

# Pickens County School District

Elementary

Fifth Grade

Extended Learning for Reading  
and Math





# Fast fact-finding

Read the passage below.



## Sky Colors

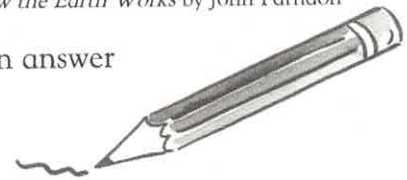


HAVE YOU EVER WONDERED why clear skies are sometimes deep blue and at other times almost white? Or why some sunsets are fiery red and others watery yellow? The reason is that the mixture of particles in the atmosphere is constantly changing. Every color in the sky comes from the Sun. Sunlight is white, which means it is a mix of every color in the rainbow. But as it passes through the atmosphere, gases, dust, ice crystals, and water droplets split it into the various colors, bouncing some toward our eyes and absorbing others. The colors we see depend on which colors are reflected and which are absorbed. Clear skies are blue because gases in the air reflect mostly blue light from the Sun. The sky gets paler when extra dust or moisture reflects other colors, diluting the blue. Sunsets are yellow (or red, if the air is dusty) because the Sun's rays have to travel so far through the lower atmosphere that all the yellow light is absorbed.

From *How the Earth Works* by John Farndon

Underline all the **main points** in the paragraph above. Then answer these questions in complete sentences.

What color is sunlight?



.....

Why is the sky blue?

.....

.....

What do you notice about the first four words? Why do you think they are set out this way?

.....

.....

What kind of sentences introduce the passage?

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Words such as **the reason is**, **because**, and **which means** tell us that this piece of writing does more than simply list facts. What else does it do?

.....

.....



## Old text

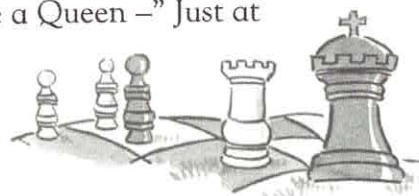
Read this **extract** carefully, then answer, in complete sentences, the questions that follow.

For some minutes Alice stood without speaking, looking out in all directions over the country – and a most curious country it was. There were a number of tiny little brooks running straight across it from side to side, and the ground between was divided up into squares by a number of little green hedges, that reached from brook to brook.

“I declare it’s marked out just like a large chess-board!” Alice said at last. “There ought to be some men moving about somewhere – and so there are!” she added in a tone of delight, and her heart began to beat quick with excitement as she went on. “It’s a great huge game of chess that’s being played – all over the world – if this *is* the world at all, you know. Oh, what fun it is! How I *wish* I was one of them! I wouldn’t mind being a Pawn, if only I might join – though of course I should *like* to be a Queen, best.”

She glanced rather shyly at the real Queen as she said this, but her companion only smiled pleasantly, and said “That’s easily managed. You can be the White Queen’s Pawn, if you like, as Lily’s too young to play; and you’re in the Second Square to begin with: when you get to the Eighth Square you’ll be a Queen –” Just at this moment, somehow or other, they began to run.

From *Through the Looking Glass* by Lewis Carroll



Who is the **main character** in this story?

.....

Where is the setting of this place? Describe in your own words.

.....

.....

Does Alice expect to enjoy this part of her adventure or not? How can you tell?

.....

.....

Why would Alice rather be a queen than a pawn?

.....

.....

Which side is Alice about to play for?

.....

Can you find any words or phrases to suggest that this was written a long time ago?

.....

.....



## New text



Read this **extract** carefully, then answer in complete sentences, the questions that follow.

They followed, running again. Once inside the house, with its maze of corridors, they could lose her. But there she was – they heard her first, those dragging footsteps. Then, hurrying, they saw her blue cloak, fair head. She pushed a huge panelled door and passed through, leaving it open behind her. They reached it and peered in just in time to see Sarah passing through yet another door on the far side of a room that was evidently part of the main house. There was heavy, gleaming furniture, walls lined with gilt-framed pictures, richly draped windows. Minty set off across it ...

They were through the second door now, and into an amazing crimson. ‘Cor!’ Tom was awestruck. ‘Red Drawing Room, this is! Heard about it! Cor! Ain’t it just red?’

It was. Carpet, walls, hangings smouldered, blazed. The very air breathed red.

Sarah had vanished. Minty crossed the room and came into a vast light entrance hall. There, on the great black and white diamonds of the floor, was that small blue figure, a chess piece.

At that moment there came other footsteps, a clatter and rattle. Sarah stopped in her tracks, Minty and Tom stiffened.



From *Moondial* by Helen Cresswell

Where is the setting of this place? Describe in your own words.

.....

.....

Name the three characters in this part of the story.

.....

.....

Why do you think Sarah is described as “a chess piece?”

.....

.....

Have you heard the saying “a pawn in the game?” What does it mean?

.....

.....

Is the next part of this story likely to be funny or threatening? How can you tell?

.....

.....

Is this extract more modern than the older extract? Give reasons for your answer.

.....

.....



# Comparing texts

Use the following questions to help you **plan** a **comparison** of both the **extracts** from the previous exercises.

Underline the words of the **narrator** in both extracts. Write a sentence comparing them.

.....

.....

Draw a circle around the **conversations** in both extracts. What differences can you see?

.....

.....

Compare the **styles** of the two authors (their particular way of writing).

.....

.....

Which of these terms could be used for the stories: **traditional**, **fantasy**, **novel**, **adventure**, **autobiography**, **romance**, **historical**?

.....

.....

Would you like to read more of either of these books? Which one and why?

.....

.....

Now write a **summary** of your **views** on these two extracts. Make sure you base your arguments on the words in the text. Remember to use **paragraphs**. Begin here, and continue on a separate sheet of paper.

Comparing the styles of two writers



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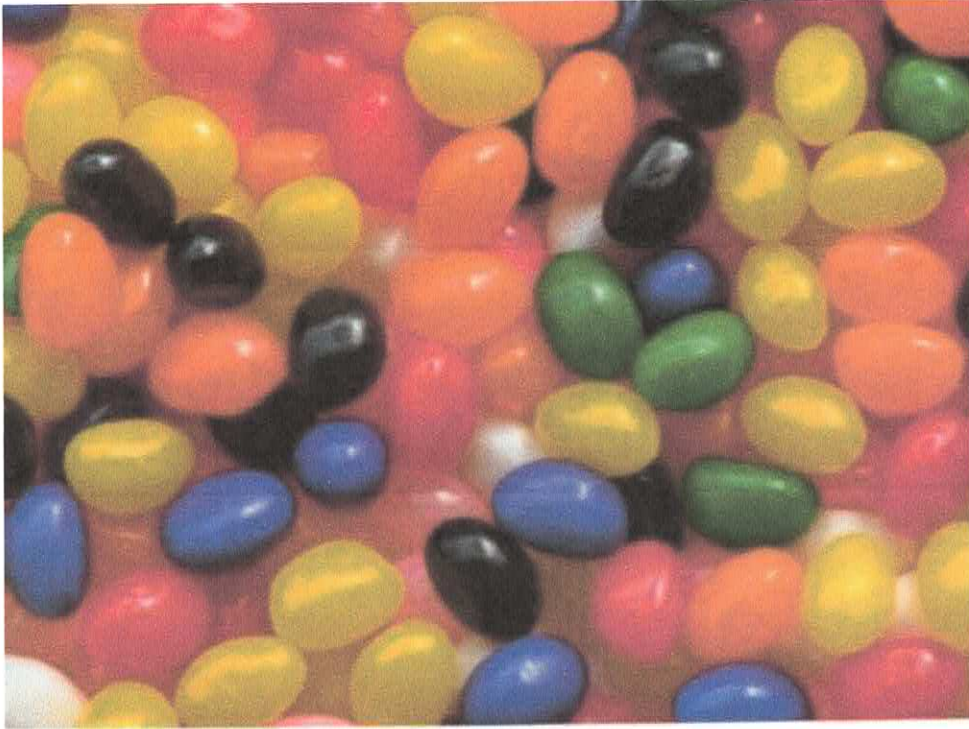
.....

