Day 16

ELA	Math
I can:	
✓ I can use the cause and effect text structure to locate information and gain meaning from texts. ✓ I can use the Frayer Model to analyze words. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can divide unit fractions by whole numbers and represent my work with math drawings. ✓ I can solve real-world problems using visual fraction models and equations.
Assignment Checklists:	
❑ Read the passage and answer the questions. ❑ Complete word study activity. ❑ Read for 30 minutes and write a response.	❑ Complete Day 16: Problem of the Day. ❑ Complete Day 16: Apply & Practice – Divide Unit Fractions by Whole Numbers. ❑ Complete Day 16: Fact Fluency – A Cat's Breakfast.

A Flint resident holds a baby bottle full of contaminated water on Capitol Hill in February 2016.

Demonstrators in Detroit, Michigan, demand action before the Republican presidential debate in March 2016.

Safe Water Not a Safe Bet

When people turn on their taps, they expect to get clean, safe drinking water. In the United States, there are laws to make that happen.

But in Michigan, the state's Department of Environmental Quality (DEQ)—along with other city, state, and federal agencies—failed to protect the people of Flint. When a local woman took bottles of tap water to a scientist to be tested, people in Flint learned the truth. There was lead in their water—lots of lead.

Lead is a metal used for many things, but it is dangerous for humans and animals to consume. Residents who drank the water now have high amounts of lead in their bodies, which can cause a number of different health problems, particularly in children. Flint's children have suffered severe rashes, sore throats, fevers, and cramps from the water. Some have had their hair fall out. It's the long-term effects of lead poisoning on brain development, however, that are most grim. They include learning disabilities, behavioral problems, and impaired hearing.

So how did lead end up in Flint's water?

Lead is used for water pipes, and it can end up in water when old pipes crumble or corrode. In 2014, Michigan switched the city's water source from Lake Huron to the Flint River. The river water is nineteen times more corrosive than water from the Great Lakes, which might have been okay except for one thing: the people in charge of Flint's water failed to add a key chemical. Without this chemical to prevent corrosion, the river water made pipes crumble. This, in turn, put lead in the water.

It will cost millions of dollars to fix the water problem in Flint. A lawsuit against the Michigan DEQ, the City of Flint, and others may cost millions of dollars more, but lead poisoning is irreversible. It's the children of Flint who may pay the biggest price of all.

Other Laws You Might Find in Your Community

- Cross in a crosswalk
- Wear a bike helmet
- Stop at Stop signs and red lights

CLOSE READ PASSAGES

QUESTIONS

Safe Water Not a Safe Bet

Read 1 Safe Water Not a Safe Bet

1. What is this passage about?

Read 1 Safe Water Not a Safe Bet

2. How did government agencies, such as the Department of Environmental Quality, fail the people of Flint, Michigan?

Read 1 Safe Water Not a Safe Bet

3. How much will it cost to fix the water problem in Flint?

Read 2 Safe Water Not a Safe Bet

4. Look at the image of a Flint resident holding a baby bottle with dirty water. What does this photograph reveal to readers?

Read 2 Safe Water Not a Safe Bet

5. What does the title of this article mean, and how does it support the text?

Read 2 Safe Water Not a Safe Bet

6. What cause-and-effect relationships are present in this passage?

Read 3 Safe Water Not a Safe Bet

7. What does the author mean when writing, "It's the children of Flint who may pay the biggest price of all."

Read 3 Safe Water Not a Safe Bet

8. What is the connection between the passage and the sidebar that lists other laws you might find in your community? What other laws do you know of? Why are those laws in place?

Extension Activity Safe Water Not a Safe Bet

Why is it important for everyone to follow laws? Write a response that states and defends your opinion.

Close Reading Questions

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

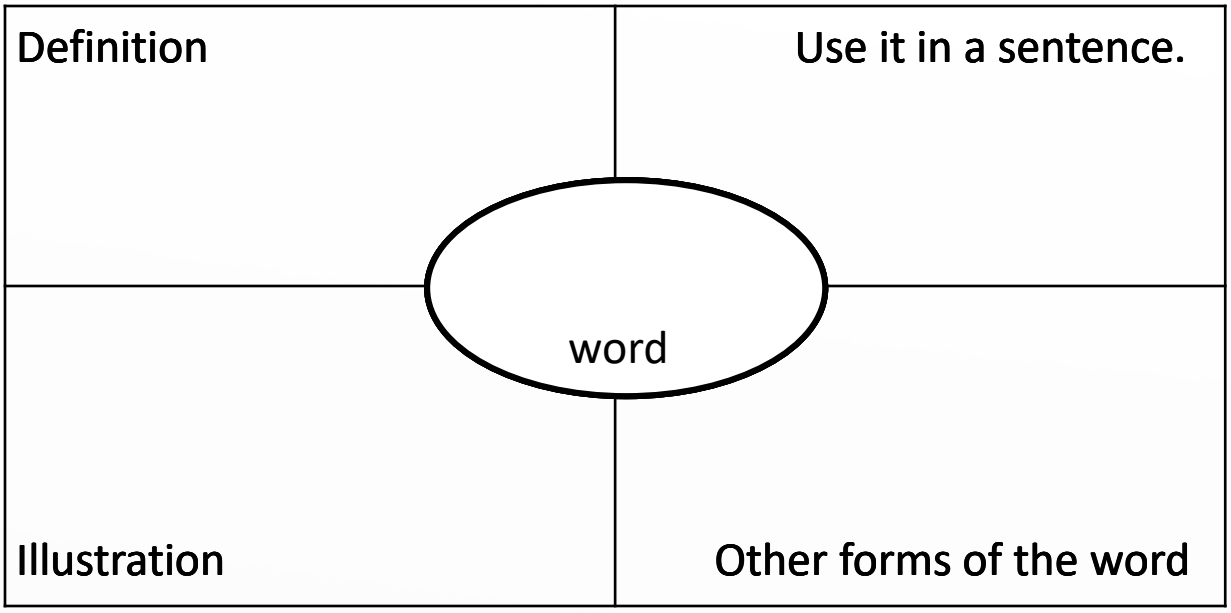
8. _____

Extension Activity

_____

Word Study: Frayer Model

Use the Frayer model to analyze the word **corrosive** used in the text.



Independent Reading Response

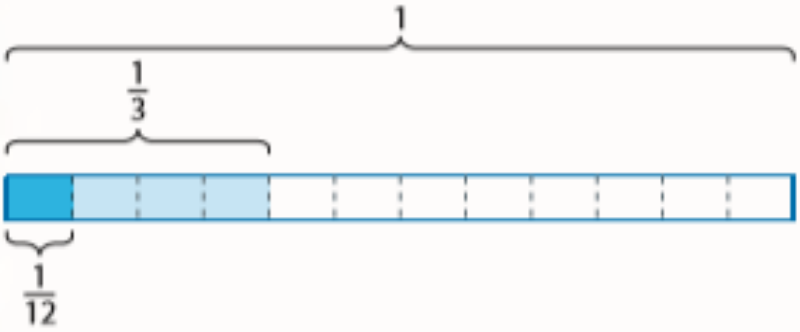
Based on the type of text you read, choose a question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

Think and Grow: Divide Unit Fractions by Whole Numbers

You can use models to divide unit fractions by whole numbers.

Example Find $\frac{1}{3} \div 4$.

One Way: Use a tape diagram. Divide $\frac{1}{3}$ into 4 equal parts.



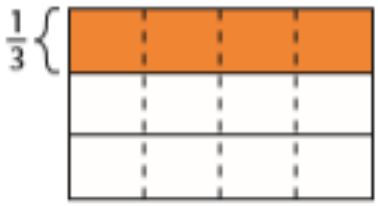
Check: $\frac{1}{3} \div 4 = \frac{1}{12}$ because $4 \times \frac{1}{12} = \frac{1}{3}$. ✓

Each of the 4 equal parts of $\frac{1}{3}$ represents _____ of the whole.

So, $\frac{1}{3} \div 4 =$ _____.

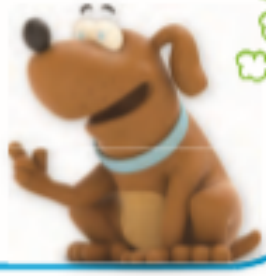
Another Way: Use an area model to represent 1 whole.

Divide $\frac{1}{3}$ into 4 equal parts.



Dividing $\frac{1}{3}$ by 4 is the same as finding $\frac{1}{4}$ of $\frac{1}{3}$.

So, $\frac{1}{3} \div 4 = \frac{1}{3} \times \frac{1}{4} = \frac{1}{12}$.



Each of the 4 equal parts of $\frac{1}{3}$ represents _____ of the whole.

So, $\frac{1}{3} \div 4 =$ _____.

Show and Grow *I can do it!*

Divide. Use a model to help.

1. $\frac{1}{4} \div 2 =$ _____

2. $\frac{1}{2} \div 5 =$ _____

Day 17

ELA	Math
I can:	
✓ I can quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can divide unit fractions by whole numbers and represent my work with math drawings. ✓ I can solve real-world problems using visual fraction models and equations.
Assignment Checklists:	
❑ Read the passage and answer the questions. ❑ Read for 30 minutes and write a response.	❑ Complete Day 17: Problem of the Day. ❑ Complete Day 17: Apply & Practice – Divide Fractions by Whole Numbers. ❑ Complete Day 17: Fact Fluency.- Shape Division

Casey at the Bat

by Ernest Lawrence Thayer

The outlook wasn't brilliant for the Mudville nine that day;
The score stood four to two with but one inning more to play.
And then when Cooney died at first, and Barrows did the same,
A sickly silence fell upon the patrons of the game.

A straggling few got up to go in deep despair.
The rest Clung to that hope which springs eternal in the human breast;
They thought if only Casey could but get a whack at that-
We'd put up even money now with Casey at the bat.

But Flynn preceded Casey, as did also Jimmy Blake,
And the former was a lulu and the latter was a cake;
So upon that stricken multitude grim melancholy sat,
For there seemed but little chance of Casey's getting to the bat.

But Flynn let drive a single, to the wonderment of all,
And Blake, the much despised, tore the cover off the ball;
And when the dust had lifted, and men saw what had occurred,
There was Jimmy safe at second and Flynn a-hugging third.

Then from 5,000 throats and more there rose a lusty yell;
It rumbled through the valley, it rattled in the dell;
It knocked upon the mountain and recoiled upon the flat,
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;
There was pride in Casey's bearing and a smile on Casey's face.
And when, responding to the cheers, he lightly doffed his hat,
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt;
Five thousand tongues applauded when he wiped them on his shirt.
Then while the writhing pitcher ground the ball into his hip,
Defiance gleamed in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there.
Close by the sturdy batsman the ball unheeded sped-
"That ain't my style," said Casey. "Strike one," the umpire said.

From the benches, black with people, there went up a muffled roar,
Like the beating of the storm-waves on a stern and distant shore.
"Kill him! Kill the umpire!" shouted some one on the stand;
And it's likely they'd have killed him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage shone;
He stilled the rising tumult; he bade the game go on;
He signaled to the pitcher, and once more the spheroid flew;
But Casey still ignored it, and the umpire said, "Strike two."

"Fraud!" cried the maddened thousands, and echo answered fraud;
But one scornful look from Casey and the audience was awed.
They saw his face grow stern and cold, they saw his muscles strain,
And they knew that Casey wouldn't let that ball go by again.

The sneer is gone from Casey's lip, his teeth are clinched in hate;
He pounds with cruel violence his bat upon the plate.
And now the pitcher holds the ball, and now he lets it go,
And now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favored land the sun is shining bright;
The band is playing somewhere, and somewhere hearts are light,
And somewhere men are laughing, and somewhere children shout;
But there is no joy in Mudville-mighty Casey has struck out.

Name: _____ **Date:** _____

1. What is the crowd in Mudville watching?

A. a TV show

B. a play

C. a movie

D. a game

2. What is the climax of this poem?

A. when Jimmy and Flynn get to second and third base (lines 13-16)

B. when Casey stepped up to bat (lines 21-24)

C. when Casey lets the first ball pass without swinging at it (lines 29-32)

D. when Casey is taking a swing at the third ball (lines 45-48)

3. The people watching the baseball game felt that Casey could help the Mudville team win the game.

Which lines from the poem best support this conclusion?

A. lines 1-4

B. lines 5-8

C. lines 13-16

D. lines 29-32

4. Read lines 21-28 of the poem. How does Casey probably feel when he first steps up to bat?

A. confident

B. shy

C. sleepy

D. worried

ReadWorks® Casey at the Bat - Comprehension Questions

5. What is the main idea of this poem?

A. The people of Mudville think that Casey will lose the baseball game for his team, and Casey does lose the game.

B. The people of Mudville think that Casey will lose the baseball game for his team, but Casey wins the game instead.

C. The people of Mudville are sure that Casey will win the baseball game for his team, and Casey does win the game.

D. The people of Mudville are sure that Casey will win the baseball game for his team, but Casey loses the game instead.

6. In the first half of the poem, the poet uses many similar phrases like "Casey at the bat" (line 8, line 24), "Casey getting to the bat" (line 12), and "Casey, mighty Casey, was advancing to the bat" (line 20). Why might the poet have used such similar phrases over and over?

A. to show the reader that Casey is a very good baseball player

B. to suggest that the people watching the game do not want Casey to bat

C. to hint that Casey often bats during baseball games

D. to make the reader get excited about Casey coming to bat

7. Why is there no joy in Mudville at the very end of the poem?

8. Describe how the people watching the game feel when Casey is at the bat. Use evidence from the poem to support your answer.

9. Suspense is the state of nervousness or excitement that comes from being unsure about something. How does this poem create a feeling of suspense? Use evidence from the poem to support your answer.

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Writing about Reading

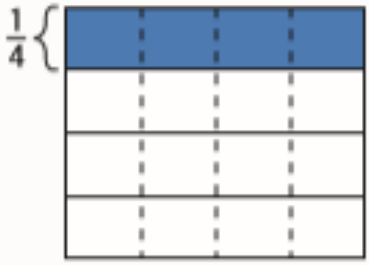
- Based on the type of text you read, choose one question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

Think and Grow: Modeling Real Life

Example You melt $\frac{1}{4}$ quart of soap. You pour the soap into 4 of the same-sized molds. What fraction of a quart of soap does each mold hold?

You are dividing $\frac{1}{4}$ quart into 4 equal parts, so you need to find $\frac{1}{4} \div 4$.

Use an area model to find $\frac{1}{4} \div 4$. Divide $\frac{1}{4}$ quart into 4 equal parts.



Dividing by a number b is the same as multiplying by $\frac{1}{b}$.

So, $\frac{1}{a} \div b = \frac{1}{a} \times \frac{1}{b} = \frac{1}{a \times b}$.

Each of the 4 equal parts of $\frac{1}{4}$ represents _____ of the whole.

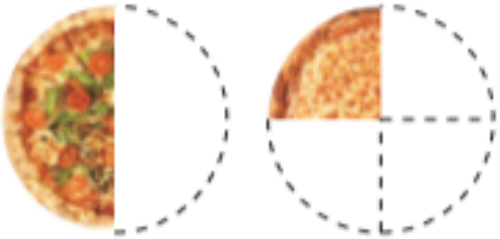
So, each mold holds _____ quart of soap.

