

### Fabulous 5<sup>th</sup> Menu of Learning Week 3

Your job will be to complete one delicious meal from each subject every day of the week. By Friday, all of the selections on the menu need to be crossed off, and your brain will be filled with yummy knowledge!

- Assignments can be completed using digitally or using the paper copies if technology is unavailable.
  - (Feel free to use the paper copies to write out your thinking.)
  - Digital work will be on our Google Classrooms: Rad Readers (reading and writing), Mathematicians of the 5<sup>th</sup> Grade (math and science), Historians of the 5<sup>th</sup> Grade (social studies).
- Assignments are to be completed daily.
  - Mrs. Hurlbert will be calling you to check on your progress, and answer any questions you may have.
  - Remember, this is still a time of learning. My expectation is that you are completing each assignment using your best work.
- Record your time spent on extra practice.
  - You may choose ST Math, Khan Academy, Epic, Raz Kids, Read Theory
  - Look out for my FlipGrid messages and read aloud time. (Check Dojo!)
- For fun, fill out your BINGO game card! There will be prizes for all black out Bingo game cards when we come back to school.
- I have provided your notebooks to help guide your thinking. Remember to use your tools!

I can't wait to see you again! I miss you very much. Please remember, I am here for you still. You may contact me anytime even if you just need to chat.

Love,  
Mrs. Hurlbert

## Fabulous 5<sup>th</sup> Menu of Learning Week 3

**Reading:** Choose a story and complete the skill pages that go along with it.

<b>Monday: <i>Storyworks</i></b> “In the Game”	<b>Tuesday: <i>Storyworks</i></b> “Our Beautiful Town is Gone.”	<b>Wednesday: <i>Storyworks</i></b> “Nugget Nation” “Mac & Cheese Mania”	<b>Thursday: <i>Storyworks</i></b> “In the Game” Quiz. Read any articles you haven’t read yet.	<b>Friday: Spring Break:</b> Submit by Thursday.
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**Writing & Grammar:** Paragraph of the Day writing prompt and one grammar activity.

<b>Monday: Prepositions</b> Opinion writing: Should recess be longer? Read the article in <i>Storyworks</i> . Then begin forming your opinion either using paper or digital. (Rad Readers)	<b>Tuesday: Parts of Speech Opinion writing:</b> Should recess be longer? (Rad Readers)	<b>Wednesday: Parts of Speech Opinion writing:</b> Should recess be longer? (Rad Readers)	<b>Thursday: Opinion Writing Final Draft.</b> Either on paper or submit digitally. (Rad Readers)	<b>Friday:</b> Enjoy your week! (April 10 <sup>th</sup> -17 <sup>th</sup> ) Have everything submitted on Thursday.
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**Math:** Choose one skill sheet a day to complete.

<b>Monday:</b> Word Problems & Daily Math	<b>Tuesday:</b> Word Problems & Daily Math	<b>Wednesday:</b> Word Problems & Daily Math	<b>Thursday:</b> Word Problems & Daily Math	<b>Friday:</b> Spring Break: Submit by Thursday.
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**Science & Social Studies:** Read the passage and complete the skill page.

<b>Monday: Monday States of Matter.</b> (Mathematicians)	<b>Tuesday: <i>Tuesday States of Matter Project.</i></b> (Mathematicians)	<b>Wednesday: <i>Explorers: Henry Hudson.</i></b> (Historians)	<b>Thursday: <i>Explorers: Henry Hudson</i></b> (Historians)	<b>Spring Break:</b> Enjoy your week! (April 10 <sup>th</sup> -17 <sup>th</sup> ) Submit by Thursday.
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**Independent Reading & Extra Practice:** Log your reading and extra practice time. Minutes and what you worked on.

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## Suggested Daily Schedule

Here is a suggested daily schedule to help you plan your day. Remember, you organize your day in a way that works best for you and your family.

