



At-Home Learning Packet #1

Grades 6–8

BELIEVE *in the*
CHANGE SM



Reading Literature Prompt Sheet

These questions can be used when reading picture books, short stories, chapter books, and novels. These are also appropriate for retelling fairy tales or folktales. Outside of reading, these questions fit with family drama and comedy shows, cartoons, or movies.

Before Reading

- What will this book be about? How do you know?
- What is the title of this story? What clues does the title give about the story?
- Who is the author? What does the author do? Who is the illustrator? What does the illustrator do?
- What do you think will happen in this story? What gave you that idea?

During Reading

- What do you think will happen next? How do you think (character) will react?
- How would you feel if that happened to you?
- What would you have done if you were the character?
- What pictures have you been seeing in your mind?
- Can you predict what will happen next?
- What does the main character want to happen?
- How do the illustrations explain what is happening in the story?

After Reading

- What is the most important thing that happened in the story (or the chapter)?
- Why did the author write this story? What did they want you to learn?
- Can you retell the story in your own words?
- What do you think will happen to the main character after this story is over?
- Were your predictions correct? Why or why not?
- How is this story/character like a different story/character?

Reading Information Prompt Sheet

These questions can be used when reading nonfiction books, articles, news stories, or information. They are also appropriate for reading flyers, invitations, recipes, or any functional text. Outside of reading, these questions fit with news programs, history shows, or factual animal shows.

Before Reading

- Why are you reading this? What are you hoping to learn or find out?
- What do you already know about this topic?
- What do you think you will learn by previewing the photos in this book?

During Reading

- Why does the author tell you _____?
- What is the most important idea?
- How do the pictures/maps/illustrations help you understand the words?
- Are there bold words? Italics? Why? What information does this add?
- Can you tell what the author feels about this topic? How do you know?
- Does this remind you of anything in your life? What?
- What does _____ mean? Can you show in the text where you learned that?

After Reading

- What was the most interesting thing to you about this topic? Why?
- What words or ideas do you still not understand?
- Now that you've read this, what do you want to learn about next?
- What would you re-title this book/article?
- Can you tell what happened in order? (if applicable)
- Did you agree or disagree with the ideas? Why?
- If you were going to share a fact from this with someone else, what would you tell them?
- What questions would you ask the author?

Name: _____

Reading Log

Read for 20 or 30 minutes each day and complete the boxes. **You must write in complete sentences with appropriate punctuation.**

Date	Reading Log
	Book Title: _____ x _____ Parent Signature
List the characters and write about the setting.(when and where the story takes place)	_____ _____ _____ _____
	Book Title: _____ x _____ Parent Signature
Write 2 wonderings about your story. (Questions you had while reading)	_____ _____ _____ _____
	Book Title: _____ x _____ Parent Signature
Write about connections you can make to the text.	_____ _____ _____ _____
	Book Title: _____ x _____ Parent Signature
Describe in detail your vivid mental images.	_____ _____ _____ _____

Write a retelling of your book. Make sure your sentences start with a capital letter and end with punctuation.

First _____

Next _____

Then _____

Last _____

X _____
Parent Signature

A Crooked Election

by Kyria Abrahams



Kelly is running for class president of Wright High School. Some of Kelly's classmates think elections are pointless. Kelly's best friend Maya doesn't believe in voting at all.

"I'm not voting," Maya tells her. "Voting is pointless."

"But if you don't vote, someone else will. And then they'll get what they want and you won't get what you want!" Kelly says.

"I don't want anything. I just want to be left alone." Maya responds.

Kelly is running for class president because she says she thinks the school can be better. She wants to see less meat served in the cafeteria and more vegetarian options. She also wants the school to stop bringing a live goat onto the field during football games.

"Kelly has good ideas, but won't be able to change anything," Maya tells her classmates. "She's just idealistic. No one can change anything."

Kelly's opponent, Roger, is running for class president of Wright High School because his brother was president last year. In fact, Roger has three brothers, and all three of them have been class president.

"I'm not losing to anybody," Roger tells his brothers. "Especially not a *girl*."

Roger has really nice banners professionally printed and hangs them around the school. Roger's banners say: "Roger Whitaker. The Right Man for the Wright Job." The phrase "right man" is a reference to the fact that Kelly is a girl. Roger says that girls can't be president because they cry too much. He only says this secretly to his brothers. He would never admit this opinion to his classmates.

"All Kelly cares about is that we have tofu in the cafeteria," Roger tells his classmates. "But I want to fix the broken doors in the bathroom!" Roger holds up a screwdriver as he says this and makes a grunting "man" sound.

The election banners were given to him as a gift by the Harrison kids. Their dad owns Harrison Sign Manufacturers and made the signs for free.

"Just make sure that when you get elected-and we are confident that you will-you tell the school that they need new signs." They shake hands and give him the free signs, which suddenly don't seem so free.

Roger looks around the school and sees that they do, in fact, need new signs. The exit sign above the main door is cracked. The sign above the library just says "Librar." The menu next to the school cafeteria is so old it says you could get a peanut butter and jelly sandwich for 50 cents.

So, maybe it is a bit unfair to take something from a student who's going to vote for you. But Roger figures they have a good point about the signs.

Meanwhile, Kelly has been running around the school putting up signs of her own. They are all handmade from construction paper with fresh flowers on them. They say, "Make the school beautiful. Vote Healthy for Kelly."

Maya tells Kelly they look nice, but she doesn't think they'll do anything.

"It's just lipstick on a pig," she says. "Just because you make it look nice doesn't mean it's not still a pig."

Kelly's handmade signs make Roger nervous, because they seem more honest and down-to-earth. Although his signs are really nice and professional, it's also obvious that they cost money. Roger feels like the students don't relate to him.

He wants the other students to think he's just like them, so he organizes a barbecue during school lunch hours with free hot dogs. Actually, it's the Harrison brothers' idea. They even get him a deal on the hot dogs, from their cousin's supermarket, of course.

A few kids come by, but Roger also notices that a good amount of students stay in the cafeteria, eating food they brought from home. He can't figure out why someone would want to eat a stale sandwich when he's offering free hot dogs.

The hot dog giveaway is definitely a flop. Roger goes home dejected and sad.

The next day, the school holds a debate between the two candidates. The debate is moderated by their civics teacher, Mrs. Graham.

Roger and Kelly sit on stage, opposite each other. The auditorium is filled with students, all of whom will have the opportunity to vote. All the students are watching with great interest, as this is how they will make their decision. One wrong answer today and it could mean losing the presidency.

Mrs. Graham asks the first question.

"As class president, how would you see fit to spend the school's extra money?"

Kelly answers first. "Well, I certainly wouldn't be spending our money on expensive signs and hot dogs," she says.

The audience gasps. This is a low blow. It's surprising that Kelly would say something like that.

Roger looks into the audience and sees the Harrison brothers sinking down into their seats.

Kelly continues, "I would like our school to be healthier, and I know we have many students who are vegetarian. They don't have many options for lunch, and if they forget to bring lunch from home, sometimes they don't eat lunch at all!"

At this, at least 50 students stand up and applaud. Even Maya stands and applauds, although she rolls her eyes a little, too. The other students join in the cheering.

Of course, a few students start booing, just to be jerks.

"Eat more bacon!" says one, cupping his hands around his mouth so the sound will carry.

"Eat a vegetarian!" says another, laughing and throwing pieces of paper.

"Okay everyone, that's enough!" the moderator says from stage. The students who are booing the vegetarians just look like troublemakers now.

Roger looks into the audience. He finally realizes how many students are vegetarian; he has never thought to find out before.

"What about you, Roger? What will you spend money on?"

"Well, I would like to have a new sign for the cafeteria," he says. "And that could certainly include any vegetarian options that the school may end up providing."

"Oh please! Without me to push for it, the school will never change its menu," Kelly says. "Roger offers empty promises. And he thinks he is better than me because I'm a girl!"

The students start to applaud and Roger watches the Harrison brothers sneak out the back door.

When the debate is over, Roger can tell that he lost. His failure is palpable; he can feel it. Students clamor around Kelly in a group, hugging her and telling her how they can't wait for the new lunch menu.

Only a few people come up to Roger.

"I liked your nice sign," says Peggy, pushing her glasses up on her nose and squinting.

"Thanks," said Roger. "Can I count on your vote next week on election day?"

"Oh, that," Peggy says. "Well, actually, I'm voting for Kelly. I just wanted to be nice to you."

After school, the Harrison brothers are waiting outside to talk to Roger. He notices they are carrying some of Kelly's signs.

"We're going to have to withdraw our support," Boyd Harrison tells him.

"We just don't think you look like the winning candidate," Trent Harrison says. "And we really need to get behind someone who can help bring our dad more business."

"What are you talking about?" Roger says, angrily. "I was your guy! You supported me! I thought we were friends."

"Yeah, friends. Well, about that...You see, it's just that Kelly will bring in a lot more business for our dad's company," says Trent.

Boyd nods in approval. "It's nothing personal. You're a nice dude and all. But Kelly has a little more... *spirit*."

"Kelly? Oh please!" Roger is yelling now. "Her signs are all handmade! Didn't you see them? It's just hipster junk!"

"Oh, yeah, you noticed that? We went for a more 'indie' feel with these." Trent says.

"Tried to make them look handmade." Boyd interjects. "The hipsters love that. We're glad you noticed."

Kelly is coming out of the school now, and the Harrison brothers walk away from Roger without saying a word. Each brother puts an arm around Kelly.

"How's our best girl?" they ask.

Kelly smiles. "Doing just great now," she says. "Now that Roger looks like a woman-hating meat-eating loser."

"We've got this election in the bag," Boyd says. "A vegetarian bag, that is."

Trent holds up a bag of veggie burgers. "We've even been eating these at lunch, showing all those health-conscious kids that we're one of them."

"Well, you sure do look trustworthy now, don't you?" Kelly says, laughing. "But do you have any real food? I'm so sick of this vegetarian junk. My stomach is killing me!"

