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<tr>
<td>□ Spring Training Day 1: <em>read</em> Louis Braille passage and answer the Jeopardy questions using BCU?#</td>
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ELA Reading Comprehension

Read the article about the life of Louis Braille. Then answer the questions that follow.

Louis Braille
Opening the Doors of Knowledge
by James Rumford

1 Two hundred years ago, if you were blind, you became a beggar. Or maybe, if you were lucky, a circus musician or a fortuneteller. Most seeing people pitied you because they thought you had only half their wits. Few understood that it was only your eyes that did not work. Your heart and your mind were like everyone else's.

2 So said a Frenchman named Haüy [ah-weep], who opened a school in Paris for blind children in 1784. He spent all his money to prove that the blind could learn. He even invented special books with huge, raised letters so that they could read with their fingertips.

3 News of Haüy's school spread across France, arriving one day in 1818 at the doorstep of a poor saddle maker named Simon Braille. Several years before, the saddle maker's three-year-old son Louis had punctured his eye with a sharp, pointed awl while playing. Infection quickly sealed his eyes shut, and within days he was blind.

4 Everyone knew what was in store for the boy—a life of begging. But Louis's father and mother would have none of that. The village priest and the village schoolteacher agreed, and they taught Louis, even though there were no books for blind children to read or ways for them to write. But Louis was bright and in two years had learned all he could at the village school.

5 Then the village priest came knocking at the Brailles' door with an astounding proposal: send Louis to Paris, to Haüy's school. But how? There was no money. So the priest went to the most powerful man in the county, who wrote a letter to the school.

6 Within a few months, Louis had a scholarship and left his village of Coupvray [coo-vray] for a new life in Paris. He was only 10.
When Louis was 12, an extraordinary man named Captain Barbier [bar-bee-ay] came to the school. He wanted to show off his invention, called “night writing.” This was a code of 12 raised bumps that made it possible for soldiers to send and read messages in the dark.

The sighted teachers called Captain Barbier a clever man, but, when Louis slid his fingers over the bumps, he whispered, “No, he’s a genius!”

Louis realized that night writing was a way for blind people to write down the ideas that filled their heads. No longer would they have to ask seeing people for help. And night writing was a way for blind people to read, really read, instead of slowly tracing their fingers over giant, raised letters.

But night writing needed work. Its clumps of dots took too much time to write and were almost as hard as Haüy’s letters to read. For three years Louis punched out new combinations of dots, but nothing worked. Then one summer, when he was 15, he had a breakthrough. Instead of basing his letters on 12 dots, Louis based them on six. This made his letters easy to write—and easy to read, for each letter was small enough to fit under a fingertip.

Louis couldn’t wait to teach his friends back at school. Within days of his return, his friends were gliding their fingertips across words they had written. No longer did they need sighted people to write for them. Louis’s dots meant freedom!

The head of the school, Director Pignier [peen-yay], welcomed Louis’s dot system, but some of the teachers scoffed at the boy’s foolishness. How could the blind learn without the help of the seeing? How could the blind lead the blind? But Louis paid no attention. Before long, dot-filled books appeared in classrooms.

At age 17 Louis was made a teacher at the school; at 24, a full professor. Students filled his classes, and he in turn filled them with hope and the promise that they each had something valuable to contribute to the world.

Louis even used his dots to write down music. His students no longer had to memorize every piece. Now they could compose as well. More freedom. More promise.
In 1840, Director Pignier was dismissed and a teacher named Dufau [dew-foo] took his place. Dufau didn’t like Louis’s dots. They made the students too independent. One summer, when Louis was back in Coupvray, Dufau introduced a simplified form of Haüy’s raised letters. Then, to make sure that everyone used the new system, he burned Haüy’s books and Louis’s as well. There was also a new rule: No more dot writing.

But no one gives up newly won freedom without a fight. Louis, even in his grief, knew that. The students defied the director. They wrote in secret. They passed notes at night.

When Dufau saw how the students supported Louis, he gave in. Dot books and dot writing were back. For the next eight years, Louis continued to teach, and his system of reading and writing flourished.

Then, in 1852, he became seriously ill and died. No newspaper mentioned his death. Only people at the school knew that a great man had passed away. They built a statue of their beloved teacher and wrote his life story.

Slowly, the world came to know of Louis Braille and adopted his system of dot writing. In 1952, 100 years after his death, his body was taken to Paris and buried alongside the heroes of France. That day, every newspaper in the world wrote about Louis, and thousands of blind people lined the streets to honor him. Louis Braille had given them the means to prove that their hearts and minds were like everyone else’s.

What does paragraph 13 show about Louis’ writing system?

a. People didn’t think his writing could work
b. Louis could help people because he was blind himself
c. Louis’ system of writing became very popular among students
d. Louis’ system of writing was most popular among students who were interested in music
Reread paragraphs 2 and 3. Why does the author choose to include information about Hauy?

a. To show that Louis’ parents cared about their child
b. To show that a system of learning had already been established for blind children
c. To show how long ago Louis lived
d. To show that Hauy wanted to help others
Iron Man
400 Point Question

Read the following sentence from paragraph 11:

“No longer did they need sighted people to write for them.”

Which two words in the sentence above are pronouns?

a. They, for
b. They, them
c. People, write
d. Did, longer
Reread the following sentence from paragraph 10:

Then one summer, when he was 15, Louis had a breakthrough.

Which of the following is most likely the definition of breakthrough?

a. When something breaks  
b. A certain age  
c. An important discovery  
d. A creative thought
Part A: Look back at paragraph 15. How did Dufau feel about Louis’ system of writing?
   a. He thought it was important for students to learn multiple types of reading
   b. He tried to work closely with Louis to create a system everyone can use
   c. He did not like Louis’s writing and forbid students to use it
   d. He did not like Louis’ writing but he still felt students should use whatever system worked best for them.

Part B: Which of the following sentences best supports the answer to part a?

   a. “Then, to make sure everyone used the new system, he burned Hauy’s books and Louis’ as well.”
   b. “They made students too independent”
   c. “In 1840, director Pignier was dismissed and a teacher named Dufau took his place.”
   d. “Slowly, the world came to know Louis Braille and adopted his system of dot writing.”
Reread the sentence below from paragraph 1:

Most seeing people pitied you because they thought you only had half their wits.

What is the author trying to explain to the reader?

a. In the 1700s, most blind children had the opportunity to go to school
b. Just because a blind person can't see, doesn't mean they can't learn
c. It was rare for a person to be blind
d. Louis Braille made it possible for all blind children to go to school

Reread the following sentence from paragraph 5:

The village priest came knocking at the Braille's door with an astounding proposal: send Louis to Paris, to Hauy's school.

What is most likely the definition of proposal?

a. A plan or a suggestion
b. A demand
c. A secret
d. A method of teaching

Reread paragraphs 9 and 10. Why was night writing important?

a. It became the most efficient way to teach blind children how to read and write
b. It was the best system of writing available for all children, whether they were blind or not
c. It was created by one of the best teachers of all time
d. It was the first system of writing that blind people could use independently.

Read the following sentence from paragraph 17:

When Dufau saw how the students supported Louis, he gave in.

The words Dufau and Louis are examples of:

a. Pronouns
b. Proper nouns
c. Compound words
d. Prepositions
Read the prompt and answer the following question.

*Reread the text, Louis Braille, and explain how Louis overcame many challenges in his life. Use evidence from the text to support your answers.*
English Language Arts

READING COMPREHENSION: SESSION 3

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

William Driver, a sea captain from Massachusetts, was the first person to use the nickname “Old Glory” to describe the American flag. His feelings for Old Glory were strong, even during the Civil War that divided the North and South in the United States. Read the selection about William Driver and Old Glory and answer the questions that follow.

