

Week 1: Apr. 20-Apr. 24, 2020

Name: _____

This is your assignment check off list, so you can keep your work organized every week. Please check off the appropriate box as you finish your assignments. All ELA assignments can be found on readworks.org and all Math assignments are from your My Math workbooks.

Day	Assignments	Completed	Incomplete
Monday	ELA: 3,2,1... Blast Off! Math: MM 903-908		
Tuesday	ELA: Civil Rights on a +City Bus Math: MM 909-912		
Wednesday	ELA: Mission Pluto Math: MM 915-922		
Thursday	ELA: Water, Water, Everywhere Math: MM 923-928		
Friday	Catch up day. Finish any incomplete work. Write a note to your teacher explaining which assignment was challenging and why? Which assignment was fun and why?		

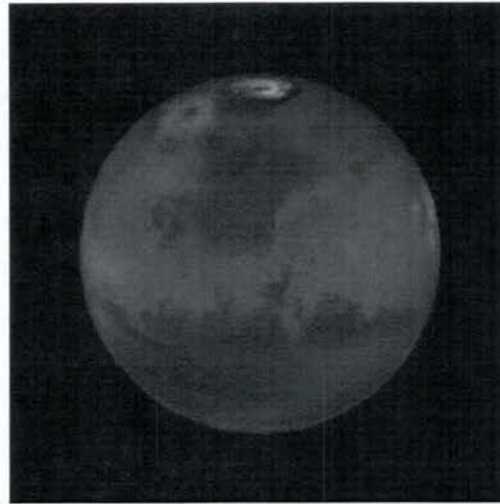
Complete the check off list. Organize and pin/staple the whole packet together.

Reflection:

Dear teacher,

Sincerely,

3, 2, 1... Blast Off!



NASA

Now you can take a trip to Mars without ever leaving Earth.

A kid reporter journeyed to Mars aboard Disney's new space ride. Find out how close her ride was to the real thing.

Weekly Reader kid reporter Sonia Mia Diaz blasted into space. This 10-year-old from Florida was on a journey to Mars.

Sonia Mia rocketed to Mars aboard a new ride called Mission: SPACE. She experienced the ride during its opening week at Walt Disney World's Epcot Center in Orlando, Florida.

After her mission, Sonia Mia interviewed Sue Bryan, one of the ride's creators. Sonia Mia learned that Disney worked closely with the National Aeronautics and Space Administration (NASA) to develop the new space attraction. The ride lets people experience what a trip to Mars might be like in the future.

A Space Adventure

On her journey, Sonia Mia never actually left the ground. The ride gives people the feeling of blasting off and traveling through space. "We really wanted people to feel as close as they could to what it's like to be an astronaut," said Bryan.

Sonia Mia read quotes about space exploration as she waited in line. Information about space history fills the attraction. There is even a moon car called a lunar rover on loan from a

museum.

An Intense Liftoff

Before boarding the shuttle, Sonia Mia and three other riders were given different roles for the mission. Those roles included commander, pilot, navigator, and engineer.

Sonia Mia was assigned to be the engineer. In real life, Sally Ride, the first U.S. woman in space, performed the same role.

After Sonia Mia strapped herself in, the shuttle moved into launch position. The countdown began, and the shuttle blasted off! During the mission, Sonia Mia and her team used buttons and joysticks to perform the tasks associated with their roles. The ride lasted about 4 minutes.

The mission was as intense as Sonia Mia had hoped. What was her favorite part? The liftoff! "I liked the intensity of the blastoff and the air pressure on my face," she said.

A Realistic Ride?

So how did the ride live up to a real space shuttle mission? Weekly Reader caught up with NASA astronaut Winston Scott to ask him that question.

Scott launched into space on two shuttle flights. He tested out Mission: SPACE and gave it a big thumbs up. "It's a thrill a minute," he said.

Although no astronauts have been to Mars yet, Scott said the ride's liftoff was realistic. The feeling of moving up the launch pad and being forced back into your seat were similar to those felt on a shuttle.

