

South Shore
Charter School

Rising Fourth Grade Summer Break Packet



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Dear Third Grade Grade 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 reading comprehension and math worksheets. Please also ensure scholars continue to read for 30 minutes each night.

Summer break begins after school on Friday, June 26th and scholars return to school in early September. Have a fun filled summer and restful break. See you in September!

With love,
The Third Grade Team

The Board of Education has the honor to acknowledge the receipt of your report on the subject of the proposed changes in the curriculum of the high schools. The Board has considered the same and has decided to recommend that the proposed changes be adopted.

The Board has also considered the report of the Committee on the Proposed Changes in the Curriculum of the High Schools. The Committee has recommended that the proposed changes be adopted.

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Very respectfully,
The Board of Education

Name: _____

MY READING LOG

Date	Book Title	Pages Read	Parent or Teacher Signature



Total Pages Read | _____

MY READING GOALS:
13 pages each day
62.5 pages each week

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Day
1



YPO

YPO

YPO

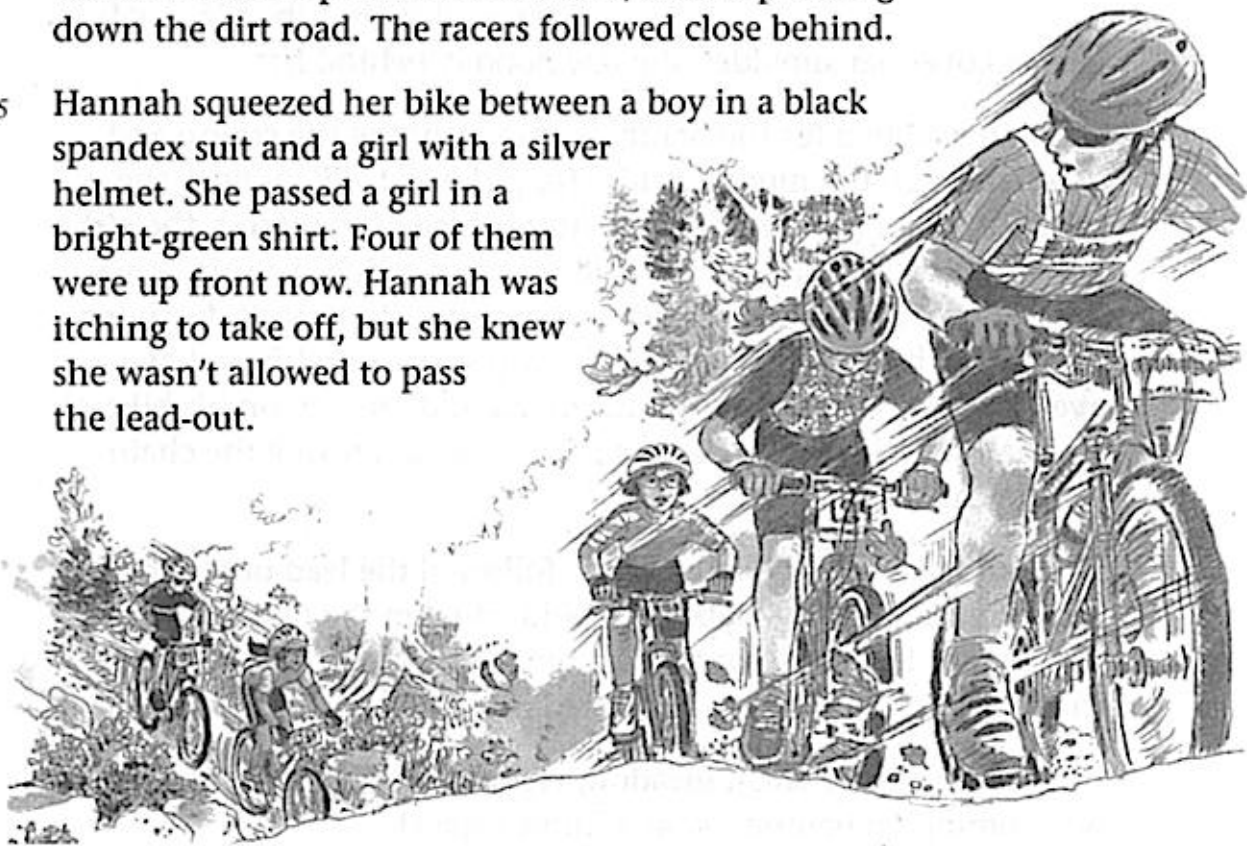
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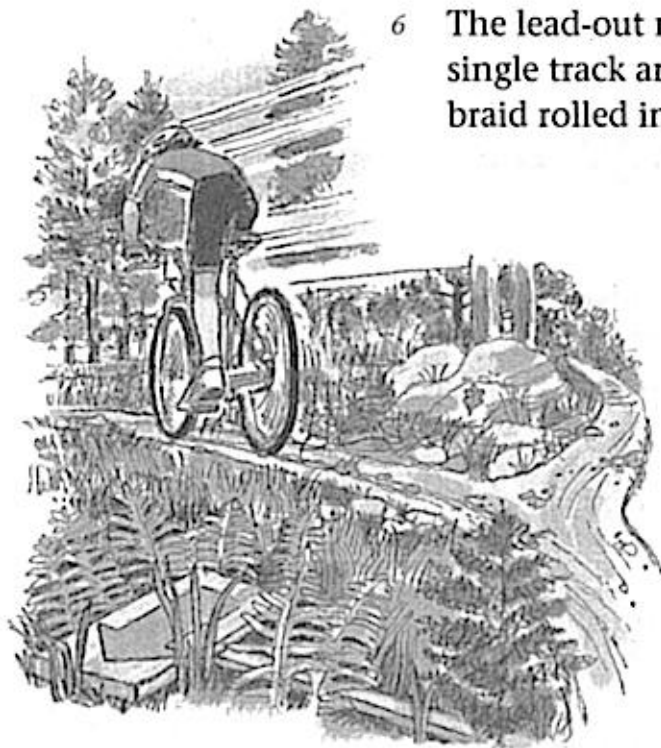
Directions: Read the passage. Then answer the questions that follow.

Fair and Square

By Eva Apelqvist

- 1 Hannah tightened the helmet strap under her chin. A man's voice boomed from the loudspeakers: "Participants in the Five-Mile Junior Fat-Tire Race, please gather behind the orange flags."
- 2 Hannah's stomach was churning. First prize was a mountain bike with clipless pedals and front suspension. On a bike like that, she'd fly through the woods.
- 3 "Good luck, junior mountain bikers," the loudspeaker voice boomed. "Three, two, one, and go!"
- 4 The lead-out, a man in a bright orange shirt with the words *Follow Me* printed on his back, started pedaling down the dirt road. The racers followed close behind.
- 5 Hannah squeezed her bike between a boy in a black spandex suit and a girl with a silver helmet. She passed a girl in a bright-green shirt. Four of them were up front now. Hannah was itching to take off, but she knew she wasn't allowed to pass the lead-out.





- 6 The lead-out made a turn onto a section of single track and gathered speed. A girl with a red braid rolled in behind him. Hannah pulled up behind the girl. The lead-out sped up again. Hannah downshifted for the incline, following close behind the girl with the braid, but the girl was gaining speed.
- 7 Curving around a pond, the course flattened. Hannah shifted up and pedaled the downhill section. Still, the girl with the braid biked faster. They crossed a wooden bridge. The lead-out and the girl disappeared behind a thick stand of trees. When Hannah glanced over her shoulder, she saw nobody behind her.
- 8 Hannah watched for the orange arrows marking the course and biked through the muddy fields. *The girl might still get tired*, she thought. Then Hannah saw her. At the edge of the forest, the girl was kneeling by her bike, the lead-out next to her. The girl must have gotten a flat. Hannah biked faster. She didn't shift down for the incline but pedaled harder. She wiped the sweat from her eyes, panting. The lead-out noticed her and jumped on his bike. Hannah was close enough now to see the girl putting the chain on the chain ring.
- 9 Hannah felt a jolt of energy as she followed the lead-out past the girl into the woods. Maybe she could win. On the uphill, she reached for her bottle and took a quick drink. She didn't have much water left, but they'd covered more than half the course.
- 10 In the middle of a small meadow, Hannah looked back. The girl was coming up behind her at a furious speed.

- 11 Hannah pedaled closer to the lead-out, who immediately pulled away. They entered the woods again, the lead-out now far ahead, disappearing around a bend. Hannah reached a fork in the trail. The lead-out was nowhere in sight, but there, to her left, was the sign with the orange arrow. When she turned, her foot slipped off the pedal, and she accidentally kicked the sign over.
- 12 *I need to stop and fix the sign, she thought. The other racers might get lost.* But even as she was thinking this, her feet kept moving faster, faster.
- 13 As Hannah entered the double track, she looked behind her, but the girl wasn't there.
- 14 "Hannah Anderson, winner of the Five-Mile Junior Fat-Tire Race!" the man on the loudspeakers announced as she passed the finish line.
- 15 "Hey!"
- 16 Hannah turned and saw the girl with the braid jumping off her bike.
- 17 "Good job," the girl called to Hannah, panting. "I thought I almost had you, but I must have missed a trail marker."
- 18 "You would have won if it hadn't been for your bike chain and getting lost," Hannah mumbled.
- 19 The girl was smiling. "No," she said. "It's all part of racing. You won fair and square."
- 20 Hannah swallowed hard. The girl's bike was rusty. No wonder her chain had jumped.
- 21 Leading her new bike away after the award ceremony, Hannah felt like crying. She looked around for the girl with the braid and found her by the water stand.
- 22 "I accidentally kicked the sign over," Hannah said softly.

- 23 The girl was quiet.
- 24 "You know, at the fork in the trail. I tipped the sign," Hannah said, a little louder. "I want you to have the bike."
- 25 As she handed over the bike to the shocked girl, Hannah felt the lump in her throat disappear.
- 26 "Are you sure ...?" the girl asked.
- 27 Hannah nodded. "I'm sure," she said.
- 28 The girl was beaming now, her finger moving along the shiny blue frame.
- 29 "Are you racing in Copper Harbor next weekend?" she asked. "I am."
- 30 Hannah grinned. "Yes," she said. "Let's see who wins then. Fair and square."



Directions: Answer the following questions. If you need more space to write an answer, write your answer on your own paper.

1 Which statement describes the main lesson that Hannah learns?

- A Winning by cheating does not feel like a win.
- B There is always someone better than you are.
- C A good sportsperson needs the right equipment.
- D The best thing you can win in life is a friend.

2 What does the girl's dialogue in paragraphs 17 and 19 show about her?

- A She knows that Hannah cheated.
- B She wanted to win the bike.
- C She is mad at herself for losing.
- D She is a good sport.

3 How does the girl with the braid getting a flat affect the events of the race?

- A It causes the girl to give up on winning.
- B It allows Hannah to get in front of the girl.
- C It makes the lead-out lose his way.
- D It changes the course the riders take.

4 Which word best describes Hannah?

- A angry
- B friendly
- C honest
- D tricky

5 What lesson does Hannah learn in this story?

- A You can't win all the time.
- B It's better to do the right thing.
- C It's nice to make a new friend.
- D You can do anything if you try hard.

6 Which sentence from the story shows the lesson?

- A "Hannah turned and saw the girl with the braid jumping off her bike."
- B "Hannah felt a jolt of energy as she followed the lead-out past the girl into the woods."
- C "You would have won if it hadn't been for your bike chain and getting lost," Hannah mumbled.
- D "Yes," she said. "Let's see who wins then. Fair and square."

7 Why was the girl with the braid kneeling by her bike?

- A She was lost and tired.
- B The bike's chain fell off.
- C The bike was old and rusty.
- D A tire on the bike went flat.

8 Which sentence from the story shows that Hannah is worried about losing the race?

- A "I need to stop and fix the sign, she thought."
- B "The girl might still get tired, Hannah thought."
- C "Hannah shifted up and pedaled the downhill section."
- D "Hannah pulled closer to the lead-out, who immediately pulled away."

The table below shows the mass of four types of hummingbirds.

Type	Mass (in grams)
Anna's	6
Black-chinned	4
Broad-tailed	3
Costa's	2

4 There are 3 black-chinned hummingbirds and 2 of another type of hummingbird in a yard. The birds have a total mass of 18 grams. What other type of hummingbird is in the yard? Explain.

5 A bird rescue center has 4 Costa's hummingbirds and 3 of another type of hummingbird. The birds have a total mass of 20 grams. What other type of hummingbird is at the bird rescue center? Explain.

The table below shows the length of three types of snakes.

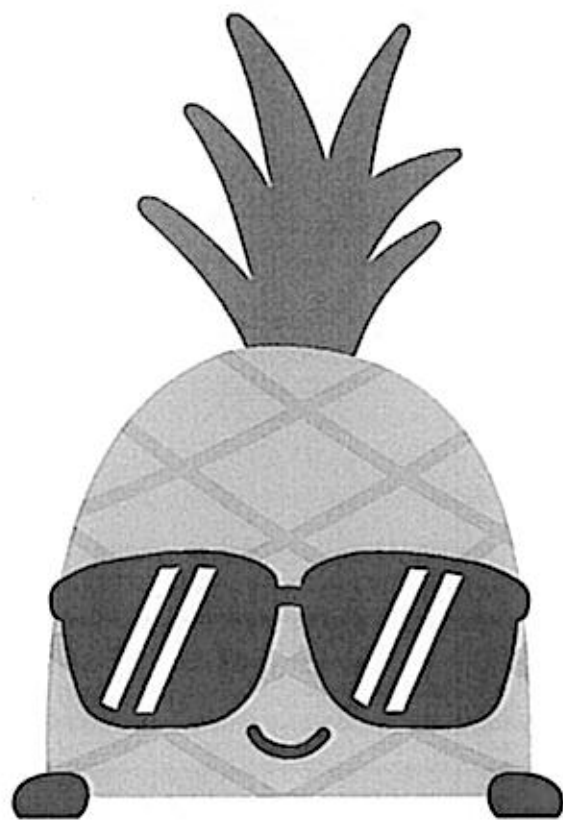
Snake Type	Length (in inches)
Smooth Earth Snake	7
Southeastern Crowned Snake	8
Northern Brown Snake	9

6 On a nature walk, Jessie saw 4 smooth earth snakes and 2 northern brown snakes. What is the total length of all the snakes she saw? Show your work.

7 A reptile center has 3 of one type of snake. The combined length of the 3 snakes is 24 inches. The reptile center also has 4 of another type of snake. The combined length of the 4 snakes is 28 inches. What two types of snakes does the reptile center have? Explain.



Day 2



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Independent Practice

Directions: Read the passage. Then answer the questions that follow.

Don't Dry Up, Frogs!

Story and Photos by Marty Crump, Ph.D.

- 1 Dry season in northern Argentina is hot. I often wore shorts and T-shirts there during my search for frogs.
- 2 I spent a lot of time with my Argentine friends Felix and Gaby. Like me, they are scientists. One June day, they took me on an expedition to find the perfect frog pond. We drove 50 miles along a dusty dirt road. Suddenly Felix announced, "*!Ya estamos!*" (We're here!)
- 3 "Are you sure?" I asked. The barren landscape reminded me of a desert back home in Arizona. It certainly didn't seem like a very froggy place to me. I saw no water ... just dust.
- 4 We parked the car and walked past cacti and other thorn-covered plants. When we reached an open area of dry, cracked ground, Gaby smiled and said, "*!Aqui esta el charco!*" (Here's the pond!)
- 5 Again, I asked if they were sure. Felix and Gaby insisted that if I returned during rainy season, I would find hundreds of frogs.



Cow Pies and Cocoons

- 6 Where were the frogs hiding? I did a little detective work. Near the edge of the dry pond, I turned over a log and found a warty, brown rococo toad. (Toads are a type of frog.) The dirt beneath the log was damp. That toad had found itself a good spot. I carefully replaced the log.
- 7 I spied a five-inch-wide burrow nearby. I peered inside but could see nothing but darkness. Frogs may have been hiding inside ... unless it was a snake's home!
- 8 Three tree frogs huddled together under a cow pie. This dropping was dry on the outside but moist underneath. Fortunately for them, frogs don't have much of a sense of smell.
- 9 Felix and Gaby assured me there were llanos frogs beneath the dry pond. These frogs burrow four to five inches into the mud. They shed up to 40 layers of skin, forming cocoons around themselves. These cocoons help to keep them from losing water. The frogs sleep underground for several months, unaware of everything above them, such as biologists searching for the perfect frog pond. When the rains start up again, water soaks into the cocoons. The frogs break out and wriggle to the surface. They're hungry and ready to eat anything smaller than they are, even other frogs.

Inside-Out Raincoat

- 10 We saw only one frog that day that was not hiding. It was a painted-belly monkey frog. This green frog with a brown-and-white belly clung to the tip of a thorny branch. As I touched the branch, the frog opened its eyes and stared at me. It looked perfectly comfortable out in the dry air and wind.
- 11 Painted-belly monkey frogs have special glands all over their skin. These glands ooze a waxy goop. In slow motion, the frog reaches



up and over its body with a leg to spread the slippery stuff. It uses all four legs, one at a time, to coat every nook and cranny of its body. When the goop dries, the frog wears a waterproof raincoat. But this raincoat works in the opposite way our raincoats work. Ours keep water out. A painted-belly monkey frog's raincoat keeps water in. And that's why these frogs don't hunker down beneath logs or burrow underground.

- 12 Felix and Gaby were right. Four months later, the pond overflowed with water. Eleven different kinds of frogs croaked, peeped,



trilled, and chirped in their new home. My friends had shown me the perfect frog pond after all. During the rainy season, 11 different kinds of tadpoles swam about, eventually sprouted legs, lost their tails, and transformed into frogs.

Do Your Own Detective Work

- 13 By doing your own detective work, you can discover where your neighborhood frogs hide while waiting for rain. Use a long-handled rake to roll over logs and rocks. Always roll the log or rock toward you, just in case a scorpion or snake has made that place its home. Avoid reaching into any holes. Always return logs and rocks to their original positions. Remember, animals live under those objects. If you pick up a frog, handle it gently and return it to the same spot. It chose that spot for a reason.
- 14 You'll probably find some surprises, but don't count on finding any frogs that wear raincoats. Painted-belly monkey frogs live only in South America.

Directions: Answer the following questions. If you need more space to write an answer, write your answer on your own paper.

1 Why are the details in the first paragraph important to the main idea?

- A They help show how dry it was.
- B They tell what country the author is in.
- C They show what to wear when looking for frogs.
- D They suggest that looking for frogs is hard work.

2 What are the photographs on page 32 mainly included to help readers understand?

- A where to start searching for frogs
- B what frogs need to survive
- C how the pond changed over time
- D why frogs are found living near ponds

3 The author and his friends did not see any frogs at the pond at first. Which sentence from the passage best explains why?

- A I often wore shorts and T-shirts there during my search for frogs.
- B We parked the car and walked past cacti and other thorn-covered plants.
- C Dry season in northern Argentina is hot.
- D When we reached an open area of dry, cracked ground, Gaby smiled and said, "¡Aqui esta el charco!"

4 Look at the pictures at the bottom of page 32. The picture on the right with the pond shows the area—

- A in the spring.
- B in the summer.
- C during the dry season.
- D during the rainy season.

5 What do llanos frogs do to keep their bodies from losing water?

- A sleep for several months
- B eat anything smaller than they are
- C form a cocoon around their bodies
- D make a kind of inside-out raincoat

6 Where was the rococo toad?

- A under a log
- B on a branch
- C near a cow pie
- D under the ground

7 The author says that you can discover where the frogs in your neighborhood hide while waiting for rain. What should you do after you find a frog and pick it up?

- A Put it near a hole.
- B Cover it with a log.
- C Put it in the same place.
- D Give it some fresh water.

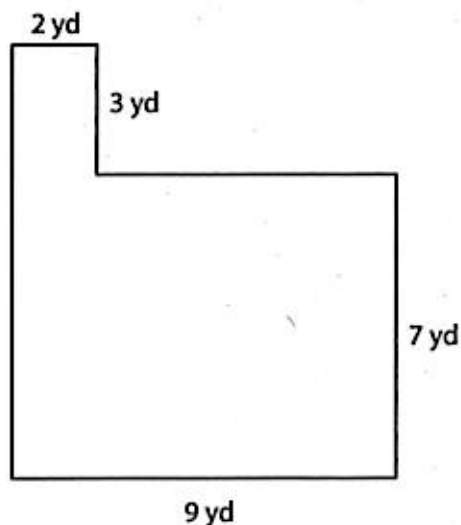
8 Ms. Puterbaugh wrote the following table:

\times	1	2	3	4	5
3	3	6	9	12	15

Which statement can be made about the numbers in the table?

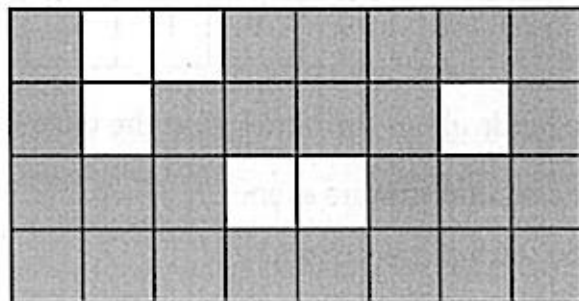
- A All the numbers in the second row are even.
- B All the numbers in the second row are odd.
- C When an even number is multiplied by 3, the product is odd.
- D When an even number is multiplied by 3, the product is even.

9 The drawing below represents Holly's pool. What is the area of her pool?



- A 63 square yards
- B 57 square yards
- C 69 square yards
- D 70 square yards

- 10** Grant drew and colored the rectangle below. What is the difference in the area of the green-shaded squares and the area of the nonshaded squares?



