

NAME:

DATE:

Movie / Music Review

Congratulations! You have landed one of the most coveted jobs on the market today. You are getting paid to give your opinion!

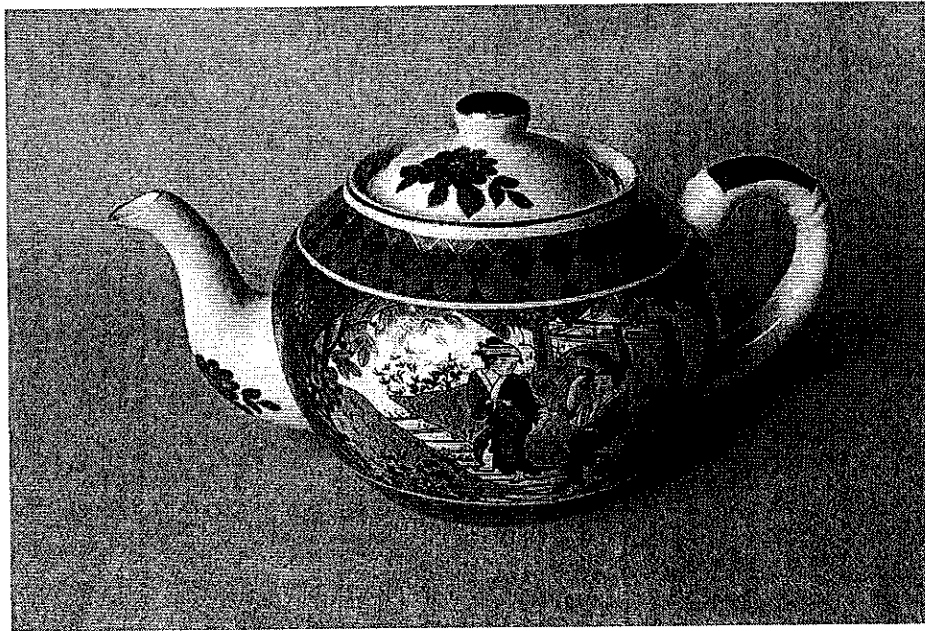
That's right, you're a movie and music reviewer for a weekly magazine called *The Good Stuff*. Your latest work assignment is to write a review of a movie or an album of music of your choice. This means, you need to sit down and enjoy a movie (at least 1hr. long) or an album of music (at least 30 min. long) and write a 1-page review for the magazine.

Important details:

1. The audience of *The Good Stuff* consists mostly of teen and young-adult readers. Make sure you keep the interests of your audience in mind.
2. Your review should be at least 300 words in length.
3. Decorate your review with colors and pictures, printed and/or drawn, like a magazine page.
4. Your reviews will be put up on walls or bulletin boards in the classroom/school, so make sure you are doing your best work.
5. Here are some suggestions to get started writing:
 - What is your overall impression of the movie/album?
 - What are the strengths and weaknesses of the movie/album?
 - Describe some key scenes or songs.
 - Give it a rating out of 10 and explain your reasons for your rating.
 - Who would you recommend it to? Why?

Tea Time!

W.M. Akers



“Honey!” Robbie’s mother called from upstairs. “If you’re making tea, can you make me some?”

Robbie wasn’t making tea, and he suspected his mother knew that. She had just brought him home from school, and tea was the last thing on his mind. She should have realized that he wanted to pull off his shoes, flop down onto the couch, and stare at the ceiling until he drifted off into his afternoon nap. The last thing he wanted was to be hustling around the kitchen, fiddling with spoons and teapots, and fussy little bags of tea. Making tea was the opposite of a nap, and after a long day at school, Robbie knew there was nothing that would make him happier than a nice little nap.

But he also knew when his mother said “If you’re making tea,” it wasn’t a question. It was a command. “If you’re making tea, can you make me some?” meant, “Hey Robbie—why don’t you make us some tea already!” Robbie knew the code. And so he hauled himself off the sofa, rubbed his bleary eyes, and started to fix tea.

The trouble had started six months earlier, when Robbie decided to quit drinking soda.

“The dentist says it’s rotting my teeth,” he told his mother. “He says that if I quit, I might not get any more cavities. I can’t stand the thought of getting any more cavities.”

“Who needs soda anyway? It rots your teeth and it makes you burp and it tastes like a melted Popsicle. I think you should try drinking tea.”

“Tea? Like proper old English ladies drink?”

"Do I look like a proper old English lady?!"

