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| 1. ***How does technology lead to creative ideas?***   ***Technology can lead to creative ideas. Technology is any invention or scientific way of solving a problem. A creative idea is an idea that is original or shows great imagination. Technology helps people think of creative ideas that may sound impossible but can become a reality. An example is a world with flying cars and time travel machines. These technologies are not possible today, but there are people looking for ways to make them possible in the future. Computers were first invented to help us process information. Then artists envisioned, or imagined, a way to draw using computers. The animator is using a graphic tablet and a pen called a stylus. With this breakthrough, or advance, artists no longer need to use a mouse to draw on a computer. Animators then use computers to bring the images to life*** |

2A

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| ***from his idea for satellite communications because he did not apply for patents. In Arthur’s novel 2001: A Space Odyssey, he imagined a computer that controlled almost everything. Computers control many of the devices we use. The technologies that Arthur’s novel predicted is computers that recognize human voices, space stations, rocket-powered missions, and reading on electronic screens. The whole text tells me that inventors start out by imagining what the future will look like. In “The Boy Who Invented TV” the author shows that technology leads to creative ideas by inspiring people and by giving people opportunities to experiment and try new things. Learning about electricity showed Philo that this technology could help create television. The author explains Philo’s passion by structuring the text in a way that shows how the events leading up to his invention of*** |

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| ***a television greatly influenced his life. Page 74 shows that Philo knew transmitting images electronically was best. Page 77 explains Philo’s idea to break down images as lines of light to create television. On page 70, I read that two new machines captivated Philo. On page 80, I read about how Philo hoped that television would teach and inspire people. The authors both show how important connections are to growth. Philo was passionate about connecting people. Lydia wanted to prove something. Both used technologies to carry out their creative dreams. The main characters in each text were inspired to invent by paying attention to their surroundings. In The Boy Who Invented TV, Philo was a curious, thoughtful boy who enjoyed science and admired people like Albert Einstein. As he got older, he had an idea after reading some magazines. Philo wanted to create a TV. He felt that such*** |

1B

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| ***as characters in movies, television shows, and computer games. In “Fantasy Becomes Fact,” the caption on page 65 says that Arthur liked science and space. He also made his own tools and he was a researcher. All these things would help him write science fiction. Arthur was able to imagine technology that did not exist yet because he studied and used scientific knowledge. Arthur showed a passion for science by reading science fiction magazines, building a telescope, and writing science fiction magazines. Arthur’s future became uncertain when he moved to London after his father died. The technology of radar systems Arthur learned about in the Royal Air Force gave him new ideas. His breakthrough was when he thought of a wireless communication system using satellites and space stations. However, these things had not been invented yet. He also did not make any money*** |

3A

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| ***a machine could improve people’s lives. One day, as he was plowing the potato fields, he became inspired by the rows of dirt in the fields. These rows gave him the idea about how he might create a TV. In “Time to Invent,” Lydia had a problem: she always overslept. She tried several times to wake up on her own. None of her ideas worked. Later, she got inspired when she saw her mom’s cell phone in a drawer. She grabbed a coffee can and placed the cell phone in it. When it vibrated in the can, it woke her up, but was quiet enough so that her mom would not hear it. She finally created an invention that worked!*** |

4A

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| 1. ***Breakthrough: A breakthrough is an important advance.*** 2. ***Captivated: When you are captivated, you are influenced by charm, art, or skill.*** 3. ***Claimed: If you claimed the prize, you declared it as your own.*** 4. ***Devices: Devices are things that are made or invented for a particular purpose.*** 5. ***Enthusiastically: If you respond enthusiastically, you act in a way that shows great interest or excitement.*** 6. ***Envisioned: When she envisioned the school year, she imagined good things would happen in her future.*** 7. ***Passionate: If you are passionate about baseball, you have or show a strong feeling about it.*** 8. ***Patents: Patents are papers that give a person or company the right to make, use, or sell new inventions for a certain number of years.*** |

3B

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5A

“Fantasy Becomes Fact”

