

Packet #4

LEARN

A NETWORK *of* COLLEGE PREP ELEMENTARY SCHOOLS

Grade 4

This student work packet is for Weeks 7 – 9 of home learning based on your District's School Schedule. Students should be completing this packet, along with completing lessons on their math/reading online programs daily. We will continue to work on providing online learning options for as long as school is not in session. Please continue to reach out to your child's teacher if you have any questions regarding this packet or any online programs.

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**Chicago residents only*

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<ol style="list-style-type: none">1.) Apply for an eCard at https://tinyurl.com/LEARNCPCLcard2.) Access eBooks, audible books, and other online resources3.) Check out other resources at https://chipublib.overdrive.com/	<ol style="list-style-type: none">1.) Go to: https://www.chipublib.org/2.) Select: "Browse"3.) Choose "eBooks" under "By Format"4.) Check out other resources at https://chipublib.overdrive.com/

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(Student Name)

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

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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If yes, by how many minutes? _____

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APPLY IT

Use what you just learned to solve these problems.

8 $2 \times 163 = ?$

Show your work.

Solution

9 Find the product of 5 and 738. Estimate to check that your answer is reasonable. Show your work.

Solution

.....

10 What is the product of 859 and 7? Show your work.

Solution

World War I & the Great Depression - Robert Lindsay Mackay's First World War Diary

by ReadWorks



recruiting poster for Argyll & Sutherland Highlanders, 1914

These passages are selections from the First World War Diary of Robert Lindsay Mackay. Mackay was from Scotland, an American ally. He was an officer, or leader, with the 11th Battalion of the Argyll and Sutherland Highlanders from 1915 until the end of the war.

THIRD BATTLE OF YPRES. BEGUN 31ST JULY 1917

30th. July. My 21st. birthday. Champagne Dinner at night. Had to go away at 11.30 p.m. with my 50 Argyll stretcher-bearers. Got them on the move and moved up towards the 'show' which would begin in a few hours time. Another officer and 50 men of the 13th. Royal Scots now joined my party so I had 100 men.

Got to Bivouac Camp. We were now all ready for the show. Felt things strange of course. Although I had by this time begun to dread this corner of the earth I did not feel the least bit afraid. In previous shows I had gone into action feeling that I would come out again. This time I had no such feeling. Felt, almost knew, that I would not come out again. Did not, however, leave any addresses or messages behind

because I believed it unlucky....

As we marched along, I felt quite cheerful, in spite of this somewhat melancholy reflection, and would not consciously have wished myself anywhere else. Soon, I became so engrossed, that I lost every outside thought, and could only think of the present business. No regrets for the past, and no fears for the future worried me....

THE ECOLE, YPRES. 1ST. AUGUST 1917

Wed. 1st. Aug. My H.Q. are in the Ecole. The men are in a cellar, indescribably filthy, with an awful odour and three inches deep in water. Here they have to rest, sleep and eat if they can. I should be down with them but preferred risking it above ground in a tin hut (which was constantly being bombed) behind a broken down wall. A pip-squeak could have finished it and me.

I've read so many descriptions in newspapers of the ruin and desolation caused in this war. Famous literary men have tried their powers of description and all (with the possible exception of Gilbert Frankau) have failed to convey the repulsiveness and awfulness of the scene. The Ecole was one of these places - That's all!

STRETCHER BEARING

Began work at 3.15 a.m. - a cheerless hour. It was raining I think. Moved up. Searched ground up to Blue Line. Terrific rain, heavy and prolonged. Ground churned up. We could scarcely move one foot after the other. Our job was to carry down wounded. This is my first job as a bearer. I hope to goodness it is my last - prefer going over the top.

Heard about the Battalion. MacCallum killed. I'll have to write to his girl. Also Leitch and D.R.Cameron, Gray and Robinson and Sinclair wounded.

RLM War Diary - Arras (2) 1917-18

21st. Our casualties were 15 killed and 20 wounded, including the five officers. Very expensive this, for a day's outing. Relief completed in hopeless confusion. Back to Bn. H.Q. at 3.30 a.m. Arras at 4.45 with Stark. Bed at 6 a.m. Really tired.

Name: _____ **Date:** _____

1. According to the text, where was Robert Lindsay Mackay from?

- A. Bivouac Camp
- B. Argyll
- C. America
- D. Scotland

2. How are the passages in the text ordered?

- A. from a later time to an earlier time
- B. from an early time to a later time
- C. from night to morning
- D. from morning to night

3. Read these sentences from one of Mackay's diary entries.

Heard about the Battalion. MacCallum killed. I'll have to write to his girl. Also Leitch and D.R.Cameron, Gray and Robinson and Sinclair wounded.

What conclusion can you draw from this evidence?

- A. Mackay's main job was to the loved ones of people who died or were injured in battle.
- B. Mackay probably knew several of the people who were injured or died in battle.
- C. MacCallum was the only soldier killed that day, although many others were injured.
- D. Gary, Robinson, and Sinclair will all recover quickly from their wounds.

4. Based on the text, what might Robert Lindsay Mackay think about war?

- A. Conditions in war are better than most people think.
- B. No good authors tried writing about war.
- C. It is difficult to describe what war is really like.
- D. Getting enough sleep is easy on the front lines.

5. What is this text mostly about?

- A. how Scottish military was unique in World War I
- B. one person's experience serving in World War I
- C. how Mackay became one of the great heroes of World War I
- D. the different jobs that soldiers had in World War I

6. Read this sentence from the text.

Our **casualties** were 15 killed and 20 wounded, including the five officers.

As used in the sentence, what does the word "**casualties**" mean?

- A. civilian clothing
- B. people hurt or killed
- C. food supplies
- D. plans of attack

7. Choose the answer that best completes the sentence.

Mackay did not want to be anywhere else _____ it was a melancholy occasion.

- A. so
- B. for example
- C. above all
- D. even though

8. Based on the passages in the text, describe the cellars where the men had to rest, sleep, and eat.

Journal Entry 1

PART 1

During recent events, we have had to find ways to entertain ourselves. What has been your favorite form of entertainment lately? Write to explain it and how it has helped you.



- 3 Find 6×915 . Show your work.

Solution

- 4 Find the product of 483 and 7. Estimate to check that your answer is reasonable. Show your work.

Solution

- 5 There is a mistake in the multiplication shown. Explain what mistake is made. Then find the correct product.

$$\begin{array}{r}
 607 \\
 \times \quad 4 \\
 \hline
 28 \\
 + 240 \\
 \hline
 268
 \end{array}$$

Solution

Inside and Outside Carlsbad Caverns

by ReadWorks



Imagine watching hundreds of thousands of bats swirl around you, swarming to form a large, black mass that flies off into the horizon. At Carlsbad Caverns in New Mexico, this scene is a regular occurrence. The caverns, located in a United States National Park, are home to around 400,000 Mexican free-tailed bats that fly out into the night sky each evening at dusk to feed on nearby moths and insects, returning at dawn to their caves. The spectacle draws crowds from around the world into the Chihuahuan Desert, where the park is located. One such visitor was Laurel Mathews, who once visited the caves with her family on a road trip.

"At the entrance to one of the caves, there's stadium seating for visitors to watch the bats," she remembers. "We waited a long time to see them. Finally, they started circling out of the cave and they flew off-out came more and more and more, all of them flying in loops and then out into the sky. It was amazing that there were so many!"

Laurel also remembers the sound the bats made, describing the high, screeching noise. "It was really creepy, but also really cool," she says.

Laurel recalls her family's arrival at the Carlsbad Caverns National Park. "It didn't look very

spectacular when we first drove in," she admits. "But then we started exploring the big network of underground caves."

The formation of the caves is a result of a fossilized reef that existed 250 to 280 million years ago in an inland sea that has long since disappeared. Since limestone is typically made up of fragments of coral, a large limestone deposit eventually formed in the area. Today, you can still find several fossilized plants and animals in the caves' limestone that date back to a time before dinosaurs walked the earth. Starting sometime between four and six million years ago, water from the earth's surface began moving through the cracks in the stone deposit. There is a type of acid in surface water. When this water combined with rainwater, the two mixed to form another type of acid as a result of their chemical compositions. This acid slowly dissolved the limestone to eventually form the winding caves that exist today in Carlsbad Caverns. This is a very common process that happens to limestone-many caves all around the world exist in limestone deposits due to the stone's solubility (the ability of a substance to be dissolved) in a mixture of water and acid.

Eventually, speleothems-formations that arise from mineral deposits in caves-began to take shape in the lower levels of the caverns. In fact, these speleothems existed during the last ice age, when instead of a desert, a pine forest sat above the caves. Over the years, park employees and rangers have found clues that hint at the caves' history. For example, according to the National Park Service, people have found some bones of ancient ice age animals scattered around the entrance to some of the caves. In 2003, an employee found a part of a stone scraper dating back to the last ice age near a cave entrance as well. Clearly, the caves have a long history-researchers have discovered that American Indians first inhabited the area sometime between 12,000 and 14,000 years ago. Ever since then, the caves have been explored by several groups, including Spanish explorers in the 1500s, and later by American explorers and guides who drew attention from all across the country to the natural phenomenon.

Laurel remembers this phenomenon very well. "It took us between one and two hours to get all the way to the bottom," she says, recounting the windy pathway leading deeper and deeper into the heart of the caves. "The park had put in blue and red lights to highlight the beautiful rock formations."

Once they reached the bottom, Laurel says that she had to take an elevator to get back to the top. "My ears popped so much in the elevator!" she remembers. "It took a really long time to reach the top; I didn't realize how far down we were until we were on our way back up."

Name: _____ Date: _____

1. According to the passage, what currently lives in the caves at Carlsbad Cavern National?

- A. Native Americans
- B. bats
- C. bears
- D. explorers

2. What does the author describe at the beginning of the passage?

- A. how speleothems are formed
- B. the formation of limestone caves
- C. fossils found in Carlsbad Cavern
- D. watching bats at Carlsbad Cavern

3. Limestone deposits can help researchers learn about what the area was like thousands of years ago. What evidence from the passage best supports this conclusion?

- A. Limestone can contain fossilized plants and animals.
- B. Acid can slowly dissolve limestone to form winding caves.
- C. Limestone is typically made up of coral fragments.
- D. Many caves around the world exist in limestone deposits.

4. "At the entrance to the cave, there's stadium seating for visitors to watch the bats." Based on this information, what can you conclude about the popularity of the bats at Carlsbad Cavern?

- A. The bats are not a popular attraction at Carlsbad Cavern.
- B. People go to Carlsbad Cavern to see the caves, not the bats.
- C. The bats are a popular attraction at Carlsbad Cavern.
- D. Most people who visit Carlsbad Cavern don't know about the bats.

5. What is this passage mostly about?

- A. Laurel Mathews' family vacation
- B. how bats navigate using sound
- C. how speleothems are formed
- D. caves at Carlsbad Cavern National Park

6. Read the following sentences: "The caverns, located in a United States National Park, are home to around 400,000 Mexican free-tailed bats that fly out into the night sky each evening at dusk to feed on nearby moths and insects, returning at dawn to their caves. The **spectacle** draws crowds from around the world into the Chihuahuan Desert, where the park is located."

As used in this sentence, what does the word "**spectacle**" mean?

- A. a very impressive show
- B. something that happens irregularly
- C. something that happens at night
- D. something that people watch with glasses

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

_____, Laurel did not think the Carlsbad Cavern National Park looked very spectacular, but her opinion changed after she explored the caves.

- A. For instance
- B. Initially
- C. Particularly
- D. Therefore

APPLY IT

Use what you just learned to solve these problems.

8 $5,342 \times 4 = ?$ Show your work.

Solution

9 Find the product of 7 and 3,928. Estimate to check that your answer is reasonable. Show your work.

Solution

.....

10 $2,041 \times 6 = ?$ Show your work.

Solution

What's for Breakfast?

by ReadWorks

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

"DANIEL!"

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"Daniel, this is unacceptable," Dad muttered.

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

"MIRANDA!" Dad raised his voice.

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

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

"They look good in the jars."

