Name: _____   Date: _____

***Pick one assignment from each subject to complete throughout the week. Have a parent initial the box for the assignment that you have completed. To show what you have completed, please send a picture, a sample of your work or another type of evidence.

MATH	Math project-Shape Robot	Math Game-Dice Game with > and < *Can be modified to use one die if needed	Review assignment-Mental Math practice pgs. 7-8 and 10-11
LANGUAGE ARTS	Reading Comprehension-Read both articles (*Finding the Real Lorax* and *A Math Hero*) and answer the questions	Writing Options-#1 It's raining outside and your best friend has come over. What do you do together? #2 Imagine that you're in charge of the school lunch menu for the week. What do you put on it? #3 Write about a food you like but most people don't. Why should people give it a chance?	Stamina Challenge-Write down how much you are reading each night. Start a Word Collector poster and add interesting words to it. Look up the definitions of the words at the end of your reading time
SPELLING	Use your spelling words to write a letter to a friend or family member. Then, drop it in the mail!	Make a spelling pyramid for each of your spelling words. Example: C CA CAT	Write two sets of spelling words on index cards. Shuffle and spread face down. Find the matching words

Shape Robot
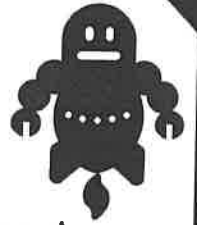
For this project you will create a shape robot using two and three dimensional objects.

Requirements:

- Ahead of time collect two and three dimensional objects from around your home (e.g. paper towel rolls, juice boxes, tissue boxes, small balls).

- Create a shape robot using the objects you collected.

- Write a list showing the different shapes that you used to make your robot. Use the Word Bank to help you. How many of each shape did you use?

Word Bank:

cylinder   cube   rectangular prism

triangle   rectangle   square   circle

- You will be given 2-3 minutes to share your work with the class. Practice what you will say at home with an adult so that you will feel confident speaking in front of the class.

Bring your project to school to share on: _____

🐛 **Mentally + 100**

Partners take turns rolling 3 dice to create a 3 digit number. Write it in the box below then add 100. Compare the 2 answers and write the symbol in the middle. The partner with the **smallest umber** circles their answer for a point. When finished, count up the circles to find the winner.

Player 1

5 4 3 + 100 =	643
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	

>

Player 2

3 6 1 + 100 =	461
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	

Lory's Page

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+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	

>

Player 2

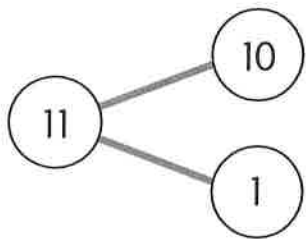|	
3 6 1 + 100 =	461
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	
+ 100 =	

Lory's Page

Add mentally.
Use number bonds to help you.

6. Find 11 + 10.
Group 11 into tens and ones.

Step 1 Add the tens.   10 + 10 = _____

Step 2 Add the result to   _____ + _____ = _____
the ones.

So, 11 + 10 = _____.

7. 16 + 10 = _____
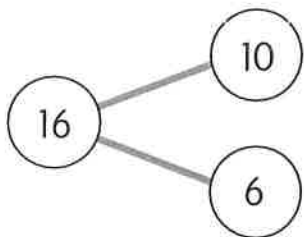
Add mentally.
Use number bonds to help you.

Example

Find 117 + 40.
Group 117 into tens, and hundreds and ones.

117 → 10 tens

117 → 107 hundreds and ones
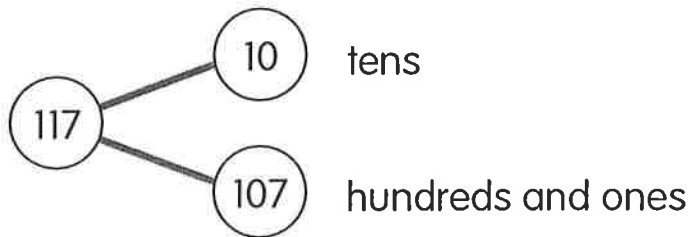
Step 1 Add the tens. $40 + 10 = \underline{50}$

Step 2 Add the result to the $\underline{107} + \underline{50} = \underline{157}$
hundreds and ones.

