HANFORD ELEMENTARY SCHOOL DISTRICT

Learn from Home Recommended Daily Schedule Grades 3-5 Week #2

The schedule and resources listed below are encouraged but not required.

Before 8:00 a.m.	**Wake-up & get your day started:** ***Wash hands with soap and water.** Eat Breakfast & and Clean up Make Bed Hygiene Routine & Get dressed for the day
8:00-8:20	**Take a morning walk outside (with parent permission) or do stretches inside your house.** ***Wash hands with soap and water.**
8:20-9:00	**Read a Book:** These stories can be read multiple times with a focus on retell during the first listening, and then considering details, such as what characters did and why on Day 2 or 3 when listening again. **Read and retell:** What happened? Where did the story take place? Was there a problem? What was it? How did the problem get solved? What was your favorite part? • Enjoy your book! ***Wash hands with soap and water**
9:00-9:30	**With parent permission and supervision, play outside:** Stay Active. No Electronics! ***Wash hands with soap and water**
9:30-10:30	**Reading Work** ***Wash your hands with soap and water.**
10:30-11:00	**Chores:** • Go room by room and put things away. Your parents will love this! • If your parents say it is okay, sweep or vacuum a room in your house. • If your parents say it is okay, help your parents wipe countertops, light switches, and door knobs throughout your house. ***Wash your hands with soap and water.**
11:00-12:00	**Lunch: Eat lunch/clean up** Play outside: Work to be active! No electronics! ***Wash your hands with soap and water.**
12:15-1:15	**Math Work** ***Wash your hands with soap and water.**
1:15-2:00	**Creative Time:** Draw or do a craft Clean up after yourself and put everything away. ***Wash your hands with soap and water.**

2:00-2:30	**Read a Book** ***Wash your hands with soap and water.**
2:30-3:00	**Write a letter** Think about someone in need of encouragement. Write a letter to that person or group. Ask your parents to help you send the letter. Here are some ideas of people groups: • Soldiers on deployment • People who live in assisted living facilities • Health Care Workers **Write a narrative** Think about a time when something happened that was fun, funny, sad, scary, and write! Be sure to try using some dialogue that helps to tell the story. • Describe what happened and stretch out the best part. • Think about how you will begin and end your story. • Think about your word choice.

HANFORD ELEMENTARY SCHOOL DISTRICT

Horario Recomendado Para El Aprendizaje Diario en Casa Para Grados 3-5 Semana #2	
Antes:00 a.m.	**Despierta y comienza tu día:** ***Lavarse las manos con jabón y agua.** Come desayuno y limpia tu área. Tiende tu cama. Rutina de higiene y vestirse para el día.
8:00-8:20	**Con el permiso de tus padres y supervisión de un adulto, sal a caminar o puedes hacer estiramientos en tu casa.** ***Lavarse las manos con jabón y agua.**
8:20-9:00	**Leer un Libro:** Si no tienes un libro de copia impresa, aquí tienes una opción vía el internet para estudiantes en los grados 3er a 5to. **Leer y Recontar:** ¿Qúe sucedió? ¿En dónde ocurrió el cuento? ¿Hubo algún problema? ¿Cúal fue el problema? ¿Cómo fue resuelto el problema? ¿Cúal fue tu parte favorita? ***Lavarse las manos con jabón y agua.**
9:00-9:30	**Con el permiso de tus padres y supervisión de un adulto, sal a caminar o puedes hacer estiramientos en tu casa.** Mantenerse activo. No Electronicos! ***Lavarse las manos con jabón y agua.**
9:30-10:30	**Lectura** ***Lavarse las manos con jabón y agua.**
10:30-11:00	**Quehaceres:** • Ve cuarto por cuarto y aguarda las cosas. ¡Tus padres estarán muy agradecidos! • Si tus padres están de acuerdo, barre o aspira una área de tu casa. • Si tus padres están de acuerdo, ayúdales a limpiar los mostradores, interruptores de luz, y manijas de las puertas a través de tu casa. ***Lavarse las manos con jabón y agua.**
11:00-12:00	**Almuerzo: Comer el almuerzo/y limpiar** Pide permiso a tus padres y juega un rato afuera bajo la supervisión de un adulto: ¡Intenta mantenerte activo! No electrónicos! ***Lavarse las manos con jabón y agua.**
12:15-1:15	**Matemáticas** ***Lavarse las manos con jabón y agua.**
1:15-2:00	**Tiempo Creativo:** **Aquí hay algunas ideas** Dijubar & Artesanias (Crafting)

	Limpia tu área de trabajo y aguarda los materiales. ***Lavarse las manos con jabón y agua.**
2:00-2:30	**Leer un Libro:** ***Lavarse las manos con jabón y agua.**
2:30-3:00	**Escribe una carta** Piensa en alguien que necesita que lo animes. Escríbele una carta a esa persona o grupo: Pídele a tus padres que te ayuden con la carta. Aquí hay ideas de grupos de personas: • Soldados en despliegue • Personas que se encuentran en asilos de ancianos e instalaciones de vivienda asistida • Personal de Salud **Escribe un cuento** Piensa en un tiempo cuándo algo pasó que era divertido, chistoso, de miedo, y escribir. Incluye diálogo que le ayuda contar el cuento. • Describe lo que pasó. • Piensa en cómo va a comenzar y terminar el cuento. • Piensa en las palabras que usan.

The Rabbits' Day at Carrot Beach

by ReadWorks

Every rabbit likes to lie about in the sun. And in the village of Rabbit Terrace, there are two best friend rabbits that can't wait to go sunbathing today. Meghan Rabbit and Amber Rabbit want to go to the beach.

"I want to look nice in my bikini this year!" says Meghan Rabbit, holding up a bright red bathing suit with white polka dots.

"You won't look too nice in that color with your very white fur," says Amber. "You're as pale as a ghost!"

"You think you're going to make fun of my fur, little miss thing?" Meghan responds. "You look like you fell into a bucket of flour!"

"Well, we'll just have to see who gets a better tan first. Let's go!"

The best place in Rabbit Terrace to sunbathe is Carrot Beach. It gets lots of sun, because the carrots need lots of sun to grow. Rabbits also need lots of carrots to grow. And Amber and Meghan need lots of sun to get their tan on!

The rabbits use sunblock with an SPF 30, and rub it all over their fur. Then, they pack an

insulated cooler bag with carrot juice and head to Carrot Beach.

