Completed one assignment for reading, writing, and math each day.

**Reading**: Read the selection and answer the questions. When you are finished, be sure to read a great book!

**Writing**: Read the prompt and respond in writing. This is a great opportunity to practice your best writing skills and good handwriting.

**Math**: Complete the standards practice page. Draw pictures or use objects to help you.
Non-Colonists in the American Revolution

by ReadWorks

From the point of view of some Europeans, the American Revolution pitted the ideals of the Enlightenment, republicanism, and democracy against Europe's established order, as exemplified by Britain. Some countries found that watching wasn't enough—they joined the fight.

One of these countries was France. Without France, a very important ally of America in the Revolutionary War, the Americans might not have defeated the British army. The French supported the Americans for a number of reasons. A weakened England could only heighten France's status and influence—both in Western Europe and around the world as various countries competed to establish colonies. Some French might have been seeking payback. Only twelve years before the American Revolution, France was at war with Britain in the Seven Years' War, and they lost. This resulted in France being forced to give North American territories to Britain.

Five months after the Declaration of Independence was signed, Benjamin Franklin traveled to Paris. He hoped to explain the revolutionary cause to the French and enlist their support. Franklin was already popular in France for his writings and scientific discoveries, and he was able to secure French support. At first, France supported the Americans only in secret. Gunpowder, ammunition, weapons, and money were smuggled into the country, hidden in commercial ships. Military strategists crossed the Atlantic to advise Continental Army military commanders.

In February 1778, France officially recognized the United States (following the Battle of Saratoga, in which the Continental Army decisively defeated the British army and gave a resurgence of hope to the Americans' fight for independence), and the countries signed an alliance. French soldiers fought alongside Americans; French and British fleets clashed from Rhode Island down to Georgia. In addition to manpower, France contributed money and weapons. For helping the American cause, France spent the
equivalent of what would be about 13 billion dollars in the U.S. today.

Spain also supported the Americans. First, like France, the Spanish contribution consisted of money and weapons. But in 1779, Spain joined France with military support. Also like France, the Spanish navy played an important role in combatting the formidable British fleet. Land and sea battles were sometimes fought far from the North American continent-in the Mediterranean and West Africa.

But French, Spanish, American, and British armies were not the only armies fighting in the American Revolution. A quarter of all soldiers under the British flag were actually from the area known as Germany today-30,000 hired men in all. These soldiers were known as Hessians, because many of them were from the independent principality of Hesse-Cassel.

Native Americans also fought in the American Revolution. Most considered the United States to be a threat to their territory, so they fought on the British side. In total, approximately 13,000 Native Americans fought for the British. But other Native Americans fought against them. The Revolution was, for some Native Americans, a controversial and divisive matter. For instance, the Iroquois Confederacy, also known as the Six Nations, was a powerful organization of tribes that tried to stay neutral. But pressed to choose a side, the Confederacy could reach no agreement; it split up, with two tribes pledging their allegiance to the Americans, and four to the British.

Not only did foreign nations and groups join the Revolution, but foreign individuals did, too. Friedrich Wilhelm von Steuben, a Prussian, served as inspector general and major general of the Continental Army. He went on to serve as George Washington's chief of staff. He wrote *The Revolutionary War Drill Manual*, which was the official American drill manual for the next forty years.

Other notable figures were two men from Poland: Tadeusz Kociuszko and Casimir Pulaski. Tadeusz Kociuszko was born in Poland, moved to France, sailed to America, and rose to the rank of brigadier general. His countryman, Casimir Pulaski, has been called the "father of the American cavalry." Pulaski organized and trained the Continental Army's horsemen, which had been used mostly for scouting. Pulaski was also promoted to general but was killed in the war. Pulaski and Kociuszko joined the Americans out of idealism. They believed in the struggle for freedom and self-governance. As Pulaski wrote to George Washington after his arrival in Massachusetts, "I came here, where freedom is being defended, to serve it, and to live or die for it."
1. Which nation was a very important ally of America in the Revolutionary War?
   
   A. Germany
   B. France
   C. Britain
   D. Poland

2. What does the author describe in this passage?
   
   A. the ways that different nations and individuals helped Americans in the Revolutionary War
   B. the reasons why different nations decided to support Britain during the Revolutionary War
   C. the reasons why the American army needed so much help from other nations and people
   D. the reasoning Ben Franklin used to convince France to support the Americans in the Revolution

3. Read these sentences from the text.

   "French soldiers fought alongside Americans; French and British fleets clashed from Rhode Island down to Georgia. In addition to manpower, France contributed money and weapons. For helping the American cause, France spent the equivalent of what would be about 13 billion dollars in the U.S. today."

