LEARN

A NETWORK *of* COLLEGE PREP ELEMENTARY SCHOOLS

# Grade 6

## Home Learning Packet

The contents of this packet contain 10 days of activities in paper copy. Students should be complete this packet, along with the lessons through their math/reading *online* programs daily. If students complete the packet before our next round, they should continue using their online math and reading programs for 45 minutes per day per program unless otherwise specified by your campus.

## Chicago Public Library Access

**Chicago residents only*

| Don't Have a Chicago Public Library Card<br>** Children under 14 must have a guardian apply with them* | Already have a Chicago Public Library card |
|---|---|
| 1.) Apply for an eCard at https://tinyurl.com/LEARNCPLcard<br>2.) Access eBooks, audible books, and other online resources<br>3.) Check out other resources at https://chipublib.overdrive.com/ | 1.) Go to: https://www.chipublib.org/<br>2.) Select: "Browse"<br>3.) Choose "eBooks" under "By Format"<br>4.) Check out other resources at https://chipublib.overdrive.com/ |

## North Chicago Public Library Access

** Public Library Access for all Users*

http://www.ncplibrary.org/

Select: Kid's Corner

Select: TumbleBook Library

_____

(Student Name)

# LEARN Charter Schools Reading Log

Name:_____Week Of: _____

**Directions:** Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

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## Weekly At-Home Reading Tally

| Day | Number of Minutes |
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| Monday | |
| Tuesday | |
| Wednesday | |
| Thursday | |
| Friday | |
| Saturday | |
| Sunday | |
| **Total Minutes This Week** | |

**Teacher Initials for Meeting Weekly Goal:** _____

☐ Your Weekly Goal is **225** minutes. Did you meet your goal? _____

☐ Did you exceed your goal? _____

If yes, by how many minutes? _____

☐ What is your favorite book you read this week? Why was it your favorite?

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# LEARN Charter Schools Reading Log

Name:_____Week Of: _____

**Directions:** Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

| Day | Date | Title | Genre | Page Started | Page Finished | Total Time |
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## Weekly At-Home Reading Tally

| Day | Number of Minutes |
|---|---|
| Monday | |
| Tuesday | |
| Wednesday | |
| Thursday | |
| Friday | |
| Saturday | |
| Sunday | |
| **Total Minutes This Week** | |

**Teacher Initials for Meeting Weekly Goal:** _____

☐ Your Weekly Goal is **225** minutes. Did you meet your goal? _____

☐ Did you exceed your goal? _____

If yes, by how many minutes? _____

☐ What is your favorite book you read this week? Why was it your favorite?

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Write the area of the right-angled triangle in the boxes below. You may need a calculator. One has been done for you.

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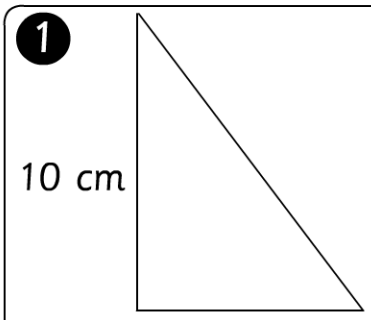


area = **25 cm²**

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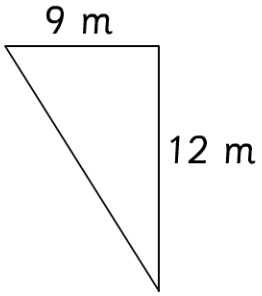


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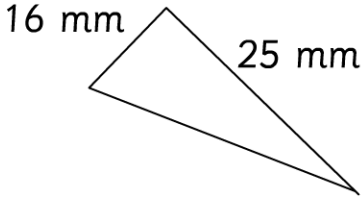
**3**

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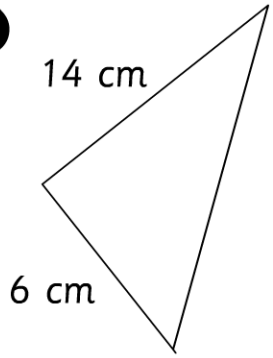


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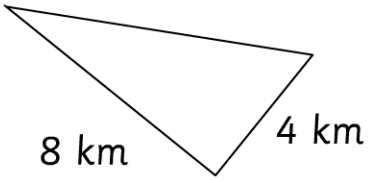


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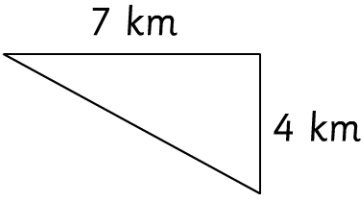


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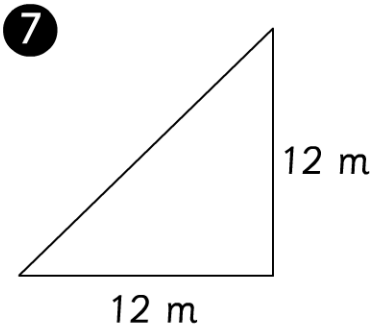


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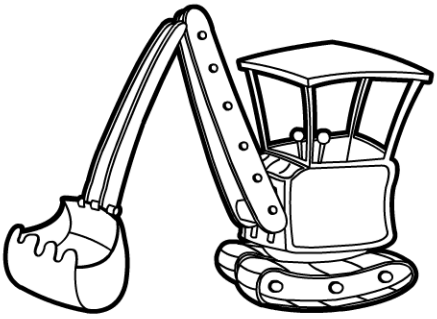

Now draw your own right-angled triangle on the back of the sheet. Label the lengths of the base and height. Then ask a friend to calculate the area.

**Read the scientific account. Use the Study Buddy and Close Reading to guide your reading.**

As I read, I'm going to underline clues that help me infer the author's viewpoint about chupacabras.

## Close Reading

According to the author, why do people hope that chupacabras are real? **Underline** a sentence that shows the author's explanation.

What examples of new discoveries does the author give? **Underline** the evidence that new creatures have been discovered.

*Genre:* **Scientific Account**

# Tales of Chupacabras

*by Cynthia Burnham*

*1* Legend tells of the chupacabra, a monster that sucks the blood of livestock. *Chupacabra* means "goat sucker" in Spanish. For many in the southwestern United States and Mexico, these tales are more than just stories; they have been accepted as fact. In Puerto Rico in 1995, hundreds of livestock fatalities were blamed on the chupacabra.

*2* Some describe chupacabras as two-legged, lizard-like creatures with claws, spikes, and piercing red eyes. Others insist they are hairless, four-legged creatures that are part kangaroo, part dog, and part rat. Many similar beasts have been brought to labs for DNA testing, but most have been coyotes with mange, a disease that strips animals of fur.

*3* Why do we want these mythical beasts to be real? Surely not because we want livestock to fall prey to vampires! Perhaps it is because of our natural desire to shed light on the unknown. Scientists constantly identify new life-forms. According to the World Wildlife Federation, more than 1,200 species of plants and vertebrates were discovered in the Amazon rain forest between 1999 and 2009. Given this fact, the idea that undiscovered species could exist empowers our imaginations and gives us hope.

*4* Although we have explored much of this planet, there are still creatures that lurk in the underbrush, evading recognition. That is a thrilling concept. So even as evidence mounts against the existence of chupacabras, a part of us hopes that one will creep from the shadows and boggle our minds.

## Hints

Think about the word choice in each sentence. Which choice helps you infer what the author actually thinks about chupacabras?

Which sentence offers support for why people hope chupacabras are real?

What kinds of life-forms were discovered between 1999 and 2009? What is the author's purpose for including this evidence?

**Use the Hints on this page to help you answer the questions.**

1 A student makes the following claim about the author of "Tales of Chupacabras."

The author believes that chupacabras are imaginary even though she would like to think they exist.

Which sentence from the text best supports this claim?