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# A Kid In A Candy Store

by W.M. Akers



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

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

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

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

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

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

"A Black Shadow."

"A what?"

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

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

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

"What?"

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

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

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

\*\*\*

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

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

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

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



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

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

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

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

"You're looking for sweets?"

"No, well, uh-"

"Some raspberry rope, perhaps?"

"No thank you. Actually, I-"

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

"That sounds good, but actually-"

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

"Understand what?"

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

"Yeah?"

"Free of charge."

Tommy licked his lips. If there was one thing in life he loved more than skateboarding, it was sour candy. The grosser the better, he thought. A candy wasn't any good unless it made you



squeeze your face together, shut your eyes, and want to cry. That's how you knew it was nice and sour.

"It's pretty sour?"

"It will make your tongue turn inside out."

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

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

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

"How did you know?"

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

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

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

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

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

# desperate

des · per · ate

## Definition

### adjective

1. having almost no way to escape from or solve.

*The people in the burning building were in a desperate situation.*

2. having a great need.

*She was **desperate for** water.*

## Advanced Definition

### adjective

1. having no regard for danger as the result of hopelessness or great need.

*She made a desperate attempt to enter the burning house and save the children.*

2. almost hopeless; extremely serious; critical.

*The child's health was in a desperate state.*

*The people trapped in the cave were in a desperate situation.*

3. done as a last effort, without great hope of success.

*The long pass reflected a desperate attempt to score on the last play of the game.*

4. possessed of an overwhelming need or desire.

*Because of war and famine, the people are desperate for food.*

## Spanish cognate

*desesperado*: The Spanish word *desesperado* means desperate.

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## These are some examples of how the word or forms of the word are used:

1. Though Congo's people are **desperately** poor, their land is stunningly rich in diamonds, gold, silver, tin, uranium, and a mineral called coltan.
2. There was barely ever time to rest. Factory machines never stopped running. Often, the

machines were unsafe. Many workers were crippled and **desperately** poor.

3. Apple is hesitant; she really does not want to upset the girl, but she couldn't be more **desperate** for a treat. She finally agrees to the plan.
4. She peered under bushes, behind the garbage cans, and in the secret corners inside the garage. Princess was nowhere to be seen. As she grew **desperate**, she even looked in the mailbox.
5. As Graham pretended to be interested in the whale, Sarah watched the seconds tick by on her mother's watch. Finally, she couldn't take the beluga any longer. She stomped away, her arms swinging at her side, looking **desperately** for something in the Ocean Life exhibit that wasn't ugly, boring or stinky.

# experience

ex · pe · ri · ence

## Definition

### noun

1. something that a person has done or lived through.

*The war was a terrible experience for everyone.*

2. understanding or skills from practice or activity.

*We need a worker with two years of computer experience.*

*Captain Black has a lot of experience with that kind of boat.*

### verb

1. to feel or know.

*He experienced defeat for the first time.*

*She experienced pain after the accident.*

## Advanced Definition

### noun

1. a particular situation or event that one has encountered or lived through.

*Working in that factory was tough for those months, but it was a good experience for him.*

*She never forgot the experience of being on stage for the first time.*

2. the sum total of such situations and events in one's life.

*I know from my experience that to do this would be a mistake.*

*Luxury had never been part of my grandparents' experience.*

*In my experience, these problems usually have simple solutions.*

3. the process of undergoing or encountering such situations and events.

*His experience of the war was quite different from those who served in the front lines.*



4. the repeated practice, activity, or observations that result in skill, ability, or wisdom.

*They're looking to hire someone with a few years of sales experience.*

*I have no experience as an actor, but I think I could play that part.*

5. knowledge or wisdom gained from such practice, activity, or observation.

*She uses her experience to solve problems on the job.*

### transitive verb

1. to undergo or encounter; feel or know.

*He experienced defeat for the first time in that race.*

*She experienced great pain after the accident.*

### Spanish cognate

*experiencia*: The Spanish word *experiencia* means experience.

### These are some examples of how the word or forms of the word are used:

1. The ride lets people **experience** what a trip to Mars might be like in the future.
2. What happens in your life affects who you are. No two babies have the exact same **experiences**.
3. His science teacher had asked the students to imagine living through an earthquake. Jonathan had found the **experience** terrifying as he thought of the walls around his bedroom crumbling and the ceiling above him crashing down.
4. Shyness is very common in children, teens, and adults. In fact, most people **experience** situations in which they feel shy.
5. He called for a national literature based on the American **experience**. But what was the American **experience**? Adventure. Nature. The West. All of these things were very American.



# hire

# hire

## Definition

### verb

1. to give a job to.

*The company hired many people to work in the new factory.*

## Advanced Definition

### transitive verb

1. to take on as an employee for money or other reward.

*The company is hiring workers for its new plant.*

*She was hired as a writer, but she's now working as an editor.*

*They hired a caterer for the anniversary party.*

*He hired someone to walk his dog in the afternoons.*

2. to engage the use of in return for a fee; rent.

*They hired a large hall for the wedding reception.*

### noun

1. the amount paid for temporary work, service, or use.

*His hire for the job was less than he had anticipated.*

2. the fact or condition of being hired.

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## These are some examples of how the word or forms of the word are used:

1. Eventually, Goya was **hired** by Spain's royal family. He painted scenes of everyday life for them.
2. In 1945, Rickey formed a plan to **hire** the game's first black player. Rickey chose Robinson.
3. They **hired** Italian sculptor Giuseppe Moretti to design a statue. They raised money by hosting balls and asking local businesses for donations.
4. Young men would apply, and then the Greersons would **hire** about a half-dozen hands every spring to help them run cattle. It was tough work, but Dennis and Mac felt lucky to be picked.

5. But that didn't stop seventh grader Andy Smith of Irmo, South Carolina, from asking Reagan for "federal funds to **hire** a crew to clean up my room." "Today my mother declared my bedroom a disaster area," Andy wrote.
6. To encourage Bell and to help rush his work along, the parent**hired** an electrician by the name of Thomas Watson to be Bell's assistant. He hoped that between Bell's clever ideas and Watson's practical skills, the two men would succeed quickly.
7. She had been **hired** three months ago to find the next "big thing," a young adult novel series that would sell more than Harry Potter and Hunger Games. The only problem was Ebony still hadn't discovered a single amazing break-out novel since she came to the company.

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

1. What does Tommy think could change his life forever?

- A. a piece of chocolate
- B. a comic book store
- C. a skateboard
- D. a motorcycle

2. A problem in this story is that Tommy wants a skateboard but does not have the money to buy one. How does he try to solve this problem?

- A. He tries to solve this problem by dreaming about a trip to Mars.
- B. He tries to solve this problem by getting a job.
- C. He tries to solve this problem by staring through the window of the skate shop.
- D. He tries to solve this problem by going to the mall.

3. Tommy stares at the skateboard through the window of the skate shop for weeks. After his dad refuses to buy the skateboard for him, Tommy gets a job so that he can buy it himself.

What can be concluded from this information?

- A. Tommy is serious about getting the skateboard and will work hard to do it.
- B. Tommy is heartbroken and has given up all hope of getting the skateboard.
- C. If Tommy does not make enough money at his job to buy the skateboard, he will steal it.
- D. Tommy will lose interest in the skateboard a few weeks after starting his job.