So, 117 + 40 = $\underline{157}$.

---

8.   Find 334 + 20.
Group 324 into tens, and hundreds and ones.

334 → 30

334 → 304
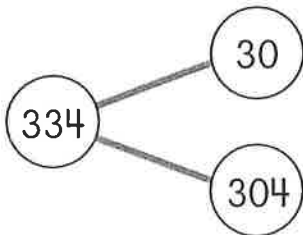
Step 1 Add the tens. $20 + 30 = \underline{\hspace{1cm}}$

Step 2 Add the result to the $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$
hundreds and ones.

So, 334 + 20 = $\underline{\hspace{1cm}}$.

Add mentally.
Use number bonds to help you.

Example

Find 128 + 300.
Group 128 into hundreds, and tens and ones.

```
        (100)  hundreds
(128)
        (28)   tens and ones
```
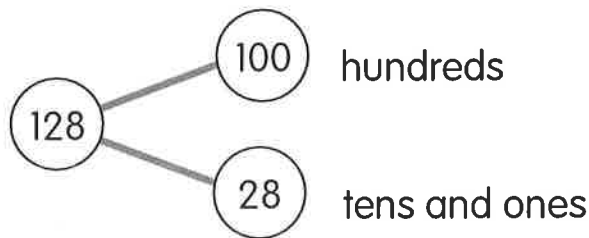
Step 1   Add the hundreds.   *100* + 300 = *400*

Step 2   Add the results to   *400* + 28 = *428*
             the tens and ones.

So, 128 + 300 = *428*.

---

10.   Find 271 + 200.
          Group 271 into hundreds, and tens and ones.

```
        (200)
(271)
        (71)
```
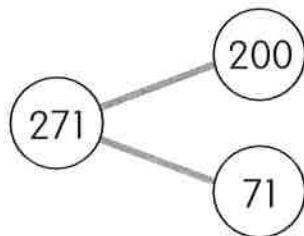
Step 1   Add the hundreds.   _____ + 200 = _____

Step 2   Add the results to the   _____ + 71 = _____
             tens and ones.

So, 271 + 200 = _____.

Worksheet 3   Meaning of Difference
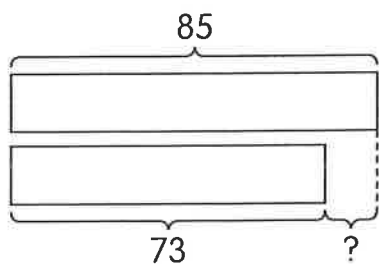
Circle the difference.

Example

$98 - 54 = \boxed{44}$

To find the **difference**, subtract the number that is less from the number that is greater.
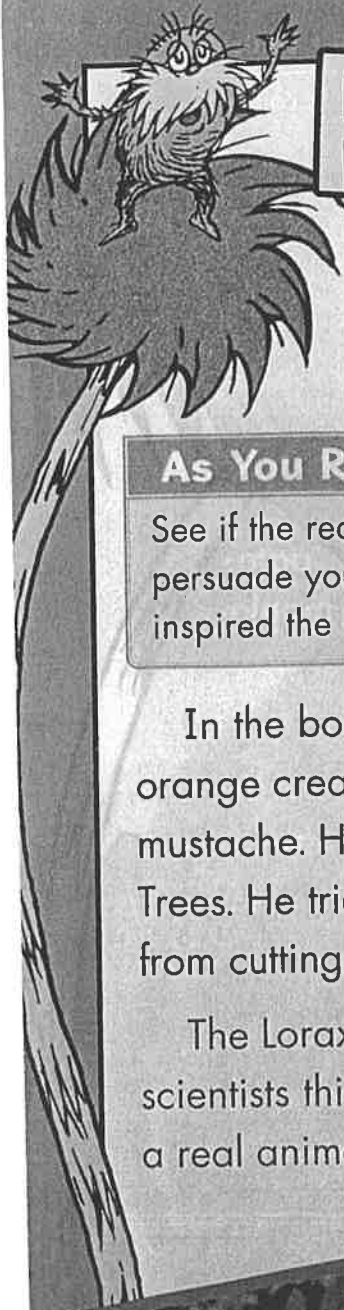
1. $85 = 153 - 68$

2. $256 - 103 = 153$

3. $586 = 700 - 114$

4. $403 - 199 = 204$

Find the difference between the numbers.
Use bar models to help you.

