Day 9
Read “Day 1” and answer the questions that follow.

Day 1
from The Library Card
by Jerry Spinelli

1 “Five minutes!”

2 Brenda froze.

3 Once, she had watched a TV show about zebras. The narrator said that sometimes a lion gets real close to a zebra and stares at it, and the zebra is so terrified it doesn’t try to run. It just stands there waiting to be devoured.

4 How dumb, thought Brenda at the time. She did not understand the zebra. Now she did. Now an even meaner beast came stalking, ready to pounce, ready to swipe away her very life. And she was paralyzed with fear.

5 “Four minutes!”

6 Four minutes. Two hundred and forty seconds.

7 She squeezed her pillow to her chest. She tried to concentrate on her TV, on the figures speaking and moving, but she could not. The screen was like a half-remembered dream.

8 When first she heard about it, she had scoffed. Impossible, she said. It would never happen. A date had been set, and a time, but it was so long off it did not seem real. It could not be seen coming down the street. It could not be heard. In her room things were as they had always been. Her beanbag chair. The bed. Ace Monahan, Weird Kid, as always on the tube at 6:30 Sunday. She simply could not believe that anything horrible was on the way.

9 “Three minutes!”

10 At times like this in the movies, some people would try to look on the bright side. They would say something like, “Well, it’s been a good life.”
11 How stupid!

12 The convict on death row—in the final minutes of a movie or before the commercial— that’s who she related to. Sweaty palms clutching cell bars—the raw, terrified stare— the footsteps of priest and warden—the faint buzz that means they’re testing the electric chair— the seconds ticking louder, louder—yes, that

13 “Two minutes!”
she understood. In one movie a man being strapped to the chair cried out, “Just give me one more minute!” How silly, she had thought then.

14 Her hands and feet were spongy. She was tortured by thoughts that she might have done something to stop this. Had she tried everything? Had she cried? Yes. Pouted? Refused to speak? Refused to eat? Refused to move? Yes, yes, but nothing stopped it. It was a ten-ton steamroller squashing every protest in its way, crunching.

15 “One minute!”

16 So fast. She had never known time was so fast. It did not help to remind herself that she was not alone, that it was happening all over town. She had heard once that the greatest fear was fear of the unknown.

17 “Thirty seconds.”

18 She could hear footsteps now, on the stairs, rising, in the hallway now, closer, on the other side of the bedroom door now... the warden, the priest... A lock! She should have gotten a lock!

19 “Ten seconds.”

20 Had it been a good life?

21 The doorknob turned. She opened her eyes as wide as she could, swallowing, gorging herself on the glowing screen, the beautiful screen.

22 “Three... two... one...”

23 The door swung open. Her father walked in. He looked at her. She clutched at the bedspread, she wailed, “One more minute! Pleeeeeeese!”
The warden smiled a weak, regretful smile. "Sorry, kiddo," he said and pushed the power button: plink. The picture shrank to a point and vanished. Flushed. Gone. Herself with it.

Was it her imagination, or could she really hear ten thousand plinks all over town?

The Great TV Turn-Off had begun.

It was 7:00 p.m. Sunday. Brenda had already done the arithmetic. She would have to go without TV for one hundred and sixty-eight hours. Or ten thousand and eighty minutes. Or six hundred and four thousand, eight hundred seconds.

One week.

At the moment the numbers meant nothing to Brenda. Nothing meant anything. She was numb. Dead.

And so was her beloved TV. The voices, the laughter, the bright leaping colors—gone with the flick of a father's finger. Where moments before Ace Monahan was filling the screen, now there was only a flat gray nineteen-inch square. A shroud. A tombstone.

Brenda knew she was in shock. She knew this from hospital and emergency room dramas she watched. Even zebras facing lions went into shock. It was nature's way of shielding its creatures from the extremest moments of agony.

But shock was not a healthy state either—let it go on too long and you might never come out of it. That's why doctors always said of someone in shock: "Keep him warm. Raise his legs." Brenda got under the covers and put the pillow under her feet.

The red numbers of her digital clock said 7:01. Ten thousand and seventy-nine minutes to go. She groaned aloud.

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1 shroud — a sheet used to cover a body for burial
164. Based on paragraph 12, how does Brenda relate to the “convict on death row”?

A  Brenda remembers she has missed her favorite program.
B  Brenda thinks she has been unfairly accused.
C  Brenda believes she will be trapped indoors.
D  Brenda feels anxious about what is to come.

165. In paragraph 24, who is the “warden”?

A  Brenda’s father
B  Brenda’s teacher
C  a person from a prison
D  a character in a program
166. What is the main purpose of paragraph 26?