"You bet we do," says Boyd. "In fact, we have a whole bunch of hot dogs left over from Roger's barbeque yesterday. Let's go to our house and have dinner."

"By the way," Kelly says, "How did you convince people not to go get delicious free hot dogs? I think he could have really turned people to his side with that."

"It was easy," Boyd says. "We started a rumor that Roger left the hot dogs out in his car overnight. Nobody wanted to get sick. He was so depressed; he just left everything sitting there. We grabbed all the leftovers and took them back home."

"That's brilliant," Kelly says. "I can't thank you enough!"

"Well, you won't have to thank us once you're elected. Just make sure the school uses our dad's business. And, oh yeah, when the cafeteria goes vegetarian, you know which veggie burgers are the best choice."

Boyd dangles the bag in front of her and, for the first time, she reads the label: "Harrison's Burgers."

"Victory has never tasted so sweet," Kelly says.

Name: _____ Date: _____

1. Why does Kelly say she is running for class president?

- A. She says the school needs new signs.
- B. She says the school cafeteria should have more hot dogs.
- C. She says she thinks the school can be better.
- D. She says the football games can be more exciting.

2. What motivates the actions of Boyd and Trent Harrison?

- A. They want to be elected class presidents.
- B. They want to bring in money for their family's businesses.
- C. They want to prove they are better than Kelly.
- D. They want to embarrass Roger in front of the school.

3. The Harrison brothers give Roger free signs for his election campaign so that their father's sign company will get money from the school. Which evidence from the passage best supports this conclusion?

- A. "The election banners were given to him as a gift by the Harrison kids. Their dad owns Harrison Sign Manufacturers and made the signs for free."
- B. "They shake hands and give him the free signs, which suddenly don't seem so free."
- C. "Roger looks around the school and sees that they do, in fact, need new signs. The exit sign above the main door is cracked."
- D. "'Just make sure that when you get elected-and we are confident that you will-you tell the school that they need new signs.'"

4. How can Boyd and Trent Harrison best be described?

- A. loyal
- B. unintelligent
- C. opportunistic
- D. idealistic

5. What is this passage mostly about?

- A. an election with two crooked candidates
- B. a kindhearted and honest girl who runs for class president
- C. reasons why teenagers don't believe in voting
- D. why vegetarian food is healthier than hot dogs

6. Read the following sentences: "When the debate is over, Roger can tell that he lost. His failure is **palpable**; he can feel it. Students clamor around Kelly in a group, hugging her and telling her how they can't wait for the new lunch menu."

What does "**palpable**" mean as used in the passage?

- A. unnoticeable and minor
- B. disappointing and annoying
- C. helpful and encouraging
- D. obvious and intense

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

In her election campaign, Kelly says that she wants more vegetarian food in the cafeteria; _____, she does not actually like vegetarian food.

- A. therefore
- B. however
- C. obviously
- D. particularly

8. Who made Kelly's posters?

9. Trent and Boyd Harrison want to use the class election to make money for their family. They give Roger free signs from Harrison Sign Manufacturers so that, if Roger is elected, he will get the school to buy new signs from the Harrison business.

What is another way that the brothers use the election to make money for their family?

10. The word "crooked" can be used to describe something that is dishonest or corrupt. Explain why the election and the people involved in it are crooked.

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What is another way that the brothers use the election to make money for their family?

Students may give one of the following answers:

They suggest that Roger give out free hot dogs, which are bought from their cousin's supermarket. They support Kelly's push for vegetarian options in the cafeteria, so that if Kelly is elected, she will get the school to buy "Harrison's Burgers" brand veggie burgers from their dad's company.

10. The word "crooked" can be used to describe something that is dishonest or corrupt. Explain why the election and the people involved in it are crooked.

Answers may vary and should be supported by the passage. Students may state that the election is crooked because it is being used by the Harrison brothers to make money for their family. Roger is crooked because he accepts campaign help from the brothers in exchange for their business upon his election. Kelly is crooked because she also accepts help from the brothers in exchange for their business. Furthermore, she campaigns on the platform of vegetarian options in the cafeteria, even though she does not care about vegetarian options. The Harrison brothers are crooked because they are swaying an election to make money, and because they are helping both candidates at once.

War Stories



a synagogue burning on Kristallnacht (Crystal Night) in November 1938

Some of history's most important lessons are not found in books. They're found in the minds of ordinary people who lived through extraordinary events. For our Eyewitness to History Contest, we ask readers to interview people who have witnessed historic events. Three winning interviews have a common theme: life as a child during World War II. That war began on Sept. 1, 1939, when Adolf Hitler's Nazi Germany invaded Poland. The United States entered the war in 1941, after Japan, Germany's ally, attacked the U.S. naval base at Pearl Harbor, in Hawaii. The war ended in 1945.

A Jewish Girl Growing Up in Germany in the 1930s

By Julie Sarne, The Latin School of Chicago, Ill.

Hitler hoped to conquer all of Europe-and he wanted it to be free of Jews and other people he deemed inferior. The Nazis killed more than six million Jews in the Holocaust. Julie Sarne's Oma (German for "grandmother") managed to escape.

Q: How was your childhood?

A: I grew up in a large house. My father was a wealthy lawyer and an officer in the German cavalry in

World War I. We lived in an expensive suburb of Berlin. I went to a private school. We had many servants.

Q: When did things start to change?

A: [In] 1933. I was seven and was told little, but suddenly my governess was gone. My father's clients were threatened, so he lost his income.

Q: What happened at school?

A: My girlfriends stopped playing with me. Boys taunted me and chased me when I walked home. I learned to be afraid.

Q: What happened to your house?

A: One day the Gestapo [secret police of Nazi Germany] came and told us to leave our house, where we had lived for twenty years. We moved into a small apartment with my aunt.

Q: What else happened?

A: The government closed all but two Jewish schools. We couldn't go to movie theaters, restaurants, or public parks, which had signs [that said] "No Jews Allowed."... We were allowed to shop one hour a day. Our ration cards had a big *J* on them, and we couldn't buy everything the Germans could. We could only buy meat on the black market. Once, I bought chocolate when a clerk made a mistake. I later found out my father got in trouble for this.

Q: What do you remember about Kristallnacht ["Crystal Night"]?

A: In November 1938, most synagogues were burned. Jewish shops were looted, and the windows [were] smashed. Men were sent to concentration camps. My father hid at his sister's house. I didn't know where he was, but he called daily.

Q: Did you try to leave Germany?

A: I was to go to England but [I] couldn't, as I had an operation. In the hospital, I heard the groaning of men released from the concentration camps with frostbite or worse. I shall never forget that sound.

Q: When did you leave Germany?

A: [My father and I] left Germany [on] December 7, 1940, when I was fourteen. My father wore his Iron Cross, the highest German medal of honor, but a Gestapo man ripped it off. I know that hurt my dad, but he kept his cool. ... We took the Trans-Siberian Railroad across Russia and a ship to Japan. Most countries, including the United States, wouldn't let Jewish refugees in. We went to Shanghai, China, one of the only places you could go without papers. Nearly 30,000 Jewish refugees entered Shanghai, more than were taken in by the United States [which set a quota to limit the number of Jewish immigrants]. I was finally able to leave [China in] 1948 and came by boat to San Francisco.

Q: What happened to your parents?

A: In China, we learned that [my mother had] died in Germany. My father was on the Polish quota and had to wait longer. I never saw him again, as he died at sea.

The London Blitz in WWII

By Claire Curtis, Schaghticoke Middle School, New Milford, Conn.

Claire Curtis's grandfather was nine years old during the 1940 Battle of Britain, when Germany launched a huge air attack on England. The eight-month onslaught was known as the Blitz (from the German term Blitzkrieg, meaning "lightning war"). The German air force dropped 18,000 tons of bombs, killing more than 43,000 people.

Q: Where did you live?

A: I was living in London with my parents and attending school.

Q: Where did you go when the bombing began?

A: It depended upon where we were when the air raid siren sounded. Sometimes we went to the public air raid shelter ... sometimes to the basement of the theater ... sometimes to the subway. At night we would go to our own basement and sleep there. We slept there for weeks. My mother, while insisting that my father and I go to the basement, would sleep in the bedroom. She found it claustrophobic down there.

Q: What went through your mind?

A: Being so young, I [wasn't] particularly afraid. I did anticipate the possibility of being able to gather some shrapnel from the bombs and shells from antiaircraft guns in the morning to add to my collection!

Q: Did you ever get used to it?

A: It became a way of life, lasting [fifty-seven] continuous days.

Q: What did the city look like after the bombings?

A: The city seemed in ruins. Some buildings were still burning. ... The rescue of people who were trapped under the debris ... came before the fighting of the fires. Firemen were busy night and day, even as the bombs were still falling. Glass and bricks were strewn all over, and roads ... had to be cleared for ambulances and fire trucks. All able-bodied men were recruited to clear rubble.

Q: Was your house ever attacked?

A: One day, without warning ... bombs landed in our area, one striking the house directly across from ours. The woman in the house was killed, and her body landed in our front yard. All of the windows in the front of our house were shattered, but no major damage was done to the building. I had been playing in the front room. ... Just moments before [the bombing, I had] gone to the kitchen in the back of the house, beside my mother.

Q: London was bombed day and night. What did you do to stay safe?

A: Everyone carried [a] gas mask. ... I carried mine to school, where periodically we would have air raid drills. ... The shelter in my school was in the basement, and during air raids all of the classes would go down there and wait for the all clear. There were benches for us, and blankets. The small windows in the basement were mounded with sandbags.

If there was not time to get to the basement, we had to wear our gas masks and crouch under our desks, covering our heads with our hands.

It was mandatory for all the windows to be curtained with blackout material so that not a chink of light could show [and] alert the enemy to habitation. ... Air raid wardens patrolled the streets looking for ... exposed light.

After the bomb hit so close to home, my parents decided they could take no more chances, and we moved up to Scotland, beside my grandmother, for safety. We remained there for the duration of the war.

When the war ended, the country was jubilant! Church bells rang; streetlights were turned on again. There was dancing in the streets.

