Packet #4

LEARN

A NETWORK *of* COLLEGE PREP ELEMENTARY SCHOOLS

Grade 7

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

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**Chicago residents only*

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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

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Select: TumbleBook Library

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

1.) Complete the temporary library card form

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_____

(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?

_____

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LEARN Charter Schools Reading Log

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If yes, by how many minutes? _____

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

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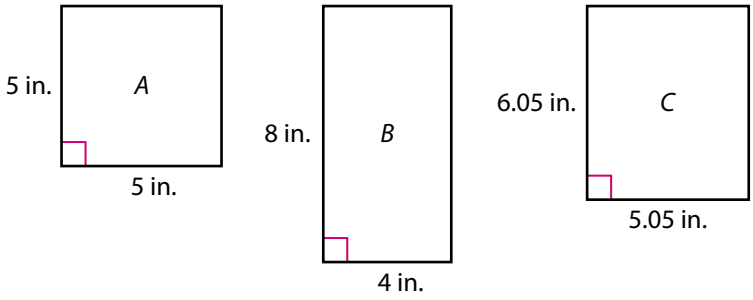
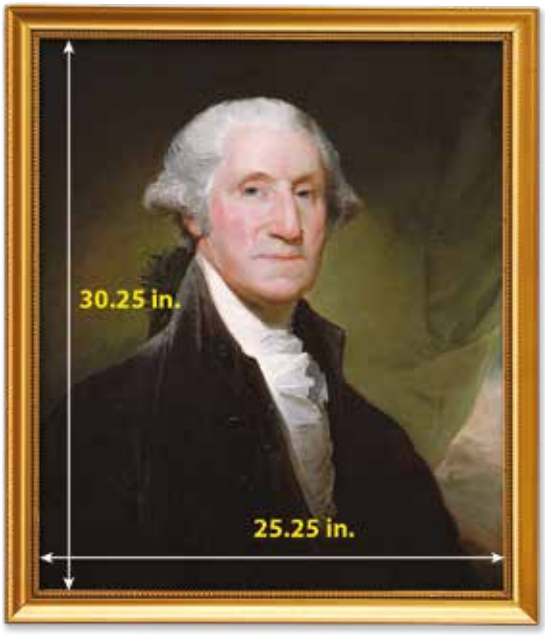
Day 1

3 A museum sells postcards of famous paintings. The postcards must be the same shape as the painting. Below are three options for the size of the postcard.





painting of George Washington

a. Which postcard could be the same shape as the painting? Show your work.

SOLUTION _____

b. Check your answer to problem 3a. Show your work.

The Forgotten Island

by ReadWorks

When Lina awoke, she was alone on the island. The air was cool and bullfrogs croaked. It was that brief moment when the sun had set but the stars hadn't yet appeared. The whole sky was an indeterminate shade of deep blue, as though the moon were a nervous actress afraid to take her place on the stage. Lina rubbed her eyes and looked around.

"Hello?" she called. "Cesar? Marie?"

There was no response.

The moon was rising now, shedding light on the island. They had always called it "The Forgotten Island" because no one but them seemed to remember its existence. It wasn't on any of the maps they could find, and the park rangers didn't know about it. But its obscurity didn't bother the island. It just kept on existing. Lina secretly loved that the island was a secret between the three of them-her, Cesar, and Marie.

Lina remembered the day they had found the island. The Tennessee River was long and had several tributaries. In the hot summer days when there was no school, they would take Marie's father's boat down the river, exploring the side streams. It was two summers ago that they discovered The Forgotten Island.

But now Lina was alone, and it was night. Swimming in the river at night was dangerous. The river was treacherous, moving at a lazy pace most of the time but able to change into a roaring torrent within a few short minutes. Lina heard a far-off boom. Thunder. Of course.

She sighed. It was her own fault she was stuck in this situation.

"Come on, Lina, let Marie steer," Cesar had said. Marie was two years older than Lina, but much more timid and unsure on the water. Lina had given Marie the rudder, only to watch her move the boat around aimlessly in circles. In the end, Lina had snatched the rudder back to steer them to the island. Marie had sat to the side, silent and with tears slowly sliding down her cheeks. Marie always did know how to win sympathy.

They had argued then, and Cesar took Marie's side, the same way that Cesar always took Marie's side. Lina had exploded and yelled at them to just leave. So they left. Afterwards, she paced the island, looking into the horizon, watching for the boat to return. Eventually she grew tired of waiting

and lay down in the sand. The summer heat was oppressive, the air thick with moisture that stuck in your throat every time you took a breath. She had assumed Cesar and Marie would wake her up when they returned. She would apologize and everything would be fine. Except now it was nighttime, with a storm approaching, and she was all alone on the island.

"Lina. Get a grip."

Just saying the words out loud made her feel better, stronger. Lina saw the first flash of lightning. She counted the seconds-one, two, three, four, five, six, seven, eight, nine, ten-before she heard the boom of thunder. The thunder was louder now as the storm neared. She pulled her jacket around her chest tighter. If it were storming, no one would be able to bring a boat to find her on the island. If Cesar and Marie were stuck on the river during the storm, they might be in even more danger than she was.

The Tennessee River could be fickle in the summer, and this was just the type of storm that could bring about a surge of rapids. Lina felt the first cold raindrop slide down her neck, and her mind returned to her own predicament. At least Marie and Cesar had each other. She was stuck on this narrow slice of land by herself. She just hoped she didn't become as forgotten as the island.

"Stay calm, stay calm, Lina," she said, but this time she said it silently, in her head. Thunder boomed loudly in the distance. What were her options? She could try to swim to shore, but she had never been the strongest swimmer, and the river's current was already quickening as the rain began to fall harder. She could wait out the storm in the hopes that by morning someone would come to retrieve her. She made her way to the beach on the east side.

She slid down to the beach, quietly. Lina knew this island, and she knew how to move without startling the birds that nested in the grass. She reached the beach and lay down. Now there was no sound but the bullfrogs and the steady patter of raindrops.

Suddenly, Lina spotted something in the water. It was Marie's father's boat, and inside it were Marie, Cesar, and Marie's dad himself. As the boat approached, it became clear that Marie's dad was the one steering through the turbulent river. Lina breathed a deep sigh, expelling her anxiety, and went running toward the water, waving her hands frantically. She saw the expressions on the faces in the boat turn, simultaneously, to relief.

It was proving difficult for Marie's dad to reach the edge of the beach; the wind kept turning the boat away from the sand, pulling the boat's nose back. In her gratitude and eagerness to get off the island, Lina jumped into the river. Only once she was submerged in the icy water did she stop to think: If Marie's dad couldn't battle the current in his boat, how would she be able to? But before she could panic or take so much as a single stroke, she had already drifted up to the side of the small vessel. A cluster of arms reached into the water for her own, and hauled her up and out. She smiled weakly at Marie's dad and, without a word, clutched Cesar and Marie in a cold group hug. They didn't seem to mind becoming wet.

The summer continued, and Lina and Cesar taught Marie how to steer the boat. But they never returned to the island. There were other side streams to explore.

Name: _____ **Date:** _____

1. What is The Forgotten Island?

A. an island in the Mediterranean Sea that has sunk below the surface of the water

B. an island that is said to exist in the Pacific Ocean but has never been found

C. an island in the Tennessee River that almost nobody knows about

D. an island off the coast of Florida that was once inhabited but is now deserted

2. Which character does Marie have a conflict with in the story?

A. Cesar

B. a park ranger

C. Lina

D. her dad

3. Read these sentences from the text.

Come on, Lina, let Marie steer,' Cesar had said. Marie was two years older than Lina, but much more timid and unsure on the water. Lina had given Marie the rudder, only to watch her move the boat around aimlessly in circles. In the end, Lina had snatched the rudder back to steer them to the island. Marie had sat to the side, silent and with tears slowly sliding down her cheeks. Marie always did know how to win sympathy.

Based on this evidence, why does Marie cry?

A. She is upset that Cesar has not been given a turn to steer the boat.

B. She is upset that Lina takes the rudder back.

C. She is upset that Cesar has come along with her and Lina.

D. She is upset that Lina is younger than she is.

4. Read these sentences from the text.

The Tennessee River could be fickle in the summer, and this was just the type of storm that could bring about a surge of rapids. Lina felt the first cold raindrop slide down her neck, and her mind returned to her own predicament. At least Marie and Cesar had each other. She was stuck on this narrow slice of land by herself. She just hoped she didn't become as forgotten as the island.

'Stay calm, stay calm, Lina,' she said, but this time she said it silently, in her head. Thunder boomed loudly in the distance. What were her options? She could try to swim to shore, but she had never been the strongest swimmer, and the river's current was already quickening as the rain began to fall harder. She could wait out the storm in the hopes that by morning someone would come to retrieve her. She made her way to the beach on the east side.

How is Lina feeling in these two paragraphs?

A. Lina is feeling concerned about her safety.

B. Lina is feeling furious at Marie and Cesar.

C. Lina is feeling guilty about how she treated Marie.

D. Lina is feeling proud of herself.

5. What is a theme of this story?

A. The best way to resolve a disagreement with someone is to talk about it with that person.

B. A person's age is less important than a person's level of ability.

C. Even when friends get into fights, they still care about each other.

D. A person's level of ability is less important than a person's age.

6. Read these sentences from the text.

Suddenly, Lina spotted something in the water. It was Marie's father's boat, and inside it were Marie, Cesar, and Marie's dad himself. As the boat approached, it became clear that Marie's dad was the one steering through the turbulent river. Lina breathed a deep sigh, expelling her anxiety, and went running toward the water, waving her hands frantically. She saw the expressions on the faces in the boat turn, simultaneously, to relief.

It was proving difficult for Marie's dad to reach the edge of the beach; the wind kept turning the boat away from the sand, pulling the boat's nose back.

What does the phrase "the boat's nose" probably mean?

A. the front of the boat
B. the left side of the boat
C. the right side of the boat
D. the back of the boat

7. Read these sentences from the text.

They had argued then, and Cesar took Marie's side, the same way that Cesar always took Marie's side. Lina had exploded and yelled at them to just leave. So they left.

How could the last of these sentences be rewritten without changing its meaning?

A. Consequently, they left.
B. Specifically, they left.
C. Primarily, they left.
D. Namely, they left.

Current Events Log
Day 1

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

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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.

 Name: Day 2

Practice Using Scale to Find Distances

➤ **Study the Example showing how to use a scale drawing to find an actual distance. Then solve problems 1–5.**

Example

Colin makes a scale drawing of his bedroom. Every inch in his drawing represents 10 feet in his actual bedroom. The drawing is 1.25 in. wide and 1.5 in. long. How wide and long is his actual bedroom?

You can use a scale factor to find the dimensions.

The scale from the drawing to the bedroom is 1 in. to 10 ft, so the scale factor from the drawing to the bedroom is $\frac{10}{1}$, or **10**.

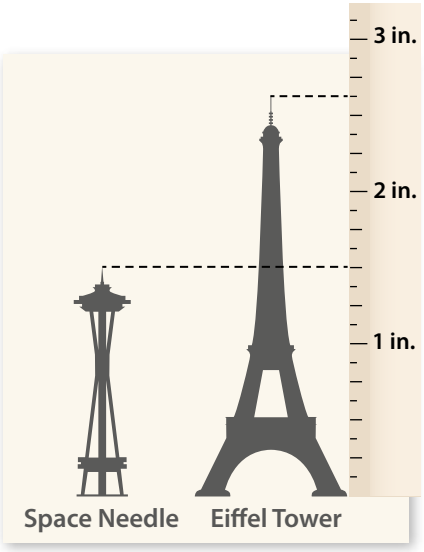
$1.25 \times 10 = 12.5$ $1.5 \times 10 = 15$

Colin's bedroom is 12.5 ft wide and 15 ft long.

1 A drawing of a basement uses the same scale as the Example. The basement is 28 ft wide and 35 ft long. How wide and long is the drawing? Show your work.

SOLUTION _____

2 Efia draws this scale drawing of two famous landmarks. Each inch in the drawing represents 400 ft on the actual landmark. Approximately how much taller is the actual Eiffel Tower than the actual Space Needle? Show your work.



SOLUTION _____

Who Speaks for the Animals?

by Rachel Howard

It was just another hot day during a humid summer in New York City. The beaches were crowded with families, and the air-conditioned subways promised a welcome respite from the heat, that is, until a woman entered a northbound train just after midnight and was confronted by an odd smell. When she looked around the train, she noticed something lying on the floor under one of the seat banks. "I board a car that's not terribly full," she is reported by the publication *Gothamist* as saying, "and as soon as I enter, a stench hits my nose. It's not the typical...urine/trash smell...it's...fishy? I look down to the end of the car to see a dead shark on the floor."

Questions swirled online and in the news: Where did this shark come from? How had it gotten onto the subway? How had it died? It was a curiosity that stumped anyone who'd heard about the strange incident. Photographs popped up online of the gray creature, which was about four feet long. Spectators posed the shark in a variety of ways: one of the more popular images that circulated online was a photo of a MetroCard-a card allowing entrance to the subway-on the floor next to the shark, as if it had entered the subway voluntarily.

The Metropolitan Transit Authority (MTA), responsible for the care and maintenance of the New York City subway system, was luckily equipped to deal with the deceased shark. It is reported that at Queensboro Plaza, a major transportation hub, the MTA authorities ordered everyone off the train in order to handle the situation at hand. What to do with a dead shark? The MTA authorities disposed of the body.

Still, the questions remained unanswered. Even though the subway train was clean and fishy stench-free, many in New York continued to wonder what had happened to the shark and how it ended up on a subway. Due to the amount of attention the story received online and on television news, someone

was sure to come forward with the story of how the shark ended up taking a ride on the N train.

Some questions were finally answered when a woman recognized the shark in pictures from the subway as the same shark her kids had taken pictures of that same day, after it had washed ashore on Coney Island, a beach at the bottom tip of Brooklyn. Her neighbor's daughter had even picked up the corpse for a photograph. Images of the shark hanging in the air, held by a brown-haired girl in sunglasses, began to appear online, corroborating the woman's story.

Apparently the shark had washed ashore sometime in the afternoon, and it was already deceased. Beachgoers showed intense interest in the small shark, taking pictures and congregating around it for a time. After a while, someone picked it up and took it to Luna Park, the amusement park located just north of the beach at Coney Island. It was left on the ground by the old wooden roller coaster, when apparently someone else decided to take it home and instead, left it on the subway.

This incident brings a number of issues to light, not only about the shark and its death, but about the way city dwellers think of and act toward wildlife. To a certain extent, the appearance of a wild animal, even a dead one, is an exciting and unusual occurrence in a city. The desire to photograph it, play with it, even to take it home is, on some level, understandable-where else in a city of millions of people can one experience a creature from the marine wild in a similar way? Aquariums and zoos, in protecting the animals that live in their sanctuaries, rarely, if ever, allow visitors to handle the animals.

At issue too is the sad disregard for an animal's death that was exhibited by the people who played with its corpse. The question, "What would you do?" begs to be asked. We are told not to approach or ever touch a wild animal, even if it looks friendly. It could be carrying disease or ready to attack, no matter how sweet it appears to be. Why do we not have a similar approach to dead animals? When does it become okay to disturb wildlife? Even the photographs that were posted on the Internet in some way disturbed the death of the shark, who was taken all over the city rather than left on the beach and in the ocean where it belonged.

What remains to be seen is whether there will be any public outcry about the situation: who will speak for the animals?

Name: _____ **Date:** _____

1. What was found on the New York City subway?

A. a jellyfish

B. a dead shark

C. a hamburger

D. a bag of money

2. What does the author argue in the passage?

A. Wildlife can be a distraction in New York City.

B. The MTA should have disposed of the shark in a better manner.

C. People should have taken pictures with the dead shark.

D. People exhibited disregard for the shark's death.

3. Subway goers were surprised by and interested in the dead shark on the train. What details from the text support this statement?

A. The shark was found on the N train.

B. The MTA ordered everyone off the train so that they could dispose of the shark.

C. People took pictures of the shark and posted them online.

D. The shark was already dead when it had washed ashore.

4. Read the following sentences: "At issue too is the sad disregard for an animal's death that was exhibited by the people who played with its corpse. The question, 'What would you do?' begs to be asked."

How does the author feel about the treatment of the dead shark?

