

## Lesson 19

### Multiple Choice Comprehension Questions

**Directions: Choose the best answer for the following questions.**

#### Day 1 – “Darnell Rock Reporting” (pg. 570-581)

1. Part A

How does the author portray the builder? (RL.5.1)

- A. He wants to make the builder look upset and sad.
- B. He wants to make the builder appear untrustworthy.
- C. He wants to make the builder look happy.
- D. He wants to make the builder appear childish.

Part B

Which part of the text supports the answer to part A?

- A. “Everybody laughed and builder actually smiled”
- B. “the sounded like a kid in his homeroom trying to make an excuse for not having his homework.”
- C. “the builder shifted from one foot to the other”
- D. “This is going to ruin me,” the builder said.

#### Day 2 – “The Power of Spirit Lake” Read Aloud

2. What is the author’s purpose in writing this selection? (RL.5.1)

- A. The author entertains the reader with the story of a small town.
- B. The author persuades the reader to help others.
- C. The author informs the reader of how a small town made a difference.
- D. The author entertains the reader by telling about a small town falling apart.

#### Day 3 – “Darnell Rock Reporting” (pg. 570-581)

3. Why does the author tell us that Linda reads her article in “the snottiest voice that Darnell had ever heard?”(RL.5.4)

- A. He wants the reader to know what Darnell thinks of Linda.
- B. He wants the readers to more about Linda’s personality.
- C. He wants the reader to understand what is going on in the meeting.
- D. He wants the reader to how everyone in the room is feeling.

## Day 4 - "Volunteer" (pg. 586-588)

4. On page 587, what example does the author offer as evidence to support his claim? (RI.5.8)
- A. He and his friends volunteered to help and they had a great time.
  - B. He noticed how messy his neighborhood park was becoming.
  - C. He and his friends worked with others in the community to get the job done.
  - D. The neighborhood was better because they worked together.

## Writing Prompts

**Directions:** Paste the writing prompt below in your notebook. After reading the question, write your answer in your notebook. Be sure to answer all questions and provide text evidence (R.A.P.S.). Required length is 75 words or half a page.

### **Day 1 – “Darnell Rock Reporting” (pg. 570-581) Writing Prompt**

**Prompt:** Summarize Linda’s argument for how a parking lot will benefit students? Do you agree with her? Why or why not? (RI.5.2)

### **Day 2 – “The Power of Spirit Lake” Read Aloud Writing Prompt**

**Prompt:** Explain how wind turbines create electricity. Quote from the text. (RI.5.2)

### **Day 3 – “Darnell Rock Reporting” (pg. 570-581) Writing Prompt**

**Prompt:** Explain why the council voted against the garden. Use evidence from the story to support your answer. (RI.5.2)

### **Day 4 - “Volunteer” (pg. 586-588) Writing Prompt**

**Prompt:** Summarize what the author is trying to say in the story. What evidence does he use to support his point of view? (RI.5.2, RI.5.8)

## Day 2 – Read Aloud

### Find Definition Using Context Clues

**Directions: Find the definition of the work using the context clues in the story. Circle the context clues you used to find the definition of the word.** (RL.5.4)

### The Power of Spirit Lake

The town of Spirit Lake, population 4,048, sits in a lonely corner of northern Iowa. Yet this tiny community has put itself on the map. This is their story. Fifteen years ago, with about 1,300 students in the system, Spirit Lake schools faced a **deteriorating** budget. The cause was a common national problem: huge energy costs.

On Earth Day 1991, Superintendent Harold Overmann visited a biology class. As Overmann recalls it, students took **exception** to the idea that officials really cared about any environmental **issue**. “The students challenged me as I had never been challenged before,” he reports. ‘If the school is so interested in preserving our environment,’ they asked, ‘why do we use plastic foam cups in our lunch program? Why do we rely so much on fossil fuels?’ ‘They really grilled me.’”

The students would **urge** Overmann to think: maybe cleaner energy could solve the school’s budget woes. The question was—how?

One afternoon, Overmann and a parent were watching their kids play flag football on the school field. It was a windy day—pretty ordinary for Spirit Lake. This town sits on Buffalo Ridge, about 200 feet above the Iowa grasslands. “Wouldn’t it be nice if we could do something with this?” the parent shouted above the wind. And with that, a project began to take shape.

Overmann and other officials did some homework. They read up on wind turbines and researched the local building **ordinance** list. They discovered that a wind turbine works in a way opposite to that of a fan. You plug in a fan, using electricity to make wind. But a wind turbine uses wind to make electricity. When the wind blows, it turns three tall blades that spin a shaft. This connects to a generator, which makes electricity. The electricity is transmitted underground to a substation, which routes it to users.

Spirit Lake submitted their proposal to the Federal Department of Energy, which **granted** them a loan to build their first wind turbine. How did the experiment turn out? Within four years, the wind turbine had produced enough electricity to pay off the building costs. Now, it actually makes money by selling about \$20,000 of excess electricity back to the utility each year.

The project was so **effective** that they built a second, larger wind turbine. Now, the schools in Spirit Lake produce all their own energy. This amounts to a savings of \$120,000 per year—money that goes right back into improving the schools. And that’s not all. Instead of racking up **violations**, Spirit Lake has reduced carbon dioxide emissions by a **minimum** of two tons per year. After being **dependent** on fossil fuels, the town has eliminated their use. This amounts to a savings of four thousand barrels of oil or about one thousand tons of coal per year.

That is how one Iowa town became the first in the nation to run its schools completely on the power of its own winds—and the strength of its community spirit.