

**5<sup>th</sup> Grade ELA**  
**Week of May 4<sup>th</sup>-8<sup>th</sup>**

Monday, May 4: Close Reading "The History of Pizza"

Tuesday, May 5: Close Reading and Text Evidence "Why Chipmunks Have Stripes"

Wednesday, May 6: Reading Passage "Have You Got a Buck?"

Thursday, May 7: Close Reading and Writing "Video Games"

Friday, May 8: Reading Comprehension and Writing "A Mob of Meerkats"



# What is Close Reading?

Close reading is careful and purposeful reading through rereading a short amount of text. When a student reads closely, he/she digs deep into the text through multiple readings that lead to deeper comprehension.

The first reading should focus on the main idea and details of the text. The second reading digs deeper and focuses on the vocabulary and text structure and the third reading dives deep into the student's comprehension by making inferences, determining theme, and studying the author's craft.

By reading closely, student will have a better understanding of the text, leading to deeper and more meaningful discussions of the text. Students learn to annotate the text, reread text for meaning, answer text dependent questions and respond to the text in writing.

# The History of Pizza

Many people believe that Italians invented pizza, but the origin of pizza goes way back to ancient times in the Middle East. People would cook flat breads in mud ovens. It was popular because it was so quick and easy to make, even in ancient times. In 1522, in Naples, Italy they began to put tomatoes on their dough for flavor. This became the first modern form of pizza that we know today and is the reason why many believe pizza was invented in Italy. So while Naples, Italy is the home of the pizza we know and love today, it is not where pizza first began.

Gennuardo Lombardi opened the first pizza shop in America in New York City in 1905. New York City was the most popular place for pizza, with a few pizzerias but pizza was considered a foreign food until the 1960's when its popularity rose with the invention of the frozen pizza. Pizza was then easily made at home and became an easy meal. People that did not live near pizzerias were able to taste pizza for the first time. It was easily accessible and easy to make too. In the 1970's pizza delivery services began and families could have pizza delivered right to their homes! Pizza was then considered to be a fast food and became a convenient dinner option.

A variety of toppings, flavors, and dough have been created and tested and pizza is now one of the most common food menu items. Many families have a designated pizza night, where they make or order a pizza on a certain night each week. And September 5<sup>th</sup> is even known as "Cheese Pizza Day," to celebrate the delicious meal.



# The History of Pizza

What is paragraph 1 mostly about?

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Evidence from the text:

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Why was pizza popular in the ancient Middle East?

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Paragraph 2 is mostly about:

- a. How pizza became more popular.
- b. The first pizzeria in the US.
- c. Different toppings on pizza.

Evidence from the text:

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What is a family pizza night?

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The main idea of this whole passage is \_\_\_\_\_

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# The History of Pizza



Context Clues:

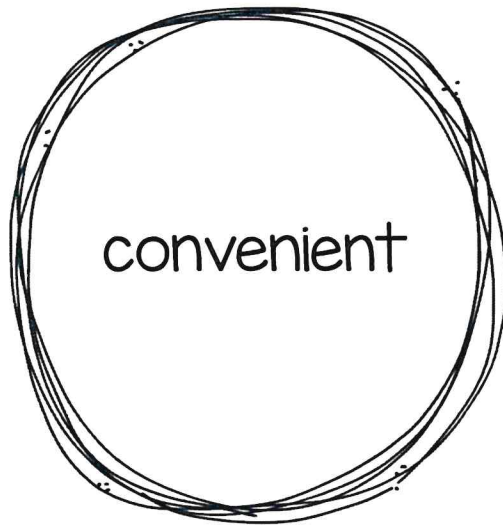
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Meaning:

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Context Clues:

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Meaning:

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Which of the following words could best replace the word **origin** in paragraph 1?

- a. Inventor
- b. Beginning
- c. First

What is text structure of this passage?

- a. Chronological order
- b. descriptive
- c. Cause and effect

# The History of Pizza

Why are people easily confused about where pizza began?

Your schema:

Evidence from the text:

Your inference:

Why did pizza become more popular in the 1960's? Use evidence from the text to support your answer.

Why was pizza considered to be a foreign food? Use evidence from the text to support your answer.



# The History of Pizza

What is paragraph 1 mostly about?

Where pizza began

Evidence from the text:

The author states that many people believe pizza began in Italy, but pizza began in the Middle East in ancient times.

