

# Mrs. Doyle's Days 11-20 Reading Resource Class NTI Assignments (*Modified*)

## 8 Maroon & Gold Resource

### Days 11-15

I pray that all of you are safe and well. I hope that you have been able to read and complete all of your assignments thus far without any problems. If you have any questions, please email me or call me anytime. We will get through this. This week you will be reading and completing activities with a short story, "Charles" by Shirley Jackson. You may listen to an audio (youtube link provided) of the story and follow along with your copy.

Day 11: Read "Shirley Jackson Biography and complete questions 1-4, and 2-5 on the back of the page. Read. " Build Understanding sheet with Background, Meet the Author information. Answer the question: What do you remember about kindergarten? List 4 things you remember about kindergarten. Then on the back complete the Connecting to the Literature question and the vocabulary.

Day 12: Read "Charles". You have been given a copy and here is the audio link if you would like to listen. <https://www.youtube.com/watch?v=gisDfJJ7N9g> Then complete the vocabulary assignment. The definitions and parts of speech are located in the story's sidebars and footnotes. To complete the last column of your vocabulary paper, find the sentence in the story that contains the word. Then copy that sentence into the box.

Day 13: Complete the side of the sheet for "Identify the following elements for "Charles." On the lined paper provided complete the 6 questions that I have marked in the margin of the story.

Day 14: Review the story "Charles" and make your own graphic novel version of the story. Use the comic strip template and create 6 scenes from "Charles" that capture the plot. Feel free to use dialogue bubbles, thought bubbles, and short captions to help retell the story. Need some inspiration, watch the video link <https://www.youtube.com/watch?v=xLcko89cjQc> of our friend, graphic novelist, Nathan Hale as he tells/illustrates the story of The Mayflower.

Day 15: Review the story. Then complete the Selection Test A/quiz questions 1-11

### Days 16-20

Read paired texts and consider how they work together and share ideas. This week you will also review word choice through connotations and



denotations. Finally you will be able to do some independent reading and writing practices.

Day 16: Read Action Magazine paired texts “Could This Dragon Save Your Life?” and “This Mold has Saved Millions” pages 24-27. Complete the sheet “Put It Together” for questions 1-5 in which you will synthesize ( put together) information from both articles.

Day 17: Complete two pages for review for Connotation and Denotation.

Day 18: Writing Wednesday- Read the 2.6 writing prompt and complete the 2.6 paragraph template with your thoughts regarding the content of your paragraph. Finally on the lined page write your 2.6 paragraph about COVID-19.

Day 19: Independent Reading Day- Read for at least 20 minutes and keep track of your progress. Tell what you read and 5 write questions about the reading or a summary of what you read. You may read anything of your choice. Refer to the “Independent Reading” page for more ideas for reading materials and links to additional reading materials.

Day 20: Journal Write- Complete the Persuasive Journal to save a pig’s life!

If you have any questions, you can contact me three different ways:

1. Call the school 234-7123
2. Email me at [carol.doyle@harrison.kyschools.us](mailto:carol.doyle@harrison.kyschools.us)
3. Text me at 859-556-0292



# BIOGRAPHY

(Day 11)

Read



## NAME

Shirley Jackson

## OCCUPATION

Author

Read both  
articles and  
answer the  
questions on the  
back of this  
worksheet.

## Shirley Jackson Biography

Author (1916–1965)

Shirley Jackson was an acclaimed American writer known for the story "The Lottery," as well as longer works like 'We Have Always Lived in the Castle.'

### Synopsis

Writer Shirley Jackson was born in 1916 in San Francisco, California. Among her early works was "The Lottery," the highly controversial and famous tale about a village that partakes in an annual death ritual. Jackson, who also wrote such novels as *The Haunting of Hill House* and *We Have Always Lived in the Castle*, died of heart failure in 1965.

### Early Years and Career

Shirley Jackson was born on December 14, 1916, in San Francisco, California, and grew up nearby in Burlingame. She attended the University of Rochester and then Syracuse University, where she became fiction editor of the campus humor magazine.

After graduating in 1940, Jackson moved to New York City. She began to write professionally, her works appearing in such publications as *The New Yorker*, *Redbook*, *The Saturday Evening Post* and *The Ladies' Home Journal*. Her first novel, *The Road Through The Wall*, was published in 1948.

### 'The Lottery'

Also in 1948, *The New Yorker* published Jackson's short story, "The Lottery." The tale, which starts as a seemingly benign account of an annual event in smalltown America, takes a dark turn when the event is revealed to be a gruesome sacrifice. "The Lottery" generated the most mail in the history of *The New Yorker*, with many readers expressing confusion about underlying

meanings and anger over its disturbing ending.

Despite the backlash, "The Lottery" became one of the most significant short stories of its era. It was eventually translated into dozens of languages, and adapted for radio, television and the stage.

### Later Works

#2 Jackson also wrote novels like The Haunting of Hill House and We Have Always Lived in the Castle as well as the witty, embellished memoir Life Among the Savages, about her domestic experiences. Often relying on supernatural themes, she was known for tackling provocative, chilling subject matter that was culturally incisive and held metaphors for how people dealt with differences. She was married to critic Stanley Edgar Hyman, with the couple having four children.

Shirley Jackson died on August 8, 1965, from heart failure. Decades later, two of her children, Laurence Jackson Hyman and Sarah Hyman Dewitt, have become editors for a collection of her unpublished works, Let Me Tell You: New Stories, Essays, and Other Writings. The compilation, released in August 2015, helps to mark the 50th anniversary of Jackson's death.

