



## AESD Independent Study Packet - Weeks 10 & 11 (5/25-29 & 6/1-3)

### Grade Span 2-3

Time Frame	Monday-Memorial Day	Tuesday	Wednesday	Thursday	Friday	Monday-Wednesday
<p>8:00am-8:45am ELA</p> <p><b>Week 10 Spelling List:</b></p> <ol style="list-style-type: none"> <li>1. also</li> <li>2. beat</li> <li>3. seat</li> <li>4. three</li> <li>5. small</li> <li>6. mean</li> <li>7. clean</li> <li>8. peak</li> <li>9. dream</li> <li>10. beach</li> <li>11. team</li> <li>12. length</li> <li>13. weight</li> <li>14. height</li> <li>15. meat</li> <li>16. distance</li> </ol>	<p><b>Extra/Daily Activities:</b></p> <ul style="list-style-type: none"> <li>● <b>Read for at least 30 minutes.</b> Choose an A.R. book, a magazine, or log in to <b>myOn</b> to access a digital library and news articles. Use this district link: <a href="https://www.myon.com/school/adelantoreads">https://www.myon.com/school/adelantoreads</a>, <b>Student Username</b> for Grade 2: <b>myon2</b>; for Grade 3: <b>myon3</b> and Student Password for All Grades: <b>123</b></li> <li>● <b>Take an A.R. quiz</b> through your Renaissance Clever Log in on the AESD website <a href="https://www.aesd.net/Content2/4">https://www.aesd.net/Content2/4</a></li> <li>● Do <b>Lexia lessons/units</b> through your Clever Log in on the AESD website <a href="https://www.aesd.net/Content2/4">https://www.aesd.net/Content2/4</a></li> <li>● <b>Read &amp; Respond.</b> See your copy of the <i>Read &amp; Respond Choice Board</i> and pick your choice of activity.</li> <li>● <b>Spelling.</b> See your copy of the <i>Spelling Choice Board</i> and pick your choice of activity.</li> <li>● <b>Week in Review.</b> Write about what you learned this week.               <ul style="list-style-type: none"> <li>○ You may start with: <i>This week I...</i></li> <li>○ Add pictures to illustrate what you learned.</li> <li>○ Present your work to a member of your family</li> </ul> </li> </ul>					
		<p>Grade 2: Vocabulary; <i>r</i>-Controlled Vowel Syllables /Three (or more) Syllable Words (Grade 2 pp. 291-292)</p> <p>Draw pictures to illustrate the vocabulary words. Talk about your illustrations.</p>	<p>Grade 2: Read the poem "Growing Up in One Day". Use the summarize strategy to retell the poem in your own words.</p> <p>Put a question mark (?) on top of any unfamiliar word. (Grade 2 pp. 293-294)</p>	<p>Grade 2: Reread the poem "Growing Up in One Day". Complete the Point of View chart on p. 296.</p>	<p>Grade 2: Writing Traits: Word Choice; Genre/Literary Element (Grade 2 pp. 297-298) Do your <i>Week in Review</i>. Follow the directions above.</p>	<p>Grade 2: Monday: Vocabulary Strategy: Metaphors (Grade 2 p. 299)</p> <p>Tuesday: Write About Reading: Write an Analysis (Grade 2 p. 300)</p> <p>Wednesday: Do your choice of Extra Activities from above.</p>

		<p>Grade 3: Vocabulary-- (Grade 3 p. 291)</p> <p>Draw pictures to illustrate the vocabulary words. Talk about your illustrations.</p>	<p>Answer the questions on p.295. Then do the fluency assessment at the bottom of the page.</p> <p>Grade 3: Read the poem "Aliens!". Check your understanding by asking yourself what the narrator thinks or feels. Answer the given questions. Do the fluency assessment at the bottom of page 294. (Grade 3 pp. 293-294)</p>	<p>Grade 3: Reread the poem "Aliens!" and review your answers on p.294 Complete the point of view graphic organizer on p. 292.</p>	<p>Grade 3: Genre/Literary Element; Literary Elements: Rhythm and Rhyme (Grade 3 pp. 295-296)</p> <p>Do your <i>Week in Review</i>. Follow the directions above.</p>	<p>Grade 3: Monday: Vocabulary Strategy: Idioms; Suffixes/Frequently Misspelled Words (Grade 3 pp. 297-298)</p> <p>Tuesday: Write About Reading: Write an Analysis; Writing Traits: Word Choice (Grade 3 pp. 299-300)</p> <p>Wednesday: Do your choice of Extra Activities from above.</p>
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**Break**

<p>9:00am-9:45am <b>Math</b></p>	<p>This i-Ready "At-Home-Activity" includes sets of practice problems that align to important math concepts your student has worked with so far this year. We recommend that your student completes one page of practice problems each day. Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills!</p>					
		<p>Grade 2: Math packet pg 30 Grade 3: Math Packet pg 29</p>	<p>Grade 4: Math packet pg 31 Grade 5: Math Packet pg 30</p>	<p>Grade 4: Math packet pg 32 Grade 5: Math Packet pg 31</p>	<p>Grade 4: Math packet Pg 33 Grade 5: Math Packet pg 32</p>	<p><b>2nd Grade</b> <b>Monday:</b> Math packet pg 34 <b>Tuesday:</b> Math packet pg 35 <b>Wednesday:</b> Math packet pg 36</p> <p><b>3rd Grade</b> <b>Monday:</b> Math packet pg 33</p>

						<p><b>Tuesday:</b> Math packet pg 34</p> <p><b>Wednesday:</b> Math packet pg 35</p>
<b>Break</b>						
<p>10:00-10:45am <b>History</b></p>	<p>Citizens of the United States participate in government in many different ways.</p> <p>Complete the “Being a Good Citizen” worksheet.</p> <p><b>UPGRADE ACTIVITY:</b> Adults and children sometimes do different things to be a good citizen. For instance, an adult might vote in a presidential election but a child cannot until they turn 18 years old. How can children act as good citizens? Talk to your family then make a list of all the ways you can think of that a child can be a good citizen. Write your list on the blank paper provided.</p>	<p>Write a paragraph about a time when you were a good citizen. What did you do that made you a good citizen? Why did you do it? Use the blank paper provided to write at least four sentences.</p> <p><b>UPGRADE ACTIVITY:</b> Interview one of your family members. Ask them to describe a time when they acted as a good citizen. Write down what they tell you on the blank paper provided.</p>	<p>One way that a person could be a good citizen is by participating in Community Service.</p> <p>Complete community service worksheet.</p> <p><b>UPGRADE ACTIVITY:</b> Use the blank paper provided to make a list of the community service you could do at different ages of your life.</p> <p>At 7 year old I can _____.</p> <p>At 16 years old I can _____.</p> <p>At 24 years old I can _____.</p> <p>At 37 years old I can _____.</p> <p>Keep going!</p>	<p>Interview one of your family members. Ask them to describe a time when they performed community service. If they never have, talk to them about what type of community service you or they might want to do in the future. Write down what you discuss on the blank paper provided.</p> <p><b>UPGRADE ACTIVITY:</b> Make up a story about someone who does community service. Write your story underneath your discussion notes.</p>	<p><b>MONDAY:</b> Another way that people can be a good citizen is by expressing their opinions to their government. Some people do this by writing letters to their government leaders.</p> <p>Complete the “President Donald Trump” worksheet.</p> <p><b>UPGRADE ACTIVITY:</b> To be a good citizen, you can share your ideas with any people in authority, including your school Principal and teachers! Write a letter to your school Principal or to your teacher expressing three of your suggestions. Use the same format as the letter to President Donald Trump. You can write your letter on the blank paper provided.</p> <p><b>TUESDAY:</b> Read and complete the “Abraham Lincoln” worksheet.</p>	