4. What do Tommy and his dad have in common?

- A. Both Tommy and his dad think raspberry rope is the best candy in the world.
- B. As boys, both wanted a skateboard built for long rides on roads and down hills.
- C. As boys, both wanted a motorcycle known as a Vincent Black Shadow
- D. As boys, both wanted something that their fathers would not buy for them.

5. What is a theme of this story?

- A. friendship
- B. honesty
- C. determination
- D. giving up

6. Read the following sentences: "How could that store turn a profit? And why would a store with no customers need an extra employee? Tommy didn't want to find out, but **the skateboard demanded he try.**"

What does the phrase "**the skateboard demanded he try**" mean?

- A. Tommy wanted the skateboard so much that he decided to try.
- B. The skateboard spoke to Tommy in a dream and told him to try.
- C. Tommy has spent so much time thinking about the skateboard that he is starting to imagine things.
- D. The skateboard has a recorder and speaker that can play voice messages.

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

Tommy wants a skateboard; \_\_\_\_\_, he wants a longboard.

- A. specifically
- B. on the other hand
- C. before
- D. therefore

8. What kind of candy does Mr. Orson give Tommy to try?

9. Tommy asks how Mr. Orson knew he was looking for a job. What is Mr. Orson's reply?

10. How could Mr. Orson tell that Tommy was looking for a job? Support your answer with evidence from the passage.



# Me and My Habits

by ReadWorks



The first thing I do every morning, before I stretch or get out of bed, is rub my eyes three times with closed fists. Then I get out of bed and tap my right big toe on the floor three times before walking to the bathroom to brush my teeth.

It's not that I enjoy the odd habits or anything. I'm just used to them, and they're kind of a part of me. As I brush my teeth, I look at myself in the mirror. I like to inventory things about me that relate to my family. I have light green eyes and thick eyebrows like my dad's, a short nose like my mom's, and a ton of freckles, like my older brother Joey. If you look at my face closely, you will see that I am really not my own person. I'm just someone made up of the different parts of everyone else in my family.

My friend Susanna says that's kind of a morbid way of thinking about my life, but I don't think



she knows the correct way to use the word "morbid."

After I'm done brushing my teeth, I walk back to my bedroom, toe-to-heel, very slowly. Then I get dressed for school. We have to wear a uniform, so I wear the same thing every day: a blue and green plaid skirt with a navy blue polo shirt and black loafers. Susanna finds the uniform boring (she says it infringes on her self-identity), but I don't mind it so much. It's just one less thing I have to worry about in the morning.

I eat the same thing for breakfast every day: oatmeal with bananas and a few spoonfuls of brown sugar. My mom prepares breakfast for Joey and me because our dad has usually already left for work by the time we're ready for breakfast.

Joey sits at the head of the table, and I sit at the foot of the table. He always reads the sports section of the newspaper, and I always get the front page.

On the way to school, I buckle and unbuckle the seat belt two times. My mom doesn't ever say anything, but my habit seems to really annoy Joey.

"Rose, *stop it!*" he says, turning around to glare at me from the front seat.

"Just ignore it!" I respond, and click once more.

"Settle down, settle down," Mom says.

We are all quiet on the rest of the way to school. My mom says it takes her a while to wake up in the morning; otherwise she'd be chattier. I don't mind though. It's sometimes nice just to watch the streets go by out the car window, with the people walking along the sidewalks. We always listen to the same radio show, "The Darnell Owens Show," whose emcees talk about movies. They especially love film noir.

When we get to school, Joey slams the door behind him, and I reach between the front seats to give my mom a kiss good-bye.

In school, I meet Susanna by our lockers. They're right next to each other in a prime spot by our classroom, because Susanna complained to the principal that she didn't feel comfortable "expressing herself" on the inside of her locker next to any other person in our grade. (Susanna's dad is a lawyer, and her mom is an artist.)

I open and close the locker three times before I reach inside to grab my books for social studies and math.

Susanna is chattering on about this new painting she and her mom did in her mom's studio

when the long shadow of William Jones crosses over us.

"Hey, freaks," he says.

Susanna and I glance at each other.

"What do you want, William?" Susanna says defiantly.

I'm always in such awe of her bravery. William started making fun of us when we were in first grade. That's when my habit really picked up, and he noticed that I was tapping the doorway three times every time we left the classroom or sneezing three times, even when I didn't have to. Well, Susanna started sticking up for me, which is how we became such great friends, but it only made things worse with William. Soon William started mimicking Susanna when she raised her hand to answer a question (which she did often), and mocking the way she walked, always with one hand on her hip.

"Just wanted to say good morning. Just wanted to say good morning. Just wanted to say good morning," he says, smiling and curling his lip. "Three times... Right, loser?"

I shake my head and turn back to my locker, like what he says doesn't hurt my feelings. I can't help my habit-it just pops up when I least expect it. My mom says the people who make fun of me are ignorant, but she still takes me to see Dr. P. every week to try to help me get over my habit.

"Doesn't it get old?" Susanna asks.

"Nope!" William bares his teeth at us and then walks into the classroom.

"Just forget him," Susanna says, patting me on the back. I'm glad Susanna is on my side.

Joey and I take the bus home together after school. At the bus stop, Joey always gets off first. He's supposed to wait for me to get off the bus before starting to walk home, but he rarely does. I end up walking a few yards behind him, watching his dirty backpack move up and down as he moves.

Mom has a snack waiting for us when we get home-carrots and ranch dressing-and every day we have to eat it and then do our homework right away. Joey says he does his homework in his room, but he's just playing video games. Mom lets him get away with it.

I sit down at the kitchen table and pull my worksheets out of my backpack to start in on my math homework. Mom sits next to me, takes a carrot out of the plastic dish, and dips it in ranch.

"How was school?"

"It was okay. William was teasing me again." Mom looks sad when I say this.

"I'm sorry, sweetie. Things will get better," she says.

"I know," I say. I do my homework and then go read in my room until it's time for dinner.

I wonder if I will ever "kick my habit," as Dr. P. likes to say. Dr. P. thinks that my habit is something I can train myself to give up. She thinks that with a little bit of effort on my part and with lots of help from her, I can learn not to need my habit to feel comfortable. Most of the time, I believe her and even want to kick my habit. Maybe then, Joey wouldn't be embarrassed of me, and William wouldn't tease me. But without my habit, I don't think that Susanna and I would have become friends. I also don't think that I'd feel the same sense of happiness I feel when I touch things or do things three times. There's something very back and forth about my relationship to my habit-I'm not sure I'm ready to give it up. Maybe someday in the future.

"Rose, dinner!" Mom calls.

I go to the bathroom, look at my face in the mirror, and wash my hands three times before going downstairs to eat.



# comfortable

com · fort · a · ble

## Definition

### adjective

1. giving or feeling comfort.

*She wears comfortable shoes so her feet don't hurt.*

*He feels comfortable in his new house.*

## Advanced Definition

### adjective

1. having a feeling of well-being or bodily ease.

*He is comfortable only with his friends*

*I'm more comfortable in the new bed.*

2. quite sufficient to one's needs; somewhat more than adequate.

*a comfortable home*

*a comfortable salary*

3. providing bodily ease.

*a comfortable sofa*

*comfortable shoes*

## Spanish cognate

*confortable*: The Spanish word *confortable* means comfortable.

## These are some examples of how the word or forms of the word are used:

1. Boys and girls may feel more **comfortable** raising their hands if they know they won't be embarrassed in front of the opposite gender.
2. We give those recommendations because we want people to feel most **comfortable**. Some people can move their heads, and it doesn't bother them at all.
3. "Once you feel **comfortable** running one mile, try running a mile and a half," White says. "Or if you can run for five minutes, try six minutes."
4. "Teachers have to always be prepared," she says. "I never know what my students are going to ask me or in what subject they might need extra help. So, at night, I make sure I feel **comfortable** with what I am going to teach."

