

Important People

by Michael Stahl



The janitor is the person who helps keep the school clean. Every morning students come from all over and walk into the school building. A building can get dirty, especially when a lot of people go into it. The janitor sweeps and mops the floors so that the dirt brought in gets cleaned up.

The teacher is the person who runs the classroom. The teacher helps you learn about different topics and gives you assignments. If you don't understand something, you can ask the teacher for help.

The principal is the person who is in charge of the whole school. The principal is the leader of the school. The principal is in charge of all the teachers at the school. The principal is the

person whom parents call when they want to talk to someone about the school. The principal usually sets high expectations for the students and makes sure that learning is happening in the school.

American schools are in a city or town. The city or town has a leader, too. The leader is usually called the mayor. The mayor is in charge of running the government of the city or town. The mayor works with the people in the city or town and the other people in the government to fix the problems of the city or town. The mayor has a lot of responsibility.

An American city or town is located within a state. Just like a city or town has a leader, a state has a leader, too. The leader of a state is called the governor. An American state is a part of the United States. There are 50 states, and each one has a governor. The person who is the leader of the United States of America is called the president. There have been over forty presidents throughout the course of America's history. The first president of the United States of America was George Washington. Who is the current president?

Name: _____ Date: _____

1. Who are some of the people described in the passage?

- A. lawyers, doctors, and bankers
- B. singers, actors, and dancers
- C. janitors, teachers, and principals

2. What does the passage list?

- A. This passage lists some of the different jobs people have.
- B. This passage lists the mayors of America's five largest cities.
- C. This passage lists all the Presidents of the United States.

3. A janitor helps keep a school clean. A teacher helps students learn at school. A principal is in charge of all the teachers at a school.

What can be concluded from this information?

- A. Principals often work with janitors but do not often work with teachers.
- B. Many janitors want to become teachers, and many teachers want to become principals.
- C. People can work in the same place and do different things.

4. Which job mentioned in the article is not a job that involves leadership?

- A. janitor
- B. principal
- C. mayor

5. What is this passage mainly about?

- A. the responsibilities of janitors and governors
- B. different people and their jobs
- C. how a janitor keeps a school clean

6. Read the following sentences: "The city or town has a leader, too. The **leader** is usually called the mayor. The mayor is in charge of running the government of the city of town."

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

- A. someone who helps children learn
- B. someone who has power over other people
- C. someone who does not get along with other people

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

The principal makes sure learning is happening in the school, _____, the principal is in charge of the teachers.

- A. but
- B. before
- C. so

8. What is the leader of a city or town called?

9. What are some of a mayor's responsibilities?

10. The title of this passage is "Important People." Are the people described in it important? Explain why or why not, using evidence from the passage.

Name: Writing A.M.I. Day 1 Date: _____

You are going to write a story about a time when you accomplished a goal.

Think about what you did to work toward the goal and why accomplishing it was important to you.

Here are some questions to help you think about your story and plan it:

- Was this the first time you tried to accomplish your goal? If not, explain.
- What steps did you take to accomplish your goal?
- Did you ever struggle along the way? If so, how did you handle the struggle?
- Did anyone help you accomplish your goal?
- How did accomplishing the goal change the way you try to accomplish other things?

Now, write a story that describes a time when you accomplished a goal. Your story should tell your reader why accomplishing the goal was important to you.

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1000 LMA 1000

Math AMI Day 1

Name: _____

Addition

Find the sums.

a.
$$\begin{array}{r} 58 \\ + 59 \\ \hline \end{array}$$

b.
$$\begin{array}{r} 64 \\ + 18 \\ \hline \end{array}$$

c.
$$\begin{array}{r} 25 \\ + 81 \\ \hline \end{array}$$



d.
$$\begin{array}{r} 72 \\ + 44 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 92 \\ + 72 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 45 \\ + 19 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 39 \\ + 94 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 26 \\ + 9 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 15 \\ + 52 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 65 \\ + 77 \\ \hline \end{array}$$

k.
$$\begin{array}{r} 88 \\ + 39 \\ \hline \end{array}$$

- l. Max's dog buried 14 bones in the garden.
He buried 26 more the next day.
How many bones did he bury altogether?

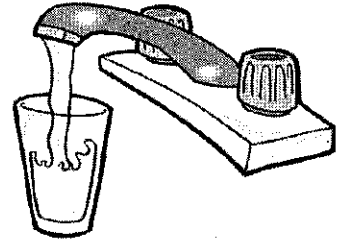
- m. Jack had 8 Frisbees to throw to his dog.
He buys 35 more.
How many Frisbees does he have in all?

Name: _____

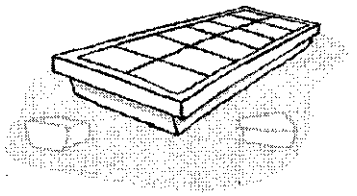
Three States of Matter

by Leslie Cargile

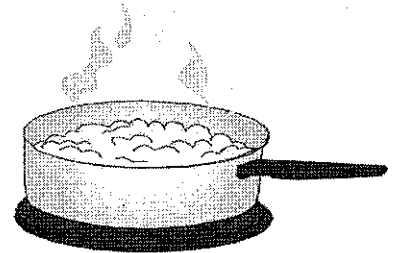
Let's take a walk into an imaginary kitchen. There are ice cubes in the freezer, water running from the faucet and steam rising from a pot of boiling water. We will turn off our pretend faucet so we don't waste water. What do these three things all have in common?



Simply put our imaginary kitchen shows us the three different states of matter. Matter makes up everything that is in our universe. Atoms join together making molecules. Molecules stack together in different ways to make the three different states of matter; solids, liquids and gases.



Solids are easy to think about. The chair you're sitting in is a solid. The floor you walk on is solid. Pretty much everything that has a defined shape is a solid. The molecules of solids are like a box full of oranges stacked tightly together, so tight that they can't move.



Liquids include the water you drink, or the oceans that roll around the earth. A liquid will take the shape of whatever you put it in. Think of a beanbag chair that is missing some of its' stuffing. It will roll around, but it stays together. The molecules of a liquid are close and stick together, but not so close that they can't slide around each other. If you pour water from one container into another without spilling, you will have the same amount of water.

Gases are different than the other two states of matter. They are very loosely attached, some escaping their bonds and disappearing. If we were back in our imaginary kitchen and we tried to catch all of the steam molecules, we would find it nearly impossible.

Heat can affect the state of matter. Let's take an imaginary ice-cube and set it on our stove in a pot. Turn the imaginary heat on. Soon the heat has melted our ice cube into a puddle of water. Leave the heat on a little while longer and our puddle of water will evaporate into the air. Even though you can't see the water, it's not gone. It turned into water vapor, which is a gas in the air around you.

Try it out with the help of an adult and see what happens. Can you catch all of your steam and turn it back into an ice-cube? Probably not, but add some food coloring to a pitcher of water and then fill an ice tray. What you will have is an exciting afternoon exploring the worlds of solids, liquids, and gases.

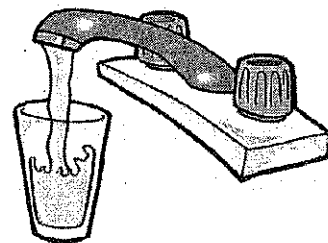
Name: _____

Three States of Matter

by Leslie Cargile

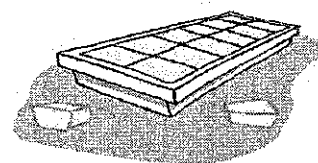
1. Atoms that are joined together are called...

- a. liquids
- b. molecules
- c. shapes
- d. solids



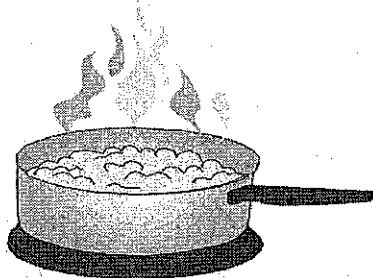
2. What shape is a liquid?

- a. sphere
- b. circle
- c. solid shape
- d. the shape of its container



3. What happens to water when it evaporates?

- a. It turns into a solid.
- b. It turns into a gas.
- c. It turns into an atom.
- d. It disappears.



4. What causes water to evaporate?

- a. warm temperatures
- b. cold temperatures
- c. electricity
- d. food coloring

5. How are molecules in a solid different from molecules in a liquid?

- a. Molecules in a liquid are more tightly packed than molecules in a solid.
- b. Molecules in a liquid cannot move, but molecules in a solid can.
- c. Molecules in a solid are more tightly packed than molecules in a liquid.
- d. Molecules are loosely packed and easily turn into steam.

6. List two examples of solids, liquids, and gases.

solids - _____

liquids - _____

gas - _____

Name: _____

Changing Water

Part 1: Fill in the blank lines with a vocabulary word from the box.

melting

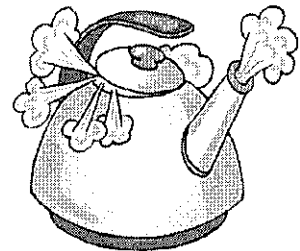
freezing

boiling

condensing

evaporating

1. _____ is when liquid water turns into ice.
2. _____ is when ice turns into liquid water.
3. _____ is when water vapor turns into liquid water.
4. _____ is when liquid water slowly dries up and turns into water vapor.
5. _____ is when liquid water is heated to a high temperature and quickly turns into water vapor.



Part 2: Fill in the blank lines with a temperature from the box.

0°

32°

100°

212°

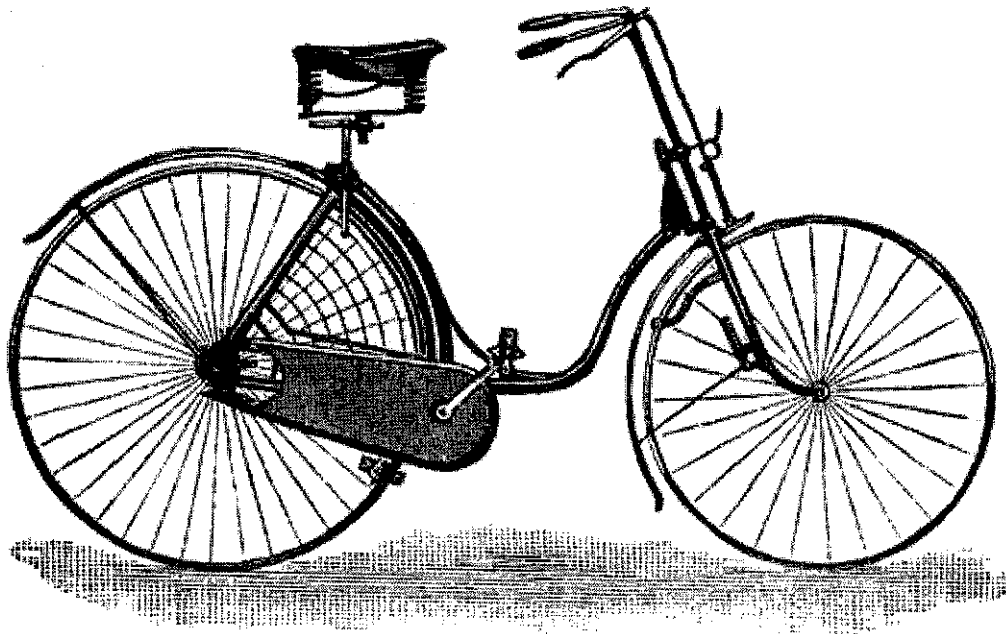
6. Liquid water quickly turns into water vapor at _____ Fahrenheit or _____ Celsius.
7. Liquid water turns into a solid at _____ Fahrenheit or _____ Celsius.