- A 17 square units
- B 8 square units
- C 9 square units
- D 4 square units

Day
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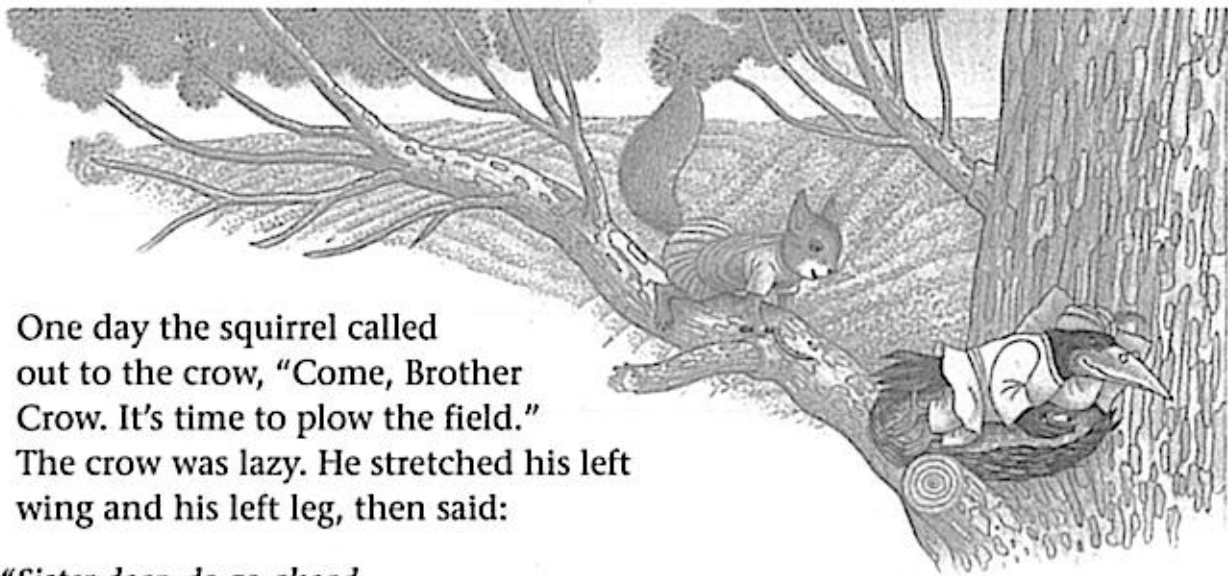
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Directions: Read the passage. Then answer the questions that follow.

The Squirrel and the Crow

An Indian Folktale Retold by Reena I. Puri

- 1 Once upon a time a crow and a squirrel owned a field. They agreed to work the field together. The crow built his nest in a tree near the field. The squirrel made her home in the trunk of the same tree.

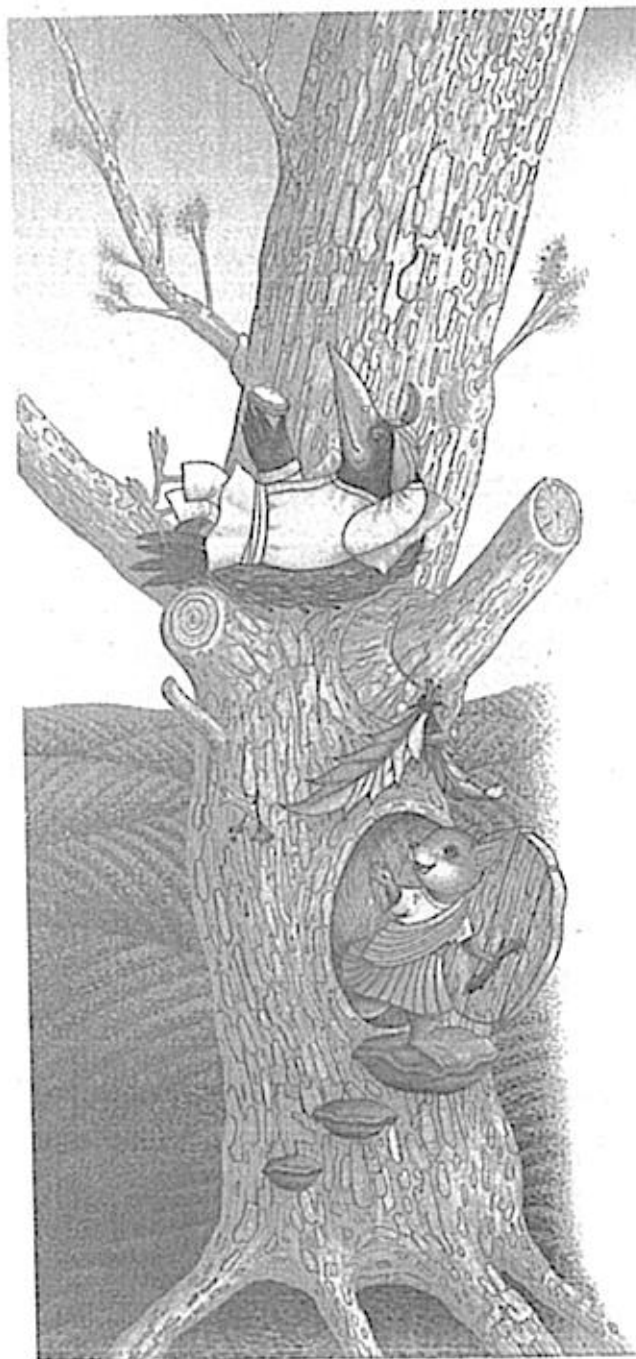


- 2 One day the squirrel called out to the crow, "Come, Brother Crow. It's time to plow the field." The crow was lazy. He stretched his left wing and his left leg, then said:
- 3 *"Sister dear, do go ahead.
I will follow soon.
I'll eat this piece of buttered bread
And be with you by noon."*
- 4 The squirrel plowed the field all day. Meanwhile, the crow enjoyed the cool breeze that blew through the tree.
- 5 A few days later, the squirrel called out to the crow, "Come, Brother Crow. It is time to plant the seeds." The crow opened one eye and said:
- 6 *"Sister dear, do go ahead.
I will follow soon.
I'll eat this piece of buttered bread
And be with you by noon."*

- 7 The little squirrel planted seeds all by herself while the crow lay back watching the clouds.
- 8 Rain fell, and before long all the seeds had sprouted.
- 9 The squirrel called out to the crow once again. "Come, Brother Crow. It is time to hoe the weeds."
- 10 The crow slowly stretched his right wing and his right leg, then yawned.
- 11 *"Sister dear, do go ahead.
I will follow soon.
I'll eat this piece of buttered bread
And be with you by noon."*
- 12 The squirrel chopped down the weeds by herself.
- 13 The days passed. The sun shone brightly and helped the little plants grow big and strong. Before long every stalk had fat ears of wheat.
- 14 "Come, Brother Crow," called the squirrel. "It's time to harvest the grain." The crow settled himself in his nest, then said as usual:
- 15 *"Sister dear, do go ahead.
I will follow soon.
I'll eat this piece of buttered bread
And be with you by noon."*
- 16 The squirrel cut down the wheat. Then she separated the grains of wheat from the stems and husks. Soon there were piles of golden grain waiting to be put into sacks.
- 17 The squirrel mopped her brow with her bushy tail and called to the crow, "Come, Brother Crow, help me load the grain onto the cart and take it to the market."

18 The crow scratched his head with his foot, then answered:

19 *"Sister dear, do go ahead.
I will follow soon.
I'll eat this piece of buttered bread
And be with you by noon."*



20 The squirrel took the grain to the market. It was very good grain, and she sold it for a very good price.

21 She came home with a big silken bag jingling with money. The crow heard the sound of the money and sat up.

22 *"Come, Sister Squirrel," he called greedily. "Let us count and divide the money so I can take my share."*

23 The little squirrel dropped the bag into her nest and turned to the crow. Smiling her sweetest smile, she said:

24 *"Brother Crow, there is no share
For lazy birds like you.
When all your buttered bread is
gone,
You'll wish you had worked, too."*

25 The squirrel flicked her tail and vanished into her nest. The crow sat on his branch feeling very silly.

12 At the end of the story, the crow asks for his share of the money. Why does the squirrel not share the money with the crow? Use at least two details from the story to support your answer.

13 Do you feel that the crow has learned a lesson? Explain whether or not you think he will act differently next year. Use details from the story to support your answer.

14. Each time the crow is asked to help, he is eating bread. How does this become important at the end of the story? Describe how eating bread now is related to planting wheat for the future. Use details from the story to support your answer.

Planning Space

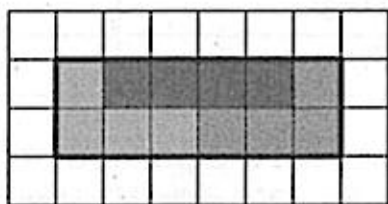
You can write notes, make a list, or draw a chart to help plan your answer.

Lesson 56

*Standards: 3.OA.4, 3.OA.9, 3.NBT.3, 3.MD.8, 3.G.2, 3.OA.2, 3.OA.3, 3.NF.1, 3.MD.6;
Review 2.OA.1*

Background Information:

Julia is making a flower garden. Her garden is shaped like a rectangle. She divides the rectangle into 3 parts with equal areas as shown below. She will plant a different kind of flower in each part of the garden. Use the diagram to answer questions 1 and 2.



1 What unit fraction names each part of the garden after it is divided?

2 What do you notice about the shapes of the different parts of the garden? Is the area of each part of the garden the same? Explain.

Use the chart to answer questions 8 and 9.

The chart shows some items on sale at the local grocery store.

Grocery Item	Price
Paper Towels	\$3
Granola Bars	\$6
Orange Juice	\$4
Eggs	\$2
Chicken Legs	\$9
Pork Chops	\$8

8 Mike goes to the store and buys 4 packs of paper towels, 2 packs of chicken legs and 1 carton of orange juice. He only has a 100 dollar bill. How much money does he receive back?

- A \$66
- B \$76
- C \$84
- D \$77

9 Tracey spent \$54 on granola bars and \$24 on pork chops. How many packs of each did she buy?

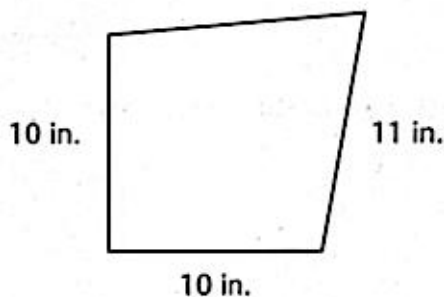
- A 5 packs of granola bars and 2 packs of pork chops
- B 6 packs of granola bars and 8 packs of pork chops
- C 9 packs of granola bars and 3 packs of pork chops
- D 3 packs of granola bars and 9 packs of pork chops

- 3 Emily wants to display 18 trophies on her shelves. She places an equal number of trophies on 3 shelves. This equation represents the situation.

$$18 \div d = 3$$

What strategy can you use to find the unknown number? What is the unknown number? What does this number represent?

- 4 Liz drew a picture to send to her Grandpa. She used a piece of paper that is not a rectangle. The perimeter of the picture is 43 inches. What is the length of the side that is not labeled? Show your work.



- 5 Mrs. Mayfield is ordering bookmarks with the school logo on them for a fundraiser. She has 2 boxes of bookmarks in her office. There are 5 bundles of bookmarks in each box of bookmarks. Each bundle of bookmarks has 50 bookmarks. Mrs. Mayfield wants to have 750 bookmarks available for the fundraiser. How many more bookmarks should she order? Show your work.

- 6 Nelson wants to earn \$160 by walking dogs. He earns \$20 a week, and he has worked 4 weeks so far. How much more does Nelson need to earn to reach his goal? Show your work.

- 7 Complete the columns for 1, 5, and 6 in the multiplication table.

\times	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

Look across each row and compare the products. What do you notice?



Day 4



YPO

F

1954

Directions: Read the passage. Then answer the questions that follow.

Celebrating Raksha Bandhan

By Neelima Singhal

- 1 The bazaar is crowded this evening. It is the Hindu month of Shravan (August or September), in Delhi, India. People like to shop after the sun goes down during the hot summer months. I walk around the bazaar with my mummy, papa, and little brother, Sanjay. We are shopping for the festival of *Raksha Bandhan*, which is the full-moon day of Shravan.
- 2 *Raksha* means safety, and *bandhan* means bond. This special festival celebrates the loving and caring bond between sisters and brothers. A sister ties a *rakhi* to her brother's wrist as a request that he protect her in times of need. She is also wishing him a long and happy life.



- 3 Shopkeepers all around the bazaar display colorful rakhis. A rakhi is a silken cord decorated with beads, sequins, buttons, flowers, or paper cutouts. Sisters used to make rakhis at home, but now most girls buy them in the shops. There are so many to choose from! There are little ones to fit small boys and larger ones for men.
- 4 Salesmen shout to get our attention.
- 5 "Didi, rakhi lo" (Sister, pick a rakhi), calls one.
- 6 "Sunder! Soonharri rakhi dekho" (Look! Beautiful golden rakhis), calls another.
- 7 We walk into a small store on the corner. I see some simple rakhis. Then I see one that has tiny sequins and beads woven all over the red cord. It has little tassels on the end. I choose that rakhi.
- 8 On the day of the celebration, everyone gets up early and takes a bath. Sanjay and I wear new clothes, and Mummy prepares a special tray. On the tray she puts some red powder, a few grains of rice, fresh flowers, and Sanjay's favorite sweet.
- 9 When we are ready, Sanjay and I sit across from each other. I apply a small *tilak* (a dot made with red powder) on his forehead. I throw some grains of rice and a few flower petals on him. These are traditional symbols of good luck. I say a little prayer. And I feed him *laddu*, a flour-and-sugar ball filled with nuts, coconut, and raisins.
- 10 Sanjay then performs his role in the celebration. He puts a small gift on the tray, perhaps *rupees* (Indian money) or jewelry. By letting me tie a rakhi on his wrist, he pledges always to take care of me.
- 11 In ancient times, legends say, women would tie rakhis to the wrists of men leaving for battle and say a prayer that the men would return safely. When they came home, the men would protect those women.

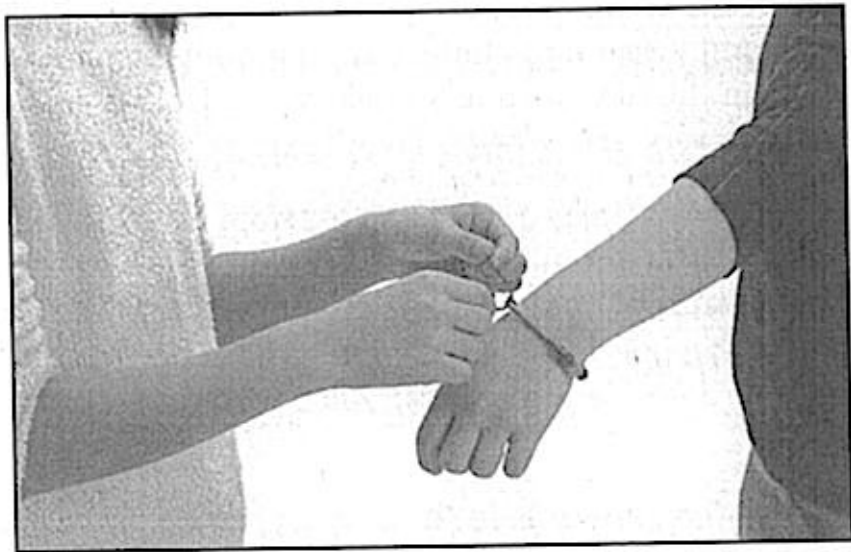


- 12 This year, the festival of Raksha Bandhan will be celebrated on August 19. When sisters and brothers live apart, the sister mails a rakhi to her brother along with a greeting card. The brother responds with a gift. Raksha Bandhan is a special day when sisters and brothers think fondly of each other and pray for each other's blessings.

Make a Rakhi for Your Brother or Friend

By Connie Colón

1. Slide beads to the center of a piece of cord.
2. If you'd like, spell out a name with alphabet beads or sew a pompom to the center.
3. Tie a knot on each side to keep the beads in place.



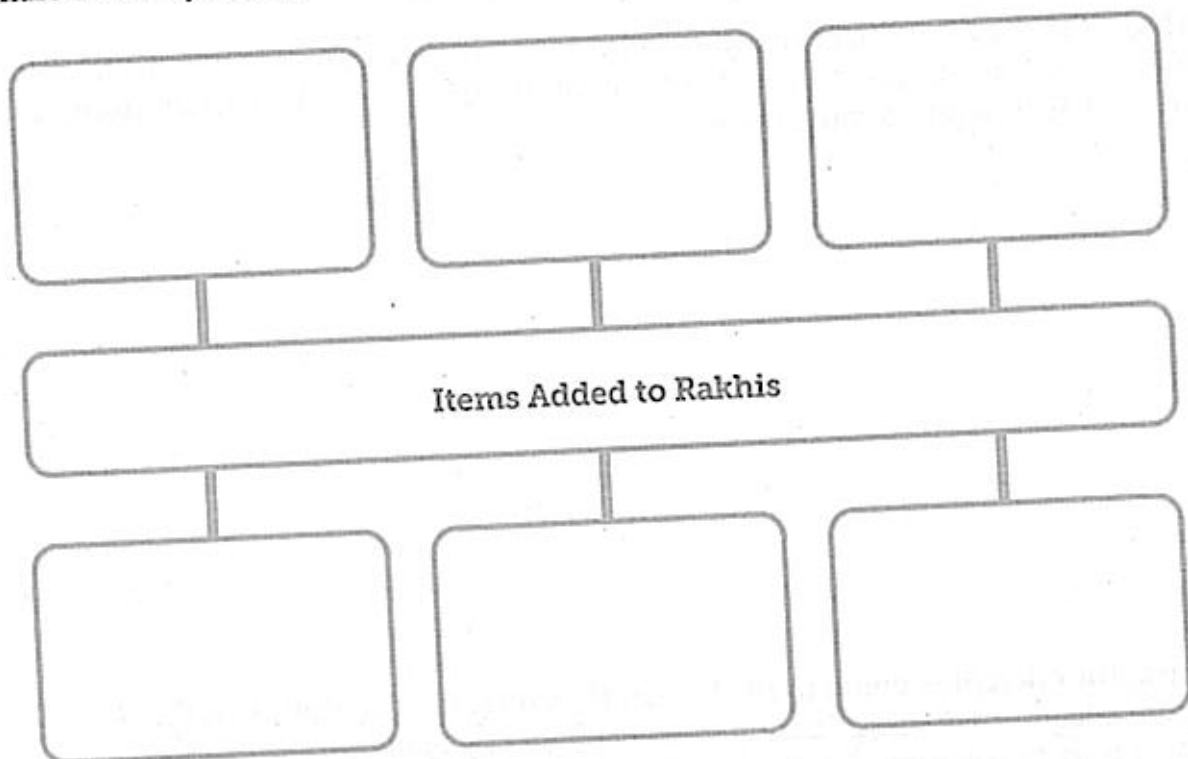
9 Read this sentence from paragraph 2.

“Raksha means safety, and bandhan means bond.”

How does the meaning of the words summarize the meaning of the festival?
What does the meaning show about the role of the brother? Use details from
the article to support your answer.

10 The author describes going to the bazaar. How does the description of the
bazaar suggest that Raksha Bandhan is celebrated by many people in India?
Use at least two specific details from the article to support your answer.

11 The cord of rakhis can have many different items attached to it. Complete the chart below by listing six items that can be added to the cord.



12 In paragraph 2, the author explains that the sister wishes the brother a long and happy life. How do the events described in paragraph 9 show how the sister does this? Use at least two specific details from the paragraph to support your answer.

Lesson 55

Standards: 3.OA.3, 3.OA.8, 3.NBT.2, 3.NF.2a, 3.MD.4, 3.G.2, 3.OA.2, 3.NF.1, 3.NF.3a; Review 2.OA.1

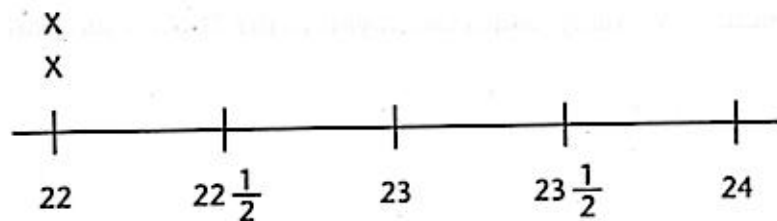
- 1 Some campers entered a potato-tossing contest on the last day of camp. In round 1 of the contest, the top five distances were rounded to the nearest half of a foot. The table shows the distances and the number of campers who made them.

Potato Tossing

Distance in Feet	Number of Campers
22	2
$22\frac{1}{2}$	1
23	3
$23\frac{1}{2}$	2
24	4

Part A Use the data in the chart to complete the line plot.

Potato Tossing



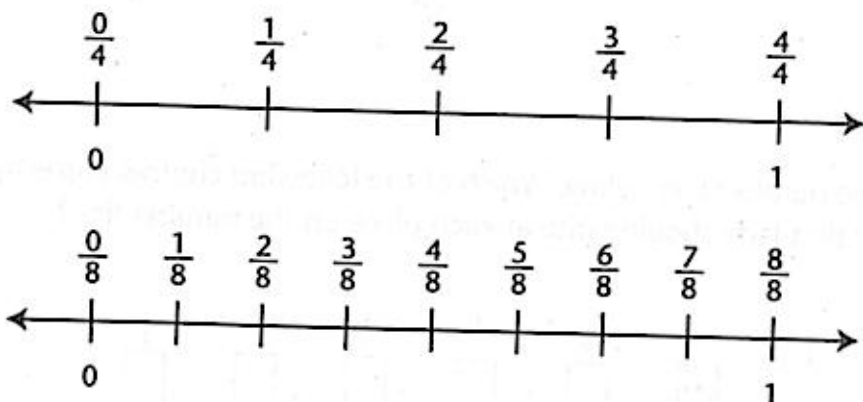
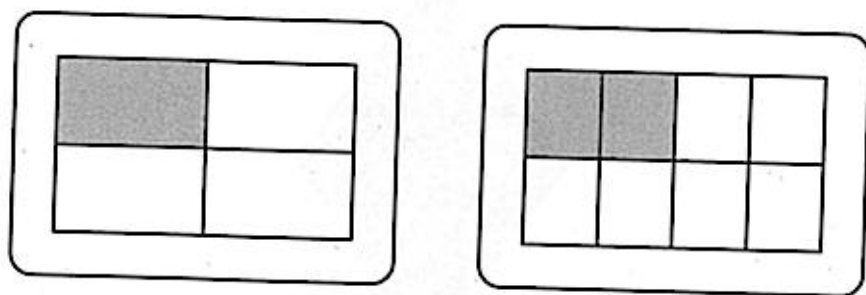
Part B How many campers tossed a potato 23 feet or more? Explain how the line plot makes it easy to find or check your answer.

2 Emily had 17 books. She gave 3 books to a friend. She put the remaining books in 2 boxes. She put the same number of books in each box. How many books did Emily put in each box? Show your work.