# habit                      hab        ·        it

## Definition

### noun

1. a regular action or activity.

*He is in the habit of washing the dishes right after dinner.*

2. a fixed, repeated action, often done without meaning or wanting to.

*She has an annoying habit of tapping her fingers.*

## Advanced Definition

### noun

1. an act performed regularly; routine.

*It's my habit to get up early even on weekends.*

*The dentist tries to foster good habits of brushing and flossing in his patients.*

2. a fixed, repeated, often involuntary behavior; compulsion; addiction.

*She has a habit of biting her fingernails.*

*Unconscious habits like grinding one's teeth can be hard to break.*

3. custom, practice, or convention.

*He had adopted the habit of bowing in the manner of the Japanese.*

4. clothes worn for a specific function or role.

*a nun's habit*

*a riding habit*

### transitive verb

1. to attire; clothe.

*She was habited in the finest of clothes.*

## Spanish cognate



*hábito*: The Spanish word *hábito* means habit.

**These are some examples of how the word or forms of the word are used:**

1. PE proponents say students who learn to lead active lifestyles will keep those healthy **habits** with them as they become adults.
2. Trombley suggests that drivers have passengers take calls or send texts for them. Or, better yet, get into the **habit** of tuning out incoming messages until they can be safely answered.
3. These individual sports are designed to help fight childhood obesity by getting kids involved in fun physical activities. Obesity is the condition of being dangerously overweight. Another goal of these nontraditional activities is to promote lifelong fitness **habits**.
4. Competitive eaters are sometimes rushed to hospitals because of problems such as vomiting and ruptured stomachs. The contests also can cause long-term health issues. "Competitive eating [promotes] poor eating **habits**, which could lead to obesity," Dr. Naveen Mehrotra from Piscataway, N.J., says.
5. Since 1985, the restaurant chain Pizza Hut has been running the Book It program, which rewards students for reading with personal pan pizzas. Now some people are taking a slice at Book It. They say the program promotes poor eating **habits** and gives Pizza Hut free advertising in public schools.

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

1. Who is the narrator of this passage?

- A. William
- B. Rose
- C. Susanna
- D. Joey

2. Rose describes her "odd habits" throughout the passage. Which habit does she do each morning before brushing her teeth?

- A. rubs her eyes and taps her right big toe on the floor three times
- B. eats three bowls of oatmeal and bananas for breakfast
- C. buckles and unbuckles the seat belt three times
- D. opens and closes her locker three times

3. Rose shares a lot of information about Susanna, including things she has said, kind things she has done, and information about her life. Based on this, what conclusion can be made?

- A. Rose and Susanna are the same age.
- B. Rose and Susanna are close friends.
- C. Rose and Susanna have a lot in common.
- D. Rose and Susanna are strangers.

4. Rose experiences some negative consequences because of her habits. Which detail from the text supports this conclusion?

- A. Rose's friend Susanna thinks Rose has a morbid way of thinking about her life.
- B. William Jones makes fun of Rose.
- C. Rose's mother reassures Rose that things will get better.
- D. Rose thinks she wouldn't be friends with Susanna without her habit.

5. What is this passage mainly about?

- A. an argument between two close siblings
- B. how the narrator's habits affect her life
- C. a friendship between two classmates
- D. a visit to the principal's office

6. Read the following sentences: "I like to **inventory** things about me that relate to my family. I have light green eyes and thick eyebrows like my dad's, a short nose like my mom's, and a ton of freckles, like my older brother Joey."

As used in the passage, what does the word "**inventory**" mean?

- A. to ignore
- B. to criticize
- C. to make a list of
- D. to learn about

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

Rose thinks that if she kicked her habits, maybe Joey wouldn't be embarrassed of her and William wouldn't tease her. \_\_\_\_\_, she also thinks that without her habit, she wouldn't have become friends with Susanna or feel the same sense of happiness she feels when she touches things or does things three times.

- A. In conclusion
- B. However
- C. Frequently
- D. So

8. How have Rose's habits affected her relationship with her brother Joey? Use evidence from the passage to support your answer.

9. According to Rose, how did she and Susanna become great friends?

10. At the end of the passage, Rose concludes, "There's something very back and forth about my relationship to my habit." Explain why Rose says this by using evidence from the text.



# Peer Pressure Power

by Lynn Brunelle

## Going along with the crowd doesn't have to be a risky move.

Ever done something you didn't want to do, just to fit in? Or just because your friends wanted you to? That's peer pressure. And just about everyone feels it at one time or another.

Peers are people your age, such as your friends, who have experiences similar to yours. Your peers influence your decisions and behavior every day, and they can push you to make bad choices, even dangerous ones. But is peer pressure *always* bad?

## Positive Spin on Peer Pressure

"Peer pressure can sometimes be a good thing," says Ian Brennan, cocreator and one of the writers of the TV show *Glee*. That show dealt with the issue of peer pressure all the time, through the experiences of musical kids in a not-so-popular high school chorus. "Friends can give you the courage to try something you normally wouldn't, like a new sport or auditioning for the school play," Brennan points out.

Nicole S., 16, of Edmore, N.D., used to be afraid of singing in front of people. One time, her friends convinced her to sing karaoke with them. She ended up having fun! "Now I will sing anywhere, even with people present. Positive peer pressure helped me face my fear," she says.

## Pressure's On!

You are surrounded by your peers all the time, and you learn a lot—both good and bad—by just being around them. You might admire a star athlete. Maybe you notice the popular kids at school and look up to them. Those aren't necessarily bad things. The popular group could be really nice; the athlete, a hard worker. Being inspired and influenced by different peer groups could help you in the long run.

The people around you can also be negative influences, however. Maybe a star teammate tells you never to pass the ball to a certain player, or a popular student cheats on tests or sends mean texts. Should you try to be like them to fit in?

## Peer Pressure Is a Fact of Life

"It's not a matter of *if* peer pressure is going to happen," says Lee Erickson, coordinator for

ReadWorks.org

the Northern Lights Students Against Destructive Decisions (SADD) group in North Dakota.

"It's a matter of *when*."

"The main thing is not to compromise who you are," Erickson continues. "The kind of coolness and popularity you think you may get by joining the crowd and doing risky stuff is temporary. Your character is with you for the rest of your life."

Nicole agrees. "My motto is be who you are, not who others want you to be," she says.

Peer pressure is powerful, but the ability to choose is yours. If a situation feels wrong, there's a good chance it is wrong. Think about what's best for you-and what you'll say or do-before you're in a sticky situation. "No one has tried to get me to smoke or drink yet, but I know there will come a time," says Schuyler W., 13, of Seattle. "The thing is, I know I don't want to do it, so when it does happen, I'm just going to stick up for myself and say no."

Make pacts with your friends to stay away from risky situations together and to support one another when the going gets tough. Talk with your parents about ways they can "bail you out" if you need to save face with your peers. (For instance, if someone asks you to hang out after school and you think there might be drinking or drugs around, you can tell them your parents need you to come home right away.)

### **Should You or Shouldn't You?**

Standing up for yourself and saying no isn't always easy. But you might give voice to a bunch of peers that feel the same way you do. It can take just one person to speak out and change a situation. According to Erickson, "People will respect you for standing up for yourself-even if it doesn't seem like it right away."

"If friends try to get you to do something that you know in your heart feels wrong," says *Glee*'s Brennan, "tell them exactly how you feel. And if they're not cool about it, find new friends."