“I’ll Call Her Old Glory”

by Teresa Bateman

1 A SALTY BREEZE skipped off Massachusetts Bay and blustered down the streets of Salem, calling young William Driver to the sea.

2 Born on Saint Patrick’s Day in 1803, William had grown up in Salem surrounded by fishermen and seafarers. He had stood on the creaking docks as sea gulls wheeled overhead, watching ships slip away with the ebbing tide. He had perched nearby as sailors told tales of dangerous seas and strange adventures in foreign ports.

3 When he was twelve, William begged his mother’s permission to ship out as a cabin boy on the sailing vessel China, bound for Leghorn, Italy. It would be a long voyage, but he looked forward to finally having a few adventures of his own.

4 The owner was a dour1 man who had a low opinion of cabin boys.

5 “You’ll be paid five dollars a month, but it’s sure to be a waste of good money,” he said. “All boys on their first voyage eat more than they earn.”

6 William vowed to prove him wrong.

7 Boys often left home at an early age then, but it must have caused William’s mother some heartache to see the China disappear over the horizon, knowing it would be more than a year before she would see her son again. William may have felt a brief tug at his heart as well, but he had little time to be homesick.

8 The work was hard, and the days long, on board the China. As the youngest of the crew, William was given the chores no one else wanted to do. He found himself at the beck and call of every sailor on the ship. Perhaps they hoped to discourage him, but their efforts were in vain. Eighteen months of taut2 sails against the sky, a sea

1 dour — gloomy
2 taut — tightly drawn
that constantly shifted and changed, the taste of salt, the sound of wind twanging the sheets, and William Driver knew where his life's work would be.

At the end of the voyage, when the *China* sailed again into Massachusetts Bay, the owner of the ship was so pleased with William's performance that he presented him with twenty-eight dollars in silver, over and above the five dollars a month wages the boy had been promised.

The road home seemed to dip and sway as William hurried to give the money to his mother and share with her his stories of the sea.

This was the first voyage of many. William worked hard and was quickly promoted. At the age of eighteen, he became master of his first ship.

In 1821 the United States of America was a young country, less than fifty years old, but it had already gained a worldwide reputation after winning its independence from England. Americans were excited about their new nation and proud of its accomplishments. Sailors from the United States traveled the world, flying the American flag high for all to see. William was no different. If anything, he flew the flag more than most.

The first flag of the United States had thirteen stars and stripes. By 1831, twenty-four stars were scattered across the blue union. It was a twenty-four-star flag that was given to Captain Driver in August 1831 by a group of admiring citizens who knew he was about to sail around the world and wanted him to have a flag to remind him of home.

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3 *sheets* — ropes used to adjust the sails on a boat
Ships' flags rarely lasted long. Ocean winds and rain soon left them tattered. This flag, however, was different. It had been made with Captain Driver in mind. It was large and sturdy—designed to withstand sea winds and salt air. It would serve him well on this, his ninth, voyage.

Delighted, William Driver immediately raised the flag over his ship, the Charles Doggett, until it unfurled in the stiff breeze. As he gazed up at the crisp colors of his new flag, he cried out, "I'll call her Old Glory, boys, Old Glory!"

The flag accompanied Captain Driver on all his voyages that followed—including two trips around the world. He sailed through storms, endured doldrums, and visited strange and exotic ports.

His constant travels gave him ample opportunity to fly his new flag but left little time for romance. Finally, he met a young woman from his hometown of Salem, Massachusetts. Her name was Martha Babbage. They were married, and Captain Driver continued his sailings. When Martha died, he felt his heart would break, but a few years later he met and married Sarah J. Parks of Nashville, Tennessee.

In 1837 Captain Driver sailed into port on his ship, the Black Warrior, and retired. At the age of thirty-four, he settled in Nashville, Tennessee, at the request of his second wife. Old Glory came with him, carefully preserved in the brassbound, camphor-wood sea chest that had accompanied the captain on all his voyages.

The story of the flag became a local legend, and the captain earned the nickname of "Old Glory Driver." His fame, however, was based on sentiments that soon grew unpopular in Nashville. The nation was becoming divided over the issues of slavery and states' rights—a division that would soon lead to civil war. Captain Driver believed in keeping the country united. When Tennessee seceded from the Union in 1861, he found himself living on the wrong side of a war he did not believe in.

Although Captain Driver sympathized with the North, he lived in Tennessee and had married a Southern woman. Two of his sons fought for the Confederate army. Even in his own home, his views were discouraged.

William Driver's politics were as well known as his flag. He stood firm in his loyalty to the Union despite threats. Any American flag was fair game in Nashville, and Confederate sympathizers threatened to confiscate Old Glory as well. However, the flag had disappeared when the Civil War began. Although house and yard were repeatedly searched by Confederate troops, no trace was found of the flag. Those who intended to destroy it left disappointed. Captain Driver refused to discuss the flag's whereabouts. He was an old sea dog and had a few tricks of his own that his enemies could not fathom.

Too old to fight, Captain Driver waited to see what would become of the country he loved. Would it stay fatally divided, or would his flag fly again, its stars intact?

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*doldrums* — areas of light wind or no wind in the ocean that make sailing difficult

*seceded* — withdrew

*confiscate* — seize or steal

*fathom* — understand
In 1862 Union soldiers approached Nashville. Every effort was made to stop their advance. Supplies were quickly distributed to citizens or destroyed so they would not fall into the hands of the Union troops. Important records were moved out of the city. On the morning of 25 February, Union troops arrived, and Nashville surrendered. Many residents fled. Captain Driver, on the other hand, ran in exactly the opposite direction.

He welcomed the Union army and told them he had something they’d want to see. Accompanied by several soldiers of the Sixth Ohio Regiment, Captain Driver hurried home. Calling to his daughter, Mary Jane, he asked her to bring down a purple calico bedcover from upstairs.

Taking the comforter in his hands, he ripped it open, and there, stitched into the lining, was Old Glory. He had sewn the flag into the quilt for safekeeping. At the sight of Old Glory, the soldiers cheered. They escorted Captain Driver as he marched with the flag to the statehouse.

A hush fell over the Union soldiers as they saw the folded flag. Though no longer a young man, Captain Driver climbed the stairs to the building’s dome, took down the small regimental flag that had been flying there, and personally raised Old Glory over the capitol. As the old sea flag unfurled, a cheer rang out from the soldiers below.

Reread the following sentence from paragraph 16.

He sailed through storms, endured doldrums, and visited strange and exotic ports.

What is most likely the meaning of the word exotic?

a. Unique  
b. Distant  
c. Fun  
d. A place where you keep a boat

Part A: Reread paragraph 8. How can William Driver best be described?

a. Serious  
b. Young  
c. Determined  
d. Frustrated

Part B: What sentence from paragraph 8 best supports your answer to part A?

a. “...William Driver knew where his life’s work would be.”  
b. “Perhaps they hoped to discourage him but their efforts were in vain.”  
c. “William was give chores no one else wanted to do.”  
d. “At the end of the voyage...”

How do you know the William Driver was clever?

a. He sailed to many places  
b. He hid “Old Glory” in a quilt  
c. He shared different political view than his family  
d. He earned extra money his first time on a ship

Reread the following sentence from paragraph 27.

A hush fell over the Union soldiers as they saw the folded flag.

