5th Grade Bulletin #23

Week 6-Class News

Khan Academy: This week in math we will be continuing our coordinate plane module (6). This week it will be more of interpretting the quadrants on the graph, and using that information. Please let me know if you have trouble connecting with Khan Academy.

Distance Learning Packets: Our packets this week include a Reading Menu #23, cursive practice writing either their graphic organizer or reading menu in cursive. Also graphic organizer for practicing the reading focus skill, a leveled reader and a Daze passage.

Fluency Practice: This means repeated reading out loud of the first section of the text. Please read out loud with your student each day from the leveled reader, pages two through five. Repeated reading of the same passage builds reading fluency.

Skill Practice: This week we are practicing main ideas and details, combined with summarizing the story. Please support your student with completing the story map identifying the story elements you find in the leveled reader, “text evidence”.

Homework

1. Khan Academy math assignments
2. Read leveled reader pages 3-6 each day out loud
3. Finish leveled reader at least twice
4. Complete graphic organizer "Story Structure: Story Map"
5. Reading Menu 23 (answer 2 questions this week if you finish all other parts).
6. Daze #12
7. Cursive practice- write your reading menu or graphic organizer in cursive!
8. Read at least 20 minutes each day
9. Vocabulary Spelling city word practice
10. There is always Moby Max practice and Epic!

*The school website has so many art, and other activities &resources.

K-5 PE

Week May 11th-15th

The physical activity log will allow you to record specific physical activities of your choosing throughout the week. The duration of these activities will count towards your weekly physical education minutes (30 minutes a day). Please use the physical activity log below or come up with one on your own. Write your activities and total minutes/hours every day. Examples of these activities can include biking, basketball, jumping on the trampoline, walks, runs, soccer, etc.

Physical Education Activity Log

Date	Description of Activity	Duration

How Barbed Wire Changed the West

by Barbara M. Sharp

HOUGHTON MIFFLIN HARCOURT

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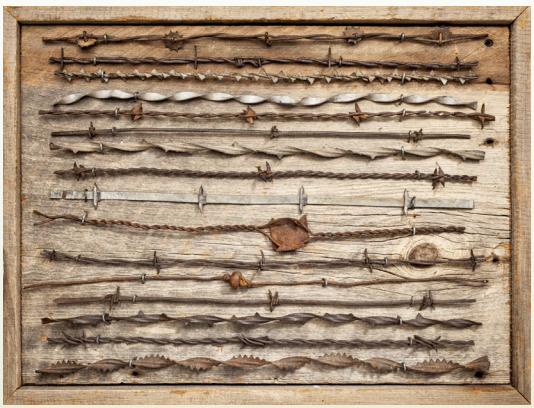
Introduction

The 1800s brought many exciting inventions. The zipper, the telephone, vulcanized rubber, and even paper drinking straws changed people's lives in ways both large and small. One 19th-century invention had a huge effect on the American West. It was barbed wire.

Barbed wire began to be used in the 1870s. Until then, land in the West had been unfenced. Farmers who moved to the plains needed to protect their crops from animals and thieves. Barbed wire helped homesteaders to settle on the often-hostile Great Plains.

Ranchers relied on the open range to graze their cattle. Once farmers began to fence their land, conflict broke out. Later, trouble arose between ranchers who used barbed wire and those who didn't. Fenced areas also affected cowboys and Native Americans whose livelihoods depended on access to open land.

The story of barbed wire on the American frontier is one of ingenuity and success, conflict and heartbreak, small farms and sprawling ranches.

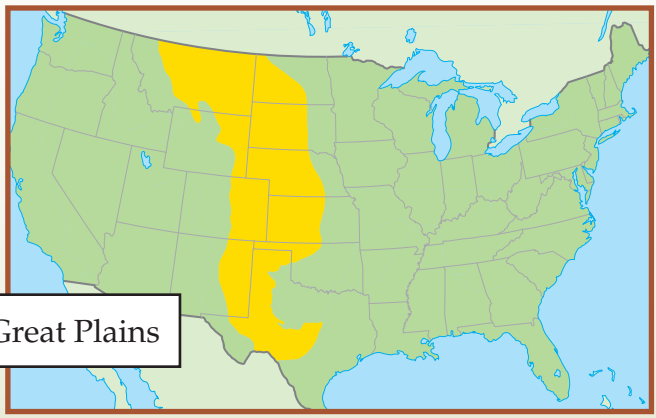


These are some of the main types of barbed wire.

The Need for Barbed Wire on the Plains

A rush of pioneers headed west to the Great Plains in the mid-1860s. They sought land to farm and ranch. At that time, large amounts of land were becoming available to settlers. This was because the U.S. government was taking control of lands that had been home to Native Americans. The government forced Native Americans from the open plains onto reservations.

The environment on the Great Plains was vastly different to farmers from the East. On the Great Plains, building materials were scarce. There were no dense forests and few stones. Eastern farmers had used these natural resources to build fences. Even if wood or stone were available, it would have been too costly to enclose a 160-acre parcel of land.



The Great Plains—a treeless, grassy region—includes land in ten different states.

Looking for a solution, the homesteaders tried "furrow fences" by digging trenches around their fields. They also tried raised strips of plowed land as barriers. Neither worked. In the late 1860s and early 1870s, some farmers made fences out of thick, thorny bushes that grew on the plains. These thorny fences worked a little better but still were not effective in protecting their farms. In addition, growing the plants in the large numbers needed for fences took a very long time.

Would the pioneers' dream of turning the vast lands into prosperous farms ever come true? It would—but only with the invention of a new kind of fencing material. Barbed wire would prove to be a cheap, easy solution to the homesteaders' problem.

The Homestead Act

In 1862, Congress passed the Homestead Act. The law said that nearly anyone could get 160 acres of unclaimed land for free. The person just had to live on the land for five years and improve it. Thousands of farmers dashed west to take advantage of the new law. Land claimed by homesteaders became off-limits to ranchers for grazing their cattle.

