To the Students in Mrs. Brady's Class
For the Week of March 30-April 3

I'm really enjoying hearing from those of you who are able to get into Google Classroom and/or join me in the Zoom video meeting I'm having every weekday morning! It helps me feel connected to you guys. I hope that those who haven't been able to get in there yet can find a way!

It is important that I connect with each of you or your parent at least two times per week. That is how we are taking attendance. So find a way to communicate with me at least a couple times per week. Here is a recap of how you can get some help from me:

COMMUNICATION: I really want to be able to communicate with you through all of this! I also want you to get help when you need it. Here are your options:

1. Send a message in Bloomz.
2. Email me at sbrady@carson.k12.nv.us (I'm checking this quite often)
3. In Google Classroom, you can post questions under a post or assignment. There is a "Communication" post that has a lot of questions and comments and discussions going on!
4. Call me at 775-883-6684 on my home landline (before 9 pm please; leave a message)
5. Join my Zoom meeting in the mornings by following this link between 9:00 and 11:00 (the time may change): https://zoom.us/j/459067378
6. FlipGrid video message for schoolwork help: https://flipgrid.com/a61dfa0c

THE SCHOOLWORK:

1. This packet contains TWO WEEKS of work in it: March 30-April 3 AND April 6-9.
2. There is a checklist on the next two pages of all you need to do this week. Some asked for checklists for each day, so there is more detail this time.
3. You will not have to pick up anything next Monday the 6th because both weeks are in here. Hang on to the paper work for both weeks until we ask you to turn it in.
4. At the time of this printing (Thursday, March 26), I have no idea when we will be going back to school or when you will get your laptops. It is highly possible we may have to finish the school year at a distance like this.
5. Everything that is in this packet is also on Google Classroom for those who have devices at home you can use. You may do it on paper or in Classroom or a mix of the two, your choice; it's all the same work.

SCHOOLWORK FOR WEEK 2:

READING

DAY 1:

- ☐ Read for at least a half hour in your novel
- ☐ In the "Reading Log," record the pages you read and answer the question
- ☐ Read p. 4-9 "Saving America's Wolves" from the *StoryWorks Magazine*.
- ☐ Complete the worksheet "Vanishing Wolves Chain of Events."

DAY 2:

- ☐ Read for at least a half hour in your novel
- ☐ In the "Reading Log," record the pages you read and answer the question
- ☐ Read p. 10-14 "Brave Chicken" from the *StoryWorks Magazine*.
- ☐ Complete the worksheet "Finding the Theme."

DAY 3:

- ☐ Read for at least a half hour in your novel
- ☐ In the "Reading Log," record the pages you read and answer the question
- ☐ Read p. 15-19 "How Pizza Conquered America" and "Sushi Takes Over" from the *StoryWorks Magazine.*
- ☐ Complete the worksheet "Comparing American Classics."

DAY 4:

- ☐ Read for at least a half hour in your novel
- ☐ In the "Reading Log," record the pages you read and answer the question
- ☐ Read p. 20-24 "The Snake-Haired Monster" from the *StoryWorks Magazine*
- ☐ Complete the worksheet "Understanding the King"

DAY 5:

- ☐ Read for at least a half hour in your novel
- ☐ In the "Reading Log," record the pages you read and answer the question
- ☐ Read p. 31 "Sipping the Sunset" from the *StoryWorks Magazine*
- ☐ Complete the worksheet "Think About It!"

GRAMMAR

Complete all five pages (about one per day) in your grammar packet for "Commas in Sentences 7.2.1-7.2.5."

- ☐ Day 1: "Introductory Words"
- ☐ Day 2: "Commas with Names"
- ☐ Day 3: "Using Commas in Sentences"
- ☐ Day 4: "Review Commas in Sentences"
- ☐ Day 5: "Connect to Writing: Using Commas Correctly"

WRITING

1. Finish your essay "The Dangers Of… Essay." Due April 3.

2. Write a personal narrative, which is a true story about your own life. You are to tell a true narrative story about yourself and someone who means a lot to you. The story should show why they are so important to you. Write it on the lined paper or in the Google Classroom assignment. Here are the steps to write this story:
   - Day 1: Plan your story on a blank sheet of paper with a Sequence Thinking Map.
   - Day 2: Start writing your story.
   - Day 3: Continue writing your story.
   - Day 4: Finish writing your story.
   - Day 5: Proofread your story and use the yellow checklist to make sure you have everything you need in it.

MATH

Day 1:
- 2 Worksheets "Patterns" and "Multiplication"
- 20 minutes in Khan Academy (work on your Mastery Tracker; record in your Khan Log)
- 20 minutes in STMath

Day 2:
- 2 Worksheets "Powers of 10" and "Writing Decimals in Expanded Form"
- 20 minutes in Khan Academy (work on your Mastery Tracker; record in your Khan Log)
- 20 minutes in STMath

Day 3:
- 2 Worksheets "Division" and "Multiplying and Dividing Decimals"
- 20 minutes in Khan Academy (work on your Mastery Tracker; record in your Khan Log)
- 20 minutes in STMath

Day 4:
- 2 Worksheets "Fraction Word Problems" and "Converting Measurement in Real World Problems"
- 20 minutes in Khan Academy (work on your Mastery Tracker; record in your Khan Log)
- 20 minutes in STMath

Day 5:
- 2 Worksheets "Fractions on a Line Plot" and "Volume"
- 20 minutes in Khan Academy (work on your Mastery Tracker; record in your Khan Log)
- 20 minutes in STMath

SCIENCE

Why is the sun brighter than the other stars?

- Day 1: Read the TCI article (Unit 4, Lesson 2, Section 1) "Light from Stars Travels to Earth."
- Day 2: Read Unit 4, Lesson 2, Section 2 "Measuring Distances in Space"
- Day 3: Read Unit 4, Lesson 2, Section 3 "Distance Affects Stars Appearance"
- Day 4: Read Unit 4, Lesson 2, Section 4 "Other Factors Affect Stars Appearance"
- Day 5: Write one paragraph answering the question: Why is the sun brighter than the other stars? Use details from the four articles to support your answer.

SAVING AMERICA'S WOLVES

They were hunted and killed until they almost disappeared. Now these fierce and important creatures are making a comeback.

BY KRISTIN LEWIS

Imagine you are a gray wolf in the Montana wilderness. You are one of the most feared ***predators*** *on Earth. Your razor-sharp teeth can rip through skin and crush bone. You can sniff out a deer from a mile away. Animals many times your size flee in terror when they see you.*

HOLLY KUCHERA/SHUTTERSTOCK.COM

UP CLOSE **Cause and Effect** As you read, look for what happens when the number of wolves in the U.S. changes.

LOOK FOR WORD NERD'S 12 TERMS IN BOLDED

You aren't just any wolf either. You are the alpha of your ***pack****. That means you are the leader. You decide when the pack eats and when the pack travels. You also decide when the pack hunts.*

Your kills are as dramatic as a scene in an action movie. You will ***stalk*** *a group of elk for days and days before choosing one to eat. When you're ready to strike, you and your pack move together in a deadly dance. You chase the elk until it's alone and exhausted. And then—you pounce. You and your pack mates clamp on to the elk's neck and legs with your powerful jaws, until at last the animal collapses.*

You and your pack then begin to feast, your faces turning red with blood.

As a wolf, you are what is called an ***apex predator****—an animal at the very top of the food chain. But there is one creature that fills your heart with fear.*

Humans.

For hundreds of years, humans in America have hunted, poisoned, and trapped your kind. They have driven you almost to ***extinction****.*

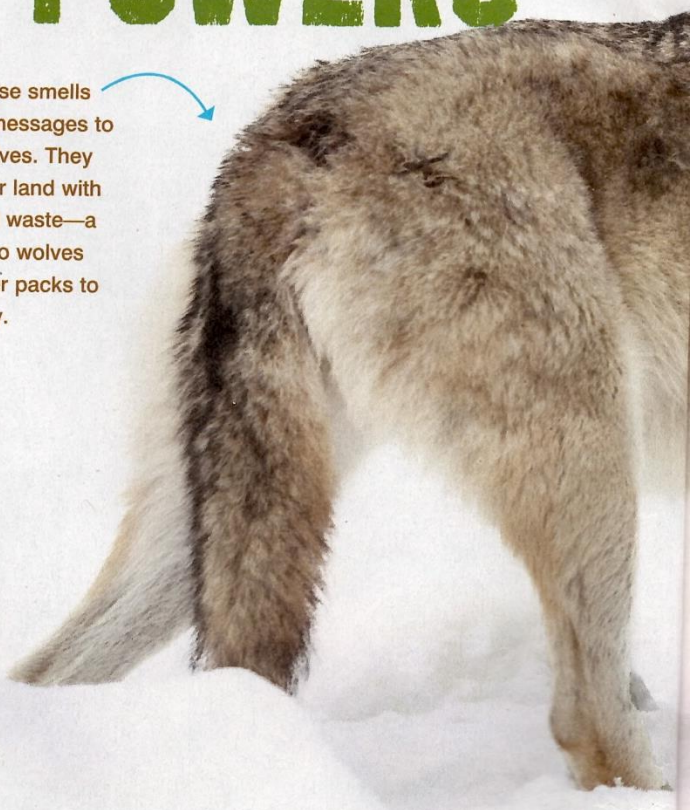
And they aren't finished with you yet.

• • •

It's a bright, cold winter day, and you and your pack are trotting through the snow. Suddenly, you sense that a human is nearby. Fear washes over you. A member of your own pack was recently shot by a human. You tried to help him, licking his coat and bringing him food. But he did not survive. You are still heartbroken by his loss.

Is a human now coming to kill you too?

A WOLF'S POWERS



Wolves use smells to send messages to other wolves. They mark their land with urine and waste—a warning to wolves from other packs to stay away.

THE BIG BAD WOLF

Flashback to hundreds of years ago: Before the 1800s, as many as 2 million wolves lived in America. They roamed the leafy forests of New England. They howled across the deserts of the Southwest. They waded through the icy rivers of the Rocky Mountains.

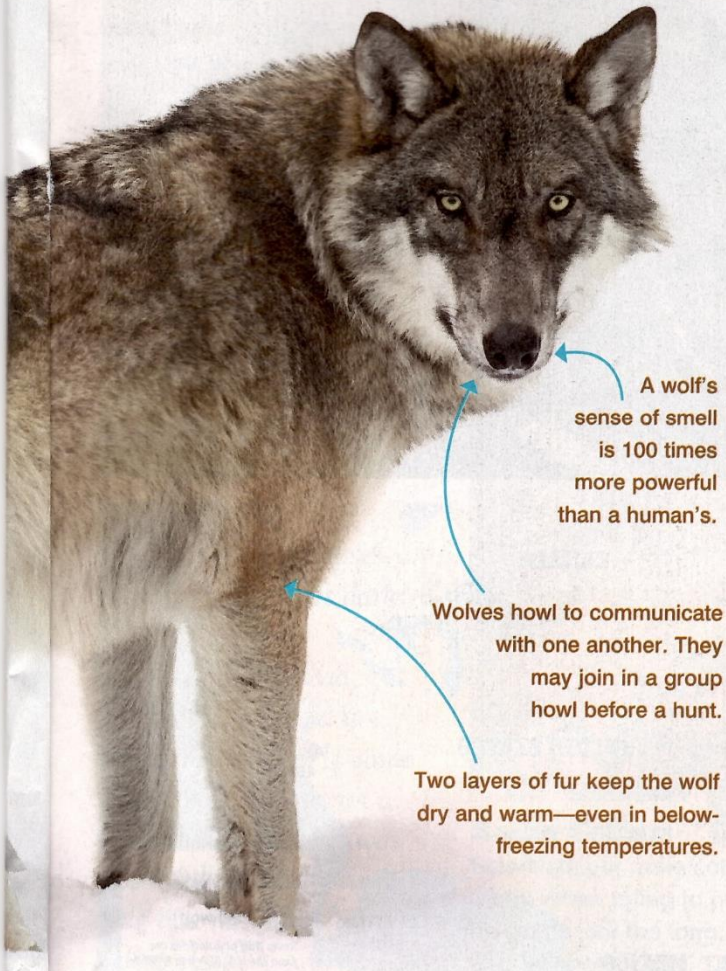
But to pioneers in America, these fierce and beautiful creatures seemed like cold-hearted killers—monsters even. In the stories the pioneers told their children, wolves were villains, like the one that devoured Little Red Riding Hood's poor grandmother. Americans' fear of wolves soon grew into hatred. And as more and more people spread out across the country, wolves began dying out.

Humans shot them with guns. Tricked them into eating poisoned meat. Caught them in sharp metal traps. Turned their fur into fashionable hats and coats.

Then wolves were gone. By the 1920s, in most of America, there were none left.

NOT A MONSTER

Fifty years later, many people began to realize that wolves are not the monsters from fairy tales. It is not in their nature to attack humans. Wolves are afraid of humans and



avoid them whenever possible.

People began to understand that, in fact, the Earth needs wolves.

As wolves began to disappear, the number of elk exploded in parts of the U.S. That's because wolf packs weren't there to hunt them. The elk gobbled up trees and grasses that other animals needed to survive. Birds couldn't build their nests. Beavers couldn't build their dams. Without beavers building dams in rivers, the rivers became more powerful and deep. This changed the types of plants that could grow nearby. And meat-eating animals like coyotes and ravens lost a food source: They could no longer pick at the scraps that wolves left behind after a hunt.

Scientists have a special name for animals like wolves: **keystone species**. Like sharks and lions, wolves are a necessary part of the **habitats** where they live. Without them, **ecosystems** change dramatically.

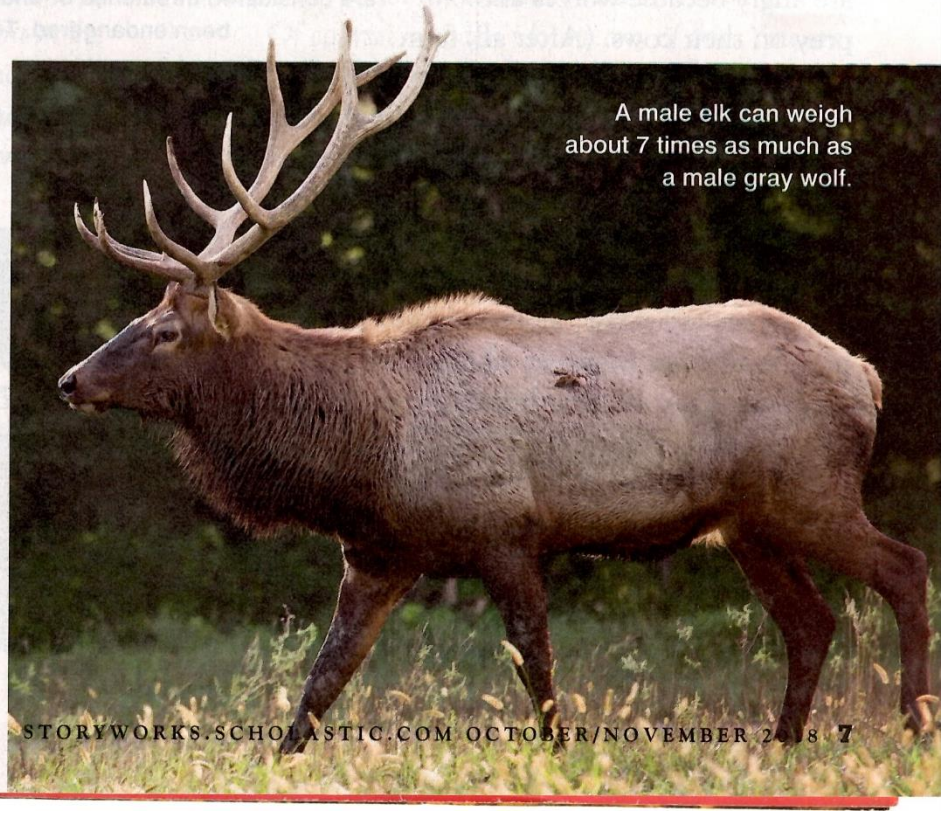
Many people began to say that killing off wolves had been a terrible mistake. The U.S. government passed a law that protected them from being hunted. And then, in the 1990s, wildlife experts hatched a bold plan.

To bring wolves back.

ONCE AGAIN HOWLING

The wildlife experts caught 31 gray wolves up in Canada. These wolves were brought down and set free in and around Yellowstone National Park—2.2 million acres of wilderness in Montana, Wyoming, and Idaho. Scientists hoped that these wolves would have pups and form new packs.

To the joy of those scientists, that is exactly what happened. In less than two decades, there were 1,600 wolves in the Yellowstone area. Today, the government says wolves are no longer **endangered** there.


A male elk can weigh about 7 times as much as a male gray wolf.

ISTOCK/GETTY IMAGES (TECK)

Wolf Territory

A wolf pack's territory is the area where it lives, hunts, and raises its pups. Packs protect their territory from other wolves. In Canada and Alaska, gray wolf territories can be more than 10 times as big as they are in the lower 48 states of the U.S.

A female gray wolf crosses the road in Yellowstone National Park, Wyoming.

Many people are thrilled to hear wolves once again howling in America. Thousands of tourists flock to see them in Yellowstone National Park every year. The wolves have dazzled and inspired new generations of wolf lovers. And they are helping to fix the ecosystem in Yellowstone too: Elk populations are now much smaller and healthier.

A FIERCE DEBATE

But not everyone is happy about the return of wolves. Some hunters complain that wolves catch and kill the same animals they do. Some farmers are angry because wolves also **prey** on their cows. (After all, farm animals are far easier for wolves to hunt than wild elk.) Some people say that there are too many wolves now—that they wander off parklands and into places where humans live. A few states have allowed people to once again hunt wolves outside of national parks.

Others argue that wolves should be protected, even in places where their numbers are high. They say that hunting these creatures shouldn't be allowed.

Indeed, teams of experts are working hard to make sure that wolves do not disappear again. They are raising wolves in **conservation** centers, planning to release more of them back into the wild. These conservation centers also lead programs to teach people how special ar necessary wolves are.

Most experts agree that there are two species of wolf in North America: t red wolf and the gray wolf. In the lower 48 states, some wolf populatic are considered threatened or endangered. But in Alaska, wolves have ne been endangered. Today, as many as 11,200 wolves live the

Which brings us back to you on that winter day when you sense a human nearby.

You do not know what is abo to happen. But you have a feeling that you are i terrible danger.

Suddenly, a noise thunders from the sky. Th noise comes from a helicopter, but you don't kn what a helicopter is.

You break into a full-speed run, zigzagging across the snow. But you aren't fast enough to

outrun the flying metal monster that is chasing you.

Minutes pass.

Your muscles ache. You grow tired. But you don't stop running.

The helicopter swoops low. There is a man perched inside, and he has something aimed at you.

And then—

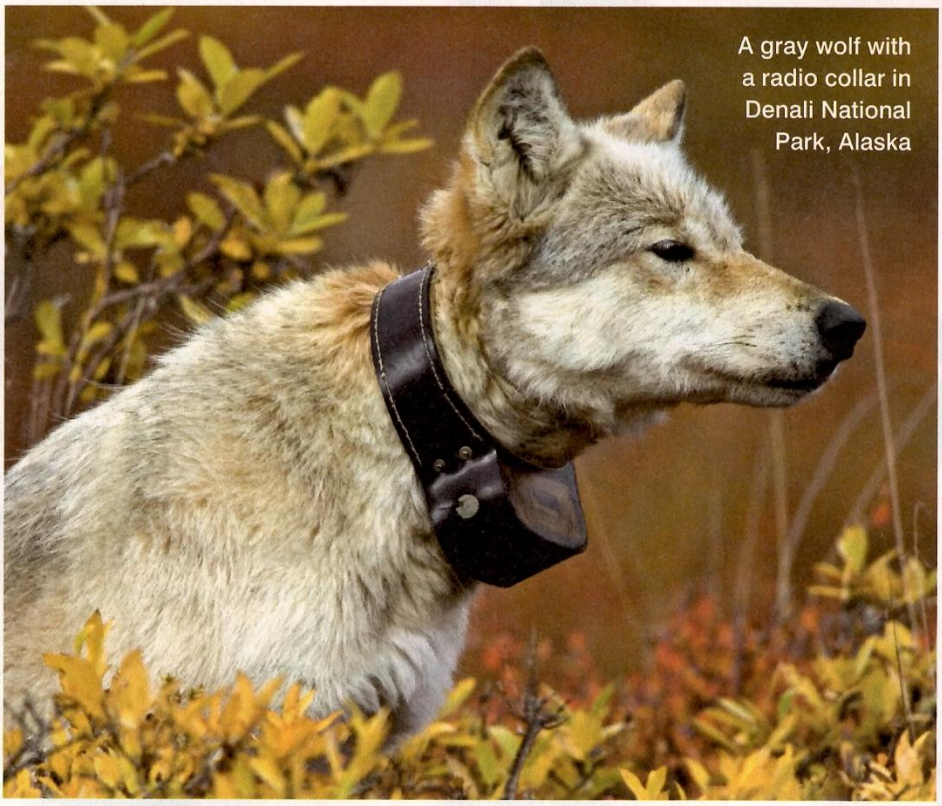
Click.

Your body collapses. Everything goes dark.

• • •

You are not dead.

This human did not come to kill you. He came to help you. It was not a bullet that hit you. It was a dart full of a calming drug that has put you into a deep sleep.



A gray wolf with a radio collar in Denali National Park, Alaska

Radio Collars

Scientists put radio collars like this one on wolves so they can track and study them. When trying to put a collar on a wolf, scientists are careful not to chase it in a helicopter for too long. If they can't catch the wolf within a few minutes, they leave and try another day. That way, the wolf won't become too stressed or exhausted.

The helicopter lands nearby. A man hops out and rushes to your side. He is a wildlife expert who has dedicated his life to studying and caring for your ***species****. He and his highly trained team set up their equipment in the snow. They take your blood to study and test for diseases. They weigh you, check your teeth, and measure your paws. They record notes in their journals.*

They work quickly; they must finish before you wake up.

Finally, they put a collar around your neck that has a special radio inside. This radio collar will help them track your movements and learn more about your habits and behavior. Everything they learn will help them better understand you and your kind.

Of course, you don't know any of this. You are still fast asleep.

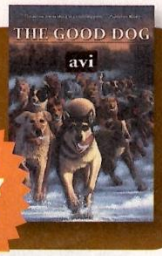
When you wake up, the human who had been chasing you seems to be gone. So too is that terrible noise.

You stand, snow covering your muzzle. You lift your head high and let out a long howl.

In the distance, your pack howls back to you. They are waiting for you to come home. ■

WRITE TO WIN

Imagine you are an alpha wolf. Write a story, with details from the article, to explain to your pack why the number of wolves went down and back up again. Send it to "Wolf Contest" by December 1, 2018. Ten winners will each receive a copy of *The Good Dog* by Avi. See page 2 for details.



FIND AN ACTIVITY ONLINE!

STORYWORKS

Cause and Effect
"Saving America's Wolves"
October/November 2018

READING AT HOME DAY 1

Read p. 2-9 "Saving America's Wolves" and complete this page.

Vanishing Wolves Chain of Events

Directions: Fill in the boxes of this cause-and-effect chain to show how one event led to another in the ecosystems where wolves once lived. For each event, ask yourself, "What happened next because of this?" We've filled in the first and last boxes for you. *Hint! Look in the sections "The Big Bad Wolf" and "Not a Monster."*

Event 1
After 1800, a growing number of pioneers spread out across America. The pioneers feared and hated wolves.

