3rd grade ELA Daily Instruction Plan COVID-19 Home Instruction

Please do not hesitate to reach out if there are questions

Ms. Fantozzi - cfantozzi@paterson.k12.nj.us
Ms. James- jamesm@paterson.k12.nj.us

Day 21

- Start by googling the definitions of the vocabulary words
- Practice using the words in sentences orally with a parent
- Then use the sentence frames provided to complete the worksheet
- Practice using the new vocabulary words by writing an imaginative paragraph that includes at least 5 of the vocabulary words. This can be a quick short story.

Day 22

- Review of long vowel sounds
- Repeat words out loud so you can hear the correct vowel sounds, then sort the words under the correct heading
- Today grab an extra sheet of paper and create sentences with the spelling words. You can choose to illustrate 5 of the words.

Day 23

- Read the folktales provided and answer the comprehension questions in complete sentences
- Read the next selection. Fill out the graphic organizer when you are done reading. After that answer the comprehension questions. Work with a parent if necessary or email teacher

Day 24

- Identify different types of nouns and complete activity
- Then read the paragraph, edit it by including the correct noun type

Day 25

- Parents can assess children's understanding of vocabulary words by using a separate sheet of paper and providing with a definition or vice versa and see if students can add what is needed or parents can administer a spelling test
- After that Log into Epic,Raz Kids,YouTube, your google account and access the online tools on WONDERs or choose a book from your home library. Listen to or read an appropriate story of your choice. Create a summary by listing the characters, problem, solution and setting as well as the title of the story. Then create your own story by continuing the adventures of the characters in the story you just read. Be descriptive by using adjectives, dialogue, characters names, sensory words etc. Remember this story is a continuation of that one you just read or listened to, so it is all right to use some of the characters mentioned, but don’t forget to add your own. Also do not rewrite the same story. Use your imagination.
1. (awkward) The chair has one leg that is shorter than the others.

2. (timid) He had not met many new people.

3. (created) My sister and I

4. (eagerly) The energetic dog

5. (interested) I was annoyed.

6. (involved) We can become

7. (attempted) I set down with my mom

8. (cooperation) Chores go more quickly
| 1. mild | right | light | child | few |
| 2. use | can | cube | called | until |
| 3. ice | inch | pick | grind | round |
| 4. kite | paint | hint | grind | round |
| 5. time | some | drum | grind | hand |
| 6. find | wink | wink | will | would |
| 7. hide | week | well | wheel | wheel |
| 8. zoo | book | drew | drew | grew |
| 9. white | wall | night | right | would |
| 10. use | cube | club | cubed | cube |
| 11. lose | ice | club | cube | cubed |
| 12. meet | duck | sunny | stay | stay |
| 13. say | try | fly | ship | ship |
| 14. huge | thumb | mute | wool | wool |
| 15. high | swing | silent | still | still |

Circle the spelling word in each row that has the same vowel sound as the word in bold type. Write the spelling word on the line.
1. How can you tell this is a fable?

Answer: The story is a fable because it includes

The ant and the dove.

2. What literary element does the text include?

Answer: The text includes a fable.

3. What does the ant do for the dove? Why does he do this?

Answer: The ant drags a drinking water from a stream. He does this to help the thirsty dove.

4. What do you think the lesson of this story is?

Answer: The lesson of this story is that we should help others when they are in need.
Why People and Birds Are Friends

I know where your parents are. I know where your parents are. Then they heard a voice. He noticed a bird in the tree above him. He watched as it jumped. The young boy sat, listening to the warm wind in the leaves. He was very tired, so he sat down to rest.

The younger brother went to gather food and water. He looked for more than an hour, but he could not find anything to eat. The older brother went to find firewood and food and firewood. The older brother went to find firewood and food.

Luckily, they knew how to camp. They also knew how to find dark. But they would be no closer to being found by anyone.

Would take them home. Every day they would stop when it got every day they would walk in one direction. They thought it were lost. They were farther from home than they had ever been.

They planned to be gone for two days. But five days later, they

This is what happened. No brothers on a hunting trip.

Jungles are enormous. It is easy to lose your way and feel

other. It was easier that way. But things change easier to get lost then. People and animals did not talk to each

A long time ago, people of the world were far apart. It was
1. My dad hiked up a green mountain once.

2. We went to the park on a sunny day.

3. The owner is Mr. Simpson.

4. The store only closes on New Year's Day.

5. What time does Hill Street Library close?


7. Is mother's day next month?

8. I will buy mom a book.

9. She likes to read books about antarctica.

10. My dad hiked up a green mountain once.

Underline the proper noun in each sentence. Write it correctly.

Usually not capitalized:

words in proper nouns. Short words, such as of and are

Proper nouns begin with a capital letter. Capitalize the important:

A name, initials, and geographic names and places.

Product names, titles of books, historical periods, events, titles with

Proper nouns include names, holidays, days of the week, brands.

A proper noun names a specific person, place, or thing.

Name

Graded. Please attach any materials that will be enclosed in the packet ensuring they are labeled by instructional day.

All assignments must have a tangible product for submission by students and the means for scoring as the student work must be

COVID-19 Health Related School Closure Instruction Template

SCHOOLS
8. What is another word for come to a new country?

7. What word might describe that you got to where you were going?

6. What is another word for looked at something closely?

5. What word might describe something that is worth a lot of money?

4. What is another word for a short amount of time?

3. What word might describe a chance for good things to happen?

2. What are the pictures taken by a camera?

1. What is another word for spoken in a very soft voice?

---

Use a word from the box to answer each question. Then use the word in a sentence.

- inspected
- moment
- valuble
- opportunity
- photograph

Name
1. I like to play softball in the open air.
2. When the coach tells us to play in the pool, we must listen.
3. We sent letters to the coach of our favorite team.
4. I put milk, butter, eggs, and flour in my grocery list.
5. The opposite of strong is weak.
6. The opposite of dirty is clean.
7. Every Monday you can skate for free at the ice rink.
8. We bought the school band march down the street.
9. We watched the school band march down the street.
10. We can make ice cubes.

**A. Write the spelling word that best completes each sentence.**

1. a kind of stream or small river
2. a type of vegetable
3. the opposite of dirty
4. the opposite of strong
5. the opposite of down
6. He hit his shin.
7. Every Monday you can skate for free.
8. We bought the school band march down.
9. We watched the school band march down.
10. We can make ice cubes.

**B. Write the spelling word that matches each definition below.**

- field
- cream
- speak
- steel
- green
- free
- week
- clean
- bean
- freeze

Name

*Graded. Please attach any materials that will be enclosed in the packet ensuring they are labeled by instruction day.*

COVID-19 Health Related School Closure Instruction Template

Public Schools

*All assignments must have a tangible product for submission by students and the means for scoring as the student work must be*
Read the selection. Complete the theme graphic organizer.

Name

* ALL assignments must have a tangible product for submission by students and the means for scoring. As the student work must be graded. Please attach any materials that will be enclosed in the packet ensuring they are labeled by instructional day.
"I'm just happy we're together," Lan said. "I looked around. The future was as open as the land. I knew life would not be the same, but she held hope. She was a shoemaker.

"You're not going to work anymore, are you?" she asked. "I don't want to be a miner anymore," Lan said. "The hours were long, and we were not finding any gold. I now work as a miner."

"But where is the mine that you work in? Daddy?" she asked. "Yes, we have built a nice place to live," Yao said.

"If I had to know how many Chinese people live here, they even speak Chinese."

"I don't live in this area. You know, we gather to talk.

"This is where we live and eat."

They walked around the village and cleared and cleaned dishes. Lan met Yao's friends, other Chinese people. When they arrived, Lan met Yao's friends, other Chinese people. When they arrived, Lan met Yao's friends, other Chinese people. When they arrived, Lan met Yao's friends, other Chinese people.

"And where about our family in China?" she asked. "I'm going to miss them."

"I will send them money from my pay," he said. "Maybe one day they can join us here."

Many others did not have the money to send for their families.

Lan knew she was lucky.

A New Life
3. How does the illustration help you better understand the main character?

You know this?

2. When does this story take place? How does the illustration help?

How can you tell that this is historical fiction?

1. Answer the questions about the text:

   He asked me my name and which
   language I didn't understand. Then
   the man began to speak in a
   room where a man sat at a table
   then a hand took me to a small
   room where a man sat at a table
   then a man took me to a small
   room with many women
   from China. We were days ago. We
   mother and I arrived in America
   It was November 24, 1924. My

   A Long Wait On Angel Island

   

   * All assignments must be a tangible product for submission by students and the means for scoring as the student work must be graded. Please attach any materials that will be enclosed in the packet ensuring they are labeled by instructional day.
5. Let's go well out from until the library opens

4. Get my library card for me please

3. What are amazing creatures sharks are

2. I need to check out a book about sea life

1. Do you know what time the library opens

Name
Day 28

- Work on one of the three projects. Use the rubric in the end so you know what things I will be looking for!

Day 29

- Work on one of the three projects. Use the rubric in the end so you know what things I will be looking for!

Day 30

- Work on one of the three projects. Use the rubric in the end so you know what things I will be looking for!

If you have any questions, please email or use google classroom. To logon to google classroom open your gmail.
Username: ID#@ppsstudent.org
Password: p(ID#)
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<table>
<thead>
<tr>
<th>You May</th>
<th>You May Not</th>
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</thead>
<tbody>
<tr>
<td>• Use this item for personal/student use in a single classroom.</td>
<td>• Give this item to your friends or colleagues.</td>
</tr>
<tr>
<td>• Purchase licenses at a big discount for others to use this resource.</td>
<td>• Copy this item for use by others.</td>
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</table>

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ABOUT THIS PACKET

What better way to reinforce and practice real-life math, reading, and writing skills than planning a family road trip? Your students will love completing each step of the trip-planning process from beginning to end!

