

NTI Day 7

Day 7
L.5.1A

Combine Sentences and Ideas

When two complete sentences are joined using a comma and a **conjunction**, they form a **compound sentence**. If the sentences are related to the same subject or similar idea, use the conjunction *and*. If they present contrasting ideas, use the conjunction *but* or *or*.

I am interested in conservation, but I have never studied it before.

I am interested in conservation, and I hope to study it in college.

I will study conservation, or I will pursue botany.

► Form compound sentences using a comma and a conjunction. Write your new sentence on the line.

1. Dad and I toured the Everglades my sister visited the museum.

2. The tour lasted three hours I was glad Dad brought snacks.

3. I liked seeing the wild animals. Dad enjoyed looking at the plants.

4. I wish we could stay longer our trip will end in two days.

5. We could go home now. We could stay for the slide show.

► Revisit a piece of your writing. Edit the draft to make sure sentences are combined correctly.

Snow Day Fever

by W.M. Akers



Snow stuck to Ned's window in bunches-like clumps of cotton in a washing machine's lint trap. The sun was coming up slowly, and the sky had a strange reddish, purple tinge that could only mean one thing: a snow day. Ned eased open his window, coughing from the effort, and stuck a ruler into the powder.

"Four inches," he said. "Four!"

As he said it, he heard cheers from downstairs. The school superintendent must have a ruler too, he thought. Jamie and Ellen were glued to the local news, and they must have just heard that school was canceled. What he wouldn't give to be down there sharing in the good news.

Ned pressed his knuckles to his forehead. It didn't feel hot to him. He raided his closet and came out with all the heaviest clothes he could find. He tugged on two or three sweaters, a pair of sweatpants and snow pants, and as many hats as his head could hold.

"I am going outside to play," he said.

"Oh no you're not," said his mother from the hallway. She sounded much more confident than he did, and he knew he couldn't beat her. He felt too tired to even argue. He took off his hats and cast them on the floor, defeated.

Ned's school district got one snow day a year, if they were lucky. Usually it came in February after the worst of the winter weather was behind them. The weatherman would forecast two inches, the sky would probably provide only half an inch, and the superintendent would cancel class anyway. Ned's mother said they were being timid, but Ned knew better. Those halfhearted snow days came out of pity for the children stuck in class. Even the superintendent was a child once, and he knew how important a snow day could be. It's not

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often that the whole world decides to take a break, that even grown ups go out and play, that children are called crazy if all they want to do is stay inside. A snow day is a rare and beautiful thing, something special, something not to be missed.

"Unless you have a temperature of 103 degrees."

"102.7, Mom. It's only 102.7."

"I'm rounding up."

"That's math class talk. I don't have to go to school today. No math!"

"Fine, no math. And no snow pants either. Get back in bed and eat your soup."

"Soup for breakfast?"

"Soup for sick kids."

"I feel fine, Mom. Really! I can go out and play just for a little while."

"You don't look fine. You're clammy. You're sweating."

"Probably because of all the soup I've had to eat!"

"Eat up, Ned, and get some sleep. I'll be back later. I'm taking Jamie and Ellen to the park."

Ned watched his little brother and sister squeeze into their snow gear and waddle out the front door. He choked down his soup, burning his tongue to spite his mother. He was angry. He was frustrated. He was...very, very tired.

Ned woke up, his soup at his side, snow still falling outside his window. He wasn't sweating. He wasn't clammy. He was feeling pretty good!

His hand shot out from under the blankets and jammed the electric thermometer into his mouth. After a few tense minutes, the answer came back: 99.8 degrees. Better. Much better!

"Mom! My fever broke! Can I go outside now?"

"When you get to 98.6 degrees, you can go outside."

Ned pulled on his pants, sweaters and hats. He waddled downstairs, the thermometer clutched in his hand. He crept into the kitchen, as sneaky as someone wearing four layers

could be, and filled a glass with ice water. The thermometer beeped as it slid into the water.

"You can see the thermometer, Mom!" he shouted. "I'm in the kitchen. Ninety-eight-point-six, right on the nose."

Ned heard his mother coming down the hall. The thermometer wasn't finished taking a reading yet, but there wasn't time to wait. He jammed it into his mouth just as she came around the door. It beeped, finished, and he handed it to her.

"See?" he said.

"Oh dear. Oh dear, Ned-we have to get you to the hospital!"

"What?"

The digital display told the story. Ned had a temperature of 48.7 degrees-cold enough to be legally dead.

"Oh sweetheart, you must be the first kid ever who cheated to make his temperature lower."

Defeated, Ned started tugging off his hats, until he felt his mother's hand stop him.

"Let's go outside," she said. "For a lie that lousy, you deserve a fifteen-minute snowball fight."

Name: _____ Date: _____

1. What does Ned conclude when he hears cheers from downstairs at the beginning of the story?

- A. At least four inches of snow has fallen.
- B. School is canceled.
- C. School is not canceled.
- D. His mom will let him go outside.

2. What main problem does Ned face?

- A. He can't find enough warm clothes to play outside.
- B. He has a temperature of 98.6 degrees.
- C. He is sick with a fever, so his mother won't let him play outside in the snow.
- D. His soup is so hot it burns his tongue.

3. Ned is desperate to play outside in the snow. What evidence from the text supports this conclusion?

- A. "She sounded much more confident than he did, and he knew he couldn't beat her."
- B. "Ned's mother said they were being timid, but Ned knew better."
- C. "He wasn't sweating. He wasn't clammy. He was feeling pretty good!"
- D. "Oh sweetheart, you must be the first kid ever who cheated to make his temperature lower."

4. Why does Ned's mother finally let him play outside?

- A. He promises to eat more soup and take a rest afterwards.
- B. She feels sorry for him.
- C. His temperature finally falls to 98.6 degrees.
- D. She takes him to the hospital, and he feels better.

5. What is the main idea of this text?

- A. Ned is so sick that if he goes outside, his temperature could drop.
- B. Ned wants to have a snowball fight outside rather than go to math class.
- C. Ned tries to convince his mother he is well enough to play outside so that he won't miss the snow day.
- D. Ned is so excited about the snow day that he forgets he is sick with a fever.

6. Read these sentences from the text.

He was angry. He was frustrated. He was... very, very tired.

Why does the author include a pause in the last sentence?

- A. to emphasize how tired Ned feels
- B. to emphasize how angry Ned feels
- C. to show how confused Ned is
- D. to show how quietly Ned is speaking

7. Choose the answer that best completes the sentence.

_____ Ned's fever is not completely gone, his mother lets him have a snowball fight outside.

- A. On the contrary
- B. Even though
- C. Specifically
- D. For example

8. What does Ned want to do when he learns school is canceled?

9. How many snow days does Ned's school district get?

10. Apart from school being canceled, why are snow days so important to Ned? Support your answer with evidence from the text.



Multiplying and Dividing Powers of Ten

5 NBT 2

Name: _____

Solve each problem.

DAY 7

1) $80,000 \div 10^3$

2) 5×10^4

3) $800,000 \div 10^4$

4) 5×10^1

5) $800,000 \div 10^4$

6) 95×10^1

7) $60,000 \div 10^4$

8) 3×10^3

9) $40,000 \div 10^2$

10) 747×10^1

11) $15,000,000 \div 10^3$

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

DAY 7

Latitude & Longitude Quiz

Student's Name: _____ Date: _____

Part I: Latitude & Longitude Vocabulary

Instructions: Use the answer bank to complete questions 1-10.