It's noon, and the sun is bright and hot in the sky. It beats down on the fluffy white rabbits. They walk for what seems like a very long time. Too long.

"Which way is the beach?" Meghan asks, a little afraid. "I thought it was west."

"No, no, it's definitely to the east," says Amber.

"I'm so tired!"

The two friends stop in the shade for a minute and wipe their brows. They cover their eyes to shield them from the bright sun. Up ahead, they see the shade of tall reeds. It's scary and dark, but nice and cool. They head into the reed forest and sit on a small rock.

Thankfully, they have carrot juice to keep them from passing out in the summer heat.

Carrot juice is removed from the cooler bag and opened. So refreshing and nutritious! They drink it so fast they almost start choking. Slow down little rabbits! Think! Which way are you going?

Suddenly, a strange face pops out from behind the reeds. The two rabbits cry out, startled. "Who are you?" They can barely make out the shape of the face. He looks old and haggard, with chipped teeth and tangled fur. He resembles a rabbit, but not one they've ever seen.

"I'm a *wabbit,*" he says. "That's a wandering-rabbit. I've been wandering in these reeds for ten years now. I know these reeds in and out. And it seems you've gotten yourself lost!"

"We have. But why do you stay in the reeds? You look tangled. Your fur is matted. You never see sunlight!"

"Bah!" says Wabbit. "I couldn't care less about sunlight. I like the night!"

"But you need the sun! It's healthy!"

"I'll take my chances in the reeds!"

"Well, please have some of our carrot juice. It's good for you!"

Wabbit takes the juice and drinks it. He perks up a little bit. "Tastes like sunshine," he says. "I guess I do miss it a little sometimes." And then, Wabbit points a paw up and out of the reeds. "That a way! That's where you're no doubt headed."

Looking into the distance, they see the unmistakable glow of Carrot Beach. They have more energy from the carrot juice now, and they hop wildly toward Carrot Beach.

"Thank you, Wabbit! Goodbye!"

And there it is: rows upon rows of carrots. The same carrots that made the carrot juice that got them there. So tall and delicious, growing in the sun.

The two friends spread out their beach towels and re-apply their suntan lotion. They place their towels in the perfect spot. Not too sunny, not too shady. All around them are living things. The farmer waters the carrots every morning, and sometimes extra water gathers in a pool. The rabbits dip their toes in the pool of water to cool off.

As summer progresses, the sun and water make carrots grow taller and taller. The taller the carrots grow, the less the sun will be able to peek through their leafy green tops.

Suddenly, the carrots begin to rustle. The face of Wabbit pops out!

"Wabbit! You left the reeds!"

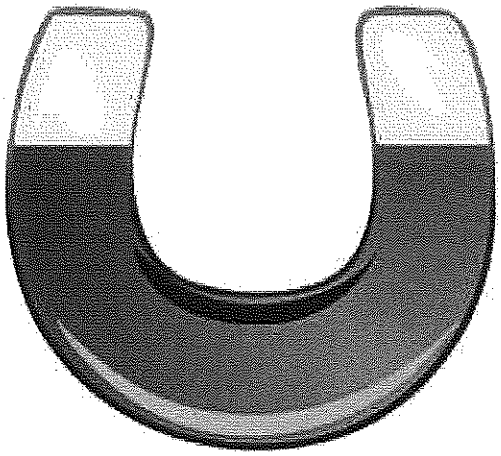
"I sure did," Wabbit says. "Well, I won't be staying for long, but I guess I did need a little bit of the sunshine. My fur was looking mighty...lumpy."

Wabbit hops away, and the girls decide to pack up and head home, too. The sun starts to set as they make their way.

There's extra carrot juice to give them energy for the hop back home.

The Sad Tale of the Lonely Magnet

by Alden Wicker



You've got it pretty easy, being a human. Yeah, I know, sometimes your parents make you do things you don't want to do, like go to bed early. And sometimes you get stomachaches and bruises when you fall down-ouch!

But that's nothing compared to being a magnet. Yes, I'm a magnet. What does that mean? Well, you see, with magnets, we are attracted to a lot of things. It was kind of cool when I was little and climbed the jungle gym, because I could hang off the monkey bars with no hands. I hung by my magnetic head. Cool, right? Though, sometimes it made it hard for me to get down.

When I walk past something big and metallic like a school bus, I have to try really hard to move forward, because I start getting sucked toward it. When I visited San Francisco and wanted to see the Golden Gate Bridge (it's not actually made of gold; it's made of steel), I didn't want to get too close, or else I would get stuck to the big cables that help hold it up. They're the biggest bridge cables ever made, you know.

The real problem is when I try to hang out with other magnets. They also exert force, but in weird ways. When I see my best magnet friend, Rob, I always want to give him a hug, a high five, or even just a handshake. But I can't get close to him! It's like we're pushing each other away, without even using our hands.

Playing tag is really hard-imagine trying to play when you can't tag each other! Playing capture the flag gets boring, because I can grab the flag and run back to our side, and no one

can capture me. So we don't play that very often. Instead, we play kickball, because we can throw the ball at each other and that works great, since the ball is rubber. We play baseball with a wooden bat instead of a metal bat, so we can drop the bat and run around the bases when we make a hit.

Ever since I started high school, I've wanted a magnet girlfriend. There are some smart and nice magnets in my class, but like I said, I couldn't figure out how to hold their hands! How can I invite one to the school dance? I guess our parents and teachers would be happy, because we can't dance too close to each other, but it was frustrating for me. So I kept my distance, and just passed them notes, or picked flowers for them and then threw them across the room and let them catch the bouquets.

Then one day, I was walking past the park and I saw a beautiful magnet. She was playing soccer with her friends, laughing a lot. When I looked at her, she seemed somehow different than the others.

When she was done playing her game, I started walking toward her, so I could say "hi" and talk to her and get to know her. (From five feet away, like usual). She saw me coming and smiled at me. Then something weird happened when I got close-we started being attracted to each other, literally!

I realized at that moment that she must be magnetized opposite from all my friends and me! Now, we're attached at the hip. She's perfect for me, and I'm perfect for her. We'll walk to the ice cream shop and share a milkshake, sitting side by side on the picnic bench out front. We're unstoppable when we play Red Rover-no one can get through!

Of course, we'll often pull apart so we can go to our different classes and play sports and hang out with our own friends. But we always come back together eventually.