Houses of sod, or blocks of soil with grass and plant roots, were built by farmers called *sodbusters*.

How Barbed Wire Was Invented

A number of inventors in the mid-1800s were working to develop a new kind of fence. These inventors created different forms of what would become known as barbed wire. Each inventor was trying to make the best, most useful fencing. But none of the early forms caught on. In the 1860s, a man named Michael Kelly invented something very similar to today's barbed wire fence. Called the Thorny Fence, it had wire points attached to twisted strands of wire. Kelly was the first inventor to use two strands of wire instead of one. But his fencing material never reached the public.

Other inventors soon had better luck. In 1873, Henry M. Rose, a farmer, showed his fencing idea at the annual DeKalb County Fair in Illinois. Rose's novel approach consisted of short wire points attached to a wooden rail. This rail would be fastened to an existing fence. When cattle felt the sharp prick of the wire points, they would move away from the "painful" fence.

Three men attending the fair found Rose's idea intriguing. They were Joseph Glidden, Isaac Ellwood, and Jacob Haish—all DeKalb residents. Each wanted to figure out a way to make a better, more effective fence. They all stood to benefit from such an improvement. Glidden was a farmer, Ellwood owned a hardware store, and Haish was a lumberman whose customers were always in need of fencing. Each businessman independently came up with the same idea: Why not attach sharp points directly to the wire, instead of to wood?

Joseph Glidden: The Father of Barbed Wire

Joseph Glidden went to work on his idea in the kitchen of his farmhouse. According to one story, his wife told him that she needed some new fencing to keep animals out of her flower garden. Using everyday kitchen utensils such as a coffee mill and a grindstone, Glidden began to experiment. After several attempts, he succeeded in creating the barbed wire that people know today. It consisted of two strands of strong wire with wire barbs attached all along the length of the strands.

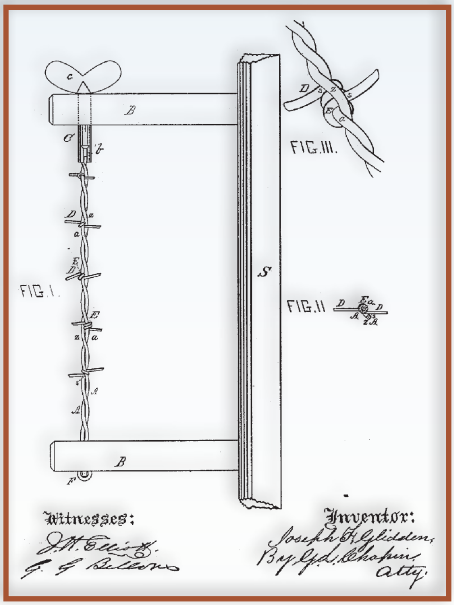
Glidden tested the barbed wire fence on his farm. When his neighbors saw how well the wire worked to keep animals out, they wanted to buy it. Glidden began making and selling his new fencing material.

On October 27, 1873, Glidden submitted his invention to the U.S. Patent Office. A patent is the legal right to make or sell an invention. Only the person to whom the government has granted the patent can legally make or sell the product. Glidden called his invention "The Winner." While Glidden waited for his patent to be approved, he didn't sit idly by. He invented another type of barbed wire and a machine for making it. But this kind wasn't as popular. Only "The Winner" became widely used. For this reason, Glidden later became known as the Father of Barbed Wire.

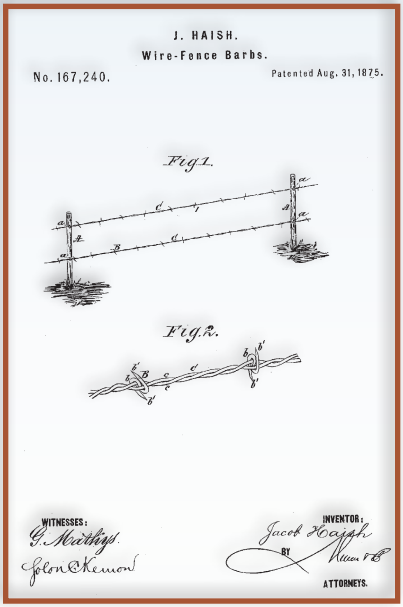
Glidden Gets a Partner

Around this time, Glidden and Isaac Ellwood became acquainted. Since the fair where Ellwood and Glidden had first seen Rose's fence, Ellwood had been trying to invent his own form of barbed wire fencing. However, he wasn't very successful. According to one account, after hearing about the new fencing that Glidden had invented, he and his wife went to Glidden's farm to see it for themselves. Mrs. Ellwood, upon inspecting Glidden's invention, announced that Glidden's barbed wire was much better than her husband's. Though upset, Ellwood must have agreed—for he gave up working on his own ideas and went into business with Glidden. In 1874, they formed the Barb Fence Company and sold thousands of pounds of barbed wire in and around Illinois.

Isaac Ellwood became one of the biggest manufacturers of barbed wire in the country.



The Winner, Joseph F. Glidden of Illinois, 1874



Haish's "S," Jacob Haish of Illinois, 1875

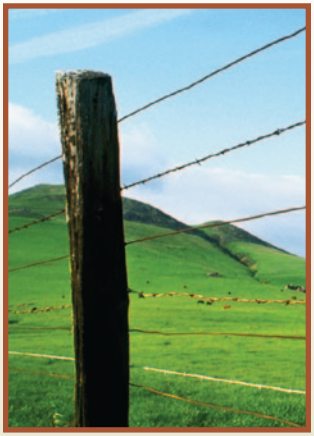
A Patent War Begins

Meanwhile, Jacob Haish, the third man to have seen Henry Rose's invention at the county fair, had also been busy inventing forms of barbed wire. On July 17, 1874—while Glidden was still waiting to get his patent approved—Haish applied for a patent on a new form of barbed wire. He called it the "S" barb because of its shape. He set up factories and began selling his wire.