Answer Bank

Equator coordinates latitude relative location Prime Meridian
Western Hemisphere cartographer hemispheres absolute location longitude

_____. 1. Sanji's teacher painted a foam ball to look like a globe. Then, he cut the ball in half to demonstrate the idea of ___, or halves of the Earth.

_____. 2. Bran's Art Studio is about 6 blocks east of the laundromat. The person who provided these directions used ___ to explain the location of the studio.

_____. 3. Manuel wanted to find the absolute location of his city, so he used a map to locate his city's ___. He discovered that his city is located at 78°N, 23°W.

_____. 4. If Pablo stands on the ___ and walks east, he will enter the Eastern Hemisphere.

_____. 5. A ___ must be able to use lines of latitude and longitude to mark specific locations on maps.

_____. 6. Lines of ___ allow us to find locations north or south of the Equator.

_____. 7. You'll find the Morning Sun Diner at 6705 North Barton Road. The person who gave this information used ___ to explain the location of the diner.

_____. 8. Lenore lives in the ___. Her home country is west of the Prime Meridian.

_____. 9. Sloan wanted to find out which countries touch the ___. Using a map, she wrote down each country that intersected with the line of 0° latitude.

_____. 10. Lines of ___ allow us to find locations east or west of the Prime Meridian.

Name _____



Date _____

Tidal Energy

By Meg Leonard

DAY 7

Caption: Dam of the tidal power plant of the Rance River, France

Tidal energy is energy from the tides. The tides are found in the ocean. Tides are caused by gravity. Gravity from the sun and moon pulls on the water in earth's oceans. This pull causes tides. Scientists and engineers have found out how to collect energy from the tides. As the tide flows in, the water flows through a special dam. Then the tidal energy is gathered. This is done with a turbine system. It is hard to find good places to collect tidal energy. There are only a few tidal power plants in the whole world. Right now, there are no sites in the United States that collect tidal energy. Only a few sites in the United States would be suitable for building a tidal power plant. Scientists look for new ways to collect energy from the ocean. They try to collect energy from waves. They look for ways to collect solar energy using offshore panels in the ocean. They look for ways to collect wind energy using offshore windmills. These may be important sources of energy in the future.



Tidal Energy

Questions

- _____ 1. Which of the following is true about tidal energy?
 - A. The United States is the only country that uses tidal energy.
 - B. There are many sites where it is found in the United States.
 - C. There are a few sites in the world that collect tidal energy.
 - D. It is easy to collect.
- _____ 2. What is tidal energy?
 - A. energy from wind
 - B. energy from the tides in the ocean
 - C. energy from the sun
 - D. energy from fossil fuels
- _____ 3. What causes tidal energy?
 - A. big winds
 - B. water moving in tides, caused by the sun and moon's gravity
 - C. lots of surfing
 - D. big waves
- _____ 4. How is tidal energy collected?
 - A. solar panels
 - B. windmills
 - C. wells
 - D. special dams and a turbine system

Some people think that we should not use windmills to collect wind energy from over the ocean because it will ruin the view. Do you think this is a good reason for not collecting wind energy? Explain your opinion.

NTI Day 8

Day 8
L.5.1a-4

Subordinating Conjunctions

Subordinating conjunctions are words that connect one sentence part to another. The subordinating conjunction makes one part of the sentence dependent on the other part. When two sentences are connected using a subordinating conjunction, they form a complex sentence. Some subordinating conjunctions are *if*, *because*, *although*, *after*, *when*, and *where*.

Because the hawk is desperate for food, it waits patiently to seize its prey.

➤ Use a subordinating conjunction to write each pair of sentences as a complex sentence. Add commas where needed.

1. I wrote my report on the Everglades. I researched my topic thoroughly.

2. Our class saw the sun set over the still water. We all sighed in amazement.

3. We were on our best behavior. Going on the field trip was a privilege for our class.

4. We were all tired after our day. We continued to talk enthusiastically about our experiences.

5. It was a great trip. We will go back again soon.

➤ Revisit a piece of your writing. Edit the draft to make sure all subordinating conjunctions are used correctly.

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." Philip had met this crowd, and he didn't think they were bad at all. In fact, he liked

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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.

"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.

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

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.



DAY 8

11) $15,800,000 \div 10^3$

12) 9×10^1

13) $70,000 \div 10^3$

14) 331×10^1

15) $9,800 \div 10^2$

16) 95×10^4

17) $100 \div 10^1$

18) 9×10^1

19) $690,000 \div 10^2$

20) 9×10^2

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

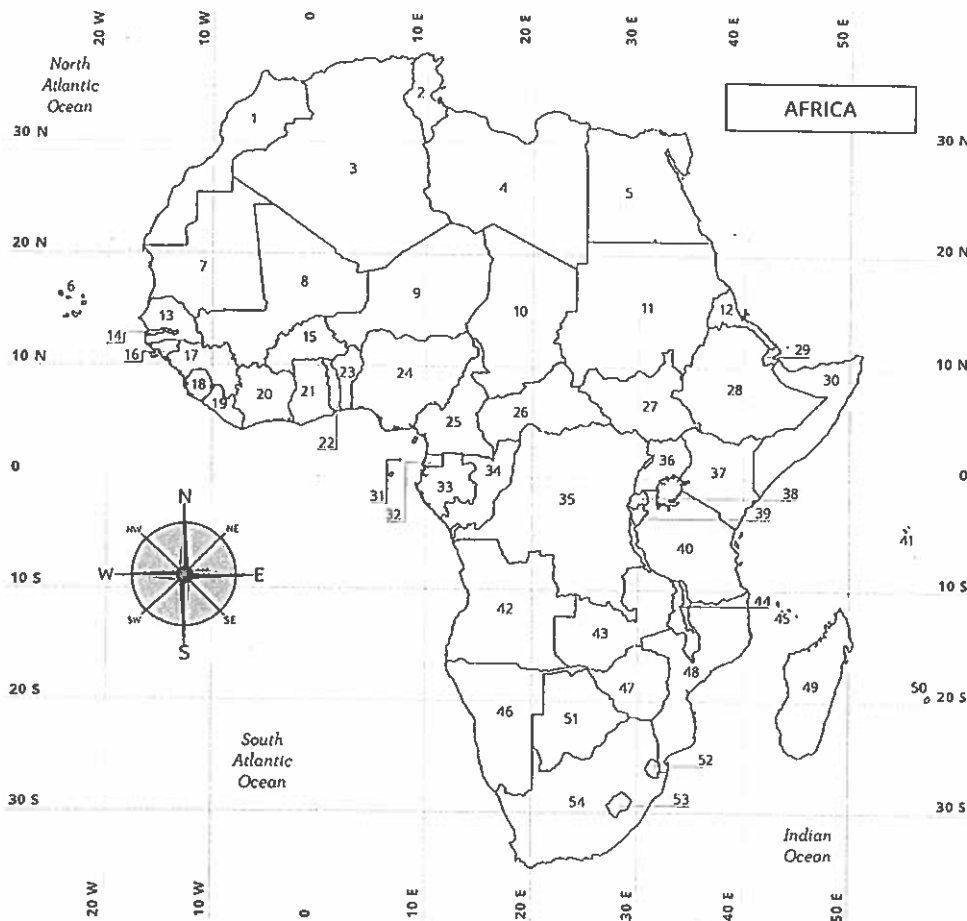
DAY 8

5.G.GR.1

Part 2: Map Tasks and Questions

Instructions: Use the map to complete the tasks and answer the questions.