Event 2

Event 3

Event 4

Event 5

Event 6

Event 7
Wolves are a keystone species. Without them around, the ecosystem changed dramatically.

Brave Chicken

Izzy wants to make a difference. Can a chicken suit help?

UP CLOSE **Character** As you read, think about how Izzy changes from the beginning of the story to the end.

By Donna Gephart | Art by C.B. Canga

Izzy sat across the kitchen table from her friend Viktor and stared at two large chicken costumes. She nervously nibbled on a fingernail.

"Don't be a chicken," Viktor said. "It's only a costume. Besides, it's probably our last year to go trick-or-treating. Let's go big or go home."

"Viktor," Izzy sighed, "I'm not dressing as a giant chicken for Halloween. Everyone will stare at us."

"Buk-buk-buk!" Viktor put his hands in his armpits and flapped.

Izzy bit her lower lip. She wished she were brave, like Viktor. Last week, when kids at their lunch table started flinging Tater Tots at each other, Izzy didn't say anything—even though she knew the nice lunchroom monitor would have to deal with the mess. **But Viktor had yelled at everyone to cut it out and clean up.** And they did. Viktor was the opposite of a chicken.

"For once in your life, be brave." Viktor held a chicken costume out to her.

"Sorry," she muttered. Izzy was planning to wear the same costume she'd worn the past two Halloweens: an old-fashioned reporter's hat and notebook. No one ever guessed Izzy was dressed as Nellie Bly, a famous newspaper writer from the 1800s. As a young reporter, Nellie was known for being fearless. She pretended to be mentally ill to report on terrible conditions in an asylum. She got herself arrested in order to investigate a prison. She even traveled around the entire world by herself, writing a book about her adventures.

Izzy was nervous just to go trick-or-treating around her own neighborhood.

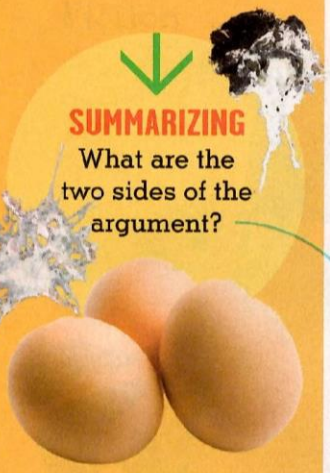
As usual, Viktor was right. On Halloween, everyone loved his chicken costume—they smiled and laughed as he approached on large orange feet and waggled his wings. Those same people had no idea who Izzy was supposed to be. Later, when they dumped their candy onto the carpet in Izzy's living room, Viktor had way more full-sized candy bars. Izzy jealously eyed the giant Snickers but wasn't brave enough to ask for it. Nellie Bly definitely would have asked. Or she would have just grabbed it and taken a big chocolaty bite!

I've got to learn to be brave,* Izzy told herself, *so I can become a reporter someday, like Nellie Bly.

COMPARE AND CONTRAST
How are Izzy and Viktor different?

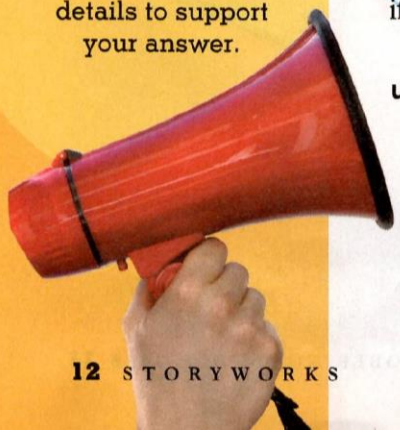
CHARACTER
How does Izzy feel about herself?

SUMMARIZING
What are the two sides of the argument?



PLOT
What conflict is Izzy facing?

TEXT EVIDENCE
How do you think Izzy feels as she says this? Find details to support your answer.



The next morning, Izzy read the newspaper with her dad, like always.

"Did you see this?" he asked. "It's an article about the new law letting people raise chickens in their backyards. The city council is voting on it at a special meeting this Saturday. Some people really don't want the law to pass."

"Why not?" Izzy asked. "Having chickens in your backyard would be great. You could get eggs whenever you want."

"They think the chickens will make a lot of noise and spread diseases."

Izzy's dad handed her the newspaper. "Here. Read it."

Something stirred inside Izzy as she read. Who wouldn't want chickens to roam free in nice people's yards?

After school, Izzy went online to do more research. She learned that chickens need space and fresh air to thrive—that cooped up in small cages, they can't grow properly. Izzy thought back to the chickens she'd seen at her neighborhood's fall fair last month, squeezed wing-to-wing in cramped coops. They'd barely had enough space to turn around. Izzy had wanted to set them all free, but she would never dare to do something like that.

As Izzy researched, an email popped up on her screen. It was from her school's Friends of Animals Club. "Join the march at Town Hall to support the law allowing backyard chickens!" the email read.

Thinking about joining a public march made Izzy's stomach hurt. But at least she'd be doing something to help the chickens.

At dinner that night, Izzy said, "Dad, some kids from the Friends of Animals Club at school are marching on Saturday to support the chicken law." Her voice quavered. "I want to go with them."

Izzy's dad chewed thoughtfully. "Honey, I'm proud of you for wanting to help the chickens," he said. "But I'm not sure about this. What if marchers from the other side show up and cause trouble?"

Izzy hadn't thought of that. Her heart pounded.

"What if it gets out of hand and police come?"

Izzy had been secretly hoping her dad wouldn't let her go. But now she thought again of the chickens crammed into tight cages at the fall festival. She imagined how much happier they would be wandering through a sunny backyard, the wind tickling their feathers. That would never happen if the law didn't pass on Saturday.

"Dad, please," she said. "Chickens can't speak up for themselves. Someone has to do it!"

Izzy's dad smiled. "You can go if you promise to stick with the other kids from school. And see if Viktor will go with you."

Izzy swallowed past the tightness in her throat. "Great!" she said weakly.

Later, Viktor was excited about joining the march. "We can wear the costumes from Halloween. That way, people driving by will notice us and pay more attention to what we have to say!"

Izzy didn't want people to pay more attention to her, but she reminded herself it was for the chickens. "OK," she agreed, putting the finishing touches on the sign she was making. It read, "Chickens need open space and fresh air!" Viktor's said, "Stand up for chickens. Vote YES on the law!"

As the day of the march came closer, Izzy felt more and more shaky. **What if a fight broke out with the people who didn't want the law to pass? What if the police were called? What if she went to jail?** Izzy wanted to talk to Viktor at school on Friday; she knew he'd make her feel better. But he wasn't there.

On Saturday morning, Izzy was too worried to eat much at breakfast. Could she really stand in front of Town Hall wearing a chicken costume and holding a sign that some people wouldn't like?

The doorbell rang, making her jump. "Must be Viktor. I'll get it."

Viktor's nose was bright red. He sneezed four times in a row. He was holding only one chicken costume. And a tissue.

"Where's the other costume?" Izzy asked.

"I'm thick." Viktor coughed. "Too thick to go."

"But Viktor, you can't be sick. Not today!"

Viktor shrugged. **"Thorry." He handed Izzy the costume. "I'm going back to bed. *Achoo!*"**

Izzy clutched the costume to her chest. *I can't do this alone!* she thought.

"Sure you still want to go?" her dad asked from behind her.

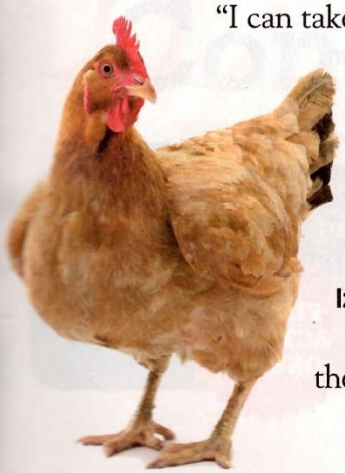
Izzy wasn't sure at all. But she grabbed her sign and headed out toward the car.

As they pulled into the parking lot near Town Hall, Izzy's stomach hurt. She saw a crowd of people in front of the building, yelling and holding signs. Some of the signs had a red slash over a chicken and the words "Not in our neighborhood!"

"You definitely want to go out there?" Izzy's dad asked.

No! she wanted to scream.

"I can take you back home."



Izzy thought again of Nellie Bly. She wondered if Nellie would wear a chicken costume. Izzy decided she would, for a good cause.

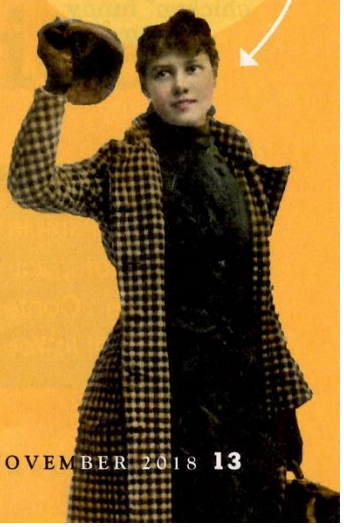
She opened the car door and put one rubbery chicken foot on the ground, then the other. **Nellie Bly must have been scared to do the things she did, Izzy realized, but she did them anyway.**

"Hey, who's the chicken?" one of the kids from the Friends of Animals Club yelled.

CHARACTER
What do Izzy's thoughts tell you about her? Would you be more similar to Izzy or Viktor?

PLOT
How does this make Izzy's problem more complicated?

CAUSE AND EFFECT
How does thinking about Nellie Bly affect Izzy?



HOW A CHARACTER CHANGES
How is Izzy changing?

VOCABULARY
What does *perspective* mean? Why might the reporter want this?

LITERARY DEVICE
Why is the phrase "brave chicken" funny here?

I'm no chicken, Izzy thought. "It's me, Izzy!" She walked toward the group.

"I'll pick you up at lunch," her dad called. "Text if you need anything before then."

Izzy waved a wing at him.

She joined the others as they marched back and forth in front of Town Hall, holding up their signs and yelling, "Vote YES on the law. Don't be a chicken!"

Other people nearby yelled, "Vote NO on the law!"

Izzy trembled, but she kept marching. And as she walked and shouted, **she stood a little taller in her chicken costume.**

Some people drove by and honked.

Others gave her a thumbs-up.

Izzy kept marching and yelling till her throat was sore.

A news van pulled up, and a reporter walked toward Izzy. "Can I ask you a few questions?" she asked.

Izzy nodded her chicken head.

"What's your name, and why are you here?"

"My name is Izzy. I'm here to stand up for the chickens. They deserve fresh air and plenty of room to roam." Then Izzy swallowed hard and pulled her chicken self up straight. "You know, I'm going to be a reporter like you someday." *And like Nellie Bly,* she said to herself.

"Hey," the reporter said. **"Would you like to write a short article about the march from a young marcher's perspective?"**

Before Izzy could think, the word *yes* had popped out of her mouth.

The next morning, Izzy walked over to Viktor's house to return the chicken costume and bring him a container of homemade soup.

"I hope you feel better soon, Viktor," she said.

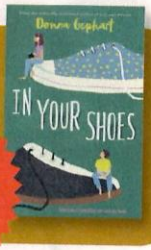
But Viktor seemed to have completely forgotten about his cold. "I thaw your article in the newthpaper today," he said excitedly. "And the counthil's YETH vote. I'll bet the march had a big effect on that vote."

Izzy smiled and nodded.

"You did it," Viktor said. **"You were a brave chicken.** *Achoo!*"■

WRITE TO WIN

Write the article that Izzy wrote for the newspaper, describing the march from Izzy's perspective. Include why she decided to participate. Send it to "Chicken Contest" by December 1, 2018. Ten winners will each receive a copy of *In Your Shoes* by Donna Gephart. See page 2 for details.



FIND AN ACTIVITY ONLINE!

READING AT HOME DAY 2

Read p. 10-14 "Brave Chicken" and complete this page.

Finding the Theme

Directions: The theme of a story is the big, important idea you take away from reading it. Answer each of the questions in the chart below about "Brave Chicken." Then respond to the questions that follow.

	At the beginning of the story	By the end of the story
1. How does Izzy feel about wearing a chicken suit?		
2. Is Izzy similar to her hero, the reporter Nellie Bly? Why or why not?		
3. How does Izzy feel about taking part in the march at Town Hall?		

4. The next time Izzy is afraid to stand up for what she believes in, how do you think she will act? Explain your answer.

_____

_____

_____

5. Write one sentence that states the theme, or big idea, of the story.

_____

_____

_____

UP CLOSE

Compare and Contrast What's the same and what's different about how two foods became popular in the U.S.? Look for this as you read these articles.

LOOK FOR WORD NERD'S 9 TERMS IN BOLD

How Pizza Conquered America

Frank Mastro helped turn an Italian dish into an American classic. So why have you never heard of him? BY ANNA STARECHESKI

SHUTTERSTOCK.COM (ALL PHOTOS)

America was in **crisis.** Millions of people didn't have jobs. It was the early 1930s, and the United States was in the midst of one of its darkest times: **the Great Depression.**

In New York City, Frank Mastro wanted to help. His community—mostly recent immigrants from Italy—had been hit hard. Many families were struggling to put food on the table. Mastro, who made his living selling restaurant supplies, wanted to do something for them.

But what?

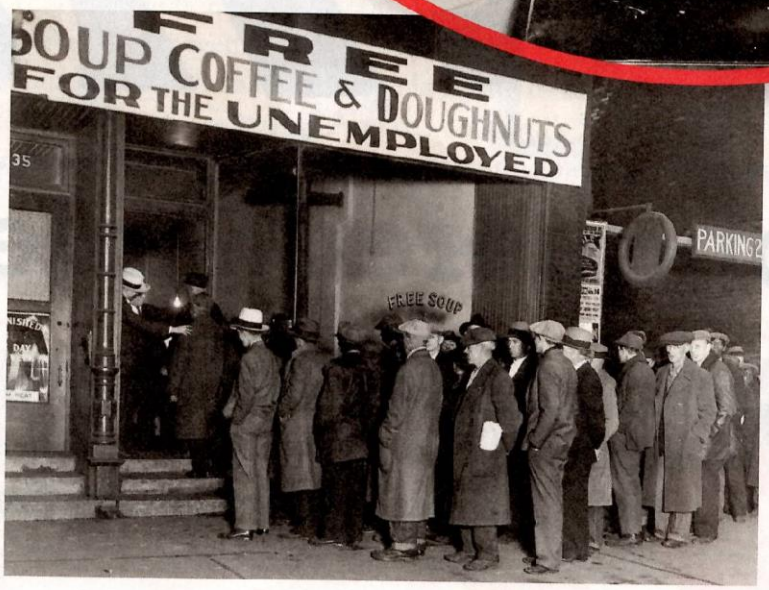
And then it came to him.

Pizza!

Pizza Problems

Today, America eats more pizza than any other country—a whopping 350 slices per second. But in the 1930s, you'd be hard-pressed to find someone in the U.S. who had even heard of it. Pizza was known only among Italian Americans and, for the most part, was available only in Italian bakeries and grocery stores.

Mastro, who had come to New York with his family when he was 10, remembered fondly the delicious



Above: Frank Mastro makes pizza with the oven he invented. **Left:** People line up to receive free food during the Great Depression.

pizzas he ate as a child in Italy. He knew that Americans were open to foods that had come from other countries. The hamburger, a German favorite, had recently become a hit in America. Why not pizza?

If pizza caught on, Mastro thought, it could do more than delight American diners. Owning a pizzeria would be a way for families to make a good living. At the same time, because pizza was cheap, struggling families would have an inexpensive option for dinner.

There was one problem though. Making pizza was a total pain.

The Pizza King

In the 1930s, pizza was baked in an enormous oven the size of an elephant. These ovens were heated with coal and took hours to get hot. A skilled baker had to watch constantly to make sure the pizza didn't burst into flames. To make his pizza dreams come true, Mastro knew he would need to get creative.

So he decided to invent a new oven.

After a few months of tinkering, Mastro had designed a pizza oven that was simple, sleek, and **efficient**. It was powered by inexpensive gas, baked multiple pizzas in minutes, and could be operated by anyone. Perfect!

Except nobody wanted to buy one. Pizza, Italian bakers said, wouldn't taste the same if it wasn't made the traditional way.

Pizza Through Time

Ancient Flatbreads

Some historians trace pizza's beginnings to the ancient Greeks, who baked flatbreads topped with olive oil and herbs.

Poison Pizza

Pizza as we know it likely got its start in the 1700s in Naples, now part of Italy. There, many believed tomatoes were poisonous. Poor residents looking for a cheap meal used them anyway—to make pizza.

Patriotic Pie

Legend has it that margherita pizza got its name from Queen Margherita of Italy. When she visited Naples in 1889, she was served pizza with tomatoes, mozzarella, and basil—toppings that matched the red, white, and green of the Italian flag.

Pizza Cones

Lombardi's, the first official pizzeria in the U.S., opened in New York City in 1905. Pizzas were rolled into cones, wrapped in paper, and tied with twine for customers to take home.

Mastro was frustrated, but he refused to give up. Instead, he opened Frank Mastro's Model Pizzeria, where a chef made pizzas in front of a huge window for all to see. Mastro demonstrated how fast and easy it was to make delicious pizza in his new gas oven, and he invited curious passersby to come in and sample a slice. Sales for Mastro's ovens soon skyrocketed.

With each oven he sold, Mastro provided instructions on how to bake the perfect pie. He also created a guide for how to open and run a successful pizza restaurant. He helped hundreds of families start their own pizzerias; sometimes he even loaned people money to help get their businesses up and running.

Over the next two decades, the number of pizzerias in America soared from 500 to 20,000, and Mastro was dubbed "The Pizza King."

An All-American Food

At the time of Mastro's death in 1957, pizzerias were **flourishing** in New York and several other East Coast cities. Frank's son, Vinnie, took over the family business and expanded it further, even introducing frozen pizza dough. But when Vinnie died suddenly in 1965, the Mastro business collapsed and the family name was lost to time.

Nevertheless, Mastro's **legacy** lives on in the 30 million slices of pizza eaten in the United States every day.

Today, you can grab a thin-crust slice in New York for $2.50. In Chicago, you can dig into a deep-dish pie smothered in mozzarella and sausage. In Detroit, you can enjoy a rectangular pie with the tomato sauce on top of the cheese. Indeed, nearly anywhere you go in America today, you can find pizza, often with a unique regional twist.

"My father used to say that pizza would become as popular as the hot dog," Mastro's daughter Madeline said. "Nobody believed him. Now I say, 'Do you see, Dad? You were right.'" ■

Hungry Soldiers

Pizza spread across Italy during World War II, thanks to American soldiers who sought it out as they made their way from Naples to other cities.

Delicious Delivery

One of the first pizza chains, Domino's, began delivering pizza in 1960. The company now has 13,800 stores worldwide.

The World's Fair

Vinnie Mastro, Frank Mastro's son, put pizza on the map when he served it at the 1964 World's Fair in New York City. Many fairgoers had never tried pizza before. (A slice was just 15 cents!)

Crocodile Pizza

Today you can get pizza all over the world. In Sweden, pizza is topped with bananas. In Russia, sardines are a popular topping. In Australia, you can find pizza with crocodile meat.

US ARMY/FPG/GETTY IMAGES (SOLDIERS); ISTOCKPHOTO/GETTY IMAGES (DOMINO'S); COURTESY OF THE MASTRO FAMILY (WORLD'S FAIR, MASTRO PIZZA)

PAIRED TEXT

Sushi Takes Over

How a Japanese businessman convinced Americans to eat raw fish

By Kristin Lewis

It was 1964, and Noritoshi Kanai [kuh-NYE] had recently arrived in Los Angeles from Japan. An **ambitious** businessman, Kanai was convinced he could be a success in America.

How? Convince Americans to fall in love with sushi—a beloved Japanese dish usually consisting of raw fish and sticky rice.

But there was a problem: Most Americans thought the idea of eating raw fish was, well, gross.

Growing Fascination

The 1960s were a time of change in America. Faster, cheaper air travel meant more Americans could visit faraway countries, like Japan—and they often returned home with a taste for "**exotic**" foods. New inventions made it possible to ship frozen fish and vegetables across great distances. More Americans were earning good salaries and could afford to eat out.

There was also growing fascination with Japanese culture. For decades, prejudice against Japanese Americans had been strong in the U.S. It had worsened during World War II, when Japan and the U.S. were bitter enemies. But by the 1960s, the wounds were healing. Kanai thought the time was right to put Japanese food on American tables.

Kanai approached a Japanese restaurant owner in Los Angeles with his big idea: Add a sushi bar.

A sushi bar is a place where people can order sushi and watch the chef prepare it. Kanai was persuasive, and the owner decided to take a chance.

In Japan, people have been eating sushi for centuries. But in the 1960s, most people in the U.S. had never heard of it.

Taste of Home

Word got out, and soon Japanese businessmen longing for a taste of home were **flocking** to the new sushi bar—and bringing their American friends with them. Other sushi restaurants began to pop up in L.A., New York, and Chicago. In Hollywood, eating sushi became a **fad** among celebrities. Today, Americans spend more than $2 billion a year on sushi. It's praised by health experts for its protein and healthy fats.

Before Kanai died in 2017 at age 94, he walked with a sense of pride through the streets of Los Angeles, where there are now more than 3,300 sushi restaurants.

His dream had come true. ■

WHAT'S THE CONNECTION?

Write an imaginary conversation between Frank Mastro and Noritoshi Kanai, in which they compare and contrast their experiences of introducing a new food to Americans. Use details from both articles.

FIND AN ACTIVITY ONLINE!

(DOMINO'S): COURTESY OF THE MASTRO FAMILY; (WORLD'S FAIR, MASTRO PIZZA, [illegible])

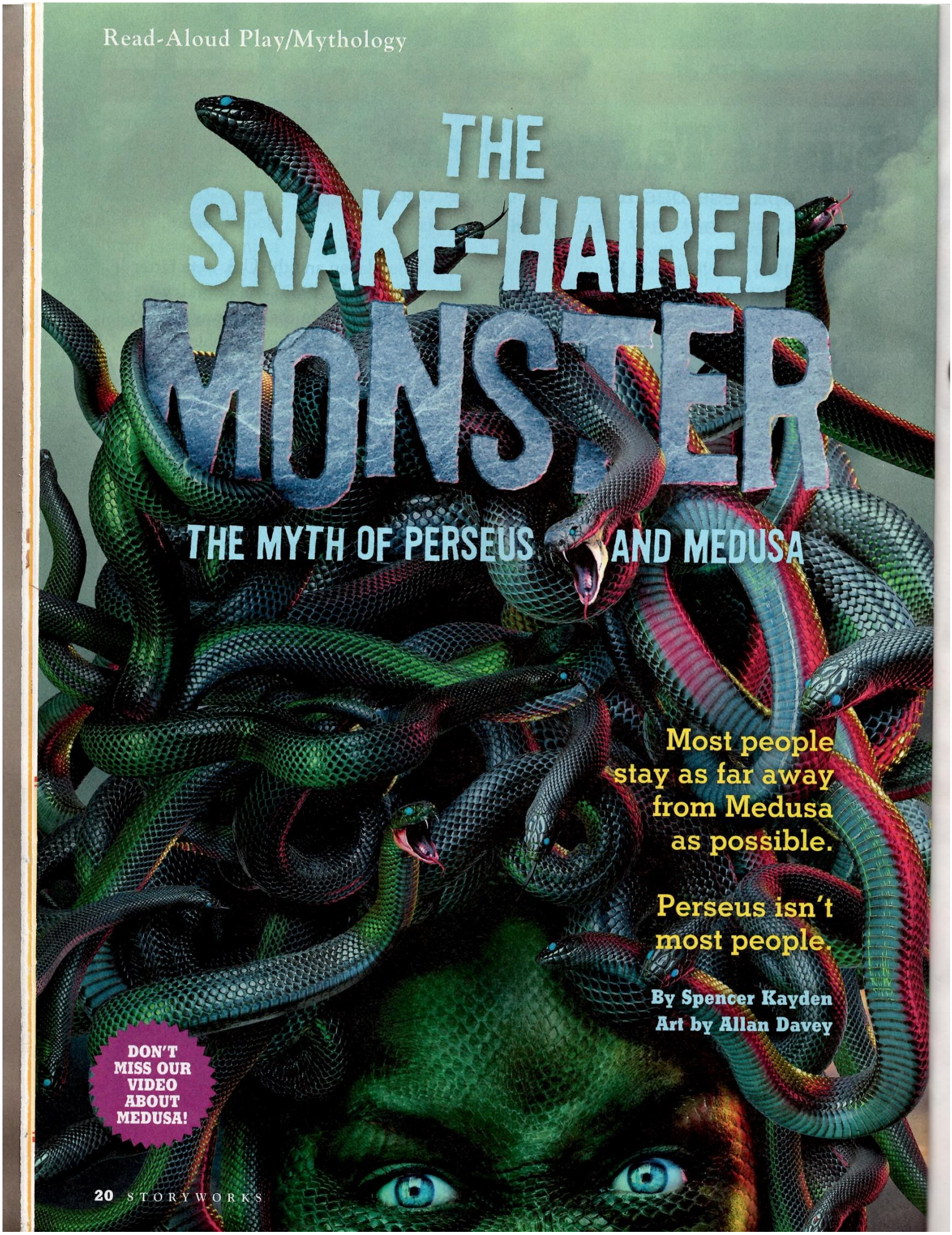
READING AT HOME DAY 3

Read p. 15-19 "How Pizza Conquered America" and "Sushi Takes Over" and complete this page.