Part 3: Answer the question below.

8. Explain how melting is different from freezing.

Fixing My Sister's Bike

by Kyria Abrahams



I love to fix things. I'm only eight years old, but I can figure lots of stuff out by myself. I want to be a scientist when I grow up.

Last week, the red, shiny reflector came off my sister's bicycle seat. My sister Ariel said she wanted to take it to the bicycle repair shop to be fixed.

"No way!" I stopped her. "I know how to fix things, so I'll fix this too!"

"Well, it had better work!" Ariel said. She looked like she didn't believe me.

I got some rope from the closet, and I tied the reflector right back onto the bike. It dangled a little bit, but it still worked just fine.

"It looks messy," Ariel said.

When my dad came home, I showed him how I had fixed the bike.

"Do you think that's the best solution?" he asked me.

I looked over at the reflector. On second glance, it didn't look that secure after all. There were some pieces of rope hanging off.

I shrugged.

"Yes! It's fine!" I said.

I thought it was the best solution. I had come up with it, after all, so it had to be the best.

"Okay," he said. "Let's see how long it stays attached to the bike."

My dad said he was proud of me for taking initiative. That means I see something that needs to be fixed and do it without being told!

"I think I have a new lesson for you, though," Dad said. "I want to show you how to conduct an experiment."

I had come up with a solution to a problem, and now the second step was to test it under different conditions.

I asked my sister when she was planning to go for a bike ride. She said at 2:00 p.m.

I grabbed a pen and a piece of paper and made two columns on the paper. One column said GOOD, and one column said BAD. At 2:00, I went outside to watch her ride.

First, she rode down the sidewalk and the reflector stayed on. I made a checkmark in the GOOD column.

Next, she went over a bump and the reflector stayed on. I made another checkmark. Good again!

Then, she rode underneath a tree. *Uh oh!* I knew what was coming next.

One of the branches from the tree swept across the back of her bike, and the next thing I knew the whole reflector was untied and on the ground!

Ariel cried out, "My reflector!"

I made another checkmark, this time in the column that said BAD.

"Back to the drawing board!" I said.

"Grrr!" said Ariel.

Later that night, my dad and I sat down with my paper to look at the checkmarks.

"Under what conditions did the reflector stay on the bike?" he asked me.

I looked. "Well, it stayed on when the bike was riding normally, but it fell off when it was hit by that tree branch."

"What you have on that sheet of paper is called *scientific data*," Dad said. "What do you think you can learn from this?"

"I don't think the rope worked very well," I said.

"I don't think so, either," he said. "But you did have to test it first to be sure."

"Well, I tested it and now I know."

"What will hold the reflector on a little bit better?"

"Let's use glue!" I said.

We went downstairs, where the family keeps all our tools. Dad pulled the bike up onto the bench and took out the Super Glue.

I'm not allowed to use strong glue by myself. So we did this part together.

We let the glue dry overnight, and the next day I conducted my experiment all over again.

"You're not going to break my reflector again, are you?" my sister asked. She looked a little mad and suspicious.

"Well, I don't think so," I told her. "But that's what this experiment is for. Do you trust me?"

"I guess so," Ariel said. "But mainly because Dad helped this time!" She stuck her tongue out at me.

I made her ride the bike exactly the same way she had the last time so that we could try to recreate the conditions. This is important in a scientific experiment.

She rode down the sidewalk. The reflector stayed on. So far, so good!

Then, I had her go over the bump again. The reflector stayed on. I made another checkmark. But now it was time for the final test.

"Okay, get ready!" I yelled. "It's time to ride under the tree!"

Just like last time, my sister rode under the tree. However, this time, the reflector stayed on the bike.

"Yay! It didn't fall off!" Ariel squealed happily.

I was pretty proud myself. I made a great big checkmark in the GOOD column, and then drew a smiley face just for fun.

I turned around to see that my dad had been watching the entire time.

"Excellent work, little scientist," he said. "You recreated the experiment and found the solution to your sister's bike problem."

"And I saved us a trip to the bike shop!" I said.

"You sure did," Ariel said. And then she gave me a great big hug.

Name: _____ Date: _____

1. What keeps falling off Ariel's bicycle?

- A. the front wheel
- B. the back wheel
- C. the reflector
- D. the seat

2. The narrator is the person who is telling the story. In this story, the narrator is Ariel's sibling. How does the narrator finally solve the problem of the reflector falling off Ariel's bike?

- A. by taking Ariel's bike to a repair shop
- B. by tying the reflector on with some rope from a closet
- C. by asking her dad to fix the reflector by himself
- D. by gluing the reflector on with help from her dad

3. Rope does not keep the reflector on the bike as well as glue does.

What evidence from the passage supports this statement?

- A. The main character's father helps her glue the reflector onto the bike after the reflector falls off a second time.
- B. After the reflector is tied onto the bike with rope, it stays on when Ariel rides down the sidewalk.
- C. After the reflector is tied onto the bike with rope, it stays on when Ariel rides over a bump.
- D. The reflector falls off after being tied onto the bike, but it does not fall off after being glued on.

4. Why does Ariel give the narrator a hug at the end of the story?

- A. Ariel is upset about how long it has taken to fix the bike.
- B. Ariel is happy that her sister has fixed the bike.
- C. Ariel is excited to take her bike to a repair shop.
- D. Ariel is confused because she does not understand how her sister fixed the bike.

5. What is this story mainly about?

- A. two sisters who do not get along until their dad makes them be nice to each other
- B. a bike that is unsafe to ride because it is falling apart
- C. a problem with a bike and what the main character does to solve it
- D. a girl whose bike breaks and what happens when she takes it to a repair shop

6. Read the following sentence: "Last week, the red, shiny **reflector** came off my sister's bicycle seat."

What does the word **reflector** mean?

- A. a wheel that turns very slowly
- B. something that shines when light hits it
- C. a type of metal that is worth a lot of money
- D. a safety pad that someone riding a bicycle wears

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

The narrator tries fixing the reflector with glue _____ rope does not work.

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

8. What causes the reflector to fall off Ariel's bike after it has been tied on with rope?

9. What are the three bike riding conditions that the narrator has Ariel recreate after gluing the reflector on Ariel's bike?

10. Why is recreating these conditions important to the narrator's experiment?

Name: Writing AMI Day 2 Date: _____

You are going to write a story about your first day of school.

Think about the feelings you experienced on your first day of school and what made the day so interesting.

Here are some questions to help you think about your story and plan it:

- Who did you meet on the first day of school?
- What events happened, in order, on that day?
- What made you excited? What made you nervous?
- Did anything happen you did not expect?
- What is something new you learned on the first day of school?

Now, write a story that describes your first day of school. Your story should tell your reader what made the day so interesting.

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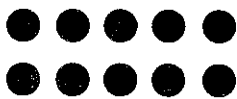
Math AMI Day 2

Name: _____

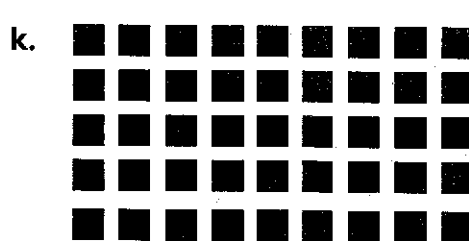
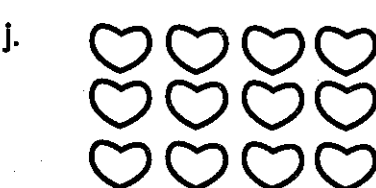
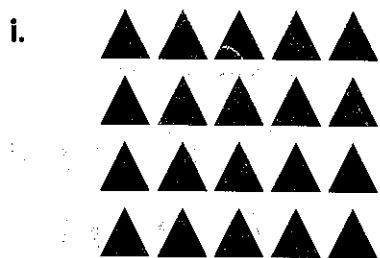
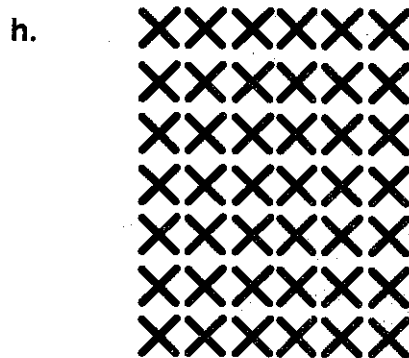
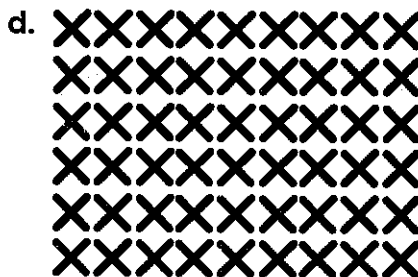
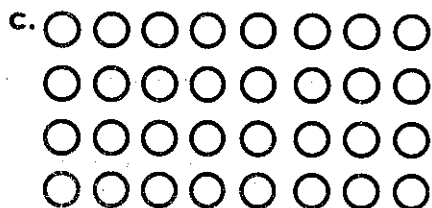
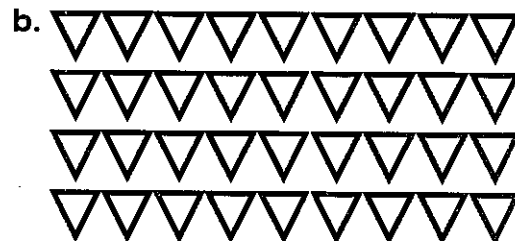
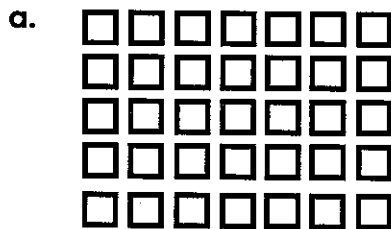
Multiplication Arrays

Write the multiplication fact shown by each array.