Show and Grow *I can think deeper!*

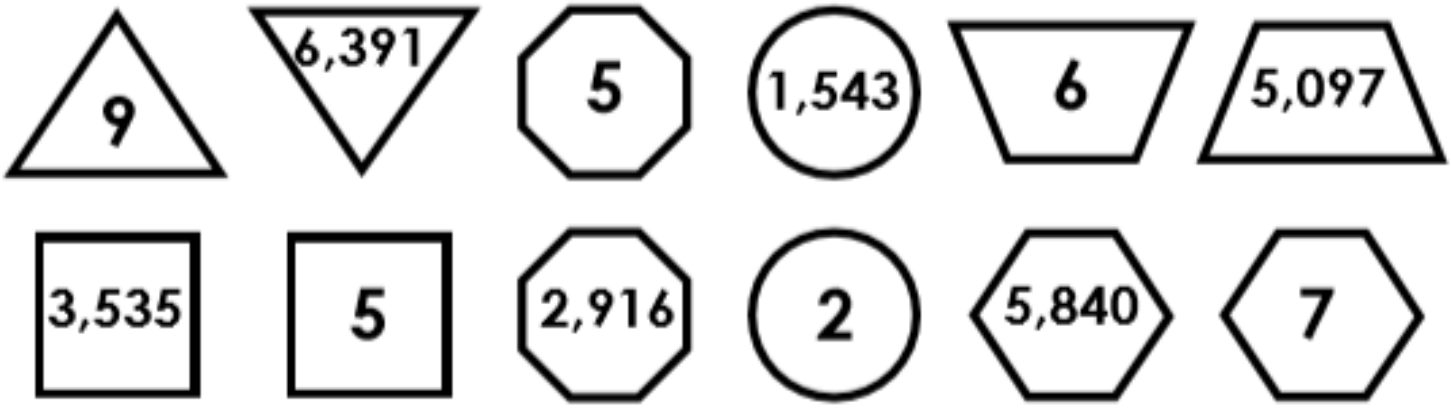
13. You buy $\frac{1}{2}$ pound of grapes. You equally divide the grapes into 2 bags. What fraction of a pound of grapes do you put into each bag?

14. You have $\frac{1}{8}$ cup of red sand, $\frac{1}{4}$ cup of blue sand, and $\frac{1}{2}$ cup of white sand. You equally divide the sand into 3 containers. What fraction of a cup of sand do you pour into each container?

15. **DIG DEEPER!** You, your friend, and your cousin share $\frac{1}{2}$ of a vegetable pizza and $\frac{1}{4}$ of a cheese pizza. The pizzas are the same size. What fraction of a pizza do you get in all?



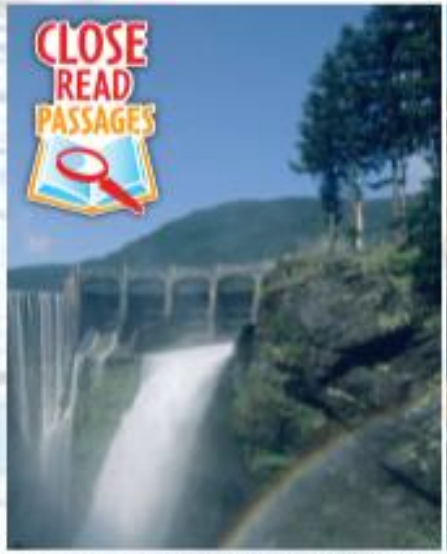
Shape Division



Divide the numbers in the squares. The larger number is the dividend.	Divide the numbers in the hexagons. The larger number is the dividend.	Divide the numbers in the trapezoids. The larger number is the dividend.
Divide the numbers in the octagons. The larger number is the dividend.	Divide the numbers in the circles. The larger number is the dividend.	Divide the numbers in the triangles. The larger number is the dividend.

Day 18

ELA	Math
I can:	
✓ I can use the problem solution structure to gain meaning from texts. ✓ I can use my knowledge of Greek and Latin roots to construct new words. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can divide unit fractions by whole numbers and represent my work with math drawings. ✓ I can solve real-world problems using visual fraction models and equations.
Assignment Checklists:	
❑ Read the passage and answer the questions. ❑ Complete word study activity. ❑ Read for 30 minutes and write a response.	❑ Complete Day 18: Problem of the Day. ❑ Complete Day 18: Apply & Practice – Divide Fractions by Whole Numbers. ❑ Complete Day 18: Fact Fluency – Division Math Crossword.



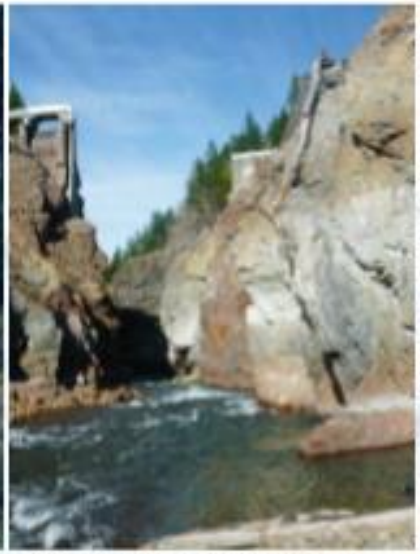


Photo credits: Page 1 (left): Kevin Schaefer/Alamy Stock Photo; page 1 (right): courtesy of National Park Service; page 2: © Tim Zurowski/All Canada Photos/Getty Images; background: © Jupiterimages/Stockbyte/Thinkstock

Before Glines Canyon Dam (left) was demolished, returning salmon were stuck below the dam. With the Elwha River running free (right), salmon can now reach their spawning grounds.

A River Rebounds

Boom! When the last part of Glines Canyon Dam came crashing down in August 2014, the explosion had some people cheering. After eighty-seven years, Washington's Elwha River was finally set free.

New post-dam studies show that the dam's removal and the subsequent restoration of the river channel have helped the Elwha's wildlife to recover—just as conservationists had hoped. After nearly a century away, salmon have already returned. Other fish and birds, including the American dipper, are thriving, too.

Of the thirteen hundred U.S. dams removed between 1912 and 2015, many were small—some less than 10 feet (3 m) high. Glines Canyon was 210 feet (64 m) high, the largest dam to come down in U.S. history.

A Second Success Story

The American dipper struggles when it tries to nest on the side of dams closed off from salmon. It needs the fish and the nutrients they leave behind. New research on the Elwha River confirms that dippers with access to salmon are better off. In fact, they're twenty times more likely to attempt to raise two broods in a season.

An American dipper holds a salmon egg in its beak.

Next, many conservationists want to bring down the lower Snake River dams, four large dams in eastern Washington. A century ago, salmon were a key part of the Northwest's economy, culture, and ecosystem. Those dams are a huge problem for salmon in the area, they argue.

Opponents argue that the Snake River dams provide hydroelectricity to the area—a clean and inexpensive source of power. The dams also store water for the area, an important job during times of drought.

Conservationists aren't stopping now, though. If the Elwha can come back this fast, they say, maybe it's time to free the Snake.

CLOSE READ PASSAGES

QUESTIONS

A River Rebounds

Read 1 A River Rebounds

1. How did the presence of the Glines Canyon Dam affect the area?

Read 1 A River Rebounds

2. Throughout the passage, the author writes about conservationists. What information in the passage helps you understand what a conservationist is?

Read 2 A River Rebounds

3. What are the two different viewpoints described in the passage?

Read 2 A River Rebounds

4. Why is the sidebar about the American dipper called "A Second Success Story"?

Read 2 A River Rebounds

5. The title of this passage is "A River Rebounds." In what way is the river rebounding?

Read 3 A River Rebounds

6. What is the argument in favor of dams?

Read 3 A River Rebounds

7. What evidence supports the claim that the removal of dams benefits ecosystems?

Read 3 A River Rebounds

8. Based on how the passage is written, do you think the author agrees with conservationists, or not? Find evidence that supports your answer.

Extension Activity A River Rebounds

What happens to an ecosystem when humans make changes to an environment?
Investigate further and create a presentation on your findings.

Close Reading Questions

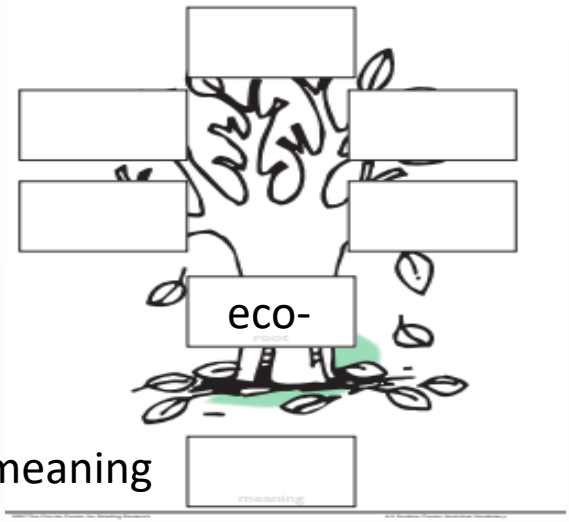
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

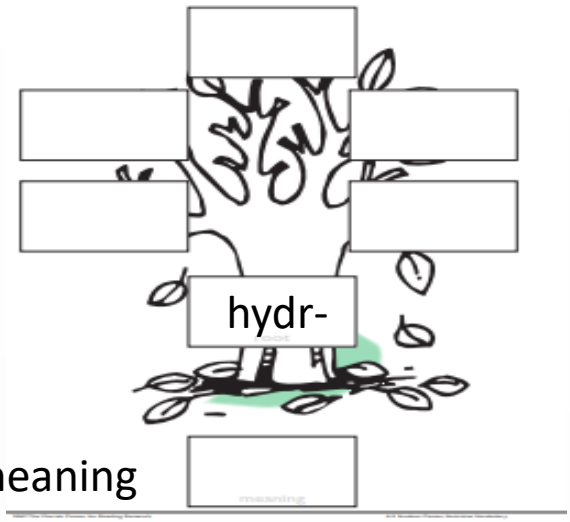
Extension Activity

_____

Word Study: Greek Roots

Complete the root tree for each of the roots shown. Write the definition below the root and write as many words as you can build in the branches of the tree.





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.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name _____

Divide Unit Fractions by Whole Numbers

10.4

Learning Target: Divide unit fractions by whole numbers.

Success Criteria:

- I can use a model to divide a unit fraction by a whole number.
- I can use an equation to divide a unit fraction by a whole number.
- I can write and solve a real-life problem involving division of a unit fraction and a whole number.

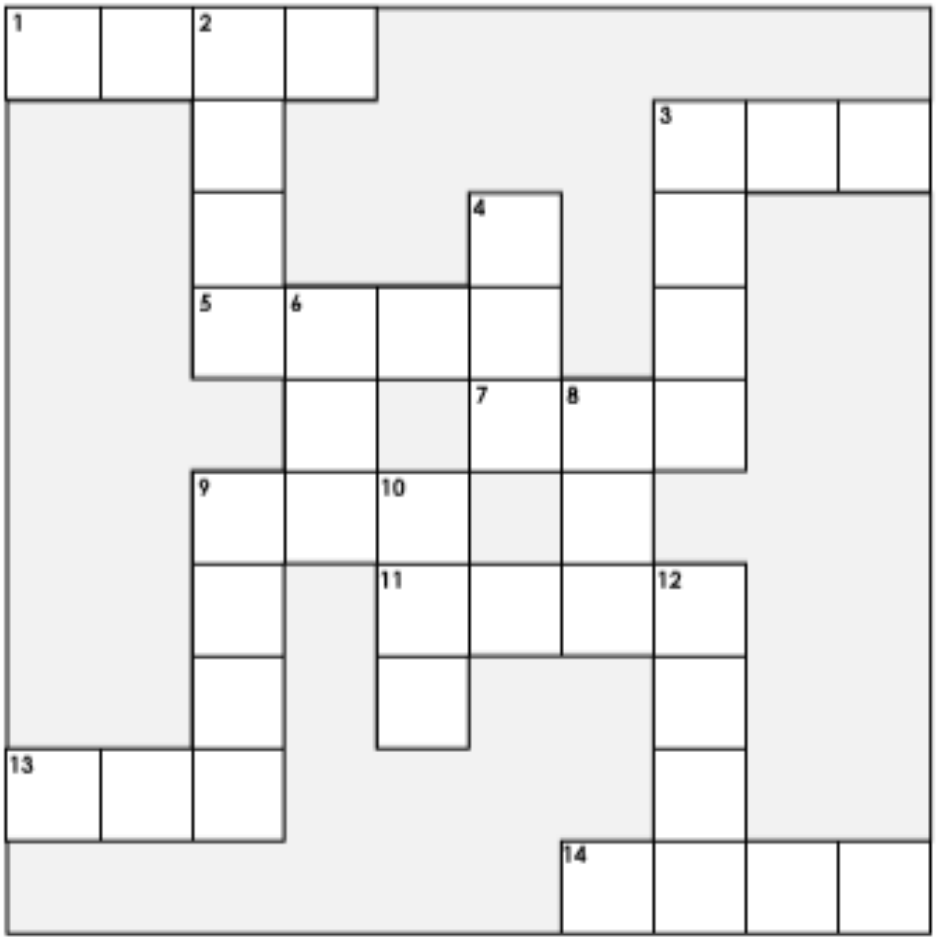
Explore and Grow

Write a real-life problem that can be represented by $\frac{1}{2} \div 3$.

What is the solution to the problem? Use a model to support your answer.

MP **Precision** Is the answer greater than or less than 1? Explain.

Division Math Crossword



ACROSS

1. $3\overline{)7,542}$

9. $9\overline{)2,772}$

3. $7\overline{)2,247}$

11. $6\overline{)6,384}$

5. $3\overline{)6,615}$

13. $8\overline{)5,048}$

7. $8\overline{)7,976}$

14. $4\overline{)7,380}$

DOWN

2. $5\overline{)9,310}$

8. $2\overline{)1,932}$

3. $3\overline{)9,291}$

9. $2\overline{)7,142}$

4. $5\overline{)4,295}$

10. $8\overline{)6,544}$

6. $9\overline{)2,160}$

12. $2\overline{)8,016}$

Day 19

ELA	Math
I can:	
✓ I can refer explicitly to the text to support inferences and conclusions. ✓ I can read for sustained periods of time to build stamina.	✓ I can divide unit fractions by whole numbers and represent my work with math drawings. ✓ I can solve real-world problems using visual fraction models and equations.
Assignment Checklists:	
❑ Read the passage and answer the questions. ❑ Read for 30 minutes and write a response.	❑ Complete Day 19: Problem of the Day. ❑ Complete Day 19: Dividing Fraction by Whole Number Task - Create Your Own Math Story.

Building a Bridge

by R. Howard

Summer vacation had just begun, and Alex and Maria were ready to spend all day outside. They decided to walk to the neighborhood park, where there was a river that they liked to swim in when it was particularly hot. Alex and Maria began to sweat as they walked, even though their house was only ten minutes away from the park's entrance.

When they got to the river, they saw that it was too shallow to swim in. The rocks that made up the bed of the river were even poking out of the water in some places, glistening in the sun. Alex and Maria were frustrated. On the other side of the river, about fifty yards away, and in a welcoming courtyard, there was a fountain spewing water in beautiful arcs.

"We should go play in the fountain," Maria said.

"How will we get there?" asked Alex.

They thought for a moment. They knew if they walked upriver, they would eventually come to a walkway that crossed the river, but it was so hot, and they were eager to get to the

fountain.

Maria looked around the grassy riverbank and noticed a few logs and branches lying close to the water. "We could build a bridge!" she said. She ran over to a thick tree branch that looked long enough to be placed across the river. Together, she and Alex hefted the branch onto their shoulders and walked it to the water. Here, they stopped. How would they get the branch across?

Maria suggested throwing it down into the water and seeing if it reached the other side. That seemed imprecise to Alex - what if the branch did not reach the other side of the river, and got stuck or swept away by the water? Then they would be unable to walk all the way across the river.

Maria wondered if they could measure the distance from the riverbank they stood on to the other shore. They put the log carefully down and decided to test the distance with lighter, thinner branches. They found a few wispy branches by the spot where they had first found the log, and they tied the branches together using their hair bands.