However, he points out, there are differences. In an actual launch, astronauts feel about three times the force of **gravity**. Gravity is the force that pulls things toward Earth.

The blastoff on the ride was also shorter than an actual liftoff. And, he said, riders don't experience weightlessness. On a real space shuttle, astronauts become weightless because there is no gravity.

For many people, the ride brings to mind the courage of space explorers. As Sonia Mia pointed out, "Going on the ride made me think about how brave astronauts are."

Interview With an Imagineer

Sonia Mia Diaz interviewed Sue Bryan, one of the forces behind Mission: SPACE. Here's what Sonia Mia learned.

Sonia Mia: What is an Imagineer?

Sue Bryan: Imagineers are people who work for Disney.

In general, Imagineering is about storytelling. We build attractions that put people who visit our parks into different worlds and stories. We also use technology to tell stories.

Sonia Mia: What was your role in creating the ride?

Bryan: I'm the senior show producer, which is like being a movie director. A movie director guides people and directs the show, including the lighting, music, artists, and motion you experience on the ride.

Sonia Mia: Where did your team get the inspiration for Mission: SPACE?

Bryan: People have always had an interest in space. The time and technology were right to create this new space attraction. We worked closely with NASA to develop the science and technology behind the attraction. No one has ever put people into a ride system like this before.

Sonia Mia: Before the ride, I was warned not to move my head or close my eyes because of motion sickness. I didn't feel sick, but might a person if he or she does those things?

Bryan: That could happen if you move your head, because of the technology used to create the ride. We give those recommendations because we want people to feel most comfortable. Some people can move their heads, and it doesn't bother them at all.

Sonia Mia: How many times have you been on Mission: SPACE?

Bryan: At last count, I've ridden it more than 400 times!

Name: _____ Date: _____

1. Disney and NASA developed the ride Mission: SPACE. What does the ride let people experience?

- A. what the first trip to the moon was like
- B. what a trip to the moon might be like in the future
- C. what a trip to Mars might be like in the future
- D. what trips to Mars were like many years ago

2. Astronaut Winston Scott compares and contrasts the ride Mission: SPACE with a real space shuttle mission. According to Scott, how is Mission: SPACE similar to a real space shuttle mission?

- A. The feeling of moving up the launch pad is similar on the ride and on a space shuttle.
- B. The blast off lasts the same amount of time on the ride and on a space shuttle.
- C. Three times the force of gravity is felt in a launch both on the ride and on a space shuttle.
- D. The feeling of weightlessness in space is similar on the ride and on a space shuttle.

3. Mission: SPACE was designed to give people a realistic experience of traveling through space like an astronaut. Which information from the passage best supports this conclusion?

- A. People never actually leave the ground during the ride Mission: SPACE.
- B. Sue Bryan claims no one has ever put people into a ride system like Mission: SPACE before.
- C. Mission: SPACE gives people the feeling of blasting off and traveling through space.
- D. Mission: SPACE does not allow people to feel as though they are weightless.

4. Based on the information in the passage, what sort of tasks did Sonia Mia most likely perform during the ride Mission: SPACE?

- A. She most likely performed tasks associated with a commander.
- B. She most likely performed tasks associated with an engineer.
- C. She most likely performed tasks associated with a pilot.
- D. She most likely performed tasks associated with a navigator.

5. What is this passage mainly about?

- A. a museum
- B. a roller coaster
- C. a computer
- D. a space ride

6. Read the following sentence: "During the mission, Sonia Mia and her team used buttons and joysticks to perform the tasks **associated** with their roles."

As used in the passage, what does the word "**associated**" most nearly mean?

- A. removed
- B. invented
- C. developed
- D. connected

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

_____ there are some similarities between the ride Mission: SPACE and a real space shuttle mission, there are also some differences.

- A. Because
- B. Although
- C. However
- D. Finally

8. What differences between ride Mission: SPACE and a real space shuttle mission does NASA astronaut Winston Scott point out?

9. The ride Mission: SPACE can help people understand what it is like to be an astronaut. Use information from the passage to support this conclusion.

