APS 5th Grade Math Week 2

Day1	• April Week 2 Monday • Online: • Watch the Visual Learning Video in the math assignments tab for Topic 3-5. This will be in your assignments in Pearson. • Complete the Homework Buddy: Homework & Practice Topic 3-5 in Pearson • 5th Grade Math IXL C.14- C.16 (Extra Help) • Paper: • If working on the packet complete Topic 3-5 guided practice page 139 and homework page 141. • If you need extra help: https://www.khanacademy.org/cc-fifth-grade-math
Day2	• April Week 2 Tuesday • Online: • Watch the Visual Learning Video in the math assignments tab for Topic 4-1. This will be in your assignments in Pearson. • Complete the Homework Buddy: Homework & Practice Topic 4-1 in Pearson • 5th Grade Math IXL I.2 (Extra Help) • Paper: • If working on the packet complete Topic 4-1 guided practice page 167 and homework page 169. • If you need extra help: https://www.khanacademy.org/cc-fifth-grade-math
Day3	• April Week 2 Wednesday • Online: • Watch the Visual Learning Video in the math assignments tab for Topic 4-4. This will be in your assignments in Pearson. • Complete the Homework Buddy: Homework & Practice Topic 4-4 in Pearson • 5th Grade Math IXL I.5 also consider I.3 & S.3 (Extra Help) • Paper: • If working on the packet complete Topic 4-4 guided practice page 185 and homework page 187. • If you need extra help: https://www.khanacademy.org/cc-fifth-grade-math

Day4	• April Week 2 Thursday • Online: • Watch the Visual Learning Video in the math assignments tab for Topic 4-9. This will be in your assignments in Pearson. • Complete the Homework Buddy: Homework & Practice Topic 4-9 in Pearson • 5th Grade Math IXL (None) (Extra Help) • Paper: • If working on the packet complete Topic 4-9 guided practice page 215 and homework page 217. • If you need extra help: https://www.khanacademy.org/cc-fifth-grade-math
Day5	• April Week 2 Friday • Online: • Watch the Visual Learning Video in the math assignments tab for Topic 5-1. This will be in your assignments in Pearson. • Complete the Homework Buddy: Homework & Practice Topic 5-1 in Pearson • 5th Grade Math IXL D.9 (Extra Help) • Paper: • If working on the packet complete Topic 5.1 guided practice page 241 and homework page 243. • If you need extra help: https://www.khanacademy.org/cc-fifth-grade-math

30 MINUTES OF MATH ASSIGNMENTS PERDAY

Math worksheets will be attached for extra practice if needed

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How to Get on Pearson Online:

- Go to website https://bulldogs.powerschool.com/public/
- Enter your child's username and password.
- On the bottom left, click on the Pearson Courses icon. This will open up a new browser.
- Select the math tab.
- Then select assignments.
- Click on assignment needed for each day.

Please contact your child's teacher if you need their username or password for any of the online resources. Do not hesitate to contact your child's teacher with any questions that may arise during the we

APS 5th Grade Reading Week 2

Day 1	Reading -Week 2 Monday • Readworks.org • Use the instructions below to log on and find your assignments page. • Read "Brothers" & complete the multiple-choice questions – be sure to go back into the text to check/find your answers • Do not submit the assignment until you have finished Tuesday's work.
Day 2	Reading - Week 2 Tuesday • Readworks.org • Log on to readworks.org and find your assignments page. • Reread "Brothers" & complete the extended response (RACE) questions. • Submit your assignment when you have finished these questions.
Day 3	Reading – Week 2 Wednesday • Readworks.org • Log on to readworks.org and find your assignments page. • Read "It's Opening Day" and answer the multiple-choice questions – be sure to go back into the text to check/find your answers • Do not submit the assignment until you have finished Thursday's work.
Day 4	Reading - Week 2 Thursday • Readworks.org • Log on to readworks.org and find your assignments page • Reread "It's Opening Day" and answer the extended response (RACE) questions. • Submit your assignment when you have finished these questions.
Day 5	Reading - Week 2 Friday • Pearsonrealize.com • Log on to your Pearson Realize account and go to your assignments page. • Read each of the "Fresh Reads for Fluency and Comprehension" texts and answer the multiple-choice questions (there are 3 assignments total)

30 MINUTES OF READING ASSIGNMENTS PER DAY

Read Aloud Suggestions:

- Read with a parent. You read a page, and then they read a page. Ask each other questions about your page.
- Read aloud to a younger sibling and explain to them what's happening in the story.
- Read aloud to a pet or stuffed animal.
- Read aloud to an older sibling. Then ask them questions about what you have read to see if they listened.
- Read and then write down three things you liked about the story.
- Read and then write down three things you learned from the story.
- Read and then write down three questions you have about the story. Look up those questions online.
- Check YouTube using the title of the story for it to be read aloud.