A. unhappy

B. indifferent

C. supportive

D. surprised

5. What is this passage mostly about?

A. the Metropolitan Transit Authority

B. wildlife near Coney Island

C. the role of social media in the news

D. a dead shark and how New Yorkers reacted to it

6. Read the following sentences: "Some questions were finally answered when a woman recognized the shark in pictures from the subway as the same shark her kids had taken pictures of that same day, after it had washed ashore on Coney Island, a beach at the bottom tip of Brooklyn. Her neighbor's daughter had even picked up the corpse for a photograph. Images of the shark hanging in the air, held by a brown-haired girl in sunglasses, began to appear online, **corroborating** the woman's story."

What does "**corroborating**" mean?

A. imitating

B. confirming

C. destroying

D. disproving

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

We are told not to approach or touch a wild animal, _____ many people picked up the dead shark and played with it.

A. yet

B. so

C. before

D. namely

8. How did the dead shark get on the subway? Outline its route from the ocean to the subway train.

9. Why were spectators so interested in the dead shark?

10. Was it wrong for people to carry around the dead shark, play with its corpse, pose with it, and post pictures of it on the Internet? Why or why not? Support your answer with details 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?

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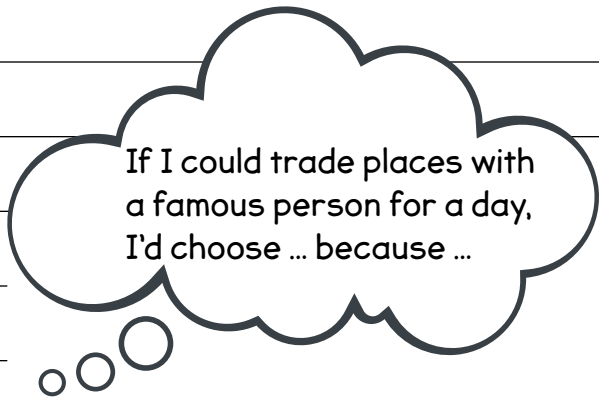
Journal Entry 2

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 The photo shows a small coin. The scale from the actual coin to the photo is 8 mm to 2 cm. In the photo, the distance across the coin is 3.25 cm. What is the distance across the actual coin? Show your work.

SOLUTION _____

4 In a photograph, Alison stands next to her brother Caleb. Alison is 4 cm tall in the photograph. Her actual height is 60 in. Caleb is 3.2 cm tall in the photograph. What is his actual height? Show your work.

SOLUTION _____

5 Adoncia makes a scale drawing of the front of the Lincoln Memorial. She uses a scale of 15 ft in the monument to 1 in. in the drawing. The front of the monument is about 80 ft high and 200 ft long. Will Adoncia's drawing fit on an $8\frac{1}{2}$ in.-by-11 in. sheet of paper? Explain.

Lincoln Memorial

The National Guard

by W.M. Akers

In many ways, in the United States, governors are like the president of a state. They sign bills into law, appoint judges, and serve as the head of the Executive Branch of government in their state; the same way the president is in charge of the Executive Branch of the U.S. government. One power a governor and the president share is particularly important: the ability to command troops. The president is in charge of the United States Armed Forces, which is made up of the Army, Navy, Air Force, Coast Guard, and Marine Corps. Governors are in charge of the National Guard.

What makes the National Guard different from the U.S. Armed Forces? Although National Guard soldiers are just as well-trained as regular soldiers, they spend much less time in uniform. National Guard soldiers are ordinary men and women-bankers, grocers, teachers-who spend one weekend a month in training. Although they are usually not in uniform, the men and women of the National Guard are always ready to be called into action, responding to natural disasters, civil unrest, and even war itself.

In some ways, the National Guard is older than the nation itself. The first organized militia was founded on December 13, 1636, in the Massachusetts Bay Colony, to secure the colony's borders against attack from the Pequot Indians. After the Revolutionary War ended in 1783, many people in the new country did not want to have what is called a standing army-an army that exists all the time, in war and peace. They feared that a central government may use a standing army to further expand its power. So the United States just had loosely organized state militias ready to be called into service when needed.

In the several years to follow, there were a number of challenges that brought to light the ineffectiveness of the weak federal government, especially in times when the safety of the country's people was threatened. In 1789, the United States Congress adopted the Constitution, which strengthened the federal government. A few weeks later, Congress legalized a standing army, the United States Military. However, states were still allowed to have militias. Toward the end of the

Whiskey Rebellion that started in 1791 and ended in 1794, George Washington used state militias to end the protest over taxation.

It took several laws to transform those state militias into the well-organized National Guard we have today. The 1903 Militia Act arranged for federal funding for state militias. The National Defense Act of 1916 explained how and why the National Guard could be called into action.

The National Guard is most commonly deployed after a natural disaster, like a hurricane or earthquake. In 1927, the Great Mississippi Flood covered an area the size of New England with water. One thousand people were killed and more than 700,000 were forced out of their homes. Arkansas governor John E. Martineau called up the National Guard to help deal with the crisis. This marked the first time National Guard aircraft were used after a major natural disaster. Flying small planes, 60 National Guard pilots scoured the flooded area looking for survivors and distributing food, medicine, and supplies.

Eighty years later, the National Guard's duties are largely the same. After Hurricane Katrina devastated New Orleans, the National Guard was there. Soldiers and airmen from all 50 states were deployed to Louisiana to help people the same way they did after the Great Flood of 1927. Over 50,000 National Guardsmen were involved in the recovery efforts.

While those National Guardsmen were fighting the flood in Louisiana, other members of the National Guard were overseas involved in a different kind of battle. Even though they are not regular soldiers, the National Guard can be called up during times of war. National Guard units have served in every major American conflict, from the Civil War right up until today. During wartime, the Guard is no longer under a governor's control, but is instead commanded by the president.

Calling in the National Guard can be the most important decision a governor ever makes. It may be as a response to a natural disaster affecting the state. Other times may include a response to a terrorist attack in the state or a riot that can no longer be contained by the local police. Whenever unrest threatens an American city, the National Guard is available to restore order and protect the home front. They may only train for one weekend each month, but the men and women of the National Guard are soldiers all the same.

Name: _____ **Date:** _____

1. What makes the National Guard different from the Army, Navy, Air Force, and Marines?

A. They can assist in times of war.

B. They can be called upon by the President of the United States.

C. They spend much less time in uniform.

D. They are prepared to help with natural disasters.

2. What does the author describe?

A. the history of the American Armed Forces

B. examples of when the National Guard has been used

C. the training National Guard soldiers receive

D. how the National Guard is organized during times of war

3. The men and women of the National Guard are well-trained. What evidence from the passage best supports this conclusion?

A. National Guardsmen can be sent overseas during times of war.

B. During wartime, the National Guard is under the President's command.

C. The National Defense Act describes when the National Guard can be called upon.

D. The National Guard is made up of ordinary men and women.

4. The National Guard has always played an important role in America. What evidence from the text best supports this conclusion?

A. The first organized militia was founded on December 13, 1636.

B. National Guard units have served in every major American conflict.

C. Calling in the National Guard is an important decision for a governor.

D. The Great Mississippi Flood was the first time National Guard aircrafts were used.

5. What is this passage mainly about?

A. the difference between the National Guard and the national Armed Forces

B. the history of the National Guard

C. the importance of the National Guard to America's safety and security

D. the duties of governors in their states

6. Read the following sentence: "Flying small planes, 60 National Guard pilots **scoured** the flooded area looking for survivors and distributing food, medicine, and supplies."

What does the word "**scoured**" most nearly mean?

A. searched
B. set on fire
C. left
D. cleaned

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

When the Revolutionary War ended, the country created loosely organized militias that could be called upon in times of need, _____ The Whiskey Rebellion of 1791.

A. above all
B. at last
C. consequently
D. such as

8. In the passage, the author states that the National Guard is often called upon after natural disasters. What evidence from the text supports this conclusion?

9. Read the following sentence from the passage: "They may only train for one weekend each month, but the men and women of the National Guard are soldiers all the same." Use evidence from the text to support this statement.

10. Explain how the history of the National Guard shows that the National Guard is an important part of America's government. Use information from the passage to support your answer.

Current Events Log
Day 3

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

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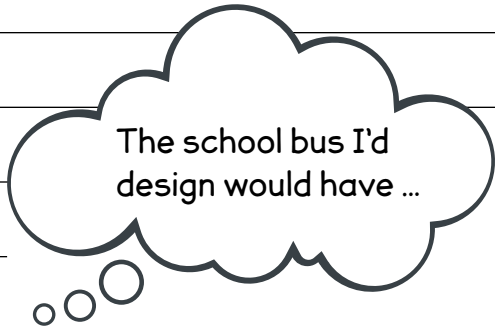
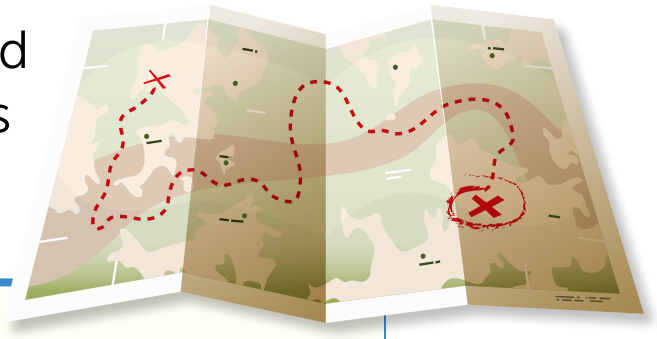
Journal Entry 3

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.



Practice Subtracting Positive and Negative Fractions and Decimals



➤ **Study the Example showing how to subtract negative fractions. Then solve problems 1–5.**

Example

A path from a dry lake bed starts at an elevation of $-12\frac{1}{2}$ ft relative to sea level. The path ends at an elevation of $60\frac{1}{3}$ ft above sea level. What number represents the change in elevation from the start to the end of the path?

You can subtract to find the change in elevation.

$$60\tfrac{1}{3} - \left(-12\tfrac{1}{2}\right) = 60\tfrac{1}{3} + 12\tfrac{1}{2}$$

$$= 60\tfrac{2}{6} + 12\tfrac{3}{6}$$

$$= 72\tfrac{5}{6}$$

The number that represents the change in elevation is $72\frac{5}{6}$.

1. You can also find $12\frac{1}{2} - 60\frac{1}{3} = -72\frac{5}{6}$. What information does that give you about the path in the Example?

2. The lowest point of the dry lake bed in the Example has an elevation of $-18\frac{3}{4}$ ft. What number represents the change in elevation from the start of the path to the lowest point in the dry lake bed? Show your work.

SOLUTION _____

Teachings of the Qur'an and the Sunnah

by ReadWorks

From Hinduism to Christianity, each faith abides by a set of practices that outline a religiously accepted way of living. In Christianity, these practices are written in the Bible. In Zoroastrianism, they are written in the Avesta, a collection of the religion's sacred texts. In Islam, Muslims follow the teachings recorded in the Qur'an, the holy book of the religion. The faith's prophet, Muhammad, established a set of "habitual practices," or Sunnah, in Arabic. Sunnah defines the legal and social practices that are followed within Islam, while the Qur'an outlines the beliefs of the religion.

Sunnah is comprised of hadiths-texts that describe the sayings, actions, and attributes of Prophet Muhammad, who Muslims believe to be the Messenger of Allah, or God. Within these descriptions, one can find instructions on how to conduct one's daily life according to Muslim law. For example, in one chapter of one hadith, Muhammad instructs his followers on what to do and what not to do. The hadith says [translated], "The Prophet said, "I order you to do four things and forbid you from four things. The first four are as follows:

1. To believe in Allah, to testify that none has the right to be worshipped but Allah and

[Muhammad] Allah's Messenger
2. To offer prayers perfectly [at the stated times]
3. To pay Zakat [obligatory charity]
4. To give me Khumus [one-fifth of war booty].

The other four things which are forbidden are Dubba, Hantam, Muqaiyat, and Naqir [all these are utensils used for the preparation of alcoholic drinks]. This hadith was written by Imam Muhammad al-Bukhari (870 AD), a well-respected Imam (a Muslim leader) within the Islam community.

Therefore, Imam Muhammad al-Bukhari specifically states that the Prophet Muhammad instructs his followers to believe in God, to pray, to pay charity, and give Khumus, or Islamic tax. He also prohibits the consumption of alcohol. The first three of the hadith nearly mirror the first three of five pillars of Islam, the main acts of the faith, which are as follows:

1. To believe that there is only one true God, or Allah

2. To pray dutifully

3. To pay Zakat (obligatory charity)

4. To perform Hajj (pilgrimage to Mecca)

5. To fast during the month of Ramadan

The Sunnah is very long, comprised of several hadiths; therefore, there are many instructions on how to live a religious life. However, the Qur'an is the holiest of all texts for Muslims. It is divided into two sections, which are further divided into suras (or chapters). One sura describes the different sections of the Qur'an: one, named muhkamat, provides "the foundation of Allah's laws." Another, mutashabihat, is said to be allegorical, giving stories that encourage various interpretations.

Whereas the Sunnah mainly focuses on specific laws and social practices within the faith, the Qur'an focuses on belief, good deeds, and prayer. It preaches obedience unto Allah. It is very important for Muslims to abide by the teachings in the Qur'an, as they are believed to be teachings of Allah. There are also several good deeds outlined in this holy book that tell Muslims how to lead their daily lives. For example, the text instructs its believers to be courteous to someone who is treating them with courtesy. Furthermore, it specifies to do so in your own home or in the home of someone else-even if an ignorant man is greeting you. This is just like another well-known golden rule, "Treat others the way you would like to be treated."

In addition to general suggestions on how to act with kindness and goodwill, the Qur'an provides specific suggestions for diet. Within the Islamic faith, pork is prohibited, along with strong alcoholic drinks and wine. "Eat of what is on earth, lawful and good" (2:168). "Eat and drink but waste not by excess" (7:31), the Qur'an states. Therefore, it instructs to eat and drink in moderation. Along with daily eating directions, the Qur'an tells its followers to completely avoid calling each other by offensive nicknames, as well as sarcasm.

The combination of the teachings of the Qur'an and the Sunnah give rise to Sharia, or Islamic law. According to this law, there are three different types of crime, defined as:

1. *Had* Crimes (most serious)

2. *Ta'zir* Crimes (least serious

3. *Qisas* Crimes (retaliation crimes)

Since some of the punishments given by the Qur'an can be violent, Islamic countries don't always adopt them. Punishments for these crimes can include stoning or even execution; therefore, they are extremely controversial within a wider international audience.

These are just a few examples of the numerous guidelines on daily living within the Islam religion. The Qur'an is similar to the size of the New Testament and contains many more instructions than the ones previously mentioned. Ultimately, both the Qur'an and the Sunnah encourage their followers to be kind to one another, to put complete faith in God, and to act according to Allah's teachings.

Name: _____ **Date:** _____

1. What is the holy book of the Islamic religion?

A. the Bible

B. the Avesta

C. the Qur'an

D. the Sunnah

2. How does the author compare the Qur'an and the Sunnah?

A. Both define the social and legal practices that Muslims should follow.

B. Both outline the religious beliefs of Islam.

C. Both are believed to be the teachings of Allah.

D. Both encourage their followers to act according to Allah's teachings.

3. While the focus of the Qur'an is on belief, prayer, and good deeds, it also provides some specific guidelines for daily living. What evidence from the passage supports this conclusion?

A. The Qur'an provides directions for daily eating and diet.

B. The Qur'an preaches obedience unto Allah.

C. The Qur'an is believed to be the teachings of Allah.

D. The Qur'an is about the same size as the New Testament.

4. Based on the passage, what conclusion can be made about Sharia, or Islamic law?

A. All Islamic countries must adopt Sharia.

B. Sharia is controversial within Islamic countries.

C. Today no Islamic countries follow Sharia.

D. Sharia has been changed for modern usage.

5. What is this passage mostly about?

A. the Prophet Muhammad and his influence on the Sunnah

B. differences in beliefs between Islam, Christianity, and Zoroastrianism

C. how the combination of teachings in the Qur'an and the Sunnah form Sharia

D. similarities and differences between the Qur'an and the Sunnah

6. Read the following sentences: "Since some of the punishments given by the Qur'an can be violent, Islamic countries don't always adopt them. Punishments for these crimes can include stoning or even execution; therefore, they are extremely **controversial** within a wider international audience."