The word Union can best be described as:

a. Pronoun  
b. Preposition  
c. Part of Speech  
d. Proper Noun

Reread paragraph 27. Old Glory is meant to represent what?

a. Sailing  
b. Courage  
c. William Driver  
d. Hard work
Captain America

200 Point Question

A company donates 935 pencils to a school. The pencils are divided evenly among 9 classrooms. The rest of the pencils are given to the library. How many pencils were donated to each classroom and to the library?

Thor

200 Point Question

Evaluate:

0.45 + 1.4 + 0.378
Iron Man
200 Point Question

Evaluate:

\[ \frac{2}{9} + \frac{1}{5} \]

---

The Hulk
200 Point Question

Evaluate:

\[ 3 + 2 \times 5 + (4 \times 2) \]
Yabdiel has 1 liter of water in a water bottle. He drinks some of the water and has 780mL left. How much did he drink?
Remember to show all work and use CUPS!

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<td>1.) Sara is making a photo album. She has 49 total pictures. Each page can hold 9 photos. Sara wants to put all 49 photos into the album. What is the least number of pages Sara needs to fit all her photos?</td>
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<tr>
<td>a.) 5 pages</td>
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<td>b.) 9 pages</td>
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<td>c.) 8 pages</td>
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<td>d.) 6 pages</td>
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<th>Work Space Question 2:</th>
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<td>2.) Dean is creating a poster board of his favorite Star Wars characters. He spends $2\frac{1}{2}$ hours the first night on his poster, the second night he spends $1\frac{2}{12}$ hours working. What is the total amount of time he spends working on the poster?</td>
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| 3.) Avah ran 0.45 meters to the movie theater. What is the distance Avah ran in millimeters? | a.) 450 millimeters  
   b.) 4,500 millimeters  
   c.) 0.0045 millimeters  
   d.) 0.045 millimeters |
| Work Space Question 4:                                                                                                  |
| 4.) Miss Saltmarsh is making brownies for 5th grade. Each brownie pan makes 16 brownies if she makes 12 pans of brownies, how many brownies does Miss Saltmarsh make in total? |                                                                 |
# John A. Parker Elementary School
## At-Home Learning Packet
### Grade 5

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<td>□ Spring Training Day 1: read Young Harriet Tubman passage and answer the Jeopardy questions using BCU?#</td>
<td>□ Spring Training Day 1: answer the Jeopardy questions using CUPS</td>
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<td>□ Spring Training Day 2: reread Young Harriet Tubman 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>
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<td>□ Spring Training Day 3: reread Young Harriet Tubman 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>
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<td>9</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>
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Today we know her as Harriet Tubman, a woman who helped many people escape from slavery to freedom during the late 1800s in the United States. Harriet Tubman's real name was Araminta Ross. This play tells how Araminta and a friend first planned to seek their own freedom in Philadelphia. Read the play and answer the questions that follow.

Young Harriet Tubman

by Mary Satchell

A courageous slave makes a difficult decision....

Characters

ARAMINTA ROSS [MINTY], young slave girl
BEN
HARRIET } her parents
JIM, 16, runaway slave

Time: 1834; late evening during Christmas season.

Setting: The Ross family's one-room log cabin on Edward Brodas' plantation near Bucktown, Maryland. Wooden bed with pillow, brightly colored patchwork quilt, and worn blanket, is against wall right. Small bundle is hidden under bed. Large, open fireplace with huge pot hanging over low-burning fire is upstage. Rough-hewn table, benches are center; a candle burns low on table. A window is in the rear wall beside the fireplace. A working door is left.

At Rise: ARAMINTA ROSS enters, quickly crosses to bed, and kneels beside it. She pulls bundle from under bed and rises. There is soft knocking at door, which startles her. She hides bundle under bed again, then moves cautiously left as knocking grows louder.

10 ARAMINTA (Guardedly): Who's there?

JIM (Offstage, behind door): It's Jim. (Urgently) Let me in, Minty. (ARAMINTA opens door and JIM enters quickly.)

ARAMINTA (Closing door): What are you doing here? Our plan was to meet at midnight. We've got at least two more hours till then. (Peers at Jim) Has something happened?

15 JIM (Hesitating): No. Nothing could make me change my mind. (Nervously crosses to table)

ARAMINTA (Suspiciously): Why are you looking like that?

JIM (Defensively): Like what? (Before she can answer) There you go again, Minty. You're always jumping ahead of everybody and heading the wrong way.
**Reading Comprehension**

**Session 1**

**ARAMINTA (Moving toward Jim):** Jim, I know something’s wrong, so you might as well tell me what it is.

> If we’re going to run away to freedom together, we’ll have to learn to trust each other—starting now. *(Jim sinks onto bench and sighs.)*

**Jim:** Minty, I’ve been thinking about this all week long. If anything happened to you, it would be my fault.

**ARAMINTA (Exasperated):** Jim, nothing’s going to happen, except that we’ll escape to Philadelphia and be free. I’ll find work. You won’t have to take care of me after we cross the freedom line. We can go our separate ways then. *(Studies Jim’s face for a moment)*

**Jim (Morosely):** Minty, I can’t take you with me.

**ARAMINTA (Fiercely):** What? But you promised!

**Jim (Taking her arm):** You’re too young!

**ARAMINTA (Pulling away angrily):** You went back on your word... and after I trusted you!

**Jim ( Plaintively):** But what about your ma and pa? How will they feel if anything goes wrong? *(Rising)* You know what happens when runaway slaves are caught. And what with your older sisters being sold down South the first of this year, it would kill Aunt Harriet and Uncle Ben to lose you, too.

**ARAMINTA (Coldly):** I thought you were my friend. I showed you Papa’s secret fishing place and where he set his hunting traps.

**Jim (Taking a step toward her):** Minty.

**ARAMINTA (Backing away):** Stay away from me! You broke your promise!

**Jim (Persistently):** Minty, you’ve got to understand. You’re young yet, and it may be some years before you have to leave your folks. But this could be my last chance to get away. Old Jake heard that I may be sold down Virginia way right after Christmas. *(Desperately)* We’ve got only a few more days before Christmas is over.

**ARAMINTA (With concern):** Did Old Jake really say that? *(Trying to be reassuring)* Nobody listens to Jake and his talk. Most of the time he’s wrong—you know that.

**Jim (In a low voice):** I’ll need some time before the master finds out I’m gone. I know you’re angry, and you think I’ve betrayed you, but you’ve got to help me get away by keeping our plan to yourself.

**ARAMINTA (Turning away):** So you won’t let me go with you.

**Jim (Pleading):** Please, Minty. There’s no one else I can trust. Martha will tell Ma if she finds out. And you know they wouldn’t let me go. *(Determined)* Minty, I won’t be a slave forever.

**ARAMINTA (Slowly facing Jim):** I can’t refuse to help anybody wanting to be free. Everyone’s got a right to be free.

**Jim (Smiling in relief):** I knew you’d understand. *(Sounds of laughter off)*

---

1. *exasperated* — angry; impatient
2. *morosely* — sadly
3. *plaintively* — pleadingly
4. *persistently* — refusing to give up
ARAMINTA *(Moving to window to peek behind curtain)*: They're busy celebrating. Nobody's going to sleep till long after midnight. *(Returns to table)*

JIM: I've already spread the word that I'm sick. *(Lowering his voice)* Said I ate too much, and I was going to lie down in one of the cabins here.

ARAMINTA: That was a good idea. Folks will think you didn't feel like walking all the way back to the farm.

JIM: I'll hide in the woods behind the church. When the time's right, I'll make my move. You'll know when I'm leaving, Minty. Listen for three hoots of the old night owl.