						<p><b>UPGRADE ACTIVITY:</b> Many people believe Abraham Lincoln was a good citizen. Do you think so? Justify your answer. What did he do that was good? Write your response on the blank paper provided.</p> <p><b><u>WEDNESDAY:</u></b> Complete the “Finish the Story” worksheet on Harriet Tubman.</p> <p>Do you think she was a good citizen? Justify your answer. What did she do that was good? Write your response on the blank paper provided.</p> <p><b>UPGRADE ACTIVITY:</b> Think about all the people you know and have learned about in history. Who stands out to you as being a good citizen? Pick the person that stands out most to you. Think about what they did to stand out to you. Why are/were they a good citizen? Now use the blank paper provided to draw a picture of this person being a good citizen. Write a one</p>
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						sentence caption of what makes the person a good citizen underneath your picture.
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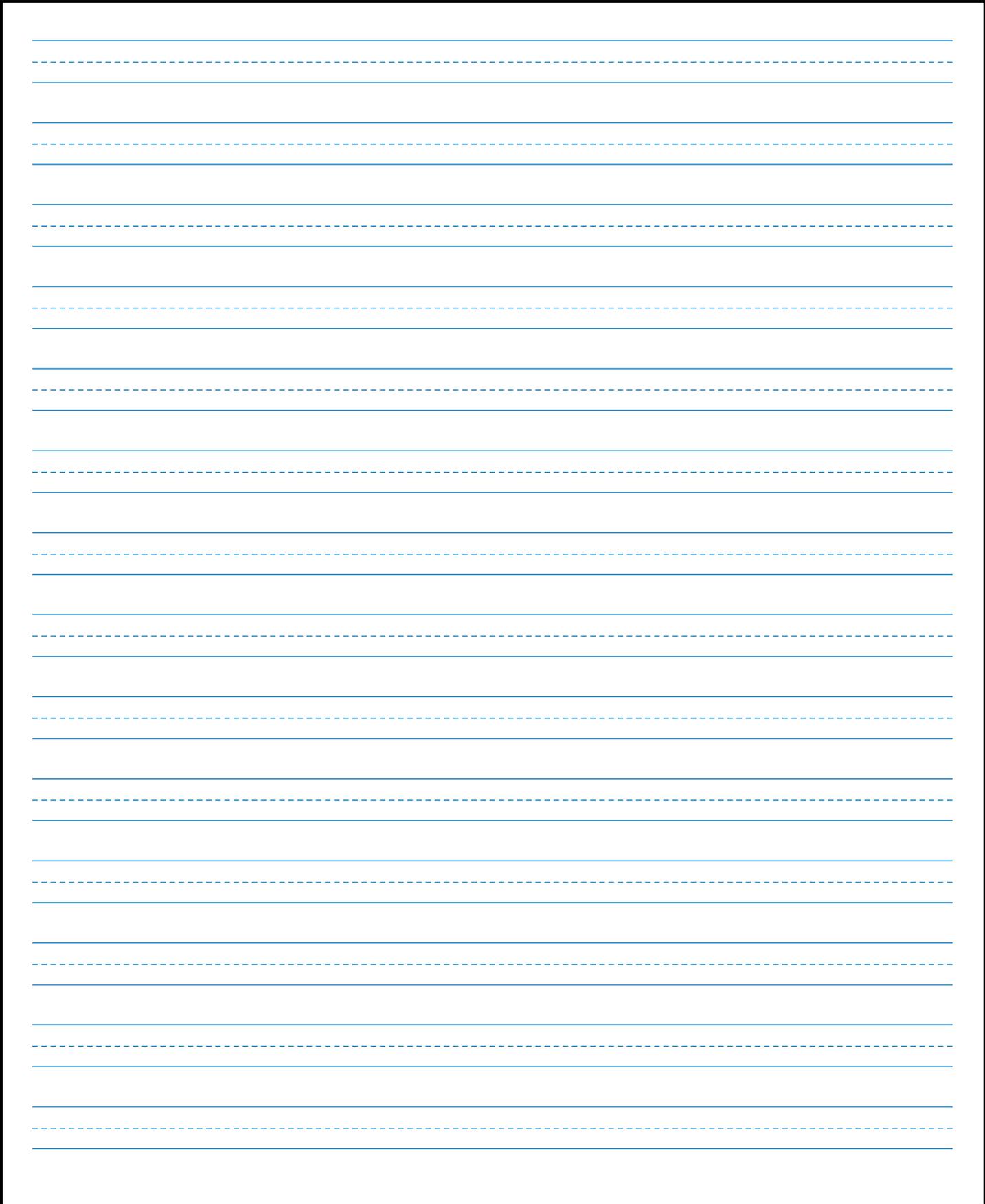
**Lunch**

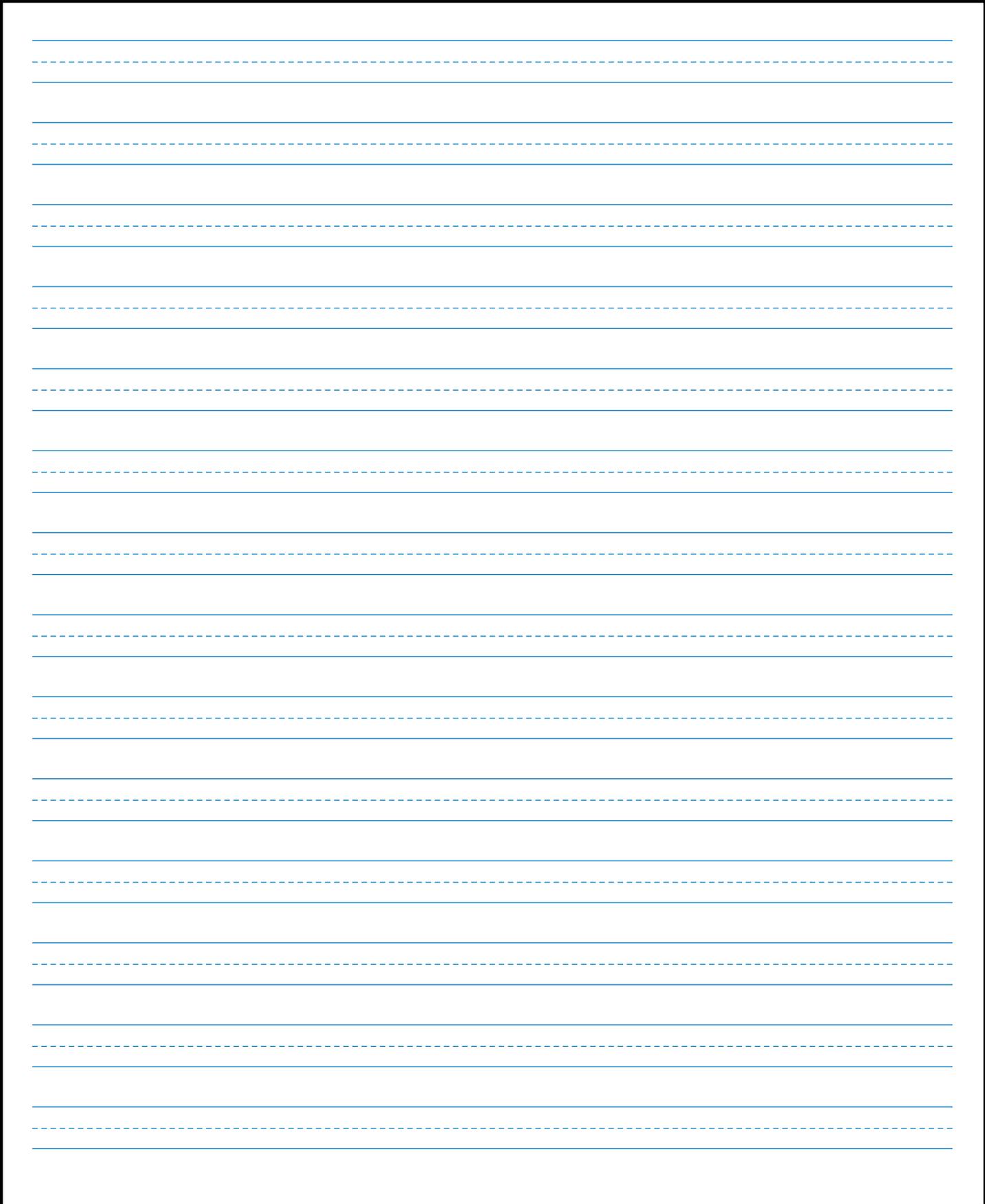
<p>11:45am-12:30pm <b>SEL</b></p>	<ul style="list-style-type: none"> <li>• What are things in your house that make you happy? Find three things and discuss them with a family member. Why does that object, place, or activity make you feel happy?</li> <li>• Close your eyes and take five deep breaths. Say three affirmations. (ie: <i>I am strong. I am caring. I am smart.</i>) Open your eyes and feel the strengths within you. You are a gift to the world.</li> </ul>
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**Break**