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

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

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

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

"I hope you two packed lunch."

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

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

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

"No."

"What did you bring for lunch?"

"Oatmeal."

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

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

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

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

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

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

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

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

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

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

Name: _____ Date: _____

1. During what time of day does the story take place?

- A. afternoon
- B. morning
- C. evening
- D. midnight

2. Why is Daniel's father upset at the beginning of the story?

- A. Daniel and Miranda had gotten into a fight.
- B. There was a bad mess in the kitchen.
- C. Daniel and Miranda were running late for school.
- D. Daniel's father was out of clean shirts.

3. Daniel's father appears very stressed throughout the passage. Which evidence from the passage best supports this conclusion?

- A. Daniel's father suspects Daniel is responsible for the bad mess in the kitchen.
- B. Daniel's father was eating burned toast with honey and trying to mop up the mess on the floor.
- C. Daniel's father huffs his way out the door and honks the horn impatiently while waiting for Miranda in the car.
- D. Daniel's father wishes Daniel and Miranda a good day at school.

4. Why does Daniel's father think it was Daniel who made the big mess in the kitchen?

- A. Daniel has a history of making messes in the house.
- B. Daniel always makes a mess when he cooks with flour.
- C. Daniel was angry with his father and wanted to make him mad.
- D. Daniel never cleaned up after himself.

5. What is this story mainly about?

- A. the way Daniel and his family make breakfast
- B. Daniel's difficult behavior
- C. a troublemaking cat named Oatmeal
- D. a morning incident that Daniel and his family experience

6. Read the following sentence from the story: "The toaster **sounded like it hurt** when he pushed the lever down. It was old and never made toast right."

Why does the author say that the toaster "**sounded like it hurt**"?

- A. to emphasize how old and non-functional the toaster was
- B. to show that the toaster had feelings
- C. to emphasize how badly the family treated the toaster
- D. to show that the toaster made the same sounds as a human

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

_____ Daniel is frustrated and annoyed by his sister Miranda, he doesn't tell his father that he saw Oatmeal in Miranda's backpack.

- A. In summary
- B. Even though
- C. Because
- D. Since

8. What does Miranda bring to school?

9. Why did Daniel think that Oatmeal made the big mess in the kitchen?

- 3 Write $4 \times 3,569$ in expanded form to show the place value of each digit. Then find the product.
- 4 Lee earns \$1,075 each month. How much does he earn in 6 months? Estimate to check that your answer is reasonable. Show your work.

Solution

- 5 Look at Callie's work for finding $3 \times 9,423$.

- a. Explain what Callie did wrong.
- b. How can using estimation show that Callie's answer is wrong?
- c. What is the correct answer?

$$\begin{array}{r} 9,423 \\ \times \quad 3 \\ \hline 9 \\ 60 \\ 120 \\ + 2,700 \\ \hline 2,889 \end{array}$$

News Debate: Cashing In



Should kids be paid for doing well in school?

Need money? Then study up! Some cities are offering kids cash for doing well in school. In New York City, some fourth graders will receive up to \$25 this year for every state test they ace. Schools in other states also offer incentives: In one Massachusetts town, kids receive \$25 for perfect attendance. In Dallas, some schools motivate, or encourage, kids by giving students \$2 for every book they read.

Some people say the incentives are a good way to motivate kids to study. Others say paying children to learn is wrong because kids are the ones who benefit from schoolwork. *WR News* student reporters Andrew Jing and Katelyn Vlastaris each took a side.

No!

"Getting good grades in school is what kids are supposed to be doing."

Paying kids for getting good grades in school? That's outrageous! Getting good grades in school is what kids are supposed to be doing. Students get the benefit from education, so why should we get paid? You don't expect to get paid to eat, do you?

Your teachers and staff have already gone to school and have already gotten their educations. They don't need your good grades. You do!

"It's not like a job. You get good grades for your own good," says student Rolina Luo.

Many important things in life are not necessarily motivated by money. Education is one of them.

Try to do well in school so that you'll have a better shot at being successful in the real world. You shouldn't have to be paid to do that.

Yes!

"If you reward us, it may motivate us to do great in subjects we don't like."

Adults go to work and get paid for their jobs. A kid's job is to go to school. By paying us for doing well in school, you are helping prepare us for the real world. If you give us a toy, we can play with it. If you give us money, however, we can save it or buy something nice. We can even give it to charity. Almost anything is possible!

Student Brett Upperman agrees that kids should be rewarded with money for schoolwork. "Kids need money so we can save it for college. And I want to buy a house someday," says Brett.

If you reward us with money, it may motivate us to do great in subjects we don't like, and then we'll start doing well by ourselves. This could give us a big boost for the rest of our lives.

Name: _____ Date: _____

1. According to the text, how much money do some students receive for perfect attendance?

- A. \$25
- B. \$10
- C. \$2
- D. \$0

2. How does the author present the information in this text?

- A. The author describes the issue of paying students for doing well in school, then sets forth arguments for and against paying for grades.
- B. The author describes different states in the U.S. that are paying students for schoolwork, and then points out that student reporters took sides on this issue.
- C. The author states that getting good grades in school is what kids are supposed to be doing, then argues that students should work hard in school so they will be successful in the future.
- D. The author proposes that rewarding students will help them do well in subjects they don't like, then compares adults going to work to children going to school.

3. Read these sentences from the text.

In New York City, some fourth graders will receive up to \$25 this year for every state test they ace. Schools in other states also offer incentives: In one Massachusetts town, kids receive \$25 for perfect attendance. In Dallas, some schools motivate, or encourage, kids by giving students \$2 for every book they read.

What can you conclude based on this evidence?

- A. All cities and towns provide students with financial incentives to improve their performance in school.
- B. Some cities offer rewards to students for their achievements at school, but not every city rewards the same behavior.
- C. The parents of students are responsible for providing the money to their students if the school can't afford it.
- D. In Massachusetts, students can get paid \$25 dollars for attendance and \$2 for every book they read.

4. What can be inferred from the text?

- A. All students in New York City are paid \$25 for good state test scores.
- B. It is a bad idea to pay students to do well in school.
- C. Not all schools pay their students to do well.
- D. Paying students to do well in school is very effective.

5. What would be another good title for this text?

- A. The Pros and Cons of Paying Students for Good Grades
- B. Education Benefits You for Life
- C. Money for Grades Equals Gifts to Charity
- D. Paid to Succeed on the Test

6. Read these sentences from the text.

Student Brett Upperman agrees that kids should be **rewarded** with money for schoolwork. "Kids need money so we can save it for college. And I want to buy a house someday," says Brett.

In these sentences, what does the word "**rewarded**" most nearly mean?

- A. given another chance to succeed
- B. given poor-quality items
- C. given a strong education
- D. given something for good work

7. Choose the word that best completes the sentence.

Some people are against paying kids for good grades _____ they feel it is a student's responsibility to do well on their own.

- A. because
- B. when
- C. and
- D. although

APPLY IT

Use what you just learned to solve these problems.

7 Complete the area model below to find $132 \div 3$.

$20 + \square + \square = \square$

$\begin{array}{r} 132 \\ - 60 \\ \hline \square \end{array}$	$\begin{array}{r} 72 \\ - \square \\ \hline \square \end{array}$	$\begin{array}{r} 12 \\ - \square \\ \hline \square \end{array}$
--	--	--

Solution

8 Complete the array to find $198 \div 6$. Use multiplication to check your answer. Show your work.

	10																		
6																			

Solution

9 What is 224 divided by 7?

- (A) 30
- (B) 31
- (C) 32
- (D) 42

The Circus Comes to Town

by ReadWorks



Donald Seastrunk never feared the jugglers until they upgraded from bean bags to bowling pins. By the movie theater, after a movie let out, excited crowds gathered around the most skilled jugglers, whose silk vests were as blue as the sky. Winking and smiling, the jugglers performed astonishing feats: dozens of balls in the air at once; nifty, behind-the-back and through-the-legs tricks; even juggling blindfolded. Word of mouth spread to neighboring towns. People from far away came to see the street performers. All seemed well and good, but with the jugglers' popularity came copycats. And so many of them!

On the side streets and quiet walkways, juggling copycats blundered through their simple routines. A ball or two rolling into the street was the worst of it, at first. But when the very best jugglers switched to bowling pins to freshen up their act, the bad jugglers copied this, too. For Donald Seastrunk, the juggling problem came to a head one May morning, as he hurried from his car up the path to the library. Just as he thought he was safe, a stray bowling pin spiraled through the air and whomped him on the head.

The next day it was crazy at Town Hall, too. Mayor Marjorie Arnold sighed at her desk. She had just read Donald Seastrunk's angry email, which Donald had sent to dozens of friends, the town council, and the mayor's office. This wasn't the first complaint the mayor had

received about the jugglers. But what could she do? Some people were mad, but others loved the jugglers. After all, the town was practically famous now, and people were proud to be from a famous town. The biggest newspaper in the state capital had even written an article about the jugglers. And think of all the money the crowds spent at local stores! The mayor chewed her pen. She tapped her foot furiously. She sighed so strongly that important documents blew off her desk, and this made her sigh again.

Whenever she found herself in trouble, Mayor Arnold liked to hold imaginary conversations with the golden cat statue on her desk. With another heavy sigh, she asked it for advice.

"Why not pass a law banning juggling in public?" it seemed to say.

"The mayor can't just pass whatever laws she wants," said Mayor Arnold. "Laws are passed by the town council." With a groan, the mayor rose from her leather chair and stood at the window, looking at the trees in full bloom on the town green. One tree had a bowling pin caught in the branches.

The mayor imagined the cat's voice dropping to a whisper. "Why not order the police to fine the jugglers for disturbing the peace?"

"That's no good," the mayor said. She rested her forehead on the cool window and closed her eyes. "What if the jugglers sue us? Then the case would go to court, and the town could lose a lot of money!"

The golden cat statue made no reply. The mayor was by herself. She heard what sounded like the distant rumble of thunder. Thunder? There wasn't a cloud in the sky! Without taking her forehead off the window, Mayor Arnold opened her eyes. What she saw next made her jump up with a squeak. A crowd of people were marching up the long street that led to Town Hall, and at the crowd's front was Donald Seastrunk himself. They pumped their fists in the air and waved signs. An anti-juggler protest! Mayor Arnold sighed. It was going to be a long day.

Name: _____ Date: _____

1. What is the town in the passage famous for?

- A. tightrope walkers
- B. jugglers
- C. bowling pins
- D. circus elephants

2. What main problem does Mayor Arnold face?

- A. People are complaining about the jugglers, and she doesn't know what to do.
- B. Donald Seastrunk is hit in the head by a juggler's stray bowling pin.
- C. She holds imaginary conversations with the golden cat statue in her office.
- D. The jugglers might sue the city if they were fined for disturbing the peace.

3. While many people are happy to live in a famous town, not everyone is happy about the jugglers. What evidence from the passage supports this conclusion?

- A. The biggest newspaper in the state capital writes an article about the jugglers.
- B. Excited crowds gather around the skilled jugglers outside the movie theater.
- C. Donald Seastrunk leads a crowd in an anti-juggler protest.
- D. Donald Seastrunk is hit in the head by a bowling pin.

4. Read the following sentences: "The mayor chewed her pen. She tapped her foot furiously. She sighed so strongly that important documents blew off her desk, and this made her sigh again."

Based on this description, how is Mayor Arnold most likely feeling?

- A. inspired
- B. upbeat
- C. lonely
- D. frustrated

5. What is this story mostly about?

- A. how Mayor Arnold makes decisions
- B. problems caused by jugglers in a town
- C. the dangers of increased numbers of copycat jugglers
- D. the routines performed by skilled jugglers

6. Read the following sentence: "Winking and smiling, the jugglers performed **astonishing** feats: dozens of balls in the air at once; nifty, behind-the-back and through-the-legs tricks; even juggling blindfolded."

What does the word "**astonishing**" mean as used in this sentence?

- A. unsurprising
- B. realistic
- C. colorful
- D. amazing

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

The jugglers bring tourists and money to the town; _____, the jugglers disturb the peace and annoy some citizens.

