



# Day 16

ELA

Math

I can:

- ✓ I can use text evidence to: a. explain how conflicts cause the characters to change or revise plans while moving toward resolution b. explain the influence of cultural, historical, and social context on characters, setting, and plot development.
- ✓ I can use combined knowledge of all letter- sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.
- ✓ I can read independently for sustained periods of time to build stamina.

- ✓ I can identify parallel sides and sides with the same length in a quadrilateral.
- ✓ I can identify right angles of a quadrilateral.
- ✓ I can use angles and sides to classify a quadrilateral.

Assignment Checklists:

- ☐ Read the passage and answer the questions.
- ☐ Complete word study activity.
- ☐ Read for 30 minutes and write a response.

- ☐ Complete Problem of the Day # 16.
- ☐ Complete the Multiplication by 8's worksheet.
- ☐ Complete Classifying Quadrilaterals worksheets.

## Lost on Ellis Island

by W.M. Akers



To get to Ellis Island, you have to take a boat. From 1892 to 1954, many people came here from across the ocean. Millions of immigrants from Europe and beyond came to America through this tiny little island, where they were processed, checked for disease, and sometimes given a new, more American-sounding name. Stepping onto Ellis Island was the end of a long journey, and the beginning of a new life.

But for Emily Dalton, it was just another day on a family vacation. Emily, her parents, and little brother, Max, had been to New York City before, but they had never visited the museum on Ellis Island. They took a boat there, too-coming not from Europe, but in a little ferry from the southern tip of Manhattan. Emily had wanted to see the Statue of Liberty, but the family outvoted her.

"Think of it this way, Em," said her father. "You can look at the Statue of Liberty on the boat ride over!"

Emily stared at the big green statue as their ferry docked at Ellis Island. More than anything else, she wanted to climb to the top of Lady Liberty and look at New York harbor from high up there. Instead, it was time to visit another museum.

"See you later," she said to the statue as they disembarked. "Maybe next summer."

Emily and her family had been in New York for four days. In that time, they'd done nothing but walk, walk, and visit more museums than she could count. They saw art museums, science museums and history museums. There was even one boring museum all about pieces of paper. Between all the museums and crushing July heat, Emily was nearly asleep on her feet as they walked onto Ellis Island.

The main building on Ellis Island has four big turrets, and looks a little bit like a castle. Inside is a huge main room, the Registry Room, where immigrants once waited in line for permission to enter the country. To the sides are lots of smaller rooms, which hold different exhibits about the island's history.

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"Oh wow," Emily said. "Exhibits."

"Emily, if you're going to grump your whole way through this museum," said her mother, before pausing for a few moments. "Well...just don't!"

"Oh my gosh, Dad!" squealed Max. "They have an exhibit all about maps!"

Max loved maps. Emily did not. The thought of spending two hours watching Max coo over 100-year-old maps made Emily fear she would actually fall asleep where she stood.

"You guys go on ahead," she said. "I'm going to poke around in the gift shop."

"Okay," said her dad. "We'll meet you back here at four to take the last ferry back."

"Sounds great."

As Emily's family walked excitedly toward the map room, Emily felt her chest loosen slightly. She loved her parents and brother, but there was such a thing as too much family vacation. Now that she was by herself, Ellis Island didn't feel so bad. She was walking toward the gift shop, thinking about purchasing a new mug, when a machine caught her eye. The sign said "Family Records," and it made something stir inside Emily's brain.

She remembered two Thanksgivings ago, when her grandfather told the story about how he immigrated to the United States as a child. He was only seven years old, but he remembered standing in line in a long room in a building that reminded him of a castle-he said Zamek-back in Poland.

"I wonder if this is the same room!" said Emily, as she began navigating the computer screen on the records machine. Without her family there, she was allowed to feel excited. She typed in her grandfather's name, last name first: Dalton, Stanley.

"No records in the archive match your search," said the machine.

"Damn!" said Emily. She was sure her grandfather had described Ellis Island. "Wait a minute..."

She remembered what her dad had told her about people's names being changed when they got to the island. The American government forced people to take new names, as a way of making them fit in better in their new country. Stanley Dalton wasn't a very Polish-sounding name. That Thanksgiving, her grandfather had told them his given name. Emily bit her knuckle as she tried to remember.

"Stan...Stanislaus...Stanislaus Dombrowski!" A name like that, Emily thought, you don't forget. She typed it in, and there he was! A picture of an old piece of paper came up covered in squiggly handwriting from January 12, 1930. On line 12, Emily found her grandfather: Stanislaus Dombrowski, whose name was changed to Stanley Dalton. He was from Warsaw, it said, and had never been to the United States before. He was seven years old, and in good health. There was information about his parents, too, and his younger sister. Emily read everything she could about the Dombrowski family, and then started searching for other people. She searched for her friends' families, for famous people, and any random name that came into her head. And many of them had come through this hall.

She was so engrossed that she forgot the time, and was shocked to hear the announcement: "It is four o'clock. The last boat leaves in five minutes."

Emily looked up, and saw that the hall was nearly empty. Her family was nowhere to be seen. She ran down the hall, peering into the exhibit rooms, bathrooms and the coat check.

"Max!" she shouted. "Mom? Dad? Dalton family? Dombrowskis?"

When she realized she was the last person in the hall, she panicked. She ran out of the main entrance and up the ramp to the ferry, getting there just fifteen seconds before it left the island. She found her parents sitting in the front of the boat.

"Hey, Emily," said her mom.

"You left me behind!"

"Oh, baby, I'm so sorry. We thought you were on the upper deck with your brother."

"We were supposed to meet in the great hall at four."

"I think we said we would meet in the boat, dear."

Emily knew her mother was wrong, but she was too tired to argue. Her vacation stress had returned. She slumped into her seat, watching the castle of Ellis Island grow smaller behind her. As Stanislaus Dombrowski had learned nearly 100 years earlier, she realized then that as nice as it is to get to Ellis Island, it's even better to catch the boat to Manhattan.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Use the article "Lost on Ellis Island" to answer questions 1 to 2.

1. What was Stanislaus Dombrowski's name changed to on Ellis Island?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Why did the American government force people like Stanislaus Dombrowski to change their names?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Select 5 words from the list below. Read each word. Write each word using hyphens to indicate syllables.

temper	precious
character	synthesis
percussion	afterward
dynamite	harmonica

## Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

[illegible]



## Think and Grow: Classify Quadrilaterals

Quadrilaterals can be classified by their angles and sides.

A **trapezoid** is a quadrilateral that has exactly one pair of parallel sides.



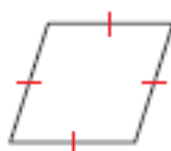
A **parallelogram** is a quadrilateral that has two pairs of parallel sides. Opposite sides have the same length.



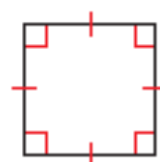
A **rectangle** is a parallelogram that has four right angles.



A **rhombus** is a parallelogram that has four sides with the same length.

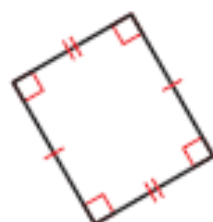


A **square** is a parallelogram that has four right angles and four sides with the same length.



A square is also a rectangle and a rhombus.

**Example** Classify the quadrilateral in as many ways as possible.



The quadrilateral has \_\_\_\_\_ right angles,

\_\_\_\_\_ pairs of parallel sides, and

\_\_\_\_\_ pairs of opposite sides with the same length.

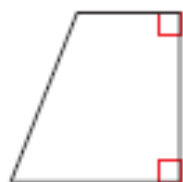
So, it is a \_\_\_\_\_ and a \_\_\_\_\_.



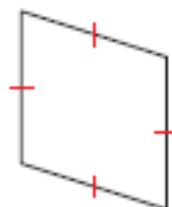
## Show and Grow I can do it!

Classify the quadrilateral in as many ways as possible.

1.



2.



Name \_\_\_\_\_

**Apply and Grow: Practice**

Classify the quadrilateral in as many ways as possible.

3.



4.



5.



6.



7. **MP Structure** The formula for the perimeter of a square with side lengths of  $s$  is  $P = 4 \times s$ . Can you use this formula to find the perimeter of any other type of quadrilateral? If so, name the type of quadrilateral.

8. **MP Structure** How many lines of symmetry can a parallelogram have?

9. **DIG DEEPER!** Write *All*, *Some*, or *No* for each statement.

\_\_\_\_\_ parallelograms are rectangles.

\_\_\_\_\_ squares are rectangles.

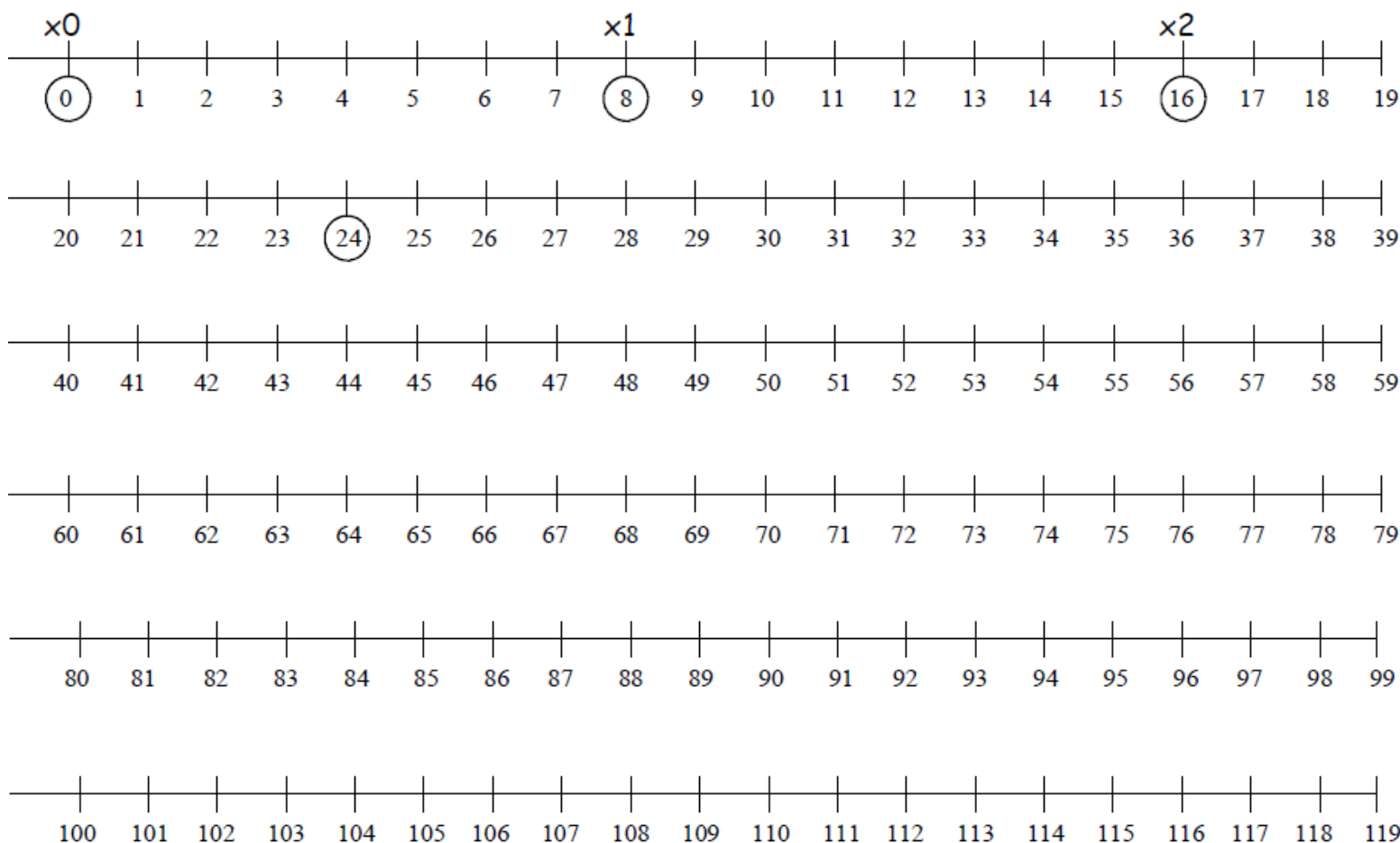
\_\_\_\_\_ trapezoids are parallelograms.

\_\_\_\_\_ rectangles are squares.

\_\_\_\_\_ trapezoids have four sides with the same length.

# Multiplying by 8

**6d** **Directions:** Use the number line to skip count by 8. Circle the numbers you use as you count to 112. Write the number multiplied by above the number line.



$$\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 8 \\ \times 10 \\ \hline \end{array}$$



# Day 17

ELA

Math

I can:

- ✓ I can ask and answer inferential questions to analyze meaning beyond the text. I can refer to details and examples within a text to support inferences and conclusions.
- ✓ I can read independently for sustained periods of time to build stamina.

- ✓ I can identify an angle as right, acute, or obtuse.
- ✓ I can use angles to classify a triangle.
- ✓ I can use angles and sides to classify a triangle.

Assignment Checklists:

- ☐ Read the passage and answer the questions.
- ☐ Read for 30 minutes and write a response.

- ☐ Complete Problem of the Day # 17.
- ☐ Complete Classifying Angles worksheet.



## The Twilight of the Italian Social Club

by ReadWorks



During the 1800s and 1900s, immigrants from all over the world began moving to New York City in large numbers. They were coming to seek a better life for their families. Often, immigrants of a certain ethnicity lived in the same neighborhood. In New York, many Italians lived in neighborhoods like Little Italy, in Manhattan. Many of the families lived in cramped apartment buildings, called "tenements." Because the tenements were so small, people spent a lot of time outside. Some ethnic groups formed organizations called social clubs. These social clubs were housed in small clubhouses where people, particularly men, could hang out and talk.

The social clubs became the centers of many neighborhoods. They were places where men could gather after work and where families could gather on special occasions. During

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holidays, many of the social clubs threw parties. If a family in the neighborhood needed help, the social club might get together to help them. Membership in these clubs was a privilege. A member was required to pay dues to the club. When a neighborhood boy was allowed to join his local social club, it was like a rite of passage for him. It meant that he was one step closer to becoming a man.

Perhaps the group of people with more social clubs than anyone was the Italians. Italians had social clubs not just in Little Italy, but in many other neighborhoods, like Bensonhurst and Carroll Gardens, in Brooklyn. The Italians saw these clubs as an important way of maintaining their native heritage. Sometimes, members of some of the clubs would be from the same region of Italy. While the members of the clubs were all Americans, they still celebrated certain Italian holidays. Many of the clubs would play Italian music and cook Italian food. Local politicians would often drop by the clubs at election time, to try and get votes.

However, as New York has changed, many of these Italian clubs have disappeared. Italians have moved out of Manhattan and Brooklyn to other areas, such as the borough of Staten Island and the state of New Jersey. As other groups have moved into these ethnic neighborhoods, the membership of many of the clubs has declined. As members have gotten older or died, fewer younger Italians have taken their place. This has led to many of the social clubs closing. While New York used to have dozens of Italian social clubs, only a handful are now left.

Today, however, some of these social clubs are still going strong. For example, the Van Westerhout Cittadini Moles, in Brooklyn's Carroll Gardens neighborhood, still has several hundred members. The club was founded by men who had emigrated from a small town in Italy, Mola di Bari. Now, most of the members are from other places, but they are still of Italian descent. While many of them still live in Carroll Gardens, some live in other neighborhoods but still drop by the club to see their old friends and neighbors.

The clubs that remain continue to be important parts of the neighborhoods. Every July 4, one of the clubs in Carroll Gardens holds a party to which everyone in the neighborhood, Italians and non-Italians alike, is invited. The social club fills a pool in the parking lot and serves pasta and cannoli, an Italian dessert. This is a nice way for people in the neighborhood to get to know each other more over Italian food.

The neighborhoods around the remaining Italian social clubs are more diverse now. You can find people not just from Italy, but also from dozens of countries, each with different ideas and rituals. These clubs have evolved to help unite people from many different cultures, but they continue to preserve a specific ethnic tradition.

Use the article "The Twilight of the Italian Social Club" to answer questions 3 to 4.

3. Some ethnic groups formed organizations in New York City during the 1800s and 1900s. What were these organizations called?

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Immigrant Experiences - Paired Text Questions  
Lost on Ellis Island - The Twilight of the Italian Social Club

4. Read these sentences from the article: "Perhaps the group of people with more social clubs than anyone was the Italians. Italians had social clubs not just in Little Italy, but in many other neighborhoods, like Bensonhurst and Carroll Gardens, in Brooklyn. The Italians saw these clubs as an important way of maintaining their native heritage."

How might social clubs have helped Italians maintain their native heritage? Support your answer with at least two details from the article.

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Use the articles "The Twilight of the Italian Social Club" and "Lost on Ellis Island" to answer question 5.