Germany in WWII

By Jamie Lytle, South Park Middle School, South Park, Pa.

Life in Germany wasn't easy during the war, even for people who weren't Jewish. Hedy Gaetano, Jamie Lytle's grandmother, recalls how her home near Munich was bombed three times by Allied forces. (The United States, the United Kingdom, the Soviet Union, and China were known as the Allies.)

Q: What was life like during WWII?

A: It was ... sometimes scary. School [was often] cancelled ... but if there was an air attack during school, you had to stay at school. There was little food, times [when] you did not have a home. Most families were without fathers because they were fighting in the war. Most kids only had one pair of shoes.

Q: How old were you when your house was bombed?

A: The first time I was five. The second and third times I was six.

Q: Were you aware of why your house was being bombed?

A: Yes, because we were at war with the Americans.

Q: What do you remember?

A: I remember being in the shelter, and everything was shaking. Once we came out of the shelter, and our house was burning, so we spent the rest of the night on the street. We usually slept in our clothes because if there was an air attack, we were not allowed to turn the lights on, or there was no electricity. The first bombing of our house was ... at night. The adults were so upset about our homes being destroyed, but as a five-year-old child, I looked up to the sky and saw the most beautiful red sky I had ever seen. The red was a reflection of the burning city of Munich.

Q: What was the procedure when the air raid signal went off?

A: You rush to the shelter. You take, if you can, bare necessities: a blanket, a piece of bread, or maybe your doll.

Q: What happened at the war's end?

A: The Americans came, and they were smiling and giving us chewing gum, peanut butter, and coffee. It was several years of rebuilding our house and going back to a normal life, which meant going to school.

Name: _____ Date: _____

1. For the Eyewitness to History Contest, readers were asked to interview people who have witnessed historic events. What was the common theme of the three winning interviews in this text?

- A. life as a child at a Jewish school
- B. life as a child during World War II
- C. life as a child in London, England
- D. life as a child on the Trans-Siberian Railroad

2. What does Julie Sarne's Oma describe in the first interview?

- A. the way she was treated by her classmates
- B. the body of a neighbor landing in her front yard
- C. the bombing of her house near Munich
- D. the work the firemen did while the bombs were falling

3. Claire Curtis's grandfather was not afraid on the nights his family had to sleep in the basement during the air attacks on England.

What evidence in the text supports this statement?

- A. He looked forward to collecting shrapnel from bombs and the shells from anti-aircraft guns the next morning.
- B. The shelter in his school was in the basement, and during air raids all of the classes would go down there.
- C. His mother would sleep in the bedroom because she found it claustrophobic down in the basement.
- D. While all of the windows in the front of his house were shattered, no major damage was done to the building.

4. Based on the information in the text, how might Hedy Gaetano's experience as a child living in Germany during the war best be described?

- A. scary and unpredictable
- B. easy and comfortable
- C. calm and boring
- D. safe and predictable

5. What is this text mostly about?

- A. the burning of synagogues in Germany during Kristallnacht
- B. the lives of three children during World War II
- C. Claire Curtis's grandfather moving to Scotland during World War II
- D. the United States entering the war after the attack on Pearl Harbor

6. Read these sentences from the text.

"Hitler hoped to conquer all of Europe-and he wanted it to be free of Jews and other people he deemed inferior. The Nazis killed more than six million Jews in the Holocaust."

What does the phrase "to be free of" mean here?

- A. to not have
- B. to cost nothing for
- C. to be ruled by
- D. to be easy for

7. Read this sentence from the text.

"Life in Germany wasn't easy during the war, even for people who weren't Jewish."

What word could replace the word "even" without changing the meaning of the sentence?

- A. except
- B. especially
- C. including
- D. specifically

8. Who were the three people interviewed in the text?

9. In the first interview, Julie Sarne's Oma discusses what life was like in Germany for Jewish people. In the third interview, Hedy Gaetano discusses what life was like in Germany for people who weren't Jewish.

Draw one contrast between their two experiences.

Support your answer with evidence from the text.

10. All three interviews in the text are about life as a child during World War II. Why might the author have chosen to share all three interviews instead of focusing on only one?

Support your answer with evidence from all three interviews.

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What evidence in the text supports this statement?

A. He looked forward to collecting shrapnel from bombs and the shells from anti-aircraft guns the next morning.

B. The shelter in his school was in the basement, and during air raids all of the classes would go down there.

C. His mother would sleep in the bedroom because she found it claustrophobic down in the basement.

D. While all of the windows in the front of his house were shattered, no major damage was done to the building.

4. Based on the information in the text, how might Hedy Gaetano's experience as a child living in Germany during the war best be described?

- A. scary and unpredictable**
- B. easy and comfortable
- C. calm and boring
- D. safe and predictable

5. What is this text mostly about?

- A. the burning of synagogues in Germany during Kristallnacht
- B. the lives of three children during World War II**
- C. Claire Curtis's grandfather moving to Scotland during World War II
- D. the United States entering the war after the attack on Pearl Harbor

6. Read these sentences from the text.

"Hitler hoped to conquer all of Europe-and he wanted it to be free of Jews and other people he deemed inferior. The Nazis killed more than six million Jews in the Holocaust."

What does the phrase "to be free of" mean here?

- A. to not have**
- B. to cost nothing for
- C. to be ruled by
- D. to be easy for

7. Read this sentence from the text.

"Life in Germany wasn't easy during the war, even for people who weren't Jewish."

What word could replace the word "even" without changing the meaning of the sentence?

- A. except
- B. especially
- C. including**
- D. specifically

8. Who were the three people interviewed in the text?

Answers may vary slightly, but students should name all three people in some way. The people interviewed were Julie Sarne's Oma (grandmother), Claire Curtis's grandfather, and Hedy Gaetano (Jamie Lytle's grandmother).

9. In the first interview, Julie Sarne's Oma discusses what life was like in Germany for Jewish people. In the third interview, Hedy Gaetano discusses what life was like in Germany for people who weren't Jewish.

Draw one contrast between their two experiences.

Support your answer with evidence from the text.

Answers may vary but should be supported by the text. One prominent contrast between their experiences is that while Hedy Gaetano remained in Germany during the war, Julie Sarne's Oma left Germany for China.

10. All three interviews in the text are about life as a child during World War II. Why might the author have chosen to share all three interviews instead of focusing on only one?

Support your answer with evidence from all three interviews.

Answers may vary but should be supported by the text. The author may have chosen to include all three interviews in order to provide three different views of the same war. The first interview shows what it was like for a Jewish girl living in Germany, the second interview shows what it was like to be living in London for the Blitz, and the third interview describes how even life in Germany for people who weren't Jewish was not easy during the war. By sharing all three interviews, the author illustrates how the war affected people on both sides and in more than one place.

Running a Real "Zombie 5K"

by Kyria Abrahams



I exercise a lot and try to keep healthy. Last year, I ran in the Boston Marathon with my mom.

Recently, I learned about something called Obstacle Course Racing. This is like a marathon, but they have all these different types of obstacles for you to overcome. You have to climb over walls and slide down ropes. You even crawl through the mud.

They also have a "fun run" called the Zombie 5K. It's a three-mile race during which you are chased by people dressed like zombies!

When I found out about the Zombie 5K, I knew I had to train for this race and win it. I went to the park and found an area where the city has built some free exercise equipment. They have a little jungle gym and some benches to do push-ups on.

Every day after school, I'd go home and change into my gym clothes. I'd ride my bike over to the park and lock it up real tight with a chain. Then, I'd spend about an hour doing pull-ups on the monkey bars and jumping over blocks of wood.

As I did this, I pretended that zombies were chasing me. Sometimes I would scream and run wildly around in a circle. This generally resulted in people looking at me sideways. People would start laughing and pointing. I didn't care. I had a race to prepare for.

The only problem was, I didn't actually know what it would feel like to run while being chased by zombies. So I called my friends Jeff, Amy, and Kristen. I asked if they wanted to have some fun helping me train.

Since it was close to Halloween, a lot of them had monster makeup lying around their homes. A zombie costume isn't that hard-it's mostly just old clothes that you were going to throw out anyway!

The next day, we waited until dusk. I went to the park as planned. I don't know how Jeff and the gang got there. Maybe they changed into their zombie costumes behind a tree. Maybe they got dressed at home and then rode their bikes there (now that would have been funny!).

All I know is that I was running along the track when all of a sudden I heard a loud roar coming from behind me. I turned around, and there was Zombie Amy running full speed in my direction.

"BRAAAAINS!" she said.

"Aw, Amy, come on! That's so cliché! No real zombie says 'brains!'" I said.

She wasn't stopping, though. In fact, she was getting faster. And she seemed to be foaming at the mouth. I noticed other families start to scream and scatter. I guess they believed she was really a zombie.

Amy was obviously really getting into the part, so I decided to play along. I ran as fast as I could until I got to the gate. I jumped over the gate and got the side of my shorts stuck on a prong. Amy wasn't slowing down.

"Come on, Amy, it's just a game!" I yelled. I struggled to free myself from the gate as she got closer and closer. Her eyes looked black, and I could smell her breath.

Suddenly, I felt an arm grab me around my waist and pull me off the gate.

"Come on, let's get out of here!" It was Jeff. He wasn't in a zombie costume.

"Jeff, why aren't you in costume?"

"Because that isn't a costume! She was bitten by a real zombie! Run!"

We started running. I could hear her close behind me now. I could still almost smell her.

We built up speed, and I ran faster than I ever thought I was capable of. Amy was doubling back around now, having gotten in front of us somehow. That's when I saw Jeff grab his neck and start convulsing.

"Amy... she bit me a little bit," he said. "Just a little."

His eyes were getting dark, and he started foaming at the mouth. I knew I had to get to a place they couldn't follow me: the outdoor gym.

I'd been training there for months. I knew the course backwards and forwards. I leaped over the sit-up planks and the balance beams. The zombies were falling all over themselves. They tripped on the grass and couldn't stand up straight on the beam.

