

<b>Date: May 4- May 8</b>	
<b>Subject: Science</b>	
<b>5<sup>th</sup> Grade You Tube channel link</b> <a href="https://www.youtube.com/playlist?list=PL_XTzpfJVMikXUhUqUwYfoT0I0IU5IRwk">https://www.youtube.com/playlist?list=PL_XTzpfJVMikXUhUqUwYfoT0I0IU5IRwk</a>	
<b>Critical Standard/Skill: <i>Forces and Motion (Chapter 2)</i></b> 6 ) Construct an explanation from evidence to illustrate that the gravitational force exerted by Earth on objects is directed downward towards the center of Earth.	
Monday	<p>Essential Questions: What are forces? Watch the 5<sup>th</sup> Grade YouTube channel for May 4 *words to know: Newton, contact force, non-contact force, friction, gravity</p> <p>Assignment: Read Chapter 2, Lesson 1 pages 61-65 and answer #1-8 in textbook</p>
Tuesday * Username: pinelevel Password: brainpop	<p>Essential Question: What are the effects of various types of forces?</p> <p>Assignment: Watch the Brainpop video “Forces” and take the 10 question quiz afterward.<a href="https://www.brainpop.com/science/motionsforcesandtime/forces/">https://www.brainpop.com/science/motionsforcesandtime/forces/</a></p>
Wednesday	<p>Essential Question: What are Newton’s Laws? Describe and give examples of Newton’s First Law. Watch the 5<sup>th</sup> grade YouTube channel for May 6</p> <p>Assignment: Read Chapter 2, Lesson 2 pages 67-73 and answer # 1-12 in textbook.</p>
Thursday	<p>Essential Question: Describe and give examples of Newton’s Second and Third Law.</p> <p>Watch the 5<sup>th</sup> grade YouTube channel for May 7.</p>
Friday * Username: pinelevel Password: brainpop	<p>Watch the brainpop video “ Newton’s Laws” <a href="https://www.brainpop.com/science/motionsforcesandtime/newtonslawsofmotion/">https://www.brainpop.com/science/motionsforcesandtime/newtonslawsofmotion/</a></p> <p>Assignment: Take the Forces and Motion Assessment (part 1)</p>

Name \_\_\_\_\_

**Forces and Motion Assessment**

**May 8**

**Write the word next to the description it matches.**

<b>acceleration</b>	<b>inertia</b>	<b>uniform motion</b>
<b>force</b>	<b>gravity</b>	<b>friction</b>

1. \_\_\_\_\_ the force of attraction between any two objects
2. \_\_\_\_\_ the rate at which the speed or direction of motion of an object changes over time
3. \_\_\_\_\_ a push or pull that acts on an object
4. \_\_\_\_\_ the tendency of an object to resist any change in motion
5. \_\_\_\_\_ the force that results when two materials rub against each other
6. \_\_\_\_\_ motion where the speed and direction do not change

**Tell if each statement is true or false. Explain your choice.**

7. When a bike goes around a curve at the same speed as it was moving on a straight road, it has uniform motion.

The statement is  (True/false)  because \_\_\_\_\_  
\_\_\_\_\_.

8. A force can make an object slow down or stop.

The statement is  (True/false)  because \_\_\_\_\_  
\_\_\_\_\_.

9. Using Newton's first and third laws, explain what happens when you dribble a basketball.

Date: May 4 - 8	
Subject: Math	
Video Lesson: <a href="https://m.youtube.com/playlist?list=PL_XTzpfJVMikXUhUqUwYfoT0I0IU5IRwk">https://m.youtube.com/playlist?list=PL_XTzpfJVMikXUhUqUwYfoT0I0IU5IRwk</a>	
Standard/Skill: 5 ) Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. [5-NBT2] 9 ) Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. [5-NBT6] 10 ) 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. [5-NBT7]	
Monday	<p>Divide by two-digit divisor. (Dividing three or four digits by one digit divisor with a two-digit quotient).</p> <ul style="list-style-type: none"> <li>• Watch the video on whole numbers place value</li> <li>• Complete each problem on the word document.</li> </ul>
Tuesday	<p>Dividing decimals by power of ten. (Dividing decimals by power of ten and understand how and where to move the decimal point).</p> <ul style="list-style-type: none"> <li>• Watch the video on decimals place value.</li> <li>• Complete each problem on the word document.</li> </ul>
Wednesday	<p>Dividing a decimal by a whole number. (Understand how to divide a decimal by a whole number.)</p> <ul style="list-style-type: none"> <li>• Watch the video on decimals place value.</li> <li>• Complete each problem on the word document.</li> </ul>
Thursday	<p>Dividing a whole number by a decimal. (Understanding how to divide a whole number by a decimal.)</p> <ul style="list-style-type: none"> <li>• Watch the video on decimals place value.</li> <li>• Complete each problem on the word document.</li> </ul>
Friday	<p>Dividing two decimals. (Understanding how to divide two decimals).</p> <ul style="list-style-type: none"> <li>• Watch the video on decimals place value.</li> <li>• Complete each problem on the word document.</li> </ul>

