

# 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 interpreting 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.

### 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

[illegible]



# The Goodnight-Loving Trail



by Russell Watson

HOUGHTON MIFFLIN HARCOURT





# The Goodnight-Loving Trail



by **Russell Watson**



**HOUGHTON MIFFLIN HARCOURT**

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## Introduction

 In the early 1500s, Spanish settlers brought cattle to “New Spain,” which later became Mexico. Over time, the settlers pushed north, **extending** into *Tejas*, or Texas. They established missions, hoping to convert the Native Americans to Christianity. Raising cattle was an important part of mission life.

In 1821, Mexico won its independence from Spain. Texas now belonged to Mexico. The mission system fell apart. More than fifty missions were abandoned. The cattle that were left behind grew wild and **flourished** on the **sprawling** grasslands of Texas. Soon there were about 100,000 of them. They were muscular. They had long legs, long hair, and sharp horns.

---

 What happened to these wild cattle in Texas? How were they eventually tamed? And how did the cattle industry shape the West? Two men played key roles to answer the last question. Their names were Oliver Loving and Charles Goodnight. A famous cattle trail was named after them. This book tells the story of how and why the trail came into existence. But before telling that story, we need to go back in time to the 1830s, to the dry Texas plains.



**Newcomers in Texas** The new Mexican government allowed Americans to settle in Texas. The Americans brought their own cattle, which looked more like milk cows. These “Anglo” cattle had short legs and short hair. Some of them didn’t even have horns.

During the next few decades, many Americans set up ranches in Texas. They built up their herds of cattle. Some of them grew crops and raised other animals.



In the mid-1830s, Americans in Texas revolted against Mexican rule. They went to war with Mexico. During the fighting, ranchers on both sides of the conflict sometimes abandoned their ranches. When this happened, the cattle were left to graze as they pleased. The Mexican cattle and the “Anglo” cattle mixed. A new breed developed—the Texas longhorn. As the name suggests, longhorns had long, dangerous horns. They were strong and had an excellent sense of smell. They could go without water for days. They were fierce and hardy, charging at the first sign of trouble. They roamed in wild herds, growing in number year after year.

The Americans and the Mexicans left the longhorns alone at first. The longhorns were hard to catch and almost impossible to control.



The longhorn played a big part in the history of Texas. Today, it is the state mammal of Texas.




## The Cattle Business

 In 1845, Texas became a state. By this time, there were many ranches and plenty of beef for Texas residents. There was a lot of extra beef, too, in the form of the wild “roaming steaks” on the plains! Texans wanted to profit from all this extra beef. The challenge was to round up the longhorns and find a way to bring them to market.

Mexican *vaqueros* had been breaking wild horses and lassoing wild cattle long before the Americans came to Texas. Most of the Americans, on the other hand, were more used to farming and raising tame cattle. The *vaqueros* who lived in Texas taught the Americans their skills. The *vaqueros* were the first cowboys, and they were often hired to drive the cattle to market.

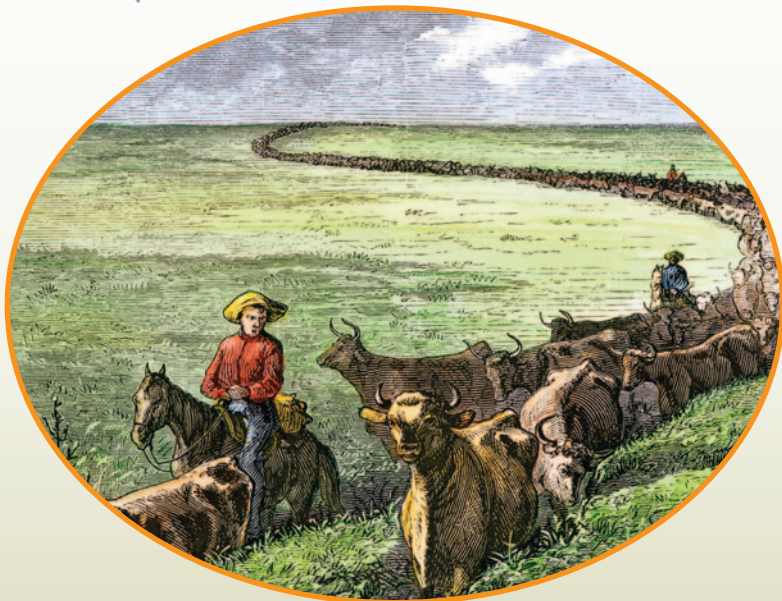
 The first cattle drives were short ones, to markets in Texas and Louisiana. Over time, the drives went further. During the California Gold Rush, there were drives west from Texas to California. The Shawnee Trail was one of the first trails used to take longhorns north, into Kansas and Missouri.