5. Imagine a man who moved from Italy to New York City in the 1900s and had his name changed on Ellis Island. Would having his name changed make him more likely to join a social club afterward? Support your answer with evidence from one or both texts.

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# Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

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 has a slight shadow on the right side, suggesting it's resting on a surface.

## Think and Grow: Classify Triangles by Angles

Triangles can be classified by their angles.



An **acute triangle** has three acute angles.



An **obtuse triangle** has one obtuse angle.



A **right triangle** has one right angle.

Equiangular triangles are also acute and equilateral.

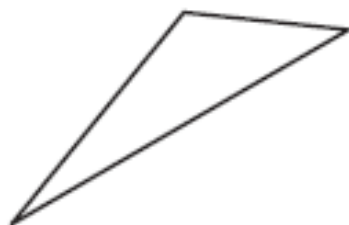
An **equiangular triangle** has three angles with the same measure.



The red arcs mean that the angles of the figure have the same measure.



**Example** Classify the triangle by its angles.



The triangle has one \_\_\_\_\_ angle.

So, it is an \_\_\_\_\_ triangle.

**Example** Classify the triangle by its angles and its sides.



The triangle has one \_\_\_\_\_ angle.  
and \_\_\_\_\_ sides with the same length.

So, it is an \_\_\_\_\_ triangle.

## Show and Grow I can do it!

- Classify the triangle by its angles.



- Classify the triangle by its angles and its sides.





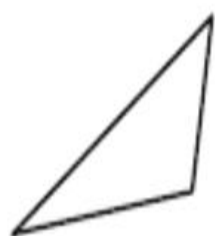
Name \_\_\_\_\_



## Apply and Grow: Practice

Classify the triangle by its angles.

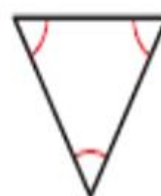
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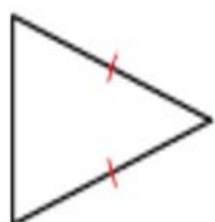


5.



Classify the triangle by its angles and its sides.

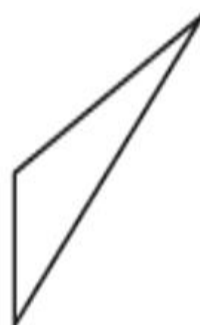
6.



7.



8.



9.



10.



11.





# Day 18

ELA	Math
<u>I can:</u>	
<ul style="list-style-type: none"><li>✓ I can use combined knowledge of all letter- sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.</li><li>✓ I can read independently for sustained periods of time to build stamina.</li></ul>	<ul style="list-style-type: none"><li>✓ I can identify sides of a triangle with the same length.</li><li>✓ I can identify sides of a triangle with different lengths.</li><li>✓ I can use sides to classify a triangle.</li></ul>
<u>Assignment Checklists:</u>	
<ul style="list-style-type: none"><li><input type="checkbox"/> Complete word study activity.</li><li><input type="checkbox"/> Read for 30 minutes and write a response.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Complete Problem of the Day #18.</li><li><input type="checkbox"/> Complete Classify Triangles by their Sides worksheet.</li><li><input type="checkbox"/> Complete Apply and Grow Practice worksheet.</li></ul>

Select 5 words from your independent reading. Write each word in the chart below along the number of syllables each word has.

[illegible]

## Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

[illegible]

## Think and Grow: Classify Triangles by Sides

Triangles can be classified by their sides.



An **equilateral triangle** has three sides with the same length.



An **isosceles triangle** has two sides with the same length.



A **scalene triangle** has no sides with the same length.

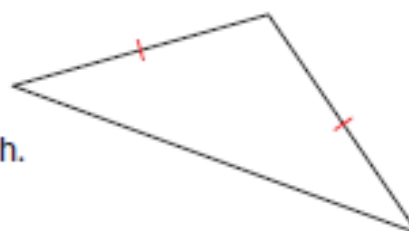
The red tick marks mean that the sides of the figure have the same length.



**Example** Classify the triangle by its sides.

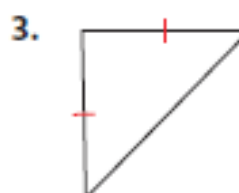
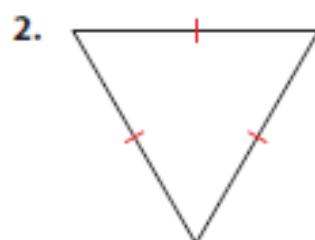
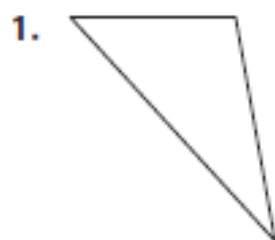
The triangle has \_\_\_\_\_ sides with the same length.

So, it is an \_\_\_\_\_ triangle.

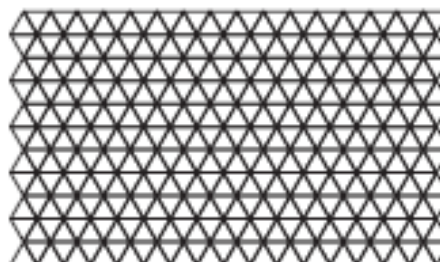


## Show and Grow *I can do it!*

Classify the triangle by its sides.



4. Use the triangular grid to draw any triangle. Classify the triangle by its sides.





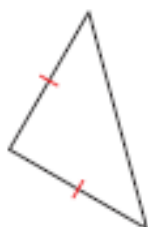
Name \_\_\_\_\_



# Apply and Grow: Practice

Classify the triangle by its sides.

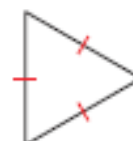
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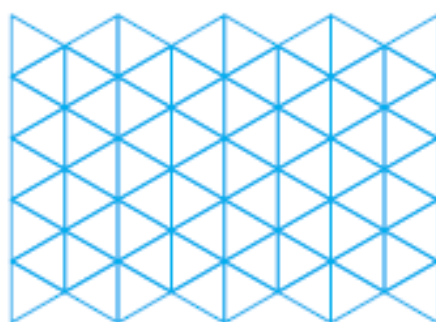
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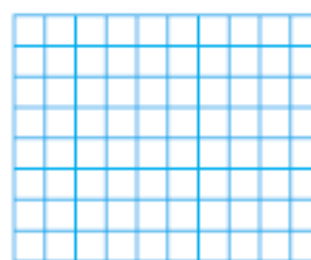
10.



11. Draw a triangle that has three lines of symmetry. Classify the triangle by its sides.



12. Draw a triangle that has no sides with the same length. Classify the triangle by its sides.



13. **MP Reasoning** How many lines of symmetry does a scalene triangle have? Explain.

14. **DIG DEEPER!** Write an addition equation and a multiplication equation for the perimeter,  $P$ , of the triangle.





# Day 19

ELA

Math

I can:

- ✓ I can ask and answer inferential questions to analyze meaning beyond the text. I can refer to details and examples within a text to support inferences and conclusions.
- ✓ I can use definitions, examples, and restatements to determine the meaning of words or phrases.
- ✓ I can read independently for sustained periods of time to build stamina.

- ✓ I can classify quadrilaterals by their properties.

Assignment Checklists:

- ☐ Read the passage and answer the questions.
- ☐ Complete word study activity.
- ☐ Read for 30 minutes and write a response.

- ☐ Complete Quadrilateral Task.
- ☐ Complete Problem of the Day #19.

# Streetcar!

by W.M. Akers



"That!" said Francis. "I want to ride on that!"

"Put your hand down," said Mom. "It's rude to point."

Francis didn't care what was rude. This was the coolest thing he'd seen on his entire vacation, and he wanted to make sure everyone knew about it. Francis and his family were in New Orleans, and even though the city was supposed to be fun, Francis couldn't tell why. They had spent the entire day walking back and forth on streets that all looked the same. At each corner there would be another old house. On the second floor would be a crummy-looking wrought iron balcony. The houses were all different colors, which should have been fun, but the colors were boring pastels. They were girl colors, which explained why Francis' sister, Angela, was so excited by them.

"Oh wow, Dad," she would say. "Look at the detailing on that ironwork."

"Why don't they make the iron into fun shapes?" asked Francis. "Like swords or rocket ships or pirates."

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"You don't understand anything about detailing."

Detailing was Angela's new favorite word. She used it about 15 times an hour. She had also taken to correcting the way Francis said things. If he saw Burgundy Street and said the word like the color, she would say, "Actually, they say it Bur-GUN-dy." If he tried to sound out Chartres Street, saying it like "charts," she would testily insist that it was pronounced "charter," even though it wasn't even spelled like that. New Orleans was confusing.

But finally he had seen something that made perfect sense. Something that wasn't confusing or boring or pastel: a streetcar, trundling down the middle of the road, with a hook connecting it to the cable above.

"Can we ride on it?" he asked. "Pleeeeeease?"

"Ugh," said Angela. Ugh was her other favorite word. "Streetcars are for tourists."

"But we are tourists! And buildings are for losers."

And with that, Francis did the only thing he could to save the afternoon. He ran, pounding his feet on the sidewalk, huffing and puffing in a mad dash to get to the streetcar before it moved on and took all the fun in the world with it.

"Angela! Go after your brother!"

Mom and Dad weren't much for running, so they let Angela do it for them. She charged after Francis, her long legs making up the ground easily. But he had too good a head start. He leapt onto the back of the small red streetcar, landing perfectly. Angela stumbled as she jumped and landed flat on her face.

"Two bucks!" asked the conductor.

"It's on me," said Francis, as he extracted two wrinkled dollar bills from his pocket.

"All right, let's go," said Angela, as she dragged herself to her feet.

"We are going! Look!"

And Angela saw that it was too late. They were already on their way. Panicked, she asked the conductor where the streetcar was headed.

"You get on the car, you don't know where it's going?" asked the conductor, whose New Orleans accent was as thick as cane syrup.

"Just tell me!"

"We go to the aquarium."

As Angela frantically texted her parents to meet them at the aquarium, Francis watched the city slide by beside them. At that speed, the buildings didn't look so boring. They seemed to blend together, swirling into an unbroken streak of pastels. Even the silly balconies started to look like a fun place to put your feet up and have a soda. And on his left was the river, wide and flat and brown and magnificent.

"I can see why they call it Big Muddy," he said, as his sister plopped down onto the seat beside him, inspecting her skinned knee.

"What?"

"I said, I see why people call the river Big Muddy. I guess it is pretty cool how old this town is."

"Yeah," she said. "And look at the ironwork on the side of the streetcar!"

"The detailing is wooooooooonderful," he said, and she socked him playfully on the shoulder.

"I guess a streetcar ride wasn't such a bad idea after all."

"And just wait until we get to the aquarium!"

Use the article "Streetcar!" to answer questions 3 to 5.

3. How well do Francis and Angela get along at the beginning of the story? Support your answer with evidence from the text.

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### ReadWorks®

Sibling Relationships - Paired Text Questions  
Streetcar! - World's Greatest Robot

4. How well do Francis and Angela get along at the end of the story? Support your answer with evidence from the text.

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5. Is the relationship between siblings a theme of this story? Support your answer with evidence from the text.

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# Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

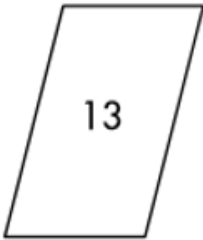
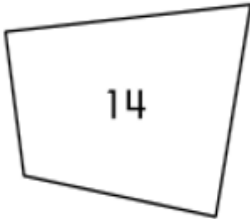
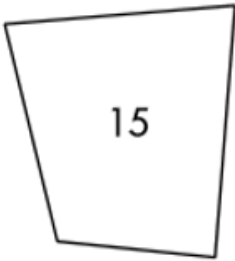
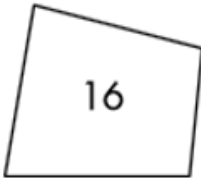

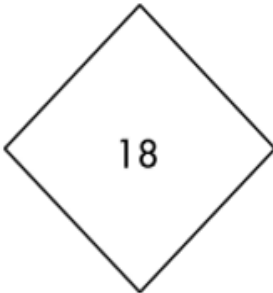
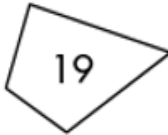


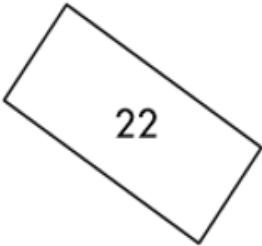
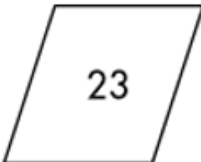

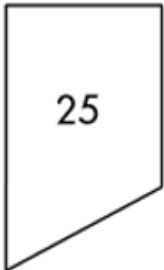
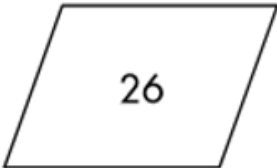

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name \_\_\_\_\_

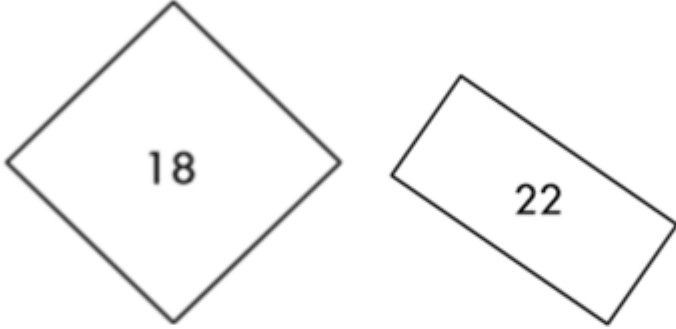
Date \_\_\_\_\_

## Sorting Quadrilateral Cards Task

Directions: Sort the cards into groups and describe the characteristics used to classify them.

 13	 14	 15	 16
 17	 18	 19	 20
 21	 22	 23	 24
 25	 26	 27	

## Sorting Shapes

Sort Number	Shapes	Attributes
1	<p>Example 18 and 22</p> 	<ul style="list-style-type: none"><li>▪ 4 sides</li><li>▪ Opposite sides congruent</li><li>▪ Opposite angles congruent</li><li>▪ 4 right angles</li></ul>
2		
3		
4		



# Day 20

ELA	Math
<u>I can:</u>	
<ul style="list-style-type: none"><li>✓ I can read and respond according to task and purpose and become a self-directed, critical reader and thinker.</li><li>✓ I can read independently for sustained periods of time to build stamina.</li></ul>	<ol style="list-style-type: none"><li>1. I can review math skills and concepts.</li></ol>
<u>Assignment Checklists:</u>	
<ul style="list-style-type: none"><li><input type="checkbox"/> Complete ReadyTest.</li><li><input type="checkbox"/> Read for 30 minutes and write a response.</li><li><input type="checkbox"/> Work on Lexia, if internet is available.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Complete Problem of the Day #20.</li><li><input type="checkbox"/> Complete Maintaining Math Sheet.</li><li><input type="checkbox"/> Finish any incomplete work.</li><li><input type="checkbox"/> Work on Dreambox, if internet is available.</li></ul>

**Today you will read the following passage. Read this passage carefully to gather information to answer questions and write an essay.**

**Excerpt from *Magnificent Meatball Maker* by Alyse Sweeney**

① *Timmy helps out at his Uncle Mario's restaurant in the hopes of one day becoming a great chef. One Saturday afternoon, Timmy discovers that famous baseball player Johnny McLane will be in for dinner that night and has requested the restaurant's signature dish: Mario's Magnificent Meatballs and Spaghetti.*

② Uncle Mario mixed the ground meat in a gigantic, aluminum bowl, then moved to a secluded corner counter where he added the other ingredients. Only Uncle Mario made the meatballs, and only he knew the secret spices that made this dish so irresistible—and so famous. He protected the recipe like a diamond. That's why Timmy was stunned when his uncle handed him the secret recipe after baking this latest batch.

③ "Kiddo, I was going to entrust you with this recipe when you got older," whispered Uncle Mario, "but since you're already a top-notch chef, I want you to have it now. Let's keep it our secret—from one chef to another." Then off he went on his trip to Chicago, leaving Timmy to fill his head with what all of that meant.

④ Between owning the secret meatball recipe and his baseball hero coming to the restaurant, Timmy felt like a balloon about to burst! He finished his prep work at 5:40 and was heading out the door when he was nearly knocked over by a screeching cat, being chased by an enormous barking dog.

⑤ The cat darted under the dishwasher, but the dog lost interest in its foe after smelling the mouth-watering meatballs on the counter. The horse-like canine stood on its hind legs and devoured the meatballs like a famished shark.

⑥ "Not Johnny McLane's dinner!" groaned the *sous chef*, who was in charge of the kitchen when Executive Chef Mario was away.

⑦ "What are we going to do?" said a weary cook.

⑧ While the cooks fretted, Timmy slipped into the chilly walk-in and retrieved the secret recipe from his jeans pocket. With urgency, he filled a plastic bin with the necessary ingredients, grabbed the grinder, and called over his shoulder, "I'll be back in an hour with Mario's meatballs."

