

Distance Learning Packet

Week 3

Name: _____

(First and Last Name)

Teacher: _____

3RD GRADE

(

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Teacher -

Grade: 3 Week 3: May 4th – May 8th

Weekly Planner

Welcome to our *Virtual Classroom!*

Student Time Expectation per day: 2-3 hours

Daily Routine Practice and Rehearsal (In any order that fits your family's home routine) *Times are approximate.*

- 20 min. Reading Independently (Reading aloud, being read to, or reading silently)
- 20 min. Writing- Daily Prompt: See Calendar / Criteria: Thoughtful response with main idea supported by details, connections to self/other texts/the world, proper capitalization and punctuation.
- 10 Min. Multiplication Practice
- 20 Scientific Observation: Information Processing of field work, virtual field trips, Mystery Science or articles through Sense Making Notebooks
- 30 minutes Reading / ELA, 30 Minutes Math,

Content Area	Learning Objectives	Assignments: Daily Routines + These Tasks
Language Arts <i>Vehicles may be Science or Social Studies</i> Wonders/ Read Works Provided Passages & Graphic Organizers for Writing	<ul style="list-style-type: none"> • I can ask and answer questions about text that I read. • I can determine the main idea of a text and recount key details and explain how they support the main idea. 	<input type="checkbox"/> Read the Read Works passages a few times and answer questions. <input type="checkbox"/> "A Dangerous Dust Storm and The Tornado Drill" <input type="checkbox"/> Social Studies, read the passage and answer the questions throughout. "How are California Indians in your region alike and different?" pages 17 - 22 <input type="checkbox"/> Your Turn Pages 233-236 - "Hiram Revels - The First African American Senator" <input type="checkbox"/> Worksheets: 1-3, 6-7, 49, 50
Mathematics Connect Ed/MyMath Prodigy Provided Activities	<ul style="list-style-type: none"> • I can relate area to the operations of multiplication and addition. • I can tile or use a formula. • I can solve area and perimeter word problems. 	<input type="checkbox"/> Optional: https://mysteryscience.com/mini-lessons/germs?code=e6a6a181e835354f8c7b2dfec020893#slide-id-8055 Write a paragraph about your observations. <input type="checkbox"/> Natural Disasters - Read and answer questions
Science District Adopted Materials, Twig Packets and/or Other Activities	<ul style="list-style-type: none"> • I can obtain and combine info to describe climates in different regions of the world. 	

Teacher Office Hours

I have two hours scheduled every day for emails, phone calls, conference calls, and virtual experience.

Please see the newsletter for office hours. If your student needs additional help, please reach out and we will find a way.

Submission of Work: Assignments can be turned in digitally sooner, but the paper drop off is scheduled at our site for Fri., 5/8/20

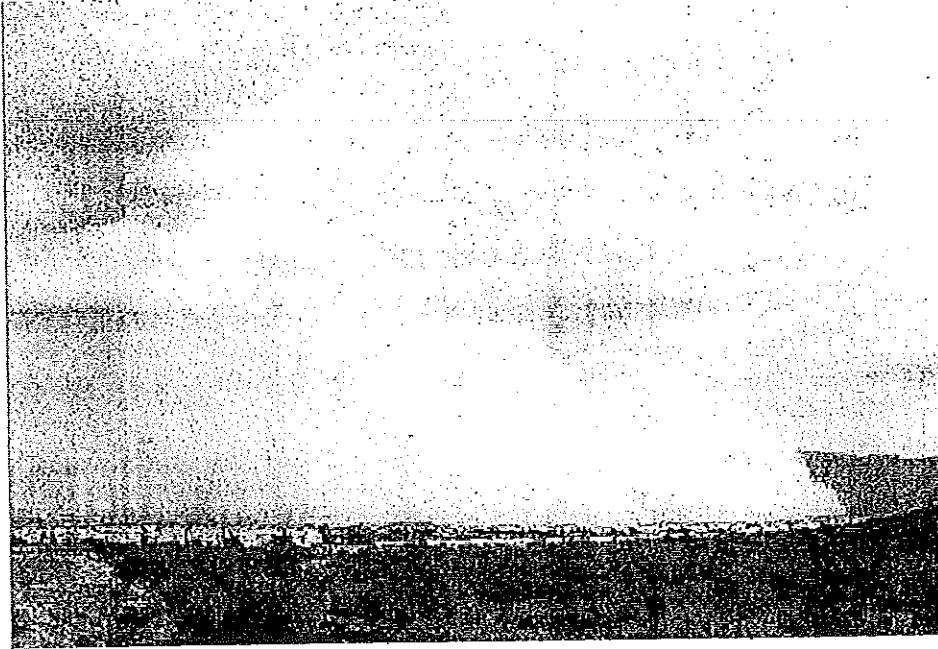
Submit Logs & Products: Scan / photo /upload/or deliver

Our Daily Routines

	Log Your Reading	Writing	Math Games or Fluency
Log for May 4 th – 8 th Monday	Title: Parent initial _____ to verify reading	Prompt: <i>If you could have any pet what would it be and why?</i> Parent initial _____ to verify	Game: Parent initial _____ to verify play
Tuesday	Title: Parent initial _____ to verify reading	Prompt: <i>What makes a good friend?</i> Parent initial _____ to verify	Game: Parent initial _____ to verify play
Wednesday	Title: Parent initial _____ to verify reading	Prompt: <i>If you were in charge of managing the zoo, which animals would you spend the most of your time with?</i> Parent initial _____ to verify	Game: Parent initial _____ to verify play
Thursday	Title: Parent initial _____ to verify reading	Prompt: <i>If you could be any book or TV character, who would you choose? Why?</i> Parent initial _____ to verify	Game: Parent initial _____ to verify play
Friday	Title: Parent initial _____ to verify reading	Prompt: <i>Is it possible to have more than one best friend? How do you know?</i> Parent initial _____ to verify	Game: Parent initial _____ to verify play

A Dangerous Dust Storm

by ReadWorks



One day in 2011, in Phoenix, Arizona, a woman was getting in her car, which was parked in her driveway. Suddenly, her husband ran out of the house. He was waving his arms and yelling.

Without another word, the woman ran back in her house and shut the front door. The husband and wife stood at their front window. A few minutes later, the sky began to darken. And then, sand began to swirl around the house. Soon, sand and dust were everywhere, blowing all around the house. This lasted for almost an hour.

