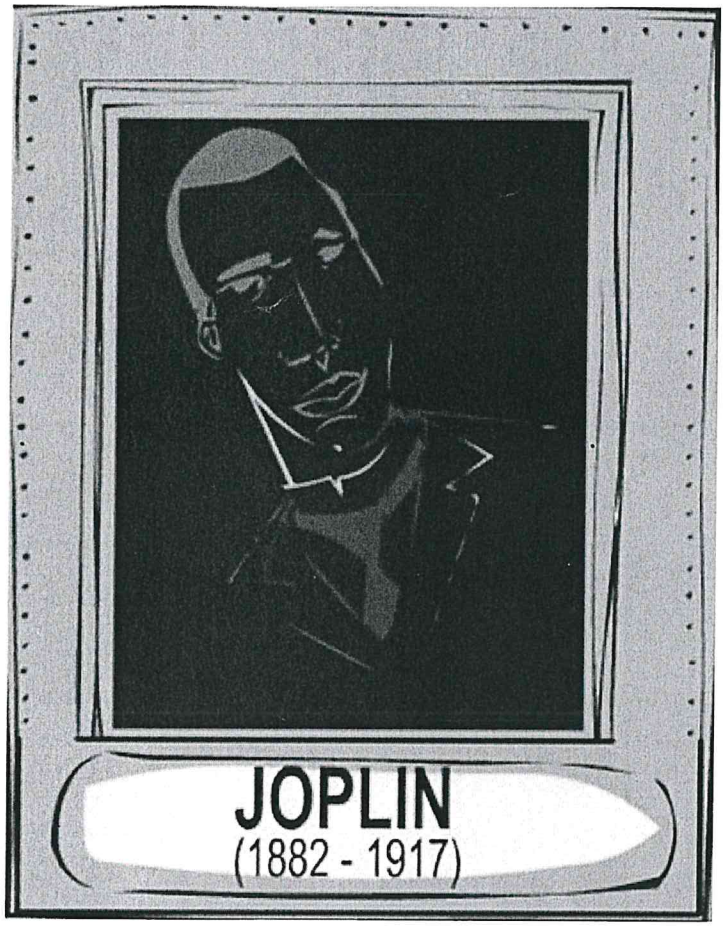
Day 1

Scott Joplin



Scott Joplin was born in Texarkana, Arkansas, where he received early training on the piano. He organized a vocal group and took it on tour in the Midwest while still in his teens.

When he was about 17, he left home to look for music work in St. Louis. In 1893, he organized his first band at the Chicago World's Fair. He also met ragtime pianist George Saunders, who convinced Joplin to start writing down some of his compositions. Joplin then moved to Missouri to attend the George R. Smith College for Negroes and learn more about music.

Joplin's ragtime compositions began to be published. Finally, in 1899, he had his first big hit with Maple Leaf Rag. By this time he was known as the King of Ragtime. Joplin wrote longer works too, including two ragtime operas. At the time of his death he was working on a ragtime symphony. In 1976 Joplin was awarded a posthumous Pulitzer Prize.

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Name: _____ **Date:** _____

1. Who was Scott Joplin?

A. an opera singer

B. a college professor

C. a ragtime composer

D. a foreign prince

2. What does this text describe?

A. This text describes the reason Joplin won aposthumous Pulitzer Prize.

B. This text describes Joplin's journey to being known as the King of Ragtime.

C. This text describes Scott Joplin'searly training on the piano.

D. This text describes the ragtime symphony Joplin was working on when he died.

3. Joplin composed many different types of work.

What evidence from the text supports this statement?

A. Scott Joplin was born in Texarkana, Arkansas, where he received early training on the piano. He organized a vocal group and took it on tour in the Midwest while still in his teens.

B. When Scott Joplin was about 17, he left home to look for music work in St. Louis. In 1893, he organized his first band at the Chicago World's Fair.

C. Finally, in 1899, he had his first big hit with Maple Leaf Rag . . . Joplin wrote longer works too, including two ragtime operas. At the time of his death he was working on a ragtime symphony.

D. Joplin met ragtime pianist George Saunders, who convinced Joplin to start writing down some of his compositions. Joplin then moved to Missouri to attend the George R. Smith College for Negroes.