⑨ "So that's how he gets that flavor." Timmy smiled as he mixed, then rolled the ingredients into spheres nearly as big as baseballs for baking. Back at Mario's Kitchen under the watchful eyes of the sous chef, Timmy plopped the mystery-recipe meatballs into a huge pot of simmering tomato sauce for twenty minutes.

⑩ The cooks anxiously watched through the tiny, circular kitchen window as Johnny McLane and his wife ate their meatballs and spaghetti. The staff exchanged high-fives with Timmy when the couple "oohed" and "ahhed" over their first bites.

⑪ "Yesssss!" Timmy couldn't believe he just cooked for Johnny McLane—and his hero liked it!



## 1. Part A

Which of the following pairs of character traits best describe Timmy?

- (A) helpful and reserved
- (B) ambitious and impatient
- (C) excited and impulsive
- (D) helpful and trustworthy

## Part B

Which two details from the story best support the correct answer to Part A?

- (A) Uncle Mario mixed the ground meat in a gigantic, aluminum bowl.
- (B) Timmy was stunned when his uncle handed him the secret recipe.
- (C) Between owning the secret meatball recipe and his baseball hero coming to the restaurant, Timmy felt like a balloon about to burst!
- (D) He filled a plastic bin with the necessary ingredients, grabbed the grinder, and called over his shoulder, "I'll be back in an hour with Mario's meatballs."
- (E) Timmy couldn't believe he just cooked for Johnny McLane—and his hero *liked* it!

## 2.

Read the following sentence from the passage: *Between owning the secret meatball recipe and his baseball hero coming to the restaurant, Timmy felt like a balloon about to burst!*

Which statement correctly describes the meaning of the phrase "like a balloon about to burst"?

- (A) Timmy felt extremely disappointed in the situation.
- (B) Timmy felt extremely excited about the situation.
- (C) Timmy felt extremely frustrated with the situation.
- (D) Timmy felt extremely upset that his Uncle was gone.

## 3. Part A

What is the best overall theme for *Magnificent Meatball Maker*?

- (A) To stay safe, people need to be aware of their surroundings.
- (B) Family members should not keep secrets from one another.
- (C) People should keep developing new skills throughout life.
- (D) People can take action to cope with unexpected events.

## 3. Part B

Which two pieces of evidence support the correct theme from Part A?

- (A) The cooks anxiously watched through the tiny circular kitchen window as Johnny McLane and his wife ate their meatballs and spaghetti.
- (B) The staff exchanged high-fives with Timmy when the couple "oohed" and "ahhed" over their first bites.
- (C) With urgency, he filled a plastic bin with the necessary ingredients, grabbed the grinder, and called over his shoulder, "I'll be back in an hour with Mario's meatballs."
- (D) While the cooks fretted, Timmy slipped into the chilly walk-in and retrieved the secret recipe from his jeans pocket.
- (E) He finished his prep work at 5:40 and was heading out the door when he was nearly knocked over by a screeching cat.
- (F) Only Uncle Mario made the meatballs, and only he knew the secret spices that made this dish so irresistible.

## 4. Part A

What does the word **devoured** mean in paragraph 5 of the story?

- Ⓐ ate quickly and greedily
- Ⓑ ate slowly and deliberately
- Ⓒ made a narrow escape
- Ⓓ became distracted

## 4. Part B

Which detail from the paragraph is a clue that helps readers understand the meaning of **devoured**?

- Ⓐ darted under the dishwasher
- Ⓑ the dog lost interest in its foe
- Ⓒ meatballs on the counter
- Ⓓ the horse-like canine
- Ⓔ stood on its hind legs
- Ⓕ like a famished shark

5. Why does Uncle Mario decide to give Timmy his secret meatball recipe now instead of waiting until Timmy is older? Include one direct quotation from the story to support your response.

## 7. Part A

Which event should appear first in a summary of the *Magnificent Meatball Maker*?

- Ⓐ Uncle Mario makes a batch of meatballs.
- Ⓑ Uncle Mario leaves on a trip to Chicago.
- Ⓒ Uncle Mario gives Timmy his secret meatball recipe.
- Ⓓ A cat runs under the dishwasher in the restaurant kitchen.

## Part B

Think about the other events that occurred in *Magnificent Meatball Maker*. Which of the following series of events is in the correct order?

- Ⓐ Uncle Mario gives Timmy his secret recipe, the cooks watch Johnny, Uncle Mario leaves on a trip
- Ⓑ a huge dog enters the restaurant, Uncle Mario leaves on a trip, Timmy makes a batch of meatballs
- Ⓒ Uncle Mario gives Timmy his secret recipe, Uncle Mario leaves on a trip, Timmy makes a batch of meatballs
- Ⓓ Timmy makes a batch of meatballs, Uncle Mario gives Timmy his secret recipe, Uncle Mario leaves on a trip

6. What inference can you draw on the basis of the following event from the story?

*The cooks anxiously watched through the tiny circular kitchen window as Johnny McLane and his wife ate their meatballs and spaghetti. The staff exchanged high-fives with Timmy when the couple "oohed" and "ahhed" over their first bites.*

- Ⓐ The cooks do not care if Johnny McLane and his wife like the meal.
- Ⓑ The cooks are confident that Johnny McLane and his wife will like the meal.
- Ⓒ The cooks are not sure if Johnny McLane and his wife will like the meal.
- Ⓓ The cooks want the couple to dislike the meal because they didn't make the meatballs.

# Maintaining SC Ready Math Skills

#4

**Directions:** Explain why you chose your answer for each question.

## Number Sense and Base Ten

1. Billy works at a toy store. He put 1,573 new toys on the shelf. At the end of the day customers bought 862 of those toys. How many new toys does Billy have left?

## Algebraic Thinking and Operations

2. Kelly chose a mystery number. Her mystery number is a factor of 50. What number could be Kelly's mystery number? \_\_\_\_\_

## Number Sense and Operations-Fractions

3. Amelia's pencil is  $\frac{12}{100}$  of a meter long. What is the length, in meters, of Amelia's pencil written as a decimal?

## Measurement and Data Analysis

4. Amelia started writing an essay at 6:15 a.m. She finished writing at 11:30 a.m. How long did it take Amelia to write the essay?

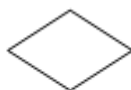
## Geometry

5. Lisa needs to draw a polygon that is a quadrilateral with only one pair of parallel sides. Which of the following figures should Lisa draw? Explain.

A



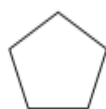
B



C



D





# Day 21

ELA	Math
<u>I can:</u>	
<ul style="list-style-type: none"><li>✓ I can refer explicitly to the text to support inferences and conclusions</li><li>✓ I can determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.</li><li>✓ I can read independently for sustained periods of time to build stamina.</li></ul>	<ul style="list-style-type: none"><li>✓ I can determine whether a shape has a line of symmetry.</li><li>✓ I can identify how many lines of symmetry a shape has.</li><li>✓ I can draw each line of symmetry a shape has.</li></ul>
<u>Assignment Checklists:</u>	
<ul style="list-style-type: none"><li><input type="checkbox"/> Read the passage and answer the questions.</li><li><input type="checkbox"/> Complete word study activity.</li><li><input type="checkbox"/> Read for 30 minutes and write a response.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Complete Problem of the Day #21.</li><li><input type="checkbox"/> Complete Reteach Line Symmetry worksheet.</li></ul>

## Open House

by W.M. Albers



"We're not moving!" shouted Kathryn.

Her mom pursed her lips. She did this when she was trying to look concerned. It wouldn't work today. "I know you're upset, sweetheart, but—"

"No! No! No!" said Kathryn. "We are absolutely, positively, super-factually not moving."

Kathryn and her mother sat in the kitchen, where the four o'clock sunlight streamed in golden through the windows and made shadows on their hands. It did this every day when Kathryn got home from school. She did not want to lose it.

"We know how much you love this house," said her mother. "Your dad and I love it too. We loved it when we bought it, we loved it when you were born, and we still love it now. But we've been here since before we were married, and it's starting to feel a little cramped."

Kathryn saw that her mother was trying to be reasonable, to spare her feelings, and to make her understand. She didn't care. This was no time to be reasonable.

"Why don't you admit what you're trying to do?" said Kathryn.

"What do you mean?"

"You're trying to..." Kathryn searched for the right words. "To take away the sun!" She was down the hallway, slamming the door before her mother even had time to look confused.

That was part of what made the house so great. It was just a few steps from the bedrooms to the kitchen, from the kitchen to the living room, and from the living room to the front yard. Her friends who lived in bigger houses were usually shouting to find their family members, but in Kathryn's house, there was never a need to shout at all. The house wasn't cramped. It was cozy, and Kathryn liked being cozy above all else. Why couldn't her parents understand?

She picked up her phone and dialed Rosie, her best friend. Rosie picked up on the first ring. Like she always did. That's what best friends are for.

Kathryn screwed up her face and asked, "Why can't my parents understand?!"

"I don't know," said Rosie. "That's just not what parents do."

"They want to make me go to something called an open house. And after that we're moving. It's over. My life is over."

"I know about open houses. They're fun."

"What are they?"

"They are for people who are looking to buy a house. When homeowners want to sell their homes, they open the doors for the people who are looking. Sometimes there are cookies."

"Cookies?"

"There were cookies when we looked at our house."

Kathryn was puzzled. "Wait—I thought you guys had lived there forever?"

"Nope. Just since fifth grade."

"So you...moved?"

"Obviously. It's not like we lived in the woods."

"What was your old house like?"



"It was nice! There was linoleum in the kitchen, which was good to slide around on, and the backyard was nice. But I didn't have a window seat before, and now I do."

"Huh," said Kathryn. She had to admit: a window seat would be a nice thing to have.

There were too many people at the open house. There must have been a dozen people on the front lawn, milling around, talking to each other, and taking notes. It looked like the arena before a concert. One man was kneeling in front of the windows, inspecting the soil in the flowerbed. When they approached the front door, Kathryn stayed far away from him.

"Mom!" she said. "I think this is a house for weirdos."

"It's just a house," said her mom. "The same as any other."

"It's not the same as ours."

It certainly wasn't. For one thing, this new house was much too brown. All the floors were stained dark brown, and the furniture was either leather or beat-up old wood. It was like being in her grandfather's library, except that it was a whole house!

"It smells like grandpa," said Kathryn.

"It does not," said Mom.

The hallways were too wide. The staircase was too tall. There were too many bookshelves, and none of the books looked very fun. Kathryn knew that none of the books would stay when the owners moved out, but she didn't like the idea of her parents buying a house from people who didn't even own a copy of *Stuart Little*.

The bookshelves were about all Kathryn could see, because there were so many people everywhere. Weren't there any other houses for sale in this town? Why couldn't some of them go there? She tried to walk across the living room, but an agitated-looking woman with frizzy blonde hair kept getting in her way, saying, "Oh no, oh no, oh no. This won't do at all." Kathryn couldn't tell what she was so upset about and decided not to ask. She went back out the way she came in.

Kathryn walked around to the backyard, staying far away from the flowerbed man, who by now was wrist-deep in the dirt. It was quieter back here, but still not very fun. There was no rope swing, no swing set, no monkey bars—nothing to swing on at all. Kathryn didn't have anything like that at her current house, but what was the point of moving if you didn't get some fun new stuff out of it?

"This house stinks," she said, kicking it. "It stinks! It's not even good for kicking!"

"You think so?" said a voice from the back porch.

"I do!" She kicked the house one more time. It didn't make her feel better at all.

"Come up here and tell me about it," said the woman, holding open the door to the screen porch. She had big eyes, slightly gray hair, and was holding a glass of something that looked cold and delicious. "Want some iced tea?"

"Thanks," said Kathryn, as she sipped the frigid tea. It was strong, and not too sweet, just the way she liked it. "This is really good."

"But the house is lousy?"

"Have you seen it in there?!" Gosh, I don't even know where to start." And so Kathryn went on about the brown floors, the wide hallways, the abundance of bookshelves, and the critical lack of backyard play equipment. "And, worst of all, it's way too big!"

"Some people like big houses."

"Not me. I want everything nearby, just where it's supposed to be, so I know how to find it when I need it. Plus, there were supposed to be cookies here, and I haven't seen so much as a single crumb."

"There are cookies," said the woman.

"Yeah?"

"Come inside. I'll show you."

The back porch led to the kitchen, which was just as crowded as the rest of the house, but had big windows, which let in enough light that it didn't seem very brown. More importantly, the cookies were delicious: ooey-goey chocolate chip and hearty, filling oatmeal raisin.

"These are great," said Kathryn, putting her palm under her chin to catch falling crumbs. "Who made them?"

"I did."

"You just bring cookies to open houses?"

"I didn't bring the cookies," said the woman. "I made them. This is my house. My name is

Gloria."

Kathryn's face turned tomato-red. This woman was so nice, and she'd said such horrible things about her house! "Oh gosh," she spluttered. "I didn't know it was your house, I—"

"Don't worry about it," said Gloria. "People are entitled to their own opinions. Besides, you're not the one who's buying the house, are you?"

"No," said Kathryn. "But my parents might be."

"Ah, well. In that case, you'd better see the upstairs bedroom."

Gloria led Kathryn through the crowd and up the stairways. With her leading, the big group of people parted easily. Even the "Oh no, oh no, oh no" woman didn't mind stepping aside. Suddenly, Kathryn saw the advantages of wide hallways.

Upstairs it was quieter and not so brown. The walls were pale green, and the floor was nicely carpeted.

"This is much better," said Kathryn.

"Wait until you see the bedroom. It will take your breath away."

It did. The upstairs bedroom was bigger than Kathryn's old one, but plush red carpet and heavy orange curtains made it, somehow, much cozier. There was a big, comfy-looking bed, plenty of closets, and two gigantic windows. But Kathryn didn't even notice all that at first, because she was too excited about the window seat.

"Oh, my goodness!" she said. As she flopped down on it, she saw that the sunlight came in golden through the trees, making shadows on her legs. "It's so comfortable! And you can see all the way to the park!"

"That's my favorite spot in the house," said Gloria.

Kathryn smiled. "This might not be such a bad place to move after all."

Use the article "Open House" to answer questions 3 to 5.

3. What does Kathryn do to the house she visits while in the backyard?

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### ReadWorks®

Characters Who Change Their Minds - Paired Text Questions  
Sherry's Game - Open House

4. Through most of the story, how does Kathryn feel about the house that she visits with her family? Use details from the text to support your answer.

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5. What causes Kathryn to change her mind about the house? Use evidence from the text to support your answer.

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## Use Roots to Build Words

**Directions:** The boxes below contain a Greek root with its meaning. On the lines below, write the words that contain the same root. Then write the meaning of each word.

Greek Root : bio    Meaning: life, living matter

Word : \_\_\_\_\_

Meaning : \_\_\_\_\_

Word : \_\_\_\_\_

Meaning : \_\_\_\_\_

Word : \_\_\_\_\_

Meaning : \_\_\_\_\_

**Meaning :** \_\_\_\_\_

**Meaning :** \_\_\_\_\_

Meaning : \_\_\_\_\_

Greek Root : chron / o    Meaning: time

Word : \_\_\_\_\_

Meaning : \_\_\_\_\_

Word : \_\_\_\_\_

Meaning : \_\_\_\_\_

Word : \_\_\_\_\_

Meaning : \_\_\_\_\_

Meaning : \_\_\_\_\_

**Meaning :** \_\_\_\_\_

**Meaning :** \_\_\_\_\_

## Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

[illegible]

**Lesson**  
**14.1****Reteach**

**Line Symmetry:** the symmetry that a shape has when it can be folded on a line so that two parts match exactly

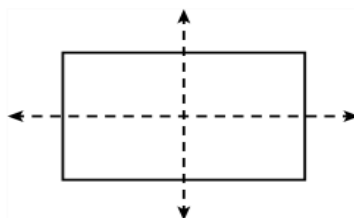
**Line of Symmetry:** a fold that divides a shape into two parts that match exactly

**Example** Determine whether the shape has line symmetry. Draw each line of symmetry.

Think: Can the shape be folded so that two parts match exactly?



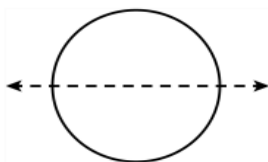
These two lines of symmetry divide the shape into two parts that are mirror images of each other.



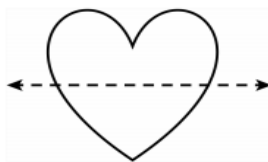
The shape has 2 lines of symmetry.

Determine whether the line is a line of symmetry.

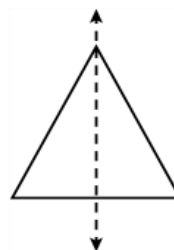
1.



2.



3.



Determine whether the shape has line symmetry. Draw each line of symmetry.

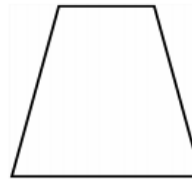
4.