   What conclusion can you draw about France based on this evidence?
   
   A. France was very committed to helping the Americans defeat the British.
   B. France wanted to defeat the British as payback for the Seven Years' War.
   C. France supported the Americans because of the ideals they represented.
   D. France did not want to be as involved in the war as it was.
4. Read these sentences from the text.

"Other notable figures were two men from Poland: Tadeusz Kociuszko and Casimir Pulaski. [. . .] Pulaski and Kociuszko joined the Americans out of idealism. They believed in the struggle for freedom and self-governance. As Pulaski wrote to George Washington after his arrival in Massachusetts, "I came here, where freedom is being defended, to serve it, and to live or die for it."

What conclusion can be drawn based on this evidence?

A. Most people in Poland did not support the Americans' struggle for freedom and self-governance.
B. The ideals of the American Revolution appealed to people outside of America.
C. The Americans and the British were both fighting for freedom and self-governance.
D. Pulaski and Kociuszko did not think that Poland was a free country.

5. What is the main idea of this text?

A. The French chose to support the Americans because of their own desire to improve their status by weakening Britain.
B. Many individuals and groups aside from the Americans and the British participated in the American Revolution.
C. Most people around the world supported the Americans in the American Revolution because of the ideals that the Americans represented.
D. The British received help from Native Americans and Hessians during the American Revolution.
6. Read these sentences from the text.

"Without France, a very important ally of America in the Revolutionary War, the Americans might not have defeated the British army. The French supported the Americans for a number of reasons."

What does the word "ally" mean here?

A. a country that fights a lot of wars and is disliked by other countries  
B. a country that prefers to solve problems peacefully than to solve them by fighting  
C. a country that helps another country during a war  
D. a country that never gets involved in wars

7. Choose the answer that best completes the sentence.

Most Native Americans fought on the British side ________ they considered the Americans to be a threat to their territory.

A. therefore  
B. although  
C. because  
D. before

8. Why did Tadeusz Kociuszko and Casimir Pulaski join the Americans' fight?

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9. What reasons did the French have for supporting the Americans? Include at least two pieces of information from the text in your answer.

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10. Non-colonists and non-British people fought in the American Revolution mostly to improve their own status or well-being. Argue for or against this statement, using evidence from the text.

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The weather was growing crisper. It was getting dark later, and Matthew had stopped wearing a coat to school. Spring was coming, but that didn't matter to him. What was really important was it was April. April meant baseball. April meant the end of the long, cold off-season. April meant opening day.

The local team was called the Crickets. It wasn't a very tough name for a baseball team, but that was okay. The Crickets weren't a Major League team, with a 50,000 seat stadium, expensive tickets, and big-name players. They were a minor league team, and that suited Matthew just fine. The stadium was small, the tickets were cheap, and the players weren't famous—at least not right now. Some were young players, only seven or eight years older than Matthew, with dreams of playing in the big leagues, and the talent to make it happen. Other players were older, their time in the big leagues finished, but they stuck around the Crickets because they weren't ready yet to let go of the game that had defined them ever since childhood.

And then there were players like Willie Carney, the shortstop. He had manned the space between second and third base for as long as Matthew could remember. Each year he was
one of the two best players on the team, but he never did quite well enough to get called up to the majors. Each opening day, Matthew was shocked to see that Willie was still playing for the Crickets.

"Jeez, Dad!" he would say. "I can't believe Willie didn't get called up to the big leagues this year."

"You think he played pretty well last season?" his father would ask.

"Are you kidding?!" Matthew's face turned purple whenever anybody questioned Willie Carney. "He hit twenty-seven home runs! He had ninety-eight RBIs! He walked more than anybody else on the team!"

Matthew didn't need a baseball card to tell him Willie's statistics. He knew them by heart, from studying the sports page every morning at breakfast, to see how Willie and the other Crickets had played the night before. Over the winter, he committed all of their numbers to memory, and at night he would recite them to himself until he fell asleep.

"How was his fielding?" Matthew's father would ask, teasing him. "I bet he made a lot of errors."

"Dad-are you crazy? He moves like a spider out there. Nobody turns a double play faster than Willie. Nobody's better at tagging runners out. Last season, he didn't make an error for..." Matthew thought for a moment, doing the math in his head. "Forty-seven games!"

"That's not bad."

"Then how come he didn't get called up to the majors?"

"I don't know."

"It's not fair. He's better than most of the guys you see playing on TV."

"It's good news for us, right? Now we get to watch him play live for another season."

