

Hillcrest

Elementary School



Packet for Ms. Rice's Class GROUP 4
Paquete para GRUPO 4 en la clase de Ms. Rice





Peekskill City School District

Our mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.

Randy Lichtenwalner
Principal

Shannon O'Grady
Assistant Principal

Hillcrest Elementary School, 4 Horton Drive, Peekskill, NY 10566

Phone: (914) 739-2284 Fax: (914) 737-9053

Email: rlichtenwalner@peekskillschools.org

Email: sograd@peekskillschools.org

April 7, 2020

Dear Hillcrest Families,

The Peekskill City School District and Hillcrest Elementary are committed to providing instructional resources to our students for use during school closures. Our teachers have worked to create a packet of instruction that your child can use on a daily basis. We have included reading, writing, math and more.

In addition to books and worksheets, we have provided a list of online resources that we use at school and your child is familiar with and enjoys learning from. Each student has their own login and we have provided directions to our website for online access.

The information contained in this packet will be provided online on our school page as well. Please have your child work for a minimum of one hour a day on the packet. In addition, your child should read for at least 30 minutes, as well as work online if feasible via the websites provided.

If you have any questions, please reach me via email at rlichtenwalner@peekskillschools.org.

We thank you for your partnership during this extraordinary time in our city and country.

Sincerely,

Randy Lichtenwalner
Principal



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07.abril.2020

Estimadas Familias de Hillcrest,

El Distrito Escolar de la Ciudad de Peekskill y la Escuela Elemental Hillcrest se comprometen a proporcionar recursos de instrucción a nuestros estudiantes para usar durante el cierre de la escuela. Nuestros maestros han trabajado para crear un paquete de instrucción que su hijo pueda usar a diario. Hemos incluido lectura, escritura, matemáticas, y mas.

Además de libros y hojas de trabajo, hemos proporcionado una lista de recursos en línea que usamos en la escuela y si hijo está familiarizado y le gusta usar a aprender. Cada estudiante tiene su nombre de usuario y hemos proporcionado instrucciones en la página electrónica de nuestra escuela para acceder en la computadora.

La información contenida en este paquete también se proporcionará en el internet en las páginas de nuestra escuela. Haga que su hijo trabaje durante un mínimo de una hora al día en el paquete. Además, su hijo debe leer durante al menos 30 minutos, así como trabajar en línea si es posible a través de los sitios web proporcionados.

Si tiene alguna pregunta, comuníquese conmigo por correo electrónico a rlichtenwalner@peekskillschools.org.

Le agradecemos su colaboración durante este tiempo extraordinario en nuestra ciudad y país.

Sinceramente,

Randy Lichtenwalner
Director

Hillcrest
Elementary School



Activity Packet for Continued Learning

Spring 2020

Dear Parents Guardians and Families,

In order to continue learning at home, I have found some resources that your child can work on at home. The packet you are receiving has been differentiated based on your child's needs. The packets are called "Independent Study Packet". The packets include reading, math, writing, and other fun activities that they can do. Some of the fun activities require materials you may not have at home; these activities are optional. You have been provided with three weeks of activities. Work on one packet a week.

When you receive the packet, look at the second page that says "Activity Menu". This is just a suggestion for what your child can do daily.

In addition to worksheets, please continue to work on online resources such as www.Raz-kids.com, www.Splashlearn.com, and www.epic.com, to name a few. A list of online resources is also provided on the school's website. Additionally, your child can log into Google Classroom where I will be adding additional materials such as educational videos.

If you have any questions, please reach be via email at rrice@peekskillschools.org.

Thank you so much for your partnership during this time. Stay well.

Sincerely,

A handwritten signature in cursive script that reads 'Rachele Rice'.

Ms. Rachele Rice

Helpful Hints for Students and Families

Materials You Will Need:

- Pencils
- Extra paper or a notebook/journal. (You may put everything into one notebook if you like.)
- Colored pencils, markers, or crayons for some of the activities

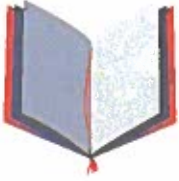







Directions & Tips



- There is a schedule for each day. You may complete the activities in any order. Social studies and science activities may take you more than one day to complete.
- Make sure to plan your time so that you don't let things pile up at the end.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the menu.
- Make sure an adult signs the activity menu before you bring it back to school.

Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading 	Read for 20 minutes and answer 3 of the questions on the sheet on another piece of paper or in a journal. Challenge: Try not to repeat a question! Independent Reading Questions				
	Short and Sweet Summaries	Comparing Two Fiction Texts	Reading Comprehension: Drawing Conclusions	Comparing Two Nonfiction Texts: A Female Freedom Fighter	The Author's Viewpoint vs. My Viewpoint
Writing 	Beginning, Middle, and End Worksheet (Part I)	Writing Prompt: April Fools' Day	Support a Claim	Beginning, Middle, and End Worksheet (Part II)	Writing an Opinion
Grammar Practice 	Jack and the Beanstalk Punctuation	Their, There, They're	Its or It's	Adding Punctuation	Reading Response Letter Interactive
Math 	Road Trip Word Problems Math Crossword Puzzle	Family Vacation Multiplication What's My Sign?	Math Skills: Word Problems	Word Problems in Winter: Multi-Step Mixed Operations Mathematical Mindbenders!	What's My Number? Boxes Math Puzzle Boxes
Social Studies 	Learn About Your State Note: You will probably need internet access for this one. You may choose any state you wish.				
Science 	Physical Properties of Water The Chemistry of Water				

Parent/Guardian Signature: _____

Day 1

Reading	Short and Sweet Summaries
Writing	Beginning, Middle, and End Worksheet (Part I)
Grammar Practice	Jack and the Beanstalk Punctuation
Math	Road Trip: Word Problems Math Crossword Puzzle



Name: _____

Date: _____



Short and Sweet Summaries



A summary is a short and sweet retelling of a text. It only includes the most important details. Use the writing strategy of “Somebody Wanted But So Then” to help you write a short fiction summary!

Part 1

Directions: Read the passage and write a short summary.

Elias was assigned a big project in his social studies class. He wanted to do well on the project, but he knew it was a lot of work. He thought it would be boring, too. Elias had two weeks until the due date.

Elias could have gone home and started the project. Instead, he put it off. He went skateboarding with his friends at the park, and he played video games with his brother. When his mom suggested he clean his room, Elias happily cleaned. He chose to do anything other than the project.

Elias suddenly panicked as he remembered the due date. The project was due tomorrow! He hadn't even started. He was too afraid to tell his mom. She would not be happy about this. Immediately, Elias began scrambling to figure out how he could get the project done on time.

At school the next day, Elias turned in his finished product. Elias was not proud of the work he had completed. He believed it would have been much better if he spent more time on it. Elias wished that he had been more responsible.

Somebody	
Wanted	
But	
So	
Then	

Part 2

Directions: Write a 3-sentence summary on the lines below. Use the information from the Part 1 chart.

Beginning, Middle, and End Worksheet

Every story has a beginning, middle and end! In this worksheet, you will use your imagination to create a beginning, middle and ending sentence to expand the one-sentence prompts into more elaborate stories.

Example:

description: Sammy the dog got out of the backyard.

beginning, middle, and end: "Sammy dug a hole under the backyard fence, and escaped into the neighborhood. He went from house to house looking for something to do. After two hours riding around the neighborhood in my father's car, we found Sammy a mile away in a church parking lot!"

Example:

description: My friend Patty had to go home from school early.

beginning, middle, and end: "When Patty arrived at school today she seemed happy and fine. After lunch she said she had an upset stomach. Her mother came and picked her up from school to take her to the doctor."

description: The batteries on the remote died.

beginning, middle, end:

description: I got an A on my essay!

beginning, middle, end:

description: The kids went swimming in the pool.

beginning, middle, end:

Beginning, Middle, and End Worksheet

description: The man left the store in a hurry.

beginning, middle, end:

description: There was a loud banging noise coming from the kitchen.

beginning, middle, end:

description: My new shoes got so dirty!

beginning, middle, end:

description: The dog howled at the moon.

beginning, middle, end:

Fill in the missing punctuation. Use some or all of the following:

Period . Exclamation mark ! Question mark ? Apostrophe '

Comma , Quotation marks " " Semi Colon ; Colon :

Jack and the Beanstalk

Folk Tale

Once upon a time there was a poor widow who had an only son named Jack and a cow named Milky White And all they had to live on was the milk the cow gave every morning which they carried to the market and sold But one morning Milky White gave no milk and they didn't know what to do

What shall we do What shall we do said the widow wringing her hands

Cheer up mother Ill go and get work somewhere said Jack

Weve tried that before and nobody would take you said his mother We must sell Milky White and with the money start a shop

All right mother said Jack Its market day today and Ill soon sell Milky White and then well see what we can do So he took the cows halter in his hand and off he started He hadnt gone far when he met a funny looking old man

Oh you look the proper sort of chap to sell cows said the man I wonder if you know how many beans make five

Two in each hand and one in your mouth said Jack as sharp as a needle

And here they are the very beans themselves he went on pulling out of his pocket a number of strange looking beans I dont mind doing a swap with you Your cow for these beans he said

See answer sheet to check work.

Name _____

Date _____

Solve the word problems. Show your work and circle your answers.



1. Joey and his family are taking a road trip. On Monday, they travel 68 miles. On Tuesday, they travel 25. On Wednesday, they travel 33 miles. What is the average number of miles they drove per day?

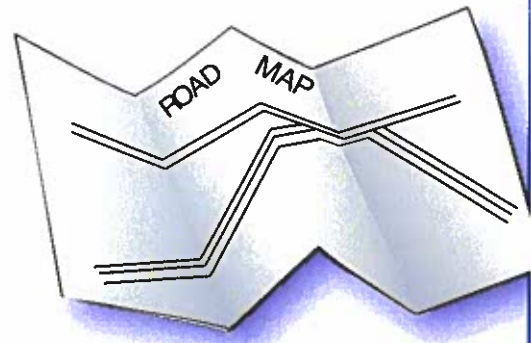
beep



2. Joey has three brothers: Jonathan, Jacob, and Jack. Jacob is older than Jonathan but younger than Joey. Jack is younger than Jonathan. List the four boys in order from oldest to youngest.

3. Joey wants to figure out how many minutes his family has spent on the road. On Monday, they traveled for 3 hours. They drove for $1\frac{1}{2}$ hours on Tuesday and another $1\frac{1}{2}$ hours on Wednesday. How many minutes have they traveled in all?

4. Joey and his family plan to visit the Grand Canyon, Yellowstone National Park, and the Washington Monument. They will travel 1,323 miles to get to the Grand Canyon. From there, they'll drive 846 miles to Yellowstone. Finally, they will travel 2,166 miles to get to the Washington Monument. How many miles will they travel altogether?



Name _____

Date _____

Math Crossword Puzzle

Fill in the blanks of the crossword puzzle to make the mathematical equations true.

12	+		=	36					
		÷		÷				+	
	-		=	4				23	
x		=		=		÷		=	
		6			x	5	=		
=						=			
56		20	-		=	11		3	
		+		x				x	
84	÷		=					13	
		=		=				=	
				63	-		=		

Name:

Date:

❧ Comparing Two Fiction Texts ❧

When you compare two fiction texts, pay attention to the CHARACTERS, SETTING, and PLOT.
What do the stories have in common? What is different about the stories?

DIRECTIONS: Read the texts below and answer the questions that follow.

TEXT 1

Today was the Valentine's Party at school. Marcela had decorated her box so she could store her candy and cards in it. When she got home from school, her sister Janet was waiting anxiously. Janet stayed home from school because she was sick. She missed her class party. She couldn't wait to hear about Marcela's party. She hoped she would share some candy, too.

Marcela walked right past her sister. She had no plan to give her any of the candy that she had earned herself. If Janet wanted candy, she would have to use her allowance money. Then she could buy some for herself.

"Get out of my way," Marcela said to Janet. She went straight to the kitchen table to dump out her box. She loved going through the candy and reading the cards. This was the best part! Janet watched as Marcela smiled and talked about the Valentine's Party. Marcela put her arm out so her sister could not touch any of the candy.

Just then, their mother walked into the kitchen. She noticed that Marcela was being rude. She noticed that Janet's feelings were hurt.

"Marcela," their mother said. "You need to think about sharing with Janet. She was home sick today and didn't get to go to her class party. How would you feel if that were you?"

TEXT 2

Jason was the star soccer player for his team, and games were every Thursday after school. Today was game day and he was eager to continue his scoring streak. Playing forward meant that he had many opportunities to control the ball. He scored in every game of the season so far. The only problem was that he never let anyone else get a chance to shine.

"Pass! Jason! I'm ready," shouted Marco as he ran down the field. None of the other team's players were near him. He wanted to score a goal, but Jason wouldn't pass the ball. Marco grew frustrated as he ran and yelled. Why didn't Jason want him to have the ball?

Jason kept the ball close to his feet as he ran past his opponents. He heard Marco yelling, but he ignored him. Jason was so close to scoring a goal, and he loved the feeling when he scored.

The referee blew her whistle and announced that it was halftime. The players ran to the team benches where they would drink water and take a rest as they gathered as a team to listen to their coach.

"Gosh, Jason," whispered Marco. "Don't be such a ball hog. It's not fun being on a team with you."

"Listen guys," Coach Terry said. "I need you to pass the ball. Soccer is a team sport. If you can't be a team player, you can't be on this team. In order to win this game, we have to play together. That means paying attention to who is open and passing the ball."

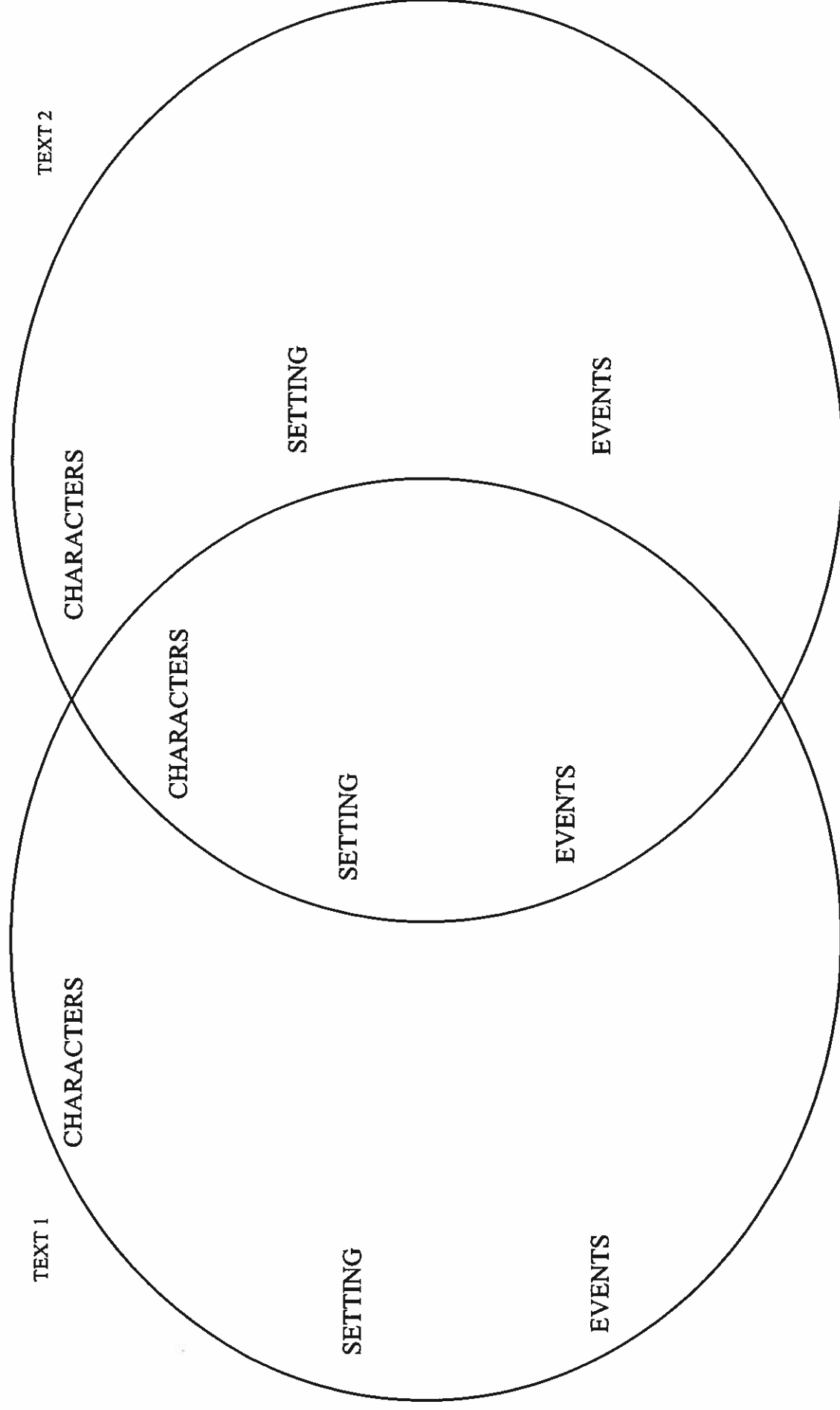
Jason hung his head as he realized that Marco and Coach Terry were right. He needed to change his style as a soccer player and be a better sport. When he got back in the game, he would pass the ball to his teammates. It was time to give them a chance to know how great it feels to score a goal.

Name:

Date:

Comparing Two Fiction Texts

When you compare two fiction texts, pay attention to the **CHARACTERS**, **SETTING**, and **PLOT**.
What do the stories have in common? What is different about the stories?



Writing Prompt



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Their There They're



Homophones sound the same, but have different meanings.

Their - Possessive, belonging to them

There - An adverb, a location

They're - A contraction of they and are



Write **THEIR**, **THERE** or **THEY'RE** in the spaces below.

1. "_____ up first," I told the team. Everyone ran out to _____ places on the field. I walked to the mound. It was my first time pitching.
2. The air was perfectly still. _____ wasn't the slightest breeze. I wound up, then gave the pitch all I had. "Ball!" the umpire called.
3. _____ were still three more balls to go. I took a deep breath, and concentrated.
4. From the stands I heard chanting, "_____ gonna lose! We're gonna win! _____ gonna lose! We're gonna win!"
5. I tuned out the chanting, and thought only of the baseball in my hand, and the pitcher's glove. This one would be a strike, I thought to myself. _____ wasn't going to be another ball.
6. I looked at the opposite team leaning against the chain link fence. _____ faces were tense with determination. I threw. "Ball!" called the umpire.
7. For a moment I closed my eyes. Then I wound up for my third pitch. I threw hard and fast. With a loud crack, the bat hit the ball, which flew toward me. _____ wasn't a moment to think. I lifted my glove and caught the ball.
8. "Out!" yelled the umpire. I turned to my team, and saw smiles on _____ faces. Only two more outs to go.

Family Vacation Multiplication

The Smiths are going on a family vacation. Use multiplication, addition, and subtraction to solve the following problems. Perform other operations as needed to help find the answers. Show your work.

Driving to the airport, the Smiths needed to fill up on gasoline. Gasoline costs 3 dollars for one gallon. If their tank holds 16 gallons, and they already have 3 gallons filled, how much money will it cost to fill the car's tank completely?

The Smiths want to visit a museum and must pay to park. They are going to be gone for 4 hours. The price of parking is as follows:

1 Quarter = 15 minutes

1 Dime = 5 minutes

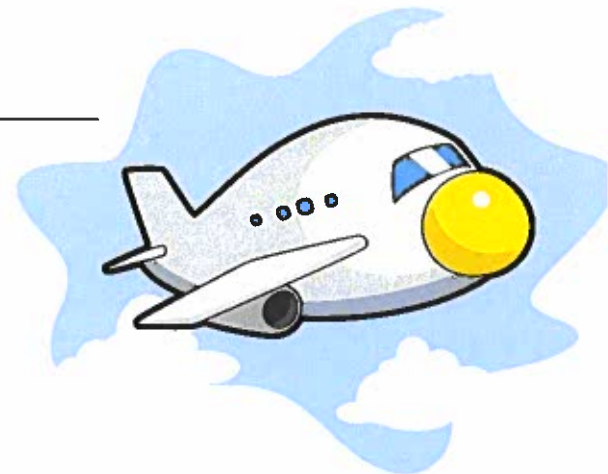
1 Nickel = 2 minutes

The Smiths have 8 quarters, 12 dimes and 14 nickels. Do they have enough to park for 4 hours? (Remember: 60 minutes = 1 hour)

The Smiths board the airplane to head back home. The flight attendant wants to count how many passengers are on board. Every row consists of 2, 3, and 2 seats each (see picture below). If there are 51 horizontal rows, and 13 seats are empty, how many passengers are on board?



In total, the Smiths were flying in an airplane for 14 hours. If the airplane cruises at approximately 512 miles per hour, about how many miles did they travel all together?



What's My Sign

Determine the mathematical operation needed to make the equation true. Write your answer in the space provided. Choose from addition, subtraction, multiplication or division.

1. $15 \bigcirc 11 \bigcirc 3 = 7$ 2. $22 \bigcirc 22 \bigcirc 4 = 4$

3. $16 \bigcirc 40 \bigcirc 16 = 40$ 4. $32 \bigcirc 4 \bigcirc 3 = 24$

5. $10 \bigcirc 5 \bigcirc 2 = 100$ 6. $64 \bigcirc 8 \bigcirc 5 = 40$

7. $6 \bigcirc 7 \bigcirc 20 = 22$ 8. $12 \bigcirc 4 \bigcirc 8 = 56$

9. $43 \bigcirc 21 \bigcirc 17 = 47$ 10. $9 \bigcirc 1 \bigcirc 8 = 72$

11. $78 \bigcirc 6 \bigcirc 3 = 39$ 12. $10 \bigcirc 3 \bigcirc 3 = 10$

13. $52 \bigcirc 2 \bigcirc 31 = 73$ 14. $2 \bigcirc 7 \bigcirc 3 = 42$

Day 3

Reading	Reading Comprehension: Drawing Conclusions
Writing	Support a Claim
Grammar Practice	Its or It's
Math	Math Skills: Word Problems



Name _____

Date _____



Reading Comprehension

Drawing Conclusions

Great readers draw conclusions based on hints from the author in a story. When you draw conclusions, you use the information from the passage to make a guess about something. Readers use the author's hints, or evidence, to support their conclusion.

Directions: Read each passage. Then, draw a conclusion about the story based on the details in the passage. Underline the hints the author gives in the passage.

	Passage	Draw a Conclusion
1.	Preparations were set and the violinist was ready. Anxious faces stared at the clock, wondering exactly what was taking her so long. The groom fiddled his thumbs and combed his hair back nervously. Finally, the violinist began a sweet-sounding melody and everyone rose in their seats.	Where are they?
2.	My bags were ready and the only thing left to pack were the food provisions. Who knew what we'd need, especially since my parents were coming too. They always brought enough food to feed an army. I checked the lantern to make sure the batteries worked, and I called Tempest to the car. She wagged her tail happily. She was ready for her first overnight adventure in nature.	Where are they going?
3.	Mia wiped sweat from her brow and looked down at the script one last time. She had rehearsed every waking moment and knew she was prepared, but she couldn't help the gnawing feeling in her stomach. Thoughts of doubt raced through her head, but she shoved them aside. She was ready. She walked on stage left, determined to show them just how hard she had worked to get this right.	What did she rehearse?
4.	The buses raced around the neighborhood. They made an unfamiliar sound after the long, blisteringly hot summer. The bustle of kids with their shiny new backpacks put smiles on parents' faces. The nervous chatter at the bus stop eased some of the tension of the new adventure.	What time of year is it?
5.	Santiago determined that he was going to have a blast, even if he didn't know anyone. He stood at the front door and took a deep breathe. Earlier this morning, he'd wrapped his gift in superhero wrapping paper and was sure his cousin would love it. What he doubted was whether anyone else would think the present was cool. He straightened his shoulders and rang the bell. He guessed he would find out soon enough.	Why did Santiago have a present?

Support a Claim

Name: _____

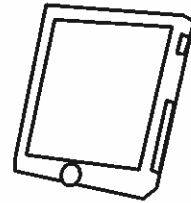
Date: _____

Whenever you make a claim for an argument, the claim must be supported with reasons. These reasons should include evidence, such as facts, observations, or information. When your claim is supported with valid reasons your argument is strong!

Example Topic: Tablets

Example Claim: Every child should be given a tablet to use at school.

Example Reason: Tablets are lightweight and easy to carry.



Instructions: Choose one of the topics below. Write a claim that goes with your topic. Then, write four supporting reasons that help provide support for your claim. Use the graphic organizer to plan your writing.

Free Time at Home

Pets

Responsibility for Chores

Reason:

Topic:

Reason:

Claim:

Reason:

Reason:

Its or It's?

Circle the correct word in each sentence.

Its is a **possessive** pronoun.

It's is a **contraction** that means it is.

The tiger licked **its** **it's** paw.

I wonder if **its** **it's** going to rain tomorrow.

Its **It's** time to go to school.



My cat and **its** **it's** kittens are taking a nap.

Its **It's** going to be a long walk to the train.

That dress is beautiful! **Its** **It's** color is perfect for you.

I'm glad **its** **it's** sunny outside today.

Your puppy is so cute, what's **its** **it's** name?

Hurry up and catch the train! **Its** **It's** coming!

Have you seen my toy? **Its** **It's** not in **its** **it's** box.

Math Skills: Word Problems

Solve the word problems below. Circle your answers.