That can be hard to do, but sometimes it's necessary. "If your so-called friends are trying to get you to do negative things, do you really think they're the best of friends?" asks Nicole. "To me, real friends accept you for who you are [and] what you believe in, and respect your decisions."

### **Bad News and Good News**

"Negative peer pressure gets ahold of us kids really easily," says Nicole. "Because our friends do it, we're told something's 'cool' or we're pressured to try something 'just one time' because it won't hurt."



Some kids decide to go with the flow regardless of what they know is right. They tell themselves that being popular or being liked is more important than their own sense of self. It doesn't make sense, but that's the problem with peer pressure. You can lose yourself. But you can also find yourself, as Schuyler did when he was asked to go camping last year. He really didn't want to go.

"Sometimes your friends get you to do stuff you don't want to do, and it turns out great," he says. "I didn't want to go camping, but my friends really wanted me to go. Finally, I gave in, and I'm so glad I did. The trip was awesome! We did a lot of fun stuff I would never have done on my own."

The good news is peer pressure isn't always something to fear. Your decisions are yours to make. Take the time to make them wisely.

## Power Up

Resisting negative peer pressure is a challenge, but it is definitely possible. Here are a few tips for navigating all kinds of pressure-filled situations:

- **Find real friends who accept the real you.** Knowing whom to listen to and whom to avoid is the key to steering clear of negative peer pressure.
- **Know what to say.** "Just say doing that stuff really isn't your thing," says Elli L., 15, of North Dakota. "You can also blame your parents-it works wonders."
- **Be confident.** Stick up for yourself. People will respect you for it.
- **Think about it.** Keep in mind that just one destructive decision can change your whole life, says Nicole S., 16, also of North Dakota. Think: How might this one moment affect how you see yourself?

## Getting Real With SADD

Looking to join other kids who want to make smart decisions and avoid negative peer pressure? Check out Students Against Destructive Decisions (SADD). It's a national group, based in middle schools and high schools, that works to save lives by spreading the word about the dangers of risky behaviors such as drinking, using tobacco, bullying, and driving distractedly (including driving while using a cell phone).

SADD is a great resource for kids who are feeling pressured. "It is comforting to know that there are so many people supporting each other," says Elli L., a SADD member in North Dakota. "We all kind of hold each other up."





Courtesy Of Northern Lights Sadd

*Teens from around the U.S. went to Washington, D.C., for a SADD conference.*

"SADD does a lot of awareness projects," adds fellow member Nicole S. Groups organize awareness days; dances; bowling, pizza and roller-skating events; and more. "We get the word out, but we have fun doing it," says Nicole.

Young people take the lead in SADD groups. "The kids are in charge," says regional director Lee Erickson. He works with more than 200 chapters of SADD in South Dakota, North Dakota, and Minnesota. "Our job as adults is to listen, provide support, [and] offer tools and motivation, not to tell them what to do. They can figure that stuff out on their own."

SADD has chapters all across the country. To find one in your area or to learn more, visit [www.sadd.org](http://www.sadd.org).

# admire

ad · mire

## Definition

### verb

1. to have a high opinion of; respect.

*I admire the hard work you do.*

## Advanced Definition

### transitive verb

1. to hold in high esteem; respect.

*I admire her for her courage and her dedication to helping others.*

2. to observe with pleasure, wonder, and approval.

*His friends are all admiring his new car.*

*I admire your positive attitude; I would be depressed in your situation.*

## Spanish cognate

*admirar*: The Spanish word *admirar* means admire.

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## These are some examples of how the word or forms of the word are used:

1. Gray wolves once roamed North America from coast to coast. Native Americans **admired** and protected them.
2. Passengers could swim in the ship's massive swimming pool, **admire** the exotic birds in the winter garden, and watch plays and movies in the ship's theater.
3. You are surrounded by your peers all the time, and you learn a lot—both good and bad—by just being around them. You might **admire** a star athlete. Maybe you notice the popular kids at school and look up to them.
4. In the Divine Comedy, Dante wrote about a journey from hell to heaven. He also wrote about the love of his life, Beatrice. Beatrice was Dante's inspiration. He thought all beauty came from her. He wanted only to **admire** her from afar.

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## Spanish cognate

*inspirar*: The Spanish word *inspirar* means inspire.

### These are some examples of how the word or forms of the word are used:

1. They also **inspire** others with [Tourette's] to lead happy, productive lives in spite of their symptoms.
2. When famous people are good role models, they can **inspire** others to find success as well.
3. By following your heart and offering the world your unique gifts, you will **inspire** others to do so.
4. I speak to you now in hope that my words will **inspire** you to continue my struggle long after I am gone.
5. Today, Craig and Free the Children **inspire** kids to help other kids around the world.
6. To **inspire** is to move someone to do something.
7. His spirit and ideals impact and **inspire** us to this day.

# respect                      re                      ·                      spect

## Definition

### noun

1. the honor that someone gives to another person.

*My grandparents enjoy the respect and love of our entire family.*

### verb

1. to give honor to someone; to put someone in a high position in your feelings.

*You should respect your mother.*

## Advanced Definition

### noun

1. a detail, point, or aspect (usu. prec. by in).

*It is a good plan in many respects.*

2. regard or reference.

*I have a question with respect to these new rules.*

3. the state or condition of being regarded with admiration, esteem, or honor, or such admiration itself.

*My grandparents enjoy the respect and love of our entire family.*

4. consideration for and deference to another's privileges or knowledge.

*Respect must be given to your commanding officer.*

5. (pl.) respectful greetings (used in conventional expressions of esteem for another).

*I ran into your old colleague today, and he wished me to send you his respects.*

*When you see your father, please give him my respects.*

### transitive verb

1. to feel or express esteem toward, esp. by considering others to be above oneself in level of knowledge, experience, judgment, or virtue.

*He respected his elders and always listened carefully to their advice.*

*She could no longer respect her father after she found out how he'd lied to her and her mother.*

2. to comply with or accept as right or justified.

*Father did not want a funeral, and I think we should respect his wishes.*

*I respect his need to be alone sometimes, and I try not to complain.*

*We respect that you want to be independent, but are you really ready?*

## Spanish cognate

*respeto*: The Spanish word *respeto* means respect.

## These are some examples of how the word or forms of the word are used:

1. Out of **respect** for fellow Americans, people shouldn't fly the rebel flag in the United States.
2. Nicole didn't just save Jeffrey's life - she also gained his **respect**.
3. In Native American culture, Earth is treated with **respect**.
4. Animals will appreciate your **respect** for their ways.
5. To honor is to show **great respect**.



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

1. What is peer pressure?

- A. the admiration that some people have for a star athlete or popular students at school
- B. the confidence that some students show when they refuse to do something they dislike
- C. the feeling that you need to do something because people similar to you are doing it
- D. the fear of getting up in front of a large group of people to sing, dance, or act

2. What is the passage trying to persuade readers to do?

- A. The passage is trying to persuade readers to sing karaoke and go camping.
- B. The passage is trying to persuade readers to resist negative peer pressure.
- C. The passage is trying to persuade readers to get into arguments with their friends.
- D. The passage is trying to persuade readers to spend more time studying than playing sports.

3. Peer pressure can be a good thing.

What evidence from the passage supports this statement?

- A. Some young people decide to go with the flow regardless of what they know is right and lose their sense of self.
- B. SADD is a student group that works to save lives by spreading the word about the dangers of risky behaviors.
- C. People's peers often influence their decisions and can push them to make bad choices, even dangerous ones.
- D. Schuyler W. did not want to go camping, but his friends convinced him to, and he had a great time.