Why was pizza popular in the ancient Middle East?

It was a quick and easy meal.

Paragraph 2 is mostly about:

- a. How pizza became more popular.
- b. The first pizzeria in the US.
- c. Different toppings on pizza.

Evidence from the text:

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What is a family pizza night?

A designated night of the week when a family either orders or makes a pizza.

The main idea of this whole passage is pizza was started in the ancient Middle East and has grown to become one of the most common meals.



# The History of Pizza

designated

Context Clues:

on a certain night each week

Meaning:

Assigned, chosen

convenient

Context Clues:

It was easily accessible and easy to make too.

Meaning:

Useful, handy

Which of the following words could best replace the word **origin** in paragraph 1?

- a. Inventor
- b. Beginning
- c. First

What is text structure of this passage?

- a. Chronological order
- b. Descriptive
- c. Cause and effect

Why are people easily confused about where pizza began?

Your schema:

Students may think pizza is from Italy too.

Evidence from the text:

Pizza began in the Middle East but tomatoes were added on top in Naples, Italy.

Your inference: People are confused because tomatoes were added on to pizza in Naples, Italy and that is the version of pizza that we know today.

Why did pizza become more popular in the 1960's? Use evidence from the text to support your answer.

The frozen pizza meant that people were able to have pizza at home and people that didn't live near pizzerias were then able to try pizza. It was a quick meal for families to prepare.

Why was pizza considered to be a foreign food? Use evidence from the text to support your answer.

Pizza was still considered to be a foreign food because people believed it had come from Italy. There were not many restaurants that served pizza, only a few in New York City.



# Why Chipmunks Have Stripes

*A Seneca Native American Tale*

Long ago, animals deep in the forest had tribes and chiefs just like the people did. One such tribe was called by the Owl Chief for an important meeting around the Old Oak at night. Dozens of animals - big and small - crowded around the Old Oak to hear the words of wisdom from Owl Chief.



"I cannot decide whether we should have daylight or night all the time," Owl Chief said to the others.

That started a huge **commotion** among the animals. Bat wanted night all the time for that is when she leaves the cave in search of food. Rabbit didn't care one way or the other because rabbits are active both day and night. Bear was active mostly in the dark, so he preferred night.

As the animals were arguing back and forth, they heard an annoying squeak above all of the racket. The animals stopped their yapping and cringed with annoyance. It was Chipmunk. "You can talk all you like," he said in his squeaky voice, "but the light will come whether you like it or not. You cannot stop the light."

The other animals all laughed at Chipmunk and then went on arguing while Owl Chief, perched on the high branch of Old Oak, looked around and said nothing but an occasional hoot.

It wasn't long before there was a faint lightening of the sky to the east. Soon, the sun began rising above the **majestic** mountains. "See, I told you," said Chipmunk. "You cannot stop the light."

Bear was so upset at Chipmunk that he roared and chased after him. Bear was big and slow, but not that slow, and he swiped at Chipmunk as he scampered up a tree. The dark stripes that you see on the sides of chipmunks today show where Bear's claws scratched him long ago at the meeting around Old Oak.

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

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

Score \_\_\_\_\_

## Why Chipmunks have Stripes Questions

**Directions:** Mark your answers. Using the specified code colors, underline or shade the text evidences that justify the answers you selected.

1. What problem were the animals trying to solve?

- (A) which is the wisest of all animals
- (B) whether to have day or night all the time
- (C) whether the sun should rise to the east or to the west
- (D) who has the longest claws

CODE  
RED

2. How did the chipmunk get his dark stripes?

- (A) The sun's rays burned him on the sides.
- (B) Chipmunk was hit with streaks of mud.
- (C) He painted stripes on his back so he could hide from Bear.
- (D) Bear scratched him on the sides.

CODE  
ORANGE

3. Who did the other animals think was the wisest among them?

- (A) Owl
- (B) Bat
- (C) Bear
- (D) Chipmunk

CODE  
GREEN

4. Read this sentence from the paragraph six of the story:

*It wasn't long before there was a faint lightening of the sky to the east. Soon, the sun began rising above the **majestic** mountains.*

What did this event prove to the animals?

- (A) It is best to have light all the time.
- (B) Chipmunk was right.
- (C) The animals didn't try hard enough.
- (D) The owl wasn't a good leader.