Comparing American Classics

Directions: Answer the questions in the left-hand column for each article. Then check the appropriate box to indicate if the answers are similar or different. After completing the chart, respond to the writing prompt at the bottom of the page.

	"How Pizza Conquered America"	"Sushi Takes Over"	Similar	Different
What is the main topic of the article?				
What years does this article focus on?				
Who is the article about? Where is this person from?				
What main problem does the article describe? (What was this person trying to do?)				
What major obstacle did this person have to deal with?				
Was the problem solved? If so, how?				
How do Americans feel about this food now?				



THE SNAKE-HAIRED MONSTER

THE MYTH OF PERSEUS AND MEDUSA

Most people stay as far away from Medusa as possible.

Perseus isn't most people.

By Spencer Kayden
Art by Allan Davey

DON'T MISS OUR VIDEO ABOUT MEDUSA!

Characters

Circle the character you will play. **Indicates large speaking role*

***Storytellers 1, 2, and 3** (S1, S2, S3)
***Perseus** (PER-see-us)**:** a young hero
***Danae** (dih-NAY)**:** mother of Perseus
***King of Seriphos** (SEH-rih-foss)
Advisers 1 and 2
Crowd: to be read by everyone
Athena (uh-THEE-nuh)**:** goddess of wisdom
Hermes (HER-meez)**:** messenger of the gods
***Gray Sisters 1, 2, and 3**
Nymphs 1 and 2: spirits of the sea
Medusa: a cruel monster
Gorgons 1 and 2: Medusa's sisters

Plot In some myths, a hero must go on a difficult journey to achieve something great. As you read, look for the stops along Perseus's journey and what he achieves.

LOOK FOR WORD NERD'S 7 WORDS IN BOLD

Scene 1

S1: Our story takes place long ago in ancient Greece.
S2: An honorable woman named Danae . . .
Perseus: . . . and her brave son, Perseus, . . .
S3: . . . live a quiet life on the island of Seriphos.
S1: But all is not well. The evil king wishes to marry Danae.
Danae: And he will not take no for an answer.
S2: One day, the king finds Danae in her garden.
King: Danae, I could have any woman I wish, and I choose you.
Danae: Your people are suffering and you do nothing to help them. Why would I want a husband like that?
King: You dare to refuse me?
S3: He starts to draw his sword. Perseus runs in.
Perseus: Do not threaten my mother!
King (*smirking*)**:** Ah, Perseus. Always a pleasure to see you.
Perseus: Perhaps it is time for you to leave.
King: You will be sorry—both of you.

Scene 2

S1: Back at the palace, the king sits on his throne. His advisers stand before him.
King: I must get rid of Perseus. If he were gone, I'm sure I could convince Danae to be my wife.
Adviser 1: Perseus thinks he's so brave. Ha! Give him a dangerous task.
Adviser 2: Yes! Send him on a **quest** he cannot possibly resist—or survive.
King: I like this idea!
S2: The king comes up with a plan.
S3: He announces that he is marrying a different woman. He hosts a party to celebrate.
S1: Guests have brought **lavish** presents.
King: Perseus, what gift have you brought me?
Perseus: Gift?
King: Are you so lazy that you have nothing to offer your king?
Perseus (*furious*)**:** I am not lazy. I will bring you whatever gift you desire!
King: Then the gift I want is . . .
S2: The king drums his fingers on his throne.
King: The head of the gorgon Medusa.
Crowd: *Gasp!*
Danae: No! Medusa is a deadly monster! Instead of hair, she has horrible, live snakes on her head. Anyone who looks at her turns to stone! Perseus, don't do it.
S3: Perseus's eyes slowly slide back to the king.
Perseus: As you wish, my king.
Danae (*pleading*)**:** It's too dangerous. Everyone who has challenged Medusa has failed.
Perseus: Then killing her means I will become

immortal, for my name will be remembered forever.

King *(to himself)*: No, fool. You will die and be forgotten.

Scene 3

S1: Medusa's location is a mystery. For months, Perseus travels over land and sea trying to find her.

S2: One night, Athena, the goddess of wisdom, appears. With her is Hermes, the messenger of the gods.

Athena *(to Hermes)*: Perseus is a good man, but he's becoming weary from his search.

Hermes: Yes, it's time for us to help him.

Athena: Perseus, take my metal shield. It is the key to your success.

Hermes: And take this magic **sickle**. Its diamond blade can cut through any surface.

S3: Perseus bows to them.

Perseus: Do you perhaps know where I can find Medusa?

Athena: Only the Gray Sisters can tell you.

Hermes: They live on a cliff by the edge of the sea. Follow us.

S1: Athena and Hermes lead Perseus to the Gray Sisters.

Athena: You must go alone now.

S2: Perseus climbs into the Gray Sisters' **lair** and hides behind a rock, watching them.

S3: The sisters are old and hunched, with shriveled, gray skin.

S1: They are blind except for a single eye, which they pass back and forth.

Gray Sister 1: Give me the eye. I want to look around.

Gray Sister 2: You just had it.

Gray Sister 1: Well, I want it again.

Gray Sister 2: Fine. Take it.

S2: Sister 2 removes the eye and hands it to Sister 1.

S3: Perseus slowly creeps closer.

Gray Sister 3: I heard something.

Gray Sister 2: It's only the wind.

Gray Sister 3: I want to see for myself.

Gray Sister 1: But I just got the eye!

Gray Sister 3: Selfish, selfish.

Gray Sister 1: OK, here.

S1: Sister 1 plucks the eye from her socket. As she reaches out to give it to her sister, Perseus snatches it.

Gray Sister 3: Well, where is it?

Gray Sister 1: I just gave it to you.

Gray Sister 3: My hand is empty.

Gray Sister 2: Did you drop it, clumsy oaf?

Gray Sister 3: No!

Gray Sister 1: Then who has it?

Perseus *(stepping forward)*: I do.

All Gray Sisters: Give it back!

Perseus: I will if you tell me where to find the gorgon Medusa!

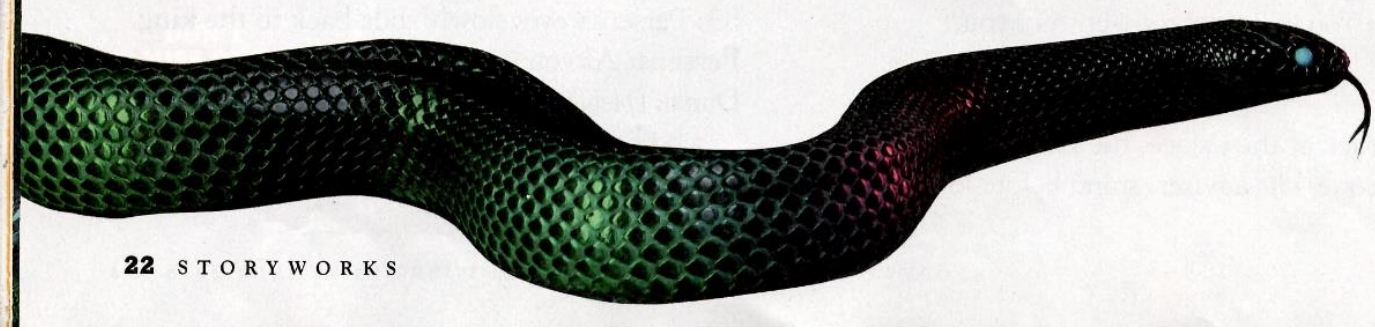
Gray Sister 2: We will never tell.

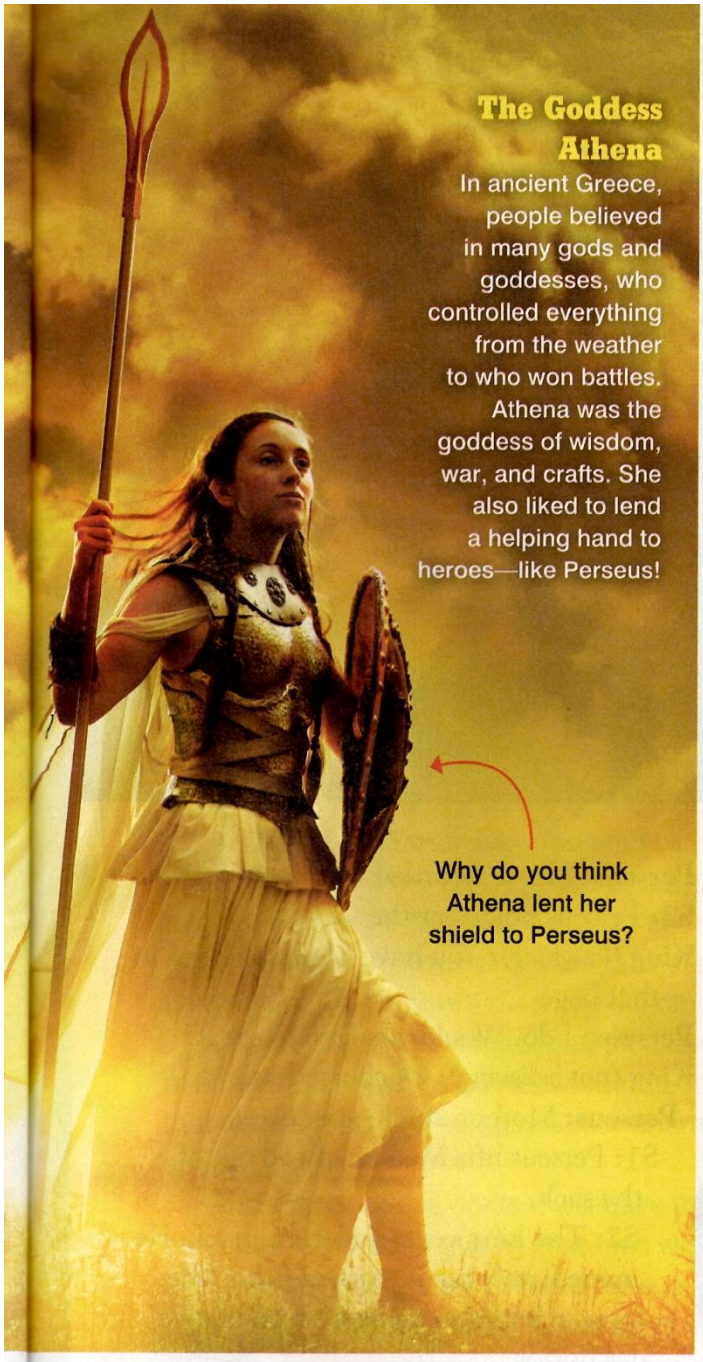
Perseus: Then I will throw your eye into the sea.

All Gray Sisters: *Nooooo!*

Gray Sister 3: We'll tell, we'll tell!

Gray Sister 1: Only the **Nymphs** of the North know where Medusa is.





The Goddess Athena

In ancient Greece, people believed in many gods and goddesses, who controlled everything from the weather to who won battles. Athena was the goddess of wisdom, war, and crafts. She also liked to lend a helping hand to heroes—like Perseus!

Why do you think Athena lent her shield to Perseus?

Perseus: How can I find them?

S2: The sisters whisper in his ear. He returns their eye.

Scene 4

S3: Perseus finds the nymphs dancing at the edge of the water.

Nymph 1: Greetings, Perseus. The winds told us you were coming.

Nymph 2: Medusa is an evil creature. We would be honored to help you.

Nymph 1: Take these winged sandals. Use them to soar through the air to the gorgons' cave at the end of the world.

Nymph 2: Take this cloth sack. Even after Medusa's head is cut off, it can still turn you to stone if you look at it.

Nymph 1: Take this Helmet of Darkness. It will make you invisible to Medusa's sisters as you escape.

Nymph 2: Now go. Be swift. And be brave.

Perseus: Thank you!

S1: Perseus sails on his winged sandals, farther and farther, until he reaches the entrance to Medusa's cave.

S2: Everywhere he looks, he sees statues . . .

S3: . . . statues that used to be humans and animals, turned to stone when they looked at Medusa.

Perseus *(to himself)*: How can I cut off Medusa's head if I can't even look at her?

S1: Perseus catches his reflection in Athena's shield.

Perseus: That's it!

S2: Perseus creeps into the cave, walking backward and using the shield as a mirror to see behind him.

S3: Medusa and her sisters are sleeping.

S1: As Perseus nears, the snakes on Medusa's head begin hissing and twisting.

S2: Medusa's eyes fly open. She shrieks with rage.

Medusa: *Aaaaaaaaaahhhhhh!* How dare you enter this cave!

S3: Still looking at the reflection, Perseus raises the sickle and swings it behind him.

Medusa: Just you wait until . . . *Nooooooooo!*

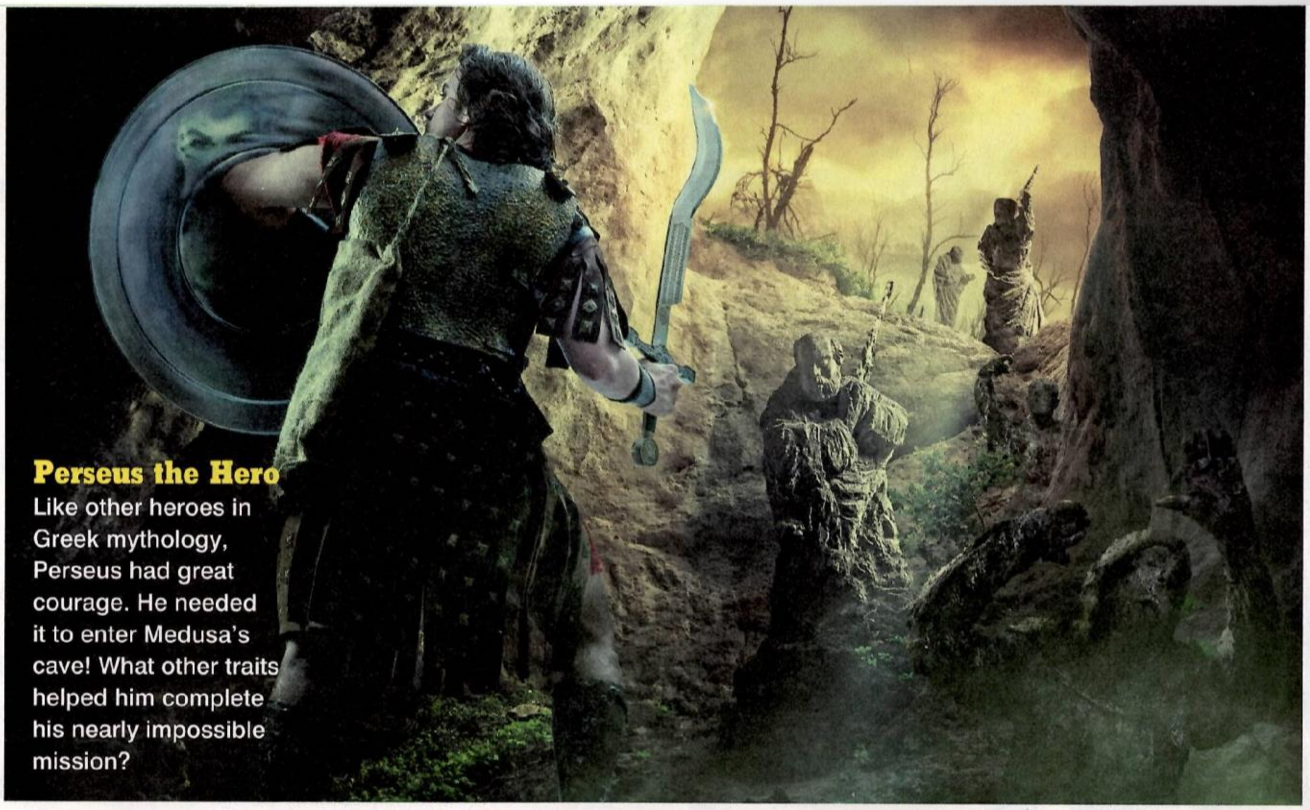
S1: Medusa's head rolls away from her body. Without looking at it, Perseus shoves the head into the sack.

S2: Medusa's sisters awaken and see her headless body.

Gorgon 1: Sister! Who has done this?

Gorgon 2: There he is!

S3: The gorgon sisters fly after Perseus as he



Perseus the Hero
Like other heroes in Greek mythology, Perseus had great courage. He needed it to enter Medusa's cave! What other traits helped him complete his nearly impossible mission?

throws the Helmet of Darkness onto his head and becomes invisible.

Scene 5

S1: Perseus returns to Seriphos. He finds his mother scrubbing floors in the palace.

Perseus: Mother, what are you doing here?

Danae: Son, you are alive! The king has made me a slave because I still won't marry him.

Perseus: I thought he chose another woman to be his wife!

Danae: It was all a lie to get rid of you.

S2: The king enters. He is amazed to see Perseus alive.

King: You? Here? How is that possible?

Perseus: I have returned with a gift for you.

S3: Perseus holds out the sack.

King *(laughing)***:** You have Medusa's head in that bag?

Perseus: I do. Would you care to see it?

King *(not believing)***:** Of course I would.

Perseus: Mother, shield your eyes!

S1: Perseus lifts Medusa's head out of the sack.

S2: The king's eyes widen in shock. He immediately turns to stone—his face forever frozen in an expression of **awe** and horror.

S3: Perseus puts the head back into the sack. Danae opens her eyes.

Danae: My son, you have killed a monster with a monster. Your name will indeed be remembered forever. ■

WRITE TO WIN

What challenges did Perseus face on his quest for Medusa's head? How did he overcome them? Write an essay answering both questions. Send it to "Perseus Contest" by Dec. 1, 2018. Ten winners will receive *Athena: Grey-Eyed Goddess* by George O'Connor. See page 2 for details.

FIND AN ACTIVITY ONLINE!

READING AT HOME DAY 4

Read p. 20-24 "The Snake-Haired Monster" and complete this page.

Understanding the King

Directions: In *The Snake-Haired Monster*, the King's words don't always mean exactly what they say. Sometimes he says things to make fun of Perseus, or even to trick him. Can *you* understand the king?

Read the king's lines from the play below. Think about what each one means and why the king is saying it. Then answer the questions that follow.

---

1. King *(smirking)*: "Ah, Perseus. Always a pleasure to see you." *(p. 21)*

Do you think the king is really glad to see Perseus? _____

If not, what do you think the king means? _____

_____

_____

The word *smirking*, in parentheses, is a stage direction. It describes the king's expression. How does the word *smirking* help you understand what the king is really saying? _____

_____

_____

2. King: "Are you so lazy that you have nothing to offer your king?" *(p. 21)*

Do you think the king really believes Perseus is lazy? _____

If not, why do you think the king calls him lazy? _____

_____

_____

3. King *(laughing)*: "You have Medusa's head in that bag?" *(p. 24)*

Do you think the king really believes that Perseus has Medusa's head? _____

If not, what do you think the king really means when he asks the question? _____

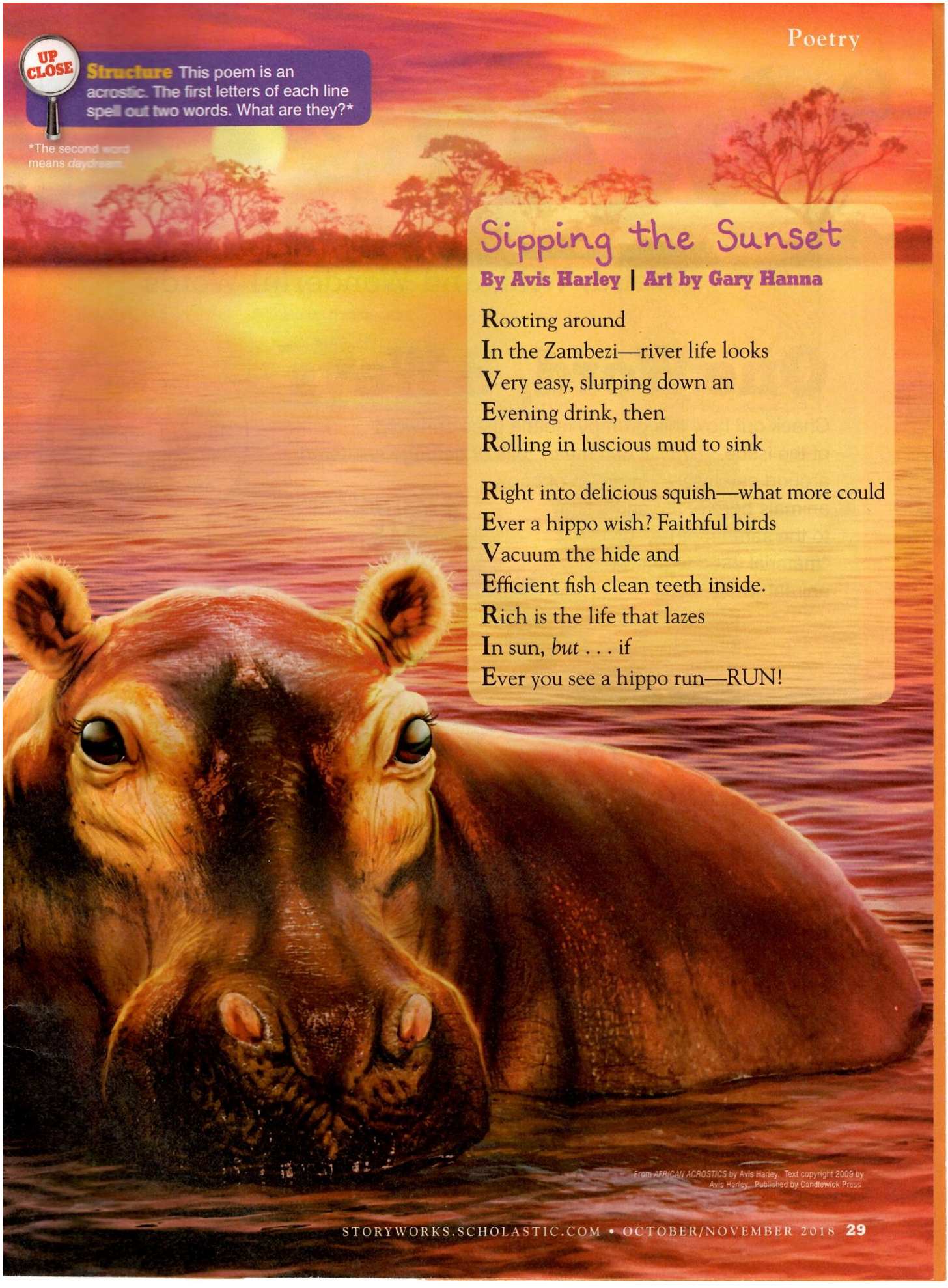
_____

_____

How does the stage direction *laughing* help you understand what the king is really saying? _____

_____

_____



UP CLOSE

Structure This poem is an acrostic. The first letters of each line spell out two words. What are they?*

*The second word means *daydream*.