4. Why might someone give in to peer pressure from friends?

- A. Someone might give in to peer pressure from friends because he or she is worried about losing those friends by saying no.
- B. Someone might give in to peer pressure from friends because he or she is a member of Students Against Destructive Decisions.
- C. Someone might give in to peer pressure from friends because he or she is a star athlete and does not care what others think.
- D. Someone might give in to peer pressure from friends because he or she is very confident and has a strong sense of self.

5. What is this passage mostly about?

- A. a national group that helps kids deal with peer pressure
- B. peer pressure and how to handle it
- C. the fear of singing in front of people
- D. ways that your parents can "bail you out"

6. Read the following sentences: "The people around you can also be negative influences, however. Maybe a star teammate tells you never to pass the ball to a certain player, or a popular student cheats on tests or sends mean texts."

What does the word **negative** mean above?

- A. short
- B. tall
- C. bad
- D. good

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

Peer pressure can be a bad thing; \_\_\_\_\_, it can also be a good thing.

- A. in particular
- B. on the other hand
- C. as an illustration
- D. as a result

8. What is an example of negative peer pressure mentioned in the passage?

9. Name two tips given in the passage for dealing with peer pressure.

10. Choose an example of negative peer pressure mentioned in the passage. Then explain how some of the tips listed in the passage could be used to deal with that particular situation.



# Honey to the Bee

by ReadWorks



Bees are flying insects that feed on nectar and pollen. They are usually yellow and black and covered in fuzzy hair that makes collecting pollen easier. A bee's body is similar to that of other insects—for instance, an ant—with three major sections: the head, the middle section called the thorax, and the last section called the abdomen. The head of a bee has five eyes for seeing and two antennae for touching and smelling. Two sets of wings and three sets of legs can be found on a bee's thorax. Depending on the type of bee, the last set of legs might have little sacs that store the pollen that the bee has collected from flowers. Many types of bees have stingers. The bee stinger is the most feared part of a bee, and for good reason. Filled with poison, the stinger is a bee's protection from danger. The stingers are around 12 millimeters long. There are over 20,000 known bee species in the world. The best known is probably the honeybee.

Honeybees live in beehives, which have a distinct order that helps things run smoothly. At the bottom of the totem pole are the workers. Workers are young female bees. Some of their main duties include going out to find food (nectar and pollen), building the hive, and keeping it clean. Honeybees will travel up to eight miles if necessary to find nectar and pollen to bring



back to the hive. Worker bees are actually the only bees that ever do any stinging. When this does happen, it is usually because they are trying to protect their hive from harm. A bee rarely stings when it is away from the hive, but it might sting if it senses danger. The lifespan of a worker bee is anywhere from 4 to 9 months.

The queen honeybee is the biggest bee in the hive. There is usually only one per hive, and her job is to grow the family by laying eggs that will become the next generation of honeybees. She lays over a thousand eggs per day and can live anywhere from 3 to 5 years. When the time comes for a new queen to take over, some larvae are placed in special chambers to grow queen bees. These larvae are fattened up with royal jelly, a nutritious substance that worker bees secrete. It usually takes about two weeks for a female larva to grow into a queen bee. The first female bee to become a queen bee kills the other potential queen bees.

Male honeybees are called drones. They don't have stingers, and they don't collect nectar or pollen. Their only purpose is to mate with the queen. Several hundred drones can live in a hive at one time. As the winter months approach, the males are kicked out of the hive in order to make it easier for the queen and her workers to survive. Food needs to be saved as there are fewer flowers to collect pollen and nectar from. Less food means the drones are the first ones to go!

# drone

# drone

## Advanced Definition

noun

1. a male honeybee or other male bee, whose only function is to impregnate the queen.

*Unlike the worker bees, drones do not collect pollen.*

2. an unproductive person who is supported by others.
  3. a device, esp. an aircraft, whose movements are controlled at a distance, as by radio.
- 

## These are some examples of how the word or forms of the word are used:

1. Male honeybees are called **drones**. They don't have stingers, and they don't collect nectar or pollen.
2. Then the slow **drone** of a plane grew louder and louder. The band snapped to attention.
3. This makes a **drone** that sounds like a long buzz. The drone is beautiful and haunting.

# generation

gen · er · a · tion

## Definition

noun

1. the entire group of people who were born around the same time.

*People of my grandmother's generation did not have television.*

## Advanced Definition

noun

1. the entire body of people who were born at roughly the same time.

*My grandmother's generation did not have television.*

2. the time period between the birth of parents and the birth of their children, or a period roughly equal to such a time period.

*This land has been owned by our family for six generations.*

*Technology has changed a great deal in one generation.*

3. a level or single step in an ancestral hierarchy.

*Brothers, sisters, and cousins are of the same generation.*

*Uncles and nephews are one generation removed from each other.*

4. the act or process of generating or creating.

*These turbines are used for the generation of electricity.*

*With the help of a microscope, it is possible to see the generation of new cells.*

## Spanish cognate

*generación*: The Spanish word *generación* means generation.

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## These are some examples of how the word or forms of the word are used:

1. Harry Potter has captured imaginations and created a new **generation** of fans of fantasy.
2. Central Appalachia is mining country. For **generations**, the area has been mined for coal.



3. "**Generations** of children have learned to love poetry through Jack Prelutsky's work," says John Barr, the foundation's president.
4. Global warming is a serious problem with serious consequences. If we want future **generations** to enjoy their time on Earth, we must act now!
5. This gas is used for power **generation**, equipment sanitation, and product development. Everything from making electricity to recycling to making all the things in stores can use natural gas.
6. Sexual selection is an example of natural selection. That's the principle that animals with advantageous traits are more likely to survive and pass those traits to the next **generation**.
7. If the shuttle is not the spaceship of the future, what is? NASA officials say they have plans for a new **generation** of spacecraft to ferry people and cargo into outer space.
8. "We try to find innovative ways to be green. I think we all have a duty to make the Earth better for future **generations**, plus I feel good personally being close to nature," he says.
9. But as we develop its learning function, we hope it can start saying more complex sentences and moving on its own will," Asada says. "Next-**generation** robots need to be able to learn and develop themselves."
10. The queen bee is the biggest bee in the hive. There is usually only one per hive, and her job is to grow the family by laying eggs that will become the next **generation** of honeybees.

# order or der

## Definition

### verb

1. to tell someone to do something in a strong way; give a command to someone.

*The police ordered everyone to leave the area.*

2. to ask for something to be delivered or made.

*She ordered a dress from the catalogue.*

*Excuse me, but I ordered chicken, not beef.*

### noun

1. a direction or command.

*Soldiers have to follow orders.*

2. a request for goods to be made or delivered, or the goods themselves.

*She placed an order for the new carpet.*

*Her order was a hamburger and French fries.*

3. the way something is organized or arranged in space or time.

*The names are listed in alphabetical order.*

4. the working condition of something.

*The car is old, but it is in good working order.*

## Advanced Definition

### noun

1. a direction or command.

*Soldiers must then follow orders of their commanding officers.*

2. a request or direction to produce or deliver goods, or such goods themselves.

*I placed an order for two textbooks, but I haven't received them yet.*

*This is not my order; I asked for the roast beef, not the steak.*

3. the way something is organized or arranged in space or time.

*The items on this list are not in the right order.*

*The book titles are in alphabetical order.*

4. a state of rational, systematic, or intelligible arrangement or organization.

*Is there an order to the universe?*

*He knew he was dying and wanted to put his affairs in order.*

5. condition with respect to function or operation.

*The car is old, but it is in good working order.*

6. adherence to the rules and laws of a society; social or civil peace.

*The police were unable to keep order during the riot.*

7. the established course of things, esp. political.

*The radicals wish to change the current order.*

8. in biology, the subdivision of a class.

*Turtles and snakes belong to different orders of reptiles.*

9. usual or customary way of proceeding.