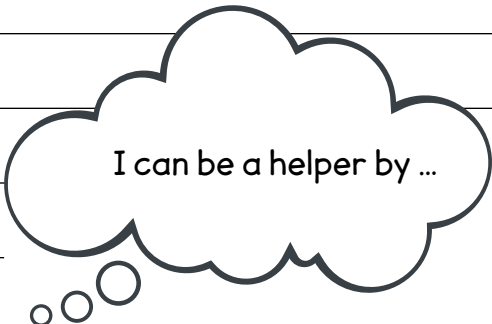
- A. on the other hand
- B. initially
- C. above all
- D. as a result

8. Why does Donald Seastrunk send an email to the mayor's office?

Journal Entry 5

PART 1

Helpers are all around us. They might be the police, doctors, or grocery store workers. Helpers can also be anyone who goes out of their way to help others. Think about ways you can be a helper right now. You may already be doing these things! Write to tell how you can be a helper and how it will make a difference.



Practice Dividing with Arrays and Area Models

Study the Example showing one way to divide a three-digit number by a one-digit number. Then solve problems 1–5.

EXAMPLE

What is 260 divided by 4?

Use an area model.

50	+	10	+	5	=	65
$(4 \times 50 = 200)$ $\begin{array}{r} 260 \\ - 200 \\ \hline 60 \end{array}$	$(4 \times 10 = 40)$ $\begin{array}{r} 60 \\ - 40 \\ \hline 20 \end{array}$	$(4 \times 5 = 20)$ $\begin{array}{r} 20 \\ - 20 \\ \hline 0 \end{array}$				

Use multiplication to check:

$$\begin{aligned} 4 \times 65 &= (4 \times 60) + (4 \times 5) \\ &= 240 + 20 \\ &= 260 \end{aligned}$$

$$260 \div 4 = 65$$

1 Complete this area model to find $135 \div 5$.

	<input style="width: 40px; height: 30px;" type="text"/>	+	<input style="width: 40px; height: 30px;" type="text"/>	+	<input style="width: 40px; height: 30px;" type="text"/>	=	<input style="width: 40px; height: 30px;" type="text"/>
5	$\begin{array}{r} 135 \\ - \square \\ \hline \square \end{array}$	$\begin{array}{r} 85 \\ - \square \\ \hline \square \end{array}$	$\begin{array}{r} 35 \\ - \square \\ \hline \square \end{array}$				

Solution

2 Identify the dividend, divisor, and quotient.

a. $900 \div 3 = 300$

dividend: divisor: quotient:

b. $120 = 600 \div 5$

dividend: divisor: quotient:

Got Allergies?

More people in the United States have allergies today compared with decades ago. Allergies are bad reactions to things around you or that you eat.

In 2010, more than half of Americans were sensitive to at least one allergen. That was the finding of one survey by the National Institutes of Health. Allergens are things that set off allergies. Many allergens-such as dust and mold-are found in the air.

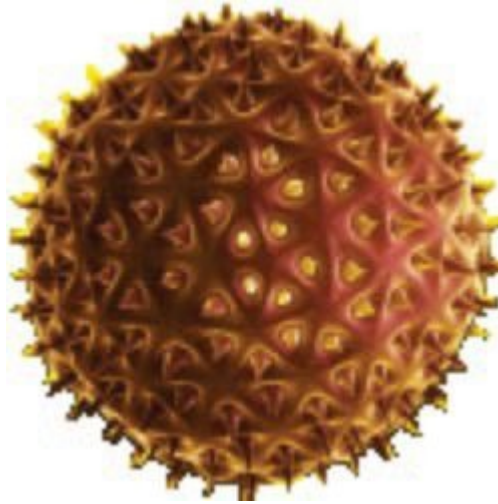
"Allergies [are] increasing over time," said Andy Nish. He is a doctor from Georgia.



Corbis

Allergens in the air aren't the only problem. Kids' food allergies have risen too. Between 1997 and 2007, the number of kids with food allergies jumped 18 percent. Eating milk products and eggs can give some children rashes. Those foods can even cause some people to have trouble breathing.

What's behind the spread of allergies? Some scientists think our immune systems don't have enough to do. Immune systems help our bodies fight germs. But many kids today come in contact with fewer germs than their grandparents did. That's in part because they grow up in environments with fewer germs such as cleaner homes and smaller families. Experts say that when our immune systems have fewer germs to fight, they can get confused. They attack other things, such as milk that we drink, instead.



Getty Images

Other scientists say hotter temperatures are to blame. They say the weather is warmer for longer periods now, so plants bloom longer. Plants release pollen, which is a common allergen.

Doctors do not know for sure what's making allergies increase. But they do know how to treat them with medicine. "There is very good treatment for allergies," Nish says. "No one should suffer with symptoms."

Take Cover!

Dust and other allergens that float into your nose are in for a blast—a cough or a sneeze, that is! Both are natural **reflexes**, or responses, to help keep you from getting sick. Here's a look at the big bursts.

Sneeze

Sneezes start at the back of your throat. Each quick burst can force out up to 40,000 droplets of saliva. The tiny droplets travel at up to 300 miles per hour.

Cough



iStock

Coughs come out of your lungs. Each blast can push out 3,000 saliva droplets as fast as 50 miles per hour. Enough air comes out to almost fill a two-liter bottle.



Alamy

Name: _____ Date: _____

1. According to the text, what are increasing in the United States?

- A. allergens
- B. germs
- C. allergies
- D. reflexes

2. Which of the following best describes the solution proposed in the text for people who suffer from allergies?

- A. The solution is to stay away from dust and mold.
- B. The solution is to stop eating milk products and eggs.
- C. The solution is to hide from anything that causes allergies.
- D. The solution is taking medicine to help with allergy symptoms.

3. Allergies can affect someone's everyday life.

What evidence can be used to support the statement?

- A. "More people in the United States have allergies today compared with decades ago."
- B. "Allergens in the air aren't the only problem."
- C. "Those foods can even cause some people to have trouble breathing."
- D. "But kids today come in contact with fewer germs than their grandparents did."

4. What can be concluded from the passage?

- A. A person with allergies is sick and needs to see a doctor.
- B. A person who sneezes and coughs often may have allergies.
- C. A person who drinks milk and eats eggs will definitely get allergies.
- D. A person who lives in a place with hot weather will never get allergies.

5. What is the main idea of this article?

- A. Allergies are increasing, but simple steps can be taken to cope with them.
- B. Our own human nature has produced more allergies than ever.
- C. Everyday foods have caused a higher proportion of allergies than ever.
- D. Coughs and sneezes are reflexes to allergens.

6. Read the sentences:

"There is very good treatment for allergies,' Nish says. 'No one should suffer with **symptoms**.'"

As used in the text, what does "**symptoms**" mean?

- A. changes in the body that are signs that a person is sick
- B. changes in temperature that give people allergies
- C. changes in medicine to treat people when they are sick
- D. changes in people's immune systems that cause allergies

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

Kids come into contact with fewer germs today, _____ their immune systems get confused and attack other things.

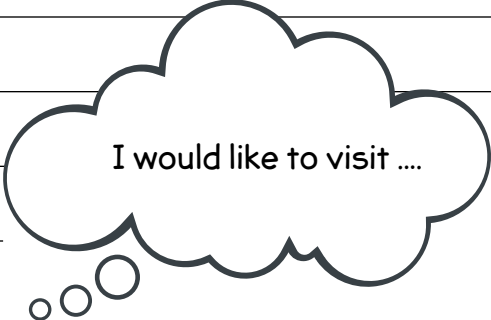
- A. if
- B. after
- C. although
- D. so

8. What can be concluded from the evidence that coughs and sneezes are natural reflexes and from the evidence that our immune system attacks allergens?

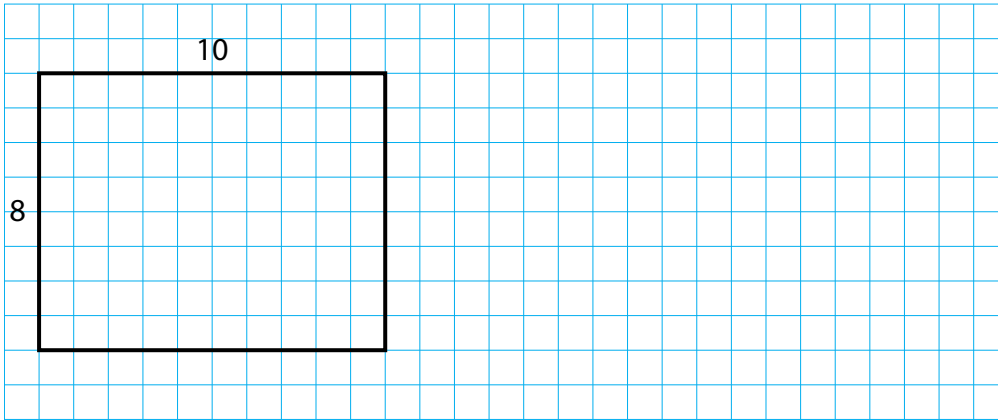
Journal Entry 6

PART 1

Think of three places in the world you would love to visit one day. Write to tell what those places are and why you'd like to go there.



- 3 Complete the array to find $208 \div 8$. Show your work.



Solution

- 4 What is $476 \div 7$? Use an area model to solve the problem. Show your work.

Solution

- 5 Explain how to use multiplication to check your answer in problem 4.

A Family Reunion

In July [2002], a group of orcas swam to a beach in western Canada. There, they rubbed their bellies on the smooth pebbles along the beach. The group included a young female orca named Springer.

Orca Facts

- An orca is sometimes called a killer whale.
- A male orca can grow to weigh 9 tons.
- An orca is a mammal that breathes air.
- Orcas are dolphins.

The following January, a lone orca was spotted in Puget Sound near Washington state. Scientists figured out that the orca was about 2 years old and that she had been orphaned.

During spring, the orphaned orca stayed in Puget Sound. She swam near boats, and many people got to see her. They named her Springer.

As the months passed, the orca became sickly. She developed a skin rash. Scientists then captured Springer. They treated the rash, and Springer got better.

Like Peas in a Pod



NOAA

Orca

After Springer had recovered, scientists decided that they should return the orca to the ocean. Before releasing her, they attached a radio transmitter to Springer. The radio allows scientists to track her.

In July, wildlife experts loaded Springer onto a jet-powered boat. The boat traveled about 400 miles north to western Canada. Scientists knew that a pod, or group of orcas, related to Springer was there.

Springer was put back into the ocean. Soon scientists saw her swimming with her pod. An aunt and three cousins are part of the pod. Springer's family reunion seemed to be a happy one.

Name: _____ Date: _____

1. According to the text, what is Springer?

- A. a male orca
- B. a female orca
- C. a scientist
- D. a jet-powered boat

2. Which of the following events occurred last in the text?

- A. Scientists helped Springer by treating her skin rash.
- B. Scientists decided to return Springer to the ocean.
- C. Scientists figured out that Springer had no mother.
- D. Scientists saw Springer swimming with her family.

3. Read these sentences from the text.

In July, wildlife experts loaded Springer onto a jet-powered boat. The boat traveled about 400 miles north to western Canada. Scientists knew that a pod, or group of orcas, related to Springer was there.

What conclusion can you draw based on this evidence?

- A. Wildlife experts have a way of determining which orcas are related to each other.
- B. Only a pod, or group of orcas, related to Springer would have accepted her.
- C. Springer could only survive back in the wild if she was around her pod.
- D. Springer communicated to the wildlife experts where her pod was located.

4. What word would the author probably use to describe Springer's personality?

- A. angry
- B. friendly
- C. sad
- D. dangerous

5. What would be another good title for this text?

- A. Saving Springer
- B. Peas in a Pod
- C. Dolphins vs. Whales
- D. Puget Sound in Washington State

6. Read these sentences from the text.

The following January, a **lone** orca was spotted in Puget Sound near Washington state. Scientists figured out that the orca was about 2 years old and that she had been orphaned.