Sipping the Sunset

By Avis Harley | Art by Gary Hanna

Rooting around
In the Zambezi—river life looks
Very easy, slurping down an
Evening drink, then
Rolling in luscious mud to sink

Right into delicious squish—what more could
Ever a hippo wish? Faithful birds
Vacuum the hide and
Efficient fish clean teeth inside.
Rich is the life that lazes
In sun, *but* . . . if
Ever you see a hippo run—RUN!

READING AT HOME DAY 5

Read p. 29 "Sipping the Sunset" and complete this page.

Think About It!

Close-Reading and Critical-Thinking Questions: After reading "Sipping the Sunset," go back and reread sections to answer the questions below.

1. Think about the poem's title and the image. What does "sip the sunset" refer to?

2. How does the mood of the poem change at the end? Why?

Name _____

GRAMMAR At Home
Week 2 Day 1

Grammar
7.2.1

Introductory Words

An **introductory word**, such as *meanwhile, well, yes*, or *no*, that begins a sentence is usually followed by a comma.

An **introductory phrase**, such as *a short while later*, is also usually followed by a comma.

Yes, I'll go with you.
Earlier today, he was not in the room.

Write each sentence correctly, adding commas where they are needed.

1. Yes Dr. Winston will tell the story of his first fossil find.

_____

2. Well the scientist thought he was extremely lucky to find the fossil.

_____

3. After some time the museum hoped he would donate the fossil.

_____

4. In the morning will you tell us about the new fossil exhibit?

_____

5. No I have not seen the fossil of a dinosaur leg.

_____

Name _____

GRAMMAR At Home
Week 2 Day 2

Grammar
7.2.2

Commas with Names

When a person is spoken to directly by name, the name is set apart from the rest of the sentence by **commas.**

Names can appear at the beginning, in the middle, or at the end of sentences.

Finding fossils is important work, Jake, because fossils teach us about life long ago.

Rewrite each sentence. Add commas where they are needed.

1. Lauren how did it feel to find such an unusual fossil?

_____

2. Well Luis I thought I was just digging up an interesting rock.

_____

3. So many people Lauren are going to want to see what you found.

_____

4. Do you think Lauren that you'll find more fossils?

_____

5. I sure hope so Luis.

_____

Name _____

GRAMMAR At Home
Week 2 Day 3

Grammar
7.2.3

Using Commas in Sentences

A comma is used to set off introductory words or the name of a person in a sentence. It can also be used to separate words in a series.

Semicolons are used to group information when commas are already used.

Rewrite each sentence correctly. Add commas and semicolons where they are needed.

1. About 10,000 years ago woolly mammoths became extinct.

_____

2. Scientists study extinct animals like dinosaurs woolly mammoths and dodos and animals that are still living like giraffes elephants and tigers.

_____

_____

3. Finally Dr. Winston found the remains of a giant sea creature.

_____

4. Hoping to improve their collection museum officials asked Dr. Winston to donate the fossil.

_____

5. If you could give us the fossil Dr. Winston our collection would be complete.

_____

Name _____

GRAMMAR At Home
Week 2 Day 4

Grammar
7.2.4

Review Commas in Sentences

Compare how commas and semicolons are used.

Commas in a series	The town needs people to plant trees, rake leaves, and pick up trash.
Commas setting off introductory word or words	Well, nobody told him he couldn't write a letter to the editor.
Commas setting off *yes, no,* or direct address	Yes, I believe we should all help keep our town clean.
Semicolons to separate items in a series	The following people were scheduled to speak: three builders, who spoke about building code violations; Ms. Sanchez, the librarian, who spoke about library funding; and Mr. Fisher, a gardener, who spoke about improving the community garden.

Read each sentence. Add commas or semicolons where they are needed.

1. Lana James and Maria were on time for the meeting.
2. The girl urged the city council to do the following: support the students who need a good education support the teachers who provide that education and support the community which pays for that education.
3. Yes we should all look out for the elderly in our community.
4. Oh I think Mona would make an excellent city councilor.
5. Mr. Boroshok Mr. Williams, and half of the city had turned out for the meeting.

Name _____

GRAMMAR At Home
Week 2 Day 5

Grammar
7.2.5

Connect to Writing: Using Commas Correctly

Read the selection and choose the best answer to each question.

Mark wrote about visiting a museum. Read his paragraph and look for any revisions he should make. Then answer the questions that follow.

The Science Museum

(1) We visited the Natural History Museum and saw the fossil collection. (2) We saw a fossilized tooth that weighs seven pounds. (3) Yes that is almost as big as my whole head! (4) We also learned about a discovery in Indonesia. (5) Explorers found the bones of an 18,000-year-old man. (6) The exhibit also had a woolly mammoth skeleton dinosaur models and 100 dinosaur eggs.

1. Sentence 3 contains an error. Which of the following ways could you rewrite the sentence?

A. Yes, that is almost as big as my whole head!
B. Yes that is, almost as big as, my whole head!
C. Yes, that is almost as big as my whole head?
D. Yes that is almost as big as my, whole, head.

2. Sentence 6 contains an error. Which of the following ways could you rewrite the sentence?

A. The exhibit also had a woolly mammoth skeleton; dinosaur models; and 100 dinosaur eggs.
B. The exhibit also had a woolly mammoth skeleton. Dinosaur models. And 100 dinosaur eggs.
C. The exhibit also had a woolly mammoth skeleton, dinosaur models, and 100 dinosaur eggs.
D. The exhibit also had a woolly, mammoth skeleton, dinosaur, models, and 100 dinosaur, eggs.

WRITING At Home

Patterns

MATH At Home
Week 2 Day 1

Name: _____ Date: _____

The pattern for the top row is start at zero and add 3.
The pattern for the bottom row is start at zero and add 6.
Fill in all of the numbers

0			9	X		18	
0		12		Y	30		

1. What number goes in the box labeled X?
A. 12
B. 30
C. 15

2. What number goes in the box labeled Y?
A. 24
B. 28
C. 36

3. What is the relationship between the top number and the bottom number?
A. The bottom number is 6 more than the top number.
B. The top number is 6 more than the bottom number.
C. The bottom number is double the top number.

5.OA.3

Multiplication

MATH At Home
Week 2 Day 1

15 x 34	83 x 41
712 x 96	603 x 52
938 x 67	802 x 167

5.NBT.5

Powers of 10

MATH At Home
Week 2 Day 2

Name: _____ Date: _____

$35 \times 10 =$
$35 \times 100 =$
$35 \times 1{,}000 =$
$12 \times 10^1 =$
$12 \times 10^2 =$
$12 \times 10^3 =$

*Explain the pattern you can use to find the product when multiplying a whole number by a power of 10.

$9.12 \times 10 =$
$9.12 \times 100 =$
$9.12 \times 1{,}000 =$
$.007 \times 10^1 =$
$.007 \times 10^2 =$
$.007 \times 10^3 =$

*Explain the pattern you can use to find the product when multiplying a decimal by a power of 10.

$480 \div 10 =$
$480 \div 100 =$
$480 \div 1{,}000 =$
$6{,}194 \div 10^1 =$
$6{,}194 \div 10^2 =$
$6{,}194 \div 10^3 =$

*Explain the pattern you can use to find the product when dividing a whole number by a power of 10.

$25.4 \div 10 =$
$25.4 \div 100 =$
$25.4 \div 1{,}000 =$
$19.31 \div 10^1 =$
$19.37 \div 10^2 =$
$19.31 \div 10^3 =$

*Explain the pattern you can use to find the product when dividing a decimal by a power of 10.

5.NBT.2

Writing Decimals in Expanded Form

MATH At Home
Week 2 Day 2

Name: _____ Date: _____

Write each decimal in expanded form.

7.392

617.186

518.31

.019

1.743

136.580

5.NBT.3

Division

Name: _____ Date: _____

MATH At Home
Week 2 Day 3

$8\overline{)368}$

$13\overline{)819}$

$84\overline{)6,636}$

$71\overline{)3,986}$

5.NBT.6

Multiplying and Dividing Decimals

MATH At Home
Week 2 Day 3

Name: _____ Date: _____

Solve the problems below. Show your work!

$$\begin{array}{r} 4.37 \\ \times\ .13 \\ \hline \end{array}$$

$$\begin{array}{r} 36.82 \\ \times\ .96 \\ \hline \end{array}$$

$18\overline{)882}$

$2.3\overline{)9.66}$

5.NBT.7

Fraction Word Problems

MATH At Home
Week 2 Day 4

Name: _____ Date: _____

Work Space

1. My sister and I ate some of a chocolate bar. She ate 3/5 of it and I ate 1/10 of it. How much of the chocolate bar did we eat?

A. 1/2 of a chocolate bar
B. 7/10 of a chocolate bar
C. 4/15 of a chocolate bar

My dad was painting our living room. He started with 5/9 of a can of paint. He used 1/3 of the can. How much paint did he have left?

A. 2/9 of a can of paint
B. 1/2 of a can of paint
C. 2/3 of a can of paint

Jennie spent 1/3 of her allowance on a new book and 2/5 of her allowance on some pencils. How much of her allowance did she spend?

A. 2/15 of her allowance
B. 3/8 of her allowance
C. 11/15 of her allowance

5.NF.2

Converting Measurement in Real World Problems

Name: _____ Date: _____

MATH At Home
Week 2 Day 4

A baby elephant weighed 251 lbs. when it was born. If the baby elephant gains 48 ounces a day, how much will she weigh at the end of 5 days?

_____ pounds

My family drinks an average of 3.4 gallons of milk every week. I kept this record over 5 weeks. How many **cups** of milk did my family drink while I was keeping records?

_____ cups

The bug company had 5 liters of bug spray. On Tuesday they used 2.7 liters of it. How many **milliliters** of bug spray do they have left?

_____ milliliters

If a piece of cardboard is 6 inches long and I line up 110 of them, what would be the length of my row in **feet**?

_____ feet

5.MD.1

Fractions on a Line Plot

MATH At Home
Week 2 Day 5

Name: _____ Date: _____

Record the following numbers on a line plot:

$4\frac{1}{2}, 3\frac{1}{4}, 5, 2\frac{1}{2}, 3\frac{1}{4}, 4\frac{1}{2}, 3\frac{1}{4}, 1\frac{3}{4}, 5, 2\frac{1}{2}, 1\frac{3}{4}, 1\frac{3}{4}$

A gardener had 10 sacks containing the following amounts of soil:

$\frac{1}{2}$ lb, $3\frac{1}{4}$ lb, $1\frac{1}{2}$ lb, $2\frac{1}{2}$ lb, 5 lb, $3\frac{1}{4}$ lb, $4\frac{1}{4}$ lb, 5lb, $2\frac{1}{2}$ lb, $3\frac{1}{4}$ lb

Plot the measurements on a line plot.

If the gardener redistributed the soil equally among the ten bags, how much soil would be in each bag? Explain your thinking.

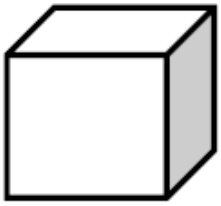
5.MD.2

Volume

Name: _____ Date: _____

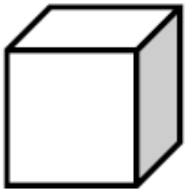
MATH At Home
Week 2 Day 5

The length of this cube is one centimeter. What is the volume of the cube?



_____

This cube is made from 36 smaller cubes that each have the volume of one cubic meter. What is the volume of the larger cube?



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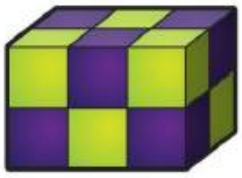
Examine the rectangular prism below. Each small cube is 1 cubic inch. What is the volume of the shape?



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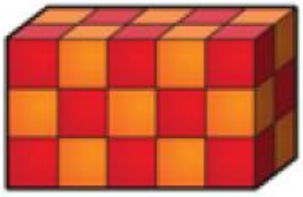
Examine the rectangular prism below. Each cube is 2 cubic miles. What is the volume of the shape?



_____

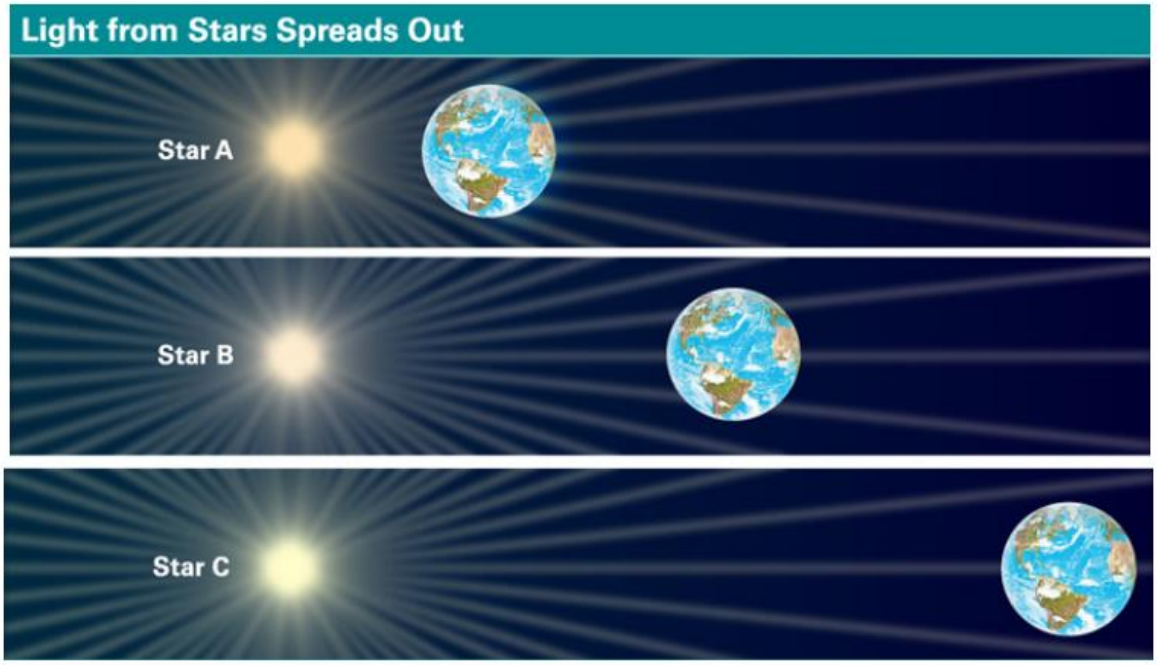
5.MD.3-4

SCIENCE At Home
Week 2 Day 1

1. Light from Stars Travels to Earth

When you look up at the night sky, you probably see glimmering stars. They look like tiny points of light. What makes stars look like tiny points of light?

Because stars are so hot, their energy produces bright light. This energy comes from the center, or *core*, of the star. Slowly, the light travels from the star's core to its surface. From the surface, light travels outside of the star into space, where there is little matter. The light travels in straight lines, or *rays*, in all directions away from the star until it hits some form of matter. As light rays move away from a star, the rays spread out over more and more space. So, when a star is very far away, only a small portion of its light reaches Earth. The rest of its light spreads out in different directions.



The farther that light from a star travels, the more the light rays spread out. So, star A would look brighter from Earth than stars B and C. This is because star A is the closest of the three to Earth.

The sun looks so big compared to other stars because it is the closest star to Earth. This means light rays from the sun do not spread as far as rays from other stars before they reach Earth. This is why the sun appears brighter than other stars.

At night, when the sun is not visible, you can look up at the night sky and see hundreds or even thousands of stars—too many to count! Each star looks like a tiny point of light. But, as you have learned, stars only look small and dim because they are so far away. So, only a very small portion of their light reaches Earth.

SCIENCE At Home
Week 2 Day 2

2. Measuring Distances in Space

You use different units to measure different distances. You may live only steps away from your neighbor. That distance might be measured in meters. But you might use kilometers to explain how far away the next town is. What unit do scientists use to measure the distance between stars?

Distances between stars are much larger than a few meters or kilometers. In fact, the distances are so large that everyday units are too small to describe them easily. Instead, scientists use a unit called a *light-year*. A light-year is the distance that light travels in one year.

The word *light-year* sounds like a unit of time. But it is actually a unit of distance. It is similar to saying that your school is a ten-minute walk from home. You know how far you can walk in ten minutes. That distance is a ten-minute walk. In the same way, light needs a whole year to travel about 9.5 trillion kilometers, which is one light-year. Sirius is 8.6 light years away, so it takes light 8.6 years to reach Earth from Sirius.

Because distances in space are so great, scientists use a special unit called a light-year. Light-years are used to measure distances between stars or the distance between Earth and a star, such as Sirius.

Light travels faster than anything else. It moves so fast, you cannot even see that it is moving. The light from a lamp seems to reach you instantly when you turn the switch. But light takes longer to travel greater distances. Light from the sun travels for more than 8 minutes before it reaches Earth. So, if another space object near the sun blocks the sun's light, it would take more than 8 minutes for people on Earth to know!

3. Distance Affects a Star's Apparent Brightness

There are billions upon billions of stars in space. On a clear night, you can easily spot some stars in the sky. They are bright against the dark night sky. But most stars are harder to see. These stars are much dimmer.

The apparent brightness of a star is a measure of how bright it looks from Earth. One factor that affects a star's brightness is how far away it is from Earth. This is why the sun is so much brighter than other stars. Compared to other stars, it is very close to Earth.

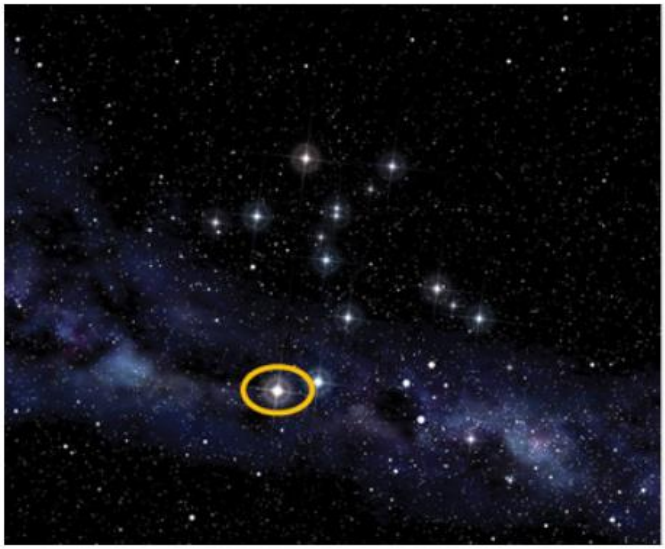
Although all other stars are very far away from the sun, some stars are closer than others. One of the closest stars is called Alpha Centauri A. It is about 4.3 light-years away from both Earth and the sun. This means the light you see left the star 4.3 years ago! So, Alpha Centauri A is much farther from Earth than the sun. Most stars are much farther away than Alpha Centauri. They are up to tens of thousands of light-years away, or even farther.

Stars that are a great distance from Earth look dimmer than stars that are closer. This is because the farther light travels, the more it spreads out. Less of their light reaches Earth, so their apparent brightness is lower. The sun is so close that its apparent brightness is enough to light up the sky. More of its light falls on Earth than does the light of other stars. Alpha Centauri A gives off about as much light as the sun. But, at 4.3 light-years away, it only looks like a tiny bright dot in the night sky. Most stars are so far away that by the time their light reaches Earth, it is so spread out, they cannot be seen without a telescope.

Star	Distance from Earth (in light-years)
Proxima Centauri	4.2 ly
Alpha Centauri A	4.3 ly
Sirius	8.6 ly
Betelgeuse	642 ly
Rigel	773 ly

As this chart shows, stars are different distances away from Earth.

SCIENCE At Home
Week 2 Day 3

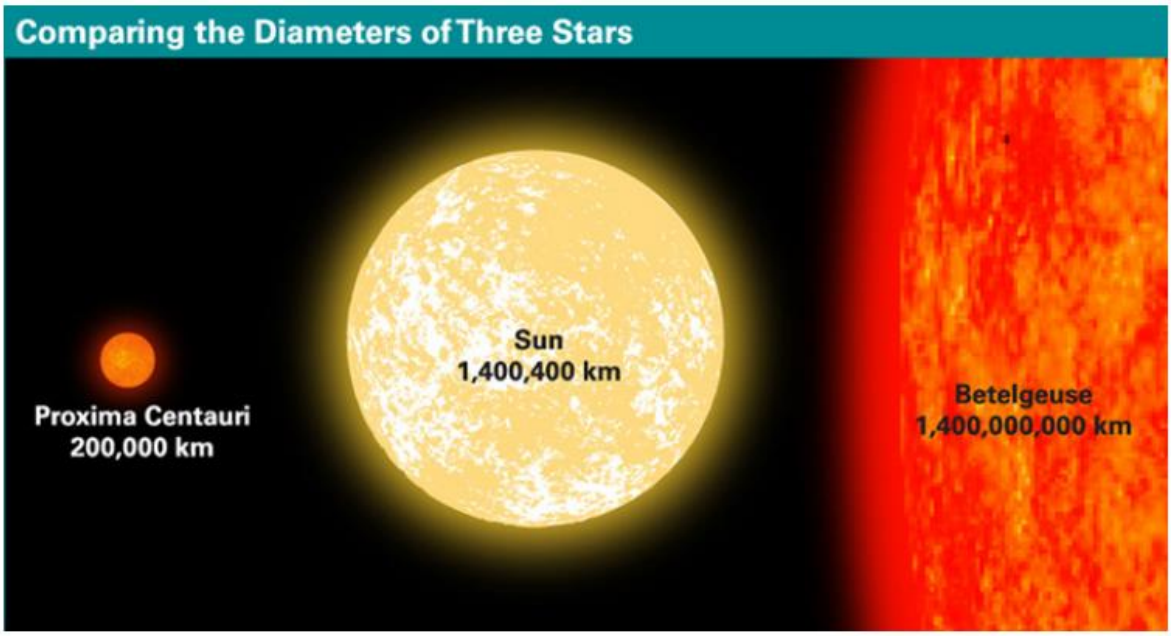


The sun and Alpha Centauri are stars that give off about the same amount of light. But the sun appears brighter than Alpha Centauri because it is closer to Earth. This is because distance is a factor that affects a star's apparent brightness.