On their first attempt, they tied two branches together and went back to the river to test the length. The branches barely reached the center of the swirling water. After tying two more branches together to the initial branches, Alex and Maria were able to get the thin makeshift model bridge to touch the far bank.

"Hooray!" Maria said. "Now we know how long the log needs to be."

They set the tied branches on the ground next to the log. The log was luckily the exact length of the tied branches. Now Alex and Maria had to figure out how to make sure the log was secure on both sides of the bank before they walked across it to reach the other side of the river.

"I know!" Alex said. She began to gather thinner branches, like the ones they had tied together, which were pliable and easy to bend. She twisted them together into a tight bundle, then laid them horizontally across the edges of the log. Then she and Maria hauled some of the stones out of the river and placed them on the branches on either side of the log. In this way, they were able to stabilize the log-at least on one side-in order to run across.

When Alex and Maria got to the other side of the river, they secured the other side of the log with more branches and rocks, and looked back at their handiwork. It had been a good day's work, but now they were free to enjoy the cool water in the fountain.

Name: _____ Date: _____

1. What did Alex and Maria want to build?

A. a pool

B. a car

C. a fountain

D. a bridge

2. What is the main challenge faced by the characters in this story?

A. how to swim in a river so shallow that rocks are poking out of the water in some places

B. how to get from one side of the river to the other without using the walkway

C. how to find the distance from one side of the river to the other without measuring tools

D. how to make sure the log they use for their bridge is secure on both sides of the river

3. Which of the following sentences from the story provides evidence that Maria was deliberate and thoughtful in her actions?

A. "Maria looked around the grassy riverbank and noticed a few logs and branches lying close to the water."

B. "Maria wondered if they could measure the distance from the riverbank they stood on to the other shore."

C. "She ran over to a thick tree branch that looked long enough to be placed across the river."

D. "Alex and Maria were frustrated."

4. Which sentence from the text supports the idea that Alex and Maria used teamwork to build the bridge?

A. "Alex and Maria began to sweat as they walked, even though their house was only ten minutes away from the park's entrance."

B. "Together, she and Alex hefted the branch onto their shoulders and walked it to the water."

C. "'I know!' Alex said. She began to gather thinner branches, like the ones they had tied together, which were pliable and easy to bend."

D. "'Hooray!' Maria said. 'Now we know how long the log needs to be.'"

5. What is this passage mostly about?

A. the importance of girl power and teamwork

B. two girls solving a problem together

C. the benefits of urgency when working toward goals

D. the difference between two girls' plans to get across a river

6. Read this sentence: "Now Alex and Maria had to figure out how to make sure the log was **secure** on both sides of the bank before they walked across it to reach the other side of the river."

What is the meaning of the word **secure** in this sentence?

A. secure (*adjective*): self-confident

B. secure (*adjective*): fastened, stable

C. secure (*verb*): to make safe or lock up

D. secure (*verb*): to obtain or get ahold of

7. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

The friends placed rocks on either side of the log to hold down the lighter branches; _____, the log was stable enough to walk on.

A. before
B. as a result
C. especially
D. meanwhile

8. It was important to measure the distance across the river before putting the log in the water.

Use evidence from the story to prove or disprove this statement.

_____

_____

_____

9. What are two ways Alex helps to solve the problem facing her and Maria?

_____

_____

_____

Writing about Reading

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

_____
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Dividing Fraction by Whole Number Task

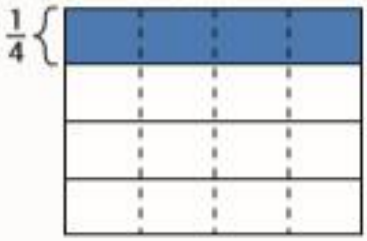
Math Day 19

Think and Grow: Modeling Real Life

Example You melt $\frac{1}{4}$ quart of soap. You pour the soap into 4 of the same-sized molds. What fraction of a quart of soap does each mold hold?

You are dividing $\frac{1}{4}$ quart into 4 equal parts, so you need to find $\frac{1}{4} \div 4$.

Use an area model to find $\frac{1}{4} \div 4$. Divide $\frac{1}{4}$ quart into 4 equal parts.



Dividing by a number b is the same as multiplying by $\frac{1}{b}$.

So, $\frac{1}{a} \div b = \frac{1}{a} \times \frac{1}{b} = \frac{1}{a \times b}$.

Each of the 4 equal parts of $\frac{1}{4}$ represents _____ of the whole.

So, each mold holds _____ quart of soap.

Review the real world example above. Now, create your own math story that involves the division of a unit fraction by a whole number. Write the story on the lines below and complete your math drawings in the blank space below the lines.

Day 20

ELA	Math
I can:	
▯ I can read and respond according to task and purpose to become self-directed, critical readers and thinkers. ▯ I can read independently for sustained periods of time to build stamina.	✓ I can review math skills and concepts.
Assignment Checklists:	
▼ Complete ReadyTest. ▼ Read for 30 minutes and write a response. ▼ Work on Lexia, if internet is available.	❑ Complete Maintaining Math. ❑ Complete Day 20: Problem of the Day. ❑ Finish any incomplete work. ❑ Work on Dreambox, if internet is available.

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

Excerpt from *Making Big Bolstead Bucks* by Rus Buyok

New Business Blues

❶ "Who here has ever wanted to start their own business?" Mr. Bolstead asked, raising his own hand. I looked around, but only one or two people in the class had their hands up—including Shelly Hammond in the front row. (She was *such* a teacher's pet.)

❷ "I've always wanted to design and sell my own dolls," she said, her hand still waving in the air. "I want to be a millionaire by the time I'm fifteen."

❸ Mr. Bolstead laughed and said, "Well, Little Miss Entrepreneurial Enthusiasm, you're going to get your chance because your assignment for this unit is to start your own business."

❹ Shelly almost squealed with delight, but I heard more than one groan in the classroom. I had to admit, this sounded like a lot of work. It would probably be about as much fun as when we had to memorize the multiplication tables.

❺ "Here's the deal," Mr. Bolstead began, "we're going to set up our own mini-economy that will teach you the basics of how capitalism works. Who can give me an example of a capitalist country?"

❻ "The United States?" I ventured.

❼ "Very good, Leon. In the United States, businesses are owned by private citizens or corporations that compete against one another on the free market for consumers."

❽ We all stared blankly at Mr. Bolstead, wondering what foreign language he had started speaking. Even Shelly looked a little confused behind her smile.

❾ "Don't worry—it will all make sense soon enough. You'll be breaking into six groups of three, and each group will be starting its own business. You have a week to prepare your goods and services, which you will then sell during this period next Friday. Each group will set up a booth in the gym."

The Group

❿ Mr. Bolstead reached behind him and pulled out a blue piece of paper, about the size of a dollar bill, with "20" written on it next to a small picture of himself. "As you know, you get stars on the chore wall every time you help out the teachers or janitors," he said. "You probably didn't know that every student in the school will get one Bolstead buck for every star. They will be using these Bolstead bucks to buy your goods and services next Friday. The business that makes the most money will get to have a pizza party."

⓫ Everyone liked the sound of that—a few people even applauded.

⓬ Mr. Bolstead separated us into groups, and of course I ended up with Shelly Hammond. Our group also had Marcus Tyler, who was pretty funny—except he never did his homework.

⓭ "I'm the manager here, and you guys better work hard," Shelly hissed at us. "I'm not going to let you ruin my chances of being a millionaire."

⓮ "You know it's not real money, right?" Marcus asked.

⓯ "I don't care. I want to prove that I can run my own business, and you two better not get in my way."

1. Part A

This story is told in the first-person point of view. Which character is telling the story?

Ⓐ Mr. Bolstead
Ⓑ Shelly
Ⓒ Leon
Ⓓ Marcus

Part B

Which statement best explains how the narration affects the story?

Ⓐ The narration focuses on all of the characters equally.
Ⓑ The narration focuses on Mr. Bolstead's attitude about his students.
Ⓒ The narration includes the inner thoughts of all the characters in the story.
Ⓓ The narration chooses which details and quotations to include in the story.

2. Part A

Which three words describe Shelly?

Ⓐ enthusiastic
Ⓑ scared
Ⓒ controlling
Ⓓ ambitious
Ⓔ shy

Part B

Which three pieces of evidence support the correct descriptions from Part A?

Ⓐ "I want to be a millionaire by the time I'm fifteen."
Ⓑ Shelly almost squealed with delight.
Ⓒ Even Shelly looked a little confused behind her smile.
Ⓓ Mr. Bolstead separated us into groups, and of course I ended up with Shelly Hammond.
Ⓔ "I'm the manager here, and you guys better work hard," Shelly hissed.

3. Part A

Mr. Bolstead calls Shelly "Little Miss Entrepreneurial Enthusiasm." If a person is **entrepreneurial**, what are they good at?

Ⓐ wanting to be rich
Ⓑ creating interesting artwork
Ⓒ taking tests and writing papers
Ⓓ developing new business ideas

Part B

What evidence from the story supports the correct answer to Part A?

Ⓐ "She was *such* a teacher's pet."
Ⓑ "I've always wanted to design and sell my own dolls."
Ⓒ "I want to be a millionaire by the time I'm fifteen."
Ⓓ "Mr. Bolstead laughed."

4. Which of the following is a way that Mr. Bolstead's mini-economy is not like capitalism?

Ⓐ Students spend their money on the goods and services they want.
Ⓑ The groups have to compete against each other for money.
Ⓒ Students who have the most fun are the most successful.
Ⓓ The groups need strong leadership and a clear purpose.

5. Part A

Which sentence describes how Leon's and Marcus's attitudes about Mr. Bolstead's project are different from Shelly's attitude?

Ⓐ Leon and Marcus are more eager to work hard than Shelly is.
Ⓑ Leon and Marcus are more motivated to make money than Shelly is.
Ⓒ Leon and Marcus are less enthusiastic about the project than Shelly is.

Part B

Which piece of evidence supports the correct description of Leon's attitude from Part A?

Ⓐ It would probably be about as much fun as when we had to memorize the multiplication tables.
Ⓑ "The United States?" I ventured.
Ⓒ We all stared blankly at Mr. Bolstead, wondering what foreign language he had started speaking.

Part C

Which piece of evidence supports the correct description of Marcus's attitude from Part A?

Ⓐ Our group also had Marcus Tyler, who was pretty funny.
Ⓑ Marcus never did his homework.
Ⓒ "You know it's not real money, right?"

6. Part A

What purpose does the pizza party have in Mr. Bolstead's mini-economy?

Ⓐ It makes students hungry.
Ⓑ It motivates students to do their best.
Ⓒ It rewards all the students for their effort.
Ⓓ It encourages students to run a pizza business.

Part B

What theme, or message, about an economy does the story convey?

Ⓐ Businesses that perform at the highest levels receive the most rewards.
Ⓑ All businesses are successful as long as they try.
Ⓒ Celebrating success is the first step to running a business.
Ⓓ Starting a new business is fun and easy to do.

7. As Leon, Shelly, and Marcus start their business, what challenges do they face? Use details from the story to identify <u>two</u> challenges the students must overcome to create a successful business.

Maintaining SC Ready Math Skills

#4

Directions: Write each question and the answer.

Number Sense and Base Ten

1. What is the value of the digit 3 in the number 50.123?

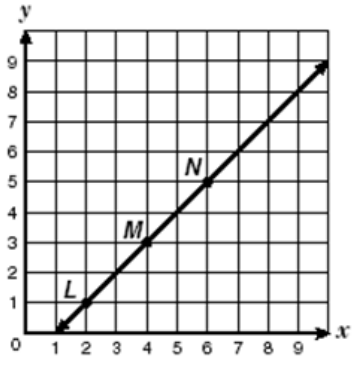
A 3 tenths **B**. 3 hundredths **C**. 3 thousandths **D**. 3 ten thousandths

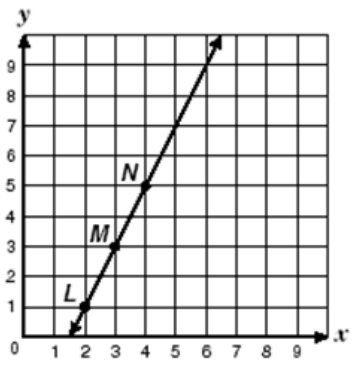
Algebraic Thinking and Operations

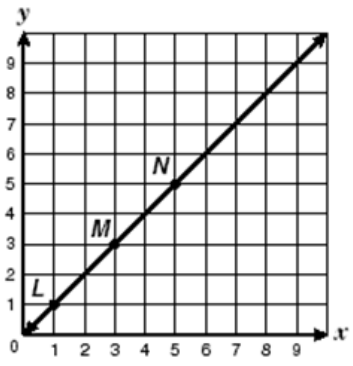
2. The table below shows the coordinates of 3 points.

Point	*L*	*M*	*N*
x	2	4	6
y	1	3	5

Which graph shows the line containing these 3 points?

A. 

B. 

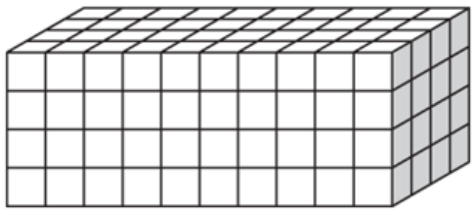
C. 

Geometry

3. What two-dimensional shape has 4 sides of equal length and 4 right angles? _____ Draw it.

Measurement and Data Analysis

4. What is the volume of this figure?



A. 16 cubic inches
B. 40 cubic inches
C. 80 cubic inches
D. 160 cubic inches

Number Sense and Operations-Fractions

5. A rectangle is shown on the grid below. What is the area of the rectangle?

Day 21

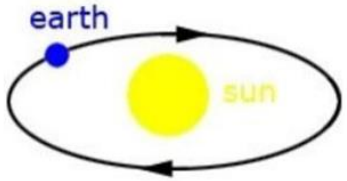
ELA	Math
I can:	
✓ I can refer explicitly to the text to support inferences and conclusions. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can identify volume as an attribute of a solid figure.
Assignment Checklists:	
❑ Read the passage and answer the questions. ❑ Read for 30 minutes and write a response.	❑ Complete Day 21: Problem of the Day. ❑ Complete Day 21: Apply & Practice – Volume of Solid Figures. ❑ Complete Day 21: Fact Fluency – Multiplication.

Why Is It Colder in the Winter Than in the Summer?

by Dr. Hany Farid

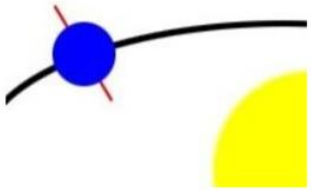
The earth's axis of rotation is tilted relative to the earth's path around the sun. As a result we are tilted towards the sun in the summer and away from the sun in the winter. Read on for a more detailed explanation.

Fact 1. The earth rotates about its axis once every 24 hours. In the morning we are facing towards the sun, and at night we are facing away from the sun.



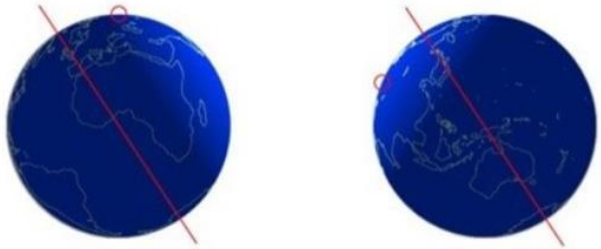
Fact 2. The earth orbits the sun, and one full revolution takes (approximately) 365 earth days, or one earth year.

ReadWorks® Why Is It Colder in the Winter Than in the Summer?



Fact 3. The axis about which the earth rotates is tilted (by 23.5 degrees) relative to the earth's path around the sun.

Shown below are two diagrams of the earth at the same time of day. On the left it is winter and on the right it is summer (in the northern hemisphere). Notice that the same spot (red circle) in the winter receives much less light than in the summer. As a result, it is colder in the winter than in the summer. (Note: in this diagram, the earth's axis is 33 degrees, instead of 23.5, so as to better illustrate the effect.)



