Packet #4

LEARN

A NETWORK *of* COLLEGE PREP ELEMENTARY SCHOOLS

Grade 5

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.

Chicago Public Library Access

**Chicago residents only*

Don't Have a Chicago Public Library Card ** Children under 14 must have a guardian apply with them*	Already have a Chicago Public Library card
1.) Apply for an eCard at https://tinyurl.com/LEARNCPLcard 2.) Access eBooks, audible books, and other online resources 3.) Check out other resources at https://chipublib.overdrive.com/	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/

North Chicago Public Library Access

http://www.ncplibrary.org/

Select: Kid's Corner

Select: TumbleBook Library

Waukegan Public Library Access

https://www.waukeganpl.org/temporary-library-card/

1.) Complete the temporary library card form

2.) Access online resources at: https://www.waukeganpl.org/eresources/

_____

(Student Name)

LEARN Charter Schools Reading Log

Name:_____Week Of: _____

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

At home reading goal:

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

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

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?

_____

_____

_____

_____

_____

_____

_____

LEARN Charter Schools Reading Log

Name:_____ Week Of: _____

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

At home reading goal:

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

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

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?

_____

_____

_____

_____

_____

_____

_____

LEARN Charter Schools Reading Log

Name:_____Week Of: _____

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

At home reading goal:

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

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

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?

_____

_____

_____

_____

_____

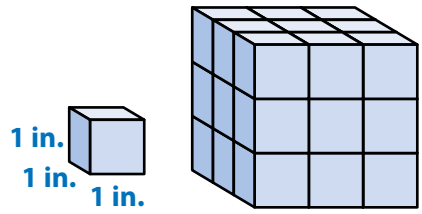
_____

_____

APPLY IT

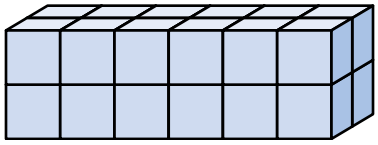
Use what you just learned to solve these problems.

8 What is the volume of the rectangular prism at the right? Show your work.



Solution

9 Mr. Wong finds the volume of a box by filling it with 1-foot unit cubes, as shown below. What is the volume of Mr. Wong's box? Show your work.



Solution

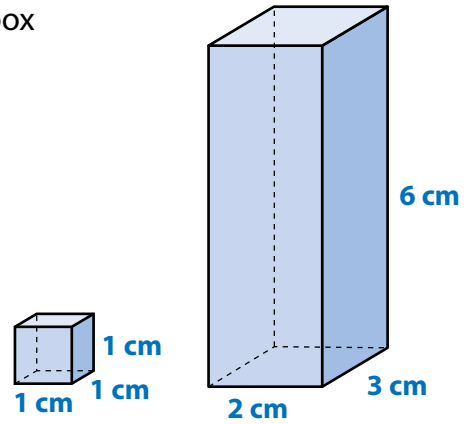
10 Jamila wants to find the volume of the rectangular box at the right. What is the volume of the box?

Ⓐ 18 cubic units

Ⓑ 30 cubic centimeters

Ⓒ 36 cubic centimeters

Ⓓ 36 cubic inches



Keep Looking

by ReadWorks

By the time they parked, paid the station meter, bought their train tickets, and stepped onto the long silver train, it was 10:24 a.m. Luckily the second car was almost empty. They plopped down into the cool maroon and navy leather seat, happy they had made it.

Just as Netty's mom let out a sigh of relief, a bell, sounding like an old telephone, rang for a few seconds solid. The train jerked backwards, then jolted forward towards New York City. In a few hours they would be home with Daddy and their pup!

The last three days had been filled from morning to night with people speaking about math. Her mom had taken Netty upstate to the Hudson Valley for a big meeting with math teachers from all over the country. The math teachers were meeting to share their teaching styles and learn from each other, like a huge, math-y show-and-tell.

Netty's mother was very popular at the meeting. People were very excited to meet her and seemed to know a lot about the beautiful shapes she made using a special kind of math called "geometry." Netty's mother made big, colorful stars with lots of points out of paper or

metal. Some of her shapes even looked like gigantic snowflakes. Many of them were on display at the meeting. Netty loved seeing the crowds of math teachers looking amazed and talking excitedly about her mother's stars.

The math meeting had been fun, but as the train rolled them smoothly towards home, Netty felt glad it was over. Also, the train ride was a great way to see the countryside. It had big windows and moved slow enough so that things weren't too blurry.

They had traveled to the meeting at night, so Netty hadn't noticed all the tree-covered mountains, little lakes with lily pads, and streams flowing with fresh water. It was so nice to look out at all the scenery passing by like a movie in the quiet train car and not hear anything about math. At least for a little while!

Then the train conductor made his entrance. He wore a sturdy, blue uniform, a punchy hip-pack around his waist, and the special black-brimmed hat with red stripes all conductors wear. He was definitely older than Netty's mom, but not yet an old man. Netty liked the way he smiled as he spoke. It felt like he was a stand-up comedian whose act was divided into personal one-minute episodes for each customer as he collected his or her tickets.

As he clicked the riders' tickets he made small talk with each of the passengers. Some of them must have known him, since he greeted them by name and asked them about their work or families. Every once in a while he sang out the snippet of a song as he clipped ticket after ticket.

He even quacked at one of the passengers.

"How are you?" she'd asked him.

"*Quack, quack!*" he'd replied. "Just okay, I'm not going to lie too much to you. *Quack!*"

"I feel about the same," she confessed.

"I have to watch out. As a duck I don't want to get cooked. Don't want to be somebody's Peking Duck, if you know what I mean. *Quack!* Don't want to end up roasted."

"I hear ya," the woman agreed.

Netty hoped the funny conductor didn't get roasted either. Netty's mother had a rule against eating duck anyhow. She always said they were such sweet animals that they didn't deserve to be eaten. Netty agreed with her mother.

When the conductor waddled over to take their tickets, though, he must have no longer felt like a duck. He didn't quack once at Netty or her mother.

Instead he took one look at Netty's widening eyes and asked, "Do you like big birds?"

Netty nodded yes.

"Well, have you ever seen a blue heron?"

Netty shook her head no.

"Oh, you're in for a treat, my friend," he sang.

Then he whistled, "They're kind of like a pelican or stork minus all the white."

Then he pointed out the window, his own eyes widening as he looked into the passing trees.

"Just keep looking out there about ten feet up into the trees. That's where they build their nests-up high where no one can touch them."

Netty and her mom looked out, almost expecting to see nests everywhere among the trees. After a few minutes of searching the branches together they still didn't see anything, though. All they saw were the trees themselves, growing higher than some city buildings out of a patch of swampy waters.

The conductor said, "Keep looking. They're out there."

That was the end of his routine with them, so he made his exit into the neighboring car to entertain more passengers.

While Netty kept searching the woods for a blue heron, her mother took out a camera in case they did actually see something. She had only just removed the lens cover when Netty saw it.

"Look!" Netty cried, pointing up at a large nest, high up on an approaching tree.

As it came closer, Netty saw the nest, and in it the largest, most beautiful bird she had ever seen. Its beak was slender and long, its body lean and covered in a shiny brown, grey, and blue coat of feathers.

It stared at them as the train passed by. Netty felt as if it was staring right at her. Maybe it was. Maybe it thought the train was some kind of nest on wheels and Netty some kind of freshly hatched chick whose mother fed her math instead of worms.

Netty's mother instantly flipped on her camera and started snapping. *Click! Click! Click!* went her shutter as the proud mama bird guarding her nest floated out of sight.

"I think I got one with you both!" Netty's mother crowed with her own pride.

"We'll see," she concluded, returning her camera to its bag.

Soon the green countryside gave way to more and more houses, followed by bigger and bigger buildings.

They briefly glimpsed Manhattan's mammoth skyline before the train dove underground towards its final stop. They reached Grand Central Station in New York and then transferred to a subway train that took them to their neighborhood in Brooklyn. When they climbed to street level at their stop, Netty's Dad and pup were both right there, waiting in their car to pick them up.

They all hugged, so happy to be together again. Then they went home for lunch, where Netty's mother made fresh lemonade and sandwiches for everyone.

The following week Netty came home from school one afternoon and found an envelope sitting next to her bed. She opened it to discover a stunning photograph of Netty and the blue heron. Her mother had gotten one!

In the picture you could see the amazement in Netty's profile looking out the train's window at the enormous mother bird sitting elegantly on her nest in the background.

Netty bolted to show her father.

Climbing up the stairs, she burst out with delight, "Daddy, have you ever seen a blue heron?!"

Name: _____ **Date:** _____

1. What does Netty see from the train window?

A. a pup

B. a pelican

C. a stork

D. a Blue Heron

2. Where does most of this story take place?

A. at a meeting for math teachers

B. on a train

C. at Grand Central Station

D. in Brooklyn

3. Netty and her mother are hoping to see a Blue Heron from the train.

What evidence from the passage supports this statement?

A. "The train was leaving at 10:26 a.m., so Netty and her mother had to dash back out onto the platform into a less crowded car when they realized there were no seats in the first one."

B. "When the conductor waddled over to take their tickets, though, he must have no longer felt like a duck. He didn't quack once at Netty or her mother."

C. "While Netty kept searching the woods for a Blue Heron, her mother took out a camera in case they did actually see something."

D. The following week Netty came home from school one afternoon and found an envelope sitting next to her bed. She opened it to discover a stunning photograph of Netty and the Blue Heron."

4. How does Netty feel when she sees the Blue Heron?

A. excited and amazed

B. worried and scared

C. sad and disappointed

D. tired and bored

5. What is a theme of this story?

A. the difficulty of geometry

B. the importance of telling the truth

C. the fear of death

D. the excitement of discovery

6. Read the following sentence: "Netty's mother instantly flipped on her camera and started snapping. ***Click! Click! Click!*** went her shutter as the proud mama bird guarding her nest floated out of sight."

Why does the author write ***Click! Click! Click!*** in the sentence above?

A. to give readers a clear idea of what a Blue Heron sounds like when surprised by human beings

B. to give readers a clear idea of what that moment in the story was like by recreating its sound

C. to make readers think about buying a camera and taking pictures of birds themselves

D. to make readers realize that taking pictures with a camera is more difficult than most people think

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

Netty keeps looking out the train window for a Blue Heron _____ all she sees at first are trees.

A. for example

B. finally

C. never

D. although

8. What does the Blue Heron look like when Netty sees it?

9. What does Netty do after a few minutes of looking for a Blue Heron and not seeing one?

10. Why might the author have chosen "Keep Looking" as the title of this story? Explain your answer using evidence from the passage.

Current Events Log
Day 1

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Journal Entry 1

PART 1

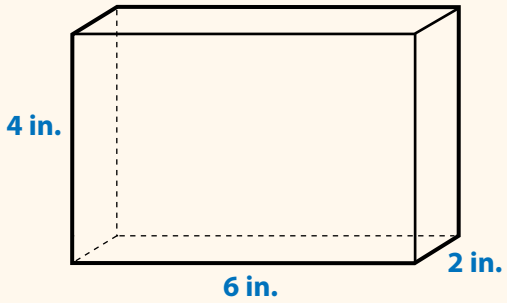
During recent events, we have had to find ways to entertain ourselves. What has been your favorite form of entertainment lately? Write to explain it and how it has helped you.

Practice Finding Volume Using Unit Cubes

Study the Example showing how to use layers to find the volume of a rectangular prism. Then solve problems 1–7.

EXAMPLE

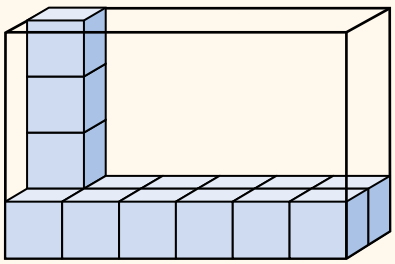
Keith uses this box to store his colored markers.
What is the volume of the box?



Think about filling the box with 1-inch cubes.
One layer has 2 rows of 6 cubes, or 12 cubes.
There are 4 layers of cubes.

$12 + 12 + 12 + 12 = 48$, or $12 \times 4 = 48$

The volume of the box is 48 cubic inches.



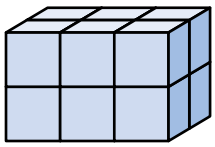
1 Prism *G* is filled with unit cubes that have side length 1 centimeter.

There are _____ layers with _____ cubes in each layer.

_____ cubes + _____ cubes = _____ cubes

The volume is _____.

G



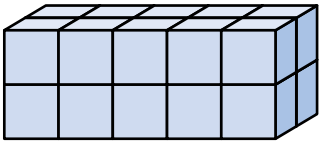
2 Prism *H* is filled with unit cubes that have side length 1 foot.

There are _____ layers with _____ cubes in each layer.

_____ × _____ cubes = _____ cubes

The volume is _____.

H



Drip-Tips and Other Adaptations in the Rainforest

by Mimi Jorling

Tropical rainforests have ideal climates for plant growth. Tropical rainforests are hot, humid, and wet. They have abundant rainfall and are warm year-round. Temperatures range from about 85 degrees Fahrenheit during the day to 70 at night. Tropical rainforests get at least 80 inches of rainfall each year. (Compare that to how much your town or city gets each year.) These two factors also create challenges for the plants that live there. As a result, plants in tropical rainforests have adapted to these conditions by making adjustments in how they grow.

The perfect conditions for plant life-warm temperatures and plenty of water-cause plants to grow quickly. One consequence of rapid plant growth is the depletion of nutrients in the soil. It also creates a thick layer of leaves in the upper part of the forest (the canopy) that blocks sunlight from reaching the forest floor.

Most plants get their nutrients, water, and oxygen from soil. However, in the rainforest, where soil is not nutrient-rich, many plants don't rely on it for their source of food. Some plants called epiphytes, or air plants, have learned to get water and nutrients from the air. Some examples of epiphytes in rainforests are mosses, lichens, and orchids. Although they often live on other plants, they don't take any nutrients from the other plant-they get what they need straight from the air with special root systems.

Other plants that grow on plants actually DO take nutrients from that plant. They are called parasitic plants, and the plant they grow on is called a host plant. Instead of getting food and water from the soil, parasitic plants have developed roots to cling to a host plant, pierce through its leaves, stem, or trunk, and suck the nutrients out of the host. An example of a parasitic plant you might know is mistletoe. Parasitic plants can kill their host plant if they grow too rapidly. However, they tend to *not* kill their host plant because without a host, the parasitic plant will also die.

Another condition created by rapid plant growth is a lush canopy that shades out plants living below. Large trees grow quickly, reaching for sunlight. They create a dense shade that prevents sunlight from reaching the forest floor. In fact, only about 1 to 2% of sunlight reaches the ground in a tropical forest. Since plants depend on sunlight for growth, very few plants live on the ground. Instead, they find ways to live on other plants by climbing them, as vines do, or by growing very large, dark green leaves to absorb as much sunlight as possible.