A  to present a flashback
B  to reveal the main problem

to change the story’s setting
to show a character’s thoughts

167. In paragraph 27, what does “Brenda had already done the arithmetic” mean?

A  She completed her homework.
B  She estimated how long she had been alive.

to change the story’s setting

to show a character’s thoughts
C  She counted how many hours of TV she had watched.
D  She knew how long the Great TV Turn-Off would last.

5th Grade Story
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168. In paragraph 30, what does the contrast between bright colors and a gray tombstone suggest?

A  how late at night it is  
B  how unhappy Brenda is  
C  how quickly time has passed  
D  how sleepy Brenda has become

169. • Read the question carefully.
• Explain your answer.
• Add supporting details.
• Double-check your work.

Based on the selection, describe Brenda’s feelings about the Great TV Turn-Off. Support your answer with important details from the selection.
Read the passage and answer the questions that follow.

The Courage of "Molly Pitcher"
by Karen S. Hopkins

1. It was the end of June 1778. The 13 colonies that made up America were in the middle of a daring war. The colonists wanted freedom from the harsh laws imposed by England's king. The British soldiers were ordered to keep them from winning that freedom. But the colonists had already proclaimed their independence, and the Revolutionary War was on.

2. At Monmouth, New Jersey, a fierce battle was raging. General George Washington had ordered his men to drive the British soldiers out of the area. The fighting must not stop until the enemy withdrew! One soldier, John Hays, had an important job to do. He was to help fire one of the huge cannons that was pulled from battle to battle.

3. John's wife, 23-year-old Mary Hays, was at the battle too. In those days, wives could accompany the army from camp to camp. Mary and the other wives cooked and washed clothes for the soldiers.

4. On this day, the hot, June sun was blazing. As the fighting wore on, the temperature neared 100 degrees. Hundreds of soldiers fell down, exhausted from the heat. Mary knew what to do. Grabbing a pitcher, she quickly filled it with water from a nearby stream. She ran onto the battlefield and gave drinks to the thirsty soldiers. Soon, more men were shouting, "Molly, pitcher!" Molly was a nickname for Mary. Mary refilled the pitcher again and again.

5. Suddenly, Mary's husband collapsed near the cannon. Mary ran to help him, but he was too weak to get up. Mary knew the cannon could not remain silent. She stepped up to take John's place without thinking of her own safety. She helped fire the cannon many times. It has even been said that a shot from the enemy passed directly between her legs that day. Mary stayed with the cannon until dark when the fighting stopped. The battle was over, but the story of Mary's bravery would go on.

6. Mary, soon known everywhere as "Molly Pitcher," was considered a heroine for what she had done. George Washington thanked her in person and praised her for the courage she had shown. When John recovered, Mary and he continued to fight for the cause of freedom.

7. By 1783, the British were defeated, and the colonists had won their independence. Mary and John went home to Pennsylvania.
Many years later, when Mary was nearly 70 years old, she was honored again for what she had done at the Battle of Monmouth. Pennsylvania lawmakers awarded Mary a pension of $40 a year for her bravery.

Only a few women actually fought in a Revolutionary War battle. Mary Hays had been one of them. The courageous spirit of people like "Molly Pitcher" had helped to transform 13 colonies into the United States of America.
30. According to the article, what was a wife’s usual role in the Revolutionary War?

A  to cook food and wash clothes for the soldiers
B  to build shelters and hunt food for the soldiers
C  to help move and fire cannons on the battlefield
D  to carry sick or exhausted soldiers off the battlefield

31. How did John Hays most likely feel right after the Battle of Monmouth?

A  He felt proud of Mary for fighting.  
B  He felt his job had become unimportant.  
C  He was afraid to continue fighting in the war.  
D  He was pleased Mary received a $40 pension.
32. What did most people think of Mary's actions at the Battle of Monmouth?

A  They thought she was foolish and should be sent home.

B  They thought she was skillful and should continue fighting.

C  They thought she was courageous and had acted like a heroine.

D  They thought she was reckless and had endangered the soldiers.

33. How was Mary rewarded for her actions during the Battle of Monmouth?

A  She was allowed to join the army.

B  She was given the name “Molly Pitcher.”

C  She was thanked by George Washington.

D  She was able to go home to Pennsylvania.
34. How did Mary Hays show her courage at the Battle of Monmouth? Use at least two details from the article to support your answer.
Lesson 24
Understand
Volume

Prerequisite: How do you measure the area of a rectangle?