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4. Read these sentences from the text:

Joplin met ragtime pianist George Saunders, who convinced Joplin to start writing down some of his compositions . . . Joplin's ragtime compositions began to be published. Finally, in 1899, he had his first big hit with Maple Leaf Rag. By this time he was known as the King of Ragtime.

Based on this information, what can you conclude about George Saunders?

A. His influence helped Joplin become the King of Ragtime.

B. He was Joplin's enemy and wanted to destroy his career.

C. He had little influence on any part of Joplin's life.

D. He was a better composer than Joplin was.

5. What is the main idea of this text?

A. Scott Joplin received his early musical training on the piano. He organized a vocal group and took it on tour in the Midwest while still in his teens.

B. Because Texarkana, Arkansas had little musical work, when Scott Joplin was about 17, he finally left home to look for music work in St. Louis.

C. After moving to Missouri, Scott Joplin started school at George R. Smith College for Negroes. While here, Joplin learned a lot about music and started to compose.

D. After GeorgeSaunders convinced Scott Joplin to write down his compositions, Joplin started to publish his work. Joplin eventually became known as the King of Ragtime.

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Name: _____

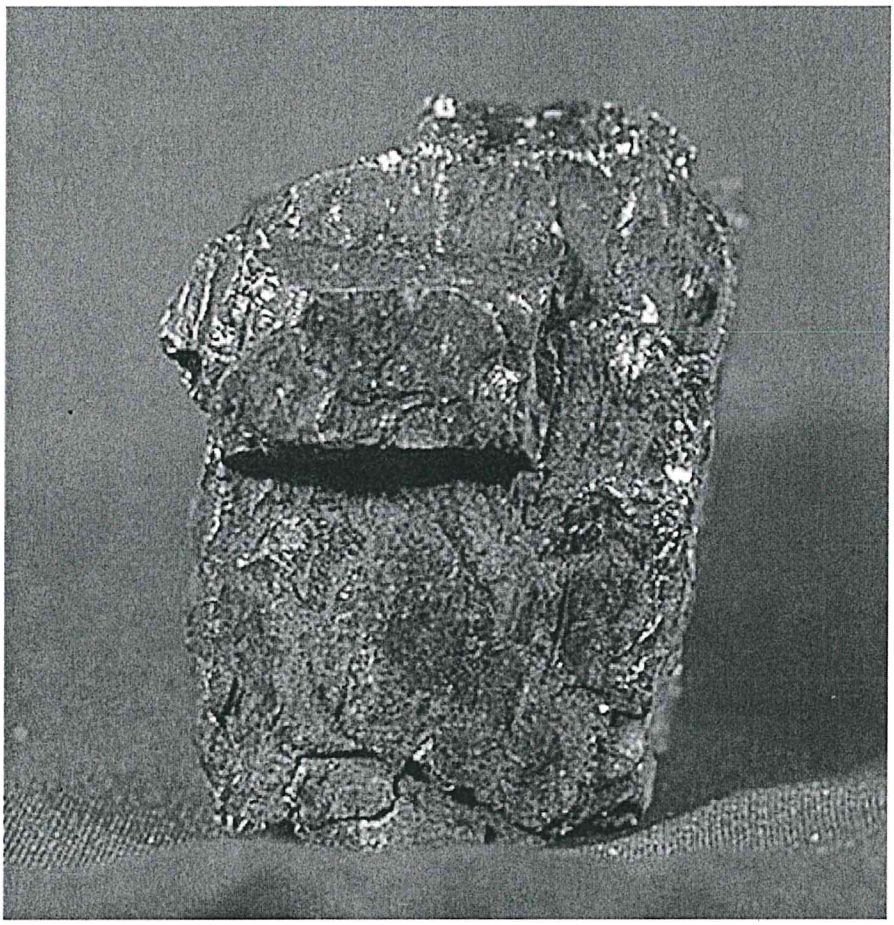
Directions: Add or subtract each of the following.

Add or Subtract

6,033	9,295	6,745	5,817
+ 8,570	- 180	+ 640	+ 183
4,338	818	6,190	2,507
+1,900	+107	- 280	+3,009
6,280	4,064	9,260	
-5,300	- 490	- 306	

Electricity & Energy - Energy

by ReadWorks



coal

All life depends on energy. The Earth and our solar system get most of their energy from the sun. Without the sun, life on Earth would not exist. The sun shines on plants, giving them the energy they need to grow and thrive. Animals then eat the plants, which gives them energy, too. Energy is everywhere. It is all around us.