CODE  
BLUE



# Why Chipmunks Have Stripes

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CODE  
BLUE



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

# Have You Got a Buck?

by Mikki Sadil

Have you ever heard the expression "gotta buck"? It refers to the one dollar bill, and although nobody seems to know how "buck" came to mean a dollar, the term has been around for a very long time. We call bills like the dollar (\$1, \$5, \$10, \$20, \$50, and \$100) *paper money*, but they're really not paper. They are made out of material, just like clothes, with tiny blue and red fibers running through them. Have you ever left a dollar in your jeans just before your mom washed them? I'll bet the dollar always came out okay, didn't it? That's because this special material is printed with a secret kind of waterproof ink that won't run.

If you have a dollar bill, take it out so you can look at it as we go along. If you don't, you can use the picture below.



The front of the bill is called the obverse side. To the right of George Washington, you'll see the U.S. Treasury Department Seal. On top of the seal is a scale that represents justice. In the center of the seal is a chevron with thirteen stars. Beneath that is the key to represent authority and trust.

Now turn the bill over. What do you see?



On the reverse side, you will see two circles which represent the Great Seal of the United States. Let's first talk about the left-hand circle. This is actually the back, or reverse side of the Great Seal.

You'll see a pyramid with the front lighted, but the Western side is dark. That dark side means we didn't know much about the West at that time. The Pyramid is uncapped, which means the U.S. was a new country and wasn't completely explored yet.

Inside the capstone of the pyramid is the "all-seeing eye", an ancient symbol of religion. Benjamin Franklin, who helped design the seal, believed that one man couldn't build a nation all by himself, but a group of men, with the help of God, could do anything.

The Latin words above and below the pyramid mean "God has favored our undertaking," and "A new order has begun." At the base of the Pyramid is the Roman numeral for the year 1776, the year the Declaration of Independence was signed.

Now look at the right-hand circle. This is the front, or obverse side of the Great Seal. In the eagle's beak are the Latin words, "E PLURIBUS UNUM." This means, "one nation made of many states."

Stars and stripes are symbols for our country you're probably familiar with. On the Great seal, there are stars over the eagle's head and stripes on the shield that make up its body.

The eagle holds an olive branch in his right talon, which means that our country strives for peace. It also holds arrows in his left talon, which means we are willing to fight to protect that peace. Notice that the eagle's head is looking to the left, in the same direction of the olive branch. This shows that our country prefers peace over war.

Have you noticed the number *thirteen* comes up a lot? Some people consider 13 an unlucky number, but it's really a symbolic number for our country. The United States was started from 13 colonies and there were 13 original states. Our flag even has 13 red and white stripes on it. On the reverse side of the one-dollar bill, you will notice lots of thirteens:

- **13** stars above the eagle
- **13** bars on the shield
- **13** leaves on the olive branch
- **13** steps on the pyramid
- **13** olives on the olive branch
- **13** arrows
- **13** pearls next to the seal and the pyramid

So the next time one of your friends talks about how the number 13 is unlucky, ask him to take out a dollar bill, and show him what *thirteen* really means to an American!



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

## Have You Got a Buck?



1. What does the picture to the right show?
  - a. the front side of the dollar bill
  - b. the obverse side of the Great Seal of the United States
  - c. the reverse side of the Great Seal of the United States
  - d. the back side of the Great Seal of the United States
  
2. On the front of the dollar bill is a picture of...
  - a. the Great Seal of the United States
  - b. several presidents
  - c. the Seal of the Treasury Department
  - d. an eagle and a pyramid
  
3. What does the eye on the back of a dollar bill symbolize?
  - a. the importance of the Egyptian pyramids
  - b. our country's preference for peace
  - c. the president looking over our country
  - d. religion
  
4. What does the Latin phrase, "E PLURIBUS UNUM" mean?

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5. Describe the symbolism of the arrows and the olive branch. Also, explain why the eagle's head is looking to the left.

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

## Have You Got a Buck?

Match each vocabulary word on the left with its definition on the right.



