Reading "The Lost Kitten"

Sara loved kittens. She loved them almost as much as she loved her mom and dad. But there was a problem. Sara could not have her own kitten. Her mom was **allergic** to kittens. Every time her mom was near a kitten she started to sneeze. Her cheeks turned bright red and her eyes got **puffy**. Sara was sad about not being able to have a kitten. But she understood. One day Sara and her mom went to the store. When they got out of the car a kitten came **darting** up to Sara. The kitten purred and purred at Sara. Sara looked at her mom, wanting to ask if they could keep the kitten. Sara's mom told her to **scoop** up the kitten. They would make sure to find it a good home. The next day Sara's **neighbors** decided to keep the kitten. Now Sara can see it any time she wants. It's just like having her own kitten.

Understand It!

Answer the following questions after reading:

1. The main idea was...
   a. going to the store
   b. sneezing
   c. getting Sara a kitten
   d. puffy eyes

2. I predict Sara's mom would be ___ if the kitten lived with them.
   a. allergic
   b. happy
   c. excited
   d. healthy

3. Why didn't Sara ask to keep the kitten?
   a. she was scared of cats
   b. she didn't like cats
   c. she thinks cats are mean
   d. she knew her mom was allergic

4. Which word below best describes Sara's mom?
   a. selfish
   b. loving
   c. mean
   d. frustrated

Word Work

Color the words in the passage that match each category below:

- **red** — Contractions
- **blue** — Plurals
- **green** — Adjectives
- **orange** — Proper Nouns

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
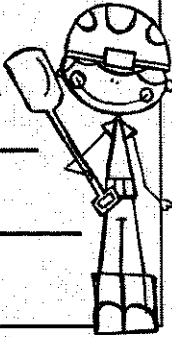5. _____ _____

Passage 1

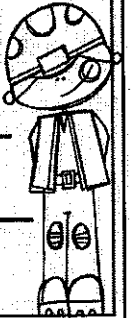# Comprehension: Thinking Deeper About Fiction

Name: _____   Date: _____

Passage Title: _____   Passage Number: _____

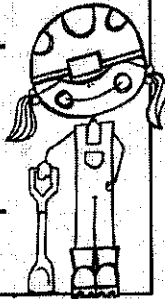Directions: Think deeper about the passage to answer the questions below.

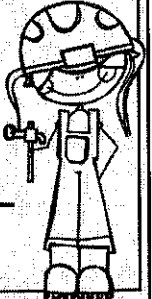- -

What is your opinion of the story? Why?

_____

_____

_____

_____

Who is telling the story? How do you know?

_____

_____

_____

_____

How would you have acted in the story? Why?

_____

_____

_____

_____

How are you alike and different from the main character?

_____

_____

_____

_____

What big ideas can you infer and use in your own life?

_____

_____

_____

How did the characters change over time?

_____

_____

_____

"Time to Recycle"

Jake and his friends were playing football at recess. Jake's

friend Sam threw the football so far Jake had to run as fast as

he could to catch it. Jake made the catch! As he caught the

ball he felt something hard under his foot. Jake looked down

and saw a **dozen** different **crushed** soda cans in the grass. He

looked some more. He saw plastic bags, papers, and some glass

jars too. Jake wondered how all that trash got there. It didn't

make sense. Who would throw their trash on the side of the

school playground? It made Jake mad. It made Jake want to

do something. So, he called all his friends over and they **created**

a plan. The boys agreed to clean up the trash at recess the

next day. They also **decided** to make recycling posters and put

them around the school. Their **goal** was to never see trash on

their playground again!

Understand It!
Answer the following questions after reading:

1. The main idea was...
   a. football
   b. recycling
   c. recess
   d. making posters

2. I predict the narrator would be ___ if he saw more trash in a week.
   a. happy
   b. excited
   c. patient
   d. sad

3. What was Jake upset about the most?
   a. That people threw their trash on the playground
   b. Missing the catch
   c. Having to pick up trash
   d. Making posters

4. What trait best describes Jake?
   a. careless
   b. funny
   c. selfish
   d. caring

Word Work
Color the words in the passage that match each category below:

red — Contractions

blue — Plurals

green — Adjectives

orange — Proper Nouns

Vocabulary
Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 _____ _____

2 _____ _____

3 _____ _____

4 _____ _____

5 _____ _____

Passage 2

Comprehension: Thinking Deeper About Fiction

Name: _____   Date: _____

Passage Title: _____   Passage Number: _____

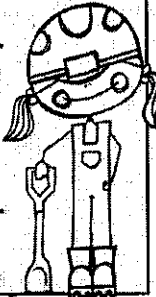Directions: Think deeper about the passage to answer the questions below.

- -

What is your opinion of the story? Why?

_____

_____

_____

_____

Who is telling the story? How do you know?

_____

_____

_____

_____

How would you have acted in the story? Why?

_____

_____

_____

How are you alike and different from the main character?

_____

_____

_____

What big ideas can you infer and use in your own life?

_____

_____

_____

How did the characters change over time?

_____

_____

_____

"A Visit to the Fire Station"

Last week our class took a field trip to the fire station. Our teacher, Mrs. Smith, told us we would learn a lot about fire **safety**. My friends and I thought it was silly. We didn't think we would learn anything new. But we were wrong! We all knew to call 911 if we saw a fire or smoke. But no one in our class ever thought about making a plan at home in case of a fire. None of our families talked about where we would meet if there was a fire. And we never **practiced** a fire **drill** at home! We all got to try on the big, **bulky**, heavy fire jackets. We learned never to hide during a fire, but to find the safest escape. Mrs. Smith was right when she told us to take this field trip **serious**. We did have a lot more to learn about fire safety. My friends and I all promised to go home and make a fire safety plan with our parents.

Understand It!

Answer the following questions after reading:

1. The main idea was…
   a. class field trips
   b. fire jackets
   c. fire safety
   d. calling 911

2. I predict the narrator will go home and ___.
   a. forget what he learned
   b. make a fire safety plan
   c. think the trip was boring
   d. forget to make a plan

3. What does the narrator first think of the trip?
   a. it will be boring
   b. it will be amazing
   c. it will be scary
   d. it will be long

4. What trait best describes the narrator?
   a. funny
   b. scared
   c. angry
   d. smart

Word Work

Color the words in the passage that match each category below:

red — Contractions

blue — Plurals

green — Adjectives

orange — Proper Nouns

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
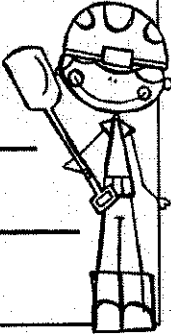5. _____ _____

Passage 3

Comprehension: Thinking Deeper About Fiction

Name: _____   Date: _____

Passage Title: _____   Passage Number: _____

Directions: Think deeper about the passage to answer the questions below.

What is your opinion of the story? Why?

_____

_____

_____

_____

Who is telling the story? How do you know?

_____

_____

_____

_____

How would you have acted in the story? Why?

_____

_____

_____

How are you alike and different from the main character?

_____

_____

_____

What big ideas can you infer and use in your own life?

_____

_____

_____

How did the characters change over time?

_____

_____

_____

"North America"

North America is one of seven **continents** in the world. Did you know there are over 20 different countries in North America? The three biggest countries in North America are The United States, Canada, and Mexico. Greenland is the world's largest **island** and it is part of North America too! **Countless** rivers **flow** through different parts of North America. The biggest rivers most people know about are the Mississippi River, Colorado River, Ohio River, and Hudson River. Almost all of these rivers help divide states. All of them provide important ways for supplies to move from one place to the next. Way back before airplanes or even trains, people **relied** on moving things they needed up and down these mighty rivers. It's important to learn about the world. North America is just one continent we can learn about.

Understand It!

Answer the following questions after reading:

1. Which is an example of descriptive language?
   a. move from one place
   b. the biggest rivers are
   c. mighty rivers
   d. help divide states

2. The biggest fact from the text is...
   a. There are rivers
   b. There are countries
   c. rivers divide states
   d. North America is one of seven continents

3. One small fact from the text is...
   a. Greenland is an island
   b. rivers aren't needed
   c. there are few rivers
   d. there are 3 countries in North America

4. How are rivers helpful?
   a. they carry diseases
   b. they dry out
   c. they flood
   d. they divide land

Word Work
Color the words in the passage that match each category below:

red — Descriptive language

blue — Pronouns

green — Words with 3 or more syllables

orange — Action verbs

Vocabulary
Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 _____
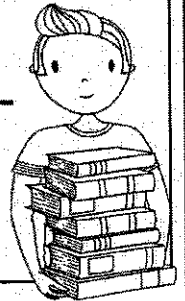2 _____
3 _____
4 _____
5 _____

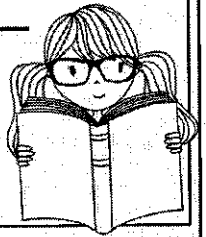Passage 11

Comprehension: Retelling Nonfiction

Name: _____ Date: _____

Passage Title: _____ Passage Number: _____

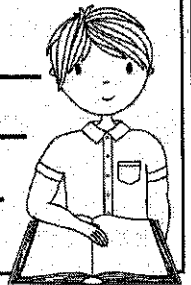Directions: Think carefully about the passage to answer the questions below.

- -

What was the main topic? _____
_____
_____

What were some key facts? _____
_____
_____

What are some new things you learned? _____
_____
_____

Describe the setting. _____
_____
_____

What were some new words you learned? _____
_____
_____

"Our Community Government"

There is a community **government** in big towns, small cities, and out in the country. A government is a group of people who come together to help run the area you live. The leader of the local government is called the mayor. The area you live in is called your **community**. There may be only a few people in your community, or there may be tons of people in your community. The government in your community has three big jobs. The first job is to **protect** the people who live in the community. That's you! The second big job is to **establish** order. That means to keep things in your community working smoothly. And the last big job is to **manage** conflict. That means they help everyone get along. They make sure everyone is following the laws. The mayor and the community government work hard to keep you safe!

Understand It!

Answer the following questions after reading:

1. Which is an example of descriptive language?
   a. small cities
   b. protect the people
   c. establish order
   d. manage conflict

2. The biggest fact from the text is...
   a. There are small towns
   b. There are big cities
   c. The leader is called the mayor
   d. everyone has a government

3. One small fact from the text is...
   a. a government has 4 big jobs
   b. we live in communities
   c. there are no mayors
   d. not everyone has a government

4. What is one thing a government does not do?
   a. establish order
   b. manage conflict
   c. manage local stores
   d. protect the people

Word Work
Color the words in the passage that match each category below:

- **red** — Descriptive language
- **blue** — Pronouns
- **green** — Words with 3 or more syllables
- **orange** — Action verbs

Vocabulary
Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1 _____ _____
2 _____ _____
3 _____ _____
4 _____ _____
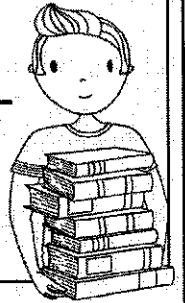5 _____ _____

Passage 13

Comprehension: Retelling Nonfiction

Name: _____ Date: _____

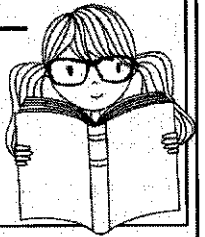Passage Title: _____ Passage Number: _____

Directions: Think carefully about the passage to answer the questions below.
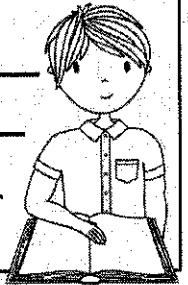
- -

What was the main topic? _____
_____
_____

What were some key facts? _____
_____
_____

What are some new things you learned? _____
_____
_____

Describe the setting. _____
_____
_____

What were some new words you learned? _____
_____
_____

"The Three Levels of Government"

There are three **levels** of government in the United States. Each level has its own jobs and leaders. The first level is the **local** government. The leader of the local level is called the mayor. One of the main jobs of the government at this level is to protect and serve the local community. That means the people who live very close to you. The second level of government is the state level. The leader of this level is called the governor. There are many **members** of this government. One big job they have is to take care of all the public schools in the state. The last level of government is the federal level. The leader of this level is the president. One of the **major** jobs of the government at this level is to **protect** our country. They manage all the United States military who fight for our freedom every day.

Understand It!

Answer the following questions after reading:

1. Which word from the text is an adjective?
   a. leaders
   b. government
   c. members
   d. second

2. The biggest fact about government is...
   a. There are 3 levels
   b. local is most important
   c. local manages schools
   d. state controls military

3. One small fact from the text is...
   a. they all have the same jobs
   b. state level has a mayor
   c. the local leader is the mayor
   d. not every level has a leader

4. What does the state level control?
   a. the public schools
   b. the local community
   c. the military
   d. protecting our country

Word Work

Color the words in the passage that match each category below:

- **red** — Descriptive language
- **blue** — Pronouns
- **green** — Words with 3 or more syllables
- **orange** — Action verbs

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. _____
2. _____
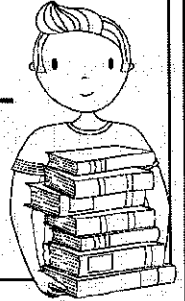3. _____
4. _____
5. _____

Passage 14

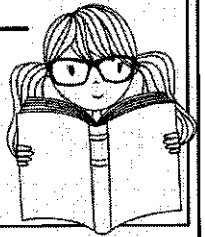# Comprehension: Retelling Nonfiction

Name: _____   Date: _____

Passage Title: _____   Passage Number: _____

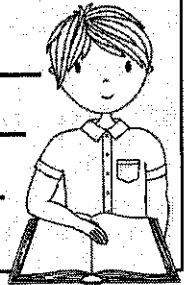Directions: Think carefully about the passage to answer the questions below.
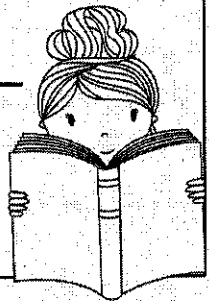
What was the main topic? _____

_____

_____

What were some key facts? _____

_____

_____

What are some new things you learned? _____

_____

_____

Describe the setting. _____

_____

_____

What were some new words you learned? _____

_____

_____

Book 3

5-A-Day Math Review: Week 1

Monday

1.

Round	10	100
137		
258		
522		

2.

$$73 + 21$$ $$57 - 26$$ $$587 + 36$$

3. Complete the fact family.

$7 \times 2 =$ _____

$2 \times 7 =$ _____

$14 \div 2 =$ _____

$14 \div 7 =$ _____

4. What is the area of this figure?
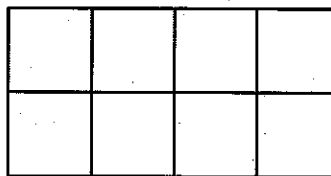
side lengths: _____ × _____

area = _____

5.

The time is _____

In 30 minutes it will be _____.

