

What's for Breakfast?

by ReadWorks

Of course Dad decided to blame *me* when he came downstairs this morning to make coffee and burn toast, and saw the mess in the kitchen and the living room. "DANIEL," I heard him from my post in the bathroom. I stood there on my toes to see what I'd look like if I were taller, brushing my teeth and wondering if I could get out the door with un-brushed hair, and without Miranda, my older and snottier sister, noticing.

"DANIEL!"

I came downstairs still wearing my pajamas and saw a bunch of magazines on the rug by the couch, toppled over from their usual stack on the coffee table. Then I saw the bad mess in the kitchen. The jars with Miranda's baking supplies are usually lined up along the counter, but one of them was on the floor in pieces, and there was flour everywhere. Dad was standing in the middle of it, wearing half of a suit: shiny black shoes and pressed work pants, but no shirt; and his hair still wet from the shower. I laughed. That was a mistake.

"Did you do this, funny man?" The coffeemaker sounded like it was gargling mouthwash. I guess Dad wasn't so mad that he couldn't make his java.

"No, Dad, I didn't." It was the truth, too. When I turned off the TV the night before, the magazines were still stacked. And when I got my nighttime cup of water from the kitchen, there was no flour on the floor.

"Really? Because we've had this problem before, with footballs and jump ropes, and indoor kite-flying." Dad obviously did not believe me.

"Really, Dad, I have no idea how this happened. I got some water in the middle of the night, but everything was clean then."

Dad turned around and got some bread and butter, and honey. The toaster sounded like it hurt when he pushed the lever down. It was old and never made toast right. I only ate toast when I slept over at other people's houses. Dad didn't really care what his toast tasted like, I guess.

"I don't have time to clean this up, Daniel, and I'm mad. Go upstairs and get ready for school." Dad filled a big bowl with water.

"Okay." I was halfway up the stairs when Miranda's cat, Oatmeal, shot up underneath my legs. "DAD!" I yelled. "I BET IT WAS OATMEAL!"

I don't think Dad heard me, but I got dressed and the more I thought about it, the more I just *knew* it had been Oatmeal. That cat always causes problems. At night he either fights things that can't fight back, like the couch or the cabinets or the laundry baskets downstairs, or he sits in the upstairs hallway and howls, trying to get into our rooms to show off the socks he hunts and kills. He's annoying, which means he's Miranda's perfect pet.

"Hey, Bozo." Miranda came out of her room dressed in high-tops and a red polka-dot dress. She had some bracelets on, which, plus the dress, made her look kind of like a girl, except that her bracelets had skulls on them and her sneakers were black.

She was a weird sister. She was in sixth grade and I was in fourth. I didn't understand why she didn't dress normally. Everything had to have something black or bone-y in it.

"Your stupid cat got me in trouble, Miranda."

"Maybe if you hadn't set precedent so many times, you wouldn't get blamed for wrecking the house."

"I didn't set president!" I didn't even know what that word meant.

"Precedent, dummy. And yes you did, every time you played ball or some other stupid game in the house." She walked past me and petted Oatmeal as he slithered toward her door.

"Hurry up, or I'll eat all the cereal."

I didn't hurry up. I put on my shoes and was silently thankful that she hadn't noticed my messy hair. I walked back downstairs with heavy feet, and let my backpack hit the steps behind me.

Dad was eating his burned toast with honey, and trying to mop up a gloppy mess on the floor. He did not look happy. Miranda was at the table eating a bowl of Kix. She threw one at me. I decided to skip cereal.

"Daniel, this is unacceptable," Dad muttered.

"Dad, it was Oatmeal. He went on a night rampage and did this."

"MIRANDA!" Dad raised his voice.

"Dad, he's just being a cat. He has wild instincts." Miranda didn't even lift her head.

"You need to start keeping your cookie things in the pantry."

"They look good in the jars."

"Fine. They'll just have to look good in the jars in the pantry."

Miranda decided not to argue, I guess, because she shut up. Dad was struggling. The paper towels he was using to wipe up the wet flour weren't doing a good job. He threw two handfuls in the trash, but there were still smears of paste on the ground and some dry flour powdering the corners of the kitchen. Dad looked at the clock on the stove, and he said, "Look at the time! We have to go." Then he rushed to the laundry room to put on a work shirt.

"Get your school stuff together and get in the car," Dad said. He huffed his way out the door. Miranda got up and went back upstairs, leaving me in the kitchen by myself. I sidestepped the sticky streaks of flour on the ground and got a Popsicle from the freezer. Breakfast!

When I got outside, Dad was already waiting in the driveway. I got in the front seat (take that, Miranda!) and noticed some crusty flour on the back of his work jacket. I didn't say anything. He'd probably just get mad. He was already mad anyway and getting angrier, as he impatiently honked the horn for Miranda. She shuffled out the front door, holding her lumpy backpack in front of her with both arms. We pulled out and Dad turned on NPR.