Citation Information

Article title

Shirley Jackson Biography

Author

Biography.com Editors

Website Name

The Biography.com website

URL

<https://www.biography.com/people/shirley-jackson-9351425>

Access Date

January 7, 2019

Publisher

A&E Television Networks

Last Updated

November 17, 2016

Original Published Date

April 2, 2014

Questions

1. Who was the author of this biography (on this page) of Jackson?
2. What website published this article?
3. Who was the publisher?
4. What was the original publication date?

Questions:

1. ~~List 3 text structures used in the article:~~
2. What novels did Jackson write (list 2)?
3. What two types of writing is Jackson famous for?
4. List 3 additional facts about Shirley Jackson.

5. Why did the author include the "Citation Information" above?

\*  
\*  
\*  
Answer the questions

**Background**

Day 11

**Review**

**Early Learning** The first day of kindergarten is an event that is both scary and exciting for most children. At ages four and five, children are still learning lessons about getting along with others. Suddenly going from home to a school environment can be a difficult change for children like Laurie, a character in "Charles."

For Reading Skill, Literary Analysis, and Vocabulary Builder, see page 308.

\* What do you remember about Kindergarten? List 4 things you remember or think you recall about Kindergarten.

**Meet the Author**

**Shirley Jackson** (1916–1965)



As the mother of four energetic children, Shirley Jackson once said that she wrote because "It's the only chance I get to sit down." As a writer, she is famous for two types of stories—spine-tingling tales and hilarious stories about daily life.

**The Real-Life Charles** Like many other writers, Jackson borrowed characters and events from her own life and wove them into her fictional stories. The main character in "Charles" is based on Jackson's own son.

**Fast Facts**

- ▶ Shirley Jackson was born in San Francisco and spent most of her childhood writing poetry rather than playing with neighborhood children.
- ▶ Her chilling story "The Lottery" gained her fame when it was published in *The New Yorker* in 1948.
- ▶ Jackson's collections of stories about family life often have humorous titles such as *Life Among the Savages* (1953) and *Raising Demons* (1957).

Go **Online**  
Author Link

For: More about the author  
Visit: [www.PHSchool.com](http://www.PHSchool.com)  
Web Code: ene-9209

## Connecting to the Literature

**Reading/Writing Connection** In "Charles," a boy brings home some startling stories during his first weeks at school. Using complete sentences, list three things you would tell a child starting kindergarten. Use at least three of the following words: adapt, participate, cooperate, focus.

Complete below ↓

1.

2.

3.

Define -

adapt:

participate:

cooperate:

focus:



Day 12

Read or listen to  
the story.

# Charles

Shirley Jackson



The day my son Laurie started kindergarten he renounced corduroy overalls with bibs and began wearing blue jeans with a belt; I watched him go off the first morning with the older girl next door, seeing clearly that an era of my life was ended, my sweet-voiced nursery-school tot replaced by a long-trousered, swaggering<sup>1</sup> character who forgot to stop at the corner and wave good-bye to me.

He came home the same way, the front door slamming open, his cap on the floor, and the voice suddenly become raucous<sup>2</sup> shouting, "Isn't anybody here?"

At lunch he spoke insolently to his father, spilled his baby sister's milk, and remarked that his teacher said we were not to take the name of the Lord in vain.

"How *was* school today?" I asked, elaborately casual.

"All right," he said.

"Did you learn anything?" his father asked.

Laurie regarded his father coldly. "I didn't learn nothing," he said.

"Anything," I said. "Didn't learn anything."

"The teacher spanked a boy, though," Laurie said, addressing his bread and butter. "For being fresh," he added, with his mouth full.

"What did he do?" I asked. "Who was it?"

Laurie thought: "It was Charles," he said. "He was fresh. The teacher spanked him and made him stand in a corner. He was awfully fresh."

"What did he do?" I asked again, but Laurie slid off his chair, took a cookie, and left, while his father was still saying, "See here, young man."

## Vocabulary Builder

**renounced** (ri nouns'd)

v. gave up

\* Questions for

Day 13

Question 1

✓ Reading Check

According to Laurie, how does Charles get into trouble at school?

1. **swaggering** (swag' ger in) v. strutting; walking with a bold step.

2. **raucous** (rō' kes) adj. harsh; rough-sounding.

Excerpt from Prentice Hall Literature Charles ■ 345  
Purchased by Harrison County Middle School

## # Question # 2

The next day Laurie remarked at lunch, as soon as he sat down, "Well, Charles was bad again today." He grinned enormously and said, "Today Charles hit the teacher."

"Good heavens," I said, mindful of the Lord's name, "I suppose he got spanked again?"

"He sure did," Laurie said. "Look up," he said to his father.

"What?" his father said, looking up.

"Look down," Laurie said. "Look at my thumb. Gee, you're dumb." He began to laugh insanely.

"Why did Charles hit the teacher?" I asked quickly.

"Because she tried to make him color with red crayons," Laurie said. "Charles wanted to color with green crayons so he hit the teacher and she spanked him and said nobody play with Charles but everybody did."

The third day—it was Wednesday of the first week—Charles bounced a see-saw on to the head of a little girl and made her bleed, and the teacher made him stay inside all during recess. Thursday Charles had to stand in a corner during story-time because he kept pounding his feet on the floor. Friday Charles was deprived of blackboard privileges because he threw chalk.

On Saturday I remarked to my husband, "Do you think kindergarten is too unsettling for Laurie? All this toughness, and bad grammar, and this Charles boy sounds like such a bad influence."

"It'll be all right," my husband said reassuringly. "Bound to be people like Charles in the world. Might as well meet them now as later."

On Monday Laurie came home late, full of news. "Charles," he shouted as he came up the hill; I was waiting anxiously on the front steps. "Charles," Laurie yelled all the way up the hill, "Charles was bad again."

"Come right in," I said, as soon as he came close enough. "Lunch is waiting."

"You know what Charles did?" he demanded, following me

► **Critical Viewing** Which of these children might have a personality like that of Charles? Explain.