The woman and her husband were watching an especially violent type of dust storm. A dust storm is a kind of storm where wind picks up clouds of sand and dust from the desert and blows them into the air. Phoenix is built in the middle of the Sonoran Desert. It gets several dust storms every year. Most of the dust storms are very small, but some of them are very big. A large, thick dust storm hit Phoenix in 2011. It was more than a mile tall and 50 miles wide. Severe dust storms can last for up to three hours.

These dust storms happen in other areas too. Countries in the northern part of Africa can get very violent dust storms that last a long time. If this type of dust storm strikes near a farm, it

can cover the farm with dust and sand. This means the farmer can no longer plant crops. Often the farm must be abandoned.

Dust storms can be very dangerous. When a dust storm hits, it makes it difficult to see. If you are outside during a dust storm, you may not be able to see more than a few inches in front of you. When a dust storm is approaching Phoenix, the local weather stations start broadcasting warnings for people to get off the street. People are told to park their cars, so they don't crash. Airplanes are not allowed to take off from or land at the Phoenix airport because the pilots cannot see well.

The dust in a dust storm can also make people sick. Some of the dust can carry pesticides and toxins. People go inside during a dust storm so that they do not inhale the dust. People with pets, like dogs and cats and horses, also bring their animals inside so that they do not get sick.

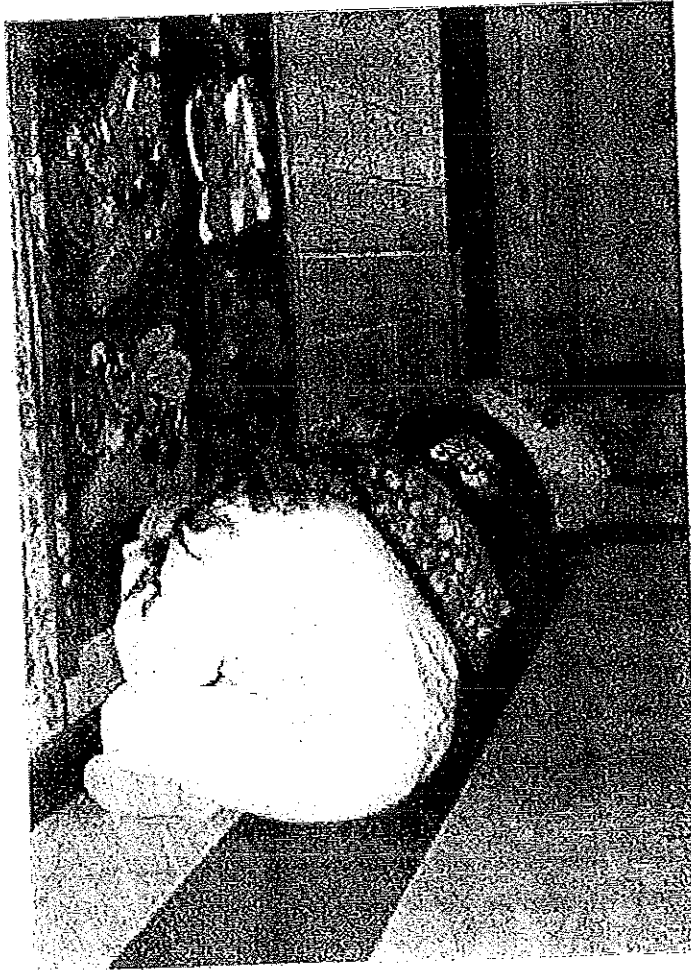
Weather forecasters are always trying to get better at predicting when a dust storm will happen. The sooner they know a dust storm is coming, the sooner they can warn people about it. The sooner people are warned about a dust storm, the more lives will be saved. This is because more people will be able to get to safety before the dust storm strikes.

Paul Fisher and his family have lived in Arizona for more than 20 years. He can remember seeing many intense dust storms during that time. One time, he was out walking his dog, Jimbo, shortly after he had moved to Phoenix. As he was walking, he looked out at the desert and saw what looked like a big, dark wall. He stared at it for a few minutes. Suddenly, he realized what he was looking at. He grabbed Jimbo and ran back to the house. He was just able to get inside before the storm hit.

"Once you're in a [violent dust storm], you never forget it," he said. "It's like a thunderstorm, but instead of rain, all you can see is sand."

The Tornado Drill

by ReadWorks



The alarm went off again. Jonas knew what to do this time. They all had to go out in the hall, sit next to each other, and curl up into a ball. This was in case there was a tornado. Jonas hadn't understood how in the world going into the hall and curling up into a ball would help you if you got hit by a tornado. Then his teacher had told him that they went into the hall to be away from windows that might break during a tornado. Curling up was in case something fell on you. That's why they put their hands over their neck, to protect it in case something sharp fell.

Molly had just joined the class, and she sat next to Jonas. When the alarm went off, Molly hid under her desk. Jonas had to tell her to get out from under there and follow the class in the hall.

It turned out to be a drill, just like last time. After a few minutes, all the students went back into their classroom and sat back down at their desks. After school, Jonas teased Molly about hiding under her desk when the alarm went off. "Scaredy cat!" he said. Molly laughed at him. "I wasn't scared," she replied. Molly explained. She had moved to Oklahoma from California last week. In school in California, when the alarm went off, it was an earthquake drill, not a tornado drill. During the earthquake drill, you were supposed to hide under your desk.

Kanisha overheard them. She told them she had just visited her cousins in Florida, and there they are more likely to face a hurricane instead of a tornado or an earthquake. One time the weather forecaster on the nightly news said that a hurricane had formed near Florida, and that the hurricane would probably impact the area. So school was closed completely the next day.

There are other storms that can be predicted at least a day before they hit, and schools might close if severe weather were likely to impact the areas near the schools. Jonas had cousins in Minnesota. They told him that they had three days in a row with no school because it wouldn't stop snowing. They had known about the snowstorm from a prediction by the weather forecaster the day before it started to snow.

"Any storm is scary, but I think earthquakes and tornadoes are the scariest," Molly said. "The weather forecaster can probably tell you if a hurricane or snowstorm will come. With earthquakes and tornadoes, you never know."

Name: _____ Date: _____

Use the article "A Dangerous Dust Storm" to answer question 1.

