6. Which meaning of the phrase **food deserts** is used in "Let's Move"?

A. a hot, dry place where it is difficult to sustain life
B. a neighborhood where the grocery store is too far away
C. an urban area where it is difficult to buy affordable or quality fresh food
D. an area you live in that is not near any farms or farmers' markets

7. Which sentence does the author include in "Let's Move" to support the idea that the campaign was not as successful as it was portrayed? Choose **two** answers.

A. "The White House claims the campaign has helped the obesity rate go down for the first time in years."
B. "Unfortunately, Let's Move only existed in the last year of that downward trend."
C. "Rates going down is definitely a good thing, but was it really due to the campaign?"
D. "The campaign can make no claims of progress in combating the 800-pound gorilla in America's dining rooms: Junk food marketing to children."

8. Which sentence from "Let's Move" best conveys the central idea of the passage?

A. "This concept is extremely important to the health of our country and its future."
B. "With obesity rates going up, it is definitely a hot topic among American's today."
C. "When the campaign first launched, critics said that the first lady had gone too far."
D. "In reality, the campaign, however, did not go far enough."

9. Which sentence expresses how the focus of the Let's Move Campaign differs from the focus of the article "Let's Move"?

A. "Rates going down is definitely a good thing, but was it really due to the campaign?"
B. "This concept is extremely important to the health of our country and its future."
C. "First Lady Michelle Obama launched a childhood obesity campaign called 'Let's Move' on February 9, 2010."
D. "With obesity rates going up, it is definitely a hot topic among Americans today."
Text-Dependent Analysis Prompt

10. The two passages focus on the Let's Move Campaign. Write an essay in which you make and support a claim about whether or not the Let's Move campaign was successful. Use evidence from both passages to support your response.

Writer's Checklist

PLAN before you write

- Make sure you read the prompt carefully.
- Make sure you have read both passages carefully.
- Think about how the prompt relates to the passages.
- Organize your ideas on scratch paper. Use a thought map, outline, or other graphic organizers to plan your essay.

FOCUS before you write

- Analyze the information from the passages as you write your essay.
- Make sure you use evidence from the passage to support your response.
- Use precise language, a variety of sentence types, and transitions in your essay.
- Organize your paper with an introduction, body, and conclusion.

PROOFREAD after you write

☐ I wrote my final essay in the space provided.

☐ I stayed focused on responding to the prompt.

☐ I used evidence from both passages to support my response.

☐ I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
10. The two passages focus on the Let's Move Campaign. Write an essay in which you make and support a claim about whether or not the Let's Move campaign was successful. Use evidence from both passages to support your response.
1. Write the order of operations.

2. \[250 - (3 + 3) \times 5\]

3. What is the value of\[\left[ 4 \times (6 + 4/7) - 3 \right] / 1\]

4. \[10 \frac{1}{2} - 3 \frac{2}{5} = \]

5. Write an estimate for\[8 \ \frac{3}{8} + 11 \ \frac{2}{3} = \]

6. Which is true?
   - \[135.24 < 135.204\]
   - \[83.177 > 83.184\]
   - \[57.15 = 57.015\]
   - \[10.843 > 10.84\]

7. Round \[3.27459\] to the nearest thousandth.

8. Denise has \(\frac{1}{5}\) of a giant sub left over from her Super Bowl party. She wants to split the rest up for her lunch over the next 3 days. How much of the sub will she have each day for lunch?

9. Write the name of each place.

10. Write the 3 steps for dividing fractions.
    - K
    - C
    - F
1. What do you do first in the order of operations: divide, multiply, or subtract?

2. \((83 + 62) - 14 \times 2\)

3. What is the value of
\[
\left[ 3 \times (4 + \frac{7}{9}) - 2 \right] / 2
\]

4. \(7 \frac{1}{2} - 2 \frac{4}{5} = \)

5. Write an estimate for
\(31 \frac{6}{9} + 14 \frac{2}{4} = \)

6. Which is true?
- \(47.86 = 47.086\)
- \(21.216 < 21.21\)
- \(61.033 > 61.333\)
- \(158.25 > 158.259\)

7. Round \(3.16732\) to the nearest hundredth.

8. Annaleigh is planting herbs in her garden. She only wants to use \(1/3\) of her garden for all \(3\) of the herbs. How much of the garden will each type of herb take up?