[Connect]

Excerpt from Prentice Hall  
Literature by Harrison  
346 ■ Short Stories

County Middle School

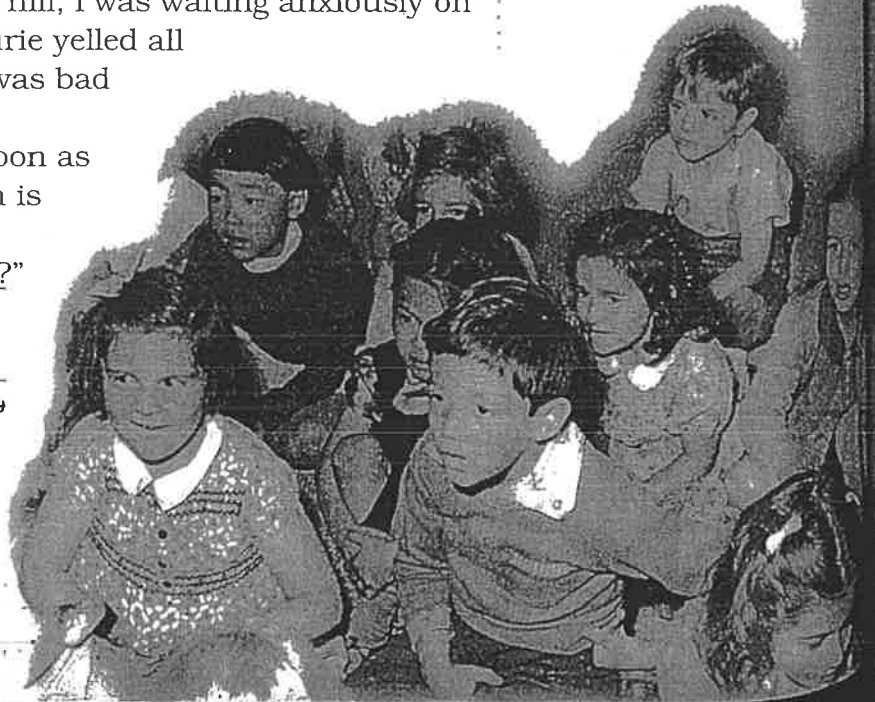
### Reading Skill

#### Make Inferences

What details show that Laurie admires Charles's rude behavior?

### Literary Analysis

**Point of View** What clues indicate that this story is told by a first-person narrator?



through the door. "Charles yelled so in school they sent a boy in from first grade to tell the teacher she had to make Charles keep quiet, and so Charles had to stay after school. And so all the children stayed to watch him."

"What did he do?" I asked.

"He just sat there," Laurie said, climbing into his chair at the table. "Hi, Pop, y'old dust mop."

"Charles had to stay after school today," I told my husband. "Everyone stayed with him."

"What does this Charles look like?" my husband asked Laurie. "What's his other name?"

"He's bigger than me," Laurie said. "And he doesn't have any rubbers and he doesn't ever wear a jacket."

Monday night was the first Parent-Teachers meeting, and only the fact that the baby had a cold kept me from going; I wanted passionately to meet Charles's mother. On Tuesday Laurie remarked suddenly, "Our teacher had a friend come to see her in school today."

"Charles's mother?" my husband and I asked simultaneously.

"Naaah," Laurie said scornfully. "It was a man who came and made us do exercises, we had to touch our toes. Look." He climbed down from his chair and squatted down and touched his toes. "Like this," he said. He got solemnly back into his chair and said, picking up his fork, "Charles didn't even do exercises."

"That's fine," I said heartily. "Didn't Charles want to do exercises?"

"Naaaah," Laurie said. "Charles was so fresh to the teacher's friend he wasn't let do exercises."

"Fresh again?" I said.

"He kicked the teacher's friend," Laurie said. "The teacher's friend told Charles to touch his toes like I just did and Charles kicked him."

"What are they going to do about Charles, do you suppose?" Laurie's father asked him.

Laurie shrugged elaborately. "Throw him out of school, I guess," he said.

Wednesday and Thursday were routine; Charles yelled during story hour and hit a boy in the stomach and made him cry. On Friday Charles stayed after school again and so did all the other children.

### Question #3

#### Reading Skill

##### Make Inferences

What actions show that Charles's behavior is having a negative effect on Laurie?

#### Vocabulary Builder

simultaneously (sī mēl tā' nē əs lē) adv.  
at the same time

### Question #4

#### Reading Check

What did Charles do to his teacher's friend?

Excerpt from Prentice Hall Literature  
Purchased by Harrison County Middle School

With the third week of kindergarten Charles was an institution in our family; the baby was being a Charles when she cried all afternoon; Laurie did a Charles when he filled his wagon full of mud and pulled it through the kitchen; even my husband, when he caught his elbow in the telephone cord and pulled the telephone, ashtray, and a bowl of flowers off the table, said, after the first minute, "Looks like Charles."

During the third and fourth weeks it looked like a reformation in Charles; Laurie reported grimly at lunch on Thursday of the third week, "Charles was so good today the teacher gave him an apple."

"What?" I said, and my husband added warily, "You mean Charles?"

"Charles," Laurie said. "He gave the crayons around and he picked up the books afterward and the teacher said he was her helper."

"What happened?" I asked incredulously.

"He was her helper, that's all," Laurie said, and shrugged.

"Can this be true, about Charles?" I asked my husband that night. "Can something like this happen?"

"Wait and see," my husband said cynically.<sup>3</sup> "When you've got a Charles to deal with, this may mean he's only plotting."

He seemed to be wrong. For over a week Charles was the teacher's helper; each day he handed things out and he picked things up; no one had to stay after school.

"The PTA meeting's next week again," I told my husband one evening. "I'm going to find Charles's mother there."