<p>12:45pm - 1:30pm <b>Science</b></p>		<p><b>2nd Grade</b> - Read "My Bean Plant." Underline words that you don't know how to read. Practice sounding them out. Read "My Bean Plant." again. Focus on correctly saying the words that are unfamiliar to you. Get help learning the meaning of those words. Answer Comprehension questions 1, 2 and 3.</p> <p><b>3rd Grade</b> - Read "Wild Calls in the Springtime Sky." Underline words that you don't know how to read. Practice sounding them out.</p>	<p><b>2nd Grade</b> - Read "My Bean Plant." Try reading it faster today than you did yesterday. Do you know how to say all of the words that you did not know yesterday? Have you learned the meaning of those words? Answer questions 4, 5 and 6.</p> <p><b>3rd Grade--</b> Read "Wild Calls in the Springtime Sky." Try reading it faster today than you did yesterday. Do you know how to say all of the words that you did not know</p>	<p><b>2nd Grade</b> -Read "My Bean Plant." Try beating your reading time. Read as smoothly and quickly as you can today. Answer questions 7 and 8..</p> <p><b>3rd Grade--</b> Read "Wild Calls in the Springtime Sky." Try reading it faster and smoother today than you did yesterday. Answer comprehension questions 7 and 8.</p>	<p><b>2nd Grade</b> Read "My Bean Plant" Try to read it faster than you have been doing. Answer Comprehension questions 9 and 10.</p> <p><b>3rd Grade</b> - Read "Wild Calls in the Springtime Sky." Try to read it faster and smoother than you have been doing. Answer Comprehension questions 9 and 10.</p>	<p><b>2nd Grade</b> Mon-Read "Our Solar System" Answer questions 1, 2 and 3. Tues - Read "Our Solar System" Answer Questions 4, 5 and 6. Wed - Draw a picture of the Solar System</p> <p>Have a wonderful summer vacation! Remember to read and explore more about science!</p> <p><b>3rd Grade</b> Mon- Read "What's Up in Space?" Answer questions 1, 2 and 3. Tues - Read "What's Up in Space." Answer questions 4,, 5 and 6. Wed- Draw a picture of what you have learned</p>
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		<p>Read the story again. Focus on correctly saying the words that are unfamiliar to you. Get help learning the meaning of those words. Answer Comprehension questions 1, 2 and 3.</p>	<p>yesterday? Have you learned the meaning of those words? Answer Comprehension questions 4, 5 and 6.. Read about the vocabulary word "flock." Write your own sentence using the word "flock" as it applies to the story. Draw a picture to illustrate your sentence.</p>			<p>about our solar system.</p> <p>Have a safe and fun! summer vacation. Continue to learn about science!</p>
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Name \_\_\_\_\_

create      dazzling      imagination      seconds

**A. Draw a line from each word to its meaning.**

- |                |   |
|----------------|---|
| 1. create      | a. the small parts of a minute            |
| 2. dazzling    | b. the ability to form ideas in your mind |
| 3. imagination | c. something that is very bright          |
| 4. seconds     | d. to make or invent something            |

**B. Read each sentence. Circle the word that makes the most sense in each blank.**

- Sunlight is \_\_\_\_\_.  
imagination      dazzling
- A clock measures time in \_\_\_\_\_.  
seconds      imagination
- An artist can \_\_\_\_\_ a painting on a canvas.  
dazzling      create
- A poet uses her \_\_\_\_\_ to write a poem.  
create      imagination

Name \_\_\_\_\_

When a vowel or a pair of vowels is followed by the letter *r*, it changes the vowel sound. The vowels and the *r* stay in the same syllable.

**A. Put the two syllables together. Write the word and read it. The first one has been done for you.**

- a corn \_\_\_\_\_ acorn
- gar den \_\_\_\_\_
- thir ty \_\_\_\_\_
- din ner \_\_\_\_\_

When you divide a longer word into syllables, each syllable must have a vowel sound.

**B. Read each word. Circle the example that shows the word divided into syllables correctly.**

- exercise      ex er cise      exe r cise
- volunteer      v olun teer      vol un teer
- marketplace      mar ket place      marke tp lace
- introduce      intr odu ce      in tro duce

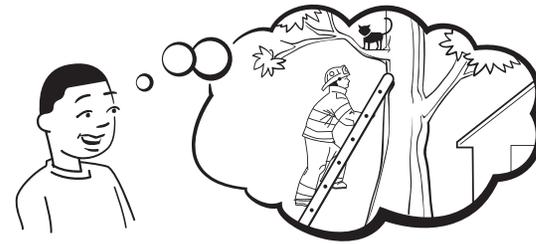
Name \_\_\_\_\_

Read the poem. Use the summarize strategy to retell the poem in your own words.

## Growing Up in One Day

If I could grow up in just one day,  
 9 How would I work to get my pay?  
 17 I could be a chef  
 22 in a busy kitchen,  
 26 I'd have helpers  
 29 to always pitch in.  
 33 If a diner's stomach  
 37 was a bottomless pit,  
 41 My cooks and I  
 45 would never sit.

Name \_\_\_\_\_



48 I could be a firefighter  
 53 in a truck,  
 56 Putting out fires  
 59 and helping cats that are stuck.  
 65 My legs would be machines,  
 70 I would climb so fast  
 75 and bring the cat down  
 80 safe at last.  
 83 I won't grow up  
 87 for quite awhile,  
 90 But I have some ideas  
 95 that make me smile.

Name \_\_\_\_\_

Name \_\_\_\_\_

**A. Reread the poem and answer the questions.**

1. The boy thinks about being a chef when he grows up. Why would he like to be a chef?

\_\_\_\_\_

\_\_\_\_\_

2. The boy thinks about being a firefighter when he grows up. Why would he like to be a firefighter?

\_\_\_\_\_

\_\_\_\_\_

3. How does the boy feel about growing up and doing a job?

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the poem aloud. Pay attention to how you use your voice to show feelings. Stop after one minute. Fill out the chart.**

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

**Read the selection. Complete the Point of View chart.**

Character	Clue	Point of View

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how to make the writing better by using strong words.**

**Draft Model**

I paint the adventures in my mind.  
I make pictures of every kind.

1. Where could you add strong adjectives?
2. Where could you add strong adverbs?
3. Which words could you replace with stronger words?

**B. Now revise the draft by adding strong words.**

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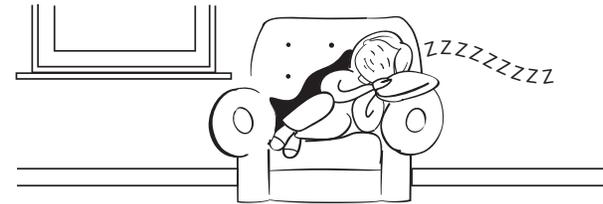
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Name \_\_\_\_\_

**My Imagination**

I dive with a whale into the sea,  
I climb with a monkey up a tree.  
I fly with a bird and off we zoom,  
I can have fun right here in my room.



**Answer the questions about the text.**

1. A poem may have rhythm and rhyming words. What is one thing that helps you know this text is a poem?

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2. Write the two pairs of words at the end of the lines that rhyme.

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3. What do rhyming words add to the poem?

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Name \_\_\_\_\_

A metaphor compares two different things, but it does not use the words *like* or *as*.

**A. Read the lines. Finish each sentence to tell about the two things the author compares.**

1. A diner's stomach was a bottomless pit.

The author compares a diner's stomach to \_\_\_\_\_.

2. My legs would be machines.

The author compares the boy's legs to \_\_\_\_\_.

3. His smile was sunlight that lit up the room.

The author compares the smile to \_\_\_\_\_.

**B. Explain each metaphor. Circle the answer to complete each sentence.**

4. The author compares a diner's stomach to a bottomless pit because they both \_\_\_\_\_.

make lots of noise      have plenty of room inside

5. The author compares the boy's legs to machines because they both \_\_\_\_\_.

work hard      get tired

Name \_\_\_\_\_

**Reread "Growing Up in One Day." Think about how the author used point of view. Use the words and picture to complete the sentences.**

1. The boy feels that \_\_\_\_\_ would be a good job because \_\_\_\_\_.

2. The boy feels that \_\_\_\_\_ would be a good job because \_\_\_\_\_.

3. The boy tells about different jobs because \_\_\_\_\_.

Name \_\_\_\_\_

entertainment    ridiculous    humorous    slithered

**A. Read each clue below. Then find the vocabulary word on the right that matches the clue. Draw a line from the clue to the word.**

- 1. something that gives pleasure or amusement      a. slithered
- 2. funny      b. humorous
- 3. very silly      c. entertainment
- 4. moved by sliding      d. ridiculous

**B. Choose two vocabulary words from the box above. Use each word in a sentence of your own.**

- 5. \_\_\_\_\_  
\_\_\_\_\_
- 6. \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

**Read the selection. Complete the point of view graphic organizer.**

<b>Details</b>
<b>Point of View</b>

Name \_\_\_\_\_

Read the poem. Check your understanding by asking yourself what the narrator thinks or feels.

### Aliens!

7 While waiting in the car for Mom,  
 12 Dad says, sounding very profound,  
 20 “I’m afraid I have to drop a bomb:  
 there are *aliens* around.

24 We didn’t want to tell you boys,  
 31 we thought it might just freak you out.  
 39 I need you to stay calm and keep your poise  
 49 while I tell you what this is about.

57 We taught you not to fear the new.  
 65 We told you that the world was strange,  
 73 but what we didn’t say to you  
 80 is that we are one end of the range

89 of things that folks don’t understand.  
 95 If others knew, they’d make a fuss.  
 102 And though our lives are pretty bland,  
 109 the fact is that the aliens are *us!*”

117 Mom opened her door and got inside.  
 124 I was shocked as we flew into the sky.  
 133 But Mom was clever enough to say,  
 140 “Did something go down while I was away?”