Wanting to be known as the inventor of barbed wire, Haish filed a lawsuit against Glidden. He said that Glidden, by applying for his own patent, was interfering with Haish's right to hold the barbed wire patent. But since Glidden had applied for his patent before Haish, the government sided with Glidden, granting him the patent in November 1874. This set off years of battles between the two men as they competed for business. To his dying day, Haish would never acknowledge Glidden as the inventor of barbed wire. In fact, he had a sign hanging outside his home that read, "Jacob Haish, Inventor of Barbed Wire."

Farmers Fence the Plains

The companies producing barbed wire knew that homesteaders in the West could benefit from the new style of fencing. The farmers themselves wondered about barbed wire's utility. They knew that they needed something to solve their problems. It didn't take too long for them to realize that barbed wire could be the solution. Barbed wire fences were cheap. They would last a long time in the hot summers and cold winters. They didn't get blown down in windstorms. They didn't take up valuable soil as did some other forms of fencing such as shrubs and furrows. And they kept ranchers' cattle from grazing on farmers' property.



Ranchers Object

Ranchers had also moved west to grab good land to raise cattle. They first settled in Texas and later in other Great Plains states as well. By the 1870s and 1880s, the cattle industry was booming.

Barbed wire companies saw an opportunity. They had already sold barbed wire to farmers. Now they wanted to sell the fencing to ranchers who could use the wire to fence in their cattle. The fences would keep herds from wandering great distances. Ranchers could save money by not having to hire cowboys to round up the cattle when it was time to take them to market.

It took some time before barbed wire fencing dominated the Great Plains. At first, many ranchers objected to it. They were accustomed to grazing their cattle on the open range. The animals roamed freely in search of food and water. Each year after round-up, cowboys drove cattle across the range to the railroad towns of Kansas. Many followed the Chisholm Trail that extended from Texas north to Abilene, Kansas. From there, the cattle were shipped to slaughterhouses. No fences blocked the cowboys' routes. So ranchers feared that barbed wire fences would greatly interfere with their ranching business.

Ranchers also were angry that farmers had fenced in lands where watering holes were located. This meant that the ranchers could no longer count on water sources that had been available to their cattle when the rangelands were open.

Changing Ranchers' Minds

Isaac Ellwood, who had a new business partner by now, was determined to convince Texas ranchers to buy his product. In 1876, he hired John Warne Gates, a 21-year-old Illinois farmer, to go to Texas to change the ranchers' minds. According to legend, one Texan in San Antonio claimed that he knew of a longhorn that would crash through any fence. As the story goes, Gates—an eager salesman—got a bright idea. He would demonstrate to this Texan and any other doubters that barbed wire would keep even the strongest, wildest bull contained. He fenced in an area of the town and brought in some powerful, unruly longhorn cattle. When they tried to escape but were stopped in their tracks, the ranchers were finally convinced.

Whether or not this demonstration really took place, sales of barbed wire spiked. Ranchers on the Great Plains began buying barbed wire to fence in the open range. In the 1880s, more and more ranches began to spring up—often on land that the ranchers did not even own. Now the owners of large ranches, in addition to the farmers, were putting up the cheap barbed wire fences to lay claim to and protect their lands on the Great Plains. In some parts of the grasslands, people held "fencing bees" to get the barbed wire boundaries up quickly. Before long, miles and miles of barbed wire fences stretched across thousands and thousands of acres of the plains. The open range was being fenced in.

In Texas, the use of fencing on ranches was slower to take hold. Eventually, owners of two large ranches fenced in their lands and set examples of how effective barbed wire could be. Joseph Glidden himself, and a partner, Henry Sanborn, owned one of these ranches, which they called the Frying Pan Ranch. In 1882, they put up 150 miles of barbed wire around 250,000 acres of land to contain 1,500 head of cattle.

The other ranch was called the XIT. Covering three million acres and home to 125,000 longhorn cattle, the XIT was the largest ranch in the world. In 1886, the owners surrounded 1,500 miles of their land with barbed wire fences. It took 300 railroad cars full of fencing to do the job.

As time went by, other Texas cattle owners gave up their old ways and put up barbed wire fences. Open-range ranching was on the decline. In fact, fences seemed to go up overnight. One rancher commented, "Why, if you left your family alone more than a day you might come home to find the caboodle [the whole family] fenced in."

Barbed wire fences stretched for miles across the plains.

Fence Wars

Fencing in the open range caused a number of serious problems. One of these was the "fence wars."

Although the use of barbed wire was catching on, some ranchers on the plains still were determined to save the open range. They wanted to move their cattle freely. Also, many "open-range" ranchers were upset and angry that some ranchers had illegally put up fences to seize control of large areas that they didn't own. Other people were outraged that barbed wire fencing could injure and even kill cattle.

In 1883, frustrated Westerners began cutting barbed wire fences. Farmers and ranchers cut each other's fences. Both would find snipped wires hanging limply from fence posts. They were furious. Fence wars raged across the plains. The conflict was especially intense in Texas. A Texas Ranger who kept order on the frontier reported that many farmers "took down their wire and rolled it up to save it from being cut…"

Windmills in the West

The windmill also played a big part in settling the West. It enabled ranchers and farmers to get precious water from underground sources. In the dry plains, water might have been scarce, but wind was plentiful.

In 1854, an American named Daniel Halladay invented a wooden windmill that could pump water from deep under the ground. Ranchers could now reach water that lay more than 300 feet deep. This meant that they were not limited to ranching near a river or stream.

These three rustlers in Nebraska cut the fence of a neighboring rancher. They wore masks to avoid being recognized by their neighbor.

