Hello to our 5th graders and Parents,

We hope this finds all of you well. This has been crazy and we hope that all of you stay healthy and we will be back to normal very soon. We miss all of you so much. We have been getting outside as much as possible, going on walks, cleaning/organizing, getting things ready to send home to you, and taking care of Spike and Bob (Mrs. McIrvin brought them home, so she could talk to them every day. 😊). We are staying home and hope all of you are as well, in hopes of stopping the spread of this virus.

In this packet, there is lots of work for you. We have labeled each week and it is all work that you will recognize, nothing new and scary!! 😊 Each week has an entry task packet, comprehension papers (remember to answer in complete sentences), states activities, essay instructions and materials, reading 20 minutes a day with journaling, and more. We hope that this will help you to have some structure and routine around schoolwork in your day. Did We mention how much we miss seeing all of you every day???

Things you can do that are not included in this packet are:

Mobymax- It has been opened up to you. You can get on here whenever you want and do whatever section you want. We suggest you try all of them and really put some time in, if you have access to the internet. You and your teacher can send messages back and forth on here if you have any questions or just want to say hi. Your username and password are both your name and lunch number. No caps and no spaces, for Mrs. McIrvin's class Mobymax.com/signin

Reading- 20 minutes a day! Have you heard that somewhere before?!?! 😊 Please keep up on your reading, we do not want you to lose any of the hard work you have out in this year. Read 20 minutes and then journal each day about what you read. It could be just a few sentences, but write it down.

Readworks- There are all sorts of assignments that have been assigned to you in here. We encourage you to do as many as possible. To log in, go to Readworks.org. If you are in Mrs. McIrvin's morning class your class code is KYZPJ, if you are in her afternoon class your class code is UHRSES. If you are in Mrs. Benner's class your class code is YDXV3Q.

Again, we miss you and cannot wait to get back to school,
Mrs. McIrvin & Mrs. Benner
Instructions for finishing your essay:
Opinion Essay (5 Paragraphs, you have to draw 2 pictures and can either use your best handwriting and write the essay out to put on your poster or if you can print it out you can do that also.)

Introduction
a. Hook, grab your readers’ attention
b. For example, (Detail 1 or 1st reason you agree with patriots or loyalists)
c. Also, (Detail 2 or 2nd reason you agree with patriots or loyalists)
d. In addition, (Detail 3 or reason you agree with patriots or loyalists)
e. Conclusion. Reader should know if you support patriot or loyalists

Detail 1 (Most of you chose Boston Massacre)
Make sure you use transition words, and to alternate your quotes in with sentences you write. All of these sentences need to stay true to your opinion. You need to have at least 5 sentences of your own writing plus your quotes.

Conclusion

Detail 2 (most of you chose Taxes)
Make sure you use transition words, and to alternate your quotes in with sentences you write. All of these sentences need to stay true to your opinion. You need to have at least 5 sentences of your own writing plus your quotes.

Conclusion

Detail 3 (Most of you chose Boston Tea Party)
Make sure you use transition words, and to alternate your quotes in with sentences you write. All of these sentences need to stay true to your opinion. You need to have at least 5 sentences of your own writing plus your quotes.

Conclusion

Wrap up topic
Final thought on Detail 1
Final thought on Detail 2
Final thought on Detail 3
Final thought to leave your reader with. Make sure the last thought you leave your reader with is very strongly your opinion!
Is pizza one of your favorite foods? If it is, you're not alone. Pizza is a very popular food. Every year, about three billion pizzas are sold in the United States. And kids like pizza more than any other type of food. For lunch or dinner, kids would rather eat pizza than anything else. Why do people love pizza so much? One reason is that pizza is easy to eat. You don't even need a knife or fork. Another reason is that there are many kinds of pizza. So no matter what your taste is, you can find a pizza you like. Pizza is also inexpensive. You can have a very tasty meal without spending a lot of money. And pizza lets you eat several different kinds of food at the same time. The sauce, the crust, the cheese, and the toppings all taste a little different. But they also taste very good together.

1. What is this text about?
   A. food around the world
   B. cheap meals
   C. pizza
   D. the United States

2. According to the author, what is one reason people love pizza?
   A. Pizza is easy to eat.
   B. Pizza is quick to make.
   C. Pizza is small.
   D. Pizza is spicy.

3. Which word is an adjective?
   A. tasting
   B. tastes
   C. taste
   D. tasty

4. Which is a synonym for inexpensive?
   A. popular
   B. rare
   C. costly
   D. cheap

5. Which simile best fits this text?
   A. as long as a snake
   B. as tasty as pie
   C. wet like the rain
   D. as round as the moon

© Shell Education

#50926—180 Days of Reading for Fifth Grade

69
Pizza has been around for longer than you might think. Ancient Egyptians and Greeks used to eat flat bread topped with olive oil and other things. Early Italians baked bread under hot stones. Then they topped the bread with spices and other ingredients. The pizza we know of began in 1889. It was made by Raffaele Esposito in Naples, Italy, in honor of a visiting king and queen. Many Italians came to the United States during the 1800s. They brought pizza with them. But most people in the United States did not know about pizza. It became popular after World War II. American soldiers ate pizza in Italy. They liked it and wanted more. When they came home from the war they wanted pizza at home. Soon pizza became popular all over the country!

1. ☑️ No
2. ☑️ No
3. ☑️ No
4. ☑️ Yes
5. ☑️ Yes

Which event in the text happened first?

A. Raffaele Esposito made pizza in honor of a king and queen.
B. Early Italians baked bread under hot stones.
C. Pizza came to the United States.
D. Pizza became popular all over the United States.

Which of these phrases is a prepositional phrase?

A. under hot stones
B. baked bread
C. Early Italians baked
D. Italians baked bread

In this text, what does the word visiting mean?

A. The king and queen ate pizza.
B. The king and queen lived in that town.
C. The king and queen did not live in that town.
D. The king and queen were hungry.

What is the tone of the text?

A. sad
B. informative
C. condescending
D. happy
How do chefs make pizza? They begin by mixing the ingredients for pizza dough. Pizza dough is made with flour, yeast, and water. After the dough is mixed, the chef lets the dough rise. Then, it is rolled flat into the round shape we know so well. Then, the chef spreads some tomato sauce on the dough. Next, the chef adds the toppings and the cheese. When the ingredients are all ready, the chef puts the pizza into a special pan. Then, the chef uses a special tool called a paddle to put the pizza into a flat oven. When the pizza is ready, the chef pulls it out. Now, the pizza is ready to enjoy.

What does the pizza chef do right after adding the toppings and cheese?
A. The chef spreads some tomato sauce on the dough.
B. The chef adds the toppings.
C. The ingredients for the pizza dough are mixed.
D. The pizza is put into a special pizza pan.

What do chefs use to put pizza into an oven?
A. an ingredient
B. a paddle
C. a special oven
D. yeast

Which of these words is used in a series of steps?
A. adds
B. cheese
C. toppings
D. next

Which of the following is not an ingredient?
A. yeast
B. flour
C. pizza
D. water
WE LOVE PIZZA!

Pizza is very popular all around the world. People from many different countries love to eat it. And in each country, the pizza is a little different. In Japan, for instance, there are two kinds of pizza. One kind looks like the pizza you are used to seeing, but it often has seafood on it. The other kind of Japanese pizza looks more like a pancake. The ingredients in that pizza are mixed up into the batter. Then, the batter is cooked like a pancake. Finally, the pizza is cut into slices, just like the pizza you are used to eating.

Many people in India also eat pizza. Pizza is a lot like an Indian bread called naan (nahn). Naan is like pizza dough. It is often brushed with butter and garlic. Indians like naan. So when pizza came to India, it soon became popular. In India, you can get pizza with pepperoni. You can also get pizza topped with tandoori chicken. You can get your pizza with tofu, too. Some Indians also add chili flakes and ketchup to their pizza.

Australians also love pizza. If you go to Australia, you can get a pizza with pepperoni. But you can also get a pizza with lamb or eggs. You can get a pizza with ham and pineapple. In fact, pineapple is the most popular pizza topping. Some Australians also like cut-up pumpkin on their pizza. Others like shrimp on their pizza.

There are many different ways to eat pizza. There are many different things you can put on your pizza. But no matter what's on a pizza, it's still a pizza. And people all over the world love it! What toppings do you like on your pizza?
Read "We Love Pizza!" and then answer the questions.

1. Who would be most interested in reading this text?
   A. someone who is interested in science topics
   B. someone who reads history
   C. someone who likes to do math
   D. someone who enjoys cooking

2. Which is the most accurate statement about the text?
   A. It is about different pizzas around the world.
   B. It explains why pizza is unhealthy.
   C. It is about many types of foods.
   D. It is about eating pizza in America.

3. What is the author's purpose?
   A. to describe pizza around the world
   B. to get you to buy a lot of pizza
   C. to explain how to make a pizza
   D. to explain where to find pizza in your town

4. Which is a topic sentence?
   A. Others like shrimp on their pizza.
   B. One kind looks like the pizza you are used to seeing, but it often has seafood on it.
   C. Many people in India also eat pizza.
   D. Do you like a lot of toppings?

5. Which is true for both India and Australia?
   A. You can get pizza with pumpkin.
   B. You can get pizza with tandoori chicken.
   C. You can get pizza with pepperoni.
   D. You can get pizza with lamb.

6. Pizza is similar to which food?
   A. shrimp
   B. naan
   C. pineapple
   D. ham

7. Which summarizes this text?
   A. Pizza is a healthy food for people all over the world.
   B. Australians sometimes have egg or lamb on their pizza.
   C. People in India love pizza.
   D. People all over the world love pizza.

8. Why did pizza quickly become popular in India?
   A. Pizza was invented in India.
   B. People in India already liked naan, which is a lot like pizza.
   C. People in India thought pizza was too spicy.
   D. Pizza has many different ingredients.
Reread the text “We Love Pizza!” Then, read the prompt and respond on the lines below.

What are your favorite kinds of pizza? Which kinds of pizza do you dislike? Write about your favorite pizzas.
**Reading Log**

Each night you should spend 20 minutes reading. After reading, write a summary of what you read and have your parents initial and record the number of minutes you spent reading!