10. Sue Bryan, the senior show producer of the ride Mission: SPACE, says that she and other Disney workers "build attractions that put people who visit our parks into different worlds and stories."

Explain how the ride Mission: SPACE puts people into "different worlds and stories." Use information from the passage to support your answer.

Civil Rights on a City Bus

by ReadWorks



On the first of December 1955, the African American seamstress Rosa Parks helped change the course of history on a city bus. Rosa boarded the bus after a day's work at a Montgomery, Alabama, department store. She settled towards the middle, past the first several rows, which at that time were reserved for white people. After making a few stops, the bus became full. Then a white man boarded, but there was nowhere for him to sit. The driver ordered Rosa and the rest of the black passengers in her row to stand at the back of the bus and let the white man sit. In an act of defiance that would help intensify the American Civil Rights Movement, Rosa refused to give up her spot.

For violating the laws of segregation, referred to as the "Jim Crow laws" (which were meant to keep white people and black people separate), Rosa was arrested and fined. Her refusal to move was a quiet and simple action, but she took an enormous risk that evening. She also

became a hero and an inspiration to people all over the nation who were fighting for racial equality, including Dr. Martin Luther King, Jr., a young minister who would soon become a major civil rights leader. In response to Rosa's arrest, blacks in the city of Montgomery boycotted the public bus system for more than a year. Like her, they had had enough of being treated like second-class citizens. The Monday after Rosa's arrest, most black commuters walked to where they needed to go—some traveling more than 20 miles.

In her autobiography, *Rosa Parks: My Story*, Rosa writes of that day on the bus:

People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in.

Finally, in November of 1956, the U.S. Supreme Court ruled that the Jim Crow laws that kept blacks and whites segregated were unconstitutional. Rosa Parks had challenged the law and shown people far beyond her own town how cruel and unjust segregation could be, and she had won. The boycott ended more than a month later, when the Montgomery buses were integrated, but the resistance to racial prejudice did not stop there. Rosa and the Montgomery Bus Boycott, as it has come to be known, sparked a series of nonviolent mass protests in support of civil rights. One woman's strength and commitment to change helped fuel a movement. Sometimes that is all it takes.

Name: _____ Date: _____

1. Why was Rosa Parks ordered to give up her seat on the bus?

- A. because the driver disliked her
- B. because she wasn't allowed to sit
- C. so that a black man could sit
- D. so that a white man could sit

2. The cause of Rosa Parks' arrest was her refusal to give up her bus seat. What was a direct effect of her arrest?

- A. blacks in Montgomery boycotted the public bus system
- B. Dr. Martin Luther King, Jr. became a civil rights leader
- C. the U.S. Supreme Court ruled segregation unconstitutional
- D. Rosa Parks showed Americans that segregation was wrong

3. Rosa Parks refused to give up her bus seat because she was tired of accepting unjust treatment. What evidence from the passage supports this conclusion?

- A. "Rosa Parks had challenged the law and shown people far beyond her own town how cruel and unjust segregation could be, and she had won."
- B. "Rosa and the Montgomery Bus Boycott, as it has come to be known, sparked a series of nonviolent mass protests in support of civil rights."
- C. "The Monday after Rosa's arrest, most black commuters walked to where they needed to go-some more than 20 miles."
- D. "'People always say that I didn't give up my seat because I was tired, but that isn't true. No, the only tired I was, was tired of giving in.'"

4. How can Rosa Parks best be described?

- A. tired
- B. brave
- C. smart
- D. sad

5. What is this passage mostly about?

- A. how Rosa Parks helped start the civil rights movement
- B. the unjust segregation laws called the "Jim Crow laws"
- C. the life and work of Dr. Martin Luther King, Jr.
- D. Rosa Parks' autobiography, *Rosa Parks: My Story*

6. Read the following sentences: "The driver ordered Rosa and the rest of the black passengers in her row to stand at the back of the bus to let the white man sit. In an act of **defiance** that would help intensify the American Civil Rights Movement, Rosa refused to give up her spot."