SCIENCE At Home
Week 2 Day 4

4. Other Factors Affect a Star's Apparent Brightness

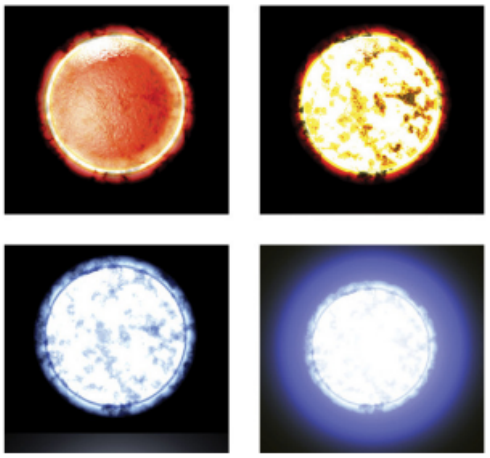
Distance is not the only factor that affects a star's apparent brightness. There are two other factors.



Each star is pictured as if it were the same distance from Earth. The size of a star affects its apparent brightness. The sun is bigger than Proxima Centauri, so it looks brighter from Earth. But it is smaller than Betelgeuse, so it looks dimmer.

A second factor that affects a star's apparent brightness is size. Large stars are brighter than small stars. A star's size is described by its *radius*. The radius of a ball-shaped object, such as a star, is the distance from its center to its outside. The star Proxima Centauri is small. Its radius is about 100,000 km (62,100 mi). Betelgeuse is one of the largest stars known. Its radius is at least 90 million km (56 million mi). The sun is bigger than Proxima Centauri, but smaller than Betelgeuse. The sun's radius is about 700,000 km (435,000 mi). As a result, the sun is brighter than Proxima Centauri, and Betelgeuse is brighter than the sun.

A star's temperature also affects its apparent brightness. Hotter stars are brighter than cooler stars. Scientists use a star's color to measure its temperature. Blue stars are the hottest. White stars are also very hot. Sometimes stars are considered more than one color. The star Rigel is a bluewhite star. Rigel's temperature is almost 11,000 °C (about 20,000 °F). Red stars are cooler. A red star can have a temperature of about 2,500 °C (4,500 °F). Yellow and orange stars have medium temperatures. The sun is a yellow star and is about 5,500 °C (10,000 °F). So, blue-white Rigel is brighter than the sun, and the sun is brighter than a red star.



Temperature affects a star's apparent brightness. Blue stars are the hottest, and red stars are the coolest.

SCIENCE At Home
Week 2 Day 5

Write a paragraph:

Why is the sun brighter than the other stars? Use details from the four articles to support your answer.

To the Students in Mrs. Brady's Class
For the Week of April 6-9

Friday the 10th is the first day of your spring break. I hope you can fill your time next week without all of my school work to keep you busy! If you are struggling to find things to do, please contact me, and I will find you some things to do. In the meantime, you have four days worth of work here.

It is important that I connect with each of you or your parent at least two times per week. That is how we are taking attendance. So find a way to communicate with me at least a couple times per week. Here is a recap of how you can get some help from me and contact me:

COMMUNICATION OPTIONS:

1. Send a message in Bloomz.
2. Email me at sbrady@carson.k12.nv.us (I'm checking this quite often)
3. In Google Classroom, you can post questions under a post or assignment. There is a "Communication" post that has a lot of questions and comments and discussions going on!
4. Call me at 775-883-6684 on my home landline (before 9 pm please; leave a message)
5. Join my Zoom meeting in the mornings by following this link between 9:00 and 11:00 (the time may change): https://zoom.us/j/459067378
6. FlipGrid video message for schoolwork help: https://flipgrid.com/a61dfa0c

THE SCHOOLWORK:

1. There is a checklist on the next two pages of all you need to do this week.
2. At the time of this printing (Thursday, March 26), I have no idea when we will be going back to school. It is highly possible we may have to finish the school year at a distance like this.
3. Everything that is in this packet is also on Google Classroom for those who have devices at home you can use. You may do it on paper or in Classroom or a mix of the two, your choice; it's all the same work.

SCHOOLWORK FOR WEEK 3:

READING

DAY 1:

- ☐ Read for at least a half hour in your novel
- ☐ In the "Reading Log," record the pages you read and answer the question
- ☐ Read p. 4-9 "Beauty and Disaster" from the *StoryWorks Magazine*.
- ☐ Complete the worksheet "Writing a Summary."

DAY 2:

- ☐ Read for at least a half hour in your novel
- ☐ In the "Reading Log," record the pages you read and answer the question
- ☐ Read p. 10-15 "The Penny Tree" from the *StoryWorks Magazine*.
- ☐ Complete the worksheet "How Jack Changes."

DAY 3:

- ☐ Read for at least a half hour in your novel
- ☐ In the "Reading Log," record the pages you read and answer the question
- ☐ Read p. 16-20 "The Amazing Powers of Jen Bricker" and "The Mighty Tree" (poem) from the *StoryWorks Magazine.*
- ☐ Complete the worksheet "Putting It All Together."

DAY 4:

- ☐ Read for at least a half hour in your novel
- ☐ In the "Reading Log," record the pages you read and answer the question
- ☐ Read p. 22-27 "Light" from the *StoryWorks Magazine*
- ☐ Complete the worksheet "Bright Inferences"

GRAMMAR

Complete all five pages (about one per day) in your grammar packet for "Commas in Sentences 7.2.1-7.2.5."

- ☐ Day 1: "Appositives"
- ☐ Day 2: "Commas with Names"
- ☐ Day 3: "Using Commas in Sentences"
- ☐ Day 4: "Review Commas in Sentences"

WRITING

- ☐ Day 1: Read the page "The Wonderful World of Emojis." Look at the task in "Write to Great Aunt Rita" at the bottom of the page. You are going to do the task tomorrow.
- ☐ Day 2:.Start writing the letter. Be sure to illustrate your letter with emojis.
- ☐ Day 3: Finish writing your letter.
- ☐ Day 4: Proofread your letter (If you handwrote it, you may need to rewrite it to make it nice.)

MATH

Day 1:

- 2 Worksheets “Comparing Decimals” and “Division Word Problems with a Fraction Connection”
- 20 minutes in Khan Academy (work on your Mastery Tracker; record in your Khan Log)
- 20 minutes in STMath

Day 2:

- 2 Worksheets “Area of Rectangles with Fractional Sides” and “Multiplying with Fractions: Real World Problems”
- 20 minutes in Khan Academy (work on your Mastery Tracker; record in your Khan Log)
- 20 minutes in STMath

Day 3:

- 2 Worksheets “Dividing Fractions by Whole Numbers” and “Dividing Whole Numbers by Fractions”
- 20 minutes in Khan Academy (work on your Mastery Tracker; record in your Khan Log)
- 20 minutes in STMath

Day 4:

- 2 Worksheets “Additive Volume” and “Coordinate Planes”
- 20 minutes in Khan Academy (work on your Mastery Tracker; record in your Khan Log)
- 20 minutes in STMath

SCIENCE

Why is there day and night?

- Day 1: Read the TCI article (Unit 4, Lesson 2, Section 1) “Earth Spins on Its Axis.”
- Day 2: Read Unit 4, Lesson 2, Section 2 “Earth’s Rotation Causes Day and Night”
- Day 3: Read Unit 4, Lesson 2, Section 4 “The Amount of Daylight Changes During the Year”
- Day 4: Write one paragraph answering the question: Why is there day and night? Use details from the four articles to support your answer.

Name _____

READING LOG (30 minutes each day)

	On this day	I read these pages:	Answer this question in 1-3 sentences:
WEEK 3: April 5-9	1.		Summarize today's reading.
	2.		What did the main character do in today's reading that affected a different character in the book?
	3.		What is the most important event in today's reading?
	4.		What circumstance in today's reading happened differently than you expected?
	5.		How has the main character behaved differently than you would behave?

BEAUTY AND DISASTER

When a volcano erupted last May, the people of Hawaii's Big Island faced violent explosions, rivers of lava, and the fear that their beautiful island could be destroyed.

By Lauren Tarshis

DON'T MISS OUR GREAT VIDEO AT STORYWORKS ONLINE!

UP CLOSE **Text Features** As you read, look for what the map, photos, diagram, and other text features add to the article.

LOOK FOR WORD NERD'S 8 WORDS IN BOLD

Imagine you're at recess. Basketballs are bouncing. Kickballs sail through the air. Kids are swinging from the jungle gym and trading Pokémon cards on the blacktop.

And then suddenly, *BOOM!*

An explosion shatters the peaceful afternoon. The ground shakes. Your heart stops. You stare in amazement as a massive gray cloud rises up into the sky.

You instantly realize: It's a volcano erupting, just 2 miles from your school.

That is what happened this past May to 12-year-old Joshua Gula and his friends. Josh lives on the Big Island of Hawaii, home to Earth's most active volcano: Kilauea.

For years, Kilauea had seemed tame. "We were never scared of it," Josh says.

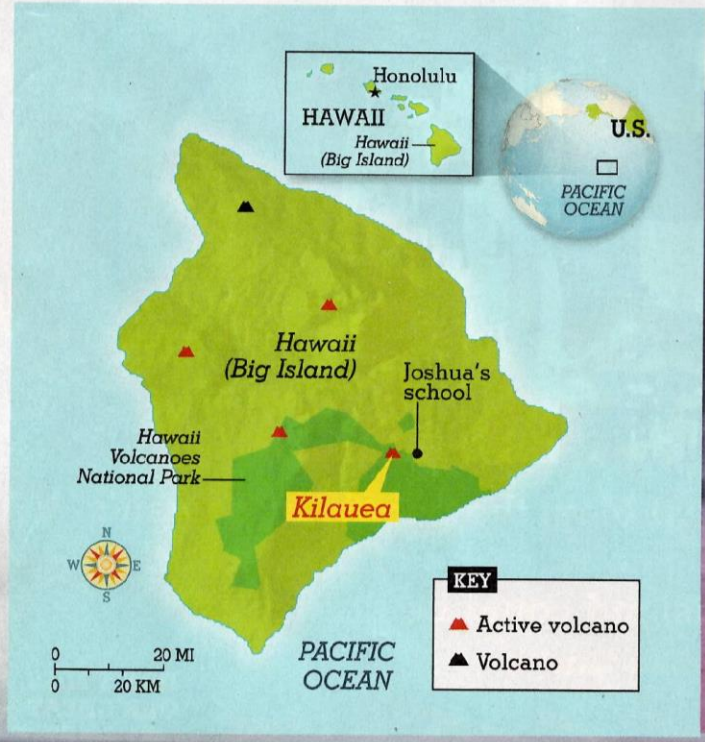
But like a purring cat that transforms into a roaring lion, this volcano had changed.

Was Kilauea turning into a killer?

Hawaii Is Born

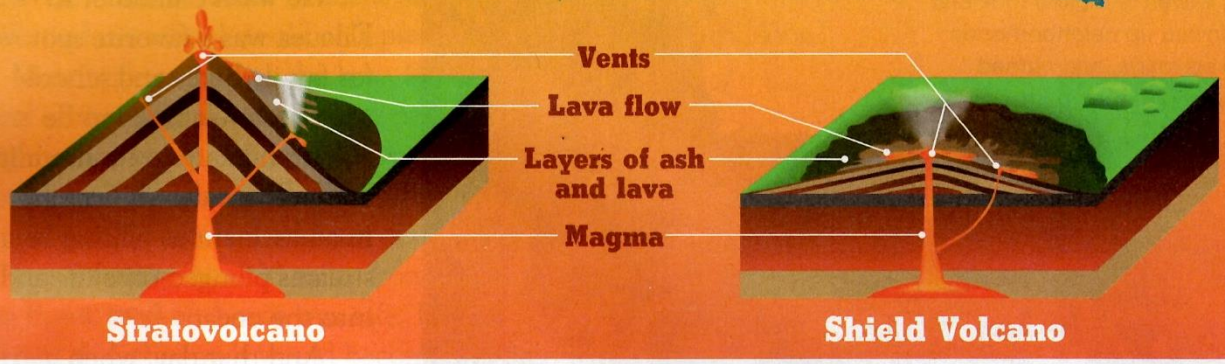
Volcanoes are a part of life in Hawaii. It is because of volcanoes, in fact, that Hawaii exists. Millions of years ago, under the Pacific Ocean, melted rock—**magma**—oozed up through cracks in the ocean floor.

When magma reaches Earth's surface, it is known as lava. Like gooey melted chocolate that hardens in the fridge, this **lava** turned rock-solid when it hit the cold seawater. As more and more seeped up from under the ground, the



A Sleeping Beast
Before the eruption last spring, Kilauea was known for its fiery yet gentle beauty. More than 1.5 million tourists visit each year to marvel at the glowing lava streaming down its sides.

STRATOVOLCANOES vs. SHIELD VOLCANOES



Stratovolcanoes have a tall, cone-like shape. When they erupt, lava bursts violently and dramatically through vents at the top. Shield volcanoes are shaped more like domes, low and spread out. Lava oozes out of their vents and slides slowly down their gentle slopes during eruptions.

mounds of hardened lava got taller and wider. Over millions of years, they rose up out of the sea to form islands.

Today, these hardened lava blobs are the state of Hawaii, which joined the United States in 1959—making it our newest state. It includes eight main islands. The largest are Hawaii (also known as the "Big Island"), Maui, Oahu, Kauai, and Molokai.

Hawaii is **remote**, a thousand miles away from any other land. It's also one of the most beautiful spots on Earth, a paradise of swaying palm trees, glittering ocean views, and lush forests bursting with flowers. More than 1.4 million people make their home in Hawaii. Another 9 million visit every year. Lying on a beach breathing in flowery breezes or surfing monster waves, a person can easily forget the islands' volcanic beginnings.

A Famous Mountain

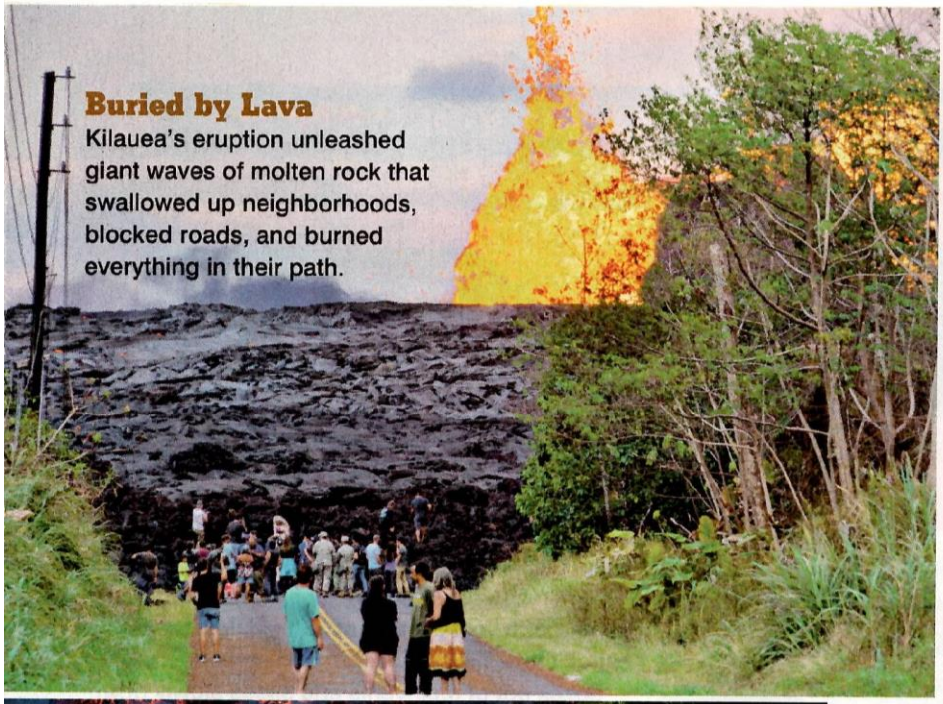
But Hawaii's volcanic forces are still hard at work. Six volcanoes on the islands of Hawaii are active, which means they can erupt at any moment. Kilauea is the most active in the world.

So why do people live near it?

To understand, you first need to realize that there are different kinds of volcanoes. The most famous—and violent—are known as stratovolcanoes. These are the fiery mountains that blow their tops with explosive fury, releasing super-hot gases and many tons of ash and rock.

Throughout history, stratovolcanoes have unleashed death and destruction onto everything in their paths. There's Mount Vesuvius, in Italy, which erupted 1,500 years ago. It killed thousands and buried the city of Pompeii under 20 feet of ash and rock. Then there's Krakatau, in Indonesia, which erupted in 1883 with a crack heard 3,000 miles away. And closer to home, there's Mount St. Helens in Washington State, which killed 57 people when it erupted in 1980.

Kilauea is not this kind of disaster-movie volcano. It's what is known as a shield volcano. Shield volcanoes look less like towering mountains and more like humps rising from the ground. Shields aren't as likely to erupt with sudden violence. Rather, they ooze and hiss and rumble. Lava spurts in lazy fountains. It moves across the land slowly, at



Buried by Lava
Kilauea's eruption unleashed giant waves of molten rock that swallowed up neighborhoods, blocked roads, and burned everything in their path.

grandma-walking speeds.

Kilauea has been oozing and spraying like this almost constantly since 1983. But nobody has been killed. Its fiery sprays made the volcano famous, the Beyoncé of mountains. Millions have traveled to the Big Island just to see it.

At the same time, neighborhoods grew all around Kilauea. Thousands of people moved in, including Josh and his family.

Josh fell in love with the beauty of the island, with the blue sky and turquoise Pacific, with the pink and purple and orange flowers that grow like weeds. And Kilauea! A volcano, right in his backyard!

He wasn't afraid of it. Kilauea was a favorite spot for family hikes and school trips. Josh felt lucky to be able to hike up to its **summit** and peer inside—to watch in amazement as blazing lava streams plunged off cliffs and into the ocean.

And that day, when it exploded during recess? "Nobody was scared," Josh says. "It was exciting. We knew right then it would be a historic event."

Historic, yes. And very dangerous.

Death and Disaster

What Josh—and most people living nearby—didn't realize is that shield volcanoes can turn violent. And Kilauea has a deadly past. In 1790, the volcano exploded without warning, unleashing a churning river of lava and killing as many as 400 people. It erupted violently again in 1924 before mostly quieting down.

Scientists had been warning that Kilauea was likely to turn deadly again. And in April 2018, scientists at the Hawaiian Volcano Observatory detected signs that the volcano was changing. Magma was building up under the volcano. Small earthquakes were rumbling under the ground.

Wendy Stovall is one of those scientists. "We knew that the system would bust open," she says. "But we didn't know where."

That big explosion Josh and his friends witnessed was the first of several. And in the days that followed, Josh's excitement turned to dread. One side of the volcano cracked open,

and lava gushed out. Earthquakes—thousands per week—became more frequent and stronger. "I worried my school would collapse," he says.

Most frightening was the lava. Red-hot rivers of the glowing **molten** rock poured into neighborhoods, devouring houses and cars. More than 1,000 people fled their homes. By July, about 700 houses had been destroyed.

Josh's family lived 20 miles from the worst lava flows, so their house was safe. But Josh worried that the roads would become blocked, making it impossible for his family to escape if a more powerful eruption occurred. He was fearful of the **toxic** gases that were seeping out of the volcano. His parents gave him a gas mask to carry with him to protect his lungs from damage.

What would happen? When would the eruptions stop? Was a **catastrophic** eruption coming soon?

Destruction and Creation

The entire state of Hawaii remained on high alert throughout most of the summer. But fortunately, by August, Kilauea had calmed down. Today, it is back to its quiet, oozing self.

But those violent weeks shattered lives and left behind a changed land. Hundreds of people were left homeless. Many lost everything they owned. Like the ancient city of Pompeii, entire neighborhoods were buried. Hawaii's largest lake turned into a steaming pit of lava. Kapoho Bay, a popular swimming spot, is now a river of molten rock.

Poisonous Plume
Giant clouds of ash and poisonous gas rose from the top of Kilauea when it exploded. People living nearby wore special masks to protect themselves from breathing it in.

Josh knows his family was lucky. Their home was spared, and so was Josh's school.

He knows another eruption is possible. But Josh doesn't **dwell** on the danger of living in this fiery land. He understands that volcanoes can destroy. But they can create too.

"Right now, the newest land on Earth is forming," Josh says. "None of us would be living in this beautiful place if it weren't for volcanoes." ■

–With reporting by Anna Starecheski

WRITE TO WIN

Pretend you were on Kilauea in May 2018. Write a blog post about what you saw and why it happened. Draw from the article and text features. Send it to "Volcano Contest" by Feb. 1. Ten winners will receive *I Survived the Eruption of Mount St. Helens, 1980* by Lauren Tarshis. See page 2 for details.

FIND AN ACTIVITY ONLINE!

READING AT HOME DAY 1

Read p. 4-9 "Beauty and Disaster" and complete this page.

Writing a Summary

A summary is a short retelling of the most important parts of a story. It should include the information that someone would need to know to understand the story, without minor details or your own opinion.

Directions: Complete the summary below, using the prompts in the margins to help you.

Summary of "Beauty and Disaster"

"Beauty and Disaster" is about _____.

_____.

It tells the story of Joshua Gula, _____.

_____.

Hawaii was created by lava from volcanoes and currently has six active volcanoes,

including _____.

_____.

In April 2018, volcano scientists noticed signs that _____.

_____.

In May, Josh watched as _____.

_____.

One frightening thing about the eruption was the lava, because _____.

_____.

Another concern was _____.

Kilauea is now quiet again, but people can still see the damage it did by going to

_____.

1. Begin with a topic sentence that tells what the article is mainly about.

2. How old is Joshua? Where does he live?

3. Give the name and one fact about the volcano this article is about.

4. What were they worried about?

5. What did Josh and his friends see when they were at school?

6. What damage did the lava cause?

7. What else came out of the volcano?

8. Describe one place changed by the volcano.

UP CLOSE **Author's Craft** In this story, Jack Gantos gives the characters thoughts, words, and actions that make them come to life. Look for this as you read.

The Penny Tree

Who says money doesn't grow on trees?

By Jack Gantos | Art by Marcos Calo

This story is filled with idioms. How many can you find? (Learn more about idioms on page 31!)

"What are you getting Pete for his birthday?" my older sister, Betsy, asked. Pete was my younger brother. He was going to be 5 years old, and I hadn't gotten him a thing.

"I'm still thinking about it," I answered, as I wedged my hand between the couch cushions.

"You are not thinking," Betsy shot back. "You are couch fishing for change because you're broke."

"I've got plenty of cash," I lied, my fingers desperately clawing the mysterious spaces within the couch.

"Jack, you spend all your money on yourself," she said, reading my mind. I had just spent most of my cash on a David Ortiz baseball card.

"Aha!" I shouted, and pulled an old penny out of the crack. "Now I've got something for Pete." I held the penny up for her to see. "This little penny will change his life," I announced, without the slightest idea how it might do so. But I kept talking. **"You don't need a lot of cash to give a great gift." I rapped my knuckles against my head. "You just need a generous imagination."**

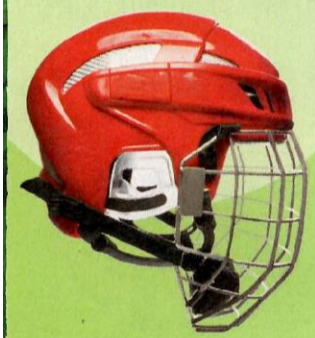
"That's just another way of saying you are cheap!" she said, sneering.

INTERPRETING TEXT
What does Jack mean by this?

PLOT
What challenge does Jack face?