<table>
<thead>
<tr>
<th>Day</th>
<th>Summary:</th>
<th>Parent Initials:</th>
<th>Minutes read:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Summary:</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Initials: ______</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minutes read:</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Initials: ______</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minutes read:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ramona printed coocoo clock on her list while she wondered what the treat would be this payday. Maybe, since this was Friday, they could all go to a movie if her parents could find one suitable. Both Ramona and her big sister, Beezus, christened Beatrice, wondered what went on in all those other movies. They planned to find out the minute they were grown-up. That was one thing they agreed on. Or maybe their father would bring presents, a package of colored paper for Ramona, a paperback book for Beezus. I wish I could think of something interesting to do with leftover pot roast and creamed cauliflower,” remarked Mrs. Quimby. Leftovers—yuck!, thought Ramona. "Maybe Daddy will take us to the Whopperburger for supper for payday,” she said. A soft, juicy hamburger spiced with relish, French fries crisp on the outside and mealy inside, a little paper cup of cole slaw at the Whopperburger Restaurant were Ramona’s favorite payday treat. Eating close together in a booth made Ramona feel snug and cozy. She and Beezus never quarreled at the Whopperburger. "Good idea." Mrs. Quimby closed the refrigerator door. "I'll see what I can do."

1. Which detail from the passage best helps the reader understand how a Whopperburger taste?

A. "she and Beezus never quarreled at the Whopperburger"
B. "crisp on the outside and mealy inside, a little paper cup of cole slaw"
C. soft, juicy hamburger spiced with relish
D. eating close together in a booth made Ramona feel snug and cozy

2. Why did the author include sensory language in the second paragraph?

A. to help the reader imagine how the meal would taste
B. to suggest that Whopperburger’s food is better than the other burger places
C. to show the reader what the meal would look like
D. to explain why Ramona wanted a treat

3. What conclusion about Annie is supported by the passage?

A. Annie was interested in carrier pigeons.
B. Annie had not heard of a carrier pigeon.
C. Annie knew about carrier pigeons.
D. Annie saw a carrier pigeon before.

4. What inference can you make from Jack and Annie’s dialog?

A. They like new technology.
B. They are worried about the message.
C. They are confused by the pigeon.
D. They know who sent the pigeon.
A Wrinkle in Time Excerpt By Madeleine L'Engle

It was a dark and stormy night. In her attic bedroom Margaret Murry, wrapped in an old patchwork quilt, sat on the foot of her bed and watched the trees tossing in the frenzied lashing of the wind. Behind the trees clouds scudded frantically across the sky. Every few moments the moon ripped through them, creating writhing shadows that raced along the ground.

The house shook. Wrapped in her quilt, Meg shook. She wasn’t usually afraid of weather. —It’s not just the weather, she thought. —It’s the weather on top of everything else. On top of me. On top of Meg Murry doing everything wrong. School. School was all wrong. She’d been dropped down to the lowest section in her grade. That morning one of her teachers had said crossly, “Really, Meg, I don’t understand how a child with parents as brilliant as yours are supposed to be can be such a poor student. If you don’t manage to do a little better you’ll have to stay back next year.”

During lunch she’d roughhoused a little to try to make herself feel better, and one of the girls said scornfully, “After all, Meg, we aren’t grade-school kids anymore. Why do you always act like such a baby?”

5 What does the word frenzied most likely mean?
A wild  B free  C bad  D still

6 Read the dictionary entry.

Poor / pur, por / adj
1. lacking money 2. small in
worth 3. worse than the expected
4. deserving sympathy

Which definition of the word poor best matches its meaning in the passage?
A Definition 1  B Definition 2
C Definition 3  D Definition 4

Gooney Bird Greene Excerpt By Lois Lowry

There was a new student in the Watertower Elementary School. She arrived in October, after the first month of school had already passed. She opened the second grade classroom door at ten o’clock on a Wednesday morning and appeared there all alone, without even a mother to introduce her. She was wearing pajamas and cowboy boots and was holding a dictionary and a lunch box.

"Hello," Mrs. Pidgeon, the second grade teacher, said. "We're in the middle of our spelling lesson."
"Good," said the girl in pajamas. "I brought my dictionary. Where's my desk?"
"Who are you?" Mrs. Pidgeon asked politely.
"I'm your new student. My name is Gooney Bird Greene -- that's Greene with a silent 'e' at the end -- and I just moved here from China. I want a desk right smack in the middle of the room, because I like to be right smack in the middle of everything."

The class stared at the new girl with admiration. They had never met anyone like Gooney Bird Greene.

She was a good student. She sat down at the desk Mrs. Pidgeon provided, right smack in the middle of everything, and began doing second grade spelling. She did all her work neatly and quickly, and she followed instructions.

But soon it was clear that Gooney Bird was mysterious and interesting. Her clothes were unusual. Her hairstyles were unusual. Even her lunches were very unusual. At lunchtime on Wednesday, her first day in the school, she opened her lunch box and brought out sushi and a pair of bright green chopsticks. On Thursday, her second day at Watertower Elementary School, Gooney Bird Greene was wearing a pink ballet tutu over green stretch pants, and she had three small red grapes, an avocado, and an oatmeal cookie for lunch.

7 What is the most likely reason the author decided to write the passage?
A to describe what lunches are like at Watertower Elementary.
B to suggest the class does not like Gooney Bird Greene.
C to show how Gooney Bird Greene is different.
D to help understand what Gooney Bird Greene is thinking.

8 The author included the dialog to show Gooney Bird --
A was a new student.  B is very different.
C likes to do spelling.  D can also be normal.
Sideways Stories from Wayside School Excerpt By Louis Sachar

Joe counted the potatoes. "Seven, five, three, one, two, four, six, eight. There are eight potatoes, Mrs. Jewls."
"No, there are eight," said Mrs. Jewls. "But that's what I said," said Joe. "May I go to recess now?"
"No, you got the right answer, but you counted the wrong way again." She put three books on his desk. "Count the books, Joe."
Joe counted the books. "A thousand, a million, three. Three, Mrs. Jewls."
"Correct," said Mrs. Jewls. "May I go to recess now?" Joe asked.
"No," said Mrs. Jewls. "May I have a potato?" asked Joe.
"No, listen to me. One, two, three, four, five, six, seven, eight, nine, ten," said Mrs. Jewls. "Now you say it."
"One, two, three, four, five, six, seven, eight, nine, ten," said Joe.
"Very good!" said Mrs. Jewls. She put six erasers on his desk. "Now count the erasers, Joe, just the way I showed you."
Joe counted the erasers. "One, two, three, four, five, six, seven, eight, nine, ten. There are ten, Mrs. Jewls."
"No," said Mrs. Jewls. "This doesn't make any sense," said Joe. "When I count the wrong way I get the right answer, and when I count right I get the wrong answer."
Mrs. Jewls hit her head against the wall five times. "How many times did I hit my head against the wall?" she asked.
"One, two, three, four, five, six, seven, eight, nine, ten. You hit your head against the wall ten times," said Joe.
"No," said Mrs. Jewls. "Four, six, one, nine, five. You hit your head five times," said Joe. Mrs. Jewls shook her head no and said, "Yes, that is right."

11 What is the best summary of the passage?

A At story time Mrs. Dempster read a book about a shrinking boy. Stink thought it might be real. He didn't believe it was fantasy.
B During school the spelling words were about shrinking. Then at lunch, there was strawberry shortcake. Finally, the book at story time was about a shrinking boy.
C Three of the new spelling words were shrink, shrank, shrunk. At lunch, the dessert was strawberry shortcake. And in Reading, Mrs. Dempster read everybody a book called THE SHRINKING OF TREEHORN.
D During the school day everything seemed to be about shrinking. Even the story was about a boy who kept shrinking. Stink worries it's a true story since he believes he is shrinking.

12 Which of the following is addressed throughout the whole passage?

A shrinking  B spelling  C growing  D fantasy
From the *Let's Move Campaign* By Michelle Obama

The Let's Move campaign centers on five steps that will help youth today lead a healthier lifestyle.

Step 1: Move Every day - A minimum of 60 total minutes of physical activity per day for every single kid will get them moving in the right direction. They will feel better, be less stressed, more attentive in school, and get a better night sleep, all because of one hour of physical activity.

Step 2: Try a New Fruit or Veggie - There are thousands of fruits and vegetables available that most kids have never tried. Fruits and veggies are important for a healthy diet and kids can have more fun eating them by trying new things. Let your kids come grocery shopping with you and pick out their own fruits and veggies to try, turning a healthy lifestyle into something fun for them. Make a challenge to make the most colorful salad possible which will increase the number of nutrients they will get from it.

13 How does the author try to convince people to lead a healthier lifestyle?

A. She mentions how difficult your life will be if you did not listen.
B. She provides all the resources you will need.
C. She includes easy examples of how your life would be better.
D. She explains how bad it would be for you.

14 Michelle Obama would most likely agree that -

A. kids live the most unhealthy lives.
B. you can improve your health with just a few simple changes.
C. improving your health takes a lot of hard work.
D. parents need to be responsible for what kids eat.

15 How are over 100 million sharks being killed each year?

A. by other sharks
B. by their ecosystem
C. by predators
D. by fishing

16 Which sentence from the passage expresses the author's opinion?

A. These popular and iconic creatures are everywhere.
B. Sharks have evolved and survived millions of years.
C. An additional threat sharks face is the altering of their habitat by pollution.
D. Like many animals all over the world, the growth in human population rapidly changed a once stable ecosystem.
Flying Tomato

Shaun White overcame many adversities to get where he is today. Before age five he had two cardiac surgeries due to a congenital heart defect. He began skateboarding soon after, following in his older brother’s footsteps. Shaun worked extremely hard training for many years. Then his career began to take off. In the 2002 Winter X-Games he won eight medals.

Shaun White competed in the 2014 Sochi Winter Olympic games. After winning gold the past two years, Shaun had all the pressure and eyes on him. Shaun came up just short of medaling in Sochi. This tough loss taught us all a valuable lesson. You can’t always win. However, Shaun did not hang his head. He simply reminded us how amazing it is to make it to the Olympics games and no matter how hard you work sometimes it’s just not your day. All you can do is keep working and fighting for your next opportunity.