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Name \_\_\_\_\_

A. Reread the passage and answer the questions.

1. What is this poem about?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. What is the narrator’s point of view?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. What are some clues that tell you the narrator’s point of view?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

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**Approaching Level** Pair students with more proficient readers to answer the questions, finding evidence in the poem to support their answers. Have students share their answers with another pair of students.

Name \_\_\_\_\_

**The Abominable Snowman**

His eyes were made of pudding cups,  
his mouth was pizza crust.  
His mustache was tortilla chips  
we'd pounded into dust.

His right hand held a broken stick  
topped by a tuna tin.  
His left hand held the head that wore  
a grim leftover grin.



Answer the questions about the text.

1. How many stanzas does this text have?

\_\_\_\_\_

2. How many lines does each stanza have?

\_\_\_\_\_

3. What is the rhyme scheme of this text?

\_\_\_\_\_

4. What does the text tell a story about?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Rhythm** is a pattern of beats in a line of poetry. **Rhyme** is a pattern of repeated sounds at the ends of lines: *The river was **roaring**,*  
*The rain was **pouring**.*

Read the lines of the narrative poem below. Then answer the questions.

***Aliens!***

*While waiting in the car for Mom,  
Dad says, sounding very profound,  
"I'm afraid I have to drop a bomb:  
there are aliens around.*

*We didn't want to tell you boys,  
we thought it might just freak you out.  
I need you to stay calm and keep your poise  
while I tell you what this is about.*

1. Find an example of rhyme in the poem.

\_\_\_\_\_

2. What rhythm, or pattern of beats, do most lines contain?

\_\_\_\_\_

\_\_\_\_\_

3. What do the rhythm and rhyme do for the poem?

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

An **idiom** is a group of words that means something different from the usual meaning of each word in it. The phrase *lend a hand* is an idiom. It doesn't mean "to give someone your hand." It means "to help someone do something."

**Read each passage. Underline the idiom in the passage. Then write the meaning of the idiom.**

1. I'm afraid I have to drop a bomb:  
there are *aliens* around.

\_\_\_\_\_

\_\_\_\_\_

2. We didn't want to tell you boys,  
we thought it might just freak you out.

\_\_\_\_\_

\_\_\_\_\_

3. But Mom was clever enough to say,  
"Did something go down while I was away?"

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

When a **suffix** is added to the end of a root or base word, it forms a new word with a different meaning.

The suffix *-ful* means "full of," the suffix *-less* means "without," and the suffix *-ly* means "in a certain way."

**A. Read each word below and circle the suffix. Write the root or base word on the line. The first one has been done for you.**

1. happi(y) \_\_\_\_\_ **happy** \_\_\_\_\_      4. graceful \_\_\_\_\_
2. careless \_\_\_\_\_      5. safely \_\_\_\_\_
3. joyful \_\_\_\_\_      6. endless \_\_\_\_\_

Words that do not have common spelling patterns can be confusing.

Homophones can be confusing because they sound the same but have different spellings and meanings: *hour / our, their / they're / there*.

Some words are difficult to spell because of irregular spelling patterns or silent letters: *knowledge, thorough, scissors*.

**B. Circle the correct word to complete each sentence. The first one has been done for you.**

1. Is this (your, you're) book or mine?
2. I will (right, write) my name on the paper.
3. The (library, librery) will close early today.
4. We learned about (rithm, rhythm) in music class.

Name \_\_\_\_\_

*Evidence* is details and examples from a text that support a writer's ideas. The student who wrote the paragraph below cited evidence that shows how the author used point of view.

<b>Topic sentence</b>	→	In <i>Aliens!</i> , the author uses the narrator's point of view to tell a story with a surprise ending.
<b>Evidence</b>	→	The narrator begins the poem in an ordinary way. Then his father gives him some unexpected news: everyone in the family, including the narrator, is an alien. Finally, the family's car flies into the sky, surprising both the narrator and the reader. Using
<b>Concluding statement</b>	→	point of view, the author creates suspense and gives the surprise ending a stronger impact.

**Write a paragraph about the text you have chosen. Explain how the author uses point of view. Cite evidence from the text. Remember to support your explanation with details and to use prepositions correctly.**

Write a topic sentence: \_\_\_\_\_

Cite evidence from the text: \_\_\_\_\_

End with a concluding statement: \_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about what precise words you can add.**

### Draft Model

Clowns make me laugh. I like going to the circus. It is funny when lots of clowns get out of a car. One clown is always in the park. He makes balloon animals for all the kids.

1. What precise words could be used to help make the draft model clearer for the reader?
2. What precise words would help readers visualize the clowns, the car, and the park?
3. What adjectives could be used to describe the balloon animals?

**B. Now revise the draft by adding precise words to help make the draft model more interesting to read.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Measuring in Centimeters and Meters

Name: \_\_\_\_\_

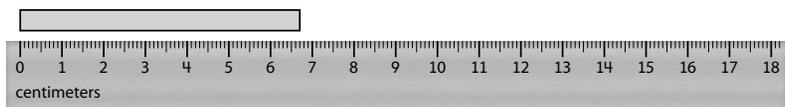
- 1** Circle the objects that are easier to measure with a centimeter ruler.  
Underline the objects that are easier to measure with a meter stick.

a rug                      a mitten                      a pool  
a bee                      a shell

- 2** Circle the objects that are easier to measure with a centimeter ruler.  
Underline the objects that are easier to measure with a meter stick.

a porch                      a spoon  
a watch                      a bus                      a lunch bag

- 3** What is the length of the tape to the nearest centimeter?

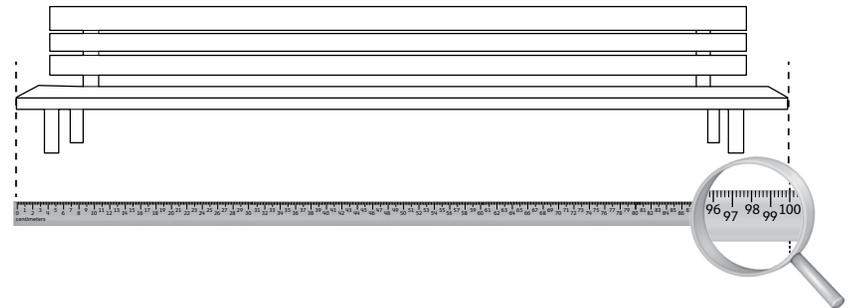


The tape is about \_\_\_\_\_ centimeters long.

## Measuring in Centimeters and Meters *continued*

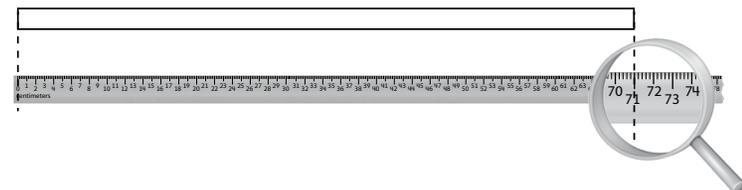
Name: \_\_\_\_\_

- 4** What is the length of the bench to the nearest meter?



The bench is about \_\_\_\_\_ meter long.

- 5** What is the length of the rectangle to the nearest centimeter?



The rectangle is about \_\_\_\_\_ centimeters long.

## Mixed addition / subtraction (within 20)

Grade 2 Word Problems Worksheet

Read and answer each question.

It is almost Christmas. Emma and Jack are decorating the Christmas tree.

1. Their plastic Christmas tree comes in 3 parts. The bottom part has 8 branches. The middle part has 6 branches and the top part has 4 branches. How many branches are there in total?
2. They have 9 strings of silver tinsel and 6 strings of gold tinsel. But 2 strings of silver tinsel are broken. How many good strings of tinsel are there in total?
3. Last week, they bought two boxes of ornaments. Each box has 4 red balls. Together with the 9 red balls they bought last year, how many red balls are there?
4. A string of lights has 16 light bulbs but 8 of them are broken. Jack only has 4 replacement bulbs. How many light bulbs are working?
5. In a box of candy canes, there are 18 candy canes. Emma and Jack plan to eat 5 candy canes, give 6 candy canes to their friends and hang the rest on the tree. How many candy canes will be on the tree?
6. Write the number sentence that fits this: "Jack made 5 ornaments to hang on the tree and Emma made 9 ornaments to hang on the tree. Emma made 4 more ornaments than Jack."



## Subtraction word problems

Grade 2 Word Problem Worksheet

Read and answer each question:

1. Cade had 87 marbles. He gave 18 to Dylan and 6 to Sam. How many does he have left?
2. The aquarium has a lot of fish tanks. They bought 18 more fish and now the aquarium has 149 fish. How many fish did the aquarium have to begin with?
3. Alyssa had 129 cookies. Aiyanna has 140 cookies and 34 crackers. How many more cookies does Aiyanna have than Alyssa?
4. Daniel had some noodles. He gave 12 noodles to William. Now Daniel only has 54 noodles. How many noodles did Daniel have to begin with?
5. Hayley had 25 meatballs and 6 potatoes on her plate. Kirsten stole some of her meatballs. Now Hayley has 11 meatballs on her plate. How many meatballs did Kirsten steal?