**A** "*Chupacabra* means 'goat sucker' in Spanish."

**B** "Some describe chupacabras as two-legged, lizard-like creatures with claws, spikes, and piercing red eyes."

**C** "Why do we want these mythical beasts to be real?"

**D** "Scientists constantly identify new life-forms."

2 Which sentence from the text explains why the author thinks people want to believe in chupacabras?

**A** "For many in the southwestern United States and Mexico, these tales are more than just stories: they have been accepted as fact."

**B** "Legend tells of the chupacabra, a monster that sucks the blood of livestock."

**C** "Others insist they are hairless four-legged creatures that are part kangaroo, part dog, and part rat."

**D** "Perhaps it is because of our natural desire to shed light on the unknown."

3 Explain how the examples of recent scientific discoveries support the idea that chupacabras may one day be found. Use details from the text in your explanation.

Day 1

**Directions:** Think about one of your favorite holiday-related memories. Write an essay describing it and tell why it is so unforgettable.

# Current Events Log
## Day 1

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

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# Pigeon Race

Day 2

EducationCity.com

Stig, Sten, Manu and Klara decided to race their pigeons to see which was the best.
They decided that each pigeon should race three times over different distances.

Race 1. Distance = 80 miles.

1. Stig's pigeon flew 25% of the distance. It flew _____ miles.
2. Manu's pigeon flew 50% of the distance. It flew _____ miles.
3. Sten's pigeon flew 10% of the distance. It flew _____ miles.

4. Klara's pigeon flew 75% of the distance. It flew _____ miles.

Race 2. Distance = 100 miles.

5. Stig's pigeon flew 50% of the distance. It flew _____ miles.
6. Manu's pigeon flew 10% of the distance. It flew _____ miles.

7. Sten's pigeon flew 1% of the distance. It flew _____ miles.
8. Klara's pigeon flew 25% of the distance. It flew _____ miles.

Race 3. Distance = 90 miles.

9. Stig's pigeon flew 5% of the distance. It flew _____ miles.
10. Manu's pigeon flew 25% of the distance. It flew _____ miles.

11. Sten's pigeon flew 50% of the distance. It flew _____ miles.
12. Klara's pigeon flew 10% of the distance. It flew _____ miles.

How far did each pigeon fly?
Write the totals in the spaces below, starting with the one that flew the farthest.

ⓐ _____ pigeon came 1st. It flew _____ miles altogether.
ⓑ _____ pigeon came 2nd. It flew _____ miles altogether.
ⓒ _____ pigeon came 3rd. It flew _____ miles altogether.
ⓓ _____ pigeon came 4th. It flew _____ miles altogether.

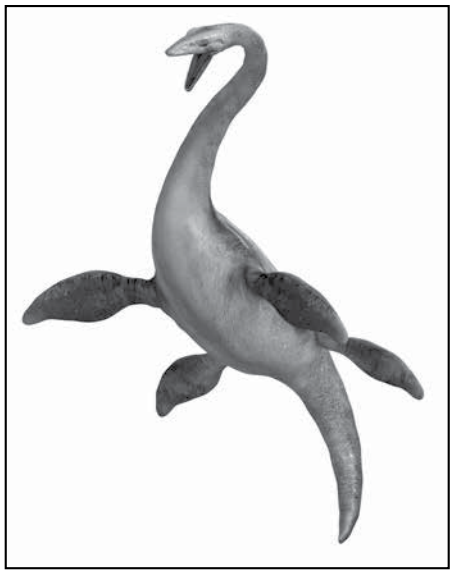
**Read the scientific account. Then answer the questions that follow.**

# Looking for the Loch Ness Monster

*by Stuart Clyburn*

1 The word *loch* is a Scottish Gaelic word for *lake*. And there are a whole lot of lochs in Scotland—more than 500 of them! But one loch, Loch Ness in the Scottish Highlands, is known around the world. The reason for its fame is not its great size or beauty. People know the name *Loch Ness* because it is said to be the home of a mysterious, giant creature known as "the Loch Ness monster." Whether the creature really exists or not has been a matter of great debate for decades.

2 What does "Nessie," the popular nickname for the monster, supposedly look like? By most accounts, she has a small head on a very long neck. Her body is broad and rounded, with four flippers and a long tail. If you know your prehistoric creatures, you might be thinking: Nessie sounds like a *plesiosaur*, a giant sea reptile that lived hundreds of millions of years ago. One common theory about Nessie is that she actually *is* a plesiosaur. Other explanations for Nessie are far less dramatic. Some people think that the "mysterious" creature people have mistaken for a monster may have been nothing more than a walrus, seal, or eel.



an artist's depiction of a plesiosaur

3 How could a creature as big as a plesiosaur hide in a lake? Well, Loch Ness is a huge body of water. It's the second largest loch in Scotland, based on the surface area of its water. Loch Ness covers more than 21 square miles, and only Loch Lomond is bigger. But if you look at the volume of water, Loch Ness is the biggest. And that's because it's deep—about 755 feet at its deepest point. This single loch contains more water than all the freshwater lakes in England. In other words, it's one big place to hide.

4 Some people who believe in Nessie say that she's made her home in the region for more than a thousand years. A book written in the seventh century tells about an Irish monk who saw a giant "water beast" in the River Ness in 565 C.E. No one thought much about that story until 1933. A couple was driving home along the loch late one night. They said they were forced to stop when a giant, dragon-like creature crossed the road and slid into the water. Their story appeared in newspapers. Soon, many more people claimed to have seen the monster. The following year, in 1934, a doctor from England took a photo that became famous worldwide. The poorly lit, grainy photo shows what looks like the head and long neck of a plesiosaur-like creature rising from the water. The photo served as "proof" of the monster until 60 years later—when it was revealed to be a fake.

5 Since the 1930s, dozens of serious, scientific searches have been undertaken to find the Loch Ness monster. One early effort involved placing scouts with cameras and binoculars around the loch for five weeks. Later searches relied on the use of sonar. This method involves bouncing sound waves through the deep

waters of the loch to detect moving objects. In 2003, the famous British Broadcasting Corporation (BBC) sponsored one of the most thorough searches ever. Scientists used 600 sonar beams and satellite tracking. What did they find? Nothing of note, really. They concluded that Nessie was a myth.

6 After so many attempts, you have to wonder why people keep looking for the Loch Ness monster. It may just be that there's something exciting about the idea of mysterious creatures living so close to us, always just out of view. There's a word for such creatures: *cryptids.* It comes from a Greek word meaning "to hide." The Loch Ness monster is one of many cryptids that have captured the public imagination. Others include Bigfoot in North America, the Yeti in the Himalaya Mountains, and the chupacabra in the southwestern United States and Mexico.

7 Many animals whose existence we take for granted today might once have been considered cryptids. Komodo dragons and giant squids were once thought to be tall tales. Until 1902, people regarded stories of "giant ape-men" living in Africa as just a myth. Today, we know them as mountain gorillas. The odds of "Nessie" turning out to be real may not be quite as good. But if it were true, we'd all love it, wouldn't we? It's exciting to think that a real live monster lives deep in a loch in Scotland.

**Answer Form**

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ

**Number Correct** ___/4

**1** According to the account, what is one reason many people believe the Loch Ness monster does not exist?

**A** The earliest sighting of the Loch Ness monster occurred in 565 C.E.

**B** The photo taken in 1934 has been proven to be a fake.

**C** Plesiosaurs, like the dinosaurs, lived hundreds of millions of years ago.

**D** Sonar beams and satellite tracking found no evidence in the loch.

**2** Which detail provides evidence that a creature as huge as a plesiosaur could really hide in Loch Ness?

**A** Loch Ness has a surface area of 21 square miles and is 755 feet deep.

**B** The Loch Ness monster might actually be an ordinary walrus, seal, or eel.

**C** Dozens of scientific searches of Loch Ness have been conducted.

**D** The Loch Ness monster is known as a cryptid, a word whose root word means "to hide."

Day 2

**Directions:** What is your favorite food? Describe it as if you were introducing it to someone who has never seen or tasted it.