Andy Shane Excerpt By Jennifer Richard Jacobson

Andy Shane parked his bike and shifted the weight in his backpack. "Let’s meet by the tree when the clock says three," he said. "I will ride my bike, or we will have to hike," said Granny Webb. Granny and Andy had been talking in rhymes all morning. It was hard to stop once you got started.

"Oh, wait!" said Granny. "Don’t be late," said Andy, waving good-bye.

"No, really," called Granny Webb. "I have something for you." Andy turned back to see what Granny was pulling from her pocket. Whatever it was appeared to be on the end of a long gold chain.

"Oooh," said Andy, moving closer. It was a dark green bug frozen in clear plastic. "A beetle!"

"A scarab beetle!" said Granny.

"Is this Egyptian?" asked Andy. Andy knew that the scarab beetle was important to the people of ancient Egypt.

"I think so," said Granny Webb, handing it to Andy. "I knew you were thinking about African countries last night, and a memory of it popped into my head while I was heading off to bed!"

Andy laughed at Granny’s rhyme.

"Thanks," he said, and he headed into school.

17 According to the passage, by the age of five Shaun White –

A. had won two gold medals.
B. had two heart surgeries.
C. was learning to skateboard.
D. was a normal kid.

18 Which detail from the story supports the idea that Shaun White has good sportsmanship?

A. Shaun did not hang his head.
B. Shaun came up just short of medaling in Sochi.
C. Shaun had all the pressure and eyes on him.
D. Shaun White competed in the 2014 Sochi Winter Olympic games.

19 Which of the following happen before Andy heads into school?

A. Granny and Andy are talking in rhyme.
B. Andy parks his bike.
C. Granny gives him a scarab beetle necklace.
D. Andy says don’t be late.

20 What happens right after Granny pulls the necklace from her pocket?

A. Granny talks in rhyme.
B. Andy heads to school.
C. Granny tells Andy it is a scarab beetle.
D. Andy gets excited.
Mrs. Gorf had a long tongue and pointed ears. She was the meanest teacher in Wayside School. She taught the class on the thirtieth story. “If you children are bad,” she warned, “or if you answer a problem wrong, I’ll wiggle my ears, stick out my tongue, and turn you into apples!”

Mrs. Gorf didn’t like children, but she loved apples. Joe couldn’t add. He couldn’t even count. But he knew that if he answered a problem wrong, he would be turned into an apple. So he copied from John. He didn’t like to cheat, but Mrs. Gorf had never taught him how to add. One day Mrs. Gorf caught Joe copying John’s paper. She wiggled her ears—first her right one, then her left—stuck out her tongue, and turned Joe into an apple. Then she turned John into an apple for letting Joe cheat.

“Hey, that isn’t fair,” said Todd. “John was only trying to help a friend.” Mrs. Gorf wiggled her ears—first her right one, then her left—stuck out her tongue, and turned Todd into an apple.

“Does anybody else have an opinion?” she asked. Nobody said a word. Mrs. Gorf laughed and placed the three apples on her desk.

21 In what way are Mrs. Gorf and Mrs. Jewls different?

A Mrs. Gorf is brave and Mrs. Jewls is scared.
B Mrs. Gorf is scared and Mrs. Jewls is brave.
C Mrs. Gorf is nice and Mrs. Jewls is mean.
D Mrs. Gorf is mean and Mrs. Jewls is nice.

22 In what way are Mrs. Gorf and Mrs. Jewls similar?

A Both like children.
B Both are teachers.
C Both like apples.
D Both are scared.

23 How does Mrs. Gorf’s feelings about children differ from Mrs. Jewls?

A She does not like children and Mrs. Jewls does.
B She likes children but Mrs. Jewls does not.
C She thinks children should be apples and Mrs. Jewls thinks they should be monkeys.
D She thinks children should be monkeys and Mrs. Jewls thinks they should be apples.

24 How do the children feel in both passages?

A happy
B excited
C scared
D upset
**Sea of Monsters: Percy & the Olympians Excerpt**
By Rick Riordan

My nightmare started like this.
I was standing on a deserted street in some little beach town. It was the middle of the night. A storm was blowing. Wind and rain ripped at the palm trees along the sidewalk. Pink and yellow stucco buildings lined the street, their windows boarded up. A block away, past a line of hibiscus bushes, the ocean churned. Florida, I thought. Though I wasn’t sure how I knew that. I’d never been to Florida. Then I heard hooves clattering against the pavement. I turned and saw my friend Grover running for his life. Yeah, I said hooves. Grover is a satyr. From the waist up, he looks like a typical gangly teenager with a peach-fuzz goatee and a bad case of acne. He walks with a strange limp, but unless you happen to catch him without his pants on (which I don’t recommend), you’d never know there was anything unhuman about him. Baggy jeans and fake feet hide the fact that he’s got furry hindquarters and hooves. Grover had been my best friend in sixth grade. He’d gone on this adventure with me and a girl named Annabeth to save the world, but I hadn’t seen him since last July, when he set off alone on a dangerous quest—a quest no satyr had ever returned from.

25 The passage has a feeling of -
A) impatience.  
B) worry.  
C) unconsciousness.  
D) weakness.

26 What is the main theme in the passage?
A) darkness  
B) friendship  
C) stormy  
D) kindness

27 The poet uses dialog in lines 17 through 24 to -
A) help the reader understand school rules.  
B) show the reader what having a lamb is like.  
C) teach the reader a lesson on kindness.  
D) convince the reader to like lambs.

28 In lines 5 through 10 the reader learns -
A) the lamb is a distraction and is not allowed at school.  
B) that the children love the lamb and want it to stay at school.  
C) the lamb’s fur is white like snow and it likes to follow Mary.  
D) that the children wonder why the lamb follows Mary around.
Days with Frog and Toad Excerpt By Arnold Lobel

Toad woke up. "Drat!" he said. "This house is a mess. I have so much work to do."
Frog looked through the window. "Toad, you are right, said Frog. "It is a mess."
Toad pulled the covers over his head. "I will do it tomorrow," said Toad. "Today I will take
life easy."
Frog came into the house. "Toad," said Frog, "your pants and jacket are lying on the floor."
"Tomorrow," said Toad from under the covers.
"Your kitchen sink is filled with dirty dishes," said Frog.
"Tomorrow," said Toad.
"There is dust on your chairs," said Toad.
"Tomorrow," said Toad.
"Your windows need scrubbing," said Frog. "Your plants need watering."
"Tomorrow!" cried Toad. "I will do it all tomorrow!"
Toad sat on the edge of his bed. "Blah," said Toad. "I feel down in the dumps."
"Why?" asked Frog.
"I am thinking about tomorrow," said Toad. "I am thinking about all of the
many things that I will have to do."
"Yes," said Frog, "tomorrow will be a very hard day for you."
"But Frog," said Toad, "if I pick up my pants and jacket right now, then I will
not have to pick them up tomorrow, will I?"
"No," said Frog. "You will not have to."
Toad picked up his clothes. He put them in the closet.
"Frog," said Toad, "if I wash my dishes right now, then I will not have to wash them
tomorrow, will I?"
"No," said Frog. "You will not have to."
Toad washed and dried his dishes. He put them in the cupboard. "Frog," said Toad, "if I
dust my chairs and scrub my windows and water my plants right
now, then I will not have to do it tomorrow, will I?"
"No," said Frog. "You will not have to do any of it."

29 Which statement describes the main theme in the passage?
A It is helpful for people to work together.
B It is important to clean your house every day.
C It is possible to overcome your sadness.
D It is good to put off your chores to another day.

30 What lesson does Toad learn?
A Finding humor in a task makes it more enjoyable.
B Doing chores is hard work.
C You will feel better if you finish your work first.
D Success is possible through hard work.

Junie B. Jones Loves Handsome Warren Excerpt By Barbara Park

Lucille sits next to me in Room Nine. I kept on being nice to her. 'Cause I wanted to meet that handsome boy, of course.
"Want to be friends again, Lucille? Huh? Want to be friends like we used to be? That
would be nice of us, don't you think?"
"No," said Lucille. "You only want to be friends so you can steal my new boyfriend."
I did a big breath at her. "Yeah, only how can I even steal him, Lucille?" I asked.
"Cause you are way beautifuller than me. Remember that? Remember how beautifuller than me you are?"
Lucille remembered. She fluffed herself. Then she showed me her new lacy socks.
"Eight dollars and fifty cents... not including tax," she said.
I bugged out my eyes at them. "Wowie-wowowow. Those are some fancy feet you
have there, madam!" I said. After that, I showed Lucille my socks, too. "See, Lucille? See mine? They are very sagging and droopy. That's because last night me and my
dog Tickle played tug-of-war with those things. And he got droopy on them."
Lucille made a face. "Eew," she said.
"I know they are eww," I said back. "That's what I've been trying to tell you, Lucille.
I am a big pig. And how can I even steal your boyfriend?"
Just then, Lucille looked nice at me. I scooted my chair close to her.
"Now we are friends again! Right, Lucille? Right?" I said. "And so now you can
introduce me to Handsome Warren. 'Cause I won't even steal that guy." Lucille
fluffed herself some more. "I don't know... I'll think about it," she said. I clapped my
hands real thrilled.

31 How does Junie B. Jones try to get Lucille to be her friend again?
A By telling Lucille she is very beautiful.
B By making Lucille feel like she is better than her.
C By reminding Lucille about all the fun they used to have.
D By showing her how good of a friend she can be.

32 Read this sentence from the passage.

"I don't know... I'll think about it," she said.