1. Based on the article, what should people do to stay safe during a dust storm?
Support your answer with information from the article.

Use the article "The Tornado Drill" to answer questions 2 to 3.

2. At the beginning of the story, an alarm for a tornado drill goes off. Where do Jonas and his classmates go after the alarm starts?


3. Why are Jonas and his classmates supposed to curl up during a tornado? Support your answer with information from the story.

Use the articles "The Tornado Drill" and "A Dangerous Dust Storm" to answer questions 4 to 6.

4. Compare what people do to stay safe during a dust storm with what people do to stay safe during a tornado.

5. Contrast what people do to stay safe during a dust storm with what people do to stay safe during a tornado.

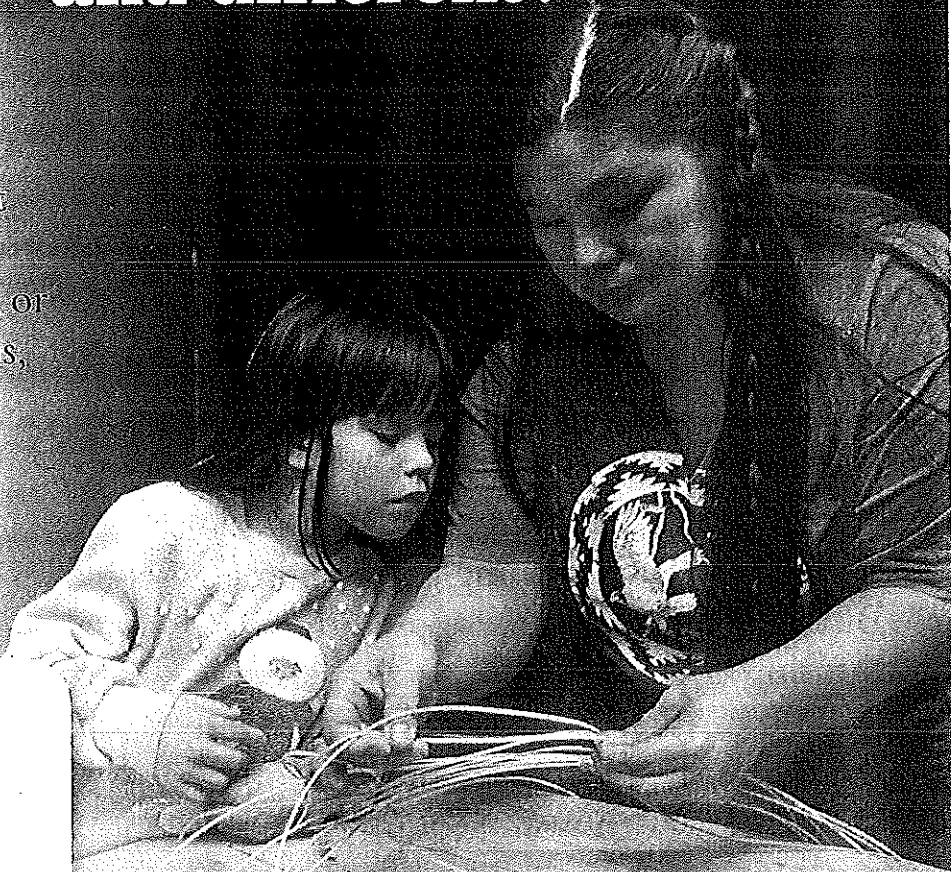
6. Imagine that Jonas moved to a school where there were dust storm drills. What would he probably have to do during a dust storm drill? Support your answer with information from both texts.

 **H-SS 3.2.1** Describe national identities, religious beliefs, customs, and various folklore traditions.

How are California Indians in your region alike and different?

CONNECT TO YOU

Where did your family come from? They might have come from Asia, Europe, South America, or Africa. American Indians, or Native Americans, were living here long before people from other lands arrived.



Preview the Lesson

Vocabulary

custom (*n.*) a way of doing things

folklore (*n.*) the stories and customs of a group of people

tradition (*n.*) a special way a group of people does something and that has been passed on to others

ceremony (*n.*) an important activity done for a special reason

Vocabulary Activity Circle a word in the list above that could be a synonym for *tradition*.



Reading: Compare and Contrast

To *compare* is to tell how two or more things are alike. To *contrast* is to tell how two or more things are different. A common clue word used for things that are alike is *like*. Common clue words for differences are *different*, *but*, and *however*. Underline these clue words as you read the lesson.




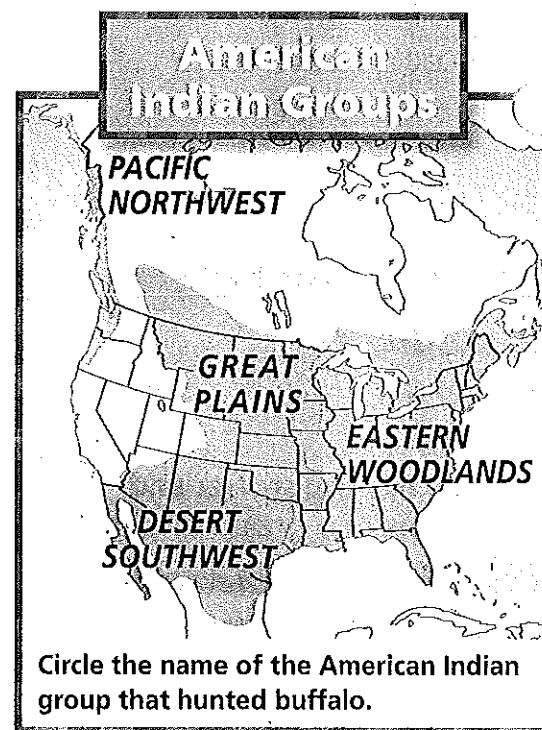
North American Indians

North America was home to many different groups of American Indians before Europeans arrived. Each group had its own **customs**, or ways of doing things. North American Indian groups still have their own customs today.

These American Indian groups spoke different languages, ate different foods, and built different types of homes. American Indians of the Eastern Woodlands planted corn and beans and hunted deer. Some of them built houses called wigwams out of wood and bark. The American Indians of the Great Plains lived in earth lodges most of the time. They hunted buffalo and used buffalo skin for clothing and shelter. Buffalo-skin tepees were used during hunting trips.