APS 5th Grade Reading and Math Websites
Week 2

How to Get on Pearson Online:

- Go to website https://bulldogs.powerschool.com/public/
- Enter your child's username and password.
- On the bottom left, click on the Pearson Courses icon. This will open up a new browser.
- Select the Reading or Math (depending on what assignment you will be working on).
- Then select assignments.
- Click on assignment needed for each day. The page number is specified in the assignment. You can discuss the answers verbally with a parent, write them out on a piece of paper, or print out the assignment.

How to Get on Readworks:

- Go to readworks.org
- Click the button that says "student login"
- Enter your class code (your teacher will provide you with this code)
- Select your name from the list of names.
- Enter your password (your teacher will provide you with this password).
- You will now be on the assignments page.
- Click on the assignment listed on this week's assignment list (above).
- Your assignment should pop up and you may begin working.

Please contact your child's teacher if you need their username or password for any of the online resources. Do not hesitate to contact your child's teacher with any questions that may arise during the week.

Name _____

Practice Buddy | Tools | Assessment

Guided Practice*

Do You Understand?

1. Carlos saves 18 cents every day of the year. If there are 365 days this year, how many cents will he have saved by the end of the year? Write an equation that represents the problem. Then solve the equation.

2. **MP.4 Model with Math** Lila drives 129 kilometers round trip to work. How many kilometers does she drive in 31 days? Write an equation that represents the problem. Then solve the equation.

Do You Know How?

In **3–6**, estimate each product. Then complete each calculation. Check that your answer is reasonable.

3. 134×11

4. 208×26

5. 428×35

6. 275×56

Independent Practice

Leveled Practice In **7–22**, estimate and then compute each product. Check that your answer is reasonable.

7. 531×47

8. 759×68

9. 367×92

10. 817×45

11. $1{,}206 \times 77$

12. 543×18

13. 908×62

14. 750×81

15. $6{,}755 \times 9$

16. 869×46

17. 922×81

18. 783×14

19. 684×15

20. 650×22

21. $2{,}525 \times 37$

22. 615×41

*For another example, see Set C on page 157.

Name _____

Help Practice Buddy Tools Games

Homework & Practice 3-5
Multiply Multi-Digit Numbers

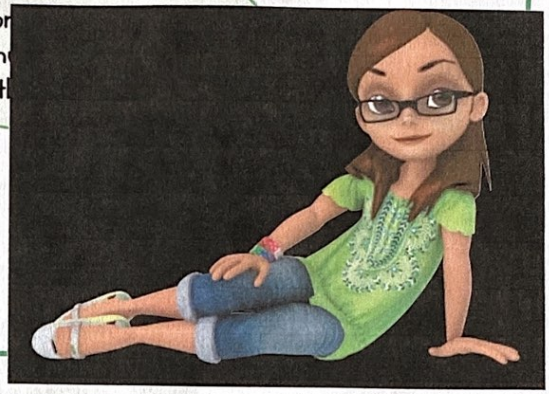
Another Look!

A sports store sells skateboards for $112. Last month the store sold 45 skateboards. How much money did the store make from selling them?

Use mental math to multiply.
$112 = 100 + 10 + 2$
$2 \times 45 = 90$
$10 \times 45 = 450$
$100 \times 45 = 4{,}500$
$90 + 450 + 4{,}500 = 5{,}040$

The store made $5,040 from selling skateboards.

Rewrite one of the factor
Then m
by t



1. Find $1{,}206 \times 5$ using expanded form.

$1{,}206 = 1{,}000 + 200 + 0 +$ _____

$1{,}000 \times 5 =$ _____

$200 \times 5 =$ _____

_____ $\times 5 =$ _____

$5{,}000 +$ _____ $+ 30 =$ _____

So, $1{,}206 \times 5 =$ _____.

2. Find 240×15 using partial products.

$240 \times 5 =$ _____

$240 \times$ _____ $= 2{,}400$

$1{,}200 +$ _____ $=$ _____

So, $240 \times 15 =$ _____.

For **3–10**, find each product.

