

# SLPS



## Continuous Learning Kit Grades 3-5



# September 2020



# St. Louis Public Schools

## At Home Learning Packet

Grades 3-5



September 2020

Name \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_



## Daily Activity Plan

Day 1	<ul style="list-style-type: none"> <li>• Baby Doll</li> <li>• Short Vowel Flowers</li> <li>• Forming Plurals</li> <li>• Make the Eggs Appear</li> </ul>	<ul style="list-style-type: none"> <li>• 3.R.1.A.b, 3.R.1.B.b, 3.R.2.A.b</li> <li>• 3.RF.3.A.f</li> <li>• 3.L.1.B.j</li> <li>• 3.L.1.A.c</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>• Saving the Movies</li> <li>• Granny's Patchwork Quilt</li> <li>• Which Mailbox?</li> <li>• Where are the Animals?</li> <li>• Up in the Clouds</li> </ul>	<ul style="list-style-type: none"> <li>• 3.R.2.A.b, 3.R.1.A.b</li> <li>• 3.RF.3.A.f</li> <li>• 3.RF.3.A.e</li> <li>• 3.L.1.B.j</li> <li>• 3.W.1.C.a, 3.L.1.A.f</li> </ul>
Day 3	<ul style="list-style-type: none"> <li>• George Washington's Letter</li> <li>• Fill Up the Gumball Machine</li> <li>• Two "O's"</li> <li>• Parachute Plurals</li> <li>• Finish the Sentence</li> </ul>	<ul style="list-style-type: none"> <li>• 4.R.1.A.a, 3.R.3.A.a, 3.R.2.A.a</li> <li>• 3.RF.3.A.f</li> <li>• 3.RF.3.A.f</li> <li>• 3.L.1.B.j</li> <li>• 3.W.1.C.a</li> </ul>
Day 4	<ul style="list-style-type: none"> <li>• Littering</li> <li>• Let's Fish</li> <li>• Color the Flowers</li> <li>• Contraction Kites</li> </ul>	<ul style="list-style-type: none"> <li>• 3.R.3.B.c, 3.R.3.B.b, 3.R.1.A.a</li> <li>• 3.RF.3.A.f</li> <li>• 3.RF.3.A.f</li> <li>• 3.W.1.C.a</li> </ul>
Day 5	<ul style="list-style-type: none"> <li>• The Sloth</li> <li>• The Consonant Blender</li> <li>• Seals at Play</li> <li>• Contraction Action</li> <li>• Take a Train Ride</li> </ul>	<ul style="list-style-type: none"> <li>• 3.R.1.A.b, 3.R.3.A.a</li> <li>• 3.RF.3.A.e, 3.RF.3.A.f</li> <li>• 3.RF.3.A.e</li> <li>• 3.RF.3.A.e, 3.RF.3.A.f</li> <li>• 3.W.1.C.a, 3.L.1.A.f</li> </ul>
Day 6	<ul style="list-style-type: none"> <li>• Cat Myths</li> <li>• Find the Miner's Gold</li> <li>• Blend Box</li> <li>• Contraction Hamburgers</li> <li>• Where is it Going?</li> </ul>	<ul style="list-style-type: none"> <li>• 3.R.1.B.d, 3.R.1.A.c, 3.R.1.A.b</li> <li>• 3.RF.3.A.e, 3.RF.3.A.f</li> <li>• 3.RF.3.A.e, 3.RF.3.A.f</li> <li>• 3.RF.3.A.f</li> <li>• 3.W.2.A.c</li> </ul>
Day 7	<ul style="list-style-type: none"> <li>• Amphibians</li> <li>• Ch? Sh? Th?</li> <li>• Consonant Digraphs</li> <li>• Centipede Contraptions</li> <li>• Train Talk</li> </ul>	<ul style="list-style-type: none"> <li>• 3.R.3.C.e, 3.R.1.B.i, 3.R.1.B.b</li> <li>• 3.RF.3.A.f, 3.RF.3.A.e</li> <li>• 3.RF.3.A.f, 3.RF.3.A.e</li> <li>• 3.RF.3.A.f, 3.RF.3.A.e</li> <li>• 3.W.2.B.c</li> </ul>
Day 8	<ul style="list-style-type: none"> <li>• The Bison</li> <li>• Color by Sound</li> <li>• School Days Puzzle</li> <li>• Possessive Parrots</li> <li>• Comic Capers</li> </ul>	<ul style="list-style-type: none"> <li>• 3.R.1.A.b, 3.R.1.A.c</li> <li>• 3.RF.3.A.f, 3.RF.3.A.e</li> <li>• 5.L.1.A.a</li> <li>• 3.L.1.B.b</li> <li>• W.2.C</li> </ul>
Day 9	<ul style="list-style-type: none"> <li>• Ants</li> <li>• R-Controlled Vowels</li> <li>• The Country Cat and the City Cat</li> <li>• Mike's Birthday</li> <li>• The Frog and His Friends</li> </ul>	<ul style="list-style-type: none"> <li>• 3.R.1.B.b, 3.R.1.B.c, 3.R.1.A.c</li> <li>• 3.RF.3.A.f</li> <li>• 3.RF.3.A.f</li> <li>• 5.L.1.A.a</li> <li>• 4.L.1.A.h</li> </ul>
Day 10	<ul style="list-style-type: none"> <li>• Killer Whales</li> </ul>	<ul style="list-style-type: none"> <li>• 3.R.1.A.c, 4.R.1.B.b, 4.R.1.A.b</li> </ul>



	<ul style="list-style-type: none"> <li>Silly Kitty</li> <li>Goodies for the Goat</li> <li>The Word Apple Tree</li> <li>Tell About Yourself</li> </ul>	<ul style="list-style-type: none"> <li>3.RF.3.A.f</li> <li>3.RF.3.A.f</li> <li>5.L.1.A.a</li> <li>4.W.1.C.a</li> </ul>
Day 11	<ul style="list-style-type: none"> <li>Squirrels</li> <li>Two Sounds of G</li> <li>Hidden Nouns</li> <li>Tom's Bedroom</li> <li>What are They Saying?</li> </ul>	<ul style="list-style-type: none"> <li>4.R.1.A.b, 4.R.1.B.b, 3.R.3.C.d</li> <li>3.RF.3.A.f</li> <li>5.L.1.A.a</li> <li>3.R.1.A.a, 4.W.2.C.e</li> <li>3.R.1.A.a, 4.W.2.C.e</li> </ul>
Day 12	<ul style="list-style-type: none"> <li>Rats</li> <li>Silent Consonant Penguins</li> <li>"KN" Sounds like "N"</li> <li>Toboggan Run</li> <li>If I Were the Teacher</li> </ul>	<ul style="list-style-type: none"> <li>3.R.1.A.c, 4.R.1.A.a, 5.R.1.B.b</li> <li>3.L.1.B.h</li> <li>3.L.1.B.h</li> <li>5.L.1.A.a</li> <li>3.R.1.A.a, 4.W.2.C.e</li> </ul>
Day 13	<ul style="list-style-type: none"> <li>The Rattlesnake</li> <li>Consonant Blends</li> <li>Hard and Soft Pillows</li> <li>Pronoun Vines</li> <li>What Happened?</li> </ul>	<ul style="list-style-type: none"> <li>3.R.3.B.c, 4.R.1.A.a</li> <li>3.RF.3.A.f</li> <li>3.RF.3.A.e, 3.RF.3.A.f</li> <li>4.L.1.A.e, 5.L.1.A.a</li> <li>3.R.1.A.a, 4.W.2.C.e</li> </ul>
Day 14	<ul style="list-style-type: none"> <li>Earth's Atmosphere</li> <li>Gingerbread Boys</li> <li>Which Tower?</li> <li>Write the Sentence</li> </ul>	<ul style="list-style-type: none"> <li>3.R.1.A.c, 4.R.1.A.a</li> <li>3.RF.3.A.f</li> <li>4.L.1.B.g</li> <li>4.L.1.A.e, 4.L.1.A.h</li> </ul>
Day 15	<ul style="list-style-type: none"> <li>Earthquakes</li> <li>Hard C Candy Valentine</li> <li>Showing Ownership</li> <li>Describe It: Rain</li> <li>Describe It: Camping</li> </ul>	<ul style="list-style-type: none"> <li>3.R.1.A.c, 4.R.3.C.c</li> <li>3.RF.3.A.e, 3.RF.3.A.f</li> <li>3.L.1.B.b</li> <li>3.R.1.A.a, 4.W.2.C</li> <li>3.R.1.A.a, 4.W.2.C</li> </ul>
Day 16	<ul style="list-style-type: none"> <li>Childhood Obesity</li> <li>The "Wr" Sound</li> <li>The New Tree House</li> <li>The Birthday Presents</li> </ul>	<ul style="list-style-type: none"> <li>3.R.1.A.b, 4.R.1.A.a</li> <li>3.RF.3.A.f</li> <li>3.L.1.B.b</li> <li>3.R.1.A.a, 4.W.2.C.e</li> </ul>
Day 17	<ul style="list-style-type: none"> <li>Commanding Officer</li> <li>Deep Sea Adventure</li> <li>Camping Out</li> </ul>	<ul style="list-style-type: none"> <li>3.R.2.A.b, 4.R.1.A.a</li> <li>5.L.1.A.a</li> <li>3.R.1.A.a, 4.W.2.C.e</li> </ul>
Day 18	<ul style="list-style-type: none"> <li>Horses</li> <li>The Start of Elmo's Terrible Day!</li> <li>A Ride on the Carousel</li> </ul>	<ul style="list-style-type: none"> <li>3.R.3.C.e, 3.R.1.A.c</li> <li>5.L.1.A.a</li> <li>3.R.1.A.a, 4.W.2.C.e</li> </ul>
Day 19	<ul style="list-style-type: none"> <li>Hummingbirds</li> <li>Adjective Sails</li> <li>What Would You Do?</li> </ul>	<ul style="list-style-type: none"> <li>4.R.1.A.b, 3.R.1.B.d, 3.R.3.C.d</li> <li>5.L.1.A.a</li> <li>4.W.2.C.e</li> </ul>
Day 20	<ul style="list-style-type: none"> <li>Trading Posts on the Oregon Trail</li> <li>Color the Pencils</li> <li>Frost the Cookies</li> </ul>	<ul style="list-style-type: none"> <li>4.R.1.B.b, 3.R.1.A.c, 3.R.3.C.d</li> <li>3.L.1.A.f</li> <li>4.L.1.A.i</li> </ul>
Day 21	<ul style="list-style-type: none"> <li>The Panda Bear</li> </ul>	<ul style="list-style-type: none"> <li>4.R.1.A.a, 3.R.3.C.d, 4.R.3.A.a</li> </ul>

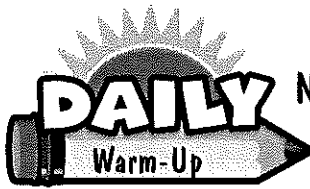


	<ul style="list-style-type: none"> <li>• The Puppet Show</li> </ul>	<ul style="list-style-type: none"> <li>• 3.L.1.A.c</li> </ul>
Day 22	<ul style="list-style-type: none"> <li>• The Praying Mantis</li> <li>• Gold Stars</li> <li>• Walking Through the Neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>• 3.R.1.A.c, 3.R.3.C.d</li> <li>• 5.L.1.A.a</li> <li>• 5.L.1.A.a</li> </ul>
Day 23	<ul style="list-style-type: none"> <li>• Railroads</li> <li>• Which Flashlights will Turn On?</li> </ul>	<ul style="list-style-type: none"> <li>• 3.R.1.A.b, 3.R.1.B.b, 3.R.1.B.c</li> <li>• 3.L.1.A.f</li> </ul>
Day 24	<ul style="list-style-type: none"> <li>• Jupiter</li> <li>• Narrative Writing Summative Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• 4.R.1.A.a, 3.R.3.B.b, 3.R.1.B.d</li> <li>• W.2.C</li> </ul>



# Day

# 1



Name \_\_\_\_\_

Date \_\_\_\_\_

## BABY DOLL

A week before Christmas, Grace and her family made a visit to the general store. It was 1897, and they had lived in the area for two years. Grace loved to travel to town and see all the pretty things in the store. There were dresses, dolls, and lots of candy. She admired all the beautiful things in the storefront window as she waited for her ma and pa to buy the goods.

Grace was enthralled with one of the items in the window that day. It was a baby doll in a beautiful blue dress. She couldn't take her eyes off it. A man standing nearby noticed Grace. He asked her what she was looking at, and she happily pointed it out to the man.

"Looks like you are going to be one lucky girl on Christmas Day."

"Oh no. I won't, sir. You see, my ma and pa, we don't have very much money. We don't get big Christmas presents, but we sure have fun together."

Christmas Day soon arrived. That morning, Grace was surprised to see the little doll from the store window sitting in a cradle under her Christmas tree. Her parents were just as surprised.

"Wow. Santa brought you a real treat, didn't he?" said Pa.

"Oh, this wasn't from Santa. This is from a special man I met at the store," explained Grace with a twinkle in her eye. She smiled when she thought about this stranger who made her Christmas.

### STORY QUESTIONS

- How did Grace know the gift came from the man at the store?

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- What does the word *enthralled* mean?

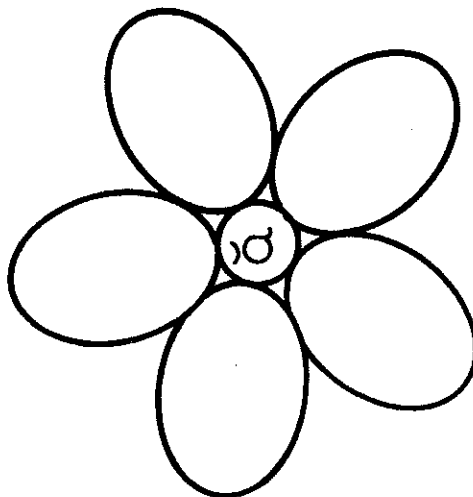
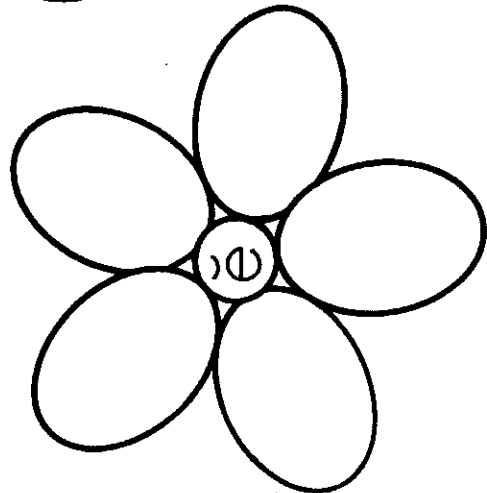
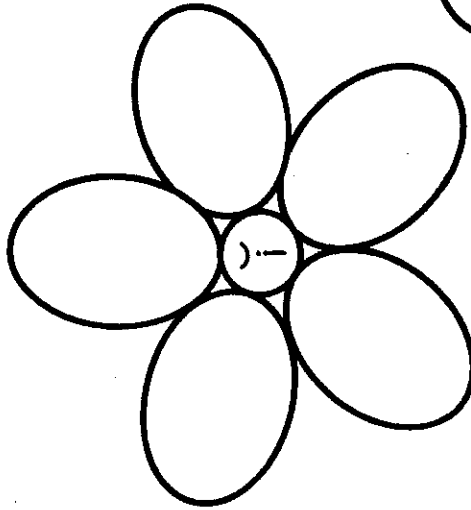
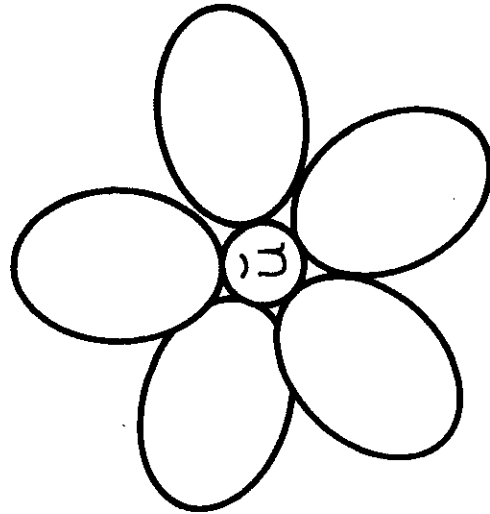
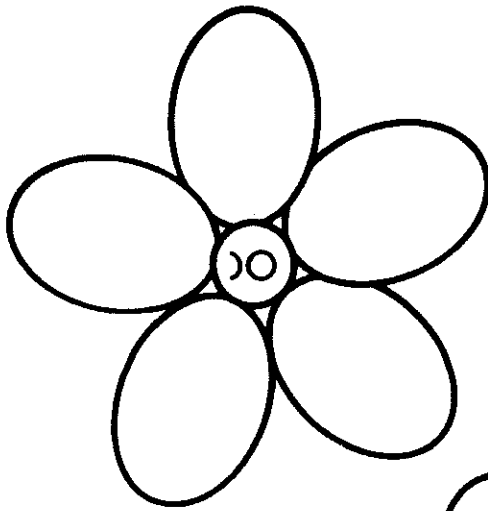
- |              |                     |
|--------------|---------------------|
| a. opposite  | c. partnership with |
| b. enchanted | d. opened up        |

- After reading the passage, what is a word that could be used to describe Grace?

- studious
- forgetful
- gracious
- spirited

# Short Vowel Flowers

Write a different word on each  
flower petal to make short vowel flowers.



# Forming Plurals

**Directions:** Most words are made plural by adding an s to the end of the word. For some words, an es is added to make the word plural. This is done on words ending in s, ss, ch, x, and z. Make the following words plural by copying each word and adding an s or es.

Add s or es

car                      fox                      brush  
1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

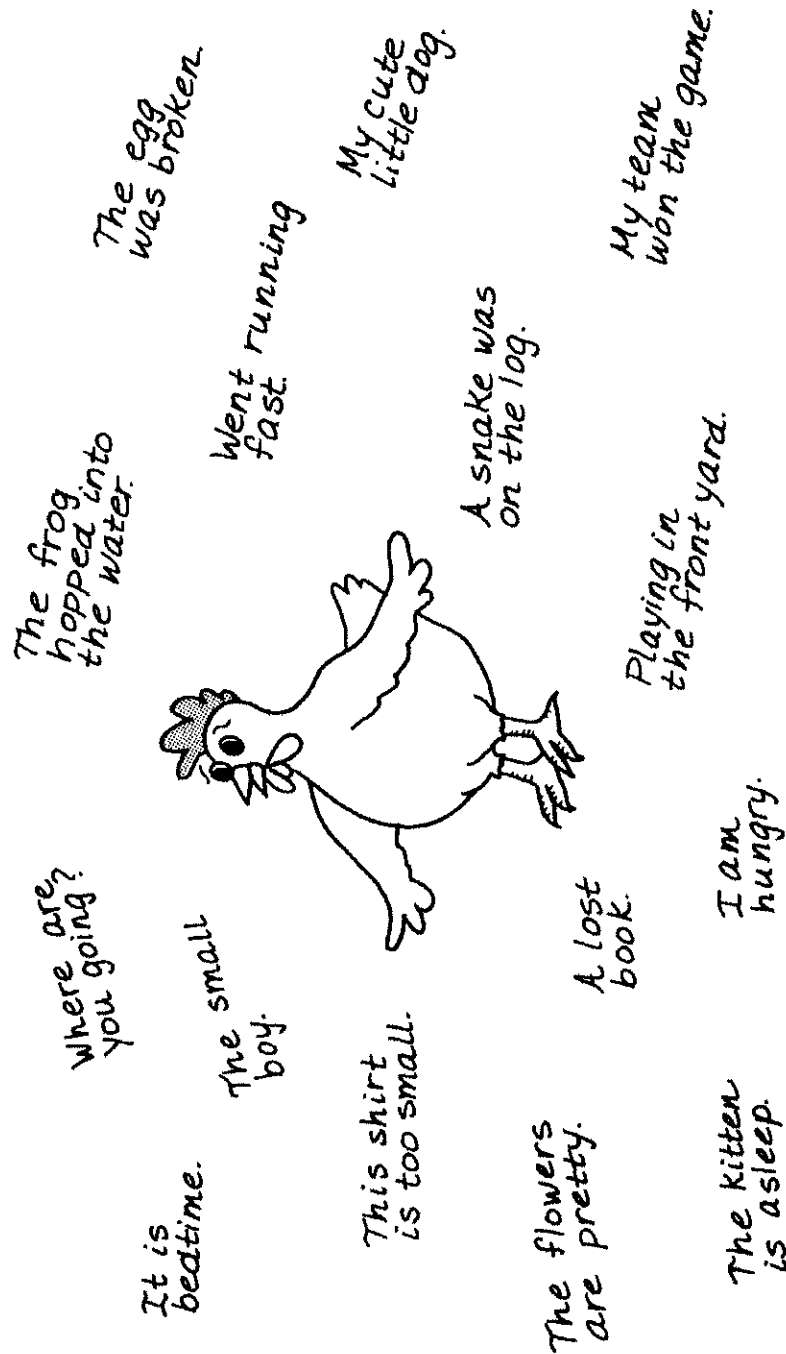
stove                      church                      chair  
4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

bus                      dress                      buzz  
7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_

pet                      bike                      game  
10. \_\_\_\_\_ 11. \_\_\_\_\_ 12. \_\_\_\_\_

# Make the Eggs Appear

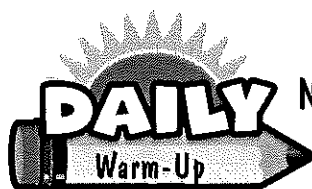
This chicken has lost ten of her eggs. Help her find them. Draw an egg around each complete sentence. Use different colors of crayons to draw the eggs.





# Day

# 2



Name \_\_\_\_\_

Date \_\_\_\_\_

## SAVING THE MOVIES

The first movies were made using black and white cameras. The film for the pictures were cut up and made into long strips. They were played on a movie projector in a theater. Today, people can see movies almost anywhere. They can see movies on computers. Others watch movies on iPods®. Some even watch movies on their cell phones. The world of movies is changing very fast.

Some filmmakers want to use digital photography for making movies. Digital photography is cheaper, takes fewer people and less space. It is easy to use and can be done in a small area. However, they do not turn out as clear as the original way of filming.

A man named Robert Rodriguez says that digital form is the new way to make movies. He says it is the way to keep movie theaters alive. He does not want them to become extinct.

Robert writes movies and shoots them. He directs them and puts them together. He even does the special effects. Robert does them all in digital format. He does this in his own home in Texas. He can make most movies for half of the money it would usually cost.

Rodriguez wants to make movies that can only be seen in theaters. His idea is to make movies, for less money, only to be shown in theaters. He feels this will help preserve the original way to watch a movie.

### STORY QUESTIONS

1. What makes Robert unusual?
  - a. He is trying to save the movie theaters.
  - b. He is making movies.
  - c. He only wants to make movies that can be shown on television.
  - d. He is the only filmmaker who lives in Texas.
2. Which of these is **NOT** something positive about digital movies?
  - a. They need fewer people to make them.
  - b. They cost less than making movies the old way.
  - c. They can be made using only a small amount of space.
  - d. They are not as clear as the other kind.
3. Where can't people watch movies today?
 

a. on the moon	c. on an iPod®
b. on a cell phone	d. on a television
4. To make movies digitally you would probably use a . . .
 

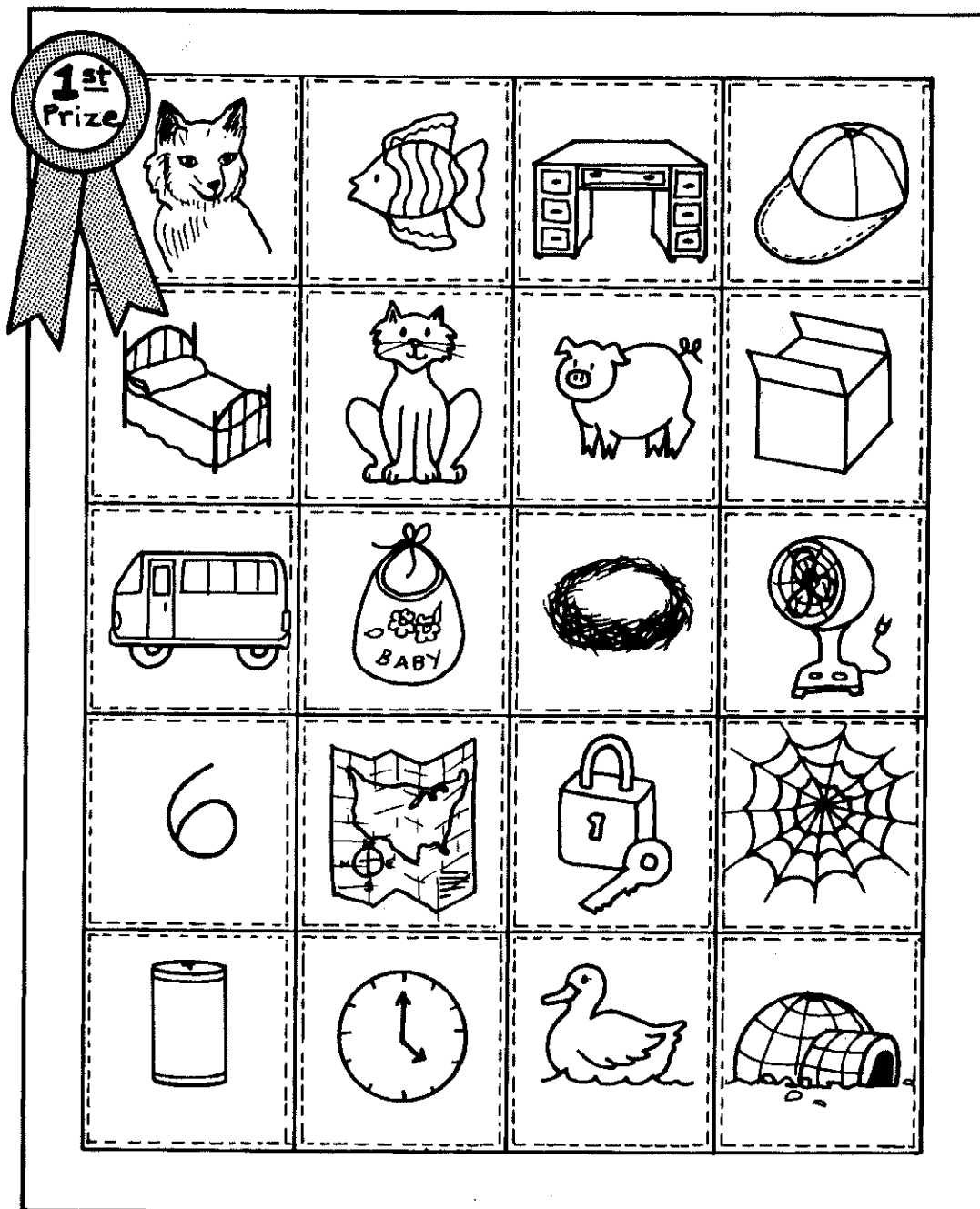
a. typewriter.	c. magnifying glass.
b. computer.	d. book.

# Granny's Patchwork Quilt

Say the picture name. Listen for the short vowel sound. Use the key to color the quilt. Then color the rest of the picture.

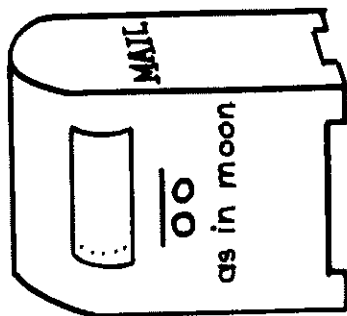
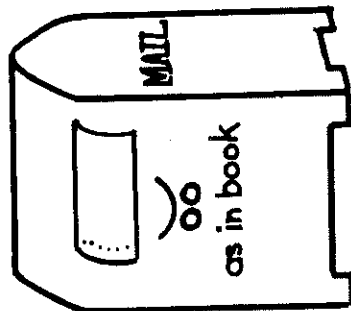
## KEY

- ă red
- ē yellow
- ī blue
- ō green
- ŭ orange



# Which Mailbox?

Bring the envelopes to the correct mailbox. Cut out the envelopes at the bottom of the page and glue them around the mailbox according to the vowel sound.



**cut & X**

<input type="checkbox"/> stood	<input type="checkbox"/> broom	<input type="checkbox"/> spoon	<input type="checkbox"/> wood	<input type="checkbox"/> hook	<input type="checkbox"/> cool	<input type="checkbox"/> good	<input type="checkbox"/> took
<input type="checkbox"/> moose	<input type="checkbox"/> wool	<input type="checkbox"/> teeth	<input type="checkbox"/> choose	<input type="checkbox"/> smooth	<input type="checkbox"/> cook	<input type="checkbox"/> brook	<input type="checkbox"/> soon

# Where Are the Animals?

Below are three plural endings. Read through the Word List and write each word on a line under its proper plural ending. Be sure to circle the letters. If you are correct, the circled letters will spell three familiar animals.

**s**

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**es**

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**ies**

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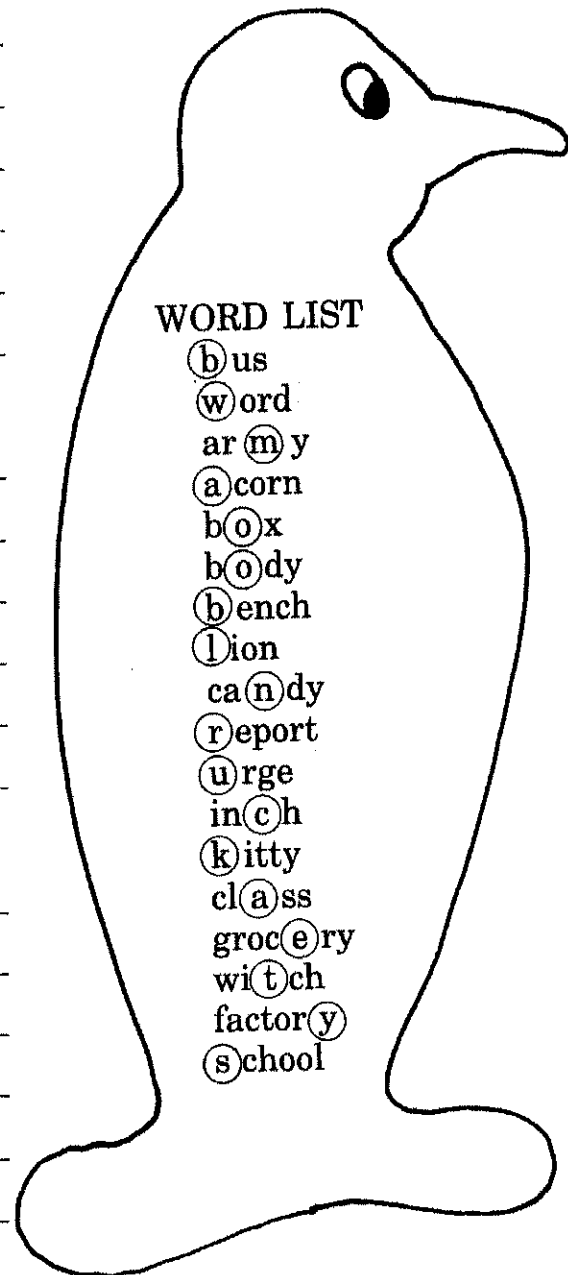
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# Up in the Clouds

**Directions:** Pick the correct phrases from the clouds to expand the sentences below.

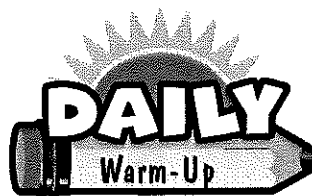


1. We made a snowman \_\_\_\_\_  
\_\_\_\_\_
2. Tim saw a shooting star \_\_\_\_\_  
\_\_\_\_\_
3. The alligator was startled \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. The mother bird swooped down \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Mary Jane was very happy \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Day

# 3



Name \_\_\_\_\_

Date \_\_\_\_\_

## GEORGE WASHINGTON'S LETTER

My dearest Martha,

As I am working here in Philadelphia, I am recalling several events in my life which have kept me pursuing my dreams. These, of course, are the dreams of freedom from England and the establishing of the 13 Colonies as a new nation.

As I think back to 1754, I remember it as clearly as if it had happened yesterday. This was at the beginning of one of the small fights that grew into the French and Indian War. There was fighting all around us that day, but somehow I managed to escape. I realized later that four bullets had ripped through my coat. I had to sew these up by hand. I admit I am not as skilled in sewing as you are, my dear. Also, on the very same day, two horses were shot from under me. Once again, I escaped unhurt. That day has reminded me of the importance of fighting for what I believe.

Another memory, which is vivid in my mind, is the time I spent with you on our plantation. I remember managing the lands and working alongside our workers. This memory brings me great joy. It is peaceful and reminds me of the peace we long for.

Each event, my dear, had made me what I am today. I am strong because you believe in me and in the cause. I am strong because I have survived unusual events. The fight may be long, but the victory will be sweet.

Your most humble servant,

George

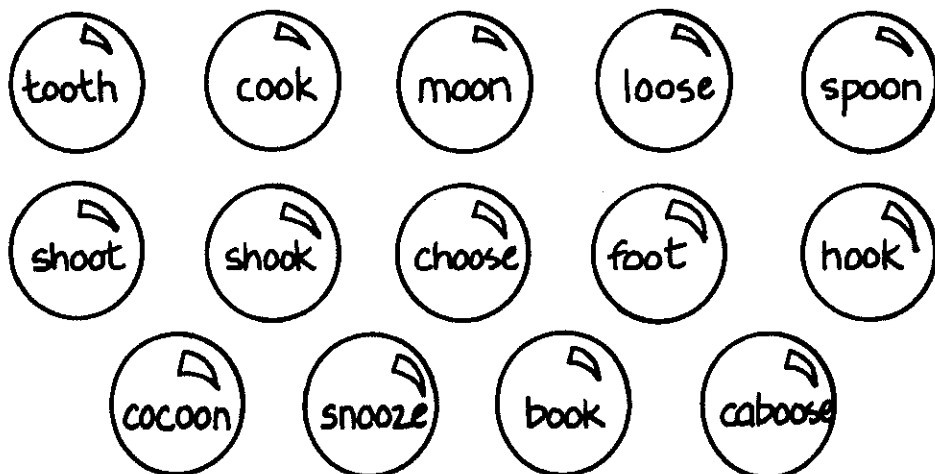
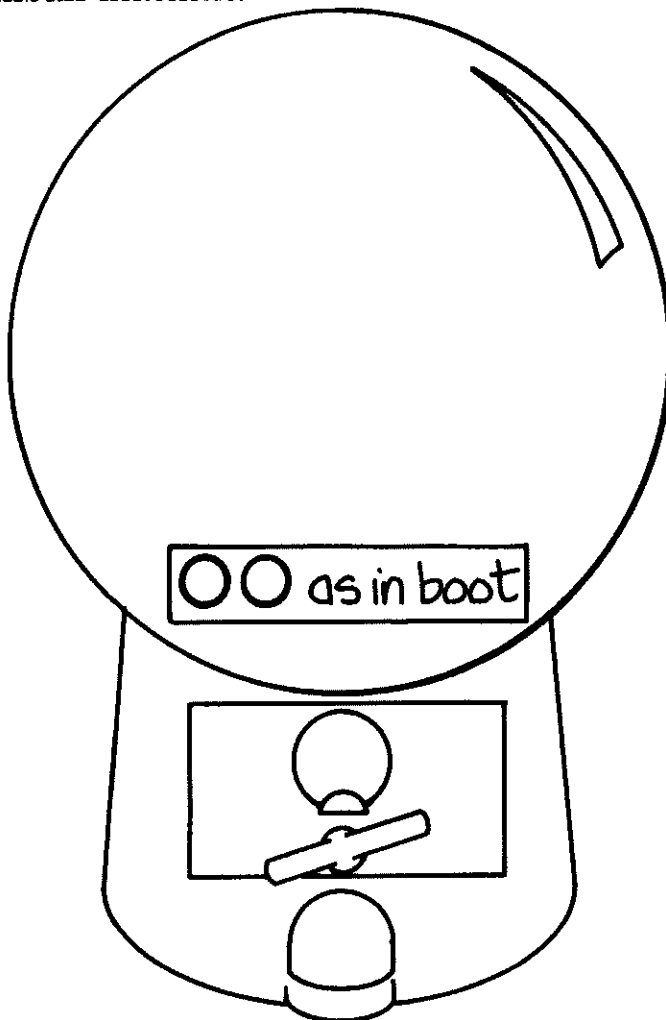
### STORY QUESTIONS

1. According to the passage, what brought George Washington joy?
  - a. the memory of fighting in the French and Indian War
  - b. the memory of working on his plantation
  - c. the memory of living in Washington
  - d. writing to his wife
2. This letter is written to George's . . .
 

a. daughter.	c. wife.
b. grandmother.	d. son.
3. What did George have to sew himself, even though sewing was generally done by woman?
  - a. He had to sew up bullet holes in his coat.
  - b. He had to sew buttons on his shirt.
  - c. He had to sew an American flag.
  - d. He had to sew a new hat for himself.
4. What lessons had George learned?
  - a. to fight for taxes and fight for money
  - b. to get what you want no matter who you hurt
  - c. to look at what others have and try to get it for himself
  - d. to fight for what he believed and to be thankful for what he had



# Fill Up the Gumball Machine

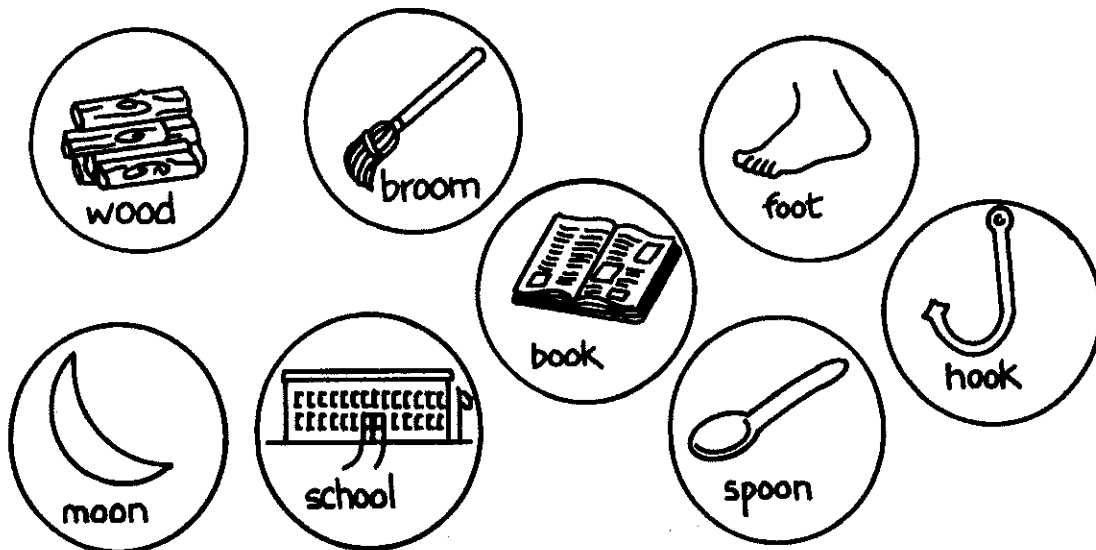
Cut out the gumballs at the bottom of the page. Read the word on each gumball. If the word has the *oo* sound as in the word *boot*, glue it inside the gumball machine.



# Two "O's"

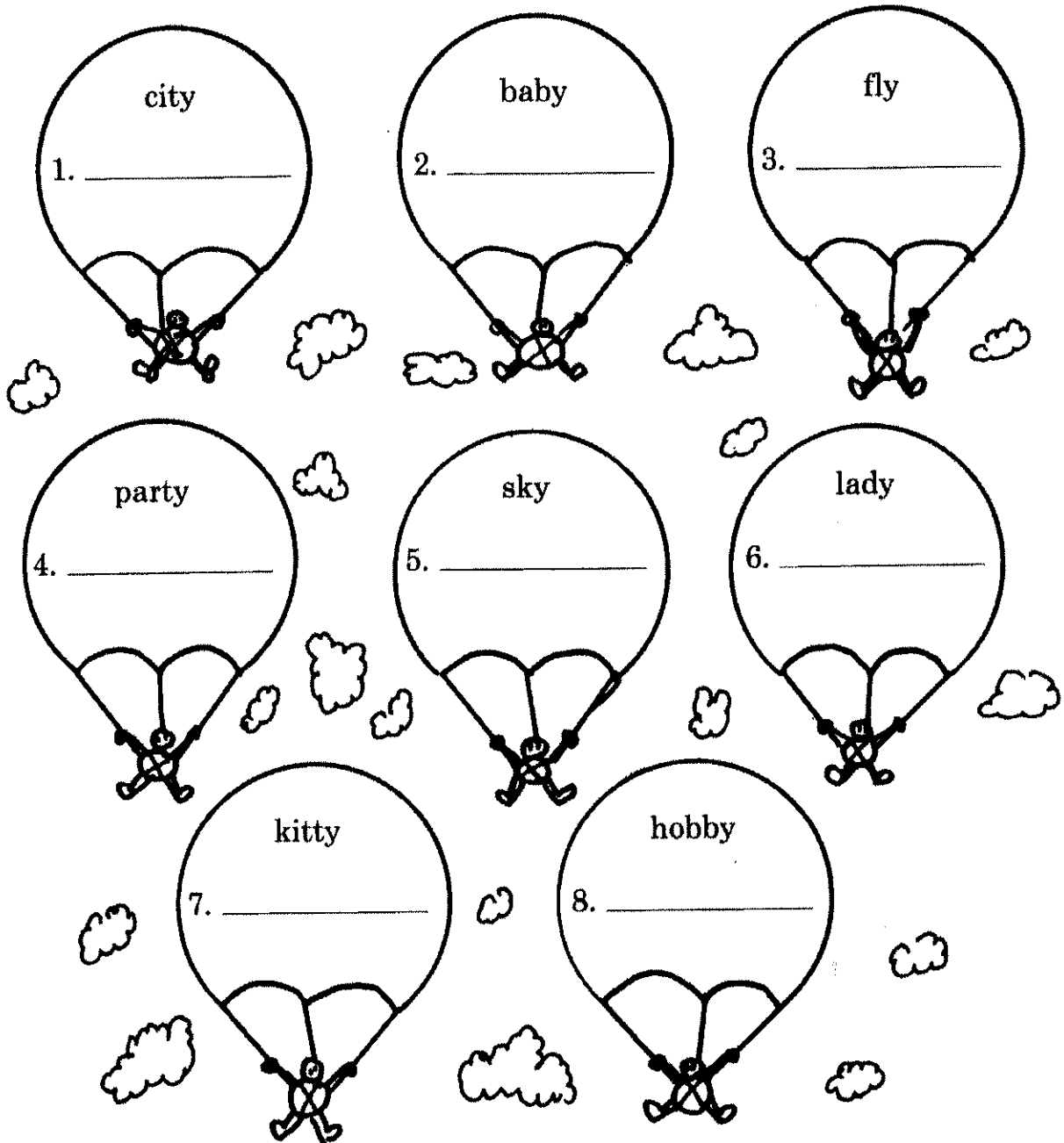
Two o's together look like owl's eyes. And two o's together can have two different sounds. They can sound like the "oo" in "zoo" or the "oo" in "look." Read the words at the bottom of the page. Then cut out and glue them in the correct box.

 <p>zoo</p>	 <p>look</p>
--	--



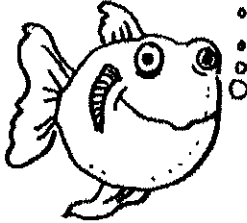
# Parachute Plurals

**Directions:** If a word ends with a *y* that has a consonant right before it, you can make the word plural by changing the *y* to an *i* and adding an *es*. Write the plural form of each of the words on the parachutes.

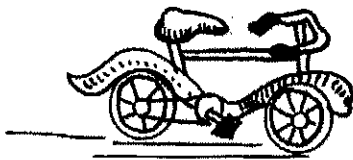


## Finish the Sentence

One of the sentences in each set below has a missing word. Listen carefully as your teacher reads the sentences so that you can say the correct missing word that will complete the sentence.



1. Janice looked out of her window and saw that dark clouds were forming over the playground. She knew that the picnic would be called off. It will probably be \_\_\_\_\_ all day.
2. Omar has a long tail that swishes side-to-side when he is purring. He is quite a lovable ball of fur. Omar is my pet \_\_\_\_\_.
3. Jana's world is a quiet, wet bowl of water. When I come to sprinkle grains of food on the surface of the water, she watches me. She will come to the top of the water to catch the food. Jana is a small \_\_\_\_\_.

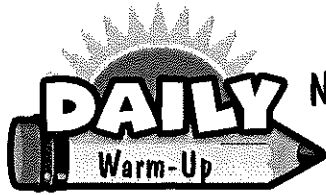


4. Jeffrey ran out into the field. He looked up into the sky and held his hand up high. Whop! His hands were hit hard by the fast, hard ball. Jeffrey is playing \_\_\_\_\_.
5. I love to feel the wind blowing into my face. As I move swiftly down the road, I see yards full of children playing. They wave and shout as I fly by on two fast wheels. I am riding my new \_\_\_\_\_.



# Day

# 4



Name \_\_\_\_\_

Date \_\_\_\_\_

## LITTERING

It is very sad to see litter on the highways or in parks and other public places. Littering is a big problem that needs to be stopped. There is no reason why people need to litter. Someone who litters is a lazy person. It means he or she is too lazy to get up and throw away his or her own trash.

Many things have been tried to stop people from littering. Laws have been passed to try to prevent littering. If someone is caught littering on the highway, he or she can be fined to pay for it. This seems to discourage some people, but certainly not everyone.

Littering can cause a lot of problems. Littering can be harmful to the wild animals that live in the parks and forests. Littering can kill animals or make them sick. Sometimes food is left with trash and other things. Wild animals eat this food, and then sometimes they get sick. Littering also looks bad. It's hard to enjoy nature when it is serving as a trash can for us!

### STORY QUESTIONS

1. What is the author's opinion about littering?
  - a. tolerant
  - b. pathetic
  - c. disgusted
  - d. annoyed
2. Which of the following sentences clarifies the how the author feels about littering?
  - a. This seems to discourage some people from littering.
  - b. It is very sad to see litter on the highways or in parks.
  - c. There should be a fine for everyone who litters.
  - d. Littering is more and more common today.
3. Which of the following is not an effect of littering?
  - a. Littering is harmful to animals.
  - b. Animals can get sick and die from litter.
  - c. Littering looks bad.
  - d. People can get paid if caught littering.
4. Who does the author blame for littering?
  - a. the audience
  - b. lazy people
  - c. wild animals
  - d. children

# Let's Fish

Say the word on each fish. Listen to the oo sound. Then write the word in the correct column. Cross out the words as you use them.

**oo as in boot**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

**oo as in foot**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

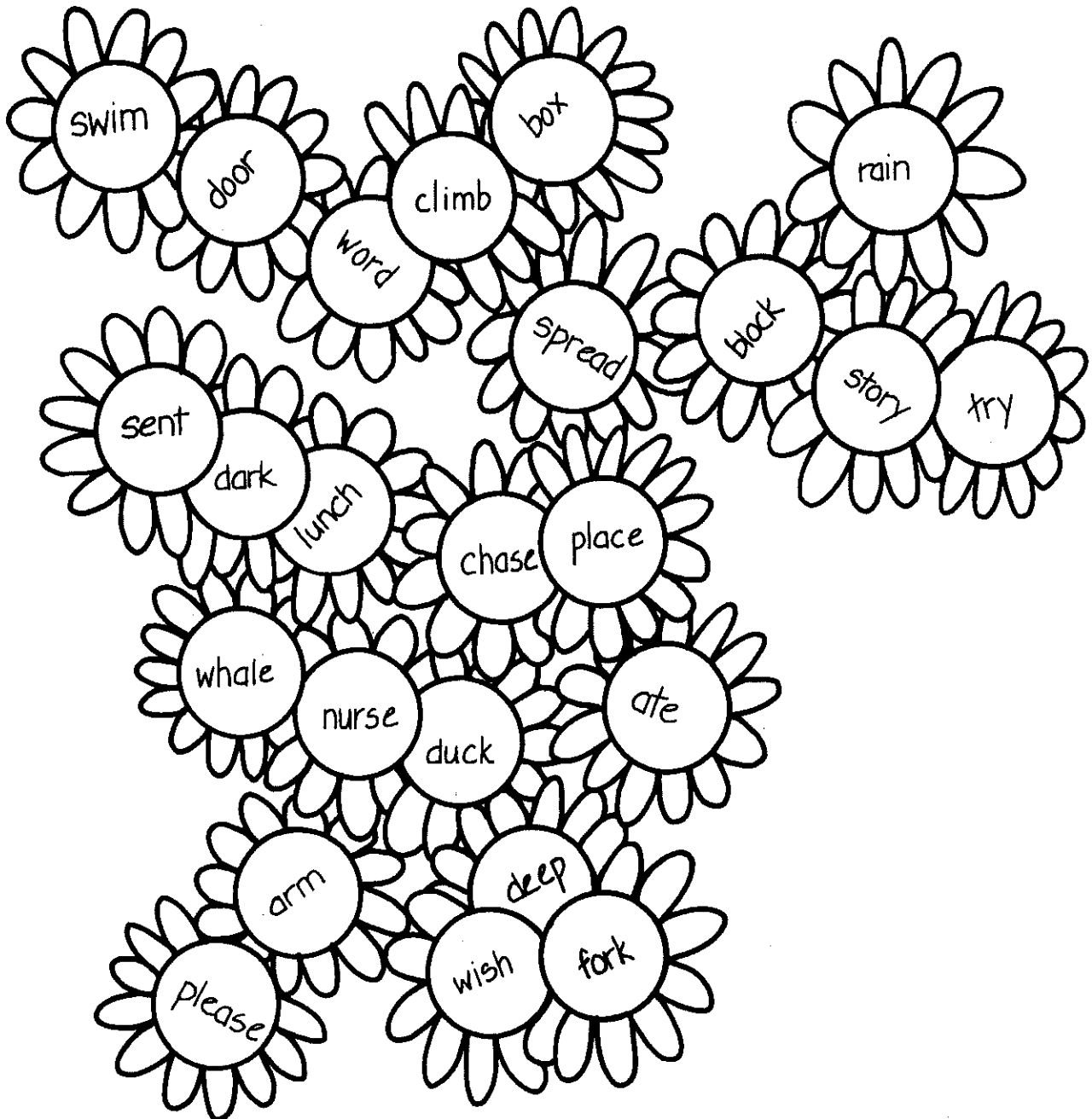
# Color the Flowers

You can help color these flowers. Pronounce each word. Listen to the vowel sound. Then color the flower according to this key:

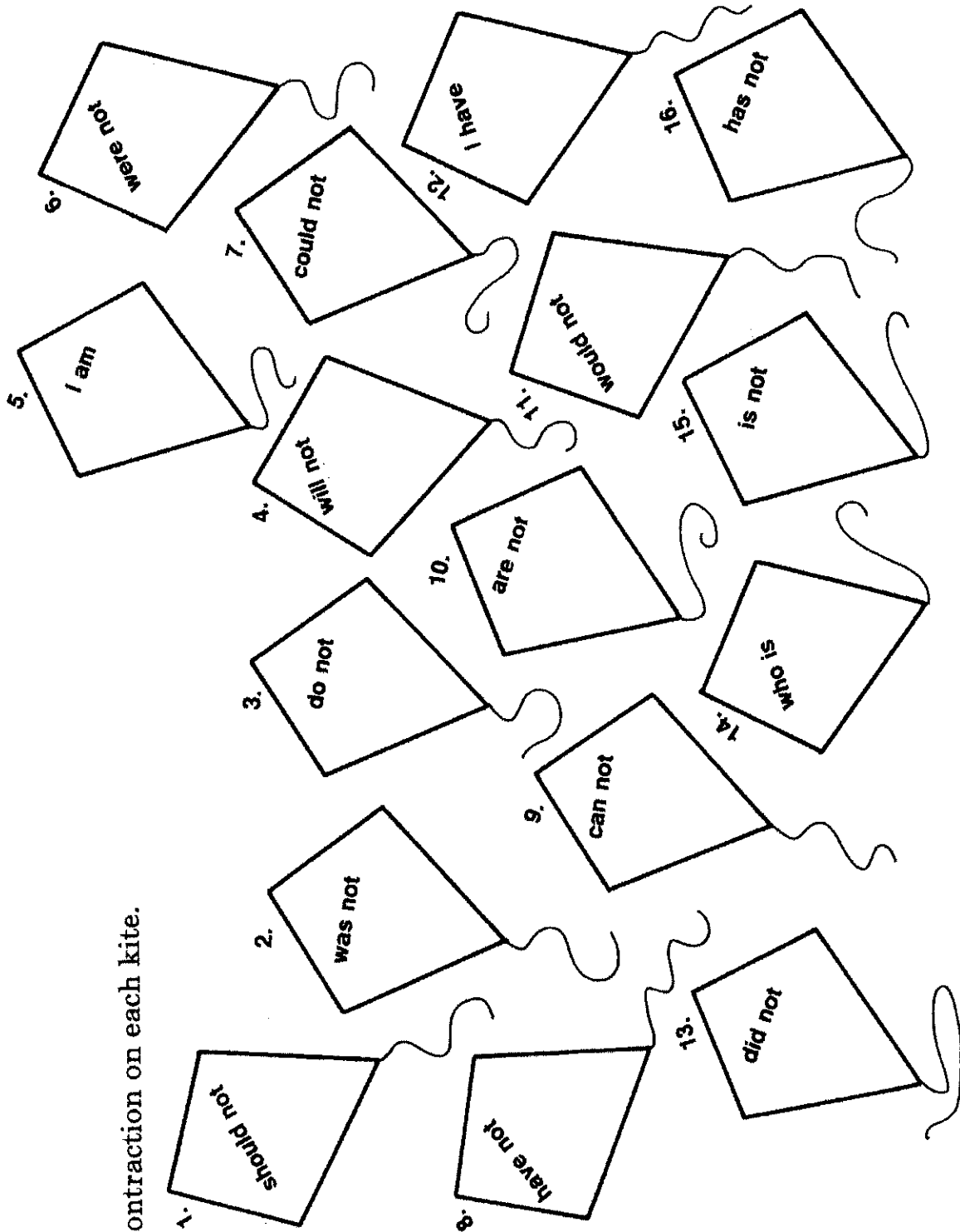
short vowel = pink

long vowel = blue

r-controlled vowel = yellow



# Contraction Kites

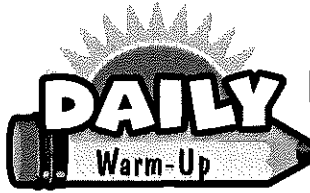


Write the contraction on each kite.



# Day

# 5



Name \_\_\_\_\_

Date \_\_\_\_\_

## THE SLOTH

What is a sloth? Did you know that a sloth is a slow-moving animal that lives in trees? Sometimes people are called sloths, but that's not because they live in trees; rather, it's because they are moving so slowly. A sloth spends most of its time hanging upside down in a tree. A sloth will eat, sleep, and give birth hanging upside down! Their curved claws make it easy for them to hang onto the tree.

Sloths are four-legged animals. They spend almost all of their lives up in a tree. They walk upside down along the branches. Sloths are also known to be good swimmers. Sloths are found in Central and South America.

The sloth is nocturnal, which means it is active at night instead of the day. This means that it sleeps during the day. The sloth usually keeps to itself, although some female sloths congregate in small groups.

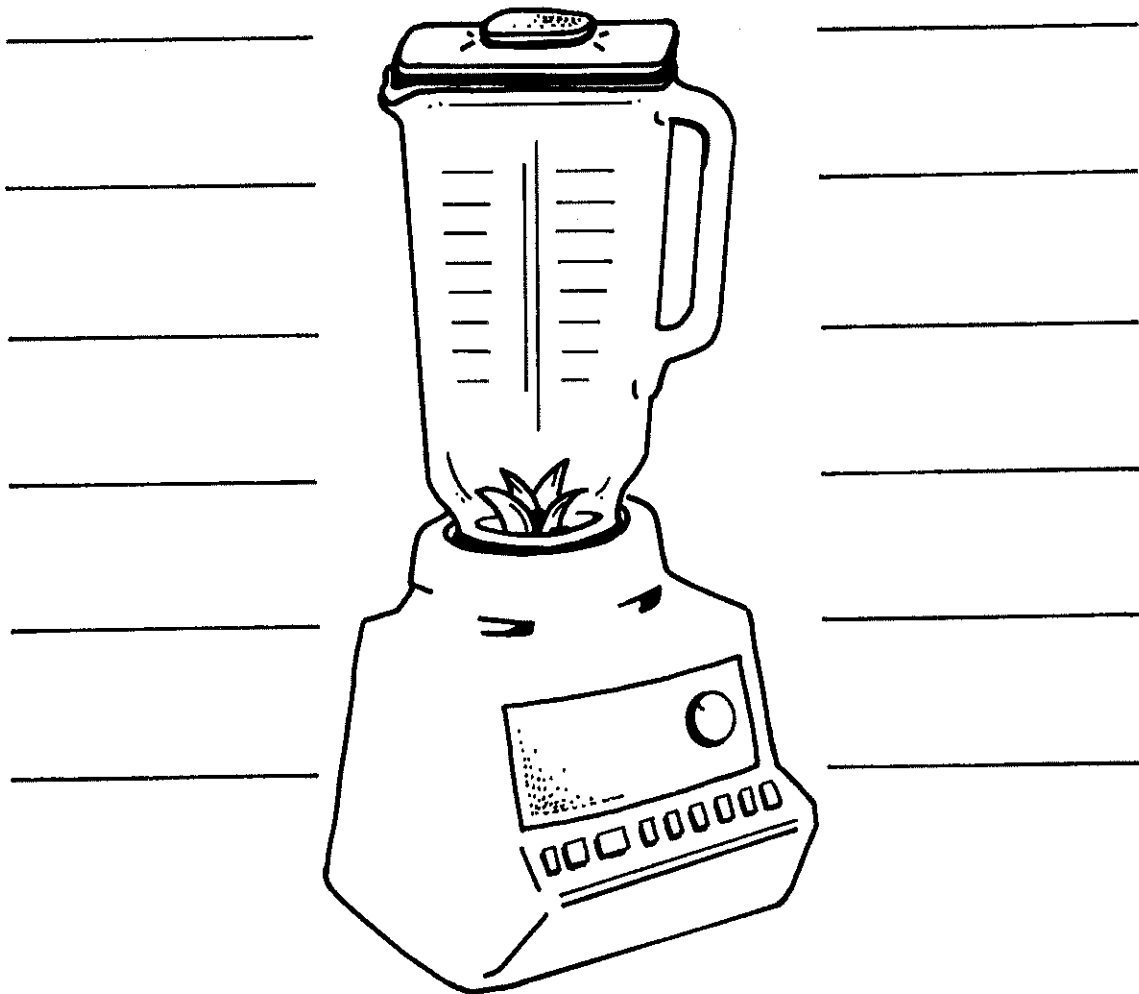
The sloth has a thick, brown coat of fur. They are plant-eaters and eat mostly leaves, tender shoots, and fruit. The sloth has green algae growing on its fur. The sloth will lick the algae for nutrients. The algae also helps protect the sloth from enemies. Eagles, jaguars, and humans hunt the sloth. The algae growing on the sloth helps to camouflage it.

### STORY QUESTIONS

1. In order for a sloth to live in a tree, it needs . . .
  - a. courage.
  - b. to be the right size.
  - c. curved claws.
  - d. to eat only plants.
2. According to the passage, how do sloths keep from being eaten?
  - a. They are easily hidden.
  - b. They are camouflaged by green algae.
  - c. They are slow moving.
  - d. They have thick, brown fur.
3. Why did the author include the first paragraph?
  - a. to introduce the main points about the sloth
  - b. to clear up misconceptions about the sloth
  - c. to generate questions about the sloth
  - d. to identify the food eaten by the sloth
4. The best way to find the answer to question #3 above is to . . .
  - a. reread the entire passage.
  - b. reread the first paragraph and determine the main idea.
  - c. look for the words "sloth" and "habitat."
  - d. skim the passage and look for clues.

# The Consonant Blender

Look at each word in the word box. If it has a consonant blend, write it on a line near the blender.



blanket  
balloon  
flag  
sled

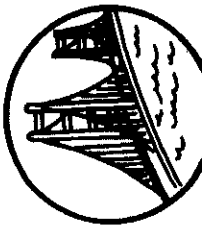
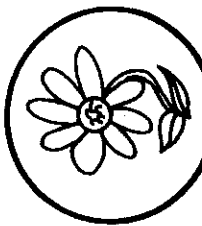
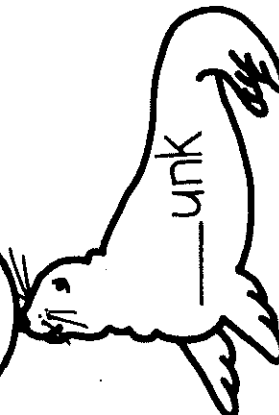
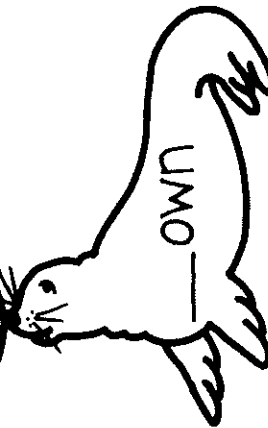
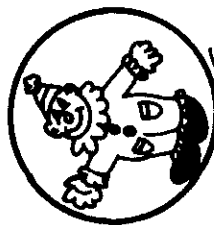
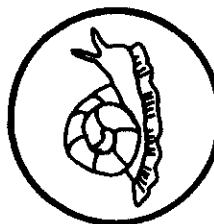
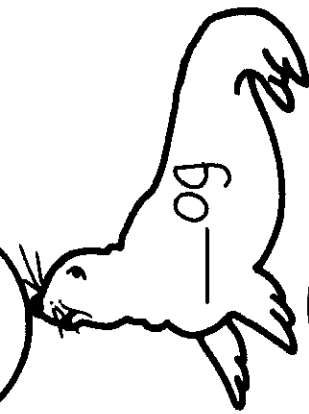
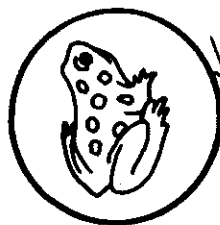
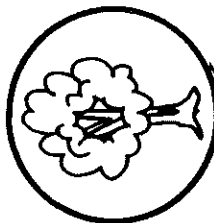
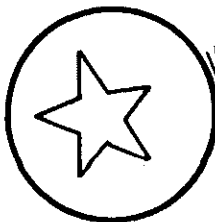
glass  
crab  
goats  
spin

fry  
boats  
drive  
grape

prize  
pans  
smash  
trap

# Seals at Play

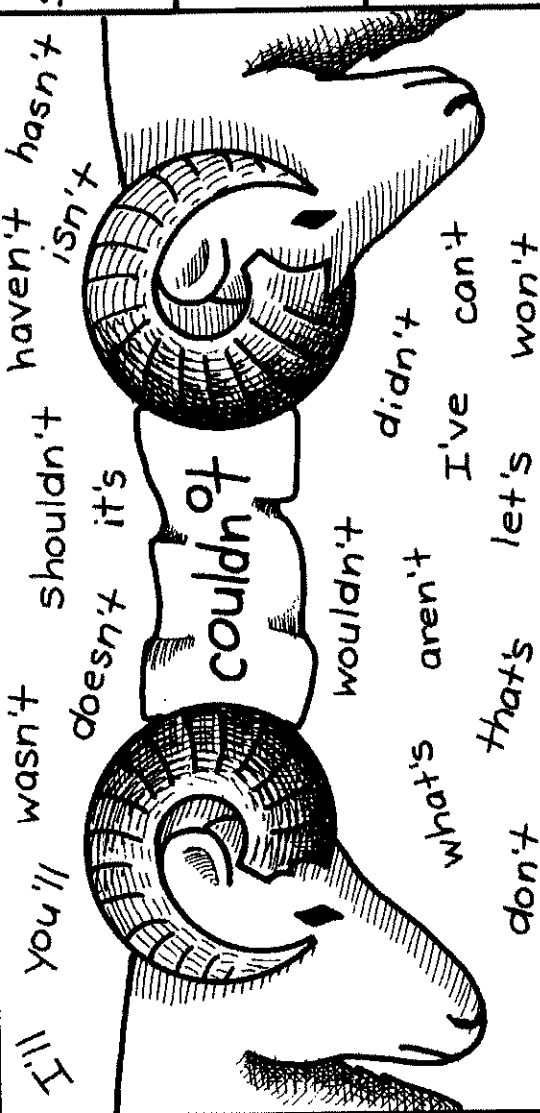
Each seal is balancing a ball. Look at the picture in each ball and then fill in the missing consonant blend on the seal.



# Contraction Action

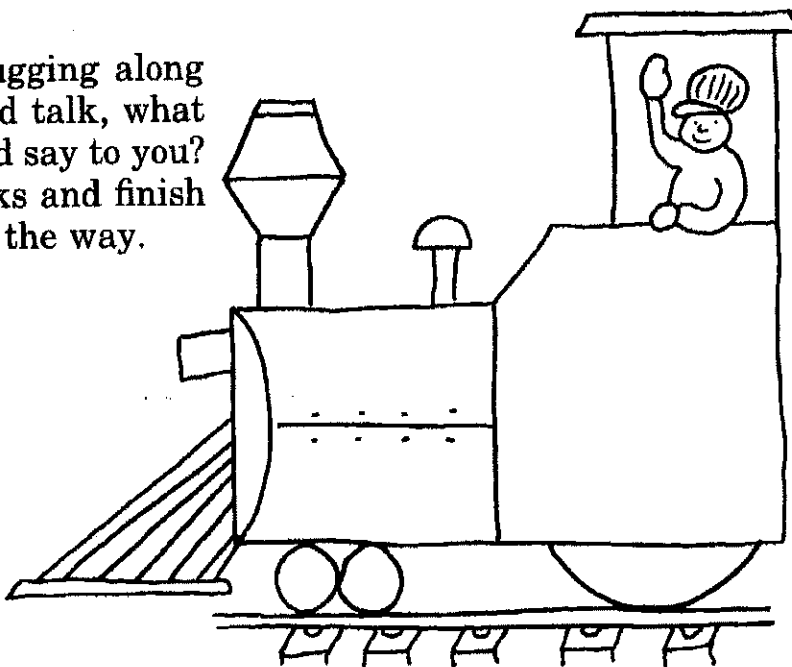
Write the contractions along the pathway.

is not	does not	what is	I will	has not	let us	can not
will not	I'll	wasn't	shouldn't	haven't	hasn't	should not
are not	You'll	doesn't	it's	isn't		do not
it is						I have
Start	you will	have not	that is	would not	did not	was not
Finish						



# Take a Train Ride

This train is chugging along the tracks. If it could talk, what do you think it would say to you? Well, follow its tracks and finish each sentence along the way.



Once I pulled a \_\_\_\_\_  
\_\_\_\_\_

I don't like \_\_\_\_\_  
\_\_\_\_\_

Tunnels make me \_\_\_\_\_  
\_\_\_\_\_

My wheels sometimes \_\_\_\_\_  
\_\_\_\_\_

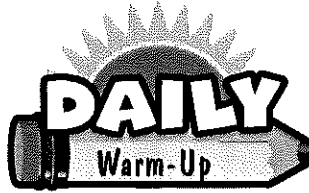
Children \_\_\_\_\_  
\_\_\_\_\_

A cow once \_\_\_\_\_  
\_\_\_\_\_



# Day

# 6



Name \_\_\_\_\_

Date \_\_\_\_\_

## CAT MYTHS

People believe things about cats that might not be true. These “myths” can confuse cat owners. If you like cats, learn the facts and fiction about them.