9. Write the name of each place.

10. What do you do with the last number in the equation when you are dividing fractions?
\[
\frac{1/4}{5} =
\]
The Flying Tomato

Shaun White is one of the most recognized sports stars in the United States. He won back-to-back gold medals in the half-pipe competition. His first gold was in the 2006 Winter Olympics and second in 2010. In addition to his many awards, he also became well known for his red hair. As a result, people often refer to him as the “Flying Tomato.”

“You know the best thing about competition? There’s this whole strategy game, and when it all works out it’s like solving that hard math equation. You finally get the answer and you’re so happy.”

– Shaun White

Shaun overcame many adversities to get where he is today. Before age five he had two cardiac surgeries due to a congenital heart defect. He began skateboarding soon after. Then, following in his older brother’s footsteps, he began snowboarding. Shaun worked extremely hard training for many years. Then his career began to take off. In the 2002 Winter X-Games he won eight medals.

Shaun recently competed in the 2014 Sochi Winter Olympics. After winning gold the past two years, Shaun had all the pressure and eyes on him. Shaun came up just short of medaling in Sochi. This tough loss taught us all a valuable lesson. You can’t always win. However, Shaun did not hang his head. He simply reminded us how amazing it is to make it to the Olympics and no matter how hard you work sometimes it’s just not your day. All you can do is keep working and fighting for your next opportunity.
1. How does the first paragraph help develop the overall passage?
   A. It describes how Shaun White did in the Sochi games.
   B. It explains that Shaun White had a heart defect.
   C. It compares Shaun White to his brother.
   D. It highlights some of Shaun White's accomplishments.

2. Read the quote from the passage.
   "You know the best thing about competition? There's this whole strategy game, and when it all works out it's like solving that hard math equation. You finally get the answer and you're so happy." – Shaun White

   What conclusion can be made about Shaun based on the quote?
   A. Shaun is happy to compete.
   B. Shaun is not just talented but strategic.
   C. Shaun likes to solve hard math problems.
   D. Shaun solves difficult puzzles.

3. Read the sentence from the passage.
   "Shaun overcame many adversities to get where he is today."

   What is the meaning of the word adversities in the sentence?
   A. a difficulty
   B. bad fortune
   C. many events
   D. good fate

4. Which sentence from the passage supports the idea that Shaun White is a good role model for younger athletes?
   A. "Before age five he had two cardiac surgeries due to a congenital heart defect."
   B. "Shaun White is one of the most recognized sports stars in the United States."
   C. "Shaun did not hang his head."
   D. "In the 2002 Winter X-Games he won eight medals."
5. This question has two parts. Answer Part One and then answer Part Two.

**Part One**

What is the author's purpose in writing the passage?

- A. The author wants to describe who Shaun White is to the reader.
- B. The author wants to inform the reader about Shaun White's character.
- C. The author wants to entertain the reader with popular news about Shaun White.
- D. The author wants to persuade the reader to like Shaun White as a friend.

**Part Two**

Which paragraph from the passage supports the answer in Part One?

- A. Paragraph 1
- B. Paragraph 2
- C. Paragraph 3
- D. Paragraph 4

6. Read the sentence from the passage.

"Then, following in his older brother's footsteps, he began snowboarding."

What does the phrase "following in his older brother's footsteps" mean as it is used in the sentence?

- A. to take the same steps as his brother
- B. to do the same as his brother
- C. to take a unique and different path
- D. to make the most of his family

7. Which idea does the author convey at the end of the passage?

- A. Knowledge is a powerful tool.
- B. Enjoy life while you are able.
- C. Don't be afraid to fail. Always try again.
- D. Believe those who seek the truth.
8. This question has two parts. Answer Part One and then answer Part Two.

