

Standard: ELA Standard 8

Written Response Question:

In this story there were three events. Two failed and one succeeded.

- a) Describe the two events that failed and explain why they failed
- b) Describe the event that succeeded and why it succeeded

Use details from the play to support your answer.

Scoring Guidelines:

- The king wants to fly and offers a bag of gold to the person who brings him a pair of wings to help him fly.

Event 1

- Tina Applewhite brings a large set of wings to the king. She tells the king that they are made of only the finest imported balsa wood for a frame; the lining for pure Chinese silk; and feathers. She helps the king put on the wings. The king jumps off the parapet and flaps the wings, but falls to the ground.
- Tina told the king that she had taken the wings out into the wind and they had flown beautifully.
- The wings aren't designed to hold up a person

Event 2

- Geraldine brings to the king her ingenious invention, called the Heli-Cap-Ter, with rotors on the top.
- She tells the king that the rotors spin and will lift him. By turning his head, he can control the direction he is going in. Then, as the rotors wind down, they will gently bring him to the ground.
- It didn't stay on the king's head. While the Heli-Cap-ter went up, the king went down.

Event 3

- Isaac presents the king with at least eight books, saying "Your majesty, may I present you with the best wings of all.
- Isaac tells the king that books are the wings to the land of knowledge and to the land of fun.
- The king becomes very excited looking at the pictures of the Pyramids of Egypt and the Seine River in Paris.
- He finds a book called 'The Principles of Aeronautics'
- The king gives Isaac the bag of gold and says, "Here, my good man, take your bag of gold. You have earned it. With books around, I don't think I'll ever be bored again."
- The play ends with the king saying that books are the only way to fly.

Selection: Becky Schroeder Enlightened Thinker

SF Reading Street Gr. 5

Unit 1 Week 1

Theme/Main Idea: Narrative Non-fiction

Standard: Nonfiction 13

Compare and Contrast

Written Response Question: Compare the King and Becky Schroeder. Describe their goals and explain what methods each did to achieve those goals. Support your answer with important details from the story.

Scoring Guidelines:

- The king wanted to be able to fly.
- He wanted someone to bring him what he needed to fly, so he offered a reward, of a bag of gold, to anyone who could make him fly.
- The king tried out each way of flying brought to him without doing any research to see if it worked.
- Tina brought him wings made of wood, Chinese silk, and feathers.
- Geraldine brought him the ‘Heli-Cap-Ter’ hat with the rotor on the top.
- Neither invention worked
- Becky Schroeder wanted to write in the dark.
- She went to the library and researched what kinds of things glow in the dark.
- She learned that fluorescence compounds fade after they are removed from the light.
- Phosphorescence is the actions of certain substances that produce a glow after exposure to light.
- Becky took a trip to the Hobby Shop and got phosphorescence paint
- She created a ‘Luminescent Backing Sheet for Writing in the Dark.’
- Through the following years, Becky was granted almost a dozen patents from discoveries she made herself.

Selection: Leonardo's Horse

SF Reading Street Gr. 5 Unit 3 Week 2

Theme/Main Idea: Biography

Standard: 13 Nonfiction

Written Response Question: Based on the selection, Jean Fritz tells us how brilliant Leonardo da Vinci was. However, what else does the author point out about his character? Using specific information from the story, describe his character and the kind of person he was.

Scoring Guidelines:

- As a young man, Leonardo was interested in all the nature around him and would stop to look at everything around the landscape.
- He dressed differently, wearing short, rose-colored velvet togas, while other young men wore long togas.
- He was passionate toward animals. He refused to eat meat and would buy caged birds at the market just to let them fly away.
- He was also an engineer, an architect, a musician, a philosopher, and an astronomer. He once fashioned a silver flute in the shape of a horse's head, which he delivered as a gift to the duke of Milan.
- Leonardo was multi-talented. He was hired by the duke of Milan to build a horse, but was also in charge of the entertainment in the palace, because he could sing, play musical instruments, juggle, tell riddles, and could stage elaborate stage productions for special occasions.
- He was meticulous when drawing subjects. He measured and drew pictures until he know where all the bones and muscles were.
- In the end, Leonardo became very depressed because he felt that he hadn't achieved anything, mostly because he never finished the bronze horse for the duke of Milan.

Selection: Human's with Wings

SF Reading Street Gr. 5 Unit 3 Week 2

Theme/Main Idea: Narrative nonfiction/ People who have tried to fly

Standard: 13 Narrative nonfiction

Written Response Question: Based on the article, throughout history many people have tried to fly, without success. Using details from the story, explain how four of the people have attempted and failed at flying.