5.



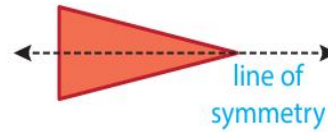
6.





## Think and Grow: Identify Line Symmetry

A shape has **line symmetry** when it can be folded on a line so that two parts match exactly. The fold line is called a **line of symmetry**.

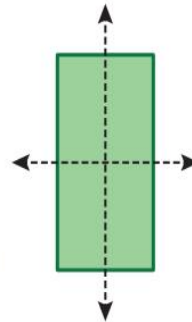


**Example** Determine whether the shape has line symmetry.

The shape can be folded so that two parts match exactly.

The shape has \_\_\_\_\_ lines of symmetry.

So, the shape \_\_\_\_\_ line symmetry.



A line of symmetry divides a shape into two parts that are mirror images of each other.



**Example** Determine whether the shape has line symmetry.

The shape cannot be folded so that two parts match exactly.

The shape has \_\_\_\_\_ lines of symmetry.

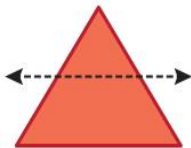
So, the shape \_\_\_\_\_ line symmetry.



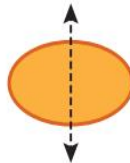
## Show and Grow *I can do it!*

Determine whether the line is a line of symmetry.

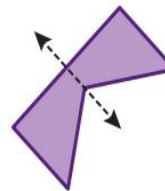
1.



2.



3.



Determine whether the shape has line symmetry. Draw each line of symmetry.

4.



5.



6.







# Day 22

ELA	Math
<u>I can:</u>	
<ul style="list-style-type: none"><li>✓ I can summarize multi-paragraph texts using key details to support the central idea.</li><li>✓ I can use definitions, examples, and restatements to determine the meaning of words or phrases. I can read independently for sustained periods of time to build stamina.</li></ul>	<ul style="list-style-type: none"><li>✓ I can draw a line of symmetry for given polygons.</li></ul>
<u>Assignment Checklists:</u>	
<ul style="list-style-type: none"><li><input type="checkbox"/> Read the passage and answer the questions.</li><li><input type="checkbox"/> Complete word study activity.</li><li><input type="checkbox"/> Read for 30 minutes and write a response.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Complete Problem of the Day #22.</li><li><input type="checkbox"/> Complete Finding Symmetry With Polygons worksheet.</li><li><input type="checkbox"/> Complete Multiplication Fluency worksheet.</li></ul>

## About Homelessness

by ReadWorks



Homelessness is an issue that affects people of every age and from every country. If you walk down the street in many big cities in the United States, you might notice people sleeping on the sidewalk or begging for food or money. These individuals are very visible to passersby, and it is difficult to ignore them. But there are also homeless people who do not sleep on the streets. They are not as visible to the public eye, but they are also homeless. These people often spend their nights sleeping in shelters, which provide food, rooms, and often a variety of social services (like daycare). We might not see these people on the streets, but it does not mean that they aren't suffering.

When thinking about homelessness, one of the first questions that might come to mind is: why are people homeless? People become homeless for a variety of reasons, often outside of their own personal control. Two key reasons have been identified on why people become homeless. The first is a lack of affordable housing. The second is poverty, or the condition of being poor. The government is usually responsible for providing affordable housing to people and families in need. It builds large apartment buildings or housing developments for people who cannot afford to live elsewhere. Sometimes there is not enough affordable housing for all the people who need it. Those who are unable to secure housing may become homeless.

Homelessness and poverty are quite clearly linked. Poor people must often choose between such important things as buying food or paying for medical care versus paying the rent. When poor people are faced with these difficult decisions, housing is often the first expense to be dropped because it generally requires the largest amount of money. Many of the homeless in America are simply unable to find jobs due to a lack of opportunity. Others are mentally ill or addicted to drugs. Still others who are homeless have previously relied on public assistance but have lost that assistance for one reason or another. An example of a public assistance program is the Supplemental Nutrition Assistance Program, which provides help for

people who struggle to afford healthy and nutritious food.

There are three distinct kinds of homelessness. The first is called **chronic homelessness**, and it represents the group of people who move from shelter to shelter in a seemingly never-ending cycle. The chronically homeless are usually older, and they are often disabled or suffer from addiction.

The second type of homelessness is called **transitional homelessness**, and it describes people who must enter a shelter for a short period of time. For example, if they are evicted from their homes for not being able to pay the rent, they might go into a shelter or enter government-based transitional housing. They may live there for up to two years until they are able to get back on their feet.

The third kind of homelessness is called **episodic homelessness**, which accounts for people who move in and out of shelters at various points throughout their life. Those who experience episodic homelessness usually have difficulty maintaining steady employment. People who are considered transitionally homeless and those who are episodically homeless are often young.

Homelessness rises when people are unable to find or keep jobs. But it also affects people who are not even employed in the first place: children under sixteen years old. According to a report in 2014 by the National Center on Family Homelessness, one in every 30 children experienced homelessness that year. As minors, children under sixteen are not legally allowed to work. Most families that experience homelessness are made up of a mother and her children. Some adults in homeless families in the United States are working. Yet the wages are often not enough to support the various needs of a family, like healthcare, food, and shelter. Furthermore, many families try to stay out of shelters. Shelters can be noisy, overcrowded, and stressful places for both children and parents. These families would often rather stay at the homes of friends or relatives, or even sleep in their cars. Families that experience homelessness in any situation are under a ton of stress, due to the lack of stability and privacy.

There are no simple solutions to this major social issue. But homelessness affects too many people around the world to be ignored.

Date:

Use the article "About Homelessness" to answer questions 1 to 2.

1. According to the article, what are the three kinds of homelessness?

Read the sentences below. Write the definition for the underlined word.

Vivian ran at a **blistering** pace like a cheetah, and claimed the gold medal.

Our new math teacher has an **affable** personality, unlike Mr. Ruth, who was grumpy and unfriendly with his students.

Aunt Tony ascended the ladder to reach to the top shelf of the dining hutch.

The **plumage** on that peacock was incredibly beautiful and eye-catching.

Fortunately, the **laceration** on my dog's leg was not very deep - the vet said, "Only two stitches will do the trick."

I remember the group of **nomads** from my childhood. They use to travel places looking for food and shelter.

## Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the **Questions to Ask About Reading** pages

**2. Describe each kind of homelessness. Be sure to mention the people whom each kind of homelessness often affects.**

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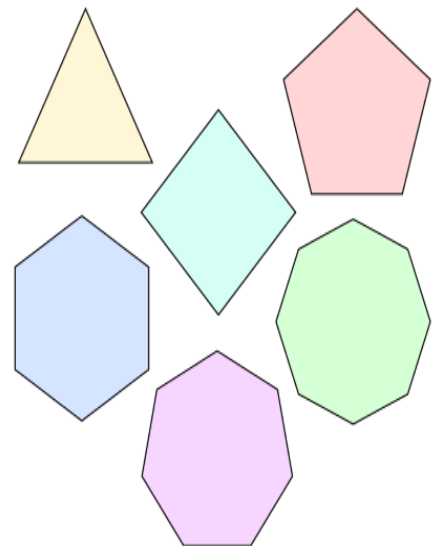
# Finding Symmetry with Polygons

You will need: polygon worksheet, something to write on (paper, journal or whiteboard)

1. Look at the polygon worksheet. Draw all possible lines of symmetry on each polygon.
2. Make a table with the columns below:

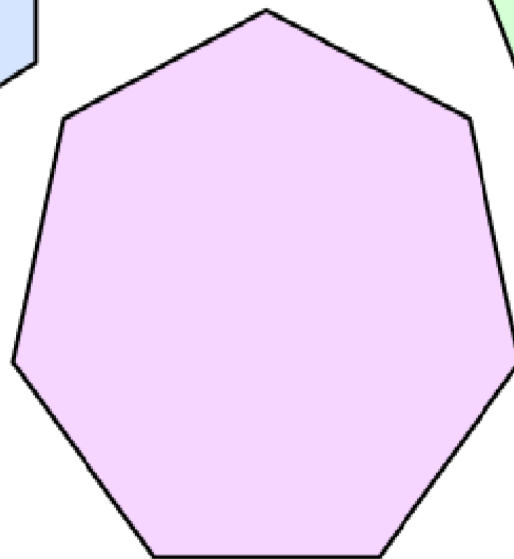
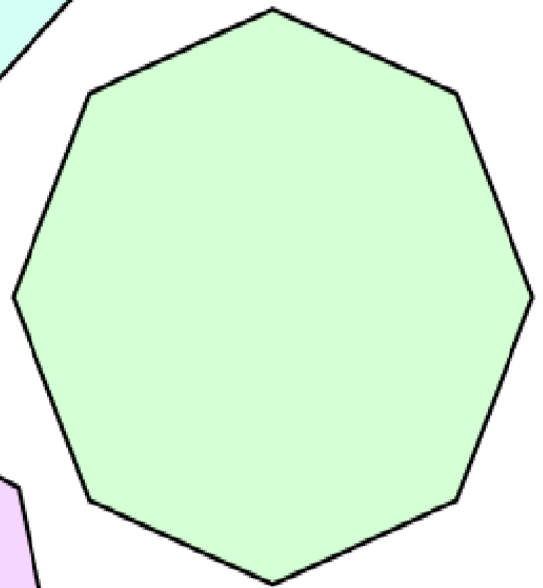
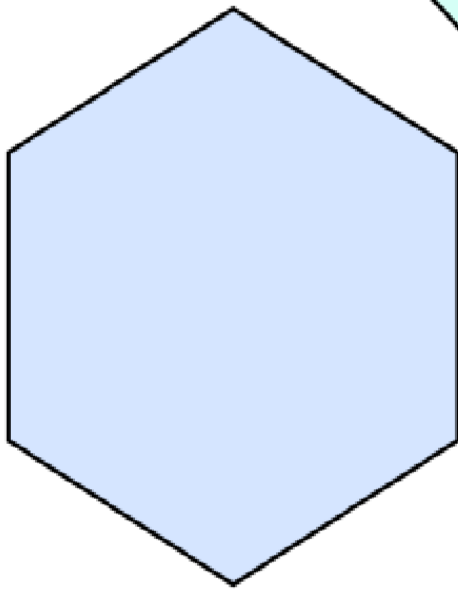
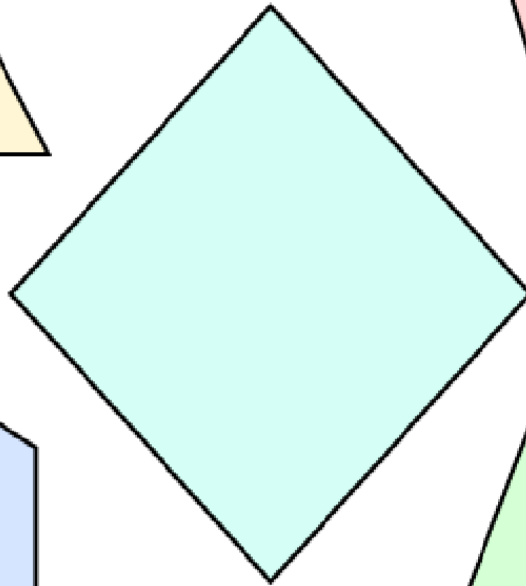
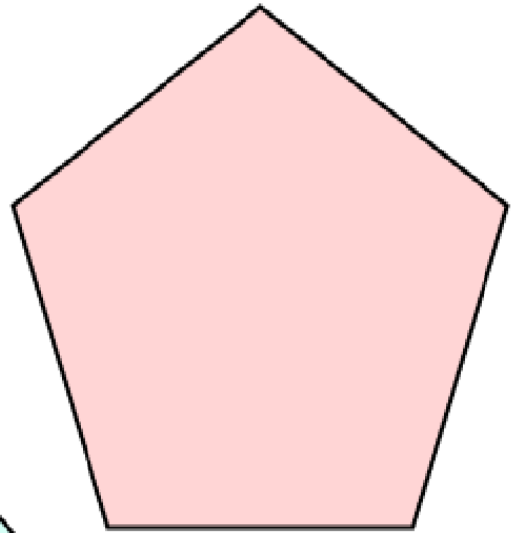
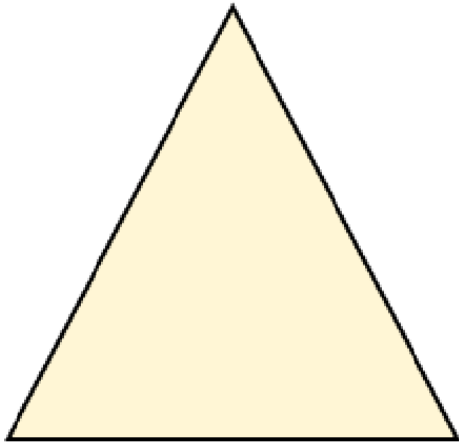
Polygon	Number of Sides	Number of Lines of Symmetry
---------	-----------------	-----------------------------

3. Look closely at your table. What can you conclude about the lines of symmetry for regular polygons? Record your thinking under your table.



# Polygon Worksheet

Math Day 22





Name: \_\_\_\_\_

2-Digit by 1-Digit Multiplication

## The Animal that Jumps Higher Than a House

Find the products. Then, solve the riddle by matching the letters to the blank lines below.

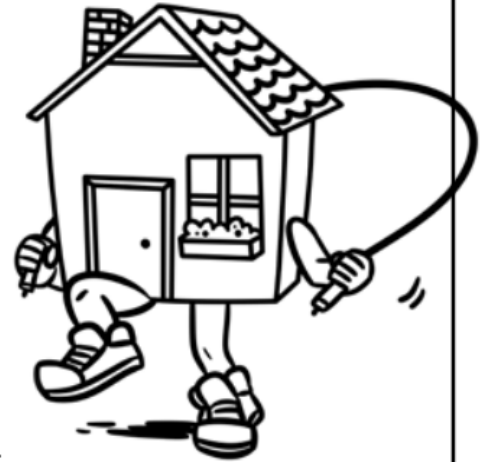
<b>E</b> 25	<b>M</b> 32	<b>I</b> 51	<b>A</b> 76
x 2	x 7	x 8	x 4

<b>S</b> 88	<b>C</b> 19	<b>A</b> 27	<b>H</b> 31	<b>L</b> 91
x 4	x 5	x 5	x 9	x 7

<b>U</b> 33	<b>N</b> 78	<b>A</b> 16	<b>O</b> 40	<b>A</b> 93	<b>M</b> 54	<b>C</b> 87
x 8	x 3	x 2	x 5	x 9	x 2	x 9

<b>N</b> 65	<b>T</b> 22	<b>N</b> 43	<b>S</b> 87	<b>U</b> 56	<b>J</b> 43	<b>Y</b> 65
x 3	x 4	x 6	x 8	x 8	x 9	x 5

<b>P</b> 33	<b>U</b> 27	<b>S</b> 37	<b>E</b> 50	<b>E</b> 45	<b>A</b> 24	<b>B</b> 15
x 6	x 9	x 3	x 5	x 6	x 7	x 6



**What animal can jump higher than a house?**

135	195	325	304	234	408	108	837	637
-----	-----	-----	-----	-----	-----	-----	-----	-----

90	50	95	32	448	111	250
----	----	----	----	-----	-----	-----

279	200	243	696	270	352	783	168	258	88
-----	-----	-----	-----	-----	-----	-----	-----	-----	----

387	264	224	198
-----	-----	-----	-----



# Day 23

## ELA

## Math

### I can:

- ✓ I can explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.
- ✓ I can use combined knowledge of all letter sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.
- ✓ I can read independently for sustained periods of time to build stamina.

- ✓ I can use the benchmark of  $\frac{1}{2}$  or 1 to compare fractions.
- ✓ I can find an error in given work and explain the mistake that was made.

### Assignment Checklists:

- ☐ Read the passage and answer the questions.
- ☐ Complete word study activity.
- ☐ Read for 30 minutes and write a response.

- ☐ Complete Problem of the Day #23.
- ☐ Complete Reteach worksheet on benchmark fractions.
- ☐ Complete Find the Mistakes worksheet.

# Maggie and the Mission

by ReadWorks



Maggie pulled her red hat over her head as she stepped into the cold. Her brother, Jamie, had taken Maggie to her favorite diner after school to get a cup of hot chocolate. As they slipped their warm treats, Maggie told Jamie about her homework. Her teacher had asked Maggie's class to brainstorm community service projects the class could do together. When it started to get dark outside, they headed back home.

