

BRIDGES TO **Writing****Literary Response**

- A** Reread “A Gray Land” in your Student Book. Use the chart to list ideas and evidence to answer the response questions.

Response Questions: Use specific evidence from the text to support your ideas.

- How would you describe the narrator’s feelings, or mood, in the text?
- What does the narrator think of Texas compared to Laos?

Ideas About the Text	Supporting Evidence
Idea #1: <i>The narrator thinks everything in Texas looks the same. The narrator is bored.</i>	Idea #1: <ul style="list-style-type: none"> The narrator says that everything is gray—even their new house. Mom calls it “boring and ugly.”
Idea #2: _____ _____	Idea #2: _____ _____
Idea #3: _____ _____	Idea #3: _____ _____
Idea #4: _____ _____	Idea #4: _____ _____

- B** Rewrite each sentence with a stronger, more specific adjective. Correct any spelling or punctuation errors.

EXAMPLE: He was unhappy because someone stol his phone He was furious because someone stole his phone.

- She was afraid when the bare chased her through the woods

- they were tired after not sleeping for two days.

- He was happy when he scored a goal in the last minute

RESEARCH QUESTION



refrigerator

Find out about the origins of the modern refrigerator. What problem did it solve? How did it improve on earlier ideas? How was it developed? You can:

- ✓ write an article
- ✓ create a time line
- ✓ deliver a news report
- ✓ make a picture book



B  Use the green words from the text “The Engineering Design Process.” Then, complete the sentences with the correct form of the words.

1. When you _____ a solution, you decide how well it works.
2. Engineers make a _____ and then test it to find out how well it works.
3. Engineers _____ problems to find solutions.

research collect information about a particular subject
evaluate judge information about a particular subject
prototype a model used to test a solution

C  Use the engineering design process to design the tallest structure you can with one piece of 8 ½ x 11 paper. You can use scissors and tape. Your structure must stand without falling over.

1. Define the problem. Do some quick research to find out possible solutions.
2. Choose one solution to test. You can combine the best parts of your different ideas. Come up with a way to test and evaluate your design.
3. Test your solution and change the design as needed.

D  **Making connections** Think about what you read in *The Boy Who Harnessed the Wind*.

1. What problem is William trying to solve?
2. What steps does William take to solve the problem?
3. Do you think William is an engineer? Why or why not?



MEET AN ENGINEER

Dr. Ellen Ochoa is an engineer and a former astronaut. In 1993, Ellen spent nine days on a space mission on the space shuttle Discovery. She was also appointed director of the Johnson Space Center in Houston, Texas. Ellen has logged over 1,000 hours of flying in orbit!

Grammar in Action 

Present Participles

A **present participle** is a verb form that ends in *-ing*. It can be the main verb in a verb phrase.

I was **packing** when Big Uncle knocked on my door.

A present participle can also act as an adjective.

It deserved to be away—far away—from **clutching** fingers that had sullied it with greed.

A **participial phrase** includes a participle and other words, such as an adverb, a direct object, an indirect object, or a prepositional phrase, that describe the verb. A participial phrase that begins a sentence is usually followed by a comma.

Sitting alone at the airport, Zhenni felt nervous.

A  Read the personal narrative.

A Tight Squeeze to TEXAS

By Felipe Perez

Sitting in the middle seat of the jam-packed car, I was miserable. It's hard to sleep next to my snoring little brother. Yowling from her crate in the back was Ginger, our cat.

The long car ride from Florida to Texas was taking longer than we planned. Having to stop every few hours to let the cat stretch and move around in the car slowed us down. And who knew that finding pet-friendly hotel rooms would be so hard?

It's a good thing that our bulky furniture and stuff was traveling separately in a moving van. We couldn't have fit one more thing in the car.



B  Discuss these questions.