5.

$85 - 73 = $ _____

Finding the Real Lorax

As You Read

See if the reasons the author gives persuade you that the patas monkey inspired the Lorax.

In the book, the Lorax is a squat orange creature with a yellow mustache. He speaks for the Truffula Trees. He tries to keep the Once-ler from cutting them down.

The Lorax is made-up, but some scientists think he may be based on a real animal.

Patas monkeys climb trees.

The scientists think a monkey called the patas monkey **inspired** the Lorax. They think it gave Dr. Seuss the idea for the character. Why do the scientists think this?

Reason 1: The Lorax looks like the real monkey.

The patas monkey is orange, just like the Lorax. It has fur under its nose that looks like a mustache, just like the Lorax does.

The scientists put pictures of the Lorax's face and the patas monkey's face in a computer. They put pictures of other monkeys in there too. The computer said that the Lorax and the patas monkey were a match!

That's not the only look-alike in *The Lorax*. Patas monkeys get their food from scraggly, skinny trees called whistling thorn **acacias** (uh-KAY-shuhs).
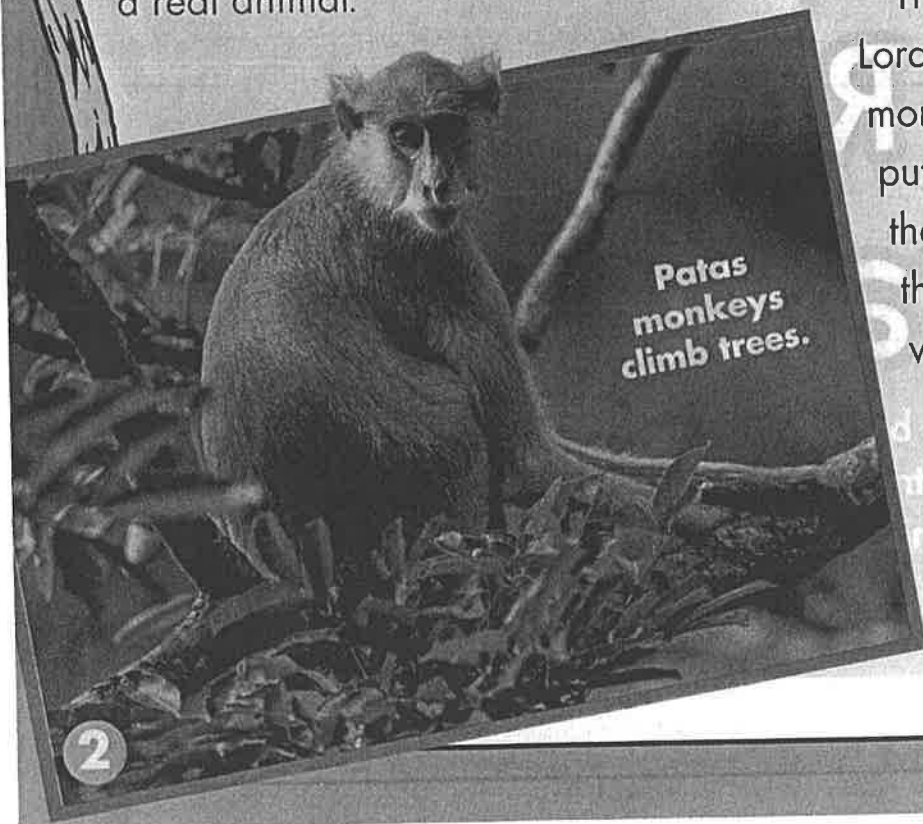
The scientists think these trees look a little like the dead Truffula Trees in *The Lorax*.

Reason 2: Dr. Seuss went to the place where the monkey lives.

When Dr. Seuss was writing *The Lorax*, he had **writer's block**. That means he couldn't come up with ideas. He and his wife went on vacation to Kenya, a country in Africa, to relax.