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| 1. ***Why are Arthur’s writings remarkable?***   ***The paragraph indicates that real inventions came about because of things he imagined. Arthur’s science fiction writings are remarkable because they inspired real technology.***   1. ***Why was Arthur able to imagine future technologies?***   ***The text says that Arthur “studied and used scientific knowledge all during his lifetime.” I can infer that the knowledge he gained allowed him to envision future technologies.***   1. ***How can we access complex text on page 67?***   ***Prior Knowledge:***  ***We may have difficulty understanding how visionary Arthur’s ideas were. We may need to understand some important facts as we closely reread the first section of the text. In 1968, when Arthur published his famous novel, 2001: A Space Odyssey, humans had not traveled to the moon, there were no space stations, and computers could not recognize and respond to the human voice. And yet the novel mentions all of these things.*** |

6A

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| 1. ***What comprehension skill can we use in “Fantasy Becomes Fact”?***   ***Text Structure-Sequence:***  ***A text’s structure is the way ideas within it are organized. Sequence is a type of text structure in which events are presented in chronological order, or the order in which they happened in time. Understanding the sequence of events helps readers identify and remember key events. Signal words and phrases such as “years later,” “as a child,” or “in 1968” are clues that help you understand sequence. As we read, we can monitor the sequence of events by asking ourselves, “When is this event taking place?” Just as signal words identify cause and effect, time order signal words can help us identify the sequence of events. These words and phrases can be general or specific. While cause-and-effect text structure explains what happened and why it happened, sequence text*** |

6B

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| ***structure focuses on ordering the events in a way that moves the story along. As I read “Fantasy Becomes Fact,” I can look for events that show how Arthur C. Clarke became an important inventor and writer. In the section “Science at an Early Age” on page 65, I see that Arthur built a telescope. I also see a signal phrase that tells me when this happened: “he was just 13.”***   |  | | --- | | ***Even as a child, Arthur was passionate about science.*** | | ***Arthur spent his school years reading science fiction.*** | | ***At 13, he built a telescope and began writing science fiction.*** | | ***He moved to London to get a job, and in 1939 joined the Royal Air Force.*** | | ***He started writing science fiction books, and published* 2001: A Space Odyssey.** | |

5B

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| 1. ***What comprehension strategy can we use in “Fantasy Becomes Fact”?***   ***Ask and Answer Questions:***  ***Reading is an active process. Good readers ask questions before, during, and after they read to make sure they understand informational texts such as biographies. Before we read, we can ask questions about what the text might be about or what they might learn. We can generate questions from the title, the topic, specific passages, and any illustrations we see, such as “Do I need to reread the text?” and After we read, we can ask questions to identify the main idea in the selection. This strategy will help us make sure we understand the selection as a whole. As I read the text on page 66, I can ask the question “What technologies existed at that time?” As I read the next few sentences in the paragraph, I get the answer to my question. Rockets existed, but they had not yet gone into space. Arthur’s idea was that rockets could take satellites into space to help with a wireless communication system.*** |

7A

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| 1. ***What is the genre of “Fantasy Becomes Fact”?***   ***Biography:***  ***A biography is the true story of a person’s life written by another person. A biography may be about someone who lived in the past or someone who is alive today. Biographies are written in the third person, which means they refer to their subjects by name or as “he” or “she.” Biographies may include text features such as captions, illustrations, and photographs. I can tell that “Fantasy Becomes Fact” is a biography because it tells me facts about a real person, Arthur C. Clarke. The author tells who Arthur C. Clarke was, when and where he lived, and why he is important. The illustrations and photos give me more information. Illustrations and photographs give readers an idea of what the people, places, and things discussed in a text looked like.*** |

