
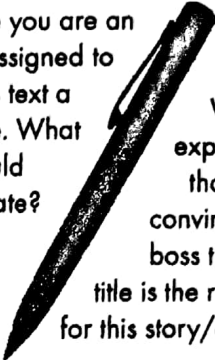
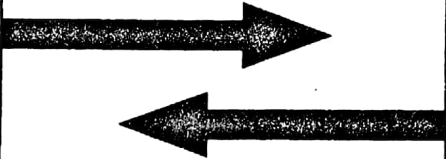

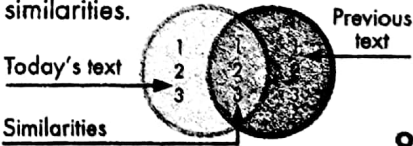
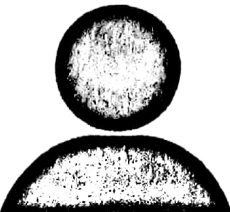


use  
with daily  
passage \*

Pick 2 items daily

\* must use 4  
different  
activities\*

|   |   |  |
|---|---|--|
| <p>Write the one sentence that you think is the most meaningful in the entire story/chapter. Defend your choice.</p>  <p>1</p> | <p>Write a sentence of 25 words or fewer that clearly and boldly states the theme of this story/chapter. Then, describe three specific elements from the text that support your theme.</p> <p>2</p>   | <p>Imagine you are an editor assigned to give this text a new title. What title would you create?</p>  <p>Write an explanation that would convince your boss that your title is the right one for this story/chapter.</p> <p>3</p>      |
| <p>In the voice of the narrator, write a diary entry from the day after the last event of this story/chapter occurred.</p> <p>4</p>   | <p>What is one choice a character made in this text that you would change? How would this different choice alter the path of the story?</p>  <p>5</p>               | <p>If something in this story reminds you of a song, poem, film, or other piece of media, describe the connection. Include as much detail about the related work as you can to help your reader understand the connection.</p> <p>6</p>  |
| <p>If you could interview the author, what three questions you would ask?</p>  <p>7</p>                                      | <p>Write a paragraph of at least five sentences that could be seamlessly inserted into the story/chapter. Be sure to include a paragraph number and/or explanation to show where your passage could be stitched into the text.</p> <p>8</p>           | <p>Create a Venn diagram to compare/contrast this text with a different story we've read this year. Your diagram needs nine distinct entries. Explain the significance of the three similarities.</p>  <p>9</p>                       |
| <p>If you could interview one of the characters, which one would you choose? Write three questions related to the events of the story/chapter that you would ask that character.</p> <p>10</p>                  | <p>Which character changes the most over the course of the short story or the novel so far? Defend your choice with specific details from the text.</p>  <p>11</p> | <p>Choose three high-level vocabulary words from the text and write them on your paper. Based on their usage, write a guess as to their meaning. Look up the words in a dictionary and write the actual definition. Was your guess correct? Finally, write a new sentence correctly using each of the words.</p> <p>12</p> |

# The Talent Show

It was the first day of school, and all the students were gathered for an assembly. "Welcome back," Principal Torres began, before reminding everyone about rules and safety. At the back of the auditorium, Paul and his fellow fifth graders groaned. They knew the school rules by heart.

But then Principal Torres cleared his throat and grinned. Paul and his friends sat up straight in their seats, suddenly all ears. "At the end of this week, we're going to have a back-to-school talent show!" Principal Torres announced. "The sign-up sheet is in my office."

Paul's friends sank back in their seats dejectedly.

"I don't think I have a talent," Nate sighed.

"I'm double-jointed. Does that count?" Tiana asked, before glancing at Paul, whose eyes were gleaming. "What about you, Paul? Do you have a talent?"

"Actually...I've been practicing magic tricks all summer," Paul admitted.

"That's perfect!" Tiana cheered as she grabbed Paul's hand with a fierce tug. "Let's go, we're signing you up for the talent show!"

For the rest of the week, Paul stayed up well past his bedtime, rehearsing his act in front of the mirror. Floating cards, disappearing coins, bunches of flowers pulled out of a hat—these were just a few of his magic

tricks. The hardest part was making it look effortless. Practice and repetition were key.

But all too soon, it was time to stop rehearsing—the day of the talent show had arrived. That afternoon, the performers waited backstage, listening to the hubbub of their classmates taking their seats. Paul peeked through the curtain and caught a glimpse of Nate and Tiana in the front row. He was glad, but he couldn't help but notice that his stomach felt as if butterflies were fluttering inside.



"Is everybody ready?" Principal Torres roared, and the audience whooped with excitement. Backstage, Paul felt his heartbeat begin to race like a drum. "Curtains up!"