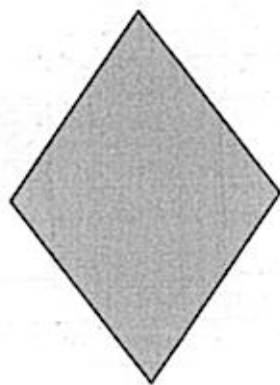
3 Jeff has to mail 4 small boxes and 3 large boxes. It costs \$3 to send each small box and \$6 to send each large box. How much money does Jeff need in all to mail the boxes? Show your work.

4 Abby and Taylor kept track of the number of pages they read over the summer. Abby read 314 pages. The number of pages Taylor read is 44 less than double the number of pages Abby read. How many pages did Taylor read? Show your work.

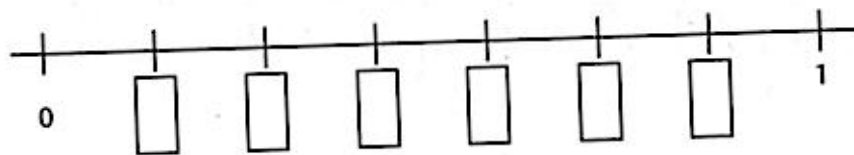
- 5 Brad and Sophie each have a card. Part of the rectangle on each card is shaded. Each card represents a fraction. They draw number lines to compare the fractions. Mark the point for each fraction on the number lines. Do their cards show equivalent fractions? Explain how you know.



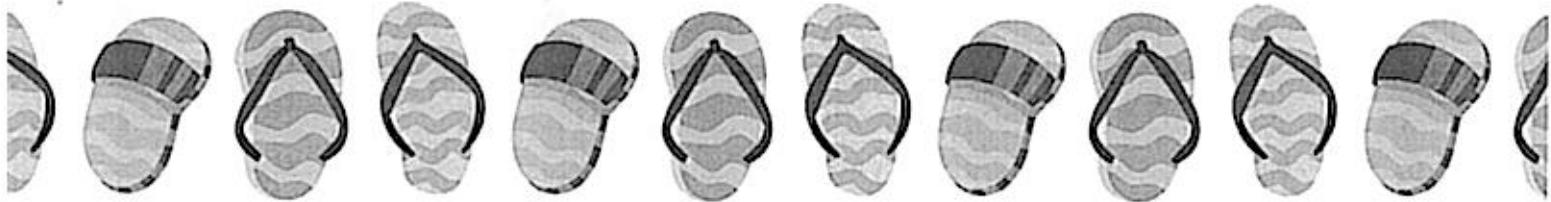
- 6 Keith has a piece of tile shaped like a rhombus. He wants to divide the tile into two equal parts. Draw a line to divide the tile into two parts with equal area. What new shapes are formed? What fraction names each part of the whole you divided?



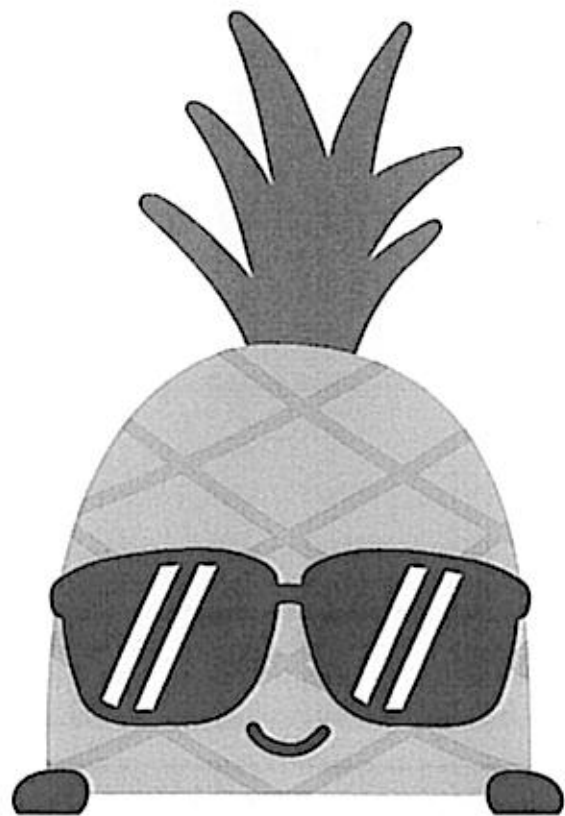
- 7 Jade drew the number line below. Which of the following choices correctly identifies the fractions that Jade should write at each place on the number line?



- A $\frac{1}{6}, \frac{2}{6}, \frac{3}{6}, \frac{4}{6}, \frac{5}{6}, \frac{6}{6}$
 B $\frac{1}{7}, \frac{2}{7}, \frac{3}{7}, \frac{4}{7}, \frac{5}{7}, \frac{6}{7}$
 C $\frac{2}{7}, \frac{3}{7}, \frac{4}{7}, \frac{5}{7}, \frac{6}{7}, \frac{7}{7}$
 D $\frac{2}{6}, \frac{3}{6}, \frac{4}{6}, \frac{5}{6}, \frac{6}{6}, 1$



Day 5



YCD
E3D

38

38

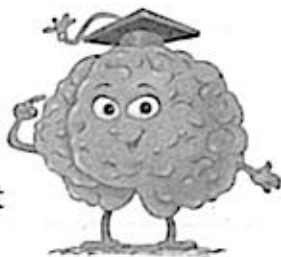
Directions: Read the passage. The guides in the blue bar will help you focus on some of the important details. Then answer the questions that follow. These questions will also have guides to help you find the correct answers.

Your Insides Speak Out

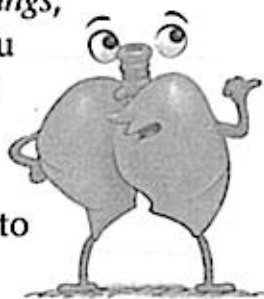
By Elizabeth Preston

Art by Paul Sharp

- 1 You have lots of organs inside your body. No, we don't mean musical instruments. A body organ is a body part with a specific job. All your organs work hard to keep your body healthy. But which one is the best? Let's ask them!



- 2 No organ is better than me, your *brain*. Why? Just think about it...What are you using to think about it? ME, of course!



- 3 Don't listen to Brain. We're your *lungs*, and we're the best! Without us, you couldn't breathe. We bring you air when you're running or relaxing. We help you talk to your friends or sing a song. And when it's time to take a deep breath and blow out your birthday candles, we're there too.



- 4 What organ works the hardest? I do! I'm your *heart* and I'm pumping all the time, even when you're asleep. Feel the BOOM BOOM BOOM in your

Look at the title. Look at the illustrations. What do you think this passage will be about?

Why do the lungs think they are better than the brain?

chest? That's me squeezing tight. I push your blood through your body and back again. Day or night, I never get tired!

- 5 Yo. It's me, your most awesome organ. Where do you put delicious pizza? That's right, your *stomach*. I stretch out to hold all the food and drinks you swallow. Inside me there's powerful acid to break all that stuff down. I also make you burp. You're welcome.



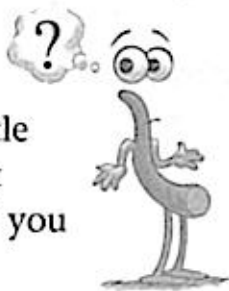
- 6 Actually, we're more important than the stomach. We're your *intestines*. We're a long, long tube scrunched tight in your belly. If you stretched us out, we'd be about 25 feet long. We help you get all the nutrition out of your food. When we're finished, it gets turned into waste.



- 7 Do you like to skip and run? Crab walk and cartwheel? Play piano? Wiggle your eyebrows? Then your favorite organ has to be your *muscles*. We keep you moving and get you where you're going.



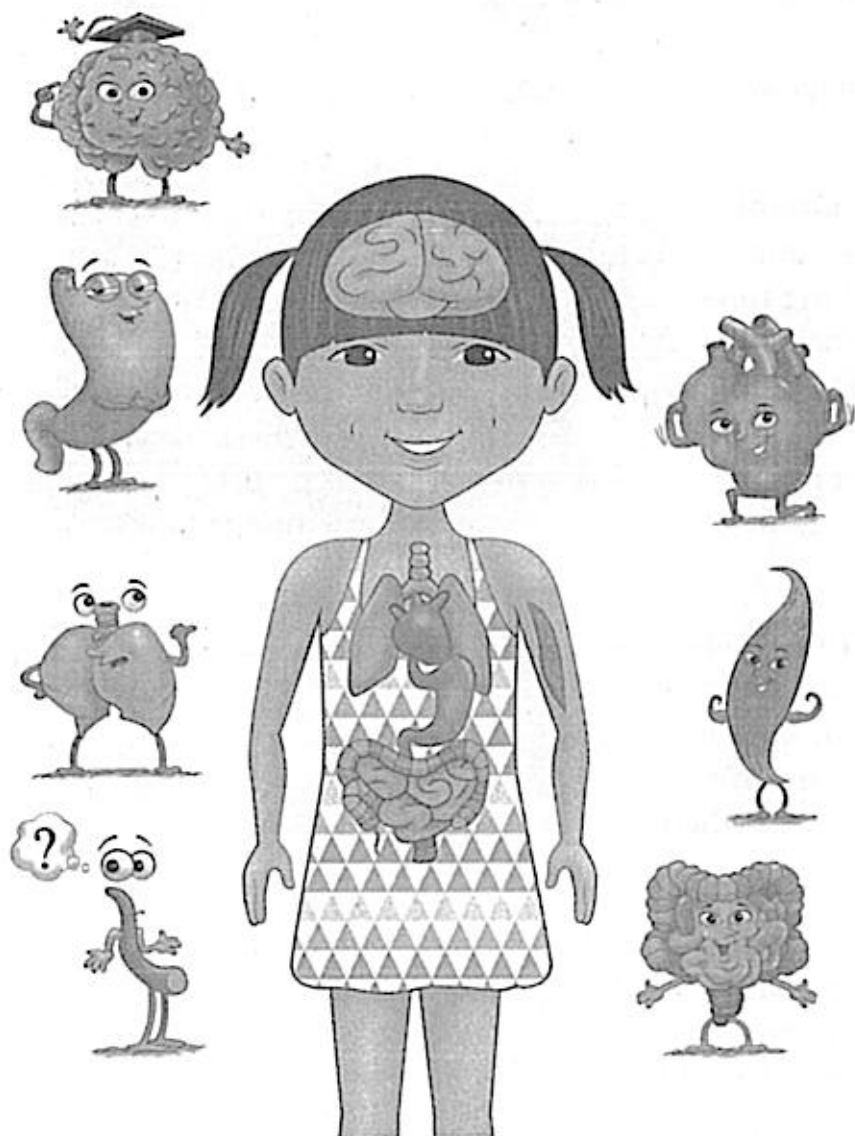
- 8 You love a good mystery, right? That's why the best organ is me: your *appendix*! No one knows exactly what I'm for. I look like a little tail stuck onto the intestines. I don't know what I'm doing here, either. If you find out, can you please tell me?



How does food get broken down in the stomach?

Where can you probably find muscles in your body?

- 9 I'm your *skin*. I keep you wrapped up tight. Without me, your insides would be on the outside! I'm your biggest organ—but I'm not the best. No organ is the best, because we all have to work together. We're the team that keeps you going strong!



1 Which text feature could best help you find more outside information about a particular organ like the brain?

- A an index with page numbers
- B a link to a website about that particular organ
- C a table of contents
- D a sub-heading

This is a **Use Text Features** question. Think of the word "outside." Which text feature can lead to extra information that isn't in a passage?

2 Read this sentence from paragraph 4.

I'm your heart and I'm pumping all the time, even when you're asleep.

What does the word *pumping* mean?

- A talking
- B forcing
- C making
- D moving

This is a **Vocabulary in Context** question. Reread the passage to see what the heart does and how it is so special.

3 Which words from paragraph 5 can help the reader know what *stretch* means?

- A hold all the food
- B eat delicious pizza
- C all that stuff down
- D most awesome organ

This is a **Vocabulary in Context** question. When you stretch, what do you do? Which organ needs to stretch to do its job?

4 Which sentence from the passage shows that it is written by an "organ"?

- A "Where do you put delicious pizza?"
- B "I don't know what I'm doing here, either."
- C "You have lots of organs inside your body. "
- D "All your organs work hard to keep your body healthy. "

This is a Point of View question. Though an organ is not like a person, the author gives some of these organs a "voice."

5 What does the author of this passage want you to think about your organs?

- A Organs are only helpful for human bodies.
- B Organs work together as a team.
- C Organs have voices.
- D Organs love to tell stories.

This is a Point of View question. Think about how the author presents point of views in this passage. What do YOU think about how organs work after reading it?

6 Which sentence from paragraph 8 can help the reader know what mystery means?

- A "No one knows exactly what I'm for."
- B "If you find out, can you please tell me?"
- C "I look like a little tail stuck onto the intestines."
- D "That's why the best organ is me: your appendix!"

This is a Vocabulary in Context question. What do you know about mysteries?

7 You can tell that paragraph 9 is written by the skin because the skin—

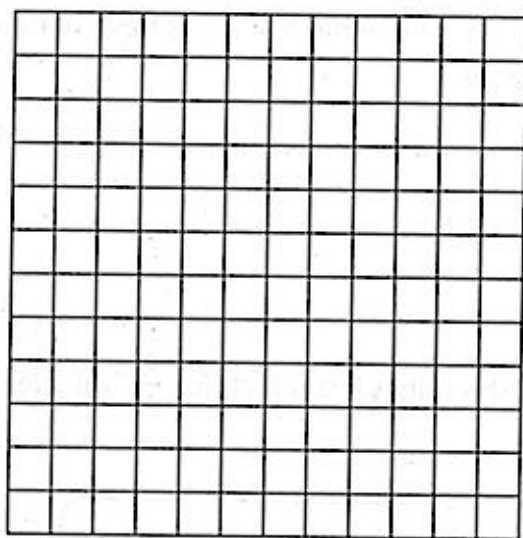
- A describes what it does
- B says it is the best organ
- C tells about the other organs
- D refers to itself as "I" and "me"

This is a Point of View question. When the skin is narrating, what is special about the words it uses?

Lesson 54

*Standards: 3.OA.3, 3.OA.8, 3.NBT.2, 3.NF.3c, 3.MD.7b, 3.G.1, 3.OA.2, 3.MD.8;
Review 2.G.1*

- 1 Stephen took a picture of his sister in a tree. She is making a funny face. Stephen prints the picture. It is 10 inches long and 8 inches wide. Draw a rectangle on the grid to model the picture. Find the area and perimeter.

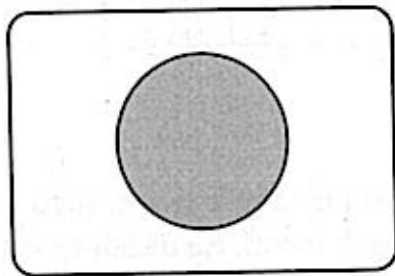


- 2 Ryan has 24 toy cars that he wants to give to 4 of his friends. He wants to give an equal number of toy cars to each friend. He decides to place the toy cars in an array. Describe how Ryan can use an array to divide the toy cars evenly. How many toy cars will he give to each friend?

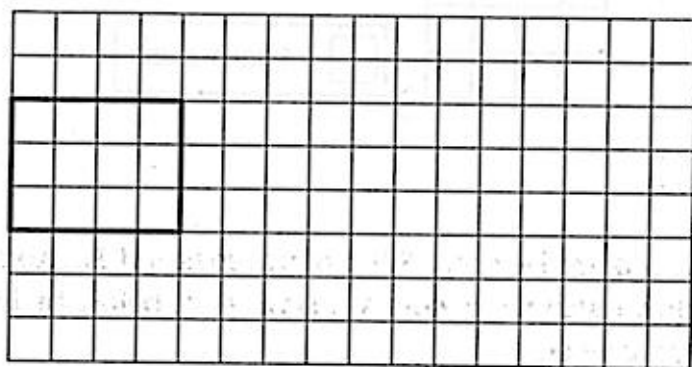
3 Hailey is setting up chairs for a meeting. There are 32 chairs in all. Hailey is able to place an equal number of chairs in 4 rows. There are 4 chairs left over. How many chairs did Hailey put in each row? Show your work.

4 Mr. Davis had some money. He spent \$34 on groceries and \$21 to buy a shirt. He has \$110 left. How much money did Mr. Davis have before he bought groceries and a shirt? Show your work.

5 Clarissa finds a card that she thinks is a match for $\frac{2}{2}$, but she is not sure. Is it a match? Explain why or why not.



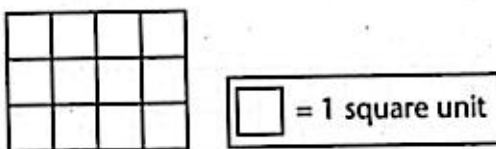
- 6 Aunt Margaret bought some postcards on vacation. Find the area and perimeter of the postcard model below. Then, draw another rectangle that has the same area but a different perimeter.



- 7 Read the description of a shape given below. List all the shape names that could apply to the shape. Explain.

I am a polygon with 4 sides and 4 angles.
At least one of my angles is greater than a right angle.

- 8 Inga drew a rectangle to represent her blanket. What is the area of her blanket?



- A 7 square units
B 10 square units
C 12 square units
D 14 square units
- 9 Cardi's class has 28 students in it. Their desks are in groups of 4. Which equation can be used to find the number of groups, g , that there are in all?
- A $4 \times g = 28; g = 6$
B $28 \times 4 = g; g = 6$
C $4 \div g = 28; g = 7$
D $4 \times g = 28; g = 7$
- 10 Jocelyn wants to make a blanket that is 6 feet long and 6 feet wide with patches that are 1 square foot each. How many square-foot patches does she need to use?
- A 30
B 24
C 36
D 32



Day 6



Y 300

300

300

300

Independent Practice

Directions: Read the passage. Then answer the questions that follow.

Talent Night

By Annie Gage

- 1 Let me introduce myself: Benjamin Belinski, Human Talent Void.
- 2 Kate can make anything using origami. Tommy creates breathtaking beats on overturned plastic buckets. Olivia trained her miniature poodle to do tricks. And those are just my friends. My grade also boasts four dancers, a gymnast, two bakers, an aikido expert, six singers, and five artists, among others.
- 3 Every day my teacher asks if I've decided what to do. And every day I remind her that I have no talents.
- 4 "Nonsense, Benjamin," she says. "You'll think of something."
- 5 "I'll just have to be sick the day of the show," I announce to my friends one afternoon. "If you get a cold, be sure to cough on me."
- 6 "You must have a talent," says Kate. "Let's make a list. What are you good at?"
- 7 "Eating," I answer. "Watching TV."
- 8 Kate rolls her eyes. "Benjamin, be serious."
- 9 "Tormenting my little brother."
- 10 "You exasperate me." Kate looks at our friends. "Come on, guys. What are Benjamin's talents?"
- 11 "He's good with dogs," says Olivia. "My dog adores him."
- 12 "Oh, great," I say. "I can sit on the stage while he licks my face. Benjamin Belinski, Human Dog Toy."

13 "Benjamin's funny when he's sarcastic," says Tommy. He turns to me. "You could do a comedy routine."

14 "Yeah. Every joke could be about how I have no talents," I say.

15 "Benjamin," says Kate, "maybe you don't know how to juggle, but your birthday parties are the best."



16 "Yeah," agrees Olivia, "and you always get us together to do stuff. Like having game nights or riding bikes after school—or when we held that yard sale. The week you had the flu we didn't do anything fun."

17 "You're like the glue that holds us together," adds Tommy.

18 "Oh, great," I say. "Benjamin Belinski, Human Glue Gun."

19 But their comments get me thinking.

20 Lying in bed that night, I come up with a plan so exciting that it takes me two hours to fall asleep.

21 In the morning, I can't wait to tell my teacher. I zoom past my friends huddled together on the playground and run into the classroom.

22 "That's a marvelous idea, Benjamin," she says. "Resourceful, original, and true to who you are."

23 In the next few weeks, I write a zillion lists, make sure every item gets checked off, and ask a lot of people to do jobs. Kate agrees to make twelve origami centerpieces. I ask a variety store to donate lanterns. I get the principal's permission to cover the school's tables with blue and yellow paper.

24 On the night of the big event, I feel so nervous I have to force myself to eat dinner.

25 "The gym looks magical," my teacher says.

26 "This place has been completely transformed," I hear one visitor whisper.

27 When the show begins, each person with an act knows his or her place in the lineup. Tommy wows us with his drumming. The singers stay in tune throughout their songs. The gymnast astonishes us with handsprings and back walkovers.

28 During intermission, our guests smack their lips over student-baked cookies as they browse the display of paintings, drawings, pottery, and other artwork.

29 After the last act, performers gather for a final curtain call. My teacher steps onto the stage as the applause dies down.

30 "Everybody contributed and cooperated to put together this marvelous night," she announces. "However, one person deserves special recognition for taking the reins to make it proceed so smoothly. He stayed behind the scenes, but please give a big hand to an enormous talent—Benjamin Belinski, Producer!" She points to me in the back of the gym.

31 "Bravo!" the audience shouts. People turn to see who I am.

32 I wave sheepishly until someone grabs my arm and sticks my hand into the air to make me more noticeable. I bow.

33 Benjamin Belinski, Producer. I like the sound of that.



Directions: Answer the following questions. If you need more space to write an answer, write your answer on your own paper.

1 In which sentence does the narrator use exaggeration to make a point?

- A "Lying in bed that night, I come up with a plan so exciting that it takes me two hours to fall asleep."
- B "I zoom past my friends huddled together on the playground and run into the classroom."
- C "In the next few weeks, I write a zillion lists, make sure every item gets checked off, and ask a lot of people to do jobs."
- D "On the night of the big event, I feel so nervous I have to force myself to eat dinner."

2 Read this sentence spoken by the teacher at the end of the story.

"However, one person deserves special recognition for taking the reins to make it proceed so smoothly."

What does the phrase "taking the reins" mean?

- A making a mistake
- B picking people up
- C collecting the money
- D being in charge

3 In paragraph 23, the word *permission* most nearly means—

- A help.
- B okay.
- C praise.
- D supplies.

4 The reader can tell that the story is written by Benjamin himself because the narrator—

- A uses "I."
- B uses "he" and "she."
- C gives details about the characters.
- D explains what happens in the story.

5 Read this sentence from paragraph 21.

I zoom past my friends huddled together on the playground and run into the classroom.