Name: _____ Date: _____

1. What is tilted relative to the earth's path around the sun, according to the article?

A. the sun's position in space

B. Mars's axis of rotation

C. the sun's axis of rotation

D. the earth's axis of rotation

2. How does the earth's tilt in the summer contrast with its tilt in the winter?

A. The earth is tilted away from the sun in the summer but towards the sun in the winter.

B. The earth is tilted slightly towards the sun in the summer and much farther towards the sun in the winter.

C. The earth is tilted towards the sun in the summer but away from the sun in the winter.

D. The earth is tilted slightly away from the sun in the summer and much farther away from the sun in the winter.

3. Read Fact 1 and look at the image next to it.

"The earth rotates about its axis once every 24 hours. In the morning we are facing towards the sun, and at night we are facing away from the sun."

Based on this information, what can you conclude about the curved arrow in the diagram?

A. The arrow represents the earth's rotation.

B. The arrow represents the earth's axis.

C. The arrow represents the earth's tilt.

D. The arrow represents the earth's equator.

4. Look at the two diagrams of the earth at the end of the article. What might the red line in each diagram represent?

A. a place on the earth that receives less light in winter than in summer

B. the earth's rotation

C. the earth's axis

D. the earth's path around the sun

ReadWorks® Why Is It Colder in the Winter Than in the Summer? - Comprehension Questions

5. What is the main idea of this text?

A. The earth rotates around the sun approximately every 365 days.

B. The earth rotates around its axis once every 24 hours.

C. The axis around which the earth rotates is tilted by 23.5 degrees relative to the earth's path around the sun.

D. Winter is colder than summer because earth's axis of rotation is tilted.

6. Read these sentences from the text.

"The earth rotates about its axis once every 24 hours. In the morning we are facing towards the sun, and at night we are facing away from the sun."

What is the meaning of "rotates" as it is used here?

A. rises

B. falls

C. shrinks

D. turns

7. Read these sentences from the text.

"The earth's axis of rotation is tilted relative to the earth's path around the sun. As a result we are tilted towards the sun in the summer and away from the sun in the winter."

Which word or phrase could replace "as a result" without changing the meaning of these sentences?

A. consequently

B. primarily

C. for example

D. however

8. Look at the two diagrams of the earth at the end of the article. They show the same spot (red circle) in the winter and in the summer. What is the difference between the amount of light the same spot receives in the winter and in the summer?

9. What is an effect of the difference between the amount of light the same spot (red circle) receives in the winter and in the summer?

10. Imagine that the earth's axis of rotation changed so that the same spot (red circle) received the same amount of light in the winter and in the summer. What effect might that change have on the temperature in that spot? Support your answer with evidence from the text.

Writing about Reading

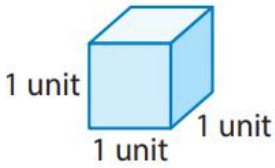
- Based on the type of text you read, choose one question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

Key Idea

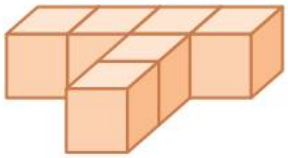
Volume is a measure of the amount of space that a solid figure occupies. The volume of a unit cube is 1 **cubic unit**. You can count unit cubes to find the volume of a solid figure.

Unit cubes can represent different standard units, such as cubic inches, cubic feet, or cubic centimeters.

unit cube



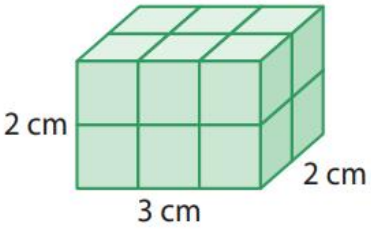
Example Find the volume of the figure.



The figure is made of _____ unit cubes.

So, the volume of the figure is _____ cubic units.

Example Find the volume of the figure.



Each unit cube has an edge length of _____.

So, each unit cube has a volume of _____.

The figure is made of _____ unit cubes.

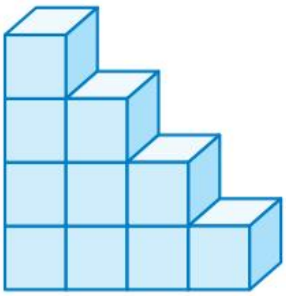
So, the volume of the figure is _____.

Show and Grow

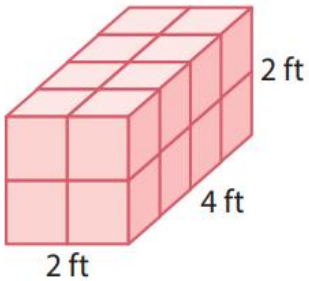
I can do it!

Find the volume of the figure.

1. Volume = _____ cubic units



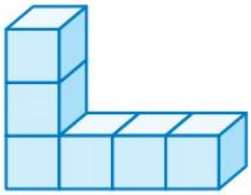
2. Volume = _____



Name _____ Day 21: Apply & Practice

Learning Target: Count to find volumes of solid figures.

Example Find the volume of the figure.



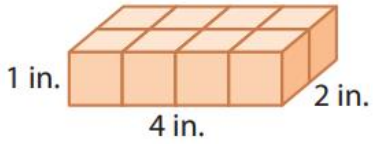
The figure is made of 6 unit cubes.

So, the volume of the figure is 6 cubic units.

Example Find the volume of the figure.

Each unit cube has an edge length of 1 inch.

So, each unit cube has a volume of 1 cubic inch.

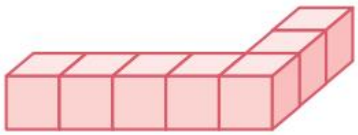


The figure is made of 8 unit cubes.

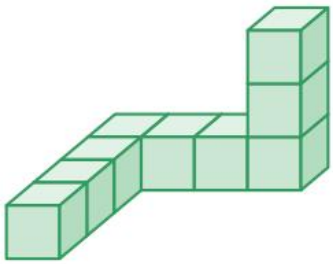
So, the volume of the figure is 8 cubic inches.

Find the volume of the figure.

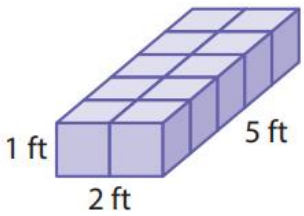
1. Volume = _____



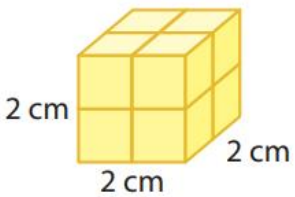
2. Volume = _____



3. Volume = _____



4. Volume = _____



Name: _____

Day 21: Fact Fluency

Multiplication

Find the product.

a. 542 x 7 = _____

b. 836 x 5 = _____

c. 978 x 3 = _____

d. 650 x 9 = _____

e. 264 x 6 = _____

f. 791 x 8 = _____

g. 378 x 4 = _____

h. 895 x 7 = _____

i. $746 x 2 = _____

j. $958 x 9 = _____

k. Isabelle wants to buy a new bicycle. She has saved $9.76. Her mom tells her she needs to save 8 times that amount. How much money does Isabelle need in order to buy a bicycle?

_____

l. Henry bought movie tickets for himself and 6 of his friends. Each movie ticket cost $7.85. How much money did Henry spend on tickets?

_____

Day 22

ELA	Math
I can:	
✓ I can determine the meaning of words and phrases used in a poem. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can determine the volume of a rectangular prism. ✓ I can explain multiplication of the area of the base x the height will result in the volume. ✓ I can relate finding the product of three numbers to finding volume.
Assignment Checklists:	
❑ Read the passage and answer the questions. ❑ Read for 30 minutes and write a response.	❑ Complete Day 22: Problem of the Day. ❑ Complete Day 22: Apply & Practice – Volume of Right Rectangular Prisms.

COMMONLIT

Name: _____ Class: _____

The Rose That Grew from Concrete

By Tupac Shakur
1999

Tupac Shakur (1971-1996) was an African American rapper, actor, poet, and activist. Shakur continues to be considered an influential rapper today and has been inducted into the Rock and Roll Hall of Fame. As you read, take notes on how the speaker feels about the rose.

[1] Did you hear about the rose that grew
from a crack in the concrete?
Proving nature's laws wrong it
learned to walk without having feet.
[5] Funny it seems, but by keeping its dreams,
it learned to breathe fresh air.
Long live the rose that grew from concrete
when no one else ever cared.

"rose" by georgereyes is licensed under CC BY 2.0

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

1. PART A: Which of the following identifies a main theme of the text?
   - A. All living things need support from others in order to grow.
   - B. We must learn and grow from our failures.
   - C. People can overcome difficulties and succeed.
   - D. Nature can overcome problems better than people.

2. PART B: Which detail from the poem best supports the answer to Part A?
   - A. "Did you hear about the rose that grew" (Lines 1)
   - B. "learned to walk without having feet." (Line 4)
   - C. "Long live the rose that grew from concrete" (Line 7)
   - D. "when no one else ever cared." (Line 8)

3. How does the speaker's point of view influence how the rose is described?
   - A. Curious about the rose, the speaker asks several questions about it.
   - B. Believing that the rose is not real, the speaker exaggerates its qualities.
   - C. Feeling pity for the rose, the speaker lists all of the hardships it has faced.
   - D. Impressed by the rose, the speaker explains what makes it so admirable.

4. What does the phrase "the rose that grew from concrete" mean figuratively as used in this poem?

_____

_____

_____

_____

_____

_____

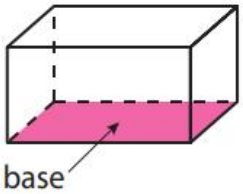
_____

Think and Grow: Find Volumes of Right Rectangular Prisms

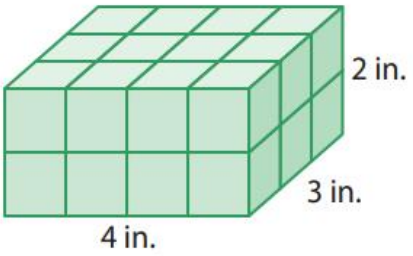
Key Idea A **right rectangular prism** is a solid figure with six rectangular faces.

To find the volume of a right rectangular prism, multiply the number of unit cubes that cover the **base** by the number of layers of unit cubes.

right rectangular prism



Example Find the volume of the rectangular prism.



Each unit cube has an edge length of _____.

So, each unit cube has a volume of _____.

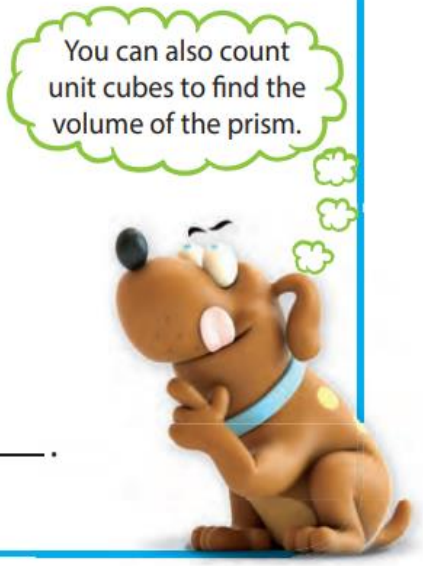
Find the number of unit cubes in a base layer.
Then multiply by the number of layers to find the volume.

A base layer is made of _____ × _____ = _____ unit cubes.

The prism is made of _____ layers of unit cubes.

So, the prism is made of _____ × _____ = _____ unit cubes.

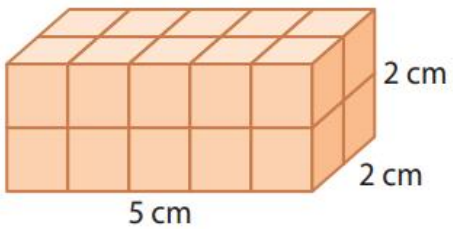
The volume of the prism is _____.



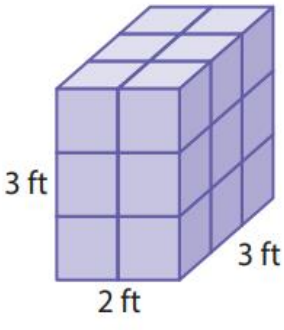
Show and Grow *I can do it!*

Find the volume of the rectangular prism.

1. Volume = _____



2. Volume = _____

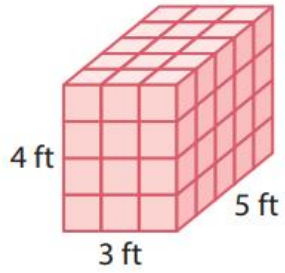


Name _____

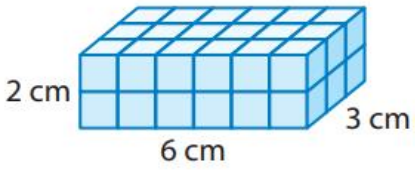
Apply and Grow: Practice

Find the volume of the rectangular prism.

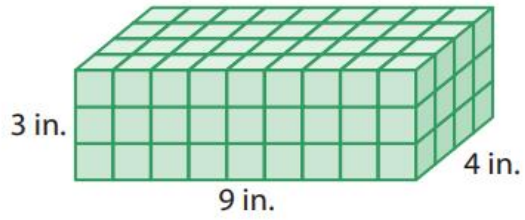
3. Volume = _____



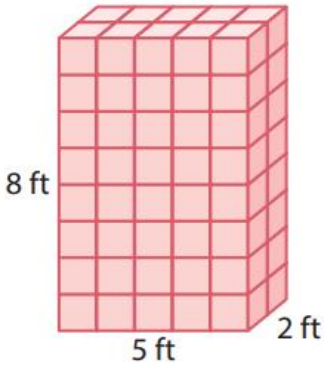
4. Volume = _____



5. Volume = _____



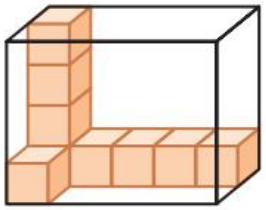
6. Volume = _____



7. A rectangular prism is made of unit cubes, like the one shown. The prism is 6 centimeters long, 3 centimeters wide, and 4 centimeters tall. What is the volume of the prism?

8. MP **Structure** What happens to the volume of a rectangular prism when you double its height? Justify your answer by giving an example.

9. DIG DEEPER! How many unit cubes can fit inside the rectangular prism? Explain.



Day 23

ELA	Math
I can:	
✓ I can determine the theme of a text and use evidence from the text to support the theme. ✓ I can use context clues to develop the correct meaning of words and phrases. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can determine the volume of a rectangular prism. ✓ I can explain multiplication of the area of the base x the height will result in the volume. ✓ I can relate finding the product of three numbers to finding volume. ✓ I can use a formula for finding the volume of a rectangular prism.
Assignment Checklists:	
❑ Read the passage and answer the questions. ❑ Complete word study activity. ❑ Read for 30 minutes and write a response.	❑ Complete Day 23: Problem of the Day. ❑ Complete Day 23: Apply & Practice – Formula to Find Volume. ❑ Complete Day 23: Fact Fluency – 3 Digit Multiplication.

COMMONLIT

Name: _____ Class: _____

Act Your Age

By Colleen Archer
2015

Colleen Archer has written for Highlights. *In this short story, a young girl is told over and over again to act her age. As you read, take notes on what Frances is doing when she is told to act her age.*

[1] "Act your age," said Aunt Augusta sharply. Frances had been blowing bubbles in her bedtime milk. She had made sure there was only about a quarter of the milk left. The bubbles weren't going over the sides of the glass. But it seemed that Aunt Augusta was annoyed anyway.

When Frances's mother came back into the room, Frances was quiet.