"I hope you two packed lunch."

"I forgot," I said. "Can I have some money?"

"Here, take 10 bucks." Dad tossed his wallet into my lap. I looked back at Miranda. I was kind of disappointed that she hadn't gotten mad about me sitting in the front seat.

"Miranda, do you need money, too?" Dad asked.

"No."

"What did you bring for lunch?"

"Oatmeal."

"That's gross, weirdo." Who eats oatmeal for lunch, I thought.

"If you say so, kiddo." Dad rolled his eyes. "I hope you packed the instant stuff, because if you

cooked oatmeal just now, it's going to get really cold and nasty, and I'm going to be really annoyed that you wasted time doing that while we were waiting outside for you."

Miranda just looked out the window. We didn't talk for a few minutes, and the radio droned on about the news.

"Yeah, we waited forever," I said, turning around to glare. When I did, I noticed something weird. Miranda's backpack moved. I opened my mouth to say something but Miranda made a mean face and mouthed, *"Don't say anything."*

A little white paw poked out from under the flap on her bag. I turned around again. Unbelievable! How is it that I was the one who always got in trouble for what that cat did? Miranda was worse than I was!

Dad pulled up to our school. "Have a good day, guys," he said, and I still didn't tell him about the flour-paste on his coat.

I got out; Miranda didn't. I stood on the sidewalk for a moment wondering why she was just sitting there. And then I saw Oatmeal squeeze his way out of her bag, despite her struggle to keep him contained. I slammed the door shut so he wouldn't escape. I heard her shriek and my dad yell, while I watched the cat tear the leather as he clawed his way under the passenger seat.

"MIRANDA!! !" Dad's scream was muffled with all the doors closed. I could hear them arguing, and then Dad waved at me without looking and drove away.

I probably should have felt a little angry that Miranda got to be late to school, or that my dad just drove away like that. But as I walked into the building, I just could not stop smiling.

Name: _____ Date: _____

1. During what time of day does the story take place?
 - A. afternoon
 - B. morning
 - C. evening
 - D. midnight
2. Why is Daniel's father upset at the beginning of the story?
 - A. Daniel and Miranda had gotten into a fight.
 - B. There was a bad mess in the kitchen.
 - C. Daniel and Miranda were running late for school.
 - D. Daniel's father was out of clean shirts.
3. Daniel's father appears very stressed throughout the passage. Which evidence from the passage best supports this conclusion?
 - A. Daniel's father suspects Daniel is responsible for the bad mess in the kitchen.
 - B. Daniel's father was eating burned toast with honey and trying to mop up the mess on the floor.
 - C. Daniel's father huffs his way out the door and honks the horn impatiently while waiting for Miranda in the car.
 - D. Daniel's father wishes Daniel and Miranda a good day at school.
4. Why does Daniel's father think it was Daniel who made the big mess in the kitchen?
 - A. Daniel has a history of making messes in the house.
 - B. Daniel always makes a mess when he cooks with flour.
 - C. Daniel was angry with his father and wanted to make him mad.
 - D. Daniel never cleaned up after himself.
5. What is this story mainly about?
 - A. the way Daniel and his family make breakfast
 - B. Daniel's difficult behavior
 - C. a troublemaking cat named Oatmeal
 - D. a morning incident that Daniel and his family experience

Name _____

Multi-digit addition

$$\begin{array}{r} 16,992 \\ + 14,923 \\ \hline \end{array}$$

$$\begin{array}{r} 33,669 \\ + 25,823 \\ \hline \end{array}$$

$$\begin{array}{r} 59,432 \\ + 33,561 \\ \hline \end{array}$$

$$\begin{array}{r} 59,022 \\ + 30,284 \\ \hline \end{array}$$

$$\begin{array}{r} 83,778 \\ + 45,607 \\ \hline \end{array}$$

$$\begin{array}{r} 76,778 \\ + 54,927 \\ \hline \end{array}$$

$$\begin{array}{r} 123,678 \\ + 145,979 \\ \hline \end{array}$$

$$\begin{array}{r} 243,602 \\ + 255,783 \\ \hline \end{array}$$

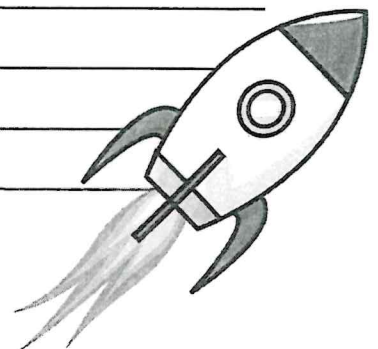
$$\begin{array}{r} 399,800 \\ + 543,985 \\ \hline \end{array}$$