1. Which continent is shown on the map below? _____
2. Using a red crayon or marker, trace the Equator. Using your pencil, label the Equator.
3. Using a blue crayon or marker, trace the Prime Meridian. Using your pencil, label the Prime Meridian.
4. The island country of Madagascar is located at 20°S , 47°E . Shade Madagascar using a yellow crayon or marker.
5. Morocco is located at 32°N , 8°W . Shade Morocco with a green crayon or marker. Which ocean borders Morocco? _____
6. Draw a happy face at 18°N , 12°E and a sad face at 30°N , 20°E . Use a purple crayon or marker to draw an arrow from the happy face to the sad face. Which direction did you travel? _____
7. The country of Ethiopia is marked with number 28. Write two possible coordinates for Ethiopia.



8. The country of Mali is marked with number 8. Write one coordinate for Mali: _____
If you travel directly east from Mali, you'll reach Chad, the country marked with number 10. Write one coordinate for Chad: _____
9. Egypt is located at 25°N , 30°E . Shade Egypt with an orange crayon or marker.

Name _____



Date _____

Biodiesel

By Meg Leonard

DAY 8

Diesel is a type of fuel. It is used to power large vehicles, such as buses, tractors, and trucks. It is made from oil. This makes it a non-renewable fuel. Biodiesel can be used instead of diesel. Biodiesel is a renewable fuel. It can be made from vegetable oil. It can be made from animal fat. It can be made from grease. It can be used in any engine that runs on diesel fuel. No changes need to be made to the engine. Biodiesel fuel burns more cleanly than diesel fuel. Most people who use biodiesel fuel mix it with some petroleum diesel. This still saves some oil. Biodiesel produces less black smoke. It smells better, too. If restaurant grease is used, it can smell like French fries! Biodiesel produces some air pollution. However, it produces less toxic pollution than diesel fuel. Biodiesel is more expensive to produce than diesel fuel. If biodiesel were used instead of oil-based diesel fuel, there could be many negative effects on the environment. More fertilizers would be used. These are bad for the land. Because the price of crops for biodiesel command a good price, many farmers could stop growing crops for food in favor of the more profitable biodiesel crops. This could lead to food shortages. Biodiesel can be hard to use in cold environments. It starts to solidify at cold temperatures before traditional diesel fuel. Biodiesel works to clean out engines. However, it can also cause problems with hoses and fuel pumps. Biodiesel has some big advantages, but there are still some problems with it. If some of these problems can be solved, more vehicles may run on biodiesel fuel in the future.



Biodiesel

Questions

- _____ 1. Why do we use diesel fuel?
 - A. to power vehicles
 - B. to heat water
 - C. to power factories
 - D. to heat homes
- _____ 2. What is used to make diesel fuel?
 - A. coal
 - B. solar power
 - C. rocks
 - D. oil
- _____ 3. Which of these is NOT used to make biodiesel fuel?
 - A. grease
 - B. animal fat
 - C. natural gas
 - D. vegetable oil
- _____ 4. You do not need to _____ a diesel engine to use biodiesel.
 - A. find
 - B. make
 - C. change
 - D. use



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 are no margins, text, or other markings on the paper.

NTI Day 9

Name _____

Day 9

My Sister, Dolley Madison

the war that began with great britain two years ago has now reached our doorstep at the beginning of the summer, british troops began to advance on our nations capital. As we now approach the end of august 1814 british soldiers have taken over washington. The White House, home to my sister dolley and president james Madison, her husband has been set afire. with her determined spirit Dolley has been a true heroine?

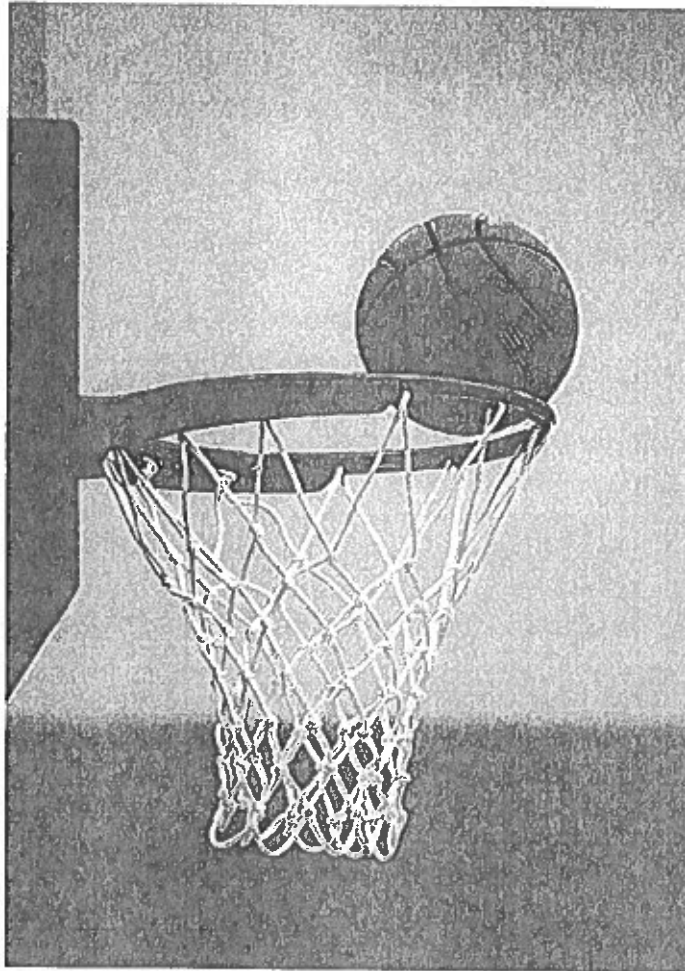


- commas
- names of people
- names of nationalities



Jasmine Makes the Team

by Mercedes Jackson



public domain: <https://pixabay.com/en/basketball-net-score-rim-hoop-2099656/>

basketball hoop

Jasmine Jones is a petite, quiet, brainy fifth-grader known for rocking a braided bun with a bow. For two years straight, she's won first place in the spelling bee at Frederick Douglass Elementary School. Most classmates think she's smart and cool. But an *athlete*? Nobody saw that coming.

In fact, the first time that Jasmine showed up on the school basketball court, a few fifth-grade boys greeted her with, "You kidding me, shorty?"

Jasmine *has* always been the shortest among her friends, but her height never seemed a problem till she wanted to try out for the girls' basketball team. She knew that being short was a disadvantage, but Jasmine enjoyed a challenge.

She also had a secret weapon. Her tough-but-sweet aunt Kinika, her mom's sister, had been a pretty good college basketball player. Although Jasmine's mom was on the small side, Kinika was an impressive 5'10." Kinika had even had dreams of playing professionally in the WNBA... till she smashed up her knee.

"Hey, auntie," Jasmine texted Kinika one September afternoon, *"any chance you can help me become a better b-ball player?"*

"Yes! How about Skyland Park tomorrow at 4?" Kinika texted back.

