

# Day 1

Please only  
complete if this  
is the 1st  
asynchronous  
learning day



# A Dodgeball Mystery [Her BFF's Big Secret, #1]

by Peter Balmaseda



a peek inside a locker room

Ivan Samkov

On a cold January morning, Becca Fernandez woke up happy and excited. That was unusual, because she definitely was *not* a morning person. But today was the first school day of the new year. Becca felt **eager** to see her friends again, especially Annie Allen, her BFF (best friend *forever*). The girls hadn't been together since school vacation started, because Annie and her family went on a long trip out of state. Energized by the thought of reuniting with Annie, Becca quickly brushed her teeth and got dressed. Then she hurried to the kitchen to eat breakfast. Her mother was already there preparing her lunch.

"Wow! Who is this person who is already up and dressed?" Mrs. Fernandez, smiling, said to Becca. "Is this your new year's resolution?"

"Ha. No, Mami, I'm just excited to be seeing my friends again," Becca said as she sat down at the kitchen table. "Tomorrow, I will probably be back to normal."

"How about if you don't get back to normal till Friday? That way, I won't have to drag you out of bed for a couple of days."

"We'll see," Becca replied, laughing.

Her mother brought her a plate with eggs and fruit. Becca began eating.

"I am giving you empanadas for lunch today," Becca's mom said.

"Oh! Could you please give me a few extra? Annie loves them too."

"Sure," her mother agreed.

Becca quickly finished eating, grabbed her lunch and book bag, and kissed her mom. Then she put on her coat and raced outside. The school building was a 15-minute walk away. Even though she was in a hurry to get there, Becca was careful to stop at each corner and wait to safely cross the street.

When she arrived, Becca took a deep breath. Then she entered the building and headed to her classroom.

From across the hallway came a booming cry, "Becca!"

"Annie!" Becca yelled back. They ran to each other and hugged and danced around. The teacher in the hallway turned to see where all that noise was coming from, raised her finger to her lips, and made a loud *shusssssshhhing* sound.

The best friends lowered their voices a little. But as they entered their classroom, they continued to speak excitedly about their holidays and the gifts they received and how they celebrated New Year's Eve. Eventually, Ms. Ortega, their teacher, welcomed everyone back and called the class to order. For the rest of the morning, Becca tried to concentrate on fractions and geography and vocabulary words like "authentic."

Soon, gym was the only class left before lunch. Becca and Annie headed to the locker room and quickly changed their clothes.

Ms. Jones, the gym teacher, said the class was going to play dodgeball. Becca smiled because she was very good at dodging. When Ms. Jones divided the class into two groups, Annie and

Becca were on different sides. Becca knew she wouldn't throw the ball at Annie-unless, of course, the two girls were the last remaining players... then, all bets were off.

Ms. Jones blew her whistle. Most of the kids rushed to the middle of the floor to get the balls and throw them at their opponents. "That's not the smart way to play," Becca said to herself, hanging back as she watched those kids get hit with the balls.

Suddenly, there was a loud yell. Becca saw Annie holding her head and running to the locker room.

*She must have been hit in the face*, Becca thought, and ran after Annie. When Becca entered the locker room, she looked around. No one was there. *She must be in the bathroom*, Becca thought, and pulled open the door to the girl's room. As soon as she did, Becca heard soft crying from one of the stalls.

"Are you okay, Annie?" Becca asked comfortingly.

"I'm fine, don't- don't come in." Annie's muffled voice came through the stall door. She sounded a little weird.

"C'mon, let me help," Becca said. She pushed open the stall door-and was startled.

"*Don't look!*" Annie screamed. She slammed the stall door shut.

But it was too late: What Becca had seen, where Annie's normal face should have been, was something that looked nothing like a face. It **resembled** a big, flat, **deflated** ball. There were no eyes, nose, or mouth, just a rumpled stretch of some kind of plasticky material, sitting above Annie's neck.

"Wh-wh-wh-wh-what happened?" Becca stammered.

"Oh *no*, Becca," Annie sobbed through the stall door. Becca waited, **stunned** and confused. After a minute, she heard Annie hiccup, then take a deep breath.

"Becca," Annie said, "can you keep a secret?"

Ed. : The tale continues in Part 2, "Annie's Secret."

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_**1.** What is the relationship with Becca and Annie?

- A. They are best friends.
- B. They are sisters.
- C. They are neighbors.
- D. They work together.

**2.** How can you tell that Becca and Annie are excited when they first see each other?

- A. They run to each other and dance around.
- B. They speak to each other by whispering.
- C. They show each other holiday pictures.
- D. They do their special handshake routine.

3. Read the following sentences from the text.

"Suddenly, there was a loud yell. Becca saw Annie holding her head and running to the locker room.

*She must have been hit in the face*, Becca thought, and ran after Annie. When Becca entered the locker room, she looked around. No one was there. *She must be in the bathroom*, Becca thought, and pulled open the door to the girl's room. As soon as she did, Becca heard soft crying from one of the stalls.

'Are you okay, Annie?' Becca asked comfortingly.

'I'm fine, don't- don't come in.' Annie's muffled voice came through the stall door. She sounded a little weird.

'C'mon, let me help,' Becca said. She pushed open the stall door-and was startled.

'*Don't look!*' Annie screamed. She slammed the stall door shut."

What conclusion can you draw from this evidence?