$$\begin{array}{r} 899,731 \\ + 434,298 \\ \hline \end{array}$$

$$\begin{array}{r} 800,654 \\ + 346,559 \\ \hline \end{array}$$

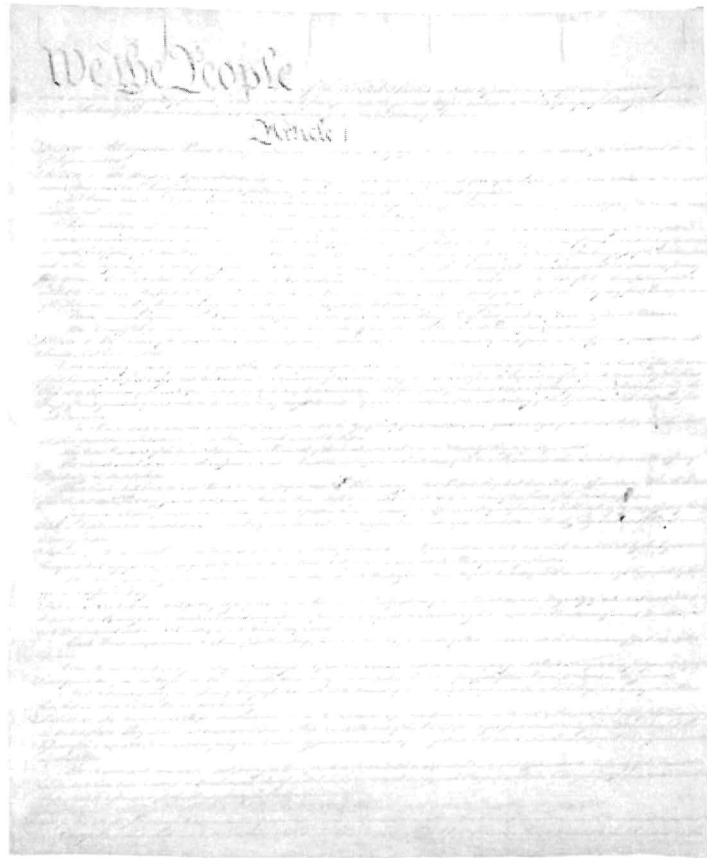
$$\begin{array}{r} 903,563 \\ + 228,967 \\ \hline \end{array}$$

Last night, you traveled into space. What did you see?

[illegible]

State Constitutions in the U.S.

by ReadWorks



the first page of the United States constitution
U.S. National Archives

Most people in the U.S. are probably familiar with the U.S. Constitution. But did you know each U.S. state also has its own constitution? Many of the laws and protections that directly affect people are written at the state level, not the federal level. State constitutions establish some basic laws for their state and the way it functions. They also add more protections for people than the protections in the U.S. Constitution.

Most of the U.S. state constitutions were first drafted by the state legislature or other elected representatives. Those drafts were then approved by voters in that state. The oldest state constitution is the Massachusetts state constitution. It was approved by voters in 1780. The newest one is the Rhode Island state constitution, which was approved by voters in 1986. How could Rhode Island have made a state constitution as recently as 1986? Well, Rhode Island actually has had a state constitution for much longer. But in 1986, the state decided to reorganize and re-approve their state constitution. The state legislature proposed a number of amendments, or changes, to make an updated version of their previous state constitution.

As Rhode Island shows, amendments are an important way to make sure a state constitution stays up-to-

date over time. Each state has its own processes for changing its constitution. One of the most widespread ways to change a state constitution is for the state legislature to suggest an amendment. Then, people in the state can vote to approve it or reject it.

So, what are some similarities between state constitutions? All state constitutions include a section that is similar to the "Bill of Rights" in the U.S. Constitution. For example, the first main section of the Constitution of Florida is called "The Declaration of Rights." This section states that all people are "equal before the law." Among other things, it guarantees freedom of speech, religion, press, and the right to assemble.

All state constitutions explain how the state government will be organized. In state government, the power is split between three branches, just like in the federal government. These branches are the executive, the legislative, and the judicial branches. In state government, the head of the executive branch is a governor. The executive branch of the state government helps enforce laws. Those laws are made by the legislative branch. In every state except for Nebraska, the legislative branch is divided into two groups. (In Nebraska, there is just one large legislative group.) And finally, the judicial branch of the state government is the state's court system. State courts in the judicial branch interpret state laws and make decisions on legal cases.

Some additional topics are covered by many state constitutions, although they're treated differently from state to state. For instance, state constitutions describe how people can vote in that state. They also describe how different parts of state government are organized, including public education, transportation, and agriculture. State-owned parks, hospitals, and libraries are also established by many state constitutions. But each state also has unique issues that are important enough to make it into their constitution. For example, Hawaii is made up of islands surrounded by the ocean, so water conservation is very important. Its constitution describes the state agency that is responsible for water conservation and use policies. And in Wyoming, mining is a big industry. Its constitution has a section about regulating mines and ensuring they are safe.