It just goes to show ... opposites attract.

Name: _____ **Date:** _____

Use the article "The Sad Tale of the Lonely Magnet" to answer questions 1 to 2.

1. According to the magnet telling this story, what is the real problem with being a magnet?

2. Describe the personality of the magnet telling this story. Use evidence from the text to support your description.

Use the article "The Rabbits' Day at Carrot Beach" to answer questions 3 to 4.

3. What do Meghan Rabbit and Amber Rabbit do just before they head to Carrot Beach?

4. Why do Meghan Rabbit and Amber Rabbit want to go to Carrot Beach?

Use the articles "The Sad Tale of the Lonely Magnet" and "The Rabbits' Day at Carrot Beach" to answer question 5.

5. Sometimes an author will give human-like qualities or traits to things in a story that aren't human. This writing technique is called "anthropomorphization." Do the authors of one or both of these stories use this technique? Use evidence from the stories to support your answer.

Officer Harry

by Michael Stahl

Harry Smith is a police officer in the town where he grew up. His town is called Bergen. Harry always loved living in Bergen since he was a boy. He never, ever thought of leaving. When it came time for young Harry to figure out what job he wanted as a grownup, there was never a doubt in his mind. Harry knew he wanted to be a police officer. He thought it would be a good fit for him. Harry had a desire to help other folks in his community, and he felt that there was no better way to fulfill his desire than to become a police officer.

When Officer Harry is working or onduty, he spends a lot of his day "on the beat." That means Officer Harry basically walks around a certain neighborhood. Part of his job is certainly watching out for people trying to cause trouble. However, Officer Harry also says that he thinks he has a much bigger, more important job too. "When I am out in the neighborhood, I have to get to know people," he says. "The people of Bergen should trust me, and I have to show them that they can by introducing myself, being kind and very professional." Officer Harry believes that he needs everyone's support to do his job well. He says, "We're all really working together to make sure the area is safe."

Officer Harry has to catch a bad guy every now and again, though. When he feels there is "probable cause" for him to make an arrest in a certain situation, he will take action. Probable cause means that, as a police officer, he feels there is a good reason to believe a person has committed a crime. In other words, Officer Harry cannot simply arrest anyone he wants. He will eventually have to explain to someone why he did so.

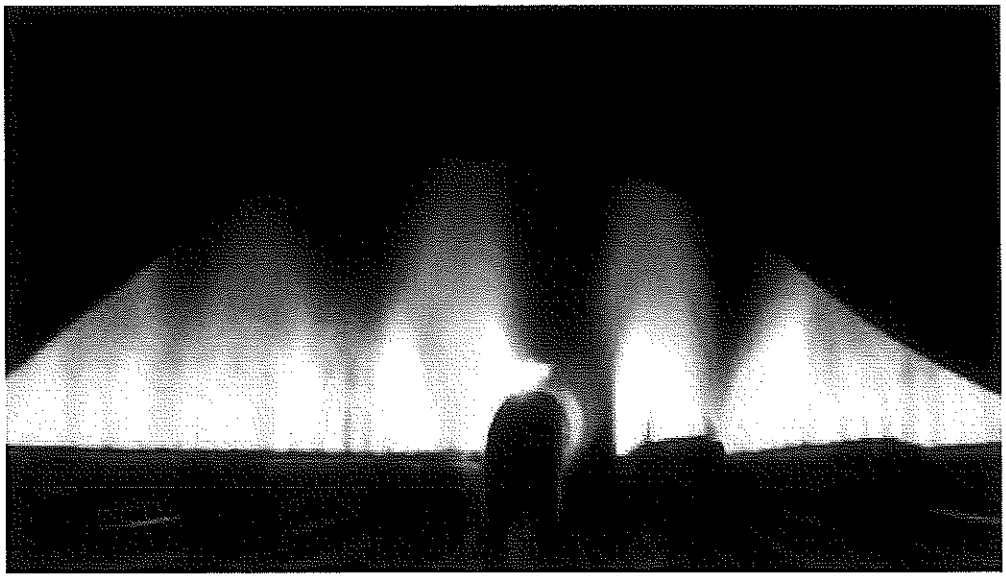
"There was one time where I happened to be walking down the street, and a man suddenly ran out of a candy store," Officer Harry remembers. "He had a bag in his hand, and the owner of the store, Ray, an old friend of mine, was yelling for help. That definitely gave me probable cause." Officer Harry was able to run the robber down and take him to jail.

There are other occasions where Officer Harry searches for someone he has been asked to arrest. "There are these documents called 'arrest warrants,' which tell police officers who we are supposed to bring to jail, where we might find them, and why they need to be arrested," he explains. When these warrants are created, someone else has already figured out that there is probable cause for someone to be arrested. "They make things easier for me," Officer Harry says, smiling. "I'd rather ask a suspect calmly to join me in my police car than have to run after him or her on the street!"

Though he definitely would prefer to never have to arrest anybody, it's part of Officer Harry's job-a job he truly loves. "I like the people of this neighborhood," he explains. "And they seem to like me too. They understand that I don't want to be mean to people. All I want to do is help keep them safe."

Engineering and Natural Gas

by James Folta



Matt Nelsen is a Mechanical Engineer for PG&E, which stands for Pacific Gas & Electric. PG&E is a company in Northern California that provides electricity and natural gas. Matt, as an engineer, designs the pipes that carry natural gas.

Natural gas is found underground, trapped in rocks. It can be captured by drilling and pulling it out of the rocks. Once it is captured, it is refined so that people can use it. This gas can then be burned to do lots of different things.

This natural gas is provided by PG&E to people in Northern California. It is used in houses and individual buildings like schools. This gas is used for heating, water heating, and cooking. Also, PG&E provides gas to factories and other big companies. This gas is used for power generation, equipment sanitation, and product development. Everything from making electricity to recycling to making all the things in stores can use natural gas.

This gas is moved in pipes. Underground there are a lot of pipes that carry many different things in and out of buildings. There are pipes that carry water into a house and then there are pipes that carry the dirty water out. There are also pipes that move natural gas. Matt designs these pipes for PG&E, figuring out where the pipes need to be so that the gas gets where it needs to go.

This is called designing "high-pressure transmission pipeline systems." This means that Matt figures out how many gas pipes are needed, how big they need to be, and how much gas needs to go through them. Matt needs to make sure that on any day, everyone who needs

gas has it.

