

New Paradigm for Education  
Daily Read & Respond Homework

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

Reading Level: \_\_\_\_\_

**Wings: 2<sup>nd</sup> Grade**  
**Week of: March 5<sup>th</sup> – 9<sup>th</sup> 2018**  
**Genre: Informational – Scientific / Technical**

\*\*\*Please be advised we have aligned the genre for Read & Respond to match the genres reflected in the Achievement Network Test students will take at the end of Quarter #3. The genres for 2<sup>nd</sup> Grade Quarter #3 include: **Informational – Scientific / Technical & Linked Passage Set: Literature – Traditional Literature.** \*\*\*

Monday	Minutes Read: _____	Listeners Initials: _____	Week of: _____
<b>Graphic Organizer:</b> After reading the attached passage, complete the graphic organizer answering the 5 W's be sure to include evidence from the text in your answers.			
<b>Who:</b> _____ _____ _____ _____			
<b>What:</b> _____ _____ _____ _____			
<b>When:</b> _____ _____ _____ _____			
<b>Where:</b> _____ _____ _____ _____			
<b>Why:</b> _____ _____ _____ _____			

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Reading Level: \_\_\_\_\_

<b>Tuesday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<b>Constructed Response</b>			
<b>Directions:</b> Read the question below, using the attached passage, write your answer in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond (RI.2.6 / RL.2.6).			
What is the main purpose of the text? What is the author trying to: answer, explain, or describe? Use evidence from the text to support your answer.			

<b>Wednesday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<b>Clarification</b>			
<b>Directions:</b> Use the strategies listed below to clarify a word you had a difficult time with or think others may have difficulty reading. Write your answers in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond.			
<b>If you can't say a word:</b>		<b>If you don't know what a word means:</b>	
<ul style="list-style-type: none"><li>• Blend it</li><li>• Chunk it</li><li>• Look for a base word</li><li>• Reread it</li></ul>		<ul style="list-style-type: none"><li>• Use context clues</li><li>• Reread or Read on</li><li>• Use your background knowledge</li><li>• Make a mind movie</li></ul>	
1. Word:			
2. I struggled to <u>read the word</u> or to <u>understand the meaning of the word</u> :			
3. Strategy I used to clarify:			
4. What does the word mean? (In your own words):			
5. Meaningful Sentence:			

<b>Thursday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<b>College Bound Questions</b>			
<b>Directions:</b> At this point you have read the entire passage. Please complete the College Bound Section. Write your answers in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond.			
1. <b>Part A:</b> Read the paragraph from the passage and the directions that follow.			
People who make maple syrup must read the signs of the season to know when to get to work. In the early spring, when daytime and nighttime temperatures are just right, the trees can be tapped. First, a small hole is drilled into the tree. Then the tap - a short tube - is placed into the hole. Sap drips through the tap into a bucket. When the bucket is full, the sap is taken to the sugarhouse. There, the sap is boiled and boiled until it thickens into syrup. If you boil the syrup even longer, it crystallizes (hardens) into maple sugar. Then, it is quickly put into the molds to give it a pretty shape. Paper. Pencils. Candy. Your backpack is full. Can you believe that so many things you carry around every day come from forests? Choose the sentence that <b>best</b> describes what the information in the paragraph shows about the author's point of view.			
(A) The author believes that making maple syrup is easy.			

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- (B) The author believes that maple syrup is best when it is boiled.
- (C) The author believes that making maple candy takes careful planning.
- (D) The author believes that making candy from maple syrup is a wise idea.

2. Which **two** sentences from the passage **best** support your answer in part A?

- (A) "People who make maple syrup must read the signs of the season to know when to get to work."
- (B) "First, a small hole is drilled into the tree."
- (C) "Sap drips through the tap into a bucket."
- (D) "When the bucket is full, the sap is taken to the sugarhouse."
- (E) "If you boil the syrup even longer, it crystallizes (hardens) into maple sugar."
- (F) "Then, it is quickly put into molds to give it a pretty shape."