# Monday 5/4

Find  $866 \div 34$ .

**Step 1:** Round the divisor to the nearest ten. Look at the first digit in the divisor and the first digit in the dividend. What basic division fact is the best estimate of the quotient of these two numbers?

$$34 \overline{)866} \longrightarrow 30 \overline{)866}$$
$$8 \div 3 = 2 \text{ R}2$$

**Step 2:** Use this fact to begin the quotient. Write it over the tens place.

$$\begin{array}{r} 2 \\ 34 \overline{)866} \\ \underline{-68} \phantom{0} \\ 186 \end{array}$$

Multiply,  $2 \times 34 = 68$ .

Subtract and bring down the next digit in the dividend.

**Step 3:** What basic division fact is the best estimate of the next division? Use this fact and write it over the ones place.

$$\begin{array}{r} 25 \text{ R}16 \\ 34 \overline{)866} \\ \underline{-68} \phantom{0} \\ 186 \\ \underline{-170} \\ 16 \end{array}$$

Multiply,  $5 \times 34 = 170$ .

Subtract. Compare the remainder with the divisor.

If the remainder is less than the divisor, write it in the quotient.

Check.

$$25 \times 34 = 850$$

$$850 + 16 = 866$$

Find the quotient:

$$12 \overline{)996}$$

$$710 \div 63 =$$

$$638 \div 18 =$$

Find the quotient:

$$15 \overline{)1,230}$$

$$582 \div 48 =$$

$$717 \div 31 =$$

Find the quotient:

$$12 \overline{)672}$$

$$980 \div 45 =$$

$$2,532 \div 72 =$$

Find the quotient:

$$15 \overline{)375}$$

$$4,328 \div 93 =$$

$$989 \div 13 =$$

## Tuesday 5/5

You can use place-value patterns when you divide a decimal by 10, 100, or 1,000.

Sanjai has 27.5 lb of clay. If he uses the clay to make 10 bowls, how much clay will he use for each bowl? What if he makes 100 bowls from the clay? What if he makes 1,000 bowls?

Dividing a number by 10 moves the decimal point one place to the left.

$$27.5 \div 10 = 2.75$$

Dividing a number by 100 moves the decimal point two places to the left.

$$27.5 \div 100 = 0.275$$

Dividing a number by 1,000 moves the decimal point three places to the left.

$$27.5 \div 1,000 = 0.0275$$

Sanjai will use 2.75 lb for each of 10 bowls, 0.275 lb for each of 100 bowls, and 0.0275 lb for each of 1,000 bowls.

Remember: When you divide a number by 10, 100, or 1,000, your quotient will be smaller than that number.

Find the quotient:

$$45.3 \div 1 =$$

$$45.3 \div 10 =$$

$$45.3 \div 100 =$$

$$45.3 \div 1,000 =$$

Find the quotient:

$$73.1 \div 10 =$$

$$73.1 \div 10^2 =$$

$$73.1 \div 10^3 =$$

$$73.1 \div 10^4 =$$

Find the quotient:

$$154.67 \div 10^3 =$$

$$43.9 \div 10^2 =$$

$$536.4 \div 10^4 =$$

$$7.01 \div 10 =$$

Find the quotient:

$$2,933.4 \div 10^3 =$$

$$88.45 \div 10^2 =$$

$$3.09 \div 10^4 =$$

$$29.4 \div 10 =$$

## Wednesday 5/6

Find  $196 \div 32$ .