**Part One**
Which claim about Shaun White does the author make?

A. Shaun White worked hard to become a successful snowboarder.
B. Shaun White is the best sports star in the United States.
C. Shaun White followed in his brother's footsteps.
D. Shaun White used his strategic mind to win an Olympic gold medal.

**Part Two**
Which sentence from the passage supports the answer in Part One?

A. "He won back-to-back gold medals in the half-pipe competition."
B. "Then, following in his older brother's footsteps, he began snowboarding."
C. "Shaun worked extremely hard training for many years."
D. "Shaun White is one of the most recognized sports stars in the United States."

9. What is the central idea in the passage?

A. Shaun White was successful in all his Olympic Games.
B. Shaun White had a heart defect.
C. Shaun White is a snowboarder.
D. Shaun White is a good sports role model.

10. Which detail about Shaun White would be important to include when retelling the passage?

A. Shaun is one of the most recognized sports stars in the United States and is more famous for his creative nickname the Flying Tomato.
B. Shaun overcame a lot at a young age; at age five he had two cardiac surgeries due to a congenital heart defect.
C. Shaun's older brother also loves snowboarding.
D. Shaun recently competed in the Sochi Winter Olympics.
5-A-Day Math Review: Week 1

Monday

1. Write and solve an expression for the following situation:
   “9 less than the product of 5 and 7”

2. Model and solve the problem.
   \[0.4 \times 0.6\]

3. Solve using area models.
   \[\frac{1}{2} = \square = \square\]
   \[\frac{1}{2} + \frac{1}{4} = \square = \square\]

4. What is the value of the underlined digits?
   \[17,928\underline{7} \quad 2.8716\underline{6}\]
   \[398,847\underline{8} \quad 12.865\underline{5}\]

5. Standard Form: 2,873
   Word Form: Expanded Form:

Wednesday

1. Write the ordered pair for each point.
   \[4703 \quad 243625\]

2. Model and solve the problem.
   \[5 \times \frac{1}{2} = \]

3. Compare the numbers.
   \[0.2 \bigcirc 0.21 \quad 0.17 \bigcirc 0.7\]

4. Solve. Show your work.
   \[0.6 + 0.13 = \quad 0.22 - 0.17 = \]
5-A-Day Math Review: Week I

Wednesday

1. Model and solve the problem.

2. Model and solve the problem.
\[
\frac{1}{2} \times \frac{1}{2} =
\]

3. The volume is ____ cubic units.

4. Draw two different trapezoids.

5. 
\[
\begin{align*}
526 \times 10 &= \underline{______} \\
526 \times 100 &= \underline{______} \\
526 \times 1,000 &= \underline{______}
\end{align*}
\]

Thursday

1. Model and solve the problem.

2. Isaac finished eight of the ten homework problems. Phil has finished \(\frac{3}{5}\) of the homework. How many more problems did Isaac finish?

3. Evaluate the expression.

4. Model and solve the problem.

5. 
\[
\begin{align*}
526 \div 10 &= \underline{______} \\
526 \div 100 &= \underline{______} \\
526 \div 1,000 &= \underline{______}
\end{align*}
\]
Look, I didn’t want to be a half-blood.

If you’re reading this because you think you might be one, my advice is close this book right now. Believe whatever lie your mom or dad told you about your birth, and try to lead a normal life.

Being a half-blood is dangerous. It’s scary. Most of the time, it gets you killed in painful, nasty ways.

If you’re a normal kid, reading this because you think it’s fiction, great. Read on. I envy you for being able to believe that none of this ever happened.

But if you recognize yourself in these pages - if you feel something stirring inside - stop reading immediately. You might be one of us. And once you know that, it’s only a matter of time before they sense it too, and they’ll come for you.

Don’t say I didn’t warn you.

My name is Percy Jackson. I’m twelve years old. Until a few months ago, I was a boarding student at Yancy Academy, a private school for troubled kids in upstate New York.

Am I a troubled kid?

Yeah. You could say that.

