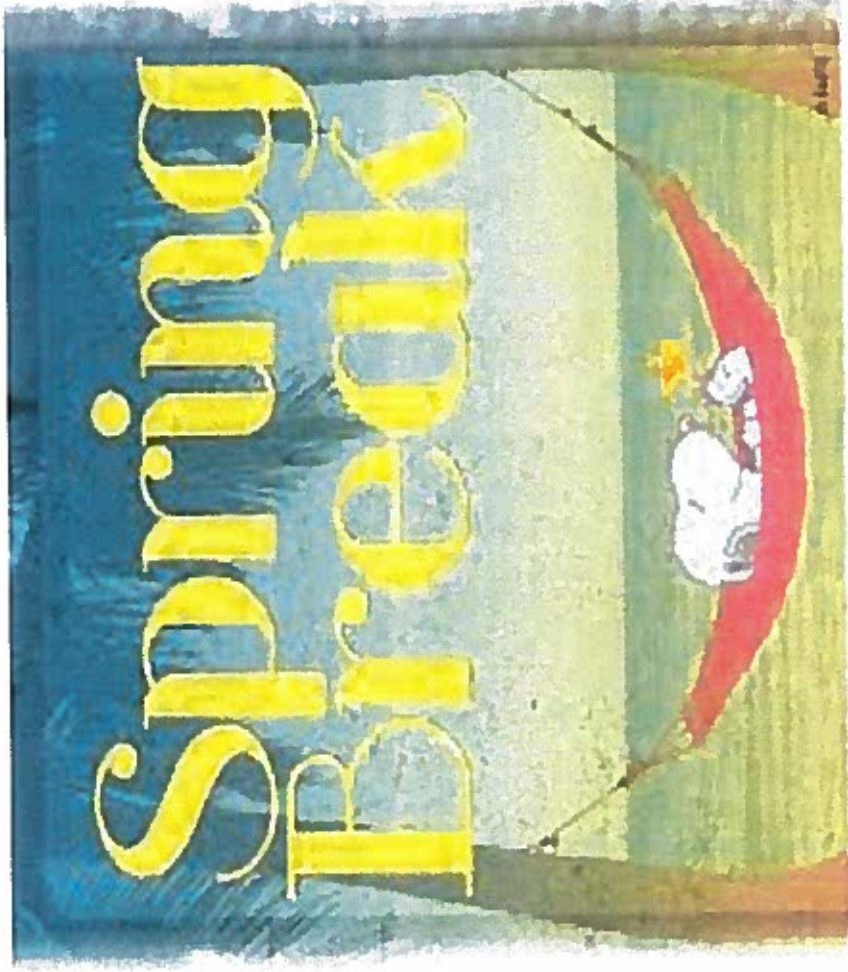


5th Grade



Packet

Icahn Charter School 5

Ms. Telesco and Ms. Brennan

Due: Monday April 9, 2018

Name: _____



Read the story. Then answer the questions that follow.

No Place Like Home

by Len Larsen

- 1 From space, the unknown planet looked almost just like Earth, with huge landmasses surrounded by beautiful blue oceans. Chris and Zach watched eagerly from the observation deck as their spaceship approached for a landing. It would be their first stop on a very long journey.
- 2 “Man, is this gonna be fun!” Zach said excitedly. Visiting the planet thrilled Chris, too—but not in an entirely positive way. If only it all didn’t look so familiar! He’d been feeling sad and homesick since they had left Earth. His parents, both agricultural scientists, had been hired to direct a farming project at a colony on a planet in a faraway solar system. They described the move as “the opportunity of a lifetime.” But Chris had loved his life back on Earth, so he never said much about how difficult this all was for him. At least his best friend, Zach, had joined them on the journey—along with a thousand other people. And Chris felt extremely grateful that he’d been able to bring his dog, a German shepherd named Bert, which was short for “Albert.”
- 3 As the pilot smoothly landed the massive ship on a grassy hilltop, Bert wagged his tail and barked repeatedly, sensing that they were about to go “outside.” Moments later, the anxious crowd popped on their oxygen helmets and descended the main exit ramp. Chris and Zach decided to walk Bert down the grassy slope toward some woods, but they hadn’t gone far when a yellowish, rabbit-like creature darted from the grass. Whatever it was, Bert shot off after it, disappearing into the forest.
- 4 Zach wanted to go for help, but Chris said there wasn’t time, so the two boys ran into the trees, calling for Bert as they searched. They both froze when they suddenly saw ahead what looked like a group of tall creatures in dark pointed hoods. But in the next moment, the boys saw the figures as nothing more than narrow blackened stones tipped upright. They passed slowly through the strange cluster of stones and walked on into what looked to be a vast, endless forest. But as they scrambled up and over the first low rise, they emerged from the woods out onto . . . a street. With houses, driveways, mailboxes.
- 5 The two boys stopped in alarm. “This looks just like a street back home,” Zach said.
- 6 “That’s because it’s Maple Street,” Chris said, “the street right behind my house.”
- 7 “And you don’t find that beyond creepy?” Zach asked.