1. Jean saw a basic computer for \$695.00 and a printer for \$95.00. In order to buy the computer, Jean worked each week for four months. He earned \$157.00 in May, \$210.00 in June, \$377.00 in July and \$145.00 in August. Has Jean earned enough money to buy the computer and printer? If so, how much will he have left over the purchase?
2. Susan loved her four dogs. Sneakers was younger than Socks, but older than Butters. Pickles is in between Socks and Sneakers. List the dogs from youngest to oldest.
3. Maria borrowed a video game from a friend about travelling across the world. The object of the game is to keep track of the miles traveled. Maria played the game for three days. On the first day, she travelled 532 miles. On the second day, she travelled 259 miles. On the third day, she travelled 632 miles. What is the total number of miles Maria travelled in the game?
4. Mrs. Anderson logs the number of minutes Timmy spends on the computer each day. She wants to make sure he isn't spending too much time online. In January, Timmy logged 1,525 minutes. In February, Timmy logged 5,182 minutes doing research online. How many more minutes did he log in February?
5. The Social Studies students have been studying the rise in population in a nearby city over the past ten years. They are working on creating graphs for a mid-term assignment. In the first four years, the population increased by 5,765 people. In the next two years, the population increased by 2,789 people. In the last four years, the population increased by 8,723 people. What is the total number of people the city's population increased by in the past ten years?

Day 4

Reading	Comparing Two Nonfiction Texts: A Female Freedom Fighter (graphic organizer)
Writing	Beginning, Middle End, Part II
Grammar Practice	Adding Punctuation
Math	Word Problems in Winter: Multi-Step Mixed Operations Mathematical Mindbenders!



Name: _____

Date: _____

Comparing Two Nonfiction Texts: A Female Freedom Fighter

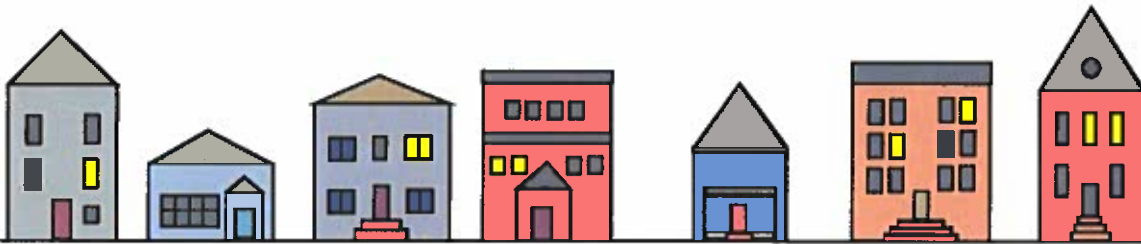
Directions: Using two informational texts on the same topic, complete the graphic organizer.

Text 1:

Have you ever taken a risk? A risk is something that could be dangerous. It could cause harm or loss. Harriet Tubman took many risks for herself, her family, and other slaves.

Harriet Tubman was born a slave in Maryland around 1820. In 1849, she escaped to Pennsylvania, which was a free state, meaning slavery was not legal there. The following year, she returned home in secret to help family members escape slavery. By 1857, she had rescued her mother, her father and one of her brothers. After that, she helped as many as 70 slaves escape to free states, risking her own life to save others. In 1863, she led a raid that freed 750 South Carolina slaves.

The Underground Railroad was a network, or group, of people who worked together to bring slaves to freedom. It was not an actual railroad that you could see. Instead, it was a secret route, or path, that slaves could follow. They would have safe houses and places to stay as they traveled. The people who guided the slaves from place to place were called “conductors.” Harriet Tubman was the most famous conductor on the Underground Railroad.



Text 2:

Harriet Tubman was born as a slave on a plantation in Maryland around 1820. No one, not even Harriet, knew what day she was born – slave families often weren’t allowed to celebrate birthdays. She worked in her owner’s house and in their fields for her entire childhood. When she was older, she married a man named John Tubman.

A few years later, she heard news that the slaves on the plantation she lived on were going to be sold. She did not want to go to another owner, so she decided to run away. Running away was dangerous for slaves in the 1800s. If a runaway slave was found, their owners would often hurt them and punish them.

Once she escaped, she met a friendly woman who helped her hide. At night, she went north, toward states where slaves could be free. She made it all the way to Philadelphia, where she was able to find work. Once she had saved up some money, she went back to Maryland to help her family and friends escape, too. Pretty soon, she was taking slaves of all kinds through the Underground Railroad.

The Underground Railroad was a network of houses owned by people who did not agree with slavery and had promised to hide slaves and keep them safe as they tried to escape north. Slaves traveling on the railroad hid during the day and traveled to the next house at night, until they reached a free state.

By 1860, she had made 19 trips from the South to the North and had helped over 70 slaves and their families escape slavery. Soon afterward, she worked for the Union Army as a cook, a nurse, and even a spy. When the war was over, she spoke about injustice toward African-Americans and opened a home for elderly people. She cared for others her entire life.

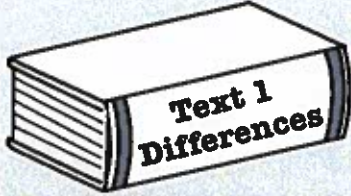
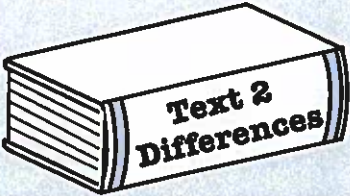
Name: _____

Date: _____



Comparing Two Nonfiction Texts: A Female Freedom Fighter



		Similarities	
Topic What topic is being explored in these two texts? How are the topics different?			
Main Idea What is the main idea or main focus of each of the texts?			
Supporting Details List at least two details that the texts have in common. List at least two details that are different in the texts.			
Written Response: Which text would be better to find information about Harriet Tubman's escape? How do you know?	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		

Beginning, Middle, and End Worksheet II

Now that you've created some stories with a beginning, middle and end, it's time to elaborate even more. Choose one of your 3-sentence stories. Expand the beginning, middle and ending sentences into paragraphs. To help you find ways to elaborate, try asking questions like: How? Why? What was the character thinking?

Example: On the previous worksheet the student wrote: "Sammy dug a hole under the backyard fence, and escaped into the neighborhood. He went from house to house looking for something to do. We looked for a long time and then found Sammy a mile away in a church parking lot."

Here are some ideas for how to expand each of the sentences into separate paragraphs...

Beginning: How long did it take Sammy to dig the hole? How did he dig it?

Middle: What did Sammy want to do? What did he find? Did he do anything?

End: Why did he go to the church parking lot? Was he on his way somewhere?

Beginning Sentence: _____

Beginning Paragraph: _____

Middle Sentence: _____

Middle Paragraph: _____

End Sentence: _____

End Paragraph: _____

Adding Punctuation

Help Henry the Hiker add the correct punctuation, including , commas, periods and question marks, to his journal entry.

Today on my first hike I saw many animals such as squirrels deer and birds, I wonder if I will see anymore tomorrow. I plan to hike up to Mount Happy. In order to get there I must first cross the river go through the woods and pass the tall tree. Tomorrow is a new day and I should have plenty of time to have fun I really look forward to setting up my tent. I brought marshmallows graham crackers and chocolate for my favorite snack smores. Should I get firewood now or later. For now I'll just rest and enjoy the sunset.



Name: _____

Date: _____

Word Problems in Winter: Multi-Step Mixed Operations



Directions: Solve. Be sure to show your work!

1. On Saturday, 4 groups of people went to the restaurant at the ski resort. Each group had 5 people in it. Everyone ordered a cup of hot chocolate. Rebecca, Malaki, and Jeffrey each ordered an extra cup of hot chocolate. How many cups of hot chocolate did the people drink that day?

2. On the snow day, 8 kids from the neighborhood gathered to build snowmen. The kids used two buttons as the eyes on each snowman. 7 more kids joined to make snowmen and used buttons for the eyes, too. How many buttons were used to make the snowmen?

3. The 9 boys in Mr. Ackerman's class went outside for recess. They wore their gloves. Isaiah and Michael each lost a glove while outside. How many gloves did the boys bring back into the classroom?

4. The Jerico family went ice skating on the frozen lake. The 2 parents and 4 children each had ice skates. They brought an extra pair of ice skates in case anyone else wanted to join them. How many ice skates did the family bring?

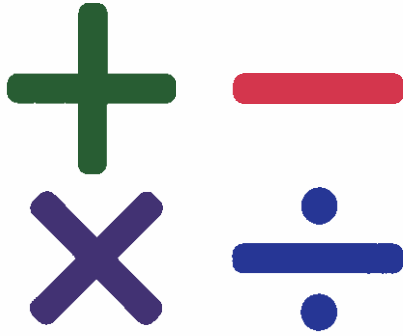
5. It snowed 3 inches each day for a week. By the next Monday, 6 inches had melted away. How many inches of snow were still on the ground?

6. Sheena baked 112 cookies. She kept 16 cookies at home for her family and shared the rest evenly with her 8 friends. How many cookies did each friend get?

Mathematical Mindbenders!

Quotient Challenge

Name: _____



What two numbers have a product of 48 and, when the larger number is divided by the smaller number, a quotient of 3?

Work out the problem in the space below.

Answer: _____

BONUS: Can you think of a riddle on your own similar to this one? Write the directions below and challenge a friend!

Answer: _____



Day 5

Reading	The Author's Viewpoint vs. My Viewpoint
Writing	Writing an Opinion
Grammar Practice	Reading Response Letter Interactive
Math	What's My Number? Math Puzzle Boxes



Name _____

Date _____

The Author's Viewpoint vs. My Viewpoint

Point of view or viewpoint is the way we feel about the topic or events in a piece of text. • Opinions, beliefs, and reasons are clues in the text that help us recognize the author's personal attitude or feelings on the subject.		
Example	Author's Viewpoint	Text Evidence
Watching too much television is connected to poor eating habits.	Too much television is not good for you.	The text says that poor eating habits can happen because of watching too much television.

Directions: Read the passages below and complete the chart.

Passage	Author's Viewpoint What does the author think about the topic?	Text Evidence What clues tell you about the author's viewpoint?	My Viewpoint What do you think about the topic?
It is hard for scientists to know how many West Indian manatees there are. They estimate between 2,000 to 5,000. The West Indian manatee has been listed as an endangered species. This means that the population is so low that the West Indian manatee is in danger of becoming extinct. Many die because of accidents with ships or other human causes, such as pollution. Federal and state laws protect the manatee. Scientists are working to find ways to help the manatee survive.			

Name _____ Date _____

The Author's Viewpoint vs. My Viewpoint

Passage	Author's Viewpoint What does the author think about the topic?	Text Evidence What clues tell you about the author's viewpoint?	My Viewpoint What do you think about the topic?
Soda is a drink that can taste very good, especially on a hot day. But did you know how bad it is for your health? Soda has a lot of calories, and it has too much sugar. Soda has been linked to different health problems, such as diabetes and obesity. Soda can even cause problems in your mouth. With so much sugar in the soda, it is bad for your teeth. Stick to water for a healthier life!			
Taking a break is a good thing. Adults take breaks in their jobs, and kids take breaks in school. Recess helps kids focus and stay on-task better when they are in the classroom. Going outside for recess is good for your health. The light helps us feel better, stay healthy, and keep our body in a routine. Kids get to run around at recess, which is good for physical health. Recess is a great time for kids to play together and build relationships.			



Writing an Opinion

Name _____ Date _____

Think about something you would like to see changed in your school or class.
Use the graphic organizer below to organize your ideas.

1.

State your opinion. (What would you like to see changed?)

2.

Describe the change in detail. (How would things change?)

3.

Describe the benefits of your suggestion.
(Why should this change be made?)



Name: _____

Date: _____

Reading Response Letter Interactive

Read the letter below and complete the following tasks. You will need different colored markers.

- _____ Add commas in the greeting and closing/signature.
- _____ Underline the book genre, title, and author in BLUE.
- _____ Underline the book summary in YELLOW.
- _____ Underline the setting of the story in RED.
- _____ Circle the juicy thinking paragraph with a GREEN marker.
- _____ Underline the closing statement in PURPLE.
- _____ Underline the question for the reader in ORANGE.

Dear Ms. Franklin

I am almost done with the book *Bud, Not Buddy* by Christopher Paul Curtis. It is a Newbery Medal historical fiction novel. I'm really enjoying it so far!

This book is set during the 1930s during the Great Depression. Bud Caldwell, a 10-year-old African American boy, is the main character. He starts out at an orphanage only to get placed with a nasty foster family. He escapes that family and travels hundreds of miles on his own looking for his father.

This book is so powerful. The thing that impacted me most was his quest to belong. He really wanted to find his people—his family. There are flashbacks to moments with his mother where he felt deeply cared for and he longs to have that again. The way the author describes the scene where he thinks he finds his dad actually made me cry. I also LOVED the way the author wrote the story so that you really believe a ten-year-old is telling it. The word choice and the kinds of things Bud notices and thinks about really made this character come alive.

I can see why this book won a Newbery Medal! Have you ever read a book that made you cry?

Your student,
Anita Break

NUMBER ? ? RIDDLES



What's my number?

Read each clue and follow the math to find the answer.

Hint: try reading the clue backward.

1. Add 9 to me. Then multiply by 3. If you subtract 16 and then add 7, you get 27. What number am I?
2. Add 5 to me. Then divide by 7. If you add 12 and then subtract 7, you get 10. What number am I?
3. Multiply me by 4. Then subtract 13. If you divide me by 3 and add 17, you get 22. What number am I?
4. Subtract 6 from me. Then multiply by 2. If you subtract 40 and then divide by 4, you get 8. What number am I?

Math Puzzle Boxes

Each puzzle contains the numbers 21-29. Each column and each row add up to the number given outside the boxes. Put the correct number in each box to complete the addition equations without repeating any numbers.

23		25	74
	21		72
		28	79
76	69	80	

	29		82
22		24	67
26			76
73	77	75	

	28		74
	23		78
21		27	73
74	76	75	

	21		73
26		22	73
			79
79	69	77	

	27	21	72
25			73
	28		80
78	77	70	

			76
22		23	70
	27		79
76	73	76	

		21	73
	25		74
		24	78
79	74	72	

29			77
		27	73
21			75
74	73	78	

	22	26	72
			76
29			77
80	68	77	

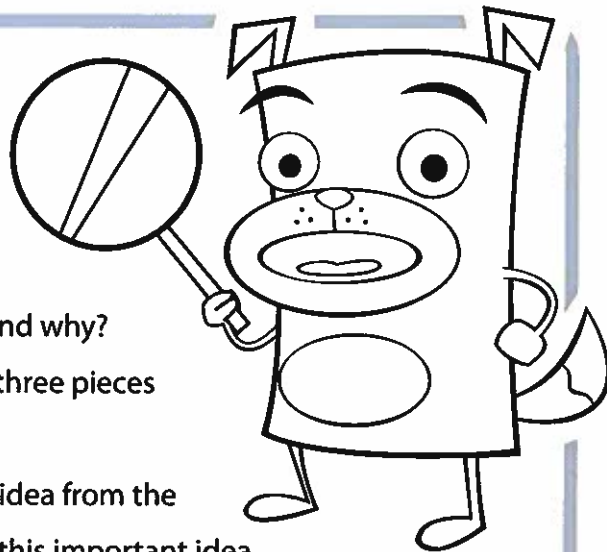
Name _____

Date _____

Text Dependent Questions for Independent Reading

Fiction Texts

- Choose a sentence that describes a character, setting, or action in an interesting way. Why did the author choose to use those particular words to tell the story? Which words in the sentence are the most important and why?
- What patterns do you notice in the story? Cite at least three pieces of evidence to support this.
- After reading a chapter, tell about the most important idea from the story. Find one or two sentences in the text that show this important idea.
- How does the author use dialogue to tell the reader what is happening? Give an example from the text.
- If you don't know what is going to happen next, make a prediction. Give at least one piece of evidence from the text about why you predict that.
- What is the **tone** of the book? (Is it serious, funny, magical, sad?) Find at least two phrases or sentences that make the reader feel this way.
- What lesson is the author trying to teach the reader? How do you know? What in the book tells you that?
- What details in the text describe one of the characters for you?
- Is there a point in the story where things make a big change? What is it?



Nonfiction Texts

- How do the **pictures** in your text help you understand what you are reading? Give an example.
- How do the **captions** in your text help you understand what you are reading? Give an example.
- Pick a diagram, chart, or graph in your book. What is it trying to teach you? What conclusions can you draw from it?
- Is there a glossary in the back of the book? What word can you find that you didn't know before? Why is that word important to understanding the book?

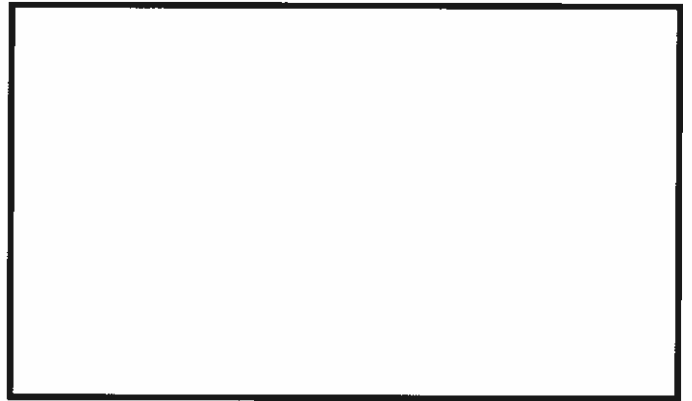
Learn About Your State

Learn about your state by researching answers to the questions below.

1. What state do you live in? Can you locate it on the map below?



7. What does your state's flag look like? Draw your flag below.



STATE: _____

2. What is the official bird of your state?

8. What is the capital city of your state?

3. What is the official fish of your state?

9. Who is the current governor of your state?

4. What is the weather like in your state? Is it hot, cold, rainy, humid, dry?

10. How many representatives does your state have in the House of Representatives in Washington, D.C.?

5. What are some popular landmarks or monuments located in your state? Which ones have you visited?

11. When was your state accepted into the Union?

6. Does your state have any state parks or reserves? List the ones that are close to your house.

12. What is the population of your state?

13. Are there any manufactured or agricultural items your state is known for? List them below.

Physical Properties of Water

Vocabulary

specific heat coolant

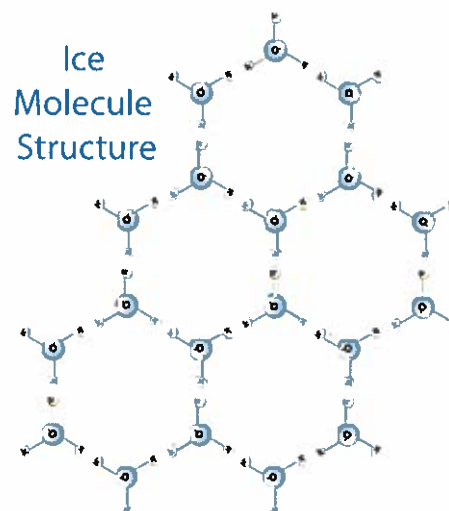
kinetic energy

Water is the only natural substance that is found in all three states: solid (ice), liquid, and gas (steam). It **boils** at 212°F or 100°C and **freezes** at 32°F or 0°C. Water has a high **specific heat** index. Specific heat is the amount of energy required to change the temperature of a substance. Water can absorb a lot of heat before it begins to get hot, which is why the sand at the beach always feels hotter than the ocean water. Land absorbs heat faster than water.

Water's high specific heat index makes it valuable, especially to manufacturing companies. It is used as a **coolant** because it can absorb a lot of heat before it begins to get hot. Water can move over heated elements in a factory, absorbing the heat from machines. In a car, water is a coolant in the radiator that absorbs heat put out by the engine.

When water molecules make a change in phase or state, their molecules rearrange themselves into different patterns. In the liquid phase, water molecules are closer together with no regular arrangement. The particles of a liquid vibrate, move about, and slide past each other. A solid has tightly packed particles that are usually in a regular pattern. There is very little vibration or movement of the particles of a solid. In the gaseous phase, water molecules are widely spaced apart and very active with no regular arrangement. Generally, as the temperature rises, matter moves to a more active state. This movement of molecules is called **kinetic energy**.

Most substances are the densest in their solid form. However, water is different. Solid water, or ice, floats on top of liquid water. Why is this? In order to float on water, a substance must be less dense than water. When ice is formed, the water molecules are tightly packed together, preventing them from changing shape. Ice has a regular pattern with the molecules held rigidly apart by their bonds. This causes ice to form a crystalline lattice structure. These crystals have many open spaces throughout their structure, making ice less dense than liquid water.



	Gas	Liquid	Solid
particle arrangement	well separated — no regular arrangement	close together — no regular arrangement	tightly packed — a regular pattern
shape	assumes the shape of its container - no shape	assumes the shape of its container - no shape	retains a fixed volume and shape
kinetic energy — movement	very active	slide past each other	rigid
fluid	fluid — flows easily	fluid — flows easily	not a fluid — does not flow easily
volume	volume of container	fixed volume	fixed volume

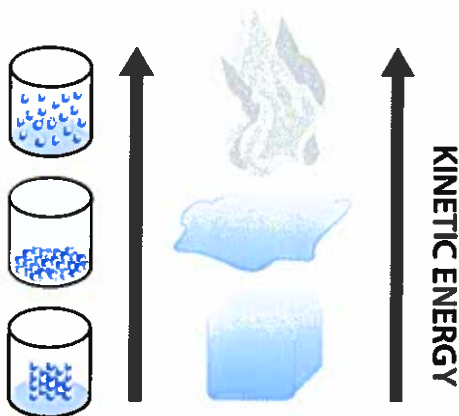
Questions

1. Why does water's high specific heat make it a good coolant for car radiators?

2. Which state of matter has the most kinetic energy? the least kinetic energy?

3. How does heat affect water and its state of matter?

4. What is the picture below showing? Please explain.



5. Fill in the definitions of the vocabulary words.

Vocabulary	
specific heat	
kinetic energy	
coolant	

The Chemistry of Water

Vocabulary	
solvent	atom
molecule	bond

Water is called the universal **solvent**. It is called this because more substances dissolve in water than in any other chemical. A **molecule** of water is made up of two hydrogen **atoms** and one oxygen atom. An atom is the basic unit of a chemical element. The hydrogen and oxygen atoms of a water molecule are held together by **bonds**. In the configuration of a water molecule, the two hydrogen atoms occur on the same side of the oxygen atom. The hydrogen atoms create a positive electrical charge while the oxygen atom creates a negative charge.

When water molecules orient towards each other, they arrange themselves so that positive and negative charges meet. Since opposite electrical charges attract, water molecules tend to attract each other. This makes the water molecules clump or "stick" together and form drops or beads on smooth surfaces.

The electrical charges of the water molecule cause it to be a good solvent—a substance that allows other substances to become part of it. Look at the picture below. It shows how the NaCl (table salt) molecule breaks apart when mixed with water. The positive Na (sodium) atom is attracted to the negative O (oxygen) atom, and the negative Cl (chlorine) atom is attracted to the positive H (hydrogen) atoms.

NaCl crystal structure

sodium (Na)

chlorine (Cl)



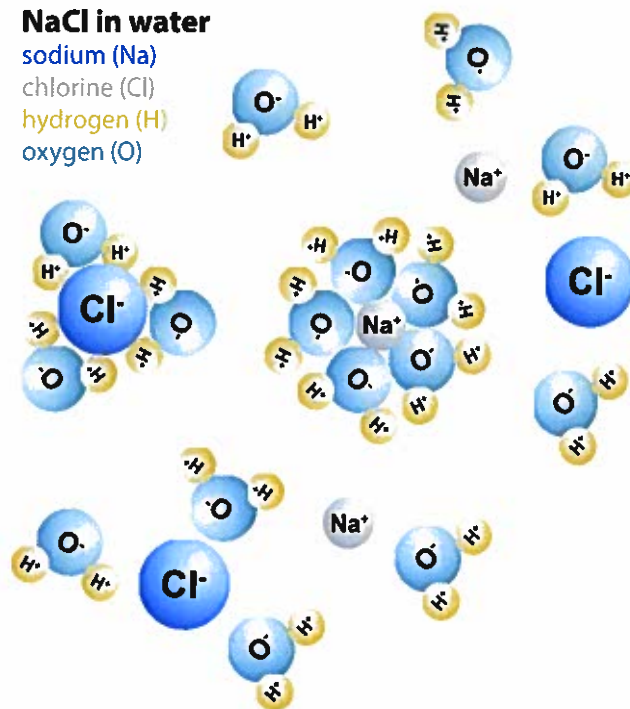
NaCl in water

sodium (Na)

chlorine (Cl)

hydrogen (H)

oxygen (O)



Review Questions

1. How many atoms are in a water molecule?

2. Draw a picture of a water molecule.

3. Describe the structure of a water molecule.

4. How do water molecules form droplets of water?

5. Why is water called the universal solvent?

6. Explain how NaCl or table salt dissolves in water.

7. Write the definitions of the following words.

Vocabulary	
solvent	
molecule	
atom	
bond	

Helpful Hints for Students and Families

Materials You Will Need:

- Pencils
- Extra paper or a notebook/journal. (You may put everything into one notebook if you like.)
- Colored pencils, markers, or crayons for some of the activities
- Internet access for online research
- You will need different materials for the optional Design Challenge









Directions & Tips



- There is a schedule for each day. You may complete the activities in any order. Social studies and science activities may take you more than one day to complete.
- Make sure to plan your time so that you don't let things pile up at the end.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the activity menu.
- Make sure an adult signs the activity menu before you bring it back to school.

Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading 	Read for 20 minutes and answer three text-dependent questions from the sheet on another piece of paper or in a journal. Challenge: Try not to repeat a question!				
	The Aspirations of Sonia Sotomayor	Timeline of Sonia Sotomayor's Life	Research an Influential Person	Make Your Own Timeline	Reading Comprehension: Following Directions
Writing 	Two Truths and a Lie Sonia Sotomayor	Writing with Vivid Words	Informational Writing: Linking Ideas	Introductions for Informational Writing	Writing Instructions
Grammar Practice 	Frayer Model	Recognize a Fragment When You See One!	Awesome Articles	Sorting Out Adverbs	Mixed Review Language Arts
Math 	Missing Digits Addition and Subtraction	Division Crossword	Draw the Line of Symmetry	Going Abroad: Practice Reading a Bar Graph	Intro to Probability: Playing Cards
Social Studies 	All About Maps!				
Science 	It's Electrifying! Learn About Electricity				

Parent/Guardian Signature: _____

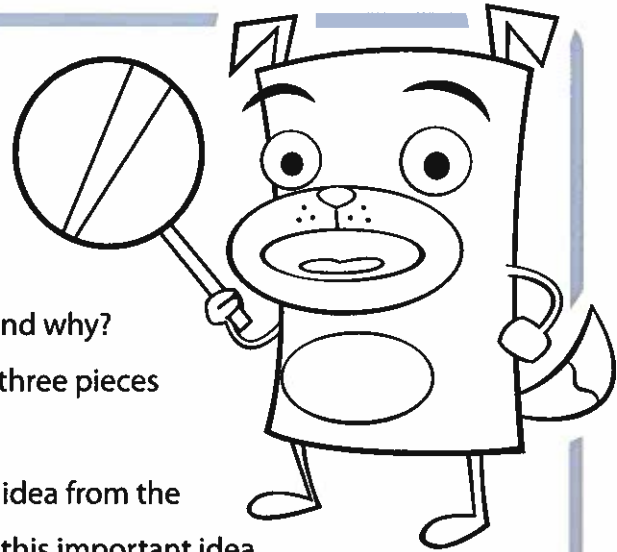
Name _____

Date _____

Text Dependent Questions for Independent Reading

Fiction Texts

- Choose a sentence that describes a character, setting, or action in an interesting way. Why did the author choose to use those particular words to tell the story? Which words in the sentence are the most important and why?
- What patterns do you notice in the story? Cite at least three pieces of evidence to support this.
- After reading a chapter, tell about the most important idea from the story. Find one or two sentences in the text that show this important idea.
- How does the author use dialogue to tell the reader what is happening? Give an example from the text.
- If you don't know what is going to happen next, make a prediction. Give at least one piece of evidence from the text about why you predict that.
- What is the **tone** of the book? (Is it serious, funny, magical, sad?) Find at least two phrases or sentences that make the reader feel this way.
- What lesson is the author trying to teach the reader? How do you know? What in the book tells you that?
- What details in the text describe one of the characters for you?
- Is there a point in the story where things make a big change? What is it?



Nonfiction Texts

- How do the **pictures** in your text help you understand what you are reading? Give an example.
- How do the **captions** in your text help you understand what you are reading? Give an example.
- Pick a diagram, chart, or graph in your book. What is it trying to teach you? What conclusions can you draw from it?
- Is there a glossary in the back of the book? What word can you find that you didn't know before? Why is that word important to understanding the book?

Day 1

Reading	Discover the challenges Supreme Court Justice Sonia Sotomayor faced in her childhood.
Writing	Use the game Two Truths and One Lie to research facts and write a paragraph about Sonia Sotomayor.
Grammar Practice	Complete a Frayer Model with a word that describes Sonia Sotomayor.
Math	Find the missing digits, then place your answers in the boxes provided.



Name _____

Date _____

The Aspirations of Sonia Sotomayor



Directions: Read the passage about Sonia Sotomayor below, then answer the questions that follow using evidence from the text.

"Experience has taught me that you cannot value dreams according to the odds of their coming true. Their real value is in stirring within us the will to aspire."

— Sonia Sotomayor

Introduction

Have you ever thought about what you wanted to be when you grow up? Perhaps typical career paths, like becoming a doctor, nurse, or teacher have come to mind. But have you ever considered becoming a Supreme Court justice? Do you know what that is? There are currently only nine Supreme Court justices permitted at one time, so it is not surprising if you have never considered it!

One of the most recent appointees, Sonia Sotomayor, never dreamed of becoming a Supreme Court justice when she was growing up. Even though it was something she could not have imagined as a child, in 2009, President Barack Obama nominated Sonia to become the first Latina Associate Supreme Court justice in U.S. history.



Puerto Rico is an island located southeast of Florida. It is a territory of the United States. People born there are United States citizens.

Early Life

Sonia's parents were born in Puerto Rico, and moved to New York before Sonia was born. Sonia was born in the Bronx on June 25, 1954. Her mother was a nurse, and her father worked in a factory. She had a younger brother who she affectionately called Junior. Her abuelita, her father's mother, helped raise her, teaching Sonia her native language, Spanish. Since Spanish was Sonia's first language, she struggled to learn English while growing up. To build her confidence in the English language, she joined a Bible-reading group and read Bible verses aloud.

During her youth, Sonia enjoyed reading all types of books, from comic books to encyclopedias. One of her favorite series was about an inquisitive, crime-solving detective named Nancy Drew. When Sonia was seven years old and dreaming of becoming a detective, she was diagnosed with Type 1 diabetes. In order to survive, she had to take an insulin shot every day, which she quickly learned to give to herself. This was frightening for her because her dream of becoming a detective disappeared with her diagnosis. At the time, people could not be police officers if they had diabetes, and she needed to become a police officer before becoming a detective.

Not long after her diagnosis, Sonia decided to become a lawyer who stood up for people who needed help. She arrived at this decision after watching a famous, but fictional, television lawyer, Perry Mason. Sonia loved watching Perry Mason argue his cases in the courtroom, and thought it was amazing that there were people who worked to help others in this way.

Sadly, while Sonia was still young, only nine years old, her father passed away.

Education

Sonia's education began at home when her mother introduced her to a set of encyclopedias, which Sonia read daily. She became fascinated with the words and information, and always wanted to learn more.

Name _____

Date _____

The Aspirations of Sonia Sotomayor



Sonia graduated high school with honors and applied to an Ivy League college on her guidance counselor's recommendation. Though she was unfamiliar with Princeton, she chose to attend this prestigious university with the help of a scholarship.

While studying at Princeton, she was unafraid to ask questions, even if they made her seem unknowledgeable. When describing her experience at the school, she said the university seemed like a different world. For example, when a friend commented that Sonia sounded like Alice, Sonia didn't understand the reference. Even though she knew it would make her appear to be uninformed, she asked her friend who this Alice was. Her friend kindly explained that she meant Alice, from the book *Alice in Wonderland*. At the time, Sonia had never heard of the story, but by asking the question, she learned more about Lewis Carroll's classic work of literature.

Much of her time at Princeton was filled with studying hard and adapting to her new environment. With the new surroundings came new ideas. Sonia had the ability to share her own ideas, shaped by her childhood upbringing, with people who did not look or sound like her.



The U.S. Supreme Court was established by the Constitution to provide a checks and balance to the President and to Congress. The Supreme Court interprets U.S. laws by way of court cases.

Prosecuting Her Way to the Supreme Court

After becoming a lawyer in 1980, Sonia joined the District Attorney's office in Manhattan. Sonia worked as an Assistant District Attorney (ADA), interviewing victims and witnesses and evaluating the evidence surrounding crimes. As the ADA, she worked as a prosecutor, which is someone who brings cases against people who have broken the law. She worked as an ADA for four years, before joining the law firm Pavia & Harcourt in 1984.

Even while working for the private sector, she still did pro bono work, where she would represent people for free. Sonia served on the board of the Puerto Rican Legal Defense and Education Fund, the New York City Campaign Finance Board, and the State of New York Mortgage Agency. A few years after she joined the private firm, Senators Ted Kennedy and Daniel Patrick Moynihan noticed her pro

bono work and helped her get nominated as a judge.

There are many levels in the court system. President George H.W. Bush nominated her to become the youngest U.S. District Court judge for the Southern District of New York City in 1992. After she served in that position for five years, President Bill Clinton nominated her to become a judge in the U.S. Second Circuit Court of Appeals in 1997. While working in the court of appeals, Sonia began teaching law as an adjunct professor at New York University in 1998, and at Columbia Law School in 1999. Then, in 2009, President Barack Obama nominated Sonia Sotomayor to become a Supreme Court Justice.

Supreme Ideas as a Judge

After all her work as a student, lawyer, and judge, she was prepared to make decisions on landmark cases. The Supreme Court makes decisions that can affect the whole country, since they settle disputes between the federal government and citizens, or handle controversial cases.

While the odds of a Latina who did not speak English well as a child becoming a Supreme Court Justice might have seemed unlikely in the past, Sonia's appointment changed that. She paved the way for other women to

Name _____

Date _____

The Aspirations of Sonia Sotomayor



pursue their dreams, including aspiring to be in the highest court of the United States. No matter the obstacles she encountered, like language barriers, a health crisis, and the death of her father, Sonia continued to aspire to new heights and pave new pathways to her success. It was not with luck, but with hard work and perseverance that she reached the position she currently holds.

Who is Sonia Sotomayor?

What year was she born?

What experiences did Sonia have throughout her life?

What is an important obstacle she overcame?

How did she overcome the obstacle?

How does this obstacle connect to why she is famous?

What changes has Sotomayor made in the world that makes her influential?

Name _____

Date _____

Two Truths and One Lie: Sonia Sotomayor



Read the three statements about Sonia Sotomayor. Can you figure out which two statements are true and which one is false? Research using books, articles, or websites to confirm your answer. Circle the lie.

1 When she was seven years old, Sonia Sotomayor was diagnosed with diabetes, ending her dream of becoming a detective.

2 As a Puerto Rican descendent born in New York, she learned how to speak Spanish before struggling to learn English.

3 On August 8, 2019, Sonia Sotomayor became the first Latina to assume the role of Associate Justice to the Supreme Court.

Answer these questions after doing some research.

1. Fix the false statement so that it is now true.

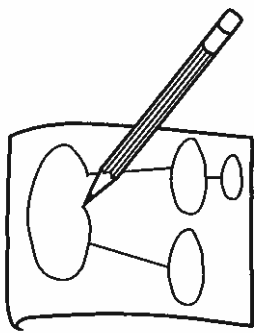
2. Choose a fact about Sonia Sotomayor you think is important.

3. Explain why you chose that fact to share.

4. On a separate sheet of paper, write a paragraph about Sonia Sotomayor using more than two sources for information (like a website and an article).

Name: _____ Date: _____

Frayer Model



Directions: Write your vocabulary word in the "Vocabulary Term" oval. Complete the rest of the sections for the vocabulary term in your own words.

Definition:	Sentence:	Vocabulary Term:	Non-Examples:
Examples:	Image Representation:		

Name _____

Date _____

Missing Digits: Addition and Subtraction

Directions: Find the missing digits in the following problems. Place your answers in the boxes provided.

$$\begin{array}{r} 1. \quad 2 \square 56 \\ + \quad 2 \square 1 \\ \hline \square 597 \end{array}$$

$$\begin{array}{r} 2. \quad \square 86 \\ - \quad 34\square \\ \hline 3\square 9 \end{array}$$

$$\begin{array}{r} 3. \quad 796 \\ + \quad 3\square\square \\ \hline 1\square 80 \end{array}$$

$$\begin{array}{r} 4. \quad 372 \\ - \quad 5\square \\ \hline 3\square 6 \end{array}$$

$$\begin{array}{r} 5. \quad 4\square\square \\ + \quad 39\square \\ \hline \square 70 \end{array}$$

Day 2

Reading	Use a timeline to answer questions about Sonia Sotomayor
Writing	Writers engage their readers by using colorful details to describe the world around them. Practice writing with details.
Grammar Practice	Hone your skills at identifying sentences and fragments, then practice making revisions to make sentences complete.
Math	Get a fun review with this division crossword!



Name _____

Date _____

Timeline of Sonia Sotomayor's Life (So Far)



Sonia Sotomayor is the first Latina Supreme Court Justice in United States history. The Supreme Court is the highest court in the country, meaning its decisions on court cases are final. The Justices are nominated by the President and serve a lifetime appointment after the Senate approves their nomination.

Directions: Use the timeline about Sonia Sotomayor's life to answer questions about her.

1. What event happened after Sonia Sotomayor joined the law firm of Pavia & Harcourt?
2. How many years was Sonia Sotomayor a lawyer before becoming a judge?
3. In what year did Sonia Sotomayor become a judge in the Southern District of New York?
4. What do you wonder about Sonia Sotomayor that you cannot find on the timeline?

Born on June 25	1954
Diagnosed with Diabetes	1961
Father died	1963
Got a set of encyclopedias	1966
Graduated from high school	1972
Graduated from Princeton University	1976
Graduated from Yale Law School	1979
Became an Assistant District Attorney in New York County	1979
Joined the law firm of Pavia & Harcourt	1984
Became a U.S. District Court Judge for the Southern District of New York	1992
Joined the U.S. Court of Appeals for the Second Circuit as a Judge	1998
Nominated by President Barack Obama to be a U.S. Supreme Court Associate Justice on May 28	2009
Sworn in as the 111th Justice of the Supreme Court on August 8	2009

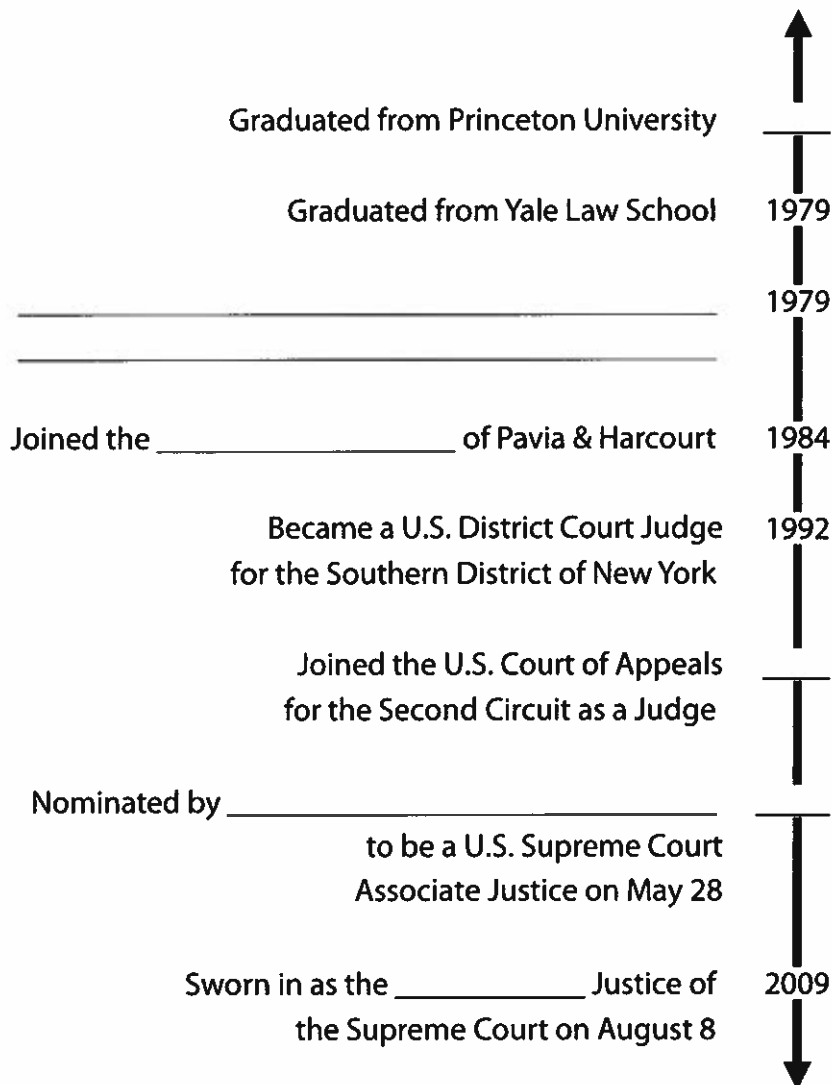
Name _____

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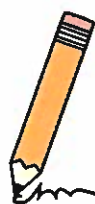
Timeline of Sonia Sotomayor's Life (So Far)



4. Write on the lines the missing information from this piece of the timeline.



5. Do some research about Sonia Sotomayor. What events would you like to add to the timeline? What events would you eliminate? Explain your choices.



Writing with Vivid Words

Writers use vivid words to tap into the five senses: sight, sound, smell, taste, and touch. These descriptive details paint a picture in the reader's mind and make writing more interesting!

Examples of Vivid Words

SIGHT <i>color, size, shape</i>	SOUND <i>volume, pitch</i>	SMELL <i>pleasant, bad</i>	TASTE <i>sour, sweet</i>	TOUCH <i>texture, temperature</i>
twinkling	silent	floral	cinnamon	slippery
golden	calm	earthy	salty	wet
bright	noisy	clean	spicy	damp
glowing	murmur	fresh	bitter	silky
dark	buzz	smoggy	delicious	rough
mysterious	rustling	old	cold	smooth
camouflaged	voices	fruity	warm	bumpy

Directions: Describe each scene below in one or two sentences. You may choose words from the example box or use your own vivid words!

recess

The sun was beaming down on the large blacktop and birds were chirping in the distance. Happy sounds filled the air as kids skipped out of their classrooms.

the morning time

the sky at night

your favorite meal

the winter

your favorite pet or stuffed animal



Name: _____

Date: _____

Recognize a Fragment When You See One!

Read each example below. Circle whether it is a sentence or fragment. If it is a fragment, make revisions to turn it into a complete sentence.

After the doctor examined the broken arm, which was broken in two places.	Sentence Fragment
FIX:	
During the baseball game, in the third inning to be exact.	Sentence Fragment
FIX:	
We took the short way to get to the store.	Sentence Fragment
FIX:	
His ex-girlfriend Samantha, the one he dated five years ago.	Sentence Fragment
FIX:	
A meteor from a galaxy 67 light years away.	Sentence Fragment
FIX:	



Math Crossword Puzzle



Fill in the blanks of each crossword puzzle to make the division equations true.

64	÷		=	8
÷				÷
	÷		=	2
=				=
32		÷		= 9

	÷	2	=	27
÷				÷
	÷	2	=	
=				=
				9

					36	÷		=	2					68
÷					÷		÷					÷		
12					81	÷		=						
=					=		=					=		
12	÷		=	4						÷	1	=		

Day 3

Reading	Conduct your own research on an influential person and complete a graphic organizer.
Writing	Practice linking ideas within your writing to make strong connections.
Grammar Practice	Do you know your articles? Articles are often overlooked words, but they're important!
Math	Can you find the line or lines of symmetry? Draw the line of symmetry in a variety of different 2D shapes.



Name _____

Date _____

Graphic Organizer: Research an Influential Person



Conduct research on an influential person. Use more than one source of evidence to fill in this graphic organizer.

Who is the person?

What year was this person born?

What experiences did this person have throughout their life?

What is an important obstacle this person overcame?

How did the person overcome the obstacle?

How does this obstacle connect to why this person is remembered?

What changes has this person made in the world that makes them influential?

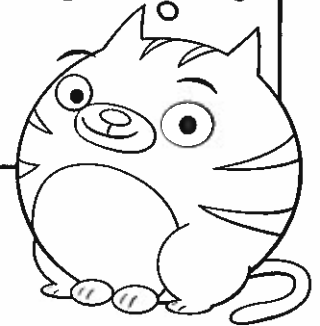
Name: _____

Date: _____

Informational Writing: Linking Ideas

Why are Linking Words and Phrases important?

- They introduce new ideas.
- They connect key information (facts and details) in our writing by showing:
 - Time order
 - Compare and Contrast
 - Examples
 - Emphasis
 - Additional information
 - Conclusions



Transitions Words & Phrases

Time Order

after	initially
before	later
currently	meanwhile
during	previously
finally	second
first	since
following	soon

Additional Information

additionally	for instance
along with this	furthermore
also	in addition
another	
as well	

Compare and Contrast

like	although
similar to	on the other
compared to	hand
	in contrast

Examples

evidence of this	in particular
for example	in this case
for instance	such as

Emphasis

always	never
especially	without a
in fact	doubt
	surprisingly

To Conclude

as a result	lastly
finally	therefore
in conclusion	thus
in summary	to sum up

Name: _____

Date: _____

Informational Writing: Linking Ideas

Why are Linking Words and Phrases important?

- They introduce new ideas.
- They connect key information (facts and details) in our writing by showing:
 - Time order
 - Compare and Contrast
 - Examples
 - Emphasis
 - Additional information
 - Conclusions

Directions: Based on the other transitions in the passage, choose a good transition word to use in each blank. Circle the best transition and write it on the line.

1. Tornado safety is important because this violent weather event commonly occurs in the spring. First, pay attention to the local news and weather apps on your phone.

_____, be sure to have a safe place to go in the case that a tornado warning has been issued for your area. _____, follow the warnings. Many people ignore the warnings, which puts them in danger. _____, tornado safety is very important, especially for people who live in Tornado Alley where most tornadoes occur.

2. There are many reasons that rain is an important part of weather. _____, rain is necessary for plants and grass to grow. Without rain, plants and flowers would die. _____, rainfall fills streams, rivers, and lakes. This is where humans get water that is clean to use and drink. _____, the rain that fills the streams, river, and lakes is important for the living organisms there. If there was no rain, their homes would dry up. _____, while rain can be annoying to deal with, Earth's living creatures depend on it.

Name: _____

Date: _____



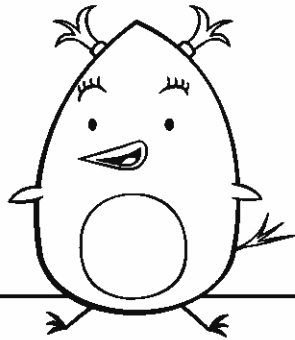
Awesome Articles



Articles are the words **a**, **an**, and **the**. They are a type of adjective because they tell whether the noun that comes after it is a specific object or an undefined one. If you want to refer to something specific you use **the**, as in "I want **the** book." If you want to say that any book will do, you say, "I want a book," because it doesn't matter which book. If the noun afterward starts with a vowel sound, rather than using **a**, use the article **an**.

When referring to a specific noun:

The game
The ball
The apple
The teacher
The invitation



When referring to a noun that is not specific:

A game
A ball
An apple (the noun starts with a vowel sound)
A teacher
An invitation (the noun starts with a vowel sound)

Now, examine the quotes from the Newbery Medal winning book *Bud, Not Buddy* by Christopher Paul Curtis. In each one, circle the articles (a, an, the) and underline the noun that they are describing. The first one is done for you.

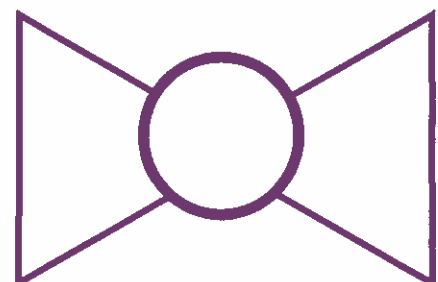
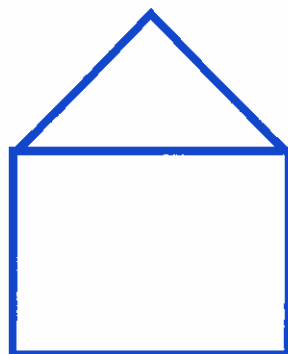
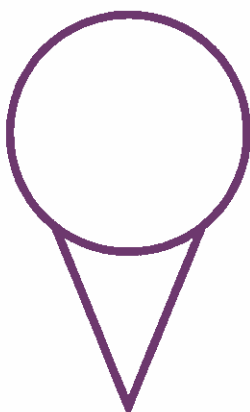
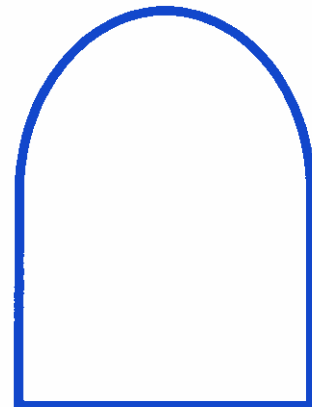
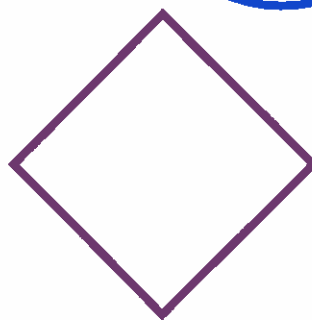
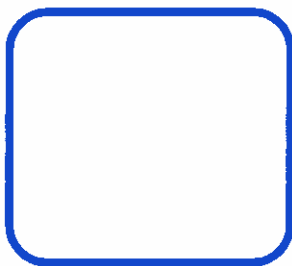
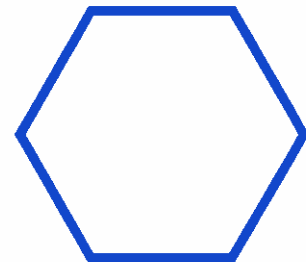
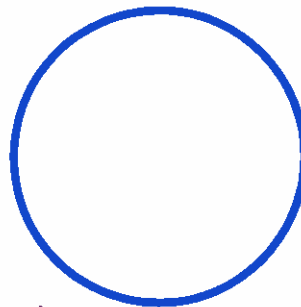
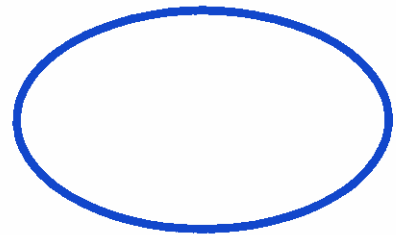
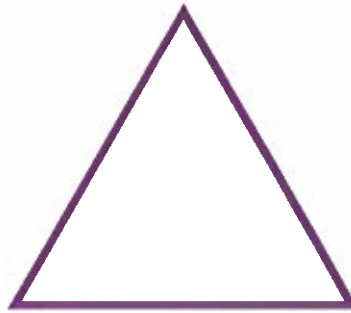
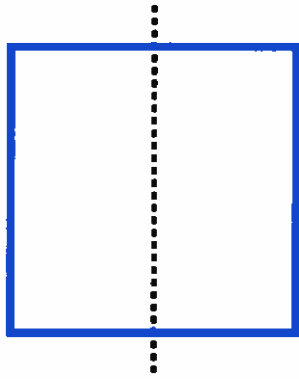
"There comes a time when you're losing a fight that it just doesn't make sense to keep on fighting. It's not that you're being a quitter, it's just that you've got the sense to know when enough is enough."

