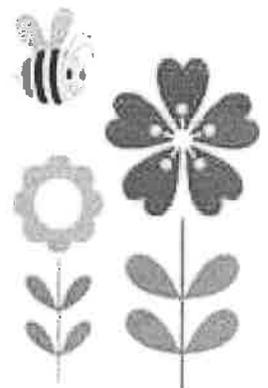
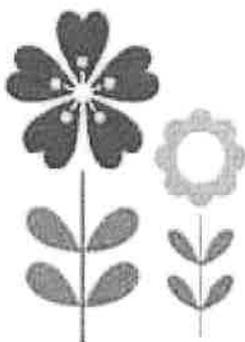
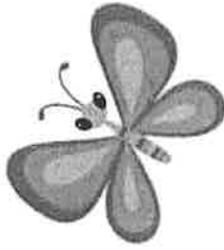


Spring Word Scramble

- WBNIAOR _____
- BLLAMURE _____
- WFLORE _____
- PLITU _____
- NERGE _____
- MLOBO _____
- PLRIA _____
- LFBTUTREY _____
- NIAR _____
- DREGNA _____
- EBE _____
- YMA _____
- GNRIPS _____
- HSSNIEUN _____
- YBNUN _____
- CAMHR _____
- EDES _____

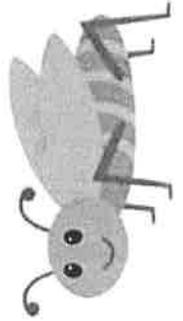


SPRING VOCABULARY WORD SEARCH



R R Y W O T G A R D E N U Z Y
B S H O W E R S I K P G L Y Q
Z G M Y Z Y Z D M W A N I N K
B U T T E R F L Y K Z V O R P
V O N C L E A N G S M V K L C
S C A T G T K D A N D E L I O N
W A V R O R J Y W T M R K W I
H F X E X O Z S E S A S J E C
K M R E T E A P N Q F I I S O
F O O N L V T P N Q F I I S O
C E B Y A H V B L Y A E Y C B
T S I Q Z M O Y G J D I S T K N
Q F N W P A Y K T B L O S S O M

BLOSSOM
BUTTERFLY
CLEANING
DANDELION
FLOWERS
GARDEN
GREEN
MAY
PICNIC
RAINBOW
ROBIN
SHOWERS



OPINION WORDS AND PHRASES

Introductory Words and Phrases	Transitions	Opinion Clues
I think	First/second/third	Always/Never
I believe	First of all	Awful/Wonderful
I feel	Next	Beautiful/Ugly
In my opinion	After that	Better/Best/Worst
My favorite	Additionally	Delicious/Disgusting
The best	Equally important	Definitely
I strongly believe	Consequently	Enjoyable/Horrible
From my point of view	Besides	Favorite
It's my belief	Further/furthermore	For/Against
Based on what I know	Clearly	Good/Bad
I am convinced	Obviously	Inferior/Superior
Speaking for myself	In addition	Oppose/Support
I know you will have to agree that	For all these reasons	Terrible
I am confident that	Finally	Unfair
	In conclusion	Worthwhile

Name: _____ Class: _____

Different Ways

By Christine Fournier
2010

In this informational text, Christine Fournier discusses how two farmers grow their crops. As you read, take notes on Tom's and Anne's farming practices.

- [1] Two farmers, Tom and Anne, live only miles apart down a narrow blacktop road in central Illinois. Each year, they plant seeds in the same rich soil and face the same hot, sticky summers. Fifty years ago, these neighbors may have had a lot in common. Nowadays, Tom and Anne have different ideas about what to grow and how to grow it.



"Tomato Garden" by Elaine Casap is licensed under CC0

Tom grew up on his farm. When he was a kid, his dad farmed about 80 acres.¹ A big farm back then was 240 acres. Today, Tom uses tractors, sprayers, and combines² to do the work much faster. As a result, he is able to farm 700 acres of corn and soybeans. Tom's tractor is connected to a computer and a GPS system to help him plant seeds and distribute chemical fertilizers efficiently. Scientifically designed seeds, called hybrids, help Tom to win battles against weeds, pests, and drought. Special herbicides keep weeds away but allow the corn and soybeans to thrive. Thanks to these changes, Tom can produce almost three times more bushels³ of grain per acre than his father did.