## The Long Drive

 It wasn't until the mid-to-late 1860s, after the Civil War, that cattle trailing became big business. At the time, there was a shortage of beef in many parts of the United States. Texas cattle ranchers hired cowboys to round up cattle and lead them over long trails to markets north, east, and west. At the end of the cattle trails, railroads often took the cattle to markets further away.

It was the time of the Long Drive. A Long Drive usually took several months, over long and dusty trails. In 1866, two Texas cattlemen blazed a trail that came to bear their names—the Goodnight-Loving Trail.

 Texas longhorns during a Long Drive




## Oliver Loving and Charles Goodnight

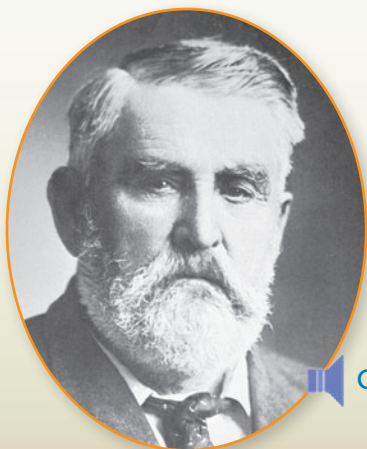
Born in 1812, Oliver Loving is **acknowledged** to be one of the earliest Texas cattlemen. He was one of the first Americans to drive cattle to market. Today, he is known as the “Dean of Texas Trail Drivers.” In 1857, Loving owned 1,000 acres of land and a huge herd of cattle. A few years later, he drove 1,500 cattle to Colorado to feed the gold miners there. In 1866, he was 54 years old. He was strong, fearless, and ready for a new adventure.



 Oliver Loving

 Born in 1836, Charles Goodnight was 24 years younger than Oliver Loving. When he was nine, Goodnight’s family moved from Illinois to Texas. Young Charlie made the trip bareback on a mare named Blaze. By the age of 11, he was working. At 13, he was hunting beyond the frontier with


the Caddo Indians. He became well **acquainted** with the land and the tribes who lived in different areas. By 1866, Charles Goodnight had been in the cattle business for a decade. He was busy planning a new cattle trail.





 Charles Goodnight



## Planning a New Route

 In 1866, most cattle trails headed north through Texas. Charles Goodnight didn't want to use those trails. They passed through **hostile** Native American territory. Goodnight wanted to avoid the troubled areas by going west instead. He planned to head west into New Mexico and then north to the rich mining regions of Colorado.

Goodnight knew his route would be difficult. He would have to cross a vast waterless stretch of Texas. After that, though, there would be good country for grazing cattle.

 This map shows major cattle trails used during the era of the Long Drive. 

### CATTLE TRAILS








Charles Goodnight invented the chuckwagon. It carried the first “sourdough jar” on the trail. This jar carried the starter used to make sourdough biscuits, a staple on the trail.




**Preparing for the Drive** Charles Goodnight hired some experienced cowboys to round up cattle and make the drive with him. Two cowboys who rode with him for years were “One-Armed Bill” Wilson and Bose Ikard, who was freed from slavery by the Civil War. Goodnight once said that he trusted Ikard “farther than any living man.”




Goodnight had the first chuckwagon made. It carried food, water, bedrolls, tools, and other provisions. There were drawers and shelves, and a fold-out counter complete with hinged legs. The chuckwagon was used on cattle drives from then on.