As used in this sentence, what does "**defiance**" mean?

- A. act of stopping something from happening
- B. permission to do something
- C. refusal to obey someone or something
- D. act of accepting the authority of someone

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

The bus driver ordered Rosa Parks to give up her seat, _____ she refused to move.

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

8. What were the laws of segregation meant to do?

9. What were the effects of the Montgomery Bus Boycott?

10. How did Rosa Parks become "a hero and an inspiration to people all over the nation who were looking for racial equality"?

Mission: Pluto

Pluto is a small, icy dwarf planet in our solar system. It was kicked out of the planet family on August 24, 2006.

A spacecraft called *New Horizons* blasted off toward Pluto in January 2006, and it flew by the former planet in 2015. The 1,054-pound spacecraft, about the size of a grand piano, got as close as 6,200 miles from Pluto's surface.

When *New Horizons* launched, officials at NASA, the U.S. space agency, said the craft would give humans a first look at Pluto and the other objects in the **Kuiper (KIGH-per) belt**. The Kuiper belt is a wide band of icy and rocky objects circling the sun just beyond the orbit of Neptune.

New Horizons has been mapping the objects, measuring their atmospheres, and examining their surfaces. The spacecraft has captured images and beamed them to Earth.

New Class System



nasa.gov

This drawing shows the spacecraft New Horizons as it nears Pluto and its moons. New Horizons is the fastest spacecraft ever built.

As *New Horizons* zoomed ahead, the world's top astronomers voted to **demote**, or lower the status of, Pluto. The decision was made at a convention of the International Astronomical Union (IAU) in Prague, Czech Republic. Now there are eight "classical" planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune.

Why did the astronomers boot Pluto from the planet family? For starters, the astronomers agreed on a new definition of a planet. A planet must be nearly round and must orbit the sun. Its orbit should not cross the orbit of another planet. Pluto's orbit crosses Neptune's path.

Astronomers have long suspected that Pluto was different from the other planets. Its orbit is very **elliptical** (oval-shaped). It takes Pluto 248 Earth years to circle the sun. Pluto also is quite small-not even as large as Earth's moon.

Orbit and size weren't the only problems. Pluto is also made up of different material from the other planets. Pluto isn't composed of just rocky material, as Earth and Mars are, or of gases, as Jupiter and Saturn are. Pluto was the only planet made mostly of ice, leading some to call it an "ice dwarf." The average temperature on Pluto's surface is -382 degrees Fahrenheit.

Dwarf Planets

Don't pity Pluto, though. It still has a place in space. Pluto is now one of a distinct class of smaller objects called **dwarf planets**. Along with Pluto, some members of the dwarf-planet category are Ceres (SIHR-eez), the largest asteroid; and Eris, which lies beyond Pluto's orbit.

More dwarf planets are expected to be announced by the IAU as more objects are discovered that fit into the category. "These dwarf planets are popping up everywhere," astronomer Alan Stern, who led the *New Horizons* mission, told *WR News*.

Eris

In 2003, Pluto's fate as a planet was probably sealed with the discovery of Eris, a Kuiper belt object larger than Pluto. Faced with that discovery and the possibility of discovering more large objects, astronomers began to talk about reclassifying the objects in our solar system.

"We might be demoting [Pluto] from the list of eight classical planets, but we're promoting it by making it the head of its own special class," said U.S. astronomer Owen Gingerich of Harvard University, who chaired the IAU panel.

Onward Mission

Scientists hope that the *New Horizons* mission will provide clues to how our solar system was created about 4.6 billion years ago. Many scientists believe that objects in the Kuiper belt are leftovers from the formation of our solar system.

Pluto's downsized rank isn't stopping scientists from studying it. "We will continue pursuing exploration of the most scientifically interesting objects in the solar system, regardless of how they are categorized," says Paul Hertz, chief scientist for NASA's Science Mission Directorate.