"A bud is a flower-to-be. A flower in waiting. Waiting for just the right warmth and care to open up. It's a little fist of love waiting to unfold and be seen by the world. And that's you."

"As soon as I got into the library I closed my eyes and took a deep breath. I got a whiff of the leather on all the old books, a smell that got real strong if you picked one of them up and stuck your nose real close to it when you turned the pages. Then there was the smell of the cloth that covered the brand-new books, books that made a splitting sound when you opened them. Then I could sniff the the paper, that soft, powdery, drowsy smell that comes off the page in little puffs when you're reading something or looking at some pictures, kind of hypnotizing smell."

Your Half, My Half

Can you draw a line to divide these shapes in half evenly?
Some shapes can be divided two different ways.



Day 4

Reading	Make your own timeline about a person you have researched.
Writing	Map out what should be included in an introduction paragraph. Then, practice writing the hook of an introduction.
Grammar Practice	Adverbs can express location, time, frequency, manner, or degree. Identify at least seven adverbs of each kind and sort them into a graphic organizer.
Math	Read and interpret data in a bar graph about airlines and use its information to answer a set of word problems.



Make a Timeline of an Influential Person

A helpful way to learn facts and important information about people is to create a timeline. As your child reads a biographical text, they can use the storyboard worksheet to draw and record important information or dates about the person. Then, they can place the dates and events in a timeline to show their understanding of important facts in chronological order. Challenge learners to support their choice of details to get them to think critically about them. This activity is perfect for studying influential people during Women's History Month, Black History Month, Hispanic Heritage Month, Asian American and Pacific Islander Heritage Month, and beyond.

What You Need:

- One or two copies of the [Storyboard](#) worksheet
- Biography of someone you would like to research



What You Do:

1. Give a short description of the person your child chooses to study.
2. Have your child read a biography about the person. For younger researchers, read a picture book biography or autobiography.
3. Discuss the details of the person's life and why they are famous or remembered.
4. Reread the book or text with your learner and have them write down notes on the Storyboard worksheet. Support your learner by allowing them to draw pictures first and then go back to add sentences.
5. Have them cut out the details and place them in a timeline. If your child did not include dates in their events, encourage them to do so now to help them place the events.
6. Review the event placements with your child. Ask them some of the following questions to get them thinking about the importance of each of the details they chose:
 - Which detail is the most important?
 - Which detail is the least important?
 - Why would you choose to add this detail over another?
 - Would this person's life have been different if you eliminated one of their important life events?
 - How did one event impact another event?
7. Throughout all the discussions, allow your child to disregard or add different events if they choose to.
8. Ask your child to summarize the person's life using their timeline as a reference.
9. Once they have all their finalized events in place, learners can glue the events on construction paper.

Creating timelines, whether biographical or personal, is a helpful way to organize important information. Enjoy great conversations with your researcher to help them develop critical thinking skills with this activity.

Author: Jennifer Sobalvarro

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Introductions for Informational Writing



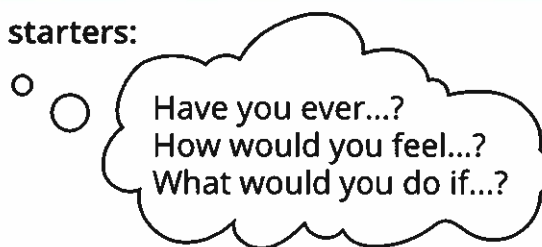
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Date: _____

An introduction is your first chance to make an impression on your reader! Hook your reader to get them interested in your topic, then give a preview of what they will learn.

A **hook** is a question or surprising statement that catches the reader's attention at the start of the introduction. It should help the reader make a personal connection to the topic or it should make them feel curious.

Here are some example hook question starters:

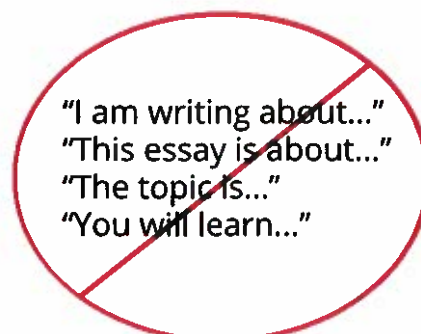


Practice writing your own hook questions:

1. _____
2. _____
3. _____

Some common mistakes when writing an introduction are:

- Giving all the information up front.
- Introducing text in a boring way that doesn't make the reader interested in the topic.



Here's an example of a strong introduction:

How would you feel if a stranger came into your home? You might be scared or angry. That's exactly how the Wampanoag people felt when European settlers arrived in North America in 1620. But, eventually the Wampanoag people helped the newcomers survive their first winter in America.



Introductions for Informational Writing



Name: _____

Date: _____

The introduction is the first paragraph of an informational text. However, one great strategy is to write it after you have written the body of the text. Read the text below, then follow the steps to write an introduction paragraph.

The word 'climate' describes conditions like temperature, rainfall, and wind in a particular region. Scientists keep track of data, or information, about climate so that they can see how things change over long periods of time. In recent years, scientists have noticed that the average temperature of the entire planet has increased. This increase in temperature is called 'global warming.'

Scientists who are studying the changes in Earth's climate have discovered that humans are partly responsible for global warming. The things we do every day, like drive cars and raise cattle for food, release gases that are trapped by the atmosphere. The atmosphere is like a blanket that surrounds our planet, and when the gases are trapped, it warms the air temperature in what scientists call the 'greenhouse effect.'

We can help slow or stop climate change by reducing the amount of gases that are released into the atmosphere. Carbon dioxide is a is a greenhouse gas that is released when we drive cars or burn fossil fuels, like coal. But planting trees and other plants can help slow global warming because plants take in carbon dioxide and release oxygen. Other greenhouse gases, like methane, are produced when the waste in landfills decomposes. By recycling and composting waste whenever possible, we can limit what ends up in landfills.

Steps to write an introduction:

1. Write a hook question to draw readers in.
2. Answer your hook question with a brief statement.
3. Give a preview what readers will learn in the text.

Name: _____

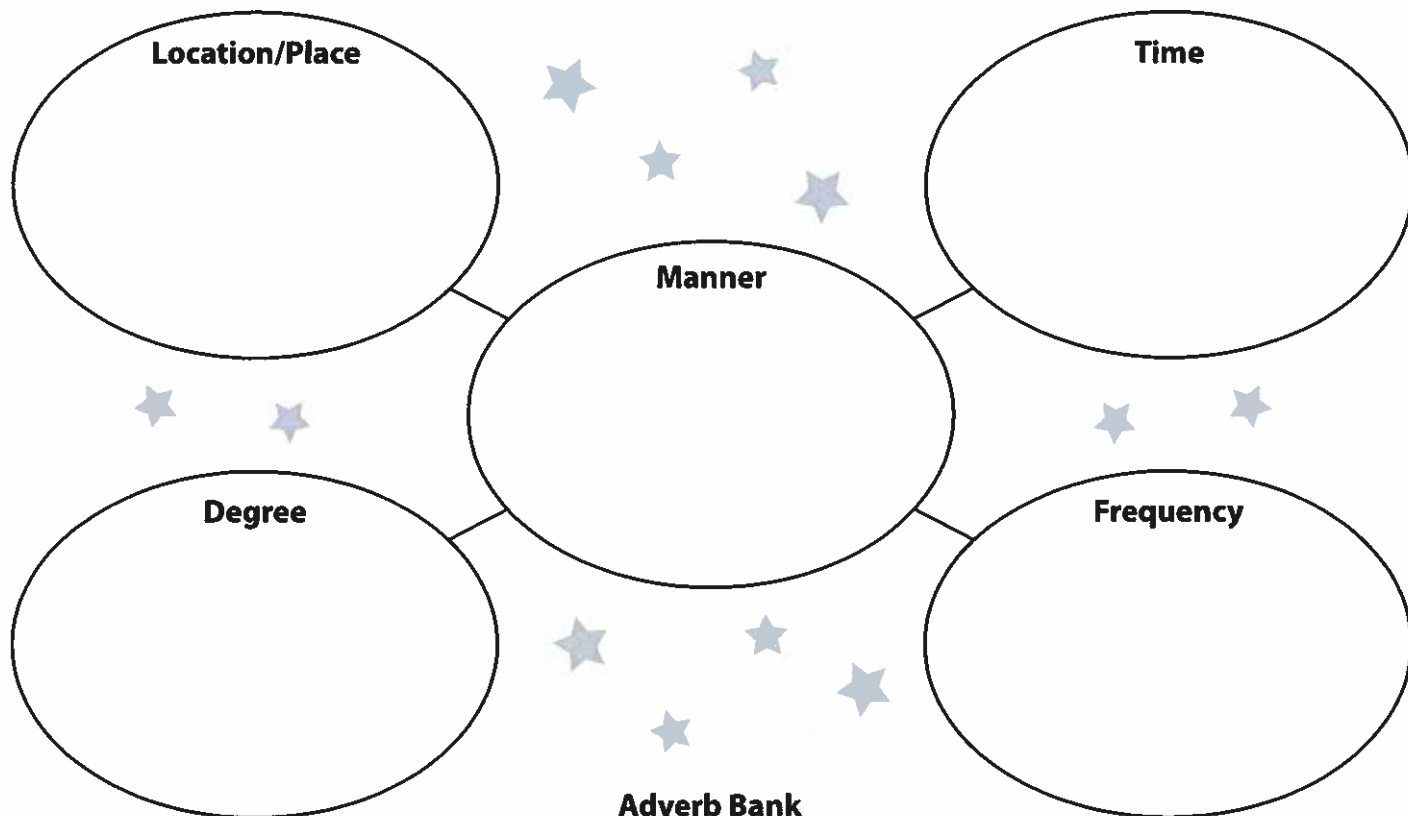
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Sorting Out Adverbs



Adverbs are words that add more description to adjectives, verbs, or other adverbs expressing a location, time, frequency, manner, degree. Sort the adverbs in the word bank below into the five different kinds of adverbs. Sort until you have found at least seven adverbs of each kind.



Adverb Bank

accidentally	always	angrily	anxiously
awkwardly	badly	blindly	boastfully
boldly	bravely	brightly	cheerfully
coily	crazily	defiantly	deftly
deliberately	devotedly	doubtfully	dramatically
dutifully	eagerly	elegantly	enormously
evenly	eventually	exactly	faithfully
finally	foolishly	fortunately	frequently
gleefully	gracefully	happily	hastily
honestly	hopelessly	hourly	hungrily
innocently	inquisitively	irritably	jealously
justly	kindly	lazily	loosely
madly	merrily	mortally	mysteriously
nervously	never	obediently	obnoxiously
occasionally	often	only	perfectly
politely	poorly	powerfully	promptly
quickly	rapidly	rarely	regularly
rudely	safely	seldom	selfishly
seriously	shakily	sharply	silently
slowly	solemnly	sometimes	speedily
sternly	technically	tediously	unexpectedly
usually	victoriously	vivaciously	warmly
wearily	weekly	wildly	yearly

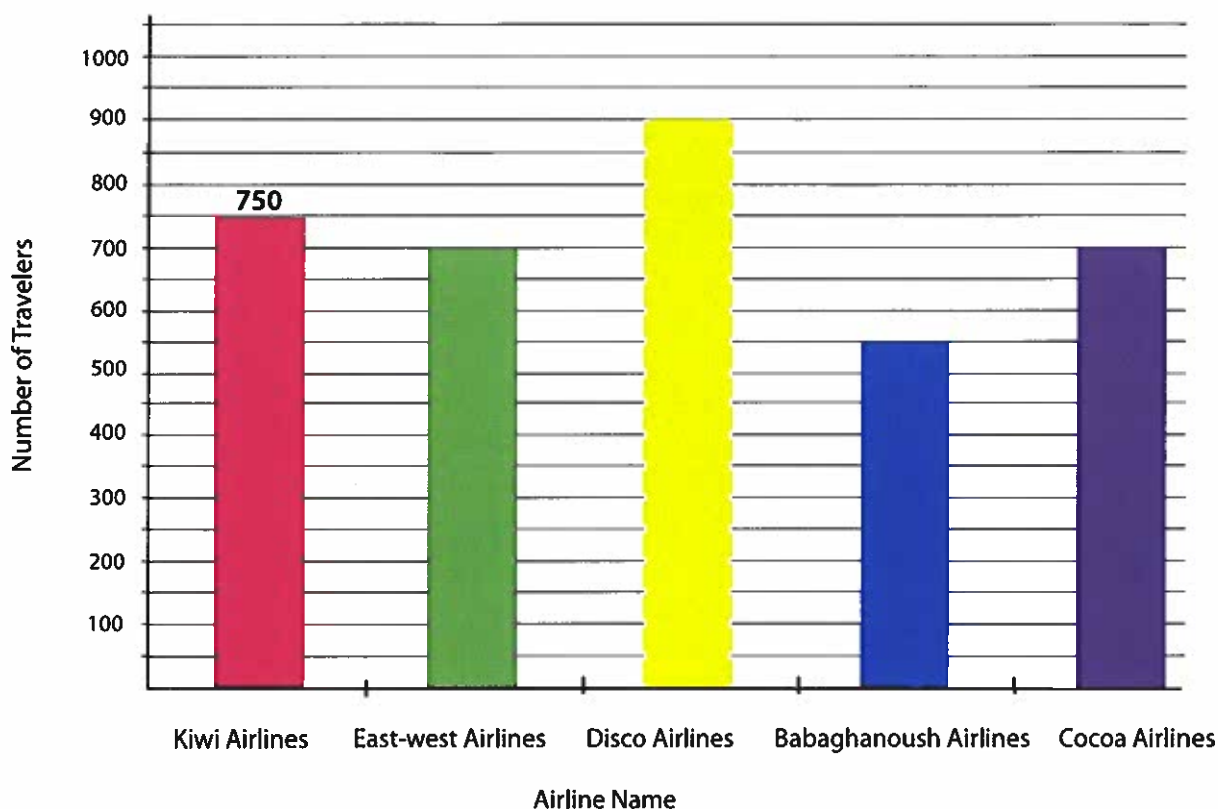


Go Abroad!: Practice Reading a Bar Graph

4th
Grade

Read the records of travelers using airline services. Then answer the questions below. Show your work.

Number of travelers using airline services in January



1. What unit of measurement is used to express the airlines' popularity?
2. Write a number at the end of each bar to indicate the number of travelers in each airline.
3. Are there any two airlines that have the same number of travelers? What are they?
4. If East-west Airlines had 250 more travelers, what rank would the Kiwi Airlines be?
5. How many more travelers does the Babaghanoush airline need to be the top airline among these five?

Day 5

Reading	Read directions for creating an at-home project, and then put all the different steps in order.
Writing	Practice writing instructions in this informational writing worksheet for fourth and fifth graders. Students will learn about writing informative step-by-step instructions.
Grammar Practice	Review your language art skills!
Math	Learn probability with playing cards.



Name _____

Date _____

Reading for Comprehension: Following Directions

Directions: Can you follow the directions for this fun activity? Read the directions carefully, and then number the steps below in the correct order.

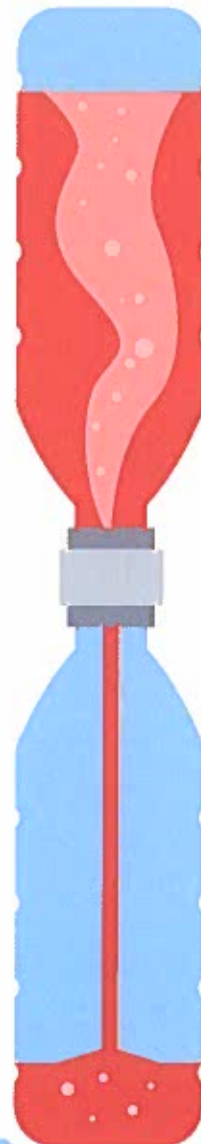
Have you ever seen a tornado on the news on television? They are really dangerous! But you can make a tornado safely in your own home. You'll need two plastic bottles, some glue, a large nail, water, food coloring, glitter, and some help from an adult.

First, get two plastic bottles with screw-on caps. Glue the caps together so the tops are back-to-back. Ask an adult to help you make a hole through the glued bottle caps using a large nail. Then, fill one bottle about three-quarters full with water. Add food coloring of your choice and some glitter so the tornado will be easy to see. After that, screw the double cap onto the bottle with water in it. Screw on the empty bottle at the top.

Next, see if your tornado works! Turn the two bottles upside down. Be sure to use both hands to hold the bottom bottle carefully. Move your wrists in a circular motion as if you were drawing circles in the air. This will turn the bottles, and the water inside the bottles will start to swirl. Now, you should see a tornado-like funnel form in the water. But don't worry! You don't need to take shelter with this tornado.

Directions: Put the steps below in order. Use numbers 1–10 to show the sequence.

- _____ Add food coloring and glitter.
- _____ Glue the caps together.
- _____ Screw the double cap on the bottle with water.
- _____ Move the bottles in a circular motion to make the water swirl.
- _____ Watch the tornado-like funnel form in the water.
- _____ Use a large nail to make a hole in the caps.
- _____ Screw the empty bottle on top.
- _____ Fill one bottle until it is about $\frac{3}{4}$ full with water.
- _____ Find two plastic bottles with screw-on caps.
- _____ Turn the double bottles upside down.



Write an Informative Narrative



An **informative narrative** tells how to do a certain task or project. Follow the instructions below to write your own informative narrative.

Choose a subject, then use this structure to write your narrative:

Introduction: A statement or question that introduces the main idea.

Materials: List everything you'll need to complete the project.

Order of Steps: Write all of the necessary steps in order. Use sequencing words, such as *first* and *then*, to make your instructions clear.

Conclusion: A closing sentence that sums up or concludes your instructions.

Example:

Do you know how to properly feed a goldfish? You'll need the right food and a careful eye. First, select a food especially for goldfish. You can find one at your neighborhood pet store. Next, drop a pinch of food into the water and watch for two minutes. The amount of food your fish eats within that time is the amount you should use for each feeding. Finally, don't feed your fish simply because it seems hungry. If given the chance, your goldfish will overeat! Follow these steps and you'll have a happy, healthy goldfish.

Introduction: _____

Materials: _____

Order of Steps: _____

Conclusion: _____

Name _____

Date _____

Mixed Review Language Arts Assessment

Let's Soar in Grade 4

Directions: Record the parts of each prepositional phrase below.

example: Sarah sprinted down the hill.

Preposition = down Object = the hill

down + the hill = down the hill

1. I cleaned during the commercials.

Preposition = _____ Object = _____

_____ + _____ = _____

2. I have homework on the weekends.

Preposition = _____ Object = _____

_____ + _____ = _____

3. My mom is cheerful in the morning.

Preposition = _____ Object = _____

_____ + _____ = _____

Directions: Use context clues to choose a compound word to complete each sentence.

WORD BANK

blockbuster

gatekeeper

freshwater

greenhouse

4. The animated film that was released by Fun Films last fall was a _____.

5. At least one _____ stands guard at the castle at all times.

6. There are _____ fish in Lompoc Lake.

Directions: Circle the hyperbole in each sentence.

example: She cried a river of tears.

7. I'm so hungry I could eat a horse.

8. They have a ton of money.

9. My feet are killing me.

Directions: Read each sentence and underline the two words that can be combined to make a contraction. Write the contraction on the line.

10. I know he will return to his car on time.

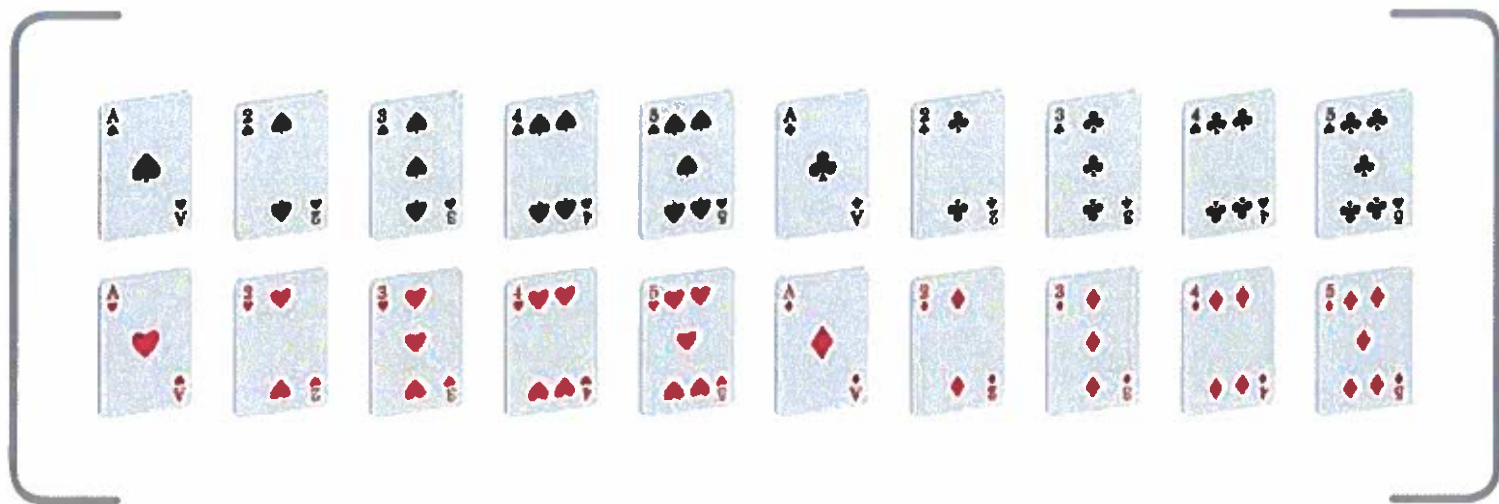
11. Ellie did not want to take the exam.

Directions: Underline the words that need to be capitalized. Then, rewrite each sentence using correct capitalization.

12. On july 4, 1776, the declaration of independence was issued.

13. The mississippi and missouri rivers combine to form the longest river system in the U.S.

Bag O' Stuff: Cards



There is a bag of items.

Answer the questions using the pictures of what's in the bag.

1. What is the probability of pulling a **card of hearts** out of the bag?

$$\underline{5/20 = 1/4}$$

2. What is the probability of pulling a **black card** out of the bag?

3. What is the probability of pulling an **Ace** out of the bag?

4. What is the probability of pulling a **red four** out of the bag?

5. What is the probability of pulling either a **card of spades or clubs** out of the bag?

6. What is the probability of pulling a **three of diamonds** out of the bag?

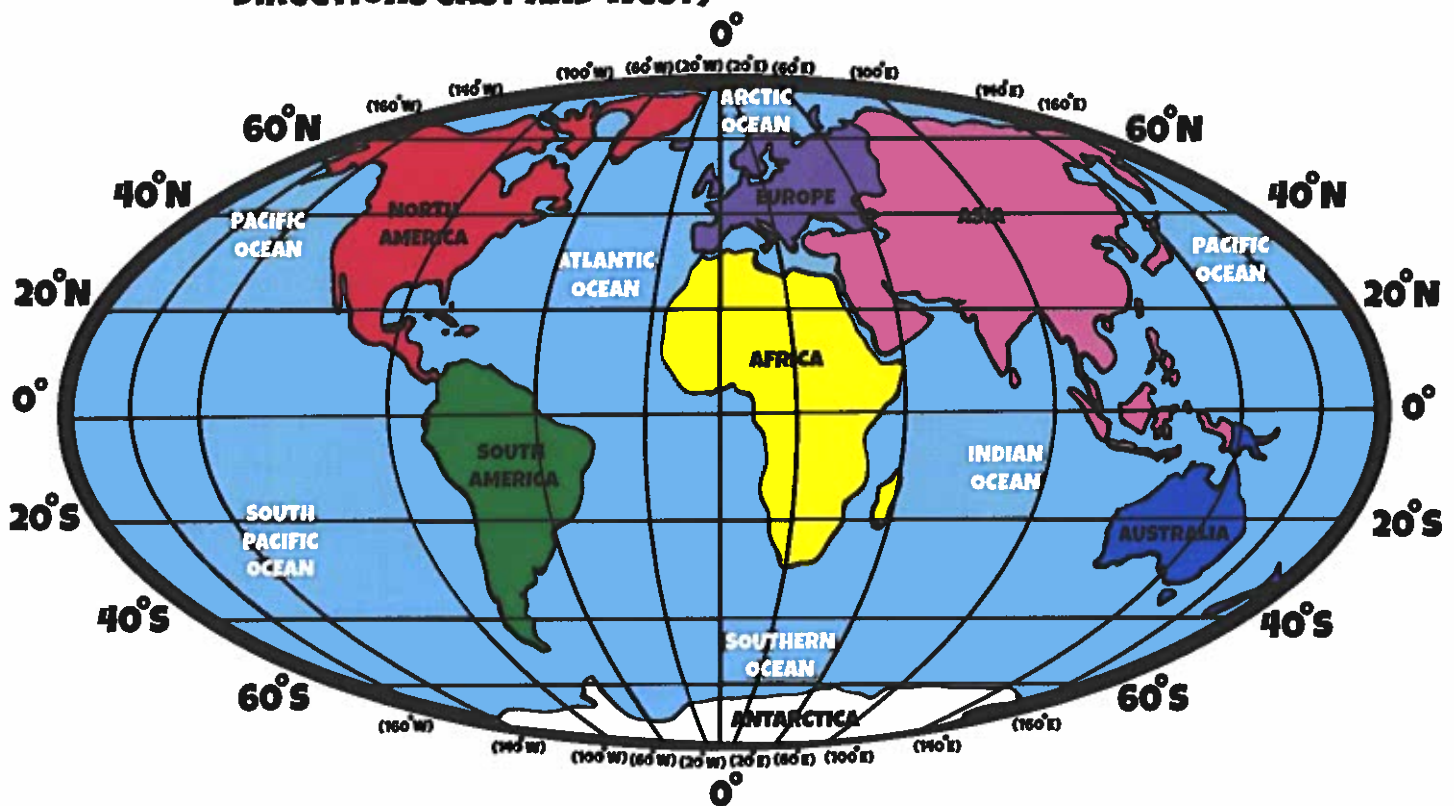
WHAT IS LATITUDE AND LONGITUDE, AND HOW DO YOU USE IT?