Since it had rained last night, there was a puddle of mud surrounding the monkey bars. I looked behind me to see my former friends were slowly gaining on me. I figured they'd fall in the mud puddle, but so would I! So I got my footing on a balance beam and jumped high into the air. I grabbed onto

the first monkey bar and swung as hard as I could. The next thing I knew, I was all the way across on the other side.

My zombified friends were slipping around in the mud. They couldn't even stand up straight. Panic was setting in. I knew I could keep running, but where was I running to? Where would I hide?

That's when I saw Kristen.

She didn't appear to be a zombie... yet. She was waving her arms frantically. Could I trust her? I decided that I had to. I had no choice.

I noticed Kristen appeared to be sobbing on the ground. But wait-no. She was *laughing*. Our friends are monsters trying to murder us and she was *laughing*?

She pointed back towards Jeff and Amy, and they were on the ground laughing, too.

"We got you... so... good!" Amy said, laughing so hard she could barely finish speaking.

"You did what? Are you kidding me?"

"It's a joke!" she said.

I was so incredibly angry. I mean, I was really livid! My face felt hot and flushed. "What's wrong with you?" I asked them.

Amy came toward me, wiping away the fake foam from her mouth. Jeff was removing contact lenses.

"You smell horrible!" I said.

"Yeah, uh. We kind of rubbed some spoiled milk on our clothes before we came. You know, to get the full effect," Amy said.

"You've got to admit it was pretty brilliant," Jeff said.

"You really tricked me, you guys."

"We're sorry," Kristen said. "But I watched the whole thing. You *owned* that obstacle course, and you did it under pressure!"

"Well, I guess that's true. I'm not nervous about the race any more!"

"You're going to be amazing, and we'll be there to cheer you on! In zombie makeup, of course."

I started to laugh a little bit. I was still fuming mad and didn't want to laugh. I just couldn't help it.

"I knew real zombies didn't say BRAINS!" I said. "You guys are hacks!"

"BRAAAAINS!" said Amy, holding out her arms to my neck.

I couldn't hold in the laughter any more.

Name: _____ Date: _____

1. What does the main character decide to train for?

- A. an obstacle course
- B. the Boston Marathon
- C. a pull-up contest
- D. a Zombie 5K

2. What is the climax of this story?

- A. when the main character finds out about the Zombie 5K
- B. when the main character is being chased by what she thinks are real zombies
- C. when the main character realizes her friends are just pretending to be zombies
- D. when the main character asks her friends to help her train for her 5K

3. The main character is in good physical shape. What piece of evidence from the text best supports this conclusion?

- A. She knew she had to train for the Zombie 5K and win it.
- B. She would sometimes scream and run wildly around in a circle.
- C. She ran in the Boston Marathon with her mother last year.
- D. Every day after school, she would change into her gym clothes.

4. What three words best describe the main character in this passage?

- A. hardworking, strong, gullible
- B. cheerful, intelligent, weak
- C. lazy, unhealthy, serious
- D. shy, quiet, lonely

5. What is the main idea of this passage?

- A. A girl trains for the Boston Marathon with the help of some terrifying zombies.
- B. A girl trains for a Zombie 5K with the help of her enthusiastic friends.
- C. A girl gets chased through a park by a group of actual zombies.
- D. A girl trains for a Zombie 5K by doing pull-ups on monkey bars.

6. Read these sentences from the passage:

"Amy wasn't slowing down.

'Come on, Amy, it's just a game!' I yelled. I struggled to free myself from the gate as she got closer and closer. Her eyes looked black, and I could smell her breath."

What feeling is the author trying to create with this description?

- A. happiness
- B. annoyance
- C. disgust
- D. suspense

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

The main character wanted to train for a Zombie 5K, _____ she asked her friends to act like zombies and chase her.

- A. so
- B. if
- C. after
- D. but

8. Why did the main character ask her friends to help her train for the "Zombie 5K"? Use evidence from the text to support your answer.

9. The main character experienced different feelings at different points while she was running away from her "zombified" friends in the park. What are three different feelings she experienced while she was running away from her "zombified" friends? Use evidence from the text to support your answer.

10. Explain whether her friends' zombie trick helped the main character feel mentally prepared for the "Zombie 5K." Use evidence from the text to support your answer.

1. What does the main character decide to train for?

- A. an obstacle course
- B. the Boston Marathon
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- A. so**
- B. if
- C. after
- D. but

8. Why did the main character ask her friends to help her train for the "Zombie 5K"? Use evidence from the text to support your answer.

She asked them to help her train for the "Zombie 5K" because she did not know what it would feel like to run while actually being chased by zombies. She had only pretended that she was being chased by zombies.

9. The main character experienced different feelings at different points while she was running away from her "zombified" friends in the park. What are three different feelings she experienced while she was running away from her "zombified" friends? Use evidence from the text to support your answer.

Student answers may vary somewhat but should cite supporting evidence.

At first, the main character felt calm and was even having fun when she thought her friends were just acting out their zombie roles. This is evident because she told Amy that saying "brains" was "so cliché" and then "decided to play along." But then she got scared and a little panicky, evidenced by her running faster than she had ever thought she could, saying that "panic was setting in," and trying to figure out where she could hide. Finally, when she realized that her friends were playing a joke on her, she felt "incredibly angry" and "livid," but could not hold in her laughter. This indicates that while she was fuming mad, she was also relieved and happy.

10. Explain whether her friends' zombie trick helped the main character feel mentally prepared for the "Zombie 5K." Use evidence from the text to support your answer.

Her friends' zombie trick did help the main character feel more mentally prepared for the "Zombie 5K." Before her friends helped her out, she did not know what it would feel like to run while being chased by zombies. At the end of the story, she knows that she can complete the physical tasks of the race even while panicking and being chased. The text indicates this when Kristen says the main character "owned" the obstacle course while under pressure; the main character agrees and says she is not nervous about the race anymore. The fact that she says "anymore" indicates that she was nervous about the race before the zombie chase, but not now. This shows that she feels mentally prepared. The main character also starts laughing after she realizes how well she handled the obstacle course, even though she had been scared in the moment-this too indicates mental preparedness.

An Unexpected Trip

by ReadWorks



Sarah wasn't quite sure what was going on. She had been sitting in the back of the car for hours as it rumbled up the highway's six spotless lanes. There were not many other cars. When they turned off the main highway, Sarah wasn't very worried. This was the way to the house her parents had far, far out in the country. She'd been before, for summers. Sometimes she got to bring her friend, Sam. Going to the house by itself did not worry Sarah. The chains rattling around the back seat next to her, though, were a different story.

Sarah's mom and dad had said not to worry and that everything was fine. If everything was fine, though, why had they gotten so upset when the phone had rung last night? This time of month, Sarah usually spent the night with her grandmother, watching old movies and eating popcorn that Grandma made on the stove in a pot (not in the microwave). It was delicious. She couldn't quite make out what her mom had been saying into the phone. Something like, "What do you mean, you can't come, Mom? I need you. No, you don't understand; it has to be tomorrow night!" Later, her mom and dad told her that Grandma wasn't coming, and that she'd have to come on a little car ride with them.

"Can I still have popcorn the way Grandma makes it?" Sarah had asked. Her parents had seemed nervous before, but when she asked this, they'd looked at each other and had a nice, loud laugh, collapsing into a hug.

"We'll see what we can do, ladyface," her dad said, giving her a kiss on the cheek.

Today her parents had woken her up very early in the morning. They'd told her they'd only be gone for a night but let her pack as many toys and movies as she wanted. Sarah was a little confused—normally one night meant two toys and two movies. Her mother was very strict about this, and Sarah had often gotten a stern talking-to when her mother found an extra game or stuffed animal packed in-between her sweaters.

Today, however, there weren't any toy restrictions. There were no restrictions on soda, junk food or TV watching. Her parents didn't seem to be paying much attention to her. They weren't doing much of

anything, actually, except staring out the windows as the flat countryside rolled past.

When they made it to the cottage, it seemed strange. It was fall, and what looked beautiful in the summertime seemed odd and spooky now. The friendly green trees had lost their leaves, and now had sharp-looking branches pointing in every direction. In summer, Sarah loved playing in the little barn-shaped garage. Today Sarah couldn't tell what was hiding in its shadows. She hurried out as soon as the car engine shut off.

True to their word, Sarah's parents made her popcorn as soon as they got to the house in the late afternoon. Her mom put one of her favorite movies on the TV, covered her in a blanket and sat in the kitchen. Her father brought things into the house, and then disappeared into the garage for a long time. She heard banging. She could not imagine what was going on. Eventually, she fell asleep.

When she woke up, the sun was setting. Her mom sat in a chair across the room, looking her in the face. It was not usual for Sarah's mom to be there when she woke up, lovingly looking into her eyes. Tonight she seemed nervous.

"Where's Dad?" Sarah asked, rubbing her eyes.

Her mom looked down, and twisted her fingers together. "Your dad . . . he has some things he has to do. Alone. We'll see him in the morning." Suddenly, she stood up. "Sarah, it's time for bed."

"Mom! It's not even dark out!"

"Sarah."

"And I'm not tired! I just woke up!"

"Don't argue with me!" Sarah's mom yelled. She hardly ever yelled. Sarah was a little scared. Mom let out a deep sigh. "Sarah, honey, we should go to bed. It's been a long day. I'll lie down with you."

They went to her room, and read books together. Sarah was not tired. They talked and read for a long time. Eventually, Sarah's mom fell asleep. Sarah tossed and turned, burrowing her head into her mom or rolling far across the bed. She decided she needed to walk around a bit. Her legs were crampy. Plus, she *had* had an awful lot of soda to drink. She got up to walk to the bathroom.

The bedroom door opened with a long, low creaking sound. All the lights in the house were off. Sarah could only see because of the big full moon shining through the windows. She put her hands on the wall, feeling her way forward, bumping into tables and tripping on shoes. Just as she got near the bathroom, she realized she could hear a sound. It was like a wailing, crying sound. It was like a dog that was hurt, but also somehow . . . different. Mixed in with the howls and yelps were the sounds of the chains rattling. Sarah remembered that sound—the one the chains next to her in the car made every time it hit a bump in the road. What was going on?