Kenya is where the patas monkey lives! Dr. Seuss could have seen the monkey and the acacia tree on his vacation. In fact, Dr. Seuss wrote most of *The Lorax* while he was on that vacation.

whistling thorn acacia

dead Truffula Trees

Reason 3: The monkey needs the trees, just like the Lorax does.

Patas monkeys eat the thorns, flowers, and seeds of the acacia trees. They also eat a sticky goo from the trees called **gum**. They can't live without the trees.

The Lorax and the other animals in the book can't live without the Truffula Trees. That's why the Lorax speaks for the trees. He wants the Once-ler to take care of them, not cut them down.

We don't know for sure where Dr. Seuss got the idea for his book. He's not alive anymore, so we can't ask him. But it makes sense that it came from real life. After all, authors get ideas for books from all kinds of places. What do you think? Is the Lorax based on the patas monkey?

—by Blair Rainsford

Dr. Seuss at work

3

Dr. Seuss Timeline

1900

1904
He was born.

1910

1921
He started college.

1920

MULBERRY STREET
Dr. Seuss

1930

1937
His book *And to Think That I Saw It on Mulberry Street* was published.

1940

1950

1957
His book *The Cat in the Hat* was published.

1960

1970

1971
His book *The Lorax* was published.

1980

The LORAX
Dr. Seuss

1990

1991
He died.

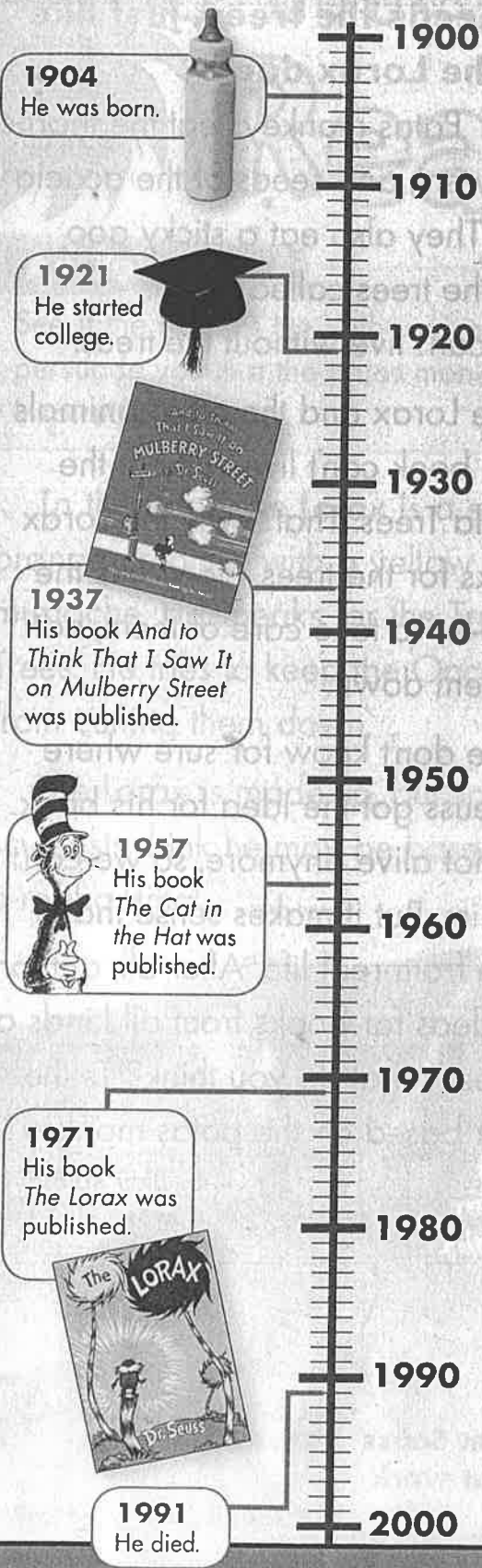**2000**
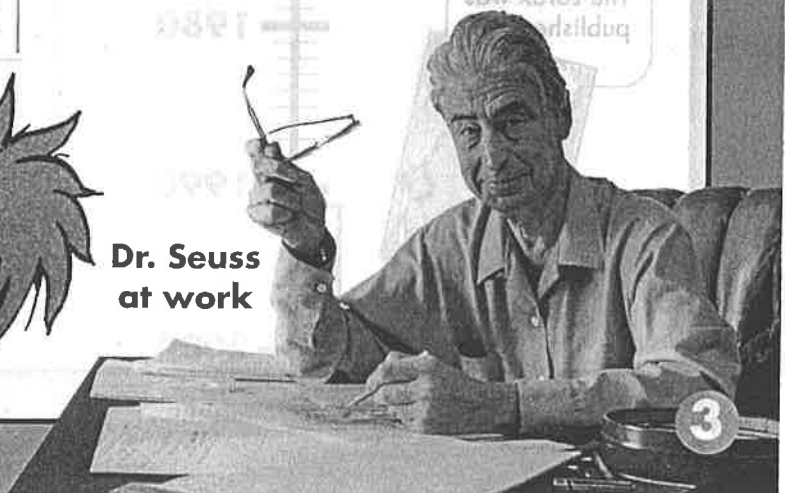
Read the timeline of Dr. Seuss's life. Then answer the questions.