Hot, humid, and wet conditions are also ideal for bacteria and fungi to grow. Water trapped in the crevices of a plant, in combination with warm temperatures, is a breeding ground for bacterial and fungal growth, which can harm plants. One adaptation many plants have made in the tropical forest is to develop smooth bark so that water runs off quickly. Another adjustment plants have made to shed water efficiently is to grow leaves with 'drip tips.' This shape prevents water from collecting on leaves. Look at the shape of leaves of plants around you. If possible, and after checking with an adult, gently pour water on the plant and watch where it goes. It may be channeled toward the stem of the plant or far away from it. These observations can give you clues to how a plant lives.

The environments plants and animals live in provide useful and harmful conditions for living. As a result, all living things must learn how to adapt to the challenges of where they live. The adaptations that plants in a tropical rainforest have help them survive in their particular environment.

Name: _____ **Date:** _____

1. What are the climates of tropical rainforests ideal, or perfect, for?

A. building roads

B. raising cattle

C. extreme sports

D. plant growth

2. One effect of rapid plant growth is the depletion of nutrients in the soil. What is another effect of rapid plant growth?

A. the depletion of animal life in the lower part of the rainforest

B. the creation of a thick layer of leaves in the upper part of the rainforest

C. an increase in temperature from 70 degrees Farenheit to 85 degrees Farenheit

D. a decrease in rainfall from 80 inches each year to 65 inches each year

3. Read these sentences from the text:

"There are also some plants called parasitic plants. They grow on other plants, their host plants. Parasitic plants actually DO take nutrients from their host plants. Instead of getting food and water from the soil, parasitic plants have developed roots to cling to a host plant, pierce through its leaves, stem, or trunk, and suck the nutrients out of the host. An example of a parasitic plant you might know is mistletoe. Parasitic plants can kill their host plants if they grow too rapidly."

Based on this evidence, how might a rapidly growing parasitic plant kill its host plant?

A. by sucking too many nutrients out of its host plant

B. by sucking too few nutrients out of its host plant

C. by preventing the host plant from taking in food and water from the soil

D. by trying to help the host plant take in food and water from the soil

4. Read these sentences from the text:

"Another condition created by rapid plant growth is a lush canopy that shades out plants living below. Large trees grow quickly, reaching for sunlight. They create a dense shade that prevents sunlight from reaching the forest floor. In fact, only about 1% to 2% of sunlight reaches the ground in a tropical forest. Since plants depend on sunlight for growth, very few plants live on the ground. Instead, they find ways to live on other plants by climbing them, as vines do, or by growing very large, dark green leaves to absorb as much sunlight as possible."

Based on this information, what can you conclude about the connection between a leaf's size and the amount of sunlight it absorbs?

A. The smaller a leaf is, the more sunlight it absorbs.

B. The larger a leaf is, the more sunlight it absorbs.

C. The connection between the size of a leaf and the amount of sunlight it absorbs cannot be predicted.

D. Large leaves and small leaves absorb about the same amount of sunlight.

5. What is the main idea of this text?

A. Some plants, such as mosses, lichens, and orchids, have learned to get water and nutrients from the air.

B. Instead of getting food and water from the soil, parasitic plants have developed roots to cling to a host plant, pierce through its leaves, stem, or trunk, and suck out nutrients.

C. Plants in tropical rainforests have adapted to their warm and wet conditions by making adjustments in how they grow.

D. Water trapped in the crevices of a plant, in combination with warm temperatures, is a breeding ground for bacterial and fungal growth.

6. Read these sentences from the text:

"Some plants called epiphytes, or air plants, have adapted to get nutrients from the air. Some examples of epiphytes in rainforests are mosses, lichens, and orchids. Although they often live on other plants, they don't take any nutrients from the other plants-they get what they need straight from the air with special root systems.

There are also some plants called parasitic plants. They grow on other plants, their host plants. Parasitic plants actually DO take nutrients from their host plants."

Why might the author have capitalized the word "DO"?

A. to point out a similarity

B. to make a contrast

C. to summarize a process

D. to make an argument

7. Read these sentences from the text:

"Some plants called epiphytes, or air plants, have adapted to get nutrients from the air. Some examples of epiphytes in rainforests are mosses, lichens, and orchids. Although they often live on other plants, they don't take any nutrients from the other plants-they get what they need straight from the air with special root systems."

How could the last sentence best be broken in two?

A. Although they often live on other plants, they don't take any nutrients from the other plant. As an illustration, they get what they need straight from the air with special root systems.

B. Although they often live on other plants, they don't take any nutrients from the other plant. For example, they get what they need straight from the air with special root systems.

C. Although they often live on other plants, they don't take any nutrients from the other plant. Third, they get what they need straight from the air with special root systems.

D. Although they often live on other plants, they don't take any nutrients from the other plant. Instead, they get what they need straight from the air with special root systems.

8. Describe the climate conditions of a tropical rainforest.

Include at least three pieces of information from the text.

9. Read these sentences from the text:

"Hot, humid, and wet conditions are also ideal for bacteria and fungi to grow. Water trapped in the crevices of a plant, in combination with warm temperatures, is a breeding ground for bacterial and fungal growth, which can harm plants. One adaptation many plants have made in the tropical forest is to develop smooth bark so that water runs off quickly."

Explain how the adaptation these plants have made might help them.

Support your answer with evidence from the text.

Current Events Log
Day 2

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

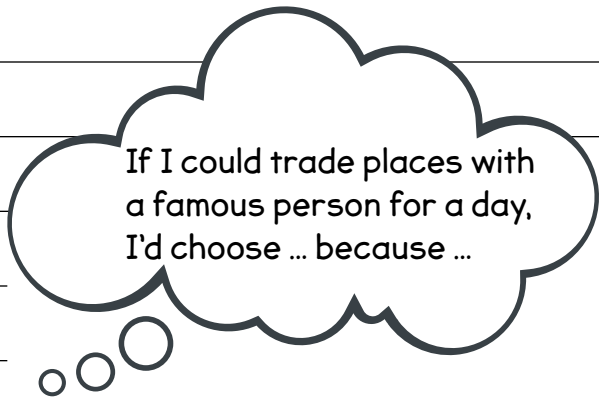
_____

_____

Journal Entry 2

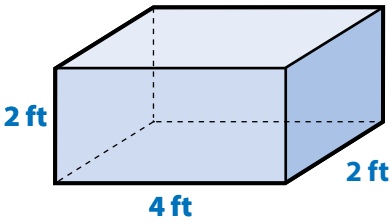
PART 1

Imagine you could trade places for one day with someone famous. Who would you choose to trade places with? Write to tell about what you would do for that day. Then write what that person would do if they were you!



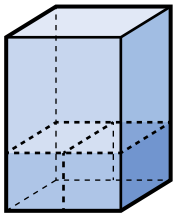
Day 3

3 What is the volume of the rectangular prism at the right? Show your work.



Solution

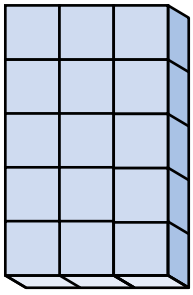
4 Jenn noticed that she can fit two juice boxes side by side on the bottom of this box. She can make two more layers like the one shown to fill the box. Using a juice box as a measure of volume, what is the volume of the larger box?



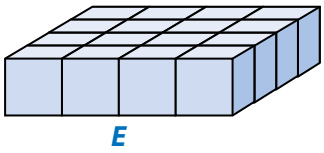
Solution

5 A box is 2 inches long, 1 inch wide, and 6 inches tall. What is the relationship between the volume of this box and the one in problem 4? Tell how you know.

6 Box *D* and Box *E* are made from unit cubes of the same size. Which has a greater volume, Box *D* or Box *E*? Explain.

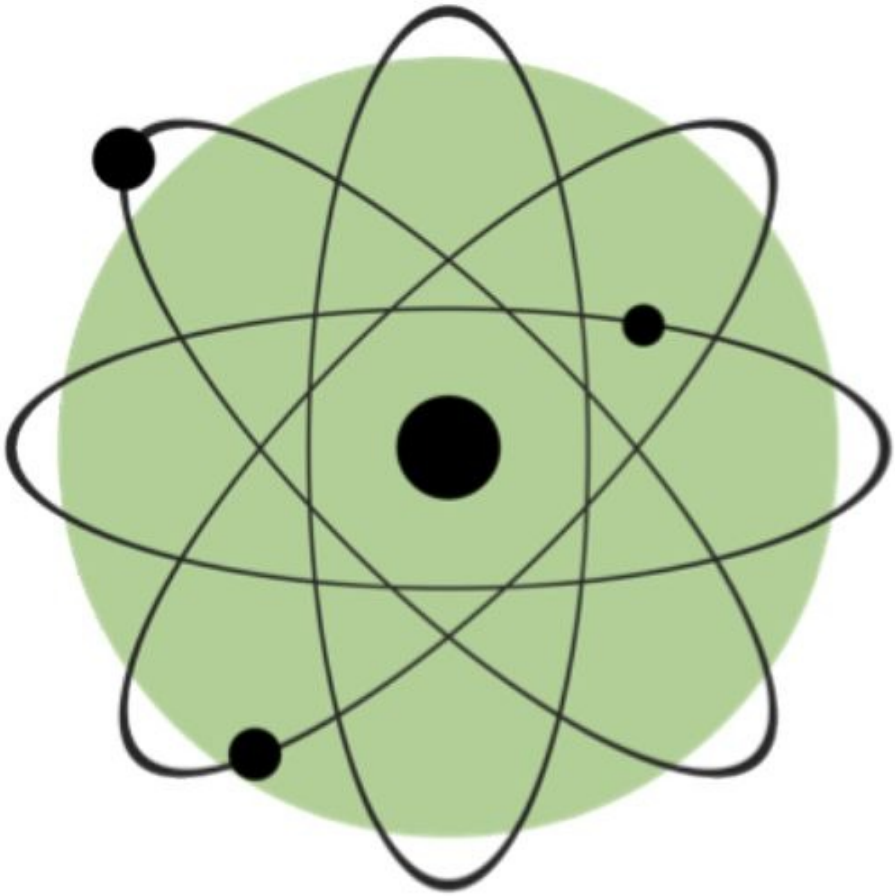


7 Add a layer to Box *D* and compare the volume of the new Box *D* to the volume of Box *E*.



Matter Is Everywhere!

by ReadWorks



Everything around us is made of matter-your clothes, the trees, even the water you drink! We divide matter into four major categories, which are called the four states of matter: liquid, gaseous, solid, and plasma. However, we will focus on the first three. Whatever the state of matter may be, all matter is made of tiny particles called atoms. These particles are too tiny to see with the naked eye; they're even too small to see with a regular microscope. If you line up a million atoms next to each other, they will be as thick as a single piece of human hair. So, we can only look at atoms through very powerful tools, one of them being the "scanning tunneling" microscope.

How Do We Know?

We can easily see liquids and solids around us, but most gases aren't visible. We can't see the air around us, but it is still made of atoms that constantly move around freely in space. How can we tell?

Take a balloon, for example. When we pump air into a balloon, it visibly inflates. That means that gaseous

matter is filling the balloon and taking up space. The more air we blow into the balloon, the bigger it gets. Therefore, we can observe the way gas moves around space. In the same way, inflatable pool toys also fill with air so that they can float on water. When we fill the plastic shells with air, the toys take shape. Since air is lighter than water, the pool toys can rest on the water without sinking. And then we can enjoy a sunny day while floating in a pool!

Moving Atoms

Atoms are constantly moving. However, atoms move at different speeds within different states of matter. Atoms move more slowly when they are more densely packed. Atoms in solids are usually tightly packed and have less space to move around freely. This means that atoms in most solids move more slowly than atoms in most liquids.The atoms in gas usually move the fastest. Since the atoms usually move more freely in liquids and gases, they can undergo a process called diffusion. (Solids can diffuse as well, although it's a much longer process.) Diffusion is the movement of particles from a higher concentration to a lower concentration. That's why, when you spray perfume in a corner of a room, you will eventually smell it on the other side of the room. The atoms from the perfume diffuse through the air. Because of this diffusion, the perfume scent is spread.

Identification

We can identify materials according to a variety of properties. Scientists have determined several different measurements to help label materials. Some examples are temperature, hardness, color and length. Usually, these are used to measure solids, like rocks and minerals. However, temperature can be used to measure liquids as well. When geologists study rocks, they often use the Mohs scale of mineral hardness. This scale allows us to characterize the scratch resistance of various minerals. A diamond is described as hard because it is extremely difficult to scratch. Scientists can measure hardness with the Mohs scale and compare minerals to other minerals.

Scientists always use various methods to group materials together-that way, it's easier to study and compare them. That's another reason why we differentiate between liquids, gases, solids and plasmas!

Name: _____ **Date:** _____

1. Everything around us is made of

A. liquids

B. matter

C. plasma

D. gas

2. Why does the author describe the balloon and inflatable pool toys filling up with air?

A. in order to explain that it is impossible to observe the way gas moves around space

B. in order to explain that air is not made of atoms that take up space

C. in order to explain that air is made of atoms that take up space even though air is invisible

D. in order to prove that these are fun objects to inflate

3. Usually, atoms move slower in solids than they do in liquids. Which evidence from the passage best supports this statement?

A. Solids, liquids, and gases can all undergo the process of diffusion.

B. Diffusion is the movement of particles from a higher concentration to a lower concentration.

C. The atoms in gas move the fastest.

D. Atoms in solids are often more tightly packed than atoms in liquids, and have less space to move around freely.

4. Based on the passage, the corner where a perfume is initially sprayed has

A. has no concentration of perfume particles

B. has the same concentration of perfume particles as the rest of the room

C. a lower concentration of perfume particles than the other corners of the room

D. a higher concentration of perfume particles than the other corners of the room

5. What is this passage mainly about?

A. matter and the properties it has in certain states

B. the process of diffusion

C. the different measurement scientists use to label materials

D. the inflation of balloons and pool toys

6. Read the following sentences from the passage: "Whatever the state of matter may be, all matter is made of tiny particles called atoms. These particles are too tiny to see with the naked eye; they're even too small to see with a regular microscope. If you line up a million atoms next to each other, they will be as thick as **a single piece of human hair**."

The author uses the example of "**a single piece of human hair**" to illustrate

A. how atoms can be seen with a regular microscope

B. how tiny atoms actually are

C. how hairy atoms actually are

D. how much they look like hair

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

Scientists group materials together _____ it is easier to compare and study them that way.