Tuesday

1. Circle the shapes to model:

$2 \times 4 =$ _____

🏀 🏀 🏀 🏀

🏀 🏀 🏀 🏀

2. Name the fraction.

0 ——●——————— 1   ☐/☐
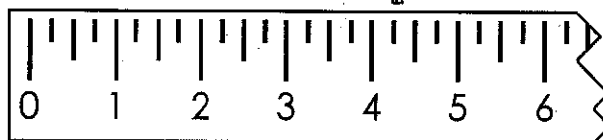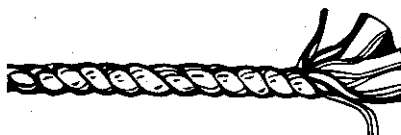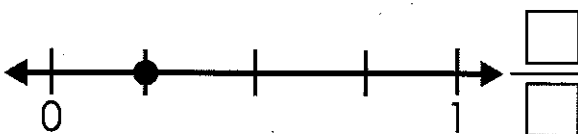
3. Find the missing numbers.

$10 \times \square = 20$ $10\overline{)20}$

$3\overline{)24}$ $3 \times \square = 24$

4. Measure to the nearest $\frac{1}{4}$ inch.

0 1 2 3 4 5 6

5. Commutative Property: Solve and circle the shapes to model.
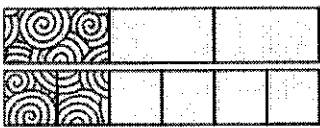
$2 \times 3 = \square \times 2$

○ ○   ○ ○

○ ○ = ○ ○
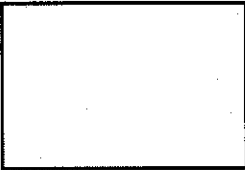
○ ○   ○ ○
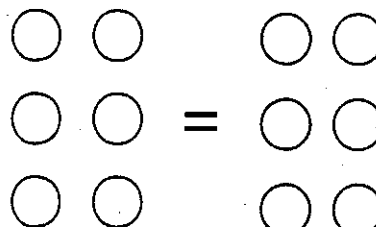
5-A-Day Math Review: Week 1

Wednesday

1. Write the equivalent fraction.

$$\frac{1}{3} = \frac{\Box}{\Box}$$
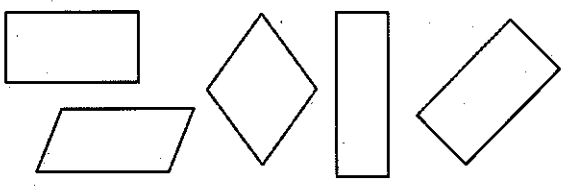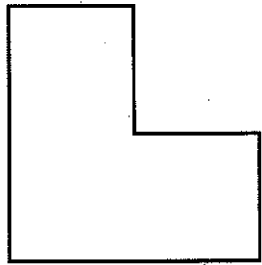
2. Find the perimeter.

3 in.

2 in.

p = _____

3. Shade in the rectangles.

4. Sam has 15 apples. He places an equal number of apples on 3 plates. How many apples does he put on each plate? Draw a model to show your work.
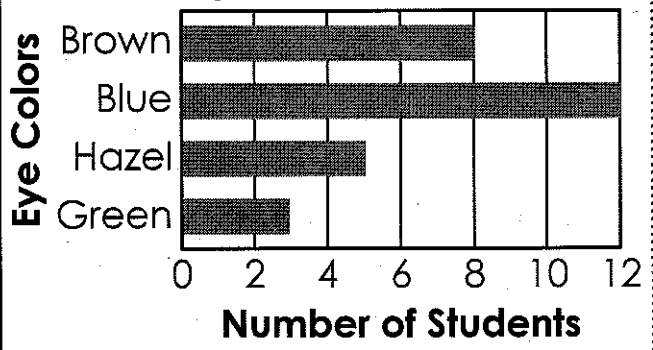
5. Find the area.

4 in.

8 in.

4 in.

8 in.

Thursday

Eye Colors of the Class

Brown
Blue
Hazel
Green

0   2   4   6   8   10   12
Number of Students

Eye Colors

1. How many students have hazel eyes?

2. How many more students have blue eyes than brown?

3. How many fewer students have green eyes than brown?

4. Ally has 7 grapes. She eats 2. Then she gives 3 away. How many grapes does she have left?

7 - 2 = _____

5 - 3 = _____

g = _____

She has _____ grapes left.

5. Compare the fractions.

$$\frac{1}{2} \bigcirc \frac{1}{4}$$

Name: _____ Date: _____

5-A-Day Math Review: Week 2

Book 3

Monday

①

Multiply	30	50
8		
7		
4		

②

$$97 + 38$$ $$189 - 21$$ $$89 + 36$$

③ Complete the fact family.

$3 \times 4 =$ _____

$4 \times 3 =$ _____

$12 \div 4 =$ _____

$12 \div 3 =$ _____

④ What is the area of this figure?

area = _____

⑤ Complete the table.

bikes	1	2	3	4	5	6
wheels	2	4				

Describe the pattern:

_____

Tuesday

① Circle the shapes to model:

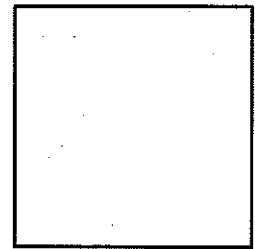$8 \div 4 =$ _____
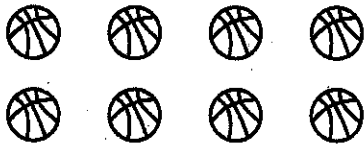
② Name the fraction.
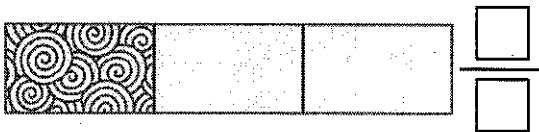
③ Find the missing numbers.

$5 \times \square = 20$ $5\overline{)20}$

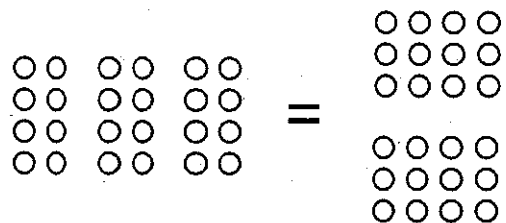$4\overline{)12}$ $4 \times \square = 12$

④ Partition and then shade in.

one-fourth

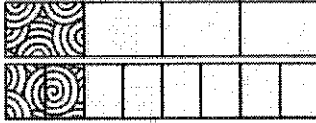**⑤** Associative Property: Solve and circle the shapes to model.

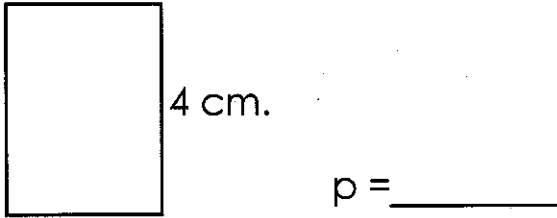$(2 \times 4) \times 3 = 2 \times (\square \times 3)$
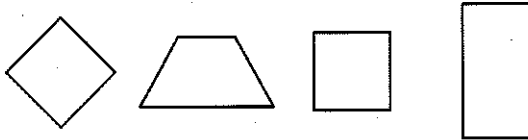
=

5-A-Day Math Review: Week 2

Book 3

Wednesday

1 Write the equivalent fraction.

$$\frac{1}{4} = \frac{\square}{\square}$$

2 Find the perimeter.

3 cm.

4 cm.

p = _____

3 Shade in the squares.

4 There are 4 equal groups of pears. Each group has 5 pears. How many pears are there in all? Draw a model to show your work.

5 Find the area.

4 in.

2 in.

4 in.

6 in.

Thursday

Tickets Sold to the Class Play

Casey	ADMIT ONE ADMIT ONE ADMIT ONE ADMIT ONE
Lea	ADMIT ONE ADMIT ONE
Parker	ADMIT ONE ADMIT ONE ADMIT ONE ADMIT ONE
Carl	ADMIT ONE ADMIT ONE ADMIT ONE

ADMIT ONE = 4 tickets

1 How many tickets did Parker sell?

2 How many more tickets did Casey sell than Lea?

3 How many tickets were sold in total?

4 Tania has 6 pairs of sunglasses. Marco has 3 times as many pairs as Tania. How many pairs do they have all together?

6 × 3 = _____

18 + 6 = _____

s = _____

They have _____ pairs all together.

5 Compare the fractions.

$$\frac{1}{4} \bigcirc \frac{2}{4}$$

Name: _____ Date: _____

5-A-Day Math Review: Week 3

Monday

①

Round	10	100
145		
213		
382		

②

$$192 - 95$$ $$302 + 402$$ $$286 + 75$$

③ Complete the fact family.

$$6 \times 4 = \rule{3cm}{0.4pt}$$

$$4 \times 6 = \rule{3cm}{0.4pt}$$

$$24 \div 4 = \rule{3cm}{0.4pt}$$

$$24 \div 6 = \rule{3cm}{0.4pt}$$

④ What is the area of this figure?

side lengths: _____ × _____

area = _____

⑤
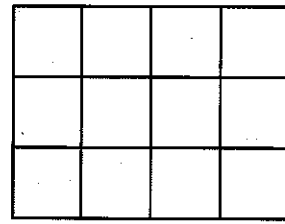
The time is _____

In 20 minutes it will be _____.

Tuesday

① Circle the shapes to model:

$$4 \times 3 = \rule{2cm}{0.4pt}$$

② Name the fraction.

0 _____ 1
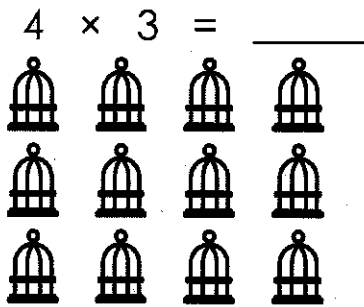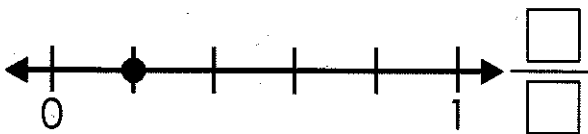
③ Find the missing numbers.

$$3 \times \square = 6$$ $$3\overline{)6}$$

$$3\overline{)15}$$ $$3 \times \square = 15$$

④ Measure to the nearest $\frac{1}{4}$ inch.

0 1 2 3 4 5 6
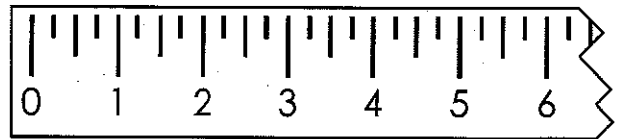
⑤ Distributive Property: Solve and circle the shapes to model.

$$4 \times 5 = (4 \times \square) + (4 \times 3)$$

5-A-Day Math Review: Week 3

BOOK 3
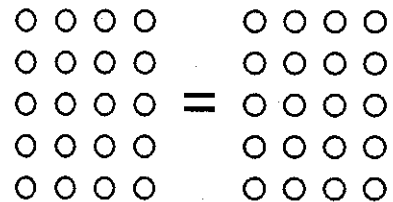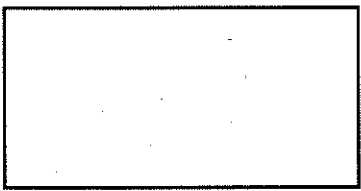
Wednesday

1. Write the equivalent fraction.

$$\frac{1}{2} = \frac{\square}{\square}$$

2. Find the perimeter.

2 ft.

4 ft.

p = _____

3. Shade in the rhombuses.
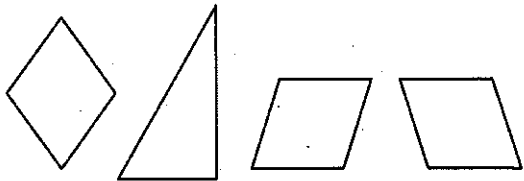
4. There are 4 bowls of bananas. Each bowl had 4 bananas. How many bananas are there all together? Draw a model to show your work.

5. Find the area.

4 in.

3 in.

5 in.

2 in.

6 in.

Thursday

Number of Siblings

Siblings

3+

2

1

0

0   4   8   12   16   20   24

Students in Third Grade

1. How many students have 0 siblings?

2. How many more students have 1 sibling than 2 siblings?

3. How many fewer students have 3+ siblings than 1 sibling?

4. Mark has 72 pencils. He keeps 12 of them. He divided the rest equally between his 6 friends. How many did each friend get?

72 - 12 = _____

60 ÷ 6 = _____

p = _____

Each friend got _____ pencils.

5. Compare the fractions.

$$\frac{1}{3} \bigcirc \frac{1}{2}$$

Name: _____ Date: _____

5-A-Day Math Review: Week 4

Monday

1.

Multiply	20	70
6		
9		
2		

2.

$$\begin{array}{r} 97 \\ + 26 \end{array} \qquad \begin{array}{r} 189 \\ + 774 \end{array} \qquad \begin{array}{r} 452 \\ - 412 \end{array}$$

3. Complete the fact family.

$5 \times 2 = $ _____

$2 \times 5 = $ _____

$10 \div 5 = $ _____

$10 \div 2 = $ _____

4. What is the area of this figure?
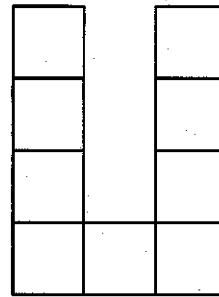
area = _____

5. Complete the table.

tables	1	2	3	4	5	6
legs	4	8				

Describe the pattern:

_____

Tuesday

1. Circle the shapes to model:

$12 \div 3 = $ _____

2. Name the fraction.

$\dfrac{\square}{\square}$
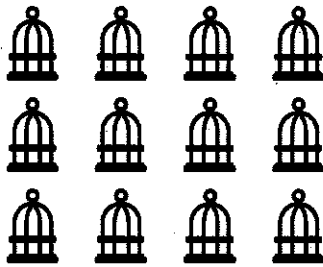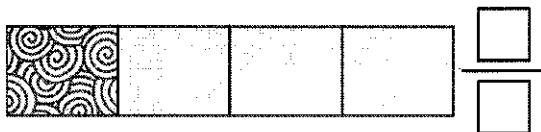
3. Find the missing numbers.

$4 \times \square = 20$ $\qquad 4)\overline{20}$

$2)\overline{14} \qquad 2 \times \square = 14$

4. Partition and then shade in.

one-half
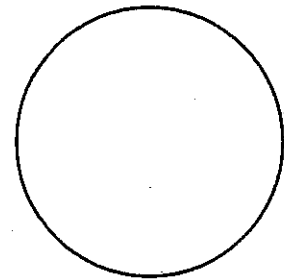
5. Commutative Property: Solve and circle the shapes to model.