*Getting up at dawn and having a big breakfast was the order of the day on the farm.*

10. a society of persons of a common profession or with common interests.

*My father belonged to the Order of Moose.*

11. a society of priests or nuns.

*Sister Mary Agnes joined the order when she was just eighteen.*

12. degree, as of size or magnitude.

*The two earthquakes were of a similar order.*

### **transitive verb**

1. to command or formally instruct.



*The police ordered everyone to leave the area.*

*The judge ordered that the prisoner be released.*

2. to direct or request the production or delivery of.

*I ordered my new curtains online.*

*We ordered our food an hour ago, but it still hasn't come.*

3. to put in order; organize.

*He ordered the books on the shelf by topic.*

### **intransitive verb**

1. to command or issue instructions.

*You must do as I order.*

### **Spanish cognate**

*orden*: The Spanish word *orden* means order.

### **These are some examples of how the word or forms of the word are used:**

1. He **orders** a third milkshake, because today is a special occasion.
2. People in Houston, like people all over the United States, need gasoline in **order** to drive their cars.
3. The mayor imagined the cat's voice dropping to a whisper. "Why not **order** the police to fine the jugglers for disturbing the peace?"
4. In the courtroom, there is also a bailiff and a court reporter. The bailiff stands close to the judge. His or her job is to make sure there is **order** in the court!

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

1. What is a bee?

- A. an insect that lives near water and eats fish
- B. a red-and-black insect that lives under the ground
- C. a flying insect that collects nectar and pollen
- D. a crawling insect with two sets of legs and no wings

2. What does this passage describe?

- A. wings, legs, mouths, and trees
- B. totem poles and winter weather
- C. different honeybees in a beehive
- D. poison and measurement

3. Different bees in a hive have different duties.

What evidence from the passage supports this statement?

- A. Worker bees gather food; the queen bee lays eggs.
- B. Bee stingers are about 12 millimeters long.
- C. Bees have two sets of wings and three sets of legs.
- D. The honeybee is probably the best known bee species.

4. Which bees are probably the least important bees in a beehive?

- A. worker bees
- B. the queen bee
- C. female bees
- D. drones

5. What is this passage mainly about?

- A. honeybees
- B. the bodies of bees
- C. different types of insects
- D. antennae and wings

6. Read the following sentences: "There are over 20,000 known bee **species** in the world. The best known is probably the honeybee."

What does the word "**species**" mean in the sentences above?

- A. colors or shades
- B. orders or levels
- C. kinds or types
- D. duties or jobs

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

There is less food available for the honeybees in the hive during the winter; \_\_\_\_\_, the drones are kicked out.

- A. never
- B. even though
- C. including
- D. consequently

8. What does a bee look like, according to the passage?

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9. What are the main duties of worker bees?

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10. Drones are the first bees to be kicked out of a beehive as the winter months approach. Why might this be? Make sure to consider the role of the drone in the beehive. Use evidence from the text to support your answer.

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Pickens County School District



# Comparing and ordering decimals

Compare the decimals. Which decimal is greater?

2.2 and 3.1

0.45 and 0.6

Line them up vertically.

2.2  
3.1

0.45  
0.60

$3 > 2$ , so  $3.1 > 2.2$

$6 > 4$ , so  $0.6 > 0.45$

Compare the decimals. Which decimal is greater?

7.9 and 8.1

0.5 and 0.62

3.6 and 0.94

0.4 and 0.67

1.6 and 1.9

0.31 and 3.10

8.5 and 6.9

6.75 and 6.71

Find the greatest decimal.

2.9 and 2.75 and 2.6

0.97 and 1.09 and 1.3

4.9 and 3.87 and 4.75

Write the decimals in order from greatest to least.

0.33   3.1   0.3

24.95   23.9   24.5

7.5   6.95   7.58

Find the answer to each problem.

The Weather Bureau reported 5.18 inches of rain in March, 6.74 inches in April, and 5.23 inches in May. Which month had the least rainfall?

A postal worker walked 4.5 miles on Wednesday, 3.75 miles on Thursday, and 4.25 miles on Friday. Which day did she walk the farthest?



# Decimal addition



Write in the answers to these problems.

$$\begin{array}{r} \overset{1}{4}7.\overset{1}{1}5 \\ +19.36 \\ \hline 66.51 \end{array}$$

$$\begin{array}{r} \overset{1}{4}3.\overset{1}{9}9 \\ +12.76 \\ \hline 56.75 \end{array}$$

Write the answer to each problem.

$$\begin{array}{r} 53.72 \\ +77.92 \\ \hline \end{array}$$

$$\begin{array}{r} 84.17 \\ +68.21 \\ \hline \end{array}$$

$$\begin{array}{r} 29.36 \\ +66.84 \\ \hline \end{array}$$

$$\begin{array}{r} 23.56 \\ +79.14 \\ \hline \end{array}$$

$$\begin{array}{r} 62.49 \\ +18.75 \\ \hline \end{array}$$

$$\begin{array}{r} 35.67 \\ +12.99 \\ \hline \end{array}$$

$$\begin{array}{r} 29.88 \\ +43.02 \\ \hline \end{array}$$

$$\begin{array}{r} 67.39 \\ +81.70 \\ \hline \end{array}$$

$$\begin{array}{r} 49.32 \\ +14.95 \\ \hline \end{array}$$

$$\begin{array}{r} 27.22 \\ +38.84 \\ \hline \end{array}$$

Write the answer to each problem.

$$\begin{array}{r} 76.30 \\ +22.97 \\ \hline \end{array}$$

$$\begin{array}{r} 44.29 \\ +11.04 \\ \hline \end{array}$$

$$\begin{array}{r} 81.97 \\ +69.14 \\ \hline \end{array}$$

$$\begin{array}{r} 29.86 \\ +76.33 \\ \hline \end{array}$$

$$\begin{array}{r} 68.25 \\ +84.36 \\ \hline \end{array}$$

$$\begin{array}{r} 83.90 \\ +30.24 \\ \hline \end{array}$$

$$\begin{array}{r} 45.83 \\ +45.71 \\ \hline \end{array}$$

$$\begin{array}{r} 52.17 \\ +90.21 \\ \hline \end{array}$$

$$\begin{array}{r} 84.93 \\ +29.37 \\ \hline \end{array}$$

$$\begin{array}{r} 72.83 \\ +41.16 \\ \hline \end{array}$$

Write the answer to each problem.

$$37.89 + 82.15 = \boxed{\phantom{000.00}}$$

$$32.44 + 21.88 = \boxed{\phantom{000.00}}$$

$$37.19 + 28.24 = \boxed{\phantom{000.00}}$$

$$68.67 + 29.82 = \boxed{\phantom{000.00}}$$

$$21.99 + 79.32 = \boxed{\phantom{000.00}}$$

$$52.45 + 34.58 = \boxed{\phantom{000.00}}$$

$$84.77 + 39.12 = \boxed{\phantom{000.00}}$$

$$63.84 + 29.81 = \boxed{\phantom{000.00}}$$

$$34.43 + 25.64 = \boxed{\phantom{000.00}}$$

$$33.97 + 24.62 = \boxed{\phantom{000.00}}$$

$$76.39 + 43.78 = \boxed{\phantom{000.00}}$$

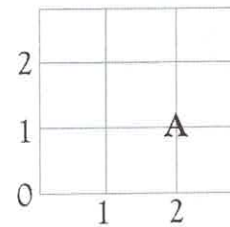
$$52.38 + 38.43 = \boxed{\phantom{000.00}}$$

# Number pairs

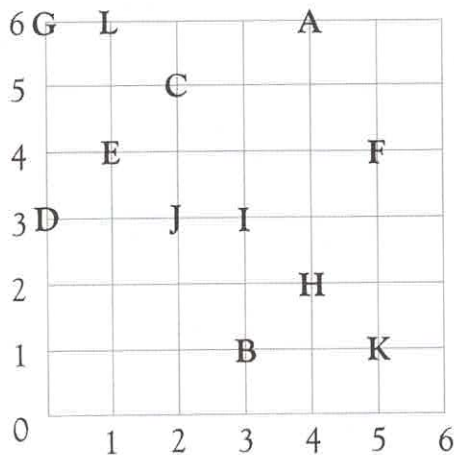


Write the number pairs of the letter A.