She realized the sound was coming from the garage, which connected to the house via a small door. As Sarah crept towards the door, the howling stopped. What was in there? It sounded hurt and afraid. Maybe Sarah could help it?

She eased open the door, which made its own low creak, like a very old ghost waking up in the morning. At first, Sarah saw nothing. Then out of the darkness, a huge shape lunged at her. It was

covered in wild, dark fur. It had a huge snout full of long, sharp teeth that snapped and trailed froth. It made the loudest sound Sarah had ever heard as it came at her. Then at the last minute, she heard the sound of chains, and the animal seemed to snap backwards. Sarah screamed as loud as she could. The thing came at her again and snapped back towards the wall a second time. Then a lot of things happened at once: Sarah heard her mom yell her name. She fell to the floor. Things started to go dark. Just before they did, Sarah noticed something very odd. The thing was wearing a torn up pair of red pants. "Just like my dad's," she thought as she drifted off.

The next morning, Sarah was in bed. Birds chirped. Sun streamed in the window. Had it all been a dream? Sarah stood up and went into the house. Everything looked normal. She smelled bacon and heard it sizzle and pop in the pan. She made her way to the kitchen where her mom was happily frying up eggs and bacon. The waffle maker was out too, sending steam up towards the ceiling. Her dad sat at the table sipping coffee. When he saw her come into the room, he put down the paper he was reading. He motioned for her to come over.

Sarah hesitated a little, and went over and sat. Her dad looked at her kindly. "Hey, ladyface," he said. "Do you know what a werewolf is?"

Name: _____ Date: _____

1. Where do Sarah and her parents go?

- A. a movie theater
- B. a store that has stuffed animals
- C. a house in the country
- D. the house where Sarah's grandmother lives

2. What is the climax of the action in the story?

- A. Sarah's parents make her popcorn.
- B. Sarah falls asleep after her mom puts one of her favorite movies on the TV.
- C. Sarah's parents let her pack as many toys as she wants.
- D. A huge animal leaps at Sarah in the garage.

3. Read the following sentences: "Sarah's mom and dad had said not to worry and that everything was fine. If everything was fine, though, why had they gotten so upset when the phone had rung last night?"

What can be concluded from these sentences?

- A. Something may be wrong, but Sarah's parents do not want to talk about it.
- B. Last night a stranger called Sarah's home to give her mom and dad some good news.
- C. Sarah's mom and dad are cheerful people who never worry about anything.
- D. Sarah's mom and dad are worried about how much it will cost to go on a family trip.

4. How does Sarah feel on the trip she takes with her parents?

- A. confident and happy
- B. confused and scared
- C. angry and upset
- D. eager and hopeful

5. What is this story mainly about?

- A. making popcorn on the stove instead of in the microwave
- B. the car in which Sarah and her parents drive to a house in the country
- C. the special nights that a girl spends with her grandmother
- D. two parents who try to keep a secret from their daughter

6. Read the following sentences: "Going to the house by itself did not worry Sarah. **The chains rattling around the back seat next to her, though, were a different story.**"

What does the author mean by calling the chains in the back seat a different story?

- A. The author means that another story has already been written about the chains in the back seat.
- B. The author means that the chains worried Sarah.
- C. The author means that Sarah worries too much.
- D. The author means that Sarah is used to visiting the house in the country.

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

Sarah is spending the night with her parents _____ she usually spends it with her grandmother at this time of the month.

- A. as a result
- B. before
- C. although
- D. such as

8. What happens after Sarah opens the door to the garage?

9. What does Sarah's dad ask her at the end of the story?

10. Why does Sarah's dad ask her whether she knows what a werewolf is? Support your answer with evidence from the story.

1. Where do Sarah and her parents go?

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- D. such as

8. What happens after Sarah opens the door to the garage?

Answers may vary in degree of detail. At minimum, students should respond that a large animal leaps toward Sarah.

9. What does Sarah's dad ask her at the end of the story?

Sarah's dad asks her whether she knows what a werewolf is.

10. Why does Sarah's dad ask her whether she knows what a werewolf is? Support your answer with evidence from the story.

Answers may vary, as long as they are supported by the passage. Ideally, students will recognize that Sarah's dad asks her this question because he is a werewolf. Evidence for this conclusion includes the red pants the animal in the garage was wearing (identical to the pants worn by Sarah's dad) and the absence of Sarah's dad from the house during the night.

How To Trick Your Sister

by ReadWorks



The plan was perfect. Rick had been working on it all week: in Math class, English class, and History class. He sat in the back of the room, deep in thought. To the teacher, it looked like he was taking notes. In fact, he *was* taking notes-but not on Algebra, *To Kill a Mockingbird*, or the Spanish-American War. Rick was a schemer, and now he had dreamed up the greatest scheme of his career.

He was going to ruin his sister's birthday party.

Rick didn't have anything against Emily. She was a nice enough sister. She helped him do the dishes, she kept out of his room, and on long car trips, she let him sleep when he wanted to sleep. But Rick loved playing tricks, and when it came to tricks, there was no better target than Emily.

She liked her life to be orderly. She liked everything in its place. When she was taking notes in school, she used nine different pens-all different colors-in an organizational scheme so complex, it would take FBI scientists weeks to decode it.

Rick was not like that at all. He was a messy kid. He liked his bedroom to be covered in dirty clothes and crumpled-up paper. He liked his music loud and his fireworks louder. And surprises were his favorite thing in the world.

The notebook he used in the back of math class didn't say "MATH" on it. It said, "Surprises-Top Secret! Do Not Open!" In it were the records of every trick he had ever played. There was the time he made his sister think all her dolls had moved away. There was the time he'd hidden Dad's car keys and made him two hours late for work. And there was his last great accomplishment-the time he disconnected the oven, and made Mom think that Thanksgiving dinner would never be finished.

That last trick would be hard for most kids, but Rick, though he never did great in school, was smart with his hands. His father was a mechanic, and had shown him all sorts of neat things he could do with machines. Rick could fix washing machines, dishwashers, showers and garage door openers. He could also, when it suited him, disconnect them completely.

"I am a mechanical wizard," he wrote in his notebook. "No! A genius. Better yet-an evil genius."

This was going to be his greatest triumph. All he needed was a remote control, a few bits of radio equipment and two dozen small fireworks. If there were a Nobel Prize for evil, he thought he would win it, for sure.

The night before her party, Emily couldn't sleep. It was always like that when she was excited. She kept playing the party over in her mind. All the girls from her class were coming and everyone was going to have a wonderful time. With her mother's help, Emily had planned everything down to the last detail. She had filled a binder with plans for games they would play, stories she would tell and outfits she might wear. She had settled on a pale green dress with matching sandals. It was a simple outfit, but that was perfect. She didn't want anyone to know how much she was looking forward to this.

The girls at school were nice to Emily, but there were none who would call her their friend. She was a shy person. In class, she always knew the answer, but never raised her hand. When she was with the other girls, she was like that too. Even when she knew the right thing to say, her mouth would freeze. She couldn't say it. At night she would torture herself with the knowledge that she was funny, charming and smart. She just didn't know how to make that side of her come out.

Perhaps it would happen at her party. Perhaps she would emerge from her shell like a very organized butterfly. Perhaps at school the next week, she would have friends.

If the party didn't work, it certainly wouldn't be her fault. This would be the finest birthday party of the season. The napkins would be colorful. The games would be fresh and exciting. And the cupcakes would be out of this world.

"Are you sure you want cupcakes?" her mother had asked. "Maybe I'm old-fashioned, but I don't see what's wrong with a nice ordinary caramel cake. I'll make you one myself!"

"I know you will, Mom," said Emily. "You've made one for me every year since I was born. Caramel cakes are delicious, but they're boring. Cupcakes are popular. Cupcakes are fun."

Her mom agreed. They would have cupcakes: two dozen of them in every color of the frosting rainbow. To keep Rick away from them, her mother had placed them under lock-and-key. She had

arranged for his friend Andy to come over during the party. They would be in the basement playing video games the entire afternoon. Emily didn't think it was possible for Rick to ruin her party if he wasn't allowed out of the basement.

She hadn't counted on a remote control.

Rick was proud of his handiwork. Each firework was attached to a tiny remote detonator, the size of a pea. He stashed them in the back of the pantry, the morning of the party, before his mother made him go into the basement to hang out with Andy.

"You two just stay down here until all the girls have gone home," his mom said. "I don't want you doing anything that might upset your sister."

"I promise I won't come through that door until the party is over," said Rick. His mom didn't understand why he was smiling.

In the basement, Mom had laid out a platter of sandwiches, soda, and cookies for Rick and Andy, but Rick was too excited to eat. From upstairs, he heard the telltale signs of a girl's birthday party: screaming, squealing and laughter loud enough to shatter a window.

"It sounds like they're having a lot of fun up there," said Andy, who wished he could be part of the party.

"Not for long," said Rick. "Hand me that step ladder."

He had promised his mother he wouldn't come through the door, and he was going to keep that promise. There was a small window on the far side of the basement, just big enough for him to crawl through. With Andy holding the ladder, Rick unlatched the window, squirmed through the frame, and crawled into the backyard.

"Wait here," said Rick. "Don't close the window. I'll be back in five minutes."

"Can I play FIFA?" asked Andy.

"You can play whatever you want! Just don't close this window."

He army-crawled around the house to the door that led into the kitchen. Through the window, he saw his mother arranging the cupcakes on a tray. It was nearly time to strike.

In Rick's family, the tradition was to sing "Happy Birthday" while the cake was still in the kitchen. Only when the song was over would mom bring out the cupcakes, candles lit, and frosting shimmering. This was Rick's opportunity.

Mom went into the dining room and the singing started. Moving quickly but silently, Rick opened the kitchen door and went to work, nestling a tiny firework in the bottom of each cupcake. He resisted the urge to eat one of the little cakes. This was no time to goof around. By the time the song had finished, the cakes appeared undisturbed, and Rick had disappeared.

