<table>
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<th>Day</th>
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<th>Math:</th>
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<tr>
<td>Day 1</td>
<td>Spring Training Day 1: <em>read</em> The Baker’s Neighbor <em>passage and answer the Jeopardy questions using BCU?</em>#</td>
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<tr>
<td>Day 2</td>
<td>Spring Training Day 2: <em>reread</em> The Baker’s Neighbor <em>passage and answer the Day 2 multiple choice questions using BCU?</em>#</td>
<td>Spring Training Day 2: <em>answer the Day 2 questions using CUPS.</em></td>
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<tr>
<td>Day 3</td>
<td>Spring Training Day 3: <em>reread</em> The Baker’s Neighbor <em>passage and complete a RACES to answer the text-based essay.</em></td>
<td>Spring Training Day 3: <em>answer the Day 3 constructed response question using CUPS.</em></td>
</tr>
<tr>
<td>Day 4</td>
<td>Spring Training Day 4: <em>Use your completed RACES chart from Day 3 to publish your text-based essay on the lined paper provided.</em></td>
<td>Spring Training Day 4: <em>finish answering the Day 3 constructed response question using CUPS.</em></td>
</tr>
</tbody>
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*It is also recommended that students access Lexia and Dreambox through their Clever accounts and complete 30 minutes on both programs each week day. Clever can be accessed at [www.newbedfordschools.org](http://www.newbedfordschools.org)*
Manuel the baker creates wonderful cakes and pies. However, he is very greedy. Manuel wants his neighbor, Pablo, to pay him for enjoying the delicious smells that come from his bakery. When Pablo refuses, Manuel goes to a judge to solve the problem. Read how the judge teaches a lesson in this traditional play from Peru. Answer the questions that follow.

The Baker’s Neighbor

by Adele Thane

CHARACTERS
Manuel Gonzales, a baker
Pablo Perez, his neighbor
Carlos, a boy
Ramona, Inez, Isabel
Carlos’ sisters
Judge
Three women
Three villagers

(Three women enter right. They come downstage and question the children.)

1st Woman: What’s the matter with Manuel?
2nd Woman: Will he be back soon? I want to buy a cake.
3rd Woman: So do I. What happened?

1st Woman: He looked so angry. Where’s he gone?
Girls (excitedly, ad lib): He’s gone to get the judge!
He is angry! He is furious! (etc.)
1st Woman: The judge! What for?

Carlos: He says Pablo will have to pay for smelling his cakes and pies.
2nd Woman (to Pablo): He wants you to pay him for doing that?
3rd Woman: He can’t be serious!
15 Pablo: Oh, yes, he is! But I think it’s very funny. (He
laughs, and the women join in.)
1st Woman: It’s ridiculous! Everyone who goes by
the shop smells his pastry.
2nd Woman: Is he going to take everyone in town
to court?

(They are all in gales of laughter when Manuel
returns with the judge, followed by several villagers.)

Manuel (to the judge): There he is! (He points to
Pablo.) There’s the thief!
25 Judge: Calm yourself, Manuel. It has not yet been
proved that Pablo is a thief. First he must have a
fair trial.

(The judge sits down at the table and motions for
two chairs to be placed facing him. Villagers and the
three women gather under the tree and on the patio
with the children. They whisper and talk together as
they seat themselves.)

1st Villager: In all my days, I’ve never heard of a
case like this before.
35 2nd Villager: How can a man steal the smell of
anything?
3rd Villager: I’m surprised the judge would even
listen to the baker’s story. Money for smelling his
cakes! How absurd!
40 2nd Woman: He sells as much bread and pastry as
he can bake. What more does he want?
3rd Villager: Manuel loves money and he figures this
is a way to get more of it.
Judge (rapping table with his gavel): Quiet,
everyone! Court is in session. I am ready to hear
Manuel Gonzales, baker, against Pablo Perez,
neighbor. I will hear the baker first. Manuel, tell
your story.
Manuel (rising): This man, Pablo Perez, comes and stands outside my bakery every day.
Judge: Does he block the way?
Manuel: Not exactly.
Judge: Does he keep other people from going into your bakery?
Manuel: No, sir but—
Judge: Then what does he do?
Manuel: He stands there, looking at my pies and cakes and smelling them.
Judge: That pleases you, doesn’t it?
Manuel: Pleases me! Far from it!
Look here, Your Honor—every night, I mix the flour and knead the dough and slave over a hot oven while that shiftless, good-for-nothing Pablo sleeps. Then he gets up in the morning, fresh as a daisy, and comes out here to smell the fine, sweet pastry I’ve baked. He takes full value of this free daily luxury. He acts as if it’s his privilege. Now I ask you, Judge—is it right that I should work so hard to provide him with this luxury, without charge? No! He should pay for it!
Judge: I see. You may sit down, Manuel. Now, Pablo Perez, it is your turn. (Pablo stands.) Is it true that you stand in front of Manuel’s bakery and smell his cakes and pies?
Pablo: I can’t help smelling them, Your Honor. Their spicy fragrance fills the air.
Judge: Would you say you enjoy it?
Pablo: Oh, yes, sir. I am a man of simple pleasures. Just the smell of a bakery makes me happy.
Judge: But did you ever pay the baker for this pleasure?
Pablo: Well, no, sir. It never occurred to me that I had to pay him.
Judge: Pablo Perez, you will now put ten gold pieces on this table—for Manuel Gonzales.
(The villagers gasp. Manuel looks surprised and delighted.)
Pablo (stunned): Ten gold pieces! For smelling the air near my own house?
Judge: Do you have that amount?
Pablo: I—I guess so, but it’s my life’s savings.
Judge: Where is it?
Pablo: In my house.
Judge: Get it and bring it here.
(Slowly Pablo crosses patio and exits left. The villagers talk to each other disapprovingly.)
1st Villager: The judge shouldn’t make Pablo pay.
120 1st Woman: Pablo is an honest
man.
2nd Villager: I don’t see how
the judge could rule in the
baker’s favor.
125 3rd Villager: Why, he’s richer
than the judge himself.
2nd Woman: And now he’s
going to get poor Pablo’s savings.
3rd Woman: It’s not fair!
130 Judge (rapping with his gavel):
Silence in the court!

(Pablo returns sadly with a purse
and puts it on the table before
the judge. Manuel, elated, rubs
his hands together greedily.)

Manuel (to the judge): I knew
Your Honor would do the right
thing by me. Thank you, Judge.
(He picks up the purse and starts
to put it into his cash box.)
Judge (rising): Not so fast,
Manuel! Empty that purse on the
table and count the gold pieces,
one by one.

135 Manuel (grinning craftily): Ah,
yes, Your Honor. I must make
sure I haven’t been cheated. How
kind of you to remind me!

(He empties the purse and begins
to count, excitedly. The judge
watches Manuel as he lovingly
fingers each coin.)

135 Judge: It gives you great pleasure
to touch that gold, doesn’t it,
Manuel? You enjoy it.
Manuel: Oh, I do, I do! . . .
Eight . . . nine . . . ten. It’s all
here, your honor, and none of
it false.
140 Judge: Please put it back in the
purse.
(Manuel does so.) Now return it
to Pablo.
Manuel (in disbelief): Return it!
145 But—but you just told Pablo to
pay it to me.
Judge: No, I did not tell him to
pay it to you. I told him to put it
on this table. Then I instructed
you to count the money, which
you did. In doing so, you enjoyed
Pablo’s money—the way he has
enjoyed your cakes and pies. In
other words, he has smelled your
pastry and you have touched his
gold. Therefore, I hereby declare
that the case is now settled. (He
raps twice with his gavel. Manuel
shamefacedly shoves the purse
across the table to Pablo and
turns to leave. The judge stops
him.) Just a moment, Manuel! I
hope this has been a lesson to
you. In the future, think less
about making money and more
about making friends. Good
friends and neighbors are better
than gold. And now, if you
please—my fee!
Manuel: Yes, Your Honor. (He opens his cash box willingly, but the judge closes the lid.)