A. however

B. but

C. although

D. because

8. Explain why atoms move at different speeds depending on whether they are in liquids or solids.

_____

_____

_____

Current Events Log
Day 3

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

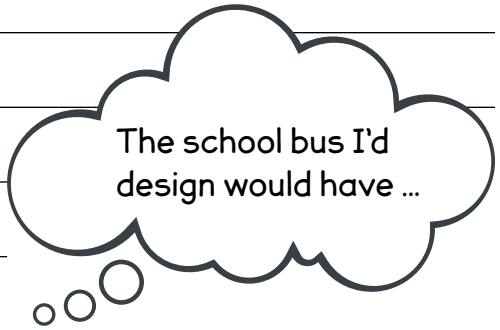
_____

_____

Journal Entry 3

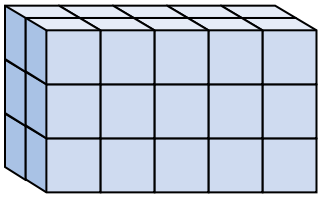
PART 1

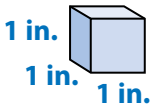
As a reward for working hard while at home, your school decides to let the students create a special school bus just for kids. What would the school bus look like? What would be inside? Write to describe what this special school bus would look like.



Day 4

2 Kamala made the figure below using cubes. What is the volume of Kamala's figure? Show your work.



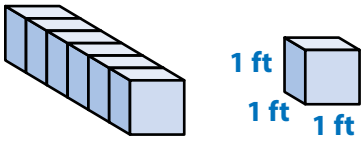


How many cubes are there in each layer?

PAIR/SHARE
How did you decide which method to use to solve the problem?

Solution

3 What is the volume of the rectangular prism below?



There is more than one way to find the volume of a rectangular prism.

Ⓐ 6 square feet

Ⓑ 6 cubic feet

Ⓒ 8 square feet

Ⓓ 8 cubic feet

Nam chose Ⓓ as the correct answer. How did he get that answer?

PAIR/SHARE
Does Nam's answer make sense?

Energetic Emily

by ReadWorks

Emily, as usual, had been up since dawn. This morning, she skipped around the kitchen, laying out forks, knives and napkins for breakfast to help her dad. She pushed the "on" button on the coffee machine. She pulled the bread and eggs out of the refrigerator. And then she waited.

Emily's dad was a writer who worked from home. Upstairs, she heard his alarm go off for the third time. Finally, he plodded downstairs to the kitchen.

"Good morning, sunshine," he said, and smiled his groggy morning smile.

Emily was ready to get cooking. She grabbed two slices of bread. Then, getting a running start, she ran and slid across the slippery kitchen floor. As she slowed to a halt in front of the toaster, she deftly double-dunked the slices into their slots.

"Woo!" she yelled, stealing a glance at her dad to see if he'd glimpsed her smooth move. "And the crowd goes wild!"

Emily's dad smiled and shook his head as he poured his coffee.

"I'm gonna call you 'Energetic Emily,'" he said. "That's your new nickname now."

"Why?" Emily asked.

"Because you have a lot of energy!" he said. "That's what energetic means."

"Oh."

"Where do you get all of that energy, anyway?" he asked. "Certainly not from me. In fact, I wish you could

give me some of your energy, right in here." He pointed to his steaming coffee cup.

Emily thought for a moment. "I don't know where I get it. What is energy, anyway?"

"Good question," said her dad. "Let's look up the definition." He pulled out his phone and typed in the word.

"Energy," he read. "There are a few definitions. There's the physical or mental strength that allows you to do work." He looked at the forks and knives arranged neatly around the table. "Check. You've got that. Then, there's natural enthusiasm and effort." He smiled at her again. "Yep, you've got that, Miss Toaster Olympics Champion." Emily giggled. "And there's the usable power that comes from heat or electricity." He pointed to the toaster. "Like the kind that's toasting our bread right now."

Emily paused to take this in. "So are they all the same thing? The energy that powers the toaster and the energy that powers my *amaaazing* toaster tricks?"

"I don't think so," said Emily's dad. "But maybe you'd better check with Mrs. Nelson. And report back to me. I want to know if I can plug you into the wall and power myself up for the day."

Mrs. Nelson was Emily's fifth-grade teacher. That morning, Emily stopped by her desk on the way to recess.

"Mrs. Nelson, where do you think my energy comes from?"

Mrs. Nelson looked confused. "Your energy?"

"Yes. My dad wants to know."

Mrs. Nelson threw back her head and whooped with laughter. "Ahhh-hahaha! I bet he does," she said. "We'll talk about this later in the year, but I'll give you a hint for now: it comes from your food."

Later, in the lunchroom, Emily asked Mrs. Jacobs, the lunch-lady, what this meant.

"Well," said Mrs. Jacobs, "I know that all food has calories, and calories are a way to measure energy, the same way we use inches to measure length." She shrugged. "But I don't know how all that energy ends up in our food in the first place. I guess you'd have to ask a farmer!"

As luck would have it, Farmer George came to the park near Emily's house every Thursday afternoon to sell his tomatoes and apples. And today was Thursday.

Her dad liked Emily's idea of going to interview Farmer George about energy. "You're quite the investigative journalist, Emily!" he said.

Farmer George was also delighted by Emily's question. "Burning calories of energy is what keeps us all moving. We couldn't live without them!" he said. "And my plants work hard to make those calories for you."

"Plants make energy? But *how*?" Emily asked, growing impatient. "I've been asking people all day!"

"Why, they use the best things on Earth," Farmer George said. "Sunshine, fresh air and water."

"But, how?"

"Well, plants are one of nature's energy factories. When the sun hits the leaves of say, a tomato plant, that tomato plant starts up like a machine. It takes in carbon dioxide from the air and water from the ground, and mixes them together. The heat from the sun helps to cook this all up into sugar. And that sugar is then stored in the plant for us to eat. Some plants store more calories than others, but they can all give you energy in the form of sugar." Farmer George paused. "There's more to it than this, but that's the simple version. Does that answer your question?"

Emily thought for a moment. "So, when I eat your tomatoes, I'm eating ... plant-made energy created by the sun, the air and water?"

"You got it."

Emily turned to her dad.

"So all you have to do to get my energy is to eat your vegetables, Dad!"

Emily's dad laughed. "I wish it were that easy, Emily. But still, I think that's probably very good advice."

Name: _____ **Date:** _____

1. Why is Emily's nickname "Energetic Emily"?

A. She gives her dad energy.

B. She has a lot of energy.

C. She is interested in energy.

D. She knows a lot about energy.

2. Emily asks questions throughout the story. What motivates Emily's questions to Mrs. Nelson, Mrs. Jacobs, and Farmer George?

A. She wants to know what calories are.

B. She wants to know how plants grow.

C. She wants to know where energy comes from.

D. She wants to know where food comes from.

3. The word "energy" has different meanings. What evidence from the passage supports this conclusion?

A. Emily's dad wishes he could have some of Emily's energy.

B. Emily gets an answer to the question, "Where does energy come from?"

C. Emily's dad tells her to ask her teacher about energy.

D. Emily's dad reads three definitions of energy from the dictionary.

4. How can Emily best be described?

A. curious

B. lazy

C. tired

D. kind

5. What is this passage mostly about?

A. how to make breakfast

B. the purpose of questions

C. energy and where it comes from

D. how food gives us energy

6. Why does the author have Emily asks so many questions about energy?

A. so that the reader will become confused

B. to tell the reader something they probably know

C. to teach the reader facts about energy

D. to make sure the reader is paying attention

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

Emily asks Mrs. Nelson and Mrs. Jacobs where she gets her energy. _____, she learns the answer from Farmer George.

A. For example

B. In contrast

C. Currently

D. Finally

8. What are calories?

_____

_____

_____

9. What three things do plants use to make energy?

_____

_____

_____

Current Events Log
Day 4

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Journal Entry 4

PART 1

Write a fiction story that starts with something falling from the sky.

Practice Estimating Quotients

Study the Example showing how to estimate a quotient with a two-digit divisor. Then solve problems 1–4.

EXAMPLE

Estimate the quotient 1,474 ÷ 22.

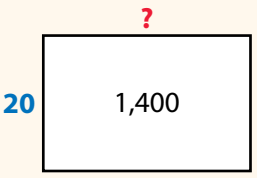
Choose compatible numbers that are close to the actual dividend and divisor and easy to multiply and divide using a basic fact.

1,400 and 20 are close to 1,474 and 22.

$2 \times 7 = 14$, $2 \times 70 = 140$, and $20 \times 70 = 1{,}400$.

$20 \times 70 = 1{,}400$ is the same as $1{,}400 \div 20 = 70$.

So, 70 is the estimated quotient for 1,474 ÷ 22.



1 Look at the Example. You can also multiply 22 by **multiples of 10** to estimate the quotient 1,474 ÷ 22.

a. Complete the table.

Multiple of 10	10	20	30	40	50	60	70	80
22 × Multiple of 10	220	440	660	880	1,100			

b. Complete the statement below with two numbers from the table.

The dividend 1,474 is between _____ and _____.

c. What is a good estimate for the quotient 1,474 ÷ 22?

It's Opening Day

by W.M. Akers

The weather was growing crisper. It was getting dark later, and Matthew had stopped wearing a coat to school. Spring was coming, but that didn't matter to him. What was really important was it was April. April meant baseball. April meant the end of the long, cold off-season. April meant opening day.

The local team was called the Crickets. It wasn't a very tough name for a baseball team, but that was okay. The Crickets weren't a Major League team, with a 50,000 seat stadium, expensive tickets, and big-name players. They were a minor league team, and that suited Matthew just fine. The stadium was small, the tickets were cheap, and the players weren't famous-at least not right now. Some were young players, only seven or eight years older than Matthew, with dreams of playing in the big leagues, and the talent to make it happen. Other players were older, their time in the big leagues finished, but they stuck around the Crickets because they weren't ready yet to let go of the game that had defined them ever since childhood.

And then there were players like Billie Carney, the shortstop. He had manned the space between second and third base for as long as Matthew could remember. Each year he was

one of the two best players on the team, but he never did quite well enough to get called up to the majors. Each opening day, Matthew was shocked to see that Billie was still playing for the Crickets.

"Jeez, Dad!" he would say. "I can't believe Billie didn't get called up to the big leagues this year."

"You think he played pretty well last season?" his father would ask.

"Are you kidding?!" Matthew's face turned purple whenever anybody questioned Billie Carney. "He hit twenty-seven home runs! He had ninety-eight RBIs! He walked more than anybody else on the team!"

Matthew didn't need a baseball card to tell him Billie's statistics. He knew them by heart, from studying the sports page every morning at breakfast, to see how Billie and the other Crickets had played the night before. Over the winter, he committed all of their numbers to memory, and at night he would recite them to himself until he fell asleep.

"How was his fielding?" Matthew's father would ask, teasing him. "I bet he made a lot of errors."

"Dad-are you crazy? He moves like a spider out there. Nobody turns a double play faster than Billie. Nobody's better at tagging runners out. Last season, he didn't make an error for..." Matthew thought for a moment, doing the math in his head. "Forty-seven games!"

"That's not bad."

"Then how come he didn't get called up to the majors?"

"I don't know."

"It's not fair. He's better than most of the guys you see playing on TV."

"It's good news for us, right? Now we get to watch him play live for another season."

"I'm telling you, Dad. He's the best."

Matthew and his father had gone to see the Crickets play every opening day since Matthew was born. Their family celebrated a lot of holidays-Thanksgiving, Halloween, the Fourth of July, not to mention Matthew's and his sister's birthdays-but as far as he was concerned, opening day was the best one. It was usually on a weekday, and his dad always let him skip

school to go.

"There are some things you can only learn in school," he told Matthew once, "and there are some things you can only learn at the ballpark."

Each year, Matthew and his dad wore Crickets jerseys and Crickets hats, and they always got to the ballpark early enough to watch the hitters take batting practice. County Stadium was an old ballpark, almost as old as Matthew's dad himself, and it had started to get a little shabby by the time Matthew started going to games. The scoreboard was rusty; the speakers were screechy, and the chairs weren't as comfortable as they could have been. But on a sunny day, Matthew thought, it was the most beautiful stadium in the world. Last year was perfect. The sun was bright, the sky was clear, and there was just enough of a breeze to remind him that summer wasn't quite here yet. The Crickets won 4-2, Matthew ate two hot dogs and a plastic baseball helmet full of ice cream, and Billie Carney bowed to the fans when he ran out onto the field. They went to a lot of games the rest of the summer, but opening day-as always-was his favorite. On the coldest days of winter, when wind cut through Matthew's parka and his fingers turned as pink as Vienna sausages, Matthew remembered opening day, and the outfield grass that was as green and perfect as the Emerald City in the Wizard of Oz.

"I've got bad news," said Matthew's father, two days before the season started. "I can't go to opening day this year."

"Dad," said Matthew. "That is a dumb joke."

"I'm not kidding. Your sister's play is Sunday afternoon."

"Her play is happening for three days. We're watching it at school on Monday. Why don't you just come then?"

"I've got to work, kid. I'm really sorry."

Matthew's father looked sad, but Matthew did not. He did not cry; he did not scream; he did not yell at his father about breaking promises. One of the things that he could only learn at the ballpark is that there's no crying in baseball, so Matthew didn't cry. But he wanted to.

"Why don't we go to the game Monday night?" his father asked.

Matthew wanted to explain that night games were no good, that he had been waiting all winter for blue skies and green grass and sunshine. Night games were fine in the middle of the summer, when it was too hot to sit out in the sun, but it was April. He didn't want to go to

County Stadium in his parka, but he didn't know how to put it into words.

"I want to go to opening day," he said, finally.

"I've got an idea," said his dad. "It's kind of crazy but...do you want to go by yourself?"

"What?!"

"You're old enough now. When I was your age I'd go to games alone all the time. I know it's not what we usually do, but it could be fun."

"Go to the game...alone?" asked Matthew. He had to admit: it was better than not going at all.

The sky was blue, the grass was green, and Matthew wore his Crickets jersey and Crickets hat. His seat was right where he liked-along the first base line, behind the home dugout-and all his favorite players were in the lineup, with Billie Carney batting first. He took out his scorecard and carefully wrote their names down. During the game, he would make notes of what happened-who got a double, who struck out, who had the big home run. It was an old-fashioned thing to do, but Matthew liked it, because it helped keep him focused on the game. His father had taught him how to keep score.

It was a perfect day for baseball. So why did Matthew feel so gloomy?

During the second and fifth innings, Matthew bought hot dogs from the hot dog vendor. His dad had given him $20 to spend, and Matthew was going to spend all of it. He wanted to get a plastic baseball helmet full of ice cream, but he had to go to the concessions stand for that, and if he stopped watching the game, he wouldn't be able to write down what happened on his scorecard. If it were later in the season, this wouldn't worry him so much, but today was opening day, and the scorecard-everything-had to be perfect.

He decided to skip the seventh inning stretch. This was a big sacrifice, because singing "Take Me Out To The Ballgame" was one of the best parts of going to see the Crickets. The mascot -a big green cricket in a foam costume-would run out onto the field and dance around and throw t-shirts. But Matthew already had plenty of Crickets t-shirts. What he didn't have was ice cream.