The pages included in this packet are not all necessary for a successful PBL unit in your classroom. You can pick and choose those sheets that work best for your own situation.

While many teachers will choose to have their students work in small groups to complete some parts of this packet, you can also choose to have students work independently. Keep in mind, however, that students working in groups may develop communication skills as a result of working together.

I personally would suggest printing out the desired sheets and assembling them into unit booklets for each student. This way, students can easily access their booklet and keep pages organized and all in one place as they work through the unit.

Ideally, a Project Based Learning unit will include certain key components, such as academic content, inquiry, a driving question, student choice, and a public audience. By using the unit guide on the following page, you will have the option to meet those PBL expectations.

I truly hope you and your students enjoy this PBL unit. Happy Learning!

Shelly Rees
THE DESTINATION

Your family has narrowed down the final destination of your road trip to four choices. Write down four places you would like to visit. Then, do some research and complete the information boxes for each of the four places. At the bottom of the page, choose one of the four locations as the final destination for your family’s road trip and write it on the sign.

**Location #1:**
- Distance from where you live:
- State where it is located:
- Main attraction:
- Another attraction:
- Why you are interested in traveling to this location:

**Location #2:**
- Distance from where you live:
- State where it is located:
- Main attraction:
- Another attraction:
- Why you are interested in traveling to this location:

**Location #3:**
- Distance from where you live:
- State where it is located:
- Main attraction:
- Another attraction:
- Why you are interested in traveling to this location:

**Location #4:**
- Distance from where you live:
- State where it is located:
- Main attraction:
- Another attraction:
- Why you are interested in traveling to this location:
PACK YOUR SUITCASE

There is limited space in the car, so you have to take a smaller suitcase. You may only pack 10 items in your bag, so choose carefully. You will be away from home for one week. List your 10 items below and explain why you chose each item.
TIME AND MONEY ON THE ROAD

1. It is ______ miles from ________________ (your hometown) to ________________ (your destination).

2. If your car averages 20 miles per gallon, how many gallons of gas will you need to reach your destination? _______________________

3. The current cost of gasoline is $____ per gallon.

4. The estimated cost of the trip to ________________ is $__________

5. If the return trip uses the same amount of fuel, what is the total cost for the gasoline for the entire trip? $______________

6. If you average a speed of 60 miles per hour while driving, how many hours of driving time will it take you to reach your destination? ________________

7. If you average the same speed of 60 miles per hour, how many hours of driving time will the entire trip take? ________________

8. Your family packs a cooler with snacks and drinks for the trip, but stops for two meals on the way. If there are 4 people in your family, and each person spends 6.50 on each meal, what is the total cost of the meals on the way to the destination? ________________

9. Your car passes through 5 toll booths on the highway. Each booth collects $2.45 in tolls. How much money is spent on tolls? ________________

10. At one rest stop, you decide to buy a bottle of pop for $1.25 from a vending machine. What are two different combinations of coins you could use to buy the soda for the exact amount? ________________
Create a postcard from one of your favorite places you visited on your road trip. Illustrate the postcard and write about it to one of your friends.

Dear __________

________________________

________________________

________________________

Your friend,

______________

To:

________________________

________________________

________________________

©Shelly Rees
A true road trip needs some good tunes! Create a playlist of your favorite songs for the ride. Compare your list to your classmates’ lists. Do you have any songs in common?

This playlist belongs to: ______________________.
My Favorite Memory
From the Road Trip
An Award Winning Scene

Out of all the locations on this road trip, this place is the most beautiful.

[Blank lines for writing]
MY ROAD TRIP BUCKET LIST

I would like to do these things on my big road trip!
**MAPPING THE ROUTE**

Directions: Draw the route you will take to travel from your hometown to your destination and back. Draw a star at the location of your hometown and destination, and label each. Label and color each state you will pass through.
An Amazing Destination

Name: ___________________________ Date: ________________

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# Mapping the Route Scoring Rubric

<table>
<thead>
<tr>
<th></th>
<th>4 Exceeds Expectations</th>
<th>3 Meets Expectations</th>
<th>2 Partly Meets Expectations</th>
<th>1 Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hometown and Destination</strong></td>
<td>Both hometown and destination are starred and correctly labeled.</td>
<td>Both hometown and destination are identified, but not correctly labeled.</td>
<td>Only one of the two towns is identified and labeled.</td>
<td>Minimal attempt to identify or label either location was given.</td>
</tr>
<tr>
<td><strong>States on the Route</strong></td>
<td>All states on the road trip route are colored and correctly labeled.</td>
<td>All states on the route are either colored or correctly labeled.</td>
<td>Some states on the route are mislabeled.</td>
<td>Many states on the route are not colored and are incorrectly labeled.</td>
</tr>
<tr>
<td><strong>Road Trip Route</strong></td>
<td>The road trip route is correctly drawn from beginning to end.</td>
<td>The road trip route is mostly correct.</td>
<td>The road trip route is not complete and does not make sense.</td>
<td>Minimal attempt was made to draw a sensible road trip route.</td>
</tr>
<tr>
<td><strong>Neatness</strong></td>
<td>The map is extremely neat and organized.</td>
<td>The map is neat and organized.</td>
<td>The map lacks neatness or is not organized.</td>
<td>The map lacks neatness and is not organized at all.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>The map was presented in a clear, concise manner. The speaker was confident and easy to hear.</td>
<td>The map was nicely presented, and the speaker was easy to hear.</td>
<td>The map was presented, but it was difficult to follow or hear the speaker.</td>
<td>The presentation was incomplete.</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
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</tbody>
</table>
## Amazing Destination Article Scoring Rubric

<table>
<thead>
<tr>
<th></th>
<th>4 Exceeds Expectations</th>
<th>3 Meets Expectations</th>
<th>2 Partly Meets Expectations</th>
<th>1 Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic Sentence</strong></td>
<td>Opening sentence is strong, clear, and states the topic.</td>
<td>Opening sentence is clear and states the topic.</td>
<td>Opening sentence states the topic.</td>
<td>Opening sentence is not clear and does not state the topic.</td>
</tr>
<tr>
<td><strong>Supporting Paragraph #1</strong></td>
<td>The paragraph gives a specific reason to visit the location and provides 3 clear, supporting details in separate sentences.</td>
<td>The paragraph gives a specific reason to visit the location and provides 3 supporting details in separate sentences.</td>
<td>The paragraph gives a specific reason to visit the location and provides 1-2 supporting details.</td>
<td>The paragraph gives a reason to visit the location.</td>
</tr>
<tr>
<td><strong>Supporting Paragraph #2</strong></td>
<td>The paragraph gives a specific reason to visit the location and provides 3 clear, supporting details in separate sentences.</td>
<td>The paragraph gives a specific reason to visit the location and provides 3 supporting details in separate sentences.</td>
<td>The paragraph gives a specific reason to visit the location and provides 1-2 supporting details.</td>
<td>The paragraph gives a reason to visit the location.</td>
</tr>
<tr>
<td><strong>Closing Sentence</strong></td>
<td>The closing sentence is strong, aligns to the opening statement, and provides a call to action.</td>
<td>The closing sentence aligns to the opening statement and provides a call to action.</td>
<td>The closing sentence aligns to the opening statement.</td>
<td>The closing sentence is weak and does not align to the opening statement.</td>
</tr>
<tr>
<td><strong>Persuasion</strong></td>
<td>The article is interesting to read and fully persuades the reader to visit the location.</td>
<td>The article is somewhat interesting to read and persuades the reader to visit the location.</td>
<td>The article partially persuades the reader to visit the location.</td>
<td>The article does not effectively persuade the reader to visit the location.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>The article is free of grammatical and spelling errors. Sentences are well-constructed and complete.</td>
<td>The article is mostly free of grammatical and spelling errors. Most sentences are well-constructed and complete.</td>
<td>The article contains several grammatical and spelling errors. Some sentences are incomplete.</td>
<td>There are many grammatical and spelling errors. Many sentences are incomplete.</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td></td>
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</tbody>
</table>
Directions for Home Instruction for Students
School 9 - Grade 3 Mathematics
Ms. Balboa-Iuele/Rose
Good morning boys and girls!
Bilingual/ESL students only
Jacobo, Alberson, Arleny, Jader
Do all your assignments below and do Achieve 3000! Try your Best!
If you have any questions please contact me: ybalboa@paterson.k12.nj.us
Love you all, Ms. Balboa, Mrs. Iuele and Mrs. Rose

Day 1
Do Now: Daily Spiral Review
Re-teach 2.4
Practice 2.4
Multiplication Drill Day 1 and/or Successmaker.
Achieve 3000-Finding the Next Einstein

Day 2
Do Now: Daily Spiral Review
Re-teach 2.8
Practice 2.8
Multiplication Drill Day 2 and/or Successmaker.

Day 3
Do Now: Daily Spiral Review
Re-teach 4.4
Practice 4.4
Multiplication Drill Day 3 and/or Successmaker.
Day 4

Do Now: Daily Spiral Review
Re-teach 7.1
Practice 7.1
Multiplication Drill Day 4 and/or Successmaker.

Day 5

Do Now: Daily Spiral Review
Re-teach 8.6
Practice 8.6
Multiplication Drill Day 5 and/or Successmaker.

Day 6

Do Now: Daily Spiral Review
Re-teach 9.3
Practice 9.3
Multiplication Drill Day 6 and/or Successmaker.
Achieve 3000- What can you dream up?

Day 7

Do Now: Daily Spiral Review
Re-teach 12.5
Practice 12.5
Multiplication Drill Day 7 and/or Successmaker.
Day 8
Do Now: Daily Spiral Review
Re-teach 16.5
Practice 16.5
Multiplication Drill Day 8 and/or Successmaker.

