



Day 16

ELA	Math
<u>I can:</u>	
✓ I can read and respond according to task and purpose. ✓ I can read independently for sustained periods of time to build stamina. ✓ I can summarize multi-paragraph texts using key details to support the central idea. ✓ I can use paragraph-level context to determine the meaning of words and phrases.	✓ I can identify the numerator and denominator of a fraction. ✓ I can identify fractions of a whole. ✓ I can identify equal parts.
<u>Assignment Checklists:</u>	
☐ Read the passage and answer the questions. ☐ Complete word study activity. ☐ Read for 30 minutes and write a response.	☐ Complete Fractions worksheet. ☐ Complete Multiply by 9's worksheet.

An Unlikely Parasite: The Mistletoe

During the holidays, many people hang mistletoes over doorways. People share kisses under this evergreen plant. It is a popular Christmas tradition. But don't let the image of a romantic plant used during the happy times of the holidays fool you. In the forests where they're from, mistletoes can do some real damage. Let's take a look at how and why.

The mistletoe plant is evergreen. This means it has leaves that remain green throughout the year. It is also poisonous and has white berries and small, yellow flowers. The mistletoe lives on other plants, taking water and nutrients from these plants. For this reason, mistletoes are considered parasites.



Photograph of white mistletoe berries

The white berries of the mistletoes contain seeds. Some birds and mammals like to feed on these berries. When they do, the seeds may attach to the animal eating the berries. The animal may carry the seeds to another part of the tree or shrub. They may also carry the seeds to another plant altogether. The seeds start to grow roots that dig through the bark of the tree or shrub. The roots grow into the tissues of the plant they've taken over. That's how mistletoes take nutrients and water away from the host plants. Mistletoe can be hard to remove once it infects a plant. The best way to fight off a mistletoe infestation is to cut off the infected branch completely. If the mistletoe takes over more parts of the plant, it can start to weaken the plant and make it harder for it to grow.

As mistletoes grow in the trees, they become a thick mix of branches and stems. This big mass is sometimes called a "witch's broom." Some animals nest in these witches' brooms. These animals include chickadees, house wrens, and most Cooper's hawks.

1. The mistletoe plant is evergreen. What does this mean?

- A. It has leaves that remain red throughout the year.
- B. It has leaves that fall off throughout the year.
- C. It has leaves that remain green throughout the year.
- D. It takes water and nutrients away from other plants.

2. Mistletoes live on other plants. The text describes the effects of mistletoes on these plants. What is one of these effects?

- A. They cause the plants to grow stronger.
- B. They cause the plants to grow weaker.
- C. They cause the plants to take in more water and nutrients.
- D. They cause the plants to turn white.

3. Read the following sentences from the text. The white berries of the mistletoes contain seeds. Some birds and mammals like to feed on these berries. When they do, the seeds may attach to the animal eating the berries. The animal may carry the seeds to another part of the tree or shrub. They may also carry the seeds to another plant altogether. The seeds start to grow roots that dig through the bark of the tree or shrub. The roots grow into the tissues of the plant they've taken over. That's how mistletoes take nutrients and water away from the host plants.

What conclusion about some animals does this information best support?

- A. Some animals can turn into parasites that infect plants.
- B. Some animals can cause other animal species to die off.
- C. Some animals grow weaker when they eat mistletoe berries.
- D. Some animals help mistletoes infect other plants

4. What is one positive effect mistletoes have on the ecosystems where they grow?

- A. They take water and nutrients away from plants.
- B. They have leaves that remain green throughout the year.
- C. They provide food to some animals.
- D. They have seeds which can grow roots into the barks of trees and shrubs.

5. What is the central idea of this text?

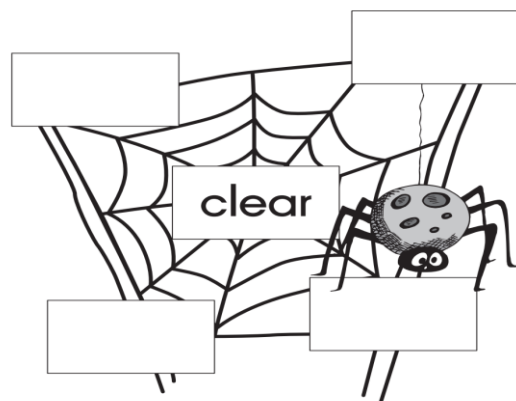
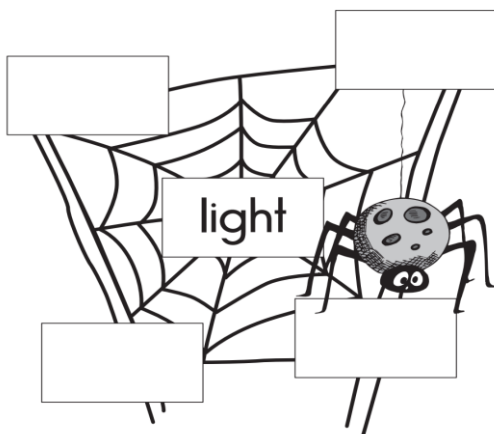
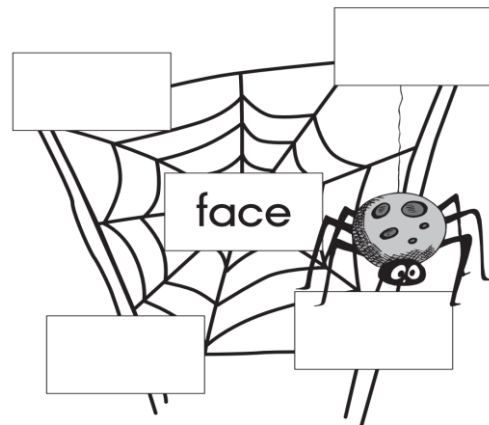
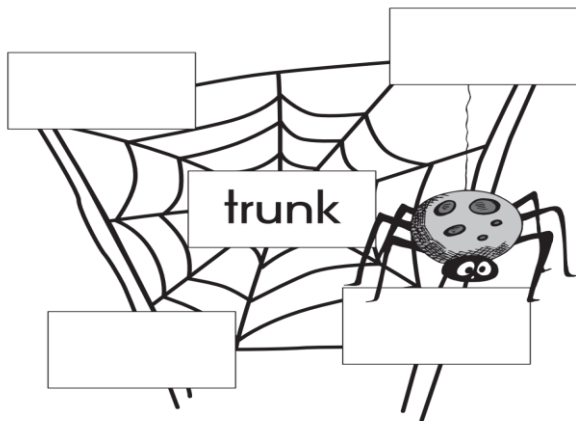
6. Read the following sentences from the text. "As mistletoes grow in the trees, they become a thick mix of branches and stems. This big mass is sometimes called a 'witch's broom.'"

Based on the text, why might this mass of branches and stems be called a witch's broom?

Word Study: Vocabulary Word Webs

Student will read each target word located in the middle of each Word Web board. Student will select a word/phrase from the word web vocabulary chart, determine the meaning and place in a box on the corresponding target word board. Complete all four boards. Choose one word and write a sentence to demonstrate meaning of the word.

easily understood	to remove	go by without touching
cloudless	gentle	traffic signal
not dark	not heavy	turn toward
part of the head	to have to deal with something	side of a mountain
elephant's nose	car storage compartment	tree's main stem
upper body		



Writing about Reading

- Based on the type of text you read, choose one question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings present.

Key Concept and Vocabulary

one-fourth

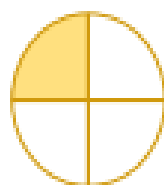
$\frac{1}{4}$

numerator

denominator



Visual Model

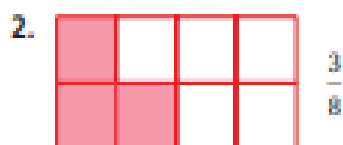
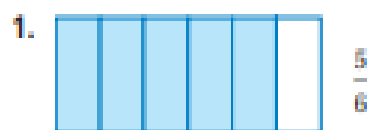


1 part shaded

4 equal parts in the whole

$\frac{1}{4}$

Skill Examples



Application Example

3. What fraction of the Nigerian flag is green?



2 parts green

3 equal parts in the whole

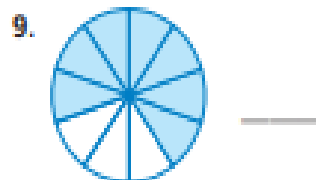
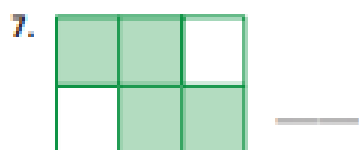
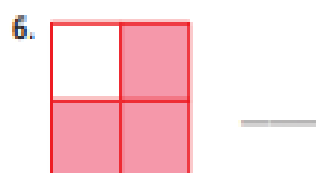
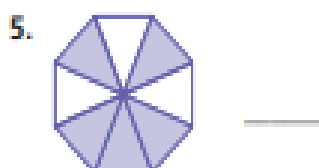
$\frac{2}{3}$ of the Nigerian flag is green.

PRACTICE MAKES PURR-FECT®

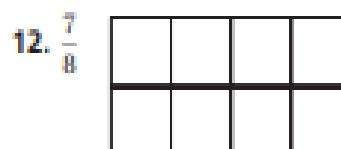
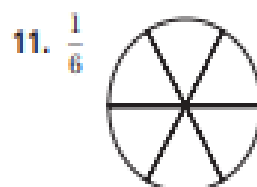


Check your answers at BigIdeasMath.com.

Write the fraction shown by the model.



Shade the model to show the fraction.



13. **SANDWICH** A sandwich is cut into 4 equal pieces. You eat 1 piece.
What fraction of the sandwich is *not* eaten? _____

14. **COLOR WHEEL** A color wheel is divided into equal parts. One part is yellow, 2 parts are red, 3 parts are green, and 4 parts are blue. What fraction of the color wheel is green? _____

Multiply by 9s

Skip count by 9s.

0	→	9	→		→		→		→		→		→		→		→	90
---	---	---	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	----

Complete the multiplication table.

X	4	3	7	5	6	9	0	1	8	4	2
9											

Write the missing factors.

$9 \times \underline{\quad} = 90$

$\underline{\quad} \times 9 = 27$

$5 \times \underline{\quad} = 45$

$\underline{\quad} \times 4 = 36$

$9 \times \underline{\quad} = 63$

$9 \times \underline{\quad} = 54$

Compare. $<$, $>$, or $=$

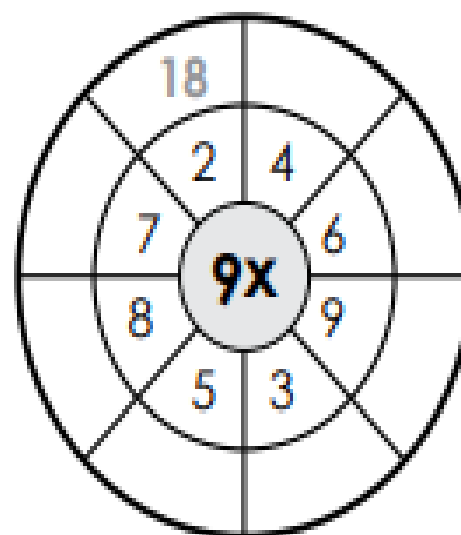
$9 \times 4 \quad \square \quad 4 \times 9$

$81 \quad \square \quad 8 \times 9$

$9 \times 6 \quad \square \quad 7 \times 9$

$9 \times 3 \quad \square \quad 36$

Complete the multiplication wheel.





Day 17

ELA	Math
<u>I can:</u>	
✓ I can read and respond according to task and purpose. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can use the terms denominator, numerator, fraction, equal parts, shaded, whole, etc. when discussing math. ✓ I can identify the numerator and denominator. ✓ I can identify unit fractions.
<u>Assignment Checklists:</u>	
☐ Read for 30 minutes and write a response.	☐ Review the terms numerator, denominator, and equal parts from yesterday. ☐ Complete Understand a Unit Fraction worksheet. ☐ Multiply by 9

Writing about Reading

- Based on the type of text you read, choose one question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

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

Think and Grow: Understand a Unit Fraction

A **fraction** is a number that represents part of a whole.


 $\frac{1}{4}$

The **numerator** represents how many equal parts are being counted.

The **denominator** represents how many equal parts are in a whole.

A **unit fraction** represents one equal part of a whole.

Example What fraction of the whole is shaded?



There are _____ equal parts in the whole.

_____ of the equal parts is shaded.

$\frac{\square}{\square}$ is shaded.

Each equal part is $\frac{1}{6}$.



Show and Grow I can do it!

What fraction of the whole is shaded?

1.



There are _____ equal parts in the whole.

_____ of the equal parts is shaded.

$\frac{\square}{\square}$ is shaded.

2.



$\frac{\square}{\square}$ is shaded.

3.

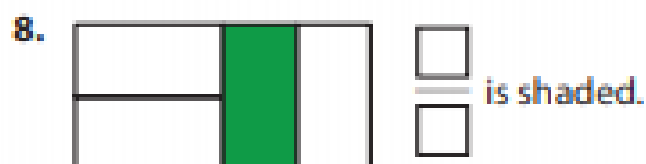
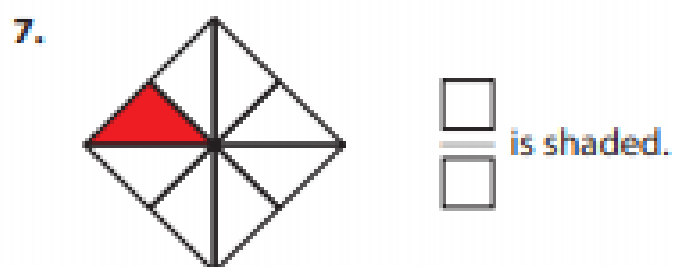
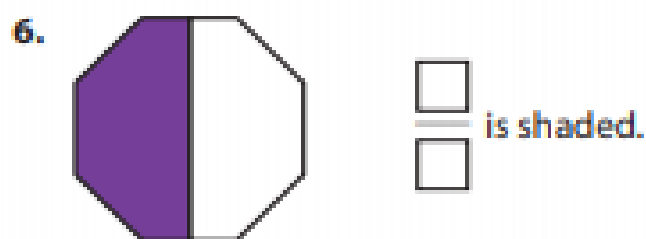
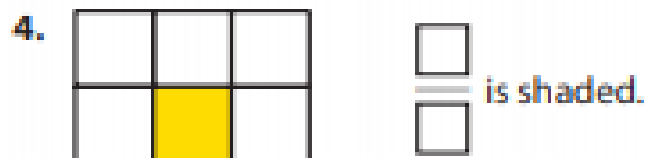


$\frac{\square}{\square}$ is shaded.

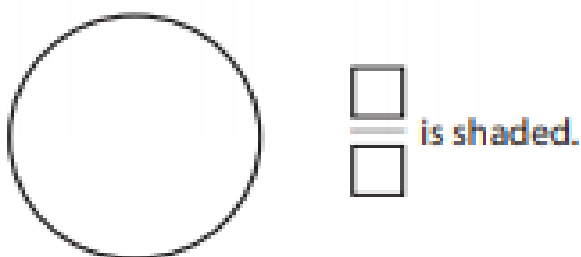


Apply and Grow: Practice

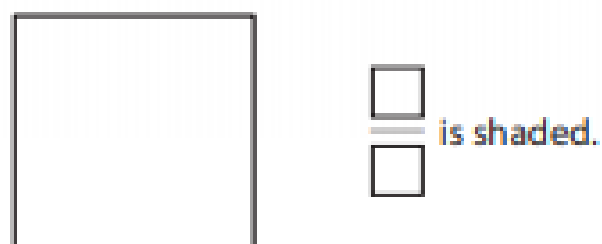
What fraction of the whole is shaded?



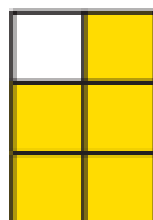
10. Divide the circle into 4 equal parts. Shade one part. What fraction of the whole is shaded?



11. Divide the square into 3 equal parts. Shade one part. What fraction of the whole is shaded?



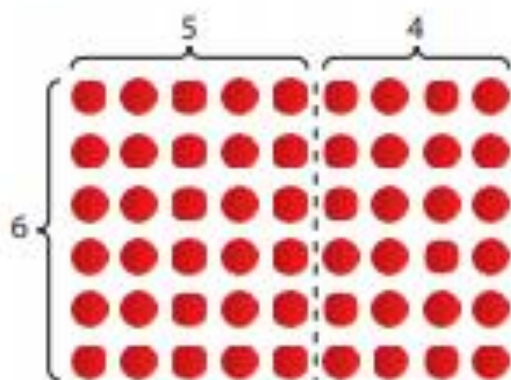
12. **YOU BE THE TEACHER** Descartes says the part he shaded can be represented by a unit fraction. Is he correct? Explain.





Example Find 6×9 .