As used in this sentence, what does "**controversial**" mean?

A. easy to understand
B. similar or alike
C. causing opposing opinions
D. challenging or difficult

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

The Sunnah contains many directions for social and legal practices; _____, one hadith prohibits the consumption of alcohol.

A. for instance
B. although
C. especially
D. meanwhile

8. What is a hadith?

_____

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9. Explain how the Qur'an and the Sunnah are different.

10. Explain whether the teachings of the Sunnah and the Qur'an are both needed to live according to Islam.

Current Events Log
Day 4

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

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Journal Entry 4

PART 1

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

Day 5

3 What is 2.6 − 7.3? Show your work.

SOLUTION

4 When Daria gets to school, the temperature is 5.7°F. The temperature changes by −9.5°F by the time she goes to bed. What is the temperature when Daria goes to bed? Show your work.

SOLUTION

5 An otter is swimming at −4.2 yd relative to the surface of the water. It dives 8.6 yd deeper. After the dive, what is the otter's elevation relative to the surface of the water?

A −12.8 yd

B −4.4 yd

C 4.4 yd

D 12.8 yd

Mix the Old with the New

by ReadWorks

Chefs in busy restaurants do a lot of different things. They check the inventory of ingredients used for each popular dish. They may supervise a kitchen staff, making sure their assistants are working well as a team. They may ensure that diners are not waiting too long for their food. They may taste the food before it leaves the kitchen. They do a lot and think about everything that goes into the food and experience their restaurant serves.

But they may not think about how they and their staff change the properties, structure and state of matter of food... but they are doing that with many dishes they serve.

Do you know how to change the properties, structure and state of matter of a substance? If you have made ice before, the answer is yes.

When you put an ice tray filled with water in a freezer, the temperature of the water in that ice tray lowers. The freezer makes a physical change of state to the water by turning it from a liquid to a solid.

When we cook, we change many things about the food we are preparing. These could be any number of properties: size, shape, mass, color or temperature. We can change the physical or chemical nature of the food. We can even change the state of matter the food is currently in to another state of matter.

STATES OF MATTER

There are four common states of matter we see almost every day: solid, liquid, gas and plasma. We

can observe all four of them in a kitchen. A solid is as simple as an ice cube, or frozen water. Melt that ice cube, and you produce water, a liquid. Boil that water, and you produce steam, or water vapor. Believe it or not, plasma can be found in kitchens too. It's found in fluorescent lights, neon signs and plasma televisions. Other examples of plasma include the sun and lightning.

CHEMICAL CHANGES

A chemical change produces something from other materials and occurs on the molecular level. Some examples of chemical changes that take place in a kitchen are frying an egg, grilling fish or burning that egg or fish. When you smell onions sautéing in a pan or catch a whiff of the chicken roasting in the oven, the scent coming from the food is also a chemical reaction. Hopefully the scents you smell are only appetizing ones.

There are undesirable chemical changes that occur in the kitchen, too. If you smell the odor of rotting food, you've got a chemical change that needs some addressing! After you wash your metal pots and pans, make sure they dry properly. If they don't dry, the metal could react to the oxygen in the air and rust. Rust is evidence of another chemical change you don't want in your kitchen.

PHYSICAL CHANGES

Physical changes in the kitchen do not produce a new substance. Changes in state or phase are physical changes. For example, cutting vegetables, or even dissolving salt in a hot soup are examples of physical changes. In general, physical changes can be reversed using physical means. In the example of dissolving salt in a hot soup, evaporating the water naturally or applying heat to boil off the water can return the salt to its original state of matter.

When water is boiled, steam is created. That steam is water vapor, or the gas phase of water. That change from a liquid to a gas is an example of a physical change.

Let's say you're making a smoothie with strawberries, bananas, kale and orange juice. When you're cutting the fruits and vegetable into smaller pieces, it's a simple physical change. When you add them to the blender with the orange juice, the physical change that takes place during blending is more complex, and you now have a liquid. You can even go fullcircle and turn your liquid smoothie into a solid by turning it into popsicles in the freezer.

A DIFFERENT KIND OF COOKING

There are some chefs in this world who reject or reinterpret traditional cooking techniques and cuisines. They push the boundary of food with new techniques to create entirely new combinations of flavor and texture. They take states of matter, physical changes, and chemical changes of food to a whole different level.

MOLECULAR GASTRONOMY

While some chefs may not actively think about the science behind the food they serve, others are using a modern style and science of cooking called molecular gastronomy. Molecular gastronomy is a

scientific discipline that studies the physical and chemical processes that occur while cooking. Chefs who practice molecular gastronomy study and apply scientific principles when cooking and preparing their dishes. Their goal is to use their knowledge to make a tasty and unique dining experience.

They are concerned about *how* to make food delicious as well as *what* makes food delicious. To understand this, they have to consider many factors. Some of these factors include how their ingredients are grown, processed and transported. Where did the seeds used to grow the fruit come from? What kind of dirt and how much water did this vegetable receive? After harvest, was it ever put in a plastic bag? Was it sent by air, truck, and/or boat? What negative effects did transportation have on the produce?

Only after all that is determined do many molecular gastronomy chefs finally get to the cooking part of their craft. They want to understand how ingredients change with different cooking techniques. They want to know how all of a person's senses, not just taste, play in to the enjoyment or dislike of food. They go deeper and learn how the brain interprets the signals our senses send to ultimately determine the flavor tasted. They even experiment with how food is presented, who prepares it, and what mood the diner is in.

Many of these factors are what most chefs consider anyway, but what really differentiates molecular gastronomy chefs is in the preparation and presentation steps. And when it comes down to it, a molecular gastronomy chef is many things at once: a little physicist, a sprinkle of chemist, a dash of agriculturist, a spoonful of biologist, and a heap of psychologist to top it off. That's a solid list of ingredients that hopefully turns into fun and tasty food.

PREPARATION

Molecular gastronomy chefs look at how ingredients are changed by different cooking methods. These cooking methods affect the eventual flavor and texture of food ingredients.

One method is called direct spherification. This is the process of turning a liquid into little caviarlike balls. Employing gelling solutions like sodium alginate, liquids like fruit and vegetable juices, and even milk, are dropped into calcium chloride and water to form a thin shell around the liquid. This jelly membrane creates the ball that pops with the liquid's intense flavor when eaten. The spheres are fragile and are usually served immediately.

Another method is a variation on the existing technique of using foams. Wellknown foams include whipped cream and mousse, and also involve the use of air or another gas to create lighter texture and feel when eaten. A variation on the foaming technique is to make foam that is made of mainly air. You can make foams out of almost anything. It can have so much air that it resembles big soap bubbles. This changes the texture into something lighter while allowing the flavor to remain. Steak bubbles, anyone?

A recipe that combines the foam and spherification techniques is Apple Caviar with Banana Foam served on a spoon. Combining apple juice in the form of spheres and banana foam whisked with heavy cream, milk, sugar and gelatin, this spoonful is not your typical dessert!

Some molecular gastronomy cooking methods involve temperature regulation. One method is called sousvide and entails cooking food, like meats, in airtight plastic bags in a water bath. This ensures

the entire piece of meat is cooked evenly and also retains its juices. Cooking times when using the sousvide method don't have to, but can increase dramatically. Some chefs choose to tenderize tough meats like beef brisket with a sousvide water bath that lasts for two to three days.

Although it may seem like weird science or just plain ridiculous, molecular gastronomy chefs want to explore new possibilities in the kitchen. Combining new and old cooking techniques, new equipment and technologies, and various sciences, these chefs may be inventing the food of the future. Whether they are successful or not, they are definitely making things fun.

GOOD FOOD IS GOOD FOOD

Whether a chef uses traditional or new cooking methods, the fundamentals of cooking are the same. Both traditional and molecular gastronomy chefs change the properties of the food they serve. They change the states of matter, properties and structure of food to, hopefully, serve a great meal.

Name: _____ **Date:** _____

1. What do chefs change with many dishes they serve?

A. the properties, structure, and state of matter of food

B. the bulbs in fluorescent lights and neon signs

C. the chemical composition of sodium alginate and calcium chloride

D. the amount of time they allow their pots and pans to dry after washing them

2. What does the passage describe?

A. The passage describes how to cook beef brisket and fried eggs.

B. The passage describes molecular gastronomy and changes in food.

C. The passage describes the average day of someone who works for a chef.

D. The passage describes what molecular gastronomy chefs like to eat.

3. A change in the state of matter of something is an example of a physical change. Solid, liquid, gas, and plasma are states of matter.

What can be concluded from this information?

A. Changing water from liquid to solid is an example of a physical change.

B. Changing water from liquid to solid is an example of a chemical change.

C. Frying an egg and grilling a fish are both examples of physical changes.

D. Changing water from liquid to gas is an example of both a physical change and a chemical change.

4. What kind of changes do chefs make to food?

A. Chefs make chemical changes only.

B. Chefs make physical changes only.

C. Chefs make chemical and physical changes.

D. Chefs never make any changes to food.

5. What is this passage mostly about?

A. the chemical change that occurs when dishes do not dry

B. the physical change that occurs when water is boiled

C. a cooking method called sous-vide

D. chefs, cooking, and changes in food

6. Read these sentences: "When you put an ice tray filled with water in a freezer, the temperature of the water in that ice tray lowers. The freezer makes a physical change of state to the water by turning it from a **liquid** to a solid."

What does the word **"liquid**" mean above?

A. a large amount of money

B. a loud explosion that causes a lot of damage

C. a fluid, or something that flows

D. a gas, or something that floats in the air

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

Chopping up a fish is an example of a physical change; _____, grilling a fish is an example of a chemical change.

A. as a result

B. for instance

C. including

D. on the other hand

8. What is molecular gastronomy?

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Current Events Log
Day 5

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

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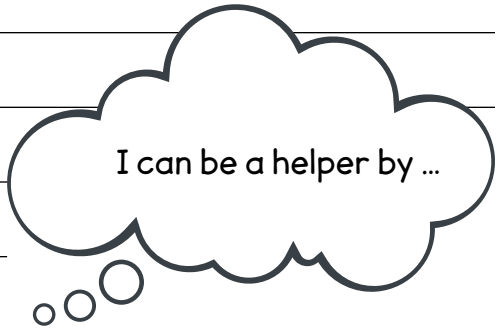
Journal Entry 5

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.



2 Is each expression equivalent to $-2.7 + (-3.1)$?

	Yes	No
a. $-2.7 - 3.1$	○	○
b. $-2.7 + (-3) + (-0.1)$	○	○
c. $-2 + (-0.7) + (-3) + (-0.1)$	○	○
d. $-2 + 0.7 + (-3.1)$	○	○

3 Reth is playing a game. First, he loses 4.8 points. Then he gains 2.5 points. Finally, he loses another 7.8 points. What is the overall change in Reth's score? Show your work.

SOLUTION _____

4 An autonomous underwater vehicle (AUV) is at an elevation of -8.25 ft. It dives down $6\frac{2}{3}$ ft to collect a specimen. Then the AUV dives another $15\frac{3}{4}$ ft. What is the final elevation of the AUV? Show your work.

AUV: autonomous underwater vehicle

SOLUTION _____

Mapping the West: The Journey of Lewis and Clark

by Michael Stahl

The United States of America is one of the largest countries on the planet. Much of America today is located between Canada and Mexico, stretching from the Atlantic Ocean to the Pacific Ocean. This part of the United States is called the continental U.S. It did not always stretch from the Atlantic to the Pacific, though.

After the Revolutionary War, when the U.S. won its independence from England and became its own small country, there were thirteen states that bordered the Atlantic Ocean. France and Spain owned a lot of the land that would eventually become the rest of the continental U.S. That changed in 1803 when the president of the United States at the time, Thomas Jefferson, bought a large chunk of land from France's ruler, Napoleon Bonaparte, in what was called The Louisiana Purchase. However, Americans knew very little about the land that was west of the Mississippi. Therefore, Jefferson asked two men to lead an exploration of that area. Their names were Meriwether Lewis and William Clark.

Jefferson felt that Americans needed to explore their new territory for a few reasons. First, and most importantly, he wanted Lewis and Clark to find a "water route" to the Pacific Ocean from the Mississippi River. Jefferson knew that if Americans could travel by river all the way west to the ocean, they could settle there and establish trade with Native Americans in the West. Second, Jefferson wanted to claim the northwestern portion of the continent's midsection before another country did.

Lastly, he thought that knowledge of the area's geography would be needed for all of the other goals to come true. Jefferson knew that whomever he chose for the exploration would be in for a dangerous trip. In fact, he, along with many others, figured that the west was home to gigantic volcanoes, huge woolly mammoth animals, and a mountain made of pure salt.

Jefferson chose a group of men named the Corps of Discovery and named Lewis, a captain in the U.S. military, its leader because he was an expert in surviving in the wilderness and was familiar with the lifestyles of Native Americans. Lewis would choose Clark, his old friend, as co-leader.

In May of 1804, Lewis and Clark and the Corps of Discovery began their journey on the Missouri River, leaving St. Louis and sailing northwest. Lewis' main job, besides leading the men, was to collect rocks, plants, and animals along the route to be studied. Clark would make maps and charts of the geography of the unknown land.

Lewis and Clark headed deeper and deeper into uncharted land. As the trip continued, one of their men became ill and died. They also had to do their best to find food and stay healthy during the winter months.

Lewis and Clark were worried there would be battles with many Native Americans. Some tribes were hostile toward the group. However, they were able to make alliances with many Native American tribes. Sacagawea, a Native American woman, joined the Corps of Discovery in the spring of 1805. Sacagawea's knowledge of Native American cultures and her ability to speak Hidatsa and Shoshone, two Native American languages, made her a valuable asset to the expeditionary group. She played a key role in establishing relations between the Corps of Discovery and some of the Native American tribes the Corps of Discovery encountered.

Lewis and Clark would eventually reach the Pacific Ocean after traveling through several rivers, including the Clearwater, Snake, and Columbia Rivers. However, they did not discover one direct water route that could lead boats straight to the Pacific from the Mississippi.

Still, the trip was incredibly beneficial. It lasted three years and covered 8,000 miles. The members of this expedition had discovered the Rocky Mountains, which were not volcanoes nor made of salt. Clark and his crew had learned about over two hundred plants and animals that were new to the Americans, though they did not see any woolly mammoths. Lewis and Clark were the first to trade with dozens and dozens of Native American tribes that had never met the Americans before. Finally, Lewis and his men drew about 140 of the first maps of most of the western United States. It has been said that the maps provided a fill-in of what was mostly a general outline of the area. Therefore, Lewis and Clark made it much more possible for the United States to stretch all the way "from sea to shining sea."

Name: _____ **Date:** _____

1. Who led an exploration of the land west of the Mississippi River?

A. soldiers from France and Spain

B. Native Americans

C. Meriwether Lewis and William Clark

D. Thomas Jefferson and Napoleon Bonaparte

2. What does this passage describe?

A. This passage describes life during the Revolutionary War.

B. This passage describes the childhood of William Clark.

C. This passage describes the death of Meriwether Lewis.

D. This passage describes the trip taken by Lewis and Clark.

3. Lewis and Clark's trip was a success.

What evidence from the passage supports this statement?

A. Lewis and Clark's team discovered the Rocky Mountains, learned about two hundred plants and animals, and drew the first maps of the western United States.

B. Thomas Jefferson wanted Lewis and Clark to find a water route from the Mississippi River to the Pacific Ocean that would increase trade with Native Americans.

C. During their trip, Lewis and Clark headed deeper and deeper into uncharted land, worrying that there would be battles with Native Americans.

D. In May of 1804, Lewis, Clark, and The Corps of Discovery began their journey by sailing northwest on the Missouri River.

4. Why might Americans have known little about the land west of the Mississippi River in 1803?

A. The part of the U.S. between Canada and Mexico is the continental U.S.

B. Americans had not lived west of the Mississippi River before 1803.

C. Meriwether Lewis was a captain in the U.S. military.

D. Meriwether Lewis and his men drew about 140 maps of the western United States.

5. What is this passage mainly about?

A. the reasons Napoleon Bonaparte sold land to Thomas Jefferson

B. how the United States won its independence from England

C. gigantic volcanoes, woolly mammoths, and a mountain made of salt

D. Lewis and Clark's exploration of the western United States

6. Read the following sentences: "However, Americans knew very little about the land that was west of the Mississippi. Therefore, Jefferson asked two men to lead an **exploration** of that area."