He waited in line, and paid the last of his money for a plastic baseball helmet full of mint chocolate chip. When he got back to his seat, the sun had gone away. Matthew balanced his ice cream in the cup holder in front of him, and frowned at his scorecard. In the space for "Weather" he had written "Sunny." He changed it to "Sunny/Clouds." He put his scorecard

aside and focused on his ice cream, which was beginning to melt. As he ate it, he shivered.

The game was over. The Crickets had won, 6-1. A blowout, but not a very exciting one. According to his scorecard, Billie Carney had a single and a walk, but no runs batted in-a good day, but not a great one. As always, Billie had bowed to the people when he ran out onto the field, and Matthew bowed back. When he hit his single, with a sound like a judge's gavel, Matthew cheered louder than he had all day. He fixed the image in his mind: Billie Carney, hustling down the first base line, right in front of his eyes. He would tell his father about it when he got home, and he would remember it come winter.

Matthew's dad had told him to call when the game was over and he would come pick him up, but now, standing outside the stadium, he didn't want to leave. He sat on a bench outside the stadium, making sure his scorecard was perfect. He erased wobbly lines and redrew them, straight, bold and firm. Flawed letters-a wobbly K, a slouching B-he went over until they looked like they had been put there by a computer. By the time he was finished, nobody could have done a better job.

Matthew looked up, and saw the parking lot was empty. Behind him, the stadium was closed -and with it, the only pay phone. How would his dad know to come pick him up? The sun was long gone now, and Matthew began to wish he had brought his parka. It was windy in the County Stadium parking lot.

He walked around the ballpark, hoping to find another phone, but all he found was cracked concrete and overgrown grass. On the other side from the outfield wall, he saw a battered old baseball-a forgotten home run from the season before. He picked this up and put it in his pocket. A boy can never have too many baseballs. Holding it as he picked his way across the gravel, he felt less afraid. As he completed the loop around the stadium, he heard a door close behind him.

"Hey kid," said a voice, and Matthew's heart leapt. It was Billie Carney. Out of uniform, he looked bigger than he did on the field, like he could crush a rock into dust with one hand. He was smiling, just like he had when he bowed to the crowd that afternoon. "You here by yourself?"

"Kinda," said Matthew. "My dad's supposed to pick me up, but I don't have a way to call him."

Silently, Billie took his cellphone out of his pocket and handed it over. Matthew dialed his father's number, and told him to meet him by the main entrance. When he handed the phone back to Billie, he said thanks, quietly.

"No problem," said Billie. "You want some company while you wait?"

"Sure," said Matthew, as they walked back to his bench.

"Enjoy the game today?"

"It was pretty good," said Matthew. "That was a nice at-bat you had in the sixth, when you drew the walk."

"Thanks. It must have been seven, eight pitches."

"It was nine," said Matthew. "I was counting."

"Glad to know somebody's paying attention. That a baseball in your pocket?"

"I found it on the other side of the center field fence."

"They don't clean back there as much as they should. Want me to sign it?"

Matthew handed Billie the ball, his heart in his chest. As Billie traced his wide, looping signature across the grimy yellow leather, Matthew asked the question that had been bothering him all day.

"Do you ever get sick of playing here?" he asked.

"What do you mean?"

"You're good enough to play in the majors. I know it. You know it. The whole crowd knows it. You hit twenty-seven home runs last year! You had ninety-eight RBIs! You walked more than anybody else on the team! Doesn't it drive you crazy to be stuck down here, in this crummy old ballpark, playing for nobody?"

For a moment, Billie looked hurt. Then a smile broke out across his face, and he started laughing. "Are you nuts, kid?" he asked. "I get to play baseball for a living! It's not much money, but it's enough. And if I can keep the people entertained here, who cares about the big leagues?"

"Yeah?"

"It's opening day. We're at the ballpark. What have we got to complain about?"

Name: _____ **Date:** _____

1. What does Matthew like to do every April?

A. go for a bike ride in the sunshine and blue skies

B. eat ice cream and watch a movie at home

C. see the Crickets play on opening day

D. see his sister perform in a school play

2. What is the climax of the action in this story?

A. Matthew eats ice cream at the ballpark.

B. Matthew's father says that he cannot go to opening day.

C. Matthew commits Billie Carney's statistics to memory.

D. Matthew talks to Billie Carney.

3. Matthew is excited to meet Billie Carney.

What evidence from the story supports this statement?

A. "During the second and fifth innings, Matthew bought hot dogs from the hot dog vendor."

B. "Each opening day, Matthew was shocked to see that Billie was still playing for the Crickets."

C. "One of the things that he could only learn at the ballpark is that there's no crying in baseball, so Matthew didn't cry."

D. "'Hey kid,' said a voice, and Matthew's heart leapt. It was Billie Carney."

4. Based on what Billie says, how does he feel about playing baseball for the Crickets?

A. Billie is happy about playing baseball for the Crickets.

B. Billie is tired of playing baseball for the Crickets.

C. Billie is worried about playing baseball for the Crickets.

D. Billie does not care much about playing baseball for the Crickets.

5. What is a theme of this story?

A. the pleasures of winter

B. the pleasures of baseball

C. the damage that war can cause

D. the damage that nature can cause

6. Read the following sentence: "Doesn't it drive you crazy to be stuck down here, in this crummy old ballpark, **playing for nobody**?"

What does the phrase **playing for nobody** mean in the sentence above?

A. not caring about how well a baseball team plays

B. not playing in a baseball game on opening day

C. not playing for very many people or anyone important

D. playing in a ballpark that does not have any seats

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

Billie looks hurt _____ Matthew asks him whether playing in a crummy old ballpark drives him crazy.

A. after

B. before

C. for instance

D. however

8. For Matthew, what is the best holiday of the year?

Current Events Log
Day 5

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

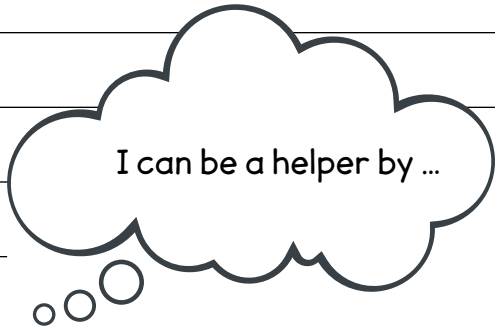
_____

_____

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.



Day 6

2 Which of the following is the best estimate for the quotient 713 ÷ 31?

Ⓐ a number between 10 and 20

Ⓑ a number close to 40

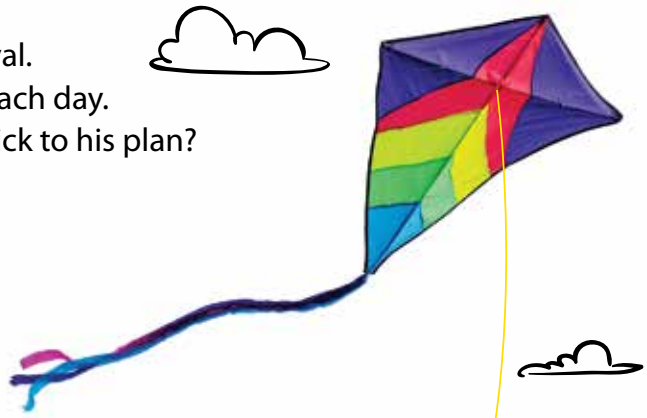
Ⓒ a number close to 35

Ⓓ a number between 20 and 30

3 A beverage company makes 1,008 bottles of water and packs them into boxes. The company packs 24 bottles in each box. Estimate how many boxes of water bottles the company packs. Show your work.

Solution

4 Marcus builds 2,744 kites for a 14-day summer kite festival.
He plans to give away about the same number of kites each day.
He gives away 492 kites the first two days. Did Marcus stick to his plan?
Use estimation to explain. Show your work.



Solution

Non-Colonists in the American Revolution

by ReadWorks

French fleet (left) against British fleet (right) in Second Battle of the Virginia Capes

From the point of view of some Europeans, the American Revolution pitted the ideals of the Enlightenment, republicanism, and democracy against Europe's established order, as exemplified by Britain. Some countries found that watching wasn't enough-they joined the fight.

One of these countries was France. Without France, a very important ally of America in the Revolutionary War, the Americans might not have defeated the British army. The French supported the Americans for a number of reasons. A weakened England could only heighten France's status and influence-both in Western Europe and around the world as various countries competed to establish colonies. Some French might have been seeking payback. Only twelve years before the American Revolution, France was at war with Britain in the Seven Years' War, and they lost. This resulted in France being forced to give North American territories to Britain.

Five months after the Declaration of Independence was signed, Benjamin Franklin traveled to Paris. He hoped to explain the revolutionary cause to the French and enlist their support. Franklin was already popular in France for his writings and scientific discoveries, and he was able to secure French support. At first, France supported the Americans only in secret.

Gunpowder, ammunition, weapons, and money were smuggled into the country, hidden in commercial ships. Military strategists crossed the Atlantic to advise Continental Army military commanders.

In February 1778, France officially recognized the United States (following the Battle of Saratoga, in which the Continental Army decisively defeated the British army and gave a resurgence of hope to the Americans' fight for independence), and the countries signed an alliance. French soldiers fought alongside Americans; French and British fleets clashed from Rhode Island down to Georgia. In addition to manpower, France contributed money and weapons. For helping the American cause, France spent the equivalent of what would be about 13 billion dollars in the U.S. today.

Spain also supported the Americans. First, like France, the Spanish contribution consisted of money and weapons. But in 1779, Spain joined France with military support. Also like France, the Spanish navy played an important role in combatting the formidable British fleet. Land and sea battles were sometimes fought far from the North American continent-in the Mediterranean and West Africa.

But French, Spanish, American, and British armies were not the only armies fighting in the American Revolution. A quarter of all soldiers under the British flag were actually from the area known as Germany today-30,000 hired men in all. These soldiers were known as Hessians, because many of them were from the independent principality of Hesse-Cassel.

Native Americans also fought in the American Revolution. Most considered the United States to be a threat to their territory, so they fought on the British side. In total, approximately 13,000 Native Americans fought for the British. But other Native Americans fought against them. The Revolution was, for some Native Americans, a controversial and divisive matter. For instance, the Iroquois Confederacy, also known as the Six Nations, was a powerful organization of tribes that tried to stay neutral. But pressed to choose a side, the Confederacy could reach no agreement; it split up, with two tribes pledging their allegiance to the Americans, and four to the British.

Not only did foreign nations and groups join the Revolution, but foreign individuals did, too. Friedrich Wilhelm von Steuben, a Prussian, served as inspector general and major general of the Continental Army. He went on to serve as George Washington's chief of staff. He wrote *The Revolutionary War Drill Manual*, which was the official American drill manual for the next forty years.

Other notable figures were two men from Poland: Tadeusz Kociuszko and Casimir Pulaski.

Tadeusz Kociuszko was born in Poland, moved to France, sailed to America, and rose to the rank of brigadier general. His countryman, Casimir Pulaski, has been called the "father of the American cavalry." Pulaski organized and trained the Continental Army's horsemen, which had been used mostly for scouting. Pulaski was also promoted to general but was killed in the war. Pulaski and Kociuszko joined the Americans out of idealism. They believed in the struggle for freedom and self-governance. As Pulaski wrote to George Washington after his arrival in Massachusetts, "I came here, where freedom is being defended, to serve it, and to live or die for it."

Name: _____ **Date:** _____

1. Which nation was a very important ally of America in the Revolutionary War?

A. Germany

B. France

C. Britain

D. Poland

2. What does the author describe in this passage?

A. the ways that different nations and individuals helped Americans in the Revolutionary War

B. the reasons why different nations decided to support Britain during the Revolutionary War

C. the reasons why the American army needed so much help from other nations and people

D. the reasoning Ben Franklin used to convince France to support the Americans in the Revolution

3. Read these sentences from the text.

"French soldiers fought alongside Americans; French and British fleets clashed from Rhode Island down to Georgia. In addition to manpower, France contributed money and weapons. For helping the American cause, France spent the equivalent of what would be about 13 billion dollars in the U.S. today."

What conclusion can you draw about France based on this evidence?

A. France was very committed to helping the Americans defeat the British.

B. France wanted to defeat the British as payback for the Seven Years' War.

C. France supported the Americans because of the ideals they represented.

D. France did not want to be as involved in the war as it was.

4. Read these sentences from the text.

"Other notable figures were two men from Poland: Tadeusz Kociuszko and Casimir Pulaski. [. . .] Pulaski and Kociuszko joined the Americans out of idealism. They believed in the struggle for freedom and self-governance. As Pulaski wrote to George Washington after his arrival in Massachusetts, "I came here, where freedom is being defended, to serve it, and to live or die for it."

What conclusion can be drawn based on this evidence?

A. Most people in Poland did not support the Americans' struggle for freedom and self-governance.

B. The ideals of the American Revolution appealed to people outside of America.

C. The Americans and the British were both fighting for freedom and self-governance.

D. Pulaski and Kociuszko did not think that Poland was a free country.

5. What is the main idea of this text?

A. The French chose to support the Americans because of their own desire to improve their status by weakening Britain.

B. Many individuals and groups aside from the Americans and the British participated in the American Revolution.

C. Most people around the world supported the Americans in the American Revolution because of the ideals that the Americans represented.

D. The British received help from Native Americans and Hessians during the American Revolution.

6. Read these sentences from the text.

"Without France, a very important **ally** of America in the Revolutionary War, the Americans might not have defeated the British army. The French supported the Americans for a number of reasons."

What does the word "**ally**" mean here?

A. a country that fights a lot of wars and is disliked by other countries

B. a country that prefers to solve problems peacefully than to solve them by fighting

C. a country that helps another country during a war

D. a country that never gets involved in wars

7. Choose the answer that best completes the sentence.

Most Native Americans fought on the British side _____ they considered the Americans to be a threat to their territory.

A. therefore

B. although

C. because

D. before

8. Why did Tadeusz Kociuszko and Casimir Pulaski join the Americans' fight?

_____

_____

_____

Current Events Log
Day 6

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

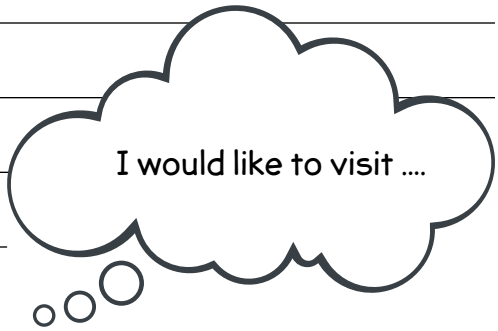
_____

_____

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.



Practice Using Estimation and Area Models to Divide

Study the Example showing how to estimate and use area models to divide. Then solve problems 1–4.

