

## Identifying Theme

**Directions:** Determine what the theme is for each story and explain your answer. Remember, a theme is a lesson or message in the story. **Write in complete sentences.**

1. When Katie Clean invited Messy Missy to her house to work on their biology project, she had no idea what a visit from Messy Missy entailed. First of all, it was raining and Messy Missy neither bothered to take her boots off nor thoroughly wiped them on the doormat. Then Messy Missy ate a bag of hot chips on Katie Clean's white bedspread without asking. Messy Missy is a sloppy eater too, so hot chip powder got all over the bedspread. Katie Clean tried to be polite and ignore Messy Missy's sloppy behavior. But then Messy Missy threw her chip wrapper on the floor. Offended, Katie Clean pretended that she was sick and asked Messy Missy to leave. The next day Katie Clean asked the teacher if she could work by herself. After Katie explained the situation, the teacher allowed Katie to work alone. Messy Missy almost finished the assignment alone, but she spilled grape soda all over it and quit.

What is the theme of the story? \_\_\_\_\_

What happens in the story that leads you to believe this? \_\_\_\_\_

2. Money Mark was born rich. He never had to work a day in his life and he got everything handed to him on a silver platter. When he was six, Money Mark wanted to go to a basketball game. His father paid the starting five of the Bulls and Celtics to play a private game of Nerf-ball in Money Mark's bedroom. When Money Mark turned thirteen, he wanted to start a band. His father hired the Mountain Boys to play with him every Saturday at the family's private concert hall, though his family was never there. By the time he was twenty-one, Money Mark was bored with life. He was surrounded by a bunch of possessions that he didn't appreciate. Nothing was new or exciting to him. Despite his vast wealth, Money Mark never found happiness. Penny Petal was born poor. Her family hardly had anything to eat, but they loved each other. Penny Petal appreciated every thing she got. When she was six, her father walked her around the United Center before the Bulls played the Celtics. She was excited by the crazy fans and feeling in the air. She looked forward to the day that she could see a real game. When she was thirteen, she learned to play the buckets. She was an extremely talented musician, a natural percussionist. Everyone on the block loved the rhythms that poured from her palms. By the time she was twenty-one, Penny was a successful businesswoman. Soon she had everything that she had ever dreamed of having. She loved to share her wealth and happiness with her family, who had supported her through the hard times.

What is the theme of the story? \_\_\_\_\_

What happens in the story that leads you to believe this? \_\_\_\_\_

3. Tammy and Sammy were both students in Mr. Morton's reading class. Mr. Morton wasn't too strict about deadlines, and Sammy took advantage of that. Sammy did all his homework in his other classes. But he never bothered to complete Mr. Morton's reading assignments. He figured that he could complete them later. Tammy, on the other hand, completed each assignment Mr. Morton had assigned every night. She had to stay up a little later, but she knew that reading was the most important subject. She knew that if she learned to read well, then she could teach herself anything. So she always worked hard in her reading class. When the end of the quarter came, Tammy and Sammy had both planned on going to the Magic Castle amusement park. They were both so excited. But then Mr. Morton called Sammy's mother to report Sammy's grade. She grounded Sammy and that weekend was horrible for him. He stayed up until 2:00 AM each night, yet he still couldn't complete all the assignments. Meanwhile, Tammy had a great time eating pizza at Enchanted Castle. After that she stayed up late and watched movies. She enjoyed her weekend free of stress and pressure. At the end of the quarter, Sammy was lucky to squeak by with a C minus. Tammy earned an A. Yet, Sammy still hasn't learned his lesson. He may not complete this activity either.

What is the theme of the story? \_\_\_\_\_

\_\_\_\_\_

What happens in the story that leads you to believe this? \_\_\_\_\_

\_\_\_\_\_

4. Mr. Pig and Mr. Dog relaxing at the food court of the animal shopping mall. Mr. Pig was eating a huge feast of pizza and drinking a large jug of fruit punch. Mr. Dog was watching him eat. "Hey, Mr. Pig. If you give me a slice of your pizza, I'll let you have the next bone I find." Mr. Pig declined, even though it hurt his stomach to eat the last three slices of pizza. "I'm sorry, Mr. Dog," Mr. Pig said between grunts, "but I paid for this pizza and it's all mine." Mr. Dog sighed and waited for Mr. Pig to finish. Then they left the animal mall together. On the way out, a hunter spotted them and gave chase. Mr. Pig normally could have escaped the hunter, but he was weighed down by the large meal. Mr. Pig collapsed and the hunter seized him. Mr. Dog easily escaped. Later that night, Mr. Dog returned to the scene. He caught the scent of something delicious and began digging around a trashcan. He found a large ham bone with lots of meat and marrow still stuck to it. Mr. Dog happily ate.