1. In which year was he born?
○ 1904 ○ 1921 ○ 1937

2. What happened in 1921?
○ He wrote his first book.
○ He was born.
○ He started college.

3. The book this article is about was published in _____.
○ 1937 ○ 1957 ○ 1971

4. Which book on this timeline was published first?
○ *And to Think That I Saw It on Mulberry Street*
○ *The Cat in the Hat*
○ *The Lorax*

★ **Bonus**

Put the events below in order. Write 1, 2, and 3.

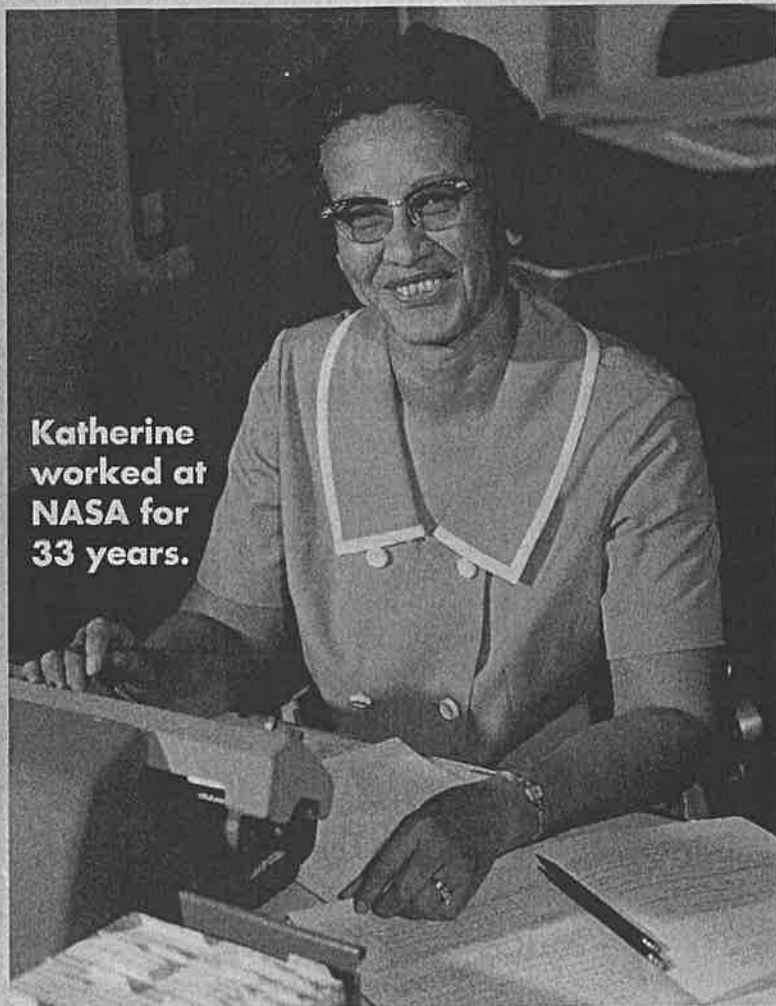_____ He started college.

_____ *The Lorax* was published.

_____ *The Cat in the Hat* was published.

4

A Math Hero

Katherine Johnson used math to help people go into space!