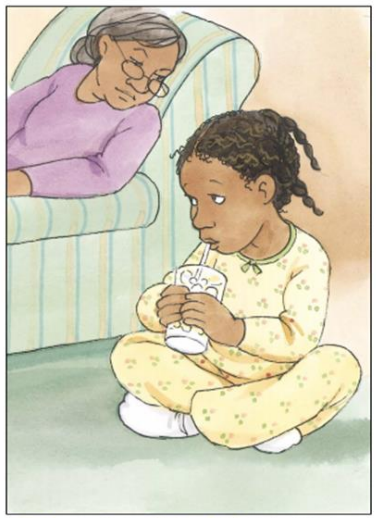
"Are you OK?" asked her mother.

"Yes," said Frances. But she felt better when Aunt Augusta had finished visiting them and gone home.

[5] At recess the next day, Frances was playing ring-around-the-rosy with her five-year-old sister, Grace, and four of Grace's friends.

Just then Frances's friend Julie came along. "You'd better act your age," said Julie. "What will Sandra and Susan think?"

Reluctantly[1] Frances said good-bye to Grace. She went with Julie to join their friends Sandra and Susan on the other side of the playground.



"Was Frances getting too old to have fun?" by Kathryn Mitter is used with permission.

The next day was Saturday. Frances wasn't feeling as excited as she usually did about going to Grandma and Grandpa Burton's house for dinner — especially since Aunt Augusta was invited as well. Usually Grandma and Grandpa made Frances laugh, but today Frances wasn't in a laughing mood.

The next day was Saturday. Frances wasn't feeling as excited as she usually did about going to Grandma and Grandpa Burton's house for dinner — especially since Aunt Augusta was invited as well. Usually Grandma and Grandpa made Frances laugh, but today Frances wasn't in a laughing mood.

Before dinner, Grandma and Grandpa and Frances's mom and dad played ring-around-the-rosy with Grace. Frances just watched.

1. **Reluctant** ***(adjective):*** unwilling to do something

COMMONLIT

[10] When they sat down to eat, Frances saw that they were having her favorite meal — spaghetti and meatballs and salad, with chocolate pudding for dessert. She began to feel a little better. Then Aunt Augusta started talking about her fights with her next-door neighbor.

"... and yesterday I came home to find his dog burying a bone right in the middle of my flower bed!" she said. "Do you know what I did next?"

No one answered her question, so she answered it herself.

"After the little beast left, I dug up the bone, gift-wrapped it, and put it in that man's mailbox."

"Oh, for heaven's sake, Augusta," said Frances's mom. "You should learn to act your age."

[15] At the thought of proper Aunt Augusta being told to act her age, Frances started to laugh. Then she started to sputter.[2] The more she tried to stop, the more she laughed and sputtered. Finally even Aunt Augusta managed a small smile and murmured, "I guess I should."

Grandma chuckled and said, "You know, that's the first time I've heard Frances laugh all evening. I'm glad she remembers how."

The next afternoon Frances was playing hopscotch with Grace when Julie walked by.

"Hopscotch?" asked Julie. "You still play a baby game like hopscotch?"

"Yes, I do," said Frances firmly.

[20] There didn't seem to be anything left for Julie to say. For a while she watched Frances and Grace hopping and giggling and playing. Then quietly she asked, "May I play, too?"

Text-Dependent Questions

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

1. PART A: Which sentence describes the theme of the short story?
   - A. Both children and adults can happily act younger than they truly are.
   - B. When you act childish, you're not allowing yourself to truly grow up.
   - C. People will treat you like a baby, if you act like a baby.
   - D. Children are more susceptible to acting younger than adults.

2. PART B: Which detail from the text best supports the answer to Part A?
   - A. "'Act your age,' said Aunt Augusta sharply. Frances had been blowing bubbles in her bedtime milk." (Paragraph 1)
   - B. "Just then Frances's friend Julie came along. 'You'd better act your age,' said Julie. 'What will Sandra and Susan think?'" (Paragraph 6)
   - C. "Before dinner, Grandma and Grandpa and Frances's mom and dad played ring-around-the-rosy with Grace. Frances just watched." (Paragraph 9)
   - D. "Finally even Aunt Augusta managed a small smile and murmured,'I guess I should.'" (Paragraph 15)

3. What does it mean that Aunt Augusta speaks "sharply" in paragraph 1?
   - A. She speaks quickly.
   - B. She speaks in a hurtful manner.
   - C. She speaks thoughtlessly.
   - D. She speaks in a quiet voice.

4. How do paragraphs 12-14 contribute to the story's theme?
   - A. by proving to Frances that her Aunt Augusta isn't very nice
   - B. by revealing to Frances that even adults don't act their age sometimes
   - C. by showing Frances that Aunt Augusta didn't mean to hurt her feelings
   - D. by stressing to Frances the importance of acting your age

5. How does the repeated phrase "act your age" contribute to the story?

COMMONLIT

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Have you ever been told to act your age? How did it make you feel? What were you doing at the time?

2. In the story, Frances is told to act her age. Do you think someone's age is important to their identity? Why or why not? Do you continue to enjoy activities that you did when you were younger?

3. In the story, Frances is told not to play certain games because of her age. Do you think there are certain things you can't do as you grow older? If so, what?

Context Clues

Fifth Grade Vocabulary Worksheet

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.

The bird **dove** under the water, and came up a minute later with a fish in its mouth.

Definition of dove: _____

What clues in the sentence lead you to your definition?

In following with our family **tradition**, my mother and I go shopping on Christmas Eve every single year.

Definition of tradition: _____

What clues in the sentence lead you to your definition?

The United States enjoyed a period of **economic** growth and prosperity in the 1950s when the average American family had 30% more wealth than after World War II.

Definition of economic: _____

What clues in the sentence lead you to your definition?

Careful **navigation** through the mountainous terrain allowed the hikers to get to the summit in a record time.

Definition of navigation: _____

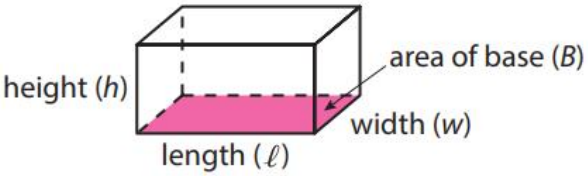
What clues in the sentence lead you to your definition?

Writing about Reading

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

Think and Grow: Use a Formula to Find Volume

Key Idea You can use the length, width, and height of a rectangular prism to find its volume.



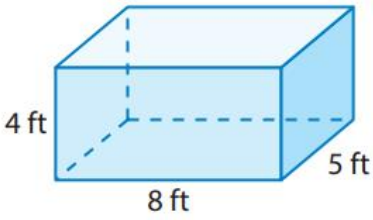
Volume of a Rectangular Prism

$$V = \underbrace{\ell \times w}_{B} \times h$$

B ← area of base

V = volume, ℓ = length, w = width, h = height

Example Find the volume of the rectangular prism.



Use the formula $V = \ell \times w \times h$.

The length is _____ feet, the width is _____ feet,

and the height is _____ feet.

$V = \ell \times w \times h$ Formula for volume of a rectangular prism

$= \_\_\_\_ \times \_\_\_\_ \times \_\_\_\_$

$= \_\_\_\_ \times \_\_\_\_$

$= \_\_\_\_$

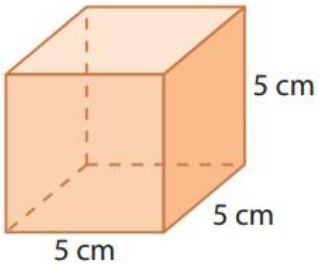
The volume is _____.

You can also use the formula $V = B \times h$, where $B = \ell \times w$.

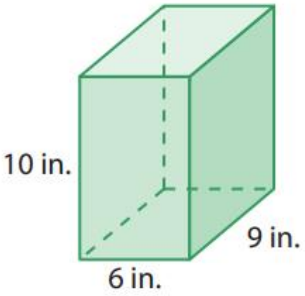
Show and Grow I can do it!

Find the volume of the rectangular prism.

1.



2.

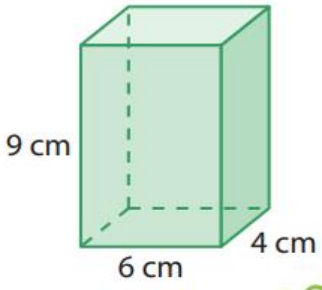


Name _____

Day 23: Apply & Practice

Learning Target: Use a formula to find volumes of rectangular prisms.

Example Find the volume of the rectangular prism.



Use the formula $V = \ell \times w \times h$.

The length is 6 centimeters,
the width is 4 centimeters,
and the height is 9 centimeters.

$V = \ell \times w \times h$ Formula for volume of a rectangular prism

$= 6 \times 4 \times 9$

$= 24 \times 9$

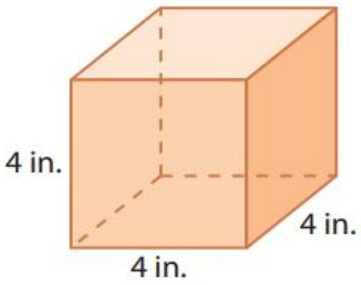
$= 216$

The volume is 216 cubic centimeters.

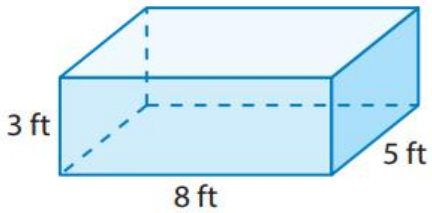
You can also use the formula $V = B \times h$, where $B = \ell \times w$.

Find the volume of the rectangular prism.

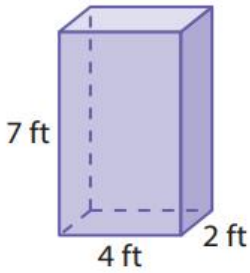
1.



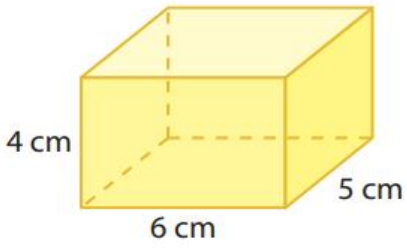
2.



3.



4.



3-Digit by 1-Digit Multiplication

Name:_____ Date:_____

1. 214 x 3 = _____	**2.** 536 x 4 =_____	**3.** 478 x 2 =_____
4. 622 × 5	**5.** 149 × 7	**6.** 352 × 6
7. 436 × 9	**8.** 725 × 4	**9.** 297 × 8

10. Gianna is collecting bottles to bring to the recycling center. So far, she has filled 5 bins, each one holding 234 bottles. How many bottles has Gianna collected?

11. Ahmed volunteers to help animals at the pet shelter for 182 hours each summer. If he volunteers for 3 summers, how many hours will he have spent helping animals?

Day 24

ELA	Math
I can:	
✓ I can read and respond according to task and purpose to become self-directed, critical readers and thinkers. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can determine the volume of a rectangular prism. ✓ I can explain multiplication of the area of the base x the height will result in the volume. ✓ I can relate finding the product of three numbers to finding volume. ✓ I can use a formula for finding the volume of a rectangular prism.
Assignment Checklists:	
❑ Read the passage and answer the questions. ❑ Read for 30 minutes and write a response.	❑ Complete Day 24: Problem of the Day. ❑ Complete Day 24: Volume of Rectangular Prisms Task.

The Chicken and the Egg

by Aditi Sriram

For her eighth birthday, Kit's parents gave her a large purple box with holes in the top. Was there an animal inside the box that needed air to breathe? Was it a baby hamster, like the one in Mrs. Bernstein's classroom? She held the box carefully, but it didn't seem heavy enough. With her mother's help she cut the ribbon off the top of the box and removed the lid. Inside was a scrawny, golden chick!

"What are you going to name it?" Mom asked.

"Is it a boy chick or a girl chick?" Kit asked.

"We asked at the farm, and they told us it's a girl," Dad said.

Kit thought for a minute. The chick's feathers were yellow and bright, and reminded her of her best friend at school. "I'm going to name her Annabelle," she said, "because they have the same color hair."

Kit cradled Annabelle in her hands carefully, stroking the chick's soft, fluffy feathers with her fingers. "She's so soft," Kit said to Mom.

"Annabelle is covered with special feathers called down. They keep the chick warm."

Kit watched Annabelle grow week after week. She did not worry about letting Annabelle walk all over her hands and arms, because chicks do not have teeth. As Annabelle's little body became bigger, she grew larger feathers. She pointed out the new feathers to her father.

"Those are called contour feathers, and the long ones on her sides are flight feathers," Dad said.

It was becoming harder to play with Annabelle. She was 12 weeks old now and much faster on her feet. Annabelle would dart around the garden when Kit let her out of her coop and peck at everything on the ground in front of her. She was always clucking at everyone and would dip her head into the grass to grab a worm. Kit would run behind her and try to catch Annabelle with her hands, and it would take minutes to finally get ahold of her. Mom would watch Kit running around and laugh. Dad would make clucking sounds to distract Annabelle, and then Kit would catch her.

When Annabelle was 16 weeks old, Kit's once little chick was now five times as big, a strong, healthy hen, with all kinds of beautiful feathers and a much larger beak, and laying eggs. One day, a rooster, an adult version of a boy chick, who belonged to Kit's neighbor, went to Annabelle's coop. After a few days, Kit saw Annabelle sitting on some eggs. When Annabelle moved, she used her beak to turn the eggs around underneath her. Kit understood what was going to happen. Annabelle was going to become a mom! Kit made sure Annabelle's water and food were nearby, and she was excited.

Annabelle was a lot more patient than Kit. For 21 days she sat on her eggs, covering them with her feathers to keep them warm. Finally, Kit heard a *crack*. She looked closely. Annabelle had moved aside, and there was one of her eggs, white and grey, and a tiny, tiny beak poking through it. Kit wanted to watch the baby slowly poke its way out of the egg, but it was getting very late. Kit went to sleep and returned to watch the baby hatch the next day. By the time it came out, it looked very tired and wet. Kit watched Annabelle peck at her baby until the baby fell asleep.

Over dinner, Kit told her parents about Annabelle's baby hatching. Mom and Dad explained that this was the life cycle of a chicken, starting as a baby that comes out of an egg, growing bigger and fluffier, becoming a hen, and then laying eggs. Kit picked at the vegetables on her plate-carrots, beans, and cabbage-and wondered, "Do vegetables lay eggs, too?"

"No, they don't," Mom said, "but it's a good question. We plant seeds in the ground, where they stay warm and get water, and when they are ready to germinate, they begin growing out

of the ground where we can see them, and get bigger and stronger, with more leaves and thicker stems, and then they produce fruits and flowers. Plants, like animals, have a life cycle that repeats and repeats."

Kit nodded her head. The hamster in her classroom had gotten older and bigger; and now that Annabelle was a mother, she was excited to have a new baby chick to play with, all over again.

Name: _____ **Date:** _____

1. What do Kit's parents get her for her eighth birthday?

A. a hamster
B. a cat
C. a chick
D. an egg

2. What is the order of events in this story?

A. a hen lays eggs, a chick grows into a hen, a baby chicken hatches from one of the eggs
B. a hen lays eggs, a baby chicken hatches from one of the eggs, a chick grows into a hen
C. a baby chicken hatches from an egg, a hen lays eggs, a chick grows into a hen
D. a chick grows into a hen, the hen lays eggs, a baby chicken hatches from one of the eggs

3. The life cycles of chickens and vegetables are different.

What evidence from the passage supports this statement?

A. Chickens lay eggs, but vegetables do not.
B. Plants and animals have life cycles that repeat.
C. Plants get bigger and stronger as they grow.
D. Kit's parents talk to her about chickens and vegetables.