Yuck, she thought as her rain boot landed in a big puddle of slush. January was not her favorite month in New York City. It was cold and wet, and she could hardly play outside! She dreamt of her warm bed as a cold wind whipped past her. The block was empty—the two were the only pair walking down the snowy sidewalk. Well, at least that's what Maggie thought. All of a sudden, out of the corner of her eye, she saw something move. Maggie stopped in her tracks. She looked toward the source of the movement in curiosity. A bundle of blankets was piled on top of several cardboard pieces that had been placed over the sidewalk. Maggie stepped closer. She didn't see any movement anymore. But then, out of the blankets emerged a man. He wore an old, ragged jacket—it looked like one Maggie had seen in movies, the kind that soldiers wear. There were holes in the elbows. On his hands he wore dirty black gloves, and the fabric for the thumb on the right hand had been torn off.

"Hello!" Maggie said, wishing she had more blankets for him.

"Well hello, could you help a fellow out?" he replied in a deep voice.

"Oh, I don't have anything..." Maggie said, as she felt around her pockets. Jamie pulled out a dollar bill from his wallet and placed it in the man's hands.

"Thank you so much," he said.

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## ReadWorks®

Maggie and the Mission

Maggie and Jamie smiled at him and kept on walking.

Once they arrived home, Maggie told her dad about the man on the street. He was busy preparing dinner. "It's really hard for them out there, especially during the winter months. The homeless shelters in the city don't have enough room for everyone," he told her.

Her dad went back to cooking, but Maggie couldn't stop thinking about the man. During dinner, she remained quiet and thought about what she could do to help those without a home. She figured it would be perfect for her class's community service project.

Once she finished eating, she rushed to the computer to do some research. She found the Annual Homeless Assessment Report to Congress that had been published by the U.S. government in January 2013. It said that 610,042 Americans were homeless on any given night. That meant one in 514 people. Maggie could hardly wrap her head around that number. She tried to look up different homeless shelters around New York City.

She clicked on a link. "The Bowery Mission, Rebuilding Lives Since 1879," Maggie read aloud. The Bowery Mission is an organization that provides meals, shelter, and services to the underserved population.

"Jamie!" she called out. "I found something that we can do!"

As he started to walk toward her, she excitedly told him about the volunteer opportunities at the Bowery Mission. They could sign up to serve meals to the homeless.

"Last year, the volunteers were able to provide more than 382,400 meals to the homeless in New York City!" Maggie said, pointing to the computer screen.

She looked up information on how to volunteer to tell her teacher the next day. They could help prepare meals, serve them, and clean up afterward. And the next time Maggie walked down the block, she packed a granola bar and a banana to give to the man she'd seen on the street.

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Use the article "Maggie and the Mission" to answer questions 3 to 4.

3. Describe the man Maggie sees on the street.

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**ReadWorks®**

Homelessness - Paired Text Questions  
Maggie and the Mission - About Homelessness

4. The man Maggie sees on the street is homeless.

Support this conclusion with evidence from the story.

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Use the articles "About Homelessness" and "Maggie and the Mission" to answer question 5.

5. What kind of homelessness best describes the man Maggie sees on the street?  
Support your answer with evidence from both texts.

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## prefixes and Suffixes

**A.** Circle the correct meaning of each prefix below.

Prefix	Meaning		Prefix	Meaning	
mid	under	middle	sub	under	above
exo	outside	hidden	post	after	admire
de	opposite	close	auto	gain	self
fore	four	before	deci	tenth	first
semi	half	sour	bene	good	night
inter	cast	between	hyper	under	excessive

## Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

[illegible]



Name \_\_\_\_\_

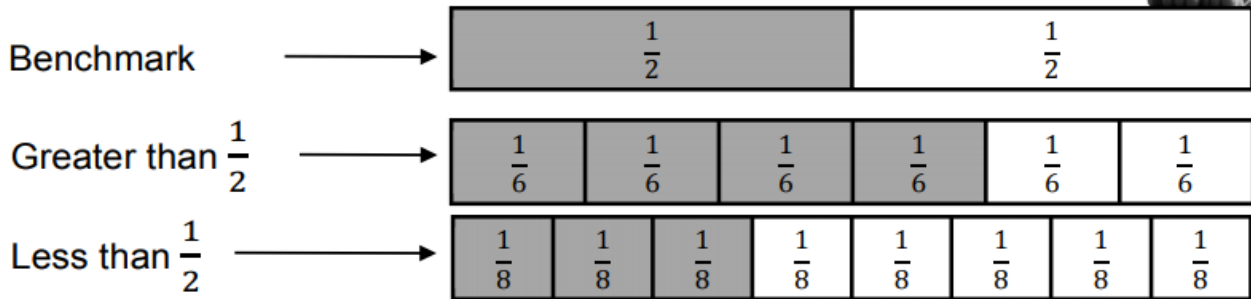
## Lesson 7.4

## Reteach

You can use the benchmarks  $\frac{1}{2}$  and 1 to help you compare fractions.

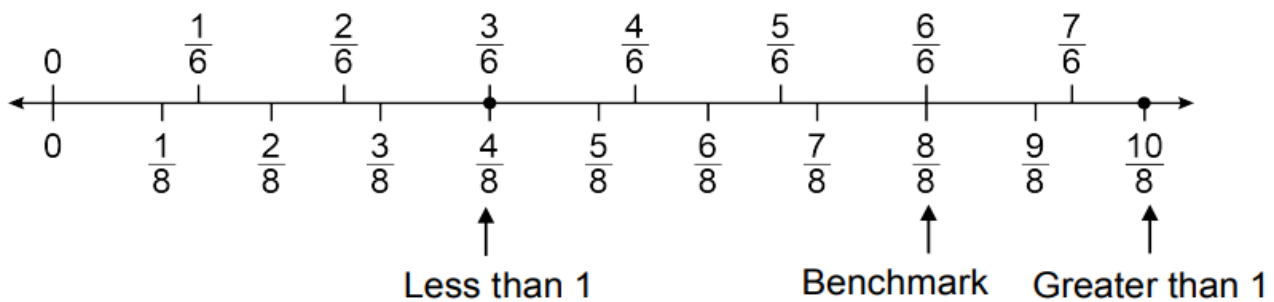
A **benchmark** is a commonly used number that you can use to compare other numbers.

**Example** Use fraction strips to compare  $\frac{4}{6}$  and  $\frac{3}{8}$ .



$$\text{So, } \frac{4}{6} > \frac{3}{8}.$$

**Example** Use a number line to compare  $\frac{3}{6}$  and  $\frac{10}{8}$ .



$$\text{So, } \frac{3}{6} < \frac{10}{8}.$$

Compare. Use a model to help.

1.  $\frac{1}{8} \bigcirc \frac{5}{6}$

2.  $\frac{2}{4} \bigcirc \frac{3}{6}$

3.  $\frac{5}{4} \bigcirc \frac{2}{3}$

Name \_\_\_\_\_

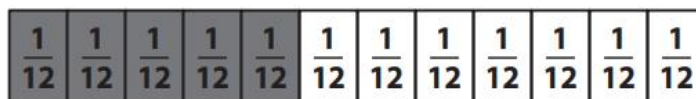
**Learning Target:** Compare fractions using benchmarks.

**Example** Use fraction strips to compare  $\frac{5}{12}$  and  $\frac{3}{4}$ .

Compare each fraction to the benchmark  $\frac{1}{2}$ .

$$\frac{5}{12} < \frac{1}{2} \text{ and } \frac{3}{4} > \frac{1}{2}$$

$$\text{So, } \frac{5}{12} < \frac{3}{4}$$

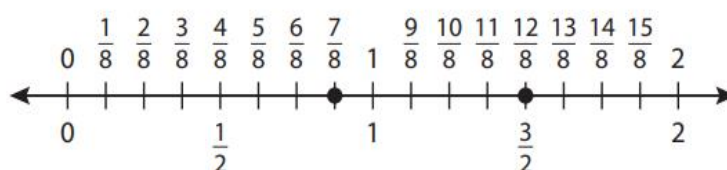


**Example** Use a number line to compare  $\frac{3}{2}$  and  $\frac{7}{8}$ .

Compare each fraction to the benchmark 1.

$$\frac{3}{2} > 1 \text{ and } \frac{7}{8} < 1$$

$$\text{So, } \frac{3}{2} > \frac{7}{8}$$



Compare. Use a model to help.

1.  $\frac{8}{12} \bigcirc \frac{8}{6}$

2.  $\frac{9}{10} \bigcirc \frac{1}{3}$

3.  $\frac{5}{2} \bigcirc \frac{7}{8}$

4.  $\frac{1}{4} \bigcirc \frac{7}{12}$

5.  $\frac{2}{2} \bigcirc \frac{10}{8}$

6.  $\frac{60}{100} \bigcirc \frac{3}{5}$

7.  $\frac{4}{12} \bigcirc \frac{2}{6}$

8.  $\frac{4}{6} \bigcirc \frac{5}{100}$

9.  $\frac{8}{10} \bigcirc \frac{9}{1}$

Name: \_\_\_\_\_

Skill: Multiplying 2-Digit by 1-Digit Numbers

**Find the Mistakes**

- a. There is a mistake in the way this math problem was solved.

$$\begin{array}{r} 5 \\ 27 \\ \times 8 \\ \hline 166 \end{array}$$

Solve the math problem correctly.

Explain the error. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- b. There is a mistake in the way this math problem was solved.

$$\begin{array}{r} 5 \\ 86 \\ \times 7 \\ \hline 616 \end{array}$$

Solve the math problem correctly.

Explain the error. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Day 24

ELA

Math

I can:

- ✓ I can use combined knowledge of all letter sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.
- ✓ I can read independently for sustained periods of time to build stamina.

- ✓ I can ask and answer questions about time using a chart.

Assignment Checklists:

- ☐ Complete word study activity.
- ☐ Read for 30 minutes and write a response.

- ☐ Complete Performance Task.







# Day 25

ELA	Math
<u>I can:</u>	
<ul style="list-style-type: none"><li>✓ I can read and respond according to task and purpose to become a self-directed, critical reader and thinker.</li><li>✓ I can read independently for sustained periods of time to build stamina.</li></ul>	<ul style="list-style-type: none"><li>✓ I can review math skills and concepts.</li></ul>
<u>Assignment Checklists:</u>	
<ul style="list-style-type: none"><li><input type="checkbox"/> Complete ReadyTest.</li><li><input type="checkbox"/> Complete word study activity.</li><li><input type="checkbox"/> Read for 30 minutes and write a response.</li><li><input type="checkbox"/> Work on Lexia, if internet is available.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Complete Problem of the Day #25.</li><li><input type="checkbox"/> Complete Maintaining Math.</li><li><input type="checkbox"/> Complete any unfinished work.</li><li><input type="checkbox"/> Work on Dreambox, if internet is available.</li></ul>

**Today you will read two passages. Read these sources carefully to gather information to answer questions and write an essay.**

**Excerpt from *Adventure on the Amazon River* by David Meissner**

*Read what happens to Cammy after she fell overboard from a boat traveling up the Amazon River.*

- ➊ Cammy felt two hands grab onto her shoulders. Before she knew it, they had pulled her up and into a canoe.
- ➋ Suddenly she was resting on a huge, cold, slimy fish, almost as big as herself. “Ahhhhhh!” she screamed. A little giggle came from the back of the canoe.
- ➌ Cammy turned around. The canoe’s paddler was a little boy no more than eight years old. He had dark brown skin and straight black hair. He wore a red shirt and blue shorts, and his feet were bare. The boy stared at Cammy as if she were from another planet. Then he looked at the fish and laughed again. Cammy studied him distrustfully.
- ➍ The little boy paddled the canoe toward the shore. There were no houses in sight, but Cammy did spy a narrow tributary winding back through the jungle. The boy expertly steered the canoe into that opening, and soon they were traveling deeper into the rainforest.
- ➎ After another hour of paddling, they arrived at a small house. It was all made of wood. There was no glass in the windows and no door on the entrance. They were simply open.
- ➏ The little boy shouted up to the house. An older boy in cut off shorts ran down the stairs and tied up their canoe. He touched Cammy’s blond hair and stared at her as if she were an alien. Then the two boys picked up the big fish and quickly ran into the house.
- ➐ Cammy suddenly felt very afraid. Besides the house, she could not see any other signs of human existence. And the jungle was so thick that she could hardly see the sky.

- ➏ That’s when Cammy started to cry. She lay down on the ground in a ball and sobbed until her whole body trembled. Everything was different here, her parents were far away, and these kids didn’t even speak her language. She was lost in the middle of the Amazon rainforest! Cammy closed her eyes and everything went blank.

- ➐ When Cammy felt a hand on her forehead, the sky was almost completely dark. Rain had started to fall. She could hear it dripping through the trees. Cammy’s tears had dried, and she was starting to feel cold and wet.
- ➑ The hand she felt belonged to a girl, maybe two years younger than Cammy. Her face was soft and round, with kind eyes. “Ixtola,” she said to Cammy. She put her hand on her chest and repeated, “Ixtola.”
- ➒ Cammy looked up at her and smiled. “Cammy,” she said. Ixtola helped Cammy to her feet and into the house.
- ➓ Inside it was dark except for a fire in the middle of the room. The two boys sat on the floor near the fire. A little girl helped a woman peel vegetables over a table. That woman had black hair with gray streaks in it. She smiled at Cammy and motioned for her to sit.
- ➔ Ixtola’s mother handed them bowls containing something white that looked like soup. It had vegetables, leaves, fish, and other stuff in it. There were no spoons. Cammy closed her eyes and took a small sip. “Mmmm,” she sighed, opening her eyes. The entire family laughed.
- ➕ Wow, Cammy thought to herself, *last night I fell asleep next to my parents on the boat. Tonight I’m in the middle of the Amazon.*

**1. Part A**

What is the meaning of the word **tributary** in paragraph 4?

- (A) canoe
- (B) field
- (C) road
- (D) stream

**Part B**

Which detail from the story best supports the meaning of the word **tributary**?

- (A) The little boy paddled the canoe toward the shore.
- (B) There were no houses in sight...
- (C) The boy expertly steered the canoe into that opening...
- (D) ...they were traveling deeper into the rainforest.

**2. Part A**

Which word best describes the little boy who is paddling the canoe?

- (A) afraid
- (B) kind
- (C) loud
- (D) silly

**Part B**

Which detail from the story best supports the correct answer to Part A?

- (A) He caught a fish.
- (B) He giggled a little.
- (C) He pulled Cammy from the water.
- (D) He shouted when they got to his house.

**3. Part A**

How does Cammy's mood change from the first half of the passage to the end?

- (A) from sleepy to hungry
- (B) from proud to friendly
- (C) from confused to angry
- (D) from fear to trusting

**Part B**

Which two details from the story best support the correct answer to Part A?

- (A) Cammy turned around.
- (B) Cammy suddenly felt very afraid.
- (C) Cammy closed her eyes and everything went blank.
- (D) Cammy closed her eyes and took a small sip.
- (E) Wow, Cammy thought to herself...

**4. Part A**

Which four events should be included in a summary of *Adventure on the Amazon River*?

- (A) The boy paddles Cammy home with him.
- (B) A little boy rescues Cammy.
- (C) Cammy enjoys a meal with Ixtola's family.
- (D) The house was dark except for a fire in the middle of the room.
- (E) Ixtola was about two years younger than Cammy.
- (F) Ixtola brings Cammy into the house.

**Part B**

Which event should be first in a summary of the story?

- (A) A little boy rescues Cammy.
- (B) The boy paddles Cammy home with him.
- (C) Cammy enjoys a meal with Ixtola's family.
- (D) Ixtola was about two years younger than Cammy.

**5.** What is the theme of the story on the basis of the summary?

- (A) People can be cruel to those who are different.
- (B) People can be fearful of those who are different.
- (C) People can be kind to those who are different.
- (D) People can be angry with those who are different.

### The Ribereños by Ann Weil

① Large numbers of people have lived along the banks of the Amazon river for thousands of years. They have been supported by the plentiful fish and the rich, fertile soil of the tropical rainforest.

② The residents along the riverbanks in Amazonia today are known as *ribereños*. Although they have lived in this area for a long time, ribereños are not native to the Amazon. They have a mixed heritage. Many of them are from immigrants who came to the Amazon from Europe and elsewhere to work on rubber plantations.

③ Most ribereños speak Spanish. They live on their own small farms or in villages and small towns. The river is an important resource for them. They use it for cooking and washing. They use it for transportation, too. There are no roads through the dense forest. They journey from place to place by paddling up and down the river in dugout canoes. They also rely on the river for food. They catch fish to feed themselves and to sell for cash. They fish from their canoes or on shore, using lines, harpoons, and nets. Because fishing is so important to their livelihood, ribereños teach their children how to fish beginning at a very young age. It is common for children as young as five years old to join their elders on nearby fishing trips.

④ In addition to fishing, ribereños hunt and farm to get all the food they need. They grow many different kinds of food crops. These include maize (corn), rice, beans, and fruits and vegetables. Two of their main foods are sweet manioc and plantains. They also use rainforest plants as medicines. They hunt tapir, deer, peccaries, and rodents such as capybara. Game, however, is often harder to find than fish, which are relatively easy to obtain from the river. Some animals and small rodents are attracted to the farm crops. These small animals are trapped, usually by the women and children, and eaten, too.