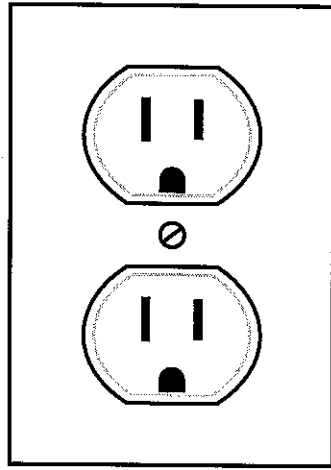
example



$$2 \times 5 = 10$$

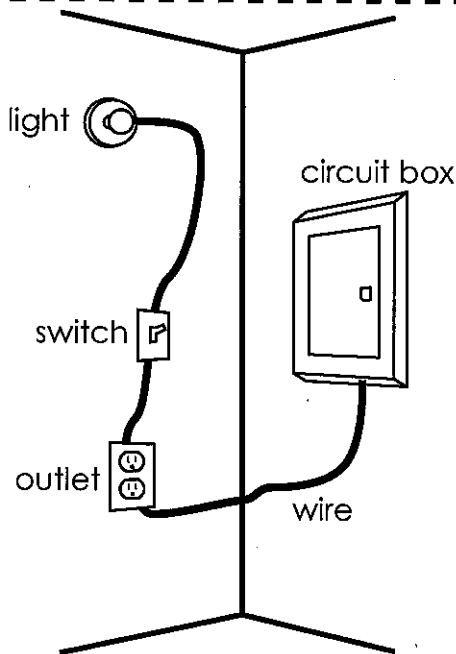


CURRENT ELECTRICITY

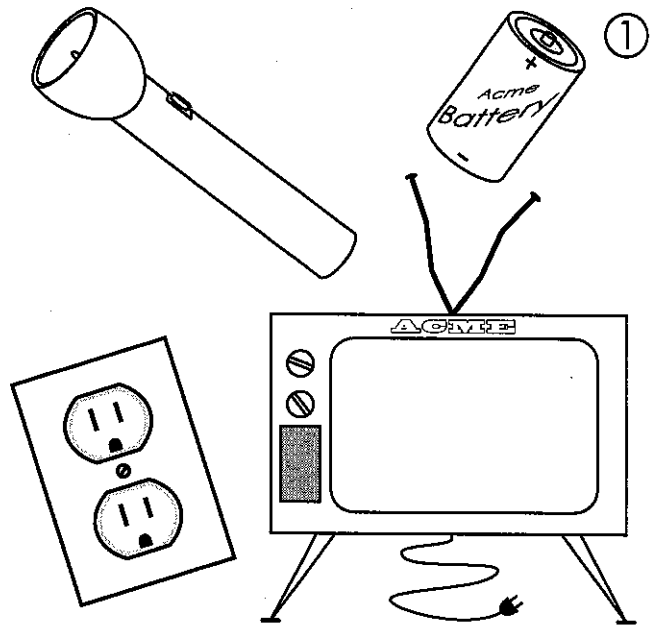


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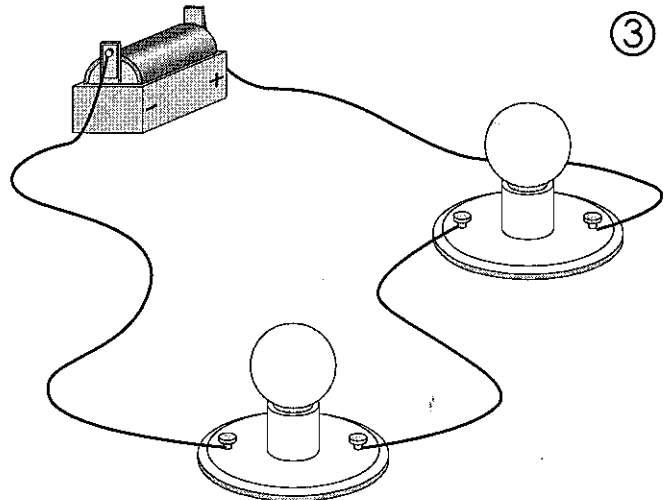
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The type of electricity that is used to power things we use is called *current electricity*. Current electricity is electricity that flows through wires. The path that electricity follows is called a circuit.

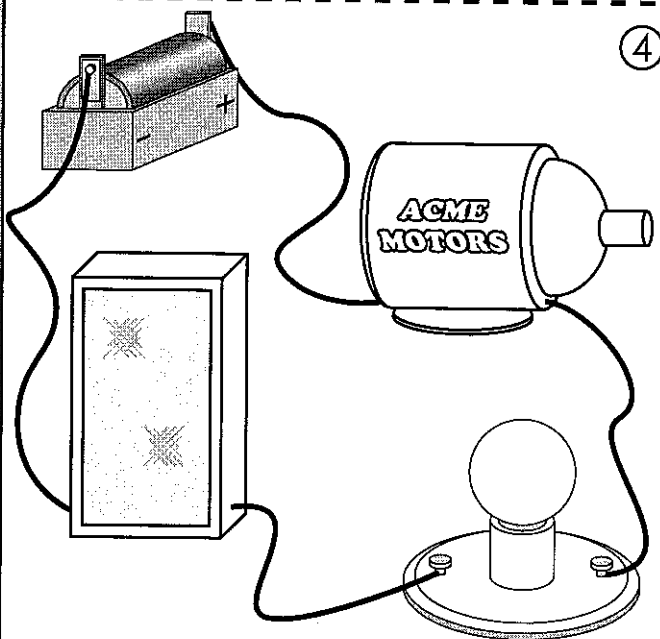


Electricity from the wall outlets in your house powers your television, computer, lights, and microwave. Cell phones, flashlights, and even a car's headlights are powered by the electricity in batteries.



The picture above shows a circuit. Electricity flows from the negative side of a battery, through the wires, and lights the bulb. The electricity continues to travel around to the positive side of the battery.

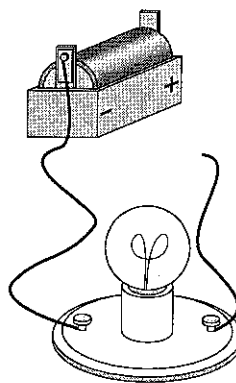
Draw arrows on the picture to show the path of the electricity.



④

Something that uses some of the electricity in a circuit is called a *resistor*. Resistors could also be things like light bulbs, motors or speakers.

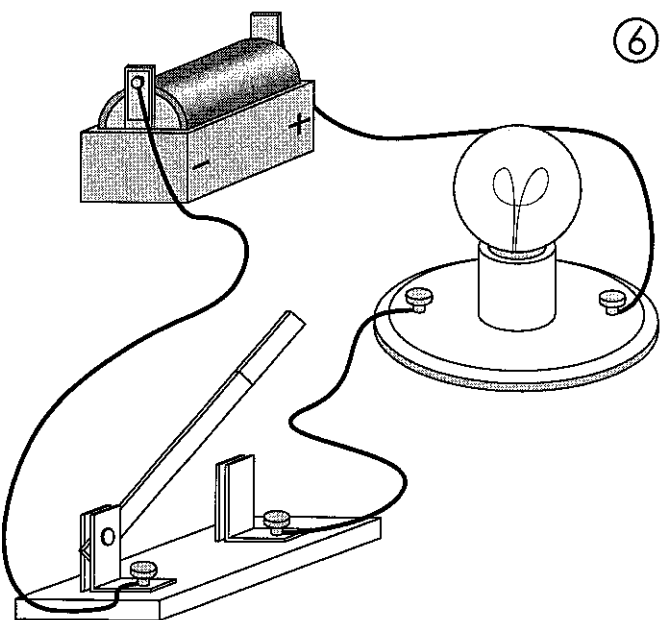
Color the resistors in the circuit above.



⑤

A circuit can be *open* or *closed*. When a circuit is closed, it is complete and there is no break in the path that the charges must follow. When a circuit is open, it is incomplete and charges can't flow through.

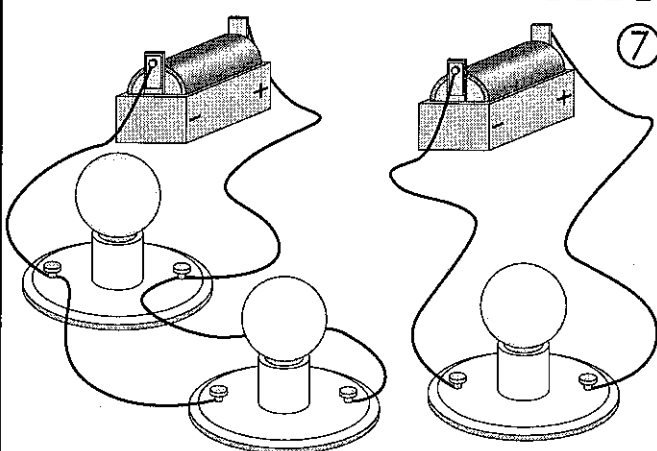
Label the two circuits above with the words "open circuit" and "closed circuit."



⑥

A switch is sometimes added to a circuit. The switch opens and closes a circuit to turn resistors on and off.

Color the switch in the circuit above.



⑦

In a *series circuit*, electricity can follow only one path. In a *parallel circuit*, electricity has more than one path to follow.

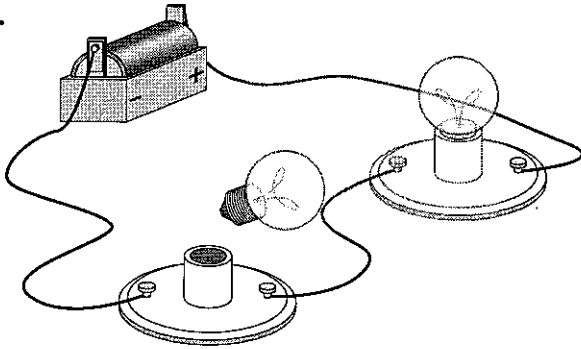
Label the two circuits above with the words "series circuit" or "parallel circuit."

Name: _____

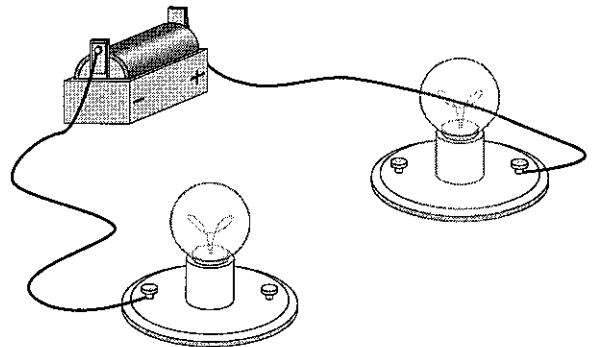
Electrical Circuits

Tell whether the light bulb or bulbs will light or will not light based on the circuit.

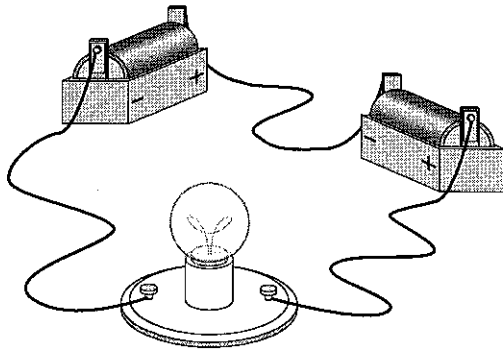
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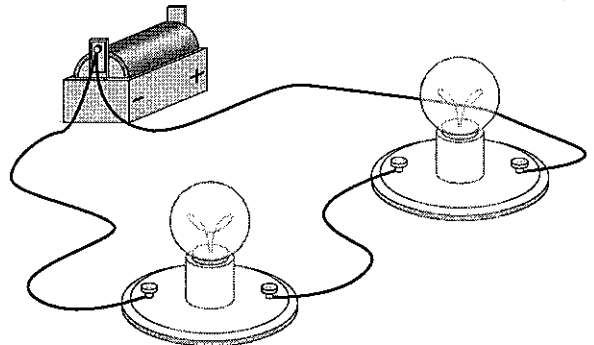
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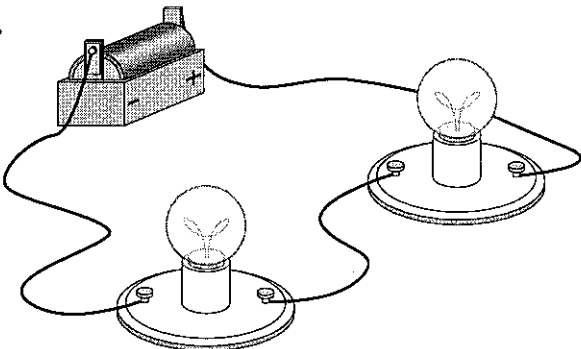
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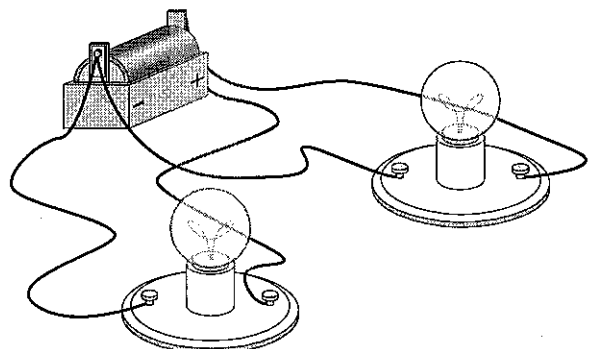
4.