# Current Events Log
## Day 2

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

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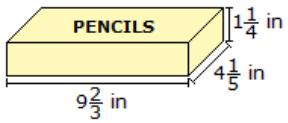
# Study Island 6th Grade Geometry - Volume

Day 3

**Question 1 .**

Candice bought a pencil box, shown below, to take with her to school.

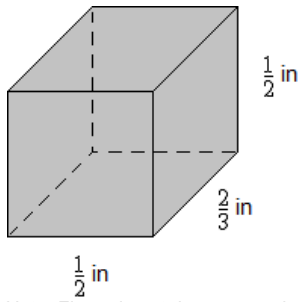



**Picture not drawn to scale*

What is the volume of the pencil box?

- **A.** $40\frac{3}{5}$ cu in
- **B.** $101\frac{1}{2}$ cu in
- **C.** $50\frac{3}{4}$ cu in
- **D.** $15\frac{7}{60}$ cu in

**Question 2 .**




*Note: Figure is not drawn to scale.*

What is the volume of the rectangular prism?

- **A.** $\frac{2}{3}$ cu in
- **B.** $\frac{1}{2}$ cu in
- **C.** $\frac{1}{6}$ cu in
- **D.** $\frac{1}{3}$ cu in

## Reading

**Read the passage. Then answer the questions that follow.**

# Worth More Than Gold

*by Amy Charles*

1 Every summer, millions of acres of America are green with growing crops. American farmers grow wheat, soybeans, corn, and other foodstuffs, and it's an impressive sight. There's also something eerie about it, though. Each field grows an army of identical plants. Every cornstalk in the cornfield is exactly like its neighbors, with the same DNA. That means it has the same instructions for building itself. This kind of field is called a monoculture, *mono* meaning "one."

2 This is of some benefit to the farmer because each plant grows about as well as the next. The farmer is in trouble, however, if a pest or disease strikes. If one cornstalk in the field can be killed easily by an attacker, so can all the rest. This was a serious problem in Ireland long ago. The Irish potato famine in 1845 was caused by a fungus that is extremely harmful to potatoes. Because all the potatoes in Ireland at the time were so similar, most of the potato crop died. And because potatoes were the main food in Ireland at the time, people began to starve. The situation became even worse because the fungus stayed in the ground. When new potatoes were planted, the fungus killed them, too. Within 25 years, nearly half of Ireland's people had starved or moved away.

3 Why was the famine so destructive in Ireland? One problem was that we didn't have the science to know what had gone wrong; people didn't know about DNA. DNA tells the cell how to take atoms, the smallest pieces of matter, and make from them the smallest pieces of the body. These pieces, called molecules, are too small for us to see, but once they're made, the molecules work together to grow the body and keep it alive.

4 Some molecules are great at fighting disease. Unfortunately for those desperate farmers in Ireland, none of the potatoes they planted, year after year, could make the right molecules. Because of this, the potatoes weren't protected from the fungus.

5 Scientists now know how to solve that problem, and the answer lies in how DNA works. DNA is a molecule, too—a long molecule at the center of the cell. The cell can read DNA like a cookbook, finding recipes that tell how to make other molecules that it needs. We call the recipe for each molecule a gene. If you want molecules that will fight potato fungus, you need the genes for making those molecules. If a potato doesn't have those genes, that potato can't fight the fungus. One way to solve the problem is to give the potato the right genes. To find those genes, we look in other strains, or kinds, of potatoes. We look for a potato that can fight off the fungus. That potato has the genes for making the right molecules. Then all we have to do is put that plant's genes into the unprotected potato plants. And, roughly speaking, we know how to do that.

**Go On**

6 Here's the big question, though: Where do you find that super-strong potato when a fungus is attacking? The answer comes from scientists and farmers around the world who have built gene banks to keep our food supply safe. All over the world, scientists and farmers collect seeds from different crop plants—corn, potatoes, alfalfa, wheat, oats, rice, and every other grain, fruit, and vegetable; they collect them all. They record what diseases and pests each plant can fight off, and they record which plants can live well in certain conditions, such as limited water, high heat, floods, or poor soil. Then they store seeds from each plant in a safe place, a gene bank.

7 Now, when a pest attacks a wheat crop in Oklahoma, scientists don't wait. They look in gene banks for a strain of wheat that fights that pest well. They can use that wheat's genes to create a new wheat plant that will grow well in Oklahoma and will also fight off the pest.

8 There are more than 1,600 plant gene banks around the world, and one of the most famous gene banks is in Norway. It's an abandoned coal mine north of the Arctic Circle, in a group of islands called Svalbard. This bank stores backup copies of seeds that are in other banks around the world. The Svalbard bank now has copies of over half a million seeds. If crops are in trouble, what's in those vaults is worth more than gold.

9 That's the extent to which scientists and farmers around the world go to protect those crops growing all across the Midwest—and Brazil, and Russia, and China. Thanks to their work, the food supply for seven billion people is safer than it ever was before.

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**1** Which sentence from the passage **best** supports the idea that growing monocultures can be risky?

**A** "American farmers grow wheat, soybeans, corn, and other foodstuffs, and it's an impressive sight."

**B** "Every cornstalk in the cornfield is exactly like its neighbors, with the same DNA."

**C** "If one cornstalk in the field can be killed easily by an attacker, so can all the rest."

**D** "One problem was that we didn't have the science to know what had gone wrong; people didn't know about DNA."

**E** "The cell can read DNA like a cookbook, finding recipes that tell how to make other molecules that it needs."

**F** "They look in gene banks for a strain of wheat that fights that pest well."

**2** The following question has two parts. First, answer part A. Then, answer part B.

***Part A***

What is one main idea of "Worth More Than Gold"?

**A** Gene banks protect the world's food supply.

**B** People have studied DNA for hundreds of years.

**C** Monocultures are often destroyed by pests.

**D** The Irish potato famine began in 1845.

***Part B***

Which sentence from the article **best** supports the answer to part A?

**A** "That means it has the same instructions for building itself."

**B** "Because all the potatoes in Ireland at the time were so similar, most of the potato crop died."

**C** "If you want molecules that will fight potato fungus, you need the genes for making those molecules."

**D** "If crops are in trouble, what's in those vaults is worth more than gold."

**3** Which of the following would **not** belong in a summary of the passage?

**A** The Irish potato famine in the 1800s was made worse because people at the time did not know about DNA.

**B** To get molecules that will fight a potato fungus, you need to have the right materials.

**C** One solution to possible problems caused by monocultures lies in the field of genetics, in plant DNA.

**D** To protect the world's crops, a gene bank in Svalbard, Norway, has backup copies of more than half a million seeds.

***Go On***

Day 3

**Directions:** The weather outside is beautiful for the first time in weeks. Persuade your teacher not to assign any homework so that you'll have time to go out to play.

# Current Events Log
## Day 3

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

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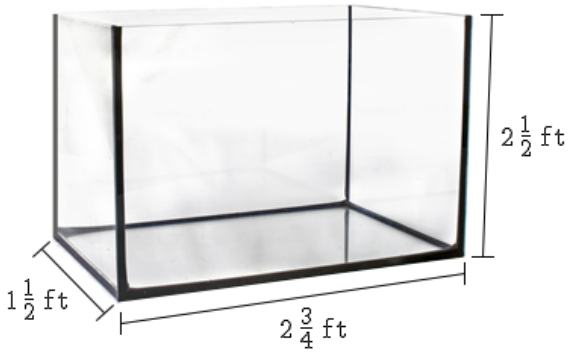
**Question 3 .**

Betty purchased a fish tank. The length, width, and height of the fish tank are shown below.




*Picture not drawn to scale*

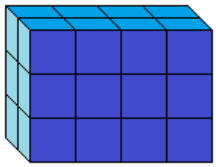
What is the volume of the fish tank?

- **A.** $10\frac{5}{32}$ cu ft
- **B.** $6\frac{3}{4}$ cu ft
- **C.** $10\frac{5}{16}$ cu ft
- **D.** $11\frac{5}{16}$ cu ft

**Question 4 .**

**Directions: Select all the correct answers.**

The prism below is made of cubes which measure $\frac{1}{6}$ of a centimeter on one side.