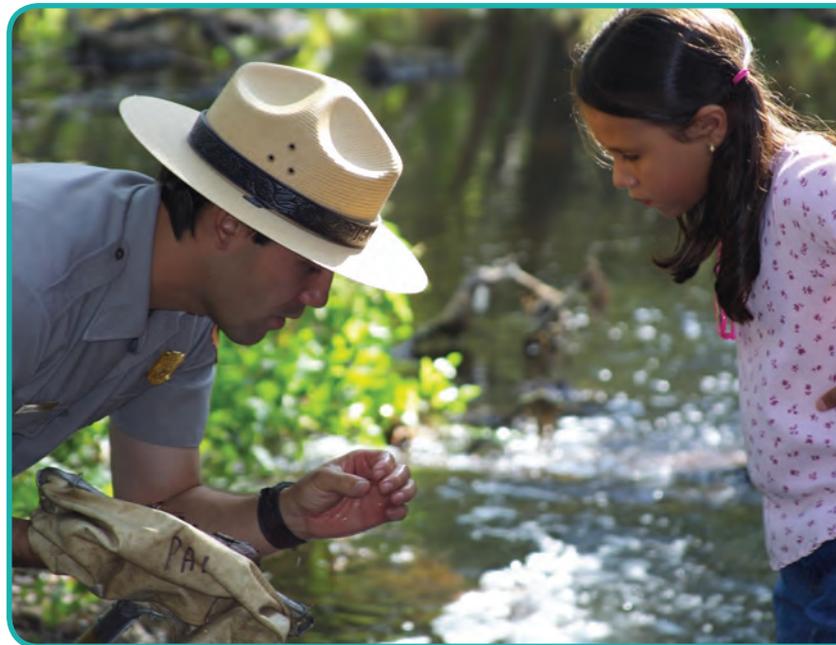
1. Why do you think a visual information specialist needs strong computer skills?
2. How might a background in earth science help a park ranger in their work?
3. What two needs must trail maintenance balance?
4. Why do search and rescue responders need special physical training?

C  Find out more about other jobs in the National Park Service. Design and create a poster that uses text and images to show the different careers at our national parks.

D  This is a park biologist. Discuss these questions.

1. What kind of work do you think a park biologist does?
2. What education do you think a park biologist needs?
3. What other important skills do you think a park biologist needs?

E  **Making connections** If you were going to work at a national park, what kind of job would you like to have? What kind of work do you think you would do? What kinds of skills and background do you think you would need?



MEET A PARK RANGER

Vanessa Torres serves as a park ranger at Lyndon B. Johnson National Historical Park and Waco Mammoth National Monument in Texas. She is in charge of park programs, visitor education, and community engagement. Vanessa has worked for the National Park Service for over 13 years, and she hopes to spark a curiosity about parks in kids of all ages.

UNIT 4**QUIZ Bridges to Grammar 1****Simple Present Tense****A LISTEN.** Choose the correct present tense verb. (5 points)**Example***You hear:* A bird sings to warn other birds of danger.*You choose:* (a.) sings b. sing c. sang

1. a. lay b. lays c. laid
2. a. flies b. flew c. fly
3. a. sleeps b. sleep c. slept
4. a. migrate b. migrated c. migrates
5. a. finds b. find c. found

B Complete each sentence with the simple present tense form of the verb. (5 points)**Example**It smells really good in the kitchen! (smell)

1. It _____ a lot in the jungle. (rain)
2. Ms. Ludwigs _____ math and science. (teach)
3. Susan and her friends _____ to the gym. (go)
4. My brother _____ the laundry for us. (do)
5. My grandparents _____ in Texas. (live)

UNIT 2

QUIZ Bridges to Grammar 2

Pronoun-Antecedent Agreement

A LISTEN. Choose the antecedent for the pronoun you hear. (5 points)

Example

You hear: The rain was cold. It pierced Carl's skin.