## Multiplication

### Grade 2 Word Problems Worksheet

Read and answer each question.

The class is doing a math activity. There are 5 groups of 4 students.

1. How many students are there in the class?
2. Each group should have 2 pairs of scissors. How many pairs of scissors are needed in total?
3. Each student should get 2 worksheets and 3 sheets of construction paper. How many sheets of construction paper would each group of students have?
4. Each student needs to answer 4 questions on each worksheet. How many questions does each student need to answer?
5. Student get 3 stickers on their reward chart for each correct answer. If a student gets 7 correct answers, how many stickers will he get?
6. Write the number sentence with multiplication that fits this: "At the end of the class, each student gets 6 questions for homework. Each group will do 24 questions for homework."



## Addition word problems

### Grade 2 Word Problems Worksheet

Read and answer each question.

1. Lucy went to the grocery store. She bought 12 packs of cookies and 16 packs of noodles. How many packs of groceries did she buy in all?
2. Roden went to a pet shop. He bought 15 gold fish, 7 blue fish and 3 packages of fish food. How many fish did he buy?
3. I read 21 pages of my English book yesterday in just 45 minutes. Today, I read 117 pages. What is the total number of pages that I read?
4. In a school, there are 542 girls and 387 boys. How many pupils are there in that school?
5. Linda has 34 candies. Chloe has 128. How many candies do they have together?

## Addition and subtraction word problems

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### Grade 2 Word Problems Worksheet

Read and answer each question:

1. 114 birds were sitting in a tree. 21 more birds flew up to the tree. How many birds were there altogether in the tree?
  
2. 29 birds were sitting in a tree. Some more fly up to the tree. Then there were 142 birds in the tree. How many more flew up to the tree?
  
3. Beth has 74 crayons. She gives 25 of them away to Jen. How many crayons does Beth have left?
  
4. Cindy's mom baked 41 cookies. Paul's dad baked 38 cookies. Cindy and Paul ate 6 cookies each and then brought them to school for a party. How many cookies did they bring to school altogether?
  
5. 18 children were riding on the bus. At the bus stop, some more children got on the bus. Then there were 25 children altogether on the bus. How many children got on the bus at the bus stop?



## Telling Time to the Minute

Name: \_\_\_\_\_

Write the time the clock shows.

1



2



3

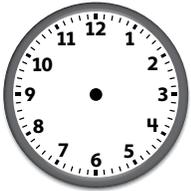


4

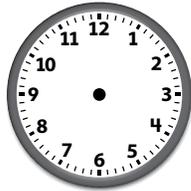


Draw hands on the clock to show the given time.

5 16 minutes after 1



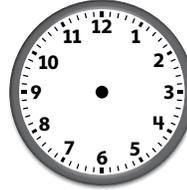
6 7 minutes before 9



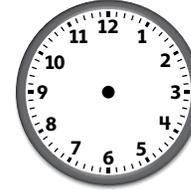
## Telling Time to the Minute *continued*

Name: \_\_\_\_\_

7 35 minutes after 3



8 26 minutes before 8

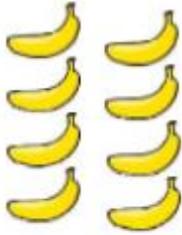


9 Write a word problem that could use one of the times shown on one of the clocks.

## Meaning of division

### Grade 3 Division Worksheet

Divide the food between the kids. Circle the correct equation.



$5 \times 2 =$

$12 \div 4 =$

$8 \div 4 =$

$8 - 4 =$

How many bananas does each kid get? \_\_\_\_



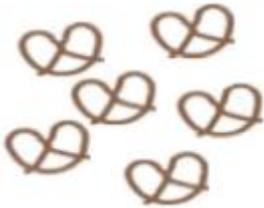
$3 \times 3 =$

$6 \div 2 =$

$3 + 3 =$

$6 \times 10 =$

How many muffins does each kid get? \_\_\_\_



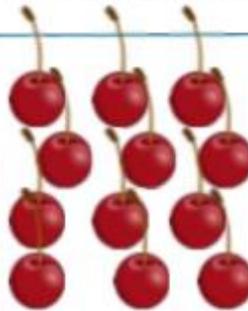
$6 \div 2 =$

$6 \div 3 =$

$6 \div 4 =$

$6 \div 6 =$

How many pretzels does each kid get? \_\_\_\_



$3 \times 4 =$

$12 \div 2 =$

$12 \div 4 =$

$12 - 4 =$

How many cherries does each kid get? \_\_\_\_

## Multiply with arrays

Grade 3 Multiplication Worksheet

Color in squares to solve the multiplication question.

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


$5 \times 6 = \underline{\quad}$


$4 \times 7 = \underline{\quad}$


$2 \times 6 = \underline{\quad}$

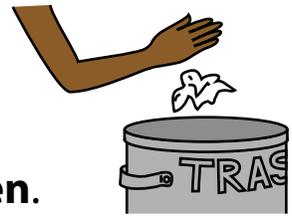

## Division Facts: Dividing by 1 - 10

Grade 3 Division Worksheet

Find the quotient.

1.  $12 \div 4 = \underline{\quad}$
2.  $6 \div 6 = \underline{\quad}$
3.  $49 \div 7 = \underline{\quad}$
4.  $16 \div 8 = \underline{\quad}$
5.  $18 \div 6 = \underline{\quad}$
6.  $48 \div 6 = \underline{\quad}$
7.  $42 \div 7 = \underline{\quad}$
8.  $1 \div 1 = \underline{\quad}$
9.  $35 \div 7 = \underline{\quad}$
10.  $28 \div 7 = \underline{\quad}$
11.  $7 \div 1 = \underline{\quad}$
12.  $40 \div 10 = \underline{\quad}$
13.  $42 \div 6 = \underline{\quad}$
14.  $72 \div 9 = \underline{\quad}$
15.  $50 \div 10 = \underline{\quad}$
16.  $12 \div 2 = \underline{\quad}$
17.  $18 \div 3 = \underline{\quad}$
18.  $5 \div 1 = \underline{\quad}$
19.  $2 \div 2 = \underline{\quad}$
20.  $72 \div 8 = \underline{\quad}$
21.  $25 \div 5 = \underline{\quad}$
22.  $18 \div 2 = \underline{\quad}$
23.  $54 \div 9 = \underline{\quad}$
24.  $20 \div 10 = \underline{\quad}$
25.  $24 \div 3 = \underline{\quad}$
26.  $15 \div 3 = \underline{\quad}$
27.  $56 \div 8 = \underline{\quad}$

# Being a Good Citizen



There are many ways to be a good citizen.

Hello,  
neighbor!



When you have a picnic at the park, you clean up after yourself.

If you see a crime being committed, you call the police.

You respect your neighbors by being polite and kind to them.

You vote in elections.

Do you do any of the things above? Which ones?

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What do you think it means to be a good citizen?

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What else can you do to be a good citizen?

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On the back of this sheet, draw a picture of yourself being a good citizen!















# Community Service



## What is community service?

Community service is volunteering to help those in your community. It might be something that is done once or on a regular basis. Community service is often referred to as 'giving back to your community'. It can be done by an individual or an organization. Community service is giving your time without being paid, whether it is to help the less fortunate or to help clean up your community.

## Types of Community Service

- \* Soup kitchen
- \* Homeless shelter
- \* Animal shelter
- \* Mentoring
- \* Tutoring
- \* Food pantry
- \* Visiting the elderly



## Think About It...

Why do you think community service is important?

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What other types of community service are there?

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## VOLUNTEER WORD SCRAMBLE

PHFLULE \_\_\_\_\_

TERAH \_\_\_\_\_

GICRAN \_\_\_\_\_

GGIINV \_\_\_\_\_

TBFIEEN \_\_\_\_\_

TSOPVEII \_\_\_\_\_

OCHREI \_\_\_\_\_



# President Donald Trump



## Making Suggestions

*Think about three things you think President Donald Trump should do as president of the United States. Write a letter to President Trump and tell him why you think these things are important. As a concluding sentence, explain how doing these three things will make President Donald Trump a better leader.*

Dear Mr. President,

I am writing to you to suggest a few things that I think you should do as president of The United States. First, I think you should \_\_\_\_\_  
Suggestion #1

\_\_\_\_\_ because \_\_\_\_\_.

Next, I suggest you \_\_\_\_\_  
Suggestion #2

because \_\_\_\_\_.