1. \_\_\_\_\_ buck
  2. \_\_\_\_\_ fibers
  3. \_\_\_\_\_ chevron
  4. \_\_\_\_\_ obverse
  5. \_\_\_\_\_ reverse
  6. \_\_\_\_\_ Latin
  7. \_\_\_\_\_ pyramid
  8. \_\_\_\_\_ Treasury
  9. \_\_\_\_\_ olive branch
  10. \_\_\_\_\_ jeans
- a. language spoken by ancient Romans
  - b. large building with a square base and triangular sides
  - c. slang term for a dollar
  - d. symbol shaped like a V or an upside-down V
  - e. symbol for peace
  - f. type of pants made of denim
  - g. small threads
  - h. front side
  - i. back side
  - j. the government department responsible for budgeting and managing our country's money

# ANSWER KEY

## Have You Got a Buck?



1. What does the picture to the right show? **b**
  - a. the front side of the dollar bill
  - b. the obverse side of the Great Seal of the United States**
  - c. the reverse side of the Great Seal of the United States
  - d. the back side of the Great Seal of the United States
2. On the front of the dollar bill is a picture of... **c**
  - a. the Great Seal of the United States
  - b. several presidents
  - c. the Seal of the Treasury Department**
  - d. an eagle and a pyramid
3. What does the eye on the back of a dollar bill symbolize? **d**
  - a. the importance of the Egyptian pyramids
  - b. our country's preference for peace
  - c. the president looking over our country
  - d. religion**
4. What does the Latin phrase, "E PLURIBUS UNUM" mean?  
**one nation made of many states**

5. Describe the symbolism of the arrows and the olive branch. Also, explain why the eagle's head is looking to the left.

**The olive branch is a symbol of peace. The arrows are a symbol for war, showing that we will fight if necessary. The eagle is looking to the left to show our preference for peace.**

# ANSWER KEY

## Have You Got a Buck?

Match each vocabulary word on the left with its definition on the right.



1. **c** buck
2. **g** fibers
3. **d** chevron
4. **h** obverse
5. **i** reverse
6. **a** Latin
7. **b** pyramid
8. **j** Treasury
9. **e** olive branch
10. **f** jeans
- a. language spoken by ancient Romans
- b. large building with a square base and triangular sides
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# VIDEO GAMES: WHEN IS IT TOO MUCH?

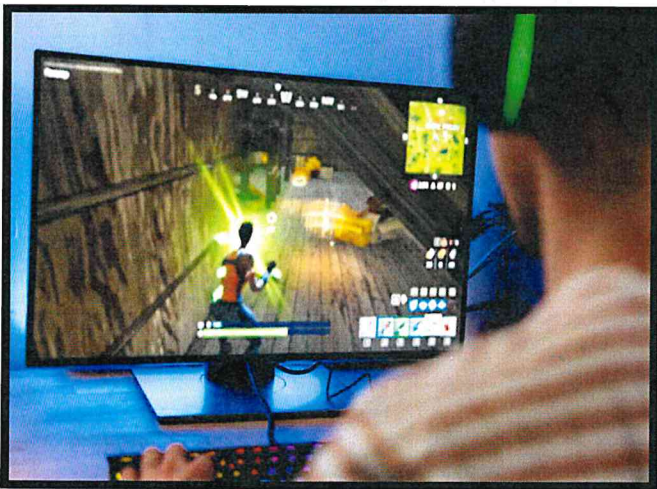
Do you love video games? Do you hate it when your parents regulate how much you play? Or maybe you don't like video games at all.

Researchers have been studying video games like World of Warcraft, Minecraft, and others. They have found mixed results on their effects.

Learn some of the positives and negatives of playing video games below:

## Video Games Improve Cognitive Skills

Video games often involve interacting in a world where you must make decisions quickly in order to succeed. As a result, some research has shown that video games may help you develop **cognitive** skills. These thinking skills include reasoning, remembering, and processing information.



In particular, video games can improve your ability to notice different shades of colors. Playing video games can also improve your ability to keep track of objects that are moving in the background with other figures.

Other skills that video games may improve include multitasking.

This means that you are better prepared to keep track of several tasks at the same time. Pilots must do this when they are flying. They have to keep track of fuel levels, respond to panel lights, interact with radio communicators, and maintain altitude. The skills used in gaming have other real-world applications such as performing surgery or flying a drone.

