



South Shore  
Charter School



**Rising 3<sup>rd</sup> Grade Summer  
South Shore Charter  
School  
2026**



Dear Families,

We hope you are all excited for the Summer Break! We are so proud of all the growth scholars made this year. They worked so hard in the classroom to master content. We want to ensure they continue to progress during the break.

This packet has a combination of math, CGI and reading comprehension passages. Please also ensure scholars continue to read for 30 minutes each day and fill out their reading logs.

Summer break begins after school on Friday, June 27<sup>th</sup> and scholars return to school in early September. Have a fun filled summer and restful break. See you in September!

Warmly,

The 2<sup>nd</sup> Grade Team



<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>
<ul style="list-style-type: none"> <li>○ Watermelon Number of the Day</li> <li>○ CGI</li> </ul>	<ul style="list-style-type: none"> <li>○ Summer Friends Number of the Day</li> <li>○ CGI</li> </ul>	<ul style="list-style-type: none"> <li>○ Summer Fun</li> <li>○ CGI</li> </ul>	<ul style="list-style-type: none"> <li>○ Happy Campers Add and Subtract Mazes</li> <li>○ CGI</li> </ul>	<ul style="list-style-type: none"> <li>○ Pineapple and Watermelon Pairs and Trios</li> <li>○ CGI</li> </ul>
<b>ELA</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>
<ul style="list-style-type: none"> <li>○ Read for 30 minutes</li> <li>○ <i>Why are Barrier Islands Important?</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Read for 30 minutes</li> <li>○ <i>Protecting Furry Mammals of the Sea</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Read for 30 minutes</li> <li>○ <i>Coral Reefs in Hawaii</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Read for 30 minutes</li> <li>○ <i>Helping Mussels Means Cleaner Water</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Read for 30 minutes</li> <li>○ <i>Why are Pollinators Important?</i></li> </ul>

<b>Day 6</b>	<b>Day 7</b>	<b>Day 8</b>	<b>Day 9</b>	<b>Day 10</b>
<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>
<ul style="list-style-type: none"> <li>○ Summer Treats Arrays</li> <li>○ CGI</li> </ul>	<ul style="list-style-type: none"> <li>○ Seashell Arrays</li> <li>○ CGI</li> </ul>	<ul style="list-style-type: none"> <li>○ Jellyfish Skip Counting</li> <li>○ CGI</li> </ul>	<ul style="list-style-type: none"> <li>○ Popsicle Number</li> <li>○ CGI</li> </ul>	<ul style="list-style-type: none"> <li>○ Sunshine Values</li> <li>○ CGI</li> </ul>
<b>ELA</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>
<ul style="list-style-type: none"> <li>○ Read for 30 minutes</li> <li>○ <i>Protecting the Albatross</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Read for 30 minutes</li> <li>○ <i>A Special Birthday</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Read for 30 minutes</li> <li>○ <i>The Ganges River</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Read for 30 minutes</li> <li>○ <i>Parents' Day</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Read for 30 minutes</li> <li>○ <i>Reigner's Words</i></li> </ul>

<b>Day 11</b>	<b>Day 12</b>	<b>Day 13</b>	<b>Day 14</b>	<b>Day 15</b>
<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>
<ul style="list-style-type: none"> <li>○ Ice-Cream Comparing</li> <li>○ CGI</li> </ul>	<ul style="list-style-type: none"> <li>○ Word Problem Worksheet</li> <li>○ CGI</li> </ul>	<ul style="list-style-type: none"> <li>○ Summer Bees Riddle</li> <li>○ CGI</li> </ul>	<ul style="list-style-type: none"> <li>○ Summer Fish Riddle</li> <li>○ CGI</li> </ul>	<ul style="list-style-type: none"> <li>○ Starfish Fractions</li> <li>○ CGI</li> </ul>
<b>ELA</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>
<ul style="list-style-type: none"> <li>○ Read for 30 minutes</li> <li>○ <i>Sundarbans Mangroves</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Read for 30 minutes</li> <li>○ Sophia and the Plátanos</li> </ul>	<ul style="list-style-type: none"> <li>○ Read for 30 minutes</li> <li>○ <i>Keisha Smiles</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Read for 30 minutes</li> <li>○ <i>Japanese Breakfast: Natto</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Read for 30 minutes</li> <li>○ <i>The Tomb of Emperor Askia</i></li> </ul>

<b>Day 16</b>	<b>Day 17</b>	<b>Day 18</b>	<b>Day 19</b>	<b>Day 20</b>
<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>	<b>Math</b>
<ul style="list-style-type: none"> <li>○ Summer Treats Graph</li> <li>○ CGI</li> </ul>	<ul style="list-style-type: none"> <li>○ Beach Friends' Numbers</li> <li>○ CGI</li> </ul>	<ul style="list-style-type: none"> <li>○ Summer Skip Counting</li> <li>○ CGI</li> </ul>	<ul style="list-style-type: none"> <li>○ Beach Time</li> <li>○ CGI</li> </ul>	<ul style="list-style-type: none"> <li>○ Word Problem Worksheet</li> <li>○ CGI</li> </ul>
<b>ELA</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>	<b>ELA</b>
<ul style="list-style-type: none"> <li>○ Read for 30 minutes</li> <li>○ <i>What Looks Good?</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Read for 30 minutes</li> <li>○ <i>When Pterosaurs Took Flight</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Read for 30 minutes</li> <li>○ Thai Food</li> </ul>	<ul style="list-style-type: none"> <li>○ Read for 30 minutes</li> <li>○ <i>A Silent Language</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Read for 30 minutes</li> <li>○ <i>Saving the Mexican Gray Wolf</i></li> </ul>





# Day 1

## Watermelon Number of the Day

The number of the day is 783.



# 783

Write in words.

Expand.

$$\square + \square + \square$$

Odd or Even

\_\_\_\_\_

Next 3 Odd Numbers

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Next 3 Even Numbers

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Add 90. \_\_\_\_\_

Take 90. \_\_\_\_\_

1 More \_\_\_\_\_

1 Less \_\_\_\_\_

10 More \_\_\_\_\_

10 Less \_\_\_\_\_

100 More \_\_\_\_\_

100 Less \_\_\_\_\_

How many?

Hundreds \_\_\_\_\_

Tens \_\_\_\_\_

Ones \_\_\_\_\_

Closer to 700 or 800?

\_\_\_\_\_

Closer to 750 or 810?

\_\_\_\_\_

Add -

5 ones \_\_\_\_\_

5 tens \_\_\_\_\_

5 hundreds \_\_\_\_\_

9 tens \_\_\_\_\_

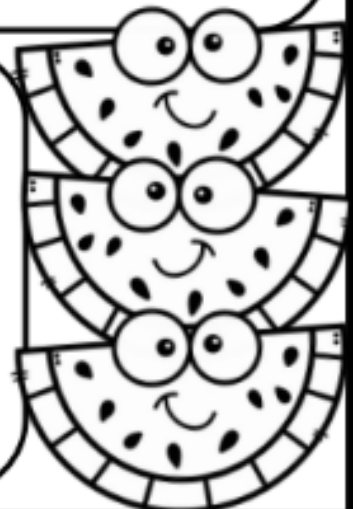
9 hundreds \_\_\_\_\_

Start with the number of the day.

Count in 10s. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Count in 5s. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Count in 2s. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



Name: \_\_\_\_\_ Type: JRU (M)

Grade 2 collected 58 cans for the food drive on Monday. On Tuesday they collected 67 more. How many cans did they collect for the food drive?

Equation/Number Sentence that matches the story:

Equation/Number Sentence that matches your work:

Answer: \_\_\_\_\_

## Why are Barrier Islands Important?

Text and image provided courtesy of the National Fish and Wildlife Foundation.



a barrier island in North Carolina

An island is a piece of land surrounded by water. Islands are located all over the world in oceans, rivers, and lakes. Barrier islands are special. They are located in the ocean, near the mainland. One area where barrier islands can be found is in the Gulf of Mexico.

Barrier islands can form in different ways, depending on the area. In the Gulf of Mexico, ocean waves push dirt and sand toward land. Some of the dirt and sand gets pulled back as waves pull back from the beach. When enough dirt and sand get pushed to the same spot, a barrier island forms. Through this process, barrier islands can change and even move.

Barrier islands are important to wildlife. Marine animals like oysters, crabs, and shrimp may live along the islands. Birds like pelicans, terns, and gulls live on the islands and raise chicks. Migrating birds depend on the islands too. Barrier islands are also important to people. The islands help protect the mainland from big storms. The islands actually **absorb** energy from storms. When the storms arrive on the mainland, they have less power and do less harm. But sometimes, big storms such as hurricanes **destroy** barrier islands. That can be bad news for animals and for people.

Along the **coast** of Louisiana, some barrier islands are in trouble. These islands were first formed partly by dirt and sand that came from the Mississippi River. The Mississippi River flows into the Gulf of Mexico. It used to push dirt into the ocean, also. But after big storms caused flooding in the city of New Orleans, engineers worked to change the flow of the water. The changes they made have helped stop some flooding. But the changes also keep dirt from flowing from the river into the ocean. Now, there's less dirt for the ocean waves to move. As a result, some of the barrier islands are disappearing. This worries the people who live along the **coast**. These people understand that barrier islands protect the mainland. If the islands all disappear, the **coast** will be in more danger when big storms happen.

People are working to add dirt and sand to some of the islands in the area. The ocean will keep moving dirt and sand along the barrier islands, too. With the people's help, the ocean will have more dirt to move. The islands will **remain** in place, doing their important work. The birds and marine animals will continue to have homes. And barrier islands will keep protecting the **coast**.

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These conservation efforts are supported by the National Fish and Wildlife Foundation (NFWF), which specializes in bringing together individuals, government agencies, nonprofit organizations, and corporations to restore our nation's fish, wildlife, plants, and habitats for current and future generations.

## Vocabulary

### absorb

verb

definition: When something absorbs another thing, it takes it into itself. It soaks it up. If something absorbs water or other liquid, it takes it into itself the way a towel or sponge does.

*These thin towels don't absorb water well.*

Spanish: absorber

forms: absorbed, absorbing, absorbs

### coast

noun

definition: A coast is a part of a country or continent that lies along an ocean. A coast can be hundreds or thousands of miles long. Towns and cities are often located on a coast.

*The city of Los Angeles is on the west coast of the United States, and the city of New York is on the east coast.*

Spanish: costa

# destroy

verb

**definition:** If you destroy something, you damage it so much that it cannot be fixed. Fires can destroy buildings and forests. Earthquakes can destroy highways and bridges.

*A fire destroyed the farmer's barn.*

*I destroyed my cookies when I forgot about them in the oven.*

*A hurricane destroyed all the buildings by the beach.*

**Spanish:** destruir, destrozar, demuir

**forms:** destroyed, destroying, destroys

# remain

verb

**definition:** When something remains, it is still there when all the others have gone. If only one old building remains on your block, then it is the only one left there now. Let's say that only your best friend remained after your party. This means that everyone else went home, but your best friend stayed.

*After supper, all the sausage pizza was gone, but two pieces of mushroom pizza remained in the box.*

**Spanish:** permanecer, quedar, estar, seguir

**forms:** remained, remaining, remains

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

1. What is a barrier island made of?

- A. mud and rocks
- B. wood and steel
- C. coral and kelp
- D. dirt and sand

2. What is one example the author gives for why barrier islands are important to people?

- A. They help protect people on the mainland from storms.
- B. They give people on the mainland a fun place to hang out.
- C. They help people on the mainland build more houses.
- D. They protect people on the mainland from sharks and other animals.

3. Read the following sentences from the text.

"These islands were first formed partly by dirt and sand that came from the Mississippi River. The Mississippi River flows into the Gulf of Mexico. It used to push dirt into the ocean, also. But after big storms caused flooding in the city of New Orleans, engineers worked to change the flow of the water. The changes they made have helped stop some flooding. But the changes also keep dirt from flowing from the river into the ocean. Now, there's less dirt for the ocean waves to move. As a result, some of the barrier islands are disappearing."

What do you know about barrier islands from this information?

- A. Because barrier islands are formed in the ocean, they need a lot of salt water to stay in place.
- B. Even though barrier islands are formed in the ocean, changes to rivers can hurt them.
- C. Barrier islands can be dangerous for ships that are sailing at night or in bad storms.
- D. Barrier islands usually disappear a few months after they are formed in the ocean.

4. What might happen if a barrier island disappears?

- A. The people living on the mainland could be hurt more easily by storms.
- B. The people living on the mainland might be happier and healthier.
- C. The people living on the mainland would have to move somewhere else.
- D. The people living on the mainland would have to build new homes.

5. What is the main idea of this text?

- A. Barrier islands are important sometimes, but most people are not worried about them and think they should disappear.
- B. Barrier islands are formed when dirt and sand gets pushed towards shore by the ocean, forming an island near the coast that can move.
- C. Barrier islands are important to the people and animals that live near them, so people are working to protect them from disappearing.
- D. The best way to protect barrier islands is to change the flow of water in rivers so that less dirt is coming onto the island.

# Day 2

## Summer Friends Number of the Day

The number of the day is 1,375.



1,375

Thousands	Hundreds	Tens	Ones

Expand.

+  +  +

Write in words.

In the number of the day what is the value of -

- 3 \_\_\_\_\_
- 7 \_\_\_\_\_
- 1 \_\_\_\_\_
- 5 \_\_\_\_\_

- 1 More \_\_\_\_\_
- 1 Less \_\_\_\_\_
- 10 More \_\_\_\_\_
- 10 Less \_\_\_\_\_
- 100 More \_\_\_\_\_
- 100 Less \_\_\_\_\_

Add 9 ones.

\_\_\_\_\_

Add 9 tens.

\_\_\_\_\_

Add 9 hundreds.

\_\_\_\_\_



Add 50. \_\_\_\_\_ Add 500. \_\_\_\_\_

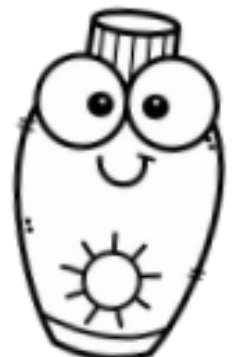
Take 50. \_\_\_\_\_ Take 500. \_\_\_\_\_

Start with the number of the day.

Count in 1s. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Count in 10s. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Count in 100s. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



Name: \_\_\_\_\_ Type: SRU (TH)

Third Grade has 112 bouncy balls. They gave 54 of them to Second Grade. How many bouncy balls does Third Grade have left?

Equation/Number Sentence that matches the story:

Equation/Number Sentence that matches your work:

Answer: \_\_\_\_\_

## Protecting Furry Mammals of the Sea

Text and image provided courtesy of the National Fish and Wildlife Foundation.



a monk seal

Seals are mammals. They spend most of their time in the ocean. Like many mammals, seals have **fur**. Because of their warm **fur**, most seals like to live in cooler waters. They also like to live in big groups, called herds.

But Hawaiian monk seals are different. They like to live in the warm, tropical waters around the islands of Hawaii. Instead of living in large groups, they like to live alone or in small herds.

Hawaiian monk seals get their name from the way they act and look. A monk is a person who lives alone or in a small group. Monks study religion. They often wear special robes with hoods. Hawaiian monk seals have wrinkles around their heads. The wrinkles make them look like they're wearing a robe!

Hawaiian monk seals sleep on the beach. Females give birth and take care of their babies on the beach, too. Baby seals are called pups. When Hawaiian monk seal pups are born, their **fur** is black. As they get bigger, their **fur** turns brown or gray. And these seals can get big! They can grow to 7 feet long and weigh up to 600 pounds.

The Hawaiian monk seal is one of the most **endangered** seals in the world. It may become extinct, which means they will all die. There are only about 1,200 Hawaiian monk seals left around the islands of Hawaii. So the people of Hawaii are working to **protect the Hawaiian**

monk seal.

About 100 years ago, people hunted Hawaiian monk seals for their **fur**. Now, there are laws against hunting the seals. But other dangers are also hurting monk seals. Sometimes, seal pups get caught in old fishing nets and can't get out. So people are cleaning up old fishing gear to **protect** the seals. They are also cleaning up other trash from beaches. That way, Hawaiian monk seals have safe places to rest and **raise** their pups.

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These conservation efforts are supported by the National Fish and Wildlife Foundation (NFWF), which specializes in bringing together individuals, government agencies, nonprofit organizations, and corporations to restore our nation's fish, wildlife, plants, and habitats for current and future generations.

## Vocabulary

### endangered

adjective

definition: When a type of animal is endangered, it means that few of these animals exist now, and it's possible that there will be no more of these animals in the future. Animals become endangered when they can no longer find the food they need to eat or because there is no more place for them to live.

*Many wild animals are becoming endangered due to humans cutting down forests to make farms or to raise cattle.*

### fur

noun

definition: Fur is the soft, thick hair that covers the bodies of certain animals. Cats, rabbits, dogs, bears, and many other animals have fur.

*The cat licked her fur and kept it clean and shiny.*

Spanish: piel, pelo, pelaje

### protect

verb

definition: When you protect a person or animal, you keep them safe from danger or harm. When you protect a thing, you prevent it from being damaged or lost.

*A fence protects us from our neighbor's mean dog.*

*If people don't protect tigers, someday soon there will be no more tigers.*

*I wear a hat to protect my face from the sun.*

Spanish: proteger

forms: protected, protecting, protects

# raise

verb

definition: When you raise children, plants, or animals, you take care of them and help them to grow.

Spanish: criar, cultivar

forms: raised, raises, raising

## 1. What are seals?

- A. fish who spend most of their time in lakes
- B. mammals who spend most of their time on land
- C. mammals who spend most of their time in the ocean
- D. reptiles who spend time on land and in the ocean

## 2. How does the author describe Hawaiian monk seals' names?

- A. They were named after monks because they look like they're wearing monks' robes.
- B. They were named after lawyers because they like to argue with each other.
- C. They were named after monks because they spend lots of time in groups.
- D. They were named after monks because they eat similar foods as monks do.

## 3. Read the following sentences from the text.

"The Hawaiian monk seal is one of the most endangered seals in the world. It may become extinct, which means they will all die. There are only about 1,200 Hawaiian monk seals left around the islands of Hawaii...

About 100 years ago, people hunted Hawaiian monk seals for their fur."

What do you know about Hawaiian monk seals from this information?