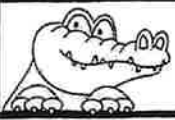
- A. Becca threw the ball that hurt Annie and she is upset that she hurt her friend.
- B. Annie didn't want to play dodgeball because she somehow always gets hurt.
- C. Annie's classmates are all very concerned about her and stop playing dodgeball.
- D. Annie ran to the locker room quickly because she was trying to hide something.

4. Why was Annie hiding from Becca?

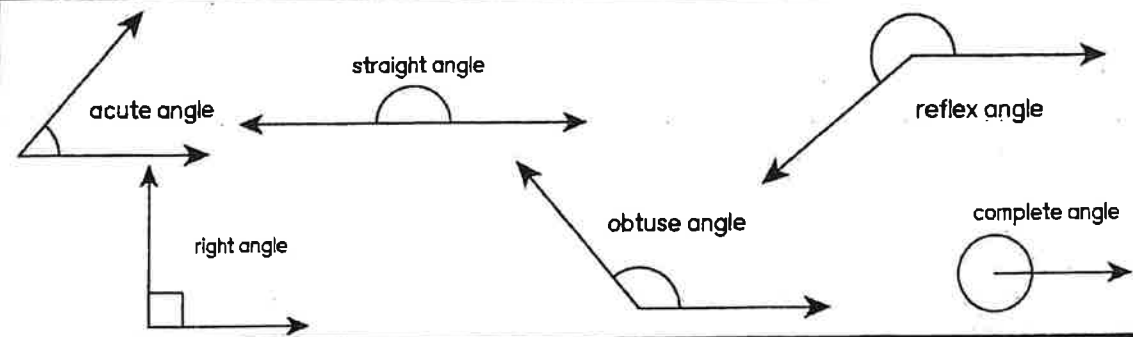
- A. She didn't want Becca to know that she had forgotten her lunch.
- B. She didn't want Becca to see that her face looked different.
- C. She didn't know how to tell Becca that she didn't like dodgeball.
- D. She was embarrassed to admit that she had received a bad grade.

5. What is the main idea of this text?

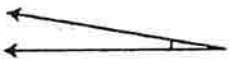
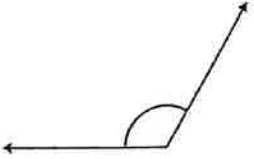
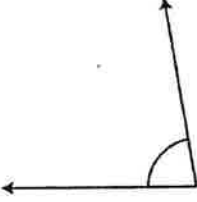
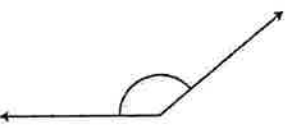
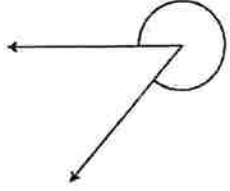
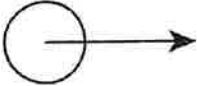
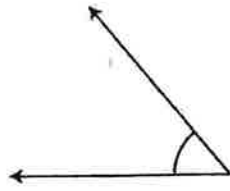
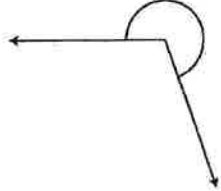
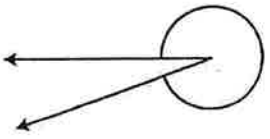
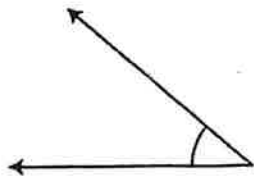
- A. Becca and Annie are best friends and the dodgeball champions at their school but they get in an argument when they lose a game.
- B. Becca and Annie, who are best friends, have a strange experience when Annie gets hit in the face during gym class and doesn't want Becca to see her.
- C. Becca and Annie are sad that they have a holiday break from school because they will not see each other every day.
- D. Becca and Annie are excited because their parents gave them permission to buy ice cream at the school bake sale but they have both forgotten to bring money.



# Classify the Angles



Look at the angles below and classify what type of angles they are.

|                                                                                              |                                                                                              |                                                                                                |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| <br>_____   | <br>_____  | <br>_____   |
| <br>_____  | <br>_____ | <br>_____  |
| <br>_____ | <br>_____ | <br>_____ |
| <br>_____ | <br>_____ | <br>_____ |

## MYSTERY #1: COULD A VOLCANO POP UP WHERE YOU LIVE?

Directions: Read the passage, then answer the questions.

### Volcanoes



Volcanoes can be located above ground or underwater. Volcanoes above ground can create mountains on land, and volcanoes underwater can create islands in the ocean. A volcano forms when there is an opening in Earth's crust, and hot liquid rock from inside of Earth, called **magma**, bursts through the opening.

**Lava** is the name for magma that has come out of the volcano and reached the surface of the Earth. After the lava from a volcano leaves its opening in the Earth, it cools and hardens into rock that becomes part of the Earth's crust. Magma and lava are both molten rock, but they are not exactly the same. Magma is the name of the molten rock below Earth's surface, and lava is molten rock that has reached the Earth's surface and will soon cool.

The Earth's crust is made up of plates of rock and soil that float on top of liquid hot rock beneath them. When two plates move toward one another and one plate goes underneath the other, this movement can create a mountain or volcano! The contact between the plates allows magma, the hot liquid rock, to move toward the surface of the Earth and erupt. Because of this, we know that volcanoes often form where two of Earth's plates touch.