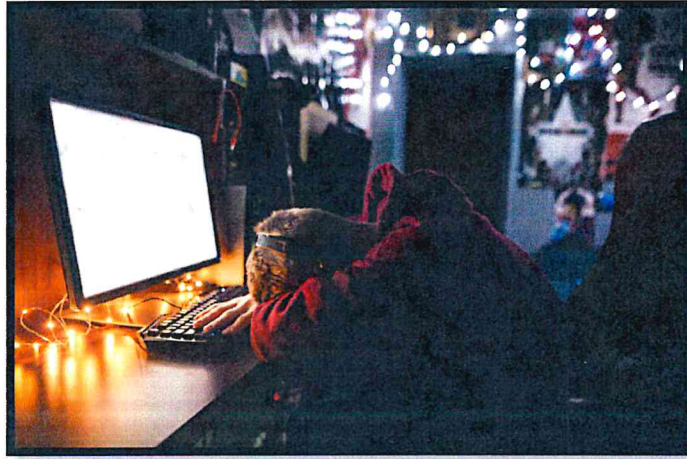
Playing video games can challenge your memory, observation skills, and ability to make decisions. You might even see improvement in these abilities. So, playing video games may actually make you smarter!

# VIDEO GAMES: WHEN IS IT TOO MUCH? ●

## Video Games: What Happens When You Play Too Much?

What if you play video games for hours on end? What if you lose interest in other activities? Playing video games too much can result in poor focus and even lead to addictive behaviors. For example, you might keep playing video games when you should be sleeping or doing homework.

Why do video games do this? Some types of games can awaken the reward centers in the brain. This creates conditions that **resemble** how other addictions can affect the brain. Video games stimulate the senses, so the brain often reacts with a fight-or-flight response. This very basic response is how the body behaves in



situations of stress. In earlier times, this might happen when people may be doing such things as facing a wolf attack. Today, other stimulants such as stress at work or video games can produce this response.

When your body is in this state, your blood pressure rises and your heart rate increases. However, if the body's fight-or-flight response continues even when real danger isn't present, the stress can become **chronic**, or long-term.

In children, chronic stress from video gaming can reveal itself in a range of symptoms. This can include poor focus, depression, anxiety, being overweight, poor sleep, compulsive gaming, challenging behavior, and more. In order to avoid these symptoms, it's important for parents to help create rules and limits for video gaming.



# VIDEO GAMES: WHEN IS IT TOO MUCH?

**Directions:** Read the passage. Then, answer the questions. When finished, use your answers here to help you color the mystery grid.

## 1ST READ QUESTIONS

1	According to the passage, which is NOT an effect of playing too many video games?	High blood pressure <b>BLACK</b>	Addictive behaviors <b>GREEN</b>	Better grades <b>YELLOW</b>
2	<p>"...some research has shown that video games may help you develop <b>cognitive</b> skills."</p> <p>Which word could be used in place of the word <b>cognitive</b> without changing the meaning of the sentence?</p>	Gaming <b>ORANGE</b>	Thinking <b>BLACK</b>	Learning <b>LIGHT BLUE</b>
3	Which best states the meaning of the word <b>resemble</b> as used in the passage?	To become addicted to something <b>GREEN</b>	To use all five of your senses <b>BLACK</b>	To look like someone or something <b>ORANGE</b>
4	According to the passage, which is one way playing video games can actually help you?	They can improve your multitasking abilities. <b>LIGHT BLUE</b>	They can improve your sleep habits. <b>YELLOW</b>	They can help reduce stress. <b>BLACK</b>
5	Which best states the main idea of the section titled, "Video Games Improve Cognitive Skills"?	Playing video games is a great way to learn how to identify different shades of colors. <b>PINK</b>	Playing video games can help you to become better at memory skills. <b>ORANGE</b>	Playing video games can develop certain positive skills. <b>GREEN</b>

# VIDEO GAMES: WHEN IS IT TOO MUCH?

## 2<sup>ND</sup> READ QUESTIONS

6	Which best states how the author feels about video games?	The author feels children should not play video games because they can become addicted.  <b>GRAY</b>	The author feels playing video games is okay, but that you shouldn't play too much.  <b>BLACK</b>	The author feels you should only play video game for three hours each day.  <b>YELLOW</b>
7	"...the stress can become <b>chronic</b> , or long-term." Which best states the meaning of the word <b>chronic</b> as used in the passage?	To always or often do something specific  <b>ORANGE</b>	To happen again and again for a long time  <b>PINK</b>	To become very bad  <b>GRAY</b>
8	Which type of text structure is this passage written in?	Problem & Solution  <b>YELLOW</b>	Compare & Contrast  <b>ORANGE</b>	Cause & Effect  <b>GRAY</b>
9	Which of the following best states the author's purpose for writing this passage?	To inform the reader of the positive and negatives of playing video games  <b>LIGHT BLUE</b>	To persuade the reader to play more video games  <b>YELLOW</b>	To persuade the reader to play less video games  <b>BLACK</b>
10	Which would be another situation where you may experience a fight-or-flight response?	Forgetting to hand in your homework  <b>PINK</b>	Getting stung by a bee  <b>GREEN</b>	Running away from a potential attacker  <b>YELLOW</b>