One Way: Use the Distributive Property. Rewrite 9 as $5 + 4$.



$$6 \times 9 = 6 \times (5 + 4)$$

$$6 \times 9 = (6 \times 5) + (6 \times 4)$$

$$6 \times 9 = \underline{\quad} + \underline{\quad}$$

$$6 \times 9 = \underline{\quad}$$

Distributive Property (with subtraction)

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

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

Another Way: Use the Distributive Property. Rewrite 9 as $10 - 1$.

$$6 \times 9 = 6 \times (10 - 1)$$

$$6 \times 9 = (6 \times 10) - (6 \times 1)$$

$$6 \times 9 = \underline{\quad} - \underline{\quad}$$

$$6 \times 9 = \underline{\quad}$$

Show and Grow *I can do it!*

1. Find 3×9 .

$$3 \times 9 = 3 \times (\underline{\quad} - \underline{\quad})$$

$$3 \times 9 = (\underline{\quad} \times \underline{\quad}) - (\underline{\quad} \times \underline{\quad})$$

$$3 \times 9 = \underline{\quad} - \underline{\quad}$$

$$3 \times 9 = \underline{\quad}$$



Day 18

ELA

Math

I can:

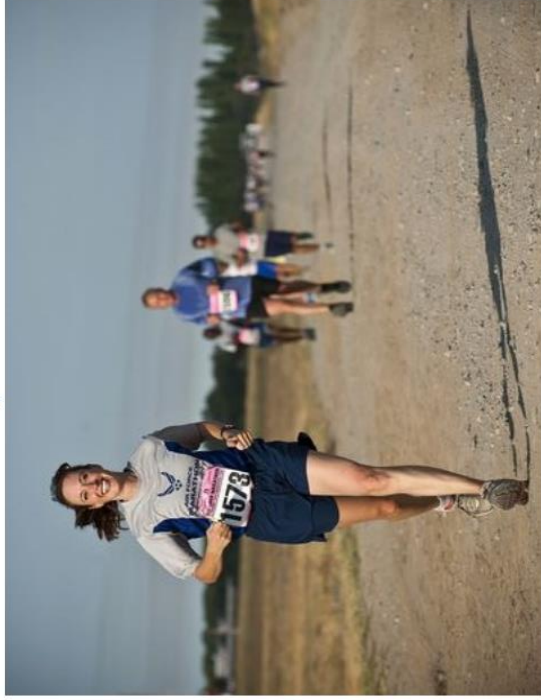
- | | |
|---|--|
| <ul style="list-style-type: none">✓ I can read independently for sustained periods of time to build stamina.✓ I can summarize multi-paragraph texts using key details to support the central idea.✓ I can spell high frequency words.✓ I can refer explicitly to the text to support inferences and conclusions. | <ul style="list-style-type: none">✓ I can use the terms denominator, numerator, fraction, equal parts, shaded, whole, etc. when discussing math.✓ I can identify fractions on a number line.✓ I can plot fractions on a number line. |
|---|--|

Assignment Checklists:

- | | |
|---|--|
| <ul style="list-style-type: none">☐ Read the passage and answer the questions.☐ Complete word study activity.☐ Read for 30 minutes and write a response. | <ul style="list-style-type: none">☐ Review the terms you have learned about fractions on days 16 and 17.☐ Complete Fractions on a Number Line worksheet.☐ Complete Multiplication fact sheet. |
|---|--|

Crossing the Finish Line

by ReadWorks



a marathon runner

Running a marathon is not easy. It takes hard work, practice, and patience. After all, to run a marathon, you have to run 26.2 miles by foot! Think about it this way: 26.2 miles is the same as running the length of a football field more than 460 times. It takes most people four or five hours to finish. In 2013, the world's fastest marathon runner finished the race in 2:03:23. Imagine running for over two hours without a break!

By the age of 30, Lea Tambellini had run more than five marathons and had no plans to stop. She had always been an athlete. When she was in high school, she swam on her school's swim team and ran to stay healthy and active. Her mom and dad ran marathons, and when she was 22, they helped her train for her first marathon.

Lea's first marathon took place in Cincinnati, Ohio, and was called "The Flying Pig."

"I was very nervous," she said, "but I had my mom there, so that helped."

Running the race was hard, but the hardest part was when she ran past a cookie factory and smelled cookies at mile 18. "I just wanted to be done," she said. "I was spent, but my mom

ReadWorks®

kept me going. It was already her 15th marathon."

The word "marathon" comes from a Greek legend. In the legend, a brave soldier ran all the way from the battlefield of Marathon to Athens, Greece to tell everyone the Greeks had won the battle against the Persians. It is said that he ran the entire way without stopping-a distance equal to a modern marathon.

Today, thousands of people run marathons every year. Runners train for months to get ready. To prepare for one of the marathons, Lea ran four to five times every week. On weekdays, she completed shorter runs, five or six miles at most. But on the weekends she ran long distances-13 miles, 15 miles, and 20 miles!

"I don't mind training because I get excited about working toward something. And I love running with a group of friends and working toward the goal together. But it does take a lot of time."

Running a marathon is a great achievement. "It's a great feeling of accomplishment and nothing feels as wonderful as reaching my goal when I cross the finish line," Lea explained. "I can't wait for the next one!"

1. What did Lea Tambellini train for when she was 22?

- A. her first marathon
- B. her first relay race
- C. her first swim meet
- D. her first baseball season

2. What does this text describe?

- A. This text describes the fight between the Greeks and the Persians on the battlefield of Marathon.
- B. This text describes how the marathon known as "The Flying Pig" got its name.
- C. This text describes marathons and the experience of someone who runs them.
- D. This text describes what Lea Tambellini's dad felt like when he ran his first marathon.

3. Running a marathon takes hard work, practice, and patience. What evidence in the text supports this statement?

- A. Runners train for months to get ready for a marathon.
- B. Lea Tambellini had run more than five marathons by the time she was 30 years old.
- C. There is a marathon in Ohio called "The Flying Pig."
- D. The word "marathon" comes from a Greek legend.

4. How did Lea's feelings about running a marathon change?

- A. At first she felt excited, but later she felt nervous.
- B. At first she felt bored, but later she felt scared.
- C. At first she felt scared, but later she felt bored.
- D. At first she felt nervous, but later she felt excited.

5. What is the central idea of this text? Use textual evidence to support your thinking.

6. Describe what Lea did to prepare for one of the marathons. Use evidence from the text to justify your answer.

Word Study: Identify unknown words and determine their meaning.

Read the text and underline unknown words. Write the underlined words on the student sheet. Student will write the definition of the word (use context clues to determine the meaning). You may also use a dictionary to check the meaning. Rewrite the sentence by using the learned meaning. An example has been provided below. You may use the passage "A Day at the Zoo" or select words from today's assigned reading passage.

A Day at the Zoo

One day at the zoo, Pam and her mother bought a red balloon. Pam grasped the balloon by its string. she enjoyed watching it bounce in the wind. As Pam's mom paid for their hotdogs, Pam's balloon slipped out of her hand. Pam dashed after the balloon. The balloon kept floating higher and higher. Finally, Pam glanced around and her mother was no where to be found. she yelled, "Mom, Mom!" But there was no reply. Pam saw a police officer and told him what had happened. The police officer walked Pam to the hotdog stand. She ran up and hugged her mom. Her mom was frantic and told her never to run off like that again. Pam told her mother that she would tie the string of the balloon to her wrist next time.

Meaning Maker			V.035.SS
Unknown Word	Definition	Sentence	
dashed	ran quickly	Pam ran quickly after the balloon.	

Writing about Reading

- Based on the type of text you read, choose one question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings on the paper.

Think and Grow: Fractions on a Number Line: Less Than 1

Every number on a number line represents a distance from 0. The distance from 0 to 1 is one whole. A number line can be divided into any number of equal parts or distances.

Example Plot $\frac{3}{4}$ on the number line.

Step 1: Divide the length from 0 to 1 into _____ equal parts.

Step 2: Label each tick mark on the number line.

Think: One $\frac{1}{4}$ is $\frac{1}{4}$. Two $\frac{1}{4}$ s are $\frac{2}{4}$.

Step 3: Plot $\frac{3}{4}$ on the number line.

Think: _____ $\frac{1}{4}$ s are $\frac{3}{4}$.



Fraction Strips can help you divide a number line into equal parts

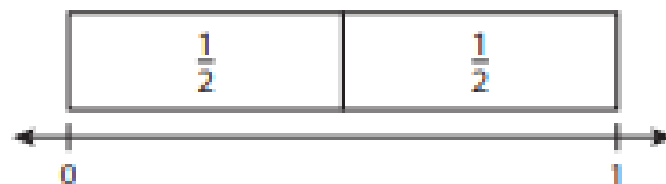


Show and Grow I can do it!

Plot the fraction on the number line.

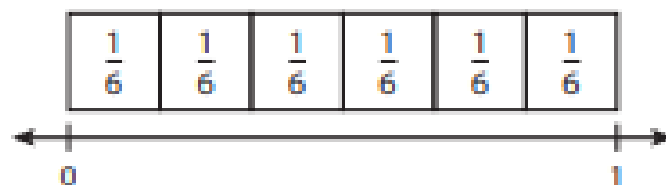
1. $\frac{1}{2}$

_____ $\frac{\square}{\square}$ is $\frac{1}{2}$.



2. $\frac{2}{6}$

_____ $\frac{\square}{\square}$ s are $\frac{2}{6}$.



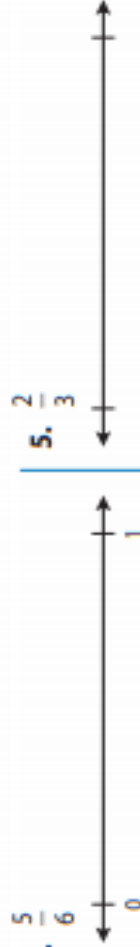
Plot the fraction on a number line.

3. $\frac{2}{4}$

$\frac{\square}{\square}$ s are $\frac{2}{4}$.



4. $\frac{5}{6}$



6. $\frac{6}{8}$

7. $\frac{3}{4}$



8. **NP Structure** Complete the number line.



9. **Writing** How are the number lines the same? How are they different?



Three laps around a walking trail is 1 mile. How many laps does it take you to walk $\frac{2}{3}$ mile?

Model:



You need to walk ____ laps to walk $\frac{2}{3}$ mile.

Show and Grow I can think deeper!

10. You follow a recipe and make four servings. How many servings can you make using $\frac{1}{4}$ of each ingredient in the recipe?



11. **DIG DEEPER!** A gymnast needs to take 8 equal-sized steps to get from one end of a balance beam to the other. She starts on the left end of the beam and takes 6 steps. What fraction of the beam is behind her? What fraction of the beam is in front of her?



12. **DIG DEEPER!** A tightrope walker needs to take 6 equal-sized steps to get from one end of a tightrope to the other. He starts on the left side of the rope and takes 5 steps. What fraction of the rope is behind him? What fraction of the rope is in front of him?



Apply and Grow: Practice

Math Day 18

Find the product.

2.

$$4 \times 9 = \quad 4 \times (\underline{\quad} - \underline{\quad})$$

$$4 \times 9 = (\underline{\quad} \times \underline{\quad}) - (\underline{\quad} \times \underline{\quad})$$

$$4 \times 9 = \underline{\quad} - \underline{\quad}$$

$$4 \times 9 = \underline{\quad}$$

3.

$$9 \times 8 = (\underline{\quad} - \underline{\quad}) \times 8$$

$$9 \times 8 = (\underline{\quad} \times \underline{\quad}) - (\underline{\quad} \times \underline{\quad})$$

$$9 \times 8 = \underline{\quad} - \underline{\quad}$$

$$9 \times 8 = \underline{\quad}$$

4. $9 \times 7 = \underline{\quad}$

5. $9 \times 1 = \underline{\quad}$

6. $2 \times 9 = \underline{\quad}$

7. $0 \times 9 = \underline{\quad}$

8.
$$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

Find the missing factor.

12. $9 \times \underline{\quad} = 0$

13. $\underline{\quad} \times 9 = 45$

14. $9 \times \underline{\quad} = 36$

15. A softball team has 9 positions and 2 players for each position.
How many players are on the team?



16. **MP Number Sense** Which are *not* multiples of 9?

50

36

42

45

18

10



Day 19

ELA

Math

I can:

- ✓ I can refer explicitly to the text to support inferences and conclusions.
- ✓ I can read and respond according to task and purpose.
- ✓ I can read independently for sustained periods of time to build stamina.
- ✓ I can summarize multi-paragraph texts using key details to support the central idea.
- ✓ I can use paragraph-level context to determine the meaning of words and phrases.

- ✓ I can use math terms while discussing math.
- ✓ I can ask and answer questions about fractions of a whole or fractions on a number line.

Assignment Checklists:

- ☐ Read the passage and answer the questions.
- ☐ Complete word study activity.
- ☐ Read for 30 minutes and write a response.

- ☐ Complete Making a Scarf.
- ☐ Complete Think and Grow: Modeling Real Life (9's)

Gerry Ellis/Getty Images

Bug Power

Teamwork

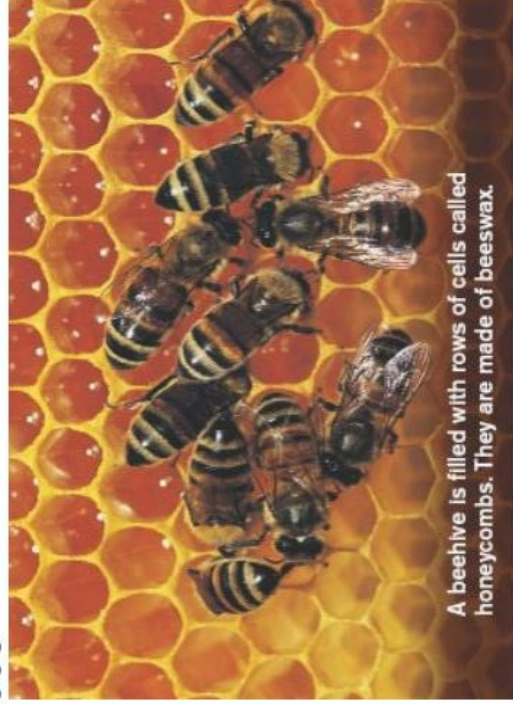
How do some insects work together?

What do termites, ants, and honeybees have in common? They are all **social (SOH-shuhl) insects**. Social insects live together in large groups called **colonies**. Social insects always have at least one queen. The queen is the mother. She lays the eggs. The rest of the group divides the work.

Amazing Ants

Ants often live in underground nests. The nests have thousands of rooms connected by tunnels. Millions of ants may live together in a nest. It can contain more than one queen. Worker ants take care of all the other ants. Larger worker ants are called soldier ants. Their job is to guard the nest.

Busy Bees



Life in a honeybee hive is busy. Up to 60,000 bees may live together. Only one queen bee lives in a hive. Worker bees do all the chores. They care for the young bees and the queen. They clean and guard the hive and control the hive's temperature. The workers also make food for all the bees in the hive.

Talented Termites



Oxford Scientific/Jupiter Images

Termites build tall nests in wood or soil. A nest can be up to 40 feet high. Millions of termites may live in one nest. Every colony has a king and a queen. They make the eggs. Worker termites build the nest and care for the eggs. Soldier termites protect the colony.

Name: _____ Date: _____

1. According to the text, what do termites, ants, and honeybees have in common?

- A. They are all social insects.
- B. They are all antisocial insects.
- C. They are all worker insects.
- D. They are all soldier insects.

2. To organize this text, the author divides it into sections with subheadings. What does the author describe in the section with the subheading "How do some insects work together?"

- A. what social insects are
- B. an ant colony's underground nest
- C. all of the chores that worker bees do
- D. the job of soldier termites

3. Read these sentences from the text.

"Ants often live in underground nests. The nests have thousands of rooms connected by tunnels. Millions of ants may live together in a nest."

[...]

Termites build tall nests in wood or soil. A nest can be up to 40 feet high. Millions of termites may live in one nest."

Based on this information, how are ants and termites different?

- A. Ants live underground, whereas termites live above ground.
- B. Ants live in nests, whereas termites live in hives.
- C. Ants only have one queen, whereas termites can have more than one queen.
- D. Ants have soldier ants that protect the colony, whereas termites do not.

4. Based on the information in the text, how are worker ants and worker bees similar?

- A. Worker ants and worker bees both care for the other insects in their colonies.
- B. Worker ants and worker bees both lay eggs for their colonies.
- C. Worker ants and worker bees both build homes for their colonies.
- D. Worker ants and worker bees both make food for their colonies.

5. What is a main idea of this text?

- A. Soldier termites protect the colony.
- B. Social insects always have at least one queen.
- C. Social insects live and work together in colonies.
- D. Ants often live in underground nests.

6. Read this sentence from the text.

"How do some insects work together?"

Why might the author have begun the text with this question?

- A. to introduce a key question that the text will answer
- B. to signal an argument that the text will be making
- C. to persuade readers to answer the question
- D. to show the author's confusion about how insects work together

7. Choose the answer that best completes the sentence.

An ant nest can contain more than one queen, _____ a beehive only contains one queen.

- A. like
- B. if
- C. but
- D. then

Name: _____

Spelling List C-2

Fix the Misspelled Words



Circle the spelling word in each sentence.

If the word is spelled correctly, write CORRECT on the line.

If the word is spelled incorrectly, write the correct spelling on the line.

1. Lena couldn't remember what time class started. 1. _____
2. "These peeches will be perfect for a pie," my mom said. 2. _____
3. Can you find the misspelled word in this sentence? 3. _____
4. Try not to drop the eggshell into the cake batter. 4. _____
5. Grandpa used a rench to loosen the bolt. 5. _____
6. Dad asked Carl if he'd finished his reading assignment. 6. _____
7. The street light changed from red to yellow. 7. _____
8. Ricardo wants to make homemade bred. 8. _____
9. I can't believe that's the fourth Olympic metal she's won! 9. _____
10. The rain made lots of noise when it fell on the medal roof. 10. _____

Writing about Reading

- Based on the type of text you read, choose one question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

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Making a Scarf

Martha is making a scarf for her sister. Each day she knits $\frac{1}{6}$ of a scarf.

What fraction of the scarf will be complete after three days?

What fraction of the scarf will be complete after six days?

How can you use a number line to prove that your answers are correct?

Think and Grow: Modeling Real Life

In *geocaching*, people search for a cache, or collection of objects, using a GPS device. You go geocaching for 9 days. You find 2 caches each day. Your goal is to find 20 caches. Do you reach your goal?

Multiplication equation:



You _____ reach your goal.