You choose: (a.)rain b. cold c. Carl

1. a. shoes b. Juanita c. ball
2. a. Amos b. pictures c. auditorium
3. a. library b. sister c. books
4. a. Bree b. John c. play
5. a. bread b. bakery c. aunt

B Read each sentence. Choose **clear** or **not clear** to describe the antecedent. (5 points)

1. My uncle lives in Texas. He moved there last year.
a. clear b. not clear
2. Tania went to the store with her mother. She wanted fruit.
a. clear b. not clear
3. Jasper talked to his grandfather about the garden. He planted many vegetables.
a. clear b. not clear
4. The flock of geese flew over the people at the lake. They made a lot of noise.
a. clear b. not clear
5. Yajun likes to sew. It is her favorite hobby.
a. clear b. not clear

The NEW Girl



Scene 1

setting
time, place,
environment

The year is 2024. The place is Austin, Texas, in a school auditorium. Students are celebrating a school victory and are gathered in groups talking and enjoying themselves. Ana, a new student, is alone again.

structure
section or
part

characters
who the
story is
about

ANA: *(looks around embarrassed and walks up to RANI)*
Hi, I'm Ana. I've seen you in algebra class.

RANI: Yeah, you're new, aren't you?

ANA: I've been here a few weeks, but I just moved from Dallas.

RANI: It's tough to move mid-year.

ANA: Yeah, it is. I had to give up my spot on the soccer team.

KATE: *(walks over to them)*: Hey, did you just say you play soccer? Hi, I'm Kate. I'm on the soccer team. Come to practice. We're about to lose a couple of players and Coach is looking to replace them.

ANA: That would be great! When's practice?

KATE: 4:00, after classes.

RANI: I'm so hungry! Do you guys want to get a burger?

ANA and KATE *(simultaneously)*: Sure!

stage directions
what actors
do

theme
making
friends at a
new school

dialogue
what actors
say

PRACTICE THE READING STRATEGY

A Use these ideas and ideas of your own to complete an elements of drama organizer for "The New Girl."

- *(walks over to them)*
- Ana, Rani, and Kate
- a school auditorium
- Hi, I'm Ana.
- making friends at a new school
- divided into scenes

21 Monarchs travel through many places on their way to Mexico and on their return trip to the United States. One sunny, breezy afternoon, a **physical education** teacher at a school in Austin, Texas, lost complete control of his class. A student had spotted two monarch butterflies flying in the playground and the entire class ran to see them. The big news was heard over the school's loudspeaker: "Two traveling butterflies have stopped to rest at our school on their way north. They will surely continue their trip tomorrow. These migratory butterflies will not reach their Canadian habitats until mid-June."



a monarch butterfly and caterpillar

22 And so these great travelers come and go every year across the North American continent, gracefully leaving behind the territories they previously occupied. Along the way, they also leave behind many stories like this one . . .



GLOSSARY **physical education** classes for body fitness and basic sports skills

Check In

1. **Infer** How have sanctuary rules been broken in the past?
2. **Use visuals** What does the picture of the sanctuary entrance tell you?
3. **Opinion** Why are monarch butterflies important?

Grammar in Action  TUTORIAL

Adverbs and Adverbials of Time

An **adverb** is a part of speech that modifies a verb, an adjective, or another adverb.

The loss of trees **usually** causes climate changes.

An **adverbial** is a phrase that acts like an adverb.

A prepositional phrase can be an adverbial.

For five months, the butterflies take over the forest.

Adverbs and adverbials of time give information about when, how long, and how often something happens.

	when	how long	how often
Adverbs	before, later, now, soon, yesterday, then	since	always, never, seldom, sometimes, usually
Adverbials	after lunch, during the summer, in 1976, on weekends	all day, for five months, for three years, until March	every year, five days a week, once a week, three times

A   Read the memoir.

Feeling at **New Home**

Before moving to the United States, I lived outside of São Paulo, one of the world's biggest cities. We lived there for seven years. Our house was in the country, miles away from other houses. On the weekends, I usually stayed at home because no kids lived nearby. So I was very excited when my parents decided to move to a big city in the United States. "Now I'll make a lot of friends," I thought.

Within two months, we moved to Dallas, Texas, and I started third grade. For three years in São Paulo, I had studied English, so I never thought I would feel like an outsider at my new school, but I did. At first, some kids made fun of my accent. In a few days, they stopped. Since then I have made a lot of new friends, just as I had hoped. Today, I feel like I belong in my new country.