Which of the following represents the volume of the prism?

- $\frac{1}{216}$ cubic cm $\times$ 24
- $\left(4 \times \frac{1}{6}\text{cm}\right) + \left(2 \times \frac{1}{6}\text{cm}\right) + \left(3 \times \frac{1}{6}\text{cm}\right)$
- $\left(4 \times \frac{1}{6}\text{cm}\right) \times \left(2 \times \frac{1}{6}\text{cm}\right) \times \left(3 \times \frac{1}{6}\text{cm}\right)$
- $\frac{4}{3}$ cubic cm
- $\frac{3}{2}$ cubic cm
- $\frac{1}{9}$ cubic cm
- $\frac{1}{18}$ cubic cm $\times$ 24

**Read the passage. Then answer the questions that follow.**

# The Scent of Memory

*by Christopher Ford*

1 Scientists say that, more than sight, sound, touch, or taste, the sense of smell can trigger memory. For me, the smell of wood smoke always makes me think of autumn. One whiff, and I am twelve, at home on my family's farm, snuggled in bed as the smell of wood smoke snakes through my slightly-open bedroom window.

2 It is early autumn, and all around us, our neighbors are harvesting apples. We have been eating apple pie, applesauce, apple cakes, even apple stew. My family does not own an orchard, but we rejoice in the benefits of the harvest and our special neighbors.

3 It's Saturday morning. My father wakes me gently, saying, "Let's go, Chris, it's time." I stand up stiffly, shivering, the chill draft hurrying me over to pull on jeans and a shirt, my favorite old sweatshirt, and my warmest socks.

4 My mom is already up and at the stove, coffee cup in one hand, stirring a huge pot of oatmeal with the other. It's not my favorite breakfast in the world, but on a morning like this, with hard work ahead of me, I know I'll appreciate it later.

5 "Good stuff, Lynn," my dad says as he gives my mom a kiss on one cheek. He spoons out a huge bowl for himself and then one for me. Even with raisins and brown sugar, it's hard to swallow.

6 "Eat up, Chris," my dad teases. "It'll stick to your ribs!"

7 He and my mom talk as they drink their coffee and eat their breakfast. It's all bills and money talk, so I tune out, watching the leaves swirl outside. My little sister pads in after a while, all pink fluff and fuzzy curls. Even I have to admit she's kind of adorable. She crawls silently into my dad's lap and he nestles her right into the crook of his arm, as if the shape of his arm was made to fit the curve of her back. He manages this maneuver while continuing to sip his coffee and talk to my mom. After we finish breakfast, we say goodbye to the two of them and head out.

8 It is just past dawn, and in the east, a smattering of lacy clouds drifts slowly across the streaks of pink, orange, and red that forecast a cold day. The air smells lightly of wood smoke from the farmers who are burning brush in the nearby orchards. Crunch, crunch, crunch, my feet push easily through the carpet of fallen leaves on the way to the barn. The colors are outrageous: orange, red, yellow, and even greens that are bright and playful. I can't resist kicking a few piles into the air to watch them swirl.

9 In the barn, it's warmer, with animal breath and body heat creating a hazy fog. I scratch our old goat, Ginger, behind her ears, pat the orange tabby, Huck, and say good morning to Jessie and her three pups. They are still squirmy and warm, snuggling in for breakfast.

10 We feed the animals and then load up the truck with everything we need: axes, clippers, small saw, twine, gloves. Our neighbor has trees down and has offered the wood to anyone who wants to come and chop it up. With the winter weather we're expecting, we can use all the firewood he can spare. The more we can get by on fireplace heat this winter, the better.

**Go On**

11 "Woo-hoo, you feel that, Chris? Fall is here for sure!" my dad rubs his hands together and starts the truck.

12 I nod in agreement and reach up to tuck my nose into my sweatshirt collar, then my hands go into my sweatshirt pocket.

13 Dad laughs. "Don't worry. In no time at all, you'll be sweating."

14 At Mr. Arnold's place, there are three trees down: two apple trees and one huge old oak that got dragged down when the apples blew down in our first storm of the season. The holes their roots left behind are enormous, and I want to crawl into them and explore, but Dad has other plans for me.

15 "Okay, Chris, we're going to start with the lower branches, here. We'll strip the branches and work our way up the tree, then we can chop up the trunk." We dig in, Dad correcting my axe strokes from time to time, interrupting my swing to show me where to hit the branch just right so that I'll get a cleaner cut. He was right: in no time I'm sweating enough to take my sweatshirt off, but my breath comes out of my mouth steaming in the frosty air.

16 By noon we've stripped off the lower branches and have the truck full of wood, about a cord's worth. We'll need about four more to get through the winter, but we thank Mr. Arnold and promise to be back tomorrow.

17 On the ride home, I nearly fall asleep, so my dad reaches over and gives me a playful punch in the arm. "That went twice as fast today with your help, son. You're getting pretty strong," he says and I feel positively mighty.

18 I watch the orchards as we pass. There are so many shades of orange and red that I can't possibly record them all, so I breathe deep and flood my nose to best recall the memories of this day.

**6** The following question has two parts. First, answer part A. Then, answer part B.

***Part A***

What is one theme of "The Scent of Memory"?

**A** Scientists have proven that smell is an important scent.

**B** The harvest is an unpleasant time with big rewards.

**C** Life on a farm is better than life elsewhere.

**D** Thinking about the past is a powerful source of emotion.

***Part B***

Which sentence from the "The Scent of Memory" **best** supports the answer to part A?

**A** "Scientists say that, more than sight, sound, touch, or taste, the sense of smell can trigger memory."

**B** "For me, the smell of wood smoke always makes me think of autumn."

**C** "On the ride home, I nearly fall asleep, so my dad reaches over and gives me a playful punch in the arm."

**D** "There are so many shades of orange and red that I can't possibly record them all, so I breathe deep and flood my nose to best recall the memories of this day."

**7** Select **three** sentences that should be included in a summary of "The Scent of Memory."

**A** A boy describes the many pleasures in his life on a farm.

**B** Thinking about the smell of wood smoke, a man recalls an autumn day in his youth.

**C** His best memories are of the barn, the goat, the cat, the dog, and chopping wood.

**D** His mother and sister stay at home, while he and his father share a harvest with neighbors.

**E** He wakes up early and has breakfast with his family before heading out with his father.

**F** He and his father feed the animals in the barn and then chop wood on a neighbor's farm.

**G** He sweats from working so hard, but his breath still looks like steam in the cold air.

***Go On***

Day 4

**Directions:** Because of your teacher's seating chart, you're not going to be able to sit next to your friend all year! Persuade your teacher to let students choose their seats.

# Current Events Log
## Day 4

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

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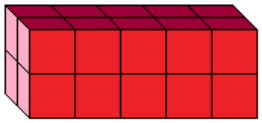
**Question 5 .**

The prism below is made of cubes which measure $\frac{1}{4}$ of a centimeter on one side. What is the volume?

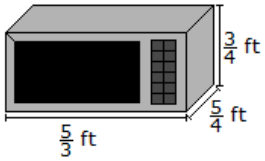


*Note: Figure is not drawn to scale.*

- **A.** 5 cubic cm
- **B.** $\frac{9}{4}$ cubic cm
- **C.** $\frac{5}{16}$ cubic cm
- **D.** 20 cubic cm

**Question 6 .**

Hannah measured the length, width, and height of her microwave in order to determine if it would fit in the space above her stove. Her measurements are shown below.




**Picture not drawn to scale*

What is the volume of the microwave?