To do so, Matt first figures out how much gas is used throughout the year. In Northern California, gas usage peaks in the winter, "as customers use more gas when it's cold out," says Matt. People need more gas in the winter to keep their houses warm and to heat their water for showers and baths. He designs pipes to be able to provide the necessary amount of gas.

Matt likes being an engineer because of the problem solving he gets to do. He likes thinking about "how to approach complex issues and develop intelligent...solutions." Matt has to be able to be flexible and solve problems. If something goes wrong, he is one of the people whom PG&E asks to fix the issue.

Matt also likes getting to see the pipe systems that he designs built in the real world. He says it is a little scary because his pipe designs affect "so many people: construction workers, maintenance crews, customers." There are a lot of people depending on Matt getting the pipes right! But Matt says it's worth it when his pipe systems are built. When Matt's designs are built and work like he expects them to, he says he feels like he's "really adding something to help people. It's a good feeling."

Matt says the hardest thing is being worried that his solutions won't work. It's hard to know what will actually happen. Will there be enough gas? Will the pipes work correctly? Matt says that he can't "have every piece of information [he] need[s] to solve a problem." This means that Matt and other engineers have to assume some things. Matt can guess how the pipes will work and how many people will need gas, but he can't know for sure. Not knowing for sure is the hard part of being an engineer.

There is a lot of work that goes into making gas pipes work. Matt works very hard to make sure that they work properly. So next time you wash your hands with warm water or you use a gas stove, think of Matt and all the engineers who made sure your home is getting the gas it needs!

Name: _____ **Date:** _____

Use the article "Engineering and Natural Gas" to answer questions 1 to 2.

1. Matt Nelsen's job is being a mechanical engineer. What does he do as an engineer?

2. Explain how Matt helps other people by doing his job. Support your answer with information from the article.

Use the article "Officer Harry" to answer questions 3 to 4.

3. What is Harry Smith's job?

4. Explain how Harry helps other people by doing his job. Support your answer with information from the article.

Use the articles "Engineering and Natural Gas" and "Officer Harry" to answer questions 5 to 7.

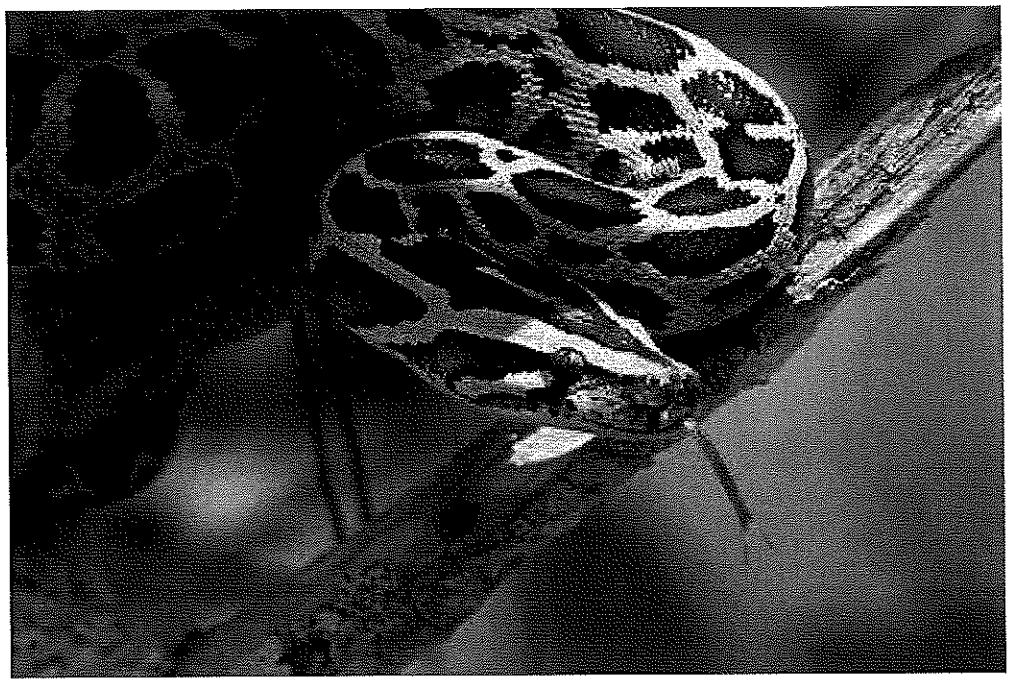
5. Compare the work of Matt, the engineer, with the work of Harry, the police officer.

6. How might the work of an engineer like Matt help a police officer like Harry do his job? Support your answer with evidence from both articles.

7. How might the work of a police officer like Harry help an engineer like Matt do his job? Support your answer with evidence from both articles.

Pythons Invade the Florida Everglades

by ReadWorks



When Tommy Owen, a tour guide in the Everglades National Park, saw the animal, he immediately went after it. Owen was giving a tour of Florida's famous national park wetlands. He and a group of tourists were floating in a boat through the shallow water that makes up the Everglades. One of the women in the boat he was steering saw a snake in the water. She got Tommy's attention and pointed the snake out to him. When Tommy saw the snake, he acted fast. He reached into the water and grabbed the animal by the head. He got a good grip and didn't let go. Tourists in the boat were worried when the snake wrapped itself around Tommy's arm. After several minutes, he got control of the animal and removed it from the water. The snake was a ten-foot-long Burmese python. It was a snake not native to Florida and, quite simply, it didn't belong there.

* * *

The Florida Everglades teems with life. Situated at the southern end of the state, between Lake Okeechobee and the Gulf Coast, the Everglades is the largest wilderness east of the Mississippi River. Migratory and wading birds tiptoe through marshy grasslands. Orchids and ferns dot the hardwood forests. Alligators lounge in the shallows and on muddy riverbanks. Mangrove leaves rustle in the wind as the brackish water laps at their roots.

All of this life is made possible by the presence of water. The Everglades is a natural region of subtropical wetlands. Water flows from the Kissimmee River into the wide, shallow Lake Okeechobee. From there the lake drains south, into the Everglades marsh and the Florida flats. The Everglades is sometimes called the "River of Grass" after a book of the same name by author Marjory Stoneman Douglas. The phrase illustrates the fact that the Everglades is basically a very wide and shallow river.