"See you there."

The next afternoon, Kinika worked with Jasmine on the fundamentals-dribbling, bringing the ball down court, playing defense. She also laid down some advice: "Practice is important. The harder you work, the more you will have to show for it," Kinika said. "But the biggest thing about basketball, Jas, is to play *together*. It's a team sport. Leave your ego on the bench."

Jasmine listened and learned with the same intensity that had made her the spelling bee queen. After school, three times per week, Kinika met her at the park for practice.

In late September, the Douglass Dragons' basketball teams conducted tryouts. Fifth grader boys Tyler, DJ, and Keshon were in the gym when Jasmine showed up. "You again, short stuff?"

Jasmine ignored their trash talk. During the tryout, she focused on the court, hit a few three-point shots, and impressed Coach Simone with her willingness to pass the ball. When the Dragon Girls team list was posted the next day, Jasmine's name was on it, along with Maria, Whitney, Rachel, Tasha, Shannon, Lavera, and Rhonda.

The Dragon Girls lost their first three games by lopsided scores, leading Jasmine to ask her aunt for some extra help. The day after the third game, Kinika stopped by to watch the team practice. With Coach Simone's permission, Kinika worked with the players in an hour-long session, helping Maria improve her outside shots, encouraging Rachel to pass more, and showing Whitney a better way to set up before free throws. As for Jasmine, her real asset was her speed, so Kinika focused on teaching her how to get to the basket quickly.

"Your aunt is the best!" Maria told Jasmine afterwards. Maria was the star player, so Jasmine felt like making her better really mattered. Jasmine's main goal for herself was just to prove that she belonged on the team.

The fourth game of the season was against the McMeen Elementary Coyotes. During the pre-game practice, Dominique, the McMeen center, shouted, "Anybody have a measuring tape? We didn't sign up to play with little kids!" -and then unexpectedly launched a hard pass right at Jasmine.

Jasmine caught it, shot it back to Dominique, and said, "Maybe you should look for that measuring tape in the same place where you left your skills."

"Oooh, shorty schooled you!" a McMeen teammate yelled at Dominique.

That school should have been named McMean, Jasmine thought, because those girls are downright rude.

In the first quarter, the McMeen Coyotes pulled way ahead, and by halftime the score was 25-12. But in the second half, the Dragons played with improved defense and felt themselves clicking, and McMeen's big bad center Dominique began missing a lot of shots. Then Maria stole the ball! Jasmine flew down the court to the other end and smoothly caught Maria's long pass. The littlest Dragon Girl swiftly swished a three-pointer from the corner.

"That girl can play!" yelled one of Douglass kids in the stands.

The Dragon Girls fought back fiercely. With just 10 seconds left, the Coyotes' lead was down to one point. Every Douglass player secretly wished she'd get the ball to take the winning shot, but no one wanted it more than Jasmine. She zipped toward the basket but got knocked to the ground when the game-ending buzzer went off, just as Maria's last shot missed the net.

Final score: McMeen Coyotes 41, Douglass Dragons 40.

The McMeen crowd roared with excitement, but Jasmine was surprised to hear '*Dragon Girls Rock!*' coming from the Douglass section. Then her aunt Kinika appeared at the bench where Jasmine was trying to hide her tears.

"Congratulations," Kinika said to Jasmine, loud enough for the other players to hear.

"What? *Why?*" Jasmine responded glumly. "We lost... again."

"You did, but in that second half, you were really thinking and playing... together. Today, I saw a *team*, and that team almost won."

Jasmine wiped her tears and smiled. "Thanks, auntie. And next time, we *will* win!"

Name: _____ Date: _____

1. Who does Jasmine text about helping her become a better basketball player?

- A. her mom
- B. Dominique
- C. Maria
- D. her aunt Kinika

2. How does the author describe Jasmine's approach to learning a new skill?

- A. as scared and nervous
- B. as frustrated and angry
- C. as determined and focused
- D. as sad and confused

3. Read the following sentences from the text.

"The Dragon Girls lost their first three games by lopsided scores, leading Jasmine to ask her aunt for some extra help. The day after the third game, Kinika stopped by to watch the team practice. With Coach Simone's permission, Kinika worked with the players in an hour-long session, helping Maria improve her outside shots, encouraging Rachel to pass more, and showing Whitney a better way to set up before free throws. As for Jasmine, her real asset was her speed, so Kinika focused on teaching her how to get to the basket quickly."

What can you conclude based on this information?

- A. In order to improve as a team, each individual player needs to be playing her best.
- B. Kinika thinks that Jasmine is the only important player on the team.
- C. Basketball is different from other sports because the teams are larger.
- D. Some teams work together, while other teams are more individual.

4. How is Kinika's advice to "leave your ego on the bench" related to the Dragon Girls' game against the McMeen team?

- A. The Dragon Girls see that their opponents, the McMeen team, are working together as a team and leaving their egos on the bench.
- B. The Dragon Girls work together by playing defense and passing to each other, instead of just focusing on their own shots in the game.
- C. The Dragon Girls are all afraid to shoot baskets because they don't want to make the game about themselves or their egos.
- D. The Dragon Girls and the McMeen team both take Kinika's advice and are able to all work together really well to have a great, friendly game.

5. What is one main theme from this text?

- A. Teamwork is good sometimes, but other times you need to focus on your own individual skills.
- B. Making new friends can be hard, but it is important to find a community that supports you no matter what.
- C. Dedication and teamwork are just as important as natural ability when learning a new skill.
- D. Caring for something or someone else can make you a better, happier version of yourself.

Powers of 10 5NBT 2**DAY 9**

Grade 5 Exponents Worksheet

Find the value of the following exponents.

1. 10^5

2. 10^8

3. 10^6

4. 10^1

5. 10^2

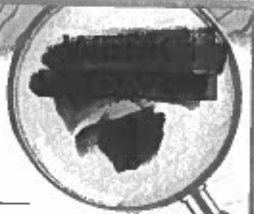
6. 10^4

7. 10^7

8. 10^3



Day 9



Name: _____ Date: _____

Directions: Use the map to answer the questions.