### Step 1

Put the decimal point in the dividend. Divide. Put the decimal in the quotient right above the decimal in the dividend. Subtract.

$$\begin{array}{r} 6. \\ 32 \overline{) 196.} \\ \underline{-192} \\ 4 \end{array}$$

### Step 2

Add a zero after the decimal point in the dividend. Bring down the zero. Divide. Subtract.

$$\begin{array}{r} 6.1 \\ 32 \overline{) 196.0} \\ \underline{-192} \downarrow \\ 40 \\ \underline{-32} \\ 8 \end{array}$$

### Step 3

Repeat Step 2 until there is no remainder.

$$\begin{array}{r} 6.125 \\ 32 \overline{) 196.000} \\ \underline{-192} \downarrow \\ 40 \\ \underline{-32} \downarrow \\ 80 \\ \underline{-64} \downarrow \\ 160 \\ \underline{-160} \\ 0 \end{array}$$

Remember, you can use estimation to see if your answer is reasonable:  $180 \div 30 = 6$ . You can check your answer using multiplication:  $32 \times 6.125 = 196$

Find the quotient:

$306.25 \div 49 =$

$14.4 \div 15 =$

Susie has \$15.66 to spend on lunch for herself and her friend. If she spends an equal amount on each person. How much will Susie spend on each of them?

Find the quotient:

$7.5 \div 4 =$

$3.4 \div 2 =$

Joe bought 5.8 pounds of grapes to have as a snack with his 10 friends. If he shares his grapes evenly, how many pounds of grapes will each of his friends get?

Find the quotient:

Monday through Friday Ms. Carter ran a total of 25.5 miles. If she ran the same number of miles all 5 days, how many miles did she run in one day?

$5 \div 5,000 =$

$0.90 \div 30 =$

Find the quotient:

$2.4 \div 8 =$

$23.10 \div 11 =$

Every weekend Ms. Sunshine bakes 195 cookies for her class. If she has 25 students in her class, how many cookies will each student receive?

## Thursday 5/7

To divide a whole number by a decimal, multiply both numbers by a power of 10 to make the divisor a whole number.

**Divide:**  $138 \div 0.04$

Multiply by 100 to make 0.04 a whole number. Remember to multiply 138 by 100, too.

$$0.04 \times 100 = 4 \qquad 138 \times 100 = 13,800$$

Use long division to find the quotient:

$$\begin{array}{r} 3,450 \\ 4 \overline{)13,800} \\ \underline{12} \phantom{00} \\ 18 \phantom{00} \\ \underline{16} \phantom{00} \\ 20 \phantom{00} \\ \underline{20} \phantom{00} \\ 0 \phantom{00} \end{array}$$

So,  $138 \div 0.04 = 3,450$ .

Find the quotient:

$2,550 \div 0.25 =$

$114 \div 0.04 =$

$164 \div 2.05 =$

Find the quotient:

$2,466 \div 0.9 =$

$512 \div 2.56 =$

Find the quotient:

$756 \div 0.70 =$

$720 \div 1.2 =$

$4,221 \div 0.7 =$

Find the quotient:

$24 \div 0.03 =$

$12 \div 0.05 =$

## Friday 5/8

When you divide by a decimal, you need to rewrite the dividend and the divisor so that you are dividing by a whole number.

Find  $4.96 \div 0.8$ .

**Step 1:** Estimate. Use compatible numbers.

**Step 2:** Make the divisor a whole number. Multiply the divisor AND the dividend by the same power of 10.

Place the decimal point in the quotient.

**Step 3:** Divide as you would with whole numbers. Remember that sometimes you may need to annex zeros to complete your division.

**Step 4:** Compare the quotient with your estimate.

$$480 \div 80 = 6$$

$$\begin{array}{r} 0.8 \overline{)4.96} \\ \underline{0.8} \phantom{00} \\ 0.96 \\ \underline{0.8} \phantom{00} \\ 0.16 \\ \underline{0.16} \\ 0 \end{array}$$

$$\begin{array}{l} 0.8 \times 10 = 8 \\ 4.96 \times 10 = 49.6 \end{array}$$

$$\begin{array}{r} 8 \overline{)49.6} \longrightarrow 8 \overline{)49.6} \\ \underline{48} \phantom{00} \\ 16 \\ \underline{16} \\ 0 \end{array}$$

Because 6.2 is close to 6, the answer checks.