3. $\begin{array}{r} 423 \\ \times\ 18 \\ \hline \end{array}$

4. $\begin{array}{r} 914 \\ \times\ 12 \\ \hline \end{array}$

5. $\begin{array}{r} 125 \\ \times\ 15 \\ \hline \end{array}$

6. $\begin{array}{r} 425 \\ \times\ 82 \\ \hline \end{array}$

7. $\begin{array}{r} 185 \\ \times\ 24 \\ \hline \end{array}$

8. $\begin{array}{r} 1{,}288 \\ \times\ 33 \\ \hline \end{array}$

9. $\begin{array}{r} 6{,}301 \\ \times\ 47 \\ \hline \end{array}$

10. $\begin{array}{r} 3{,}440 \\ \times\ 75 \\ \hline \end{array}$

Name _____

Practice Buddy | Tools | Assessment

Another Example

You can use patterns to multiply by decimals.

Multiply 3.63 by 1, 0.1, and 0.01.

$3.63 \times 1 = 3.63$

$3.63 \times 0.1 = 0.363$

$3.63 \times 0.01 = 0.0363$

Guided Practice*

Do You Understand?

1. Tell how you can use mental math to find 45.8×10^3 and 45.8×0.01.

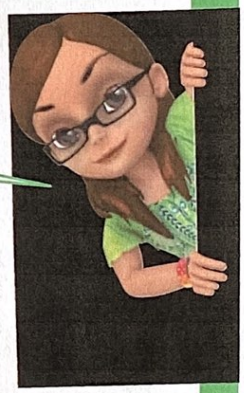
Do You Know How?

In **2–5**, find each product.

2. 0.009×10
3. 3.1×10^3
4. 0.062×10^2
5. 1.24×0.01

Independent Practice

Leveled Practice In **6** and **7**, find each product.



6. $42.3 \times 1 =$ _____
   $42.3 \times 0.1 =$ _____
   $42.3 \times 0.01 =$ _____

7. $0.086 \times 10^1 =$ _____
   $0.086 \times 10^2 =$ _____
   $0.086 \times 10^3 =$ _____

In **8–15**, find each product.

8. 63.7×0.01
9. 563.7×10^2
10. 0.365×10^4
11. 5.02×0.1
12. 94.6×10^3
13. 0.9463×10^2
14. 0.678×0.1
15. 681.7×0.01

*For another example, see Set A on page 227.

Name _____

Help Practice Buddy Tools Games

Homework & Practice 4-1
Multiply Decimals by Powers of 10

Another Look!

A builder is installing tiles at a restaurant. The area of each tile is 0.25 square meter. What is the area of 1,000 tiles?

$0.25 \times 10 = 0.25 \times 10^1 = 2.5$
$0.25 \times 100 = 0.25 \times 10^2 = 25$
$0.25 \times 1{,}000 = 0.25 \times 10^3 = 250$

So, the area of 1,000 tiles is 250 square meters.

Use patterns and place value to help you multiply a decimal by powers of 10.

In **1** and **2**, use patterns to find the products.

1. $0.057 \times 10 =$ _____
$0.057 \times 100 =$ _____
$0.057 \times 1{,}000 =$ _____

2. $214.8 \times 1 =$ _____
$214.8 \times 0.1 =$ _____
$214.8 \times 0.01 =$ _____
$214.8 \times 0.001 =$ _____

In **3–16**, find each product. Use place-value patterns to help you.

3. 0.62×10

4. 0.0063×100

Use the number of zeros or the exponent in the second factor to decide how to move the decimal point.

5. 7.25×0.1

6. 19.212×10^2

7. 17.6×0.01

8. 6.1×0.01

9. 37.96×0.01

10. $0.024 \times 1{,}000$

11. 0.418×0.1

12. 92.3×10^4

13. 5.001×10^1

14. 1.675×1

15. 14.8×0.01

16. 843.5×10^2

Name _____

Practice Buddy | Tools | Assessment

Guided Practice*

Do You Understand?

1. What is the difference between multiplying a whole number by a decimal and multiplying two whole numbers?

2. Use the admission information on the previous page. How much will admission cost to a minor league game this year? Explain how you found your answer.

Do You Know How?

For **3–8**, find each product.

3. 9.8 × 2

4. 0.67 × 8

5. 34 × 5.3

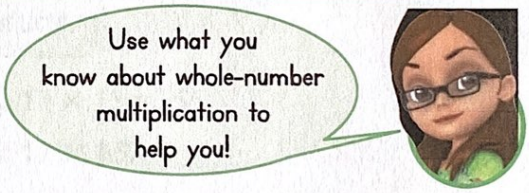
6. 4.6 × 21

7. 0.6 × 15

8. 55 × 1.1

Independent Practice

For **9–20**, find each product.



9. 34.6 × 9

10. 64.2 × 20

11. 40 × 0.22

12. 57 × 2.3

13. 5.8 × 11

14. 56 × 0.4

15. 170 × 0.003

16. 0.3 × 99

17. 26 × 1.61

18. 50 × 0.914

19. 10.76 × 100

20. 2.54 × 12

*For another example, see Set B on page 227.