Show and Grow *I can think deeper!*

17. You have 9 math problems for homework. You spend 4 minutes on each problem. Your goal is to finish your math homework in 40 minutes. Do you reach your goal?

18. **DIG DEEPER!** You exercise for 6 days. You exercise for 10 minutes each day. Your friend exercises for 8 days. Your friend exercises for 9 minutes each day. Who exercises the most minutes?



19. **DIG DEEPER!** Your school is collecting cans for a food drive. Seven students from your class each collect 9 cans. Eight students from your friend's class each collect 8 cans. Which class collects the most cans?



Day 20

ELA	Math
<u>I can:</u>	
✓ I can read and respond according to task and purpose and become a self-directed, critical reader and thinker. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can review many math skills from my learning this year. ✓ I can discuss my math learning with others using math vocabulary from my Maintaining Math sheet.
<u>Assignment Checklists:</u>	
☐ Complete ReadyTest. ☐ Read for 30 minutes and write a response. ☐ Work on Lexia if internet is available.	☐ Complete Maintaining Math ☐ Finish up any incomplete work. ☐ Work on Dreambox if internet is available.

Today you will read the following passage. Read this passage carefully to gather information to answer questions and write an essay.

Excerpt from *The Hollow* by Rus Buyok

- 1 "There's nothing to be scared of," I say. "It's just the Hollow. We walk by it every day."
- 2 "Every day, yes, but this is Halloween night," Sarah whines. "You know the Hollow is haunted. They say if you play in these woods, some kids will come play with you—and they never let you leave. You become a ghost like them."
- 3 "Stop it—you're scaring Jake," I say.
- 4 "Are the ghosts going to get Odie?" Jake asks, looking up at me. He'd insisted on bringing his wiener dog trick-or-treating with us. As we walked by the Hollow, Odie heard something move in the forest and bolted into the darkness. Jake chased Odie, I chased Jake, and my friend Sarah chased me. "Are the ghosts going to get us?"
- 5 "No way, little bro. There's no such thing as ghosts."
- 6 We start walking, stopping every few minutes to untangle Jake's costume from the branches. Strange sounds follow us. The whispering of movement in the dead leaves on the ground. The creak of branches. A snapping twig. My nerves are just about to snap when we hear it: a faint barking.
- 7 "It's Odie!" Jake starts to run. Sarah and I run after him, our hands up to protect our faces from the trees' claws.
- 8 Suddenly, we burst into a clearing. The moon gives the place a cold glow. It's strangely quiet. Sarah's eyes are wide, and she's shaking.
- 9 We wait in silence. Then, we hear the laughing, distant at first, but growing louder. Suddenly, a boy of about Jake's age appears from behind the bush, laughing and running. He wears pants bunched up just below his knees, long socks, and a large, stained white shirt. Sarah screams.

- 10 "Odie!" Jake takes off toward the bush. The two meet in the middle of the clearing, and Jake hugs Odie so tightly that I think the dog might burst.
- 11 "Thank you for finding our dog," I say to the boy.
- 12 The boy nods. Up close, I see that his skin is very pale, he has black circles around his eyes, and he looks very hungry.
- 13 "Wow, great costume," Sarah says. "Who are you supposed to be?"
- 14 "A ghost," he replies.

1. Part A

Which of the following best describes how Jake sees his dog Odie?

- A Odie is too small.
- B Odie is annoying.
- C Odie is a dear friend.
- D Odie is too hard to control.

Part B

Which two phrases from the passage best show Jake's point of view?

- A "insisted on bringing his wiener dog"
- B "bolted into the darkness"
- C "we hear it: a faint barking"
- D "hugs Odie so tightly"
- E "heard something move in the forest"
- F "he looks very hungry"

2. Which of the following events leads to the characters meeting the boy at the end of the story?

- A Sarah tells Jake and the narrator that the Hollow is haunted.
- B Jake asks the narrator if the ghosts will get Odie.
- C Odie hears something in the woods and runs away.
- D The narrator and Sarah stop to untangle Jake's costume.

3. What does the narrator mean when she says that her "nerves are just about to snap" in paragraph 6?

- A Her legs are cramping from walking.
- B She is becoming more and more afraid.
- C She is going to start snapping twigs.
- D She is going to start making strange sounds.

4. Part A

What are “the trees’ claws” in paragraph 7?

- (A) the trees’ bark
- (B) the trees’ branches
- (C) the trees’ leaves
- (D) the trees’ roots

Part B

Which two phrases from the passage help the reader understand what “the trees’ claws” are?

- (A) “heard something move and bolted into the darkness”
- (B) “to untangle Jake’s costume from the branches”
- (C) “whispering of movement in the dead leaves”
- (D) “our hands up to protect our faces”
- (E) “appears from behind the bush, laughing and running”
- (F) “two meet in the middle of the clearing”

5. Part A

Which of the following statements describe Jake? Choose all that apply.

- (A) believes the Hollow is haunted
- (B) scared by the Hollow
- (C) tries not to show any fear
- (D) thankful for Odie’s return
- (E) notices that the boy looks strange

Part B

Which of the following statements describe Sarah? Choose all that apply.

- (A) believes the Hollow is haunted
- (B) scared by the Hollow
- (C) tries not to show any fear
- (D) thankful for Odie’s return
- (E) notices that the boy looks strange

Part C

Which of the following statements describe the narrator? Choose all that apply.

- (A) believes the Hollow is haunted
- (B) scared by the Hollow
- (C) tries not to show any fear
- (D) thankful for Odie’s return
- (E) notices that the boy looks strange

6. In paragraph 2, Sarah tells Jake and the narrator that the Hollow is haunted. Which of the following sentences best supports the idea that the boy they meet in the woods is one of the ghosts that she describes?

- (A) We wait in silence.
- (B) Then, we hear the laughing, distant at first, but growing louder.
- (C) Suddenly, a boy of about Jake’s age appears from behind the bush, laughing and running.
- (D) He wears pants bunched up just below his knees, long socks, and a large, stained white shirt.

7. Write a summary of *The Hollow* by including the most important characters’ actions that are conveyed through the key details in the text.

Writing about Reading

- Based on the type of text you read, choose one question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings present.

Maintaining SC Ready Math Skills

4

Directions: Write the correct answer for each question.

Algebraic Thinking and Operations

1. Val has 3 packs of juice boxes. Each pack has 8 juice boxes. How many juice boxes does Val have? _____

Number Sense and Base Ten

2. What is the product of 70×6 ? _____

Geometry

3. Name a quadrilateral that has all sides that are equal. _____

Measurement and Data Analysis

4. How long is the line to the nearest $\frac{1}{2}$ inch? _____



Number Sense and Operations – Fractions

5. The number $\frac{3}{8}$ can mean which of the following?

- | | |
|---------------------------------------|---------------------------|
| A. 3 parts of size $\frac{1}{8}$ each | C. 8 parts of size 3 each |
| B. 8 parts of size $\frac{1}{3}$ each | D. 3 parts of size 8 each |



Day 21

ELA	Math
<u>I can:</u>	
✓ I can use text evidence to: describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot. ✓ I can ask and answer questions to support inferences and conclusions. ✓ I can produce the meaning of words. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can identify a table. ✓ I can identify a line plot. ✓ I can identify the parts of a table and line plot. (title, labels, x's, data, etc.)
<u>Assignment Checklists:</u>	
☐ Read the passage and answer the questions. ☐ Complete word study activity. ☐ Read for 30 minutes and write a response.	☐ Review the Key Concepts and Vocabulary ☐ Complete Line Plot worksheet. ☐ Complete Multiply by 8s.



A Home in the Wilderness

August 25, 1789

Nothing beats blackberry season. Maybe when winter returns, so will those dark feelings that nearly choked me when this wilderness adventure began. Maybe. But I seem to need these pages less and less.

Two years ago, I needed this diary desperately. After six weeks on that smelly ship, I thought Canada would be a welcome sight. Instead, it was just trees and more trees, as far as I could see. I ached for the open, grassy hills of home. It seemed we left Ireland and Grandmother for nothing.

That first winter was awful. The cold worked its way deep into my bones, and the trees—no vistas anywhere. We worked all day just to stay warm and fed.

I still miss Grandmother. But Father was a new man from the start, so cheerful and excited. "Enough here for every man to make an honest living," he kept saying (and still does, now and then). And though my muscles ached, I got stronger. And I'll confess: now I lie awake wondering what we might make of this wilderness, and my thoughts flow as freely as our river. It seems that in this new place, there is enough space for even a girl like me to dream.





QUESTIONS

A Home in the Wilderness

Read 1

A Home in the Wilderness

1. What is the setting of the passage?

Read 1

A Home in the Wilderness

2. How does the narrator describe her first winter in Canada?

Read 1

A Home in the Wilderness

3. What does the narrator do as she lies awake in bed?

Read 2

A Home in the Wilderness

4. How does the comment, "Maybe when winter returns, so will those dark feelings that nearly choked me when this wilderness adventure began," inform readers?

Read 2

A Home in the Wilderness

5. Why might the author have written the passage as an entry in a diary?

Read 3

A Home in the Wilderness

6. When she first arrived in Canada, the narrator desperately needed her diary. Why did she depend on her diary?

Read 3

A Home in the Wilderness

7. How does the narrator change throughout the passage? What causes this change?

Read 3

A Home in the Wilderness

8. What words best describe the narrator? Use details from the text to support your answer.



Extension Activity

A Home in the Wilderness

What did the narrator learn from this experience? Pretend you are the narrator. Write a letter to your grandma describing your experience.

Word Study: Produce The Meaning of Words.

Student will select an unfamiliar word from the text or select the following words found within the text (desperately, adventure, ached) , review the word in the text and think about the word meaning. Record the meaning in your own words and write a sentence using the word. Student will then write other words that have the same meaning.

V.016.AMI

Oh My Word!

Word: _____

My word means: _____

My sentence: _____

Other words that have the same meaning: _____

Word: _____

My word means: _____

My sentence: _____

Other words that have the same meaning: _____

Word: _____

My word means: _____

My sentence: _____

Other words that have the same meaning: _____

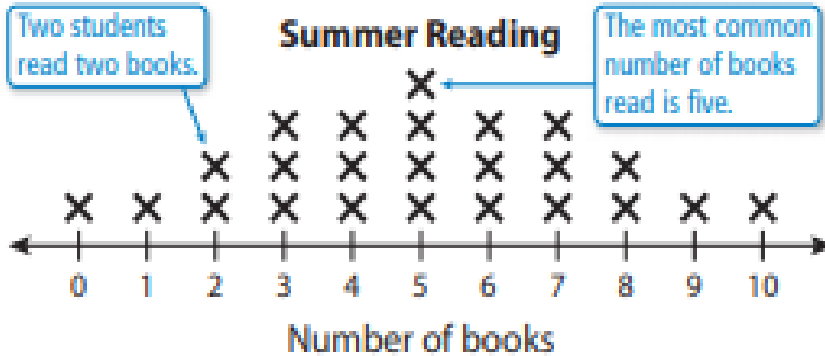


Writing about Reading

- Based on the type of text you read, choose one question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

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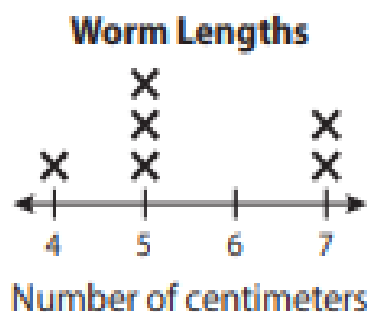
Key Concept and Vocabulary



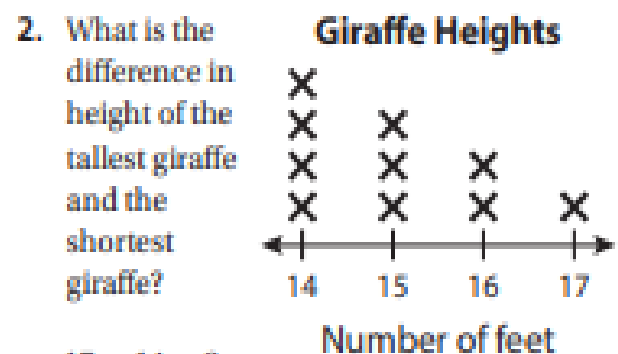
Skill Example

1.

Worm Lengths (centimeters)	
Worm 1	4
Worm 2	5
Worm 3	5
Worm 4	7
Worm 5	5
Worm 6	7



Application Example



$$17 - 14 = 3$$

The difference in height is 3 feet.

PRACTICE MAKES PURR-FECT®

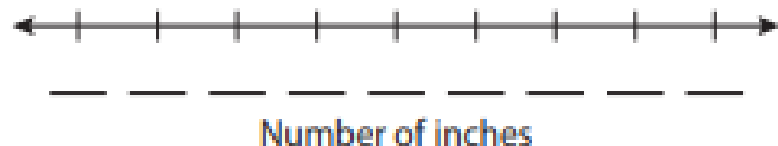


Check your answers at BigIdeasMath.com.

3. Complete the line plot.

Baseball Bat Lengths (inches)	
Baseball bat 1	30
Baseball bat 2	26
Baseball bat 3	28
Baseball bat 4	32
Baseball bat 5	28
Baseball bat 6	34

Baseball Bat Lengths



BASEBALL Use the line plot above.

- What is the most common baseball bat length? _____
- How many baseball bats are greater than 28 inches long? _____
- What is the difference in length of the longest baseball bat and the shortest baseball bat? _____

Multiply by 8s

Skip count by 8s.

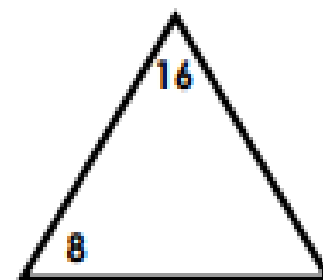
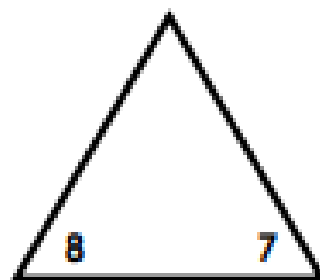
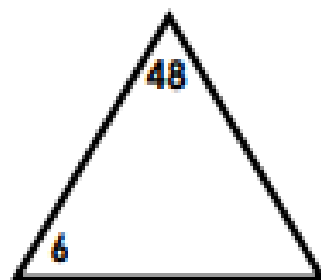
0	→	8	→		→		→		→		→		→		→		→	80
---	---	---	---	--	---	--	---	--	---	--	---	--	---	--	---	--	---	----

Complete the Input/Output Table.

Input	8	6	9	4	7	3	5	10	1	0
Output										

Rule: Multiply by 8

Write the number missing from each fact family.



Compare. $<$, $>$, or $=$

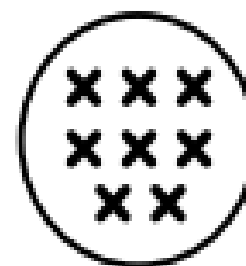
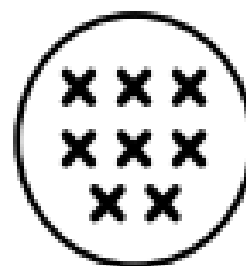
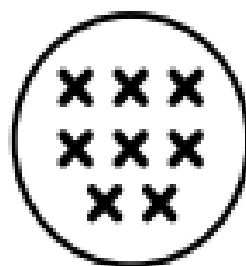
$7 \times 8 \quad \square \quad 50$

$8 \times 4 \quad \square \quad 4 \times 8$

$45 \quad \square \quad 5 \times 8$

$9 \times 8 \quad \square \quad 70$

What fact is shown by the illustration?



$\underline{\hspace{2cm}} \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$



Day 22

ELA	Math
<u>I can:</u>	
✓ I can ask and answer questions to support inferences and conclusions. ✓ I can identify and know the meaning of the most common prefixes and suffixes. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can identify a table. ✓ I can identify a line plot. ✓ I can create a line plot using data. ✓ I can add and subtract 3 digit numbers.
<u>Assignment Checklists:</u>	
☐ Read the passage and answer the questions. ☐ Complete word study activity. ☐ Read for 30 minutes and write a response.	☐ Study and Discuss the Bald Eagle Weights Data in the Table ☐ Complete Make Line Plots worksheet. ☐ Complete Think and Grow: Multiply by 8



I Don't Get It

Oliver felt as if his eyes were crossing as he looked at the sea of numbers on his paper. "I just don't get it," he huffed. He erased his work on the math problem for what felt like the fiftieth time.

"This is impossible," Oliver burst out, loudly enough for his dad to hear. "Do you even use division as an adult?"

"Yep," Dad replied, "when I need to make sure that everyone gets the same amount of something." He swung a package of gummy bears back and forth.

"I guess," Oliver said, eyeing the candy.

Dad emptied the bag in front of Oliver. "Forget about numbers for a minute," he said. "Let's say I want to give you and your brothers equal amounts of these. How would I go about doing that?"

Math Minute

Solve the division problem below using the gummy bears to help you.

$$12 \div 3 = ?$$



Oliver spread the bears out on the counter. "You'd figure out how many there were, then split them evenly," he answered.

"Exactly," Dad said. "Think of your division problems as splitting gummy bears."

Oliver looked at the problem again. He counted out the total number of gummy bears he needed. He concentrated hard, looking from the problem to the bears and back. He then started to arrange them into groups. The numbers made more sense when they were something he could eat.



"I think I get it," Oliver said. Dad looked over Oliver's work and gave him a nod.

"And would you look at that," Dad said, pointing to the four extra gummy bears.

"We each get two!"

Oliver exclaimed.