3. What inference can be made about why the author includes the backpack in the passage? Support your answer with details from the passage.

### What's That in Your Backpack?

By: Mona Pease

1. Are you carrying a forest on your back? Of course not! But if you dig through your backpack, you will find many things that come from the forest. You might have paper, books, and pencils—all from the forest. Is your pack feeling heavier yet?

**Let's explore some of these things and see how they get from the woods to your backpack. Let's start with the paper**

1. Papermaking begins in the forest. Trees are marked to be cut down. Once the trees are cut, the biggest branches are removed. The logs, as the trunks are now called, are stacked in huge piles at the edge of the forest. A logging truck takes them to the paper mill, a factory that makes paper. At the mill, the logs go through many steps to be made into paper. After the bark is removed, the wood is chipped, then cooked with chemicals. This turns the wood into a mushy pulp. Next, the pulp is washed, bleached, and drained. Then it is sprayed onto big screens to dry. The finished sheets of paper are put onto giant rolls. Some of these rolls of paper weigh as much as 50,000 pounds! Finally, the paper is lined, cut, or folded for people to use.

**Let's check back in that backpack**

3. Your pencils come from the forest, too. They are made from the wood of a cedar tree. At the pencil factory, cedar logs are sawed into chunky blocks, then sliced thin to make flat slats. Next, narrow grooves are cut into the slats to hold the graphite, the "lead" part you write with. After the graphite is set in place, two slats are glued together, sandwiching the graphite inside. Then the pencils are cut and painted. Finally, the eraser is added.

**Now, what about that special treat you have? Mmm maple sugar candy, made from the sap of sugar maple trees.**

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4. People who make maple syrup must read the signs of the season to know when to get to work. In the early spring, when daytime and nighttime temperatures are just right, the trees can be tapped. First, a small hole is drilled into the tree. Then the tap—a short tube—is placed into the hole. Sap drips through the tap into a bucket. When the bucket is full, the sap is taken to the sugarhouse. There, the sap is boiled and boiled until it thickens into syrup. If you boil the syrup even longer, it crystallizes (hardens) into maple sugar. Then, it is quickly put into molds to give it a pretty shape. Paper. Pencils. Candy. Your backpack is full. Can you believe that so many things you carry around every day come from forests?

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**Wings: 3<sup>rd</sup> Grade**  
**Week of: March 5<sup>th</sup> – 9<sup>th</sup> 2018**  
**Genre: Literature – Poetry**

\*\*\*Please be advised we have aligned the genre for Read & Respond to match the genres reflected in the Achievement Network Test students will take at the end of Quarter #3. The genres for 3<sup>rd</sup> Grade Quarter #3 include: **Literature – Poetry and Linked Passage Set: Informational – Historical and Informational – Literary Nonfiction.** \*\*\*

<b>Monday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<b>Title:</b>			
<b>Author:</b>			
What is the theme of this poem? Use evidence from the poem to support your answer. How does the author develop the theme throughout the poem?			

<b>Tuesday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
Identify and describe the meaning of figurative language used within the poem. Examples of figurative language could include: metaphors, similes, personification, etc. Use context from the poem to support your answer.			

<b>Wednesday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
Describe the mood of the poem. What expressive words does the author use to convey this mood to the reader? Support your answer with evidence from the text. Write your answer in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond.			

<b>Thursday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<b>College Bound Questions</b>			
<b>Directions:</b> At this point you have read the entire passage. Please complete the College Bound Section. Write your answers in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond.			
1. Which lines from the poem identify the <u>main</u> setting?			
(A) Skipping through the hallway, Bounding down the stairs,			
(B) People, music, food, and booths, Happy buyers it will bring.			
(C) The last stop we make Is my favorite place of all,			
(D) I see a train I think I want, I have enough to pay.			
2. How does the speaker feel in the second stanza?			