- A. Hunting is one reason why there are so few Hawaiian monk seals today.
- B. Hunting helped Hawaiian monk seals become stronger.
- C. Hawaiian monk seals have moved to other parts of the world.
- D. Hawaiian monk seals are famous for their loud barks.

## 4. What will probably happen if people in Hawaii don't protect the Hawaiian monk seal?

- A. It will go extinct.
- B. It will become healthier.
- C. It will move to another island.
- D. It will stay the same.

# Day 3

## Summer Fun

Color the equation that will give an answer for the question. Then write the answer below.

There are 14 sailboats. 5 sail away.  
How many are left?



$14 + 5 = ?$

$14 - 5 = ?$

$5 - 14 = ?$

Answer \_\_\_\_\_ sailboats

18 umbrellas were on the beach. 12  
were red and the rest were yellow.  
How many are yellow?



$12 + ? = 18$

$18 + 12 = ?$

$12 - 18 = ?$

Answer \_\_\_\_\_ umbrellas

There were some shells in our bucket.  
We put 5 more in then we had 14.  
How many were in the bucket before?



$5 + 14 = ?$

$14 + 5 = ?$

$? + 5 = 14$

Answer \_\_\_\_\_ shells

Chad has 3 beach balls. Mia has 9  
beach balls. How many more beach  
balls does Mia have than Chad?



$3 + 9 = ?$

$3 + ? = 9$

$9 + 3 = ?$

Answer \_\_\_\_\_ beach balls

Tam made 6 more sandcastles than  
Dev. Dev made 2 sandcastles. How  
many sandcastles did Tam make?



$6 + 2 = ?$

$6 - 2 = ?$

$6 + 6 = ?$

Answer \_\_\_\_\_ sandcastles

There are 13 blue buckets and 4 yellow  
buckets on the beach. How many  
buckets are on the beach?



$13 - 4 = ?$

$13 + 4 = ?$

$4 - 13 = ?$

Answer \_\_\_\_\_ buckets

Ali has 3 more surfboards than Maya.  
Maya has 2 surfboards. How many  
surfboards does Ali have?



$3 - 2 = ?$

$2 + ? = 3$

$2 + 3 = ?$

Answer \_\_\_\_\_ surfboards

Zara put 5 shells on the sandcastle.  
Then she added some more. Now there  
are 17 shells on the sandcastle. How  
many did she add?



$17 + 5 = ?$

$5 + ? = 17$

$5 + 17 = ?$

Answer \_\_\_\_\_ shells

Name: \_\_\_\_\_ Type: SRU (W)

Jamar had 58 tiles in his counting jar. He took some of the tiles out of the jar. Now he has 19 tiles left in his jar. How many tiles did Jamar take out?

Equation/Number Sentence that matches the story:

Equation/Number Sentence that matches your work:

Answer: \_\_\_\_\_

## Coral Reefs in Hawaii

Text and image provided courtesy of the National Fish and Wildlife Foundation.



a coral reef

Have you seen a picture of a coral reef in the ocean? Soft corals look like colorful plants growing from the ocean floor. Hard corals can grow in layers. They may look like uneven walls. Sometimes, they look like piles of rocks of different colors and shapes.

Corals might look like rocks or plants, but they are neither of those. Corals are tiny ocean animals. They grow side by side in groups. Corals work with tiny creatures called algae. Ocean algae and corals need each other to live. Corals give the algae a safe home, and algae help corals get enough food. Algae get **energy** from the sun and share it with corals. Algae also give corals their **bright** colors.

Corals build cities in the ocean called reefs. These reefs are very important to ocean life. Thousands of different plants, fish, and other ocean animals live in or close to the reefs. They depend on the coral reefs for **shelter** and food. One of every four creatures that live in the ocean lives in a coral reef! Most of the coral reefs in the United States are found near Hawaii.

Some coral reefs in Hawaii and around the world are in trouble. **Pollution** and heat are hurting corals. If the water gets too dirty or too warm, corals spit out their algae. This makes corals turn white. This is called coral bleaching, and it is happening to many coral reefs. When

a coral bleaches, it often will die. When the corals die, it hurts all the other animals that depend on coral reefs for their homes and food.

But something interesting is happening with some corals in Hawaii. Some of the corals in the reefs bleached, but other corals are fine. So scientists are studying the corals in Hawaii. They want to understand how some corals stayed the same. They think these Hawaiian corals will help them learn how to help corals in other parts of the world.

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These conservation efforts are supported by the National Fish and Wildlife Foundation (NFWF), which specializes in bringing together individuals, government agencies, nonprofit organizations, and corporations to restore our nation's fish, wildlife, plants, and habitats for current and future generations.

## Vocabulary

### bright

adjective

definition: When a color is bright, it means that it is a strong color or it shines.

*My sister wants to paint her room a bright yellow.*

Spanish: brillante, vivo

forms: brighter, brightest

### energy

noun

definition: Energy is power or heat that comes from sources such as the sun, wind, moving water, natural gas, or oil. Energy from these and other sources can be used to generate electricity or give power to cars. Humans use energy to stay warm, cook, produce light, and make things move or operate.

*Plants use the energy of the sun to grow.*

*Our town gets a lot of its energy for electricity from wind.*

forms: energies

### pollution

noun

definition: Dirty material in air, water, or soil is called pollution. When there is pollution, water may not be healthy to drink. Air may be bad to breathe. People may not be able to use the soil for growing things.

*The beach was closed because there was too much pollution on it.*

Spanish: contaminación, polución

# shelter

noun

definition: When something gives shelter, it protects you and makes you safe. In a storm, people look for shelter.

*The cave offered shelter from the wind.*

Spanish: refugio, protección

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## 1. What are corals?

- A. They are tiny ocean animals.
- B. They are tiny plants.
- C. They are ocean rocks.
- D. They are land animals.

## 2. How does the author describe the relationship between corals and algae?

- A. Corals protect algae from sharks, and algae protect corals from dolphins.
- B. Corals help algae get food, and algae give corals a home.
- C. Corals and algae are enemies because they fight for food.
- D. Corals give algae a home, and algae help corals get food.

## 3. Read the following sentences from the text.

"One of every four creatures that live in the ocean lives in a coral reef...

When a coral bleaches, it often will die. When the corals die, it hurts all the other animals that depend on coral reefs for their homes and food."

What can you conclude about coral reefs based on this information?

- A. One out of every four ocean animals will be hurt by coral reef bleaching.
- B. Coral reef bleaching can be reversed.
- C. Coral reefs can't die unless all its animals leave.
- D. Many ocean plants will lose food if coral reefs die.


## 4. How can we help protect coral reefs in the ocean?

- A. by fishing more to lessen the number of ocean animals
- B. by making sure the ocean doesn't get too polluted
- C. by building new coral reefs using new technology
- D. by building special boats to rescue coral reefs

# Day 4

## Happy Campers Add and Subtract Mazes

Color the facts that equal the number at the top of the box to find a pathway from the children to their campers.



Find 11

3+8   2+9   8+2

5+7   8+4   5+6



3+7   6+6   7+4   7+6

12-2   17-6   14-4

20-8   15-4   19-6   16-3

13-2   14-2

17-7   20-9



Find 12

9+3   8+4   5+7

6+6   6+7   10+2



5+6   8+5   3+9   5+9

16-4   20-8   9+4

15-3   20-5   7+7   18-4

17-5   15-2

13-2   13-1



Find 13

10+3   5+8   7+7

6+6   6+8   9+4



5+6   3+9   9+6   12+1

15-2   20-7   6+7

18-5   14-2   18-4   15-1

14-1   19-6

19-7   20-3



Find 14

7+7   9+3   6+7

8+5   8+6   6+9


8+8   7+8   9+5   4+9

15-1   18-4   7+6

17-3   17-2   16-5   20-5

20-6   16-3

19-4   19-5



## Helping Mussels Means Cleaner Water

Text and image provided courtesy of the National Fish and Wildlife Foundation.



a freshwater mussel

You may know about muscles in your body. But did you know there is an animal called a mussel? The word sounds the same, but it is not spelled the same. Mussels are small animals that live inside shells. The shells protect the animals inside! Mussels are related to other animals with shells, such as oysters and clams. Many mussels live along the bottoms of streams and rivers in North America.

Mussels have one small foot. They use their foot to dig along the bottom of the stream or river. Mussels like to dig down into the mud or sand. They stay partly buried. Once mussels have found a good place to live, they don't go very far. They like to live near other mussels.

Mussels are a very important animal. One reason they are so important is because of the way they eat. Mussels eat by taking in water. As water flows through their body, they **filter** tiny bits of food from it. They also **filter** the dirt from the water. That helps make the water cleaner. Clean water helps fish and other animals that depend on streams and rivers.

A few years ago, people who lived near the Delaware River noticed the water was dirty. They realized that fewer mussels were living in the river. Then, they checked the streams that flow into the Delaware River. Not many mussels were living there either.

There are many reasons why mussels left the streams by the Delaware River. In some areas, **pollution hurt** them. Trash along the edge of the water made the water too dirty for them. In some areas, the mussels were pushed away by **floods**. Sometimes, the rushing water of **floods** can move mussels. No matter the reason, when the mussels leave, the water in streams gets dirtier. To keep the water healthy, the mussels need to be brought back.

People are working to help bring back mussels to streams and rivers like the Delaware River. One group of people is counting how many mussels are in certain streams and rivers. They are even teaching people safe ways to count mussels. Researchers want to know which streams need more mussels. Someday, baby mussels will be carefully moved to live there.

If you're ever wading in a stream, watch where you step. There might be mussels living along the bottom, helping to make the water cleaner!

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These conservation efforts are supported by the National Fish and Wildlife Foundation (NFWF), which specializes in bringing together individuals, government agencies, nonprofit organizations, and corporations to restore our nation's fish, wildlife, plants, and habitats for current and future generations.

## Vocabulary

### filter

verb

definition: When you filter a liquid or a gas, you remove bits of dirt or other material from it by passing the liquid or a gas through something called a "filter."

*The campers filtered the stream water before drinking it.*

Spanish: filtrar

forms: filtered, filtering, filters

### flood

noun

definition: A flood is a sudden, strong flow of water onto a dry area. Too much rain can cause a flood, and a flood can cause a lot of damage.

*The flood destroyed many homes and buildings next to the river.*

*The hurricane caused a flood in the downtown area of the city.*

Spanish: inundación, avenida, torrente

### hurt

verb

definition: When you hurt a person or animal, you do something that makes them feel pain or that causes them injury. If you hurt a part of your body, you cause pain in it or damage to it.

*Martina didn't want to hold her baby brother at first. She was afraid she might hurt him.*

*Brandon hurt his knee when he fell off his bike.*

Spanish: dañar, lastimar, hacer daño, causar daño, herir

forms: hurting, hurts

# pollution

noun

definition: Dirty material in air, water, or soil is called pollution. When there is pollution, water may not be healthy to drink. Air may be bad to breathe. People may not be able to use the soil for growing things.

*The beach was closed because there was too much pollution on it.*

Spanish: contaminación, polución

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

1. What are mussels?

- A. small animals that live on land
- B. large animals that live with people
- C. small animals that live inside shells
- D. large animals that live in trees

2. What reason does the author list to explain why mussels are important?

- A. They make water cleaner.
- B. They make water colder.
- C. They make land cleaner.
- D. They make water warmer.

3. Read the following sentences from the text.

"A few years ago, people who lived near the Delaware River noticed the water was dirty. They realized that fewer mussels were living in the river..."

People are working to help bring back mussels to streams and rivers like the Delaware River...Someday, baby mussels will be carefully moved to live there."

What do you know about mussels based on this information?

- A. It's always a good idea to wash mussels.
- B. People can use mussels to clean up water.
- C. Mussels are dangerous in some water.
- D. Salt water is cleaner than fresh water.

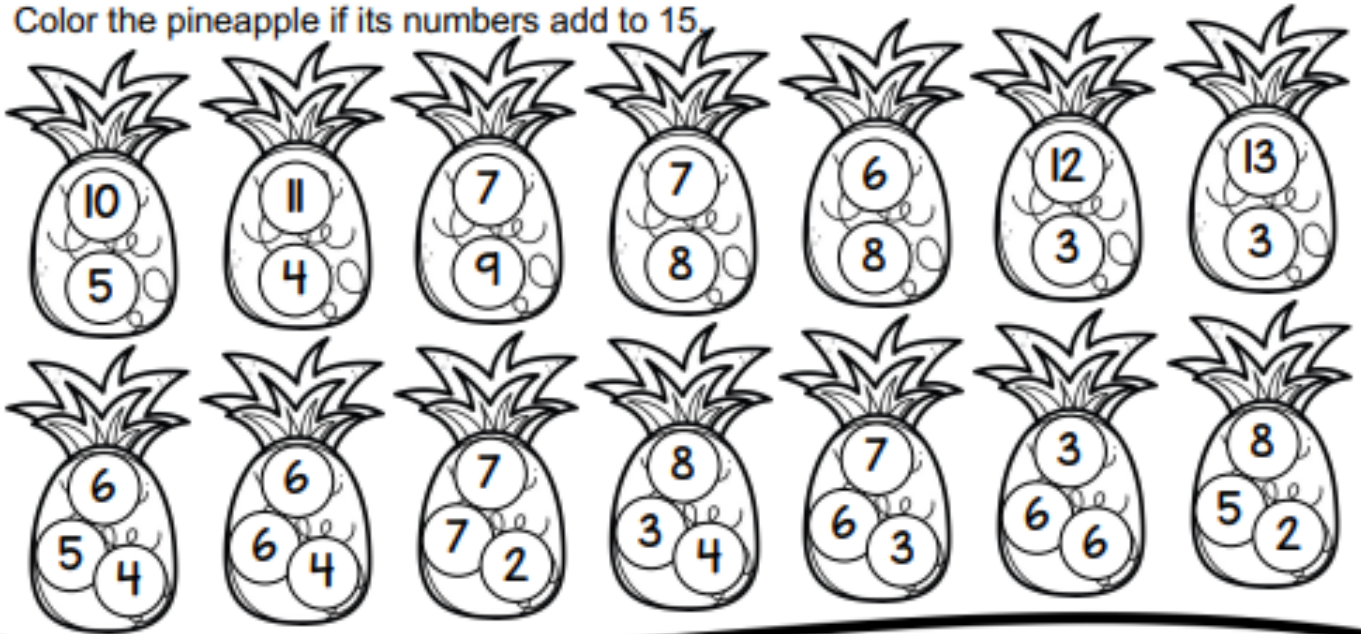
4. How would you describe the relationship between mussels and water?

- A. Mussels get food from the water, and the water gets cleaner because of the mussels.
- B. Mussels get dirtier because of the water, and the water gets dirtier because of the mussels.
- C. Mussels are in danger if they live in water for too long, but water needs mussels.
- D. Mussels get energy from the speed of the water, and the water gets food from the mussels.

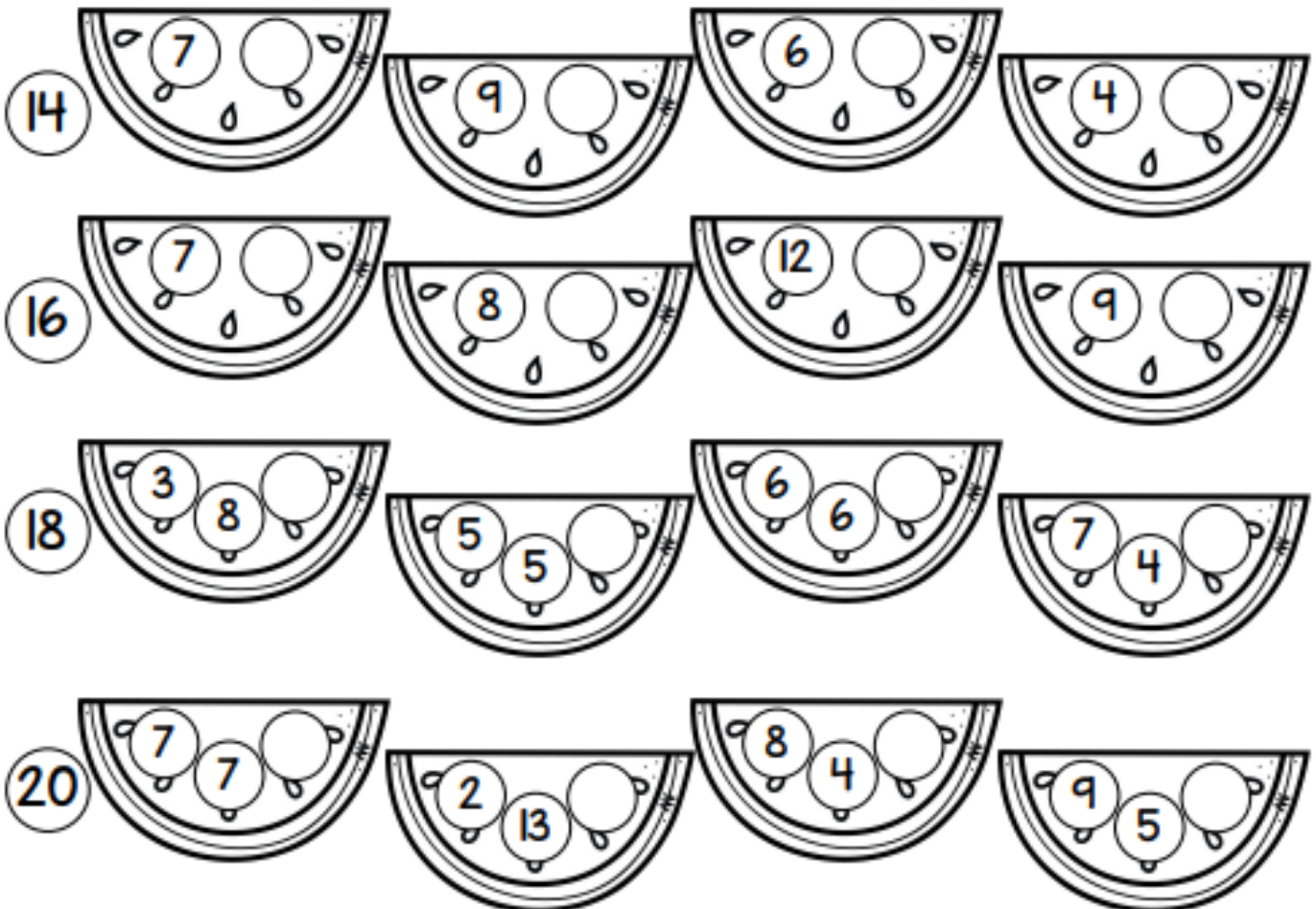
# Day 5

## Pineapple and Watermelon Pairs & Trios

Color the pineapple if its numbers add to 15.