The sentence shows that Lucille is –
A unsure about Junie B. Jones' intentions.
B ready to be friends with Junie B. Jones again.
C excited about showing Junie B. Jones to Warren.
D upset about Junie B. Jones trying to trick her.
**Little House on the Prairie Excerpt By Laura Ingalls Wilder**

That afternoon the wind blew fiercely and it was cold. Ma called Mary and Laura into the house. She built up the fire and drew her rocker near it, and she sat rocking Baby Carrie and singing softly to her...Laura heard a little cracking in the chimney. Ma stopped singing. She bent forward and looked up the chimney. Then she got up quietly, put Carrie in Mary's arms, pushed Mary down into the rocking-chair, and hurried outdoors. Laura ran after her. The whole top of the chimney was on fire. The sticks that made it were burning up. The fire was roaring in the wind and licking toward the helpless roof. Ma seized a long pole and struck and struck at the roaring fire, and burning sticks fell all around her. Laura didn't know what to do. She grabbed a pole, too, but Ma told her to stay away. The roaring fire was terrible. It could burn the whole house and Laura couldn't do anything. She ran into the house. Burning sticks and coals were falling down the chimney and rolling out on the hearth. The house was full of smoke. One big, blazing stick rolled on the floor, under Mary's skirts. Mary couldn't move, she was so scared. Laura was too scared to think. She grabbed the back of the heavy rocking-chair and pulled with all her might. The chair with Mary and Carrie in it came sliding back across the floor. Laura grabbed up the burning stick and flung it into the fireplace just as Ma came in. "That's a good girl, Laura, to remember I told you never to leave fire on the floor," Ma said. She took the water-pail and quickly and quietly poured water on the fire in the fireplace.

33 The reader can infer that the fire grew quickly:

- A. since Ma didn't react quick enough.
- B. because of the chimney's construction.
- C. due to the windy conditions outside.
- D. as a result of the cold weather.

34 By the end of the passage, the reader can tell that Mary is:

- A. brave.
- B. unafraid.
- C. smart.
- D. unhappy.

Mrs. Midas noticed a couple of little red spots on the end of John's nose. "Look," she said to Mr. Midas. "John has spots." Mrs. Midas leaned forward to look at them. He gravely shook his head. John tried to look too. But it is very difficult to see the end of your own nose without a mirror. When John tried to look at the end of his nose all that he could see was a pink blur. I can't see any spots, Mother," John said. "Well, I can Mr. Midas said. "Just because you don't see a thing doesn't always mean it isn't there. Try feeling the end of your nose with your finger." John rubbed his finger over the tip of his nose. It felt a bit rough. "It may be measles," Mrs. Midas said anxiously. She placed her hand on John's forehead to feel whether he was warmer than usual. "But I don't think he has a temperature," she decided. "I suspect John has been eating too much candy again," Mr. Midas said. "Have you been eating candy this morning, John?" "Some," John admitted. "What?" Mr. Midas asked. "Well," John replied. "Well...I had a few Cream Delights. Susan gave them to me." "Anything else?" Mr. Midas asked. "A little Toffee Crunch," John said. "And what else?" Mr. Midas asked, beginning to look cross. John's ears grew red. He knew he wasn't supposed to eat candy before meals. "Oh, only, er, oh ... hardly anything else," he said. "John!" Mr. Midas said, and his son recognized the tone. It meant that John had to tell everything. It turned out that John had been around to see most of his friends and had managed to get candy from nearly all of them. The list he recited was a long one. "No wonder you have spots," Mr. Midas commented at last. "I think we'd better take John to see Dr. Cranium," he said to Mrs. Midas.

35 Why did Andrew have red spots on the end of his nose?

- A. He did not get enough sleep.
- B. He ate too much candy.
- C. He made them up.
- D. He thought they made him look cool.

36 Andy does not want to tell his parents about the candy he ate because he:

- A. does not want to share his candy.
- B. believes the spots are measles.
- C. thinks it is easier to lie about it.
- D. does not want to get in trouble.
Killer Whales

The official worldwide population of Killer Whales is unknown, but likely to be around 50,000. Part of the reason for the decline, is some individuals hunt Killer Whales for sport. Also, major events such as the Exxon oil spill destroyed the whales' environment and many of the things they need to survive.

Protective efforts are being made, but can be difficult. This is because we still don't know a lot about where Killer Whales spend a significant period of their time each year. Without this information, it makes it hard to know what areas to protect. Additional research is underway and hopefully in the future, with more information, we will have more success in protecting these beautiful creatures.

37 Which of the following is not a reason stated in the passage about why there are fewer Killer Whales?

A not enough food  
B hunted for sport  
C oil spills  
D messing up the environment

38 The author suggests throughout the passage that –

A the reader should help clean up the environment.  
B not enough is known about Killer Whales.  
C scientists need to help save the Whales.  
D people need to stop hunting animals.

"Mrs. Pidgeon!" someone called.  
She wrote an A, and then an R.  
"MRS. PIDGEON!" Several children were calling now.  
She turned to see what was so important. Malcolm was standing beside his desk. He was crying.  
"Malcolm needs to go to the nurse, Mrs. Pidgeon!" Beanie said.  
Mrs. Pidgeon went to Malcolm and knelt beside him. "What's the trouble, Malcolm?" she asked. But he couldn't stop crying.  
"I know, I know!" Nicholas said. Nicholas always knew everything, and his desk was beside Malcolm's.  
"Tell me, Nicholas."  
"Remember Keiko showed us how to make origami stars?"  
All of the second-graders reached into their desks and their pockets and their lunch boxes. There were tiny stars everywhere. Keiko had shown them how to make origami stars out of small strips of paper. The stars were very easy to make. The school janitor had complained just last Friday that he was sweeping up hundreds of origami stars.  
"Malcolm put one in his nose," Nicholas said, "and now he can't get it out."

"Is that correct, Malcolm?" Mrs. Pidgeon asked. Malcolm nodded and wiped his eyes.  
"Don't sniff, Malcolm. Do not sniff. That is an order."

39 What is the setting of the passage?

A playground  
B cafeteria  
C classroom  
D school

40 What is the problem in the passage?

A The kids have origami stars everywhere.  
B Nicholas interrupts Mrs. Pidgeon.  
C Malcom got a star stuck in his nose.  
D Keiko showed the class how to make stars.
Pasta Jewelry

Pasta, as well as tasting very nice, can have many other uses. One of these is making jewelry. Pasta comes in different shapes and sizes and many of the different varieties have a hole running through the middle.

To make jewelry you need to collect as many different pasta shapes as possible and use string or fishing line to thread the pasta into necklaces and bracelets. You can use all of one type of pasta or mix them up into patterns. Some useful pasta varieties are macaroni, cannelloni and rigatoni.

1. What do you need to collect to make pasta jewelry?

2. What are some of the varieties of pasta?

3. What other uses are there for pasta?

4. What is the effect of decorating your pasta jewelry?

Decorating your pasta jewelry can make it even more attractive. To do this you can use felt pens to color the pasta a beautiful rainbow of color. Another method is to use food coloring to dye your pasta before you make the jewelry.
Pasta Jewelry

5. What do you think a rainbow of color means?

8. Design four different pieces of pasta jewelry and draw them below.

6. Describe another way of coloring your pasta.

7. What is the main idea of paragraph three?
Vivacious Vocabulary #1

Name: _______________________________ Date: _______________________________

A) Draw a line to match each word to its definition. Use a dictionary if you need help.

approximate
strategy
illuminate
compassion
vivid
duplicate
preserve

a careful plan or method for achieving a goal
to make an exact copy of something
very clear, bright, or detailed
close in value or amount, but not precise
to keep something in good condition
to shine light on something
a feeling of wanting to help someone

B) Fill in the blank in each sentence with a word from the list above. Use each word only once.

1. The flowers in my dream were so ____________________________, they almost seemed real.

2. The maiden had only a small candle to ________________________________ the dark passageway.

3. The ________________________________ price of the bike is $80, but I only have $52 to spend.

4. Pierre, the museum curator, tried to ________________________________ the painting by keeping it out of direct sunlight.

5. We loved the chocolate cake at the restaurant, so when we got home we tried to ________________________________ the recipe.

6. Renee acted with ________________________________ when she freed a trapped duckling from a tangled net.

7. When I play dominoes with my brother, I always think of a new ________________________________ to win.
The Wonderful Wizard of Oz

By L. Frank Baum

All this time Dorothy and her companions had been walking through the thick woods. The road was still paved with yellow brick, but these were much covered by dried branches and dead leaves from the trees, and the walking was not at all good.

There were few birds in this part of the forest, for birds love the open country where there is plenty of sunshine. But now and then there came a deep growl from some wild animal hidden among the trees. These sounds made the little girl’s heart beat fast, for she did not know what made them; but Toto knew, and he walked close to Dorothy’s side, and did not even bark in return.

"How long will it be," Dorothy asked the Tin Woodman, "before we are out of the forest?"

"I cannot tell," was the answer, "for I have never been to the Emerald City. But my father went there once, when I was a boy, and he said it was a long journey through a dangerous country, although nearer to the city, where Oz dwells, the country is beautiful. But I am not afraid so long as I have my oil-can, and nothing can hurt the Scarecrow, while you bear upon your forehead the mark of the Good Witch’s kiss, and that will protect you from harm."

"But Toto!" said the girl anxiously. "What will protect him?"

"We must protect him ourselves if he is in danger," replied the Tin Woodman.

Just as he spoke there came from the forest a terrible roar, and the next moment a great Lion bounded into the road. With one blow of his paw he sent the Scarecrow spinning over and over to the edge of the road, and then he struck at the Tin Woodman with his sharp claws. But, to the Lion’s surprise, he could make no impression on the tin, although the Woodman fell over in the road and lay still.

Little Toto, now that he had an enemy to face, ran barking toward the Lion, and the great beast had opened his mouth to bite the dog, when Dorothy, fearing Toto would be killed, and heedless of danger, rushed forward and slapped the Lion upon his nose as hard as she could, while she cried out: "Don’t you dare to bite Toto! You ought to be ashamed of yourself, a big beast like you, to bite a poor little dog!"

"I didn’t bite him," said the Lion, as he rubbed his nose with his paw where Dorothy had hit it.

"No, but you tried to," she retorted. "You are nothing but a big coward."