I could start at any point in my short miserable life to prove it, but things really started going bad last May, when our sixth-grade class took a field trip to Manhattan, twenty-eight mental-case kids and two teachers on a yellow school bus, heading to the Metropolitan Museum of Art to look at ancient Greek and Roman stuff.

I know, it sounds like torture. Most Yancy field trips were. But Mr. Brunner, our Latin teacher, was leading this trip, so I had hopes.

Mr. Brunner was this middle-aged guy in a motorized wheelchair. He had thinning hair and a scruffy beard and a frayed tweed jacket, which always smelled like coffee. You wouldn’t think he’d be cool, but he told stories and jokes and let us play games in class. He also had this awesome collection of Roman armor and weapons, so he was the only teacher whose class didn’t put me to sleep.

I hoped the trip would be okay. At least, I hoped that for once I wouldn’t get in trouble.

Boy, was I wrong.
1. What is the central idea of the first six paragraphs?

   A. A kid who is not so normal and all the trouble he goes through to be normal.
   B. Being half-blood is dangerous, and you could get killed in painful, nasty ways.
   C. A kid is giving advice about being a half-blood.
   D. A not so normal kid who realized many of the troubles he was having were due to being a half-blood.

2. Where did Percy get into trouble?

   A. at private school
   B. on a field trip
   C. at home
   D. the library

3. Read the following sentences from the passage.

   "I hoped the trip would be okay. At least, I hoped that for once I wouldn't get in trouble."

   "Boy, was I wrong."

   What feeling is Percy trying to express?

   A. Percy is showing his anger for the situation.
   B. Percy is trying to be optimistic about the trip.
   C. Percy is showing how excited he is about the trip.
   D. Percy is expressing his fear for what is to come.

4. Why does Percy begin by explaining his life?

   A. to show the reader why he does not enjoy school
   B. to explain to the reader they might also be a half-blood
   C. to warn the reader about the dangers of being a half-blood
   D. to express a feeling of unhappiness with his life
5. This question has two parts. Answer Part One and then answer Part Two.

**Part One**
What inference can be made about Percy?

A. Percy will get in trouble on his field trip.
B. Percy will discover he is a half-blood on his next field trip.
C. Percy will learn more about his teacher Mr. Brunner.
D. Percy will leave his boarding school.

**Part Two**
Which part from the passage supports the answer in Part One?

A. "Am I a troubled kid? Yeah. You could say that."
B. "Being a half-blood is dangerous. It's scary."
C. "If you're a normal kid, reading this because you think it's fiction, great."
D. "At least, I hoped that for once I wouldn't get in trouble. Boy, was I wrong."

6. Read the following sentence from the passage.

"Mr. Brunner was this middle-aged guy in a *motorized* wheelchair."

Which of the following is a synonym for the word *motorized* that best matches the meaning as it is used in the passage?

A. robotic
B. powered
C. engine
D. self-starting

7. Why did the author, Rick Riordan, decide to end the passage in this way?

A. The author wanted to build suspense to catch the reader's attention.
B. The author wanted to inform the reader about what really happened.
C. The author wanted to describe who Percy is as a character.
D. The author wanted to summarize the events that occurred in the text.
8. This question has two parts. Answer Part One and then answer Part Two.

**Part One**
What conclusion about Percy is *best* supported by the passage?

A. Percy is not happy about being a half-blood.
B. Family is very important to Percy.
C. Percy thinks he is just a normal kid.
D. Percy is a bad kid.

**Part Two**
Which sentences from the passage support the answer in Part One? Choose **two** answers.

A. "Being a half-blood is dangerous. It's scary."
B. "I envy you for being able to believe that none of this ever happened."
C. "I know, it sounds like torture."
D. "At least, I hoped that for once I wouldn't get in trouble. Boy, was I wrong."

9. Read the following line from the passage.

"...if you feel something stirring inside..."

What does Percy mean in this line?

A. If you do not feel threatened by the actions.
B. If you understand what's happening in the story.
C. If you enjoy the events and happenings of the story.
D. If you feel something familiar about the story.