"Ask her what happened to Charles," my husband said. "I'd like to know."

"I'd like to know myself," I said.

On Friday of that week things were back to normal. "You know what Charles did today?" Laurie demanded at the lunch table, in a voice slightly awed. "He told a little girl to say a word and she said it and the teacher washed her mouth out with soap and Charles laughed."

"What word?" his father asked unwisely, and Laurie said, "I'll have to whisper it to you, it's so bad." He got down off his chair and went around to his father. His father bent his head down and Laurie whispered joyfully. His father's eyes widened.

"Did Charles tell the little girl to say *that*?" he asked respectfully.

### Vocabulary Builder

**incredulously** (in krej' ə ləs lē) adv. with doubt or disbelief

### Question #5

#### Literary Analysis

**Point of View** How does the narrator respond to each item of news about Charles? *Is she*

*Curious? Does she want to hear about Charles every day?*

3. **cynically** (sin' i ke lē) adv. with disbelief about the honesty of people's intentions or actions.

"She said it *twice*," Laurie said. "Charles told her to say it *twice*."

"What happened to Charles?" my husband asked.

"Nothing," Laurie said. "He was passing out the crayons."

Monday morning Charles abandoned the little girl and said the evil word himself three or four times, getting his mouth washed out with soap each time. He also threw chalk.

My husband came to the door with me that evening as I set out for the PTA meeting. "Invite her over for a cup of tea after the meeting," he said. "I want to get a look at her."

"If only she's there," I said prayerfully.

"She'll be there," my husband said. "I don't see how they could hold a PTA meeting without Charles's mother."

At the meeting I sat restlessly, scanning each comfortable matronly face, trying to determine which one hid the secret of Charles. None of them looked to me haggard enough. No one stood up in the meeting and apologized for the way her son had been acting. No one mentioned Charles.

After the meeting I identified and sought out Laurie's kindergarten teacher. She had a plate with a cup of tea and a piece of chocolate cake; I had a plate with a cup of tea and a piece of marshmallow cake. We maneuvered up to one another cautiously, and smiled.

"I've been so anxious to meet you," I said. "I'm Laurie's mother."

"We're all so interested in Laurie," she said.

"Well, he certainly likes kindergarten," I said. "He talks about it all the time."

"We had a little trouble adjusting, the first week or so," she said primly, "but now he's a fine little helper. With occasional lapses, of course."

"Laurie usually adjusts very quickly," I said. "I suppose this time it's Charles's influence."

"Charles?"

"Yes," I said, laughing, "you must have your hands full in that kindergarten with Charles."

"Charles?" she said. "We don't have any Charles in the kindergarten."

### Reading Skill

#### Make Inferences

What does Charles's behavior on Monday suggest about his good behavior in the previous weeks?

### Literary Analysis

**Point of View** How does the first-person point of view contribute to the humor in this conversation?

\*Question #6

Who does the mom find out is really "Charles"?

Excerpt from Prentice Hall Literature  
Purchased by Harrison County Middle School

# Apply the Skills

## Charles

### Thinking About the Selection

1. **Respond:** Were you surprised to learn about Charles's true identity? Why or why not?
2. (a) **Recall:** Describe the change in Laurie's clothing on the day he starts school. (b) **Draw Conclusions:** How does this signal a change in Laurie's behavior?
3. (a) **Recall:** Give three examples of Charles's behavior at school and three examples of Laurie's behavior at home. (b) **Compare and Contrast:** How is Charles's behavior in both these places similar and different?
4. (a) **Make a Judgment:** What should Laurie's mother say to him after she meets his teacher and learns the truth? (b) **Discuss:** Share your ideas with a small group. Then, discuss the reasons for your responses.

### Reading Skill

5. (a) List four details that his mother has observed about Laurie's new behavior at home. (b) Use these details to **make an inference** about what the changes mean.
6. What inferences can you make about the teacher by the way she speaks to Laurie's mother? In your answer, consider her attitude toward her students and her level of patience.

### Literary Analysis

7. This first-person story is told from the **point of view** of Laurie's mother. Complete a chart like the one shown here to decide how the story would be different if it were told from Laurie's point of view.

Mother	Laurie
Mother thinks Laurie has a classmate named Charles.	
Mother worries that Charles is a bad influence on Laurie.	

8. How does the first-person point of view help to make the ending a surprise for readers?

### QuickReview

#### Story at a Glance

A little boy tells incredible stories about how a classmate misbehaves.

#### Go Online Assessment

For: Self-test

Visit: [www.PHSchool.com](http://www.PHSchool.com)

Web Code: ena-6208

**Inferences:** Logical assumptions about what is not stated

**Point of View:** The perspective from which a story is told. A story can be told in the *first-person* or the *third-person point of view*.

**“CHARLES”** by Shirley Jackson      Name:

Vocabulary Word:	Denotative Meaning: <u>Dictionary</u> , Google, etc.	Part of speech:	Sentence from story: complete when reading the story.
Renounced			pg. 345
Swaggering			pg. 345
Raucous			pg. 345
Simultaneously			pg. 347
Incredulously			pg. 348
Cynically			pg. 348

# Day 13

Identify the following elements for "Charles" :

Setting: Time/Place

Plot: -Who, What, When

Conflict: Problem

Characters:

Point of View: 1<sup>st</sup> or 3<sup>rd</sup> (who's) telling the story

Theme: (Life Lesson)



"Charles" <sup>Put</sup> Question Answers Marked in Day 13  
the margin #1-6.



# Graphic Novel

## Example only



By Nathan Hale  
Example



"Charles" Graphic Novel Page  
\* Create 6 scenes from the story

Day 14

The page contains six empty rectangular panels for drawing scenes. The panels are arranged as follows: a large panel in the top left; a smaller panel in the top right; a medium panel in the middle left; a large panel in the center right; a medium panel in the bottom left; and a small panel in the bottom right.