- **A.** $1\frac{3}{4}$ cu ft
- **B.** $2\frac{11}{12}$ cu ft
- **C.** $3\frac{2}{3}$ cu ft
- **D.** $1\frac{9}{16}$ cu ft

**Read this account of important moments in the history of science. Then answer the questions that follow.**

# Luck Favors the Prepared

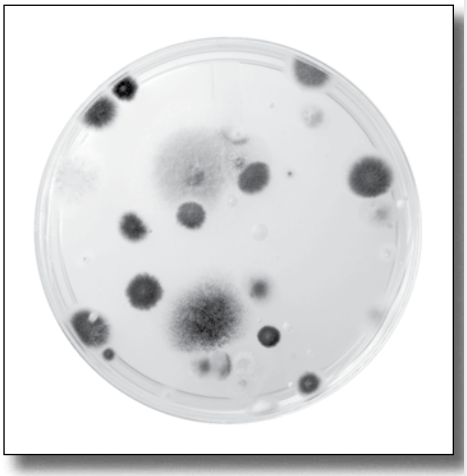
*by Maria Malzone*

1 Making a great discovery generally requires hard work, years of study, and experiment after experiment. However, people sometimes accidentally stumble upon amazing discoveries. Some of the things we use in everyday life—such as sticky notes, microwaves, and artificial sweeteners—were all chance discoveries that changed the way we live. The inventor of the sticky note just happened to stumble on a type of glue that could be reused. The scientist who discovered microwaves wasn't looking for them. He was doing experiments with a new type of vacuum tube. Then one day the chocolate bar in his pocket began to melt, and he realized the machine in front of him could change the way people cooked. A scientist who was trying to find new uses for coal tar happened by chance to notice that it tasted sweet, thus discovering the first artificial sweetener.

2 It is exciting to think that anyone could discover something important, such as sticky notes or microwave ovens. However, most of the accidental discoveries you hear about required more than just luck. While the discoverers may have been lucky, they were also prepared. Some of the most famous "accidental" discoveries were made by scientists who had been working to solve problems for a long time.

3 The discovery of penicillin, which is a medicine used to kill bacteria, is one of the most famous stories of accidental discovery. In the early 1900s, a scientist named Alexander Fleming was trying to find ways to cure diseases and infections. While doing his research, Fleming grew bacteria on special plates called petri dishes.

4 One day he noticed a type of mold, called penicillin, growing on the plate. To Fleming's amazement, the mold killed the bacteria. He discovered that the mold could be used as an antibiotic, which is a medicine that fights bacterial infections. The penicillin antibiotic was used to treat cuts, infections, and diseases that made many people seriously ill. Because of this, it was called a "miracle drug." It is still used today to help save lives.



Mold growing in a petri dish. Alexander Fleming's chance observation of how a type of mold killed bacteria led to the development of modern antibiotics.

5 X-rays were another accidental discovery. A scientist named Wilhelm Röntgen, who had studied physics and engineering, was working as a professor in the late 1800s. At that time, Röntgen was performing experiments by passing an electric current through gas. His experiments sometimes produced sparks in the gas. Röntgen noticed that every time the gas sparked, a plate treated with a special chemical lit up. Röntgen thought that perhaps the sparks were producing some sort of rays. These rays were not like anything known at the time, however. For this reason, Röntgen called them X-rays.

6 After making this discovery, Röntgen decided to investigate the rays further. For example, he placed different objects in front of the rays. He tested whether the X-rays would pass through the objects or be blocked by them. Röntgen's most famous image is the X-ray shadow of his wife Bertha's hand. This image shows that the rays do not pass through bone. Doctors quickly realized that they could use X-ray images to look at broken bones.

the first X-ray photograph, showing Bertha Röntgen's hand

7 Another scientist who made an accidental discovery was Charles Goodyear. Goodyear was experimenting with natural rubber because he hoped to find a way to make it more useful. Natural rubber, which comes from the sap of rubber trees, is too soft and sticky to be used in many products. Goodyear was determined to find a way to change the rubber so that it would be more durable but also remain elastic, or stretchy. He tried to change the rubber in countless ways, but each attempt disappointed him. Goodyear even patented one method of changing the rubber, but he was still unhappy with the results.

8 One day, Goodyear spilled a mixture containing natural rubber onto a hot stove. The result was the hard, strong rubber he had been seeking. The process resulted in what we now call vulcanized rubber. Goodyear patented a process for making vulcanized rubber in 1844 and then sold his product to manufacturers. Today vulcanized rubber is used in everything from bowling balls to car tires to shoe soles.

9 These scientists and inventors are all known for their accidental discoveries. Could these discoveries have been made by anyone else? Perhaps. But Fleming, Röntgen, and Goodyear all studied and worked hard for many years. When their lucky accidents happened, they had learned enough to understand what they saw. They then worked hard to make their observations useful. Lucky accidents can happen to anybody, but great discoveries are almost always the result of hard work.

**Answer Form**

| | | | | |
|---|---|---|---|---|
| 1 | Ⓐ | Ⓑ | Ⓒ | Ⓓ |
| 2A | Ⓐ | Ⓑ | Ⓒ | Ⓓ |
| 3 | Ⓐ | Ⓑ | Ⓒ | Ⓓ |
| 4 | Ⓐ | Ⓑ | Ⓒ | Ⓓ |
| 5 | Ⓐ | Ⓑ | Ⓒ | Ⓓ |
| 6 | Ⓐ | Ⓑ | Ⓒ | Ⓓ |

**Number Correct** ⁄6

**1** Which sentence from the article **best** supports the idea that the discovery of X-rays helped to improve people's health?

**A** "After making this discovery, Röntgen decided to investigate the rays further."

**B** "He tested whether the X-rays would pass through the objects or would be blocked by them."

**C** "Röntgen's most famous image is the X-ray shadow of his wife Bertha's hand."

**D** "Doctors quickly realized that they could use X-ray images to look at broken bones."

**2** Answer Parts A and B below.

***Part A***

Which statement is true about Alexander Fleming's initial understanding of penicillin?

**A** He hoped that penicillin would cure certain diseases.

**B** He was unaware that penicillin would have any effect.

**C** He was sure penicillin would be a helpful medicine.

**D** He knew penicillin was deadly to some bacteria.

***Part B***

Select **two** pieces of evidence from "Luck Favors the Prepared" that support the answer to Part A.

- ☐ "one of the most famous stories of accidental discovery"
- ☐ "a medicine used to kill bacteria"
- ☐ "trying to find ways to cure diseases and infections"
- ☐ "To Fleming's amazement"
- ☐ "the mold could be used as an antibiotic"
- ☐ "it was called a 'miracle drug'"

Day 5

**Directions:** You have an idea to improve your school. Explain what it is and why on the lines below.

# Current Events Log
## Day 5

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

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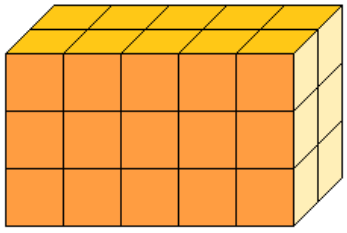
**Question 7 .**

The prism below is made of cubes which measure $\frac{1}{5}$ of an inch on one side. What is the volume of the prism?

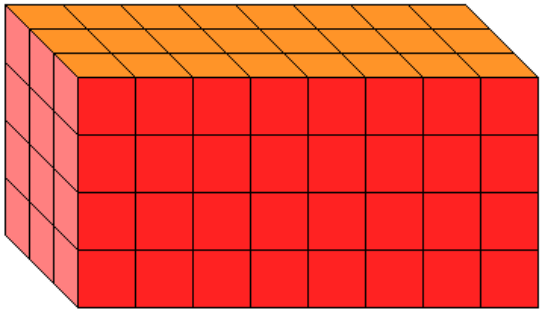


*Note: Figure is not drawn to scale.*

- **A.** 3 cu in
- **B.** $\frac{12}{25}$ cu in
- **C.** $\frac{25}{6}$ cu in
- **D.** $\frac{6}{25}$ cu in

**Question 8 .**

The prism below is made of cubes which measure $\frac{1}{2}$ of a foot on one side. What is the volume of the prism?