Energy comes from nature. Wind, sun, water, fire, and lightning are all sources of energy. In the United States, the most used sources of energy are fossil fuels such as coal and oil. The energy from fossil fuels gives us most of the electricity that lights and heats our homes. Oil also gives us the gasoline that runs our cars. Unfortunately, the burning of fossil fuels pollutes the air.

Scientists are working to develop new ways of providing energy without harming the Earth. Through advances in research of alternative energy sources, the world is slowly changing from using fossil fuels to using wind power, water power, and solar energy. Windmills are used to capture wind power. Dams help to harness the energy from water. Solar panels collect energy from the sun's rays and keep it stored for future use.

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Name: _____ Date: _____

1. Energy on Earth comes from

A. other planets.

B. the sun.

C. plants.

D. the moon.

2. The passage describes the problem of fossil fuels causing pollution. What is a solution in the passage for this problem?

A. using gasoline in cars

B. using alternative energy sources

C. making oil illegal

D. promoting bicycle programs

3. All of the following have to do with new advances in energy *except:*

A. wind power.

B. water power.

C. solar energy.

D. lightning.

4. Read the following sentence: "The sun shines on plants, giving them the energy they need to grow and **thrive**."

The word **thrive** means

A. wilt

B. be born

C. live well

D. plant seeds.

5. This passage is mostly about

A. where energy comes from and how it is used.

B. how wind energy is different from fossil fuels.

C. how plants use the sun's energy.

D. how plants use the sun's energy.

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6. What sources of energy does the passage describe besides fossil fuels?

7. Based on the passage, why would the world be "slowly changing" from fossil fuels to other energy sources, rather than quickly changing?

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

Scientists want to develop new ways of providing energy without harming the earth, _____ they are researching alternative energy sources.

A. then
B. but
C. meanwhile
D. so

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Name: _____

Multiply & Have Fun

Directions: Multiply each of the following.

26 x53	95 x74		
57 x62	60 x29	69 x27	88 x51
93 x32	44 x75	44 x34	68 x55

Walking Tall

How did Ruby Bridges make history 50 years ago?

"Don't be afraid." That's what Ruby Bridges's mother told her on Nov. 4, 1960. Little Ruby listened carefully to the advice. Soon, four United States federal court **marshals,** or officers, arrived at the Bridges family home in New Orleans, Louisiana to drive the first grader to William Frantz Public School. A screaming mob was waiting. People stood near the building shouting.

AP Images

Ruby Bridges enters her school in 1960.

Ruby held her head high. With the marshals surrounding her, the 6-year-old walked into the school and into history books. That morning, Ruby became one of the first African Americans to attend an all-white elementary school in the South.

Dividing Lines

For a long time, parts of the United States were **segregated,** or separated by race. Under law, black children could not attend the same public schools as white children. People of

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different races also had to use separate public restrooms and drinking fountains.

U.S. leaders worked hard to end segregation. They wanted all Americans to have **civil rights.** Civil rights are the rights to be treated equally. In 1954, the U.S. Supreme Court ruled that segregation in public schools was unconstitutional. The case was *Brown v. Board of Education.*

By the year 1960, however, many Southern cities, including New Orleans, were still not following the court's ruling. That prompted a federal court to take action in New Orleans. It ordered the city to desegregate its public schools. Ruby Bridges was one of the first students to lead the way.

School Days

Ruby made it inside William Frantz Public School that first day. However, there was so much uproar that she didn't make it to class. From the principal's office, Ruby watched as angry parents pulled their children out of school.

On her second day, Ruby met her teacher, Barbara Henry. By then, so many kids had been removed from the school that Ruby was Henry's only student. The pair worked one-on-one for the whole year. "Mrs. Henry was one of the nicest teachers I ever had," Bridges told *WR News.* "She made school fun for me."

AP Images

Bridges was reunited with teacher Barbara Henry (left) in 1998.

Outside the building, people continued to protest. Others, though, believed everyone should have civil rights.

