

## Sample Lesson #1

### Do Not Touch

"Do not touch!" His mother said, placing yet another mysterious container on the crowded counter as she breezed through the kitchen and headed for the door. "I've been in the lab all night, and now I've got a meeting. Don't make your sister late for the bus," she added, phone in hand and exiting into the garage.



Ordinarily, Chase would not be inclined to snoop, but his curiosity reared when adults said things like, "Do not touch." His mom was a confectioner who did research and developed products for international markets, and Chase knew perfectly well that if there were any new concoction in the box, it would have to be tested extensively before being offered to a vendor. He would never think of eating the stuff himself. Anyway, the package probably held pomegranate-flavored breath mints or guacamole gum or some other quirky candy. Phooey!

Even so, Chase peered inside the box, then shook its contents—five small bundles—onto the countertop. There was a pink, a red, a purple, a green, and a black one, each wrapped in shimmering cellophane. He stared, squinting, inspecting the candies directly.

Suddenly, Kara, the whirlwind, made her tumultuous entrance.

"Let's go! You know I hate running for the bus; it messes up my hair." Kara ran her fingers through her long brown hair and gave her head a shake. Her silky straight tresses fell perfectly, brushing past her shoulders just the way she liked.

Chase grunted, simultaneously rolling his eyes, then grabbed his gear and headed for the back door. Kara followed behind, a satisfied grin lighting up her face. As she passed the granite countertop, she spied five vibrantly-wrapped confections. Sweets! She gathered them up and jammed the whole fistful into her pocket.

At school, Kara found Jill and Hannah, her two best friends, waiting for her.

"Hey, what're we doing in PE today? I do NOT want to ruin my hair!" Kara shook her head once again, letting her satin locks fall flawlessly into place.

"Ugh, we're starting basketball—my biggest nightmare," whined Hannah, "I'm so bad; I've never even made a basket, ever, in my whole life. It's embarrassing!"

"I get it," responded Jill, "today's my audition for show choir. I have a new dance number, and I spent my whole weekend practicing, but I'm still all feet."

"You mean two left feet," laughed Kara. "Here, have one of these." She dug into her pocket and produced the wrapped confections. Kara's friends glanced around quickly and then gazed at the little treats, which shimmered in their dramatic wrappings under the florescent glow of the hallway lights. The girls closed in on Kara, to get a better look at their choices. Jill snatched the purple and Hannah grabbed the pink. Just then, a warning bell rang, and the girls headed to their first class.

- RL.6.3 1. Why does Chase open the box and empty out its contents?  
A) He wants to help his mother with a project she is working on.  
B) He wants to find out what is inside the box.  
C) He knows doing this will get his sister into trouble.  
D) all of these
- RL.6.1 2. In the text, underline evidence that supports your answer to the item above.
- L.6.5.A 3. Put a check next to what is true about the underlined phrases.  
Suddenly, Kara, the whirlwind, made her tumultuous entrance.  
\_\_\_\_\_ uses a metaphor  
\_\_\_\_\_ compares Kara to a tornado  
\_\_\_\_\_ describes a weather event  
\_\_\_\_\_ describes a personality trait
- RL.6.1 4. Chase grabs his gear and heads for the door when Kara says, “Let’s go!”  
What evidence from the text shows that Kara feels a little smug about this?  
A) Kara followed behind, a satisfied grin lighting up her face.  
B) She gathered them up and jammed the whole fistful into her pocket.  
C) Kara ran her fingers through her hair and gave her head a shake.  
D) Chase grunted, simultaneously rolling his eyes and grabbed his gear.
- RL.6.2 5. This passage is part one of four parts. From details in the plot so far, you can tell the story will be mostly about \_\_\_\_\_.  
A) Kara and her three friends  
B) a mother who works at research and development  
C) what Chase does before and after school  
D) physical education, music, and other classes
- RL.6.5 6. Explain how the final paragraph of this part of the story creates suspense or helps to develop the plot.  
\_\_\_\_\_  
\_\_\_\_\_
- L.6.5.C 7. What is the connotation of the word *concoction* as it is used in the text?  
A) something ordinary  
B) a tall tale  
C) laboratory work  
D) a strange mixture