Some people think that cats need to drink milk. That is not true. If a cat eats a good diet, it does not need to drink milk. Does your cat drink milk? Most cats like milk, but it can make them sick. Cats should only have milk in small amounts.

Have you heard the one about garlic? People put garlic on cat food. They believe it will get rid of worms in the cat’s body. Does it work? Garlic makes food taste richer. Garlic does nothing to worms. It will give the cat bad breath! If your cat has worms, take it to an animal doctor. A veterinarian can give medicine to the cat. The medicine will take care of the worms.

Some people think that cats’ whiskers help them to balance. Whiskers serve as “feelers.” They do nothing at all for balance. “Feelers” help the cat know about its surroundings.

Have you heard these myths before? Do not believe them. Learn how to care for cats. Read books and talk to your veterinarian. Cats need good owners to care for them.

### STORY QUESTIONS

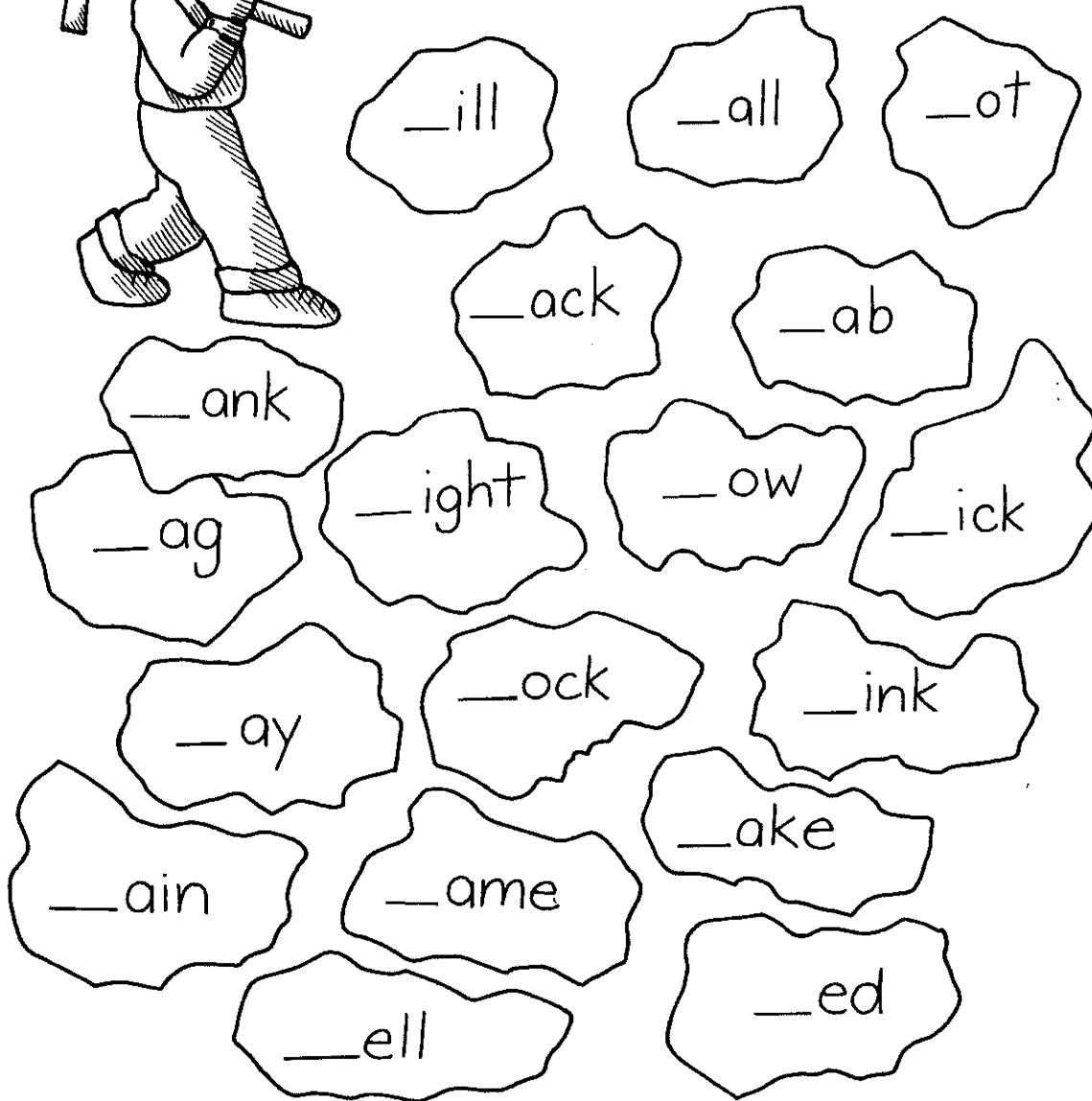
1. According to the passage, what is the meaning of “if a cat eats a good diet”?
  - a. getting the treats it deserves
  - b. getting the right kind and amount of food to make them healthy
  - c. getting the right kind of love and attention
  - d. getting your neighbor to feed your cat while you are on vacation
2. “Cat Myths” is mostly about. . .
  - a. creating a positive atmosphere for your cat.
  - b. stories that are true about cats.
  - c. stories that are not true about cats.
  - d. making sure you have dinner in time for your cat.
3. A new title for this passage might be . . .
 

a. “The Truth About Cats.”	c. “Blame It on the Cat.”
b. “A Cat’s Life.”	d. “Safety for Cats.”
4. When someone tells you new information about any topic, you should always . . .
  - a. read a book that gives you advice on friendship.
  - b. watch a TV show about chickens.
  - c. search the Internet for video games about cats.
  - d. check to see if the information is correct.

# Find the Miner's Gold



If a consonant blend can be added to the beginning to make a real word, add it and color the gold nugget yellow. Be sure to look at the Consonant Blend Box at the bottom of this sheet.



## CONSONANT BLEND BOX

bl	cl	dr	fr	gr	pr	sk	sm	sp	sw
br	cr	fl	gl	pl	sc	sl	sn	st	tr

# Blend Box

Below is a list of pictures. Look through the Blend Box and find the blend with which the name of each object begins. Write the correct blend on the line next to each picture.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



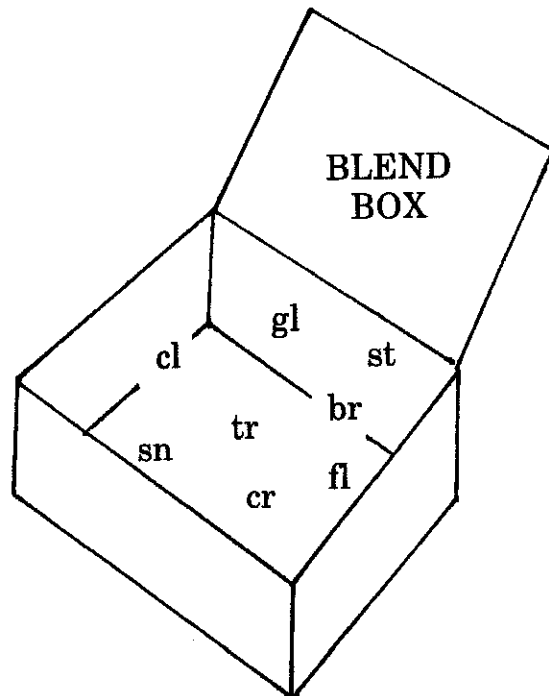
\_\_\_\_\_



\_\_\_\_\_

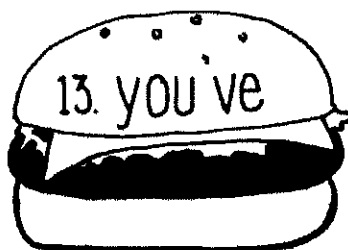
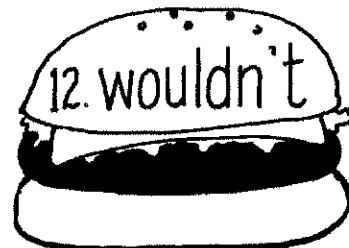
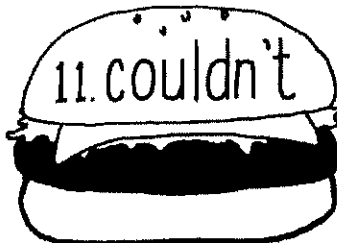
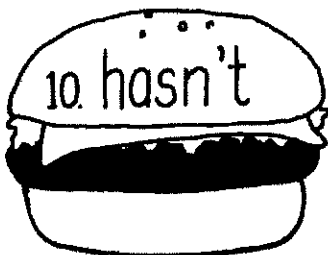
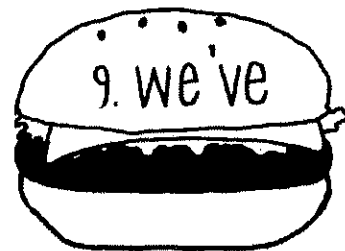
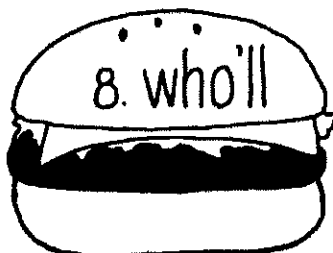
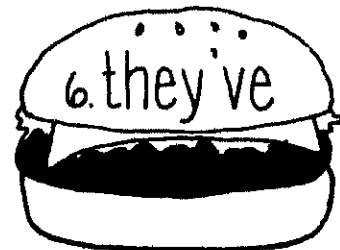
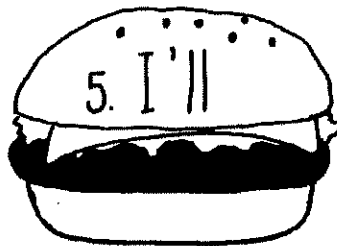
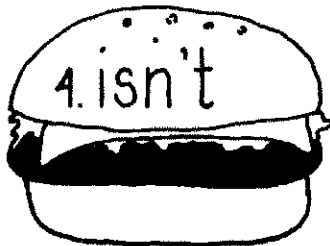
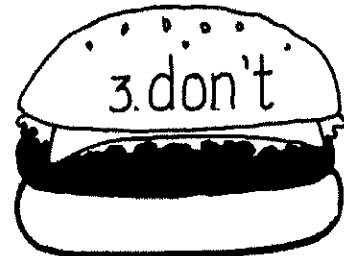
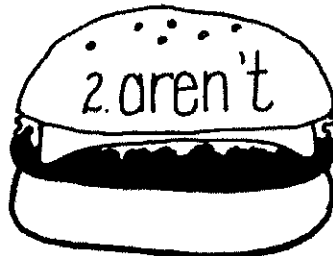
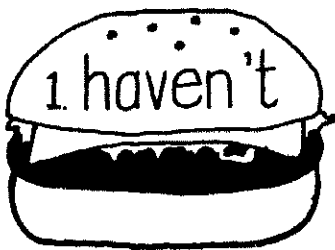


\_\_\_\_\_



## Contraction Hamburgers

Read the contraction on the top bun of each hamburger. Then write the two words that make up that contraction on the bottom bun of the hamburger.



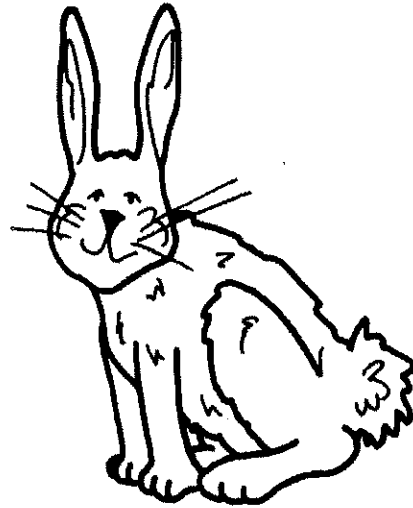
# Where Is It Going?

Write about each of the following pictures. Where is it going? Why is it going there? What will it do when it gets there?

I am going \_\_\_\_\_  
\_\_\_\_\_ because

When I get there I am going to \_\_\_\_\_

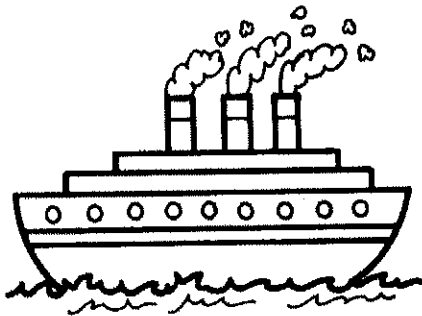
\_\_\_\_\_. After that I will \_\_\_\_\_



I am going \_\_\_\_\_  
\_\_\_\_\_ because

When I get there I am going to \_\_\_\_\_

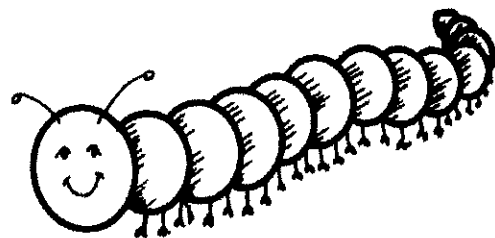
\_\_\_\_\_. After that I will \_\_\_\_\_



I am going \_\_\_\_\_  
\_\_\_\_\_ because

When I get there I am going to \_\_\_\_\_

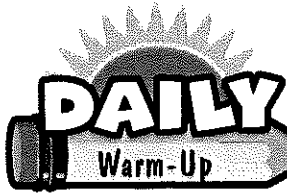
\_\_\_\_\_. After that I will \_\_\_\_\_





# Day

# 7



Name \_\_\_\_\_

Date \_\_\_\_\_

## AMPHIBIANS

What is an amphibian? An amphibian is an animal that spends part of its life underwater and part on land. When amphibians are underwater, they breathe with gills. When they are on land, they breathe with lungs. They are cold-blooded. This means that their body temperature changes depending on the temperature around them.

There are three different kinds of amphibians. The first group is newts and salamanders. These animals are about three inches long. They have four legs and four “fingers” on each leg. They are red-orange and transform to the color green.

The second type is frogs and toads. Frogs and toads are very similar. Toads have a warty back and spend less time in the water. They eat insects and other small animals. Frogs begin as tadpoles. They spend time close to the water so that they can lay their eggs.

The last group is caecilians. These are worm-like creatures. Millions of years ago, there were other types of amphibians, but they are now extinct.

### STORY QUESTIONS

1. How is an amphibian different than most mammals?
  - a. An amphibian eats different foods.
  - b. An amphibian breathes underwater with gills.
  - c. The amphibian is very territorial.
  - d. An amphibian can swim.
2. Why is the word *fingers* in quotation marks in the passage?
  - a. The author isn't sure it is the right word to use.
  - b. The author is using it to show that they look and work like fingers.
  - c. They don't become fingers until later.
  - d. The author is unsure of what to call these things.
3. What are the similarities between a frog and a toad?
 

a. They both eat insects and other small animals.	c. They are both worm-like creatures.
b. They are both endangered species.	d. They both have tadpoles.
4. What does the passage say about some amphibians millions of years ago?
  - a. There is not enough information about them.
  - b. There are new species being discovered every day.
  - c. They are now extinct.

# Ch? Sh? Th?

**Directions:** Look at the pictures. Then write the letters in each blank that you hear when you say the name of the picture.

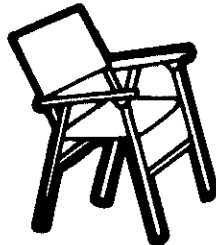
ch

sh

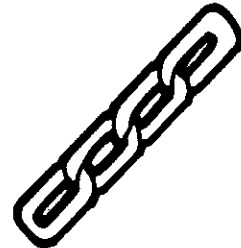
th



1. \_\_\_\_\_



2. \_\_\_\_\_



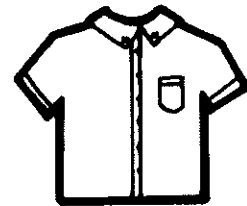
3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



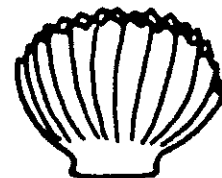
6. \_\_\_\_\_



7. \_\_\_\_\_



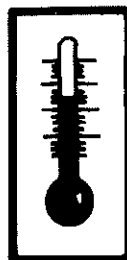
8. \_\_\_\_\_



9. \_\_\_\_\_



10. \_\_\_\_\_



11. \_\_\_\_\_



12. \_\_\_\_\_

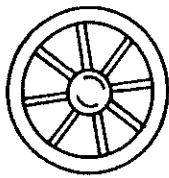
# Consonant Digraphs

**Directions:** Look at the pictures. Then write the letters in each blank to complete the word under the picture.

wh

ph

1.



\_\_\_ eel

2.



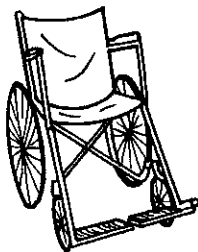
\_\_\_ eat

3.



\_\_\_ ip

4.



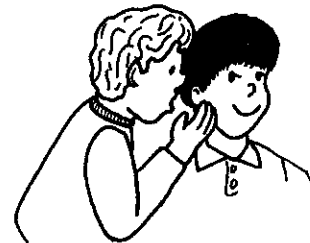
\_\_\_ eelchair

5.



\_\_\_ one

6.



\_\_\_ isper

7.



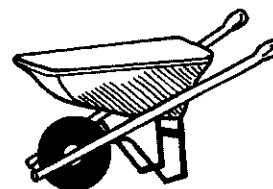
\_\_\_ ale

8.



\_\_\_ istle

9.



\_\_\_ eelbarrow

## Centipede Contraptions

**Directions:** A contraction is formed by putting two words together but leaving out one or more letters. An apostrophe is put in the place of the missing letter or letters. Contractions formed with the word “not” usually leave out only the letter “o.” Write the contractions for the words below. The first one has been done for you.

1. are not aren't

2. could not \_\_\_\_\_

3. did not \_\_\_\_\_

4. does not \_\_\_\_\_

5. do not \_\_\_\_\_

6. has not \_\_\_\_\_

7. have not \_\_\_\_\_

8. is not \_\_\_\_\_

9. should not \_\_\_\_\_

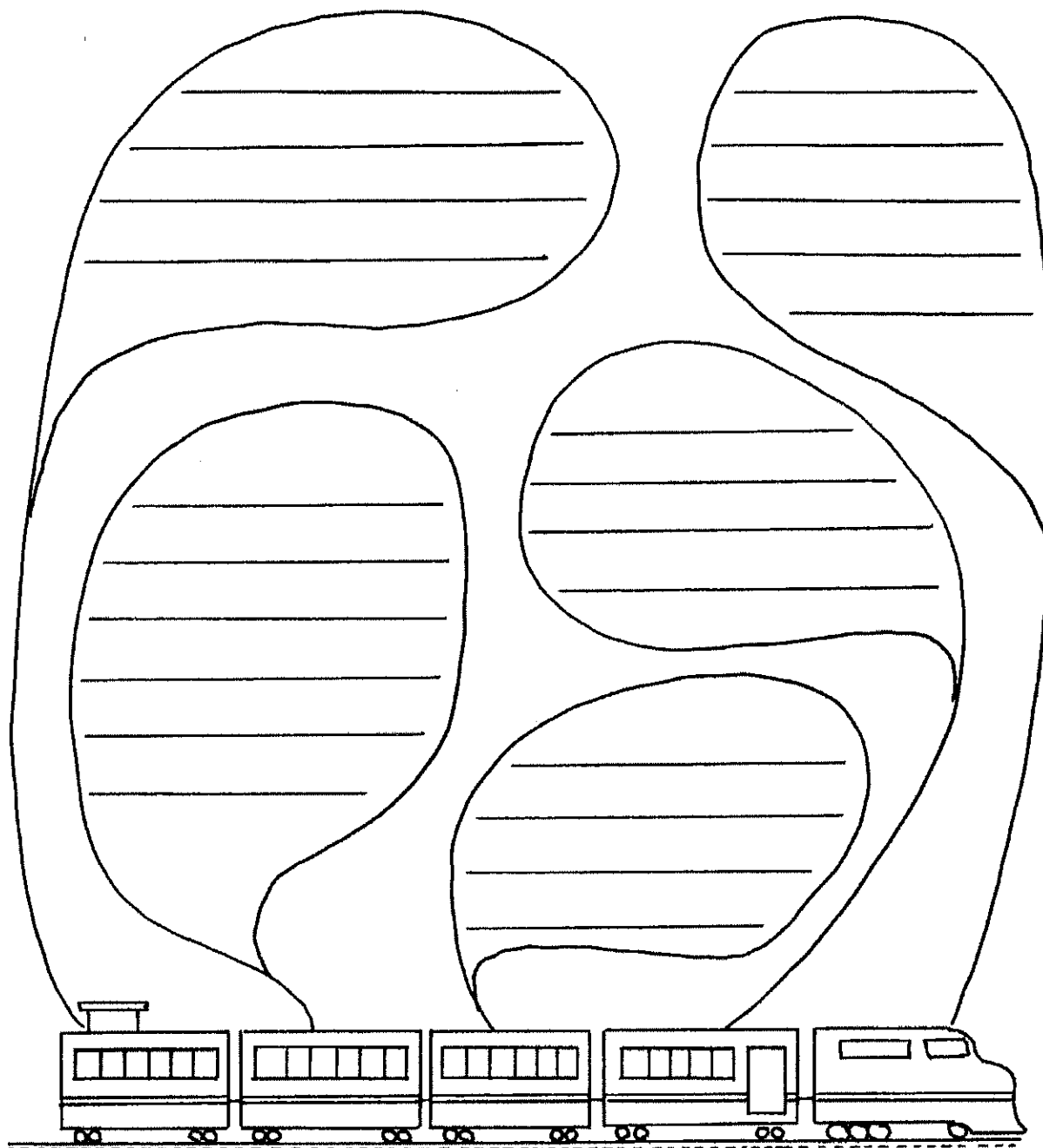
10. was not \_\_\_\_\_

11. were not \_\_\_\_\_

12. would not \_\_\_\_\_

# Train Talk

Pretend you are on the train. You are tired of sitting in your seat, so you take a walk from car to car. Along the way, you hear people talking. What are they saying? You can make them say whatever you want! Write what they are saying in the cartoon bubbles below.





# Day

# 8



Name \_\_\_\_\_

Date \_\_\_\_\_

## THE BISON

One of the most hunted animals of all time is the bison. The bison, also known as the buffalo, used to number between 30 and 60 million. Today there are only about 200,000 bison remaining. Only 16,000 of these are wild bison. The wild, free-roaming bison are located at Yellowstone National Park. People used to kill the bison for their thick, furry hides. Bison almost became extinct in 1890. Efforts were then made to try and save the bison.

The bison eat grasses and sedges. *Sedge* is a type of plant. Bison are known to keep moving as they graze on the grasses. This keeps any area from being overgrazed. The bison is a big animal. In fact, it is the heaviest land mammal in North America. The bison can get as big as 2,200 pounds. It stands anywhere from 5 to 6 ½ feet tall.





Bison are social animals that live in herds of about 20–50. The females lead the herd. The bulls (males) live alone or in small groups. The bison can reach speeds as fast as 35 miles per hour. Look out!

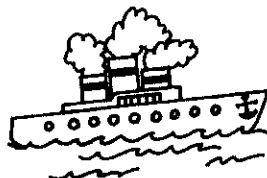
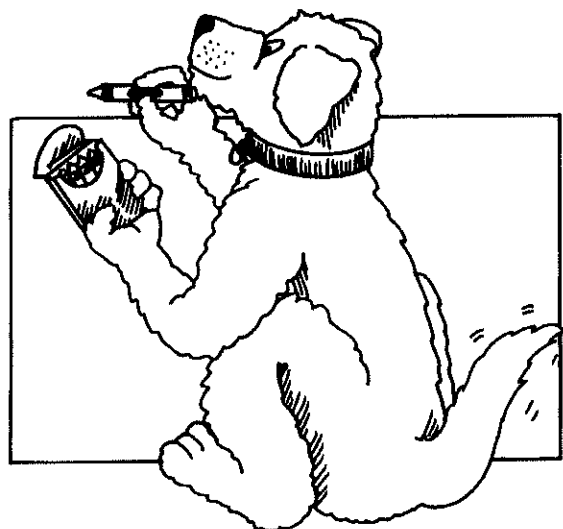
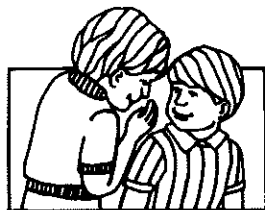
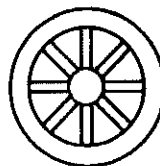
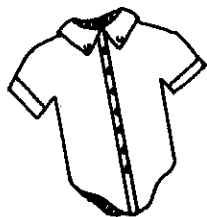
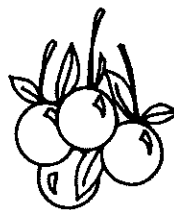
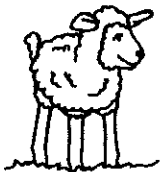
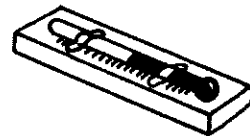
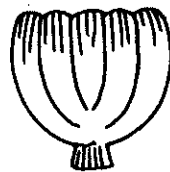
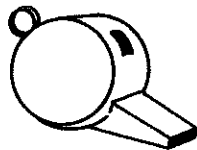
### STORY QUESTIONS

1. Ranchers and farmers would probably like to have bison graze on their land because . . .
  - a. bison are shy and feisty animals.
  - b. can reach speeds up to 35 mph.
  - c. bison keep moving as they eat, which prevents overgrazing.
  - d. bison live in herds or small groups.
2. According to the passage, what efforts do you think were made to prevent the extinction of the bison?
  - a. bison were let free and allowed to roam wild
  - b. laws were passed and rules made about the killing of bison
  - c. the president made it illegal to shoot a bison
  - d. bison live in herds or small groups
3. What is the main idea of the passage?
  - a. The bison can run very quickly.
  - b. The bison is an extinct animal.
  - c. The bison engage in social activity.
  - d. The bison is an interesting animal and has an interesting history.
4. The bison is the heaviest land mammal in . . .
  - a. North America.
  - b. the Orient.
  - c. South America.
  - d. Central America.

# Color by Sound

Say the picture name and listen to the beginning sound. Then look at the sounds and crayon colors in the box and color each picture the correct color.

sh =  blue  
 ch =  yellow  
 th =  red  
 wh =  green



# School Days Puzzle

In each word, we'll show you the consonants R, S, T, L, N, and the vowel E. All other letters are missing. Fill in the missing letters. All of the words are about school.

1. 

	e	s		s
--	---	---	--	---

 (thing)

2. 

			l	e
--	--	--	---	---

 (thing)

3. 

	r		n					l
--	---	--	---	--	--	--	--	---

 (person)

4. 

r	e		e	s	s
---	---	--	---	---	---

 (thing)

5. 

t	e				e	r	s
---	---	--	--	--	---	---	---

 (person)

6. 

			e	t	e	r		
--	--	--	---	---	---	---	--	--

 (place)

7. 

	e	n			l	s
--	---	---	--	--	---	---

 (thing)

8. 

	l		s	s	r			
--	---	--	---	---	---	--	--	--

 (place)

9. 

n		r	s	e
---	--	---	---	---

 (person)

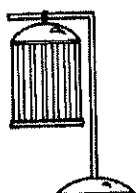
10. 


l			r		r			n
---	--	--	---	--	---	--	--	---


 (person)


## Possessive Parrots


**Directions:** You can show that something belongs to someone or something by adding an apostrophe (') and an "s" to the end of the word. If the word is plural and already ends in an "s," you just add an apostrophe. Choose the correct word to go in each sentence below and write it in the blank.

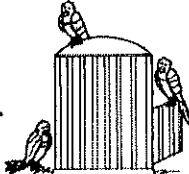
1.  The \_\_\_\_\_ cage is empty. parrots'  
parrot's

2.  There is \_\_\_\_\_ food. Pollys'  
Polly's

3.  \_\_\_\_\_ parrot is on her arm. Joy's  
Joys'

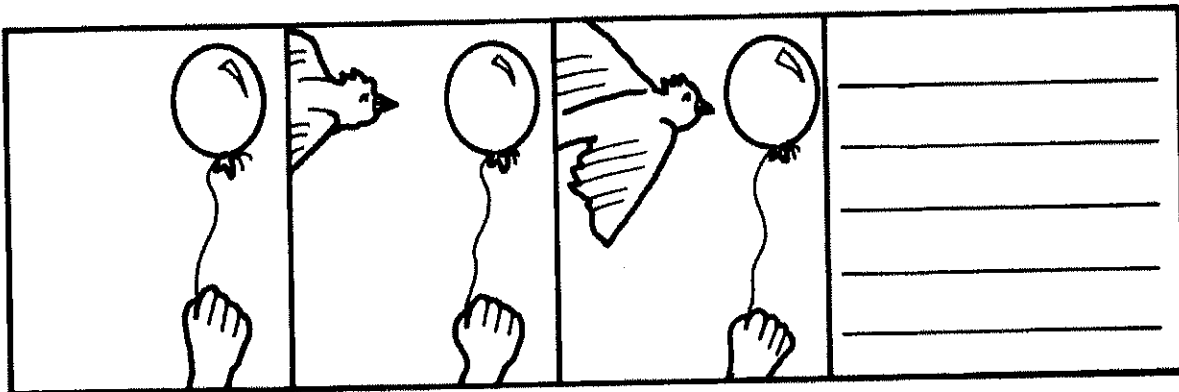
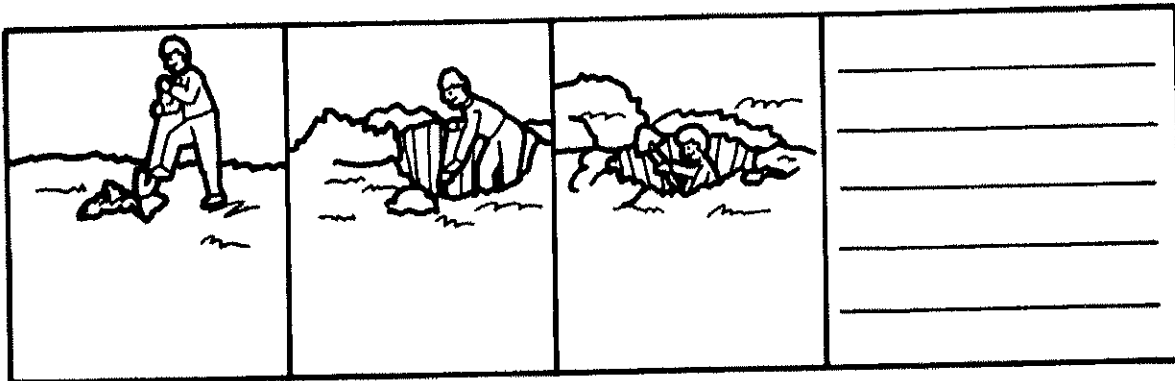
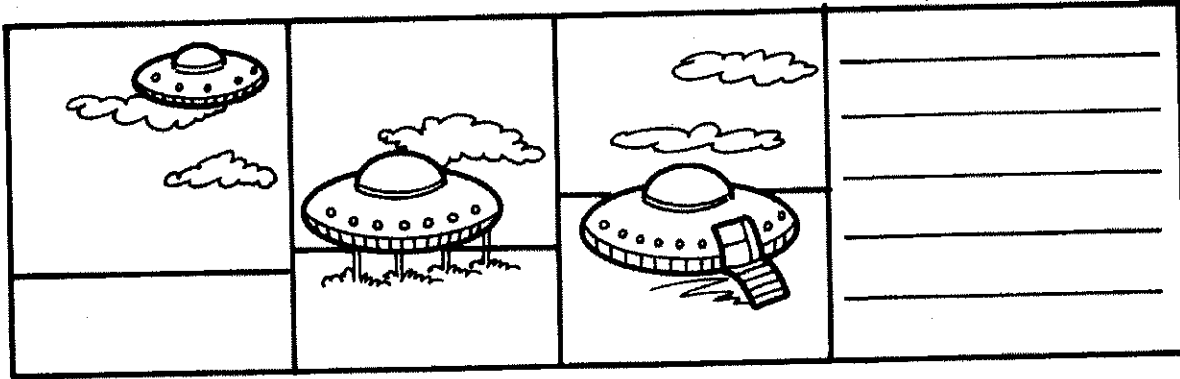
4.  That is the \_\_\_\_\_ new wheel. parrot's  
parrots'

5.  \_\_\_\_\_ parrot is out of his cage. Tim's  
Tims'

6.  The \_\_\_\_\_ cage door is open. parrots'  
parrot's

# Comic Capers

Write what you think will happen in the last box of each comic strip.





# Day

# 9



Name \_\_\_\_\_

Date \_\_\_\_\_

## ANTS

Ants are incredible creatures. Each colony has its own smell. Each of the ants in the colony knows the smell. Enemies will not be able to enter their camp without being discovered. Several types of ants have a sting to protect their nest when intruders turn up.

The queen ant is the only one who can lay eggs for the colony. None of the other ants can lay eggs at all.

The worker ants cannot lay eggs. They take care of newborn baby ants. They also search for food. These worker ants protect their nest from enemies. They also keep the nest spick and span. They take out the “trash” from the nest and place it in one area.

Slave-maker ants rob the nest of other ants. They steal the pupae, the cases that hold the ant eggs. Then they bring the pupae back to their camp. When the stolen cases hatch, these stolen ants become slaves.

Finally, all ants have antennas and jaws. They need antennas for smelling and touching. They have strong, long jaws. They open and shut sideways like pairs of scissors. Adult ants cannot chew and swallow food, so they squeeze the food until the juice comes out. They swallow the juice and throw away the leftover dried parts of the food.

Ant colonies must have worker ants and slave-maker ants. They must also have a queen ant to lay eggs. They must have a way to catch other ants that try to get into their nest. Without a queen to lay eggs, or antennas to hear and touch, and jaws to tear food, there would be no ant colonies left in the world.

### STORY QUESTIONS

1. According to the text, what are *pupae*?
  - a. the cases that hold the ant eggs
  - b. baby ants
  - c. adult ants
  - d. worker ants
2. Using the context above, another word for *intruders* would be . . .
  - a. unwanted friends.
  - b. unwanted vacationers.
  - c. unwanted enemies.
  - d. unwanted slaves.
3. This passage is about . . .
  - a. ants going to war.
  - b. unusual qualities of the ant.
  - c. ants and their hobbies.
  - d. how ants take out the trash.
4. Which words could be used instead of “spick and span” in the text above?
  - a. sluggish and lazy
  - b. dirty and piggish
  - c. disgusting and awful
  - d. clean and neat

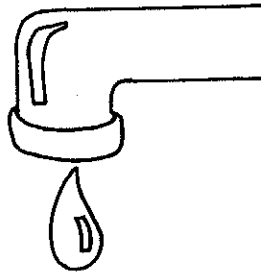
# R-Controlled Vowels

Say the names of the pictures. Each word has an "er," "ir," or "ur" in it. These letters often make the sound of "ur" as in "turn." Write the missing letter or letters in each blank to help spell the words.

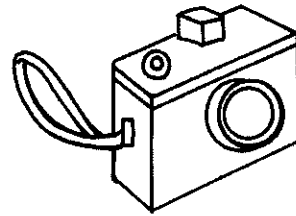
a b c d e f g h



1. \_\_\_eacher



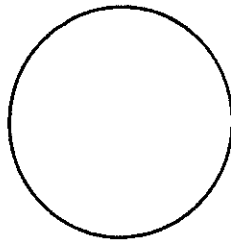
2. \_\_\_ater



3. \_\_\_amera



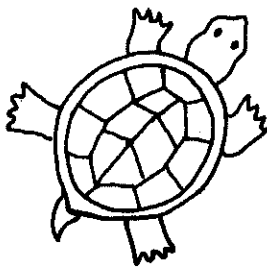
4. \_\_\_irl



5. \_\_\_ircle



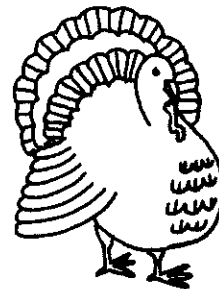
6. \_\_\_irt



7. \_\_\_urtle



8. \_\_\_urse



9. \_\_\_urkey

# The Country Cat and the City Cat

**Directions:** The letter “c” has more than one sound. It has a hard sound like a “k” when it is followed by an “a,” “o,” or “u.” It has a soft sound like an “s” when it is followed by an “e,” “i,” or “y.” Read the story below. For each word that starts with a “c,” choose which sound you hear. Then circle the “k” or the “s” above the word to show the sound you heard.

1 k s    2 k s    3 k s    4 k s    5 k s

One day the country cat got a card from his cousin in the city. His

6 k s   7 k s    8 k s    9 k s    10 k s  
city cousin wanted him to come to the city for a visit. The country

11 k s   12 k s   13 k s    14 k s   15 k s    16 k s  
cat called his cousin and said he could come on his cycle.

17 k s   18 k s    19 k s   20 k s    21 k s

The country cat got together all he could carry on his cycle. It was

22 k s    23 k s   24 k s   25 k s    26 k s    27 k s  
a cold day. The country cat got cold on his cycle ride into the city.

28 k s   29 k s    30 k s    31 k s

Soon the country cat got to his cousin’s house in the center of the

32 k s   33 k s    34 k s  
city. He could see his cousin sitting on the porch.

35 k s   36 k s    37 k s

The country cat got off his cycle. He went up the steps to the porch.

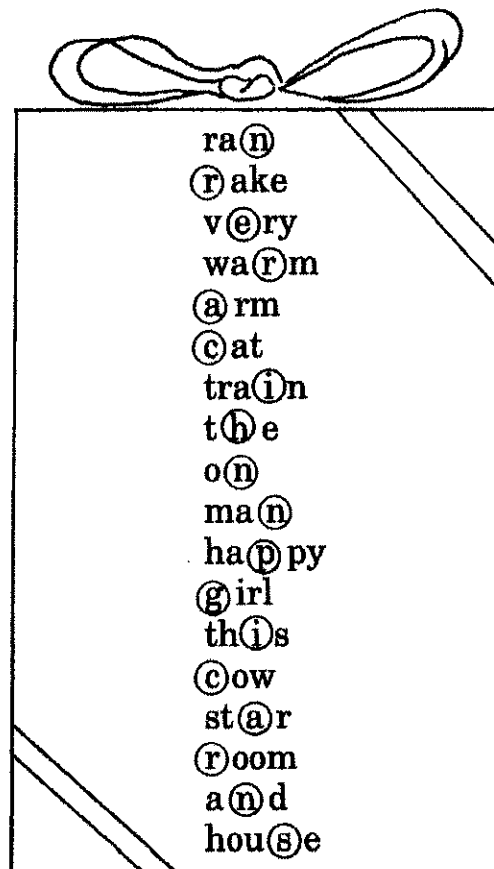
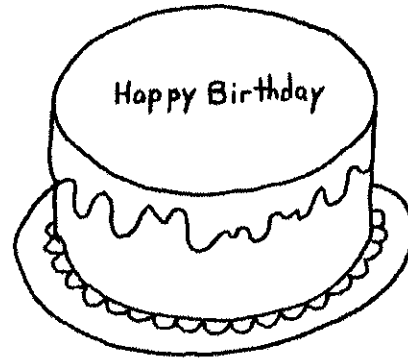
38 k s    39 k s  
“May I stay with you all winter?” he asked. “I got so cold when I came

40 k s  
here. I don’t want to go back to the country until spring!”

# Mike's Birthday

Today is Mike's birthday. He is having a party. He has gotten many presents. What do you think is his favorite? Below is a puzzle that will tell you.

Look at the words in the present. You are to read through this list of words and draw a line under each word that is a noun. Now copy the circled letter in each noun on the spaces at the bottom of this sheet. If you are correct, these letters will spell Mike's favorite present.



-----

# The Frog and His Friends

Today is Saturday and this frog wants to play with his friends. He is hopping around his neighborhood. Follow his path and finish each sentence.



This frog is \_\_\_\_\_  
\_\_\_\_\_

He asked, "Will you \_\_\_\_\_"  
\_\_\_\_\_  
\_\_\_\_\_

We can play many \_\_\_\_\_  
\_\_\_\_\_

It is too late for \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

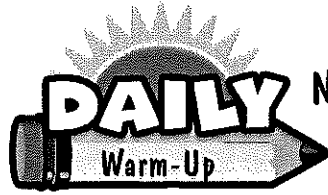
We will \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I think I had better \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Day

# 10



Name \_\_\_\_\_

Date \_\_\_\_\_

## KILLER WHALES

Have you ever heard of the killer whale? Did you know that killer whales live in oceans all over the world? They are found mostly in the Arctic and Antarctic oceans, where the water is cold. Killer whales can also be spotted on both shores of the United States. Killer whales have been spotted in warmer waters such as the Bahamas and the Gulf of Mexico. This just goes to show how adaptable the killer whale can be.

How do killer whales differ from other whales? One way is in their coloring. A killer whale is striking in its coloring of black and white. This makes it easy to spot. Killer whales have a sleek body form. They are smaller when compared to most whales. Killer whales are typically 19–22 feet long and can weigh anywhere from 8,000 to 12,000 pounds.

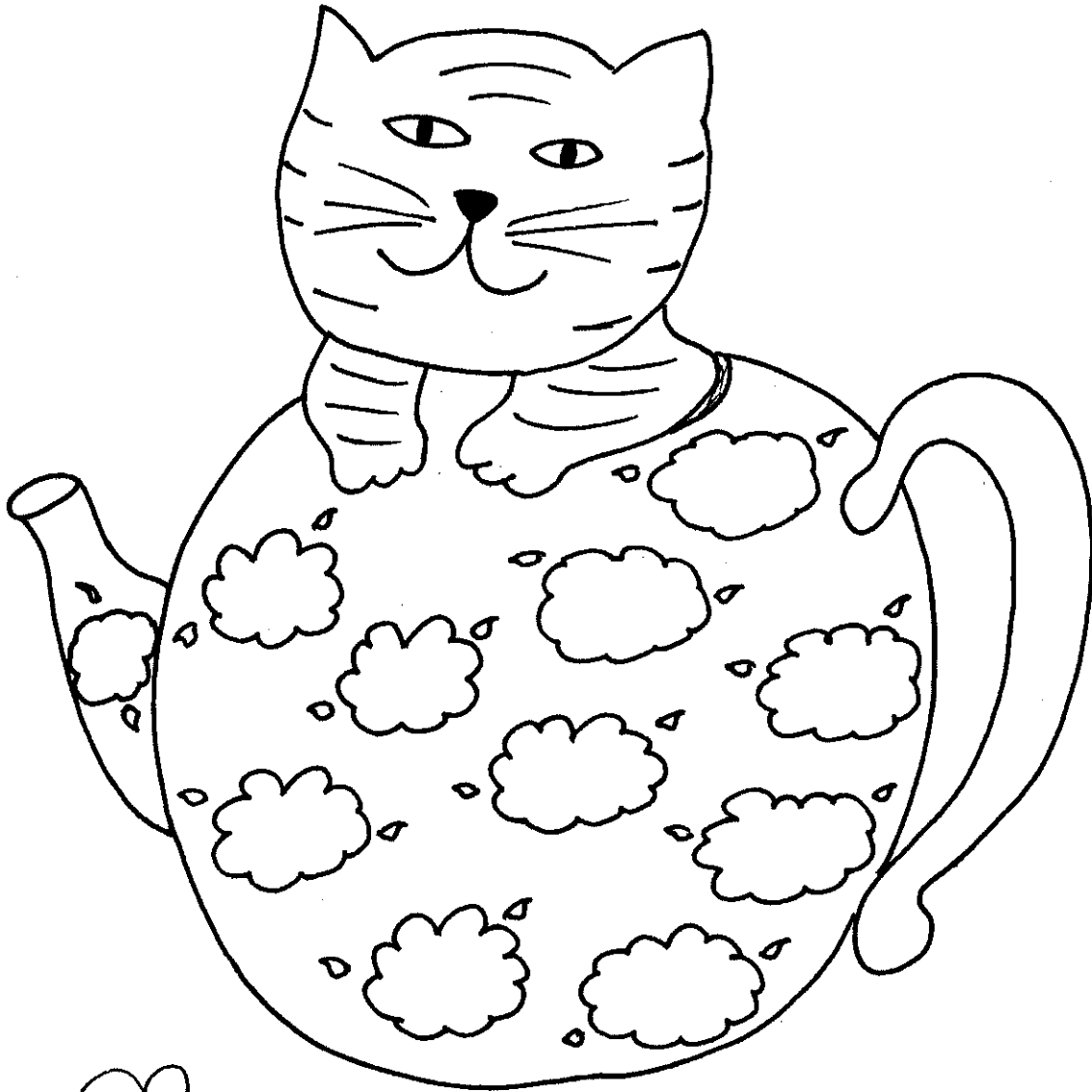
Killer whales get their name for a reason. They are the top predators in the ocean. Killer whales will eat almost any kind of sea animal including sea lions, fish, squid, seals, walruses, birds, sea turtles, penguins, and otters. It's been recorded that even a moose has been found in the stomach of a killer whale. Killer whales are very agile and can move quickly through the water. In fact, they are the fastest swimming marine mammals. This speed and agility makes it easy for the killer whale to hunt. Often times, killer whales will hunt in groups. This improves their chances of catching prey.

### STORY QUESTIONS

1. What is this passage mainly about?
  - a. how the killer whale eats
  - b. predators of the killer whale
  - c. the different types of whales
  - d. general facts about the killer whale
2. In the last paragraph, what does the word *recorded* mean?
  - a. tape recorded
  - b. documented
  - c. measured
  - d. opened
3. To improve their chances of catching prey, killer whales often . . .
  - a. hunt animals that can't swim.
  - b. hunt tiny animals.
  - c. hunt in groups.
  - d. attack at sunset.
4. Based on information in the passage, how did the killer whale get its name?
  - a. by hunting in groups
  - b. by being black and white
  - c. by being smaller than most whales
  - d. by being the top predator of the ocean

# Silly Kitty

Look at the words in the WORD BANK. If a word begins with the hard sound of c, write it on a flower on the teapot.

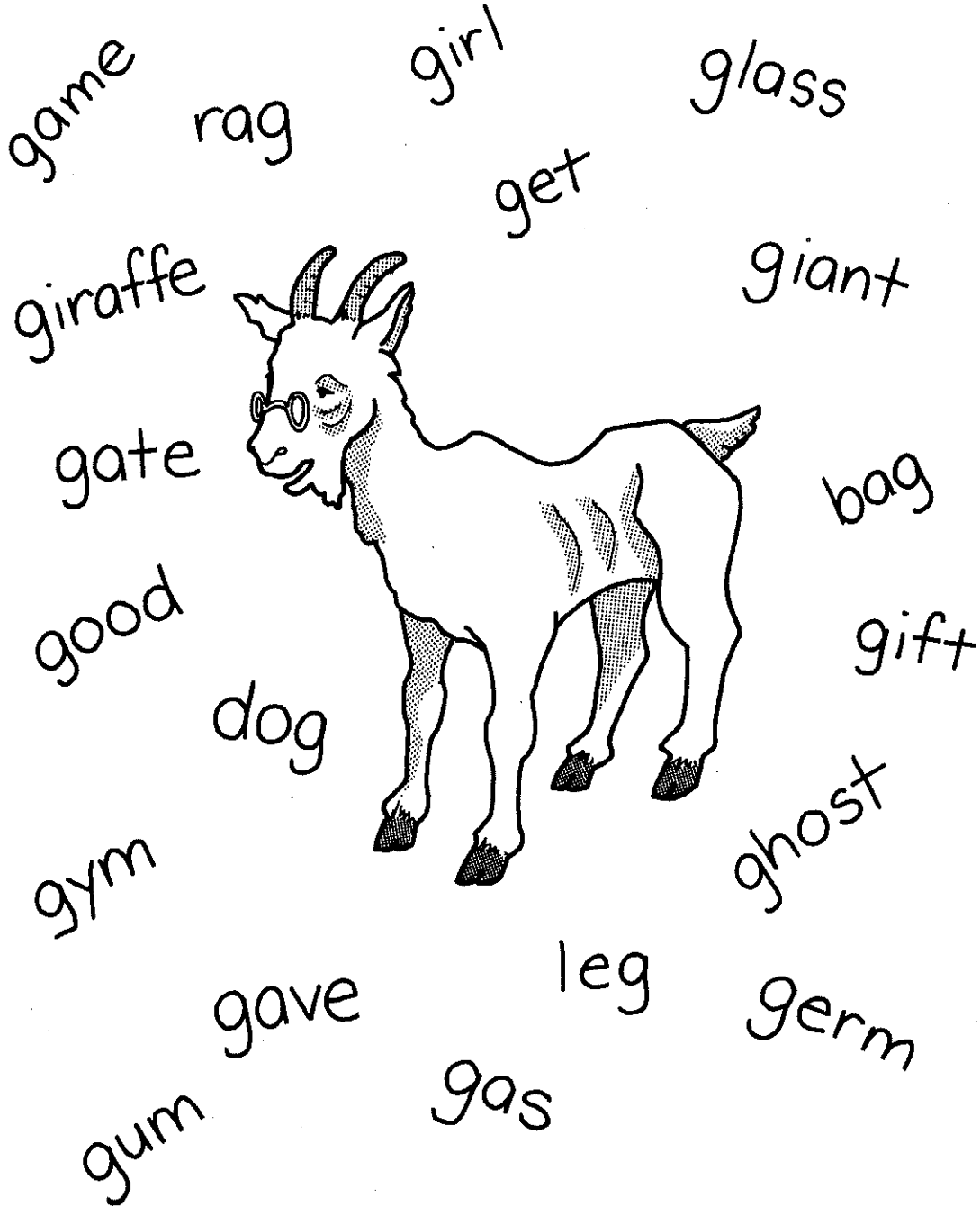


## WORD BANK

came	come	cut	call
cent	cereal	city	center
certain	carry	cat	cold
can	circle	cook	circus
cake	cities	could	certainly

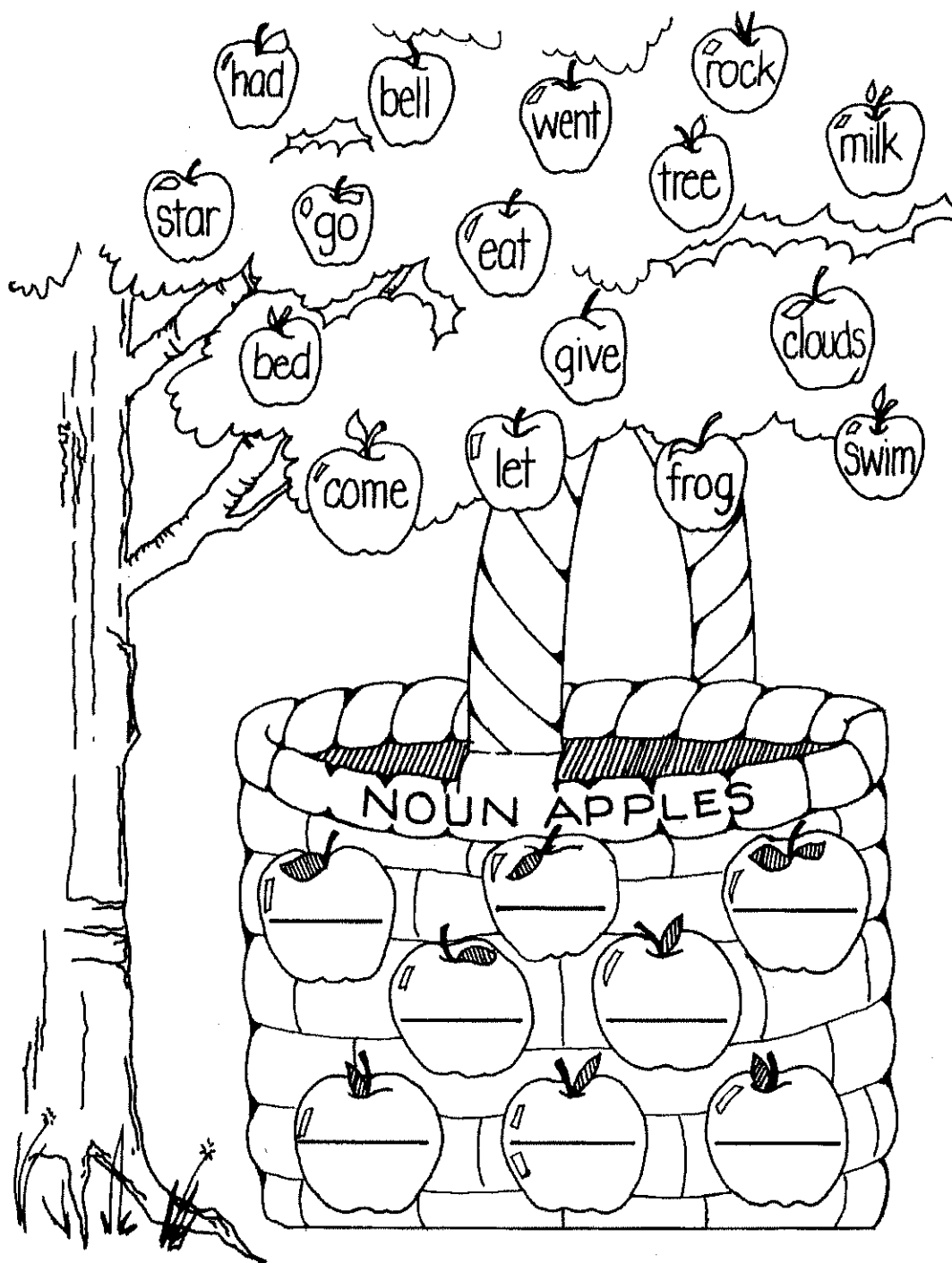
## Goodies for the Goat

Grandpa Goat is hungry for words that have the hard g sound.  
Circle each hard g word that he will want to eat.



# The Word Apple Tree

This word apple tree has both verb and noun apples. Pick only the noun apples for your basket by writing the nouns on the basket.



# Tell About Yourself

Answer each question with a complete sentence.

1. What is your favorite color?

\_\_\_\_\_

2. What is your favorite food?

\_\_\_\_\_

3. How many pets do you have?

\_\_\_\_\_

4. What do you like best about school?

\_\_\_\_\_

5. What are you especially good at doing?

\_\_\_\_\_

\_\_\_\_\_

6. What do you like most about yourself?

\_\_\_\_\_

7. Why do your friends like you?

\_\_\_\_\_

Turn this paper over. Draw a picture of yourself doing something you really like to do.





# Day

# 11



Name \_\_\_\_\_

Date \_\_\_\_\_

## SQUIRRELS

Squirrels are exciting. In the summer, they run around right after the sun comes up. In the afternoon, the squirrels go back to their nests. They take naps. Two hours before the sun goes down, they get up and run around again. When it is dark outside at night, they stay inside their nests.

Squirrels are busiest of all in the wintertime. They run fast. They make turns in the air. Squirrels jump from tree branch to tree branch. They run all morning until lunch. After lunch, they go back to their nests to rest again. When the weather is bad, they do not leave their nests. However, they do not hibernate, or sleep all winter.

Squirrels have eyes on the top of their heads. These eyes help them to see objects without having to turn their heads. These eyes are difficult, too. They make it hard for the squirrel when it is eating. The squirrel's eyes are busy watching for enemies or danger. They do not pay attention to what they are eating because they are so busy watching for danger.

Male squirrels keep themselves very clean. The male squirrel cleans himself more times than the female squirrel. He keeps cleaning himself all day long.

Be careful when you play in the park. Squirrels are beautiful to watch, but they are not safe to touch. If you try and feed one from your hand, you could get bitten. Enjoy them from a distance.

### STORY QUESTIONS

- In which season is the squirrel most active?
  - summer
  - winter
  - fall
  - spring
- Using the context clues in the passage, the word *enemies* most likely means . . .
  - friends.
  - boys.
  - threats.
  - girls
- The author's purpose for this passage is . . .
  - to entertain.
  - to inform.
  - to tell you what a squirrel feels like.
  - to persuade.
- According to this passage, what would be the danger of hand feeding a squirrel?
  - You could attract other squirrels.
  - You could contract a disease.
  - You will have to take him home.
  - You might get bitten.

# Two Sounds of G

The letter “g” has two sounds. It has a hard sound, as in “got,” when it is followed by an a, o, or u. It has a soft sound, as a “j,” when it is followed by an e, i, or y.

Read the sentences below. For each numbered word that starts with a “g,” choose the sound you hear. Then circle the “g” when you hear the hard sound, and circle the “j” when you hear the soft sound.



The (1) goat (2) got the flowers.

(1) g j      (2) g j



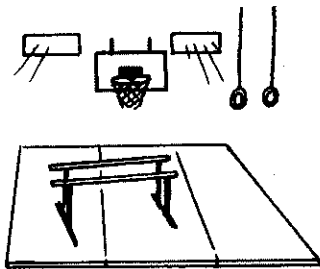
This is a (3) good (4) giant.

(3) g j      (4) g j



That (5) girl is by a (6) gate.

(5) g j      (6) g j



A (7) gym is a (8) good place to play.

(7) g j      (8) g j



The (9) gypsy has a pot of (10) gold.

(9) g j      (10) g j



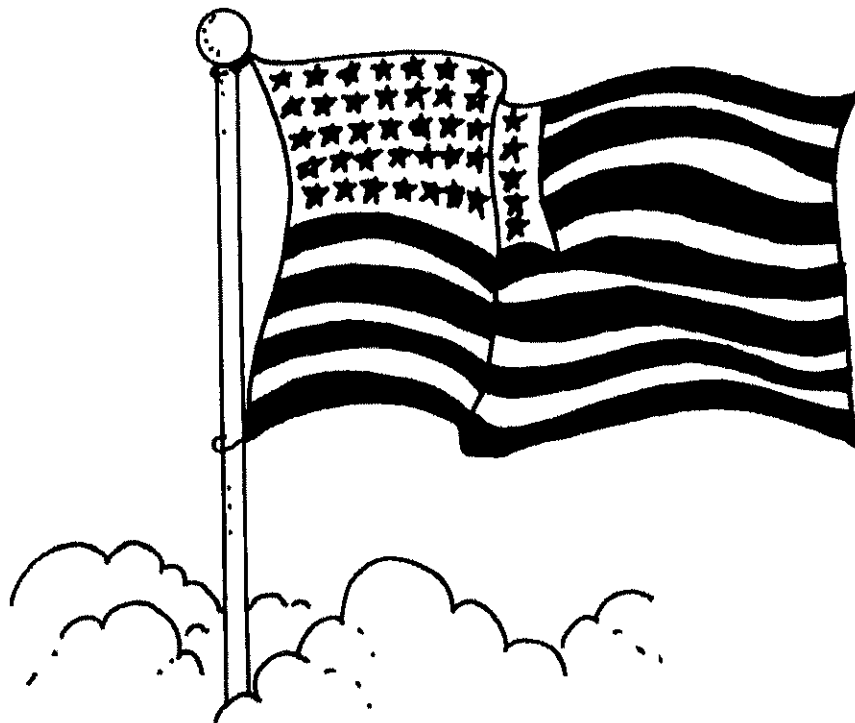
Here is some (11) good (12) gum.

(11) g j      g j

## Hidden Nouns

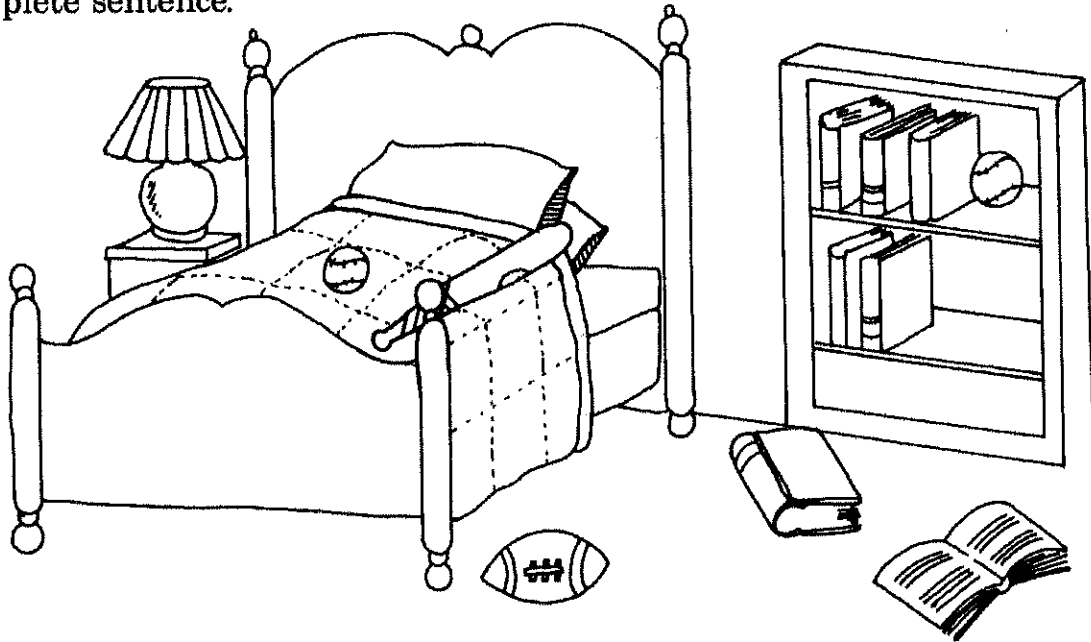
Below are groups of words. Look at each group and find the noun. Write each noun on the line next to the group. If you correctly find all the nouns, the first letters of the nouns will spell the name of a holiday.

1. THE / MOUSE / AT / RAN \_\_\_\_\_
2. BIG / AN / ELEPHANT / SKIP \_\_\_\_\_
3. MOUNTAIN / DID / SOON / BE \_\_\_\_\_
4. AND / JUMP / THIS / ORANGE \_\_\_\_\_
5. FAST / RAKE / LITTLE / GO \_\_\_\_\_
6. INK / WILL / REAL / THAN \_\_\_\_\_
7. ANY / BUT / RED / ANT \_\_\_\_\_
8. LEG / NINE / SO / BECAUSE \_\_\_\_\_
9. AROUND / ON / DRESS / UP \_\_\_\_\_
10. RICK / ARM / COLD / PUSH \_\_\_\_\_
11. OLD / HAPPY / DOWN / YEAR \_\_\_\_\_



# Tom's Bedroom

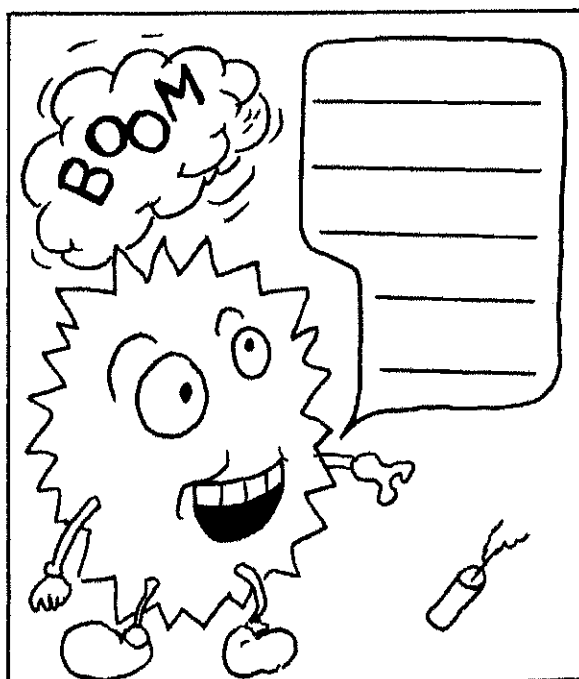
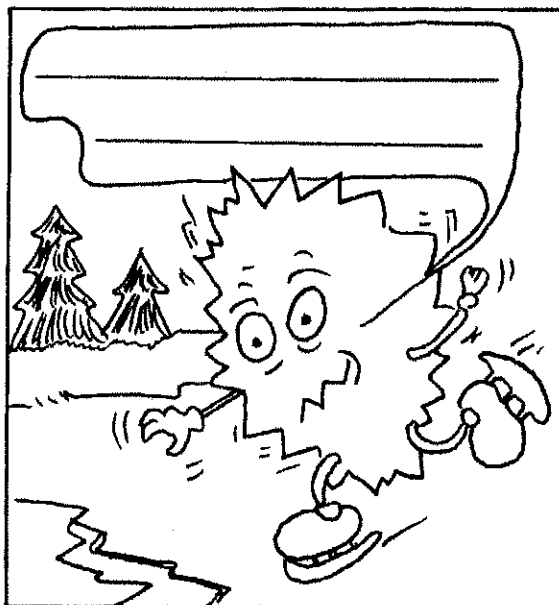
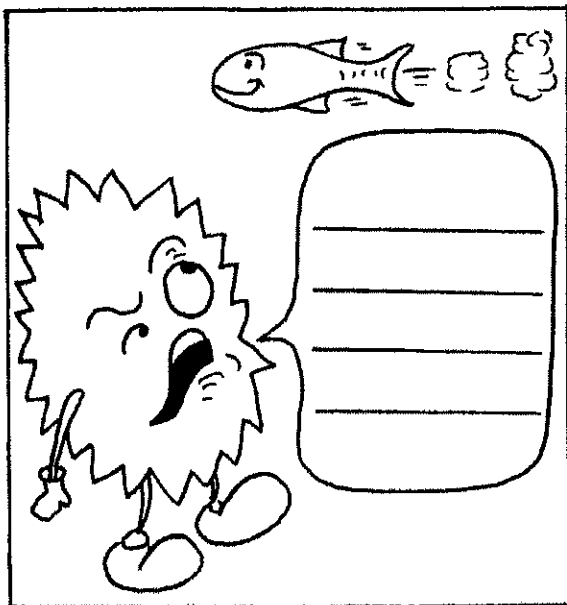
Look carefully at the picture of Tom's bedroom. Then write six sentences describing his bedroom. Make sure each sentence is a complete sentence.



1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

## What Are They Saying?

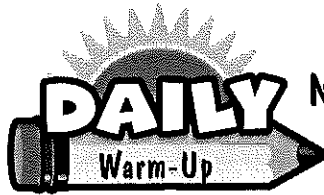
Write what you think each cartoon character is saying.





# Day

# 12



Name \_\_\_\_\_

Date \_\_\_\_\_

## RATS

If you want to keep rats out of your house, there are a number of important things to remember.

First, pet food and pet dishes should be removed. When your pet is finished eating, take the dish away. Pet dishes that are outside attract rats. If you have to leave pet dishes outside, make sure they are properly sanitized.

Second, all trash should be put inside trashcans. Metal and heavy plastic cans are good places for trash. Make sure to close the lid. Trash should never be left in the yard. Remember to pick it up right away. Put it in the can and close the lid tightly. Trash blowing around the yard will bring unwanted furry creatures to visit.

Keep bird feeders on raised stands. Rats can eat birdseed that is close to the ground. Also, pile up any pieces of wood. Wood that is stacked will keep rats from building a nest. It should be stacked at least 18 inches above the ground. Put away pipes. These are places for rats to crawl in and out of and where they may build nests.

Last, keep windows closed tightly. Make sure windowpanes are unbroken. Rats love to crawl in cracked, broken windows. If they get in, it is hard to get them out. They will dig through everything and get into anything.