By the end of the year, crowds began to **dwindle,** or decrease. When Ruby returned to school for second grade, there were no more protesters. Many of the other students had returned.

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Building Bridges

By the late 1960s, most schools in the United States were no longer segregated, thanks to the efforts of civil rights workers. Other laws were passed that improved life for African Americans. The Civil Rights Act of 1964, for example, helped protect African Americans' right to seek jobs.

Bridges never had to attend a segregated school. She graduated from high school and continued her studies in business school.

Today, Bridges speaks to kids about the importance of treating one another equally. She has never forgotten her experience at William Frantz Public School, and she shares details about her first day there in her speeches.

"I wasn't really afraid," Bridges told *WR News.* "I didn't really know what was going on at the time, and I loved school."

The Little Rock Nine

The Commercial Appeal/Landov

Before Ruby Bridges, there was the Little Rock Nine. They were nine African American students in Little Rock, Arkansas. On Sept. 4, 1957, the students attempted to begin

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classes at the all-white Central High School. But the governor of Arkansas and the angry mobs surrounding the school prevented them from entering.

Finally, President Dwight D. Eisenhower took action. He sent U.S. troops to protect the students, and they finally began classes. High school was far from easy for the group, but some of them went on to graduate. In 1999, Congress awarded the Little Rock Nine the Congressional Gold Medal for their bravery.

How Ruby Made History

Jay Clendenin/Aurora Photos

How does it feel to make history? *WR News* student reporter Kaelin Ray recently asked Ruby Bridges.

Kaelin Ray: How does it feel to know that you are a part of U.S. history?
Ruby Bridges: I'm [very] proud of that fact. My mother was really happy about [my] being able to attend that school. My father was more concerned about my safety.

KR: What was your first day at William Frantz Public School like?
RB: My first day I spent sitting in the principal's office, so it was very confusing.

KR: What was it like to meet your teacher, Mrs. Henry, again many years later?
RB: I was really, really excited about meeting her again because she [was] a very important part of my life that had been missing for a long time.

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1. Why were some schools still segregated in 1960 even though the Supreme Court had ruled that segregation was unconstitutional in 1954?

A. Under law, black children could not attend the same public schools as white children.

B. Many Southern cities were not following the court's ruling.

C. There was not enough space for black children to attend white schools.

D. There was not enough money for schools to implement the law.

2. What does the author describe in the beginning of the passage?

A. the Little Rock Nine and the problems they had when trying to attend a white high school

B. how President Eisenhower was forced to send U.S. troops to protect African-American students

C. how Ruby Bridges became one of the first African Americans to attend a white elementary school

D. the relationship between Ruby Bridges and her first teacher, Barbara Henry

3. Many people did not want Ruby Bridges to attend William Frantz Public School. What evidence from the passage best supports this conclusion?

A. Ruby Bridges spent her first day of school inside the principal's office.

B. Ruby Bridges was the only student in Mrs. Henry's class for her first year at school.

C. A screaming mob was protesting outside the school when Ruby arrived.

D. Ruby Bridges was one of the first African Americans to attend a white elementary school.

4. Why did parents probably pull their children out of school after Ruby Bridges arrived?

A. They didn't want their children to go to school with a black child.

B. They did not like Ruby Bridges and did not want their children to be her friend.

C. They were afraid that Ruby Bridges would be mean to their children.

D. They thought that their children deserved a vacation from school.

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5. What is this passage mostly about?

A. a group of African-American high school students called the Little Rock Nine

B. the people who protested against desegregated schools in the South

C. difficulties faced by African Americans during the desegregation of schools

D. the efforts of civil rights workers to improve life for African Americans

6. Read the following sentence: "With the marshals surrounding her, the 6-year-old **walked** into the school and **into history books**."

What does the author suggest by saying that Ruby Bridges "**walked... into history books**"?

A. She had difficulty finding the rooms in this new and unfamiliar school.

B. She became very unpopular for changing the way the school operated.

C. She became part of American history by being the first black at an all-white school.

D. She immediately began studying history.

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

Ruby Bridges attended the previously all-white William Frantz Public School, _____ many people did not want her to.