EXAMPLE

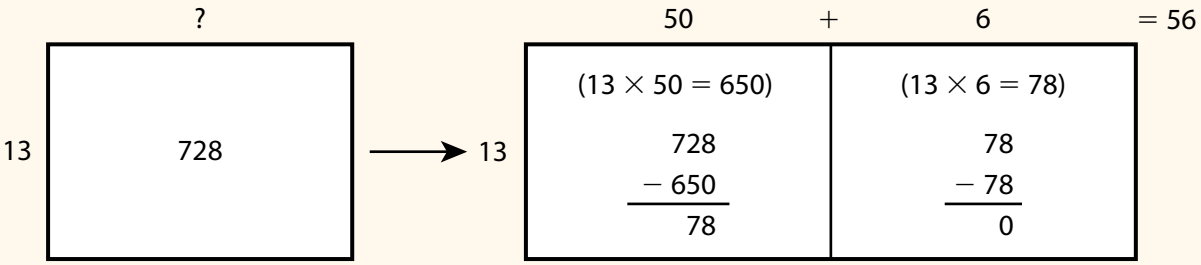
A donut shop sells donuts in boxes that each contain 13 donuts.
If 728 donuts were sold in one day, how many boxes of donuts were sold?

Multiply 13 by multiples of 10 to help you estimate the quotient. Make a table.

Number of boxes	10	20	30	40	50	60
Number of donuts	130	260	390	520	650	780

Because 728 is between 650 and 780, the quotient is between 50 and 60.

Use 50 as the first partial quotient in an area model for 728 ÷ 13.



728 ÷ 13 = 56. The donut shop sold 56 boxes of donuts.

1 The area model in the Example shows how to break apart the problem 728 ÷ 13 into parts.

a. What was 13 multiplied by first? .....

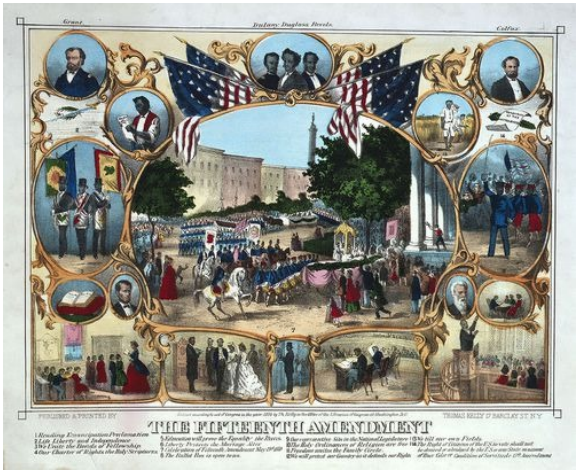
b. What equation in the area model shows this? .....

c. Why do you subtract 650 from 728?

d. What is the second partial quotient? .....

Mostly Only White Men Could Vote Before 1870

by Judith Schiffer



print celebrating the passage of the 15th Amendment to the United States Constitution

Native Americans had lived on the land that became the United States for centuries before Europeans arrived. Starting in 1607, people from many parts of Europe went across the ocean to settle there. These European immigrant groups lived in separate "colonies," which were communities with their own religions, laws, and practices.

The English had the largest group of settlers. They controlled 13 colonies that stretched along the Atlantic coast, and they put English laws and practices into effect in the "New World." One of these practices was to decide whom to give suffrage, which means the right to vote. Mainly Protestant white men who owned a certain amount of property, usually land, were given the right to vote. In most colonies, Jews and Catholics were not allowed to vote, whether or not they owned property.

The colonists published "The Declaration of Independence" on July 4, 1776. It announced that the 13 colonies would now be separate from England, and not ruled by England. American colonists then had to fight and win the Revolutionary War against England in order to get their freedom. The United States now celebrates its independence every July 4, in honor of the Declaration of Independence.

The United States Constitution became the law of the land a few years after the colonies gained their independence from England. This document set out the rules of government for the country as a whole. A colony had to approve, or ratify, and agree to obey the Constitution in order to become a state of the United States. Eventually, all 13 colonies agreed to ratify the Constitution and become states. Over time, as the country grew, more territories joined as states. The United States now has 50 states.

Most of the writers of The United States Constitution were Protestant white men. Most of them owned property. You might know the names of some of these men. George Washington (who became the country's first president), James Madison (who later became the fourth

president), and Alexander Hamilton were a few of the writers of the Constitution.

The Constitution gave each state the power to conduct elections and to make the rules about how voting is done in that state. Some states did not want to give suffrage to groups they believed were not capable of choosing wise leaders or making good laws. Some states did not want African Americans, women, or white men who did not have property to vote.

Over time, property and religious requirements for voting were dropped by each of the states. Since the early 1800s, no state has had a religious requirement for voting. Soon after that, property requirements were dropped in state after state, until *all white men at least 21 years old had suffrage.*

The Constitution tells the states not only what they must do, but also what they may not do, like discriminate against certain groups when it comes to voting.

The Constitution says that amendments may be added to the original document. Over the years, the American people changed their ideas about what is right and fair, and so the Constitution was changed to fit the changing times through the addition of amendments. First, an amendment is proposed by at least two-thirds of the members of Congress. The amendment is added to the Constitution after the legislatures of at least three-fourths of the states ratify it.

There are now 27 Amendments, which were added over the course of 202 years. Three of these amendments give the right to vote to certain groups. The 15th Amendment gave African American men the right to vote in 1870. The 19th Amendment gave women the right to vote in 1920, and the 26th Amendment gave young men and women aged 18-20 the right to vote in 1971.

Name: _____ **Date:** _____

1. According to the text, what may be added to the Constitution to reflect a change in the American people's values and ideas?

A. stories

B. amendments

C. essays

D. songs

2. The text describes a sequence of important events in the United States' history. What happened on July 4, 1776?

A. The United States Constitution was written.

B. The colonists won the American Revolutionary War.

C. The Declaration of Independence was published.

D. The Civil War began.

3. Read the following sentences from the text.

"The Constitution gave each state the power to conduct elections and to make the rules about how voting is done in that state. Some states did not want to give suffrage to groups they believed were not capable of choosing wise leaders or making good laws. Some states did not want African Americans, women, or white men who did not have property to vote."

What can be concluded about the state elections during this time period?

A. They probably reflected the views of everyone in the state.

B. They were probably very just and fair.

C. They probably reflected the views of poor people, not rich people.

D. They probably did not reflect the views of various groups of people.

4. Based on the text, how have voting rights changed over the course of United States' history?

A. They have become more restricted to exclude more groups of people.

B. They have become increasingly less fair to white men who own property.

C. They have expanded to include more groups of people.

D. They have become increasingly more fair to citizens of other countries.

5. What is the main idea of this text?

A. The United States Constitution became the law of the land a few years after the colonies gained their independence from England. This document set out the rules of government for the country as a whole.

B. States in America used different requirements tokeep certain groups from voting. However, amendments were added to the Constitution that gave the right to vote to more groups of people.

C. Over the years, the American people changed their ideas about what is right and fair, and so the Constitution was changed to fit the changing times through the addition of amendments.

D. Native Americans had lived on the land that became the United States for centuries before Europeans arrived. Starting in 1607, people from many parts of Europe went across the ocean to settle there.

6. Read the following sentences from the text.

"Some states did not want to give suffrage to groups they believed were not capable of choosing wise leaders or making good laws. Some states did not want African Americans, women, or white men who did not have property to vote."

What does the word "suffrage" most nearly mean based on the text?

A. right to suffer

B. right to vote

C. right to pass laws

D. right to run in elections

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

The Constitution tells the states what they must do. _____, it also tells the states what they may not do, like discriminate against certain groups when it comes to voting.

A. However

B. In conclusion

C. Namely

D. For example

8. Three of the Constitutions 27 amendments give the right to vote to certain groups. What are these groups?

_____

_____

_____

9. How did states limit the voting rights of certain groups of people? Use information from the text to support your answer.

_____

_____

_____

Current Events Log
Day 7

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Journal Entry 7

PART 1

Imagine you walk into school one day and a sign is hanging in the window that says, "Due to the events yesterday, there will no longer be cookies allowed at school." Write a fiction story to tell what happened yesterday to make this sign necessary.

Day 8

2 The table can be used to estimate the quotient 851 ÷ 37. Which of the following is the best estimate of the quotient?

Multiple of 10	10	20	30	40
37 × Multiple of 10	370	740	1,110	1,480

Ⓐ a number between 30 and 40

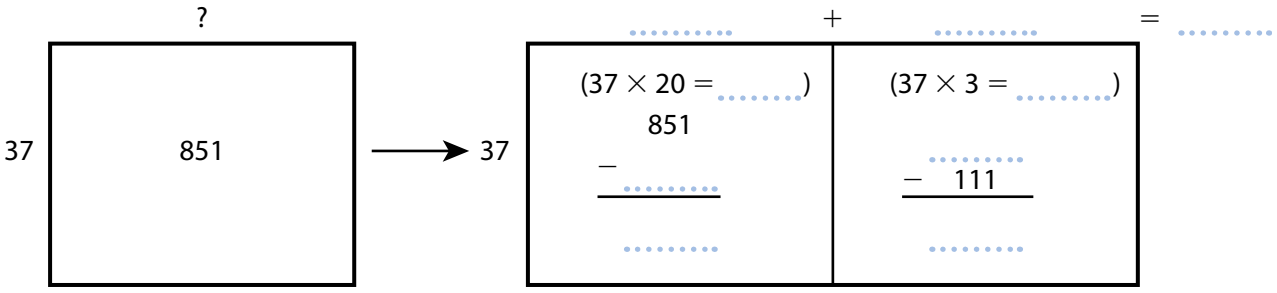
Ⓑ about 15

Ⓒ a number between 20 and 30

Ⓓ about 42

3 Complete the steps for using an area model to find the quotient 851 ÷ 37.

851 ÷ 37 is the same as _____ × ? = _____.



851 ÷ 37 = _____

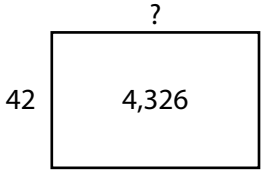
4 Which of the following equations cannot be used to represent the area model?

Ⓐ 42 × ? = 4,326

Ⓑ 42 + 4,326 = ?

Ⓒ 4,326 ÷ ? = 42

Ⓓ 4,326 ÷ 42 = ?



The Chicken and the Egg

by Aditi Sriram

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

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

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

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

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

Kit cradled Annabelle in her hands carefully, stroking the chick's soft, fluffy feathers with her

fingers. "She's so soft," Kit said to Mom.

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

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

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

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

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

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

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

"No, they don't," Mom said, "but it's a good question. We plant seeds in the ground, where they stay warm and get water, and when they are ready to germinate, they begin growing out of the ground where we can see them, and get bigger and stronger, with more leaves and thicker stems, and then they produce fruits and flowers. Plants, like animals, have a life cycle that repeats and repeats."

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

Name: _____ **Date:** _____

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

A. a hamster

B. a cat

C. a chick

D. an egg

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

A. a hen lays eggs, a chick grows into a hen, a baby chicken hatches from one of the eggs

B. a hen lays eggs, a baby chicken hatches from one of the eggs, a chick grows into a hen

C. a baby chicken hatches from an egg, a hen lays eggs, a chick grows into a hen

D. a chick grows into a hen, the hen lays eggs, a baby chicken hatches from one of the eggs

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

What evidence from the passage supports this statement?

A. Chickens lay eggs, but vegetables do not.

B. Plants and animals have life cycles that repeat.

C. Plants get bigger and stronger as they grow.

D. Kit's parents talk to her about chickens and vegetables.

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

What does this information from the story suggest?

A. Kit's parents think it is important for Kit to understand the life cycle of a chicken.

B. Warmth is important to the life cycle of a chicken.

C. Annabelle likes to run around and peck at things when she is out of her coop.

D. Plants need a lot of water to grow and produce flowers.

5. What is this story mainly about?

A. the life cycle of a chicken being raised by a girl

B. two parents who try to make their daughter happy by giving her a chicken

C. how a plant goes from being a seed in the ground to producing fruits and flowers

D. the differences between the hamster in Kit's classroom and the chicken in her home

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

What does the word **coop** mean?

A. a classroom for young students

B. the inside of a chicken's egg

C. a garden where vegetables and flowers grow

D. the place where a chicken lives

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

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

A. after

B. although

C. because

D. before

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

Current Events Log
Day 8

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

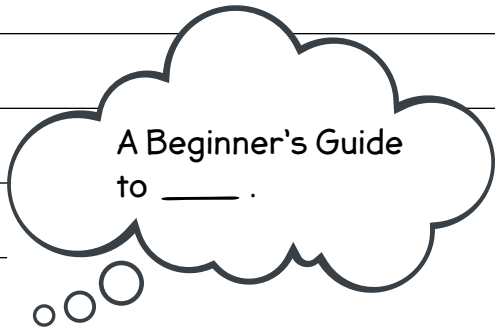
_____

_____

Journal Entry 8

PART 1

We all have hobbies that we enjoy. Think of one of your hobbies that you're really good at doing. Write a beginner's guide to your hobby. Include things like materials needed, step-by-step instructions, and the amount of time needed to complete the project.



Practice Adding Fractions with Unlike Denominators

Study the Example showing one way to add fractions with unlike denominators. Then solve problems 1–4.

EXAMPLE

What is $\frac{3}{4} + \frac{1}{6}$?

To add fractions, the size of the parts must be the same. Write each addend as an equivalent fraction with a common denominator.

Identify 12 as a common multiple of the denominators 4 and 6. Divide the models into 12 equal parts.

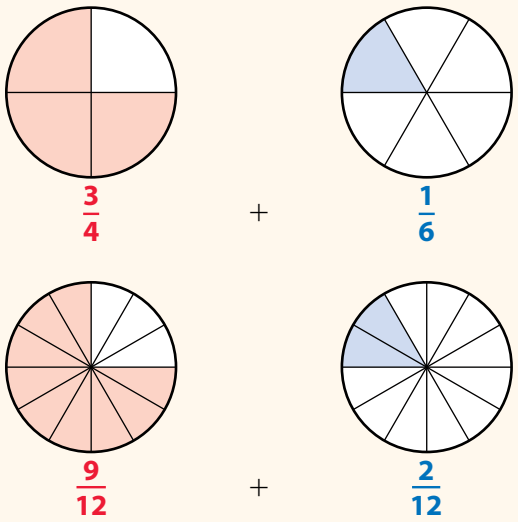
Write the equivalent fractions.

$\frac{3}{4} = \frac{9}{12}$ and $\frac{1}{6} = \frac{2}{12}$

Find the sum.