Every state government in the U.S. functions in its own unique way. By learning more about different states' constitutions, you can understand how state governments work and what rights people have as residents of those states.

Name: _____ Date: _____

1. Which state has the oldest state constitution?
 - A. Massachusetts
 - B. Rhode Island
 - C. Florida
 - D. Tennessee
2. The author describes some similarities between state constitutions. What is one thing that all state constitutions have?
 - A. a section about water conservation and policies
 - B. a section that discusses laws about mining
 - C. a section that only the governor is allowed to read
 - D. a section that is similar to the "Bill of Rights"
3. All the different branches of state government work together to pass and enforce laws fairly.

What information from the passage supports this conclusion?

- A. "Some additional topics are covered by many state constitutions, although they're treated differently from state to state. For instance, state constitutions describe how people can vote in that state."
- B. "The executive branch of the state government helps enforce laws. Those laws are made by the legislative branch... State courts in the judicial branch interpret state laws and make decisions on legal cases."
- C. "All state constitutions include a section that is similar to the "Bill of Rights" in the U.S. Constitution. For example, the first main section of the Constitution of Florida is called 'The Declaration of Rights.'"
- D. "As Rhode Island shows, amendments are an important way to make sure a state constitution stays up-to-date over time. Each state has its own processes for changing its constitution."

4. Read the following sentences from the text.

"One of the most widespread ways to change a state constitution is for the state legislature to suggest an amendment. Then, people in the state can vote to approve it or reject it."

What does this information tell you about voters and state legislatures?

- A. Voters and state legislature are both important in passing amendments.
- B. State legislature is more important than voters in passing an amendment.
- C. The voters are more important than the legislature in passing an amendment.
- D. The state legislature doesn't really care what amendments get passed by voters.

5. What is the main idea of this passage?

- A. The federal United States constitution provides all the protections and information that people living in different states need.
- B. State constitutions organize a state's government and laws, and even though they are a little different in each state, all state constitutions have certain things in common.
- C. Nebraska is the only state whose legislative branch has only one group of lawmakers, as opposed to two, like in other states.
- D. The first main section of Florida's state constitution is "The Declaration of Rights," and it works similarly to the Bill of Rights.

Name _____

Multi-digit Subtraction

$$\begin{array}{r} 35,069 \\ - 25,323 \\ \hline \end{array}$$

$$\begin{array}{r} 98,300 \\ - 43,506 \\ \hline \end{array}$$

$$\begin{array}{r} 74,830 \\ - 56,265 \\ \hline \end{array}$$

$$\begin{array}{r} 49,533 \\ - 22,142 \\ \hline \end{array}$$

$$\begin{array}{r} 63,755 \\ - 39,036 \\ \hline \end{array}$$

$$\begin{array}{r} 80,032 \\ - 45,996 \\ \hline \end{array}$$

$$\begin{array}{r} 884,320 \\ - 655,123 \\ \hline \end{array}$$

$$\begin{array}{r} 563,003 \\ - 429,012 \\ \hline \end{array}$$

$$\begin{array}{r} 810,445 \\ - 614,539 \\ \hline \end{array}$$

$$\begin{array}{r} 789,237 \\ - 590,225 \\ \hline \end{array}$$

$$\begin{array}{r} 744,329 \\ - 510,906 \\ \hline \end{array}$$

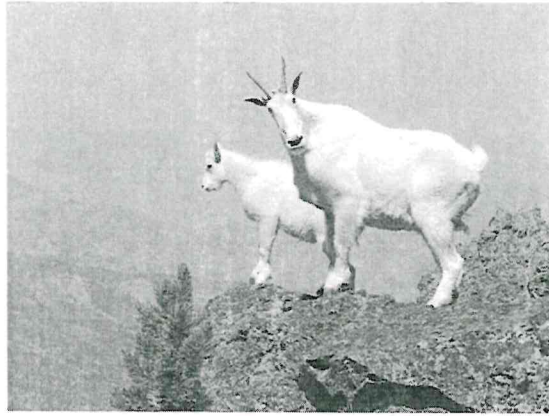
$$\begin{array}{r} 903,454 \\ - 723,498 \\ \hline \end{array}$$

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.



How Animals Survive on Mountains

This text is adapted from an original work of the Core Knowledge Foundation.



Mountain goats have little trouble moving around some of the world's highest places.

An old tall tale says that mountain animals, such as goats, are born with the legs on one side of their bodies longer than the ones on the other side. The idea is that this would make it easier for them to walk along steep mountain slopes.

If you think about it, though, there would be one big drawback to such an arrangement. The animal could only move in one direction! If it turned around so that its short legs were on the downhill side, it would tip over and tumble down the mountain!