 Goodnight had high hopes for the trip, but he only had about 1,000 head of cattle. During the war, thieves had stolen the rest of his cattle. He planned to round up more longhorns along the way. His outfit headed to Weatherford to buy flour and more supplies for the Long Drive. On the way to Weatherford, he met an old acquaintance, Oliver Loving.

## **Forming a Partnership**


 Oliver Loving had set up a camp to gather cattle. Loving waved Goodnight over. The two men talked. Loving asked Goodnight about his plans; he was especially interested in the route Goodnight was going to take. Loving reminded Goodnight about the dangers of his proposed route, including the hardships of crossing a desert. When Loving realized that Goodnight was determined to carry out his plan, he asked if he could join him.


 Charles Goodnight was happy to agree. He welcomed the older man's experience and advice. Goodnight also needed more cattle and cowboys, and Loving had both. They combined their resources, and a partnership was formed. Goodnight insisted that Loving be in charge.



 Cowboys herding longhorns on the trail

## Blazing the Trail

 On June 6, 1866, Oliver Loving and Charles Goodnight set out on the Long Drive. Their outfit was made up of 18 men and about 2,000 head of cattle. They headed southwest at first, following the old Butterfield Trail. This trail had been used for overland mail and by emigrants to California.

 Charles Goodnight took the lead. He rode a dozen or so miles ahead of everyone. He scouted out the route, as well as good grazing sites, watering holes, and places to camp. Every so often, he would double back and give the cowboys who rode at the head of the herd directions on where to guide the cattle. The cattle stretched out in a long line. The cowboys were spread out in pairs all along the line. Oliver Loving, an experienced cattleman, was in charge of the herd.

**Life on the Trail** Days on the trail started early, before the sun was up. After a hearty breakfast, the outfit set out. On a good day, the outfit rode about six hours in the morning, stopped for lunch at noon, and rode some more in the afternoon. A typical day's drive covered 12 to 15 miles.

It wasn't possible to talk much; the pounding of hooves and the bellowing of longhorns were too loud. Cowboys used hand and arm signals to communicate about things like a change in direction or a hazard to avoid. Cowboys had to ride night patrol, too, so they were often sleepy.

It was impossible to stay clean on the trail. Cowboys had only one change of clothing. They washed in streams whenever possible. If they had lice, they applied coal oil or put their clothes on anthills and let the ants carry off the lice.

Cowboys did have some fun. At night, after the evening meal, they sat around the campfire and told stories, sang, and played games.





Charles Goodnight led his outfit along wilderness routes and across rivers. There were always dangers to watch out for. There were rattlesnakes and rustlers. There was the danger that the cattle would stampede.

When the outfit reached the headwaters of the Middle Concho River, it stopped. The herd needed a good feed and plenty of water. The most difficult part of the drive lay just ahead. In order to get to the Pecos River, the next water stop, the outfit would have to travel 80 miles across a stretch of hot, treeless desert plain.



**A Terrible Thirst** The trek across the desert plain was grueling. The cowboys knew they had to push the cattle, since they would be without water. The summer sun beat down, and bitter alkali dust rose in clouds. The cowboys drained their canteens dry, and soon the water barrels were empty, too. The cattle bawled and moaned, and their tongues hung out. Their thirst was so terrible that they wouldn't rest at night, so Goodnight and Loving decided to press on. The outfit rode without water for three days and nights.


At last, the outfit came to the Pecos River. The cattle were so thirsty that the ones in the middle of the herd pushed the ones in front all the way across the river before they could stop and drink. Part of the herd got across safely, and then disaster struck. The wind shifted; the cattle bringing up the rear with Loving suddenly smelled water. Instead of entering safely, they plunged directly over six- to ten-foot-high cliffs into the Pecos. Many drowned. Others drifted and became stuck in quicksand or between the cliffs and deep water.

The cowboys worked for two days to save as much of the herd as they could. Finally, they had to continue their journey. They left behind 100 cattle—many of them alive but unreachable.

Because of its dangers, Charles Goodnight once called the Pecos River “the graveyard of the cowman’s hopes.”