Someone who *zooms by*—

- A sneaks by.
- B feels afraid.
- C moves fast.
- D makes noise.

6 Which paragraph lets you know where the show will take place?

- A paragraph 22
- B paragraph 24
- C paragraph 25
- D paragraph 27

7 Read this sentence from paragraph 30.

"Everybody contributed and cooperated to put together this marvelous night," she announces.

Which word(s) from this sentence helps the reader figure out what *contributed* means?

- A everyone
- B put together
- C she announces
- D marvelous night

Lesson 40

Domain: Measurement and Data

Cluster: Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

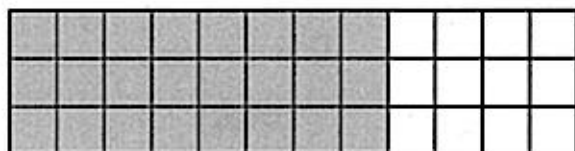
Standards: Primary 3.MD.7c; Secondary 3.OA.3, 3.NBT.3; Review 2.OA.1

Background Information:

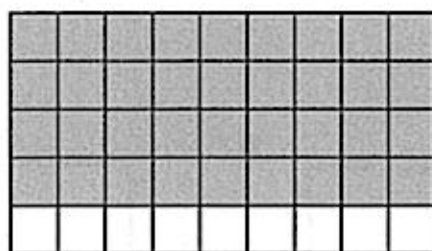
A circus parade may have horses, elephants, and acrobats. They are decorated with horse blankets, drapes, and capes.

Modeled Instruction

1 Marilyn and Cullen sew for the circus. They make two kinds of horse blankets for parades and shows. In the drawings below, each square is 1 square foot.



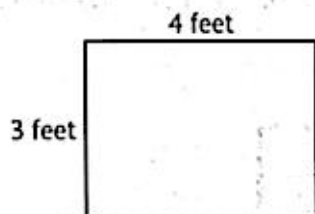
Collar Blankets



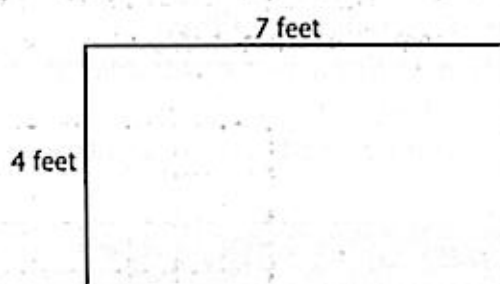
Saddle Blankets

- 6 A stall has an area of 32 square feet. Which of the following rectangles could represent the stall?

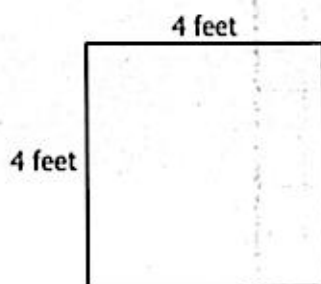
A



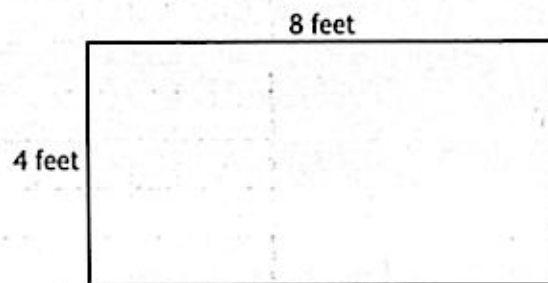
C



B

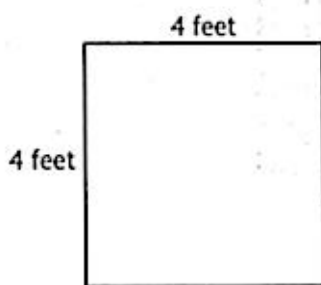


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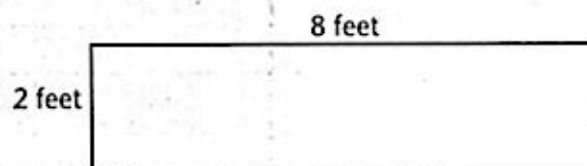


- 7 Pram is looking at different blankets. She wants to choose the one with the greatest area. Which of the following blankets should she choose?

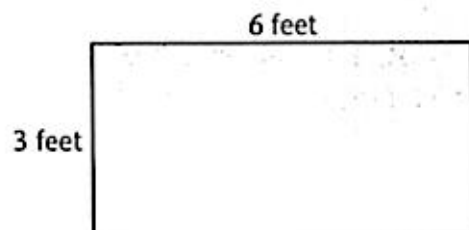
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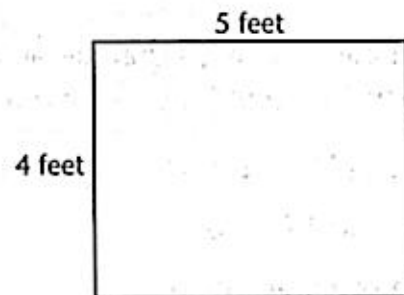
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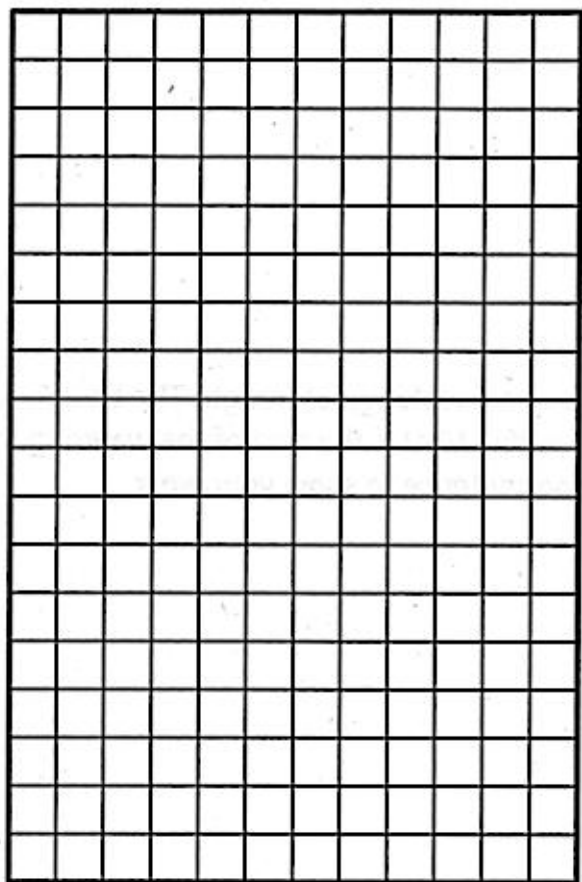
B



D



- 4 Sabrina is covering part of the barn floor with hay. So far, she has enough hay to cover 24 square feet. In the grid below, each square equals 1 square foot. Draw as many different rectangles as you can to show 24 square feet. Then, name a way to show 24 square feet that will not fit on the grid.



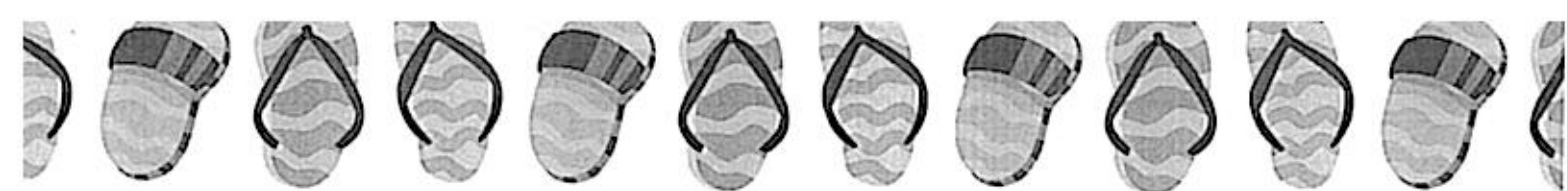
- 5 Ula wants to draw a rectangle that has an area of 18 square feet. Which of the following dimensions could she use to draw that rectangle?

- A 2 feet wide and 8 feet long
- B 3 feet wide and 5 feet long
- C 5 feet wide and 4 feet long
- D 6 feet wide and 3 feet long

Independent Practice

2 Hollis scatters seeds and grain in the yard to feed the chickens. The feeding yard is a 6-foot square. Show more than one way to find the area of the feeding yard.

3 Heather waters the horses in a rectangular trough. The trough is a rectangle that is 14 feet long and 1 foot wide. What is the area of the watering trough? Draw a picture and write a multiplication sentence to show your work.



Day 7



1900

1901

1902

1903

Directions: Read the passage. Then answer the questions that follow.

What Are the Birds Eating?

By Tony Helies

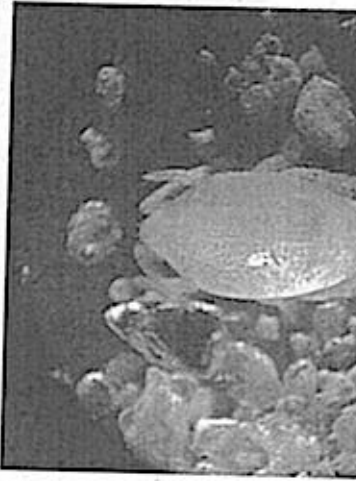
- 1 It's Memorial Day weekend, and I am sitting on a beach on Long Island, New York. A flock of small gray-brown shorebirds soars in and lands. The sanderlings are back, stopping off on their journey north.
- 2 Sanderlings spend the winter on the coasts of South America and the southern United States. When spring comes, they migrate as many as 6,000 miles to the Canadian Arctic, where they build their nests and raise their babies.



In spring, sanderlings stop on a Long Island beach during their journey to the Arctic. They are thin and hungry from their long flight.

Fuel Up!

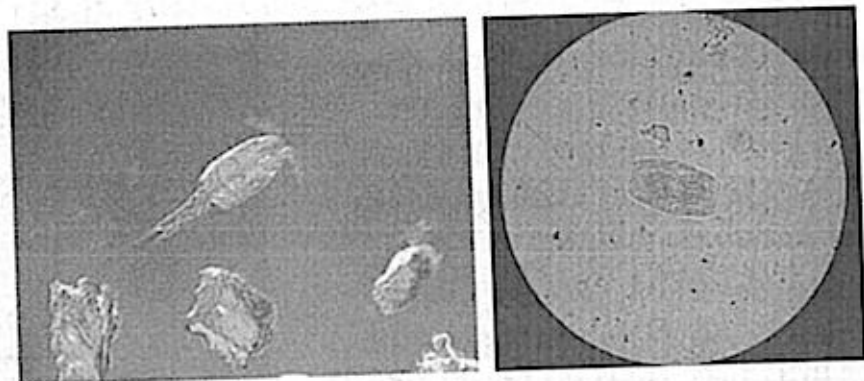
- 3 It takes a lot of energy to fly thousands of miles. In the winter, sanderlings spend most of their time eating, and they turn that food into fat to give them energy for their long flight. By the time they reach Long Island, they need to refuel. They will stay on this beach for about three weeks, eating, eating, and eating.

- 4 The sanderlings pause to look around. Then they start running along the shore, probing the sand with their beaks. As each wave rushes in, they dash up the beach just ahead of the water's foamy grasp. When the water recedes, they chase after it, stabbing at the sand as they run.
- 5 What are the birds eating, I wonder? After the birds move farther down the beach, I walk to the water's edge, squat down, and stare at the sand. I dig my hand in, pull up a clump of wet sand, and examine it closely.
- 6 At first I see nothing but sand, but then my eye catches something in motion. Carefully, I spread the sand across my hand. A gray dot scoots across my palm and disappears into a clump of sand. A little digging and I have him—a tiny mole crab. He has a rounded back and squirmy little legs. He is no bigger than a grain of rice. Maybe the sanderlings are eating mole crabs.
- 
- 7 I bring a bucket to the shore and fill it up. Sorting through the sand, I count the mole crabs in the bucket. It is hard work because the crabs are fast, and they are the color of the sand. But I catch them one by one.
- 8 I find five large mole crabs—some as big as one inch long—and almost 200 little ones! When I return the crabs to the water, they disappear into the sand in seconds.
- 9 Later, the sanderlings return, eating their way along the beach. Most of what they are eating is small enough to swallow in one bite, so I can't see what it is. But then I see a bird pull out a mole crab that is too big to swallow whole. The bird drops it, pecks at it, and eats it in several bites. So the sanderlings are eating mole crabs.

A mole crab

A World of Creatures

- 10 Then I wonder, what are the mole crabs eating? Whatever it is, it must be really small. I bring some wet sand home and look at it under my microscope. I can see that the sand grains are shining bits of stone. Among them, I find a world of creatures. A white worm slithers along. Tiny shrimplike animals shoot by. At higher magnification I see microscopic plants small enough to hide behind a human hair.



- 11 These microscopic animals and plants are all food for the mole crabs. When the mole crabs have a lot of food to eat, they have more baby mole crabs. That is a good thing for the sanderlings. Each sanderling needs to eat hundreds of mole crabs every day.
- 12 When the sanderlings arrive on Long Island, they may weigh two ounces. By the end of their stay, they can weigh almost twice as much. That's enough fuel, or fat, to take them to their next stop, the Arctic.
- 13 By mid-June, the sanderlings are gone, flying north, powered by mole crabs. But they will be back in August, stopping for lunch on their way back to their warm winter homes.

7 Read this sentence from paragraph 13.

By mid-June, the sanderlings are gone, flying north, powered by mole crabs.

What does the author mean when he says *powered by*?

- A The mole crabs carry the sanderlings.
- B The sanderlings are pushed by the mole crabs.
- C The sanderlings get energy from eating the mole crabs.
- D The mole crabs are stronger than the sanderlings.

8 The sanderlings eat a lot during their time on Long Island. Explain why the sanderlings need to eat so much. Use at least two specific details from the article to support your answer.

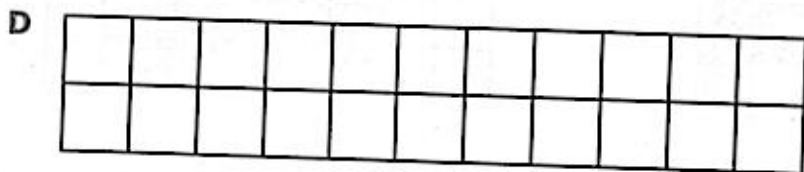
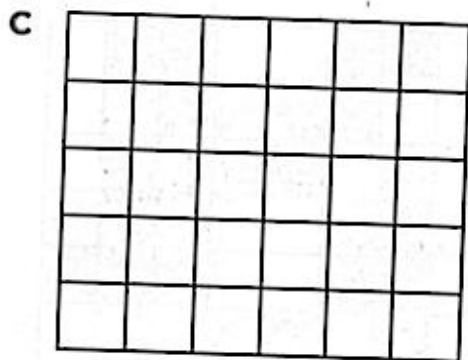
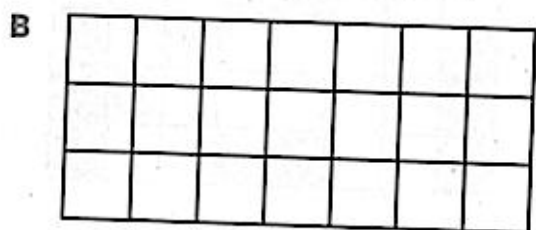
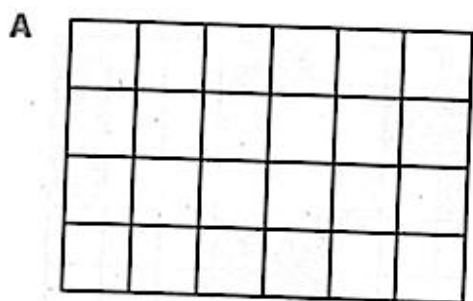
9 One of the sections of the article has the heading "Fuel Up!" Explain why this is a good title for the section. Use details from the section to support your answer.

- 10** Read the caption of the photograph on page 116. Which detail from the caption shows that the birds have used up all their energy? Explain why you chose that detail. Use details from the article to support your answer.

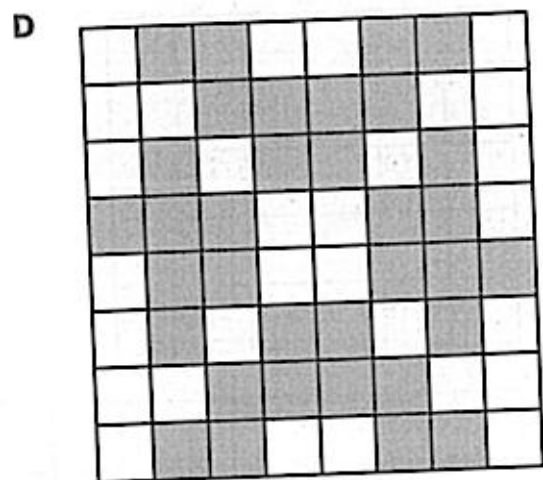
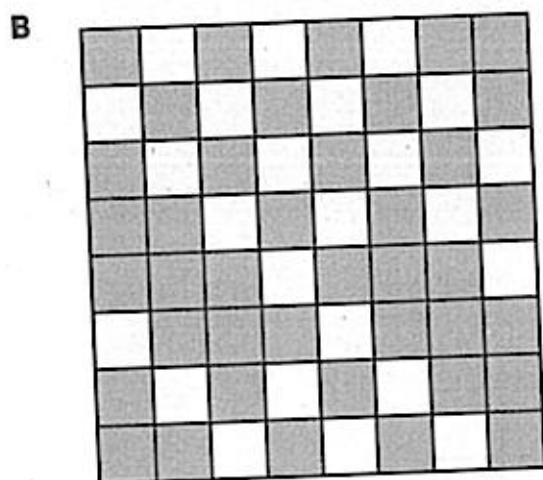
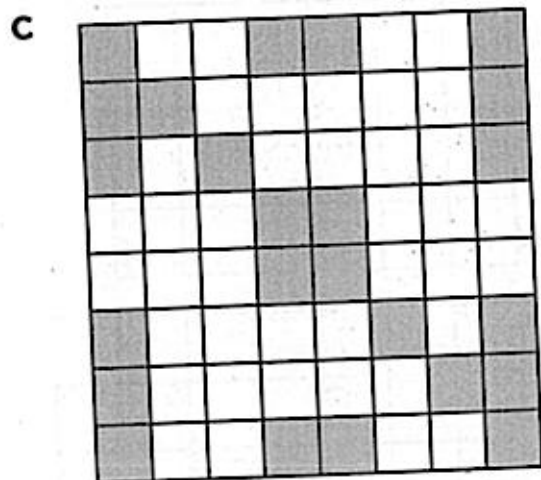
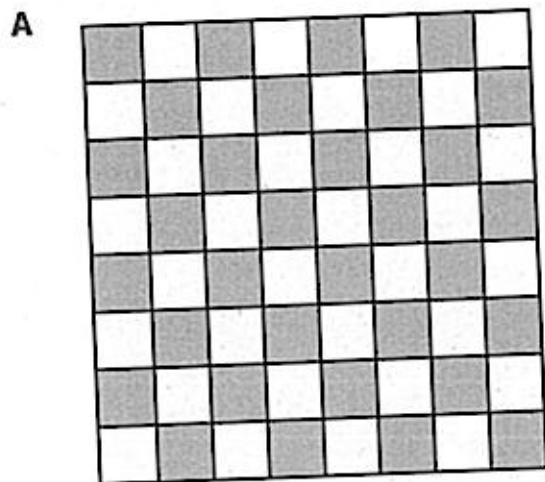
- 11** The article describes what mole crabs are. Complete the chart below to summarize the information given on mole crabs.

Feature	Description
Size	
Color	
Body Shape	
Diet	

- 7 Scott wants to put in a window that has an area of 24 square tiles. Which of the following should he choose?



8 Kyle makes a mural with gray tiles and white tiles. The area of the gray tiles is smaller than the area of the white tiles. Which of the following could be his mural?





Day 8



Y 50

80

100

150

200

Directions: Read the passage. Then answer the questions that follow.

When Grandma Comes

By Eileen Spinelli

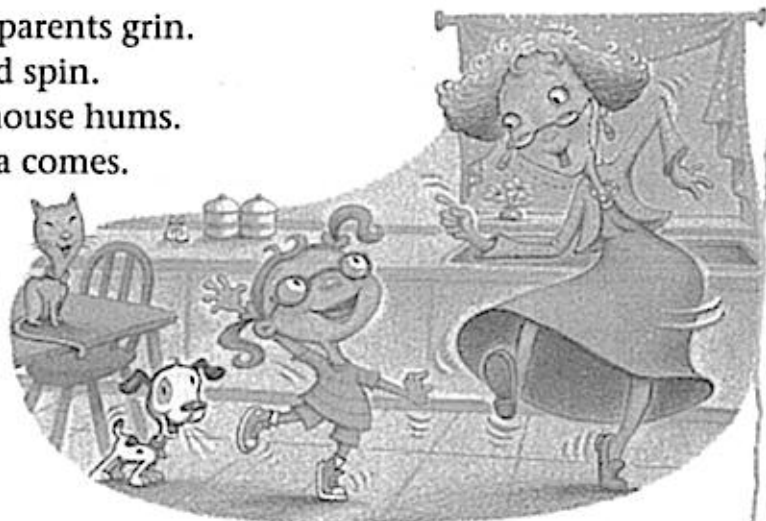
- 1 When Grandma comes, she likes to bring
 a little bit of everything—
 a puppy toy, some yellow thread,
 a tasty square of gingerbread,
 thick homemade soup, a knitted hat,
 a can of tuna for the cat,
 a couple pairs of woolen socks,
 chocolate cherries in a box,
 a picture book, a string of beads,
 a bag of crunchy pumpkin seeds.



- 2 When Grandma comes, she likes to sing
 And push me on the backyard swing.
 And rock me in the rocking chair.
 And read to me. And brush my hair.
 She likes to dance me 'round the floor.
 And walk me to the candy store.
 And feed me soup by candlelight.
 And tuck me into bed at night.



- 3 When Grandma comes, my parents grin.
 The puppy barks. I laugh and spin.
 The cat meows. The whole house hums.
 On Saturday, when Grandma comes.





Directions: Answer the following questions. If you need more space to write an answer, write your answer on your own paper.