<b>Magical Morning: Before 9am</b>	Make breakfast, brush your teeth, get ready for the day.
<b>Meticulous Math: 9am-10:30am (1 ½ hours)</b>	Complete your daily assignments for math. If you finish before the hour, complete extra practice on ST Math or Khan Academy. (You can even choose an activity from your Bingo card!)
<b>Beautiful Break Time: 10:30am-11am</b>	Grab a snack, play, relax, stretch, call a friend, draw, talk with a family member, go outside.
<b>Radical Reading: 11am-12pm (1 hour)</b>	Complete your daily assignments for reading. If you finish early, work on Raz Kids (assignments or reading room).
<b>Lovely Lunch: 12pm-1pm</b>	Fix a fantastic lunch! Yum, yum, yum, yum! Relax, go outside, wiggle, talk with family or friends, play a board game.
<b>Wonderful Writing: 1pm-2pm (1 hour)</b>	Complete your daily paragraph writing and grammar assignment. If you finish early, find a way to add juicy details to your paragraph.
<b>Beautiful Break: 2pm-2:15pm</b>	This is a short brain break. Dance it out, stretch, walk around.
<b>Superb Science &amp; Social Studies: 2:15-3pm (45 minutes)</b>	Complete your daily assignment for science or social studies.
<b>Incredible Independent Time: 3pm-3:15pm (15 minutes)</b>	Take 15 minutes to quietly read a book, listen to our daily read aloud online with Mrs. Hurlbert, or read a picture book to someone (lots of picture books on Epic and Raz Kids).





## Bingo!

Hey! Let's have some fun! Try to cross three items off a day to fill in the Bingo card by the end of the two weeks!

<b>B</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>O</b>
Take a picture of a beautiful object in nature and upload it to Dojo portfolio.	Watch a movie as a family.	Play a game or make one up!	Write a story about anything you want!	Help make dinner!
Listen to a positive song.	Read to someone.	Bake Chocolate Chip Cookies or Rice Krispy Treats!	Ask an adult what their favorite hobby is and why!	Pick a chore to do around the house.
Organize your closet!	<b>Do:</b> 10 Jumping jacks 10 sit-ups 10 pushups	<b>Free Space:</b> Pick your own activity!	Clean your room or organize something in your room.	<b>Do: 15 Jumping Jacks</b> 15 sit-ups 15 pushups
Design your own invention with stuff from around the house.	Tell your family 5 things you appreciate about them.	Pick a chore to do around the house.	Read to someone.	Build a house using playing cards, legos, or be creative! Take a picture for Dojo!
Art Hub!	Go for a walk!	Complete a FlipGrid task.	Make dinner with your family.	Chalk art on the sidewalk. Leave positive words for people walking by.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Write an Opinion Essay

**Directions:** Read the article "Should Your Recess Be Longer?" in the September 2019 issue of *Storyworks*. Fill in the chart on page 27. Then follow the steps below to write an opinion essay.

### BEFORE YOU WRITE: CHOOSE YOUR SIDE

An opinion essay is all about stating a view and using evidence to try to convince your readers to agree with you. First, decide where you stand. Should there be more time for recess?

Check the box next to the point of view you will support in your essay.

- Yes! Kids need free time!     No! Too many problems!

### PARAGRAPH 1: INTRODUCTION

The introduction should get readers' attention, tell them a bit about the topic, and clearly state your opinion.

Write a hook to get readers interested: \_\_\_\_\_

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Write a sentence or two explaining what the debate is all about: \_\_\_\_\_

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Write a sentence that clearly states your opinion on the topic: \_\_\_\_\_

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Write an Opinion Essay, p. 3

## PARAGRAPH 3: CONCLUSION

The last paragraph of your essay is the conclusion. You should write a few sentences restating your main points—but don't add any new ideas. Remember, this is the last thing your readers will see, so make sure to remind them how you've shown that your opinion makes sense.

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## FINAL STEP!

Now copy your work onto a separate sheet of paper. Remember to indent at the beginning of each paragraph, and use transition words where necessary. Don't forget to proofread!



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## How Cory Changes

**Directions:** Answer the questions in the chart below to help you figure out how Cory's feelings and actions change from the beginning of the story to the end. Use specific examples from "In the Game" in your answers.

<b>Beginning</b>
<p>When Cory is waiting in line at The Foot Palace, what does he want? How does he feel when he gets it? Explain.</p>
<b>Middle</b>
<p>How does Cory react when he sees who made the basketball tournament team? Why? What does he do in response?</p>
<b>End</b>
<p>Why does Cory feel bad during the tournament? What happens to make it worse? How does Cory solve this problem?</p>
<b>Conclusion</b>
<p>What do you think Cory's solution reveals about Cory's character?</p>

**Your turn!** Use your answers to help you respond to the writing prompt on page 15: Do you think Cory found a good solution to his problem? Why or why not? Answer in a brief essay, using details from the story.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Figuring Out Figurative Language

In the story "In the Game," author Nora Raleigh Baskin sometimes uses figurative language to describe the characters and their actions. That means the words have a meaning other than what they actually say on the page. This activity will help you unlock what the author means.