$4 \times 3 = \square \times 4$

○ ○ ○ ○   ○ ○ ○ ○
○ ○ ○ ○ = ○ ○ ○ ○
○ ○ ○ ○   ○ ○ ○ ○

Book 3
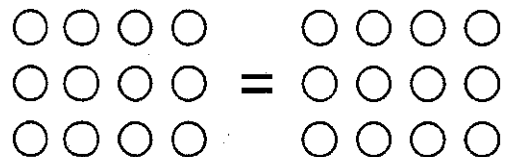
5-A-Day Math Review: Week 4

Wednesday

1 Write the equivalent fraction.

$$\frac{3}{4} = \frac{\boxed{}}{\boxed{}}$$

2 Find the perimeter.

3 mm.

5 mm.   p = _____

3 Shade in the trapezoids.

4 We have 48 slices of pizza. Each whole pizza has 8 slices. How many pizzas do we have? Draw a model to show your work.

5 Find the area.

6 in.

2 in.

7 in.

8 in.

Thursday
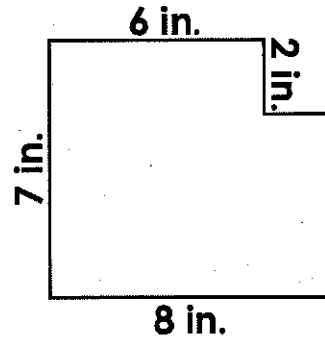
Number of Collectible Stamps

James	🖼 🖼 🖼 🖼 🖼 🖼
Paz	🖼 🖼 🖼 🖼
Jose	🖼 🖼 🖼 🖼
Phillip	🖼 🖼 🖼 🖼 🖼 🖼

🖼 = 2 stamps

1 How many fewer stamps does Paz have than James?

2 How many more stamps does Phillip have than Jose?

3 How many stamps do James, Paz, and Jose have in total?

4 The animal shelter has 6 male cats and 7 female cats. Over the weekend 9 cats were adopted. How many cats are left?

$$6 + 7 = \underline{}$$

$$13 - 9 = \underline{}$$

$$c = \underline{}$$

There are _____ cats left.

5 Compare the fractions.

$$\frac{2}{3} \bigcirc \frac{1}{3}$$

Book 3

5-A-Day Math Review: Week 5

Monday

1.

Round	10	100
161		
758		
419		

2.
$$93 + 264$$ $$365 - 17$$ $$827 + 111$$

3. Complete the fact family.

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

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

$$42 \div 6 = \underline{\quad}$$

$$42 \div 7 = \underline{\quad}$$

4. What is the area of this figure?
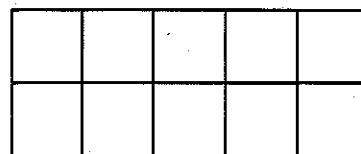
side lengths: _____ × _____

area = _____

5.

The time is _____

30 minutes ago it was _____.

Tuesday

1. Circle the shapes to model:

$$3 \times 6 = \underline{\quad}$$

2. Name the fraction.

0 ————————— 1
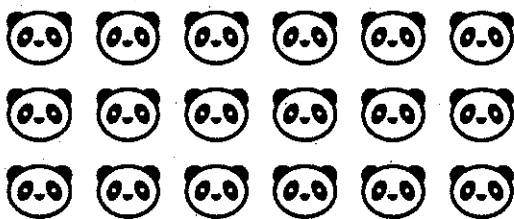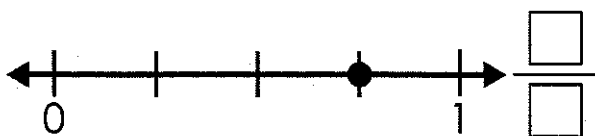
3. Find the missing numbers.

$$6 \times \square = 12$$ $$6\overline{)12}$$

$$7\overline{)35}$$ $$7 \times \square = 35$$

4. Measure to the nearest $\frac{1}{4}$ inch.
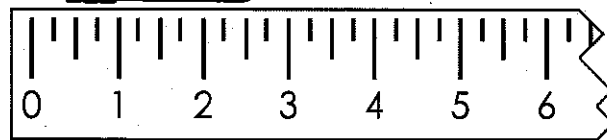
5. Associative Property: Solve and circle the shapes to model.

$$(3 \times 2) \times 5 = 3 \times (\square \times 5)$$

5-A-Day Math Review: Week 5

Book 3
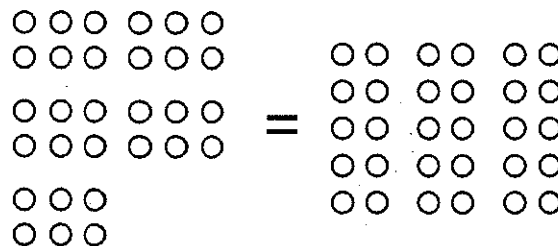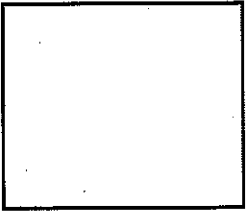
Wednesday

1. Write the equivalent fraction.

   $\dfrac{2}{3} = \dfrac{\square}{\square}$
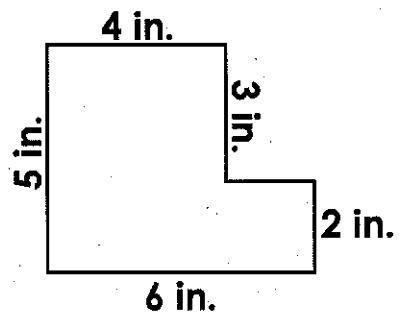
2. Find the perimeter.
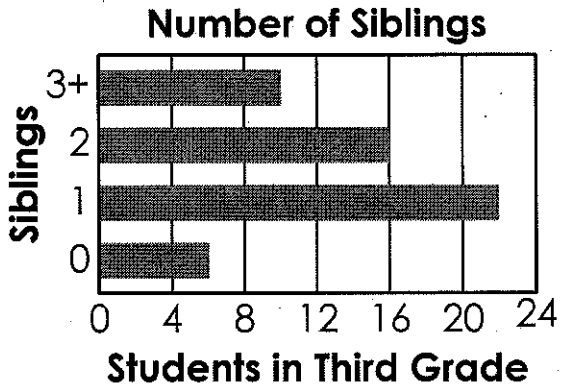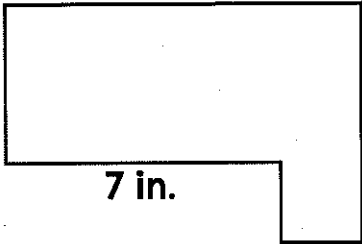
   5 m.

   6 m.   p = _____

3. Shade in the quadrilaterals.
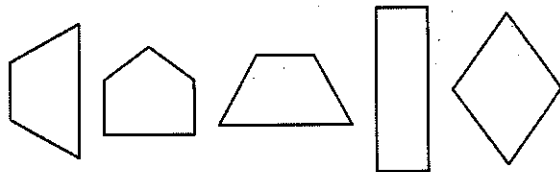
4. Sam runs 6 miles each day for 3 days. How many miles does she run in all? Draw a model to show your work.

5. Find the area.

   9 in.

   4 in.

   7 in.   6 in.

Thursday

Favorite Pets

Types of Pets: Fish, Reptile, Dog, Cat

Number of Votes: 0 2 4 6 8 10 12
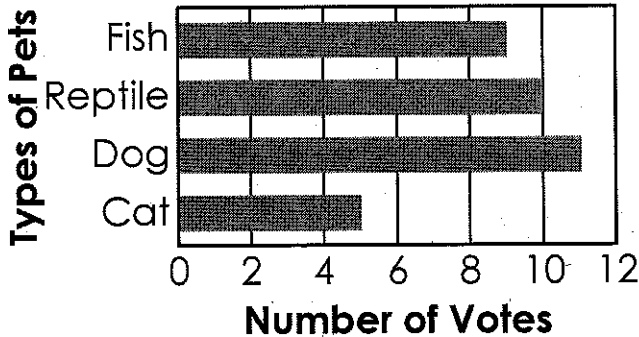
1. How many people like fish or reptiles?

2. How many fewer people like cats than dogs?

3. How many more people like dogs than reptiles?

4. While at the fair, Fin rode the Ferris wheel 5 times and the rollercoaster 4 times. If each ride costs 3 tickets, how many tickets did he use?

   $5 + 4 = $ _____

   $9 \times 3 = $ _____

   $t = $ _____

   Fin used _____ tickets.

5. Compare the fractions.

   $\dfrac{1}{4} \bigcirc \dfrac{1}{3}$

Climate data and predictions

Below is a representation of the average yearly precipitation for Douala (in Cameroon). Study the graph and answer the following questions.

Douala : precipitation (mm)
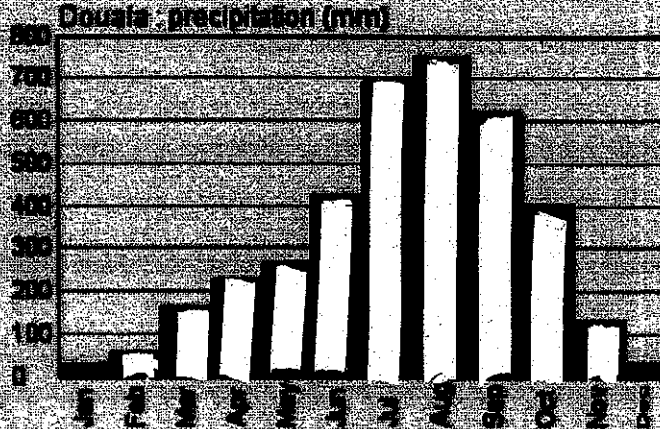
1. What is the average precipitation in January ? _____

2. What is the average precipitation in August ? _____

3. What is the average precipitation in October ? _____

4. Which month has the highest amount of precipitation ? _____

5. Does this graph represent an aspect of weather or of climate ? _____

6. Identify three months that correspond to a relatively dry period in Douala.
_____

7. Judging from the diagram, what is the climate of Douala ? _____

Maroua : precipitation (mm)
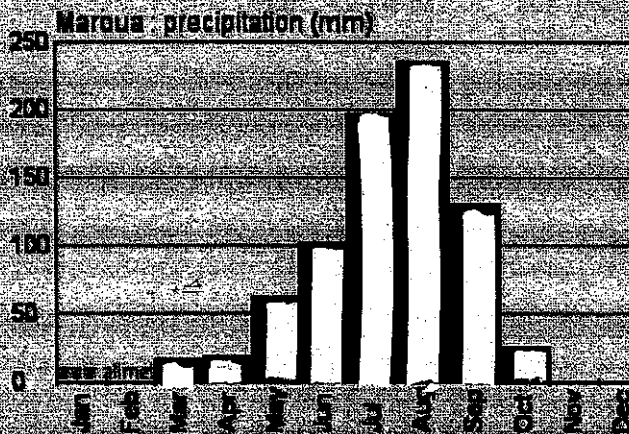
8. The graph above shows the average yearly precipitation in another town (Maroua) in Cameroon. Judging from the diagram, which of among the two towns is drier ? _____

9. Which months experience no precipitation in Maroua ?
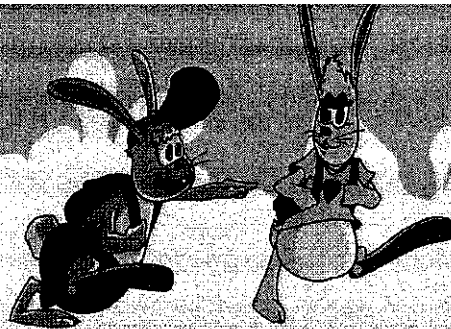
Temperate forest ecosystem

1. The puzzle below contains names of animals that can be found in a temperate forest. Find these names in the puzzle.

elk
rabbit
badger
raccoon
cougar
coyote
cockatoo
bear
bison
frog
deer

```
                    I  V  A
                    Y  E     D  G  W  G  U
                    D  L  G  W  R  S  P  S
                    R     K  D  X  S  W
                    A
                    B
          G  O  V  D     B     J  G  C  L
       H  B  U  T  R  Y  B  J  D  W  O  P  P
    B  A  D  G  E  R  V  I  G  C  P  Y  B  X  S
    G  K  U  Y  O  K  G  T  G  O  U  O  E  P  N
    R  A  C  C  O  O  N  Z  H  C  N  T  L  O  C
    K  I  C  O  U  G  A  R  K  R  E  S  G  F
    H  G  B  F  I  B  H  F  A  M  I  O  F
       H  Q  J  B  N  Z  E  T  B  R  S
          Q  P  O  H  B  A  O  F  I
             G  D  E  E  R  O  P
```

2. Which of the following factors could influence the population of species in an ecosystem ?

    a. the population of predators

    b. the intensity of hunting by humans

    c. the availability of suitable habitat

    d. all of the above

3. During a period in the year, the population of migratory birds increase in a given forest. What will happen to the insect population ?

    a. it will decrease

    b. it will increase

    c. remain the same

    d. none of the above

4. Explain your choice in question 3.

_____

_____

5. In what ways have human activities affected temperate forest ecosystems ?

_____

Tropical ecosystem

Below are a list of animals found in Tropical ecosystems. Find these names in the puzzle.
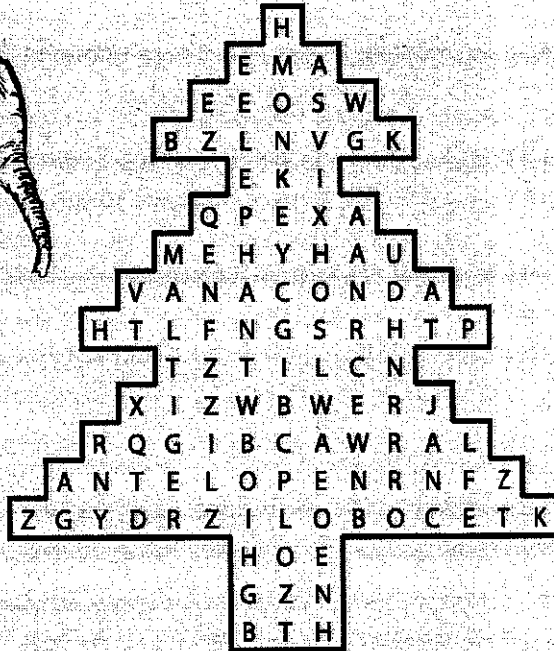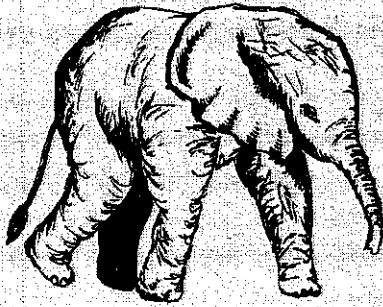
```
            H
          E M A
        E E O S W
      B Z L N V G K
        E K I
      Q P E X A
    M E H Y H A U
  V A N A C O N D A
H T L F N G S R H T P
  T Z T I L C N
  X I Z W B W E R J
R Q G I B C A W R A L
A N T E L O P E N R N F Z
Z G Y D R Z I L O B O C E T K
          H O E
          G Z N
          B T H
```

- monkey
- bee
- hawk
- elephant
- eagle
- anaconda
- antelope
- tiger
- zebra
- lion

1. List some examples of primary producers in a Tropical ecosystems.

_ _

_ _

2. Which of the following are examples of nonliving parts of an ecosystem ?
   a. wild animals
   b. trees
   c. air
   d. soil

3. Which of the following are examples of nonliving parts of an ecosystem ?
   a. wild animals
   b. trees
   c. air
   d. soil

4. Which of the following is a consumer in a tropical ecosystem ?
   a. baobab
   b. moringa tree
   c. tiger
   d. water

Name: _____

Grade 3 Music Scavenger Hunt
Cross off each box that you are able to complete while you are out of school. See how many you can do!