*S. P. J.*

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- (A) eager
- (B) curious
- (C) happy
- (D) confused

Using details from the poem explain why you chose your answer.

3. Read Lines 9 and 10 from the poem below:

*Today the street market opens.*

*This happens every spring.*

Which sentence uses the underlined word the same way it is used above?

- (A) In the spring, flowers will bloom.
- (B) The rabbit will spring up over the bush.
- (C) A spring is missing from the rocking chair.
- (D) If pushed too hard, the door will spring shut.

**City Street Market**  
By: Author Unknown

1.           Skipping through the hallway,  
Bounding down the stairs,  
Mom's right behind me  
In her pocket are our fares.
2.           Waiting at the bus stop  
Has never been such a pain.  
"Hurry up! I can't wait!  
Please tell me it won't rain."
3.           Today the street market opens.  
This happens every spring.  
People, music, food, and booths,  
Happy buyers it will bring.
4.           Sausage-on-a-stick smells  
Float through the air  
Icy, slushy, fruity drinks,  
Watermelon, lemon, pear.
5.           The last stop we make  
Is my favorite place of all,  
A million toys all around  
In a tiny, little stall.
6.           I see a train I think I want,  
I have enough to pay.  
Perhaps I'll wait to spend my cash,  
Just enjoy looking today.

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Reading Level: \_\_\_\_\_

**Wings: 4<sup>th</sup> Grade**  
**Week of: March 5<sup>th</sup> – 9<sup>th</sup> 2018**  
**Genre: *Informational – Literary Nonfiction***

\*\*\*Please be advised we have aligned the genre for Read & Respond to match the genres reflected in the Achievement Network Test students will take at the end of Quarter #3. The genres for 4<sup>th</sup> Grade Quarter #3 include: *Literature – Traditional Literature & Linked Passage Set: Informational – Historical and Informational – Literary Nonfiction.* \*\*\*

<b>Monday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<b>Title:</b> _____			
<b>Author:</b> _____			
<b>Graphic Organizer:</b> After reading the attached passage, complete the graphic organizer below.			
<b>Story Map</b>			
<b>Characters:</b>          		<b>Setting:</b>  <b>Where:</b>    <b>When:</b>    	
<b>Problem:</b>          			
Event: _____			
Event: _____			
Event: _____			
Event: _____			
<b>Solution:</b>          			



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<b>Tuesday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<b>Constructed Response</b>			
<b>Directions:</b> Read the question below, using the attached passage, write your answer in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond (RI.2.6 / RL.2.6).			
What is the main purpose of the text? What is the author trying to: answer, explain, or describe? Use evidence from the text to support your answer.			

<b>Wednesday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<b>Clarification</b>			
<b>Directions:</b> Use the strategies listed below to clarify a word you had a difficult time with or think others may have difficulty reading. Write your answers in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond.			
<b>If you can't say a word:</b>		<b>If you don't know what a word means:</b>	
<ul style="list-style-type: none"><li>• Blend it</li><li>• Chunk it</li><li>• Look for a base word</li><li>• Reread it</li></ul>		<ul style="list-style-type: none"><li>• Use context clues</li><li>• Reread or Read on</li><li>• Use your background knowledge</li><li>• Make a mind movie</li></ul>	
1. Word:			
2. I struggled to <u>read the word</u> or to <u>understand the meaning of the word</u> :			
3. Strategy I used to clarify:			
4. What does the word mean? (In your own words):			
5. Meaningful Sentence:			

<b>Thursday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
<b>College Bound Questions</b>			
<b>Directions:</b> At this point you have read the entire passage. Please complete the College Bound Section. Write your answers in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond.			
1. Which sentence suggests that the Sun feels it is a bad idea to trust the Wampanoag people? (A) " 'I do not like those little people making faces at me,' said the Sun one day." (paragraph 2) (B) "So, when the next day came, the Sun did not rise up in the sky." (paragraph 3) (C) "But as for those people on the other side of the world, I am not going there anymore." (paragraph 12) (D) "I do not think they will remember what they promised." (paragraph 17)			
2. Which is the <b>best</b> summary of this story?  (A) Maushop lives near the Wampanoag people. He goes to talk to the Sun on the other side of the world. The Sun calls Maushop his younger brother. Maushop is also friends with the spiders. The spiders weave a net for Maushop to use.			