8A

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| 1. ***What was the author’s purpose in writing “Fantasy Becomes Fact?” Include text evidence.***   ***The author wrote “Fantasy Becomes Fact” to show that big dreams can become reality. He wants to inspire people to learn more about the things that interest them. The author stated that Arthur C. Clarke had always loved science. He built a telescope when he was only thirteen. Then he started writing science fiction as he got older. As a young adult, Arthur fought in World War II, but this did not stop his imagination. The radar he used during the war gave him ideas for satellites and space stations before they even existed. After the war, he wrote a novel that predicted what computers would become capable of doing. Arthur C. Clarke proved that it is worthwhile to have big dreams.*** |

8B

“The Boy Who Invented TV”

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| 1. ***How can we access complex text on page 69?***   ***Connection of Ideas:***  ***The first sentence on page 69 asks the reader to imagine what life was like in 1906. To understand the information the author is about to give, we will need to compare life in 1906 to our own lives today. In 1906, there were no radios, movies, or televisions. Correspondence and travel took a long time, so news was hard to get. I can infer that there were no computers and no Internet. The author tells me about life in 1906 to help the reader understand how imaginative Philo Farnsworth must have been to invent something as advanced as television.*** |

7B

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| 1. ***What vocabulary strategy can we use in “Fantasy Becomes Fact?”***   ***Greek Roots:***  ***A root is the basic part of a word that gives the word its meaning. We can use what we know about roots to figure out the meaning of an unknown word. Many roots come from ancient Greek. For example, “dem” is a Greek root that means “people” and “cracy” is a Greek root that means “rule.” Furthermore, we should use a dictionary to confirm the meaning. Knowing Greek roots can help you figure out the meaning of some unfamiliar words. In “Science at an Early Age” on page 65, I can use what I know about Greek toots to figure out the meaning of “telescope.” I know that “tele” means at a distance and “scop” means to see. The sentence talks about Arthur’s interest in astronomy, so a telescope is a tool that helps people see things that are far away. Clarke built a telescope at 13 because he was fascinated by astronomy. If Clarke was fascinated by astronomy, he probably wanted to see into space. So, he built himself a telescope.*** |

9A

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| 1. ***What is the text feature on page 68?***   ***Illustrations:***  ***The illustration on page 68 is a picture of Philo Farnsworth. He is standing outside his farm in Utah.***   1. ***What comprehension skill can we use on page 70?***   ***Text Structure-Sequence:***   |  | | --- | | ***As soon as Philo could talk, he asked many questions. He became captivated by mechanical things, such as engines, telephones, and phonographs.*** |  1. ***What vocabulary strategy can we use on page 70?***   ***Greek Roots:***  ***The Greek root “phon” in telephone and phonograph means sound. I know this because both machines are related to sound.*** |

10A

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| 1. ***What comprehension skill can we use on page 71?***   ***Make Inferences:***  ***I can infer that Philo felt different. The text says that he was “shy and serious” and that he was bullied because of his name. During this time, Philo eagerly engaged in many activities that the typical kid would not. This is one reason he probably felt different and was bullied because of it.***   1. ***How does the author help you visualize what Philo was like when he was a young boy?***   ***The author helps me visualize what Philo was like as a boy by describing the activities he enjoyed to characterize him as a hard worker who like to learn. The author describes the kinds of activities that interested Philo as a young boy, such as “riding his bicycle,” “reading to learn,” “raising lambs to sell,” and “playing music for money.” These show me that Philo, as a child, was curious, responsible, and resourceful. This also foreshadows why Philo will be successful as an adult.*** |

10B

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| 1. ***What comprehension skill can we use on page 72?***   ***Text Structure-Sequence:***   |  | | --- | | ***As a child, Philo became interested in machines.*** | | ***At age 11, he moved to a farm in Idaho that had electricity. He heard the word “television” for the first time.*** |  1. ***How did Philo’s life change after the Farnsworths move to Idaho?***   ***He had electricity and access to science magazines. He saw the word “television” for the first time.***   1. ***How can we access complex text on page 72?***   ***Specific Vocabulary:***  ***The author shows how life changes for Philo by discussing new inventions. I can use context clues to find the meaning of “generator” in the second paragraph on page 72, which are “Their new home was wired for electricity” and it “ran the lights and water heater, the hay stacker and grain elevator, and other farm equipment.” I think the meaning of “generator” is a machine that produces electricity. I can use a dictionary to be sure. The word “bombarded” in the last sentence on page 72 means to ask many questions at once. A synonym could be*** |