Map Skills

1. Shade a state you would like to visit.

2. What is north of that state?

3. What is south of that state?

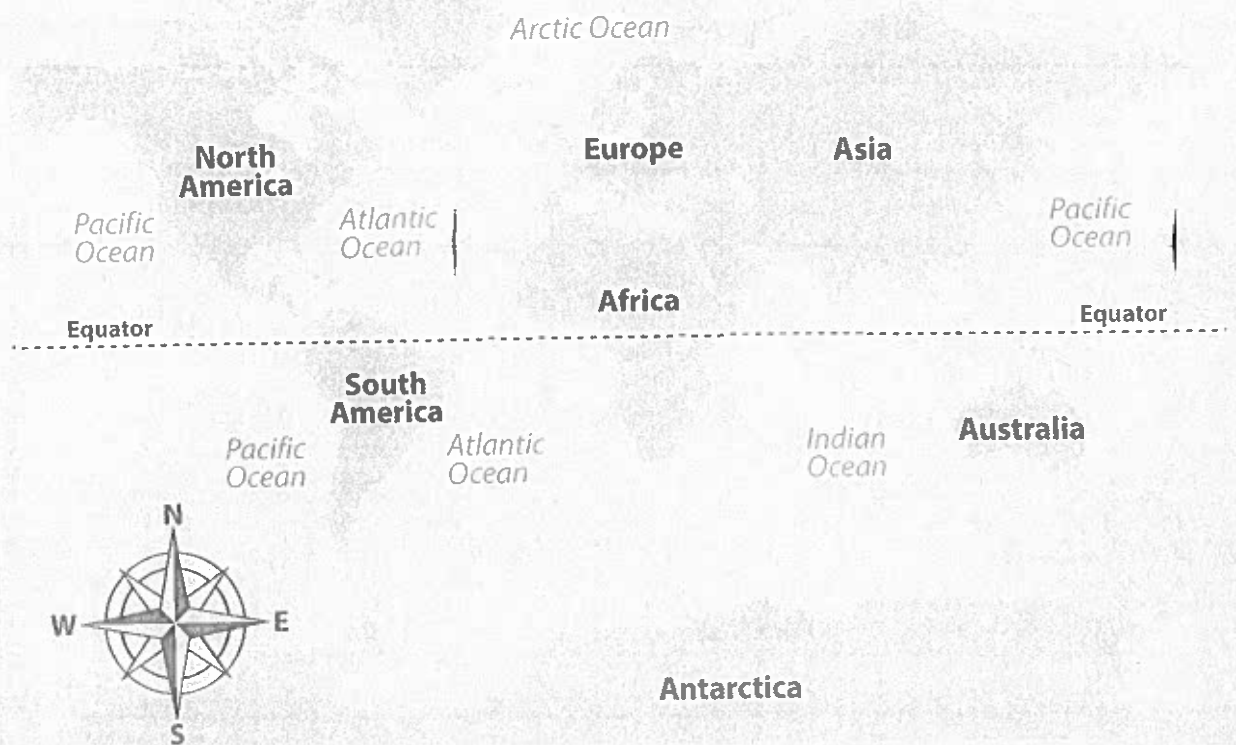
4. What is west of that state?

5. What is east of that state?

6. Describe the size the state you chose.

Name: _____ Date: _____

Directions: Study the map of the world. Then, answer the questions.



1. Circle the continent where you live.
2. Describe your continent's position. What other continents or bodies of water is it near? Use the compass rose to help you.

3. Trace the equator in blue.
4. Name two continents that are on the equator.
5. Name a continent that is entirely south of the equator.

Name _____



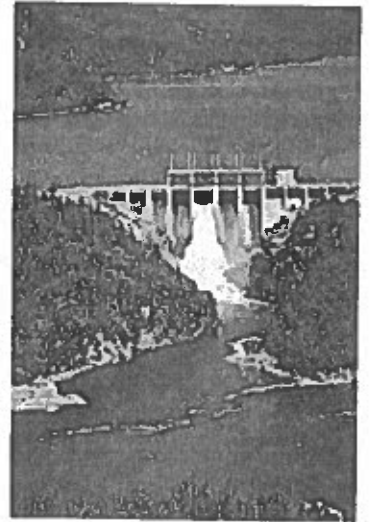
Date _____

Alternative Energy Sources

By Meg Leonard

DAY 9

We use energy every day. We use it to heat our homes. We use it to bake a pizza. It is used to power a car. Energy gives us the power to do work. It comes from two types of resources. Renewable resources are one type. These are resources that can be replaced in a short time. One example is solar energy. Another is wind energy. Non-renewable resources are the other type. These take millions of years to be replaced. One example is coal. Another is oil. We use a lot of coal and oil in the United States. One big problem is that these resources can run out. Coal and oil can also pollute the air when they are burned. People are working to find new ways to use renewable resources. This will cut down on the non-renewable resources we will need in the future.



Alternative Energy Sources

Questions

_____ 1. What does energy give us?

- A. water
- B. money
- C. the power to do work
- D. health

2. When do we use energy?

_____ 3. All forms of energy can be classified into two groups. What are they?

- A. oil and sun
- B. renewable and non-renewable resources
- C. water and coal
- D. sun and wind

_____ 4. What makes a resource renewable?

- A. It is hard to find.
- B. It cannot be replaced in a short time.
- C. It is easy to find.
- D. It can be replaced in a short time.

Name _____



Date _____

Ethanol

By Meg Leonard

DAY 9

Ethanol is a renewable fuel. It is made from plants. Some of these plants are corn, sorghum, and wheat. Ethanol is an alcohol that is made from the sugars in these plants. Other things can be used to make ethanol. Potato skins, rice, and yard clippings are some examples. In the past few years, people have become more interested in using ethanol as a fuel. Here are a few reasons. It is a renewable fuel. We can always grow more plants. Gasoline is a non-renewable resource. We could run out of gasoline someday. Ethanol burns more cleanly than gasoline. It does not give off as much air pollution. Today, many gas stations sell gasoline that is mixed with ethanol. We may see even more ethanol fuel in the future.



Ethanol

Questions

- _____ 1. What is ethanol?
 - A. corn syrup
 - B. natural gas
 - C. a non-renewable fuel
 - D. a renewable fuel
- _____ 2. What is used to make ethanol?
 - A. oil
 - B. water
 - C. dirt
 - D. plants
- _____ 3. Which of these is NOT true about ethanol?
 - A. It burns more cleanly than gasoline.
 - B. No one uses ethanol today.
 - C. It is made from the sugar in plants.
 - D. It can be mixed with gasoline.
4. What can used to make ethanol fuel?

NTI Day 10

Coordinating and subordinating conjunctions

Grade 5 Conjunctions Worksheet

Circle the conjunction in each sentence.
Write **coordinating** or **subordinating** to indicate the type of conjunction.

- coordinating 1. The chair is broken, so we tried to fix it.
- _____ 2. We have a lot to do, and no one wants to do any work.
- _____ 3. The car works after you put gasoline in it.
- _____ 4. The sandwich is delicious, so I'm buying another one.
- _____ 5. I am calling you because I need to talk to you about a problem.
- _____ 6. You can return the coat if it doesn't fit you well.
- _____ 7. Owen has a lot of friends, for he is kind and outgoing.
- _____ 8. The dog drinks water while he waits for his owner to walk him.
- _____ 9. The principal loves to go to school, but he doesn't like to work there on the weekends.
- _____ 10. Once we get to California, we will go to the beach.
- _____ 11. We lost the game, but we had a great time playing with our friends.
- _____ 12. The shirt was white, yet it looked yellow in the sunlight.

Coordinating conjunctions (*for, and, nor, but, or, yet, so*) combine two independent clauses using a comma.

Two sentences can also be combined by using a **subordinating** conjunction such as *after, before, once, although, as if, as, because*.



Subordinating conjunctions

Grade 5 Conjunctions Worksheet

Combine each pair of sentences using a conjunction from the word bank.

Conjunctions:

after	before	although	whenever	while	even though
since	until	where	when	that	because

1. The teacher let us listen to music. We worked on our papers.

2. I cannot find a good restaurant. I can eat for a good price.

3. She can visit her grandma. Her family travels to Florida this summer.

4. Michael wants to go to school. He can find a good job.

5. It is crazy. We have three tests on Friday.

Combine each pair of sentences by using a subordinating conjunction **at the start** of the new sentence.