What is the theme of the story? \_\_\_\_\_

\_\_\_\_\_

What happens in the story that leads you to believe this? \_\_\_\_\_

\_\_\_\_\_

5. In his sophomore year of high school, basketball legend Michael Jordan tried out for the varsity basketball team. But at five feet and eleven inches tall, the coach believed that Jordan was too short to play. The coach cut Jordan from the team. Jordan didn't let this obstacle defeat him. In fact, it pushed him to work even harder. He trained vigorously and grew another four inches the following summer. The next year, Jordan made the varsity squad. He averaged 25 points a game and went on to become one of the greatest basketball players in history.

What is the theme of the story? \_\_\_\_\_

\_\_\_\_\_

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What happens in the story that leads you to believe this? \_\_\_\_\_

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## Weather Types of Clouds

Have you ever sat back to see what shapes the clouds above you were making? Chances are you were looking at **cumulus** clouds. Cumulus clouds are puffy and white like cotton balls. They come in all different shapes and sizes.

But cumulus is only one type of cloud. For years, people have studied the color and speed of clouds so that they can predict the weather. In the process, they've discovered many different types of clouds. Some clouds are found at higher altitudes than others. Some clouds are puffy. Others are flat. Each type of cloud has its own name. But most clouds fall into one of three main types. They can be cumulus, cirrus, or stratus.



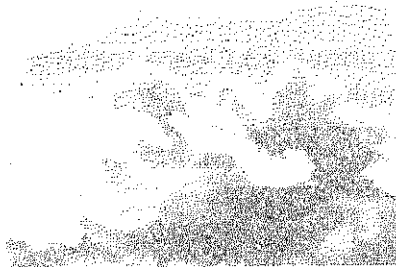
Clouds are identified by how far up they're found in the sky and the way that they look. **Cirrus**<sup>1</sup> clouds travel very high in the sky. Generally, they are found at altitudes over 18,000 feet. They are wispy and light. They may look like feathers or like a pony's tail. Sometimes several cirrus clouds will be in a row. The clouds look like a thin line across the sky.



**Stratus**<sup>2</sup> clouds are closer to the earth. They are usually found at about 7,000 feet. Stratus clouds are gray and flat. They all look like part of the same mass of cloud. You can't really tell that the group is more than one cloud. Often, they cover the whole sky.

<sup>1</sup> **Cirrus**- high wispy clouds

<sup>2</sup> **Stratus**- grey clouds that generally hang' close to the earth



**Cumulus<sup>3</sup>** clouds are fluffy and thick. They travel at an altitude of about 7,000 feet but can stretch farther up. There may be a lot of blue sky in between the clouds. That's why they're perfect for spotting shapes.

Often rain clouds form from cumulus clouds and sometimes from stratus clouds. The word nimbus means "rain cloud." So when a cumulus cloud brings rain, we call it a cumulonimbus cloud. The clouds become darker grey and stretch higher in the sky. They can stretch from below 7,000 feet to more than 50,000 feet. The cloud may look like a huge tower. Thunderstorms come from these clouds.

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<sup>3</sup> Cumulus- fluffy thick clouds that are close to the earth

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

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

1. Based on the passage, the word *altitude* means
  - a. the way a cloud looks
  - b. 18,000 feet
  - c. the height of something above the ground
  - d. the way something looks
  
2. Clouds that look white and puffy and then become grey and bring rain are called:
  - a. Nimbus clouds
  - b. Nimbostratus clouds
  - c. Cumulonimbus clouds
  - d. Stratocumulus clouds
  
3. If you wanted to read in the bright sun one day, which type of cloud would you want to find in the sky?
  - a. Cirrus
  - b. Stratus
  - c. Cumulus
  - d. Nimbus
  
4. Which of the following is an opinion?
  - a. The word nimbus means “rain cloud.”
  - b. Cumulus clouds are fluffy and thick.
  - c. Cumulus clouds are perfect for spotting shapes.
  - d. Stratus clouds are closer to the earth.
  