Before long, cattle thieves called *rustlers* also began cutting fences. Groups of such rustlers and other angry settlers formed gangs. Some went by names such as the *Owls* or the *Blue Devils*. After cutting a fence, the gangs would often keep checking on it, cutting it again whenever the owner repaired it. Fence-cutters often carried guns. People saw the conflict as an actual war. Many complained that it was destroying life on the plains.

Finally, in 1884, the Texas government passed laws that effectively ended the fence wars. Fence-cutting became a crime that could send the offender to prison for one to five years. Also, laws stated that where fences crossed public roads, gates had to be built so that people could easily pass through them. A year or so later, federal laws were passed to end fence-cutting everywhere.

A Deadly Blizzard

Another serious effect of barbed wire was the needless deaths of thousands of cattle. Around 1881 and 1882, Texas ranchers began building "drift fences." Extending for miles east and west across the plains, these barbed wire fences kept herds of cattle on the northern plains from drifting south to Texas. In the north, land was still for the most part unfenced. So cattle there moved freely. Texas ranchers wanted to keep northern cattle off their grassland. They were running out of grazing land for two reasons. First, ranchers increased the size of their herds as the cattle business grew. Second, harsh winters had brought herds from the northern plains south in search of warmth and food, competing with the southern cattle.

In January 1885, a deadly blizzard spread across the Great Plains. In the driving snow, ice, and harsh winds, cattle in Kansas began moving south. One observer described them as "gray ghosts" with "icicles hanging from their muzzles, eyes, and ears…" When they reached the drift fences a thousand miles from where they started, they could move no further. They could not get through or over the barbed wire. In vain, they tried knocking down the fences. To stay warm, they huddled together in huge numbers, pressing against the wire fence. But thousands could not withstand the freezing temperatures and froze to death. This horrible event was called "the big die-up."

Sadly, the tragedy was repeated the following year. People were angry and sickened by these losses. Many ranchers were forced out of business. People blamed the disaster on barbed wire and the companies that made it.

Ranchers took down the deadly fences or broke them into sections so that cattle could pass through them. Other ranchers began to complain loudly about the negative effects of barbed wire fences around farms and ranches. Cattle were getting badly hurt from the barbs as they tried to break through the fences. Because the wire was small, herds probably could not even see the barriers. As a result, some states banned the use of barbed wire.

Barbed wire manufacturers acted quickly. They changed the design of the wire so that animals could see it more easily and avoid the fences. They also made the barbs smaller to cause less injury but still prevent cattle from breaking through. With these humane changes, ranchers began to use the wire again. Before long, wire fences snaked through the rangelands of the Great Plains. Barbed wire companies prospered.

Changing Lives

Fencing in the open range also had a major effect on Plains Indians. For centuries, they had hunted and farmed on these lands. The Comanche and other groups followed the buffalo, which they depended on for survival.

The settlers' wire fences prevented Native Americans and buffalo from moving freely across the plains. Because barbed wire was destroying their traditional way of life, they called it "the Devil's rope."

Barbed wire also ended the cowboy's way of life on the open range. Once barbed wire had fenced in cattle, cowboys were no longer needed to round up the herds that had freely roamed the plains. Nor were they needed to take cattle over long distances to railroad towns. New, closer railroad towns had sprung up as the trains reached further west. Some cowboys went to work on ranches. Others joined Wild West shows that entertained audiences throughout the country.

Conclusion

Despite its early problems, barbed wire had a number of positive effects on the cattle business. Once the cattle drives ended, livestock caught fewer contagious diseases. Also, cattle that grazed in fenced-in pastures produced better-tasting beef since ranchers could easily add corn and alfalfa to their diet.

A journalist once said that no type of fence tells a better story about the way the American West changed than barbed wire. It closed the open range and opened the Great Plains to legions of settlers. Because of barbed wire, ranching and farming on the American frontier flourished.

Responding

TARGET SKILL **Text and Grapic Features**

What does the graphic feature on page 9 help you to understand? Copy and complete the chart shown below. Then add one other text or graphic feature and its purpose.

Text or Graphic	Location and Purpose
diagram of two types of barbed wire	?
?	?

Write About It

Text to Self Barbed wire was important to the cattle-ranching industry. Think of a tool or device that is important to your life. Then write a few paragraphs giving your opinion about why it is important.

TARGET VOCABULARY

acknowledged	flourished
acquainted	hostile
decline	prospered
dominated	residents
extending	sprawling

EXPAND YOUR VOCABULARY

boundaries	patent
homesteaders	sod
manufacturers	windmill

TARGET SKILL **Text and Graphic Features** Examine how the arrangement of text and visuals makes ideas clearer.

TARGET STRATEGY **Summarize** Briefly tell the important parts of the text in your own words.

GENRE **Informational Text** gives facts and examples about a topic.

Level: V

DRA: 50

Genre:
Informational Text

Strategy:
Summarize

Skill:
Text and Graphic Features

Word Count: 2,861

5.5.23

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Name _____ Date _____

T-Map: _____

Title or Topic _____

How Barbed Wire Changed the West
Graphic Organizer 12

Text or Graphic	Location and Purpose
diagram of two types of barbed wire	

Name: _____

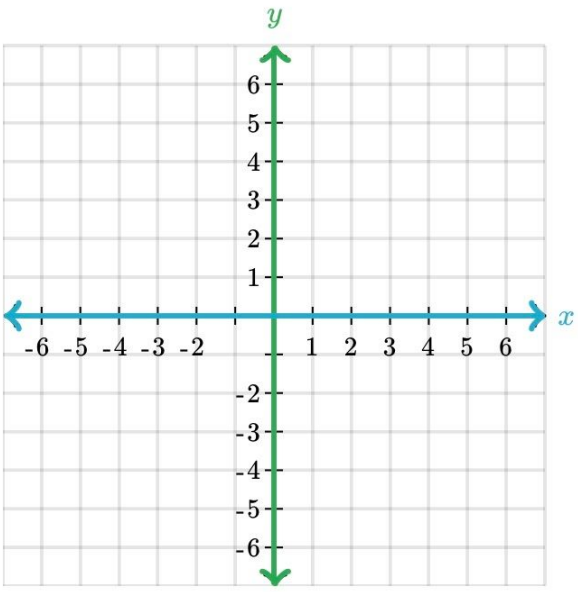
Book Title: _____ Book Author: _____

Week 6: Module 6 Coordinate planes, first on this worksheet is the vocabulary for graphing. Please read over the vocabulary and try the practice problems. If you have questions please feel free to message me.