4. Annabelle has special feathers called "down" to keep her warm as a chick. Later on, she sits on her eggs to keep them warm.

What does this information from the story suggest?

A. Kit's parents think it is important for Kit to understand the life cycle of a chicken.
B. Warmth is important to the life cycle of a chicken.
C. Annabelle likes to run around and peck at things when she is out of her coop.
D. Plants need a lot of water to grow and produce flowers.

5. What is this story mainly about?

A. the life cycle of a chicken being raised by a girl
B. two parents who try to make their daughter happy by giving her a chicken
C. how a plant goes from being a seed in the ground to producing fruits and flowers
D. the differences between the hamster in Kit's classroom and the chicken in her home

6. Read the following sentence: "Annabelle would dart around the garden when Kit let her out of her **coop** and peck at everything on the ground in front of her."

What does the word **coop** mean?

A. a classroom for young students
B. the inside of a chicken's egg
C. a garden where vegetables and flowers grow
D. the place where a chicken lives

7. Choose the answer that best completes the sentence below.

A chick comes out of an egg _____ it grows into a hen.

A. after
B. although
C. because
D. before

8. Describe how a plant grows from a seed into a fruit or flower.

_____

_____

_____

9. Based on the information in the passage, how are the life cycles of plants and animals similar?

_____

_____

_____

10. What will likely happen to Annabelle's baby as it grows up? Use evidence from the story to explain your answer.

_____

_____

_____

Writing about Reading

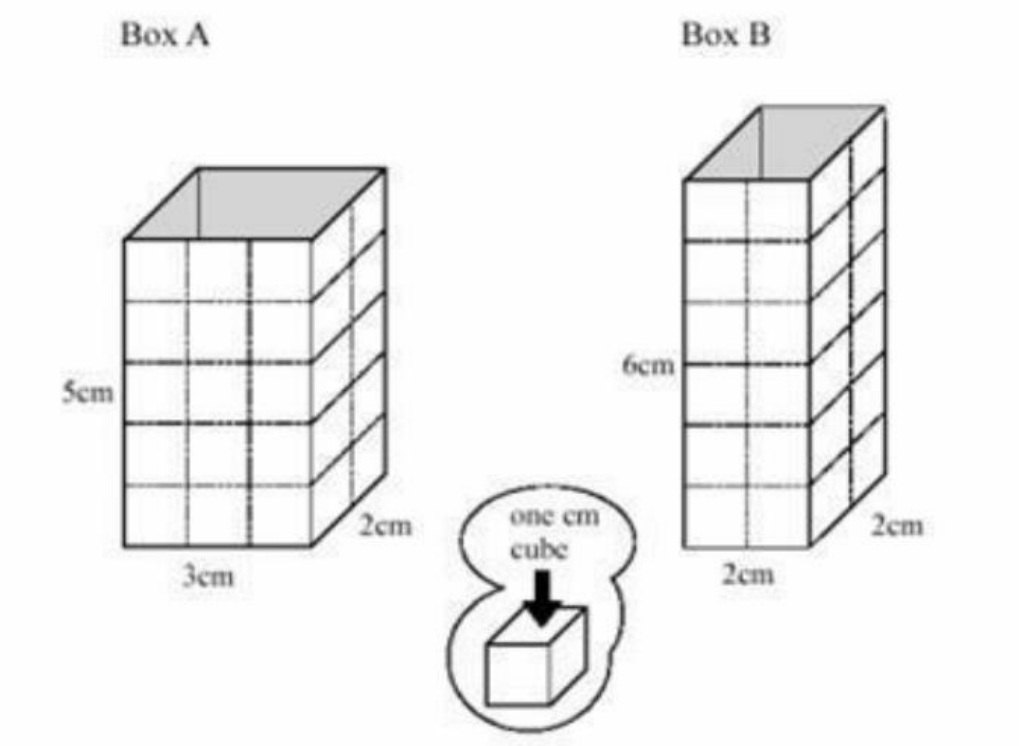
- Based on the type of text you read, choose one question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

Volume of Rectangular Prisms Task

Date___ Math Day 24

How Many Cubes?

Steve fills Box A and Box B with one centimeter cubes.



1. How many cubes can Steve fit into Box A? _____

   Explain how you figured it out. _____

   _____

   _____

2. How many cubes can Steve fit into Box B? _____

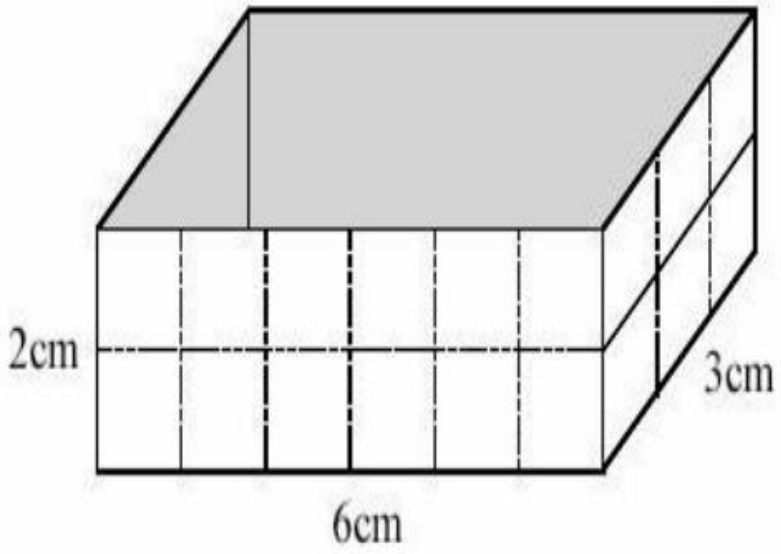
   Show your calculations.

3. Which of the two boxes can hold more cubes? _____

4. Here is another box.

How many centimeter cubes can this box hold?

_____



Find the measurements of a different box that holds the same number of cubes as this box.

_____ cm long _____ cm wide _____ cm high

Day 25

ELA	Math
I can:	
▯ I can read and respond according to task and purpose to become self-directed, critical readers and thinkers. ▯ I can read independently for sustained periods of time to build stamina.	✓ I can review math skills and concepts.
Assignment Checklists:	
❑ Complete Ready Test. ❑ Read for 30 minutes and write a response. ❑ Work on Lexia, if internet is available.	❑ Complete Day 25 Maintaining Math Review. ❑ Finish any incomplete work from this week. ❑ Work on Dreambox, if internet is available.

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

Excerpt from *The French Resistance* by Ann Weil

❶ In June, 1940, France surrendered to the German forces that had invaded their country during World War II. The Germans established a new "French" government in Vichy France. Many French people felt betrayed by their government for "giving up." These patriotic French men and women wanted to keep fighting the Germans, and so the French Resistance was born.

❷ At first the French Resistance consisted of different groups working separately. The groups attacked the German forces in France and disrupted their operations. Another goal was to spy on German forces to gather useful information. Then they provided this information to the Allied Forces. The Allies included the United States and Britain, who were fighting the Germans in World War II. The French Resistance also helped Allied airmen who had fallen behind enemy lines escape from France.

❸ When France first fell to the Germans, many French citizens were simply struggling to survive. After a year, German forces occupied the entire country. By 1941, the French Resistance was becoming better organized and more effective. Britain supported the French Resistance by supplying equipment and sending trained agents to help sabotage the German military. One way the French Resistance worked was to damage the French railways. These railways were used by the Germans to transport equipment throughout the country. Allied bombers also destroyed rail lines. This combined effort made it difficult for German forces to move troops and equipment throughout France. Resistance forces also sabotaged electric power grids and telecommunications facilities.

❹ Different cells within the French Resistance focused on different tasks. Some were mostly concerned with sabotage. Others focused on providing military intelligence to Germany's enemies outside France.

❺ By 1944, the French Resistance numbered upwards of 100,000 people. The German government in France was becoming even more unpopular. Some estimates say more than a million French people were reading underground newspapers published by the Resistance.

❻ The men and women of the French Resistance worked with a common goal in mind, but they often had little else in common. Some came from wealthy families. Others grew up poor. Their political beliefs varied, too. Despite these differences, they all cooperated to defeat the Nazis and reclaim France for the French.

❼ June 6, 1944 was D-Day, when Allied troops landed on Normandy Beach in northern France. The French Resistance was very involved in planning this invasion. D-Day marked a turning point in the war against Germany. The French Resistance continued to work with the Allies after D-Day until, finally, Germany was defeated and the war ended.

1. Part A

Which phrase is closest in meaning to the word **sabotage** as it is used in paragraphs 3 and 4?

Ⓐ give up
Ⓑ work together
Ⓒ put out of action
Ⓓ spy on

Part B

Which detail from the passage is the best example of **sabotage**?

Ⓐ …occupied the entire country
Ⓑ …becoming better organized and more effective
Ⓒ …damage the French railways used by the Germans
Ⓓ …providing military information to Germany's enemies

2. Part A

Which event caused the other events to happen?

Ⓐ The Germans established a new "French" government.
Ⓑ France surrendered to the Nazi Germany forces.
Ⓒ The French Resistance was born.
Ⓓ Patriotic French men and women wanted to keep fighting the Germans.

Part B

Which two events were effects of the correct event from Part A?

Ⓐ The Germans established a new "French" government.
Ⓑ France surrendered to the Nazi Germany forces.
Ⓒ The French Resistance was born.
Ⓓ Patriotic French men and women wanted to keep fighting the Germans.

Part C

Which event happened in response to the correct events from both Parts A and B?

Ⓐ The Germans established a new "French" government.
Ⓑ France surrendered to the Nazi Germany forces.
Ⓒ The French Resistance was born.
Ⓓ Patriotic French men and women wanted to keep fighting the Germans.

Grade 5 Practice Test

3. Part A

Read the following sentence from paragraph 4:
*Different **cells** within the French Resistance focused on different tasks.*
What does the word **cells** refer to in the sentence?

Ⓐ German troops
Ⓑ places in France
Ⓒ groups of people
Ⓓ phones and radios

Part B

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

Ⓐ …the French Resistance consisted of different groups working separately…
Ⓑ …German forces occupied the entire country.
Ⓒ …more than a million French people were reading underground newspapers published by the Resistance.
Ⓓ …finally, Germany was defeated and the war ended.

4. Part A

Which idea in paragraph 7 is also a main idea in the passage?

Ⓐ D-Day was an Allied invasion of Normandy Beach in northern France.
Ⓑ The French Resistance worked with the Allies to win the war.
Ⓒ D-Day was a turning point in the war against Germany.
Ⓓ The French Resistance was the effort to fight the Nazis after France fell to the Germans.

Part B

Which sentence from the passage best supports the correct answer to Part A?

Ⓐ Britain supported the French Resistance by supplying equipment and sending trained agents to help sabotage the German military.
Ⓑ Different cells within the French Resistance focused on different tasks.
Ⓒ The German government in France was becoming even more unpopular.
Ⓓ The men and women of the French Resistance worked with a common goal in mind, but they often had little else in common.

ReadyTest A-Z
www.readytesta-z.com

Excerpt from *The Message* by Joan Linck

Introduction

❶ *This story takes place in 1944 in Caen (KAHN), France, located in the Normandy region of northwestern France, about 16 kilometers (10 miles) inland from the English Channel.*

Secret Meeting

❷ "Red lanterns burn brightly in Suez." Aimee whispered the password into the barn.

❸ "Mostly when it rains." The stranger murmured his portion of the password from behind the heavy wooden door as he creaked it open, glimpsing Aimee and her companion. Day was fading into night, and in the feeble light she guessed he was maybe eighteen or nineteen years old. She wished he would hurry because each time the cold February wind rustled the trees, she thought a soldier was approaching. He hesitated; then he warily opened the door.

❹ "Come in," he said in a voice as stiff and cold as the onshore breeze. Aimee stepped over the threshold into the old brick barn. She carefully held her elbow askew so young Jacques could follow her. Behind them the stranger slid a wooden plank through metal brackets on each side of the door.

❺ "Why did you bring your little brother? I was not told two people were coming tonight."

❻ "Jacques is not my brother. But he is the one with news and he needed help finding you."

❼ Fifteen-year-old Aimee and the stranger worked for the French Resistance. They were part of a secret group of ordinary citizens living in German-occupied France. They did whatever they could to help England, the United States, and other Allied countries stop the German dictator Adolph Hitler from taking over Europe during World War II. Aimee's contact in the Resistance had requested that she meet Jacques near Caen's railway station this afternoon and escort him to this barn. She had been given only vital

information: the barn's location and the password to enter. She watched as the stranger scrutinized Jacques' appearance, but when he noticed the vacant look in Jacques' eyes, he relaxed.

❽ "Oh, of course." His voice softened. "We haven't been properly introduced. I'm Pierre."

❾ "Pleased to meet you. I'm Jacques La—"

❿ "Ah-ah-ah," interrupted Pierre. "First names only to keep us all safer." He offered the visitors a comforting smile as he invited them to sit down in a horse stall. It was vacant except for bales of hay and a picnic basket.

⓫ A single lightbulb hung from the low rafters. Its light was only bright enough to hint at what lay in the barn's corners. As ordered by the Germans, blackout material covered the windows to prevent light from shining out. The French counted on it to prevent German soldiers from spying in.

⓬ Straw from the animal stalls spilled onto the stone floor. The sweet aroma of hay mixed with the pungent smell of cattle. As she'd been taught to do, Aimee scanned the interior of the barn for potential hiding spots in case the German soldiers should appear. Getting caught sending information to the enemy meant prison, or worse. But the three in the barn were willing to take that risk if it helped free their beloved France from Hitler's grip.

5. Part A

Which word best describes Pierre when Aimee and Jacques first arrive?

Ⓐ afraid
Ⓑ angry
Ⓒ friendly
Ⓓ suspicious

Part B

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

Ⓐ "Come in," he said in a voice as stiff and cold as the onshore breeze.
Ⓑ "Why did you bring your little brother? I was not told two people were coming tonight."
Ⓒ "Oh, of course." His voice softened.
Ⓓ "Ah-ah-ah," interrupted Pierre.

6. Part A

Which word best describes Pierre at the end of the passage?

Ⓐ afraid
Ⓑ angry
Ⓒ friendly
Ⓓ suspicious

Part B

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

Ⓐ "Come in," he said in a voice as stiff and cold as the onshore breeze.
Ⓑ "Why did you bring your little brother? I was not told two people were coming tonight."
Ⓒ "Oh, of course." His voice softened.
Ⓓ "Ah-ah-ah," interrupted Pierre.

7. Part A

What does **vacant** mean in paragraph 7?

Ⓐ blank
Ⓑ discouraged
Ⓒ mean
Ⓓ pitying

Part B

On the basis of the correct answer to Part A and other clues in the text, which is most likely?

Ⓐ Jacques is blind.
Ⓑ Jacques is angry at Pierre.
Ⓒ Jacques feels sorry for Aimee.
Ⓓ Jacques does not want to be there.

8. Part A

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

Ⓐ Aimee
Ⓑ Pierre
Ⓒ Jacques
Ⓓ first-person narrator

Part B

How does this point of view influence how events are described?

Ⓐ Readers know how long Pierre was waiting for Aimee to arrive.
Ⓑ Readers know more about Jacques than either Aimee or Pierre.
Ⓒ Readers know what Aimee was doing before she got to the barn.
Ⓓ Readers know the narrator is spying on the three main characters.

9. Part A

Which text structures and topics are used in *The Message?* Choose all that apply.

Ⓐ descriptions and paragraphs
Ⓑ dialogue and characters
Ⓒ Normandy
Ⓓ D-Day
Ⓔ underground newspapers
Ⓕ why people joined the French Resistance

9. Part B

Which text structures and topics are used in *The French Resistance?* Choose all that apply.