Find the quotient:

$$0.08 \overline{)0.24}$$

$$3.6 \div 0.6 =$$

Find the quotient:

$$0.02 \overline{)1.46}$$

$$0.5334 \div 0.06 =$$

Find the quotient:

$$0.04 \overline{)0.24}$$

$$7.668 \div 0.009 =$$

Find the quotient:

$$0.02 \overline{)1.44}$$

$$80.19 \div 9.9 =$$

<p>1. Solve.</p> $54.2 \div 10^3 =$ $8.01 \div 10^2 =$ $5.6 \div 10^3 =$ $43.8 \div 10^2 =$	<p>2. Find the quotient.</p> $4.8 \div 8$ $9 \div 0.3$
<p>3. Find the quotient.</p> $0.8 \overline{)51.40}$ $1.8 \div 0.6$	<p>4. Solve.</p> <p>Randle purchased 10.5 pounds of candy. He has to split it between 42 bags before the party begins. How many pounds of candy will each bag get?</p>
<p>5. Find the quotient.</p> $14 \overline{)56.84}$	<p>6. Find the quotient.</p> $0.7 \overline{)6,510}$
<p>7. Solve.</p> <p>Adrian ran 8.547 km in 1.5 hours. How many kilometers did Adrian run in one hour?</p>	<p>8. Find the quotient.</p> $6,682 \div 94 =$ $4,168 \div 79 =$

5<sup>th</sup> Grade Standards:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.5.1, R.I. 5.1]

Describe how a narrator's or speaker's point of view influences how events are described. [RL.5.6]

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.5.2]

**Monday**

Author's Purpose is the reason or reasons the author has for writing. An author may write to persuade(convince), to inform(tell facts), to entertain(amuse), or to express himself or herself. Knowing the author's purpose can help readers understand the main idea that the author is trying to communicate.

Watch May 4<sup>th</sup> YouTube Video about Author's Purpose. **\*This link is for the whole week:**

[https://m.youtube.com/playlist?list=PL\\_XTzpfJVMikXUhUqUwYfoT0I0IU5IRwk](https://m.youtube.com/playlist?list=PL_XTzpfJVMikXUhUqUwYfoT0I0IU5IRwk)

Read "The Slowest Song in the World." Complete all 5 questions on skill sheet 71.

**Tuesday**

Watch May 5<sup>th</sup> YouTube Video about Author's Purpose.

Read "Disturbing the Peace." Complete all 5 questions on skill sheet 72.

**Wednesday**

When readers make a prediction, they use clues from the text and their knowledge to make a thoughtful guess about what will happen next.

Watch May 6<sup>th</sup> YouTube Video about Prediction. Read "The Loneliest Island." Complete skill sheet 73.

**Thursday**

Watch YouTube May 7<sup>th</sup> Video about Prediction. Read "A Unique Ghost Town," and answer questions on Skill Sheet page 74.

**Friday- Assessment**

Review Author's Purpose & Prediction. Watch videos again if needed.

Complete Reading Assessment "The Amazing Phil" on page 75.

**READ THE PASSAGE** Think about why the author wrote this passage about the world's slowest song.

### The Slowest Song in the World

Life moves fast these days. With supersonic trains, high-speed Internet, and microwave meals, people no longer slow down and experience life the way they used to. Maybe that's what composer John Cage was thinking when he wrote "As Slow As Possible." The musical piece, written for piano or organ, is about as far as you can get from an upbeat, high-energy tune. Cage's directions to musicians were to play the piece as slowly as they could. Usually, the piece lasts about twenty minutes. An organist in Baltimore, though, managed to stretch "As Slow As Possible" to nearly 15 hours.

John Cage wanted people to really hear the music being played. That was his goal. But can you imagine sitting through a fifteen-hour concert? You could eat three meals or sleep a full night in the same amount of time! That's not even the longest performance, either.

An electronic church organ in Germany has been programmed to play "As Slow As Possible" over a period of 639 years. The piece began in the year 2001. However, because the piece begins with a long musical rest, or pause, the first notes did not play until 2003. This is the longest and slowest piece of music in history so far, and it will not be over for many generations. What will the world look like when "As Slow As Possible" finally ends? And who will be listening?

**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- Why did John Cage write "As Slow As Possible"?
  - to produce upbeat, high-energy music
  - to make people sit still for 15 hours
  - to create the slowest piece of music in history
  - to help people focus more fully on music
- The purpose of the second paragraph is \_\_\_\_\_.
  - to help readers relate the experience to their lives
  - to tell about the longest performance ever
  - to argue that slow music is important
  - to suggest that slow music is worthwhile
- Why does the author ask the two questions at the end of the passage?
  - to quiz readers on what they have read
  - to encourage readers to imagine the future
  - to challenge readers to listen to Cage's music
  - to suggest other subjects to the reader
- What is the author's purpose for writing the passage?
  - to tell an entertaining story
  - to inform people about Cage's music
  - to persuade people to experience music
  - to teach people how to play Cage's music

**STRATEGY PRACTICE** Write one question you had while reading the passage. If you found the answer, write it, too.

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**READ THE PASSAGE** Think about why the author wrote the story about Emma and Martha.