1 According to the poem, how often does Grandma visit?

- A once each day
- B once a week
- C once a month
- D once a year

2 Which statement describes the rhyme pattern in each stanza?

- A Every second line rhymes.
- B There are pairs of rhyming lines.
- C The first and last lines rhyme.
- D There is no regular rhyme pattern.

3 Read these lines from the first stanza.

*a puppy toy, some yellow thread,
a tasty square of gingerbread,
thick homemade soup, a knitted hat,
a can of tuna for the cat*

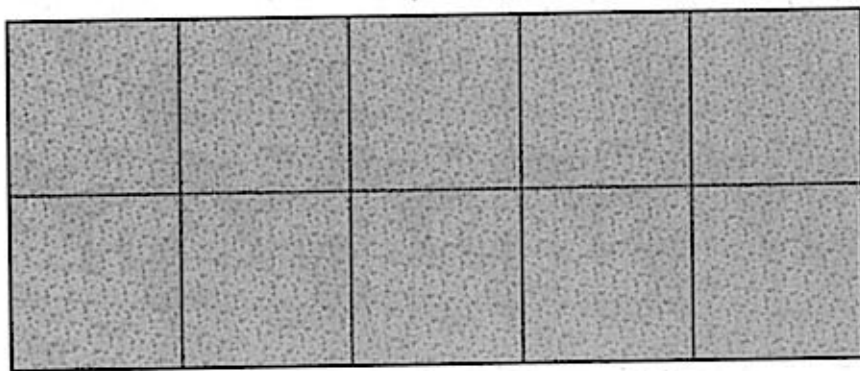
Which word appeals to the senses?

- A puppy
- B some
- C yellow
- D knitted

Independent Practice

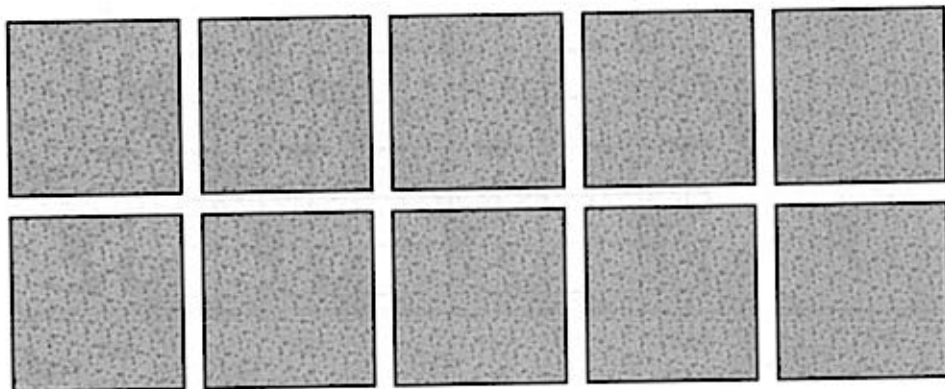
2 Mrs. Morales uses large cement tiles to make some patio areas outdoors.

Part A How many tiles does Mrs. Morales use on the patio that is shown below?
Write the number that completes the sentence.



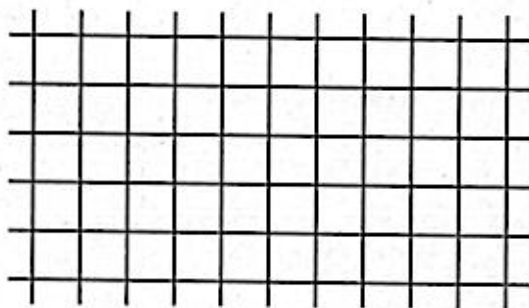
The area of the patio is _____ square units.

Part B Mrs. Morales makes another patio area. Does this one have the same area as the first one? Explain why or why not.

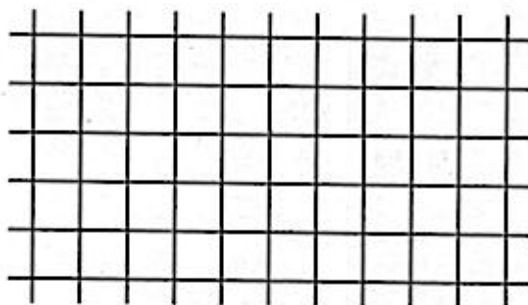


3 Mia works outside with Mrs. Morales. She has 24 square paving tiles to make a garden patio.

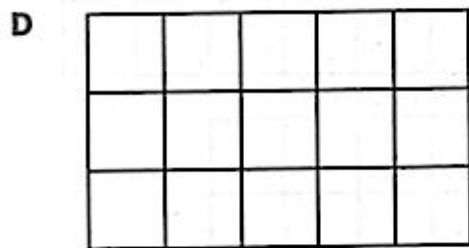
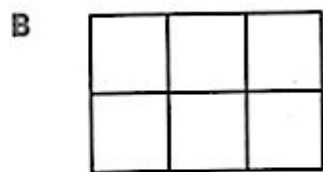
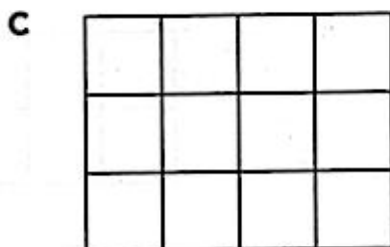
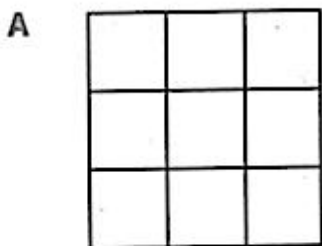
Part A Shade squares on the grid to make a rectangle that is 6 squares long. Then, use the rest of the tiles to make more rows. How many rows of 6 did you make with 24 squares?



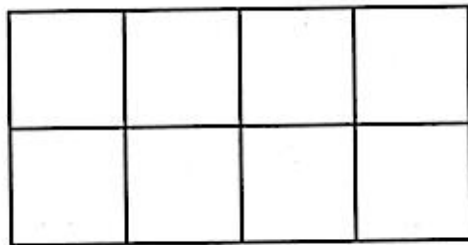
Part B Shade 24 squares to show a different rectangle. Start with a row of 8 squares. Then, use the rest of the tiles to make more rows. How many rows of 8 did you make with 24 squares?



- 4 Coby is drawing rectangles that can hold 12 square units. Which of the following rectangles could be one of the rectangles he drew?

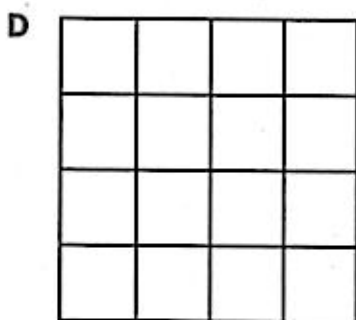
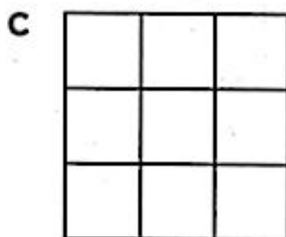
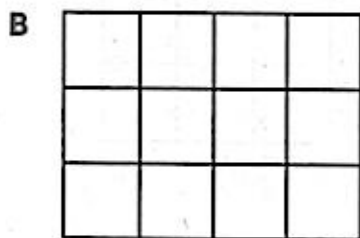
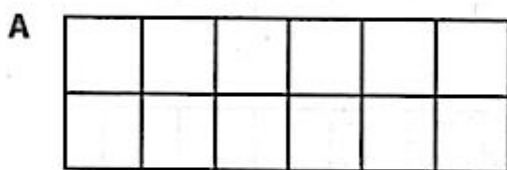
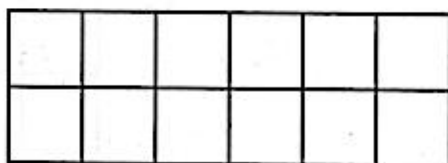


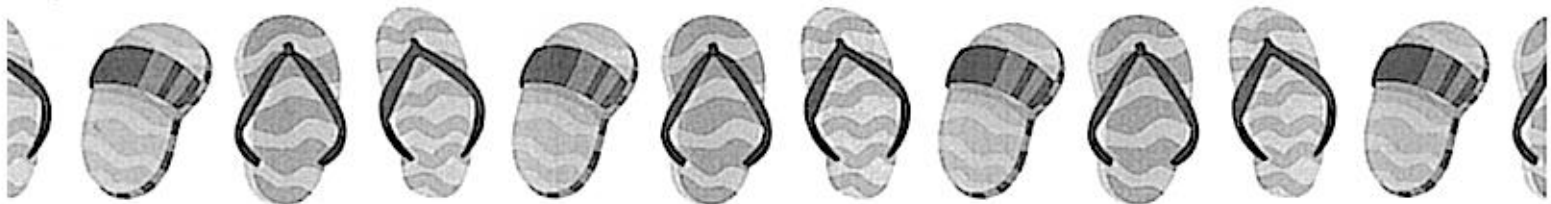
- 5 Earl drew the rectangle below. How many tiles fill his rectangle?



- A 6
B 8
C 4
D 2

- 6 Carlos wants to make a board that holds more tiles than the one below. Which of the following choices will hold more tiles than his board?





Day
q



YPO

PO

PO

PO

Directions: Read the passage. Then answer the questions that follow.

Songs of the Sea

By Catherine Stier

- 1 You have signed on for months of hard work. You're far from home. The pay is bad. The food is worse. You find rare comfort in the simple songs that you and your work mates sing.
- 2 This is what a sailor's life was like in the 1800s. The songs sung aboard ships were called *sea shanties* (also spelled *chanteyns*). You have probably heard a shanty or two yourself. Many of these songs have lasted through the years. They can often be found in surprising places today.



Sea Shanties Then ...

- 3 Sea shanties were valuable friends to sailors. Some shanties, such as "Blow the Man Down," had lively words and melodies. They broke up the boredom of long trips. Other shanties, including one called "Oh, Shenandoah," had a sadder tone. They helped seafarers express longing and loneliness. Still other shanties, such as "Leave Her, Johnny," let sailors grumble about their hard lives.

- 4 But the first job of the sea shanty was to help the men work as a team. Ships had sails that were controlled by a system of moving ropes. For many jobs, all of the sailors had to tug on the ropes at once.
- 5 When faced with such a job, the *shantyman*, or song leader, began a tune. The crew joined in on the chorus, and it might have sounded like a playful sing-along. But when the sailors came to a certain beat, they knew it was the signal to pull together with all of their might.

- 6 Raising or lowering the anchor called for a rhythm with a slow, steady motion. Then, the shantyman would choose a shanty with a slow, steady beat to match the job. Each duty on the sailing ship had its own rhythm and its own kind of song.



... and Sea Shanties Now

- 7 Sea shanties have been passed down to us in much the same way as folk stories. Long ago, someone came up with a memorable idea and melody. Others repeated the shanty, often adding changes along the way.
- 8 Over time, people saw the sea shanty for the treasure it was. Like any treasure, shanties were collected. Many were written down in books.

- 9 Where do the old shanties pop up now? Today's musical artists love the fun, beauty, and history of these songs. Many musicians, including Bob Dylan and Harry Belafonte, have their own versions of "Oh, Shenandoah." One group, the Robert Shaw Chorale, recorded a collection of shanties.
- 10 In Hollywood, shanties serve as a symbol of the sea. A fisherman sings the shanty "Spanish Ladies" in the film *Jaws*. The cartoon character Woody Woodpecker whistles "Blow the Man Down" when he finds himself aboard a pirate's ship.
- 11 Today, shanties tell us about shipboard life more than one hundred years ago. They help us understand what the working sailor sang and perhaps thought about.
- 12 So the next time you're doing a boring task, try making up a tune to go along with it. Time may pass more quickly, and your job may seem easier. Also, you may understand why sailors loved those old songs of the sea.

The shanty "Leave Her, Johnny" was often sung at the end of a trip. One of the last tasks before leaving the ship was to pump it dry. The shanty was sung while doing the task. The "her" referred to in the shanty is the ship.

Leave Her, Johnny

*I thought I heard the skipper say,
Leave her, Johnny, leave her!
Tomorrow you will get your pay,
It's time for us to leave her.*

*The work was hard, the voyage was long,
Leave her, Johnny, leave her!
The seas were high, the gales were strong,
It's time for us to leave her.*

*The food was bad, the wages low,
Leave her, Johnny, leave her!
But now ashore again we'll go,
It's time for us to leave her.*

*The sails are furled, our work is done,
Leave her, Johnny, leave her!
And now on shore we'll have our fun,
It's time for us to leave her.*

Directions: Answer the following questions. If you need more space to write an answer, write your answer on your own paper.

- 1 An assumption is a guess about something. In which sentence does the author make an assumption about the reader?
- A "The songs sung aboard ships were called *sea shanties* (also spelled *chanteys*)." *chanteys*
 - B "You have probably heard a shanty or two yourself."
 - C "Today's musical artists love the fun, beauty, and history of these songs."
 - D "A fisherman sings the shanty 'Spanish Ladies' in the film *Jaws*."
- 2 Which paragraph in the section "... and Sea Shanties Now" best explains why shanties are described as treasures?
- A Paragraph 9
 - B Paragraph 10
 - C Paragraph 11
 - D Paragraph 12
- 3 If you wanted to hear the sea shanty "Leave Her, Johnny," what text feature could provide you this information?
- A a sidebar about different versions of the shanty
 - B a picture of the ship and Johnny
 - C a map of Johnny and the ship's travels
 - D a hyperlink to an audio file

- 4 Read this sentence from paragraph 3.

Sea shanties were valuable friends to sailors.

What does *valuable* mean as it is used here?

- A shown
- B important
- C given away
- D worth money

- 5 Read this sentence from paragraph 3.

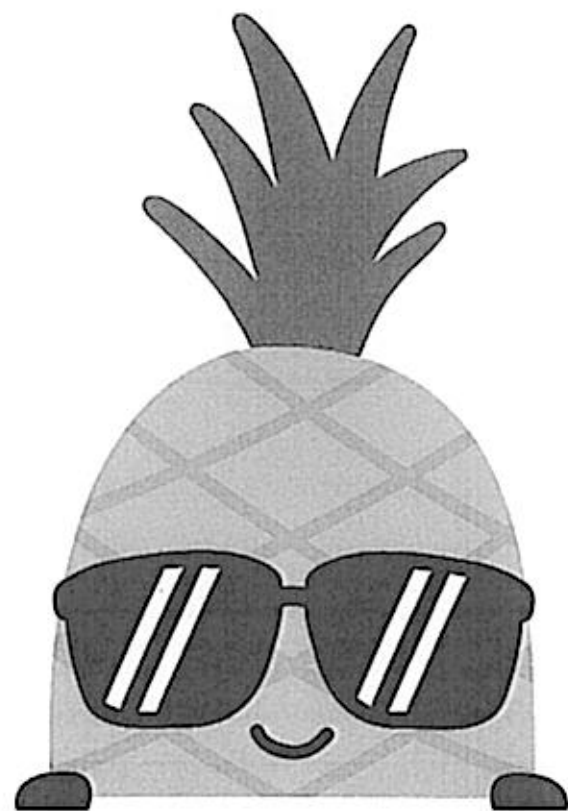
Still other shanties, such as "Leave Her, Johnny," let sailors grumble about their hard lives.

Which word from this sentence can help the reader know what *grumble* means?

- A shanties
- B sailors
- C hard
- D lives



Day 10



Directions: Read the passage. The guides in the blue bar will help you focus on some of the important details. Then answer the questions that follow. These questions will also have guides to help you find the correct answers.

Look at the title. Look at the photos. What do you think this passage will be about?

The Gray Wolf

By Pat Betteley

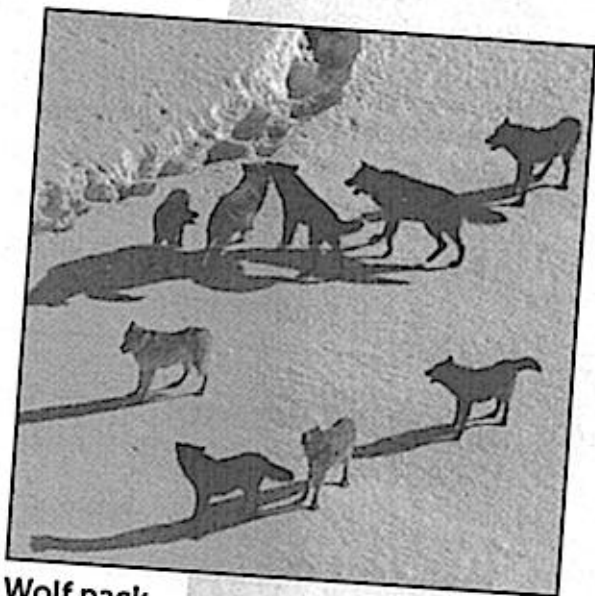


Gray wolf

- 1 What does the Chihuahua in your house have in common with the gray wolf that roams the wilds? They share about 99 percent of the same doggie DNA, according to UCLA researcher, Dr. Robert Wayne! So for all intents and purposes, your Chihuahua IS a wolf, as are all dogs, no matter how small, playful, or ferocious.

What type of things do gray wolves eat?

2 So, what does a gray wolf look like? Think "large German Shepherd." Gray wolves have long bushy tails, and can be anywhere from a mix of gray and brown to solid white, brown, or black. They are carnivorous, and can hunt smaller mammals such as beaver and hare, or large elk, bison, and moose. An adult gray wolf can eat 20 pounds of meat in a single meal.



Wolf pack

Why is hunting in a pack so important to the gray wolf?

3 Wolves live in packs of four to nine members. Within the pack, there is a hierarchy, or pecking order. The alpha male is dominant over the entire pack, and he and the alpha female are the only ones that breed. The wolf pack hunts within a territory that can range from 50 to 1,000 square miles. They are swift, silent runners that run on their toes like a cat, with their heels never touching the ground. Hunting with a pack allows wolves to kill an animal more than 10 times the size of a single wolf.

4 Wolf pups are usually born in a den, unable to see or hear. After they are weaned, adult pack members swallow meat, bring it back to the den, and regurgitate (throw up) the food so the pups can have a hearty meal. Once young adults reach the age of three, they can either join the pack or leave to find their own territory.

5 By the end of the 20th century, gray wolves had practically become extinct. Ranchers, who believed the hungry packs would kill their livestock, hated the wolves. Farmers and hunters shot, trapped, and poisoned gray wolves until not a single wolf was left in 48 of the 50 United States. Then, in 1973, the Endangered Species Act was passed to protect

animals in danger of extinction. In 1995, wolves were reintroduced into Yellowstone National Park to see if they could adapt. The wolves thrived, and in 2004, Wyoming's gray wolves were taken off the endangered species list. Since then, wolves have begun killing livestock, and ranchers are worried once more. Hunting wolves has been legalized in many areas, and animal protection groups are actively engaged in watching over the gray wolf. Their future is in the hands of the next generation.

How to Communicate with a Wolf (For Wolves Only)

- To show submission: crouch, whimper, tuck in your tail, lick the other wolf's mouth or roll over on your back. (Recommended)
- To challenge another wolf: growl or lay your ears back on your head. (Warning: can be hazardous to your health)
- To play: dance and bow
- To warn: bark
- To pull the pack together or communicate long-distance: howl

FAST FACTS

Scientific Name: *Canis lupus*

Average body size: 3-5 ft. long

Average weight: 60-145 lbs.

Habitats: tundra, woodlands, forests, grasslands, deserts

Range: North America: Alaska, Montana, Idaho, Oregon, Wyoming

What additional information can you find out about the gray wolf in this section?

1 Look at the box on page 168. What information is given in this box that is NOT in the passage?

- A Gray wolves bark to warn of danger.
- B Gray wolves hunt together in a pack.
- C Gray wolves were once endangered.
- D Gray wolves live in the state of Wyoming.

This is a Compare and Contrast Texts question. The author is asking you to locate facts that are in one place and not the other.

2 How can you compare a Chihuahua to a wolf?

- A A Chihuahua hunts smaller mammals.
- B A Chihuahua's DNA is nearly the same.
- C A Chihuahua is a fast and quiet runner.
- D A Chihuahua also has an alpha male and female.

This is a Compare and Contrast Texts question. Use the information provided in the first paragraph of the passage to answer this question.

3 Which sentence in the passage explains why gray wolves hunt in a pack?

- A "Within the pack, there is a hierarchy, or pecking order."
- B "The wolf pack hunts within a territory that can range from 50 to 1,000 square miles."
- C "Hunting with a pack allows wolves to kill an animal more than 10 times the size of a single wolf."
- D "The alpha male is dominant over the entire pack, and he and the alpha female are the only ones that breed."

This is a Make Connections to Text question. You can also use the pictures given in the passage to better understand why wolves hunt in packs.

- 4 Which sentence from the passage best explains why the gray wolf was nearly *extinct*, or gone forever?
- A "Ranchers, who believed the hungry packs would kill their livestock, hated the wolves."
 - B "Since then, wolves have begun killing livestock, and ranchers are worried once more."
 - C "Farmers and hunters shot, trapped, and poisoned the gray wolf until not a single wolf was left in 48 of the 50 United States."
 - D "Hunting wolves has been legalized in many areas, and animal protection groups are actively engaged in watching over the gray wolf."

This is a **Make Connections to Text** question. What does the last paragraph in this passage tell you about the gray wolf's current situation?

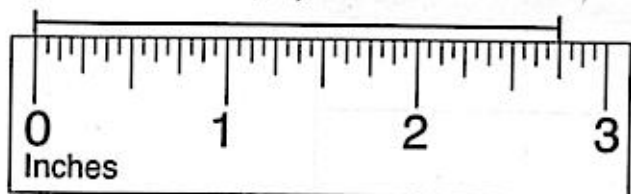
- 5 Look at the box on page 168. Which information is given in BOTH the box and the passage?
- A The gray wolf is a fast runner.
 - B The gray wolf lives in Wyoming.
 - C The gray wolf has cubs in a den.
 - D The gray wolf has a scientific name.

This is a **Compare and Contrast Texts** question. The author is asking you to locate facts that are located in BOTH texts.