Some American Indians of the Desert Southwest lived in stone or clay houses. They grew corn even though there was not much water in the desert. Finding food was not a problem for groups of the Pacific Northwest. They ate a lot of fish and shellfish because they lived near the Pacific Ocean. They also hunted whales and seals in the ocean.

1.  Compare and Contrast
List two important differences between American Indians of the Eastern Woodlands and of the Great Plains.

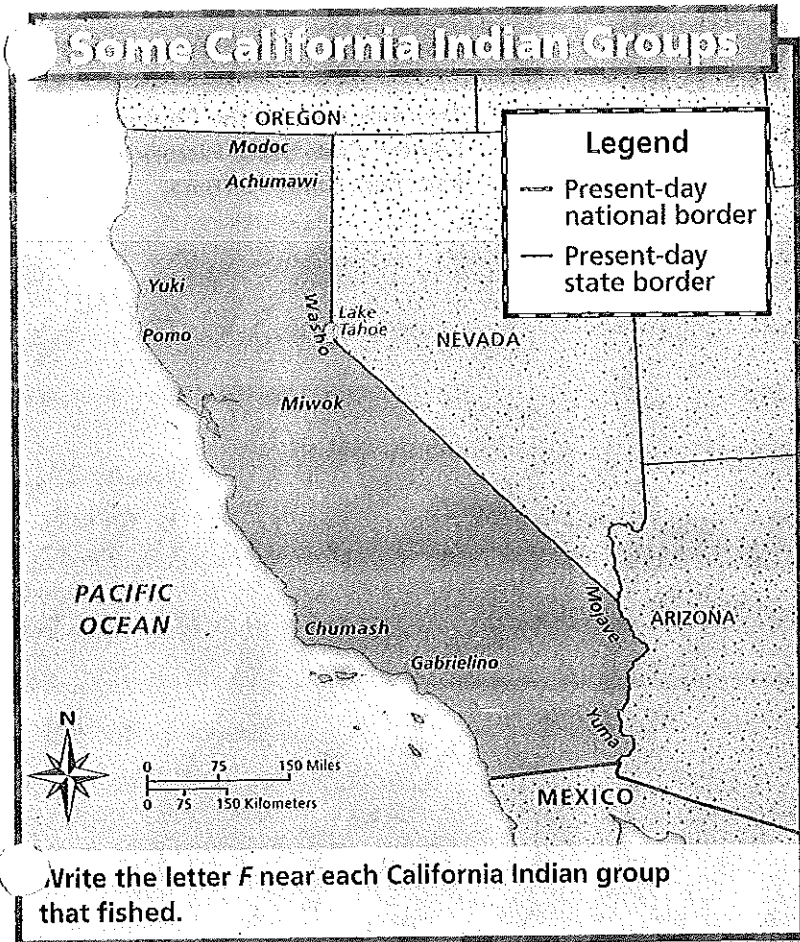


California's Indian Groups

California's many Indian groups had different ways of life. Some, like the Modoc, Pomo, and Yuki, lived in northern California. They hunted deer and elk and fished. However, the Chumash lived along the south-central California coast. They mostly ate fish, shellfish, other sea animals, and birds. The Washo lived near Lake Tahoe in the Sierra Nevada. They hunted deer and antelope for food, clothing, and shelter. The Mojave and Yuma lived in the southern desert. They farmed on the dry land and hunted animals.

2. Complete the chart below.

Group	Where they lived
Modoc	
	Lake Tahoe
Chumash	




Passing Down Their History

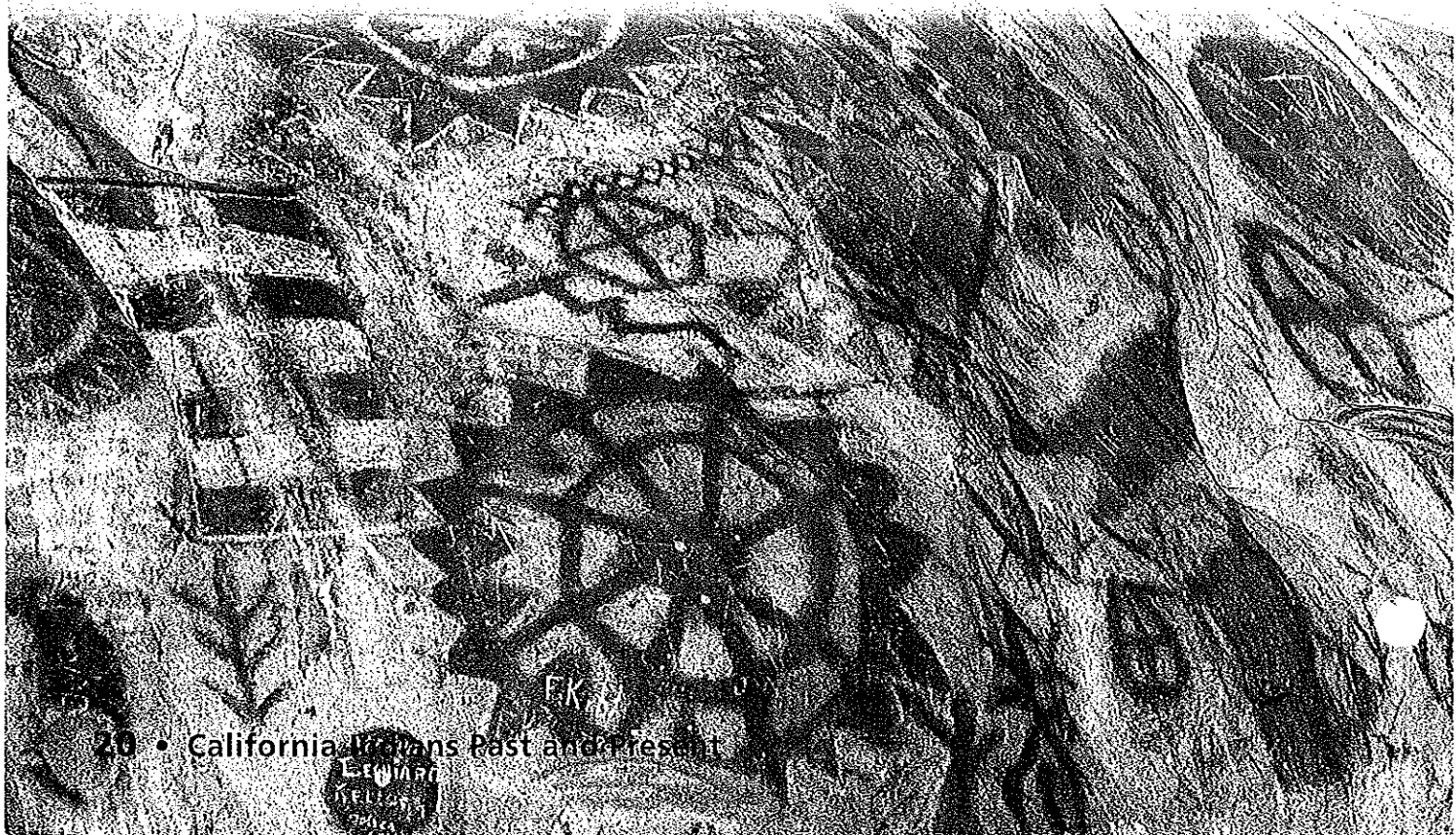
In the past, most California Indians did not have a written language. Instead, they passed down their history through folklore.