1. Where can volcanoes be located?

☐

underwater

☐

on land

2. What is the difference between magma and lava?

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3. Explain how volcanoes help form new crust.

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4. Which landforms do you think volcanoes can create?

☐

plateaus

☐

canyons

☐

mountains

☐

islands

# Day 2

Please only  
complete if this  
is the 2nd  
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# Telling Her Family's Story through Comics

by Fatima Shaik



A girl reads a comic book.  
*photo by Joe Ciciarelli on Unsplash*

Thi Bui was born in 1975 in Saigon, the capital city of the southeast Asian country of Vietnam. War had been raging across Vietnam for many years. When Bui was just a few months old, her parents left Vietnam by boat with her and her siblings. They had to evade pirates during their escape.

In 1978, three-year-old Thi Bui and her family came to the United States. As **immigrants**, they had a hard time adjusting to the differences between Vietnam and the U.S. The family settled first in Indiana, then moved to California.

After she graduated from college, Bui became a teacher. But she had long listened to her parents' stories about their lives in Vietnam and their **struggles** and successes afterwards. She wanted to tell their stories in a way that would reach lots of people.

In 2007, Bui decided to turn her family's story into a comic book. "I hadn't done comics before so it took me a long time to actually get good enough at comics," she remembered. "I had to draw a lot of bad pages before making something that felt right."

It took her ten years. By then, she was married and a mother. She understood even more how hard it was for her parents to build a new life in a new country with young children. Her book,

*The Best We Could Do* was published in 2017. It has received many **honors**. One especially important one came from the Before Columbus Foundation. That organization is **dedicated** to showcasing people of color. "It feels good to get this vote of confidence now from a community I respect and admire," she said. She added that she wants everyone to read "voices that are less heard."

Bui today is proud of the book she created. "I believe acknowledging... history through personal stories can be a way forward," she says—a way to help people understand one another.

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

1. What country was Thi Bui born in?

- A. Vietnam
- B. the United States
- C. Korea
- D. Japan

2. How does the author describe Bui's family's move to the U.S.?

- A. as fun and relaxing, because her family quickly learned to enjoy the life and culture of the U.S.
- B. as difficult, because her family had a hard time adjusting to differences between Vietnam and the U.S.
- C. as interesting and engaging, because her family got to learn a whole new set of social and cultural norms
- D. as boring, because her family found that life in the U.S. was not very different from life in Vietnam

3. Read the following sentences from the passage.

"[Bui] wanted to tell their stories in a way that would reach lots of people. In 2007, Bui decided to turn her family's story into a comic book."

What can you conclude based on this information?

- A. Bui thought that comic books were a kind of storytelling that many people could connect with.
- B. Bui initially wanted to write a novel about her family, but eventually decided that a comic book was fine.
- C. Comic books are more popular than any other kind of book, but they are mostly read by kids and young adults.
- D. Bui's family did not want her to write a comic book about their lives but later decided that it was okay.

4. What is Bui's attitude towards telling personal stories?

- A. She thinks that telling personal stories can be exciting but should be done carefully and cautiously.
- B. She thinks that telling personal stories is a great way to entertain other people but that stories can't make much of a difference.
- C. She thinks that telling stories is important, but that painting portraits of historical figures is more important.
- D. She thinks that telling personal stories is a powerful way to understand history and to hear the voices of different kinds of people.

5. What is the main idea of this text?

- A. Thi Bui graduated from college and became a teacher, but eventually decided that she wanted to do something else as her career.
- B. Thi Bui's family immigrated from Vietnam to the United States, where they lived first in Indiana and then in California.
- C. Thi Bui is a storyteller who told her family's story of immigrating to the United States from Vietnam in a comic book.
- D. Thi Bui worked on her comic book, *The Best We Could Do*, for ten years before finishing it once she had kids and was married.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Multi-Digit Addition Review

1 Solve the problems below. Show all your work.

$$\begin{array}{r} 120 \\ + 207 \\ \hline \end{array}$$

$$\begin{array}{r} 459 \\ + 320 \\ \hline \end{array}$$

$$\begin{array}{r} 533 \\ + 429 \\ \hline \end{array}$$

$$\begin{array}{r} 332 \\ + 845 \\ \hline \end{array}$$

$$\begin{array}{r} 457 \\ + 372 \\ \hline \end{array}$$

$$\begin{array}{r} 538 \\ + 975 \\ \hline \end{array}$$

$$\begin{array}{r} 347 \\ 576 \\ + 423 \\ \hline \end{array}$$

$$\begin{array}{r} 1,438 \\ 2,754 \\ + 3,626 \\ \hline \end{array}$$

2 Rewrite these problems in vertical form. Then solve them. Show all your work.

|                                                                                                |                      |                        |
|------------------------------------------------------------------------------------------------|----------------------|------------------------|
| <b>example</b> $583 + 645$<br>$\begin{array}{r} 1 \\ 583 \\ + 645 \\ \hline 1,228 \end{array}$ | <b>a</b> $276 + 986$ | <b>b</b> $362 + 1,534$ |
|------------------------------------------------------------------------------------------------|----------------------|------------------------|