What does the word **exploration** mean in the sentence above?

A. attacking people for the purpose of taking over their land

B. going somewhere new and looking around

C. building new homes in an area that is already crowded

D. asking questions in order to learn more about a topic

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

Jefferson and other Americans expected that the West would be dangerous; _____, they expected there to be volcanoes and mammoths.

A. otherwise

B. meanwhile

C. in particular

D. although

8. Who asked Lewis and Clark to lead an exploration of the western United States?

_____

_____

_____

9. What were Jefferson's three goals for Lewis and Clark's trip?

10. Did Lewis and Clark's trip achieve Jefferson's goals? Explain why or why not, using evidence from the passage.

Current Events Log
Day 6

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

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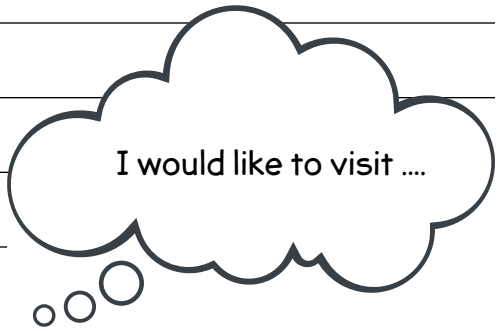
Journal Entry 6

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 Expanding Expressions

➤ **Study the Example showing how to decide whether two expressions are equivalent. Then solve problems 1–5.**

Example

Is $-\frac{3}{4}(-8a - 12)$ equivalent to $6a + 9$?

You can start by expanding $-\frac{3}{4}(-8a - 12)$.

$-\frac{3}{4}(-8a - 12)$

$-\frac{3}{4}[-8a + (-12)]$

$\left(-\frac{3}{4}\right)(-8a) + \left(-\frac{3}{4}\right)(-12)$

$6a + 9$

You can rewrite $-\frac{3}{4}(-8a - 12)$ as $6a + 9$. So, the two expressions are equivalent.

1 Look at the Example. How do you know that $\left(-\frac{3}{4}\right)(-8a) + \left(-\frac{3}{4}\right)(-12)$ is equivalent to both $-\frac{3}{4}(-8a - 12)$ and $6a + 9$?

2 Bianca makes an error when she tries to write an expression equivalent to $12 + 15(3 - y) - 10y$. What is the error? Fix Bianca's error.

$12 + 15(3 - y) - 10y$

$12 + 45 + 15y - 10y$

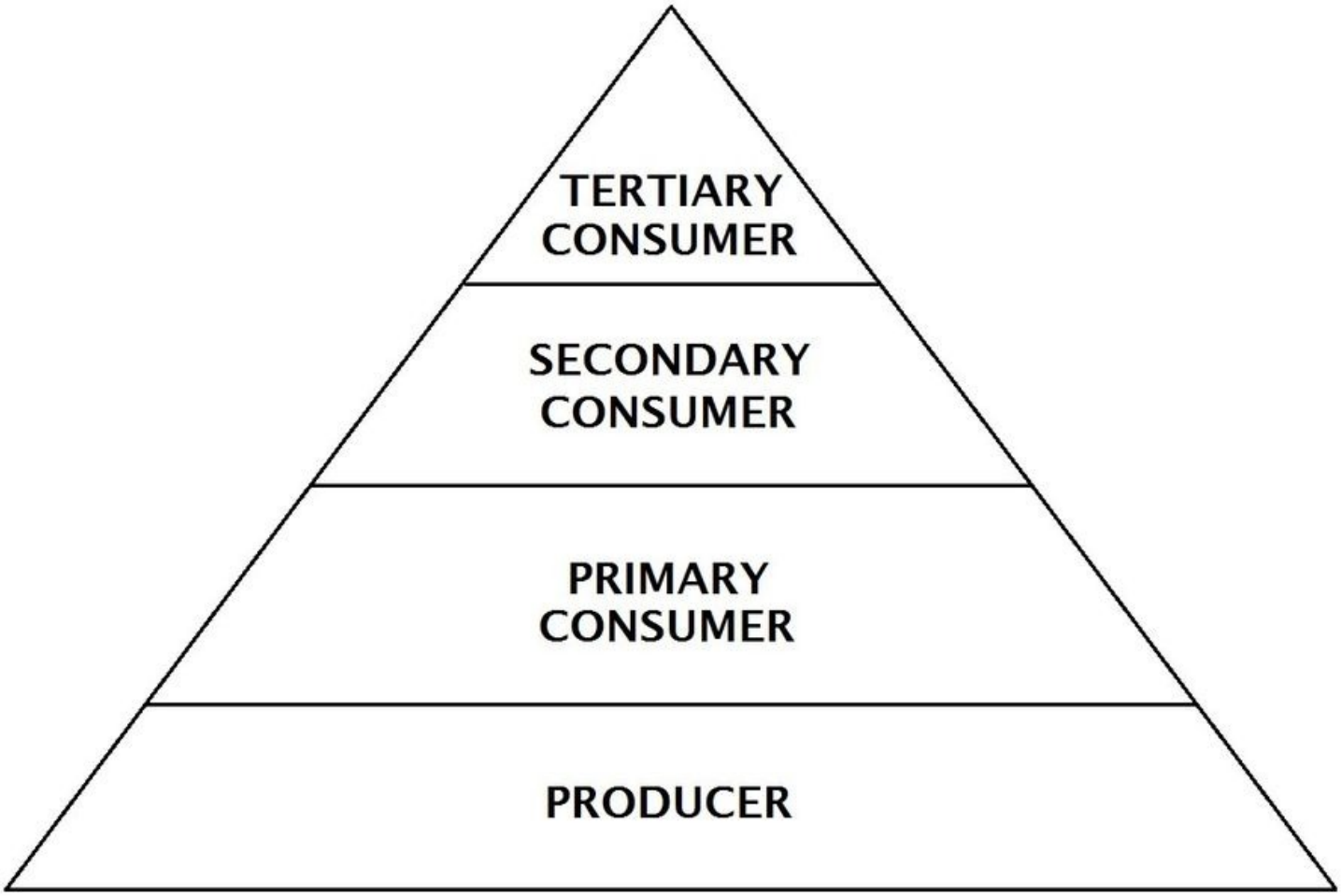
$57 + 5y$

Vocabulary

equivalent expressions
two or more different expressions that always name the same value.

The Eco Pyramid

by Michael Stahl



An ecosystem is a community of living organisms interacting with one another as well as with nonliving things. One very important aspect of an ecosystem is the energy that flows through it. Energy is exchanged between members of an ecosystem, creating an energy flow and assisting in the continuation of life. However, not all of the organisms living in an ecosystem absorb equal amounts of energy. An eco pyramid effectively illustrates the amounts of energy that are absorbed by the different types of organisms in an ecosystem.

The power of the earth's sun gets the energy flow of most ecosystems going. Solar rays enter the earth's atmosphere and reach the surface where plants utilize the energy from them. Through a process called photosynthesis, plants like trees, grass, and bushes, create food for themselves. Plants are able to take in carbon dioxide from the atmosphere, and their roots absorb water from the surrounding soil. Plants then use the solar energy and the hydrogen from water to transform the carbon dioxide into a nourishing carbohydrate. With photosynthesis complete and food and energy absorbed, the plants release the oxygen part of the water that they had taken from the soil back out into the atmosphere. Other living things, like human beings, take in oxygen in the breathing process. The plants of an ecosystem are called "autotrophs," which means "self-feeders." They are also called "producers" in an ecosystem.

The carbohydrates that were produced by the photosynthesis process give the plant energy to continue on living. Herbivores are animals that eat mostly, if not strictly, plant life. Termites, koalas, field mice, and deer are a few examples of herbivores. Deer feed on leaves and grass, consuming the green plant life's energy. To consume means to eat something and absorb its nutrients for survival. After eating the plants of their choice, deer will then digest the plants and use whatever nutrients the plant had stored inside to create energy so that they can continue to live. The herbivores of an ecosystem are called "primary consumers." Some of the energy that the herbivores use is lost in the ecosystem when they create body heat. For example, when deer run and their bodies warm up, the excess heat within their bodies escapes into the atmosphere. If that did not happen, the deer's bodies would get too hot and their organs would fail to work any longer.

Energy is transferred again in an ecosystem's energy flow from primary consumers to "secondary consumers." Carnivores, or meat eaters, act as secondary consumers. Lions, tigers, and polar bears are carnivorous. They eat the meat of the herbivores after a hunt. When tigers eat their prey's meat, they go on to digest it and use the energy from it for their own survival. Like the herbivores in the previous section of the energy flow, carnivores also give off heat energy when their bodies warm up from exercise. Unfortunately for the carnivorous secondary consumers, they too will eventually find themselves targeted for their energy by other members of their ecosystem: the tertiary consumers.

Secondary consumers are carnivorous predators, meaning that they hunt down other animals and kill them for food. However, these animals are not at the very top of the food chain and they too can be hunted and utilized as a meal. Tertiary consumers are predators who lie at the top of the food chain. Human beings are the most obvious example of a tertiary consumer. Unlike the secondary consumers, tertiary consumers are not normally preyed upon by other members of the ecosystem.

Like the primary and secondary consumers, the tertiary consumers give off body heat. That energy is released into the atmosphere. Even if consumers or producers aren't hunted or eaten, all living things eventually die. When they do, they decompose. Bacteria and fungi attach themselves to a dead producer or consumer and begin to break down the matter of the body, releasing nutrients into the soil. These nutrients are then used to give life to new plants so that new energy from the sun can flow through the eco pyramid.

Name: _____ **Date:** _____

1. What is an ecosystem?

A. a process in which plants take carbon dioxide from the atmosphere and hydrogen from water, and release oxygen into the atmosphere

B. a group of living organisms interacting with one another as well as with nonliving things

C. a predator that lies at the top of the food chain and may feed on plants, primary consumers, or secondary consumers

D. an organism that attaches itself to dead tertiary consumers and breaks down the matter of their bodies

2. What is a list of the types of organisms in an eco pyramid?

A. nonliving things, bacteria, fungi, sunlight, water secondary consumers, tertiary consumers

B. primary consumers, deer, bacteria, fungi, nonliving things, tertiary consumers

C. producers, primary consumers, secondary consumers, tertiary consumers

D. primary producers, primary consumers, secondary consumers, carbohydrates, water

3. In an ecosystem, primary consumers eat plants. Secondary consumers eat primary consumers. Tertiary consumers eat secondary consumers.

What can be concluded from this information?

A. Plants need both carbon dioxide and water for photosynthesis to occur.

B. Different types of organisms within an ecosystem need each other to live.

C. Bacteria and fungi are needed to break down the dead bodies of producers and consumers.

D. Light from the sun is necessary for most ecosystems on Earth to get going.

4. Which members of an ecosystem are part of the energy flow?

A. ONLY the living things in the ecosystem

B. ONLY the nonliving things in the ecosystem

C. living and nonliving things in the ecosystem

D. the energy flow is not dependent on any members of the ecosystem

5. What is this passage mostly about?

A. the energy flow of an ecosystem and the different types of organisms within an ecosystem

B. the function of secondary consumers and their importance to an ecosystem

C. the problems for ecosystems that result from humans hunting animals such as deer and tigers

D. the creation of body heat in primary consumers and the release of that heat into the atmosphere

6. Read the following sentences: "Energy is transferred again in an ecosystem's energy flow from primary consumers to 'secondary consumers.' Carnivores, or meat eaters, act as secondary consumers. Lions, tigers, and polar bears are carnivorous. They eat the meat of the herbivores after a hunt. When tigers eat their prey's meat, they go on to digest it and use the energy from it for their own survival."

What does the word **transferred** mean?

A. stopped

B. moved

C. changed

D. destroyed

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

Living and nonliving things in an ecosystem interact with each other; _____, plants use energy from the sun.

A. on the other hand

B. in the end

C. in particular

D. previously

8. What are herbivores?

9. What do secondary consumers eat?

10. If one type of organism described in the passage were removed from an ecosystem, what would happen to the ecosystem? Explain your answer using evidence from the passage.

Current Events Log
Day 7

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

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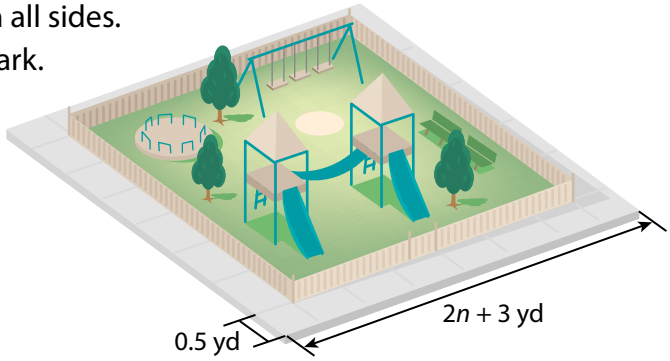
Journal Entry 7

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.

3 A square playground is surrounded by a sidewalk on all sides. The sidewalk is $2n + 3$ yd long on each side of the park. The sidewalk is 0.5 yd wide. Write two equivalent expressions for the perimeter of the playground. Show your work.



SOLUTION

4 Is $-\frac{2}{3}(-12b - 6 + 9b - 18)$ equivalent to $2(b + 8)$? Show your work.

SOLUTION

5 Juanita says that $3.5[4d - (2)(1.5)]$ and $2[7d - (5)(1.05)]$ are equivalent. Is Juanita correct? Explain your reasoning.

The Comeback

by Stephen Fraser

A major conservation project has brought puffins back home to the United States.

Stephen Kress will never forget the first time he saw Atlantic puffins in the wild. The year was 1967. *Wow!* he thought at the sight of thousands of the toy-like creatures on a shoreline of the Canadian province of New Brunswick. *These birds are amazing!*

Two years later, while working as an instructor at an Audubon camp on Hog Island off the coast of Maine, Kress learned he was in a place where Atlantic puffins had flourished more than 100 years previously. Now they were all gone.

Kress knew a local treasure had been lost. He has since made it his life's work to return that treasure. His efforts have become a model for seabird conservation efforts worldwide.

Land and Sea

Atlantic puffins are short, stocky birds with black and white feathers, orange legs, orange feet, and large, triangular, orange-red beaks. An adult puffin stands only about 25 centimeters (10 inches) tall.

Atlantic puffins are "all-purpose birds," says Kress; they live on land and at sea. On northern shores of the Atlantic Ocean, they scamper over the rocky ground and burrow like groundhogs. At sea, their abilities to drink salt water and dive more than 60 meters (200 feet) allow them to live in the open water for years at a time.

In the ocean and the air, puffins are mostly silent. On land, they growl. The noise "sounds like a chain saw," says Kress.

Bill Coster/Alamy

In its beak a puffin parent carries fish that it will feed to its chick.

The coastal burrows that Atlantic puffins inhabit are built for breeding. Before that happens, though, a male and a female puffin go on a series of "dates," says Kress, which may stretch out to a yearlong "engagement" of nest building.

Once they've mated, a puffin couple, which may remain together for life, raises one chick at a time, caring for it equally. Puffins eat fish, such as hake, herring, and sand eels, in summer and *zooplankton* (tiny marine animals) in winter. But chicks are fed mainly fish, which is higher in protein than zooplankton.

Oxford Scientific/Photo Library

A puffin emerges from the burrow that the bird and its mate dug for their family.

To feed their young, some seabirds, such as albatross and penguins, eat fish and then regurgitate the partially digested meal into the mouths of their offspring. By contrast, puffin parents provide their chicks with whole fish they've carried crosswise in their bills, sometimes five or six at a time. The most fish that a single puffin has been observed carrying is 61.

When a puffin chick matures, it heads out to sea, where it spends about two or three years before returning to land to find a mate and breed in a colony. The first nesting usually happens when the birds are about 5 years old. Puffins live to about 20 years of age, though some live to 30 or more.

AP Images

Wooden decoys like the one at right were used to lure puffins to Eastern Egg Rock island off the coast of Maine.