---

*Read the excerpt above. Then, use the context clues to match each vocabulary word to its definition.*

**companions**
- lives in a particular place

**paved**
- replied in a quick and angry way

**dwells**
- covered with a material, such as stone or concrete, so as to form a hard, level surface for walking or driving

**bounded**
- not paying careful attention

**impression**
- people or animals you spend time with

**heedless**
- to walk or run with long, energetic steps

**retorted**
- a mark made by pressing on the surface of something
“Mom,” Nicole called loudly, “I need to do my homework, and Anthony won't get off the computer!”

Their mom came into the living room to see what was going on. “Anthony, it looks like you're just playing a game right now. You need to let your sister do her homework.”

“And I was winning, too,” Anthony grumbled as he got up. “It's not fair!”

“I'm sick of having to wait all the time to use the computer,” Nicole complained. “We need another computer in this house!”

“Well, at least we agree on that,” Anthony said as Nicole settled down to work. Then he added, “Mom, Nicole's right. When can we get a new computer?”

Their mom responded, “For now, you'll have to share. I will start looking at prices, though.”

1. Why is Nicole unhappy?
   A. Her brother doesn't want to share the computer.
   B. She can't find her homework.
   C. She doesn't know how to do her homework.
   D. The computer is broken.

2. What do Nicole and Anthony want their mother to do?
   A. play a computer game
   B. help with homework
   C. get another computer
   D. fix the computer

3. Which two words from the text have the same vowel sound?
   A. right and like
   B. too and of
   C. came and and
   D. new and need

4. Which is a synonym for complained?
   A. called
   B. responded
   C. grumbled
   D. played

5. What does the phrase sick of mean?
   A. ill
   B. tired of
   C. happy about
   D. eager for
Nicole and her brother were happy that their mom had decided to think about getting a new computer. They were both tired of sharing the computer that the family already had. Nicole asked her mom what kind of computer they were going to get.

"Before we decide that," her mom answered, "we need to decide what we want the computer to do. Once we figure that out, we'll have a better idea of the kind of computer we want."

"Maybe we should make a list of things we want," Nicole said. "Then, we can use that list to pick out a computer."

"That makes a lot of sense," her mom said. "Let's start making that list."

1. Which question about the text would help you as you monitor your reading?
   - A How old is Nicole?
   - B What other electronics does this family own?
   - C How will the family decide what kind of computer to get?
   - D What is Nicole’s brother’s name?

2. Which is a clue that this text is fiction?
   - A rhyme
   - B dialogue
   - C imaginary creatures
   - D facts and dates

3. Which is a prepositional phrase?
   - A before we decide
   - B make a list
   - C going to get
   - D we’re both tired

4. Which is a synonym for pick out?
   - A choose
   - B pluck
   - C indecisive
   - D pull

5. The phrase that makes a lot of sense says what about Nicole’s mom?
   - A She is angry with Nicole.
   - B She does not agree with Nicole.
   - C She thinks Nicole is right.
   - D She did not hear Nicole.
Nicole and her brother, Anthony, sat down with their mother. They needed to make a list of things that they wanted in a computer. Then, the family would use that list to choose the best computer for them.

"I want a computer that has lots of good graphics," Anthony said. "Those are the best kinds for playing games. And good graphics will allow me to do my assignments, too."

"Pictures are fine," Nicole said, "but I need a computer that lets me do research and write at the same time. I want a fast computer that helps me get my homework done quickly."

"Okay," their mom said as she wrote down what they were saying. "And I need a computer that lets me take care of our family finances and keep good records. I think we have our list."

1. Which paragraph would you reread to find what Anthony wants in a computer?
   A. the first paragraph
   B. the second paragraph
   C. the third paragraph
   D. the fourth paragraph

2. How will the family use the list?
   A. to decide who gets to use the computer
   B. to buy someone a present
   C. to fix their computer
   D. to choose the best computer for them

3. What is the word graphics related to?
   A. size
   B. sound
   C. pictures
   D. price

4. Which is a synonym for assignments?
   A. television
   B. tasks
   C. computers
   D. games

5. If Nicole's mom takes care of family finances, what does she do?
   A. keeps track of money
   B. takes care of cars
   C. completes yard work
   D. plans for meals
A NEW COMPUTER

Nicole, her brother Anthony, and their mother went to the computer store. The family had decided that one computer wasn't enough. So they were there to buy another one. They saw a lot of different computers at the store. Nicole asked, "How are we going to know which computers will do the things we need?"

"All of the computers have labels that explain what they do," Mom replied. "We'll start by reading labels. They will tell us whether a computer does the things we need it to do."

For a little while, nobody spoke much. Nicole, Anthony, and their mom read the labels on different computers. There were all sorts of models, too. After a while, the family found three computers they liked. All three would do the things the family needed. Everyone agreed on those models. Then, their mom asked a salesperson to answer some questions.

The salesperson answered her questions. She even let Nicole and Anthony try out the computers. Then, Nicole and Anthony talked with their mom. They liked all three models. But they finally agreed on the best one for them. Their mom told the salesperson which computer they wanted. Then she paid for it.

Finally, they finished buying the computer. Nicole and Anthony wanted to look around more. They liked the computer store and they wanted to see what else was there. But their mom said, "We should get going. I want to get this home and set it up. I want to make sure it will work properly."

Nicole and Anthony were eager to try out their new computer, so they didn't argue with their mom. When they got home, their mom set up the computer and everyone got to try it. It worked perfectly! Their mom said, "Now you two won't fight over the computer anymore."

"No," agreed Anthony. "Now we'll just fight over who gets to use the new one."
Read "A New Computer" and then answer the questions.

1. Which of these is the first thing the family does at the computer store?
   A. They try out a computer.
   B. They read labels on computers.
   C. They ask the salesperson some questions.
   D. They bring their new computer home.

2. What does the title tell you about the topic of this text?
   A. It's about a trip to a dairy farm.
   B. It's about the first day in a new school.
   C. It's about buying a new computer.
   D. It's about a trip to the beach.

3. Which is an appropriate purpose for reading this text?
   A. for enjoyment
   B. to compare different computer brands
   C. to learn about computer technology
   D. to understand why Nicole wants a new computer

4. How do Nicole and Anthony feel about the new computer?
   A. excited
   B. afraid
   C. furious
   D. bored

5. Why doesn't their mom want Nicole and Anthony to look around the computer store?
   A. She is angry with Nicole and Anthony.
   B. She wants to buy more things.
   C. She wants to get the new computer set up.
   D. She is afraid Nicole and Anthony will get lost.

6. Which would you probably not find at this store?
   A. mouse pads
   B. printers
   C. keyboards
   D. sneakers

7. Which theme applies to this text?
   A. Trust your instincts.
   B. Gather information before you buy.
   C. Computers are difficult to understand.
   D. Labels make no sense.

8. Which text has a similar theme?
   A. an article about shopping malls
   B. a story about family vacations
   C. a story about thinking through a big decision
   D. a story about siblings arguing

© Shell Education

#50926—180 Days of Reading for Fifth Grade

79
NAME: ___________________ DATE: ___________________

Reread the text "A New Computer." Then, read the prompt and respond on the lines below.

Do you have a computer or have you used one before? Describe your favorite computer features or activities.
How many states can you name that start with these letters?

A

L

O

C

M

P

D

N

R

E

S

T

F

U

G

V

H

W

I

X

J

Y

K

Z
Warm Winter Muffins

INGREDIENTS:
6 English muffins, buttered
4 eggs, hard boiled
6 cheese slices
6 slices of ham or bacon
paprika
seasoning

INSTRUCTIONS: This delightful snack serves six and is ideal to warm up the cold winter nights.
Arrange the muffins on an ovenproof dish. On each muffin put a slice of ham or bacon, arrange slices of hard boiled egg, sprinkle with seasoning and top with a slice of cheese. Dust with paprika and bake in a hot oven (350°) for 5 to 7 minutes, until the cheese is hot and bubbly.
Serve immediately and chase away the winter cold.

1. How many people does this snack serve?

2. How many eggs would you need to serve eight people?

3. What causes the cheese to bubble?

4. What is the main idea of the instructions paragraph?

5. What do you think "... chase away the winter cold" means?
Warm Winter Muffins

6. Rearrange these phrases in their correct order without looking back at the recipe.

(a) dust with paprika
(b) serve immediately
(c) arrange the muffins on the dish
(d) sprinkle with seasoning
(e) top with a slice of cheese

7. Describe your favorite meal from another country.

8. Write a recipe for your favorite cooked snack.

Draw a picture of your snack.
Read the text and answer the questions.

**Excerpt from The BFG**

by Roald Dahl

The Big Friendly Giant picked Sophie off the table and carried her to the cave entrance. He rolled the huge stone to one side and said, “Peep out over there, little girl, and tell me what you is seeing.”

Sophie, sitting on the BFG’s hand, peeped out of the cave.

The sun was up now and shining fiery-hot over the great yellow wasteland with its blue rocks and dead trees.

“Is you seeing them?” the BFG asked.

Sophie, squinting through the glare of the sun, saw several tremendous tall figures moving among the rocks about five hundred yards away. Three or four others were sitting quite motionless on the rocks themselves.

“This is Giant Country,” the BFG said. “Those is all giants, every one.”

It was a brain-boggling sight. The giants were all naked except for a sort of short skirt around their waists, and their skins were burnt brown by the sun. But it was the sheer size of each one of them that boggled Sophie’s brain most of all. They were simply colossal, far taller and wider than the Big Friendly Giant upon whose hand she was now sitting. And oh how ugly they were! Many of them had large bellies. All of them had long arms and big feet. They were too far away for their faces to be seen clearly, and perhaps that was a good thing.

“What on earth are they doing?” Sophie asked.

“Nothing,” said the BFG. “They is just moocheling and footcheling around and waiting for the night to come. Then they will all be galloping off to places where people is living to find their suppers.”

“You mean to Turkey,” Sophie said.

“Bonecrunching Giant will be galloping to Turkey, of course,” said the BFG. “But the others will be whiffing off to all sorts of flungaway places like Wellington for the booty flavour and Panama for the hatty taste. Every giant is having his own favourite hunting ground.”

“Do they ever go to England?” Sophie asked.
"Often," said the BFG. "They say the English is tasting ever so wonderfully of crodscollop."

"I'm not sure I quite know what that means," Sophie said.