Name \_\_\_\_\_ Date \_\_\_\_\_

"Charles" by Shirley Jackson

Selection Test A / Quiz**Critical Reading** Identify the letter of the choice that best answers the question.

- \_\_\_ 1. In the story "Charles," what new experience is Laurie facing?
- A. starting kindergarten
  - B. starting third grade
  - C. having a new babysitter
  - D. moving to a new town
- \_\_\_ 2. In the beginning of "Charles," how does Laurie behave as he leaves his mother?
- A. He is very sweet to his mother.
  - B. He seems less confident than usual.
  - C. He seems somewhat bad-mannered.
  - D. He seems shy and frightened.
- \_\_\_ 3. In "Charles," who is I, or the narrator?
- A. Laurie
  - B. Laurie's mother
  - C. the teacher
  - D. Charles
- \_\_\_ 4. What can you infer from this description of Laurie's behavior in "Charles"?
- At lunch he spoke insolently to his father, spilled his baby sister's milk, and remarked that his teacher said we were not to take the name of the Lord in vain.
- A. Laurie behaves well at home.
  - B. Laurie does not behave well at home.
  - C. Laurie behaves well at school.
  - D. Laurie is clumsy.
- \_\_\_ 5. Based on the details that Laurie gives his parents in "Charles," what sort of boy is Charles?
- A. smart but unfriendly
  - B. shy and sensitive
  - C. adorable
  - D. very badly behaved

Name \_\_\_\_\_

Date \_\_\_\_\_

- \_\_\_ 6. According to "Charles," in what way does Charles become an "institution" in Laurie's house?
- A. The parents think Charles should be put in a mental institution.
  - B. Laurie's family wants to help Charles.
  - C. Anyone who makes a mess or causes trouble is said to be acting like Charles.
  - D. Laurie talks about Charles so much that he seems like part of the family.
- \_\_\_ 7. What can you infer from these details in "Charles"?
- "You know what Charles did today?" Laurie demanded at the lunch table, in a voice slightly awed. "He told a girl to say a word and she said it and the teacher washed her mouth out with soap and Charles laughed."
- A. The little girl is mean.
  - B. Charles is mean.
  - C. Charles is rude to the teacher, but he is usually kind to his classmates.
  - D. The little girl said something about the weather.
- \_\_\_ 8. In "Charles," how does Charles change in the third and fourth weeks of school?
- A. He stops talking.
  - B. He agrees to do exercises in gym.
  - C. He starts helping the teacher.
  - D. He starts wearing his jacket.
- \_\_\_ 9. In "Charles," whom does Laurie's mother look for at the PTA meeting?
- A. Charles
  - B. Charles's mother
  - C. Laurie's father
  - D. the principal
- \_\_\_ 10. At the end of "Charles," when the teacher says that there is no Charles in the kindergarten, what inference can you make?
- A. The teacher does not know some of the students' names.
  - B. The teacher is not telling the truth.
  - C. Laurie was mixed up.
  - D. Laurie is the bad boy who did the things he says Charles did.
- \_\_\_ 11. How does the point of view help create the surprise ending to "Charles"?
- A. The narrator does not know the truth about Charles until the end.
  - B. The narrator never gives any hints that Laurie behaves badly.
  - C. The author tells many different characters' thoughts and feelings.
  - D. Laurie is so mischievous that he tricks the reader.



Home (<https://action.scholastic.com/home-page-logged-in.html>) > (<https://action.scholastic.com/issues/2019-20.html>) > March 2020 (<https://action.scholastic.com/issues/2019-20/030120.html>) > Could This Dragon Save Your Life?/This Mold Has Saved Millions



iStockPhoto/Getty Images

## Read both Articles

### CCSS

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**READING LEVEL**

700L-800L

500L-600L

800L-900L

Go Back to Issue

(<https://action.scholastic.com/issues/2019-20/030120.html>)

# Could This Dragon Save Your Life?

Scientists looking for life-saving medicines have found a surprising helper: the killer Komodo dragon.

MARCH 2020 ([HTTPS://ACTION.SCHOLASTIC.COM/ISSUES/2019-20/030120.HTML](https://action.scholastic.com/issues/2019-20/030120.html))

By Tod Olson



Preview this article's **VOCABULARY**

## Launch Slideshow

Indonesia is a country. It is a large group of islands. It has rainforests. It has beaches. It is located north of Australia. Are you ready to visit this beautiful place?

If so, watch out for 10-foot-long lizards. They can kill you with one bite.

These lizards are called Komodo dragons. They're the largest lizards on Earth. They attack pigs, deer, and cows. Sometimes they attack humans. Komodo dragons have sharp teeth. They rip big wounds in their **prey** to kill them.

Komodo dragons are more than killers. Scientists think they have a special power.

That special power may save millions of human lives.

## Super Strong

Komodo dragons are tough creatures. They often eat dead animals that have been rotting away for a while. These dead animals are filled with tiny germs called **bacteria**. Eating these bacteria would make most animals sick. But Komodo dragons don't get sick from the bacteria.

Why don't they get sick? Scientists just discovered why. Komodo dragon blood contains special chemicals. These chemicals protect it from bacteria. That might be great news for humans.

## Helping Humans

Certain bacteria can be deadly. The tiny germs can cause diseases, like pneumonia and cholera. For most of human history, these diseases had no cure. Also, if a wound became **infected**, doctors had no medicine for it. Even a small cut could kill a person.



Jim McMahon/Mapman ®

In 1928, scientists discovered antibiotics. These are medicines that kill germs. The first antibiotic was called penicillin. It saved millions of lives.

Over time, some germs became **resistant** to antibiotics. That means antibiotics no longer work on the germs.