Study the example problem showing how to find the area of a rectangle. Then solve problems 1–7.

Example

Nan tiled a 5-foot by 8-foot section of her kitchen floor. Each tile covers 1 square foot. What is the area of the floor that she tiled?

Area is the number of square units a figure covers. The floor has 5 rows of tiles. There are 8 tiles in each row.

Multiply 5 feet \times 8 feet to find the area of the tiled floor.

Area = 5 \text{ feet} \times 8 \text{ feet} = 40 \text{ square feet}

1 Each square in the rectangle on the right covers 1 square centimeter.

There are _____ rows of squares.

There are _____ squares in each row.

The area of the rectangle is _____ square centimeters.

2 What is the area of the rug at the right?

Show your work.

Solution: __________________________

3 The infield of a baseball field is a square with sides that are 90 feet. What is the area of the infield?

______________________________

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Solve.

4 The diagram shows the dimensions of two desks that Hannah is thinking about buying. What is the area of each desktop?

**Show your work.**

Solution: ____________________________________________

5 The width of Andy’s porch is 5 feet. Its area is 40 square feet. How long is the porch?

**Show your work.**

Solution: ____________________________________________

6 Look at problem 5. Andy wants to extend his porch by adding on to the length. This new section will have the same width, but he wants the porch to have a total area of 60 square feet. What should he make the length of the new section?

**Show your work.**

Solution: ____________________________________________

7 Jillian wants her rectangular garden to cover an area of 180 square feet. What are the lengths and widths of two possible rectangles she can use? Explain.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Find Volume with Unit Cubes

Study the example problem showing how to use unit cubes to find the volume of a rectangular prism. Then solve problems 1–8.

Example
Peter stacked unit cubes to build this rectangular prism.
What is the volume of the figure?
There are 4 unit cubes in 1 layer.
There are 5 layers.
$4 + 4 + 4 + 4 + 4 = 20$ unit cubes
$5 \times 4 = 20$ unit cubes
Volume = 20 cubic units

1 Look at figure A and fill in the blanks below.
There are _____ layers and _____ cubic units in each layer.
The volume of this figure is _____ $\times$ _____ = _____ cubic units.

2 What is the volume of figure B? Tell how you know.

3 Elena stacks 2 layers of 4 unit cubes to fill a small box.
How many cubes are in the box? _____
What is the volume of Elena's box? _____

Vocabulary

cubic unit a cube, 1 unit on each edge, used to measure volume.
volume the amount of space inside a solid figure.
Solve.

4 Look at figure C and fill in the blanks below.
There are _____ layers and _____ cubic units in each layer.
The volume of this block is 
_____ × _____ = _____ cubic units.

5 What is the volume of figure D? ________________________

6 How many of figure D does it take to fill figure E? How does the volume of figure D relate to the volume of figure E? Explain.

7 A block has a volume of 36 cubic units. It has 9 layers of cubic units. How many cubic units are in each layer?

8 Draw or describe box F that has a volume of 5 cubic units. Then draw or describe a box that has 3 times the volume of box F. What is the volume of the second box?

Solution: ________________________

_____________________

Lesson 24 Understand Volume
Reason and Write

Study the example. Underline two parts that you think make it a particularly good answer and a helpful example.

Example

Niles built this rectangular prism with unit cubes. Then he took apart the prism and built a different prism with the same number of cubes. Draw a picture of the second prism that Niles could have made.

Describe the number of layers and the number of cubes in each layer of both prisms. Write a statement to compare the volume of the prisms.

*Show your work.* Use pictures, words, or numbers to explain your answer.

The first prism that Niles built has 3 layers and 4 cubes in each layer.

The second prism that Niles built has 2 layers and 6 cubes in each layer.

$3 \times 4 = 12$ and $2 \times 6 = 12$. Both prisms are made of 12 unit cubes, so both have a volume of 12 cubic units.

The volume of both prisms is the same.
Solve the problem. Use what you learned from the example on the previous page.

Example
Leah built this rectangular prism with unit cubes. Then she took apart the prism and built a different prism with the same number of cubes. Draw a picture of the second prism that Leah could have made.

Describe the number of layers and the number of cubes in each layer of both prisms. Write a statement to compare the volume of the prisms.

Show your work. Use pictures, words, or numbers to explain your answer.

Did you... 
• show a drawing? 
• describe the number of layers and number of cubes in each layer? 
• compare the volume of each prism?
Would you rather be the smartest, kindest or funniest kid in class? In your writing be sure to:

- Clearly state your opinion
- Support your opinion with details and evidence
Lesson 3
Interjections

Introduction An interjection is a word or words that express emotion, such as excitement, surprise, disbelief, understanding, or disagreement.