Finally, I think you should \_\_\_\_\_  
Suggestion #3

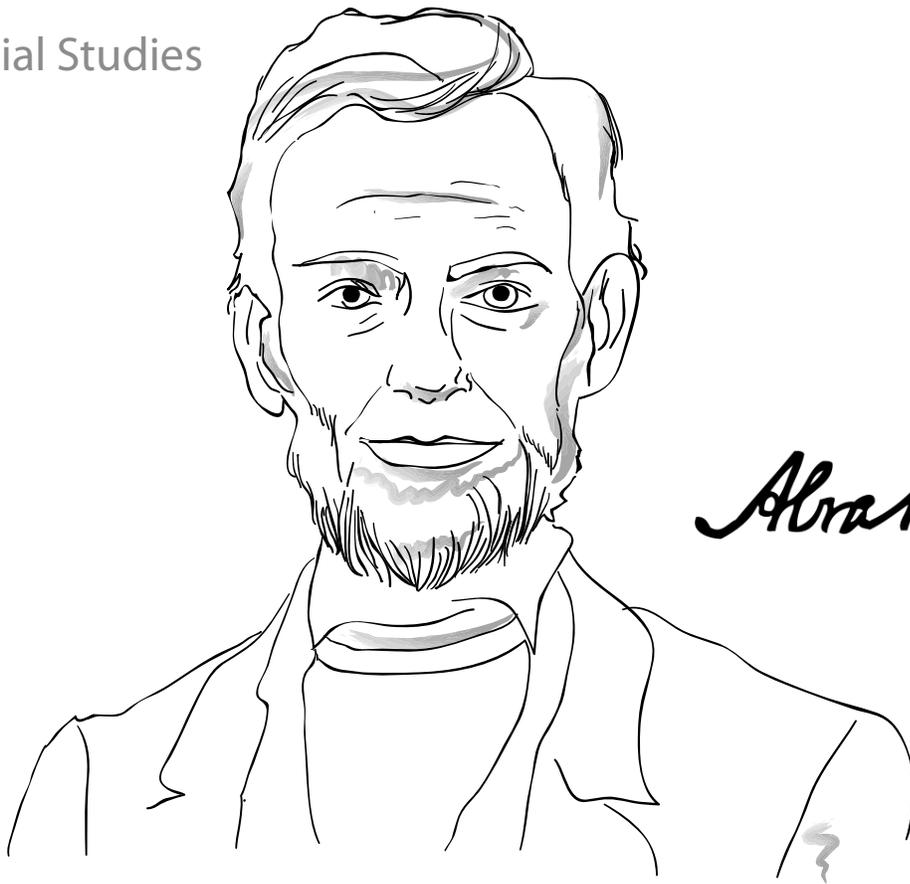
\_\_\_\_\_.

Thank you for taking the time to read my letter. I think if you do these three things, you will \_\_\_\_\_  
Concluding Sentence

\_\_\_\_\_.

Sincerely, \_\_\_\_\_

Your name



*Abraham Lincoln*

---

## Abraham Lincoln

Abraham Lincoln was the 16th President of the United States. He became President in 1861. He was President during the Civil War and helped keep the Union from splitting into two countries. In 1863, he signed the Emancipation Proclamation, the document that set all American slaves free.

### Word scramble!

Unscramble the letters to form the word that completes the sentence.

1. Lincoln was born in the state of \_\_\_\_\_ . UNEKTCYK
2. Lincoln once worked as a \_\_\_\_\_ . EALYRW
3. Lincoln's wife's name was \_\_\_\_\_ . AMYR



# Finish the Story

Use words from the box to fill in the blanks in this story. You'll read about the brave workers on the Underground Railroad. (Hint: you will not use all the words in the box.)

<i>Word Box</i>			
<b>help</b>	<b>3,200</b>	<b>South</b>	<b>United States</b>
<b>people</b>	<b>slaves</b>	<b>workers</b>	<b>slaveowners</b>
<b>white</b>	<b>human</b>	<b>Railroad</b>	<b>seventeen</b>

All kinds of people worked on the Underground \_\_\_\_\_. Most of the workers were ordinary \_\_\_\_\_, such as shopkeepers and farmers, who did what they could to help the slaves find freedom. Some of the \_\_\_\_\_ were more well-known: ministers, businessmen, and even millionaires. These were noble black and \_\_\_\_\_ Americans working together to help their fellow \_\_\_\_\_ beings. Many were former \_\_\_\_\_, like Harriet Tubman, who wanted to \_\_\_\_\_ others find freedom. It is said that Harriet made \_\_\_\_\_ trips back to the \_\_\_\_\_ after she had escaped. The courageous deeds of the Underground Railroad workers helped more than \_\_\_\_\_ slaves find a new life in the northern \_\_\_\_\_ and Canada.

## My Bean Plant

by Rachele Kreisman



My grandfather loves to grow plants. He raises vegetables and fruits, and he takes great care of all of them. Last week, Grandpa gave me some green bean seeds. Now I can grow my own green bean plant.

I brought my seeds home and showed my mom. She helped me get my green bean project ready. First, we put some soil in a pot. Then we planted a few seeds. I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window,

and I added some water.

I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing! Over the next few weeks, more stems and leaves will grow. Then flowers will grow, too.

What am I most excited about? I cannot wait to eat the beans! I think they will taste even better because I grew them myself.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What did Grandpa give to the main character?

- A. some green beans
- B. green bean seeds
- C. a fully-grown bean plant

2. The main character planted the seeds, put the pot in a sunny spot, and added water. What was the effect of these actions?

- A. The soil got dry right away.
- B. A tiny stem grew after some time.
- C. The seeds quickly turned into green beans.

3. Read these sentences from the text.

"I put the pot in a sunny spot by the window, and I added some water.

"I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing!"

What conclusion can you draw from this evidence?

- A. The main character has taken care of many different plants in the past.
- B. The main character is doing a good job of taking care of the bean plant.
- C. The main character doesn't really care about the bean plant.

4. Read these sentences from the text.

"I cannot wait to eat the beans! I think they will taste even better because I grew them myself."

Why might the main character think the beans will taste even better because he or she grew them?

- A. because the main character normally hates the taste of green beans
- B. because the main character is way better at growing plants than Grandpa
- C. because the main character put work into taking care of the beans

5. What is the main idea of this story?

- A. The main character takes care of a green bean seed and helps it start growing into a plant.
- B. The main character's grandfather loves to grow vegetables, and he takes great care of all his plants.
- C. The main character is excited to eat green beans because they are a tasty vegetable.

6. Read these sentences from the text.

"I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window, and I added some water.

"I checked on my plant every day. When the soil felt dry, I added more water. Today, I saw a tiny stem. The plant is growing!"

Based on this text, what does the phrase "depend on" most closely mean?

- A. need
- B. like
- C. change

7. Read these sentences from the text.

"I remembered that Grandpa told me that plants depend on water and sunlight to grow. So I put the pot in a sunny spot by the window, and I added some water."

Now read this sentence about the same information. Then, choose the answer that completes the sentence without changing the meaning from the story.

I put the pot in a sunny spot by the window, and I added some water \_\_\_\_\_. Grandpa told me that plants depend on water and sunlight to grow.

- A. so
- B. because
- C. but

8. What do plants need so they can grow?

9. What are two things the main character did to the bean plant to help it grow?

10. What would happen to the bean plant if the main character forgot to give it water? Use evidence from the text to support your answer.

## Explore Space

# Our Solar System

Our solar system is made up of the sun and eight **planets**. A planet is a large ball made of rock or gas. Each planet **orbits**, or travels around, the sun. The sun is at the center of the solar system.



NASA

*The planets in our solar system are all different sizes.*

The **sun** is a star. It is a ball of hot gas. It gives off light and heat. Why does the sun look different from other stars? The sun is the star closest to Earth.

**Mercury** is the closest planet to the sun. It is also the smallest. It has mountains and **craters**. Craters are holes in the ground that were made when space rocks crashed into it.

**Venus** is the hottest planet. It is hot enough to melt a rocket ship. Venus is about the same size as Earth.

**Earth** is our home. It is also the only planet with oceans. In fact, Earth is covered mostly with water. That is why it is called the Blue Planet.

**Mars** is called the Red Planet. It has reddish dirt. It also has mountains, volcanoes, ice caps, and **canyons**. A canyon is a deep, narrow valley with steep sides.

**Jupiter** is the largest planet. It is made of thick gases. Very strong winds blow on this planet.

**Saturn** is the second-largest planet. It has rings around it. The rings are made of rock, dust, and ice.

**Uranus** was the first planet to be discovered using a telescope. It is cold and windy there.

**Neptune** is the coldest planet because it is farthest from the sun. The planet is made of gases.

**canyon**                      can     ·     yon**Advanced Definition****noun**

1. a deep, narrow chasm with steep sides, often with a stream flowing along the bottom.