No Place Like Home

1. Based on the story, what does the following line mean as it is used in paragraph 12:

Chris understood that he couldn't trust his perceptions.

Use at least two details in your response.

Another Search for Bigfoot?

4. What is the main idea of the Article?

Use at least two details in your response.

Another Search for Bigfoot?

4. What is the main idea of the Article?
Use at least two details in your response.

6 Cryptozoology has both its supporters and its critics. Supporters see no problem with using local legends and eyewitness reports in the search for new animals. They note that these methods represent the way serious researchers used to work. Researchers would listen to local people when visiting a new area. The things they learned very often led them to new animals.

Myth-Busting Famous Finds

7 Many animals that are well known today were once thought to be myths. A few of the most famous examples, with their date of discovery, would include the giant squid (1870), the okapi (1901), and the komodo dragon (1910). The giant panda of central China is another. People in the western world first heard stories of it in 1869, but it wasn't until 1936 that a live giant panda was brought to a Chicago zoo.

8 Critics of cryptozoology call it a “pseudo-science,” meaning that it pretends to be a real science but is not. They say the use of stories and undocumented sightings does not qualify as evidence. They also argue that conducting huge, expensive searches based on such information is folly.

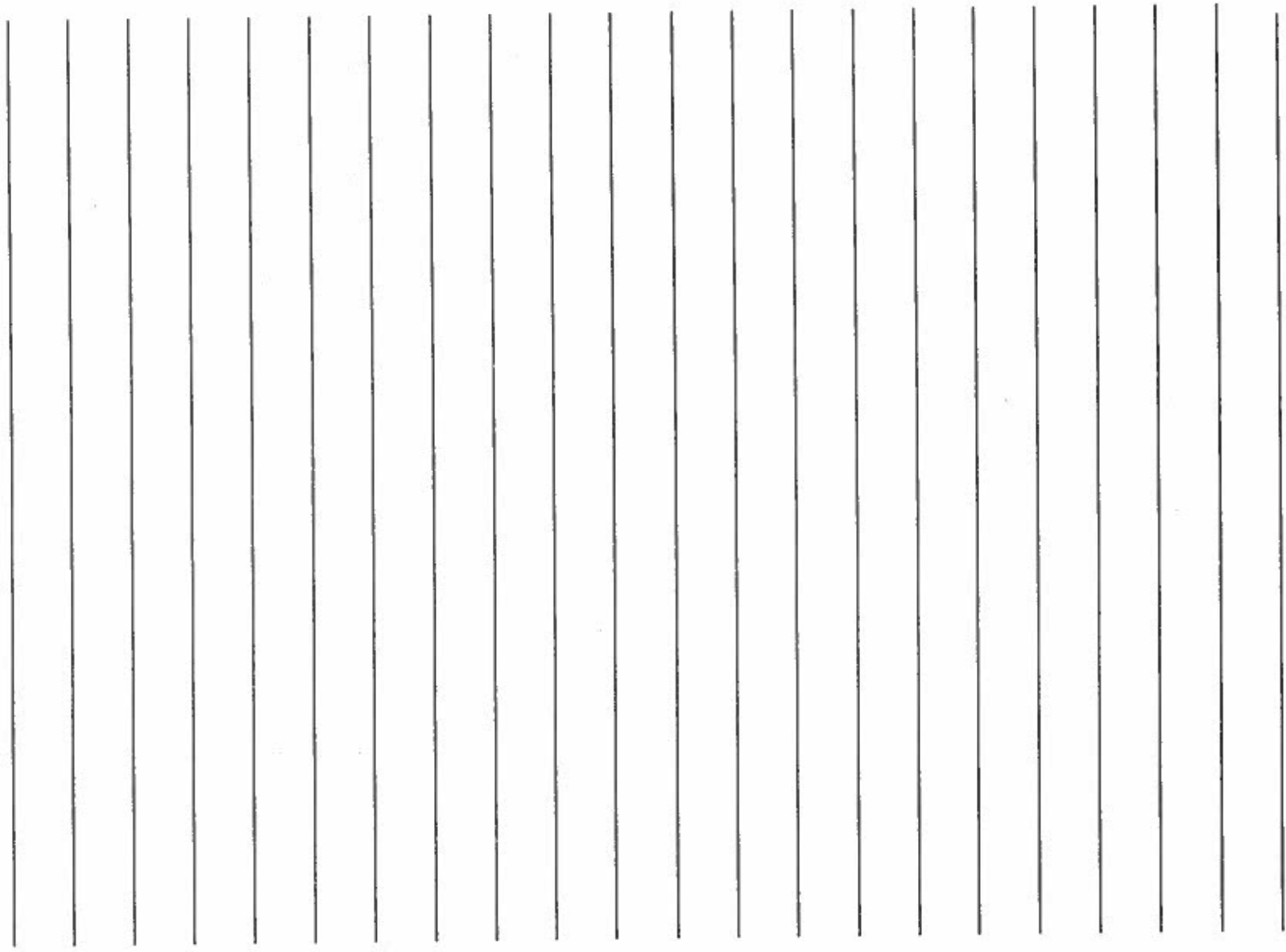
9 Great effort does not always lead to great success in the search for hidden animals. For example, dozens of serious, very scientific searches have been undertaken over the years to find the Loch Ness Monster. That's the name of a creature many believe to be a surviving dinosaur living in a large lake in Scotland. In 2003, the famous British Broadcasting Corporation (BBC) paid for one of the most exhaustive searches ever. Scientists used 600 sonar beams (a type of sound wave) and satellite tracking to explore every bit of the lake. In the end, they found nothing.