Create a dance in ABA form using steps you know from class.	Create a rhythm that uses 16th notes and say it 4 times in a row.	Read a picture book and add sound effects.	See if you can remember how to sing patterns using Do, Re, Mi, So and La.	Call a friend or family member and sing a song to them.
Listen to a piece of music that doesn't have any words. Draw a picture of what it makes you think about.	Create a movement piece in ABACA form.	Write down an 8 beat rhythm pattern using notation.	Read a book and see if you can make up a song about it.	Figure out how to sing Mary Had a Little Lamb using solfege. (Do, Re, Mi, and So). It starts on Mi.
Play a rhythm using things you find in your bathroom.	Draw a picture of all the musical symbols you remember.	Combine two of the following to move in a new way: fast, slow, high, low, big, little, short, long. (ie, slow little moves)	Create a way to write down music using shapes or symbols.	Find a book that you have that already has a song in it.
Find 10 things in your house that make sound. Invent a way to categorize them.	Make up a rhythm to accompany a song you know.	Write down a rhythm and see if you can teach it to someone else in your family.	Create a dance that uses your toys as props.	Make a list of all the nursery rhymes you know by heart.
See if you can sit silently for 5 minutes. Set a timer.	Make an instrument. Decide if it is a member of the percussion, string, or wind family.	Teach your family how to echo body percussion patterns. Have a contest.	Draw a picture that represents loud. Draw a picture that represents quiet.	Make up dance moves to a song. Can you perform them twice as fast? Twice as slow?

3rd and 4th Grade Computers at Home Choice Board

Choose one activity per week to complete if desired. Use whatever materials and/or tech you have permission to use at home. Have fun and be creative!

Type or write a short journal entry every day this week. You can use paper and pencil or any word processing program such as Google Docs, Pages, or Microsoft Word.	Write the code needed to move from one point in your home to another point. Don't forget to use move forward, turn, left or right, up or down, and the number of steps you need to go.	Design the coolest computer or gaming system that you can imagine. Draw and label your ultimate dream system. Make sure you put in lots of detail.
What would be your dream tech job? Would you design games, program robots, create web pages, or would you have a job that doesn't even exist yet? Write about your dream tech job.	Design the background for a new game. Is it realistic, futuristic, historic, or just wild and crazy?	Use a typing practice website such as Dance Mat Typing or Typing Club to improve your typing skills. Even cooler, maybe your family has an actual typewriter that you can use! Ask permission first!
Design your own game avatar. You can make it look like yourself or something straight out of your imagination.	What is your favorite way to read - actual books or on a device? Write your reasons for and against both ways of reading	Write the code for a set of new dance moves. Use movement, timing, spin, and repeat blocks. See if a family member can follow the code.

3rd Grade Library Choice Board #1

Please select at least one of these (hopefully fun!) activities to complete.

Let me know which one you choose to do either message me in Canvas or SeeSaw.

Please message me if you have questions or just want to say, "Hi!"

Choice #1- Library Skills	See if you can answer some of these facts about the library. Be sure to send me a pic of your worksheet answers. Just for fun! Library Skills
Choice #2-Non-Fiction	Go to https://www.pebblegonext.com/modules and find a non-fiction book on a subject that interests you. Username: engaged password: learning
Choice #3- Fables	Do the short fable activity and create a storyboard with the worksheet attached of your very own fable. Fable Activity ASend me a picture of your storyboard when you are finished!
Choice #4- Virtual Field Trip	Check out one of these awesome websites under the Explore tab and take a virtual field trip. Explore - Virtual Field Trips

PE

This is a progressive exercise chart. Start on Monday, top left of the chart, and progress through each day for 3 weeks.

A plank is when you put your elbows and toes on the ground, kind of like pushup position and hold your body straight and off the ground.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Day Off	5 Push-ups	5 Lunges Each Leg	Stretch routine from PE	7 Pushups	7 Lunges Each Leg	Day Off
WEEK 1	15 count Plank (Count to 15)	5 Body Squats	Touch toes Spread feet	20 Count Plank	7 Body Squats	
	5 Pushups	5 Burpees	R/L Flamingo	7 Pushups	7 Burpees	
	5 Situps	5 Squat Jumps	Back Saver sit and reach	7 Situps	7 Squat Jumps	
Day Off	9 Push Ups	10 Lunges Each Leg	Stretch routine from PE	12 Pushups	12 Lunges Each Leg	Day Off
WEEK 2	25 Count Plank	15 Body Squats		30 Count Plank	18 Body Squats	
	9 Pushups	15 Burpees		12 Pushups	18 Burpees	
	9 Situps	15 Jump Squats		12 Situps	18 Jump Squats	
Day Off	15 Pushups	15 Lunges Each Leg	Stretch routine from PE	20 Pushups	20 Lunges Each Leg	Day Off
WEEK 3	35 Count Plank	21 Body Squats		40 Count Plank	25 Body Squats	
	15 Pushups	21 Burpees		20 Pushups	25 Burpees	
	15 Situps	21 Jump Squats		20 Situps	25 Jump Squats	

PE

Choose any of the activities listed below for the day and go exercise.

Make sure to find a safe place to do the exercises. Do not play in the street or other unsafe places.

All of these exercises are good for your heart and lungs. Try to do this for at least 20 minutes before you stop!!! Have fun and get some good exercise.

Ride your bike	Play basketball	Find a family member or 2 or 3 and run a relay race	Take a walk at a fast pace (make sure to take an adult)
Run around your house 2 times then walk 1 time around, then do it again and again (maybe make it a race with someone in your family)	Jump Rope, either by yourself or with 2 people swinging and you jumping	Dance to Cha-Cha Slide or any other song that you want to dance to.	Play catch with someone, or throw a ball against a solid wall and chase it down.
Rake the leaves in your yard or clean up sticks and trash	Find a ball and start a kickball game with family members	Hula Hoop, throw the Hula Hoop and chase it, roll the Hula Hoop and try to jump through it while it's rolling	Play on your playset or go to the park when it's not busy and play on a playground set there
Jump on a trampoline if you have one	Play Hopscotch	Play Soccer	If you're stuck inside you can always run in place, do high knees, pushups, sit-ups, jumping jacks, do our stretches.

Have fun and be safe.

Social Studies

Background

This activity is about choices that need to be made in planning a venture.

The venture here is the Oregon Trail Journey undertaken by pioneers in the 1840's through 1860's. They were migrating to the western part of the continent for many different reasons, but most wanted new opportunities and to change their lives for the better.

Basics of Life on the Trail
- Thousands of people traveled each year from May to October going west about 15 miles per day.
- There were no hotels; they were camping the entire way.
- There were no grocery stores or supply stores – the Trail passed by a few trading posts, and there were a few opportunities to trade with Native Americans, but mostly you had to pack all your food and supplies for the family in a wagon. You might be able to do a little trading, hunting, or gathering along the way.
- The pioneers had to be outdoors in all kinds of weather.
- They were leaving old homes behind, and they would have to build new homes when they arrived in Oregon in the fall. Many knew they would never see friends and family ever again.
- Pioneers had to take care of health and safety themselves, although others in a wagon train might help.
- Pioneers did not know for certain if they would be able to buy tools and supplies for their new life when they arrived in Oregon.
- There was not much for entertainment – maybe reading, music, visiting with friends, games.
- Pioneers had to be creative and adaptable in finding solutions to their problems.

You are going to fill out a list of what to take, and what to leave. The list has several items to consider, but you are limited by how much you can take total.
(See Activity, Page 5)

What to Take?

Here are some writings about supplies that people used on the Oregon Trail. They are primary sources of information, as they were written by people who actually lived during that time, and experienced the Oregon Trail. These are printed as written by the pioneers, and you may notice the spelling and grammar is sometimes confusing!

"Father built a large box in the home-made wagon and put in a lot of dried buffalo meat and pickled pork. He had made over a hundred pounds of maple sugar which we took along instead of loaf sugar. He also took along plenty of corn meal....He laid in a plentiful supply of home twist tobacco. Father chewed it and Mother smoked it...in an old corn-cob pipe."
> Benjamin Bonney, who traveled the trail at age 7 in 1845, and wrote this memory of the trip years later when he had grown up.

"June 21st, 1852... to day five men direct from oregon they gave us the privelage of writing home last night we had music and dancing it makes it seem quite like home to hear the Accordian which Cecelia plays most every evenings..."
> Diary of Parthenia Blank, pioneer to Oregon

"through all the winter preceding the April morning when the final start was made, the fingers of the women and girls were busy providing additional stores of bedding and blankets, of stockings and sunbonnets, of hickory shirts and gingham aprons that the family might be equipped for the trip, and not left destitute in case of failure to reach the goal in season, or of opportunity to replenish the stores from the meager and high-priced stocks of a new country. "
> Catherine Scott Coburn who traveled the Oregon Trail at age 13 in 1852, and wrote this memory in 1890 when she was 51 years old.

"our outfit consisted of two yoke of oxen costing $117.50, a wagon costing about $80.00, our bedding consisting of buffalo robes and blankets, about 600 pounds of provisions, consisting of sacks of flour, one barrel of hardtack, a few boxes of Boston biscuit, some bacon, coffee, sugar, dried apples, etc. cooking utensils, two revolvers and a rifle."
> William Smedley, a pioneer to Oregon in 1862 who traveled with companions David Culp and James Hall. James had made the trip across the plains about a decade earlier, and lived in California for many years. Smedley wrote this in 1911.

Mr. Sawyer bought his wagon and two mules and some of the supplies which we would need on our long and tedious journey across the western plains, in Louisville. He bought two more mules, and the steamer stopped at his father's farm in Hancock county, Ky., to take these animals aboard. At St. Louis we changed on to a small Missouri-river steamboat, and came up that river to St. Joseph. Here it was necessary to lay in the remainder of our supplies, so Mr. Sawyer bought a single-horse carriage for my use and one more mule...
This is not the first trip for Mr. Sawyer. He was in the great California rush of '49, and went over with a large pack train. In this train was one wagon loaded with medicine, to be used in case of sickness. He drove this wagon all the way himself,... He knows just what we will need on this trip and has made his purchases accordingly.
> Diary of Francis Sawyer, 21 when she crossed the plains with her husband Thomas Sawyer. They started for Oregon, but changed their minds while on the trip and went to California.

Mr. Editor; Subjoined you will find a list of the principle articles necessary for an outfit to Oregon or California, which may be useful to some of your readers. It has been carefully prepared from correct information derived from intelligent persons who have made the trip.

The wagons should be new, made of thoroughly seasoned timber, and well ironed and not too heavy; with good tight beds, strong bows, and large double sheets. There should be at least four yoke of good oxen to each wagon - one yoke to be considered as extra, and to be used only in cases of emergency. Every family should have at least two good milk cows, as milk is a great luxury on the road.

The amount of provisions should be as follows; to each person except infants:
200 pounds of bread stuff (flour and crackers)
100 pounds of bacon
12 pounds of coffee
12 pounds of sugar

Each family should also take the following articles in proportions to the number as follows:
From 1 to 5 pounds tea
From 10 to 50 pounds rice
From 1/2 to 2 bushels beans
From 1/2 to 2 bushels dried fruit
From 1/2 to 5 pounds saleratus
From 5 to 50 pounds soap

Cheese, dried pumpkins, onions and a small portion of corn meal may be taken by those who desire them. The latter article, however, does not keep well.

No furniture should be taken, and as few cooking utensils as are indispensably needed. Every family ought to have a sufficient supply of clothing for at least one year after their arrival, as everything of that kind is high in those countries. Some few cattle should be driven for beef, but much loose stock will be a great annoyance. Some medicines should also be found in every family, the kind and quantity may be determined by consulting the family physician.

I would suggest to each family the propriety of taking a small sheet-iron cooking stove with fixtures, as the wind and rain often times renders it almost impossible to cook without them, they are light and cost but little. All the foregoing articles may be purchased on good terms in this place.

Article in St. Joseph, Missouri Gazette, March 19, 1847.

April 7, 1852...Bade adiew to home and started amid snow and rain for the land of gold. Our outfit consists of two light strong wagons drawn by oxen and cows, one yoke of heavy oxen for wheelers and a lighter yoke for leaders, with one or two yokes of cows between. We have two saddle horses and a drove of twenty dairy cows, a good sized tent and a sheet iron camp stove which can be set up inside, making it warm and comfortable, no matter what the weather outside. We have a plentiful supply of provisions, including dried fruits and vegetables, also a quantity of light bread cut in slices and dried for use when it is not convenient to bake. Our stove is furnished with a reflector oven which bakes very nicely. Our clothing is light and durable. My sister and I wear short dresses and bloomers and our foot gear includes a pair of light calf-skin topboots for wading through mud and sand.

Diary of Eliza Ann McAuley, age 17, who crossed the plains in 1852 with her older brother and sister and two unrelated friends to meet up with their father who was in California.

Pack Your Wagon

Supply List – You will look over the list and decide what YOU are going to take to Oregon on a five month wagon trip.

Consider these questions as you choose:

1) What would be the most important things you would take, and why do you consider them the most important?

2) Which of these would bother you the most? Why?
   Being hungry
   Being cold and wet
   Not having favorite and meaningful personal belongings
   Not feeling safe
   Being stranded

3) Wagons usually carried supplies for 4 or more people. The wagons were pulled by mules or oxen, and if you loaded your wagon too heavily, it would injure or kill your animals. You can only load up to 2,400 pounds.
   - On the list, choose what you would include, up to 2,400 pounds total.
   - When you have your list, get in a group with others and debate until you all can agree what goes in the wagon. You may have to convince the others why to keep your favorites – so be ready with your reasons!

Pack Your Wagon

Take no more than 2,400 lbs. with you, stacked no higher than the sides of the wagon

you'll need this much food a family of four...