There are videos on Dojo as well that are from the online Khan Academy.

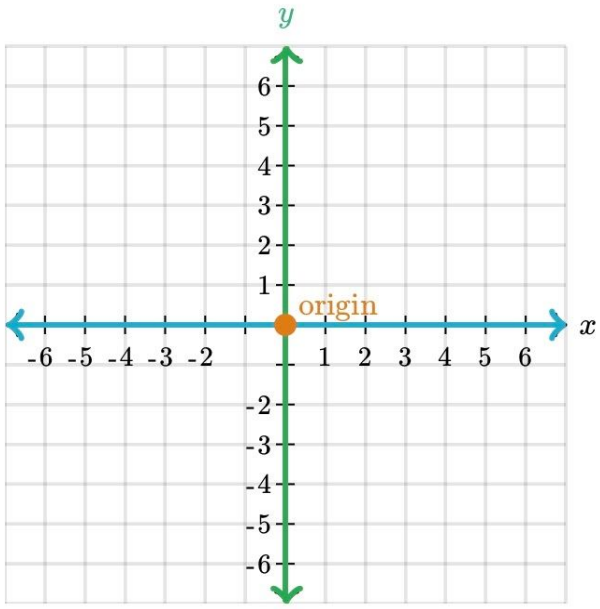
Axes

A coordinate plane has one horizontal axis, the x-axis and one vertical axis, the y-axis.



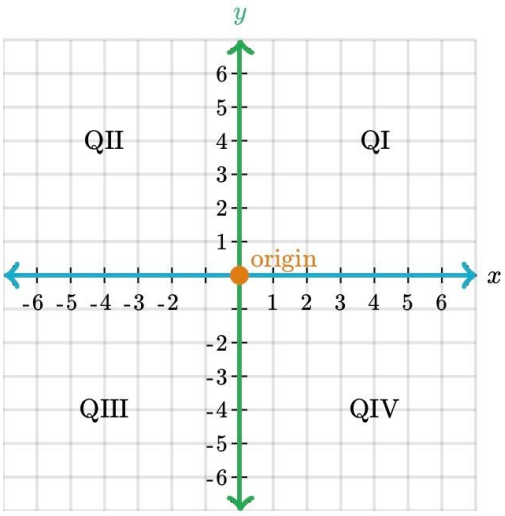
Origin

The x-axis and y-axis intersect at the origin.
The origin is located at ordered pair, $(0, 0)$.



Quadrants

The coordinate plane is divided into four quadrants. Quadrant one (QI) is the top right fourth of the coordinate plane, where there are only positive coordinates. Quadrant two (QII) is the top left fourth of the coordinate plane. Quadrant three (QIII) is the bottom left fourth. Quadrant four (QIV) is the bottom right fourth.



Ordered pairs

Ordered pairs are made up of two numbers. The first number is the x-coordinate and the second number is the y-coordinate: (x, y).

Want to review the parts of a coordinate plane? Check out this article.

Graphing ordered pairs

To graph an ordered pair, we start at the origin. Next, we move right (positive) or left (negative) to the x-coordinate. From there, we move up (positive) or down (negative) to the y-coordinate.

Example 1: $(6, -8)$

To graph $(6, -8)$, we move $\text{right } 6$ from the origin $(0, 0)$, then $\text{down } 8$ from there.

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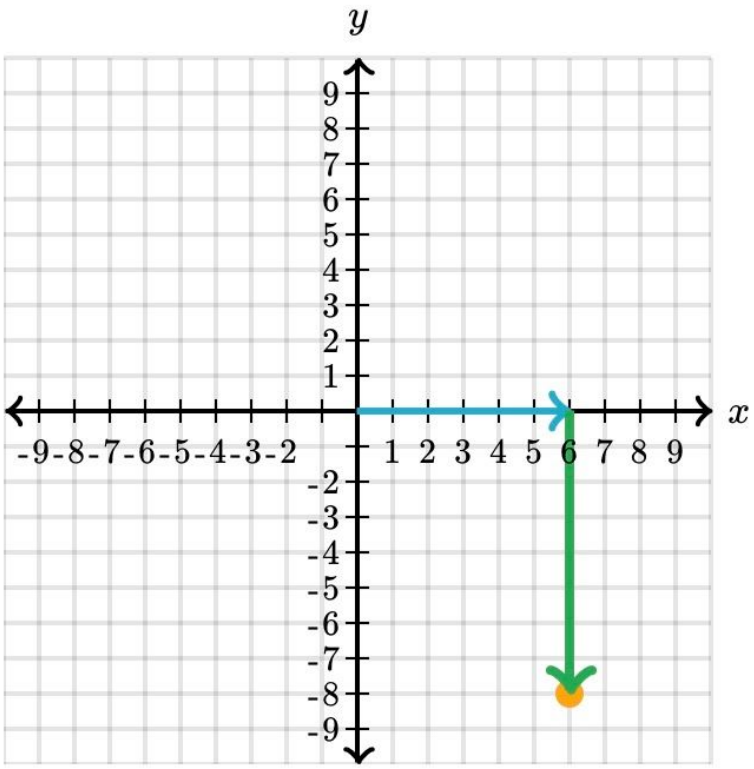
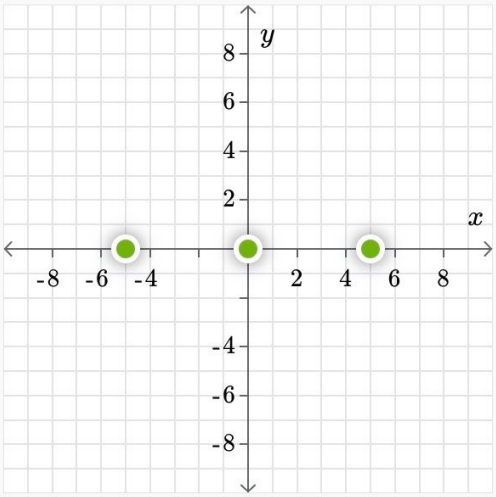