Write the missing number on each watermelon so that its numbers add to the number at the start of the row.



Name: \_\_\_\_\_ Type: JRU (W)

I saw 93 animals at the park. 56 were birds and the rest were dogs. How many dogs did I see?

Equation/Number Sentence that matches the story:

Equation/Number Sentence that matches your work:

Answer: \_\_\_\_\_

## Why are Pollinators Important?

Text and image provided courtesy of the National Fish and Wildlife Foundation.



a butterfly

Did you know that birds, bees, butterflies, and even bats can be pollinators? Animals that are pollinators fly from flower to flower to find food. Some pollinators eat a flower's **pollen**. **Pollen** looks like dust on the flower. Some pollinators drink nectar from flowers. Nectar is a special sugar water that some plants make.

No matter what they're eating, when pollinators go from flower to flower, they do important work. They **spread pollen** from one flower to the next! This **spreading of pollen** is very important for plants, animals, and even people. Flowers need their **pollen to spread** in order to make new seeds and fruit. Some of those new seeds will grow into flowers in the future. Some of the seeds and fruit are food that wild animals can eat. And some seeds and fruit are also food for people.

People need pollinators to help our food to grow. Nearly one of every three types of our food depends on pollinators. Foods like almonds, apples, and even coffee beans need pollinators to grow. But some pollinators are in trouble! They are dying out for many reasons. One main reason is that people used poison on some insects and certain plants.

People used to think all insects were pests. So they would spray plants with a special type of poison to keep insects away. Some people also sprayed poison on plants like weeds. They

thought all weeds were bad. The poisons killed many plants that are important to pollinators.

One example of a weed that was killed by poison is milkweed. Milkweed is an important plant for monarch butterflies. Monarch butterflies are pollinators, and they lay their eggs on milkweed. When their eggs **hatch**, caterpillars come out. The only leaves the caterpillars eat are milkweed leaves. But many poisons killed milkweed. This caused the number of monarch butterflies to drop. Groups of people worry they may all die out.

Now, people are trying to help pollinators like monarch butterflies. People are planting many kinds of flowers, trees, and shrubs. They are planting flowers that **bloom** at different times of the year and plants that are native to their area. This is helpful because pollinators need food to eat all throughout the growing season.

Pollinators help flowers, trees, and shrubs make seeds and fruit. Seeds and fruit give animals and people food. And now, people are helping pollinators! By working together, people and nature can help each other.

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These conservation efforts are supported by the National Fish and Wildlife Foundation (NFWF), which specializes in bringing together individuals, government agencies, nonprofit organizations, and corporations to restore our nation's fish, wildlife, plants, and habitats for current and future generations.

## Vocabulary

### bloom

verb

definition: When flowers begin to appear on a plant, we say the plant is blooming.

*Look! Our tulips are blooming!*

Spanish: florecer, florear

forms: bloomed, blooming, blooms

### hatch

verb

definition: When a baby bird hatches, it comes out from its egg. Some other animals, such as fish and turtles, also hatch.

*The young turtles all hatched the same afternoon.*

Spanish: salir del cascarón, nacer, eclosionar

forms: hatched, hatches, hatching

### pollen

noun

definition: Pollen is the fine, yellow powder made by a flowering plant. Pollen helps the plant to make new plants.

*I love when spring comes, but all the pollen from the flowers makes me sneeze a lot.*

Spanish: polen

## spread

verb

definition: When you spread something, you send it out to others. When you spread information, you tell it to many other people. If people spread a disease, they give it to other people.

*Two of the parents spread the news that soccer practice had been changed from Saturday to Sunday.*

*When a sick person coughs, they can spread their sickness to other people.*

Spanish: difundir, propagar, divulgar, hacer saber, hacer correr

forms: spreading, spreads

## spread

verb

definition: When something spreads, it starts in one place and moves or stretches out over an area. When different things spread, they move apart and away.

*The weeds spread until the whole garden was just full of them.*

*The disease spread across the city.*

forms: spreading, spreads

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

1. What work do pollinators do?

- A. They dig up plants and move them.
- B. They make sure plants are getting sunlight.
- C. They spread pollen from flower to flower.
- D. They plant seeds from flowers.

2. What effect do pollinators have on plants when they spread their pollen?

- A. They make plants smaller and weaker.
- B. They hurt plants by taking away their pollen.
- C. They help plants grow bigger and stronger.
- D. They help plants make new seeds and fruit.

3. Read the following sentences from the text.

"People need pollinators to help our food to grow. Nearly one of every three types of our food depends on pollinators... People used to think all insects were pests. So they would spray plants with a special type of poison to keep insects away. Some people also sprayed poison on plants like weeds. They thought all weeds were bad. The poisons killed many plants that are important to pollinators."

What do you know about pollinators and food based on this information?

- A. Killing plants that are important to pollinators could make it hard to grow food.
- B. Pollinators like to eat pollen, but they also like to eat other small insects.
- C. Pollinators are not very important for growing food that humans eat.
- D. The best way to feed a pollinator is to create a plate with many options.

4. What could happen if there were no more milkweed plants for monarch butterflies to lay their eggs on?

- A. There would be many more healthy monarch butterflies to pollinate plants.
- B. People would have to spray more poison on other weeds to kill them.
- C. Monarch butterflies would find a new plant to lay their eggs on.
- D. There wouldn't be any more monarch butterflies to pollinate plants.

5. What is the main idea of this text?

- A. Pollinators are usually only working at night because the sun is too strong for them during the day.
- B. Pollinators do important work spreading pollen from flower to flower, which helps food grow, and people today are trying to help pollinators.
- C. Some pollinators, like monarch butterflies, need plants that might seem not important, like weeds, to do their pollinating.
- D. The best way to support pollinators is to plant seeds so that more weeds grow in natural areas.

# Day 6

## Summer Treats Arrays



Complete the information for each array.



Number of rows - \_\_\_\_

Number of columns - \_\_\_\_

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

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



Number of rows - \_\_\_\_

Number of columns - \_\_\_\_

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

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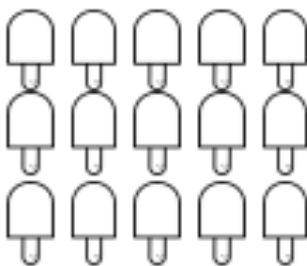


Number of rows - \_\_\_\_

Number of columns - \_\_\_\_

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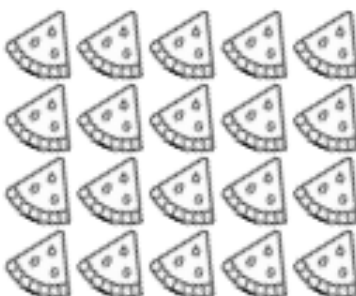


Number of rows - \_\_\_\_

Number of columns - \_\_\_\_

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

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



Number of rows - \_\_\_\_

Number of columns - \_\_\_\_

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

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

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

Type: JRU (M)

Oumou had some pennies in her penny jar. She collected 36 more pennies. Now she has 62 pennies in her jar. How many pennies did she start with?

Equation/Number Sentence that matches the story:

Equation/Number Sentence that matches your work:

Answer: \_\_\_\_\_

## Protecting the Albatross

Text and image provided courtesy of the National Fish and Wildlife Foundation.



an albatross and its chick

Have you ever seen an albatross? An albatross is a large seabird. Their wings span more than 6 feet across! Black-footed albatrosses and Laysan albatrosses live in Hawaii. They also live on nearby islands and atolls in the Pacific Islands National Wildlife Refuge. (An atoll is a ring of land formed by a coral reef. The water in the middle of the ring is called a lagoon. )

Laysan albatrosses are mostly white. They have dark gray or brown on their wings. They also have a dark area around their eyes. Can you guess the difference between the Laysan albatross and the black-footed albatross? Black-footed albatrosses have black feet! They also have darker feathers and not much white.

Albatrosses are great at floating on the breeze. In fact, they hardly ever need to flap their large wings to stay in the air! These birds spend most of their time **gliding** through the air. They also spend time sitting on the water to eat. Albatrosses only stay on the ground during nesting season. Each year, albatrosses go to islands and atolls to lay eggs. They only lay one egg, and they stay with it until their chick is born. They refuse to leave at all for two months.

Scientists who study albatrosses are taking steps to keep them safe. One thing these scientists do is count the albatrosses. They walk on the beach between the nests and count

how many albatrosses there are. They count almost every year to make sure the albatrosses are safe.

Scientists also **track** some albatrosses with tags. A Laysan albatross was tagged in 1956. Scientists have followed her ever since. They named her Wisdom. She is at least 70 years old. Almost every year, Wisdom returns to the Midway Atoll to **raise** a chick. The researchers who follow her say she has **raised** at least 39 chicks!

Scientists are also finding out why albatrosses are dying or getting hurt. For example, rats were taken accidentally to some places where albatrosses nest. The rats killed chicks and ate albatross eggs. So the researchers and volunteers have worked to get rid of all the rats. This work will help the albatrosses live. Scientists believe these birds will **survive**.

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These conservation efforts are supported by the National Fish and Wildlife Foundation (NFWF), which specializes in bringing together individuals, government agencies, nonprofit organizations, and corporations to restore our nation's fish, wildlife, plants, and habitats for current and future generations.

## Vocabulary

### glide

verb

definition: When you glide, you move through the air or over a surface without making any effort. It's easy to glide over ice on ice skates.

*The hawk glided through the air.*

*Melissa enjoys gliding across the ice in her new ice skates.*

Spanish: planear, deslizar

forms: glided, glides, gliding

### raise

verb

definition: When you raise children, plants, or animals, you take care of them and help them to grow.

Spanish: criar, cultivar

forms: raised, raises, raising

# survive

verb

definition: When people, animals, or plants survive, they are able to stay alive even though it is hard. When a thing survives, it continues to exist.

*The family had almost no money, but somehow they survived.*

*This kind of plant can survive in the desert.*

*Only a few of these very old paintings still survive.*

Spanish: sobrevivir

forms: survived, survives, surviving

# track

verb

definition: to follow the footprints or other traces of.

*The wolf tracked the rabbit.*

Spanish: seguir la huella, seguir las huellas, rastrear, seguir el rastro

forms: tracked, tracking, tracks

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

1. What is an albatross?

- A. a small fish
- B. a large reptile
- C. a small bird
- D. a large seabird

2. What does the author compare and contrast in the second paragraph?

- A. three different places that albatrosses live
- B. male and female albatrosses
- C. the different fish that albatrosses eat
- D. two types of albatrosses

3. Read the following sentences from the text.

"Scientists who study albatrosses are taking steps to keep them safe. One thing these scientists do is count the albatrosses. They walk on the beach between the nests and count how many albatrosses there are...Scientists also track some albatrosses with tags.."

What can you conclude about scientists who study albatrosses based on this information?

- A. These scientists gather information about albatrosses to make sure that they're safe.
- B. These scientists want the number of albatrosses to go down to almost zero.
- C. These scientists are mostly worried about other birds, but are interested in albatrosses.
- D. These scientists like to have albatrosses as pets, so they want to protect them.

4. Why is Wisdom an important example to include in a text about scientists' efforts to protect albatrosses?

- A. because Wisdom shows how much scientists have learned about albatrosses' behavior and movements
- B. because the bond that Wisdom created with scientists shows that albatrosses are able to feel love
- C. because the scientist who studied Wisdom later became the most famous scientist who studies albatrosses
- D. because by studying Wisdom, scientists were able to come up with a special medicine to save albatrosses

5. What is the main idea of this text?

- A. Albatrosses don't need to flap their wings very much to fly, which is good for saving energy for long flights.
- B. Albatrosses are large seabirds, and scientists who study albatrosses are working to protect these birds from harm.
- C. Some scientists study animals, while other scientists study plants, but all scientists are interested in protecting nature.
- D. A famous albatross named Wisdom lived to be 70 years old and raised at least 39 chicks.

# Day 7

## Seashell Arrays

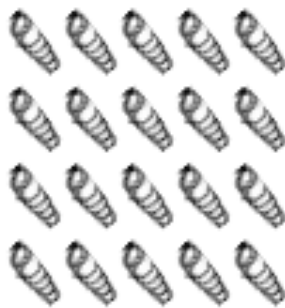
Color the boxes that describe the arrays. There will be more than one for each.



3 rows of 4	4 rows of 3
3 columns of 4	4 columns of 3
$4+4+4+4$	$4+3$
$3+3+3+3$	$4+4+4$



2 rows of 6	6 rows of 2
2 columns of 6	6 columns of 2
$2+2+2+2+2$	$6+6+6+6+6+6$
$6+6$	$2+6$



4 rows of 5	5 rows of 4
4 columns of 5	5 columns of 4
$4+4+4+4$	$4+5$
$5+5+5+5$	$4+4+4+4+4$



2 rows of 5	5 rows of 2
5 columns of 2	2 columns of 5
$2+6$	$6+6$
$2+2+2+2+2$	$2+2$



3 rows of 5	5 rows of 3
3 columns of 5	5 columns of 3
$3+3+3+3+3$	$5+5+5+5+5$
$3+3+3+3$	$5+5+5$

Name: \_\_\_\_\_ Type: PPW-WU (TH)

Reynaldo has a bag of lollipops. 37 of them are blue, 169 of them are red, and 73 of them are green. How many lollipops does he have in the bag?

Equation/Number Sentence that matches the story:

Equation/Number Sentence that matches your work:

Answer: \_\_\_\_\_

# A Special Birthday

by Catherine Jhee



a bowl of rice  
*allybally4b on Pixabay*

It was a big day! Gina's baby sister Annie was turning one year old, and Gina's grandma had come all the way from Korea to **celebrate**. The house was full of noise. Gina's uncles and aunts were talking and laughing, Gina's puppy was barking joyfully, and everyone could smell the delicious food Gina's mom had been cooking all day.

"It is a special thing to turn one," Gina's grandmother told her. "When I was a little girl, many babies didn't live that long."

That surprised Gina. "Why, Grandma?" she asked.

"Back then, it could be hard to get enough food," Grandma answered, "and babies weren't always **healthy**. But if a baby reached one year, we knew she could grow up to be a **healthy** child. That's why we **celebrate** with a big party."

The day before, Gina's parents had **decorated** the living room with a big table and lots of balloons. Gina and her mom had made decorations, filled tall glass vases with fruit, and glued colorful candies in pretty patterns on tall canisters.

That morning, Gina's mom set up the table for the baby's first-birthday game. She placed books and pens, a stethoscope, a bowl of rice, and a ball of string in the middle of the table.

"Those are Annie's fortune items," Grandma explained. "We will see what she picks up first. That might offer a hint about her **future**. Will she be a doctor, a lawyer, or a teacher? Will she enjoy great success? Will she live a long life? We'll see what she chooses!"

It was almost time for the rest of the guests to arrive. All the uncles and aunts waited in the kitchen while Gina's parents went upstairs to get Annie ready. Gina got ready too, putting on

her colorful hanbok. "Grandma," she asked, "can you help me tie the bow?"

Suddenly, they heard a crash.

Gina rushed to the living room with her grandma. "Oh no! What a mess!"

The puppy had jumped onto the table when nobody was looking-and knocked lots of things over. Even worse, the fortune items were missing!

"That dog took the baby's fortune items!" cried Grandma. "Your parents will be so upset."

"Wait," Gina told Grandma, "I think I can help!" She ran to her bedroom.

First, Gina found her play doctor kit and took out the toy stethoscope. Next, she grabbed a pen and a book from her desk. Finally, she went to her closet and found a ball of yarn she used for crafts.

Gina went back to the living room and said, "Look what I have, Grandma!"

"Wonderful, Gina! All you are missing is a bowl of rice," her grandmother replied. "Let's get one from the kitchen."

In a minute, Gina and Grandma had placed all the items on the table-and just in time! Her mother and father entered the room with baby Annie, all of them wearing hanboks.

As the doorbell rang, Grandma gave Gina a big hug. More family and friends had begun to arrive. "Now," Gina thought happily, "the party can really begin!"

## Vocabulary

### celebrate

verb

definition: When we celebrate something, we honor it and make it special in some way.

*We celebrated my grandma's birthday at her favorite restaurant this year.*

*Our town celebrates the Fourth of July with fireworks and a big parade.*

Spanish: celebrar, festejar

forms: celebrated, celebrates, celebrating

## decorate

verb

definition: When you decorate something, you add things to it that make it fun to look at. People often decorate a room for a party with lights or balloons. They decorate cakes with things like colored icing and flowers.

*Mia decorated all her school folders with star stickers.*

Spanish: decorar, adornar

forms: decorated, decorates, decorating

## future

noun

definition: When you talk about tomorrow or next week or next year, you are talking about the future. The future is the time that is ahead of us.

*Harrison hopes that he will become a doctor in the future.*

Spanish: futuro

## healthy

adjective

definition: When you are healthy, you feel good and you are not sick.

*After staying home for a week because of a cold, Isabel was finally healthy enough to go back to school.*

Spanish: sano, saludable

forms: healthier, healthiest

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

1. Why does Gina's grandmother come visit Gina's family all the way from Korea?

- A. to teach Gina how to make Korean food
- B. to celebrate the one-year birthday of Gina's little sister
- C. to teach the baby how to crawl and speak Korean
- D. to help out her daughter with the baby by babysitting

2. How does Gina's grandmother describe the one-year birthday celebration in Korean culture?

- A. as important because many people in Korea decide what career they're going to do when they're a baby
- B. as not that important because the two-year birthday is the most important birthday traditionally
- C. as funny because there is a tradition where the family puts on a funny play to make the baby laugh
- D. as important because a baby turning one meant the family knew they would grow up to be a healthy child

**3. Read the following sentences from the text.**

"That morning, Gina's mom set up the table for the baby's first-birthday game. She placed books and pens, a stethoscope, a bowl of rice, and a ball of string in the middle of the table.

'Those are Annie's fortune items,' Grandma explained. 'We will see what she picks up first. That might offer a hint about her future. Will she be a doctor, a lawyer, or a teacher? Will she enjoy great success? Will she live a long life? We'll see what she chooses!'"

Based on this evidence, what conclusion can you draw about the baby's first-birthday game?