Judge: Put away your money. There's been enough fuss over money already today. The fee I am asking is this—pies and cakes for everyone here—free of charge!

(Manuel nods his head vigorously.

The villagers, and children cheer, then they rush to the pastry counter and help themselves. Manuel goes into the bakery and reappears with more pastry piled high on a tray. Pablo and the judge hold a whole pie between them and start to eat from opposite edges toward the center of the pie. Fade out.)
**Mickey**

400 Point Question

Based on the play, what is the most likely reason why Manuel is angry with Pablo?

- a. Pablo takes ten gold pieces from Manuel.
- b. Pablo steals some pastry from Manuel’s bakery.
- c. Pablo eats too many of Manuel’s pies and cakes.
- d. Pablo refuses to pay for something Manuel worked hard to make.

---

**Minnie**

400 Point Question

Part A

Based on the play, what is the most likely reason the Judge has Manuel count the gold pieces.

- a. to make sure Pablo gets punished
- b. so that Manuel is sure they are all there.
- c. to teach Manuel a lesson
- d. to make sure Pablo has counted correctly.

Part B

Which line from the play best supports the answer to Part A?

- a. “I must make sure I haven’t been cheated.”
- b. “How kind of you to remind me!”
- c. “Empty that purse on the table and count the gold pieces, one by one.”
- d. “In other words, he has smelled your pastry and he has touched your gold. Therefore, I hereby declare that the case is now settled.”
**Donald**

400 Point Question

Read the sentence in the box below.

First he must have a fair trial.

In the sentence, what part of speech is the word **fair**?

a. adjective  
b. adverb  
c. noun  
d. verb

---

**Daisy**

400 Point Question

Which of the following mostly shows that “The Baker’s Neighbor” is a play?

a. It tells a true story.  
b. It has talking animals  
c. It has stage directions.  
d. It has stanzas.
Reread lines 5-12 of the play. What is the purpose of the words in the parenthesis?

a. they give the reader more information
b. they tell the actors what to do
c. they describe the setting
d. they introduce the reader to the main characters.
The Baker's Neighbor
Multiple Choice Questions

Directions:
- Read each question
- Use BCU to understand the question
- TTQA (Turn the question around)

1) Part A:
Based on the play, "The Baker's Neighbor," which of the following best describes Manuel's attitude toward money?

- a. He likes the way coins feel
- b. He doesn't take money seriously
- c. He enjoys counting money in his spare time
- d. He enjoys making money

Part B:
Which of the following sentences from the play best support your answer to Part A?

- a. "It gives you great pleasure to touch that gold, doesn't it, Manuel? You enjoy it."
- b. "He empties the purse and begins to count, excitedly."
- c. "Oh, I do, I do! ... Eight...nine...ten."
- d. "Manuel loves money and he figures this is a way to get more of it."

2) According to lines 1-20, why did Manuel get the judge?

- a. Pablo smelled his cakes and pies
- b. Pablo stole his cakes and pies
- c. Pablo stole money from the register
- d. He couldn't find Pablo

3) Read the following sentences from lines 49-53 in the box below.

Manuel: This man, Pablo Perez, comes and stands outside my bakery every day.
Judge: Does he block the way?
Manuel: Not exactly.

Which of the following part of speech is the word block?

- a. adjective
- b. noun
- c. verb
- d. adverb

4) Based on the drama, The Baker's Neighbor, what lesson did the judge teach Manuel about money?

- a. everyone must pay what they owe
- b. having friends is more important than having money
- c. you get what you deserve
- d. never let people steal from you
Directions: Analyze the question below. Then, use the space below the question to plan your response.

Text-Based Essay Question: Based on the play, *The Baker’s Neighbor*, write an essay to explain how the judge settles the case.
If a dozen is twelve, why is a baker's dozen thirteen? Read this selection to find out how this tradition began and answer the questions that follow.

The Baker's Dozen
A Saint Nicholas Tale
Retold by Aaron Shepard

NARRATOR 1: In the Dutch colonial town later known as Albany, New York, there lived a baker, Van Amsterdam, who was as honest as he could be.

NARRATOR 4: Each morning, he checked and balanced his scales, and he took great care to give his customers exactly what they paid for—not more, and not less.

NARRATOR 2: Van Amsterdam's shop was always busy, because people trusted him, and because he was a good baker as well. And never was the shop busier than in the days before December 6, when the Dutch celebrate Saint Nicholas Day.

NARRATOR 3: At that time of year, people flocked to the baker's shop to buy his fine Saint Nicholas cookies.

NARRATOR 1: Made of gingerbread, iced in red and white, they looked just like Saint Nicholas as the Dutch know him—

NARRATOR 4: tall and thin, with a high, red bishop's cap, and a long, red bishop's cloak.

NARRATOR 2: One Saint Nicholas Day morning, the baker was just ready for business, when the door of his shop flew open.

NARRATOR 3: In walked an old woman, wrapped in a long black shawl.

WOMAN: I have come for a dozen of your Saint Nicholas cookies.

NARRATOR 1: Taking a tray, Van Amsterdam counted out twelve cookies. He started to wrap them, but the woman reached out and stopped him.

WOMAN: I asked for a dozen. You have given me only twelve.

BAKER: Madam, everyone knows that a dozen is twelve.

WOMAN: But I say a dozen is thirteen. Give me one more.

NARRATOR 4: Van Amsterdam was not a man to bear foolishness.

BAKER: Madam, my customers get exactly what they pay for—not more, and not less.

WOMAN: Then you may keep your cookies.

NARRATOR 2: She turned to go, but stopped at the door.
WOMAN: Van Amsterdam! However honest you may be, your heart is small and your fist is tight. Fall again, mount again, learn how to count again!

30 NARRATOR 3: Then she was gone.

NARRATOR 1: From that day, everything went wrong in Van Amsterdam's bakery.

NARRATOR 4: His bread rose too high or not at all.

NARRATOR 2: His pies were sour or too sweet.

35 NARRATOR 3: His cakes crumbled or were chewy.

NARRATOR 1: His cookies were burnt or doughy.

NARRATOR 4: His customers soon noticed the difference. Before long, most of them were going to other bakers.

40 BAKER: (to himself) That old woman has bewitched me. Is this how my honesty is rewarded?

NARRATOR 2: A year passed.

NARRATOR 3: The baker grew poorer and poorer.

NARRATOR 1: Since he sold little, he baked little, and his shelves were nearly bare.

45 His last few customers slipped away.

NARRATOR 4: Finally, on the day before Saint Nicholas Day, not one customer came to Van Amsterdam's shop.

NARRATOR 2: At day's end, the baker sat alone, staring at his unsold Saint Nicholas cookies.

50 BAKER: I wish Saint Nicholas could help me now.

NARRATOR 3: Then he closed his shop and went sadly to bed.

NARRATOR 1: That night, the baker had a dream. He was a boy again, one in a crowd of happy children. And there in the midst of them was Saint Nicholas himself.

NARRATOR 4: The bishop's white horse stood beside him, its baskets filled with gifts. Nicholas pulled out one gift after another, and handed them to the children.

NARRATOR 2: But Van Amsterdam noticed something strange. No matter how many presents Nicholas passed out, there were always more to give.