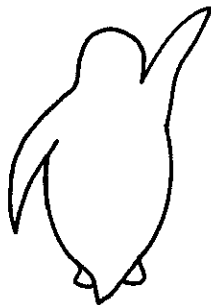
Your neighborhood can be rat free if you just follow these simple steps.

### STORY QUESTIONS

1. What is this passage teaching us?
  - a. how to keep rats out of our yard and homes if we live in a neighborhood
  - b. how to keep rats out of our yard and homes if we live in a foreign country
  - c. how to keep rats out of our yard and homes if we live on the moon
  - d. how to keep rats out of our yard and homes if we live in Texas
2. Why is it important to take the pet dish inside when your pet is finished eating?
  - a. Pet food spoils and smells.
  - b. The dish could break outside.
  - c. It isn't important.
  - d. Rats will come to eat pet food.
3. In the text, "properly sanitized" means . . .
  - a. organized.
  - b. paid for.
  - c. cleaned.
  - d. dirty.
4. What information could be added to the text above?
  - a. Bird feeders may be placed on the ground.
  - b. Remove all cans or pet bowls that may catch the rain. Rats drink rainwater.
  - c. Leave yards full of rubbish and garbage piles.
  - d. Cracked or broken windows should not be replaced for two months.

# Silent Consonant Penguins

Look at the word beneath the penguin. If it has a silent consonant, put a line through the consonant and color that penguin black and white.



know



write



cent



gnaw



wrap



knob



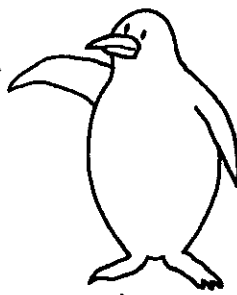
knot



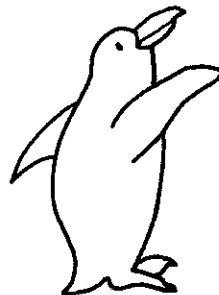
wrote



next



signs



milk



knee



wren



soft



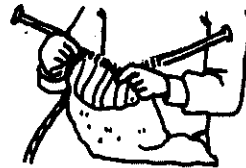
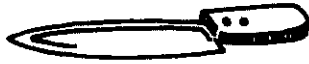
wring



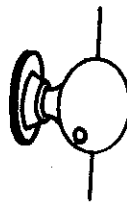
Knit

# **“KN” Sounds Like “N”**

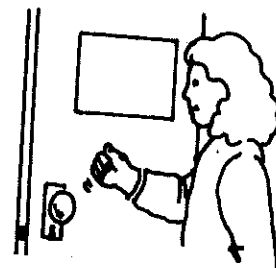
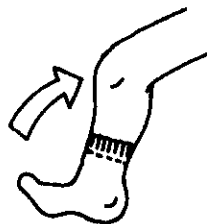
Say the names of the pictures. Then write the name of each picture on the line below it. Choose from the words at the bottom of the page.



1. \_\_\_\_\_ 2. \_\_\_\_\_



3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_



6. \_\_\_\_\_ 7. \_\_\_\_\_ 8. \_\_\_\_\_

knee  
knob

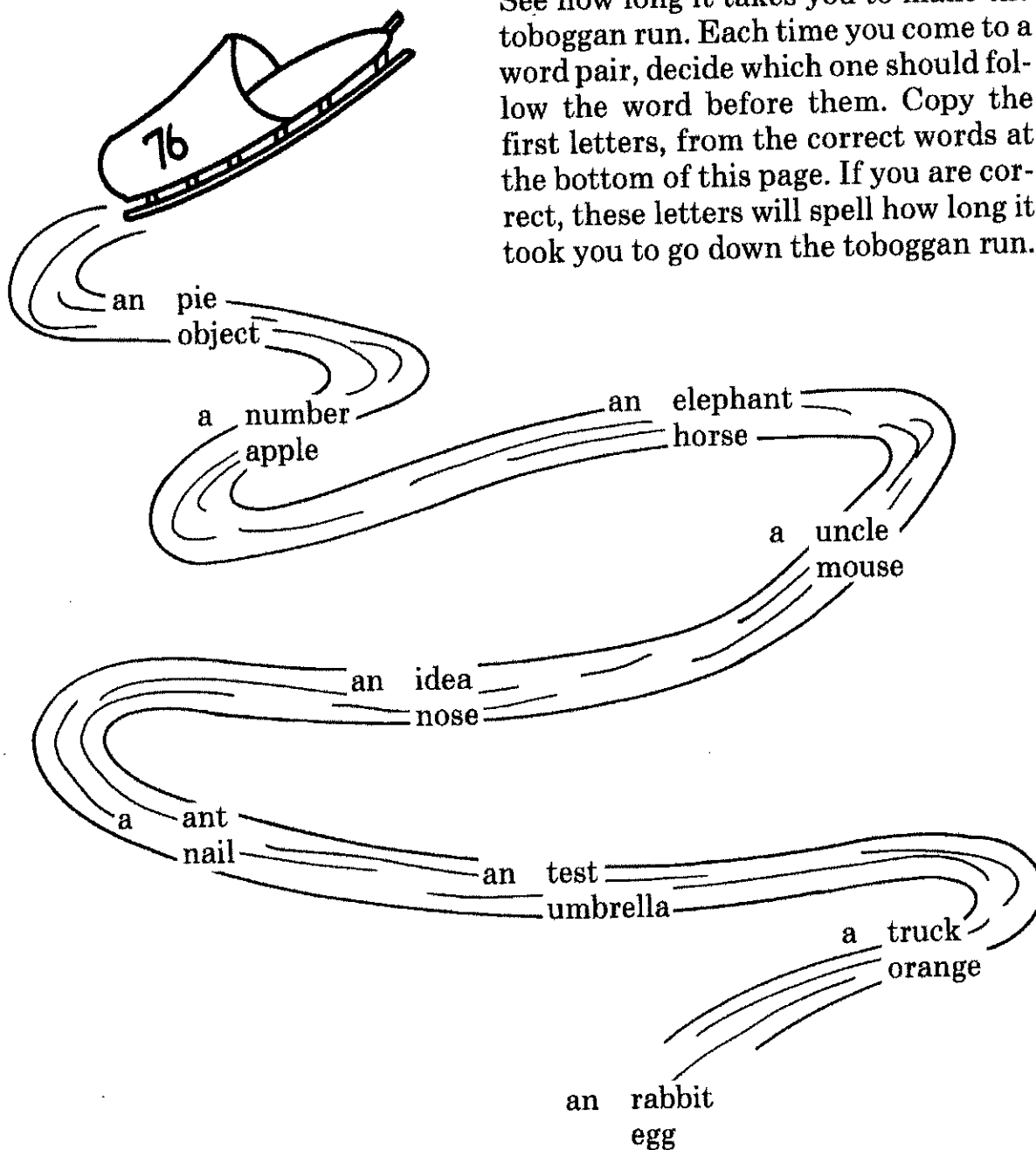
knife  
knock

knight  
knuckle

knit  
knot

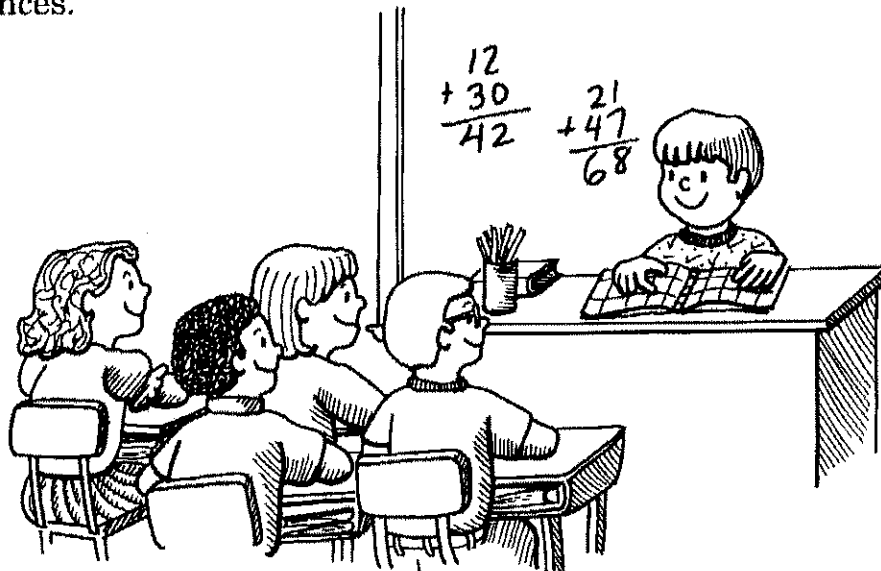
# Toboggan Run

See how long it takes you to make the toboggan run. Each time you come to a word pair, decide which one should follow the word before them. Copy the first letters, from the correct words at the bottom of this page. If you are correct, these letters will spell how long it took you to go down the toboggan run.



# If I Were the Teacher

List 10 things you would do if you were the teacher. Use complete sentences.



1. If I were the teacher, I would  
\_\_\_\_\_
2. If I were the teacher, I would  
\_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Continue your list on another page.



# Day

# 13



Name \_\_\_\_\_

Date \_\_\_\_\_

## THE RATTLESNAKE

Have you ever heard the rattle of a rattlesnake? In the wild, it can be one of the scariest sounds around. The rattlesnake is venomous, which means it is poisonous. A rattlesnake has something that sounds like a rattle at the end of its body. The rattle is an organ made up of loosely-attached pieces of horn. When rattled, the pieces of horn bounce against each other, making the rattle sound. The body of a rattlesnake is grayish or brownish gray with darker circular blotches along its back and sides. The underside of the rattlesnake is a creamish color.

The rattle on a rattlesnake is used to warn an intruder that the snake is there. A rattlesnake usually bites a person when someone tries to catch, kill, or harm it. When a rattlesnake bites a person, he or she should be treated with anti-venom, which fights the poison in the body. Most people do not die when a rattlesnake has bitten them. But when people are bitten by a rattlesnake, they should receive immediate medical attention.

What does a rattlesnake eat? A rattlesnake doesn't want to eat a human when and if it bites one; it is only trying to defend itself. Rattlesnakes eat rodents. This helps control the rodent population. Rattlesnakes need rodents and a place to hide in order to survive. Rattlesnakes stay in the same general area, but they will not fight other rattlesnakes.

### STORY QUESTIONS

1. How does the author feel about rattlesnakes?
  - a. The author is in favor of rattlesnake control.
  - b. The author has been bitten by a rattlesnake and dislikes them.
  - c. The author is afraid of rattlesnakes.
  - d. The author sees the need and purpose for rattlesnakes.
2. The second paragraph instructs readers on what . . .
  - a. to do if they see a rattlesnake.
  - b. to do if bitten by a rattlesnake.
  - c. a rattlesnake looks like.
  - d. a rattlesnakes preys on.
3. Will a rattlesnake eat a human?
  - a. Yes, if they are threatened by one.
  - b. No, unless they are starving.
  - c. No, they eat rodents.
  - d. Yes, when there are no rodents around.
4. Where might this information about the rattlesnake most likely be found?
  - a. in a pamphlet on rattlesnakes
  - b. on a cereal box
  - c. in a book about rodents
  - d. in a book about the Northwest

# Consonant Blends

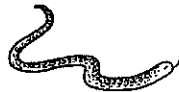
**Directions:** Read the story and fill in the first two letters of the word under each picture.

st

sn



One night, two men took a (1) \_\_\_\_\_ove up the (2) \_\_\_\_\_eps.



On the top (3) \_\_\_\_\_ep was a (4) \_\_\_\_\_ake! The men put down the



(5) \_\_\_\_\_ove and ran down the (6) \_\_\_\_\_eps!



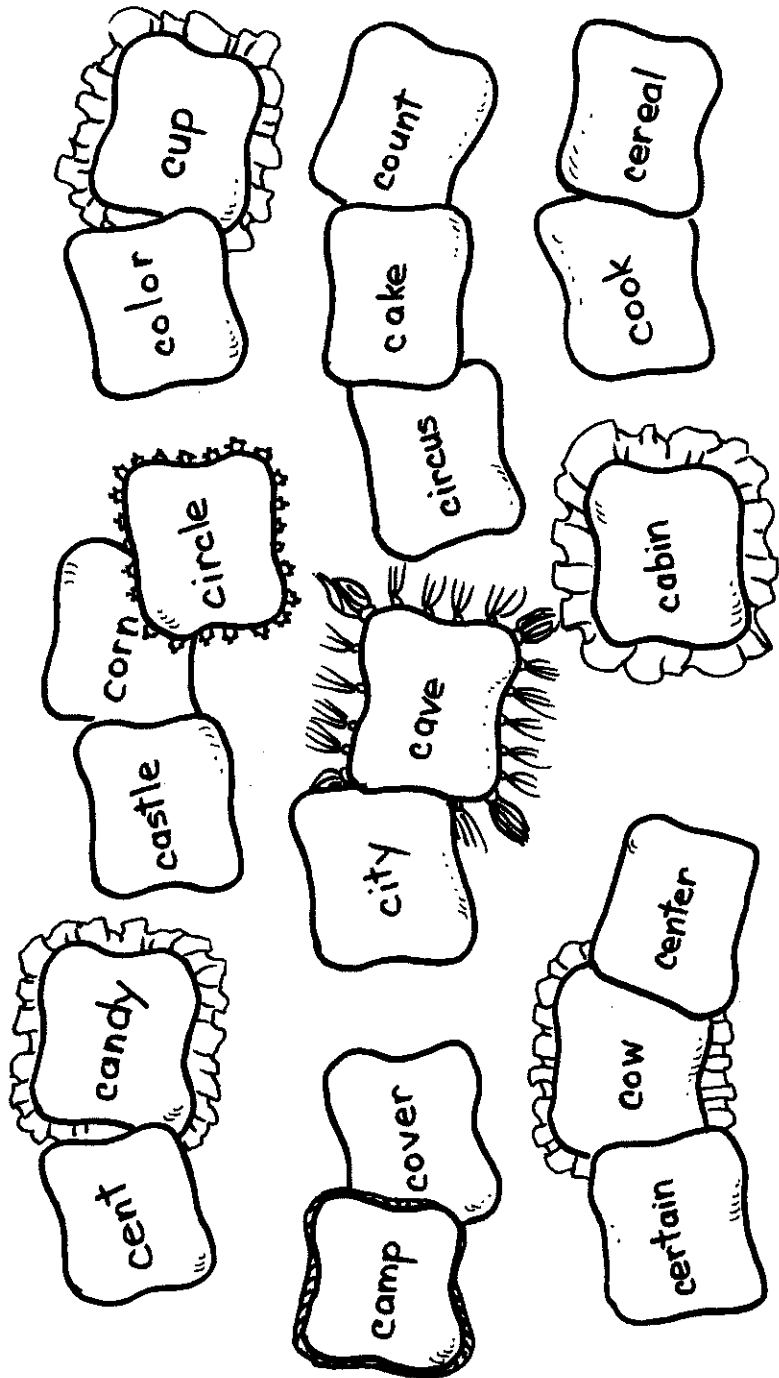
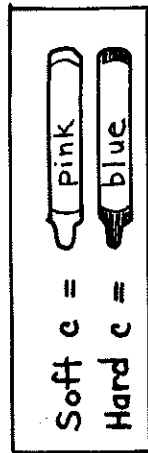
One man looked up and saw a (7) \_\_\_\_\_ar. "I wish there were



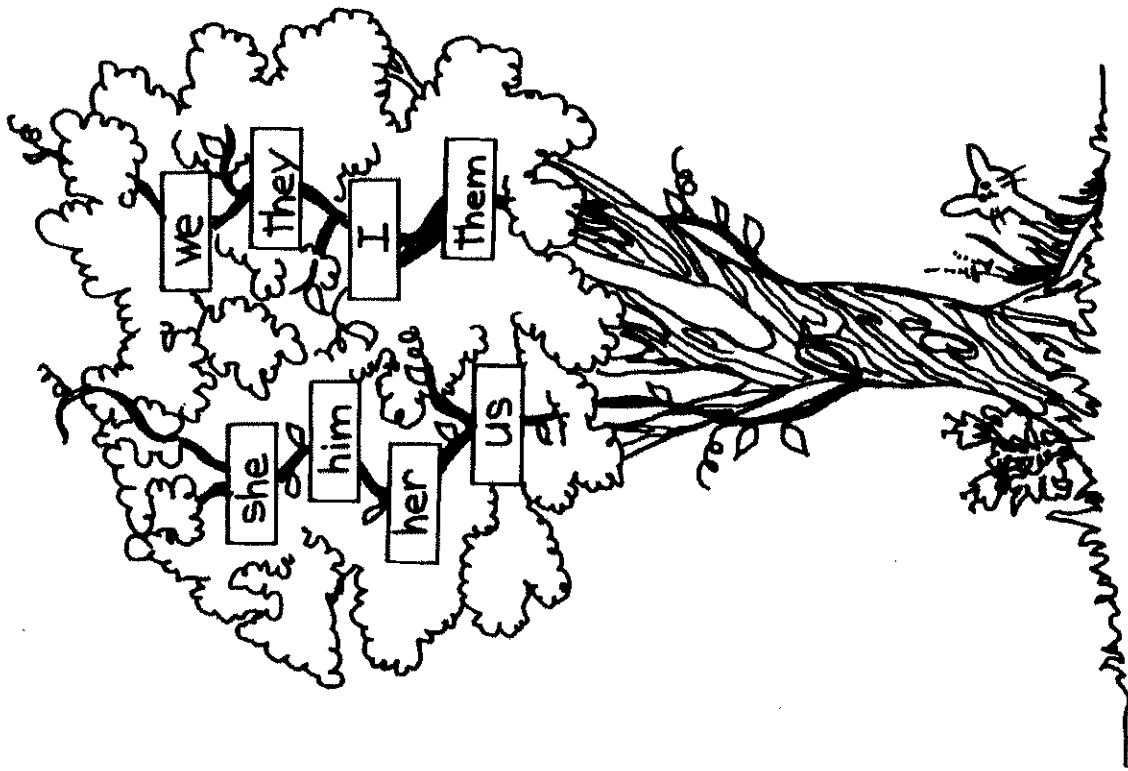
no more (8) \_\_\_\_\_akes!" said the man.

# Hard and Soft Pillows

Say the word.  
Listen to the sound of the C.  
Using the key, lightly color the pillow.



# Pronoun Vines



**Directions:** Read the story below and the “pronoun vines” in the tree. Write the pronoun that could be used in place of each subject that is underlined.

The beach was hot and breezy. (1) Jane and I wanted to race into the water. When I ran ahead, (2) Jane tripped on a shell.

(3) David and Mark were watching. Mark hurried to help. Then David came with us to swim. (4) Jane, David, Mark and I rushed into the waves.

Mother was watching from shore. She warned (5) the boys to be careful not to hurt themselves.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## What Happened?

What happened to this poor rabbit? See how many different ideas you can come up with. Write each idea below. No idea is too far fetched! Be sure each idea is written in a complete sentence. Remember, each sentence begins with a capital letter and ends with a period.



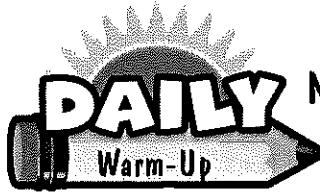
1. He got caught in Farmer MacGregor's rabbit trap.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Continue writing more ideas on the back of this page.



# Day

# 14



Name \_\_\_\_\_

Date \_\_\_\_\_

## ***EARTH'S ATMOSPHERE***

What do you know about Earth's atmosphere? Earth's atmosphere is a thin layer of gases that cover the outer edge of Earth. It is mostly made up of nitrogen and oxygen. There are other gases in the atmosphere as well. This layer of gases is very important. It protects Earth from extreme temperatures. The atmosphere also traps heated air. It protects Earth from the sun's ultraviolet rays. These rays can be very harmful.

The atmosphere is about 300 miles thick. It slowly becomes thinner the farther it is from Earth and fades off into space. There isn't a real defined boundary between the atmosphere and space.

Oxygen in the atmosphere is important. Oxygen allows us to breathe. Without oxygen in the air, we would not be able to live. Some of the oxygen has changed over time. This is called the ozone layer. Some experts believe that humans have caused a hole in ozone layer.

The atmosphere is divided into five layers. The weather we experience on Earth takes place in the first layer. Weather happens because the atmosphere is constantly moving and changing.

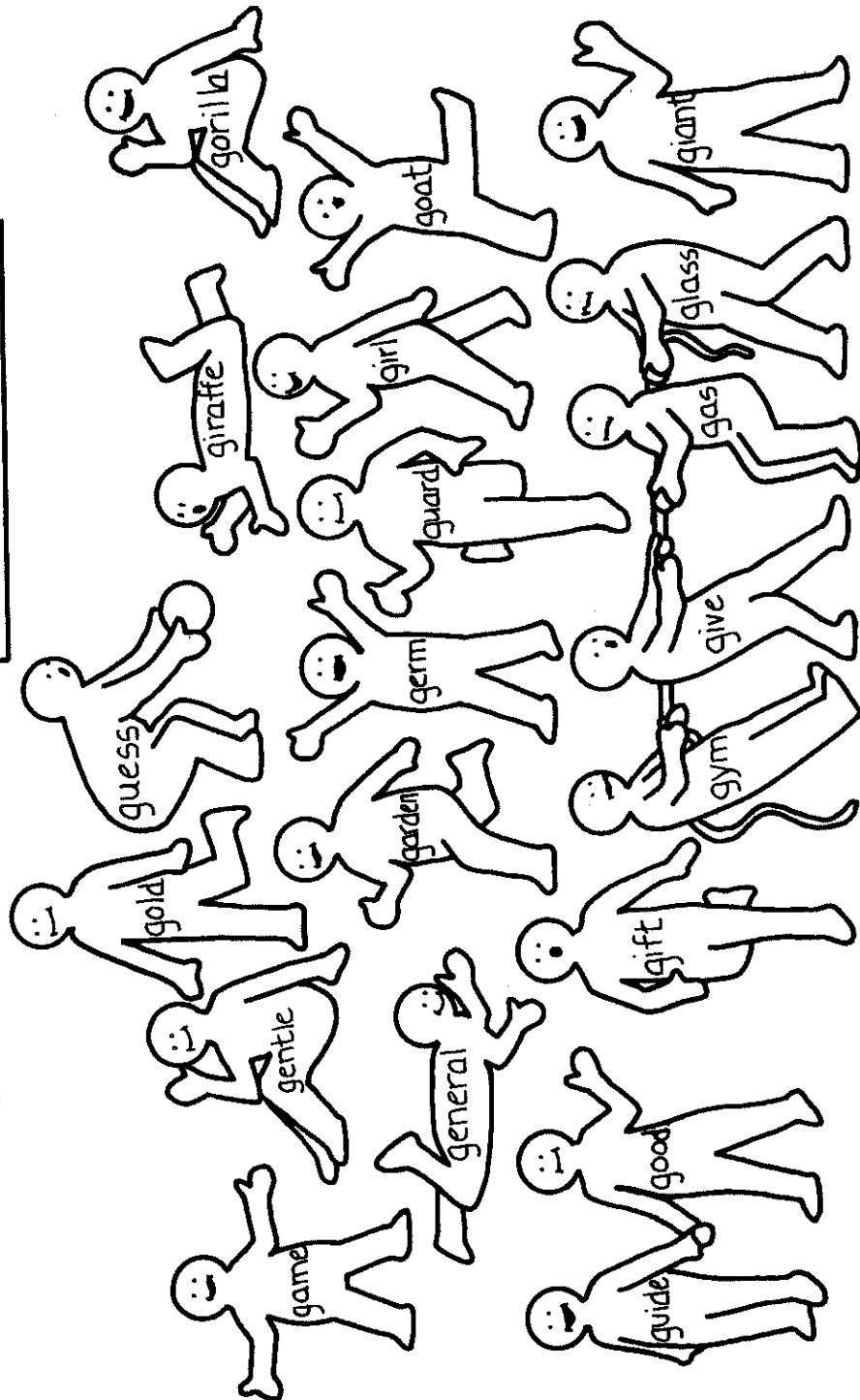
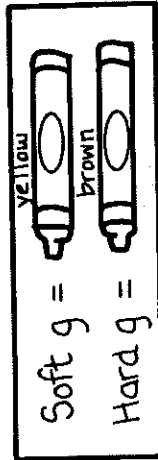
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### ***STORY QUESTIONS***

1. Where does the weather we experience on Earth take place?
  - a. in the atmosphere
  - b. in the first layer of the atmosphere
  - c. in the second layer of the atmosphere
  - d. in the ozone layer
2. Which paragraph helps you answer the previous question?
  - a. second paragraph
  - b. first paragraph
  - c. fourth paragraph
  - d. third paragraph
3. Without the atmosphere, what would happen to Earth?
  - a. It could not withstand the sun's ultraviolet rays.
  - b. There would be no weather patterns.
  - c. There would be less pollution.
  - d. The ozone layer would not have a hole in it.

# Gingerbread Boys

Say the word.  
Listen to the sound of the G.  
Using the key, lightly color the  
gingerbread boys.



# Which Tower?

y sounds like i

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Y can have two vowel sounds. Sometimes it has the long e sound. Sometimes it has the long i sound. Write the words on the correct tower.

noisy

sky

jelly

cry

funny

by

dry

my

sly

penny

shy

foggy

fry

sorry

windy

angry

fly

sleepy

lucky

try

y sounds like e

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

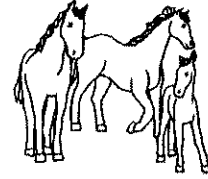
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Write the Sentence

Find the incorrect word in each sentence. Then rewrite the sentence with the correct form of the word.

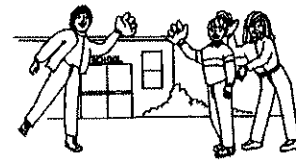


1. David has three horse on his farm.

---



---

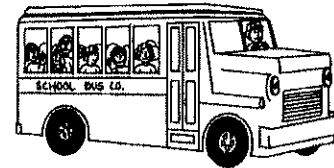


2. I like to play with all my friend at school.

---



---



3. Many girl ride the school bus to school.

---



---



4. Five birls have built nest in the trees in my yard.

---



---



5. We have new word to study each day.

---



---



# Day

# 15



Name \_\_\_\_\_

Date \_\_\_\_\_

## EARTHQUAKES

Have you ever been in an earthquake? How did it feel? An earthquake can be a scary experience. What is an earthquake? An earthquake is really Earth's way of getting rid of stress. The earth has plates that shift back and forth. This stress and strain causes the surface of the earth to crack. It is like pushing against the two ends of a stick. The stick will eventually bend and break from the pressure. The earth's crust reacts the same way. As the plates move, they put pressure on each other. When the force is strong enough, the crust breaks. The stress is released as energy that moves through the earth in the form of waves. These waves are what we call earthquakes.

Did you know that there are different types of earthquakes? They are called tectonic, volcanic, and explosion earthquakes. A tectonic earthquake is the most common. These happen when the rocks on Earth's crust break because of the tectonic plates shifting. A volcanic earthquake takes place during the eruption of a volcano. Explosion earthquakes happen when there has been a chemical or nuclear detonation. These earthquakes take place in underground mines.

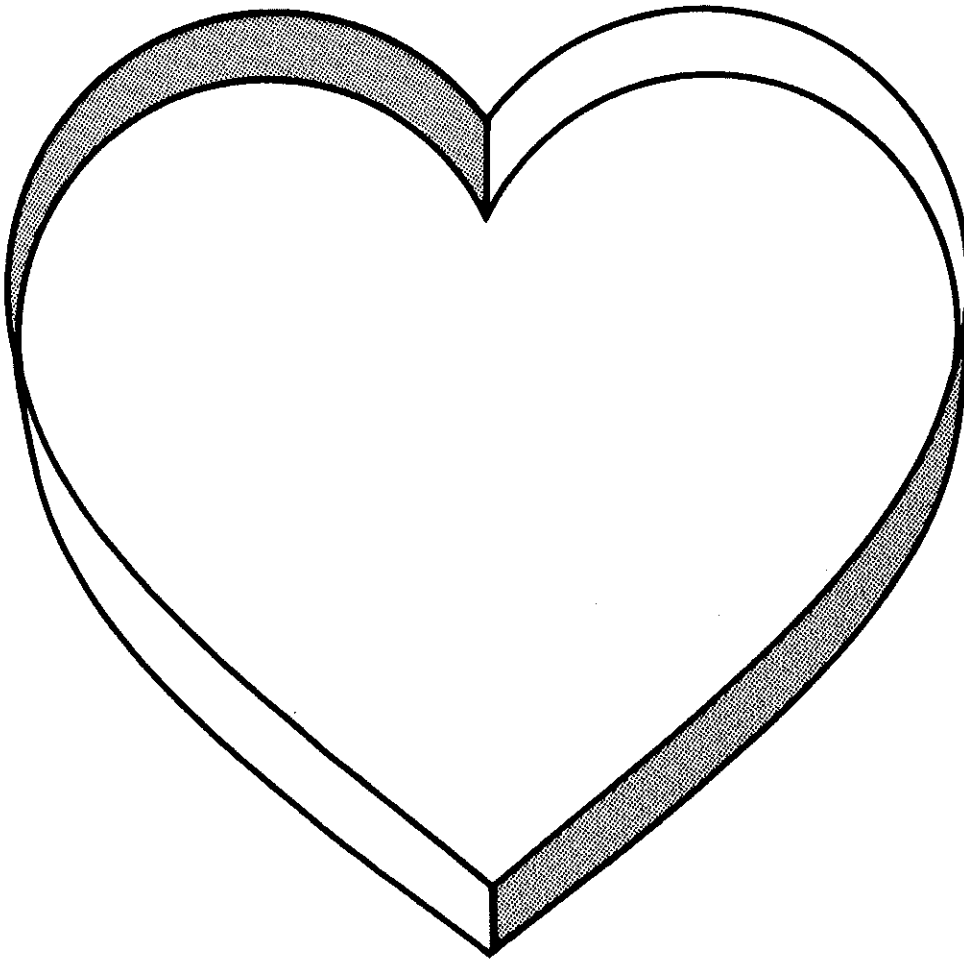
Earthquakes can be measured in many ways. One of the ways is to measure how intense an earthquake is. Magnitude is another way to measure an earthquake. The Richter scale is used to measure the magnitude. Seismic measurement is measured by using seismic waves.

### STORY QUESTIONS

1. Why are earthquakes likened to waves?
  - a. Earthquakes begin out in the ocean.
  - b. The waves of the ocean cause the earthquakes.
  - c. The force of energy released when the crust breaks is called a wave.
  - d. Nuclear chemicals form a wave.
2. What is the purpose of the third paragraph?
  - a. to explain how earthquakes are measured
  - b. to explain how earthquakes are formed
  - c. to explain how earthquakes are prevented
  - d. to explain how earthquakes are survived
3. Where would you read to find out about the three types of earthquakes?
  - a. first paragraph
  - b. end of the third paragraph
  - c. second paragraph
  - d. end of the second paragraph

# Hard C Candy Valentine

**Directions:** Cut out and glue the pieces of candy with *hard c* words in or near the candy box below.



Cut ✂

Hard and Soft Candy

coat	circle	car	camp	cube	cent	candle
cook	cover	city	color	center	candy	cup

# Showing Ownership

An APOSTROPHE and an S are added to a noun to denote ownership. For example:

dog's tail

child's book

bird's beak

The wings of the butterfly are very colorful.

The wings belong to the butterfly.

They are the butterfly's wings.

Rewrite:

The butterfly's wings are very colorful.

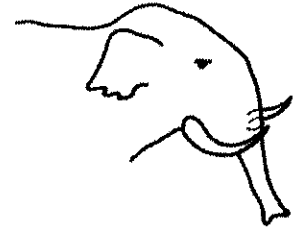
Read the sentences below and complete the sentences.

1. The elephant can lift logs with its trunk.

The trunk belongs to the \_\_\_\_\_.

It is the \_\_\_\_\_ trunk.

Rewrite the sentence showing ownership.



2. The beaver slaps the mud into place with its paw.

Who does the paw belong to? \_\_\_\_\_.

It is the \_\_\_\_\_ paw.

Rewrite the sentence showing ownership.



3. A bird has very sharp eyesight and can see small objects from a long distance.

The sharp eyesight belongs to the \_\_\_\_\_.

It is the \_\_\_\_\_ eyesight.

Rewrite the sentence showing ownership.



4. The tall ears of the jackrabbit could be seen as he hopped across the field.

Who has the tall ears? \_\_\_\_\_.

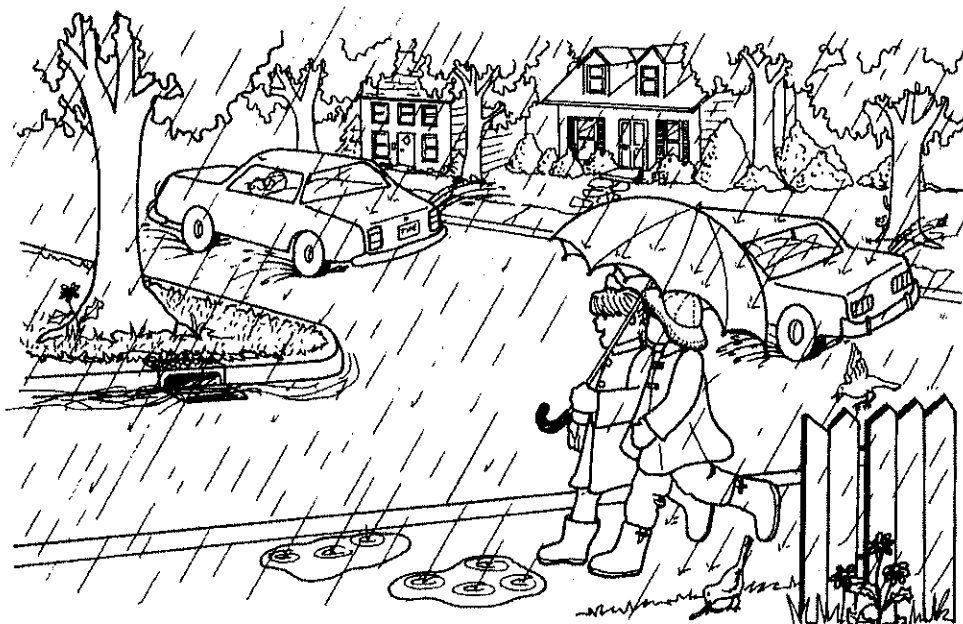
They are the \_\_\_\_\_ tall ears.

Rewrite the sentence showing ownership.



## Describe It: Rain

Imagine that you are walking in a rain shower. Look at the picture closely. Pretend you are there. Write sentences describing what you would see, feel, smell, and hear. Be sure each idea is written in a complete sentence. Remember that each sentence must begin with a capital letter and end with a period.



1. The air would smell of rain and wet ground.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

## Describe It: Camping

Imagine that you are camping out with your family. Look at the picture closely. Pretend that you are there. Write sentences describing what you would see, feel, smell, and hear. Be sure each idea is written in a complete sentence. Remember that each sentence must begin with a capital letter and end with a period.



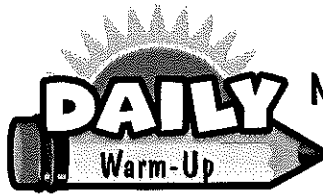
1. Sometimes the smoke would blow around and get in my eyes.
2. I would hear pesky little mosquitoes buzzing around.
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Continue writing more ideas on the back of this page.



# Day

# 16



Name \_\_\_\_\_

Date \_\_\_\_\_

## CHILDHOOD OBESITY

These days, more and more children are overweight. A name for being extremely overweight is *obese*. Why is this happening? Doctors, teachers, and other adults believe that children are not getting the right amount of exercise and are not eating the right kinds of food.

In the past, children used to be more active. In early America, there was a lot of work to be done. Children helped on the farms and in the factories. Children didn't have much time to sit around. Today children go to school and come home to watch the television or play video games. Too many of their activities involve sitting and not being active enough. Children are not getting enough exercise, such as running, walking, or riding a bike.

Another main reason for children being overweight is the types of food they eat. More and more families are eating at restaurants or fixing quick foods that are loaded with calories. These types of food begin to add up day after day. Children are eating too many of the wrong foods and not enough of the right foods.

Some of the foods that children should be eating include fruits and vegetables, dairy, grains and cereals, and meat and poultry. These types of foods can help children maintain their weight and help the body fight disease.

### STORY QUESTIONS

1. Which of the following is not a reason why children don't eat enough healthy foods?
  - a. Children eat more prepared foods than homemade foods.
  - b. Children eat out at restaurants more than they used to.
  - c. Children weigh more than they used to.
  - d. Unhealthy foods are more readily available these days.
2. Which of the following statements would be the best one to be added to the passage?
  - a. Children need to be taught about the foods they eat and the food choices they make.
  - b. Parents are obese and overweight.
  - c. Doctors are finding that more and more children are obese.
  - d. Scientists are concerned about the food children eat.
3. What is the meaning of the word *maintain* in this passage?
  - a. increase
  - b. decrease
  - c. think about
  - d. keep steady

# The "Wr" Sound

**Directions:** When you see a "wr" at the beginning of a word, you should remember that the "w" is silent and you only hear the "r." The word box at the bottom of the page has six words that start with "wr." Choose the correct word from the box to go in each of the sentences.



1. He can iron the \_\_\_\_\_ out of his shirt.



2. The girl will \_\_\_\_\_ a letter to her friend.



3. His mother got a new watch to wear on her \_\_\_\_\_.



4. The teacher \_\_\_\_\_ the new words on the board.



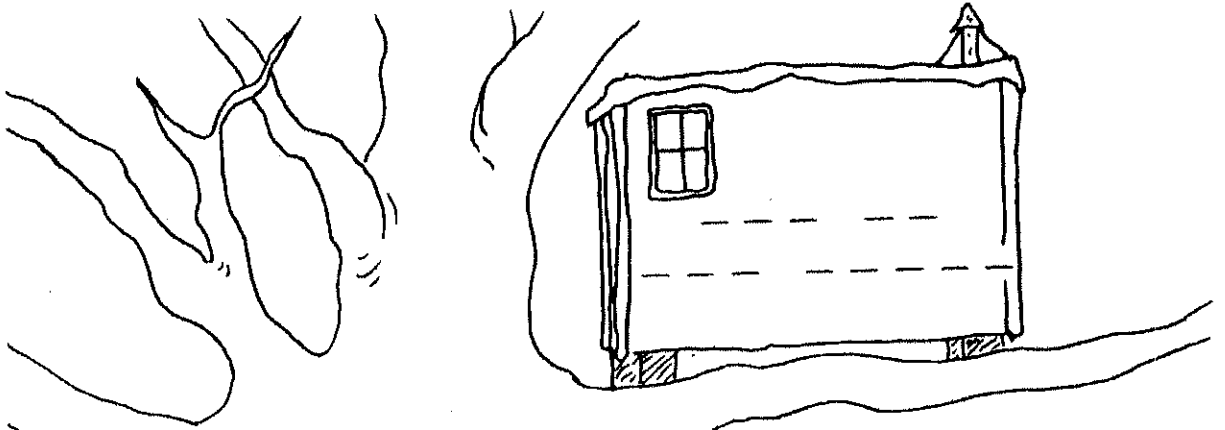
5. This boy will \_\_\_\_\_ the present.



6. She hung a \_\_\_\_\_ on their door.

wrinkle	wrap	wrote
write	wrist	wreath

# The New Tree House

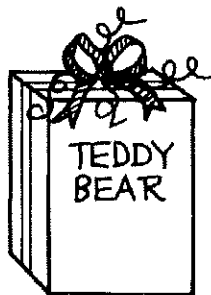
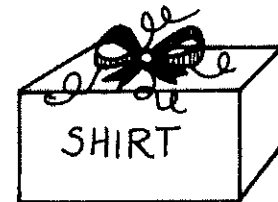
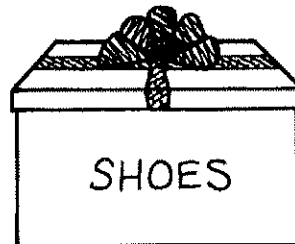
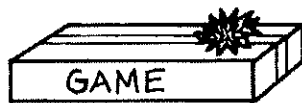
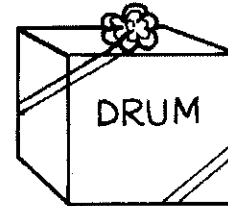
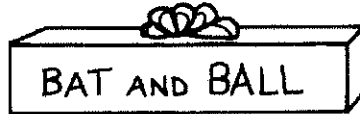
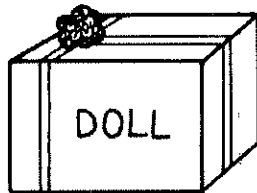


Starting from the bottom, read the first sentence. Which of the words in the parentheses is correct? Copy the circled letter in that word on the first space in the tree house. Do the same thing with all of the sentences. If you are correct, the circled letters will spell the name the children gave their tree house.

- (13) Is that (Daves/Dave's) coat?
- (12) Look at all the (clouds/cloud's).
- (11) We need two (ladders/ladder's).
- (10) That (owls/owl's) nest is in the tree.
- (9) (Wills/Will's) bike is hidden well.
- (8) Our (trees/tree's) limbs are strong.
- (7) Are those (Helens/Helen's) glasses?
- (6) Those (ants/ant's) are all over.
- (5) Let's take some (flowers/flower's) home.
- (4) That is the (moles/mole's) home.
- (3) (Pauls/Paul's) mother wants him.
- (2) Our tree (houses/house's) roof leaks.
- (1) The (plants/plant's) look small.

# The Birthday Presents

Select five of your favorite presents and write a complete sentence about each one. Then, on the back of this sheet, draw a picture of one of them.

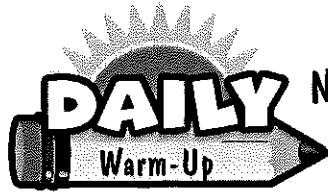


1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_



# Day

# 17



Name \_\_\_\_\_

Date \_\_\_\_\_

## COMMANDING OFFICER

Have you ever wondered why some people are so strong? Have you thought about how they do so much with their lives? When things are hard, they keep going.

Captain Chris Nunn is one of these people. When he was little, he was put up for adoption. A family in Texas adopted him. They taught him to work hard and never give up.

When he grew up, he wanted to be in the Army's Ranger School. This is a very challenging school. He had to do a lot of physical exercise, including hiking for long periods of time in the mountains. One day when he was in the mountains, a rattlesnake bit him. He was in a lot of pain, but he would not quit. Two days later he came limping out of the mountains. He passed the Ranger class.

Chris will tell you he always wants to do his best. He works as hard as he can. Sometimes people call him "Hurricane" because he gets angry if he thinks other people are not doing their best.

He became a commanding officer at age 29, and is currently in Afghanistan. He is in charge of many men and many thousands of dollars in army equipment. Captain Chris Nunn will keep doing his best. He will make a difference in the world.

### STORY QUESTIONS

1. What word or words best describe Chris Nunn?
  - a. old and tired
  - b. quitter
  - c. never gives up
  - d. young and mean
2. If Chris gave you advice, he would probably say . . .
  - a. "It's not the end of the world."
  - b. "Today is just another day."
  - c. "Don't worry. Be happy!"
  - d. "Never stop trying!"
3. How old was Chris when he became a commanding officer?
 

a. 30	c. 54
b. 38	d. 29
4. Another title for the passage could be . . .
 

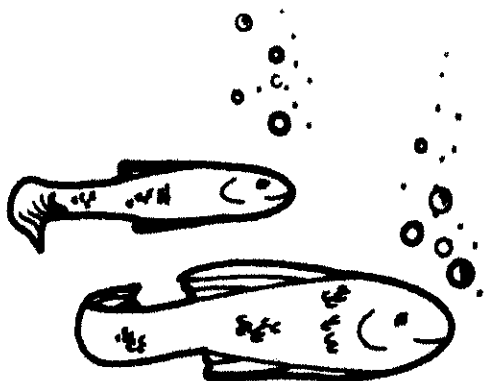
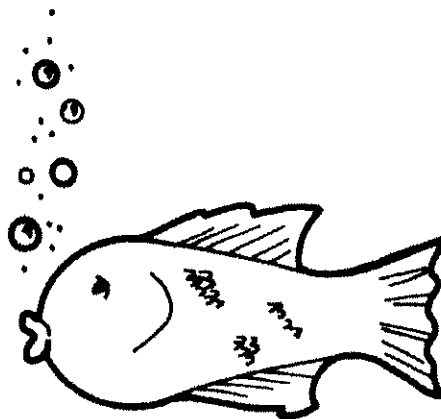
a. "Riding in the Rain"	c. "How to Heal a Snake Bite"
b. "Never Give Up!"	d. "I Am the Captain"

# Deep Sea Adventure

Below are "Deep Sea" puzzles. Read the sentences and circle the adjective in each. Copy the first letters in the adjectives on the spaces below each puzzle. If you are correct, the letters in each puzzle will spell something you might see on a "deep sea adventure."

## Puzzle One:

1. The silly clown made me laugh.
2. We couldn't see because of a huge sign.
3. It was an easy test.
4. The loud music played all night.
5. The pond is filled with little fish.

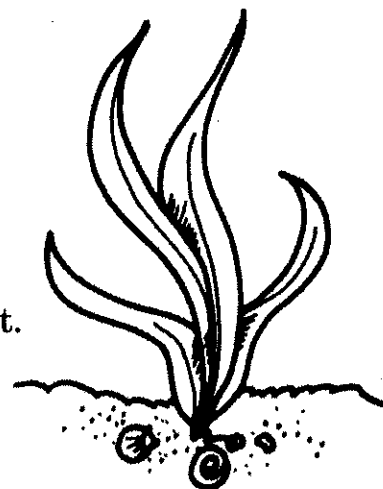


## Puzzle Two:

1. The colorful candy tastes good.
2. I like the orange jacket best.
3. My father has red hair.
4. I don't want to play that awful game.
5. That large dog is mine.

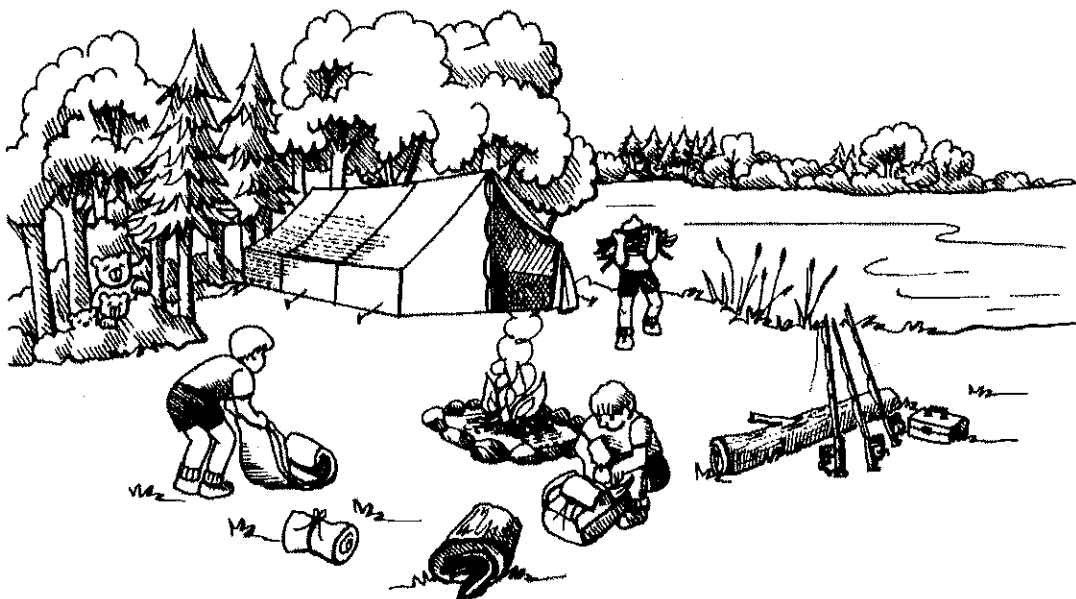
## Puzzle Three:

1. That was an odd television show.
2. It is a very cool day.
3. I have two bicycles.
4. That oily stuff is going to make a mess.
5. I like that purple parrot.
6. The ugly mask you wore scared me.
7. I'm not allowed to have any sweet things to eat.



## Camping Out

Look at the picture. See how many sentences you can write telling about the picture. Be sure each sentence is a complete sentence. Remember, each sentence begins with a capital letter and ends with a period.



1. Three boys are camping out.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Continue writing more sentences on the back of this page.



# Day

# 18



Name \_\_\_\_\_

Date \_\_\_\_\_

## HORSES

Did you know horses are in the same family as donkeys, zebras, and mules? It is true. Horses are in the equus family. Their name comes from a Greek word. It means quick.

There are over 350 kinds of horses. They are divided into four main groups: the "light" horses, the "heavy" horses, ponies, and wild or semi-wild horses.

"Light" horses have small bones. They weigh less than 1,300 pounds (590 kg). They have thin legs.

"Heavy" horses are strong and have big bones. They also have sturdy legs. "Heavy horses" can weigh up to 2,000 pounds (907 kg).

Ponies are no taller than 58 inches (147 cm). If you measure in horse language, one would measure in hands. Ponies, then, are no more than 14 ½ hands tall.

Wild or semi-wild horses have not been tamed. These horses do not live with people. They live in the open fields and run free.

A person can tell the age of a horse by checking its teeth. Its age can only be checked by its teeth before it is ten years old.

All horses have small stomachs. They must eat small amounts of food throughout the day. All horses love to eat short, juicy grass. Horses that live outside will nibble grass all day. If they live in a stable, they will munch on hay as often as it is given to them. If they are workhorses, they will eat better if the person feeding them gives them maize (corn), oats, or barley. It can be added to their regular food. They also enjoy treats.

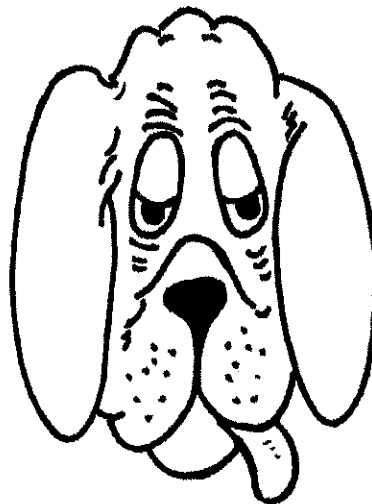
All horses love to run, canter, gallop, walk, or trot.

### STORY QUESTIONS

1. How many main groups of horses are there?
  - a. 5
  - b. 340
  - c. 4
  - d. 350
2. Which animals are related to the horse?
  - a. mules, donkeys, and zebras
  - b. mules, zebras, and cows
  - c. donkeys, zebras, and chickens
  - d. zebras, alligators, cows
3. What do all of the horses have in common?
  - a. They all eat hay from the stables.
  - b. They have small stomachs and eat throughout the day.
  - c. They all weigh more than 1,300 pounds.
  - d. They all have teeth that are 10 years old.
4. Which of these is **NOT** a fact about horses from the passage?
  - a. "Heavy" horses weigh more than "light" horses.
  - b. Horses belong to the equus family.
  - c. They all live to be 25 years or older.
  - d. Horses love short, juicy grass.

## The Start of Elmo's Terrible Day!

Here is a story about Elmo. He is not having a good day! You will see that there are spaces in the story. Words are supposed to go in the spaces. Each missing word is an adjective or describing word. You are to write describing words in each space. For example, you could write "terrible," "awful," "bad," or some other describing word in the first space. Try to think of just the right words for Elmo's terrible day.

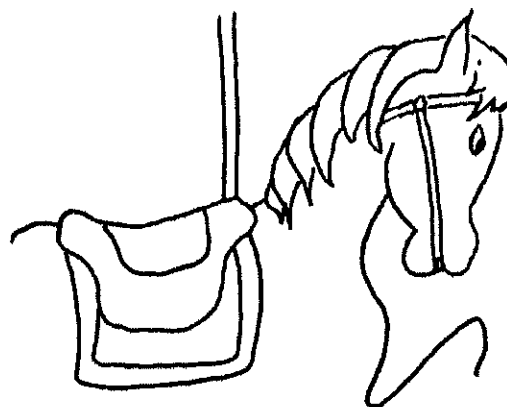


Elmo was having a \_\_\_\_\_ day. It started that morning. A \_\_\_\_\_ sound awoke him. He opened his \_\_\_\_\_ eyes. He saw a \_\_\_\_\_ cat next to his water bowl. He jumped up and made a \_\_\_\_\_ sound. The \_\_\_\_\_ cat was so scared it fell into the \_\_\_\_\_ water bowl. This splashed water all over the \_\_\_\_\_ dog.

With water dripping from his \_\_\_\_\_ ears, Elmo went out to the \_\_\_\_\_ barn. On the way he passed the \_\_\_\_\_ goat. The goat let out a \_\_\_\_\_ sound and began chasing poor Elmo. Elmo ran through the \_\_\_\_\_ barn door. The goat followed and gave Elmo a \_\_\_\_\_ bite on his \_\_\_\_\_ tail. This made Elmo jump into the \_\_\_\_\_ hay. The hay fell on top of him. He let out a \_\_\_\_\_ sneeze that scared the \_\_\_\_\_ goat out of the barn. This was the start of a \_\_\_\_\_ day for Elmo.

# A Ride on the Carousel

You are waiting to ride the carousel. As the carousel turns around and around, you can hear people talking. But you can only hear the beginning of what they say as they ride by. Below are the parts you hear. You are to finish what each person is saying.



My horse is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Do you see \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I wish I \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Mother told me \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I want to \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Day

# 19



Name \_\_\_\_\_

Date \_\_\_\_\_

## HUMMINGBIRDS

Hummingbirds are amazing birds for many reasons. They fly like helicopters: backwards or floating in the air. They move from side to side. The hummingbirds zoom straight up into the sky or dive straight down. They spin their wings in circles. If their babies are in danger, they will even attack eagles. To build nests, they will pick fuzz off your sweater.

When they are awake, hummingbirds spend most of their day eating food. Hummingbirds are always on a quest for insects to eat. They need them for protein. Hummingbirds are always looking for objects from which to drink juice. They fly into brightly-colored objects that they think are food. Sometimes they even try to get juice from stop signs! They also drink nectar from flowers. Every day they visit up to 1,000 flowers to drink the juice!

Hummingbirds have special tongues. The fronts of their tongues are split in half. They have sharp edges. These edges help soak up juice from flowers. Their tongues lick flowers. As they hunt for insects, this tongue grabs the bugs and insects quickly.

Tongues, flying, and eating habits are just three of the things that make the hummingbird an unbelievable creature.

### STORY QUESTIONS

1. According to the passage, what is one reason why hummingbirds are amazing?
  - a. They make a great deal of noise.
  - b. They are very small and delicate.
  - c. They can fly like a helicopter.
  - d. They can drink water.
2. In the text, "a quest for insects" means . . .
 

a. questions about.	c. journey.
b. ability.	d. search.
3. The author's purpose for this passage is to . . .
  - a. entertain the reader with interesting hummingbird characteristics.
  - b. inform the reader about dangerous hummingbirds.
  - c. persuade the reader to purchase a hummingbird.
  - d. encourage the reader to keep insects in their garden.
4. Which group of words best describes a hummingbird?
 

a. never moves	c. extremely slow
b. constantly moving	d. enjoys meat and vegetables

# Adjective Sails

Adjectives are words that describe nouns. They denote either size, color, kind. The sentences below use descriptive adjectives that tell the KIND of object or noun. Read each sentence. Place an X over each adjective. Then choose another descriptive adjective from the sails. Rewrite the sentences using the new adjective.

NOTE: Not all adjectives on the sails will be used, and not all words are adjectives!

1. The tiny ship was tossed in the waves.

\_\_\_\_\_

2. The violent fire destroyed everything in its path.

\_\_\_\_\_

3. Jenny's red purse was lost at the store.

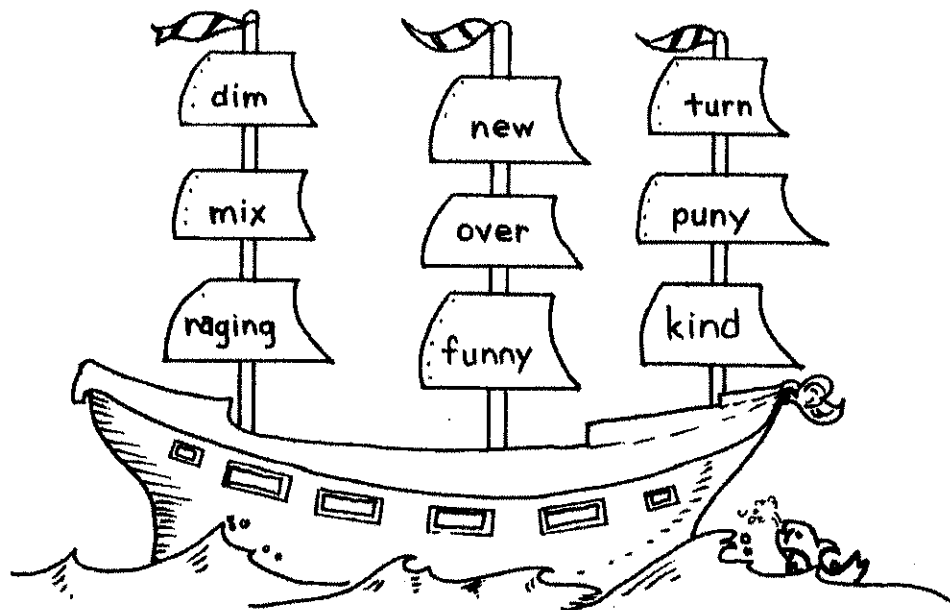
\_\_\_\_\_

4. The silly clown makes everyone laugh.

\_\_\_\_\_

5. Kim's neighborly friend was like her grandmother.

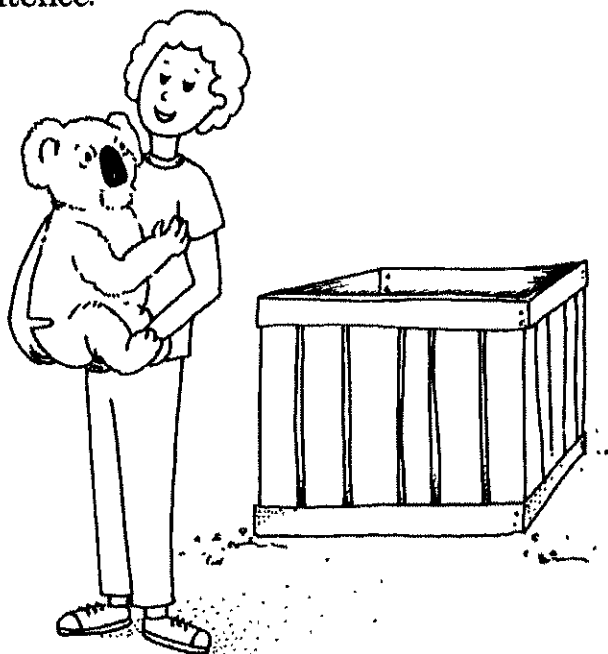
\_\_\_\_\_



# What Would You Do?

Imagine that you have just won a very special contest. Your surprise has just arrived. When you open the crate, you find that you have won a koala bear! Think of all the fun things you and your koala bear can do together! List five ideas below. Then turn over this sheet of paper and write five more ideas.

Be sure to write in complete sentences and to capitalize the first word in each sentence.

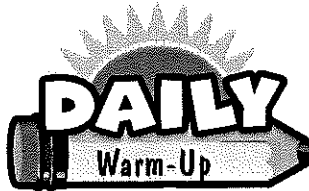


1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_



# Day

# 20



Name \_\_\_\_\_

Date \_\_\_\_\_

## TRADING POSTS ON THE OREGON TRAIL

Have you ever wondered how the pioneers lived without grocery stores? Trading posts helped families survive. Forts were built along the Oregon Trail. Each fort had a trading post. It was like a grocery store and department store put together.

The trading post was a place for the weary travelers to stop and rest. Trading posts stocked things the settlers needed. It was also a place to meet new people and hear any news.

The pioneers could buy rifles and bullets at the trading post. Food, such as dried meat, beans, eggs, and coffee could be bought at a trading post.

To travel safely, wagons were kept in good repair. Wagon parts, wood, hammers, saws, ropes, and chains were sold at the trading post.

Prices at the trading posts were high. Pioneers were willing to pay for things they needed. Without trading posts, many travelers would never have made it to the end of the trail.

### STORY QUESTIONS

1. In the passage, *weary* means . . .
  - a. excited, joyful, and nervous.
  - b. happy, joyful, and angry.
  - c. worn out, fatigued, and tired.
  - d. mad, upset, and furious.
2. The main idea of the last paragraph is . . .
  - a. to show the importance of trading posts for survival on the Oregon Trail.
  - b. to show what food items a pioneer could purchase.
  - c. to discuss needed equipment for a wagon.
  - d. to give a list of things that people didn't want to buy at trading posts.
3. This passage was written to . . .
  - a. entertain the reader with events which occurred at a trading post.
  - b. inform the reader about the prices of items at the trading posts.
  - c. persuade the reader to buy from a trading post.
  - d. give the reader some information about trading posts.
4. According to this article, the travelers of the Oregon trail were called . . .
  - a. kings.
  - b. pioneers.
  - c. hunters.
  - d. outlaws.


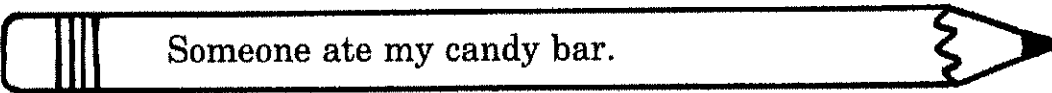

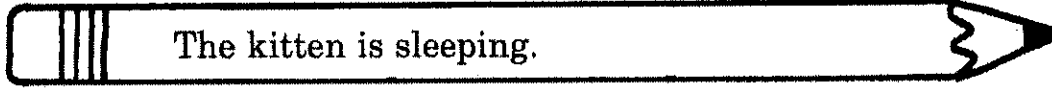
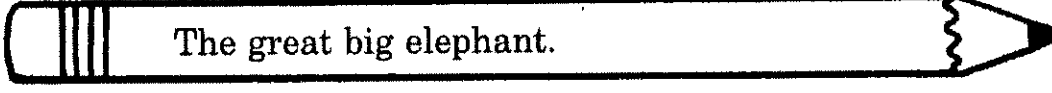
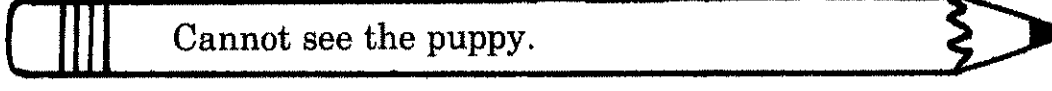
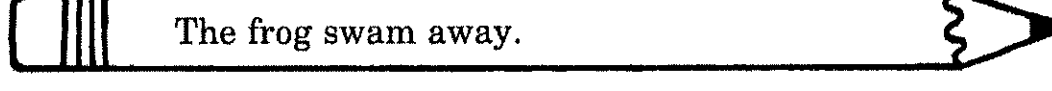
## Color the Pencils

Read the sentence on each pencil. Decide if it is a complete or incomplete sentence. Then lightly color the pencil using the color key.

### COLOR KEY

Complete sentence = yellow

Incomplete sentence = red

1.  It will rain soon.
2.  Someone ate my candy bar.
3.  After the movie is over.
4.  The kitten is sleeping.
5.  The great big elephant.
6.  Cannot see the puppy.
7.  The frog swam away.

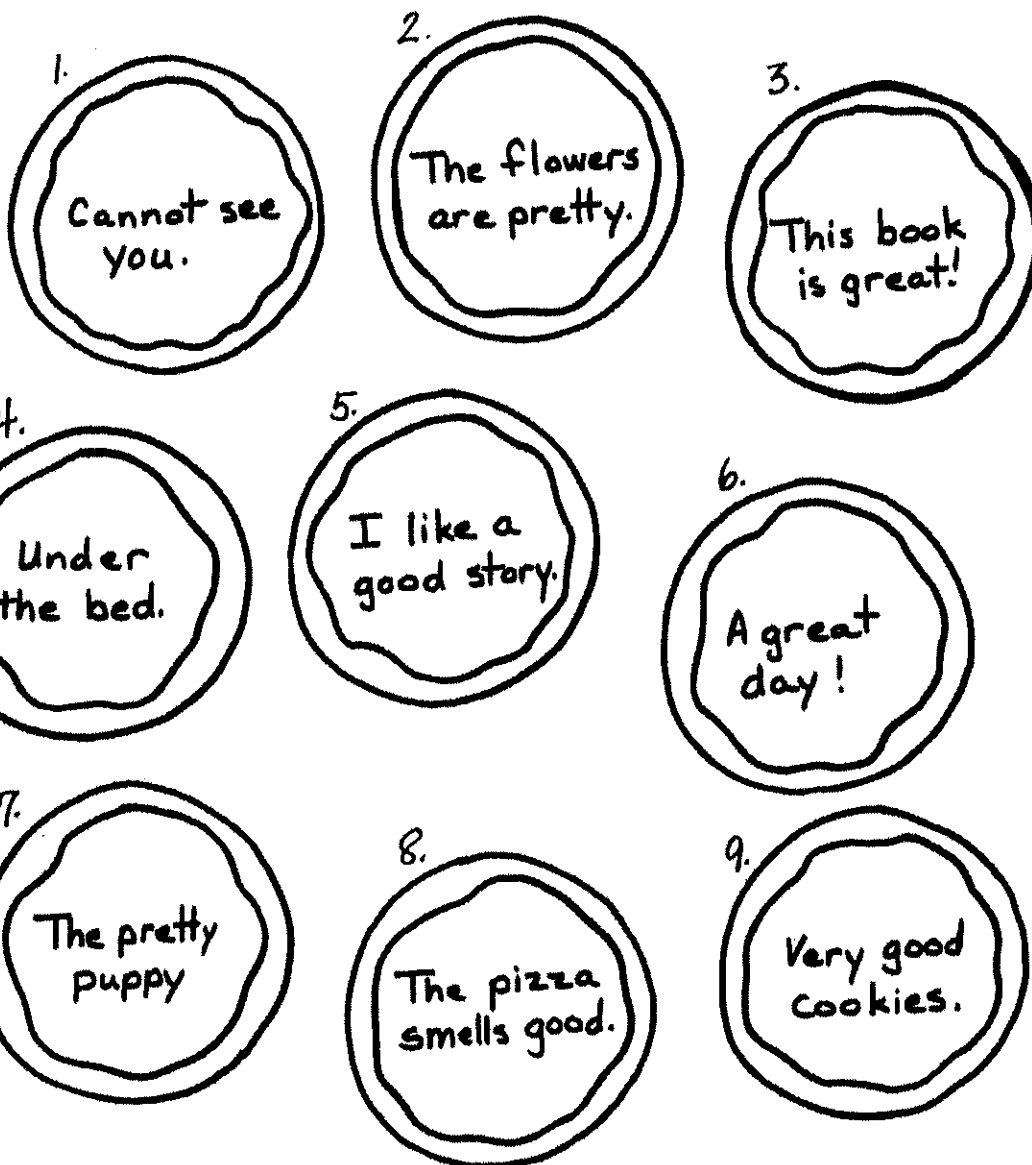
# Frost the Cookies

Read the sentence on each cookie. Decide if it is a complete or incomplete sentence. Then lightly color the frosting on the cookie using the color key.