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**Directions:** Read each line from the story below. Think about what each one means. Then answer the questions that follow.

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**1.** "He could actually feel his heart beating faster." (p. 11)

What might cause a person's heart to beat faster? What does this tell you about how Cory feels when he hears the store still has the sneakers in his size?

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**2.** "But I certainly hope you get your head in the game before we get there." (p. 13)

What does "head" stand for in this expression? What is Cory's dad telling him to do?

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**3.** "This was the first day the new Isaiah Jackson Retro 4s were on sale, and it looked like every kid on the planet was there." (p. 11)

Every kid on the planet is not really standing in line at the shoe store. What does this description tell you about how the store feels to Cory?

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Find at least one other sentence in the same paragraph that helps you understand what the phrase *every kid on the planet* means. Write it here.

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### Practice with Prepositional Phrases

A **prepositional phrase** is a modifying phrase consisting of a preposition and its object. These phrases usually add details about "where" or "when."  
**Preposition + Its Object = Prepositional Phrase**

example

**under + the bridge = under the bridge**

Directions: Use this method to record the parts of each prepositional phrase below.

<p>1. Sarah sprinted down the hill.</p> <p>Preposition = <u>down</u> Object = <u>the hill</u></p> <p><u>down</u> + <u>the hill</u> = <u>down the hill</u></p>	<p>2. I cleaned during the commercials.</p> <p>Preposition = _____ Object = _____</p> <p>_____ + _____ = _____</p>
<p>3. I have homework on the weekends.</p> <p>Preposition = _____ Object = _____</p> <p>_____ + _____ = _____</p>	<p>4. My mom is cheerful in the morning.</p> <p>Preposition = _____ Object = _____</p> <p>_____ + _____ = _____</p>

Directions: Complete each sentence with a prepositional phrase. Underline the preposition and circle the object. You may choose to select prepositions from the word bank or use your own.

Preposition Word Bank

in on at during around before over off for by to

5. The princess lives \_\_\_\_\_ .
6. Mr. Roberts, the math teacher, offers chapter review sessions \_\_\_\_\_ .
7. My sister has a dental appointment \_\_\_\_\_ .
8. The annual Springfield parade takes place \_\_\_\_\_ .
9. We take turns saying what we're thankful for \_\_\_\_\_ .
10. We traveled \_\_\_\_\_ .
11. We veered right to turn \_\_\_\_\_ .



Name: \_\_\_\_\_

# Why Does Matter Matter?

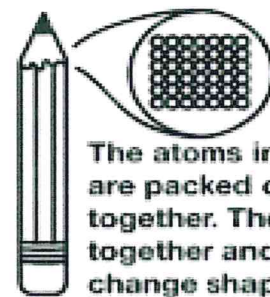
by Kelly Hashway

What do trees, air, and water have in common? They all have matter. That means they take up space. You might be wondering why these things look so different if they all have matter. Everything found on Earth can be grouped into one of three states of matter: solid, liquid, or gas. In order to figure out which state of matter an object fits in, we have to examine its properties. The properties we look at are shape, mass, and volume. Mass is the amount of matter an object has, and volume is the amount of space the matter takes up.

Solids are easy to recognize. They have definite shape, mass, and volume. Trees are solids. They are made up of tiny particles called atoms. These atoms are packed closely together, and they hold the solid in a definite shape that does not change. If you look around your house, you will see lots of solids. Televisions, beds, tables, chairs, and even the food you eat.

Liquids do not have definite shape, but they do have definite mass and volume. Liquids are similar to solids because their atoms are close together, but what makes a liquid different is that those atoms can move around. Liquids can change shape by flowing. If you've ever spilled a glass of milk, then you know it spreads out across the floor. It does this because the milk is taking the shape of the floor. Since liquids do not have a definite shape of their own, they will take the shape of their containers. This is why the same amount of milk can look different in a tall glass, a wide mug, or spread out on your kitchen floor.

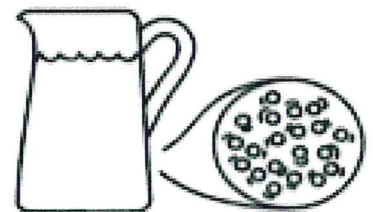
## Solid



**The atoms in a solid are packed closely together. They bond together and do not change shape.**

## Liquid

**The atoms in a liquid are close together. They slide around.**



Name: \_\_\_\_\_

# Why Does Matter Matter?

by Kelly Hashway



solids	volume	container	matter	ice	juice
gases	mass	atoms	chair	oxygen	melting
liquids	shape	space	milk	helium	

Choose a word from the box to complete each sentence.