"I'm telling you, Dad. He's the best."

Matthew and his father had gone to see the Crickets play every opening day since Matthew was born. Their family celebrated a lot of holidays-Thanksgiving, Halloween, the Fourth of July, not to mention Matthew's and his sister's birthdays-but as far as he was concerned, opening day was the best one. It was usually on a weekday, and his dad always let him skip school to go.
"There are some things you can only learn in school," he told Matthew once, "and there are some things you can only learn at the ballpark."

Each year, Matthew and his dad wore Crickets jerseys and Crickets hats, and they always got to the ballpark early enough to watch the hitters take batting practice. County Stadium was an old ballpark, almost as old as Matthew's dad himself, and it had started to get a little shabby by the time Matthew started going to games. The scoreboard was rusty; the speakers were screechy, and the chairs weren't as comfortable as they could have been. But on a sunny day, Matthew thought, it was the most beautiful stadium in the world. Last year was perfect. The sun was bright, the sky was clear, and there was just enough of a breeze to remind him that summer wasn't quite here yet. The Crickets won 4-2, Matthew ate two hot dogs and a plastic baseball helmet full of ice cream, and Willie Carney bowed to the fans when he ran out onto the field. They went to a lot of games the rest of the summer, but opening day—as always—was his favorite. On the coldest days of winter, when wind cut through Matthew's parka and his fingers turned as pink as Vienna sausages, Matthew remembered opening day, and the outfield grass that was as green and perfect as the Emerald City in the Wizard of Oz.

"I've got bad news," said Matthew's father, two days before the season started. "I can't go to opening day this year."

"Dad," said Matthew. "That is a dumb joke."

"I'm not kidding. Your sister's play is Sunday afternoon."

"Her play is happening for three days. We're watching it at school on Monday. Why don't you just come then?"

"I've got to work, kid. I'm really sorry."

Matthew's father looked sad, but Matthew did not. He did not cry; he did not scream; he did not yell at his father about breaking promises. One of the things that he could only learn at the ballpark is that there's no crying in baseball, so Matthew didn't cry. But he wanted to.

"Why don't we go to the game Monday night?" his father asked.

Matthew wanted to explain that night games were no good, that he had been waiting all winter for blue skies and green grass and sunshine. Night games were fine in the middle of the summer, when it was too hot to sit out in the sun, but it was April. He didn't want to go to County Stadium in his parka, but he didn't know how to put it into words.

"I want to go to opening day," he said, finally.
"I've got an idea," said his dad. "It's kind of crazy but...do you want to go by yourself?"

"What?!"

"You're old enough now. When I was your age I'd go to games alone all the time. I know it's not what we usually do, but it could be fun."

"Go to the game...alone?" asked Matthew. He had to admit: it was better than not going at all.

The sky was blue, the grass was green, and Matthew wore his Crickets jersey and Crickets hat. His seat was right where he liked—along the first base line, behind the home dugout—and all his favorite players were in the lineup, with Willie Carney batting first. He took out his scorecard and carefully wrote their names down. During the game, he would make notes of what happened—who got a double, who struck out, who had the big home run. It was an old-fashioned thing to do, but Matthew liked it, because it helped keep him focused on the game. His father had taught him how to keep score.

It was a perfect day for baseball. So why did Matthew feel so gloomy?

During the second and fifth innings, Matthew bought hot dogs from the hot dog vendor. His dad had given him $20 to spend, and Matthew was going to spend all of it. He wanted to get a plastic baseball helmet full of ice cream, but he had to go to the concessions stand for that, and if he stopped watching the game, he wouldn't be able to write down what happened on his scorecard. If it were later in the season, this wouldn't worry him so much, but today was opening day, and the scorecard—everything—had to be perfect.

He decided to skip the seventh inning stretch. This was a big sacrifice, because singing "Take Me Out To The Ballgame" was one of the best parts of going to see the Crickets. The mascot—a big green cricket in a foam costume—would run out onto the field and dance around and throw t-shirts. But Matthew already had plenty of Crickets t-shirts. What he didn't have was ice cream.

He waited in line, and paid the last of his money for a plastic baseball helmet full of mint chocolate chip. When he got back to his seat, the sun had gone away. Matthew balanced his ice cream in the cup holder in front of him, and frowned at his scorecard. In the space for "Weather" he had written "Sunny." He changed it to "Sunny/Clouds." He put his scorecard aside and focused on his ice cream, which was beginning to melt. As he ate it, he shivered.