- A. The game must be played at night because there are important parts of it that have to do with the stars.
  - B. The fortune items are a very important part of the game because they stand for the baby's future life.
  - C. The game doesn't have much to do with the baby, but instead is only for the adults and family members.
  - D. The baby's favorite food or drinks are an important part of the game because they are part of the set up.
- 4. Before her sister's party, the dog takes the fortune items. How does Gina solve this problem?**
- A. She finds objects to replace the fortune items.
  - B. She follows the dog until she finds the items.
  - C. She goes to the store with her grandmother to buy new items.
  - D. She tells her parents to move the party.
- 5. What is the main idea of this text?**
- A. Gina's grandma comes all the way from Korea to visit her grandchildren because she misses them and wants to learn more about them.
  - B. The fortune items in Korean tradition show what a baby will do with his or her future life based on what objects the baby picks up.
  - C. Gina learns about Korean traditions from her family for her little sister's first birthday and solves a problem when important objects go missing.
  - D. Gina is confused why her grandmother is visiting for her sister's birthday but not for her birthday, so she gets sad and angry with her family.

# Day 8

## Jellyfish Skip Counting

Help the jellyfish finish the counting sequences.



A. 100, 200, \_\_\_\_\_, 400, \_\_\_\_\_, 600, \_\_\_\_\_

B. 260, 270, \_\_\_\_\_, 290, \_\_\_\_\_, \_\_\_\_\_

C. 160, 165, 170, \_\_\_\_\_, \_\_\_\_\_, 185, \_\_\_\_\_



D. 402, 404, \_\_\_\_\_, 408, \_\_\_\_\_, \_\_\_\_\_

E. 386, 486, 586, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_



F. 815, 715, 615, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

G. 563, 573, \_\_\_\_\_, 593, \_\_\_\_\_, \_\_\_\_\_



H. \_\_\_\_\_, 154, 156, 158, \_\_\_\_\_, \_\_\_\_\_

I. 360, 350, \_\_\_\_\_, \_\_\_\_\_, 320, \_\_\_\_\_

J. 682, 684, \_\_\_\_\_, 688, \_\_\_\_\_, \_\_\_\_\_



K. 461, 471, 481, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

L. 275, 280, \_\_\_\_\_, 290, \_\_\_\_\_, \_\_\_\_\_

Name: \_\_\_\_\_ Type: PPW-WU (M)

**Mastery**

Samuel has 48 dimes, 175 pennies, and 92 nickels. How many coins does he have?

Equation/Number Sentence that matches the story:

Equation/Number Sentence that matches your work:

Answer: \_\_\_\_\_

## The Ganges River

This text is excerpted from an original work of the Core Knowledge Foundation.



Hindu pilgrims bathe in the Ganges River because they believe the water is holy.

To many people in India, which is located in Asia, the water of the Ganges (/gan\*jeez/) River is special. To followers of the Hindu **religion**, the Ganges is a holy river. Poets have written poems and songs about it. **Sculptors** have carved fountains and statues to **honor** it.

Many Indians call the Ganges River "Mother Ganges." They use this name because the river brings life to dry lands. Each year, the dry season comes. It turns everything to dust. The Ganges River, however, still has water in it.

The river also brings life to the people in the country of Bangladesh (/bang\*la\*desh/). This is where the Ganges River's mouth is found. As the great river **approaches** its end near the Indian Ocean, it breaks into many small waterways. The water slows, and it drops the silt it has been carrying. The silt piles up at the mouth of the Ganges and forms a wedge of land called a delta.

# Vocabulary

## approach

verb

definition: When you approach something, you come up to it or go near it.

*Be careful when you approach a strange dog.*

Spanish: acercarse, aproximarse

forms: approached, approaches, approaching

## honor

verb

definition: When you honor someone, you value who they are or what they did. You show them that you respect and appreciate them very much.

*Our town had a parade to honor the astronaut who was born here.*

*Many people honor their mothers on Mother's Day by giving them cards and presents or taking them out for a meal.*

Spanish: honrar, rendir homenaje

forms: honored, honoring, honors

## religion

noun

definition: When you have a religion, you have a belief in a god or gods. People's religions help them answer questions such as who created the world and what happens to people after they die. Religions also contain beliefs about the right way for people to live.

Spanish: religión

## sculptor

noun

definition: A sculptor is a person who makes sculptures. A sculpture is something that people make as a piece of art. A sculpture can be any shape, and it is often made out of stone, clay, wood, or metal. Sometimes a sculpture looks like a person or an animal. Sometimes it doesn't look like any real thing at all.

Spanish: escultor

1. How do many people in India think about the Ganges River?

- A. They think it's nice to swim in.
- B. They think it makes India tropical.
- C. They think it's a special river.
- D. They think its name should change.

2. How do followers of the Hindu religion describe the Ganges River?

- A. as a stormy river
- B. as a holy river
- C. as a wedge of land
- D. as a river's mouth

3. Read the following sentences from the text.

"Many Indians call the Ganges River "Mother Ganges." They use this name because the river brings life to dry lands. Each year, the dry season comes. It turns everything to dust. The Ganges River, however, still has water in it."

What conclusion can you draw from this evidence?

- A. During the very dry season in India, the Ganges River runs dry.
- B. Many call the Ganges River "Mother Ganges" because of its many fish.
- C. The Ganges River always has water because it rains a lot in India.
- D. The Ganges River plays an important role in supporting life in India.

4. According to the text, how does the Ganges River help the people of Bangladesh?

- A. The Ganges River brings water to the animals of Bangladesh during the dry season.
- B. The Ganges River creates a small wedge of land, called a delta, when it reaches India.
- C. The Ganges River has helped many poets and sculptors in Bangladesh become famous.
- D. The Ganges River ends in Bangladesh and splits into small waterways that people benefit from.

5. What is the main idea of this text?

- A. As the Ganges River ends in Bangladesh, it drops the silt it has been carrying and creates a delta.
- B. The Ganges River is always flowing with water other than during the dry season each year.
- C. The Ganges River is an important and sacred river for the people of India and Bangladesh.
- D. India is a country that is located in Asia and has the Ganges River running through it.

# Day 9

## Popsicle Numbers

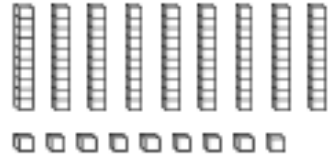
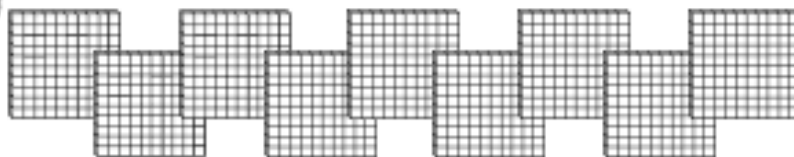
Write the number on the popsicle in word form and expanded form. Then color the blocks for that number.

1

Word Form \_\_\_\_\_



Expanded Form \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

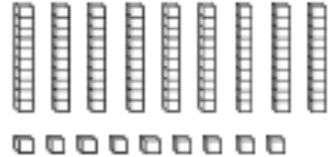
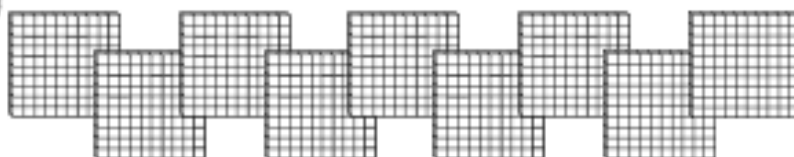


2

Word Form \_\_\_\_\_



Expanded Form \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

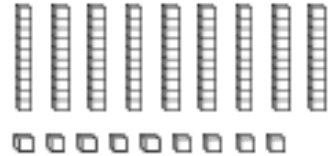
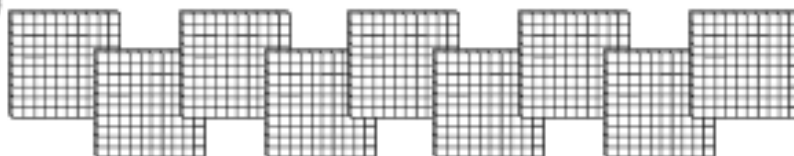


3

Word Form \_\_\_\_\_



Expanded Form \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

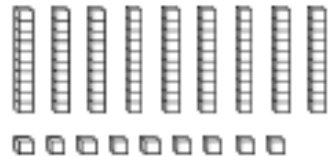
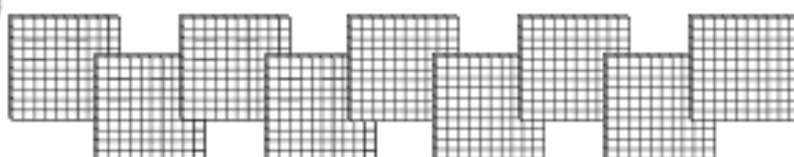


4

Word Form \_\_\_\_\_



Expanded Form \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_

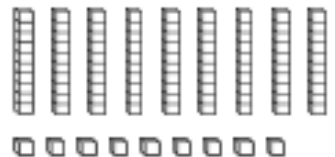
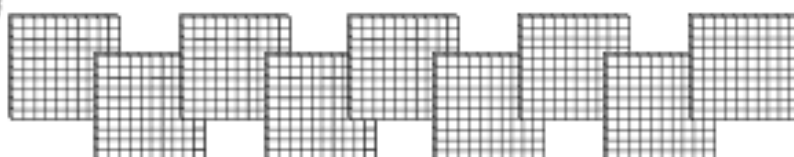


5

Word Form \_\_\_\_\_



Expanded Form \_\_\_\_\_ + \_\_\_\_\_ + \_\_\_\_\_



Name: \_\_\_\_\_ Type: SCU

There were 82 leaves on the tree. Some of them blew away. Now there are 43 leaves on the tree. How many leaves blew away?

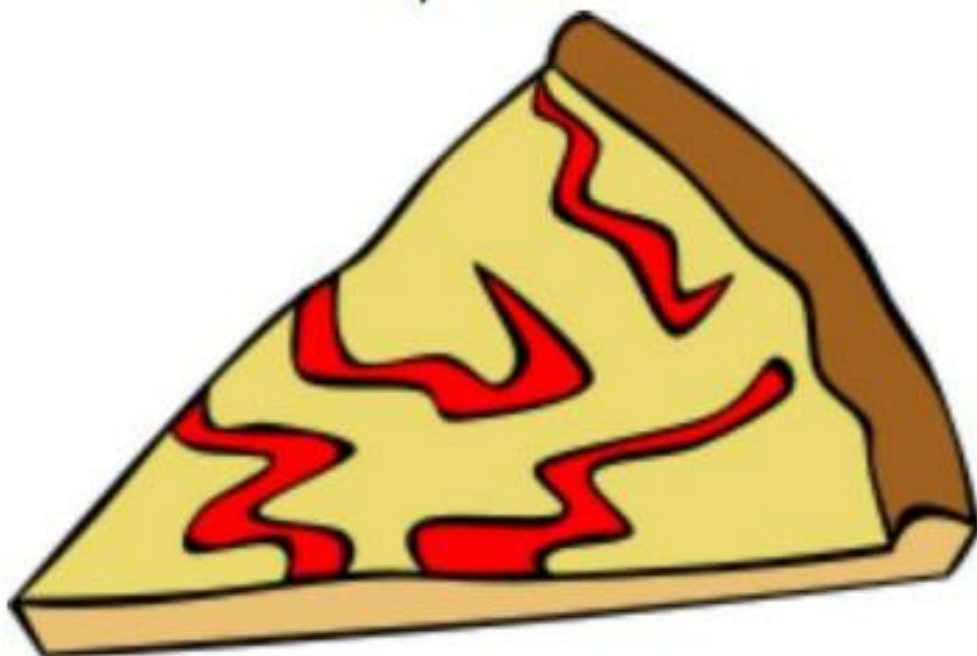
Equation/Number Sentence that matches the story:

Equation/Number Sentence that matches your work:

Answer: \_\_\_\_\_

## Parents' Day

by Pilot Viruet



drawing of a slice of pizza

Ten-year-old Brian trudged into his house and dropped his backpack on the ground with a loud THUD.

That startled his Aunt Erika, who was making dinner. She quickly came into the living room, wiping her hands on a dishtowel. Aunt Erika took one look at Brian's **face** and asked, "What's wrong? Did anything happen at school today?"

Brian shrugged.

"Come on, Brian, I can tell when something is bothering you."

Brian reached into his backpack and handed his aunt a crumpled-up piece of paper. She smoothed it out and read out loud: "Next Monday is our school's Parents Day. Your moms and dads are **invited** to visit our classroom, talk about their jobs, and eat free pizza." Aunt Erika smiled. "Free pizza! That sounds pretty good."

"But it's Parents' Day," Brian responded, unhappily. "That means Moms and Dads. And I don't have a Mom or Dad. I love you but you're my aunt, and Marie is your wife."

Aunt Erika paused. "Well, I think this note includes a little mistake. What it should say is,

'Family Day.' You know that the people who take care of you can be anyone-not just your mother or father."

Marie, who was standing in the doorway, joined the conversation. "Brian, do you remember when we read that "All Kinds of Families" book? Remember how it said that some kids grow up in two-parent families while others grow up with only a mom or dad? Some kids are adopted. Some are **raised** by a foster parent, a step-parent, or a godparent. Some kids are **raised** by their siblings."

"Yeah, I remember that," Brian said, quietly. "But this is about my class, and I don't want to be different from all the other kids."

"Hmmm," Aunt Erika answered. "Let's try an **experiment**. Think about your classmates. Do all of them have a mom and a dad?"

Brian was quiet for a moment. "Well, I know that Kiese lives with his grandmother," he responded. "And Jess told me that she lives with her older sister." He stopped to think. "I wonder if they'll come on Monday."

"Do you think Keise and Jess would want them to come?" Marie asked.

"For sure. Otherwise they'd be all alone on Parents Day. That would be sad."

"And.... ?" asked Aunt Erika. Brian was quiet. She waited.

"And I want my family there, too," Brian finally said. "Can both of you come on Monday?"

"Of course!" Aunt Erika and Marie said at the exact same moment. It sounded as if they were singing in a chorus.

With a big smile, Aunt Erika added, "And you know, Brian, we never turn down pizza!"

## Vocabulary

### experiment

noun

definition: An experiment is a careful test used to discover or understand something that is not known. Scientists often do experiments.

*Our science class did an experiment that helped us learn how different amounts of water affect the growth of bean plants.*

Spanish: experimento

# face

noun

definition: The face is the front part of your head. Your eyes, nose, and mouth are parts of your face.

*The dog excitedly jumped on Aaron and licked his face.*

*Jessie washes her face in the sink every morning after she wakes up.*

Spanish: cara

# invite

verb

definition: When you invite someone, you ask them to come somewhere or do something with you.

*Kevin invited all of his friends to his birthday party.*

Spanish: invitar

forms: invited, invites, inviting

# raise

verb

definition: When you raise children, plants, or animals, you take care of them and help them to grow.

Spanish: criar, cultivar

forms: raised, raises, raising

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

1. What is happening at Brian's school on Monday?

- A. The school is having an end-of-the-year party.
- B. The school is opening its new cafeteria.
- C. The school is having Parents' Day.
- D. The school is having Grandparents' Day.

2. Why does Brian feel upset about Parents' Day?

- A. He is worried that he will be sick on Parents' Day.
- B. He feels like his mom will not want to come to his school.
- C. He knows his aunt won't be allowed to come to his school.
- D. He doesn't have a mom or dad to come with him to school.

**3. Read the following sentences from the text.**

"Aunt Erika paused. 'Well, I think this note includes a little mistake. What it should say is, 'Family Day.' You know that the people who take care of you can be anyone-not just your mother or father.'

Marie, who was standing in the doorway, joined the conversation. 'Brian, do you remember when we read that "All Kinds of Families" book? Remember how it said that some kids grow up in two-parent families while others grow up with only a mom or dad? Some kids are adopted. Some are raised by a foster parent, a step-parent, or a godparent. Some kids are raised by their siblings.'"

What conclusion can you draw about Brian and his aunts from this information?

- A. Aunt Erika and Marie are trying to make Brian feel better by teaching him that there are all kinds of families.
- B. Aunt Erika and Marie don't know Brian very well so they don't know how to make him feel better.
- C. Aunt Erika and Marie want Brian to switch schools because they don't like his current school.
- D. Aunt Erika and Marie want to teach Brian that there are many different ways to have fun as a family.

**4. Aunt Erika suggests an experiment, and asks Brian to think about his classmates' families. How does Aunt Erika's experiment change Brian's thinking?**

- A. He thinks that his aunts might not be able to come to this Parents' Day, but they can come to a different school party.
- B. He thinks that his classmates should be able to bring whoever they want to Parents' Day, so he should be able to, too.
- C. He thinks that his classmates should only be allowed to bring one parent, and he should be able to bring one of his aunts.
- D. He thinks that his aunts probably don't want to come to Parents' Day, but they can do something else special together.

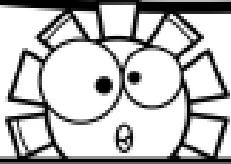
**5. What is one theme of this story?**

- A. People don't always understand other people's differences, but it's important to at least try.
- B. Having a sense of humor about life and the different troubles that life brings can be a good tool.
- C. Making friends can be hard in a new place, which is why it's important to be friendly and kind.
- D. There are many different kinds of families, and all of them should be celebrated and honored.

# Day 10

## Sunshine Values

Write your answers on the lines.

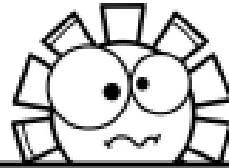


651

how many 100s - \_\_\_\_\_

how many 10s - \_\_\_\_\_

how many 1s - \_\_\_\_\_



549

how many 10s - \_\_\_\_\_

how many 100s - \_\_\_\_\_

how many 1s - \_\_\_\_\_



679

the value of the 6 is- \_\_\_\_\_

the value of the 7 is- \_\_\_\_\_

the value of the 9 is- \_\_\_\_\_



815

the value of the 8 is- \_\_\_\_\_

the value of the 1 is- \_\_\_\_\_

the value of the 5 is- \_\_\_\_\_

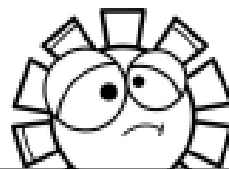


397

add 1 \_\_\_\_\_

add 10 \_\_\_\_\_

add 100 \_\_\_\_\_



419

add 1 \_\_\_\_\_

add 10 \_\_\_\_\_

add 100 \_\_\_\_\_

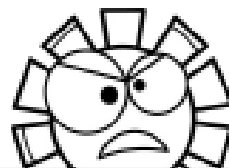


610

subtract 1 \_\_\_\_\_

subtract 10 \_\_\_\_\_

subtract 100 \_\_\_\_\_



205

subtract 1 \_\_\_\_\_

subtract 10 \_\_\_\_\_

subtract 100 \_\_\_\_\_

Name: \_\_\_\_\_ Type: ISU

Kartier had some money. During the summer, he earned 57 dollars. Now he has 85 dollars. How much money did he have to start with?