1. The three basic properties of matter are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.
2. All matter is made up of tiny particles called \_\_\_\_\_.
3. Volume is the amount of \_\_\_\_\_ that matter takes up.
4. Mass is the amount of \_\_\_\_\_ an object has.
5. Liquids take the shape of their \_\_\_\_\_.
6. \_\_\_\_\_ do not have a definite shape or volume.
7. \_\_\_\_\_ do not have a definite shape, but they do have a definite volume.
8. \_\_\_\_\_ have a definite shape and volume.
9. A \_\_\_\_\_ and \_\_\_\_\_ are examples of solids.
10. \_\_\_\_\_ and \_\_\_\_\_ are examples of liquids.
11. \_\_\_\_\_ and \_\_\_\_\_ are examples of gas.
12. Solid ice is \_\_\_\_\_ when it is changing into a liquid.

# Income and Expense

Income is money that people earn and add to their bank accounts, and expense is money they take out of their accounts to spend. Help County Bank's budget advisor, Mrs. Trusty, give financial advice to her customers by calculating their incomes and expenses below.



1. Mr. Peabody earns \$1,500 each week and his wife earns \$750. Each week, they need to set aside \$200 for food, \$75 for gas, \$650 for the mortgage, and \$350 for savings. How much money will they have left each week?

Total income: \_\_\_\_\_

Total expense: \_\_\_\_\_

Remaining amount: \_\_\_\_\_

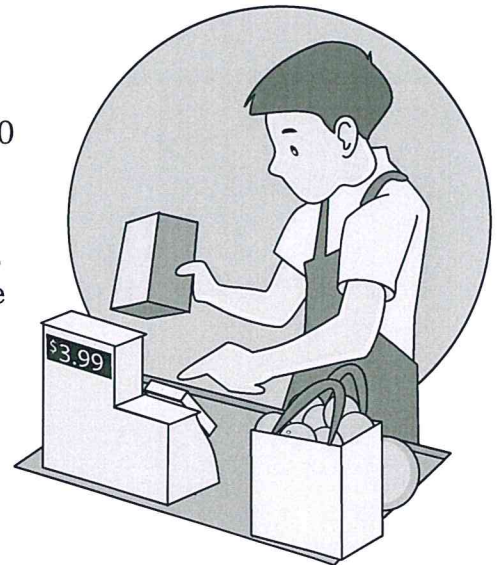
2. Dylan is going to school and working two part-time jobs. During the month, he works 20 hours for \$9.25 per hour at the grocery and 15 hours for \$11.50 per hour at Stellar Pizza Parlor. For all his hard work his mom gives him a monthly allowance of \$150. Dylan is responsible for his \$35 cell phone bill, \$50 gas bill, and \$200 car payment. Can he still save \$200 for college? If so, does he have \$50 to spend while hanging out with friends?

Total income: \_\_\_\_\_

Total expense: \_\_\_\_\_

Can he still save \$200 for college? \_\_\_\_\_

If so, does he have \$50 to hang out with friends? \_\_\_\_\_







Name: \_\_\_\_\_ Date: \_\_\_\_\_

# 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 "Our Beautiful Town Is Gone"

"Our Beautiful Town Is Gone" is about \_\_\_\_\_

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

2. Describe what happened once the dry grass caught fire.

After sparks from a wire ignited dry grass, \_\_\_\_\_

3. How have wildfires changed in recent years? Why?

Wildfires, like the one in Paradise, have become \_\_\_\_\_

4. Give two examples of what people did when the fire threatened their town.

Once people realized the fire would spread to Paradise, they \_\_\_\_\_

5. What problem did people face as they tried to drive to safety?

As people tried to leave the town, they \_\_\_\_\_

6. What did Josh Fisher and Kevin McKay do during the fire?

People such as Josh Fisher and Kevin McKay \_\_\_\_\_

7. What are the people of Paradise doing now?

Today, the people of Paradise \_\_\_\_\_



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Understanding Text Structures

**Directions:** Text structure is the way an author organizes information in a piece of writing. Authors use different text structures for different purposes. Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about "Our Beautiful Town Is Gone."

1. What is the main purpose of the article?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Which text structure does the author use overall in the article to achieve this purpose? \_\_\_\_\_

2. In the opening section, the author describes the town of Paradise. What details does she include to help you picture the town in your mind?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why do you think the author begins the article this way?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Cause and Effect**  
explains *why* something happened (cause) and *what* happened as a result (effect).