SOME OF THIS JOURNEY WILL TAKE PLACE OVER WATER. TO NAVIGATE THE OCEAN, YOU WILL HAVE TO UNDERSTAND LATITUDE AND LONGITUDE COORDINATES.

WHAT IS LATITUDE AND LONGITUDE?

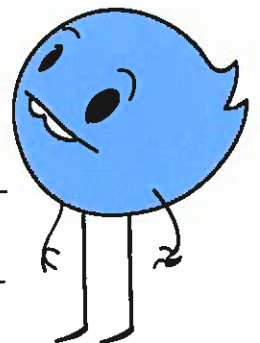
LATITUDE - LINES THAT GO AROUND THE GLOBE (THEY GO BY THE DIRECTIONS NORTH AND SOUTH)

LONGITUDE - LINES THAT POINT FROM TOP TO BOTTOM OF THE GLOBE (THEY GO BY THE DIRECTIONS EAST AND WEST)



EXAMPLE: WHAT CONTINENT IS AT 20° SOUTH AND 40° WEST? SOUTH AMERICA

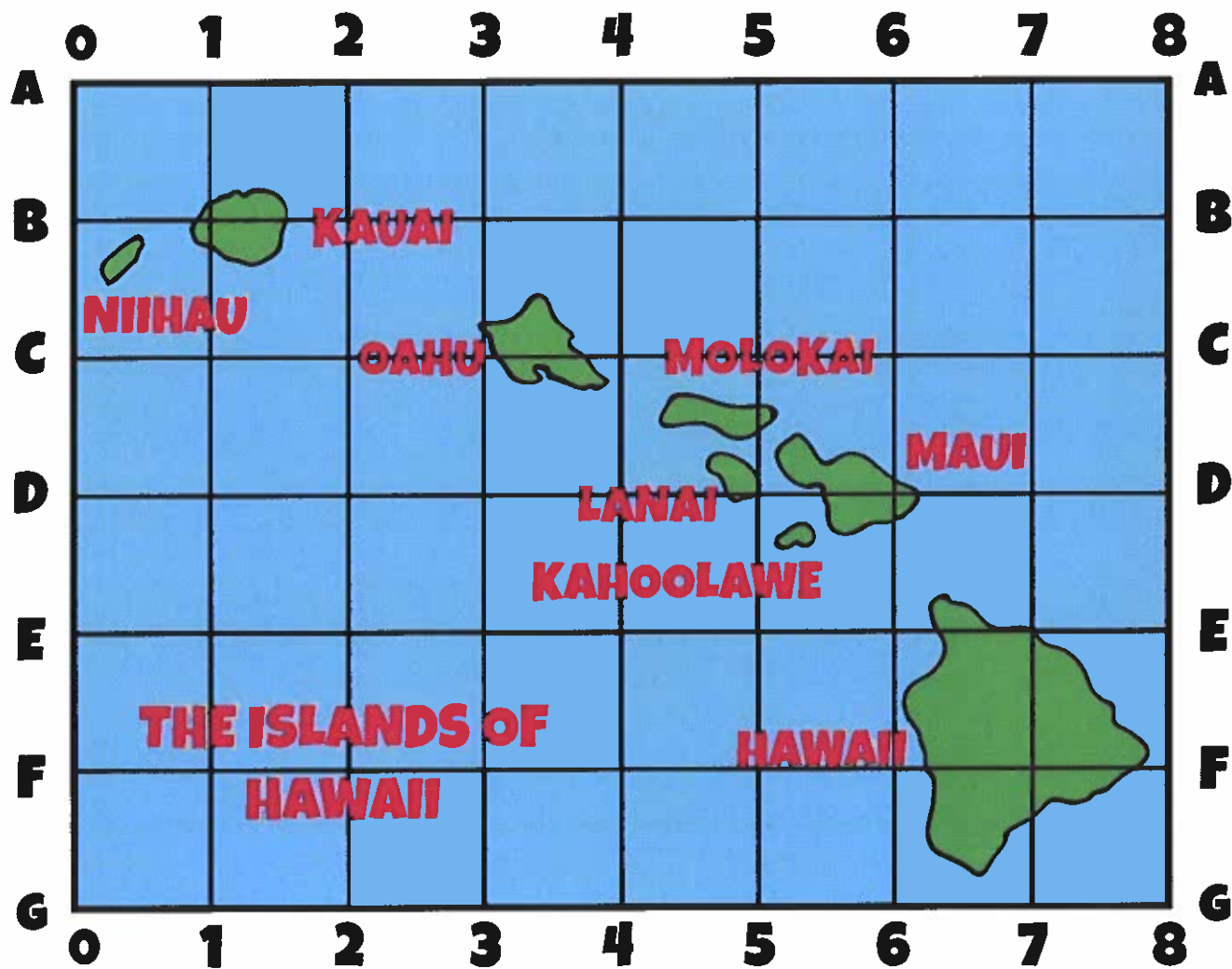
1. What continent is 40° north and 20° east? _____
2. What ocean is found at 20° south and 100° east? _____
3. What continent is at 20° south and 140° east? _____
4. What ocean is at 40° south and 160° west? _____
5. What continent is at 40° north and 100° east? _____



Answers: 1. Europe 2. Indian Ocean 3. Australia 4. South Pacific Ocean 5. Asia

HOW TO READ A MAP USING A GRID AND INDEX

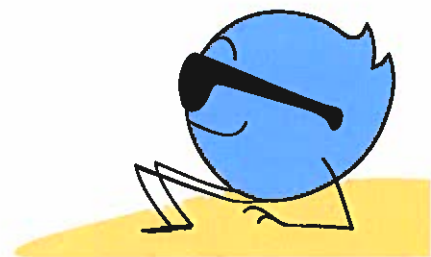
Before smart phones, map grids were how people traveled from one place to another. On your travels, you may not always get cell phone service, so you'll need to learn how to use map grids, too.



DIRECTIONS:

Start with the letters along the sides of the map. That is the first part of the location. Then use the numbers along the top and bottom of the map next. That is the second part of the location. Where the two lines meet, that is your destination.

1. B, 1 _____
2. E, 7 _____
3. D, 6 _____
4. D, 5 _____



Know the States

Use the map to answer the questions about the United States.



Which state is the smallest? _____

Which state borders only one other state? _____

How many states have the word "New" in their names? _____
Write their names:

Use the map to answer the questions about the United States.

Which four states share one common corner?

Hint: The corners meet in a shape of a +.

Which state is directly east of North Dakota? _____

Which state is directly west of North Dakota? _____

Which state is directly north of Tennessee? _____

Which state is directly south of Iowa? _____

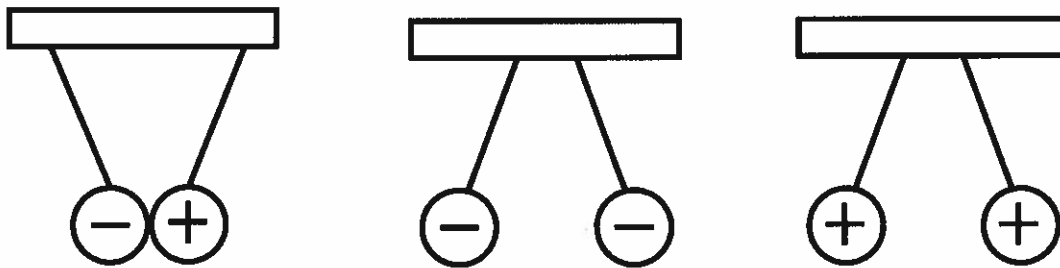
Which two states are separate from the continental U.S.?

Which states border West Virginia?

Which states border Arkansas?

ESCAPING ELECTRONS!

An atom usually has the same number of protons and electrons, but the electrons can separate from atoms. You may have heard the expression "opposites attract". In the case of atoms, unlike charges attract each other and like charges repel each other. The attraction between like charges (positive + positive, negative + negative) causes the movement of electrons between two objects.



An object is neutral and has no charge when it has the same amount of protons and electrons. But when the object loses or gains electrons it becomes unbalanced, and electrically charged. If there are more protons than electrons, the object carries a positive charge. If there are more electrons than protons, the object carries a negative charge.

Some materials allow electrons to pass through more easily than others. **Conductors** hold onto electrons loosely. Electrons move easily through these materials. Metal is a good conductor.



Insulators hold onto electrons tightly. Electrons do not move easily through these materials. Plastic, cloth, and glass are good insulators.



Circle the word that makes each statement true.

An object with a positive (+) charge will **attract** **repel** an object with a negative (-) charge.

An object with a negative (-) charge will **attract** **repel** an object with a negative (-) charge.

An object that gains electrons will have a **positive** **negative** charge.

An object that loses electrons will have a **positive** **negative** charge.

An insulator conductor _____.

All About Circuits

In this two page worksheet, you will learn about circuits, including what they look like, how they work, how to draw a diagram of them, and how to make one.

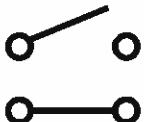
Circuits are all around us; they can be as simple as a battery connected to a lightbulb, and as complex as those found within computers. Circuits are like highways for electrons, which are particles that make up electricity. Electrons will always travel between positive and negative terminals of a power source, like a battery. Like people, electrons will never leave “home” unless they can get back; therefore, electrons will only flow through a circuit that has a complete path between positive and negative terminals. If the electrons don't flow, then power won't flow, and anything connected to the circuit will not turn on. In addition, electrons are lazy: they will always take the path of least resistance, or the easiest route between terminals. For example, if given the choice between a path with a lightbulb or a path without, they will take the path without the lightbulb.

Symbols used to represent circuit parts:

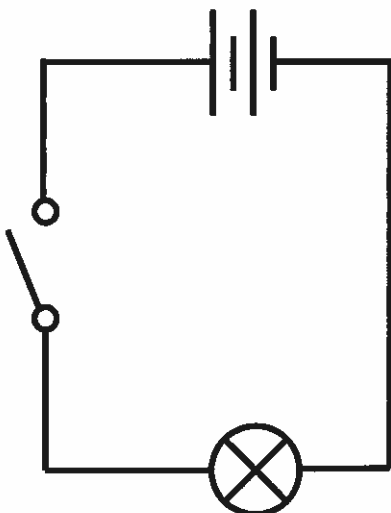
BATTERY: 

WIRE: 

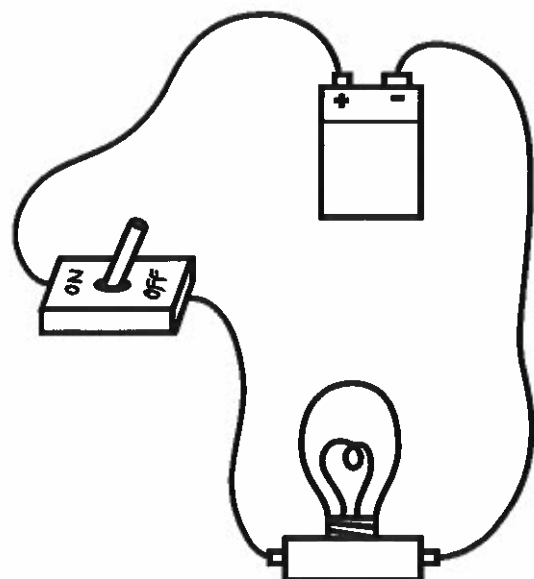
LIGHTBULB: 

SWITCH:  (OPEN)
(CLOSED)

Circuit Diagram:

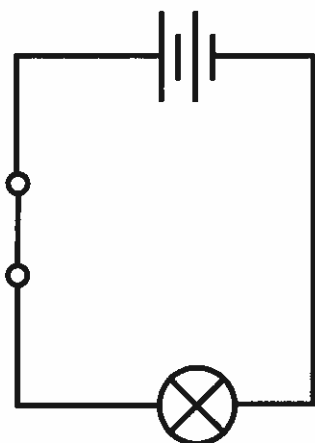


Drawing of Circuit:

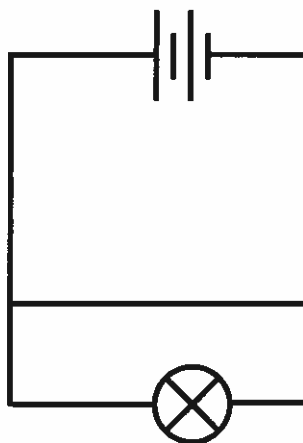


Will the Lightbulb Turn on?

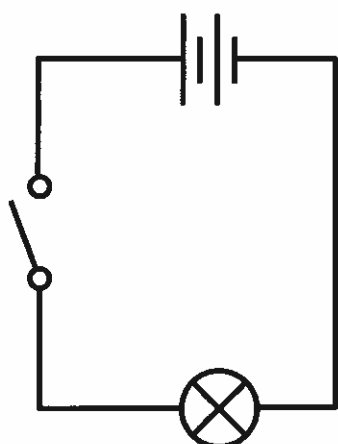
On this second page, specify whether you think the lightbulb in each circuit will be on or not. The first two circuit diagrams are examples.



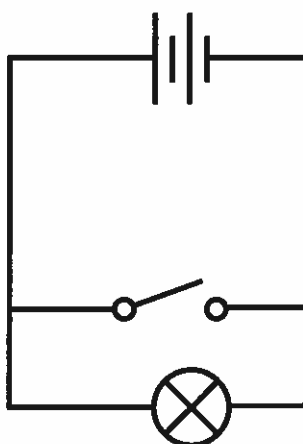
The lightbulb in this circuit will be on because the switch is closed, allowing electricity to flow through it to the lightbulb.



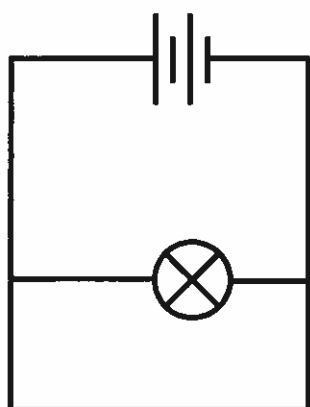
The lightbulb in this circuit will not be on because there is another wire bypassing the lightbulb, and since electricity takes the path of least resistance, it will not pass through the bulb and turn it on.



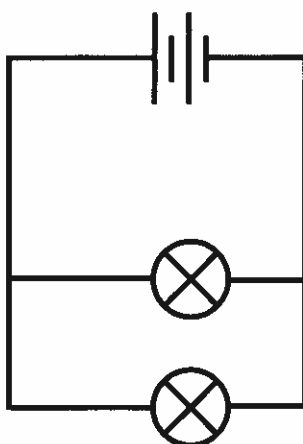
A



B



C



D

NIKOLA TESLA

Nikola Tesla is often considered a real-life mad scientist! He did many experiments with electricity and made several groundbreaking discoveries about how it works and how it can be used.

Born in what is now Croatia in the mid-1800s, Tesla was always a curious and intelligent person. He attended university where he studied math and science. While in school, he came up with the idea for a new kind of motor and was hired by electric companies across Europe to improve their machines. It was there that he began forming the idea for the alternating current – AC. At age 28, he moved to New York City and was hired by Thomas Edison. However, Tesla and Edison had different ideas about how electricity should be used and ended up becoming rivals in the “War of Currents,” a debate over which type of electricity should be used. Tesla was in favor of AC, but Edison thought DC was better. In the end, Tesla’s AC triumphed – AC is now the standard form of electricity delivered to homes and businesses.

Tesla is remembered for conducting experiments on a grand scale and for his eccentric ideas, which, though considered outlandish at the time, led to important discoveries. Tesla’s legacy is everywhere: not only are all modern homes run on AC, but he paved the way for scientific research in hydroelectric power, radio, robotics and wireless communication.

Name three places you might see electricity, wireless communication, or robotics today.

**By the end of his life, Tesla held over 100 patents!
In the space below, design an invention that uses AC.**



ELECTRIFYING WORD SEARCH

Find the words related to electricity and magnetism in the word search below!

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

WORDS

INSULATOR

FARADAY

STATIC

ELECTRICITY

MAGNETISM

GALVANI

TESLA

LIGHTNING

CONDUCTOR



Helpful Hints for Students and Families

Materials You Will Need:

- Pencils
- Extra paper or a notebook/journal. (You may put everything into one notebook if you like.)
- Colored pencils, markers, or crayons for some of the activities
- Internet access to conduct research for some activities
- You will need different materials for the optional Design Challenge

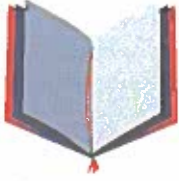







Directions & Tips



- There is a schedule for each day. You may complete the activities in any order. Social studies and science activities may take you more than one day to complete.
- Make sure to plan your time so that you don't let things pile up at the end.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the activity menu.
- Make sure an adult signs the activity menu before you bring it back to school.

Activity Menu

	Day 1	Day 2	Day 3	Day 4	Day 5
Reading 	Read for 20 minutes and answer three text-dependent questions from the sheet on another piece of paper or in a journal. Challenge: Try not to repeat a question!				
	Point of View Practice: Two Misbehaved Moths	Narrative Poetry	A New Paragraph Narrative	My Vacation and Timeline Organizer Part 1 My Vacation Part 2 My Vacation Part 3 Timeline Organizer	The Crab that Played with the Sea
Writing 	What is a Narrative? Key Features	Personal Narrative Writing	Exploding the Moment Narrative Structure: Prewriting	Write your Narrative and have someone read and review it. Peer conference	Write your Narrative Final Draft.
Grammar Practice 	Quotation Marks	Quotation Marks: Say What?	Look Who's Talking	Transition Word Hunt	What Are Commas?
Math 	Space Fractions Multiplication Comparisons	Intro to Probability: Fruit Intro to Probability:	Area and Perimeter of a Rectangle What Do You Know About Area & Perimeter?	Find the Area: Compound Shapes Calculating Area in the Kitchen	Comparing Pictographs: Tulips and Daisies
Social Studies 	Batter up! Learn some historical facts about baseball. History of Baseball Primary Sources: Joe DiMaggio Baseball History Jackie Robinson: Biography				
Science 	Learn about biomes. Biome Vocabulary What Is a Biome Biome Sweet Biome Freshwater Biomes and Saltwater Biomes				

Parent/Guardian Signature: _____

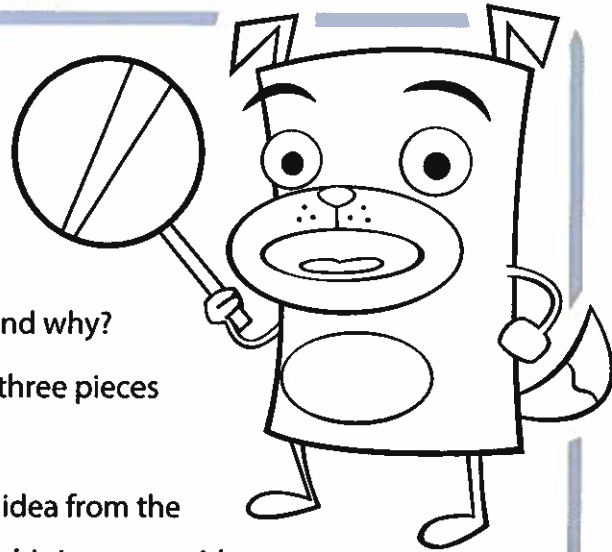
Name _____

Date _____

Text Dependent Questions for Independent Reading

Fiction Texts

- Choose a sentence that describes a character, setting, or action in an interesting way. Why did the author choose to use those particular words to tell the story? Which words in the sentence are the most important and why?
- What patterns do you notice in the story? Cite at least three pieces of evidence to support this.
- After reading a chapter, tell about the most important idea from the story. Find one or two sentences in the text that show this important idea.
- How does the author use dialogue to tell the reader what is happening? Give an example from the text.
- If you don't know what is going to happen next, make a prediction. Give at least one piece of evidence from the text about why you predict that.
- What is the **tone** of the book? (Is it serious, funny, magical, sad?) Find at least two phrases or sentences that make the reader feel this way.
- What lesson is the author trying to teach the reader? How do you know? What in the book tells you that?
- What details in the text describe one of the characters for you?
- Is there a point in the story where things make a big change? What is it?



Nonfiction Texts

- How do the **pictures** in your text help you understand what you are reading? Give an example.
- How do the **captions** in your text help you understand what you are reading? Give an example.
- Pick a diagram, chart, or graph in your book. What is it trying to teach you? What conclusions can you draw from it?
- Is there a glossary in the back of the book? What word can you find that you didn't know before? Why is that word important to understanding the book?

Day 1

Reading	Practice changing from third person narrative to first person.
Writing	Remind yourself of the key features of a narrative.
Grammar Practice	Dialogue is important to narratives. Learn how to correctly use quotation marks in your dialogue.
Math	Write a fraction that shows the ratio of different numbers of aliens for each problem, and then simplify the fraction. Compare fractions!



Name: _____ Date: _____

Point of View Practice: Two Misbehaved Moths

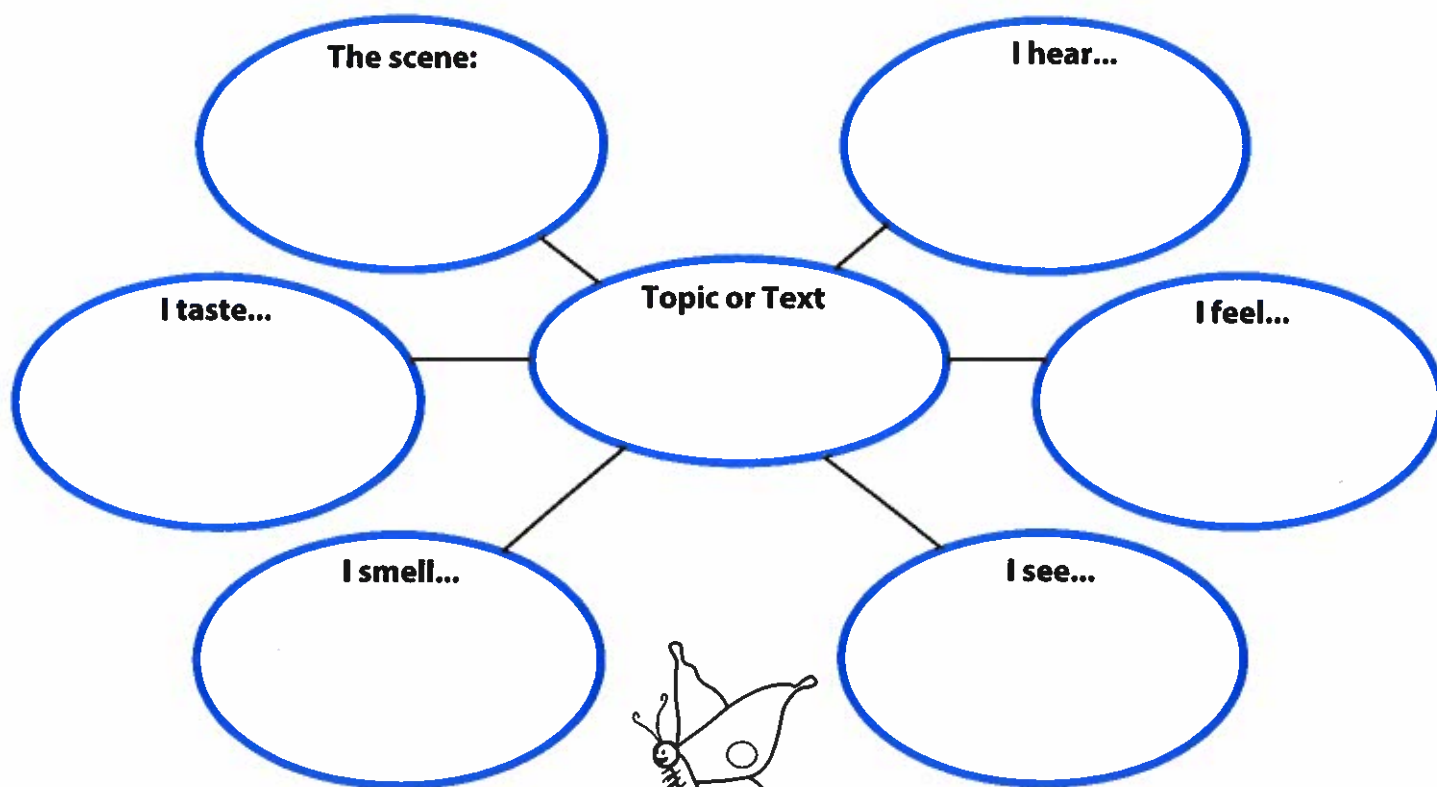
Pronouns	Point of View	Who is the narrator?
I, me, we, us, our, my, myself, ourselves	first person	The narrator is a character in the story.
He, she, it, him, her, himself, herself, they, their, them, themselves	third person	The narrator is not a character in the story.