FOOD SUPPLY:

Item	Weight (in Lbs.)	Lbs. Packed
Apple Vinegar	25	
Bacon	400	
Beans	200	
Coffee	80	
Dried Apples	80	
Flour	500	
Hardtack	200	
Lard	200	
Salt	50	
Sugar	40	
Rice	200	
Water	100	
Whiskey	40	
Subtotal:		

DRY GOODS AND SUNDRIES:

Item	Weight (in Lbs.)	Lbs. Packed
Bedroll	15	
Blacksmithing Tools	200	
Books	75	
Medicine	10	
Cast Iron Stove	300	
Chair	20	
Cookware & Eating Utensils	75	
Granny's Clock	15	
Gun Making Tools	200	
Keepsakes	40	
Lead Shot	25	
Mirror	15	
Gunpowder	80	
Tent & Gear	150	
Tools	50	
Toys	15	
Subtotal:		

TOTAL WEIGHT OF YOUR PACKED WAGON:

(must be 2,400 lbs. or less)

If you packed all of these items in your wagon, it would weigh 3,400 pounds!
Can you afford to take a second wagon?

Pack Your Vehicle Today

**After you've done the Pack Your Wagon Activity, consider
how you might do things differently today.**

If you and your friends, or family, plan a trip of two weeks or more in a car, how might these choices affect what you take along?

Will you be camping each night, or staying in a hotel or in a home? How does this affect what you take along?

Will you be eating in restaurants or take your own meals? What do you need to take along for these choices?

What do you know about where you are going? If you don't know anything, are you more likely to find out by researching or by asking others for their advice? How do you find the best information?

If someone tries to sell or give you something to take along on your trip, what is most likely to make you decide to take it along?

Then and Now

The Oregon Trail pioneers had to deal with very different circumstances than modern day travelers.

Which of the following do you think makes a big difference in planning a big venture such as a trip?

Put an **X** by the ones you think are a big difference, and an **O** by the ones your think are not so different. Make a note of what travelers today do differently that makes it easier or more difficult than the Oregon Trail pioneers.

___There were not good ways to preserve or refrigerate food, and few places to purchase food, so pioneers had to carry food that wouldn't spoil and always think about the next meal. *Why is this different today?*

___If the mules or oxen got injured or don't have enough to eat, the pioneers would have to stop and would be stranded. *What would you do if you are stranded while traveling?*

___There were not many doctors or medical services along the Oregon Trail, so if a pioneer or a member of their family got sick or injured, they would have to take care of it themselves. *What happens if you get sick while away from home?*

___The pioneers were a long way from anywhere, and about the only way to communicate long distances was to ask others to take a message back to the nearest fort, to the next wagon train, or to a town back east. *How do we communicate long distances today?*

___The pioneers' clothing, tools and wagons were mostly handmade and could be very expensive. If something was lost or damaged, it might be difficult to replace. *How do we repair items that are lost or broken now?*

THE FOLLOWING PAGES ARE THE ANSWER KEYS.

PLEASE LET YOUR PARENTS KNOW.

Reading "The Lost Kitten" Answer key

Sara loved kittens. She loved them almost as much as she loved her mom and dad. But there was a problem. Sara could not have her own kitten. Her mom was **allergic** to kittens. Every time her mom was near a kitten she started to sneeze. Her cheeks turned bright red and her eyes got **puffy**. Sara was sad about not being able to have a kitten. But she understood. One day Sara and her mom went to the store. When they got out of the car a kitten came **darting** up to Sara. The kitten purred and purred at Sara. Sara looked at her mom, wanting to ask if they could keep the kitten. Sara's mom told her to **scoop** up the kitten. They would make sure to find it a good home. The next day Sara's **neighbors** decided to keep the kitten. Now Sara can see it any time she wants. It's just like having her own kitten.

Answer the following questions after reading:

1. The main idea was...
   a. going to the store
   b. sneezing
   (c.) getting Sara a kitten
   d. puffy eyes

2. I predict Sara's mom would be ___ if the kitten lived with them.
   (a.) allergic
   b. happy
   c. excited
   d. healthy

3. Why didn't Sara ask to keep the kitten?
   a. she was scared of cats
   b. she didn't like cats
   c. she thinks cats are mean
   (d.) she knew her mom was allergic

4. Which word below best describes Sara's mom?
   a. selfish
   (b.) loving
   c. mean
   d. frustrated

Word Work
Color the words in the passage that match each category below:

- Contractions (1)
- Plurals (5)
- Adjectives (9)
- Proper Nouns (10)

Passage 1

Vocabulary
Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. allergic — Sneezing, runny nose itchy
2. puffy — fat, plump
3. darting — move quickly
4. scoop — pick up
5. neighbors — people who live close

"Time to Recycle"

Jake and his friends were playing football at recess. Jake's friend Sam threw the football so far Jake had to run as fast as he could to catch it. Jake made the catch! As he caught the ball he felt something hard under his foot. Jake looked down and saw a **dozen** different **crushed** soda cans in the grass. He looked some more. He saw plastic bags, papers, and some glass jars too. Jake wondered how all that trash got there. It didn't make sense. Who would throw their trash on the side of the school playground? It made Jake mad. It made Jake want to do something. So, he called all his friends over and they **created** a plan. The boys agreed to clean up the trash at recess the next day. They also **decided** to make recycling posters and put them around the school. Their **goal** was to never see trash on their playground again!

Understand It!
Answer the following questions after reading:

1. The main idea was...
   a. football
   (b) recycling
   c. recess
   d. making posters

2. I predict the narrator would be ___ if he saw more trash in a week.
   a. happy
   b. excited
   c. patient
   (d) sad

3. What was Jake upset about the most?
   (a) That people threw their trash on the playground
   b. Missing the catch
   c. Having to pick up trash
   d. Making posters

4. What trait best describes Jake?
   a. careless
   b. funny
   c. selfish
   (d) caring

Word Work
Color the words in the passage that match each category below:

- Contractions (1)
- Plurals (8)
- Adjectives (10)
- Proper Nouns (9)

Vocabulary
Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. dozen — twelve
2. crushed — smashed down/flat
3. created — made
4. decided — solve, determine, settle
5. goal — something you work toward

"A Visit to the Fire Station"

Last week our class took a field trip to the fire station. Our teacher, Mrs. Smith, told us we would learn a lot about fire **safety**. My friends and I thought it was silly. We didn't think we would learn anything new. But we were wrong! We all knew to call 911 if we saw a fire or smoke. But no one in our class ever thought about making a plan at home in case of a fire. None of our families talked about where we would meet if there was a fire. And we never **practiced** a fire **drill** at home! We all got to try on the big, **bulky**, heavy fire jackets. We learned never to hide during a fire, but to find the safest escape. Mrs. Smith was right when she told us to take this field trip **serious**. We did have a lot more to learn about fire safety. My friends and I all promised to go home and make a fire safety plan with our parents.

Understand It!

Answer the following questions after reading:

1. The main idea was...
   a. class field trips
   b. fire jackets
   c. fire safety ⬅
   d. calling 911

2. I predict the narrator will go home and ____.
   a. forget what he learned
   b. make a fire safety plan ⬅
   c. think the trip was boring
   d. forget to make a plan

3. What does the narrator first think of the trip?
   a. it will be boring ⬅
   b. it will be amazing
   c. it will be scary
   d. it will be long

4. What trait best describes the narrator?
   a. funny
   b. scared
   c. angry
   d. smart ⬅

Word Work
Color the words in the passage that match each category below:

- Contractions (1)
- Plurals (5)
- Adjectives (11)
- Proper Nouns (4)

Vocabulary
Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. safety — avoiding danger Staying away from danger
2. practiced — to do over and over to get good at something
3. drill — activity that needs to be practiced
4. bulky — thick / large in size
5. serious — very important matters a lot

Passage 3

"Saving Money is Hard!"

Since as long as he can remember Jamal has wanted his very own skateboard. He was tired of **borrowing** from his friends. Jamal's mom told him she couldn't afford a skateboard. She said he should save his money and buy his own. Jamal had been trying to save his money for a long time. But saving money was so hard! Every time Jamal went to a store he was **tempted** to buy candy, gum and toys. Jamal knew he could **afford** these things. But if he bought them, he would have no money saved for a skateboard. Jamal **whined** a lot about wanting something in every store. He felt sad about not getting things. He knew if he **sacrificed** the small things he would soon have enough for the skateboard. Finally, the day came when Jamal could buy his board. All that saving was worth it. He couldn't wait to show off his new board!

Understand It!

Answer the following questions after reading:

1. The main idea was...
   a. buying candy
   b. saving for a skateboard ⊙
   c. buying toys
   d. saving for a bike

2. I know Jamal is frustrated because...
   a. he was whining ⊙
   b. he liked waiting
   c. he wasn't tempted
   d. he liked saving

3. What was Jamal upset about the most?
   a. buying toys
   b. borrowing skateboards
   c. buying a skateboard
   d. having to wait ⊙

4. What trait best describes Jamal in this story?
   a. frustrated ⊙
   b. patient
   c. boring
   d. funny

Word Work

Color the words in the passage that match each category below:

Contractions (2)

Plurals (5)

Adjectives (10)

Proper Nouns (7)

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. borrowing — take something for a short time and then return it
2. tempted — really want to do
3. afford — able to pay for
4. whined — complained/feel sorry for yourself
5. sacrificed — give something up

Passage 4

"BUT I NEED THAT!"

It never **fails** that every time Julia's mom takes her anywhere, Julia **begs** for her mom to buy her something. It doesn't matter where they are. Julia will find something she wants. She **usually** starts off by asking her mom very nicely when she **spots** something she wants. Julia's mom almost always says, 'not today dear.' That's when Julia starts whining. She says, 'but mom...I NEED that!' It doesn't matter if it's a piece of candy or a new shirt. Julia always thinks she 'needs' everything. Julia's mom told her that she didn't 'need' those things she just wanted them. She told Julia she would make a deal. She would buy all the things Julia 'needed.' Then Julia could do **chores** to save money for the things she 'wanted.' They made a list of chores she could do. Soon Julia was buying things she wanted for herself.

Answer the following questions after reading:

1. The main idea was...
   a. Julia wants everything ⟵ (circled)
   b. going shopping
   c. chores
   d. buying a new shirt

2. How did Julia feel when her mom said no?
   a. she handled it fine
   b. she said okay
   c. she thought she needed everything ⟵ (circled)
   d. she didn't care

3. How do you think Julia felt at the end of the story?
   a. confused
   b. excited ⟵ (circled)
   c. sad
   d. angry

4. What trait best describes Julia's mom?
   a. mean
   b. fair ⟵ (circled)
   c. quiet
   d. angry

Word Work

Color the words in the passage that match each category below:

- Contractions (5)
- Plurals (6)
- Adjectives (2)
- Proper Nouns (11)

Vocabulary

Copy the 5 bold words from the passage. Use context clues and what you know to define each word:

1. fails — always happens
2. begs — ask someone for something
3. usually — happens often
4. spots — sees something
5. chores — work around the house

Passage 5

"A Surprise in the Park"

Trey, Sam, and Matt were playing hide-and-seek in the park after school. Trey started counting to 100 as Matt and Sam ran off to hide. Sam was great at finding the best hiding places. It always took Trey and Matt forever to find him. But this time was different. Before Trey could count to 100 he heard Sam shout at the top of his lungs. He was **hollering** for Trey and Matt to hurry over. He didn't even pretend to hide. Trey and Matt looked at each other funny before running over. Sam didn't say anything when they got there. He **simply** pointed at the ground. There was a **fossil** in the dirt. It **appeared** to be a dinosaur foot! The boys rushed the fossil to their teacher the next day. Their teacher **confirmed** it was a dinosaur fossil. The boys went back to hunt for more fossils. But they never found another fossil again.

Answer the following questions after reading.

1. The word 'pretend' in the passage means...
   a. really do something
   b. hide
   c. make believe
   d. be quiet

2. They probably found the fossil because...
   a. the dirt washed away
   b. it was hard to see
   c. it was old
   d. they were looking for fossils

3. Finding a dinosaur fossil is the same as...
   a. any other day
   b. going on vacation
   c. an unexpected surprise
   d. following a routine

4. What is the most important event?
   a. pointing at the fossil
   b. going to school
   c. looking for fossils
   d. finding the fossil

Word Work
Color the words in the passage that match each category below:

Words with suffixes (13)

Words with 2 vowels together (23)

Words that end with a vowel (36)

Conjunctions (7)

Vocabulary
Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. hollering — yelling loudly

2. simply — plainly

3. fossil — remains of an animal or plant

4. appeared — seems to be

5. confirmed — made certain

Passage 6

"North America"

North America is one of seven **continents** in the world. Did you know there are over 20 different countries in North America? The three biggest countries in North America are The United States, Canada, and Mexico. Greenland is the world's largest **island** and it is part of North America too! **Countless** rivers **flow** through different parts of North America. The biggest rivers most people know about are the Mississippi River, Colorado River, Ohio River, and Hudson River. Almost all of these rivers help divide states. All of them provide important ways for supplies to move from one place to the next. Way back before airplanes or even trains, people **relied** on moving things they needed up and down these mighty rivers. It's important to learn about the world. North America is just one continent we can learn about.

Understand It!

Answer the following questions after reading:

1. Which is an example of descriptive language?
   a. move from one place
   b. the biggest rivers are
   c. mighty rivers ⓒ
   d. help divide states

2. The biggest fact from the text is...
   a. There are rivers
   b. There are countries
   c. rivers divide states
   d. North America is one of seven continents ⓓ

3. One small fact from the text is...
   a. Greenland is an island ⓐ
   b. rivers aren't needed
   c. there are few rivers
   d. there are 3 countries in North America

4. How are rivers helpful?
   a. they carry diseases
   b. they dry out
   c. they flood
   d. they divide land ⓓ

Word Work

Color the words in the passage that match each category below:

- Descriptive language (7)
- Pronouns (6)
- Words with 3 or more syllables (18)
- Action verbs (11)

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. continents — large land masses on Earth
2. island — land surrounded by water on all sides
3. countless — to many to count
4. flow — move smoothly
5. relied — counted on/ need

Passage 11

"Our Community Government"

There is a community **government** in big towns, small cities, and out in the country. A government is a group of people who come together to help run the area you live. The leader of the local government is called the mayor. The area you live in is called your **community**. There may be only a few people in your community, or there may be tons of people in your community. The government in your community has three big jobs. The first job is to **protect** the people who live in the community. That's you! The second big job is to **establish** order. That means to keep things in your community working smoothly. And the last big job is to **manage** conflict. That means they help everyone get along. They make sure everyone is following the laws. The mayor and the community government work hard to keep you safe!

Understand It!