ARAMINTA: You'll need help finding your way North.

JIM: Zeke Hunn promised to take me to his friends on the Eastern shore. They'll help me get to Philadelphia.

ARAMINTA *(Surprised)*: Ezekiel Hunn? Is he the Quaker who lives right outside of town?

JIM *(Nodding)*: He's a conductor for the underground railroad.

ARAMINTA *(Frowning)*: What's the underground railroad?

JIM: It's a secret route the Quakers and their friends use to help runaways get to freedom.

ARAMINTA *(Astonished)*: A secret way to freedom?

JIM *(Quickly)*: You've got to be careful that nobody else finds out.

ARAMINTA: You know I'd never tell a soul, Jim. *(Moves to get bundle under bed)* Here, you'll need this.

*(Hands it to Jim)* It's some food I packed myself for the road. If Master Brodas or anyone else starts asking questions, I'll tell them you're sick with a bellyache, and I don't know which cabin you're sleeping in.

JIM: Thanks, Minty. It'll take some time for them to search every cabin.

ARAMINTA *(Seriously)*: Don't worry about me, Jim. We'll meet someday in Philadelphia. I promise you that.

"Young Harriet Tubman" by Mary Satchell, from *Plays, The Drama Magazine for Young People* © 1989 and *The Big Book of Holiday Plays* © 1990 is reprinted with the permission of the publisher PLAYS, The Drama Magazine for Young People/Sterling Partners, Inc., PO Box 600160, Newton, MA 02460.
Reread lines 25-30. Why is Araminta disappointed?

a. They can’t leave for for freedom that night
b. Jim broke a promise that he made
c. Ma and Pa found out about their plan
d. Araminta and Jim got into a fight
Reread lines 7-9. Why does the knocking at the door startle Araminta?

a. To show she is doing something she shouldn't
b. To explain that she is a slave
c. The show that she is a good help
d. To confuse the reader
Iron Man
500 Point Question

Reread the sentence from line 7 below:

Araminta Ross enters, quickly crosses to bed and kneels beside it.

The word **besides** is an example of:

a. Noun  
b. Pronoun  
c. Adverb  
d. Preposition
Part A: Reread lines 38-41. What reason did Jim give Araminta for why she cannot go with him?
   a. Too many people will find out
   b. She’s too young
   c. Her parents don’t want her to
   d. She and Jim aren’t friends anymore

Part B: What evidence from lines 38-41 best support your answer to Part A?
   a. “Minty, you’ve got to understand”
   b. “You’re young yet, and it may be some years before you have to leave your folks.”
   c. “We’ve only got a few more days”
   d. “But this could be my last chance to get away”
Black Widow
500 Point Question

Read line 10 from the play in the box below.

Araminta (Guardedly): Who’s there?

Based on the meaning of the word “guard”, what does the word **guardedly most likely** mean?

a. Crossly
b. Happily
c. Excitedly
d. Suspiciously
Part A: Based on the play, why does Jim tell Araminta that he must leave immediately?
   a. He believes Jake has told others about his plan to flee.
   b. He fears that he will soon be sent away from the plantation.
   c. He thinks that Araminta will be unable to leave at that time.
   d. He knows that he has friends that can help him when he leaves.

Part B: What evidence from the play best supports your answer to Part A?
   a. "Old Jake heard that I may be sold down Virginia way right after Christmas."
   b. "It's a secret route the Quakers and their friends use to help runaways get to freedom."
   c. "Minty, I won't be a slave forever."
   d. "So you won't let me go with you."

What is Araminta preparing to do in lines 7-9?
   a. Leave Jim behind
   b. Run away with Jim
   c. Tell Jim she is staying
   d. Announce where Jim is

Read line 14 from the play in the box below.

(Peers at Jim) Has something happened?

Based on the sentence what is most likely the meaning of the word “peers”?
   a. Friends
   b. Glancing
   c. Asking
   d. Yelling

What is most likely the reason why Jim hesitates in line 15?
   a. He does not want to admit he is afraid.
   b. He does not want to talk about the secret plan.
   c. He is thinking about staying on the plantation.
   d. He is worried about announcing he must go alone.
**Directions:** Analyze the question below. Then, use the space below the question to plan your response.

*In the play, Araminta agrees to stay on the plantation and help Jim escape. Write an essay explaining why Araminta decides to stay behind and how she helps Jim make his escape. Support your response with evidence from the play.*
**Directions:** Analyze the question below. Then, use the space below the question to plan your response.

*In the play, Araminta agrees to stay on the plantation and help Jim escape. Write an essay explaining why Araminta decides to stay behind and how she helps Jim make his escape. Support your response with evidence from the play.*

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

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<td>One way Araminta helps Jim escape is,</td>
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<td>Summarize Your Response</td>
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This scene comes from a play based on Anne of Green Gables, a famous novel by Lucy Maud Montgomery. In this play, Anne is a young girl who has been adopted by Matthew and Marilla Cuthbert. They live on Prince Edward Island, in Canada, early in the 1900s. In the scene, Anne is excited about going to her first picnic—until something happens that may change her plans. Read the scene and answer the questions that follow.

Anne of Green Gables
Adapted by Jamie Turner

SCENE 4

TIME: Several days later.

SETTING: Same. Brooch is on floor, under chair. Loose flowers and vase are on table.

5 AT RISE: ANNE sits with patchwork in lap, daydreaming. MARILLA enters. ANNE begins stitching vigorously.

ANNE: I've been working steadily, Marilla, but it's ever so hard when the picnic is this very afternoon. I keep trying to imagine what it will be like.

MARILLA (Looking around, puzzled): Anne, have you seen my amethyst brooch? I thought I put it right here in my pin cushion, but I can't find it anywhere.

ANNE (Nervously): I — I saw it last night when you were at the Ladies Aid Society. It was in the pin cushion, as you said.

MARILLA (Sternly): Did you touch it?

20 ANNE (Uncomfortably): Yes. I pinned it on my dress for just a minute — only to see how it would look.

MARILLA (Angrily): You had no business touching something that didn't belong to you, Anne. Where did you put it?

ANNE: Oh, I put it right back. I didn't have it on but a minute, and I didn't think about it being wrong at the time, but I'll never do it again. That's one good thing about me. I never do the same naughty thing twice.

MARILLA (Sternly): You did not put it back, or else it would be here. You've taken it and put it somewhere else, Anne. Tell me the truth at once. Did you lose it?

ANNE (Upset): Oh, but I did put it back, Marilla. I'm perfectly certain I put it back!

MARILLA (Angrily, her voice rising): If you had put it back, it would be here, Anne. I believe you are telling me a falsehood. In fact, I know you are.

ANNE: Oh, but, Marilla . . .

MARILLA (Harshly): Don't say another word unless you are prepared to tell me where the brooch is. Go to your room and stay there until you are ready to confess. (ANNE starts to exit downcast.)

ANNE: The picnic is this afternoon, Marilla. You will let me out of my room for that, won't you? I must go to the picnic!
MARIlla: You'll go to no picnic nor anywhere else until you've confessed, Anne Shirley. Now, go! (ANNE exits)

MATTHEw (Entering): Where's Anne?
I wanted to show her the new geese down at the pond.

MARIlla (Coldly): She's in her room. The child has lost my amethyst brooch and is hiding the truth from me. She's lied about it, Matthew.

MATTHEw: Well now, are you certain, Marilla? Mightn't you have forgotten where you put it?

MARIlla (Angrily): Matthew Cuthbert, I remind you that I have kept the brooch safe for over fifty years, and I'm not likely to lose track of it now.