Name _____

Help Practice Buddy Tools Games

Homework & Practice 4-4
Multiply a Decimal by a Whole Number

Another Look!

Travis can read a book chapter in 2.3 hours. The book has 18 chapters. How long will it take Travis to read the book?

Multiply as with whole numbers.

$$\begin{array}{r} {\scriptstyle 2}\,23 \\ \times\ 18 \\ \hline 184 \\ +\ 230 \\ \hline 414 \end{array}$$

So, $23 \times 18 = 414$. Now think about the number of decimal places to find 2.3×18.

Since there is a total of 1 decimal place in the factors, there is 1 decimal place in the product.

41.4

It will take Travis 41.4 hours.

41.4 is reasonable because $2 \times 20 = 40$.

In **1** and **2**, use place-value patterns to find the products.

1. $46 \times 3 = 138$

$4.6 \times 3 =$ _____

$0.46 \times 3 =$ _____

2. $17 \times 15 = 255$

$17 \times 1.5 =$ _____

$17 \times 0.15 =$ _____

In **3–14**, find each product.

3. $\begin{array}{r} 27.4 \\ \times\ 7 \\ \hline \end{array}$

4. $\begin{array}{r} 336 \\ \times\ 0.4 \\ \hline \end{array}$

5. $\begin{array}{r} 88 \\ \times\ 1.8 \\ \hline \end{array}$

6. $\begin{array}{r} 4.02 \\ \times\ 9 \\ \hline \end{array}$

7. 1.7×12

8. 105×0.4

9. 1.4×32

10. 0.89×21

11. 4.4×18

12. 0.3×279

13. 95×5.7

14. 46×0.46

Name _____

Practice Buddy | Tools | Assessment

Another Example

Find 0.5×0.03.

Multiply as you would with whole numbers.

$$\begin{array}{r} 5 \\ \times\ 3 \\ \hline 15 \end{array}$$

Locate the decimal point in the product.

$$\begin{array}{rl} 0.5 & 1 \text{ decimal place} \\ \times\ 0.03 & 2 \text{ decimal places} \\ \hline 0.015 & 3 \text{ decimal places} \end{array}$$

Since the product 15 does not have enough digits to show 3 decimal places, annex zeros to the left of the product.

Use number sense or estimation to check your answer.

Since $0.5 < 1$, the product must be less than the other factor, 0.03. $0.015 < 0.03$, so the answer is reasonable.

Guided Practice*

Do You Understand?

1. Sasha wants to multiply 0.5×0.8. How many decimal places will the product have? Explain.

2. If $112 \times 38 = 4{,}256$, what is the product of 1.12×3.8?

Do You Know How?

In **3–6**, find each product. Use number sense or estimation to check your answer.

3. $\begin{array}{r} 12.5 \\ \times\ 0.09 \\ \hline \end{array}$

4. $\begin{array}{r} 9.1 \\ \times\ 6.8 \\ \hline \end{array}$

5. 0.8×5.4

6. 0.4×0.07

Independent Practice

In **7–14**, find each product. Use number sense or estimation to check your answer.

7. 0.4×1.3

8. 0.63×5.5

9. 6.5×4.4

10. 10.3×0.3

11. 2.9×2.9

12. 27×4.9

13. 0.8×0.09

14. 5.6×100

*For another example, see Set F on page 229.

Name _____

Help Practice Buddy Tools Games

Homework & Practice 4-9
Multiply Decimals

Another Look!

Javier has two pet birds. One weighs 1.25 times as much as the other. The smaller bird weighs 0.7 pound. How much does the larger bird weigh?

Step 1

Estimate the product.

1.25×0.7

$1 \times 1 = 1$ pound

Step 2

Multiply as you would with whole numbers.

$$\begin{array}{r} 125 \\ \times\ \ 7 \\ \hline 875 \end{array}$$

Step 3

Add the number of decimal places in the factors to find the number of decimal places in the product.

1.25	2 decimal places
$\times$ 0.7	1 decimal place
0.875	3 decimal places

The larger bird weighs 0.875 pound.

0.875 pound is close to the estimate of 1 pound, so the answer is reasonable.

You can also use number sense to check that you have put the decimal point in the correct place.

1. To find 1.56×2.7, multiply ____ $\times$ ____. Then place the decimal point in the product to show ____ decimal places.

In **2–13**, find each product. Use number sense to check your answer.

2. 9.7×0.4

3. 2.2×0.73

4. 8.1×8.1

5. 0.5×3.04

6. 0.75×3.2

7. 5.2×88

8. 0.4×0.7

9. $1{,}000 \times 0.94$

10. 2.5×64

11. 1.17×5.7

12. 0.16×0.3

13. 0.33×9.2

Name _____

Practice Buddy | Tools | Assessment

Guided Practice*

Do You Understand?