6. We are going to work faster. We don't need to be done until Saturday.

7. There is a lot to do. I leave for my vacation.

8. My brother wants to go to the lake. He loves to swim.



A Kid In A Candy Store

by W.M. Akers



It wasn't the candy he wanted. It was the skateboard. Tommy had been staring at it for weeks, every day on his way home from school, admiring it through the window of the skate shop on Market Street. It was a longboard—a serious skateboard, not meant for tricks or speed, but for long rides down hills, on busy roads, or all the way across town. This was a skateboard that could change Tommy's life forever. No longer would his parents have to pick him up after school, or at the movies or the mall. The longboard would be able to take him home.

It was ocean blue, with chrome wheels and an elaborate drawing of a rocket ship on the underside. Each time he pressed his face against the glass of the skate shop, he felt himself fall into that picture, and his dreams of riding the longboard became mixed up with dreams of interstellar travel. He wasn't just going to the mall. He was going to Mars, to Alpha Centauri, to anywhere in the galaxy he felt like. He was going to conquer the stars.

Or he would have, anyway, if his dad weren't such a cheapskate. There's something about fathers that makes it impossible for them to understand skateboards.

"Dad," Tommy said. "It's the world's finest skateboard. It could change my life forever."

"That's great," said Dad. "I'm all for kids having hobbies. But that's an expensive little toy, and

."

"It's not a toy!" Tommy felt himself about to lose his temper. If he shouted, he knew he would never come close to owning his board. He collected himself. "It's a whole new way of life. When you were my age, what was the thing you wanted more than anything else? The thing you dreamed about? The thing you promised yourself you would get, no matter what?"

"A Black Shadow."

"A what?"

"A Vincent Black Shadow-the world's finest motorcycle! A more beautiful piece of machinery has never been designed."

"So yeah, this board is like the Vincent Black Shadow for the 21st Century. So you see why I have to have it."

"You know what my dad told me when I asked for a Black Shadow?"

"What?"

"Nothing. I didn't ask him, because I knew he'd think it was nothing more than an expensive toy. I went out, got a job, and started saving."

"Man," said Tommy. "I was afraid you'd say something like that."

"Dads are the worst, aren't they?"

Tommy walked up and down Market Street looking for someplace to work. The pizzeria wasn't hiring. The coffee shop said he was too young. The comic book store said he didn't have enough experience.

"But how can I get experience," Tommy asked, "if nobody will give me a job?!" The comic book clerk didn't answer. Tommy composed himself, said thank you, and left.

The only store with a "HELP WANTED" sign was the one he had been dreading most: Orson's Confectionaries. The candy store.

Whoever thinks that all kids love candy stores has never been to Orson's. It had been in the town since the dawn of time, and hadn't been updated much since. A dark, winding dungeon

of a store, its shelves were filled with jars of weird, sticky gums and sucking candies so hard they could crack your teeth. Over all of it stood Mr. Orson, a hard-eyed skeleton of a man whose long grey hair and baggy clothes made him look like an out-of-work wizard.

Tommy didn't know how the confectionary stayed in business. He'd never seen a kid go in or out, and he'd never heard anyone talk about buying something there. How could that store turn a profit? And why would a store with no customers need an extra employee? Tommy didn't want to find out, but the skateboard demanded he try. He pushed on the creaky old door, sucked in his breath, and plunged in.

"How may I help you?" said Mr. Orson. He sounded like a snake with a cold.

"I, uh, uh...I-"

"You're looking for sweets?"

"No, well, uh-"

"Some raspberry rope, perhaps?"

"No thank you. Actually, I-"

"A chocolate lover, are we? Perhaps you'd prefer a chunk of Carlsberg Chew? It's the finest dark chocolate made in Germany. It has real hazelnuts inside!"

"That sounds good, but actually-"

"I see," said Mr. Orson, and his eyes went wide. His mouth crinkled up like a dead leaf, and Tommy got the impression that he was either about to scream at him, or sneeze. "I understand completely now."

"Understand what?"

"You are a boy...with a sour tooth." He reached behind him, to the highest shelf on a rickety bookcase, and presented Tommy with a star-shaped, tiny yellow candy. "Try this. A Sunburst Express-a sour candy of my own design."

"Yeah?"

"Free of charge."

Tommy licked his lips. If there was one thing in life he loved more than skateboarding, it was

sour candy. The grosser the better, he thought. A candy wasn't any good unless it made you squeeze your face together, shut your eyes, and want to cry. That's how you knew it was nice and sour.

"It's pretty sour?"

"It will make your tongue turn inside out."

Tommy reached for the candy and popped it into his mouth. At first, he tasted nothing. But then, as he began to chew, it was like an oil tanker had spilled in his throat. His gums were on fire. His tonsils were tap-dancing. And his tongue...his tongue felt like it was about to turn itself inside out!

"Oh my goodness!" he gasped. "This is the best candy I ever tasted."

"Why thank you," said Mr. Orson. "Have a sip of Fizzberry Soda. It will ease the sensation. Now, you're looking for a job?"

"How did you know?"

"I could just tell. Desperate for a new toy, are you?"

"It's not a toy! It's...well, yes. That's right."

"The Sunburst was a test. I don't want anyone working here who doesn't love sour sweets."

"I love 'em more than anything!" Tommy remembered the skateboard. "Well, practically anything."

"Good," said Mr. Orson, as he handed Tommy an apron. "Then you'll be getting your new toy very soon indeed."

Temporary Employment

by ReadWorks



What I speak is the truth-the whole truth and nothing but the truth. You can believe what you'd like.

I was working at a restaurant-a regular Italian restaurant, nothing too fancy. They hired me as a busboy, and I intended to work my way up. I had just set out on my own, and I was full of plans, big plans, plans that all ended up in the same place: a swimming pool full of money-metaphorically speaking, of course.

They had me doing all kinds of work, none of it pretty. There were the standard busboy duties: clearing plates off tables, taking out the trash, and hauling the dirty dishes back to be washed. But I think they noticed my zeal and desire to please and decided to take advantage of it. Because whenever a job popped up that was too difficult, too boring, too gross, or just "plain beneath the other employees," well, they gave it to me.

And you know what I said? "Yes, sir. Thank you, sir."

Franco was the manager. He was nice enough, but he was terrified of Debra, who owned the place. Debra only popped in once in a while, but when she was coming, we'd know. First Franco's eyes would get really wide. He'd start to tremble, and then he'd start yipping like a Chihuahua, except instead of barks he would yip orders. "Wash the bathroom!" he'd say, even though it was spotless. "Double-check the menus! Clean the sinks! Polish the table bases! Polish the silverware! Polish the countertops and the tabletops and the tops of the heads of the bald men!"

Maybe I made that last one up.

But the rest is true. He'd work himself up into a frenzy. Debra was intimidating, I give her that. Her eyes were like lasers and her voice was sharp.

It was even worse when she didn't speak. Franco would say something dumb, and she'd just glare, which made him so nervous he'd say something even dumber, and the situation would continue like this until she spun around on her heels and strode through the double doors, pushing both open at once like some frontier desperado. She made people cower. Except for me, but as a busboy it wasn't hard to stay out of her path.

That is, except for this one time, the time I'm trying to tell you about. Like I said, I was the designated dirty work go-to guy. Someone threw up in the bathroom? I'm on it. Garbage is piling up in the basement? Boxes and boxes of inventory need counting and restocking? Those boxes are infested with spiders? I'm your man.