Example 2: $(0, -9)$

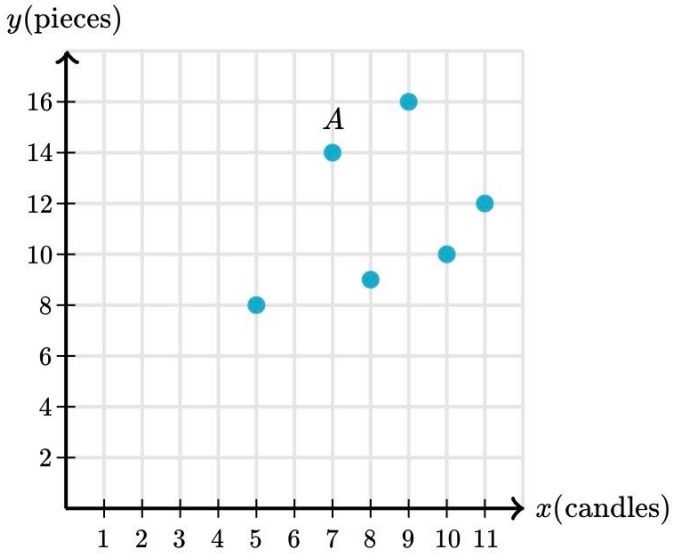
To graph $(0, -9)$, we move $\text{right } 0$ from the origin $(0, 0)$, then $\text{down } 9$ from there.

PROBLEM 1

Drag the dots to plot $(6, -8)$, $(2, 7)$, and $(1, -4)$.



Baker Elon graphs the relationship between the number of candles and the number of pieces into which each cake she has baked this month has been cut (shown below).



What is the meaning of point A?

Choose 1 answer:

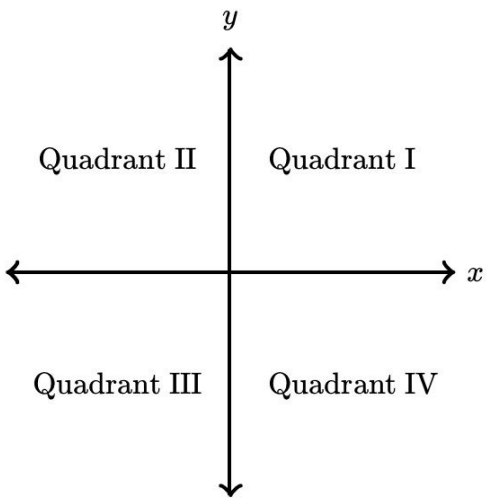
(A) A cake with 7 candles is cut into 7 pieces.

(B) A cake with 14 candles is cut into 7 pieces.

(C) A cake with 7 candles is cut into 14 pieces.

(D) A cake with 14 candles is cut into 14 pieces.

The ordered pair (a, b) gives the location of point P on the coordinate plane. The value of a is 0, but b is not zero.



Where could point P be located on the coordinate plane?

Choose all answers that apply:

- (A) Quadrant I
- (B) Quadrant II
- (C) Quadrant III
- (D) Quadrant IV
- (E) x-axis
- (F) y-axis

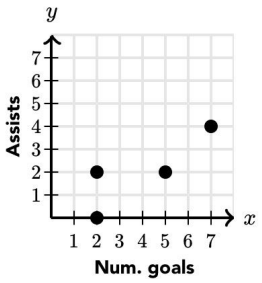
Coach Fernández is tracking the soccer players' performance. Each ordered pair represents the number of goals and number of assists, respectively, from one player.

Player 1: $(2, 4)$
Player 2: $(0, 1)$
Player 3: $(4, 6)$
Player 4: $(2, 1)$

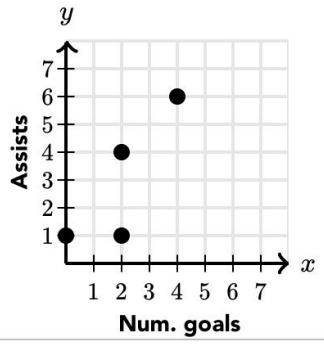
Which coordinate plane correctly shows the goals and assists for the 4 players?

Choose 1 answer:

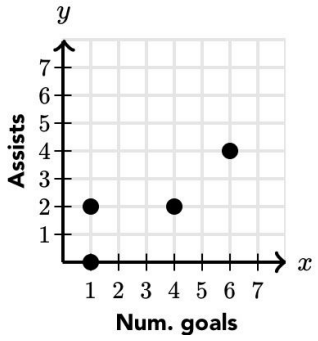
(A)



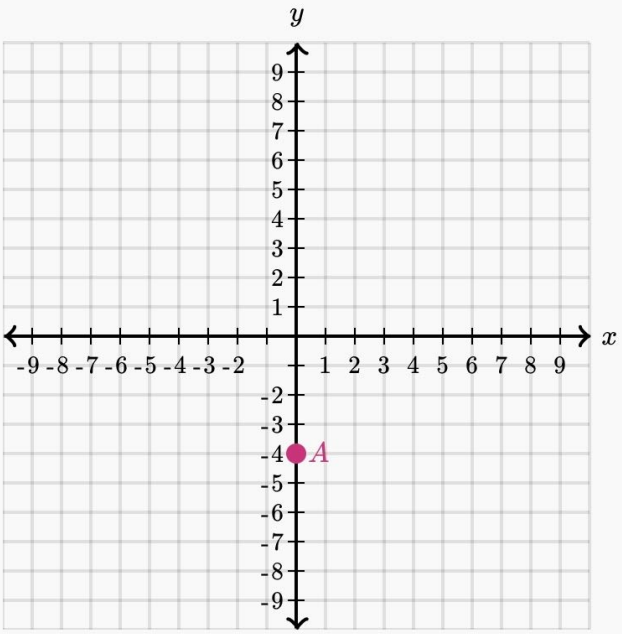
(B)



(C)



Where is point A located on the coordinate plane?