**These are some examples of how the word or forms of the word are used:**

1. A **canyon** is a deep, narrow valley with steep sides.
2. On August 5th, the men came into a **canyon** with very high walls. Powell named it Marble Canyon.
3. It is one mile from the top of the cliffs to the floor of the **canyon**. The Colorado River flows along the canyon floor.
4. Together, the wind and water created the **canyon** we see today. Even today, wind and water continue to change the canyon by reshaping the rocks and battering the cliffs.

**crater**                      cra     ·     ter**Advanced Definition****noun**

1. a bowl-shaped depression with a raised rim, such as the mouth of a volcano or geyser, or the circular depressions on the surface of the moon, usu. with a mountain at their center.
2. a similar depression in the surface of the earth or other heavenly bodies caused by the impact of falling meteorites or the explosion of a mine or bomb.

**transitive verb & intransitive verb**

1. to make craters in or become filled or marked with craters.

**Spanish cognate**

*cráter*: The Spanish word *cráter* means crater.

**These are some examples of how the word or forms of the word are used:**

1. It has mountains and **craters**. Craters are holes in the ground that were made when space rocks crashed into it.
2. It is covered with deep holes called **craters**. The moon may look as though it gives off light, but it does not.

**orbit** or bit**Advanced Definition****noun**

1. the curved path in which a planet, satellite, or spacecraft revolves about another body.

*Earth's orbit around the sun is elliptical.*

2. one complete revolution along such a path.

*A little more than 365 days is the amount of time that the earth takes to complete one orbit around the sun.*

3. a sphere or area of experience, knowledge, control, or power.

*Such questions are really outside of my orbit.*

4. one of the two bony sockets that encase the eyeballs.

**transitive verb**

1. to revolve about (another body) in a curved path.

*Several moons orbit Jupiter.*

2. to send into an orbit.

**intransitive verb**

1. to travel in an orbit.

*The space station is now orbiting.*

**Spanish cognate**

*órbita*: The Spanish word *órbita* means orbit.

**These are some examples of how the word or forms of the word are used:**

1. Jeremy noticed that some of the charts showed patterns: numbers that repeated, timings separated by exactly one hour. The professor showed him that the repeating numbers were distances between planets, or between planets and their moons, or distances between stars, and showed him how the **orbits** of these planetary bodies created patterns of collective behavior.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1. What is a planet?**

- A. a large ball made of only rock
- B. a large ball made of rock or gas
- C. a ball of hot gas that gives off light

**2. The author provides a list of what in the passage?**

- A. planets in our solar system
- B. stars in our solar system
- C. moons in our solar system

**3. The sun is at the center of our solar system. What evidence from the passage best supports this statement?**

- A. The planets in our solar system orbit the sun.
- B. A star is a ball of gas that gives off heat and light.
- C. The sun is the star that is closest to Earth.

**4. Read the following sentence: "Uranus was the first planet to be discovered using a telescope." Based on this information, what conclusion can you make about Uranus?**

- A. Uranus is too far away to see with the naked eye.
- B. Uranus is blocked by Saturn so it is hard to see.
- C. Uranus is the planet that is farthest from the sun.

**5. What is this passage mostly about?**

- A. why the Earth is called the Blue Planet
- B. what the rings around Saturn are made of
- C. the sun and the planets in our solar system

6. Read the following sentences: "Mars is called the Red Planet. It has **reddish** dirt."

As used in this sentence, what does the word "**reddish**" mean?

- A. moist and fertile
- B. mostly brown in color
- C. slightly red in color

7. Choose the answer that best completes the sentence below.

Neptune is the farthest planet from the sun, \_\_\_\_ it is the coldest planet.

- A. but
- B. so
- C. because

8. What is at the center of our solar system?

9. Why is Earth called the Blue Planet?

10. Compare Venus and Earth by explaining how they are similar and how they are different.

## Wild Calls in the Springtime Sky

This text is provided courtesy of the National Audubon Society.



[Imagine you are somewhere in the United States.] It's an evening in spring. The air is still chilly. You watch a big red sun setting on the horizon.

*Ah-honk! Ah-honk! Ah-honk!*

The wide sky seems to be calling to you. There are dark specks in it, far away. The sound grows louder, the specks grow larger. They are wild creatures-birds-long necks outstretched, wings beating steadily up and down. One bird is in the lead, the others strung out behind in the shape of a large V.

Canada Geese are on their way north. These big birds fly through almost every state on the spring trip to their nesting places. Keep watch, and you are sure to see them.

These families of Canada Geese have lived together in the South during winter. One day in late winter, an adult male tosses his head up and down. There is a lot of gabbling and "talking" among the restless geese. Then they all rise into the air.

An older bird sets the course, but they change leaders often. The geese move slowly at first-high over cities, highways, rivers, and forests that spread out below them like a map. They

push farther and farther north as the Earth warms, melting ice on ponds and lakes.

The geese fly day and night, landing briefly to rest or feed. As they come close to their summer homes, they increase their speed. Some flocks stop in the northern United States, others fly far into Canada.

The leader knows when they have arrived. The geese glide down, gabbling and honking at the sight of the marsh where they have built their nests in previous years.

When migrating geese pass over us in spring, they remind us that we share Planet Earth with wild creatures of many kinds-wild creatures on the move.

**flock****flock****Definition****noun**

1. a group of animals or birds of one kind that stay or are kept together.

*A flock of ducks landed on the shore.*

*The farmer watched over his flock of sheep.*

**Advanced Definition****noun**

1. a group of animals or birds of one kind keeping or kept together, such as geese or sheep.

*A flock of sheep grazed on the hillside.*

2. a large group of people or things.

*A flock of reporters waited outside the courtroom.*

3. a group of followers or adherents, esp. of a religious leader.

*The priest worried that increasing members of his flock were leaving the church.*

**intransitive verb**

1. to gather or travel in a crowd, group, or flock.

*Visitors flocked to the new museum.*

**These are some examples of how the word or forms of the word are used:**

1. A whole **flock** of sheep are standing together. "Baaaaaaah!" they say.
2. Brannan knew that the **flocks** of miners would need tools. He started a business selling them shovels.
3. Duff trained a **flock** of whooping crane chicks in Wisconsin to think he was their mother. "It's like becoming a bird yourself," he told Weekly Reader.
4. Passenger pigeons used to fly overhead in **flocks** that were so huge they took days to pass. People killed them for sport, and suddenly they were extinct.
5. During the mid- to late 1900s, millions of people **flocked** to Florida for its warm climate and inexpensive land. As people built homes and roads, panthers were squeezed out of their

habitat.

6. People **flocked** to California because of the gold rush, hoping to get rich by mining for gold. While most people didn't strike it rich, many ended up staying in the area and farming.
7. The English had been buying Haydn's compositions in sheet music form for many years, and they **flocked** to his concerts. Haydn was very proud of the honorary degree that Oxford University gave him.
8. In late fall, they fly in groups called **flocks** from colder places to warmer places. Then, in the spring after winter is over, they migrate back to the place where they were in the fall.
9. The shepherd boy watched the **flock** of sheep by day and slept with them at night. His only relief came at dinner time, when his master's wife came by with his dinner wrapped in a cloth.
10. Young people from English-speaking countries, including the United States, Canada, Australia, and New Zealand, **flock** to these areas to live and teach abroad. Usually, hiring packages for new teachers include airfare to and from their home countries, training, housing, and salary.

**leader**                      lead     ·     er**Definition****noun**

1. a person who directs or guides others or who has the most power in a group.

*The men followed their leader into the woods.*

*He was a strong and powerful leader of the army.*

**Advanced Definition****noun**

1. one that leads.
2. the head of a political party, group, or organization.
3. the conductor or principal performer in a musical group.
4. a separate length of fishing line to which a lure is attached.

**Spanish cognate**

*líder*: The Spanish word *líder* means leader.

**These are some examples of how the word or forms of the word are used:**

1. She became the most well-known **leader** of the Underground Railroad. The Underground Railroad was a system of secret routes that helped slaves escape to free states.
2. The president has an important job. He is the **leader** of the armed forces. He helps make our country's laws. He also works with the leaders of other countries.
3. Cleopatra's attractions lured two of Rome's most famous **leaders**. First, she fell in love with Julius Caesar. Then, after Caesar's death, she fell in love with Mark Antony. These romances linked the two empires.
4. World **leaders** recently met in Russia. There, they discussed who should control the Arctic. Catherine Loubier is a spokesperson for Canada's government. "We take our responsibility for the future of the [Arctic] seriously," she says.
5. The Young Scout troop went on a camping trip one weekend. The 12 boys and their patrol **leader** went into the woods close to their home city of Sacramento, located in the state of California, U.S.A.
6. Even though North and South Korea are neighbors, the two countries are very different. North Korea is very poor. Its **leader** spends most of the country's money on the army, not on food for

the people.