Ⓐ descriptions and paragraphs
Ⓑ dialogue and characters
Ⓒ Normandy
Ⓓ D-Day
Ⓔ underground newspapers
Ⓕ why people joined the French Resistance

10. Write a paragraph that compares and contrasts each author's point of view about the French Resistance. Include the genre of each text and support your ideas with examples from both texts.

11. You have read two texts about the French Resistance and people who were part of 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 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 one question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

Maintaining SC Ready Math Skills # 5

Directions: Write each question and the answer.

Algebraic Thinking and Operations

1. Which of the following expressions matches the statement below?

Add 5 and 7. Then, multiply by 3

A. $3 \times (5 + 7)$

B. $5 + 7 \times 3$

C. $5 \times (3 + 7)$

D. $7 + 5 \times 3$

Number Sense and Base Ten

2. A gas station sold 300.584 gallons of gas in a day. How many gallons of gas did the gas station sell, rounded to the nearest hundredth? _____

Geometry

3. Which statement is true?

A. All hexagons are triangles because they have at least 3 sides.
B. All octagons are polygons because they have at least 3 sides.
C. All parallelograms are rectangles because they have 2 sets of parallel sides.
D. All rhombi are squares because they have 4 sides that are all the same length.

Measurement and Data Analysis

4. Danny is building a sidewalk around his garden. What measurement does Danny need to know about the garden before he starts?

A. Area B. Volume C. Perimeter

Number Sense and Operations- Fractions

5. Of the cans of soup in Rolando's cupboard, 1 2 are tomato and 2 5 are chicken noodle. What fraction of the cans of soup in Rolando's cupboard are either tomato or chicken noodle?

Day 26

ELA	Math
I can:	
✓ I can determine the theme of a poem and use evidence from the poem to support the theme. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can find equivalent measurements in the metric system. ✓ I can convert metric units from smaller to larger and larger to smaller.
Assignment Checklists:	
❑ Read the passage and answer the questions. ❑ Read for 30 minutes and write a response.	❑ Complete Day 26: Problem of the Day. ❑ Complete Day 26: Apply & Practice – Convert Metric Lengths.

COMMONLIT

Name: _____ Class: _____

The Clock Man

By Shel Silverstein
2011

Sheldon Allan "Shel" Silverstein (1930-1999) was an American poet, cartoonist, screenwriter, and author of children's books. In the following a poem, a child has a conversation with the clock man. As you read, take notes on how the person in the poem reacts to and feels about time.

"How much will you pay for an extra day?"
The clock man asked the child.
"Not one penny," the answer came,
"For my days are as many as smiles."

"How much will you pay for an extra day?"
He asked when the child was grown.
"Maybe a dollar or maybe less,
For I've plenty of days of my own."

"How much will you pay for an extra day?"
He asked when the time came to die.
"All of the pearls in all of the seas,
And all of the stars in the sky."

"The Clock Man" by Shel Silverstein is used with permission.

COMMONLIT

Text-Dependent Questions

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

1. PART A: Which of the following best describes the theme of the poem? [RL.2]
   - A. People care about time more as they get older.
   - B. Children often feel like they will never get old.
   - C. There's nothing more important to people than staying young.
   - D. People are afraid of death their entire lives.

2. PART B: Which detail from the text best supports the answer to Part A? [RL.1]
   - A. "'For my days are as many as smiles.'" (Line 4)
   - B. "'How much will you pay for an extra day?'" (Line 5)
   - C. "He asked when the time came to die." (Line 10)
   - D. "All of the pearls in all of the seas" (Line 11)

3. What does the clock man represent in the poem? [RL.3]
   - A. death
   - B. living forever
   - C. time
   - D. money

4. How do the person's feelings about time change throughout the poem? [RL.3]
   - A. He values time more than he did as a child.
   - B. He grows more negative about time as he ages.
   - C. He is satisfied with the time he has left.
   - D. He feels angry that he cannot buy any more time.

5. How does the quote "'Not one penny,' the answer came, / 'For my days are as many as smiles'" (Lines 3-4) contribute to the overall theme of the poem? [RL.5]

_____

_____

_____

_____

_____

_____

_____

Writing about Reading

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

Think and Grow: Convert Metric Lengths

You can use powers of 10 to find equivalent measures in the metric system.

kilometer	hectometer	dekameter	meter	decimeter	centimeter	millimeter
10^3 m = 1,000	10^2 m = 100	10 m	1 m	0.1 m	0.01 m	0.001 m

Key Idea When finding equivalent metric lengths, multiply to convert from a larger unit to a smaller unit. Divide to convert from a smaller unit to a larger unit.

Metric Units of Length
1 centimeter (cm) = 10 millimeters (mm)
1 meter (m) = 100 centimeters (cm)
1 kilometer (km) = 1,000 meters (m)

Example Convert 6 centimeters to millimeters.

There are _____ millimeters in 1 centimeter.

Because you are converting from a larger unit to a smaller unit, multiply.

6 × _____ = _____

So, 6 centimeters is _____ millimeters.

Example Convert 14,000 meters to kilometers.

There are _____ meters in 1 kilometer.

Because you are converting from a smaller unit to a larger unit, divide.

14,000 ÷ _____ = _____

So, 14,000 meters is _____ kilometers.

Learning Target: Write lengths using equivalent metric measures.

Day 26: Apply & Practice

Apply and Grow: Practice

Convert the length.

3. 150 m = _____ km

4. 90 cm = _____ mm

5. 0.03 m = _____ cm

6. 0.6 km = _____ cm

7. 800 mm = _____ m

8. 700 cm = _____ km

Compare.

9. 0.02 m ◯ 3 mm

10. 48,000 cm ◯ 0.48 km

11. 0.025 km ◯ 3,500 mm

12. The giant anteater has the longest tongue in relation to its body size of any mammal. Its tongue is about 0.6 meter long. How many centimeters long is its tongue?

13. MP **Number Sense** The length of an object can be written as b millimeters or c kilometers. Compare the values of b and c. Explain your reasoning.

14. **Writing** Why does the decimal point move to the left when converting from a smaller measure to a larger measure?

Day 27

ELA	Math
I can:	
✓ I can determine how characters respond to challenges in a story and how that affect the plot. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can find equivalent measurements in the metric system. ✓ I can convert metric units from smaller to larger and larger to smaller.
Assignment Checklists:	
❑ Read the passage and answer the questions. ❑ Read for 30 minutes and write a response.	❑ Complete Day 27: Problem of the Day. ❑ Complete Day 27: Apply & Practice – Convert Metric Measures. ❑ Complete Day 27: Fact Fluency – Multiplication.

Name: _____ Class: _____

Trail into Darkness

By Brad Robie
2017

Brad Robie has written for Highlights. *in this short story, a boy gets lost while snowshoeing with his family. As you read, take notes on how Luke responds to being lost.*

[1] *A boulder as big as a house.* That's how the guide book described Giant Rock. Dad said it was carried here by a glacier[1] millions of years ago.

I was finally going to see it, on snowshoes, with my three older cousins, my dad, and my uncle Don. I'd been snowshoeing before, and I liked the adventure of trekking[2] through deep snow alongside wild-animal tracks.

At the parking area, after putting on our snowshoes, we studied the map in the information kiosk. "We start here," Dad said, "on the red trail. Then we turn left onto the purple loop. That's where Giant Rock is."

"Remember to stick together, guys," Uncle Don said.

"Where is everyone?" by Melissa Manwill is used with permission.

[5] The trail ran uphill alongside a stone wall. It was easy to follow because red markers were nailed to the trees and the snow had been packed down by other hikers. At the top of the hill, we turned onto the purple trail, which wound back and forth, traversing[3] the hills and gullies.[4] We settled into a rhythm, with Dad and everyone else in front and me in the back, *crunch-crunch-crunching* through the snow. My cousins were faster than I was, but I managed to keep up.

The late afternoon sun felt warm, although it was already sinking lower. I saw lots of animal tracks — mostly deer, squirrel, and rabbit prints, which I recognized from my field guide.[5] As the trail zigzagged on, my cousin Andrew said what I'd been thinking: "Will we *ever* reach Giant Rock?"

My cousin Aiden smiled and turned to me. "Luke, do you think your dad invented the idea of Giant Rock just to get us away from the TV for a while?"

I laughed. "You never know."

1. a slow-moving mass of ice formed over many years
2. **Trek** ***(verb):*** to go on a long journey, usually by foot
3. to travel across or through something
4. a small valley worn away by running water
5. a book for identifying things in nature

Finally, we crested[6] a hill and saw the massive boulder sitting alone in the forest. "It really is as big as a house!" my cousin Josh said, gazing up.

[10] My cousins and I high-fived each other and jogged down the slope until we stood at the base, breathless.

Standing in the boulder's giant shadow, I noticed the sun had dipped even lower.

"Let's head back," Dad said after a few minutes.

Soon we were *crunch-crunch-crunching* our way home.

I was a little behind the group when I noticed a set of animal tracks I didn't recognize. They were hard to see among the snowshoe prints, so I followed them off the trail for a closer look. There were no claw marks, which meant they didn't belong to a dog or a fox. Instead, they looked like tiny handprints and footprints. *Must be a raccoon,* I thought, matching them to prints in my guide.

[15] I looked up when I suddenly realized how quiet it had gotten. I was totally alone. "Hey!" I shouted. "Where is everyone?"

Nothing. Just the sound of my own breathing and the hammering of a woodpecker echoing in the bare woods. *They couldn't have gone far,* I thought, stepping back onto the trail. *I'll catch up to them if I hurry.*

I came to a junction[7] where I could turn left or go straight, but both trails had purple markers. The path to the left looked familiar. But when I stepped over a log I thought I'd seen before, something told me I was going the wrong way. So I reversed direction. My mind started to race. Soon it might be too dark to tell what color the markers were. And I couldn't just follow my own footsteps because there were so many tracks from other hikers.

It seemed to grow darker by the second. I had no flashlight. No phone. I began running. What if I couldn't find my way back? I started tearing through the woods in a panic, watching as the sun disappeared behind the trees.

Then I came to a crossroads. Which way should I turn?

[20] *Stop,* I told myself. *Think.* I pictured the map again. To get to Giant Rock we had turned left onto the purple loop. To get back, I needed to do the opposite and turn right onto the red trail.

If this didn't work, I'd do what I had always heard you should do in a situation like this: stay put, and let your group find you.

I heard voices, someone calling. Then I noticed the stone wall, the trail running alongside it. This *had* to be right. I plunged[8] downhill in giant steps.

And then, the best sight ever: the parking lot — and my family! I shouted as I ran toward them.

6. to reach the top of something
7. a point where two or more things are joined
8. **Plunge** ***(verb):*** to jump or dive quickly and with energy

"Luke? Are you OK?" Dad's voice was urgent.[9] He shined a flashlight in my direction.

[25] I'd only been lost for minutes, but it had felt like forever. Now all I wanted was a bear hug from Dad and to make tracks for home.

Text-Dependent Questions

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

1. PART A: Which sentence best describes the theme of the short story?
   - A. It's important to have proper supplies before you go outdoors.
   - B. Outdoor activities in the snow are too dangerous for kids.
   - C. The beauty of nature can often be distracting.
   - D. It's important to stay calm in an emergency situation.

2. PART B: Which detail from the text best supports the answer to Part A?
   - A. "I'd been snowshoeing before, and I liked the adventure of trekking through deep snow alongside wild-animal tracks." (Paragraph 2)
   - B. "The late afternoon sun felt warm, although it was already sinking lower. I saw lots of animal tracks — mostly deer, squirrel, and rabbit prints, which I recognized from my field guide." (Paragraph 6)
   - C. "I looked up when I suddenly realized how quiet it had gotten. I was totally alone. 'Hey!' I shouted. 'Where is everyone?'" (Paragraph 15)
   - D. "Stop, I told myself. Think. I pictured the map again. To get to Giant Rock we had turned left onto the purple loop." (Paragraph 20)

3. What does it mean when Luke describes his mind as "racing" in paragraph 17?
   - A. He is thinking many thoughts very quickly.
   - B. He is imagining himself running very fast.
   - C. He is smarter than the average person.
   - D. He is trying not to think about his situation.

4. How does paragraph 17 contribute to the text?
   - A. It suggests that Luke will never go home.
   - B. It reveals that Luke knows what to do.
   - C. It shows that Luke is in serious trouble.
   - D. It stresses how poorly marked the path is.

5. How does Luke react to not being able to find his family?

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. In the story, Luke is scared to be lost in nature. What dangers does he face out in nature? Describe a time you were scared by something in nature.

2. When Luke gets separated from his family, he is fearful. How do you think Luke's fear affects him while he's lost? Does it help him act and find his family or distract him? Describe a time that your fear has driven you to act, or kept you from acting.

3. How does Luke act bravely when he gets separated from his family? Describe a time when you had to be brave, despite being afraid.

Writing about Reading

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

Day 27: Apply & Practice

Name _____

Learning Target: Write masses and capacities using equivalent metric measures.

Example Convert 0.5 liter to milliliters.

There are 1,000 milliliters in 1 liter.

Because you are converting from a larger unit to a smaller unit, multiply.

$0.5 \times 1{,}000 = 500$

So, 0.5 liter is 500 milliliters.

Convert the mass.

1. 9 g = _____ mg

2. 78 g = _____ kg

3. 260,000 mg = _____ kg

4. 0.148 kg = _____ mg

Convert the capacity.

5. 600 mL = _____ L

6. 3 L = _____ mL

7. 0.21 L = _____ mL

8. 35 mL = _____ L

Name: _____

Multiplication: 3-Digit by 2-Digit

Multiplication

Find the products.

a. 452 × 36

b. 986 × 24

c. 745 × 19

d. 367 × 58

e. 892 × 47

f. 603 × 95

g. 286 × 73

h. 847 × 62

i. 594 × 86

j. 978 × 69

k. Charlie is training to run a marathon. Every day he puts on his sneakers and runs 12 miles. Charlie never misses a day. How many miles does Charlie run in one full year, or 365 days?

answer: _____

Day 28

ELA	Math
I can:	
✓ I can determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can find equivalent measurements in the metric system. ✓ I can convert metric units from smaller to larger and larger to smaller.
Assignment Checklists:	
❑ Complete word study activity. ❑ Read for 30 minutes and write a response.	❑ Complete Day 28: Problem of the Day. ❑ Complete Day 28: Apply & Practice – Convert Metric Mass and Capacity.

Name: _____

Suffixes: *-tion* and *-sion*

The suffixes -tion and -sion are usually used to change verbs into nouns.
Be alert for unusual spelling changes when you add these suffixes.

examples:

Verb	Suffix	Noun
to cancel	-tion	cancellation
to expand	-sion	expansion

Add the correct suffix to each verb shown to make a noun. Be sure the noun is spelled correctly. Then use the noun in a complete sentence.

1.

Verb	Suffix	Noun
to educate	-tion	

_____

_____

2.

Verb	Suffix	Noun
to expand	-sion	

_____

_____

3.

Verb	Suffix	Noun
to protect	-tion	

_____

_____

4.

Verb	Suffix	Noun
to persuade	-sion	

_____

_____

5.

Verb	Suffix	Noun
to subtract	-tion	

_____

_____

6.

Verb	Suffix	Noun
to decide	-sion	

_____

_____

7.

Verb	Suffix	Noun
to suggest	-tion	

_____

_____

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Writing about Reading

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

Think and Grow: Convert Metric Measures

Math Day 28

Key Idea When finding equivalent metric masses or capacities, multiply to convert from a larger unit to a smaller unit. Divide to convert from a smaller unit to a larger unit.

Metric Units of Mass
1 gram (g) = 1,000 **milligrams** (mg)
1 kilogram (kg) = 1,000 grams (g)

Metric Units of Capacity
1 liter (L) = 1,000 milliliters (mL)

Think, there will be more milligrams than grams. So, it makes sense to multiply.

Example Convert 12.4 grams to milligrams.