"All right girls," said Mom. "Here we go! Cupcakes, just like I promised."

"I want the green one!" said Rachel McKeown.

"I want the red one!" said Angela Beck.

"I want the pink one and the yellow one and the blue one and the rainbow one!" said Mary Kucan, who really loved cupcakes.

"Hold on, hold on, hold on," said Mom. "There's plenty for everybody. The one with the rainbow is for Emily."

"Thanks Mom," said Emily, as she placed the cupcake on the plate.

"These look awesome," said Angela.

"Totally," said Rachel.

"I want to eat them all," said Mary. "Can I eat all of them?"

"This is perfect, Mom," said Emily. "Thanks so much."

And it was perfect. Everyone from school was here, and they were all having a great time. Emily had been funny; she had been fun. "This is the best party any of my friends have ever thrown," Rachel had told her. No one at school had ever called her "friend" before. The party had gone wonderfully, and Rick couldn't spoil it now.

"All right, girls," said Mom. "Dig in."

And that was when the explosions started. Two dozen little pops-like hail falling on a tin roof-went off, one after the other. When the girls' ears stopped ringing, there was smoke in the air and icing covering every surface: pink icing on the table, green icing on the ceiling and rainbow icing all over Emily's green dress. After a moment, the silence was broken. Emily started to cry.

As the tears began to slip from her eyes, she felt a firm grip on her elbow. "Don't," said Rachel. "Do not cry. We're going to get him. Say it with me. We are going to get him."

"We are?" said Emily.

"He's pretty handy, isn't he? Are you good with machines too?"

"I guess so. My dad taught us all sorts of things."

"Then we'll need a little motor and a lot of fishing line."

"What are we going to do with it?"

"Tell me," said Rachel, with a mischievous grin spreading across her face. "What is your brother's favorite thing in the world?"

It was an hour before Mom let Rick out of the basement. She was furious. But she was so confused and upset, that she didn't even know how to punish him yet.

"Go to your room," she said from the top of the basement stairs.

"Why?" he asked. "What happened? I was down here the whole time. Wasn't I, Andy?"

Andy didn't say anything. He was too smart to get involved in family fights. He slipped out behind Rick's mother, and went to wait for his father to pick him up. Mom stood there, jaw clenched and face red.

"Just go to your room," she said. "Go!"

Rick whistled quietly as he walked to his bedroom, pausing in the dining room to inspect the scene of the carnage. In his head, he began imagining the way he would write this down in his journal of nasty tricks. Never before, he thought, has a birthday party been so thoroughly ruined. This one will go down in history. At the table, Emily and one of the other girls from school-Rachel, maybe?-sat quietly. They said nothing to him as he passed them by, whistling just a teeny bit louder.

He opened his bedroom door and found everything just the way he liked it. Clothes were piled on the floor, dirty cups and bowls were on all the windowsills, and his journal was just where it was supposed to be-hidden behind the bookshelf by the door. As he reached for it, he heard a whirring noise, and the journal jumped away from his hand.

"What the heck?" he said. He grabbed for the journal but it jumped away again, slipping across the floor like a gecko. Someone had tied a string to it, and the string was connected to some unseen machine. He chased the journal across the room, into the hallway and down the stairs. It gained speed as it was dragged into the dining room. He took the corner too fast, slipped on a piece of cake and watched helplessly as his life's work was dragged through gobs of icing.

"Stop it!" he said. "It's getting icing all over! Emily-stop it!"

Emily said nothing, but Rachel allowed herself a tiny smile. By the time Rick was on his feet again, the journal had been dragged into the hallway. He chased it all around the first floor-from the kitchen to the living room and back one last time into the dining room, where he slipped a second time. He followed the book into the den but didn't see where it had gone. Finally, he heard a crackling sound, and saw his journal burning in the fireplace. It was already too late to save.

Rick burst into the dining room, face red with icing and rage.

"You!" he said. "You destroyed my journal. You, you, you! You played a terrible trick on me!"

"I don't know what you're talking about," said Emily, as she licked a bit of icing off her finger. "You can ask my friend, Rachel. We were here the entire time."

Name: _____ Date: _____

1. What trick does Rick play on his sister?

- A. He hides her car keys and makes her two hours late for work.
- B. He disconnects the oven and makes her think that Thanksgiving dinner will never be finished.
- C. He sets off fireworks inside the cupcakes at her birthday party.
- D. He attaches a string to her notebook and uses a motor to pull it into the fireplace.

2. What is the resolution at the end of the story?

- A. Tears begin to slip from Emily's eyes because the cupcake icing has gotten everywhere.
- B. Emily keeps playing the party over in her mind instead of going to sleep.
- C. Emily feels a firm grip on her elbow and tells Rachel that she is good with machines.
- D. Emily takes revenge on her brother by pulling his journal into the fireplace with a string and motor.

3. Emily is excited for her birthday party.

What evidence from the passage supports this statement?

- A. Emily cannot fall asleep the night before the party.
- B. Emily helps her brother do the dishes and lets him sleep on long car trips.
- C. Emily uses nine different pens to take notes in school.
- D. Angela Beck wants to eat the red cupcake.

4. Why does Rick decide to ruin his sister's birthday party?

- A. He is a messy kid who likes his bedroom to be covered in dirty clothes.
- B. His sister's birthday party is a great opportunity for playing a trick.
- C. He can fix washing machines, dishwashers, showers, and garage door openers.
- D. He army-crawls around the house to the door that leads to the kitchen.

5. What is this story mostly about?

- A. a girl who wants to eat all the cupcakes at someone else's birthday party
- B. a trick that a boy plays on his sister and the trick she plays in return
- C. a mother who gets mad when her son plays a trick on her daughter
- D. a journal that a boy uses to keep a record of the tricks he plays on people

6. Read the following sentences: "He sat in the back of the room, **deep in thought**. To the teacher, it looked like he was taking notes."

What does the phrase **deep in thought** mean?

- A. It means that someone is sitting in a short chair very close to the floor.
- B. It means that someone is sitting in a tall chair very far from the floor.
- C. It means that someone is thinking a lot about something.
- D. It means that someone is not thinking very much about something.

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

Rick tricks Emily; _____ Emily tricks Rick.

- A. in contrast
- B. for instance
- C. first
- D. then

8. What trick does Emily play on Rick?

9. Why does Emily play a trick on Rick? Support your answer with evidence from the story.

10. How does Emily feel at the end of the story? Explain your answer with evidence from the passage.

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- B. for instance
- C. first
- D. then**

8. What trick does Emily play on Rick?

At minimum, students should respond that Emily causes Rick's journal to be pulled into the fireplace with a string. They may provide additional details, such as the use of the motor and Rick's fruitless pursuit of the journal.

9. Why does Emily play a trick on Rick? Support your answer with evidence from the story.

Answers may vary, as long as they are supported by the story. Some students may simply respond that Emily plays a trick on Rick because Rachel suggests it. Others may infer that Emily wants to get back at Rick because he has ruined her birthday party with a trick.

10. How does Emily feel at the end of the story? Explain your answer with evidence from the passage.

Answers may vary, as long as they are supported by the passage. Students may respond that Emily feels satisfied after taking revenge on her brother. She is no longer crying, and the act of licking icing off her finger while speaking calmly to her brother suggests that she is no longer upset. Students may also respond that because Emily is such an organized person, she is probably still upset by the havoc her brother created at her birthday party. Playing the trick of burning his journal suggests that she is angry with him.

Five Minute Multiplying Frenzy (A)

Name: _____

Date: _____

Multiply each row number by each column number.

(Range 2 to 12)

×	6	8	7	4	10	2	3	9	5	12
2										
11										
6										
8										
5										
12										
7										
3										
9										
10										

Time: _____

Score: _____ /100

Five Minute Multiplying Frenzy (A) Answers

Name: _____

Date: _____

Multiply each row number by each column number.

(Range 2 to 12)

×	6	8	7	4	10	2	3	9	5	12
2	12	16	14	8	20	4	6	18	10	24
11	66	88	77	44	110	22	33	99	55	132
6	36	48	42	24	60	12	18	54	30	72
8	48	64	56	32	80	16	24	72	40	96
5	30	40	35	20	50	10	15	45	25	60
12	72	96	84	48	120	24	36	108	60	144
7	42	56	49	28	70	14	21	63	35	84
3	18	24	21	12	30	6	9	27	15	36
9	54	72	63	36	90	18	27	81	45	108
10	60	80	70	40	100	20	30	90	50	120

Time: _____

Score: _____/100

Multiplication Facts to 81 (A) Answers

Determine each product.