$\frac{3}{4} + \frac{1}{6} = \frac{9}{12} + \frac{2}{12}$

$= \frac{11}{12}$



1 The Example uses 12 as the common multiple of 4 and 6.

a. Name a different common multiple of 4 and 6.

b. If you used the common multiple from part a as the common denominator, how would the models in the Example be different? How would they be the same?

c. Use the common multiple from part a as the common denominator to write equivalent fractions for $\frac{3}{4}$ and $\frac{1}{6}$.

$\frac{3}{4} =$ ..... $\frac{1}{6} =$ .....

Squeak the Skater Goes Surfing

by Michael Stahl

Legend has it that Lincoln Elementary School once had a student named Steven James Skweekenheimerschtophen. He was a very popular boy and different from everyone else. Even though Skweekenheimerschtophen had a one-of-a-kind last name, it was not actually what made him so well known. By the time he was halfway through Kindergarten, his teacher grew tired of calling out "Skweekenheimerschtophen" each time she took attendance, so she decided to shorten his name to just "Squeak." The nickname stuck, and everyone went around calling him Squeak. His ability to ride a skateboard like no other is what made him famous at school and in his town. However, it was not until he accepted the challenge of surfing that he would become a hero.

When Squeak entered the fifth grade, he was already a wiz at riding a skateboard. Every day he would be outside pushing himself to do better, crazier tricks. One of the best places in town to do so was in the playground of his very own school, so he spent a lot of his time there. This gave all his classmates a chance to watch him get better at skateboarding, day after day. While on his board, he'd hop up onto any railing he could find, and fly off any surface, too. Squeak quickly learned how to do 360-degree turns in the air, and how to flip his legs up to the sky while keeping the board against his feet with one arm and holding his whole body upside down with his other arm. The crowd of classmates would cheer him on, especially when he performed a new stunt for the very first time. The school's principal did not mind that Squeak got so much attention from participating in a sport that was a little bit dangerous. Squeak always wore his protective gear: a helmet, knee pads, and elbow guards. He also kept his grades up, proving he was really a great role model for the other students.

After one particular weekend when Squeak took home five gold medals in a skateboarding competition, he thought to himself that he might want to give something new a try. Squeak was basically bored. He loved skateboarding and would never stop. He was completely

certain about that. However, anytime Squeak would compete against other skilled skateboarders, he would win-hands down. He needed something new to push him. After seeing a video on the Internet of some amazing surfers, he knew what challenge he wanted to take on next.

"Surfing is perfect for me," he told his parents at Sunday dinner, while trying to get them to pay for lessons. "Besides," he added with a heap of confidence, "it's just like skateboarding!"

Squeak's parents agreed to pay for some surfing lessons for their son. They hired a man named Troy Mason to teach him. Troy had been in international competitions when he was young and was rather famous in the surfing world. He was a little bit older now and could not compete against the youngsters who were taking over the sport. So, he decided he should teach those young kids how to surf the right way.

Squeak knew in his mind that he would find surfing success. He had dreamt of going out in the ocean on his very first day and doing flips and spins as if he were on his skateboard and the waves were just like the rails in his schoolyard. Squeak would soon find out, though, that surfing may look similar to skateboarding, but it is quite different.

After forty-five minutes of his first lesson with Troy, Squeak had failed to balance himself on his new surfboard for more than a second or two. Of course, the board was slippery, which caused problems for Squeak. On top of that, unlike the pavement underneath his skateboard that never moved, the water never *stopped* moving, causing him to fall time and time again.

"You'll get it, kid," Troy said to him, trying to encourage Squeak after seeing the frustration on Squeak's face. "Don't you worry about a thing. You just need to keep coming out here into the water with me to practice, same as what you did with your skateboard."

Squeak thanked Troy for that and indeed showed up for each of his lessons, ready to try and learn surfing over the course of the next few weeks. It was just the challenge he needed. Squeak realized that he certainly wasn't bored with surfing!

Throughout his fourth lesson with Troy, Squeak was finally making some progress. He could stand on the board and direct it a little bit left and a little bit right.

"Keep up the good work!" said Troy. "Let's head back to the beach and get some milkshakes."

Troy turned around and swam in the direction of the beach. Squeak wanted to keep on surfing and try staying on his board a little longer.

Suddenly, Squeak heard someone yelling from way over his left-hand side in the water. "Help! Help!" the man said. Squeak saw that the man was drowning, but no one else had seen or heard him. The lifeguard must've just switched spots, and Troy was headed in the opposite direction.

Squeak concentrated as hard as he could and hopped on his board, taking a wave right over to the man who called for help. It was the longest time Squeak had spent balanced on his surfboard yet! Squeak got over to him in a jiffy and put his arm under the other man's. They used his board to float on in to the beach where a crowd gathered. Finally, the lifeguard saw what was happening and jumped in to help, too.

By the time Squeak and the man he'd helped got back to the beach, Troy was waiting along with a crowd of people.

"Troy!" Squeak squealed. "Did you see me? I surfed! I really surfed!"

"I saw you surf," said Troy. "But the more important thing is you saved that drowning man. You're a hero!"

From then on, Squeak was known more for his surfing than his skateboarding.

Name: _____ **Date:** _____

1. What activity does Squeak try after getting bored with skateboarding?

A. swimming
B. roller-skating
C. surfing
D. sailing

2. What is the climax of the action in this story?

A. Squeak starts surfing lessons with Troy.
B. Squeak saves a man from drowning.
C. Squeak practices skateboarding in his school playground.
D. Squeak gets his nickname.

3. Although surfing may look similar to skateboarding, it is actually quite different.

What evidence from the story supports this statement?

A. Although Squeak is good at skateboarding, surfing is a challenge for him.
B. At dinner Squeak tells his parents that surfing is just like skateboarding.
C. Squeak takes surfing lessons from Troy Mason, who used to be a famous surfer.
D. Squeak spends a lot of time practicing skateboarding in his school playground.

4. What is one similarity between Squeak's skateboarding and his surfing?

A. He is not very good at either when he starts out.
B. He works hard to get better at both.
C. He takes lessons to get better at both.
D. They both make him into a hero.

5. What is a theme of this story?

A. the importance of saving money
B. the need to choose your friends wisely
C. the benefits of challenging yourself
D. the difficulty of living in a new place

6. Read the following sentence: "Every day he would be outside **pushing himself** to do better, crazier tricks."

What does the phrase **pushing himself** mean?

A. leaning hard against a wall
B. getting upset with himself
C. relaxing after doing a new trick
D. making himself work hard

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

First, Squeak skateboards; _____, he surfs.

A. initially
B. although
C. next
D. as an illustration

8. When does Squeak start making some progress with surfing?

_____

_____

_____

9. What does Squeak do to reach the drowning man?

_____

_____

_____

Current Events Log
Day 9

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Journal Entry 9

PART 1

Write a fiction story where one of the main characters says, "But if anyone asks, tell them we're fine!"

Day 10

2 Find a common denominator for each pair of fractions. Then use multiplication to write each fraction as an equivalent fraction with the common denominator.

a. $\frac{1}{8}$ and $\frac{1}{2}$ common denominator .....

$\frac{1 \times \square}{8 \times \square} = \frac{\square}{\square}$ $\frac{1 \times \square}{2 \times \square} = \frac{\square}{\square}$

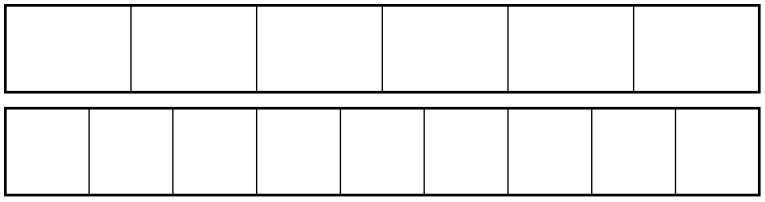
b. $\frac{1}{8}$ and $\frac{9}{5}$ common denominator .....

$\frac{1 \times \square}{8 \times \square} = \frac{\square}{\square}$ $\frac{9 \times \square}{5 \times \square} = \frac{\square}{\square}$

c. $\frac{1}{8}$ and $\frac{11}{6}$ common denominator .....

$\frac{1 \times \square}{8 \times \square} = \frac{\square}{\square}$ $\frac{11 \times \square}{6 \times \square} = \frac{\square}{\square}$

3 Show how to find the sum of $\frac{5}{6}$ and $\frac{1}{9}$ using the fraction bars below.



Write an equation for the sum.

4 Glenn swims $\frac{2}{3}$ mile on Monday, $\frac{3}{4}$ mile on Wednesday, and $\frac{5}{6}$ mile on Friday. What is the total distance Glenn swims on those three days? Show your work.

Solution .....

A Tale of Segregation: Fetching Water

The memory of a traumatic childhood incident near his hometown of Spiro, Oklahoma, still brings tears to the eyes of William Minner . . .

"We had stopped at a spring. It was a very popular place that both blacks and whites would go to get water. We had waited there for about 30 minutes. But the people ahead of us, they were all white. When we had reached our turn, two white men grabbed my dad. They told him that he'd have to wait until all of the white people were finished. Dad said, 'We'll get our water another day or we'll come back.' They wouldn't let my dad leave. They said, 'You're going to stay here, and when all of the good white people have gotten their water, and when everyone is gone, then you can do what you want to.' When all the white people finished getting their water, Dad got his water. I remember him telling me, 'What you saw there was real hatred and prejudice. But this is not going to be forever . . . there's gonna come a day when this won't be anymore.'"

A Tale of Segregation: Fetching Water

This video is provided courtesy of HISTORY®.

[TRANSCRIPT]

We were taught at home that we were just as good as anybody else, but then in what we call the real world, we always knew that it was different.

Basically I think I was just protected by my parents.

We were kept in a sort of controlled environment.

When we went to town, we didn't eat in restaurants so therefore we didn't go through the back door.

Our parents and the community tried to insulate us from those kinds of things.

We never knew that we were living really in a form of slavery, for all the things we were not allowed to do.

We were only allowed to go to places like the zoo on Thursdays. Thursdays was Colored Day. To the Fairgrounds Amusement Park on Tuesdays because that was Colored Day.

I remember asking my dad: I said, "Dad let's go and see this movie at the Strand, or let's go see this movie at the Malco." He said, "Son we can't go down there." I said, "Well why not?" He said, "That's just for white people."

There was a separate theater and there was only one day a week that you could go.

"Just for white people?"

I loved to read and I couldn't go downtown to the library.

"What about the fairgrounds?" "Same thing."

You know, why can't I go there?

I felt like if they're advertising it on television, why can't I go out?

We were not allowed. It didn't mean us.

Once you grow up and you begin to read, you start seeing the 'white only' and the 'colored only' sign.

Something so simple as a Dairy Queen and it had a whites sign, and the colored had to go in the back.

The white water fountain was big and tall, and then on the side you'd have this attachment that looked like a toilet bowl.

You were getting all of these messages all the time.

Everything was separate. It wasn't really equal. It was just separate.

Santa would come to town on Christmas Eve, and I remember our parents would always take us down to see Santa, and he would come through downtown. But downtown was roped off. The viewing area for black people was different from where the white people could be. They could be lined up on both sides of the sidewalk for blocks down the street. We've all heard it often, and one little area--- ...

Name: _____ **Date:** _____

1. Why did William Minner and his father go to the spring?

A. to go swimming

B. to get water

C. to wash their clothes

D. to bathe themselves

2. What does the author describe in the passage?

A. a freshwater spring that was popular with blacks and whites

B. a true account of slavery in the American South

C. how William and his father were treated hatefully

D. how other people reacted to William and his father being stopped

3. William and his father had been waiting for a long time when they were stopped by two white men. What evidence from the passage supports this conclusion?

A. "But the people ahead of us, they were all white."

B. "When all the white people finished getting their water, Dad got his water."

C. "When we had reached our turn, two white men grabbed my dad."

D. "We had waited there for about 30 minutes."

4. Why did the two white men make William and his father wait?

A. They thought that white people deserved to go first.

B. They thought that William and his father didn't need water.

C. The white men were in a hurry and didn't want to wait.

D. They thought that William and his father had cut in line.

5. What is this passage mostly about?

A. how to fetch water from a spring

B. an account of segregation

C. the end of segregation in the USA

D. a fictional story about segregation

6. Read the following sentence: "The memory of a traumatic childhood incident near his hometown of Spiro, Oklahoma, still brings tears to the eyes of William Minner . . ."

Why does the author begin the passage with this sentence?

A. to introduce William's personal account
B. to tell the reader the story is fictional
C. to explain who William Minner is
D. to describe the aftermath of the account

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

William's father told the two white men that he would come back later to get their water, ____ the white men made him stay and wait.

A. so
B. also
C. after
D. but

8. Why did William and his father have to wait to get water?

_____

_____

_____

9. What is the act of "real hatred and prejudice" that William's father talked about?

_____

_____

_____

Current Events Log
Day 10

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

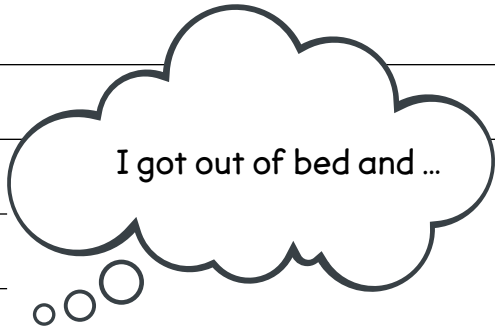
_____

_____

Journal Entry 10

PART 1

You get out of bed in the morning and walk into an invisible wall! You discover your whole house has an invisible maze in it. What do you do? How do you figure out where the walls are? Write to explain the situation and how you resolve it.



Practice Adding with Mixed Numbers

Study the Example showing how to add with mixed numbers. Then solve problems 1–4.

EXAMPLE

What is $1\frac{2}{3} + 1\frac{1}{2}$?

To add mixed numbers, the fractional parts must be the same size.

Replace the given fractions with equivalent fractions that have the denominator 6.

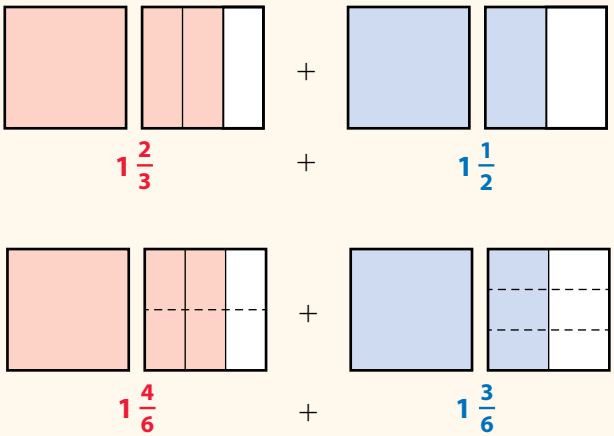
Find the sum. $1\frac{2}{3} + 1\frac{1}{2} = 1\frac{4}{6} + 1\frac{3}{6}$

$= 2\frac{7}{6}$

Rewrite the mixed number so that the fractional part is less than 1.