*Note: Figure is not drawn to scale.*

- **A.** 16 cu ft
- **B.** 48 cu ft
- **C.** 18 cu ft
- **D.** 12 cu ft

**Read the paragraph below. Then answer the questions that follow for numbers 1–4.**

**Answer Form**

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ

**Number Correct** ___/4

(1) Saving our local campground is of great importance. (2) First, it gives kids a bunch of outside stuff to do, like running around by the river. (3) There is also nothing quite like the thrill of snoozing under the stars, outside of the city. (4) I know that building new houses matters, but keeping a space for people to enjoy nature is necessary, too. (5) Can you imagine if this option were taken away? (6) No way, I say!

**1** What revision of sentence 2 best matches the style and tone of sentence 1?

**A** First, it offers children outdoor exercise, such as hiking.

**B** First, it allows kids to finally get a chance to run around.

**C** First, it lets children do stuff, like run around outside.

**D** First, kids get to run around the river and do other outside stuff.

**2** Which sentence should be deleted because it introduces a tone that is inconsistent with most of the paragraph?

**A** sentence 1

**B** sentence 4

**C** sentence 5

**D** sentence 6

**3** Which best replaces the word snoozing in sentence 3 to add a formal style and serious tone to the paragraph?

**A** catching some z's

**B** falling asleep

**C** nodding off

**D** getting some shut-eye

**4** Which sentence could be added to the paragraph without changing its style or tone?

**A** Nobody gets it!

**B** We need to stop those pesky builders from taking over!

**C** They've really got to leave our campground alone.

**D** We must preserve our local campground!

Day 6

**Directions:** Explain how contributing responsibly helps or how it hurts a group when someone doesn't do his part.

# Current Events Log
## Day 6

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

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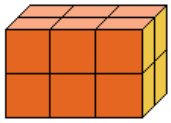
**Question 9 .**

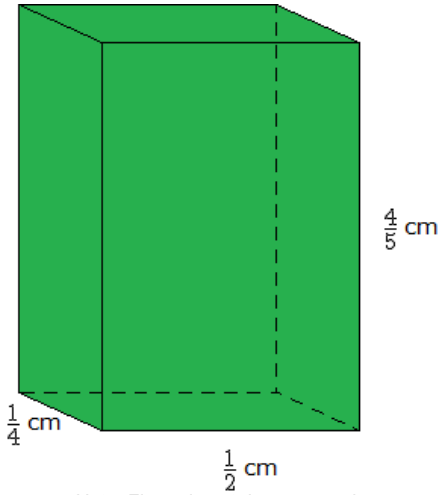
The prism below is made of cubes which measure $\frac{1}{4}$ of an inch on one side. What is the volume?



*Note: Figure is not drawn to scale.*

- **A.** $\frac{7}{4}$ cubic in
- **B.** 3 cubic in
- **C.** $\frac{3}{16}$ cubic in
- **D.** 12 cubic in

**Question 10 .**

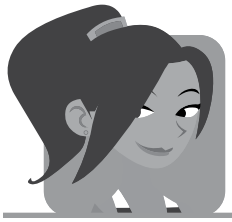



*Note: Figure is not drawn to scale.*

What is the volume of the rectangular prism?

- **A.** $\frac{1}{5}$ cu cm
- **B.** $\frac{2}{5}$ cu cm
- **C.** $\frac{1}{8}$ cu cm
- **D.** $\frac{1}{10}$ cu cm

**Read the Native American story. Use the Study Buddy and the Close Reading to guide your reading.**



Based on the first paragraph, I think Young Man is a patient and determined person. I'll underline the phrase that tells me about Young Man's character.

## Close Reading

What does Young Man learn on his journey? **Underline** the sentences that explain the lesson of his journey.

The willow tree is kind and wise. **Circle** words and phrases that describe the tree.

*Genre:* **Native American Legend/Myth**

# The Wisdom of the Willow Tree

*by Wilson Mekashone*

1 Young Man often felt lost and pondered questions about the purpose of his life. He decided to journey far away, seeking wisdom. He hiked tirelessly for several days.

2 One day, the sun blazed down and he was hot, thirsty, and desperate for shade. In the distance, he saw a willow tree and crawled to it. Exhausted, he lay between its roots and had a vivid dream. In the dream, the tree had a wise old face that smiled at him and looked strangely familiar.

3 Young Man said to the tree, "I have failed on my journey. I still don't understand how to live my life. I'm thirsty and weary, and I cannot summon the strength to return home."

4 The tree then reached down its oldest branch, stroked Young Man gently on the cheek, and said, "Sleep in my shade. I am old and know the value of rest. When you wake up, follow my roots. They are wrinkled but know the way."

5 Young Man awoke and followed the tree's enormous roots to a burbling stream. As he drank, he saw his reflection and was shocked when he realized that the face he had seen in the willow's trunk had been his own, only much older.

6 He smiled as he now understood that he must age like the wise tree and help others find their way when they feel lost and defeated. Over time, he would gradually become Wise Man, whom people would seek out for help, shelter, and advice. This, he knew, would take much strength and patience.

## Hints

Which choice describes what it takes for Young Man to become Wise Man?

Read each answer choice carefully. Which answer contains a word that describes something people do when they are happy?

How does Young Man feel when he approaches the willow tree? How does the willow tree encounter change Young Man's feelings?

**Use the Hints on this page to help you answer the questions.**

1 A student makes the following claim about Young Man in "The Wisdom of the Willow Tree."

Young Man has to develop skills if he wants to become Wise Man.

Which sentence from the text best supports this claim?

**A** "He decided to journey far away, seeking wisdom."

**B** "This, he knew, would take much strength and patience."

**C** "I am old and know the value of rest."

**D** "In the distance, he saw a willow tree and crawled to it."

2 Which sentence from the text best shows that Young Man is happy about his encounter with the willow tree?

**A** "Young Man awoke and followed the tree's enormous roots to a burbling stream."

**B** "As he drank, he saw his reflection and was shocked when he realized that the face he had seen in the willow's trunk had been his own, only much older."

**C** "I'm thirsty and weary, and I cannot summon the strength to return home."

**D** "He smiled as he now understood that he must age like the wise tree and help others find their way when they feel lost and defeated."

3 Explain how the willow tree's kindness and wisdom help Young Man. Include at least one detail from the story to support your explanation.

Day 7

**Directions:** Your class is having a "tell and show" day. You have to describe your item in as much detail as possible without naming it. Only when the class guesses or gives up can you show your item. Write out the description of your item.

# Current Events Log
## Day 7

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

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Name: _____

# Probability

**1.** If you roll a die, what are the chances of rolling a two? answer: _____

**2.** If you roll a die, what is the probability that you will roll an even number? answer: _____

**3.** A bag contains 3 red marbles, 3 blue marbles, and 1 green marble. If a marble is drawn from the bag at random, what is the probability that the marble will be blue? answer: _____

**4.** A bag contains 6 number tiles. The numbers in the bag are 3, 7, 8, 9, 13, and 15. If you randomly draw one tile from the bag, what is the probability of picking an odd number? answer: _____

**5.** Mr. Jones has a hot air balloon. Because the basket is so small, he can take one child for a ride with him. Mary, Carla, John, Lynda, Peter, and Janessa all want to go. They each write their name on a piece of paper and place them in a hat. Mr. Jones randomly selects one child to go with him.

What is the probability that he will select a boy? answer: _____

What is the probability that he will select a girl? answer: _____

**6.** John and Jackie are rolling a die. John wins if he rolls a number higher than 4. Jackie wins if the number rolled is 4 or less. Is this game fair? Explain.

_____

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**Read the story. Then answer the questions that follow.**

# A Sewing Sensation

*by William Rivera*

1 Juan sat on the floor of Mom's sewing room with one eye on his soccer magazine and one eye on his mother. His mother was making a wedding dress for their neighbor's daughter, and Juan could see that the dress was going to be beautiful. Juan's mother had designed and sewn dresses for many of the girls in his town, and Juan felt proud that people wanted to wear his mother's creations on their special days.

2 Juan glanced up again from his magazine and asked, "Is your machine running okay, Mom? I think it's making a weird noise."