Relocation Effort

During his stay on Maine's Hog Island in 1969, Kress learned that puffins had been hunted to extinction there. At one time, in fact, only a single pair lived in all of Maine. By 1969, the island had been overrun by the puffins' enemies-gulls. Still, Kress couldn't help but wonder whether the puffins might be transplanted from elsewhere and reestablished on the island. No one had ever attempted anything like that before.

In 1972, Kress began his restoration project by digging burrows and shooing away gulls on Eastern Egg Rock Island. Then he made a series of trips to one of the biggest puffin colonies in Canada. Helped by two assistants, he extracted puffin chicks from their burrows, enduring occasional bites from distressed parents. With the chicks stored safely in soup cans, Kress and his crew carried them back to the United States, where they deposited one into each hand-dug burrow. For the next year, the researchers looked after the chicks, feeding them every day.

When the chicks eventually *fledged*-developed feathers and wing muscles that enabled them to fly -they did what young puffins naturally do: They left home for the open sea. From then on, Kress could only wait for the birds to return. One, two, three, four, five years went by.

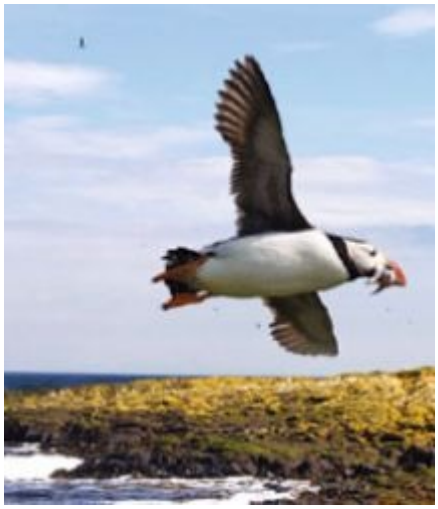
Courtesy of Bill Scholtz

Stephen Kress and island supervisor Ellen Peterson attach a band to a puffin on Eastern Egg Rock.

Finally, on July 4, 1981, Kress sighted what he had long been hoping for: a pair of puffins caring for a chick on Eastern Egg Rock. "After 100 years of absence and nine years of working toward this," Kress wrote in his journal that evening, "puffins are again nesting at Eastern Egg Rock-a Fourth of July celebration I'll never forget."

Model Program

Today, Kress is vice president for bird conservation for the National Audubon Society. Thanks to his Project Puffin, Eastern Egg Rock is now home to more than 100 pairs of nesting puffins. Altogether, about 1,000 pairs live in Maine.



Steve Allen/Getty Images

A puffin flaps its wings 400 times a minute-a very high number for a bird of its size.

Kress's translocation techniques have involved more than digging burrows and transporting chicks. Puffins are *social* animals-they live in groups. So Kress set up wooden puffin decoys and broadcast puffin calls to lure puffins to the Maine islands. When the birds began arriving, he erected mirrors to create the illusion of bigger, more enticing colonies.

Countless seabirds have since benefited from Kress's ingenuity. Seabird conservationists around the globe have adopted his techniques to reestablish almost 50 species in 14 countries, including petrels in New Zealand and albatross in Japan. "That was always my hope," says Kress, "to extend this beyond the puffin."

Name: _____ **Date:** _____

1. According to the text, which of the following statements is true about Atlantic puffins?

A. They have orange legs and feet.

B. They only eat plants.

C. They prefer to live on land.

D. They are aggressive.

2. How does the text describe Kress's relocation effort for the puffins?

A. something that would only work for puffins

B. too difficult to replicate for other sea birds

C. a step-by-step process

D. a groundbreaking, successful process

3. Read these sentences from the text.

> Puffins are *social* animals-they live in groups. So Kress set up wooden puffin decoys and broadcast puffin calls to lure puffins to the Maine islands. When the birds began arriving, he erected mirrors to create the illusion of bigger, more enticing colonies.

What can you conclude about puffins from this evidence?

A. The puffins quickly grew distrustful of the wooden decoys that Kress set up.

B. Puffins are more likely to want to nest in places where there are other puffins.

C. Puffins like to be alone during the day and together at night.

D. The puffins loved studying their own reflections in the mirrors that Kress installed.

4. Based on the text, how might Kress have felt while he was waiting to see if the puffins would return?

A. unconcerned and confident

B. nervous, but hopeful

C. doubtful and unsure

D. excited and enthusiastic

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

A. Puffins: Don't Discount Them Yet!

B. Puffins: Different from the Average Sea Bird

C. Puffins: Colorful, Loyal, and Smart

D. Puffins: a Model Case for Conservation

6. Read this sentence from the text.

> Atlantic puffins are short, **stocky** birds with black and white feathers, orange legs, orange feet, and large, triangular, orange-red beaks.

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

A. skinny and long

B. stubborn

C. thick and sturdy

D. colorful

7. Choose the word that best completes the sentence.

Part of Kress's relocation strategy involved a trip to one of the biggest puffin colonies in Canada, _____ he could collect baby puffins and transport them back to Maine

A. but

B. if

C. although

D. so

8. According to the text, what does Kress mean when he says Atlantic puffins are "all-purpose birds"?

9. What is implied about the techniques Kress uses if they're now a worldwide model?

Current Events Log
Day 8

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

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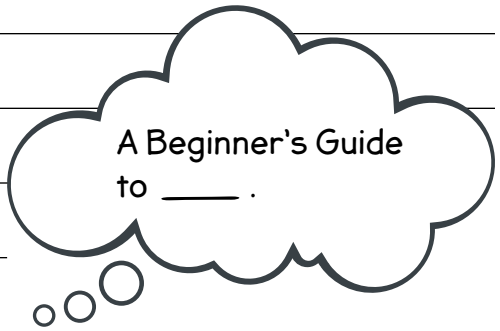
Journal Entry 8

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 Factoring Expressions

➤ **Study the Example showing how to use factoring to write an equivalent expression. Then solve problems 1–6.**

Example

Consider the expression $(-3t + 3) + (2 - 2t) + (-4t + 4)$. Write an equivalent expression that is the product of two factors.

You can combine like terms. Then find a common factor.

$(-3t + 3) + (2 - 2t) + (-4t + 4)$

$(-3t - 2t - 4t) + (3 + 2 + 4)$

$-9t + 9$

$-9[t + (-1)]$

An equivalent expression is $-9(t - 1)$.

1. Write $-9t + 9$ as the product of two factors in a way that is not shown in the Example. Explain how you found it.

2. Write an expression equivalent to $6 - 4(3 - 6m) + 12m$ that is the product of two factors. Show your work.

SOLUTION _____

3. Is $1 + 4(3x - 10) - 12x$ equivalent to -39? Explain.

Vocabulary

equivalent expressions
two or more different expressions that always name the same value.

factor (noun)
a number, or expression within parentheses, that is multiplied.

factor (verb)
to rewrite an expression as a product of factors.

Life as a Country Girl

by ReadWorks

Fourteen year-old Savannah Schafer lives in a rural community in the United States. A rural area is different from a city because there are fewer people. Her home is deep in a valley surrounded by mountains that are rocky and covered in trees. While many farms are located in rural areas because they require large plots of land to grow food or house livestock, in Savannah's community the mountains and rocky soil make it difficult to farm. This is one reason why few people live in her area.

What's it like to live in the mountains? "Because we have a lot of space we get to have horses and chickens," she says. Savannah's family harvests eggs from the chickens for breakfast. "We also lose electricity a lot," she says, "because the trees fall on power lines whenever there's a storm."

In Savannah's community, people keep battery-powered flashlights and oil lamps stored in case the lights go out. Some people also use a generator-a machine that generates electricity from gasoline -whenever there are emergencies. Savannah's family uses a wood stove during winter storms for cooking and warmth. In the winter, milk and other refrigerated items can be kept outside, but in the summer food often spoils. "I don't like when I have to clean out the refrigerator after we lose electricity, so mom usually does it."

Savannah's home also uses a well dug deep into the ground for water. Electricity is used to pump the water out of the well and into the pipes of the house. When you turn on the faucet to do the dishes or take a shower, the water flows out just like it does in a city building. In cities, every building is hooked up to a water supply that runs in pipes underground, but in rural areas people live too far apart to use pipes.

According to reporter Hope Yen, only 16% of the population in the United States lived in a rural area in 2011. However, over 90% of the land in the United States was considered rural. While most Americans lived in cities, most of America's land was still considered rural.

Going to school in a rural area means having fewer classmates and traveling longer distances. To get

to her high school Savannah must drive forty miles to the nearest city. This means Savannah must get up much earlier than her city classmates in order to be on time. The roads in her community aren't paved with asphalt either, so during storms they can become too muddy or snowy to pass. In cities a snowplow comes by quickly, but areas where fewer people live aren't the priority, so days can pass before a snowplow clears the road. Sometimes Savannah must miss school because storms make it impossible to drive.

Savannah isn't sure yet if she wants to live in the country or the city when she grows up. "I like being in nature, hearing the creek and the birds, and having a big yard. I also like being in the city, though, where I can go bowling or skating, or see my friends. It can get lonely in the country, although I do love being around our animals."

Name: _____ **Date:** _____

1. Where does Savannah Schafer live?

A. in a city forty miles away from a mountain community

B. in a house hooked up to a water supply

C. in a place where it is easy to see her friends

D. in a rural community in the United States

2. What does this passage compare living in the country with?

A. This passage compares living in the country with living in the city.

B. This passage compares living in the country with living in the mountains.

C. This passage compares living in the country with living in a rural community.

D. This passage compares living in the country with farming on rocky soil.

3. Living in the country is different from living in the city.

What evidence from the passage supports this statement?

A. According to Hope Yen, over 90% of the land in the United States is considered rural.

B. Savannah likes being in nature, hearing the creek and the birds, and having a big yard.

C. While many farms are located in rural areas because they require large plots of land to grow food, it is difficult to farm in Savannah's community.

D. Snow is cleared quickly from city roads, while days can pass before a snowplow clears roads in the country.

4. Why is Savannah not sure whether she wants to live in the country or the city when she grows up?

A. The roads in her community are not paved with asphalt.

B. She likes different things about both places.

C. Her family harvests eggs from their chickens for breakfast.

D. Her family uses a wood stove during winter storms.

5. What is this passage mostly about?

A. what a generator is and why some people use one whenever there are emergencies

B. what living in the country is like for a girl in a mountain valley

C. the differences between water that comes from a well and water that comes from underground pipes

D. the 84% of Americans who do not live in a rural area

6. Read the following sentence: "A **rural** area is different from a city because there are fewer people."

What does the word **rural** mean?

A. in the country

B. in the city

C. in the ocean

D. in a building

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

Savannah likes some things about being in the country; _____, she also likes some things about being in the city.

A. as a result

B. on the other hand

C. most importantly

D. as an illustration

8. What is one thing Savannah likes about the country?

_____

_____

_____

9. What is one thing Savannah likes about the city?

10. Would living in the country or the city be a better choice for Savannah when she grows up? Explain your answer with evidence from the passage.

Current Events Log
Day 9

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

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Journal Entry 9

PART 1

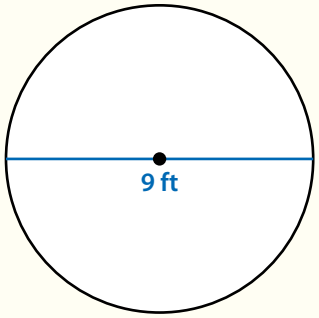
Write a fiction story where one of the main characters says, "But if anyone asks, tell them we're fine!"

Practice Using the Relationship Between a Circle's Circumference and Diameter

➤ **Study the Example showing how to find the circumference of a circle. Then solve problems 1–5.**

Example

A model of a circular pool is shown. What is the exact circumference of the pool?



You can use a formula to find the circumference of a circle.

The diagram shows that the diameter of the pool is 9 ft.

$C = \pi d$

$= \pi \cdot 9$

$= 9\pi$

Using π gives an exact circumference. The circumference of the pool is 9π ft.

1 **a.** A circular dining room table top has a radius of 22 inches. What is the diameter of the table top?

b. What is the circumference of the table top? Write your answer using π. Show your work.

SOLUTION _____

2 A circular coin has circumference 32π millimeters. Will the coin fit through a slot that is 35 millimeters long? Explain.

Vocabulary

circumference
the distance around the outside of a circle.

diameter
the distance across a circle through the center.

pi (π)
in a circle, the quotient $\frac{\text{circumference}}{\text{diameter}}$.
Common approximations are 3.14 and $\frac{22}{7}$.

radius
the distance from the center of a circle to any point on the circle.

Genetic Basis of Butterflies

by ReadWorks

If you've ever been in a park during the summer, you may have seen butterflies flitting from flower to flower. They are quite beautiful, and like humans, seem to have individual traits. There are orange butterflies with big brown eyes, blue butterflies with black markings on their wings, and white butterflies with small black antennae. According to some butterfly experts, there are approximately 20,000 kinds of butterflies in the world. Each species (or type) of butterfly has its own genetic information that dictates what characteristics it will have and distinguishes it from other butterflies.

Inherited genetic information explains why certain species look different from others. Monarch butterflies, orange butterflies with black markings and white spots on their wings, are most common in Mexico and the United States. Their bright color makes them easily noticeable to predators, but also acts as a warning that they are poisonous if eaten.

The poison of monarch butterflies can be traced back to a plant they feed on during an earlier stage in their lives. What we think of as butterflies are the adult versions of caterpillars. As caterpillars, monarchs feed on milkweed, which contains a toxin that is poisonous to most vertebrates but not to monarch caterpillars. When the caterpillars become adult monarch butterflies, the milkweed in their bodies is poisonous to any predators that might try to eat them.

An unsuspecting predator that did not know the monarch butterfly was poisonous would soon realize its mistake. After tasting the poisonous bug, most predators quickly spit out the monarch and learn not to eat them again. Unlike other butterflies, whose genetic information (and therefore their

coloration) helps them blend into their habitats in order to defend themselves from predators, monarch butterflies rely on their bright coloration to keep them safe. An interesting fact: another species of butterfly, the viceroy, mimics the coloration of the monarch in order to keep predators from eating it!

Even though there are many kinds of butterflies that look very different, all butterflies share a certain number of traits, which are also determined by their genetic information. They all have the same life cycle. First a caterpillar hatches from an egg. The caterpillar eats plants and grows bigger. Then it covers itself in a hard case called a chrysalis, and it enters a stage of transformation. During this stage, the insect is called a *pupa*. Inside the chrysalis, the pupa grows the legs, wings, and other parts of an adult butterfly. Once the butterfly is fully developed, the chrysalis splits apart, and the butterfly emerges. All butterflies have four wings-two upper, two lower-that are covered in tiny colored scales. A butterfly's genes determine the color of its scales, and more-they dictate the insect's size and shape as well.

Colorful decorations are key to the survival of the monarch butterfly. Vivid colors signal danger to the predators which might otherwise eat the butterfly. Other species of butterfly, with different genes, rely on different survival strategies, and have their own distinctive designs. But no matter the pattern, the blueprints for each of the 20,000 different species' development are written in their genetic codes.

Name: _____ **Date:** _____

1. What does genetic information dictate, or control?

A. what characteristics an organism will have

B. where an organism will live and die

C. which predators will eat the organism

D. who the organism's parents were

2. The passage describes the sequence of a butterfly's life. Which of the following shows the life cycle of a butterfly in the correct order?

A. egg, pupa, adult, caterpillar

B. pupa, egg, caterpillar, adult

C. egg, caterpillar, pupa, adult

D. egg, pupa, caterpillar, adult

3. Monarch butterflies are protected by their bright coloration. What evidence from the passage supports this conclusion?

A. Their bright coloration makes monarch butterflies easily noticeable to predators.

B. The monarch's color warns predators that they are poisonous, so they don't get eaten.

C. Unlike other butterflies, monarchs do not blend into their surroundings to protect themselves.

D. If a predator eats a monarch, it can taste the poison and will spit the butterfly out.

4. Butterfly A is blue with black markings. Butterfly B is green with brown spots. What conclusion can you make about these two butterflies?

A. Both butterflies protect themselves by blending into their surroundings.

B. The two butterflies have different life cycles.

C. Both butterflies have the same genetic information.

D. The two butterflies have different genetic information.

5. What is this passage mostly about?

A. monarch butterflies

B. viceroy butterflies

C. milkweed toxins

D. caterpillars and pupae

6. Read the following sentences: "Inside the chrysalis, the pupa grows the legs, wings, and other parts of an adult butterfly. Once the butterfly is fully **developed**, the chrysalis splits apart, and the butterfly emerges."