9B

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| 1. ***Mechanical: Having to do with machines.*** 2. ***Grazing: Feeding with grass.*** 3. ***Orderly: Arranged in a regular sequence.*** 4. ***How can we access complex text on pages 70-71?***   ***Purpose:***  ***The purpose of this biography is to explain how Philo Farnsworth became an inventor. The author includes information that is relevant only to that purpose. The author includes the detail that Philo was at first afraid of the train because she wants to show that the future inventor of the television was curious enough to forget his fear of the machine and learn about it instead. The author makes a point to talk about these inventions because they brought people together, which inspired Philo. He wants to be an inventor, too.*** |

11A

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| ***overwhelmed. I could check in a thesaurus. Bombarded is used figuratively here, rather than literally, which is bombed. For example, I might bombard a teacher with questions if I do not understand something we are learning.***   1. ***What comprehension strategy can we use on page 72?***   ***Ask and Answer Questions:***  ***As I read, I pause from time to time to ask and answer questions to check my understanding. One question I can ask myself is “Why does Philo bombard the repairman with questions?” I know from what I have already read that Philo is interested in how things work. I think he is taking advantage of the opportunity to get answers to all the questions he has.*** |

12A

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| |  | | --- | | ***more time to read and investigate television.*** |  1. ***How can we access complex text on page 74?***   ***Sentence Structure:***  ***Authors use punctuation for emphasis and style as well as to make information clear. There are dashes used on paragraphs three, four, and seven on page 74. The information that follows the dash on page 74 shows that Philo invented things to make his chores. A dash creates emphasis because the information after the dash points out the kind of thing that motivated Philo to word on his inventions.***  ***Specific Vocabulary:***  ***I can use context clues to figure out what “electron” means. They are invisible particles that travel at the speed of light. Words that have the same root as “electron” are “electric,” “electricity,” and “electrical.”*** |

12B

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| 1. ***Stimulated: Encouraged.*** 2. ***What is the author’s purpose on page 74?***   ***The author explains that Philo did not agree with the approach scientists were taking with regards to creating a television. The author wants to show that Philo was beginning to develop his own ideas about how to make electrical devices work. Philo now knew enough about the mechanical devices that scientists were trying to use and about electricity to know that their approach would not work. This information shows that Philo’s reading and experimentation were having positive results. By the age of thirteen, Philo had already learned more about the technology needed to invent television than the experienced scientists working on it.*** |

11B

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| 1. ***What is the author’s craft on page 72?***   ***Word Choice:***  ***The author uses the words “surprise” and “thrilling” to describe what Philo found in his new home because finding these magazines was like finding a treasure because they contained information about the two subjects that captured Philo’s imagination and sparked his creativity: magnetism and electricity. It will be easier for Philo to continue to learn and pursue his interests in his new home.***   1. ***What comprehension skills can we use on page 74?***   ***Make Inferences:***  ***I can infer about Philo based on the fact that he used his prize money to buy new clothes that even though Philo was different from many other kids, he was still a regular teenage boy who wanted to fit in with other kids his age.***  ***Text Structure-Sequence:***   |  | | --- | | ***As a child, Philo became interested in machines.*** | | ***At age 11, he moved to a farm that had electricity. He heard the word “television” for the first time.*** | | ***He learned how to fix the generator, and he invented machines that made his chores easier, which gave him*** | |

13A

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| 1. ***What comprehension skill can we use on page 77?***   ***Text Structure-Sequence:***   |  | | --- | | ***As a child, Philo became interested in machines.*** | | ***At age 11, he moved to a farm that had electricity. He heard the word television for the first time.*** | | ***He invented machines that made his chores easier, and he continued to investigate television.*** | | ***While plowing the potato fields, the parallel rows of dirt gave him the idea of using parallel lines of light to create a television.*** |  1. ***What is the genre of the text on page 77?***   ***Biography:***  ***Biographies tell about a real person’s life. The details on page 77 are particularly important to this biography because they show a major turning point in Philo’s ability to build a television that works.*** |