$\begin{array}{r} 9 \\ \times 4 \\ \hline 36 \end{array}$	$\begin{array}{r} 2 \\ \times 9 \\ \hline 18 \end{array}$	$\begin{array}{r} 5 \\ \times 5 \\ \hline 25 \end{array}$	$\begin{array}{r} 2 \\ \times 8 \\ \hline 16 \end{array}$	$\begin{array}{r} 5 \\ \times 1 \\ \hline 5 \end{array}$	$\begin{array}{r} 8 \\ \times 1 \\ \hline 8 \end{array}$	$\begin{array}{r} 4 \\ \times 6 \\ \hline 24 \end{array}$	$\begin{array}{r} 9 \\ \times 2 \\ \hline 18 \end{array}$	$\begin{array}{r} 6 \\ \times 4 \\ \hline 24 \end{array}$
$\begin{array}{r} 1 \\ \times 3 \\ \hline 3 \end{array}$	$\begin{array}{r} 7 \\ \times 5 \\ \hline 35 \end{array}$	$\begin{array}{r} 3 \\ \times 9 \\ \hline 27 \end{array}$	$\begin{array}{r} 5 \\ \times 7 \\ \hline 35 \end{array}$	$\begin{array}{r} 3 \\ \times 7 \\ \hline 21 \end{array}$	$\begin{array}{r} 7 \\ \times 7 \\ \hline 49 \end{array}$	$\begin{array}{r} 6 \\ \times 9 \\ \hline 54 \end{array}$	$\begin{array}{r} 8 \\ \times 2 \\ \hline 16 \end{array}$	$\begin{array}{r} 9 \\ \times 8 \\ \hline 72 \end{array}$
$\begin{array}{r} 7 \\ \times 8 \\ \hline 56 \end{array}$	$\begin{array}{r} 4 \\ \times 9 \\ \hline 36 \end{array}$	$\begin{array}{r} 1 \\ \times 4 \\ \hline 4 \end{array}$	$\begin{array}{r} 2 \\ \times 6 \\ \hline 12 \end{array}$	$\begin{array}{r} 1 \\ \times 1 \\ \hline 1 \end{array}$	$\begin{array}{r} 3 \\ \times 6 \\ \hline 18 \end{array}$	$\begin{array}{r} 3 \\ \times 1 \\ \hline 3 \end{array}$	$\begin{array}{r} 2 \\ \times 5 \\ \hline 10 \end{array}$	$\begin{array}{r} 9 \\ \times 9 \\ \hline 81 \end{array}$
$\begin{array}{r} 8 \\ \times 3 \\ \hline 24 \end{array}$	$\begin{array}{r} 3 \\ \times 2 \\ \hline 6 \end{array}$	$\begin{array}{r} 6 \\ \times 7 \\ \hline 42 \end{array}$	$\begin{array}{r} 1 \\ \times 8 \\ \hline 8 \end{array}$	$\begin{array}{r} 8 \\ \times 9 \\ \hline 72 \end{array}$	$\begin{array}{r} 6 \\ \times 2 \\ \hline 12 \end{array}$	$\begin{array}{r} 2 \\ \times 7 \\ \hline 14 \end{array}$	$\begin{array}{r} 8 \\ \times 5 \\ \hline 40 \end{array}$	$\begin{array}{r} 7 \\ \times 1 \\ \hline 7 \end{array}$
$\begin{array}{r} 6 \\ \times 8 \\ \hline 48 \end{array}$	$\begin{array}{r} 7 \\ \times 9 \\ \hline 63 \end{array}$	$\begin{array}{r} 9 \\ \times 7 \\ \hline 63 \end{array}$	$\begin{array}{r} 2 \\ \times 4 \\ \hline 8 \end{array}$	$\begin{array}{r} 1 \\ \times 5 \\ \hline 5 \end{array}$	$\begin{array}{r} 6 \\ \times 3 \\ \hline 18 \end{array}$	$\begin{array}{r} 8 \\ \times 6 \\ \hline 48 \end{array}$	$\begin{array}{r} 6 \\ \times 5 \\ \hline 30 \end{array}$	$\begin{array}{r} 7 \\ \times 4 \\ \hline 28 \end{array}$
$\begin{array}{r} 9 \\ \times 3 \\ \hline 27 \end{array}$	$\begin{array}{r} 2 \\ \times 1 \\ \hline 2 \end{array}$	$\begin{array}{r} 4 \\ \times 7 \\ \hline 28 \end{array}$	$\begin{array}{r} 5 \\ \times 9 \\ \hline 45 \end{array}$	$\begin{array}{r} 2 \\ \times 3 \\ \hline 6 \end{array}$	$\begin{array}{r} 5 \\ \times 2 \\ \hline 10 \end{array}$	$\begin{array}{r} 3 \\ \times 4 \\ \hline 12 \end{array}$	$\begin{array}{r} 5 \\ \times 6 \\ \hline 30 \end{array}$	$\begin{array}{r} 7 \\ \times 6 \\ \hline 42 \end{array}$
$\begin{array}{r} 8 \\ \times 7 \\ \hline 56 \end{array}$	$\begin{array}{r} 8 \\ \times 4 \\ \hline 32 \end{array}$	$\begin{array}{r} 3 \\ \times 3 \\ \hline 9 \end{array}$	$\begin{array}{r} 5 \\ \times 3 \\ \hline 15 \end{array}$	$\begin{array}{r} 1 \\ \times 7 \\ \hline 7 \end{array}$	$\begin{array}{r} 8 \\ \times 8 \\ \hline 64 \end{array}$	$\begin{array}{r} 4 \\ \times 4 \\ \hline 16 \end{array}$	$\begin{array}{r} 1 \\ \times 2 \\ \hline 2 \end{array}$	$\begin{array}{r} 4 \\ \times 3 \\ \hline 12 \end{array}$
$\begin{array}{r} 1 \\ \times 6 \\ \hline 6 \end{array}$	$\begin{array}{r} 9 \\ \times 1 \\ \hline 9 \end{array}$	$\begin{array}{r} 7 \\ \times 2 \\ \hline 14 \end{array}$	$\begin{array}{r} 3 \\ \times 5 \\ \hline 15 \end{array}$	$\begin{array}{r} 7 \\ \times 3 \\ \hline 21 \end{array}$	$\begin{array}{r} 9 \\ \times 5 \\ \hline 45 \end{array}$	$\begin{array}{r} 4 \\ \times 1 \\ \hline 4 \end{array}$	$\begin{array}{r} 3 \\ \times 8 \\ \hline 24 \end{array}$	$\begin{array}{r} 1 \\ \times 9 \\ \hline 9 \end{array}$
$\begin{array}{r} 6 \\ \times 6 \\ \hline 36 \end{array}$	$\begin{array}{r} 2 \\ \times 2 \\ \hline 4 \end{array}$	$\begin{array}{r} 6 \\ \times 1 \\ \hline 6 \end{array}$	$\begin{array}{r} 5 \\ \times 8 \\ \hline 40 \end{array}$	$\begin{array}{r} 4 \\ \times 5 \\ \hline 20 \end{array}$	$\begin{array}{r} 9 \\ \times 6 \\ \hline 54 \end{array}$	$\begin{array}{r} 4 \\ \times 8 \\ \hline 32 \end{array}$	$\begin{array}{r} 4 \\ \times 2 \\ \hline 8 \end{array}$	$\begin{array}{r} 5 \\ \times 4 \\ \hline 20 \end{array}$

Division Facts (A)

Find each quotient.

$48 \div 8 =$

$24 \div 6 =$

$40 \div 5 =$

$8 \div 1 =$

$54 \div 9 =$

$15 \div 5 =$

$14 \div 2 =$

$12 \div 3 =$

$30 \div 5 =$

$28 \div 4 =$

$20 \div 4 =$

$2 \div 1 =$

$50 \div 5 =$

$49 \div 7 =$

$20 \div 5 =$

$36 \div 4 =$

$4 \div 4 =$

$35 \div 7 =$

$36 \div 9 =$

$10 \div 5 =$

$12 \div 4 =$

$10 \div 1 =$

$8 \div 4 =$

$21 \div 7 =$

$42 \div 6 =$

$70 \div 10 =$

$56 \div 7 =$

$6 \div 6 =$

$6 \div 2 =$

$27 \div 9 =$

$9 \div 9 =$

$5 \div 5 =$

$54 \div 6 =$

$81 \div 9 =$

$30 \div 6 =$

$18 \div 6 =$

$63 \div 7 =$

$20 \div 10 =$

$45 \div 5 =$

$6 \div 3 =$

$18 \div 2 =$

$24 \div 8 =$

$1 \div 1 =$

$35 \div 5 =$

$40 \div 10 =$

$25 \div 5 =$

$8 \div 2 =$

$80 \div 8 =$

$16 \div 4 =$

$5 \div 1 =$

$36 \div 6 =$

$50 \div 10 =$

$7 \div 7 =$

$8 \div 8 =$

$24 \div 3 =$

$12 \div 6 =$

$16 \div 8 =$

$21 \div 3 =$

$6 \div 1 =$

$30 \div 3 =$

$3 \div 3 =$

$63 \div 9 =$

$12 \div 2 =$

$90 \div 9 =$

$60 \div 6 =$

$45 \div 9 =$

$32 \div 4 =$

$100 \div 10 =$

$9 \div 3 =$

$56 \div 8 =$

$72 \div 9 =$

$4 \div 1 =$

$7 \div 1 =$

$27 \div 3 =$

$72 \div 8 =$

$28 \div 7 =$

$40 \div 4 =$

$30 \div 10 =$

$24 \div 4 =$

$18 \div 9 =$

$42 \div 7 =$

$64 \div 8 =$

$40 \div 8 =$

$90 \div 10 =$

$15 \div 3 =$

$70 \div 7 =$

$60 \div 10 =$

$3 \div 1 =$

$32 \div 8 =$

$4 \div 2 =$

$14 \div 7 =$

$80 \div 10 =$

$48 \div 6 =$

$10 \div 10 =$

$10 \div 2 =$

$9 \div 1 =$

$18 \div 3 =$

$16 \div 2 =$

$2 \div 2 =$

$20 \div 2 =$

Division Facts (A) Answers

Find each quotient.