# VIDEO GAMES: WHEN IS IT TOO MUCH?

**Directions:** Read the passage. Answer the questions. Use the answers for each question to determine which color to use.  
 (Ex. If your answer to question 2 has the color "pink" under it, color all of the number 2s pink.)

© FUN IN 5<sup>TH</sup> GRADE

1	10 2	2	2	2	2	2	2	2	2	1 2	10
10	6	4	4	4	4	4	4	4	6	1	1
1	6	9	5	5	5	5	5	9	6	10	10
10	6	9	5	5	5	5	5	9	6	1	1
1	6	9	3	3	3	3	3	9	6	10	10
10	6	9	7	7	7	7	7	9	6	1	1
1	6	9	7	7	7	7	7	9	6	10	10
10	6	4	4	4	4	4	4	4	6	1	1
1	6	6	6	6	8	8	6	6	6	6	10
10	1 2	2	2	2	2	2	2	2	2	2 10	1







# VIDEO GAMES: WHEN IS IT TOO MUCH? ANSWER KEY

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7	"...the stress can become <b>chronic</b> , or long-term."  Which best states the meaning of the word <b>chronic</b> as used in the passage?	To always or often do something specific  <b>ORANGE</b>	To happen again and again for a long time  <b>PINK</b>	To become very bad  <b>GRAY</b>
8	Which type of text structure is this passage written in?	Problem & Solution  <b>YELLOW</b>	Compare & Contrast  <b>ORANGE</b>	<b>Cause &amp; Effect</b>  <b>GRAY</b>
9	Which of the following best states the author's purpose for writing this passage?	To inform the reader of the positive and negatives of playing video games  <b>LIGHT BLUE</b>	To persuade the reader to play more video games  <b>YELLOW</b>	To persuade the reader to play less video games  <b>BLACK</b>
10	Which would be another situation where you may experience a fight-or-flight response?	Forgetting to hand in your homework  <b>PINK</b>	Getting stung by a bee  <b>GREEN</b>	Running away from a potential attacker  <b>YELLOW</b>



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

# A Mob of Meerkats

By Guy Belleranti

On a large rock in the dry grasslands of southern Africa, a few slender, foot-tall meerkats stand upright on their rear legs. Their statue-like stances, along with their small pointed faces and large eyes, make a cute picture. However, these meerkats aren't posing for photos. They're acting as guards, watching for predators while others in their group, or mob, search for food.



A mob of meerkats is made up of thirty to forty individuals from several families. They're led by a dominant male and female, but the slightly larger female is considered the top meerkat.

If one of the meerkats standing guard spots a jackal, hyena, hawk, eagle, or other predator, it will call out an alarm. The call will be different if a predator is approaching from the air than if the danger is coming from on land. Mob members usually run for the safety of their extensive underground burrows and tunnels. Sometimes, however, they stand together, hissing, until the predator leaves.

Inside the burrows, other mob members watch over newborns and juvenile meerkats. The burrows have many entrances and exits. The deeper tunnels have comfortable year-round temperatures.

A meerkat mob has several burrow systems. The meerkats move from one system to another every few months. They often occupy burrows previously dug by ground squirrels or other animals. However, meerkats are also well adapted for creating or extending burrows. They have long claws for digging. They also have a clear membrane covering their eyes, and ears that close to keep out dirt.



More fun meerkat facts:

- Meerkats are diurnal. This means they are active during the day. When they emerge from their burrows each morning they like to stretch out on their backs and warm up in the sun.
- Although the name "meerkat" might make you think they're related to cats, the meerkat is actually related to the mongoose.
- The dark fur around a meerkat's eyes diminishes the sun's glare.
- Meerkats can be vicious fighters. When members from two different mobs clash over territory, some might not survive.
- Meerkats have an excellent sense of smell. This helps them find food even when it's hiding underground. They love insects, but also eat spiders, scorpions, lizards, rodents, eggs, birds, and fruit.