$2\frac{7}{6} = 2 + \frac{7}{6} = 2 + 1\frac{1}{6}$

$= 3\frac{1}{6}$

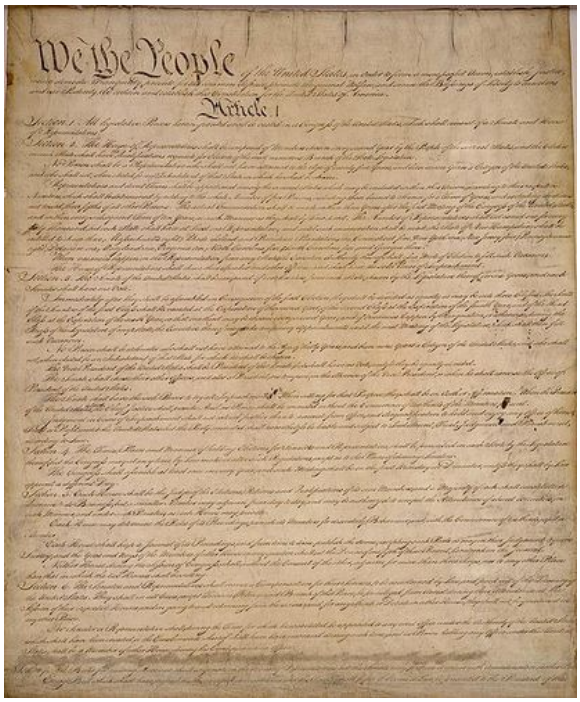


1 Draw a model to show how you can use equivalent fractions to find the sum $2\frac{1}{6} + 3\frac{1}{4}$. Show your work.

Solution

The Constitution Tells the States Who Has the Right to Vote

by Judith Schiffer



The Constitution of the United States

The United States is a "Federal Republic." This means that power, like the power to pass laws, is shared between the Federal Government in Washington, D.C., and the governments of each of the 50 states. The Federal Government has certain powers, and the states (and their local governments, like cities and towns) have certain powers. The Constitution of the United States sets out which powers belong to the Federal Government, and which powers belong to the states.

The United States Constitution is the highest law of the land. One of the things it does is to tell the 50 states what they *must do*, and also what they *are not permitted* to do.

The Constitution gives the states the power to conduct elections and to make their own rules about how they do it, and it also tells them what they *are not allowed to do* in conducting elections. For example, states are not allowed to reject people who have the right to vote in an election.

The Constitution says that to be allowed to vote, a person must be a citizen of the United States. You are a U.S. citizen automatically if you are born in the United States. There are also ways to become a U.S. citizen if you were not born there. One of the ways is a process called "naturalization."

Not all citizens are allowed to vote. For example, a ten-year-old may not vote. For much of early U.S. history mostly white men who were at least 21 years old had the right to vote. Other groups, such as women, were not allowed to vote.

Since then, the rules about who has the right to vote for president and other elected officials have changed, with more groups of American citizens being given this right. These changes were the result of additions, or "amendments," to the Constitution. Twenty-seven amendments

have been added to the Constitution, and three of them have to do with who has the right to vote. These three Amendments prohibit the states from denying the right to vote to some groups of citizens. These three groups are African Americans, women, and people who are 18 to 20 years old. Over time, each of these groups was given the right to vote.

In addition, elected officials in Congress have passed laws so that citizens with voting rights can vote. One law makes it illegal for the states to do anything that prevents or makes it especially difficult for these citizens to vote. But some of the states found ways to prevent some citizens from voting, even though they had the Constitutional right to do so. For example, after former African American slaves were allowed to vote, some states did not want them to vote. So they required voters to be able to read and write. They knew that recently freed slaves were prevented from learning to read and write by their former owners.

Name: _____ **Date:** _____

1. According to the text, what does the federal government of the United States share with the 50 state governments?

A. power

B. money

C. voting rights

D. companies

2. What does the text list and describe?

A. powers the president has

B. what the Constitution say about voting rights

C. the Bill of Rights of the Constitution

D. facts about the creation of the Constitution

3. The rights of African American voters have been threatened in the United States. What evidence from the text best supports this statement?

A. The Constitution says that to be allowed to vote, a person must be a citizen of the United States.

B. The Constitution gives the states the power to conduct elections and to make their own rules about how they do it.

C. Some states required voters be able to read and write to prevent former African American slaves from voting.

D. The voting rights of African Americans have been addressed in the Constitution.

4. Based on the text, to whom did the Constitutition give voting rights when it was first written?

A. white men and women who were at least 21 years old

B. black men who were at least 21 years old

C. Native American males who were at least 21 years old

D. white men who were at least 21 years old

5. What is the main idea of the text?

A. The federal government of the United States has certain powers, and the 50 states have certain powers.

B. The United States Constitution includes laws about who can vote but gives states the power to conduct elections.

C. Some of the 50 states have found ways to prevent some citizens from voting, even though they had the Constitutional right to do so.

D. Twenty-seven amendments have been added to the Constitution, and three of them have to do with who has the right to vote.

6. Read the following sentences from the text.

"The Constitution gives the states the power to conduct elections and to make their own rules about how they do it, and it also tells them what they *are not allowed to do* in conducting elections. For example, states are not allowed to reject people who have the right to vote in an election."

Based on the text, what does the word "conduct" most nearly mean?

A. to lead or manage

B. to carry electricity

C. to stop or prevent

D. to make popular

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

The Constitution

The United States Constitution tells the 50 states what they *must do* , and also what they *are not permitted* to do. _____, the Constitution gives the states the power to conduct elections and to make their own rules about how they do it

A. However

B. In conclusion

C. On the other hand

D. For example

8. Three amendments of the Constitution have given voting rights to different groups of people. Who are these three groups of people?

9. Why did some states require voters be able to read and write?

10. Explain how the right to vote in the United States is impacted by the Constitution and the 50 states. Use information from the text to support your answer.

Current Events Log
Day 11

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

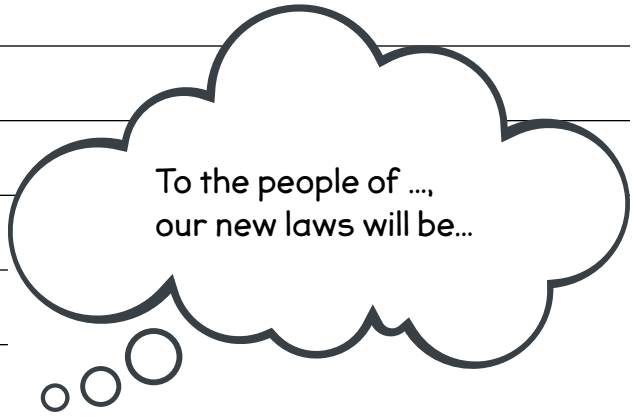
_____

_____

Journal Entry 11

PART 1

Today you woke up and were told you are the president of a new country. You can name the country anything you'd like and make all the laws. What decisions would you make? Write an announcement to the people of your country explaining everything to them.



Day 12

2 One way to find a common denominator is by multiplying the denominators of the two fractions together and using the product as the common denominator.

Use this method to find a common denominator for each pair of fractions. Write the equivalent fractions.

a. $1\frac{3}{5} = 1\frac{\square}{20}$ $\quad 1\frac{3}{4} = 1\frac{\square}{20}$

b. $2\frac{1}{2} =$ ..... $\quad \frac{4}{5} =$ .....

c. $\frac{3}{8} =$ ..... $\quad \frac{1}{6} =$ .....

3 Show how to add $2\frac{1}{2} + \frac{4}{5}$ using the number line below.

Write an equation to represent the problem.

4 Maya is packing her backpack for a hike. In one pocket, she puts in a $\frac{1}{2}$-pound bag of trail mix, a water bottle weighing $2\frac{1}{8}$ pounds, and a flashlight weighing $\frac{1}{4}$ pound. How much weight do these three items add to her backpack? Show your work.

Solution .....

3, 2, 1... Blast Off!

NASA

Now you can take a trip to Mars without ever leaving Earth.

A kid reporter journeyed to Mars aboard Disney's new space ride. Find out how close her ride was to the real thing.

Weekly Reader kid reporter Sonia Mia Diaz blasted into space. This 10-year-old from Florida was on a journey to Mars.

Sonia Mia rocketed to Mars aboard a new ride called Mission: SPACE. She experienced the ride during its opening week at Walt Disney World's Epcot Center in Orlando, Florida.

After her mission, Sonia Mia interviewed Sue Bryan, one of the ride's creators. Sonia Mia learned that Disney worked closely with the National Aeronautics and Space Administration (NASA) to develop the new space attraction. The ride lets people experience what a trip to Mars might be like in the future.

A Space Adventure

On her journey, Sonia Mia never actually left the ground. The ride gives people the feeling of blasting off and traveling through space. "We really wanted people to feel as close as they could to what it's like to be an astronaut," said Bryan.

Sonia Mia read quotes about space exploration as she waited in line. Information about space

history fills the attraction. There is even a moon car called a lunar rover on loan from a museum.

An Intense Liftoff

Before boarding the shuttle, Sonia Mia and three other riders were given different roles for the mission. Those roles included commander, pilot, navigator, and engineer.

Sonia Mia was assigned to be the engineer. In real life, Sally Ride, the first U.S. woman in space, performed the same role.

After Sonia Mia strapped herself in, the shuttle moved into launch position. The countdown began, and the shuttle blasted off! During the mission, Sonia Mia and her team used buttons and joysticks to perform the tasks associated with their roles. The ride lasted about 4 minutes.

The mission was as intense as Sonia Mia had hoped. What was her favorite part? The liftoff! "I liked the intensity of the blastoff and the air pressure on my face," she said.

A Realistic Ride?

So how did the ride live up to a real space shuttle mission? Weekly Reader caught up with NASA astronaut Winston Scott to ask him that question.

Scott launched into space on two shuttle flights. He tested out Mission: SPACE and gave it a big thumbs up. "It's a thrill a minute," he said.

Although no astronauts have been to Mars yet, Scott said the ride's liftoff was realistic. The feeling of moving up the launch pad and being forced back into your seat were similar to those felt on a shuttle.

However, he points out, there are differences. In an actual launch, astronauts feel about three times the force of **gravity**. Gravity is the force that pulls things toward Earth.

The blastoff on the ride was also shorter than an actual liftoff. And, he said, riders don't experience weightlessness. On a real space shuttle, astronauts become weightless because there is no gravity.

For many people, the ride brings to mind the courage of space explorers. As Sonia Mia pointed out, "Going on the ride made me think about how brave astronauts are."

Interview With an Imagineer

Sonia Mia Diaz interviewed Sue Bryan, one of the forces behind Mission: SPACE. Here's what Sonia Mia learned.

Sonia Mia: What is an Imagineer?

Sue Bryan: Imagineers are people who work for Disney.

In general, Imagineering is about storytelling. We build attractions that put people who visit our parks into different worlds and stories. We also use technology to tell stories.

Sonia Mia: What was your role in creating the ride?

Bryan: I'm the senior show producer, which is like being a movie director. A movie director guides people and directs the show, including the lighting, music, artists, and motion you experience on the ride.

Sonia Mia: Where did your team get the inspiration for Mission: SPACE?

Bryan: People have always had an interest in space. The time and technology were right to create this new space attraction. We worked closely with NASA to develop the science and technology behind the attraction. No one has ever put people into a ride system like this before.

Sonia Mia: Before the ride, I was warned not to move my head or close my eyes because of motion sickness. I didn't feel sick, but might a person if he or she does those things?

Bryan: That could happen if you move your head, because of the technology used to create the ride. We give those recommendations because we want people to feel most comfortable. Some people can move their heads, and it doesn't bother them at all.

Sonia Mia: How many times have you been on Mission: SPACE?

Bryan: At last count, I've ridden it more than 400 times!

Name: _____ **Date:** _____

1. Disney and NASA developed the ride Mission: SPACE. What does the ride let people experience?

A. what the first trip to the moon was like

B. what a trip to the moon might be like in the future

C. what a trip to Mars might be like in the future

D. what trips to Mars were like many years ago

2. Astronaut Winston Scott compares and contrasts the ride Mission: SPACE with a real space shuttle mission. According to Scott, how is Mission: SPACE similar to a real space shuttle mission?

A. The feeling of moving up the launch pad is similar on the ride and on a space shuttle.

B. The blast off lasts the same amount of time on the ride and on a space shuttle.

C. Three times the force of gravity is felt in a launch both on the ride and on a space shuttle.

D. The feeling of weightlessness in space is similar on the ride and on a space shuttle.

3. Mission: SPACE was designed to give people a realistic experience of traveling through space like an astronaut. Which information from the passage best supports this conclusion?

A. People never actually leave the ground during the ride Mission: SPACE.

B. Sue Bryan claims no one has ever put people into a ride system like Mission: SPACE before.

C. Mission: SPACE gives people the feeling of blasting off and traveling through space.

D. Mission: SPACE does not allow people to feel as though they are weightless.

4. Based on the information in the passage, what sort of tasks did Sonia Mia most likely perform during the ride Mission: SPACE?

A. She most likely performed tasks associated with a commander.

B. She most likely performed tasks associated with an engineer.

C. She most likely performed tasks associated with a pilot.

D. She most likely performed tasks associated with a navigator.

5. What is this passage mainly about?

A. a museum

B. a roller coaster

C. a computer

D. a space ride

6. Read the following sentence: "During the mission, Sonia Mia and her team used buttons and joysticks to perform the tasks **associated** with their roles."

As used in the passage, what does the word "**associated**" most nearly mean?

A. removed

B. invented

C. developed

D. connected

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

_____ there are some similarities between the ride Mission: SPACE and a real space shuttle mission, there are also some differences.

A. Because

B. Although

C. However

D. Finally

8. What differences between ride Mission: SPACE and a real space shuttle mission does NASA astronaut Winston Scott point out?

_____

_____

_____

9. The ride Mission: SPACE can help people understand what it is like to be an astronaut. Use information from the passage to support this conclusion.

10. Sue Bryan, the senior show producer of the ride Mission: SPACE, says that she and other Disney workers "build attractions that put people who visit our parks into different worlds and stories."

Explain how the ride Mission: SPACE puts people into "different worlds and stories." Use information from the passage to support your answer.