The Florida Everglades once covered 11,000 square miles across the southern end of the state. Wetlands are an important ecosystem. For centuries, however, humans thought of wetlands as unhygienic swamps. Draining the Everglades was suggested in the late 19th century. As soon as Florida became a state in 1845, its legislature asked permission from Congress to drain the Everglades. Canals were dug to remove or redirect the water. Land that dried out was reclaimed for agriculture or building purposes. This reclamation allowed for significant development in south Florida. Sugar farmers moved into the area and prospered. The city of Miami took root.

Approximately 50% of the Everglades was reclaimed for agricultural or urban use. Much of the northern area was polluted with phosphorus. This phosphorus was agricultural runoff from the farms near the Everglades.

Concerned Floridians began advocating for saving the area in the 1930s. Their efforts paid off in 1947 when Congress created the Everglades National Park. Starting in the late 1970s, environmental concerns at both the national and international levels refocused attention on the Everglades. The area was designated as one of the world's most important wetland areas.

Since then efforts have been underway to safeguard the park and return the Everglades to health. Water levels are monitored, as are nutrient levels in both water and soil samples.

Much of the conservation project was designed to reverse-engineer the canal system that was built in the 19th and mid-20th centuries. By the mid-2010s, ecological indicators showed some improvements. For example, the crayfish population was up. Wading and migratory birds improved their nesting habits.

Despite conservation efforts, the Everglades ecosystem began facing another threat in the early 2000s.

* * *

Burmese pythons were breeding in the Everglades, and they reached numbers that designated them as an invasive species. They were classified as an invasive species when their population swelled to a large size.

Pythons are eating machines. They can eat animals of different sizes, from mice to deer. They especially enjoy dining on small mammals and birds. Studies have shown that since the appearance of Burmese pythons in the Everglades, the numbers of small mammals in the area dropped significantly. This population loss was not observed in areas where the Burmese python had not established itself.

The Burmese python is native to tropical and subtropical zones in Southeast Asia. In their native habitat, Burmese pythons are nocturnal carnivores. When they live close to human habitations, Burmese pythons eat rats, mice, and rabbits that are attracted to human dwellings and farms. They can also eat small farm animals like chickens. When they live away from human habitations, Burmese pythons eat birds and small wild mammals. The Burmese python is a solitary animal. It kills by constricting its body around its prey. Python eggs and hatchlings are a food source for other animals. In the wild, Burmese pythons grow to be on average 12 feet long. (Habitat loss and the exotic pet trade in Asia are depleting the Burmese python's numbers in the Asian wild.)

The first Burmese python was found in the Florida Everglades in 1979. It's presumed the animal was originally kept as a pet and then released by its owner. It was removed, but that wasn't the last of Burmese pythons in south Florida. It's thought that numerous Burmese pythons escaped pet stores and cages damaged in Hurricane Andrew in 1992. Since then, the numbers of Burmese pythons grew at a fast rate. The escaped Burmese pythons weren't the only cause of the most recent population increase of Burmese pythons.

In the United States the Burmese python was a popular exotic pet. Docile and beautifully patterned in brown and gold diamond shapes, these snakes could be purchased at pet stores or reptile shows. Owners kept them in cages or tanks and fed them rats or mice. Most people bought Burmese pythons when they were small. Burmese pythons grow very quickly. For many pet owners, the pet Burmese pythons became too big to manage. So they released them into the wild.

When the Burmese python was designated as an invasive species, many agencies and individuals began trying to put a stop to the python invasion. The National Park Service started a program to study these animals in the Florida Everglades. Park Service scientists implanted tracking devices into seventeen large pythons that were later re-released into the wild. They provided scientists with information regarding python behavior.

In January 2013 to February 2013, the Florida Fish and Wildlife Conservation Commission ran a contest called the 2013 Python Challenge. The Commission issued permits to hunt the snakes within state wildlife-managed areas of the Everglades. Sixty-eight Burmese pythons were captured.

Later in 2013, Jason Leon was driving in a rural area near Florida City when he spotted a Burmese python's head protruding from the brush. The man was a biologist, and he was familiar with pythons. He approached the snake and pulled it out of the bush. The animal was bigger than he expected. After a struggle with the animal, Leon killed it. The Burmese python was 128 pounds and longer than 18 feet. Leon contacted the Florida Fish and Wildlife Conservation Commission, which agreed to pick up and examine the snake. The snake was found to be the largest ever in the state of Florida.

The state later issued a statement:

> Jason Leon's nighttime sighting and capture of a Burmese python of more than 18 feet in length is a notable accomplishment that set a Florida record. The Florida Wildlife Commission is grateful to him both for safely removing such a large Burmese python, and for reporting its capture.

Despite these efforts, the population of Burmese pythons continued to grow. The Florida Fish and Wildlife Conservation Commission held another contest in 2016 called the 2016 Python Challenge.

All the Pieces Matter

by A.P. Raj

Jason stared at the whiteboard at the front of the classroom, trying to make sense of what he saw there. Mr. Freamon had drawn a complicated diagram of all the creatures living in the nearby Ho Tep Wildlife Reserve. Every type of living thing, from trees and insects to mammals and birds, was written down and circled on the board. Arrows snaked around the board, connecting the circles, showing which creatures depended on which other creatures to survive.

Though he had been hiking out in Ho Tep plenty of times, Jason had never given much thought to the animals and other wildlife he had seen out there. He'd never thought about how the amount of rainfall affected the amount of moisture in the soil, which affected how well plants could grow, which affected the ability of the animals that ate those plants to survive. It was enough to make his head swim a little.

Jason wasn't the only one who was confused. Mr. Freamon could tell that his students were all struggling to make sense of the mess of connections drawn out on the board. He smiled and stopped drawing for a moment to speak to the class.

"Take a deep breath," Mr. Freamon said. "You don't need to memorize what's on the board. If you're going to take away one thing from this lesson, let it be this: All the pieces matter. Every ecosystem on Earth depends on a delicate balance among all of the different forms of life within it."

Adriana raised her hand and asked why that was.

"Well," Mr. Freamon said, "in any ecosystem, all of the creatures within it are competing for the same resources: food, water and shelter-the basic needs of every living thing. There's only so much to go around, so creatures have to compete with other creatures to get what they need. And since they all go about it in a unique way, all of the creatures in an ecosystem end up depending on one another. Let me give you an example.

"Remember that video we watched last week? With the wolves killing the elk at Yellowstone National Park?"

Everyone nodded.