Equation/Number Sentence that matches the story:

Equation/Number Sentence that matches your work:

Answer: \_\_\_\_\_

# Reigner's Words

by Ron Anahaw



blue crab

Reigner loved to eat *alimasag*. It was one of his favorite things about living in Baltimore. His parents raised him on a diet full of rice and *adobo*, but also enjoyed local favorites like these pink shellfish with big claws. They always ate it with Baltimore's favorite Old Bay seasoning.

Some days before he left for school, Reigner would ask, "Can we eat alimasag tonight?" His parents smiled and often said yes. They wanted him to be as much a Baltimorean as he was Filipino.

So Reigner was ready when his teacher, Mr. Hawkins, asked students to name their favorite animal. "Tell me what it is," Mr. Hawkins said, "and in the next few days you will make a presentation about it."

Reigner knew **exactly** which animal he would choose.

As students picked, Mr. Hawkins wrote their choices on the board: cow, octopus, giraffe, lion.

No one had chosen Reigner's animal yet!

"Reigner? What animal do you choose?" Mr. Hawkins asked.

"The alimasag!"

"I'm sorry, what?"

A few of Reigner's classmates giggled.

"The... alimasag." Reigner made **pinching** motions with two fingers. "Like this?"

A boy sitting behind Reigner laughed loudly. "What is *that*?" he asked, **pinching** his fingers like Reigner.

Now the rest of the class laughed. Reigner, embarrassed, sank into his chair.

Mr. Hawkins blinked a few times. "Oh...a crab?"

Reigner quietly nodded.

Mr. Hawkins wrote 'crab' on the board. "Shh, settle down, everyone. That was just another way to say 'crab.' Right, Reigner?"

"I guess so," he answered, quietly.

The rest of the class went on to name their favorite animals, but Reigner felt too embarrassed to pay attention. He waited for recess and instantly ran outside. He wanted to be alone.

Reigner thought about what had happened. His parents sometimes spoke to him in the Filipino language of Tagalog. That meant they might use different words than other people did. For example, Mr. Hawkins said "dog" while his mom said "aso." He said "bathroom" but his dad said "banyo." And, Reigner realized, when his parents said "alimasag," other people said "crab."

Now Reigner climbed to the top of the jungle gym. He watched his classmates. Two of them **pinched** their fingers together and their friends laughed. Reigner wanted to hide.

Suddenly, a dog **sprinted** onto the playground. The dog was acting wild, barking loudly, even tripping a boy as it ran between his legs.

"Stop! Stop!" kids shouted. Mr. Hawkins tried to chase the dog but it was too fast. The pooch wasn't listening to anyone.

Reigner climbed down to the ground. The dog started running toward him. He held up a hand and called out, "Tigil!"

Startling everyone, the dog stopped. Even Reigner looked surprised. Then he pointed down and said, "Umupo." The dog sat! "Good aso," Reigner said, scratching the dog behind its ears. The dog calmed down.

"Wow!" said a girl nearby. "How did you do that?"

A moment later a woman ran onto the playground, an empty leash in her hands. Out of breath, she hurried over to Reigner. "I'm so sorry, this is my dog," she said. Then she clipped the leash back onto his collar. "Praning, you can't do that..."

"I told him to tigil and he did," Reigner told her.

"Well, that's because I **trained** him in Tagalog!" the woman replied. "Thank you for helping Praning. I don't know what I would have done if you weren't here."

After the lady apologized to Mr. Hawkins and left with her dog, some of Reigner's classmates ran over to him.

"How did you do that? !"

"Can you teach me?"

"That was awesome!"

Reigner was embarrassed, but in a good way now. A couple of kids began **pinching** their fingers. "Tell us about the alimasag!" they shouted.

Soon, everyone was **pinching** fingers together like Reigner. He **pinched** his together too, happily laughing with his classmates.

# Vocabulary

## exactly

adverb

definition: If two things are exactly the same, they are the same in every way. When you do exactly what you want, you do just what you want and nothing else.

*Timmy and Tommy are identical twins. They look exactly the same.*

Spanish: exactamente, precisamente

## pinch

verb

definition: When you pinch something, you press it hard between two surfaces, such as your finger and thumb.

*I closed the window and it pinched my finger.*

Spanish: pellizcar, machucar

forms: pinched, pinches, pinching

## sprint

verb

definition: to run or go at top speed.

*He sprinted to the top of the hill to catch the bus.*

Spanish: correr a toda velocidad, esprintar, precipitarse

forms: sprinted, sprinting, sprints

## train

verb

definition: When you train someone, you teach them how to do something.

*Darnell trained his dog to catch a ball, bring it back to him, and drop it at his feet.*

Spanish: entrenar, adiestrar, formar, amaestrar

forms: trained, training, trains

1. What food does Reigner love to eat?

A. adobo

B. rice

C. alimasag

D. pork

2. What causes Reigner to feel embarrassed when his class is talking about their favorite animals?

- A. His favorite animal is a crab, which other students think is weird and not a normal animal.
- B. He decides that he doesn't have a favorite animal and his classmates make fun of him.
- C. He doesn't know the English word for his favorite animal and his classmates make fun of him.
- D. He doesn't know the Tagalog word for his favorite animal so the other kids make fun of him.

3. Read the following sentences from the text.

"His parents sometimes spoke to him in the Filipino language of Tagalog. That meant they might use different words than other people did. For example, Mr. Hawkins said 'dog' while his mom said 'aso...'

Then he pointed down and said, 'Umupo.' The dog sat! 'Good aso,' Reigner said, scratching the dog behind its ears."

What do you know about Reigner based on this information?

- A. He doesn't ever speak Tagalog in his classroom or at school.
- B. He can't remember the Tagalog word for dog anymore.
- C. He tries to speak to the dog in English before using Tagalog.
- D. He uses the Tagalog he knows from his parents to speak to the dog.

4. How do Reigner's classmates' reactions to him speaking Tagalog change during this story?

- A. At first, they make fun of him, but then later they think it's impressive and want to learn more.
- B. At first, they think it's cool, but then later they decide they don't think it's cool.
- C. At first, they make fun of him, but later they feel sorry and apologize for how they treated him.
- D. At first, they act angry that he knows another language, but then they're happy for him.

5. What is one main theme of this story?

















- A. Meeting new people and making friends can be hard, but once you know the things they like and don't like, it's easier.
- B. Even though it can be hard sometimes, being different means that you can do things that other people cannot.
- C. Being friendly and having a positive attitude will inspire other people to have the same positive attitude.
- D. Working as a team is a better way to solve problems than working by yourself.

# Day 11

## Ice-Cream Comparing Comparing 3 Digit Numbers



Compare the numbers. Write  $<$ ,  $>$  or  $=$  on the ice-creams.

231		213	853		538	719		917	562		651
417		471	775		755	409		490	420		422
999		99	653		635	581		581	614		640
572		577	819		819	665		655	807		870

Color the ice-cream if its statement is true.



$404 > 401$



$712 = 721$



$618 > 608$



$530 < 532$



$118 > 181$



$921 < 927$



$88 \text{ tens} = 880$



$9 \text{ tens} > 9 \text{ hundreds}$



$7 \text{ hundreds} > 77 \text{ ones}$



$6 \text{ hundreds} = 60 \text{ tens}$

Name: \_\_\_\_\_ Type: CRU

Leo picked 63 cherries off the cherry tree. He picked 34 more cherries than Bruce. How many cherries did Bruce pick?

Equation/Number Sentence that matches the story:

Equation/Number Sentence that matches your work:

Answer: \_\_\_\_\_

# Sundarbans Mangroves

by ReadWorks



photograph of boat floating down river in the Sundarbans mangrove forest

*Photo Credit: Suman85, CC BY-SA 4.0*

Bangladesh is home to the largest mangrove forest in the world, the Sundarbans mangrove forest. Mangroves are shrubs or small trees that live near or in water. They are found in or along rivers, shores, or estuaries. An estuary is the place where the river meets the sea. Mangroves grow in **tropical** regions. **Tropical** storms often occur in these regions, so the mangroves have **adapted** to survive these storms. Mangroves are extremely tough.

It is not surprising that Bangladesh has such a large mangrove forest. After all, Bangladesh is a **tropical** country with many rivers. The Sundarbans mangrove forest is so large that it goes beyond Bangladesh into India. Around 60% of the forest is in Bangladesh, and the other 40% is in India.



photograph of mangroves

There are many different animal species that live in the Sundarbans mangrove forest. For example, 270 bird species live and breed in this forest. **Endangered** species also live in these mangroves, including the Royal Bengal tiger. It is important for these mangroves to **remain** strong and healthy because **endangered** animal species need them to stay alive.



photograph of deer in the Sundarbans mangrove forest  
Photo Credit: Debayan2001, CC BY-SA 4.0

However, people have been cutting down the mangroves in this forest. They've been cutting down these trees for two reasons. One reason is that they want to use or sell the mangrove wood. The second reason is that they want to replace the mangroves with canals. These canals would carry water from the rivers to the nearby farms. The water would help the soil stay fertile.

## Vocabulary

### adapt

verb

definition: When a person adapts to a new situation, they make changes in the way they think or the way they do things. They adapt so that they can live or be happier under new conditions. If a plant or animal adapts, it changes its body or behavior so that it can live under new conditions, such as having to live in a new place or in a different climate.

*She didn't like her new school at first, but she adapted, and now she likes it better than her old school.*

*The animals eventually adapted to the colder climate.*

Spanish: adaptarse

forms: adapted, adapting, adapts

### endangered

adjective

definition: When a type of animal is endangered, it means that few of these animals exist now, and it's possible that there will be no more of these animals in the future. Animals become endangered when they can no longer find the food they need to eat or because there is no more place for them to live.

*Many wild animals are becoming endangered due to humans cutting down forests to make farms or to raise cattle.*

# remain

verb

definition: When something remains, it is still there when all the others have gone. If only one old building remains on your block, then it is the only one left there now. Let's say that only your best friend remained after your party. This means that everyone else went home, but your best friend stayed.

*After supper, all the sausage pizza was gone, but two pieces of mushroom pizza remained in the box.*

Spanish: permanecer, quedar, estar, seguir

forms: remained, remaining, remains

# tropical

adjective

definition: of, having to do with, characteristic of, or happening near the equator.

*The tropical weather made him sweat.*

Spanish: tropical

## 1. What are mangroves?

- A. places where the river meets the sea
- B. tropical storms that occur in forests
- C. tropical countries with many rivers
- D. shrubs or small trees that live near or in water

## 2. How does the text describe the Sundarbans mangrove forest?

- A. as a small group of trees that local farmers take care of during storms
- B. as a forest of tall trees that grows in the driest areas of Bangladesh
- C. as a large mangrove forest in Bangladesh with many different animal species
- D. as the hottest mangrove forest in the world with very little animal life

**3. Read the following sentences.**

"270 bird species live and breed in this forest. Endangered species also live in these mangroves, including the Royal Bengal Tiger. It is important for these mangroves to remain strong and healthy because endangered animal species need them to stay alive."

What can you conclude based on this information?

- A. If something harmed the mangrove forests, endangered animal species would also be harmed.
- B. People only visit the Sundarbans mangrove forest to see the 270 bird species that live there.
- C. It is important to replace the mangroves with canals so the nearby farms can have fertile soil.
- D. The Royal Bengal Tiger does not need the mangroves to stay alive.

**4. Based on the text, how have humans hurt the Sundarbans mangrove forest?**

- A. Humans scare away the endangered animals when they visit the park.
- B. Humans cut down the mangroves to use the wood or to build canals.
- C. Humans collect mangrove leaves to make a special soup.
- D. Humans use the Sundarbans mangrove forest to farm vegetables.

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

- A. Bangladesh is a tropical country that is home to many different animal species, such as 270 bird species.
- B. The mangroves in the Sundarbans mangrove forest are being cut down to use as wood or to build canals.
- C. The Sundarbans mangrove forest is a large forest in Bangladesh that supports many animal species, but is being threatened by humans.
- D. The Sundarbans mangrove forest is so large that it grows in two countries, Bangladesh and India.

# Day 12

76. Jessica's class needs 75 cookies. She has baked 26 chocolate chip cookies and 25 peanut butter cookies. How many more cookies does she need to bake?

- Circle Important Numbers
- Box Keywords
- Underline Question

Plan:

\_\_\_\_\_

- Picture
- Table/Chart
- Bar Model
- Organized List
- Pattern
- Guess & Check
- Work Backwards
- Logical Reasoning
- Skip Count

Solve:

Add

Subtract

\_\_\_\_\_

Check:  Answer the question in a complete sentence.

Standard  
2.OA.A.1

Page  
76

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

Name: \_\_\_\_\_ Type: CDU

Ms. Sullivan has 71 prizes in her prize box. Ms. Richardson has 45 prizes in her prize box. How many more prizes does Ms. Sullivan have than Ms. Richardson?

Equation/Number Sentence that matches the story:

Equation/Number Sentence that matches your work:

Answer: \_\_\_\_\_

# Sophia and the Plátanos

by Julia Betancourt



photograph of plantains frying in oil

Image by Marco Verch Professional Photographer via Flickr [CC BY 2.0]

Nine-year-old Sophia sat at the kitchen table, looking at the plantains. Today she was going to work with Abuela to turn those banana-like **fruits** into *plátanos maduros*. Sophia loved eating *plátanos* and liked watching her family cook. She wasn't sure, however, that she could do what Abuela wanted.

When Mom made plantains, she held them with her left hand and peeled them with her right. Titi Olga **poured** oil into the pan, holding the huge bottle with two hands. Tío Oscar flipped his plantains with a fork in each hand. How could Sophia peel or **pour** or flip plantains when she didn't *have* two hands?

"Sophia, have you started to peel the plantains?" Abuela asked.

Sophia covered her left arm, which ended near her elbow, with her right hand. Because she had been born with one hand, she sometimes **struggled** to do the same things her little brother, Camilo, did-like climbing monkey bars or cutting toast. She wasn't sure how she could peel a plantain.

"Sophia, put the plantain on your grip board," her grandmother said. Abuela picked up the plantain and moved it to Sophia's bumpy cutting board so it would stay in place. "Now cut the

skin a little, so you can grab the ends and pull it off the **fruit**."

Sophia did just what Abuela said. She watched as the brown skin of the plantain peeled off in her hand, revealing the **fruit** underneath.

"*Bueno*, now cut it so each piece is the size of my thumb," Abuela said.

Sophia put the plantain back on the grip board. Next, she took her knife and carefully sliced the plantain into thumb-sized pieces, like Abuela always did.

"*Perfecto*. Let's fry them."

Sophia bit her lip, worried about how she'd **pour** the oil or flip the maduros. Still, she moved over to the stool near the hot stove, where Abuela had already heated the pan. Abuela passed Sophia a small bottle of oil. Sophia smiled. She might not be able to **pour** a big gallon of milk like Camilo could, but she could pour a half-gallon. So she could definitely **pour** a small oil bottle.

"Now, we put the plantains into the pan," Abuela said, dropping them in.

"How will I flip them?" Sophia asked.

Abuela smiled, grabbed a fresh pan and **poured** a tiny bit of oil into it. She **prepared** the pan just like she helped Sophia prepare the first one.

"We're going to flip the *entire* pan."

Abuela took Sophia's hand in hers. Grabbing the pan of plantains, together they turned it upside-down over the new pan. The plantains flipped over. After a few minutes, Abuela turned off the stove. Then she put the *plátanos maduros* on a plate and gave Sophia a fork. Sophia quickly began eating.

"What do you think?" Abuela asked.

"I think I made *plátanos maduros*!"

## Vocabulary

### fruit

noun

**definition:** A fruit is the part of a plant that has seeds. Apples, oranges, and bananas are some of the fruits that people eat. Most fruits that people eat are sweet, but some fruits, like tomatoes and avocados, are not. People often eat fruits without cooking them.

*Oranges are my favorite fruit, but I also love fresh strawberries.*

**Spanish:** fruta, fruto

**forms:** fruits

### pour

verb

**definition:** When you pour something, you make it flow out of something in a stream. Often, we pour liquids like milk or juice, but we also pour dry things like salt or cereal.

*Evan poured maple syrup onto his pancakes.*

*I always think it's odd when my brother pours milk into his bowl before he pours in his cereal.*

**Spanish:** servir, verter, echar

**forms:** poured, pouring, pours

### prepare

verb

**definition:** When you prepare something, you get it ready. If you prepare your house for guests, you get it ready for them. When teachers prepare students, they get them ready for something.

*Alicia is preparing her room because her grandma will sleep there when she comes to visit.*

**Spanish:** preparar

**forms:** prepared, prepares, preparing

### struggle

verb

**definition:** When you struggle with something, you work or fight hard to manage it or have success with it.

*She struggled with the problem until she finally solved it.*

**forms:** struggled, struggles, struggling

1. What dish is Sophia making with her Abuela?

- A. *pupusas*
- B. *arroz con frijoles*
- C. *plátanos maduros*
- D. *tres leches*

2. How does Sophia feel about cooking *plátanos maduros* with her Abuela?

- A. She is nervous that she won't be able to do all the steps necessary to make the dish because she was born with one hand.
- B. She is angry because her brother makes *plátanos maduros* often without her and feels like it is unfair.
- C. She is happy that she has the time to try making the dish alone without help to show that she can do it.
- D. She is confused because she always thought that *plátanos maduros* tasted bad but now she's not sure.

3. Sophia is willing to try to do things even if she's not sure that she can do them with one hand.

What evidence from the passage supports this idea?

- A. "Abuela smiled, grabbed a fresh pan and poured a tiny bit of oil into it. She prepared the pan just like she helped Sophia prepare the first one."
- B. "Then she put the *plátanos maduros* on a plate and gave Sophia a fork. Sophia quickly began eating."
- C. "Today she was going to work with Abuela to turn those banana-like fruits into *plátanos maduros*."
- D. "Sophia bit her lip, worried about how she'd pour the oil or flip the *maduros*. Still, she moved over to the stool near the hot stove, where Abuela had already heated the pan."