Day 9
Do Now: Daily Spiral Review
Re-teach 16.1
Practice 16.1
Multiplication Drill Day 9 and/or Successmaker.

Day 10
Do Now: Daily Spiral Review
Re-teach 17.2
Practice 17.2
Multiplication Drill Day 10 and/or Successmaker.
Math
Weeks 5-6

Day 1
- Do Now—Daily Spiral Review 12.1
- Re-teach 12.1 to review Dividing in Regions
- Practice 12.1 (Graded)
- Complete the multiplication drill Day 1 or 15 minutes of Successmaker if available

Day 2
- Do Now—Daily Spiral Review 12.2
- Re-teach 12.2 to review Fractions and Regions
- Practice 12.2 (Graded)
- Complete the multiplication drill Day 2 or 15 minutes of Successmaker if available

Day 3
- Do Now—Daily Spiral Review 12.3
- Re-teach 12.3 to review Fractions and Sets
- Practice 12.3 (Graded)
- Complete the multiplication drill Day 3 or 15 minutes of Successmaker if available

Day 4
- Do Now—Daily Spiral Review 12.6
- Re-teach 12.6 to review Compare Fractions
- Practice 12.6 (Graded)
- Complete the multiplication drill Day 4 or 15 minutes of Successmaker if available

Day 5
- Do Now—Daily Spiral Review 17.1
- Re-teach 17.1 to review Time 2 Ways
- Practice 17.1 (Graded)
- Complete the multiplication drill Day 5 or 15 minutes of Successmaker if available
Day 6
- Do Now—Daily Spiral Review 17.4
- Re-teach 17.4 to review Elapsed Time
- Practice 17.4 (Graded)
- Complete the multiplication drill Day 6 or 15 minutes of Successmaker if available

Day 7
- Do Now—Daily Spiral Review 15.5
- Re-teach 15.5 to review Make a Table
- Practice 15.5 (Graded)
- Complete the multiplication drill Day 7 or 15 minutes of Successmaker if available

Day 8
- Do Now—Daily Spiral Review 15.3
- Re-teach 15.3 to review Capacity
- Practice 15.3 (Graded)
- Complete the multiplication drill Day 8 or 15 minutes of Successmaker if available

Day 9
- Do Now—Daily Spiral Review 15.4
- Re-teach 15.4 to review Mass
- Practice 15.4 (Graded)
- Complete the multiplication drill Day 9 or 15 minutes of Successmaker if available

Day 10
- Do Now—Daily Spiral Review 13.5
- Re-teach 13.5 to review Problem Solving
- Practice 13.5 (Graded)
- Complete the multiplication drill Day 10 or 15 minutes of Successmaker if available

******ALL PAGES MUST BE COMPLETE TO RECEIVE FULL CREDIT******

******THERE WILL BE A MULTIPLICATION QUIZ UPON RETURN TO SCHOOL******
Week 5-6

Day 1 - Dividing in regions 12.1
& Daily Spiral Practice

Day 2 - 12.2 Fractions + Regions 12.3

Day 3 - 12.3 Fractions = Sets

Day 4 - 12.6 Use & Compare fractions

Day 5 - 17.6 Time: Elapsed time

Day 6 - 17.4 Elapsed time

Day 7 - 15.5 Make a Table

Day 8 - 15.3 Capacity

Day 9 - 15.4 Mass

Day 10 - 13.5 Problem Solving
Choose the best answer.

1. Sara has 44 books. If she has the same number of books on each of 4 shelves, how many books are on each shelf?
   A 9
   B 10
   C 11
   D 12

2. What is another way of thinking of \(4 \times 8\)?
   A \((2 \times 8) + (2 \times 8)\)
   B \((2 \times 4) + (2 \times 4)\)
   C \((2 \times 2) + (4 \times 4)\)
   D \((3 \times 4) + (3 \times 4)\)

3. Leon has 6 cousins. He wants to give them each 8 pieces of chewing gum. How many pieces of chewing gum does Leon need?
   A 48
   B 36
   C 14
   D 2

4. Which list shows the numbers from greatest to least?
   A 738, 745, 726
   B 745, 738, 726
   C 745, 726, 738
   D 726, 738, 745

5. It takes Don 45 minutes to finish his math homework and 26 minutes to finish his reading homework. How many more minutes did Don spend on his math homework than on his reading homework?

6. What are the next two items in the pattern below?
   A6, B7, C8, __________

Use the calendar below to answer 7 and 8.

<table>
<thead>
<tr>
<th>August 2006</th>
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<td>27</td>
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</table>

7. In 2006, what day of the week was August 30?

8. In 2006, Cathy's birthday was on the third Sunday in August. On what date was her birthday?
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**Time:** _________ minutes  **Score:** _________ out of 50
Dividing Regions into Equal Parts

A whole can be divided into equal parts in different ways.

2 equal parts
halves

3 equal parts
thirds

4 equal parts
fourths

5 equal parts
fifths

6 equal parts
sixths

8 equal parts
eighths

10 equal parts
tenths

12 equal parts
twelfths

Tell if each shows equal parts or unequal parts. If the parts are equal, name them.

1.  
2.  
3.  

Name the equal parts of the whole.

4.  
5.  
6.  

7. Using grid paper, draw a picture of a whole that is divided into thirds.

8. **Reasoning** How many equal parts are there when you divide a figure into fifths?
Dividing Regions into Equal Parts

Tell if each shows equal or unequal parts. If the parts are equal, name them.

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

Name the equal parts of the whole.

5.  
6.  
7.  
8.  

Use the grid to draw a region showing the number of equal parts named.

9. tenths

10. sixths

11. **Geometry** How many equal parts does this figure have?

12. Which is the name of 12 equal parts of a whole?
   
   A halves  
   B sixths  
   C tenths  
   D twelfths
Choose the best answer.

1. Which of the problems below has a quotient of 6?
   A 42 ÷ 6  C 48 ÷ 8
   B 35 ÷ 7  D 63 ÷ 9

2. Pedro needs three times as many onions as peppers for his stew. If he needs 9 peppers, how many onions does he need?
   A 27  C 6
   B 12  D 3

3. Which shape is shown below?
   A Triangle  C Rectangle
   B Square     D Pentagon

4. What is 5,000 ÷ 90 written in standard form?
   A 5,900  C 5,009
   B 5,090  D 509

5. What is the greatest product of a 1-digit number multiplied by a 1-digit number? Write the multiplication sentence you used.

Use the chart below to answer 6 and 7.

<table>
<thead>
<tr>
<th>Birds at the Feeder in 1 Hr</th>
<th>Tally</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Cardinals</td>
<td>III</td>
<td>3</td>
</tr>
<tr>
<td>Chickadees</td>
<td>HLL</td>
<td>5</td>
</tr>
<tr>
<td>Blue Jays</td>
<td>I</td>
<td>1</td>
</tr>
<tr>
<td>Goldfinches</td>
<td>II</td>
<td>2</td>
</tr>
<tr>
<td>Sparrows</td>
<td>HLLH</td>
<td>9</td>
</tr>
</tbody>
</table>

6. How many more chickadees were at the feeder than cardinals?

7. How many more sparrows were there than cardinals?

8. Write a fact family with 6, 9, and 54.
Day 2

Score: ___________________________

Time: ___________________________

Minutes: ________________________

out of 50

X 4
X 5

X 9
X 2

X 6
X 7

X 4
X 6

X 8
X 2

X 5
X 6

X 9
X 3

X 3
X 10

X 2
X 9

X 2
X 4

X 10
X 3

X 7
X 8

X 6
X 9

X 4
X 2

X 5
X 6

X 3
X 2

X 7
X 5

X 6
X 8

X 9
X 4

X 8
X 2

X 10
X 3

X 10
X 4

X 10
X 2

X 3
X 2

X 5
X 2

X 3
X 6

X 9
X 5

X 6
X 8

X 9
X 4

X 8
X 2

X 7
X 3

X 2
X 10

Name: ___________________________
Fractions and Regions

A fraction can be used to name part of a whole.
A unit fraction is a fraction with a numerator of 1.
The denominator shows the total number of equal parts in a whole.
The numerator shows how many equal parts are described.

number of parts shaded $\rightarrow 1$ ← Numerator
number of equal parts $\rightarrow 4$ ← Denominator

One fourth of the rectangle is shaded.

Each part of the circle is $\frac{1}{3}$. There are 2 parts shaded. $\frac{2}{3}$ of the whole circle is shaded.

In 1–4, write the unit fraction that represents each part of the whole. Write the number of shaded parts and the fraction of the whole that is shaded.

1.  

2.  

3.  

4.  

5. Draw a rectangle that shows 2 equal parts. Shade $\frac{1}{2}$ of the rectangle.

6. Draw a circle that shows 4 equal parts. Shade $\frac{3}{4}$ of the circle.
Fractions and Regions

In 1–4, write the unit fraction that represents each part of the whole. Write the number of shaded parts and the fraction of the whole that is shaded.

1.  

2.  

3.  

4.  

5. Draw a circle that shows 4 equal parts. Shade \( \frac{2}{4} \) of the circle.

6. Draw a hexagon that shows 6 equal parts. Shade \( \frac{4}{6} \) of the hexagon.

In 7 and 8, use the information below.

Three parts of a rectangle are red. Two parts are blue.

7. What fraction of the rectangle is red?

8. Reason What fraction of the rectangle is blue?

9. Model A banner is made of 8 equal parts. Five of the parts contain stars. Three of the parts contain hearts. Draw the banner.

10. How can you write the fraction \( \frac{4}{6} \) in word form?

   A fourth sixth   B four sixes   C four sixths   D fourth six
Choose the best answer.