"Meanings is not important," said the BFG. "I cannot be right all the time. Quite often I is left instead of right."

"And are all those beastly giants over there really going off again tonight to eat people?" Sophie asked.

"All of them is guzzling human beans every night," the BFG answered. "All of them excepting me. That is why you will be coming to an ucky-mucky end if any of them should ever be getting his gogglers upon you. You would be swallowed up like a piece of frumpkin pie, all in one dollop!"

"But eating people is horrible!" Sophie cried. "It's frightful! Why doesn't someone stop them?"

"And who please is going to be stopping them?" asked the BFG.

"Couldn't you?" said Sophie.

"Never in a pig's whistle!" cried the BFG. "All of those man-eating giants is enormous and very fierce! They is all at least two times my wideness and double my royal highness!"
When the BFG talks, many times he uses words differently or incorrectly since he does not completely understand the English language. Using clues in the passage, what do you think the BFG means when he says flungaway places in paragraph 11?

A) to throw away  
B) a faraway place  
C) to find a place  
D) a favorite place

What can you infer about Sophie in paragraph 2? Include information from the text in your answer.

What is the main difference between the BFG and the other giants?

A) The BFG does not eat people.  
B) The other giants do not eat people.  
C) The BFG is bigger in size.  
D) The other giants are smaller.
Read the sentences from the passage.

“All of them is guzzling human beans every night,” the BFG answered. “All of them excepting me.”

Which statement best explain why the author chose to include these sentences?

A to make the reader like the other giants more
B to help the reader imagine what giants are like
C to prove that the BFG is Sophie’s friend
D to show that the BFG does not hurt humans

Which lines from the passage give the reader a good idea about the size of the BFG and the giants? Select two choices?

A □ “But it was the sheer size of each one of them that boggled Sophie’s brain most of all.”
B □ “Sophie, sitting on the BFG’s hand, peeped out of the cave.”
C □ “They were simply colossal, far taller and wider than the Big Friendly Giant.”
D □ “Many of them had large bellies. All of them had long arms and big feet.”
E □ “They were too far away for their faces to be seen clearly, and perhaps that was a good thing.”

What can the reader infer about the BFG at the end of the passage?

A The BFG will go and live with the giants.
B The BFG does not care about the other giants.
C The BFG wants Sophie to help.
D The BFG cares about Sophie.
This question has two parts. First, answer part A. Then, answer part B.

Part A

Which statement about the BFG is supported by the passage?

A The BFG lives alone.
B The BFG has many friends.
C The BFG does not like humans.
D The BFG knows how to help.

Part B

Which part from the passage best supports your answer in part A?

A "The Big Friendly Giant picked Sophie off the table and carried her to the cave entrance."
B "This is Giant Country," the BFG said. "Those is all giants, every one."
C "All of them is guzzling human beans every night," the BFG answered. "All of them excepting me."
D "That is why you will be coming to an ucky-mucky end if any of them should ever be getting his goggles upon you."

What is paragraph seventeen mainly about?

A What the giants look like.
B The giants eat humans.
C Where the giants like to hunt.
D The BFG helping out.
Select **two** sentences that should be included in a summary of the first seven paragraphs of the passage.

A  □ The BFG shows Sophie around the cave he lives in.
B  □ Sophie is not able to see the giants since they are so far away.
C  □ The BFG shows Sophie the giants but does not want to try and stop them.
D  □ The BFG carried Sophie to the entrance of the cave where he showed her the other giants off in the distance.
E  □ The giants were just hanging out but soon they would be looking to eat humans for dinner.
F  □ Though very far away, Sophie was shocked by how enormous and ugly the giants were.

---

Read the sentences from the passage.

“Nothing,” said the BFG. “They is just moocheling and footcheling around and waiting for the night to come. Then they will all be galloping off to places where people is living to find their suppers.”

Using clues from the passage, what do you believe the BFG means?

A  The giants are munching on snacks.
B  The giants are playing with friends.
C  The giants are just hanging out.
D  The giants are working on rocks.
# Reading Log

Each night you should spend 20 minutes reading. After reading, write a summary of what you read and have your parents initial and record the number of minutes you spent reading!

<table>
<thead>
<tr>
<th>Day</th>
<th>Summary:</th>
<th>Parent Initials:</th>
<th>Minutes read:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Summary:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initials:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>read:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday</th>
<th>Summary:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Initials:</td>
<td></td>
</tr>
<tr>
<td>Minutes</td>
<td></td>
</tr>
<tr>
<td>read:</td>
<td></td>
</tr>
</tbody>
</table>
The Kalahari Desert spans three African countries; it goes across Botswana, Namibia, and South Africa. The Kalahari Desert is a very special place. Like other deserts, it has sand. And like other deserts, it can get dry and very hot. But the Kalahari is not just a large, empty land. And it does not have only sand dunes. Unlike many deserts, the Kalahari gets some rainfall. There are some woodlands and some dry grasslands, too. When the summer rains come, flowers and plants bloom. Water holes fill up.

Many different kinds of animals live in the Kalahari. When it is very hot and dry, these animals find ways to stay cool. When it rains, they go to the watering holes to drink.

1. On which continent would you find the Kalahari Desert?
   - A. Asia
   - B. Africa
   - C. North America
   - D. Australia

2. Which is not a fact about the Kalahari Desert?
   - A. Many kinds of animals live there.
   - B. It is a very large desert.
   - C. It is in three countries.
   - D. It has only sand dunes.

3. Which of these words is a preposition?
   - A. and
   - B. Kalahari
   - C. across
   - D. goes

4. What does the word *spans* mean?
   - A. goes across
   - B. is hot
   - C. rains
   - D. goes under

5. What does the phrase *different from* mean?
   - A. similar
   - B. like
   - C. unlike
   - D. empty

---

© Shell Education
The Kalahari Desert can get very hot. Summer is the hottest season there. The Kalahari is in the Southern Hemisphere. So, its seasons are different from the Northern Hemisphere. There, summer lasts from November to March. Winter lasts from May to August. In the summer, temperatures can rise to over 100 degrees during the day. At night, they go down to around 68 or 70 degrees. In the winter, temperatures during the day are about 77 degrees. But the nights can get very, very cold. Temperatures can drop to 14 degrees! The Kalahari is a desert, but it does get rain. The rain is usually not steady. Instead, it comes in thunderstorms. When it rains, dry water holes fill up. So do lakes. Flowers and plants bloom. Animals come to drink. The rainy season is between November and April. The rainiest month is usually April.

1. What is this text mostly about?
   - A. the climate of the Kalahari
   - B. the animals in the Kalahari
   - C. rain
   - D. the seasons

2. Why does the Kalahari Desert have seasons that are different from the Northern Hemisphere?
   - A. It is a dry desert.
   - B. It is very large.
   - C. It is in the Southern Hemisphere.
   - D. The rain comes in thunderstorms.

3. Which is an independent clause?
   - A. holes
   - B. dry water
   - C. when it rains
   - D. dry water holes fill up

4. Which is an antonym of bloom?
   - A. grow
   - B. flower
   - C. wither
   - D. blossom

5. If the rainiest month is usually April, then the word usually tells you what?
   - A. April is always the rainiest month.
   - B. April is most often the rainiest month.
   - C. It never rains in April.
   - D. There is no rain in the Kalahari.
The Kalahari Desert can be very hot and dry. But many kinds of animals and plants make their home there. They have found ways to stay cool and get enough water. One animal that lives in this desert is the Kalahari lion. This lion is a big cat, like other lions. But it hunts for animals smaller than the ones that other lions hunt. That is because most Kalahari animals are small. The male Kalahari lion has a black mane. Another animal that lives in this desert is the gemsbok. It is a large antelope. Gemsboks can live for a long time without drinking water. They get the water they need from the plants they eat. Many desert trees live in the Kalahari, too. For example, the camelthorn tree makes nutrients for other plants. Those plants become food for animals. The camelthorn tree also offers shade.

1. What is a gemsbok?
   - A. It is a tree.
   - B. It is a lion.
   - C. It is a plant.
   - D. It is a large antelope.

2. Which one of these does not live in the Kalahari Desert?
   - A. camelthorn tree
   - B. Kalahari lion
   - C. gemsbok
   - D. otter

3. How many syllables are in the word nutrients?
   - A. one syllable
   - B. two syllables
   - C. three syllables
   - D. four syllables

4. Which word is an adjective?
   - A. lion
   - B. black
   - C. also
   - D. hunt

5. Which word describes the tone of this text?
   - A. factual
   - B. angry
   - C. funny
   - D. persuasive

---

**SCORE**

1. [ ] Y [ ] N
2. [ ] Y [ ] N
3. [ ] Y [ ] N
4. [ ] Y [ ] N
5. [ ] Y [ ] N

Total: __/5
MARVELOUS MEERKATS

Living in the Kalahari Desert isn't easy, but meerkats do it very well. Meerkats are small, furry mammals about two feet long. They are members of the mongoose family. They have sharp claws that are used for digging burrows and looking for food. Meerkats have long tails; they use their tails for balance so they can stand upright. Meerkats need to stand upright so that they can watch for danger.

Meerkats are built for life in the harsh desert. They live in underground tunnels. Their eyes have dark circles that act like sunglasses. They have special patches of skin on their bellies that absorb the sunlight, which they use to stay warm during the cold desert nights.

Meerkats are social animals. They live in groups called "mobes" or "gangs." Meerkat mobs work together to stay alive. For example, meerkats look for food during the day. When they are hunting, some meerkats stand guard to watch for enemies. Hawks and eagles like to eat meerkats; so do some other animals. So, meerkats always have to be on the lookout. If there is danger, the guards call out an alert. Then, all the meerkats return to their den.

Meerkats raise their young together, too. Baby meerkats are very tiny when they are born. Their eyes are closed and they are helpless. So the adult meerkats all take turns babysitting. They all work together as a team to take care of the baby meerkats. They teach the babies how to look for food and watch out for enemies. Baby meerkats take about a year to mature into adults.