⑤ Ribereños live close to nature. They depend on materials available in the rainforest to make their own homes, canoes, and other necessities. However, they will also use some modern technologies from the outside world alongside their traditional ways. One “modern” technology that is making

its way into their world is electricity. Ribereños first used electricity to power refrigerators for food to keep it from spoiling in the warm climate. Electricity can also power radios and televisions. Exposure to modern media through radio and television will most likely change their culture and their way of life.

#### 6. Part A

What is the main topic of paragraph 1?

- Ⓐ the river as a resource
- Ⓑ how long people have lived near the Amazon river
- Ⓒ what the ribereños eat
- Ⓓ how the ribereños came to live near the river

#### Part B

Which detail supports the correct main topic from Part A?

- Ⓐ Two of their main foods are sweet manioc and plantains.
- Ⓑ Large numbers of people have lived along the banks of the Amazon river for thousands of years.
- Ⓒ Many of them are from immigrants who came to the Amazon from Europe and elsewhere to work on rubber plantations.
- Ⓓ They journey from place to place by paddling up and down the river in dugout canoes.

#### 7. Part A

What is the main topic of paragraph 2?

- Ⓐ the river as a resource
- Ⓑ how long people have lived near the Amazon river
- Ⓒ what the ribereños eat
- Ⓓ how the ribereños came to live near the river

#### Part B

Which detail supports the correct main topic from Part A?

- Ⓐ Two of their main foods are sweet manioc and plantains.
- Ⓑ Large numbers of people have lived along the banks of the Amazon river for thousands of years.
- Ⓒ Many of them are from immigrants who came to the Amazon from Europe and elsewhere to work on rubber plantations.
- Ⓓ They journey from place to place by paddling up and down the river in dugout canoes.



**8. Part A**

What is the main idea of paragraph 3?

- (A) the river as a resource
- (B) how long people have lived near the Amazon river
- (C) what the ribereños eat
- (D) how the ribereños came to live near the river

**Part B**

Which detail supports the correct main topic from Part A?

- (A) Two of their main foods are sweet manioc and plantains.
- (B) Large numbers of people have lived along the banks of the Amazon river for thousands of years.
- (C) Many of them are from immigrants who came to the Amazon from Europe and elsewhere to work on rubber plantations.
- (D) They journey from place to place by paddling up and down the river in dugout canoes.

**9. Part A**

On the basis of paragraph 5, what is likely to happen to the ribereños over time?

- (A) They will have more to eat.
- (B) They will have more children.
- (C) They will become more modern.
- (D) They will move to a different place.

**Part B**

What is most likely to cause the change in Part A?

- (A) electricity
- (B) better canoes
- (C) more fresh food
- (D) materials in the rainforest

**10. Part A**

Which of the following words and phrases are used in *Adventure on the Amazon River* to tell about the Amazon and its people? Choose all that apply.

- (A) descriptions
- (B) paragraphs
- (C) dialogue
- (D) characters
- (E) lists of items
- (F) generalizations about the people who live in the Amazon

**Part B**

Which of the following words and phrases are used in *The Ribereños* to tell about the Amazon and its people? Choose all that apply.

- (A) descriptions
- (B) paragraphs
- (C) characters
- (D) lists of items
- (E) predictions about the future
- (F) generalizations about the people who live in the Amazon

- 11.** Which two topics in *The Ribereños* were not in *Adventure on the Amazon River*?

- (A) canoes
- (B) children
- (C) farming
- (D) fishing
- (E) hunting



**12.** Write a paragraph that describes the importance of the river in *Adventure on the Amazon River* and *The Ribereños*. Support your ideas with examples from both texts.

**13.** You have read two texts about the Amazon River and people who live there. Write an essay that compares and contrasts the central ideas in the two texts and how the authors develop their ideas:

- Identify the genre of each text.
- Describe the theme or central idea of each text.
- Compare and contrast these ideas.
- Explain how each author develops their theme or central idea.
- Include specific details from both texts to support your response.

# Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

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# Maintaining SC Ready Math Skills

#5

**Directions:** Explain why you chose your answer for each question.

## Number Sense and Base Ten

1. A pizza store sold 47 pizzas each hour. How many pizzas would they have sold after 46 hours? **Show your work.**

## Algebraic Thinking and Operations

2. Julia has a bottle of 1,308 mL of soda. She divides the soda evenly into 6 glasses for her and her 5 friends. However, one of her friends said they would not drink that much and pours 22 mL into Julia's glass. How much soda does Julia have in her glass? **Show your work.**

A. 1,341 mL    B. 240 mL    C. 222 mL    D. 1,330 mL

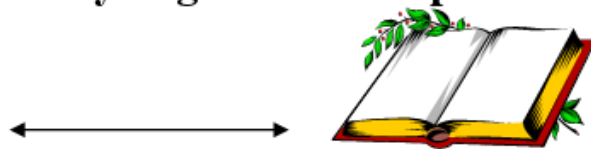
## Number Sense and Operations-Fractions

3. Use the picture to solve the problem:  $\frac{4}{9} + \frac{2}{9} = \underline{\hspace{2cm}}$



## Measurement and Data Analysis

4. Look at the angle and the open book. About how many degrees is the open book? **About how many degrees is the open book?**



A.  $90^\circ$

B.  $45^\circ$

C.  $100^\circ$

D.  $180^\circ$

## Geometry

5. Which of the lines is a line of symmetry for the arrow?





# Day 26

ELA

Math

I can:

- ✓ I can read closely and find answers explicitly in text
- ✓ I can use the details and examples in the text to explain or infer meaning .
- ✓ I can use context clues to determine the meaning of words.
- ✓ I can read independently for sustained periods of time to build stamina.

- ✓ I can use models and partial products to multiply.

Assignment Checklists:

- ☐ Read the passage and answer the questions.
- ☐ Complete word study activity.
- ☐ Read for 30 minutes and write a response.

- ☐ Complete Problem of the Day #26.
- ☐ Complete Homework and Practice worksheet.

Name: \_\_\_\_\_

## Dolphins and Porpoises

By Guy Bellerant

Porpoises and dolphins are fascinating and beautiful sea creatures. They are in the group of whales called toothed whales.

Many people think dolphins and porpoises are fish, but this is simply not true. They are mammals, just like dogs, cats, horses, cows, deer, and humans. Like all mammals, dolphins and porpoises are warm-blooded, which means their body temperature always stays the same. While most other animals are born from eggs, mammals are born alive. Also, mammals have lungs and breathe air. Dolphins and porpoises need to come up to the surface of the water to breathe through the blowhole in the top of their heads.

Most porpoises and dolphins eat fish, squid, and crustaceans. However, the largest species of dolphin, the orca, also hunts seals, penguins, walrus, and whales.

Both porpoises and dolphins use echolocation. This means they send out sounds and then listen for the echoes bouncing back. Echolocation helps them find food and escape predators.

Both porpoises and dolphins are toothed whales. However, porpoise teeth are shaped differently than dolphin teeth. Dolphins have sharp, cone-shaped teeth, but porpoise teeth are spade-shaped and flatter.



A dolphin is a social animal with a pointed beak.

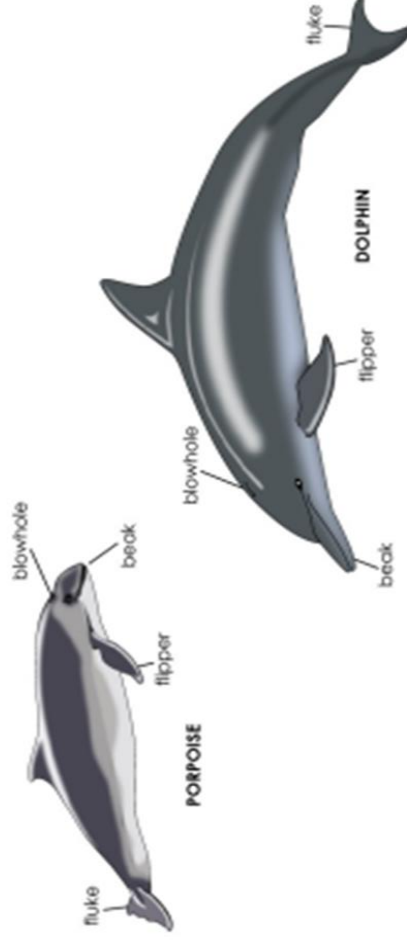


A porpoise is small and more shy than a dolphin. It has a rounded snout.

Their bodies are shaped differently, too. Porpoises are shorter with more rounded beaks and bodies. The dorsal fins on their backs are also shorter and less pointed. Dolphins, on the other hand, have longer, more pointed beaks. Their dorsal fins are taller and more pointed too.

Porpoises are usually under seven feet (two meters) long. Many dolphins are over ten feet (three meters). Orcas can grow over twenty feet (six meters) long.

The life span of a dolphin is usually much longer than the life span of a porpoise. Dolphins can live 50 or more years. Porpoises seldom live longer than 15 years.



Dolphins are very social animals. They live in large groups called pods, with up to a dozen individuals. Dolphins enjoy interacting with humans. Sometimes they swim beside boats and make whistling and chirping sounds as they talk. Porpoises are much more shy than dolphins, and they tend to avoid human interaction. They usually live in smaller pods of 2 to 4 individuals. Their sounds can't be heard by our ears.



# Dolphins and Porpoises

By Guy Belleranti



1. List three ways mentioned in the article that dolphins and porpoises are alike.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. What is the largest species of dolphin? \_\_\_\_\_

3. What is the author's purpose for writing this passage?

- a. to persuade readers to watch for dolphins and porpoises when they visit the ocean
- b. to entertain readers with a funny story about dolphins and porpoises
- c. to teach readers the similarities and differences between dolphins and porpoises
- d. to inform readers that dolphins and porpoises are endangered species

4. Both dolphins and porpoises....

- a. are gray fish found in the Atlantic Ocean
- b. live in large pods of 12 or more
- c. have the same type of teeth
- d. are types of whales

5. Explain the differences between a dolphin's dorsal fin and a porpoise's dorsal fin.

\_\_\_\_\_

\_\_\_\_\_



## Context Clues

Read each sentence and determine the meaning of the word using cross sentence clues. Explain what clues helped you work out the meaning of the word.

1. I was **somewhat** tired after work and decided to take a short nap.

Definition of somewhat: \_\_\_\_\_

What clues in the sentence lead you to your definition?

2. His careless **attitude** to studying explains his poor grades.

Definition of attitude: \_\_\_\_\_

What clues in the sentence lead you to your definition?

3. One of the goals of the United Nations is to **maintain** international peace and security.

Definition of maintain: \_\_\_\_\_

What clues in the sentence lead you to your definition?

4. The driver **decreased** her speed as she approached the curve.

Definition of decreased: \_\_\_\_\_

What clues in the sentence lead you to your definition?

Online reading & math for K-5

[www.k5learning.com](http://www.k5learning.com)

# Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

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Name \_\_\_\_\_

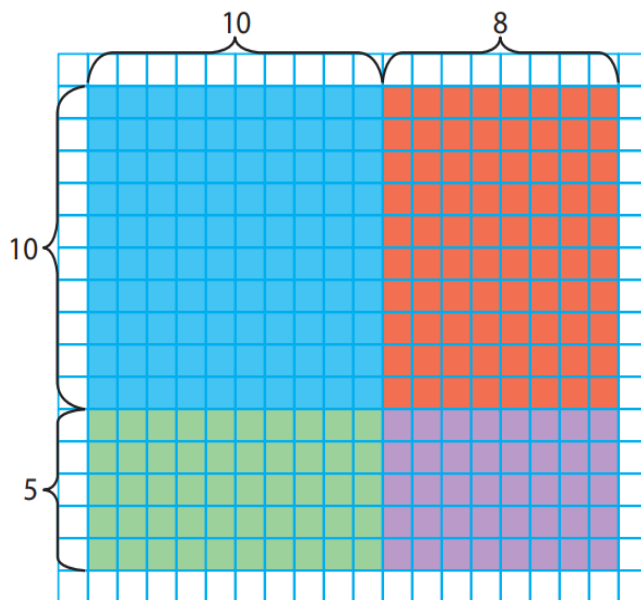
## Homework & Practice

4.3

**Learning Target:** Use area models and partial products to multiply.

**Example** Use an area model and partial products to find  $15 \times 18$ .

Model the expression. Break apart 15 as  $10 + 5$  and 18 as  $10 + 8$ .



Add the area of each rectangle to find the product for the whole model.

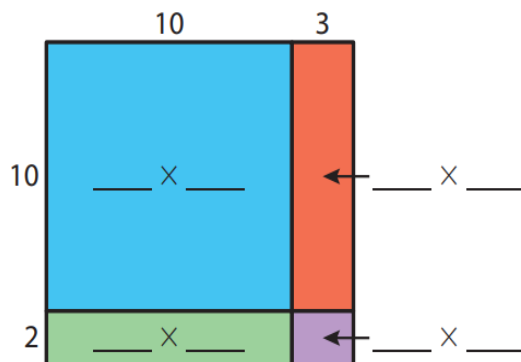
Partial Products

100	$10 \times 10$
80	$10 \times 8$
50	$5 \times 10$
+	40
	$5 \times 8$
<hr/>	
270	Add the partial products.

So,  $15 \times 18 = 270$ .

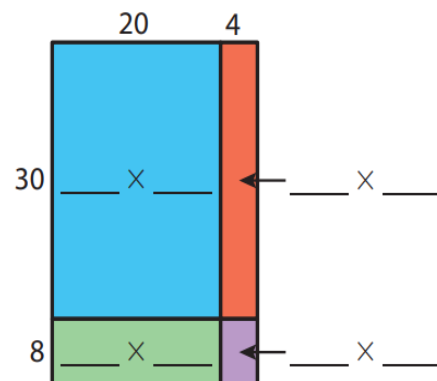
Use the area model to find the product.

1.  $12 \times 13 =$  \_\_\_\_\_



+  +  +

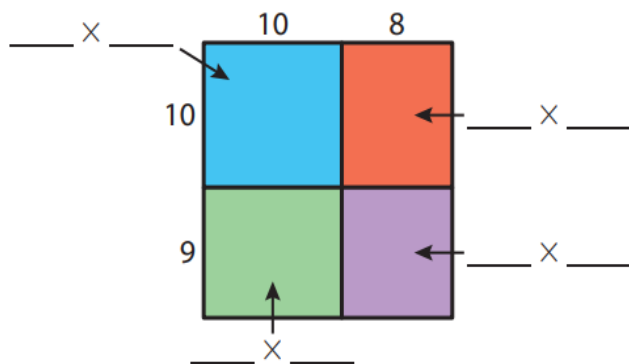
2.  $38 \times 24 =$  \_\_\_\_\_



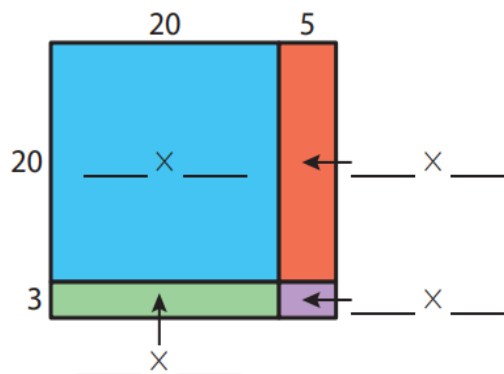
+  +  +

Use the area model to find the product.

3.  $19 \times 18 = \underline{\hspace{2cm}}$



4.  $23 \times 25 = \underline{\hspace{2cm}}$

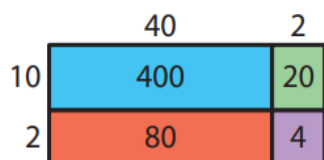


Draw an area model to find the product.

5.  $26 \times 31 = \underline{\hspace{2cm}}$

6.  $22 \times 47 = \underline{\hspace{2cm}}$

7. **YOU BE THE TEACHER** Your friend finds  $12 \times 42$ . Is your friend correct? Explain.



$400 + 80 + 20 + 4 = 504$

8. **Writing** Explain how to use an area model and partial products to multiply two-digit numbers.

9. **Modeling Real Life** A mega-arcade has 9 rows of single-player games and 5 rows of multi-player games. Each row has 24 games. How many games does the arcade have?



## Review & Refresh

Find the sum. Check whether your answer is reasonable.

10. 
$$\begin{array}{r} 75,420 \\ + 8,596 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 47,928 \\ + 23,657 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 505,019 \\ + 64,802 \\ \hline \end{array}$$



# Day 27

ELA

Math

I can:

- ✓ I can read closely and find answers explicitly in text.
- ✓ I can use the details and examples in the text to explain or infer meaning. .
- ✓ I can read independently for sustained periods of time to build stamina.

- ✓ I can use various strategies to multiply.

Assignment Checklists:

- ☐ Read the passage and answer the questions.
- ☐ Read for 30 minutes and write a response.