5. The passage is mostly about:
  - a. Cumulus clouds
  - b. The different shapes that clouds can make
  - c. Different types of clouds
  - d. Stratus clouds

6. Observe the clouds that are in the sky today. What are some words that you could use to describe these clouds? What type of cloud do you think they are? Use the information you have just read in the passage to support your answer.

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7. How can you tell whether a cloud is a stratus cloud?

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8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Rain can come from any type of cloud, \_\_\_\_\_ cirrus clouds.

- a. also
- b. while
- c. excluding
- d. including

9. Answer the following questions based on the sentence below.

Since people have existed, they have studied the color and speed of clouds so that they can predict the weather.

Who? people

(have done) What? \_\_\_\_\_

Why? \_\_\_\_\_

(since) When? \_\_\_\_\_

10. **Vocabulary Word:** predict: if you predict an event, you are saying that it will happen.

Use the vocabulary word in a sentence: \_\_\_\_\_

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# **The Birthplace of the Renaissance (Reading 1)**

Why did the Renaissance begin in Italy?

The Renaissance began in Italy during the mid-1300s. During the Middle Ages, most of Europe was divided into fiefs, which were ruled by lords or vassals. These fiefs often consisted of a manor house and surrounding farmland. Large cities did not exist in most of these regions. However, Italy had developed independent city-states rather than fiefs.

Italy was divided into more than 200 city-states. A city-state consists of a city and the surrounding area, and is ruled independently. Although many of these city-states were small, Italy also contained some of the largest and most powerful cities in Europe, including Florence, Milan, and Venice. In the 1300s, each of these cities had a population of at least 100,000 people. Although Italy was technically part of the Holy Roman Empire, the Italian city-states governed themselves.

Because of their access to waterways, many of the Italian city-states had become wealthy through trade. For example, Venice had established a trading empire that dominated the eastern Mediterranean. Luxury goods from Asia, such as silk and spices, flooded into the city. Because of the importance of trade, many merchant families in Italy became wealthy and influential.

Many of these families supported artists and humanist thinkers. They also encouraged the study of Greek and Roman writers because they wanted the society of their cities to be similar to those of ancient Greece and Rome. These families were considered patrons of the arts and learning. A patron is a person, family, or group that gives money or other support to artists and intellectuals. The Medici family of Florence was one of the most famous patrons in Italy. They controlled the largest bank in Europe and supported such well-known Renaissance artists as Michelangelo and Raphael.

Before long, because of the support of wealthy patrons, Renaissance arts and learning began to flourish in Italy. These works showed a strong Greek and Roman influence; however, those civilizations were not the only influences on the Renaissance.

## **Muslims and Other Peoples Influence the Renaissance (Reading 2)**

How did ideas from regions outside of Europe influence the Renaissance?

The Italian city-states depended on trade. Their trade networks expanded to regions all around the Mediterranean Sea, many of which were controlled by Muslims. Contact with these areas not only brought wealth but also contributed to an exchange of ideas between Europe and the Muslim world.

Muslim-ruled areas of Spain, such as Seville and Granada, had become centers of study. Muslim thinkers during this time were strongly influenced by Greek philosophy, especially the ideas of Aristotle.

During the Middle Ages in Europe, Muslims made many scientific and cultural advances. Muslims made breakthroughs in medicine and the use of drugs to cure disease. Muslim mathematicians used their knowledge of the Indian system of numbers and decimal system to make new discoveries in mathematics, including geometry and algebra. Muslim thinkers also made important advances in the fields of astronomy, geography, and architecture.

Much of this knowledge spread to Italy from Muslim traders. The Italians, in turn, used this knowledge to make advances in the arts and learning, thereby enriching the Renaissance. In addition, Venetian trade routes into Asia brought Italy into indirect contact with lands as far away as China. Because of this, Europeans became aware of the Chinese invention of block printing on wood and the process for paper making that the Chinese had developed.

## **The Renaissance Spreads Beyond Italy (Reading 3)**

How did the Renaissance spread throughout Europe?

During the late 1400s, Renaissance ideas began to spread beyond Italy and into other areas of Europe, including France, Germany, England, the Netherlands, and Spain. Merchants, diplomats, and scholars from these countries sometimes visited Italy. There they learned about the philosophy of humanism and saw great works of Renaissance art. When they returned home, they brought with them this newfound knowledge and awareness, which in turn began to influence the cultures of these other nations.