Choose 1 answer:

(A) First quadrant

(B) Second quadrant

(C) Third quadrant

(D) Fourth quadrant

(E) x-axis

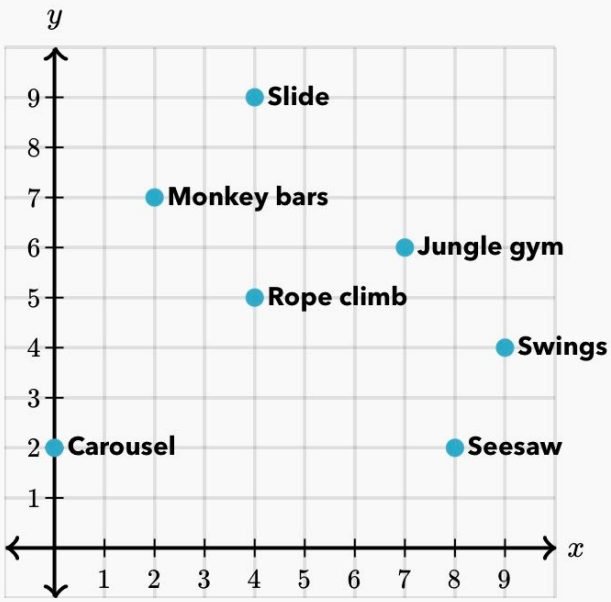
(F) y-axis

(G) Origin

Lyn graphed the locations of several places on her school playground on the coordinate plane shown below. There is also a water fountain halfway between the slide and the rope climb.

At what coordinates should Lyn graph the water fountain?

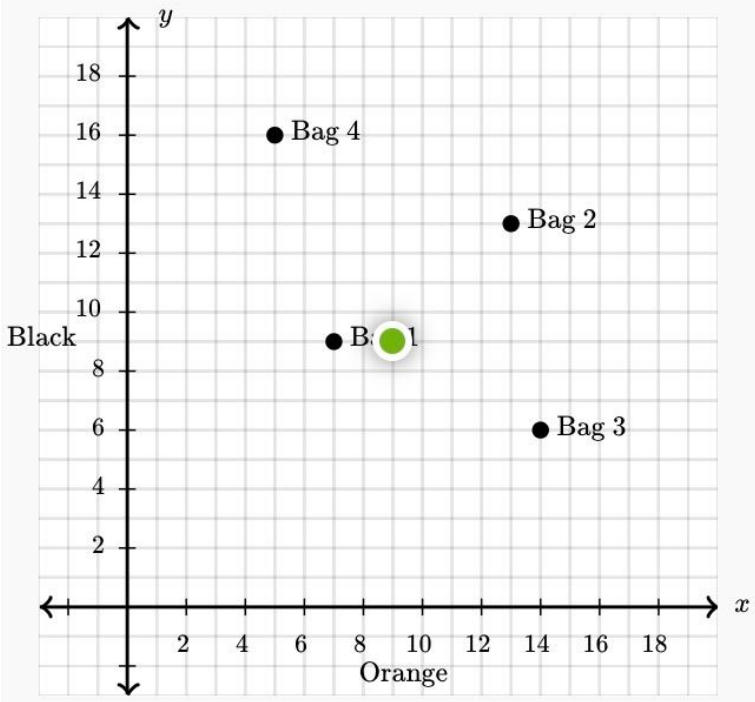
(,)



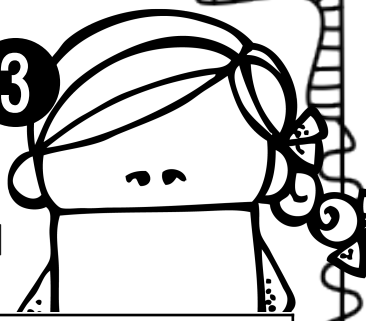
For Halloween, Nana makes bags with orange and black candies for her 5 grandchildren. The points show how many orange candies and how many black candies are in 4 of the bags.

The fifth bag has 4 more orange candies than bag 1 and 1 less black candy than bag 2.

Plot the 5^{th} bag's candies on the coordinate plane below.



Reading Menu 2 3



After reading, choose 1 question and circle it. Questions 1-6 are best for fiction stories and questions 7-9 are best for nonfiction books. Record your answer to the question in complete sentences.

1. Which character from the story is your favorite? Why?	2. Choose one character from the story and explain their likes and their dislikes.	3. Which character from the story reminds you of a character from another story that you have read? Why?
4. Why is the setting important to the story? Explain how the story would have changed if the setting was different.	5. Write a new ending for the story.	6. Find five new or interesting words in the story. Use context clues to determine their meanings.
7. What is the main idea of your book? How do the details support the main idea?	8. If you could add another chapter to this book, what would it be about? Explain.	9. What kinds of people should read this book?

Self Check

- ❑ I answered the entire question that I chose.
- ❑ I wrote in complete sentences.
- ❑ I used evidence and examples from the text to support my answer.
- ❑ I edited my work to make sure that it makes sense.