## Arrival at Fort Sumner

 Goodnight and Loving crossed into New Mexico Territory. They had planned to take the herd to Denver, Colorado. But as they traveled north, they came to Fort Sumner. This was a U.S. Army post in the middle of the Bosque Redondo Indian Reservation. The Army was holding 8,500 Navajo on the reservation. The Native Americans were practically starving, so the Army offered \$12,000 in gold to buy all of the steers, or adult male cattle, from Goodnight and Loving, to feed all the people. This was a fortune. Loving and Goodnight accepted the offer.

## Forcing People from Their Homelands

The Bosque Redondo was an area near the Pecos River. It had almost no firewood, and the brackish water often made people sick. The land was not suitable for agriculture. Despite all this, the Army forced thousands of Mescalero Apache and Navajo people to leave their homelands and live on a reservation there. Conditions were bad, food was scarce, and disease was rampant. In 1865, the Mescalero left without permission. The Navajo were held for three more years. In 1868, they were allowed to return to their homes. By then, nearly a third of them had died.



After they sold the steers, Goodnight and Loving still had 700–800 cows and calves to sell. The partners decided that Loving would drive them to Denver, as originally planned. Meanwhile, Goodnight would return to Texas to build another herd. Fort Sumner needed more beef before the winter.

The two men separated. Loving took more than a dozen cowboys and drove the remaining cattle to Colorado. He sold them near Denver. For a while, that route from Fort Sumner to Denver was known as the Loving Trail. Later, Goodnight rerouted the trail, and extended it into Wyoming. It became known as the Goodnight-Loving Trail.


Goodnight and Loving continued their partnership. That fall, they established a ranch in southern New Mexico and supplied cattle to Fort Sumner and Santa Fe.


This illustration shows Denver, Colorado, in the mid-1860s, when Oliver Loving and Charles Goodnight were supplying cattle.






## Tragedy Strikes


 In the spring of 1867, Goodnight and Loving returned to Texas to gather cattle for a new drive. The drive was doomed from the start. There were thunderstorms, stampedes, and Indian attacks. As they rode north along the Pecos, Oliver Loving decided to ride ahead to get beef contracts. He took Bill Wilson with him. They were attacked by hostile Comanches, and Loving was shot and badly wounded.

 Loving sent Wilson back to the herd for help. Somehow, Loving managed to elude the Comanches. With help from some Mexicans, he reached Fort Sumner. His wounds were too serious, though. He went into a **decline** and died. Charles Goodnight arrived at Fort Sumner before Loving died. Loving asked to be buried in Weatherford, Texas, hundreds of miles away.

Goodnight honored his partner's request. Loving's body was placed in a coffin, which was temporarily buried at Fort Sumner while Goodnight completed the drive to Colorado. When Goodnight returned, the coffin was loaded onto a wagon. It traveled over the Goodnight-Loving Trail, home to Texas.

## Conclusion

 After his partner's tragic death, Charles Goodnight stayed in the cattle business. For nearly a decade, he sent about 8,000 to 10,000 cattle a year up the Goodnight-Loving Trail. The trail quickly became one of the main cattle routes during the era of the Long Drive. During this period, which lasted about 20 years, Texans **dominated** the cattle industry. Ranchers **prospered**. Millions of cattle were driven over the trails.

 But by the mid-1880s, the cattle industry began to change. Many factors were responsible. With too many cattle for sale, the price of beef fell. Farmers came to Texas and put up barbed wire fences, blocking cattle trails. Some states barred cattle trailing because of a disease called "Texas fever." Cattlemen began using railroads to transport cattle to market. The era of the Long Drive was over.

## "Texas Fever"

"Texas fever" is a disease that kills cattle. For years, its cause was a mystery. Today, we know that "Texas fever" is spread by bloodsucking cattle ticks. Longhorns carried them on the trail, infecting the local cattle.

## Responding



### **TARGET SKILL** Text and Graphic Features

What does the map on page 8 help you to understand? Copy and complete the chart shown below. Then add one other text or graphic feature and the information it gives.

Text or Graphic	Location and Purpose
map of the trails used for cattle drives	?
?	?



## **Write About It**

**Text to Self** Charles Goodnight and Oliver Loving were a good team. Think of two people you know who have worked together to accomplish something. Then write a paragraph or two explaining why you think they work well together.