There are _____ milligrams in 1 gram.

Because you are converting from a larger unit to a smaller unit, multiply.

12.4 × _____ = _____

So, 12.4 grams is _____ milligrams.

Example Convert 18,000 milliliters to liters.

Think, there will be fewer liters than milliliters. So, it makes sense to divide.

There are _____ milliliters in 1 liter.

Because you are converting from a smaller unit to a larger unit, divide.

18,000 ÷ _____ = _____

So, 18,000 milliliters is _____ liters.

Learning Target: Write masses and capacities using equivalent metric measures.

Day 28: Apply & Practice

Apply and Grow: Practice

Convert the mass.

5. 5,000 g = _____ kg

6. 67 g = _____ mg

7. 0.2 kg = _____ mg

8. 30,000 mg = _____ kg

Convert the capacity.

9. 8 L = _____ mL

10. 70 mL = _____ L

11. 200 mL = _____ L

12. 0.4 L = _____ mL

13. What is the mass of the pumpkin in kilograms?

6,000 grams

14. **Which One Doesn't Belong?** Which one does *not* have the same capacity as the other three?

2,000 mL 2 L

2 mL 2×10^3 mL

15. **DIG DEEPER!** Order the masses from least to greatest. Explain how you converted the masses.

0.039 kg	14,000 mg	56 g	0.14 kg

Day 29

ELA	Math
I can:	
✓ I can read and respond according to task and purpose to become self-directed, critical readers and thinkers. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can find equivalent measurements in the metric system. ✓ I can convert metric units from smaller to larger and larger to smaller.
Assignment Checklists:	
❑ Read the passage and answer the questions. ❑ Read for 30 minutes and write a response.	❑ Complete Day 29: Converting Metric Measurements Task.

COMMONLIT

Name: _____ Class: _____

Strength in Numbers

By BirdBrain Science
2016

There are a lot of different types of living things. By grouping living things based on their similarities, it is easier to determine how they work in and contribute to the world. This article explores the classification of living things, how they live together, and how they interact with other groups. As you read, takes notes on the ways living things work together in their environments.

[1] Let's take a minute and classify you. No, this will not hurt. Let's see... you are a person, right? You belong to a group called "students." You spend your day at school with other students. Your school is filled with other people who are not students but help the students learn. Did I get all that right? It is very helpful to find out how a living thing fits into the world and how it changes the things around it. By knowing what kind of human you are, I can probably tell when you wake up, what you study, what you eat at school, maybe even what you want to be when you grow up. Here, I will show you how to do it.

"Strength in Numbers" by BirdBrain Science is used with permission.

It all begins with one living thing. You are a person. One organism. Pick an animal. I am going to guess you picked a... slug. No? Maybe I do not know everything about you. How about a bee? An **organism** is one living thing. It can be anything from a piece of grass to a chicken to a blue whale to you. Think of it as one thing that needs energy to keep on living. This is what makes an organism different from dirt or air. This bee of ours cannot buzz alone.

Just as you belong to a group of students, all living things belong to one group. A lot of living things will be born together and stay in places where there is food they can eat. You stay with students because you all learn together. When talking about living things in general though, we say it's because they can make babies together. A **species** is a group of living things that make babies with each other but not other living things. It's like a club only for bees.

Students hang out in schools. Bees hang out in a hive. They live together because they are stronger in numbers. They all have the same needs when it comes to food and homes. That means bees can help each other find pollen and students help each other learn new things. A **population** is a group of the same kind of living thing all living together. They stay strong by staying together. It's a lot easier to squish one bee than it is a swarm of bees coming right at you.

[5] Bees need more than just other bees. They can't eat other bees. They can't build their hive out of bees. They need many different kinds of living things around them. They need flowers, and the flowers need the bees to help them make seeds. After the bees make honey, there will be bears to come eat the hive so there are not too many bees. A **community** is a lot of different kinds of populations living together: bees, flowers, bears. At your school, that means students, teachers, the janitor. No living thing can live without many other living things around it.

By figuring out how a living thing works in the world we can understand so much more about how it affects everything around it. You cannot learn about bees without learning how they act with other bees. You cannot learn about bees without learning about flowers and maybe even bears. You cannot learn about students without learning about teachers and principals. Nothing grows alone.

Text-Dependent Questions

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

1. PART A: Which statement best identifies the central idea of the text? [RI.2]
   - A. Living things are grouped together but only individuals can change their environments.
   - B. Living things can grow or shrink based on how well the species works by itself.
   - C. Living things interact with similar organisms but need different species to survive.
   - D. Living things need to actually live together in order to be called a species.

2. PART B: Which quote from the text best supports the answer to Part A? [RI.1]
   - A. "It all begins with one living thing. You are a person. One organism." (Paragraph 2)
   - B. "It's a lot easier to squish one bee than it is a swarm of bees coming right at you." (Paragraph 4)
   - C. "No living thing can live without many other living things around it." (Paragraph 5)
   - D. "You cannot learn about bees without learning how they act with other bees." (Paragraph 6)

3. PART A: What does the word "classify" mean as it is used in paragraph 1? [RI.4]
   - A. to judge someone
   - B. to place in a group
   - C. to look over carefully
   - D. to remove from a group

4. PART B: Which quote from paragraph 1 supports the answer to Part A?
   - A. "Let's see... you are a person, right?"
   - B. "You belong to a group called 'students.'"
   - C. "to find out how a living thing fits into the world"
   - D. "when you wake up, what you study, what you eat at school"

5. How does paragraph 5 support the central idea of the text? [RI.5]

_____

_____

_____

_____

_____

_____

_____

Writing about Reading

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

Converting Metric Measurements Task

Math Day 29

Questions 1 to 5 assess knowledge about metric units of distance measurement and the ability to convert between these.

1. What is longer, 2.4 m or 240 mm?

2. How many millimeters are in 65. 4 centimeters?

3. Walt grew 10 centimeters in 1 year. He is now 1.6 m tall. How tall was he 1 year ago?

4. Mary buys a reel of thread for sewing. There are 10 m of thread on the real. She uses 210 cm. How much is left on the reel in centimeters?

Questions 5 to 7 assess units of time measurement and the ability to calculate elapsed time.

5. How many minutes are in four hours?

6. Mr. Martin's Spanish class is 45 minutes long. If it starts at 3:30, what time does it end?

7. Sebastian studies from 3:15 - 4:45. His sister, Sasha studies from 4:30 - 6:15. Who studied longer and by how much?

Questions 8 to 10 assess knowledge about metric units of mass and the ability to convert between these.

8. Lois wants to send a box of oranges to a friend by mail. The box of oranges cannot exceed a mass of 10 kg. If each orange has a mass of 200g, what is the maximum number she can send?

9. Peter is overweight. He is 105 kg. His aim is to lose 500 g per week. If he manages this, how many weeks will it be until he is 90 kg?

10. A 30 g serving of a certain breakfast cereal has 0.5 g of salt. How much salt would that be in milligrams

Day 30

ELA	Math
I can:	
▯ I can read and respond according to task and purpose to become self-directed, critical readers and thinkers. ▯ I can read independently for sustained periods of time to build stamina.	✓ I can review math skills and concepts.
Assignment Checklists:	
❑ Complete Ready Test. ❑ Read for 30 minutes and write a response. ❑ Work on Lexia, if internet is available.	❑ Complete Day 30 Problem of the Day. ❑ Complete Maintaining Math. ❑ Finish any incomplete work from this week. ❑ Work on Dreambox, if internet is available.

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

"The Road Not Taken" by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

1. Part A

What does the word **diverged** in Lines 1 and 18 of "The Road Not Taken" mean?

Ⓐ ended
Ⓑ forked
Ⓒ ran
Ⓓ zigzagged

Part B

How does the meaning of the word **diverged** contribute to the theme of the poem?

Ⓐ It describes ways the two roads are different.
Ⓑ It explains why the narrator was in the woods.
Ⓒ It shows why the narrator had to make a decision.
Ⓓ It tells about the person who is narrating the poem.

2. Part A

Which <u>two</u> lines in the first stanza of "The Road Not Taken" help create the setting?

Ⓐ Two roads diverged in a yellow wood
Ⓑ And sorry I could not travel both
Ⓒ And be one traveler, long I stood
Ⓓ And looked down one as far as I could
Ⓔ To where it bent in the undergrowth

Part B

Which <u>two</u> lines in the third stanza of "The Road Not Taken" help create the setting?

Ⓐ And both that morning equally lay.
Ⓑ In leaves no step had trodden black.
Ⓒ Oh, I kept the first for another day!
Ⓓ Yet knowing how way leads on to way,
Ⓔ I doubted if I should ever come back.

3. How does the phrase "yellow wood" contribute to the setting?

Ⓐ It tells the season.
Ⓑ It tells the time of day.
Ⓒ It describes the two paths.
Ⓓ It describes the lay of the land.

4. Part A

Which sentence summarizes the narrator's thoughts in "The Road Not Taken"?

Ⓐ He hates getting lost.
Ⓑ He is proud of his life.
Ⓒ He does not like walking in the woods.
Ⓓ He wishes he could have taken both roads.

Part B

Which <u>two</u> lines from the poem show evidence of the correct answer to Part A?

Ⓐ Two roads diverged in a yellow wood
Ⓑ And sorry I could not travel both
Ⓒ In leaves no step had trodden black.
Ⓓ Oh, I kept the first for another day!
Ⓔ I took the one less traveled by

5. Part A

Which statement is the <u>best</u> summary of the last stanza (lines 16-20)?

Ⓐ The speaker recalls a similar decision in the past.
Ⓑ The speaker thinks this is an important choice that will affect the rest of his life.
Ⓒ The road the speaker took turned out to be much longer than the road not taken.
Ⓓ The roads were probably alike after all.

Part B

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

Ⓐ The speaker took a lot of time to make this decision.
Ⓑ The road not taken was not so nice.
Ⓒ The roads were more alike than different.
Ⓓ The speaker was planning to come back and take the other road anyway.

"Birches" by Robert Frost

1 When I see birches bend to left and right
2 Across the lines of straighter darker trees,
3 I like to think some boy's been swinging them.
4 But swinging doesn't bend them down to stay.
5 Ice-storms do that. Often you must have seen them
6 Loaded with ice a sunny winter morning
7 After a rain. They click upon themselves
8 As the breeze rises, and turn many-colored
9 As the stir cracks and crazes their enamel.
10 Soon the sun's warmth makes them shed crystal shells
11 Shattering and avalanching on the snow-crust—
12 Such heaps of broken glass to sweep away
13 You'd think the inner dome of heaven had fallen.
14 They are dragged to the withered bracken by the load,
15 And they seem not to break; though once they are bowed
16 So low for long, they never right themselves:
17 You may see their trunks arching in the woods
18 Years afterwards, trailing their leaves on the ground
19 Like girls on hands and knees that throw their hair
20 Before them over their heads to dry in the sun.
21 But I was going to say when Truth broke in

22 With all her matter-of-fact about the ice-storm
23 (Now am I free to be poetical?)
24 I should prefer to have some boy bend them
25 As he went out and in to fetch the cows—
26 Some boy too far from town to learn baseball,
27 Whose only play was what he found himself,
28 Summer or winter, and could play alone.
29 One by one he subdued his father's trees
30 By riding them down over and over again
31 Until he took the stiffness out of them,
32 And not one but hung limp, not one was left
33 For him to conquer. He learned all there was
34 To learn about not launching out too soon
35 And so not carrying the tree away
36 Clear to the ground. He always kept his poise
37 To the top branches, climbing carefully
38 With the same pains you use to fill a cup
39 Up to the brim, and even above the brim.
40 Then he flung outward, feet first, with a swish,
41 Kicking his way down through the air to the ground.
42 So was I once myself a swinger of birches.
43 And so I dream of going back to be.

44 It's when I'm weary of considerations,
45 And life is too much like a pathless wood
46 Where your face burns and tickles with the cobwebs
47 Broken across it, and one eye is weeping
48 From a twig's having lashed across it open.
49 I'd like to get away from earth awhile
50 And then come back to it and begin over.
51 May no fate willfully misunderstand me
52 And half grant what I wish and snatch me away
53 Not to return. Earth's the right place for love:
54 I don't know where it's likely to go better.
55 I'd like to go by climbing a birch tree,
56 And climb black branches up a snow-white trunk
57 Toward heaven, till the tree could bear no more,
58 But dipped its top and set me down again.
59 That would be good both going and coming back.
60 One could do worse than be a swinger of birches.

6. Part A

Based on the text, the speaker in "Birches" is a _____.

Ⓐ young boy
Ⓑ young girl
Ⓒ grown man
Ⓓ grown woman

Part B

Which line from the poem shows evidence of the correct answer to Part A?

Ⓐ Like girls on hands and knees that throw their hair.
Ⓑ One by one he subdued his father's trees.
Ⓒ So was I once myself a swinger of birches.
Ⓓ But dipped its top and set me down again.

7. Part A

Read the following lines, 21–24, from the poem.

21 But I was going to say when Truth broke in
22 With all her matter-of-fact about the ice-storm
23 (Now am I free to be poetical?)
24 I should prefer to have some boy bend them

What is the logical relationship between lines 21-22 and lines 23-24?

Ⓐ Lines 21-22 tell the effect of what is described in lines 23-24.
Ⓑ Lines 21-22 tell what happened first and lines 23-24 tell what happened next.
Ⓒ Lines 21-22 tell a main idea in "Birches" and lines 23-24 include supporting evidence.
Ⓓ Lines 21-22 contrast what really happened with what the speaker wishes happened in lines 23-24.

Part B

How does the correct answer to Part A support a theme in "Birches"?

Ⓐ It shows a sequence of events that leads to bent birches.
Ⓑ It shows how the author contrasts reality and imagination.
Ⓒ It shows how the author uses cause and effect to explain what happens to birch trees.
Ⓓ It shows how the author uses details about birch trees to support a main idea about growing older.

8. How does line 42 shift the mood of the poem?

Ⓐ It marks a change in the setting.
Ⓑ It makes the poem more personal.
Ⓒ It changes the tone from happy to thoughtful.
Ⓓ It moves the action from the past to the present.

9. Part A

Based on "Birches" and "The Road Not Taken", which is most likely true about Robert Frost?

Ⓐ He lived in the 1700s.
Ⓑ He was an expert on trees.
Ⓒ He spent time in the countryside.
Ⓓ He had many regrets about his life.

Part B

What is it about both poems that supports the correct answer to Part A?

Ⓐ Both poems seem sad.
Ⓑ Both poems refer to trees.
Ⓒ Both poems sound old-fashioned.
Ⓓ Both poems include images from nature.

10. Poets often use figurative language, stanzas, rhyme, rhythm, alliteration, and other conventions when writing poems. Write a paragraph that compares and contrasts the conventions of poetry Frost uses in "The Road Not Taken" and "Birches." Use examples from both poems to support your ideas.

Writing about Reading

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

Maintaining SC Ready Math Skills

Directions: Write each question and the answer.

#6

Number Sense and Base Ten

1. What is the value of the digit 2 in the number 50.123?

A 2 tenths **B**. 2 hundredths **C**. 2 thousandths **D**. 2 ten thousandths

Algebraic Thinking and Operations

2. Write the expression for the problem below: Explain how you know.

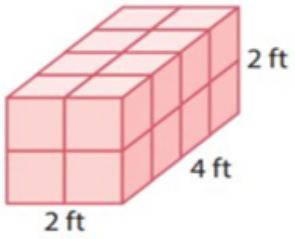
Adam is twice the height of 4 increased by 9.

Geometry

3. What two-dimensional shape has 4 sides of equal length and 4 right angles? _____ Draw it.

Measurement and Data Analysis

4. What is the volume of this figure?



Number Sense and Operations-Fractions

5. Use a model to show how to add ¼ + ½.