NARRATOR 3: In fact, the more he took from the baskets, the more they seemed to hold.
NARRATOR 1: Then Nicholas handed a gift to Van Amsterdam. It was one of the baker's own Saint Nicholas cookies!

NARRATOR 4: Van Amsterdam looked up to thank him, but it was no longer Saint Nicholas standing there.

NARRATOR 2: Smiling down at him was the old woman with the long black shawl.

NARRATOR 3: Van Amsterdam awoke with a start. Moonlight shone through the half-closed shutters as he lay there, thinking.

BAKER: I always give my customers exactly what they pay for—not more, and not less. But why not give more?

NARRATOR 1: The next morning, Saint Nicholas Day, the baker rose early.

NARRATOR 4: He mixed his gingerbread dough and rolled it out.

NARRATOR 2: He cut the shapes and baked them.

NARRATOR 3: He iced them in red and white to look just like Saint Nicholas.

NARRATOR 1: And the cookies were as fine as any he had made.

NARRATOR 4: Van Amsterdam had just finished, when the door flew open. In walked the old woman with the long black shawl.

WOMAN: I have come for a dozen of your Saint Nicholas cookies.

NARRATOR 2: In great excitement, Van Amsterdam counted out twelve cookies—

NARRATOR 3: and one more.

BAKER: In this shop, from now on, a dozen is thirteen.

WOMAN: (smiling) You have learned to count well. You will surely be rewarded.

NARRATOR 1: She paid for the cookies and started out. But as the door swung shut, the baker's eyes seemed to play a trick on him.

NARRATOR 4: He thought he glimpsed the tail end of a long red cloak.

Copyright © 1995 Aaron Shepard. Reprinted by the author's permission from his Web site.
1) Read the sentence from lines 27-28 of the play in the box below.

However honest you may be, your heart is small and your fist is tight.

Based on lines 27-28 of the play, what is the old woman most likely suggesting about the baker?

a. He is honest but not generous.
b. He likes to fight with a tight fist.
c. He likes to teach lessons about honesty.
d. He is truthful but not wise.

2) Part A
Reread lines 82-86 of the play. What do lines 82-86 mostly suggest about the old woman?

a. She is greedy.
b. She is Saint Nicholas.
c. She is going to tell the customers to return to the bakery.
d. She tricked the baker.

Part B
Which lines from the play best support your answer to Part A?

a. "...the baker's eyes seemed to play a trick on him."
b. "You have learned to count well."
c. "She paid for the cookies and started out."
d. "He thought he glimpsed the tail end of a long red cloak."

3) Read lines 85-86 of the poem. Based on lines 85-86, the word *glimpsed* means about the same as

a. dreamed
b. noticed
c. tricked
d. blocked

4) Which of the following best shows that "The Baker’s Dozen" is a play?

a. It tells a story using a narrator.
b. It includes a problem and a solution.
c. It includes a cast of characters.
d. It includes a setting.

5) Read line 48-49 from the poem in the box below.

At the day's end, the baker sat alone, staring at his unsold Saint Nicholas cookies.

Which part of speech is the word *alone* as used in the sentence above?

a. adjective
b. verb
c. pronoun
d. adverb
Courtney has 8 times as many chapsticks as Lauren. Lauren has 445 chapsticks. Which equation can be used to find $c$, the number of chapsticks Courtney has?

a. $8 \times c = 445$
b. $8 + c = 445$
c. $445 \times 8 = c$
d. $445 + 8 = c$
Ms. Mainelli mixes $\frac{9}{100}$ liter of apple juice with $\frac{3}{10}$ liter of water. How many liters in all are in Ms. Mainelli’s mixture?

a. $\frac{12}{100}$ liter  
b. $\frac{27}{100}$ liter  
c. $\frac{39}{100}$ liter  
d. $\frac{93}{100}$ liter
Which of these is equivalent to 72/100?

a. 0.072
b. 0.72
c. 72.0
d. 720
Ms. Linehan wrote three clues about a shape on the board as shown in this box.

**Clues**
- It is a quadrilateral
- It has two right angles
- Two of its sides are parallel

Which of the following shapes matches all three clues?

a.  
   ![Shape a](image)

b.  
   ![Shape b](image)

c.  
   ![Shape c](image)

d.  
   ![Shape d](image)
How many centimeters in one meter?

a. 1 centimeter
b. 10 centimeters
c. 100 centimeters
d. 1,000 centimeters
Week 3
Multiple Choice Questions

Directions:
- Read each question
- Use CUPS to understand the question
  - C - circle important numbers and nouns
  - U - underline important information to help us answer the question
  - P - Plan your strategy
  - S - Solve the problem

1) Jen baked cookies over the weekend. She baked 13 batches of cookies. There were 24 cookies in each batch. Jen shared these cookies with her 8 neighbors. How many cookies did each neighbor get?
   a. 312 cookies
   b. 39 cookies
   c. 2808 cookies
   d. 309 cookies

2) Which of the following is equivalent to \( \frac{87}{100} \)?
   a. .087
   b. 87
   c. .87
   d. 870

3) Which of the following figures are classified as a quadrilateral. Select all that apply.
   ![Diagram](image)

4) Kristine made lemonade for her lemonade stand. Her lemonade measured 2 liters. How many milliliters of lemonade did she make?
   a. 20 milliliters
   b. 200 milliliters
   c. 2,000 milliliters
   d. 0.2 milliliters
Name ______________________________

Last week, during math class, Mrs. Smith put markers into cups for her students. She put exactly 11 markers into each cup.

Altogether, Mrs. Smith put more than 40 markers, but fewer than 50 markers, into the cups.

Part A

What is the total number of markers that Mrs. Smith put into the cups? Explain your reasoning.

Enter your answer and your explanation in the space provided.

Part B

Is your answer to Part A a prime number or a composite number? Explain your reasoning.

Enter your answer and your explanation in the space provided.

Part C

This week, Mrs. Smith has a total of 48 markers to put into cups. She wants to put the same number of markers into each cup.

Write all the factor pairs of 48 that show possible ways Mrs. Smith can divide 48 markers equally to put into cups.

Enter your answer in the space provided.
1. Tristan has 18 baseball cards in his collection. Josiah has 6 times as many baseball cards. How many baseball cards does Josiah have?

   a. 3 baseball cards  
   b. 12 baseball cards  
   c. 108 baseball cards  
   d. 24 baseball cards

2. Ms. Smith drank \( \frac{3}{10} \) liter of water in the morning. She drank \( \frac{3}{100} \) liter of water in the afternoon. How much water did Ms. Smith drink in all?

   a. \( \frac{11}{10} \)  
   b. 1 \( \frac{1}{10} \)  
   c. \( \frac{11}{1000} \)  
   d. \( \frac{11}{100} \)

3. Kawan drew and shaded in the model below.

   ![Model Image]

   Which of the following represents the amount that Kawan shaded in? Select all the apply.

   a. .80  
   b. 8.0  
   c. .8  
   d. 80.0  
   e. .88

4. Which of the following shapes has only one set of perpendicular sides?

   a.  
   b.  
   c.  
   d.  