As used in these sentences, what does the word "**lone**" mean?

- A. having fun
- B. needing money
- C. swimming very slowly
- D. being the only one

7. Choose the word that best completes the sentence.

Scientists decided to capture Springer_____ Springer had a skin rash that they wanted to treat.

- A. so
- B. however
- C. but
- D. because



APPLY IT

Use what you just learned to solve these problems.

- 7 A store orders 315 hats. The hats are shipped in boxes of 8. How many boxes are needed to ship all the hats? First, find which two multiples of 10 the quotient is between. Then find the quotient using an area model. Show your work.

Number of Boxes				
Number of Hats				

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Solution

- 8 What is 174 divided by 3? Use multiplication to check your answer. Show your work.

Solution

- 9 Find $456 \div 6$. Show your work.

Solution

Up in the Air

by Daniel Scheffler



Kurt closed the door of his mother's car with great excitement. Today was the day he was finally going to be on a plane. For the first time in his life, he was going to actually soar through the skies and see the clouds from all the angles he had imagined since he was little.

"Are you excited my boy?" said Kurt's mother, Val, from the front of the car.

"I can't believe today's the day!" said Kurt.

"Believe it!" responded Kurt's older brother Joachim as he lifted his head from his mobile phone for just a second to speak to Kurt.

The car ride felt like forever, but that's because Kurt could not wait to get to the airport and see this adventure through. It felt like they were stuck in traffic for hours and all the cars were moving slowly just to drive Kurt crazy. But actually they arrived at the airport in just a few minutes.

Val parked their car in the underground parking lot and found a steel trolley to load the suitcases and the hatbox she always took with her on a journey. Joachim never helped with

anything, so Kurt knew he was the best man for the job. He helped his mother load the trolley neatly and pushed it towards the terminal building proudly.

It was bigger than Kurt thought it would be. It was a massive building filled with hundreds of people looking around and rushing to get to wherever they were going. He immediately felt the rush of energy as he walked towards the check-in desk.

He watched as Val took out their passports and gave them to the friendly lady on the other side of the desk. His mother asked Joachim to help lift the bags onto the scale so that they could get weighed and checked in. But he wasn't listening. Kurt gloated as he lifted the bags and put them on the designated scale. The check-in lady was overly friendly and appreciative of his help. He loved the feeling.

Val was handed some tickets and off they went to security. After what felt like a long wait in line, the security officer asked Kurt to empty his pockets and put his bag through the big X-ray scanner. Kurt had never done this before and felt a little nervous. It was such a big and scary machine that started beeping loudly as the elderly woman in front of him walked through.

Kurt started to feel more confident now as he walked through the machine. Not a beep. He waited for his family to come through security as he grabbed his bag. Suddenly, he saw the plane through the massive glass windows. It was huge! And it looked much bigger than what it looked like in his dreams.

Kurt ran down the ramp towards the gate. After a few minutes, the plane was ready for boarding. Everyone lined up and showed their tickets. Walking on a ramp down towards the plane, Kurt nearly tripped from all the excitement. And then he arrived, he was one foot away from the plane and finally feeling like a grown up who would fly all over the globe.

The air steward took his ticket and showed him down the aisle to his seat. Kurt ran ahead of his mother and brother and immediately sat down in his seat, buckling his seat belt. With his eyes firmly on the wing of the plane, he was waiting for everyone to sit down so that he could feel that weightlessness that everyone talks about at school when a plane takes off.

The plane started to move, and reversed slightly. Moving like a giant metal bird, the plane taxied towards the runway. Kurt clenched his mother's hand. The plane started to speed up, faster than Kurt has ever gone in his life in any car or boat. And then, as if by magic, the plane lifted off the ground. And Kurt knew this would be the first of many adventures that started this way.

Name: _____ Date: _____

1. What is Kurt doing for the first time in his life?

- A. traveling
- B. driving
- C. going on a trip with his mom and brother
- D. flying on a plane

2. What critical event happens at the end of the story?

- A. Kurt walks on a ramp towards the plane and nearly trips from all the excitement.
- B. Kurt goes through security at the airport for the first time.
- C. The plane lifts off the ground and Kurt experiences flying in a plane for the first time.
- D. Kurt, Val, and Joachim drive to the airport.

3. What evidence from the text suggests that Kurt may have been looking forward to being on a plane for a while?

- A. Kurt had dreams about planes.
- B. Kurt clenches his mother's hand when the plane taxis toward the runway.
- C. Kurt ran ahead of his mother and brother towards the plane.
- D. Kurt helped to lift the bags on the designated scale at the check-in desk.

4. Which statement best describes Kurt and Joachim?

- A. Neither Kurt nor Joachim is excited and eager about the trip.
- B. Kurt is very eager and respectful. Joachim is distant and not interested.
- C. Both Kurt and Joachim are very excited about the trip.
- D. Kurt is not eager and respectful. Joachim is helpful and excited.

5. What is this story mainly about?

- A. what airports are like
- B. Kurt's relationship with Joachim
- C. Kurt's experience on his first plane trip
- D. how large airplanes are

6. Read the following sentence: "The car ride felt like forever, but that's because Kurt could not wait to get to the airport and **see this adventure through.**"

What does the phrase "**see this adventure through**" most nearly mean?

- A. look at the adventure from a distance
- B. complete the adventure
- C. look at the adventure through a window
- D. cancel the adventure

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

_____ the plane taxied towards the runway, Kurt clenched his mother's hand.

- A. Therefore
- B. However
- C. So
- D. As

8. Describe Kurt's experience and how he felt as he went through security.

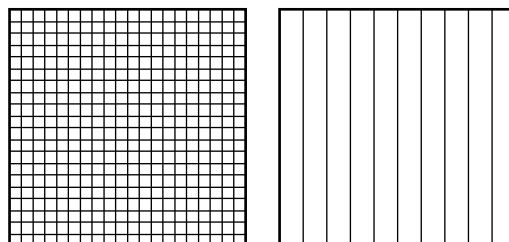
9. Explain how Kurt reacted when the plane started to move and then lift off the ground.

CONNECT IT

Now you will use the problem from the previous page to help you understand how to compare fractions by finding a common numerator.

1 What is an equivalent fraction for $\frac{2}{100}$ that has a numerator of 8?

2 One model is divided into 400 equal parts, and the other is divided into 10 equal parts. Which model has smaller parts?



3 Shade 8 parts of each model.

4 Which model has a greater area shaded?

5 Which fraction is greater, $\frac{8}{400}$ or $\frac{8}{10}$?

6 Which weighs more, the grasshopper or the beetle?

7 Look at the denominators of $\frac{8}{400}$ and $\frac{8}{10}$. When two fractions have the same numerator and different denominators, how do you know which fraction is greater? Explain.

8 REFLECT

Look back at your **Try It**, strategies by classmates, **Model Its**, and the **Connect It** problems on this page. Which models or strategies do you like best for comparing fractions? Explain.

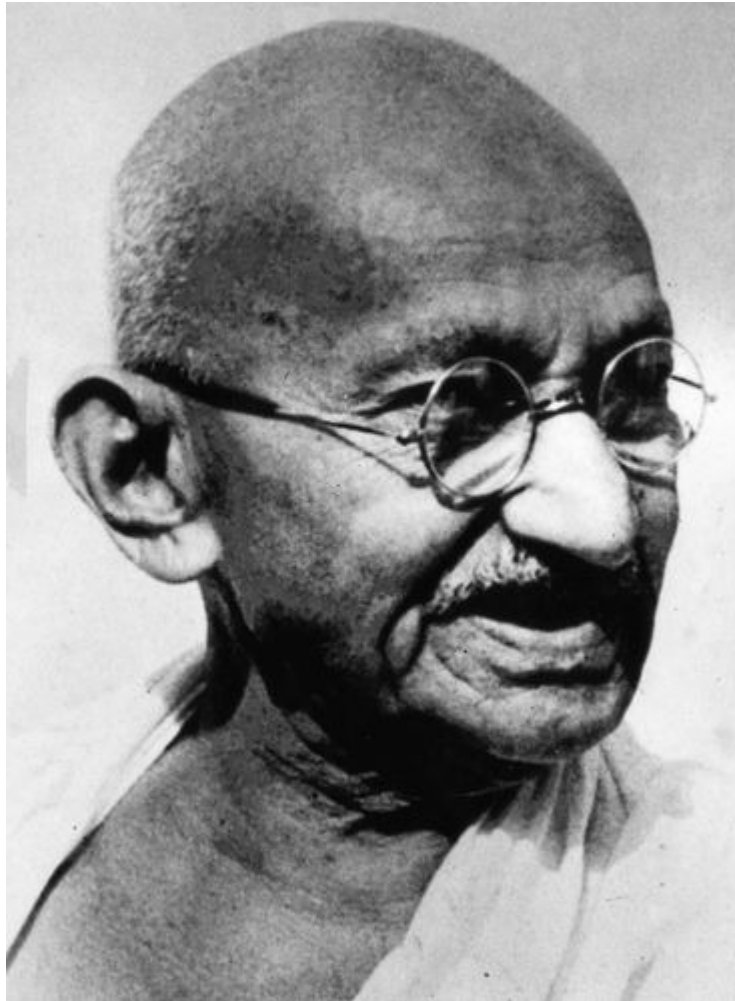
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The British Empire - Mohandas K. Gandhi

by ReadWorks



Mohandas K. Gandhi was one of the greatest leaders of the 1900s. He helped free India from British colonial rule without using violence. Gandhi's courage and morals won respect throughout the world. So did the methods of nonviolent resistance he used to gain Indian independence. Today, the people of India consider Gandhi the father of their nation.

Gandhi was born in 1869 in Western India. As a child, Gandhi was rebellious. Once, he stole some jewelry from his brother. But Gandhi had a strong conscience. He confessed to his father. Gandhi expected anger and punishment. Instead, his father cried. Gandhi felt even worse. From then on, he understood the power of nonviolence. He would later write about the story, "Those pearl-drops of love cleansed my heart."

Gandhi studied law in England. Soon after, he went to South Africa to do some legal work. It was there that Gandhi felt the sting of prejudice first-hand. Like India, South Africa was also a British colony. Gandhi had been asked to give up his seat on a train by a European person. When Gandhi refused, he was arrested by British police and badly beaten. He did not fight back with fists or weapons. Instead, he vowed to work peacefully to change unjust laws that didn't protect a person's rights.

In 1914, Gandhi returned to India. British laws there were unjust, placing many Indians at an economic disadvantage. For example, by law Indians could only buy goods made in British factories. To protest this system, Gandhi stopped wearing cloth made in Britain. Instead, he spun his own cloth from Indian cotton. He encouraged others to do the same. The boycott worked. It hurt British clothing sales in India. It also allowed Indians to sell more of their own cloth. With more income, they wouldn't be as poor. Gandhi also fought British injustice by fasting. He would refuse to eat for five or six days. Gandhi's fasts drew public attention to his cause. Newspapers and the public began to sympathize with Gandhi. They put pressure on the British government to change its ways.

Gandhi spent seven years in jail because of his political activities. To him, it was honorable to be jailed for a good cause. He continued his nonviolent protests and disobedience to British rule. He had faith that truth and nonviolence would win in the end. In 1947, Britain finally bowed to Gandhi's peaceful pressure. India was finally granted independence. Sadly, Gandhi was assassinated for his beliefs in 1948. Years later, Martin Luther King, Jr. would use Gandhi's nonviolent ways to protest injustice in America. Gandhi is remembered to this day as "Mahatma." The word means "great soul."

Name: _____ Date: _____

1. According to the text, what did Gandhi help free from British colonial rule?

- A. South Africa
- B. India
- C. England
- D. America

2. What was the effect of Gandhi fasting to fight British injustice?

- A. Gandhi's father cried, making Gandhi feel really bad.
- B. Gandhi was arrested and badly beaten by British police.
- C. Indians were able to sell more of their own cloth.
- D. Newspapers and the public began to sympathize with Gandhi.