Robbie shook his head. His mother wasn't old, she wasn't English, and she definitely wasn't proper. She dressed in long, colorful dresses, big floppy hats, and scarves that went all the way to the floor. She called herself a hippie, but Robbie had always thought of her as a goofball: kooky but harmless. She called tea her "bad habit," but Robbie couldn't think of a more harmless thing to indulge in. He rarely saw her without her rainbow mug clutched between her hands. When she had too much tea and began to feel jittery, she would switch to one of her herbal teas: jasmine or chamomile, mixed berry or "lemon zinger." Robbie wondered what the appeal was.

"It's got to be better for my teeth than soda, anyway."

And so he tried tea, and he liked it. He liked green tea and black tea, white tea and herbal tea. He liked it with lemon, and he liked it with milk. He avoided sugar—that was the whole point of quitting soda—but sometimes he added a little honey. And the more tea he drank, the more his mother drank, too. He'd never thought it possible that Mom could drink more tea than she already did, but she seemed to have a limitless appetite. Every time he was about to sit down to do homework, watch TV, or take a nap, she would call from upstairs:

"Honey? If you're making tea, could you make me some?"

And he would get to work.

"I'm starting to feel like Cinderella," he muttered to himself as he filled the kettle with water. "At least I'm getting good at this."

He had become something of a tea expert. The first thing he learned was the difference between a tea kettle and a teapot. A kettle is what you put on the stove to heat the water. A teapot is what you put loose tea in, and fill with boiling water to make tea. Despite what the song "I'm A Little Teapot" said, it was not a good idea to put a teapot over an open flame. It wouldn't get all steamed up and shout, Robbie knew. It would just explode.

When the water boiled, Robbie poured a little into the teapot. He let it sit for a moment, swirling it around before dumping the water out. Now the teapot was warm and wouldn't cool down the water when he filled it up. He scooped out three teaspoons of tea leaves—one for him, one for mom, and one "for the pot," which just meant one extra—and poured the boiling water on top of it.

It would take four minutes for the tea to steep. Four minutes when Robbie could be taking a nap. Four minutes when...boy, his eyes were getting heavy. His arms were moving slowly. He

wanted to be asleep more than anything in the world, or at least, more than he wanted to be watching the second hand on the clock, waiting for the tea to finish.

He poured a little milk in the bottom of two mugs. When four minutes had passed, he poured the finished tea into each one. The color of the tea was just right: a pale brown, which told him he had put in just the right amount of milk.

He clomped up the stairs, a mug in one hand, and set it down beside his mother.

"Thanks, sweetheart," she said.

He left silently. It was nice to be thanked, but a nap would have been better. He flopped back down onto the couch, shut his eyes, and opened them again. His mug of tea was on the counter, a wisp of steam rising from it, catching the late afternoon light. He took a careful sip: it was a perfect cup.

Maybe he would skip the nap today.

Name: _____ Date: _____

1. What does Robbie want to do when he gets home from school?

- A) make tea for his mother
- B) start his homework
- C) watch some television
- D) take his afternoon nap

2. What does the author describe in the middle section of the text?

- A) why Robbie started taking naps in the afternoon
- B) why Robbie first started drinking and making tea
- C) why Robbie's mother first started drinking tea
- D) why Robbie's mother always asks Robbie to make tea

3. Read these sentences from the text.

"The last thing he wanted was to be hustling around the kitchen, fiddling with spoons and teapots, and fussy little bags of tea. Making tea was the opposite of a nap, and after a long day at school, Robbie knew there was nothing that would make him happier than a nice little nap."

Based on this evidence, what conclusion can you draw?

- A) Robbie cannot decide between taking a nap and making tea.
- B) Robbie thinks making tea will help him go to sleep.
- C) The school day has made Robbie feel very tired.
- D) The school day has filled Robbie with energy.

4. Robbie thinks that making tea is not a simple process. What evidence from the text supports this statement?

- A) "The last thing he wanted was to be hustling around the kitchen, fiddling with spoons and teapots, and fussy little bags of tea."
- B) "Every time he was about to sit down to do homework, watch TV, or take a nap, she would call from upstairs: 'Honey? If you're making tea, could you make me some?'"
- C) "He liked green tea and black tea, white tea and herbal tea. He liked it with lemon, and he liked it with milk."
- D) "He wanted to be asleep more than anything in the world, or at least, more than he wanted to be watching the second hand on the clock, waiting for the tea to finish."

5. What is the main idea of this text?

- A) Robbie decides to help his mother out by making tea instead of doing his homework.
- B) Robbie makes tea in order to wake himself up and feel more energetic after school.
- C) Robbie decides to take a nap instead of making tea for his mother and himself.
- D) Robbie makes tea for his mother and himself, even though he wants to take a nap.

6. Read these sentences from the text.

"It would take four minutes for the tea to steep. Four minutes when Robbie could be taking a nap. Four minutes when...boy, his eyes were getting heavy."

