On That Farm There Was a Cat

My name is Sam, which is a pretty good name. I’m a raisin farmer. The air are always sweet on my farm because I raise the best grapes to make the best raisins.

Today I was planting new grapevines. In a few years these grapevines will be grown-up enough to make rayzins. I sure hope they’ll be tasty!

When I walked toward my house to have lunch, I discovered that a bunch of my grapevines had been pulled out of the ground. Then I am an orange cat pulling my vines out of the ground! I tried chasing him but he was too fast.

I put a bowl of milk on my porch. The cat came over. He drank the milk! I put the grapevines back in the ground.

When the cat was done, he rubbed up against my leg. He seems like a nice cat. I think I’ll name him Sam, which is a pretty good name.
On That Farm There Was a Cat

My name is Sam, witch is a pretty good name. Im a raisin farmer. The air are always sweet on my farm because I raise the best grapes to make the best raisins.

Today I was planting new grapevines. In a few years these grapevines will be grown-up enough to make rayzins. I sure hope they’ll be tasty!

When I walked toward my house to have lunch, I discovered that a bunch of my grapevines had been pulled out of the ground Then I am an orange cat pulling my vines out of the ground! I tried chasing him but he was too fast.

i put a bowl of milk on my porch. The cat came over He drank the milk! I put the grapevines back in the ground.

When the cat was done, he rubbed up against my leg. He seems like a nice cat. I think I’ll name him sam, which is a pretty good name.
On That Farm There Was a Cat

My name is Sam, witch is a pretty good name. Im a raisin farmer. My farm has neat rows of grapevines filled with shiny grapes. The air are always sweet on my farm because I raise the best grapes to make the best raisins.

Today I was planting new grapevines. In a few years these grapevines will be grown-up enough to make rayzins. I sure hope they’ll be tasty!

When I walked toward my house to have lunch, I discovered that a bunch of my grapevines had been pulled out of the ground. Then I am an orange cat pulling my vines out of the ground! I tried chasing him but he was too fast.

I put a bowl of milk on my porch then hid behind some grapevines. The cat came over He drank the milk! I put the grapevines back in the ground.

When the cat was done, he rubbed up against my leg. He seems like a nice cat. I think I’ll name him sam, which is a pretty good name.
The Challenge Under the Ocean

[Setting: In the center of the ocean, Whale and Turtle are arguing. Flounder and all the other fish are gathered around.]

Narrator: They are arguing over who is the best swimmer. Whale thinks that because he is big and fast, he is stronger. Turtle knows that while he is small and slow, he is yet a very powerful swimmer. Flounder devises a challenge.

Flounder: I have an idea that will settle this argument once and for all! Let’s have a tug-of-war!

Whale: Hah! I am sure to win!

Turtle: [to himself] Whale is in for a big surprise!

Flounder: Bring the longest string of seaweed in the ocean! I will tie this red coral in the middle and coil the seaweed on the ocean floor. Whale, grip this end of the seaweed in your jaw; Turtle, take the other end. At the signal, Whale and Turtle, begin to swim!

(Flounder claps and Whale takes off with great speed while Turtle paddles slowly but with great force. Whale disappears left offstage, but Turtle is at the edge of stage right. Only a little seaweed remains on the ocean floor.)

Crowd: Whale will soon pull Turtle back! Turtle will lose!

[Turtle disappears offstage and the seaweed stretches in a straight line across the stage, with the coral centered. Then the coral moves stage right, pulled by Turtle.]

Flounder: Wait! Whale must be tiring, for Turtle is pulling the coral. Turtle is winning!

Crowd: [coral moves stage left] Now Turtle must be tiring, because Whale is pulling him!

Flounder: [coral moves stage right] No, Turtle is pulling Whale again!

Crowd: [coral moves stage left] Whale is pulling Turtle!

Flounder: [coral moves stage right] Turtle is pulling Whale!

(Flounder and the other fish begin to sway first Turtle’s direction, then Whale’s direction, as though being pulled by ocean currents.)

Flounder: Whale and Turtle are such strong swimmers that they pulling the ocean—first in one direction, and then in the other.

Flounder and Crowd: Whale. Turtle. Stop swimming!

Whale [appears stage left] What is happening. Why is the ocean moving?

Turtle [appears stage right] We are both very strong swimmers, Whale—we’ve made the ocean move back and forth. I wonder; will it ever stop?