3 Mom hardly looked up and said, "I think it's working just fine. It's whirring and humming away, just as always."

4 Juan looked disappointed, but he went back to pretending to read his magazine. A few minutes later, he asked, "Do you want me to sew the hem of the dress so that you can rest your fingers? I've watched you do it millions of times, so I could do it if you are really tired." This time, Juan's mother studied Juan's face carefully.

5 "You know, I could use a break," she said, "and we need some new pillowcases. I've got the pattern cut out, and all you'd have to do is stitch up the sides." Juan dropped his magazine and was sitting in Mom's sewing chair in no time. Juan's mom carefully removed the dress she was working on, showed Juan how to thread the sewing machine, and brought him some pillowcases to sew.

6 In his enthusiasm, Juan stomped on the foot pedal and almost sewed over his finger. Then he remembered the patience that his mother always showed, and he slowed down. His seams were straight and even. Juan had a huge smile on his face when he looked over his shoulder at his mom.

7 "I can't believe you sewed that so perfectly on your first try," Mom said, patting Juan on the back. "It took me years of practice to perfect my technique, and you're already a sensation. Why don't you try making a pillow for your room? You can design it, and I'll show you how to make the pattern and cut it out."

8 Juan's face lit up, but then a dark shadow seemed to pass over it. "I think I should probably just go outside and kick the ball with my friends." To himself, he muttered, "What would Anthony think if he saw me at a sewing machine?" as he headed outdoors.

9 Mom didn't say anything as she watched Juan's reaction, but that night at dinner, she and Juan's dad began talking about a local fashion designer who had moved to Dallas and become a very successful clothing designer. Juan pretended he wasn't listening, but the scowl slowly vanished from his face. "Many of the best fashion designers are men," Juan's dad continued. "They can make a lot of money for their designs."

10 After dinner, Juan got out his notebook and began sketching. Then he showed his notebook to his mother, and she nodded approvingly. Together, they headed to the sewing room for pattern tracing paper and scissors.

11 Juan cut out two large round pieces of cloth and began stitching them together, leaving one section open. He turned the cloth inside out, stuffed the opening with cotton batting, and then sewed up the open section. Finally, he used fabric markers to add details. He placed his finished creation on his bed.

12 The next day, Anthony came over to kick the ball with Juan, but it started to rain. The two headed to Juan's room to watch soccer videos instead. When Anthony saw the new oversized soccer ball on Juan's bed, he asked Juan where he got it. Juan grinned at his friend and said, "Mine is one-of-a-kind, but I think I know how to get you one that's almost like it."

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**Answer the questions. Mark your answers to questions 1–4 on the Answer Form to the right.**

**Answer Form**

1 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓐ Ⓑ Ⓒ Ⓓ

**Number Correct** ⁄4

**1** Juan does not have a lot of experience with sewing. Which sentence from the passage is the **best** evidence of this claim?

**A** "Juan glanced up again from his magazine and asked, 'Is your machine running okay, Mom? I think it's making a weird noise.'"

**B** "'I can't believe you sewed that so perfectly on your first try,' Mom said, patting Juan on the back."

**C** "To himself, he muttered, 'What would Anthony think if he saw me at a sewing machine?' as he headed outdoors."

**D** "'Many of the best fashion designers are men,' Juan's dad continued."

**2** Juan is very excited about learning to sew. Which of the following sentences from the passage **best** supports this statement?

**A** "Juan felt proud that people wanted to wear his mother's creations on their special days."

**B** "Juan sat on the floor of Mom's sewing room with one eye on his soccer magazine and one eye on his mother."

**C** "Juan had a huge smile on his face when he looked over his shoulder at his mom."

**D** "Then he remembered the patience that his mother always showed, and he slowed down."

Day 8

**Directions:** You are given an exceptional camera. Everything you take a picture of becomes yours, but you can only take three pictures. Tell a story about the photos you take.

# Current Events Log
## Day 8

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

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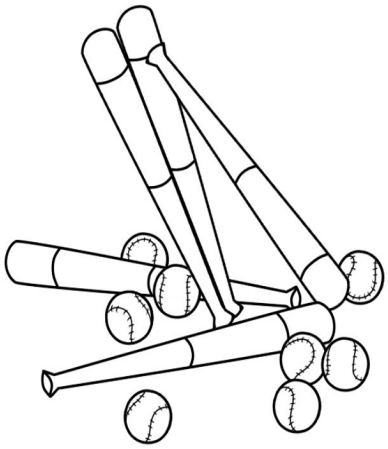
Name: _____

# Ratio



How many bats are in the picture? _____

How many balls are in the picture? _____

What is the ratio of balls to bats? _____

What is the ratio of bats to balls? _____

What is the ratio of sheep to horses? _____

What is the ratio of pigs to chickens? _____

What is the ratio of chickens to sheep? _____

What is the ratio of two-legged animals to four-legged animals? _____

James plays a game of chess with his younger brother, Edward, every evening. James' win-loss ratio is 7 : 9. What is Edward's win-loss ratio? _____

Who wins more often, James or Edward? _____

**Read the story. Then answer the questions that follow.** Day 9

# Work Smarter, Not Harder

*by Trevor Jackson*

1 Kari wiped sweat from her forehead and stuck the shovel back into the haystack-sized pile of peppermint snow. It wasn't exactly snow. It was way too warm for it to be frozen water. The one time she licked off some that fell on her hand, she learned that it definitely didn't taste like peppermint. More like blended asparagus. But the mountain of powdery mush was definitely white with streaks of red swirling up through it. And Kari had to move it all off the wide green field and onto the dirt track around the field. All under the withering gaze of two suns.

2 It was her third day attempting to move the mush. Each day she worked as fast as she could, but she could never quite finish the job before falling down exhausted. She figured that was why each morning the pile was reset, waiting for her to get to work, as if she'd done nothing the day before.

3 Kari wasn't sure exactly how long she had been in Parival, if that's even where she really was. Two weeks? A month? Enough details shared by her uncle Otto matched what she had experienced since she fell down the well in the freezing, snow-filled woods behind her grandparents' house: the feeling of rising and falling at the same time when she first slipped on the well's rock wall, the way she cast two shadows because of the twin suns in the sky, the birdsongs that sounded more like a baby's midnight cries for food. Kari had thought these things were just stories, though, even if Otto always protested that they were true. Now she knew.

4 Kari hadn't been in Parival more than an hour before she'd spotted the big board. It was strung between two branches of an enormous tree, its limbs heavy with a scary-looking red fruit, like giant cherries. The board read, CHORES FOR KARI. She looked around as if there might be someone to explain. The suns beat down on her neck as she stepped closer to examine the chart. Each row gave a title and a brief description followed by a box for a check mark to show Kari had finished.

5 So far each task had proved to be more complicated than it seemed at first. She had to make choices about how she was going to complete each task. A job of collecting and sorting eggs as big as an ostrich's forced her to use some math skills she didn't know would ever come in handy. Another job involved her singing a row of musical notes, but she had to sing them from right to left instead of left to right.

6 Exhausted, Kari stopped shoveling the mush and dropped the shovel on the ground. She stamped her foot and gave a loud groan. She thought again about the tasks she had already completed. Each job was a combination of physical activity and some creative thinking. She had been shoveling for days, but had she applied any original thought to the task?

7 That was it! Kari suddenly remembered a magic trick she had performed at her little brother's birthday party. It had been a sunny day just like this one. Although of course there was only one sun in that sky. Kari's family and friends had all gathered in the backyard around the small patio table. Plates, cups, and plastic forks and spoons rested on top of a white tablecloth. Kari had grabbed the edges, counted to three, and yanked. Everything on top of the tablecloth stayed in one place, but the tablecloth was liberated. Kari's family applauded.

**Go On**

8 The grassy field had felt slippery under her feet while she had worked the last three days. Maybe it wasn't the peppermint snow that had to move, but the field underneath! Kari kicked the shovel aside and ran to the edge of the field. Sure enough, the edge of the field could be lifted. But the tablecloth had been much smaller and lighter than this grassy field. She would just have to try.