## COLOR KEY

Complete sentence = pink

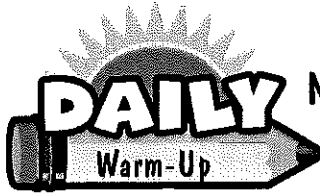
Incomplete sentence = blue





# Day

# 21



Name \_\_\_\_\_

Date \_\_\_\_\_

## THE PANDA BEAR

One of the most unusual bears known to man is the panda bear. Panda bears live in southwestern China. They live in misty forests of bamboo. There are two main types of pandas. They are the giant black-and-white panda and the red panda. They weigh anywhere from 175 to 275 pounds. They get anywhere from five to six feet in height. A newborn panda cub is about the size of a chipmunk. They are born blind and are completely helpless. They rely heavily on their mother. Once the baby panda leaves its mother, it will live all alone.

Pandas are active during both the day and at night. The most important plant in the life of a panda bear is bamboo. They spend about 12 hours of their day eating bamboo. That's a lot of bamboo! Pandas have special bones in their wrists that enable them to grab the stalks of the bamboo. Pandas will peel away the outer edge of the stalk and eat the soft inner portion of the bamboo. Their giant molars crush the bamboo stalks. The panda will also eat the bamboo leaves. Pandas have also been known to eat mushrooms, insects, grasses, fish, fruit, and rice.

Pandas move in a very slow, methodical manner. Unlike some bears, the panda bear does not hibernate. They live in a climate where they can be active and eating throughout the year.

### STORY QUESTIONS

1. A different title for this reading passage could be . . .
  - a. "Panda Paradise."
  - b. "China's Bear."
  - c. "All You Want to Know About Bears."
  - d. "Illegal Bear Hunting."
2. Newborn panda cubs are not born . . .
  - a. being able to see.
  - b. blind.
  - c. the size of a chipmunk.
  - d. helpless.
3. The author wrote this passage to . . .
  - a. justify keeping pandas in captivity.
  - b. inform the reader of how pandas are mistreated.
  - c. share general information about panda bears.
  - d. raise awareness of the shrinking of the panda population.
4. If you wanted to find out more about pandas, you could . . .
  - a. read a book about how bears hibernate.
  - b. watch a television program about bamboo.
  - c. meet somebody who lives in China.
  - d. watch a television program about the different types of bears.

# The Puppet Show

Below you will find two sets of words. None of the sets will be a complete sentence. The subject set tells what each sentence will be about when you finish. The predicate set tells what each subject will be doing.

**Part One: READ** each subject set of words. Pick the best predicate set and write them together to make a sentence.

## SUBJECT

The puppet show  
All of the children  
Mrs. Jackson, our teacher,  
Mr. Sam and Mr. Dave

## PREDICATE

wants us to have fun.  
are our bus drivers.  
was brought to the theater.  
enjoyed the puppet show.



1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_

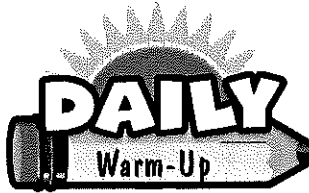
**Part Two: FINISH THE PUZZLE.**

1. Who is Mrs. Jackson? \_\_\_\_\_
2. Who are Sam and Dave? \_\_\_\_\_
3. What did Mrs. Jackson want the children to have? \_\_\_\_\_
4. What did the children see at the theater?  
\_\_\_\_\_



# Day

# 22



Name \_\_\_\_\_

Date \_\_\_\_\_

## THE PRAYING MANTIS

The praying mantis has one of the most unusual names for an insect. How did this insect get its name? The praying mantis got its name because of the way it sits and waits for its prey. The way that the praying mantis sits makes it look like it is praying. Did you know that the praying mantis is related to the cockroach?

The praying mantis is a meat-eating insect. It eats beetles, butterflies, crickets, grasshoppers, spiders, and even other praying mantises. An adult praying mantis can sometimes eat small reptiles or small hummingbirds! A praying mantis is green or tan, and its back makes it look like a leaf. This means that it is easy for the praying mantis to be camouflaged. A praying mantis also has wings. The adult is usually 3–6 inches long. Some species can get even longer.

The praying mantis is a very quick predator. It waits for the right size bug to come along and snaps its “arms” out quickly. The claws on the “arms” make it impossible for the insect to escape the praying mantis. Bats eat praying mantises. The praying mantis tends to fly more at night. This makes it a perfect target for bats.

### STORY QUESTIONS

1. Where in the passage do you find out which insect the praying mantis is related to?
  - a. end of the first paragraph
  - b. middle of the second paragraph
  - c. end of the third paragraph
  - d. from the title
2. What does the praying mantis have that helps the bat spot it at night?
  - a. claw-like arms
  - b. wings
  - c. eggs
  - d. strong scent
3. The writer probably wrote this passage to . . .
  - a. warn humans of the praying mantis.
  - b. enlighten farmers to the benefits of the praying mantis.
  - c. determine the genealogy of the praying mantis.
  - d. inform the reader about the praying mantis.
4. Which of these is not a fact about the praying mantis?
  - a. The praying mantis is a meat-eating insect.
  - b. The praying mantis catches its prey.
  - c. The praying mantis is red in color.
  - d. The praying mantis is about 3–6 inches long.

# Gold Stars

Read each sentence. If it is written correctly, give it a gold star by coloring the star after it yellow. If the sentence has a double negative, color the star black.

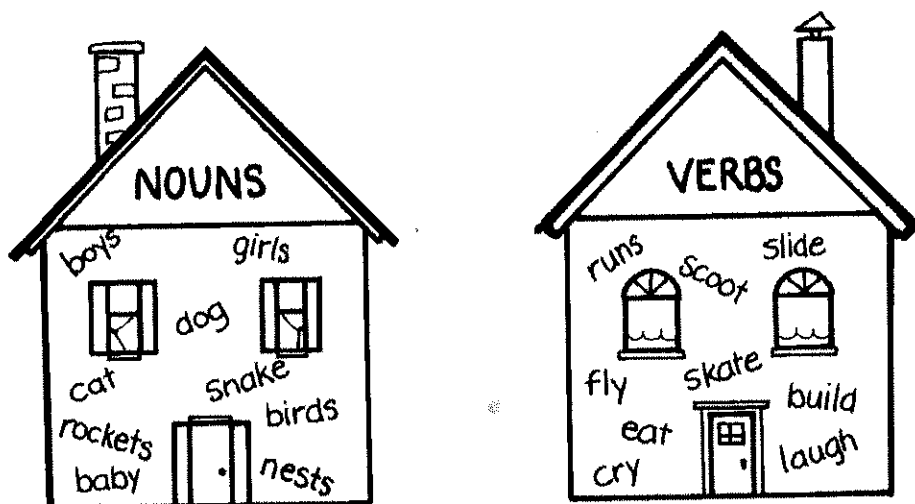
COLOR KEY	
correct	= yellow star
double negative	= black star

1. We haven't got no recess yet.
2. The puppy wasn't lost after all.
3. Bobby doesn't see his book.
4. There wasn't no rain today.
5. I don't got no candy.
6. The movie wasn't no good.
7. There aren't no cars coming.
8. I don't like onions.
9. You didn't bring a jacket with you.
10. Andy doesn't have any books to carry.



# Walking Through the Neighborhood

**Directions:** You will walk through the “Neighborhood of Language.” The first buildings that you pass are the Noun House and the Verb House. Choose words from each house to write your own sentences. Then draw a picture to go with each sentence.

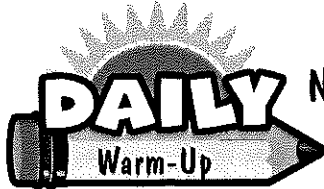


1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_



# Day

# 23



Name \_\_\_\_\_

Date \_\_\_\_\_

## RAILROADS

Did you know that the idea for trains started in Germany? In 1550, some roads in Germany had wooden rails. They ran along the road. They were called "wagon ways." These roads were used for wagons pulled by horses. They were easier than traveling on dirt roads.

In 1776, metal rails were made. The rails were made of iron. They were called "tramways." They were very popular. They went all over Europe. A man named William Jesse had an idea. He made wheels with a groove, or cutout edge. These wheels helped the wagons move faster on the iron rails. The wagons were still pulled by horses.

The steam engine came next. A man named Richard Trevithick wanted to move people and things from place to place without using animals. He made the first steam engine. It could carry 10 tons of iron, 70 men, and five wagons for 9 miles in two hours.

A man named John Stevens put all of these ideas together. He is called the "father of the American railroad." He showed how steam trains would work. He got the first charter railroad.

Each new idea has made traveling easier and faster.

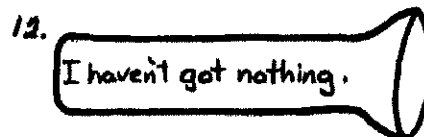
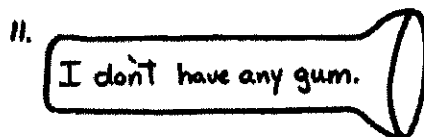
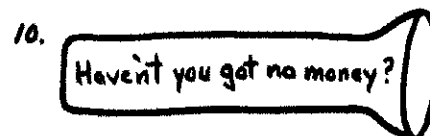
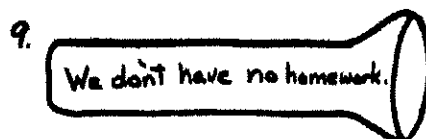
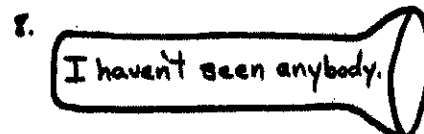
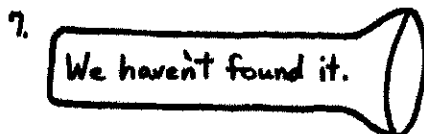
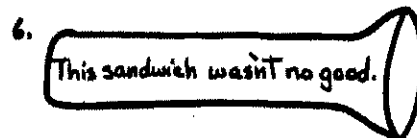
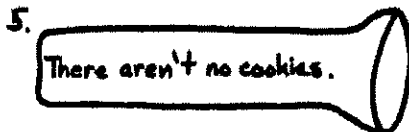
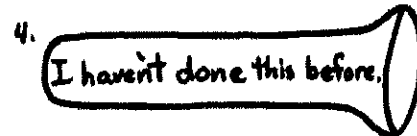
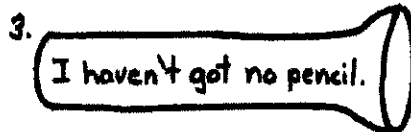
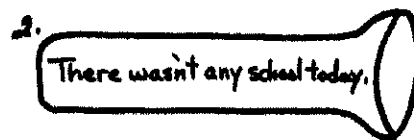
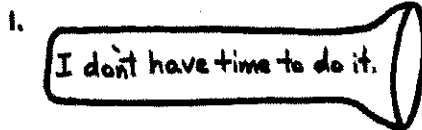
### STORY QUESTIONS

1. Who was called the "father of the American railroad"?
  - a. Richard Trevithick
  - b. William Jesse
  - c. Orlando Bloom
  - d. John Stevens
2. Which words best describes the "wagon ways"?
  - a. wooden rails
  - b. iron rails
  - c. steam engines
  - d. fire wagons
3. Which word is an **antonym** for the word *pulled*?

a. snatched	c. pushed
b. grabbed	d. yanked
4. Which statement is **NOT** true about the history of the railroads?
  - a. The idea for trains began in Germany.
  - b. Today trains run very slowly and are pulled by horses.
  - c. "Tramways" had rails made of iron.
  - d. Today trains run much faster and easier than in the past.

## Which Flashlights Will Turn On?

Read the sentence on each flashlight. If the sentence is written correctly, show that the flashlight will turn on by drawing yellow crayon lines from the light area. If the sentence has a double negative, it will not turn on.



How many flashlights will turn on? \_\_\_\_\_



# Day

# 24



Name \_\_\_\_\_

Date \_\_\_\_\_

## JUPITER

Jupiter is the biggest planet in our solar system. It is 1,000 times larger than the planet Earth. That is pretty big! Jupiter is bigger than all the other planets combined. Jupiter is described as a big ball of gas. That is because it is made up mostly of gases. Jupiter is mostly hydrogen with a little helium.

We see mostly the outer layer of clouds when we look at Jupiter. Gas planets do not have a solid surface. The inner core of Jupiter is rocky and solid. Jupiter is the fourth-brightest object in the sky. People have been seeing Jupiter in the night sky for many years.

Many years ago, people thought Jupiter was a “bright, wandering star.” A man named Galileo developed the telescope. The telescope helped him see Jupiter’s four large moons. This observation helped Galileo realize that Earth was not the center of the universe.

The great red spot on Jupiter has been seen for over 300 years. This spot is big enough to hold two Earths. Jupiter also has rings. They are made up of particles of rocky materials. The rings are dark in color. Jupiter is the fifth planet from the sun.

### STORY QUESTIONS

1. What would be the best title for this passage?
  - a. “Jupiter: The Largest Planet”
  - b. “Outer Planets”
  - c. “Cool Planets”
  - d. “Planets with Moons”
2. Which of the following is not a fact about the planet Jupiter?
  - a. Jupiter is the largest planet.
  - b. Jupiter is one of the outer planets.
  - c. Jupiter has a great red spot.
  - d. Jupiter does not have rings like Saturn.
3. What was meant by the “bright, wandering star?”
  - a. Jupiter was at first a star that moved across the sky at night.
  - b. Jupiter couldn’t be found in the night sky.
  - c. Jupiter was located in a star’s position.
  - d. Jupiter was first thought to be a star that moved in the night sky.
4. How did the telescope change what people thought about Jupiter?
  - a. Jupiter was the first planet viewed through a telescope.
  - b. Galileo discovered that Jupiter had moons.
  - c. It was determined that Jupiter was not located in a star’s position.
  - d. Jupiter was discovered to be the center of the universe.

## *Step Up to Writing* Grade 3

### **Narrative Writing Summative Assessment**

**Directions:**

Do not begin until you are told to do so. Once your teacher tells you to begin, you may use the time provided to complete all steps below.

1. Read the story on page 2.
2. Answer the questions on page 3 about the story.
3. Read the writing prompt and directions on page 4.
4. Write a story based on the prompt.

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

## Why Anansi Has Eight Thin Legs

### A Tale from West Africa

A long time ago, there lived a spider named Anansi. He loved to go around the village, tasting other animals' food.

One day, Anansi stopped by Rabbit's house. Rabbit was cooking greens in a pot.

"Those smell great, Rabbit!" Anansi said hungrily.

"Do you want to stay for dinner?" Rabbit asked.

Anansi knew that if he stayed, Rabbit would ask him to help with chores around the house. Anansi did not like doing chores.

"I can't," Anansi said. "But here's what we'll do. I'll spin a web and tie one end around my leg and the other end around your pot. When the greens are ready, just tug on the web, and I'll run back for dinner."

Rabbit agreed and tied his end of the web to the pot. Anansi said goodbye, and before long he passed the house of his friend Monkey.

"Are those beans in your pot?" Anansi asked. "I love beans!"

"Join me for dinner when they're ready," Monkey said.

But Anansi worried that Monkey would put him to work.

"I have to run an errand," he said quickly. Then he asked Monkey to tie another line of web to a different leg. "Tie your end to your bean pot. Tug on it when the beans are done, and I'll come running!"

Next, Anansi stopped at the home of his friend Mouse. Mouse was baking an apple pie.

"Stay and eat," Mouse said.

"Oh, no!" Anansi replied quickly. Then he asked Mouse to tie a line of web to his third leg and the oven door. "When the pie is ready, tug on the web, and I'll hurry back."

Anansi visited five more friends. Soon he had a web tied to each of his eight legs. He was very proud of himself. He was going to get eight meals, and he hadn't had to do any chores.

Suddenly, Anansi felt a tug on one leg. He felt a tug on another leg then another and another. His legs were pulled in eight different directions.

Anansi jumped in the river and washed the webs off his legs. "Oh, no! My legs are so long and thin now!" This is why Anansi has eight thin legs.

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Questions****Directions:** Refer back to the story on page 2. Fill in the correct bubble to answer the questions.

1. What is Monkey cooking for dinner?
  - Ⓐ greens
  - Ⓑ beans
  - Ⓒ apple pie
  - Ⓓ beef stew
2. Why does Anansi decide not to stay and wait for dinner in his friends' homes?
  - Ⓐ He is not very hungry.
  - Ⓑ He only likes to eat the food he cooks himself.
  - Ⓒ He does not want to do any chores or work.
  - Ⓓ He wants to bathe in the river.
3. How does Anansi get the webs off his legs?
  - Ⓐ He eats them.
  - Ⓑ He rubs dirt on them.
  - Ⓒ He bites them off.
  - Ⓓ He washes them off.
4. Which is the **best** theme for this story?
  - Ⓐ You will be sorry if you're greedy and lazy.
  - Ⓑ Too much food will make you sick.
  - Ⓒ Always be kind to your friends.
  - Ⓓ Don't make promises you can't keep.
5. Which detail from the story **best** supports the answer to question 4?
  - Ⓐ Anansi makes dinner plans with his friends.
  - Ⓑ Anansi ends up with long, thin legs.
  - Ⓒ Anansi walks around the village.
  - Ⓓ Anansi spins webs.

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Prompt:** Write an imaginative story describing why an animal looks or acts the way it does, such as why an elephant has tusks, why the bald eagle has a white head, or why whales sing.

**Directions:** 1. Plan in the space provided below.  
2. Write your response on the pages that follow.

**Checklist:** Use this checklist to do your best writing.

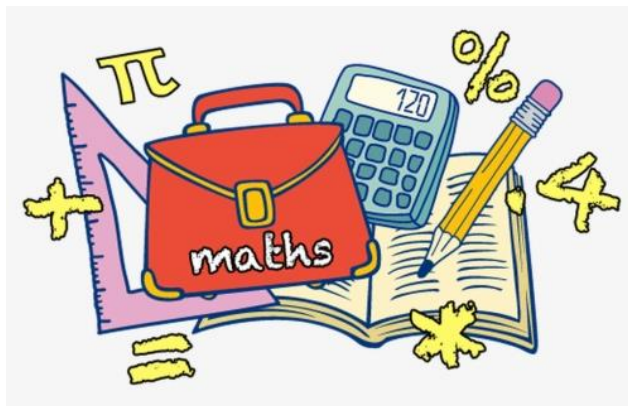
- |   |   |
|---|---|
| <input type="checkbox"/> Does your story have a beginning, middle, and end? | <input type="checkbox"/> Did you use precise words and different kinds of sentences?                  |
| <input type="checkbox"/> Did you connect events and ideas with transitions? | <input type="checkbox"/> Did you review your writing?   |
| <input type="checkbox"/> Did you describe the setting and characters?       | <input type="checkbox"/> Have you answered the prompt?  |
| <input type="checkbox"/> Do your characters have a problem to solve?        | <input type="checkbox"/> Have you fixed errors in capitalization, punctuation, grammar, and spelling? |

**Planning Space:** Use the following space to plan your writing.

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

This image shows a single page from a notebook or ledger. It features approximately 20 evenly spaced horizontal black lines across its entire width, providing a guide for writing. The paper itself is plain white, and there are no margins, headers, footers, or other markings present.

[illegible]



# Grades 3-5 Math

## Aug 31-Oct 2

Grades 3-5 Math Learning Plan		
Date	Topic/Standard	Instructional Video and Activity
Week of Aug 31 <sup>st</sup>	<a href="#">3.RA.A.1</a> (3.OA.A.1)*** Interpret products of whole numbers. <a href="#">3.RA.A.4</a> (3.OA.A.3)*** Use multiplication and division within 100 to solve problems.	Students complete the worksheet. <b>1-1</b> Multiplication as repeated addition, <b>1-2</b> Multiplication on the Number Line, <b>1-3</b> Arrays and Multiplication
Week of Sep 7 <sup>th</sup>	<a href="#">3.RA.B.6</a> (3.OA.B.5, 6)*** Apply properties of operations as strategies to multiply and divide. <a href="#">3.RA.A.2</a> (3.OA.A.2)*** Interpret quotients of whole numbers.	Students complete the worksheet. <b>1-4</b> The Commutative Property <b>1-5</b> Division as Sharing, <b>1-6</b> Division as Repeated Subtraction,
Week of Sep 14 <sup>th</sup>	<a href="#">3.RA.A.4</a> (3.OA.A.3)*** Use multiplication and division within 100 to solve problems. <a href="#">3.RA.E.11</a> (3.OA.D.9)*** Identify arithmetic patterns and explain the patterns using properties of operations.	Students complete the worksheet. <b>1-7</b> Math Practices and Problem Solving: Use Appropriate Tools <b>2-1</b> 5 as Factors, <b>2-2</b> 9 as a Factor,
Week of Sep 21 <sup>st</sup>	<a href="#">3.RA.B.6</a> (3.OA.B.5, 6)*** Apply properties of operations as strategies to multiply and divide.	Students complete the worksheet. <b>2-3</b> Apply Properties: Multiply by 0 & 1 <b>2-4</b> Multiply by 10, <b>2-5</b> Multiplication Facts: 0,1,2,5,9 &10,
Week of Sep 28 <sup>th</sup>	<a href="#">3.RA.B.6</a> (3.OA.B.5, 6)*** Apply properties of operations as strategies to multiply and divide.	Students complete the worksheet. <b>3-1</b> The Distributive Property <b>3-2</b> Apply Properties: 3 as a Factor <b>3-3</b> Apply Properties: 4 as a Factor

Students are encouraged to maintain contact with their home school and classroom teacher(s). If you have not already done so, please visit your child's school website to access individual teacher web pages for specific learning/assignment information. If you cannot reach your teacher and have elected to use these resources, please be mindful that some learning activities may require students to reply online, while others may require students to respond using paper and pencil. In the event online access is not available, please record responses on paper. Completed work should be dropped off at your child's school. Please contact your child's school for the dates and times to drop off your child's work.

*If you need additional resources to support virtual learning, please visit: <https://www.slps.org/extendedresources>*

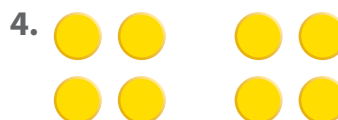
# ★ Guided Practice ★

## Do You Understand?

1. **MP.2 Reasoning** Can you write  $5 + 5 + 5 + 5 = 20$  as a multiplication equation? Explain.
2. **MP.2 Reasoning** Can you write  $3 + 4 + 7 = 14$  as a multiplication equation? Explain.
3. Write an addition equation and a multiplication equation to solve this problem.  
Jessie buys 4 packages of stones. There are 6 stones in each package. How many stones does Jessie buy?

## Do You Know How?

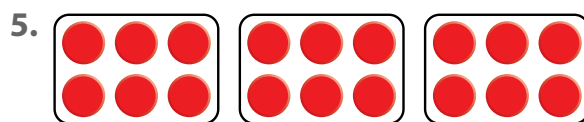
Complete **4** and **5**. Use the pictures to help.



2 groups of \_\_\_\_

$$4 + 4 = \underline{\quad}$$

$$2 \times \underline{\quad} = \underline{\quad}$$



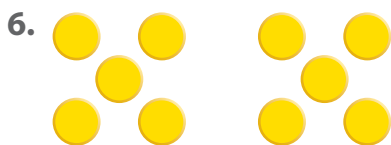
\_\_\_\_ groups of 6

$$6 + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$3 \times \underline{\quad} = \underline{\quad}$$

# ★ Independent Practice ★

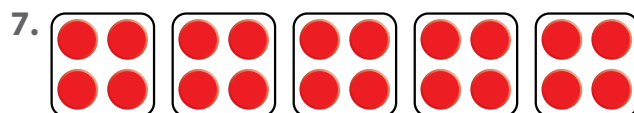
**Leveled Practice** Complete **6** and **7**. Use the pictures to help.



2 groups of \_\_\_\_

$$5 + \underline{\quad} = \underline{\quad}$$

$$2 \times \underline{\quad} = \underline{\quad}$$



5 groups of \_\_\_\_

$$4 + 4 + 4 + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$5 \times \underline{\quad} = \underline{\quad}$$

In **8–11**, complete each equation. Use counters or draw a picture to help.

8.  $8 + 8 + 8 + 8 = 4 \times \underline{\quad}$

9.  $\underline{\quad} + \underline{\quad} + \underline{\quad} = 3 \times 7$

10.  $9 + \underline{\quad} + \underline{\quad} = 3 \times \underline{\quad}$

11.  $6 + 6 + 6 + 6 + 6 = \underline{\quad} \times \underline{\quad}$

# Math Practices and Problem Solving

12. © **MP.6 Be Precise** Debra draws this shape on the back of her notebook.



What is the name of the shape Debra draws? How do you know?

13. © **MP.4 Model with Math** Salvatore gets 50 trading cards for his birthday. He trades some cards with his friend Madison. Salvatore gives 22 cards to Madison, and Madison gives 18 cards to Salvatore. Then Salvatore's sister gives him 14 cards. How many trading cards does Salvatore have now? Use math to represent the problem.

14. **Higher Order Thinking** Luke says you can always add and you can always multiply to join groups. Is he correct? Explain why or why not.

15. © **MP.3 Critique Reasoning** Lois says any addition equation where the addends are all the same can be written as a multiplication equation. Is Lois correct? Explain why or why not.

## © Common Core Assessment

16. Mark has 12 ears of field corn to make table decorations. He arranges them in 2 groups of 6. How can you represent this? Choose all that apply.

- ☐  $12 \times 2$
- ☐  $2 + 2 + 2 + 2 + 2 + 2$
- ☐  $6 + 6$
- ☐  $2 \times 6$
- ☐  $12 + 2 + 6$

17. Jenna saves \$5 each week. She wants to know how much money she has saved after 6 weeks. How can you represent this? Choose all that apply.

- ☐  $5 + 5 + 5 + 5 + 5 + 5$
- ☐  $5 \times 5$
- ☐  $5 + 6$
- ☐  $6 + 6 + 6 + 6 + 6$
- ☐  $5 \times 6$

## ☆ Guided Practice

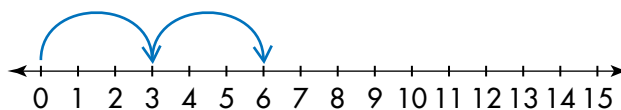
### Do You Understand?

1. On page 14, why do you skip count by 3s on the number line?
2. On page 14, why do you make five jumps on the number line?
3. **MP.2 Reasoning** How would the jumps on the number line look different if there were 4 pens in each gift bag?

### Do You Know How?

In **4**, complete the arrows on the number line to show the jumps and fill in the blanks.

4. Jim ran 3 miles a day for 4 days in a row. How many miles did he run?



Number of jumps: \_\_\_\_\_

I skip counted by \_\_\_\_\_.

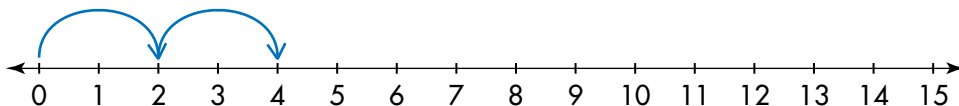
Jim ran \_\_\_\_\_ miles.

\_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

## ☆ Independent Practice

In **5**, show how you found the solution using the number line.

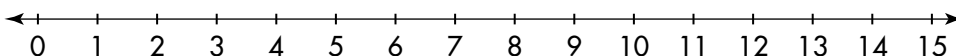
5. Judy has 6 fruit baskets. She wants to put 2 apples into each basket. How many apples will she need? Draw the remaining jumps on the number line with arrows to show how many apples Judy will need.



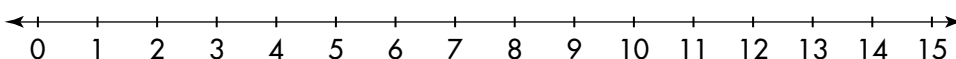
Judy will need \_\_\_\_\_ apples.

In **6** and **7**, show the multiplication fact with arrows on the number line. Write the product.

6.  $7 \times 2 =$  \_\_\_\_\_

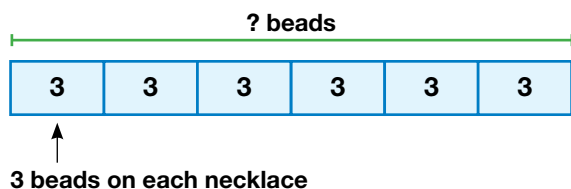


7.  $3 \times 3 =$  \_\_\_\_\_

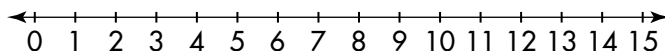


# Math Practices and Problem Solving

8. Nikki wants to use 3 glass beads in a necklace she is making. She wants to make 6 necklaces. How many glass beads will Nikki need? Write an addition equation and a multiplication equation.

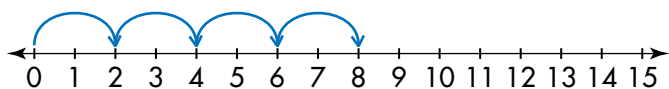


9. **Math and Science** Guinea pigs in the wild usually live in groups of between 5 and 10. The group members can warn each other of danger. If there are 2 groups of 7 guinea pigs, how many guinea pigs are there in all? Use the number line to solve.



10. **MP.1 Make Sense and Persevere**

Tim drew this number line to show the multiplication fact  $4 \times 2 = 8$ .

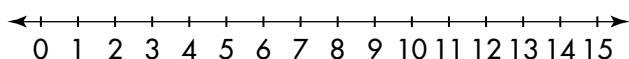


Which parts represent the factors?  
Which part shows the product?

11. **Higher Order Thinking** Draw a number line to compare skip counting by 3s four times and skip counting by 4s three times. How are they different? How are they alike?

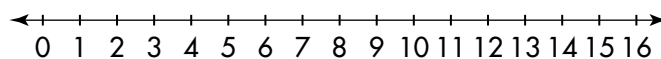
## Common Core Assessment

12. Suki invites 5 friends to a party. She gives each friend 2 party favors. How many party favors does she give out? Show how to find the answer using the number line.



party favors

13. In the last 5 months Stan read 3 books each month. How many books has he read in all? Show how to find the answer using the number line.



books

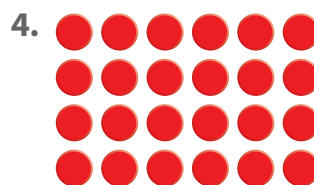
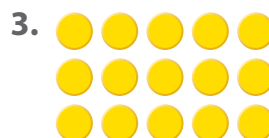
# ★ Guided Practice ★

## Do You Understand?

1. Look at page 20. What does the first factor tell you about the array?
2. Mia puts muffins in 4 rows with 7 muffins in each row. Draw an array to find the total number of muffins.

## Do You Know How?

In **3** and **4**, write a multiplication equation for each array.



# ★ Independent Practice ★

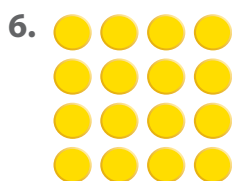
In **5–7**, fill in the blanks to show addition, skip counting, and multiplication for each array.



$$6 + \underline{\quad} + \underline{\quad} = 18$$

$$6, \underline{\quad}, \underline{\quad}$$

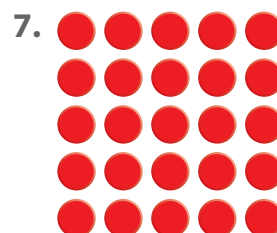
$$3 \times \underline{\quad} = 18$$



$$4 + \underline{\quad} + \underline{\quad} + \underline{\quad} = 16$$

$$4, \underline{\quad}, \underline{\quad}, \underline{\quad}$$

$$4 \times \underline{\quad} = 16$$



$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = 25$$

$$\underline{\quad}, \underline{\quad}, \underline{\quad}, \underline{\quad}, \underline{\quad}$$

$$\underline{\quad} \times \underline{\quad} = 25$$

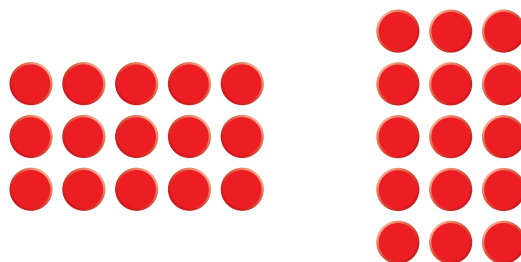
In **8** and **9**, draw an array to show each equation. Write the product.

8.  $5 \times 6 = \underline{\quad}$

9.  $2 \times 9 = \underline{\quad}$

# Math Practices and Problem Solving

10. © **MP.7 Look for Relationships** Liza draws these two arrays. How are the arrays alike? How are they different?

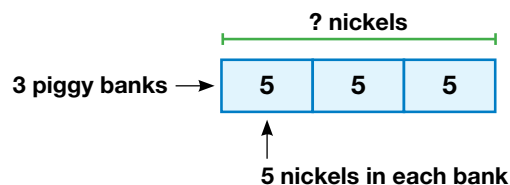


11. © **MP.3 Construct Arguments** How many more oak trees are there than birch and pine trees? Explain how you know.

Trees in the Park	
Birch	
Oak	
Maple	
Pine	

12. **Higher Order Thinking** Margo has 23 pictures. Can she use all the pictures to make an array with exactly two equal rows? Why or why not?

13. Delbert puts 5 nickels in each of his 3 empty piggy banks. How many nickels did Delbert put in the banks? Write a multiplication equation to show how you solved the problem.



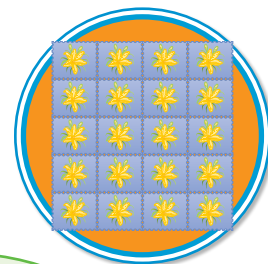
## © Common Core Assessment

14. Mr. Lopez planted 8 rows of apple trees on his farm. The apple trees are in 5 columns. How many trees are there in all?

- (A) 5 trees
- (B) 8 trees
- (C) 13 trees
- (D) 40 trees

15. Dan bought the stickers shown below. Which of the following shows how many stickers Dan bought?

- (A)  $5 + 5$
- (B)  $5 \times 4$
- (C)  $5 + 4$
- (D)  $5 - 4$



There are 5 rows.  
There are 4 stickers  
in each row.

## ☆ Guided Practice \*

### Do You Understand?

- Complete the following statement.  
 $6 \times 4 = 24$ , so  $4 \times 6 = \underline{\quad}$ .
- © **MP.7 Use Structure** What multiplication fact can be paired with  $2 \times 8 = 16$  to make a pair of facts showing the Commutative Property of Multiplication?
- Why is the Commutative Property of Multiplication sometimes called the *order property*?

### Do You Know How?

In **4**, draw an array and give the product for each fact.

4.  $5 \times 2 = \underline{\quad}$      $2 \times 5 = \underline{\quad}$

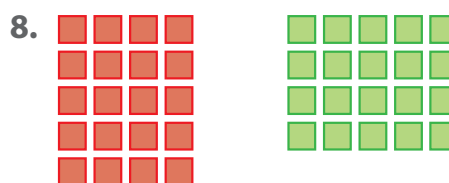
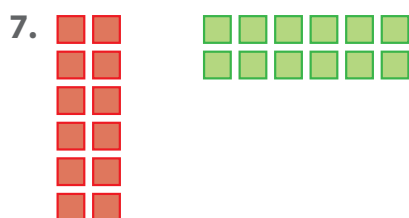
In **5** and **6**, complete the equation.

5.  $5 \times 2 = \underline{\quad} \times 5$

6.  $6 \times 1 = 1 \times \underline{\quad}$

## ☆ Independent Practice ☆

In **7** and **8**, write a multiplication equation for each array in the pair.



In **9**, draw an array to show each equation. Write the products.

9.  $5 \times 6 = \underline{\quad}$      $6 \times 5 = \underline{\quad}$

In **10–12**, fill in the missing number.

10.  $5 \times 3 = \underline{\quad} \times 5$

11.  $8 \times \underline{\quad} = 4 \times 8$

12.  $\underline{\quad} \times 6 = 6 \times 7$

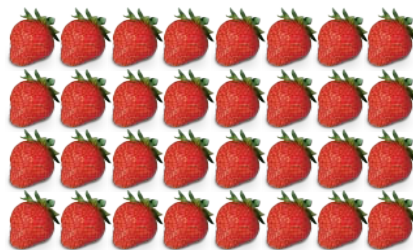
# Math Practices and Problem Solving

13. Effie earns \$26 from babysitting and \$45 from mowing lawns. She spends \$12 on lunch. How much money does Effie have now?

Bar diagrams can show addition or subtraction.



14. © **MP.7 Use Structure** Chen arranged 32 berries in the array shown below.



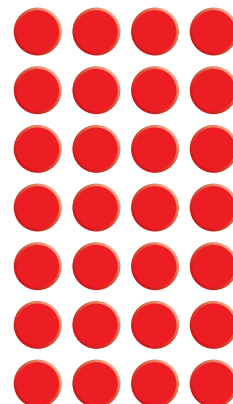
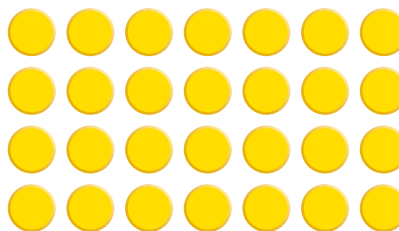
What other array can he use to show the same number of berries?

15. **Higher Order Thinking** Ramón says he can use the Commutative Property of Multiplication to show the product of  $4 \times 6$  is the same as the product of  $3 \times 8$ . Is he correct? Why or why not?

16. **A-Z Vocabulary** Fill in the blanks. You can show the Commutative Property of Multiplication using 2 arrays. The number of \_\_\_\_\_ in the first array is equal to the number of \_\_\_\_\_ in the second array. The number of \_\_\_\_\_ in the first array is equal to the number of \_\_\_\_\_ in the second array.

## Common Core Assessment

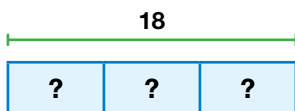
17. How do the arrays at the right show the Commutative Property of Multiplication?



# ★ Guided Practice ★

## Do You Understand?

1. 18 eggs are divided into 3 rows. How many eggs are in each row? Use the bar diagram to solve.



$$18 \div 3 = \underline{\quad} \text{ eggs}$$

2. **MP.6 Be Precise** Can 12 grapes be shared equally among 5 children with no grapes remaining? Explain.

## Do You Know How?

In **3** and **4**, draw a picture to solve.

3. 15 bananas are shared equally by 3 monkeys. How many bananas does each monkey get?
4. 16 plants are divided equally into 4 pots. How many plants are in each pot?

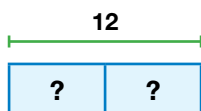
# ★ Independent Practice ★

In **5** and **6**, draw a picture to solve.

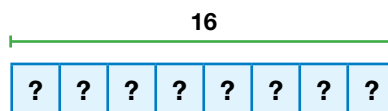
5. 18 marbles are divided equally into 6 sacks. How many marbles are in each sack?
6. 16 crayons are shared equally by 2 people. How many crayons does each person have?

In **7–10**, complete each equation.

7.  $12 \div 2 = \square$



8.  $16 \div 8 = \square$



9.  $9 \div 3 = \underline{\quad}$

10.  $14 \div 7 = \underline{\quad}$

# Math Practices and Problem Solving

11. © **MP.3 Critique Reasoning** Jim is putting 18 pens into equal groups. He says if he puts them into 2 equal groups he will have more pens in each group than if he puts them in 3 equal groups. Is Jim correct? Explain.

12. © **MP.1 Make Sense and Persevere** Ms. Terry's class is hosting a fundraising challenge. The students in her class are divided into 4 teams. Each team has an equal number of students. Do you have enough information to find how many students are on each team? Explain.

13. Erika draws a hexagon. Maria draws a pentagon. Who draws the shape with more sides? How many more sides does that shape have?

14. © **MP.4 Model with Math** The flag bearers in a parade march in 9 rows with 5 flags in each row. Write an equation to show how many flags there are.

15. **Number Sense** Jenn equally shares 40 jellybeans with some friends. Is the number that each friend gets greater than 40 or less than 40? Explain.

16. **Higher Order Thinking** Joy has 12 shells. She gives 2 shells to her mom. Then she and her sister share the other shells equally. How many shells does Joy get? How many shells does her sister get? How do you know?

## © Common Core Assessment

17. Max has the 14 stickers shown at the right. He wants to put an equal number of stickers on each of 2 posters. Draw circles in each box to represent the stickers Max puts on each poster.



Poster 1

Poster 2

## ☆ Guided Practice \*

### Do You Understand?

1. Show how you can use repeated subtraction to find how many groups of 4 there are in 20. Then write a division equation to solve the problem.

### Do You Know How?

In **2** and **3**, use counters or draw a picture to solve.

2. The bell choir has 16 gloves. There are 2 gloves in each pair. How many pairs of gloves are there?
3. Ruth has 15 dog treats. She gives each of her dogs 3 treats. How many dogs does Ruth have?

## ☆ Independent Practice ☆

**Leveled Practice** In **4** and **5**, complete the equations.

4. Ruth picks 14 apples. She places 7 apples in each bag. How many bags does Ruth have?

$$14 - 7 = \underline{\quad}$$

$$\underline{\quad} - 7 = \underline{\quad}$$

$$\underline{\quad} \div 7 = \underline{\quad}$$

Ruth has  $\underline{\quad}$  bags.

5. The wagons on the farm have 4 wheels each. There are 12 wheels. How many wagons are on the farm?

$$12 - 4 = \underline{\quad}$$

$$\underline{\quad} - 4 = \underline{\quad}$$

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} \div \underline{\quad} = \underline{\quad}$$

There are  $\underline{\quad}$  wagons.


In **6** and **7**, use counters or draw a picture to solve.

6. Shirley bought 30 markers that came in packages of 5 markers each. How many packages did Shirley buy?

7. Marcus has 18 pencils. He places 2 pencils on each desk. How many desks are there?

# Math Practices and Problem Solving

8. **MP.8 Generalize** The chart shows the number of pennies each of three friends has in her pocket. Each friend divides her money into piles of 3 coins. Write division equations to show how many equal piles each friend can make. Explain what repeats in the equations and how it helps you solve.



Money in Pockets	
Claudia	18 cents
Zoe	12 cents
Jenna	15 cents

9. If Zoe makes columns of 6 pennies each, how many rows does she make?

10. **MP.4 Model with Math** Bella has \$52. She spends \$21, then finds \$12. How much money does she have now? Use math to represent the problem.

11. **Higher Order Thinking** An ice cream store plans to make 8 new flavors each year. How many years will it take for the store to make 80 flavors? Write and solve an equation.

## Common Core Assessment

12. Eric writes the following:

$$20 - 5 = 15$$

$$15 - 5 = 10$$

$$10 - 5 = 5$$

$$5 - 5 = 0$$

What equation could Eric use to represent the same problem?

- (A)  $5 \times 5 = 25$
- (B)  $5 \div 5 = 1$
- (C)  $15 \div 5 = 3$
- (D)  $20 \div 5 = 4$

13. Jacqui writes the following:

$$24 - 8 = 16$$

$$16 - 8 = 8$$

$$8 - 8 = 0$$

Which problem is Jacqui trying to solve?

- (A)  $24 \div 8$
- (B)  $24 \div 6$
- (C)  $24 - 16$
- (D)  $24 \times 3$

## ★ Guided Practice ★

### © MP.5 Use Appropriate Tools

3 friends each have 8 books. They put their books into 4 equal piles. How many books are in each pile?

1. Choose a tool to represent the problem.  
Explain why you chose that tool.
2. Solve the problem.  
Explain how you used the tool you chose.

You can also use a digital **tool**. Technology can help you solve a problem.



## ★ Independent Practice ★

### © MP.5 Use Appropriate Tools

15 students are working in equal groups to make posters. There are 5 students in each group. For each group of students, there needs to be 2 adults helping. How many adults are needed?

3. Choose a tool to represent the problem.  
Explain why you chose that tool.
4. Solve the problem. Explain how you used the tool you chose.
5. The posters need to be 20 inches long. What tool could the students use to check the posters are the correct size?  
Explain how they could use this tool.

# Math Practices and Problem Solving

## Common Core Performance Assessment

### Bottle Cap Display

The soda bottle caps at the right are shared equally between Kerry and Nita. There are 4 orange bottle caps. Kerry wants to arrange her bottle caps into an array.



6. **MP.1 Make Sense and Persevere** What do you need to find out before you make an array? Show a way to find this. You can use a tool to help.
- 
7. **MP.5 Use Appropriate Tools** Choose a tool to represent the array of soda bottle caps. Explain why you chose that tool.
- 
8. **MP.4 Model with Math** Draw a picture to show one way the array might look. Then write a multiplication equation for the array.
- 
9. **MP.7 Use Structure** Write a different multiplication equation with the same two factors you used in 8. Has the product changed? Explain.
- 
10. **MP.3 Critique Reasoning** Kerry says she can use a tens rod to represent the array. Do you agree? Explain.
- 

Think about what you need to do in the problem. Then choose a **tool** that can help you solve it.



## Another Example!

**Multiples** are the products of a number and other whole numbers.

DATA	2s Facts	
	$0 \times 2 = 0$	$5 \times 2 = 10$
	$1 \times 2 = 2$	$6 \times 2 = 12$
	$2 \times 2 = 4$	$7 \times 2 = 14$
	$3 \times 2 = 6$	$8 \times 2 = 16$
	$4 \times 2 = 8$	$9 \times 2 = 18$

DATA	5s Facts	
	$0 \times 5 = 0$	$5 \times 5 = 25$
	$1 \times 5 = 5$	$6 \times 5 = 30$
	$2 \times 5 = 10$	$7 \times 5 = 35$
	$3 \times 5 = 15$	$8 \times 5 = 40$
	$4 \times 5 = 20$	$9 \times 5 = 45$

The products for the 2s facts are multiples of 2. Multiples of 2 end in 0, 2, 4, 6, or 8.

The products for the 5s facts are multiples of 5. Multiples of 5 end in 0 or 5.

## ☆ Guided Practice \*

### Do You Understand?

- Is 25 a multiple of 2 or 5?  
How do you know?
- MP.7 Use Structure** Bert says  $2 \times 9$  is 19. How can you use patterns to show Bert's answer is wrong?

### Do You Know How?

In 3–5, find each product.

3.  $2 \times 4 = \underline{\quad}$      $2 \times 1 = 2$   
 $2 \times 2 = 4$   
 $2 \times 3 = \underline{\quad}$   
 $2 \times 4 = \underline{\quad}$

4. 
$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$

## ☆ Independent Practice ☆

In 6–12, find the missing product or factor.

6.  $2 \times 2 = \underline{\quad}$

7.  $3 \times \underline{\quad} = 15$

8.  $\underline{\quad} \times 2 = 14$

9. 
$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$$

# Math Practices and Problem Solving

## 13. © MP.1 Make Sense and Persevere

Eric has some nickels. He says they are worth exactly 34 cents. Can you tell if Eric is correct or not? Why or why not?

14. © MP.3 Critique Reasoning Brian said  $78 + 92 + 85$  is greater than 300. Explain why Brian's answer is not reasonable.

15. Shannon traded 6 nickels in for dimes. How many dimes did Shannon receive?

16. **Math and Science** Mike watches how the pendulum swings in his clock. He notices that it swings 1 time every 2 seconds. How long will it take to swing 5 times?

17. April has the coins shown below.



April counted the value of her coins in cents. List the numbers April would have named.

18. **Higher Order Thinking** Jake went bowling. On his first turn, he knocked down 2 pins. On his second turn, he knocked down twice as many pins. So far, how many pins has Jake knocked down? How do you know?

## © Common Core Assessment

19. Write each number in the correct column to show if it is a multiple of 2 or 5.

Multiple of 2	Multiple of 5
5 6 10 14 18 25	

# ★ Guided Practice ★

## Do You Understand?

1. **MP.3 Critique Reasoning** Paul thinks  $3 \times 9$  is 24. Use a 9s pattern to show Paul is wrong.
2. **MP.7 Look for Relationships** Look at the table of 9s facts on page 68. Describe a number pattern in the multiples of 9.

## Do You Know How?

In 3–10, find each product.

3.  $9 \times 2 = \underline{\quad}$

4.  $5 \times 9 = \underline{\quad}$

5.  $7 \times 9 = \underline{\quad}$

6.  $4 \times 9 = \underline{\quad}$

7.  $2 \times 9 = \underline{\quad}$

8.  $6 \times 9 = \underline{\quad}$

9. 
$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

You can use patterns to solve multiplication facts with 9s.



# ★ Independent Practice ★

In 11–22, find the missing product or factor.

11.  $9 \times 0 = \underline{\quad}$     12.  $2 \times \underline{\quad} = 18$     13.  $\underline{\quad} \times 9 = 72$     14.  $9 \times 9 = \underline{\quad}$

15. 
$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$$

16. 
$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

17. 
$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

18. 
$$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$$

19. What is  $9 \times 3$ ?  $\underline{\quad}$

20. What is  $9 \times 6$ ?  $\underline{\quad}$

21. What is  $0 \times 9$ ?  $\underline{\quad}$

22. What is  $9 \times 8$ ?  $\underline{\quad}$

# Math Practices and Problem Solving

In 23–25, use the table to the right.

23. © **MP.2 Reasoning** The library is having a used book sale. How much do 4 hardcover books cost? Draw a number line to show the answer.

Library Book Sale	
Paperback Books	\$5
Hardcover Books	\$9
Magazines	\$2



24. **Higher Order Thinking** How much more would Chico spend if he bought 3 hardcover books rather than 3 paperback books? Show how you found the answer.

25. © **MP.1 Make Sense and Persevere** Maggie bought only magazines. The clerk told her she owed \$15. How does Maggie know the clerk made a mistake?

26. The owner of a flower shop put 9 sunflowers in each of 6 vases. Then he counted the flowers by 9s. List the numbers he named.



27. **Number Sense** Chris and Jerome played a video game. Chris scored 437 points. Jerome scored 398 points. Who scored more points? Explain your answer using  $>$ ,  $<$ , or  $=$ .

## © Common Core Assessment

28. Which numbers are **NOT** multiples of 9? Choose all that apply.

- ☐ 9
- ☐ 16
- ☐ 18
- ☐ 21
- ☐ 23

29. Which numbers are multiples of 9? Choose all that apply.

- ☐ 18
- ☐ 36
- ☐ 42
- ☐ 54
- ☐ 69

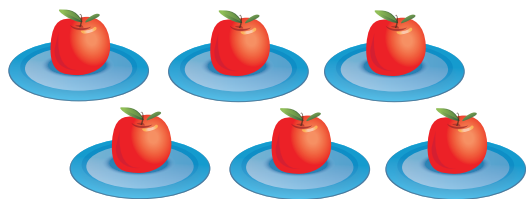
# ★ Guided Practice ★

## Do You Understand?

1. **MP.1 Make Sense and Persevere**


Draw a number line to show  $8 \times 1 = 8$ .

2. Chad has 6 plates. There is 1 apple and 0 grapes on each plate. How many apples are there? How many grapes are there?



## Do You Know How?

In 3–8, find each product.

3.   $3 \times 1 = \underline{\quad}$

4.   $3 \times 0 = \underline{\quad}$

5.  $1 \times 7 = \underline{\quad}$

6.  $5 \times 0 = \underline{\quad}$

7. 
$$\begin{array}{r} 4 \\ \times 0 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 2 \\ \times 1 \\ \hline \end{array}$$

You can use the Identity and Zero Properties of Multiplication to find these products.



# ★ Independent Practice ★

In 9–15, find each product.

9.  $0 \times 4 = \underline{\quad}$

10.  $1 \times 6 = \underline{\quad}$


11.  $4 \times 1 = \underline{\quad}$

12. 
$$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$$

13. 
$$\begin{array}{r} 0 \\ \times 2 \\ \hline \end{array}$$

14. 
$$\begin{array}{r} 1 \\ \times 1 \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$$

In 16–21, write  $<$ ,  $>$ , or  $=$  in each  to compare.

16.  $1 \times 6$    $8 \times 0$

17.  $0 \times 6$    $6 \times 0$

18.  $0 \times 7$    $5 \times 1$

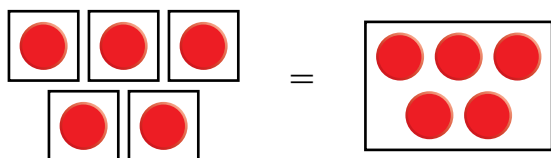
19.  $0 \times 0$    $0 \times 9$

20.  $1 \times 7$    $5 \times 1$

21.  $1 \times 4$    $4 \times 1$

# Math Practices and Problem Solving

22. © **MP.3 Critique Reasoning** Brent drew this model to show 5 groups of 1 is the same as 1 group of 5. Is Brent correct? Explain how you know.



23. © **MP.1 Make Sense and Persevere** A unicycle relay team has 4 riders. Each rider has one unicycle. If each unicycle has 1 wheel, how many wheels does the team have? What property of multiplication can you use to find the answer?

24. Tickets for a school concert are free to students. The cost is \$1 for each adult. What is the total cost of tickets for 5 students?

25. **Higher Order Thinking** The product of two factors is 0. One of the factors is 0. Can you tell what the other factor is? Explain your answer.

26. © **MP.2 Reasoning** The children in the third-grade classes are having a bike parade. Barb's class has 18 bikes. Tim's class has some rows of bikes with 5 bikes in each row. Tim's class has more bikes than Barb's class. How many rows of bikes could Tim's class have? Explain.



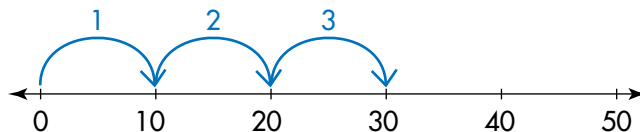
## © Common Core Assessment

27. Is the equation correct? Choose Yes or No.

- |                       |                           |                          |
|-----------------------|---------------------------|--------------------------|
| 27a. $1 \times 4 = 1$ | <input type="radio"/> Yes | <input type="radio"/> No |
| 27b. $4 \times 4 = 0$ | <input type="radio"/> Yes | <input type="radio"/> No |
| 27c. $7 \times 1 = 7$ | <input type="radio"/> Yes | <input type="radio"/> No |
| 27d. $0 \times 9 = 9$ | <input type="radio"/> Yes | <input type="radio"/> No |

## Another Example!

You can use a number line to find  $3 \times 10$ .



$$3 \times 10 = 30$$

## ★ Guided Practice ★

### Do You Understand?

1. **MP.2 Reasoning** Is 91 a multiple of 10? Explain.
2. **MP.8 Generalize** If you multiply any one-digit number by 10, what do you write in the tens digit of the product?

### Do You Know How?

In **3–6**, find each product.

3.  $2 \times 10 = \underline{\quad}0$

4.  $6 \times 10 = \underline{\quad}0$

5.  $8 \times 10 = \underline{\quad}$

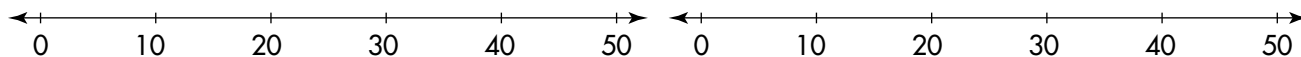
6.  $9 \times 10 = \underline{\quad}$

## ★ Independent Practice ★

In **7** and **8**, use the number lines to help find the product.

7.  $1 \times 10 = \underline{\quad}$

8.  $5 \times 10 = \underline{\quad}$



In **9–14**, find the missing product or factor.

9.  $10 \times 2 = \underline{\quad}0$

10.  $9 \times 10 = \underline{\quad}0$

11.  $7 \times 10 = \underline{\quad}0$

12.  $3 \times 10 = \underline{\quad}$

13.  $5 \times \underline{\quad} = 50$

14.  $80 = 10 \times \underline{\quad}$

# Math Practices and Problem Solving

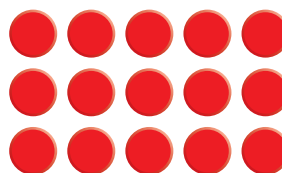
15. © **MP.2 Reasoning** Eddie borrowed \$65 from his dad. Every month, he pays back \$12. Complete the table to find how much money Eddie still owes his dad after 4 months.

Month	Amount Eddie Owes
April	$\$65 - \$12 = \underline{\hspace{2cm}}$
May	$\underline{\hspace{2cm}} - \$12 = \underline{\hspace{2cm}}$
June	$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
July	$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$



16. © **MP.4 Model with Math** Kimmy bought 7 tickets to a concert. Each ticket costs \$10. She also paid \$5 to have the tickets delivered. Write equations to show how much money Kimmy spent in all.

17. © **MP.7 Use Structure** Write an addition equation and a multiplication equation for the array below.



18. Use the table to find the total number of juice boxes bought for a school picnic.

DATA	Food Item	Number of Packages	Number in Each Package
	Hot dogs	8	10
	Rolls	10	9
	Juice boxes	7	10

Juice boxes:           

19. **Higher Order Thinking** Look at the table at the top of page 80. Greg multiplied  $5 \times 10$  to find how many more miles he biked than swam in the 10 weeks. Does that make sense? Why or why not?

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20. Mai had 8 packs of pens. Each pack had 10 pens. She gave 5 packs to Ervin and 3 packs to Sara.

### Part A

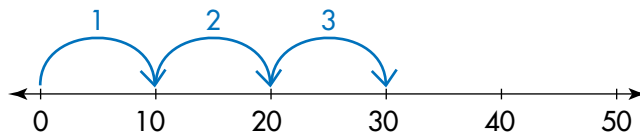
How many pens did Mai start with?

### Part B

Did Mai give more pens to Ervin or to Sara? Explain how you know.

## Another Example!

You can use a number line to find  $3 \times 10$ .



$$3 \times 10 = 30$$

## ★ Guided Practice ★

### Do You Understand?

1. **MP.2 Reasoning** Is 91 a multiple of 10? Explain.
2. **MP.8 Generalize** If you multiply any one-digit number by 10, what do you write in the tens digit of the product?

### Do You Know How?

In **3–6**, find each product.

3.  $2 \times 10 = \underline{\quad}0$

4.  $6 \times 10 = \underline{\quad}0$

5.  $8 \times 10 = \underline{\quad}$

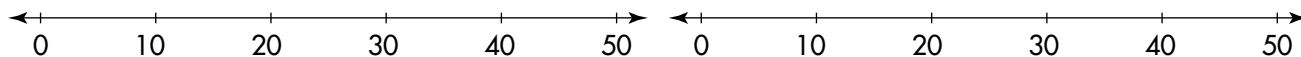
6.  $9 \times 10 = \underline{\quad}$

## ★ Independent Practice ★

In **7** and **8**, use the number lines to help find the product.

7.  $1 \times 10 = \underline{\quad}$

8.  $5 \times 10 = \underline{\quad}$



In **9–14**, find the missing product or factor.

9.  $10 \times 2 = \underline{\quad}0$

10.  $9 \times 10 = \underline{\quad}0$

11.  $7 \times 10 = \underline{\quad}0$

12.  $3 \times 10 = \underline{\quad}$

13.  $5 \times \underline{\quad} = 50$

14.  $80 = 10 \times \underline{\quad}$

# Math Practices and Problem Solving

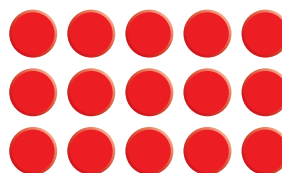
15. © **MP.2 Reasoning** Eddie borrowed \$65 from his dad. Every month, he pays back \$12. Complete the table to find how much money Eddie still owes his dad after 4 months.

Month	Amount Eddie Owes
April	$\$65 - \$12 = \underline{\hspace{2cm}}$
May	$\underline{\hspace{2cm}} - \$12 = \underline{\hspace{2cm}}$
June	$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
July	$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$



16. © **MP.4 Model with Math** Kimmy bought 7 tickets to a concert. Each ticket costs \$10. She also paid \$5 to have the tickets delivered. Write equations to show how much money Kimmy spent in all.

17. © **MP.7 Use Structure** Write an addition equation and a multiplication equation for the array below.



18. Use the table to find the total number of juice boxes bought for a school picnic.

DATA	Food Item	Number of Packages	Number in Each Package
	Hot dogs	8	10
	Rolls	10	9
	Juice boxes	7	10

Juice boxes: \_\_\_\_\_

19. **Higher Order Thinking** Look at the table at the top of page 80. Greg multiplied  $5 \times 10$  to find how many more miles he biked than swam in the 10 weeks. Does that make sense? Why or why not?

## © Common Core Assessment

20. Mai had 8 packs of pens. Each pack had 10 pens. She gave 5 packs to Ervin and 3 packs to Sara.

### Part A

How many pens did Mai start with?

### Part B

Did Mai give more pens to Ervin or to Sara? Explain how you know.

Name \_\_\_\_\_

# ★ Guided Practice ★

## Do You Understand?

1. To find  $6 \times 5$ , how does knowing  $5 \times 6 = 30$  help you?
2. How can you find  $8 + 8 + 8 + 8 + 8$  without adding?

## Do You Know How?

In **3–9**, find each product.

3.  $5 \times 9 = \underline{\quad}$       4.  $2 \times 1 = \underline{\quad}$

5.  $0 \times 10 = \underline{\quad}$       6.  $5 \times 4 = \underline{\quad}$

7. 
$$\begin{array}{r} 1 \\ \times 2 \\ \hline \end{array}$$
      8. 
$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$

9. What is  $4 \times 9$ ?

# ★ Independent Practice ★

In **10–26**, find each product.

10.  $2 \times 5 = \underline{\quad}$

11.  $9 \times 0 = \underline{\quad}$

12.  $1 \times 4 = \underline{\quad}$

13.  $\underline{\quad} = 6 \times 2$

14.  $10 \times 6 = \underline{\quad}$

15.  $\underline{\quad} = 7 \times 1$

16. 
$$\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$$

17. 
$$\begin{array}{r} 2 \\ \times 1 \\ \hline \end{array}$$

18. 
$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

19. 
$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

20. 
$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

21. 
$$\begin{array}{r} 0 \\ \times 7 \\ \hline \end{array}$$

22. 
$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

23. 
$$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$$

24. What is  $1 \times 1$ ?

25. What is  $10 \times 10$ ?

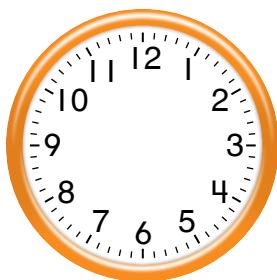
26. What is  $3 \times 9$ ?

# Math Practices and Problem Solving

27. © **MP.3 Critique Reasoning** Abdi says that  $9 \times 6$  is less than  $10 \times 4$  because 9 is less than 10. Do you agree with Abdi's reasoning? Explain why or why not.

28. © **MP.4 Model with Math** Victoria has 5 pairs of shoes. What equation could Victoria write to find out how many shoes she has?

29. Show 7:50 on the clock.



30. Robb has 35 red counters and 39 yellow counters. He gives his sister 18 red counters. How many counters does Robb have left?

31. © **MP.7 Use Structure** Kim makes an array with 4 rows and 9 columns. Rashida makes an array with 9 rows and 4 columns. Whose array has more items? Explain.

32. **Higher Order Thinking** Look at the table on page 86. Think about what you know about Brendan's points. What is the total number of points Brendan scored for all his arrows?

## © Common Core Assessment

33. Draw lines to match each pair of factors on the left with its product on the right.

$$2 \times 8$$

$$10 \times 9$$

$$5 \times 5$$

$$4 \times 1$$

$$7 \times 10$$

$$4$$

$$16$$

$$25$$

$$70$$

$$90$$

Think about the different ways you know to find multiplication facts.



# ★ Guided Practice ★

## © MP.4 Model with Math

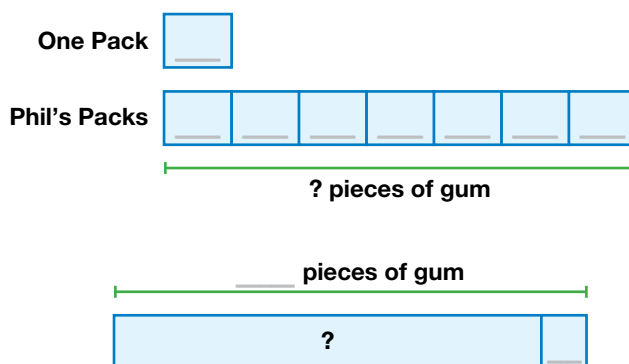
A pack of gum contains 5 pieces. Phil had 7 packs of gum before he lost 2 pieces. How many pieces of gum does Phil have now?

1. What is the hidden question you need to answer before you can solve the problem?

**Model with math.**  
You can represent and solve each step in a two-step problem.



2. Solve the problem. Complete the bar diagrams. Show the equations you used.



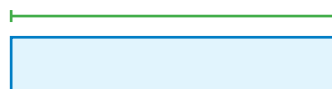
# ★ Independent Practice ★

## © MP.4 Model with Math

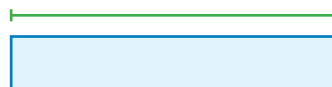
Jen bought 4 tickets. Amber bought 5 tickets. The tickets cost \$2 each. How much did the girls spend on tickets in all?

3. What is the hidden question you need to answer before you can solve the problem?

4. Solve the problem. Complete the bar diagrams. Show the equations you used.



5. How would your equations change if Amber bought only 3 tickets? Explain.



# Math Practices and Problem Solving

## Common Core Performance Assessment

### Coffee Shop

David and Jon are placing coffee orders for their friends.

David orders 10 large cups of coffee.

Jon orders 4 fewer large cups than David.

Jon pays for his orders with a \$50 bill.

Jon wants to know how much he spent on coffee.

Coffee Shop Prices	
Cup	Cost
Small	\$2
Regular	\$4
Large	\$5

6. **MP.1 Make Sense and Persevere** What is a good plan to find the amount Jon spent on coffee?

7. **MP.4 Model with Math** Find how much Jon spent on coffee. Complete the bar diagrams. Show the equations you used.

8. **MP.3 Critique Reasoning** Jamie says the equation  $0 \times \$2 = \$0$  shows the amount Jon spent on small cups of coffee. Is he correct? Explain.

9. **MP.2 Reasoning** Would David have enough money if he paid for his order with a \$20 bill? Explain.

**Model with math.** Think about the math you know to solve the problem.



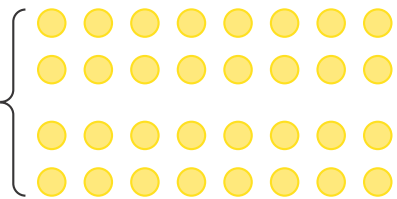
## ★ Guided Practice ★

### Do You Understand?

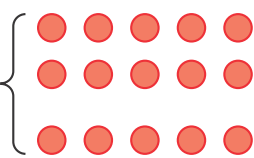
1. Rafael broke up an array for  $6 \times 3$  into two new arrays. Both of his new arrays are the same. What were the two arrays?
2. **Use Structure** Ann broke up a large array into two smaller arrays. The two smaller arrays show  $1 \times 8$  and  $4 \times 8$ . What was the large array that Ann started with?

### Do You Know How?

In **3** and **4**, use the smaller arrays and the Distributive Property to find each missing factor. You may use counters to help.

3.  $4 \times 8$  

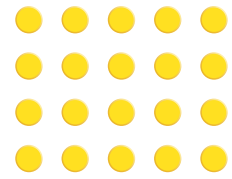
$$\underline{\quad} \times 8 = (\underline{\quad} \times 8) + (2 \times 8)$$

4.  $3 \times 5$  

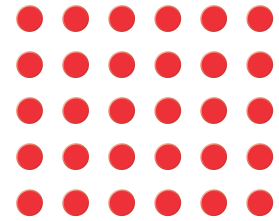
$$\underline{\quad} \times \underline{\quad} = (\underline{\quad} \times 5) + (1 \times \underline{\quad})$$

## ★ Independent Practice ★

In **5** and **6**, separate the rows in the large array into two smaller arrays. Write the new facts.