A Look Back at Pluto

Pluto was discovered in the 20th century, long after the other planets had been found. At its discovery, it was classified as a planet. It was discovered by an American, Clyde Tombaugh (1906-1997). Eleven-year-old British schoolgirl Venetia Burney suggested that the new planet be named Pluto, after the Roman god of the underworld. The name appealed to Tombaugh and others at the Lowell Observatory in Flagstaff, Arizona, where Pluto was discovered in 1930.

Name: _____ Date: _____

1. To "boot" means to

- A. turn on.
- B. kick out of place.
- C. beam to Earth.
- D. force to wear boots.

2. Pluto's orbit crosses the orbit of

- A. Neptune.
- B. Saturn.
- C. Earth.
- D. Mars

3. The spacecraft *New Horizons* was intended to do all the following *except*

- A. find a new "classical" planet.
- B. map and measure the objects it passes.
- C. provide clues to how our solar system was created.
- D. fly by Pluto in year 2015.

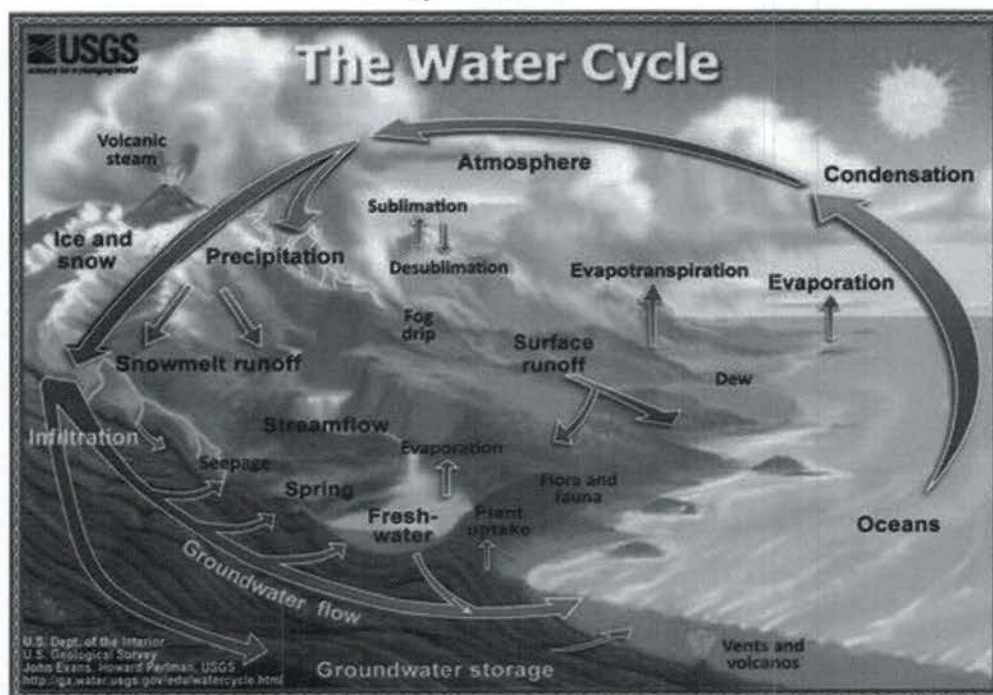
4. The Kuiper belt includes Eris, which is

- A. the destination of *New Horizons*.
- B. made up of gases.
- C. an object larger than Pluto.
- D. inside the orbit of Neptune.

5. What factors make Pluto different from the "classical" planets?

Water, Water, Everywhere!

by ReadWorks



Water can be found throughout the earth, both in living things and in the physical environment. It is in our bodies, in the bodies of animals and insects, and within all plants. Most of the water on earth is contained in our oceans. The rest of the water on earth is under ground, in rivers, and in the atmosphere, among other places.

The Water Cycle

Water is constantly moving on, above, and below the surface of the earth as it changes states between liquid, vapor, and ice. This movement of water on, above, and below the surface of the earth is known as the water cycle. The study of the movement and distribution of water on earth is called "hydrology."