On the fateful afternoon in question, I was on something of a cleaning spree. Franco had asked me to clean the staff toilets, which were tucked away in a damp corner of the basement, out of the customers' sight, and for good reason. The situation called for a wagon full of cleaning supplies. I went to the supply closet only to find cleaning supplies so grimy and full of spider webs that they couldn't even be used without a good scour and scrub.

I needed cleaning supplies for my cleaning supplies.

I left the restaurant, just for a minute, to buy what I considered necessary. I was gung-ho about the whole cleaning enterprise. I was ready to give that basement the makeover of its long and foul-smelling life. Was I overly enthusiastic? Was I overly passionate?

It wasn't as though I stormed wild-eyed through the doors, frothing at the mouth. I didn't yell out a war cry or start spraying all-purpose cleaner with bleach above my head like some sort of lunatic. There was no chanting, no war dance.

I filled a shopping cart with cleaning supplies. Thinking the lunch hour was over, I used that shopping cart to barrel through the doors, and that shopping cart crashed into someone eating lunch, and that person-seated with her back to me, whose face I couldn't see until she rose from the carpeted floor with penne a la vodka in her lap and a nightmare from the depths of the inferno in her eye-was Debra.

She said nothing at first, but rose with dignity and fury to her feet. She didn't wipe the pasta from her blouse, but let it fall of its own accord. It did, with a splatter. She stared into my eyes. I could feel my mouth opening and closing. I couldn't stop it-open, close, open, close. Without thinking I said something. I said, "How fortunate, I have cleaning supplies." And I whirled around and grabbed a spray-on fabric cleaner from the cart's heaping bounty and whirled back around to see Debra's shoulders rising as she inhaled, falling as she exhaled.

She breathed heavily, and the rise and fall of her shoulders reminded me of the engine movements of an old-fashioned steam locomotive, one that would shortly flatten me.

Debra raised one trembling finger and pointed it between my eyes, her eyes harder than stone. She opened her mouth, but I cut her off with a raised finger of my own. "Hold that thought," I said. And without so much as a sidelong glance, I strode past her to Franco, who thought he could hide behind a large bushy ficus plant. I threw down my apron and simply said, in the angriest voice I could muster, "I quit."

Name: _____ Date: _____

Use the article "A Kid In A Candy Store" to answer questions 1 to 2

1. Why is Tommy looking for a job?

2. Describe Mr. Orson's personality, using evidence from the text to support your description.

Use the article "Temporary Employment" to answer questions 3 to 4.

3. The narrator describes Debra as being intimidating. What are two additional details the narrator mentions to describe Debra?

4. The narrator had wanted to work his way up at the restaurant and make money. Why might the narrator have quit his job at the restaurant? Use evidence from the text to support your answer.

Use the articles "A Kid In A Candy Store" and "Temporary Employment" to answer questions 5 to 6.

5. Contrast Debra with Mr. Orson. Use details from both texts to support your answer.

6. Is Tommy likely to stay at his new job at the candy store, or is he more likely to quit, like the narrator in "Temporary Employment"? Use details from both texts to support your answer.

5NBT 5

Multiplication (Vertical)

DAY 10

Name: _____

Solve each problem.

1)
$$\begin{array}{r} 223 \\ \times 12 \\ \hline \end{array}$$

2)
$$\begin{array}{r} 637 \\ \times 54 \\ \hline \end{array}$$

3)
$$\begin{array}{r} 535 \\ \times 43 \\ \hline \end{array}$$

4)
$$\begin{array}{r} 341 \\ \times 98 \\ \hline \end{array}$$

5)
$$\begin{array}{r} 653 \\ \times 16 \\ \hline \end{array}$$

6)
$$\begin{array}{r} 960 \\ \times 17 \\ \hline \end{array}$$

7)
$$\begin{array}{r} 362 \\ \times 12 \\ \hline \end{array}$$

8)
$$\begin{array}{r} 493 \\ \times 91 \\ \hline \end{array}$$

Answers

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

9)
$$\begin{array}{r} 807 \\ \times 55 \\ \hline \end{array}$$

10)
$$\begin{array}{r} 218 \\ \times 54 \\ \hline \end{array}$$

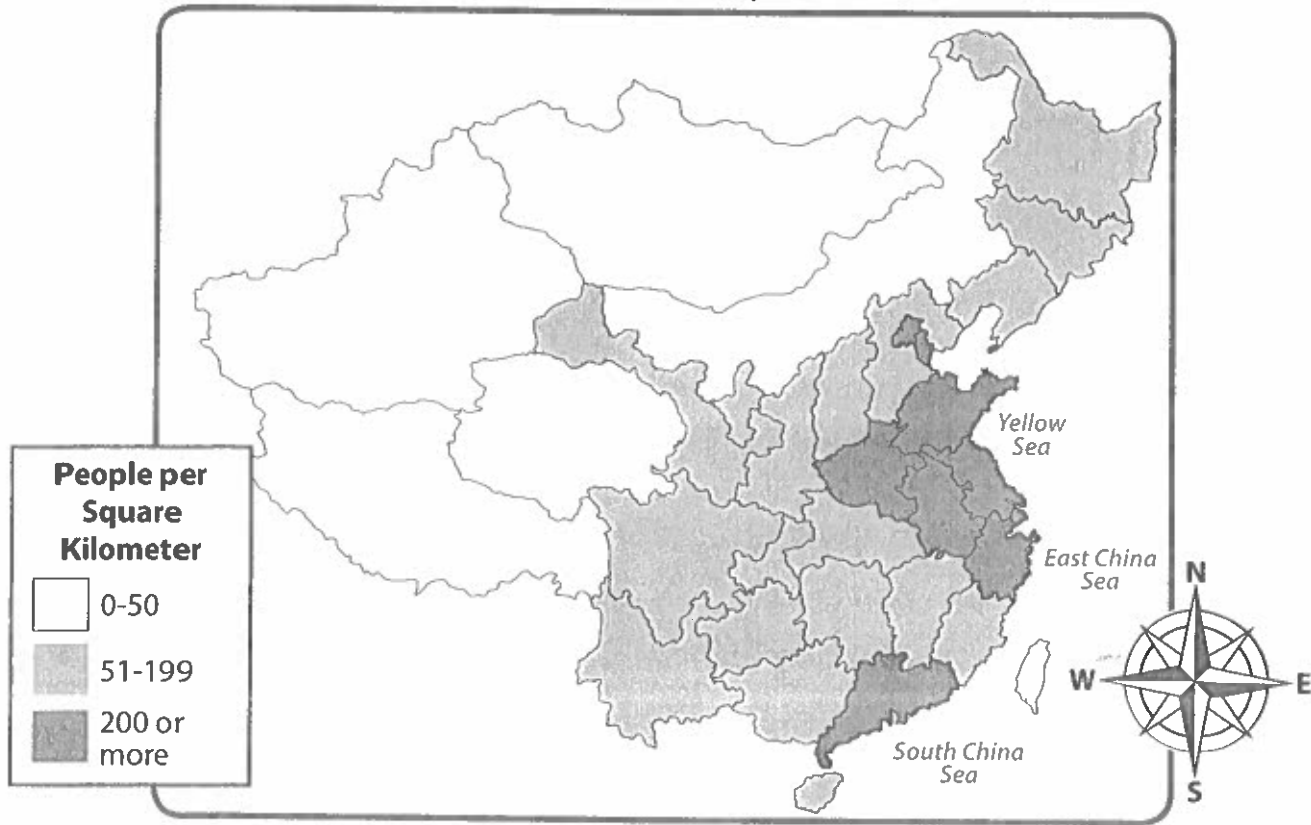
11)
$$\begin{array}{r} 663 \\ \times 27 \\ \hline \end{array}$$

12)
$$\begin{array}{r} 335 \\ \times 13 \\ \hline \end{array}$$

Name: _____ Date: _____

Directions: The map shows how many people live in different parts of China. Study the map, and answer the questions.