Folklore is the stories and customs of a group of people. They shared their past through myths and legends. Myths are stories that explain things in nature, and legends are stories about people in the past. California Indians still pass down folklore, myths, and legends today.

California Indians have traditions to celebrate their history. A **tradition** is a special way a group of people does something and that has been passed on to others. For example, some groups, like the Chumash and the Gabrielino, painted or carved pictures on rocks. The pictures often show important events.

3.  Compare and Contrast
List two things most California Indian groups of the past had in common.

This rock art is in the Chumash Painted Cave State Historical Park near Santa Barbara.

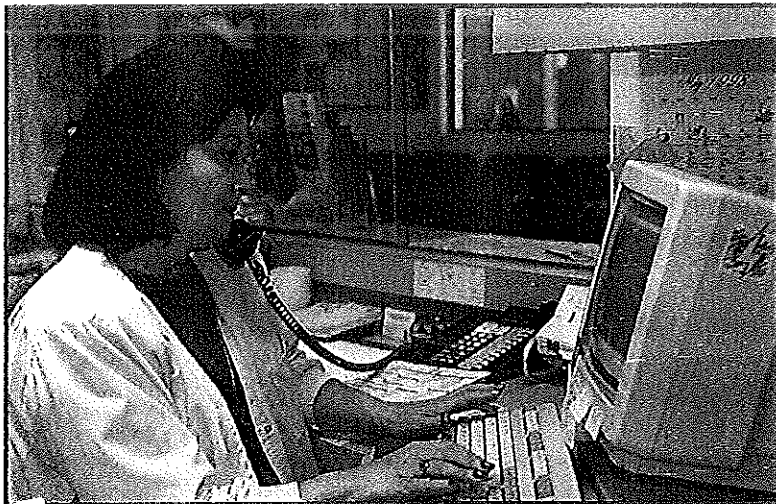


Beliefs

Many California Indian groups believed in spirits, and some still do. They believed that spirits helped them, but that they also could cause problems for them. Special leaders led the people in ceremonies. A **ceremony** is an important activity done for a special reason. For example, some California Indian leaders might perform a ceremony to get ready for a good hunt.

California Indians Today

Our state is still home to many California Indians. Some of them live on areas of land that their group owns. Some California Indians have moved to cities for jobs. Today, most California Indians dress and live the same way as other Americans. But some California Indians still perform traditional ceremonies. They keep their customs alive for future generations.



Today, about 242,000 American Indians live in California.

4. Why might a leader perform a ceremony?

5. Compare and Contrast
In the text, circle the ways in which California Indians today are like the California Indians of the past.

Summary

American Indians had their own customs and traditions before Europeans arrived. Some are still followed today. What are some customs and traditions of California Indians?

Charts

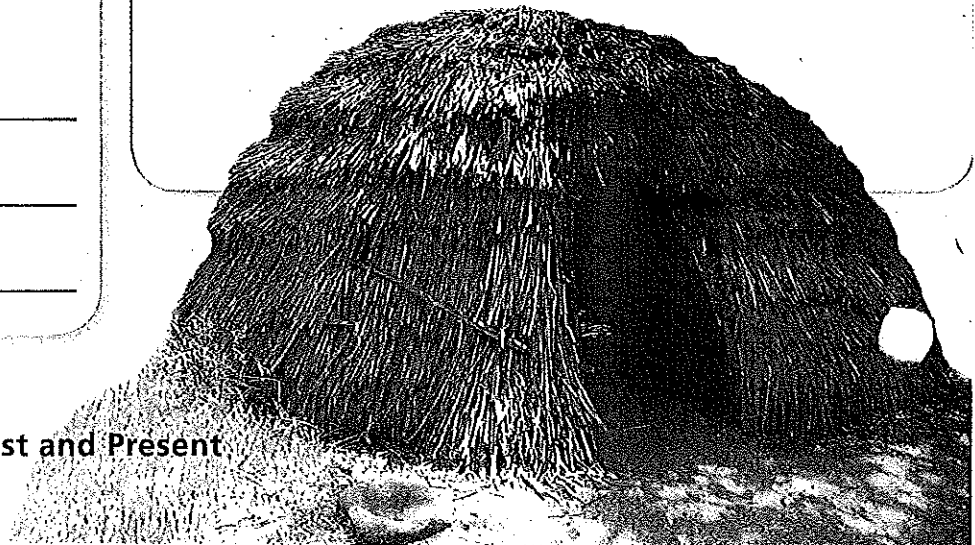
Learn More A chart makes it easier to compare and contrast information. The chart below tells you about four different California Indian groups. A heading at the top of each column tells what information is listed in that column. The heading of the first column is *Group*. This column lists the names of different groups. The information about each group is listed in the other columns. To find information for one group, find that group's name in the first column. Then move your finger to the right to find information about that group in the other columns. Use the chart to answer the questions below.

Try It

1. Underline the region in which the Chumash live.
2. Circle the heading you would look under if you wanted to find out if any groups built houses underground.
3. How were the foods of the Washo and the Miwok different?