Answer the following questions after reading:

1. Which is an example of descriptive language?
   - (a) small cities
   - b. protect the people
   - c. establish order
   - d. manage conflict

2. The biggest fact from the text is...
   - a. There are small towns
   - b. There are big cities
   - c. The leader is called the mayor
   - (d) everyone has a government

3. One small fact from the text is...
   - a. a government has 4 big jobs
   - (b) we live in communities
   - c. there are no mayors
   - d. not everyone has a government

4. What is one thing a government does not do?
   - a. establish order
   - b. manage conflict
   - (c) manage local stores
   - d. protect the people

Word Work

Color the words in the passage that match each category below:

- Descriptive language (9)
- Pronouns (12)
- Words with 3 or more syllables (20)
- Action verbs (20)

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. government — People who work together to run a large group of people
2. community — people who live in the same area
3. protect — keep safe
4. establish — put something into place
5. manage — control

"The Three Levels of Government"

There are three **levels** of government in the United States. Each level has its own jobs and leaders. The first level is the **local** government. The leader of the local level is called the mayor. One of the main jobs of the government at this level is to **protect** and serve the local community. That means the people who live very close to you. The second level of government is the state level. The leader of this level is called the governor. There are many **members** of this government. One big job they have is to take care of all the public schools in the state. The last level of government is the federal level. The leader of this level is the president. One of the **major** jobs of the government at this level is to **protect** our country. They manage all the United States military who fight for our freedom every day.

Understand It!

Answer the following questions after reading:

1. Which word from the text is an adjective?
   - a. leaders
   - b. government
   - c. members
   - (d.) second

2. The biggest fact about government is...
   - (a.) There are 3 levels
   - b. local is most important
   - c. local manages schools
   - d. state controls military

3. One small fact from the text is...
   - a. they all have the same jobs
   - b. state level has a mayor
   - (c.) the local leader is the mayor
   - d. not every level has a leader

4. What does the state level control?
   - (a.) the public schools
   - b. the local community
   - c. the military
   - d. protecting our country

Word Work

Color the words in the passage that match each category below:

- Descriptive language (14)
- Pronouns (6)
- Words with 3 or more syllables (14)
- Action verbs (10)

Vocabulary

Copy the 5 **bold** words from the passage. Use context clues and what you know to define each word:

1. levels — position or rank
2. local — a particular area
3. members — people in a group
4. major — most important
5. protect — take care of

Passage 14

Name: __Answer Key*__ Date: _____

5-A-Day Math Review: Week I

Monday

1.
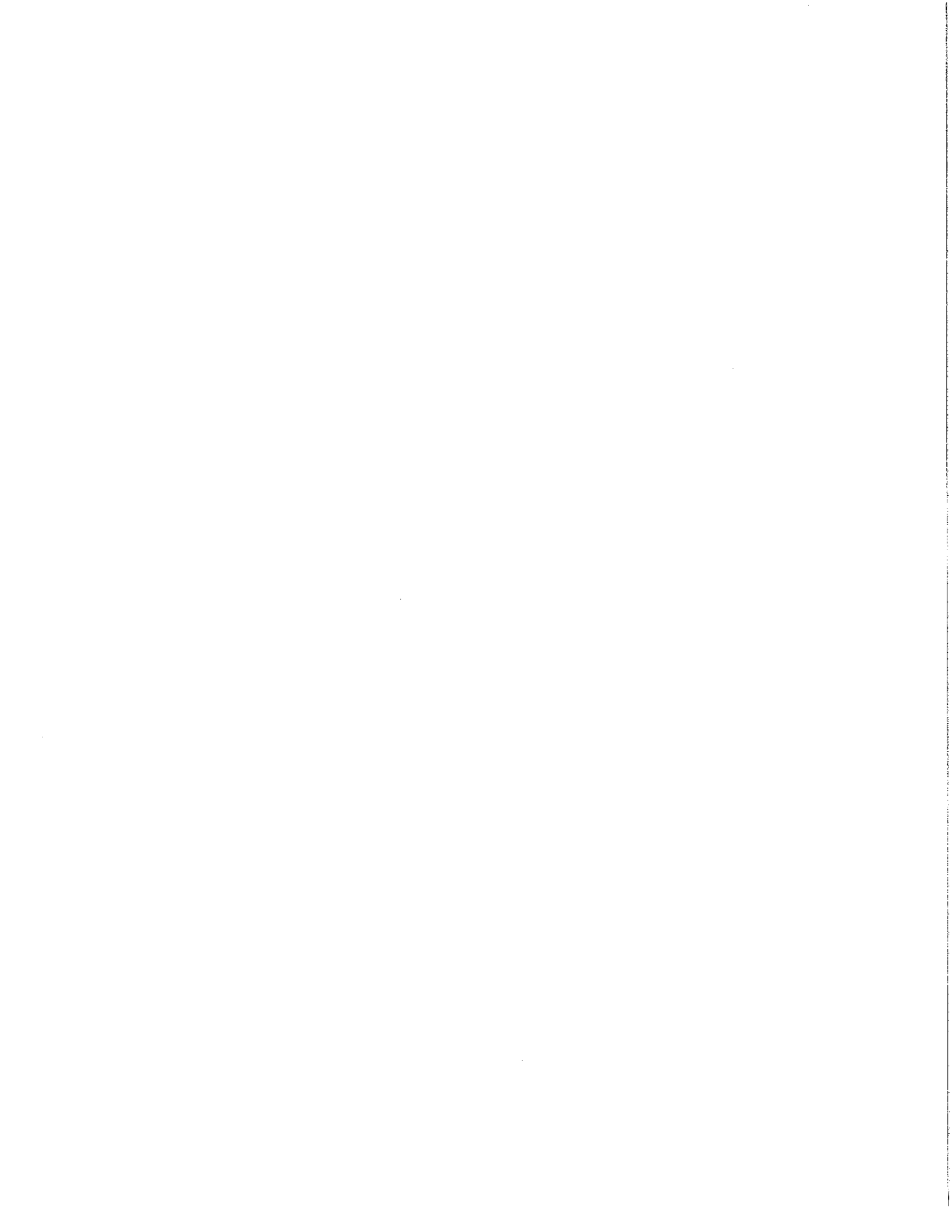
Round	10	100
137	140	100
258	260	300
522	520	500

2.

$$\begin{array}{r} 73 \\ + 21 \\ \hline 94 \end{array} \qquad \begin{array}{r} 57 \\ - 26 \\ \hline 31 \end{array} \qquad \begin{array}{r} 587 \\ + 36 \\ \hline 623 \end{array}$$

3. Complete the fact family.

$$7 \times 2 = \underline{14}$$
$$2 \times 7 = \underline{14}$$
$$14 \div 2 = \underline{7}$$
$$14 \div 7 = \underline{2}$$

4. What is the area of this figure?
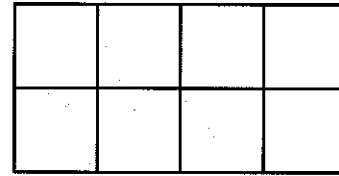
side lengths: __2__ × __4__

area = __8 units²__

5.
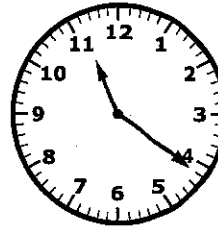
The time is __11:21__

In 30 minutes it will be __11:51__.

Tuesday

1. Circle the shapes to model:

$$2 \times 4 = \underline{8}$$

2. Name the fraction.

$$\boxed{\dfrac{1}{4}}$$
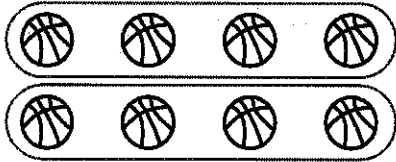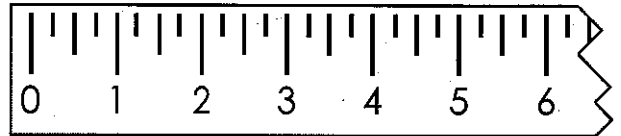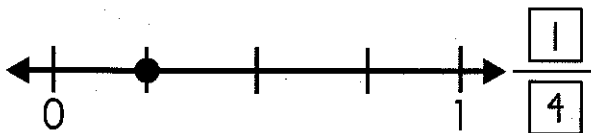
3. Find the missing numbers.

$$10 \times \boxed{2} = 20 \qquad 10\overline{)20} \;\; ^2$$

$$3\overline{)24} \;\; ^8 \qquad 3 \times \boxed{8} = 24$$

4. Measure to the nearest ¼ inch.

$$4\tfrac{3}{4} \text{ inches}$$

5. Commutative Property: Solve and circle the shapes to model.

$$2 \times 3 = \boxed{3} \times 2$$

Book 3
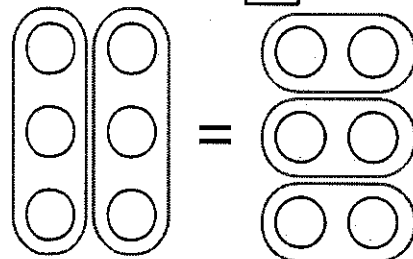
5-A-Day Math Review: Week 1

Wednesday

**1** Write the equivalent fraction.

$$\frac{1}{3} = \frac{\boxed{2}}{\boxed{6}}$$

2 Find the perimeter.
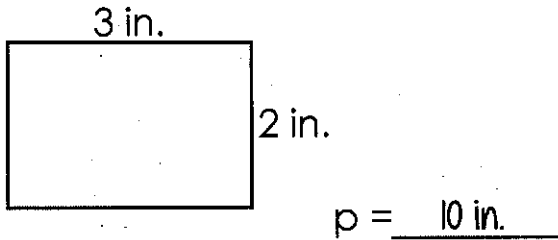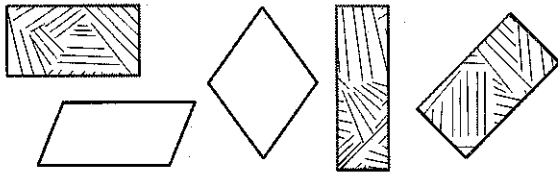
3 in.

2 in.

p = __10 in.__

3 Shade in the rectangles.

4 Sam has 15 apples. He places an equal number of apples on 3 plates. How many apples does he put on each plate? Draw a model to show your work.

5 apples

5 Find the area.

4 in.

8 in.

4 in.

8 in.

48 inches²

Thursday

Eye Colors of the Class

Eye Colors

Brown
Blue
Hazel
Green

0   2   4   6   8   10   12
Number of Students
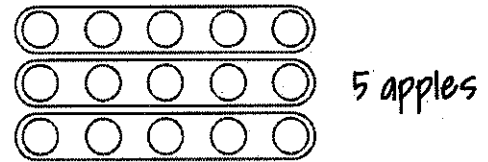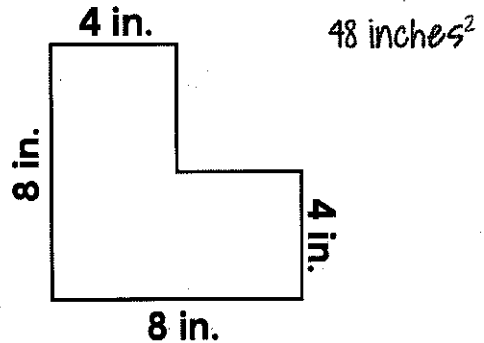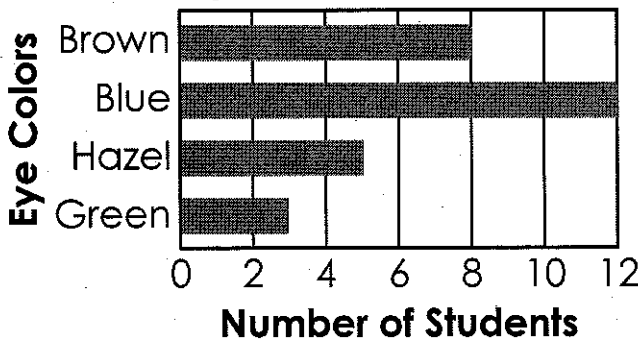
1 How many students have hazel eyes?

5 students

2 How many more students have blue eyes than brown?

4 more students

3 How many fewer students have green eyes than brown?

5 fewer students

4 Ally has 7 grapes. She eats 2. Then she gives 3 away. How many grapes does she have left?

7 - 2 = __5__

5 - 3 = __2__

g = __2__

She has __2__ grapes left.

5 Compare the fractions.

$$\frac{1}{2} \gtrless \frac{1}{4}$$

* Answers may vary.

© Got To Teach LLC 2015 · www.GotToTeach.com

Monday

1.
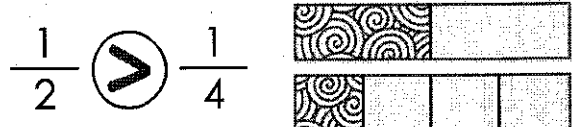
Multiply	30	50
8	240	400
7	210	350
4	120	200

2.

$$\begin{array}{r} 97 \\ + 38 \\ \hline 135 \end{array} \qquad \begin{array}{r} 189 \\ - 21 \\ \hline 168 \end{array} \qquad \begin{array}{r} 89 \\ + 36 \\ \hline 125 \end{array}$$

3. Complete the fact family.

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

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

$$12 \div 4 = \underline{3}$$

$$12 \div 3 = \underline{4}$$

4. What is the area of this figure?
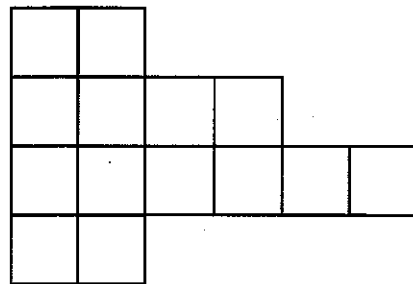
area = __14 units²__

5. Complete the table.

bikes	1	2	3	4	5	6
wheels	2	4	6	8	10	12

Describe the pattern:

2 times as many wheels as bikes

Tuesday

6. Circle the shapes to model:

$$8 \div 4 = \underline{2}$$

7. Name the fraction.

$$\dfrac{\boxed{1}}{\boxed{3}}$$
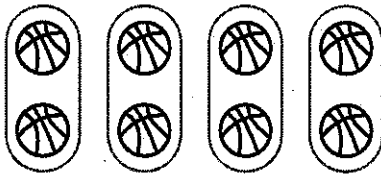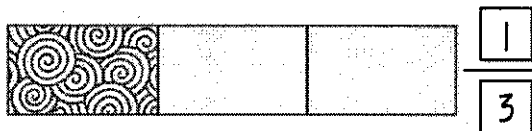
8. Find the missing numbers.

$$5 \times \boxed{4} = 20 \qquad 5\overline{)20}^{\,4}$$

$$4\overline{)12}^{\,3} \qquad 4 \times \boxed{3} = 12$$

4. Partition and then shade in.

one-fourth
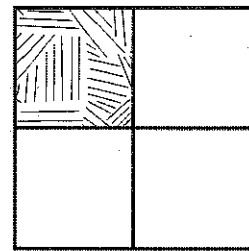
5. Associative Property: Solve and circle the shapes to model.

$$(2 \times 4) \times 3 = 2 \times (\boxed{4} \times 3)$$

=
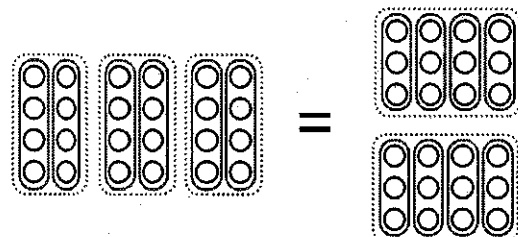
5-A-Day Math Review: Week 2

Wednesday

1 Write the equivalent fraction.
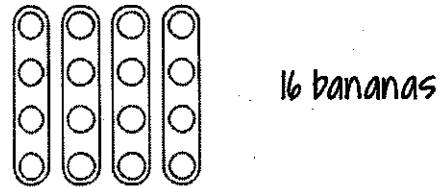
$$\frac{1}{4} = \frac{\boxed{2}}{\boxed{8}}$$
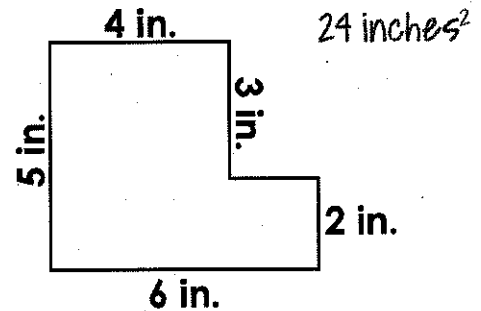
2 Find the perimeter.
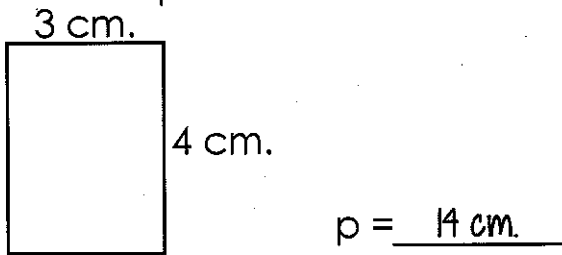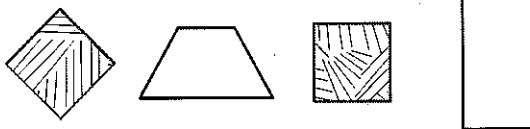
3 cm.