Ten years ago, Anne started up a small 15-acre farm. She believes in a different kind of farming and eating, called the Slow Food movement. Italian Carlo Petrini started the Slow Food movement to help people combat the "crazy speed of the fast life," eat good local food, and preserve the environment. Like Petrini, Anne wants to keep the soil rich for years to come. So, instead of chemical fertilizers, she mixes compost and dead fish into her soil. (Compost is fertilizer made of decayed⁴ plant and animal materials.) Anne plows her fields with a tractor. Then, to save fuel, she pulls out the hand tools. She hires three or four helpers each season to plant seeds for hundreds of different vegetables, from broccoli to turnips and chard. Anne is not as concerned about the quantity of her food as she is about the quality of it.

In the fall, Tom sells his corn and soybeans to a grain dealer. Some of Tom's grain becomes animal feed, and some is used to make renewable⁵ fuels like ethanol. A portion of Tom's grain is often shipped on a barge to countries around the world.

1. a unit measurement of land area
2. a machine that harvests grain crops
3. a measurement used for dry goods
4. **Decay** (*verb*): to rot
5. **Renewable** (*adjective*): capable of being used again

- [5] Unlike Tom, Anne keeps her products very close to home. She mainly sells her food at farmer's markets and to individual customers who visit her farm on a weekly basis. Anne's market may seem small, but it is growing. In the past ten years, the number of farmer's markets in Illinois has almost tripled.

Neither Tom nor Anne knows exactly what the future of farming will be. Tom's grandfather never would have dreamt that technology could advance as far as it has today. Anne hopes farmers will plan more for the well-being of future generations. Both hope that their farms will continue to succeed, providing people with some of their most important and basic needs.

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. What is the central idea of the text?
 - A. Tom and Anne grow food differently based on their farming goals and beliefs.
 - B. Tom and Anne are both more interested in money than helping the environment.
 - C. Tom and Anne are both harming the environment in some way through their farming.
 - D. Tom and Anne help other farmers see that they have options when it comes to farming.

2. What is the meaning of “efficiently” in paragraph 2?
 - A. carelessly
 - B. productively
 - C. slowly
 - D. wastefully

3. How do paragraphs 4-5 contribute to the development of ideas in the text?
 - A. They show that Tom’s produce is more successful than Anne’s.
 - B. They show how the quality of Tom’s and Anne’s produce compare.
 - C. They highlight that Tom’s and Anne’s products go to different places.
 - D. They stress how important Tom and Anne are to their local communities.

4. PART A: According to the text, how has farming changed over time?
 - A. Farmers are making more money than ever before.
 - B. New technology has been developed to help farmers.
 - C. New laws protect the environment from certain farming practices.
 - D. Farmers are growing their food in factories, rather than in the ground.

5. PART B: Which detail from the text best supports the answer to Part A?
 - A. “Italian Carlo Petrini started the Slow Food movement to help people combat the ‘crazy speed of the fast life’” (Paragraph 3)
 - B. “In the fall, Tom sells his corn and soybeans to a grain dealer. Some of Tom’s grain becomes animal feed” (paragraph 4)
 - C. “Tom’s grandfather never would have dreamt that technology could advance as far as it has today.” (Paragraph 6)
 - D. “Both hope that their farms will continue to succeed, providing people with some of their most important and basic needs.” (Paragraph 6)

6. Which statement describes the connection between chemicals and farming?
 - A. They can help crops grow, but they make food taste bad.
 - B. They can help crops grow, but they harm the environment.
 - C. They make crops grow faster, but they are expensive to buy.
 - D. They make crops grow faster, but they result in smaller produce.

7. Which of the following describes how the author organizes the text?
- A. She compares Tom's and Anne's farm practices.
 - B. She compares Tom's and Anne's success as farmers.
 - C. She compares Tom and Anne to other types of farmers.
 - D. She compares the challenges Tom and Anne face as farmers.
8. What is the author's likely purpose in the text?
- A. to highlight the various ways to farm
 - B. to pressure farmers to change how they farm
 - C. to encourage farming for quality over quantity
 - D. to make predictions about the future of farming
9. How do paragraphs 2-3 demonstrate the different goals Tom and Anne have for their farms?