California Indian Life

Group	Region	Foods	Houses
Chumash	Coast	Fish, birds, sea animals	Large, dome-shaped
Miwok	Valley	Acorns, deer	Cone-shaped, partly underground
Washo	Mountain	Deer, antelope	Made from deer, antelope
Yuma	Desert	Seeds, fruit, fish, corn, beans	Square-shaped, sand-covered



Name _____

Read the passage. Use the ask and answer questions strategy to help you understand the text.

Hiram Revels—The First African American Senator

11 Hiram Rhodes Revels was born in North Carolina in the year
1827. Through his whole life he was a good citizen. He was a
24 great teacher and leader. And he was always fair. He was so well
37 respected that he became the first African American to serve in
48 the U.S. Senate.

51 A Hard Time for African Americans

57 Revels was born during a hard time for African Americans.
67 African Americans were treated badly. Most African Americans
75 in the South were enslaved. Revels grew up as a free African
87 American, or freedman, however. As a freedman, Revels could
96 make his own choices.

100 Still, the laws in the South were unfair toward all African
111 Americans. They had to work hard jobs. They were not allowed
122 to go to school. Though it was not legal, some freedmen ran
134 schools for African American children. As a child, Revels was
144 sent to one of these schools. He worked hard to become highly
156 educated. He was unable to go to college in the South. So he
169 traveled far from home. He went to college in northern states.

Name _____

Preaching and Teaching

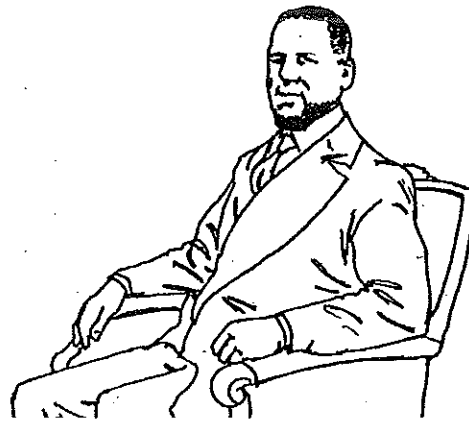
After college, Revels became the pastor of a church. He was a great speaker. He was also a great teacher. Revels knew many people did not want African Americans to be educated. But Revels was very brave. He traveled all over the country. He taught African Americans. He knew that this would make them good citizens.

The First African American Senator

Revels moved to Natchez, Mississippi, in 1866. By this time, slavery had been banned. There were many newly freed African Americans. These freedmen voted for Revels to be in the Mississippi State Senate. From there, he was elected to the U.S. Senate. He was the first African American to become a U.S. senator. It was a great achievement!

In the Senate, Revels tried to be fair to all the people in his state. He disliked rules that were unfair for African Americans. So he tried to change them. He made it legal for African Americans to work in the Navy's shipyards. He challenged rules that kept African Americans apart from other Americans. But he was also fair to people of all colors. Even though the South lost during the Civil War, Revels did not want white southern soldiers to be punished.

Hiram Revels helped many people throughout his life. He helped people learn. As a senator, he helped the country progress. He was truly a good citizen!



Hiram Rhodes Revels: the first African American to serve in the U.S. Senate.

Name _____

A. Reread the passage and answer the questions.

1. How does the author describe Revels in paragraph 1?

2. What did Revels do that the author describes as "brave"?

3. According to the text, what was Revels's "great achievement"?

4. What is the author's position about Hiram Revels?

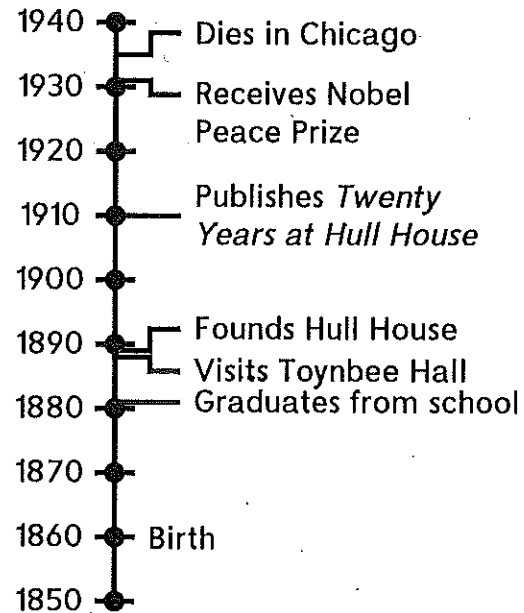
B. Work with a partner. Read the passage aloud. Pay attention to phrasing and rate. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name _____

Jane Addams's Early Years

Jane Addams always knew that she wanted to help people. However, after she finished school in Illinois, she was not sure how best to plan her life's work. She attended medical school, but she did not finish. When she took a trip to Europe, Addams visited Toynbee Hall in London, England. Toynbee Hall had been founded to help poor and homeless people. It offered classes and activities. This community center gave her ideas for a center that she would later found in Chicago: Hull House.



Jane Addams

Answer the questions about the text.

1. How do you know that this text is a biography?

2. What text feature does this biography include? _____

3. How does the text feature help you understand Addams's life better?

4. Where did Jane Addams get her ideas for founding Hull House?

Algebra: Patterns on a Hundred Chart

Use the hundred chart. Find the next number in the pattern.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

1. 1, 3, 5, 7, _____

2. 6, 5, 4, 3, _____

3. 10, 15, 20, 25, _____

4. 15, 12, 9, 6, _____

5. 10, 20, 30, 40, _____

6. 65, 63, 61, 59, _____

Use the hundred chart. Tell whether each number is *odd* or *even*.

7. 7 _____

8. 36 _____

9. 50 _____

10. 77 _____

11. 98 _____

12. 90 _____

13. 8 _____

14. 24 _____

15. 21 _____

16. 33 _____

17. 9 _____

18. 85 _____

Place Value to 1,000

Write the value of the underlined digit.

1. 818

2. 191

3. 817

4. 902

5. 253

6. 704

7. 640

8. 397

Write each number in standard form.

9. $300 + 40 + 2$

10. $500 + 60 + 1$

11. $200 + 10 + 9$

12. seven hundred three

13. four hundred ninety-nine

Problem Solving and Test Prep

14. Female elk can weigh up to six hundred pounds. In standard form, how many non-zero digits does this weight contain?

- A 605
B 650
C $600 + 5$
D $600 + 50$

15. Male mountain lions usually weigh one hundred sixty pounds. In a place value chart of this weight, which digit would go in the hundreds place?