MATTHEw: Don't be too hasty to accuse Anne. I don't think she'd lie to you. (Exits. MARIlla begins to arrange flowers in vase on table as ANNE enters.)

ANNE: Marilla, I'm ready to confess.

MARIlla: Well, that was mighty quick. What do you have to say, Anne?

ANNE (Speaking quickly as if reciting from memory): I took the amethyst brooch, just as you said. I pinned it on my dress and then was overcome with an irresistible temptation to take it down by the Lake of Shining Waters to pretend that I was an elegant lady named Cordelia Fitzgerald. But, alas, as I was leaning over the bridge to catch its purple reflection in the water, it fell off and went down — down — down, and sank forevermore beneath the lake. Now, will you please punish me, Marilla, and have it over so that I can go to the picnic with nothing weighing on my mind?

MARIlla (Staring at ANNE in anger): Anne, you must be the very wickedest girl I ever heard of to take something that wasn't yours and to lose it and then to lie about it and now to show no sign of sorrow whatever! Picnic, indeed! You'll go to no picnic! That will be your punishment, and it isn't half severe enough either for what you've done!

ANNE (Sobbing): Not go to the picnic! But, Marilla, that's why I confessed! Oh, Marilla, you promised! Think of the ice cream, Marilla! How can you deny me the ice cream and break my heart?

MARIlla (Stonily): You needn't plead, Anne. You are not going to the picnic, and that is final. (ANNE runs to table and flings herself into a chair, sobbing and shrieking wildly.) I believe the child is out of control. (MARIlla walks around, wringing her hands. She suddenly catches sight of brooch under chair and picks it up with a startled cry.) What can this mean? Here's my brooch, safe and sound! And I thought it was at the bottom of the lake! (ANNE looks up.) Anne, child, whatever did you mean by saying you took it and lost it?

ANNE: Well, you said you'd keep me in my room until I confessed, so I thought up an interesting confession so I could go to the picnic. But then you wouldn't let me go after all, so my confession was wasted.
MARILLA (Trying to look stern, but finally laughing): Anne, you do beat all! But I was wrong — I see that now. I shouldn’t have doubted your word when you had never told me a lie before. Of course, you shouldn’t have made up that story, but I drove you to it. So if you’ll forgive me, I’ll forgive you. Now, go upstairs and wash your face and get ready for the picnic.

ANNE: It isn’t too late?

MARILLA: No, they’ll just be getting started. You won’t miss a thing — especially the ice cream. That’s always last.

ANNE: (Squealing happily): Oh, Marilla! Five minutes ago I was in the valley of woe, but now I wouldn’t change places with an angel! (Exits)
MARILLA *(Trying to look stern, but finally laughing)*: Anne, you do beat all! But I was wrong — I see that now. I shouldn’t have doubted your word when you had never told me a lie before. Of course, you shouldn’t have made up that story, but I drove you to it. So if you’ll forgive me, I’ll forgive you. Now, go upstairs and wash your face and get ready for the picnic.

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*Anne of Green Gables © 1987 as adapted by Jamie Turner is reproduced with permission of PLAYS Magazine/Sterling Partners, Inc., P.O. Box 600160, Newton, MA 02460.*
1.) Why do lines 49 and 50 include words that are printed in italics?
   a. To show the words should be whispered
   b. To show that other words may be used instead
   c. To show that the words are unspoken thoughts
   d. To show that the words should be spoken with feeling

2.) Read lines 139-140 in the box below.

   "Five minutes ago I was in the valley of woe, but now I wouldn't change places with an angel"

3.) What does the word "woe" most likely mean?
   a. Excitement
   b. Boredom
   c. Sadness
   d. Panic

4.) Read lines 54-56 in the box below.

   "Where's Anne? I wanted to show her the new geese down at the pond."

   Which part of speech is the word "new"?
   a. Verb
   b. Proper Noun
   c. Adjective
   d. Preposition

5.) Part A: In lines 124-133 how does Marrila react to Anne finally telling the truth about the brooch?
   a. She is angry that Anne lied to her
   b. She feels guilty for assuming Anne lost the brooch
   c. She finds it funny that Anne would make up a story
   d. She is upset at Anne

Part B: What evidence from lines 124-133 best support your answer to Part A?
   a. "Anne, you do beat all! But I was wrong — I see that now. I shouldn’t have doubted your word when you had never told me a lie before."
   b. MARIlla (Trying to look stern, but finally laughing)
   c. "Now, go upstairs and wash your face and get ready for the picnic."
   d. "I'll forgive you."
Mrs. A orders 2,728 erasers for next year. The erasers will be sent to 22 classrooms. Each classroom will receive the same number of erasers. What is the total number of erasers each classroom will receive?
Dean wants to estimate the sum of this expression.

\[ 24.8 + 26.82 + 24.3 + 25.7 \]

Which of the following is closest to the value of this sum?
- a. 4 x 20
- b. 4 x 25
- c. 4 x 30
- d. 3 x 25
Brianna ate 7/8 of a chocolate bar. Brooklyn ate 1/5 of a chocolate bar. How much more of her chocolate bar did Brianna eat than Brooklyn?
What is the value of this expression?

\[ 2 + 8 \times (10-2) \]
Black Widow
400 Point Question

Peter walked a distance of 2.4 kilometers. Daziah walked a distance of 0.65 kilometer. Davonteh walked a distance of 40 meters.

What is the total distance, in kilometers, that Peter, Daziah, and Davonteh walked?
<table>
<thead>
<tr>
<th>What is the value of this expression?</th>
<th>Complete the expression to write this number in expanded form.</th>
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<tr>
<td>$4 \times (10 - 2)$</td>
<td><em>Four hundred sixteen and eighty-two hundredths</em></td>
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<tr>
<td>a.) 32</td>
<td>$___ \times 100 \ + \ ___ \times 10 \ + \ ___ \times 1 \ + \ ___ \times \frac{1}{10} \times \ ___ \times \frac{1}{100}$</td>
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<td>b.) 38</td>
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<td>c.) 40</td>
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<td>d.) 48</td>
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Ayden spent $\frac{3}{4}$ of an hour riding his bicycle and $\frac{1}{2}$ of an hour practicing the piano. What is the total amount of time, in hours, Phil spent riding his bicycle and practicing the piano?

A company is distributing 2,856 coupons to 21 stores. If each store receives the same number of coupons, what is the total number of coupons each store will receive?
There are 720 students at a school. All the students at the school are going on a field trip to a science museum. The students will ride school buses to the museum. Each bus holds 60 students when completely full.

**Part A**

What is the least number of buses needed to take all the students from the school to the science museum? Show or explain how you got your answer.

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

**Part B**

Write an equation to represent the problem you solved in Part A.

Enter your equation in the space provided. Enter only your equation.

**Part C**

The school can also use smaller buses to take the students to the museum. Each smaller bus holds 50 students when completely full.

What is the least number of smaller buses needed to take all the students from the school to the science museum? Show or explain how you got your answer.

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

10 + 4x5 - (4x3)

a. 18
b. 58
c. 21
d. 9

Sara ran 23 meters. Valeria ran 2,000 centimeters. How much farther did Sara run than Valeria?

a. 25 meters
b. 300 centimeters
c. 300 meters
d. 40 kilometers

Miss Sweeney wants to donate some books. She has 762 total books. She wants to give an even amount to the rest of upstairs classrooms. There are 6 total. She wants to give the remaining books to her local library. How many books are going to the classrooms and how many are going to the library? Write your answer in the box below.