5.



6.



The Big Hike

by ReadWorks



Tamara opened her eyes and jumped out of bed. Most days she hated getting up early. But today was different. Today Tamara was wide awake and excited. Today her family was going on a hike. This was Tamara's first hike. She pulled on her new shoes and tied the laces. Tamara's mother had bought the new shoes just for the hike. They were brown boots. The bottom of the boots was made of rubber and had curves to help Tamara walk on rocky ground. Tamara put on pants, a shirt, and a big jacket. She was ready to go hiking.

"Tamara," her mother called. "Are you ready?"

"Yes, I am!" Tamara said.

Tamara ran down the stairs. Her mother and older brother James were there at the bottom. They were all wearing new boots like Tamara's. James was hopping up and down impatiently. Everyone was ready for the hike.

Tamara's family got into the car. They drove for two hours until they were far away from the city. Once they

left the city and the suburbs, there weren't many buildings beside the road. Instead there were trees and fields. Tamara saw herds of cows chewing on grass. The road climbed up. They were driving into the mountains. Tamara rolled down her window. The air was cool, and she liked it. It smelled like leaves and flowers. Soon, Tamara's mother parked the car.

"Are we here? Is this the hike?" asked Tamara.

"Yes," said James. "See that trail? That's where we'll start hiking." James had hiked this trail before, and it was one of his favorites.

Tamara looked at the trail. It was a dirt path and went into the forest. Tall trees and tiny flowers lined both sides of the path. Tamara, her mother, and her brother began to walk. Butterflies and bumblebees flew over the flowers. At first the bees made Tamara nervous, but soon she saw that they were more interested in the flowers than they were in her.

Tamara's mother talked about the other times the family had gone hiking. James talked about the time he went camping with the Boy Scouts. Tamara wanted to talk, but she felt out of breath. The trail was steep. They had been walking uphill for an hour by now. Tamara took hold of her mother's hand. "I'm tired," she said.

"Come on, Tamara," said her brother. "You can do it! You're ten years old. That's old enough to hike."

Tamara kept going. If her brother said she could do it, Tamara knew she could. James never lied. They kept walking uphill. Tamara looked around at the plants to keep her mind off of how tired she felt. There was green everywhere. There were trees with long draping leaves that Tamara had never seen before. She saw a small and furry rabbit by the side of the trail. Tamara gasped with surprise, and the rabbit ran away at the sound.

"Look, Tamara!" her brother called suddenly. The trail had ended. Tamara and her family were at a pool at the bottom of a waterfall. Tamara looked up at the water rushing down at the fish swimming in the pool. Her mother sat on a rock at the edge of the pool and began to unpack their picnic. There were peanut butter and banana sandwiches, baby carrots, and chocolate chip cookies. Tamara took off her boots and sat on the edge of the rock. As she bit into her sandwich, she dipped her toes into the cool water.

"Congratulations, Tamara!" said her mother. "You just finished your first hike!" Tamara smiled. She decided that she liked hiking.

Name: _____ Date: _____

1. In the story, Tamara goes on her first what?

- A. bike ride
- B. school trip
- C. hike
- D. camping trip

2. While Tamara is hiking up the trail, she looks around at all of the different plants. What motivates this action?

- A. Tamara wants to keep her mind off of how tired she feels.
- B. Tamara wants to study the plants for a test at school.
- C. Tamara wants to try to find a rabbit in the plants and bushes.
- D. Tamara wants to keep her mind off of how scared she is.

3. Tamara is able to experience new things on the hike. What information from the passage best supports this conclusion?

- A. Tamara's mother talks about the other times the family has gone hiking.
- B. Tamara hikes on a trail that is far away from the city where she lives.
- C. Tamara and her family end up at a pool at the bottom of a waterfall.
- D. Tamara sees trees with long draping leaves she has never seen before.

4. Read the following sentences: "If her brother said she could do it, Tamara knew she could. James never lied." Based on this information, how does Tamara feel about her brother?

- A. Tamara dislikes her brother.
- B. Tamara trusts her brother.
- C. Tamara thinks her brother is cool.
- D. Tamara doesn't trust her brother.

5. What is this story mostly about?

- A. Tamara sees a rabbit on the trail.
- B. Tamara has a picnic with her family.
- C. Tamara goes on her first hike.
- D. Tamara sees a waterfall and a pool.

6. Read the following sentences: "She saw a small and furry rabbit by the side of the trail. Tamara **gasped** with surprise, and the rabbit ran away at the sound."

As used in this sentence, what does the word "**gasped**" most nearly mean?

- A. took in and let out a long breath to show boredom
- B. said something quietly so that only one person would hear
- C. said something very loudly because of anger
- D. breathed in suddenly and loudly because of surprise or shock

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

Tamara gets tired after hiking for an hour, _____ she keeps hiking anyway.

- A. but
- B. so
- C. after
- D. like

8. How does Tamara feel when she wakes up?

9. Most days Tamara hates getting up early, but today is different. Why does Tamara feel differently today?

10. The author states at the end of the passage that Tamara "decided that she liked hiking." What may have made Tamara feel this way? Use information from the passage to support your answer.

Name: Writing AMI Day 3 Date: _____

You are going to write a story about a time when an experience in your life seemed bad, but turned out to be good.

Think about what happened and how the negative experience turned into a positive one.

Here are some questions to help you think about your story and plan it:

- What was the experience?
- Why did the experience seem like a bad one in the beginning?
- When did you start understanding the good parts of the experience?
- What happened as a result of the experience?
- Did this experience change the way you think about other bad situations?

Now, write a story that describes a time when an experience in your life seemed bad, but turned out to be good. Your story should tell your reader how the negative experience turned into a positive one.

[illegible]

WILSON AWT DR

Math AMI Day 3

Name: _____

Equal Groups

1. You have 10 marbles. You have 5 bags.
Each bag has the same number of marbles.
How many marbles are in each bag?

Draw an equal groups picture.

Division problem: _____

2. You have 20 cupcakes. You have 4 plates.
Each plate has the same number of cupcakes.
How many cupcakes are on each plate?

Draw an equal groups picture.

Division problem: _____

3. You have 24 M&Ms. You have 4 bowls.
Each bowl has the same number of M&Ms.
How many are in each bowl?

Draw an equal groups picture.

Division problem: _____

4. You have 30 crayons. You have 6 boxes.
Each box has the same number of crayons.
How many crayons are in each box?

Draw an equal groups picture.

Division problem: _____

5. You have 27 roses. You have 9 vases.
Each vase has the same number of roses.
How many roses are in each vase?

Draw an equal groups picture.

Division problem: _____

6. You see 12 birds. You see 2 trees.
Each tree has the same number of birds.
How many birds are in each tree?

Draw an equal groups picture.

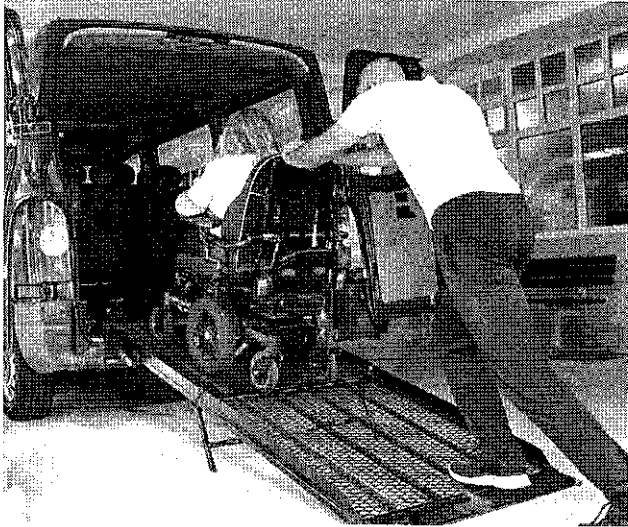
Division problem: _____

Name: _____

Simple Machines

By Sandie Lee

We use simple machines every day. They help us lift, pull, transport, and hold objects together. Without these very basic machines our lives would be much harder.

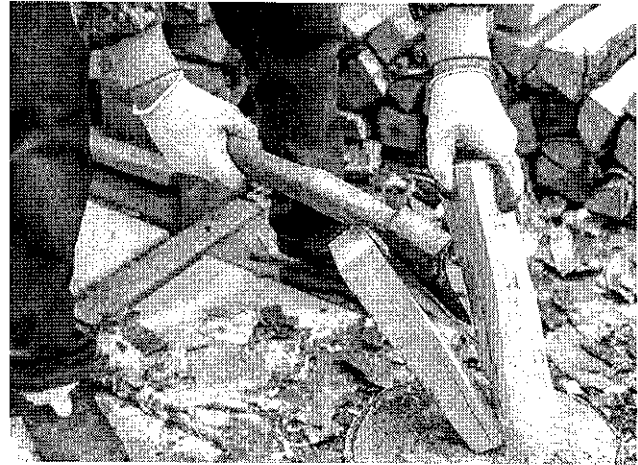


Amp Up Your Ramp - Inclined Plane

Imagine trying to carry a heavy box up a ladder. It would probably be difficult and perhaps even dangerous. But if you were to place a long sheet of plywood on the ladder and push the box up, it would take less effort and energy.

You can see people using inclined planes, or ramps, all the time in their daily lives. Have you ever seen a delivery truck with a long ramp? The ramp helps people load or unload products more easily. Have you ever seen a building with a ramp that leads to a door? This is an inclined plane for people using wheelchairs.

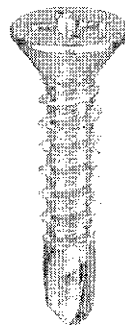
A ladder leaning on a wall is an inclined plane. Stairs are sloped to make an inclined plane. The bottom of your bathtub is also an inclined plane because it is sloped to force water toward the drain.



Get the 'Wedge' Edge

What has at least one slanting side and ends in a sharp edge? A wedge. A wedge is similar to a ramp, but instead of moving an object from here to there, it pushes it apart. The narrower the wedge is, the easier it is to divide something.

Wedges can be sharp like axes, knives, or shovels. They can also be round, like the tip of a nail or the tines of a fork. Just imagine how difficult it would be to eat dinner without the help of knives and forks to cut and pick up your food.

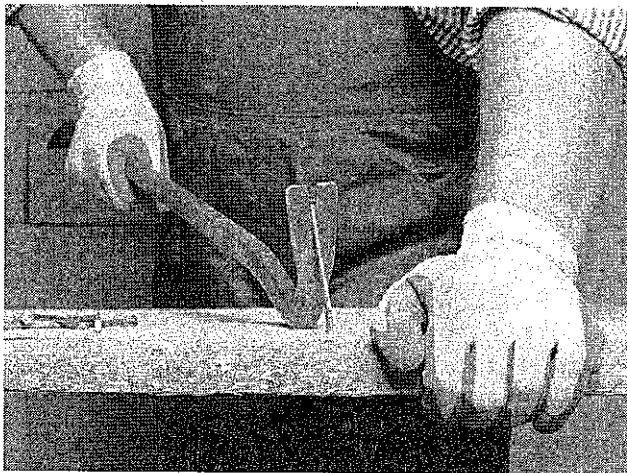


Simply Screwy

Even a basic screw is a simple machine. A screw is made of two simple machines combined together. An inclined plane is wrapped around a wedge to form a screw. This wrapped inclined plane is called a thread.