QUESTIONS

I Don't Get It

Read 1

I Don't Get It

1. How does the title, "I Don't Get It," relate to the story?

Read 1

I Don't Get It

2. Why does Oliver's dad bring over the gummy bears?

Read 1

I Don't Get It

3. How does Oliver feel at the beginning of the story?
How does he feel at the end?

Read 2

I Don't Get It

4. The author states, "Oliver felt his eyes crossing as he looked at the sea of numbers on the paper." What does this metaphor tell readers about Oliver?

Read 2

I Don't Get It

5. What does Oliver's dad mean when he tells him to "forget about the numbers for a minute" as he opens the bag of gummy bears?

Read 3

I Don't Get It

6. How are Oliver's and his dad's reactions to the situation different?

Read 3

I Don't Get It

7. What is the significance of the last line of the passage, "'We each get two!' Oliver exclaimed"?

Read 3

I Don't Get It

8. Have you had an experience similar to Oliver's in this story? Explain.



Extension
Activity

I Don't Get It

What lesson is the author trying to help readers understand?

Write your own short story that illustrates the same lesson.

Word Study: Add affixes to base words to create new words and use new words in sentences.

Student will add an affix to a base word to create a new word. Students will write an affix next to the base word and read the new word. Affixes are listed below in the affix word bank box. Write a sentence that demonstrates the meaning of the word. You may use the space below to write the sentence.

Build-A-Word

V.012.AM1a

	behave	
	lunch	
	model	
	cheap	

V.012.AM1b

Build-A-Word

	honest	
	possible	
	legal	
	loud	

V.012.AM2

Build-A-Word

pre	un	im	mis
est	re	ful	er
es	il	dis	or

Writing about Reading

- Based on the type of text you read, choose one question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

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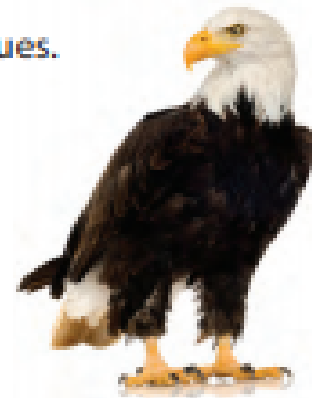
Think and Grow: Make Line Plots

A **line plot** uses marks above a number line to show data values.

Example The table shows the weights of 15 bald eagles. Use the table to complete the line plot.

**Bald Eagle Weights
(kilograms)**

3	5	4
4	5	5
5	6	4
4	3	3
4	6	4



Step 1: Write the title at the top of the line plot.

Step 2: Look at the numbers in the table. Use a scale that shows all of the data values. Draw a number line using the scale. Label the scale.



Step 3: Mark an X for each data value.

Number of kilograms

Show and Grow *I can do it!*

1. Use the table to complete the line plot.

**Flower Heights
(inches)**

8	10	9
6	9	8
7	10	8
7	8	10
8	8	7



Number of inches

Learning Target: Use data to make line plots.

Example Use the table to complete the line plot.



Cornstalk Heights (feet)	
16	15
14	14
12	15
15	15
14	12
16	16
15	14

Cornstalk Heights (feet)



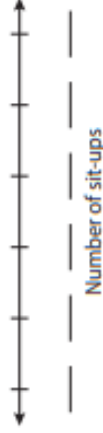
How many cornstalks are 15 feet tall?

5 cornstalks are 15 feet tall.



2. Use the table to complete the line plot.

Sit-Ups	
30	27
27	32
32	29
28	27
27	29
29	27
27	32



MP Reasoning Are most of the students able to complete 30 sit-ups? Explain.

DIG DEEPER! Student H completed more sit-ups than Student F, but fewer sit-ups than Student B. How many sit-ups could Student H have completed?

1. Use the table to complete the line plot.



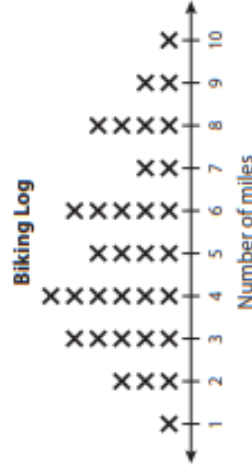
How many snakes are longer than 10 feet?

Which snake length is the most common?

Snake Lengths (feet)	
10	11
7	7
6	10
9	5
10	6
7	10
6	9



3. **Modeling Real Life** What is the difference of the most number of miles biked and the least number of miles biked?



Review & Refresh

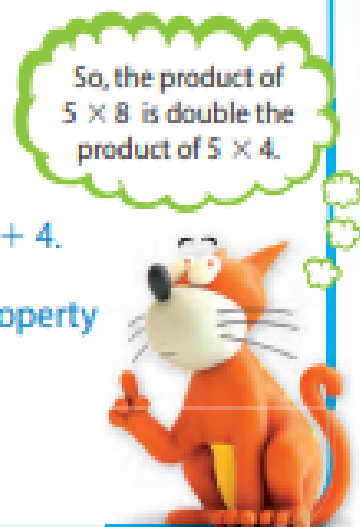
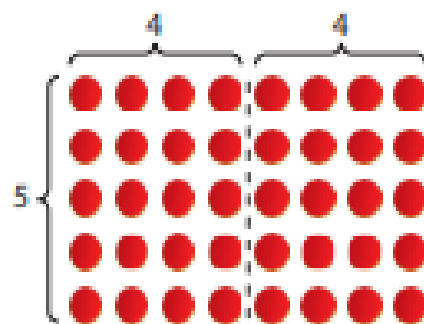
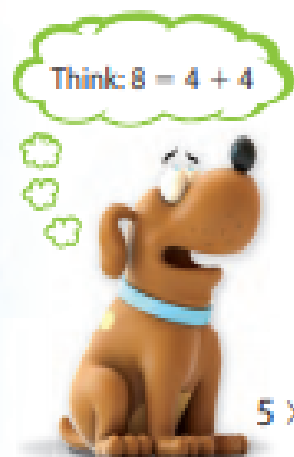
Find the sum or difference. Use the inverse operation to check.

4.
$$\begin{array}{r} 523 \\ + 237 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 403 \\ - 252 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 612 \\ + 387 \\ \hline \end{array}$$

Example Find 5×8 .



$$5 \times 8 = 5 \times (4 + 4)$$

Rewrite 8 as $4 + 4$.

$$5 \times 8 = (5 \times 4) + (5 \times 4)$$

Distributive Property

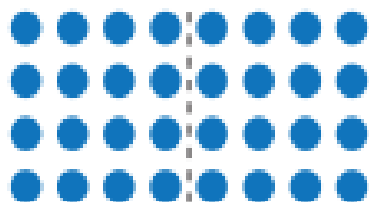
$$5 \times 8 = \underline{\quad} + \underline{\quad}$$

$$5 \times 8 = \underline{\quad}$$

Show and Grow *I can do it!*

Find the product.

1. 4×8



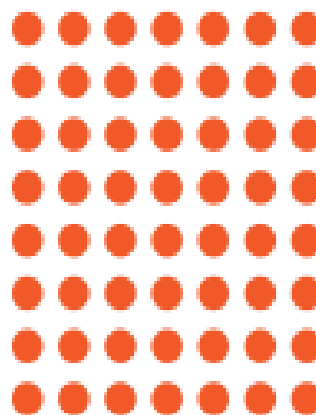
$$4 \times 8 = 4 \times (\underline{\quad} + \underline{\quad})$$

$$4 \times 8 = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$$

$$4 \times 8 = \underline{\quad} + \underline{\quad}$$

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

2. 8×7



$$8 \times 7 = (\underline{\quad} + \underline{\quad}) \times 7$$

$$8 \times 7 = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$$

$$8 \times 7 = \underline{\quad} + \underline{\quad}$$

$$8 \times 7 = \underline{\quad}$$



Day 23

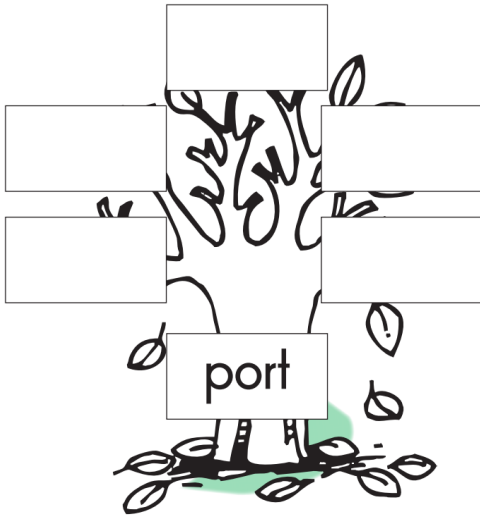
ELA	Math
<u>I can:</u>	
✓ I can identify words using the same root. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can use math terms (table, title, data, labels, line plot, etc.) while discussing math with others. ✓ I can use the data from a line plot to answer questions.
<u>Assignment Checklists:</u>	
☐ Complete word study activity. ☐ Read for 30 minutes and write a response.	☐ Review your line plot learning from Day 16 and 17 ☐ Complete Think and Grow: Modeling for Real Life ☐ Complete Apply and Grow: Practice (8's)

Word Study: Identify words using the same root.

Student will state root portion of the word (i.e., graph). Student will write the word from the root-a-word (word bank) located at the bottom of the page on the tree sort board that has the matching root.

V.014.AM1a

Root-A-Word

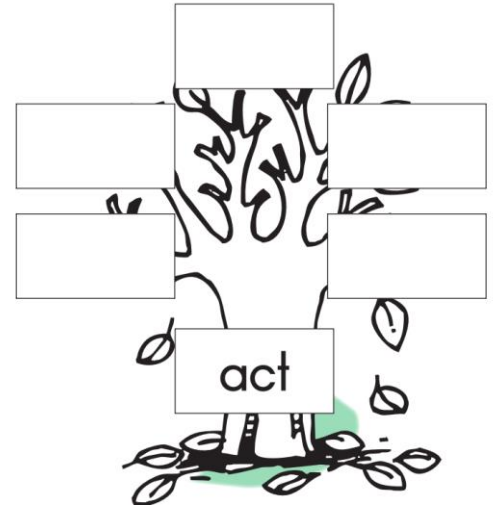


V.014.AM1c

Root-A-Word

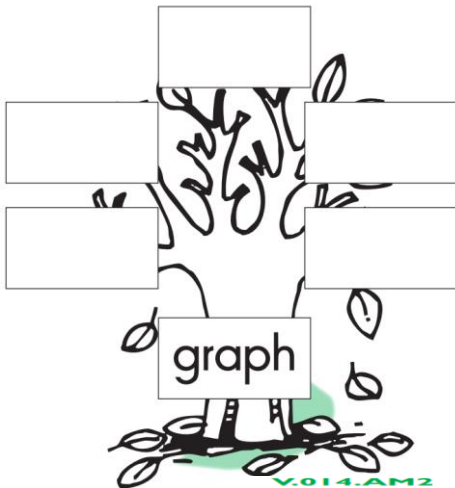
Root-A-Word

V.014.AM1b

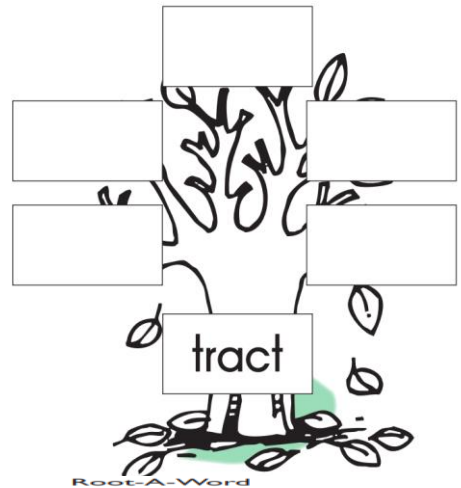


Root-A-Word

V.014.AM1d



V.014.AM2



Root-A-Word

extract	tractor	attract
contract	subtract	react
activity	actor	activate
action	transport	import
support	portable	transportation
photograph	autograph	biography
digraph	graphite	

Writing about Reading

- Based on the type of text you read, choose one question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

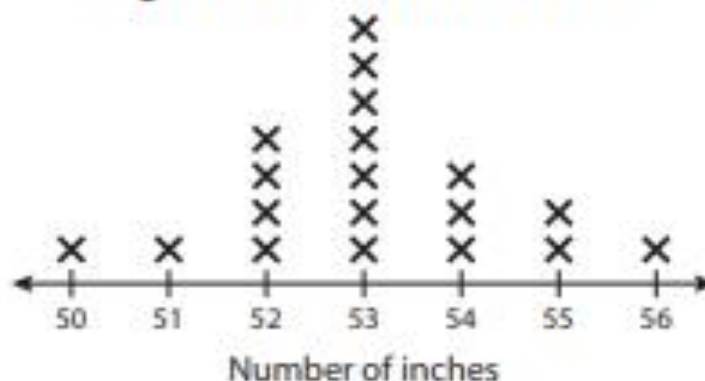
This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Think and Grow: Modeling Real Life

What is the difference in height of the tallest student and the shortest student?

Subtraction equation:

Heights of Students in Third Grade



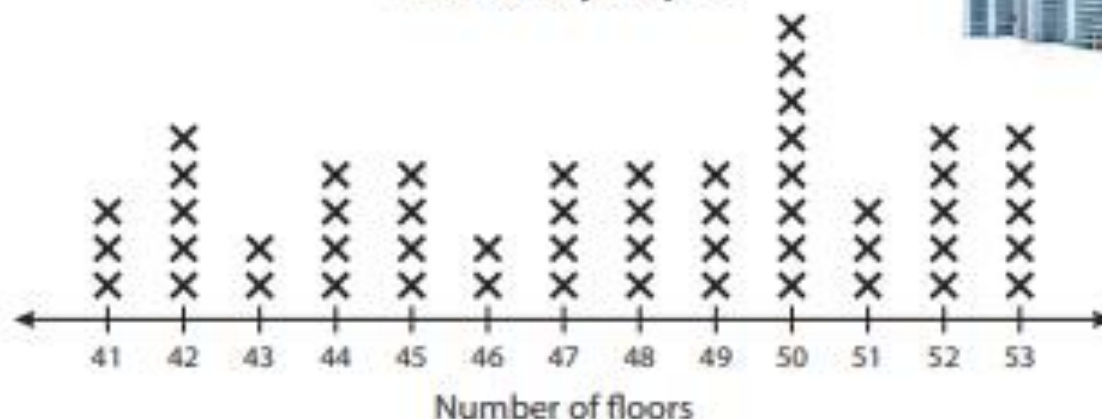
The difference in height is _____ inches.

Show and Grow *I can think deeper!*

4. What is the difference between the greatest number of floors and the least number of floors?



Floors in Skyscrapers



How many fewer skyscrapers are there with over 50 floors than skyscrapers with under 50 floors?

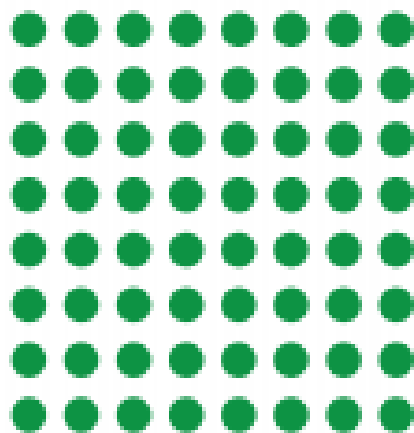


Apply and Grow: Practice

Math Day 23

Find the product.

3. 8×8



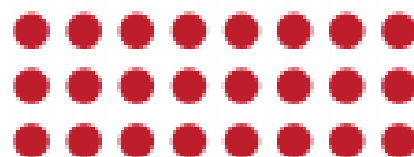
$$8 \times 8 = (\underline{\quad} + \underline{\quad}) \times 8$$

$$8 \times 8 = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$$

$$8 \times 8 = \underline{\quad} + \underline{\quad}$$

$$8 \times 8 = \underline{\quad}$$

4. 3×8



$$3 \times 8 = 3 \times (\underline{\quad} + \underline{\quad})$$

$$3 \times 8 = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad})$$

$$3 \times 8 = \underline{\quad} + \underline{\quad}$$

$$3 \times 8 = \underline{\quad}$$

5. $8 \times 2 = \underline{\quad}$

6. $7 \times 8 = \underline{\quad}$

7. $8 \times 6 = \underline{\quad}$

8. $10 \times 8 = \underline{\quad}$

$$\begin{array}{r} 9. \quad 0 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 8 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 8 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 1 \\ \times 8 \\ \hline \end{array}$$

Compare.

13. $8 \times 8 \bigcirc 64$

14. $8 \times 0 \bigcirc 8 \times 1$

15. $8 \times 6 \bigcirc 5 \times 8$

16. **Which One Doesn't Belong?** Which expression does *not* belong with the other three?

$$4 \times (4 + 3)$$

$$3 \times (3 + 5)$$

$$3 \times (1 + 7)$$

$$3 \times (4 + 4)$$



Day 24

ELA	Math
<u>I can:</u>	
✓ I can use text evidence to: describe characters' traits, motivations, and feelings. ✓ I can summarize key details and ideas. ✓ I can identify base words and affixes. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can create a line plot from data. ✓ I can ask and answer questions using data from a line plot.
<u>Assignment Checklists:</u>	
☐ Read the passage and answer the questions. ☐ Complete word study activity. ☐ Read for 30 minutes and write a response.	☐ Complete Gecko Lengths. ☐ Complete Think and Grow: Modeling with Real Life (8's)



THE FINAL BOSS

The bell rang, and Daniel slammed his textbook shut.

"History books are so boring," he said to Isabella.

"Too many dates," Isabella agreed.

"Numbers I get," Daniel said as they headed out to recess. "It's books. I stink at those. I don't even want to think about my English grades. My mom is going to ban me from video games when she finds out."

They walked outside and sat on the swings. "What's your favorite game right now?" Isabella asked, her eyes lighting up.

"*Doom Sword* is really cool," Daniel gushed.