A. therefore

B. finally

C. for instance

D. even though

8. What does "segregated" mean? Give an example of something that was segregated in the United States.

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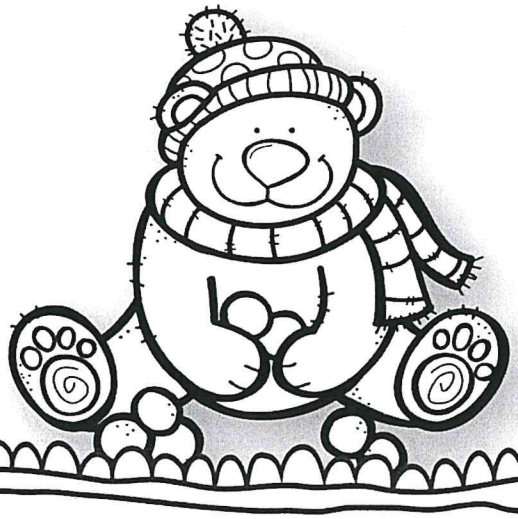


Name: _____

Solve Winter Equations

Directions: Solve each of the following word problems. Show your work!

1. A polar bear has five rows of fifty snowballs each. How many snowballs does the polar bear have?

2. At the zoo, the zookeepers make 4,000 pounds of ice. The zookeepers can make 400 pounds per day. How many days will it take to make 4,000 pounds of ice?

3. Each basket can hold twenty snowballs. Mrs. Miller gives one basket to two hundred students. How many snowballs will the children have altogether?

4. Mrs. Scott needs to buy pencils for ten schools. Each student must have four pencils. Mrs. Scott will need to buy 80,000 pencils. The pencils come in packs of 800. How many packs of pencils will she need to buy?

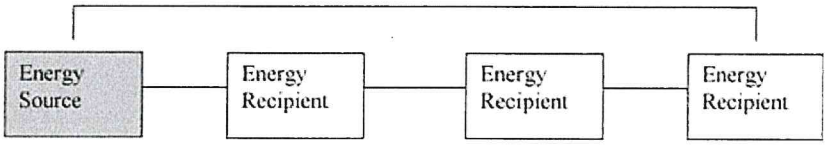
Electricity & Energy: Circuits

by ReadWorks

An electric circuit is the complete path of an electric current. The simplest electric circuit is made up of two components, or parts. The first component is an energy source, such as a battery or generator. The second component is a wire or cable that carries energy from one end of the source. Then it connects back to the source at the other end.

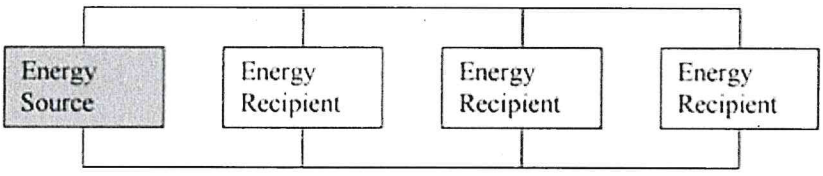
Usually a simple circuit has an energy recipient, such as a motor or lamp. An energy recipient is connected to the electric circuit by the wire or cable. There are two basic types of electric circuits: series circuits and parallel circuits.

Series Circuit



Series circuits are easy to understand if you think about certain strands of light bulbs linked to each other. One example is Christmas lights. With some Christmas lights, all of the lights don't work when one bulb goes out. Why does this happen? This is because in a series circuit the energy has to go through one energy recipient to get to the next. If a bulb blows out, the energy stops at that bulb. It never makes it to the next bulb.

Parallel Circuit



In a parallel circuit, energy is passed through the energy recipients and through a second connection. As long as there's an energy source, electricity will always be able to reach each recipient. If there is a problem with one recipient, the other recipients are not affected.

In practice, most electrical devices have combination circuits. Combination circuits do not use just one type of circuit. Instead, combination circuits utilize both series and parallel types. Devices that use combination circuits include computers and television sets. More complex circuits often have more electric components like switches and resistors, which limit the electric current flow.