14A

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| 1. ***What comprehension strategy can we use on page 77?***   ***Ask and Answer Questions:***  ***I read about Philo’s idea for creating television on page 77. To be sure I understand this information, I will ask myself a question and then find the answer. I can ask myself how Philo’s idea different from the ideas of other scientists. To answer, I can paraphrase the text. Philo wanted to use electricity instead of a machine with moving parts. He would break down an image, transmit it as electrons, and reassemble it for viewers.***   1. ***Fused: Blended.*** 2. ***Parallel: Going in the same direction at an equal distance apart.*** 3. ***What comprehension skill can we use on page 78?***   ***Make Inferences:***  ***I can infer that Philo became more confident based on the fact that he spoke more loudly and with more enthusiasm.*** |

14B

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| 1. ***Controversial: Causing an argument.*** 2. ***How can we access complex text on page 78?***   ***Specific Vocabulary:***  ***Authors of biographies often must use vocabulary that is specific to the subject. If strategies such as using context clues or word parts do not help us determine the meaning of an unfamiliar word, we can use a dictionary to find the definition. A “converter” changes one thing into something else. A “dissector” takes something apart.***  ***Connection of Ideas:***  ***On page 77, we read an explanation for Philo’s idea for a television. We can connect this information with Philo’s explanation to Mr. Tolman on page 78 to better understand it. Philo would need an image dissector to break down an image into parallel lines, as described on page 77.*** |

13B

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| 1. ***How can we access complex text on page 77?***   ***Connection of Ideas:***  ***Many times, authors make comparisons to help readers understand a concept. When we read a complex text, we should visualize comparisons the author makes to see how the two things or ideas are connected. The illustration of the potato field on page 76 shows that it is plowed in parallel lines. The field is related to Philo’ idea for television because he imagined breaking images down into parallel lines of light, just like the lines on the field. The process of scientific investigation often does not correspond to the traditional “scientific method.” Scientific knowledge is based on observation and inference and often requires creativity in its methods and processes.*** |

15A

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| 1. ***What is the author’s craft on page 78?***   ***Word Choice:***  ***Authors choose words carefully to express their meaning precisely. “Aching” is a better choice than “wanting” because it shows how eager and excited Philo was to talk about his idea.***   1. ***Why did Mr. Tolman want Philo to go to college?***   ***Mr. Tolman knew it would take a lot of money to build the Image Dissector, and he thought college might give Philo a better opportunity.***   1. ***How do you know how Philo feels about science?***   ***I know how Philo feels about science because the author contrasts Philo’s usual quiet behavior with his excitement about science topics. Philo usually devoured books, and spoke little, with a halting voice. Philo talks about science loudly and enthusiastically. Philo was different when he talked about science. He loved science. Philo was excited to finally share his discovery with Mr. Tolman. This demonstrates just how passionate he is about science.*** |

16A

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| 1. ***How can we access complex text on page 81?***   ***Purpose:***  ***The author’s purpose is to explain how and why Philo Farnsworth invented the television. When Philo says, “I must tell you, there is another woman in my life-and her name is Television,” he means that he is committed to inventing television, just as he is committed to Pem. This tells me that inventing television is not just work to him; it is his passion and he loves it.***   1. ***How was Philo able to build the Image Dissector?***   ***With money from two businessmen, he and Pem were able to make all the parts.***   1. ***Broadcasts: Programs with music or news.*** 2. ***Obsession: An idea that takes over one’s thoughts.*** 3. ***In unison: At the same time.*** |

16B

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| 1. ***Surge: Sudden bolt of electricity.*** 2. ***How does the author help you understand how Philo feels about his dream of inventing television?***   ***The author helps me understand Philo’s dream by including specific details about how television works and how it will improve society. This shows me that Philo is committed to the project and how he intends to succeed. For example, Philo describes device in specific scientific terms, gets more passionate as he talks, and imagines his device will help people learn about others. This shows that Philo believes strongly in his plan and its benefits for the world.*** |