Name: _____

Book Title: _____ Book Author: _____

	0	1	2
Completion	Question is not answered.	Question is partially answered.	Answer is complete.
Sentences	Answer is not in complete sentences.	Answer is in complete sentences.	Answer is in complete sentences and part of the question is used in the answer.
Thoughtfulness	Answer shows little effort or thought.	Answer shows limited thought.	Answer is thoughtful.
Text Evidence	Answer does not include text evidence.	Answer has limited use of text evidence.	Answer is supported with significant text evidence.
Editing	Answer has many errors.	Answer has some errors.	Answer has very few errors.

12

Name: _____

Practice 1

After playing in the dirt, Sam went [home / summer / was] to wash her hands.

Practice 2

On her way home, she [chair / sleep / saw] an ice cream truck.

STOP

C: _____

I: _____

AS: _____

Old Mill State Park

Over a hundred years ago, the Larson family settled in what is now the state of Minnesota.

Braving the sometimes harsh weather, they [built / come / operation] a home and farmed the land. After [raccoons / family / some] time had passed, they realized that they [nearby / want / needed] a mill where they could grind [winter / forced / wheat] into flour. They built a flour [mill / well / mountain] near a river. The flowing water [picnic / provided / are] power for the mill. Later, a [area / birders / flood] destroyed the Larsons' flour mill, and they [sometimes / many / were] forced to build another one. This [splash / mill / cabin] was powered by the wind. Even [environment / later / offers], the family built a mill powered by [steam / be / tailed].

Today, visitors to Old Mill State Park can see the [same / months / interested] steam-powered mill that the Larson [lunches / beavers / family] used so many years ago. In [lake / fact / power], staff members at the park fire up the [visitors / steam / watch] engine once a year so people [owls / can / fact] watch the mill in operation. This [built / feature / meanwhile] attracts many people, especially those who [are / place / plants] interested in how people lived long [hike / ago / powered]. These visitors usually want to see the [also / nearby / time] log cabin as well.

People who [grind / dip / love] nature also enjoy visiting Old Mill State Park. Many [visitors / feature / ago] try to arrange

Keep going ▶

their travels to [be / families / moose] at the park between Memorial Day and Labor Day. This [same / is / animals] when special programs on topics about [nature / finches / enjoy] are offered. They learn about the [sound / trees / harsh] and plants that grow in the [park / destroyed / one] as well as how to protect the [build / environment / could]. These visitors keep a lookout for [steam / animals / fun]. They know that they may see [large / another / trees] animals, such as moose and deer, and [know / smaller / were] species, such as beavers, raccoons, and [swimming / smaller / jackrabbits]. During the spring and summer, these [warblers / land / visitors] enjoy the splash of color that the [programs / wildflowers / members] provide along the hiking trails.

Old Mill State Park [is / relax / state] popular with people who love bird-[topics / watching / try], too. Over one hundred species of [birds / provided / migrating] live in the park. Birders especially [enjoy / wind / content] seeing red-tailed hawks, owls, and [especially / eagles / just]. During the spring and fall, they [can / protect / settled] see migrating species, such as warblers and [tramp / bridge / finches].

Old Mill State Park is also a place where [hundred / visiting / people] bring their families for fun. Children [parents / special / splash] in the cool water of the [even / lake / engine] and tramp across the swinging bridge. [Meanwhile / Now / May], their

Keep going ▶

parents fix delicious picnic lunches in the shade / arrange / keep of the tall trees. In the staff / nature / summer months, they hike on mountain trails and paddle / log / learn canoes in the lake. In the winter / people / however months, they ski on the many cross / home / wheat-country trails that the park offers.

Color / Farmed / Many of the visitors to Old Mill State Park come to the park / years / travels just to relax. These visitors often realized / fix / stop by the Middle River. They may decide to live / take / fall a hike along the river, or a hiking / dip / spillway in the nearby swimming area. However, they trails / may / braving be content to just sit nearby and listen / canoes / see to the calming sound of the listen / water / where rushing over the spillway.

STOP

Name _____ Date _____

Lesson 23
READER'S NOTEBOOK

Vaqueros: America's First Cowboys
Spelling: Unstressed Syllables

Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

Cowboys in the Wild West welcomed the opportunity to patroll a landscape that never failed to inpress them. They would regularly rispond to the chalenge of shepherding intire herds of cattle through wild spaces that might frigten lesser men. They would not let the difficult terrain disterb them or limmit their efforts. They learned to adopd a can-do attitude and suround themselves with reliable partners. They had the wisdem to recognize the tallent a young cowboy might bring to the group. They could spot signs of nuglect that told them an animal was in trouble. They knew at least a douzen ways to help the animal. Being a cowboy was a difficult job, but for those special men who were up to it, there was much satisfaction.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____

Spelling Words

1. entry
2. limit
3. talent
4. disturb
5. entire
6. wisdom
7. dozen
8. impress
9. respond
10. fortress
11. neglect
12. patrol
13. kitchen
14. forbid
15. pirate
16. spinach
17. adopt
18. frighten
19. surround
20. challenge

Challenge
adapt
refuge
distribute
industry
somber

Name _____ Date _____

Other Easily Confused Words

Study the meanings of each of these words to avoid using the wrong one. Pay attention to the part of speech of each.

good (adj.) favorable, useful
well (adj.) healthy
well (adv.) with skill, properly
their (pron.) possessive of *they*
there (adj.) location
they're contraction of *they* are
Conditions are **good** for riding outdoors.
The soldier fought **well** after eating a good meal.

Thinking Questions
What definition fits the sentence? What part of speech is needed?

Activity Write the word in parentheses that correctly completes each sentence.

1. You had to be a (good, well) horseback rider to be a vaquero. _____
2. It was difficult to hear (good, well) because of the howling coyotes. _____
3. He didn't feel (good, well) after eating his breakfast. _____
4. Luckily, (there, their, they're) ranch was not in the path of the wild fire. _____
5. The ranch was the largest in the area, and many cowboys worked (there, their, they're). _____
6. (There, Their, They're) reading a book about the Mexican War of Independence. _____