1. What fraction of the figure below is shaded?
   \[
   \begin{array}{cccc}
   & & & \\
   \square & \square & & \\
   & & & \\
   \square & \square & & \\
   \end{array}
   \]
   A \(\frac{3}{6}\) \hspace{1cm} B \(\frac{3}{4}\) \hspace{1cm} C \(\frac{3}{5}\) \hspace{1cm} D \(\frac{3}{2}\)

2. Which number sentence is part of the same fact family as \(28 \div 7\)?
   A \(4 \times 7 = 28\) \hspace{1cm} C \(28 - 4 = 24\)
   B \(4 + 7 = 11\) \hspace{1cm} D \(28 + 4 = 32\)

3. Which number makes the number sentence true?
   \(4 \times 10 = \_ + 4\)
   A \(41\) \hspace{1cm} C \(36\)
   B \(39\) \hspace{1cm} D \(35\)

4. Rosa puts 9 hammers into 3 toolboxes.
   \[
   \begin{array}{ccc}
   & & \\
   & & \\
   \square & \square & \\
   \square & \square & \\
   \square & \square & \\
   \end{array}
   \]
   Which number sentence shows how many hammers are in each toolbox?
   A \(9 + 3 = 12\) \hspace{1cm} C \(9 \div 3 = 3\)
   B \(9 \times 3 = 12\) \hspace{1cm} D \(9 - 3 = 6\)

5. Draw a figure that shows \(\frac{3}{4}\).

6. Compare the expressions. Use \(<\), \(\), or \(=\).
   \[9 \times 2 \bigcirc 3 \times 8\]

7. Sammy is playing a board game with Jose. Sammy scores 327 points and Jose scores 442 points. By how many points did Jose win?
   

8. Write the name of the polygon shown below.
   \[
   \begin{array}{ccc}
   & & \\
   & & \\
   & & \\
   \square & \square & \\
   \end{array}
   \]

9. Find the quotient.
   \[17 \div 1 = \_\_\_]
Day 3

\[
\begin{array}{cccccccccc}
4 \times 7 & 3 \times 8 & 4 \times 8 & 2 \times 10 & 7 \times 5 & 10 \times 2 & 7 \times 7 & 5 \times 3 & 7 \times 8 & 4 \times 3 \\
6 \times 10 & 4 \times 10 & 5 \times 4 & 2 \times 7 & 4 \times 9 & 5 \times 10 & 2 \times 8 & 10 \times 8 & 4 \times 5 & 3 \times 10 \\
9 \times 5 & 8 \times 4 & 10 \times 5 & 6 \times 9 & 7 \times 10 & 4 \times 6 & 2 \times 2 & 3 \times 5 & 2 \times 6 & 3 \times 3 \\
7 \times 4 & 6 \times 6 & 7 \times 3 & 5 \times 7 & 2 \times 4 & 4 \times 2 & 8 \times 6 & 9 \times 3 & 7 \times 6 & 2 \times 3 \\
6 \times 3 & 8 \times 2 & 6 \times 2 & 3 \times 6 & 8 \times 8 & 9 \times 9 & 10 \times 3 & 9 \times 10 & 6 \times 7 & 9 \times 8
\end{array}
\]

Time: __________ minutes  Score: __________ out of 50

Created using the Basic Multiplication Worksheet Generator on...
Fractions and Sets

A fraction can name part of a group.

What fraction of the marbles are black?

\[
\begin{array}{c}
\text{● ● ● ○ ○ ○ ○ ○ ○ ○}
3 \quad \text{← Number of black marbles}
8 \quad \text{← Total number of marbles}
\end{array}
\]

\[\frac{3}{8}\] of the marbles are black.

1. What fraction of the toys are balls?

2. What fraction of the fruits are oranges?

3. What fraction of the blocks have letters on them?

4. What fraction of the days of the week begin with the letter T?

For 5 and 6 draw a picture to show each fraction of a set.

5. \(\frac{3}{5}\) of the squares are shaded.

6. \(\frac{2}{3}\) of the balls are footballs.

7. Reasoning Out of 6 cats, 2 are tan. What fraction of cats are NOT tan?
Fractions and Sets

In 1 through 3, write the fraction of the counters that are shaded.

1. [Shaded counters]
2. [Shaded counters]
3. [Shaded counters]

Draw a picture of the set described.

4. 4 shapes, \( \frac{3}{4} \) of the shapes are squares
5. 6 shapes, \( \frac{1}{6} \) of the shapes are circles
6. 10 shapes, \( \frac{7}{10} \) of the shapes are triangles

In 7 and 8, use the utensils to answer the questions.

7. What fraction of the utensils are forks?

8. What fraction of the utensils are spoons?

9. Number Sense Johnny bought 5 movie tickets and spent $44. Of the tickets he bought, \( \frac{3}{5} \) were children's tickets that cost $8 each. The other tickets were adult tickets. How much does one adult ticket cost?

10. Pamela has 4 pink ribbons, 3 green ribbons, and 2 blue ribbons. What fraction of Pamela's ribbons are green?
   
   A \( \frac{3}{9} \)  
   B \( \frac{3}{6} \)  
   C \( \frac{3}{5} \)  
   D \( \frac{3}{4} \)
Choose the best answer.

1. A bag contains 15 apples. If 5 friends want to share the apples equally, how many apples will each friend receive?
   A 5 C 3
   B 4 D 2

2. What fraction of the 1 strip do the other strips show?

   A \( \frac{3}{5} \) C \( \frac{1}{2} \)
   B \( \frac{3}{4} \) D \( \frac{1}{4} \)

3. Catherine gets ready for bed at the time shown on the clock below.

   At what time does Catherine get ready for bed?
   A 6:08 C 8:06
   B 6:40 D 8:30

4. Edna is playing a board game. She needs to move exactly 11 spaces to reach the finish.

   What is the fewest number of spins Edna will need to reach the finish?

5. Name two numbers that can be evenly divided by 4 and 6.

6. Marty has a total of 36 CDs in CD booklets. He has 4 booklets with the same number of CDs in each. How many CDs are in each booklet?

7. Give an example of the Commutative (Order) Property of Multiplication.
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Time: ________ minutes    Score: ________ out of 50
Use Models to Compare Fractions

You can compare fractions by using fraction strips.

Linda and Patti have the same number of raffle tickets to sell. Linda has sold $\frac{3}{5}$ of her raffle tickets. Patti has sold $\frac{2}{3}$ of her raffle tickets. Who sold more of her raffle tickets: Linda or Patti?

Use fraction strips to represent each fraction.

Line up the fraction strips on the left.

Linda

\[ \frac{1}{5} \quad \frac{1}{5} \quad \frac{1}{5} \]

Patti

\[ \frac{1}{3} \quad \frac{1}{3} \]

The fraction strip that ends farther to the right shows the greater amount. If the right side lines up, the fractions are equal.

So, $\frac{3}{5} < \frac{2}{3}$. Patti sold more of her raffle tickets than Linda sold of hers.

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

1. $\frac{1}{4} \quad \frac{1}{4} \quad \frac{1}{4}$

$\frac{1}{2}$

$\frac{3}{4}$

2. $\frac{1}{6} \quad \frac{1}{6}$

$\frac{1}{3}$

$\frac{2}{5}$

$\frac{1}{3}$

3. $\frac{1}{8} \quad \frac{1}{8}$

$\frac{2}{8}$

$\frac{1}{5}$

4. $\frac{1}{4} \quad \frac{1}{4} \quad \frac{1}{2}$

$\frac{5}{6} \quad \frac{3}{4}$

5. Writing to Explain Why is it important to line up the fraction strips on the left?
Use Models to Compare Fractions

Compare. Write >, <, or =.

1. \[
\begin{array}{c}
\frac{1}{4} \quad \frac{1}{4} \\
\frac{1}{3}
\end{array}
\]

\[
\frac{2}{4} \quad \frac{1}{3}
\]

2. \[
\begin{array}{c}
\frac{1}{8} \quad \frac{1}{8} \quad \frac{1}{8}
\end{array}
\]

\[
\frac{3}{8} \quad \frac{1}{2}
\]

3. \[
\begin{array}{c}
\frac{1}{4} \quad \frac{1}{4} \quad \frac{1}{4}
\end{array}
\]

\[
\frac{3}{4} \quad \frac{6}{8}
\]

4. \[
\begin{array}{c}
\frac{1}{5}
\end{array}
\]

\[
\frac{1}{10} \quad \frac{1}{8} \quad \frac{1}{8}
\]

\[
\frac{1}{5} \quad \frac{2}{8}
\]

5. \[
\begin{array}{c}
\frac{1}{8} \quad \frac{1}{6} \quad \frac{1}{6} \quad \frac{1}{8}
\end{array}
\]

\[
\frac{1}{3} \quad \frac{1}{3}
\]

6. \[
\begin{array}{c}
\frac{1}{10} \quad \frac{1}{10} \quad \frac{1}{10}
\end{array}
\]

\[
\frac{1}{8}
\]

\[
\frac{3}{10} \quad \frac{1}{6}
\]

7. **Number Sense** Your body consists of \(\frac{7}{10}\) water. Is more than \(\frac{1}{2}\) your body water? Explain.

---

8. Two fractions have the same numerator, but different denominators. Is the fraction with the greater denominator greater than or less than the fraction with the lesser denominator?

---

9. **Draw a Picture** Draw a figure that is less than \(\frac{1}{8}\).