10. Read the following paragraph from the passage.

"I could start at any point in my short miserable life to prove it, but things really started going bad last May, when our sixth-grade class took a field trip to Manhattan, twenty-eight mental-case kids and two teachers on a yellow school bus, heading to the Metropolitan Museum of Art to look at ancient Greek and Roman stuff."

Why is this paragraph important to the overall plot?

A. It tells where Percy is when he's telling the story.
B. It sets the stage for where everything begins for Percy.
C. It has important details about Percy's life.
D. It shows how Percy feels about field trips.
5-A-Day Math Review: Week 2

Monday

1. Write and solve an expression for the following situation:
   "7 more than the product of 6 and 9"

2. Model and solve the problem.
   \[ \frac{1}{2} \times \frac{1}{4} = \]
   \[ 0.2 \times 0.3 = \]

3. Solve using area models.
   \[ \frac{1}{2} = \]
   \[ \frac{1}{4} = \]

4. Which number is equal to \(10^3\)?
   \[ \text{A} 10 \quad \text{B} 100 \quad \text{C} 1,000 \quad \text{D} 100,000 \]

5. \[ 2 \text{ m} = \_ \_ \_ \text{ cm} \]
   \[ 3,000 \text{ g} = \_ \_ \_ \text{ kg} \]

   \[ \_ \_ \_ \times \_ \_ \_ = \_ \_ \_ \]
   \[ \_ \_ \_ \div \_ \_ \_ = \_ \_ \_ \]

Tuesday

1. Model and solve the problem.
   \[ \frac{1}{2} \times \left( \frac{5}{9} + \frac{3}{9} \right) = \]

2. Complete the table and then graph the coordinates.
   \[ x \quad +1 \quad +2 \]
   \[ y \quad 9 \quad 8 \quad 7 \quad 6 \quad 5 \quad 4 \quad 3 \quad 2 \quad 1 \quad 0 \]

3. Order from least to greatest.
   \[ 0.4, \ 0.5, \ 0.45, \ 0.04 \]

4. Solve. Show your work.
   \[ 7.4 + 1.2 = \]
   \[ 0.93 - 0.77 = \]
**Wednesday**

1. Model and solve the problem.
   - \( \frac{1}{4} \times \frac{1}{2} = \)

2. Model and solve the problem.
   - \( 0.2)0.6 \)

3. The volume is \( \_ \_ \_ \) cubic units.

4. Round \( 4.3215 \) to the nearest...
   - 0.1: \( \_ \_ \_ \_ \_ \)
   - 0.01: \( \_ \_ \_ \_ \_ \)
   - 0.001: \( \_ \_ \_ \_ \_ \)

5. \( 349 \times 10 = \_ \_ \_ \_ \_ \)
   - \( 349 \times 0.1 = \_ \_ \_ \_ \_ \)
   - \( 349 \times 10^2 = \_ \_ \_ \_ \_ \)
   - \( 349 \times 0.01 = \_ \_ \_ \_ \_ \)
   - \( 349 \times 10^3 = \_ \_ \_ \_ \_ \)
   - \( 349 \times 0.001 = \_ \_ \_ \_ \_ \)

**Thursday**

1. Model and solve the problem.
   - \( \frac{1}{2} \div 2 = \)

2. Sam grew \( \frac{3}{4} \) of an inch last year. Sang grew \( \frac{7}{10} \) of an inch. Who grew more and by how much?

3. Add parentheses to make true.
   - \( 9 \times 7 - 4 = 27 \)

4. Model and solve the problem.
   - \( \frac{7}{4} = \_ \_ \_ \_ \)
   - \( 1 \frac{1}{4} = \_ \_ \_ \_ \)

5. \( 349 \div 10 = \_ \_ \_ \_ \_ \)
   - \( 349 \div 0.1 = \_ \_ \_ \_ \_ \)
   - \( 349 \div 10^2 = \_ \_ \_ \_ \_ \)
   - \( 349 \div 0.01 = \_ \_ \_ \_ \_ \)
   - \( 349 \div 10^3 = \_ \_ \_ \_ \_ \)
   - \( 349 \div 0.001 = \_ \_ \_ \_ \_ \)

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