The game was over. The Crickets had won, 6-1. A blowout, but not a very exciting one. According to his scorecard, Willie Carney had a single and a walk, but no runs batted in—a good day, but not a great one. As always, Willie had bowed to the people when he ran out
onto the field, and Matthew bowed back. When he hit his single, with a sound like a judge's gavel, Matthew cheered louder than he had all day. He fixed the image in his mind: Willie Carney, hustling down the first base line, right in front of his eyes. He would tell his father about it when he got home, and he would remember it come winter.

Matthew's dad had told him to call when the game was over and he would come pick him up, but now, standing outside the stadium, he didn't want to leave. He sat on a bench outside the stadium, making sure his scorecard was perfect. He erased wobbly lines and redrew them, straight, bold and firm. Flawed letters—a wobbly K, a slouching B—he went over until they looked like they had been put there by a computer. By the time he was finished, nobody could have done a better job.

Matthew looked up, and saw the parking lot was empty. Behind him, the stadium was closed—and with it, the only pay phone. How would his dad know to come pick him up? The sun was long gone now, and Matthew began to wish he had brought his parka. It was windy in the County Stadium parking lot.

He walked around the ballpark, hoping to find another phone, but all he found was cracked concrete and overgrown grass. On the other side from the outfield wall, he saw a battered old baseball—a forgotten home run from the season before. He picked this up and put it in his pocket. A boy can never have too many baseballs. Holding it as he picked his way across the gravel, he felt less afraid. As he completed the loop around the stadium, he heard a door close behind him.

"Hey kid," said a voice, and Matthew's heart leapt. It was Willie Carney. Out of uniform, he looked bigger than he did on the field, like he could crush a rock into dust with one hand. He was smiling, just like he had when he bowed to the crowd that afternoon. "You here by yourself?"

"Kinda," said Matthew. "My dad's supposed to pick me up, but I don't have a way to call him."

Silently, Willie took his cellphone out of his pocket and handed it over. Matthew dialed his father's number, and told him to meet him by the main entrance. When he handed the phone back to Willie, he said thanks, quietly.

"No problem," said Willie. "You want some company while you wait?"

"Sure," said Matthew, as they walked back to his bench.

"Enjoy the game today?"
"It was pretty good," said Matthew. "That was a nice at-bat you had in the sixth, when you drew the walk."

"Thanks. It must have been seven, eight pitches."

"It was nine," said Matthew. "I was counting."

"Glad to know somebody's paying attention. That a baseball in your pocket?"

"I found it on the other side of the center field fence."

"They don't clean back there as much as they should. Want me to sign it?"

Matthew handed Willie the ball, his heart in his chest. As Willie traced his wide, looping signature across the grimy yellow leather, Matthew asked the question that had been bothering him all day.

"Do you ever get sick of playing here?" he asked.

"What do you mean?"

"You're good enough to play in the majors. I know it. You know it. The whole crowd knows it. You hit twenty-seven home runs last year! You had ninety-eight RBIs! You walked more than anybody else on the team! Doesn't it drive you crazy to be stuck down here, in this crummy old ballpark, playing for nobody?"

For a moment, Willie looked hurt. Then a smile broke out across his face, and he started laughing. "Are you nuts, kid?" he asked. "I get to play baseball for a living! It's not much money, but it's enough. And if I can keep the people entertained here, who cares about the big leagues?"

"Yeah?"

"It's opening day. We're at the ballpark. What have we got to complain about?"
1. What does Matthew like to do every April?
   A. go for a bike ride in the sunshine and blue skies
   B. eat ice cream and watch a movie at home
   C. see the Crickets play on opening day
   D. see his sister perform in a school play

2. What is the climax of the action in this story?
   A. Matthew eats ice cream at the ballpark.
   B. Matthew's father says that he cannot go to opening day.
   C. Matthew commits Willie Carney's statistics to memory.
   D. Matthew talks to Willie Carney.

3. Matthew is excited to meet Willie Carney.

What evidence from the story supports this statement?
   A. "During the second and fifth innings, Matthew bought hot dogs from the hot dog vendor."
   B. "Each opening day, Matthew was shocked to see that Willie was still playing for the Crickets."
   C. "One of the things that he could only learn at the ballpark is that there's no crying in baseball, so Matthew didn't cry."
   D. "'Hey kid,' said a voice, and Matthew's heart leapt. It was Willie Carney."

4. Based on what Willie says, how does he feel about playing baseball for the Crickets?
   A. Willie is happy about playing baseball for the Crickets.
   B. Willie is tired of playing baseball for the Crickets.
   C. Willie is worried about playing baseball for the Crickets.
   D. Willie does not care much about playing baseball for the Crickets.
5. What is a theme of this story?
   A. the pleasures of winter
   B. the pleasures of baseball
   C. the damage that war can cause
   D. the damage that nature can cause

6. Read the following sentence: "Doesn't it drive you crazy to be stuck down here, in this crummy old ballpark, playing for nobody?"