Every year, these resistant germs kill people. Right now, they kill about 700,000 people around the world each year. In 30 years, they might be killing 10 million people a year!

Remember the Komodo dragon's special blood? It might stop these tough germs. That's what scientists hope. They want to use it to make new medicines.

## Wonder Drugs

Other fierce creatures may also help save lives. The taipan is a dangerous snake. Its poison might stop wounds from bleeding. Experts are also studying deadly scorpions. Their stingers have poison. It may help fight cancer.

One snake is already saving people. It helps people with heart problems. This snake is called the Brazilian pit viper. It has a poison that makes its victims pass out. Then the viper eats them—head first. But that poison can also keep people alive. It's already used in one medicine. The medicine is for high blood pressure. The medicine is used by 40 million people a year.

Bryan Fry studies Komodo dragons. He says the “wonder drugs of tomorrow” will be found in strange creatures.

So if you see a Komodo dragon or a pit viper, say “Thank you!” But say it from a safe distance.

## Other Scary (But Lifesaving) Creatures



▲ **Poison from the taipan—a dangerous snake found in Australia—could stop wounds from bleeding.**

▼ **Poison from this Mexican scorpion might help fight cancer.**



▲ **Poison from the Brazilian pit viper is used to treat high blood pressure.**

Susan Schmitz/Shutterstock.com (Taipan); Agustin Esmoris/Minden Pictures (Scorpion); Vampflack/Shutterstock.com (Pit Viper)

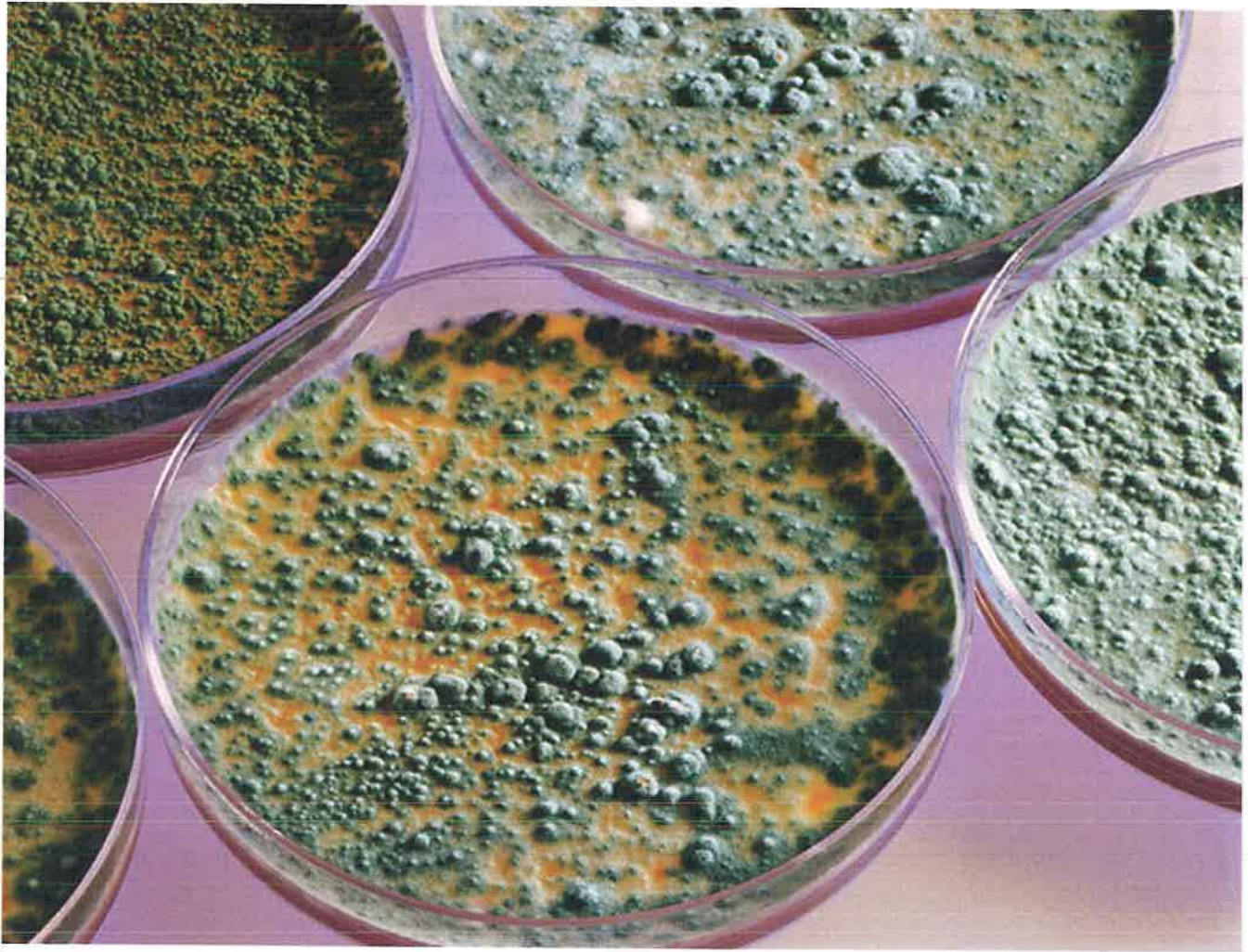
*Read Article*

# This Mold Has Saved Millions

The surprising story behind penicillin, the medicine that changed the world

MARCH 2020 ([HTTPS://ACTION.SCHOLASTIC.COM/ISSUES/2019-20/030120.HTML](https://action.scholastic.com/issues/2019-20/030120.html))