- ☐ Complete Problem of the Day #27.
- ☐ Complete Multiplication worksheet.



Name: \_\_\_\_\_

# The Dog and His Reflection

## A Retelling of Aesop's Fable

by Neal Levin

The Roberts family sat down for dinner, but all Rascal got was a bowl of dry dog food.

The lamb chops smelled delicious. Rascal stood on his hind legs and begged for something juicy.

"Here's a bone," Mr. Roberts said. He opened the front door and tossed the bone into the yard. Rascal scampered after it.

Rascal pranced down the sidewalk with the bone in his mouth. It was better than his dog food, but he wished it had more meat on it.

Not far away, Rascal saw another dog that was gnawing on a bigger bone. The bigger bone looked meatier and juicier.

Rascal snarled and showed his teeth. The other dog snarled back. Rascal barked loudly. The other dog barked back. While the other dog was barking, Rascal snatched the bigger bone and scurried away.

The bigger bone was tastier, but most of the meat had been eaten. Rascal knew the best bones in town came from the butcher shop. He ran down the block to the back of the butcher shop. The butcher's dog was chewing on a steak bone.

Rascal snarled and showed his teeth. The butcher's dog snarled back. Rascal barked loudly. The butcher's dog barked back. Rascal snatched the steak bone and scurried away.

He ran and ran so the butcher's dog wouldn't catch up to him. Finally he came to a stream.

As he crossed the narrow bridge, Rascal looked down and saw his reflection in the water. But he didn't know it was his reflection. He thought it was another dog. And this dog had the biggest steak bone of all!

Rascal snarled at the dog in the water, and the dog snarled back. Rascal barked loudly, and the dog in the water barked back. Rascal jumped into the water to grab the bone that had fallen from the other dog's mouth. But he realized he had dropped his own bone which had sunk to the bottom of the stream.

Rascal had lost everything.

Now all he could do was go back to his dog food at home.



Name: \_\_\_\_\_

# The Dog and His Reflection

A Retelling of Aesop's Fable

by Neal Levin



1. In the beginning of the story, what is troubling Rascal?

- a. He is hungry.
- b. His family isn't paying attention to him.
- c. His family doesn't feed him any table scraps.
- d. He would rather eat the family's food than his dry food.

2. Why isn't Rascal happy with the bone that Mr. Roberts gave him?

---

---

3. What happens each time Rascal gets a bigger bone?

---

---

4. At the end of the story, does Rascal get what he really wants? Why or why not?

---

---

---

5. Which lesson does this fable teach?

- a. Treat others the way you want to be treated.
- b. Be content with what you already have.
- c. Hard work will pay off in the end.
- d. Be the change you want to see in the world.

# Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

[illegible]

# How Do You Multiply?

## Multiplication Strategies

**One Way:** Use an area model and partial products to find  $43 \times 35$ .

Add the partial products:

$$1,200 + 90 + 200 + 15 = 1,505$$

**Another Way:** Use place value to find  $57 \times 60$ .

$$57 \times 60 = 57 \times 6 \text{ tens}$$

$$= 342 \text{ tens}$$

$$= 3,420$$

	40	3
30	$30 \times 40 = 1,200$	$30 \times 3 = 90$
5	$5 \times 40 = 200$	$5 \times 3 = 15$

**Another Way:** Use place value and partial products to find  $62 \times 29$ .

$$\begin{array}{r}
 62 \\
 \times 29 \\
 \hline
 1,200 \quad 20 \times 60 \\
 40 \quad 20 \times 2 \\
 540 \quad 9 \times 60 \\
 18 \quad 9 \times 2 \\
 \hline
 1,798
 \end{array}$$

Find the product using any method.

1.  $12 \times 22 =$  \_\_\_\_\_

2.  $58 \times 40 =$  \_\_\_\_\_

3.  $66 \times 13 =$  \_\_\_\_\_

4.  $83 \times 15 =$  \_\_\_\_\_

5.  $41 \times 64 =$  \_\_\_\_\_

6.  $63 \times 33 =$  \_\_\_\_\_



# Day 28

ELA

Math

I can:

- ✓ I can read independently for sustained periods of time to build stamina.

- ✓ I can list factors of numbers to 100.
- ✓ I can use a Venn Diagrams to compare factors.

Assignment Checklists:

- ☐ Read for 30 minutes and write a response.

- ☐ Complete Problem of the Day # 28.
- ☐ Complete Multiples worksheet.
- ☐ Complete Venn Diagram worksheet.



# Writing about Reading

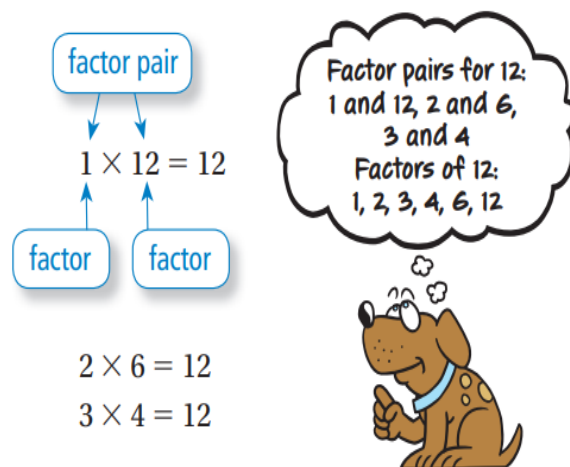
Based on the type of text you read, choose a question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

[illegible]

## REVIEW: Factors of Whole Numbers

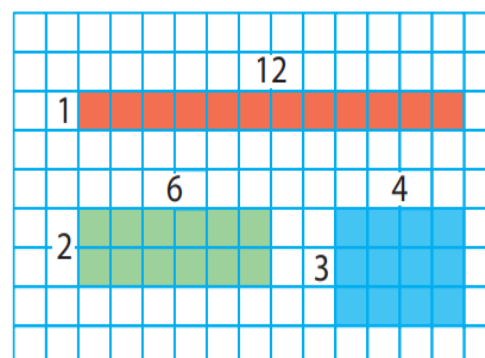
Name \_\_\_\_\_

### Key Concept and Vocabulary



### Visual Model

The side lengths of rectangles with an area of 12 square units represent the factor pairs for 12.



A  $1 \times 12$  rectangle and a  $12 \times 1$  rectangle both give the factor pair 1 and 12.

### Skill Examples

- Factors of 1: 1
- Factors of 8: 1, 2, 4, 8
- Factors of 7: 1, 7
- Factors of 15: 1, 3, 5, 15
- Factors of 29: 1, 29

### Application Example

- A car show director wants to organize 24 cars into a rectangular array. How many different arrays can he make?

There are 4 factor pairs for 24.

You can use each factor pair to make 2 arrays.

$$4 \times 2 = 8$$

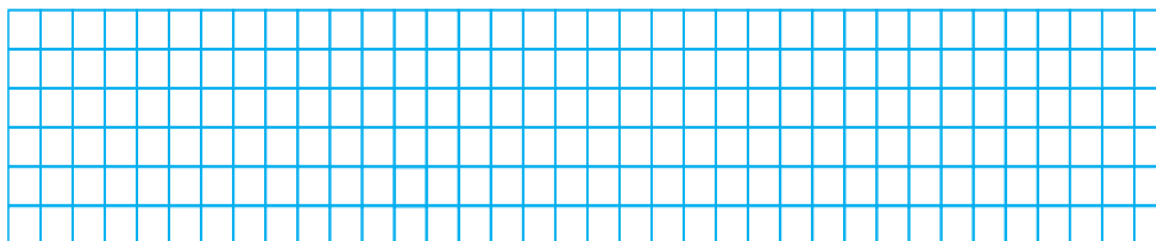


He can make 8 different arrays.

## PRACTICE MAKES PURR-FECT®

Check your answers at [BigIdeasMath.com](http://BigIdeasMath.com).

- Draw rectangles to find the factor pairs for 16.



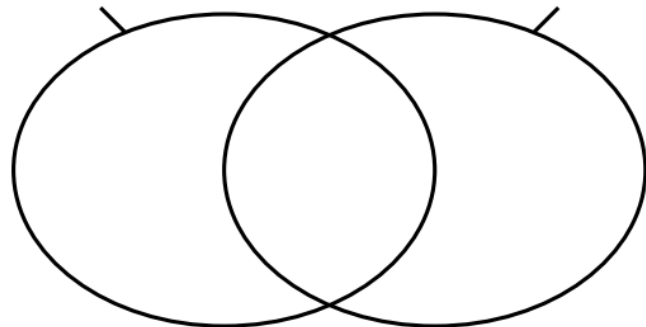
Find the factor pairs for the number.

- 6 \_\_\_\_\_
- 11 \_\_\_\_\_
- 30 \_\_\_\_\_

# Factors on Venns

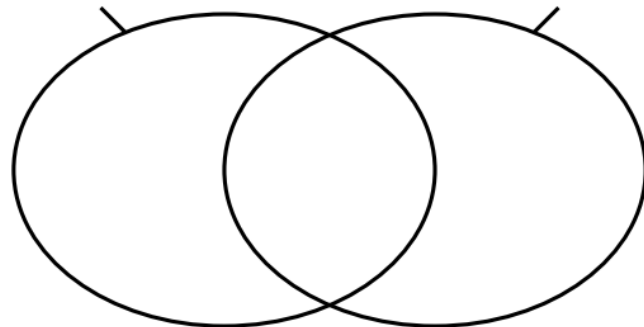
Place the numbers in the correct positions on the Venn diagrams.

Factors of 21                      Factors of 24



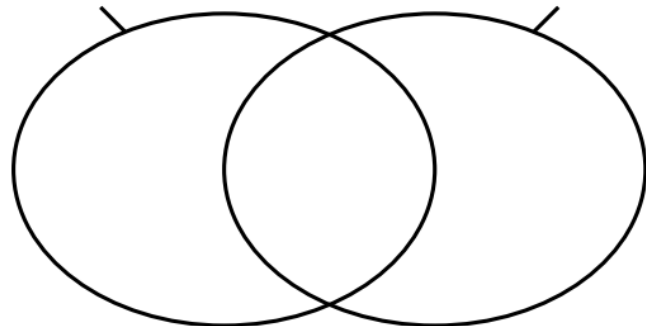
1	2	3	4	6
7	8	12	21	24

Factors of 16                      Factors of 20



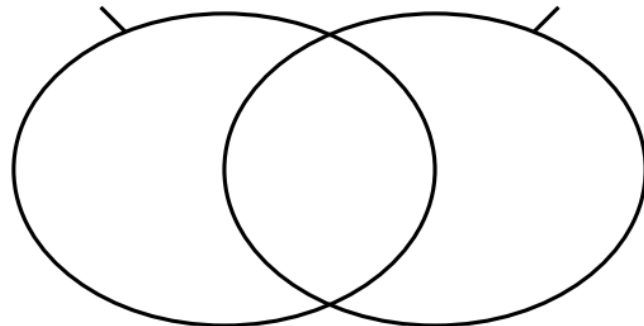
1	2	4	5
8	10	16	20

Factors of 21                      Factors of 49



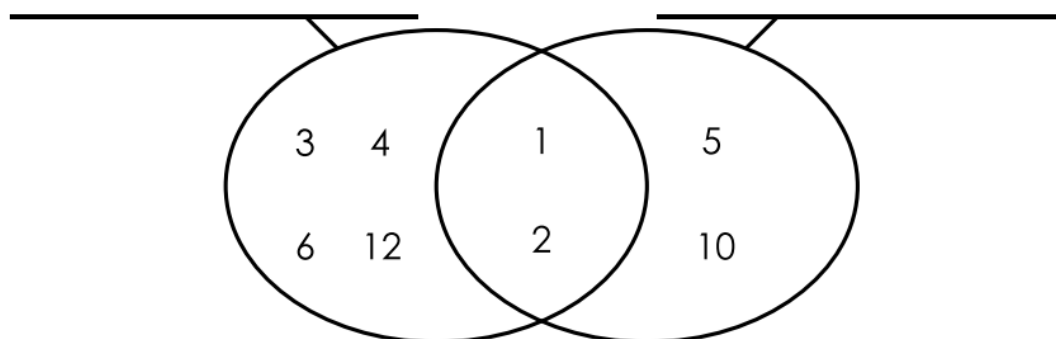
1	3	7	21	49
---	---	---	----	----

Factors of 15                      Factors of 18



1	2	3	5
6	9	15	18

Write labels for the right and left sections of the Venn diagram.





# Day 29

ELA

Math

I can:

- ✓ I can read closely and find answers explicitly in text.
- ✓ I can use the details and examples in the text to explain or infer meaning.
- ✓ I can use context clues to determine the meaning of words.
- ✓ I can read independently for sustained periods of time to build stamina.

- ✓ I can list multiples of given numbers.

Assignment Checklists:

- ☐ Read the passage and answer the questions.
- ☐ Complete word study activity.
- ☐ Read for 30 minutes and write a response.

- ☐ Complete Problem of the Day #29.
- ☐ Complete Multiples worksheets.

# Poppy's Jalopy

By Caroline Pignat  
2008

*Caroline Pignat is an Irish Canadian author who has written for Highlights. In this poem, a speaker describes their grandfather's car. As you read, take notes on the words that the speaker uses to describe the car.*

- [1] Poppy's jalopy<sup>1</sup> is older than dirt.  
The bumper's all busted.  
The squirter won't squirt.  
The passenger door's tied shut with brown twine,  
[5] but I can climb through the window and get in  
just fine.  
It's missing a hood.  
The trunk doesn't close.  
But the dice have some fuzz, and the horn sort of  
blows.  
It's rusty and dusty,  
[10] our trusty jalopy. Just perfect for trips made by  
me and my Poppy.



*"Poppy's Jalopy" by Paula Becker is used with permission.*

- Poppy sticks in the key, shifts into gear,  
turns the big wooden wheel that he uses to steer.  
We chug down the lane through the sleepy old town,  
past the Thank you for visiting! sign that fell down,  
[15] then ride the wide highway from all that we know  
to places that Poppy and I want to go.

- We drive out to see Niagara falls  
and whether Old Faithful<sup>2</sup> is faithful at all.  
Loop-the-loop in the canyon — it really is grand,  
[20] drive deep in the jungle,  
get stuck in quicksand.<sup>3</sup>  
Do a dinosaur dig among red desert rocks,  
tailgate some camels 'round pyramid blocks,  
wake a volcano, find the lost city...twice,  
[25] ride an iceberg ferry in oceans of ice.  
Drive till north becomes south,  
then we're headed back down.  
Take a left at the fork —  
and we're home in our town.

1. An old car.  
2. a fountain-like jet of water located in Yellowstone National Park  
3. loose wet sand that can suck in anything resting on or falling into it



- [30] Poppy's jalopy is battered and worn.  
The rusty paint's chipped.  
The leather is torn.  
For years it's been sitting behind the woodshed.  
The tires are flat.
- [35] The motor is dead.  
It's rusty and dusty,  
our trusty jalopy.  
Just right for those trips made by me and my Poppy.

Adventures galore,<sup>4</sup> all in one afternoon...

- [40] Tomorrow we're planning to swing by the moon!

## Text-Dependent Questions

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

1. PART A: Which statement best expresses a theme in the poem?
  - A. Spending time with family can be an adventure.
  - B. With a strong imagination, you can go anywhere.
  - C. Some objects are more valuable than they appear.
  - D. It's important to always be open to adventure.
  
2. PART B: Which detail from the poem best supports the answer to Part A?
  - A. "It's rusty and dusty, / our trusty jalopy. Just perfect for trips made by me and my Poppy." (Lines 9-10)
  - B. "then ride the wide highway from all that we know / to places that Poppy and I want to go." (Lines 15-16)
  - C. "wake a volcano, find the lost city...twice, / ride an iceberg ferry in oceans of ice." (Lines 24-25)
  - D. "Poppy's jalopy is battered and worn. / The rusty paint's chipped." (Lines 30-31)
  
3. How does stanza 4 contribute to the development of the poem?
  - A. It reveals that Poppy's jalopy does not run.
  - B. It emphasizes how dirty Poppy's jalopy is.
  - C. It shows why the speaker loves Poppy's jalopy.
  - D. It reveals that Poppy's jalopy is out of gas from their trip.
  
4. Explain what the speaker's point of view reveal about Poppy's jalopy. Cite evidence from the text in your response.

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## Context Clues 1.2

**Directions:** read each sentence and determine the meaning of the word using cross sentence clues or your prior knowledge. Then, explain what clues in the sentence helped you determine the word meaning.

1. **Confiscate:** Joanne's mother came up to the school to get the cell phone the teacher had **confiscated**.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

2. **Obedient:** Unlike her older brother Jerome, who stayed out all hours of the night, Kate **obediently** followed the curfew her parents set.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

3. **Consume:** John was so hungry that he **consumed** the cranberry muffin and went back for a donut.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

4. **Coax:** After the bird escaped, Chris tried to **coax** it back into the cage with treats.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

5. **Peculiar:** Since it was a school day, Denise thought it was **peculiar** that she saw no children on the street during her drive to work.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

6. **Outcast:** If a wolf refuses to help its pack hunt, it becomes an **outcast** and must go on alone.