AUTHOR'S CRAFT
What does this line help you picture?

CHARACTER
What different emotions does Jack feel in this paragraph?



"Just you wait," I snapped back. "With this one penny, I will steal the birthday gift-giving show."

"Put your money where your mouth is," she said. **"I bet 10 bucks—that's a thousand pennies—that my gift will be his favorite."**

"You're on," I replied, thinking that I did need a "generous imagination."

After dinner, Mom brought out the birthday cake. She lit the five candles and said to Pete, "Make a wish."

Pete's eyes rolled up toward the ceiling as he sucked up a whole roomful of air into his lungs, then he leaned forward. **The five little flames didn't know what hit them.** In a split second, there was nothing left but five vanishing trails of smoke.

"OK," Pete announced, grinning. "I'm ready to open presents."

Mom and Dad lifted a big box onto the table. Small hockey players skated across the wrapping paper. Pete ripped it open with one swipe and lifted the top off the box. There were a set of Rollerblades and elbow and knee pads and an orange street-hockey ball. "Awesome," Pete shrieked, and threw his arms around Mom and Dad. "Thank you," he said, then suddenly he turned toward Betsy. "Next," he said.

She took him to the back window and pulled the curtain aside. I looked over Pete's shoulder. On the lawn were a hockey net, a regulation hockey stick, and a goalie's stick. "You are the best sister on the planet," he said and gave her a hug.

Then he looked at me. I felt my ears turn red. The heat was on. **I suppose if I hadn't spent all my money on my card collection, I would be giving him a hockey helmet and a pair of regulation leather hockey gloves** or something that would fit the gift-giving theme. Still, I didn't lose faith in my "generous imagination."

"So," Betsy cut in with her smarmy voice. "What did you get Pete?"

I reached into my shirt pocket and removed a small envelope. On the front of it, I had drawn a tree covered with tiny pennies. Under the drawing, I had written: ONE PENNY TREE SEED.

I handed it to him. He opened the metal clasp and shook out the single penny and a piece of paper with planting instructions. He looked suspiciously at the penny, then back at me. Then Mom and Dad and Betsy stared at me. They did not seem pleased with my choice of gifts.

I snatched the planting directions out of his hand. "It reads, 'Plant in fertile soil and water six times daily until a penny tree grows.'"

"Will it actually grow?" he asked.

"Oh, yeah," I shot back. "Absolutely. It's guaranteed. Says so right on the directions."

"Wow!" he shouted. "This is the best gift ever. When the tree grows, I'll have enough pennies to buy an entire ice-skating rink."

"Sure you will," I said, with my "generous imagination" getting away from me. "You could even buy the Boston Bruins."

Pete ran out the back door to go plant his seed.

"Jack," Mom said. "I hope you haven't started something you will regret. Your brother believes everything you say, so don't you dare let him down."

"Don't worry," I said. "It's under control."

As soon as she was out of the room, I turned to Betsy and stuck out my hand. "That will be one thousand pennies, please."

The next morning, Pete woke before I did. When I got up, I peeked out the kitchen window. There he was, watering his seed. I smiled to myself as I poured milk on my cereal. What an incredible gift, I thought. This was definitely the smartest thing I had ever cooked up. It cost me only one free cent, and on top of it, I made a thousand more from Betsy. I felt like a genius. As I ate, I began to imagine what baseball card I'd buy next.

When Pete came in, he was excited. "I think it is growing already," he said.

"Could be," I replied. "Just remember, water it six times per day or else it will shrivel up and die." I figured he'd never be able to keep up the six-times-per-day schedule, and **sooner or later I'd have to announce the demise of the penny tree. And I would be blameless. It was perfect.**

But the first warning I had that Pete's "generous imagination" was bigger than mine was when he came running up to me holding the windup alarm clock in his outstretched hands.

"How many hours apart is it if I water six times per day?" he asked.

I did the math in my head. "Four," I replied.

"Then set this for four hours from now," he said.

I did. When I handed it back to him, he grabbed his little red chair and went outside. When I looked out the window again, he was sitting in his chair, reading a book with the alarm clock on his lap and the watering can to his side. Cute, I thought. Very cute. I should take a picture.

"Where's Pete?" Mom asked. "We have to go to the store and exchange his Rollerblades for a different size."

"Out back," I said, and pointed toward the window.

She looked out. "Oh, that is precious," she said. But then her voice grew serious. **"Jack, you know your brother still believes in Santa Claus, the Easter Bunny, and the Tooth Fairy.** It would be awful of you to burst his bubble."

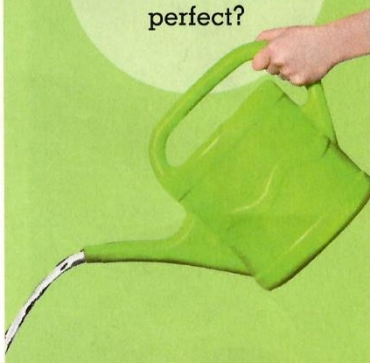
"He's a little brother," I said. "It's a law that older brothers have to burst the bubbles of little brothers."

"Just don't hurt him," she warned me. "Or there is a parents' law that says there might be consequences."

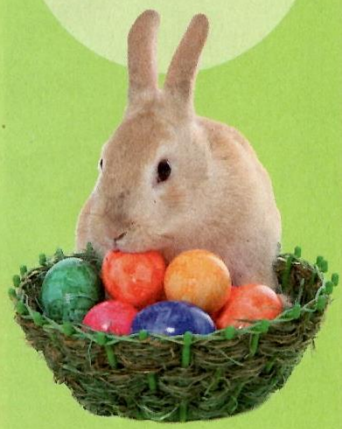
That was her favorite warning: "There might be consequences." This always got my "generous imagination" worked up. Usually I pictured myself wrapped in chains and handcuffed to a post in our spider-filled basement.

PROBLEM AND SOLUTION
What problem has Jack solved? What problem has he created?

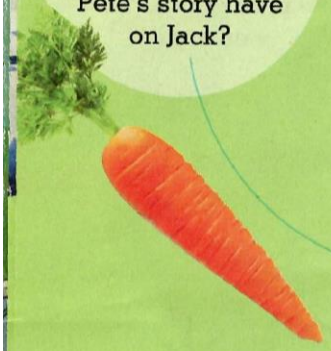
PLOT
Why does Jack think his plan is perfect?



INFERENCE
Why does Jack's mom mention this about Pete?



CAUSE AND EFFECT
What effect does Pete's story have on Jack?



That night, the alarm went off at midnight and again at four in the morning. Each time, Pete hopped out of bed, turned on his flashlight, and ran outside to water his penny tree.

By morning, I was beginning to feel the "consequences" creeping up on me.

All the next day, Pete kept up his watering routine, and I kept my mouth shut. That night we were sitting in the living room, reading. Pete pulled out his old copy of *The Carrot Seed*. He read it over and over. "This is the greatest book ever," he shouted. "The little boy plants a carrot seed and waters it and waters it, and even though everyone in his family says it won't grow, he still waters it because he believes it will. **And then, boom, overnight it grows into a giant carrot.** That's just how it is going to be with my penny tree—because I believe in it!"

I peeked over the top of my book. Mom, Dad, and Betsy were peeking up over their books too—and they were glaring at me. I smiled at them. They didn't smile back.

Suddenly, I was beginning to feel bad about myself. Maybe I had gone too far. Maybe Pete was too delicate for my scheme.

"I'll be right back," I announced, and put my book down. I ran to the garage and got a garden spade. Then I went over to the neighbor's yard and dug up a plant that sort of looked like a little tree. I replanted it where Pete had planted his seed. I sneaked back into my bedroom and got a handful of pennies and some tape, and went back outside. Quickly, I taped a few pennies on the branches. "This will make him happy," I said to myself, "and then we can forget about the penny tree."

The next morning, Pete woke me up by jumping up and down on my bed and shouting, "It grew! It grew! I'm rich. Come see!"

I hopped up and followed him outside. "Wow," I said, and made my eyes get real big. "It worked."

Write your own question about anything on these pages!

He bent down and held one in his hands. "Why are they held on with tape?" he asked.

"That's not tape," I said. "Those are penny stems."

"Cool," he said. Then he asked a question that I gave the wrong answer to. "If I leave them on the tree, will they grow really big, like huge penny hubcaps?"

"Nah," I replied. "They'll turn into nickels."

INFERENCE
Why was saying this a mistake? What might have made Jack say it?

Pete's eyes bugged out. "Nickels!" he shouted. "Then I'll wait to pick them."

Oh, no! I thought. I did it again.

Everything went downhill fast from there. And the more broke I became, the happier everyone else was. First, I had to sneak out in the middle of the night and change the pennies to nickels. And of course, Pete was

thrilled. When he saw them, he danced a little dance around the yard and announced that he would wait for them to become dimes.

Once again, I dug into my piggy bank and got dimes, and later I sneaked out to put them on the tree. The following morning, Pete went nuts. He did somersaults across the yard and drooled all over himself. Then he decided to hold out for quarters. That night, I changed the dimes to quarters.

The next day, Pete went screaming wildly around the backyard until he was so dizzy he fell over and announced he would wait for 50-cent pieces. **That night I did the changeover.** The next day, he was bonkers. I tried to get him to pluck the half-dollars off the tree, but no, he was holding out for the dollar bills. That night, I taped 10 single dollar bills all over the tree, and when I finished, I said to myself, "OK, this madness has got to stop. I started it, so I'll finish it."

I took a small pair of scissors and cut off all the leaves from the tree and left them scattered under the tiny branches.

The next morning, Pete and I got up together to water the tree. On the way out of the house, he said, "Maybe after the single dollar bills, there will be five-dollar bills, then tens, then twenties, then hundreds . . ."

I stopped him. "Don't count your chickens before they hatch," I warned him.

When we arrived at the tree, Pete gasped and dropped to his knees. "It died!" he shouted. "All its leaves fell off." He began to cry.

"But dollar bills are still left on the bare branches," I pointed out.

"Why'd it die?" he blubbered. "I loved this tree."

"It's not dead," I said, putting my arm around his shoulders. "It's just that winter is coming. The penny tree has a short growing season. You know, like apples and pears."

Pete wiped his eyes on his sleeve. Then he thought about what I said. He thought about it for so long that I knew I was in trouble.

"You mean it will return next summer?"

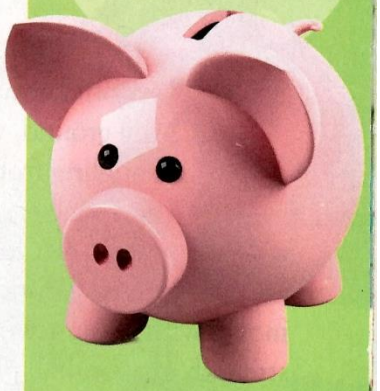
"Yes," I said. "Of course it will."

"That is so cool!" he shouted. "I'll be rich all over again."

He was ripping the dollar bills off the tree as I stood up and slowly walked back to my room. **I shook my piggy bank. It was empty.** I better start saving now, I thought. That kid's "generous imagination" is going to cost me every cent I can get my hands on. ■

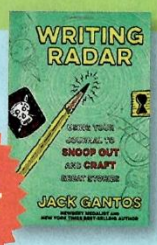
CHARACTER
What does this tell you about the kind of brother Jack is?

CONCLUSION
How did Jack's plan backfire? What did he learn from it?



WRITE TO WIN

What happens next summer? Write a continuation of the story. Include dialogue between Jack and Pete, plus Jack's thoughts and actions. Send it to "Jack Contest" by February 1, 2019. Ten winners will each receive a copy of *Writing Radar* by Jack Gantos. See page 2 for details.



FIND AN ACTIVITY ONLINE!

STORYWORKS

Character
"The Penny Tree"
December 2018/January 2019

READING AT HOME DAY 2

Read p. 10-15 "The Penny Tree" and complete this page.

How Jack Changes

Directions: Answer the questions in the chart below, comparing Jack at the beginning of the story with Jack at the end. Use specific examples from the story.

	At first	By the end
1. How does Jack feel about giving Pete a birthday gift?		
2. How clever does Jack think his idea for Pete's gift is?		
3. How does Jack think Pete will react to watering the penny tree six times a day?		
4. What does Jack plan to do with his money?		

UP CLOSE **Synthesizing** As you read these texts, think about the traits shared by Jen Bricker and the trees in the poem. What do they have in common?

LOOK FOR WORD NERD'S 10 WORDS IN BOLD

The Amazing POWERS of Jen Bricker

An incredible story of love, determination, and dreaming big

BY KRISTIN LEWIS

Jen Bricker hangs 30 feet above the ground, wrapped in red fabric dangling from the ceiling. The audience gasps as she rolls out of the fabric, her long, dark hair tumbling down behind her in a wave. She moves with the grace of a ballerina and the strength of a football player.

Jen is an **aerialist**, an acrobat who performs daring **feats** high in the air. She's appeared on stages all over the world, from Malaysia to Germany. She has dazzled audiences by hanging from a hot air balloon and soaring off of a trampoline.

Jen's career is impressive no matter how you look at it. But it is all the more extraordinary because she was born without legs.

Alone in the World

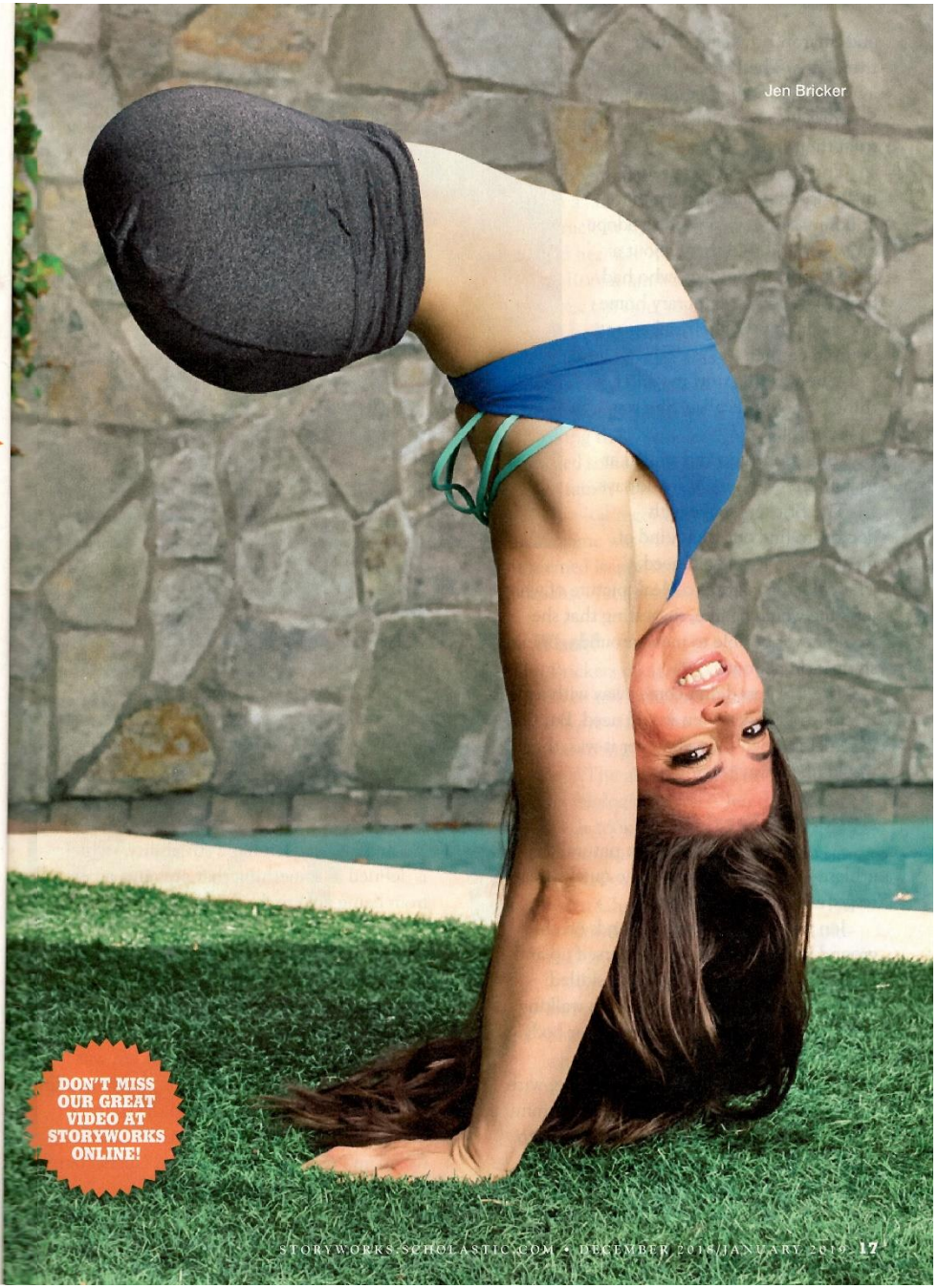
Jen was born in 1987 in Salem, Illinois. With her big brown eyes and thick black hair, she was adorable. But something was different about her. Because of a **genetic** problem, her legs never formed. Her **biological** father decided he couldn't handle raising a child with a serious medical issue. He insisted on leaving Jen at the hospital, forbidding her mother from even seeing her.

And so Jen came into the world completely alone: without parents, without even a name.

Her future seemed uncertain at best.

"She Was Ours"

Less than 100 miles from Salem, in the small town of Hardinville, Illinois, lived Gerald



Jen Bricker

DON'T MISS OUR GREAT VIDEO AT STORYWORKS ONLINE!

and Sharon Bricker and their three sons. The Bricker home was a happy one. Still, Gerald and Sharon felt something was missing from their lives.

They had always wanted a little girl but couldn't have more children. So they decided to adopt one. A friend told them about a baby, born without legs, who had been placed in a temporary home not too far away. The Brickers set out to meet her.

"She was this tiny, itty-bitty thing," Sharon recalls. "She was so beautiful."

"She looked up and smiled at us, and she was ours," Gerald says.

The Brickers spoke with doctors to find out what kind of medical care Jen would need. These doctors painted a **bleak** picture of what Jen's life would be like, suggesting that she would never be able to move around—or even sit up—on her own.

The Brickers didn't come away with a clear idea of what exactly Jen would need. But they were determined that whatever it was, they would find a way to provide it.

Jen steals the show in her aerial act. Bottom: Jen as a child on the trampoline with her brother.

Agile and Fearless

As it turned out, Jen was a natural athlete—**agile** and fearless. She quickly learned to get around using her arms.

Jen walks by placing her hands on the ground in front of her, lifting herself up and pulling herself forward. She is as skilled walking on her hands as others are walking on their feet. Not surprisingly, her upper body is incredibly strong.

Growing up, Jen was always playing with her big brothers: scurrying up rocks, swimming, and bouncing on the big trampoline in her family's backyard. When she was about 2, a doctor fitted her with **prosthetic** legs. But she hated wearing them, preferring to move on her hands instead.

Can-Do Spirit

Technically, Jen has a "disability," which is defined as something that prevents a person from being able to move easily. But Jen says she's lucky. Growing up, she felt she could do anything she put her mind to. In the Bricker house, the word *can't* was simply not allowed.

"We were always telling her, 'You can do anything you want to do,'" Gerald says.

Perhaps it's not surprising that Jen was something of a **prodigy** in sports. In elementary school, she could speed around the softball diamond on her hands. She snowboarded and fished and rode horses. She even taught herself to roller-skate on her hands.

But gymnastics was where Jen really shone. She would race down the mat on her hands and launch herself into the air, flipping with power and ease. When Jen was 11, she took home gold at the state gymnastics championship, beating out the gymnasts with legs.

A Lot of Attention

Jen's success attracted a lot of attention. Articles were written about her. News crews came to her school to film her. She was even flown to New York City to be on a talk show.

At the time, she found the attention confusing. She remembers thinking, "This is dumb. I am not anything special. Why am I an inspiration to you?"

Like many kids in middle school, Jen sometimes longed to blend in. But as she learned, when you don't have legs, people are going to notice you wherever you go.

It Seemed Impossible

During the 1996 Olympic Games in Atlanta, Georgia, Jen—who was 8 at the time—sat glued to the television. She watched in awe as gymnast Dominique Moceanu [moh-chee-AH-noo] tumbled her way to a gold medal.

Long after the Olympics ended, Jen continued to admire Dominique. She felt like more than a fan obsessed with a famous athlete. Jen was struck by the similarities between herself and her idol. They were both gymnasts, both with Romanian backgrounds. They both had big eyes, tan skin, and long dark hair. Even Jen's mom had to admit that her daughter and Dominique looked a lot alike.

It turns out this was not a coincidence.

Seeing Dominique's name on the TV screen during the Olympics, Sharon suddenly remembered something: the name of Jen's biological family. The name had been included in Jen's hospital records by accident.

That name was Moceanu.

It seemed impossible—and yet it made perfect sense. Jen and Dominique were sisters.

Jen and her adoptive parents, Gerald and Sharon

Now What?

The Brickers decided to wait until Jen was 16 to tell her about Dominique. When they revealed the truth, Jen felt like she was living in a dream.

"The girl I watched on TV . . . she's my biological sister?" Jen thought.

It took Jen four years to track down Dominique's address. While searching, Jen discovered that she had another sister, Christina. Finally, in 2007, Jen sat down to write Dominique an old-fashioned letter.

By the time Dominique got to the end of Jen's letter, she was weeping. She immediately called her mom, who told her the story was true. Soon after, Dominique and Jen spoke on the phone. They were overjoyed to have found each other, yet sad to have missed so many years of being in each other's lives.

Jen with her sisters Dominique Moceanu (left) and Christina Moceanu Chapman (middle)

Everything Is Possible

Today, Jen is 31. Her life has been an incredible adventure. She went to college, worked at Disney World, and created an aerial act with another acrobat. She has also formed a close bond with Dominique and Christina.

And of course, Jen remains as adventurous as ever—she scuba dives, kayaks, and surfs.

Still, she insists there is nothing special about her. That she has no superpowers. That she is just a normal person who works hard and doesn't give up. Yet Jen has come to understand that her life is an inspiration to others.

And that may be where her greatest power lies. Because if any of us had to face the **obstacles** that Jen has faced, wouldn't we hope to be able to respond exactly as she has? With fearlessness, with hope, with heart?

In the introduction to her **memoir**, *Everything Is Possible*, Jen shares a quote from a William Shakespeare play. The line she chose could not be more fitting: "Though she be but little, she is fierce." ■

POEM

The Mighty Tree

By Rebecca Kai Dotlich

There, in the woods,
in the canyons, on the streets,
they stand mighty,
strong, secure,
the pine, the cedar,
the oak endure
in times of drought
driving rains,
thrashing storms
and hurricanes;

they curve, twist, bend their way
through concrete and rock,
they grow each day
against all odds,
staying steadfast
digging deep,
deep,
deep,
their thick, hardy roots
rugged, determined

to dive into earth
all the while stretching
leafy limbs to the sky
surrounded by clouds
as they keep dreaming,
reaching,
telling their stories
to the sun, the moon,
and the stars.

WHAT'S THE CONNECTION?

The article and the poem share an important idea about facing obstacles. What is it? Respond in a short essay. In your answer, consider the traits that Jen Bricker shows in the article and the trees show in the poem.

FIND AN ACTIVITY ONLINE!