- A 400
B 440
C 444
D $400 + 40$

16. Which shows six hundred five written in standard form?

17. Which shows four hundred forty written in standard form?

Place Value to 10,000

Write each number in standard form.

1. $9,000 + 8$

2. six thousand, one hundred twelve

3. four thousand, two hundred two

4. $2,000 + 700 + 30 + 4$

5. $3,000 + 700 + 20 + 4$

6. $5,000 + 200 + 9$

7. $6,000 + 9$

8. $9,000 + 600 + 30 + 8$

9. seven thousand four

10. four hundred seventy-seven

Write the value of the underlined digit.

11. 9,876

12. 7,219

13. 3,147

14. 4,296

Problem Solving and Test Prep

15. Write a 4-digit number that contains the digits 0, 1, 2, and 3. What is the value of the first digit in your number?

16. Harry will have eaten 1,500 peanut butter and jelly sandwiches by the time before he graduates from high school. How would you write 1,500 in word form?

17. Which number shows five thousand three hundred two?

A 532

C 5,302

B 5,032

D 5,320

18. Which is the value of the underlined digit in 7,318?

A 7

C 700

B 70

D 7,000

Compare Numbers

Compare the numbers. Write $<$, $>$, or $=$ for each \bigcirc .

1. $78 \bigcirc 87$
2. $100 \bigcirc 99$
3. $529 \bigcirc 592$
4. $964 \bigcirc 946$
5. $3,624 \bigcirc 3,624$
6. $4,284 \bigcirc 284$
7. $4,321 \bigcirc 4,312$
8. $94 \bigcirc 940$
9. $724 \bigcirc 724$
10. $870 \bigcirc 87$
11. $1,638 \bigcirc 1,863$
12. $9,574 \bigcirc 9,745$
13. $924 \bigcirc 944$
14. $1,001 \bigcirc 1,101$
15. $8,277 \bigcirc 8,177$

Problem Solving and Test Prep

16. **Fast Fact** The tallest building in the United States is the Sears Tower in Illinois. It stands 1,450 feet tall. The tallest building in Canada is the CN Tower, which stands 1,815 feet tall. Compare the heights of these two buildings.
 17. A 3rd grade has 384 students. A 4th grade has 348 students. Compare the number of students in each grade level.
-
18. Which number is less than 952 but greater than 924?
A 925
B 952
C 955
D 1,000
 19. Which number is greater than 1,786 but less than 1,791?
A 1,678
B 1,768
C 1,786
D 1,790

Order Numbers

Write the numbers in order from greatest to least.

1. 782, 780, 785 2. 3,012; 3,644; 3,128 3. 6,225; 6,237; 6,244

4. 921, 929, 927 5. 8,215; 8,152; 8,521 6. 9,305; 9,350; 9,503

Write the numbers in order from least to greatest.

7. 949, 941, 943 8. 1,358; 1,835; 1,583 9. 2,748; 2,751; 2,739

10. 351, 355, 352 11. 4,157; 4,175; 4,159 12. 5,764; 5,674; 5,746

Problem Solving and Test Prep

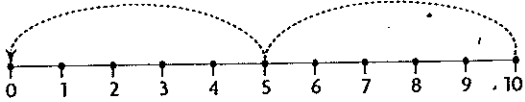
13. **Fast Fact** Dinosaurs lived long ago, and ranged in weight. The ankylosaurus weighed about 7,000 pounds, the stegosaurus weighed about 4,000 pounds, and the iguanodon weighed about 9,900 pounds. Which dinosaur weighed about the least?
14. **Reasoning** I am a number that is greater than 81 but less than 95. The sum of my digits is 15. What number am I?

15. Which number is greater than 872 but less than 902?
- A 812
B 852
C 892
D 902
16. Which number is greater than 498 but less than 507?
- A 497
B 499
C 507
D 510

Relate Division and Subtraction

Write a division sentence for each.

1.



2.
$$\begin{array}{r} 24 \\ -6 \\ \hline 18 \end{array} \quad \begin{array}{r} 18 \\ -6 \\ \hline 12 \end{array} \quad \begin{array}{r} 12 \\ -6 \\ \hline 6 \end{array} \quad \begin{array}{r} 6 \\ -6 \\ \hline 0 \end{array}$$

Use a number line or repeated subtraction to solve.

3. $12 \div 3 = \underline{\quad}$ 4. $20 \div 4 = \underline{\quad}$ 5. $21 \div 3 = \underline{\quad}$ 6. $15 \div 5 = \underline{\quad}$

7. $27 \div 9 = \underline{\quad}$ 8. $32 \div 4 = \underline{\quad}$ 9. $9 \overline{)36} = \underline{\quad}$ 10. $2 \overline{)14} = \underline{\quad}$

11. $3 \overline{)18} = \underline{\quad}$ 12. $6 \overline{)30} = \underline{\quad}$ 13. $4 \overline{)28} = \underline{\quad}$ 14. $7 \overline{)42} = \underline{\quad}$

15. $12 \div 3 = \underline{\quad}$ 16. $5 \overline{)50} = \underline{\quad}$ 17. $6 \div 2 = \underline{\quad}$ 18. $8 \overline{)40} = \underline{\quad}$

Problem Solving and Test Prep

15. Olivia went apple picking. She picked 48 apples. She put 6 apples in each of her baskets. How many baskets did Olivia use?

16. Randy has 72 photographs. He puts his photographs into 8 equal piles. How many photographs are in each pile?

17. Terri sets the table for 8 guests. She uses 16 plates. How many plates will each guest have?

A 2
B 24
C 3
D 8

18. Hal has 24 flowers in a bunch. He puts 4 flowers in each of his vases. How many vases does Hal use?

A 8
B 6
C 20
D 12

Model with Arrays

Use square tiles to make an array. Solve.

1. How many groups of 5 are in 25? _____
2. How many groups of 9 are in 36? _____
3. How many groups of 3 are in 12? _____
4. How many groups of 7 are in 42? _____
5. How many groups of 4 are in 16? _____
6. How many groups of 6 are in 24? _____
7. How many groups of 3 are in 18? _____
8. How many groups of 5 are in 35? _____
9. How many groups of 2 are in 14? _____
10. How many groups of 6 are in 54? _____
11. How many groups of 7 are in 21? _____
12. How many groups of 5 are in 40? _____
13. How many groups of 2 are in 18? _____
14. How many groups of 8 are in 16? _____

Make an array. Write a division sentence for each one.