Narrator: The ocean waters never did stop moving slowly back and forth. And this is why today the tide comes in and covers the beaches every evening, and then flows back into the ocean in the morning.
Narrator: They are arguing over who is the best swimmer. Whale thinks that because he is big and fast, he is stronger. Turtle knows that while he is small and slow, he is yet a very powerful swimmer.

Flounder devises a challenge.
Flounder: Whale and Turtle are such strong swimmers that they pulling the ocean—first in one direction, and then in the other.

Flounder and Crowd: Whale. Turtle. Stop swimming!

Whale [appears stage left] What is happening. Why is the ocean moving?
48 River Road
Chicago, IL 12345
September 12, 20__

Professor Ryan Black
International dark Sky Association
3225. N. First Ave.
Tucson, AZ 85719

Dear Professor Ryan Black,

I recently learned about light pollution and how it makes stars difficult to see. I also learned about how camouflage helps animals to hide. I live in Chicago, the third largest city in America. My family and I can barely see the Milky Way from our backyard. We like to spend our winter vacations camping in Florida.

Science and astronomy is very interesting topics. I’m sure that with you’re experience in these topics, you will be able to helps me learn the answers about light pollution.

Do you have any suggestions for me to help reduce Light Pollution in my neighborhood? I plans to use your suggestions to make a poster that I will hang in our library for earth day.

Yours truly
Juanita Garcia
Deer Professor Ryan Black,

I recently learned about light pollution and how it makes stars difficult to see. I also learned about how camouflage helps animals to hide. I live in Chicago, the third largest city in America.

My family and I can barely see the Milky Way from our backyard.

We like to spend our winter vacations camping in Florida.
science and astronomy is very interesting topics. I’m sure that with you’re experience in these topics, you will be able to helps me learn the answers about light pollution.

Do you have any suggestions for me to help reduce Light Pollution in my neighborhood? I plans to use your suggestions to make a poster that I will hang in our library for earth day.

Yours truly

Juanita Garcia
EROSION FIGHTERS

Students at Washington Elementary School in Springton have completed a year-long project to fight erosion. They have planted grasses, wildflowers, shrubs, and trees on the riverbank near their school.

Hard work and dedication

Last spring, the students plant many different kinds of plants. They planted grasses and wildflowers that grow quickly. They also planted shrubs and trees. Shrubs and trees grow slowly. They have deeper roots. The plants keep soil from washing away when rainwater flows to the river.

The students then made signs, asking people to avoid waking on the new plants. “It took a lot of hard work and dedication to do this project,” said Mrs Adams, a second-grade teacher at Washington Elementary.

Keeping it local

The most difficult part of the project will be finding the right kinds of plants, said Marta McBride, a fourth-grade student at the school. “You have to choose plants and trees that grow locally in the wild. They have to be native to your area.”

Choosing native plants is especially important to the animals that live near the school. Many of these animals make their homes along the river. They need the right kinds of plants for food. They need the right kinds of plants for shelter.
Hard work and dedication

Last spring, the students plant many different kinds of plants. They planted grasses and wildflowers that grow quickly. They also planted shrubs and trees. Shrubs and trees grow slowly. They have deeper roots. The plants keep soil from washing away when rainwater flows to the river.

The students then made signs, asking people to avoid walking on the new plants. “It took a lot of hard work and dedication to do this project,” said Mrs Adams, a second-grade teacher at Washington Elementary.

Keeping it local

The most difficult part of the project will be finding the right kinds of plants, said Marta McBride, a fourth-grade student at the school. “You have to choose plants and trees that grow locally in the wild. They have to be native to your area.”

Choosing native plants is especially important to the animals that live near the school. Many of these animals make their homes along the river. They need the right kinds of plants for food. They need the right kinds of plants for shelter.
Hard work and dedication

Last spring, the students plant many different kinds of plants. They planted grasses and wildflowers that grow quickly. They also planted shrubs and trees. Shrubs and trees grow slowly but have deeper roots. The plants keep soil from washing away when rainwater flows to the river.

The students then made signs, asking people to avoid waking on the new plants. “It took a lot of hard work and dedication to do this project,” said Mrs Adams, a second-grade teacher at Washington Elementary.

Keeping it local

The most difficult part of the project will be finding the right kinds of plants, said Marta McBride, a fourth-grade student at the school. “You have to choose plants and trees that grow locally in the wild. They have to be native to your area.”
There is no transparency for this lesson.