1. **MP.8 Generalize** Why is 210 ÷ 30 the same as 21 tens ÷ 3 tens?

2. A jet carried 12,000 people in 40 trips. If the jet was full each trip, how many people did it carry for each trip?

Do You Know How?

In **3–9**, find each quotient. Use mental math.

3. 210 ÷ 30 = 21 tens ÷ 3 tens = ____

4. 480 ÷ 60 = 48 tens ÷ 6 tens = ____

5. 15,000 ÷ 30 = 1,500 tens ÷ 3 tens = ____

6. 8,100 ÷ 90 = ____

7. 2,800 ÷ 70 = ____

8. 30,000 ÷ 50 = ____

9. 1,800 ÷ 60 = ____

Independent Practice

Leveled Practice In **10–25**, use mental math to find the missing numbers.

10. 560 ÷ 70 = 56 tens ÷ 7 tens = ____

11. 360 ÷ 60 = 36 tens ÷ 6 tens = ____

12. 6,000 ÷ 50 = 600 tens ÷ 5 tens = ____

13. 24,000 ÷ 60 = 2,400 tens ÷ 6 tens = ____

14. 2,000 ÷ 20 = ____

15. 6,300 ÷ 90 = ____

16. ____ ÷ 10 = 24

17. 21,000 ÷ ____ = 700

18. 2,500 ÷ 50 = ____

19. 72,000 ÷ ____ = 800

20. 56,000 ÷ ____ = 800

21. ____ ÷ 10 = 100

22. 45,000 ÷ 90 = ____

23. 42,000 ÷ 70 = ____

24. 64,000 ÷ ____ = 800

25. 32,000 ÷ ____ = 400

*For another example, see Set A on page 289.

Name _____

Help Practice Buddy Tools Games

Homework & Practice 5-1

Use Patterns and Mental Math to Divide

Another Look!

A school spends $12,000 on 20 new computers. Each computer costs the same amount. How much does each computer cost?

Find a basic fact and then use patterns.

A basic fact that can be used for 12,000 ÷ 20 is 12 ÷ 2 = 6.

120 ÷ 20 = 6
1,200 ÷ 20 = 60
12,000 ÷ 20 = 600

Multiply to check: 600 × 20 = 12,000

Each computer costs $600.

Leveled Practice In **1–16**, use a basic fact and a pattern to help solve.

1. 720 ÷ 90 = 72 tens ÷ 9 tens = ____

2. 4,800 ÷ 60 = 480 tens ÷ 6 tens = ____

3. 1,200 ÷ 30 = ____ tens ÷ ____ tens = ____

4. 25,000 ÷ 50 = ____ tens ÷ ____ tens = ____

5. 320 ÷ 40

6. 9,000 ÷ 30

7. 1,800 ÷ 90

8. 2,000 ÷ 40

9. 24,000 ÷ 80

10. 32,000 ÷ 40

11. 3,600 ÷ 90

12. 40,000 ÷ 50

13. 42,000 ÷ 60

14. 5,400 ÷ 60

15. 49,000 ÷ 70

16. 56,000 ÷ 80

Brothers

by ReadWorks

Joseph had run away.

Philip could tell his mother was worried by the way she paced up and down the kitchen floor, twisting her hair into knots, while speaking softly into the telephone. "I don't know where he went," she whispered. She shot Philip a sidelong look that seemed to say, "Don't worry," then smiled as if this was just a normal, routine phone call. "No, we didn't get into a fight. There wasn't..." She left the kitchen, glancing quickly at the clock. Philip was going to be late for school.

Philip pushed his cereal around the bowl with his spoon. Joseph hated living at home. "I'm an old soul," he would sing to their mother whenever she asked him to clean the dishes or put away his laundry. "I can't be tethered," he'd sing, until their mother would laugh. "Joseph," she'd say, exasperated.

Joseph was nearly six years older than Philip and was what their mother called "a troublemaker." Philip had a loose understanding of what it meant to be a "troublemaker." It was someone who stayed out past curfew, lied, ran away, and hung around with "a bad crowd."

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Philip had met this crowd, and he didn't think they were bad at all. In fact, he liked Joseph's friends. Whenever they saw him, they shook his hand like he was a grown man and not somebody's kid brother.

Last summer, Philip broke his arm playing baseball. That wasn't exactly true, when Philip came to think of it, but it was what he had told Joseph's friends when they saw the cast on his arm. They had given him the nickname "Captain" after that, and Laura, Joseph's girlfriend, always asked him, "Have you been drafted yet?"