READING AT HOME DAY 3

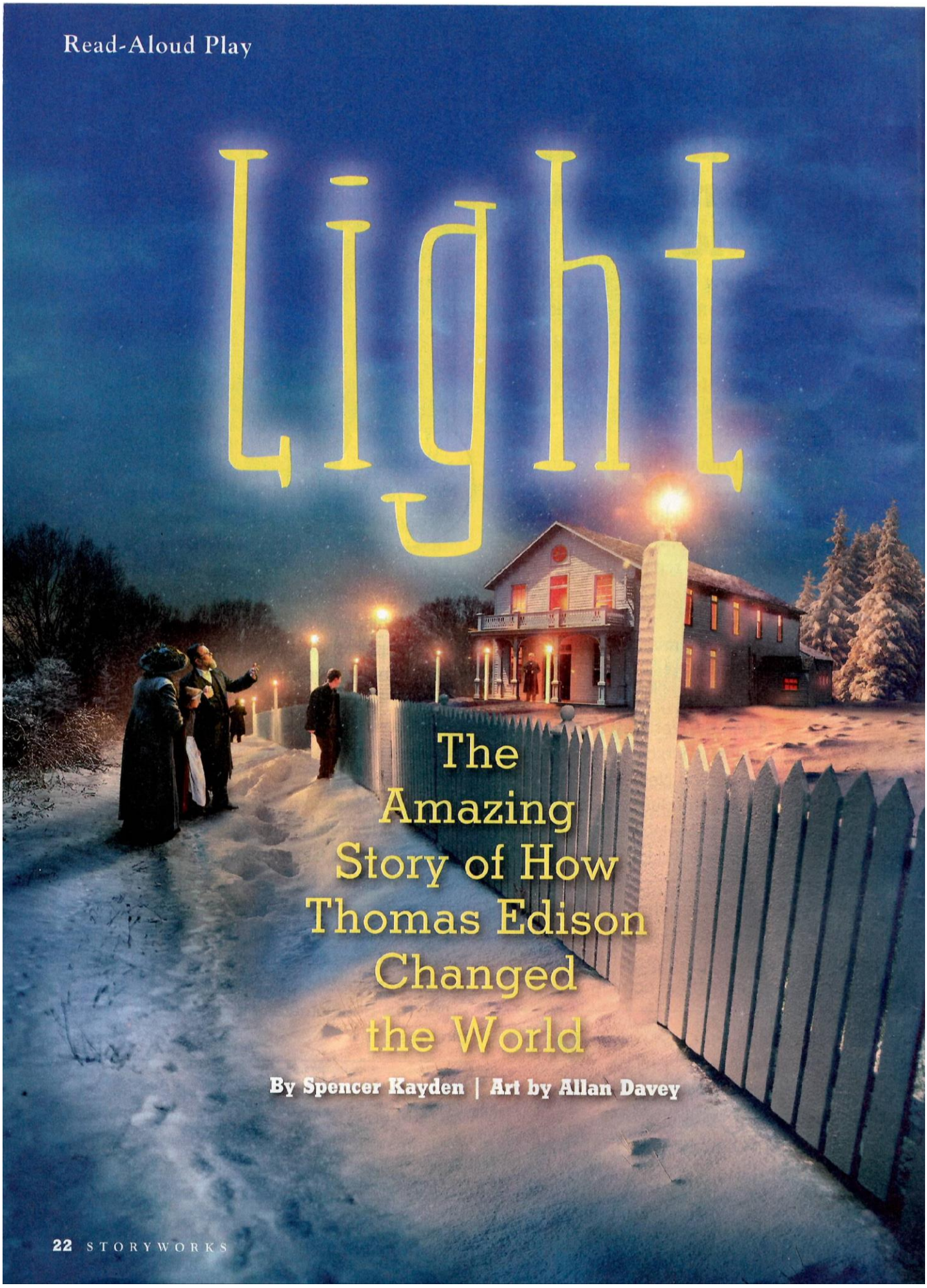
Read p. 16-20 "The Amazing Powers of Jen Bricker" and "The Mighty Tree" complete this page.

Putting It All Together

Directions: To synthesize means to combine parts from different sources. Answer the questions below to synthesize information from the article "The Amazing Powers of Jen Bricker" (JB) and the poem "The Mighty Tree" (MT). We've indicated where you can find each answer.

1. What is a disability? (JB)	
2. What obstacles did Jen Bricker face early in life? (JB)	
3. What obstacles do trees meet? (MT)	
4. How did Jen overcome her obstacles? (JB)	
5. How do trees overcome obstacles? (MT)	
6. What personal qualities can help you overcome obstacles? (both texts)	
7. How did facing obstacles make Jen an inspiration to others? (JB)	

Light



The Amazing Story of How Thomas Edison Changed the World

By Spencer Kayden | Art by Allan Davey

UP CLOSE

Big Idea As you read, pay attention to Thomas Edison's lines. What do they tell you about his attitude toward succeeding?

LOOK FOR WORD NERD'S 7 WORDS IN BOLD

Characters

Circle the character you will play. **Indicates large speaking role*

***Narrators 1, 2, and 3** (N1, N2, N3)
***Thomas Edison,** a famous inventor
***Alfred,** a 12-year-old boy
Charles "Batch" Batchelor, Edison's main assistant
J.P. Morgan, a banker who helped pay for Edison's laboratory and experiments
Mama, Alfred's mother
Lillie, Alfred's sister
***Papa,** Alfred's father

Prologue

N1: In the 1870s, inventor Thomas Edison built a laboratory in Menlo Park, New Jersey.

N2: Edison believed that to invent something, all you needed was a good imagination and a pile of junk.

N3: He hired a team of mechanics, mathematicians, and engineers to help him.

N1: Edison and his men worked on many different ideas. But he became focused on solving one big problem.

N2: Back then, people lit their homes with candles or with lamps that burned oil or gas.

N3: The flames were dangerous. They caused fires and created harmful fumes and black **soot**.

N1: Edison wanted to find a new and safer way to light up the world.

N2: And he wouldn't give up until he found it.

Thomas Edison: Nothing is impossible. We just don't know how to do it yet.

Scene 1

N3: Twelve-year-old Alfred is picking through the trash heap outside Edison's laboratory.

N1: A man comes out a side door. His hair is uncombed, and he wears a rumpled blue suit.

Edison: Hey there, boy. What have you got?

N2: Alfred slowly opens his hands.

Alfred *(shyly)*: Um, copper wire and glass tubing.

Edison: What do you plan to do with this treasure?

Alfred: I'm going to experiment. I hope to be an inventor like Mr. Edison someday.

Edison: Today may be your lucky day. Come with me.

N3: Edison takes Alfred into the lab.

N1: Machines whir. The smell of burning metal fills the air. Men huddle around worktables heaped with parts and tools.

N2: Edison leads Alfred to a table covered with threads.

Edison: We are working on an **incandescent** lamp. Do you know what that is?

Alfred: It's light that glows instead of flickers?

Edison: That's right. We put a long, thin strand of some material into this glass bulb. That strand is called a **filament**. It heats and glows when electricity runs through it.

N3: Alfred watches a large, bearded man delicately pluck a fiber from a coconut shell.

Charles Batchelor: Problem is, we can't find a filament that burns long enough. We've tried plants, paper, all kinds of metals. Now we're trying this coconut fiber.

Edison: When you have exhausted all possibilities, remember this: You haven't.

Right, Batch?

Batch: Right, Boss.

N1: Alfred's eyes go wide.

Alfred: You . . . you're the boss?

N2: Edison winks at Alfred and tips an imaginary hat.

Edison: Mr. Edison, at your service.

Scene 2

N3: Alfred starts helping Edison in his lab. He brings supplies, carries water, and runs errands.

N1: One day, Alfred is tidying the worktables when J.P. Morgan, one of Edison's **investors**, arrives waving a newspaper.

J.P. Morgan: Have you seen this headline? "Is Edison a Fake?" See that? A fake!

Edison: Nice to see you too, J.P.

Morgan: You said you were close to making incandescent light. You claimed gaslight would soon be a thing of the past. That was a year ago!

Edison: Electric light has turned out to be more complicated than I thought.

Morgan: Other scientists have already made working lamps.

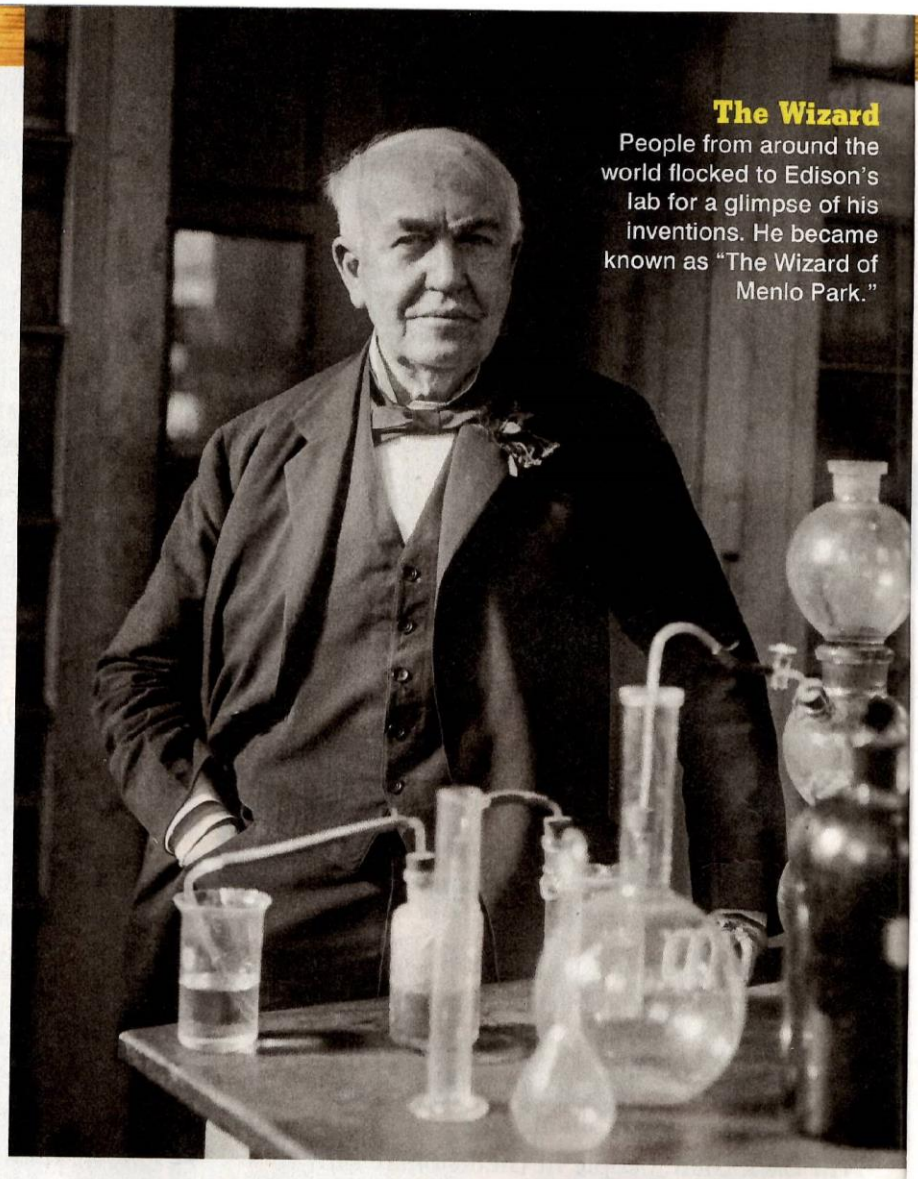
Edison: True, but they don't burn for more than a few minutes.

Morgan: If you don't solve this soon, you'll get no more money from me. Seems like you and your team just keep failing.

Edison: We have not failed. We have successfully found thousands of ways that won't work. Don't you see? Every failure is a step forward.

Morgan: Every failure is a failure.

N2: Morgan storms off.



The Wizard
People from around the world flocked to Edison's lab for a glimpse of his inventions. He became known as "The Wizard of Menlo Park."

Scene 3

N3: At Alfred's home, Mama is teaching Lillie to make dinner. A large bandage is wrapped around Mama's right arm.

Mama: Now we're going to chop those potatoes in half and drop them into the boiling water.

Lillie: Here Mama, let me do it. The doctor said you need to rest your arm to help the burns heal.

Mama *(shaking her head)*: Your clumsy mama . . . I still don't know how I managed to knock over that lamp last week. We're lucky the whole house didn't burn down.

N1: Papa comes in with an empty milk jug.

Papa: Where's your brother, Lillie?

Lillie: In the barn.

N2: Papa goes outside just as flames dart from the barn. He grabs a bucket of water and rushes in.

N3: Alfred is swatting at a growing fire. Papa tosses the water on it.

Papa: What on Earth is going on in here?

Alfred *(quietly)*: I was burning pieces of fishing line, and the hay caught fire.

Papa: What's all this about?

Alfred: Papa, I met Mr. Edison. He's making an electric lamp, and I'm going to help!

Papa: You will do no such thing. You've been **neglecting** your chores, Alfred, and I have had it with you.

Alfred: But Papa, I have to! Mama could have died in that fire. I saw it, Papa. The way the flames raced up her sleeve . . . It never would have happened if we had electric lights instead of oil.

Papa *(softening)*: It was a terrible accident, son. But judging from this fire you started, electric lights will be just as dangerous.

Alfred: They will be so much safer. No open flames, no dripping oil or leaking gas. Please believe me, Papa. Mr. Edison is going to change the world!

Papa: You will stop these experiments. That is my final word.

Scene 4

N1: In the following months, Edison and his men continue their search for the perfect filament.

N2: Edison often works late into the night, forgetting even to eat.

N3: Finally, in late October 1879, Edison and Batch make a breakthrough.

Batch: I baked these cotton threads in the oven until they charred, just like you asked.

Edison: Excellent. We'll use them as filaments in the lamps we're testing tonight.

Batch: OK. We've also got filaments made of horsehair, paper dipped with tar, fishing line, and red cedar wood.

N1: Edison and Batch watch the lamps all night.

Edison: Lamp Number 2 has gone out. It's 11 p.m.

N2: Batch writes down the time in his notebook.

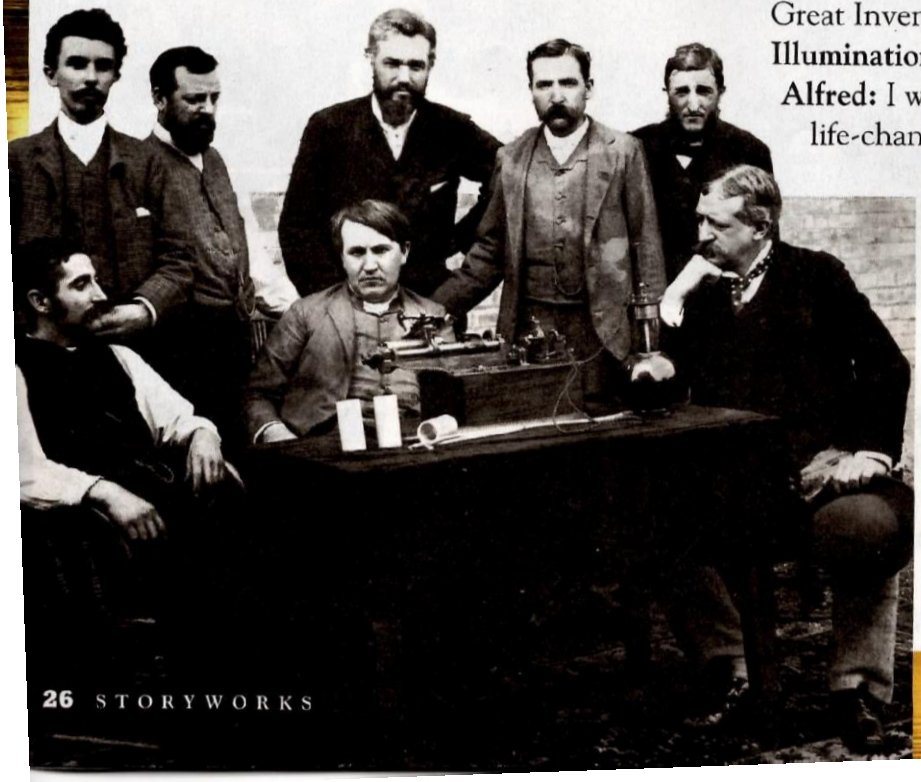
Dangerous Light
Above: Before the use of electric light, fires involving candles and gas lamps were common. **Right:** Gas streetlamps had to be lit by hand each evening by people called lamplighters.

N3: One by one, the other lamps flicker out or grow dim.
N1: Except for the one with cotton thread.
Batch: This one is still going strong.
Edison: Let's turn up the power.
N2: The lamp glows for another hour before the glass overheats and cracks.
Edison: That's 13-and-a-half hours.
Batch: The longest ever!
Edison: If we can make a lamp that lasts 13 hours, we can make one that lasts 100 hours.

Scene 5

N3: Two months later, Alfred comes to Edison's lab.
Edison: Ah, my young scientist friend! Where have you been?
Alfred: My papa told me I'm not supposed to come here anymore. I almost burned down our barn.
Edison *(chuckling)*: What were you doing?

A Loyal Crew
Edison (front) and his team in 1892. (Batch is third from the left.) Many of Edison's helpers worked for him their entire lives.



Alfred: Burning stuff, trying to find a filament for you.
N1: Batch walks over, carrying a newspaper.
Batch: Why, hello there, Alfred. Boss, I thought you might want to see this headline.
Edison *(reading)*: "Edison's Light: The Great Inventor's Triumph in Electric Illumination." That's more like it.
Alfred: I wish my father understood how life-changing this is.
Edison: We've got a little something to show the world on New Year's Eve. Why don't you bring your family?

Scene 6

N2: On the night of December 31, as Alfred and his family are finishing dinner, Alfred clears his throat nervously.
Alfred: There's something

amazing I want to show you all. Will you come for a walk with me?

Papa: Alfred, it's freezing outside. And you kids have to help your mother with the washing-up. Nobody's going anywhere.

Alfred: Please, Papa. Trust me. You need to see this.

Lillie *(excitedly)*: What is it?

Alfred: It's a surprise.

Mama: Alfred, you didn't even look this excited on Christmas morning!

N3: Alfred, Lillie, and Mama all turn to Papa hopefully.

Alfred *(to Papa)*: I promise you won't be sorry.

Papa *(sighing deeply)*: Well, all right. But make it quick, before we all catch cold.

N1: Alfred leads his family outside and up the hill to Edison's lab. Rows of soft, glowing lamps on tall poles illuminate the street.

Lillie: What are those?

Alfred: Electric lights. Aren't they beautiful?

N2: Mama walks toward the lights in awe.

Mama: I've never seen anything like it.

N3: Papa whistles softly and shakes his head.

Papa: I have to say, they are something.

N1: Edison comes to the door to greet them. Warm, lovely light spills out of the lab.

Edison: Welcome, welcome. You must be Alfred's family.

Papa: Sir, I'm absolutely amazed by these lamps. They don't flicker or sputter or hiss.

Alfred: I told you, Papa. Edison is a true genius.

Edison: Genius, my young friend, is 1 percent inspiration and 99 percent perspiration.

Papa: Well, your hard work has paid off.

N2: Alfred leads his family to a table where Batch is turning a lamp on and off.

Alfred: See, these wires are attached to that U-shaped filament. When the electricity flows through, the filament gets really hot and starts to glow.

Mama: And that's what makes the light?

Alfred: Yes, Mama. It can stay lit for more than 100 hours. And it's so much cleaner and safer than oil or gas.

Edison *(to Mama and Papa)*: Your son has impressed me. I'd like to make him an **official** part of my team.

N3: Mama puts her arm around Alfred's shoulders. Alfred is beaming.

Papa *(with pride)*: Son, I can see you have a bright future.

Edison: We will find out what the world needs, then try hard to invent it. Right, Alfred?

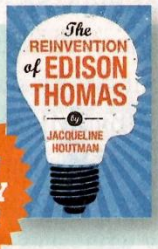
Alfred: Right, Boss. ■

Clean and Bright

Today's light bulbs use about ¾ less electricity than Edison's original incandescent bulb—which makes them better for the environment.

WRITE TO WIN

Write an encouraging letter to a friend who is working on an invention. Use ideas and details from the play to give your friend advice. Send it to "Light Contest" by February 1, 2019. Ten winners will receive *The Reinvention of Edison Thomas* by Jacqueline Houtman. See page 2 for details.



FIND AN ACTIVITY ONLINE!

READING AT HOME DAY 4

Read p. 22-27 "Light" and complete this page.

Bright Inferences

Directions: In the play *Light*, the author does not always tell you how characters feel or why they act the way they do. Instead, you must use text clues to make inferences. Read each set of lines from the play. Think about the questions in small type on the sides. Then make an inference to answer each question in bold.

---

1. Think about these lines from Scene 1:

Edison: Hey there, boy. What have you got?

N2: Alfred slowly opens his hands.

Alfred *(shyly)*: Um, copper wire and glass tubing.

Why might Alfred open his hands "slowly" and speak "shyly"?

Edison: What do you plan to do with this treasure?

Alfred: I'm going to experiment. I hope to be an inventor like Mr. Edison someday.

How might Edison feel when he hears this?

Edison: Today may be your lucky day. Come with me.

Why does Thomas Edison invite Alfred into his lab?

_____

_____

_____

2. Now think about what happens in Scene 3:

Lillie: Here Mama, let me do it. The doctor said you need to rest your arm to help the burns heal.

Why does Mama call herself "clumsy"?

Mama *(shaking her head)*: Your clumsy mama . . . I still don't know how I managed to knock over that lamp last week. We're lucky the whole house didn't burn down.

Based on what you learned in the prologue, why would knocking over a lamp be dangerous?

From these lines, what can you infer happened to Mama's arm?

_____

_____

_____

Name _____

GRAMMAR At Home
Week 3 Day 1

Grammar
7.3.1

Appositives

An **appositive** is a noun or pronoun, often with adjectives and other words, placed after a noun to identify or explain it. Commas are usually used to set off an appositive from the rest of the sentence.

The red deer, a large and impressive looking animal, has a slender body and long legs.

Rewrite each sentence. Add commas where they are needed.

1. The caribou of North America animals famous for long migrations often travel in herds numbering in the tens of thousands.

_____

_____

2. The elk the largest species of deer has a humped back and long, thin legs.

_____

3. Elk creatures active during the early morning rest during the middle part of the day.

_____

4. The elk's coat fur that is thick and coarse in texture is short except for the shoulders, where it forms a distinctive mane.

_____

_____

5. Elk fast runners with high endurance can outpace horses on rough terrain.

_____

Name _____

GRAMMAR At Home
Week 3 Day 2

Grammar
7.3.2

Other Uses for Commas

Use a comma to set off items in a **series**, **interjections**, **elements of dates**, and **elements of an address** when they appear in a sentence.

Deer, elk, and caribou are all herbivores.
The deer was seen on October 6, 2011, in St. Paul, Minnesota.
Wow, that was amazing!

Rewrite the sentences below using commas where they are needed.

1. White-tailed deer eat a variety of foods, including hay acorns grasses and wildflowers.

_____

2. The herd started their migration south on November 3 2011.

_____

3. Elk are the prey of mountain lions bears wolves and coyotes.

_____

4. Deer can be found near Helena Montana.

_____

5. Whoa look at the antlers on that elk!

_____

Name _____

GRAMMAR At Home
Week 3 Day 3

Grammar
7.3.3

Commas in Sentences

A **comma** should be used to separate two adjectives that modify the same noun. A comma should also be used before a direct quotation.

Rewrite each sentence. Add commas where they are needed.