When the thread of a screw is wide, it will be harder to turn. If it is narrow, it will be easier to turn but it will take longer to fasten.

Jars, bottles, and their lids are also considered screws. Drill bits are screws too.



The Clever Lever

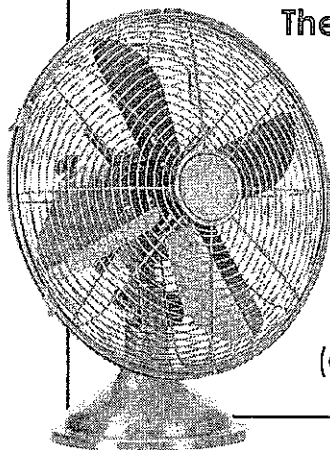
Levers are able to help us lift heavy objects. It's easy to recognize a lever - many tools with a handle attached are considered one.

Levers consist of a stick and a fulcrum (fuul-kruh-m). The fulcrum is the point on which the lever moves. By changing the position of the fulcrum you will either gain or lose power - the closer the fulcrum is to the object the easier it is to lift.

Seesaws, shovels, and crow bars are all levers.

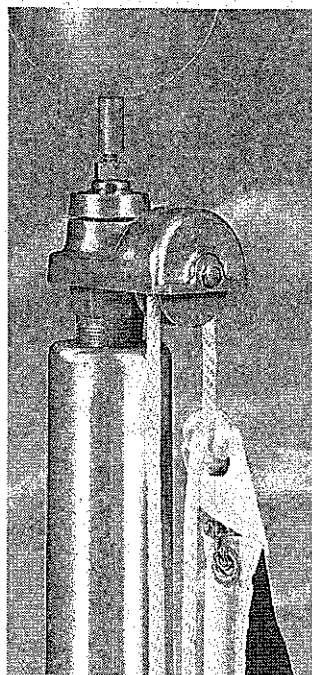
The Wheel Deal

The wheel and axle is one of the oldest simple machines around. In fact, a wheel was found dating back 5,500 years. A true simple wheel and axle machine consists of a rod (axle) secured to a wheel.



A water faucet has a wheel and axle on it. The knob that you turn is the wheel. When you turn the knob, you are also turning an axle that it's attached to.

A fan is another example of a wheel and axle. The fan blades (wheel) are attached to a rod (axle). When the motor is turned on, the fan blades will spin and produce a nice cooling breeze on a hot day.



Pull That Pulley

A pulley starts with a wheel containing a groove running around it. Add an axle and a rope or cable. Put them together and you have a pulley.

When you work with a pulley, lifting becomes a cinch. Why? The rope on each side of the pulley supports half of the entire weight of the object being lifted. With one pulley, you only need to use half the force required to lift the object.

Imagine raising a flag to the top of the pole without a pulley.

How would you do it? You could take a ladder and climb to the top and fasten the flag. You could use a ramp and push it to the top. The easiest way would be to simply attach it to a pulley and hoist away. Letting pulleys do the job is safe, simple, and fun!

Name: _____

Simple Machines

By Sandie Lee

1. What type of simple machine is found on a water bottle cap?

- a. lever
- b. pulley
- c. wheel and axle
- d. screw

2. How is a wedge like an inclined plane? How is it different?

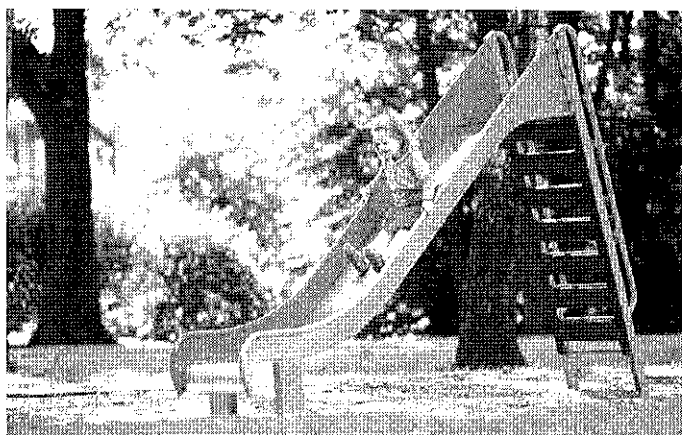
3. On which type of simple machine would you find a fulcrum?

4. Which is an example of a wheel and axle?

- a. shovel
- b. water faucet knob
- c. seesaw
- d. crow bar

5. What type of simple machine is shown in the picture to the right?

- a. inclined plane
- b. pulley
- c. wheel and axle
- d. wedge



Name: _____

Subtraction (No Regrouping)

Subtraction

Subtract to find the differences.

a.

$$\begin{array}{r} 94 \\ - 13 \\ \hline 81 \end{array}$$

b.

$$\begin{array}{r} 72 \\ - 20 \\ \hline \end{array}$$



c.

$$\begin{array}{r} 81 \\ - 61 \\ \hline \end{array}$$

d.

$$\begin{array}{r} 30 \\ - 20 \\ \hline \end{array}$$

e.

$$\begin{array}{r} 99 \\ - 8 \\ \hline \end{array}$$

f.

$$\begin{array}{r} 76 \\ - 31 \\ \hline \end{array}$$

g.

$$\begin{array}{r} 28 \\ - 14 \\ \hline \end{array}$$

h.

$$\begin{array}{r} 88 \\ - 5 \\ \hline \end{array}$$

i.

$$\begin{array}{r} 59 \\ - 59 \\ \hline \end{array}$$

j.

$$\begin{array}{r} 43 \\ - 22 \\ \hline \end{array}$$

- k. Amy has 36 markers. 12 do not work.
How many markers do work?

- l. There are 25 kids in Mr. Ying's class.
13 are girls. How many are boys?

Bug Power

Teamwork

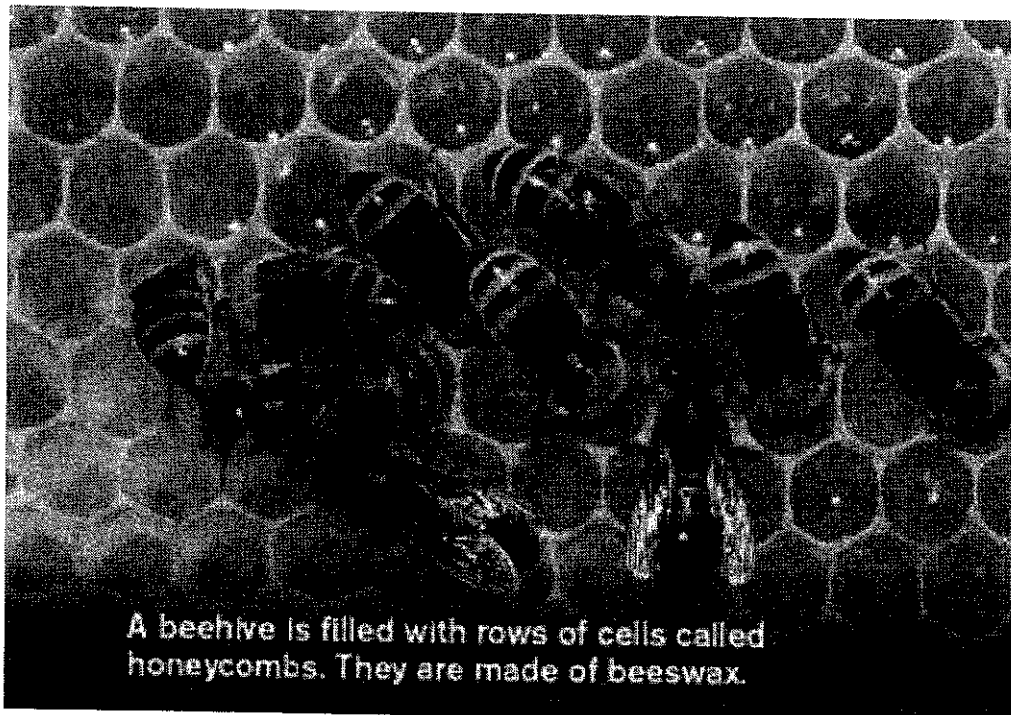
How do some insects work together?

What do termites, ants, and honeybees have in common? They are all **social (SOH-shuhl) insects**. Social insects live together in large groups called **colonies**. Social insects always have at least one queen. The queen is the mother. She lays the eggs. The rest of the group divides the work.

Amazing Ants

Ants often live in underground nests. The nests have thousands of rooms connected by tunnels. Millions of ants may live together in a nest. It can contain more than one queen. Worker ants take care of all the other ants. Larger worker ants are called soldier ants. Their job is to guard the nest.

Busy Bees



A beehive is filled with rows of cells called honeycombs. They are made of beeswax.

Gerry Ellis/Getty Images

Life in a honeybee hive is busy. Up to 60,000 bees may live together. Only one queen bee lives in a hive. Worker bees do all the chores. They care for the young bees and the queen. They clean and guard the hive and control the hive's temperature. The workers also make food for all the bees in the hive.

Talented Termites



Some termites
build mushroom-
shaped nests.

Oxford Scientific/Jupiter Images

Termites build tall nests in wood or soil. A nest can be up to 40 feet high. Millions of termites may live in one nest. Every colony has a king and a queen. They make the eggs. Worker termites build the nest and care for the eggs. Soldier termites protect the colony.

Name: _____ Date: _____

1. According to the text, what do termites, ants, and honeybees have in common?

- A. They are all social insects.
- B. They are all antisocial insects.
- C. They are all worker insects.
- D. They are all soldier insects.

2. To organize this text, the author divides it into sections with subheadings. What does the author describe in the section with the subheading "How do some insects work together?"

- A. what social insects are
- B. an ant colony's underground nest
- C. all of the chores that worker bees do
- D. the job of soldier termites

3. Read these sentences from the text.

"Ants often live in underground nests. The nests have thousands of rooms connected by tunnels. Millions of ants may live together in a nest.

[...]

Termites build tall nests in wood or soil. A nest can be up to 40 feet high. Millions of termites may live in one nest."

Based on this information, how are ants and termites different?

- A. Ants live underground, whereas termites live above ground.
- B. Ants live in nests, whereas termites live in hives.
- C. Ants only have one queen, whereas termites can have more than one queen.
- D. Ants have soldier ants that protect the colony, whereas termites do not.

4. Based on the information in the text, how are worker ants and worker bees similar?

- A. Worker ants and worker bees both care for the other insects in their colonies.
- B. Worker ants and worker bees both lay eggs for their colonies.
- C. Worker ants and worker bees both build homes for their colonies.
- D. Worker ants and worker bees both make food for their colonies.

5. What is a main idea of this text?

- A. Soldier termites protect the colony.
- B. Social insects always have at least one queen.
- C. Social insects live and work together in colonies.
- D. Ants often live in underground nests.

6. Read this sentence from the text.

"How do some insects work together?"

Why might the author have begun the text with this question?

- A. to introduce a key question that the text will answer
- B. to signal an argument that the text will be making
- C. to persuade readers to answer the question
- D. to show the author's confusion about how insects work together

7. Choose the answer that best completes the sentence.

An ant nest can contain more than one queen, _____ a beehive only contains one queen.