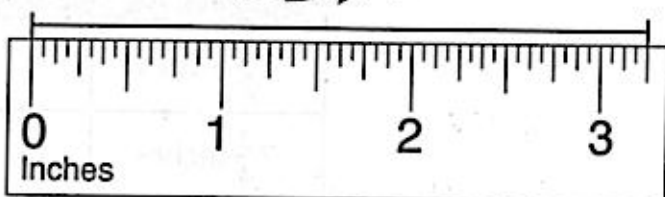
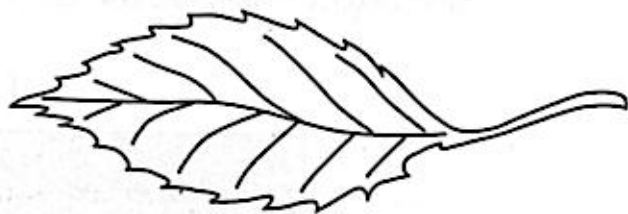
- 6 Paragraphs 2 and 3 are alike because they both discuss—
- A what the gray wolf hunts
 - B what the gray wolf looks like
 - C the number of wolves in a pack
 - D the kind of food the gray wolf eats

This is a **Make Connections to Text** question. The author wants you to connect these paragraphs, looking for a common idea.

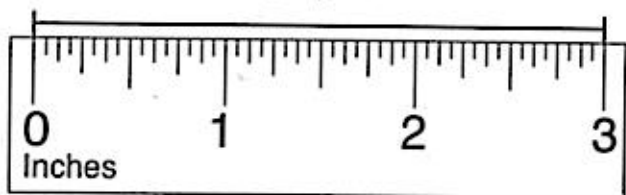
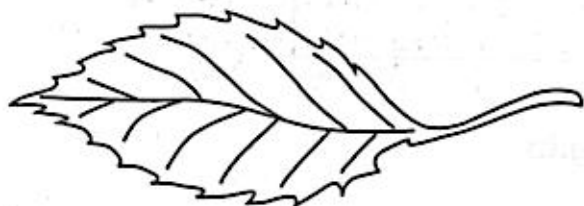
STEP 4 SOLVE: *Solve the problem.*



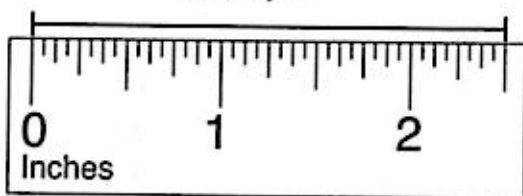
$2\frac{3}{4}$ inches



$3\frac{1}{4}$ inches



3 inches



$2\frac{1}{2}$ inches

From shortest to longest: $2\frac{1}{2}$, $2\frac{3}{4}$, 3, $3\frac{1}{4}$ inches

STEP 5 CHECK and JUSTIFY: *Check and justify your answer.*

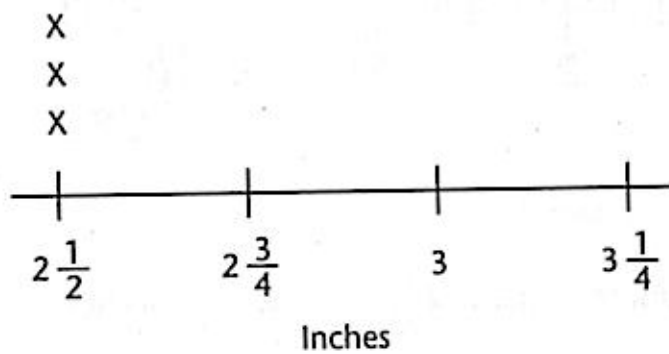
Check your answer by making sure you lined up your ruler correctly at the beginning of the line and end of the line.

Part B Cho counts the number of leaves that he has for each length. He makes a list and begins a line plot. Use Cho's list to complete the line plot.

Leaf Lengths

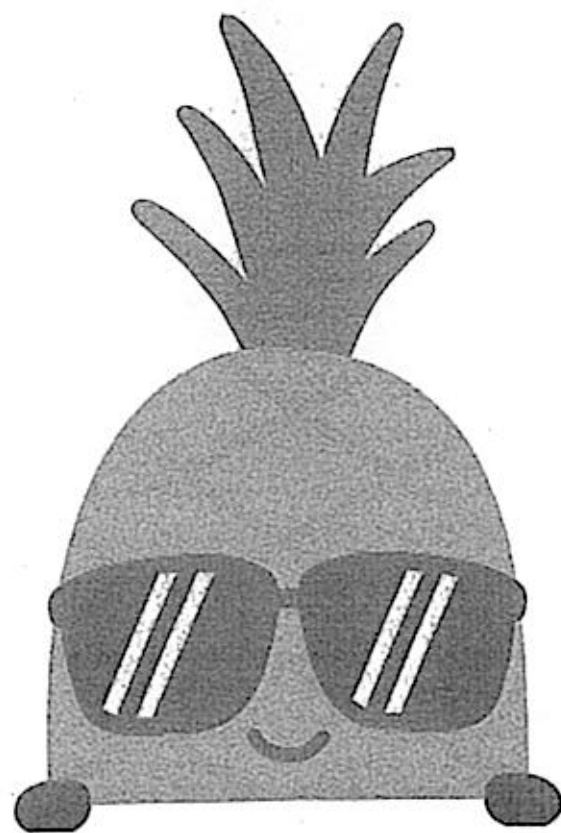
Length	Number of Leaves
$2\frac{1}{2}$ inches	4
$2\frac{3}{4}$ inches	3
3 inches	6
$3\frac{1}{4}$ inches	2

Leaf Lengths





Day
=



Y 300

100

100

100

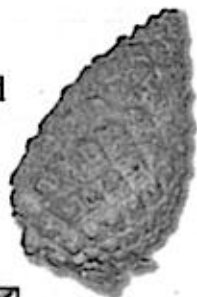
Independent Practice

Directions: Read the passage. Then answer the questions that follow.

Treasures in a Pinecone

By Jan Black

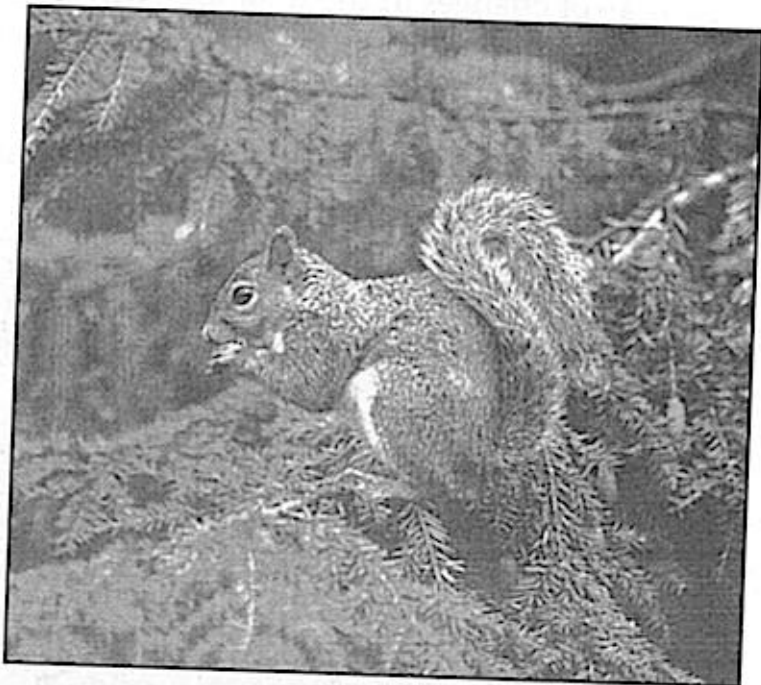
- 1 One warm day when I was walking in my backyard, I saw a pinecone on the ground. I picked it up, and some seeds fell out of it. Those seeds would be a tasty treat for a squirrel, I thought. Would a squirrel find the seeds in time for dinner?
- 2 I realized that pinecones were not always open like this one. Sometimes cones were tightly closed. I decided to find out why.
- 3 I read about pinecones in books and on the Internet. I interviewed a pinecone expert. I gathered pinecones from my backyard and kept them outside on my deck. I watched them for over a year. Here's what I learned.



- 4 Pinecones open and close slowly as the weather changes. When it's cold or wet, cones are tightly closed. This protects the seeds inside from rain and snow.
- 5 When the weather becomes warm and dry, pinecones open. In a forest of pine trees on a hot day, you might even hear the crackling sound of cones popping open. The seeds inside may then fall to the ground. The wind may blow the seeds to places where they can grow into new pine trees. A seed has a better chance of taking root and growing when the weather is warm.

Seeds Are Food, Too

- 6 "Pine seeds are an important source of food for many animals," says Monty Maldonado. He is a pinecone expert with the United States Forest Service. He says squirrels depend on pinecone seeds for most of their meals. They spend lots of time gathering and storing the cones. Maldonado says some animals eat only the seeds from a pinecone. But red squirrels and gray squirrels will eat the whole thing.



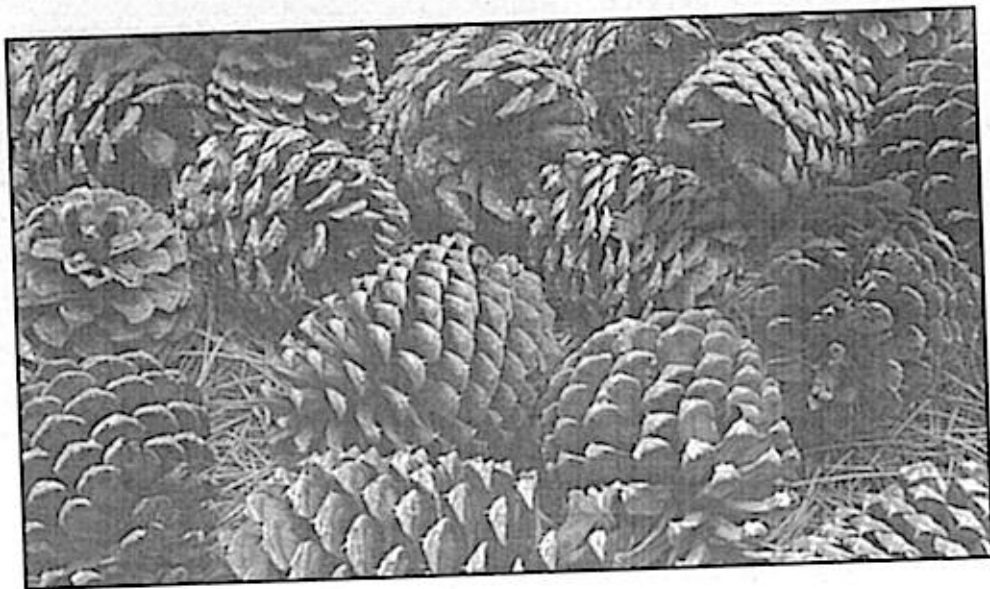
- 7 Small animals aren't the only creatures who eat pine seeds. Maldonado says big grizzly bears and people eat them, too.
- 8 You may have eaten the seeds of the pinyon pine, which grows in the western United States. These seeds are also known as pinyon nuts, or pine nuts. They are used in salads, puddings, cakes, candy, cookies, and pesto sauce.

- 9 Seeds inside a pinecone are important for the growth of new trees and as food for animals. It is the pinecone's job to protect and release them. So take note of the pinecones you see on the ground. They hold treasures inside.

See for Yourself!

Find some pinecones and keep them outside where you can look at them for several months. Take a photo or draw a picture of your pinecones when you first get them. Make more pictures as the cones change. In a notebook, keep track of changes in the weather. Write down what happens to your pinecones. Do some of the cones open or close more quickly than others?

You may see signs that a squirrel or another small animal has torn your pinecones apart, looking for seeds to eat.



Directions: Answer the following questions. If you need more space to write an answer, write your answer on your own paper.

1 What is the most important purpose of the first two paragraphs?

- A to tell where the author found the pinecones
- B to tell why the author became interested in pinecones
- C to tell when the author first saw the pinecones
- D to tell how the pinecone got in the backyard

2 Read these sentences from the article.

"The seeds inside may then fall to the ground. The wind may blow the seeds to places where they can grow into new pine trees."

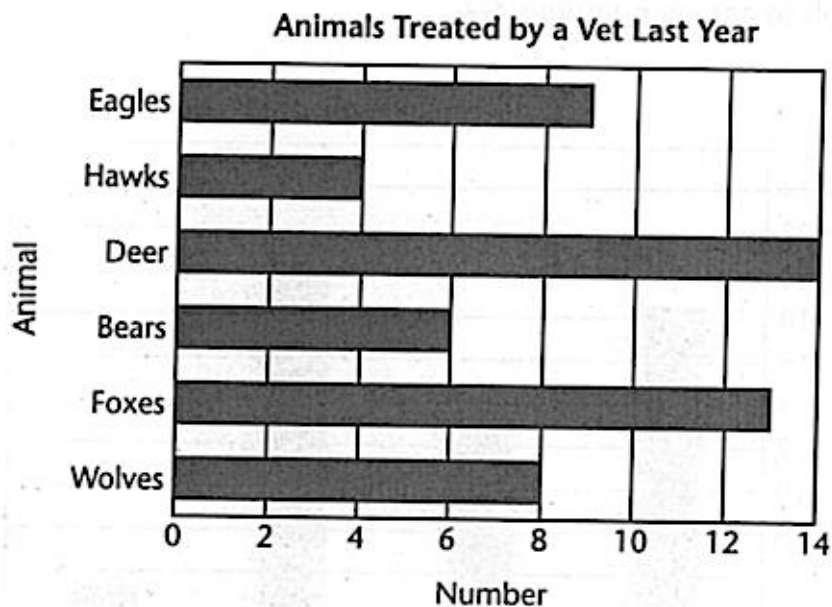
Which of these describes how the two sentences are organized?

- A by describing events in the order they occur
- B by stating a problem and then its solution
- C by giving a cause and then its effect
- D by comparing two events

3 When does a pinecone stay closed?

- A when it rains
- B when it's dry
- C when it's hot
- D when it's windy

- 3 Ranger Keiko makes a bar graph for the forest vet. It shows the number of animals that were treated last year.

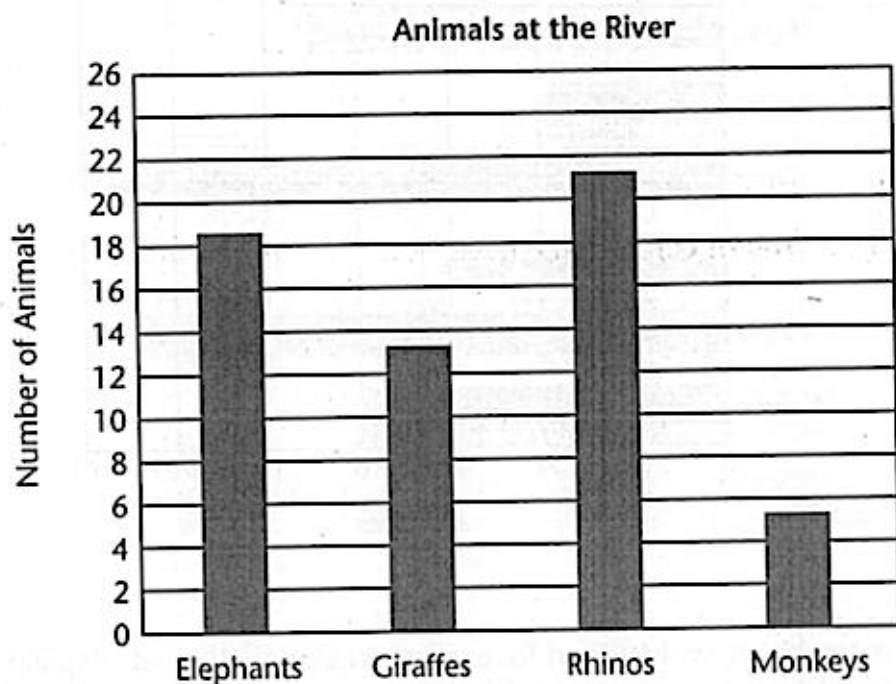


- Part A How many bears, wolves, and foxes were treated by the vet? Explain how you found each number and the sum. Show your work.

- Part B Did the vet treat fewer birds or deer? Show your work and write the comparison using a $<$ symbol.

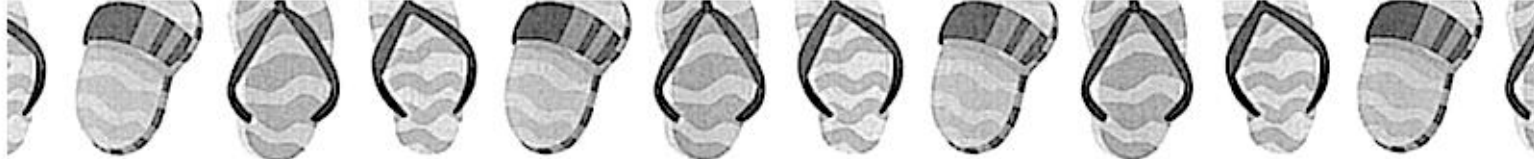
On a safari, the tourists count how many animals come to drink water at the river. The following bar graph shows how many of each animal they saw.

Use the bar graph to answer questions 4–6.



4 How many fewer elephants were at the river than monkeys and giraffes combined?

- A 11
- B 1
- C 23
- D 5



Day 12



Directions: Read the passage. Then answer the questions that follow.

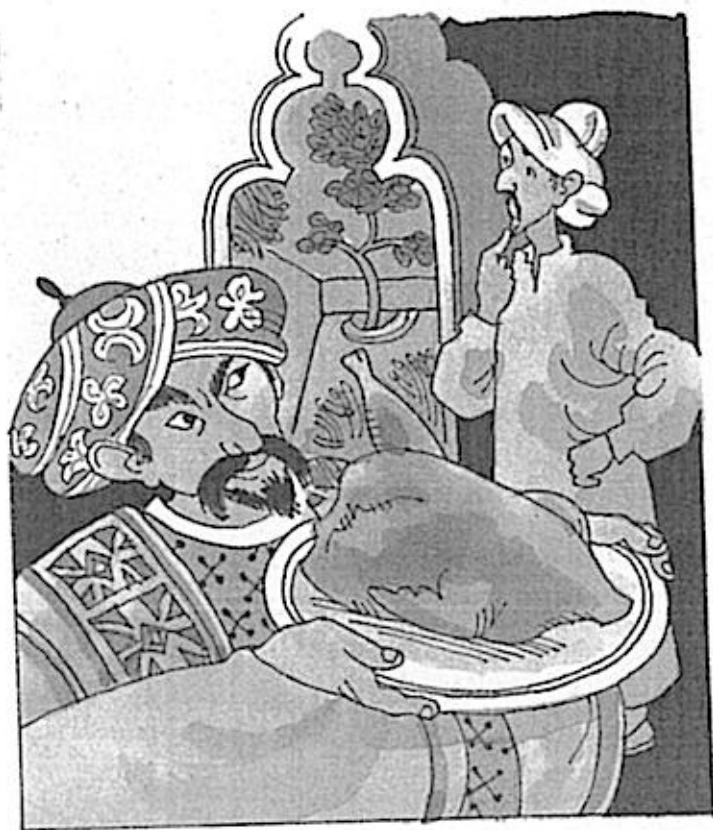
Clever Hodja, Foolish Hodja

A Turkish Tale Retold by Gale Sypher Jacob

- 1 *Nasreddin Hodja was probably a real person who lived in Turkey in the thirteenth century. He is famous in folklore for being both clever and foolish.*

Clever Hodja

- 2 Late one hot summer afternoon, Nasreddin Hodja strode through his town of Ak Sehir (AHK sheh-heer), heading toward the palace of Tamerlane the Great. Hodja carried an offering—a fat goose roasted to a gleaming brown by his wife, Fatima. Drops of sweat dripped under Hodja's turban and loose, flowing kaftan. His stomach felt tight with hunger.
- 3 Outside town, Hodja stopped to rest under a walnut tree. He pinched his nose, trying to close out the tempting smell of freshly roasted goose. Then, before he could stop himself, he ripped a crispy brown leg from the goose and gobbled down the tender meat. Delicious!
- 4 He threw the bone into the dusty roadside weeds, licked his fingers, picked up the goose, and walked on.
- 5 As he entered the palace, Hodja wondered how he could explain the one-legged goose. Ever since Tamerlane had conquered Ak Sehir, he and Hodja had enjoyed each other's company. Still, Hodja feared offending the powerful ruler.
- 6 "A tasty goose roasted this very morning by my wife, Fatima," said Hodja, bowing and presenting the platter to Tamerlane.



7 "I've heard that your wife is an excellent cook," replied Tamerlane. "But what is this? The goose has only one leg! Where I come from, geese have two legs."

8 Hodja stood there, looking out the window. His brain buzzed like bees around flowers, searching for an explanation.

9 "The geese of Ak Sehir are famous for having only one leg," declared Nasreddin Hodja. "Just look out into the palace garden."

10 "Oh, Hodja, don't be foolish," said Tamerlane with a chuckle.

11 "Let's go and see," insisted Hodja. They walked outside.

12 In the sun-baked garden, near the fountain, stood a flock of sleeping white geese, each balanced on one yellow leg.

13 "Perhaps I've been too busy to notice," said Tamerlane, "but you are correct. I see only one leg for each goose."

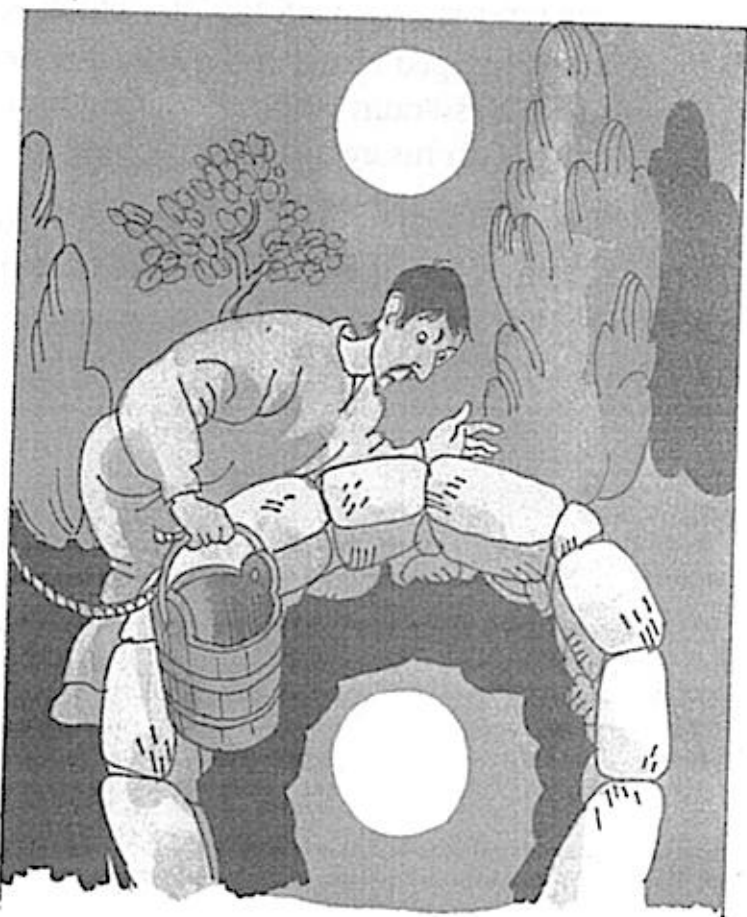
14 Hodja, who was anxious to be gone before the geese woke up, said, "Enjoy the goose. Peace be with you." Then he turned to leave.