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(B) The Sun leaves the land of the Wampanoag people because he is not happy with them. When the Sun does not come back, the people turn to Maushop for help. He finds the Sun on the other side of the world and finds out why the Sun will not come back. When the people say they will change their ways, Maushop finds a way to get the Sun to return.

(C) The Sun and Maushop are friends. When the Sun leaves the land of the Wampanoag people, they ask Maushop to help get the Sun to come back. Maushop makes two trips to the other side of the world.

(D) When the Sun leaves the land of the Wampanoag people, they want him to come back. They need help to find out where the Sun went. Maushop agrees to go look for the Sun and tell him the people want him to come back. Maushop is able to do this because he is a giant and can travel around the world quickly.

3. Which detail **best** supports the idea that Maushop cares for the Wampanoag?

(A) "Maushop, the giant, had been sleeping, but the sound of many frightened voices woke him." (paragraph 5)

(B) "Maushop stood up from the place where he had been sleeping on the beach, just below the great cliffs at Gay Head." (paragraph 7)

(C) "Walking very carefully, so that he would not step on anyone in the darkness, Maushop went into the village." (paragraph 7)

(D) " 'Maushop,' the people cried. 'You must help us.' " (paragraph 8)

**Greeting the Sun, A Maushop Story**

By: Joseph Bruchac

1 Long ago, as the Sun traveled across the sky, one of the first places he came to each morning was the land of the Wampanoag people. He would shine down on them, giving them warmth and light. But instead of thanking him for what he gave them, the Wampanoag people would look up into the sky, squint their eyes, and cover their faces with their hands.

2 "I do not like those little people making faces at me," said the Sun one day. "I will no longer visit their land. I will stay on the other side of the sky, where the people appreciate me."

3 So, when the next day came, the Sun did not rise up in the sky. Everything in the land of the Wampanoag people stayed dark and cold. The people became afraid and began to cry out.

4 "Someone help us," they cried. "Everything is dark. The Sun is missing. The world is going to end."

5 Maushop, the giant, had been sleeping, but the sound of many frightened voices woke him.

6 "Hunh," Maushop said. "It is dark."

7 Maushop stood up from the place where he had been sleeping on the beach, just below the great cliffs at Gay Head. He saw the little fires burning in the village of the Wampanoag people. Walking very carefully, so

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that he would not step on anyone in the darkness, Maushop went into the village.

8 "Maushop," the people cried. "You must help us. The Sun did not rise today. How can we survive without the Sun?"

9 "I will go and find the Sun," Maushop said.

10 Maushop turned and stepped into the ocean. He began to wade toward the east. His legs were so long that it took him only four steps to cross the ocean and four more steps to come to the other side of the world.

There Maushop saw the Sun sitting in the middle of the sky and not moving.

11 "Older Brother," Maushop called to the Sun, "why are you here? It is long past the time for you to bring the new day to the other side of the world. The people there are in darkness, and they are afraid."

12 "I am glad to see you, Younger Brother," said the Sun. "But as for those people on the other side of the world, I am not going there anymore. They never said thank you when I gave them light and warmth. All they did was squint their eyes and make ugly faces. I am going to stay here, where the people appreciate me."

13 Maushop turned and walked back across the ocean to the land of the Wampanoag people. He told the people what the Sun had said.

14 "If the Sun returns," the people promised, "we will greet him every morning. We will smile up at him and say thanks to him every day."