## CHALLENGE

3 Use two numbers from the box to complete each addition problem below. You will use some numbers more than once.

|    |     |     |     |     |     |
|----|-----|-----|-----|-----|-----|
| 97 | 204 | 297 | 405 | 498 | 607 |
|----|-----|-----|-----|-----|-----|

$$\begin{array}{r} \boxed{\phantom{000}} \\ + \boxed{\phantom{000}} \\ \hline 301 \end{array}$$

$$\begin{array}{r} \boxed{\phantom{000}} \\ + \boxed{\phantom{000}} \\ \hline 394 \end{array}$$

$$\begin{array}{r} \boxed{\phantom{000}} \\ + \boxed{\phantom{000}} \\ \hline 1,012 \end{array}$$

$$\begin{array}{r} \boxed{\phantom{000}} \\ + \boxed{\phantom{000}} \\ \hline 1,105 \end{array}$$

$$\begin{array}{r} \boxed{\phantom{000}} \\ + \boxed{\phantom{000}} \\ \hline 702 \end{array}$$

## MYSTERY #1: COULD A VOLCANO POP UP WHERE YOU LIVE?

Directions: Read the text and answer the questions.

### Predicting Earthquakes and Volcanoes

Volcanoes and earthquakes are very unpredictable. This means that it is hard to tell when they are going to happen. At any moment, the ground could shake and lava could explode into the air. Scientists are able to make predictions about when something like that could happen, but they aren't always right. It's much easier for scientists to predict where volcanoes could pop up. They know where most earthquakes will happen based on the location of **fault lines**. Many known volcanoes are monitored every day. However, knowing the exact time that an earthquake could happen, or a volcano could erupt is much harder.



Knowing the history of volcanoes and fault lines is very helpful. Sometimes scientists know an event will happen soon because they happen on a fairly regular schedule. Things like movement and shape of the ground can give clues, too. None of these things gives us all the answers, though. Nature always gets the final say!

1. What is easiest for scientists to predict?

- a. the time of an earthquake
- b. the day of an earthquake
- c. the location of an earthquake
- d. the strength of an earthquake

2. To predict a volcanic eruption, scientists should use:

- a. schedules
- b. textbooks
- c. a variety of methods
- d. all of the above

3. What are the benefits of being able to predict volcanic eruptions or earthquakes?

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# Day 3

Please only  
complete if this  
is the 3rd  
asynchronous  
learning day



# Eugenie Clark: "The Shark Lady"

by Caitlyn Meagher



This is a photo of a whale shark in an aquarium.

Eugenie Clark, famously known as 'The Shark Lady,' was a Japanese American fish biologist who was born in 1922. When Clark was young, she loved spending time at the aquarium watching sharks swim. Some people see sharks as scary. Clark wanted to learn more about them. She also wanted to prove to people that these animals should not be feared. She turned this childhood dream into a successful **career** as a fish biologist. Fish biologists (or fish scientists) are called ichthyologists.

Clark began scuba diving to find out more about sharks and other fish. One of her most important **discoveries** was finding sleeping sharks in Mexico. Before this **discovery**, biologists thought sharks had to continue moving in order to get enough oxygen, but Clark found sharks that were completely still while they were sleeping. This was an important contribution to shark **research**.

She made another important **discovery** when she scuba dove in the Red Sea, a body of water located between Asia and Africa. On these dives, Clark discovered several fish species. One of these fish species was a flatfish called Moses sole. This fish has a natural shark repellent. When a Moses sole feels threatened by a shark, it releases a toxic substance that causes the shark to retreat.

In 1955, Clark moved to Florida and founded the Cape Haze Marine Laboratory. This laboratory focuses on sharks, restoring coral reefs, and other marine **research**. She spent her **career** teaching the general public about the importance of protecting oceans and saving marine life. After she became a professor at the University of Maryland, she still kept her sense of **adventure** and her commitment to conserving ocean environments. Even at 92, she was still diving and exploring the ocean. Her legacy lives on through her books and her **research** in marine biology.

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

1. What was Eugenie Clark's career?

- A. She was an archaeology professor.
- B. She was a paleontologist.
- C. She was a fish biologist.
- D. She was a heart surgeon.

2. What does the author describe in the third paragraph of the text?

- A. a discovery that Clark made about a fish species that releases a natural shark repellent
- B. a shark that Clark studied at her laboratory who she became friends with
- C. a type of fish that Clark really liked to eat for dinner on days she was working
- D. a discovery that Clark made about a squid species that can communicate with sharks

3. Clark changed scientists' understanding of sharks with her research.

What evidence from the text supports this idea?

- A. "Before this discovery, biologists thought sharks had to continue moving in order to get enough oxygen, but Clark found sharks that were completely still while they were sleeping."
- B. "In 1955, Clark moved to Florida and founded the Cape Haze Marine Laboratory. This laboratory focuses on sharks, restoring coral reefs, and other marine research."
- C. "She turned this childhood dream into a successful career as a fish biologist. Fish biologists (or fish scientists) are called ichthyologists."
- D. "When Clark was young, she loved spending time at the aquarium watching sharks swim. Some people see sharks as scary. Clark wanted to learn more about them."

4. Read the first paragraph about Clark's attitude towards sharks. What is the connection between her childhood feelings towards sharks and her later education efforts at her laboratory?

- A. Clark's fear of sharks as a child led to her passing several laws as an adult that allowed people to hunt sharks.
- B. Clark's love of sharks and marine animals led her to later write many books about sharks and their children.
- C. Clark's love of sharks and marine animals as a child led to her desire to become a veterinarian later in life.
- D. Clark's love of sharks and marine animals led her to later educate the public about how to protect ocean life.