What does the phrase playing for nobody mean in the sentence above?
   A. not caring about how well a baseball team plays
   B. not playing in a baseball game on opening day
   C. not playing for very many people or anyone important
   D. playing in a ballpark that does not have any seats

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

Willie looks hurt ______ Matthew asks him whether playing in a crummy old ballpark drives him crazy.
   A. after
   B. before
   C. for instance
   D. however

8. For Matthew, what is the best holiday of the year?
9. When Matthew asks Willie whether playing for nobody in a crummy old ballpark drives him crazy, what does Willie say?

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10. What do Matthew and Willie have in common? Support your answer with evidence from the passage.

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Protecting the Platypus

It was cold at Camp Platypus. The residents of the makeshift encampment huddled, drink steaming cups of tea, and warmed themselves over a wood fire.

Twin Platypuses

It was here, along the Obi Obi Creek in Australia, that protesters tried to stop builders from digging up a platypus habitat to build a supermarket. A habitat is the environment in which an animal lives.

For several years the protesters battled with police, construction workers, and officials from the supermarket chain. In summer 2005 the situation grew more intense as workers began clearing the land.

"We're not moving until we save this place," protester John Woodlands told a reporter.

Odd Duck

Why all the fuss about the platypus? Although the platypus is far from rare, it lives only on the continent of Australia. The animal is an endangered species and is protected under Australian law. It is also a weird-looking critter.

When European explorers reached Australia in the 1600s and 1700s, they first saw this animal with a furry coat, a duck-like bill, four webbed feet, and a flat tail like a paddle. The animal uses its front limbs for swimming. Its tail functions as a rudder.

The platypus acts like an amphibian, at home both on land and in the water. But the platypus is not an amphibian. It is a mammal. Mammals are warm-blooded animals. Most mammals,
such as humans, produce milk. Specifically, the platypus is a mammal known as a **monotreme**. Unlike most mammals, monotremes lay eggs and provide milk to their young directly through the skin. Only two monotremes exist: the platypus and the **echidna (ih-KID-nah)**, or spiny anteater.

The platypus lives along the banks of eastern Australia's lakes, rivers, ponds, and streams. It uses its bill and its nose to sniff out food at the bottom of the waterways. Its large, flat, furry tail stores fat for the long winters.

Pollution is killing off the species, and the construction of homes and commercial buildings is destroying its habitat.

### Construction Proceeds

At Camp Platypus, protesters hoped the supermarket chain would rethink its decision to build the store, but that proved unlikely. Construction was completed. Many protesters promised never to shop at the store.

Nevertheless, although the platypus is an odd-looking creature, it still has a lot of friends around the world.

### Platypus Fast Facts

**Scientific name:** *Ornithorhynchus anatinus*

**Habitat:** Streams, rivers, and lakes near the east coast of Australia

**Description:** Short, dense dark-brown fur; 2-inch-wide bill; hairless, webbed feet; flat, furry tail; 1- to 2-foot-long body

**Defense:** Males have spurs on their hind feet that contain poisonous venom. The animal's sting can kill a dog.

**Reproduction:** Females generally lay two eggs at a time. Babies attach themselves to the fur under a mother's belly to drink her milk.
Name: ___________________________________ Date: _______________

1. The platypus is unusual in many ways. Which of the following statements about the platypus is not true?
   
   A. The platypus only has three webbed feet.
   B. The platypus lives in Australia.
   C. The platypus lays eggs.
   D. The platypus provides milk to its young directly through the skin.

2. How does the author organize the information in this passage?

   A. The author lists events of a platypus' life in chronological order.
   B. The author identifies the problems facing the platypus and provides some solutions.
   C. The author compares the viewpoints of those who want to save the platypus with those who want to destroy its habitats.
   D. The author describes an effort to save the platypus and then describes the animal in detail.

3. Read the sentences:

   1. "In summer 2005 the situation grew more intense as workers began clearing the land."

   2. "We're not moving until we save this place,' protester John Woodlands told a reporter."

   How does sentence 2 relate to sentence 1?

   A. Sentence 2 supports sentence 1's claim that the situation grew more intense.
   B. Sentence 1 supports sentence 2's claim that John Woodlands would not move.
   C. Sentence 2 contrasts with sentence 1, giving an opposite opinion.
   D. Sentence 2 provides details about the summer of 2005, mentioned in sentence 1.
4. Read the sentences:

"...and a flat tail like a paddle. The animal uses its front limbs for swimming. Its tail functions as a rudder."