- A. like
- B. if
- C. but
- D. then

8. Social insects always have at least one queen. What does the queen do?

9. Describe the work of worker ants, worker bees, and worker termites.

Support your answer with evidence from the text.

10. Worker insects are just as important as queen insects.

Form an argument for or against this statement.

Support your answer with evidence from the text.

Writing AM1 Day 4

Date _____

Day 4

Think about how you celebrate this tradition and what makes it special to your family.

Here are some questions to help you think about your story and plan it:

- What happens during the tradition?
- When do you celebrate the tradition?
- How do you feel when you celebrate the tradition?
- Why does your family celebrate the tradition?
- Have you ever shared the tradition with someone outside of your family? Why or why not?

Now, write a story that describes a special tradition you and your family share. Your story should tell your reader why this tradition is special to your family.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Handwritten text at the top of the page, possibly a title or header, appearing to read "Handwritten / MA position".

Name: _____

Your Muscles

by Cynthia Sherwood

When you think of muscles, you might picture a bodybuilder with big, bulging arm and chest muscles. But your muscles do not have to look like that to work well. Every time you write your name, you use the twenty different muscles in your hand. Every time your heart beats, you use your cardiac muscle. When you chew your food, you use your tongue muscles. You're even using muscles when you blink your eyes. In fact, every time you move, you are using some of the amazing muscles in your body.



A muscle is made of tiny fibers. Fiber is a type of tissue that feels a little like a rubber band. Thousands of these fibers are packed together to make a single muscle. We all have the same number of muscles—around 700 or so. Men and women with extra-big muscles simply have thicker bundles of fibers.

There are three different types of muscles. *Smooth muscles* are ones you cannot control. They work behind-the-scenes to keep your body running. Smooth muscles include the ones that help you digest your food. The *cardiac muscle* makes the heart pump blood in and out. *Skeletal muscle* is the kind you can control. These are the muscles you use to raise your hand, swim laps, or ride your scooter. Usually, a skeletal muscle is attached to the end of a bone. Muscles and bones work together to give your body power, strength, and movement. In fact, every year, your leg muscles help you take about five-million steps!

Even your face uses muscles. But if you want to save your energy, try smiling instead of frowning. It takes seventeen muscles in your face to smile, but forty-three muscles to frown!

Name: _____

Your Muscles

by Cynthia Sherwood



1. Which statement is true?

- a. Muscles in your brain help you think.
- b. All of your muscles are attached to bones.
- c. Muscles help you digest food.
- d. All of these statements are true.

2. What are muscle fibers?

3. How are smooth muscles different from skeletal muscles?

4. Draw straight lines to match each fact on the left with the correct number on the right.

- | | | |
|----|-------------------------------------|-----------|
| a. | Number of muscles it takes to frown | 17 |
| b. | Number of muscles it takes to smile | 20 |
| c. | Number of muscles in your body | 5 million |
| d. | Number of steps you take in a year | 700 |
| e. | Number of muscles you use to write | 43 |

Name: _____

Subtraction

Subtract to find the differences.

a.
$$\begin{array}{r} 215 \\ - 115 \\ \hline 100 \end{array}$$

b.
$$\begin{array}{r} 58 \\ - 29 \\ \hline \end{array}$$



c.
$$\begin{array}{r} 96 \\ - 34 \\ \hline \end{array}$$

d.
$$\begin{array}{r} 80 \\ - 47 \\ \hline \end{array}$$

e.
$$\begin{array}{r} 51 \\ - 10 \\ \hline \end{array}$$

f.
$$\begin{array}{r} 72 \\ - 7 \\ \hline \end{array}$$

g.
$$\begin{array}{r} 28 \\ - 13 \\ \hline \end{array}$$

h.
$$\begin{array}{r} 47 \\ - 18 \\ \hline \end{array}$$

i.
$$\begin{array}{r} 16 \\ - 9 \\ \hline \end{array}$$

j.
$$\begin{array}{r} 60 \\ - 26 \\ \hline \end{array}$$

- k. Meg had a lemonade stand. She bought 24 lemons. She used 16 of them to make lemonade. How many lemons did she have left?

- l. Meg had 40 cups. She used 7 of them. How many cups did she have left?

The Hunt

by ReadWorks

Beeeeep beeeeeep beeeeeep. Aidan's alarm clock rang out with a deafening screech. It was 9 a.m. and much too early for Aidan to be awake on a Saturday. As he lazily sat up and reached for the clock to turn it off, he realized what day it was. His birthday! He rubbed his eyes and stumbled out of bed. The smell of blueberry pancakes hit him as he clambered downstairs, which finally woke him up.

"Happy birthday, Aidan!" his parents excitedly greeted him as he sat down at the kitchen table. His mom turned around to grab a steaming plate of golden pancakes from the counter and set it in front of him. "Hold on, they aren't finished just yet," she told him. He thought she was going to get syrup, but she came back holding a bunch of striped candles.

"Candles in pancakes?" he thought as she pushed 13 candles into the top pancake and lit them with a match. Before his parents could say anything else, he quickly made a wish and blew out all the candles—he didn't want the wax to melt into his delicious breakfast.

"Thank you!" he said with his mouth full. His mom and dad laughed as they watched him scarf down the heap of pancakes.

"Well, even though you have plenty planned for tomorrow, I have a surprise for you today," his dad said. They had planned his party for Sunday, since that was when his older sister was able to come back home from university. "Go get dressed. Your surprise will be waiting for you downstairs when you get back," he told his son.

Aidan rushed upstairs and returned back in five short minutes, with his pant leg still tucked into his sock and a tiny bit of toothpaste at the corner of his mouth.

His mother laughed. "Well, aren't you excited," she said with a smile.

On the kitchen table, Aidan noticed a piece of paper neatly folded into a small square. His dad noticed his gaze. "All right, well, open it up," he told him. Aidan picked it up and unfolded it. On it, his dad had written a short note. He read it out loud. "Just like your favorite literary wizard, this spot is marked by a scar."

"You made me a treasure hunt?!" Aidan asked excitedly. His dad nodded, smiling. He knew Aidan would love it; he was always watching crime movies and reading mystery novels.

Aidan started to think. His favorite literary wizard... that would have to be a character in one of his favorite books: *Harry Potter*. "Obviously," he thought. He fell in love with the series as soon as he started the first book just a couple of years ago. He always secretly identified with the odd boy out who discovered he was a wizard at the young age of 11.

After some thinking, he finally remembered the small lightning mark he had carved into a tree in his backyard after finishing the seventh book in the series—the last one. He ran through the fallen red, orange, and brown leaves—Aidan's favorite thing about fall. There it was: the scar in the clue. He

searched around the tree's base, looking for another piece of paper. He brushed away the leaves and finally found one tucked between two small rocks. He briskly opened it.

"Green is this poet's color of choice; red is the color of his language; add some white and blue, and you have his flag. Oh, and your mom's a fan."

"This is a tough one," thought Aidan. He knew he was searching for a poet. He didn't know what green meant, so he started with red. He thought, "Well, red usually signifies love or anger, but a love poet makes more sense. So red, white, and blue are the colors of his or her flag. America?" He tried to think of some American love poets his mom liked, but he remembered none. After a few minutes, Aidan finally thought of the book on his mother's nightstand: *Twenty Love Poems and a Song of Despair* by Pablo Neruda. "And he's from Chile, so red, white, and blue!"

Aidan ran through the back door and up to his parents' room to find the next clue. He then remembered his mom once mentioned that Neruda used to write with green ink. "Perfect," he thought. The book was right on her nightstand. He opened it, and out fell another piece of paper.

"You're almost there!" his dad called out from downstairs. Aidan peeled open the clue. "For this last clue, remember when your sister was blue and couldn't find her favorite Boo." Aidan started to think about the last part, "her favorite Boo." He thought, "Boo had to be a name, since it was capitalized. Could it be the name of a toy when she was little? No, Melanie only got upset when she lost a book." He thought for a while longer. "That's it!" He remembered the time when Melanie lost *To Kill a Mockingbird*, her favorite book, in which Boo Radley, a mysterious neighbor, rescues the main character from a dangerous fight. She always talked about how the book was an American classic, and Harper Lee, the author, was her idol.

He ran outside to the end of his driveway, which is where the book fell out of her backpack one day on her way home from school. He crouched down and looked around for another piece of paper, but there wasn't one to be found. Aidan was stumped. At last, he looked up, and out of the corner of his eye, he noticed someone watching him from across the street. He stood up and realized it was his sister.

"Surprise!" she yelled with a huge smile on her face.

Name: _____ Date: _____

1. What does Aidan realize when he wakes up?
 - A. It's Christmas.
 - B. It's his birthday.
 - C. It's Halloween.
 - D. It's the first day of school.

2. After breakfast, Aidan rushes to get dressed. What motivates Aidan's actions?
 - A. Aidan wants to get his surprise.
 - B. Aidan wants to go outside to play.
 - C. Aidan wants to eat his pancakes.
 - D. Aidan wants to see his sister.

3. In the story, Aidan turns 13. What evidence from the passage best supports this conclusion?
 - A. Aidan's mom makes him blueberry pancakes.
 - B. Aidan's father surprises him with a scavenger hunt.
 - C. Aidan finds three clues on the scavenger hunt.
 - D. Aidan's mom puts 13 candles in his pancakes.

4. What do all three clues have in common?
 - A. trees
 - B. wizards
 - C. books
 - D. poetry

5. What is this story mostly about?
 - A. Aidan goes on a scavenger hunt.
 - B. Aidan eats blueberry pancakes.
 - C. Aidan learns about Pablo Neruda.
 - D. Aidan has a birthday party.

6. Read the following sentences: "Before his parents could say anything else, he quickly made a wish and blew out all the candles-he didn't want the wax to melt into his delicious breakfast. 'Thank you!' he said with his mouth full. His mom and dad laughed as they watched him **scarf** down the heap of pancakes."

As used in this sentence, what does the word "**scarf**" most nearly mean?

- A. look at closely
- B. yell loudly
- C. demand
- D. eat greedily

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

Aidan's birthday is on Saturday, _____ his party is planned for Sunday.

- A. so
- B. but
- C. first
- D. like

8. Why is Aidan's party planned for Sunday?

9. What does Aidan find at the end of his scavenger hunt?

10. Explain whether Aidan is likely surprised to find his sister at the end of the story. Support your answer using information from the story.

Name: Writing Day 5 Date: _____

You are going to write a story about your favorite thing to do.

Think about how you feel when you get to do it and what makes it so interesting to you.

Here are some questions to help you think about your story and plan it:

- What is your favorite thing to do?
- Has it always been your favorite? Why or why not?
- How do you feel when you get to do your favorite thing?
- Do you ever get tired of it? Why or why not?
- What is a special memory you have while doing your most favorite thing?

Now, write a story that describes your favorite thing to do. Your story should tell your reader what makes it so interesting to you.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

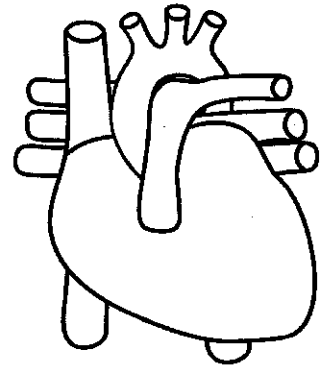
2001/04/14

Name: _____

Your Heart

by Cynthia Sherwood

Have you ever watched as your mom or dad pumps gas into your car? You may not realize it, but the most vital part of your body—your heart—is simply a fancy pump. It is designed to move your blood around your body. The heart is located a little to the left of the center of your chest and is about the size of your fist.