Directions: Read the paragraphs. Highlight the pronouns and identify the point of view narration.

Daylight came. The moths were sleeping in the dark tunnel with soft, hanging blankets. It seemed like they were underground because it was so dark. All of a sudden, a giant hand hovered above them and grabbed one of the blankets. In an instant, the moths were tilted and they tried to climb up the blanket. The moths were wide awake and anxious when they were tossed off the blanket. They flew through an opening in the tunnel to escape.

The scout led the way to find a new place to explore. His head was spinning. A noticeable bright light and a crackling sound got his attention. He saw a cylinder with a brown lake inside. He flew back and forth before diving in. The moth paddled and bobbed up and down in the lake before a loud noise and spinning started.

Directions: Complete the sections of the concept web graphic organizer to describe a first person narrative based on the paragraph.



What is a Narrative? Key Features

Name: _____

Date: _____

Write each term next to the definition that matches it and then give an example from a book you have read. Use the completed row as an example to get you started.

Terms

Character

Conflict

Plot

Rising Action

Setting

Resolution

Theme

Dialogue

Narrative Feature

Definition

Example

Theme	The main idea or underlying meaning of a story.	The primary theme of Harry Potter is the triumph of good over evil.
	The sequence of events that, in order, tell a story.	
	The time and place where a story occurs.	
	A person or other being (e.g. animal) in a story. These can be based on real or fictional people.	
	A series of events in a story that create suspense, interest and tension.	
	The verbal exchange of two characters in a story.	
	The unfolding or solution to the main issue in the story.	
	The main struggle in the story that needs to be resolved.	

Quotation Marks

Use the following rules when using quotation marks. Use these rules to properly place quotation marks in the sentences below.

RULES

1. Use quotation marks when you are quoting what someone else said or wrote. Use a comma before the quotation mark. At the end of the quoted sentence, keep the punctuation mark inside the end quotation mark. The first letter of the quoted text must be capitalized.

Ex: My mom said, "Have a wonderful day!"

2. Use quotation marks for titles such as poems, songs, and news articles.

Ex: My favorite song is "Over the Rainbow".

3. Use a single quotation mark for quotes within quotes.

Ex: "The weatherman on the news just said, 'Look out, folks, there's a 75% chance of rain on Saturday'. Maybe we can go to the beach another day."

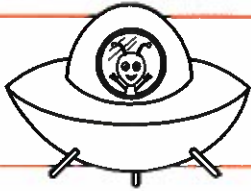
Place quotation marks and proper punctuation where needed in the sentences below.

1. Don't run across the street! my mom warned us.
2. Debbie asked Do you want to go to the movies tomorrow?
3. The doctor said Take this medicine twice a day.
4. This month we will read *Of Mice and Men* my teacher announced.
5. Have you heard her new song Run Away on the radio? Ryan asked.
6. I told my sister Grandma told us not to do that when she's not here. Her exact words were Don't go into that room!
7. On Halloween, the children at our door screamed Trick or Treat!
8. When we felt the building shake, someone yelled Earthquake! Duck and cover!
9. During the exam, the proctor instructed Please place all belongings under your chair.
10. Please fasten your seat belt the flight attendant politely asked.
11. The waiter asked Can I get you something to drink?
12. Read the poem on page 72 entitled Fury for Monday's discussion, the professor said to the class.
13. Mom told me to tell you Make your bed and clean your room my sister said to me.
14. My boss said Be there at 12 pm sharp.

Name: _____

Date: _____

SPACE FRACTIONS



Fractions are everywhere, even in space! Write a fraction that shows the ratio of the solar systems for each problem, then simplify the fraction. Be sure to show your work.

Blue Aliens



12 blue
aliens



15 blue
aliens



24 blue
aliens

Example: $\frac{\text{blue aliens}}{\text{total number of aliens}} = \frac{12}{36} \div \frac{12}{12} = \frac{1}{3}$

Divide by a common
factor to simplify

Yellow Aliens



7 yellow aliens



8 yellow aliens



18 yellow aliens



16 yellow aliens

Red Aliens



13 red aliens



21 red aliens



35 red aliens



26 red aliens

Name: _____

Date: _____

More Multiplication Comparisons



Directions: Test your multiplication skills by writing in the correct symbol: $>$, $<$, or $=$.

1.

13×0



2×1

2.

12×5



10×6

3.

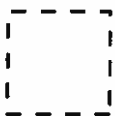
5×5



6×4

4.

12×3



6×6

5.

4×3



5×2

6.

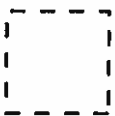
6×5



7×3

7.

6×9



7×8

8.

12×4



9×5

9.

8×3



6×4

10.

8×4



6×6

11.

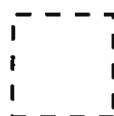
5×4



9×2

12.

13×0



2×1

13.

9×5



7×8

14.

3×3



4×2

15.

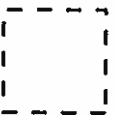
11×6



7×9

16.

6×3



4×4

17.

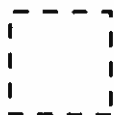
5×2



7×1

18.

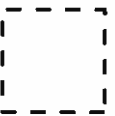
7×7



6×8

19.

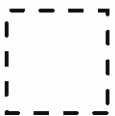
10×5



7×6

20.

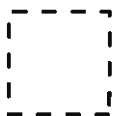
7×4



14×2

21.

9×4



5×8

Day 2

Reading	Read a different form of narrative: narrative poetry. Then, write your own.
Writing	Consider some events from your life as you plan to write your own narrative.
Grammar Practice	More practice with dialogue!
Math	Practice your probability skills with these activities.



Narrative Poems

“Casey at the Bat” is a **narrative poem**. Narrative poems are poems that tell stories. Just like a story, narrative poems have a beginning, a middle, and an end. Some famous narrative poems are “Paul Revere’s Ride” by Henry Wadsworth Longfellow, “The Walrus and the Carpenter” by Lewis Carroll, and “The Raven” by Edgar Allan Poe.

Read the narrative poem below.

Rotten, Icky Monday Mornings by Alison Roozeboom

Those rotten, icky Monday mornings
always get my goat.
This morning I woke up and had
an itchy, scratchy throat,
I burnt my tongue on hot cocoa,
then tripped down half the stairs,
forgot my lunch, forgot my books,
forgot to brush my hair.
At recess Billy said to me,
“Ha-ha, you’re such a nerd!”
I was so upset that during class
I didn’t hear a word,
and when the teacher called on me
I had nothing to say.
When class was done, Miss Johnson came
to me and asked, “Bad day?”
I nodded, so she smiled and said,
“I thought that you seemed blue—

those rotten, icky Monday mornings
get me sometimes, too.
I’ll tell you what I do to turn
a nasty day around:
First, I jump a dozen times
just one foot on the ground.
I scrunch my nose and purse my lips
and shut my eyes so tight,
I flap my arms like chicken wings
and roar with all my might.”
And sure enough, the silly jig
was like a magic cure.
I did it all the way back home
and I can say for sure,
those rotten, icky Monday mornings
may be quite a pain,
but laughing makes it easier
to pick yourself up again.

Write a narrative poem about your day so far. It doesn’t have to rhyme!

Now, What Seems to be the Problem?



Just like fictional stories, personal narratives involve some kind of a problem, or conflict. Personal narratives are filled with feelings and emotions that often change throughout the story.

Problems could relate to:

a disagreement you had with someone
an obstacle you faced
the challenge of learning something new
getting through a tough time in your life
something unexpected happened

Feelings and Emotions:

serious	happy	scared	furious	sad	annoyed
frustrated	thrilled	excited	hurt	unwelcome	
anxious	determined	confused	surprised		
confident	shocked	warm	safe	inspired	



Use the space below to brainstorm some ideas from your own life. Try to think of an instance where you experienced each type of problem described above and describe it below. Then write two or three feelings or emotions you felt during each experience. You can use the ideas from the box to help you, or come up with your own.

1. Once, I had a disagreement with _____ about

Feeling _____ Feeling _____ Feeling _____

2. An obstacle I had to overcome was _____

Feeling _____ Feeling _____ Feeling _____

3. Even though it was really challenging, I finally learned how to _____

Feeling _____ Feeling _____ Feeling _____

4. I once had an unexpected _____

Feeling _____ Feeling _____ Feeling _____

5. I went through a tough time in my life when _____

Feeling _____ Feeling _____ Feeling _____

6. Once, I helped my _____ deal with _____

Feeling _____ Feeling _____ Feeling _____

7. I was really surprised when _____

Feeling _____ Feeling _____ Feeling _____

8. I once failed at _____ but then learned _____

Feeling _____ Feeling _____ Feeling _____

9. There was a time when I had to learn _____

Feeling _____ Feeling _____ Feeling _____

Title: _____

[illegible]

Say What?

Write in the missing quotation marks to fix the punctuation in each sentence.

Lily said, Let's go to the park after school.

”

Do you want ice cream? asked Peter.

I love my new kitten! said Tina. He is so playful.

I have a lot of homework today, said Samantha.

I stayed up late, said Charles, to finish reading my book.

Oh no! The cake is burning! yelled Jill's mom.

“

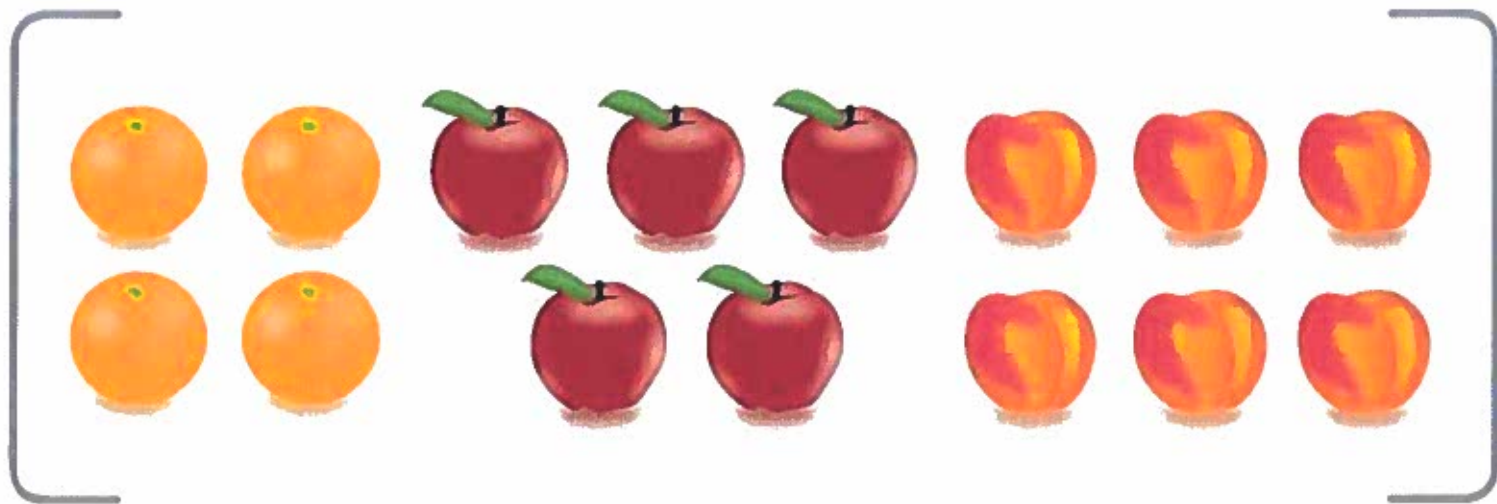
Is the school play tomorrow? asked Ellie.

Matt said, The roller coaster was a lot of fun.

Abe asked, What's your brother's name?

You should wear a hat. It's cold today, said Andrew's dad.

Bag O' Stuff: *Fruit*



*There is a bag of items.
Answer the questions using the pictures of what's in the bag.*

1. What is the probability of pulling an **orange** out of the bag?

4/15

2. What is the probability of pulling an **apple** out of the bag?

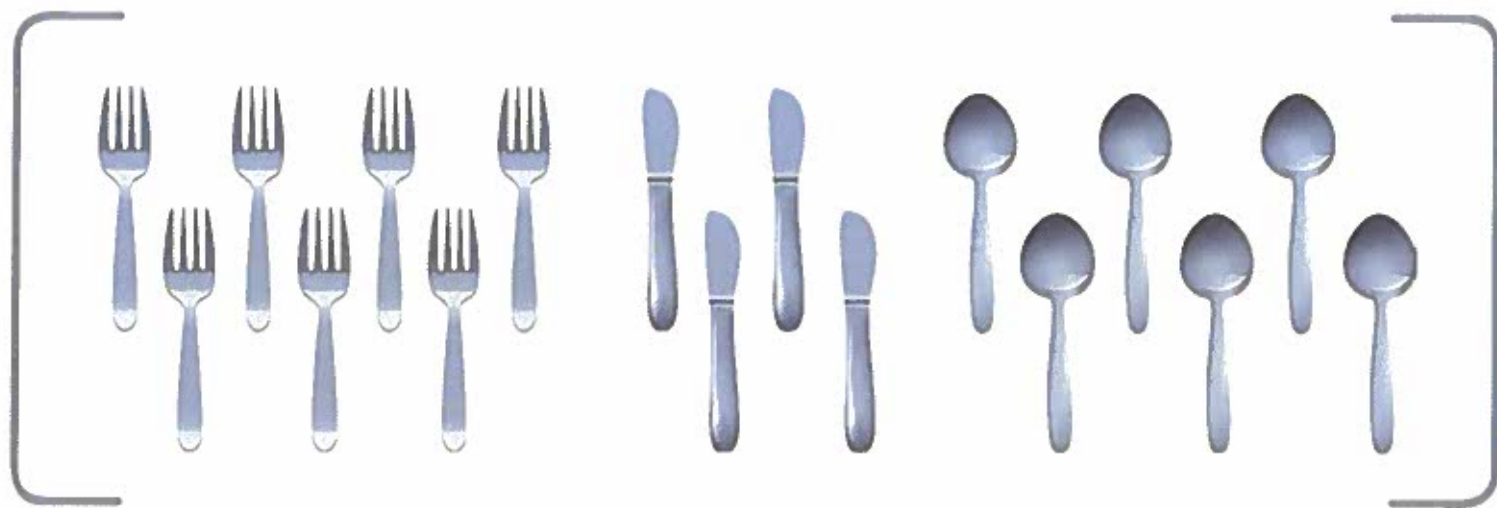
3. What is the probability of pulling a **peach** out of the bag?

4. What is the probability of pulling either an **orange** or an **apple** out of the bag?

5. What is the probability of pulling either an **apple** or a **peach** out of the bag?

6. What is the probability of pulling either a **peach** or an **orange** out of the bag?

Bag O' Stuff: *Utensils*



There is a bag of items.

Answer the questions using the pictures of what's in the bag.

1. What is the probability of pulling a **fork** out of the bag?

7/17

2. What is the probability of pulling a **knife** out of the bag?

3. What is the probability of pulling a **spoon** out of the bag?

4. What is the probability of pulling either a **fork** or a **spoon** out of the bag?

5. What is the probability of pulling either a **knife** or a **fork** out of the bag?

6. What is the probability of pulling either a **spoon** or a **knife** out of the bag?

Day 3

Reading	Pay special attention to paragraphs in this narrative.
Writing	Pick something you brainstormed yesterday (or a new topic) and develop your brainstorm here.
Grammar Practice	Add quotation marks and commas to the sentences about ice cream sundaes. Yum!
Math	Practice calculating area and perimeter.



Name: _____

Date: _____

A New Paragraph Narrative

During a story, a writer often begins a new paragraph when certain changes take place. This might include a change in time, a change in place, a change in an event, or a change of character.

Read the paragraph below. Look for the changes and use the paragraph symbol ¶ before each word that should start a new paragraph. Use a different color to shade the sentences in each paragraph. In the questions below, explain the changes that occurred between each paragraph.

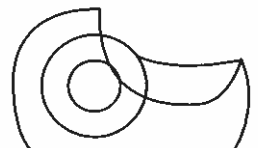
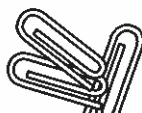
Mindy was thrilled about her first day at a new school. She loved school and this would be the first day of third grade. On the night before the first day of school, she gathered all of her school supplies and put them into her backpack. She was so excited! The next morning Mindy awoke before her alarm clock even went off so that she could get ready for school. She jumped out of bed and brushed her teeth. Mindy put on her new dress, ate breakfast, and said goodbye to her mother as she walked outside to wait for the bus. When she got on the bus, she saw her friend Amber. Amber motioned for her to come sit beside her. They chatted happily all the way to school. When they got to school, the girls walked to their classrooms, which were next door! Mrs. Tullock greeted Mindy and helped her find her desk and cubby. Throughout the day, Mindy loved every moment of the orientation to third grade. It was going to be a great year! When it was time to leave, Mindy gathered her belongings. After a short bus ride, Mindy arrived at her bus stop and saw that her mom was waiting there for her. She couldn't wait to tell her mom all about the day! Third grade was even better than she had ever expected!

What changed between the first and second paragraph? _____

What changed between the second and third paragraph? _____

What changed between the third and fourth paragraph? _____

What changed between the fourth and fifth paragraph? _____

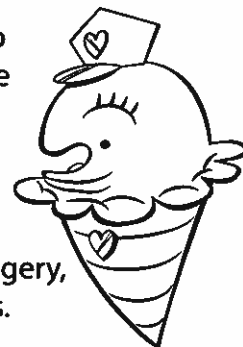


Name: _____

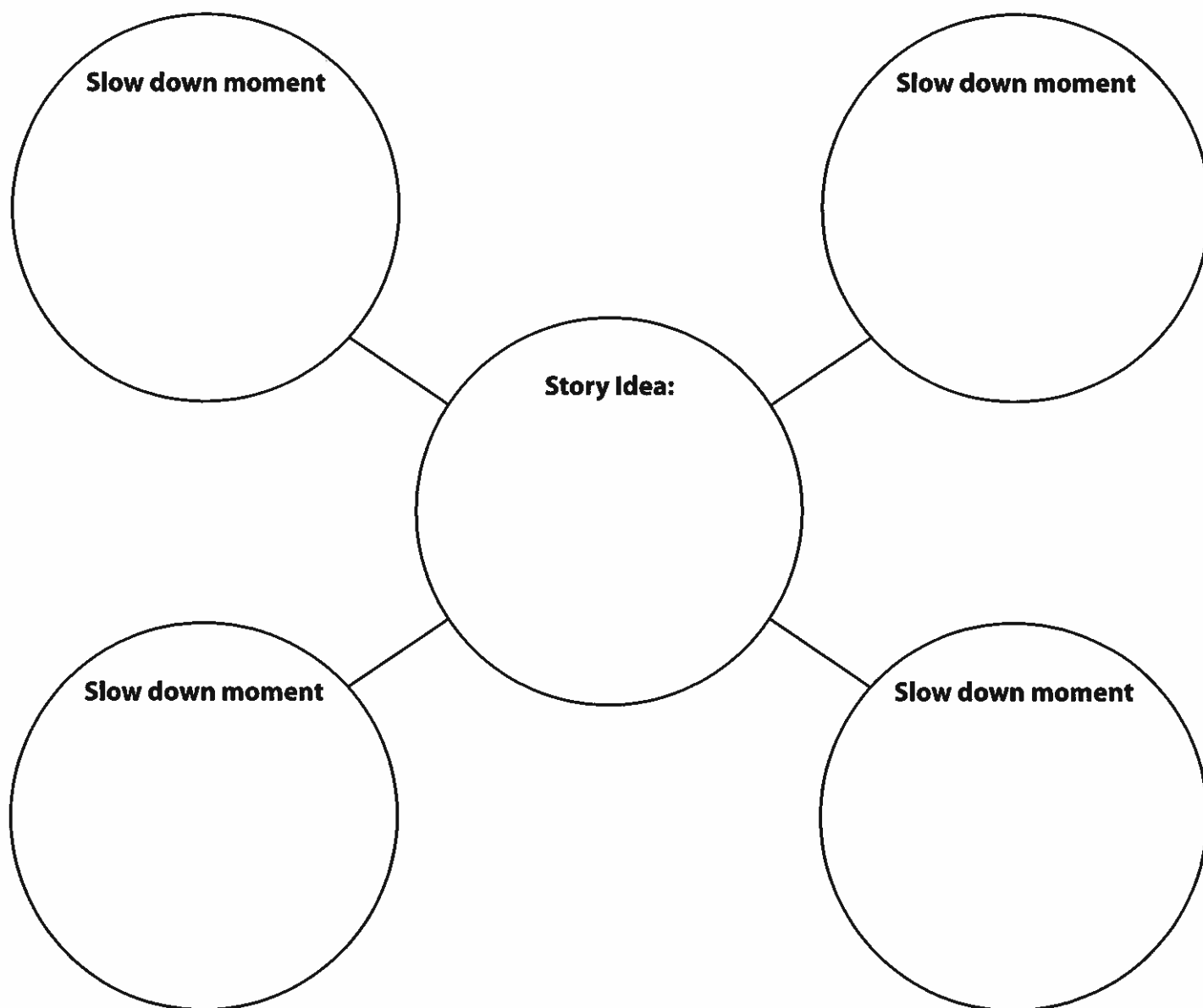
Date: _____

★ ★ ★ Exploding the Moment ★ ★ ★

Of course stories have a beginning, a middle, and an end. Good writers also know how to slow down the action at just the right times to build suspense and pull the reader into the moment. Some call this **"Exploding the Moment."**



1. Write your story topic in the center of the organizer below.
2. Decide on three or four moments to slow down the action of your story to include imagery, or descriptions that engage the five senses. Write these moments in the outer bubbles.
3. Generate ideas for details to include that will slow down the action and pull the reader in. Create more bubbles off of the moments to record them.



Name: _____

Date: _____

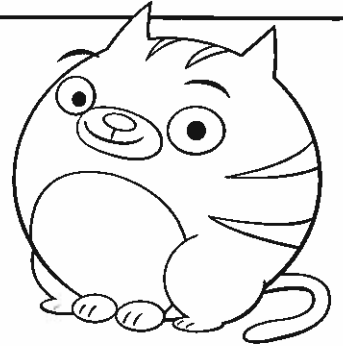
☆ Narrative Structure - Prewriting ☆

Go through this outline of a narrative essay and jot down ideas for each section. If you have a story topic, use your topic to fill in the bullet points. This will help you get started by fleshing out your key ideas.

Part 1: Introduce the Story

This usually includes:

1. Setting
2. Main Characters/People
3. Theme/Central Idea



List some different options for a central idea

-
-
-
-
-

Part 2: Body

Write the story, slowing down at the juicy parts to explode the moment. Use imagery and “inside and outside details.” Inside details are thoughts and feelings that characters have and outside details are descriptions of what is happening.

What are some examples of inside details that a character might have?

-
-
-
-

Part 3: Wrap it up

Touch back on the theme of the story and give the reader something to connect with or think about.



Look Who's Talking



Name: _____

Date: _____

Directions: Add punctuation to the sentences below.

Remember: Quotation marks only go around the talking part (the words that are coming out of a person's mouth). You need to use a comma to separate the talking part from the non-talking part.

Example: The waiter asked What would you like for dinner?
The waiter asked, "What would you like for dinner?"

1. Jacob said I'd like a triple fudge sundae, please.
2. No ice cream for dinner! scolded Grandma Lou.
3. The chicken is very good suggested the waiter.
4. I'll have a slice of chocolate cake replied Jacob.
5. Oh alright sighed grandma.
6. The waiter said I'll bring it right away.
7. Jacob exclaimed This is the best birthday ever!

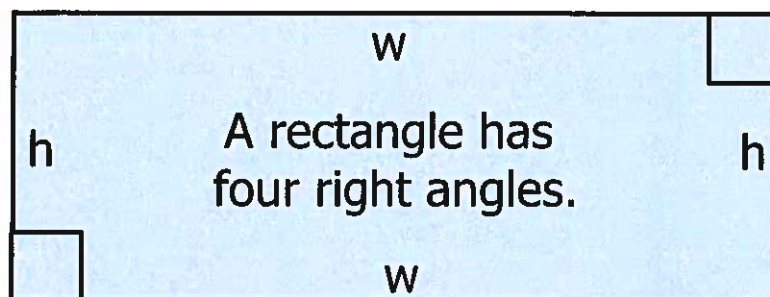




The Secrets of the Rectangle



The opposite sides of a rectangle are equal in length.

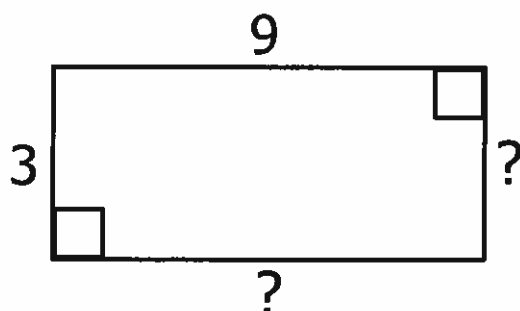


The sum of all sides equals the perimeter.