"You like that game?" Isabella asked with a frown. "*Doom Sword* feels like homework. You have to read so much. I got stuck and just quit after a while."

"It's hard," Daniel said. "I got stuck and stopped playing, too. Then I thought I must have missed something. I started a new game and read everything closely, and it turns out clues were buried in all that text. I just had to take the time to read it. Now I read everything, just in case. I'm almost to the final boss!"

"That game hurts my brain like English hurts yours," Isabella said as she started to swing.

Daniel puzzled over this, but the more he thought about it, the more it made sense. You wouldn't make it far in *Doom Sword* without reading—and reading a lot.

When Daniel went to English class after recess, his teacher asked for volunteers to read the book out loud. Daniel paused for a moment, then raised his hand.





QUESTIONS

The Final Boss

Read 1
The Final Boss

1. Who is Daniel, and how does he feel about English class at the beginning of the story?

Read 1
The Final Boss

2. What did Daniel and Isabella talk about at recess?

Read 2
The Final Boss

3. What phrases describe how Daniel feels about English class at the beginning of the story? How do you think Daniel's feelings and mindset toward English class affect his learning and grades?

Read 2
The Final Boss

4. Daniel "gushed" when he was talking about his favorite game, *Doom Sword*. What does the word *gushed* mean?

Read 2
The Final Boss

5. How does the second illustration help you understand Daniel's mindset toward English after recess?

Read 3
The Final Boss

6. What connection did Daniel make between *Doom Sword* and English class?

Read 3
The Final Boss

7. Why did Daniel's mindset toward English class change? What helped him have a more positive mindset about English class?

Read 3
The Final Boss

8. What effect will Daniel's new mindset have on his participation in English class? Do you think that will continue?

 **Extension Activity**
The Final Boss

What effect does mindset have on learning?
Reflect on the story, and explain how Daniel's new mindset will have a positive effect on his learning.

Word Study: Identify base words and affixes.

Student will write word on the student sheet and underline the base word. Student will circle the affixes and record whether the affixes are prefixes, suffixes or both.

Affix Hunt

P.041.SS

Word	Prefix or Suffix or Both	Word	Prefix or Suffix or Both

Affix Hunt

P.041.AM1a

recall	undo
defrost	nonsense
safely	careful
defective	foolish

myLexia

P.041.AM1b

Affix Hunt

preheats	disappear
impressive	forehead
returned	unspoken
disrespectful	disagreement

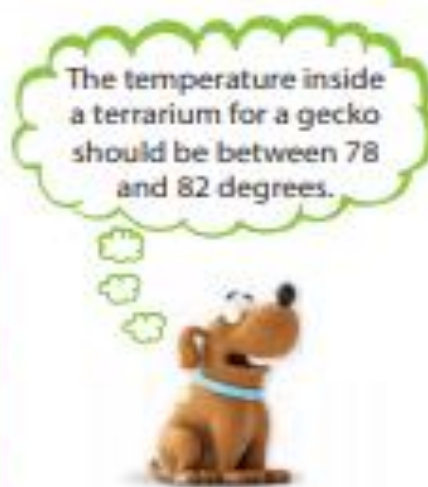
Writing about Reading

- Based on the type of text you read, choose one question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

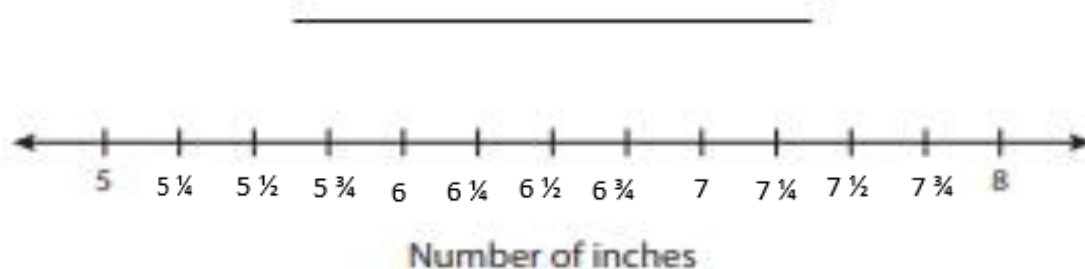
[illegible]

An online store sells crested geckos. The store owner measures the length of each gecko in the store. The results are shown in the table.

Crested Gecko Lengths (inches)					
$7\frac{1}{2}$	8	$5\frac{1}{4}$	$5\frac{3}{4}$	$6\frac{1}{4}$	$5\frac{1}{2}$
5	$5\frac{1}{4}$	$7\frac{1}{4}$	$6\frac{1}{2}$	7	$6\frac{3}{4}$
$5\frac{1}{2}$	$6\frac{1}{4}$	$5\frac{1}{2}$	6	$5\frac{1}{2}$	$6\frac{1}{2}$
$7\frac{1}{4}$	$6\frac{1}{2}$	5	$5\frac{1}{2}$	$7\frac{1}{2}$	6



a. Use the table to complete the line plot.



b. How many geckos did the store owner measure?

c. What is the difference in the lengths of the longest gecko and the shortest gecko?

d. How many geckos are shorter than $6\frac{1}{4}$ inches?

e. The length of a gecko's tail is about 3 inches. How would the line plot change if the store owner measured the length of each gecko without its tail?

Think and Grow: Modeling Real Life

A marching band has 7 rows with 8 musicians in each row. There is also a row of 6 people who carry flags. How many people are in the marching band in all?

Multiplication equation:

Addition equation:



There are _____ people in the marching band in all.

Show and Grow *I can think deeper!*

17. A table has 3 rows with 8 prizes in each row. There is also a row of 4 prizes on the floor. How many prizes are there in all?

18. **DIG DEEPER!** One section of a parking lot has 2 rows of 8 cars. Another section of the parking lot has 8 rows of 6 cars. How many cars are in the parking lot in all?

19. **DIG DEEPER!** One building has 8 rows of 5 windows. Another building has 9 rows of 8 windows. How many windows are on the two buildings in all?



Day 25

ELA	Math
<u>I can:</u>	
✓ I can read and respond according to task and purpose to become self-directed, critical readers and thinkers. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can review many math skills from my learning this year. ✓ I can discuss my math learning with others using math vocabulary from my Maintaining Math sheet.
<u>Assignment Checklists:</u>	
☐ Complete ReadyTest. ☐ Read for 30 minutes and write a response. ☐ Work on Lexia if internet is available.	☐ Complete Maintaining Math ☐ Finish up any incomplete work. ☐ Work on Dreambox if internet is available.

Today you will read two passages. Read these sources carefully to gather information to answer questions and write an essay.

**Excerpt from *Robin Hood Wins the Sheriff's Golden Arrow* adapted
by Karina Barrentine**

- ➊ Robin Hood and his followers were the best archers in all of England. They practiced daily to improve their skills. Robin Hood was the best of all.
- ➋ Times were bad in England. Cruel lords became rich by taxing the poor. Sometimes they took everything a family owned. Robin Hood and his men would steal back the gold taken in unfair taxes. Then they gave the gold back to the poor people.
- ➌ The Sheriff of Nottingham hated Robin Hood. He wanted nothing more than to catch the outlaw and hang him in public. "I'll hold a great archery festival," said the Sheriff. "We'll give a prize of a gold-covered arrow. Robin Hood won't be able to stay away from the contest. When he comes, I'll arrest him."
- ➍ Robin and his men disguised themselves to go to the contest. Robin was dressed in the tattered clothes of a beggar. Still, his friends were worried. "This archery contest is a trap. The Sheriff and his guards will know you by your hair and eyes."
- ➎ Robin Hood just laughed. "Why, I can color my yellow hair with walnut stain. I can cover one of my eyes with a patch so my face will look different. A bit of danger will make it all the more fun."
- ➏ A crowd gathered for the contest. The Sheriff looked for Robin Hood, but he didn't see him anywhere. In his beggar's clothes, Robin stood not ten feet from the Sheriff. The Sheriff did not recognize him.
- ➐ The archery targets had been set up so far away that it was difficult to see them clearly. Dozens of archers took turns shooting just one arrow. Only ten of them even hit the target.

- ➑ The Sheriff glared at the ten remaining men. "Couldn't one of them be Robin Hood in disguise?" he asked a guard.
- ➒ "No, sir," said the man-at-arms. "Six of them I know well. Of the other four, three men are the wrong size. That leaves only the ragged beggar. His hair is too dark for him to be Robin Hood, and he is blind in one eye."
- ➓ One by one, the archers aimed and let their quills fly. Each of the arrows struck near the center of the target. Then Robin Hood, who looked to everyone like the poorest beggar in England, shot his arrow. It hit the very center and the crowd gasped.
- ➑ And so the tattered beggar won the gold-covered arrow. The Sheriff's face was sour when he awarded the prize. "You are the best archer I have ever seen," he said. "You shoot even better than that coward Robin Hood. He dared not show his face today."
- ➒ The Sheriff's words bothered Robin Hood. "I just can't bear to have him think I am a coward," he told his men upon leaving. "I will let the Sheriff know I won his fine gold-covered arrow!"
- ➓ The Sheriff was glum that night at supper. "I thought I could catch that thief with this contest," he said to his wife. "I guess Robin Hood was too much of a coward to show his face." Right then, a shaft flew through the window. It stuck straight into the roast on the table. The Sheriff unfolded the note that was attached to the arrow. The note said that the beggar who won the contest had been Robin Hood. The arrow was the very same arrow the Sheriff had covered in gold and given as the prize! But Robin Hood's men had scraped off the gold and kept it.
- ➒ The Sheriff was very angry. Nearby, Robin Hood and his men had never been merrier.

1. Part A

What is the meaning of the word **cruel** as it is used in paragraph 2?

- Ⓐ funny
- Ⓑ mean
- Ⓒ nervous
- Ⓓ weak

Part B

Which detail from the story best supports the correct answer to Part A?

- Ⓐ The Sheriff of Nottingham hated Robin.
- Ⓑ Robin Hood was the best of all.
- Ⓒ Times were bad in England.
- Ⓓ Sometimes they took everything a family owned.

2. Which detail from the story best helps readers understand the connection between the setting and the events of the story?

- Ⓐ Times were bad in England.
- Ⓑ "I'll hold a great archery festival," said the Sheriff.
- Ⓒ A crowd gathered for the contest.
- Ⓓ The Sheriff was very angry.

3. Part A

Why does the Sheriff hold the archery festival?

- Ⓐ to test his guards
- Ⓑ to catch Robin Hood
- Ⓒ to see who is the best archer in England
- Ⓓ to force Robin Hood to disguise himself

Part B

Which sentence from the story best supports the correct answer to Part A?

- Ⓐ This archery contest is a trap.
- Ⓑ The Sheriff did not recognize him.
- Ⓒ The Sheriff glared at the ten remaining men.
- Ⓓ Robin and his men disguised themselves to go to the contest.

4. Part A

Which two events should be included first in a summary of the story?

- Ⓐ Robin Hood wins the golden arrow prize.
- Ⓑ The Sheriff decides to hold an archery contest.
- Ⓒ The Sheriff learns the winner was really Robin Hood.
- Ⓓ The Sheriff does not recognize Robin Hood.
- Ⓔ Robin Hood goes to the contest in disguise.

Part B

Which two events should be included last in a summary of the story?

- Ⓐ Robin Hood wins the golden arrow prize.
- Ⓑ The Sheriff decides to hold an archery contest.
- Ⓒ The Sheriff learns the winner was really Robin Hood.
- Ⓓ The Sheriff does not recognize Robin Hood.
- Ⓔ Robin Hood goes to the contest in disguise.

5. Part A

Read the following sentence from paragraph 10. Then answer the questions. *One by one, the archers aimed and let their quills fly.*

In the context of the sentence, what does **quills** mean?

- Ⓐ disguises
- Ⓑ arrows
- Ⓒ prizes
- Ⓓ targets

Part B

Which sentence from paragraph 13 includes a synonym for **quill** as it is used in paragraph 10?

- Ⓐ The Sheriff was glum that night at supper.
- Ⓑ "I guess Robin Hood was too much of a coward to show his face."
- Ⓒ Right then, a shaft flew through the window.
- Ⓓ The note said that the beggar who won the contest had been Robin Hood.

Excerpt from *Robin Hood and the King* by adapted
by Katherine Follett

- 1 When King Richard finally returned from war, he could not help respecting the outlaw Robin Hood.
- 2 "I wish I could meet Robin Hood," said King Richard in his castle. "But he would think I was coming to arrest him and hide deep in the forest."
- 3 "I'll tell you how you can see him," laughed one of the king's trusty companions. "Put on the robes of a fat **abbot** and ride through Sherwood Forest with gold in your pouch. Robin will be sure to steal your money."
- 4 "I'll do it!" said King Richard, slapping his knee.
- 5 So the king and seven of his followers disguised themselves and rode out toward Sherwood Forest. Sure enough, Robin Hood and his men stopped them and took the king's pouch of gold. But Robin returned some of the gold to the pretend abbot because he never left any man in need.
- 6 Robin Hood was pleased with these churchmen because they seemed happy to be in his company. "Now we shall give you a feast that will be worth all your money," said Robin Hood.
- 7 The king had no idea that outlaws could be so well fed and happy.
- 8 After the feast, they set up for archery. The target was a tiny garland of leaves and flowers hanging from a stake far away.
- 9 "Can anyone hit inside that little garland at such a distance?" asked the king.
- 10 "Watch and see, friend," answered Robin Hood proudly. "Anyone who misses the mark will receive a blow to the side of his head as hard as I can give."

- 11 First, David of Doncaster shot within the garland while the king watched in surprise. Then Much, the miller's son, also shot inside the tiny garland.
- 12 The shooting went on. Most of the men hit the mark, but a few missed and received hard punches. The last to shoot was Robin Hood. His arrow was missing some feathers. It flew to one side and struck an inch outside the garland. All the men roared with laughter, for they had never seen Robin Hood miss before.
- 13 "Go and take your punishment, Master," said Much.
- 14 "I will take my punishment from our guest," said Robin. He thought that the arms of a churchman would be soft, for abbots never worked or used their muscles much. But the pretend abbot bared an arm so thick that it made the men stare. Years at war had made King Richard very strong. Robin Hood placed himself in front of him, and the king struck him a mighty blow. Down went Robin Hood, rolling over and over on the ground while his men shouted with laughter.
- 15 "Well," said Robin Hood, sitting up, half dazed. "Ere today, I did not think there was a person in all of England who could strike such a blow. Who are you, man? I'll bet you are not the churchman you appear to be."
- 16 King Richard threw back his hood, and Robin knew it was his king. "Your Majesty," Robin Hood said, kneeling before the king. "You have no subjects in England more loyal than me and my Merry Men.
- 17 The king saw that Robin Hood truly was one of his most loyal subjects. "Come with me to my court and serve me there," he said. "Bring three of your best men to become knights in my court. The rest of your men will be royal **rangers**, since I am sure they can protect Sherwood Forest better than anyone."
- 18 "With all my heart," replied Robin Hood, and a great roar went up from the Merry Men.

6. Part A

What does it say about King Richard that he wants to meet Robin Hood?

- Ⓐ He is angry and wants to arrest Robin Hood.
- Ⓑ He is jealous and believes that Robin Hood wants to be king.
- Ⓒ He thinks that Robin Hood is dangerous and wants him to leave.
- Ⓓ He respects Robin Hood and wants to know more about him.

Part B

What does Robin Hood do that the king respects?

- Ⓐ Robin Hood makes sure all outlaws are well fed and happy.
- Ⓑ Robin Hood protects Sherwood Forest.
- Ⓒ Robin Hood goes to war with the king.
- Ⓓ Robin Hood does not agree to be a ranger.

7. Part A

Why did Robin Hood miss the target?

- Ⓐ The contest went on too long.
- Ⓑ King Richard was watching him.
- Ⓒ The target was very small.
- Ⓓ There was something wrong with his arrow.

Part B

Which sentence from the story best supports the correct answer to Part A?

- Ⓐ His arrow was missing some feathers.
- Ⓑ "Can anyone hit inside that little garland at such a distance?" asked the king.
- Ⓒ King Richard threw back his hood, and Robin knew it was his king.
- Ⓓ The king saw that Robin Hood truly was one of his most loyal subjects.

8. Part A

Which statement best expresses the main ideas of the story?

- Ⓐ Robin Hood is a thief.
- Ⓑ King Richard is strong from war.
- Ⓒ Good men respect each other.
- Ⓓ The Merry Men are skilled at archery.

Part B

Which sentence from the story provides the best evidence for the correct answer to Part A?

- Ⓐ When King Richard finally returned from war, he could not help respecting the outlaw Robin Hood.
- Ⓑ Most of the men hit the mark, but a few missed and received hard punches.
- Ⓒ Robin Hood placed himself in front of him, and the king struck him a mighty blow.
- Ⓓ Sure enough, Robin Hood and his men stopped them and took the king's pouch of gold.

9. Robin Hood is called an outlaw in both stories because he steals. Do both the sheriff and King Richard share the same opinion of Robin Hood's actions?

Write a paragraph that compares and contrasts what these two characters think of Robin Hood and why their opinions are the same or different. Use details from both stories to support your ideas.

10. You have read two stories about Robin Hood. Write an essay that compares and contrasts the plots of the two stories.

- Tell how the plots are similar.
- Tell how the plots are different.

Be sure to include specific details from each story to support your ideas.

Writing about Reading

- Based on the type of text you read, choose one question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

[illegible]

Maintaining SC Ready Math Skills

#5

Directions: Write the correct answer to each question.