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Name: _____ **Date:** _____

1. According to this passage, what is the second component of a circuit?

A. electric current

B. energy source

C. energy recipient

D. wire or cable

2. What role do the two diagrams play in the passage?

A. They illustrate two types of circuits that are described in the text.

B. They contradict the information described in the text about series and parallel circuits.

C. They illustrate how series and parallel circuits combine to form a combination circuit.

D. They illustrate information about circuits not discussed in the text of passage.

3. What would happen if one light went out in a parallel circuit?

A. All of the lights would go out.

B. The circuit would become a simple circuit

C. All the lights except for that one would stay lit.

D. The energy source would stop working.

4. Read these sentences: "Combination circuits do not use just one type of circuit. Instead, combination circuits **utilize** both series and parallel types."

The word **utilize** means

A. to make use of

B. to burn out

C. to provide energy for

D. to create

5. The primary purpose of this passage is to describe

A. what combination circuits are

B. how Christmas lights work

C. the types of circuits found in computers

D. how different types of circuits work

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6. How is energy passed in a parallel circuit?

7. What evidence from this passage could support the idea that a strand of lights might benefit from using a parallel circuit instead of a series circuit?

8. Choose the answer that best completes the sentence.

In a series circuit, energy is passed from one recipient to the next; _____, the flow of energy stops if one of the recipients has a problem.

A. previously
B. however
C. on the other hand
D. consequently

9. Vocabulary Word: source (*noun*): the start or cause of something.

Use the vocabulary word in a sentence:

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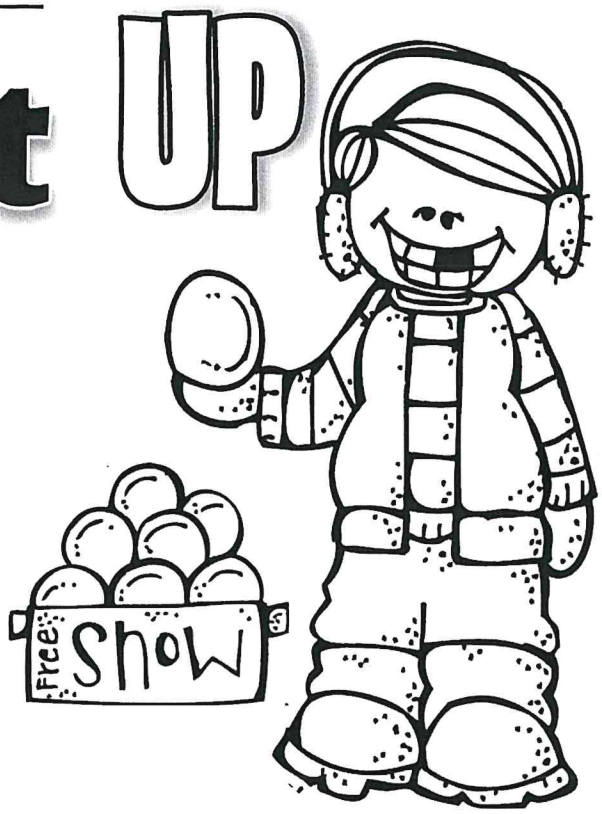
Name: _____

Multiply it UP



521 x 3	250 x 6	
743 x 7	824 x 2	639 x 8
937 x 4	580 x 5	982 x 9

Immigration

by ReadWorks

The United States of America has long been the world's chief receiving nation for immigrants. An immigrant is a person who leaves his or her country to settle and live in another country. Over the years, many millions of people have uprooted and left family and friends to move to America. Some felt forced to leave because they feared for their lives due to dangers present in their home countries. For example, many immigrants left countries that were at war or that didn't give them the freedom to practice their faith. Immigrants also left their native lands if they couldn't find work or enough food to live. Whatever the reason, immigrants usually have had to sacrifice a life that is familiar for one that is unknown.

The United States was founded by immigrants. From the 1600s through 1775, European colonists settled in the land that is now the United States. Most of these immigrants were from England. Others arrived from France, Germany, Ireland, Scotland, and Spain. Many of these colonists came here looking for economic opportunity. They wanted better land to farm or better work. Others came to escape religious persecution. Some were even convicts brought over from English jails. West Africans also immigrated to the American colonies, but they came against their will. They were captured, sold into slavery, and shipped to the colonies.