5. 

$$4 \times 5 = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$$

6. 

$$5 \times 6 = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$$

In **7–10**, use the Distributive Property to find each missing factor. Use counters and arrays to help.

7.  $6 \times 8 = (4 \times \underline{\quad}) + (2 \times 8)$

8.  $10 \times 3 = (\underline{\quad} \times 3) + (2 \times 3)$

9.  $(\underline{\quad} \times 7) = (3 \times 7) + (2 \times \underline{\quad})$

10.  $(8 \times \underline{\quad}) = (\underline{\quad} \times 8) + (4 \times 8)$

# Problem Solving

11. **Model with Math** Paige bakes 5 cupcakes. She puts 7 jellybeans on each cupcake. How many jellybeans does Paige need? Use the bar diagram to help write an equation.



12. **Critique Reasoning** Fred wants to separate the rows of the array below into a  $2 \times 4$  array and a  $3 \times 4$  array. Can Fred do this? Explain.



13. Lane uses counters to make a  $4 \times 7$  array and a  $1 \times 7$  array. What size array can he make using all of these counters?

14. Gavin had \$75 on Monday. On Tuesday he spent \$23. Then he spent \$14 on Wednesday. How much money does he have left?

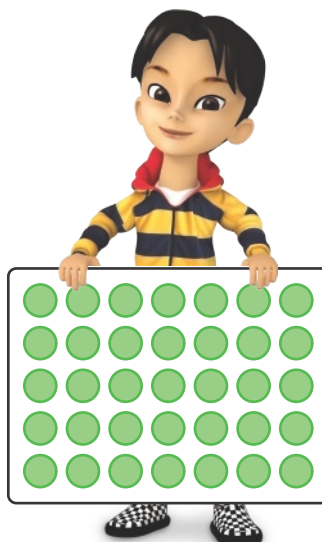
15. **A-Z Vocabulary** Explain how you can use the *Distributive Property* to solve  $9 \times 6$ .

16. **Higher Order Thinking** How can you use  $3 \times 5 = 15$  to help you find  $6 \times 5$ ?

## Assessment

17. Choose all of the ways you can separate the rows of the array at the right.

- ☐  $(2 \times 7) + (5 \times 7)$
- ☐  $(4 \times 7) + (1 \times 7)$
- ☐  $(2 \times 7) + (3 \times 7)$
- ☐  $(2 \times 5) + (5 \times 7)$
- ☐  $(3 \times 7) + (2 \times 7)$



# ★ Guided Practice ★

## Do You Understand?

- Selena arranged plants in 3 rows in her garden. She put 6 plants in each row. How many plants did Selena arrange?
- Use Structure** Alicia has 3 vases. She wants 9 flowers in each vase. She buys enough flowers for 2 vases. For the third vase, she cuts 9 flowers from her garden. How can Alicia use  $2 \times 9 = 18$  to find how many flowers she needs?

## Do You Know How?

In 3–8, multiply. You may use counters or pictures to help.

3.  $3 \times 10 = \underline{\quad}$       4.  $3 \times 6 = \underline{\quad}$

5.  $\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$       6.  $\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$

7.  $\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$       8.  $\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$

# ★ Independent Practice ★

**Leveled Practice** In 9–20, multiply. You may use counters or pictures to help.

9.  $3 \times 4$

$\begin{array}{c} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{array} \left. \vphantom{\begin{array}{c} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{array}} \right\} 2 \times 4 = \underline{\quad}$

$\begin{array}{c} \bullet \bullet \bullet \bullet \end{array} \left. \vphantom{\begin{array}{c} \bullet \bullet \bullet \bullet \end{array}} \right\} 1 \times 4 = \underline{\quad}$

$8 + 4 = \underline{\quad}$

10.  $3 \times 5$

$\begin{array}{c} \bullet \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \bullet \end{array} \left. \vphantom{\begin{array}{c} \bullet \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \bullet \end{array}} \right\} 2 \times 5 = \underline{\quad}$

$\begin{array}{c} \bullet \bullet \bullet \bullet \bullet \end{array} \left. \vphantom{\begin{array}{c} \bullet \bullet \bullet \bullet \bullet \end{array}} \right\} 1 \times 5 = \underline{\quad}$

$10 + 5 = \underline{\quad}$

11.  $2 \times 3 = \underline{\quad}$

12.  $9 \times 3 = \underline{\quad}$

13.  $10 \times 3 = \underline{\quad}$

14.  $8 \times 3 = \underline{\quad}$

15.  $5 \times 3 = \underline{\quad}$

16.  $0 \times 3 = \underline{\quad}$

17.  $\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$

18.  $\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$

19.  $\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$

20.  $\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$

# Problem Solving

21. What is the total number of stamps in a package of car stamps and a package of outer space stamps? Show how you found the answer.

22. **Use Appropriate Tools** Cara bought 1 package of reptile stamps. What tool could you use to find the total number of stamps that Cara bought?

Number of Stamps in Different Packages		
Kind of Stamp	Number of Rows	Number in Each Row
Dinosaur	3	7
Car	3	9
Outer Space	3	8
Reptile	5	6

23. **Critique Reasoning** Allison bought 10 packages of energy bars. Each package contains 6 bars. Allison says she has a total of 65 energy bars. Is her answer reasonable? Why or why not?

24. **Higher Order Thinking** What two multiplication facts can help you find  $3 \times 9$ ? How could you use  $3 \times 9$  to find  $9 \times 3$ ?

## Assessment

25. Mr. Torres has some tomatoes. He arranges them in 3 rows and 8 columns.

### Part A

Complete the equation and find the total number of tomatoes.

$$(3 \times \underline{\quad}) + (3 \times \underline{\quad}) = \underline{\quad} \text{ tomatoes}$$

### Part B

Draw a picture to represent this problem.

# ★ Guided Practice ★

## Do You Understand?

- Besides using a 2s fact and doubling it, what is another way to break apart  $4 \times 7$  using facts you already know?
- Nolan made lamps to sell at the school art show. He made 9 lamps each week for 4 weeks. How many lamps did Nolan make?

## Do You Know How?

In 3–8, multiply. You may use counters or pictures to help.

3.  $3 \times 4 = \underline{\quad}$       4.  $5 \times 4 = \underline{\quad}$

5.  $4 \times 9 = \underline{\quad}$       6.  $1 \times 4 = \underline{\quad}$

7. 
$$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$$
      8. 
$$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$$

# ★ Independent Practice ★

**Leveled Practice** In 9–17, multiply. You may use counters or pictures to help.

9. Find  $4 \times 6$ .

$\left. \begin{array}{c} \bullet \bullet \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \bullet \bullet \end{array} \right\} 2 \times 6 = \underline{\quad}$

$\left. \begin{array}{c} \bullet \bullet \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \bullet \bullet \end{array} \right\} 2 \times 6 = \underline{\quad}$

$12 + 12 = \underline{\quad}$

So,  $4 \times 6 = \underline{\quad}$ .

10. Find  $4 \times 9$ .

$\left. \begin{array}{c} \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \end{array} \right\} 2 \times 9 = \underline{\quad}$

$\left. \begin{array}{c} \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \bullet \end{array} \right\} 2 \times 9 = \underline{\quad}$

$18 + 18 = \underline{\quad}$

So,  $4 \times 9 = \underline{\quad}$ .

11.  $4 \times 8 = \underline{\quad}$

12.  $4 \times 3 = \underline{\quad}$

13.  $6 \times 4 = \underline{\quad}$

14. 
$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$


16. 
$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

17. 
$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

# Problem Solving

**18. Make Sense and Persevere** James needs to buy supplies for his trail walk. What is the total number of cereal bars James needs to buy? Explain how you used the table to find the answer.

**19. Reasoning** How many more apples than juice drinks does James need? Show how you found the answer.



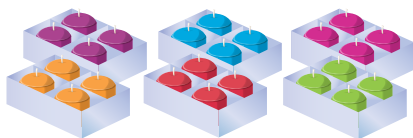
Item	Number of Packages Needed	Number of Items in Each Package
Apples	2	8
Cereal Bars	4	6
Juice Drinks	4	3

**20. Math and Science** Martin studied slugs in science class. He learned each slug has 4 feelers. That evening, he saw 7 slugs. How many feelers did all the slugs have? What are two strategies you can use to find the answer?

**21. Higher Order Thinking** Lila makes a chart that has 9 rows and 4 columns. How many spaces are in her chart? Explain why Lila can use 9s facts or 4s facts to solve.

## Assessment

**22.** Bess has boxes of candles on the table. Each box has 4 candles. If Bess skip counts the candles in groups of 4, which list shows numbers she names?



- (A) 8, 12, 16, 20      (C) 4, 6, 12, 14  
 (B) 8, 12, 14, 18      (D) 4, 8, 10, 14

**23.** Ramona has 9 candy boxes with 4 chocolate-covered cherries in each. Which of the following shows a way she can find how many candies there are in all?

- (A)  $(4 \times 2) + (4 \times 2)$   
 (B)  $(9 \times 2) + (9 \times 2)$   
 (C)  $(9 \times 2) + (4 \times 2)$   
 (D)  $(9 + 2) \times (4 + 2)$



**3-5 Elementary Science**  
**September 2020**  
**St. Louis Public Schools**

## September Activities for 3-5 Science

		Standard
Activity 1	Biggest Dino Ever - Complete	ESS1.C
Activity 2	A Whale of a Find - Read	ESS2.A
Activity 3	Some Arctic Dinos Lived in Herds - Complete	ESS2.A
Activity 4	A Dangerous Landslide - Complete	ESS2.E
Activity 5	Earth Science Volcanoes - Complete	ESS3.B
Activity 6	Friendly Foxes - Read	LS2.C
Activity 7	The Meadowlands - Complete	LS4.A
Activity 8	The Scientists of Wizard Island - Complete	LS4.D
Activity 9	A Fawn in the Forest - Complete	LS2.C
Activity 10	Inside and Outside Carlsbad Caverns - Complete	ESS2.E
Activity 11	The Mighty Mississippi - Complete	ESS2.A
Activity 12	Watching the Weather - Complete	ESS2.D
Activity 13	Spinning Storms - Complete	ESS2.D
Activity 14	Why is the Moon so Scarred with Craters? - Complete	ESS2.B
Activity 15	Astronauts in Space Can Pick Chocolate Pudding Cake for Dessert - Complete	ETS1.A
Activity 16	U.S. Astronaut Breaks Two Space Records - Complete	ESS1.B
Activity 17	After Almost a Year in Space, U.S. Astronaut Safely Back on Earth - Complete	ESS2.D
Activity 18	Our Solar System - Complete	ESS1.B
Activity 19	What's the Big Idea About Water - Complete	ESS2.A
Activity 20	The Why's of Weather: Clouds - Complete	ESS2.D
Activity 21	Water Takes Three Forms - Complete	ESS2.C
Activity 22	Weather - The Water Cycle - Complete	ESS2.C
Activity 23	The Why's of Weather: Rain - Complete	ESS2.C
Activity 24	Summer Vacation - Complete	ESS3.C

## ScienceNewsforStudents

### FOSSILS

# Biggest dino ever?

Scientists introduce the world to Dreadnoughtus



*Dreadnoughtus schrani*, seen here in a rendering, is possibly the most massive land animal ever discovered. This herbivore likely spent much of its life grazing on plants to feed its enormous body.

JENNIFER HALL, CARNEGIE MUSEUM OF NATURAL HISTORY

By **Janet Raloff**

September 20, 2014 at 8:00 am

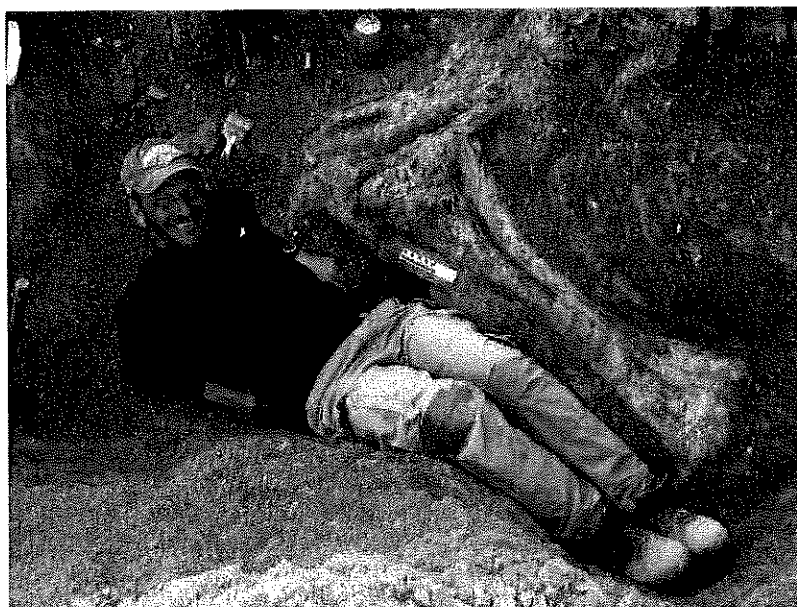
The largest dinosaurs — those of titanic size — are known as Titanosaurs. And one big-daddy from this group would make a *Tyrannosaurus rex* look like a munchkin. This newfound dinosaur stretched a bit longer than a 25-meter (82-foot) swimming pool. Its head and neck alone ran about half that length: 12.2 meters (39 feet). As tall as a two-story building at its shoulders, it weighed about 59,000 kilograms (65 tons).

What's more, the animal whose remains were used to make these size estimates was not yet fully grown! Later in life, it would have been even bigger.

This new dino belonged to a group known as sauropods. These hefty long-necked animals lumbered around on four legs. Like *Apatosaurus* and other sauropods, this new creature dined solely on plants. Yet its enormous size and burly tail would have made it more formidable than any meat-eater. Dubbed *Dreadnoughtus* (Dred-NAW-tus) *schrani*, the animal's genus name comes from the Old English words meaning "fearing nothing." Owing to its gigantic size, a healthy adult of this species would have had almost no predators.

Paleontologist Kenneth Lacovara works at Drexel University in Philadelphia, Pa. He discovered the super-massive species while hunting fossils in Argentina in February 2005. By the end of the first day of digging, his team had unearthed about 10 bones. Throughout three more visits to Argentina, he and his co-workers eventually dug up 145 bones and a tooth. They came from what had been two individuals.

The titans lived some 66 million to 84 million years ago. That was during the Late Cretaceous period. *Dreadnoughtus* is possibly the largest land animal known.



Kenneth Lacovara is shown next to the right tibia (shin bone) from a juvenile *Dreadnoughtus*.

KENNETH LACOVARA

Paleontologists have dug up bones from other massive dinosaurs before. But for almost all of those species, so few bones were retrieved that the size of an adult would be hard to estimate with any confidence.

For instance, some scientists suspect another sauropod, *Argentinosaurus*, might have weighed as much as 100 metric tons. However, all estimates of this species' size are based on just 13 bones — only about 5 percent of the 250 or so that would have made up its skeleton. So confirming this titan's heft is currently impossible, Lacovara's team says.

Without question, "the skeleton of *Dreadnoughtus schrani* is more complete than those of all other super-massive dinosaurs," the researchers say. They found 115 of the 256 bones that

would have made up the skeleton of the larger of the two individuals. That's 45 percent of its bones overall. And it's 59 percent of its skeleton (if you exclude the bones in its head). In all, they found 70 percent of the dino's 142 or so different types of bones.

The paleontologists wrapped up the bones they found and transported them to Drexel University in 2009. It wasn't until 2012 that all of the bones had been cleaned and brought together to establish the dino's likely shape. The researchers then took 3-dimensional scans of all of the bones. From these scans, they created an *articulated* likeness of the animal on a computer. That would show how the dino could bend and move as it walked and ate. Similar computer reconstructions of other dinosaurs are underway. They include one for *Argentinosaurus* (see the SNS story: [Reviving dinosaurs](#) ).

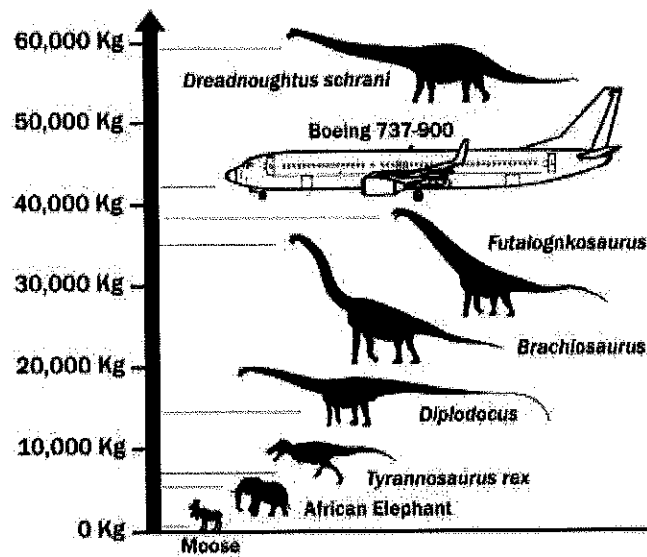
As useful as the Drexel scientists

found the new dinosaur's bones, they can't keep them. The fossils belong to the government of the Argentine province of Santa Cruz. Next year, the dino bones will go home again. There they will become part of a permanent display at a museum in Río Gallegos, Argentina.

## Power Words

***Apatosaurus*** A dinosaur whose name means deceptive lizard. It has a long neck and thick, whip-like tail. Formerly known as a brontosaurus, it lived during the Jurassic period, about 150 million years ago. In adulthood, this plant-eater would have weighed some 36 metric tons and had an average length of perhaps 23 meters (75 feet). That would have made it one of the largest animals to ever roam the Earth.

Size & Weight Comparisons for *Dreadnoughtus schrani*



References and image attributions here:  
<https://www.dropbox.com/s/14gku0p01ylomc/Dreadnoughtus%20Size%20Chart%20Attributions.docx?dl=0>

A comparison of the new dino's size and weight to other animals and a jet plane.

DREXEL UNIVERSITY

**Argentinosaurus** A massive long-necked, plant-eating dinosaur belonging to the sauropod family. It was named for where the first fossils were unearthed: Argentina. Adults of this species may have spanned up to 40 meters (131 feet) and weighed more than 70 metric tons. It roamed what is now South America more than 90 million years ago, during the Cretaceous period.

**articulated** A term for parts of some object that are connected by joints. Those joints allow movement. The fingers of a human hand are articulated with joints that allow each digit to bend a little or a lot. This allows the hand to grasp or flick or punch at something.

**Cretaceous Period** A geologic time period that included the end of the Age of Dinosaurs. It ran from roughly 145.5 million years ago until 65.5 million years ago.

**dinosaur** A term that means *terrible lizard*. These ancient reptiles lived from about 250 million years ago to roughly 65 million years ago. All descended from egg-laying reptiles known as archosaurs. Their descendants eventually split into two lines. They are distinguished by their hips. The lizard-hipped line became saurichians, such as two-footed theropods like *T. rex* and the lumbering four-footed *Apatosaurus* (once known as brontosaurus). A second line of so-called bird-hipped, or ornithischian dinosaurs, led to a widely differing group of animals that included the stegosaurs and duckbilled dinosaurs.

**fossil** Any preserved remains or traces of ancient life. There are many different types of fossils: The bones and other body parts of dinosaurs are called "body fossils." Things like footprints are called "trace fossils." Even specimens of dinosaur poop are fossils.

**genus** A group of closely related species. For example, the genus *Canis* — which is Latin for "dog" — includes all domestic breeds of dog and their closest wild relatives, including wolves, coyotes, jackals and dingoes. Currently, only one species is known to belong to the *Dreadnaughtus* genus. It is *D. schrani*.

**paleontology** The branch of science concerned with ancient, fossilized animals and plants.

**predator** (adjective: predatory) A creature that preys on other animals for most or all of its food.

**sauropod** A very large, four-legged, plant-eating dinosaur with a long neck and tail, small head and massive limbs.

**titan** The term for any gigantic being. The term comes from Greek mythology. The six sons and six daughters of the Greek gods Uranus and Gaea were known as titans.

***Tyrannosaurus rex*** A top-predator dinosaur that roamed Earth during the late Cretaceous period. Adults could be 12 meters (40 feet) long.

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# A Whale of a Find

by Pat Murphy

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In 2010, workers were building a new lane on a highway in Chile. When they dug into the dry desert soil, they made a surprising discovery. The road workers found the fossil bones of dozens of whales. Along with the whales, they found fossils of seals and fish and other animals that had lived in the ocean long ago.

People who lived in a nearby town had found a few fossil whale bones there. People called that spot *Cerro Ballena*, which means “Whale Hill” in Spanish.

The road workers uncovered one of the biggest collections of fossil whales and other extinct ocean animals ever found. Scientists rushed to Whale Hill, knowing that they had very little time to save the fossils. In just a few months, the highway would cover the place where the fossils lay.

When scientists find fossils, they take a careful look at everything around the fossil bones before digging them up. Scientists look for clues about what happened to the animals. Often, the soil around the bones helps scientists understand how the animals died and what the place was like when the animals were alive.

At Whale Hill, scientists had to hurry. Scientists from the Smithsonian Institution used three-dimensional scanners to collect as much information as they could about the fossil skeletons while the bones were still in the ground. In just one week, these scientists created three-dimensional pictures of 40 different whale skeletons, including a group of two adult whales and a baby whale lying side by side in the ground.

Scientists think that the desert area was right on the coast, millions of years ago. The whales may have died when they were stranded in shallow water and could not swim back to sea.

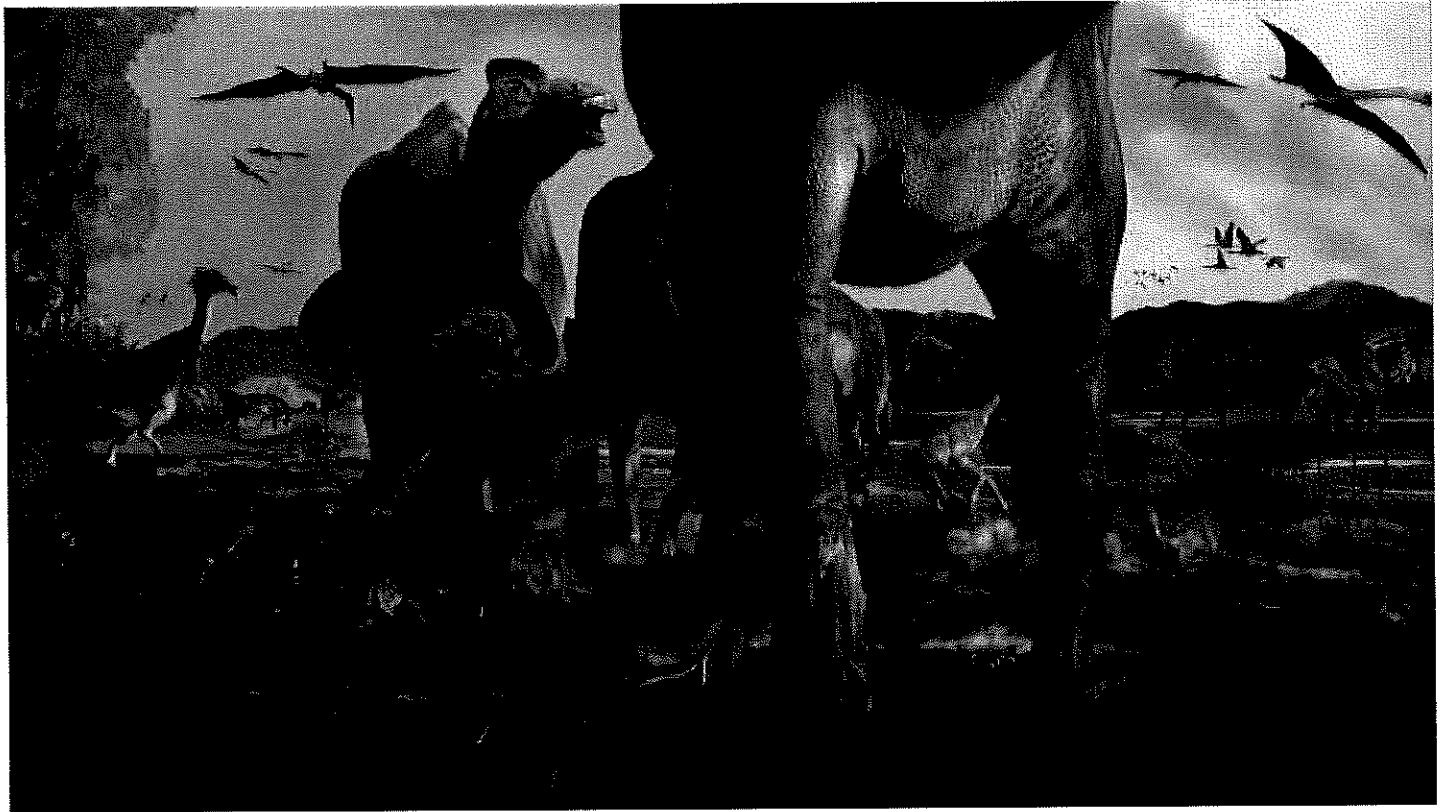
Before the highway was complete, all the fossils were removed from its path and taken to museums that will preserve them. But there are still many more fossils near Whale Hill that no one has studied yet. Scientists think that hundreds of skeletons are still under the nearby desert, just waiting to be uncovered.

## ScienceNews*for*Students

### FOSSILS

## Some Arctic dinos lived in herds

Fossil footprints suggest they contained a mix of age groups and lived year-round near the top of the world



Certain duckbilled dinosaurs, known as hadrosaurs, lived in herds, new data show. They remained in the arctic year-round — even during dark winter months, the study suggests.

COURTESY OF KAREN CARR

By **Sid Perkins**

July 24, 2014 at 7:59 am

Dinosaurs died out more than 65 million years ago (not counting birds, their modern-day relatives). So, it's a bit surprising that scientists know so much about these ancient creatures. Now, a new study reveals that a certain type of duckbilled dinosaur lived in the Arctic year-round. These animals also traveled in herds that included many age groups, they find. The creatures even appear to have gone through a “teenage growth spurt.”

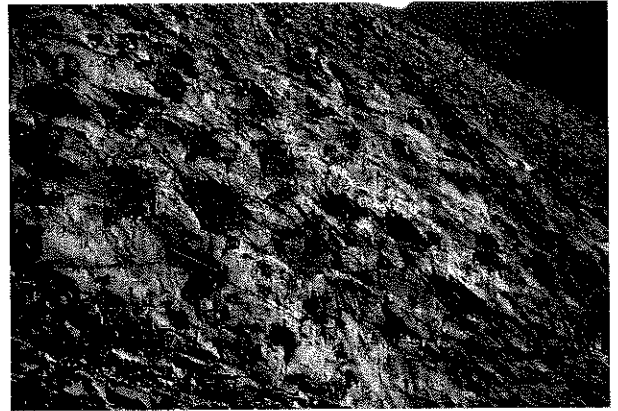
Just as interesting, however, is how these insights emerged. Scientists didn't look at a single fossil bone. Instead, they analyzed a large number of preserved footprints on a mountainside

located toward the southern end of central Alaska.

Anthony Fiorillo works at the Perot Museum of Nature and Science in Dallas, Texas. As a vertebrate paleontologist, he studies the fossils of creatures with backbones. In 2007, he was part of a research team exploring Denali National Park. “We rounded the corner and there they were,” he recalls. Thousands of footprints had been preserved in stone. “It was amazing.”

Those tracks pepper a steep patch of exposed rock about twice as long as a football field and up to 60 meters (roughly 200 feet) wide. They sit at least 160 kilometers (100 miles) north of the Gulf of Alaska. Between 69 million and 72 million years ago, that now-rocky material was muddy sediment on a floodplain near a seacoast, Fiorillo explains. The hadrosaurs walked across the squishy mud. Later, the footprints they left turned to stone.

Previous studies suggested adult duckbills took care of their young, says Fiorillo. The new evidence that these dinosaurs truly traveled in herds with multiple age groups confirms that parents cared for their young well beyond the time they left the nest, his team concludes. The researchers published their findings June 30 in *Geology*.



Thousands of tracks cover this rocky mountainside in Alaska's Denali National Park. They provide a wealth of information about the size, age and lifestyle of certain dinosaurs.

COURTESY OF PEROT MUSEUM OF NATURE AND SCIENCE

## Evidence for herds of dinos

Small meat-eating dinosaurs called theropods had left behind a few of the tracks that Fiorillo's team found in Denali. Birds had left some others. But the vast majority came from creatures called hadrosaurs. These large plant-eating duckbilled dinosaurs had been quite common during the Cretaceous Period. That helps explain one of their nicknames: “cattle of the Cretaceous.”

For the new study, the researchers focused only on the hadrosaur tracks. More than half of the footprints were preserved so well that they had clear impressions of the skin on the dinosaurs' feet.

Most tracks had a similar level of preservation. That suggests all were probably left within a short period. Other fossils in the nearby rocks, including insect burrows, suggest these hadrosaurs had left their footprints during the summer. These are trace fossils — evidence of ancient life other than a preserved carcass or bone.

At the time these dinosaurs lived, Fiorillio says, the average temperature in the warmest months was between 10° and 12° Celsius (50° and 54° Fahrenheit). That's about what conditions are like today along the border between Canada and the lower 48 U.S. states, he notes.



A hadrosaur footprint made roughly 70 million years ago. For scale, the long blue bar at right is 10 centimeters long; each small blue or white bar measures 1 centimeter.

COURTESY OF PEROT MUSEUM OF NATURE AND SCIENCE

The team measured a large sample of the duckbills' footprints. They fell into four distinct size ranges. The largest tracks, presumably made by adults, measured about 64 centimeters (25 inches) across. The smallest tracks, 8 centimeters (3 inches) wide, were likely left by young duckbills. They would have been no more than a year old. Tracks of two other size groups were probably made by juveniles and near-adults.

These data suggest the community of hadrosaurs included four different age groups.

## These dinosaurs didn't migrate

About 84 percent of the tracks sampled for the new study had been left by older hadrosaurs — adults or near-adults. Roughly 13 percent came from the youngest members of the herd. And a mere 3 percent came from herd members considered to be juveniles, says Fiorillo. The rarity of tracks by these tweens suggests that the young of this species had a rapid growth spurt. If true, they would have spent relatively little time at this vulnerable size — and therefore left very few tracks.

"What's really neat is how many small tracks there are," notes Anthony Martin. An ichnologist — or expert in trace fossils — he works at Emory University in Atlanta, Ga.

## Explainer: How a fossil forms

Other scientists had analyzed fossil bones from duckbills. These studies had hinted that the equivalent of adolescent hadrosaurs would have experienced growth spurts. But the new findings are “the best evidence that I’ve seen,” says Eric Snively. He’s a vertebrate paleontologist at the University of Wisconsin-La Crosse. “This is a great study,” he adds, “and further evidence that juvenile hadrosaurs grew up in an eye-blink.”

Also previously, researchers had proposed that Arctic dinosaurs migrated farther south for the winter. That’s because even if the region was much warmer than it is today, nights in the high Arctic would have been 24 hours long. So, with no sunshine for several months, Alaska would have had long periods of very bleak, chilly weather.

But finding juveniles in the herd strongly suggests that these dinosaurs remained in the Arctic all year. That’s because adolescents and preadolescents wouldn’t have had the strength or stamina to make those long treks, Fiorillo maintains.

The presence of very young dinosaurs might have been expected, he notes: If this were a nesting region, the babies would have hatched sometime just before summer. And remember, that’s when these tracks were left. But that wouldn’t explain the juveniles, he says.



Field work is often harsh. Paleontologists studying the dinosaur footprints here on an Alaskan mountainside sometimes worked in cold and fog.

COURTESY OF PEROT MUSEUM OF NATURE AND SCIENCE

The team’s findings “suggest that these dinosaurs were overwintering in Alaska somehow,” says Snively. At the time, the average temperature in the region remained above freezing even during the winter, he notes. But, he adds, “this study raises interesting issues about how the dinosaurs could live in the region when it was pretty dark for several months at a time.”

## **Power words**

**Cretaceous Period** A geologic time period that included the end of the Age of Dinosaurs. It ran from roughly 145.5 million years ago until 65.5 million years ago.

**dinosaur** A term that means *terrible lizard*. These ancient reptiles lived from about 250 million years ago to roughly 65 million years ago. All descended from egg-laying reptiles known as archosaurs. Their descendants eventually split into two lines. They are distinguished by their hips. The lizard-hipped line became saurichians, such as two-footed theropods like *T. rex* and the lumbering four-footed *Apatosaurus* (once known as brontosaurus). A second line of so-called bird-hipped, or ornithischian dinosaurs, led to a widely differing group of animals that included the stegosaurs and duckbilled dinosaurs.

**floodplain** The nearly flat land that runs along the side of a river, for some distance out from the water. When the river floods, it spills over into this plain, which is built up, over time, with the silt left as the waters recede. That silt tends to be soil that eroded off of the upstream lands during rains.

**fossil** Any preserved remains or traces of ancient life. There are many different types of fossils: The bones and other body parts of dinosaurs are called “body fossils.” Things like footprints are called “trace fossils.” Even specimens of dinosaur poop are fossils.

**geology** The study of Earth’s physical structure and substance, its history and the processes that act on it. People who work in this field are known as geologists. Planetary geology is the science of studying the same things about other planets.

**hadrosaur** A duck-billed, plant-eating dinosaur that lived during the late Cretaceous Period.

**histology** The anatomical study of the microscopic structure of animal and plant tissues. The microscopic structure of tissue.

**ichnologist** A scientist who studies trace fossils such as footprints, burrows or chew marks on bones.

**paleontologist** A scientist who specializes in studying fossils, the remains of ancient organisms.

**theropod** A meat-eating dinosaur of a group whose members are typically bipedal (walk on two legs) and range from small and delicately built to very large.

**trace fossil** Evidence other than a preserved carcass or bones of ancient life. Footprints, burrows or chew marks on a bone are examples of such trace fossils. These can provide information that's more valuable than body fossils. For instance, trace fossils can hint at a creature's behavior. Evidence of that is usually scant.

**tracks and trackways** Impressions, usually footprints, left behind by an animal. The spacing and arrangement of individual footprints can provide clues about a number of things, including how large a creature had been and how fast it had been moving.

**vertebrate** The group of animals with a brain, two eyes, and a stiff nerve cord or backbone running down the back. This group includes all fish, amphibians, reptiles, birds, and mammals.

## Word Find (click here to enlarge for printing)

ARCTIC DINO HERDS

X	Q	Z	V	Z	N	N	M	D	F	J	V	I	R	D	O	T	R	D	Z
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I	O	A	W	V	C	A	R	L	W	K	Z	P	C	P	L	G	I	E	H
X	P	T	H	K	X	F	O	O	T	P	R	I	N	T	M	N	E	N	F
F	O	O	T	B	A	L	L	A	W	P	G	J	N	J	Y	I	L	R	A
F	D	N	I	T	D	L	W	G	M	N	L	B	V	G	R	O	W	T	H

ADOLESCENT	FREEZING	SPURT
ALASKA	GROWTH	STAMINA
ANCIENT	MACHOSAUR	SUMMER
CARCASS	ICHTHOLOGIST	TEENAGE
CRETACEOUS	IMPRESSION	THEROPOD
DENALI	JUVENILE	TRACKS
DINOSAUR	MIGRATE	TREKS
DUCKBILL	ONLINE	TWEEN
FAHRENHEIT	PALEONTOLOGY	VERTEBRATE
FOOTBALL	PEPPER	VULNERABLE
FOOTPRINT	PRESERVATION	
FOSSIL	SPECIES	

**NGSS:** [HS-LS4-1](#), [MS-LS4-1](#), [MS-LS4-2](#), [MS-LS4-4](#)

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Teachers' questions: Some Arctic dinos lived in herds

# A Dangerous Landslide

by Susan LaBella



One night in March 2014, mud broke loose from a tall hillside near the town of Oso, Washington. The giant mass of wet soil moved downhill quickly. It eventually covered thirty nearby houses with mud and dirt. Many people were hurt.

*Landslide* is the word many people use to describe this kind of emergency. This landslide happened when very heavy rains soaked the ground near Oso.

At the beginning of any muddy landslide, wet ground breaks loose. As the mud moves, it may rip bushes, boulders, trees, and other things out of the ground.

Landslides can cause serious damage. A big landslide could bury homes and badly injure people in its path. Landslides can also dump huge amounts of wet dirt onto roads and highways. This added enormous weight could wreck cars and might even cause the road to collapse.

If a landslide happens near an area that includes buildings, it could break water lines, gas lines, or electrical lines. That kind of damage could also start fires.

Scientists are trying to figure out how to help people be safe in areas where landslides occur. The best thing, experts say, is to have a plan for what to do if this kind of moving-earth emergency happens.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. The article describes an example of a real-life landslide. Where did this landslide happen?

- A. Washington, D.C.
- B. Seattle, Washington
- C. Oso, Washington

2. This article describes some damage that can be caused by landslides. What is one possible effect of a landslide?

- A. the mud on a hillside could dry up
- B. heavy rains could soak the ground
- C. a road or highway could collapse

3. In Oso, a large amount of wet soil and mud broke loose from a tall hill and covered thirty nearby houses. This landslide happened when very heavy rains soaked the ground near Oso.

What can you conclude based on this evidence?

- A. Heavy rains may have been a cause of the landslide in Oso.
- B. The houses in Oso covered by the landslide had already been flooded from the rains.
- C. Landslides only ever happen after heavy rains.

4. What kind of town would most likely be in danger of landslides?

- A. a town at the bottom of a muddy hill
- B. a town surrounded by flat, muddy land
- C. a town at the top of a hill

5. What is the main idea of this article?

- A. Landslides are a dangerous kind of emergency that can cause a lot of damage.
- B. Landslides can break water lines, gas lines, or electrical lines.
- C. A landslide in Oso, Washington, covered thirty nearby houses and hurt many people.

6. Read this paragraph from the article.

"One night in March 2014, mud broke loose from a tall hillside near the town of Oso, Washington. The giant mass of wet soil moved downhill quickly. It eventually covered thirty nearby houses with mud and dirt. Many people were hurt."

Why does the author begin the article with this paragraph?

- A. to show readers why landslides can be more dangerous than other kinds of emergencies
- B. to give readers a real-life example of a landslide and the damage it caused
- C. to tell readers not to move to Oso because of the dangers of landslides there

7. Choose the answer that best completes this sentence.

Experts say it's important for people to have a plan \_\_\_\_\_ they can stay safe if a landslide happens.

- A. so
- B. because
- C. but

8. What moves downhill quickly during a landslide?

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9. What are three examples from the text of how a landslide can cause serious damage?

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10. Experts say that it is good to have a plan for what to do if a landslide happens. If a landslide happened, would driving to another area be a good plan? Why or why not? Use evidence from the text to support your answer.

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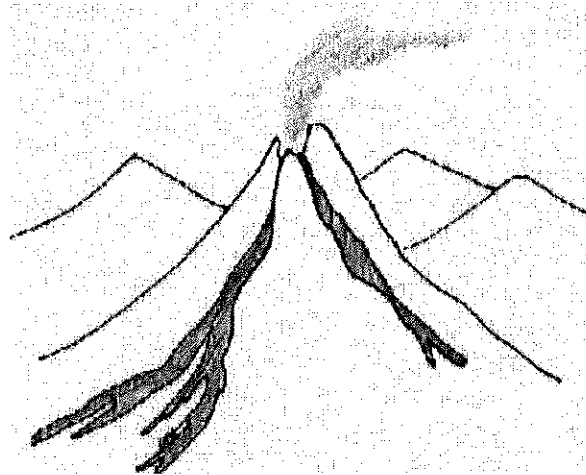
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# Earth Science - Volcanoes

by ReadWorks

In Hawaii, there is an active volcano named Kilauea (*kill-a-way-a*). It is one of the most active volcanoes in the world.



Lynn M. Hanousek

*Illustration by Lynn M. Hanousek*

When plates in the earth spread apart, molten lava comes up from the planet's inner layers. It then spits out of the mouth of the volcano. Lava is very hot. It is 10 times as hot as boiling water. If you stand too close to flowing lava, your eyelashes and eyebrows will instantly burn off.

Lava spews out of a volcano. Sometimes it shoots high up into the air. Lava rivers quickly form and travel down the sides of the volcano. They are a grave danger to those who live on or around the volcano. Lava sets trees and houses on fire. If the flow is fast, people can die if they don't get out of the way in time.

Kilauea is a special volcano because it is on what used to be a small island. As lava rivers run into the ocean, it cools, hardens, and becomes earth, expanding the size of the island. In fact, all Hawaiian Islands were formed from the eruption of volcanoes.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Based on the text, what is Kilauea?

- A. a volcano
- B. a plate in the earth
- C. a lava river
- D. a Hawaiian island

2. Based on the text, what is the effect of molten lava coming up from the earth's inner layers?

- A. The lava becomes one of the most active volcanoes.
- B. The plates in the earth spread apart.
- C. The lava is spit out of the mouth of a volcano.
- D. The lava burns off people's eyelashes and eyebrows.

3. Read this paragraph from the text.

Kilauea is a special volcano because it is on what used to be a small island. As lava rivers run into the ocean, it cools, hardens, and becomes earth, expanding the size of the island. In fact, all Hawaiian Islands were formed from the eruption of volcanoes.

What can you conclude based on this evidence?

- A. Everytime Kilauea erupts, the size of the island it is on decreases because of the damage it creates.
- B. The number and size of Kilauea's eruptions impacts the size of the Hawaiian island it is located on.
- C. The Kilauea volcano makes the Hawaiian islands completely uninhabitable because of the toxicity of the smoke.
- D. As the lava for the Kilauea island runs into the ocean it makes the drinking water too contaminated to drink.

4. What can be inferred from the text?

- A. Living close to a volcano can be dangerous.
- B. Volcanoes usually destroy islands when they erupt.
- C. Touching molten lava would not hurt as much as boiling water.
- D. Kilauea is the only volcano on the Hawaiian islands.

5. What is the main idea of this text?

- A. Hawaii is in constant danger from the destruction of flowing lava.
- B. Volcanoes spew dangerous, molten lava and can create islands.
- C. Volcanoes only exist on islands because that is where lava is located.
- D. Kilauea is one of the most active volcanoes in the world.

6. Read these sentences from the text.

They are a **grave** danger to those who live on or around the volcano. Lava sets trees and houses on fire.

As used in these sentences, what does the word "**grave**" mean?

- A. small
- B. strange
- C. silent
- D. serious

7. Choose the answer that best completes the sentence.

Lava hardens when it cools, so \_\_\_\_\_ the rock can form new land.

- A. before
- B. on the other hand
- C. previously
- D. as a result

8. Based on the text, what dangers does lava cause?

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9. Explain how volcanoes both create and destroy things. Use evidence from the text to support your answer.

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# Friendly Foxes

by Pat Murphy

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Today, the dog is known as man's best friend. But thousands and thousands of years ago, the ancestors of today's dogs were wild, wolf-like animals. No one knows exactly how people tamed these wolf-dogs.

In 1959, a scientist in Russia wondered if he could start with a different wild animal and end up with an animal that's as tame as a dog. So he set up an experiment at a farm in Siberia where wild foxes were raised for their fur.

When the experiment started, the foxes at the farm were wild animals. Most of them avoided people and snapped at anyone who tried to pet them.

The scientists tested the foxes, feeding the animals by hand and trying to pet them. The scientists found some foxes that did not bite or run away. These foxes were a little bit tamer and friendlier than the others.

The scientists let these friendly foxes have puppies. Then they repeated their tests with the puppies, looking for the friendliest puppies. When those friendly puppies grew up, the experimenters let those foxes have puppies.

The experimenters repeated this over and over again—finding the friendliest foxes, letting those foxes have puppies, and testing the puppies. Today, most of the foxes from this experiment are as friendly as dogs. They seek out people. They enjoy being petted. They even wag their tails like dogs.

The scientists chose foxes that were friendly, but the foxes changed in other ways as well. The friendly foxes have white fur in places that wild foxes didn't. Many have a star-shaped white patch on their faces, like some dogs.

Experimenters continue to study the friendly foxes. Some friendly Siberian foxes have been adopted as pets. Could the fox be man's new best friend?

# The Meadowlands

by ReadWorks



*The Meadowlands in New Jersey*

When they described the swamp at the end of Schuyler Avenue, the adults in Sarah's life seemed confused. Whenever she asked about it, Sarah's dad would chuckle.

"You'd better stay away from the Meadowlands," her father said.

Sarah's sixth grade teacher, Mr. Morrison, said only parts of the Meadowlands are swamps. He explained to the class that the Meadowlands are precious wetlands, one of the last places near New York City where birds migrating from Florida could stop and rest.

"The Meadowlands once had a lot of garbage dumps, which polluted the water pretty badly," Mr. Morrison said. "But most of the dumps are closed now. And the habitat for wild birds is recovering."

From her yard in the winter, the Meadowlands was as her dad described: brown, dead-looking weeds with Doritos bags lying at the water's edge. By springtime, however, the reeds turned green and flowers grew along the shoreline.

So which one is it, Sarah wondered. Is the Meadowlands a big, ugly, dangerous swamp? Or is it a beautiful oasis of birds and flowers? Despite her dad's warnings to stay away, Sarah

wanted to see for herself. She went under the porch and dragged out her dad's old fiberglass canoe. She threw the paddle and an old pink life jacket into the boat and dragged it across the yard, down Schuyler Avenue to the edge of the swamp.

Whatever it was, she saw now, the Meadowlands was big. Sarah always thought of it as the swamp at the end of her street. Now she realized that the wetlands actually stretched to the north and south, and she couldn't see either end. Directly across the water, the skyscrapers of Manhattan seemed to line the opposite shore, even though they were actually twelve miles away.

Sarah could feel the fear in her throat. But she didn't want to drag the canoe back up the hill. She zipped the life vest up to her neck, pushed the boat into the water and jumped in.

Past the reeds, she found herself paddling in a shallow pond surrounded by muddy islands. She saw ducks, swallows, yellow flowers, purple flowers, white egrets. A blue heron, disturbed by the splashes of Sarah's paddle, jumped into the air, uncurled its long wings and flapped away.

"This is all so beautiful!" Sarah thought.

The canoe slowed down, as if caught by invisible hands. Sarah looked down and saw the boat was scraping along the muddy bottom. Clouds of brown mud rose to the surface with every paddle stroke, and inside each cloud little bubbles of gas burst when they hit the surface. It smelled like a combination of old paint and rotting food. Sarah nearly threw up.

Soon she was stuck. She tried paddling backward to free the canoe from the mud, but each stroke released an overwhelming gas smell. She started to cry.

Just then something heavy and dark crashed through the weeds in front of the canoe.

A hand pulled the reeds apart, and out poked the head of Sarah's dad.

"Sarah! What are you doing out here?" he called.

Sarah tried to explain, but all she could do was cry.

"Well, it's a good thing you dragged the canoe-you left a trail in the gravel a mile wide," her dad said. "Here, take this rope."

He threw a yellow plastic rope, and after a few tries, Sarah grabbed it. Her dad pulled, and the boat skidded over the mud to shore.

Sarah worried that her father would be furious. But when he offered his hand to help her out of the boat, he laughed.

"I did the same foolish thing when I was your age," he said. "Did I ever show you the otter den?"

Sarah wiped tears from her cheek and shook her head no.

"Well, c'mon. I'll show you," her dad said. "The swamps can be pretty disgusting, but there's some beautiful stuff in here. You just have to know where to look."

# The Meadowlands

by ReadWorks

The adults in Sarah's life seemed confused about the swamp at the end of her street. They all described it differently. When Sarah asked her dad about the swamp, he chuckled.

"You'd better stay away from the Meadowlands," her father said.

Sarah's sixth grade teacher said something different. He said only parts of the Meadowlands are swamps. He told the class that the Meadowlands are wetlands. Wetlands are places in nature holding so much water that the ground there is almost always wet. Her teacher said that the Meadowlands are one of the last places near New York City where birds flying from Florida can stop and rest.

"The Meadowlands once had a lot of garbage dumps, which polluted the water pretty badly," said Sarah's teacher. "But most of the dumps are closed now. And the habitat for wild birds is recovering. It's becoming a better place for birds to rest."

In the winter, the Meadowlands looked just like her dad said. They were filled with dead brown weeds and empty bags. But in the spring, the reeds turned green and flowers began to grow.

"So which one is it?" Sarah wondered. Were the Meadowlands an ugly swamp she should stay away from? Or were they beautiful wetlands with birds and flowers? Her dad had warned her to stay away from the swamp, but Sarah wanted to see it for herself. She went under the porch and dragged out her dad's old boat. She threw the paddle and an old life jacket into the boat. Then she dragged it across the yard, down the street, and to the edge of the swamp.

Sarah had always thought of the Meadowlands as the swamp at the end of her street. Now she began to realize how big these wetlands were. They stretched to the north and south, and she couldn't see either end. The tall buildings of New York City looked like they were right across the water, but they were actually twelve miles away.

Sarah was a little scared. But she didn't want to drag the boat back up the hill. She zipped the life vest up to her neck, pushed the boat into the water, and jumped in.

She found herself in a shallow pond with muddy islands all around. She saw ducks, swallows, yellow flowers, and purple flowers. The splashes of Sarah's paddle scared a blue heron. It jumped into the air, opened its long wings, and flew away.

"This is all so beautiful!" Sarah thought.

The boat slowed down. Sarah looked down. She saw the boat was scraping along the muddy bottom. Clouds of brown mud came to the surface of the water every time she moved her paddle. Inside each cloud there were little bubbles of gas. They popped when they hit the surface. They smelled like old paint and rotting food. Sarah almost threw up from the smell.

Soon she was stuck. She tried paddling backward to get the boat out of the mud, but that just made the smell worse. She started to cry.

Just then, something heavy and dark moved loudly through the weeds in front of the boat.

A hand pulled the reeds apart, and a head popped through. It was Sarah's dad.

"Sarah! What are you doing out here?" he called.

Sarah tried to explain, but all she could do was cry.

"Well, it's a good thing you dragged the boat. You left a trail a mile wide," her dad said. "Here, take this rope."

He threw her a rope, and Sarah grabbed it. Her dad pulled the boat to shore.

Sarah worried that her father would be angry. Instead, he laughed.

"I did the same silly thing when I was your age," he said. "Did I ever show you the otter den?"

Sarah wiped tears from her cheek. She shook her head no.

"Well, c'mon. I'll show you," her dad said. "The swamps can be pretty gross. But there's some beautiful stuff in here, too. You just have to know where to look."

# The Meadowlands

by ReadWorks

Sarah's dad told her to stay away from the swamps at the end of her street. These swamps in Sarah's neighborhood are part of the Meadowlands.

Sarah's teacher explained that the Meadowlands are wetlands. Wetlands are places in nature. They hold so much water that the ground there is almost always wet. Swamps are a type of wetland. Swamps have mostly trees and shrubs. Part of the Meadowlands are swamps.

Sarah's teacher said that birds flying from Florida stop and rest in the Meadowlands.

"The Meadowlands once had a lot of garbage in them. They made the water in the wetlands very dirty," said Sarah's teacher. "But most of the garbage has been taken away. So habitat for wild birds is recovering, or becoming a healthy place again. It's becoming a better place for birds to rest."

In the winter, the Meadowlands looked just like her dad said. They were filled with dead plants and trash. But in the spring, the plants turned green, and flowers began to grow.

Sarah had heard different things about the Meadowlands. Her dad had even told her to stay away from these wetlands. So she wasn't sure what they were really like. She was left wondering if they were actually beautiful wetlands with birds and flowers. But maybe they are actually filled with ugly swamps, she thought. Sarah wanted to find out what this area was really like. She took her dad's old boat by their house. She also took a paddle and an old life jacket. She threw them into the boat. She dragged the boat all the way to the swamp at the end of her street.

As she stood by the edge of the swamp, Sarah began to realize these wetlands were big. They stretched to the north and south. She could not see where they ended.

Sarah was a little scared. But she didn't want to drag the boat back home. She put on her life jacket. She then pushed the boat into the water and jumped in.

She found herself in a pond with water. The water was not deep. The area around the pond was muddy. She saw ducks and flowers. The splashes of Sarah's paddle scared a blue bird. It jumped into the air and flew away.

"This is all so beautiful!" Sarah thought.

The boat slowed down. Sarah looked down. She saw the boat was hitting the muddy bottom of the pond. Brown mud moved around in the water every time she moved her paddle. This movement made little bubbles of gas come up to the surface of the water. They popped and released a very bad smell. Sarah almost threw up from the smell.

Soon Sarah's boat got stuck in the mud. She tried paddling backward to get the boat out of the mud. That just made the smell worse as more bubbles popped out of the water. She started to cry.

Just then, something heavy and dark moved loudly through the plants in front of the boat.

A hand pulled the plants apart. A head popped through. It was Sarah's dad.

"Sarah! What are you doing out here?" he called.

Sarah tried to explain. But all she could do was cry.

"Well, it's a good thing you dragged the boat. The boat made a long trail in the ground," her dad said. "That's how I tracked you down here. Take this rope."

He threw her a rope. Sarah grabbed it. Her dad pulled the boat to land.

Sarah worried that her father would be angry. Instead, he laughed.

"I did the same silly thing when I was your age," he said. "Did I ever show you the place where otters live?"

Sarah wiped tears from her cheek. She shook her head no.

"Well, let's go. I'll show you," her dad said. "The swamps can be pretty gross. But there's some beautiful stuff in here, too. You just have to know where to look."

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. The adults in Sarah's life seem confused about what?

- A. New York City
- B. garbage dumps
- C. birds and wildlife
- D. the Meadowlands

2. Sarah takes her dad's canoe to explore the Meadowlands. What motivates Sarah's actions?

- A. She wants to know if the Meadowlands are an ugly swamp or a beautiful oasis.
- B. She wants to prove that her dad is wrong about the danger of the Meadowlands.
- C. She wants to study the Meadowlands to complete a class project.
- D. She wants to show her dad that she is brave and adventurous by exploring on her own.

3. There are different, contrasting opinions about the Meadowlands. What evidence from the story best supports this statement?

- A. Sarah doesn't know what the Meadowlands are really like, so she decides to go and see for herself.
- B. The Meadowlands used to be polluted by garbage dumps, but now the Meadowlands are recovering.
- C. Some say the Meadowlands are a dangerous swamp; other say they are a precious habitat for birds.
- D. Sarah's father warns her not to go to the Meadowlands, but Sarah ignores his warnings and visits them anyway.

4. Based on the story, what can you conclude about the Meadowlands?

- A. The Meadowlands are dangerous and should be left alone.
- B. The Meadowlands can be both beautiful and disgusting.
- C. The Meadowlands are always a beautiful and flowering oasis.
- D. The Meadowlands are still too polluted for animals to live there.

5. What is this story mostly about?

- A. Sarah goes to the Meadowlands, and her father gets mad at her.
- B. Sarah discovers that the Meadowlands are dangerous and ugly.
- C. Sarah asks her teacher about the history of the Meadowlands.
- D. Sarah goes to the Meadowlands to learn more about them.

6. Read the following sentences: "'Well, the Meadowlands once had a lot of garbage dumps that polluted the water pretty badly. But most of the dumps are closed now. And the habitat for wild birds is **recovering**.'"

As used in this sentence, what does the word "**recovering**" most nearly mean?

- A. getting better
- B. getting smaller
- C. getting older
- D. getting sick

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

Sarah wants to see what the Meadowlands are like, \_\_\_\_\_ she takes her dad's canoe and paddles into the swamp.

- A. soon
- B. namely
- C. so
- D. but

8. According to Mr. Morrison, why are the Meadowlands precious?

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**9.** Why does Sarah start to cry in the Meadowlands?

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**10.** In the story, there are two different views of the Meadowlands: 1) the Meadowlands are a dangerous and ugly swamp, and 2) the Meadowlands are a beautiful and precious oasis. Which of these views (if any) accurately describes the Meadowlands? Support your answer using information from the story.

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# The Scientists of Lizard Island

by Pat Murphy

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Todd Campbell has always been interested in catching critters. When he was a kid your age, he would catch tadpoles and bugs and dragonfly larvae and keep them in a cooler in his bedroom. He grew up to be an expert lizard catcher. He's now a scientist who studies how different animals live together in nature.

About fifteen years ago, he noticed that something was happening with the lizards in Florida. Green anole lizards had lived in Florida for millions of years. They lived in the trees and on the ground, catching bugs wherever they could find them.

About seventy years ago, brown anole lizards came to Florida from Cuba, hitching rides on cargo boats. Like the green anoles, the brown anoles ate bugs. They also ate baby green anoles if they could catch them. The brown anoles could climb trees, but they usually stayed close to the ground.

Todd saw that brown anole lizards were taking over places where the green anole lizards had always lived. He was worried about the green lizards. The brown lizards ate baby green lizards. Would the brown lizards eat all the green ones? Would the brown lizards eat up all the bugs, leaving the green lizards to starve?

## Welcome to Lizard Island

Todd knew several small islands where only green lizards lived. So he decided to watch and see what happened to those green lizards when brown lizards invaded the islands.

Todd spent three summers visiting the islands. He caught over ten thousand lizards, marking each one so he could recognize it, and then letting it go again. To catch lizards, he uses a noose made of dental floss on the end of a fishing pole. Lizards, Todd says, are "kind of dumb." They let you slip a noose over their necks and catch them.

After the brown lizards came to the islands, the green lizards started perching higher in the trees where they could avoid the brown lizards. Baby green lizards hid in patches of low bushes to get away from the brown lizards. The brown lizards ate bugs that were on the ground. The green lizards ate bugs that were high in the trees.

# The Scientists of Lizard Island

by Pat Murphy

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## Return to Lizard Island

Many years after Todd finished studying the green lizards, a scientist named Yoel Stuart decided to visit the islands to find out what had changed since Todd had been there. Yoel took a close look at the feet of the green lizards. He knew that lizards that had more sticky scales on their toes were better climbers.

Yoel and his team of scientists caught green lizards and photographed their feet so that they could count how many scales each lizard had on its toes. It was a lot of work, but they counted the toe scales on more than 600 lizards.

Yoel found that green lizards that lived on islands with brown lizards had more toe scales. The green lizards that were the best climbers did very well. They survived because they could live high in the trees and eat the bugs that the brown lizards couldn't reach. Those great-climbing green lizards had babies who were great climbers, too.

So the scientists discovered that the green anole lizards and the brown anole lizards can share the same island. The green lizards live high in the trees and the brown lizards live close to the ground. And both kinds of lizards find bugs to eat wherever they are.

# End of Unit Project: Save the Green Anoles

Are your students are interested in thinking about ways to help the green anoles? This is an opportunity to make use of their knowledge of Lizard Island in the engineering practice of designing solutions.

## Some background information

In situations where human activity has created problems for wildlife, scientists and engineers often figure out changes that people can make to help. Here are a few examples to give you an idea of the range of possible solutions.

- In Louisiana, where invasive species are a problem, one chef came up with recipes to encourage people to eat the invaders, as described in [this reading from Science News for Students](#).
- In Florida, where tegu lizards from Argentina are threatening local species, some people are catching the tegu lizards and selling them as pets, [as described in this reading from Newsela](#).
- In Arizona, where a major highway blocked the migration route of bighorn sheep, people built “[sheep bridges](#)” that let the animals cross high above the busy road.
- In Africa, where elephants sometimes attack farms and eat crops, people have built “[beehive fences](#)” to keep the elephants away from crops (and angry farmers).

## The Process

At Mystery Science, we often use brainstorming come up with solutions to problems. This process was pioneered at IDEO, an innovative design company. [This video](#) provides a demonstration of the IDEO brainstorming method.

Below, we describe the steps we suggest for an End of Unit project, starting with brainstorming and ending with proposed solutions.

If you'd like to see a complete mystery that follows the steps we describe below, check out Birth of Rocks: Mystery 4 — “How could you survive a landslide?” (Grade 4). In that mystery, students brainstorm ways to protect a house from a landslide.

### Step 1: Review what you know

Before you can come up with a creative solution, you need to think about the situation. Start with a class discussion, asking students to think about everything you know about the green anoles and the brown anoles that prey on them.

- Green anoles are smaller and better climbers. They can live high in trees on smaller branches.

- Brown anoles are larger and prefer low branches and tree trunks.

## **Step 2: Brainstorm to come up with lots of ideas**

At Mystery Science, we use the brainstorming process pioneered at a company called IDEO and the Stanford D School.

The keys to a good brainstorming session are:

- You want LOTS of ideas. Go for quantity.
- In brainstorming, all ideas are good ideas. Even ones that sound silly are welcome. Sometimes those lead to the best solution.

We recommend giving each student some sticky notes and creating a board filled with ideas.

Your students may need some prompting to come up with ideas. We recommend asking questions to get them thinking in productive directions. Below we list some questions to use for prompting. The examples in parentheses are for your information.

- Can you think of something that would make it easier for green anoles to climb out of reach of the brown anoles? (For example, planting more tall bushy plants would give green anoles more high thin branches where brown anoles can't follow. Or maybe you could build a "climbing gym" for green anoles with sticks too small for the brown anoles to climb.)
- Can you think of other ways to create a habitat that has more food for green anoles? (For example, some gardeners say that having a garden pond attracts more insects, and that attracts more green anoles)
- Can you think of a predator that might go after the brown anole, but not the green anole? (They may think of snakes and bigger lizards, but what about people? Can they come up with a reason for people to collect brown anoles?)

## **Step 3: Evaluate your ideas**

Just brainstorming can be an interesting exercise. But if your class has the time and inclination, ask students to choose their favorite solutions and evaluate their ideas.

You can't go to Lizard Island to test your solutions. Can your students think of other ways to figure out which ideas have the best chance of working? Ask them where they would go to get more information. How could they test their ideas? Encourage them to go beyond the obvious — "I'd research online." Can they think of anyone they might interview? (Gardeners? Reptile keepers?) Ask if there's any way they could make observations of green anoles. (Keep one in the classroom? Visit a pet store that has lizards?)

This could be a thought exercise or a full-blown research project.

#### **Step 4: Present your solutions**

Have students describe or draw their solutions, and present them to the class in a show-and-tell poster session.

**Have fun! Stay curious!**

## A Fawn in the Forest



Photos.com

*White-tailed deer live in forests.*

Most white-tailed deer live in forests. Fawns are born in forests during the springtime. A fawn is a baby deer.

## A Baby Deer Grows Up

Follow the first few months of a fawn's life.

## Springtime Babies

White-tailed deer live in wooded areas such as forests. Mother deer give birth to one to three fawns in the spring. Many deer stay in the same area during most of their lives.

## Hidden from View

Mother deer leave their fawns to look for food. The fawn stays very still in a hidden spot. Fawns have white spots for camouflage. That helps the fawn hide.

## Forest Family

Later, the mother deer returns to feed her baby. She licks its fur to keep it

clean. Then the mother deer takes the fawn to a new spot while she looks for more food.

## Forest Adventures

Eventually, the fawn goes with its mother to look for food such as grass and leaves. The fawn learns about the forest and meets other animals too!



U.S. Fish and Wildlife Service

*The fawn stays very still while its mother goes to look for food.*

## Forest Friends

Spring is a wonderful time in the forest! Many forest animals are born in the spring.

## Cardinals

Mother cardinals lay their eggs in a nest. After about 12 days, the eggs hatch. The baby birds eat insects and worms.



## Raccoons

Mother raccoons make their dens in a

*Raccoons learn to find food when they*

Photos.com

tree. Raccoons learn to find food when they are still little.

*are still little.*

## Squirrels

Mother squirrels make their nests in trees. Baby squirrels drink their mother's milk. When they are older, they will eat nuts.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. When does a mother white-tailed deer give birth to its fawns?

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2. The text describes the first few months of a fawn's life. According to the text, why does a mother deer leave the fawn?

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3. Based on the text, what is one difference between cardinals and squirrels?

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4. What is this passage mostly about?

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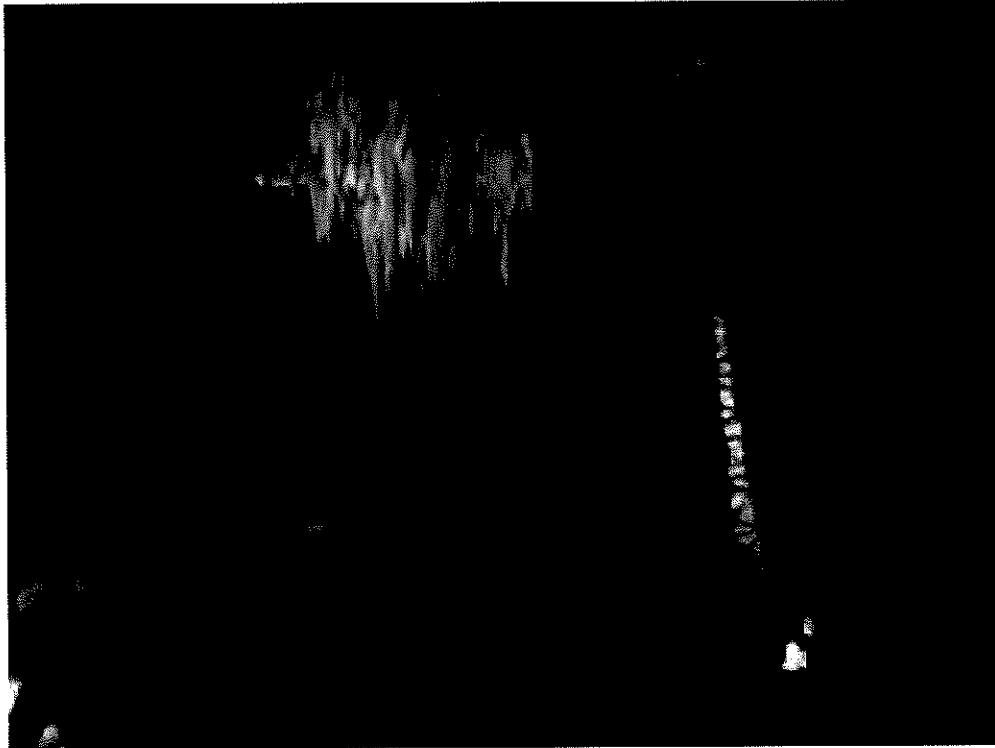
5. The question below is an incomplete sentence. Choose the word that best completes the sentence.

A mother deer licks her baby's fur \_\_\_\_\_ the baby stays clean.

- A. but
- B. because
- C. so

# Inside and Outside Carlsbad Caverns

by ReadWorks



Imagine watching hundreds of thousands of bats swirl around you, swarming to form a large, black mass that flies off into the horizon. At CarlsbadCaverns in New Mexico, this scene is a regular occurrence. The caverns, located in a United States National Park, are home to around 400,000 Mexican free-tailed bats that fly out into the night sky each evening at dusk to feed on nearby moths and insects, returning at dawn to their caves. The spectacle draws crowds from around the world into the Chihuahuan Desert, where the park is located. One such visitor was Laurel Mathews, who once visited the caves with her family on a road trip.

"At the entrance to one of the caves, there's stadium seating for visitors to watch the bats," she remembers. "We waited a long time to see them. Finally, they started circling out of the cave and they flew off-out came more and more and more, all of them flying in loops and then out into the sky. It was amazing that there were so many!"

Laurel also remembers the sound the bats made, describing the high, screeching noise. "It was really creepy, but also really cool," she says.

Laurel recalls her family's arrival at the Carlsbad Caverns National Park. "It didn't look very spectacular when we first drove in," she admits. "But then we started exploring the big network of underground caves."