The author uses words in these sentences to compare the platypus to a

A. dolphin  
B. wooden beam  
C. human  
D. boat

5. What is this passage mostly about?

A. the effects of platypus protection  
B. the difference between Australian and other continents' animals  
C. the platypus's unique features and efforts to save them  
D. differing viewpoints on the importance of saving the platypus

6. Read the sentence:

"'We're not moving until we save this place,' protester John Woodlands told a reporter."

What does John Woodlands mean? Use evidence from the text to support your answer.

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7. Read the sentence:

"Nevertheless, although the platypus is an odd-looking creature, it still has a lot of friends around the world."

What does the author mean? Use evidence from the text to support your answer.

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8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

Many people are trying to save the platypus __________ the supermarket will probably be built anyway.

A. even though
B. while
C. because
D. after
You've probably seen pictures, models, or movies about dinosaurs that lived millions of years ago. But how do we know so much about these animals? How do we know what they looked like and how they lived? Since the early 1800s, scientists have been piecing together this mystery with fossils.

Fossils are the remains of ancient life that are usually buried in rock. Most fossils formed from the hard parts of organisms such as teeth, shells, and bones. They also form from things a plant or animal leaves behind, like a footprint, a leaf print, and even eggs. Fossils show us what Earth was like long ago. They give us a picture of ancient environments. Scientists compare fossils from different time periods to investigate how life on Earth has changed over time.

Think of fossils like puzzle pieces. The more pieces you have, the easier it is to put them together and tell what the whole picture looks like. And sometimes when you find and add new pieces, the picture looks very different from how you thought it would be.

**Egg Thief or Egg Protector?**

In 1923, a team of paleontologists from the American Museum of Natural History made a surprising discovery in Mongolia's Gobi Desert. They found three large rocks that turned out to be fossilized dinosaur eggs. Then they discovered another fossil nearby: a toothless dinosaur.
The leader of the expedition, Roy Chapman Andrews, guessed that the dinosaur had been stealing the eggs from the nest. He named it *Oviraptor* (OH-vee-rap-tor) or "egg thief."

Seventy years later, in 1993, another team from the Museum found very similar fossil eggs in the same desert. One of the eggs held an embryo, or developing baby dinosaur. It turned out to be a baby *Citipati* (sit-uh-PAH-tee), a kind of dinosaur very similar to *Oviraptor*. Later, the team discovered an adult *Citipati* over a nest. It was brooding, or sitting on the nest, the same way birds do: with its arms spread to protect the eggs. And if its arms were covered with feathers, as scientists suspected, these wings would have shielded the eggs from heat and cold. Paleontologists realized that these dinosaurs nested like birds living today.

![Citipati fossil](https://static.readworks.org/attachment/2018/04/13/oviraptorid.jpg)

*Photo Credit: © AMNH / M. Ellison

This is one of the *Citipati* fossils. The feathered wings are spread over the nest to protect the eggs, the same way birds do today.*

These dinosaurs didn't steal eggs. They were caring parents!

When the discovery was made, the group of dinosaurs that includes *Citipati* and *Oviraptor* had already been named "oviraptorids." Even though scientists no longer think these dinosaurs were "egg thieves," the name stuck.

**The Link Between Ancient Dinosaurs and Birds**

Over 100 years ago, scientists started to notice similarities between birds and a group of dinosaurs called theropods (THERE-uh-pods).

This group included *Tyrannosaurus rex*, *Velociraptor*, and *Citipati*. As new theropod fossils were discovered, the link with birds became even clearer. Scientists discovered that like birds, theropods laid eggs. And they walked on two feet with their legs directly underneath them. They also had three-toed feet with claws, an s-shaped neck, and hollow bones. Some even had sharp, bird-like beaks. And many theropods had feathers!
Citipati lived about 80 million years ago. These bird-like theropods grew to about nine feet long, with a toothless beak and feathered tail and front limbs.