4. How does Abuela support Sophia while they're cooking together?

- A. She tells Sophia a story where the main character learns how to cook.
- B. She tells her to figure it all out on her own so she can be independent.
- C. She gives her instructions and helps her when she needs help.
- D. She reminds Sophia of her own struggles in life and how she overcame them.

5. What is one important theme in this story?

- A. It's important to remind your friends that you care about them.
- B. Being careful with what you say to other people means you won't hurt their feelings.
- C. Family members sometimes don't know us as well as we think they do.
- D. It's good to try to do new things, even if you're worried you can't do them.

# Day 13

## Summer Bees Riddle 2 Digit Addition with 2, 3 and 4 Addends



Answer the additions. Circle the answers that are more than 200. Write the words for these answers on the lines below to answer the riddle.

Can $\begin{array}{r} 43 \\ + 27 \\ \hline \end{array}$	They $\begin{array}{r} 65 \\ + 31 \\ \hline \end{array}$	Who $\begin{array}{r} 76 \\ + 77 \\ \hline \end{array}$	When $\begin{array}{r} 81 \\ + 19 \\ \hline \end{array}$	I $\begin{array}{r} 72 \\ + 88 \\ \hline \end{array}$
We $\begin{array}{r} 30 \\ 12 \\ + 86 \\ \hline \end{array}$	It's $\begin{array}{r} 63 \\ 84 \\ + 82 \\ \hline \end{array}$	do $\begin{array}{r} 27 \\ 74 \\ + 12 \\ \hline \end{array}$	can't $\begin{array}{r} 95 \\ 25 \\ + 38 \\ \hline \end{array}$	swarm $\begin{array}{r} 55 \\ 93 \\ + 62 \\ \hline \end{array}$
isn't $\begin{array}{r} 36 \\ 41 \\ 71 \\ + 82 \\ \hline \end{array}$	we $\begin{array}{r} 53 \\ 71 \\ 44 \\ + 12 \\ \hline \end{array}$	buzz $\begin{array}{r} 62 \\ 46 \\ 16 \\ + 50 \\ \hline \end{array}$	it $\begin{array}{r} 45 \\ 45 \\ 63 \\ + 71 \\ \hline \end{array}$	talk $\begin{array}{r} 45 \\ 30 \\ 29 \\ + 63 \\ \hline \end{array}$

What do bees say in summer?



\_\_\_\_\_ !

Name: \_\_\_\_\_ Type: ICU

Andrew ate 67 sunflower seeds at lunch. After school, he ate some more. Altogether he ate 105 sunflower seeds. How many sunflower seeds did he eat after school?

Equation/Number Sentence that matches the story:

Equation/Number Sentence that matches your work:

Answer: \_\_\_\_\_

# Keisha Smiles

by Lili Little

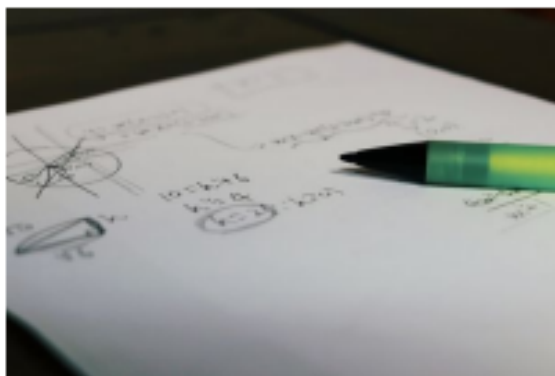
Alphabetical order was a big problem for Keisha Williams. In every list, on every line, in the lunchroom and the classroom, teachers put all the W's together. Alice Wilkins was always one place ahead of Keisha.

"You two are going to be friends," said the girls' teacher, Ms. Mubarak, "whether you like it or not."

Yeah, right. Could she be friends with Alice? *I doubt it*, Keisha thought. Alice was perfect; she was everything Keisha wasn't. Alice changed her hairstyle every day. She always wore beautiful clothing. She had polish on her nails. Keisha had plain nails, a hairdo with no beads or bows-and don't mention her hand-me-down clothes.

Alice had new glittery notebooks. Keisha's notebooks were boring black-and-white. Keisha **complained** to her mother that her notebooks were too plain. "They still have paper and lines," her mom said. "You don't need glitter to make you smart."

Keisha thought Alice's mother treated her like a grown up. Alice had a house key on a sparkly chain and bragged that she always let herself into her apartment. But when Keisha came home, she had to ring for her mother to open the door. And every time, her mom gave her a big bear hug. *That's for babies*, Keisha always thought, wriggling away.



a math test

Joshua\_seajw92 on Pixabay

One Tuesday at school when math tests were handed back, Keisha got her usual A. Seconds later, Alice turned around and whispered, "I think you're the smartest girl in our grade."

"Thank you," replied Keisha, surprised by the **compliment**.

"I'm not so good in math," Alice confessed. "I've been afraid to ask, but... can you help me?"

"Sure," Keisha said.

"At lunch?" Alice asked.

Keisha nodded.

Later, in the cafeteria, Keisha and Alice worked on math problems together. Alice **discovered** that Keisha was not just a math whiz, but also got perfect marks on every weekly spelling test.

"How do you do *that*?" Alice wondered.

"I work with my mom," Keisha explained. "I study the words by myself first, then mom quizzes me... till I know every single one."

"Oh," said Alice, "my mom works late and doesn't really have time to help me. Can we do it together?"

"Sure," Keisha nodded. "That would be fun."

After school that day, Keisha walked home, thinking of all the ways her mom helped her. When she entered the apartment, it had the warm and **spicy** smell of cooking chicken soup. Her mother met Keisha at the door and gave her the usual bear hug.

This time, Keisha didn't wriggle away. Keisha smiled.

## Vocabulary

### complain

verb

definition: When you complain, you say that you are not happy about something or that there is something wrong. If you are upset about something, you might complain about it to someone.

*My brother always complains about his food. Sometimes I think he doesn't like anything!  
My dad came home late from work, and then he complained a lot about the traffic.*

Spanish: quejar, reclamar

forms: complained, complaining, complains

### compliment

noun

definition: When someone gives you a compliment, they say something nice about you. They might say something like "I think you're very smart, or "you have pretty hair" or "you are really good at sports."

*Amanda received lots of nice compliments on the dress that her mom made for her.*

Spanish: cumplido, elogio, saludo

## discover

verb

definition: When you discover something, you find out about it. It is a new thing that you know now. When you read, you often discover things.

*When she was reading a magazine, Alicia discovered that some turtles can live for over two hundred years.*

Spanish: descubrir, encontrar

forms: discovered, discovering, discovers

## spicy

adjective

definition: When a food is spicy, it has a strong flavor and makes your tongue and mouth feel hot. Some people love spicy foods, but other people don't like them at all.

*John didn't like the pizza because there were chili peppers on it. They made it very spicy!*



Spanish: con mucho condimento, con muchas especies, picante, picona, sabroso, condimentado, sazonado

forms: spicier, spiciest

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

1. Who is always one place ahead of Keisha in every list?

- A. Keisha's sister
- B. Alice's mom
- C. Keisha's mom
- D. Alice

2. How does Keisha feel about Alice at the beginning of this text?

- A. She feels like Alice is perfect and very different from her.
- B. She feels like she and Alice have a lot in common.
- C. She feels like she has better notebooks than Alice does.
- D. She feels like Alice is nice but not good at sports.

**3. Read the following sentences from the text.**

"Later, in the cafeteria, Keisha and Alice worked on math problems together. Alice discovered that Keisha was not just a math whiz, but also got perfect marks on every weekly spelling test.

'How do you do that?' Alice wondered.

'I work with my mom,' Keisha explained. 'I study the words by myself first, then mom quizzes me... till I know every single one.'"

What can you conclude about Keisha and her mom based on this information?

- A. Keisha doesn't let her mom help her with her schoolwork most of the time.
- B. Keisha's mom spends a lot of time helping Keisha do well in school.
- C. One way that Keisha likes to study is by quizzing her mom on the words.
- D. The first time that Keisha did well on a spelling test was a big deal for her.

**4. How does Keisha's attitude towards her mom change throughout this story?**

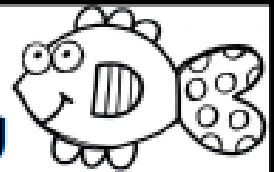
- A. At the beginning, Keisha thinks her mom treats her like a baby, but by the end of the story she is grateful for all the ways that her mom helps her.
- B. At the beginning, Keisha is mad at her mom for making her study so much, but at the end of the story she understands why studying is important.
- C. At the beginning, Keisha is sad because her mom isn't around very much, but at the end she is grateful for her mom.
- D. At the beginning, Keisha and her mom are mad at each other, but by the end of the story they are happy spending time together.

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

- A. By getting to know Alice better, Keisha sees that Alice isn't perfect and she grows to appreciate the good things in her life, like how much her mom helps her.
- B. Keisha is really good at math, and math is an important skill to have, but she is worried about her spelling tests.
- C. Keisha and Alice are rivals at school because everything about them, like their hairstyles and their notebooks, are different.
- D. Keisha's mom cooks food like spicy chicken soup, and she also helps Keisha study for her tests at school.

# Day 14

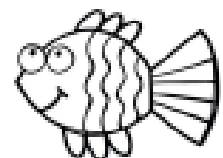
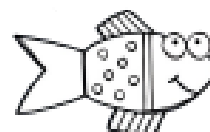
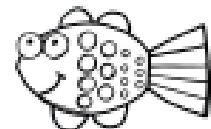
## Summer Fish Riddle 2 Digit Subtraction with Regrouping



Answer the subtraction. Circle the answers that are more than 50. Write the words for these answers on the lines below to answer the riddle.

They $\begin{array}{r} 37 \\ - 17 \\ \hline \end{array}$	Because $\begin{array}{r} 73 \\ - 18 \\ \hline \end{array}$	So $\begin{array}{r} 43 \\ - 28 \\ \hline \end{array}$	like $\begin{array}{r} 59 \\ - 39 \\ \hline \end{array}$	when $\begin{array}{r} 60 \\ - 34 \\ \hline \end{array}$
they $\begin{array}{r} 94 \\ - 21 \\ \hline \end{array}$	don't $\begin{array}{r} 84 \\ - 47 \\ \hline \end{array}$	can $\begin{array}{r} 58 \\ - 33 \\ \hline \end{array}$	are $\begin{array}{r} 88 \\ - 19 \\ \hline \end{array}$	have $\begin{array}{r} 71 \\ - 38 \\ \hline \end{array}$
to $\begin{array}{r} 44 \\ - 26 \\ \hline \end{array}$	always $\begin{array}{r} 67 \\ - 12 \\ \hline \end{array}$	go $\begin{array}{r} 73 \\ - 29 \\ \hline \end{array}$	stay $\begin{array}{r} 83 \\ - 75 \\ \hline \end{array}$	a $\begin{array}{r} 95 \\ - 77 \\ \hline \end{array}$
in $\begin{array}{r} 92 \\ - 26 \\ \hline \end{array}$	home $\begin{array}{r} 36 \\ - 18 \\ \hline \end{array}$	swim $\begin{array}{r} 94 \\ - 87 \\ \hline \end{array}$	school $\begin{array}{r} 81 \\ - 27 \\ \hline \end{array}$	place $\begin{array}{r} 67 \\ - 29 \\ \hline \end{array}$

Why don't fish go on vacation?



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ !

Name: \_\_\_\_\_ Type: M

I have 5 bags of animal crackers. There are 6 crackers in each bag. How many animal crackers do I have?

Equation/Number Sentence that matches the story:

Equation/Number Sentence that matches your work:

Answer: \_\_\_\_\_

## Japanese Breakfast: Natto

by ReadWorks



Photograph of boy eating natto  
*Tamaki Sono, CC BY 2.0*

Do you know what a **fermented** food is? **Fermented** foods go through a chemical process. Fermentation is used to make cheese, beer, wine, and other foods. In Japan, **fermented** soybeans are used to make a **popular** breakfast food called *natto*.

*Natto* is known for its strong smell and taste. The beans are sticky and smell like cheese. Many people eat *natto* with ginger and mustard. Other people like to eat it on its own. In fact, the most **common** way of eating *natto* is with rice and vegetables.

Would you like to try *natto* for breakfast?



Photograph of natto on rice  
*Janine, CC BY 2.0*

# Vocabulary

## common

adjective

definition: When something is common, it means that you can find it or see it often. When we say that grass is a common plant, we mean that we can find it in many places.

*Deer are so common where I live that I see them almost every day!*

*Snow is common in the winter here, but it is not common in the spring.*

Spanish: común, corriente, frecuente, ordinario

forms: commoner, commonest

## ferment

verb

definition: to cause to ferment.

*We fermented the grapes to make wine.*

Spanish: fermentar, hacer fermentar

forms: fermented, fermenting, ferments

## popular

adjective

definition: When something is popular, many people like it.

*Pizza is one of America's most popular foods.*

Spanish: popular

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

1. What are fermented foods?

- A. foods that go through a chemical process
- B. foods that taste salty
- C. foods that are soft and easy to eat

2. Where is *natto* eaten?

- A. Korea
- B. Singapore
- C. Japan

3. Read the following sentences from the text.

"Many people eat *natto* with ginger and mustard. Other people like to eat it on its own."

What do you know about *natto* based on this information?

- A. *Natto* tastes best late at night.
- B. *Natto* tastes different depending on the spices you eat it with.
- C. Some Japanese breakfast foods are eaten with fruit.

4. What is the taste of *natto* like?

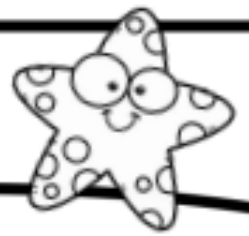
- A. sweet
- B. strong
- C. salty

5. What is the main idea of this text?

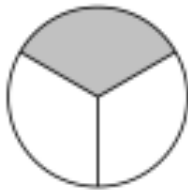
- A. Fermented foods go through a chemical process.
- B. *Natto*, a fermented soybean food, is a popular breakfast in Japan.
- C. Many people eat *natto* with rice and vegetables.

# Day 15

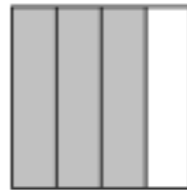
## Starfish Fractions



Color the starfish that describes how much of the shape is shaded.



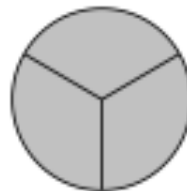
- ★ one half
- ★ two halves
- ★ one third



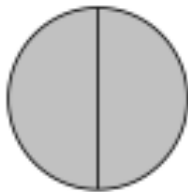
- ★ one fourths
- ★ three fourths
- ★ two quarters



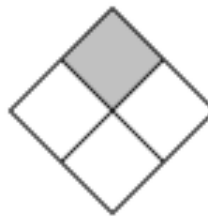
- ★ two halves
- ★ two thirds
- ★ one half



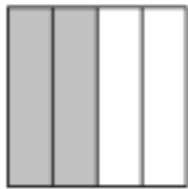
- ★ one third
- ★ two thirds
- ★ three thirds



- ★ one half
- ★ two halves
- ★ two thirds



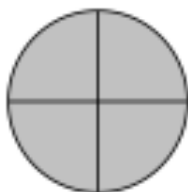
- ★ one half
- ★ one third
- ★ one quarter



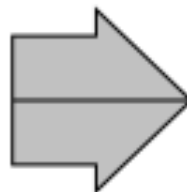
- ★ two thirds
- ★ two fourths
- ★ two halves



- ★ two halves
- ★ one third
- ★ two thirds



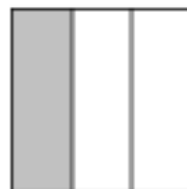
- ★ one fourth
- ★ fourth fourths
- ★ two quarters



- ★ two halves
- ★ one half
- ★ two thirds



- ★ one half
- ★ two halves
- ★ one third



- ★ one half
- ★ two thirds
- ★ one third

Name: \_\_\_\_\_ Type: CDU

Omar had 43 Cheerios in his cereal bowl. Julius had 18 Cheerios in his cereal bowl. How many more Cheerios does Omar have than Julius?

Equation/Number Sentence that matches the story:

Equation/Number Sentence that matches your work:

Answer: \_\_\_\_\_

# The Tomb of Emperor Askia

by ReadWorks



Map of the Songhai Empire

Photo Credit: Roke~commonswiki, CC-BY-SA-3.0

The Songhai **Empire** was an empire in western Africa. During the 1400s and 1500s, it enjoyed a great deal of power. It stretched for many miles and across multiple countries, including Nigeria, Mali, and Senegal. The first emperor of this powerful **empire** was Askia Mohammad I. He was responsible for much of the Songhai Empire's **growth**. In fact, Emperor Askia was so powerful and **influential** that his nickname was 'Askia the Great!'

He also had another nickname: 'Caliph of the Sudan.' A caliph is a Muslim religious leader, and Emperor Askia was a devout follower of Islam. One of the five pillars, or rules, of Islam is to make a **pilgrimage** to the holy city of Mecca. The **pilgrimage** happens every year and it is called the Hajj. Emperor Askia made this **pilgrimage** during his lifetime.



Photograph of the Tomb of Askia

Photo Credit: Taguelmoust, CC-BY-SA-3.0

Emperor Askia returned from Mecca with pounds of building materials. Stories of Askia's return trip say that thousands of camels were used to carry these building materials. The main building materials were mud and wood. What were these building materials for? Emperor Askia wanted to use these materials to build his tomb. A tomb is an underground room that is used to bury the dead. Emperor Askia wanted his tomb to be grand.

This tomb is now called 'The Tomb of Askia.' It is located in Gao, Mali, which is located on the Niger River. The tomb is an impressive structure. It stands at over 32 feet and it is covered in stakes. The stakes keep the building in place. These stakes also give it a unique look. Inside of the tomb, there are rooms and passageways. Now, the Tomb of Askia is visited by many people who are interested in its history.



Photograph of Tomb of Askia  
Photo Credit: Gio53, CC BY-SA 4.0

## Vocabulary

### empire

noun

definition: If a king or similar person takes control of another country in addition to his own, he begins to have an empire. An empire is a group of lands that are ruled by one ruler who has conquered all the weaker lands.