### TARGET VOCABULARY

acknowledged

acquainted

decline

dominated

extending

flourished

hostile

prospered

residents

sprawling



### 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:** U

**DRA:** 50

**Genre:**

Informational Text

**Strategy:**

Summarize

**Skill:**

Text and Graphic Features

**Word Count:** 2,503

5.5.23

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Name \_\_\_\_\_ Date \_\_\_\_\_

**T-Map:** \_\_\_\_\_

**Title or Topic** \_\_\_\_\_

**The Goodnight-Loving Trail**  
Graphic Organizer 12

**Text or Graphic**

map of the trails used for cattle drives

**Location and Purpose**

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

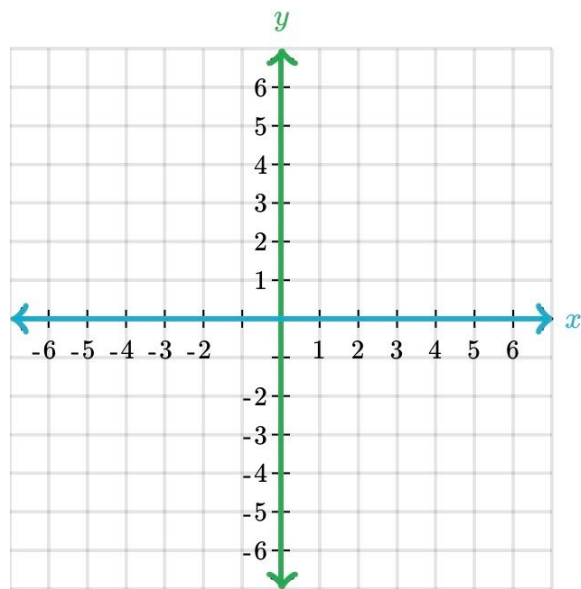
Book Title: \_\_\_\_\_ Book Author: \_\_\_\_\_

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

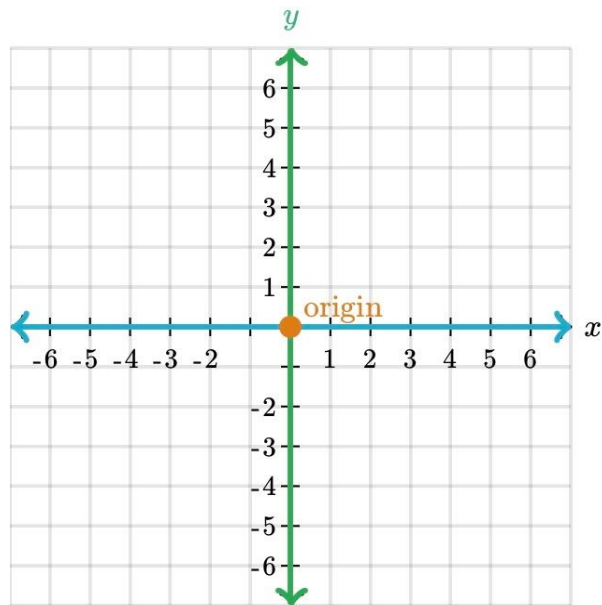
A coordinate plane has one horizontal axis, the  $x$ -axis and one vertical axis, the  $y$ -axis.