The first acts included a ballerina, a trombone player, and a yo-yo extraordinaire, all of whom received thunderous applause. Then it was Paul's

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turn. He walked onstage in his top hat and cape, approached the microphone...and froze. The lights were blindingly bright. Suddenly his palms were slick with sweat, and his face felt flushed. He opened his mouth to introduce himself, but no words emerged. Down in the audience, his classmates stared up at him with watchful, anxious faces. Paul reached for his deck of cards...and fumbled, scattering cards everywhere. That was the last straw. Paul raced offstage, his vision blurring with tears.

On Monday, everyone was kind. "Stage fright gets the best of lots of us," Paul's math teacher assured him. "Next time," Tiana suggested with a sympathetic smile.

But Paul was mortified. He had thought about it all weekend: how he had practiced and practiced, and performed perfectly for the mirror, only to flop in front of the entire school. How could he sit at lunch and pretend everything was okay? Instead, Paul fled to the furthest stairwell to eat alone. But just as he had unwrapped his sandwich, Principal Torres came down the stairs.

"Didn't expect to see you here, Paul," he said. Paul shrugged sadly, and Principal Torres took a seat on the step beside him.

"Can I tell you a secret? I get stage fright too."

"Really?" Paul looked up in astonishment.

Principal Torres nodded and confessed that before every school assembly, his legs trembled, his hands shook, and his palms got cold and clammy with sweat.

"That's exactly what happened to me," Paul said glumly.

"It's normal to be nervous or scared," Principal Torres said. "The real trick is facing your fear."

Paul sighed and shook his head. "I just can't imagine ever getting onstage again."

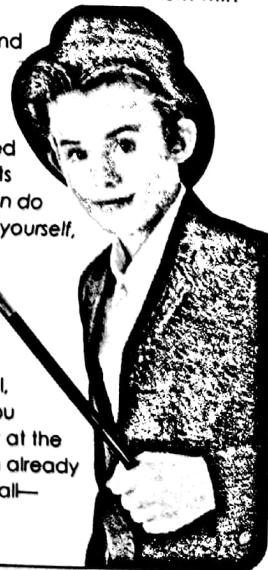
"You know, I'd be happy to share my stage fright strategies. They work for me every time."

Paul thought for a moment, then nodded. The thought of going back onstage was terrifying—but why learn new magic tricks if he couldn't share them with anyone?

A week later, Paul found himself waiting in the wings again. This time, when his butterflies came back, he took a deep breath. He dried his sweaty palms on his pants and closed his eyes. *You can do it, he told himself. Believe in yourself, and you can do anything.*

The curtain came up, and Paul strode confidently onto the stage.

"Hi," he said. "I'm Paul, and I'm a magician, and you know what?" He looked out at the audience and grinned. "I'm already performing the best trick of all—standing here onstage."



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**Week 10: The Talent Show****WEDNESDAY: INTEGRATION OF KNOWLEDGE AND IDEAS****1** Describe the first image. How does it support the story? **RL.4.7**


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**2** Describe Paul in the second image. How does it support the story and how does it compare to the first image? **RL.4.7**


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**3** How is this story similar to "Going West" (Week 8)? **RL.4.9**


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**THURSDAY: MIXED SKILLS PRACTICE****1** Compare and contrast Paul's experience at the talent show with that of his friends Nate and Tiana. **RL.4.6**


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**2** What does the phrase "The hardest part was making it look effortless" mean? **RL.4.4**


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**3** Can you convey in one sentence what role Principal Torres plays in the story? **RL.4.1**


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Name \_\_\_\_\_

Test 2

1. Write the numbers in **expanded form**.

Twenty-three thousand, four hundred one

\_\_\_\_\_

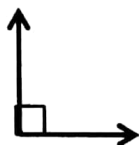
95, 732

2. A concert hall needs to sell more tickets to have a sold-out concert. There are still 43 seats available in Section C, 97 in Section F and 42 in Section H. How many seats does the hall need to sell to have a sold-out concert?

3. Match the correct term to the figures.

a. point

b. right angle



4. What number is 100 times greater than 7?

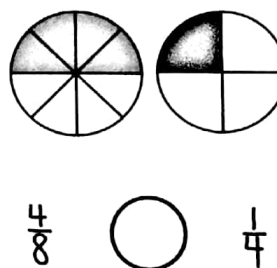
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How many times larger is 500 than 5?