At the pizza shop, they cut their pizzas into 12ths and 8ths. David ate 3/12 of a pizza and Wilson ate 3/8 of his pizza. How much pizza did they eat in all? Write your answer in the box below:

Noah goes to Market Basket. He needs to follows items:

- 1 Box of Macaroni and Cheese for $3.50
- 1 Loaf of Bread for $3.45
- 1 Box of Brownie Mix for $2.25.

Noah has $15. How much money will he have left over?

a. $4.00
b. $5.80
c. $2.36
d. He does not have enough money
Use CUPS to solve each problem-
Make sure you explain your thinking

Khaia is painting flower pots. She uses \( \frac{1}{3} \) cup of paint for each flowerpot.

How many cups of paint does Khaia use for 2 flowerpots? Show or explain how you got your answer.

How many cups of paint does Khaia use for 12 flowerpots? Show or explain how you got your answer.

After the flowerpots dry, Khaia plants seeds in them. She uses \( \frac{3}{4} \) cups of soil to fill each flowerpot.

How many cups of soil does Khaia use to fill 12 flowerpots? Show or explain how you got your answer.
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<th>Day</th>
<th>ELA</th>
<th>Math</th>
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<td>11</td>
<td>□ Spring Training Day 1: <em>read</em> Planning Your Trip to Antarctica passage and answer the Jeopardy questions using BCU?#</td>
<td>□ Spring Training Day 1: <em>answer the Jeopardy questions using CUPS</em></td>
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<td>12</td>
<td>□ Spring Training Day 2: <em>reread</em> Planning Your Trip to Antarctica passage and answer the Day 2 multiple choice questions using BCU?#.</td>
<td>□ Spring Training Day 2: <em>answer the Day 2 questions using CUPS.</em></td>
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<td>□ Spring Training Day 3: <em>reread</em> Planning Your Trip to Antarctica passage and complete a Narrative organizer to answer the narrative prompt.</td>
<td>□ Spring Training Day 3: <em>answer the Day 3 constructed response question using CUPS.</em></td>
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<td>□ Spring Training Day 4: <em>Use your completed narrative chart from Day 3 to publish your narrative 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>
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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*
What would you need to know if you wanted to travel to Antarctica? Read the selection to find out and then answer the questions that follow.

Planning Your Trip to Antarctica
by Lucy Jane Bledsoe

Why would anyone go to Antarctica? It’s the coldest, windiest, driest, and most remote continent on Earth. Winds coming from the South Pole can howl across the ice at 200 miles an hour. The temperature can drop to 100 degrees below zero Fahrenheit (−73° C). An ice sheet, three miles thick in places, covers 98 percent of the continent, giving it the nickname the Ice. There are only two ways to get there: by plane, which, if it flies into a blizzard, might not be able to land; or by ship across the roughest seas on Earth.

If you’re the kind of person who says, “Yeah! Sign me up!” when you read those kinds of facts, then Antarctica is the continent for you.

When to Go

The seasons in the southern hemisphere are the opposite of those in the northern hemisphere. Summertime in Antarctica is November, December, and January. Wintertime is June, July, and August. In an Antarctic summer, the sun never sets. In an Antarctic winter, the sun never rises.

For much of the year, Antarctica is surrounded by ice. In the dead of winter, the sea ice forms a huge skirt around the continent, 30 to 900 miles wide and 10 feet thick. This means that Antarctica doubles in size each winter. Only a handful of scientists and their staffs stay there during these dark, frigid winter months.

The best time to visit is the summer. In November, the pack ice begins to break up and the penguins start courting and mating. In December and January, their chicks hatch. In February, the whales are at their most active, and the penguin chicks leave the nests.

How to Get There

Antarctica is very hard to get to because it sits all alone at the bottom of the world. It’s more than 2,800 miles from Africa, 2,000 from Australia, 650 from South America, and 8,850 from New York.
Almost all tourists go to Antarctica by ship. There is one flight company that takes private parties to the Ice, but these flights cost many thousands—sometimes even hundreds of thousands—of dollars. They're used only by very wealthy tourists or by explorers who have spent years raising money to support their expeditions.

Tourist ships leave from the port town Ushuaia, on the southern tip of Argentina. Two National Science Foundation ships, the Laurence M. Gould and the Nathaniel B. Palmer, leave from another port town, Punta Arenas, in Chile. These ships usually go to the Antarctic Peninsula, a long arm that reaches out from the continent. To get from the tip of South America to the tip of the Antarctic Peninsula, a ship must cross the Drake Passage—legendary for its stormy weather and giant waves. Many people spend the
entire voyage being seasick. Once in a while, the crossing is calm, and then the ship's crew call that stretch of water Drake Lake.

American scientists and their helpers who are traveling to the interior of Antarctica fly from Christchurch, New Zealand, on U.S. Air Force planes, operated by the 109th Airlift Wing of the New York Air National Guard. These LC-130s are outfitted with skis instead of wheels for landing on the ice runways.

The flight from Christchurch to McMurdo Station, the biggest American base in Antarctica, takes eight hours. Boomerang flights—ones that turn around midway—are common. The planes can't carry enough fuel to fly to Antarctica and back again to New Zealand. They must refuel in Antarctica. But when there's a blizzard on the ice, the pilots can't land to refuel. So at the midway point, the pilot always radios ahead. If there's a chance of a storm, the plane turns around and flies back to New Zealand. One third of all flights headed for Antarctica are forced to turn around midway. This midway point is called the point of no return.

Antarctic People: Brad Range

Each year the National Science Foundation selects a Boy Scout or a Girl Scout to travel to Antarctica as a special visitor. The scout, who must be at least 18 years old, stays for a couple of months and works on a variety of science projects. Over the 2003–2004 season, Boy Scout Brad Range worked on the Ice, studying everything from penguins to ozone levels in the atmosphere. For New Year’s Eve, Range was at the South Pole, where he got recruited to be lead singer in the local rock group El Hot Soup. Accompanied by the head chef on bass and a shop mechanic on electric guitar, Range helped the Polies—as people at South Pole Station call themselves—celebrate the New Year.

"Planning Your Trip to Antarctica" by Lucy Jane Bledsoe, from How to Survive in Antarctica. Copyright © 2006 by Lucy Jane Bledsoe. Reprinted by permission of Holiday House, Inc.
What does paragraph 1 suggest about the continent of Antarctica?

- a. Scientists rarely are able to research Antarctica.
- b. There are many different landforms in Antarctica.
- c. People know very little about the history of Antarctica.
- d. Antarctica experiences some of the most severe weather in the world.
According to the selection, what is the main reason most tourists travel to Antarctica by ship instead of by plane?

A. Flying costs too much.
B. Flying is too dangerous.
C. Boats can reach more places.
D. Boats allow more sightseeing.

---

Iron Man
100 Point Question

Read the statement from paragraph 1 in the box below.

The temperature can drop to 100 degrees below zero . . .

Why is the word below written in italics?

A. to show a direction
B. to highlight an opinion
C. to highlight a key word
D. to indicate an unfamiliar word

**The Hulk**

100 Point Question

Reread paragraph 1. What part of speech is the coldest, windiest, and driest?