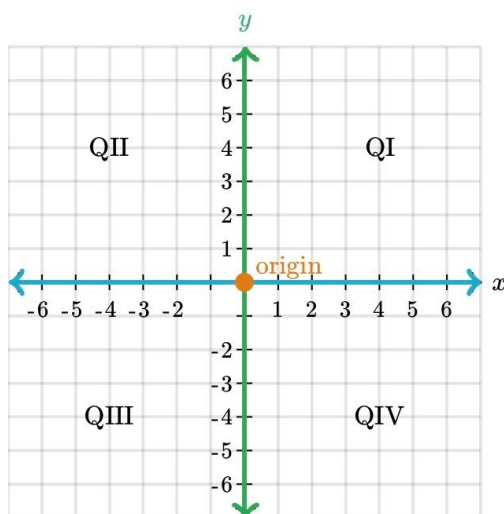
## Origin

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

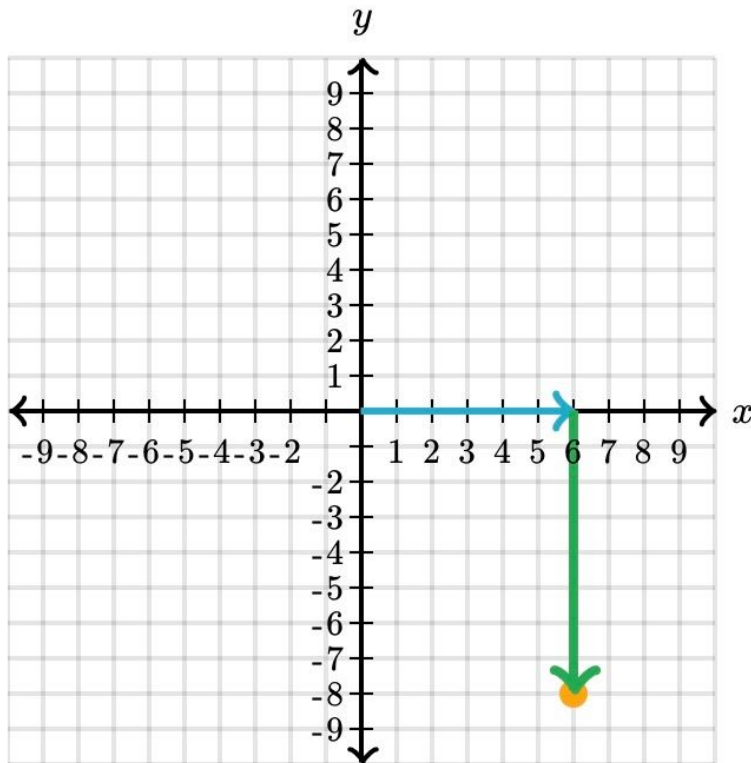
To graph an ordered pair, we start at the origin. Next, we move right (positive) or left (negative) to the  $x$ -coordinate. From there, we move up (positive) or down (negative) to the  $y$ -coordinate.

### **Example 1:** $(6, -8)$

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

### Example 1: $(6, -8)$

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



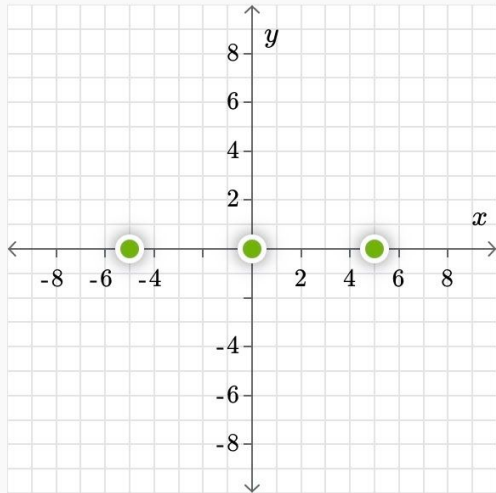
### Example 2: $(0, -9)$

To graph  $(0, -9)$ , we move **right 0** from the origin  $(0, 0)$ , then **down 9** from there.

PROBLEM 1

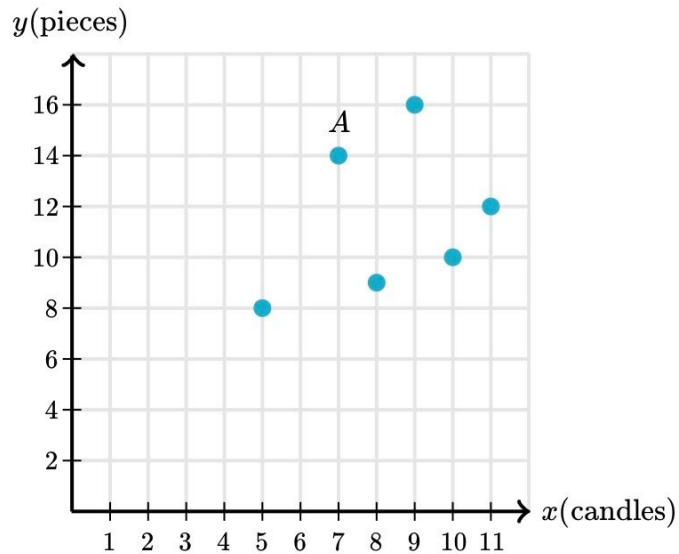


Drag the dots to plot  $(6, -8)$ ,  $(2, 7)$ , and  $(1, -4)$ .