What does the word "**developed**" mean?

A. young and small

B. changed and grown

C. safe and protected

D. soft and vulnerable

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

Monarch butterflies are brightly colored; _____, they are highly visible to predators.

A. however

B. for example

C. as a result

D. initially

8. Why are monarch butterflies poisonous?

_____

_____

_____

Current Events Log
Day 10

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

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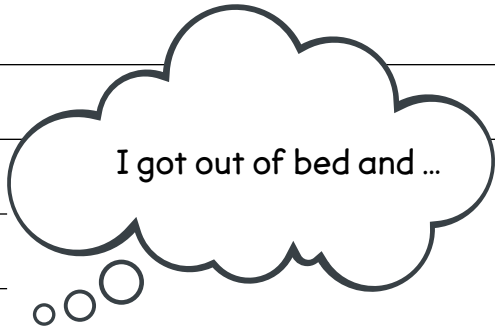
Journal Entry 10

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.



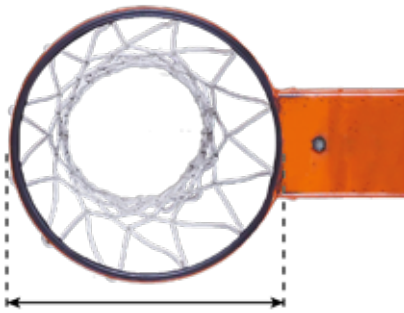
3 Destiny draws a circle with radius 14 centimeters.

a. What is the circumference of Destiny's circle? Write your answer using π. Show your work.

SOLUTION _____

b. Is 85 centimeters a reasonable estimate for the circumference of Destiny's circle? Explain.

4 The diameter of a basketball rim is 18 inches. What is the circumference of the rim? Write your answer using π. Show your work.



SOLUTION _____

5 A circular mirror has a circumference of 50π inches. What is the radius of the mirror? Show your work.

SOLUTION _____

Vanquishing the Gooples

by Kyria Abrahams

You can be anything you want to be at the Renaissance Faire. There are dragons, maidens, elves, and fairies. There are live horse races with jousting knights and great big turkey legs the size of your head.

Melissa goes every year. This year, she is dressed as a powerful medieval sorceress. She's sewn a cloak from purple velvet, and she holds a long metal staff with an infinitely old crystal set on top. In reality, the staff is just a plastic pole painted silver with a rock glued to the top, but no one else has to know that. To Melissa, it's the magical staff of an ancient warrior witch.

As she enters the Faire, she is greeted by a very, *very* tall man on stilts with a stovepipe hat.

"There is magic here, fair maiden!" he warns her from above. "Be on your *toes*!"

With that, he leaps away into the trees and disappears.

Walking around the Faire is always an experience. Melissa dodges the marshmallow catapult and an angry warlock with a water gun. The warlock squirts her right in the face.

"Gotcha!" he says.

She heads to Psychic Alley to visit Madame LaFuture, the best gypsy palm reader at the Faire. Melissa sits on a bed of silk scarves. Incense sends smoke rings into the air.

"Give me your hands, child," LaFuture says, taking her by the wrists. Her eyes grow large, and she gasps. The old gypsy falls over in a trance, landing on a soft pile of scarves.

"Wake up!" Melissa yells. She sees the warlock who squirted her earlier.

"Give me your water gun!" she yells to the warlock, who seems both baffled and concerned. Melissa squirts the gypsy woman with water, and she awakens from her trance.

"You are the one!" the gypsy woman says. "You will be needed tonight!"

With that, she faints.

"Come with me, young sorceress," says the warlock. "You are lucky you found me."

Out of the corner of her eye, Melissa sees something stirring. It's red and covered in feathers. It's adorable. She wants to reach out and grab it.

"Do not even glance at it!" the warlock says. "It begins!"

The warlock takes Melissa by the hand and they run. They do not stop until they are inside his tent at the edge of the woods. He zips the tent door and then a window.

"We are safe here," he says.

"Safe from what? What's going on?"

"That red, feathery creature you saw earlier. The one I told you not to reach for?"

"You mean like *that* one?" Melissa asks. She points to an almost identical creature sitting in the corner of the tent with blue polka dots on its head.

"Oh mercy me!" the warlock screams, jumping in the air and nearly taking the whole tent down with him.

The feathery creature disappears in a puff of smoke as the warlock continues to scream and shake.

"You must be out of your mind, Warlock! They're absolutely adorable!"

"No, they're Gooples. And they're evil!"

Melissa unzips the window and looks outside. There, she sees the same feathery little bird-creature hopping about. It catches Melissa's eye and makes a chirping noise. *This is a Goople? Harmless!* she thinks.

In a puff of smoke, the Goople becomes 10 feet tall with enormous fangs and oozing sores.

"Oh mercy me!" Melissa screams, zipping up the window as fast as she can.

"I told you," says the warlock. "No one ever listens to a warlock."

"The gypsy said I am 'the one.' Am I supposed to get rid of these creatures?"

"You don't have to get rid of them, per se, just, you know..."

"What? I know, *what*? Spit it out, Warlock!"

"Just vanquish them by dawn and without any of the merry participants at the Faire knowing that anything is wrong. I mean, we wouldn't want any bad press over this."

And so Melissa and the warlock leave the tent, carrying her magical staff-which, at this moment, has turned into a real magical staff.

The pair heads south to the picnic area, where wizards and elves are eating together in harmony. Melissa spots a feathery, red Goople on a table, sitting behind an ear of corn. A little boy is looking at the Goople and giggling.

The Goople starts to inflate. But before it can get much bigger, Melissa points her staff at it. The Goople disappears in a puff of smoke.

Melissa approaches the little boy. "You saw nothing," she whispers in his ear, handing him a dollar.

"You're crazy," the little boy says.

Melissa and the warlock sneak around the park grounds all day like this, picking off the Gooples with her magical staff. But when the Faire closes for the night, Melissa doesn't leave. It's dark, and the warlock takes her hand, leading her to the exit gate.

"Just one more Goople," he says. "And then we are safe."

Melissa looks up to see the biggest Goople of the day blocking the exit, blocking the entire street.

The warlock looks at Melissa and nods his head. She points her magical staff at the Goople, and it disappears, just like all the others.

The warlock cheers and pulls off his mask.

"Nice to meet-cha!" he says. "I'm Bob."

Well, this is not a real warlock at all. He's just someone who works at the Faire. And so is the gypsy, who is now dressed in jeans and sneakers and riding toward the exit on her bicycle. When Melissa looks down at her staff, it's once again just a plastic pipe with a rock on top.

"You did a great job playing this game today," Bob says.

"My name is Shannon," says the gypsy, extending her palm for a handshake. "Madame LaFuture is my alter ego."

"I hope you had fun today," Bob says. "But the Faire lasts all weekend. Will we see you again tomorrow?"

Melissa isn't quite sure how to react. She had gotten so into the role-playing of the day, she forgot that none of this was real.

"Uh, yes! Yes of course," Melissa says. "I'll be back tomorrow for more games!"

"Splendid!" says Bob. "And it looks like your ride is here as well!"

Outside the gate, Melissa's mother is parked in the family car, honking the horn, waiting to take her home. She grabs her magical staff and smiles to herself. What costume will she wear tomorrow? Who does she want to be next? She can be anyone.

Name: _____ **Date:** _____

1. In this story, what is Melissa pretending to be?

A. a medieval sorceress

B. a gypsy palm reader

C. a Goople

D. a warlock

2. Where does this story take place?

A. at a state carnival

B. in an ancient kingdom

C. at a Renaissance Faire

D. at a campsite

3. Melissa goes to the Renaissance Faire every year. This year, she gets so involved in her role that she forgets it is not real. At the end of the day, she asks herself who she wants to be next.

What conclusion can you draw from this evidence?

A. Melissa did not like being a sorceress at the Renaissance Faire this year.

B. Melissa goes to the Renaissance Faire because she likes the food.

C. Melissa only wants to be a sorceress at the Faire, nothing else.

D. Melissa enjoys dressing up and playing pretend at the Renaissance Faire.

4. What word best describes Melissa in this story?

A. suspicious

B. frightened

C. compassionate

D. imaginative

5. What is the main idea of this story?

A. A girl makes her very own Renaissance Fair costume from scratch.

B. A girl gets caught up in a game at the Renaissance Faire and forgets it is not real.

C. A girl has her fortune told by a palm reader at the Renaissance Faire.

D. A girl finds out she truly has magical powers and has to destroy evil creatures.

6. Just after the warlock tells Melissa that she must vanquish the Gooples, the passage states:

"And so Melissa and the warlock leave the tent, carrying her magical staff-which, at this moment, has turned into a real magical staff."

Why does the author state that Melissa's staff has turned into a real magical staff?

A. to show that Melissa's staff was actually always magical

B. to show that Melissa now believes that her staff is magical

C. to show that Melissa is actually magical

D. to show that Melissa is proud of the staff she made

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

_____ the gypsy has told Melissa that she is "the one," the warlock tells Melissa that she needs to vanquish the Gooples.

A. After

B. Even though

C. Meanwhile

D. Before

8. In reality, what is Melissa's staff made of?

_____

_____

_____

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?

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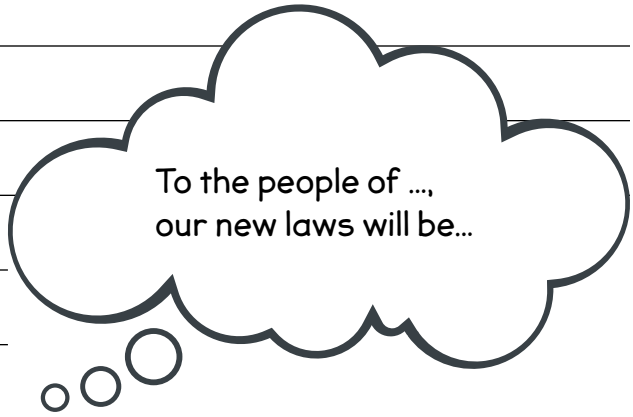
Journal Entry 11

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.



Name: Day 12

Practice Finding the Area of a Circle

➤ **Study the Example showing how to find the area of a circle. Then solve problems 1–5.**

Example

What is the exact area of the circle?

To find the radius, count the number of units from the center of the circle to the edge. The radius is 6 units.

Then find the area of the circle.

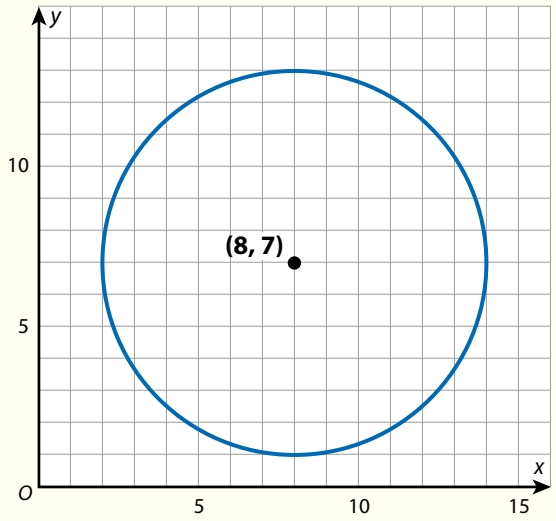
$A = \pi r^2$

$= \pi(6)^2$

$= 36\pi$

To find the exact area, use π.

The area of the circle is 36π units^2.



1. A round tablecloth has a diameter of 30 inches.

   a. What is the radius of the tablecloth?

   b. What is the area of the tablecloth? Write your answer using π. Show your work.

SOLUTION _____

2. A circular garden has a radius of 3 meters. What is the area of the garden? Write your answer using π. Show your work.

SOLUTION _____

Vocabulary

area
the amount of space inside a closed two-dimensional figure. Area is measured in square units.

diameter
the distance across a circle through the center.

radius
the distance from the center of a circle to any point on the circle.

A Special Delivery

by ReadWorks

"Anything you want, anytime you need it."

The message showed up at the same time on the same day: December 12, at 12 p.m., on computers across the nation. Simultaneously, couriers delivered embossed envelopes containing cards with the same message to the offices of the five hundred largest companies in the country, as well as all of the major news outlets.

One of those many cards found its way to the desk of Christoph Ferstad, a business reporter at one of the biggest newspapers in Washington, D.C. It arrived during his lunch break and was waiting when he returned, burrito in hand. Christoph was only too happy to put off getting back to work, so he picked up the card to inspect it more closely. It was a beautiful piece of design, and obviously expensive. The paper felt silky to the touch and weighed heavily in his hands. The background was stark black, with the words printed out in a crisp white font. There was no explanation on the back, just a website address.

"When did this arrive?" he asked the office secretary.

"Just around 12 p.m.," the secretary replied. "A courier brought it especially for you. He had other, identical envelopes, too. Perhaps they were going elsewhere in the building?"

Christoph picked up the card, turned it over, and typed the web address into his browser. A site popped up, identical to the card: all black, with the same message in white. But the site added in small print: "Anytime: Launching Tomorrow."

Just then Christoph's phone rang.

"Christoph, did you just get a card from a company called Anytime? Do you know anything about this?"

It was Martine, Christoph's friend and a reporter at the *San Francisco Chronicle* on the West Coast. "I just got it, too, Martine," Christoph responded. "No idea. Their budget must be sizable, though, if they're hand-delivering the cards to reporters all across the country."

The next day websites and blogs were filled with articles trying to guess at the identity of Anytime. Was it an Amazon spinoff? An elaborate prank? Something semi-illegal? Anytime's marketing campaign had worked-they were a household name before they'd even made a single sale. When the reveal came, that day at noon, it was considerably less exciting than the rumors that had swirled around the company.

The website suddenly had a single field that read, "What do you want?" All you had to do was type the words into that box and then the website would show you options. You could get your desired item within one, ten, or twenty-four hours. Bloggers were the first to test the limits of the service. Readers quickly

learned that within an hour, Anytime could deliver to you: a puppy, an alligator, a meal from the most exclusive restaurant in New York City, a manicurist, and, miracle of all miracles, a cable guy who actually showed up to fix your Internet connection.

Christoph had his first experience with Anytime the next day, when his older brother pranked him by having a miniature pig delivered during an important meeting. Christoph reciprocated by sending his brother a mariachi band during a romantic dinner with his wife.

Within weeks, Anytime had become a part of daily life. Nobody used other delivery sites or the postal service anymore-why would you when Anytime was cheaper and you could have whatever you wanted delivered more quickly?

Christoph still wondered what exactly Anytime was, though. He looked through the corporate records, but the company was registered in the Cayman Islands. It was impossible to decipher who actually owned Anytime and who was running it. Christoph began to track other peoples' interactions with the company. He heard rumors about Anytime being used for more nefarious purposes. Not only could you get puppies and mariachi bands through Anytime, you could purportedly get weapons and illegal substances as well.

The more Christoph delved into Anytime's business, the more something seemed off. One of Anytime's competitors had tried to sue the company for patent violation; something to do with their operational processes at a central warehouse. Within a week, the man behind the lawsuit had died in a mysterious accident. The man had drowned at his lake house, even though he had been an expert swimmer.

Christoph read about an attorney general in New York City who had wanted to investigate Anytime for potential tax violations. Three weeks later, the attorney general had to resign after a smear campaign revealed that he had taken bribes from construction companies.

And on and on. Whenever anyone questioned Anytime, something horrible seemed to happen to that person. Christoph began a spreadsheet, outlining every instance that something awful had befallen a person who'd gone up against Anytime. By lunch, Christoph had a list of more than one hundred examples. Goosebumps graced his arms. This could be his big story, the one that would win him a Pulitzer Prize. There was absolutely something underhanded going on here. Christoph worked on his list the rest of the day, emailing potential sources and looking through newspaper archives. One by one, the rest of the computers shut down and the lights in the newsroom were turned off as his colleagues went home to bed. But Christoph couldn't stop; he was so energized by the leads he was finding. Two of the sources had already emailed him back and they wanted to talk about the suspicious occurrences they had witnessed.