"And how many of you thought that the wolves were mean for killing those elk?"

About half the students raised their hands, but Jason kept his hand down. Wild animals will do what they do, he thought. The idea of meanness never enters into it. They act on instinct.

"Consider this, then," Mr. Freamon continued. "Without the wolves in the park to keep the elk population in check, the elk would have eaten all of the aspen and willow in the park. Not only would those plants be gone, but the other animals that depend on them to survive, would have been out of luck too. All the pieces matter."

After class that day, Jason went home and looked up "ecosystem resilience" on the Internet. He found a lot of interesting links about different ecosystems that had changed rapidly because one of the pieces had been taken out of the puzzle, as Mr. Freamon would have put it.

In Africa, people hunted lions and leopards and reduced their population, leading to higher populations of a certain type of baboon. That had led, somehow, to higher rates of parasites in baboons and people. And along some coasts, human activity had reduced the sea otter population. The sea otters ate sea urchins that ate kelp from massive kelp forests. Without the sea otters to keep them in check, the kelp started to disappear.

The whole idea was starting to make sense to Jason. It was basically like dominoes-all the pieces lined up, and if you knocked one down, it would knock down the next one, which would

knock down the one after that, until they all went down. Of course, it was a lot more complicated than that, but that was the basic idea.

The next time Jason went to Ho Tep Wildlife Reserve, on a camping trip with his dad, he made a point of observing the wildlife. He spent twenty minutes watching a copperhead snake slither across the forest floor, wondering about its role in the larger system. Through his binoculars, he watched a robin build its nest near the top of an oak tree. He imagined the robin catching insects to bring back to the nest to feed her chicks. He thought about how the roots of the tree reached way down into the soil to drink the moisture there. It really was fascinating how everything fit together.

Later, when he was back at school, he asked Mr. Freamon about the ecosystem at Ho Tep. He mentioned how he thought about the trees and how they were rooted in the soil.

"It's funny you should mention that, Jason," Mr. Freamon said. "You know, without those trees to anchor the soil, Ho Tep would still be a desert, like it was thousands of years ago."

"You mean Ho Tep hasn't always been a forest?"

"No, it hasn't. For a long time it was a desert-a totally different ecosystem. But over time, things changed," Mr. Freamon said.

"What things?" Jason asked.

"Weather patterns, for one. There probably wasn't a lot of rain falling on that area for a long time. But as that changed, there was more moisture in the soil. Enough for flowering plants to begin to take root, and eventually trees," replied Mr. Freamon.

"And once there are trees, there's shelter for birds and other animals," Jason said.

"Exactly right," Mr. Freamon said. "You've got the idea."

"Does that mean that we can deliberately change an ecosystem? Turn a desert into a forest, or something like that?"

Mr. Freamon smiled. "Well, it isn't that simple. Nature has a way of changing itself, but it takes a very long time, and it doesn't have an end goal in mind. Ecosystems fall apart, and then eventually find a new way to rebuild. But that's not quite the same as planning out a change.

"There are so many variables to consider- not only things like trees and birds, but the bacteria and other creatures you can only see with a microscope. Not to mention, we haven't exactly figured out how to change the weather."

"So we've never changed an ecosystem?" Jason asked.

"Oh, I wouldn't say that," Mr. Freamon said. "We've changed plenty of ecosystems all right. Except when humans change an ecosystem, it's usually not deliberate. Usually it's because clearing out land to build things drives out other creatures."

"Well, it's like you always say: humans are a part of nature too, right?"

"Exactly right, Jason," Mr. Freamon said. "That's exactly right."

Name: _____ Date: _____

Use the article "Pythons Invade the Florida Everglades" to answer questions 1 to 2 .

1. What kind of animal had a population increase in the Florida Everglades in the early 2000s?

2. What effect has the release of these animals have on the number of small mammals in the Everglades? Support your answer with evidence from the text.

Use the article "All the Pieces Matter" to answer questions 3 to 4.

3. What caused higher populations of a certain type of baboon in Africa?

4. What effect has the higher population of this type of baboon had on baboons and people? Support your answer with evidence from the text.

Use the articles "All the Pieces Matter" and "Pythons Invade the Florida Everglades" to answer questions 5 to 6.

5. Think about the process of cause and effect involving Burmese pythons in the Everglades. How is it similar to the changes in Africa described by "All the Pieces Matter"?

6. Explain why understanding the process of cause and effect might be important to someone studying the environment. Support your answer with evidence from the articles.

Day 1

☺ Count by 2's to 20

☺ Write the fact family for 8, 7 and 56

☺ The sum of two numbers is 24,000. What might the two numbes be? Show as many different solutions as you can.

_____ + _____ = 24,000

Four Digit plus Four Digit Addition

Name:

Solve each problem.

8,750	12,382	10,735	6,609
6,333	7,690	13,766	5,044
8,316	14,913	17,362	12,197

1) 6,746 + 2,004

2) 9,356 + 2,841

3) 6,525 + 5,857

4) 3,848 + 3,842

5) 5,303 + 3,013

6) 7,638 + 6,128

7) 9,547 + 7,815

8) 9,447 + 1,288

9) 3,226 + 3,107

10) 8,989 + 5,924

11) 3,234 + 1,810

12) 5,127 + 1,482

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

1-10	92	83	75	67	58	50	42	33	25	17
11-12	8	0								

Multiplication (Vertical) Name:

Solve each problem.

1) 30 × 2

2) 25 × 9

3) 57 × 2

4) 12 × 7

5) 11 × 2

6) 26 × 5

7) 36 × 8

8) 98 × 7

9) 51 × 6

10) 34 × 5

11) 18 × 3

12) 46 × 9

13) 36 × 7

14) 28 × 5

15) 69 × 8

16) 12 × 3

17) 35 × 8

18) 74 × 4

19) 77 × 6

20) 65 × 3

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

Day 2

☺ Count by 3's to 30

☺ Write the fact family for 6, 7 and 42

☺ The sum of two numbers is 15,000. What might the two numbes be? Show as many different solutions as you can.

_____ + _____ = 15,000

Four Digit plus Four Digit Addition

Name:

Solve each problem.