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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).

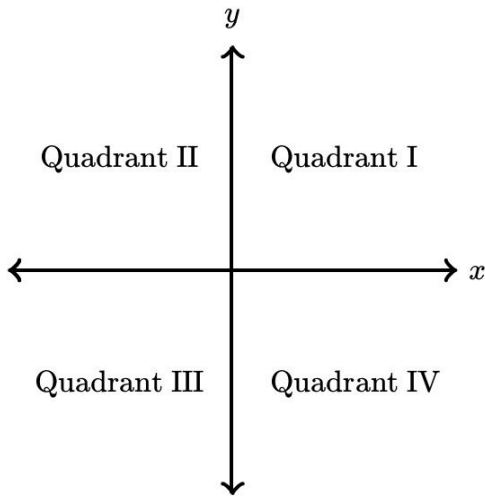


**What is the meaning of point A?**

**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:  $(2, 4)$

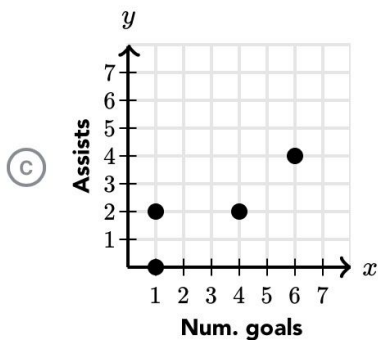
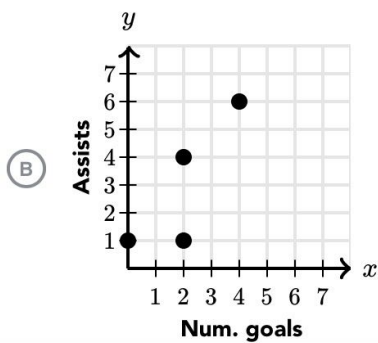
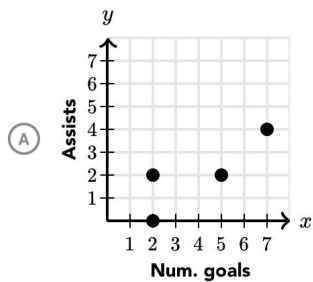
Player 2:  $(0, 1)$

Player 3:  $(4, 6)$

Player 4:  $(2, 1)$

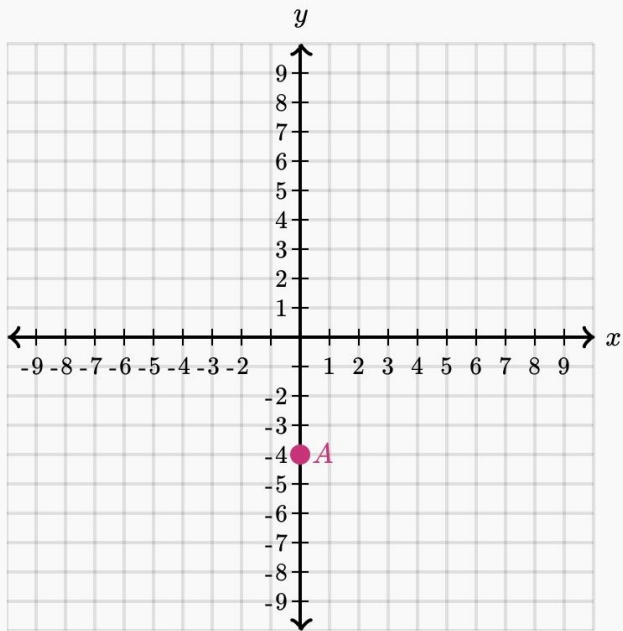
**Which coordinate plane correctly shows the goals and assists for the 4 players?**

**Choose 1 answer:**





Where is point **A** located on the coordinate plane?