Around 4 a.m., Christoph fell asleep at his desk, his forehead resting on the keyboard. He woke up with a start at 6:30 a.m., when the early shift arrived and began turning on the lights. Bleary-eyed, Christoph stared at his computer. His inbox was full of emails from an anonymous address that all said the same thing: "Stop stirring up trouble." Christoph smiled. He had no intention of stopping his investigation, and now he knew he was on the right track.

Name: _____ **Date:** _____

1. Who sent the message "Anything you want, anytime you need it" to computers and reporters across the country?

A. Christoph Ferstad

B. Christoph's friend Martine

C. the company Anytime

D. the company Amazon

2. Based on the text, how can the character Christoph best be described?

A. smart, friendly, and optimistic

B. curious, observant, and determined

C. cheerful, lucky, and laid-back

D. cautious, quiet, and nervous

3. Read these sentences from the text.

Whenever anyone questioned Anytime, something horrible seemed to happen to that person. Christoph began a spreadsheet, outlining every instance that something awful had befallen a person who'd gone up against Anytime. By lunch, Christoph had a list of more than one hundred examples.

Based on this evidence, what conclusion can you draw?

A. Most people are suspicious of Anytime's actions, but they are not willing to go up against the company.

B. Anytime is most likely responsible for the "horrible" things that keep happening to people who go up against it.

C. Christoph believes that the pattern of "horrible" things happening to people who question Anytime is a coincidence.

D. Very few people question Anytime's actions or try to go up against the company.

4. Who most likely sent the anonymous emails telling Christoph to "stop stirring up trouble"?

A. Christoph's friend Martine

B. The attorney general of New York City

C. The company Anytime

D. Another reporter at Christoph's newspaper

5. What is the main idea of this story?

A. A new company, Anytime, becomes a part of daily life because of its impressive delivery services.

B. A reporter starts investigating the suspicious activities of a mysterious new company, Anytime.

C. A new delivery company, Anytime, gains people's attention with its mysterious marketing plan.

D. A reporter decides to write an article advertising a popular new delivery company, Anytime.

6. Read these sentences from the text.

Whenever anyone questioned Anytime, something horrible seemed to happen to that person. Christoph began a spreadsheet, outlining every instance that something awful had befallen a person who'd gone up against Anytime. By lunch, Christoph had a list of more than one hundred examples. Goosebumps graced his arms. This could be his big story, the one that would win him a Pulitzer Prize. There was absolutely something underhanded going on here.

Based on these sentences, what does the word "underhanded" mean?

A. pleasant and exciting

B. unplanned and accidental

C. fair and justifiable

D. dishonest and sneaky

7. Choose the answer that best completes the sentence.

_____ Christoph's inbox was full of emails that all said "Stop stirring up trouble," he had no intention of stopping his investigation.

A. At first

B. Even though

C. For example

D. Because

8. According to Christoph's research, what happened to anyone who questioned or went up against Anytime?

9. Read these sentences from the end of the text.

Bleary-eyed, Christoph stared at his computer. His inbox was full of emails from an anonymous address that all said the same thing: 'Stop stirring up trouble.' Christoph smiled. He had no intention of stopping his investigation and now he knew he was on the right track.

Why might these emails have helped Christoph know he was "on the right track" to learn about and reveal Anytime's suspicious activities? Support your answer with evidence from the text.

10. The author chose to end this text with the anonymous emails telling Christoph to "stop stirring up trouble" and with Christoph's decision to keep on investigating Anytime. What effect or feeling might the author be trying to create with this ending? Support your answer with evidence from the text.

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?

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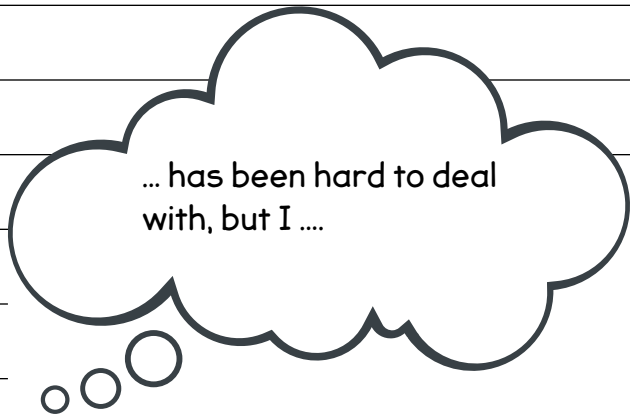
Journal Entry 12

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.



Name: Day 13

Practice Making Inferences from Samples About Populations

➤ **Study the Example showing how to use a random sample to make an inference about a population. Then solve problems 1–4.**

Example

Garrett is running for class president. He wants to know if he is likely to win, so his friend Jacob surveys a random sample of 10 students in his school. Of the 10 students, 7 say they will vote for Garrett. Suppose all 233 students in the school vote in the election for class president. About how many students should Garrett expect to vote for him?

Since $\frac{7}{10}$ of students in the sample say they will vote for Garrett, he should expect about $\frac{7}{10}$ **of the population** to vote for him.

$\frac{7}{10}(233) = 163\frac{1}{10}$

Garrett should expect about 163 students to vote for him.

1 Jacob conducts another survey of students in the school in the Example. This time, he surveys a random sample of 30 students.

a. In Jacob's sample, 24 students say they will vote for Garrett. Based on this sample, about how many students in the school should Garrett expect to vote for him? Show your work.

SOLUTION _____

b. Using Jacob's surveys, can Garrett know for certain how many students plan to vote for him? Explain why or why not.

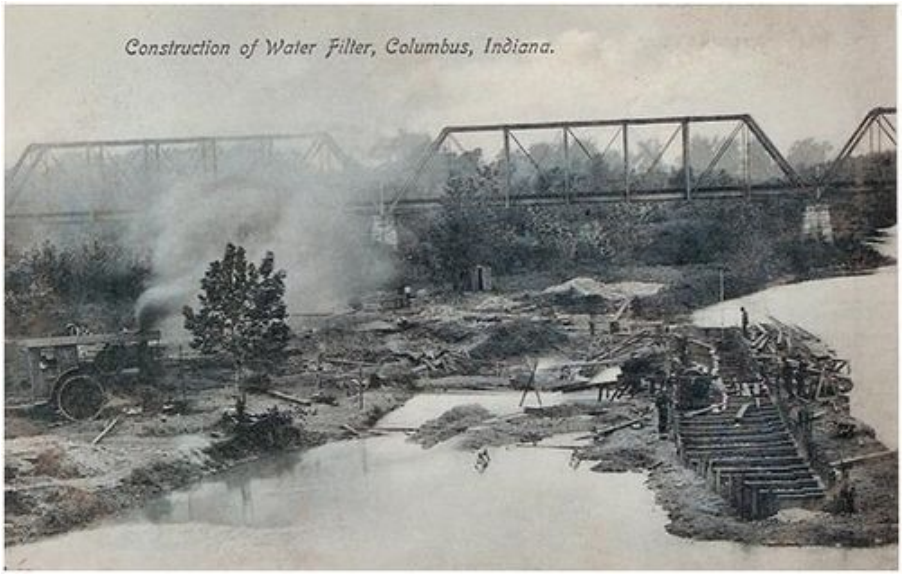
Vocabulary

random sample

a sample in which every element in the population has an equal chance of being selected.

The Postcard Collectors

by ReadWorks



When you go on vacation, it is often customary to send friends and families postcards from the places you visit. The postcards not only let them know where you are and how you're doing, but they provide them with a keepsake from your vacation. Today, the ritual of sending postcards has been somewhat supplanted by posting vacation pictures on Facebook, Instagram, and other social media sites. Not long ago, however, it was not uncommon for people to amass many hundreds of postcards received from acquaintances. As these collections grew, a hunger for more postcards arose, and some people became amateur postcard collectors.

As postcard collecting became more popular, many collectors sought out one another to buy, sell, and trade cards. Some of them formed clubs, which gathered regularly. In New York City, the oldest and largest such club is the Metropolitan Postcard Club of New York. The club meets every month, usually in a small conference room in a hotel, where members can examine one another's collections. Most of the members of the club are middle-aged or elderly, but there are some young collectors as well. They bring their card collections in shoeboxes. The collectors sit at folding tables and spend many hours flipping through cards, pulling out the ones they like.

Every collector looks for something different. Some collectors look for cards from a specific place. Often, people like to collect postcards from the place where they were born or grew up. Others like to collect cards showing certain buildings. One man claims to have 200 different postcards of the Empire State Building. Some collectors like postcards with photos on the front, while others prefer illustrations. A lot of the collectors specialize in postcards from New York, but many have postcards from all over the world. Some organize their collections by state, while those with lots of foreign postcards organize them by country.

While we may typically think of postcards as showing places, old postcards can actually show many different subjects. In particular, there is a specific type of postcard called a "real photo postcard" that is particularly valuable to collectors. These postcards, popular in the early part of the 20th century, were produced by amateur photographers, mostly residents of small towns. The photographers would take photos and produce them as postcards in very small quantities, usually only several hundred cards per photo. Instead of advertising a place, the postcards show scenes from small town life. There are photos of celebrations, disasters, and visits from famous people, as well as portraits of the photographers' friends

and family. These cards give a sense of what American life was like during that time.

Every six months, the club holds a big show in which many collectors gather together to talk about postcards and view each other's collections. In October of 2012, the convention was held in the ballroom of the New Yorker Hotel. Dozens of collectors had brought their collections with them. Some were very broad, while others were very specialized. One collector had only postcards of animals, while another had only ones of famous people. The collectors who were there to buy cards would sometimes walk up to the collectors selling cards and ask them if they had a particular type of card.

"Excuse me," an old woman asked a man. "Do you have any postcards of a hotel?"

"I do," said the man. "From where?"

"Miami Beach," said the woman.

"Darn," said the man, throwing up his hands. "I'm all out."

The woman scowled.

All the collectors said they were drawn to collect postcards for different reasons. Some said they liked collecting postcards as a way of understanding American history. Others said they had started out collecting stamps, but then they had grown more interested in the cards the stamps were attached to. A few said they collected all kinds of photographs, but that real photo postcards offered scenes they couldn't find anywhere else. A couple of collectors said they didn't have any special interest in postcards. They were buying cards as an investment, like some people buy financial stocks or pieces of art.

One collector, named Lisa, explained that she got into postcard collecting when she was very young. As a child, her father liked to wake her before dawn and schlep her from their home in Old Bridge, New Jersey, to the sprawling flea market in Englishtown, to forage for old postcards. For three decades, his collection grew. When he died, he left behind more than 100,000 cards, cached at random in a jumble of albums, envelopes, and shoe boxes, all crammed into a special annex to the garage, built explicitly for their preservation.

Several years ago, doctors told Lisa, then a spritely 48-year-old, that a tumor was growing in the pituitary gland of her brain. One night, unable to sleep, she went out to the garage, gathered up the postcards, and spread them across her dining room table. For the next 18 months, the family ate dinners in the kitchen while Lisa organized the cards, first by geographic region, then by topic.

"My brother said, 'Of course you have a brain tumor,'" Lisa recalled. "'No sane person would do this.'"

Her brain tumor having been safely removed, Lisa brought a small portion of her collection-a mere 10,000 cards-to the hotel with her. All day, she had been trading with other collectors. Lisa liked to collect postcards with cats, as well as cards that related to Halloween. She loved the postcard show, but she was worried because the crowd was smaller than in previous years. Young people were not as interested in collecting postcards as their elders, and those who were tended to buy and sell their cards on the Internet rather than in person.

"I think it's a shame," said Lisa. "Part of the fun of collecting is all the people you meet. The cards all have their own history, but so do the collectors."

Name: _____ **Date:** _____

1. What has somewhat supplanted the ritual of sending postcards on vacation?

A. sending emails with pictures

B. sending pictures via text message

C. posting pictures on social media

D. video-calling on Skype

2. What does the author describe in the passage?

A. the hobby of postcard collecting

B. a collection of postcards from the 20th century

C. members of the Metropolitan Postcard Club of New York

D. different types of postcards that can be bought in New York City

3. Emotions can run high as collectors hunt for new cards at postcard conventions. What evidence supports this conclusion?

A. "The collectors who were there to buy cards would sometimes walk up to the collectors selling cards and ask them if they had a particular type of card."

B. "Excuse me,' an old woman asked a man. 'Do you have any postcards of a hotel?'"

C. "'I do,' said the man. 'From where?' 'Miami Beach,' said the woman."

D. "'Darn,' said the man, throwing up his hands. 'I'm all out.' The woman scowled."

4. Collectors enjoy postcard shows because of the fun of trading postcards. Based on the passage, why else might collectors enjoy postcard shows?

A. They enjoy the pressure of trying to find the postcards they are looking for.

B. They enjoy interacting with other collectors and learning about their past.

C. They enjoy trading in ballrooms.

D. They enjoy advertising the postcard shows on different social media sites.

5. What is this passage mainly about?

A. a postcard collecting convention in New York City

B. why "real photo postcards" are valuable

C. Lisa, a collector with over 100,000 postcards

D. postcard collectors and why they are drawn to the hobby

6. Read the following sentence: "When he died, he left behind more than 100,000 cards, **cached** at random in a jumble of albums, envelopes and shoe boxes, all crammed into a special annex to the garage, built explicitly for their preservation."

What does "**cached**" mean?

A. stored
B. jammed
C. fixed
D. thrown out

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

Each collector has a different type of postcard he or she is looking for; _____, some people collect only postcards with photos of New York, while others are only interested in postcards with cats on them.

A. first
B. in contrast
C. for instance
D. moreover

8. What makes "real photo postcards" valuable to collectors?

_____

_____

_____

9. What are some of the reasons why people collect postcards? Give three examples from the text.

10. Why might young people not be as interested in collecting postcards as their elders? Use information 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?

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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.

2 Mindy works at a movie theater. One Friday, she collects a random sample of the type of tickets sold in the afternoon and the evening. She estimates that when 400 tickets are sold on a Friday evening, about 100 of them will be senior tickets. Is Mindy's estimate reasonable? Explain.

Time of Day	Adult	Senior
Afternoon	12	48
Evening	45	15

3 Students at a certain high school have to take an arts or technology class. A random sample of 60 students from the high school are surveyed. Each student is asked which class they take. Based on the survey results, which of the following statements are true? Select all that apply.

Class	Number of Students
Dance	19
Electronics	8
Music	7
Painting	15
Photography	11

A There are many excellent dancers at the high school.

B About 25% of the students at the high school take painting.

C Of every 30 students in the high school, about 11 of them take photography.

D Next year, 7 out of every 60 students at the high school will take music.

E In a group of 120 students from the high school, about 16 of the students likely take electronics.

4 Moses writes a paper on fruit for health class. He surveys a random sample of students at his school about their favorite fruit. In his sample 46 students say strawberries. The other 34 students in his sample say a different fruit. There are 506 students in Moses's school. What inference can Moses make about the number of students in his school who would say strawberries are their favorite fruit? Show your work.

SOLUTION

Relative Problems

by ReadWorks

Lauren Tripod's class was on its way to the Museum of Natural History for a field trip with Mrs. Rogers, the science teacher, and Mr. Pink, the history teacher. The school bus was old and stiff: every time the bus jolted to a stop, Lauren bounced up so violently that the top of her head slammed against its roof. This was horrible for a number of reasons, not least of which was the fact that Lauren was the tallest girl in the class and already self-conscious about it. Now she would have an unsightly purple bruise on her forehead that screamed, "Look at me, I'm so tall, my head consistently hits the ceiling!"

Lauren was sitting alone in her seat. Tasha, Mary, and Vanessa were squeezed into a seat a few rows ahead of her, whispering and laughing. Lauren rolled her eyes. Her best friends were upset with her for not inviting them to her birthday party. It had been a family-only affair. Lauren's parents had forbidden her from inviting any friends. Unfortunately, Beth Canter's family had been at the same restaurant, and Beth had taken a picture of her and Lauren and posted it to Instagram. So now Lauren's friends thought she had invited *Beth* to her birthday and not them. Lauren groaned and leaned her forehead against the grimy window.

Someone swept into the seat next to her. "Everything okay, Tripod?"

She turned to face her new bus partner. "Hi, Billy," Lauren said. "Yup, everything is fine."

"You look kind of down," he said. Billy had a really nice grin, bright white, with a little gap in the center of his two front teeth. Billy and Lauren had been neighbors ever since she could remember, but her parents and his parents didn't get along: something had happened once involving a hedge, and now the families never spoke.