The formation of the caves is a result of a fossilized reef that existed 250 to 280 million years ago in an inland sea that has long since disappeared. Since limestone is typically made up of fragments of coral, a large limestone deposit eventually formed in the area. Today, you can still find several fossilized plants and animals in the caves' limestone that date back to a time before dinosaurs walked the earth. Starting sometime between four and six million years ago, water from the earth's surface began moving through the cracks in the stone deposit. There is a type of acid in surface water. When this water combined with rainwater, the two mixed to form another type of acid as a result of their chemical compositions. This acid slowly dissolved the limestone to eventually form the winding caves that exist today in Carlsbad Caverns. This is a very common process that happens to limestone-many caves all around the world exist in limestone deposits due to the stone's solubility (the ability of a substance to be dissolved) in a mixture of water and acid.

Eventually, speleothems- formations that arise from mineral deposits in caves-began to take shape in the lower levels of the caverns. In fact, these speleothems existed during the last ice age, when instead of a desert, a pine forest sat above the caves. Over the years, park employees and rangers have found clues that hint at the caves' history. For example, according to the National Park Service, people have found some bones of ancient ice age animals scattered around the entrance to some of the caves. In 2003, an employee found a part of a stone scraper dating back to the last ice age near a cave entrance as well. Clearly, the caves have a long history-researchers have discovered that American Indians first inhabited the area sometime between 12,000 and 14,000 years ago. Ever since then, the caves have been explored by several groups, including Spanish explorers in the 1500s, and later by American explorers and guides who drew attention from all across the country to the natural phenomenon.

Laurel remembers this phenomenon very well. "It took us between one and two hours to get all the way to the bottom," she says, recounting the windy pathway leading deeper and deeper into the heart of the caves. "The park had put in blue and red lights to highlight the beautiful rock formations."

Once they reached the bottom, Laurel says that she had to take an elevator to get back to the top. "My ears popped so much in the elevator!" she remembers. "It took a really long time to reach the top; I didn't realize how far down we were until we were on our way back up."

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. According to the passage, what currently lives in the caves at Carlsbad Cavern National?

- A. Native Americans
- B. bats
- C. bears
- D. explorers

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

- A. how speleothems are formed
- B. the formation of limestone caves
- C. fossils found in Carlsbad Cavern
- D. watching bats at Carlsbad Cavern

3. Limestone deposits can help researchers learn about what the area was like thousands of years ago. What evidence from the passage best supports this conclusion?

- A. Limestone can contain fossilized plants and animals.
- B. Acid can slowly dissolve limestone to form winding caves.
- C. Limestone is typically made up of coral fragments.
- D. Many caves around the world exist in limestone deposits.

4. "At the entrance to the cave, there's stadium seating for visitors to watch the bats." Based on this information, what can you conclude about the popularity of the bats at Carlsbad Cavern?

- A. The bats are not a popular attraction at Carlsbad Cavern.
- B. People go to Carlsbad Cavern to see the caves, not the bats.
- C. The bats are a popular attraction at Carlsbad Cavern.
- D. Most people who visit Carlsbad Cavern don't know about the bats.

5. What is this passage mostly about?

- A. Laurel Mathews' family vacation
- B. how bats navigate using sound
- C. how speleothems are formed
- D. caves at Carlsbad Cavern National Park

6. Read the following sentences: "The caverns, located in a United States National Park, are home to around 400,000 Mexican free-tailed bats that fly out into the night sky each evening at dusk to feed on nearby moths and insects, returning at dawn to their caves. The **spectacle** draws crowds from around the world into the Chihuahuan Desert, where the park is located."

As used in this sentence, what does the word "**spectacle**" mean?

- A. a very impressive show
- B. something that happens irregularly
- C. something that happens at night
- D. something that people watch with glasses

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

\_\_\_\_\_, Laurel did not think the Carlsbad Cavern National Park looked very spectacular, but her opinion changed after she explored the caves.

- A. For instance
- B. Initially
- C. Particularly
- D. Therefore

**8.** What are speleothems?

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**9.** Explain how the limestone caves at Carlsbad Cavern were formed.

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**10.** Explain how researchers may learn about the history of the caves at Carlsbad Cavern. Support your answer using information from the passage.

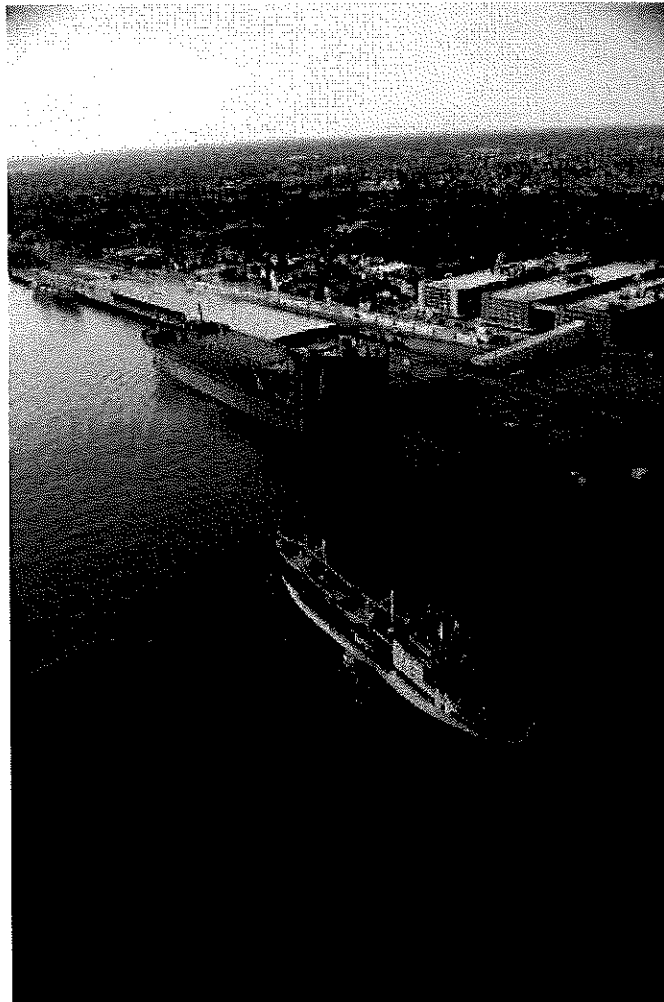
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# The Mighty Mississippi

by Kate Paixão



The Mississippi River is one of the longest rivers in the world. It flows from north to south through the United States.

The Mississippi begins in the northern U.S. state of Minnesota. The river then goes south for more than two thousand miles to the state of Louisiana. There, the mighty Mississippi empties into the Gulf of Mexico.

Native Americans depended on the Mississippi for thousands of years. They

were the first people in North America. Someone who is native was born in a place. Native Americans traveled the river by canoe and ate fish that lived in the water. They called the river *Misi-zibi*, which means "big river." That is where the river got its name.

Today, boats bring important items up and down the river daily. But it is more than just a highway for boats. The Mississippi is home to all kinds of animals. More than 250 types of fish and at least 50 kinds of mammals live along the river. The Mississippi also supports millions of people. At least fifty cities rely on the river for their daily water supply.

The big river is a very important river!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Where does the Mississippi River flow?

- A. through the United States
- B. through only Louisiana
- C. through all of North America

2. What does the second paragraph of the article describe?

- A. the way people today use the Mississippi River
- B. the path of the Mississippi River
- C. the way Native Americans used the Mississippi River

3. Read this sentence from the text.

"Native Americans depended on the Mississippi for thousands of years."

What evidence from the text supports this statement?

- A. "They were the first people in North America."
- B. "They called the river Misi-zibi, which means 'big river.'"
- C. "Native Americans traveled the river by canoe and ate fish that lived in the water."

4. Based on the article, what do Native Americans and the people who live near the Mississippi River today have in common?

- A. use of the Mississippi River to get fish for eating
- B. dependence on the Mississippi River in more than one way
- C. building of large cities around the Mississippi River

5. What is the main idea of this article?

- A. Native Americans depended on the Mississippi River for thousands of years.
- B. The Mississippi River has been a very important river for a long time, and still is today.
- C. The Mississippi River is mostly important because it begins in the state of Minnesota.

6. Read these sentences from the text.

"The Mississippi also supports millions of people. At least fifty cities rely on the river for their daily water supply."

What does the sentence "The Mississippi also supports millions of people" mean?

- A. The Mississippi is not important to millions of people.
- B. The Mississippi helps millions of people live.
- C. The Mississippi causes trouble for millions of people.

7. Choose the answer that best completes this sentence.

Native American used the Mississippi River to get food \_\_\_\_\_ cities used the Mississippi River to get drinking water.

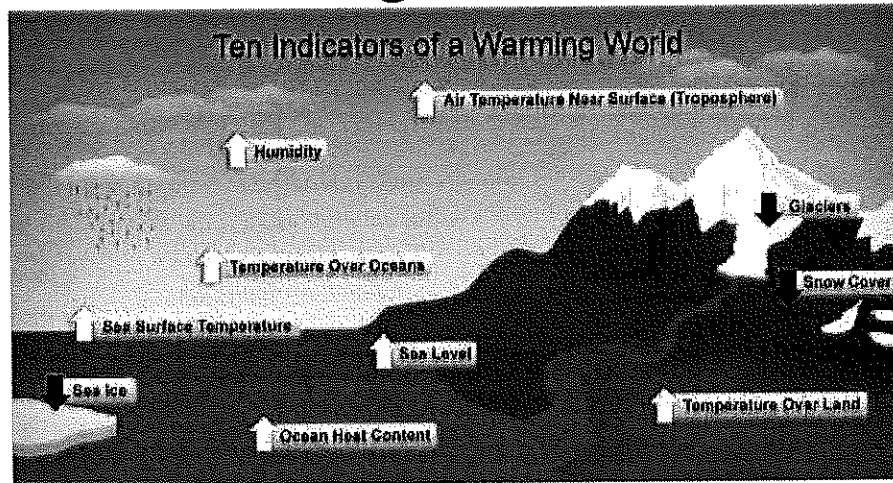
- A. when
- B. after
- C. before

8. How does the Mississippi River help people who want to move important items from place to place?

9. How do some cities today depend on the Mississippi River?

10. How might people today be affected if the Mississippi River suddenly dried up?

## Watching the Weather



Do you know what the weather will be tomorrow? A weather report can tell you. But what will the weather be like in ten years? Or 20 years? Or 100 years?

No one knows for sure. But some scientists say that our long-range weather outlook isn't good.

Those scientists say the summers will be hotter. They say that warmer, wetter winters are on the way. Severe droughts, floods, wildfires, and storms are also possible.

What's the cause of all those wacky weather changes? Experts say that humans are.

## Warming the Globe

Some weather changes are due to global warming. Global warming happens when gases in the air trap the sun's energy. That energy heats Earth. Without the gases, the energy would escape into space.

Some global warming is good. Without it, Earth would be too cold to live on.

For years, though, humans have created lots of air pollution. The pollution traps more of the sun's heat. In turn, Earth has grown warmer, experts say. This could lead to bad weather.

## Melting the Ice

There are some signs of global warming. One of the signs is happening in the coldest parts of the world.

Near the North and South poles, vast ice sheets are breaking up.

Earth's glaciers (GLAY-shers) are also melting. A glacier is a huge mass of ice that slowly moves. Experts say some glaciers may vanish by the year 2100.

## **A Rising Tide**

As the ice melts, ocean levels rise. Experts say that levels have risen 4 to 10 inches in the past 100 years. Levels could rise 3 feet in the next 100 years!

High ocean levels might lead to floods along U.S. coasts. Some coastal areas might disappear under water.

That change might also bring more storms. Hurricanes are storms that create high wind and rainfall. They are strongest over water. Higher sea levels might lead to stronger hurricanes on U.S. shores.

## **Drying Out**

In some areas, though, global warming might lead to drier weather. Dry weather often leads to droughts. A drought is a long period of very dry weather.

Droughts hit parts of the country this year. If experts are right, global warming could cause less rain to fall in the Midwest. This would be hard on plant life and people.

Droughts kill off crops. And dried-out plants and trees could lead to wildfires.

## **What's the Answer?**

Scientists say that cutting down on air pollution will slow global warming. One way to lower air pollution is to drive less. Cars cause a lot of pollution. People also need to find cleaner ways to make electricity.

Experts aren't sure about the best ways to stop or slow global warming. But they agree that something must be done. The life of future generations depends on it.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. According to the text, what is one negative effect of droughts?

- A. floods
- B. wildfires
- C. storms
- D. pollution

2. In the text, the author describes the problem of global warming. What solution does the author propose for this problem?

- A. The author proposes cutting back on air pollution.
- B. The author proposes melting the glaciers.
- C. The author proposes moving out of some coastal areas.
- D. The author proposes cooling off the Earth.

3. Humans can take action to slow global warming.

What evidence from the text supports this conclusion?

- A. "Scientists say that cutting down on air pollution will slow global warming. One way to lower air pollution is to drive less."
- B. "Some weather changes are due to global warming. Global warming happens when gases in the air trap the sun's energy."
- C. "A glacier is a huge mass of ice that slowly moves. Experts say some glaciers may vanish by the year 2100."
- D. "Droughts hit parts of the country this year. If experts are right, global warming could cause less rain to fall in the Midwest."

4. What does the text suggest?

- A. The droughts in the Midwest will not be difficult for people.
- B. People will drive their cars more in the future and cause more air pollution.
- C. Scientists can definitely know what the weather will be like in 10 years.
- D. There will be big problems in the future if global warming is not stopped.

5. What would be another good title for this text?

- A. How to Predict the Weather
- B. The Weather and You
- C. Weather Problems in the Future
- D. Whether the Weather is Warm or Hot

6. Read these sentences from the text.

Those scientists say the summers will be hotter. They say that warmer, wetter winters are on the way. Severe droughts, floods, wildfires, and storms are also possible. What's the cause of all those **wacky** weather changes?

What does the word "**wacky**" mean?

- A. hot
- B. crazy
- C. rainy
- D. melting

7. Choose the word that best completes the sentence.

Many weather changes are happening \_\_\_\_\_ humans have caused global warming.

- A. and
- B. although
- C. and
- D. because

8. How have humans caused the Earth's weather changes, according to experts?

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9. What signs of global warming might a person in the Midwest be most concerned about?

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# Spinning Storms

by American Museum of Natural History

This article is provided courtesy of the American Museum of Natural History.

On a spring night in 2007, disaster struck a small town in Kansas called Greensburg. Shortly before 10 p.m., a siren went off. A mile-wide tornado was approaching Greensburg. Its winds were estimated to be more than 200 miles per hour. In less than ten minutes, the town was destroyed. Ten people lost their lives.

When the storm had passed, people climbed out from their storm cellars through the rubble. Cars and trucks had been thrown about. Homes were crushed, or simply ripped from the ground. "I'm in downtown Greensburg. There's really nothing left," said one resident.



Credit: FEMA Photo by Michael Raphael

*The tornado destroyed much of the town. Many residents needed temporary housing.*

# How do tornadoes form?

A tornado is a swirling, funnel-shaped column of wind. It starts with a thunderstorm. Thunderclouds form when warm, wet air collides with cool, dry air. Then, strong winds form a wide tube of spinning air. When the tube touches the ground, it becomes a tornado.



Credit: NOAA

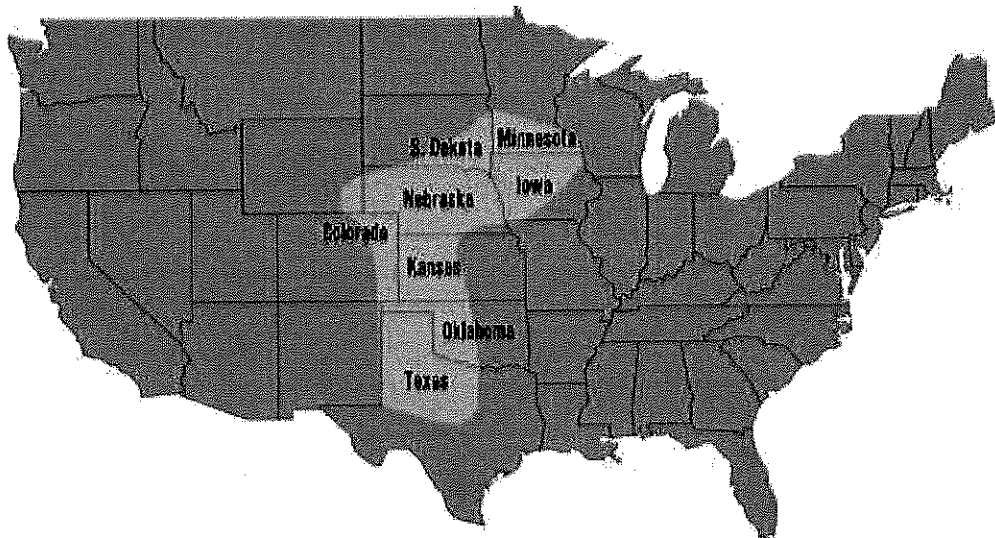
*A tornado is a swirling, funnel-shaped column of wind. It starts with a thunderstorm. Thunderclouds form when warm, wet air collides with cool, dry air. Then, strong winds form a wide tube of spinning air. When the tube touches the ground, it becomes a tornado.*



Credit: The Field Museum

*The 200-plus-mph winds of a tornado can bend a stop sign.*

Kansans are used to tornadoes. The people of Greensburg live smack in the middle of "Tornado Alley." It is an area that spans eight states in the central United States. This region has just what tornadoes need to get started: cool, dry air from the Arctic mixing with warm, humid air from the Gulf of Mexico. There is a lot of wide open space, called the Great Plains, for tornadoes to form. These conditions give rise to more than 600 tornadoes, on average, in "Tornado Alley" every year.



The Field Museum

*Most tornadoes in the world take place in "Tornado Alley."*

## How do scientists predict dangerous storms?

Meteorologists are scientists who study and forecast weather. They use a technology called radar to track storms, including tornadoes. Radar gives them information about how far away the tornado is and how fast it is moving. Although tornadoes have fast swirling winds, tornadoes themselves move relatively slowly (18 to 30 miles per hour). So their paths can be predicted with reasonable confidence. A system of tornado watches and warnings is used to alert the public to danger. A tornado "watch" means thunderstorm conditions exist that could set off a tornado. A "warning" means a tornado has touched down and been spotted.

This system saved many lives in Greensburg. After the tornado sirens shrieked, people had 20 minutes to escape to their basements and storm shelters before the tornado destroyed their town.

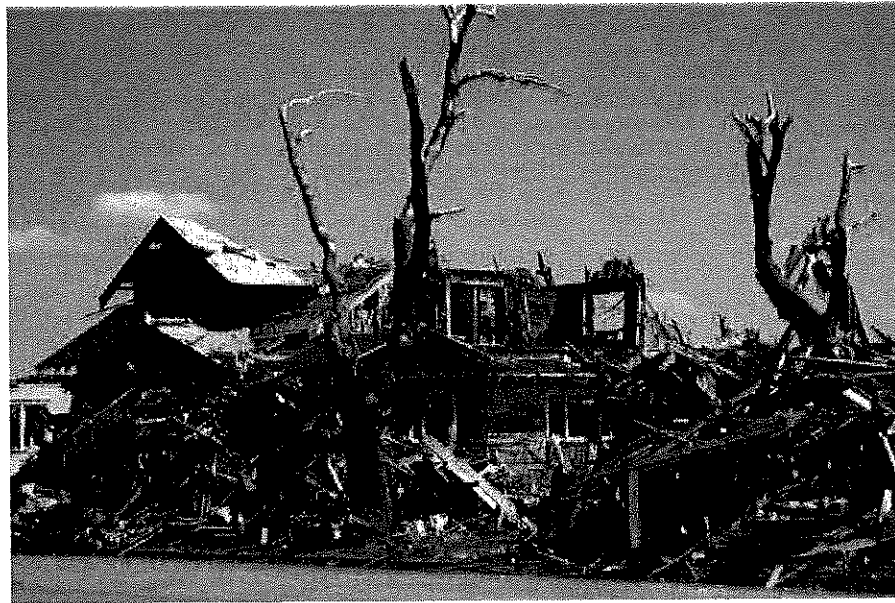
# Spinning Storms

by American Museum of Natural History (Adapted by ReadWorks)  
This article is provided courtesy of the American Museum of Natural History.

There is a small town in Kansas called Greensburg. One night in 2007 something terrible happened there. A siren went off a little before ten o'clock. A siren is a machine that makes a loud noise to warn people of danger. This siren warned the people of Greensburg that a tornado was moving toward them. The tornado was as wide as seventeen football fields. Its winds were moving faster than 200 miles per hour.

The tornado destroyed Greensburg. It threw cars and trucks through the air. It lifted some homes off the ground. It knocked other homes down. It also killed ten people.

The tornado was gone in less than ten minutes. Then people in Greensburg came out of their basements. They climbed through the ruins of their town. The tornado had destroyed everything. A person in downtown Greensburg said, "There's really nothing left."



Credit: FEMA Photo by Michael Raphael

*The tornado destroyed much of the town. Many residents needed temporary housing.*

## How do tornadoes form?

A tornado is a spinning tube of wind. It forms during a thunderstorm. Thunderstorms happen when warm, wet air mixes with cool, dry air. Next, the air moves in circles to form a wide tube of spinning air. That tube stretches down from the sky to the ground. Once it touches the ground, it becomes a tornado.



Credit: NOAA

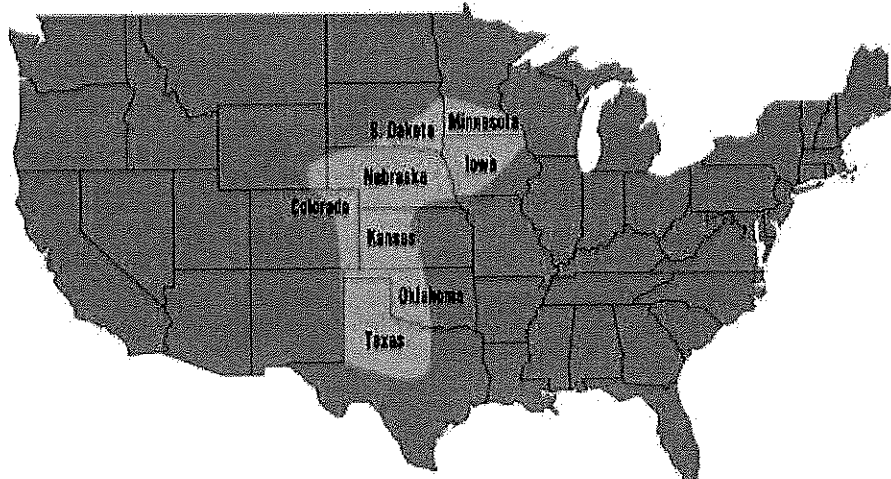
*A tornado is a swirling, funnel-shaped column of wind. It starts with a thunderstorm. Thunderclouds form when warm, wet air collides with cool, dry air. Then, strong winds form a wide tube of spinning air. When the tube touches the ground, it becomes a tornado.*



Credit: The Field Museum

*The 200-plus-mph winds of a tornado can bend a stop sign.*

People in Kansas are used to tornadoes. That is because they live in an area where a lot of tornadoes happen. It is called "Tornado Alley." "Tornado Alley" is in the middle of the United States. It has the right kind of weather for thunderstorms and tornadoes to form. It has warm, wet air from the Gulf of Mexico mixing with cool, dry air from the Arctic. It also has a lot of wide, open space that allows many tornadoes to form. There are over 600 tornadoes in "Tornado Alley" every year.



The Field Museum

*Most tornadoes in the world take place in "Tornado Alley."*

### How do scientists predict dangerous storms?

Some scientists study weather. They try to figure out when storms are going to happen. They use radar to help them. Radar is a tool that can track storms, including tornadoes. It tells scientists how far away tornadoes are and how fast they are moving. Although the winds in a tornado spin fast, tornadoes move across the ground more slowly. They move at 18 to 30 miles an hour. That is slow enough for scientists to learn where a tornado might go.

The information that scientists gather about tornadoes is shared with the public. The public gets this information from alerts called watches and warnings. A tornado "watch" means there are weather conditions that could cause a tornado. A "warning" means that a tornado has formed and been seen. These alerts let people know when they might be in danger.

A tornado warning saved many lives in Greensburg. Sirens warned people that a tornado had formed. They gave people time to go somewhere safe. Many people went into their basements. Twenty minutes after the sirens went off, the tornado came through and destroyed their town.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What happened to the town of Greensburg in 2007?

- A. It was destroyed by a fire.
- B. It was destroyed by a tornado.
- C. It was destroyed by an earthquake.

2. What does this article explain?

- A. how tornadoes form
- B. how the town of Greensburg was rebuilt
- C. how to become a scientist who studies weather

3. Studying weather can help save lives.

What information in the article supports this statement?

- A. Scientists who study weather are able to gather information about tornadoes. This information can then be used to warn people of danger.
- B. A tornado hit the town of Greensburg, Kansas on a night in 2007. The tornado threw cars and trucks around. It pulled some homes out of the ground. After 10 minutes, it had destroyed the town.
- C. Some scientists study and predict weather. They use radar to help them. Radar gives scientists information about how far away a storm is and how fast it is moving.

4. Based on the information in the article, what is a safe place to go during a tornado?

- A. a basement or cellar
- B. the backseat of a car
- C. a wide, open space outdoors

5. What is the main idea of this article?

- A. Scientists who study weather use radar to help them predict storms.
- B. Tornadoes are spinning thunderstorms that can be very dangerous.
- C. Tornado sirens warned people in Greensburg about the tornado before it arrived.

6. Read the first two sentences of the article: "On a spring night in 2007, disaster struck a small town in Kansas called Greensburg. Shortly before 10 p.m., a siren went off."

Why might the author not tell readers what the "disaster" was at the very beginning of the article?

- A. to make readers want to keep reading and find out
- B. to explain to readers how a tornado is formed
- C. to let readers know how important it is to be prepared for a tornado

7. Select the word that best completes the sentence.

Sirens went off in Greensburg, \_\_\_\_\_ the people there knew a tornado was coming.

- A. but
- B. because
- C. so

8. What is a tornado?

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9. Describe how a tornado forms. Support your answer with information from the article.

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10. Describe what the weather was probably like around Greensburg when the tornado formed. Be sure to mention what kinds of air may have been present. Support your answer with information from the article.

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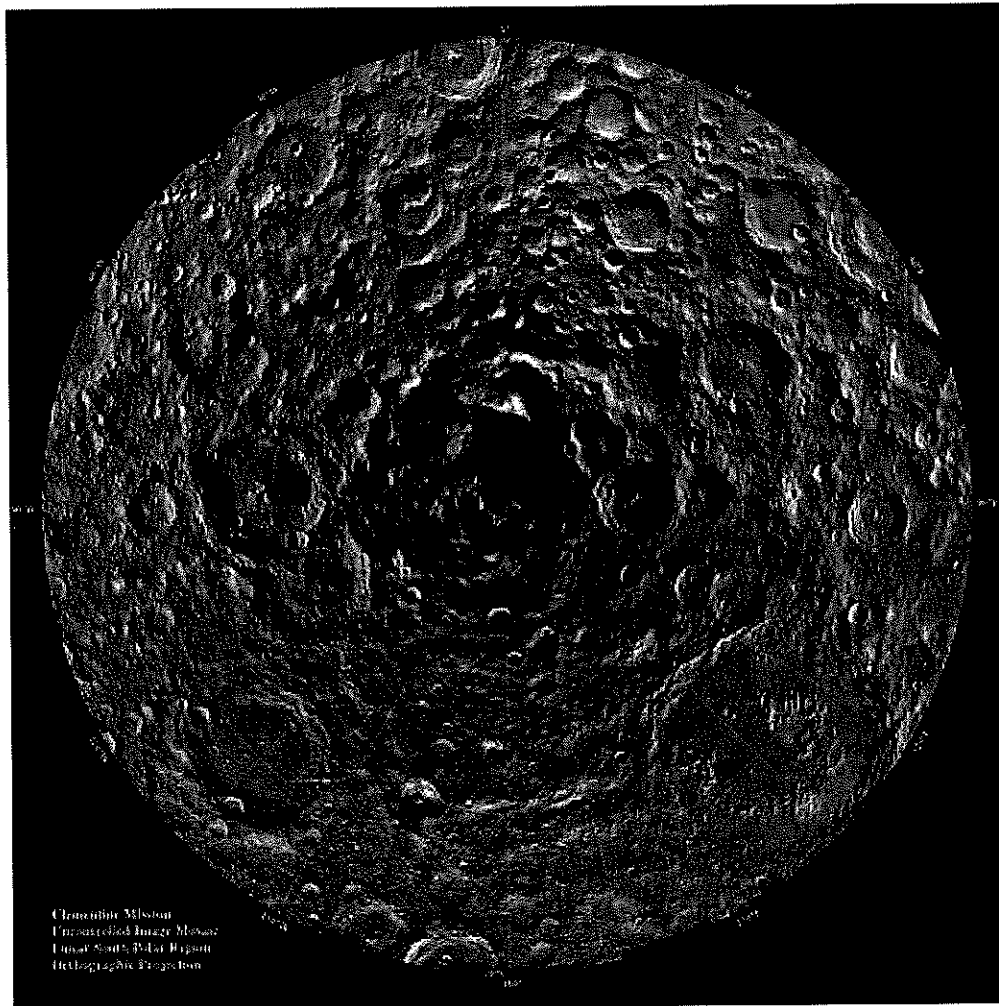
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# Why Is the Moon So Scarred with Craters?

This text is from NASA Space Place.

An asteroid or meteor is more likely to fall toward Earth than the moon because our planet's stronger gravity attracts more space debris. But we can see many thousands of craters on the moon and we only know of about 180 on Earth! Why is that?

The truth is both the Earth and the moon have been hit many, many times throughout their long 4.5 billion year history.



NASA/JPL/USGS

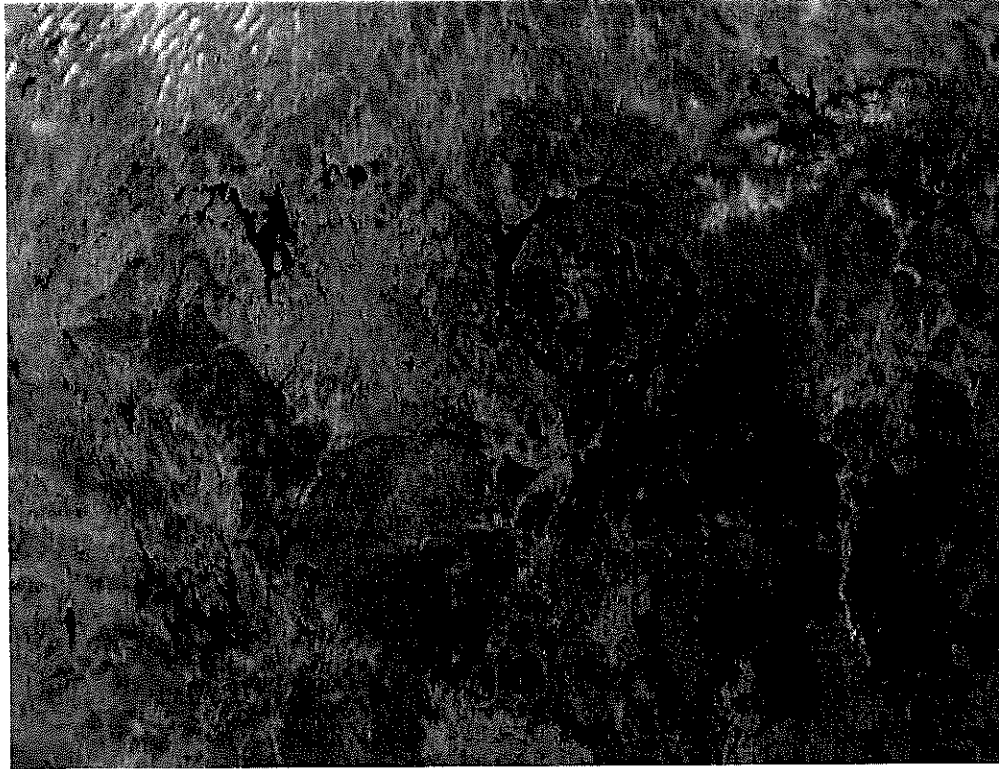
*This view of the moon's cratered South Pole was seen by NASA's Clementine spacecraft in 1996.*

## Where did all of Earth's craters go?

The main difference between the two is that Earth has processes that can erase almost all evidence of past impacts. The moon does not. Pretty much any tiny dent made on the moon's

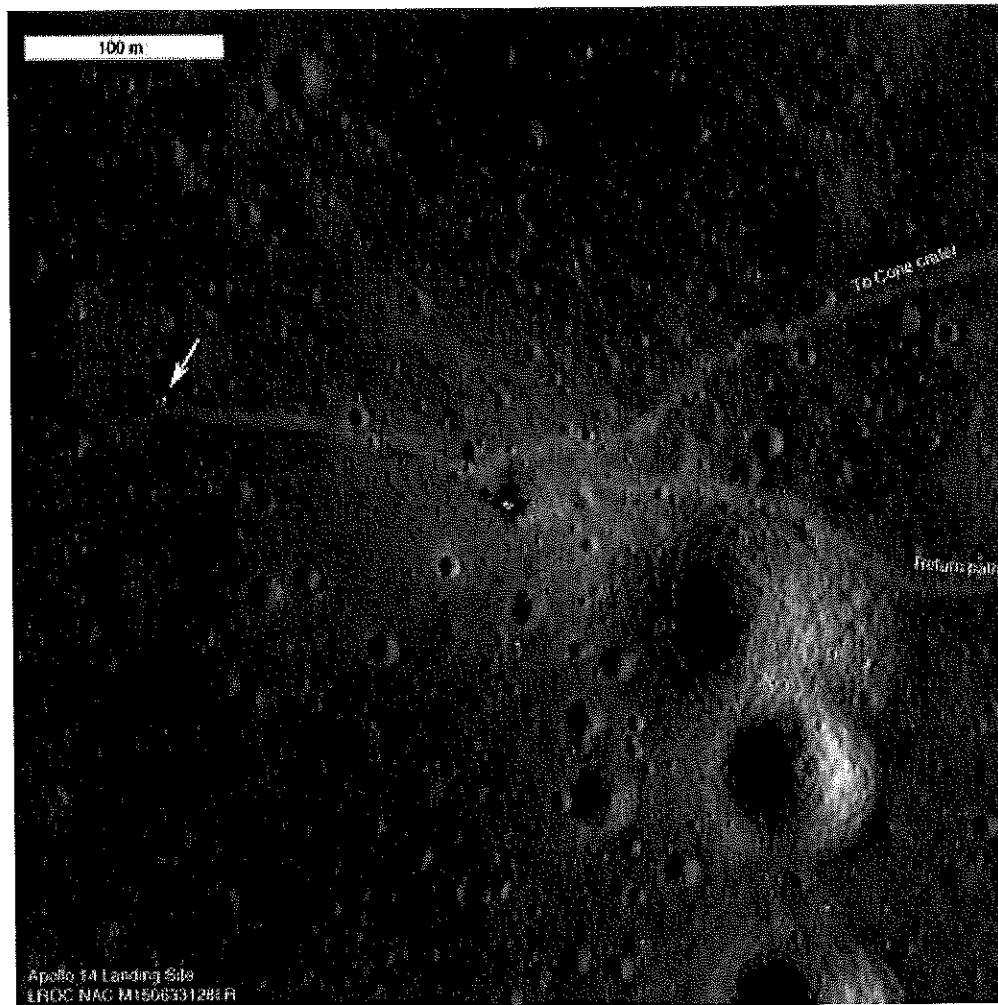
surface is going to stay there.

Three processes help Earth keep its surface crater free. The first is called erosion. Earth has weather, water, and plants. These act together to break apart and wear down the ground. Eventually erosion can break a crater down to virtually nothing.



NASA/GSFC/LaRC/JPL/MISR Team

*Lake Manicouagan, a ring-shaped lake in Quebec, Canada, is all that remains of a crater from a massive impact over 200 million years ago.*



NASA/LRO

*Though they were made in 1971, these Apollo 14 astronauts' tracks were easily viewed from a NASA spacecraft in orbit around the moon in 2011 (tracks highlighted in yellow).*

The moon has almost no erosion because it has no atmosphere. That means it has no wind, it has no weather, and it certainly has no plants. Almost nothing can remove marks on its surface once they are made. The dusty footsteps of astronauts who once walked on the moon are still there today, and they aren't going anywhere anytime soon.

The second thing is something called tectonics. Tectonics are processes that cause our planet's surface to form new rocks, get rid of old rocks, and shift around over millions of years.

Because of tectonics, the surface of Earth is recycled many times throughout its long history. As a result, very few rocks on Earth are as old as the rocks on the moon. The moon has not had tectonics for billions of years. That's a lot more time for craters to form and stay put.

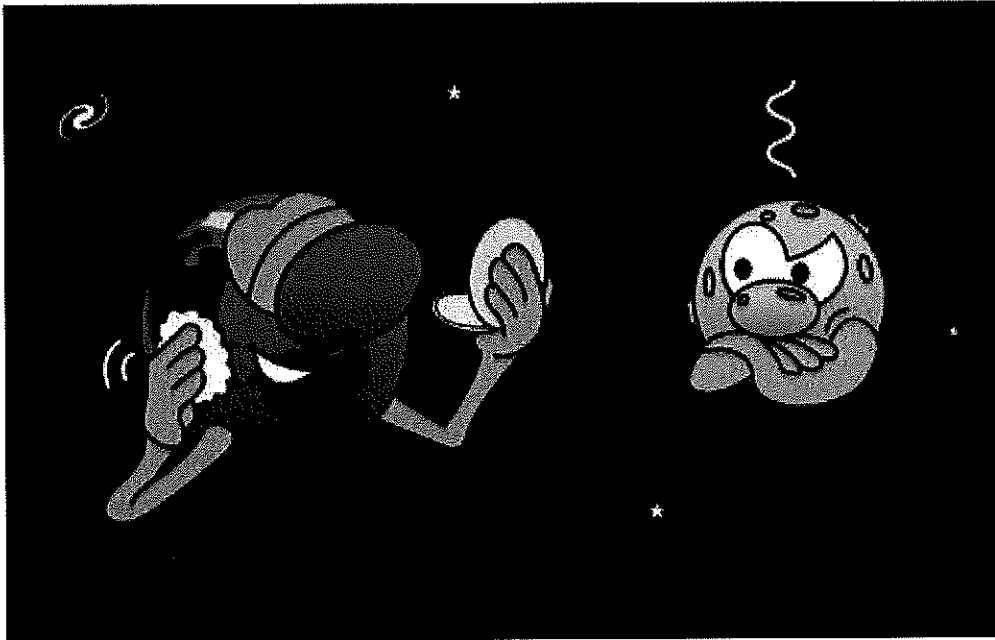
The third thing is volcanism. Volcanic flows can cover up impact craters. This is a major way impact craters get covered up elsewhere in our solar system, but it is less important than the

recycling of crust here on Earth. The moon once had large volcanic flows way in the past that did cover up many of the bigger earlier impacts, but it has been without volcanism for around three billion years.

## A powerless moon

The moon may attract fewer bits of space rock than the Earth, but the moon is powerless to do anything about it after it has been hit. Once something hits the moon, that event becomes frozen in time. Earth, on the other hand, simply brushes these impact craters off and moves on with its life.

No wonder there are so many craters on the moon compared to Earth!



NASA

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Why does the Earth have fewer craters than the moon?

- A. The Earth has a stronger gravitational field and attracts more debris than the moon.
- B. The Earth is bigger than the moon.
- C. The Earth has processes that can erase almost all evidence of past impacts. The moon does not.
- D. The moon attracts fewer bits of space rock than the Earth.

2. What does this passage describe?

- A. This passage describes the three processes that help Earth keep its surface crater free.
- B. This passage describes the dusty footsteps of astronauts that you can still see on the moon today.
- C. This passage describes the 180 craters that you can still see on Earth.
- D. This passage describes the way volcanism covers up craters everywhere in our solar system.

3. Read these sentences from the text:

"Three processes help Earth keep its surface crater free. The first is called erosion. Earth has weather, water, and plants. These act together to break apart and wear down the ground. Eventually erosion can break a crater down to virtually nothing."

What can be concluded about Earth's surface based on this information?

- A. Earth's surface looks exactly the same as the moon's surface.
- B. Earth's surface is constantly changing
- C. Earth's surface has been the same for thousands of years.
- D. Earth's surface will eventually be completely smooth.

4. Based on the information in the text, what do you think would happen to Earth's surface if erosion, tectonics, and volcanism suddenly stopped occurring?

- A. Earth would continue to erase evidence of past impacts.
- B. Earth would have fewer craters.
- C. Earth would stop erasing evidence of past and future impacts.
- D. Earth would be completely smooth.

5. What is the main idea of this text?

- A. Tectonics are processes that cause our planet's surface to form new rocks, get rid of old rocks, and shift around over millions of years.
- B. The process of erosion uses weather, water, and plants to break down the ground on earth so that craters become virtually nothing.
- C. The Earth's gravity is stronger than the moon's, so it attracts more space debris than the moon does.
- D. Unlike the Earth, the moon does not have processes that remove craters from its surface.

6. Read the following sentences from the text:

"Three processes help Earth keep its surface crater free. The first is called erosion. Earth has weather, water, and plants. These act together to break apart and wear down the ground. Eventually erosion can break a crater down to virtually nothing ."

As used in the passage, what does the word "process" mean?

- A. a way of thinking
- B. a set of changes that happen one after another
- C. a shield that Earth uses to protect itself from craters
- D. a way of moving forward

7. Choose the answer that best fits the sentence.

Once something hits the moon, that event becomes frozen in time. \_\_\_\_\_, Earth simply brushes these impact craters off and moves on with its life.

- A. for example
- B. therefore
- C. in contrast
- D. including

**8.** Why does the moon almost have no erosion?

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**9.** Explain why the author calls the moon "powerless."

Support your answer with evidence from the text.

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**10.** Explain what you think the moon's surface will look like in a million years if asteroids and meteors stopped hitting its surface?

Support your answer with evidence from the text.

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# Astronauts in space can pick chocolate pudding cake for dessert

By Washington Post, adapted by Newsela staff on 11.26.18

Word Count 433

Level 530L

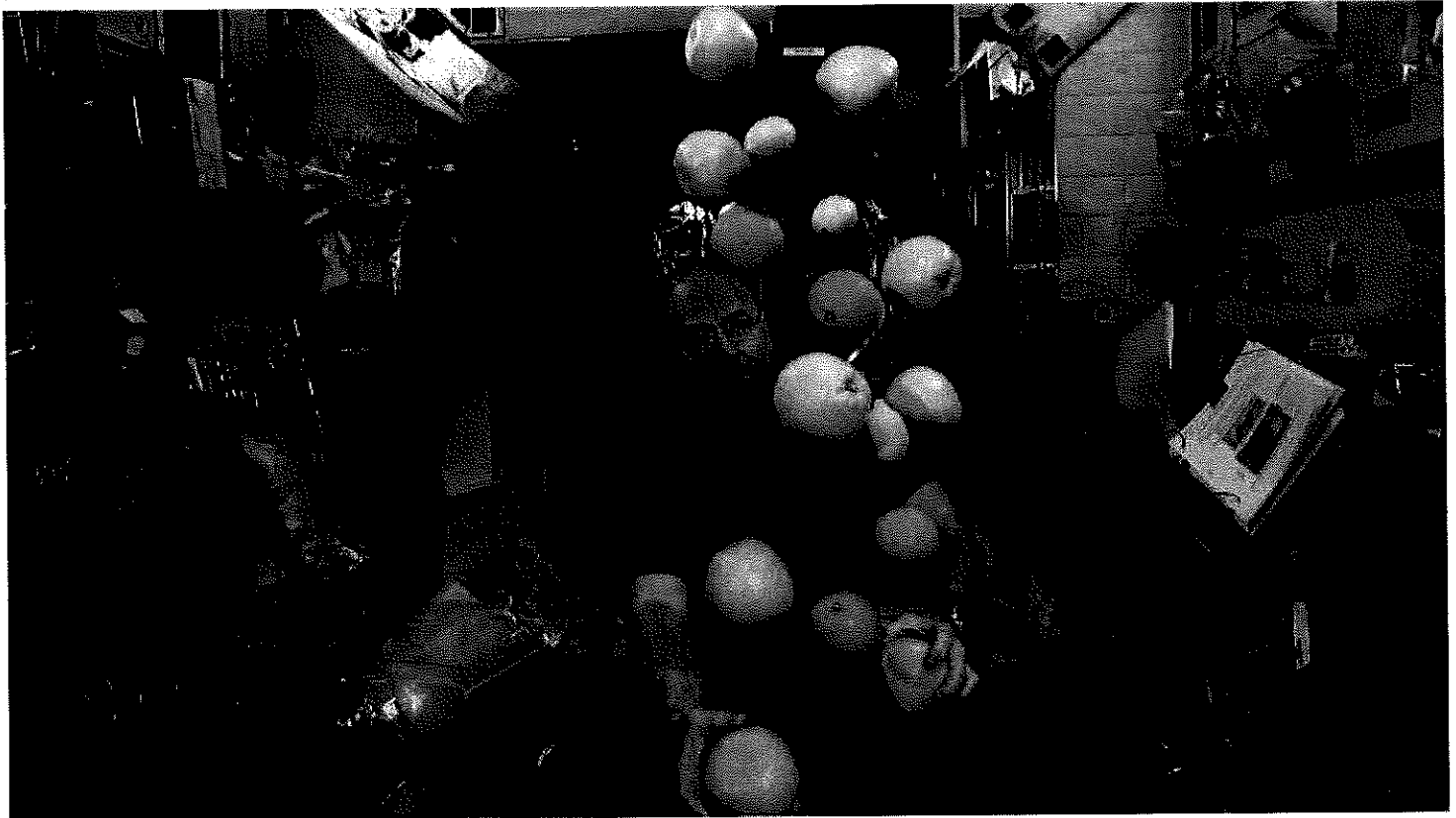


Image 1. NASA astronaut Scott Kelly corrals the supply of fresh fruit that arrived on the Kounotori 5 H-II Transfer Vehicle (HTV-5.) August 25, 2015, in space. Photo by: NASA

John Glenn ate the first space snack. He slurped some applesauce while orbiting Earth.

At one time, scientists didn't think humans could eat in space. In 1962, they discovered they were wrong. Glenn ate his applesauce without any trouble. Astronauts can spend months in the International Space Station (ISS). It orbits, or circles, about 200 miles above Earth. Astronauts live there. They do experiments to learn more about outer space.

They'd get pretty hungry without food!

The human body needs food, even in space. Cooking and eating works differently in space, though. NASA is the U.S. space group. Its scientists work hard to figure out how to feed astronauts.

A healthy diet is important for astronauts. Spending time in space is tough on the body. The body starts to lose bone and muscle.

**Keeping The Menu Interesting**

NASA has to send food up in a rocket. The food has to be stored for as long as possible. The food also has to be interesting. Scientists don't want astronauts to get bored.

Imagine eating the same thing for six months. You may get tired of the food, said F. Ryan Dowdy. He is in charge of food for the ISS. He works at NASA's Johnson Space Center. It is in Houston, Texas.

If you're bored, you may eat less. That's why NASA makes sure astronauts have many choices.

Astronauts can pick from 200 food items. Many of them are like meals we eat on Earth, Dowdy said. They can eat macaroni and cheese. Then, they can have chocolate pudding cake for dessert.

The food reminds them of home. That's important, he said. Astronauts get homesick. Food can comfort them.



### **Most Space Food Is Stored, Not Fresh**

Food has to last for weeks or months in space.

Some Earth foods work great in space. Astronauts can eat tortillas instead of bread. Tortillas last a long time, and they don't make crumbs. Crumbs can float around and get caught in the ship. Astronauts get some fresh fruits and vegetables. Mostly, they eat stored foods though.

NASA is hoping to send astronauts to Mars, and perhaps even farther. It takes about eight months to get to Mars. NASA is working to make foods last around five years. Space farming is also part of the plan.

One thing is for sure. It's going to take a lot of science to feed the space explorers of the future.

## Quiz

- 1 Finish the sentence below.
- One main idea of the article is that\_\_\_\_\_.
- (A) astronauts like John Glenn snack on applesauce in space
  - (B) astronauts like to eat macaroni and cheese in space
  - (C) scientists used to think humans could not eat in space
  - (D) scientists create special foods good for astronauts in space
- 2 The main idea of the section "Keeping The Menu Interesting" is that it is important for astronauts to have different kinds of foods they can eat.
- Which key detail supports this MAIN idea?
- (A) NASA has to send food up in a rocket. The food has to be stored for as long as possible.
  - (B) He is in charge of food for the ISS. He works at NASA's Johnson Space Center.
  - (C) If you're bored, you may eat less. That's why NASA makes sure astronauts have many choices.
  - (D) The food reminds them of home. That's important, he said. Astronauts get homesick.
- 3 WHY do astronauts need to have a healthy diet?
- (A) because eating the same kinds of foods in space can get boring after a while
  - (B) because their bodies start to lose bone and muscle while they are in space
  - (C) because applesauce is one of the most common kinds of foods for astronauts
  - (D) because crumbs from bread can float around and get caught in the astronauts' ship
- 4 WHY do NASA scientists want to make food that lasts up to five years in space?
- (A) NASA thinks astronauts will one day learn to farm in space.
  - (B) NASA is hoping to send astronauts on a very long journey to Mars.
  - (C) NASA wants the food they eat to be comforting to the astronauts.
  - (D) NASA sometimes sends fresh fruit and vegetables to the ship.

# U.S. astronaut breaks two space records and has another one coming up soon

By AFP, adapted by Newsela staff on 04.04.17

Word Count 497

Level 570L



Astronaut Peggy Whitson participated in a spacewalk of 7 hours 10 minutes in 2008. Whitson just completed her eighth spacewalk, breaking the record for most spacewalks by a female astronaut. Photo from: Wikimedia Commons.

Peggy Whitson is an American astronaut. On Thursday, she made history. She broke the record for the most spacewalks by a woman.

Whitson is on the International Space Station (ISS). The ISS is like a science lab up in space. It orbits, or circles, the earth. Whitson just completed her eighth spacewalk. A spacewalk is when an astronaut leaves the space station or another spacecraft. They spend time outside in space.

The former record was seven spacewalks. This record was held by Suni Williams. She is also an American astronaut.

## Also The Oldest Woman To Ever Fly In Space

Whitson has broken another record, too. At 57 years old, she is the oldest woman ever to fly in space!

The spacewalk began at 7:29 a.m. Whitson and another astronaut turned on the battery power in their spacesuits. They ventured off the space station and into space.

"Be safe and enjoy your time out," said Thomas Pesquet. He is a French astronaut on the space station. "I will be waiting for you."

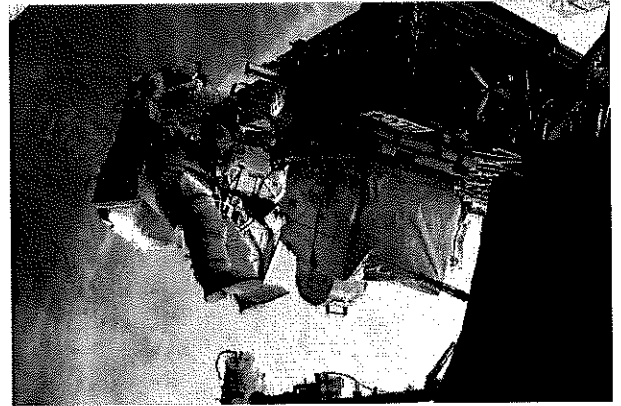
The two astronauts spent more than six hours in space. They were doing work on the outside of the ISS. They are helping construct parking spots for space taxis. These small spaceships may start flying people to the space station next year.

### **Was First Woman Commander Of ISS**

Whitson is from Iowa. She is known for having a good sense of humor. Some of her hobbies are lifting weights, biking and playing basketball.

In 2008, Whitson became the first woman to serve as commander, or leader, of the space station. This was a big milestone for women in science.

Like most astronauts, Whitson spends most of her time on the ISS doing experiments. Whitson is working on a few experiments now. One is a study to find new cancer treatments. Cancer is a deadly group of diseases. Scientists are trying to find a cure. For another study, Whitson is growing flowers. This is to understand how plants grow in space.



### **Soon-To-Be Most Days In Space By An American**

Whitson arrived at the space station in November. On April 24, she will break another record. This record is for the most days in space by an American. It will be Whitson's 534th day circling the earth.

Next week, Whitson will take another spacewalk. This time the French astronaut, Pesquet, will accompany her. Pesquet will get to ride the ISS's robotic arm. The arm will carry him from one part of the space station to the other. The ISS is as big as a football field.



Whitson said a ride on the robotic arm is exciting. Astronauts call it the "yee-haw ride," she said.

## Quiz

- 1 Read the sentences below. They are the first part of a summary of the article.
- Peggy Whitson is an astronaut who has broken many records. She is the first woman to command the International Space Station (ISS).
- Which answer choice BEST completes the summary?
- (A) The old record for hours in space was held by a French astronaut.
  - (B) The International Space Station looks like a football field.
  - (C) She also set a record for most spacewalks by a woman.
  - (D) It takes more than 534 days for an astronaut to circle around the Earth.
- 2 Which sentence from "Also The Oldest Woman To Ever Fly In Space" explains what Whitson was doing on her spacewalk?
- (A) Whitson has broken another record, too.
  - (B) Whitson and another astronaut turned on the battery power in their spacesuits.
  - (C) They stepped off the space station and into space.
  - (D) They are helping build parking spots for space taxis.
- 3 What is the purpose of the section "Was First Woman Commander Of ISS"?
- (A) to give more information about Peggy Whitson's background
  - (B) to explain how big the International Space Station is
  - (C) to describe how Peggy Whitson breaks records
  - (D) to show how deadly some types of cancer are
- 4 Which sentence from "Soon-To-Be Most Days In Space By An American" gives information about another record that Peggy Whitson will break?
- (A) Whitson arrived at the space station in November.
  - (B) It will be Whitson's 534th day circling the earth.
  - (C) Next week, Whitson will take another spacewalk.
  - (D) Whitson said a ride on the robotic arm is exciting.

# After almost a year in space, U.S. astronaut safely back on earth

By Associated Press, adapted by Newsela on 03.07.16

Word Count 347

Level 450L



Russian cosmonauts Mikhail Kornienko (left) and Sergey Volkov (center), and U.S. astronaut Scott Kelly (right) rest in chairs outside the Soyuz TMA-18M space capsule after they landed in a remote area outside the town of Dzhezkazgan, Kazakhstan, on March 2, 2016. Bill Ingalls/NASA via AP

**CAPE CANAVERAL, Fla. —** Scott Kelly is an astronaut. He lived on the International Space Station for almost a year. He returned to earth Wednesday.

As Scott left the space capsule, he pumped his fist. He also gave a thumbs-up. He said he loved breathing the fresh, cold air of earth.

There is nothing like it, Scott said.

Scott was in space longer than any other American. He lived 340 days on the space station. It was close to one year. Usually, astronauts are there for half a year. Scott said he got tired of living on the the space station. Still, he felt sad. He said he would miss it.

## They Missed Nature

Mikhail Kornienko is a Russian astronaut. He came back from the space station with Kelly.

Both men said they missed nature.

The two men traveled 144 million miles through space. It is about distance between Earth and Mars. They did 400 scientific experiments.

There is not much fresh water on the space station. Instead, they drank recycled pee and sweat. The pee and sweat was cleaned to be safe to drink.

### **NASA Wants To Go To Mars**

NASA is the American space agency. It wants to put astronauts on Mars in the 2030s. It would last 2.5 years. NASA wants to know how astronauts would handle the trip. Scott said it was hardest to be away from people he loved.

Minutes after landing, the two men were taken to a tent. Doctors examined them. The astronauts stood, walked and jumped. An astronaut might need to do these things on Mars.

### **Twin Brothers Will Be Tested**

Scott has a twin brother named Mark Kelly. He is a retired astronaut. Both brothers will do other tests for at least a year. The scientists will look at the test results between the two. It will let them know how being in space affects a person.

Scott wrote on the Internet from space. His last Twitter post was from orbit on Tuesday. He wrote, "The journey isn't over. Follow me as I rediscover #Earth!"

## Quiz

- 1 Read the sentences from the section "Twin Brothers Will Be Tested."

*Both brothers will do other tests for at least a year. The scientists will look at the test results between the two. It will let them know how being in space affects a person.*

Which word would BEST fit in the third sentence instead of "affects"?

- (A) needs
- (B) causes
- (C) changes
- (D) recycles

- 2 Read the paragraph from the section "Twin Brothers Will Be Tested."

*Scott wrote on the Internet from space. His last Twitter post was from orbit on Tuesday. He wrote, "The journey isn't over. Follow me as I rediscover #Earth!"*

What does Scott mean by "journey"?

- (A) station
- (B) adventure
- (C) astronaut
- (D) space travel

- 3 Read the caption under the photograph. According to this caption, where did the astronauts land?

- (A) Soyuz
- (B) Russia
- (C) Kazakhstan
- (D) Cape Canaveral

- 4 Select the paragraph from the section "They Missed Nature" that explains what the astronauts drank when they were thirsty.

## Explore Space

# Our Solar System

Our solar system is made up of the sun and eight **planets**. A planet is a large ball made of rock or gas. Each planet orbits, or travels around, the sun. The sun is at the center of the solar system.



NASA

*The planets in our solar system are all different sizes.*

The **sun** is a star. It is a ball of hot gas. It gives off light and heat. Why does the sun look different from other stars? The sun is the star closest to Earth.

**Mercury** is the closest planet to the sun. It is also the smallest. It has mountains and craters. Craters are holes in the ground that were made when space rocks crashed into it.

**Venus** is the hottest planet. It is hot enough to melt a rocket ship. Venus is about the same size as Earth.

**Earth** is our home. It is also the only planet with oceans. In fact, Earth is covered mostly with water. That is why it is called the Blue Planet.

**Mars** is called the Red Planet. It has reddish dirt. It also has mountains, volcanoes, ice caps, and canyons. A canyon is a deep, narrow valley with steep sides.

**Jupiter** is the largest planet. It is made of thick gases. Very strong winds blow on this planet.

**Saturn** is the second-largest planet. It has rings around it. The rings are made of rock, dust, and ice.

**Uranus** was the first planet to be discovered using a telescope. It is cold and windy there.

**Neptune** is the coldest planet because it is farthest from the sun. The planet is made of gases.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is a planet?

- A. a large ball made of only rock
- B. a large ball made of rock or gas
- C. a ball of hot gas that gives off light

2. The author provides a list of what in the passage?

- A. planets in our solar system
- B. stars in our solar system
- C. moons in our solar system

3. The sun is at the center of our solar system. What evidence from the passage best supports this statement?

- A. The planets in our solar system orbit the sun.
- B. A star is a ball of gas that gives off heat and light.
- C. The sun is the star that is closest to Earth.

4. Read the following sentence: "**Uranus** was the first planet to be discovered using a telescope." Based on this information, what conclusion can you make about Uranus?

- A. Uranus is too far away to see with the naked eye.
- B. Uranus is blocked by Saturn so it is hard to see.
- C. Uranus is the planet that is farthest from the sun.

5. What is this passage mostly about?

- A. why the Earth is called the Blue Planet
- B. what the rings around Saturn are made of
- C. the sun and the planets in our solar system

6. Read the following sentences: "Mars is called the Red Planet. It has **reddish** dirt."

As used in this sentence, what does the word "**reddish**" mean?

- A. moist and fertile
- B. mostly brown in color
- C. slightly red in color

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

Neptune is the farthest planet from the sun, \_\_\_\_ it is the coldest planet.

- A. but
- B. so
- C. because

8. What is at the center of our solar system?

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9. Why is Earth called the Blue Planet?

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10. Compare Venus and Earth by explaining how they are similar and how they are different.

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# What's the Big Idea about Water? Water's Impact on the Earth

by American Museum of Natural History

This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.

## All Water on Earth Is Linked in a Vast Cycle

Earth's water is always in motion. It moves inside the planet, across its surface, and in the atmosphere above.



Photo Credit: Coombs / USGS

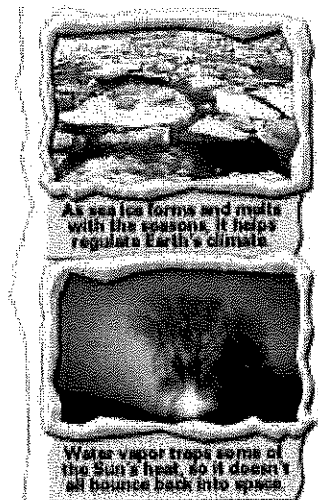
Water in lakes, rivers, and oceans turns into vapor and moves into the air through evaporation. Plants draw water from the soil and return it to the air. Volcanoes release water vapor that was locked deep inside rocks. All that water rises and falls back to Earth as rain or snow. This water cycle repeats over and over.

Can you imagine how far the water in your shower has traveled? (Remember, it's been on Earth for over 4 billion years!) Where do you think it will go next?

## Water and Climate Are Connected in Many Ways

Climate is the average weather in a place, over a long time. Water, in its various forms (liquid, vapor, and ice), plays an important role in controlling climate.

At the North and South poles, sea ice forms and melts with the seasons. When the ice melts, cold water sinks to the bottom of the ocean and circulates around the globe. Ocean currents also move warm water around the earth. When the warm water evaporates, it causes the atmosphere above it to warm. Water vapor, and other greenhouse gases in the atmosphere, hold in the sun's



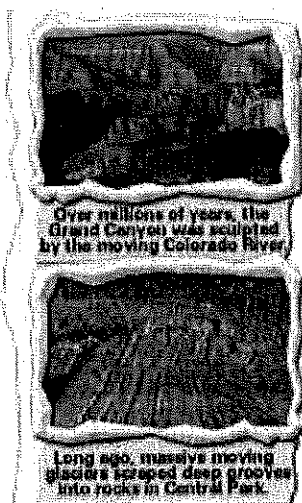
heat like a blanket. Together, these processes keep our planet from getting too hot or too cold.

*Photo Credit: NSF (top); V. Ryzin (bottom)*

## Water Shapes Our Planet

Water runs easily through your fingers. It may not feel powerful. But lots of water, acting over time, shapes the world around us.

Falling and running water erodes rocks, creating giant canyons. Rivers and streams move dirt that forms new land.



Glaciers scrape across the ground, carving valleys and dragging debris. Tides and storms claw away at coastlines. And water locked in Earth's crust actually has a role in moving the giant continents below our feet.

*Photo Credit: NPS Central Park (top); AMNH / T. Gaud (bottom)*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Earth's water is always in motion. It moves inside the planet and in the atmosphere above. Where else does water move?

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2. Describe how the motion of the earth's water affects the planet.

Support your answer with evidence from the text and images.

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3. What is the main idea of this text?

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# The Whys of Weather: Clouds

by ReadWorks



Have you ever looked up at clouds and wondered where they come from or what they are made of? Clouds can be different shapes, but they are all mostly made of water.

There are always small particles of water in the air that people can't see. A lot of these tiny particles of water are in the form of a gas called water vapor. Most of the water vapor in the air comes from the oceans. This happens when liquid water toward the surface of the oceans is warmed, usually by the sun. Eventually, the warmed water becomes water vapor, rising into the air.

To make clouds, the waterparticles in the air have to come together, but they can't come together as water vapor. They need to be liquid water or ice crystals. Water vapor can turn into liquid water through a process called condensation.

In the air, liquid water can stick to specks of dust, water drops, or ice crystals. This forms cloud droplets. Lots of cloud droplets together form clouds.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What are clouds mostly made of?

- A. air
- B. water
- C. sunlight
- D. none of the above

2. The text describes the sequence of how clouds form. What happens before water vapor turns into liquid water through condensation?

- A. Water vapor rises in the air.
- B. Liquid water sticks to specks of dust, water drops, or ice crystals.
- C. Cloud droplets form clouds.
- D. Rain falls from the clouds.

3. Clouds are not entirely made up of water droplets. What evidence from the text supports this statement?

- A. "Most of the water vapor in the air comes from the oceans. This happens when liquid water toward the surface of the oceans is warmed, usually by the sun."
- B. "There are always small particles of water in the air that people can't see. A lot of these tiny particles of water are in the form of a gas called water vapor."
- C. "In the air, liquid water can stick to specks of dust, water drops, or ice crystals. This forms cloud droplets. Lots of cloud droplets together form clouds."
- D. "To make clouds, the water particles in the air have to come together, but they can't come together as water vapor."

4. Read these sentences: "In the air, liquid water can stick to specks of dust, water drops, or ice crystals. This forms cloud droplets. Lots of cloud droplets together form clouds."

As used in these sentences, what does the word "form" most nearly mean?

- A. destroy or harm
- B. make or create
- C. show or display
- D. train or guide

5. What is the main idea of this passage?

- A. Clouds can be different shapes, but they are all mostly made of water.
- B. To make clouds, the water particles in the air have to come together.
- C. Most of the water vapor in the air comes from the oceans.
- D. Clouds are formed when water vapor in the air turns into liquid water that can stick to specks of dust, water drops, or ice crystals.

6. What is condensation?

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7. Why is condensation necessary for clouds to form? Use evidence in the text to support your answer.

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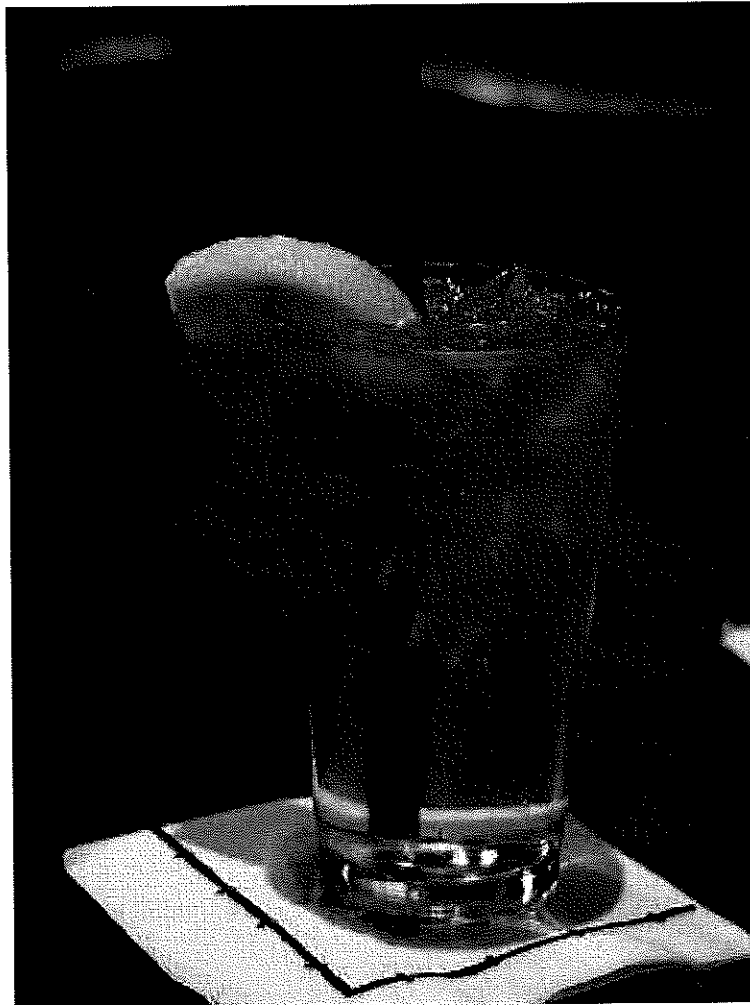
8. Choose the answer that best completes the sentence.