Philip hadn't wanted to play baseball at all that summer. He had wanted to join the swim team, but his father said swimming wasn't a sport. Philip knew better than to argue with his dad and so he agreed. He hadn't realized that his baseball coach had stuck him in the outfield because he was a bad player, and that the coach didn't expect anyone to hit a ball that far into the field.

After dinner one night, Philip heard his dad explain it to his mother. "Philip's the worst player on the team. They put him in the outfield so he doesn't mess it up for the rest of the team," he'd said. He didn't know Philip could hear him. Joseph, who was sitting next to Philip, had nudged him, then squeezed his shoulder. "Don't sweat it, kid," he had said. "There's always something better out there."

Philip had broken his arm the day a fly ball-the only one of the game-soared into the sky right above his head. Philip hadn't been paying attention to the game, but suddenly he heard everyone calling his name. He saw the small black dot blot out the sun, and he raised his left hand high into the air and shut his eyes. He felt the ball land heavily in his glove. He was surprised by its weight. His hand was sore.

He ran back toward the mound, proud for the first time all season that he had helped his team. He wasn't looking where he was going and didn't notice the small rock hidden in the green of the outfield until his foot caught against it. Suddenly, he was soaring into the air. And then, just as quickly, he came crashing down, his arm outstretched, snapping as it hit the ground.

He had cried, knowing that his father would be disappointed and that he wouldn't be able to swim again until next summer.

Joseph had taken him out for ice cream.

"You know, there's a lot more to life than baseball," Joseph had said. "Take me. I wasn't meant for some crummy two-star town."

Philip had smiled, agreeing. He wasn't sure what Joseph meant by "two-star," but he knew that Joseph wanted life to move fast and hard.

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"Someday, I'm gonna wipe the stain of this town from my boots, and really make it. You know, see the world, get famous, make money. And I'm going to do it my way."

Philip sat quietly. "You'll say goodbye before you go, right?" he asked.

Joseph laughed. "You're really something, you know that?"

When Philip thought about it, he realized that Joseph had never really answered him. They'd left the ice cream store and walked home, and Joseph had never mentioned leaving again.

By now, Philip's cereal had gone soft. It was inedible. His mother was organizing the cabinets. "You know, your brother's really done it this time," she said. She ran her fingers through her hair, sighing deeply.

"I'm an old soul," Philip sang. "I can't be tethered."

His mother smiled. She looked at the clock.

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Name: _____ Date: _____

1. What has caused Philip's mother to worry at the beginning of the text?

A. Joseph has fought with his mother.

B. Philip has broken his arm.

C. Joseph has run away.

D. Joseph has stayed out past curfew.

2. What main problem does Joseph face in this story?

A. Joseph breaks his arm.

B. Joseph hates living at home.

C. Joseph disappoints his father.

D. Joseph does not want to play baseball.

3. Joseph thinks his family's town is holding him back from achieving his dreams and goals. What evidence from the text best supports this conclusion?

A. "Philip had smiled, agreeing. He wasn't sure what Joseph meant by 'two-star' but he knew that Joseph wanted life to move fast and hard."

B. "Someday, I'm gonna wipe the stain of this town from my boots, and really make it. You know, see the world, get famous, make money."

C. "Joseph...had nudged him, then squeezed his shoulder. 'Don't sweat it, kid,' he had said. 'There's always something better out there.'"

D. "'I'm an old soul,' he would sing to their mother whenever she asked him to clean the dishes or put away his laundry. 'I can't be tethered.'"

4. Based on the information in the text, how does Philip feel about his brother Joseph?

A. Philip is annoyed by Joseph's behavior.

B. Philip is disappointed in Joseph.

C. Philip thinks that Joseph is a troublemaker.

D. Philip cares for Joseph and looks up to him.

5. What is the main idea of the text?

A. Philip wants to join the swim team but is forced to play baseball.

B. Philip's "troublemaker" brother Joseph has run away.

C. Philip's father is disappointed that he is not good at baseball.

D. Philip catches a fly ball during a baseball game.

6. The author of the text first writes that Joseph has run away. Then the author goes back in time to the previous summer and writes about the day Philip broke his arm, and the conversation the two brothers had. Then the author returns to the day Joseph has run away from home.

Why might the author have included the part of the story about the day Philip broke his arm and the conversation the two brothers had?

A. to show the reader that Philip does not want to disappoint his brother Joseph

B. to make the plot more confusing by jumping between time periods

C. to explain why Joseph's mother thought he was a troublemaker

D. to show the reader how Philip may feel about Joseph running away

7. Choose the answer that best completes the sentence.

Philip asks his brother if he will say goodbye before he leaves town; _____, Joseph simply laughs and does not answer the question.