**Description**  
includes details to help you picture or get to know a person, place, thing, or idea.

**Problem and Solution**  
presents a problem and explains how it is solved.

**Compare and Contrast**  
presents the similarities and/or differences between two things, such as events, time periods, or places.

**Sequence of Events**  
describes events in the order in which they happen. This is also called *chronological order*.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Words to Know

**Directions:** As you come across words in bold in "Our Beautiful Town Is Gone," ask yourself if you know them or if you can figure them out from context. Check their meanings here. Then complete the activity on the following page.

- 1. abandoned:** "Some roads were completely blocked by burning tree limbs, electrical wires, and cars **abandoned** by terrified drivers." (p. 8)  
*Meaning:* left behind or no longer used
- 2. dousing:** "Josh stood on his truck, battling back flames with a powerful hose, **dousing** new fires as they erupted." (p. 9)  
*Meaning:* pouring a lot of liquid over
- 3. evacuate:** "In 2008, about 10,000 people from the town had to **evacuate** when a massive fire closed in." (p. 7)  
*Meaning:* leave a dangerous place
- 4. ignited:** "Experts now think that sparks from a faulty electrical wire had **ignited** dry grass on a remote hillside." (p. 6)  
*Meaning:* set fire to; caused to burn
- 5. mobilized:** "Firefighters in Paradise **mobilized**." (p. 6)  
*Meaning:* came together to take action
- 6. plume:** "All seemed normal—except for the **plume** of smoke rising out of the forest in the distance." (p. 6)  
*Meaning:* a narrow cloud of something, like dust or smoke, that rises into the air
- 7. predictable:** "The weather in California and around the Earth has been getting hotter and less **predictable**." (pp. 6-7)  
*Meaning:* able to be predicted, or figured out in advance
- 8. refuge:** "As the fire burned across Paradise, hundreds of people took **refuge** in a supermarket parking lot, which Josh Fisher and other firefighters were protecting." (p. 9)  
*Meaning:* shelter from danger

Continued on next page >





Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Words to Know, p. 3

**Directions:** Rewrite each sentence below using one of the words in the box.

abandoned	ignited	mobilized	plume	smoldering
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7. The rising cloud of smoke could be seen from miles away.

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8. The police officers took action when they learned of the bank robbery.

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9. The toddler was happy to find a stuffed bear that had been left behind.

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10. The building caught on fire when someone knocked over a candle.

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11. The campers made sure their fire was no longer burning or smoking before they went to sleep.

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Parts of Speech: Words that Describe

### adjective + noun

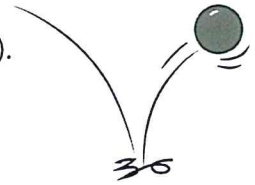
An **adjective** is a word that describes a noun (a person, place, thing, or idea).

Example: The ball bounced. (noun)

What kind of ball? → The (red) ball bounced. (adjective)

Remember: An adjective can be placed before the noun. → The (red) ball bounced.

Or after the noun. → The ball is (red).



**Directions: Make your own adjective bank. Think about words that describe *shape, size, color, number, feel, taste, sound, or smell.***

<u>red</u>	_____	_____
<u>small</u>	_____	_____
<u>bumpy</u>	_____	_____
<u>stinky</u>	_____	_____
<u>loud</u>	_____	_____
<u>many</u>	_____	_____

**Directions: Circle an adjective in each sentence. Then, underline the noun it is describing.**

1. The old doctor leaves at 5:00 pm.
2. The purple balloon blew quickly through the air.
3. Julia is the tallest girl in our class.
4. Our class is awesome.
5. The tired dog sleeps by the window.
6. Yesterday, I wore a blue, striped shirt.
7. The oldest tree in California is over 5,000 years old.
8. My teacher is so nice.
9. My big, mean cat jumped out of my arms.
10. The gray bunny hopped excitedly through the meadow.



# Monster Mayhem Word Problems



1. Four monsters decide to throw a party. A vampire, zombie, mummy and werewolf go shopping for food and drinks. The vampire buys 4 bags of chips at \$3.99 each. The zombie buys 2 bottles of soda at \$1.09 each, 3 gallons of water at \$.79 each and 2 jugs of juice at \$3.49 each. The mummy buys 5 bags of assorted candy at \$2.50 each. The werewolf just wants to eat it all! How much did they spend for the party?