7. Washington wrote the letter in 1787. At that time, he was meeting with other **leaders** to create the U.S. Constitution. In the letter, Washington wrote that the country's happiness depended on what the leaders decided. Two years later, he became our country's first president.
8. There are 50 states in America, and each one has a governor. The person who is the **leader** of America is called the president. No one in America has more responsibility than the president because the president is the leader of everybody in the entire country.
9. One group was led by a man named Mao Zedong. This group was called the Communist Party of China. Communism is different from democracy, the type of government the United States has. In a democracy, the people choose their rulers. Under communism, the people generally do not choose their **leaders**.
10. Julius Caesar is one of the most famous figures in Roman history. Very few leaders have been able to accomplish as much as Caesar did during his lifetime. He had many talents. He proved to be a great speaker, writer, politician, and military **leader**. Under Caesar, the Roman Republic expanded across a large part of Europe.

# migrate                      mi        ·        grate

## Advanced Definition

### intransitive verb

1. to move from one region into another.

*Their ancestors had migrated from the east, finally settling in this small western mining town.*

2. to change habitat or location periodically as in response to changes in climate or employment opportunities.

*Geese migrate to the south when the weather gets cold.*

*The pickers migrate north to work in the orchards during the harvest season.*

## Spanish cognate

*migrar/emigrar*: The Spanish word *migrar/emigrar* means migrate.

## These are some examples of how the word or forms of the word are used:

1. In the spring, monarchs **migrate** north.
2. Each fall, monarch butterflies **migrate** south for the winter.
3. Monarch butterflies **migrate** in the fall when the weather gets cool.
4. The word **migrate** means "to move from one place to another."
5. They **migrate** south in the fall when the weather gets colder.
6. The whales **migrate** south in the fall to warmer water near Hawaii.
7. During the fall, some animals **migrate**. They move from one place to another place.
8. Some birds **migrate**. Some birds, like seagulls, leave cold places and travel to warm places.
9. Some animals **migrate** when winter comes. Animals that migrate go from colder places to warmer places.
10. Those birds **migrated** between Canada and Texas. The Canadian and United States governments have protected these birds to help save them.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. According to the text, when do Canada Geese live together in the South?

- A. during spring
- B. during summer
- C. during fall
- D. during winter

2. What does the text mostly describe?

- A. a story of Canada Geese traveling north in spring
- B. a story of Canada Geese traveling south in winter
- C. a story of Canada Geese traveling to Canada
- D. a story of Canada Geese traveling in the shape of a large V

3. Read these sentences from the text.

The geese fly day and night, landing briefly to rest or feed. As they come close to their summer homes, they increase their speed. Some flocks stop in the northern United States, others fly far into Canada.

The leader knows when they have arrived. The geese glide down, gabbling and honking at the sight of the marsh where they have built their nests in previous years.

- Based on the text, what conclusion can you make about the geese's home in the northern United States or Canada?

- A. A flock of geese stays in the same area in the northern United States or Canada all year.
- B. A flock of geese stays in the same area in the northern United States or Canada for part of the year.
- C. A flock of geese stays in different areas in the northern United States or Canada all year.
- D. A flock of geese stays in different areas in the northern United States or Canada for part of the year.

**4.** Read these sentences from the text.

One day in late winter, an adult male tosses his head up and down.  
There is a lot of gabbling and "talking" among the restless geese.  
Then they all rise into the air.

An older bird sets the course, but they change leaders often.

[ . . . ]

As they come close to their summer homes, they increase their speed. Some flocks stop in the northern United States, others fly far into Canada.

The leader knows when they have arrived.

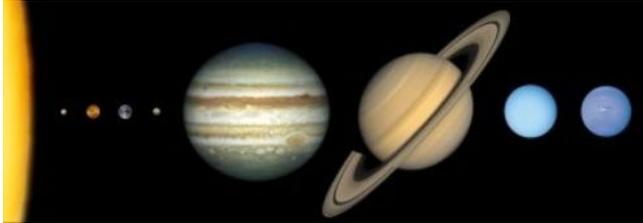
Based on the text, what can you infer about the leaders of the flocks?

- A. The goose leading the flock into the air, the goose leading in the air, and the goose knowing when the flock has arrived are likely the same goose.
- B. The goose leading the flock into the air and the goose leading in the air are likely the same goose, but the goose knowing when the flock has arrived is a different goose.
- C. The goose leading the flock into the air and the goose knowing when the flock has arrived are likely the same goose, but the goose leading in the air is a different goose.
- D. The goose leading the flock into the air, the goose leading in the air, and the goose knowing when the flock has arrived are likely different geese.

**5.** What is the main idea of the text?

- A. Canada Geese are wild birds with long necks, and when they fly, their necks are outstretched and their wings beat steadily.
- B. As Canada Geese fly north, they start out moving slowly, but they get faster as they get closer to their summer homes.
- C. Canada Geese live in the South in winter, but they go north in spring by taking turns leading the flock.
- D. Some Canada Geese stay in the northern United States over summer, and other Canada Geese stay in Canada over summer.

## What's Up In Space?



## Places in Space

Space is an exciting place! Our solar system is in space. It is made up of the sun and the eight planets that travel around the sun. Our solar system also has moons, stars, and other space objects.

## In the Center

The **sun** is at the center of our solar system. The sun is a hot, bright **star**. A star is a ball of hot gas. It gives off heat and light. The sun is the star closest to Earth. That is why it looks different from other stars. Most stars look tiny and can be seen only at night because they are so far away.

## Around the Sun

A **planet** is a large ball made of rock or gas. Eight planets make up our solar system. You live on one of them-Earth! The others are Mercury, Venus, Mars, Jupiter, Saturn, Uranus, and Neptune. Each planet moves in a path around the sun. The path is called an **orbit**.

## Around Earth

Earth has one **moon**. It travels in an orbit around Earth. The moon is made of rock. It is covered with deep holes called craters. The moon may look as though it gives off light, but it does not. It looks bright when it reflects light from the sun.

## Space Facts!

- The sun is so large that it could hold a million Earths.
- Earth is called the Blue Planet because it is covered in so much water.
- Some planets have many moons. Jupiter has the most. It has more than 60 moons.

**reflect**                      re · flect**Advanced Definition****transitive verb**

1. to throw back (light, heat, sound, or the like), as from a surface.

*The surface of the lake reflected the bright sunlight.*

2. of a mirror or mirrorlike surface, to cast back (an image).

*The mirror reflected his wrinkled and worn-out face.*

*The ocean reflected the setting sun.*

3. to show forth; make apparent.

*His acts reflected his anxious state of mind.*

*Your research paper reflects hard work and careful thought.*

**intransitive verb**

1. to be returned back as heat or light.
2. to throw back an image.
3. to ponder or think about.

*He reflected on the problem.*

4. to show forth a particular aspect, as of a person's capability (usu. fol. by on).

*The results reflect badly on her.*

**Spanish cognate**

*reflejar*: The Spanish word *reflejar* means reflect.

**These are some examples of how the word or forms of the word are used:**

1. Tommy's car doesn't**reflect** the sun at all.
2. Often, an architect's building will **reflect** his or her ideas.
3. Arctic ice and snow **reflect** heat from the sun into space.
4. They are like mirrors that can share the images that they **reflect**.
5. "Yes, they have to be updated to **reflect** any changes," said Uncle Max.
6. Yet, we have to change as new demands**reflect** the needs of society.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1. What is the sun?**

- A. a planet
- B. a star
- C. a moon
- D. an asteroid

**2. What does the author describe in the passage?**

- A. the objects in our solar system
- B. why Earth only has one moon
- C. the different stars in the universe
- D. how the moon got its craters

**3. Our sun does not look tiny like other stars because it is the closest star to Earth.**

What evidence from the passage supports this conclusion?

- A. "The sun is at the center of our solar system. The sun is a hot, bright star."
- B. "A star is a ball of hot gas. It gives off heat and light."
- C. "The sun is so large that it could hold a million Earths."
- D. "The sun is the star closest to Earth. That is why it looks different from other stars."

**4. Read the following sentence: "Earth is called the Blue Planet because it is covered in so much water."**

Based on this information, what color does most of Earth look like from space?

- A. white
- B. brown
- C. green
- D. blue

5. What is this passage mostly about?

- A. facts about our solar system
- B. facts about planets
- C. facts about the sun
- D. facts about the moon

6. Read the following sentences: "The moon may look as though it gives off light, but it does not. It looks bright when it reflects light from the sun."

As used in this sentence, what does "**reflects**" most nearly mean?

- A. lets light pass through a surface
- B. makes light go around an object
- C. sends light back from a surface
- D. stops light from going through an object

7. Choose the answer that best completes the sentence below.

Our solar system has many different objects, \_\_\_\_\_ planets, moons, and asteroids.

- A. such as
- B. but
- C. so
- D. then

8. What is at the center of our solar system?

9. Explain what an orbit is.

10. Name two objects in the solar system that orbit something else. Do they orbit the same thing or different things?