15 Maushop turned and walked back to the other side of the world.

16 "Older Brother," Maushop said to the Sun, "the people on my side of the world are sorry. They want you to return. They promise that they will greet you with smiles and words of thanks every morning."

17 "No," said the Sun. "I do not think they will remember what they promised. I will stay here. I will not move."

18 Maushop decided that he would have to show the Sun that the people really meant what they said. Maushop went to the spiders.

19 "My friends," said Maushop, "I need a big net. Will you weave it for me?"

20 "We will do as you ask," the spiders answered. They wove a huge net that was very strong.

21 Maushop picked up the net and went back to the Sun.

22 "Older Brother," Maushop said, "I want you to see that the people on the other side of the world meant what they said. You do not have to move. I will move you."

23 Then Maushop threw that great net over the Sun. He grabbed the ends of the net in his hands, put it over his shoulder, and dragged the Sun back across the sky. Maushop was so strong that the Sun could not resist him.

24 As soon as they reached the land of the Wampanoags, the Sun heard voices calling up to him.

25 "Thank you," the voices called. "Thank you for bringing us light and warmth. Thank you for the gift of another day."

26 The Sun looked down at all of the people. They were not making ugly faces anymore. They were smiling up

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at him.

27 "Younger Brother," said the Sun to Maushop, "you were right. The people on this side of the world are happy to see me. From now on, as long as they greet me this way, I will come to their land every day."

*New York State Exam, 2013*



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**Wings: 5<sup>th</sup> Grade**  
**Week of: March 5<sup>th</sup> - March 9<sup>th</sup>, 2018**  
**Genre: Informational--Scientific/Technical**

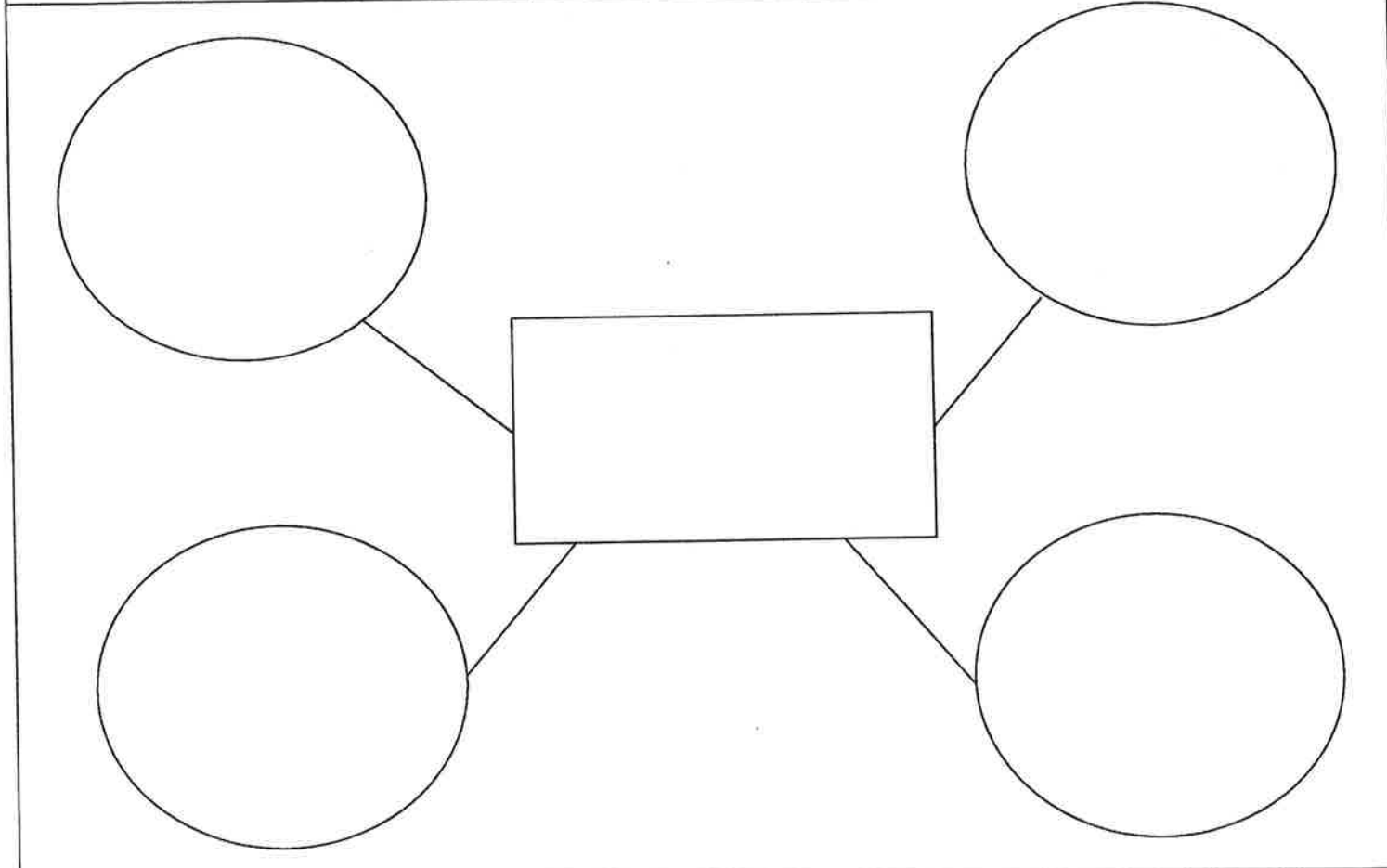
\*\*\*Please be advised we have aligned the genre for Read & Respond to match the genres reflected in the Achievement Network Test students will take at the end of Quarter #3. The genres for 5th Quarter #3 include:  
\*\*\*Informational – Scientific / Technical and Literature--Poetry\*\*\*