5. What is the main idea of this text?

- A. The Red Sea is a body of water between Asia and Africa, and one of the fish found there is a flatfish species called Moses sole.
- B. Sharks are scary animals that many people worry about meeting in the water, but sometimes sharks aren't actually trying to hurt people.
- C. Eugenie Clark was a fish biologist who made important discoveries about sharks and worked to educate the public about marine conservation.
- D. Eugenie Clark went to college and studied marine biology, but she actually really wanted to be a heart surgeon so she regretted her decision.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Multi-Digit Subtraction Review

1 Solve the problems below. Show all your work.

$$\begin{array}{r} 649 \\ - 514 \\ \hline \end{array}$$

$$\begin{array}{r} 2,964 \\ - 723 \\ \hline \end{array}$$

$$\begin{array}{r} 482 \\ - 391 \\ \hline \end{array}$$

$$\begin{array}{r} 3,851 \\ - 1,470 \\ \hline \end{array}$$

$$\begin{array}{r} 4,582 \\ - 950 \\ \hline \end{array}$$

$$\begin{array}{r} 6,739 \\ - 547 \\ \hline \end{array}$$

$$\begin{array}{r} 385 \\ - 197 \\ \hline \end{array}$$

$$\begin{array}{r} 7,846 \\ - 4,928 \\ \hline \end{array}$$

2 Rewrite these problems in vertical form. Solve them and then add the numbers to check your answer. Show all your work.

**example**  $906 - 458$

$$\begin{array}{r} 89 \\ 906 \\ - 458 \\ \hline 448 \end{array} \quad \begin{array}{r} 11 \\ 458 \\ + 448 \\ \hline 906 \end{array}$$

**a**  $607 - 569$

**b**  $8,046 - 753$



## CHALLENGE

3 Complete these problems. There is more than one correct solution to the first two problems.

**a**

$$\begin{array}{r} \square 0 1 \\ - \square \square \\ \hline \square 6 7 \end{array}$$

**b**

$$\begin{array}{r} \square 7 \square \\ - \square \square 2 \\ \hline 3 \square \square \end{array}$$

**c**

$$\begin{array}{r} 8 6 \square \\ - \square 4 1 \\ \hline 5 1 \square \end{array}$$

## MYSTERY #3: WILL A MOUNTAIN LAST FOREVER?

Directions: Read the text and answer the questions.

### All About Erosion



Erosion is when layers of Earth's surface, such as rock and soil, are worn away. When this happens, it helps mold landforms, such as seaside cliffs. The soil or rock that is worn away is deposited somewhere else. Erosion usually happens by water or wind. Water and wind can erode soil, sand, and rock. Wind can erode rocks. Erosion can also happen when water seeps into the cracks of rocks and freezes. The water expands when it freezes, and this causes the cracks to become larger. When the water freezes and thaws many times, this can break the rocks apart.

Erosion is a natural process, but humans can cause it to happen more quickly. Things like cutting down trees can make erosion worse because the roots of the plants help hold soil together and prevent erosion. This can hurt the environment. It can impact beach coastlines and the quality of soil.

**1** What is erosion?

- a. When Earth's surface is worn away
- b. When Earth's surface is underwater
- c. When Earth's surface is built up
- d. When Earth's surface is covered in ice

**2** Erosion can be caused by \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

- a. water, ice, environment
- b. water, soil, rocks
- c. water, wind, ice
- d. water, wind, rocks

**3** What is something humans do to make erosion happen more quickly?

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# Day 4

Please only  
complete if this  
is the 4th  
asynchronous  
learning day



# Backseat Driver

by W.M. Akers



It's important to make your big brother angry. As far as Sandy was concerned, that wasn't just her job, it was her calling. Greg was 15 years old, a skinny kid who seemed to get an inch taller every month and a little bit more stuck-up every day. Sandy's mission in life was to keep him from getting too big of a head. She had to make him as angry as possible, as often as possible.

What else are little sisters for?

She hid his schoolbooks. She flicked rubber bands at him while he was talking on the phone. When his friends came over, she was extremely nice to them, so they always asked her to hang out and play video games. This drove Greg crazier than anything else.

"Don't you guys get it? !" he would yell. "She's such a little brat!"

"Nah, Greg, you're nuts," one of his friends would say. "Sandy's all right. She's way better than my little sister. She drives me crazy."

When none of his friends were looking, Sandy would stick her tongue out at Greg. This would make him even angrier.

But now that Greg was almost 16, there was something even more important to him than the **approval** of his buddies. More than anything else, Greg wanted to learn to drive a car. He wanted to be the best in the city, the best in the state. He wanted his driver's license so badly,

the tips of his fingers sometimes hurt from thinking about holding it. Sandy knew how important it was to him, and she was going to make sure he never got it.

He'd just finished Driver's Ed, but Dad insisted Greg practice driving with him a few times before trying for his test.

"Driving with an instructor is one thing," Dad said, "but until you're comfortable driving with a few people, I'm never letting you touch my car. We're going to your aunt's for dinner. Why don't you drive the whole family?"

"Sure thing," said Greg, his eyes shimmering with anticipation.

This would be Sandy's big chance.

After the family climbed into the car, Greg took a few minutes to get ready. He **adjusted** his seat, fiddled with his mirrors, and familiarized himself with the air-conditioner and windshield wipers, even though it wasn't hot outside or raining. For all of his confidence, he was starting to look nervous. He was about to turn on the car when Sandy made her first attack.