15. 6 groups of 18 tiles. _____
16. 7 groups of 28 tiles. _____
17. 4 groups of 36 tiles. _____
18. 3 groups of 30 tiles. _____
19. 7 groups of 63 tiles. _____
20. 4 groups of 16 tiles. _____
21. George made an array with 70 tiles. He placed 7 tiles in each row. How many rows did George make in all? _____
22. Linda made an array with 48 tiles. She placed 8 tiles in each row. How many rows did Linda make in all? _____

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Day 1

What is your favorite season of the year? If you said winter, you are one of the few people who feel that way. Only seven percent of people say they like winter best, making it the least popular season of all. Winter is often cold, and many people dislike dealing with snow and ice. While a gentle snowfall might be rather nice to see, some winter storms are wretched. The worst of these, by far, is the blizzard. The combination of snow, driving wind and dangerous cold disrupts life and puts people at risk. If you live in an area that sees a lot of cold winter weather, it is essential to know about blizzards. While many people enjoy some winter weather, blizzards can create deadly situations.

1. What does wretched mean?
 - a. pleasant
 - b. miserable
 - c. calm
2. What does essential mean?
 - a. important
 - b. basic
 - c. optional
3. Underline the clues that helped you determine the answers to 1 & 2.
4. What is a blizzard?
 - a. A gentle snowfall that occurs during winter.
 - b. Any type of precipitation that falls during winter.
 - c. A dangerous storm that involves strong wind and very cold temperatures.

Day 2

Many people think that a blizzard is any winter storm that brings deep snow and lots of ice. A blizzard is actually a winter storm with sustained winds of at least 35 miles per hour. Those sustained winds can create a whiteout. A whiteout is induced by snow blowing around in the air which limits visibility. Even if there is no snow with the storm, strong winds can lift snow from previous storms, making it very hard to see. This is known as a ground blizzard. The inability to see the surrounding area is one of the biggest perils people face in a blizzard. People have even gotten lost in their own yards during blizzards because they couldn't see their front door.

1. What does induced mean?
 - a. caused
 - b. prevented
 - c. maintained
2. What does perils mean?
 - a. joys
 - b. dangers
 - c. commons
3. Underline the clues that helped you determine the answers to 1 & 2.
4. What inference can be made about today's passage?
 - a. Driving during a blizzard can be incredibly dangerous.
 - b. Driving during a blizzard is easy if the driver is careful.
 - c. People travel as usual during most blizzards.

Day 3

In order for a storm to be considered a blizzard, the winds must be sustained for three hours. Many storms bring fast winds, snow, and cold temperatures. However, if they last less than three hours, they don't qualify as a blizzard. Three hours or more of sustained blizzard conditions is dangerous. Anyone caught outside in such a storm runs the risk of frostbite or worse. For a long time, it wasn't clear how blizzards form. Due to current weather monitoring stations and satellites, experts can track the development of storms. This allows experts to predict blizzards with greater accuracy. When it is clear where the trajectory of the storm will take it, people can be warned so they can prepare by shopping for supplies.

1. What does sustained mean?
 - a. brief
 - b. trickle
 - c. continuous
2. What does trajectory mean?
 - a. path
 - b. weather
 - c. power
3. Underline the clues that helped you determine the answers to 1 & 2.
4. What is the main idea of today's passage?
 - a. Not all winter storms qualify as blizzards, which are very dangerous storms.
 - b. People should be very serious about preparing for blizzards.
 - c. For many years, it was unclear how blizzards develop.

Day 4

When conditions made it seem possible for a blizzard to form, the National Weather Service used to issue a blizzard watch. This meant that a blizzard was possible, although it was not conclusive that one would form. The name of the warning has recently been changed and is now called a winter storm warning. When it is clear that a blizzard has formed and is on its way, the National Weather Service issues a blizzard warning. This tells people to take steps to close schools and businesses. It also alerts road and repair crews that people will be in need of their services. People are encouraged to refrain from traveling during a blizzard because it is so dangerous. Even airports close because it is dangerous to fly in a blizzard.

1. What does conclusive mean?
 - a. delay
 - b. certain
 - c. possible
2. What does refrain mean?
 - a. avoid
 - b. continue
 - c. repeat
3. Underline the clues that helped you determine the answers to 1 & 2.
4. Which of the following statements about blizzards is correct?
 - a. A blizzard warning means that a blizzard could possibly form.
 - b. Most people ignore blizzard warnings.
 - c. Blizzard warnings are serious signs that dangerous weather is coming.

Day 5

Modern conveniences like electricity and gas are helpful during storms. However, people should still prepare for blizzards in case those modern conveniences fail. Electrical services can fail due to sustained high winds and ice. Good emergency supplies to have on hand include candles, flashlights, and batteries. Blankets, warm clothing, and hand-warmers are also important to have on hand because if people lose power during a blizzard, indoor temperatures can become dangerously cold. Having a source of heat that doesn't require electricity is ideal. A battery-powered weather radio is important for keeping up with information about the storm. People are also advised to have a good supply of food at home since travel will be limited. In case of loss of power, it is also important that people have canned food that doesn't need to be cooked.

While snow can be very fun to play in, most people find blizzards to be miserable to deal with. Blizzards are a combination of some of the worst parts of winter, and they can be incredibly dangerous as well. Thanks to modern warning systems, they are less dangerous now. Years ago, people were surprised by blizzards, but this is no longer the case. Advanced warning systems give people a chance to prepare. With a good blizzard survival plan, people can ride out the storm as comfortably as possible.

1. What does conveniences mean?
 - a. services
 - b. deals
 - c. companies

2. What does ideal mean?
 - a. optional
 - b. best
 - c. impossible

3. Underline the word or words that helped you determine the answers to 1 & 2.

4. Write a summary of today's passage.

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Writing Prompts

Write 2-3 sentences per prompt, please use complete sentences and punctuation.

Monday: *If you could have any pet what would it be and why?*

Tuesday: *What makes a good friend?*

Wednesday: *If you were in charge of managing the zoo, which animals would you spend the most of your time with?*

Thursday: *If you could be any book or TV character, who would you choose? Why?*

Friday: *Is it possible to have more than one best friend? How do you know?*

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