Your heart works very hard. When you run around a lot, you can feel your heart beating fast because it is pushing blood filled with oxygen and nutrients to the cells in your body. Your heart is a muscle too! It is divided into two parts. The right side receives blood from your body and pumps it into your lungs. The left side receives blood from the lungs and returns it to the rest of the body.

Your heart muscle beats between 80 and 120 times every minute. With each beat, blood is both entering and leaving your heart. The vessels that carry blood away from your heart are called arteries. The vessels that carry blood back to your heart are called veins.

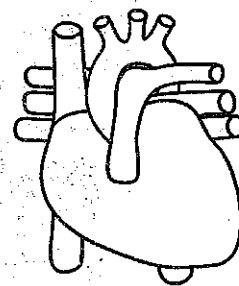
Heart disease is common among older Americans because the heart can become clogged over time. The heart will not pump as well if someone smokes or eats a lot of unhealthy fats and sugary foods. To take good care of your heart, you should eat plenty of whole grains, fruits, vegetables, and lean proteins. You should also exercise often to get your heart pumping hard. Just like other muscles in your body, your heart needs exercise to keep strong.

If you wonder why it is so important to have a strong heart, just think about this—your heart will beat about three *billion* times in your lifetime!

Name: _____

Your Heart

by Cynthia Sherwood

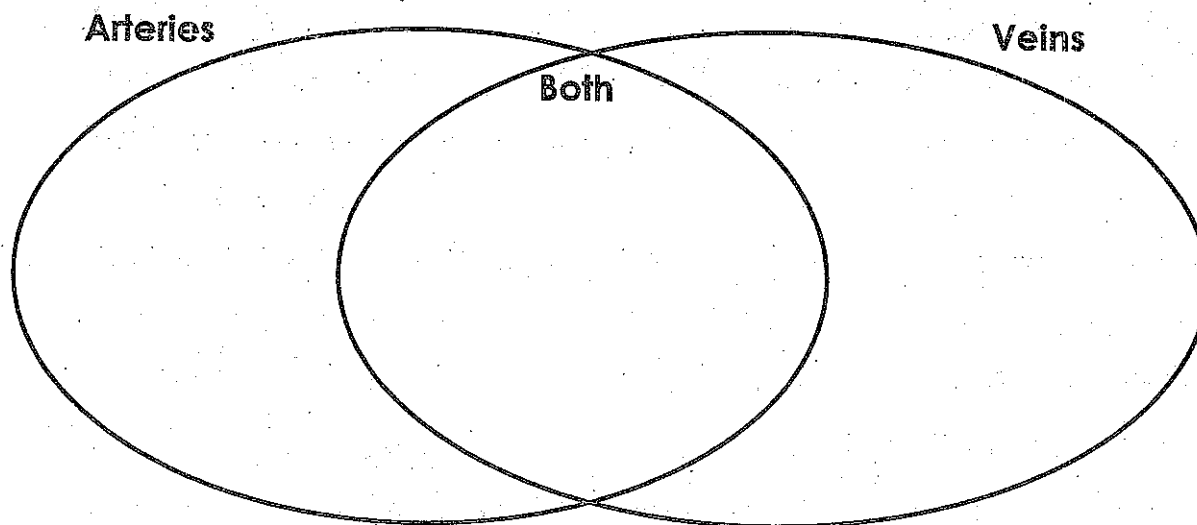


1. Where is your heart located?

2. What does your heart do for your body?

3. How is the left side of your heart different from the right side?

4. Complete the Venn diagram to compare and contrast the functions of arteries and veins.



5. What are some things you can do to keep your heart healthy?

NAME: _____

MULTIPLICATION FACTS

MULTIPLY BY 10

$$\begin{array}{r} 10 \\ \times 0 \\ \hline \end{array}$$

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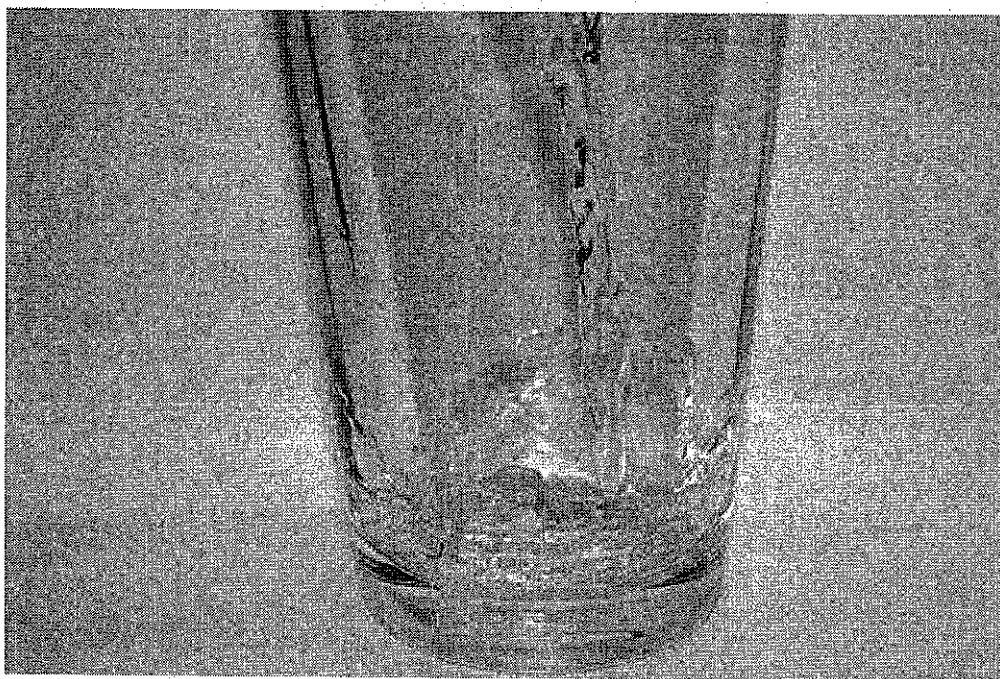
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Solids and Liquids

by Rachelle Kreisman



What do shoes, paper, and cheese all have in common? They are all solids. Solids are things that have a shape of their own. They do not flow like liquids do. Computers, trees, and soccer balls are also solids.

Liquids do not keep their shape. A liquid can be poured into a container and will take the container's shape. Some examples of liquids are water and milk.

Solids and liquids have something in common. They are both states of *matter*. Matter is everywhere. It is anything that takes up space and has mass. Mass is a measure of how much matter is in an object. All objects are made of matter.

Name: _____ Date: _____

1. What are solids?

- A. things that have a shape of their own
- B. water and milk
- C. things that do not keep their shape

2. What are solids compared with in this article?

- A. liquids
- B. trees
- C. computers

3. Read this paragraph from the article.

"Liquids do not keep their shape. A liquid can be poured into a container and will take the container's shape. Some examples of liquids are water and milk."

What can be concluded about the shape of water and milk from this information?

- A. Water and milk have a shape of their own.
- B. Water and milk do not flow.
- C. Water and milk do not keep their shape.

4. What is true about the similarities and differences of solids and liquids?

- A. There are similarities and differences between solids and liquids.
- B. There are similarities between solids and liquids but not any differences.
- C. There are differences between solids and liquids but not any similarities.

5. What is the main idea of this article?

- A. Solids and liquids are different kinds of matter.
- B. A liquid that is poured into a container will take the container's shape.
- C. Mass is a measure of how much matter is in an object.

6. Read these sentences from the text.

"Solids and liquids have something in common. They are both states of matter."

What does it mean that solids and liquids "have something in common"?

- A. All objects are made of matter.
- B. Solids and liquids are alike in some way.
- C. Solids take up more space than liquids do.

7. Choose the answer that best completes this sentence.

Solids do not flow, _____ liquids do.

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

8. List two details about solids.

9. List two details about liquids.

10. Compare solids and liquids. Support your answer with evidence from the article.

Name: _____

Writing Day 6

Date: _____

You are going to write a story about your favorite place.

Think about your favorite place and what makes it so special to you.

Here are some questions to help you think about your story and plan it:

- Where is your favorite place?
- How often do you get to go to your favorite place?
- What do you like to do at your favorite place?
- How did you find your favorite place?
- Do you like to be at your favorite place alone or with others? Why?

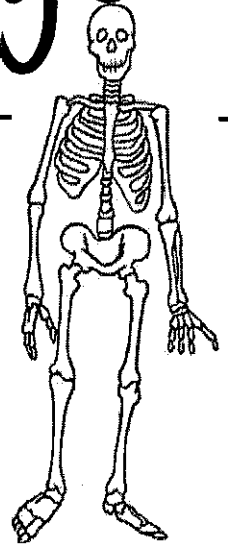
Now, write a story that describes your favorite place. Your story should tell your reader what makes this place so special to you.

21 JUNI 2011

Name: _____

Your Bones

by Cynthia Sherwood



Without your bones, you would be as floppy as a jellyfish. Our bones allow us to stand up straight. They support us and help us move, but they also protect our body organs.

Our skeleton is made up of all of our bones working together. If you have ever seen a real skeleton in a science class or museum, you might think that bones are dry and dead feeling. But that is not the case. Bones are made of living, growing cells. Inside most bones is soft marrow, which is where many of our blood cells are made. As a baby, you were born with nearly 300 bones. But adults only have about 206 bones because some of the smaller ones join together to form big ones.

Certain bones are especially important. The skull inside your head acts like a helmet for your soft, squishy brain. Your skull helps protect you from injuries to your head. Your spine, or backbone, lets you stand up tall. Your spine also protects the spinal column with all of its nerves inside. Your ribs make a cage to protect your vital organs like the heart, lungs, and liver.

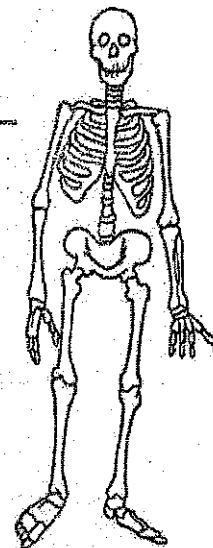
Even though bones are very light, they are also very strong. That is why it usually takes a very bad fall or other serious accident to break a bone. If that does happen, you might wear a cast until new bone cells heal the break in a month or two.

To protect your bones, wear a helmet whenever you ride your bike or skateboard. Knee pads, wrist guards, and other safety gear for sports are a good idea too. Strong bones need the mineral calcium, so drink lots of milk and eat dairy products. Bones also need active exercise, so go out and run, jump, and dance for healthy, strong bones.

Name: _____

Your Bones

by Cynthia Sherwood



1. Tell whether each statement is true or false.

- a. _____ Your bones are hollow.
- b. _____ Blood cells are made inside your bones.
- c. _____ Adults have more bones than babies do.

2. Why are dairy products good for your bones?

3. Complete the graphic organizer.

Bone(s)	Purpose
ribs	
	helps you to stand up tall and protects the nerves in your spinal column
skull	

4. How many more bones do babies have than adults?
Use your math skills. Show your work.

NAME: _____

MULTIPLICATION FACTS

MULTIPLY BY 2

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Grandpa and Me

by Rachelle Kreisman



I am seven years old. I am in second grade, and I live with my parents and my little sister. My grandpa Robert lives nearby. When I visit him, my grandpa likes to talk about the past. His favorite stories are about his life when he was my age.