4 cm.

p = __14 cm.__

3 Shade in the squares.

4 There are 4 equal groups of pears. Each group has 5 pears. How many pears are there in all? Draw a model to show your work.

20 pears

5 Find the area.

4 in.

2 in.

4 in.

6 in.

20 inches²

Thursday

Tickets Sold to the Class Play

Casey	ADMIT ONE ADMIT ONE ADMIT ONE ADMIT ONE
Lea	ADMIT ONE ADMIT ONE
Parker	ADMIT ONE ADMIT ONE ADMIT ONE ADMIT ONE
Carl	ADMIT ONE ADMIT ONE ADMIT ONE

ADMIT ONE **= 4 tickets**
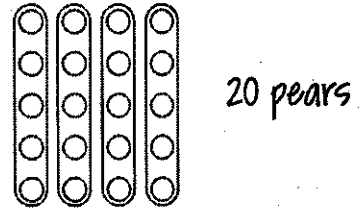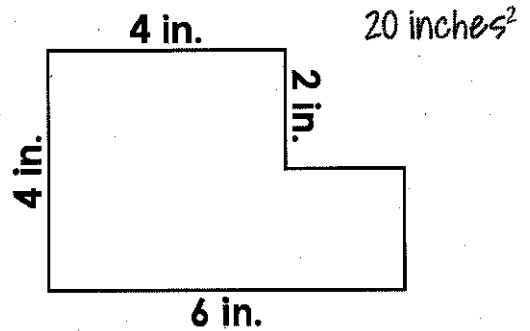
1 How many tickets did Parker sell?

14 tickets

2 How many more tickets did Casey sell than Lea?

8 more tickets

3 How many tickets were sold in total?

50 tickets

4 Tania has 6 pairs of sunglasses. Marco has 3 times as many pairs as Tania. How many pairs do they have all together?

$$6 \times 3 = \underline{\quad 18 \quad}$$

$$18 + 6 = \underline{\quad 24 \quad}$$

$$s = \underline{\quad 24 \quad}$$

They have __24__ pairs all together.

5 Compare the fractions.

$$\frac{1}{4} \;\text{<}\; \frac{2}{4}$$

* Answers may vary.

Book 3

5-A-Day Math Review: Week 3

Monday

1.
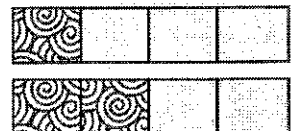
Round	10	100
145	150	100
213	210	200
382	380	400

2.

$$\begin{array}{r} 192 \\ -\ 95 \\ \hline 97 \end{array} \qquad \begin{array}{r} 302 \\ +\ 402 \\ \hline 704 \end{array} \qquad \begin{array}{r} 286 \\ +\ 75 \\ \hline 361 \end{array}$$

3. Complete the fact family.

$$6 \times 4 = \underline{24}$$

$$4 \times 6 = \underline{24}$$

$$24 \div 4 = \underline{6}$$

$$24 \div 6 = \underline{4}$$

4. What is the area of this figure?
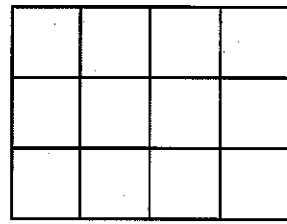
side lengths: __3__ × __4__

area = __12 units²__

5.
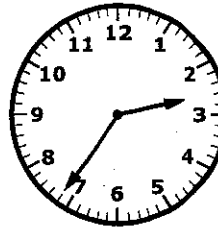
The time is __2:36__

In 20 minutes it will be __2:56__.

Tuesday

1. Circle the shapes to model:

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

2. Name the fraction.

$$\frac{1}{5}$$
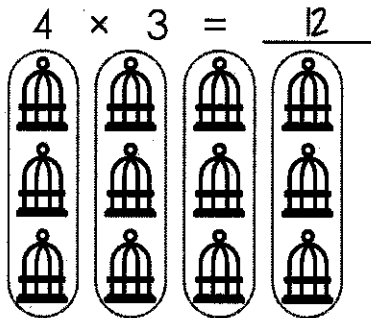
3. Find the missing numbers.

$$3 \times \boxed{2} = 6 \qquad 3\overline{)6}^{\,2}$$
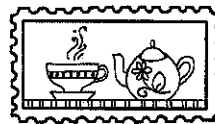
$$3\overline{)15}^{\,5} \qquad 3 \times \boxed{5} = 15$$

4. Measure to the nearest $\frac{1}{4}$ inch.

$2\frac{1}{2}$ inches
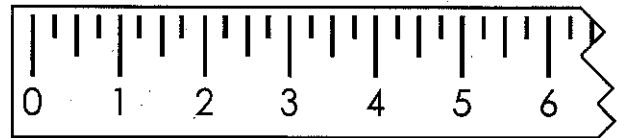
5. Distributive Property: Solve and circle the shapes to model.

$$4 \times 5 = (4 \times \boxed{2}) + (4 \times 3)$$

*** Answers may vary.**

© Got to Teach LLC 2015 · www.GotToTeach.com

Book 3
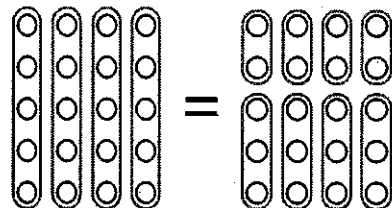
5-A-Day Math Review: Week 3

Wednesday

1 Write the equivalent fraction.

$$\frac{1}{2} = \frac{\boxed{2}}{\boxed{4}}$$

2 Find the perimeter.
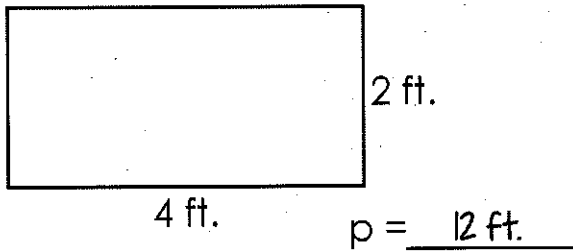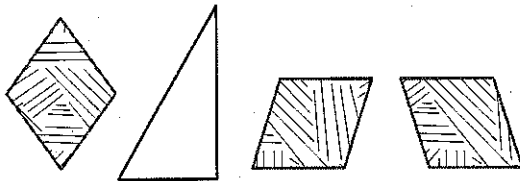
2 ft.

4 ft.

p = __12 ft.__

3 Shade in the rhombuses.

4 There are 4 bowls of bananas. Each bowl had 4 bananas. How many bananas are there all together? Draw a model to show your work.

16 bananas

5 Find the area.

4 in.

3 in.

5 in.

2 in.

6 in.

24 inches^2

Thursday

Number of Siblings

Siblings

3+
2
1
0

0 4 8 12 16 20 24
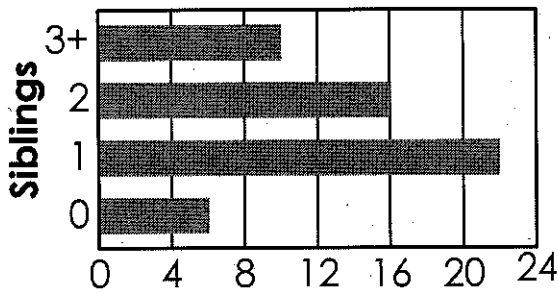
Students in Third Grade

1 How many students have 0 siblings?

6 students

2 How many more students have 1 sibling than 2 siblings?

6 more students

3 How many fewer students have 3+ siblings than 1 sibling?

12 fewer students

4 Mark has 72 pencils. He keeps 12 of them. He divided the rest equally between his 6 friends. How many did each friend get?

72 - 12 = __60__

60 ÷ 6 = __10__

p = __10__

Each friend got __10__ pencils.

5 Compare the fractions.

$$\frac{1}{3} \; \boxed{<} \; \frac{1}{2}$$

* Answers may vary.

Name: **Answer Key*** Date: _____

5-A-Day Math Review: Week 4

Monday

1.

Multiply	20	70
6	120	420
9	180	630
2	40	140

2.

$$\begin{array}{r} 97 \\ + 26 \\ \hline 123 \end{array} \qquad \begin{array}{r} 189 \\ +774 \\ \hline 963 \end{array} \qquad \begin{array}{r} 452 \\ -412 \\ \hline 40 \end{array}$$

3. Complete the fact family.

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

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

$10 \div 5 = \underline{2}$

$10 \div 2 = \underline{5}$

4. What is the area of this figure?
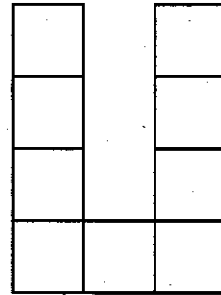
area = $\underline{9 \text{ units}^2}$

5. Complete the table.

tables	1	2	3	4	5	6
legs	4	8	12	16	20	24

Describe the pattern:

4 times as many legs as tables

Tuesday

1. Circle the shapes to model:

$12 \div 3 = \underline{4}$
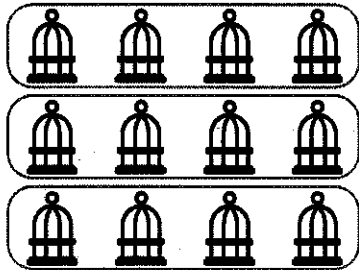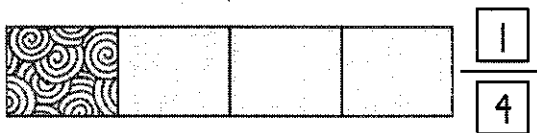
2. Name the fraction.

$\dfrac{1}{4}$

3. Find the missing numbers.

$4 \times \boxed{5} = 20 \qquad 4\overline{)20} \;\; ^5$

$2\overline{)14} \;\; ^7 \qquad 2 \times \boxed{7} = 14$

4. Partition and then shade in.

one-half

5. Commutative Property: Solve and circle the shapes to model.

$4 \times 3 = \boxed{3} \times 4$

* Answers may vary.

© Got to Teach LLC 2015 · www.GotToTeach.com

Book 3
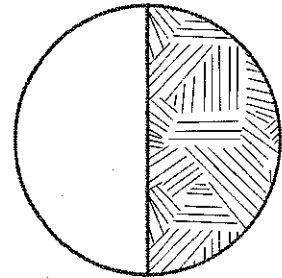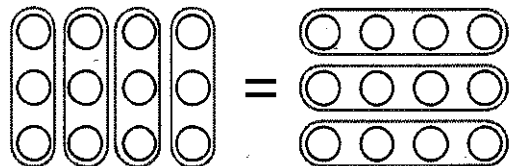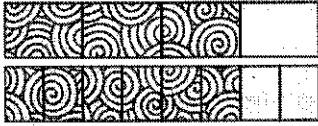
5-A-Day Math Review: Week 4

Wednesday

① Write the equivalent fraction.

$$\frac{3}{4} = \frac{\boxed{6}}{\boxed{8}}$$

② Find the perimeter.
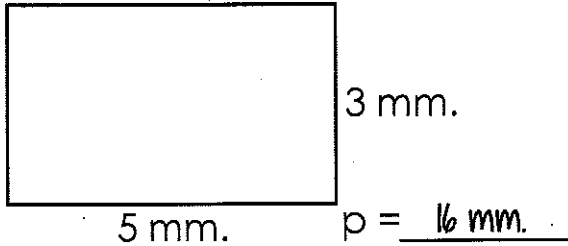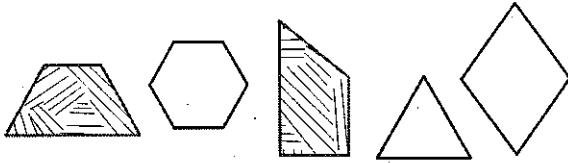
3 mm.

5 mm.   p = __16 mm.__
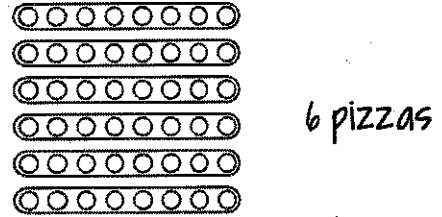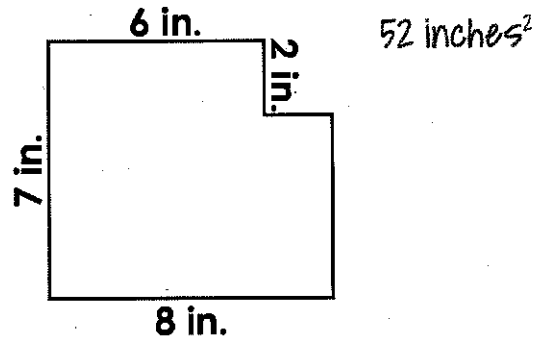
③ Shade in the trapezoids.