---

10. Which fraction is greater than \(\frac{1}{2}\)?

   A. \(\frac{1}{4}\)
   B. \(\frac{2}{6}\)
   C. \(\frac{3}{8}\)
   D. \(\frac{3}{4}\)
Choose the best answer.

1. Which is the best estimate for the mass of a cat?
   A  5 grams
   B  500 kilograms
   C  5 kilograms
   D  500 grams

2. Latisha's garden is 20 feet long and 15 feet wide. What is the area of Latisha's garden?
   A  300 square feet
   B  150 square feet
   C  70 square feet
   D  35 square feet

3. Each tile on Ms. Engle's kitchen floor has 6 sides. What is the name of this polygon?
   A  Pentagon
   B  Hexagon
   C  Heptagon
   D  Octagon

4. Which is the best estimate for the length of a table?
   A  6 inches
   B  6 miles
   C  6 yards
   D  6 feet

5. There are 3 lines of people waiting to enter a museum. Each line has 12 people. How many people are in line all together?

6. What symbol makes this sentence true? Use <, >, or =.
   5,714  O  5,495

7. What fraction of the figure is shaded?

8. What is the volume of the cube?

9. What is 903 - 457?
Day 5

2 x 2 10 x 10 7 x 8 4 x 10 2 x 4 9 x 7 6 x 10 3 x 6 8 x 4 6 x 8

9 x 5 2 x 9 6 x 6 10 x 7 8 x 5 5 x 3 9 x 2 7 x 10 9 x 9 10 x 6

3 x 7 5 x 8 8 x 3 8 x 2 2 x 5 3 x 9 2 x 6 4 x 4 2 x 7 8 x 6

4 x 8 5 x 2 10 x 2 7 x 7 3 x 2 3 x 5 9 x 4 9 x 3 3 x 3 9 x 6

5 x 4 4 x 3 6 x 2 6 x 7 2 x 10 5 x 5 5 x 7 2 x 2 9 x 9 3 x 10

Time: _______ minutes   Score: _______ out of 50
An hour is 60 minutes long. A half hour is 30 minutes long. A quarter hour is 15 minutes long.

The A.M. hours are the hours from 12 midnight to 12 noon. The P.M. hours are the hours from 12 noon to 12 midnight.

The clocks show three different times.

9:30
nine thirty
half past nine

12:15
twelve fifteen
15 minutes after 12
quarter after 12

1:45
one forty-five
45 minutes after 1
15 minutes to 2
quarter to 2

Write the time shown on each clock in two ways.

1.  

2.  

3.  

4. **Number Sense** How many minutes are there in three quarters of an hour? Explain your answer.
Time to the Half Hour and Quarter Hour

Write the time shown on each clock in two ways.

1. _________________________

2. _________________________

3. _________________________

4. _________________________

5. _________________________

6. _________________________

7. **Reasoning** The school bus stops at Randy's stop at 8:15 A.M. Randy arrived at the bus stop at quarter after 8. Did he miss the bus? Explain.

   ____________________________________________

   ____________________________________________

8. Which does NOT describe the time shown on the clock?
   A five forty-five
   B five fifteen
   C quarter after five
   D fifteen minutes after five
Choose the best answer.

1. Which is the best estimate for the mass of a mathematics book?
   A 1 kilogram  C 10 kilograms
   B 10 grams  D 100 grams

2. Ling wants to put a fence around his backyard. The trapezoid represents the backyard.

   ![Trapezoid Diagram]

   How much fencing does Ling need?
   A 14 feet  C 36 feet
   B 28 feet  D 45 feet

3. Tables for a party can each sit 9 people. There are 12 tables at the party. If each table is filled, how many people could be at the party?
   A 136  C 92
   B 108  D 76

4. The final score of a board game that Josie and Craig played was: Josie 123, Craig 84. By how many points did Josie win?
   ________

5. Are these figures congruent?
   ________

6. What time is shown on the clock below?
   ________

7. What is 568 + 239?
   ________
Day 6

3 x 2 8 x 8 6 x 3 8 x 6 3 x 6 2 x 7 6 x 10 6 x 8 2 x 9 4 x 3

3 x 5 6 x 5 10 x 4 3 x 4 5 x 9 10 x 10 2 x 3 4 x 5 7 x 3 4 x 8

4 x 6 8 x 4 9 x 4 5 x 2 10 x 2 10 x 7 4 x 7 5 x 8 3 x 8 7 x 2

3 x 9 10 x 5 7 x 6 2 x 2 9 x 6 2 x 3 9 x 8 10 x 6 10 x 3

5 x 7 7 x 9 4 x 4 4 x 2 10 x 3 10 x 10 5 x 7 6 x 6 6 x 8

Time: ______ minutes  Score: ______ out of 50
Elapsed Time

A children’s museum is open from 1:00 P.M. to 6:35 P.M. every day. How long is the museum open?

**Step 1**
Start at the starting time.

**Step 2**
Count the hours.

**Step 3**
Count the minutes.

There are 5 hours. There are 35 minutes.

The museum is open 5 hours, 35 minutes.

Find the elapsed time.

1. Start Time: 3:30 P.M.
   End Time: 7:00 P.M.

2. Start Time: 8:10 A.M.
   End Time: 10:55 A.M.

3. Start Time: 1:20 P.M.
   End Time: 2:00 P.M.

4. Start Time: 8:00 A.M.
   End Time: 1:15 P.M.

5. **Write a Problem** Write the start time and the ending time of an activity that you did during the weekend. Then find the elapsed time. Write your answer in hours and minutes.

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Elapsed Time

Find the elapsed time.

1. Start Time: 6:00 P.M.
   End Time: 7:15 P.M.

2. Start Time: 9:30 A.M.
   End Time: 1:45 P.M.

3. Start Time: 3:10 P.M.
   End Time: 4:00 P.M.

4. Start Time: 11:30 A.M.
   End Time: 5:30 P.M.

5. Start Time: 7:30 A.M.
   End Time: 10:50 A.M.

6. Start Time: 9:00 P.M.
   End Time: 4:30 A.M.

7. Edie is 1 year old. She naps from 12:45 P.M. to 2:30 P.M. each day. How long is Edie’s nap?

8. Mr. Wellborn arrives at work at 8:40 A.M. He leaves for work 50 minutes before he arrives. At what times does Mr. Wellborn leave for work?

9. Writing to Explain How long is your school day? Explain how you found your answer.

10. Gary’s father dropped him off at soccer practice at 2:45 P.M. His mother picked him up at 5:00 P.M. How long did soccer practice last?

   A 2 hours, 15 minutes
   B 2 hours, 25 minutes
   C 3 hours, 15 minutes
   D 3 hours, 25 minutes
Choose the best answer.

1. There are 100 centimeters in 1 meter. How many centimeters are equal to 3 meters?
   A 3,000
   B 300
   C 30
   D 3

2. Which figure is congruent to the figure below?
   A
   B
   C
   D

3. Groups of geese, nightingales, peacocks, and pheasants are called a muster, a nide, a skein, or a watch. A group of geese is not called a muster or a watch. A group of nightingales is not called a muster. Complete the table to find what each group of birds is called.

<table>
<thead>
<tr>
<th></th>
<th>Muster</th>
<th>Nide</th>
<th>Skein</th>
<th>Watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geese</td>
<td></td>
<td>No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nightingales</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peacocks</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pheasants</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

4. Write and solve an addition sentence to find how many inches are equal to 3 yards.

5. Find the product.

   \[5 \times 2 \times 4 = \quad \]

6. Which is greater, 5 decimeters or 50 centimeters?
<table>
<thead>
<tr>
<th></th>
<th>6 x 9</th>
<th>2 x 8</th>
<th>5 x 10</th>
<th>3 x 5</th>
<th>2 x 10</th>
<th>4 x 10</th>
<th>5 x 2</th>
<th>10 x 3</th>
<th>4 x 5</th>
<th>8 x 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 x 6</td>
<td>6 x 9</td>
<td>2 x 8</td>
<td>5 x 10</td>
<td>3 x 5</td>
<td>2 x 10</td>
<td>4 x 10</td>
<td>5 x 2</td>
<td>10 x 3</td>
<td>4 x 5</td>
<td>8 x 5</td>
</tr>
<tr>
<td>7 x 2</td>
<td>8 x 9</td>
<td>6 x 8</td>
<td>7 x 4</td>
<td>8 x 9</td>
<td>6 x 9</td>
<td>2 x 6</td>
<td>9 x 7</td>
<td>7 x 6</td>
<td>9 x 7</td>
<td>7 x 8</td>
</tr>
<tr>
<td>3 x 4</td>
<td>5 x 5</td>
<td>10 x 2</td>
<td>7 x 7</td>
<td>8 x 5</td>
<td>2 x 7</td>
<td>7 x 10</td>
<td>5 x 7</td>
<td>4 x 9</td>
<td>10 x 8</td>
<td></td>
</tr>
</tbody>
</table>
Problem Solving: Make a Table and Look for a Pattern

Sharon has started a walking program with her puppy Fido. How many meters will they walk on Day 4? Day 5?

The table shows how many meters Sharon and Fido have walked each day. Look for a pattern.

<table>
<thead>
<tr>
<th>Day</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Walked (m)</td>
<td>200</td>
<td>400</td>
<td>600</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Each day they walked 200 meters longer than the day before. Use the pattern to find how many meters they will walk on Day 4 and Day 5.

Day 4

\[600 \text{ m} + 200 \text{ m} = 800 \text{ m}\]

Day 5

\[800 \text{ m} + 200 \text{ m} = 1,000 \text{ m}\]

Complete the table. Explain the pattern. Solve.

1. Eddie has a board that is 80 centimeters long. He is cutting the board into pieces that are each 10 centimeters long. What is the length of the board after Eddie has made 3 cuts? 4 cuts?

<table>
<thead>
<tr>
<th>Number of Cuts</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of Board Left</td>
<td>80 cm</td>
<td>70 cm</td>
<td>60 cm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Chuck is putting a border in his room. Each piece of border is 2 meters long. What is the length of 4 pieces of border? 5 pieces of border?