*It’s the coldest, windiest, driest, and most remote continent on Earth.*

a. Adverbs  
b. Adjectives  
c. Verbs  
d. Nouns

**Black Widow**

100 Point Question

Look back at paragraph 8. What is the meaning of the word port?
Tourists ships leave from the port of Ushuaia, on the southern tip of Argentina.

a. Dock
b. Airport
c. Side
d. Ocean
Look back at paragraph one of Planning your Trip to Antarctica. Why did the author choose to put the word *anyone* in italics?

a. To show that Antarctica is easy to travel to  
b. To interest the reader  
c. To show that Antarctica is not a popular destination  
d. To try and increase tourism to Antarctica

Look back at page 3. Why does the author choose to include information about Brad Range?

a. To show that it's not impossible to travel to Antarctica  
b. To show that there are even kids that have traveled to Antarctica  
c. To entertain the reader  
d. To describe an important even in Antarctica's history

Look back at paragraph 4. Why does the author say that in the winter months Antarctica "doubles in size?"

a. More tourists visit in the winter than the summer  
b. The sun never rises  
c. The ice forms around the continent  
d. Only a handful of scientists stay in Antarctica during this time

Look back at paragraph 7. What is most likely the meaning of the word "expeditions"?

a. Expensive  
b. Travels  
c. Plane rides  
d. Air plane rides
Narrative Writing Piece: Use evidence from the text to create your own story.

Imagine you are sent on an expedition to Antarctica. Describe the different things you see and do when you arrive. Use evidence from the text, *Planning Your Trip to Antarctica*, in your story.
D O you marvel at how movie dogs get their daring rescue scenes just right? Ever wonder how TV dogs know just when to nuzzle up to their “owners”? Not just any old dog can show up on a set and become a star. Lots of hard work goes on behind the scenes!

**Wanted: Professional, People-Loving Pooches**

2 “We’re looking for animals that are outgoing and very people-friendly,” says trainer Mathilde de Cagny at Birds & Animals Unlimited in California. She has trained dozens of star canines, including Moose (Eddie on Frasier), Enzo (My Dog Skip), and Shadow (Homeward Bound).

3 “About 80 percent of the dogs and cats that are used in film are shelter rescues or shelter placements,” notes Marie Belew Wheatley, president and CEO of the American Humane Association. “These are animals that have been saved and go on to be actors.”

4 Even if prior owners had trouble handling them, trainers can work with most problem behaviors except biting.

5 At first, Shadow was very anxious and insecure. De Cagny built up his confidence, little by little.

6 In contrast, Moose was extremely hyper, rebellious, and mischievous. With his huge ego, he actually enjoyed battles.

7 “Since I could see that he wanted to fight, I decided I wasn’t going to
do any of that with him,” de Cagny says. Instead, she let him fight with a sandbag. “He would get frustrated and eventually give up.” When Moose heeded her, however, he got positive attention in return.

Many dogs love treats as a reward. Others work for praise, petting, or other attention. Still other dogs have favorite toys or stuffed animals.

“You need to be able to read your animal’s mind,” says de Cagny. That means first thinking like a dog in general, and then putting yourself in the position of the unique animal you’re working with. Ideally, trainers build from dogs’ natural instincts and guide them into learning things so that the dogs don’t realize they’re working. “Because that way they stay really happy, and it’s not a job,” de Cagny adds. “It’s a game.”

Ready on the Set!

“It takes about four months, if you spend every day, to get a good trained dog,” says de Cagny. Acting dogs learn lots of behaviors to look like they belong in a story. They also learn to behave professionally so that they don’t disrupt others on the set.

After reviewing scene details with trainers, many productions rehearse with a stuffed animal. That way, the lighting and other technical details can be checked. Next comes rehearsal with the animal. Finally, they shoot the scene. Optimally, the animal gets it right in one or two takes.

On screen, it may look like the dog comes when an actor calls his character’s name. In reality, the trainer is four or five meters away, standing behind the camera and using hand gestures or other signals to cue the dog.

Happy Endings

If a dog whimpers on screen, the animal seems hurt or sad. But that’s all right if the trainer taught the behavior and the animal wasn’t really hurt, either physically or psychologically. Likewise, computer-assisted technology can make it look as though an animal went flying through the air when he didn’t. What counts is how productions treat acting animals in real life.

To reassure viewers, many film productions invite safety representatives of the American Humane Association to visit their sets. Following detailed guidelines, representatives check to make sure that animals have adequate food and water. Are they comfortable — not too hot or too cold? Representatives also make sure that no cruel means are used to get the response seen on screen.

If the production passes muster, the AHA awards an end credit, stating that no animals were harmed in the making of the film. “By and large, producers want to do the right thing,” notes Wheatley.

After all, viewers care that acting animals receive humane treatment. That means a happy ending for everyone.
ALL IN A DAY’S WORK

Dogs do lots of different jobs. Here are just a few canine careers:

• **Rescue dogs** can squeeze into tight spots or travel over rough terrain more easily than humans. Their keen sense of smell helps find survivors of a disaster or accident. Even if it's too late to find survivors, dogs can locate victims' remains...

• **Guard dogs** keep crime at bay. Working for both private and public facilities, they sound the alarm if something is amiss.

• **“Sniffer” dogs** help enforce the law. Some dogs detect illegal narcotics for customs agents and law enforcement agencies. Bomb-squad dogs seek out various explosives. Then there's the U.S. Department of Agriculture's Beagle Brigade. They stop travelers from bringing in food that might harbor harmful pests or diseases.

• For over 75 years, **guide dogs** have helped people with disabilities. Some are Seeing Eye dogs that work with the blind. Others help deaf or wheelchair-bound people. Both dogs and their owners undergo extensive training.

• **Therapy dogs** help patients get better. Some dogs take part in individually tailored therapy. For example, they play games or walk with someone in rehab to help the person get moving again. Other dogs are professional comfort-givers. They visit patients in long-term care facilities to cheer them up.

• **Herding dogs** keep groups of animals together. Some work alongside ranchers. Others, including some border collies, can even round up their charges on their own.

What is the most likely reason the author asks questions in paragraph 1?

a. to express doubt that dogs should be actors
b. to show a problem and solution in the article
c. to show that there is much to learn about dogs
d. to interest the reader in the subject of the article

Read the sentence from paragraph 9 in the box below.

That means first thinking like a dog in general, and then putting yourself in the position of the unique animal you’re working with.

Based on the sentence, what is the meaning of the word unique?

a. particular
b. trained
c. playful
d. Young

Based on paragraphs 4-9, how would trainer Mathilde de Cagny most likely respond to a dog actor that liked to bark?

a. She would reward him when he stopped barking.
b. She would encourage other dogs to play with him.
c. She would scold him until he did not bark anymore.
d. She would decide that he could not be trained as an actor.

Which meaning of the word set is used in paragraph 1?

a. posture or pose
b. a radio or television receiver
c. a group of objects that are used together
d. background scenery in a movie or on a stage
During a normal day, there are 280 planes taking off from an airport, but the airport is a lot busier during the summer. During the summer, about 336 planes take off every day from the airport. During the summer, the airport opens 12 hours during each day, how many planes take off from this airport in each hour?
Sara goes to Walmart with $20. She buys slime and new shoe laces. If she gives the cashier $20, how much change should she get back?

- Slime: $2.36
- Shoe laces: $7.99
Iron Man
300 Point Question

David went to the candy store and bought 1/4 of a pound of candy. If 3/4 of David’s candy was chocolate, how many pounds of chocolate candy did David buy?
Evaluate:

$$3 + 4 \times 2 + (10 - 5)$$
A birdbath hold 6.2 liters of water. A rainy day adds another 215 milliliters of water to the birdbath. How many total millimeters of water are in the birdbath after it rains?
Complete the expression to write the number in expanded form.

Five hundred twenty-four and sixteen hundredths

___ x 100 + ___ x 10 + ___ x 1 + ___ x \( \frac{1}{10} \) + ___ x \( \frac{1}{100} \)

Zachary wrote this expression in his notebook.

\[10 \times 10 \times 10 \times 10\]

Which of the following is equivalent to Zachary's expression?