Why might the author have interrupted the last sentence with "...boy, his eyes were getting heavy"?

- A) to imply that Robbie has a short attention span
- B) to emphasize just how tired Robbie feels
- C) to show that it takes four minutes for Robbie to fall asleep
- D) to indicate that Robbie is caught up in the task of making tea

7. Choose the answer that best completes the sentence.

_____ Robbie made tea and brought it to his mother, he flopped back down onto the couch and shut his eyes.

- A) Because
- B) While
- C) After
- D) Although

8. After Robbie heats the water, adds tea leaves to the pot, and pours the hot water into the pot, what does he do?

9. Near the end of the story, Robbie takes a sip of his tea. What does he think about the tea he made for himself?

10. At the end of the story, why might Robbie feel like skipping his nap? Use evidence from the text to support your answer.

Spelling Power**Lesson 3: The Vowel *u*****Word Bank**

unite	issue	juvenile	manual	cruise
document	gratitude	nuisance	routine	vacuum

Key Concept

The vowel *u* is used less frequently than *a*, *e*, *i*, or *o*. Try to visualize these words as you learn to spell them. Here's a trick to help you remember *vacuum*: It is the only common English word that has two *u*'s in a row.

Spelling Practice

Write the words from the Word Bank in alphabetical order.

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Spelling in Context

Use context clues to determine which word from the Word Bank best completes each sentence. Write the word on the line.

1. The Declaration of Independence is a great historic _____.
2. An important campaign _____ is how to lower taxes.
3. In our city, a _____ cannot be out after 10:00 P.M. without an adult.
4. A pet owner can be fined if his or her dog becomes a _____ to neighbors.
5. My parents left for a _____ in the Caribbean.

LESSON 3 continued

Proofreading Practice

Read the letter. Find the five misspelled words and circle them. Then write the correct spelling for each circled word on the lines that follow.

Dear Mayor Gibson,

We are writing to express our gratitood for your support of our school Science Fair. We are happy that you took time from your routine activities to attend! Our favorite display showed how a vakume cleaner works. We thought watching the machine work was more interesting than reading the manool. All of us younite in thanking you!

Yours truly,
The students at Deergrove Middle School

- | | | |
|----------|----------|----------|
| 1. _____ | 3. _____ | 5. _____ |
| 2. _____ | 4. _____ | |

Spelling Application

Below are six more words that reflect the Key Concept you have learned. Write the word whose meaning fits each set of terms.

contribute cruel excuse numerous pursue useful

- helpful, suitable, _____
- chase, follow, _____
- mean, unkind, _____
- give, donate, _____
- many, countless, _____
- forgive, apologize, _____

Spelling Power

Lesson 4: Double Consonants

Word Bank

ballot	gossip	mammoth	accident	villain
occasion	essential	withheld	summarize	appropriate

Key Concepts

- Double consonants often follow short vowel sounds.
chubby yellow
- Double consonants usually represent a single unit of sound.
skipping flatten
- Sometimes double consonants represent two units of sound.
succeed (hard and soft c)
fishhook (sh blend and h)

Spelling Practice

Put the words from the Word Bank in alphabetical order. Circle the double consonants in each word. Then write 2 or 3 to describe the Key Concept that applies to that word.

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 2. _____ | 4. _____ |
| 3. _____ | 6. _____ |
| 4. _____ | 8. _____ |
| 5. _____ | 10. _____ |

Spelling in Context

Choose the word from the Word Bank that best completes each sentence. Write the word on the line.

- Every student gets a(n) _____ for the school election.
- We were asked to _____ the story in our own words.
- I don't like listening to _____ that might hurt others.
- The police captured the _____ as he fled from the crime.
- During a snowstorm, Mom drives slowly to avoid a(n) _____.

LESSON 4 continued

Proofreading Practice

Read the ad that follows. Find and circle the five misspelled words. Then write the correctly spelled words on the lines below.

Come to Our Mammoth Jacket Sale!

We have hundreds of jackets to sell. No stock is being withheld for next year! Our jackets are essential for any wardrobe. They are appropriate for casual or formal events. Choose a jacket for your next special occasion.

1. _____
2. _____
3. _____
4. _____
5. _____

Spelling Application

Below are ten more words with double consonants. Find each word from the list and circle it in the puzzle. Then list the words on the lines. Write a 3 next to any words that are examples of Key Concept 3.

addition	allow	cabbage	classify	comment
knickknacks	pollute	sizzle	success	sudden

t k n i c k k n a c k s
 n o l r e w o l l a t u
 e e l z z i s a s b n c
 m i g a t h s m a b e c
 m k o i a s i r f a t e
 o e d l i a d o t g u s
 c d a f n s u d d e n s
 a n y t a e t u l l o p

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