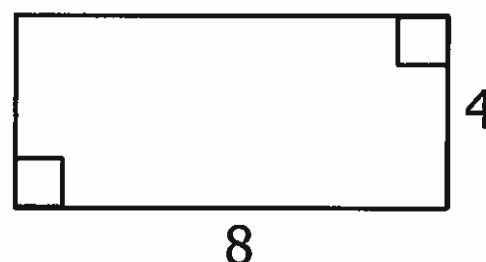
The area of a rectangle equals the height (h) times the width (w).

Using the above information, answer the following problems.

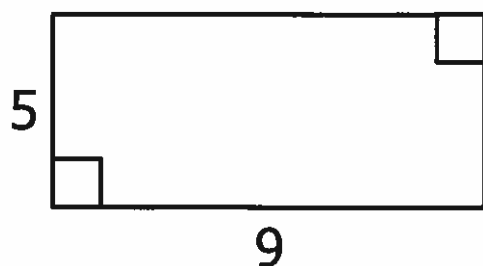
1. What is the height and width of each side?



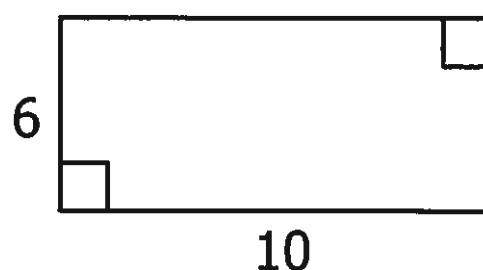
2. What is the perimeter?



3. What is the area?



4. What is the area?



Name: _____

Date: _____

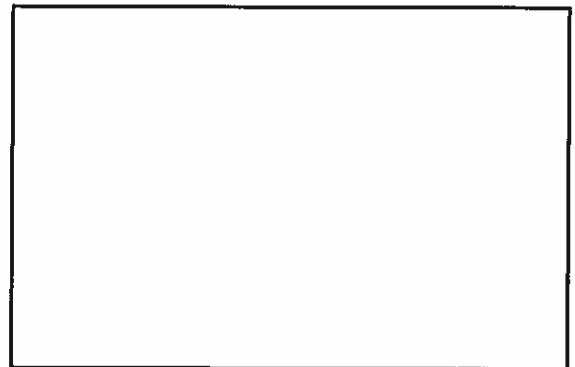
What Do You Know About Area & Perimeter?

Find the area and perimeter of the rectangle.

Area= _____

Perimeter= _____

6 feet



9 feet

Old MacDonald is installing a fence around the field where his cows graze, but he needs to figure out how much fencing to buy. Should he find the area or the perimeter of the field?

Why?

Picasso is planning a new painting and he needs to know how much paint he will need to cover the entire surface of his canvas. Should he find the area or perimeter of his canvas?

Why?

The US Women's Soccer Team just built a new practice field that is 100 meters long and 67 meters wide. What is the area and perimeter of the new field?

Day 4

Reading	Read the narrative about a vacation and complete the graphic organizer.
Writing	Use your brainstormed ideas to write your narrative. Have someone in your family peer review it.
Grammar Practice	Use nonfiction texts to search for transition words and then consider how they are used to connect ideas.
Math	Complete more practice with area.



Name: _____

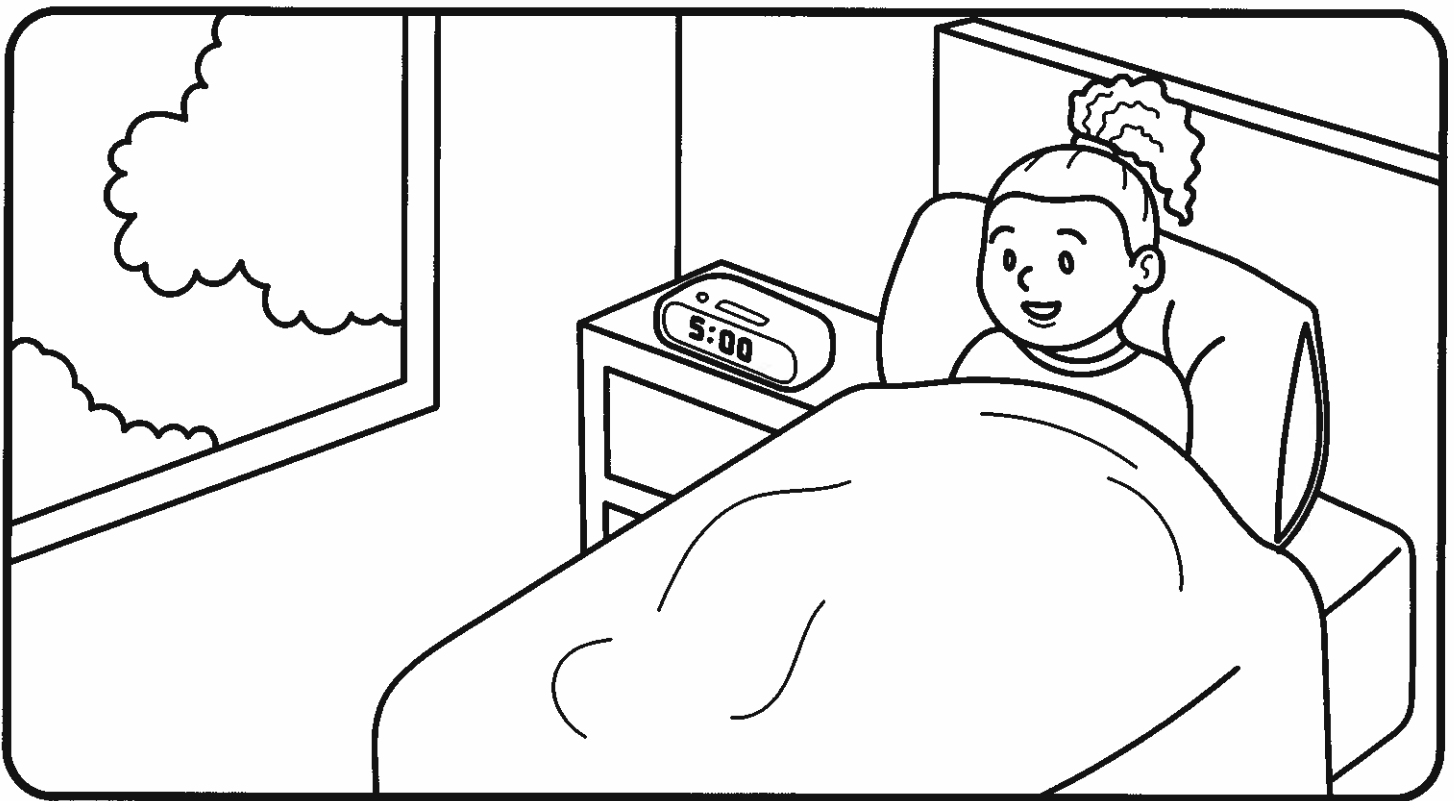
Date: _____

My Vacation: Part 1

Directions: Read Part 1 of "My Vacation" and answer the questions on the following page.

I woke up long before my alarm clock. This was not normal for me because I loved being tucked in my warm, comfy bed. But today was no ordinary day. I was too excited to sleep because it was vacation day! I was so excited that I hardly slept a wink. Mom said I'd better get some rest because otherwise I'd be crabby. Dad told me that I'd need a lot of energy to do all things he had planned for our camping trip.

This would be my first time camping. My friend Hilary told me that when her family goes camping they swim in a big lake. My grandpa told me that he loves taking long walks through the forest when he goes camping. My cousin Edward said that when his family goes camping they make a campfire, roast marshmallows, and tell funny stories. I wasn't sure what my parents had in store for us, but I knew that it would be fun.



Name: _____

Date: _____

My Vacation: Part 2

Directions: Read Part 2 of "My Vacation" and do the activities on the following worksheets.

I stayed in my room for a little while thinking about what the camping trip would be like. When I smelled pancakes and coffee I knew it was safe to go downstairs. The pancakes were for me—the coffee was for Dad. After eating a delicious breakfast, I quickly showered, brushed my teeth, and combed my hair.

Next, it was time to pack the car. I never knew that packing a car could take so long! I also had no idea why we needed so much stuff just for a weekend away! By the time the car was packed, I wondered if there would be enough room for me. Mom said not to worry, but I was a little uneasy about fitting in the backseat.

By 10:00 it was finally time to leave. Dad checked the car for what seemed like the millionth time to make sure we had everything. I smashed myself in between a cooler and a pile of blankets and buckled my seatbelt. I wasn't very comfortable but I didn't want to say anything. I didn't want Mom to think I was crabby. Then she might know that I didn't sleep much the night before and tell me to take a nap. I didn't want to miss a thing—not even the car ride!



Name: _____

Date: _____

My Vacation: Part 3

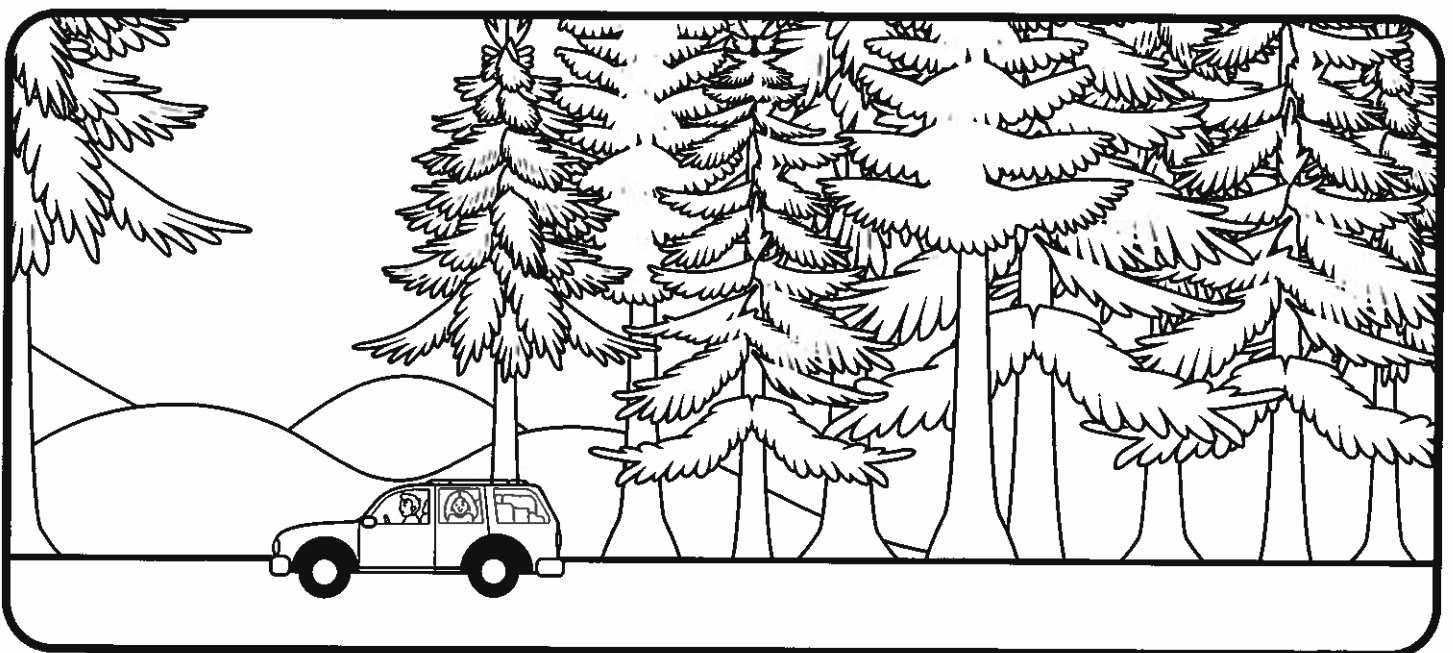
Directions: Read Part 3 of "My Vacation" and do the activities at the end.

We drove away from the house. We passed by my friend Hilary's home. Next we drove by my school. Then we went by my favorite restaurant. Before long, we were driving down roads I no longer recognized.

Dad listened to the radio and Mom read a book. My eyes were burning and I could feel them getting heavier and heavier. Mom said I looked tired and should close my eyes for a little bit. As long as she wasn't asking me to take a nap, I figured it was okay to close them. Of course, I fell asleep pretty quickly. I wondered if Mom knew that I'd fall asleep if I closed my eyes.

When I woke up I looked out the window. I was worried that I'd missed the drive. Dad told me we still had about an hour left before we arrived, so I knew that I hadn't missed anything important.

We were no longer driving through cities or towns, but were out in nature. Tall pine trees lined both sides of the road. We were surrounded by green grass, rolling hills, trees, and a big, blue sky. I decided to count how many trees I saw. I quickly realized that there were too many to count. We hadn't even reached the campground yet and I already felt like I was a million miles away from home. I didn't feel worried or crabby anymore. I didn't know if it was the nap that helped me feel at peace or if it was the storybook surroundings, but all I knew was that I was happy.



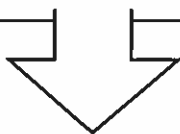
Timeline Organizer

Name: _____

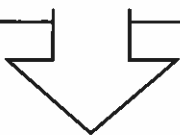
Date: _____

Use this graphic organizer to show the order of events in the text you read.

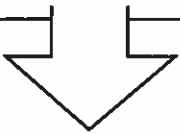
FIRST



NEXT
























THEN



LAST

Peer Conference Worksheet

Author: _____	Peer Editor: _____										
<p>Step 1: Offer three compliments... (I appreciated... I enjoyed...)</p> <p>1.</p> <p>2.</p> <p>3</p>	<p>Step 2: Offer three suggestions... (I wonder... Could you...? What if you...?)</p> <p>1.</p> <p>2.</p> <p>3</p>										
<p>Step 3: Offer corrections (Use editing marks)</p>	<p style="text-align: center;"><u>Editing Marks</u></p> <table border="0"> <thead> <tr> <th style="text-align: left;">Editing Mark</th> <th style="text-align: left;">Example</th> </tr> </thead> <tbody> <tr> <td>  Capitalize </td> <td>  we went to the store </td> </tr> <tr> <td>  Lower case </td> <td></td> </tr> <tr> <td>  Add a punctuation mark </td> <td> we went to the store  </td> </tr> <tr> <td>  Spelling mistake </td> <td> We went to the  </td> </tr> </tbody> </table>	Editing Mark	Example	 Capitalize	 we went to the store	 Lower case		 Add a punctuation mark	we went to the store 	 Spelling mistake	We went to the 
Editing Mark	Example										
 Capitalize	 we went to the store										
 Lower case											
 Add a punctuation mark	we went to the store 										
 Spelling mistake	We went to the 										

Name: _____

Date: _____

Transition Word Hunt

Transition words help you move smoothly from one idea to the next. It's like taking the reader by the hand and showing them how the main ideas and details fit together and how they support your larger thesis, or statement.

Find a nonfiction text to use as a reference. Go through the text and find sentences that start with transition words. Think about how it is used and write it, and a few words that come after it, in the correct section below. Underline the transition words. Use the examples to get you started.

Words that show time or order

Next, she went to college and began to send money home to her family.

In 2007, she went on to visit the United States.

First, she set her sights on

Others:

Last

After two weeks

Words used to compare/contrast

Similarly, the Western Bank returned...

Nevertheless, the temperature is still increasing.

Others:

However

Conversely

Alternatively

Words to add ideas

Also, she wrote a letter to the embassy to get her visa.

In addition, there were several other legal hurdles to jump.

Others:

Furthermore

Also

Name: _____

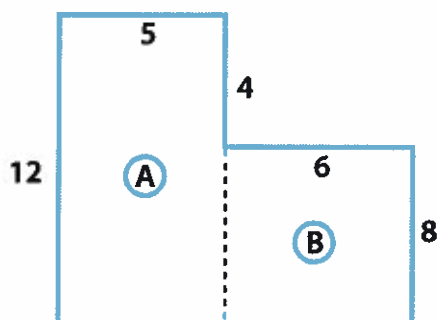
Date: _____

Transition Word Hunt (Continued)

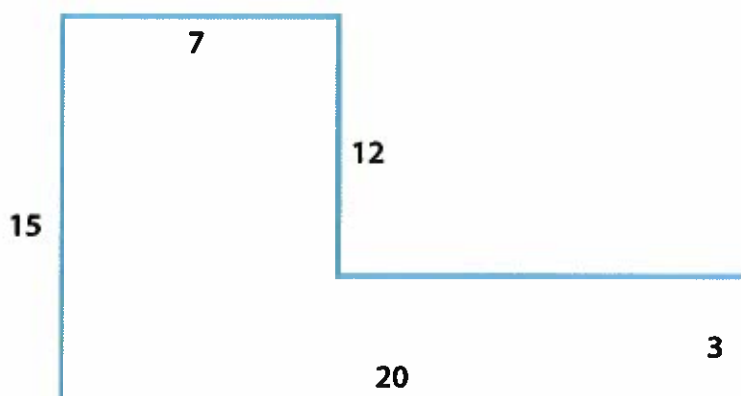
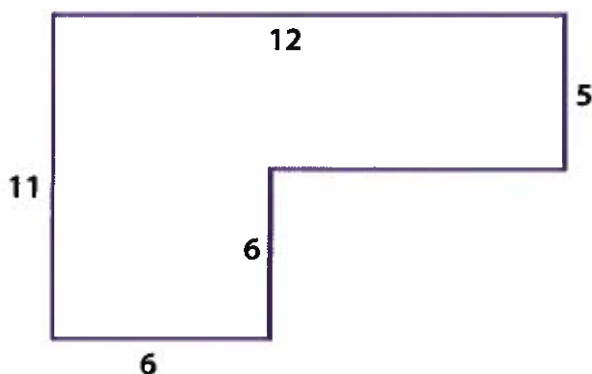
<p>Words that show something is rare or common</p> <p>Others: Frequently</p>	<p><u>Seldom</u>, there is a glitch in the system that allows a traveler to enter the country without documentation.</p>
<p>Words that help you give examples</p> <p>Others: Specifically For instance</p>	<p><u>For example</u>, you might apply for a job and then reach out to the people who work there.</p>
<p>Words that help show strong evidence</p> <p>Others: ___ illustrates that ___ demonstrates that ___ emphasizes that</p>	<p>The first trip she took <u>shows that</u> she had courage from the within.</p>

Find The Compound Shape Area

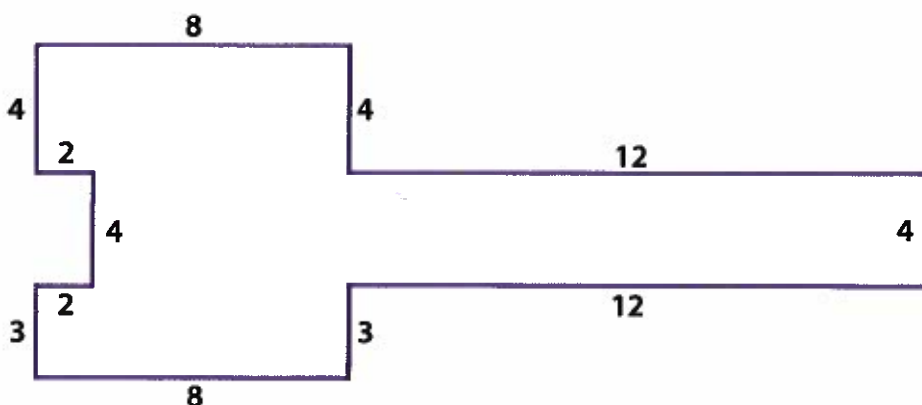
Calculate the area of each compound shape. Remember, $\text{area} = L \times W$. See the example.



1. Divide the compound shape into rectangles.
2. Calculate the area of each shape.
3. The area of shape A = 12×5
= 60 sq. inches
4. The area of shape B = 6×8
= 48 sq. inches
5. Combine the two areas = $60 + 48 = 108$ sq. inches
Therefore, the area of this compound shape is 108 sq. inches



★ Challenge

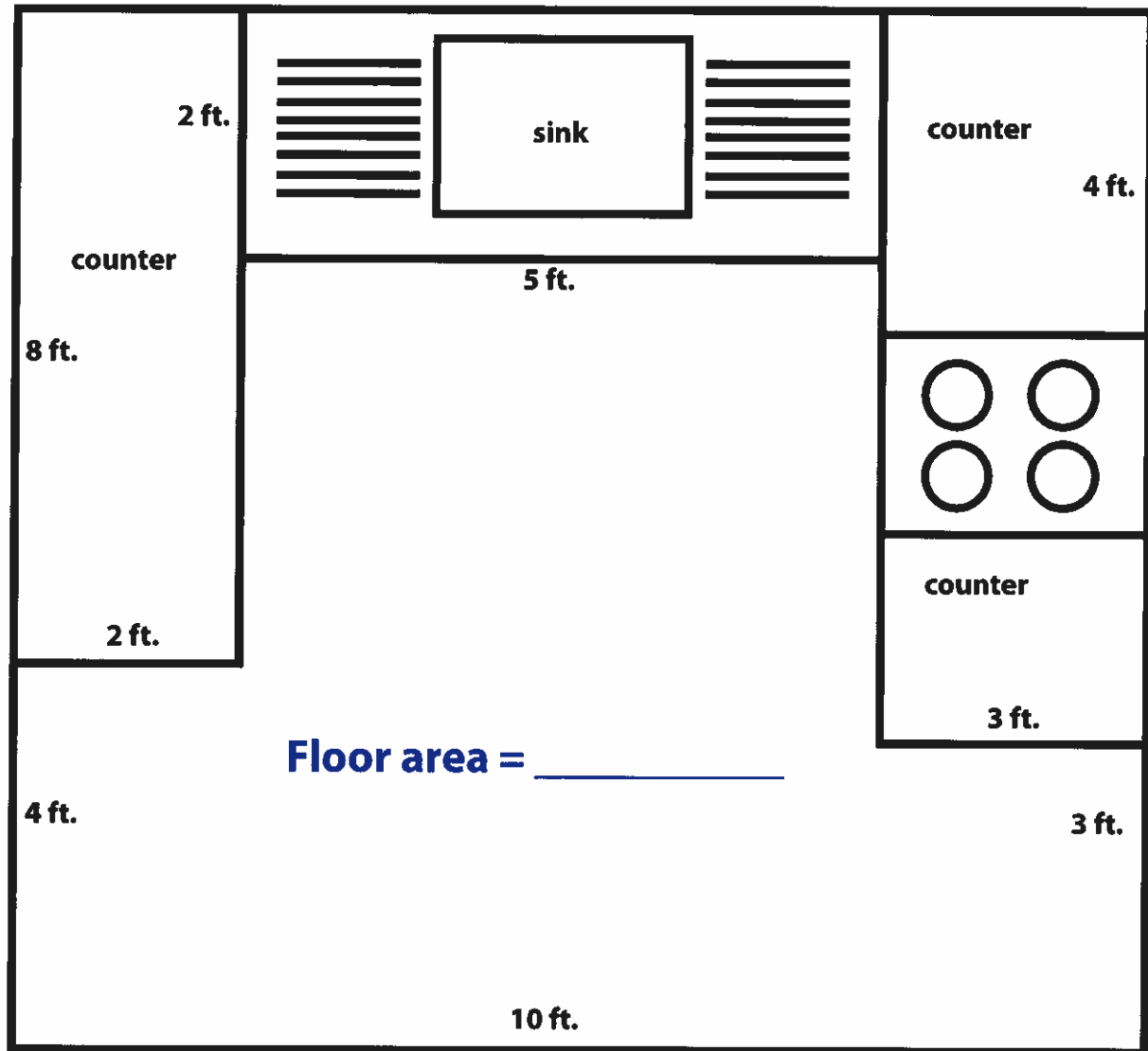


Kitchen Renovation: Calculating Area

Help Aunt Marie renovate her kitchen.

Help her compare the cost of three different types of flooring.

Don't forget to subtract the area of the counters and oven. Review: $\text{Area} = \text{Length} \times \text{Width}$



Challenge!

Each floor material costs a different amount. Which one's total is closest to \$450?



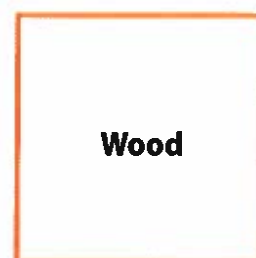
Marble

\$7 per sq.ft.



Granite

\$6 per sq.ft.



Wood

\$5 per sq.ft.

Day 5

Reading	Read the narrative and answer the questions that follow.
Writing	Think about the suggestions offered by your peer review. Write a final draft!
Grammar Practice	Practice the correct placement of commas and semicolons in sentences.
Math	Try comparing data between these two pictographs. Read the directions carefully!



The Crab That Played with the Sea

by Rudyard Kipling

In the Time of the Very Beginning, the Eldest Magician was getting everything ready. He made the Earth ready and the Sea ready. When all was as it should be, he called all the Animals to come out and play.

"What shall we play?" asked each Animal. "Play at being an Elephant," the Eldest Magician told the Elephant. "Play at being a Turtle," he told the Turtle.

The Eldest Magician continued telling each Animal how he should play. As evening came, the Man arrived with his small Daughter.

"What is this play?" the Man asked.

"It is the play of the Very Beginning," said the Eldest Magician. "But you are too wise for this play."

"Yes, I am," said the Man. "But make sure all the Animals are obedient to me."

Next in line was the Crab, who had grown tired and restless with all the waiting. He scuttled off sideways into the Sea, saying to himself "I will play as I like, and I will not have to be obedient to the Man."

No one saw the Crab go into the Sea except the Daughter, who said nothing.