When Katherine was a little girl in the 1920s, she was very **curious**. She loved to ask questions.

She also loved numbers. She counted everything she could. At night, she looked up at the sky and tried to count all the stars.

In 1953, Katherine started working at **NASA***. NASA is the group that sends American astronauts into space. But Katherine wasn't an astronaut. She was a **mathematician** (math-muh-TIH-shuhn), which is someone who solves math problems.

Katherine worked at NASA for 33 years.

A Different Time

But there were some problems Katherine couldn't solve with math.

Katherine was a woman. Back then, many people thought women weren't as smart as men. And Katherine was black. Back then, some places in the U.S. had laws that made it hard for black people to get good jobs. Black people couldn't even use the same bathrooms and lunchrooms as white people.

Katherine knew that all of this was wrong and unfair.

But she didn't let it stop her from chasing her dreams. She was **confident**. She believed in herself.

Checking the Numbers

The people at NASA believed in Katherine too. They saw that she was great at math, and they liked that she was curious.

In 1962, NASA wanted to send an astronaut on a trip around Earth. Someone needed to **calculate** the astronaut's path. That means to use math to figure it out.

NASA used a new computer to do the math. But the astronaut didn't trust the computer. "Get the girl to check the numbers," he said.

"The girl" was Katherine. It took her a day and a half to check all that math! In the end, the numbers were right. The astronaut went on his trip. It was a success!

Life After NASA

Katherine worked at NASA for 33 years. "I loved going to work

Katherine's Missions

Katherine helped on many important missions at NASA.

In 1962, NASA sent an astronaut around Earth. Katherine helped calculate his path.

In 1969, NASA sent astronauts to the moon. Katherine helped make sure they got back to Earth safely.

every single day," she said.

For a long time, she wasn't as famous as the astronauts she worked with. But people are starting to learn about her. In fact, a book and a movie about Katherine came out in 2016.

Katherine loved math, and she got to spend her whole life doing it. She helped change our country. The little girl who counted the stars helped people go into space!

—by Blair Rainsford

*KATHERINE STARTED WORKING AT THE NATIONAL ADVISORY COMMITTEE FOR AERONAUTICS (NACA) IN 1953. IN 1958, THAT GROUP WAS RENAMED NASA.

3

Cool Space Jobs

Are you interested in space, like Katherine was?
Here are three cool space jobs you could have one day!

Astronaut

Astronauts go into space! They live and work on the space station. Sometimes they stay there for months.

Food Scientist

Food scientists make the food that astronauts eat in space. This scientist is making space pizza!

Diver

Astronauts train underwater because it feels like being in space. Divers help them stay safe.

---

1. Which one helps astronauts stay safe underwater?

◯ diver ◯ food scientist ◯ veterinarian

---

2. Which one goes into space?

◯ food scientist ◯ diver ◯ astronaut

---

3. Food scientists make the food that astronauts eat in _____.

◯ the cafeteria ◯ space ◯ the ocean

---

4. Why do astronauts train underwater?

◯ because being underwater is less scary than being in space

◯ because being underwater feels like being in space

◯ because the space station has a swimming pool

4

Spelling Words: Skill: **Long i** vowel sound spelled with **igh**	Spelling Words: Skill: **Long i** vowel sound spelled with **igh**	Spelling Words: Skill: **Long i** vowel sound spelled with **igh**	Spelling Words: Skill: **Long i** vowel sound spelled with **igh**
sigh	sigh	sigh	sigh
sighed	sighed	sighed	sighed
might	might	might	might
brightest	brightest	brightest	brightest
tight	tight	tight	tight
flight	flight	flight	flight
slightest	slightest	slightest	slightest
high	high	high	high
higher	higher	higher	higher
highest	highest	highest	highest
flight	flight	flight	flight
sunlight	sunlight	sunlight	sunlight
midnight	midnight	midnight	midnight
tonight	tonight	tonight	tonight
right	right	right	right
Challenge words:	Challenge words:	Challenge words:	Challenge words:
Dubrovnik	Dubrovnik	Dubrovnik	Dubrovnik
activities	activities	activities	activities
Trick words:	Trick words:	Trick words:	Trick words:
any	any	any	any
many	many	many	many