2. The monsters paid for the food and drink together with a \$100 bill. How much change did they get back? Using the highest denominations possible, what type of currency did they get back in that change?

3. When the monsters go back to the party with all the food, the werewolf immediately opens the candy. He eats  $\frac{1}{2}$  of one bag and  $\frac{3}{4}$  of another bag. He is hungry! How much candy did he eat?



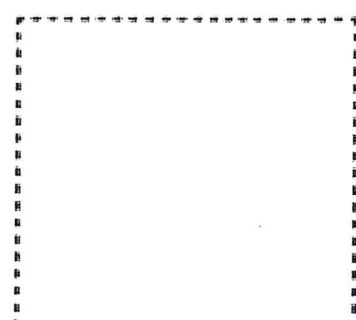
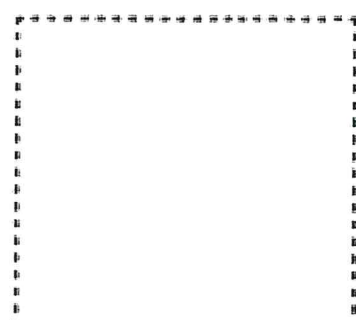
## States of Matter

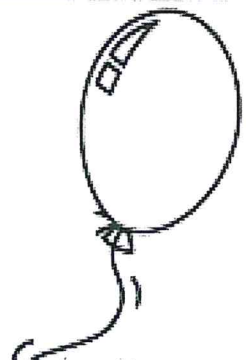
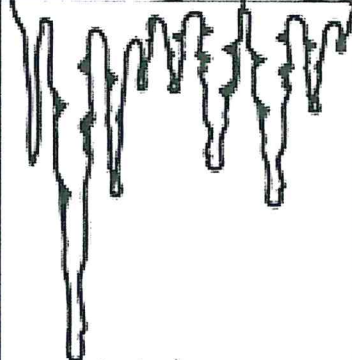
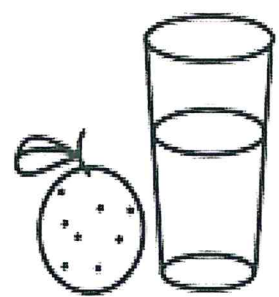

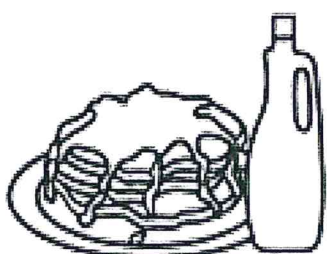
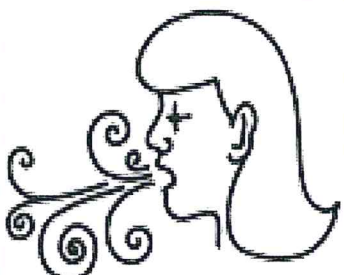

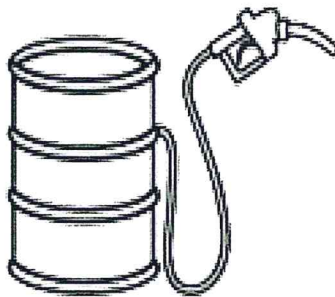
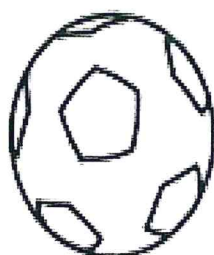
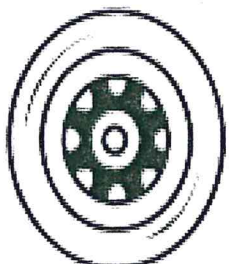
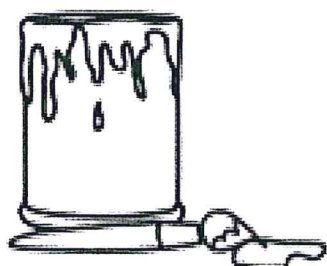
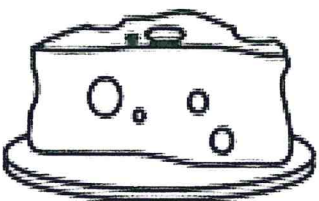
Cut out the images and glue them under the correct state of matter.

solid

liquid

gas



 <p>helium</p>	 <p>icicles</p>	 <p>orange juice</p>
 <p>airplane</p>	 <p>maple syrup</p>	 <p>carbon dioxide</p>
 <p>snowman</p>	 <p>gasoline</p>	 <p>air inside of a soccer ball</p>
 <p>air inside of a tire</p>	 <p>paint</p>	 <p>cheese</p>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Think About It!