"Yeah, I don't know," Lauren said. Her eyes involuntarily passed toward the front of the bus, where Tash, Mary, and Ness were sitting. They had just had just begun to laugh so loudly that the sound had spread to the back of the bus.

"Ignore them," Billy said. "I don't know what happened, but you guys are always getting into fights and then making up, like, a week later."

Lauren sighed. "You're totally right."

Billy's milky grin widened. "Girls are so weird," he said. "Why can't you just relax and get along?"

Lauren joined him in smiling. "I honestly don't know."

The bus lurched to a stop. They had arrived at the museum, and their classmates were standing and stretching.

"Want to be my field trip buddy?" Lauren asked Billy. Finding a field trip buddy was mandatory; they were all required to keep an eye out for one another when their class went anywhere. Lauren, Tash, Ness, and Mary usually formed two groups of two, but given the circumstances, Lauren figured she should expand her horizons.

Billy's eyes brightened like a couple of small bulbs. "Yeah, I do!" he said.

He sounded enthusiastic. And as Lauren followed him off the bus, she noticed something thrilling: she couldn't see over Billy's head.

The class gathered in the imposing hallway entrance to the museum as Mr. Pink and Mrs. Rogers divided them into groups. Lauren and Billy would accompany Mr. Pink, and Lauren's erstwhile friends would go with Mrs. Rogers. Lauren found that she didn't really mind.

In the front exhibition room, a dinosaur skeleton towered above them. Mr. Pink stopped the group in front of the skeleton and began speaking about how large it was, and how when archeologists initially found it, they imagined that it was the tallest dinosaur skeleton that would ever be discovered.

"That's how I feel," Lauren muttered to Billy, leaning in close so he could hear. He smelled nice.

He began laughing under his breath and grabbed and squeezed her hand. The rest of the class moved forward, trailing Mr. Pink to the hall of Neanderthals. Lauren walked on slower, took her time.

Why had she never really noticed Billy before? Lauren and Billy had grown up together. Well, they had grown up together before their parents had gotten into that argument. Lauren thought back and realized that she hadn't really spent time with Billy since the fifth grade. How strange.

Lauren had fallen somewhat behind the group and hurried to catch up. Billy was waiting for her at the edge of the cluster of other students.

"Want to ditch this and go check out the whale room?" he asked.

"Sure," Lauren said. She suddenly became anxious, her stomach a tight fist.

They feigned interest in the diorama Mr. Pink had just finished describing, and waited until the rest of the group had moved on to the next room. Billy seemed to know exactly where to go, and he led Lauren through other rooms lined with crammed cabinets until they reached a hulking, dark, cool, blue room. A life-size blue whale hung suspended from the ceiling.

They sat on the dark leather stools under the whale, gazing up at its belly.

"Isn't it amazing?" asked Billy.

Lauren turned her head to look at him. He was focused so intently on the whale: his eyes were wide, and his mouth hung open slightly.

He leaned back on his elbows and sighed. "It's so massive. It makes you feel minuscule in comparison, like your problems are just drops in the bucket, doesn't it?"

Lauren nodded gently, mimicking him and leaning down on the stool.

He chuckled. "You and your friends are going to be fine," he said. "I'm the one with the issues."

"You?" Lauren asked. "What's happening?" Billy was friendly and well-liked; he'd seemed relatively carefree until just now.

His smile faded, and he bit his lip. "My parents are getting a divorce," he half-mumbled. He tilted his head further back, as though wanting to block out everything but the underside of the whale.

Lauren put her hand lightly on his shoulder. As she did, he let out a long, slow breath. Lauren didn't know quite what to say, but she could tell from Billy's face and his breathing that he felt relieved. It was clear that he'd needed to tell someone. The best she could do, she figured, was to listen. So she tipped her head back and joined him in the blue.

Name: _____ **Date:** _____

1. Why are Lauren's friends upset with her?

A. They think Lauren is too tall.

B. Lauren decides to sit with Billy instead of with them.

C. They think Lauren invited Beth to her birthday party but not them.

D. Their parents had an argument with Lauren's parents.

2. What is one of the settings of the story?

A. Mrs. Rogers' classroom

B. Lauren's neighborhood

C. Mr. Pink's classroom

D. The Museum of Natural History

3. Read these sentences from the text.

"His smile faded, and he bit his lip. 'My parents are getting a divorce,' he half-mumbled. He tilted his head further back, as though wanting to block out everything but the underside of the whale."

Based on this evidence, how does Billy most likely feel about his parents' divorce?

A. He feels indifferent.

B. He feels relieved.

C. He is surprised.

D. He is in pain.

4. Read this sentence from the text.

"As Lauren followed him off the bus, she noticed something thrilling: she couldn't see over Billy's head."

Why was Lauren thrilled about this?

A. She had always wanted to meet someone taller than her.

B. Her friends didn't appreciate her height, but she thought they might appreciate Billy's.

C. She knew field trip buddies were assigned by height, so she would get to stay with Billy.

D. She was self-conscious about her own height, so the fact that Billy was taller made her feel more comfortable.

5. What is the main idea of this story?

A. Lauren learns to enjoy the field trip even though her friends are mad at her.

B. Lauren worries less about her problems as she becomes friends with Billy and learns about his parents' divorce.

C. Lauren and Billy separate from their class and find the whale room.

D. Lauren decides to partner with Billy for the field trip, but is upset to learn that his parents are getting a divorce.

6. What part of the story does the title, "Relative Problems," refer to?

A. Lauren is relatively tall compared to most of her classmates.

B. Lauren's problems are relatively small compared to Billy's problem.

C. Lauren's friendship with Billy is relatively new compared to her friendship with Tasha, Mary, and Ness.

D. Lauren's relatives and Billy's relatives had gotten into an argument over a hedge.

7. Choose the answer that best completes the sentence.

Billy and Lauren have been neighbors for a long time and had grown up together for a while. _____, Lauren thinks it's strange that they had not really spent time together since the fifth grade.

A. Instead
B. Thus
C. Because
D. However

8. What advice did Billy give to Lauren about her friends?

9. How did Billy feel about being Lauren's field trip buddy?

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?

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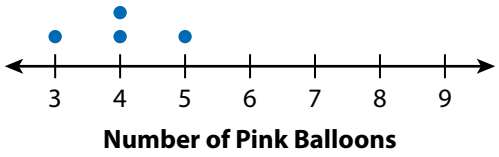
Journal Entry 14

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.

3 Alberto buys a bag of 600 balloons. Some of the balloons are pink, and the rest are green. He wants to estimate the number of pink balloons in the bag. He asks 4 friends to each select a random sample of 10 balloons. Each friend returns the sample before the next friend selects a sample.



Based on the data, what is a reasonable estimate for the number of pink balloons in the bag? Show your work.

SOLUTION

4 A jar holds 3,000 marbles of four different colors. Neena tries to guess the number of marbles of each color. She is allowed to take 4 random samples of 200 marbles each.

	Blue	Green	Red	White
Sample 1	82	42	36	40
Sample 2	70	51	49	30
Sample 3	58	65	45	32
Sample 4	65	62	38	35

Based on Neena's data, which of the following statements are true? Select all that apply.

A The total number of red marbles in the jar is approximately 168.

B There are likely more blue marbles in the jar than any other color.

C There are probably more white marbles than green marbles in the jar.

D Approximately 21% to 33% of the marbles in the jar are green.

E There are probably about twice as many blue marbles as green marbles in the jar.

Mission to Mars

by Sheela Raman

It had taken decades of hard work, but at long last the day arrived. Hundreds of spectators gathered at NASA's Kennedy Air Force Base to watch the Orion 254 shuttle shoot up into outer space, headed for Mars. Almost everyone in the world had tuned in to watch live footage of the launch on their smartphones or on TV. Onboard the shuttle two astronauts, dressed in puffy white spacesuits, patiently waited for blastoff. Roy and Ciara Thomas were a married couple NASA had specially selected to undertake this risky mission. In just a few minutes, they would begin an adventure that would carry them further away from Earth than anyone else in human history.

A voice came over the speakers that hovered above the excited spectators. Suddenly the crowd hushed. "In 1969, human beings walked on the moon for the first time," said the deep, confident voice, "and now, in July of 2020, we expand our frontier to Mars. Please send your salutations and blessings to our brave astronauts as they embark on this groundbreaking mission. "

Everyone erupted into cheers and whistles, and Ciara and Roy smiled as they heard these expressions of support over their shuttle radio. Family and friends of the astronauts stood at the front of the crowd. Tears streamed down their faces. They were proud of Roy and Ciara, but they did not know when or if they would ever see them again. The voyage would take at least a year to complete, and it involved many risks. Although Earth was now at its closest possible distance to Mars, the famed Red Planet was still 34 million miles away. The moon, which is 240,000 miles away from Earth, seemed a walk around the block

by comparison.

"Ten," counted the deep voice, "nine, eight, seven, six, five, four, three, two, one!" And with that, colossal fuel jets attached to the shuttle shot white-hot streaks of fire into the ground, and the shuttle and tanks immediately shot upward into the sky. In order to generate enough force to propel the shuttle from the earth's surface all the way into outer space, the shuttle's fuel tanks had to send an enormous amount of opposite pressure against the ground. That's why NASA scientists designed the jets to be so big and powerful. The jets created a great show of fire and smoke when they released.

Within minutes, Roy and Ciara passed through the top layers of the earth's atmosphere. The fuel jets, which were no longer necessary, broke away from the shuttle and drifted off into the vastness of outer space. Roy and Ciara began to float inside the shuttle because Earth's gravitational pull no longer weighed them down. Oxygen tanks fed air into their surroundings so that they could breathe. Roy and Ciara took their first deep breaths in space and gazed out the window. A brilliant blue sphere rose before them amid the blackness like a giant, shimmering jewel. That was Planet Earth, home to their fellow men and women, and they were now hurtling away from it at 75,000 miles per hour.

"Ground control to Roy and Ciara," said a happy voice on the radio from Mission Control.

"Roy Thomas to Mission Control," replied Roy.

"That was a textbook takeoff," the officer said. "Congratulations!"

"Thanks," said Roy. "We'll keep you posted as we move along."

NASA chose Roy and Ciara for the Mars mission not only because they were both very intelligent and physically fit, but also because they were happily married. Over such a long trip, NASA felt it was better to send people who would not easily get into fights. If anything went wrong on board the spacecraft, Roy and Ciara would have to work as a tight team to fix the problem. For an entire year they would have to survive without a single freshly cooked meal-all their food was stored on the craft in vacuum-sealed packs and tubes. A finite cargo of oxygen tanks contained their air supply. If at any point the mission stalled for too long, they ran the risk of running out of air to breathe. To maintain a good attitude amidst these challenges, the two astronauts really had to enjoy each other's company.

The risks of the Mars voyage did not seem to faze either Roy or Ciara. They were excited about the contribution they would make to human understanding of the universe. Roy was tall and broad-shouldered, and had been an Air Force captain before joining the team at NASA. Ciara was a petite, fine-boned woman, who worked as an astrophysicist for most of her career before volunteering to train as an astronaut.

For one whole quiet year the couple sailed across space. Every now and then Roy grew claustrophobic inside the small craft, but when this happened he exercised on the special fitness machines, or donned his spacesuit and opened the door of the craft, climbing on top of its surface to check that all parts were running smoothly. Ciara wrote in a journal about the beautiful sights she saw out the window-distant galaxies and stars, a giant asteroid not so far away. By the time Orion 254 finally approached the arid, rust-colored surface of Mars, people on Earth had almost forgotten about them. But as the craft got closer and closer to the red surface, news channels on Earth started buzzing. "Humans on Mars, at long last! Another giant leap for mankind!" they proclaimed.

Roy manned the gears of the craft now, directing it to a flat plain on the surface of Mars, just between two deep craters. He was an expert pilot, and he landed the spacecraft with a gentle thud. "Bravo!" shouted Mission Control. Everyone was clapping in the background. "You're about to make history!"

With great care and attention, the astronauts put their spacesuits back on. On top of these suits they

strapped an extra layer to protect against radiation, much like a doctor puts a protective layer over a patient before performing an X-ray. Unlike Earth, Mars does not have a very thick atmosphere or an ozone layer, so the radiation from the sun is many times stronger there. In a pouch attached to her spacesuit, Ciara carried jars and a small shovel to collect samples of Martian soil. She would be the first person to bring this precious material back to Earth. What would they discover in it? Alien bacteria? Some powerful, indestructible metal?

Roy switched on the television monitors outside the spacecraft, so citizens of Earth could watch this historic, first walk on Mars. The two astronauts fixed microphones to the insides of their suits so that they could talk to each other, Mission Control, and the rest of the earthly world. They fastened their spacesuits to cords inside the craft and stepped out into the swirling dust.

As he took his first steps, Roy saw a flicker of silver out of the corner of his eye. It seemed to move through the air and settle behind a rock to his right. Forgetting for a moment that he had to move slowly, Roy dashed forward to catch a better glimpse. In that one moment the cord attaching him to the spacecraft suddenly snapped, and he went floating into the air. People watching from Earth gripped their chairs in fear. There was not enough gravity on Mars to hold Roy steadily on the ground.

Ciara saw what happened and immediately shouted to him over the intercom. "Throw something out in front of you! As hard as you can!"

Roy knew when to listen to his wife. He removed a big hammer from his tool belt and hurled it with all his might directly ahead of him. The force of his throw generated an equal and opposite force that sent Roy hurtling backwards-right back into the spacecraft. He grabbed hold of the doors of the craft to steady himself and then looked at the broken cord. Fortunately they had the materials to fix the tear, and Ciara and Roy worked together quickly to patch it up. Within fifteen minutes they were back out on the surface. Mission Control and most of planet Earth cheered them along.

"Mars landing, take two," said Roy, to Mission Control.

"What happened?" asked the commander at Mission Control. "Why did you rush forward like that?"

"You're not going to believe this," said Roy. "But I swear I saw something silver, moving behind that rock just ahead."

"Are you saying . . . that you might have seen a life form?" asked the commander in a serious, quiet voice.

"Could be," said Roy. "Won't know for sure until we explore a bit."

"Indeed," said Ciara. "We'll have to be very quiet and slow."

Side by side, tools in hand, Roy and Ciara Thomas ventured forth into the mysterious red landscape.

Name: _____ **Date:** _____

1. Where is the shuttle carrying Roy and Ciara going?

A. the moon

B. the sun

C. Mars

D. Venus

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

A. The cord connecting Roy to the spacecraft snaps.

B. People from around the world watch as the Orion 254 shuttle takes off.

C. The fuel jets on the spacecraft drift off into outer space.

D. Roy gets claustrophobic while on the spacecraft.

3. Roy and Ciara work well as a team.

What evidence from the passage supports this statement?

A. Ciara is a petite, fine-boned woman who worked as an astrophysicist before becoming an astronaut.

B. Sometimes Roy exercises on special fitness machines when he gets claustrophobic on the spacecraft.

C. After his cord snaps, Roy saves himself by following the instructions that Ciara gives him.

D. Ciara says that she and Roy will have to be quiet and slow when they explore Mars.

4. How do people on Earth feel about the mission to Mars?

A. People on Earth only become interested in the mission during the landing on Mars.

B. People on Earth are interested in the mission during takeoff and landing, but they lose interest in between.

C. People on Earth are not interested in the mission during takeoff and landing, but they become interested in between.

D. People on Earth are interested in the mission during takeoff, landing, and every point in between.

5. What is a theme of this story?

A. the pleasures of old age

B. the importance of recycling

C. the challenges of living in a big city

D. the excitement of discovery

6. Read the following sentences: '"That was a **textbook takeoff**,' the officer said. 'Congratulations!"' 'Thanks,' said Roy. 'We'll keep you posted as we move along."'

What does the phrase **textbook takeoff** mean above?

A. a fuel jet that did not work the way it was supposed to

B. a launch that went exactly the way it was supposed to

C. an astronaut who likes to write about stars and asteroids

D. a group of people who gather together for an important event

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

Roy dashes forward _____ he sees something silver move through the air on Mars.

A. after

B. before

C. as an illustration

D. thus

8. Who are Roy and Ciara Thomas?

9. Why did NASA choose Roy and Ciara for the Mars mission?

10. Were Roy and Ciara a good choice for the Mars mission? Explain why or why not, using evidence from the story.

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?

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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