5. Mr. Eric measured the cafeteria. The cafeteria is 8 meters wide. How wide, in centimeters, is the cafeteria?

   a. 8,000 cm  
   b. 800 cm  
   c. .008 cm  
   d. 8.0 cm
### John A. Parker Elementary School
#### At-Home Learning Packet
#### Grade 4

#### Week 2 (3/23 - 3/27)

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<td>Day 6</td>
<td>- Spring Training Day 1: <em>read Annie Smith Peck passage and answer the Jeopardy questions using BCU</em>?#</td>
<td>- Spring Training Day 1: <em>answer the Jeopardy questions using CUPS</em></td>
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<tr>
<td>Day 7</td>
<td>- Spring Training Day 2: <em>reread Annie Smith Peck passage and answer the Day 2 multiple choice questions using BCU</em>?#</td>
<td>- Spring Training Day 2: <em>answer the Day 2 questions using CUPS</em></td>
</tr>
<tr>
<td>Day 8</td>
<td>- Spring Training Day 3: <em>reread Annie Smith Peck passage and complete a RACES to answer the text-based essay</em></td>
<td>- Spring Training Day 3: <em>answer the Day 3 constructed response question using CUPS</em></td>
</tr>
<tr>
<td>Day 9</td>
<td>- Spring Training Day 4: <em>Use your completed RACES chart from Day 3 to publish your text-based essay on the lined paper provided</em></td>
<td>- Spring Training Day 4: <em>finish answering the Day 3 constructed response question using CUPS</em></td>
</tr>
<tr>
<td>Day 10</td>
<td>- Spring Training Day 5: <em>read Never the Monkey passage and complete weekly test questions</em></td>
<td>- Spring Training Day 5: <em>answer weekly test questions</em></td>
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Annie Smith Peck lived at a time when women were told they couldn’t do many of the things that men could do. She refused to accept this, however, and went on to become one of the first accomplished women mountain climbers. Read the article to find out more about her life, and answer the questions that follow.

Annie Smith Peck
American Mountain Climber
1850–1935

Early Years

1 Go away and play with your dolls!” Annie’s brothers used to tell her. They would not let her play baseball with them. They said sports were only for boys. This made Annie angry. She had three brothers, and they always left her out of their adventures. Annie decided that one day she would have adventures of her own. She promised herself to do many brave things when she grew up.

2 Annie and her brothers lived in Providence, Rhode Island. Their father was a lawyer. He and Annie’s mother made sure that Annie was given a good education. She went to Providence High School and then trained as a teacher at Rhode Island State Normal School. Annie studied Greek, Latin, and other subjects that her brothers were learning. She was determined to be as good as they were at everything.

Developing Skills

3 Annie received her master’s degree in 1881 and became a full-time teacher. Teaching was one of the few careers a woman could have in the 1880s. She taught Latin, Greek, and math, but she wanted to learn more, so in 1884 she went to Germany to study music. The next year, she traveled to Greece to take a course.

4 The journey from Germany to Greece changed Annie’s life. On her way, she passed the Matterhorn, a famous mountain in the

The Matterhorn, on the border between Switzerland and Italy, is 14,692 feet (4,497 meters) high. Snow always covers its peak.
Swiss Alps. Looking up at its massive, snow-covered slopes, Annie longed to climb it. All the great mountaineers had been up the Matterhorn.

Annie had never climbed anything as high as a mountain, but she was soon doing so. Her first attempt was on a small mountain in Europe. She learned a lot on that climb. From then on, each mountain seemed easier. Her first big climb was in 1888, when she reached the top of Mount Shasta in California. In 1895, she stood proudly on the peak of the Matterhorn.

By this time, Annie had given up teaching. She found she could earn a good living by giving lectures. Her climb up the Matterhorn had made her famous. Only two women had ever reached the summit before her. People wanted to see Annie and hear of her adventures.

Two years later, Annie climbed Mount Orizaba. At 18,700 feet (5,700 meters), it is the highest mountain in Mexico. Annie was the first woman to reach its summit. Even this did not satisfy her. Being the first woman was not enough. She wanted to be the first person to conquer a high and difficult mountain.

Annie knew that it would be difficult to achieve this goal in Europe. Too many people had already climbed Europe’s mountains. In South America, though, there were some mountains that had not been explored.

**Backgrounders**

Mountaineering

When Annie was alive, mountaineering was far more difficult than it is today. People had trouble breathing when they climbed high. The air gets “thin” at great heights, meaning there is not enough oxygen. Today, climbers take tanks of oxygen with them. Annie could not do so. Nor did she have other modern equipment to help her. Worst of all, she did not have lightweight parkas and other modern clothing. Her warmest garment was a snowsuit made of animal skins. It had been given to her by Robert Peary, the Arctic explorer. She lost it, along with much of her equipment, when climbing Mount Huascarán in 1908.

Annie, in 1911, posing with her climbing gear for a photograph.
Accomplishments

Annie was more than fifty years old when she climbed Mount Illampu in Bolivia. It is in the Andes mountain range and was thought to be the tallest mountain in South America. In fact, Aconcagua in Argentina is the tallest. It is 22,835 feet (6,960 meters) high. Illampu is 21,300 feet (6,492 meters) high which is still a long and dangerous climb. Annie did not get to the top. An American professor who was climbing with her became ill, and they had to turn back.

Her next challenge was Mount Huascarán in Peru. At 22,205 feet (6,768 meters), it is the second tallest mountain in South America. It had never been climbed, and Annie thought it might be even higher. She thought she could prove it was the highest mountain on the continent.

She started the climb with a man she had met at the foot of the mountain. When they argued over which route to take, Annie went on alone. It is very dangerous to climb a mountain alone. Climbers usually rope themselves to someone in case they slip. Even so, Annie reached 19,000 feet (5,791 meters) before she had to turn back. Soon afterwards, she tried again by another route. This time she took local guides with her, but again she had to turn back.

By this time, Annie was running short of money. Fortunately, a New York magazine offered her $600 if she would write a story about her climbing. That was a big sum in those days. Annie tried twice more to climb Huascarán. Each time, she failed to reach the summit.

She finally made it in 1908. She had hired two Swiss guides to climb with her. They had a dreadful time. The snow was heavy, and they lost much of their equipment, but at last they were almost at the summit. Annie felt triumphant. She would be the first person—man or woman—to reach the top of this difficult mountain. But then a terrible thing happened. One of the Swiss guides pushed past her and ran to the summit. After her years of effort, she could not claim to be “the first person.” She could only claim to be the first woman and the first American to reach the summit.

Quick Notes

- In 1927, the north peak of Mount Huascarán was named Cumbre Aña Peck in Annie’s honor.
- Annie received many awards for her mountaineering. The government of Peru gave her a gold medal, and the Lima Geographical Society gave her a silver slipper.
During the years that followed, Annie climbed many more mountains. She wrote three books about her experiences and was one of the founders of the American Alpine Club. She climbed her last mountain when she was eighty-two years old.

**Key Events**

1881  Receives her master’s degree
1885  Becomes first woman student at the American School of Classical Studies in Athens, Greece
1888  Climbs Mount Shasta in California
1895  Climbs the Matterhorn in Switzerland
1897  Climbs Mount Orizaba and the live volcano Mount Popocatépetl, both in Mexico
1900  Is United States delegate to the International Congress on Alpinism, in France
1902  Helps found the American Alpine Club
1904  Climbs Mount Illampu in Bolivia and attempts Mount Huascarán in Peru
1908  Succeeds in climbing Huascarán
1911  Becomes first person to climb Mount Coropuna in Peru
1917  Is made a fellow of the Royal Geographical Society
1928  Becomes a member of the Society of Women Geographers
Mickey
500 Point Question

Read paragraph 8 of the passage. Based on paragraph 8, what is the most likely reason Annie traveled to South America?

a. to explore a new culture
b. to test new climbing equipment
c. to climb a mountain on every continent
d. to reach summits no one had reached before

Minnie
500 Point Question

Part A
Based on the section “Background”, what is one difference between modern climbers and climbers of the past?

a. Modern climbers use items to make climbing easier.
b. Modern climbers study and know more about the mountains.
c. Modern climbers are experienced with many types of weather.
d. Modern climbers are healthier and can climb mountains faster.