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$40 \div 5 = 8$

$8 \div 1 = 8$

$54 \div 9 = 6$

$15 \div 5 = 3$

$14 \div 2 = 7$

$12 \div 3 = 4$

$30 \div 5 = 6$

$28 \div 4 = 7$

$20 \div 4 = 5$

$2 \div 1 = 2$

$50 \div 5 = 10$

$49 \div 7 = 7$

$20 \div 5 = 4$

$36 \div 4 = 9$

$4 \div 4 = 1$

$35 \div 7 = 5$

$36 \div 9 = 4$

$10 \div 5 = 2$

$12 \div 4 = 3$

$10 \div 1 = 10$

$8 \div 4 = 2$

$21 \div 7 = 3$

$42 \div 6 = 7$

$70 \div 10 = 7$

$56 \div 7 = 8$

$6 \div 6 = 1$

$6 \div 2 = 3$

$27 \div 9 = 3$

$9 \div 9 = 1$

$5 \div 5 = 1$

$54 \div 6 = 9$

$81 \div 9 = 9$

$30 \div 6 = 5$

$18 \div 6 = 3$

$63 \div 7 = 9$

$20 \div 10 = 2$

$45 \div 5 = 9$

$6 \div 3 = 2$

$18 \div 2 = 9$

$24 \div 8 = 3$

$1 \div 1 = 1$

$35 \div 5 = 7$

$40 \div 10 = 4$

$25 \div 5 = 5$

$8 \div 2 = 4$

$80 \div 8 = 10$

$16 \div 4 = 4$

$5 \div 1 = 5$

$36 \div 6 = 6$

$50 \div 10 = 5$

$7 \div 7 = 1$

$8 \div 8 = 1$

$24 \div 3 = 8$

$12 \div 6 = 2$

$16 \div 8 = 2$

$21 \div 3 = 7$

$6 \div 1 = 6$

$30 \div 3 = 10$

$3 \div 3 = 1$

$63 \div 9 = 7$

$12 \div 2 = 6$

$90 \div 9 = 10$

$60 \div 6 = 10$

$45 \div 9 = 5$

$32 \div 4 = 8$

$100 \div 10 = 10$

$9 \div 3 = 3$

$56 \div 8 = 7$

$72 \div 9 = 8$

$4 \div 1 = 4$

$7 \div 1 = 7$

$27 \div 3 = 9$

$72 \div 8 = 9$

$28 \div 7 = 4$

$40 \div 4 = 10$

$30 \div 10 = 3$

$24 \div 4 = 6$

$18 \div 9 = 2$

$42 \div 7 = 6$

$64 \div 8 = 8$

$40 \div 8 = 5$

$90 \div 10 = 9$

$15 \div 3 = 5$

$70 \div 7 = 10$

$60 \div 10 = 6$

$3 \div 1 = 3$

$32 \div 8 = 4$

$4 \div 2 = 2$

$14 \div 7 = 2$

$80 \div 10 = 8$

$48 \div 6 = 8$

$10 \div 10 = 1$

$10 \div 2 = 5$

$9 \div 1 = 9$

$18 \div 3 = 6$

$16 \div 2 = 8$

$2 \div 2 = 1$

$20 \div 2 = 10$

Division (A)

Find each quotient and the remainder.

$5\overline{)783}$

$6\overline{)719}$

$9\overline{)296}$

$9\overline{)917}$

$2\overline{)158}$

$2\overline{)896}$

$5\overline{)858}$

$8\overline{)966}$

$3\overline{)459}$

$7\overline{)954}$

$3\overline{)673}$

$3\overline{)192}$

$6\overline{)889}$

$9\overline{)661}$

$5\overline{)497}$

$2\overline{)971}$

$3\overline{)538}$

$6\overline{)373}$

$1\overline{)345}$

$1\overline{)621}$

Division (A) Answers

Find each quotient and the remainder.

$$\begin{array}{r} 156R3 \\ 5 \overline{)783} \end{array}$$

$$\begin{array}{r} 119R5 \\ 6 \overline{)719} \end{array}$$

$$\begin{array}{r} 32R8 \\ 9 \overline{)296} \end{array}$$

$$\begin{array}{r} 101R8 \\ 9 \overline{)917} \end{array}$$

$$\begin{array}{r} 79R0 \\ 2 \overline{)158} \end{array}$$

$$\begin{array}{r} 448R0 \\ 2 \overline{)896} \end{array}$$

$$\begin{array}{r} 171R3 \\ 5 \overline{)858} \end{array}$$

$$\begin{array}{r} 120R6 \\ 8 \overline{)966} \end{array}$$

$$\begin{array}{r} 153R0 \\ 3 \overline{)459} \end{array}$$

$$\begin{array}{r} 136R2 \\ 7 \overline{)954} \end{array}$$

$$\begin{array}{r} 224R1 \\ 3 \overline{)673} \end{array}$$

$$\begin{array}{r} 64R0 \\ 3 \overline{)192} \end{array}$$

$$\begin{array}{r} 148R1 \\ 6 \overline{)889} \end{array}$$

$$\begin{array}{r} 73R4 \\ 9 \overline{)661} \end{array}$$

$$\begin{array}{r} 99R2 \\ 5 \overline{)497} \end{array}$$

$$\begin{array}{r} 485R1 \\ 2 \overline{)971} \end{array}$$

$$\begin{array}{r} 179R1 \\ 3 \overline{)538} \end{array}$$

$$\begin{array}{r} 62R1 \\ 6 \overline{)373} \end{array}$$

$$\begin{array}{r} 345R0 \\ 1 \overline{)345} \end{array}$$

$$\begin{array}{r} 621R0 \\ 1 \overline{)621} \end{array}$$

Name: _____

Evaluate Expressions

Evaluate the following expressions for $x = 6$.

1. $7x$

2. $\frac{x}{3}$

3. $29 - x$

4. $\frac{36}{x}$

5. $9x$

6. $x + 41$

7. $3x + x$

8. $2x - 2$

Evaluate the following expressions for $b = 2$ and $c = 7$.

9. $5 + b + c$

10. $16 + b - c$

11. $c - b + 1$

12. $9b - c$

13. $7c - b$

14. $4c + b$

15. $12b + c$

16. $22 + b - c$

Evaluate the following expressions for $y = 8$ and $d = 4$.

17. $\frac{6y}{d}$

18. $\frac{20}{d} + y$

19. $\frac{yd}{2}$

20. $\frac{y}{d} + 6$

ANSWERS

Evaluate Expressions

Evaluate the following expressions for $x = 6$.

1. $7x$

42

2. $\frac{x}{3}$

2

3. $29 - x$

23

4. $\frac{36}{x}$

6

5. $9x$

54

6. $x + 41$

47

7. $3x + x$

24

8. $2x - 2$

10

Evaluate the following expressions for $b = 2$ and $c = 7$.

9. $5 + b + c$

14

10. $16 + b - c$

11

11. $c - b + 1$

6

12. $9b - c$

11

13. $7c - b$

47

14. $4c + b$

30

15. $12b + c$

31

16. $22 + b - c$

17

Evaluate the following expressions for $y = 8$ and $d = 4$.

17. $\frac{6y}{d}$

12

18. $\frac{20}{d} + y$

13

19. $\frac{yd}{2}$

16

20. $\frac{y}{d} + 6$

8

MARCH

DEAM Calendar Drop Everything And Move

BE GOOD
by being helpful

Name:	Teacher:
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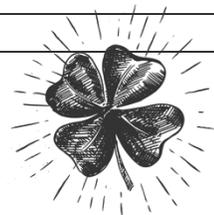
Purpose: This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).

Directions: After a student completes a day's activity, adults make a check mark and initial in the space provided. Each week, you can miss one day (activity). If this happens, put an "X" in the space provided for a check mark (do not initial).

✓ Done	Day	DEAM Activity
	1	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	2	Play with a friend.
	3	Do as many curl-ups as you can.
	4	March Madness: Take 64 imaginary jump shots.
	5	Say your math facts while doing reverse lunges.
	6	Take a walk.
	7	Kids should be active sixty minutes EVERY day! Do 60 jumping jacks.
	8	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	9	Play a game that is active. You decide what that is.
	10	Do as many trunk-lifts as you can.
	11	Take 32 imaginary dunks and 16 cross-over dribbles.
	12	Do push-up shoulder taps while reciting your spelling words.
	13	Take a walk.
	14	Run in place and name 3 reasons why you will never smoke or use tobacco.
	15	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	16	Take a hike.
	17	Do as many squats as you can.
	18	Take 8 pretend chest passes and 4 imaginary foul shots.
	19	Perform squat-jumps while naming the continents.
	20	Take a walk.
	21	How many food groups are there? Do 5 plank-jacks.
	22	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	23	Play outside.
	24	Do as many push-ups as you can.
	25	Take 2 laps around a pretend court and 1 giant star-jump!
	26	Read a book while doing a wall sit.
	27	Take a walk.
	28	About how many glasses of water should you drink each day? Do 8 burpees.
	29	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	30	Go to the park!
	31	Do as many squat-thrusts as you can.

Please Remember

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.



APRIL

DEAM Calendar Drop Everything And Move

SPRING
into action

Name: _____

Teacher: _____

Purpose:

This calendar encourages families to become more physically active and to take steps toward a healthier lifestyle. Each day, students are asked to complete a different activity with a family member (or with adult supervision).

Directions:

After a student completes a day's activity, an adult should make a check mark and initial in the space provided. Each week, you are allowed to miss one day (activity). If this happens, put an "X" in the space provided for a check mark (do not initial).

✓ Done	Day	DEAM Activity
	1	Spring into Action: Find someone to do 20 jumping jacks with you.
	2	Say your math facts while doing reverse lunges.
	3	Take a walk.
	4	Did you know soda has ~39 grams of sugar? Do 39 mountain climbers.
	5	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	6	Help a neighbor or friend with some spring cleaning!
	7	Do as many trunk-lifts as you can.
	8	Spring into Action: Find 2 people. Do 30 jumping jacks together.
	9	Do push-up shoulder taps while reciting your spelling words.
	10	Take a walk.
	11	Did you know ice cream has ~13 grams of fat? Do 13 squat thrusts.
	12	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	13	Using an old container, gather soil, and plant flowers seeds.
	14	Do as many squats as you can.
	15	Spring into Action: Find 3 people. Do 40 jumping jacks together.
	16	Perform squat-jumps while naming the continents.
	17	Take a walk.
	18	Did you know donuts have ~280 calories? Jog in place for a 280 count.
	19	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	20	Get 60 minutes of MVPA. You choose how!
	21	Do as many push-ups as you can.
	22	Spring into Action: Find 4 people. Do 50 jumping jacks together.
	23	Read a book while doing a wall sit.
	24	Take a walk.
	25	Did you know hot dogs have ~530 mg of sodium? Raise the roof 530 times!
	26	Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.
	27	Invent a game and try it out!
	28	Do as many curl-ups as you can.
	29	Spring into Action: Find 5 people! Do 60 jumping jacks together.
	30	Spring into Action: Find someone to do 20 jumping jacks with you.

Please Remember

- ✓ Always get adult permission before doing any activity.
- ✓ Return calendar to your teacher at the end of the month.