A. however

B. therefore

C. for instance

D. especially

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8. When Joseph tells Philip he plans to leave town someday, what does Philip ask?

9. How does Joseph help his brother Philip? Give at least one example from the text to support your answer.

10. Is Joseph a good older brother to Philip? Support your argument with evidence from the text.

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It's Opening Day

by W.M. Akers

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

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

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

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

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

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

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

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

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

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

"That's not bad."

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

"I don't know."

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

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

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

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

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

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some things you can only learn at the ballpark."

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

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

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

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

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

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

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

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

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

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

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

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"What?!"

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

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

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

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

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

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

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

The game was over. The Crickets had won, 6-1. A blowout, but not a very exciting one. According to his scorecard, Billie Carney had a single and a walk, but no runs batted in-a good day, but not a great one. As always, Billie had bowed to the people when he ran out onto the field, and Matthew bowed back. When he hit his single, with a sound like a judge's gavel, Matthew cheered louder than he had all day. He fixed the image in his mind: Billie Carney,

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hustling down the first base line, right in front of his eyes. He would tell his father about it when he got home, and he would remember it come winter.

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

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

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

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

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

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

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

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

"Enjoy the game today?"

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

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

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

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

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

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

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

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

"What do you mean?"

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

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

"Yeah?"

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

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Name: _____ Date: _____

1. What does Matthew like to do every April?

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

B. eat ice cream and watch a movie at home

C. see the Crickets play on opening day

D. see his sister perform in a school play

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

A. Matthew eats ice cream at the ballpark.

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

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

D. Matthew talks to Billie Carney.

3. Matthew is excited to meet Billie Carney.

What evidence from the story supports this statement?

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

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

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

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

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

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

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

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

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

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5. What is a theme of this story?

A. the pleasures of winter

B. the pleasures of baseball

C. the damage that war can cause

D. the damage that nature can cause

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

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

A. not caring about how well a baseball team plays

B. not playing in a baseball game on opening day

C. not playing for very many people or anyone important

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

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

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

A. after

B. before

C. for instance

D. however

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

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9. When Matthew asks Billie whether playing for nobody in a crummy old ballpark drives him crazy, what does Billie say?

10. What do Matthew and Billie have in common? Support your answer with evidence from the passage.

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Name _____

Read the selection. Then answer the questions that follow.

What Is a Tardigrade?

In many places on Earth, you can find an amazing creature called the tardigrade, which is also known as the "water bear" because it resembles a very small bear. The term *tardigrade* includes about 350 types of tiny invertebrates—animals without backbones. A highly adaptable creature, the water bear lives in sand, the ocean, wet moss, rivers, and on flowering plants.

Less than one millimeter in size and simple in structure, the tardigrade has a head and a torso made up of four parts with a short limb attached to each part. The limbs usually end in sharp claws, and plant-eating water bears eat by using sharp points near their mouths called *stylets* to pierce plant cells and special tubes to suck out the juice. Some tardigrades hunt other tiny creatures and eat meat.

Water bears are unusually adaptable. They can withstand being completely dried out for long periods of time and can stand extremely low or high temperatures. For example, some tardigrades can handle being exposed to temperatures as low as –112 degrees Fahrenheit for several hours and still come to life and move about when they are brought back to room temperature. Scientists have determined that these creatures go into a special state in which their physical processes slow way down, and that enables them to survive being completely frozen!

Because of their unusual hardiness, tardigrades are found everywhere from the tropical forests to the Arctic Ocean. You may even be able to find some of these creatures in your neighborhood. Try looking at some moss or lichen under a microscope to see whether any of these strange creatures are present.

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Turn the page.

Answer the questions below.

1 **The main idea of this selection is that**

A people should make efforts to protect tardigrades.

B tardigrades are very small animals.

C the habitat of the tardigrade is widely varied.

D tardigrades are very tough creatures.

2 **Which of the following does the selection mainly suggest?**

F Very few meat-eating tardigrades have *stylets*.

G All tardigrades can survive extreme temperatures.

H There may be more than 350 types of tardigrade.

J Some tardigrades can withstand high heat, others extreme cold.

3 **Where does the selection suggest you look for tardigrades?**

A sand

B ocean

C moss

D river

4 **According to the second paragraph, what does a tardigrade do after piercing a plant with its stylets?**

5 **After a tardigrade is exposed to very high heat, what, other than a more moderate temperature, is necessary for it to become "alive" again?**

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Common Core State Standards

Questions 1, 2, 4: Informational Text 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **Questions 3, 5: Informational Text 3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text based on specific information in the text.

