

New Paradigm for Education  
Daily Read & Respond Homework

Name: \_\_\_\_\_

Reading Level: \_\_\_\_\_

**Wings: 5<sup>th</sup> Grade**  
**Week of: May 28<sup>th</sup> - June 1st**  
**Genre: Informational – Historical & Informational Literary Nonfiction**

\*\*\*Please be advised we have aligned the genre for Read & Respond to match the genres reflected in the Achievement Network Test students will take at the end of Quarter #4. The genres for 5th Quarter #4 include:

**\*\*\*Informational – Historical & Informational Literary Nonfiction (Linked Passage) and Traditional Literature\*\*\***

<b>Monday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<b>No School</b> <b>Memorial Break</b> <b>5.28.18</b>			

<b>Tuesday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<b>No School</b> <b>Memorial Break</b> <b>5.29.18</b>			

<b>Wednesday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<b>Clarification</b> <b>Directions:</b> Use the strategies listed below to clarify a word or sentence you had a difficult time with or think others may have difficulty reading. Write your answers in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond. <b>If you can't say a word:</b> <ul style="list-style-type: none"><li>• Blend it</li><li>• Chunk it</li><li>• Look for a base word</li><li>• Reread it</li></ul> <b>If you don't know what a word means:</b> <ul style="list-style-type: none"><li>• Use context clues</li><li>• Reread or Read on</li><li>• Use your background knowledge</li><li>• Make a mind movie</li></ul>			
Word / Sentence: I struggled to <u>read the word / sentence</u> or to <u>understand the meaning of the word / sentence</u> : Strategy I used to clarify: What does the word / sentence mean? (In your own words): Meaningful Sentence (if you chose a word):			

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Thursday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
<b>College Bound Questions</b>			
<b>Directions:</b> At this point you have read the entire passage. Please complete the College Bound Section. Write your answers in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond.			
1. What is this article mainly about?			
a. learning how to conduct science experiments			
b. discovering games that are fun to play in the snow			
c. inventing a new kind of soap that makes stronger bubbles			
d. finding out what happens to bubbles in freezing temperatures			
2. What would most likely happen if you tried to catch a summer bubble in your hand?			
a. it would roll around without breaking			
b. it would break as soon as you touched it			
c. it would burst into pieces of colored confetti			
d. it would leave a leathery skin on your fingers			
3. . What are the key understandings of this passage? How do you know? What evidence from the passage supports the key understandings you have identified? Be sure to use specific examples from the passage.			

## Frozen Bubbles

Verlie Hutchens

1. What would happen if you tried to blow a soap bubble in below-freezing weather? Would it freeze solid and fall to the ground? Would you have to hit it with a hammer to break it? These questions occurred to me one cold winter day. It was too cold to play in the snow, but it was a perfect time to experiment with blowing frozen bubbles.
2. To blow frozen bubbles, I had to wait until the air outside was very cold. (For this activity, that meant 10 degrees below 0 Fahrenheit or colder.) I didn't have the bubble stuff that comes in a jar, so I used dishwashing soap. Adding a drop of glycerin made the soap work even better. (I found glycerin at a pharmacy.) I chose a place out of the wind, and blew bubbles the same way I always do. I watched to see what would happen. Here's what I learned.
3. If the temperature is low enough, the skin of the bubble frosts over, becoming cloudy instead of clear. And what about those rainbow swirls you see in soap bubbles? The rainbow colors stay even when the bubbles frost, but they don't swirl anymore. The bubbles still float in the air. They don't fall to the ground any faster than they would on a warm summer day.
4. When these frozen bubbles break, they don't turn into droplets as summer bubbles do. They turn into sparkling rainbow confetti and flutter to the ground. Sometimes a frozen bubble will roll across the snow without breaking. If it breaks, it may leave a leathery bubble skin on the ground. If nothing disturbs the bubble, it may stay there for a long time.

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5. Sometimes I could catch a bubble and hold it until the heat of my hand made it pop.
6. I learned one other thing about blowing frozen bubbles. It's so much fun, I want to try it again next year!