Algebraic Thinking and Operations

1. Solve: $\square \times 4 = 36$. Write a related division fact. _____

Number Sense and Base Ten

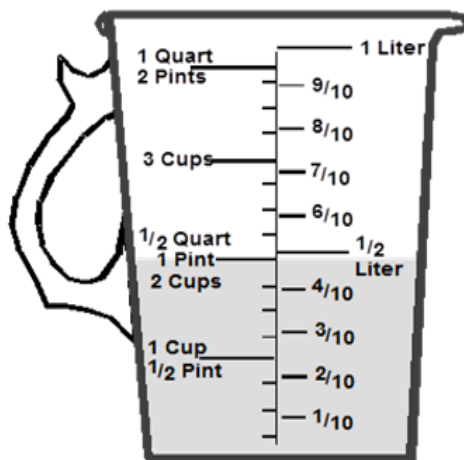
2. Gabriel had about 20 marbles. What could be an exact amount of marbles that Gabriel had? _____ Explain how you know? _____

Geometry

3. Draw and name 3 quadrilaterals.

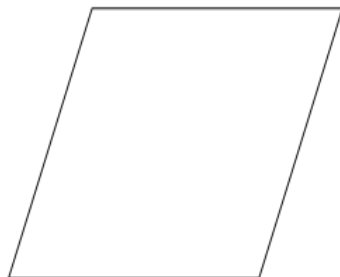
Measurement and Data Analysis

4. How much liquid is in this measuring cup?



Number Sense and Operations – Fractions

5. Divide the shape into fourths. Tell what the fraction will be for each part.





Day 26

ELA	Math
<u>I can:</u>	
✓ I can read independently for sustained periods of time to build stamina. ✓ I can use resources to determine the meaning of key words.	✓ I can write the multiplication problem of an array ✓ I can write the area of an array ✓ I can multiply one digit whole numbers by multiples of 10
<u>Assignment Checklists:</u>	
☐ Read the passage. <u>Be sure to visualize what is happening in the text and check for understanding.</u> You will answer questions about the passage later. ☐ Complete word study activity. ☐ Read for 30 minutes and write a response.	☐ Complete Find Area by Multiplying worksheet. ☐ Complete multiplying by multiples of 10 activity.

Use this passage for Day 26 and Day 27.

from "Pushing the Limits" by Kate Boehm Jerome

The early 1900s was an exciting time in flight. Many pilots made history for their daring adventures, but Amelia Earhart was one of the few women pilots. She wanted women to have the same freedoms as men. In 1932, she made plans for a historic flight while talking with her husband, George Putnam.

1 One January morning in 1932, Amelia was having breakfast with her husband. She put down the paper she was reading and asked, "Would you mind if I flew the Atlantic alone?"

2 No! George didn't mind at all. He wanted Amelia to become the first woman to fly solo across the Atlantic....

3 Amelia had new instruments, including three compasses, put in her plane. The weather over the Atlantic could be bad. She would depend on the new technology to help her find her way.

4 On the day of her flight, Amelia told reporters she was sure of her success. But before she climbed into her plane she quietly turned to a friend. "Do you think I can make it?" she asked. Even Amelia had her doubts.

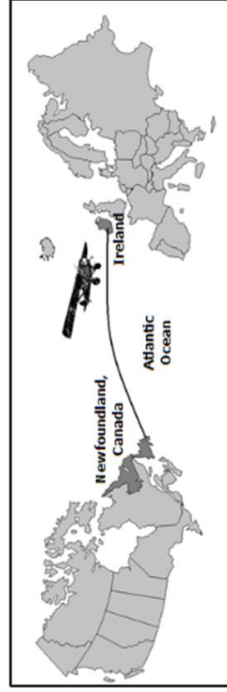


The plane used by Amelia Earhart to fly solo across the Atlantic Ocean in 1932

5 Amelia took off from Harbour Grace airport in Newfoundland, Canada. Amelia didn't think the flight would be easy...and it wasn't. When she went too high, ice started to build on her wings. The ice made the plane heavy; it might crash. So she took the plane down low. But when she went too close to the water, her instruments didn't work. Without instruments, Amelia could get completely lost.

6 The hours went by slowly. Amelia struggled to find just the right altitude. She sipped chicken soup. Gasoline dripped down the back of her neck from the extra fuel tank. She struggled all night.

7 But when the sun came up, Amelia spotted land. She set her airplane down in a cow pasture, "frightening all the cows." She was in Ireland. She had done it! Amelia was the first woman to fly solo across the Atlantic Ocean.



8 Congratulations poured in. Amelia was thirty-four years old. She was smart. She was brave.... The public loved her. When she returned to New York City, there was a parade down Broadway.

Thousands of people lined the streets to cheer for Amelia.

9 The next day, Amelia flew to Washington, D.C., where President Herbert Hoover presented her with a medal.

10 Amelia was as famous as movie stars of the day, but her fame did not change her. She was still charming and somewhat shy. Even so, she liked that her opinions were now heard and respected.

11 Amelia became more active in politics. She joined the National Women's Party. Amelia thought women should be able to do the same things men did. For example, if a woman wanted to be a lawyer, then she should be able to do so. In a letter to the editor of a New York paper Amelia stated her case. "The right to earn a living belongs to all persons."

12 Amelia certainly took that message to heart. Now that she was so famous, she found many different ways to make money. Amelia was already known as one of the best-dressed women in America. This gave her husband an idea. George Putnam made some calls. Not long after, Macy's department store in New York made an announcement. A new line of women's clothing was going to be designed by—Amelia Earhart.

13 Amelia designed women's clothes for "active living." Amelia believed that clothes should fit the way a woman lived. She liked fabrics that didn't wrinkle. She also liked clothes that were easy to wash and didn't need special care.

14 Fashion designing took up a lot of her time. Amelia's photograph was in many magazines. She was always in demand. But flying was still Amelia's passion. Nothing else could match the adventure and challenge.



Glossary

compasses —tools that help tell direction

passion —a strong interest

solo —alone

Word Study: Word Meaning Vocabulary

This week's passage included a glossary. We use glossaries to determine or clarify the meaning of key words or phrases.

After rereading the glossary section in "*Pushing the Limits*," draw an illustration to represent each word.

compasses	passion	solo

Writing about Reading

Based on the type of text you read, choose one question to respond to about your independent reading from the ***Questions to Ask About Reading*** pages.

Think and Grow: Find Area by Multiplying

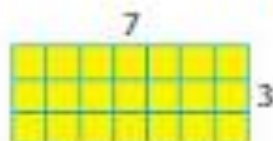


Example Find the area of the rectangle.



One Way:

Count the unit squares to find the area.



$\square = 1$ square inch

There are _____ unit squares.

Another Way:

Think of the rectangle as an array. Then use repeated addition or multiplication to find the area.



$\square = 1$ square inch

3 rows of _____ unit squares

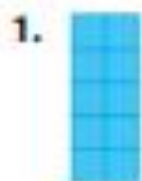
$$7 + 7 + 7 = \underline{\hspace{2cm}}$$

$$3 \times 7 = \underline{\hspace{2cm}}$$

So, the area is _____.

Show and Grow **I can do it!**

Find the area of the rectangle.



1.

_____ rows of _____ unit squares

$$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$$

$\square = 1$ square centimeter

Area = _____

2.



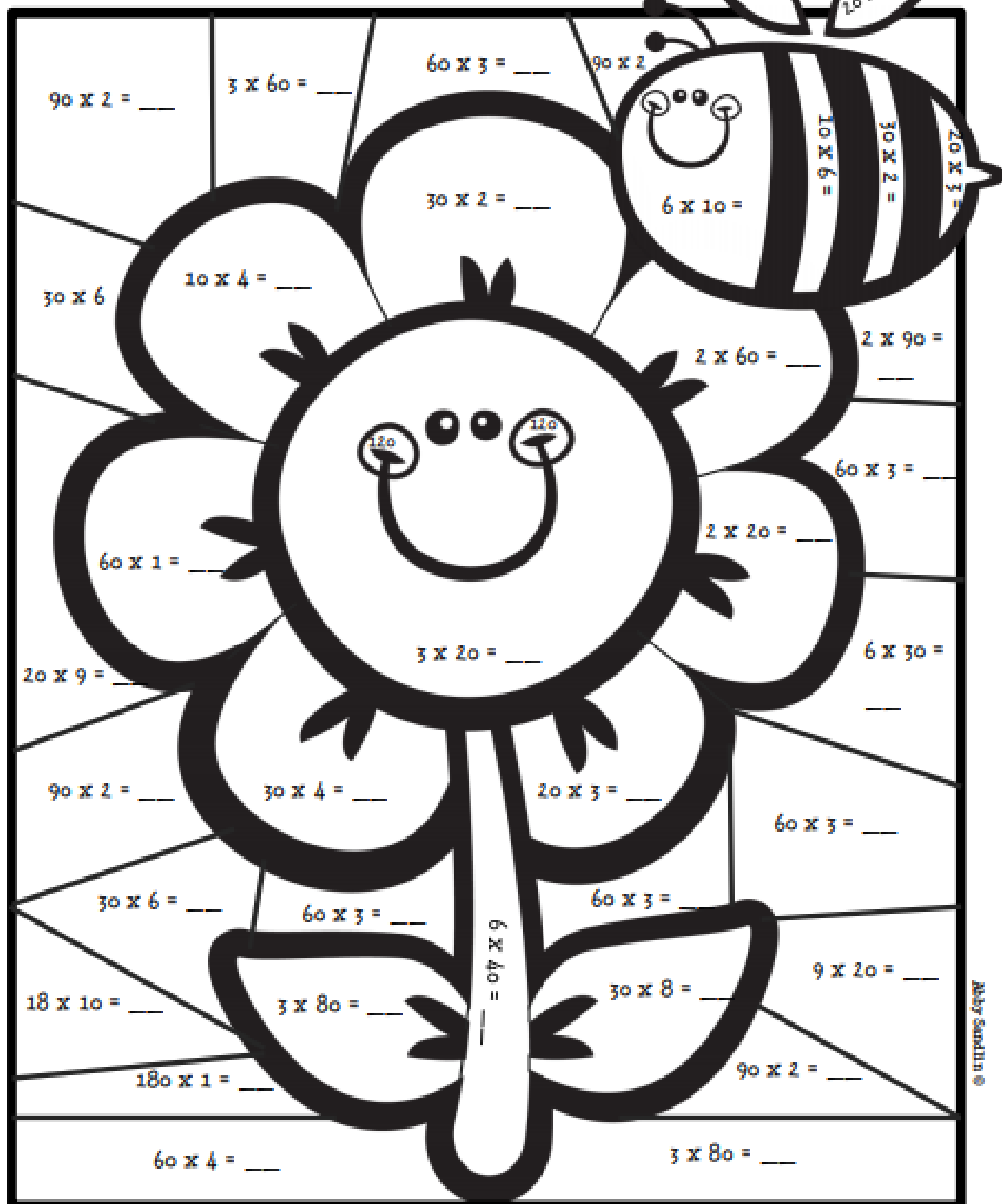
$$\underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{2cm}}$$

Area = _____

Name: _____

Math Day 26

Multiplying by Multiples of Ten



40 = Purple 60 = Yellow 120 = Pink 240 = Green 180 = Blue



Day 27

ELA	Math
<u>I can:</u>	
✓ I can determine the meaning and context of a passage. ✓ I can use resources to determine the meaning of key words. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can partition a shape and determine the area ✓ I can write the area when given the measurements of a shape.
<u>Assignment Checklists:</u>	
☐ Reread the passage and answer the questions. ☐ Complete word study activity. ☐ Read for 30 minutes and write a response.	☐ Complete problem of the day ☐ Complete multiplication fluency ☐ Complete Partitioning Rectangles worksheet. ☐ Complete Let's Cut a Rug worksheet.

Use the passage from Day 26.

Name _____

Directions: Reread the passage from “Pushing the Limits” to answer each question.

Question #1

Part A What is the central idea of the passage?

- a. Amelia Earhart and George Putnam worked hard to get a women’s clothing line into the Macy’s department store.
- b. “Amelia Earhart and President Herbert Hoover met in Washington, D.C., in 1932.
- c. “Amelia Earhart invented new technology to help pilots fly in bad weather.
- d. “Amelia Earhart earned fame by becoming the first woman to fly across the Atlantic Ocean alone.

Question #2

Part B Which quotation from the passage best supports the answer in Part A?

- a. “Amelia had new instruments, including three compasses, put in her plane.” (paragraph 3)
- b. “Amelia was the first woman to fly solo across the Atlantic Ocean.” (paragraph 7)
- c. “The next day, Amelia flew to Washington, D.C., where President Herbert Hoover presented her with a medal.” (paragraph 9)
- d. “A new line of women’s clothing was going to be designed by—Amelia Earhart.” (paragraph 12)

Question #3

According to the passage, how was Amelia Earhart honored after her flight?

- a. A plane was named after her.
- b. A song was written about her.
- c. She was given a compass.
- d. She was given a medal.

Question #4

From where did Amelia Earhart begin her flight across the Atlantic Ocean?

- a. Ireland
- b. New York City
- c. Newfoundland, Canada
- d. Washington, D.C.

Question #5

Read each statement about the effects of Amelia Earhart’s flight. Select whether each statement is true or false.

Effects of Amelia Earhart’s Flight

People refused to watch Amelia Earhart’s movies.	☐ True	☐ False
People listened to Amelia Earhart’s opinions.	☐ True	☐ False
Amelia Earhart became boastful and rude.	☐ True	☐ False
Amelia Earhart became funny and outgoing.	☐ True	☐ False
Amelia Earhart became involved in politics.	☐ True	☐ False

Question #6

Read the excerpt from Amelia Earhart.

from *Amelia Earhart*

by John Parlin

Amelia did not have an easy flight. Ice formed on her plane’s wings. She had to come down close to the sea where the air was warmer. When the ice melted she climbed again.

Suddenly she saw flames coming from the exhaust pipe. It could mean trouble....

The flames did not seem to get any bigger. So Amelia felt safer. Her plane roared on and on through the night.

The sky grew light. Amelia was hungry. She drank some hot chicken soup from a thermos bottle and ate two chocolate bars. Then she made a hole in a can of tomato juice and drank it.

Amelia hoped to fly all the way to Paris. But she decided not to risk it. The flaming exhaust and the leaking tank made her change her plans. She was certainly glad when she saw land ahead. She knew it was Ireland. At last she had flown the Atlantic alone. Solo!

Amelia brought her plane down in a field. It had taken her just 15 hours and 18 minutes to fly across the Atlantic. It was a new record!

Excerpt from *Amelia Earhart* by John Parlin. Copyright 1962 by Yearling.

Which statement describes how the passages “Pushing the Limits” and Amelia Earhart are similar?

- a. Both passages explain how Amelia Earhart was trying to fly to Paris but had to change her plan.
- b. Both passages explain how Amelia Earhart broke a record by flying across the Atlantic Ocean in just over 15 hours.
- c. Both passages describe how hard it was for Amelia Earhart to fly across the Atlantic Ocean.
- d. Both passages describe how people celebrated Amelia Earhart after her historic flight.

Word Study: Word Meaning Vocabulary

Use the glossary in "Pushing the Limits" to help you understand the meaning of each word.

Key Word	Meaning/Definition (In your own words)	Memory Clue/Picture (What can help you remember the meaning of this word?)
compasses		
passion		
solo		

Writing about Reading

Based on the type of text you read, choose one question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

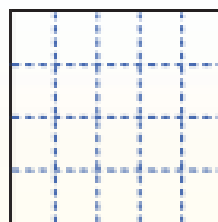
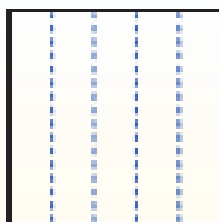
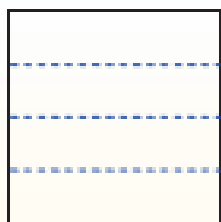
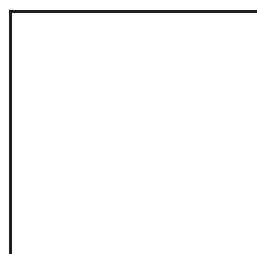
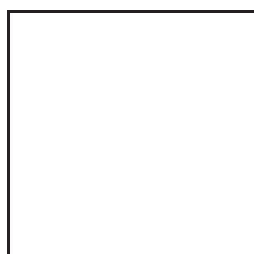
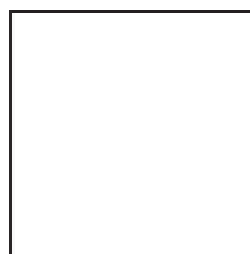
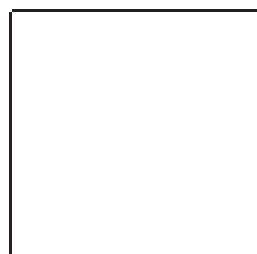
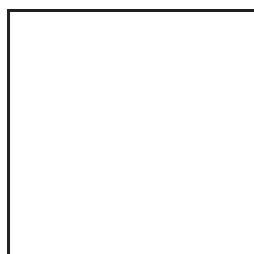
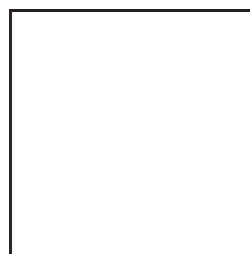
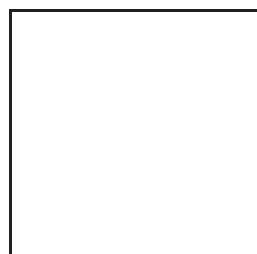
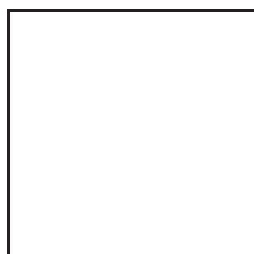
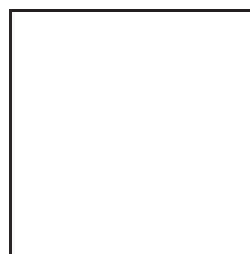


Partition the shape as described and then count to find the number of boxes.