5. Draw lines to match.

- |          |              |
|----------|--------------|
| 1 week • | • 24 hours   |
| 1 year • | • 365 days   |
| 1 day •  | • 60 minutes |
| 1 hour • | • 7 days     |

6. Compare the two fractions by showing  $>$ ,  $=$ ,  $<$



7. Use the fraction bar to make an equivalent fraction. Write the equivalent fraction.

$\frac{1}{2}$



8. Round each number to the nearest **hundred**.

5,215 \_\_\_\_\_

782 \_\_\_\_\_

456 \_\_\_\_\_

9. Write  $<$ ,  $>$  or  $=$  to make the statements true.

579       $\bigcirc$       597

910       $\bigcirc$       901

570       $\bigcirc$       57

10. Model two different fractions that are equivalent to

$\frac{1}{4}$

|  |
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|  |
|--|

## How Do Fossils Form?

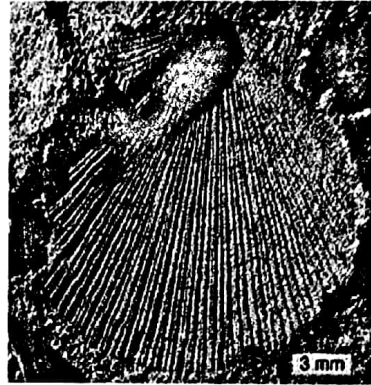
Fossils form in a variety of ways.

### Mold and Cast Fossils (Stone Fossils)

The majority of fossils are formed by a method called mold and cast. Mold and cast fossils are formed in the following manner:



Cast Fossil (see how it is raised)



Mold Fossil (See how it is lowered)

\*\*\*\* we made a mold fossil at our school field trip\*\*\*\*

### Steps

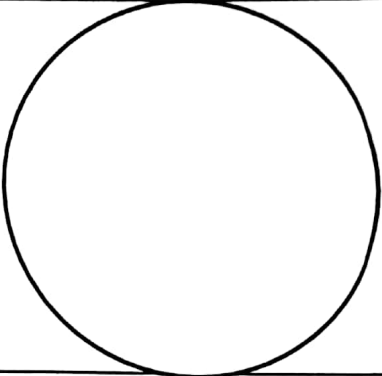
1. An animal, such as a dinosaur, dies and falls to the bottom of a riverbed.
2. The flesh of the animal rots away or is eaten by smaller creatures, leaving only the bones (skeleton) behind.
3. Mud and sand (sediment) cover the skeleton.
4. Over many years, layers of soft mud and sand are pressed into hard rock.
5. The bones slowly wash away by little trickles of ground water, leaving open spaces (natural molds) in the exact shape of the old dinosaur bones.
6. After millions of years, tiny pieces of rock flowing in ground water fill the mold.
7. Over time, the entire skeleton mold becomes solid rock.
8. The rock surrounding the skeleton eventually rises to Earth's surface during earthquakes or the natural rising of mountains.
9. Top rock layers wear away by rain and wind, revealing the fossils.
10. Or, paleontologists (scientists who study fossils) dig deep down into Earth's surface to find these fossils.

From [science.love.to.know.com](http://science.love.to.know.com)

questions →

## Mold & Cast Fossils Questions

1. List some similarities and differences between the two types of fossils.

| Type of Fossil  |      |
|---|------|
| Mold  | Cast |
|  |      |

2. Summarize how these two types of fossils are made. (in your own words)

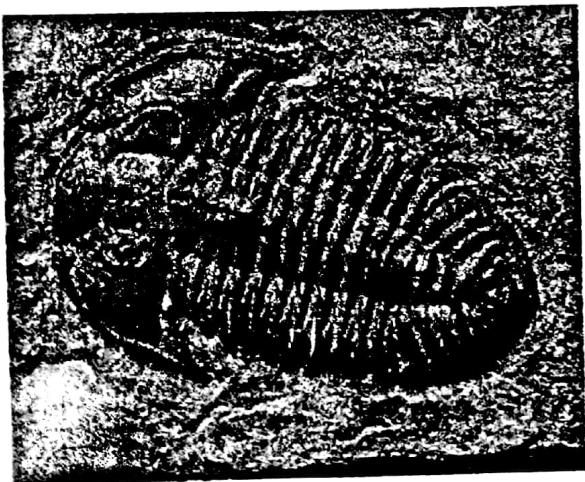
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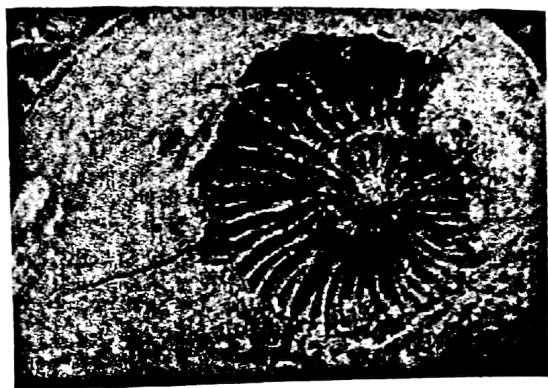
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3. Label each fossil. (mold or cast)



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