3. Read these sentences from the text.

As a child, Gandhi was rebellious. Once, he stole some jewelry from his brother. But Gandhi had a strong conscience. He confessed to his father. Gandhi expected anger and punishment. Instead, his father cried. Gandhi felt even worse. From then on, he understood the power of nonviolence. He would later write about the story, "Those pearl-drops of love cleansed my heart."

What can you conclude about Gandhi from this evidence?

- A. When Gandhi's father did not lash out in anger and punishment, it was confusing to Gandhi and he continued to steal.
- B. After Gandhi's father cried over his stealing, Gandhi never again did anything that would upset his family.
- C. The reaction of Gandhi's father when he confessed to stealing from his brother inspired his beliefs about the power of not using violence.
- D. When Gandhi's father was angry and punished him, it inspired Gandhi to only use nonviolent methods in his later years.

4. Read these sentences from the text.

In 1947, Britain finally bowed to Gandhi's peaceful pressure. India was finally granted independence.

Based on the text, what does "peaceful pressure" refer to?

- A. Gandhi's legal work in South Africa
- B. Gandhi's nonviolent protests and disobedience
- C. Gandhi's imprisonment
- D. Gandhi's status as one of the greatest leaders of the 1900s

5. What is this text mostly about?

- A. Gandhi's childhood and inspirations
- B. Gandhi's nonviolent resistance and disobedience
- C. Gandhi's influence on political leaders
- D. British colonial rule in India

6. Read these sentences from the text.

Gandhi's fasts drew public attention to his cause. Newspapers and the public began to **sympathize** with Gandhi. They put pressure on the British government to change its ways.

As used in the text, what does the word "**sympathize**" most nearly mean?

- A. support
- B. attack
- C. ignore
- D. encourage

APPLY IT

Use what you just learned to solve these problems.

- 9 Mel's tomato plant is $\frac{8}{12}$ of a foot tall. Her pepper plant is $\frac{3}{4}$ of a foot tall. Compare the heights of the plants using $<$, $>$, or $=$. Use a model to show your comparison. Show your work.

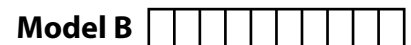
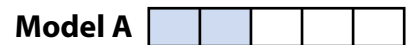


Solution

- 10 Compare the fractions $\frac{4}{6}$ and $\frac{2}{5}$ using $<$, $>$, or $=$. Use a model to show your comparison. Show your work.

Solution

- 11 Morgan has the two fraction models shown. Morgan shades Model B to show a fraction less than the fraction shown by Model A. How many parts of Model B could she have shaded? Explain.



When Lightning Strikes

Thunder provides a wake-up call to head indoors.



World Almanac for Kids

"When thunder roars, go indoors," says meteorologist Ron Holle.

Scientists say lightning strikes the surface of Earth about 100 times each second.

Thunderstorms are most frequent during the spring and summer. Experts warn people to be especially aware of the dangers of lightning during those seasons.

Forces of Nature

Lightning is the flash of light that occurs when electricity moves between clouds or between a cloud and the ground. The huge spark of electricity is like the tiny kind you get when you run a comb through your hair or scuff your feet on a carpet—only much stronger.

A lightning bolt that crackles through the air can reach a temperature of 60,000 degrees Fahrenheit. That is about five times hotter than the sun! The intense heat from lightning causes the surrounding air to expand, resulting in the loud sound known as thunder.

Thunder is nature's warning to head indoors. As meteorologist Ron Holle from Tucson, Arizona told *Weekly Reader*, "When thunder roars, go indoors." A meteorologist is a scientist who studies weather.

Holle also recommends following the 30-30 rule. If you hear thunder fewer than 30 seconds

after you see lightning, head indoors-the storm is only about 6 miles away. After the storm ends, wait 30 minutes before going outside. To determine how far away lightning is, count the seconds between the flash and the thunder. Every 10 seconds equals 2 miles.

Play It Safe

Lightning strikes the ground in the United States about 25 million times each year! Although getting hit by lightning is unlikely, it is important to stay safe. In the United States, about 60 people are killed each year by lightning.

To stay safe, follow the golden rule-head for cover. "There is no place outside that is safe from lightning," Holle said firmly. "There are two safe places-inside a [permanent] building or a metal-topped vehicle."

Lightning Safety Tips

Lightning expert Ron Holle shared the following tips with *Weekly Reader*:

- Find shelter in a building or a metal-topped vehicle (not a convertible), and close the windows.
- If you're caught outdoors, stay away from open spaces, and avoid standing near tall objects, such as trees.
- Avoid using electrical equipment, such as computers, TVs, and phones. (Cell phones are safe to use.)
- Stay away from sinks and showers. Lightning can travel through water pipes.
- Wait 30 minutes after the last sound of thunder or flash of lightning before going outside.

Name: _____ Date: _____

1. What is the golden rule of lightning safety?

- A. Don't stand under trees.
- B. Avoid using electronics.
- C. Stay away from open spaces.
- D. Head for cover.

2. What does the author describe at the end of the passage?

- A. how to stay safe from lightning
- B. how lightning is created
- C. how thunder is created
- D. what a meteorologist is

3. The time between a lightning strike and thunder indicates the distance of the storm.

What evidence from the passage supports this conclusion?

- A. "Thunder is nature's warning to head indoors."
- B. "Count the seconds between the flash and the thunder. Every 10 seconds equals 2 miles."
- C. "Wait 30 minutes after the last sound of thunder or flash of lightning before going outside."
- D. "If you hear thunder fewer than 30 seconds after you see lightning, head indoors."

4. "Find shelter in a building or a metal-topped vehicle (not a convertible), and close the windows."

Based on this safety tip, what can you conclude about the safety of cars during lightning?

- A. All cars, regardless of type, will protect you from lightning.
- B. B Cars are less safe than buildings during lightning.
- C. The rubber tires of a car protect you from lightning.
- D. The metal roof of a car protects you from lightning.

5. What is this passage mostly about?

- A. why lightning storms are dangerous
- B. the relationship between thunder and lightning
- C. facts about lightning and safety tips
- D. how meteorologists study the weather

6. Read the following sentence: "The intense heat from lightning causes the surrounding air to expand, resulting in the loud sound known as thunder."

What does the word "resulting" mean?

- A. to allow someone to do something
- B. to become smaller
- C. to make a quiet noise
- D. to cause something to happen

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

It is important to stay safe during thunderstorms, _____ it is unlikely that you will be struck by lightning during your lifetime.

- A. initially
- B. moreover
- C. in summary
- D. even though

8. Define lightning.

Practice with Common Numerators and Denominators

Study the Example showing how to compare fractions by finding a common denominator. Then solve problems 1–7.

EXAMPLE

A length of ribbon is $\frac{3}{4}$ of a foot. Another length of ribbon is $\frac{5}{6}$ of a foot.

Compare the lengths using a symbol.

Find a common denominator. $\frac{3 \times 3}{4 \times 3} = \frac{9}{12}$ $\frac{5 \times 2}{6 \times 2} = \frac{10}{12}$

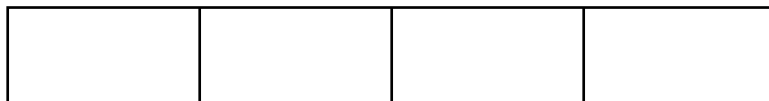
Write the equivalent fractions. $\frac{3}{4} = \frac{9}{12}$ $\frac{5}{6} = \frac{10}{12}$

Compare the numerators. $\frac{9}{12} < \frac{10}{12}$

Since $9 < 10$, that means $\frac{9}{12} < \frac{10}{12}$.

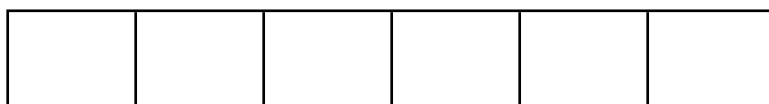
$$\frac{3}{4} < \frac{5}{6}$$

- 1 Shade the models to show $\frac{3}{4}$ and $\frac{5}{6}$. Compare the fractions.



Write $<$, $>$, or $=$.

$$\frac{3}{4} \bigcirc \frac{5}{6}$$



- 2 Divide each model in problem 1 into 12 equal parts to show an equivalent fraction. Write the equivalent fractions and symbol to show the comparison.

$$\frac{\square}{12} \bigcirc \frac{\square}{12}$$

- 3 Compare $\frac{2}{3}$ and $\frac{9}{12}$ by finding a common denominator.

- a. Write a fraction equivalent to $\frac{2}{3}$ with a denominator of 12.

$$\frac{2 \times \square}{3 \times \square} = \frac{\square}{12}$$

- b. Compare the fractions.

$$\frac{\square}{12} \bigcirc \frac{9}{12} \text{ So, } \frac{2}{3} \bigcirc \frac{9}{12}$$

Colonization & Revolutionary War - The Declaration of Independence

by ReadWorks



During the years right before the Revolutionary War, more and more colonists wanted independence. Patriots gave speeches urging the colonists to take up arms and fight the British tyrants. Patrick Henry, a patriot from Virginia, gave a famous speech to the legislature of his state. Patrick Henry proclaimed: "I know not what course others may take; but as for me, give me liberty or give me death!"

As fighting from the war spread, many more colonists became convinced they needed to cut ties with Britain. They still considered themselves British, but the king was not respecting their rights. They stood together as colonists to defend themselves and their interests. Before long they would call themselves Americans.

On May 10, 1775, representatives from every colony met at the Second Continental Congress in Philadelphia. They gathered in response to the battles of Lexington and Concord. The representatives agreed the time for negotiating with Britain was over. They decided that the Congress should rule the colonies and they should declare independence. The Continental Army was formed, and George Washington was named its leader. Washington came up with a plan to battle the British troops.

Thomas Jefferson drafted the Declaration of Independence. It took him a little more than two weeks. Although he was only 33 years old, Jefferson eloquently wrote why the colonists did not want British rule. He listed all of the rights that every man deserved. He wrote that Britain was denying the colonists these rights. The Declaration of Independence clarified the values of the colonists. The war was not just about taxes. It was about freedom. It was about the relationship of any government to its people. Finally, the war was about the responsibility of the government to protect the rights of the people.

Name: _____ Date: _____

1. According to the text, how long did it take Thomas Jefferson to write the Declaration of Independence?

- A. It took him seven days.
- B. It took him two weeks exactly.
- C. It took him a little more than two weeks.
- D. It took him a month.

2. What caused representatives to meet at the Second Continental Congress?

- A. the battles of Lexington and Concord
- B. negotiations with the British
- C. the writing of the Declaration of Independence
- D. a need for clarification of the colonists' relationship with England

3. Read this paragraph from the text.

He listed all of the rights that every man deserved. He wrote that Britain was denying the colonists these rights. The Declaration of Independence clarified the values of the colonists. The war was not just about taxes. It was about freedom. It was about the relationship of any government to its people. Finally, the war was about the responsibility of the government to protect the rights of the people.

What can you conclude about the colonists from this evidence?

- A. The colonists could not agree on any shared values, but they all agreed that they did not like the British government.
- B. The main reason for the Declaration of Independence was the argument between colonists and Britain about taxes.
- C. The colonists were afraid that if they got independence, they would lose the protection of the British government.
- D. The colonists wanted independence from Britain because British rule did not support the colonists' values.

4. Why does the author most likely say that "the time for negotiating with Britain was over"?

- A. The sides would have to fight rather than talk.
- B. The war for independence was coming to an end.
- C. The British had run out of time and lost control.
- D. The Americans no longer wanted to gain independence.

5. What is this text mostly about?

- A. famous declarations of independence throughout history and how the United States' was different
- B. the Second Continental Congress and the states that were there
- C. what led up to the Declaration of Independence being written and what it was about
- D. the process of writing the Declaration of Independence and the people who were involved

6. Read these sentences from the text.

The Declaration of Independence **clarified** the values of the colonists. The war was not just about taxes. It was about freedom.

As used in the text, what does the word "**clarified**" mean?

- A. changed
- B. made improvements to
- C. drew pictures of
- D. made easier to understand

7. Choose the answer that best completes the sentence.

The Americans needed to explain their reasons, _____ Thomas Jefferson wrote the Declaration of Independence.