What do meerkats enjoy eating? They usually eat bugs and small rodents, such as mice. Sometimes they eat small snakes, and they can even eat the poisonous scorpion. Its poison does not make them sick. Meerkats are very well adapted for their desert life!
Read "Marvelous Meerkats" and then answer the questions.

1. Why do meerkats need sharp claws?
   A. They use their claws for swimming.
   B. They use their claws to dig burrows.
   C. They use their claws to take care of the babies.
   D. They use their claws to climb trees.

5. Which of these words describes meerkats?
   A. solitary
   B. social
   C. huge
   D. slow

2. Which of these is a topic sentence?
   A. They live in underground tunnels.
   B. Their eyes have dark circles that act like sunglasses.
   C. Then, they can stay warm during the cold desert night.
   D. Meerkats are built for life in the harsh desert.

6. Which statement is most likely true?
   A. Meerkats do not need a lot of water.
   B. Meerkats are good swimmers.
   C. Meerkats have thick winter coats.
   D. Meerkats lay eggs.

3. The author wants the reader to
   A. learn about snakes and mice.
   B. raise a meerkat.
   C. learn about meerkats.
   D. live in the desert.

7. Which of the following is not a supporting detail from the text?
   A. Adult meerkats take turns babysitting the young.
   B. Meerkats eat bugs and small rodents.
   C. Meerkats have short tails.
   D. Meerkats live in underground tunnels.

4. Which inference can be made about why meerkats live in underground tunnels?
   A. They are too large to live above ground.
   B. They cannot see.
   C. Tunnels help them keep warm during the cold desert night.
   D. They do not like sunlight.

8. Which sentence from the text is a good summary of the text?
   A. Meerkat mobs work together to stay alive.
   B. They live in underground tunnels.
   C. What do meerkats enjoy eating?
   D. Meerkats are very well adapted for their desert life!
Reread the text "Marvelous Meerkats." Then, read the prompt and respond on the lines below.

Pretend you are a meerkat. What is your day like? Describe your day.
Mother Cats and Their Kittens

by ReadWorks

Have you ever watched a mother cat with her babies? Mother cats are very protective of their kittens, even before they are born. Mother cats have to protect their babies so that they can grow up to be big cats.

First, a mother cat chooses a safe place to give birth to her kittens. Unlike a human, the mother cat can't go to a hospital to have her babies, so she must look for someplace near home that is right for her babies. A safe place for kittens can't be too loud, too busy, or too bright. If she lives inside a house with humans, the mother cat might go underneath a bed or staircase, inside a closet, or into a basement area that is nice and quiet. There, she will make a soft nest for her kittens.

Next, the mother cat will give birth to her babies and nurse them right away with her milk. When a kitten is born, it doesn't have very much fur and is "blind" for a few days. (Kittens' eyes usually open up after about eight days.) Like human infants and other mammal babies, the kittens need a lot of help from their mother when they are first born, since they are very weak and small. Their mother spends a lot of time feeding them and giving them baths by licking them.
After a few days, the mother cat might choose to move her kittens to another safe place so that predators, like owls or coyotes, cannot find them by their smell. When she finds the right place, she will carry her kittens to their new home in her mouth, very gently. If a kitten gets lost along the way, it can help its mother find her way back by calling her ("mew mew!"). Soon, all of the kittens will be safe and sound in their new nest.

There are usually many kittens in a cat family. A group of kittens in a cat family is called a litter. When the kittens are big enough to open their eyes and move around, they will begin to play and fight with one another, just like human brothers and sisters. Though these games are fun, they also have a serious purpose. When kittens play, they are practicing many skills they will need later on, like jumping, pouncing, and biting. This will help them catch prey for food and fight against predators.

As the kittens grow bigger, the mother will continue to protect them from enemies and even her human friends! Mother cats do not like it when adult humans or children play with their kittens, and they may attack. Kittens may also bite and scratch to protect themselves against harm. So even though they can be very cute, you must always be careful around mother cats and their litters of kittens, and you must respect their safe spaces. Remember that these cat families are only doing what they need to do to survive.
The Chicken and the Egg
by Aditi Sriram

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

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

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

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

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

Kit cradled Annabelle in her hands carefully, stroking the chick's soft, fluffy feathers with her fingers. "She's so soft," Kit said to Mom.
"Annabelle is covered with special feathers called down. They keep the chick warm."

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

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

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

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

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

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

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

Kit nodded her head. The hamster in her classroom had gotten older and bigger; and now that Annabelle was a mother, she was excited to have a new baby chick to play with, all over again.
Use the article "Mother Cats and Their Kittens" to answer questions 1 to 2.

1. What is one thing that mother cats do to help kittens grow bigger and stronger?

2. What does this article mainly describe?

Use the article "The Chicken and the Egg" to answer questions 3 to 4.

3. What was Annabelle like when she was 16 weeks old?
4. What main topic does this story teach readers about? Support your answer using details from the story.

Use the articles "The Chicken and the Egg" and "Mother Cats and Their Kittens" to answer questions 5 to 6.

5. How are the main ideas of these two texts similar?

6. How are the main ideas of these two texts different?
Color the States!

Color the state where you live red.
Color the states you have visited green.
Color the states you want to visit blue.

Note: Alaska and Hawaii are not to scale.
Color the States!

Look at the states you colored green. Why did you visit these states?

Look at the states you colored blue. Why do you want to visit these states?
Vocabulary Builder: Descriptive Words

Descriptive words can be used to make our writing more detailed and interesting. Study the descriptive words below. Then use them to complete the sentences that follow.

<table>
<thead>
<tr>
<th>word</th>
<th>description</th>
</tr>
</thead>
<tbody>
<tr>
<td>glorious</td>
<td>having great beauty</td>
</tr>
<tr>
<td>bitter</td>
<td>an unpleasantly sharp taste, like coffee</td>
</tr>
<tr>
<td>dependable</td>
<td>trustworthy or reliable</td>
</tr>
<tr>
<td>ferocious</td>
<td>extremely fierce or savage</td>
</tr>
<tr>
<td>elegant</td>
<td>of excellent quality</td>
</tr>
<tr>
<td>moist</td>
<td>slightly or moderately wet</td>
</tr>
<tr>
<td>burgundy</td>
<td>a dark red color, with a hint of purple or brown</td>
</tr>
<tr>
<td>ornate</td>
<td>decorated in a fancy way</td>
</tr>
</tbody>
</table>

1. As Joe walked through the light rain, the earth began to feel ____________________ beneath his feet.

2. My dog always waits for me by the door because he is a ____________________ friend.

3. As the sun went down, the sky filled with ____________________ colors.

4. The ____________________ church is filled with ivory statues and velvet cushions.

5. Mother’s ____________________ coat almost matches her red shoes.

6. Unsweetened chocolate is very ____________________, which is why we add sugar and milk before we eat it.

7. The ____________________ lion hunted its prey at sunset.

8. Queen Anne wore the most ____________________ gown for the royal ceremony.

Use three or more words from the list above to write a description of a castle.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Vocabulary Practice: Using Context

Adapted excerpt from

The Golden Dream
By R.M. Ballantyne

Ned stood in the center of a cavern of vast dimensions—so vast, and so full of intense light, that instead of looking on it as a huge cave, he felt inclined to regard it as a small world. The sides of this cavern were made of pure gold, and the roof—far above his head—was spangled all over with glittering points, like a starry sky. The ground, too, and, in fact, everything within the cave, was made of the same precious metal. Thousands of stalactites hung from the roof like golden icicles. Millions of delicate threads of the same material also hung down from the star-spangled vault, each thread having a golden ball at the end of it, which, strange to say, was transparent, and permitted a bright flame within to shine through, and shed a yellow lustre over surrounding objects. All the edges, and angles, and points of the irregularly-formed walls were of burnished gold, which reflected the rays of these pendant lamps with dazzling brilliancy, while the broad masses of the frosted walls shone with subdued light. Magnificent curtains of golden filigree fell in rich voluminous folds on the pavement, half concealing several archways which led into smaller caverns, similar to the large one. Altogether it was a scene of luxurious richness and splendor that is utterly indescribable.

Read the text above. Then, use the context clues to match each vocabulary word to its definition.

vast: cone-shaped structures hanging from the roof of a cave
spangled: soft and dim
stalactites: immense or huge
permitted: extremely elegant and grand
subdued: keeping from sight; hiding
concealing: allowed or enabled
luxurious: covered with small sparkling objects
# Reading Log

Each night you should spend 20 minutes reading. After reading, write a summary of what you read and have your parents initial and record the number of minutes you spent reading!

<table>
<thead>
<tr>
<th>Monday</th>
<th>Summary:</th>
<th>Parent Initials: _____</th>
<th>Minutes read: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tuesday</th>
<th>Summary:</th>
<th>Parent Initials: _____</th>
<th>Minutes read: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wednesday</th>
<th>Summary:</th>
<th>Parent Initials: _____</th>
<th>Minutes read: _____</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Day</td>
<td>Summary:</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td>Initials:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td>Initials:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
There was only one week left of summer vacation. Logan was ready to go back to school, but he still wanted to have some summer fun. So he asked his father if the family could spend a day at Wet World. Wet World was a water park about two hours from where Logan lived. He had never been there, but his friends had told him that it was a lot of fun. When Logan asked his father about going, his dad responded, "That sounds like a terrific idea! If you want to, we can invite Kevin."

Kevin was Logan's best friend, so Logan was especially glad that his dad had mentioned him. "I'll call him and ask," Logan said happily. This is going to be a great time, he thought as he picked up the telephone.

1. In which season does the text take place?
   A) winter
   B) spring
   C) summer
   D) fall

2. How does Logan feel when his dad mentions Kevin?
   A) worried
   B) angry
   C) jealous
   D) happy

3. Which word has the same root word as especially?
   A) species
   B) espadrille
   C) specialized
   D) spectator

4. Which is a synonym for responded?
   A) requested
   B) answered
   C) called
   D) wondered

5. What is the name Wet World an example of?
   A) alliteration
   B) a simile
   C) a metaphor
   D) personification

© Shell Education

#50926—180 Days of Reading for Fifth Grade
Logan called his best friend, Kevin, with an invitation to a water park. "It'll be great," Logan promised Kevin. Then he added, "My dad says we'll leave in the morning and get to Wet World by about ten thirty. Then we'll have the whole day there, because the park doesn't close until eight."