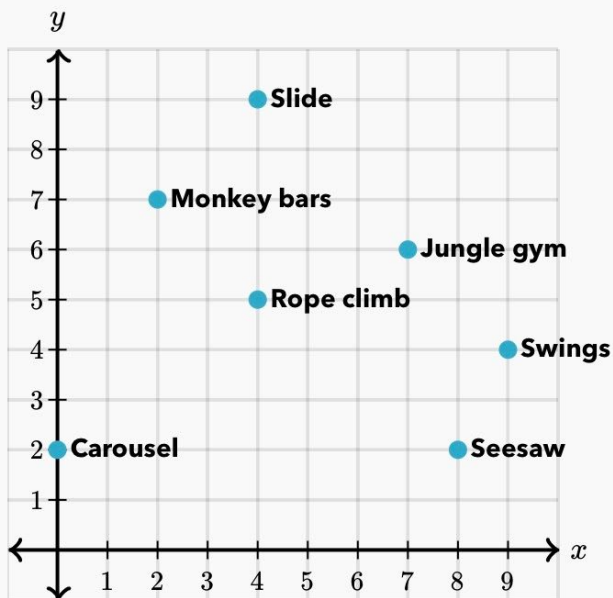
Choose 1 answer:

- ☐ (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?**

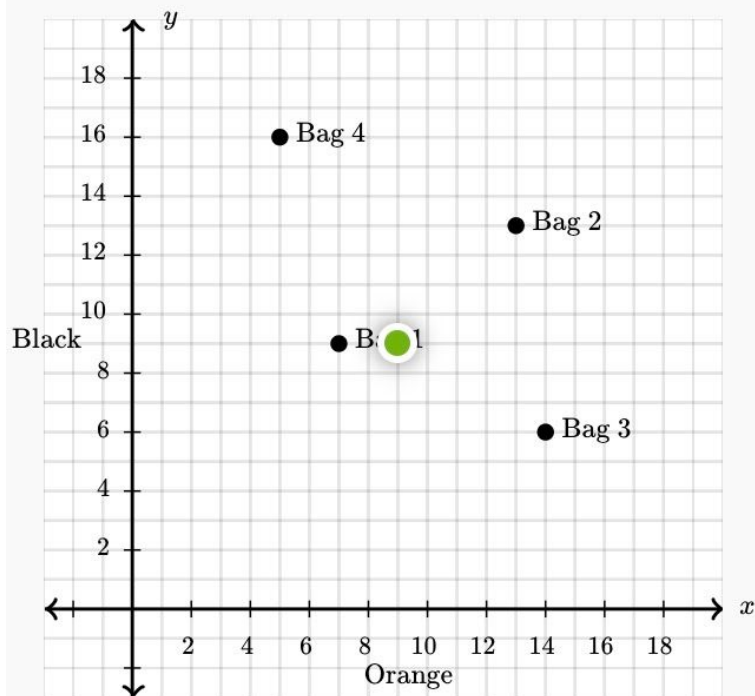
(  ,  )



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<sup>th</sup> bag's candies on the coordinate plane below.**



# READING MENU 23

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: \_\_\_\_\_

[illegible]

	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.

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.



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

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



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.



# 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 patrol a landscape that never failed to impress them. They would regularly respond to the challenge of shepherding entire herds of cattle through wild spaces that might frighten lesser men. They would not let the difficult terrain disturb them or limit their efforts. They learned to adopt a can-do attitude and surround themselves with reliable partners. They had the wisdom to recognize the talent a young cowboy might bring to the group. They could spot signs of neglect that told them an animal was in trouble. They knew at least a dozen 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. _____ | 8. _____  |
| 2. _____ | 9. _____  |
| 3. _____ | 10. _____ |
| 4. _____ | 11. _____ |
| 5. _____ | 12. _____ |
| 6. _____ | 13. _____ |
| 7. _____ | 14. _____ |

**Vaqueros: America's First Cowboys**  
Spelling: Unstressed Syllables

## 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

# Other Easily Confused Words

**Vaqueros: America's First Cowboys**  
Grammar: Easily Confused Verbs

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. \_\_\_\_\_