Part B
Which sentence from the passage best supports the answer to Part A?

a. “When Annie was alive, mountaineering was far more difficult.”
b. “Her warmest garment was a snowsuit made of animal skins.”
c. “People had trouble breathing when they climbed.”
d. “Today, climbers take tanks of oxygen with them. Annie could not do so.”
**Donald**

500 Point Question

Read the sentence from paragraph 6 of the passage in the box below.

Only two women has ever reached the summit before her.

What part of speech is the word *summit* as it is used in the sentence?

- a. verb
- b. noun
- c. adverb
- d. adjective

---

**Daisy**

500 Point Question

Read the headings from the passage in the box below.

| Early Years  
  Developing Skills  
  Accomplishments |

Based on the headings, how is the passage organized?

- a. in the order that the events happened
- b. cause and effect
- c. in the order of importance
- d. problem and solution
Read the section, "Quick Notes" in the passage. What is the most likely reason the author included this section in the passage?

a. to give the reader more information about Mount Huascaran
b. to give the reader more information about Annie's accomplishments
c. to show the climbing can be dangerous
d. to list the clubs that Annie joined throughout her life
Annie Smith Peck
Multiple Choice Questions

Directions:
- Read each question
- Use BCU to understand the question
- TTQA (Turn the question around)

1) According to the section "Developing Skills," which of the following events was a cause of Annie becoming a mountain climber?
   a. she joined the American Alpine Club
   b. she traveled from Germany to Greece
   c. she studied Greek and Latin in school
   d. she visited Mount Shasta in California

2) Based on the "Key Events" section, which event happened after Annie started the American Alpine Club?
   a. she climbed Mount Illampu in Bolivia
   b. she climbed Mount Shasta in California
   c. she traveled to Mexico to climb two mountains
   d. she became the first female student at a school in Greece

3) Read the following sentences from paragraph 5 in the box below.

   "Her first big climb was in 1888, when she reached the top of Mount Shasta in California. In 1895, she stood proudly on the peak of the Matterhorn."

4) Reread paragraph 7 of the text. Based on the paragraph, which of the following statements best describes Annie?
   a. she believed in teamwork
   b. she set high goals for herself
   c. she felt her adventures were limited because she was a woman
   d. she took on challenges only when she knew she could succeed
Name: ____________________________________________________________ (A)

Directions: Analyze the question below. Then, use the space below the question to plan your response.

Text-Based Essay Question: Based on the article, write an essay to describe the challenges Annie Smith Peck faced throughout her life.
Before becoming the award-winning author of books such as Wringer and Maniac Magee, Jerry Spinelli loved to run races. Read “Never the Monkey” and answer the questions that follow.

Never the Monkey

by Jerry Spinelli

1 In a green metal box in a bedroom closet, tucked into a fuzzy gray cotton pouch, lies the most cherished memento* of my grade-school days. It is a gold-plated medal no bigger than a postage stamp. Inscribed on the back are the words “50-YARD DASH—CHAMPION.”

2 The medal came from the only official race I ever participated in. There were many unofficial ones...

3 “Race you to the store!”

4 “Last one in’s a monkey!”

5 “Ready...Set...Go!”

6 Like kids the world over, we raced to determine the fastest. In the early 1950s on the 800 block of George Street in the West End of Norristown, Pennsylvania, that was me. I was usually the winner, and never the monkey.

7 I reached my peak at the age of twelve. That summer I led the Norristown Little League in stolen bases. In an all-star playoff game I did something practically unheard of: I was safe at first base on a ground ball to the pitcher.

8 Some days I pulled my sneaker laces extra tight and went down to the railroad tracks. The cinders there had the feel of a running track. I measured off fifty or a hundred yards and sprinted the distance, timing myself with my father’s stopwatch. Sometimes, heading back to the starting line, I tried to see how fast I could run on the railroad ties. Sometimes I ran on the rail.

9 It was during that year that I won my medal. I represented Hartranft in the fifty-yard dash at the annual track-and-field meet for

* memento — a small item kept to remember an experience
the Norristown grade schools. The meet was held at Roosevelt Field, where the high school track and football teams played.

Favored to win the race was Laverne Dixon of Gotwals Elementary. "Froggy," as he was known to everyone but his teachers, had won the fifty-yard dash the year before as a mere fifth grader. Surely he would win again. My goal was to place second.

When the starter barked, "Ready!" I got into position: one knee and ten fingertips on the cinder track. I knew what to do from the many meets I had attended with my father. I glanced to my left and right and saw nothing but shins—everyone else was standing. I could not have known it then, but the race was already mine.

I was off with the gun. My memory of those fifty yards has nothing to do with sprinting but rather with two sensations. The first was surprise that I could not see any other runners. This led to a startling conclusion: I must be ahead! Which led to the second sensation: an anxious expectation, a waiting to be overtaken.

I never was. I won.

Froggy Dixon didn't even come in second. That went to Billy Steinberg, a stranger then, who would become my best friend in junior high school. He would also grow to be faster than I, as would many of my schoolmates. But that was yet to come. For the moment, as I slowed down and trotted into a sun the color and dazzle of the medal I was about to receive, I knew only the wonder of seven astounding seconds when no one was ahead of me.

Name: ____________________________

Never the Monkey
Multiple Choice Questions

Directions:
- Read each question
- Use BCU to understand the question
- TTOA (Turn the question around)

1) Based on the passage, what does the author mean when he says he was "never the monkey"?
   a. He was good at running.
   b. He acted quiet and calm.
   c. He always obeyed his parents.
   d. He liked playing and climbing.

2) Part A
   Reread paragraph 8 of the passage. What does the paragraph mostly show about the author?
   a. He wanted to be able to race a railroad train.
   b. He tried to improve his running by practicing.
   c. He ran alone to avoid embarrassing himself.
   d. He ran faster than any other student in school.

Part B
Which lines from the play best support your answer to Part A?

   a. "I measured off fifty or a hundred yards and sprinted the distance, timing myself with my father's stopwatch."
   b. "I tried to see how fast I could run on the railroad ties."
   c. "Some days I pulled my laces extra tight and went down to the railroad tracks."
   d. "It was during that year that I won my medal."

3) Based on the passage, what is the most likely reason the author kept his medal for so long?
   a. because it was expensive
   b. because he forgot he had it
   c. because it is important to him
   d. because he wants to prove he won

4) Which of the following best shows that "The Baker's Dozen" is an autobiography?
   a. It describes the author's writing style.
   b. It is about real events in the author's life.
   c. It explains how the author became a writer.
   d. It is based on stories the author read as a boy.

5) Read line 48-49 from the poem in the box below.

   In a green metal box in a bedroom closet,
   tucked into a fuzzy gray cotton pouch,
   lies the most cherished memento of my grade school days.

Which part of speech is the word bedroom as used in the sentence above?
   a. adjective
   b. verb
   c. adverb
   d. noun
Mickey
200 Point Question

For each number in the table, put a check in the box for any multiple that describes the number. You may select one or two boxes per row.

<table>
<thead>
<tr>
<th>Number</th>
<th>Multiple of 3</th>
<th>Multiple of 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td></td>
<td></td>
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<td>30</td>
<td></td>
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</tr>
<tr>
<td>40</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part A
Compare the two fractions using < , >, =.

\[ \frac{5}{8} \bigcirc \frac{4}{6} \]

Part B
List the following fractions in order from greatest to least.

\[ \frac{2}{3} \quad \frac{4}{8} \quad \frac{5}{6} \]
Write an inequality symbol to correctly complete each comparison.