Since the United States was established in the late 1700s, it has seen three waves of immigration. The first wave of American immigration took place from 1820 to1870. Over seven million people made the voyage to America, mostly from northern and western Europe. About a third of these immigrants were Irish people trying to escape a famine that

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plagued Ireland in the mid-1840s. Another third of the immigrants from this wave were German. The Chinese also began to immigrate to America during this time. They got word of the Gold Rush in California. They came to work in the mines and get rich.

This flood of immigrants wasn't always welcome by those already in America. Some feared these newcomers would take away their jobs. Others didn't like the politics, customs, and/or religions the new immigrants brought with them. For example, many Irish people were discriminated against for being Roman Catholic. The Chinese also suffered greatly from discrimination.

The next wave of U.S. immigration was by far the greatest. It started in 1881 and ended in 1920. Over 23 million people immigrated to the United States during this period, most of whom came from southern and eastern Europe. But by this time, anti-immigration sentiments had become so strong that a growing number of people demanded laws to make it harder for foreigners to become American citizens. In 1875, Congress passed its first immigration law intended to limit immigration. It kept people who were viewed as undesirable out, including convicts. In 1882, Congress also passed the Chinese Exclusion Act. It prohibited Chinese workers from coming to the United States. A few years later, other laws were passed. One required adult immigrants to have literacy skills. Another limited the number of immigrants from countries outside the Western Hemisphere. However, one of the greatest blows to immigration was the Great Depression of the 1930s. Immigration sharply declined. In fact, there were more people leaving America than coming to America during this time.

The third wave of immigration began in 1965 and continues today. Most immigrants in this wave have come from Asian countries as well as South American countries, Caribbean countries, and Mexico. A large number of these immigrants have settled in the East and Midwest. However, many others have moved to California.

Most immigrants have come to America with the hope of building a better life. However, they were sometimes met with hatred by the people already living in the country who feared the economic and cultural impacts of these newcomers. While this discrimination and the economic downfall of the Great Depression had a negative effect on immigration, American immigration has managed to survive.

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Name: _____ Date: _____

1. How many waves of immigration to the United States does the text describe?

A. two

B. three

C. four

D. five

2. According to the text, there were strong anti-immigration sentiments in America by the late 1800s. One cause of this was that people already living in America feared the newcomers would take away their jobs. What was one effect of this anti-immigration sentiment?

A. United States immigration increased.

B. The United States government passed laws making it easier for immigrants to become American citizens.

C. The United States government passed laws intended to limit immigration.

D. The economy became very bad and the Great Depression started.

3. Sometimes there were cultural differences between the people already living in America and immigrants who had moved to America. What information from the text best supports this information?

A. Some immigrants left their native lands if they couldn't find work or enough food to live.

B. Some people in America didn't like the politics, customs, and/or religions the new immigrants brought with them.

C. Over seven million people came to America during its first wave of immigration.

D. One of the greatest blows to immigration was the Great Depression of the 1930s.

4. How can the United States' attitude toward immigrants during the late 1800's best be described?

A. accepting

B. unfriendly

C. ambivalent

D. tolerant

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5. What is the text mainly about?

A. the waves of immigration to America

B. how views on immigration have changed in America

C. the impact of immigration on the economy and culture of America

D. discrimination against immigrants in America

6. Read the following sentences from the text:

"In 1875, Congress passed its first immigration law intended to **limit** immigration. It kept people who were viewed as undesirable out, including convicts. In 1882, Congress also passed the Chinese Exclusion Act. It prohibited Chinese workers from coming to the United States."

Based on the text, what does **"limit"** most nearly mean?

A. spike

B. increase

C. restrict

D. widen

7. Choose the answer that best completes the sentence.

In the late 1800s, America passed laws intended to keep certain people from coming into the United States. _____, Congress passed a law in 1882 preventing Chinese workers from coming to the United States.

A. However

B. Although

C. As a result

D. For example

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8. According to the text, what might be one reason an immigrant would move to the United States?

9. Describe two of the laws mentioned in the text. Make sure to address why these laws were passed.

10. Explain at least one factor that influenced the American people's opinion about immigration in the late 1800s. Use information from the text to support your answer.

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Name: _____

Winter Multiplication

9,321 x 7	2,450 x 6	
7,943 x 6	8,524 x 2	6,349 x 8
5,937 x 4	1,580 x 5	3,082 x 9