Because birds are so similar to these animals, scientists have placed them in the same group. Birds are theropods. This means birds are a kind of dinosaur! By piecing together fossils of extinct dinosaurs, we've learned that dinosaurs aren't extinct after all.
1. What are fossils?
   A. dinosaurs that were once thought to steal eggs out of nests
   B. feathers that the *Citipati* dinosaur may have had on its arms
   C. remains of ancient life that are usually buried in rock
   D. s-shaped necks and other similarities between birds and dinosaurs

2. To organize this text, the author has divided it into sections. In the section called "Egg Thief or Egg Protector?" what does the author compare to *Citipati*?
   A. *Tyrannosaurus rex*
   B. living birds
   C. leaf prints
   D. fossil eggs

3. Birds are theropod dinosaurs.

   What is one piece of evidence that supports this theory?
   A. *Tyrannosaurus rex* and *Citipati* were theropod dinosaurs.
   B. Some extinct theropod dinosaurs laid eggs, just like birds do today.
   C. Birds have feathers, but not all extinct theropod dinosaurs had feathers.
   D. Scientists once thought that some theropod dinosaurs were egg thieves.

4. The author describes *Citipati* dinosaurs as "caring parents." What evidence supports this description?
   A. *Citipati* walked on two feet with their legs directly underneath them.
   B. *Citipati* and *Oviraptors* are known as "oviraptorids," which means "egg thieves."
   C. *Citipati* laid eggs, had three-toed feet with claws, an s-shaped neck, and hollow bones.
   D. An adult *Citipati* was discovered sitting on a nest with its arms spread to protect the eggs.
5. What is the main idea of this text?
   A. Fossils can form from teeth, shells, bones, footprints, leaf prints, and eggs.
   B. In 1923, a team of scientists from the American Museum of Natural History made a surprising discovery in the Gobi Desert.
   C. Theropods are a group of dinosaurs that included *Tyrannosaurus rex, Velociraptor,* and *Citipati.*
   D. Discovering fossils of extinct dinosaurs helped scientists figure out that birds are a kind of dinosaur.

6. Read these sentences from the text.

"Scientists compare fossils from different time periods to investigate how life on Earth has changed over time.

"Think of fossils like puzzle pieces. The more pieces you have, the easier it is to put them together and tell what the whole picture looks like. And sometimes when you find and add new pieces, the picture looks very different from how you thought it would be."

Why might the author have compared fossils to puzzle pieces?
   A. to help readers understand how scientists use fossils
   B. to prove that being a scientist is hard work
   C. to argue that studying fossils is more fun than putting together puzzles
   D. to explain why some puzzles are more difficult than others

7. Read these sentences from the text.

"Scientists discovered that like birds, theropods laid eggs. And they walked on two feet with their legs directly underneath them."

What or whom does "they" refer to here?
   A. "Scientists"
   B. "birds"
   C. "theropods"
   D. "eggs"
8. Read these sentences from the text.

"In 1923, a team of paleontologists from the American Museum of Natural History made a surprising discovery in Mongolia's Gobi Desert. They found three large rocks that turned out to be fossilized dinosaur eggs. Then they discovered another fossil nearby: a toothless dinosaur."

What did the leader of this expedition guess the dinosaur had been doing?

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9. Describe the adult *Citipati* fossil that led scientists to realize "oviraptorids" were caring parents. Support your answer with information from the text.

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10. The title of this text is "Piecing Together the Story of Dinosaurs from Fossils." Its author compares studying fossils to putting together a puzzle. Later, the author writes, "Think of fossils like puzzle pieces. The more pieces you have, the easier it is to put them together and tell what the whole picture looks like."

Explain how "piecing together" fossils has helped scientists learn more about dinosaurs. Be sure to discuss the adult *Citipati* fossil discovered in the Gobi Desert. Support your answer with information from the text.
Ready for a Powwow

Nantai wears special Native American clothes at the powwow.

The Quabbin Lake Singers are in tune with their culture. The group sings at powwows, or gatherings, to celebrate their Native American traditions. Weekly Reader was invited to a powwow in Connecticut where the singers recently performed.

In the past, powwows were religious ceremonies for Native Americans. Today, they are joyful, festive events that honor Native American life.

The Quabbin Lake Singers are all members of the Mann family. They are part of the Historical Nipmuc tribe in Massachusetts. Nipmuc means "freshwater people." The family includes three brothers: Sahyeed, 9; Nantai, 8; and Anoki, 7. Along with their parents, the boys sing at powwows in the Native American language of Nipmuc.

During the summer and on school vacations, the family travels around the United States and Canada. They combine old customs with new ones. The family performs ancient Native American songs and writes their own music. "Not only are we having fun," their dad told Weekly Reader, "but we're keeping our culture alive."
1. Who are the Quabbin Lake Singers?
   A. two children who sing instead of going to school
   B. Native Americans who are part of a historic tribe in South Dakota
   C. members of a family who sing at powwows
   D. a family that lives in Canada but visits the United States during the summer

2. What does this passage describe?
   A. This passage describes the history of the Nipmuc Tribe in Massachusetts.
   B. This passage describes the Quabbin Lake Singers and powwows.
   C. This passage describes the mother of Sahyeed, Nantai, and Anoki Mann.
   D. This passage describes the dancing that takes place at powwows in Connecticut.