15B

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| 1. ***What comprehension strategy can we use on page 80?***   ***Ask and Answer Questions:***  ***As I read, I asked why Philo worked so hard to invent television. Philo believed television could bring people together to create a more peaceful world.***   1. ***What comprehension skill can we use on page 81?***   ***Text Structure-Sequence:***   |  | | --- | | ***As a child, Philo became interested in machines.*** | | ***At age 11, he moved to a farm that had electricity. He heard the word “television” for the first time.*** | | ***He invented machines that made his chores easier, and he continued to investigate television.*** | | ***Philo was struck with an idea about how to make television while plowing fields.*** | | ***Philo used a loan from businessmen to build the first model, but it failed.*** | |

17A

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| 1. ***What comprehension skill can we use on page 82?***   ***Text Structure-Sequence:***   |  | | --- | | ***As a child, Philo became interested in machines.*** | | ***At age 11, he moved to a farm that had electricity. He heard the word “television” for the first time.*** | | ***He invented machines that made his chores easier, and he continued to investigate television.*** | | ***Philo was struck with an idea about how to make television while plowing fields.*** | | ***Philo used a loan from businessmen to build the first model, but it failed.*** | | ***New investors helped Philo make the first television in 1927.*** | |

18A

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| 1. ***What motivates Kathleen Krull to write about the topics she does?***   ***Kathleen Krull lost her part-time job at the library at the age of fifteen for reading when she should have been working. Luckily, she did not lose her love of books. Some of her books, such as* I Hear America Singing, *have been inspired by her background playing the organ and piano. Others, such as* The Boy Who Invented TV, *have stemmed from her natural curiosity about people. She says that the best thing about writing is that it gives her the chance to explore music, history, politics, and people, and help young people discover them, too.*** |

18B

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| 1. ***How do Greg Couch’s illustrations help you better understand Philo’s life?***   ***Greg Couch has illustrated several children’s books, including* Sun Dance, Water Dance *and* The Cello of Mr. O*. He is also worked on the movie* Ice Age. *To create his illustrations, Greg uses a mix of colored pencils and acrylic wash. For* The Boy Who Invented TV*, he also drew from old magazines.***   1. ***What is the author’s purpose in* The Boy Who Invented TV*?***   ***To Inform:***  ***Authors who write to inform present facts about a topic or person, as Kathleen Krull did for Philo. We may say that the author chose to write this text to tell others about a person that she found interesting.*** |

17B

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| 1. ***How can we access complex text on page 82?***   ***Connection of Ideas:***  ***At the beginning of the selection, two of Philo’s heroes were Alexander Graham Bell and Thomas Edison. The author makes a connection between these men and Philo. Philo was also an inventor, and his invention of television connected people and shaped the world, just as Bell’s telephone and Edison’s phonograph did.***  ***Sentence Structure:***  ***The “young genius” was Philo. I know this because the illustration shows Philo holding a paper with his invention. The “revolutionary light machine” is the television. I know this because Philo’s invention was the television.*** |

19A

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| 1. ***What is the author’s craft in* The Boy Who Invented TV*?***   ***Structure:***  ***Kathleen Krull wrote about Philo Farnsworth to inspire young people. The author shows readers Philo’s process of asking questions, trying new things, and learning from failure to inspire readers to try inventing new technology for themselves.***   1. ***How does technology helped Philo come up with his idea for the television?***   ***Learning about electricity showed Philo that this technology could help create television. The author explains Philo’s passion by structuring the text in a way that shows how the events leading up to his invention of a television greatly influenced his life. Evidence: Page 74 shows that Philo knew transmitting images electronically was best. Page 77 explains Philo’s idea to break down images as lines of light to create television. On page 70, I read that two new machines captivated Philo. On page 80, I read about how Philo hoped that television would teach and inspire people.*** |