By Tod Olson



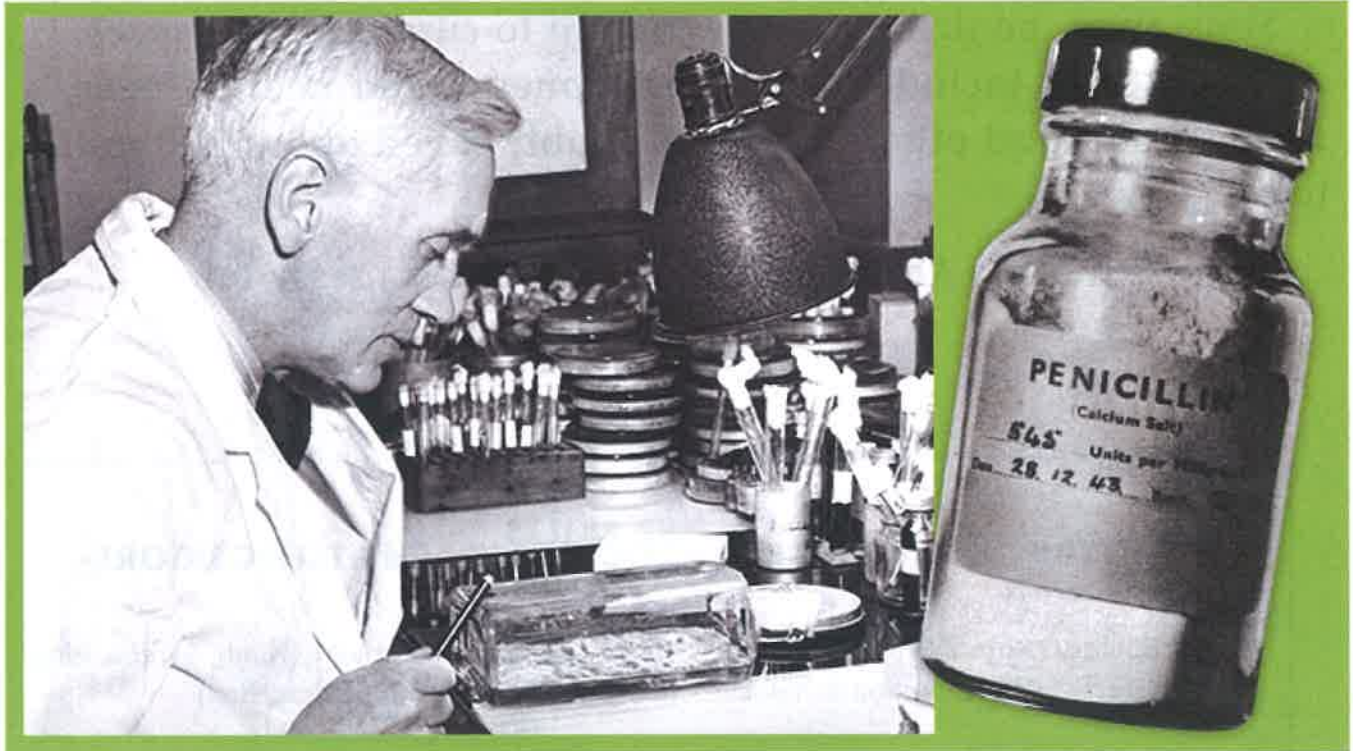
Phil Degginger/Getty Images

Alexander Fleming was a scientist in London. His lab was always a mess. He kept it that way on purpose. He worked with tiny germs called bacteria. He studied how they grew. He kept the germs around for a while. He thought they might do interesting things.

In the summer of 1928, Fleming went on vacation. He left dishes full of bacteria in his lab. When he returned, he got out a magnifying glass. He examined each dish. Fuzzy green mold grew on the sides of the dishes.

One dish was different from the others. It should have been covered in bacteria. But the mold had stopped the germs. They didn't spread. "That's funny," Fleming said.

But it turned out to be a serious discovery. That green mold was penicillin. It would save millions of lives.



Underwood Archives/Shutterstock (Alexander Fleming); Historia/Shutterstock (Penicillin)

### **Big Discovery**

Alexander Fleming (left) was a scientist. In 1928, he noticed that a green mold called penicillin could stop germs from spreading.

## **A Wartime Weapon**

Fleming's discovery wasn't used right away. Scientists had to figure out how to turn the mold into a medicine. That took about 13 years.

But it was just in time.

In 1944, many countries were fighting in World War II. Doctors tried to help wounded soldiers. But the wounds often got infected. There was no way to stop the bacteria from spreading. Usually, an infection meant death.

That year, a factory in New York started making penicillin. The medicine was used to treat more than 100,000 soldiers. Then the war ended.

Since then, penicillin has been used to cure many diseases. These diseases include tuberculosis, pneumonia, scarlet fever, strep throat, and others. It has probably saved about 200 million lives.

We owe it all to Alexander Fleming and his messy lab.

**CORE SKILLS**  
**(HTTPS://ACTION.SCHOLASTIC.COM/PAGES/TOPICS/CORE-SKILLS.HTML)**

Vocabulary (<https://action.scholastic.com/pages/topics/vocabulary.html>), Synthesizing (<https://action.scholastic.com/pages/topics/synthesizing.html>)

**FORMAT**  
**(HTTPS://ACTION.SCHOLASTIC.COM/PAGES/TOPICS/FORMAT.HTML)**

Paired Texts (<https://action.scholastic.com/pages/topics/paired-texts.html>)

**TOPIC**  
**(HTTPS://ACTION.SCHOLASTIC.COM/PAGES/TOPICS/TOPIC.HTML)**

Science (<https://action.scholastic.com/pages/topics/science.html>), Animals (<https://action.scholastic.com/pages/topics/animals.html>), Health (<https://action.scholastic.com/pages/topics/health.html>)

**GENRE**  
**(HTTPS://ACTION.SCHOLASTIC.COM/PAGES/TOPICS/GENRE.HTML)**

Nonfiction (<https://action.scholastic.com/pages/topics/nonfiction.html>)

**CONTENT TYPE**  
**(HTTPS://ACTION.SCHOLASTIC.COM/PAGES/TOPICS/CONTENT-TYPE.HTML)**

Article (<https://action.scholastic.com/pages/topics/article.html>)



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

# Put It Together

**Directions:** To synthesize means to combine parts from different sources. Answer the questions below to synthesize information from the articles "Could This Dragon Save Your Life?" (CTDSYL) and "This Mold Has Saved Millions" (TMHSM). We've indicated in which story you can find each answer.