Grandpa grew up in a city. When he was a boy, he lived in an apartment building on the third floor. His dad owned a clothing store. Grandpa walked to and from school alone. After school, his friends often played baseball on the streets nearby. "We never played with computers," he told me, "because nobody had a computer at home." At night, his mom cooked dinner for just the two of them. His dad did not come home till very late.

My life is much different from Grandpa's life as a boy. I live in a house in a small town. My dad is a teacher, and my mom is a scientist. I take the bus to and from school. Dad is already home when I get there after school. I do homework and sometimes play on our computer. My dad cooks dinner. When mom comes home from work, the three of us eat together.

Name: _____ Date: _____

1. Where did Grandpa grow up?

- A. in a city
- B. in a small town
- C. on a farm

2. A narrator is a character in a story who is also telling the story. Who is the narrator in "Grandpa and Me"?

- A. Grandpa
- B. Grandpa's mom
- C. a young person who lives in a small town

3. The life of the narrator is different from the life of the narrator's grandpa.

What evidence in the story best supports this statement?

- A. The name of the narrator's grandpa is Robert, but the author does not tell readers what the name of the narrator is.
- B. The narrator's dad is a teacher, but the dad of the narrator's grandpa owned a clothing store.
- C. The narrator sometimes plays on a computer after school, but Grandpa never played on a computer after school.

4. What is a similarity between the narrator and the narrator's grandpa?

- A. They both took a bus to get to school.
- B. They both played sports with their friends after school.
- C. They lived with both their parents while growing up.

5. What is the theme of this story?

- A. People can use the past to predict what the future will be.
- B. The past and the present can be very similar.
- C. The past and the present can be very different.

6. Read these sentences from the text.

"My dad cooks dinner. When mom comes home from work, the three of us eat together."

Whom does the pronoun "us" refer to?

- A. the narrator, the narrator's mom, and the narrator's dad
- B. the narrator and the narrator's mom ONLY
- C. the narrator's mom and dad ONLY

7. Choose the answer that best completes this sentence.

The narrator takes a bus to school, _____ the narrator's grandfather walked to school.

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

8. What does Grandpa Robert like to talk about?

9. Who did Grandpa eat dinner with as a boy and who does the narrator eat dinner with?

10. "My life is much different from Grandpa's life as a boy."

What is the biggest difference between the life of the narrator and the life of the narrator's grandpa? Support your answer with evidence from the story.

Writing Day 7 Date: _____

© Kaitlin Kisela

10/17/14

Name: _____

Your Digestive System

by Cynthia Sherwood

This may seem like a trick question, but are you bigger than a tennis court? The answer is no, of course not! But think about this fact—your intestines have a surface area about the size of a tennis court all coiled up inside your body. They fit inside of you because your large and small intestines are like a giant Slinky that scrunches up.

These organs have a giant role to play too. They are part of your digestive system. That means they break down the food you eat. Digestion begins in the mouth when you chew and swallow. From there, your food travels through the esophagus (ee-saw-fuh-gus), which connects the bottom of your throat to your stomach. Your stomach mixes up food with liquids and then dumps it all into the small intestine.

The small intestine is a very long narrow tube. Its spongy walls soak up nutrients from your food. Then those nutrients flow into your bloodstream to be carried off to other parts of your body. Some nutrients get stored until you need them and others are used right away for all the different things your body needs to work well.

Your body cannot use every single bit of the food you eat. There will always be some that needs to be changed into waste by the large intestine. From the small intestine, leftover food gets pushed into the large intestine where it is dried up and turned into feces, or poop.

If you want to keep your digestive system healthy, you should be careful about what you eat. Healthy whole grains, fruits, and vegetables all pass through your digestive system quickly and easily. They also contain fiber, which is a nutrient that helps in digestion. Your body has a harder time digesting fatty foods, so be careful how much fat is in your diet.

Name: _____

Your Digestive System

by Cynthia Sherwood

1. What is the purpose of your body's digestive system?
 - a. to help your blood move through the body
 - b. to help you breathe
 - c. to help your body make food
 - d. to help your body break down food

2. After you swallow your food, what does it travel through to get to your stomach?

3. Which organ takes nutrients from your food and puts it in your bloodstream?
 - a. stomach
 - b. esophagus
 - c. small intestine
 - d. large intestine

4. Place these events in the correct order. Number each sentence 1 - 5.
____ Food ends up in the small intestine.
____ Food is chewed up.
____ Food is in the large intestine.
____ Food travels through the esophagus.
____ Food waste leaves the body.

5. What is fiber?

Name: _____

Multiplication with Arrays

You can find the answer to basic multiplication facts by making a symbol picture called an array.

An array is a group of symbols arranged in straight rows and columns.

x x x x x x x

x x x x x x x

x x x x x x x

3 rows of 7 symbols equals 21 symbols.

$3 \times 7 = 21$

Draw an array to find the answer to each multiplication fact below.
Be sure you draw your symbols in neat, straight rows and columns.

$4 \times 5 = \underline{\quad}$

$6 \times 4 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$5 \times 8 = \underline{\quad}$

$7 \times 4 = \underline{\quad}$

$4 \times 9 = \underline{\quad}$

$5 \times 5 = \underline{\quad}$

Playtime in the Snow

by Aditi Sriram



George loves to play outdoors. He takes his toy trucks and cars into the garden, and he races them everywhere.

One day in the fall, Mom tells George that she's going to plant seeds in their garden. "You can help me plant cabbage, broccoli, and cauliflower," Mom says. "They are all of your favorite vegetables."

Once they have planted them, Mom tells George not to run around in the garden. "You don't want to hurt the baby seeds," she says. "Let's play in the playground instead."

George loves the playground, too. He kicks his legs and swings up high. He and Mom go up and down, down and up on the seesaw. He goes across the monkey bars and falls into Mom's arms. The playground is so much fun!

George's favorite is the slide. He climbs carefully up the ladder and feels the wind rush past as he slides quickly down. Mom waits for him at the bottom. Sometimes he comes down so quickly that she catches him as he flies off the slide.

It begins to get colder, so Mom dresses George in his coat, hat, gloves, and boots. By winter, the garden has a few small shoots poking out of the ground. George cannot believe that these tiny plants will grow into fat heads of cauliflower and long stems of broccoli.

One day George wakes up to a "white morning." He watches the snow glitter in the sun. He wants to see what the playground looks like with all the snow. Mom dresses him up, and they go to take a look. There is snow on the swing, the monkey bars, and the seesaw. The slide is completely covered, and it looks like a mountain! George wants to go down the slide, but how can he with all the snow?

"I have an idea," Mom says. She takes George back to the house, where they pick out a long, flat baking tray from the kitchen. They return to the playground, and Mom puts the baking tray at the top of the slide.

"Sit on it," Mom tells George.

George is a little nervous, but he listens to Mom and gets on the tray. It feels a bit wobbly, so he holds onto the sides of the slide. Once he feels steady, he pushes off and down he goes. Whoosh!

"Was that fun?" she asks him.

"Yes!" George says.

"We made you a sled for the slide," Mom says. "Now even snow won't stop you from going down the slide."

"How did you come up with that?" George asks Mom.

"I ate my vegetables when I was a little girl, and they made me smart!"

George laughs. He is excited to eat the vegetables in his garden and sled down the slide and grow smarter and stronger.

Name: _____ Date: _____

1. Where does George love to play?
 - A. at school
 - B. outdoors
 - C. indoors
2. What are the two main settings of the story?
 - A. outside in the garden and playground
 - B. inside George's bedroom and kitchen
 - C. outside in the garden
3. George loves the playground. What evidence from the story supports this statement?
 - A. The slide in the playground looks like a mountain when it is covered with snow.
 - B. George plants vegetables with his mom in the garden.
 - C. George enjoys going on the seesaw and going across the monkey bars.
4. What problem does George face?
 - A. George wants to go down the slide but it is covered in snow.
 - B. George doesn't want to use the baking tray to go down the slide.
 - C. George's mom won't let him play in the garden even though he wants to.
5. What is this story mainly about?
 - A. how George enjoys playing outdoors
 - B. a playground that is covered in snow
 - C. why baking trays are good sleds

6. Read the following sentences: "George is a little nervous, but he listens to Mom and gets on the tray. It feels a bit wobbly, so he holds onto the sides of the slide. Once he feels **steady**, he pushes off and down he goes."

What does the word **steady** most nearly mean?

- A. scared
- B. balanced
- C. unsafe

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

The slide was covered with snow, _____ George was still able to go down the slide.

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

8. What stops George from going down the slide when it snows?

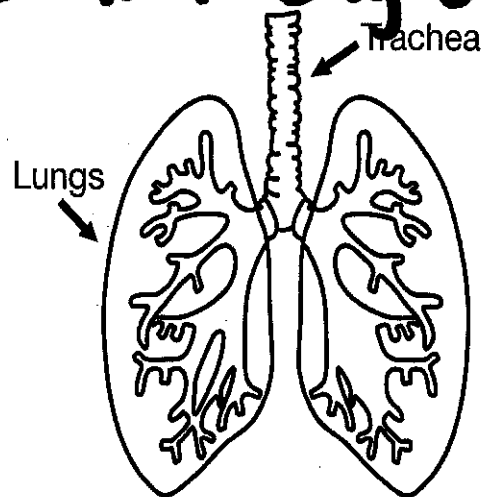
9. What does George's mom give George to go down the slide covered with snow?

10. Explain whether George's mom solves George's problem in the story? Use evidence from the story to support your answer.

Name: _____

Your Lungs

by Cynthia Sherwood



You do something about twenty times a minute without even thinking about it—you breathe! In fact, every day you take about twenty-thousand breaths.

The organs of your body that allow you to breathe are called your lungs. You have two of them that work together, located in your chest inside the rib cage.

The main purpose of your lungs is to breathe in good air and breathe out bad air. The good air contains oxygen, which your body needs. The bad air is a gas called carbon dioxide, which your body cannot use.

When you breathe in through your nose or mouth, air travels down the back of your throat. It passes through your voice box and into your trachea, or windpipe. Your trachea is divided into two air passage tubes. One leads to your left lung. The other leads to your right lung. Inside your lungs, oxygen is removed from the air you breathe and pumped into blood cells. Your lungs also get rid of harmful carbon dioxide from these cells. This process takes place inside hundreds of millions of tiny air sacs.

Each adult lung is about the size of a football. When they are healthy, your lungs feel a little like a sponge and are pinkish-gray. When lungs are damaged by smoking, they can appear gray or have black spots on them.

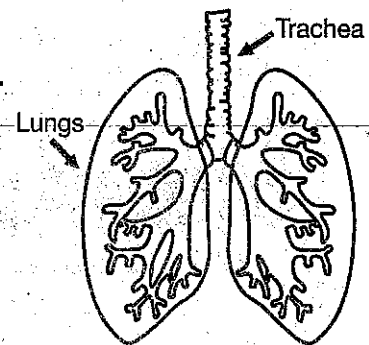
One disease that is very common in children involves the lungs. Asthma narrows the breathing tubes, making it harder to breathe. As many as nine million kids in the United States have asthma.

You probably already know that your lungs are important when you swim. But you may not know this—your lungs are the only part of your body that can float on water!

Name: _____

Your Lungs

by Cynthia Sherwood



1. Where are your lungs located?

2. Complete the graphic organizer.

Type of air that your lungs remove from your blood cells	Type of air that your lungs put into your blood cells

3. What is your trachea?

4. What do lungs look like when they've been damaged from smoking?

5. Why does asthma make it hard for people to breathe?