<table>
<thead>
<tr>
<th>Number of Pieces</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Length</td>
<td>2 m</td>
<td>4 m</td>
<td>6 m</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Problem Solving: Make a Table and Look for a Pattern

Complete the table. Explain the pattern.

1. Fred is putting tables together to make one long table. Each table is shaped like a square and is 3 meters long. What is the length of 4 tables? 5 tables?

<table>
<thead>
<tr>
<th>Number of Tables</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Length</td>
<td>3 m</td>
<td>6 m</td>
<td>9 m</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Sheila is cutting a board that is 72 centimeters long. She is cutting the board into pieces that are each 9 centimeters long. What is the length of the board after Sheila has made 3 cuts? 4 cuts?

<table>
<thead>
<tr>
<th>Number of Pieces</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Length of Board Left</td>
<td>72 cm</td>
<td>63 cm</td>
<td>54 cm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Cindy is linking toy train cars together. What is the total length of the train with 4 cars? 5 cars?

<table>
<thead>
<tr>
<th>Number of Train Cars</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Length</td>
<td>20 cm</td>
<td>40 cm</td>
<td>60 cm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Dennis is stacking boxes on top of each other. Each box is 8 centimeters high. What is the height of 4 boxes? 5 boxes?

<table>
<thead>
<tr>
<th>Number of Boxes</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Height</td>
<td>8 cm</td>
<td>16 cm</td>
<td>24 cm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Choose the best answer.

1. Which is the best estimate for the weight of your math textbook?
   A 2 ounces
   B 2 pounds
   C 2 tons
   D 20 pounds

2. Louise bought 4 packages of hot dogs. There are 10 hot dogs in each package. If hot dog buns come in packages of 8, how many packages does Louise have to buy to have enough for each hot dog?
   A 40
   B 10
   C 8
   D 5

3. The shaded part of the circle represents the part of Mario’s vacation that was sunny.

   What part of Mario’s vacation was sunny?
   A $\frac{1}{6}$
   B $\frac{5}{6}$
   C $\frac{4}{5}$
   D $\frac{1}{5}$

4. How many ounces are there in one pound?

5. What are the missing numbers in the pattern below?
   12, 21, 30, 39, __, __

6. Rick is painting one of the walls in his shed. The shaded part of the figure represents the part of the wall that needs painting.

   $\square = 1$ square ft

   How many square feet is the shaded part of the wall?

7. King Charlemagne was 72 years old when he died. He was born in 742. In what year did he die?

Day 8

7 x 5  2 x 4  9 x 4  10 x 4  9 x 7  7 x 8  6 x 9  2 x 7  8 x 5  5 x 6

8 x 3  5 x 3  5 x 10  7 x 2  6 x 8  8 x 8  6 x 10  10 x 2  7 x 6  3 x 7

2 x 9  7 x 10  9 x 8  2 x 2  2 x 3  3 x 6  7 x 3  9 x 3  8 x 4  3 x 4

8 x 6  5 x 4  5 x 7  2 x 8  2 x 6  2 x 10  9 x 9  4 x 3  3 x 4  4 x 9

3 x 8  5 x 2  9 x 2  9 x 5  4 x 5  8 x 10  10 x 3  4 x 4  6 x 5  2 x 5

Time: _________ minutes  Score: _________ out of 50
Metric Units of Capacity

Choose the better estimate for each.

1. 2 mL or 2 L
2. 2 mL or 2 L
3. 5 mL or 5 L
4. 1 mL or 1 L

5. kitchen sink 2 L or 20 L
6. coffee cup 250 mL or 25 L
7. thermos 2 L or 20 L
8. pitcher 40 mL or 4 L

Choose the better unit to measure the capacity of each.

9. tea cup mL or L
10. bath tub mL or L
11. glass of juice mL or L
12. washing machine mL or L

13. Reasoning A liter is equal to 100 centiliters. Is a centiliter a greater measure than a milliliter? Explain.

14. Estimation Which is the best estimate for the capacity of a large bottle of water?
   A 1 L
   B 400 mL
   C 4 L
   D 40 mL
Metric Units of Capacity

Two units of capacity in the metric system are milliliters (mL) and liters (L).

1 liter = 1,000 milliliters

Milliliters are used to measure very small amounts of liquid.

A liter is slightly larger than a quart. Many beverages are sold in 1-liter and 2-liter bottles.

1 teaspoon = 5 milliliters

Choose the better estimate for each.

1. **SODA**
   - 350 mL or 35 L

2. **Tea**
   - 100 mL or 10 L

3. **Sports cooler**
   - 30 mL or 3 L

4. Small milk carton
   - 250 mL or 25 L

5. Soup can
   - 500 mL or 5 L

6. Sports cooler
   - 4 L or 40 L

7. **Reasonableness** Which is the better unit to use to measure the capacity of a bathtub: milliliters or liters? Explain your choice.
1. Which is the best estimate for the capacity of a small carton of milk?
   A  5 milliliters
   B  200 milliliters
   C  5 liters
   D  200 liters

2. Which rectangle has the greatest perimeter?
   A  
   B  
   C  
   D  

3. Each student in a third-grade class is responsible for planting 5 trees during a field trip. Complete the table to show how many trees would be planted by 5 students.

<table>
<thead>
<tr>
<th>Students</th>
<th>Trees Planted</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

4. Last year, each of 20 students planted trees. There were 80 trees planted all together, with each student planting an equal number. How many trees did each student plant last year?

5. How many centimeters are in 8 decimeters?

6. How can the figure below best be classified?
<table>
<thead>
<tr>
<th>Day 9</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9 x 5</td>
<td>8 x 4</td>
<td>5 x 5</td>
</tr>
<tr>
<td>10 x 9</td>
<td>6 x 8</td>
<td>3 x 7</td>
</tr>
<tr>
<td>2 x 3</td>
<td>7 x 2</td>
<td>8 x 10</td>
</tr>
<tr>
<td>6 x 5</td>
<td>9 x 8</td>
<td>4 x 3</td>
</tr>
<tr>
<td>6 x 6</td>
<td>2 x 5</td>
<td>10 x 7</td>
</tr>
<tr>
<td>9 x 2</td>
<td>5 x 4</td>
<td>10 x 5</td>
</tr>
<tr>
<td>2 x 10</td>
<td>3 x 6</td>
<td>6 x 2</td>
</tr>
<tr>
<td>5 x 6</td>
<td>4 x 2</td>
<td>5 x 3</td>
</tr>
<tr>
<td>4 x 4</td>
<td>10 x 4</td>
<td>5 x 7</td>
</tr>
<tr>
<td>3 x 9</td>
<td>7 x 3</td>
<td>6 x 10</td>
</tr>
<tr>
<td>2 x 10</td>
<td>3 x 6</td>
<td>6 x 2</td>
</tr>
<tr>
<td>2 x 10</td>
<td>3 x 6</td>
<td>6 x 2</td>
</tr>
<tr>
<td>2 x 10</td>
<td>3 x 6</td>
<td>6 x 2</td>
</tr>
</tbody>
</table>
Mass is the measure of how much matter is in an object. Units of mass include grams (g) and kilograms (kg).

1 kilogram = 1,000 grams

A paper clip has a mass of about 1 gram.

A large baseball bat has a mass of about 1 kilogram.

Choose the better estimate for each.

1. 150 g or 3 kg
2. 1 g or 100 g
3. 300 g or 3 kg
4. soccer ball 10 g or 1 kg
5. tiger 30 kg or 300 kg
6. dime 2 g or 2 kg

7. Number Sense Julie has a box of paper clips that have a mass of 1 gram each. The entire box has a mass of 1 kilogram. How many paper clips are in the box? Explain your answer.
Units of Mass

Choose the better estimate for each.

1. 3 g or 3 kg
2. 40 g or 40 kg
3. 250 g or 25 kg
4. 30 g or 300 g

5. crayon 20 g or 200 g
6. large dog 5 kg or 50 kg
7. quarter 5 g or 500 g
8. adult male 7 kg or 70 kg

Choose the best tool to measure each.

9. the mass of a phone a.
10. the length of a crayon b.
11. the temperature c.
12. the time for dinner d.
13. the capacity of a bowl e.

14. Writing to Explain Would you use grams or kilograms to find the mass of a letter? Explain.

________________________________________________________________________

________________________________________________________________________

15. Estimation Which is the best estimate for the mass of a pair of sneakers?
   A 1 kg  B 1 g  C 10 kg  D 10 g
Name

Choose the best answer.

1. Pierre's math class begins at the time shown below.

   At what time does Pierre's math class begin?
   A  1:03
   B  1:15
   C  3:01
   D  3:05

2. The table shows the number of show tickets an organization sold each day for 4 days.

<table>
<thead>
<tr>
<th>Day</th>
<th>Tickets Sold</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>365</td>
</tr>
<tr>
<td>Tuesday</td>
<td>354</td>
</tr>
<tr>
<td>Wednesday</td>
<td>368</td>
</tr>
<tr>
<td>Thursday</td>
<td>357</td>
</tr>
</tbody>
</table>

   On which day were the most tickets sold?
   A  Monday
   B  Tuesday
   C  Wednesday
   D  Thursday

3. Write the missing fractions on the number line below.

   0  1/5  [ ]  [ ]  4/5  1

4. A pet store has 5 dogs, 3 cats, and 2 rabbits for sale. What fraction of the pets for sale are cats?

5. A touchdown in football is worth 6 points. After making a touchdown, a team can score an extra point. If a team scores 4 touchdowns and 3 extra points, how many points will it score all together?

6. On the top shelf of her bookcase, Nancy has 1 book. On the second shelf, Nancy has 2 books. There are 4 books on the third shelf and 8 books on the fourth shelf. There are 6 shelves of books. If the pattern continues, how many books are on the bottom shelf?