15 Just as Nasreddin Hodja reached the garden gate, Tamerlane called for a servant by clapping his hands twice. The two loud claps woke the flock of geese. Flapping and hissing, the geese ran off—each on two yellow legs.

- 16 "Ah, Hodja, you fooled me," cried Tamerlane the Great.
- 17 Hodja called back, "I should have clapped my hands twice before Fatima cooked the goose—then it would have had two legs."
- 18 Tamerlane laughed as Hodja waved and disappeared.

Foolish Hodja

- 19 That evening, Hodja told Fatima about their goose. "I fooled Tamerlane the Great!" he boasted.
- 20 "You spoiled my perfect goose!" she cried. "But you were also very clever ... instead of foolish." Fatima hugged him.
- 21 Hodja smiled. "Me? Foolish?" "Only once in a while," Fatima replied, and they kissed each other good-night.
- 22 Sometime after midnight, Hodja woke and was thirsty. The water jug near the bed was empty, so he drowsily plodded outside to draw water from the well. The wind whispered in the cypress trees.
- 23 Half awake, Hodja leaned over the well to lower the bucket. Then his sleepy eyes popped open.
- 24 "The moon has fallen into the well!" he cried, his thirst forgotten. "It's sitting down there, all shiny and round!"



- 25 He lowered the bucket into the well and shouted, "Moon, you won't drown—I'll rescue you!"
- 26 Hodja felt the bucket scraping the jagged rocks inside the well as he let it down. *Splash!* He heard the bucket hit the water. "Hop in the bucket, Moon," Hodja called. "I'll pull you up."
- 27 Hodja braced himself against the side of the well and pulled. The bucket did not move.
- 28 *Good! The moon has climbed into the bucket,* thought Hodja. "Hold on tight!" he cried.
- 29 Hodja pulled harder. Nothing happened.
- 30 "Moon, I'll save you if it takes all my strength!" Hodja called.
- 31 He drew a long breath, tightened every muscle, and yanked. *CRACK!* The bucket's handle, which had been caught under a rock, jumped loose, and the bucket flew out of the well. *SMACK!* It hit Nasreddin Hodja, knocking him over. He lay there on his back with his eyes closed, rubbing his head.
- 32 When Hodja opened his eyes, he looked up into the night sky. "There it is!" he cried. "I've saved the moon!"

8 At the start of the story, Hodja knows that he should not eat the goose leg but he does anyway. Explain why Hodja eats the goose leg. Use at least two details from the story to support your answer.

9 Read this sentence from the story.

"His brain buzzed like bees around flowers, searching for an explanation."

Explain how the illustration on page 204 helps show what this sentence tells about how Hodja feels. Use details from the story to support your answer.

- 10** The illustration in the section "Clever Hodja" represents the main problem in the section. Complete the chart below by listing two more details shown in the illustration and explaining what each detail shows about the main problem.

Detail	Main Problem
Hodja looks puzzled.	Hodja does not know how to explain the missing goose leg.

- 11** Hodja fools Tamerlane into thinking that all the geese only have one leg. Is Tamerlane mad when he realizes he has been tricked? Use at least two details from the story to support your conclusion.

Independent Practice

- 2 Renata has a pet that has a mass of 10 kilograms. Another pet has a mass of 10 grams. One of the pets is a small lizard, and one is a dog. Which pet has each mass? Which pet has the least mass? Why?
- 3 Billy has a large cat that eats 200 grams of canned food every day. How many days does it take for the cat to eat 1,000 grams of canned food? How many days does it take for the cat to eat 2 kilograms of canned food? Explain how you found the answer in kilograms.
- 4 Lamont says that his new kitten has a mass of about 200 kilograms. He says that his pet parrot has a mass of about 20 kilograms. Do you think that Lamont's estimates are reasonable or not? Explain why you think so.

Day
13



Directions: Read the passage. Then answer the questions that follow.

Abigail, Enough!

By Wendy Silvano

- 1 Abigail lived for one thing and one thing only: GYMNASTICS!
- 2 She did gymnastics all day—anytime, anywhere. She did leaps in the kitchen, front limbers in the den, headstands in the hallway, and back handsprings on her bed.
- 3 “Abigail, enough!” yelled her brother, Sam, one morning when Abigail was blocking the entryway with her arch. “Do your gymnastics somewhere else!”
- 4 “Abigail, enough!” moaned her mother one afternoon when she did cartwheels all the way to the car and almost squashed the newly planted daisies. “You can’t do gymnastics here.”



- 5 "Abigail, enough!" cried her father one evening when her back walkover almost walked over the cat. "You have to find someplace else to do your gymnastics."
- 6 Abigail's body begged to bounce. Her legs longed to leap. Her muscles were meant to move. So Abigail had no choice but to look for somewhere new to bend and bounce, twist and twirl, leap and lunge.
- 7 She tried her bedroom. Too small.
- 8 She tried the basement. Too low.
- 9 She tried the backyard. Too many dogs.
- 10 She tried the garage. Too many tools.
- 11 "I've got to go to a gym!" declared Abigail.
- 12 "Too much money!" cried her parents.
- 13 "Then I'll earn it myself," said Abigail.
- 14 She set up a lemonade stand. She advertised and publicized. She prepared and poured. She waited for people to purchase her product. But her body desperately itched to twitch.
- 15 "Just one little handstand won't hurt," said Abigail. But her landing sent her crashing into the lemonade stand.
- 16 She offered to help clean Mrs. Silva's house. She washed windows with willpower. She vacuumed with vigor. She dusted with determination. But she just couldn't resist one little flip while she swept the floor.
- 17 So Mrs. Silva swept Abigail out the door.
- 18 "I need a more active job," said Abigail. "Maybe I could be a dog-walker."

- 19 Her new job worked out fine for a few blocks. But she just couldn't stop herself from doing a quick walkover while she walked the collection of canines.
- 20 "Abigail, enough!" cried the neighbors when they saw their dogs straying up and down the street.
- 21 Abigail sighed. It seemed that doing gymnastics always undid her jobs.
- 22 She wandered toward the gym.
- 23 "Well," she said, "if I can't do gymnastics at the gym, at least I can watch the others."
- 24 She seated herself with the spectators. A group of girls no older than Abigail tumbled on the floor mats. Another swung unceasingly on the uneven bars. And a bunch of beginners balanced on the beam.
- 25 Abigail could barely bear the ache to bounce and bend right along with them.
- 26 She got up to go. Then she saw the sign:
- 27 "Wanted: Gymnastics student to be Tots-Class Teacher Assistant. Apply at the front desk."
- 28 Abigail made it to the desk in two leaps. "I'd like to apply for the Tots-Class Teacher Assistant," she said. "I see," said the woman at the desk. "Are you a student here?"
- 29 "Not yet," said Abigail.
- 30 "Can you do gymnastics?" asked the woman.
- 31 Abigail did a roundoff right then and there.
- 32 "It appears you are qualified," said the woman. "I think you may be just what we're looking for."

- 33 Abigail smiled.
- 34 "There is one thing," said the woman.
- 35 "What is it?" asked Abigail.
- 36 "I'm afraid we don't pay in money. We pay with free classes. Would you still be interested?"
- 37 Abigail straddle-jumped so high that there was no doubt about her answer. In fact, she was so happy that she did handsprings all the way home.
- 38 Abigail spent every afternoon at the gym, teaching and tumbling, assisting and arching, tutoring and twisting. So by the time she got home each day, she'd had her fill of gymnastics.
- 39 Her father was happy. Her mother was happy. Her brother, Sam, was happy. And Abigail was happiest of all.
- 40 After that, the only place Abigail heard anyone say "Abigail, enough!" was at the gym—at closing time.



Directions: Answer the following questions. If you need more space to write an answer, write your answer on your own paper.

1 How does Abigail first visiting the gym affect the events of the story?

- A She realizes that the classes cost too much.
- B She learns different types of moves.
- C She learns that there is a job she wants.
- D She realizes there are other girls like her.

2 Which sentence describes what is shown in the illustration at the end of the story?

- A "Abigail straddle-jumped so high that there was no doubt about her answer."
- B "In fact, she was so happy that she did handsprings all the way home."
- C "Abigail spent every afternoon at the gym, teaching and tumbling, assisting and arching, tutoring and twisting."
- D "So by the time she got home each day, she'd had her fill of gymnastics."

3 Abigail looks for somewhere in her house to do gymnastics. Which place does she try first?

- A garage
- B bedroom
- C backyard
- D basement

4 How does Abigail's family feel in the illustration on page 242?

- A happy
- B excited
- C scared
- D upset

5 Which word best describes Abigail?

- A helpless
- B kind
- C lively
- D worried

6 In which paragraph does Abigail find the job that is right for her?

- A paragraph 14
- B paragraph 16
- C paragraph 20
- D paragraph 28

7 Read this sentence from paragraph 37.

Abigail straddle-jumped so high that there was no doubt about her answer.

What does the word *doubt* mean?

- A alarm
- B fight
- C question
- D reason

- 8 At the beginning of the story, the members of her family repeat the phrase "Abigail, enough!" What is the effect of this repetition? How does it show Abigail's problem? Use details from the story to support your answer.

- 9 Read the sentences from paragraph 6.

"Abigail's body begged to bounce. Her legs longed to leap. Her muscles were meant to move. So Abigail had no choice but to look for somewhere new to bend and bounce, twist and twirl, leap and lunge."

How does the author's language emphasize how Abigail needs to keep moving? Give three examples of phrases used in the paragraph in your answer.

Lesson 30

Domain: Measurement and Data

Cluster: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

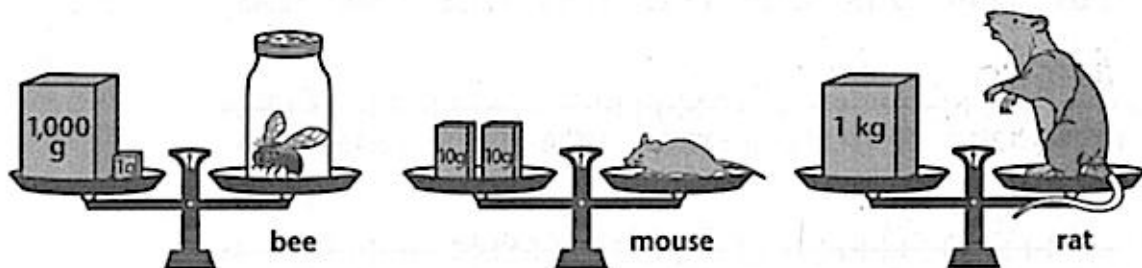
Standards: Primary 3.MD.2; Secondary 3.OA.3; Review 2.OA.1

Background Information:

Renata studies all kinds of creatures. She uses information about the mass of each creature to make comparisons.

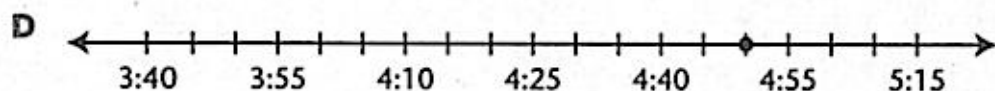
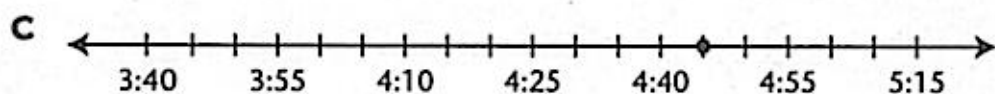
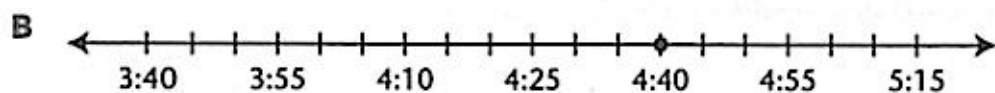
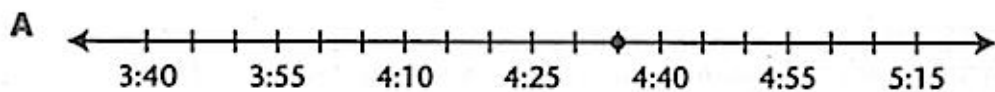
Modeled Instruction

1 Renata uses a balance scale to compare mass. She uses grams and kilograms on the scale.

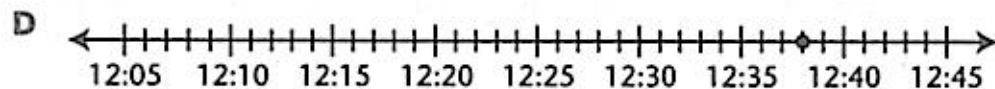
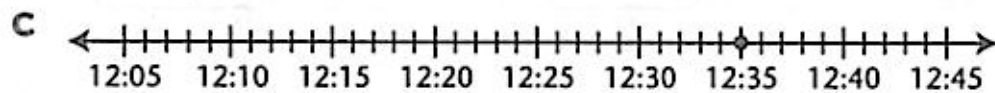
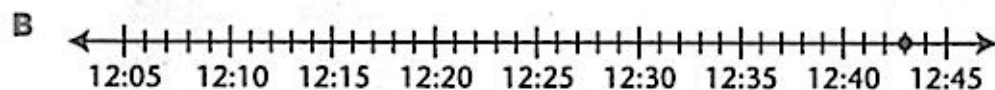
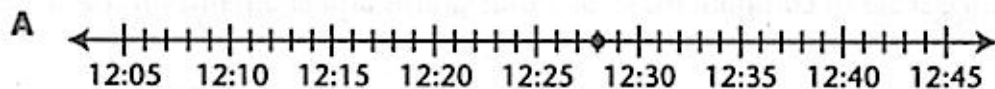


Part A If the mass of Renata's jar is 1,000 grams, what is the mass of the bee inside the jar? Explain how you can tell.

- 6 Conor starts his homework at 3:40. He spends 55 minutes doing homework. Which number line shows what time he ends his homework?

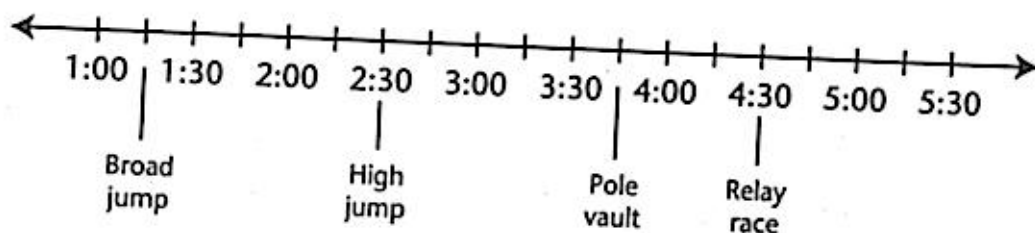


- 7 Tom finishes lunch at 12:05. He then spends 10 minutes washing dishes, and then 23 minutes watching television. What time does he stop watching television?



Independent Practice

- 2 Coach Vasquez gets her team ready for the afternoon events. She shows them the starting times on a number line.



Part A Write the time that each event begins.

Part B How many minutes apart does each event begin?

3 One race begins at 1:05 in the afternoon. The first runner crosses the finish line in 7 minutes. The last runner crosses the finish line in 11 minutes. Draw a number line to show the starting time and the ending times for the first and last runners. Be sure to label the times.

4 One track event begins at 3:15 and ends at 4:05. Orlando wants to show this on a number line. Should he mark the number line in intervals of 1 minute, 5 minutes, or 15 minutes? Explain or make a drawing to tell why you think so.

5 Violet starts her race at 8:24. She ends her race at 8:45. How many minutes did she run?

- A 15 minutes
- B 11 minutes
- C 21 minutes
- D 25 minutes

Day
14



Directions: Read the passage. Then answer the questions that follow.

Gerbils Morphing

By Dani Sneed

- 1 An odd squeak startled my son, Kyle, as he passed the gerbil cage. He lifted the screen lid and peered in at Rosey and Stinky.
- 2 To his surprise the squeaking came from beneath Rosey. She had a bunch of wiggling pink legs sticking out from under her.
- 3 "Mom, come quick!" yelled Kyle. "Rosey had babies!" Kyle pointed as I entered his room. "Look. They're teeny. They don't have fur."
- 4 I joined Kyle staring through the glass at the tiny creatures.
- 5 Several months before, we had gone to the pet store to buy one gerbil. The store owner explained that wild Mongolian gerbils are community animals. Gerbils are happier living together. Two boys would be happy together, and so would two girls. We had picked a boy and a girl, hoping to raise baby gerbils. As the weeks rolled into months, we had given up on the idea of babies.



Surprise!

- 6 As Rosey left the nest, we gasped at the first sight of the baby gerbils. They lay in the soft bedding. I counted five pups.
- 7 One newborn was lying on his back. With his pink skin, he looked like a piglet. His eyes were not open yet, and two big black eyes showed through his eyelids. Two bumps showed where his ears

would soon grow. A curious white oval on the side of his tummy was a stomach full of milk. A tiny scab was a future belly button. We wanted to pick up the babies, but we didn't. That might have alarmed the new mother.

- 8 After a few minutes, the baby surprised us by curling and straightening his body until he rolled to his feet. On unsteady legs he crawled until he bumped into a warm body. Then he cuddled up next to his brothers and sisters.
- 9 "Let's keep a log of the changes the babies go through," I said.

10 Kyle found a notebook on his desk.
"They will have to morph a lot to look like Rosey and Stinky."

11 The next day Kyle brought me to the cage saying, "They are changing colors!"

12 Four of the babies had dark shadows on their backs. One was still pink. We guessed the shadow was fur growing underneath the skin. But why was one pink?

On the Move

- 13 Before they were a week old, their ears began to stick out. The pups also started wandering around the cage, sniffing, and feeling with their whiskers. Rosey put them back in the nest, where she and Stinky licked them clean. Straying from the nest can be dangerous for mammal babies because they need their mother's milk and warmth.

Baby Gerbils' Growth Log

Day 1- Five babies, all pink, no fur. Eyes are shut. They sleep most of the time.

Day 2- Back shows beginning of fur. Four pups are black. One is still pink.

Day 6- Ears are no longer flat on the head.

Day 8- Thin fur on back. Whiskers are noticeable.

Day 10- One baby died.

Day 13- Fur now on underside. Pups walk around the cage and still sleep a lot. Some fur on tails.

Day 17- Eyes opening.

Day 22- Pups eat food from bowl.

Day 35- Pups ready for their new homes.

- 14 Kyle enjoyed the responsibility of caring for the new family. He couldn't wait for the pups to be old enough for him to play with them.
- 15 When they were eight days old, their sleek soft fur came in. Four had black fur, and the pink one now had white fur.
- 16 Every night Kyle gave the parents fresh gerbil food and celery. He picked up Stinky to stroke his back. He made sure all the babies were in the nest. Even so, on day ten Kyle found the smallest and thinnest baby lying still in the nest. He couldn't help feeling sad and guilty that it had died, even though he had given all of them the best care.

Ready to Go

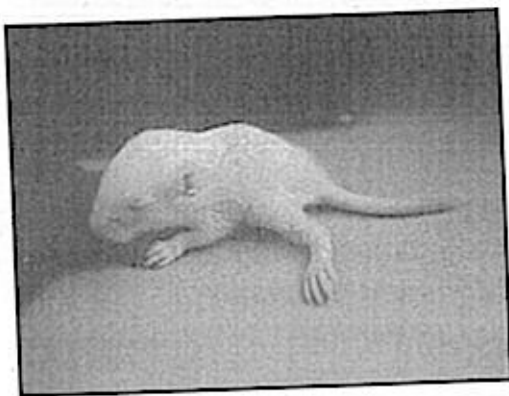
- 17 At three weeks old, the pups scurried with new speed. They had their eyes open.
- 18 Rosey had given up trying to put the pups back in the nest. Finally, they were old enough to come out to play. Kyle gently put all four in the dry bathtub with some boxes to explore. We laughed as they scampered around, dug holes through the cardboard, and tunneled through paper-towel rolls.
- 19 At thirty-five days old, the baby gerbils had made amazing changes. They now ran in the exercise wheel, ate seeds from the food bowl, and had even started gnawing on paper-towel rolls. These darling miniature gerbils were independent, playful, and ready for a new home.
- 20 Wow, what changes they had made in just a little more than a month! Gerbils morphing!



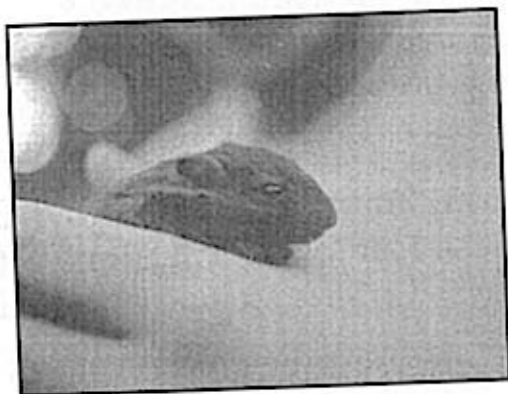
When the gerbil pups were one day old, they had no hair. They slept almost all the time.



Here, they were four days old. We could see the beginnings of their fur, and their "bumps" were growing into ears.



At the age of fourteen days, they all had fur and whiskers. The ears were more fully developed.



This twenty-day-old pup could see. We had to hold it carefully because it could also jump and hurt itself.

Directions: Answer the following questions. If you need more space to write an answer, write your answer on your own paper.

1 What does the word *morphing* mean?

- A playing
- B sleeping
- C changing
- D caring

2 In which sentence does the author state a fact about Kyle?

- A "Kyle enjoyed the responsibility of caring for the new family."
- B "He couldn't wait for the pups to be old enough for him to play with them."
- C "Every night Kyle gave the parents fresh gerbil food and celery."
- D "He couldn't help feeling sad and guilty that it had died, even though he had given all of them the best care."