2,930	10,299	9,600	16,180
7,414	16,934	17,790	14,263
10,843	8,496	11,154	18,474

1) 7,350 + 3,493

2) 7,448 + 6,815

3) 9,939 + 6,241

4) 9,741 + 8,049

5) 8,422 + 1,178

6) 1,751 + 1,179

7) 5,378 + 2,036

8) 5,050 + 3,446

9) 9,560 + 7,374

10) 7,004 + 3,295

11) 9,530 + 8,944

12) 7,886 + 3,268

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

1-10	92	83	75	67	58	50	42	33	25	17
11-12	8	0								

Multiplication (Vertical)

Name:

Solve each problem.

1) 270 × 7

2) 347 × 2

3) 940 × 4

4) 625 × 8

5) 201 × 5

6) 663 × 5

7) 277 × 3

8) 657 × 8

9) 238 × 2

10) 353 × 3

11) 507 × 3

12) 850 × 4

13) 155 × 2

14) 993 × 7

15) 505 × 2

16) 980 × 3

17) 628 × 5

18) 557 × 2

19) 946 × 6

20) 821 × 2

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

Day 3

☺ Count by 4's to 40

☺ Write the fact family for 4, 5 and 20

☺ The sum of two numbers is 7,800. What might the two numbes be? Show as many different solutions as you can.

_____ + _____ = 7,800

4 Digit Minus 4 Digit

Name:

Use subtraction to solve the following problems.

775	1,460	1,640	319	3,662
4,167	2,639	2,221	1,048	5,018
2,933	1	1,113	3,036	354

1) 1,031 - 1,030

2) 3,562 - 2,102

3) 4,629 - 2,408

4) 2,792 - 1,744

5) 8,701 - 5,039

6) 6,855 - 6,536

7) 7,342 - 6,567

8) 7,597 - 2,579

9) 8,145 - 3,978

10) 1,360 - 1,006

11) 5,205 - 3,565

12) 6,988 - 3,952

13) 6,113 - 3,180

14) 2,826 - 1,713

15) 4,965 - 2,326

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

1-10	93	87	80	73	67	60	53	47	40	33
11-15	27	20	13	7	0					

Multiplication (Vertical) Name:

Solve each problem.

1) 1,748 × 6

2) 6,665 × 3

3) 4,037 × 7

4) 7,890 × 8

5) 6,097 × 9

6) 3,121 × 9

7) 8,772 × 6

8) 8,951 × 4

9) 8,406 × 5

10) 1,475 × 6

11) 5,843 × 8

12) 6,286 × 7

13) 6,426 × 3

14) 8,478 × 2

15) 2,000 × 8

16) 6,644 × 6

17) 6,907 × 6

18) 3,879 × 9

19) 3,993 × 6

20) 7,776 × 9

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

Day 4

☺ Count by 5's to 50

☺ Write the fact family for 9, 6 and 54

☺ The sum of two numbers is 850. What might the two numbes be? Show as many different solutions as you can.

_____ + _____ = 850

Four Digit plus Four Digit Addition

Name:

Solve each problem.

3,760	10,958	7,109	11,120
7,990	7,581	11,979	14,083
15,852	13,012	15,873	10,861

1) 6,350 + 1,231

2) 8,956 + 2,002

3) 2,117 + 1,643

4) 9,425 + 6,448

5) 5,812 + 2,178

6) 5,814 + 5,306

7) 9,305 + 4,778

8) 8,693 + 4,319

9) 8,860 + 6,992

10) 9,180 + 1,681

11) 5,400 + 1,709

12) 9,860 + 2,119

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

1-10	92	83	75	67	58	50	42	33	25	17
11-12	8	0								

Multiplication (Vertical) Name:

Solve each problem.

1) 829 × 2

2) 169 × 6

3) 556 × 2

4) 875 × 7

5) 210 × 4

6) 314 × 4

7) 889 × 6

8) 258 × 2

9) 540 × 5

10) 228 × 9

11) 260 × 5

12) 196 × 7

13) 695 × 3

14) 585 × 4

15) 242 × 5

16) 465 × 4

17) 448 × 6

18) 259 × 2

19) 611 × 4

20) 839 × 8

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

Day 5

☺ Count by 6's to 60

☺ Write the fact family for 6, 8 and 48

☺ The sum of two numbers is 18,500. What might the two numbes be? Show as many different solutions as you can.

_____ + _____ = 18,500

Four Digit plus Four Digit Addition

Name:

Solve each problem.

9,384	8,161	10,953	15,731
10,437	10,049	16,923	8,020
12,100	5,070	10,003	4,878

1) 5,213 + 2,948

2) 7,027 + 3,410

3) 5,372 + 4,012

4) 2,763 + 2,307

5) 3,005 + 1,873

6) 5,584 + 4,419

7) 9,784 + 1,169

8) 5,328 + 4,721

9) 9,445 + 7,478

10) 4,513 + 3,507

11) 9,580 + 2,520

12) 9,140 + 6,591

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

1-10	92	83	75	67	58	50	42	33	25	17
11-12	8	0								

Multiplication (Vertical) Name:

Solve each problem.

1) 28 × 7

2) 15 × 9

3) 26 × 2

4) 72 × 5

5) 36 × 8

6) 15 × 6

7) 22 × 5

8) 56 × 9

9) 81 × 4

10) 90 × 5

11) 87 × 3

12) 59 × 5

13) 49 × 2

14) 38 × 2

15) 19 × 9

16) 59 × 7

17) 97 × 8

18) 17 × 5

19) 66 × 5

20) 33 × 6

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

Day 6

☺ Count by 7's to 70

☺ Write the fact family for 7, 4 and 28

☺ The sum of two numbers is 18,500. What might the two numbes be? Show as many different solutions as you can.

_____ + _____ = 18,500

4 Digit Minus 4 Digit Name:

Use subtraction to solve the following problems.

4,436	989	61	199	2,384
3,081	1,164	1,192	445	176
3,157	2,652	3,925	2,502	3,164

1) 3,581 − 3,405

2) 1,474 − 1,029

3) 7,130 − 3,973

4) 6,877 − 4,375

5) 4,757 − 2,105

6) 2,280 − 2,219

7) 5,177 − 4,978

8) 3,149 − 2,160

9) 3,612 − 2,448

10) 2,454 − 1,262

11) 8,778 − 6,394

12) 6,662 − 2,226

13) 6,896 − 3,732

14) 8,744 − 4,819

15) 6,684 − 3,603

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

1-10	93	87	80	73	67	60	53	47	40	33
11-15	27	20	13	7	0					

Multiplication (Vertical) Name:

Solve each problem.