### Disturbing the Peace

It was a beautiful spring morning on Lake Powell. Birds chirped and the trees rustled in the chilly morning breeze. Gentle waves moved along the surface of the clear blue water. Emma sat on the dock with her history book in her lap, occasionally looking out at the peaceful lake.

Suddenly, running footsteps came from behind and a voice shouted, "Kowabunga!" Before Emma could move an inch, her best friend Martha flew directly over her head. Martha was shrieking with laughter as she dove into the water. The cold water splashed all over Emma and soaked her.

As Martha swam back to the dock, Emma was wiping her face. "You said you'd never do that again!" Emma declared.

Martha raked the hair out of her eyes and shrugged. "I said I wouldn't splash you at the pool, Em. We're at a lake now. And, come on, how much studying do you need to do on this trip? You've been reading all morning." Martha splashed the water playfully. "Come on, jump in! The water's great."

Emma sighed and closed her book. She would have to learn about pioneers along the Oregon Trail another day. The cool spring air was giving way to the summer sun. And besides, her best friend was just begging to be beaten in a race across the lake.

**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

1. What is the author's main purpose in writing the story?  
 A to persuade people to read history books  
 B to tell a realistic story about friends  
 C to demonstrate how to swim in a lake  
 D to inform people about Lake Powell
2. Why does the author describe the setting in the first paragraph?  
 A to create a peaceful mood  
 B to show the main character's problem  
 C to establish a mystery  
 D to encourage readers to like Emma
3. What does the author want you to think about Martha?  
 A that she is careful and considerate  
 B that she is nicer than Emma  
 C that she is more playful than Emma  
 D that she is angry and bored
4. The purpose of the last paragraph is to show that Emma \_\_\_\_\_.  
 A will join Martha in the lake  
 B will continue reading her book  
 C is annoyed with Martha's splashing  
 D does not like to swim

**STRATEGY PRACTICE** Write about a time when someone disturbed a peaceful moment that you were enjoying.

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**READ THE PASSAGE** Look for clues to predict what you will learn about Bouvet Island.

### The Loneliest Island

In the middle of the frigid South Atlantic Ocean, one island stands alone. It lies near Antarctica. But it is far enough away that early explorers had difficulty finding it. At about four miles long, the island is covered in glaciers. It is home to an inactive volcano and huge amounts of ice. The steep cliffs that surround the island make sea landings almost impossible. This is Bouvet Island, the loneliest island in the world.

A French explorer discovered Bouvet Island in 1739, but the island was so difficult to approach that nobody set foot on it for nearly a hundred years. No people live on Bouvet Island, and little vegetation grows there. Seals come and go, but they haven't seen humans since seal hunting and whaling stopped in the area. The island is cold year-round, with an average temperature of about 29°F.

In recent years, Bouvet Island has had a little more contact with the world. Norway, which claimed the island in 1928, set up an unmanned weather station there in 1977. Today, this quiet island near the South Pole sends weather data to a satellite, which transmits the information to researchers in Norway. Scientists learn more every day about the island and its surroundings. Meanwhile, Bouvet Island stands strong and silent in the harsh climate.

**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

1. What could you correctly predict from the title?  
 A The island is very small.  
 B No one lives on the island.  
 C The passage is about Antarctica.  
 D Only lonely people live on the island.
2. What could you correctly predict about Bouvet Island after reading the first sentence?  
 A It is cold most of the year.  
 B It is volcanic.  
 C Norway claimed it in 1928.  
 D It is near the North Pole.
3. What can you conclude after reading that steep cliffs surround the island?  
 A The island is covered in glaciers.  
 B Explorers cannot find the island.  
 C There is nowhere to land a boat at the island.  
 D The island is near the South Pole.
4. After scientists receive data from the weather station, they will most likely \_\_\_\_\_.  
 A try to determine the island's location  
 B study weather patterns on the island  
 C track the movements of seals  
 D send the information to a satellite

**STRATEGY PRACTICE** Write two questions you would like to ask an explorer of Bouvet Island.

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**READ THE PASSAGE** Look for clues to predict what you will learn about the town of Centralia.

### A Unique Ghost Town

Centralia, Pennsylvania, used to be an ordinary town. Nestled in an area known for its coal mining history, the town offered job opportunities and a pleasant place to live. It had good schools and a fine local library. Things started to change, though, in the 1960s. Below the surface, Centralia was anything but normal. Now most of the town is gone.