2.07  ○  2.13

9.10  ○  9.1

4.53  ○  4.8
This picture shows some of the streets in Jonathan's neighborhood.

Which of the following best represents two streets that are perpendicular?

A. Elm Street and Oak Street
B. Elm Street and Aspen Street
C. Oak Street and Pine Street
D. Pine Street and Aspen Street
Mrs. Olobri will use exactly 38 feet of fencing to surround a garden that is in the shape of a rectangle. Her garden has a length of 14 feet. The equation below represents the perimeter of Mrs. Olobri’s garden.

\[ w + w + 14 + 14 = 38 \]

What is \( w \), the width, in feet, of Mrs. Olobri’s garden?
Week 2
Multiple Choice Questions

Directions:
- Read each question
- Use CUPS to understand the question
- C - circle important numbers and nouns
- U - underline important information to help us answer the question
- P - Plan your strategy
- S - Solve the problem

1) Lydia ate \( \frac{4}{5} \) of a Hershey's bar. Lucy ate \( \frac{2}{5} \) of a Hershey's bar. Who ate less of a Hershey's bar?
   a. Lydia  
   b. Lucy  
   c. They both ate the same amount  
   d. None of the above

2) Which of the following best describes the set of lines below?
   a. Intersecting lines  
   b. Parallel lines  
   c. Perpendicular lines  
   d. None of the above

3) Daphne and Theo ran in a dog race this past weekend. Daphne ran 0.75 miles and Theo ran 0.7 miles. Who ran the shorter distance?
   a. Daphne  
   b. Theo  
   c. They ran the same distance  
   d. None of the above

4) Look at the figure below.
   Part A
   Find the area of the figure. Enter your answer in the box below.

   Part B
   Find the perimeter of the figure. Enter your answer in the box below.
The fourth grade students at Carlton M. Viveiros are going to Fenway Park.

- There are 5 fourth-grade classes at the school.
- Each class has 27 students.

Part A

What is the total number of fourth grade students at the school?

Enter your answer and your work or explanation in the space provided.

Part B

All the fourth grade students are going on the field trip. Chaperone groups can have no more than 8 students in the group. How many chaperones will the fourth grade need so that all students are in a group?

Enter your answer and your work or explanation in the space provided.

Part C

The teachers need to collect $13 from each student for the trip. There are 78 students who have already paid. What is the total amount of money, in dollars, that has already been paid?

Enter your answer and your work or explanation in the space provided.

Part D

What is the total amount of money, in dollars, that the teachers still need to collect?

Enter your answer and your work or explanation in the space provided.
Directions: Solve each of the problems below using **CUPS**

1. Mrs. Smith wrote a list of numbers on the board. Her list contained numbers that were **all** multiples of the number 6. Which of the following could be Mrs. Smith's list?
   a. 6, 18, 24, 30
   b. 6, 12, 22, 42
   c. 3, 6, 9, 12
   d. 2, 18, 24, 36

2. Which of the following inequalities is **true**?
   a. \( \frac{2}{4} > \frac{3}{6} \)
   b. \( \frac{3}{6} < \frac{4}{4} \)
   c. \( \frac{4}{6} > \frac{4}{5} \)
   d. \( \frac{1}{4} < \frac{4}{5} \)

3. Ms. Bousquet is building a sandbox for her niece. She will use exactly 28 yards of wood to surround the sandbox. The width of the sandbox is 8 feet. The equation below represents the perimeter of the sandbox.

   \[ 8 + 8 + L + L = 28 \]

   What is \( L \), the length, of Ms. Bousquet's sandbox?
   a. 12
   b. 6
   c. 28
   d. 48

4. Ms. Mainelli and Mrs. Olobi went for a run. Ms. Mainelli ran 0.6 miles and Mrs. Olobi ran 0.60 miles. Who ran farther? Write your answer in the box below.

   [Blank]

5. Kelvin drew the figure below.

   [Diagram of a figure with segments AE, DB, CE, and DE]

   Which of the following pairs of line segments in Kelvin's figure are **parallel**?
   a. AE and DB
   b. DB and CE
   c. AB and DE
   d. DC and CE
<table>
<thead>
<tr>
<th>Day</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 11</td>
<td>□ Spring Training Day 1: read Jane on her Own passage and answer the Jeopardy questions using BCU?#</td>
<td>□ Spring Training Day 1: answer the Jeopardy questions using CUPS</td>
</tr>
<tr>
<td>Day 12</td>
<td>□ Spring Training Day 2: reread Jane on her Own passage and answer the Day 2 multiple choice questions using BCU?#.</td>
<td>□ Spring Training Day 2: answer the Day 2 questions using CUPS.</td>
</tr>
<tr>
<td>Day 13</td>
<td>□ Spring Training Day 3: reread Jane on her Own passage and complete a RACES to answer the text-based essay.</td>
<td>□ Spring Training Day 3: answer the Day 3 constructed response question using CUPS.</td>
</tr>
<tr>
<td>Day 14</td>
<td>□ Spring Training Day 4: Use your completed RACES chart from Day 3 to publish your text-based essay on the lined paper provided.</td>
<td>□ Spring Training Day 4: finish answering the Day 3 constructed response question using CUPS.</td>
</tr>
</tbody>
</table>

*It is also recommended that students access Lexia and Dreambox through their Clever accounts and complete 30 minutes on both programs each week day. Clever can be accessed at [www.newbedfordschools.org](http://www.newbedfordschools.org)*
English Language Arts

READING COMPREHENSION: SESSION 2

DIRECTIONS
This session contains one reading selection with eight multiple-choice questions and one open-response question. Mark your answers to these questions in the spaces provided in your Student Answer Booklet.

Jane and her brothers and sisters are not ordinary cats. They have wings! Read the chapter from Jane on Her Own to learn more about these interesting cats. Answer the questions that follow.

from JANE ON HER OWN
by Ursula K. Le Guin

1. IT WAS A WARM AFTERNOON, and the six cats of Overhill Farm were lying about the barnyard, snoozing and talking, yawning at butterflies, purring in the sun.
2. Alexander Furby, who lived up at the farmhouse, came every day to visit Thelma and Roger, Harriet and James, and their little sister, Jane, who all lived in the barn loft.
3. It was Jane who sat up suddenly. "Thelma!" she said. "Why do we have wings?"
4. "We don't know, Jane," her big sister answered. "Our mother didn't have wings. Alexander doesn't. Most cats don't. We don't know why we do."
5. "I know why!" said Jane.
7. "To fly with!" Jane shouted, and she flew straight up in the air, turned two somersaults and a loop-the-loop, stalled, and crashed right on top of Alexander Furby.
8. Alexander was a fine, sweet cat, but rather lazy. When his dear friend Jane dived out of the air and squashed him, he just sighed and said, "Oh, Jane, don't!" And he went back to sleep, a little flatter than before.
“If we can fly,” said Jane, “why do we always have to stay here in the same place and never fly anywhere and never see anything?”

Her big brother Roger said, “Oh, Jane, you know why.”

Her big sister Harriet said, “Because if human beings saw cats with wings, they’d put us in cages in zoos.”

Her big brother James said, “Or they’d put us in cages in laboratories.”

“Being different is difficult,” Thelma said. “And sometimes very dangerous.”

“I know, I know,” Jane said. She flew off and made faces at a woodpecker in one of the oak trees near the barn. To herself she said, “But I like difficult things, and I like dangerous things, and everything here is boring!”

She saw Hank and Susan coming over the hill with a bag of fresh kibble.* She called down to the others, “Hank and Susan are human beans, and they didn’t put us in cages!”

“Hank and Susan are human be-ings,” James said carefully, “but they are special ones.”