**Close-Reading Questions:** Read "Nugget Nation" and "Mac and Cheese Mania." Then go back and reread sections of the texts to answer the questions below. We've started the first two answers for you.

1. In 1977, why did the government want Americans to eat fewer burgers? Why did this cause McDonald's leaders to panic?

The government wanted Americans to eat fewer burgers because

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McDonald's leaders panicked because

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2. The section "Chicken Genius" says that Robert Baker tried to get Americans to eat more chicken in the 1950s and '60s. Why didn't Americans like to cook chicken back then?

Many Americans didn't like to cook chicken because

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Think About It! p. 3

5. Based on the section "Fancy Food," why did very few people eat mac and cheese when it was first invented in the 1300s and for a long time after?

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6. Why does the author say that Kraft Dinner "seemed like a small miracle"?

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Comparing Two Foods

**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.

	"Nugget Nation"	"Mac and Cheese Mania"	Similar	Different
What is the article mainly about?				
Who invented this food? When and where was it invented?				
When did this food become an American favorite?				
How did this food become available to people all over America?				
What problem had to be solved before the food could be enjoyed by ordinary people?				
How popular is this food today?				

**Write Now!** Now you are ready to answer the writing prompt on page 19: How did Kraft Dinner and chicken nuggets each make a little-eaten food become popular across America?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Real World Multiplication

When do you people use multiplication in the real world? Here are a few scenarios when multiplication will come in handy! Read the questions carefully and use multiplication to help solve the problem in each situation. Remember to show your work and label your answers.

<p>1. Bianca is baking a cake for her teacher. The recipe calls for four cups of flour and three cups of sugar. But Bianca doesn't have a measuring cup! She knows that there are 16 tablespoons in a cup, so she decides to measure the ingredients with her tablespoon. How many times will Bianca fill the tablespoon?</p>	
<p>2. Omar is helping his mom make curtains for their living room. Each window will need two curtain panels that are 11 feet long. If there are six windows in the living room, how many feet of fabric will Omar and his mom need altogether?</p>	
<p>3. Cassandra is building new shelves for her two matching bookcases. Each bookcase will have nine shelves. She measures the bookcases and sees the shelves need to be 24 inches long. How many inches of wood will she need altogether?</p>	
<p>4. Tito and Yasir are watching football together. They agree to put a quarter into a jar for every point that is scored during the game. Tito's favorite team scores five touchdowns, and Yasir's team scores six touchdowns. If a touchdown is worth seven points, how much money should they put in the jar?</p>	



# Explorers!

## Henry Hudson

by Kelly Hashway



Before planes, people traveled by boat. And getting goods from one place to another took a long time, especially when ships had to sail around continents. In the early 1600s, European trading companies were looking for faster routes to sail to India and Asia.

In 1607, British explorer Henry Hudson led two failed voyages to find a northeast passage across the Arctic Ocean to Asia. He was searching for a route above the Arctic Circle, and his biggest problem was navigating around icebergs, which blocked his path. After failing twice, Hudson couldn't get a British company to fund his next voyage. He had to persuade the Dutch East India Company to back his third expedition.

Hudson left Amsterdam on April 4, 1609 aboard a ship named the *Half Moon*. Once again he was searching for a northern water passage, and just like on his previous trips, icebergs blocked his path and made his crew threaten mutiny. Hudson soon realized that a northeast passage across the Arctic would be nearly impossible. He decided to change directions and search for a water route to Asia through the New World instead. Hudson and the *Half Moon's* crew headed southwest across the Atlantic Ocean to America.

After several months, Hudson landed on small islands near Newfoundland, Canada. He sailed the *Half Moon* along the coast in search of a northwest passage across the continent of North America. He arrived in the New York Harbor and sailed up a body of water that is now named the Hudson River. He thought the river might lead to the Pacific Ocean. But he was wrong, and he was forced to turn back to Europe. He had explored new lands, but did not find a route to Asia.

Hudson made one final attempt in 1610, on a new ship named *Discovery*. He sailed *Discovery* across the northern Atlantic, along the coast of Greenland, and into Canada. He discovered a large

# Henry Hudson

by Kelly Hashway



1. In 1609, why couldn't Hudson continue looking for a northeast passage through the Arctic?

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2. What ship was Hudson sailing when he discovered the Hudson River?