In 1961, a burning landfill sparked an underground blaze. One of the veins of coal that runs beneath the town caught fire. Unlike fires above ground, this slow-burning fire crept along as it found more coal to burn. As the fire spread beneath the town, the ground began to open up and release poisonous gases. Basements filled with smoke and hot gas. Several efforts were made to stop the fire. All of them failed.

Eventually, it was clear that the fire was not going to die out. In fact, the Centralia mine fire is expected to burn for about 250 years. When the people who lived there became aware of the danger they were in, many of them left town for good. But others wanted to stay.

The town's highway, which cracked open from the mine fire, was closed. The government decided to buy the homes in town and destroy them. The only homes left were those occupied by residents who refused to leave. Today, people sometimes visit the area and take photos to show how Centralia has changed. But a few residents have held on to the history of a town now long gone, with a future that exists only in their imaginations.

**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- From the title, you could predict that Centralia is \_\_\_\_\_.  
Ⓐ in Pennsylvania  
Ⓑ deserted  
Ⓒ a family town  
Ⓓ a normal town
- Which detail suggests that people will continue to visit Centralia in the future?  
Ⓐ The government decided to buy the homes.  
Ⓑ The town's highway was closed.  
Ⓒ The fire is expected to burn for 250 years.  
Ⓓ People sometimes visit and take photos.
- After reading that the effort to stop the fire failed, you could correctly predict that \_\_\_\_\_.  
Ⓐ people would refuse to leave  
Ⓑ the town would run out of coal  
Ⓒ the fire would continue to burn  
Ⓓ the government would buy homes in town
- Which of these is the *least* likely to happen?  
Ⓐ The town's highway will stay closed.  
Ⓑ Scientists will continue to check the fire.  
Ⓒ People will move back to Centralia.  
Ⓓ The history of the town will be saved.

**STRATEGY PRACTICE** What ghost towns have you heard of or seen in movies? Explain to a partner how those towns remind you of Centralia.

## Assessment

## READ THE PASSAGE

Think about why the author wrote the passage, and use clues to predict what will happen.

### The Amazing Phil

Sasha had simply wanted to get out of the car and stretch her legs. When she and her mom drove up to the ancient-looking gas station, neither of them was prepared to come face to face with a dinosaur. The sculpture loomed 20 feet over the car. It was a *T. rex*, and the green paint was peeling from its front legs, which dangled in the air. Sasha's mom wasn't sure what to make of the whole thing. "I wonder who created this," she said, shading her eyes from the bright sun.

"I did," said a shaky voice nearby. Sasha turned around to see an elderly man propped up on a cane. He steadied himself and pointed one finger up toward the *T. rex* sculpture. "He's the Amazing Phil," the man said. "I built him in 1955, right after I opened the gas station. He brought in a crowd for a long time, back when people didn't drive so fast." The man's weathered face broke into a soft smile.

"It's a great sculpture," Sasha's mom half-lied. "I like the colors. So, what's your name?"

"My name's Phil, too," said the man. He leaned back on his cane. "My wife is inside. She just made a pecan pie. Do you ladies like pie?"

Sasha looked at her mom. Her mom looked up at the dinosaur and then gazed up the road for a few awkward seconds. Then she smiled and looked at Phil. "Pecan pie is our favorite," she replied, closing the car door behind her.

## SKILL PRACTICE

Read each question. Fill in the bubble next to the correct answer.

- What is the author's main purpose for this story?
  - to suggest a fun place to go
  - to encourage readers to be nice to older people
  - to amuse readers with a funny story
  - to tell a scary story about dinosaurs
- Which prediction could you correctly make based on the first two paragraphs?
  - Sasha and her mom will be kind to the man.
  - Sasha's mom will buy the sculpture.
  - The dinosaur will come to life.
  - The car will accidentally hit the dinosaur.
- Why does the author include the detail that the dinosaur's paint is peeling?
  - to scare the reader
  - to show that the dinosaur is old
  - to suggest that the dinosaur is ugly
  - to imply that the dinosaur was poorly made
- What will most likely happen next in the story?
  - Sasha will stretch her legs.
  - Sasha and her mom will drive away.
  - Sasha and her mom will eat pie.
  - Sasha will wait in the car.

## STRATEGY PRACTICE

Write one question you have about the *T. rex* sculpture or another part of the story.

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