7. Write a multiplication and division fact family that has only two facts.
<p>| | | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
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**Time:** _________ minutes  
**Score:** _________ out of 50
Problem Solving: Missing or Extra Information

For 1 and 2, decide if the problem has extra or missing information. Solve if you have enough information.

1. Each time Kendra walks Mr. Karl’s dog, he gives her $3. Kendra walks the dog for 30 minutes. If she walks the dog on Monday, Tuesday, and Thursday, how much money does Kendra make each week for walking Mr. Karl’s dog?

2. Dylan trades baseball cards with his friends. He received all of his cards as a gift from his grandmother. If Dylan trades 58 baseball cards away and gets 62 back, how many cards does he have now?

3. Write a Problem Write a problem about Marie who has to do homework in math, reading, and social studies. Include extra information in your problem. Then solve it.

4. Tommy has 36 CDs and 24 DVDs. All of his CDs are either rock and roll or hip hop. He has 15 drama DVDs and 6 comedy DVDs. What information do you need to find how many hip hop CDs Tommy has?
   A  the number of rock and roll CDs
   B  the number of music DVDs
   C  the number of rap CDs
   D  the number of country CDs
Problem Solving: Missing or Extra Information

Henry is working to buy a new bicycle helmet. The helmet costs $22. Henry is earning $5 per hour helping his mother plant flowers. How much money has he made so far?

What do you know? The helmet costs $22. Henry earns $5 per hour.

What are you being asked to find? The amount of money Henry has earned.

What information do you need? The number of hours Henry has worked. It is not given.

You do not know how many hours Henry worked. Therefore, you cannot answer the question. This is missing information.

The cost of the helmet is extra information since it is not necessary to answer the question.

Decide if each problem has extra information or missing information. Solve if you have enough information.

1. Ralph has $55. He buys a sweatshirt for $17 and a pair of pants for $26. How much money did Ralph spend altogether?

2. Lisa bought 4 magazines for a total of $16. She also bought 3 books that each cost the same amount of money. How much money did Lisa spend in all?

3. Reasoning The cast for the school play has 24 actors. There are 12 third-grade students in the cast. The rest are either second-grade students or fourth-grade students. Mr. Kemp wants to know how many more third-grade students are in the cast than fourth-grade students. Can Mr. Kemp answer the question? Explain.
Science

*****Science Projects Will Require Scissors, Glue and Crayons or Color Pencils*****

Day 1—Read the article “The Force Be With You” (page 1-2)
- Underline or Highlight important information.

Day 2—Answer questions (page 3)
- Be sure to use complete sentences!

Day 3—Matching (page 4)

Day 4—Open Ended Response (page 5)
- Be sure to answer in complete sentences

Day 5—Read Giraffe Article
- Highlight or underline important information
- Answer questions to follow

Day 6—Read Bat Article
- Highlight or underline important information
- Answer questions to follow

Day 7—Read Shark Article
- Highlight or underline important information
- Answer questions to follow

Day 8—10 Choose 1 of the animals you read about (Bat, Giraffe or Shark) and complete the animal.
- Use pages 1-2 to organize your essay.
- Use Animal Research Rubric to guide your essay.

PROJECT WILL BE GRADED BASED ON RUBRIC ATTACHED!
The Force Be with You!
by Cindy Sherwood

After you draw a special picture, you might display it on your refrigerator so everyone can admire it. Chances are, you will place a magnet over the drawing to hang it up. But how does that work? Why does the magnet stick to the refrigerator and not just drop to the ground?

A magnet has special invisible powers that produce a magnetic field. You can feel the force from this field when you hold two magnets together. The magnets will either attract—meaning they will pull toward one another—or they will repel, meaning they will push away from one another. Although it may seem like magic, that force comes from tiny particles called electrons inside an atom. In certain types of metals, electrons spin around and pair off in different ways than they do for other types of materials. That activity is what creates the magnetic field.

You will not have any luck if you try to make a magnet out of plastic or rubber or wood or glass. Only certain kinds of metals are magnetic. The most common metals attracted to magnets are iron, nickel, and cobalt. Other metals, including gold, silver, and copper, are not attracted to magnets.

So what is the biggest magnet on Earth? If you guessed Earth itself, you would be right. Scientists believe that the deepest part of the Earth, its core, is made up of a mixture of iron and nickel. That gives Earth its own magnetic field which extends far into space. The magnetic field acts as a giant stop sign against solar wind, high-speed particles that blow from the sun.
Thanks to the earth’s magnetic field, we are protected from danger from this solar wind.

Magnets help us in our daily lives, too. Just about anything with an electric motor uses magnets. So do computers and cell phones. When doctors need to find out why a patient is sick, they may order magnetic resonance imaging, or a MRI, to give them a peek inside the body without having to do surgery. And if you have ever used a compass while on a hike, you are actually using a small magnet that always points north.

What if you tried that magnet-refrigerator trick and your picture fell down right away? It probably means that your fridge is made of stainless steel, which contains a high amount of a nonmagnetic material. To hang up your picture, you will have to use old-fashioned scotch tape.
The Force Be with You!

by Cindy Sherwood

1. Where does the force that creates a magnetic field come from?
   a. the activity of protons in atoms
   b. the activity of neutrons in atoms
   c. the pairing off of atoms in certain types of metals
   d. the pairing off of electrons in certain types of metals

2. Describe what happens when magnets attract? What happens when magnets repel?

3. According to the information in the article, the Earth acts like a giant magnet. Which of the following is correct about the Earth's magnetism?
   a. Earth's mantle is made up of silver and nickel, which gives it a magnetic sphere.
   b. Earth's core is comprised of iron and nickel, which causes its magnetic field.
   c. The core of the Earth is made up of iron and copper, giving it a magnetic field.
   d. The mantle of the Earth is comprised of gold and cobalt, causing its magnetic sphere.

4. Magnets can be used in everyday life. What does MRI stand for? What does the magnetism in an MRI help accomplish?

5. A magnet will attract to many types of surfaces. Which of the following surfaces will a magnet not be attracted to?
   a. iron
   b. cobalt
   c. stainless steel
   d. nickel
The Force Be with You!
by Cindy Sherwood

The following terms are vocabulary words from the article. Match the vocabulary word with its correct definition by writing the corresponding letter on the line.

1. ___ magnetic field
   a. charged particles that stream out from the Sun

2. ___ electrons
   b. the basic unit of all elements; a very small particle

3. ___ force
   c. to push back from something; resist

4. ___ solar wind
   d. the area around a magnetic material in which a magnet will be close enough to react to that material

5. ___ magnet
   e. materials that are often characterized as hard, shiny, and conductive; magnets are attracted to many types of these

6. ___ core
   f. the strength or energy of something

7. ___ attract
   g. negatively charged particles inside an atom

8. ___ atom
   h. the deepest layer of the Earth

9. ___ metals
   i. A piece of material whose atoms are arranged so that it attracts other materials with the same atomic pattern

10. ___ repel
    j. to pull something closer; draw something in
The Force Be with You!

by Cindy Sherwood

In the article, "The Force Be with You," you learned about magnets and how they work. In addition to learning how the Earth operates as a giant magnet, you discovered how magnets can be used in everyday life, such as magnetic resonance imaging (MRI) that helps doctors see inside patients without surgery.

Give one example of magnets being used in everyday life. Describe what the magnetic item does and why it's important.
Amazing Bats
By Guy Bellerandi

Stories and movies often make bats into scary creatures that attack in the dark of night. In real life, however, most bats are harmless. Many are even helpful to humans.

Over 800 species or types of bats feast on pesky insects that damage crops or spread disease. Another 400 or so bat species eat ripe fruit and plant nectar. These bats are very useful because they pollinate flowers and disperse seeds. There are also a few species of larger bats that hunt small animals like mice, fish, lizards, and frogs. A very few even drink blood.

The blood drinkers are the three species of vampire bats. However, the vampire bat doesn’t suck blood. Instead, it makes a puncture wound with its sharp incisors and then laps the blood up like a kitten. The animal victim usually sleeps through the entire process. While attacks on humans have occurred, the bats common targets are livestock and other animals.

Interestingly, the vampire bat may become useful to humans. You see, a chemical in the bat’s saliva thins blood and dissolves blood clots. Studies indicate this could be a great aid in treating people with strokes. In the future, medicine may be made from vampire bats’ saliva.

Some people think bats are birds, but they’re not. They have fur, not feathers. And their babies do not hatch from eggs; they’re born alive. Also, bats have mouths and noses; birds have beaks. Scientists put them in a special mammal group called Chiroptera (Ki-ROP-ter-a).
Bats are the only mammals that truly fly. Flying uses lots of energy, so bats must sleep when they aren’t flying. Many bats hibernate in winter, when their food supply is limited. Some also migrate to warmer climates in winter.

Bats are nocturnal, which means they sleep during the day and come out at night. But why? There are several reasons. First of all, night is when most insects are out. There’s also less competition for food at night. Also, nighttime is safe for bats because there are fewer predators hunting for food. The temperature is another reason bats are active at night. Since they’re covered in fur, bats mostly fly after dark when the temperatures are cooler.

Have you ever heard the expression, blind as a bat? You might be surprised to learn that bat’s aren’t really blind at all. All bats have eyes and can see, but not very well. Those that hunt live prey have an even better sense: echolocation. The bat sends out a high-pitched sound. While people can’t hear the sound, the bat, with its specially adapted ears, hears the sound fine. When the sound hits an object it echoes back. From the sound of the echo the bat knows the object’s size, shape and location and also if it’s something yummy to eat.