A Cryptid in the Catch

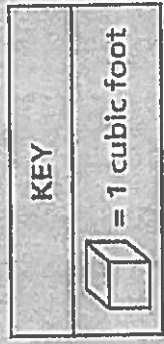
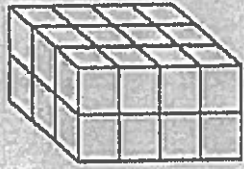
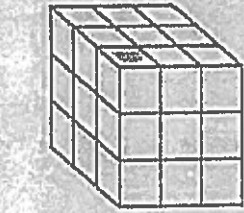
10 Not all amazing “hidden animal” discoveries involve a great search. Sometimes it just happens by accident. For example, in 1938 a fisherman off the coast of South Africa found a very strange fish in his catch. He'd never seen it before, so he took it to a woman at a local museum to help identify it. It turned out the fish was a *coelacanth* (SEE-la-kanth). This was a type of fish believed to have died out *sixty-six million years ago!*

11 This raises a question: If people suspected the coelacanth still existed, would they have gone looking for it? Serious scientists certainly would have. But it's doubtful that the search would have drawn the publicity and funding that a search for Bigfoot or the Loch Ness Monster gets.

12 So why do people keep searching for such legendary creatures? One answer is that they want the fantastic to be true. They want the world to be filled with mysteries that challenge us—and with answers that still surprise us. Even if the legend of Bigfoot is not true, isn't the world a more interesting place when we think that it *might be*?



The two right rectangular prisms below have different volumes.



What is the difference in volume, in cubic feet, of the two prisms?

24

Parallelograms always belong to which category of shapes?

- A squares
- B rectangles
- C rhombuses
- D quadrilaterals

54

In a race that consisted of three parts, the cycling part was $12\frac{1}{2}$ miles long. The running part of the race was $\frac{1}{4}$ the distance of the cycling part. The kayaking part of the race was $\frac{1}{2}$ the distance of the running part. What was the entire distance, in miles, of the race?

Show your work.

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52

Four classmates were asked to decorate $\frac{1}{5}$ of the bulletin board in a classroom. They divided the section to be decorated equally among the 4 classmates. What fraction of the entire bulletin board did each classmate decorate?

Show your work.