20A

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| 1. ***What comprehension strategy can we use on page 87?***   ***Ask and Answer Questions:***  ***Lydia puts the volume way up to wake herself up on Tuesday, and it disturbs her mother.***   1. ***Why is “Time to Invent” a good title for this story?***   ***“Time to Invent” is a good title for this story because it refers to both the time Lydia must take to find the solution and the time she must wake up in the morning. Lydia must wake up on time. She must take time to solve the problem she has. The author includes headings that show what time Lydia completes each step. I can infer that time plays an important role throughout all stages of Lydia’s problem-solving process.*** |

20B

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| 1. ***What comprehensions skill can we use on page 88?***   ***Sequence:***  ***Lydia heard her mom’s vibrating cell phone rattling against other items in a drawer. She realized that putting the phone into a coffee can and setting the alarm to vibrate would create a rattle loud enough to wake her up, but not so loud it would awaken her mom. She tested it by setting the alarm and listening for the sound it made while she was awake.***   1. ***What is the author’s purpose on page 88?***   ***The steps that Lydia took to create her alarm clock are important because they show that Lydia is creative and resourceful. The vibration of the cell phone sparks an idea and she thinks of a way to use it to solve her problem. Then she tests her invention just as a real inventor would.*** |

19B

“Time to Invent”

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| 1. ***How can we access complex text on page 86?***   ***Connection of Ideas:***  ***Fiction authors often do not state a character’s motive, or reason for doing something. Instead, they let readers figure it out from details in the story and their own understanding of people. Lydia is so determined to wake up on her own because she wants to convince her mother that she has become more responsible and grown up. The text says, “Lydia realized she would have to prove” she can do it herself. She must feel embarrassed that her mother still must wake her.***   1. ***What comprehension skill can we use on page 86?***   ***Text Structure-Problem and Solution:***  ***Problem: Lydia’s alarm is too quiet, and she cannot wake up from it. Her mother does not want Lydia to be late for school. Solution: Lydia will need to find a way to prove to her mother that she can wake up on her own.*** |

21A

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| 1. ***How can we access complex text on page 88?***   ***Connection of Ideas:***  ***Sometimes an author stirs up curiosity by including information that readers will not fully understand until they read further. For example, the author did not tell me Lydia’s breakthrough in the second paragraph. I found out in the last paragraph on page 88. Hearing the phone rattle in the drawer cause her breakthrough.***   1. ***How does Lydia use technology to come up with a creative idea?***   ***Lydia use a vibrating cell phone to make an alarm clock. Both Lydia and Philo used trial and error to solve a problem. On pages 88-89, Lydia comes up with an idea and tests it. She uses a cell phone and a coffee can make a unique alarm clock. She discovers that it is loud enough to wake her up, but not so loud that it awakens her mother. On page 81 of The Boy Who Invented TV, I read how Philo’s Image Dissector exploded the first time he tried it. He continued coming up with the new ideas until he was successful. On page 89 of “Time to Invent,” Lydia discovered that her trial and error finally led to a successful solution.*** |

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22B

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| 1. ***What did the main characters in The Boy Who Invented TV and “Time to Invent” experience that inspired them to invent something?***   ***The main characters in each text were inspired to invent by paying attention to their surroundings. In The Boy Who Invented TV, Philo was a curious, thoughtful boy who enjoyed science and admired people like Albert Einstein. As he got older, he had an idea after reading some magazines. Philo wanted to create a TV. He felt that such a machine could improve people’s lives. One day, as he was plowing the potato fields, he became inspired by the rows of dirt in the fields. These rows gave him the idea about how he might create a TV. In “Time to Invent,” Lydia had a problem: she always overslept. She tried several times to wake up on her own. None of her ideas worked. Later, she got inspired when she saw her mom’s cell phone in a drawer. She grabbed a coffee can and placed the cell phone in it. When it vibrated in the can, it woke her up, but was quiet enough so that her mom would not hear it. She finally created an invention that worked!*** |

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