- A. because
- B. after
- C. so
- D. although

8. According to the text, what did the representatives agree to at the Second _____

4 Compare $\frac{1}{5}$ and $\frac{2}{12}$ by finding a common numerator.

a. Write a fraction equivalent to $\frac{1}{5}$ with a numerator of 2.

$$\frac{1 \times \square}{5 \times \square} = \frac{2}{\square}$$

b. Compare the fractions.

$$\frac{2}{\square} \bigcirc \frac{2}{12}. \text{ So, } \frac{1}{5} \bigcirc \frac{2}{12}.$$

5 Compare the fractions. Use the symbols $<$, $>$, and $=$.

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

b. $\frac{5}{12} \bigcirc \frac{1}{3}$

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

d. $\frac{9}{100} \bigcirc \frac{9}{10}$

6 Tell whether each comparison is *True* or *False*.

	True	False
$\frac{2}{3} > \frac{5}{6}$	(A)	(B)
$\frac{4}{10} < \frac{4}{5}$	(C)	(D)
$\frac{70}{100} = \frac{7}{10}$	(E)	(F)
$\frac{1}{3} > \frac{3}{1}$	(G)	(H)
$\frac{3}{4} < \frac{2}{3}$	(I)	(J)

7 Can two fractions with the same numerator and different denominators be equal? Use words and numbers to explain.

Vocabulary

common denominator a number that is a common multiple of the denominators of two or more fractions.

denominator the number below the line in a fraction that tells the number of equal parts in the whole.

numerator the number above the line in a fraction that tells the number of equal parts that are being described.

Amusement Park Motion

by Samantha Gross



Whiz! Bing! Thump! Ding ding ding ding!

When they're jumbled up together, the sounds at an amusement park can become a roar. At the arcade, there is booming music and the sound of quarters clinking into slots. Two girls jump in unison as they compete in a dance game. Underneath it all, there is the rustling of prize tickets being folded up and jammed into pockets.

At the amusement park, there is noise everywhere. And where there is noise, there is motion.

On a hot summer day, some children hide out from the sun inside the cool, dark bumper car arena. One grinning boy is behind the wheel of a bright blue car with a thick, black bumper. He's too young to drive a real car, but here, he can speed around the track.

The boy sets his sights on a long-haired girl in a green car. She's sitting still, caught in something of a bumper car traffic jam. Then he slams his car into hers. The collision stops his car in its tracks, but it sends her car sailing away from his. In the crash, his car's momentum shifts to her car. They both laugh.

Elsewhere on the track, two other cars careen toward each other. When they crash, both bumper cars reverse course. They bounce backward, away from the point of impact. One driver's head is knocked sideways, but these mini crashes are all fun. No one is hurt and no one is crying.

In the arcade nearby, something similar is happening at the pool table. One player slams her stick into the

white cue ball. This sends the cue ball rolling quickly to the other end of the table, where it hits a striped ball. In an instant, the cue ball stops moving. The striped ball takes on its momentum and sails into the pocket.

Her opponent isn't having much luck at the pool table. He strikes the cue ball with the stick, but aims badly. The white ball bounces off three edges of the pool table until it finally slows and comes to a stop.

At the air hockey table, the action of the game is happening almost too quickly to follow. One player moves to protect her goal, but she's not holding onto her air hockey pusher tightly, and it goes flying out of her hand when the puck hits it.

In the next room two boys are playing ping pong. One boy is new to the game and is losing. Every time he hits the ball, he swings the paddle with too much force. The tiny ball has very little mass, but the boy's fast swing sends it off the table entirely. In this case, the boy is giving the ball too much momentum.

Momentum, the quantity of motion in a moving object, is determined by an object's mass and its velocity.

Most of the time, it's against the rules to hit things. But at amusement parks, certain kinds of hitting are part of the fun. The boy losing at ping pong doesn't mind, because he's enjoying hitting the ball as hard as he can. At the batting cage, a girl wearing a helmet hits a baseball with so much force that it makes a loud "crack!"

In the arcade, a man has paid two quarters to see how many small plastic animals he can whack with a rubber mallet. When he hits them, their heads sink back inside the machine. His daughter is sitting in front of another game. She's shooting small balls at stuffed monsters. If she hits one straight on, it falls over and she wins tickets.

At another game, players pay a dollar for the chance to hit some milk bottles with a ball. If they knock all the bottles over, they win a huge stuffed animal. This game is very hard to win even if players throw the ball with a lot of force, because some of the bottles are very heavy. Often, the heavy bottle wobbles but doesn't fall over.

One boy doesn't want to leave the amusement park, but he is exhausted. The batting cage, ping pong, and the milk bottle game have left him with a very tired right arm. All the speed and crashes in the bumper car were fun, but they tired him out as well. There's only so much motion most people can enjoy in a day. Eventually, even the most energetic children run out of momentum. It's time for them to climb into bed and be still.

Name: _____ Date: _____

1. Where does this passage take place?

- A. arcade at a shopping mall
- B. sports center
- C. amusement park
- D. bumper car factory

2. The author provides a list of what?

- A. amusement park concessions
- B. ways momentum is used at an amusement park
- C. amusement park rides
- D. prizes won at an amusement park

3. When the boy crashes his bumper car into the girl's bumper car, the momentum from his car is transferred to hers. What evidence from the text supports this statement?

- A. "She's sitting still, caught in something of a bumper car traffic jam."
- B. "Then he slams his car into hers."
- C. "The boy sets his sights on a long-haired girl in a green car."
- D. "The collision stops his car in its tracks, but it sends her car sailing away from his."

4. Read the following sentences: "Her opponent isn't having much luck at the pool table. He strikes the cue ball with the stick, but aims badly. The white ball bounces off three edges of the pool table until it finally slows and comes to a stop."

What conclusion can you draw about the cue ball?

- A. It gradually lost its momentum.
- B. It hit three different balls.
- C. It was very heavy.
- D. It was moving slowly.

5. What is this passage mostly about?

- A. different kinds of arcades
- B. examples of motion and momentum
- C. knocking over milk bottles
- D. why bumper cars are fun

6. Why does the author explain momentum by using different examples at an amusement park?

- A. to make the reader feel as though he or she is at an amusement park
- B. to illustrate what momentum is in a confusing way that the reader cannot understand
- C. to illustrate what momentum is with examples that are most likely familiar to the reader
- D. to illustrate what momentum is with examples that are most likely unfamiliar to the reader

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

_____ children are too young to drive real cars, they are allowed to drive bumper cars at amusement parks.

- A. Therefore
- B. Obviously
- C. Initially
- D. Although

8. How is the momentum of an object determined?

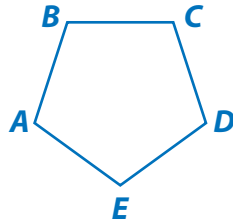
9. What happens every time one of the boys playing ping pong hits the ball?

10. How could the boy playing ping pong keep from hitting the ball off the table?

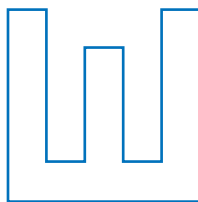
APPLY IT

Use what you just learned to solve these problems.

- 6 How many lines are in this shape? How many rays? Explain how you know.

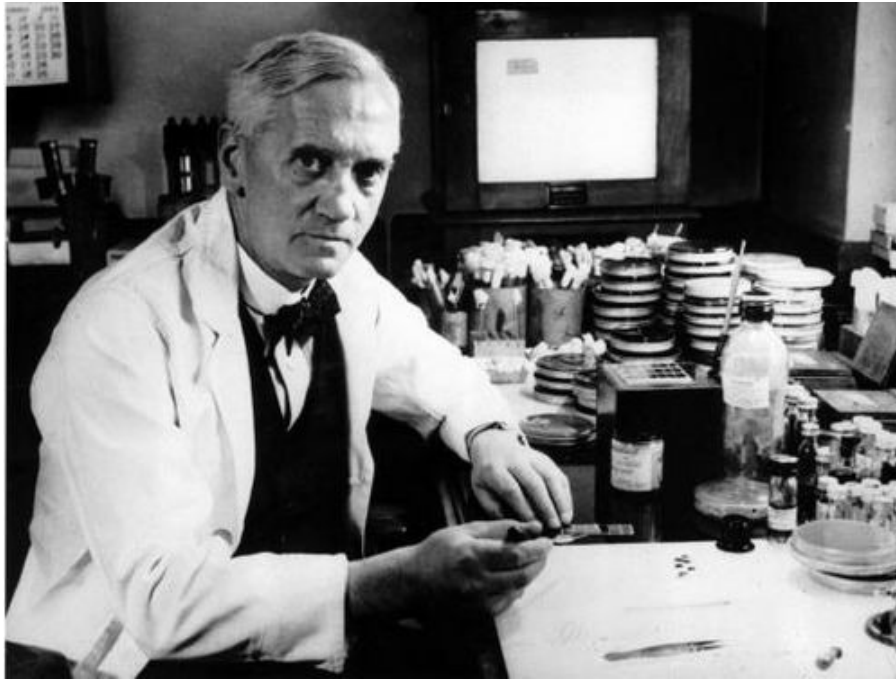


- 7 How many line segments are in this shape? Explain how you know.



- 8 Draw and label a point, line, line segment, and ray.

Antibiotics: Use Them Wisely



Alexander Fleming, the scientist who discovered penicillin

Antibiotics are the best drugs we have to fight deadly bacteria, but the germs are fighting back.

Ah-choo! Carmen has been feeling miserable for the last three days, sneezing and coughing. If she doesn't get well soon, she might miss an important test at school. She might even miss the holiday parties.

Carmen asked her parents to take her to the doctor. She wanted the doctor to give her antibiotics.

Carmen's sister, Silvia, had also been feeling sick, and the doctor gave her antibiotics. Silvia had started feeling better after only a couple of days.

But after the doctor checked Carmen, he said something that she found deeply disappointing. "You don't need antibiotics."

"But you gave them to Silvia, and she's better now," replied Carmen.

"Silvia had strep throat; you have a cold," the doctor said. "Bacteria caused Silvia's strep throat, but your cold is caused by a virus. Some people call antibiotics 'miracle drugs,' but they don't kill all kinds of germs. They kill bacteria, but not viruses."

Carmen learned that antibiotics wouldn't cure her cold. Antibiotics kill the germs that cause many infections. Tuberculosis, ear infections, and some types of pneumonia (a type of lung infection) are just a few. Thanks to these drugs, most people don't die of these diseases today.

What Are Antibiotics?

Some living things, like molds, make substances that can kill bacteria. These substances are called antibiotics. Others are not made by molds. Scientists make them in special laboratories.

Alexander Fleming discovered the first antibiotic in 1928. He was working with the mold *Penicillium*. Fleming discovered that *Penicillium* made a substance that killed bacteria.

He called it penicillin. Penicillin kills germs such as *Staphylococcus aureus* (STAFF-uh-low-KAH-kus AW-ree-us). These germs are very dangerous to people. When they get inside the bloodstream, they reproduce, or make many more of themselves, killing the person.

In the 1940s, everyone got very excited about penicillin. Doctors could now cure their patients of bacterial infections that threatened their lives. People all over the world thought that the drug would once and for all get rid of these deadly germs. But time proved everyone wrong. Bacteria are here to stay, and some are even stronger than before.

Take Only As Directed

When the doctor gave Silvia a prescription for penicillin to treat her strep throat, he said very seriously: "You must take all the doses of this antibiotic, one with each meal, until you finish it. This will take 10 days. You have to take all of it to get rid of the germs."

Silvia started taking the antibiotic, but after a few days, she felt better and stopped taking it. She felt fine for a week or so, but then her throat started to hurt again. It got worse than the first time. Her parents took her to the doctor again. The doctor asked Silvia if she had finished all her medicine. She told him she forgot about it when she felt better.