Answers

Rows go left and right.

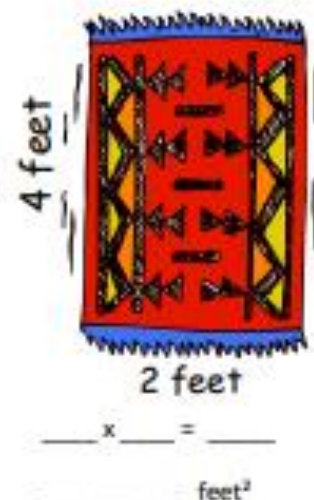
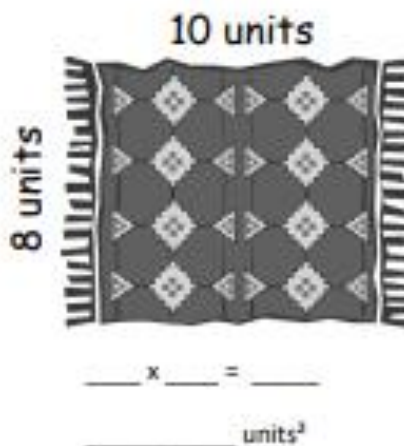
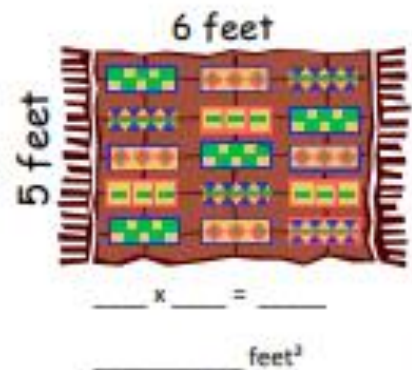
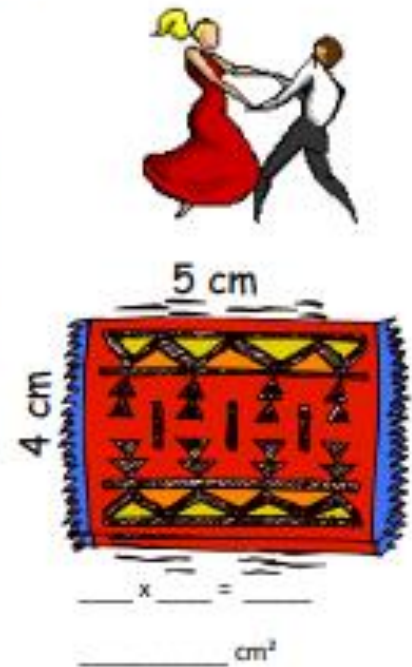
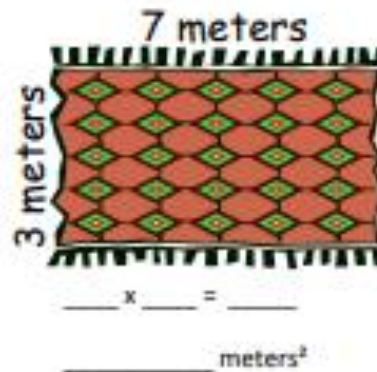
Columns go up and down.

This has 4 rows and 5 columns.
There are 20 boxes total.1) 5 rows
4 columns2) 3 rows
4 columns3) 2 rows
4 columns4) 2 rows
5 columns5) 5 rows
3 columns6) 3 rows
3 columns7) 3 rows
2 columns8) 4 rows
4 columns9) 4 rows
2 columns

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Let's Cut a Rug!

Directions: Find the areas of the rectangles below. Show your work. Remember to put the unit of measurement next to your answer.





Day 28

ELA	Math
<u>I can:</u>	
✓ I can refer explicitly to the text to support inferences and conclusions ✓ I can segment syllables into words. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can count to find the area of a shape ✓ I can multiply by multiples of 10.
<u>Assignment Checklists:</u>	
☐ Read the passage and answer the questions. ☐ Complete word study activity. ☐ Read for 30 minutes and write a response.	☐ Complete area worksheet. ☐ Complete Shady Shapes worksheet.

Climb to the Sky!

by W.M. Akers

There was one tree in Doug's backyard. Only one tree, but it was enough. It was the biggest tree Doug had ever seen. His dad called it a magnolia. Doug thought that was a pretty good word. It sounded strong. It sounded old. This tree was strong. This tree was old. Doug was young. He was not very strong. But he knew he could climb that tree.

He waited until the weather was perfect: early autumn-crisp, but not cold. He wore a blue sweater and beat-up old shoes. His gloves were thick, to protect him from the bark. He was ready.

"Wait here," he told his dog, Harvey. "I'll be back later."

As Harvey watched, Doug leapt for the lowest branch. He nearly slipped, but held on. Using all his strength, he pulled himself up. He could not do a pull-up in gym class, but when it counted, he could lift himself.

He continued slowly. Doug was careful. He did not want to fall and embarrass himself in front of his dog. He looked for a good handhold before letting go of the one he had. He watched his feet as they moved. He was in no hurry. He had all day.

Halfway up the tree, Doug took a break. He did not feel tired but wanted to rest before he got exhausted. This is what mountain climbers did. Doug was not a mountain climber, but he wanted to be one someday.

"Hello," he said to a passing ladybug. "Any advice for my final ascent?"

The ladybug said nothing. Doug did not need her help. It was time to continue. He was just a few branches from the top when something terrible happened.

He lifted his left leg and placed it onto the next branch. The wood was old but not strong. It split down the side and fell to the earth with a horrible crack. Doug was watching. He was prepared. As his left foot slipped, he squeezed tight with his arms. For a terrifying moment, he dangled in air. Breathing slowly, he swung his legs forward and found a foothold. He was secure again.

"That's far enough for today," he said. "The summit can wait."

He wrapped his legs around the strongest branch he could see and leaned against the trunk. His heart slowed as he reached into his pocket and took out a book. It was time to do some reading. Doug had all afternoon.

Name: _____ Date: _____

1. What does Doug climb?

- A. a tree at a park
- B. a tree in a schoolyard
- C. a tree in his backyard
- D. a tree in his neighbor's backyard

2. The most exciting part of a story is the climax. What is the climax of this story?

- A. Doug asks a ladybug whether it has any advice for him as he climbs.
- B. Doug takes out a book and starts to read in the tree.
- C. A branch near the top of the tree splits and falls when Doug steps on it.
- D. Doug pulls himself up onto the lowest branch of the tree.

3. Doug is careful as he climbs the tree. What evidence from the story supports this statement?

- A. Doug climbs the tree wearing a blue sweater and beat-up old shoes.
- B. Doug cannot do a pull-up in gym class, but he is able to pull himself up onto the lowest branch of the tree.
- C. A branch near the top of the tree breaks when Doug places his left leg on it.
- D. Doug climbs slowly and looks for a good handhold before letting go of the one he has.

4. Doug is patient as he climbs the tree. What evidence from the story supports this statement?

- A. Doug does not want to fall and embarrass himself in front of his dog.
- B. Doug takes a break halfway up the tree even though he does not feel tired.
- C. After a branch cracks and falls, Doug dangles in the air for a moment.
- D. Doug nearly slips after leaping for the lowest branch of the tree.

5. What is a theme of this story?

- A. No one should start something that he or she is not able to finish.
- B. People should put more trust in animals and less trust in themselves.
- C. Being careless and impatient can help someone deal with danger.
- D. Being careful and patient can help someone deal with danger.

6. Read these sentences from the text.

He waited until the weather was perfect: early autumn-crisp, but not cold. He wore a blue sweater and beat-up old shoes.

What does the word "crisp" mean here?

- A. dry and crunchy
- B. sunny and hot
- C. pleasant and cool
- D. firm but easy to break

7. Read these sentences from the text.

He was not very strong. But he knew he could climb that tree.

How could the author connect these two sentences?

- A. He was not very strong; but he knew he could climb that tree.
- B. He was not very strong but he knew he could climb that tree.
- C. He was not very strong; but he knew he could climb that tree.
- D. He was not very strong, but he knew he could climb that tree.

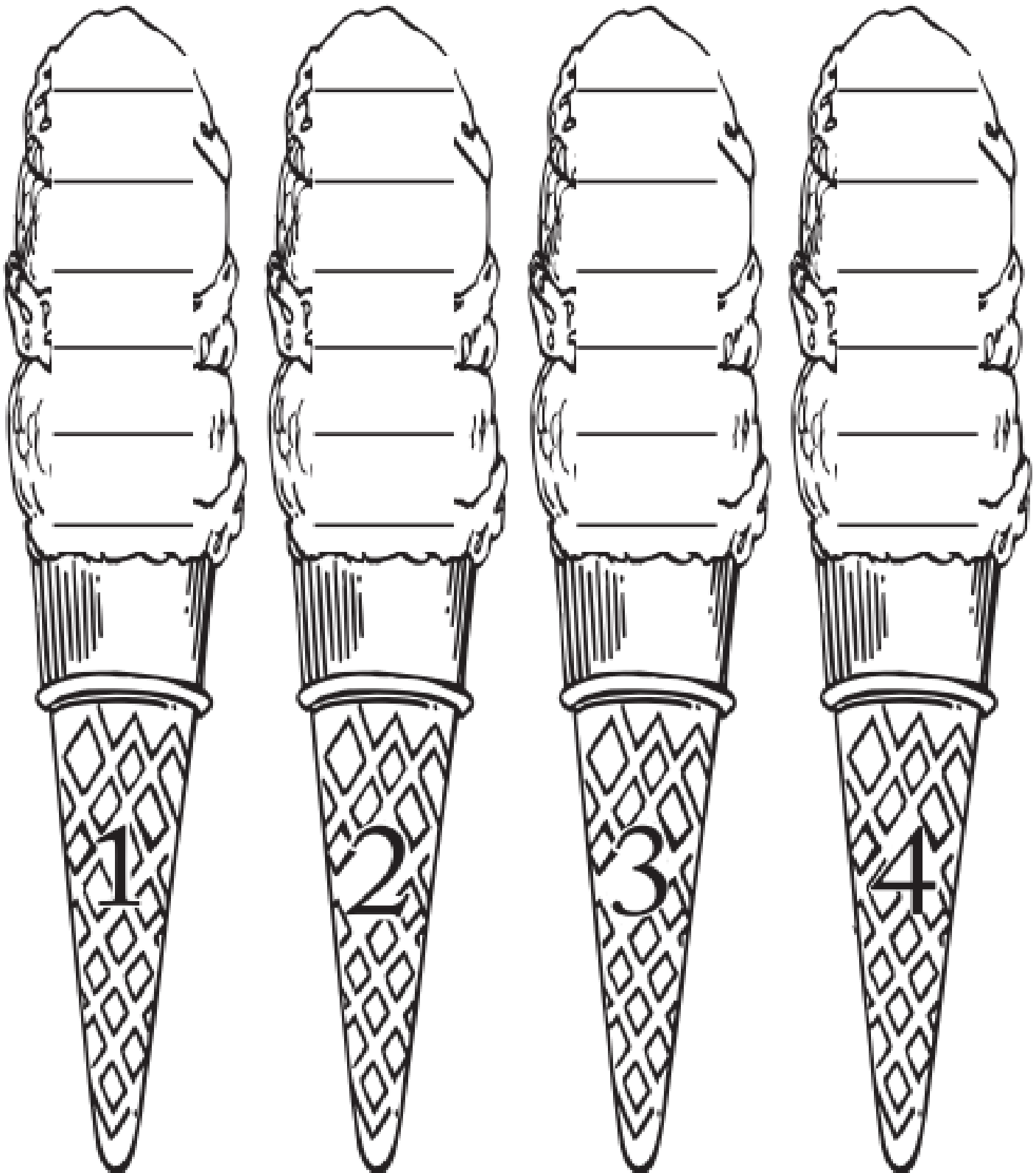
8. "Something terrible" happens to Doug when he is a few branches from the top of the tree. Support this statement with evidence from the text.

Identify words from the text with the following amount of syllables. Write them in the cones below.

Name _____

Syllable Scoops

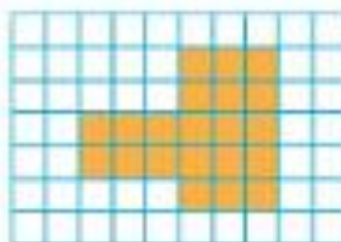
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Writing about Reading

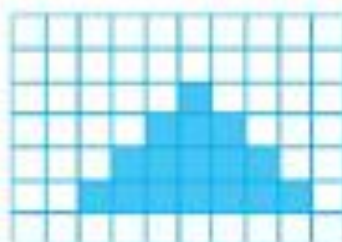
- Based on the type of text you read, choose one question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

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

Learning Target: Count to find the area of a shape.**Example** Find the area of the shape.21 unit squares cover the shape.So, the area is 21 square units.

Find the area of the shape.

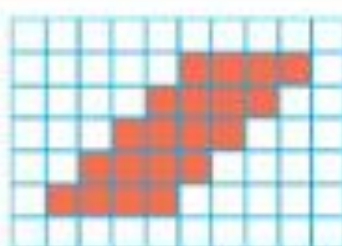
1.



_____ unit squares cover the shape.

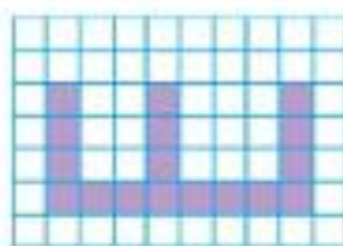
So, the area is _____ square units.

2.



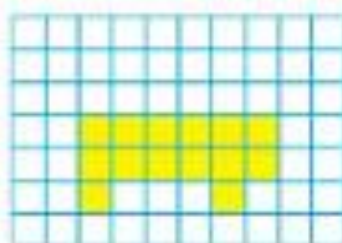
Area = _____ square units

3.



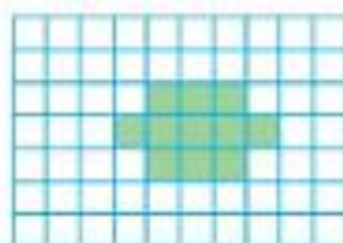
Area = _____ square units

4.



Area = _____ square units

5.



Area = _____ square units

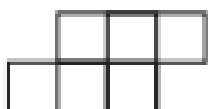
Name: _____

Date: _____

Math Day 28

Shady Shapes: An Area Activity

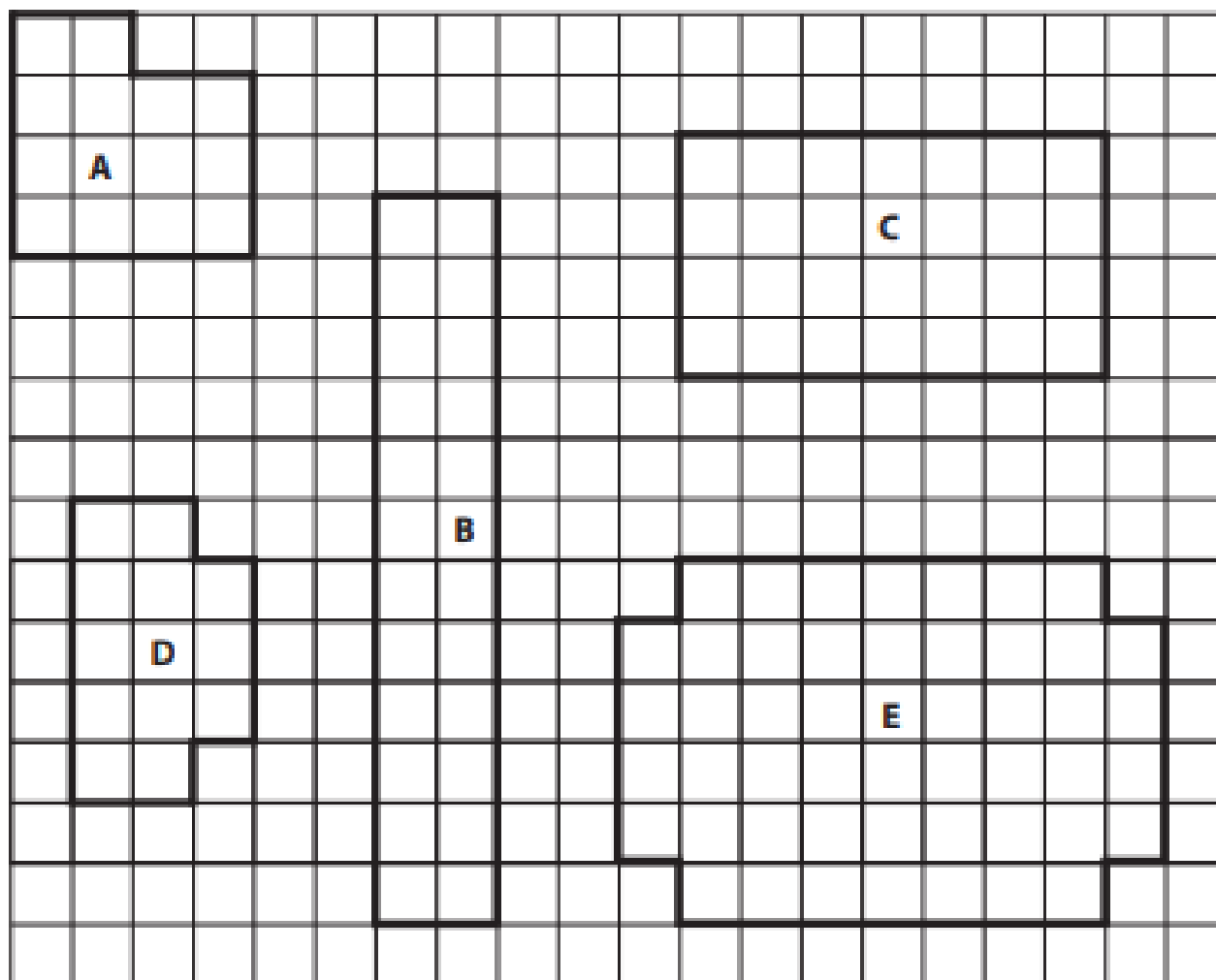
Area is the measurement of the square units inside a shape. Each square inside the shape is 1 square unit.