Scoring Guidelines:

- A bold Italian named John Baptist Danti, climbed a tower and set off through the air with winged oars. He crashed on a church roof and was seriously injured.
- John Damian attempted to race a sailing ship from Scotland to France. Flapping a pair of wings made from chicken feathers, he leaped from a castle wall and went straight down, breaking his thigh bone.
- In the 1600s, Bernier, a cautious German, tested his flying machine by jumping first from a stool, then a table, a first floor window, and a second floor window. His last leap, from a third floor window resulted in several broken bones.
- In the 1800, a Belgian shoemaker Vincent de Groof used his skills to make an ornithopter- and airplane that flies like a bird. The wings were operated by his arms, while his legs flapped a tail. He launched himself from a balloon to his death.

Selection: The Dinosaurs of Waterhouse Hawkins
SF Reading Street Gr. 5 Unit 3 Week 3

Theme/Main Idea: Biography

Standard: Biography- 13

Written Response Question:

Based on the biography, Waterhouse Hawkins created and named models of dinosaurs.

A) How did Waterhouse determine the names and shapes of each dinosaur?

B) What steps did he take to create the final models of the dinosaurs?

Use important information from the story to support your answer.

Scoring Guidelines:

- Waterhouse said that iguanodon had teeth that were quite similar to the teeth of an iguana. Therefore, it must look like a giant iguana.
- He pointed out that the few bones that had been found determined the model size and proportions of the iguanodon.
- Also, a bone, almost like a spike, most likely sat on its nose.
- He did the same for the megalosaurus. He started with the jawbone and compared it to the anatomy of a lizard. Voila! He created a dinosaur forty feet long.
- In order to create the full-size clay creatures, it took six steps.
 - 1) Made a drawing of the dinosaur.
 - 2) Created a small clay model, correct with every detail, from the scales on the nose to nails on the toes.
 - 3) With the help of his assistants, he formed the life-size clay models.
 - 4) He and his assistants created molds for the life-size creatures.
 - 5) He erected iron skeletons that would support the weight of the dinosaurs.
 - 6) Then using brick, built a foundation, and covered the whole thing with cement casts from the dinosaur-shaped molds.

Selection: A Model Scientist

SF Reading Street Gr. 5 Unit 3 Week 3

Theme/Main Idea: Interview

Standard: 13

Written Response Question: Based on the two selections, both Waterhouse Hawkins and Garfield Minott enjoy what they do. Give specific documentation from each selection to support this statement.

Scoring Guidelines:

Waterhouse Hawkins

- Waterhouse loved sketching animals, but really loved sculpting models of them.
- The story states that Waterhouse was busy with a most exciting project: He was building dinosaurs.
- He wanted to create perfect models so crowds of curious children, England's leading scientists, and even the Queen could gaze at his dinosaurs and see into the past. He did this by studying every muscle, bone and spike found.
- He was happy to share with his visitors how he made each dinosaur model. "The iguanodon, for instance, had teeth that were quite similar to the teeth of an iguana. He pointed out that the few iguana bones helped determine the model's size and proportions."
- Waterhouse took the time to create the perfect model by using six steps.
 1. Made a drawing of the dinosaur.
 2. Created a small clay model, correct with every detail, from the scales on the nose to nails on the toes.
 3. With the help of his assistants, he formed the life-size clay models.
 4. He and his assistants created molds for the life-size creatures.
 5. He erected iron skeletons that would support the weight of the dinosaurs.
 6. Then using brick, built a foundation, and covered the whole thing with cement casts from the dinosaur-shaped molds.

Garfield Minott

- As a child, Garfield loved making models of lizards out of flour while his mother was cooking.
- He uses real dinosaur bones to plan and build his models. "When it comes to learning about dino bones, nothing beats the real thing!"
- Garfield researches in books and bones so that his models look as close as possible to the real thing.
- He plans his models very carefully:
 1. He makes a rough drawing.
 2. Makes a skeleton of the body out of welded steel.
 3. Then he begins layering the muscles out of clay.
 4. When done with the muscles, he begins on the skin.

5. If the dinosaur has scales, he makes the scales one layer at a time.

- Garfield met a paleo-artist who works at the Royal Ontario Museum in Toronto, who suggested that he volunteer at the museums. He did and has been making dinosaur models ever since.