- a. Half Moon
- b. Discovery
- c. Atlantic
- d. Santa Maria

3. How long did it take Hudson to travel from the North Cape to the Hudson River?

- a. about a month
- b. about four months
- c. about seven months
- d. about a year and four months

4. Explain why Hudson didn't return to Europe after discovering Hudson Bay.

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5. Why did European trading companies want Hudson to find a water route to Asia?

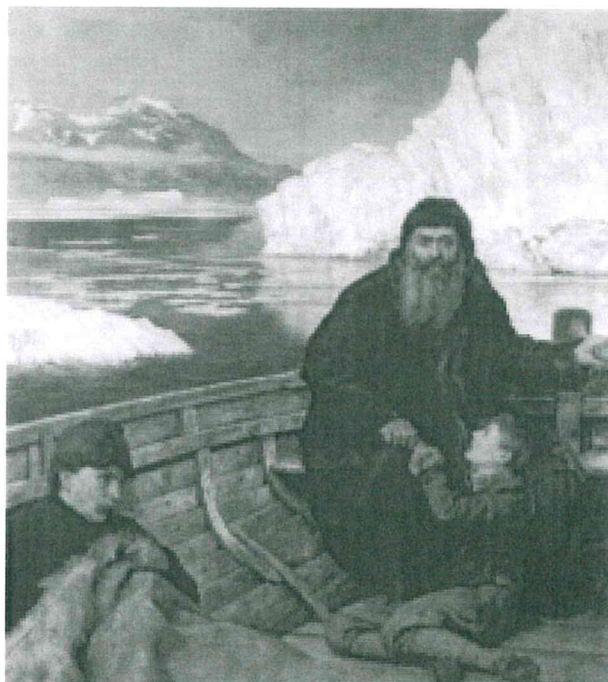
- a. so they could buy and sell goods with Asians more cheaply
- b. so they could find out what life was like in Asia
- c. so they could fish in Asian waters
- d. so they could find out if the world was round

# Henry Hudson

by Kelly Hashway

Look at the picture of Henry Hudson shown below.

Write a paragraph to explain what is happening in the picture.



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Name: \_\_\_\_\_ Date: \_\_\_\_\_

### "In the Game" Quiz

**Directions:** Read the story "In the Game" in the September 2019 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

**1. When Cory hears that The Foot Palace still has the sneakers in his size, you can infer that he feels . . .**

- (A) excited but worried.
- (B) disappointed and sad.
- (C) accepting of whatever happens.
- (D) confident that he will get the shoes.

**2. After seeing the disappointed boy at the shoe store, Cory . . .**

- (A) gives him the sneakers Cory's dad just bought.
- (B) tells himself that there's nothing he can do.
- (C) gets angry at his dad for cutting in line.
- (D) is glad he, not the boy, got the sneakers.

**3. Cory thinks Jason should be on the tournament team because Jason . . .**

- (A) just moved to town and wants to make new friends.
- (B) needs to be there in case another player gets hurt.
- (C) is one of the best players on their travel team.
- (D) knows a lot about basketball stats.

**4. When Cory sees Jason's brother at the game, you can infer that Cory thinks . . .**

- (A) it's unfair that Jason isn't playing.
- (B) there will always be other games.
- (C) Jason will be happy to see his family.
- (D) he can't do anything to change things.

**5. Which sentence supports your answer to question 4?**

- (A) "Jason stood up and cheered the whole time."
- (B) "So far, Jason hadn't seen his brother . . ."
- (C) "Until the game was over and Jason probably wouldn't have played one single minute."
- (D) "It wasn't until then that Jason looked up and saw his brother."

**6. Cory whimpers and yelps when he falls during the tournament because he . . .**

- (A) wants his teammates to help him get up.
- (B) is upset he won't be able to play in the game.
- (C) is sad that his team didn't get the trophy.
- (D) wants to convince everyone that he really hurt his ankle.

**7. In the phrase "but his teammates made him hobble up for the photo," hobble means \_\_\_\_\_.**

- (A) cheer
- (B) glance
- (C) limp
- (D) raise

**8. Which best states the message of the story?**

- (A) You should always put your family first.
- (B) If you want to win, you must work hard.
- (C) Sometimes you have to accept that there are things you can't change.
- (D) Doing what's right sometimes requires risks and sacrifices.

### Constructed Response

**Directions:** On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with details from the story.

**9. What makes "In the Game" a good title for this story?**

**10. How does Cory change from the beginning of the story to the end?**