- When an interjection shows strong emotion, such as anger, shock, or excitement, it stands alone and is followed by an exclamation point.
  
  Oh, no! I can’t find my ticket.
  
  Wow! That was an incredible movie.

- When an interjection shows less emotion, it comes at the beginning of a sentence and is followed by a comma.
  
  Well, I’m not sure it was the best movie I’ve ever seen.

- Here are more examples of common interjections.

<table>
<thead>
<tr>
<th>Interjection</th>
<th>When to Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>oops</td>
<td>to show a mistake</td>
<td>Oops, I left my phone in the theater.</td>
</tr>
<tr>
<td>oh</td>
<td>to show shock or another</td>
<td>Oh! We should go back and get it right away.</td>
</tr>
<tr>
<td></td>
<td>thought</td>
<td></td>
</tr>
<tr>
<td>hey</td>
<td>to show a thought or</td>
<td>Hey, here it is in my coat pocket.</td>
</tr>
<tr>
<td></td>
<td>discovery</td>
<td></td>
</tr>
<tr>
<td>yay</td>
<td>to show happiness or</td>
<td>Yay! We don’t have to go back to the theater.</td>
</tr>
<tr>
<td></td>
<td>excitement</td>
<td></td>
</tr>
<tr>
<td>whew</td>
<td>to show relief</td>
<td>Whew! That’s a relief.</td>
</tr>
</tbody>
</table>

Guided Practice Write an interjection to complete each sentence.

HINT When an interjection is followed by an exclamation point, it should begin with a capital letter.

1. ___________! We made it just in time for the movie.
2. ___________! I forgot to bring my wallet.
3. ___________, I can loan you money for a ticket.
4. ___________! I just found some money in my pocket.
5. ___________, thanks a lot. That’s really nice of you.
Independent Practice

For numbers 1–3, choose the purpose of the underlined interjection.

1. Yay! We are going to another movie today!
   A. to show agreement
   B. to show excitement
   C. to show a mistake
   D. to show anger

2. Whew! I thought we would have to stay home and do chores.
   A. to show a mistake
   B. to show understanding
   C. to show surprise
   D. to show relief

3. Oh, I think we are doing chores tomorrow.
   A. to show happiness
   B. to show surprise
   C. to show another thought
   D. to show relief

For numbers 4 and 5, choose the example that is punctuated correctly.

4. A. Wow! That was a very scary movie.
   B. Wow that was a very scary movie.
   C. Wow, that was a very scary movie.
   D. Wow! That was, a very, scary, movie.

5. A. Well I wasn’t very scared.
   B. Well! I wasn’t very scared.
   C. Well, I wasn’t very scared.
   D. Well I, wasn’t very scared.
Thursday: Science

1. All matter:
   A. conducts electricity
   B. is solid
   C. has mass and volume
   D. is flexible

2. A form of matter has no definite shape or volume. The molecules are very far apart. What form of matter is this?
   A. solid
   B. liquid
   C. gas
   D. ice

3. What is the process called in which a liquid changes state to become a gas?
   A. condensation
   B. evaporation
   C. melting
   D. freezing

4. Which statement BEST describes what happens to matter when it changes state from a liquid to a solid?
   A. Its particles begin to move faster.
   B. Its particles do not move at all.
   C. Its particles evaporate.
   D. Its particles begin to move more slowly.
5. Three properties of a block of wood are listed in the chart below. Identify one scientific tool that can be used to measure each property. The tool used to measure weight is shown.

<table>
<thead>
<tr>
<th>Property</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>weight</td>
<td>spring scale</td>
</tr>
<tr>
<td>height</td>
<td></td>
</tr>
<tr>
<td>mass</td>
<td></td>
</tr>
</tbody>
</table>

6. Which of the following *best* describes a gas?

A matter that has a definite shape but not a definite volume  
B matter that has a definite volume but not a definite shape  
C matter that has a definite shape and a definite volume  
D matter that has no definite shape and no definite volume

7. The diagram below shows a solid piece of chocolate before it was melted and the same piece of chocolate after it was melted into a liquid.

Solid chocolate  
Liquid chocolate

Which property of the piece of chocolate is the same in the two diagrams?

A mass  
B shape  
C temperature  
D texture
How would life in Russia, a gigantic land country, be different from life in Japan which is an island nation? Use as much detail as you can. If you're not sure, make a guess. Aim to write one paragraph (six sentences).