"Do you have your learner's **permit**?" she asked from the back seat.

"Of course," said Greg.

"Maybe you should check your wallet."

Greg looked at her for a few seconds longer than he needed to before reaching into his back pocket and hauling out his wallet.

"It's not here."

"Well you can't drive without it," said Dad.

"That's right," said Sandy. "It's the law."

"It was in there this morning!"

"Sure it was."

"Be quiet, Sandy."

"Don't worry about it," said Dad. "I'll drive."

"No! I'm driving. Just wait here."

Greg threw open the car door and tore into his bedroom. He upended his sheets and all the papers on his bed. He yanked his bedside table drawer so hard it almost flew onto the floor. He checked the pockets of the pants he wore the day before, and he looked in all his shirts. The **permit** was nowhere to be found.

Outside, Sandy hummed happily to herself. Everything was going as planned.

Greg returned flushed, but smiling, the **permit** displayed proudly in his hand.

"Where did you find it?" asked Sandy, trying to conceal her nervousness.

"The strangest place. It was in the medicine cabinet...in your bathroom."

"How odd," said Dad, as Greg pulled out of the driveway.

Sandy's first attempt had failed, but she was not defeated yet. She had been reading about safe driving online and spent the whole ride giving Greg unasked-for pointers about the speed limit, turn signals, and when it was safe to merge lanes.

"Remember to keep your hands at ten and two," she said.

"I know where to put my hands!"

"There's no need to yell."

"Just be quiet, please. You don't even know how to drive."

"By the looks of it, neither do you."

Despite her **sabotage**, Greg kept his head. They were nearly at their aunt's house when Sandy was forced to resort to her final trick. She grabbed her stomach and lurched forward in her seat.

"Oh no," she said. "My tummy."

"Are you okay, sweetheart?" asked Dad.

"I don't feel well. I think Greg's driving is upsetting my stomach. He's all over the road!"

"Pull over, Greg."

"But Dad-"

"Pull over! Your sister is going to be sick. I'll drive the rest of the way."

Sandy smiled as the car stopped, and her father stepped out. Greg turned to look at her, his mouth pulled back in a tight little snarl.

"Why did you do it?"

"Do what?"

"Why are you trying to mess up my driver's license? Come on, Sandy! This is really, just...you know how important this is to me."

Sandy looked at him, more upset than he'd been in years-not angry, even, just sad-and her stomach flooded with that rancid feeling that told her she'd done something awful.

"I don't know," she said. "I just...when you get your driver's license, you're going to be gone all the time. You'll never want to hang out with me."

Dad knocked on the car window, waiting for Greg to get out.

"One sec, Dad!" Greg paused for a moment, intent on his sister. "When you get your driver's license, where's the first place you'll go?"

"I don't know...the ice cream place, the mall, the movies."

Greg got out of the car and let his father in. When Greg was settled into the passenger seat, he said, "Dad-when I get my license, the first place I'm going is the ice cream place. Then the mall, then the movies, then the ice cream place again. And I'm taking Sandy with me."

Huh, thought Sandy. Maybe her brother wasn't such a bad driver after all.

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

1. What does Sandy consider her calling?

- A. making her brother angry
- B. learning how to drive
- C. preventing her brother from getting his license
- D. being nice to her brother's friends

2. What are the results of Sandy's actions during the car ride to her aunt's house?

- A. Sandy's brother does not get his driver's license.
- B. Sandy's brother crashes the car.
- C. Sandy's brother gets upset with her.
- D. Sandy's brother is not allowed to drive home.

3. Sandy purposefully hid Greg's learner's permit. What evidence from the story supports this conclusion?

- A. "Greg returned flushed, but smiling, the permit displayed proudly in his hand."
- B. "Greg threw open the car door and tore into his bedroom."
- C. "'Well you can't drive without it,' said Dad."
- D. "Outside, Sandy hummed happily to herself. Everything was going as planned."

4. Read the following sentence: "Sandy looked at him, more upset than he'd been in years-not angry, even, just sad-and her stomach flooded with that rancid feeling that told her she'd done something awful."

How does Sandy likely feel about her actions?

- A. successful
- B. regretful
- C. annoyed
- D. unapologetic

5. What is this story mostly about?

- A. a girl who tries to stop her brother from getting his driver's license
- B. why little sisters always annoy their big brothers
- C. safety tips to follow when learning to drive a car
- D. the relationship between a father and his son and daughter

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Addition, Subtraction & Clock Problems

1 Solve the problems below Show all your work.

$$\begin{array}{r} 845 \\ + 127 \\ \hline \end{array}$$

$$\begin{array}{r} 795 \\ + 109 \\ \hline \end{array}$$

$$\begin{array}{r} 4,639 \\ + 2,467 \\ \hline \end{array}$$

$$\begin{array}{r} 379 \\ + 196 \\ \hline \end{array}$$

$$\begin{array}{r} 6,536 \\ - 2,618 \\ \hline \end{array}$$

$$\begin{array}{r} 805 \\ - 108 \\ \hline \end{array}$$

$$\begin{array}{r} 2,305 \\ - 107 \\ \hline \end{array}$$

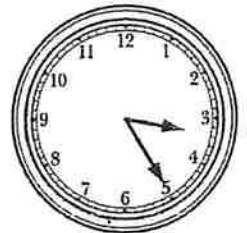
$$\begin{array}{r} 6,002 \\ - 336 \\ \hline \end{array}$$

2 Use the clocks to solve the problems below.

a Anna leaves school at 3:10 to walk home. The clock below shows what time she gets home. How long does it take Anna to walk home?



b Joseph leaves school at 3:05 to take the bus home. The clock below shows what time he gets home. How long is Joseph's bus ride?