Also, during the late 1400s and early 1500s, armies from France, Germany, and Spain invaded Italy. The invading soldiers were impressed by the beautiful Renaissance art and architecture. When they returned home, they spread the news of the marvels they saw in Italy.

The leaders of France, England, and Spain heard about the great advances being made by the Italians in art and learning. These monarchs wanted to incorporate these elements into their own cultures. For example, King Francis I of France brought Leonardo da Vinci and other great Italian artists and scholars to France. King Henry VII of England invited many Italian humanists to his country. These monarchs also became patrons of Renaissance artists from their own nations.

## A Growing Idea (Reading 4)

How did the ideas of the Renaissance continue to spread and grow?

As the Renaissance spread throughout Europe, the ideas continued to advance and grow. Advances in technology also helped to expose more people throughout Europe to Renaissance ideas. In the 1440s, Johannes Gutenberg invented a printing press that greatly increased the speed of printing books. This invention significantly increased the number of books available to the public, thereby enhancing the spread of humanist ideas.

In northern Europe, scholars developed their own type of humanism, called Christian humanism. This movement sought to correct any errors that had been introduced to Christian writing over the years, including the Bible. Christian humanists also used education to reform the Church. For example, in his book *The Praise of Folly* (1511), the Dutchman Desiderius Erasmus criticized the lax morals of church leaders. His friend Sir Thomas More of England attempted to eliminate the abuses and inequalities that were accepted as normal in his society. In 1516, he wrote *Utopia*, which portrays an ideal society. This society has equality and justice for all citizens.

By the 1500s, the influence of Renaissance ideas and art could be seen in many aspects of life throughout Europe. The increased contact between nations and the ability to record and pass on information more quickly helped the ideas of the Renaissance spread. This contact brought about great cultural changes throughout Europe.

# Guided Notes and Questions

## Reading 1—The Birthplace of the Renaissance

The Renaissance began in \_\_\_\_\_ in the mid \_\_\_\_\_. Italy had over 200 \_\_\_\_\_. City states were ruled \_\_\_\_\_ and \_\_\_\_\_ themselves. City states became \_\_\_\_\_ through \_\_\_\_\_ because of their waterways. \_\_\_\_\_ goods such as silk and \_\_\_\_\_ came from Asia. \_\_\_\_\_ families became \_\_\_\_\_ and wealthy. These families supported \_\_\_\_\_ and \_\_\_\_\_ thinkers. They were considered \_\_\_\_\_ of the arts and learning. The \_\_\_\_\_ family, who controlled the largest \_\_\_\_\_ in Europe, was one of the most famous patrons in \_\_\_\_\_. With the \_\_\_\_\_ of wealthy patrons, Renaissance arts and learning began to \_\_\_\_\_ in Italy. These works showed a strong \_\_\_\_\_ and \_\_\_\_\_ influence.

1. What was a city state? How did trade impact city states?
2. Describe the role of patrons during the Renaissance.

## Reading 2—Muslims and Other Peoples Influence the Renaissance

Italian city states \_\_\_\_\_ on trade. The trade \_\_\_\_\_ around the Mediterranean Sea contributed to the \_\_\_\_\_ ideas between Europe and the \_\_\_\_\_ world. During the \_\_\_\_\_, Muslims made \_\_\_\_\_, mathematic, cultural, \_\_\_\_\_ and architectural \_\_\_\_\_. Many ideas spread from Muslim \_\_\_\_\_ to Italy. This helped Italians make \_\_\_\_\_ in arts and learning. Trade \_\_\_\_\_ also helped Europeans become aware of \_\_\_\_\_ inventions such as \_\_\_\_\_ and \_\_\_\_\_ making.

1. How did trade routes impact the Renaissance?
2. How does trade impact our lives today?

### Reading 3

In the \_\_\_\_\_ the Renaissance began to spread north through \_\_\_\_\_. Diplomats (representatives) and \_\_\_\_\_ traveled to Italy to learn about \_\_\_\_\_ and Renaissance Art. These visits helped them to \_\_\_\_\_ Renaissance ideas to their \_\_\_\_\_. Leaders of France, \_\_\_\_\_, and Spain learned of Italy's great \_\_\_\_\_ in art and learning and wanted these \_\_\_\_\_ in their cultures. The monarchs became \_\_\_\_\_ of Renaissance artists from their own \_\_\_\_\_.