Population Density in China



1. Describe where the highest populations are in China.

2. What bodies of water make China's eastern border?

3. Do you think the capital city, Beijing, is in eastern or western China? Why?

Name: _____ Date: _____

Directions: This map shows Australia's average yearly rainfall. Study the map, and answer the questions.

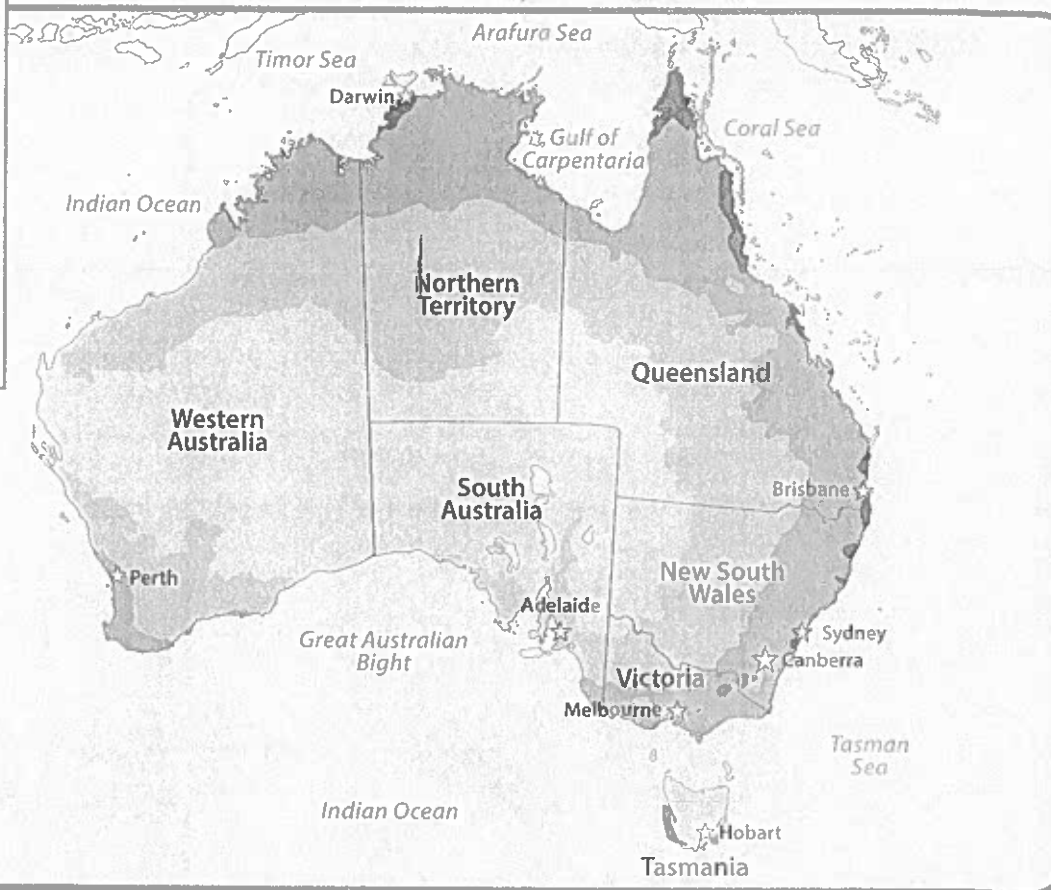
Legend

5-30 cm

30-60 cm

60-150 cm

> 150 cm



Reading Maps

1. About how much rain does Darwin in the Northern Territory receive?

2. Which regions of Australia receive the least amount of rainfall?

3. Describe the rainfall in Tasmania.

4. How might the amount of rainfall help people decide where to create a city?

Name _____



Date _____

What Is Energy?

By Patti Hutchison

DAY 10

Energy is defined as the ability to do work. Every living thing needs energy. Most of it comes from the sun. Plants are producers. They capture the sun's energy. They use it to grow and reproduce. Any energy that is not used by the plant is stored. Animals are consumers. They eat the plants to get energy for their own life processes. We need energy in order to be able to do anything.

What did you eat this morning? Did you have a bowl of cereal? A piece of toast? These foods are made from grains, which come from plants. When you eat them, you are consuming the energy the plants have stored from the sun. This energy is used by your body. It helps you to do work.

Solar energy flows through the food chain. The food chain is a diagram that shows how energy from the sun is used by producers. It also shows how this energy is transferred to consumers in an ecosystem.



There is energy all around us. What do we use it for? We use it to keep warm. We use it to power our vehicles. Did you ever stop to think of where this energy comes from? If you heat with wood, it comes from plants. Even fossil fuels such as gasoline come from decayed plants and animals. Where did they get this energy that we are now using? You guessed it - from the sun! Many forms of energy can be traced back to the sun, but there are also energy sources that do not come from the sun. These include geothermal energy, hydroelectric energy, nuclear energy, and wind energy.

Energy sources are natural resources. They can be renewable or nonrenewable. Solar energy is, of course, a renewable resource. The sun will keep sending solar energy our way for a few more billion years.

Energy from plants is also a renewable energy source. Trees are cut for firewood to heat our homes. New trees can be planted to replace the ones that are cut down. If our forests are managed in this way, we will have wood to use as energy for years to come.

Fossil fuels, on the other hand, took millions of years to form. It would take millions of years for them to form again. These are nonrenewable sources of energy. Some examples are coal, oil, and natural gas.

There is a scientific law that says that energy cannot be created or destroyed. However, it can change from one form to another. All types of energy can be categorized as either kinetic energy or potential energy. Potential energy is stored energy. Think of Niagara Falls. The water at the top of the falls has potential energy. Kinetic energy is the energy of motion. As the water falls over the cliff, the energy changes from potential to kinetic. Gasoline, made from oil, is stored in a tank below the ground. At this point, it has potential energy. When it is burned in a car engine, it makes the car move. Then it has kinetic energy.

We use energy to light our homes, power our machines and cars, keep us warm in the winter and cool in the summer, and much more. We use batteries, engines, electricity, and fire, as well as other energy sources. Each of these use different forms of energy. There are many different forms of energy, but they all have one thing in common - they have the ability to do work.

Name _____

Study, November 30



Date _____

What Is Energy?

Questions

1. What is the definition of energy?

2. Most of our energy comes from:

- A. the sun
- B. Niagara Falls
- C. automobiles

3. What is a food chain?

4. Resources such as solar energy and wood are called:

- A. fossil fuels
- B. nonrenewable
- C. renewable

5. Resources such as oil, natural gas, and coal are:

- A. nuclear energy
- B. nonrenewable
- C. renewable

6. Name the two broad categories of energy.
