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2 Multiple-Meaning Words



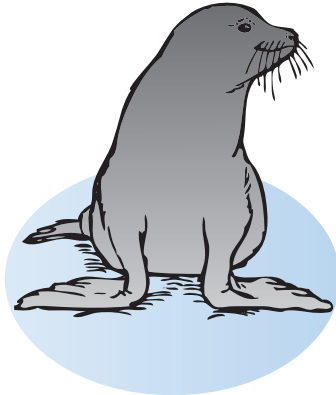
2.



- (A) Bank
- (B) Everyone
- (C) Ice cream



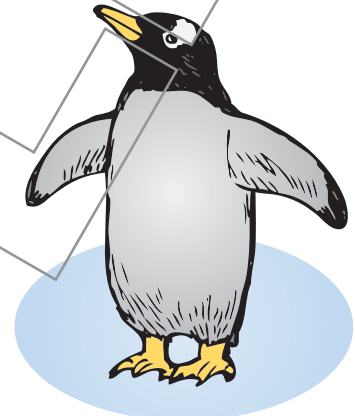
1.



(A)



(B)



(C)



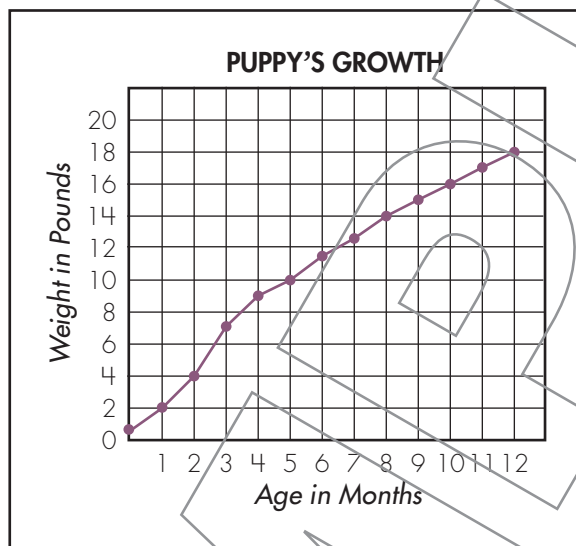
2. (A) It is getting colder.

(B) It is getting warmer.

(C) It is getting wetter.



Line graphs can also show another kind of change. They can show a cumulative change, or one that keeps adding on. This line graph shows how the weight of a puppy changed over the course of a year. The weight in pounds runs up the side of the graph and the age in months runs along the bottom. Each point shows the puppy's weight in pounds at a certain age in months.



3. Which statements about the “Puppy’s Growth” graph are true?
- (A) The general movement of the line is upward. It shows that the puppy lost weight.
 - (B) The line moved quickly. It shows that the puppy weighs too much.
 - (C) The line moved sideways. It shows that the puppy’s weight stayed the same.
 - (D) The general movement of the line is upward. It shows that the puppy gained weight.





Going Green at School

To the Editor:

We hear a lot about being green these days. “Being green” means doing things to protect the environment. You don’t have to be an adult to be green. And you don’t have to join an organization.

Even middle school kids can be green, and they can do it at school. You can be green in the classroom. Imagine that you started to write an assignment and realized you made a mistake. Stop! Don’t ball up that paper and throw it into the trash can. Put it aside, and use it for scrap paper later on.

The cafeteria is another place you can be green. Be conscious when you are going through the lunch line. Don’t grab a handful of paper napkins. You only need one. If you bring your lunch, use cloth bags and reusable containers, not paper bags and throw-away containers.

These are things you can do by yourself. Think how much more you could do if you worked with kids in your class. You could start by getting together with other kids who care about being green. Make posters about the issue. Talk with your principal and teachers about ways to promote green in your school.

I encourage every middle school kid to think green. Think of one new green behavior you can start each week...and do it! Remember, green is good!

Rosa Diaz





Think about a change you and your classmates could undertake to make your school even better than it is now. Write a four-paragraph letter to the editor of a school or community newspaper about your idea. Remember to state your opinion about what students should do and then give specific ideas to support it.

Plan Your Writing

Think about these questions to help you get ideas for your letter to the editor.

- What change do you think students could make to make your school better?
- What is one thing that students could do to make this change happen?
- What is another thing that students could do to make this change happen?
- What is a third thing that students could do to make this change happen?
- What final idea, or conclusion, will inspire readers to act?

Organize your ideas. You can write notes, use a graphic organizer, or make an outline on a separate piece of paper.

23 Letter to the Editor



Write a four-paragraph letter to the editor about your idea to make your school better. Use details to support your writing.

A series of horizontal lines for writing, with a large, faint watermark reading "SAMPLE" diagonally across the page.



Handwriting practice lines consisting of ten horizontal lines. A large, faint watermark of the word "DRAFT" is oriented diagonally across the page.

Check Your Writing

Ask yourself:

- Did I write a letter to the editor?
- Did I organize my ideas in four paragraphs?
- Did I tell about three things that students could do to make this change happen?
- Did I include a conclusion to inspire readers to act?
- Did I write in complete sentences?
- Did I use correct punctuation and spelling?
- Did I reread my work to make sure it made sense?



Benjamin Banneker



Benjamin Banneker was born in 1731. As a young boy, he had to work on the family farm. He could go to school only in the winter when crops were not growing. But he became very interested in science and mathematics. As a man, he became a famous mathematician, writer, and inventor.

Banneker became interested in astronomy. He borrowed a telescope and some books. Soon he taught himself about how the sun, moon, and planets move through the sky with the seasons.

In 1791, Benjamin Banneker wrote an almanac. An almanac gives information about the sky and Earth for each day of the year. It tells the times the sun rises and sets. It tells the positions of the moon and planets and weather forecasts. Farmers relied on this information to know when to plant and to harvest. Banneker's almanac also had the times for high and low tides. Fishermen and sailors needed this information before going out to sea.





Mia, what kinds of information did Banneker put in his almanac?



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