"Excellent," Kevin said excitedly. "Just hang on a minute while I ask if I can go." Logan agreed; then he heard a dull thud as Kevin put the telephone down. In a few minutes, Logan heard Kevin's voice again. "They're letting me go!" he practically shouted to Logan. Logan was so happy that Kevin's parents had given him permission that he almost hung up. Just in time, he remembered he was still on the telephone.

"This is going to be amazing," Logan said happily.

1. **Y** Why does Logan call Kevin?
   - A to invite him to Wet World
   - B to ask for directions to Wet World
   - C to get help with homework
   - D to ask where Kevin lives

2. Why are Kevin and Logan both happy at the end?
   - A Kevin won a big prize.
   - B They are not going to Wet World.
   - C Kevin is allowed to go to Wet World.
   - D Logan gets angry at Kevin.

3. Which definition of the word *letting* is used in this text?
   - A refusing
   - B asking
   - C allowing
   - D renting

4. What does the phrase *hang on* mean in this text?
   - A to hold something
   - B to wait
   - C to get through something
   - D to dangle

5. What is the word *thud* an example of?
   - A a metaphor
   - B personification
   - C a simile
   - D onomatopoeia
Logan checked his backpack carefully. He wanted to make sure he had put in everything he wanted. His dad had agreed to take the family to Wet World for the day. He had even let Logan invite his best friend, Kevin. Logan didn't want to forget anything, so he looked through the things he had put in his backpack. There was a water bottle, a pair of sunglasses, and a camera. That should be enough. Besides, Logan wanted to leave room in the backpack for a souvenir. He wasn't sure if he wanted a T-shirt, a hat, or swim trunks... swim trunks! That was what he had forgotten! Quickly, Logan zipped up his backpack and then swiftly changed into his swim trunks. Now he was ready to leave.

1. Which item is not in Logan's backpack?
   - A a water bottle
   - B a T-shirt
   - C a pair of sunglasses
   - D a camera

2. What is the setting?
   - A at school
   - B at Wet World
   - C in the backyard
   - D in Logan's room

3. What is the object of the sentence: *Logan checked his backpack carefully.*
   - A backpack
   - B checked
   - C Logan
   - D his

4. Which two words are synonyms?
   - A quickly and swiftly
   - B quickly and carefully
   - C checked and wanted
   - D swiftly and ready

5. Which of these is an example of onomatopoeia?
   - A quickly
   - B checked
   - C zipped
   - D Wet World

Score:

1. Y
2. Y
3. Y
4. Y
5. Y

Total: ___ / 5
A DAY AT WET WORLD

Logan's father had taken the family to Wet World, a water park about two hours from where they lived. It had been a long drive, but the family was finally there. Logan was very excited because his dad had let him bring his best friend, Kevin, along.

Now, the two boys were trying to decide which ride they should visit first. "Let's go on the Giant Slide," Kevin suggested. "It looks like a lot of fun."

"It's kind of crowded, though," Logan pointed out. "We should probably go somewhere else for now and come back to the Giant Slide later."

"I guess so," Kevin agreed.

He and Logan discussed some of the other rides and finally settled on the Wild Raft Ride.

After the Wild Raft Ride, the boys debated whether they should go back to the Giant Slide or try the Super Soak Diving Tower. They chose the diving tower. When they got to the tower, they realized that it was a very long climb to the top. Neither boy wanted to admit feeling scared. But neither boy really wanted to dive from that height. For a minute, they looked at each other. "You go first," suggested Logan.

"No, you," Kevin insisted.

Suddenly each boy realized that the other was just as nervous. Finally, Logan said, "I'll go if you'll go. Follow me."

"It's a deal," said Kevin.

Slowly and uneasily, Logan and Kevin made their way to the top of the tower. Kevin said, "Go ahead, you can do it!" Logan nodded and, as quickly as he could, stepped to the edge of the diving board and jumped off. Kevin dove right behind him. When the two boys scrambled out of the water, they agreed that they had never had more fun.

"Let's do it again!" smiled Logan.
Read "A Day at Wet World" and then answer the questions.

1. Why don't Kevin and Logan go on the Giant Slide first?
   A. Logan's dad does not want them to go on that ride.
   B. They can't find the Giant Slide.
   C. They are afraid to go on that ride.
   D. The line is too long.

2. What is likely true about Kevin and Logan?
   A. They are wearing fancy clothes.
   B. They are covered with mud.
   C. They are covered with snow.
   D. They are very wet.

3. Which purpose for reading is most appropriate for this text?
   A. to be entertained
   B. to learn facts about geography
   C. to be persuaded to try something new
   D. to understand how two things compare and contrast

4. Which inference can be made, based on the text?
   A. The boys are not nervous after the dive.
   B. The water is too cold for diving.
   C. The rain is ruining the day.
   D. Logan's dad does not want him to dive.

5. Why do you think Logan wants Kevin to follow him?
   A. so Kevin can take a picture of him
   B. so he will have more time to practice
   C. so he will not feel so nervous
   D. so he can watch Kevin dive first

6. What is the weather probably like in this text?
   A. very rainy
   B. snowy and cold
   C. sunny and hot
   D. icy and windy

7. What do the boys learn from each other in this text?
   A. Diving from the Super Soak Diving Tower is too hard for them.
   B. Trying something new can be fun, even if it is a little scary.
   C. They cannot trust each other.
   D. Wet World is very dangerous.

8. Which text has a similar theme?
   A. a letter to an editor about water safety
   B. a menu
   C. a joke book
   D. a story about friendship

© Shell Education

#50926—180 Days of Reading for Fifth Grade
Reread the text “A Day at Wet World.” Then, read the prompt and respond on the lines below.

Write about a time when you did something you were nervous about that turned out to be really fun. What happened? Write about what happened.
Farming

Farming is a very important part of our lives. Without farming we would not be able to have the large amounts of food that are needed for the people living in the cities.

A long time ago, humans had to find their own food. This was done by hunting other animals or collecting wild fruit and vegetables. When humans started to group together in communities, it became the job of some people to be the farmers. These people had to grow crops and raise animals to supply food for the rest of the community, who were doing other jobs.

Farming is very important to our communities, but it can also be very damaging to the environment. To grow crops, farmers need large areas of land to plant the seeds. For this to happen, the natural trees and plants must be cut down. When we cut down trees we kill them, and also take away the homes of many animals and birds that live there. These animals and birds will often die as they have nowhere else to go.

The bigger and bigger our communities get, the more and more food we need to provide. To provide more food we need to have more farms, and more and more of the environment is destroyed.

1. How did early humans get their food?

2. What has helped farmers to grow large amounts of food?
Farming

Name:

5. How does farming cause damage to the environment?

6. Would you like to become a farmer? Why?

3. What different types of food do farmers grow or produce?

4. Why are today's farmers a small group in the community?
Color the States!

Color the state where you live red.
Color the states you have visited green.
Color the states you want to visit blue.

Note: Alaska and Hawaii are not to scale.
Color the States!

Look at the states you colored green. Why did you visit these states?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Look at the states you colored blue. Why do you want to visit these states?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
A) Draw a line to match each word to its definition. Use a dictionary if you need help.

hazy: to stay away from or avoid something

evade: to do what you have been asked or ordered to do

resemble: partly hidden, darkened, or clouded by dust, smoke, or mist

taunt: afraid or nervous especially about what may happen

comply: to say insulting things to someone in order to make that person angry

intercept: to look or be like someone or something

to stop something so as to prevent it from continuing to a destination

B) Fill in the blank in each sentence with a word from the list above. Use each word only once.

1. My three brothers ___________________________ one another because they all have curly hair and green eyes.

2. The star running back jumped to ___________________________ the ball before the opposing team reached the end zone.

3. Ophelia always feels ___________________________ at the dentist's office, especially when she needs to have a cavity filled.

4. The forest fire made the sky ___________________________ for miles.

5. When my teacher asks me to sit down, I always ___________________________.

6. Kendra's mom asked her lots of questions about school, but Kendra went to her room and tried to ___________________________ them all.

7. Peter likes to ___________________________ the other kids during kickball to distract them.
Close Reading Note-catcher: Excerpt of the Declaration of Independence, Part III

RL.4.1, RL.4.3, RI.4.1, RI.4.4, SL.4.1a, L.4.4

Name: ___________________________ Date: ____________

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved....


1. Write this excerpt of the Declaration of Independence in your own words:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Comma Practice 2

Use commas between words or phrases in a series and before the connecting word in a compound sentence. See the examples below. (Also refer to “Comma” on pages 347 and 350 in the handbook for explanations and examples of these two uses.)

Examples

Between Items in a Series

Michelangelo was a sculptor, a painter, and an architect.

In a Compound Sentence

He started with a classical education, and then he became an apprentice to a painter.

Practice

In the sentences below, add commas between items in a series and between independent clauses. The first sentence has been done for you.

1. Michelangelo stopped painting, and he began working as a sculptor.
2. Michelangelo’s statues are known for their size, strength, and emotion.
3. The beauty, power, and grace in his artwork still inspire people.
5. He liked to work on large projects but he could not complete them all.
6. Michelangelo started his most famous project, the paintings on the ceiling in the Sistine Chapel, in 1508 and he finished it in 1511.
7. His last paintings were complex in design, serious in tone, and personal in subject matter.

Next Step

Write a sentence on any subject following the pattern of the last sentence above. Use commas correctly in your sentence.
Reading Log

Each night you should spend 20 minutes reading. After reading, write a summary of what you read and have your parents initial and record the number of minutes you spent reading!

<table>
<thead>
<tr>
<th>Day</th>
<th>Summary:</th>
<th>Parent Initials:</th>
<th>Minutes read:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td>Summary:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initials:</td>
<td>____</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minutes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>read:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Friday</th>
<th>Summary:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Initials:</td>
<td>____</td>
</tr>
<tr>
<td>Minutes</td>
<td></td>
</tr>
<tr>
<td>read:</td>
<td></td>
</tr>
</tbody>
</table>