Getting Around

Animals such as mountain goats and sheep have bodies that make it easier for them to get around. For example, their hooves have sharp edges that help them grip the steep mountainside. Mountain goats are probably the most surefooted of the mountain animals. Goats sometimes walk out onto a narrow ledge. When the ledge ends, the goats rise up on their back legs, turn around, and walk back.

Cool Facts About Mountain Animals:

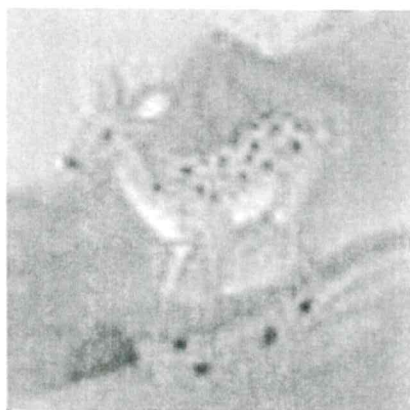
- The Rocky Mountains in western North America are home to 67 different species of mammals, including wolverines, and 270 different species of birds, including the three-

toed woodpecker.

- The Himalayas are home to 300 different identified species of mammals, including the red panda, 977 identified species of birds, including the Himalayan Griffon Vulture, 105 identified species of amphibians, and 269 identified species of fish.
- Between 2009 and 2014, scientists discovered more than two hundred new species of plants and animals living in the eastern Himalayas. One new discovery is of a blue "walking" snakehead fish. These fish can breathe air and can survive on land for short periods of time.

Surviving the Cold

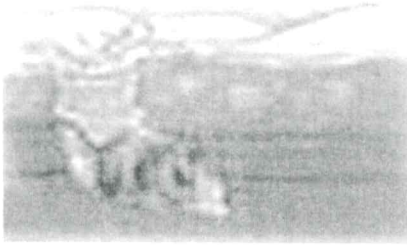
Mountains can get very cold, especially in winter. Mountain animals need a way to survive the cold weather. Animals can deal with that problem in four ways:



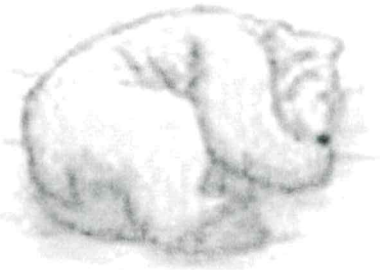
1. They can move down the mountain to where it is warmer and there is more shelter.



2. They can grow heavy coats to keep them warm.



3. They can find shelter underground or under the snow.



4. They can hibernate.

Most large mountain animals spend the winter lower down the mountain. In the Rockies, elk and bighorn sheep move farther down. There, they find shelter from the cold and wind among trees and bushes.

Mountain goats, on the other hand, stay high up. They have two layers of fur to keep them warm. One is a soft, woolly undercoat. The other layer is a longer, shaggy outer coat. In the spring and summer, they shed large parts of these coverings. They end up looking rather untidy.

The meadow vole also stays high up in the mountains. A vole is a small animal similar to a mouse. The vole digs tunnels under the snow. It lives underground during the winter. The snow keeps the wind and cold away.



Marmots survive the winter by hibernating.

Some animals, such as ground squirrels, survive by hibernating. They spend the summer and fall eating lots of food. The food is stored as fat in their bodies. In the late fall, they go into their holes and sleep. Slowly their bodies cool off until they are the same temperatures as the hole, about 45°F (7°C) to 50°F (10°C). Their heartbeats and breathing slow down. Their bodies need less energy and can live off their stored body fat.

Name: _____ Date: _____

1. What animals have hooves with sharp edges to help them grip steep mountainsides?

- A. sheep and mountain goats
- B. horses and cows
- C. deer and mountain goats
- D. sheep and gazelles

2. What does the author list in the section "Surviving the Cold?"

- A. different places that animals live
- B. different types of birds that hibernate
- C. different styles of bird nests
- D. different ways that animals stay warm

3. Read the following sentences from the text.

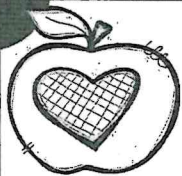
"Most large mountain animals spend the winter lower down the mountain. In the Rockies, elk and bighorn sheep move farther down. There, they find shelter from the cold and wind among trees and bushes.

Mountain goats, on the other hand, stay high up. They have two layers of fur to keep them warm. One is a soft, woolly undercoat. The other layer is a longer, shaggy outer coat. In the spring and summer, they shed large parts of these coverings. They end up looking rather untidy."

What can you conclude based on this information?

- A. All animals need to move down the mountain in the winter, whether they have one or two coats of fur.
- B. Small are usually best at staying warm during mountain winters, so larger animals are always cold.
- C. Animals that have two layers of fur in the winter don't need to move down the mountain to stay warm.
- D. It's safest for most animals to try to hibernate for the whole winter even if they have a winter fur layer.