160	152	426	150
249	624	174	180
90	427	455	380

1) 20 × 9

2) 58 × 3

3) 71 × 6

4) 61 × 7

5) 76 × 5

6) 91 × 5

7) 78 × 8

8) 76 × 2

9) 75 × 2

10) 83 × 3

11) 18 × 5

12) 40 × 4

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

1-10	92	83	75	67	58	50	42	33	25	17
11-12	8	0								

Day 7

☺ Count by 8's to 80

☺ Write the fact family for 6, 5 and 30

☺ The sum of two numbers is 32,650. What might the two numbes be? Show as many different solutions as you can.

_____ + _____ = 32,650

4 Digit Minus 4 Digit

Name:

Use subtraction to solve the following problems.

1) 9,219 - 1,652

2) 8,089 - 4,018

3) 9,539 - 3,253

4) 9,595 - 5,128

5) 5,130 - 1,746

6) 9,607 - 4,780

7) 5,837 - 1,236

8) 6,719 - 2,550

9) 8,002 - 5,108

10) 4,025 - 2,345

11) 3,471 - 1,033

12) 9,116 - 8,539

13) 6,585 - 1,265

14) 7,090 - 2,173

15) 9,189 - 8,432

16) 5,537 - 1,926

17) 7,628 - 3,073

18) 7,553 - 3,834

19) 2,745 - 1,840

20) 2,732 - 2,466

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

Multiplication (Vertical) Name:

Solve each problem.

390	234	462	810
162	738	104	168
240	115	171	164

1) 57 × 3

2) 66 × 7

3) 39 × 6

4) 52 × 2

5) 90 × 9

6) 23 × 5

7) 30 × 8

8) 42 × 4

9) 78 × 5

10) 41 × 4

11) 54 × 3

12) 82 × 9

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

1-10	92	83	75	67	58	50	42	33	25	17
11-12	8	0								

Day 8

☺ Count by 9's to 90

☺ Write the fact family for 2, 7 and 14

☺ The sum of two numbers is 64,225. What might the two numbes be? Show as many different solutions as you can.

_____ + _____ = 64,225

4 Digit Minus 4 Digit

Name:

Use subtraction to solve the following problems.

1) 8,386 - 2,058	**2)** 8,060 - 4,384	**3)** 1,701 - 1,694	**4)** 7,554 - 5,312
5) 6,459 - 3,348	**6)** 2,600 - 2,560	**7)** 3,255 - 1,970	**8)** 7,543 - 1,981
9) 4,181 - 2,461	**10)** 5,226 - 2,694	**11)** 7,831 - 4,322	**12)** 9,992 - 5,015
13) 8,300 - 8,156	**14)** 4,688 - 2,866	**15)** 4,182 - 3,895	**16)** 3,654 - 1,791
17) 7,568 - 5,885	**18)** 7,735 - 1,276	**19)** 8,055 - 4,180	**20)** 4,276 - 2,487

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

Multiplication (Vertical) Name:

Solve each problem.

1) 57 × 71

2) 33 × 58

3) 97 × 45

4) 37 × 42

5) 77 × 56

6) 47 × 67

7) 74 × 99

8) 26 × 17

9) 27 × 39

10) 74 × 92

11) 13 × 52

12) 63 × 86

13) 64 × 90

14) 92 × 20

15) 73 × 60

16) 34 × 48

17) 74 × 94

18) 78 × 10

19) 51 × 11

20) 97 × 60

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

Day 9

☺ Count by 10's to 100

☺ Write the fact family for 9, 5 and 45

☺ The sum of two numbers is 896. What might the two numbes be? Show as many different solutions as you can.

____ + ____ = 896

Subtracting Across Zero Name:

Use subtraction to solve the following problems.

27,172	68,383	17,526	15,286
39,227	2,081	4,235	9,614
47,277	6,068	15,597	28,557

1) 30,002 − 2,830

2) 70,001 − 1,618

3) 70,005 − 30,778

4) 70,002 − 52,476

5) 20,003 − 17,922

6) 10,006 − 392

7) 10,007 − 5,772

8) 10,003 − 3,935

9) 50,008 − 34,411

10) 40,001 − 11,444

11) 70,003 − 54,717

12) 80,007 − 32,730

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

1-10	92	83	75	67	58	50	42	33	25	17
11-12	8	0								

Multiplication (Vertical)

Name:

Solve each problem.

1) 32 × 41

2) 89 × 89

3) 74 × 21

4) 95 × 52

5) 24 × 85

6) 99 × 36

7) 94 × 95

8) 19 × 61

9) 91 × 49

10) 88 × 11

11) 44 × 79

12) 46 × 86

13) 30 × 91

14) 35 × 81

15) 80 × 39

16) 63 × 15

17) 90 × 99

18) 96 × 43

19) 91 × 44

20) 50 × 94

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

Day 10

☺ Count by 7's to 70

☺ Write the fact family for 9, 7 and 63

☺ The sum of two numbers is 1,070. What might the two numbes be? Show as many different solutions as you can.

____ + ____ = 1,070

4 Digit Minus 4 Digit

Name:

Use subtraction to solve the following problems.

7	3,111	6,328	3,676	287
5,562	1,822	40	4,977	3,509
1,720	2,532	2,242	1,285	144

1) 8,386 − 2,058

2) 8,060 − 4,384

3) 1,701 − 1,694

4) 7,554 − 5,312

5) 6,459 − 3,348

6) 2,600 − 2,560

7) 3,255 − 1,970

8) 7,543 − 1,981

9) 4,181 − 2,461

10) 5,226 − 2,694

11) 7,831 − 4,322

12) 9,992 − 5,015

13) 8,300 − 8,156

14) 4,688 − 2,866

15) 4,182 − 3,895

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

1-10	93	87	80	73	67	60	53	47	40	33
11-15	27	20	13	7	0					

Multiplication (Vertical) Name:

Solve each problem.

1) 763 × 3

2) 440 × 3

3) 222 × 9

4) 721 × 2

5) 839 × 2

6) 234 × 8

7) 899 × 7

8) 637 × 6

9) 936 × 5

10) 442 × 7

11) 135 × 8

12) 406 × 2

13) 830 × 3

14) 840 × 5

15) 405 × 2

16) 702 × 6

17) 294 × 9

18) 302 × 2

19) 583 × 3

20) 400 × 7

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0