"That's why you got sick again," the doctor said. "Most of the germs that were making your throat hurt were killed easily by a few doses of antibiotics. That's why you felt better after a few days. But some germs are tougher, and you need more doses of the drug to kill them. When you stopped taking the antibiotic, you left the toughest germs alive. These bacteria reproduced, and now you have many of the toughest kind causing your sore throat."

The medicine Silvia took the first time will not kill these tougher germs. They are "resistant" to the drug. The doctor had to kill the bacteria using a different medicine. This time the doctor gave Silvia medicine to take for only five days. Each dose had more medicine in it. And the medicine lasted longer inside her body. Silvia took all her medicine this time. She didn't want to get sick again.

Bacteria Fight Back

Silvia and Carmen wanted to know why germs fight back. The doctor explained that some germs make

substances that destroy the drugs before they can reach them. Other bugs can pump the drugs out before they hurt them. Resistance to these drugs allows germs to stay alive and make people sick.

Some germs, such as deadly *Staphylococcus aureus*, are now resistant to some of the medicines. Doctors are afraid that someday many bacteria will fight back many or all of the antibiotics. If this happens, doctors will not be able to cure deadly diseases like tuberculosis or pneumonia.

The Good News

There are ways to help stop bacteria from becoming resistant. Take antibiotics just as the doctor ordered. Take antibiotics only when you have an illness caused by bacteria. Remember, these drugs kill only bacteria and not other germs.

Also, if people take antibiotics when they don't need them, they will kill off the "friendly" bacteria too. The friendly bacteria help keep the bad bugs from growing as quickly. When the good germs die, the bad germs grow faster.

Bacteria are here to stay. But by taking antibiotics responsibly, you can stop them from becoming a deadly enemy.

Name: _____ Date: _____

1. What do antibiotics kill?

- A. the germs that cause many viruses
- B. the germs that cause many infections
- C. the germs that cause colds
- D. the germs that cause mold

2. The text provides a description of antibiotics and how they work. The text also provides a story about two sisters who become sick. How does the story relate to the description?

- A. The story contradicts the description.
- B. The story disproves the description.
- C. The story supports the description.
- D. The story weakens the description.

3. The toughest germs are usually killed in the prescription's last doses of an antibiotic.

What evidence from the text supports this conclusion?

- A. Doctors are afraid that someday many bacteria will fight back many or all of the antibiotics. If this happens, doctors will not be able to cure deadly diseases like tuberculosis or pneumonia.
- B. The doctor said very seriously, "You must take all the doses of this antibiotic, one with each meal, until you finish it. This will take 10 days. You have to take all of it to get rid of the germs."
- C. The doctor explained that some germs make substances that destroy the drugs before they can reach them. Other bugs can pump the drugs out before they hurt them.
- D. Silvia started taking the antibiotic, but after a few days, she felt better and stopped taking it. When she stopped taking the antibiotic, she left the toughest germs alive.

4. What might happen if people take antibiotics when they don't need them?

- A. These people might get a virus.
- B. These people might get a bacterial infection.
- C. These people might become resistant to antibiotics.
- D. These people might get better more quickly.

5. What is the main idea of this text?

- A. It is important to take antibiotics responsibly.
- B. Some germs are resistant to antibiotics.
- C. Viruses cannot be killed with antibiotics.
- D. Penicillin can cure bacterial infections.

6. Read these sentences from the text.

Also, if people take antibiotics when they don't need them, they will kill off the "friendly" bacteria too. The friendly bacteria help keep the bad bugs from growing as quickly. When the good germs die, the bad germs grow faster.

Why does the author use the word "friendly" to describe some bacteria?

- A. to suggest these bacteria are the same as bad bacteria
- B. to suggest these bacteria are helpful to bad bacteria
- C. to suggest these bacteria are bad for your body
- D. to suggest these bacteria are good for your body

7. Choose the answer that best completes the sentence.

Silvia needed antibiotics because she had an infection caused by bacteria.

_____, Carmen did not need antibiotics because she had an infection caused by a virus.

- A. Previously
- B. However
- C. Specifically
- D. Therefore

Practice Points, Lines, Line Segments, and Rays

Study the Example showing a drawing with points, lines, line segments, and rays. Then solve problems 1–9.

EXAMPLE

Amy makes a drawing of a letter “A” in her math notebook. Use geometry words to describe the drawing.

There are 4 points on the drawing: point A, point B, point C, and point D.

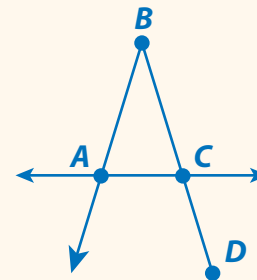
There is a line segment from point B to point D.



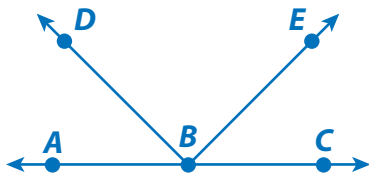
There is a line through points A and C.



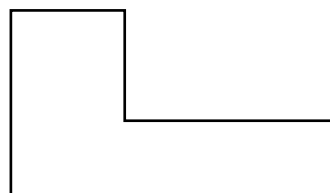
There is a ray from point B through point A.



Use the drawing below to solve problems 1–4.



- 1 How many lines are in the drawing?
- 2 How many rays are in the drawing?
- 3 Write the name of the line in the drawing.
- 4 Write the names of the rays in the drawing.
- 5 Look at the shape at the right. How many line segments are in the shape?



Vocabulary

point a single location in space.



line segment a straight row of points that starts at one point and ends at another point.



line a straight row of points that goes on forever in both directions.



ray a straight row of points that starts at one point and goes on forever in one direction.



Capturing Ghost Dog

by ReadWorks



Ghost Dog is a large Cane Corso Mastiff. This is a breed of dog that is very muscular and often weighs more than 100 pounds. Ghost Dog weighs 109 pounds! In 2012, Ghost Dog didn't have a home or owners. He didn't have a leash, a dinner bowl, and he certainly didn't have a dog bed. Instead, Ghost Dog lived alone in a large park in the middle of Brooklyn.

Of course he used to have owners. He has clipped ears and a docked tail, which are telltale signs that at one time he lived with humans. But when he was one or two years old, he began living in the park with no one to take care of him.

The weird thing was that people *did* take care of him. In fact, he was a well-known animal in the park, almost a celebrity. In the mornings, one man regularly fed him breakfast. Then Ghost Dog wandered to the dog beach and begged for scraps from dog owners. He spent the rest of the day relaxing in an open field in the park, or playing with other dogs. Other runners and walkers in the park fed him small treats. Sometimes he found scraps of food in the trashcans of nearby restaurants. He didn't like to be touched, and he didn't like when people he didn't know tried to come near him. After a long day of playing in the park, Ghost Dog went to sleep in the hollowed trunk of a fallen tree.

You might be wondering how anyone can know the details of Ghost Dog's daily routine. And that's where Sean Casey becomes part of the story. Sean owns an Animal Rescue shelter and has spent much of his life helping animals in need. He first heard about Ghost Dog in 2008. He received complaints that a large, wild dog was roaming the park without a leash. The dog didn't seem dangerous or mean, but Sean wanted to make sure. He sent one of his workers into the park overnight. The worker followed Ghost Dog for 24 hours and learned what the dog did and how he survived.

Sean soon realized that Ghost Dog was very happy in the park, and that Ghost Dog wasn't mean or aggressive or dangerous. Ghost Dog was just a very big dog leading a very happy life in the middle of a very busy city.

But Sean was worried. A dog living alone in the park without a leash might cause problems in the future, especially if he became injured or sick. "We tried to capture him using ropes, but he was too smart. We could never get close enough," Sean says. So instead, Sean decided to monitor the dog's activities and wait until the right moment presented itself.

In May 2012, Sean began receiving reports that Ghost Dog was "haunting" the park and acting aggressively toward people. He says these reports were ridiculous. "He's a sweetheart," Sean said. But he noticed something else too: Ghost Dog was injured. He was limping and he moved slowly around the park. He seemed less scared of being captured. Sean knew Ghost Dog needed help. After four years in the park, maybe Ghost Dog was ready for a different home.

And so he unleashed a plan. One morning, Sean, his workers, and the man who regularly fed Ghost Dog captured the wild dog using ropes. They began by feeding him treats and circling him until they could get close enough to loop a rope around his neck. They brought another dog with them. This helped distract Ghost Dog who loved the company of other animals. Ghost Dog tried to fight, but eventually gave up and followed Sean into the Animal Rescue van.

Sean took Ghost Dog to a veterinarian. Ghost Dog had Lyme's Disease and an injured knee that required surgery. Sean kept him at a shelter until he was healed. For a dog that lived on his own for so long, Ghost Dog was surprisingly friendly and affectionate. He nuzzled Sean's leg and welcomed his touch.

Sean has spent a lot of time to rehabilitate Ghost Dog. He hopes that someone will adopt him, even if he is "a bit of a handful."

Name: _____ Date: _____

1. Who is Ghost Dog?

- A. a pet who belonged to Sean Casey
- B. a wild dog that lived in a park in Brooklyn
- C. the ghost of a dead dog who haunts a park
- D. the dog of a famous celebrity

2. Which of the following shows the sequence of events described in the text in the correct order?

- A. Sean Casey receives complaints about Ghost Dog. Ghost Dog is injured. A worker follows Ghost Dog to learn how he survives. Sean Casey captures Ghost Dog and rehabilitates him.
- B. Ghost Dog is injured. Sean Casey receives complaints about Ghost Dog. A worker follows Ghost Dog to learn how he survives. Sean Casey captures Ghost Dog and rehabilitates him.
- C. Sean Casey receives complaints about Ghost Dog. A worker follows Ghost Dog to learn how he survives. Sean Casey captures Ghost Dog and rehabilitates him. Ghost Dog is injured.
- D. Sean Casey receives complaints about Ghost Dog. A worker follows Ghost Dog to learn how he survives. Ghost Dog is injured. Sean Casey captures Ghost Dog and rehabilitates him.

3. Ghost Dog has clipped ears and a docked tail. Based on this evidence, what conclusion can be made?

- A. Ghost Dog used to live with humans.
- B. Ghost Dog often fights with other dogs.
- C. Ghost Dog cannot hear very well.
- D. Ghost Dog has always lived in the park.

4. Based on the text, why might some people have complained about Ghost Dog in 2008?

- A. Ghost Dog was trying to play with people in the park.
- B. People were tired of feeding Ghost Dog scraps and treats.
- C. People were scared of Ghost Dog because he was wild and large.
- D. Ghost Dog was sick and people wanted to help him.

5. What is this text mostly about?

- A. the daily routine and eventual capture of a wild dog called Ghost Dog
- B. the people affected by the presence of a wild dog in the park
- C. the reasons why Ghost Dog first started living in the park
- D. the life and career of animal rescuer Sean Casey

6. Read the following sentences: "In May 2012, Sean began receiving reports that Ghost Dog was **'haunting'** the park and acting aggressively toward people. He says these reports were ridiculous."

One meaning of the word "haunt" is "to visit or live in a place as a ghost." Ghost Dog is not actually a ghost, so why does the author use the word **"haunting"** to describe Ghost Dog's behavior?

- A. to tell the reader that people thought Ghost Dog was a ghost
- B. to make it unclear whether Ghost Dog is dead or alive
- C. to tell the reader that Ghost Dog was hurting people
- D. to make a play on words based on Ghost Dog's name

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

_____ Ghost Dog had no owners and lived alone in the park, people took care of him by giving him food.

- A. Therefore
- B. Even though
- C. Above all
- D. For example

8. When Ghost Dog lived in the park, how did he feel about people he didn't know being near him?

9. After Ghost Dog was captured, Sean discovered that Ghost Dog was "surprisingly friendly and affectionate." Why might it have been surprising to find that Ghost dog was friendly and affectionate? Support your answer using evidence from the passage.

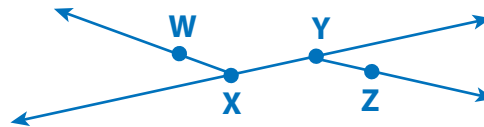
10. Imagine that Ghost Dog was adopted right after the text was written. Based on the information in the text, make an inference about how Ghost Dog might react to living in a home instead of the park. Cite details from the text to support your answer.