4. What is different about the ways that ground squirrels and voles survive the cold in the winter?
- A. Ground squirrels have a winter fur layer, while voles do not.
 - B. Ground squirrels hibernate, while voles live in tunnels underground.
 - C. Ground squirrels live in tunnels underground, while voles hibernate.
 - D. Ground squirrels move farther down the mountain, while voles have a winter fur layer.
5. What is the main idea of this text?
- A. Animals that live on mountains have special features that help them survive the cold and get around on steep mountainsides.
 - B. Ground squirrels are one animal that hibernates during the winter, meaning they sleep underground.
 - C. Some animals like mountain goats have two layers of fur, one of which is designed to keep them extra warm.
 - D. In the Himalayas, the ways that animals survive the winter are very different than in other mountains.



Name _____

Multi-digit Multiplication

$$\begin{array}{r} 3,451 \\ \times \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7,682 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9,045 \\ \times \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8,467 \\ \times \quad 4 \\ \hline \end{array}$$

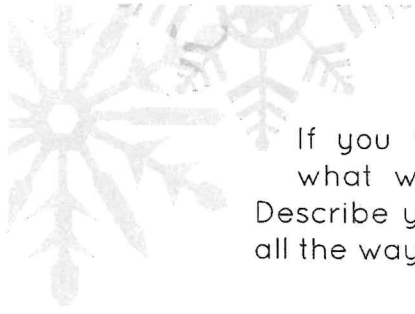
$$\begin{array}{r} 6,921 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3,409 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5,320 \\ \times \quad 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4,592 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 9,763 \\ \times \quad 8 \\ \hline \end{array}$$



If you were a snowflake,
what would life be like for you?
Describe your journey from birth in the clouds,
all the way to rest on the ground.

Handwriting practice lines consisting of multiple sets of three horizontal dashed lines.

Leaving Nashville

by ReadWorks

Matt looked out the passenger window of the car. Behind him was flat land, and ahead of him were purple mountains rising to the sky. He turned his head. "Why do I have to leave, again?"

His aunt took one hand off the steering wheel to pat Matt's leg. "Sweetie, I know you don't want to go away for the summer. But I'll be traveling for work and you can't stay home alone, you're only ten years old. You'll have fun with your grandparents."

Matt lived in Nashville and all of his friends lived in Nashville. He had been excited about spending the summer swimming at the pool and playing basketball at the court near their house. Instead, he was being shipped off to his grandparents' house outside Erwin, Tennessee. Erwin was a town so tiny that Matt had struggled to find it on a map. Finally he had found it, a minuscule dot so far east that it was almost in North Carolina.

"Auntie, what's Erwin like?" Matt asked.

"Hmmm," his aunt pursed her lips and thought. "It's beautiful," she said. "Really quiet, but beautiful. Behind your grandparents' house is a creek where you can go fishing. There are apple orchards and hiking trails."

"Are there movie theaters?" Matt asked. "Swimming pools?"

His aunt sighed. "You'll have to ask your grandparents. There weren't any the last time I was there, but maybe they've built some by now."

Matt sank into his seat and glowered out the window. "Why haven't I ever met my grandparents until now?" he asked. He suspected the answer to the question but he wanted to hear it.

His aunt's voice became gentle. "They had a very hard time with what happened to your parents. Then your grandmother had a heart attack, and all of their energy was spent on getting her better. They're too old to travel now, and I just haven't had time to make it up there."

Matt's parents had died in a car accident when he was a baby. He couldn't even remember them, but he still kissed their picture goodnight every evening when he went to bed. It had always been just him and his aunt, a family of two. He wasn't sure he was ready to double the size of his family to four.

The car climbed the hills as the sun set in the sky. Finally, just as the last rays of light disappeared, they turned into a gravel driveway. "Just a mile down this and we're there!" said Auntie. The car finally pulled up in front of a wooden two-story house. Two people sat on the screened-in front porch. As they rose, Matt saw how his grandparents moved slowly and carefully. They made their way to the car, Matt's grandmother leaning on a cane.

"Well," she said. "It's good to meet you, Matt." She pulled him into a hug. Matt wanted to resist but he felt

that would be rude. His grandmother smelled like baking bread and cinnamon. It wasn't a bad smell. His grandfather silently held out a hand for Matt to shake.

Matt's grandparents showed him where his room was so he could unpack before joining the family for dinner. When Matt came back to the dining room, everyone was already seated at the table and eating. He met them and filled up his plate with fried chicken, mashed potatoes, and salad.

"So, Grandpa," said Matt. "What do kids do around here for fun?"

His grandfather looked at him. "Fun? Well, they work. Or go fishing."