④ We have 48 slices of pizza. Each whole pizza has 8 slices. How many pizzas do we have? Draw a model to show your work.

6 pizzas

⑤ Find the area.

6 in.
2 in.
7 in.
8 in.

52 inches²

Thursday

Number of Collectible Stamps

James	
Paz	
Jose	
Phillip	

= 2 stamps

① How many fewer stamps does Paz have than James?

3 fewer stamps

② How many more stamps does Phillip have than Jose?

5 more stamps

③ How many stamps do James, Paz, and Jose have in total?

26 stamps

④ The animal shelter has 6 male cats and 7 female cats. Over the weekend 9 cats were adopted. How many cats are left?

6 + 7 = __13__

13 - 9 = __4__

c = __4__

There are __4__ cats left.

⑤ Compare the fractions.

$$\frac{2}{3} \; \boxed{>} \; \frac{1}{3}$$

*Answers may vary.

Name: **Answer Key*** Date: _____

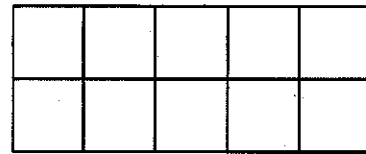# 5-A-Day Math Review: Week 5

Monday

1.

Round	10	100
161	160	200
758	760	800
419	420	400

2.

$$\begin{array}{r} 93 \\ + 264 \\ \hline 357 \end{array} \qquad \begin{array}{r} 365 \\ - 17 \\ \hline 348 \end{array} \qquad \begin{array}{r} 827 \\ + 111 \\ \hline 938 \end{array}$$

3. Complete the fact family.

$6 \times 7 = \underline{42}$

$7 \times 6 = \underline{42}$

$42 \div 6 = \underline{7}$

$42 \div 7 = \underline{6}$

4. What is the area of this figure?

side lengths: __2__ × __5__

area = __10 units²__

5.
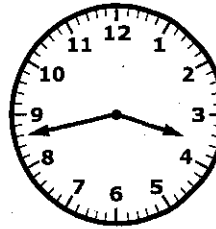
The time is __3:43__

30 minutes ago it was __3:13__.

Tuesday

1. Circle the shapes to model:

$3 \times 6 = \underline{18}$

2. Name the fraction.

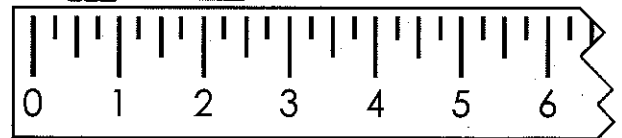$\dfrac{3}{4}$
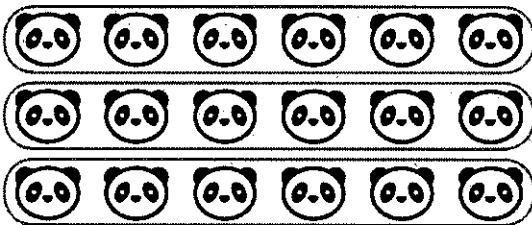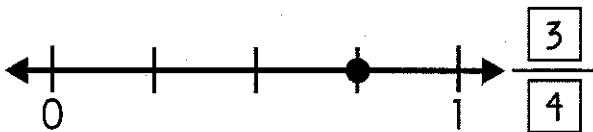
3. Find the missing numbers.

$6 \times \boxed{2} = 12$

$6\overline{)12}$ → 2

$7\overline{)35}$ → 5

$7 \times \boxed{5} = 35$
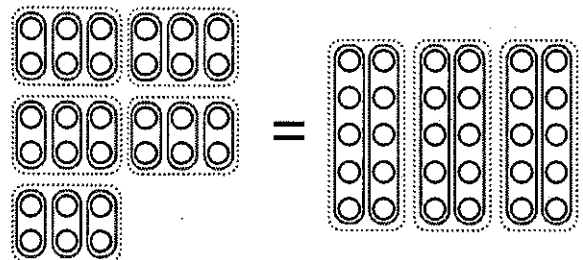
4. Measure to the nearest $\frac{1}{4}$ inch.

$3\frac{1}{4}$ inches

5. Associative Property: Solve and circle the shapes to model.

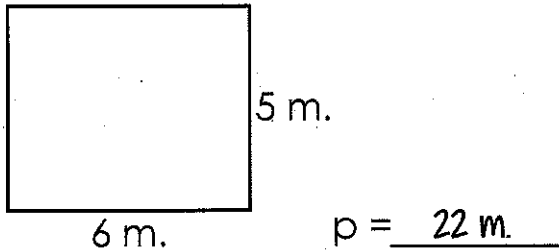$(3 \times 2) \times 5 = 3 \times (\boxed{2} \times 5)$
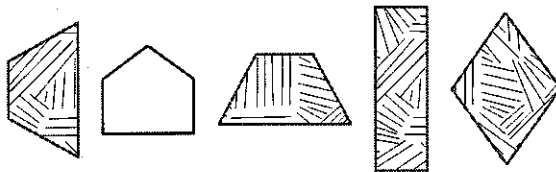
Book 3

5-A-Day Math Review: Week 5

Wednesday

1 Write the equivalent fraction.

$$\frac{2}{3} = \frac{\boxed{4}}{\boxed{6}}$$

2 Find the perimeter.

5 m.

6 m.   p = __22 m.__
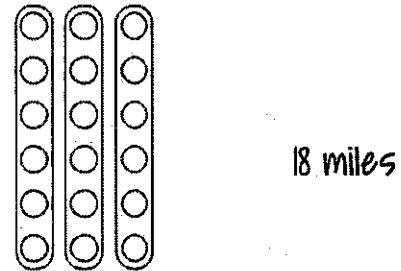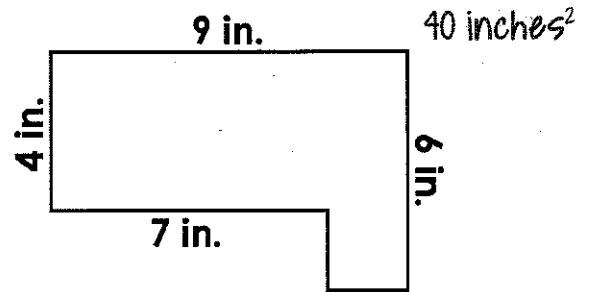
3 Shade in the quadrilaterals.

1 Sam runs 6 miles each day for 3 days. How many miles does she run in all? Draw a model to show your work.

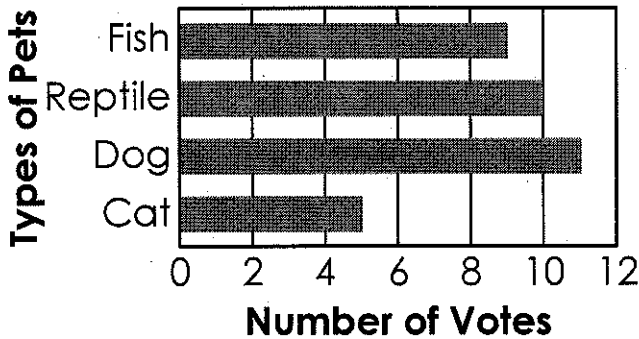18 miles

5 Find the area.

40 inches²

9 in.

4 in.

6 in.

7 in.

Thursday

Favorite Pets

Types of Pets

Fish
Reptile
Dog
Cat

0 2 4 6 8 10 12
Number of Votes

1 How many people like fish or reptiles?

19 people

2 How many fewer people like cats than dogs?

6 fewer people

3 How many more people like dogs than reptiles?

1 more person

4 While at the fair, Fin rode the Ferris wheel 5 times and the rollercoaster 4 times. If each ride costs 3 tickets, how many tickets did he use?

5 + 4 = __9__

9 × 3 = __27__

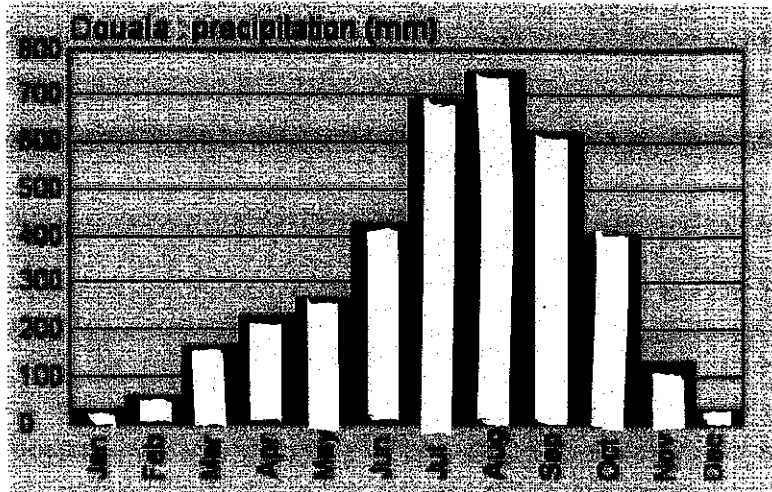t = __27__

Fin used __27__ tickets.

5 Compare the fractions.

$$\frac{1}{4} < \frac{1}{3}$$

Name: _____

Below is a representation of the average yearly precipitation for Douala (in Cameroon). Study the graph and answer the following questions.

Douala precipitation (mm)

1. What is the average precipitation in January ?   40 mm

2. What is the average precipitation in August ?   740 mm

3. What is the average precipitation in October ?   400 mm

4. Which month has the highest amount of precipitation ?   August

5. Does this graph represent an aspect of weather or of climate ?   Climate

6. Identify three months that correspond to a relatively dry period in Douala.
   January, February and December

6. Judging from the diagram, what is the climate of Douala ? Rainy Tropical climate
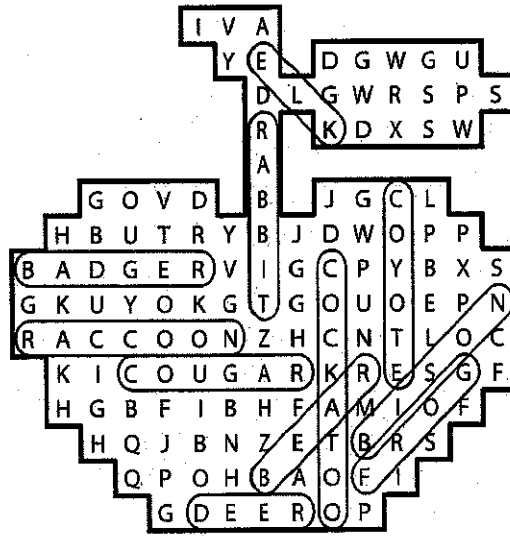

Maroua precipitation (mm)
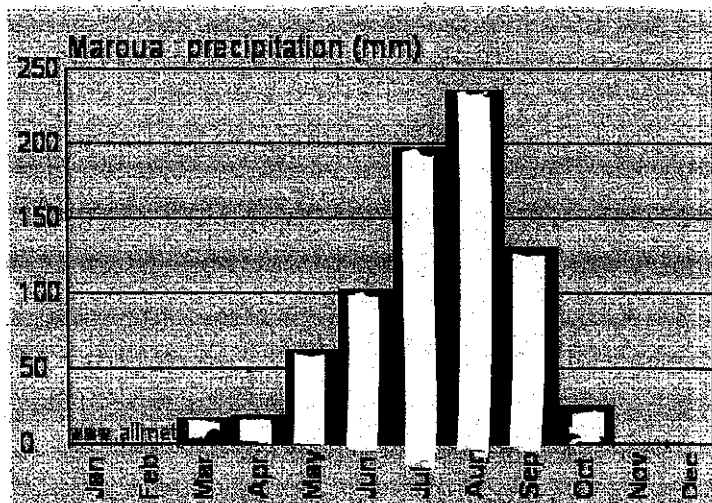
7. The graph above shows the average yearly precipitation in another town (Maroua) in Cameroon. Judging from the diagram, which among the two towns is drier ? Maroua

8. Which months experience no precipitation in Maroua?
   January, February and December

Name: _____

1. The puzzle below contains names of animals that can be found in a temperate forest. Find these names in the puzzle.
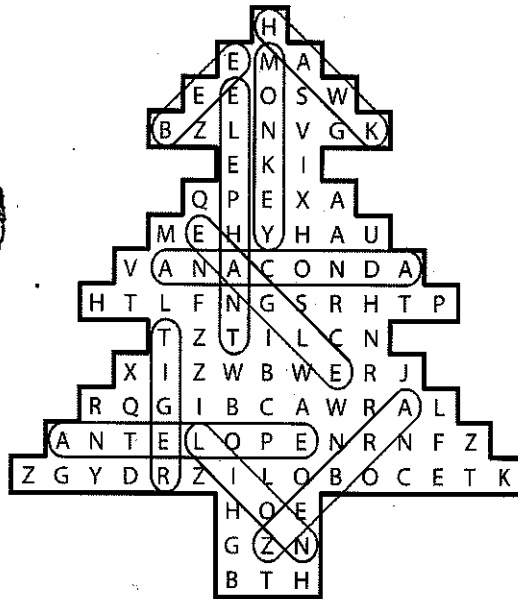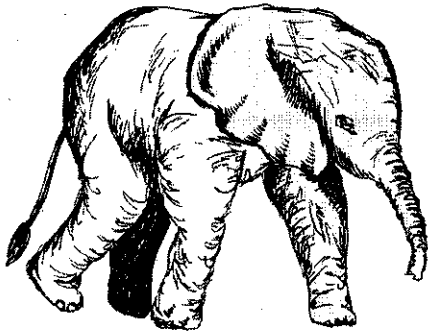
| elk |
| rabbit |
| badger |
| raccoon |
| cougar |
| coyote |
| cockatoo |
| bear |
| bison |
| frog |
| deer |

2. Which of the following factors could influence the population of species in an ecosystem ?

   a. the population of predators
   b. the intensity of hunting by humans
   c. the availability of suitable habitat
   d. all of the above

3. During a period in the year, the population of migratory birds increase in a given forest. What will happen to the insect population ?

   a. it will decrease
   b. it will increase
   c. remain the same
   d. none of the above

4. Explain your choice in question 3.

   _____

   _____

5. In what ways have human activities affected temperate forest ecosystems ?

   _____

   _____

   _____

   _____

Name:

Below are a list of animals found in Tropical ecosystems. Find these names in the puzzle.

monkey

bee

hawk

elephant

eagle

anaconda

antelope

tiger

zebra

lion

1. List some examples of primary producers in a Tropical ecosystems.

trees and grass

2. Which of the following are examples of nonliving parts of an ecosystem ?
   a. wild animals
   b. trees
   c. air
   d. soil

3. Which of the following are examples of nonliving parts of an ecosystem ?
   a. wild animals
   b. trees
   c. air
   d. soil

4. Which of the following is a consumer in a tropical ecosystem ?
   a. baobab
   b. moringa tree
   c. tiger
   d. water