<b>Monday</b>	<b>Minutes Read:</b> _____	<b>Listeners Initials:</b> _____	<b>Week of:</b> _____
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**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**After reading the attached passage, complete the graphic organizer below.**



*Handwritten signature*

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<b>Tuesday</b>	Minutes Read: _____	Listeners Initials: _____	Week of: _____
<b>Constructed Response</b>			
<b>Directions:</b> Read the question below, using the attached passage, write your answer in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond (RI.5.2/RL.5.2)			
Summarize the main idea of the text/passage. Support your answer with key details from the text and explain how the key details you chose support the main idea.			

<b>Wednesday</b>	Minutes Read: _____	Listeners Initials: _____	Week of: _____
<b>Clarification</b>			
<b>Directions:</b> Use the strategies listed below to clarify a word or sentence you had a difficult time with or think others may have difficulty reading. Write your answers in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond.			
<b>If you can't say a word:</b>		<b>If you don't know what a word means:</b>	
<ul style="list-style-type: none"> <li>• Blend it</li> <li>• Chunk it</li> <li>• Look for a base word</li> <li>• Reread it</li> </ul>		<ul style="list-style-type: none"> <li>• Use context clues</li> <li>• Reread or Read on</li> <li>• Use your background knowledge</li> <li>• Make a mind movie</li> </ul>	
Word / Sentence:			
I struggled to <u>read the word / sentence</u> or to <u>understand the meaning of the word / sentence</u> :			
Strategy I used to clarify:			
What does the word / sentence mean? (In your own words):			
Meaningful Sentence (if you chose a word):			

<b>Thursday</b>	Minutes Read: _____	Listeners Initials: _____	Week of: _____
<b>College Bound Questions</b>			
<b>Directions:</b> At this point you have read the entire passage. Please complete the College Bound Section. Write your answers in complete sentences on a separate piece of paper and attach it to the back of your Read & Respond.			
1. Which statement summarizes the main idea of the selection?			
a. Amber can be made into beautiful jewelry for people to admire.			
b. Many things can be learned about our ancient past by studying amber.			
c. The earth has changed in many ways over millions of years.			
d. It is important to keep pieces of amber in museums.			
2. What caused amber to form?			
a. Resin was mixed together with honey and oil.			
b. The climate of the earth became warmer.			
c. Giant trees were buried under saltwater			
d. Air bubbles hardened into clear glass.			