Jane wasn’t listening. She was flying higher and higher all by herself and singing, “Me-me-me-me-me-meeeee!”

That was a whisper-song she had sung to herself when she was a tiny kitten. Her mother had been chased away from her. Jane had hidden all alone in an attic full of hungry, angry rats. Here on the farm she didn’t think about that terrible time anymore. But when she was unhappy, she sang her old song, “Me-me-me-me-me-meeeee!”

She was unhappy now because everything was always the same, and everybody was always the same, and she wanted to see new places and find new friends. If her brothers and sisters and Alexander were all content to stay here, well, they could stay here, but she was going to stretch her wings.

---

*kibble --- a type of pet food made from grain
The next morning she did just that. She flew up over the barn roof, and
the wind was so sweet and fresh that she knew it was time to go. Alexander
was just coming over the hill. She swooped down and kissed his pink nose.
“Good-bye. I’m going adventuring!” she called. And off she flew above the
forest and the hills.

“Alexander will miss me,” she thought. But she knew that he would get
over it, if he had plenty to eat. “And I will miss them all,” she thought. But
she knew that she would get over it, because there were adventures waiting,
and the wind was blowing, and she was on the wing.
**Mickey**

600 Point Question

Reread paragraph 7 of the text "Jane on Her Own," what does paragraph 7 mostly suggest about Jane’s character?

a. She is rude and selfish
b. She is patient and calm
c. She is nervous and fearful
d. She is energetic and daring

---

**Minnie**

600 Point Question

Part A

According to the chapter, why do the cats with wings think they have to stay at Overhill Farm?

a. They would miss their mother if they left.
b. They would get lost if they left.
c. They might run out of food to eat if they left.
d. They might be captured if they left.

Part B

Which sentence from the chapter best supports the answer to Part A?

a. “Our mother didn’t have wings.”
b. “Jane had hidden all alone in an attic full of hungry, angry rats.”
c. “Because if human beings saw cats with wings, they’d put us in cages in zoos.”
d. “Her mother had been chased away from her.”
Donald
600 Point Question

Read the sentence from paragraph 8 of the passage in the box below.

When his dear friend Jane dived out of the air and squashed him, he just sighed and said, “Oh, Jane, don’t!”

What of the following words in the sentence is a verb?

a. dear
b. friend
c. air
d. squashed

Daisy
600 Point Question

Reread paragraph 15 of the text, “Jane On Her Own.”

What is the meaning of the word “kibble?”

a. Kibble is another word for beans.
b. Kibble is kept in cages.
c. Kibble is a type of pet food from grain.
d. Kibble is something humans eat.
Reread paragraph 21 of the text. What is the most likely reason the author wrote the phrase “and she was on the wing?”

a. to show that Jane is sad.
b. To show that Jane is late.
c. To show that Jane is flying.
d. To show that Jane is hurrying.
### Jane on Her Own
#### Multiple Choice Questions

**Directions:**
- Read each question
- Use BCU to understand the question
- TTQA (Turn the question around)

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
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<tbody>
<tr>
<td>1) Based on the passage, which of the following events happens first?</td>
<td>a. Jane starts singing to herself.</td>
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<td></td>
<td>b. Jane asks why she has wings.</td>
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<tr>
<td></td>
<td>c. Jane flies away on an adventure.</td>
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<tr>
<td></td>
<td>d. Jane says that the farm is boring.</td>
</tr>
<tr>
<td>2) According to the text, how are Jane and Alexander different from one another?</td>
<td>a. Jane is a cat and Alexander is not.</td>
</tr>
<tr>
<td></td>
<td>b. Jane has wings and Alexander does not.</td>
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<tr>
<td></td>
<td>c. Alexander is new to the farm and Jane is not.</td>
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<tr>
<td></td>
<td>d. Alexander has a large family and Jane does not.</td>
</tr>
<tr>
<td>3) Read the following phrase from paragraph 7 of the passage in the box below.</td>
<td>[\ldots\text{turned two somersaults and a loop-the-loop...}]</td>
</tr>
<tr>
<td></td>
<td>Which part of speech is loop-the-loop as it is used in the phrase above?</td>
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<tr>
<td></td>
<td>a. Verb</td>
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<td></td>
<td>b. Adverb</td>
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<tr>
<td></td>
<td>c. Noun</td>
</tr>
<tr>
<td></td>
<td>d. Adjective</td>
</tr>
<tr>
<td>4) Reread paragraph 19 of the text. Based on the paragraph, which of the following statements best describes Jane?</td>
<td>a. she is unhappy with her life</td>
</tr>
<tr>
<td></td>
<td>b. She wants to stay on the farm with the other cats.</td>
</tr>
<tr>
<td></td>
<td>c. She wants everything to remain the same.</td>
</tr>
<tr>
<td></td>
<td>d. She wants to experience adventure by using her wings.</td>
</tr>
</tbody>
</table>
Name: 

Directions: Analyze the question below. Then, use the space below the question to plan your response.

Text-Based Essay Question: *Based on the chapter, write an essay to explain why Jane decides to go on an adventure.*
In Toys Go Out, three toys find themselves in an unusual place. Read the selection from Toys Go Out and answer the questions that follow.

Toy Characters
StingRay—A stuffed sea creature
Plastic—A plastic bouncy ball
Lumphy—A stuffed buffalo

from Toys Go Out
by Emily Jenkins

1 Woosh. Woosh. The backpack begins to swing. Back and forth. Back and forth. Or maybe round and round. “I hope we’re not going to the zoo,” moans StingRay. “They’ll put us in cages with no one to talk to. Each one in a separate cage, and we’ll have to woosh back and forth all day, and do tricks on giant swings, with people throwing quarters at our faces, and teasing.”
2  “I don’t think we’re big enough for the zoo,” Plastic says hopefully. “I’m pretty sure they’re only interested in very large animals over there.”
3  “I’m large,” says Lumphy.
4  “She means really, really, very large,” says StingRay. “At the zoo they have stingrays the size of choo-choo trains; and plastics the size of swimming pools. Zoo buffaloes would never fit in a backpack. They eat backpacks for lunch, those buffaloes.”
5  “Is that true?” asks Lumphy, but nobody answers him.
6  Plunk! The backpack is thrown onto the ground.
7  Or maybe into a trash can.
8  Or onto a garbage truck.
“We might be going to the dump!” cries StingRay. “We’ll be tossed in a pile of old green beans, and sour milk cartons, because the Little Girl doesn’t love us anymore, and it will be icy cold all the time, and full of garbage-eating sharks, and it will smell like throw-up.”

“I don’t think so,” soothes Plastic.

“I’ll be forced to sleep on a slimy bit of used paper baggie, instead of on the big high bed with the fluffy pillows!” continues StingRay.

There is a noise outside the backpack. Not a big noise, but a rumbly one. “Did you hear that?” asks StingRay. “I think it is the X-ray machine. The vet is going to X-ray us one by one and look into our insides with an enormous magnifying glass, and then poke us with the giant carrot!”

“I’m sure it’s not an X-ray,” says Plastic calmly, although she isn’t sure at all. “An X-ray would be squeakier.”

“Then I think it is a lion,” cries StingRay. “A lion at the zoo who does not want to be on display with any small creatures like you and me. A lion who doesn’t like sharing her swing set, and wants all the quarters for herself. She is roaring because she hasn’t had any lunch yet, and her favorite food is stingrays.”

“A lion would be fiercer,” says Plastic, a bit uncertainly. “It would sound hungrier, I bet.”

“Maybe it is a giant buffalo,” suggests Lumpy.