- a. \(3^4\)
- b. \(4^{10}\)
- c. \(10^5\)
- d. \(10^4\)

A soccer coach bought eight soccer balls. This line plot shows the weight of each ball the coach bought.

What is the total weight, in pounds, of all the soccer balls the coach bought?

- A. \(2\frac{5}{8}\)
- B. \(4\frac{1}{2}\)
- C. \(6\frac{7}{8}\)
- D. \(7\frac{5}{8}\)
Plot the point \((9, 5)\) on the coordinate plane.

Select the place on the coordinate plane to plot the point.
This question has three parts.

Ben walked a distance of 1.2 kilometers. Alice walked a distance of 0.85 kilometer. Walter walked a distance of 50 meters.

Part A
What is the distance, in meters, that Ben walked? Show and explain how you got your answer.

Part B
How many more meters did Ben walk than Alice walked? Show and explain how you got your answer.

Part C
What is the total distance, in kilometers, that Ben, Alice, and Walter walked? Show and explain how you got your answer.
Find the quotient.

\[ 7.5 \div 10^2 \]

Curt wrote a number pattern.

- He used the rule "to get from each number to the next, add 4."
- The first number in his pattern is 1.

Kristy wrote a different number pattern.

- She used the rule "to get from each number to the next, add 2."
- The first number in her pattern is 1.

Which of the following statements is true about both Curt's and Kristy's number patterns?

- A. All the numbers are odd.
- B. All the numbers are even.
- C. The number 2 is in both patterns.
- D. The number 3 is in both patterns.

A case of soda has 12 cans. Each can holds 360 milliliters of soda. What is the total number of liters of soda in the case?

- A. 3.00 liters
- B. 4.32 liters
- C. 30.0 liters
- D. 43.2 liters
The distances, in miles, that seven students live from school are shown.

\[1 \frac{1}{8}, 1 \frac{1}{8}, 3 \frac{3}{8}, 3 \frac{7}{8}, 3 \frac{1}{8}, 3 \frac{3}{8}\]

Complete the line plot to show the distances the seven students live from school.

**Distances from School**

![Line plot](image)

Distance (miles)

What is the value of this expression?

\[(10 + 4 \times 3) + 5 \times 2\]

Which of the following statements is true?

- A. \((25 \times 10) - 15\) is 15 decreased by the product of 25 and 10.
- B. \(3 + (19 - 10)\) is 3 more than the sum of 19 and 10.
- C. \(7 - (18 + 38)\) is 7 less than the sum of 18 and 38.
- D. \((24 \div 6) \times 5\) is 5 times the quotient of 24 and 6.
Science:

☐ Choose any of the available 5th grade science lessons on mysteryscience.com (no login required)
☐ Spring Training Jeopardy Questions
☐ Spring Training Multiple Choice Questions
☐ Spring Training Science Open Response

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
A student took pictures of the Moon on different days. Which set of pictures did the student take on Sunday, Wednesday, and Saturday of the same week?
The diagram below shows a student’s design for a pulley system used to lift objects up to a platform.

Which of the following is most important to consider when choosing the type of rope for the pulley system?

- a. the shape of the pulley bucket handle
- b. the speed at which the pulley wheel moves
- c. the amount of weight the pulley bucket will hold
- d. the distance of the pulley wheel from the platform
In a science investigation, a student holds a vibrating tuning fork near a piece of cork, as shown below.

The student observes that the cork moves. Which of the following conclusions can be made from this investigation?

A. Sound is a form of energy.
B. Sound does not travel in air.
C. Sound cannot travel through the cork.
D. Sound is transformed into magnetic energy.
A student claims sunflowers reproduce by producing seeds. What part of the sunflower would the student use to support this claim?

a. Flower  
b. Leaf  
c. Root  
d. Stem
On which day did it **most likely** snow?

A. day 1  
B. day 2  
C. day 3  
D. day 4

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Temperature (°F)</strong></td>
<td>30</td>
<td>45</td>
<td>53</td>
<td>24</td>
</tr>
<tr>
<td><strong>Low Temperature (°F)</strong></td>
<td>25</td>
<td>39</td>
<td>42</td>
<td>14</td>
</tr>
<tr>
<td><strong>Skies</strong></td>
<td>clear</td>
<td>cloudy</td>
<td>partly cloudy</td>
<td>cloudy</td>
</tr>
<tr>
<td><strong>Wind Speed (mi. per hr)</strong></td>
<td>5</td>
<td>9</td>
<td>15</td>
<td>4</td>
</tr>
</tbody>
</table>
A change in the environment of an area caused the leaves of many plants to turn brown. Many of these plants died.

Which of the following changes in the environment most likely caused the plants to die?

A. a long drought
B. an early spring
C. a windy summer
D. a large thunderstorm
A student is constructing four different electrical circuits. Each circuit has a battery, wires, a switch, and a light bulb.

Which of the following is the best way for the student to record information so that another student can construct exactly the same four circuits?

A. draw a diagram that shows each circuit
B. make a tally of the parts used in each circuit
C. make a list of the materials needed for each circuit
D. create a graph that shows the number of parts in each circuit
Some Canada geese pass through Massachusetts as they migrate south in the fall. Which of the following best explains why these birds migrate south in the fall?

A. There is more food in the south during the winter.
B. There is less rainfall in the south during the winter.
C. There are more birds in the south during the winter.
D. There are fewer predators in the south during the winter.
1.) The chart below lists some organisms found in an ocean ecosystem.

<table>
<thead>
<tr>
<th>Producer</th>
<th>Herbivore</th>
<th>Carnivore</th>
</tr>
</thead>
<tbody>
<tr>
<td>green algae</td>
<td>surgeonfish</td>
<td>grouper</td>
</tr>
<tr>
<td>sea grass</td>
<td>turtle</td>
<td></td>
</tr>
</tbody>
</table>

A student made the food web below, but some arrows are missing.

Why should the student add arrows from the green algae and the sea grass to the turtle?

- A. to show that turtles are sometimes eaten by carnivores
- B. to show that turtles can produce food from sunlight and water
- C. to show how turtles get energy and materials for growth from producers
- D. to show how turtles protect producers from being eaten by other herbivores
2.) A student is testing different types of wood to use for a bookshelf. The student tests each type of wood to predict how many books the bookshelf will safely hold.

Which of the following characteristics of the wood determines how many books the bookshelf can safely hold?

- A. flexibility
- B. hardness
- C. strength
- D. weight

3.) Some parts of a sunflower are shown in the diagram below.

A student claims sunflowers reproduce by producing seeds. What part of the sunflower would the student use to support this claim?

- A. flower
- B. leaf
- C. root
- D. stem
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
This question has three parts.

There are three states of matter commonly found on Earth. The picture below shows a candle burning. All three states of matter are present when the candle is burning.

Part A
Identify the three states of matter.

Part B
Identify an example of each of the three states of matter present when the candle is burning. Be sure to identify the state of matter for each example.

Each state of matter has certain basic properties.

Part C
For each of the three states of matter, describe one basic property.
This question has four parts.

Four processes are represented in the water cycle diagram shown below. Each process is numbered.

Part A
Identify process 1 of the water cycle and describe how water changes phases in this process.

Part B
Identify process 2 of the water cycle and describe how water changes phases in this process.

Part C
Identify process 3 of the water cycle and describe one effect temperature can have on water in this process.

Part D
Process 4 is runoff. Explain why the amount of runoff is greatest during the spring in Massachusetts.
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