Water in the Oceans

Over 70 percent of the total surface of our planet is covered with water. About 96.5 percent of it is found in the oceans. Although there are no physical boundaries separating one ocean from the other, five oceans have been demarcated and named. The Pacific Ocean is the largest in terms of surface area, followed by the Atlantic, Indian, Antarctic and Arctic Oceans. These oceans, although connected, separate the seven major continents. The Pacific Ocean separates Asia, Australia, and their surrounding islands from North and South America. The

Atlantic Ocean separates the two American continents from Europe and Africa.

The title of this text, "Water, Water Everywhere," comes from Samuel Taylor Coleridge's poem:

Water, water, everywhere,
And all the boards did shrink.
Water, water everywhere,
Nor any drop to drink.

It tells the story of a ship stuck near Antarctica. Despite being surrounded by water on all sides, the sailors were dying of thirst. Although the ocean's seawater supports other life forms such as whales, sea turtles and many types of fish, it is saline and unfit for drinking by humans. On average, this water contains 3.5 percent salt. Drinking this would result in more water getting excreted from the body to drain out all the salt.

Fresh Water

Where do humans get their drinking water from if over 96 percent of Earth's water is not potable? We get it from one of the many freshwater sources that have a lower concentration of salt and other dissolved solids than seawater. This water is also called "sweet water." It exists in many forms on and under the earth's surface. Sixty-nine percent is frozen in glaciers and ice caps, 20 percent forms the earth's lakes, and the rest can be found in other freshwater sources such as the atmosphere, rivers, swamps, and marshes.

The amount of fresh water in a given area depends on a number of factors related to the water cycle. For example, the amount of water in rivers and lakes is always changing due to inflows and outflows. According to the United States Geological Survey, inflows to these water bodies come from precipitation, overland runoff, groundwater seepage, and tributary inflows. Outflows from lakes and rivers include evaporation, movement of water into groundwater, and withdrawals by people. People use up a lot of surface freshwater for various purposes, including agriculture, industry, and recreation.

Any Drop to Drink

Water is crucial in supporting life. When we study other planets or their moons, we look for traces of water to see if the place could have supported life. It is so important that many people fear if it continues to become scarcer, wars may be fought over water in the future!

Name: _____ Date: _____

1. What is hydrology?

- A. the study of weather patterns throughout the earth
- B. the study of oceans and freshwater sources
- C. the study of the movement and distribution of water on earth
- D. the study of the movement of air throughout the earth

2. What does the author describe in the passage?

- A. the evolution of aquatic species
- B. the movement and distribution of water on Earth
- C. the history of sea-based exploration
- D. life on Earth during the Ice Age

3. Read the following sentences.

When we study other planets or their moons, we look for traces of water to see if the place could have supported life. It is so important that many people fear if it continues to become scarcer, wars may be fought over water in the future!

Based on the above evidence, what conclusion can be made?

- A. Water constantly cycles on, below and above the earth's surface.
- B. Water is crucial in supporting life.
- C. Over 70% of the total surface of our planet is covered with water.
- D. About 96.5% of the world's water is found in the oceans.

4. The amount of water in rivers and lakes is always changing due to inflows and outflows. Based on the information in this passage and the diagram, what are these inflows and outflows part of?

- A. the evaporation process
- B. the water cycle
- C. the precipitation process
- D. human-controlled systems

5. What is this passage mainly about?

- A. factors impacting the amount of fresh water
- B. human use of fresh water
- C. the processes of the water cycle
- D. the different sources of water on Earth

6. Read the following lines from Samuel Coleridge's poem:

Water, water, everywhere,

And all the boards did shrink.

Water, water everywhere,

Nor any drop to drink.

The author uses this poem in the passage to illustrate what concept?

- A. The salt water in our oceans has the power to shrink boats.
- B. The United States has more drinkable water than other countries.
- C. The ocean's water is unfit for drinking by humans.
- D. The glaciers of our planet are melting and flooding our rivers.

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

Over ninety-six percent of earth's water is too salty for humans to consume.

_____, we must get it from one of the many freshwater sources that have a lower concentration of salt and other dissolved solids than seawater.

- A. Finally
- B. Consequently
- C. However
- D. On the other hand