Suddenly, Matt felt tears welling up in his eyes. This was going to be his summer. "Don't cry in front of them," he ordered himself. "I think I need to be excused," he said out loud. "I'm tired."

After he left the table, Matt lingered in the hall. He heard his grandfather ask his aunt, "Did I upset him?" There was a long silence and then his aunt responded, "You have to remember he doesn't know you yet. Matt left his friends, his basketball team, everything to come here this summer. Just give him time."

That night Matt lay awake. He tried to sleep but just heard a strange pinging sound over and over. "Great," he thought. "The house is haunted. Of course."

The next morning, Matt went outside to see the house in the daylight. Just beside his aunt's car was a basketball hoop. It hadn't been there the night before. Matt went inside and found everyone at the breakfast table. "Grandpa," Matt said, "did you put that hoop up for me?"

His grandfather nodded. "Figured you might want to practice over the summer." He looked at Matt nervously, waiting for a response.

"Thank you," Matt said, and he smiled in thanks. It would take time to know his grandparents, but it seemed that they had already begun to understand him.

Name: _____ Date: _____

1. Where is Matt going to at the beginning of this story?

- A. to his aunt's house in North Carolina
- B. to his uncle's house in Texas
- C. to his cousin's house in Maryland
- D. to his grandparents' house in Tennessee

2. What happens after Matt arrives at his grandparents' house?

- A. He gets upset when his grandpa tells him that kids in their town usually fish or work for fun.
- B. He gets angry with his aunt and won't talk to her while they're with his grandparents.
- C. He gets excited about the food that they're eating and talks to his grandma about cooking.
- D. He gets confused when he's walking around and finds himself lost in the town by himself.

3. Read the following sentences from the text.

"You have to remember he doesn't know you yet. Matt left his friends, his basketball team, everything to come here this summer. Just give him time..."

The next morning, Matt went outside to see the house in the daylight. Just beside his aunt's car was a basketball hoop. It hadn't been there the night before."

What can you conclude based on this information?

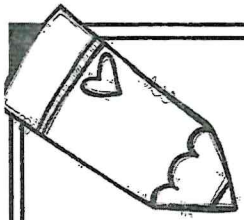
- A. Matt wants to learn a new skill, like cooking or a new language, while he's at his grandparents'.
- B. Matt's grandparents don't understand why he would want to play basketball because they're never played it.
- C. Matt's favorite sport to play is soccer, but if he's by himself, he will sometimes practice basketball.
- D. Matt's grandparents want him to enjoy his summer there and do the things he would normally do.

4. How do Matt's feelings towards his grandparents change throughout the story?

- A. At first, he thinks that his grandparents won't like him when they meet him, but later he realizes that they love him and that they want him to be happy.
- B. At first, he's not sure if he wants to add more people to his family life, but later he feels like he could have a relationship with them in time.
- C. At first, he wants to remind his grandparents that he doesn't want to live with them, but later he decides he does want to live with them.
- D. At first, he is excited to spend some time with his grandparents, but later he becomes upset that his aunt won't be staying with them.

5. What is one main theme in this story?

- A. Being shy is a good way to protect your feelings and your heart.
- B. Being brave about things that scare you can lead to new opportunities.
- C. People who love each other work to understand each other and make each other happy.
- D. Even when someone is mean to you, you should be kind to them.



Name _____

LONG DIVISION

$$2 \overline{) 3245}$$

$$5 \overline{) 9875}$$

$$7 \overline{) 8932}$$

$$4 \overline{) 4607}$$

$$8 \overline{) 3021}$$

$$6 \overline{) 9123}$$

$$3 \overline{) 9102}$$

$$9 \overline{) 2854}$$

$$4 \overline{) 8659}$$

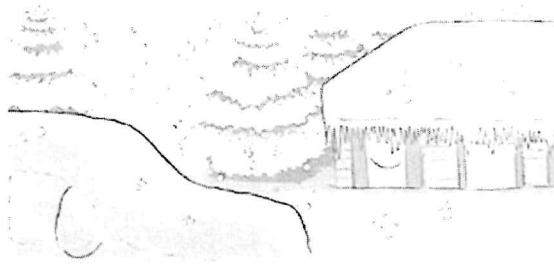
Your homework was eaten by a dog.

Write a story to convince your teacher.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. In the bottom right corner, there is a small, stylized cartoon illustration of a dog's head. The dog has large, floppy ears, one light brown and one dark brown, and a friendly expression with a small black nose and a slight smile. The overall appearance is that of a clean, unused notebook or worksheet.

Preparing for Winter Storms / Extreme Cold

This text is taken from the United States Department of Homeland Security's Ready Campaign (Ready.gov).