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3. What type of amber is most valuable to scientists? How do you know and why? Use textual evidence from the passage to support your answer.

## Amber: The Forty-Million-Year-Old Trap

Marjorie Jackson

1. Forty million years ago, when the earth was much wetter and warmer, huge forests with many kinds of trees thrived in the far north. Out of some of these trees, stretching as tall as ten-story buildings, oozed a sticky **resin**. Mosquitoes buzzed through the forests, grasshoppers and crickets leaped, and ants and spiders scurried by the trees in search of food. If they carelessly let a leg or wing touch the resin—zap!—they were stuck.
2. Millions of years passed, and the **climate** of the earth altered dramatically. The northlands turned cold and icy. The giant trees fell, buried under the salt water that now covered the land. Far beneath the water, the globs of resin slowly changed, hardening into solid, glowing pieces of amber.
3. Still millions of years later, storms at sea broke the amber free and tossed it onto beaches for early cave dwellers to find. The cave dwellers wondered if the strange golden stone, warm to the touch, could be solid sunlight. Using flint and bone tools, they carved pieces of amber into the shapes of animals or the sun and wore them on cords around their necks for protection.
4. For hundreds of years, people used amber in jewelry or to decorate warriors' weapons; some soldiers braided amber beads in their horses' manes to ensure success in battle. Amber was also ground fine and mixed with honey, oil of roses, and crabs' eyes or claws for use as medicine. Amber mixtures were believed to cure earaches, headaches, and any number of diseases. Even wearing buttons or beads carved from amber was thought to keep a person well.
5. In the early 1700s, King Frederick I of Prussia had an entire room built from 100,000 pieces of amber of many colors—yellow, orange, red, brown, and even blue and green—all fitted together like a giant jigsaw puzzle. When the sun shone through the windows, **nobles** said, they felt as if they were standing inside a jewel box. The room was used and admired for more than 200 years, but in the 1940s, during World War II, it was taken apart and loaded into boxes for storage in a safer place. The boxes were somehow lost, and where the amber room is today remains a mystery.
6. Some of the oldest pieces of amber are mined in Appalachia, in the eastern United States. The Baltic seacoast also has large deposits. But the Dominican Republic, in the Caribbean, yields the most pieces with insects, leaves, feathers, and other remains of life.
7. Some pieces of amber have air bubbles inside that keep the light from passing through, making it look cloudy, but many others are clear like glass. The pieces of amber with inclusions of early life or gas bubbles are the most valuable to scientists. They hold clues about the earth's **ecology** millions of years ago and enable scientists to compare early life forms with today's. More than a thousand kinds of insects have been found preserved in amber, from prehistoric flies that proved to be the ancestors of our houseflies to a 140-million-year-old weevil that lived at the time of the dinosaurs. Whole flights of insects were sometimes trapped in one glob of resin; one two-inch piece of amber has 2,000 ants in it! Although most of the preserved insects are now extinct, their **descendants** may still survive, sometimes in new places. A termite found in Mexican amber now lives only in Australia.

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8. Many natural history museums have pieces of amber on display. Look for them during your next visit. These golden traps, 40 or more millions of years old, are the closest thing we have to snapshots of our ancient past.

**Word Bank:**

- climate** the usual weather conditions in a particular region  
**descendants** people or animals coming directly from an earlier, usually similar, type or individual  
**ecology** environment or habitat  
**nobles** people of high rank or birth  
**resin** a sap-like substance that some trees make to protect themselves when cut