Name _____

Read the selection. Then answer the questions that follow.

Zora Neale Hurston

Zora Neale Hurston was an American writer and anthropologist who was a part of the Harlem Renaissance, a movement that took place in New York in the 1920s and 1930s. During the Harlem Renaissance, many African American writers, musicians, and artists created works celebrating the life of black Americans. The writers in this group who created important works showing a new side to American life included Langston Hughes, Jean Toomer, and Claude McKay. Hurston was a key figure in the movement, and like some other Harlem Renaissance writers, she drew on folk stories as well as more traditional forms of writing.

Born in 1891 in Alabama, Hurston grew up there and in a Florida town called Eatonville. She lived in New York City during the Harlem Renaissance, working with other writers, including poet Langston Hughes. She attended Howard University from 1923 to 1924, and graduated in 1928 from Barnard College in New York, studying anthropology, the study of people and their cultures. After pursuing anthropology as a graduate student at Columbia University in New York, she did field studies in folklore in African American communities in the South. Her book *Mules and Men* describes the culture of a black community in Florida.

Hurston is known widely for her novels, especially *Their Eyes Were Watching God,* which was published in 1937. She published her first novel, *Jonah's Gourd Vine,* in 1934, and the book received praise for its realistic portrayal of African American life. Readers and scholars also admire her autobiography *Dust Tracks on a Road*. In the last twenty years, Hurston's work has gained a lot of attention, and some of her work has been published for the first time, including stories in her collection *The Complete Stories,* which appeared in 1995.

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Turn the page.

Answer the questions below.

1 **Which of the following best states the main idea of the first paragraph?**

A The Harlem Renaissance took place during the 1920s and 1930s.

B Zora Neale Hurston wrote a play with the poet Langston Hughes.

C Alabama and Florida produced the well-known writer Zora Neale Hurston.

D Zora Neale Hurston was an important figure in the Harlem Renaissance.

2 **Which of the following best states the main idea of the last paragraph?**

F Hurston is best known for her novels and nonfiction.

G Readers and scholars prefer Hurston's nonfiction.

H Hurston's short stories were not published during her lifetime.

J Only in the last twenty years has Hurston's fiction appeared.

3 **Which of the following details supports the main idea of the second paragraph?**

A *Mules and Men* is written like a story or narrative.

B *Mules and Men* strongly reflected Hurston's area of interest.

C Anthropologists thought *Mules and Men* was unscientific.

D Hurston did not finish her graduate degree in anthropology.

4 **Which of the following happened before Hurston studied anthropology?**

F She attended Howard University.

G She did anthropological field studies in the South.

H She participated in the Harlem Renaissance.

J *Dust Tracks on a Road* was published.

5 **How might Hurston's anthropological book *Mules and Men* have prepared her to play a role in the Harlem Renaissance?**

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Questions 4, 5: Informational Text 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text based on specific information in the text.

Name _____

Read the selection. Then answer the questions that follow.

The Planet Venus

Venus is the second planet from the sun, and it lies between Earth and the planet Mercury. One of the brightest objects in the night sky, Venus is outshone only by the moon. Venus is also the closest planet to us, and it is like Earth in its dense and rocky surface. Like other planets, Venus travels around the sun, taking 225 Earth days to complete one full journey.

Venus's atmosphere is made up mostly of the gas carbon dioxide. Because of this gas, the planet is very hot, with temperatures reaching 864 degrees Fahrenheit! The gas traps heat from the sun, keeping the heat from rising back into space.

People have been watching Venus for thousands of years. In about 3000 B.C., people in Babylonia, China, and other places recorded seeing the planet. The scientist Galileo's discovery of Venus's phases in 1610 supported the then new idea that the planets travel around the sun.

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Turn the page.

Answer the questions below.

1 **The topic of the second paragraph is**

A how far Venus is from the planet Jupiter.

B the atmosphere and temperatures on Venus.

C how to spot Venus in the night sky.

D how long it takes Venus to circle the sun.

2 **Which of the following states the main idea of the third paragraph?**

F Venus is one of the planets closest to the sun and is like Earth.

G People in Central America were the first to record seeing Venus.

H Galileo discovered the phases of Venus in 1610.

J People have been watching Venus for thousands of years.

3 **Which of the following events most likely occurred before Galileo discovered Venus's phases?**

A The United States sent the spacecraft *Mariner* to Venus.

B The Soviet spacecraft *Venera* took photos of Venus's surface.

C Astronomers discovered the planets Neptune and Uranus.

D The Babylonians and the Chinese recorded seeing Venus.

4 **Based on the selection, what makes Venus most unlike Earth when it comes to supporting human or familiar forms of animal life?**

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