“Maybe it is a dump truck!” squeals StingRay. “A big orange dump truck tipping out piles of rotten groceries on top of us, and trapping us with the garbage-eating sharks and the throw-up smell!”

“Wouldn’t a dump truck be louder?” asks Plastic, though she is starting to think StingRay might have a point. “I’m sure it’s not a dump truck.”
The backpack thumps down again with a bang. "I would like to be warned," moans Lumphy. "Sudden bumps make everything worse than it already is."

"The Girl doesn't love us and she's trying to get rid of us!" cries StingRay in a panic.

The backpack opens. The rumbly noise gets louder, and the light is very bright—so bright that StingRay, Plastic, and Lumphy have to squinch up their eyes and take deep breaths before they can see where they are. A pair of warm arms takes them all out of the dark, wet-bathing-suit smell together.

The three toys look around. There are small chairs, a sunny window, and a circle of fidgety faces.

It is not the vet.

It is not the zoo.

It is not the dump. (They are pretty sure.)

But where is it?

The rumbly noise surges up. A grown-up asks everyone to Please Be Quiet Now. And then comes a familiar voice.

"These are my best friends," says the Little Girl who owns the backpack and sleeps in the high bed with the fluffy pillows. "My best friends in the world. That's why I brought them to show-and-tell."

"Welcome," says the teacher.

Sticky, unfamiliar fingers pat Lumphy's head and StingRay's plush tail.

Plastic is held up for all to admire. "We are here to be shown and told," she whispers to StingRay and Lumphy, feeling quite bouncy as she looks around at the schoolroom. "Not to be thrown away or put under the X-ray machine!"

The teacher says Lumphy looks a lot like a real buffalo. (Lumphy wonders what the teacher means by "real," but he is too happy to worry much about it.)

"We're special!" whispers StingRay. "We're her best friends!"

"I knew it would be something nice," says Plastic.
Funny, but the ride home is not so uncomfortable. The smell is still there, but the backpack seems rather cozy. Plastic has herself a nap.

StingRay isn’t worried about vets and zoos and garbage dumps anymore; she curls herself into a ball by Lumphy’s buffalo stomach. “The Little Girl loves us,” she tells him. “I knew it all along, really. I just didn’t want to say.”

Lumphy licks StingRay’s head once, and settles down to wait. When he knows where he is going, traveling isn’t so bad. And right now, he is going home.
Name: ________________________________

Toys Go Out
Multiple Choice Questions

Directions:
- Read each question
- Use BCU to understand the question
- TTQA (Turn the question around)

1) Read the sentences from paragraph 1 in the box below.

**Woosh: Woosh. The backpack begins to swing. Back and forth. Back and forth.**

The word *Woosh* is an example of which of the following?

- a. Simile
- b. Metaphor
- c. Onomatopoeia
- d. Alliteration

2) Part A
Based on paragraph 1 of the selection, "Toys Go Out," what does StingRay think about the zoo?

- a. He thinks the zoo is exciting
- b. He thinks the zoo is embarrassing
- c. He doesn't want to go to the zoo
- d. He thinks the zoo is boring

Part B
Which lines from the play *best* support your answer to Part A?

- a. "At the zoo they have stingrays the size of choo-choo trains."
- b. "With people throwing quarters at our faces, and teasing."
- d. "I hope we're not going to the zoo", moans Stingray.

3) Reread paragraphs 4-8 of the passage. Why does the author include a series of dots throughout the passage?

a. To show a change in a problem.
b. To show a change in character traits.
c. To show a change in setting.
d. To show a change in the order of events.

4) Which of the following *best* shows that "Toys Go Out" is fiction?

- a. The toys are taken outside
- b. The toys are loved by a child
- c. The toys are talking to one another
- d. The toys are carried in a backpack

5) Read the sentence from paragraph 22 in the box below.

**There are small chairs, a sunny window, and a circle of fidgety faces.**

Which of the following words is *not* an adjective?

- a. small
- b. circle
- c. sunny
- d. fidgety
Compute: $17 \times 4 = g$

A. $g = 64$
B. $g = 68$
C. $g = 72$
D. $g = 608$
Stella shaded a circle to model a fraction that is equivalent to 4/6. Which of these could be the circle Stella shaded?

A.  

B.  

C.  

D.
Sarah has a piece of yarn that is .15 cm in length. Alisha has a piece of yarn that is .6 cm in length. Who has the longer piece of yarn?

A. Sarah  
B. Alisha  
C. They both have the same sized yarn  
D. None of the above
Which of the following angles is a right angle?

A. 
B. 
C. 
D.
Part A: What is the perimeter of the figure below?

Part B: What is the area of the figure below?

36 centimeters
Week 1
Multiple Choice Questions

Directions:
- Read each question
- Use CUPS to understand the question
  - C - circle important numbers and nouns
  - U - underline important information to help us answer the question
  - P - Plan your strategy
  - S - Solve the problem

1) Mrs. Smith gave away 3 pencils to every student in Parker. Parker has 345 students. How many pencils did Mrs. Smith give away in all?
   a. 1,030 pencils
   b. 1,035 pencils
   c. 1,040 pencils
   d. 1,045 pencils

2) Which fraction makes this statement true?
   \[
   \frac{3}{6} = ?
   \]
   a. 2/3
   b. 5/8
   c. 5/10
   d. 3/4

3) Which of the following is a right angle?
   a. [Diagram]
   b. [Diagram]
   c. [Diagram]
   d. [Diagram]

4) There are 780 calories in 6 granola bars. How many calories are in each granola bar?
   a. 135 calories
   b. 140 calories
   c. 130 calories
   d. 145 calories
Miss Smith went shopping for school supplies over the weekend.

- A pack of pencils cost $4
- A pack of pens cost $6

Miss Smith purchased 4 packs of pencils and 3 packs of pens.

Part A

What is the total amount of money, in dollars, Miss Smith spent on school supplies? Show or explain how you got your answer.

Part B

Miss Smith paid with a $50 dollar bill, what is the total amount of change, in dollars, that Miss Smith should receive? Show or explain how you got your answer.
Mrs. Smith also went shopping for school supplies.

- She purchased 5 packs of pencils and 3 packs of pens.
- Mrs. Smith also bought a pack of highlighters for $9.

Part C

Write an equation to show \( a \), the total amount of money, in dollars, Miss Smith and Mrs. Smith spent on school supplies.

Part D

Solve the equation would wrote in part C to find the total amount of money, in dollars, Miss Smith and Mrs. Smith spent on school supplies. Show or explain your work.
1. Alyssa has the shape shown.

What is the total number of right angles Alyssa’s shape appears to have?

a. 0  
b. 3  
c. 2  
d. 1  

2. Which fraction is less than \( \frac{1}{2} \)?

a. \( \frac{2}{4} \)  
b. \( \frac{3}{5} \)  
c. \( \frac{5}{8} \)  
d. \( \frac{2}{6} \)  

3. What value of \( t \) makes this equation true?

\[ 768 \div 6 = t \]

a. 128  
b. 108  
c. 4,608  
d. 762  

4. Flavio lives 0.76 mile from school. Anthony lives farther from school than Flavio. Which of these could be the distance Anthony lives from school?

a. 0.69 mile  
b. 0.76 mile  
c. 0.54 mile  
d. 0.79 mile  

5. Ms. Mainelli is planting a rectangular vegetable garden at her house. Her garden has a length of 12 feet and a width of 4 feet. What is the perimeter of Ms. Mainelli’s garden? Write your answer in the box below.

\[ \text{Perimeter} = 2 \times (\text{length} + \text{width}) \]

\[ = 2 \times (12 + 4) \]

\[ = 2 \times 16 \]

\[ = 32 \text{ feet} \]