About the Author

Guy Belleranti works as a docent at Reid Park Zoo in Tucson, Arizona. The information in this article comes from his experiences working with wild animals and teaching others.
1. Most species of bats eat...
   a. fruit and nectar  
   b. mice, lizards, and frogs  
   c. insects  
   d. blood
2. Which types of bats drink blood?
   ____________________________
3. Complete the table to show the differences between birds and bats.

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<td>have beaks</td>
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4. Give three reasons why bats are most active at night.
   ____________________________
   ____________________________
   ____________________________
5. When a bat uses echolocation, it is...
   a. using its eyes to see moving animals  
   b. using its nose to smell insects in the air  
   c. using its mouth to taste the moisture in the air  
   d. using its ears to listen for high-pitched sounds
Amazing Bats
By Guy Belleranti

The scrambled words below are vocabulary words from the article. Unscramble each word and write it on the line. Please be sure each word is spelled correctly.

1. _______  laemshsr
   hint: antonym for dangerous

2. _______  skype
   hint: annoying; bothersome

3. _______  tanrec
   hint: sweet liquid found in flowers

4. _______  vliktsoec
   hint: farm animals

5. _______  eramtig
   hint: move to a place where food is more plentiful

6. _______  psia
   hint: drinks by licking with a tongue

7. _______  vasil
   hint: liquid made in the mouth to help break down food

♦ Now Try This: Find each vocabulary word above in the article and highlight it.
The Long Giraffe
by Guy Belleranti

Most people know what a giraffe looks like. They’re tall, spotted animals from the African savanna. They’re famous for their long necks that allow them to munch on treetop leaves that other animals cannot reach.

With its 6-foot long legs and 6-foot long neck a male giraffe can grow over 18 feet in height. That’s almost as tall as a two-story building! Even a baby giraffe has a long neck and legs. In fact, the calf is 6 feet tall at birth and can stand within an hour.

We humans have seven bones, or vertebrae, in our short little necks. So, how many vertebrae do you think a giraffe has in its neck? Maybe 20? Or 50? Or 100? In fact, a giraffe’s neck has exactly the same number of bones in its neck as a human! However, the giraffe’s vertebrae are larger and much longer.

A giraffe’s heart is also long, with a male’s heart being up to two feet. It takes a powerful heart to move blood up the long neck into the brain. The giraffe has special valves in their arteries. These valves prevent blood from rushing to the head when the giraffe bends low to drink. And when it drinks, it takes a long drink, swallowing up to 10 gallons of water. The giraffe must spread its long legs apart so its long neck can reach the water. Since it can’t protect itself when in this position it doesn’t drink very often. Instead, it gets a lot of moisture from the plants it eats.

And speaking of plants, a giraffe’s favorite food is the leaves of the thorny acacia tree. The giraffe wraps its long 18-inch tongue around the tree’s branches and strips off the leaves. The long tongue’s roughness helps protect it from the thorns.
A giraffe is a ruminant, which means it has a four chambered stomach like a cow. After they swallow leaves the first time the giraffe will bring the leaves back up their throat and chew again for long periods.

A healthy adult giraffe does not have many natural predators. Its hooves are as long and wide as a dinner plate, and it can kick its long legs any direction. The kick is so strong it can even kill a lion.

With its long neck, long heart, long tongue, long legs, and long hooves, the giraffe is surely one of the most beautiful animals on the African savanna.

More Fascinating Giraffe Facts

The giraffe has the shortest sleep requirements of any mammal. A giraffe sleeps less than two hours per day!

Although they're usually quiet, giraffes can make sounds. Male giraffes can make loud coughs. Females can whistle to call their young. Giraffes can also grunt, snort, and hiss.

About the Author

Guy Belleranti works as a docent at Reid Park Zoo in Tucson, Arizona.

A male giraffe is called a bull. A female is a cow, and a young giraffe is a calf. A group of giraffes is a herd.
**The Long Giraffe**

by Guy Bellerant

1. How many bones are in a giraffe’s neck?
   a. 7   b. 20
   c. 50   d. 100

2. Why does a giraffe need a large, powerful heart?
   a. so it can pump blood down into its legs
   b. so it can pump blood up to the brain
   c. to help the giraffe drink water more easily
   d. to help the giraffe digest plants and leaves

3. The second page of the article contains many facts, but there is one sentence that is an opinion. Copy the opinion sentence on the lines below.

   _______________________________________________________________________

   _______________________________________________________________________

   _______________________________________________________________________

4. Complete each sentence by writing a word or number on the line.

   A giraffe’s tongue is about _______ inches long.

   A ___________________ giraffe is called a cow.

   A baby giraffe is about _______ feet tall when it stands up.

   A giraffe’s favorite food is leaves from a ___________________ tree.

**Artist Challenge:** On a separate sheet of paper, draw a picture of a giraffe. Include as many details as possible. Below your picture, neatly write the three most interesting facts you learned from this article.
The Long Giraffe
Vocabulary Activity

Fill in the missing letters to create a word from the article. Then, write the full word on the line. Be sure you spell each word correctly.

1. ___o___es
   clue: hard coverings over the toes of horses, cattle, deer, or giraffes

2. ___ ___ n ___a
   clue: a flat grassland habitat

3. ___ ___ |o___s
   clue: units for measuring liquid capacity

4. ___t___a___
   clue: organ inside the body for digesting food

5. ___ ___ r ___s
   clue: sharp points on a plant’s stem or branch

6. ___ u c ___
   clue: to chew something in a noisy way

7. ___ l ___d
   clue: liquid that runs through an animal’s body through veins and arteries

Super Teacher Worksheets - www.superteacherworksheets.com
Great White Sharks
by Erin Ryan

The great white shark is one of the most recognizable sharks in the world. The only shark larger than a great white is the whale shark. Great white sharks have been found in each of the world's oceans. Even though they have been spotted in waters as shallow as three feet (one meter) deep, these sharks spend most of their time in deep coastal waters.

The great white shark is related to the prehistoric Megalodon shark, which grew to over sixty-five feet (20 meters). The largest great white sharks found have been over twenty feet (six meters) long. Like the Megalodon, great whites have huge triangle shaped teeth that are serrated, like knives. The teeth of great white sharks are up to three inches (seven centimeters) long and as they break off or wear out, new teeth grow in to replace them.

One of the most noticeable features of the great white is the dorsal fin which rises out of the water when a great white swims near the surface of the ocean. The fins on either side of the shark are called pectoral fins and they help to direct the shark closer to the surface or deeper into sea. The shark's tail is powered by very strong muscles. It sweeps the tail side to side and can reach speeds of up to fifteen miles per hour (twenty-four kilometers per hour) and can have sudden powerful bursts of speed up to twenty-five miles per hour (forty kilometers per hour).

The great white shark has special receptors in its snout, or nose, that help it feel electrical pulses from prey. They also have sensors in their skin that help them to feel vibrations in the water. The main diet of this carnivore is large fish, squid, seals, sea lions, dolphins, and turtles. When a great white shark is feeding, it can roll back its eyes to protect them.

Because great white sharks are so dangerous, little is known about them in the wild. Great white sharks have never been kept in captivity for longer than seven months, so scientists are unsure how long they live. It is believed that their life span is almost thirty years.

The great white shark is the most feared predator of the ocean, by people and by sea creatures alike!
Great White Sharks
by Erin Ryan

1. Which fact about a great white shark’s size is not true?
   a. Megalodon sharks grew much bigger than great white sharks.
   b. Great white sharks are not the largest sharks in the world today.
   c. Great white sharks grow as large as Megalodon sharks.
   d. Whale sharks grow bigger than great white sharks.

2. On the picture to the right, label the shark’s dorsal fin, pectoral fin, and tail.

3. Explain how a great white’s snout and skin help it find prey.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. First, find the vocabulary words below in the article and highlight them.
   Then, match the vocabulary words on the left to the correct definitions on the right.

   ____ carnivore   a. sensor for feeling things
   ____ vibrations  b. a confined place out of the wild
   ____ serrated   c. notched and jagged like a saw
   ____ captivity   d. animal that eats other animals
   ____ receptor   e. slight movements
The paragraphs correctly state...

Adaptations

The animal's habitat (1 point) ____________________

An adaptation the animal has and what kind of adaptation it is (2 points) ____________________

How the adaptation helps the animal survive in their habitat (2 points) ____________________

Food Habits

If the animal is a primary producer, primary consumer or secondary consumer and what that means (3 points) ____________________

If the animal is a carnivore, omnivore or herbivore and what that means (3 points) ____________________

If the animal is predator or prey (1 point) ____________________

At least 2 things the animal eats (2 points) ____________________

At least 2 things that eat the animal (2 points) ____________________

Fun Facts

Two extra facts about the animal (2 points) ____________________

Neatness/Effort

A neat and colorful picture of the animal is included. (2 points) ____________________

The student used complete sentences that make sense. (4 points) ____________________

TOTAL: ________/ 24
ANIMAL REPORT

ADAPTATIONS

My animal's habitat is: ________________________________
_______________________________________________

One adaptation that helps my animal survive here is:
_______________________________________________
_______________________________________________
_______________________________________________

This helps my animal survive because:
_______________________________________________
_______________________________________________
_______________________________________________
_______________________________________________

It is a physical behavioral adaptation. (circle one)

FOOD HABITS

My animal is a primary producer primary consumer
secondary consumer (circle one)

That means it ____________________________________
_______________________________________________

My animal is a carnivore omnivore herbivore. (circle one)

That means it ____________________________________
_______________________________________________

My animal is a predator prey (some animals are both!)

Some things my animals eats are: ____________________
_______________________________________________
_______________________________________________

Some things that eat my animal are: __________________
_______________________________________________

OTHER FACTS

1. ________________________________________________
_______________________________________________
_______________________________________________

2. ________________________________________________
_______________________________________________
_______________________________________________