1. Why do you think monarchs wanted art and learning introduced to their cultures?

### Reading 4

The Renaissance spread through \_\_\_\_\_ and the ideas continued to \_\_\_\_\_. Johannes \_\_\_\_\_ invented a printing \_\_\_\_\_ which helped to speed up the printing of \_\_\_\_\_. This invention \_\_\_\_\_ to spread \_\_\_\_\_ ideas as more books became available to the \_\_\_\_\_. By the \_\_\_\_\_, Renaissance ideas could be seen in many \_\_\_\_\_ of life throughout Europe. With \_\_\_\_\_ contact between nations and the ability to \_\_\_\_\_ and \_\_\_\_\_ information quickly the Renaissance ideas \_\_\_\_\_.

1. What do you think the world would be like today if the printing press had never been invented?
2. How did the Renaissance contribute to cultural changes?

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

1. Evaluate the expression shown below and write your answer **as a fraction** in simplest form.

$$\frac{7}{15} + \frac{2}{15}$$

2. Evaluate the expression shown below and write your answer **as a fraction** in simplest form.

$$\frac{3}{20} - \frac{1}{8}$$

3. Perform the operation and reduce the answer fully.  
Make sure to express your answer as a simplified fraction.

$$\frac{1}{4} \times 2$$

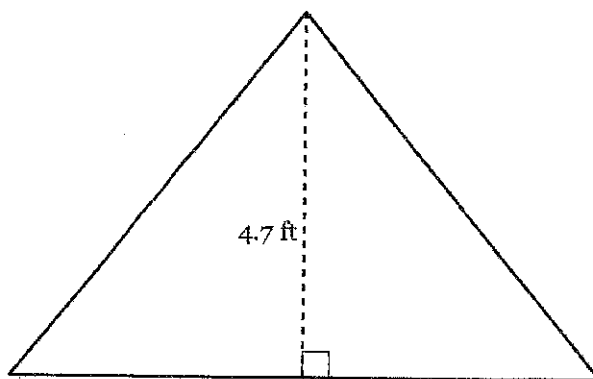
4. Perform the operation and reduce the answer fully.  
Make sure to express your answer as a simplified fraction.

$$\frac{1}{2} \times \frac{1}{3}$$

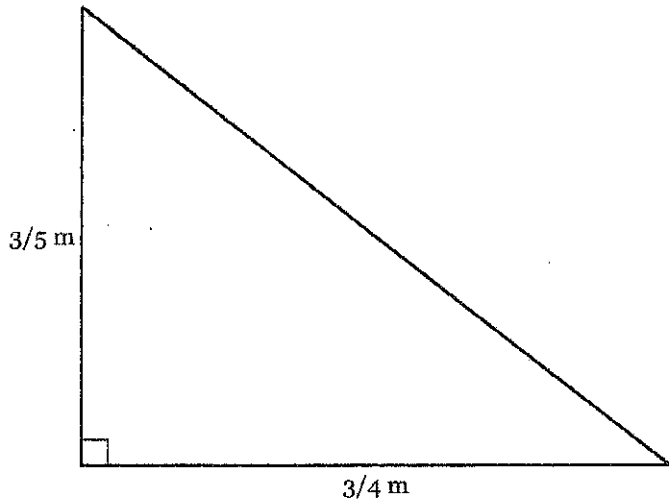
5. Convert  $\frac{68}{7}$  into a mixed number.

6. Convert  $9\frac{6}{7}$  into an improper fraction.

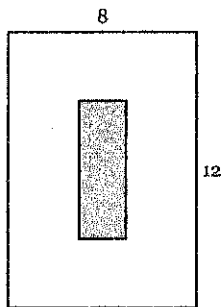
7. The area of the triangle below is 17.39 square feet.  
What is the length of the base?



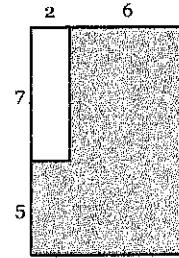
8. What is the area, in square meters, of the shape below? Express your answer as a fraction in simplest form.



9. One rectangle is "framed" within another. Find the area of the shaded region if the "frame" is 3 units wide.



10. Given the two rectangles below. Find the area of the shaded region.



11. Find the value of  $x$  in the equation below.

$$19.8 = 1.4 + x$$

12. Find the value of  $x$  in the equation below.

$$18 = 5x$$