Area: 6 square units

Directions: Find the area of the shapes by counting the square units. Record your answers below.

*For added fun, color each shape a different color. Record each answer in the same color that you used to color that shape!



Shape	Area	Mrs. Maddow wants to build a garden that has an area of 12 square units. Use the space below to draw what her garden could look like.
A	Square units	
B	Square units	
C	Square units	
D	Square units	
E	Square units	



Day 29

ELA	Math
<u>I can:</u>	
✓ I can explain how the author uses words and phrases to inform, explain, or describe. ✓ I can use identify base words and affixes. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can count to find the area of a shape ✓ I can multiply single digit by a multiple of 10 fluently ✓ an object. ✓ I can compare the area of different size shapes ✓ I can create a shape based on a given area
<u>Assignment Checklists:</u>	
☐ Read the passage and answer the questions. ☐ Complete word study activity. ☐ Read for 30 minutes and write a response.	☐ Complete Multiplying Single Digits by Multiples of 10.

Name: _____

Class: _____

Zebra and Wasp

By Clare Mishica
2017

Clare Mishica has written for Highlights. In this fable, a zebra finds a wasp trapped in a spider web. As you read, take notes on what the wasp does.

- [1] One sunny morning, Zebra visited the river to get a cool drink. As he dipped his mouth into the water, he heard a tiny voice coming from nearby. "Help me, Zebra!" cried Wasp. "I'm caught in a spider web."

Zebra flicked his ears and peered into a thornbush. He spied Wasp tangled in a web of silver thread. Carefully, Zebra reached into the branches to free her. But the thorns jabbed his lips.

"Ouch!" wailed¹ Zebra. He jerked his head back. "If I save you, I'll hurt myself."

"Please help me," said Wasp. "One day I will return the favor and help you."

- [5] Zebra laughed. "I'm fast and strong. No spider can trap me in its web! Besides, I have a whole herd² of friends. Why would I need help from a little wasp?"

"Please try one more time," Wasp said.

Zebra stared at the little insect. She was struggling to beat her wings. With a sigh, Zebra poked his head into the bush again and knocked at the web. Luckily, it was enough to free Wasp. She tumbled³ to the ground.

"Thank you, thank you!" Wasp cried.

"Try to stay out of trouble," Zebra said to Wasp. "I might not be nearby the next time a spider gets hungry." Then Zebra turned around and galloped back to his herd.

- [10] All day, the herd wandered across the plain. They quietly munched on grass. Zebra stayed with his herd until he noticed some berries. Licking his lips, Zebra went to taste the berries.



"One day I will return the favor and help you." by Benjamin Schipper is used with permission.

1. **Wail (verb):** to cry out in pain
 2. a large group of animals
 3. to fall suddenly and clumsily

Wasp was resting in the bushes when she saw Zebra walking in her direction. She also spied Lion hiding quietly in the leaves. If Zebra got too close to Lion, Lion would catch him!

Thinking quickly, Wasp zoomed down and stung Lion.

The surprised lion howled. "Rooooooooor!"

Zebra heard the loud cry. In a flash, he whirled around and galloped back to his herd.

[15] A moment later, Wasp buzzed around Zebra's head. "Try to stay out of trouble," Wasp said with a chuckle.⁴ "I might not be nearby the next time a lion gets hungry."

1. In the fable, Zebra and Wasp help each other. Do you think this makes them friends? Why or why not? Describe a time when you helped a friend in need.

2. In the fable, Zebra helps Wasp after she says she will "return the favor." Do you think we should only help people who might help us one day? Why or why not? Why should we help other people?

4. to laugh quietly

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. **PART A:** What is the theme of the fable?
 - A. It's more important to be smart, than it is to be strong.
 - B. You never know when you might need someone else's help.
 - C. It's a friend's job to make sure you stay out of trouble.
 - D. You should help people because it's the right thing to do.

2. **PART B:** Which detail from the text best supports the answer to Part A?
 - A. "Carefully, Zebra reached into the branches to free her. But the thorns jabbed his lips." (Paragraph 2)
 - B. "With a sigh, Zebra poked his head into the bush again and knocked at the web. Luckily, it was enough to free Wasp." (Paragraph 7)
 - C. "Zebra heard the loud cry. In a flash, he whirled around and galloped back to his herd." (Paragraph 14)
 - D. "Try to stay out of trouble," Wasp said with a chuckle. "I might not be nearby the next time a lion gets hungry." (Paragraph 15)

3. What does Zebra do when Wasp promises to "return the favor" in paragraph 4?
 - A. Zebra realizes how helpful Wasp could be in the future.
 - B. Zebra doesn't think that he will ever need Wasp's help.
 - C. Zebra thanks Wasp for her kind promise.
 - D. Zebra doesn't think that Wasp will keep her promise.

4. Why is it important to the story that Zebra frees Wasp from the spider web?

Underline the base word in each word. Then draw a circle around the prefixes and a square around the suffixes. Write a sentence with 4 of the words.

Phonics

P.041.AM1b

Affix Hunt

preheats

disappear

impressive

forehead

returned

unspoken

disrespectful

disagreement



Writing about Reading

- Based on the type of text you read, choose one question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

This image shows a full page of blank white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing or drawing. There are no margins, text, or other markings on the paper.

Name _____

Date _____

Multiplying Single Digits by Multiples of 10 - Independent Worksheet

Complete all the problems.

$$\begin{array}{r} 1. \quad 20 \\ \times 4 \\ \hline \end{array}$$

$$6. \quad \underline{50 \times 6}$$

$$\begin{array}{r} 2. \quad 70 \\ \times 3 \\ \hline \end{array}$$

$$7. \quad \underline{90 \times 8}$$

$$\begin{array}{r} 3. \quad 30 \\ \times 9 \\ \hline \end{array}$$

$$8. \quad \underline{80 \times 6}$$

$$\begin{array}{r} 4. \quad 10 \\ \times 5 \\ \hline \end{array}$$

$$9. \quad \underline{30 \times 2}$$

$$\begin{array}{r} 5. \quad 70 \\ \times 9 \\ \hline \end{array}$$

$$10. \quad \underline{80 \times 4}$$





Day 30

ELA	Math
<u>I can:</u>	
✓ I can read and respond according to task and purpose to become self-directed, critical readers and thinkers. ✓ I can read independently for sustained periods of time to build stamina.	✓ I can review many math skills from my learning this year. ✓ I can discuss my math learning with others using math vocabulary from my Maintaining Math sheet.
<u>Assignment Checklists:</u>	
☐ Complete ReadyTest. ☐ Read for 30 minutes and write a response. ☐ Work on Lexia if internet is available.	☐ Complete Maintaining Math ☐ Finish up any uncompleted work. ☐ Work on Dreambox if internet is available.

Today you will read two passages. Read these sources carefully to gather information to answer questions and write an essay.

Excerpt from *Harriet Tubman and the Underground Railroad*
by Terry Miller Shannon

Born a Slave

1 Long before Harriet Tubman was born, her great-grandmother was taken from her home in Africa. The kidnappers packed Harriet's great-grandmother into a small wooden ship with hundreds of other Africans and sent her to the United States. Once she arrived, she was sold to the owner of a large farm called a plantation. She became a slave.

2 Harriet's great-grandmother was the human property of a man she called her master. All of her children and grandchildren were slaves, too. The slaves were forced to do hard labor and were punished cruelly at times. They received no pay, only **meager** food and housing that was no better than that of farm animals. Many of them were never taught to read and write. Slaves had no freedom to go where they wanted. Sometimes they were not allowed to marry or to raise their own children. Members of slave families could also be sold to different masters, breaking up the family.

3 Harriet was born as a slave around 1820. Like all slave children, she could not run and play. She worked all the time. Harriet was a hard worker, but when she did not obey her owner, she was whipped. When she saw her owner sell two of her sisters, Harriet was terrified that she would also be sold and have to leave her family.

4 Harriet's life was harsh, but she had dreams. People called *abolitionists*, who were against slavery, had begun to speak out against owning other human beings. Some abolitionists helped slaves escape to northern states or to Canada, where slavery was against the law. Harriet dreamed of living as a free woman in the North.

5 One day, Harriet's owner died. Harriet knew the slaves would be sold. It was time to go. Harriet and two of her brothers ran away. But soon after they left, the brothers gave up, and made Harriet return with them.

6 Two nights later, Harriet escaped alone. She went to the home of an abolitionist woman who had offered help. The woman fed Harriet and let her sleep, and then she directed Harriet to the next safe place. When Harriet reached that house, the people there directed Harriet to her next stop. This secret network of safe homes was called the *Underground Railroad*.

7 To escape, Harriet walked 100 miles (160 km), alone, through unknown land. She traveled at night and hid during the day. Finally, she arrived at the border of Pennsylvania, a state where slavery was against the law. Harriet was free!

8 When Harriet reached freedom, she was overjoyed. "There was such a glory over everything," she said when she remembered that day. "The sun come like gold through the trees."

9 Harriet went to work. She cooked, washed dishes, and cleaned people's houses. Now that she was free, people actually paid her to work for them. But Harriet was not content to sit back and enjoy her freedom. She saved the money she earned so that she could help free others.

1. What is the meaning of the word **plantation** as it is used in paragraph 1?

- Ⓐ a slave
- Ⓑ an owner
- Ⓒ a large farm
- Ⓓ a wooden ship

2. Part A

Read this sentence from paragraph 2:
Harriet's great-grandmother was the human property of a man she called her master.

What does "human property" mean in the sentence?

- Ⓐ slave
- Ⓑ master
- Ⓒ great-grandmother
- Ⓓ a person born in Africa

Part B

Which best explains why the author most likely used the phrase "human property" in this paragraph?

- Ⓐ to make sure that the reader knew that Harriet was born in Africa
- Ⓑ to prove to the reader that all slaves called their owner "master"
- Ⓒ to explain to the reader that great-grandparents were too old to be slaves
- Ⓓ to describe to the reader what slavery was like

3. Part A

Which of the following events happened first and caused other events to happen after?

- Ⓐ The slaves would be sold.
- Ⓑ Harriet's owner died.
- Ⓒ Harriet was free.
- Ⓓ It was time for Harriet to escape.

Part B

Which two events happened as a result of the correct event from Part A?

- Ⓐ The slaves would be sold.
- Ⓑ Harriet's owner died.
- Ⓒ Harriet was free.
- Ⓓ It was time for Harriet to escape.

Part C

Which final event occurred as a result of all the correct events from Parts A and B?

- Ⓐ The slaves would be sold.
- Ⓑ Harriet's owner died.
- Ⓒ Harriet was free.
- Ⓓ It was time for Harriet to escape.

4. What do the following events from *Born a Slave* show?

Harriet and two of her brothers ran away.
 The brothers gave up.
 Harriet returned with her brothers.
 Harriet escaped alone.
 Harriet reached freedom.

- Ⓐ This is the order in which these events happened.
- Ⓑ Running away is the main idea and the other sentences are key details.
- Ⓒ Running away is the cause and the other sentences are the effects.
- Ⓓ Harriet reaching freedom is the main idea and the other sentences are key details.

Excerpt from *Harriet Tubman and the Underground Railroad*

by Terry Miller Shannon

Leading Others to Freedom

❶ Harriet made nineteen dangerous trips back to the South. She ignored her own danger to become a conductor of the Underground Railroad. She guided escaping slaves from one safe resting place to another. A “station” on the Underground Railroad was usually an abolitionist’s home. Sometimes it was a church or another safe resting place. Some of the “stations” had secret rooms to hide the escaping slaves.

❷ In 1850, the United States passed the Fugitive Slave Act. This was a law that made the Northern states return any escaped slaves to their owners. Now Harriet had to conduct her passengers all the way to Canada to find freedom.

❸ Harriet helped many of her own family out of the South. Thanks to Harriet, six of her ten brothers and sisters escaped. On one difficult journey, she brought her elderly parents north to Canada.

❹ Harriet led about three hundred slaves north to freedom. Nothing was more important to her than helping others become free. One famous abolitionist, John Brown, called Harriet Tubman “one of the bravest persons on this continent.”

❺ Many called Harriet a “master of disguise.” Sometimes she dressed as an old woman. Sometimes she dressed as a man. It is said that one day, she met one of her former owners, and he didn’t recognize her!

❻ Harriet was clever in other ways. She hired men to rip down wanted posters that described runaway slaves. Runaway notices weren’t put in newspapers on weekends. They had to wait until Monday morning. Harriet began escapes on Saturday nights in order to have a head start.

❼ Slave owners were so angry they offered a reward for Harriet’s capture, dead or alive. The reward was \$40,000. This was a huge amount of money for those days. One day, Harriet heard a man reading her own wanted poster. It described Harriet as not being able to read. She immediately pulled out a book and pretended to read it. So the man left without giving her a second look.

❽ On April 12, 1861, the Civil War began. The North and South fought each other over the right to own slaves. During the war, Harriet worked as a nurse for the North’s Union Army. She was also a spy. She tried to find the Southern army’s weapon warehouses. She also continued to travel into the South to lead slaves north.

❾ When the Civil War ended in 1865, slavery was against the law in the United States. Harriet remarried and lived in Auburn, New York. She sold vegetables door-to-door. Harriet was very poor, yet she turned her own house into a home for needy people. She worked for aid and education for freed slaves. Harriet also fought for the right of women to vote.

❿ Harriet Tubman died March 10, 1913. She devoted her long life to freedom. She will always be remembered as a true hero.

5. According to *Leading Others to Freedom*, when did slavery become against the law in the United States?

- Ⓐ when the Civil War ended
- Ⓑ after women won the right to vote
- Ⓒ when the Fugitive Slave Act passed
- Ⓓ while Harriet was bringing her parents to Canada

6. Which phrase in paragraph 6 helps readers understand the meaning of “runaway notices”?

- Ⓐ hired men
- Ⓑ a head start
- Ⓒ wanted posters
- Ⓓ Monday morning

7. Part A

What is the main idea of this text?

- Ⓐ Harriet was a “master of disguise.”
- Ⓑ Harriet helped many slaves escape.
- Ⓒ John Brown was a famous abolitionist.
- Ⓓ The Underground Railroad had “stations.”

Part B

Which detail best supports the correct answer to Part A?

- Ⓐ Some of the “stations” had secret rooms.
- Ⓑ On April 12, 1861, the Civil War began.
- Ⓒ In 1850, the United States passed the Fugitive Slave Act.
- Ⓓ Harriet led about three hundred slaves north to freedom.

8. Part A
Which of the following is an opinion?

- Ⓐ Harriet was clever.
- Ⓑ The Civil War ended in 1865.
- Ⓒ Harriet Tubman died March 10, 1913.
- Ⓓ Harriet was born as a slave around 1820.

Part B

On the basis of the correct answer to Part A, how is the author’s point of view most likely different from that of someone who doesn’t know anything about Harriet Tubman?

- Ⓐ The author had met Harriet Tubman.
- Ⓑ The author admires Harriet Tubman.
- Ⓒ The author has a good memory for dates.
- Ⓓ The author is an expert on Harriet Tubman.

9. Both texts mention **abolitionists**. What is an **abolitionist** and why were **abolitionists** important to Harriet Tubman?

10. You have read two texts about Harriet Tubman. Write an essay that compares and contrasts the most important points and key details presented in the two texts. Include:

- two main ideas that are in both texts.
- one main idea that is only in *Born a Slave*.
- one main idea that is only in *Leading Others to Freedom*.

Use supporting evidence from both texts to support your ideas.

Writing about Reading

- Based on the type of text you read, choose one question to respond to about your independent reading from the **Questions to Ask About Reading** pages.

[illegible]

Maintaining SC READY Math Skills 3rd Grade

Directions: Write the correct answer to each question.

6

Algebraic Thinking and Operations

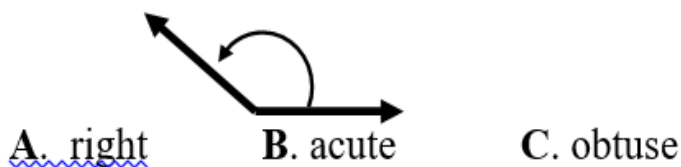
1. Solve: $8 \times \square = 64$

Number Sense and Base Ten

2. There were 709 people at the restaurant during the Super Bowl. At half-time, 368 people went home. How many people were left at the restaurant? _____

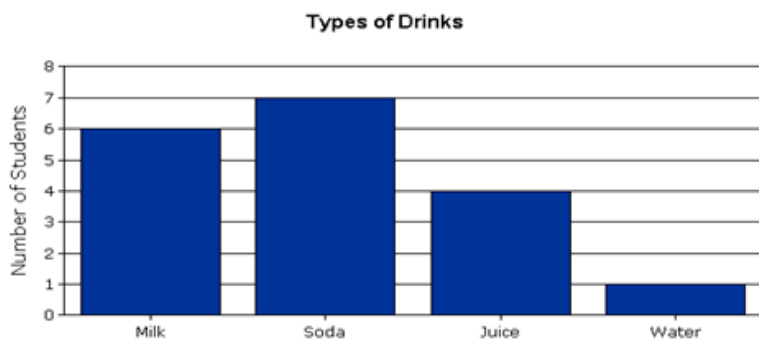
Geometry

3. What type of angle is below?



Measurement and Data Analysis

4. Look at the graph. How many more students chose soda than water?



Number Sense and Operations – Fractions

5. Write the fraction for the shaded part.