3. The Quabbin Lake Singers keep their Nipmuc culture alive by performing songs.

   What evidence from the passage supports this statement?
   A. The Quabbin Lake Singers are all members of the Mann family, which includes three brothers.
   B. The Quabbin Lake Singers are all members of the Historical Nipmuc Tribe in Massachusetts.
   C. The songs performed by the Quabbin Lake Singers are in the Native American language of Nipmuc.
   D. During the summer and on school vacations, the Quabbin Lake Singers travel around the United States and Canada.

4. Based on the passage, how important are songs to Native American life and culture?
   A. very important
   B. slightly important
   C. not important
   D. less important than they used to be
5. What is this passage mostly about?
   A. the Quabbin Lake Singers, the songs they perform, and powwows
   B. Native American religion and how it has changed over the years
   C. what Sahyeed, Nantai, and Anoki Mann are studying in school
   D. a powwow in Connecticut where the Quabbin Lake Singers performed

6. Read these sentences: "Members of the family perform ancient Native American songs and write their own music. 'Not only are we having fun,' the family's dad told Weekly Reader, 'but we're keeping our culture alive.'"

What does the word "culture" mean?
   A. people who move from one country to another
   B. money that singers and musicians make from concerts
   C. natural disasters that result in death and destruction
   D. the arts and customs of a group of people

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

Powwows were once religious ceremonies for Native Americans; ________, they are festivals that honor Native American life.
   A. previously
   B. currently
   C. soon
   D. never

8. What is a powwow?
9. According to the article, who recently performed at a powwow in Connecticut?

10. The passage describes powwows as "joyful, festive events that honor Native American life." Use evidence from the text to explain how powwows honor Native American life.
Imagine someone made an exciting announcement at school. Write about the announcement and what happened next.
Think about a time you were kind. Write to describe the situation and what happened as a result of your kindness.
Think about a time something exciting or funny happened. Write about the exciting or funny experience and what happened.
Think about a time you practiced or prepared for an important event. Write about what happened. Be sure to include details.

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Choose a book you have read. Write about it. What is the book about? Who was your favorite character? Would you tell a friend to read this book? Why or why not?

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1. If \( \frac{1}{3} = 1 \) and \( \frac{1}{6} = \frac{1}{6} \), find the sum of

\[ \text{Hexagon} + \text{Triangle} = \underline{\underline{\text{_________}}} \]

2. Sasha subtracted the two fractions below, and got a difference of \( 1 \frac{1}{8} \). Explain why her answer is incorrect.

\[ 4 \frac{4}{8} - 2 \frac{5}{8} \]
Manny is collecting the leftover materials after working on a group project. He had \( \frac{2}{12} \) of his materials left. He collected \( \frac{3}{12} \) from Amanda and \( \frac{5}{12} \) from Charlotte.

What is the total amount of materials the group has left?

Write an equation you can use to solve this problem.

How much more of the materials did Manny use than Charlotte?
Grade 5 Mathematics Homework • Add Fractions with Unlike Denominators

Add. Use a model to show your thinking.

\[
\frac{1}{3} + \frac{5}{6} \quad \quad \quad \quad \frac{4}{10} + \frac{3}{5}
\]

\[
\frac{2}{4} + \frac{3}{6} \quad \quad \quad \quad \frac{3}{4} + \frac{1}{3}
\]

Elementary Mathematics Office, Howard County Public School System
This file may have been modified by the mathematics teacher.
Grade 5 Mathematics Homework • Subtraction with unlike fractions

Subtract. Use a drawing or a number line to show your thinking.

1. \[ \frac{2}{4} - \frac{1}{8} \]
2. \[ \frac{2}{3} - \frac{2}{9} \]

Subtract.

3. \[ \frac{3}{4} - \frac{1}{3} \]
4. \[ \frac{3}{5} - \frac{2}{4} \]
Grade 5 Mathematics Homework • Solve Problems by Adding or Subtracting Fractions with Unlike Denominators

1. Michael ran \( \frac{3}{5} \) of a mile on Sunday. On Monday, he ran \( \frac{3}{6} \) of a mile. How far did he run on both days? Use a drawing or a number line to show your thinking.

2. Why doesn’t \( \frac{8}{12} - \frac{1}{6} \) equal \( \frac{7}{6} \)? Use a drawing or a number line to show your thinking.