Answers

<p><b>1.</b> Before antibiotics, what often happened to people who got a disease or an infected wound? (both articles)</p>	
<p><b>2.</b> How was the first antibiotic discovered? (TMHSM)</p>	
<p><b>3.</b> What are antibiotics used to treat? (both articles)</p>	
<p><b>4.</b> How many lives have antibiotics saved? (both articles)</p>	
<p><b>5.</b> Why are antibiotic-resistant germs a problem? (CTDSYL)</p>	



## Denotation and Connotation

A word's denotation is its dictionary definition. But a word can also evoke certain thoughts and feelings. The thoughts and feelings associated with a certain word are called the connotation of the word. Words with the same denotation can have different connotations. Connotations can be positive, negative or neutral.



**DIRECTIONS:** Each pair of phrases includes synonyms with different connotations. Put a + sign on the line next to the one with a positive connotation, and a - on the line next to the one with a negative connotation.

+ = positive feeling      - = negative feeling

- |    |                      |       |     |                       |       |
|----|----------------------|-------|-----|-----------------------|-------|
| 1. | A strong reek        | _____ | 6.  | Spoke with arrogance  | _____ |
|    | A strong aroma       | _____ |     | Spoke with confidence | _____ |
| 2. | A charismatic leader | _____ | 7.  | Ratty clothes         | _____ |
|    | A pushy leader       | _____ |     | Casual clothes        | _____ |
| 3. | Squandered his time  | _____ | 8.  | An aggressive stance  | _____ |
|    | Invested his time    | _____ |     | A hostile stance      | _____ |
| 4. | A bold plan          | _____ | 9.  | Easygoing attitude    | _____ |
|    | A reckless plan      | _____ |     | Lazy attitude         | _____ |
| 5. | Energetic dogs       | _____ | 10. | Thoughtful response   | _____ |
|    | Rambunctious dogs    | _____ |     | Calculated response   | _____ |



Denotation and Connotation

Day 17

Dictionary

Denotation

The literal or 'face value' meaning.

Image

Connotation

What is suggested or implied beyond the image. The things it could stand for. *Feelings*

Rose



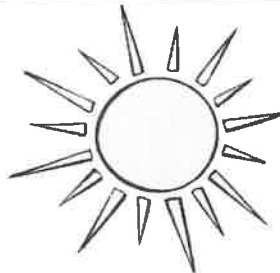
Sports Car



Books



Sun



fern leaf



Parent - father & child



2.6 Paragraph

Topic Sentence: (This is the one idea, the one topic that your paragraph is discussing)

---

---

First reason or point

---

Example of first reason

---

Second reason or point

---

Example of second reason

---

Conclusion or ending sentence

---

---

Directions: ① You will first complete this 2.6 outline for the following prompt:

Explain how your day to day life has been impacted by COVID-19.

② Write a 2.6 paragraph on the back →





# Independent Reading!

(Your Choice. Read for 20 minutes)



\* Write 5 Questions about your reading OR a paragraph Summary

See pages 61 and 62 of this packet.



Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

\* Examples you may choose to read

**Encourage daily reading.** And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

**Don't worry about right/wrong answers** when you talk about text—the important thing is that you and your student share a reading experience and have fun!

**Here are some websites that offer fun, free, high-quality <sup>reading</sup> material for kids:**

- www.starfall.com
- www.storyplace.org
- www.uniteforliteracy.com
- www.stornory.com
- www.freekidsbooks.org
- en.childrenslibrary.org
- newsela.com
- www.scholastic.com/learnathome

# Reading Discourse Cards

UNDERSTANDING LITERATURE 13

How does a character change in the story?

First, the character \_\_\_\_\_.  
Then, the character \_\_\_\_\_.

UNDERSTANDING LITERATURE 15

If the story were told by a different character, which details might be different?

UNDERSTANDING LITERATURE 14

How do the illustrations help you understand the characters, setting, or events in the story?

UNDERSTANDING INFORMATIONAL TEXTS 16

What is the main topic of this text?  
How do you know?

KNOWLEDGE BUILDING 31

What does this text help you understand?

Now I know \_\_\_\_\_.

KNOWLEDGE BUILDING 33

What does this part of the text make you want to learn more about?

The text makes me want to know \_\_\_\_\_.

KNOWLEDGE BUILDING 37

What do you already know about this topic?  
Where have you learned about this topic?

I already know \_\_\_\_\_  
from \_\_\_\_\_.

KNOWLEDGE BUILDING 40

What were you surprised to learn from the text?

ACADEMIC TALK 64 69

I'm curious about \_\_\_\_\_.

ACADEMIC TALK 66 69

Can you tell me more about \_\_\_\_\_?

Journal:  
Friday, Day #20

Journal details: today's journal writing includes 2 options for completion. Please choose one response option below.

1. Write a ~~2.6~~ paragraph. Use the ~~a.6~~ template from day 18 to guide you.
2. Write freely on the topic below BUT you must have at least a half-sheet response.

Please write your journal on the back of this sheet.

Journal:



Pigs stink! The only thing this pig is good for is bacon. Convince me that I'm wrong! Write a persuasive response to save this pig's life.