Definition: \_\_\_\_\_

What clues in the sentence lead you to your definition?

# Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# REVIEW: Multiples of Whole Numbers

Name \_\_\_\_\_

## Key Concept and Vocabulary

$$\begin{array}{l} 1 \times 8 = 8 \\ 2 \times 8 = 16 \\ 3 \times 8 = 24 \\ 4 \times 8 = 32 \end{array}$$

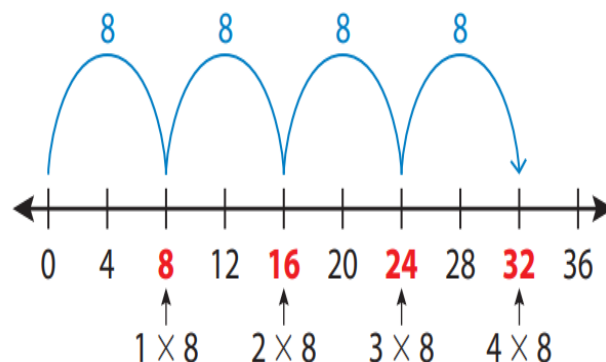
multiples of 8

factor

A whole number is a multiple of each of its factors.



## Visual Model



## Skill Examples

1. Is 12 a multiple of 4?

**One Way:** List multiples of 4: 4, 8, 12

**Another Way:** Use division. 12 is divisible by 4, so 4 is a factor of 12.

❖ So, 12 is a multiple of 4.

2. Is 5 a factor of 20?

**One Way:** List multiples of 5: 5, 10, 15, 20

**Another Way:** Use division. 20 is divisible by 5.

❖ So, 5 is a factor of 20.

## Application Example

3. You need 60 tacos for a class fiesta. Tacos come in boxes of 3, boxes of 7, and boxes of 10. Which boxes could you buy so you have no leftover tacos?

60 is a multiple of 3 and 10.

60 is *not* a multiple of 7.

❖ You could buy boxes of 3 tacos or boxes of 10 tacos.

## PRACTICE MAKES PURR-FECT®



Check your answers at [BigIdeasMath.com](http://BigIdeasMath.com).

4. Is 9 a multiple of 1? \_\_\_\_\_ 5. Is 18 a multiple of 2? \_\_\_\_\_ 6. Is 32 a multiple of 9? \_\_\_\_\_
7. Is 6 a factor of 46? \_\_\_\_\_ 8. Is 18 a factor of 52? \_\_\_\_\_ 9. Is 7 a factor of 63? \_\_\_\_\_



Name: \_\_\_\_\_

## Multiples

A **multiple** is the product of a given whole number and another whole number.

$1 \times 6 = 6$

$2 \times 6 = 12$

$3 \times 6 = 18$

$4 \times 6 = 24$

$5 \times 6 = 30$

$6 \times 6 = 36$

$6 \times 7 = 42$

$6 \times 8 = 48$

$6 \times 9 = 54$

and so on...

What are the first 6 multiples of 6? **6, 12, 18, 24, 30, and 36**



1. What are the first 4 multiples of 9? \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_

2. Circle the numbers that are multiples of 7.  
Cross out the numbers that are not multiples of 7.

1

7

14

17

21

27

35

3. Circle the numbers that are multiples of 8.  
Cross out the numbers that are not multiples of 8.

38

40

45

49

64

72

81

4. Are multiples of 4 always even? Explain.

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5. Are multiples of 3 always odd? Explain.

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# Day 30

ELA	Math
<u>I can:</u>	
<ul style="list-style-type: none"><li>✓ I can read and respond according to task and purpose to become a self-directed, critical reader and thinker.</li><li>✓ I can read independently for sustained periods of time to build stamina.</li></ul>	<ul style="list-style-type: none"><li>✓ I can review math skills and concepts.</li></ul>
<u>Assignment Checklists:</u>	
<ul style="list-style-type: none"><li><input type="checkbox"/> Complete ReadyTest.</li><li><input type="checkbox"/> Read for 30 minutes and write a response.</li><li><input type="checkbox"/> Work on Lexia, if internet is available.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Complete Maintaining Math.</li><li><input type="checkbox"/> Finish up any incomplete assignments.</li><li><input type="checkbox"/> Work on Dreambox, if internet is available.</li></ul>

Today you will read two passages. Read these sources carefully to gather information to answer questions and write an essay.

Excerpt from *The Oregon Trail* by Ann Weil

- 1 The Oregon Trail was a 2,000 mile route traveled by pioneers heading west in the 1800s. It ran from Missouri, through the Rocky Mountains, and on to the Oregon Territory. Pioneers heading to California turned off the Oregon Trail in what is now southern Idaho.
- 2 Thousands of men, women and children braved this difficult six-month journey. They had hopes of finding a better life on the western frontier. Many of them achieved their dreams of farming their own land and running herds of cattle. Some, however, did not survive the grueling cross-country trip.
- 3 Although many feared dying by the hands of Indians along the way, pioneers on the Oregon Trail were more likely to fall victim to accidents. The trail was steep and rocky in places. Wagons overturned or got away from their drivers causing numerous injuries. Some of these were serious, even fatal. Even falling off a horse or mule could prove deadly. Some river crossings were treacherous. Deeper than expected waters flooded wagons. Currents could be strong enough to drag people underwater and downstream before they could be saved from drowning. Illness and disease also claimed many lives.

4 Yet, despite all these risks, the flow of people continued west from the eastern half of the continent. America was young. The United States as we know it today was still in the process of forming. In the early 1800s, it wasn't clear which country would end up controlling this huge parcel of land. It spanned from the Pacific Ocean to the Rocky Mountains over what is now Oregon, Washington, and most of British Columbia, Canada.

5 Spain, Great Britain, Russia, and the United States all had claims in the territories. The borders were still in the process of being drawn. There were disagreements and treaties among the different nations to try to resolve this political issue. Meanwhile, the steady stream of American settlers moving west continued through the mid-1800s, with no sign of slowing.

1. Part A

Read the following sentence from paragraph 7: *The Oregon Trail eventually became obsolete when a transcontinental railroad linked the West and East in the late 1800s.*

What does the word **obsolete** tell about what happened to the Oregon Trail?

- A It was paved.  
B It was moved.  
C It was made safer.  
D It was no longer used.

Part B

Which detail from the text supports the correct answer to Part A?

- A many feared dying by the hands of Indians along the way  
B the borders were still in the process of being drawn  
C the Oregon Trail was still used to drive cattle  
D most people preferred the safer, easier, more comfortable railroad

2. Different groups of people used the Oregon Trail at different times. What is the correct order in which these groups used the trail?
- Ⓐ Native Americans, Fur Traders, Missionaries, Settlers
  - Ⓑ Native Americans, Missionaries, Settlers, Fur Traders
  - Ⓒ Fur Traders, Native Americans, Settlers, Missionaries
  - Ⓓ Missionaries, Native Americans, Fur Traders, Settlers

3. What is the most likely reason for the correct sequence in question 2?

- Ⓐ Native Americans came to live in places that were once populated by missionaries.
- Ⓑ Settlers moved west after fur traders and missionaries had explored the lands.
- Ⓒ Missionaries had to set up churches before fur traders felt safe to explore the new lands.
- Ⓓ Once the settlers had established communities, fur traders came to set up businesses and missionaries came to set up churches.

#### 4. Part A

What are two main ideas of *The Oregon Trail*?

- Ⓐ The Oregon Trail was 2,000 miles long.
- Ⓑ Traveling the Oregon Trail was dangerous.
- Ⓒ The United States of America was still forming.
- Ⓓ Many pioneers used the Oregon Trail to move to the West.
- Ⓔ Native Americans attacked pioneers traveling along the Oregon Trail.

#### Part B

Which detail from the text best supports the correct answer to Part A?

- Ⓐ Thousands of men, women and children braved this difficult six-month journey... but some did not survive the grueling cross-country trip.
- Ⓑ The Oregon Trail began as paths used by Native Americans to cross that part of the continent.
- Ⓒ Spain, Great Britain, Russia, and the United States all had claims in the territories and the borders were still in the process of being drawn.
- Ⓓ a transcontinental railroad linked the West and East in the late 1800s.

#### Excerpt from *Adventure in Bear Valley* by Marlene Perez

- ① “Going to California sure sounded like a grand idea when Ma and Pa were alive,” Emily said in a low voice, the hush of the dark woods sending shivers down her spine.
- ② Emily’s brother Jess glanced warily at her as he picked up branches of firewood. “When Ma and Pa died, we didn’t have any choice but to continue heading west.”
- ③ Like many pioneers, their parents had died on the perilous trail to California, and the Hutchinsons, a young pioneering couple, had taken them in. The four of them had traveled for days through the grandest, greenest mountains they had ever seen. They finally set up camp somewhere on the western slopes in California just as the sun’s rays faded from the horizon of the late September sky.
- ④ “The Hutchinsons seem nice enough,” Emily said, reflecting on friendly Mrs. Hutchinson, a timid woman who spent most of her time in the wagon.
- ⑤ “We’re not their family,” Jess said shortly. “Don’t tie to them just yet.”
- ⑥ Their wagon train had left the plains of Missouri in April on the promise of hitting pay dirt in Sierra Nevada gold country by October. A couple weeks ago their wagon and a few others had split from the main group on a route that would lead them to kin who had already settled in California.
- ⑦ Being between hay and grass, Jess had signed on to be Mr. Hutchinson’s apprentice after Ma and Pa passed on their odyssey. Mr. Hutchinson, a rather bully blacksmith, planned to sell tools he made to miners. And where Jess went, Emily dutifully followed, helping Mrs. Hutchinson cook and do chores.
- ⑧ As they gathered more firewood, Emily heard twigs snap. A low growl came from a clump of trees to the left. “Did you hear that?” Emily whispered urgently to Jess. “Let’s head back. I don’t like it out here,” pleaded Emily as the shadows grew long and the forest turned dark as midnight.



9 “Afraid of some ol’ boogeyman?” Jess teased gently. “Well, I think we’ve got plenty of firewood anyway. Let’s get outta here.”

10 Walking back to camp, Emily couldn’t help glancing over her shoulder every few steps.

11 “Just in time,” Mr. Hutchinson said with a smile as they returned to camp. “I think the fire was about to peter out.”

12 Jess scowled. It was just a harmless remark, but lately Jess was like a bear with a sore head around Mr. Hutchinson.

13 “Emily,” Mrs. Hutchinson’s voice interrupted her thoughts, “would you help me bake some biscuits?”

14 “I’d be glad to,” Emily said. She walked over to the covered wagon—it stored everything they owned beneath its rounded canvas cover. Emily fetched the heavy iron skillet Mrs. Hutchinson used to make their meals.

### 5. Part A

Read the following sentence from paragraph 7: *Being between hay and grass, Jess had signed on to be Mr. Hutchinson’s apprentice after Ma and Pa passed on their odyssey.*

What does the phrase “between hay and grass” tell about Jess?

- (A) He is a young man who could do what he wanted.
- (B) He was responsible for his sister
- (C) He did not like Mr. Hutchinson.
- (D) He was just a teenager and was unsure what to do next.

### Part B

What does **odyssey** mean in the sentence?

- (A) unusual bridge
- (B) odd time
- (C) long journey with ups and downs

### 6. Part A

Which word best describes Jess’s feelings in the story?

- (A) agreeable
- (B) grumpy
- (C) overjoyed
- (D) excited

### Part B

Which two quotes provide evidence for Part A?

- (A) “...where Jess went, Emily dutifully followed, helping Mrs. Hutchinson cook and do chores.”
- (B) “‘We’re not their family,’ Jess said shortly.”
- (C) “‘I’d be glad to,’ Emily said.”
- (D) “Jess scowled. It was just a harmless remark, but lately Jess was like a bear with a sore head around Mr. Hutchinson.”
- (E) “‘Let’s head back. I don’t like it out here,’ pleaded Emily...”

### Part C

Which word best describes Emily’s feelings in the story?

- (A) agreeable
- (B) grumpy
- (C) overjoyed
- (D) excited

### 6. Part D

Which two quotes provide evidence for Part C?

- (A) “...where Jess went, Emily dutifully followed, helping Mrs. Hutchinson cook and do chores.”
- (B) “‘We’re not their family,’ Jess said shortly.”
- (C) “‘I’d be glad to,’ Emily said.”
- (D) “Jess scowled. It was just a harmless remark, but lately Jess was like a bear with a sore head around Mr. Hutchinson.”
- (E) “‘Let’s head back. I don’t like it out here,’ pleaded Emily...”

### 7. Part A

From which character’s point of view is the story told?

- (A) Emily
- (B) Jess
- (C) Mr. Hutchinson
- (D) Mrs. Hutchinson

### Part B

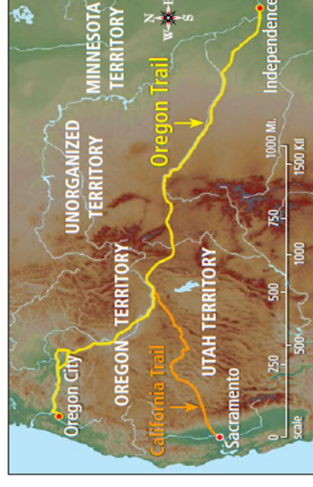
How would the story most likely be different if it were told in a first person narration?

- (A) There would be more information about how Jess and Emily’s parents died.
- (B) There would be more information about the Hutchinson family.
- (C) It would be more like a diary, using the words *I* and *me*.
- (D) The story would be written as a play with no description.



8. Write a paragraph that compares and contrasts the authors' purposes for writing *The Oregon Trail* and *Adventure in Bear Valley*. Include the genre of each passage and support your ideas with examples from both texts.

9. You have read two texts about the Oregon Trail and people who traveled along it. Write an essay that compares and contrasts the central ideas in the two texts and how the authors develop their ideas.
- Describe the theme or central idea of each text.
  - Compare and contrast these ideas.
  - Explain how each other develops their theme or central idea.
  - Include specific details from both texts to support your response.



### 10. Part A

How does this map support the first text about the Oregon Trail?

- Ⓐ It explains why pioneers went west.
- Ⓑ It tells when California became a state.
- Ⓒ It shows the dangers along the Oregon Trail.
- Ⓓ It helps readers picture how long the trail was.

### 10. Part B

Which quotation from *Adventure in Bear Valley* is most supported by the map?

- Ⓐ "When Ma and Pa died, we didn't have any choice but to continue heading west."
- Ⓑ "Like many pioneers, their parents had died on the perilous trail to California, and the Hutchinsons, a young pioneering couple, had taken them in."
- Ⓒ "A couple weeks ago their wagon and a few others had split from the main group on a route that would lead them to kin who had already settled in California."
- Ⓓ "Mr. Hutchinson, a rather bully blacksmith, planned to sell tools he made to miners."

11. Which idea in *The Oregon Trail* was not in *Adventure in Bear Valley*?

- Ⓐ Pioneers traveled in wagon trains.
- Ⓑ The transcontinental railroad was an easier way to move west.
- Ⓒ Some pioneers traveling the Oregon Trail were heading for California.
- Ⓓ Traveling along the Oregon Trail was dangerous and some pioneers did not survive the trip.

# Writing about Reading

Based on the type of text you read, choose a question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# 4<sup>th</sup> Maintaining SCREADY Math Skills

#6

**Directions:** Explain why you chose your answer for each question.

## Algebraic Thinking and Operations

1. The first five terms of a shape pattern are shown below. What is the eighth shape?

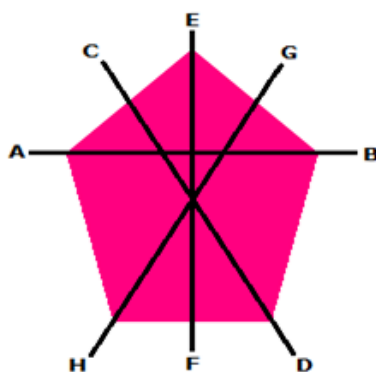


## Number Sense and Base Ten

2. Round to this nearest hundred-thousand place: **654,382**

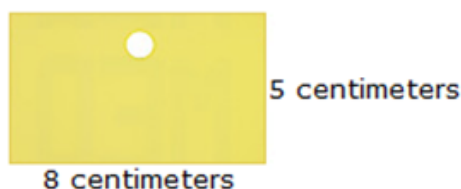
## Geometry

3. Which line is a line of symmetry?



## Measurement and Data Analysis

4. What is the area of the luggage tag?



## Number Sense and Operations – Fractions

5. In a class,  $\frac{3}{8}$  of the students play basketball, and  $\frac{2}{8}$  of the students play baseball. What fraction of students play either basketball or baseball?