U.S. Department of Homeland Security's Ready Campaign

Winter storms can range from a normal snow over a few hours to a blizzard with blinding, wind-driven snow that lasts for several days. Many winter storms bring dangerously low temperatures and, sometimes, strong winds, icing, sleet, and freezing rain. One of the main concerns is that winter weather can knock out heat, power, and communication, sometimes for days at a time. Heavy snowfall and extreme cold can have serious effects on an entire region. Icy roadways can cause serious accidents, and sometimes people die from being in really cold temperatures for too long.

[...]

Before

- Build an emergency kit.
- Make a family communications plan.
- Help your parents sprinkle sand on sidewalks and walkways. This helps to make them less slippery.
- Make sure you dress warmly and have extra blankets!
- Bring pets inside.

During

- Stay inside! Sidewalks can be very slippery and you can hurt yourself if you fall.
- If you are outside helping to shovel snow, make sure you wear a hat. It helps keep you from losing body heat.
- Mittens are warmer than gloves.

- Cover your mouth with a scarf to protect your lungs from the cold air.
- Put on dry clothes as soon as you come inside.
- If you can't feel your fingers, toes, ears, or nose, or they appear pale white, tell a grown-up.
- Tell a grown-up immediately if you can't stop shivering, have trouble remembering things, feel tired, or talk funny. You may have hypothermia, which can be very dangerous.

After



- a woman wearing a hat and gloves

Continue to wear layers, a hat, scarf, and mittens or gloves. These will help to keep you warm and protect you from frostbite.

Am I at risk [in the United States]?

Almost everyone in the United States can be affected by winter storms and extreme cold.

Words to Know

Frostbite

- A medical condition when skin or body tissue is damaged from freezing. It's most common in parts of the body farthest from your heart that are exposed, such as fingers, toes, ears, and nose.

Hypothermia

- A sickness when your body temperature drops below what is needed to be healthy and work properly. It is the opposite of heat stroke.

Freezing Rain

- Rain that freezes when it hits the ground, creating a layer of ice on roads, walkways, trees, and power lines

Sleet

- Rain that turns to ice before reaching the ground

Name: _____ **Date:** _____

1. According to the text, what are some of the dangers of winter storms and extreme cold?

- A. getting burned and breathing in smoke
- B. dizziness, headaches, and fainting
- C. getting trapped under falling debris
- D. loss of heat, power, and communication

2. What does the text list in the section titled "Before?"

- A. things you should do if you need to shovel snow while it is snowing
- B. things you should do if you can't stop shivering or are talking funny
- C. things you should do if you can't feel your fingers, toes, ears, or nose
- D. things you should do to prepare for winter storms and extreme cold

3. Read the following sentences from the text.

"During

-Stay inside! Sidewalks can be very slippery and you can hurt yourself if you fall.

-If you are outside helping to shovel snow, make sure you wear a hat. It helps keep you from losing body heat.

-Mittens are warmer than gloves.

-Cover your mouth with a scarf to protect your lungs from the cold air.

-Put on dry clothes as soon as you come inside.

-If you can't feel your fingers, toes, ears, or nose, or they appear pale white, tell a grown-up.

-Tell a grown-up immediately if you can't stop shivering, have trouble remembering things, feel tired, or talk funny. You may have hypothermia, which can be very dangerous."

What conclusion can you draw from this evidence about what you should do during winter storms and extreme cold?

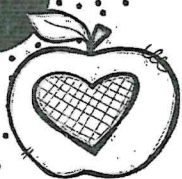
- A. You should help shovel snow so everyone can come inside.
- B. You should make sure your body temperature stays warm.
- C. You should wear a special type of gear called hypothermia.
- D. You should choose gloves over mittens so your hands stay cool.

4. According to the text, how can your body be impacted by winter storms and extreme cold?

- A. You can develop frostbite or hypothermia by getting too cold.
- B. You will need to eat more food because you are losing nutrients.
- C. You may become dehydrated and need to drink more water.
- D. You may develop a cough or headache and have trouble breathing.

5. What is the main idea of this text?

- A. Frostbite is when your skin or body tissue get damaged because they get too cold and is most common in body parts like fingers, toes, ears, and noses.
- B. There are precautions you should take to protect yourself from winter storms and extreme cold, with the most important being to keep your body warm.
- C. You may be experiencing hypothermia from cold weather if you are shivering a lot, having trouble remembering things, feeling tired, or talking funny.
- D. One of the dangers of winter storms and extreme cold is icy roadways from freezing rain or sleet that can cause dangerous accidents for people in cars.



Name _____

Multi-digit Multiplication

$$\begin{array}{r} 43 \\ \times 28 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ \times 34 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ \times 44 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ \times 72 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ \times 68 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ \times 52 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ \times 85 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ \times 99 \\ \hline \end{array}$$

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. In the bottom right corner, there is a small, light-colored cartoon cat sitting and looking towards the left. The cat has large ears and a simple, friendly expression. The rest of the page is empty, providing space for writing.