1. The teacher said "Common colors for a white-tailed deer's hide include light brown, tan, or deep red."

   _____

2. We brought powerful long-lasting batteries for our flashlight.

   _____

3. The herd of caribou avoids crossing the dangerous slippery path.

   _____

4. The park ranger explained "Caribou are able to smell lichens lying beneath the snow."

   _____

5. We heard the beautiful haunting sound of the wind blowing through the rock formation.

   _____

Name _____

GRAMMAR At Home
Week 3 Day 4

Grammar
7.3.4

Review Commas

Use commas to set off **appositives**, words in a **series**, **interjections**, **dates**, **addresses**, **adjectives** that modify the same noun, and before or after **quotation marks**.

Add commas where they are needed.

1. The team traveled to Chicago Boston and New York this year.
2. The coach said "No the championships are not being held in Orlando Florida."
3. The team finals officially end on November 2 2013.
4. Soccer a game started in Britain is played by people all around the world.
5. The shabby worn out soccer ball should be replaced.

Turkeys

(1) A young male turkey is called a jake. (2) A young female turkey is called a jenny. (3) A group of turkeys is called a flock. (4) Turkeys enjoy the company of other creatures. (5) They love having their feathers stroked.

1. How could you rewrite Sentences 1, 2, and 3 so that they read more smoothly?

   A. A young male turkey is called a jake, a young female turkey is called a jenny, a group of turkeys is called a flock.
   B. A young male turkey is called a jake, a young female turkey is called a jenny, and a group of turkeys is called a flock.
   C. A young male turkey is called a jake a young female turkey is called a jenny a group of turkeys is called a flock.
   D. Make no change.

2. How could you combine sentences 4 and 5?

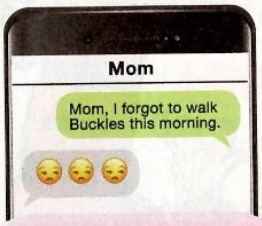
   A. Turkeys enjoy the company of other creatures they love having their feathers stroked.
   B. Turkeys enjoy the company of other creatures, and they love having their feathers stroked.
   C. Loving their feathers stroked, other creatures enjoy the company of turkeys.
   D. Make no change.

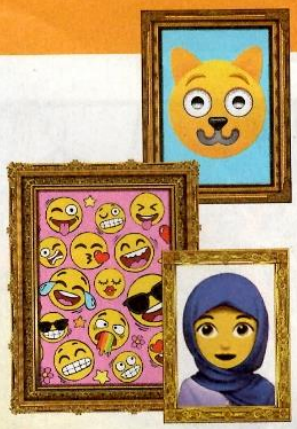
WRITING At Home

Infographic

The Wonderful World of Emojis

How these tiny cartoons are making the 🌎 a little more 🙂





Expressive

Studies show that emojis can express emotions better than text. And with 2,823 to choose from, you'll never struggle to say exactly how you feel.

Works of Art

Each emoji is a mini-masterpiece that takes two years to create. The original emojis are even featured at New York City's Museum of Modern Art.

Popular

Billions of emojis are sent each day. (😮!) The #1 favorite?

which is used so often that it was Oxford Dictionaries' 2015 Word of the Year.

Top Emojis in the U.S.

Ancient Tradition

Small pictures made up the very first forms of writing, like ancient Egyptian hieroglyphics. Emojis are part of a 5,000-year-old tradition!

Connecting Cultures

Emojis are beloved around the world. You may not know how to write "hello" to your pen pal in Japan, but you can send her a friendly 👋.

APPLE (ALL OTHER EMOJIS)

Your writing task:

Your 98-year-old Great-Aunt Rita just got her first smartphone! Write her a letter explaining why she should learn to use emojis, using information from the infographic.

WRITING At Home

MATH

MATH At Home
Week 3 Everyday

KHAN ACADEMY LOG

Each school day for two weeks, work on Khan Academy for 20 minutes

	On this day	**I worked on this standard:**	**For this much time:**
WEEK 3: April 6-9 (no school Friday)	(Example) Mon, March 23	5.OA.A.1	20 minutes
	1.		
	2.		
	3.		
	4.		

Comparing Decimals

MATH At Home
Week 3 Day 1

Name: _____ Date: _____

Complete the comparison with >, =, or < .

.526 ◯ .572

.31 ◯ .310

.709 ◯ .81

3.96 ◯ 3.765

.300 ◯ .296

.9 ◯ .263

5.NBT.3

Division Word Problems With a Fraction Connection

MATH At Home
Week 3 Day 1

Name: _____ Date: _____

I bought 70 pounds of meat to share equally between 6 families. How many pounds of meat will each family receive?

_____

I have 92 feet of rope that I need to share equally between 8 people. How many feet of rope will each person receive?

_____

The pizza shop delivered 150 slices of pizza for a class of 27 people. How many pieces of pizza will each student get to eat?

_____

We brought 50 gallons of water on our four-wheeling camping trip. If 14 people go on the trip, how much water will each camper get to drink during the trip?

_____

5.NF.3

Area of Rectangles with Fractional Sides

Name: _____ Date: _____

MATH At Home
Week 3 Day 2

A gardener digs a flower bed that is 8 meters long and $\frac{1}{2}$ meter wide. What is the area of the flower bed? _____

Sam's bathroom is 6 feet long and 4 $\frac{1}{2}$ meters wide. What is the area of Sam's bathroom?

_____

A rectangular swimming pool measures 15 meters by 7 $\frac{1}{4}$ meters. What is the area of the swimming pool? _____

9 ft. Find the area of the rectangle.

1 ⅔ ft. _____

5.NF.4

Multiplying With Fractions: Real World Problems

Name: _____ Date: _____

MATH At Home
Week 3 Day 2

Shadrica had 6 feet of wrapping paper. She used 3/5 of the paper to wrap some gifts. How much does she have left? _____

Maxwell ran 4 days last week. He ran 3/8 of a mile each day. How far did he run in all?

_____

Alex has 3/6 of a gallon of paint. He plans to use some of it. How much paint will he have remaining if he uses 2/3 of it? _____

Tom finished a job in 3/4 of an hour. Jorge finished the same job in 4/5 of the time it took Tom. How long did Jorge take to finish the job?

_____

Jessica bought 8 roses for her mother. 3/4 of the roses were pink. How many pink roses were there? _____

Describe the method you used to solve these problems on the back of this page.

5.NF.6

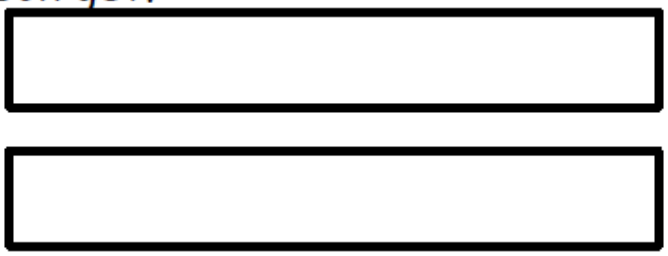
Dividing Fractions by Whole Numbers

Name: _____ Date: _____

MATH At Home
Week 3 Day 3

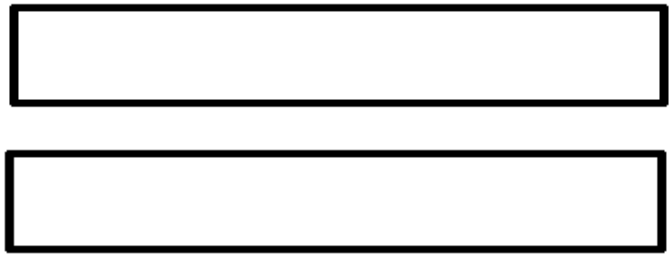
Solve each word problem. Use the rectangle models to help you.

The day after a party, $\frac{1}{2}$ of the cake remains. If 4 people share the rest of the cake equally, what fraction of the cake does each person get?



_____

A gallon jug of water is $\frac{1}{4}$ full. If 2 children equally share the water, what fraction of the jug does each child get?



_____

Create a story problem for each of the following problems and solve.

1/4 ÷ 6

1/3 ÷ 3

5.NF.7

Dividing Whole Numbers by Fractions

MATH At Home
Week 3 Day 3

Name: _____ Date: _____

Solve each word problem. Show your work.

A piece of wood is 8 feet long. How many pieces of wood can be cut from the 8 ft. piece of wood if each piece is to be 1/4 of a foot?

_____

Jessica is running a 10 mile marathon. There are check points every 1/2 of a mile. How many check points are there in the race?

_____

Jacob is bringing 12 sandwiches to a luncheon with a large group of people. He plans to cut each sandwich into thirds. How many 1/3 size pieces will he have?

_____

Create a story problem for each of the following problems and solve.

$12 \div 1/4$

$6 \div 2/3$

5.NF.7

Additive Volume

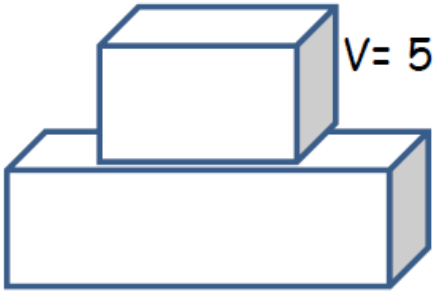
MATH At Home
Week 3 Day 4

Name: _____ Date: _____

1. A cake maker made a wedding cake with two layers.
- The bottom layer: base =64 inches^2 h =2 inches
- The top layer: base =36 inches^2 h =2 inches

What was the total volume of the cake? _____

2. What is the total volume of the figure below?



_____

3. A student stacks 3 right rectangular prisms on top of each other.
- The bottom shape: L= 22 cm. W = 4 cm. H= 5 cm.
- The middle shape: L= 18 cm. W = 4 cm. H= 6 cm.
- The top shape: L= 12 cm. W = 2 cm. H= 8 cm.

What is the total volume of the student's shapes?

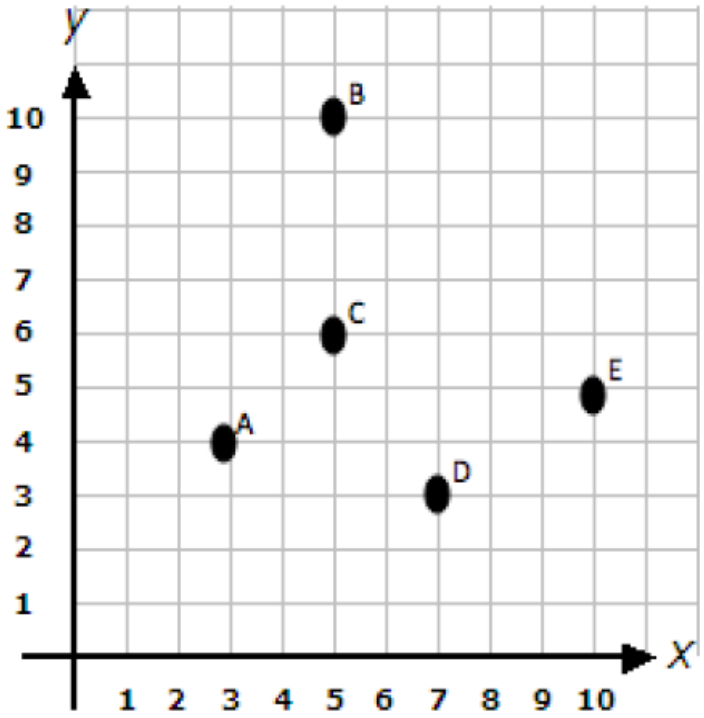
_____

5.MD.5

Coordinate Planes

Name: _____ Date: _____

MATH At Home
Week 3 Day 4



Write the coordinates for:
Point A: _____
Point B: _____

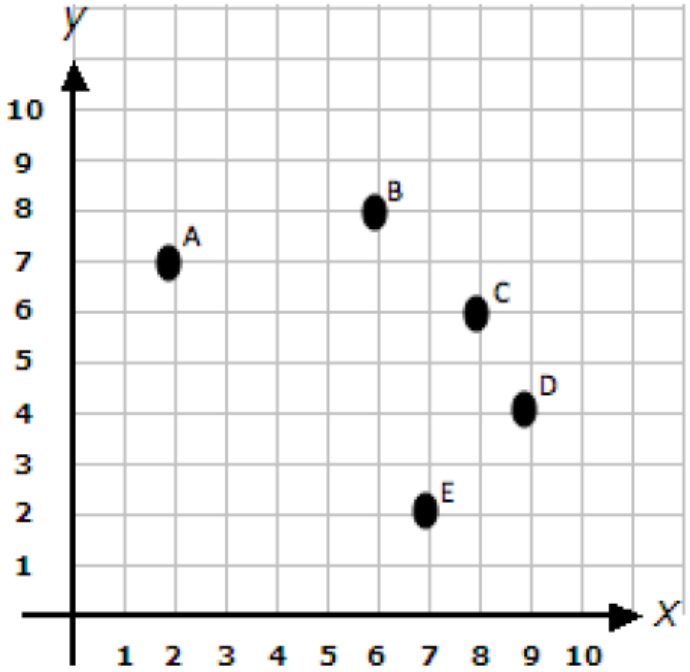
Which letter is located at (7,3)? _____

Plot a new point at (2, 7) and label it F.

Which letter has an x coordinate of 7? _____

Which letter has a y coordinate of 8? _____

Plot a new point with an x coordinate of 3 and a y coordinate of 10. Label it F.



5.G.1-2

SCIENCE At Home
Week 3 Day 1

1. Earth Spins on Its Axis

If you watch the sky during the day, you will see the sun rise in the east. It seems to move slowly across the sky all day, and in the evening, it will set in the west. This pattern happens every day.

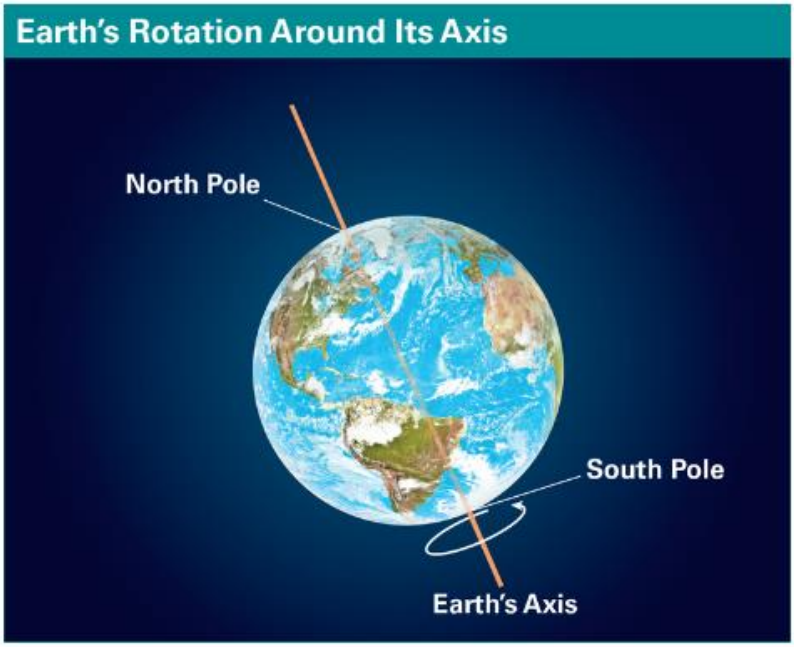
To people standing on Earth, it seems that the planet is still and that everything around it in space—including the sun—is moving. But the sun only looks like it is moving across the sky. In fact, the sun stays in one place in the center of the solar system, and it is Earth that moves.

To understand why the sun appears to move, think about riding on a carousel. As you watch the people standing around the spinning carousel, they appear to move. But they are not moving. You are moving. In a similar way, the sun appears to move in the sky because Earth is moving.

Because you are moving in a circle on the carousel, you see the same people over and over again. Similarly, the sun seems to rise and set in the same pattern every day because you move in a circle when you are on Earth.

The sun appears to move in the sky because, like a carousel, Earth is rotating.

You move in a circle because Earth *rotates* around an *axis*. To rotate means to spin. Earth's axis is an imaginary line going through the middle of the planet from its North Pole to its South Pole. Earth makes one complete spin, or rotation, about its axis every 24 hours. So, each rotation is one day on Earth.



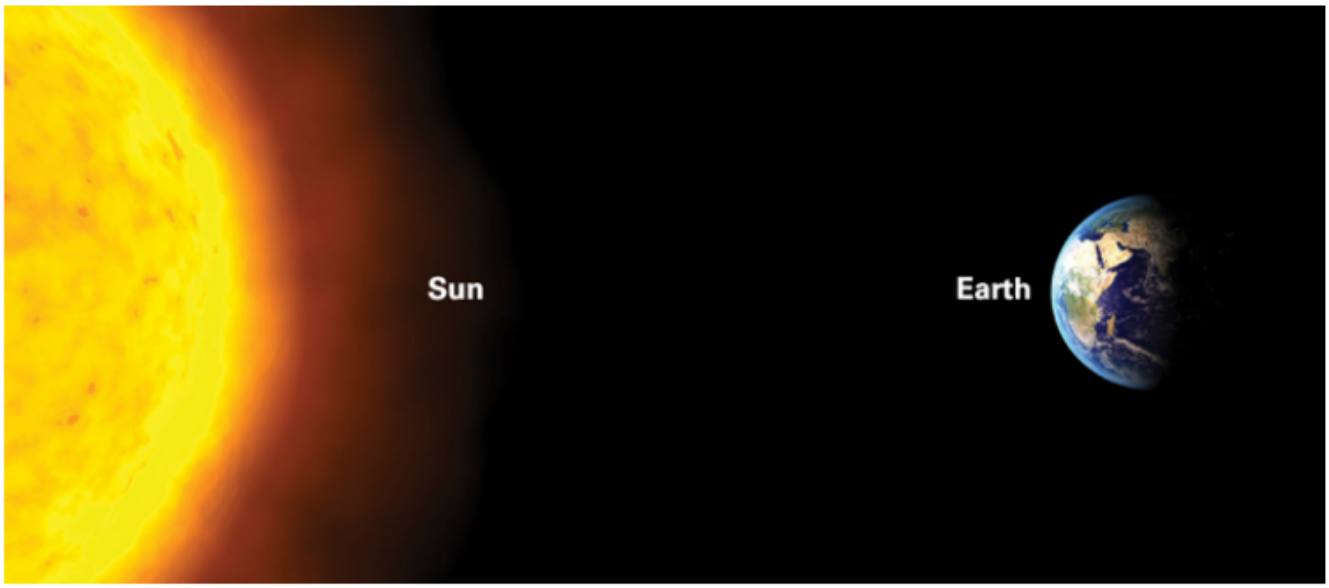
The sun appears to move because Earth rotates around an axis. Earth makes one rotation about its axis every 24 hours, which means that day on Earth is one complete rotation.

SCIENCE At Home
Week 3 Day 2

2. Earth's Rotation Causes Day and Night

What is the difference between day and night? To answer this question, you might look at the sky. Day is any time that the sun is in the sky, and *night* is any time that the sun is not in the sky.

Day and night are caused by Earth's rotation. Because Earth rotates, the sun seems to change its position in the sky throughout the day. In the middle of the day, the sun is at its highest point and the part of Earth you are standing on is facing directly toward the sun. As the day continues, Earth continues to rotate, and the part of Earth you are on is no longer facing the sun. As a result, the sun seems to be lower in the sky. Eventually, Earth rotates so much that the part you are standing on is facing away from the sun. This causes the sun to drop below the horizon, and a sunset occurs.



Earth's rotation causes day and night. In this diagram, the part of Earth that is facing the sun is experiencing daytime. The part that is not facing the sun is experiencing nighttime.

After sunset, Earth continues to rotate. Just after sunset, there is usually a little light in the sky because the part of Earth you are on is still almost facing toward the sun. As it gets later into the night, Earth rotates more. In the middle of the night, the part of Earth you are on is facing directly away from the sun. During this time, the sky is usually very dark. Then Earth rotates more, and the sky starts to get lighter. Eventually, it rotates enough so that the sun rises up over the horizon again. But the sun is still low in the sky. Earth continues to rotate, and by the middle of the day, it is directly overhead, just like the day before. Because Earth rotates once every 24 hours, you see this pattern of the sun's movement once every 24 hours.

The horizon is the line that appears to separate Earth and the sky.

SCIENCE At Home
Week 3 Day 3

4. The Amount of Daylight Changes During the Year

Every day, the sun rises and sets in a predictable pattern. But the sun does not rise at the same time each day, and it does not set at the same time each day. So, there is another pattern about sunrise and sunset that you can observe—a pattern of changes through the year.

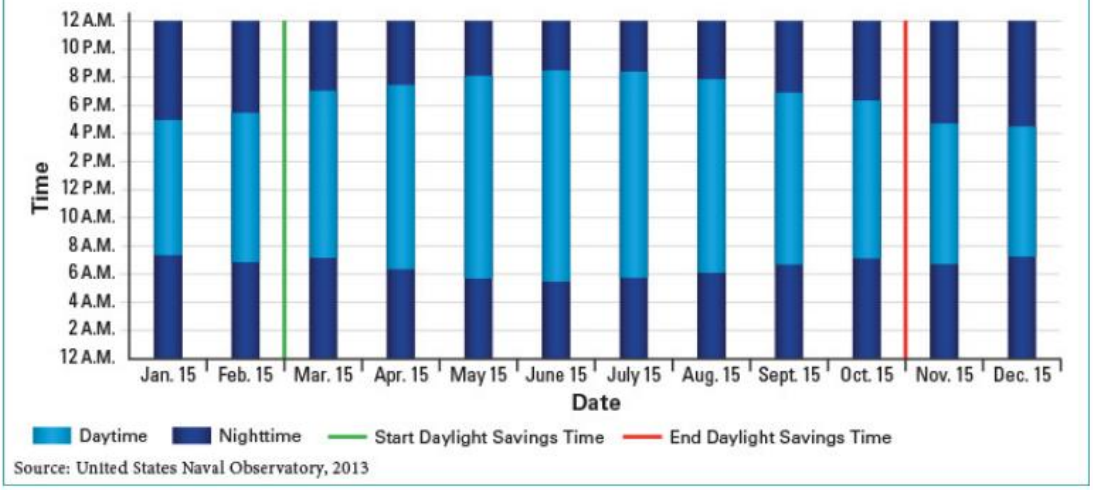
You can observe the time that the sun rises and sets and see how it changes. During summer, you might notice that the days seem very long. This is because the sun rises early in the morning and sets late in the evening. The sun might rise at 6:00 a.m. and set at 8:00 p.m. The sun would be in the sky for 14 hours. There are more hours of daylight than hours of night in the summer.

During fall, there are fewer daylight hours than during summer. There are about the same number of hours of daylight as hours of night. The sun might rise at 7:00 a.m. and set at 7:00 p.m., so would be in the sky for 12 hours.

There are the fewest hours of daylight during winter. There are fewer hours where the sun is in the sky than hours of night. The sun might rise at 7:30 a.m. and set at 5:00 p.m. There would be only nine and a half hours of daylight.

During spring, the sun is in the sky for a longer period of time than during winter. There are about the same number of daylight hours in spring as in fall. There are more daylight hours in spring and fall than in winter, and fewer hours than in summer.

Sunrise and Sunset Times in Denver, CO



Source: United States Naval Observatory, 2013

The sun does not rise and set at the same time every day. It rises and sets in a pattern of changes that is different for each season. In which season does the sun rise the earliest? Which is the latest?

SCIENCE At Home
Week 3 Day 4

Write a paragraph:

Why is there day and night? Use details from the four articles to support your answer.