*The queen sent armies to expand her empire.*

Spanish: imperio

### growth

noun

definition: A growth is a thing or a large group of things that has grown somewhere.  
*A new growth of weeds is taking over the garden.*

Spanish: brote, crecimiento

### influential

adjective

definition: If someone is influential, they have power to affect how other people think or how they act. When you are very little, your parents or other caregivers are the most influential people in your life, but when you get older, your teachers and your friends start to become very influential too.

*Mr. Johnson is an influential business owner in town. If he decides to do something, many other businesses will do it too.*

Spanish: influyente

### pilgrimage

noun

definition: A pilgrimage is a trip to a special place in one's religion. A pilgrimage is often a very long trip, and the purpose is for praying and other religious activities.

*The family of Muslims set off on their pilgrimage to Mecca.*

1. Where was the Songhai Empire?

- A. east Asia
- B. western Europe
- C. western Africa
- D. eastern Africa

2. Who was Askia Mohammad I?

- A. the first emperor of the Songhai Empire
- B. the last emperor of the Songhai Empire
- C. an enemy of the Songhai Empire
- D. a lawyer in the Songhai Empire

3. Read the following sentences from the text.

"He also had another nickname: 'Caliph of the Sudan.' A caliph is a Muslim religious leader, and Emperor Askia was a devout follower of Islam. One of the five pillars, or rules, of Islam is to make a pilgrimage to the holy city of Mecca. The pilgrimage happens every year and it is called the Hajj. Emperor Askia made this pilgrimage during his lifetime."

What can you conclude about Emperor Askia based on this information?

- A. He converted to Islam later in life.
- B. He made a pilgrimage to Mecca over 20 times.
- C. He did not tell anyone that he was Muslim.
- D. His religion was part of how he ruled as emperor.

4. What is one reason why Emperor Askia probably wanted his tomb to be grand?

- A. so that no one else would ever try to build a tomb
- B. so that people would be reminded of his power as emperor
- C. so that people would be afraid to talk to him
- D. so that his tomb would be the only tomb in the Songhai Empire

5. What is the main idea of this text?





- A. Emperor Askia was a powerful emperor of the Songhai Empire and a follower of Islam, and he built a grand tomb for himself.
- B. The first emperor of an empire is not usually remembered by people in later years, but some, like Emperor Askia, are remembered.
- C. Mecca is a holy site in the religion of Islam, and followers of Islam are meant to take a pilgrimage there in their lifetime.
- D. The tomb of Emperor Askia is on the Niger River in Mali, a country in West Africa.

# Day 16

## Summer Treats Graph

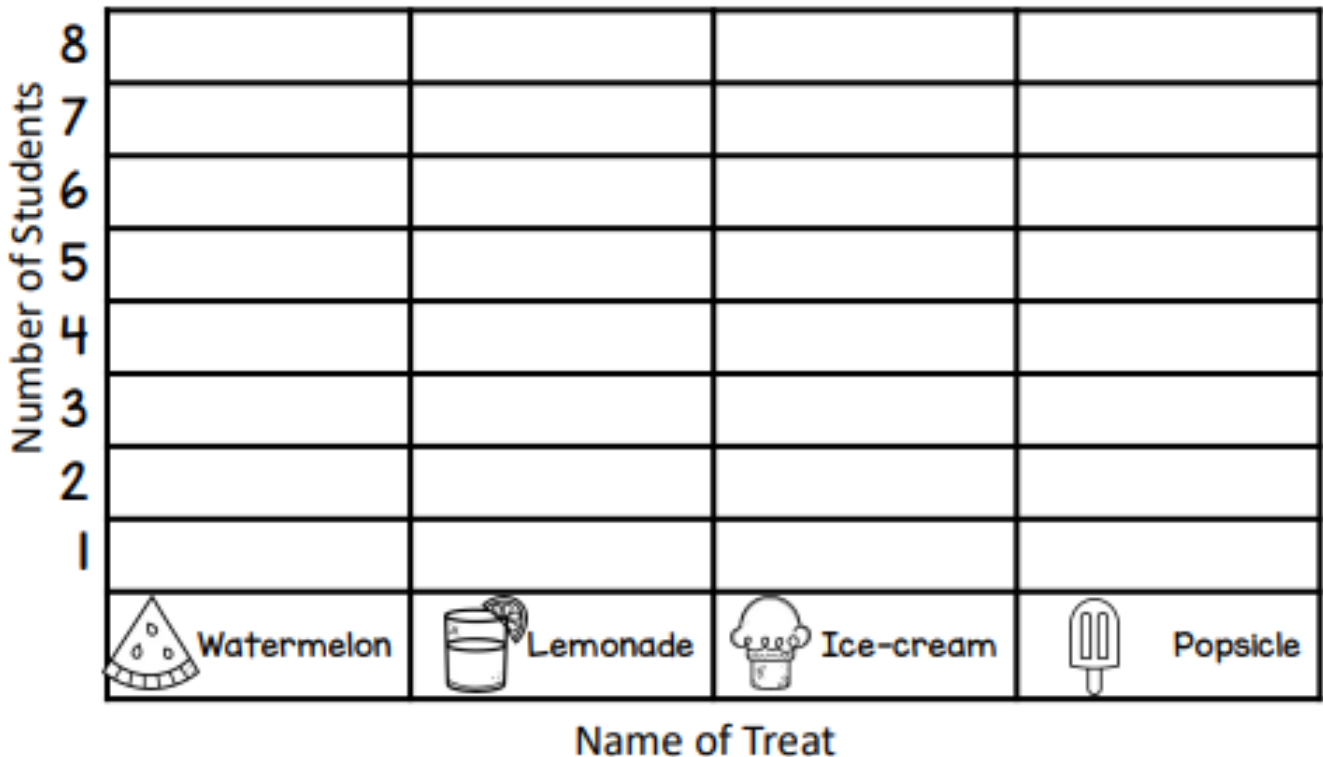
Jada asked everyone in the class what their favorite summer treat is and recorded the information in the table below. Use the table to complete the graph below.



Favorite Summer Treats		
	watermelon	
	lemonade	
	ice-cream	
	popsicle	



Favorite Summer Treats



Which treat was most popular? \_\_\_\_\_

How many children liked lemonade and ice-cream? \_\_\_\_\_

How many more children liked ice-cream than popsicles? \_\_\_\_\_

Name: \_\_\_\_\_ Type: M

There are 6 tables in Ms. Candela's classroom. Each table has 7 children at it. How many children are in the room?

Equation/Number Sentence that matches the story:

Equation/Number Sentence that matches your work:

Answer: \_\_\_\_\_

## What Looks Good?

by Lili Little

Tyree was making salsa for the family. This time, finally, his mom was trusting him to use the sharp knife.

Mom still had **advice**, of course: "Bend your fingernails toward your palm, and cut away from your hand." Tyree worked slowly, making perfect slices of the onions and jalapeño peppers.

"Mom, do we have more tomatoes?" he asked.

"Oh, we need some," she replied. "Let's run down to the farmer's market."



tomato plant

Tyree jumped up, put on his jacket, and bolted down three flights of stairs. His mom came behind him, carrying the wire grocery cart.

As they hurried past the playground, neighborhood boys were playing basketball. They shouted to one another to pass the ball, "Over here!" and "*¡Hermano, aquí!*" Mom knew they didn't often **invite** Tyree to join them, and she noticed how her son looked down as they passed the court.

"Ty, what do you think about basketball?" she asked, gently.

"I like it, Mom," he answered, "but I'm short, so I don't get to play with the bigger kids. And my hands aren't so good at dribbling, either."

"Well," she replied, "your hands may not be the best for basketball, but they are great with peelers and shredders and spatulas."

Tyree nodded. He knew he was a star in the kitchen, that he could **combine** the best ingredients to make a delicious meal. He loved turmeric and cardamom. He could tell the difference between cayenne and paprika by sight. His spaghetti sauce smelled so good that neighbors would call out compliments as they passed his apartment door.

"What's cooking, Tyree?" the lady next door called. "You put your foot in that pot!" Tyree smiled at her **praise**.

Now, as mother and son arrived at the market's vegetable stands, Tyree searched for juiciest tomatoes. At the first farmer's stall, he saw lumpy, oddly shaped ones. "Ugh! Not buying these gross-looking tomatoes," he called to his mother.

The farmer, hearing him, walked over. "Smell this," he said, holding one of those ugly tomatoes to Tyree's nose. Tyree breathed in and was surprised by its rich, earthy aroma. "Wow, if this tastes as good as it smells..."

But then Tyree noticed round, rosy tomatoes in the next stall, so he leaned over and grabbed one. Seeing that, the farmer called out, "Before you buy any, son, give that tomato a sniff."

Tyree's nose quickly told him it would not taste as good. "Hmm," he said, turning back to the first stand, "I guess not-so-pretty on the outside doesn't tell you anything about what's inside."

"Now you're talking, young man," said the farmer. "Seems like you've got a good eye-and a sharp nose!"

"That's right," Tyree's mom said, looking proudly at her son, "and he's got a sharp mind, too!"

# Vocabulary

## advice

noun

definition: When someone gives you advice, they tell you what they think is the best thing for you to do or the best way to do something.

*My uncle likes to give my dad advice about how to fix things. Sometimes my dad is happy to hear his advice, but sometimes he wants to do things his own way.*

Spanish: consejo, asesoría

## combine

verb

definition: When you combine things, you put them together or mix them together. If you combine dirt and water, you make mud.

*If we're going to make cookies, we need to combine the sugar and the flour first. Then, we can add the eggs.*

*All the kids combined their money, and they had enough to get pizza.*

Spanish: combinar, mezclar

forms: combined, combines, combining

## invite

verb

definition: When you invite someone, you ask them to come somewhere or do something with you.

*Kevin invited all of his friends to his birthday party.*

Spanish: invitar

forms: invited, invites, inviting

## praise

noun

definition: When you give someone praise, you say something good about them. You say that they did a good job, for example.

*Kim received a lot of praise from her friends and family after her wonderful piano performance.*

Spanish: elogio

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

1. What is Tyree making at the beginning of this story?

- A. salsa
- B. a painting
- C. cookies
- D. a hat

2. Where do Tyree and his mom go to get tomatoes for the salsa?

- A. the grocery store
- B. their neighbor's house
- C. their garden
- D. a farmer's market

3. Read the following sentences from the text.

"He knew he was a star in the kitchen, that he could combine the best ingredients to make a delicious meal. He loved turmeric and cardamom. He could tell the difference between cayenne and paprika by sight. His spaghetti sauce smelled so good that neighbors would call out compliments as they passed his apartment door."

What can you conclude about Tyree based on this information?

- A. He is confident in his skills in the kitchen.
- B. He doesn't want to cook anymore.
- C. He only likes to cook for himself.
- D. He doesn't use spices in his food.

4. How does Tyree know that the round, rosy tomato won't taste as good as the lumpy ones just from its smell?

- A. from his cooking classes that he's been going to
- B. from his experience cooking with different spices and foods
- C. because he has studied many books about tomato smells
- D. from his time working in a restaurant as a chef

5. What is the main idea of this text?

- A. Some tomatoes are ugly and lumpy, but those are always the best tasting tomatoes.
- B. Tyree, a talented young chef, learns how to trust his senses and not judge by looks.
- C. Cardamom and turmeric are two spices, and good chefs can tell the difference between them.
- D. Tyree likes basketball but he is better at cooking than he is at basketball.

# Day 17

## Beach Friends' Numbers

Color the number each beach friend is showing you.



1 hundred  
6 tens  
8 ones

618 186 816 168



6 hundreds  
2 tens  
6 ones

662 626 266 660



3 hundreds  
5 tens  
4 ones

354 435 543 345



5 hundreds  
2 tens

25 520 52 502



8 hundreds  
4 ones

840 480 804 84



9 hundreds  
7 tens

970 97 972 907



4 tens  
6 ones

46 406 460 604



9 hundreds  
1 ten

901 910 91 109



4 hundreds  
8 ones

480 48 488 408



$300+90+2$

329 392 932 293



$700+30+1$

137 731 713 317



$600+70+8$

786 867 687 678



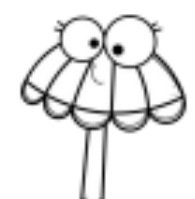
$500+2$

522 520 502 512



$700+40$

740 704 741 470



$400+10+9$

941 194 419 491

Name: \_\_\_\_\_ Type: PPW-WU

Rakiya has 68 seashells and 194 rocks in her collection. How many things does she have in her collection?

Equation/Number Sentence that matches the story:

Blank area for student work.

Equation/Number Sentence that matches your work:

Answer: \_\_\_\_\_

# When Pterosaurs Took Flight

by ReadWorks



A model of a pterosaur

Hundreds of millions of years ago, ancient reptiles called dinosaurs walked the earth. But another kind of ancient reptile, a cousin of the dinosaurs, also shared the planet. They didn't walk the earth, though... they flew its skies! These **prehistoric** flying reptiles were pterosaurs.

Pterosaurs lived on earth for about 150 million years before dying out about 66 million years ago. Over that time, the earliest pterosaurs **evolved** into different species of pterosaurs that varied widely. Some pterosaurs had complicated crests on their head. Some had long tails, and others had short tails. And while some pterosaurs were as small as sparrows, others were as large as planes. But one thing that united all pterosaurs was their ability to fly. Pterosaurs were the first animals after insects to fly using their own power. They did not just jump or glide on the wind. Rather, they flapped their wings to travel by air.



Skeleton of the Quetzalcoatlus pterosaur in a museum  
andytang20, CC BY 2.0

How did pterosaurs take to the skies? The answer lies in the **structure** of their bones. Pterosaurs' wings **evolved** from the front legs of their ancestors that lived on the ground. Over time, the bones in those ancestors' arms and hands got longer. One finger bone got especially long. These long bones held up the skin that made up the pterosaurs' wings.

Pterosaurs' wing bones also were **hollow** tubes. The walls of the bones were extremely thin. The bones themselves were flexible and light, but strong. Because these bones were strong and light, they allowed pterosaurs to get off the ground and stay in flight. That's how such large pterosaurs as the *Quetzalcoatlus*, which had a wingspan of about forty feet, were able to stay aloft!

## Vocabulary

### evolve

verb

definition: When something evolves it develops, changes, or improves by steps.

forms: evolved, evolves, evolving

### hollow

adjective

definition: When something is hollow, the space inside it is empty. Footballs and soccer balls are always hollow. They have only air inside. Bunnies made out of chocolate are sometimes hollow and sometimes solid.

*The hollow log had many insects living inside it.*

Spanish: hueco

forms: hollower, hollowest

### prehistoric

adjective

definition: belonging to a period in a time before written history.

*Dinosaurs were prehistoric beasts that roamed the earth.*

Spanish: prehistórico

### structure

noun

definition: The structure of something is the way in which the thing is joined together.

Spanish: estructura

1. How did pterosaurs travel?

- A. They walked the earth.
- B. They flew.
- C. They jumped.
- D. They glided on the wind.

2. How does the text describe pterosaurs' wing bones?

- A. small, complicated, heavy, and strong
- B. long, thick, heavy, and weak
- C. short, delicate, light, and breakable
- D. hollow, flexible, light, and strong

3. Pterosaurs were not all the same size. Which sentence from the text supports this conclusion?

- A. "Some pterosaurs had complicated crests on their head."
- B. "And while some pterosaurs were as small as sparrows, others were as large as planes."
- C. "Pterosaurs were the first animals after insects to fly using their own power."
- D. "Pterosaurs' wings evolved from the front legs of their ancestors that lived on the ground."

4. Pterosaurs could fly, but their ancestors could not. What changed over time?

- A. Their ancestors' front legs evolved into wings because their bones grew longer and lighter over time.
- B. Their ancestors' tails evolved into wings because their bones grew longer and lighter over time.
- C. Their ancestors' heads evolved into wings because their bones grew longer and lighter over time.
- D. Their ancestors' wing bones evolved into longer and lighter wing bones over time.

5. What is the main idea of the text?

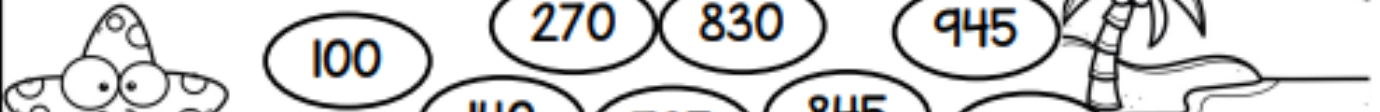
- A. Pterosaurs, ancient reptiles that ranged in shape and size, evolved to fly because of the structure of their bones.
- B. Millions of years ago dinosaurs walked the earth, but pterosaurs could fly in the sky.
- C. Pterosaurs lived on earth many millions of years ago, and they were many different shapes and sizes.
- D. Pterosaurs could fly because their wing bones were hollow, flexible, light, and strong.

# Day 18

## Summer Skip Counting

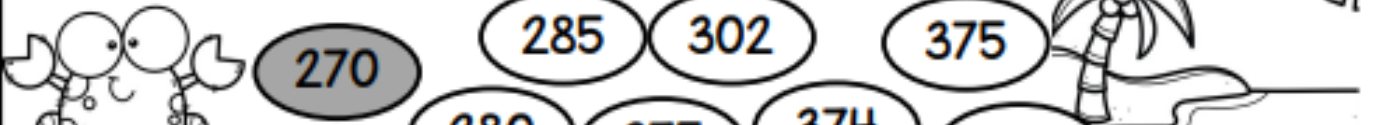
Color the numbers to find the path to the beach.

Count in 100s. Start at 45.




100 270 830 945  
45 140 735 845 840  
145 754 745 735 670 545  
246 245 205 425 645 654 660  
354 345 445 545 625 565

Count in 10s. Start at 270.



270 285 302 375  
217 280 275 374 365  
290 306 340 350 385 390  
305 300 301 330 325 360 380  
315 310 320 333 372 370

Count in 5s. Start at 563.



565 572 605 608  
563 567 582 603 605  
568 571 598 595 599 607  
572 573 570 585 593 595 602  
575 578 583 588 590 597

Name: \_\_\_\_\_ Type: SRU (T)

Naomi had 212 crayons. She lost 135 of them. How many crayons does Naomi have now?