\_\_\_\_\_ there are always small particles of water in the air, people cannot see them!

- A. As a result
- B. However
- C. Even though
- D. Because

# Water Takes Three Forms

by Rachelle Kreisman



Water comes in three forms: liquid, solid, and gas.

Water can be a liquid. It flows. It has no shape of its own. A liquid takes the shape of its container.

Water can be a solid. Solids have their own shape. Water in its solid form is called ice.

Water can be a gas. Gas has no shape. Water in its gas form is called vapor.

You can see liquid water after it changes to a solid. Pour water into a cup. Put the cup into the freezer. The next day, the water will have turned into ice.

Ice can change back to liquid water. Observe this: Take ice cubes from the freezer. Put a few of them on a plate. They will melt and turn into liquid water.

Heat can change liquid water to a gas. What happens when a pot of water boils? Bubbles begin to form. Then the water starts to evaporate. You can often see the gas escape as water vapor.

Water vapor also can turn back into a liquid. That happens when the vapor loses heat. The process of water vapor becoming liquid is called condensation.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. How many forms does water come in?

- A. three
- B. two
- C. one

2. What does this article describe?

- A. food that can be cooked in a pot of water
- B. liquid water changing into a gas
- C. steps you can take to observe condensation

3. Read this paragraph from the article.

"You can see liquid water after it changes to a solid. Pour water into a cup. Put the cup into the freezer. The next day, the water will have turned into ice."

What can you conclude from this information about the difference in temperature between water as a liquid and water as a solid?

- A. Water as a solid is colder than water as a liquid.
- B. Water as a solid is warmer than water as a liquid.
- C. Water as a solid and water as a liquid are almost the same temperature.

4. Based on the information in the article, what is probably true about gas in a container?

- A. Gas in a container will cause the container to melt.
- B. Gas in a container will take the shape of the container.
- C. Gas in a container will turn into ice after one day.

5. What is the main idea of this article?

- A. If you pour water into a cup and put it in the freezer, the water will turn into ice.
- B. Water has three forms and can change from one to another.
- C. When water is a liquid, it flows and takes the shape of its container.

6. Read this paragraph from the article.

"Heat can change liquid water to a gas. What happens when a pot of water boils? Bubbles begin to form. Then the water starts to evaporate. You can often see the gas escape as water vapor."

What does the word "evaporate" mean here?

- A. turn into a gas
- B. turn into a solid
- C. turn into a liquid

7. Choose the answer that best completes this sentence.

A solid does not take the shape of its container \_\_\_\_\_ it has its own shape.

- A. so
- B. because
- C. but

8. What form of water has its own shape?

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9. Describe water as a gas.

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**10.** Contrast water as a solid to water as a gas. Support your answer with evidence from the article.

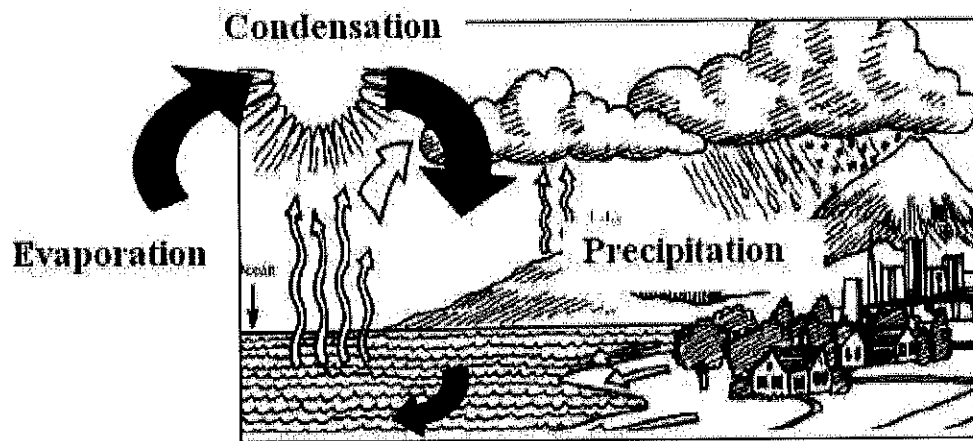
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# Weather - The Water Cycle

by ReadWorks



Where does the water that causes rain come from? Actually, the water was there all along. All of the water in the whole world has always been here. Think of all of the oceans and lakes on the globe. This is where the tiny water particles in the air come from. But how does this happen?

The Earth's water cycle begins with a change in temperature. When the sun heats the Earth, a little water from oceans, lakes, and rivers evaporates. It turns into an invisible gas or vapor. Water molecules rise into the air. Eventually, clouds form and the water drops back to Earth as rain. The rain flows into rivers or streams back to the ocean or lakes again. Do you see the arrows in the picture? These arrows show the path of water from the ocean, to the sky, and then back to the earth. This is the watercycle.

Condensation also plays a big role in the creation of rain. The air far up in the sky can be very cold. When the warm air that contains invisible water droplets rises from earth and meets cold air, the droplets become visible. This process is called condensation. Clouds are formed as the air high up becomes colder and heavier. When the water drops grow too heavy to be held by the air, they fall out of the clouds as precipitation, or rain. The rain runs into the Earth's oceans, rivers, and lakes. Then, the cycle starts all over again!

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What do all of the arrows in the picture represent?
  - A. Lakes
  - B. The movement of water
  - C. Evaporation
  - D. Condensation
  
2. In the water cycle, lake water will do which of the following first?
  - A. Turn into water vapor in the air
  - B. Condense
  - C. Turn into rain
  - D. Turn into a cloud
  
3. Water vapor in the air will do which of the following last?
  - A. Flow into oceans, rivers, and lakes as rainwater
  - B. Turn into a cloud
  - C. Turn into rain
  - D. Disappear
  
4. What force causes the water cycle to start?
  - A. Evaporation
  - B. Condensation
  - C. Precipitation
  - D. Temperature change
  
5. The passage is mostly about
  - A. The differences between condensation and precipitation
  - B. How the sun causes rain
  - C. How water goes through different phases on earth
  - D. How rain moves in a circle

6. What do you think the author's purpose might be for writing this passage?

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7. What is condensation?

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

The water cycle has a bunch of different stages, \_\_\_\_\_ condensation.

- A. also
- B. and
- C. except
- D. including

# The Whys of Weather - Rain

by ReadWorks



The sky gets cloudy. Clouds get darker and darker. The sun disappears, and soon drops of water start falling from the sky. But have you ever wondered why? What makes the rain fall?

First, you have to understand condensation. On a hot day, have you ever had a glass of a cold drink and noticed the outside of the glass getting wet? How does this happen? There is water in the air that you cannot see. It's in the form of a gas called water vapor. The cool drink cools the air around the glass. This causes the water vapor around the glass to turn into liquid water on the glass. Little water droplets form and make the outside of the glass wet. This is an example of condensation. Condensation is the process by which water vapor in the air changes into liquid water.

There is always water vapor in the sky. After water vapor turns into liquid water, cloud droplets might form. This happens when the liquid water sticks to specks of dust, ice crystals, or even other liquid water droplets. Many cloud droplets form a cloud.

In the cloud, millions of cloud droplets make a raindrop. When raindrops become too heavy to stay up in the cloud, they fall to the ground as rain. Rain is a form of precipitation. Other forms of precipitation include snow and hail.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is the process by which water vapor in the air changes into liquid water?

- A. liquidation
- B. perspiration
- C. condensation
- D. precipitation

2. Why does the author describe the condensation of water droplets on the outside of a cold glass?

- A. to explain how rain is different from snow
- B. to show how water evaporates into the air
- C. to give an example of how water is unpredictable
- D. to compare it to condensation of water in the sky

3. If water did not condense into clouds in the sky, which of the following statements would be true?

- A. It would not rain or snow.
- B. There would be no sunshine.
- C. It would rain all the time.
- D. There would be snow but not rain.

4. Read the following sentences:

"There is always water vapor in the sky. After water vapor turns into liquid water, cloud droplets might form. This happens when the liquid water sticks to specks of dust, ice crystals, or even other liquid water droplets. Many cloud droplets **form** a cloud."

Based on these sentences, what does the word "**form**" most nearly mean?

- A. to speed up
- B. to create
- C. to shape or structure
- D. to destroy

5. What is a main idea of this text?

- A. Condensation is a key part of the process that forms clouds.
- B. A cool drink cools the air around the glass, causing little water droplets to form outside of the glass.
- C. When raindrops become too heavy to stay up in the cloud, they fall to the ground as rain.
- D. There are different types of precipitation.

6. Why does condensation form on the outside of a drinking glass?

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7. Why is condensation necessary for clouds to form? Use evidence in the text to support your answer.

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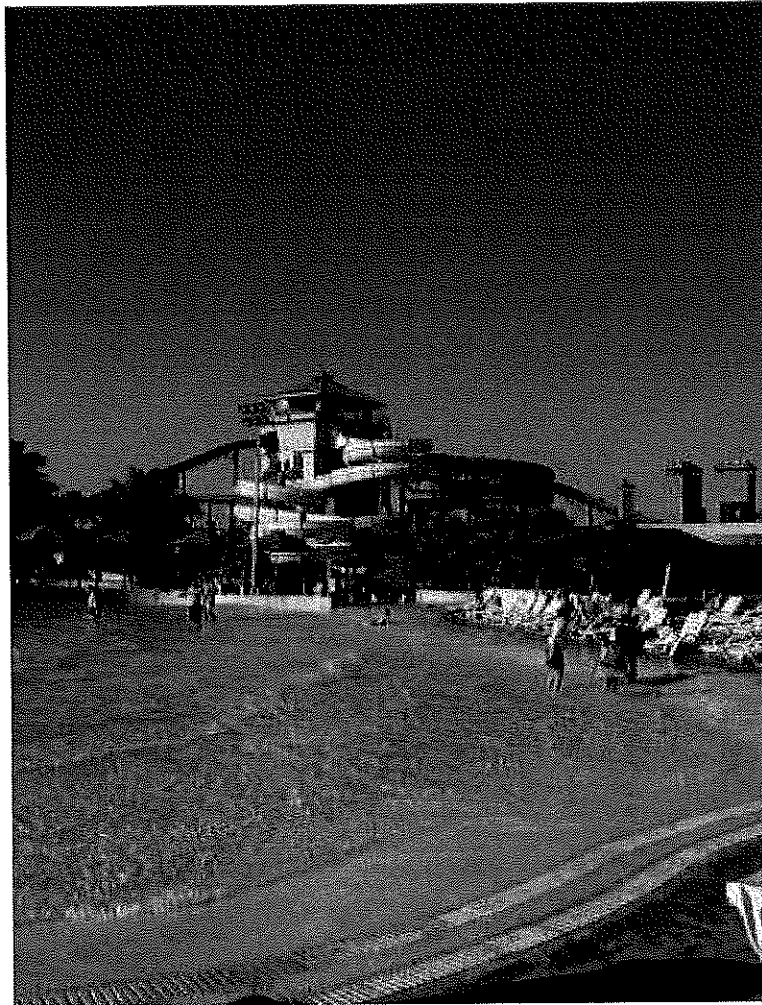
8. Choose the answer that best completes the sentence.

\_\_\_\_\_ water vapor turns into liquid water, cloud droplets might form.

- A. Although
- B. Before
- C. After
- D. However

# Summer Vacation

by Gabrielle Sierra



One day during Jose's summer vacation, he woke up and wanted to go to the pool.

He made his bed, put on his swimsuit, and grabbed his towel from the hall closet. Then he went to the kitchen table and sat down for breakfast.

"Jose," his mom said, as she served him scrambled eggs and toast. "Why are you wearing your bathing suit?"

"Because today I want to go to the pool," he said. He started to eat his eggs very fast so that they could leave for the pool right away.

His mother laughed. "Jose, look outside," she said. "I'm sorry, but we can't go to the pool

today."

Jose jumped out of his seat and looked outside the window. It was raining really hard, and there was thunder and lightning. People outside were hurrying back and forth with umbrellas over their heads, while the trees blew in the wind.

"Oh no," Jose said. "Rain! Now we can't go to the pool."

He sat back down at the table and quietly finished his breakfast. He was sad. His plans for the pool were not going to happen.

Jose's mom grabbed her laptop computer and brought it over to the table. She turned it on and gave Jose a hug.

"Don't worry sweetheart," she said, "let's look up the weather for tomorrow, and see if we can go to the pool then."

Jose's mom searched on the Internet for the local weather news. Jose watched as the screen displayed a bunch of pictures with sun and rain clouds next to each day of the week.

"What are those?" he asked.

"This is a news website that shows the weather for each day of the week," she said. "Here is today."

She pointed to a rain cloud next to the day marked "Tuesday."

"The rain cloud means that today it is going to rain all day. And here it says the temperature: 85 degrees Fahrenheit."

"That is hot," said Jose. "And the pool is good on a hot day."

"It is hot, but raining, so the pool will not be open today," said Jose's mom. "But tomorrow, Wednesday, there is a sun picture. That means the weather forecaster is predicting tomorrow will be sunny. It also says that tomorrow will be 90 degrees, which is even hotter than today."

"Then we can go to the pool!" said Jose.

"Yes, if it is sunny and hot, we can go to the pool," said Jose's mom. "As long as you wear your sunscreen."

Jose was excited. But he was also a little confused. How did the weather forecaster know

about the weather before it happened? Could he predict the future?

"Mom, how does the weather forecaster know what the weather is going to be like tomorrow?" he asked.

"Well," said Jose's mom, "scientists use tools in order to predict the weather. They record patterns and can figure out what will most likely happen next. For example, if the scientists see a storm that is moving across other states toward us in New York, they can measure the storm, and how fast it is moving. Then they can tell if it will be rainy in a few days or a few weeks. We can see this weather prediction listed on a website, or on the television."

"You mean we hear it from those people who read the news on TV," said Jose.

"Right," said Jose's mom. "Some of the news people who read the weather forecast on TV are called meteorologists. A meteorologist is someone who studies, explains, and understands the weather forecast. They go to school to study how to predict and understand the weather. That way people like you and me can see if it will be raining tomorrow or this weekend."

After lunch the rain got a little lighter, and Jose's mom let him put on his rain boots and play in the backyard. Then after a shower, Jose and his mom had dinner and watched a movie. The next morning Jose got up, put on his bathing suit, and grabbed his towel. He peeked outside the window and saw that the sun was shining.

"Mom!" he shouted as he ran to the breakfast table. "The scientists were right! It is sunny today. Let's go to the pool!"

And they did.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Where does Jose want to go after he wakes up?

- A. the movies
- B. the park
- C. the pool
- D. the yard

2. Jose wants to go swimming, but there is a problem. What is the problem?

- A. It is raining, so the swimming pool will not be open.
- B. It is too hot outside to go to the swimming pool.
- C. It is too cold outside to go to the swimming pool.
- D. Jose has to help his mom around the house all day.

3. Jose is very excited about going to the pool.

What evidence from the story supports this statement?

- A. Jose watches the laptop screen as it displays pictures with sun and rain clouds next to each day of the week.
- B. Jose's mom says he can go to the pool on Wednesday as long as he wears his sunscreen.
- C. Jose is a little confused about how the weather forecaster can know about the weather before it happens
- D. Jose starts to eat his eggs very fast so that he and his mom can leave for the pool right away.

4. How can a weather forecaster predict the weather?

- A. A weather forecaster can jump out of his seat at breakfast and look through the window to see whether it is raining outside.
- B. A weather forecaster can look at weather in another place and its movement to make a prediction about the weather where he is.
- C. A weather forecaster can predict the weather by finding an indoor pool that stays open whether or not it is raining outside.
- D. A weather forecaster can predict the weather by putting on rain boots and going into the backyard.

5. What is this story mainly about?

- A. a boy who wants to go to the pool and predicting the weather
- B. a person who goes to school to study how to predict the weather
- C. the sadness a boy feels one day when it rains outside
- D. a swimming pool, umbrellas, rain boots, scrambled eggs, and toast

6. Read the following sentences: "Jose was excited. But he was also a little confused. **How did the weather forecaster know about the weather before it happened? Could he predict the future?"**

Why does the author include the two questions above?

- A. to prove that weather forecasters do not know what they are doing
- B. to convince readers that they should become weather forecasters
- C. to explain why Jose loves his mom so much
- D. to show readers the thoughts in Jose's mind

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

Jose does not go to the pool on Tuesday, \_\_\_\_\_ he goes to the pool on Wednesday.

- A. for example
- B. never
- C. but
- D. especially

8. What kind of weather is predicted for Wednesday?

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9. How does Jose feel when he learns about the weather prediction for Wednesday?

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10. Is weather prediction helpful to the characters in this story? Support your answer with evidence from the passage.

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## 3-5 Social Studies



1. **A New Home 5.H.3.A.b** – Describe the impact of migration on immigrants and the United States c. 1800-2000.
2. **A Rally Against Poverty**
3. **Born to Run?** 4.GS.2.C Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.
4. **Democracy of Ancient Athens 5.GS.2.A** – Explain how the purpose and roles of government have been debated across historical time periods to current times.
5. **Gold Rush 5.H.3.F** – Investigate the causes and consequences of westward expansion c. 1800-2000.
6. **Leading Lady 4.GS.2.C** Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.
7. **Meet the Judge! 4.GS.2.C** Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.
8. **My Job Rules! 4.GS.2.C** Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.
9. **Oral Histories 5.S.7.B.a** – Use visual tools to interpret, draw conclusions, make predictions, and communicate information and ideas.
10. **Saving for a Cause!: Pennies for Your Health! 3.E.4.A.b** Define natural, capital and human resources.
11. **President of the United States 4.GS.2.C** Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.
12. **Sailing for Freedom 4.H.3.A.c** Describe the reasons African peoples were enslaved and brought to the Americas prior to 1800.
13. **American Government - The Mayflower Compact 4.GS.2.A** Explain how the purpose and roles of government were debated c. early settlements to 1800.
14. **The Old Stone House 4.EG.5.D** Analyze how people are affected by, depend on, adapt to and change their physical environments in the past and in the present.
15. **The Treasure Hunt-3.EG.5.B.b** Describe and use absolute location using a grid system.
16. **Tour the White House 4.GS.2.C** Explain how authoritative decisions are made, enforced and interpreted by the federal government across historical time periods and/or current events.
17. **Walking Tall 4.PC.1.D** Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.
18. **Native Americans - Who Discovered America? 4.H.3.B** Examine cultural interactions and conflicts among Native Americans, immigrants from Europe, and enslaved and free Africans and African Americans prior to c. 1800.
19. **Pilgrims and Puritans - Who Were the Pilgrims? 4.GS.2.A** Explain how the purpose and roles of government were debated c. early settlements to 1800.
20. **Winning the Vote 4.PC.1.D** Examine ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present.

## A New Home



Anthony Castillo calls two countries home. The 8-year-old was born in the Dominican Republic, a country in the Caribbean Sea. Later, Anthony moved to New York City. Some of his relatives still live in the Dominican Republic.

"I didn't like living [in the United States] at first. But now I do," Anthony told *Weekly Reader*. Anthony started to like his new home after he made some friends. He said that, in a way, he has already "seen the world" by having lived in two countries.

Today in the United States, millions of people are like Anthony. A government report said 56 million Americans come from another country. That means one in five Americans was either born in another country or has parents who were born elsewhere.

## From Far and Away

The United States is often called a melting pot. That's because the parents or grandparents of most of the people who live in the United States came from other countries. People who move from one country to another are called immigrants.

The people who are now moving to the United States come from nearly every country in the world. However, most of them come from Mexico, China, India, Philippines, the Dominican Republic, and El Salvador. All those countries are located south of the United States or in Asia.

"[The United States] is made up of people who are so different [from one another]," said one of the report's authors. "This is what the United States is famous for. It is a very diverse place, with people of all kinds of backgrounds And that is great!"

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Anthony Castillo says that he has "seen the world." This means
  - A. he has been to many other countries.
  - B. living in two countries has taught him a lot about people from different parts of the world.
  - C. living in New York exposes him to people from around the world.
  - D. he went through many countries traveling from the Dominican Republic to the United States.
  
2. The author quotes a writer from the government report in order to
  - A. add the writer's view on the diversity of the United States.
  - B. give the reader more facts in the writer's voice.
  - C. inform the reader about writing reports.
  - D. add the writer's view on working with the government.
  
3. \_\_\_\_\_ Americans were either born in another country or have parents who were born in another country.
  - A. One in fifty
  - B. One in twenty
  - C. One in ten
  - D. One in five
  
4. The author says the United States is a "melting pot." That means
  - A. Living in a diverse community means that you start celebrating different holidays.
  - B. The food in the United States is an example of how diverse the people are.
  - C. The United States is a mix of people from all kinds of backgrounds and countries.
  - D. Immigrants lose their culture when they move here from other countries.

5. The author says that Anthony "calls two countries home." What does that mean?

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# A Rally Against Poverty

Fifteen-year-old Matthew Hector called on a crowd of 20,000 people to fight ~~w~~poverty. He was one of many people who spoke out at a recent rally, or large meeting, in London, England. "We believe the world should be fair, so that everyone has the same opportunity to... have a good life," he said.

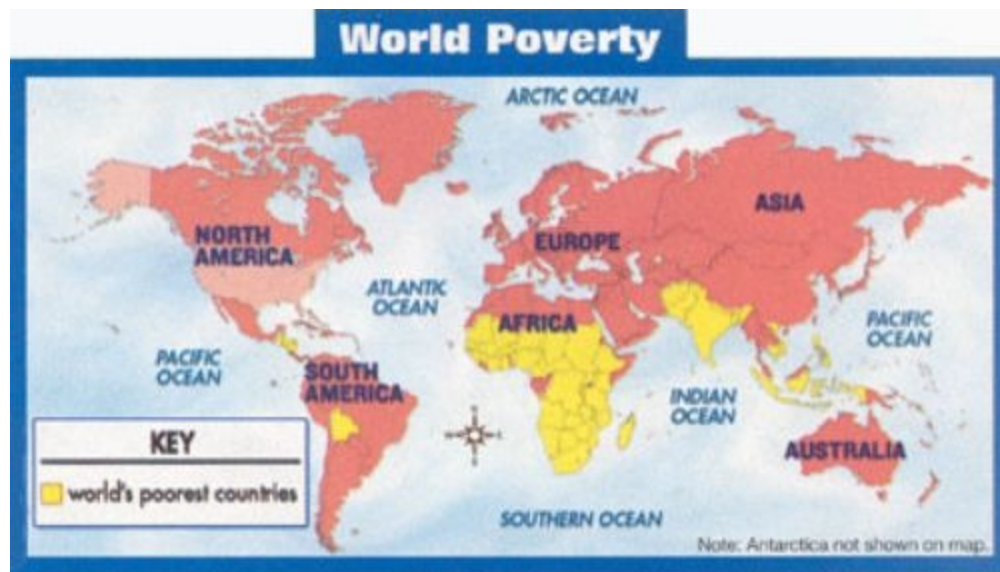
The rally launched a ~~w~~worldwide campaign called "Make ~~P~~Poverty History." The goal is to ~~c~~challenge world leaders to end poverty.



AP/Wide World Photos

People who live i~~r~~poverty do not have enough money, food, and medical care for a healthy life. More than a billion people around the world are poor. About half of those people are children. Many of the poorest countries are in Africa.

One of the most famous speakers at the rally was Nelson Mandela. He is the former president of South Africa. Mandela urged people to help those in need. He said, "While [the~~r~~poverty], there is no true freedom."



Leigh Haeger

*Many of the world's poorest countries are in Africa.*

## Leading the Way

In his speech, Mandela challenged world leaders not to "look the other way" from the problem of poverty. In July 2005, leaders of the eight wealthiest countries, including the United States, met in Scotland. They promised to take action to end poverty. Mandela and other supporters of "Make Poverty History" hope that world leaders keep their promise.

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**1.** Which do you think best describes Matthew Hector?

- A. caring
- B. immature
- C. selfish
- D. silly

**2.** What did Nelson Mandela mean when he said, "While there is poverty, there is no true freedom?"

- A. People who are not helping those living in poverty should go to jail.
- B. People who live in poverty are controlled by their need for food, clothing, and shelter.
- C. He thinks that people who live in poverty should go to jail.
- D. People who live in poverty usually go to jail.

**3.** Matthew Hector spoke in front of 20,000 people. This shows that he is

- A. poor.
- B. loud.
- C. young.
- D. brave.

**4.** The continent with the most countries living in poverty is

- A. Europe.
- B. Asia.
- C. Africa.
- D. South America.

5. Describe the type of person you think Nelson Mandela was and give examples of why you think so.

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# Born to Run?



*the White House*

Have you ever thought about what it would be like to be president of the United States?

You would get to live in the White House. You would invite your friends to huge dinner parties. You would ride in a limousine with bulletproof tires. You would fly in your own airplane known as *Force One*.

You would also be the most powerful leader in the world. You would meet with other leaders to try to solve many problems. You could help bring peace to the world.

Sounds pretty cool, right?

Before you dream about being president, though, you need to ask yourself this question: "Was I born in the United States?"

If you weren't, your dream ends there.

People say that in the United States any dream is possible. However, that is not true for the millions of Americans who were born outside this country.

The U.S. Constitution says that no American citizen born in another country can be president. The Founders believed the law would help keep the United States safe. The law was designed to keep other countries from putting a spy in charge of the U.S. government.

Orrin Hatch, a U.S. senator from Utah, thinks the law is outdated. He is pushing to change the law. He and many other citizens want all Americans to have the right to become president.

Should foreign-born Americans be allowed to run for president? Read both sides of the debate on the next page. Then decide for yourself.

## **Yes! Every American citizen should have the right to be president**

If you have earned the right to be an American, you should have the full rights of an American. Your place of birth should not hold you back from becoming anything you want in this country.

Foreign-born U.S. citizens pay taxes. They also are allowed to vote.

In times of war, they are expected to serve in the armed forces. Any person willing to die for this country should also be allowed to hold its highest office.

The country's greatest strength is its people. Most U.S. citizens have their roots in other lands. Few people are truly native Americans.

The presidency law works against the United States. It keeps millions of loyal citizens out of the White House.

It's time the United States lived up to its promise as the land of opportunity for all. All citizens should be able to become president.

## **No! The U.S. president should be born on American soil**

It's a bitter pill to swallow, but not all Americans are created equal.

The president is top dog. He or she must be completely loyal to the United States. A foreign-born president might have ties to his or her birth country. That could create conflicts with the job.

Arnold Schwarzenegger was born in Austria. He was elected governor of California in 2003, but the presidency is a whole other story.

Americans might have less respect for a foreign-born president.

They might think that he or she does not understand them. That could make the president look weak. In turn, the country would look bad.

The Founding Fathers of our country were very wise. We should trust their judgment. It's not too much to ask immigrants to establish roots in this country before expecting to lead it. After all, an immigrant's U.S.-born child could become the president!

The job of president should be only for people born on U.S. soil.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. According to the text, why can Arnold Schwarzenegger be the governor of California but not the president of the United States?

- A. because he was born in Austria
- B. because he is not ready to be President
- C. because he is pushing to change the law
- D. because he doesn't get enough respect

2. Which of the following best describes the structure of this text?

- A. The author shows how American citizens born in another country pay taxes, vote, and serve in the armed forces and therefore should be able to become President of the United States.
- B. The author describes facts about the law requiring the president to be born in the United States, and then puts forth arguments for and against the law.
- C. The author shows how the President must be respected by all citizens and also totally loyal to the United States and therefore the President should be born in the United States.
- D. The author tells why it is good to be President, then describes how Orrin Hatch and other citizens want to change the law requiring the President to be born in the United States.

3. Read these sentences from the text.

The U.S. Constitution says that no American citizen born in another country can be president. The Founders believed the law would help keep the United States safe. The law was designed to keep other countries from putting a spy in charge of the U.S. government.

Based on this information, what conclusion can be drawn about the founding fathers?

- A. The founding fathers did not think that people who were born outside of the United States should be governor.
- B. The founding fathers believed that only people who were born outside of the United States should be president.
- C. The founding fathers believed that people who were born outside of the United States should not be president because they may put the country in danger.
- D. The founding fathers thought that people born outside of the United States would make the country safer.

4. What can be inferred from the text?

- A. A foreign-born president would not be loyal to the United States.
- B. Many people are in favor of electing a foreign-born U.S. president.
- C. The next president of the United States will be foreign-born.
- D. The United States has never had a foreign-born president.

5. What is this text mostly about?

- A. whether the president of the United States needs to be native-born or not
- B. whether the president of the United States has the full rights of an American or not
- C. whether the president of the United States is the most powerful leader in the world or not
- D. whether the president of the United States is completely loyal to the United States or not

6. Read this sentence from the text.

The law was **designed** to keep other countries from putting a spy in charge of the U.S. government.

In this sentence, what does the word "**designed**" mean?

- A. planned
- B. pictured
- C. discussed
- D. decided

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

Some Americans are not natural born citizens of the United States \_\_\_\_\_they cannot run for President.

- A. however
- B. although
- C. so
- D. but

8. Why does the U.S. Constitution say that the president must be born a natural born citizen?

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9. What can you infer from the argument that that the current presidency law "works against the United States [by keeping] millions of loyal citizens out of the White House"?

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# Democracy of Ancient Athens

by ReadWorks

Ancient Athens was the largest city-state in ancient Greece. It was named after Athena, a Greek goddess. Ancient Athens had a lot of silver and marble as well as a famous navy. At the center of the city-state was a temple called the Parthenon, which stood on a rocky hill and contained a gold and ivory statue of Athena.



Ancient Athens was run as a democracy. The ancient Greek word *demokratia* translates to "rule by the people." So the ruling power in a democracy belongs to the people, not just one person or a small group of people. There were many democratic city-states in ancient Greece, but the democracy of ancient Athens lasted the longest.

*an illustration what the Parthenon might have looked like in ancient Athens*

Before democracy in ancient Athens, there were many different groups of people, and they were not united. One man named Cleisthenes wanted to change this. He wanted all the different groups to unite as one group, so he pushed for many changes in around 508 BCE. These changes transformed ancient Athens into a system of democracy. Under this system, all citizens could participate in deciding how the city-state was run. Not everyone could be a citizen. Only Athenian men were citizens. Women, slaves, and foreigners could not be citizens.

Athenian men met in an assembly to discuss current issues. The assembly was called the *ecclesia*. They made decisions by voting, and the majority won. The assembly made decisions about the military, supplies, and laws. They also discussed making agreements with other city-states. There was also a smaller assembly called the *boule*. The *boule* was made of 500 citizens who served in the *boule* for one year. The *boule*'s main responsibility was to decide on the issues the *ecclesia* would discuss. This system of citizens participating in their own government has been praised throughout history, especially by countries run as a democracy.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What was the largest city-state in ancient Greece?

- A. Athena
- B. the Parthenon
- C. demokratia
- D. ancient Athens

2. The text describes the system of democracy. According to the text, who has the ruling power in a democracy?

- A. one person
- B. a small group of people
- C. the people
- D. foreigners

3. Read these sentences from the text.

Under this system [of democracy], all citizens [of ancient Athens] could participate in deciding how the city-state was run. Not everyone could be a citizen. Only Athenian men were citizens. Women, slaves, and foreigners could not be citizens.

What conclusion can you make based on these sentences?

- A. Athenian men and women could participate in deciding how Athens was run.
- B. Athenian men could participate in deciding how Athens was run, but Athenian women could not.
- C. Athenian women could participate in deciding how Athens was run, but Athenian men could not.
- D. Only people outside of Athens could decide how Athens was run.

**4.** Read these sentences from the text.

Under this system [of democracy], all citizens [of ancient Athens] could participate in deciding how the city-state was run. Not everyone could be a citizen. Only Athenian men were citizens.

. . .

Athenian men met in an assembly to discuss current issues. The assembly was called the ecclesia. They made decisions by voting, and the majority won. The assembly made decisions about the military, supplies, and laws. They also discussed about making agreements with other city-states. There was also a smaller assembly called the boule. . . . The boule's main responsibility was to decide on the issues the ecclesia would discuss.

Based on the text, who directly decided how Athens was run?

- A. all assemblies
- B. the ecclesia
- C. the military
- D. the boule

**5.** What is the main idea of the text?

- A. Ancient Athens was ancient Greece's largest city-state, and it had a statue of Athena in the Parthenon.
- B. In a democracy, the people have the ruling power, not just one person or a small group of people.
- C. The ecclesia in ancient Athens voted to make decisions about current issues, the military, supplies, and laws.
- D. Ancient Athens was a democracy with its citizens involved in making decisions on how the city-state was run.

## Gold Rush

# A man in England digs up buried treasure worth millions.



Dave Rowan/Daniel Boxton/Birmingham Museum

*These gold items were used long ago.*

Terry Herbert is one lucky guy. He recently struck it rich! He discovered a huge hoard of buried treasure. A hoard is a hidden collection of something valuable.



AP Images

*Terry Herbert shows off a shiny find.*

Herbert uncovered loads of gold and silver artifacts-about 1,350 items in all. An artifact is an old, human-made object. He found the treasure on a farm in England. That is a country in the United Kingdom. The United Kingdom is in Europe. Experts say the hoard could be worth millions of

dollars.

Herbert discovered the treasure using a metal detector. That is a handheld piece of equipment. It beeps when it is waved near metal. After finding the hoard, Herbert says, "I was going to bed, and in my sleep I was seeing gold."

Some of those flashy finds include gold plates and weapon parts covered in jewels. Experts say the treasure most likely belonged to the Anglo-Saxons. That is a group of people who ruled what is now England. They ruled more than a thousand years ago. The Anglo-Saxons originally came from what are now Denmark, Germany, and the Netherlands. Those are countries in Europe.

Researchers are working to finish what Herbert started. They are searching the farm where the hoard was found. They want to make sure all the treasure has been collected. Then they will place the items in a museum.

Experts such as Kevin Leahy are most excited about some of the more unusual items in the hoard. "The things that we can't identify are the ones that are going to teach us something new," he says.

## Jackpot!

The Anglo-Saxons' gold may be old, but it could be worth millions. Check out some of the finds Terry Herbert's treasure hunt turned up.



Dave Rowan/Daniel Boxton/Birmingham Museum

**Helmet Piece** This helmet part covered the wearer's cheek. Anglo-Saxon helmets had several pieces that soldiers could close to protect their faces.



Dave Rowan/Daniel Boxtton/Birmingham Museum

**Sword Hilt** This jewel-covered gold treasure may look like a bracelet. It is actually the hilt, or handle, of a sword. Many Anglo-Saxon weapons had hilts.



Dave Rowan/Daniel Boxtton/Birmingham Museum

**Gold Horse** Several objects that look like horses were uncovered. They might have been used to decorate other items.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is going to happen to the treasure that Terry Herbert found?

- A. The treasure will be left on the farm where it was found.
- B. The treasure will be given to Terry Herbert.
- C. The treasure will be returned to the Anglo-Saxons.
- D. The treasure will be placed in a museum.

2. How does the author describe the treasure that Terry Herbert found?

- A. The author describes the treasure as shiny.
- B. The author describes the treasure as English.
- C. The author describes the treasure as valuable.
- D. The author describes the treasure as lucky.

3. Read these sentences from the text.

Experts say the treasure most likely belonged to the Anglo-Saxons. That is a group of people who ruled what is now England. They ruled more than a thousand years ago. The Anglo-Saxons originally came from what are now Denmark, Germany, and the Netherlands. Those are countries in Europe.

Based on this evidence, what can you conclude about the Anglo-Saxons?

- A. The people who live in England now stole the treasure from the Anglo-Saxons.
- B. The Anglo-Saxons moved away from their homes in another area to live in England.
- C. The Anglo-Saxons did not like Denmark, Germany, and the Netherlands.
- D. The Anglo-Saxons threw away their treasure because they did not want it anymore.

4. What can be inferred from the text?

- A. Some objects in the treasure find are items that experts don't recognize.
- B. A few objects in the treasure find are from Denmark.
- C. Many of the objects in the treasure find are animals made of gold and silver.
- D. All of the objects in the treasure find are made of gold.

5. What would be another good title for this text?

- A. Helmets, Hilts and Horses
- B. Buried Treasure Found in England
- C. Anglo-Saxons and Their Weapons
- D. Terry Herbert, a Lucky Guy

6. Read this sentence from the text.

A hoard is a hidden collection of something valuable.

What does the word **collection** most nearly mean in this sentence?

- A. treasure
- B. equipment
- C. item
- D. group

7. Choose the word that best completes the sentence.

Researchers are searching the farm where the hoard was found \_\_\_\_\_ they want to be sure all the treasure has been collected.

- A. if
- B. but
- C. because
- D. although

8. Describe how Terry Herbert found the treasure using evidence from the text.

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9. How did the experts likely figure out that the treasure originally belonged to the Anglo-Saxons?

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## Leading Lady



*Nancy Pelosi*

The past years have been busy for Democrat Nancy Pelosi. In January [2007], she became the first female Speaker of the House of Representatives. The House and the Senate are the two chambers that make up the **U.S. Congress**. That branch of government makes the country's laws. "This is a historic moment for the Congress and for the women of this country," said Pelosi.

Pelosi has said that she wants to be judged by her abilities, not by her gender. "Becoming the first woman Speaker will send a message to young girls and women across the country that anything is possible for them," she added. Pelosi leads the 435 members of the House. She is third in line for the presidency, after the vice president.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. The main idea of this passage is

- A. More women are getting involved in politics.
- B. Nancy Pelosi recently became the first female Speaker of the House.
- C. Nancy Pelosi is a Democrat.
- D. It is important to be judged by one's abilities, not by one's gender.

2. The following statement does not support the main idea:

- A. Having a female Speaker of the House sends a positive message to women and girls.
- B. Pelosi is third in line for the presidency.
- C. The U.S. Congress makes up the country's laws.
- D. Nancy Pelosi's becoming the first female Speaker of the House is a historic moment for Congress.

3. The Congress is made up of

- A. the Senate and the Presidency.
- B. the Supreme Court and the House of Representatives.
- C. the Senate and the Supreme Court.
- D. the House of Representatives and the Senate.

4. Pelosi leads the

- A. Senate.
- B. House of Representatives.
- C. Supreme Court.
- D. President.

5. What other details could you add to this passage that would support the main idea?

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## Meet the Judge!

### Sonia Sotomayor is the first Hispanic American on the Supreme Court.



Getty Images

Sonia Sotomayor's job rules! On August 8 2009, she became **justice**, or judge, on the U.S. Supreme Court. The Supreme Court is the highest court in the nation.

Sotomayor (soh-toh-migh-YOR) is the first Hispanic American to become Supreme Court justice. She is also the third woman to sit on the nation's top court.

The justice hopes her experience is "an inspiration for others," she says. "It's a sort of awesome sense of responsibility."



Corbis

*Sonia Sotomayor (left) is congratulated by her family and judges after joining the Court.*

Sotomayor was born and raised in New York City. Her parents are from Puerto Rico. As a child, Sotomayor worked hard in school. As an adult, she became a lawyer and a judge.

Sotomayor was selected by the President of the United States to become a justice in May 2009. But members of the U.S. Senate had to vote before she could join the High Court. They asked her questions and debated whether she would be a good judge. **majority**, or most, of the senators voted for Sotomayor, so she became a justice.

Sotomayor has a big job. The nine justices on the Supreme Court **interpret**, or explain, the U.S. Constitution. They decide whether laws obey the document, which says how the country should be run.

## Just the Facts



iStockphoto

- The Supreme Court is part of the judicial branch. That is one of three branches of government. What are the other two?



Veer

- The nine justices are **appointed** or chosen, for life. That way, they can make decisions without worrying about losing their jobs.



Shutterstock

- Lawyers send the Supreme Court about 10,000 cases a year. Of those, the justices usually hear and decide about 100 cases.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. According to the text, why are justices selected for life?

- A. Justices are selected for life so they can make decisions without worrying about being fired.
- B. Justices are selected for life so they can learn more over time about the U.S. Constitution.
- C. Justices are selected for life so they can serve as part of the judicial branch of the government.
- D. Justices are selected for life so they can have extraordinary experiences.

2. Which of the following does the author describe first in the text?

- A. The author describes the cases that the Supreme Court decides.
- B. The author describes Sonia Sotomayor's childhood.
- C. The author describes Sonia Sotomayor's new job.
- D. The author describes the next Supreme Court term.

3. Read this paragraph from the text.

Sotomayor was selected by the President of the United States to become a justice in May 2009. But members of the U.S. Senate had to vote before she could join the High Court. They asked her questions and debated whether she would be a good judge. A majority, or most, of the senators voted for Sotomayor, so she became a justice.

Based on this evidence, what can you conclude about Sotomayor?

- A. Becoming a Supreme Court justice is an easy process.
- B. Sotomayor's record and answers impressed the U.S. Senate.
- C. The president wasn't sure if he thought Sotomayor would be a good justice or not.
- D. The President convinced the Senate to choose Sotomayor as a justice.

4. What can be inferred from the text?

- A. Sonia Sotomayor is a very responsible person.
- B. Sonia Sotomayor will be a Supreme Court justice for four years.
- C. Sonia Sotomayor probably understands Spanish.
- D. Sonia Sotomayor will work as both a lawyer and a Supreme Court justice.

5. What would be another good title for this text?

- A. Sonia Sotomayor, A Woman from New York City
- B. Sonia Sotomayor, A New Judge
- C. Sonia Sotomayor, An Ordinary Person
- D. Sonia Sotomayor, Making History

6. Read these sentences from the text.

The justice hopes her experience is "an inspiration for others," she says. "It's a sort of **awesome** sense of responsibility."

In this example, what does the word "**awesome**" most nearly mean?

- A. causing feelings of wonder
- B. causing feelings of disbelief
- C. causing feelings of happiness
- D. causing feelings of anger

7. Choose the word that best completes the sentence.

Sonia Sotomayor's appointment as a Supreme Court justice is important \_\_\_\_\_ she is the first Hispanic American and the third woman to become a justice on the Supreme Court.

- A. however
- B. so
- C. but
- D. because

**8.** Why is Sonia Sotomayor's appointment as a Supreme Court justice important in United States history?

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**9.** How do the justices probably decide which cases they are going to hear out of the 10,000 that are sent each year?

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## My Job Rules!

# Elena Kagan is a United States Supreme Court judge

All rise! On October 4 2010, Elena Kagan started her first day as a U.S. Supreme Court justice. A justice is a judge. The Supreme Court is the country's highest court.

She is only the fourth female U.S. Supreme Court justice in history. This became the first time the Court had three women justices at the same time.



Steve Petteway/Collection of the Supreme Court of the U.S.

*Elena Kagan is sworn in as a justice in Washington, D.C.*

Kagan grew up in New York City. She dreamed of being a judge. Her dream started to come true in May 2010. That was when the President of the United States picked her to become a justice.

Before she could join the Supreme Court of the United States, she had to meet with U.S. senators. They asked her questions. Then they voted on whether she should become a justice. A majority, or most, of the senators agreed she should.

In her role, Kagan works with eight other U.S. Supreme Court justices. They interpret, or explain, the U.S. Constitution. That document says how the nation should be run. The justices decide whether laws follow the Constitution's rules.

## Branching Out

**The U.S. government isn't a tree, but it does have branches! Each branch does a different job.**



Phillip Martin

## Legislative Branch

The U.S. Senate and U.S. House of Representatives make up this branch. Their job is to create laws.



Phillip Martin

## Executive Branch

The president and vice president are in this branch. The president carries out laws and leads the U.S. military.



Phillip Martin

## Judicial Branch

The U.S. Supreme Court runs this branch. Its duty is to make sure laws follow the U.S. Constitution.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Who is Elena Kagan?

- A. the newest member of the U.S. Senate
- B. the fourth female Supreme Court justice in history
- C. a senator from New York
- D. a justice in a New York City courtroom

2. What is described in the "Branching Out" section of the text?

- A. the branches of the U.S. government and their roles
- B. the reasons why Elena Kagan was chosen for the Supreme Court
- C. the reasons why the U.S. government is split into branches
- D. the process by which Elena Kagan became a justice

3. Read these sentences from the text.

"Before she could join the Court, she had to meet with U.S. senators. They asked her questions. Then they voted on whether she should become a justice. A majority, or most, of the senators agreed she should."

What conclusion can be drawn from these sentences?

- A. Most U.S. Senators were not certain that Elena Kagan would do a good job as a Supreme Court justice.
- B. Once they join the Supreme Court, justices have to agree with the opinions of U.S. senators.
- C. The legislative branch is more powerful than the executive or judicial branches of the U.S. government.
- D. Members of the legislative branch play a part in deciding who does and does not join the Supreme Court.

4. What is one way in which the Supreme Court has power over the legislative branch's actions?

- A. It votes to choose senators and representatives to serve on the legislative branch.
- B. It decides whether the laws made by the legislative branch follow the Constitution's rules.
- C. It creates the laws that the members of the legislative branch have to follow.
- D. It can choose a justice to serve on the Supreme Court even if the senators do not vote for that justice.

5. What is the main idea of this text?

- A. The U.S. senators were the main reason why Elena Kagan become a justice on the Supreme Court.
- B. Since Elena Kagan joined the Supreme Court, the Court has had three women justices.
- C. After the President and senators chose her, Elena Kagan became a justice on the Supreme Court.
- D. The U.S. government is made up of three branches, each of which does a different job.

6. Read these sentences from the text.

"In her role, Kagan works with eight other Supreme Court justices. They interpret, or explain, the U.S. Constitution."

In the first sentence, what does the word "role" mean?

- A. judge
- B. spare time
- C. job
- D. city

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

The U.S. senators asked Elena Kagan questions \_\_\_\_\_ they voted on whether she should become a justice.

- A. before
- B. while
- C. after
- D. because

8. What is the duty of the U.S. Supreme Court?

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9. What steps did the President and Senators take before Elena Kagan could become a justice on the Supreme Court?

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**10.** Why might it be important for members of the executive and legislative branch to have a role in choosing justices for the Supreme Court? Use evidence from the text to support your answer.

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# Oral Histories

by Samantha Gross



Everyone has stories to tell. When we share our stories with others, we give them a peek into how we have become who we are.

Coralie Carlson was a journalist. For her job, she researched important things that were happening and wrote about them, so everyone could know about what was going on in the world. One of the reasons she liked her job was that she got to ask people questions and hear them tell their stories.

"It's an insight into whole other worlds that you never would have known existed before," she said. "I find it fascinating."

It's not just journalists who ask people questions and listen to their stories. Anyone can interview another person about his or her experiences. When a person does this and records the answers, it's called collecting an oral history. An oral history can be recorded with an audio recorder, a video camera, or by writing down what a person says.

Ms. Carlson collected an oral history from her mother-in-law. She learned about the 71-year-old's memories of growing up in Bulgaria during World War II. Without the oral history, those memories could be lost.

"It's not until you get down to the level of a person's story that you really understand what happened," Ms. Carlson said. "It brings things to life."

One famous oral historian was named Studs Terkel. He interviewed men and women from all walks of life. In one of his books, *Working*, he interviewed a wide variety of people about their jobs. He spoke to them about what they did for work and how they felt about it. In the book, he wrote down their words exactly as they were said.

He interviewed a farmer who spoke about worrying that the weather might hurt his crop. A sanitation worker talked about how exhausted his job made him. A welder spoke about how much he enjoyed working with his hands.

Mr. Terkel said he was especially interested in the uncelebrated people who "never made the traditional history books" when he was interviewed by the Chicago History Museum.

Mr. Terkel believed that learning about people's experiences was important. He said it could help us avoid repeating past mistakes.

One organization, StoryCorps, encourages everyone to become an oral historian. StoryCorps operates recording studios where people can bring someone they know or would like to know better, and interview that person. StoryCorps sends a copy of each interview to the Library of Congress in Washington, D.C., where it is archived.

As of 2013, StoryCorps had collected more than 45,000 interviews. The organization says the interviews help people become more connected and remind them of their "shared humanity." Historians of the future will be able to use the archive to understand the experiences of people today.

StoryCorps suggests that participants prepare a list of questions to ask during their interviews. For example, a son can ask his mother what has been the happiest moment in her life. He can ask her what person has had the biggest influence on her and how her life has turned out differently from what she expected.

Some young people use the interviews to learn more about their family history. Oral history can be a great way to learn about family members you never had the chance to meet.

Each year, StoryCorps organizes a National Day of Listening on the day after Thanksgiving. People who participate record an interview with someone they care about. The organizers say it is a good way to celebrate the holiday season. They say sharing memories can be a better gift than the kinds of presents you wrap in wrapping paper.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1. What is an oral history?**

- A. an organization that operates recording studios where people can bring someone they know
- B. an audio or video device used to record someone speaking
- C. a group of people who do a variety of jobs, such as farming, welding, and sanitation work
- D. information a person shares about his or her experiences by speaking

**2. What does the passage describe?**

- A. The passage describes farming, welding, and sanitation work.
- B. The passage describes different ways that people celebrate Thanksgiving.
- C. The passage describes oral histories and their importance.
- D. The passage describes Washington, D.C. and the Chicago History Museum.

**3. Oral histories can help people avoid repeating past mistakes. Oral histories can help people become more connected and remind them of their "shared humanity". Oral histories can help historians of the future learn about the experiences of today.**

**What conclusion can you make from these statements?**

- A. People who lived long ago are smarter than people today.
- B. Oral histories are important for a variety of reasons.
- C. Few people have any interest in collecting oral histories.
- D. Recording an interview is a difficult and lengthy task.

**4. Why might an oral historian record the stories of the people he or she interviews word-for-word instead of rewriting their stories?**

- A. to keep the stories as authentic and true to life as possible
- B. to keep the stories as short, clear, and organized as possible
- C. to make it more likely that the stories will get into traditional history books
- D. to make sure that no one will disagree with the stories

5. What is this passage mostly about?

- A. the job of a journalist
- B. StoryCorps interviews
- C. video cameras
- D. oral histories

6. Read the following sentences: "Anyone can interview another person about his or her experiences. When a person does this and records the answers, it's called collecting an **oral** history. An **oral** history can be recorded with an audio recorder, a video camera, or by writing down what a person says."

What does the word **oral** mean above?

- A. spoken
- B. written
- C. musical
- D. online

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

Oral histories often record stories from everyday people, \_\_\_\_\_ farmers and family members.

- A. like
- B. in conclusion
- C. even though
- D. later on

**8.** According to the passage, what can historians of the future use to understand the experiences of people today?

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**9.** What kind of people did Mr. Terkel say he was interested in interviewing?

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**10.** Are oral histories important to history in general? Explain why or why not, using evidence from the passage.

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# Saving for a Cause!: Pennies for Your Health!

Have you ever saved money to do or buy something special? Cindy Evans and her third-grade class saved pennies as part of a class project. What do you think Evans and her class did with the more than 1 million pennies they collected?



Leigh Haeger

*The graph above shows the number of pennies Cindy Evans and her class collected during each of the five weeks of their project.*

In 2000, Cindy Evans's third-grade class was reading about the Great American Smokeout in *Weekly Reader*. Ms. Evans teaches at Big Beaver Elementary School in Big Beaver, Pennsylvania.

The Smokeout is a day to help people quit smoking. The American Cancer Society organizes, or runs, the event.

"We read that about 1 million people quit smoking each year," said Ms. Evans. That's when her students asked her the question, "What does a million look like?" Ms. Evans told her class the only way to see 1 million was to collect 1 million objects.

"I was thinking about collecting macaroni," said the teacher. But her students had a better idea: to

collect 1 million pennies to donate to the American Cancer Society. Soon the class was on a mission to collect 1 million pennies, or \$10,000, by June.

## A Project for All

The class project of collecting pennies quickly involved the whole community. According to Ms. Evans, the local bank had to order extra supplies of pennies because so many people were collecting the coins.

That June, the class presented the local office of the American Cancer Society with 1,177,500 pennies, or \$11,775.

## The Great American Smokeout

The Great American Smokeout will take place on November 15, [2012]. For the past 36 years [since 1976], the American Cancer Society has run this event to help people quit smoking. The group helps fight **cancer**, an illness that can cause death. Many doctors say that smoking tobacco causes several deadly illnesses.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Before the class collected over 14,000 pennies, they collected

- A. over 9,000 pennies.
- B. over 23,000 pennies.
- C. over 12,000 pennies.
- D. over 29,000 pennies.

2. The author included a graph

- A. to show how many pennies were collected each week.
- B. to show how many students collected pennies.
- C. to show the total number of pennies the class collected.
- D. to show how many pennies the class needed to collect.

3. After the students collected 1 million pennies,

- A. Ms. Evans suggested they collect macaroni.
- B. the class decided to start collecting 1 million more pennies.
- C. the class donated the money to the American Cancer Society.
- D. the class read about the Great American Smokeout.

4. The bank had to order extra pennies because

- A. so many people in the community were donating pennies.
- B. 1 million people quit smoking each year.
- C. the class wanted to collect one million pennies.
- D. the class wanted to donate money to the American Cancer Society.

5. What were some things that the class did before the first week of collecting pennies? Explain.

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# President of the United States

by Susan LaBella



Every four years, the people of the United States vote for the country's leader. The winner of that election becomes the nation's president.

The president may be a man or a woman. He or she will live and work in the White House in Washington, D.C. What does the president do? Here are some examples.

The president is the leader of the American government. The president suggests laws he thinks the country needs. The president may work with the members of the U.S. Congress to get his ideas turned into laws.

The president appoints people to help run the government. These people include judges and leaders of government departments. Often, the president's

choices have to be approved by the U.S. Congress.

The president is commander-in-chief of the country's military. That means the president is responsible for the actions of the Army, Navy, Marine Corps, Air Force and Coast Guard.

During any one day, an American president can do many things. The president can speak with advisers, give a speech, or sign a bill into law. The president may meet with leaders of other countries. In the evening, the president sometimes attends special events.

Being president of the United States is a difficult, complicated job.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Who is the leader of the American government?

- A. a member of the U.S. Congress
- B. the president
- C. a judge appointed by the president

2. What does the article describe?

- A. The article describes what the president of the United States does.
- B. The article describes some of the laws that have been suggested by American presidents.
- C. The article describes the special events that the president of the United States sometimes attends in the evening.

3. Read this paragraph from the article.

"The president is the leader of the American government. The president suggests laws he or she thinks the country needs. The president may work with the members of the U.S. Congress to get those ideas turned into laws."

What can you infer from this paragraph about the president's ideas for laws?

- A. The president has more control over the law than the U.S. Congress does.
- B. The president's ideas for laws may not actually become laws.
- C. The president and the U.S. Congress often disagree about what laws there should be.

4. Presidents are not able to run the government on their own.

What evidence from the article supports this statement?

- A. During one day, the president can do many things.
- B. The president appoints judges to help run the government.
- C. The president is commander-in-chief of the American military.

5. What is the main idea of this article?

- A. The American president has a lot to do.
- B. The American president can speak with advisors, give speeches, and sign bills into law.
- C. Every four years, the people of the United States vote for a president.

6. Read this paragraph from the article.

"The president appoints people to help run the government. These people include judges and leaders of government departments. Often, the president's choices have to be approved by the U.S. Congress."

What does the word "appoints" mean here?

- A. fights
- B. chooses
- C. avoids

7. Choose the answer that best completes this sentence.

The president is commander-in-chief of the military, \_\_\_\_\_ the president is responsible for the military's actions.

- A. but
- B. because
- C. so

8. Where does the president live and work?

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9. What are some things an American president can do on any one day? Name at least three.

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10. Read the concluding sentence of the article.

"Being president of the United States is a difficult, complicated job."

What evidence from the article supports this conclusion?

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# Sailing for Freedom



## The world remembers the heroes aboard the *Amistad*.

An old-fashioned ship is traveling the world to share an important story. The ship is called *Amistad*. It is a reproduction, or copy, of the original *Amistad*.

In 1839, a group of Africans was forced aboard the original ship. The Africans had been kidnapped and sold into slavery. Their owners were taking them to work on an island in the Caribbean Sea. However, the Africans rebelled and took control of the ship. To rebel is to fight back.

The Africans wanted to return home. They tried to steer the ship back to Sierra Leone. That is a country in Africa. They ended up in the United States instead. After a long trial, the Africans were finally allowed to return to Sierra Leone in January 1842.

## A Brave Leader

The most famous person aboard the *Amistad* was Joseph Cinque (SING-kay). He led the rebellion on the ship. Cinque used a nail to unlock the other Africans' chains. Then he ordered the captain of the ship to sail back to Africa. At night, though, the captain secretly steered the ship the wrong way. That is how *Amistad* ended up in the United States.

The Africans were put on trial in the United States. Some people thought they should not have rebelled. However, the U.S. Supreme Court justices ruled that the Africans could go home. They returned to Africa in 1842.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. According to the text, what did the United States Supreme Court decide in the case against the Africans?

- A. The Supreme Court ruled that children need to learn about slavery.
- B. The Supreme Court ruled that the *Amistad* was a slave ship.
- C. The Supreme Court ruled that the Africans could go back to Africa.
- D. The Supreme Court ruled that the Africans should not have rebelled.

2. In this text, the problem of the Africans being enslaved is described. How is this problem finally solved?

- A. The Africans were sent back to Africa as free people.
- B. The Africans were taken to the United States and put on trial.
- C. The Africans were taken from Sierra Leone.
- D. The Africans rebelled and fought with the crew of the *Amistad*.

3. The captain of the *Amistad* did not want the Africans to return to Sierra Leone and escape slavery.

What evidence from the text supports this conclusion?

- A. "At night, though, the captain secretly steered the ship the wrong way. That is how the *Amistad* ended up in the United States."
- B. "In 1839, a group of Africans was forced aboard the original ship. The Africans had been kidnapped and sold into slavery."
- C. "The Africans wanted to return home. They tried to steer the ship back to Sierra Leone."
- D. "Cinque used a nail to unlock the other Africans' chains. Then he ordered the captain of the ship to sail back to Africa."

4. Based on the text, what words best describe the Africans aboard the *Amistad*?

- A. scared and confused
- B. brave and determined
- C. happy and enthusiastic
- D. uncertain and sad

5. What is this text mostly about?

- A. how to sail a ship from Sierre Leone to the United States
- B. the voyage of the *Amistad* and ways to honor the Africans who rebelled
- C. a present-day ship that tells an important story from history
- D. why the Supreme Court let the Africans go back to Sierra Leone

6. Read this sentence from the text.

At night, though, the captain secretly **steered** the ship the wrong way.

As used in the sentence, what does the word "**steered**" most nearly mean?

- A. told someone to do something
- B. controlled the direction in which something moves
- C. went somewhere very quickly
- D. fought back against someone

7. Choose the answer that best completes the sentence.

The Africans wanted to go back to Africa, \_\_\_\_\_ they rebelled and took over the ship.

- A. because
- B. but
- C. so
- D. after

8. Based on the text, why did the Africans aboard the original *Amistad* rebel and take control of the ship?

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9. The sub-heading of the text states, "The world remembers the heroes aboard the *Amistad*." The "heroes" referred to in this sentence are the Africans aboard the *Amistad*.

Explain why the Africans aboard the *Amistad* should be considered heroes. Use evidence from the text to support your answer.

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# American Government - The Mayflower Compact

by ReadWorks



*The Mayflower Compact 1620*

You have probably heard about the Pilgrims and how they celebrated America's first Thanksgiving. But, did you know the Pilgrims left our country another important legacy as well?

It all began in November 1620. The Pilgrims were on board their ship, *Mayflower*. After many days at sea, they finally saw land. Even though everyone was happy to see the new land, some of the families on the ship were arguing. They disagreed on how to do things.

The Pilgrims were landing in an area that was not controlled by England. To survive, the Pilgrims would have to work together and create a colony. They would have to build houses, find food, and take care of themselves. Everyone would need to get along and help.

Before they landed, the Pilgrims found a way that they would be able to work together. The 41 men aboard the *Mayflower* met and signed the Mayflower Compact. The compact organized the Pilgrims into a "body politic." This political body, or government, would act with one purpose. It would work to create "just and equal laws" for everyone to obey.

There is little doubt that the Mayflower Compact created order and helped the Pilgrims to survive. Its legacy, however, continues to this day. The document is the first example in the New World of a constitution. The Mayflower Compact was written by the Pilgrims and meant to be for them as well. This principle of government being "by, of, and for the people" is one of the main ideas of democracy. Later, this principle would become a cornerstone of American government and the United States Constitution.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. According to the text, what was the Mayflower Compact the first of in the New World?

- A. celebration
- B. constitution
- C. meeting
- D. English ship

2. The author explains what the Mayflower Compact did. What does the author do after that?

- A. explains why the Mayflower Compact is similar to the U.S. Constitution
- B. discusses constitutions that came before the Mayflower Compact
- C. explains why the colony could not survive without the Mayflower Compact
- D. describes the men who wrote the Mayflower Compact

3. Read this paragraph from the text.

Before they landed, the Pilgrims found a way that they would be able to work together. The 41 men aboard the Mayflower met and signed the Mayflower Compact. The compact organized the Pilgrims into a "body politic." This political body, or government, would act with one purpose. It would work to create "just and equal laws" for everyone to obey.

What can you conclude about the Pilgrims from this information?

- A. There were many different versions of the Mayflower Compact, so the Pilgrims combined all the versions together.
- B. The Pilgrims felt that having everyone follow the same just laws would help them work together.
- C. After they landed, the Pilgrims had a lot of trouble following the laws that they agreed to.
- D. There were 50 men on board, but only 41 men worked on creating the compact.

4. Based on the text, what might have happened to the Pilgrims without the Mayflower Compact?

- A. They would have won independence from England sooner.
- B. Their ship would have never reached the Americas.
- C. They would have never set sail from England.
- D. They might have fought too much to be a successful colony.

5. What is this text mostly about?

- A. how the Mayflower Compact is important in American history.
- B. how the Pilgrims decided where to start a colony.
- C. the man who came up with the idea for a constitution.
- D. why the Mayflower Compact was better than the Constitution.

6. Read these sentences from the text.

The Mayflower Compact was written \_\_\_\_\_ *by* the Pilgrims and meant to be *for* them as well. This **principle** of government being "by, of, and for the people" is one of the main ideas of democracy.

As used in the text, what does the word "**principle**" mean?

- A. argument against something
- B. first of a kind
- C. belief, an idea
- D. government employee

7. Choose the answer that best completes the sentence.

At first, the Pilgrims were arguing, but \_\_\_\_\_ they had a document they agreed on.

- A. before
- B. as a result
- C. never
- D. soon

8. According to the text, how did the Mayflower Compact organize the Pilgrims?

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9. Explain why having a government "by, of, and for the people" might have helped the Pilgrims get along? Use evidence from the text to support your answer.

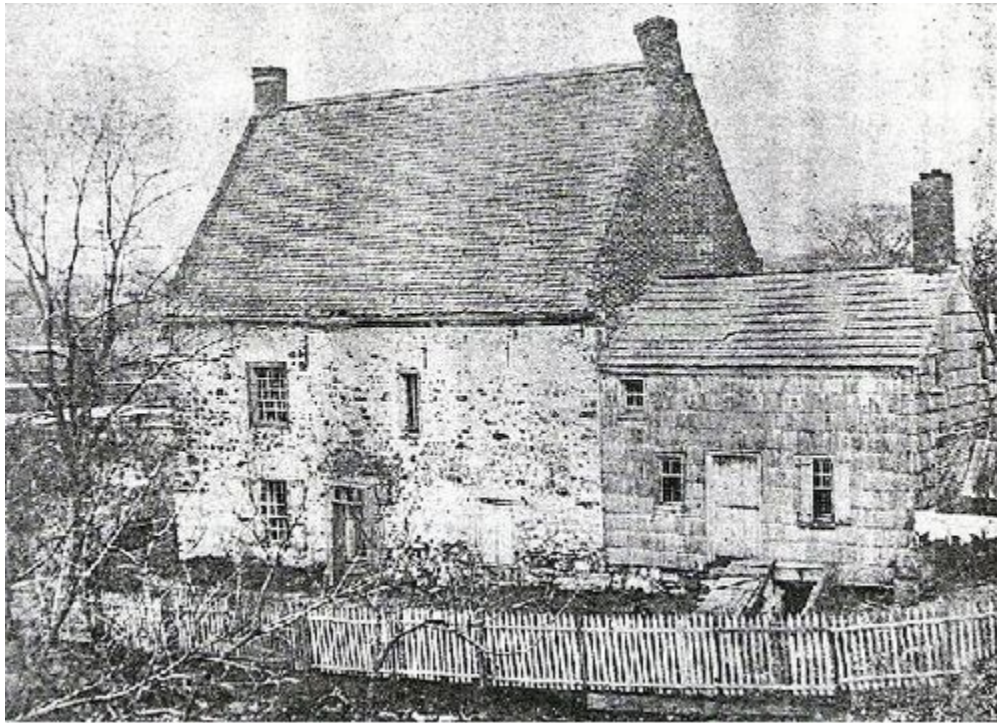
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# The Old Stone House

by W.M. Akers



On July 4, 1776, the Declaration of Independence was signed, and the Revolutionary War was about to begin. Seven weeks later, on August 22, 1776, the British Army invaded New York. The British chose to attack Brooklyn, a village across the East River from Manhattan. General George Washington's army was located in this village. The Patriot forces were ready to fight, but they were badly outnumbered. The British had about 20,000 soldiers. The Americans had fewer than 13,000.

The battle started on August 27, when British soldiers raided a watermelon patch, and were fired upon by American troops. The Americans retreated northward, fighting as they went. The British surrounded the Americans, who fled across the Gowanus Creek. To keep back the British, they left behind a group of soldiers from Maryland: just a few hundred Americans to hold off 2,000 Redcoats (British Army soldiers).

The British were fighting from in front of the Old Stone House—a farmhouse built in 1699. The Marylanders attacked the house six times. Nearly all of them were killed or captured. As he watched from a nearby hill, General Washington said, "Good God! What brave fellows I must this day lose." Because of the sacrifice of the Marylanders, the rest of the American army was able to escape. Had it not been for the fighting at the Old Stone House, the war could have been lost that

morning.

The Revolution survived and so did the Old Stone House. The family home of the Vechte family was sold to the Cortelyous in 1783. In the late 19th century, it served as the clubhouse for the baseball team that would later be named the Brooklyn Dodgers. In 1897, the house was destroyed and buried. Thirty years later, it was dug up and rebuilt by the New York City Parks Department.

"Eighty percent of the house," said Old Stone House Executive Director Kimberly Maier, "is original material."

On the outside, the house looks just as it did in 1699. On the inside, there is an exhibit about the Battle of Brooklyn and the men who died there. There are uniforms like the soldiers would have worn, maps of the battle, and a diorama of the fighting around the house. Six thousand children come every year to learn about the house. Maier and her staff teach them not just about the battle, but about what life was like in the 18th century.

"You couldn't just go to the grocery store," she said. "You just had one dress, because you had to weave it and cut the cloth and sew it together. The chores were so much more than just making your bed."

Maier said that school children are most surprised when they learn what playtime was like in the 18th century. To kids today, 18th century fun looks a lot like work.

"Kids would start out by helping in the garden, or helping to churn butter," Maier said.

Children would do basic weaving, or help in the kitchen. As they got better at these tasks, they would learn more advanced tasks. Eventually, they would be as good as a grown-up. When they played outside, they didn't have rubber balls. Instead, they used an inflated pig's bladder.

Outside the Old Stone House is a park. A few years ago, it was rebuilt. It has swings, fountains, and jungle gyms. Children play there every day-and they don't have to use a butter churn.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Where is the Old Stone House?

- A. Maryland
- B. Britain
- C. New York
- D. Washington

2. What does the author describe at the end of the passage?

- A. what life was like in the 18th century
- B. an exhibit about the Battle of Brooklyn
- C. how George Washington escaped from the British
- D. how the Old Stone House was destroyed and rebuilt

3. The Old Stone House played an important role in the American Revolution. What evidence from the passage supports this conclusion?