6 Label each sign below. Write *line(s)*, *line segment(s)*, or *ray(s)*.

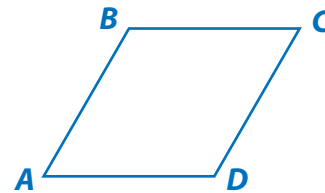


7 Look at the drawing below. Tell whether each line, line segment, ray, or angle is shown in the drawing.

	Yes	No
\overleftrightarrow{XY}	(A)	(B)
\overleftrightarrow{XZ}	(C)	(D)
\overrightarrow{WX}	(E)	(F)
\overrightarrow{YX}	(G)	(H)
\overline{ZY}	(I)	(J)
$\angle XYZ$	(K)	(L)



8 Use geometry words and symbols to describe the rhombus shown.



9 Read the description of a shape below. Then draw the shape.

- It has 3 line segments, \overline{RS} , \overline{ST} , \overline{TR} .
- Line segments \overline{RS} and \overline{TR} are the same length.
- It has 3 angles, $\angle R$, $\angle S$, and $\angle T$.

Man and Girl and Beast

by ReadWorks

Have you ever seen a hyena in person and up close? Hyenas are mean animals. I'm not talking about *The Lion King*. Let me tell you something: a hyena is not silly. It is not a dopey creature. Hyenas don't stumble around elephant graveyards wagging their tongues. When a real hyena stands on its hind legs, it's as tall as a grown person, and it is solid muscle. When a hyena opens its mouth, its teeth are as long as your fingers.

It was in Nigeria that I saw hyenas up close and personal. When I say up close, I mean it-so close I could smell their breath, which was rotten. And this wasn't in a zoo, either.

I was in the country on a business trip. I work for a major Hollywood film studio-I won't say which one. I'll bet you didn't know that Nigeria produces more films every year than America. It's true. Only India produces more. First place is Bollywood (the nickname of India's film industry), then Nollywood (the nickname for Nigeria's film industry), then Hollywood.

I was staying in Lagos. It's the biggest city in Africa, way bigger than any city in America. It's right on the Gulf of Guinea, where it looks like the Atlantic Ocean took a bite out of the continent. The thing about business trips, when you work in the movie industry, is that you spend most of your time waiting around. You stay for a week and have two meetings. That's fine with me, because I like exploring. I like to see new things.

I spent my first few days in the heart of the city, seeing the sites, eating the food, and talking to the people. There was a lot to do and more to see. By the fourth day my explorations reached the outskirts, where the broken-down buildings had no glass in their windows, and people sold all sorts of food out of carts. Animals wandered around, and everything was dirty.

By day six I reached the slums, the worst parts of the city. I'd never seen anything like it. In one slum there was no garbage collection. The ground was completely covered in trash and sewage. People got around by walking on raised planks. Their houses were lean boards nailed together with thin sheets of iron on top.

On the dirt road to the next neighborhood I found the hyenas and their keepers, eight men cooking a meal by the side of the road. They also had four monkeys. One wore a T-shirt. The hyenas were yellow and brown with black spots. They looked almost like dogs, but they were bigger than any dog I'd ever seen. Large woven muzzles around their mouths kept them from biting or crying out. Steel chains with links as big as my fist kept them from roaming off. Their

claws had been removed.

The men were all cousins or second cousins, or cousins once-removed. I couldn't exactly get it straight. They told me they make their living with the animals, traveling from shantytown to shantytown, entertaining crowds with magic tricks, songs, and plays.

If this story had been told to me, I probably would have thought, "Cool." But that's not how I felt. Maybe all the poverty had something to do with it, but seeing those hyenas made me sad. I didn't think these were bad men—they weren't cruel to the animals, and they were very kind to me. They shared their food, told me about their difficult lives, and let me travel with them for a while.

What I remember most clearly is this little girl, the daughter of one of the hyena men. I'd guess she was six or seven years old. She wore a red-and-white-checkered dress, and her hair was braided. She was very shy. When she saw me arrive, she stopped playing with the chicken that was running around and hid behind her father's leg. But her father stepped forward to shake my hand, and she had to find a new hiding spot. She ducked behind the body of one of the hyenas that was laying in the sun, and put her arm around its neck. The hyena turned its muzzled head to look at her, hatred in its eyes.

Name: _____ Date: _____

1. Based on the text, what are hyenas like?

- A. mean and as tall as a grown person
- B. fast and very active
- C. scared and shy of people
- D. silly and playful

2. Where does the story take place?

- A. Nigeria
- B. India
- C. The United States of America
- D. Hollywood

3. Read these sentences from the text.

Steel chains with links as big as my fist kept [the hyenas] from roaming off. Their claws had been removed.

Based on this evidence from the text, what conclusion can be made?

- A. The hyenas would get lost without steel chains to keep them safe.
- B. The owners of the hyenas sold the hyenas' claws for money.
- C. The owners of the hyenas thought that hyenas were dangerous.
- D. The hyenas were too sick to perform for the crowds.

4. What view of hyenas does the narrator challenge?

- A. Hyenas are great attractions for tourists.
- B. Hyenas add lots of excitement to movies.
- C. Hyenas are dopey, silly animals.
- D. Hyenas cannot survive in the wild.

5. What is the main idea of this passage?

- A. The narrator forms an opinion of hyenas during an adventurous business trip to Nigeria.
- B. The narrator's favorite part of a business trip was talking to the people and eating their food.
- C. The narrator decides to make a movie with hyenas like *The Lion King* in India.
- D. The narrator travels with a group of people that owns hyenas, and enjoys their entertaining magic shows.

6. Read these sentences from the text.

Let me tell you something: a hyena is not silly. It is not a dopey creature. . . . When a real hyena stands on its hind legs, it's as tall as a grown person, and it is solid muscle. When a hyena opens its mouth, its teeth are as long as your fingers.

Why might the narrator have included these details about a hyena's looks and behavior?

- A. to suggest that hyenas actually make great pets
- B. to suggest that hyenas can eat a lot of food
- C. to suggest that hyenas mostly eat grown people
- D. to suggest that hyenas should be taken seriously

7. Choose the answer that best completes the sentence.

The narrator observed several things about hyenas while on the business trip. _____, the narrator saw one of the hyenas look at the little girl with hatred in its eyes.

- A. For example
- B. However
- C. Otherwise
- D. In contrast

8. When the narrator met the hyenas and their keepers, he or she noticed the hyenas were yellow and brown with black spots, and that they were bigger than dogs. Identify two more details that the narrator noticed about the hyenas.

9. What is the narrator's opinion of hyenas? Support your answer with evidence from the text.

10. How did the narrator's encounters with hyenas impact his or her opinion of hyenas? Support your answer with evidence from the text.

Journal Entry 15

Your town is building a treehouse. You and several friends have been asked to help. Write about the experience of building a treehouse for your community. Be sure to tell how you felt.

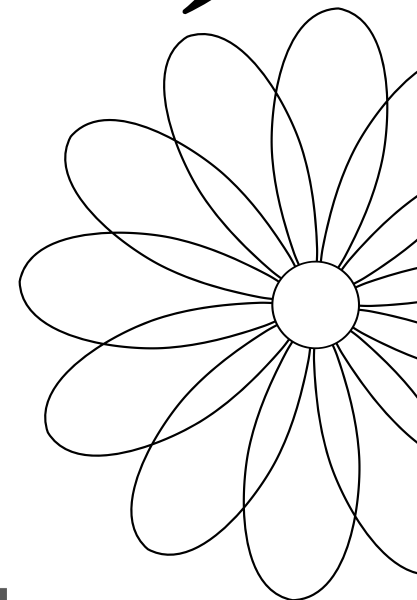
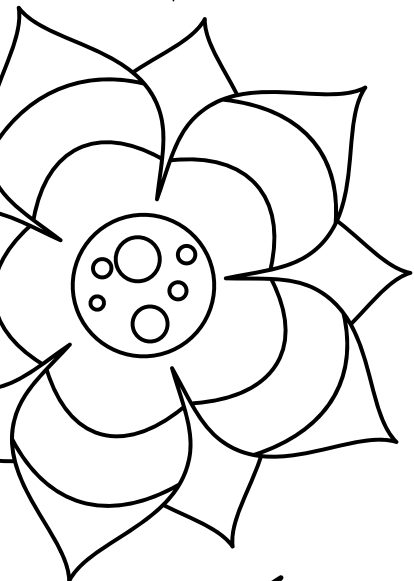
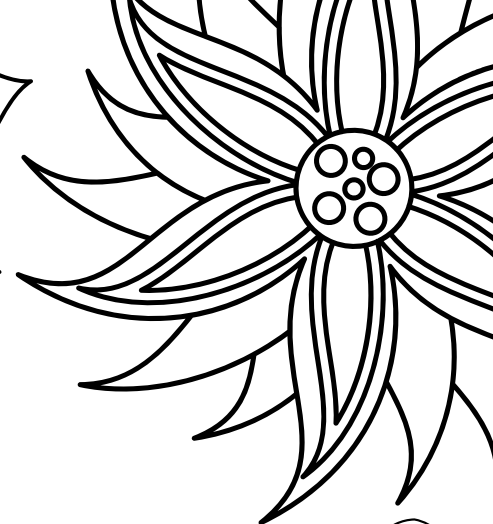
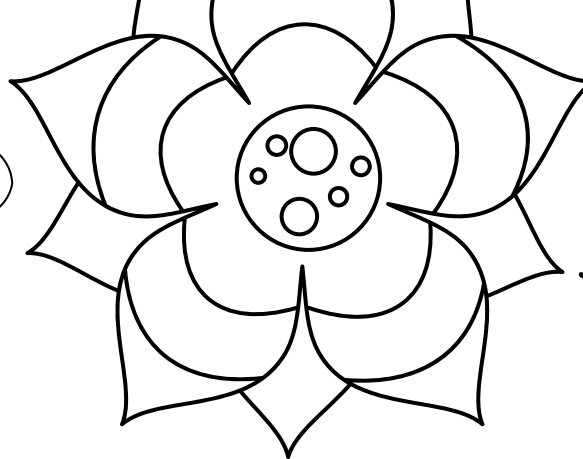
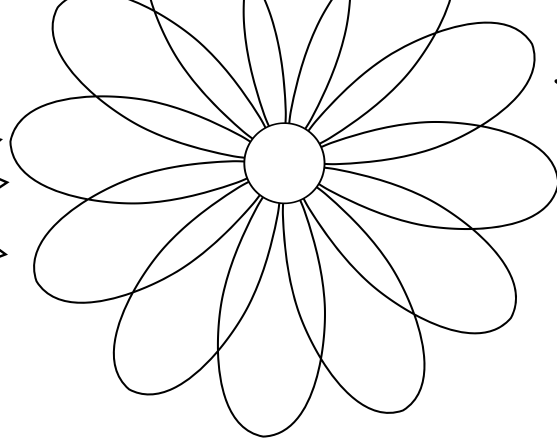
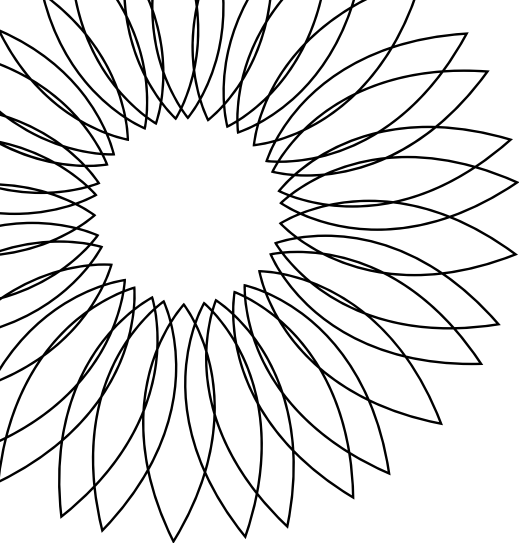
Handwriting practice lines for the journal entry.





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Family



Thank you
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