After some time, the Eldest Magician came to check on how the world was doing. He went to the Man and asked "How goes it with you? Are all obedient to you?"

"All are obedient except the Sea," answered the Man. "Once a day the Sea comes flooding in and covers my house. And once a day the Sea runs back out. All I have left is mud."

Something was wrong. The Eldest Magician, the Man and the Daughter got into the canoe to visit each Animal. The Eldest Magician asked each one if they were playing as he told them and each one said yes.

The Daughter said "Eldest Magician, at the Very Beginning while you talked to my father, I saw the Crab go into the Sea before you could tell him how to play."

"How wise you are, little child!" cried the Eldest Magician. "I know where to find him!"

The Eldest Magician went directly to a large island. He reached under the Wonderful Tree, with its two coconuts, and touched the Crab.

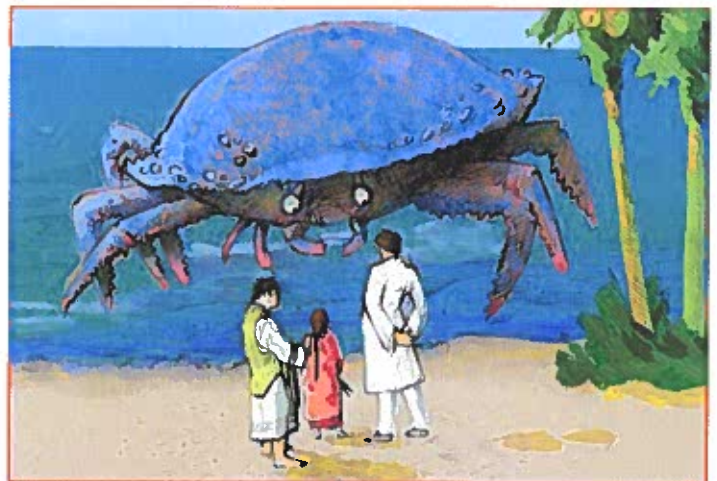
"You have been playing with the Sea" said the Eldest Magician. "Each day, the waters dry up when you leave your home and flood again when you return. You are making trouble for all the Animals and the Earth."

"I did not know I was so important!" said the Crab. "From now on, I will do it seven times a day."

"I cannot make you play as you should, since you escaped me on that first day," said the Eldest Magician. "If you are not afraid, then come out and we will talk."

The Crab came out from his home and he was huge; as big as the Wonderful Tree!

"You are not as important as you think. To prove this, I will remove your hard shell and you will have no protection from the Elephant or the Crocodile."



"Please give me back my shell!" cried the Crab when his shell vanished. "I promise I will play as I should."

"You may have your shell eleven months of the year," said the Eldest Magician. "The other month will remind you of your promise. I will also make the weeds and rocks a safe home for you and your children."

"I will make it so you can live in deep water or dry land," said the Man.

"I will give you my scissors, so you can eat the coconuts from the Wonderful Tree," said the Daughter.

"I will take all the gifts and play as I should," said the Crab. With that, the Crab grew smaller and smaller, until he was just a tiny Crab. After that, he always played as he should in the Sea.

Order of Events

Put the events from the story "The Crab That Played with the Sea" in the correct order by placing a 1 in front of the first thing that happened, a 2 in front of the second, and so on.

- _____ The Crab promised to play as he should.
- _____ The Man told The Eldest Magician the Sea is flooding and drying up.
- _____ The Daughter gave the Crab her scissors.
- _____ The Eldest Magician told the Animals how to play.
- _____ The Eldest Magician took the Crab's shell away.
- _____ The Man talked to the Eldest Magician.
- _____ The Eldest Magician, the Man and the Daughter found the Crab.
- _____ The Crab slipped into the Sea while the Man and the Eldest Magician talked.

Who Was It?

Circle the correct answer.

Who saw the Crab go into the Sea?

- A. The Eldest Magician
- B. The Man
- C. The Daughter
- D. The Crab

Who told the Animals how to play?

- A. The Eldest Magician
- B. The Man
- C. The Daughter
- D. The Crab

Who made the water go higher and lower?

- A. The Eldest Magician
- B. The Man
- C. The Daughter
- D. The Crab

Who was too wise to play?

- A. The Eldest Magician
- B. The Man
- C. The Daughter
- D. The Crab

Letter Maze

Find your way from the Green C to the Orange C, by connecting ONLY the letters C.

```

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

Word Meanings

Circle the correct meaning of the word.

scuttled

- A. walked slowly
- B. rolled
- C. ran quickly
- D. jumped

obedient

- A. polite and friendly
- B. generous
- C. funny
- D. willing to follow orders

vanished

- A. turned blue
- B. disappeared
- C. exploded
- D. became soft

COMMAS and SEMICOLONS

4th Grade

Commas are used in lists,

We need eggs, milk, butter, and sugar to make the cookies.

to break up long sentences,

But, since I had forgotten to bring my lunch with me, and since my sister didn't have any money to lend me, I had to call my Dad and ask him to bring it to school.

after quotes,

"Let's take a break from homework and get a snack," my mom suggested.

and to break up quotes.

"Hey," she said, "That roller coaster wasn't so scary after all!"

Semicolons are used in place of conjunctions

I exercise three days a week ~~because~~ it helps me stay in shape. I exercise three days a week; it helps me stay in shape.

We went to the movies ~~but~~ they were closed.

We went to the movies; they were closed.

or to combine short sentences that are related to one another.

My aunt loves to cook; she makes dinner for us every week.

Figure out whether these sentences need commas or semicolons.
Write them into each sentence.





1. "Remember it's your turn to do the dishes " said my dad.
2. I like pepperoni olives and mushrooms on my pizza.
3. I didn't need braces like my sister I have very straight teeth.
4. Our dog has short legs and a long body he is part dachshund.
5. We were told the test was canceled we all cheered.







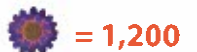
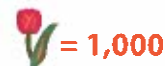
Flower Nursery: Reading a Pictograph

These two pictographs are comparing two types of flowers imported from Europe. Answer the questions below using information from the pictographs.

Note: each tulip in the pictograph stands for 1,000 tulips. Each daisy in the pictograph stands for 1,200 daisies.

Country	Number of Tulips Imported
Holland	
France	
Denmark	
Italy	

Country	Number of Daisies Imported
Holland	
France	
Denmark	
Italy	



Questions:

1. How many tulips did Holland and France import?

Answer: _____

2. How many daisies did Holland and Italy import?

Answer: _____

3. What country imported the same amount of tulips and daisies?

Answer: _____

4. Write the countries that imported the most flowers to the least flowers, in order.

Answer: _____

5. If Denmark wants to import 3,000 more daisies, how many  would you draw in the table above?

Answer: _____

Social Studies

Batter up! Learn some historical facts about baseball.

History of Baseball

Primary Sources: Joe DiMaggio

Baseball History

Jackie Robinson: Biography



The History of *Baseball!*



Directions: Learn the history of baseball in a hands-on way! Read the history of baseball below.

Then, cut out the events on the next page and paste them into the timeline to create your own history of baseball!

Hint: Match the squares to the spaces on the timeline to put the events in the correct order.

Baseball was first played in England in the mid-1700s. It evolved from other stick-and-ball games being played at the time. English colonists brought the game with them to their new life in America.

By the 1830s, baseball had become a popular sport across the country. Baseball clubs in New York united to become the first official league. Stadiums were built so fans could watch their favorite teams play. In 1947, Jackie Robinson became the first African-American to play in the major leagues since the “color line” rule, an unofficial agreement that kept African-Americans from playing professional baseball.

In the 1940s and 50s, American families began to buy television sets for their homes. Fans began to stay home to “watch the game” on their TVs. Today, baseball is one of the nation’s most popular sports, and is often called “America’s pastime”.

The History of *Baseball!*

Jackie Robinson is the first African-American baseball player in the major leagues after the “color line” rule was made. Before Robinson, African-Americans played in separate leagues.

Now, baseball is an icon of American culture. It is often called “America's Pastime”.

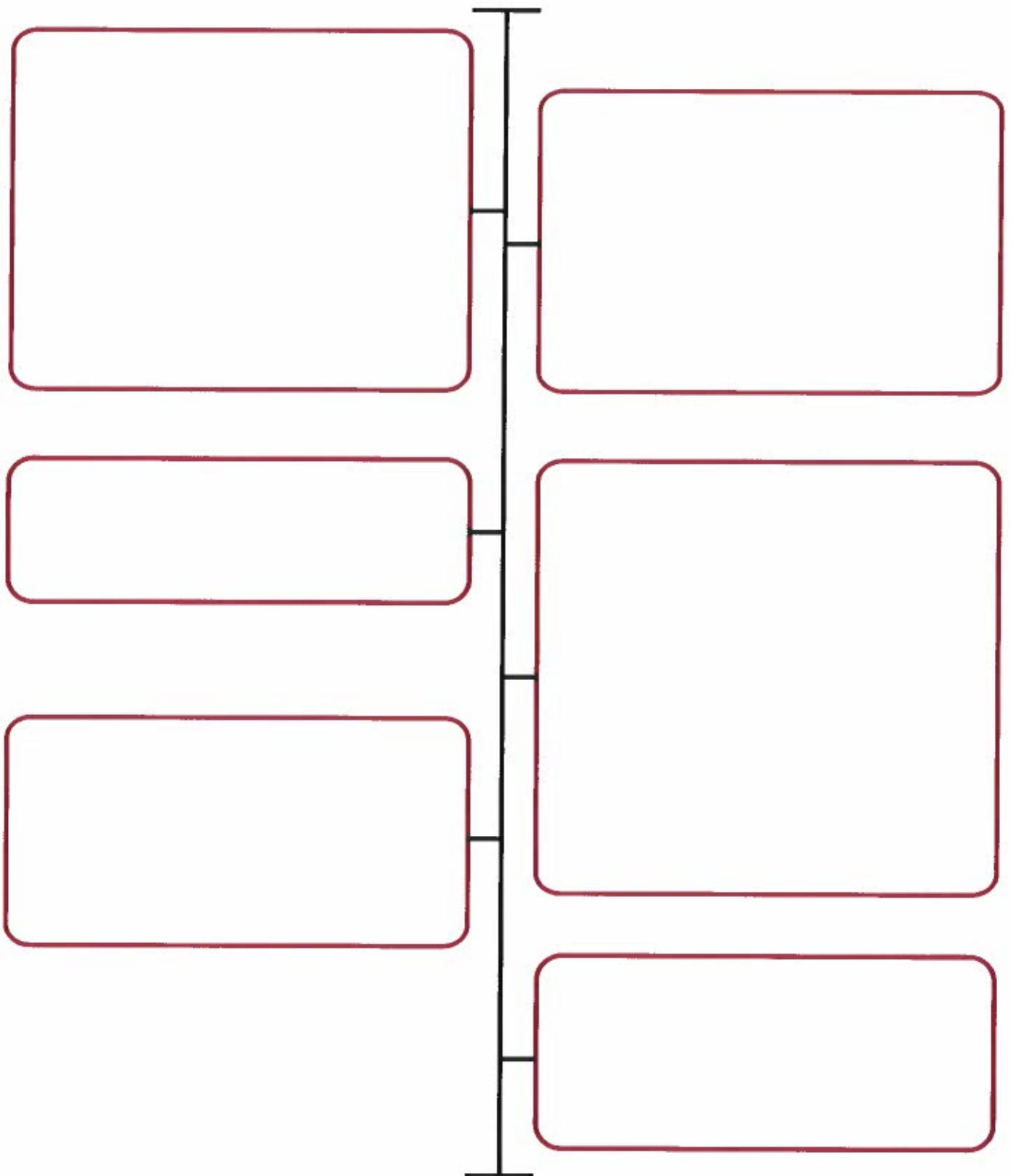
Baseball is played as a new form of other stick-and-ball games in England. English colonists bring the game with them to their new life in America.

Stadiums are built so fans can watch their favorite teams play.

American families begin to buy television sets for their homes, and fans begin to stay home to “watch the game”.

Baseball becomes a popular sport across the country. Players begin to form teams and clubs. Clubs in New York unite to become the first league.

The History of Baseball!



Primary Sources: Joe DiMaggio

A primary source document gives historical information about a person, event or time. If you look carefully, a primary source may also reveal some interesting facts that you might not expect to find.

Below is the 1940 U.S. census for the famous baseball player, Joe DiMaggio, listed as Joseph P. DiMaggio. In 1940, "Joltin' Joe" played for the New York Yankees. In the census he is listed with his wife, Dorothy. Look at the census and answer the questions below. See if you can discover something interesting about Joe's neighborhood in 1940.

1940 U.S. Census,
New York, New York

Name	Relationship	Sex/Race/Age	Birthplace	Occupation	Industry
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FRANKLIN, LEWIS M.	HEAD	M W 48 M No - Y	NEW YORK	PRESIDENT	CHEMICALS
—, ANNE R.	WIFE	F W 40 M No - Y	NEW YORK	MANAGER	REAL ESTATE
MANTILL, SEYMOUR L.	HEAD	M W 30 M No - C	NEW YORK	LAWYER	PRIV. PRAC.
—, ELIZABETH M.	WIFE	F W 23 M No - C	MINN.		
GROSS, EDWARD J.	HEAD	M W 49 M No - F	HUNGARY	TREASURER	SO - SOLE MANF. - PRIVATE
—, JEANETTE	WIFE	F W 44 M No - F	POLAND		
ADLER, LOUIS	HEAD	M W 58 M No - F	AUSTRIA	SELT. VICE PRES.	FINANCIAL - COM.
—, ANNA	WIFE	F W 56 M No - F	AUSTRIA		
LEVIN, IRVING	SON-IN-LAW	M W 31 M No - C	NEW YORK	LAWYER	PRIV. PRAC.
—, BELLE	DAUGHTER	F W 27 M No - C	NEW YORK	SECRETARY	REAL ESTATE
MAX, MARCEL	HEAD	F W 37 M No - H	NEW YORK	RES. BUYER	HAIR - WORN
—, PETER T.	SON	M W 10 S No - Y	NEW YORK		
Goulde, Belle J.	MOTHER	F W 56 Wd. No - F	NEW YORK		
ISAACSON, ISIDOR	HEAD	M W 49 M No - C	NEW YORK	SALES - ADVERT.	PUBLICATION
—, MIRYAM	WIFE	F W 40 M No - Y	NEW YORK		
DI MAGGIO, JOSEPH P.	HEAD	M W 25 M No - H	CALIFORNIA	BASEBALL PLAYER	BASEBALL TEAM
—, DOROTHY	WIFE	F W 22 M No - Y	MINNESOTA		
HAGOUPIAN, TAKOUNE	HEAD	F W 84 Wd. No - F	TURKEY		
HIRSCH, JACOB	HEAD	M W 47 M No - C	RUSSIA	DENTIST	PRIV. PRAC.
—, JEANETTE	WIFE	F W 38 M No - C	NEW YORK	CLINICAL PATH.	CHILD GUIDANCE
VRANA, ANNA	MAID	F W 23 S No - H	CZECHOSLOV.	MAID	PRIVATE HOME
HAYNES, GLEN R.	SON	M W 21 S No - C	OHIO	NEW WORKER	

What does this primary source tell you?

List three states where the people on the census were born.

List three countries where the people on the census were born.

Based on the birthplaces of the people in this census, what does it tell you about Joe's neighborhood?

The History of Baseball

Baseball wasn't invented by one person; it grew out of popular games that immigrants brought to America from Europe. Most people agree that it is most similar to a game from England called Rounders, but it also contains elements of "stick and ball" games from countries like Russia, Germany, and France. Baseball was easy for almost anyone to play—you didn't have to be especially strong, tall, or clever to play the game well. The first official team to play the game with the rules we use today were the New York Knickerbockers (*NICK-er-bock-ers*) in 1845. In the next few years, a baseball craze swept New York City. Players in the area began to form clubs and teams. Stadiums began being built so fans could watch their favorite teams play.

When "Casey at the Bat" was published in 1888, professional baseball had just been born. The National League was established in 1876, and fans across the country were starting to spend their free time watching their favorite teams play each other in stadiums.

1. Name three countries that baseball came from.

2. What was the name of the first team to play baseball by the rules we use today?

3. When was "Casey at the Bat" first published?

4. Why was baseball so popular?

5. It's 1880 and you've just heard that a professional baseball team is starting in your town. Would you want to be on the team or watch the games as a fan? Write three sentences that explain your answer below.



ANSWERS: 1. England, Russia, Germany, France 2. The New York Knickerbockers 3. 1888 4. It was easy for all kinds of people to play. 5. Answers will vary.

Name _____ Date _____

Biography

Jackie Robinson

Jackie Robinson playing for
the Brooklyn Dodgers in 1954



Jackie Robinson was one of the first African Americans to play in Major League Baseball in the United States. He had a significant impact on the civil rights movement as well.

Directions: This biography of Jackie Robinson is missing some sentences. Read it all the way through, then cut out the missing details on page three and place them into the part of the story where you think they fit best.

Jackie Robinson was born on January 31, 1919 in Cairo, Georgia, then moved with his family to California.

In high school, he joined his school sports teams.

He went to college, then joined the military in 1942.

After leaving the military, he went back to college. While he was there, the Kansas City Monarchs asked him to play for them. The Monarchs were a team in the Negro Leagues, a league that was set aside just for African Americans.

He played one season with them when Brooklyn Dodgers manager Branch Rickey asked him to join his team.

Jackie's first day as a Dodger was April 15, 1947.

Name _____ Date _____

As time went on, fans could see Jackie wasn't your ordinary ball player.

The 1947 Dodgers became league champions.

Soon, more and more African American players began joining major league teams. Many of them went on to become stars. Jackie began to use his celebrity for good: he started speaking out against injustice and racism. He wrote a book about his life so that people could understand how hard it was to be judged by the color of your skin.

Jackie's baseball career lasted ten years. In the time he played, the Dodgers were unstoppable: they won six pennants and a World Series. In 1956, the Dodgers moved to California, and they planned to send Jackie to the New York Giants.

He retired from the sport.

After leaving baseball, he worked in business, wrote a newspaper column, and started a bank. In 1962 he joined the Baseball Hall of Fame. By then, the civil rights movement was in full swing. Many African Americans were speaking out about unfair laws that existed in many parts of the country. Jackie joined the fight. He and his family went to the March on Washington, and were there in the crowd to hear Martin Luther King, Jr. give his famous "I Have a Dream" speech.

Jackie Robinson died in 1972.

**“The most luxurious possession,
the richest treasure anybody
has, is [their] personal dignity. ”**

— Jackie Robinson

Name _____ Date _____

Directions: Cut out the missing details below and place them into the biography where you think they should appear.

There had not been an African American player on a major league team since 1889. Branch wanted to change that. He wanted to find a player that was not only a great athlete, but had a strong and courageous character. He knew that, in the face of racism, Jackie would stay calm.

Growing up, Jackie felt like he didn't fit in. He and his friends were often looked down upon because of the color of their skin.

Jackie played football, basketball, and baseball, and also ran track. In almost every sport he played, he won awards for his talent.

He was a respected officer, but he experienced discrimination because of his race.

Thousands of people watched his funeral. Jackie Robinson was not only a hero to baseball fans, but a hero to everyone who felt mistreated. His courage, his talent, and his determination to make the world a better place still inspires people to this day.

The road to becoming a champion was not easy. Many cities would not let Jackie sleep in hotels or eat in restaurants because he was African American.

He was nervous! He was worried that baseball fans would be angry at him or even try to hurt him. Fans and other players called him names, and some of his other teammates asked him to leave the team simply because he was African American. Sometimes he wanted to quit, but he knew he wasn't just playing that day for himself or even for the Dodgers — he was playing for freedom. When he needed courage, he thought of his grandmother, who had been enslaved. He thought of the awful things she had been through, and how strong she had been.

Though he still loved the game, he decided that ten great years was enough for him.

They loved the way Jackie stole bases and kept the other team guessing!

Science

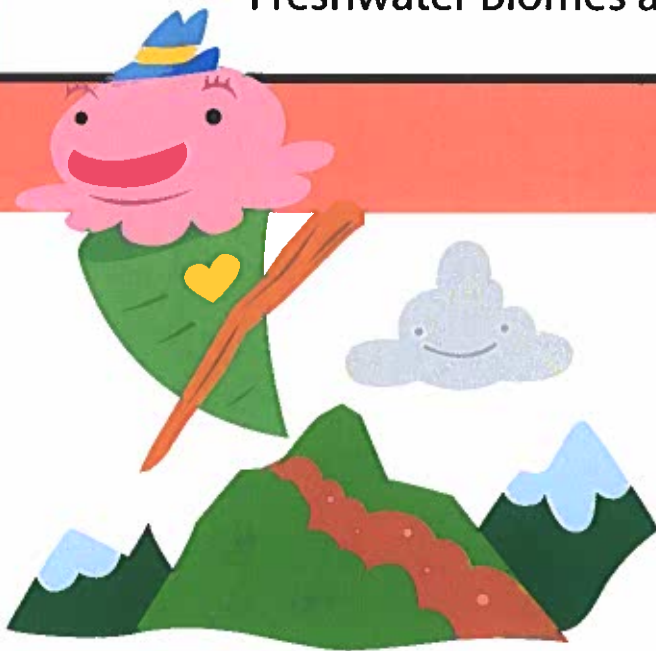
Learn about biomes.

Biome Vocabulary

What Is a Biome?

Biome Sweet Biome

Freshwater Biomes and Saltwater Biomes



Name: _____

Date: _____

Biome Vocabulary

We come across a lot of new and exciting words in science. If you come to a word in this workbook that you don't know, turn to this page and look it up.

Adaptation:

When a plant or animal changes physical or behavioral characteristics over many generations to better survive in their environment.

Biome:

A large area on Earth that has its own climate, plants, and animals. To really understand a biome you need to know:

- What the climate of the region is like.
- Where each biome is found and what its geography is like.
- The special adaptations of the plants.
- The types of animals found in the biome and their physical (how they look) and behavioral (how they act) adaptations to their environment.

Carnivore:

An animal that eats only meat.

Compass rose:

Tells which direction is north, south, west, and east.

Climate:

The long-term temperature, humidity, precipitation, wind, etc in an area.

Ecosystem:

The network of interactions between different living organisms and the environment in which they live.

Environment:

Where a plant or animal normally lives.

Herbivore:

An animal that eats only plants.

Migratory:

Animals or birds that move depending on the season.

Omnivore:

An animal that eats plants and animals.

Predator:

An animal that hunts and eats another animal.

What on Earth is a Biome?

A biome is a large geographical area of the world characterized by similar climate, animals, and plants. Some biomes are terrestrial (land-based), and some are aquatic. **Aquatic** biomes can be freshwater biomes or marine biomes. "**Marine**" biomes refer to saltwater biomes. In other words, biomes can be categorized like this:

BIOMES

Terrestrial (land)

- **Tundra**
- **Forest** (includes rainforest, temperate forest, chaparral, and taiga)
- **Grassland** (includes temperate grassland and savanna)
- **Alpine**
- **Desert**

Aquatic (water)

- **Freshwater** (includes freshwater wetlands and estuaries)
- **Marine** (saltwater; includes oceans and coral reefs)

Classify the areas below as either terrestrial or aquatic:

1. The Great Barrier Reef: _____
2. Arctic Ocean: _____
3. Gobi Desert: _____
4. Lake Tahoe: _____
5. Florida Everglades: _____
6. Swiss Alps: _____
7. Amazon River: _____
8. North American Prairie: _____

Which type of biome, terrestrial or aquatic, is best suited for human survival? Explain your reasoning.

WATER

Biome Sweet Biome

These plants and animals are all mixed up! Sort each plant and animal into their correct biome home.

Prairie	Temperate Forest	Ocean

Tropical Rain Forest	Tundra	Desert

seagrass
lobster
squirrel
wheat
polar bear

Arctic fox
antelope
lichen
jaguar
rattlesnake

squid
cactus
raccoon
gorilla

bison
mahogany
barley
coral
maple

sagebrush
scorpion
teak
oak

Freshwater vs. Saltwater

Biomes are regions that have similar climate, animals, and plants. Let's take a closer look at the two types of aquatic biomes: **freshwater** and **marine**.

FRESHWATER BIOMES

Freshwater is defined as having less than 1% salt in it. Freshwater biomes contain either moving water, like rivers, streams, or creeks, or standing water, like ponds, wetlands, or lakes. Less than 1% of the Earth's water is in freshwater lakes. Both the temperature and the depth of the freshwater determine what plants and animals can live there. The amount of movement in the water also affects the types of life that can survive there. Freshwater animals can be large or small—some organisms that live there are only made up of a single cell. That's pretty small! The animals that live in freshwater environments depend on the water for food and survival. Some plants also live in freshwater. You may see moss growing in or near freshwater biomes. Moss often grows in freshwater environments. Many freshwater organisms rely on moss for food.

MARINE BIOMES

Marine biomes are sometimes called saltwater biomes. Marine biomes have more than 1% salt in them. Very large bodies of water, such as oceans and seas, are marine biomes. Marine biomes cover about three-fourths of the Earth! Coral reefs and estuaries are also considered marine environments. Just like in freshwater environments, the types of plants and animals that live in marine biomes depend on the depth, temperature, and movement of the water. Marine biomes support very large as well as very small animals. Marine algae supply most of the world's oxygen and take in huge amounts of carbon dioxide. Evaporation of marine water ultimately provides rainwater for our crops, snow for our mountains, and fresh water for our lakes and streams.

WATER

Venn Diagram

Compare and contrast freshwater and marine biomes. Record the similarities in the center, where the two circles overlap. Record the differences in the outer parts of the circles.

Freshwater

Marine (Saltwater)