Current Events Log
Day 12

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

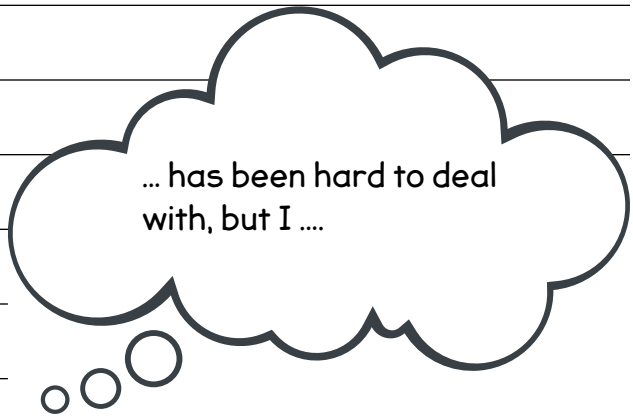
_____

_____

Journal Entry 12

PART 1

What has been the most challenging thing you've had to deal with while staying at home? How have you managed? Write advice to share with friends who are dealing with similar challenges.



Practice Fractions as Division

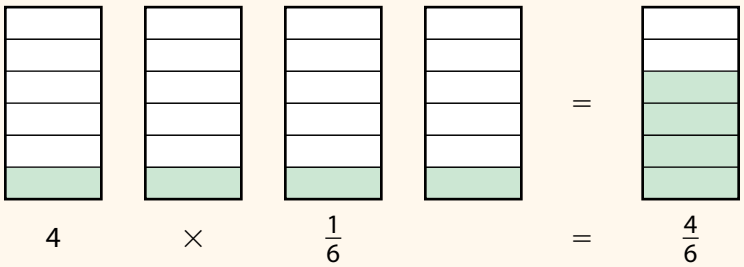
Study the Example showing whole-number division with a fraction quotient. Then solve problems 1–5.

EXAMPLE

There are 4 packages of printer paper to be divided equally among 6 classrooms. How much paper will each classroom get?

There are 4 packages for 6 classrooms to share, which is $4 \div 6$.

If you divide each package into sixths, each classroom would get one sixth of each package. So, $\frac{1}{6}$ of each package from 4 packages is the same as $\frac{4}{6}$ of a package.

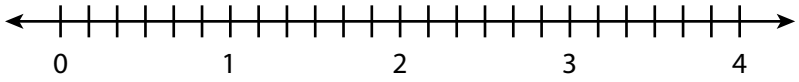


$4 \div 6 = \frac{4}{6}$

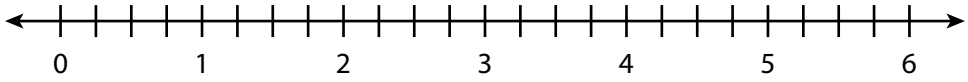
Each classroom gets $\frac{4}{6}$ of a package.

1 Circle the number line you would use to solve the problem in the Example.

Number Line A



Number Line B



2 Look at the Example. Suppose only 5 classrooms share 4 packages. How would the model in the Example change? How would the answer change?

Climbing the Walls

Move over, Spider-Man! Now you don't have to be a comic-book superhero to creep up walls. Scientists have recently invented a powerful tape. Someday, people may be able to use it to climb walls.

To make the tape, scientists studied gecko lizards. The little lizards are great climbers. They can cling to smooth walls and hang from glass ceilings.

What is the secret to the gecko's power? A gecko has millions of tiny hairs on the bottom of its feet. The hairs create a natural force between the gecko's feet and the wall.

U.S. Geological Survey

Scientists are developing a sticky tape based on the hairs on a gecko's foot.

Scientists modeled the new tape after the feet of geckos. The tape is covered with billions of tiny plastic hairs. "It's like Velcro," said one scientist.

It will be a long time before the sticky tape is ready for people to use. One scientist believes it may be ready in a few years. Until then, the little lizards are still the climbing champions!

Name: _____ **Date:** _____

1. According to the text, what have scientists recently invented?

A. a comic-book superhero

B. a smooth wall

C. a glass ceiling

D. a powerful tape

2. Read these sentences from the text.

> The hairs create a natural force between the gecko's feet and the wall. Scientists modeled the new tape after the feet of geckos.

Which of the following best describes the relationship between these two sentences?

A. The sentences together tell you what the new tape is like.

B. The sentences present the reason something happened.

C. The sentences describe the steps in a process.

D. The sentences set out an argument.

3. Read these sentences from the text.

> What is the secret to the gecko's power? A gecko has millions of tiny hairs on the bottom of its feet. The hairs create a natural force between the gecko's feet and the wall.
>
> Scientists modeled the new tape after the feet of geckos. The tape is covered with billions of tiny plastic hairs. "It's like Velcro," said one scientist.

What can you conclude based on this information?

A. The tape will only work if it is used with strips of Velcro.

B. Scientists first modeled the new tape after iguana skin before deciding to model it after gecko skin.

C. The plastic hairs on the tape will create a natural force between the tape and what it sticks to.

D. The tape will be named after the gecko too.

4. What can be inferred from the text about the new sticky tape?

A. The inventors of Velcro are upset about the new sticky tape invention.

B. People will eventually be able to use the new sticky tape..

C. The new sticky tape will help Spider-Man creep up walls.

D. The new sticky tape is not a very important invention.

5. What is this text mostly about?

A. geckos being great climbers

B. scientists doing experiments on the feet of the gecko

C. geckos having millions of tiny hairs on the bottom of their feet

D. scientists inventing a powerful tape based on the gecko

6. Read these sentences from the text.

> To make the tape, scientists studied gecko lizards. The little lizards are great climbers. They can **cling** to smooth walls and hang from glass ceilings.

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

A. pull

B. stick

C. push

D. relax

7. Choose the answer that best completes the sentence.

Geckos have millions of tiny hairs on their feet, _____ they are great climbers.

A. but

B. because

C. so

D. when

8. Based on the text, what helps gecko lizards be such great climbers?

9. What two words might the author use to describe the scientists who invented the new sticky tape? Use evidence from the text to support your answer.

Current Events Log
Day 13

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Journal Entry 13

PART 1

Write a short story that has a classmate as the main character, the setting as a place in the world you'd like to visit, and these objects: spaghetti, a pet of your choice, and a video game.

Day 14

3 Trish is taking care of the Han family's dogs. The Hans leave 7 cans of dog food for the 3 days they will be away. How much food will the dogs get each day if Trish feeds them an equal amount each day? Show your work. Write the answer in remainder form and as a mixed number.

Solution

Which best answers the question, the remainder form or the mixed number? Explain.

4 Raul plans to run 30 miles this week. He wants to run the same number of miles each day of the week. He says he will run $\frac{7}{30}$ mile each day. Is he correct? Explain.

5 Gus makes 48 fluid ounces of spiced cider. If he serves an equal amount to each of 7 people, will each person get more than 1 cup of cider or less than 1 cup? (1 cup = 8 fluid ounces) Show your work.

Solution

Honey to the Bee

by ReadWorks

Bees are flying insects that feed on nectar and pollen. They are usually yellow and black and covered in fuzzy hair that makes collecting pollen easier. A bee's body is similar to that of other insects-for instance, an ant-with three major sections: the head, the middle section called the thorax, and the last section called the abdomen. The head of a bee has five eyes for seeing and two antennae for touching and smelling. Two sets of wings and three sets of legs can be found on a bee's thorax. Depending on the type of bee, the last set of legs might have little sacs that store the pollen that the bee has collected from flowers. Many types of bees have stingers. The bee stinger is the most feared part of a bee, and for good reason. Filled with poison, the stinger is a bee's protection from danger. The stingers are around 12 millimeters long. There are over 20,000 known bee species in the world. The best known is probably the honeybee.

Honeybees live in beehives, which have a distinct order that helps things run smoothly. At the bottom of the totem pole are the workers. Workers are young female bees. Some of their main duties include going out to find food (nectar and pollen), building the hive, and keeping it clean. Honeybees will travel up to eight miles if necessary to find nectar and pollen to bring

back to the hive. Worker bees are actually the only bees that ever do any stinging. When this does happen, it is usually because they are trying to protect their hive from harm. A bee rarely stings when it is away from the hive, but it might sting if it senses danger. The lifespan of a worker bee is anywhere from 4 to 9 months.

The queen honeybee is the biggest bee in the hive. There is usually only one per hive, and her job is to grow the family by laying eggs that will become the next generation of honeybees. She lays over a thousand eggs per day and can live anywhere from 3 to 5 years. When the time comes for a new queen to take over, some larvae are placed in special chambers to grow queen bees. These larvae are fattened up with royal jelly, a nutritious substance that worker bees secrete. It usually takes about two weeks for a female larva to grow into a queen bee. The first female bee to become a queen bee kills the other potential queen bees.

Male honeybees are called drones. They don't have stingers, and they don't collect nectar or pollen. Their only purpose is to mate with the queen. Several hundred drones can live in a hive at one time. As the winter months approach, the males are kicked out of the hive in order to make it easier for the queen and her workers to survive. Food needs to be saved as there are fewer flowers to collect pollen and nectar from. Less food means the drones are the first ones to go!

Name: _____ **Date:** _____

1. What is a bee?

A. an insect that lives near water and eats fish

B. a red-and-black insect that lives under the ground

C. a flying insect that collects nectar and pollen

D. a crawling insect with two sets of legs and no wings

2. What does this passage describe?

A. wings, legs, mouths, and trees

B. totem poles and winter weather

C. different honeybees in a beehive

D. poison and measurement

3. Different bees in a hive have different duties.

What evidence from the passage supports this statement?

A. Worker bees gather food; the queen bee lays eggs.

B. Bee stingers are about 12 millimeters long.

C. Bees have two sets of wings and three sets of legs.

D. The honeybee is probably the best known bee species.

4. Which bees are probably the least important bees in a beehive?

A. worker bees

B. the queen bee

C. female bees

D. drones

5. What is this passage mainly about?

A. honeybees

B. the bodies of bees

C. different types of insects

D. antennae and wings

6. Read the following sentences: "There are over 20,000 known bee **species** in the world. The best known is probably the honeybee."

What does the word "**species**" mean in the sentences above?

A. colors or shades

B. orders or levels

C. kinds or types

D. duties or jobs

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

There is less food available for the honeybees in the hive during the winter; _____, the drones are kicked out.

A. never

B. even though

C. including

D. consequently

8. What does a bee look like, according to the passage?

_____

_____

_____

9. What are the main duties of worker bees?

_____

_____

_____

10. Drones are the first bees to be kicked out of a beehive as the winter months approach. Why might this be? Make sure to consider the role of the drone in the beehive. Use evidence from the text to support your answer.

Current Events Log
Day 14

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Journal Entry 14

PART 1

You awake from a strange dream. You hear your pets talking to each other. The crazy thing is that you can understand what they are saying. Write a dialogue between your pets.

Practice Multiplying Fractions in Word Problems

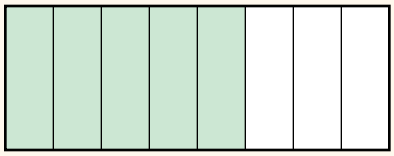
Study the Example showing one way to solve a word problem with fractions. Then solve problems 1–5.

EXAMPLE

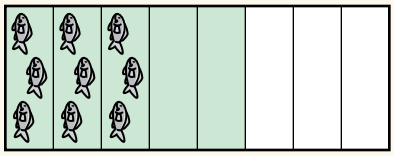
Vicky's favorite beach towel is green and white and has a fish design. The green part covers $\frac{5}{8}$ of the towel. A fish design is drawn on $\frac{3}{5}$ of that part. What part of the towel has a fish design?

You can draw a picture.

Show a towel with $\frac{5}{8}$ shaded green.



Draw fish on $\frac{3}{5}$ of the green part.



Because 3 of the 8 parts of the towel have fish drawn on them, $\frac{3}{8}$ of the towel has a fish design.

1 You can also write an equation to solve the Example. Write the numbers to complete the equation showing what part of the towel has the fish design.

$\frac{3}{5}$ of $\frac{5}{8}$ means $\frac{3}{5} \times \frac{5}{8}$.

$$\frac{3}{5} \times \frac{\square}{\square} = \frac{\square \times 5}{\square \times 8} = \frac{\square}{\square}$$

2 Is your answer to problem 1 the same as the answer of $\frac{3}{8}$ shown in the Example? Explain.

Why Are THE OCEANS Salty?

by Anupa Desai

1 For much of history, it was a mystery why the oceans were salty. Different cultures, assuming that the oceans began as freshwater and only later became salty, came up with their own explanations. The Vikings related a story of a sailor dropping a magical salt grinder to the bottom of the ocean. People in the Philippines told of a giant who carried sacks of salt from island to island but then accidentally dropped them all into the sea. Other cultures had similar stories to explain the cause of the ocean's saltiness.

2 Scientists eventually figured out the truth. The stories were correct in one way: The amount of salt in the ocean has increased over time. Where did all the new salt come from? From the land. Most rocks contain salts, and over millions of years the forces of wind, rain, and ice break down the rocks and release the salts. Rainfall carries the salts to rivers, and the rivers carry the salts into the oceans. As a result, the ocean is salty.

OCEANS AND SEAS

by Richard Green

1 Some people use the words *ocean* and *sea* interchangeably, but these words refer to different things. An ocean is an enormous body of salt water, such as the Pacific or the Atlantic. In contrast, a sea is a smaller body of salt water, such as the Mediterranean Sea between Africa and Europe. Oceans are so large that people view them as surrounding the continents. The opposite is true for seas: They are surrounded by other, larger geographic features. Some seas are entirely encircled by ocean: The Sargasso Sea in the Northern Atlantic is an example of this. Other seas, such as Hudson Bay in Canada, are enclosed on some sides by ocean and other sides by land. Finally, a few seas, such as the Caspian in Asia, are completely landlocked within continents. Despite their differences, however, all seas have two things in common: They are made of salt water, and they are smaller than the oceans.

Close Reader Habits

When you reread the articles, **underline** details that tell what each passage is about, and **circle** words and phrases that suggest the text structure.

Explore

What text structure does the author of each passage mainly use to present information?

Look for words that show cause and effect or comparison and contrast.

Think

1 Identify the purpose and text structure of each passage. Then tell what evidence helped you figure out the structure.

Passage	Author's Purpose	Text Structure	Evidence of Structure
"Why Are the Oceans Salty?"			
"Oceans and Seas"			

Talk

2 Share your charts. Look at the evidence you found for each text structure. How does each text structure support the author's purpose? If your partner has good evidence that you do not, add it to your chart.

Write

3 **Short Response** Explain how the text structure of each passage supports each author's purpose for writing. Use text evidence to support your response. Use the space provided on page 18 to write your answer.

HINT Be sure to quote words and phrases from each passage as evidence of its text structure.

Write **Use the space below to write your answer to the question on page 17.**

Why Are **THE OCEANS** Salty?

OCEANS AND SEAS

3 **Short Response** Explain how the text structure of each passage supports each author's purpose for writing. Use text evidence to support your response.

HINT Be sure to quote words and phrases from each passage as evidence of its text structure.

Don't forget to check your writing.

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

Current Events Log
Day 15

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

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Journal Entry 15

PART 1

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.


Proud LEARN
Family


Thank you
first responders
LEARN