## CHALLENGE

c Maribel leaves school at 3:10 to walk home. One day, she stopped at the store on the way home and spent 20 minutes shopping. If she got home at the time shown on the clock, how much time did she spend walking?



## MYSTERY #4: WHAT DID YOUR TOWN LOOK LIKE 100 MILLION YEARS AGO?

Directions: Read the text and answer the questions.

### Patterns in Rock Formation



The layers of rock on Earth's surface can give us a glimpse into the past. These layers are called strata. They contain information about what was happening when each layer was formed. Rock layers form from the bottom up. So, the deeper we dig, the farther back in time we can see.

Earth is about 4.6 billion years old. A lot has happened in its history. If you had a core sample of Earth, you would see layers of different colors and textures. A core sample is a section of Earth that is removed from underground with a special drill. The different layers form in different ways. This gives scientists information about what was happening at that time. Some layers were formed from extreme heat. Some were formed from magma. Some were formed by pressing sediment together over time.

1. The layers of rock on Earth are called \_\_\_\_\_.

- a. soil
- b. strata
- c. samples
- d. textures

2. The Earth is about \_\_\_\_\_ years old.

- a. 4.6 million
- b. 4,600
- c. 4.6 billion
- d. 460

3. What is a core sample?

- a. a section of Earth that shows types of weather
- b. a section of Earth removed from underground
- c. a section of Earth that is very cold
- d. a section of Earth that was pulled from the surface

4. What is different about different rock layers?

.....

.....

.....

.....

.....

# Day 5

Please only  
complete if this  
is the 5th  
asynchronous  
learning day



## Grown Up

I used to be a superhero,  
**Soaring** high from tree to tree.  
With a cape around my shoulders,  
I was as happy as could be.

"Grow up," my brother said.

5

By four, I'd made a rocket ship.  
It took me all the way to Mars.  
It started out as a cardboard box,  
Before I steered it to the stars.

"Grow up," my sister said.

10

At five, I could read and write  
in every language ever heard.  
The pictures gave me all I needed.  
And crayon **scrawls** stood in for words.

"Grow up," my best friend said.

15

At six, I put my cape away.  
At seven, a box was just a box.  
By eight, I read and wrote with ease.  
I could tell the time on clocks.

"You're growing up," my mother said.

20

I miss my cape. Sometimes I think  
that boxes still could make cool forts.  
But I have no time for make believe  
I'm busy writing school **reports**.

I don't always like being grown up.

25

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

1. According to the poem, when did the poem's author put the cape away?

- A. by four years old
- B. at five years old
- C. at six years old
- D. at seven years old

2. What best describes the structure of the poem?

- A. The poem describes what caused the author to grow up.
- B. The poem describes the real-life problems the author faced while growing up.
- C. The poem describes different things the author imagined while growing up, and how the author feels about it now.
- D. The poem describes how excited the author is to grow up and leave behind the games from childhood.

3. Read this stanza from the poem.

I miss my cape. Sometimes I think  
that boxes still could make cool forts.  
But I have no time for make believe  
I'm busy writing school reports.

What can you conclude based on this evidence?

- A. The author finally listened to the siblings and learned how to grow up.
- B. The author is happy to spend time doing schoolwork.
- C. The author no longer likes to make believe.
- D. The author has grown up and no longer imagines things like before.

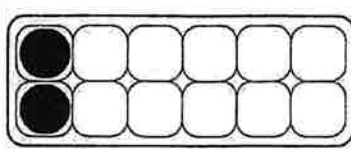
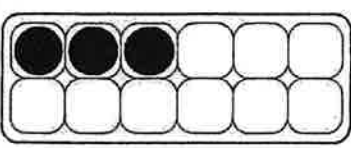
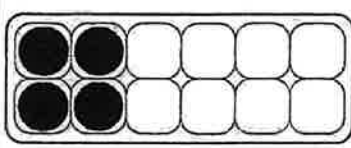
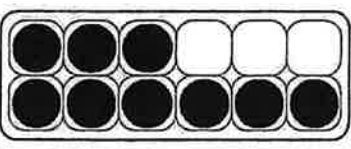
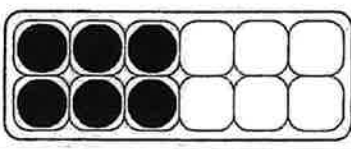
4. By the end of the poem, what does the poem's author probably feel about growing up?
- A. a little sad
  - B. bored
  - C. worried about the future
  - D. happy
5. What is the main idea of the poem?
- A. Some kids never stop playing make-believe.
  - B. A child has different skills at different ages.
  - C. Being grown up can be tough and a little sad.
  - D. A cardboard box can take people to Mars.