- A. "The British surrounded the Americans, who fled across the Gowanus Creek."
- B. "Had it not been for the fighting at the Old Stone House, the war could have been lost that morning."
- C. "The British chose to attack Brooklyn, a village across the river from Manhattan, where General George Washington had his army."
- D. "The Marylanders attacked the house six times. Nearly all of them were killed or captured."

4. The passage states, "Because of the sacrifice of the Marylanders, the American Army was able to escape."

What was the sacrifice of the Marylanders?

- A. They risked the Old Stone House to hold off 2,000 Redcoats.
- B. They risked their lives fighting with the American Army.
- C. They risked their lives to help the 2,000 Redcoats.
- D. They risked their lives to hold off 2,000 Redcoats.

5. What is this passage mostly about?

- A. the Old Stone House
- B. the Revolutionary War
- C. the Battle of Brooklyn
- D. George Washington

6. Read the following sentences: "The Patriot forces were ready to fight, but **they were badly outnumbered** . The British had about 20,000 soldiers. The Americans had fewer than 13,000."

What does "**they were badly outnumbered** " mean?

- A. There were far more British soldiers than American soldiers.
- B. There was no way for the American soldiers to win.
- C. The Americans couldn't count the number of British soldiers.
- D. The American soldiers were better than the British soldiers.

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

George Washington left a few hundred soldiers behind to hold off the British.  
\_\_\_\_\_, the American army was able to escape.

- A. On the other hand
- B. As a result
- C. For example
- D. In particular

8. What is currently inside the Old Stone House?

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**9.** What can students on field trips learn about at the Old Stone House?

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**10.** Explain whether the Old Stone House has changed a lot since the 18th century.

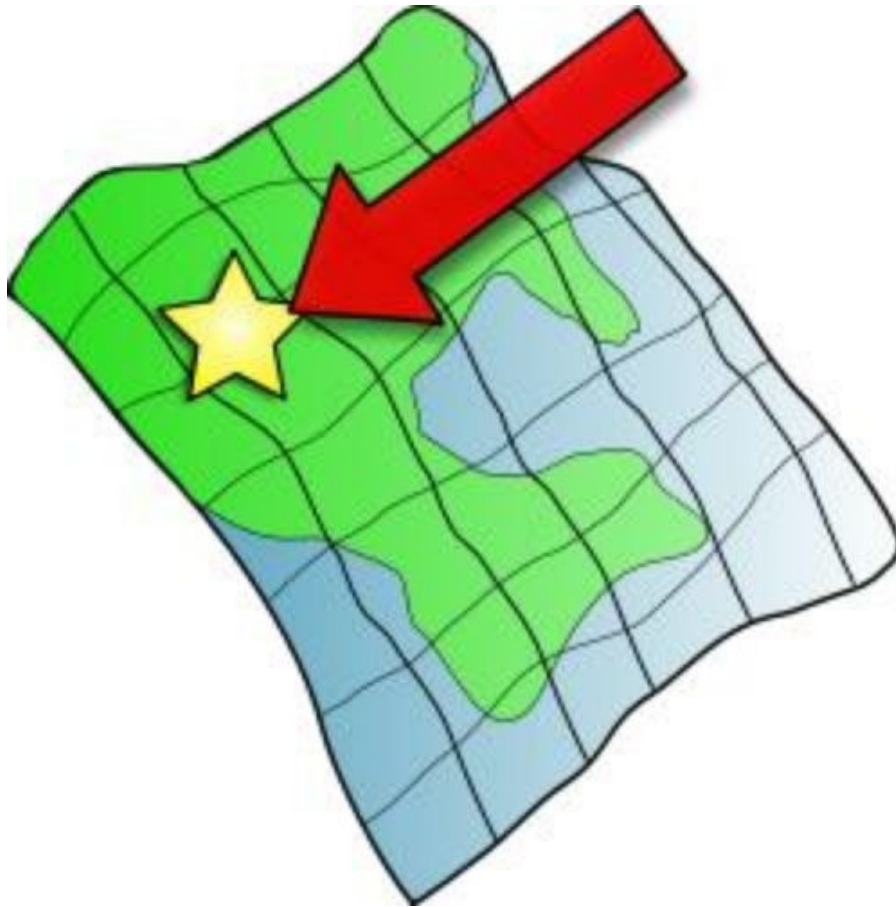
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# The Treasure Hunt

by ReadWorks



Jordan loves to use clues to solve riddles. That's why she loves treasure hunts. She always dreams about being a pirate who is searching for a big treasure chest. She climbs trees and digs holes in her backyard, pretending that she is on a treasure hunt.

Jordan's birthday is soon. Her friends Cameron and Annie decide to create a treasure hunt as her birthday present. They ask their parents what they can do.

"Well, first, you would need to make a map!" says Cameron's mom.

"How do we do that?" Cameron asks.

His mom pulls out a piece of paper and several crayons. "First, you need to draw the place where you will hide the treasure," she says. "How about you draw our backyard?"

Cameron pulls out a black crayon and starts to draw. He marks the spot where the porch is, and he draws a black circle to show where his trampoline sits. His mom pulls out a green crayon and draws the big trees that surround their backyard. "See? There are plenty of places to hide a treasure," she tells him.

The next day, Cameron shows Annie the map. She thinks that it looks just like his backyard. "It's perfect!" she says, excited.

"Now, we just need to mark the places where we will hide the clues and then the treasure," Cameron says, looking around his backyard.

Annie walks over to the trampoline. She gets down on her hands and knees and finds a big rock. "We can hide a clue under here!" she shouts to Cameron.

Cameron nods his head in agreement. He points to the porch and then to a big tree near the trampoline. "We can also put clues near those spots!" he says.

His mom comes outside and sees them planning the treasure hunt. "Don't forget to draw the bird fountain on the map," she says. "You can draw the fountain with a blue crayon so that Jordan will know that it's filled with water."

Cameron and Annie run to get the map. "We can also add the rock by the trampoline so that Jordan can find the clue," Annie says.

"And we should draw the tree by the porch!" Cameron adds.

They put more on the map, and when they finish, their drawing includes everything in Cameron's backyard. They map all the shapes and kinds of land and water in the area.

After they hide all the clues (ten in total), Cameron and Annie think about the treasure. "It should be a chest full of candy!" Annie says.

"That's cool! But we could also fill a chest with pirate stuff like a compass and a pirate hat, and even a message in a bottle!" says Cameron.

They finally decide to do both. Their parents help them find a small chest, and they fill it with pirate things and candy. They dig a hole near a tree and bury the chest.

The next day, Jordan comes to Cameron's house for her birthday. Many of their friends come as well. After they cut the cake, Cameron and Annie tell Jordan that they have a surprise for her. They give her the first clue.

"This is so exciting! Thank you so much, guys!" Jordan exclaims. She sets out to find her treasure, with the map in hand.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What do Annie and Cameron do for Jordan's birthday?
  - A. buy her a puppy
  - B. throw a surprise party
  - C. take her to a pirate theme park
  - D. create a treasure hunt
  
2. What is the first step Annie and Cameron take to plan Jordan's treasure hunt?
  - A. hide the clues
  - B. bury the treasure
  - C. draw a map
  - D. buy the candy
  
3. There are lots of places to hide clues in Cameron's backyard. What evidence supports this conclusion?
  - A. Cameron and Annie ask their parents for help.
  - B. Cameron and Annie hide ten different clues.
  - C. Cameron and Annie make a map of the backyard.
  - D. Cameron and Annie mark where the clues are hidden on the map.
  
4. How does Jordan feel about the scavenger hunt her friends prepare?
  - A. happy and excited
  - B. bored and uninterested
  - C. sad and disappointed
  - D. nervous and doubtful
  
5. What is this passage mostly about?
  - A. pirates and treasure
  - B. mapping a backyard
  - C. planning a treasure hunt
  - D. birthday parties

6. Read the following sentences: "After they cut the cake, Cameron and Annie tell Jordan that they have a surprise for her. They give her the first clue. 'This is so exciting! Thank you so much, guys!' Jordan **exclaims**."

What does "**exclaim**" mean?

- A. breathe
- B. mumble
- C. whisper
- D. shout

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

\_\_\_\_\_ they bury the treasure, Annie and Cameron hide all of the clues.

- A. Finally
- B. Before
- C. Although
- D. First

8. What was the treasure at the end of the scavenger hunt?

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9. What did Cameron and Annie draw and mark on the treasure map?

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**10.** How will Jordan use the treasure map Cameron and Annie created to find the treasure? Use information from the passage to support your answer.

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# Tour the White House



gpo.gov

*The White House*

What is the most famous address in the country? It is 1600 Pennsylvania Avenue in Washington, D.C.! That is where the **White House** is located. The president lives and works in the White House. Come and explore some of the White House's most famous rooms.

## Inside the White House

1. The **State Dining Room** was once Thomas Jefferson's office. Thomas Jefferson was the third president. The room is now used for big dinner parties and meetings.
2. In the early 1800s, the **Red Room** was painted yellow! Today, it is used for small parties.
3. Grover Cleveland, the 22nd and 24th president, was married in the **Blue Room**. He was the only president to marry in the White House.
4. The **Green Room** has been used as a dining room, bedroom, and parlor. Can you guess why it's called the Green Room?
5. The **East Room** is the largest room in the White House. It has been used for dances, speeches, and even concerts!

## Fun Facts



nara.gov

*The Oval Office*

- The White House has 132 rooms, including a swimming pool, a bowling alley, and a movie theater.
- Painters use more than 570 gallons of paint to cover the outside of the White House.
- George Washington was the only president who did not live in the White House.
- The Oval Office is where the president works. Each chooses how the office will be decorated.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Which of the following rooms of the White House is *not* used for parties?

- A. the State Dining Room.
- B. the Red Room.
- C. the East Room.
- D. the Oval Office

2. This passage could appear in all the following *except*

- A. a magazine.
- B. a story book.
- C. a book about Washington, DC.
- D. a book about famous buildings.

3. We know that this passage is an informational text because it

- A. mentions George Washington.
- B. takes place in Washington, D.C.
- C. has many facts about the White House.
- D. is about the White House.

4. The Green Room is called The Green Room because

- A. the walls of the room are green.
- B. it cost a lot of money to build.
- C. Presidents often feel sick in that room.
- D. the windows overlook a grassy lawn

5. What evidence from the passage tells you that it is non-fiction?

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# Walking Tall

## How did Ruby Bridges make history?

Many years ago, a little girl named Ruby Bridges arrived at her new elementary school. The school was in New Orleans, Louisiana.

As she walked toward the school's front doors, an angry crowd of people shouted at her. United States **marshals** walked with her. A marshal is an officer. They were there to protect the first grader. That's because the people didn't want Ruby to go inside. But the 6-year-old walked into the school anyway. As she did, she marched into history books.



Bettmann/Corbis

*Ruby Bridges started first grade in 1960.*

The day was Nov. 14, 1960. On that morning, little Ruby became one of the first African Americans to attend an all-white elementary school in the South.

Before then, the law in many states said that black children could not attend the same schools as white children. People of different races also had to use separate public restrooms. It was called segregation. That is when people of different races are kept separate.

U.S. leaders worked to end segregation. They helped bring civil rights to all Americans. Those are the rights to be treated equally. A few months before Ruby started school, a federal court ordered an end to school segregation in New Orleans.

By the time Ruby started the second grade, there were no more angry people outside her school. There were other African American students in her class. Today, children of all races go to school together.

Bridges says she was never scared to go to school during the first grade. "I wasn't really afraid," she told *WR News*. "I didn't really know what was going on at the time, and I loved school."

## Meet Ruby Bridges

*WR News* student reporter Kaelin Ray recently asked Ruby Bridges how it feels to make a difference.

**Kaelin Ray: What was your first day at the school like?**

**Ruby Bridges:** My first day I spent sitting in the principal's office, so it was very confusing.

**KR: How does it feel to know that you are a part of U.S. history?**

**RB:** I'm [very] proud of that fact. My mother was really happy about me being able to attend that school. My father was more concerned about my safety.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What happened to the state segregation law in Louisiana a few months before Ruby started school?

- A. Some U.S. marshals helped Ruby enter the segregated school.
- B. U.S. leaders worked to bring civil rights to all Americans.
- C. A federal court ordered that school segregation must end.
- D. A state court said that public bathrooms must be segregated.

2. Which of the following does the author describe first in the text?

- A. The author describes how Ruby Bridges feels to be a part of U.S. history.
- B. The author describes Ruby Bridges' first day of school.
- C. The author describes how Ruby's second grade year was.
- D. The author describes the laws of segregation.

3. Not everyone wanted to end segregation.

What evidence from the text supports this conclusion?

- A. "As [Ruby] walked toward the school's front doors, an angry crowd of people shouted at her."
- B. "By the time Ruby started the second grade, there were no more angry people outside her school."
- C. "Bridges says she was never scared to go to school during the first grade."
- D. "...before Ruby started school, a federal court ordered an end to school segregation in New Orleans."

4. What does the text imply?

- A. Ruby and her family were very brave.
- B. Ruby and her family did not understand what was happening.
- C. Ruby and her family were worried about her safety.
- D. Ruby and her family were happy to have U.S. marshals help them.

5. What would be another good title for this text?

- A. Ruby Bridges Makes a Difference
- B. Ruby Bridges and Her First Day of School
- C. Ruby Bridges in the Principal's Office
- D. Ruby Bridges Loves History Books

6. Read this sentence from the text.

That morning, Ruby became one of the first African Americans to attend an all-white elementary school in the South.

In this sentence, what does the word "**attend**" mean?

- A. to shout angrily
- B. to be present
- C. to be confused
- D. to wait a long time

7. Choose the word that best completes the sentence.

Ruby Bridges says that she wasn't scared to go to school as a first grader \_\_\_\_\_ she didn't really understand what was going on.

- A. but
- B. and
- C. because
- D. although

8. Why were United States marshals walking Ruby to school?

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9. What word would the author probably use to describe Ruby Bridges?

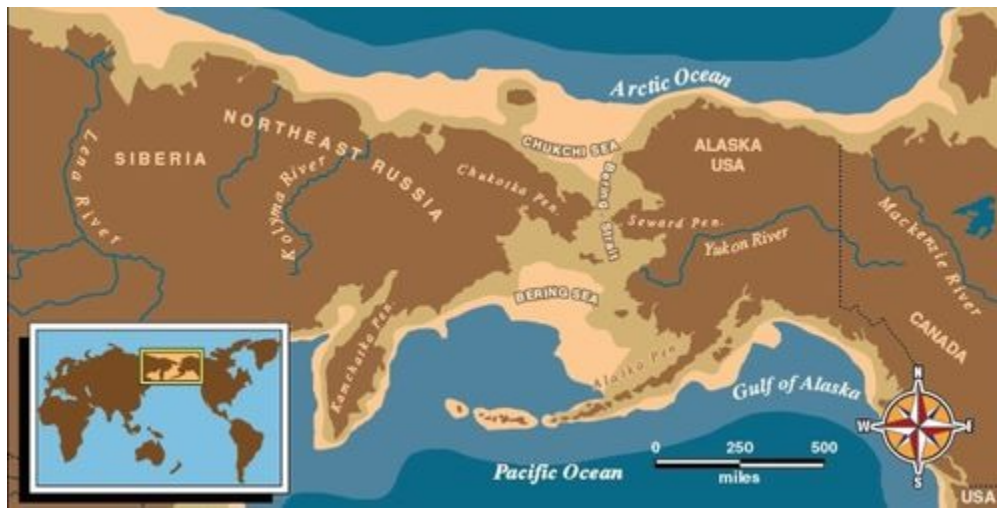
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# Native Americans - Who Discovered America?

by ReadWorks



*The land bridge is thought to have connected present-day eastern Russia and Alaska.*

Often, European explorers are said to have discovered America. These explorers came from Spain, Portugal, and England. They were searching for riches. They also wanted new lands to claim as their own. But was America really a new land?

There were people living in America long before the European explorers were even born. They came thousands and thousands of years ago. At that time, America was connected to Asia by a land bridge. The land bridge ran between Russia and Alaska. These ancient people walked across the land bridge. Once they arrived, they slowly spread out. Eventually, they settled all over North and South America.

Christopher Columbus is often called the first person to discover America. However, we now know that Vikings from Scandinavia settled in North America long before Columbus. But did the Vikings or Columbus really discover America? Aren't the real discoverers those ancient people who crossed that land bridge long ago?

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What is this passage mostly about?

- A. Christopher Columbus
- B. a land bridge
- C. the Vikings
- D. discovering America

2. How does the author feel about Christopher Columbus?

- A. He is given credit he does not deserve
- B. He discovered America
- C. He was dishonest about his discovery
- D. He deserves credit for discovering America

3. How did the first humans get to America?

- A. By boat
- B. By foot
- C. By car
- D. By swimming

4. According to the passage, who really discovered America?

- A. Christopher Columbus who sailed to America
- B. The Vikings from Norway
- C. Ancient travelers that crossed a land bridge
- D. Many european explorers

5. The author writes "But was America really a new land?" because

- A. other European explorers had actually already found America
- B. there were already people living here before the explorers
- C. the explorers came from Spain, Portugal, and England
- D. there was not enough food for everyone to live here

6. Who discovered America? Use evidence from the text to support your answer.

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7. According to the passage, what connected America to Asia?

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

Explorers were searching for new lands, \_\_\_\_\_ could American really be considered a new land?

- A. before
- B. however
- C. therefore
- D. so

# Pilgrims and Puritans - Who Were the Pilgrims?

by ReadWorks



*The Mayflower Compact, 1620*

In 1620, a new group of English settlers arrived in New England. Today, they are known as the Pilgrims.

Legend has it that the Pilgrims landed on Plymouth Rock. While we do not know if this is true, we do know that they landed on the tip of Cape Cod in present-day Massachusetts. There, they started Plymouth Colony. They wanted Plymouth Colony to be a place where they could practice their beliefs freely.

The Pilgrims had not been free to practice their own beliefs in England. In England, the Pilgrims were known as Separatists. This is because they wanted to separate from England's official church. However, the English king did not allow groups to separate from the Church of England.

So the Pilgrims moved to the Netherlands in 1607. Then, a few years later, they decided to go to America. In September 1620, the Pilgrims set sail for America from Plymouth, England. They traveled on a ship called the *Mayflower*. After 66 days and two deaths, these brave travelers arrived on the shores of Cape Cod. They decided to make Plymouth their new home.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. When did the Pilgrims arrive in New England?

- A. In 1602
- B. In 1607
- C. In 1620
- D. In 1627

2. Why did the Pilgrims leave England?

- A. They were tired of living there.
- B. They weren't free to practice their beliefs there.
- C. They thought the Netherlands was a more beautiful place to live.
- D. They thought America would be more fun.

3. Where did the Pilgrims go first?

- A. The Netherlands
- B. The Mayflower
- C. New England
- D. Virginia

4. Which word best describes the Pilgrims?

- A. Dutch
- B. Difficult
- C. Atheists
- D. Courageous

5. The passage "Who Were the Pilgrims?" is mostly about

- A. a group of Dutch people and how they practiced their religion.
- B. why and how a group of English people moved to Massachusetts.
- C. the first person to ever see North America.
- D. a history of immigration to the United States of America.

6. What are two facts about the Pilgrims?

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7. Why couldn't the Pilgrims practice their religious beliefs in England?

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

The Pilgrims wanted to separate from England's official church, \_\_\_\_\_, they were not allowed to.

- A. otherwise
- B. also
- C. however
- D. although

# Winning the Vote

Imagine if boys made all the rules. That's how it was in 1776, when the United States was founded. Women were not allowed to vote until 1920! The year 2020 is the 100th anniversary of that important event.



Library of Congress, George Grantham Bain Collection

*Thousands of women marched in New York City for the right to vote.*

The women's suffrage movement began in the 1800s. Suffrage is the right to vote. To win this right, women held protests and marches. Hundreds of those women were arrested and jailed.

Women's groups across the country are honoring those who fought for this right with special events throughout the year. "Learning how women's actions changed America is important. It encourages us to understand that we can make a better world," said Molly Murphy MacGregor, the president of the National Women's History Project.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. According to the text, when did the women's suffrage movement begin?

- A. in the 1600s
- B. in the 1700s
- C. in the 1800s
- D. in the 1900s

2. How does the author introduce the idea of women's suffrage?

- A. by arguing that men have tried to keep women out of politics for centuries
- B. by quoting Molly Murphy MacGregor, the president of the National Women's History Project
- C. by providing a simple definition of women's suffrage
- D. by asking readers to imagine what life was like before women's suffrage

3. Read this paragraph from the text.

The women's suffrage movement began in the 1800s. Suffrage is the right to vote. To win this right, women held protests and marches. Hundreds of those women were arrested and jailed.

What conclusion can you draw based on this information?

- A. The women's suffrage movement began when several women attempted to vote and were arrested.
- B. The women's suffrage movement continues today because some women are still not allowed to vote.
- C. Women had to work hard to win the right to vote and were punished for standing up for this right.
- D. Men worked just as hard as women to ensure the right to vote for women. They also protested.

4. Which conclusion about 1776 is supported by the text?

- A. In 1776, women protested for the right to vote.
- B. In 1776, women protested against the United States.
- C. In 1776, women did not have the same rights as men.
- D. In 1776, women held marches.

5. Which statement supports the main idea of the text?

- A. Hundreds of women were arrested and jailed.
- B. Suffrage is the right to vote.
- C. Women in the U.S. won the right to vote after years of struggle.
- D. Women's groups honor those who fought for women's suffrage.

6. Read these sentences from the text.

The women's suffrage **movement** began in the 1800s. Suffrage is the right to vote. To win this right, women held protests and marches. Hundreds of those women were arrested and jailed.

What does the word "**movement**" mean as used in this text?

- A. people acting together
- B. people exercising
- C. people voting together
- D. people ruling others

7. Choose the word that best completes the sentence.

Men were the only ones who could vote \_\_\_\_\_ women earned the right.

- A. earlier
- B. until
- C. first
- D. thus

8. According to the text, in what year were women in the U.S. finally allowed to vote?

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9. What can you tell about the position of men in America in 1776? Use evidence from the text to support your answer.

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Voting in the United States today is different from the way it was before 1920, because before 1920

- A. only men were allowed to vote.
- B. women were not allowed to protest against voting.
- C. neither men nor women were allowed to vote.
- D. voting was not any different than it is today.

2. The author included a quote from Molly Murphy MacGregor because

- A. she helped to fight for women's rights in the 1920's.
- B. she is a woman.
- C. she is the president of the National Women's History Project.
- D. all of the above.

3. Voting in the United States today is similar to voting in 1920, because

- A. only men can vote.
- B. only women can vote.
- C. both men and women are not allowed to vote.
- D. both men and women can vote.

4. Voting was/is important to many women in

- A. neither in 1920 nor today.
- B. both 1920 and today.
- C. today.
- D. 1920.

5. Why is having the right to vote important?

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St. Louis Public School  
Performing Arts 3-5  
At Home Learning Packet



September 2020

Name \_\_\_\_\_

Grade \_\_\_\_\_








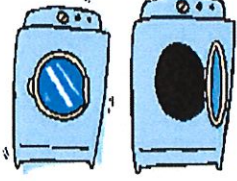





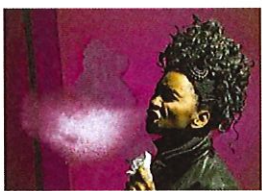


\_\_\_\_\_ School \_\_\_\_\_

**Continuous Learning Kit - Performing Arts - Table of Contents**  
**Grades PK - 2**

	Lesson dates	MO Fine Arts Standard	Lesson Topic	Instructions
				<b>NOTE-Complete a Project Reflection for each project completed.</b>
Week of	Aug. 31-Sept. 4	MU:Cn11A.1a	Music- Everyday Sounds That Create Our Own Soundtracks	<b>Play Sounds Bingo!</b> To sharpen your listening skills, use a token (Anything can be used: cereal pieces, rocks, loose buttons, small pieces of paper) to cover a square when you hear it. LISTEN. When you hear a sound, cover that square. Complete a Project Reflection.
	Sept. 8 - 11	DA:Cr2A.K	Dance-Get Your Move On	<b>Get Your Move On</b> - Select any music (recorded or sung by the student or family member), then add simple repeated movements to fit the beginning, middle and end (each). Complete a Project Reflection.
	Sept. 14 - 18	TH:Cn10.1.2	Theater- I Feel That Too	<b>I Feel That Too</b> - Using any familiar children's story, choose one character and consider how they felt as the story continued. Next, think about times in your life that you felt the same way. Tell another person about that experience. Complete a Project Reflection.
	Sept. 21 - 25	MU:Cn11A.Ka	Music - How Does Music Help Us Work?	<b>Row, Row, Row Your Boat</b> - Music is often used to give a steady beat/ rhythm to help workers get through a hard task. Ex. Railroad workers building the tracks that would cross America would sing, "I've Been Working On the Railroad" to keep their heavy sledgehammers hitting the iron spikes at measured intervals. Injuries happened if a worker got off rhythm. Sing the song, "Row, Row, Row Your Boat." The beat of the music is the same as the worker pulling the oars through the water. The speed of the music sets the speed (tempo) of the rowing. Demonstrate how the music would change if: >You were late to work? >You were enjoying the beautiful day? >You were tired? >Your boat was sinking? >Your boat was full of heavy fish? >Dinner was ready on the other side of the lake? Complete a Project Reflection.
	Sept. 28 - Oct. 2	DA:Cr2.1.2	Dance - Dance Party Choice Board	<b>Dance Party Choice Board</b> - Choose any music that is available to you, then use one of the given movement options to get your body moving! Complete a Project Reflection.

# Sounds BINGO

Sounds are all around us even when we aren't listening. To sharpen your listening skills, use a token (Anything can be used: cereal pieces, rocks, loose buttons, small pieces of paper) to cover a square when you hear it. Game is won when the entire card is covered, or when a line is completed (Horizontal -  $\leftrightarrow$ , Vertical  $\updownarrow$ , or Diagonal  $\swarrow \searrow$ ). You may use this card, or use the blank card to create your own customized Bingo card.

				 traffic / moving cars
dog	ambulance	wind	lawnmower	
				 television
bird	fire engine	music	washing machine	
		<b>FREE SPACE</b>		 car radio
cat	police siren		power tools	
				 honking
squirrel	Big truck	Rain	Toilet flush	
				 airplane
bee	motorcycle	sneeze	running water	













# Continuous Learning

## Performing Arts Project Rubric (PK-2<sup>nd</sup> Grade)

Student should reflect and complete this form for each performing arts project.

STUDENT NAME \_\_\_\_\_ Grade \_\_\_\_\_

Project Sounds Bingo

	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
<b>Following project directions</b>	 <p>All directions were followed.</p>	 <p>You followed most directions.</p>	 <p>You followed some directions.</p>	 <p>None of the directions were followed.</p>
<b>Use of creativity</b>	 <p>You used your own ideas and imagination.</p>	 <p>You used your own ideas most of the time.</p>	 <p>You used some imagination.</p>	 <p>You did not use your own ideas or imagination.</p>
<b>Effort put into project</b>	 <p>You took your time and worked hard on the project.</p>	 <p>You worked hard for most of the time.</p>	 <p>You put a small effort into the project.</p>	 <p>You rushed through and did not work hard.</p>

Check the boxes above that best describe the quality of your work.













# Continuous Learning

## Performing Arts Project Rubric (PK-2<sup>nd</sup> Grade)

Student should reflect and complete this form for each performing arts project.

STUDENT NAME \_\_\_\_\_ Grade \_\_\_\_\_

Project Get Your Move On

	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
<b>Following project directions</b>	 <p>All directions were followed.</p>	 <p>You followed most directions.</p>	 <p>You followed some directions.</p>	 <p>None of the directions were followed.</p>
<b>Use of creativity</b>	 <p>You used your own ideas and imagination.</p>	 <p>You used your own ideas most of the time</p>	 <p>You used some imagination.</p>	 <p>You did not use your own ideas or imagination.</p>
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Check the boxes above that best describe the quality of your work.

# Continuous Learning













## Performing Arts Project Rubric (PK-2<sup>nd</sup> Grade)

Student should reflect and complete this form for each performing arts project.

STUDENT NAME \_\_\_\_\_

Grade \_\_\_\_\_

Project I Feel That Too

	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Following project directions	 <p>All directions were followed.</p>	 <p>You followed most directions.</p>	 <p>You followed some directions.</p>	 <p>None of the directions were followed.</p>
Use of creativity	 <p>You used your own ideas and imagination.</p>	 <p>You used your own ideas most of the time</p>	 <p>You used some imagination.</p>	 <p>You did not use your own ideas or imagination.</p>
Effort put into project	 <p>You took your time and worked hard on the project.</p>	 <p>You worked hard for most of the time.</p>	 <p>You put a small effort into the project.</p>	 <p>You rushed through and did not work hard.</p>

Check the boxes above that best describe the quality of your work.

# Continuous Learning













## Performing Arts Project Rubric (PK-2<sup>nd</sup> Grade)

Student should reflect and complete this form for each performing arts project.

STUDENT NAME \_\_\_\_\_

Grade \_\_\_\_\_

Project Row, Row, Row Your Boat

	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
<b>Following project directions</b>	 <p>All directions were followed.</p>	 <p>You followed most directions.</p>	 <p>You followed some directions.</p>	 <p>None of the directions were followed.</p>
<b>Use of creativity</b>	 <p>You used your own ideas and imagination.</p>	 <p>You used your own ideas most of the time</p>	 <p>You used some imagination.</p>	 <p>You did not use your own ideas or imagination.</p>
<b>Effort put into project</b>	 <p>You took your time and worked hard on the project.</p>	 <p>You worked hard for most of the time.</p>	 <p>You put a small effort into the project.</p>	 <p>You rushed through and did not work hard.</p>

Check the boxes above that best describe the quality of your work.

Name \_\_\_\_\_

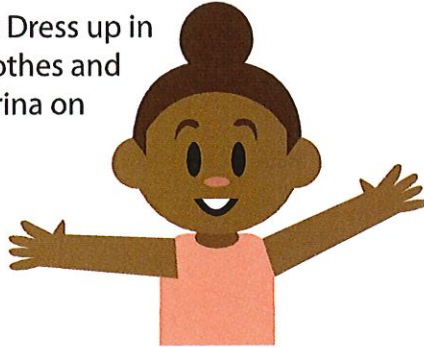
Date \_\_\_\_\_

# Dance Party Choice Board

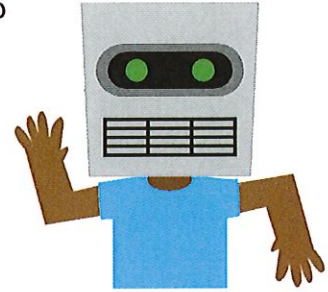
**Directions:** Choose a song and use one of the following to get your body moving!



**Join the ballet:** Dress up in your fanciest clothes and become a ballerina on the stage.



**Robot dance:** Turn into a mechanical robot and see who can do the most realistic robot moves!



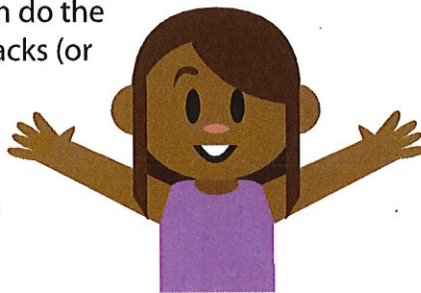
**Spotlight dance:** Grab a flashlight and take turns dancing in the spotlight.



**Dance like a superhero:** What kind of superpowers do you have? Incorporate your superpower into your dancing.



**Jump to the beat:** Put on some upbeat music and see who can do the most jumping jacks (or jumps) for the duration of the song. The winner chooses the next move!



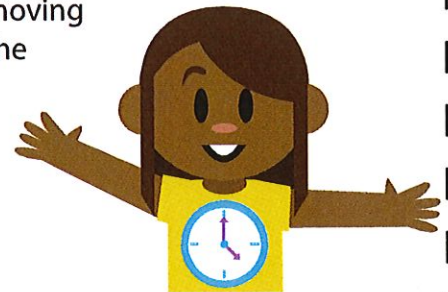
**Scarf or ribbon dance:** Grab some scarves, ribbons, or long pieces of fabric and dance to the music using your materials as a prop.



**Animal dance:** Turn on some lively instrumental music and turn into your favorite animal on the dance floor!



**Slow motion dance:** Dance as slowly as you can while still moving your body for the entire song.



# Continuous Learning













## Performing Arts Project Rubric (PK-2<sup>nd</sup> Grade)

Student should reflect and complete this form for each performing arts project.

STUDENT NAME \_\_\_\_\_

Grade \_\_\_\_\_

Project Dance Party Choice Board

	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
<b>Following project directions</b>	 <p>All directions were followed.</p>	 <p>You followed most directions.</p>	 <p>You followed some directions.</p>	 <p>None of the directions were followed.</p>
<b>Use of creativity</b>	 <p>You used your own ideas and imagination.</p>	 <p>You used your own ideas most of the time</p>	 <p>You used some imagination.</p>	 <p>You did not use your own ideas or imagination.</p>
<b>Effort put into project</b>	 <p>You took your time and worked hard on the project.</p>	 <p>You worked hard for most of the time.</p>	 <p>You put a small effort into the project.</p>	 <p>You rushed through and did not work hard.</p>

Check the boxes above that best describe the quality of your work.

St. Louis Public School  
Performing Arts- Gr. 3-5  
At Home Learning Packet



September 2020

Name \_\_\_\_\_

Grade \_\_\_\_\_ School \_\_\_\_\_

## **At Home Learning Activities in Performing Arts**

**Body percussion:** Try creating a body percussion routine. Be consistent and do the exact same movements each time. Teach it to another person and perform together for your family. If possible, record your routine to share.

**Soundtrack of my life:** Create an imaginary album that shows who you are. You can make a list of song titles, and for each song describe the music—this could be done either by coming up with your own imaginary songs or by finding existing songs that describe aspects of your personality or life. Try designing an album cover to go with it!

**How Does Background Music Affect Film:** Turn the sound off when viewing a scene of a movie. If possible, choose a scene with very little talking. View the scene multiple times if possible.

1. How does changing the music of the film clip change the meaning of what you saw?
2. In your opinion, which aspects music need to change in order to create the strongest change in feeling? (Tempo, dynamics, range of melody, instrument choice, etc.)
3. If you were the composer for a (funny/scary/silly/romantic) movie, how would you convey the appropriate feeling?
  - Which instruments would you use?
  - Which dynamics?
  - Which Tempo?
  - Would the melodies be mostly high or low?
  - Would there be many parts at the same time, or just a few?

**Hand-washing dance choreography:** Choreograph a short dance routine incorporating the different methods recommended to wash our hands (scrubbing nails, between fingers, etc.). Record this by phone, if possible.

\*\*\*\*\*

All students should provide a reflection for each experience. Students may use the following prompts to write a reflective paragraph or essay.

1. How did the experience change or affect you?
2. What was your most enjoyable moment?
3. What did you learn about today?
4. How was this experience similar or dissimilar to what you expected?
5. If you could capture a photograph in your mind from this experience that meant something to you, what would that be?
6. What impact did this have on how you think and feel? What might you do differently as a result?
7. What did you encounter that you didn't expect?

St. Louis Public School  
Performing Arts- Gr. 6-8  
At Home Learning Packet



September 2020

Name\_\_\_\_\_

Grade\_\_\_\_\_

Teacher\_\_\_\_\_

School\_\_\_\_\_

## **At Home Learning Activities in Performing Arts**

**Body percussion:** Try creating a body percussion routine. Be consistent and do the exact same movements each time. Teach it to another person and perform together for your family. If possible, record your routine to share.

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6. What impact did this have on how you think and feel? What might you do differently as a result?
7. What did you encounter that you didn't expect?

St. Louis Public School  
Performing Arts - Gr. 9-12  
At Home Learning Packet



September 2020

Name\_\_\_\_\_

Grade\_\_\_\_\_

Teacher\_\_\_\_\_

School\_\_\_\_\_

## **At Home Learning Activities in Performing Arts**

**Body percussion:** Try creating a body percussion routine. Be consistent and do the exact same movements each time. Teach it to another person and perform together for your family. If possible, record your routine to share.

**Soundtrack of my life:** Create an imaginary album that shows who you are. You can make a list of song titles, and for each song describe the music—this could be done either by coming up with your own imaginary songs or by finding existing songs that describe aspects of your personality or life. Try designing an album cover to go with it!

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# Visual Art Activities

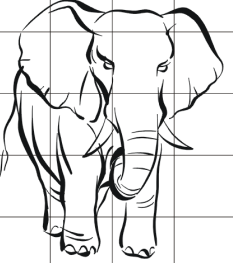

Students are encouraged to maintain contact with their home school and classroom teacher(s). If you have not already done so, please visit your child's school website to access individual teacher web pages for specific learning/assignment information. If you cannot reach your teacher and have elected to use these resources, please be mindful that some learning activities may require students to reply online, while others may require students to respond using paper and pencil. In the event online access is not available, please record responses on paper. Completed work should be dropped off at your child's school. Please contact your child's school for the dates and times to drop off your child's work.

*If you need additional resources to support virtual learning, please visit: <https://www.slps.org/extendedresources>*



# St. Louis Public Schools Continuous Learning Plans Grades 3-5 Visual Art

**\*\* Students are encouraged to color or free draw every week.\*\***



<b>Sept. WEEK 1</b>	<b>Activities: “What do I do?”</b>  <i>What needs to be done in order to learn the material?</i>	<b>Resources: “What do I need to do it?”</b>  <i>What print and electronic resources are available to support your learning? What materials are needed?</i>	<b>Examples: “What does it look like?”</b>
	Complete 2 of the attached grid drawing worksheets. Be sure to draw one square at a time.	<ul style="list-style-type: none"> <li>• Pencil</li> <li>• See worksheets attached</li> <li>• Video: How to draw using a grid. Start video at 1:30  <a href="https://www.youtube.com/watch?v=dsl9yxymCb4">https://www.youtube.com/watch?v=dsl9yxymCb4</a> </li> </ul>	<div data-bbox="1444 574 1612 639">           NAME: _____            AGE: _____            DATE: _____  <small>Copyright 2009 www.fun-free-party-games.com</small> </div> 
	Draw a still life – Set up a display of 5 objects that are special to you. Make sure they are close together or touching	<ul style="list-style-type: none"> <li>• Blank paper – copy paper, construction paper, etc.</li> <li>• Pencil</li> </ul>	



# St. Louis Public Schools

## Continuous Learning Plans

### High School Visual Art

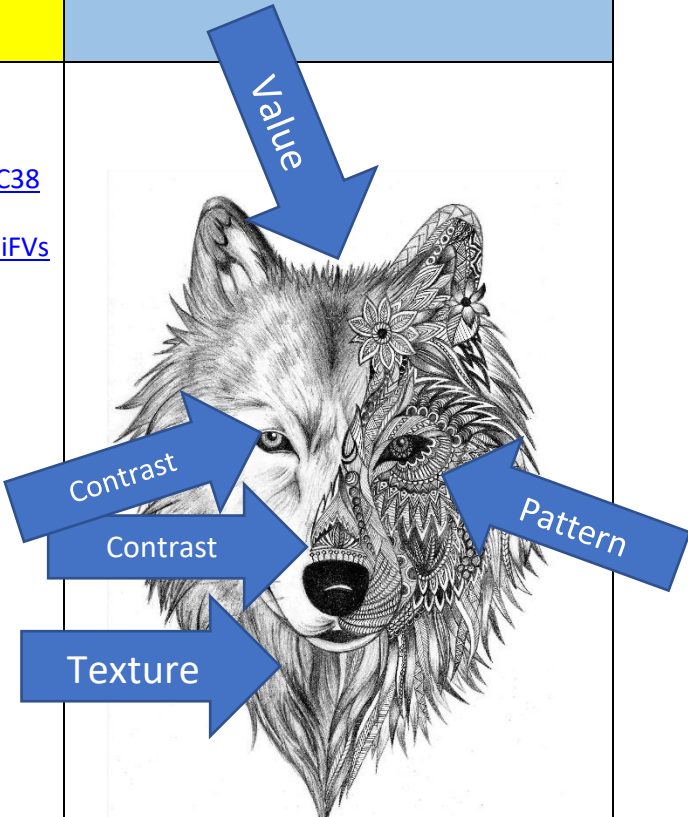
<b>Sept. WEEK 2</b>	<b>Activities: “What do I do?”</b>  <i>What needs to be done in order to learn the material?</i>	<b>Resources: “What do I need to do it?”</b>  <i>What print and electronic resources are available to support your learning? What materials are needed?</i>	<b>Examples: “What does it look like?”</b>
	<b>One-Point Perspective Name</b> <ol style="list-style-type: none"> <li>1. Draw you name in block letters (a ruler might be helpful) at the top of your page.</li> <li>2. Draw a dot (vanishing point) at the bottom of your page.</li> <li>3. Draw a straight line from the dot to every corner of every letter.</li> <li>4. Add color.</li> </ol>	<ul style="list-style-type: none"> <li>• Blank paper – copy paper, construction paper, etc.</li> <li>• Pencil</li> <li>• Ruler</li> <li>• Video: Drawing basic shapes using one-point perspective. <a href="https://www.youtube.com/watch?v=dtlwz5Hhbe0">https://www.youtube.com/watch?v=dtlwz5Hhbe0</a></li> <li>• See worksheet attached</li> </ul>	
	<b>Warm/Cool Colors</b> <ol style="list-style-type: none"> <li>1. Draw any object that you find interesting (toy, video game character, food, etc.)</li> <li>2. Color the subject of your drawing with warm colors (red, orange, and yellow).</li> <li>3. Draw simple patterns in the background.</li> <li>4. Color the background with cool colors (blue, green, and violet).</li> </ol>	<ul style="list-style-type: none"> <li>• Blank white paper – copy paper, construction paper, etc.</li> <li>• Pencil</li> <li>• Colored pencils</li> </ul>	


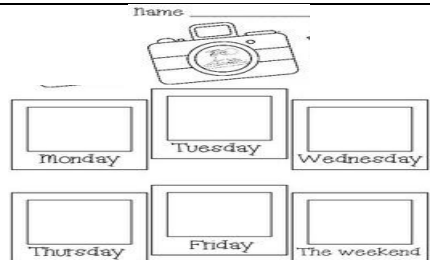


# St. Louis Public Schools

## Continuous Learning Plans

### Grade 3-5 Visual Art

<b>Sept. WEEKS 3 and 4</b>	<b>Activities: “What do I do?”</b>  <i>What needs to be done in order to learn the material?</i>	<b>Resources: “What do I need to do it?”</b>  <i>What print and electronic resources are available to support your learning? What materials are needed?</i>	<b>Examples: “What does it look like?”</b>
	<ol style="list-style-type: none"> <li>Create any two-dimensional artwork that shows at least 4 Elements of Art and 2 Principles of Art.               <ol style="list-style-type: none"> <li>Elements of Art (line, shape, space, value, form, texture, and color)</li> <li>Principles of Art (balance, contrast, emphasis, movement, pattern, rhythm, and unity/variety)</li> </ol> </li> <li>Label the examples of the Elements and Principles on your drawing.</li> </ol>	<ul style="list-style-type: none"> <li>Art supplies of your choice</li> <li>See Elements of Art and Principles of Art attached.</li> <li>Video: Elements of Art  <a href="https://www.youtube.com/watch?v=uVrh3frrC38">https://www.youtube.com/watch?v=uVrh3frrC38</a> </li> <li>Video: Principles of Art (Design)  <a href="https://www.youtube.com/watch?v=ZK86XQ1iFVs">https://www.youtube.com/watch?v=ZK86XQ1iFVs</a> </li> </ul>	

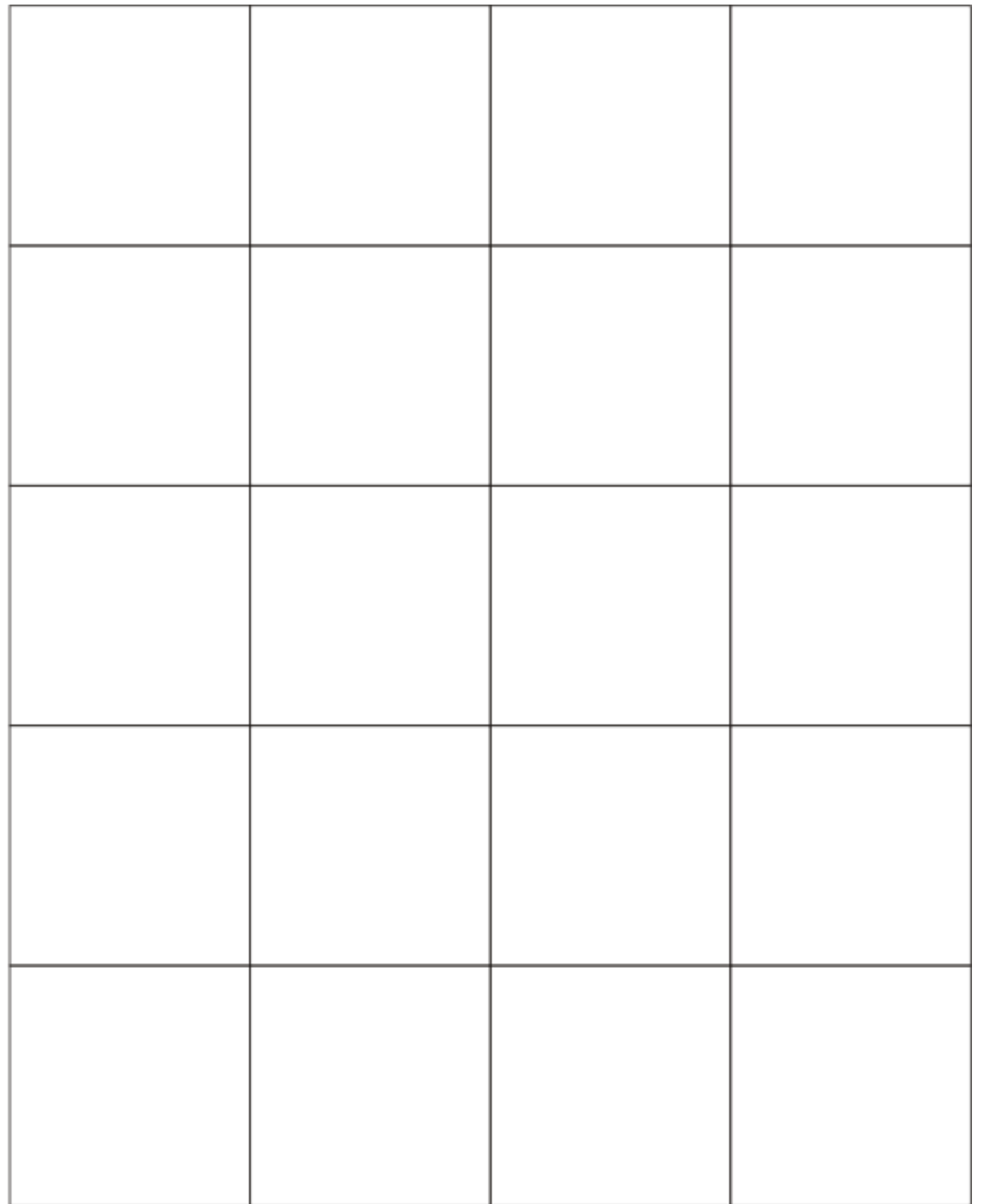
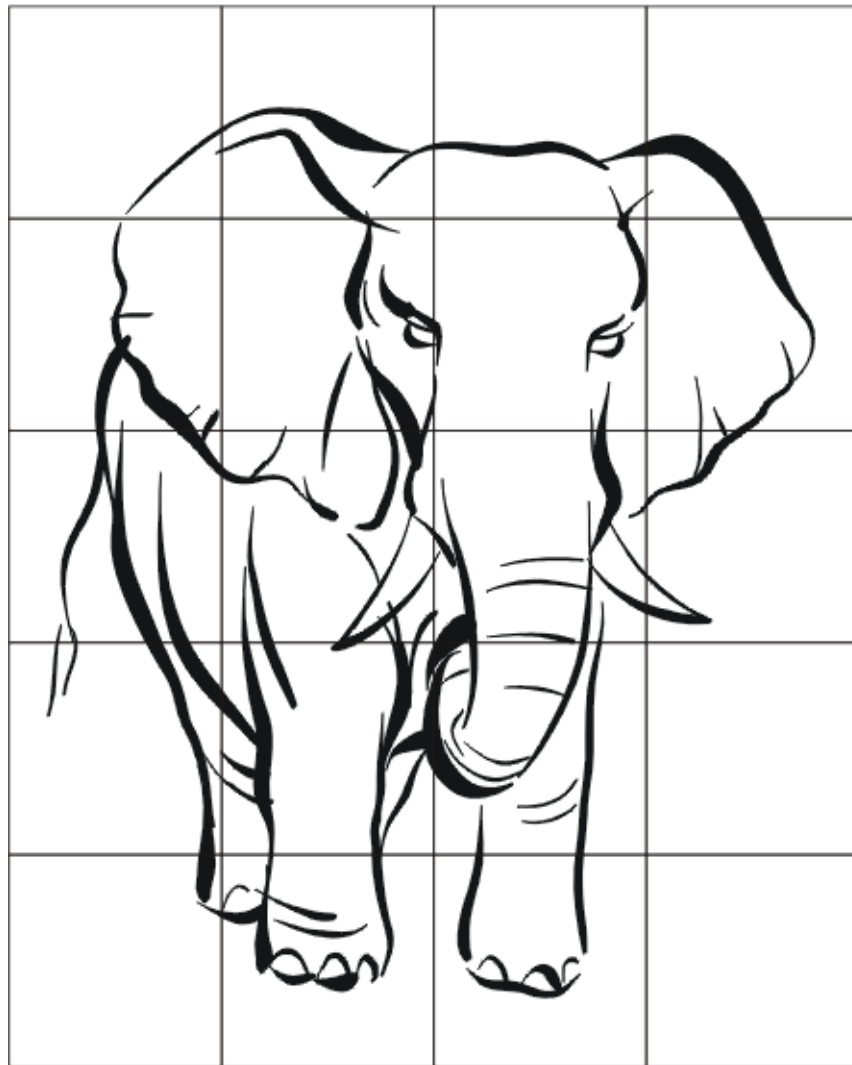
	<ol style="list-style-type: none"> <li>1. Draw a large scene on the sidewalk with sidewalk chalk.</li> <li>2. Lay down or sit down in the picture and pretend to be part of the scene. (For example: Draw an outer space scene, lay down on the sidewalk, pretend to fly through space.)</li> <li>3. Have you parents take a photo of you in your drawing.</li> </ol>	<ul style="list-style-type: none"> <li>• Sidewalk chalk</li> <li>• Smart Phone or camera</li> </ul>	
	<p>Draw a sketch of what you are doing everyday in the "Snapshot" worksheet provided.</p>	<ul style="list-style-type: none"> <li>• Pencil</li> <li>• Colored Pencils</li> <li>• Worksheet attached</li> </ul>	

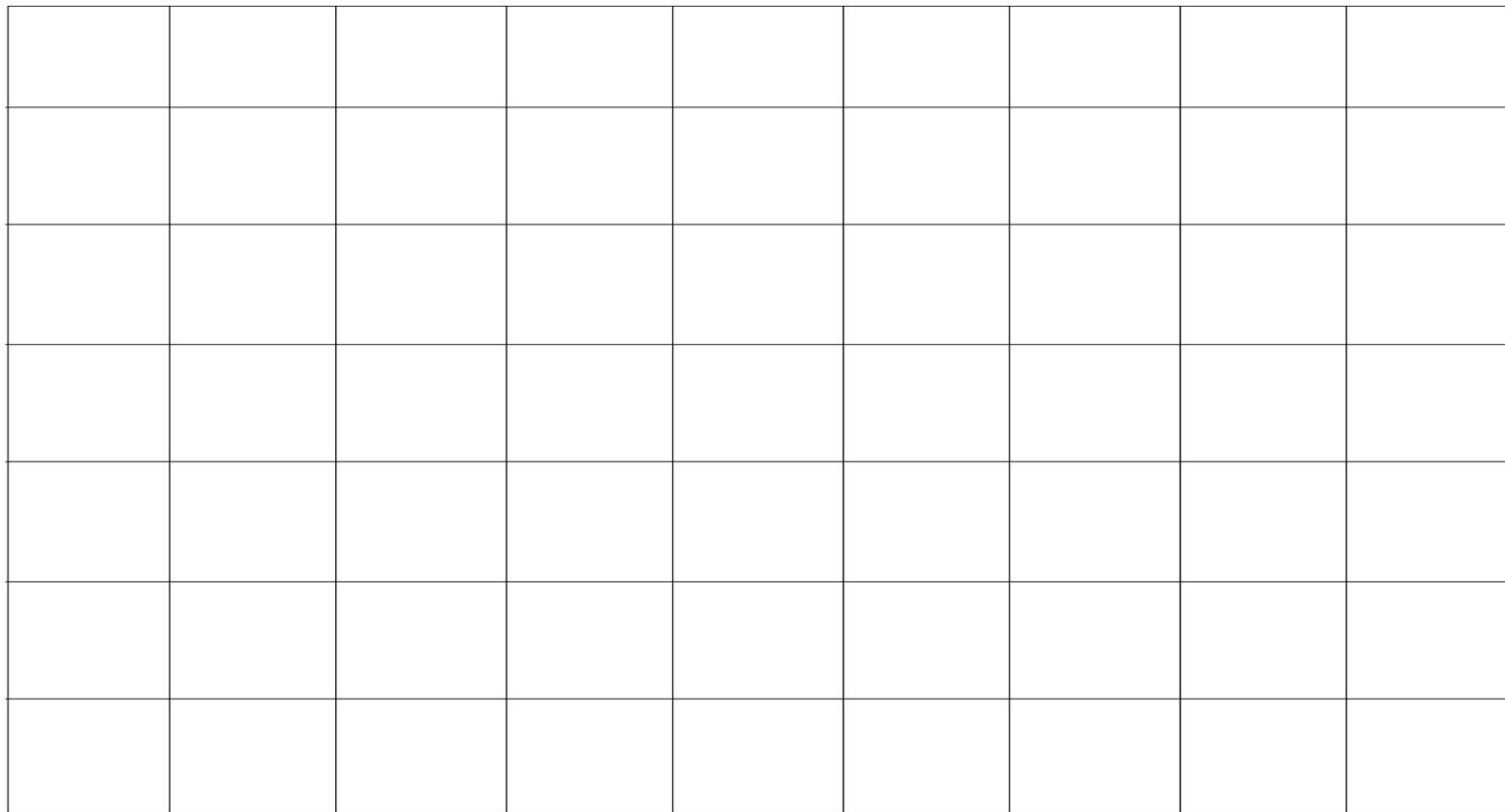
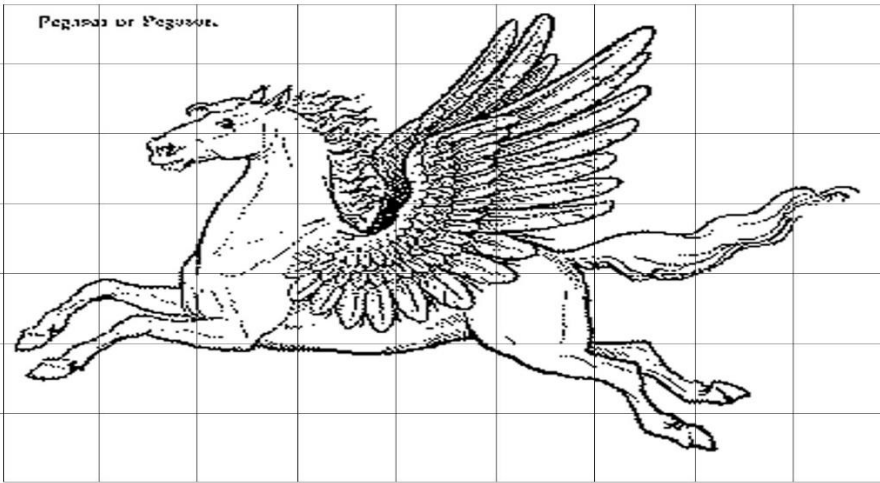
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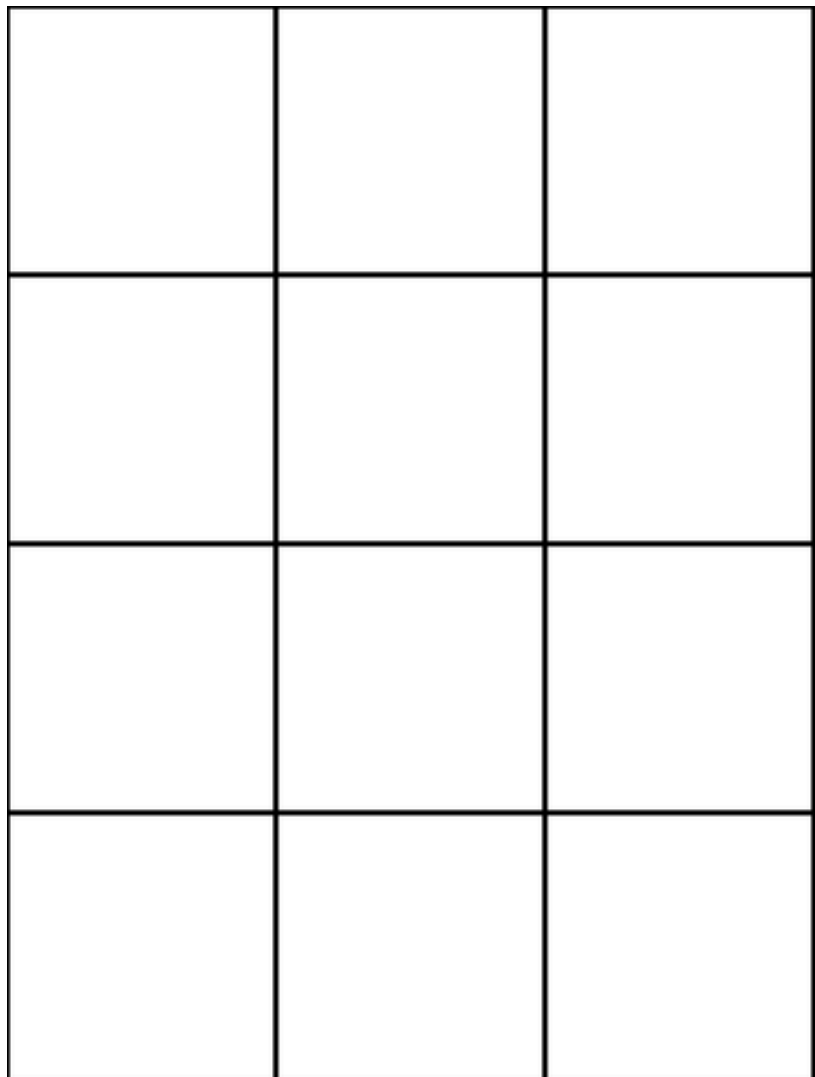
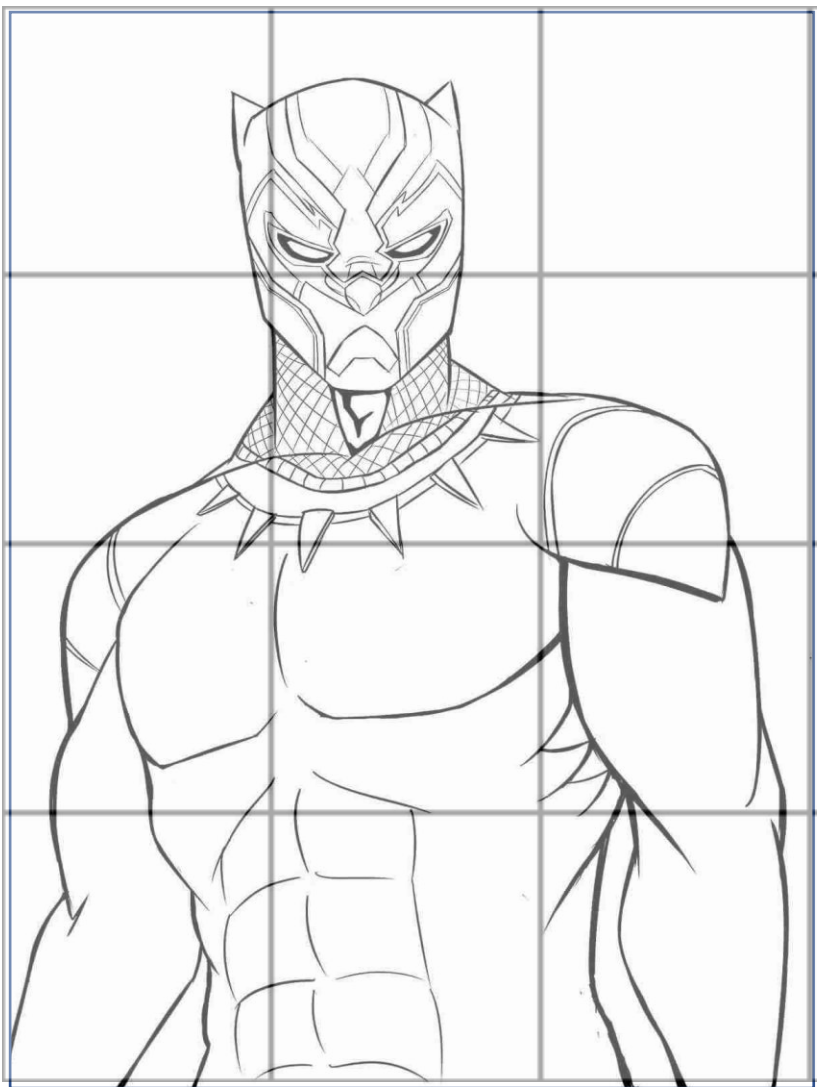
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Copyright 2009 [www.fun-free-party-games.com](http://www.fun-free-party-games.com)







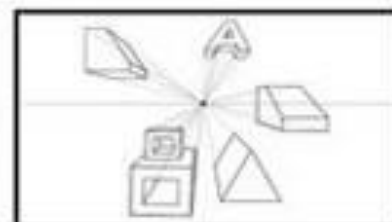
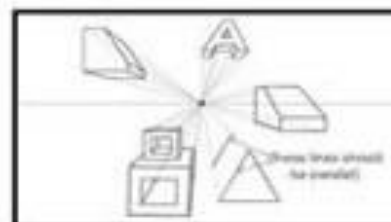
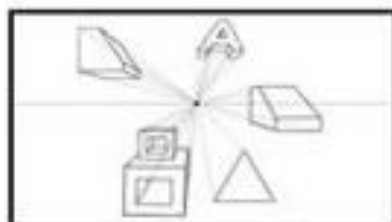
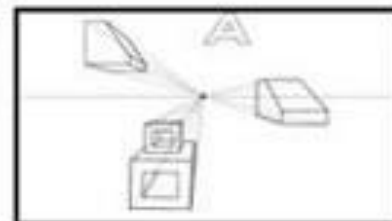
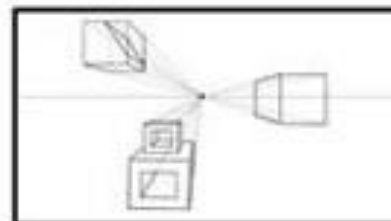
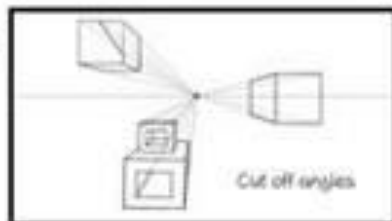
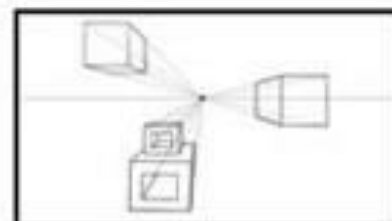
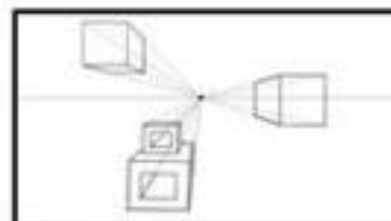
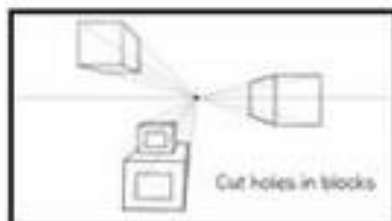
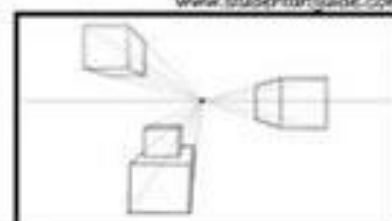
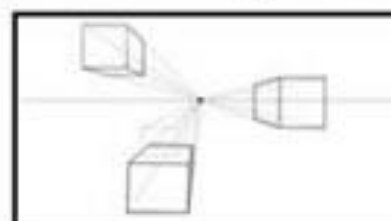
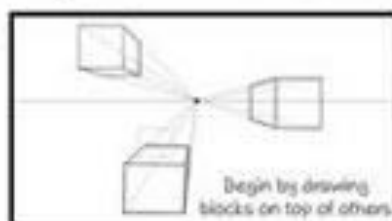
# 1 Point Perspective: Complex Forms

www.studentartguide.com

This worksheet helps you to move from drawing simple blocks to creating more complex forms, by stacking, cutting holes and adding unusual angles.

## TASK:

- Begin by drawing a series of blocks in one point perspective; above and below the vanishing point
- Draw other blocks sitting on top or beside these blocks
- Draw rectangular holes cutting through some of the blocks. Remember you may need to draw construction lines to find where the back edge of the hole will be
- Slice off different edges of the blocks on unusual angles
- In the gaps around the blocks, add in more complicated forms, such as letters and triangular shaped blocks (extension activity)









## Visual Art - Grades 3-5

Sketch what you did every day this week.

Name \_\_\_\_\_



# Snapshot of Your Week

 Monday	 Tuesday	 Wednesday
 Thursday	 Friday	 The weekend

## Elements of Art

Line



Different tools make different kinds of **lines**.

Shape



**Shapes** come in many types and sizes.

Color



Every **color** can be bright, dull, dark, or light.

Value



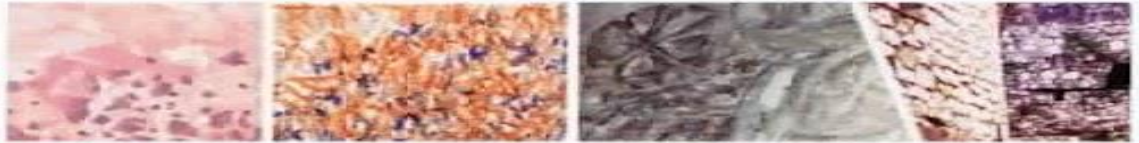
**Value** refers to dark and light in painting or drawing.

Form



**Form** is three-dimensional, and takes up space.

Texture



**Texture** is how a surface of something feels or looks.

Space



We use illusions to make **space** in art.

## Principles of Art

# Balance



**Balance** is the comfortable arrangement of things in art.

# Contrast



**Contrast** is the difference between elements in an artwork.

# Emphasis



**Emphasis** is the creation of a focal area in a work of art.

# Movement



**Movement** is how we get around in a work of art.

# Pattern



**Pattern** decorates surfaces with planned, repeated units.

# Rhythm



**Rhythm** is the repetition of shapes, lines, and forms.

# Unity



**Unity** means that all is in **harmony**. **Variety** adds interest.