9 Kari gave the grass in her hands a shake and watched the pile of peppermint snow. The grass ripple she had shaken grew taller and taller as it moved toward the pile in the center. By the time the wave reached the center, it looked like a giant whale. The whale-shaped hump slid right underneath the pile, carrying it high up into the air. Kari saw her chance and pulled hard on the grass. The entire field came flying at her like it weighed no more than that tablecloth had last summer. She ducked as it flew over her head. Then she watched as the pile of snow came falling down to rest on the dirt that had been underneath the grass field. When it touched dirt, the pile vanished.

10 Kari dusted herself off and headed back to the big chores board; she would get home one way or another.

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**6** In the first paragraph of the story, what does it mean that Kari has to work "under the withering gaze of two suns"?

**A** The two suns disapprove of Kari's efforts.

**B** Kari feels judged by unseen persons in Parival.

**C** Kari is very angry at whoever brought her to Parival.

**D** The light from the suns is extremely hot and bright.

**7** Which sentence signals a major shift in the action of the story?

**A** "The suns beat down on her neck as she stepped closer to examine the chart."

**B** "She stamped her foot and gave a loud groan."

**C** "Kari suddenly remembered a magic trick she had performed at her little brother's birthday party."

**D** "Then she watched as the pile of snow came falling down to rest on the dirt that had been underneath the grass field."

Day 9

**Directions:** Imagine that you live either 100 years in the past or 100 years in the future. What is your life like?

# Current Events Log
## Day 9

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

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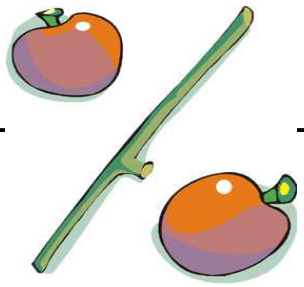
# Percentages - Word Problems



**1.** Georgie has a bushel basket of apples to sell at her fruit stand. 1 out of every 5 can not be sold because they are not ripe yet. What percent of her apples are not ripe?

answer: _____

**2.** Sean spelled 13 out of 20 words correctly on his spelling test. Write his test score as a percent.

answer: _____

**3.** Darlene wants to buy the Martian Invaders video game. The video game price is $100. Darlene has a coupon for 25% off. What is the price of the game with the coupon?

answer: _____

**4.** Chloe's teacher gave her a science test with 25 questions on it. She scored 80% on the test. How many questions did she answer incorrectly?

answer: _____

**5.** Carter's football team played 10 games this season. They won only 20% of their games. How many games did Carter's team lose?

answer: _____

★ **Super Challenge:**

The students at Mill Middle School held a class election. Alyssa and Megan were the only two candidates running for class president. Megan received 21 votes and Alyssa received 29 votes. What percent of the votes did Alyssa receive?

answer: _____

**Read the passage. Then answer the questions that follow.**

# His Wings and Tail

*by Olive Thorne Miller*
*from* The Children's Book of Birds*, Houghton Mifflin Company, New York, 1901*

1 A bird's wing does not look much like our arm and hand, yet the bones show that they are the same. The bird has a shoulder, elbow, and wrist, as we have. He even has fingers, though they are so covered up by feathers that one would never know it. He has not so many fingers as we have, and they are not movable like ours.

2 A bird's wing is a wonderful flying-machine, which men have been trying to imitate these many years. It is made of long stiff feathers, which fold down smoothly over one another at his side when he is resting, but can spread in an instant into a broad fan, to beat the air and carry him away.

3 One would not think that feathers could have so much power; but when the wing is spread, the barbs of the feathers hook together with tiny hooks, so small a microscope is needed to see them; and that, together with the edges lapping over each other, makes them almost like one solid surface.

4 Wings are not alike in shape. The wing of a swallow is long and narrow, while that of a hen or grouse is short and round. We can tell by the shape of a wing how a bird flies.

Wing of a Swift

5 A long, narrow, pointed wing shows that the bird has an easy, skimming flight—either he flies great distances, or spends hours at a time on wing.

6 The short round wing shows that a bird has a strong flight for short distances. These wings are found mostly on rather heavy birds, like grouse.

7 The longest wings are seen on water birds, such as the petrel and the frigate-bird. The shortest, also, are found among water birds, those who swim more than they fly, as the auks.

Wing of a Sparrow

8 All the feathers of the wing are named, and it will be well to remember that the long stiff quills are called remiges or "rowers." These are firmly rooted in the flesh, and are the hardest to pull out. They are the most important to the safety of the bird.

9 Birds have also another use for their wings. They are a strong weapon to defend themselves, or to fight others. A large bird can give a severe blow with his wing, and when pigeons fight, it is said they hold up one wing to protect themselves while they strike at the enemy with the other.

10 Sometimes wings serve as musical instruments. Woodcocks make whistling sounds with their wings as they fly, and mourning doves softly murmuring ones. Ruffed grouse produce with theirs a rolling drum-like effect, and others rattle theirs like castanets.

11 If wings are not used, they slowly get to be smaller and weaker, each generation having them more and more useless, till after a while they are of no use whatever, and the birds cannot fly at all. This has happened, it is supposed, to the ostrich family and to some birds living in the sea.

12 The tail of a bird is formed of an equal number of feathers in pairs, most often twelve. When spread they are the shape of a fan, and when closed they lie over each other with the middle pair on top.

13 The tail feathers are not always of the same length, and that makes a difference in the shape of the end. Sometimes they are even, when the tail is said to be "square." Sometimes the middle feathers are a little longer than the outside ones, and then it is "rounded" or "pointed." If the outside feathers are longest, the tail is "forked."

14 The feathers of the tail are called rectrices, or "rudders," because they are supposed to be used to steer, or direct the bird's course in flying. But the tail is used also as a brake to check the speed in alighting.

15 The tail is used more than any other organ to express the emotions. Some birds, like the catbird and thrasher, keep it moving nearly all the time, jerking it this way and that, and tossing it upward.

16 In woodpeckers and swifts the tail feathers are not soft at the end like others, but the stems or shafts project beyond the feathery part, and are stiff like the tail of a sapsucker or sharp like that of the chimney swift. These birds use the tail as a prop to hold them against the tree trunk or chimney wall, and to help them in climbing.

17 Tail feathers are not so strongly rooted as wing feathers, and are easily pulled out. Sometimes, when a man or boy tries to catch a bird by the tail, the bird will escape, leaving the tail in his hand.

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**12** Why does the author include the sentence "A bird's wing is a wonderful flying-machine, which men have been trying to imitate these many years" (paragraph 2) in the passage?

**A** to describe how birds are different from humans

**B** to illustrate how exciting the study of birds' wings is

**C** to introduce how different birds fly in different ways

**D** to explain how strong birds' wing feathers can be

***Go On***

**13** Based on the illustrations and the passage, select **two** sentences that tell how swifts and sparrows are **most likely** different.

**A** Sparrows generally fly shorter distances than swifts do.

**B** Swifts are water birds, whereas sparrows are not.

**C** Sparrows have smooth, easy flights, whereas swifts do not.

**D** Swifts generally flap their wings more than sparrows do.

**E** Sparrows have weak wings, whereas swifts have powerful wings.

**F** Swifts are better able than sparrows to use their wings to glide.

**14** The following question has two parts. First, answer part A. Then, answer part B.

***Part A***

Why are a bird's tail feathers less strongly rooted than its wing feathers?

**A** A bird uses its wing feathers to fly, while it uses its tail feathers to make sounds.

**B** Even birds that cannot fly need their wing feathers to help them swim.

**C** Losing its tail feathers is less dangerous to a bird than losing its wing feathers.

**D** A bird's wing feathers serve a greater variety of purposes than its tail feathers.

***Part B***

Find **two** sentences in the passage with details that support the correct answer to part A. Write those sentences on the lines below.

Day 10

**Directions:** Tall tales are possibly true stories that contain highly exaggerated actions or events. Create a tall tale about something that happened in your family.

# Current Events Log
## Day 10

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

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