A = (2,1)

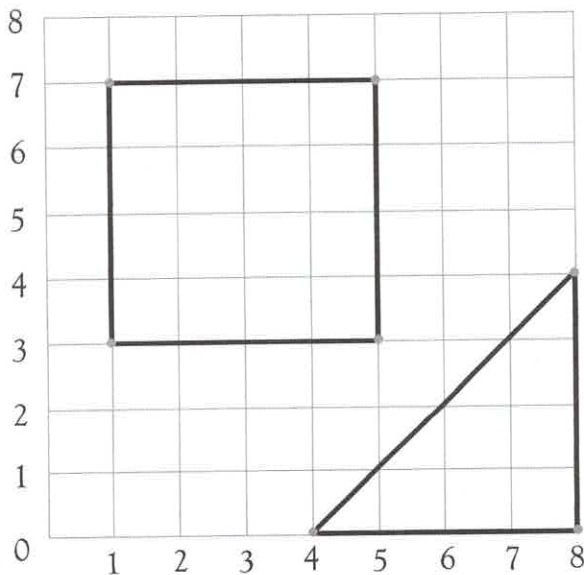


Look at this grid and write the number pairs of each letter.



A = <input type="text"/>	G = <input type="text"/>
B = <input type="text"/>	H = <input type="text"/>
C = <input type="text"/>	I = <input type="text"/>
D = <input type="text"/>	J = <input type="text"/>
E = <input type="text"/>	K = <input type="text"/>
F = <input type="text"/>	L = <input type="text"/>

Use the grid to write the number pairs.



Write the number pairs of each corner of the square.

Write the number pairs of each corner of the triangle.



## Common Core Mathematics Practice for Grade 5

CCSS.Math.Content.5.NBT.A.4 - Worksheet #10009

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

Standard: CCSS.Math.Content.5.NBT.A.4

Description: Use place value understanding to round decimals to any place.

## Round Decimal of the Form x.xx to the Nearest Whole Number:

1. Round 7.22:	6. Round 2.85:
2. Round 0.30:	7. Round 0.41:
3. Round 9.33:	8. Round 7.65:
4. Round 9.80:	9. Round 9.59:
5. Round 4.93:	10. Round 6.68:

Printable #: 10009-CCSS.Math.Content.5.NBT.A.4

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## Common Core Mathematics Practice for Grade 5

CCSS.Math.Content.5.NBT.B.7 - Worksheet #9709

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

Standard: CCSS.Math.Content.5.NBT.B.7

Description: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Multiply a three-digit by a one-digit decimal number:

1. 876 <u>x 0.6</u>	6. 879 <u>x 0.6</u>
2. 848 <u>x 0.6</u>	7. 575 <u>x 0.8</u>
3. 713 <u>x 0.2</u>	8. 889 <u>x 0.5</u>
4. 935 <u>x 0.3</u>	9. 307 <u>x 0.3</u>
5. 363 <u>x 0.4</u>	10. 394 <u>x 0.4</u>

Printable #: 9709-CCSS.Math.Content.5.NBT.B.7

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## Common Core Mathematics Practice for Grade 5

CCSS.Math.Content.5.NBT.B.5 - Worksheet #2709

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

Standard: CCSS.Math.Content.5.NBT.B.5

Description: Fluently multiply multi-digit whole numbers using the standard algorithm.

Multiply a three-digit by a two-digit number:

1. 421 <u>x 13</u>	6. 726 <u>x 58</u>
2. 361 <u>x 20</u>	7. 923 <u>x 51</u>
3. 807 <u>x 46</u>	8. 971 <u>x 35</u>
4. 597 <u>x 23</u>	9. 462 <u>x 57</u>
5. 853 <u>x 13</u>	10. 940 <u>x 35</u>

Printable #: 2709-CCSS.Math.Content.5.NBT.B.5

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## Common Core Mathematics Practice for Grade 5

CCSS.Math.Content.5.NF.A.1 - Worksheet #18110

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

Standard: CCSS.Math.Content.5.NF.A.1

Description: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example,  $2/3 + 5/4 = 8/12 + 15/12 = 23/12$ . (In general,  $a/b + c/d = (ad + bc)/bd$ .)

Add 2 proper fractions with unlike denominator:

1. $2/3 + 4/5 =$	6. $4/9 + 9/11 =$
2. $3/6 + 7/10 =$	7. $1/7 + 6/9 =$
3. $4/5 + 6/7 =$	8. $3/9 + 9/10 =$
4. $3/10 + 2/12 =$	9. $1/2 + 3/6 =$
5. $1/4 + 10/12 =$	10. $1/7 + 4/11 =$

Printable #: 18110-CCSS.Math.Content.5.NF.A.1

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## Common Core Mathematics Practice for Grade 5

CCSS.Math.Content.5.NBT.B.7 - Worksheet #16310

**Name:** \_\_\_\_\_**Standard: CCSS.Math.Content.5.NBT.B.7**

Description: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

### Add three x.x decimal numbers:

1. $2.8 + 0.1 + 9.7 =$	6. $7.7 + 3.9 + 0.0 =$
2. $3.5 + 1.2 + 6.2 =$	7. $7.6 + 4.0 + 9.3 =$
3. $9.1 + 1.2 + 4.4 =$	8. $2.0 + 1.8 + 0.8 =$
4. $3.7 + 2.3 + 9.2 =$	9. $6.7 + 0.6 + 6.4 =$
5. $7.1 + 0.9 + 3.8 =$	10. $5.3 + 2.9 + 3.3 =$

Printable #: 16310-CCSS.Math.Content.5.NBT.B.7

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## Common Core Mathematics Practice for Grade 5

CCSS.Math.Content.5.NF.A.1 - Worksheet #30711

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

Standard: CCSS.Math.Content.5.NF.A.1

Description: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. For example,  $\frac{2}{3} + \frac{5}{4} = \frac{8}{12} + \frac{15}{12} = \frac{23}{12}$ . (In general,  $\frac{a}{b} + \frac{c}{d} = \frac{ad + bc}{bd}$ .)

## Add and Subtract Proper Fractions with Unlike Denominator:

<p><b>1.</b></p> $\frac{7}{8} + \frac{8}{9} =$	<p><b>6.</b></p> $\frac{6}{7} - \frac{6}{11} =$
<p><b>2.</b></p> $\frac{6}{11} - \frac{3}{8} =$	<p><b>7.</b></p> $\frac{1}{5} + \frac{6}{7} =$
<p><b>3.</b></p> $\frac{3}{10} + \frac{11}{12} =$	<p><b>8.</b></p> $\frac{5}{6} - \frac{1}{2} =$
<p><b>4.</b></p> $\frac{9}{11} + \frac{2}{4} =$	<p><b>9.</b></p> $\frac{4}{6} + \frac{2}{4} =$
<p><b>5.</b></p> $\frac{7}{9} + \frac{4}{8} =$	<p><b>10.</b></p> $\frac{4}{6} - \frac{1}{5} =$

Printable #: 30711-CCSS.Math.Content.5.NF.A.1

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