Equation/Number Sentence that matches the story:

Equation/Number Sentence that matches your work:

Answer: \_\_\_\_\_

# Thai Food

by ReadWorks



photograph of street carts in Thailand

Thai food usually has five primary **flavors**: sweet, spicy, sour, salty, and **bitter**. The sweet **flavor** in Thai food comes from sugar and coconut. The spicy **flavor** comes from chili peppers. The sour **flavor** comes from fruits like limes and pineapples. The salty **flavor** comes from salt and fish sauce. And finally, the **bitter** taste comes from leaves. People think that Thai dishes are delicious when they have all five **flavors**.



photograph of pad thai

One of the most **popular** Thai dishes is pad thai. Pad thai can be found cooking at street carts in Thailand's cities. It is also cooked at many restaurants around the world. The main **ingredient** in pad thai is rice noodles. The noodles are fried in a wok with eggs, meat, and vegetables. A wok is shaped like a bowl and is used for frying foods. Woks get very hot, so they are great for cooking quick meals. For example, pad thai can be made in under 20 minutes. When the pad thai is done cooking in the wok, many people like to add lime juice and chili peppers to their pad thai.



photograph of pa thong ko

Another food that can be found at street carts in Thailand is pa thong ko. Do you like donuts? If you said yes, then you would love pa thong ko! Pa thong ko are made from dough that is deep fried in oil. They are small and crispy. Many people like to eat pa thong ko for breakfast. Many people also like to dip pa thong ko into their coffee.

## Vocabulary

### bitter

adjective

definition: Bitter describes a certain kind of taste in the mouth. It is like the taste of berries before they become sweet. A strong cup of tea or dark chocolate with no sugar can also have a bitter taste.

*Dad said the coffee in the pot was too old and tastes bitter now.*

Spanish: amargo

forms: bitterer, bitterest

### flavor

noun

definition: The flavor of a food is what you taste when you eat it. Each food has its own flavor, but sometimes we add other flavors to food to make it taste better or more interesting.

*I like the flavor of potato chips because they're so salty.*

*My brother thinks vanilla ice cream tastes boring, but I like the flavor of it.*

Spanish: sabor, gusto, condimento

# ingredient

noun

definition: An ingredient is one of the things that goes into a mixture. When you make cookies, you use many ingredients, such as flour, salt, eggs, and sugar.

*Cheese is my favorite ingredient in pizza.*

Spanish: ingrediente

# popular

adjective

definition: When something is popular, many people like it.

*Pizza is one of America's most popular foods.*

Spanish: popular

1. What is a Thai dish made with rice noodles that can be found at street carts?

- A. sugar and coconut
- B. pa thong ko
- C. pad thai
- D. lime juice and chili peppers

2. How does the text describe pa thong ko?

- A. small and crispy
- B. sweet and spicy
- C. spicy and sour
- D. salty and bitter

3. Read these sentences from the text.

"Thai food usually has five important flavors: sweet, spicy, sour, salty, and bitter. The sweet flavor in Thai food comes from sugar and coconut. The spicy flavor comes from chili peppers. The sour flavor comes from fruits like limes and pineapples. The salty flavor comes from salt and fish sauce. And finally, the bitter taste comes from leaves."

What can you conclude based on these sentences?

- A. Thai food with all five important flavors doesn't have sugar, coconut, chili peppers, fruit, salt, fish sauce, or leaves.
- B. Coconut, sugar, limes, pineapples, salt, and fish sauce are the most important ingredients in Thai food.
- C. Thai food with all five important flavors probably has sugar, coconut, chili peppers, a certain kind of fruit, salt, fish sauce, and leaves.
- D. Coconut, sugar, limes, pineapples, salt, and fish sauce are the least important ingredients in Thai food.

4. Read these sentences from the text.

The sweet flavor in Thai food comes from sugar and coconut. The spicy flavor comes from chili peppers. The sour flavor comes from fruits like limes and pineapples. The salty flavor comes from salt and fish sauce. And finally, the bitter taste comes from leaves.

[ . . . ]

When the pad thai is done cooking in the wok, many people like to add lime juice and chili peppers to their pad thai.

What can you infer about the lime juice and chili peppers added to the pad thai?

- A. They add a sweet and spicy flavor to the pad thai.
- B. They add a sour and spicy flavor to the pad thai.
- C. They add a salty and bitter flavor to the pad thai.
- D. They add a sour and bitter flavor to the pad thai.

5. What is the main idea of this text?

- A. Thai food is often sweet, spicy, sour, salty, and bitter, and some Thai foods like ad thai and pa thong ko can be found at street carts in Thailand.
- B. The five important flavors in Thai food are sweet, spicy, sour, salty, and bitter, and people think Thai food is most delicious when it has one of those flavors.
- C. Pad thai is a popular fried noodle Thai dish that can be found at street carts in Thailand, and the noodles are made with eggs, meat, and vegetables.
- D. For breakfast many people in Thailand eat pa thong ko, which is a small and crispy Thai food made from dough that is deep fried in oil.

# Day 19

## Beach Time

### Telling Time to the 5 Minutes and a.m. and p.m.

Write the times the children did these things. Then color whether it was a.m. or p.m.

Rested in a hammock  
before dinner –



\_\_\_:\_\_\_ a.m. p.m.

Went surfing in the  
morning –



\_\_\_:\_\_\_ a.m. p.m.

Made a sandcastle after  
lunch –



\_\_\_:\_\_\_ a.m. p.m.

Went snorkeling before  
lunch –



\_\_\_:\_\_\_ a.m. p.m.

Went fishing after  
breakfast –



\_\_\_:\_\_\_ a.m. p.m.

Caught a fish before a  
morning snack –



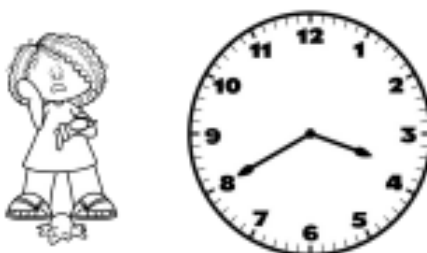
\_\_\_:\_\_\_ a.m. p.m.

Sat in a chair after lunch –



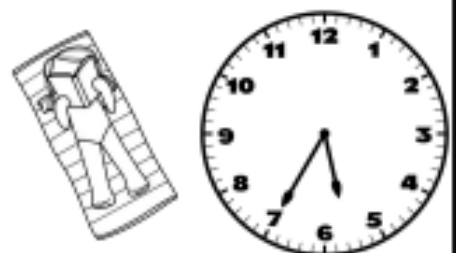
\_\_\_:\_\_\_ a.m. p.m.

Dropped an ice-cream in  
the afternoon –



\_\_\_:\_\_\_ a.m. p.m.

Read a book in the late  
afternoon –



\_\_\_:\_\_\_ a.m. p.m.

Name: \_\_\_\_\_ Type: SRU (T)

132 people were on the bus. 85 people got off. How many people are still on the bus?

Equation/Number Sentence that matches the story:

Equation/Number Sentence that matches your work:

Answer: \_\_\_\_\_

# A Silent Language

by Karen Berman

This text is provided courtesy of Reading Plus LLC.



## AMERICAN SIGN LANGUAGE

the American Sign Language alphabet

Coloringbuddymike, CC BY-SA 3.0, via Wikimedia Commons

Many years ago, life was hard for Deaf people. Back then, like today, Deaf people could not hear. It could be very hard for them to learn words. With no words, it was hard for them to share their thoughts. They did not learn to read, write, or speak. Many people thought Deaf people were not smart. Deaf people were smart, of course. They just could not hear.

Then, in the early 1800s, a man named Thomas Gallaudet met a Deaf girl. This **changed** everything for Deaf people.

Thomas was a minister in a church. He helped many people. One day, he went home to see his family. That was the day he met Alice Cogswell.

Alice was the young daughter of a neighbor. She was Deaf. Thomas saw her watching other children play. She did not play. She could not speak to them. She could not share her thoughts. He watched as she sat alone.

Thomas sat next to her. He put his hat on the grass. He picked up a stick. He wrote the word "hat" in the dirt. At first, Alice thought he was playing. She picked up a stick, too. She made lines in the dirt like he did. He tried again. Thomas tapped on his hat. He wrote the word "hat" again. She thought it was funny.

Then, Alice got it! She picked up the hat. She tapped the word in the dirt. She smiled. She knew the lines in the dirt meant "hat." At nine years old, she finally had her first word. She was so happy!

Alice's family was happy too. Her dad was a doctor. He told Thomas that he thought Deaf people could learn words. They could learn to read. They could learn to write. With words, they could share their thoughts. He thought Thomas could teach them. He wanted Thomas to start a school for Deaf people.

Thomas liked the idea. But he wanted to learn more first. He went to England. There was a school for Deaf people there. He went, but he did not like it. The Deaf people were taught only how to read lips. He did not think it was a good **system**. Also, the teachers were not kind.

Thomas went to France. He found a good school for Deaf people there. The Deaf people there learned to read lips. But they also learned to **form** words with their hands. They called this "sign language."

Thomas came home to the U.S. with a French teacher. His name was Laurent Clerc. Together, they started a school for Deaf people. Alice went to the school. The school began with eight students. But many Deaf people and their families wanted a school like this. Soon the school had 30 students.

At the school, they started teaching and learning French sign language. Then they **formed** their own signs. They made American Sign Language. It has **changed** life for Deaf people. It made their lives better. And it is still used today!

In American Sign Language, people move their hands and fingers. They **form** letters. There is a sign for every letter. They can also **form** words. Many words have their own signs.

You can try signing both ways. You can **form** the letters for the word "eat." To **form** an "E," curl your fingers to touch your palm. Then curl your thumb to your palm, below your fingers. To **form** an "A," touch the heel of your hand with your fingers. Stick your thumb up. To **form** a "T," make a fist. Then put your thumb between your index and middle fingers. The tip of your thumb will peek out. You have just finger-spelled the word "eat."

But you can also use the sign for "eat." To **form** the sign, put your thumb and fingers together. Then touch your mouth with them. You have just signed the word "eat."

Signing words is faster than finger-spelling. Most Deaf people finger-spell only names and odd words.

American Sign Language has hundreds of signs. New signs are still being added. There are now signs for "hip-hop" and "blog."

Other groups are also using sign language. Some parents teach their babies and toddlers to sign. Babies and toddlers are not always able to speak. But they can sign. They can tell their parents what they need.

People who study gorillas also use American Sign Language. Some gorillas can learn to sign. A famous gorilla, Koko, learned more than 1,000 signs. She used them to speak to her trainer.

American Sign Language made life better for Alice. It has since made life better for millions of Deaf people. It has even made life better for a few gorillas, too.

## Vocabulary

### change

verb

definition: When things or people change, they become different in some way. They are not the same as they were before.

*Where I live, the leaves change in the fall. They are green in the summer, but when fall comes, they become yellow and red.*

*My sister used to wear dresses all the time, but she changed. Now she doesn't like dresses and she never wears them.*

Spanish: cambiar

forms: changed, changes, changing

### form

verb

definition: to make, build, or create.

*He formed the clay into a pot.*

Spanish: formar, modelar

forms: formed, forming, forms

# system

noun

definition: A system is a set of things or parts working together to perform a certain function. A system is also a way of operating that uses various devices, tools, and actions to achieve some purpose.

*Theo's dad says their family won't get lost when they go to Washington, D.C. because the subway system is very easy to use.*

*There are so many islands where Cody lives that ferries are an important part of the transportation system.*

Spanish: sistema

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1. A Deaf person is someone who cannot do what?

- A. hear
- B. see
- C. smell
- D. taste

2. When Thomas Gallaudet wrote the word "hat" in the dirt, Alice, a Deaf girl, could understand the word. What effect did this event have?

- A. Thomas got sick and had to take a vacation to France, where he didn't have time to think about school.
- B. Alice's father was mad at Thomas for trying to teach his daughter, so he sent Thomas away.
- C. Thomas moved to England and didn't hear from Alice or her family again until he was very old.
- D. Alice's father told Thomas he should start a school to teach Deaf students how to read and write.

3. Thomas' school changed a French system to help Deaf people in the United States.

What evidence from the passage supports this conclusion?

- A. "He went to England. There was a school for Deaf people there. He went, but he did not like it."
- B. "At the school, they started teaching and learning French sign language. Then they formed their own signs. They made American Sign Language."
- C. "Alice's family was happy too. Her dad was a doctor. He told Thomas that he thought Deaf people could learn words. They could learn to read."
- D. "Babies and toddlers are not always strong enough to speak. But they can sign. They can tell their parents what they need."

4. The author says that American Sign Language has hundreds of signs, and that new signs are still being added. What does this tell you about American Sign Language?

- A. It has stayed the same since Thomas made it.
- B. It is hard to convince everyone to add new words.
- C. It changes over time.
- D. It is confusing to try to come up with new signs.

5. What is the main idea of this text?

- A. Thomas Gallaudet once visited a school in France that taught Deaf people, and although he liked the school, he decided he would rather live and teach in the United States.
- B. Thomas Gallaudet created the first American school for Deaf people, where American Sign Language was created as a way for Deaf people to communicate.
- C. One problem with American Sign Language is that it's almost impossible to get new words added to its dictionary, even if those words are commonly used.
- D. To form an "e" in American Sign Language, you can either spell out the word letter by letter or you use the sign for the whole word.

# Day 20

76. Jessica's class needs 75 cookies. She has baked 26 chocolate chip cookies and 25 peanut butter cookies. How many more cookies does she need to bake?

- Circle Important Numbers
- Box Keywords
- Underline Question

Plan: \_\_\_\_\_

- Picture
- Table/Chart
- Bar Model
- Organized List
- Pattern
- Guess & Check
- Work Backwards
- Logical Reasoning
- Skip Count

Solve:  Add       Subtract

Check:  Answer the question in a complete sentence.

Standard  
2.OA.A.1

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76

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

Name: \_\_\_\_\_ Type: JRU (M)

The grocer sold 45 melons on Thursday, 35 on Friday, and 116 on Saturday. How many melons did the grocer sell?

Equation/Number Sentence that matches the story:

Equation/Number Sentence that matches your work:

Answer: \_\_\_\_\_

# Saving the Mexican Gray Wolf

by Caitlyn Meagher



a Mexican Gray Wolf

By Tony Hisgett from Birmingham, UK

Years ago, many Mexican gray wolves lived in the United States. In the 1800s, cattle ranchers were worried that these wolves would hunt and eat their farm animals. During the 1800s and 1900s, ranchers killed many of these wolves to try to **protect** their animals. These wolves almost went extinct.

In 1976, the U.S. government passed the **Endangered Species Act**. These wolves were finally **protected!** And with help, the **species** continues to survive today.

The White Mountain Apache Tribe has played an important role in keeping this **species** alive. They live on a large area of land in Arizona called the Fort Apache Indian Reservation. This area is also a wolf **habitat**.

Krista Beazley is a wolf biologist on the Fort Apache Indian Reservation. She tracks the movements of Mexican gray wolves that live on the land. Scientists have put special radio collars on wolves. These collars send out beeping signals to a special hand-held antenna. Biologists like Beazley use these antennas to track the wolves. She also follows their footprints and droppings. Wolf droppings tell biologists what the wolf ate, where it spends much of its time, and if it is sick. Beazley makes sure the wolves are alive and healthy.

The number of Mexican gray wolves living on the Fort Apache Indian Reservation is growing. Despite this remarkable progress, the **species** is still **endangered**. The White Mountain Apache Tribe continues to try to **protect** these wolves.

The White Mountain Apache Tribe also works to **protect** many other rare plant and animal **species**. For example, they saved the Apache trout from extinction by closing certain areas to fishing and by building trout **habitats**. They also **protect habitats** for animals like the Mexican spotted owl. The White Mountain Apache Tribe has a close connection with all of nature. Tribe members believe humans must honor the animals and nature around them.

## Vocabulary

### endangered

adjective

definition: When a type of animal is endangered, it means that few of these animals exist now, and it's possible that there will be no more of these animals in the future. Animals become endangered when they can no longer find the food they need to eat or because there is no more place for them to live.

*Many wild animals are becoming endangered due to humans cutting down forests to make farms or to raise cattle.*

### habitat

noun

definition: A habitat is the natural area where an animal lives or a plant grows. A forest is a habitat for bears. The jungle is a habitat for tigers. A hot desert is a habitat for scorpions.

*The zoo tries to give each animal a place to live that is like its natural habitat.*

Spanish: hábitat

### protect

verb

definition: When you protect a person or animal, you keep them safe from danger or harm. When you protect a thing, you prevent it from being damaged or lost.

*A fence protects us from our neighbor's mean dog.*

*If people don't protect tigers, someday soon there will be no more tigers.*

*I wear a hat to protect my face from the sun.*

Spanish: proteger

forms: protected, protecting, protects

### species

noun

definition: A species is one particular group of living things. There are very many different species of animals and plants in the world. Cats, dogs, and people are of three different species. Members of a species can produce young together. Cats produce kittens, for example. Humans produce human babies. Roses of one species produce other roses of the same type.

*Cats and dogs belong to different species.*

1. What animal almost went extinct because it was hunted by cattle ranchers?

- A. the Mexican gray wolf
- B. the Arctic wolf
- C. the Golden Retriever dog
- D. the Eastern wolf

2. What was an effect of the Endangered Species Act being passed?

- A. The Mexican gray wolf disappeared completely.
- B. There were fewer Mexican gray wolves than ever.
- C. The Mexican gray wolf was hunted more.
- D. The Mexican gray wolf was protected.

3. Read these sentences from the text.

"Biologists like Beazley use these antennas to track the wolves. She also follows their footprints and droppings. Wolf droppings tell biologists what the wolf ate, where it spends much of its time, and if it is sick. Beazley makes sure the wolves are alive and healthy."

What can you conclude about Beazley based on this information?

- A. She usually only uses wolf droppings to track wolves.
- B. She does not care if the wolves are safe or not.
- C. She uses many different methods to make sure the wolves are safe.
- D. She tries to lure the wolves into traps to study them.

4. How might the author describe the Apache tribe's relationship to the animals that live near them?

- A. They work to protect endangered species because they respect nature.
- B. They work to get rid of predators like wolves because they can be dangerous.
- C. They work to push wolves from their land and onto nearby lands.
- D. They work to protect some species but only ones that are beautiful.

5. What is the main idea of this text?

- A. The Mexican gray wolf was almost extinct before the Endangered Species Act was passed because hunters were shooting them.
- B. Krista Beazley, a wolf biologist, is taking part in an effort by the Apache tribe to protect endangered species like the Mexican gray wolf.
- C. Radio collars are one way to track animals in the wild, and they allow scientists and researchers to know where the animals are always.
- D. The Mexican spotted owl was one animal that was endangered until the Apache tribe worked to protect its habitat.