## About the Author

Guy Belleranti is an author of fiction, poetry, articles, puzzles, and humor for children and adults. He also works as a docent at the Reid Park Zoo in Tucson, Arizona. The information in this article comes from his experiences teaching children about the wild animals at the zoo.

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

# A Mob of Meerkats

By Guy Belleranti



1. According to the article, which of the following is **not** a way meerkats would react to a predator?

- a. Meerkats might run to the safety of their burrow.
- b. Meerkats might climb a tree to escape a predator.
- c. A guard meerkat might call out an alarm.
- d. Meerkats might stand in a group, hissing, until the predator leaves.

2. Based on what you learned in the article, why do meerkats make different calls?

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3. Meerkats are able to live in complex burrows and even expand the burrows of previous animals. What are two physical traits that help meerkats do this?

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

4. If you see a group of meerkats standing very straight on their hind legs, what are they most likely doing?

- a. sunbathing
- b. sniffing out prey to eat
- c. watching for predators
- d. socializing with each other

5. According to the information in the article, how are the internal clocks, or active and resting times, of meerkats similar to those of humans?

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

# A Mob of Meerkats

By Guy Belleranti



Match each vocabulary word from the reading passage with the correct definition.

- |                     |  |
|---------------------|--|
| _____ 1. diminishes | a. a young animal  |
| _____ 2. slender    | b. a small carnivorous mammal related to the meerkat       |
| _____ 3. vicious    | c. most powerful   |
| _____ 4. jackal     | d. decreases; makes something less                         |
| _____ 5. dominant   | e. violent; cruel  |
| _____ 6. juvenile   | f. active during the day                                   |
| _____ 7. occupy     | g. a thin structure that acts as a boundary in an organism |
| _____ 8. mongoose   | h. a wild dog that lives in Africa                         |
| _____ 9. diurnal    | i. gracefully thin; slight                                 |
| _____ 10. membrane  | j. reside in a certain place                               |





## ANSWER KEY

# A Mob of Meerkats

By Guy Belleranti



1. According to the article, which of the following is **not** a way meerkats would react to a predator? **b.**

- a. Meerkats might run to the safety of their burrow.
- b. Meerkats might climb a tree to escape a predator.**
- c. A guard meerkat might call out an alarm.
- d. Meerkats might stand in a group, hissing, until the predator leaves.

2. Based on what you learned in the article, why do meerkats make different calls?

**Meerkats make different calls to communicate whether the predator is approaching from the air or from the land.**

3. Meerkats are able to live in complex burrows and even expand the burrows of previous animals. What are two physical traits that help meerkats do this?

- 1. **long claws for digging**
- 2. **clear membrane over eyes to keep out dirt**

4. If you see a group of meerkats standing very straight on their hind legs, what are they most likely doing? **c.**

- a. sunbathing
- b. sniffing out prey to eat
- c. watching for predators**
- d. socializing with each other

5. According to the information in the article, how are the internal clocks, or active and resting times, of meerkats similar to those of humans?

**Both meerkats and humans are diurnal, meaning they are both active during the day.**

# A Mob of Meerkats

By Guy Belleranti



Match each vocabulary word from the reading passage with the correct definition.

- |                         |   |
|-------------------------|---|
| <b>d.</b> 1. diminishes | <b>a.</b> a young animal  |
| <b>i.</b> 2. slender    | <b>b.</b> a small carnivorous mammal related to the meerkat       |
| <b>e.</b> 3. vicious    | <b>c.</b> most powerful   |
| <b>h.</b> 4. jackal     | <b>d.</b> decreases; makes something less                         |
| <b>c.</b> 5. dominant   | <b>e.</b> violent; cruel  |
| <b>a.</b> 6. juvenile   | <b>f.</b> active during the day                                   |
| <b>j.</b> 7. occupy     | <b>g.</b> a thin structure that acts as a boundary in an organism |
| <b>b.</b> 8. mongoose   | <b>h.</b> a wild dog that lives in Africa                         |
| <b>f.</b> 9. diurnal    | <b>i.</b> gracefully thin; slight                                 |
| <b>g.</b> 10. membrane  | <b>j.</b> reside in a certain place                               |