NAME \_\_\_\_\_

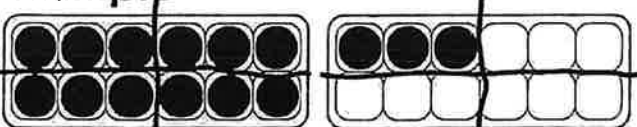
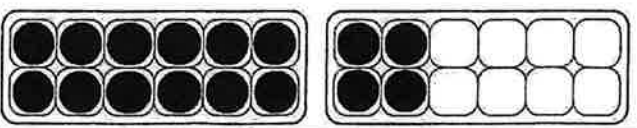
DATE \_\_\_\_\_

## More Egg Carton Fractions

1 Write at least two fractions to show the part of each egg carton that is filled. Draw lines on the egg cartons to divide them into equal parts.

|                                                                                                                                    |                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>example</b><br><br>$\frac{2}{3}$ $\frac{4}{6}$ | <b>a</b><br><br>_____  |
| <b>b</b><br><br>_____                             | <b>c</b><br><br>_____  |
| <b>d</b><br><br>_____                            | <b>e</b><br><br>_____ |

2 Fractions can be greater than one. If a fraction greater than one is written as a whole number with a fraction, it is called a *mixed number*. If it is written as a fraction, it is called an *improper fraction*. Draw on the egg cartons to divide them into equal parts. Then write a mixed number and an improper fraction to show how many full egg cartons there are.

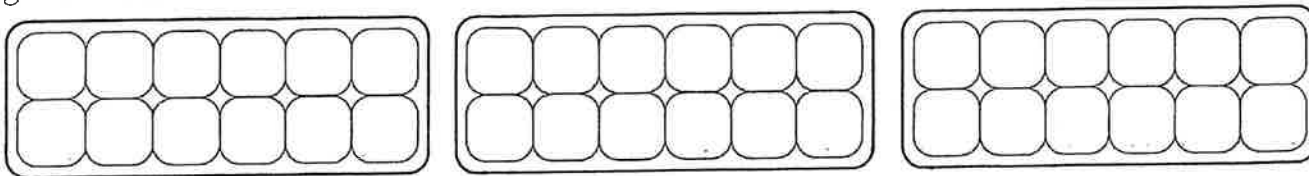
| Egg Carton                                                                                            | Mixed Fraction | Improper Fraction |
|-------------------------------------------------------------------------------------------------------|----------------|-------------------|
| <b>example</b><br> | $1\frac{1}{4}$ | $\frac{5}{4}$     |
| <b>a</b><br>       |                |                   |
| <b>b</b><br>       |                |                   |

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Comparing & Ordering Fractions

**1** Write the fractions below in order from least to greatest. You can use the egg cartons to help compare the fractions. Hint: *First figure out which fractions are greater than 1.*

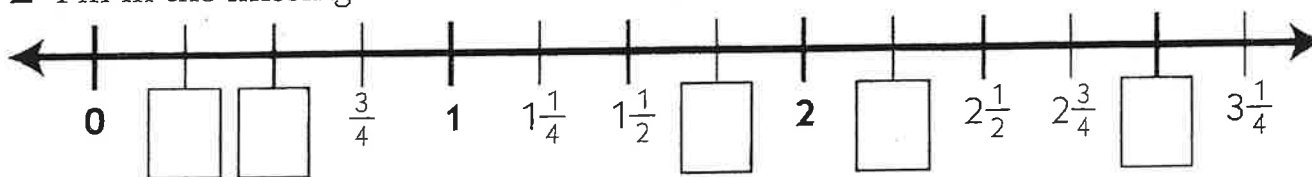


|               |               |               |               |               |               |               |               |
|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| $\frac{1}{2}$ | $\frac{5}{3}$ | $\frac{3}{4}$ | $\frac{1}{3}$ | $\frac{7}{4}$ | $\frac{2}{3}$ | $\frac{3}{2}$ | $\frac{1}{4}$ |
|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|

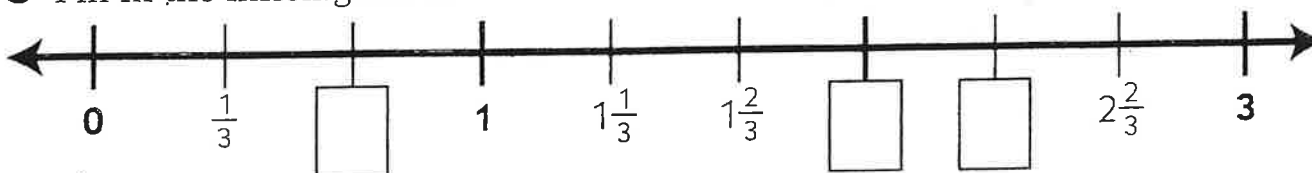
Least

Greatest

**2** Fill in the missing fractions or whole numbers on the number line.



**3** Fill in the missing fractions or whole numbers on the number line.



## CHALLENGE

**4** Which fraction is greater,  $\frac{3}{4}$  or  $\frac{8}{9}$ ? How do you know?

**5** Which fraction is greater,  $\frac{5}{4}$  or  $\frac{10}{9}$ ? How do you know?

Rachel is a paleontologist, which is a scientist who studies fossils. She is at a dig site with other scientists. They find a very large bone in the ground.

1. Relative dating will give the \_\_\_\_\_ of the fossil.

2. What would be useful to have during relative dating?

3. If you found a fossil in a layer below an index fossil, would it be older or newer? How do you know?

[illegible]

4. Would a fossil from an animal that lived a very long time be useful as an index fossil? Why or why not?