3 Read this sentence from paragraph 14.

Kyle enjoyed the responsibility of caring for the new family.

Which word(s) from this sentence help the reader know the meaning of *responsibility*?

- A Kyle
- B enjoyed
- C caring for
- D new family

- 4 Which sentence shows that the passage is written in the first person?
- A "Rosey had given up trying to put the pups back in the nest."
 - B "I joined Kyle staring through the glass at the tiny creatures."
 - C "Every night Kyle gave the parents fresh gerbil food and celery."
 - D "At thirty-five days old, the baby gerbils had made amazing changes."

- 5 In Kyle's notebook, what change took place right after the baby gerbils' eyes opened?

- A They ate food from a bowl.
- B Their ears began to stick out.
- C They grew thin fur on their backs.
- D Their whiskers became noticeable.

- 6 Which sentence from the passage best supports the main idea?

- A As Rosey left the nest, we gasped at the first sight of the baby gerbils.
- B Wow, what changes they had made in just a little more than a month!
- C As the weeks rolled into months, we had given up on the idea of babies.
- D The store owner explained that wild Mongolian gerbils are community animals.

- 7 Look at the bottom left picture on page 258. Based on the picture and the passage, what can you tell about the gerbil?

- A It was the pink gerbil.
- B Its eyes are now open.
- C It was the smallest gerbil.
- D Its ears are flat on its head.

Lesson 29

Domain: Measurement and Data

Cluster: Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

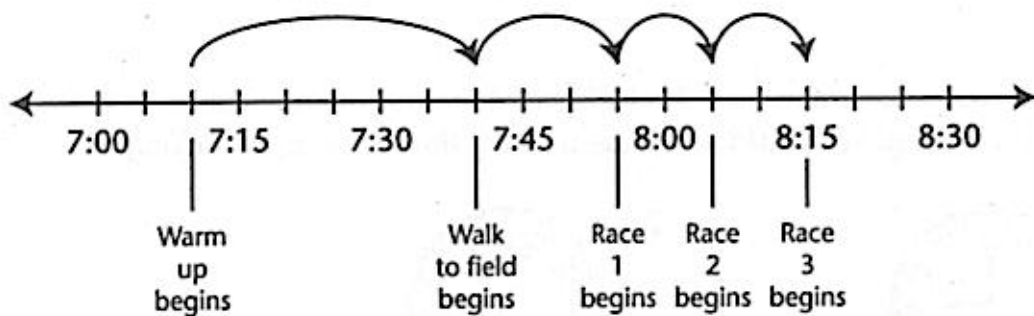
Standards: Primary 3.MD.1; Secondary 3.NBT.2; Review 2.OA.1

Background Information:

A track and field contest is very organized. Each event happens on a schedule. Each team must be on time to compete.

Modeled Instruction

- 1 Coach Addison tells his team to meet in the gym a few minutes past 7:00 A.M. for a warm up. After the warm up, they will walk to the field and get ready for the early races of the day. The coach makes a number line to show the morning schedule.

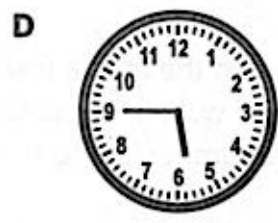
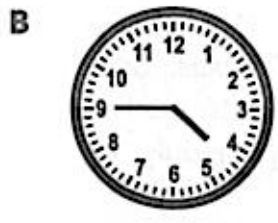
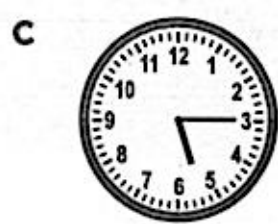
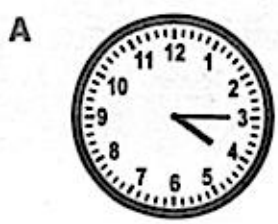


- Part A Use the number line to find the times that the warm up, the walk to the field, and Race 1 begin. Write the times. Write the number of minutes between each of these times. How many minutes pass from the beginning of the warm up to the beginning of Race 1?

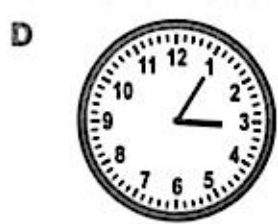
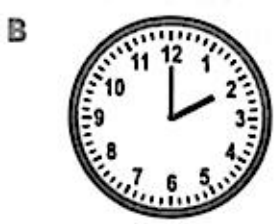
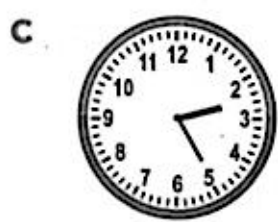
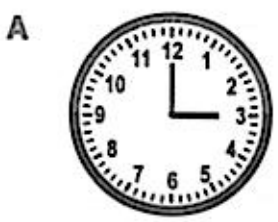
4 Jonah goes for a run at 1:40. He runs for 45 minutes. What time does he end his run?

- A 1:25
- B 2:25
- C 2:20
- D 1:20

5 Lucas is going to the movies at 3:45. The movie he is seeing is 1 hour and 30 minutes long. Which clock shows what time he gets out of his movie?



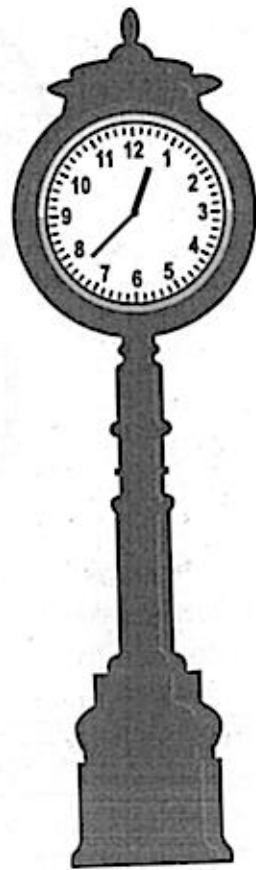
6 Ray started running errands at 1:30. He spent 55 minutes at the store. Then, he spent 35 minutes driving. Which clock represents what time he stopped driving?



Part B Justin and his aunt are getting on a train ride that goes around the park. The ride begins and ends beside the theater for the Underwater Wonders show. The ride takes 35 minutes. Look at the current time that is shown on the watch below. What is the earliest time they can go to see the Underwater Wonders after the train ride? Explain.

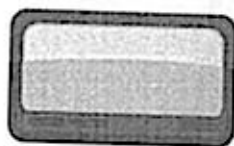
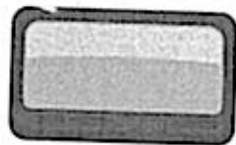


Part C The clock below shows the time that Justin and Aunt Donna buy their lunch. What is the time on the clock? What early afternoon shows will they choose between? Explain your thinking.



Independent Practice

- 2 On some days, Justin and his aunt go swimming. A walk to the pool takes 13 minutes. The clock shows what time they start walking to the pool on Wednesday. Write the time below the first clock. Then, draw hands on the second clock to show what time they get to the pool. Write the time they arrive below the second clock.

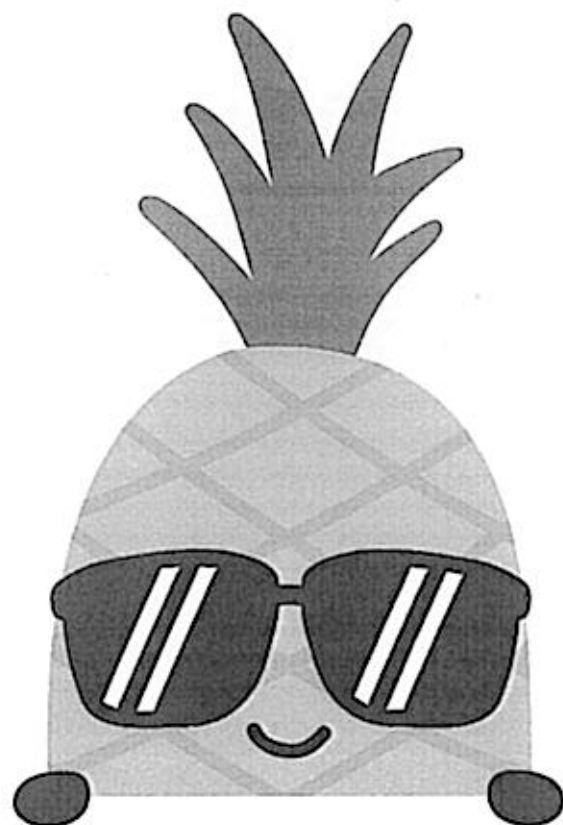


- 3 Aunt Donna takes Justin to a special animal park on Friday. They use a schedule of shows to plan their day. Each show lasts 1 hour.

Shows	Morning	Early Afternoon	Late Afternoon
Splashing Sea Lions	9:45	12:35	3:20
Rocking Rodeo	10:05	2:30	none
Trained Toucans	10:15	2:15	4:15
Underwater Wonders	11:30	12:45	4:10

- Part A Justin wants to see late afternoon shows for the Splashing Sea Lions and the Trained Toucans. Is this possible? Explain why or why not.

Day
15



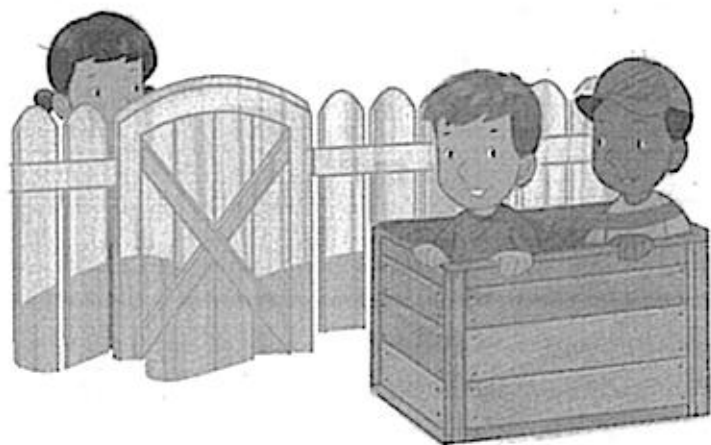
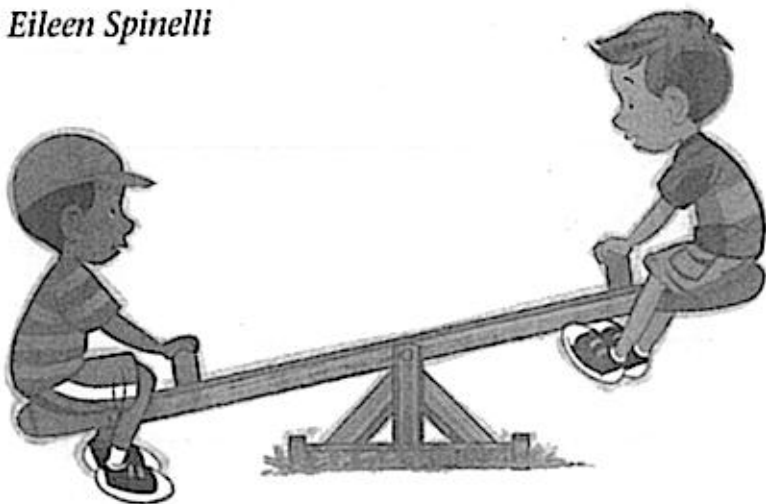


Directions: Read the poem. Then answer the questions that follow.

Two Friends, Three Friends

By Eileen Spinelli

- 1 2 on a seesaw,
Jack and me.
2 on a seesaw,
can't be 3.
- 2 Jack's my best friend.
I'm his, too.
2 in the sandbox.
2 at the zoo.
- 3 Jack throws the ball,
I toss it back.
Back and forth—
just me and Jack.
- 4 Carrie sees us,
wants to play.
"3's too many
friends," I say.
- 5 Jack and I
climb in a crate.
Carrie watches
from the gate.
- 6 The crate's a train
for 2 to ride.
3 just wouldn't
fit inside.



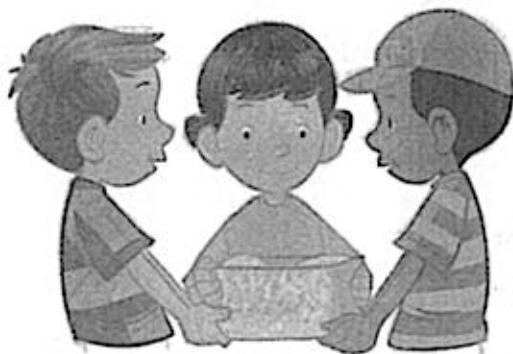


- 7 Jack and I
find two big rocks.
We put them in
a cardboard box.
- 8 Jack lifts his end.
I lift mine.
Starting out
we 2 do fine.
- 9 Then we drop it.
Then we stumble.
This box of rocks
is heavy! Grumble!

- 10 That's when Carrie
comes along.
"I can help.
I'm big and strong!"

- 11 3 make hard work
fast and fun.
Milk and cookies
when we're done.

- 12 3 friends now:
me, Jack, and Carrie
baking mud pies ...
"Hi!" says Barry.



4 Which story teaches the same lesson as the poem?

- A Two ducks make friends with a goose.
- B Two ducks like to spend time together.
- C Two boys must take their little sister to the park.
- D Two girls are upset when their friend moves away.

5 Pretend that the author made this poem longer. How many friends would be in the next part of the poem?

- A 2
- B 3
- C 4
- D 5

6 Look at the illustration at the top of page 269. How do the boys feel in this picture?

- A amused
- B angry
- C excited
- D worried

7 Look at the illustration in the middle of page 269. How do the boys feel about having Carrie as a friend?

- A amazed
- B happy
- C unsure
- D unhappy



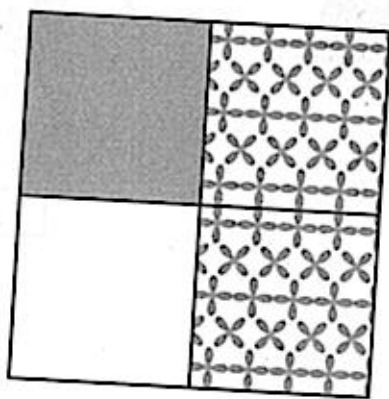
8 The poem describes Jack and the speaker doing different activities together. Which two activities described are best for just two people? Explain why you chose those activities. Use details from the poem to support your answer.

9 How does Carrie most likely feel in stanza 4? How did Jack's actions make her feel that way? Use details from the poem to support your answer.

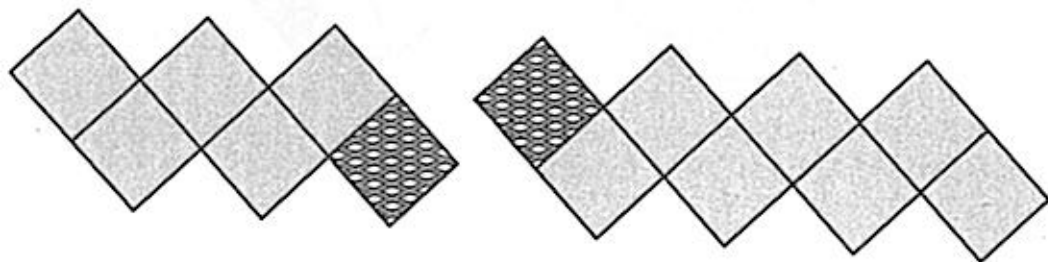
Independent Practice

- 2 Marco sews together his squares to make different designs. Some of his designs are rectangles. Some of them make diamond patterns.

Part A Marco sews 4 of his squares together to make a larger square. He says that the larger square shows that $\frac{1}{4} < \frac{1}{2}$. Is Marco correct? How does the drawing of his larger square below prove whether his conclusion is true or false?

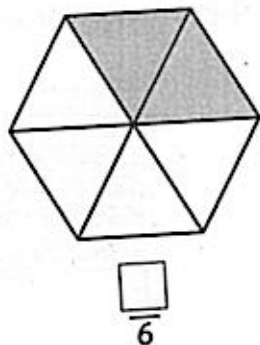
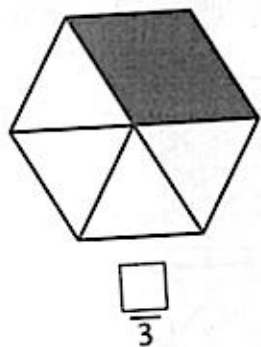


Part B Marco sews 6 squares together to make a diamond pattern. He uses the same size squares to sew 8 squares together. He says that the diamond patterns show that $\frac{1}{6} = \frac{1}{8}$. What is the problem with Marco's conclusion? Write a comparison that is true about $\frac{1}{6}$ and $\frac{1}{8}$.

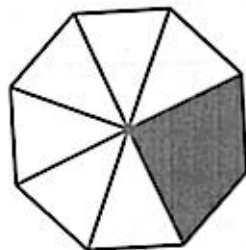
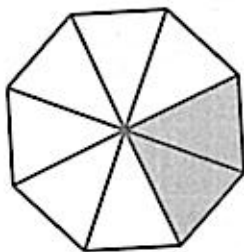


3 In the third quilting lesson, the teacher shows how to use triangles to sew together hexagons and octagons.

Part A Minay makes two hexagons with her triangle pieces. Look at Minay's hexagon designs below. Write a number in the box to complete each fraction that is shown. Then, write a fraction comparison for the fractions using the symbol $>$, $=$, or $<$.



Part B Jack makes two octagons with his triangle pieces. He says that the octagons show that $\frac{2}{8}$ is greater than $\frac{1}{4}$. Is Jack correct? Explain your answer and write a comparison that is true.



4 Which of the following number sentences correctly compares the fractions $\frac{4}{5}$ and $\frac{2}{5}$?

A $\frac{4}{5} < \frac{2}{5}$

B $\frac{2}{5} > \frac{4}{5}$

C $\frac{2}{5} < \frac{4}{5}$

D $\frac{4}{5} = \frac{2}{5}$

5 Carla said she made a comparison sentence where $\frac{1}{2}$ is greater than another fraction. Which fraction could Carla have used in her comparison sentence?

$$\frac{1}{2} > \square$$

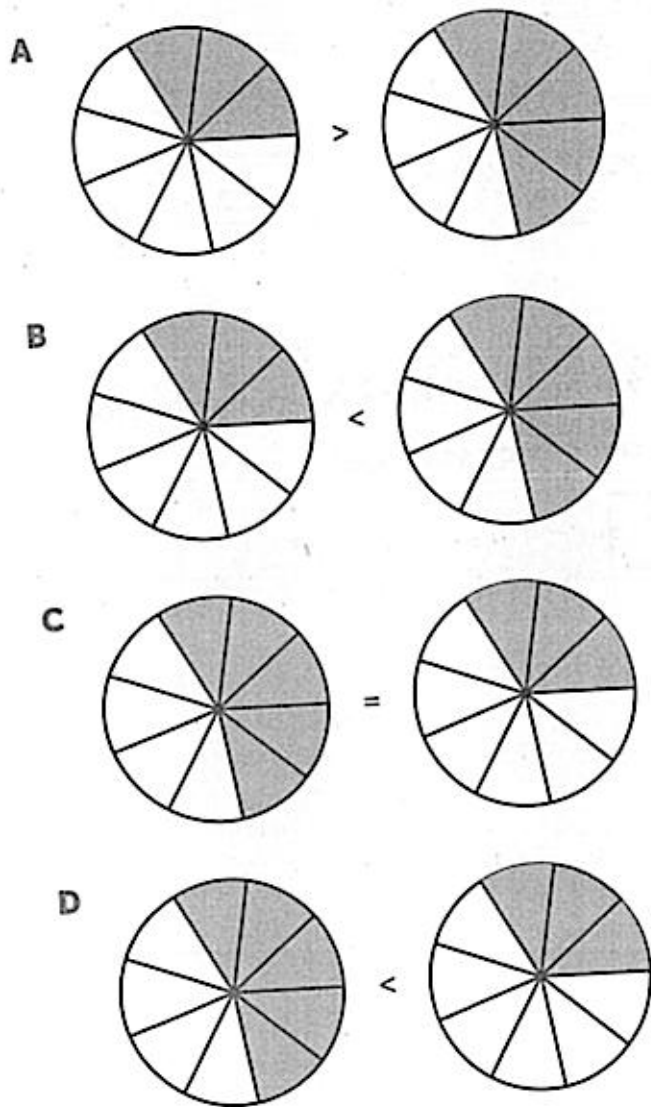
A $\frac{1}{4}$

B $\frac{2}{4}$

C $\frac{3}{4}$

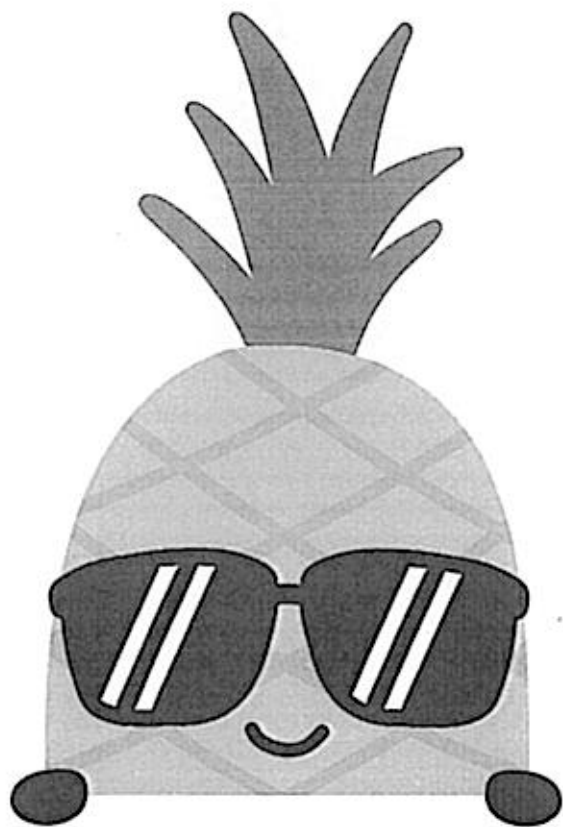
D $\frac{4}{4}$

6 Inga draws two models in a comparison sentence that shows that $\frac{3}{9}$ is less than $\frac{5}{9}$. Which of the following could be her models?





Day 16



Directions: Read the following two passages. Then answer the questions that follow.

Face to Face with Barn Owls

By Chris Dietel



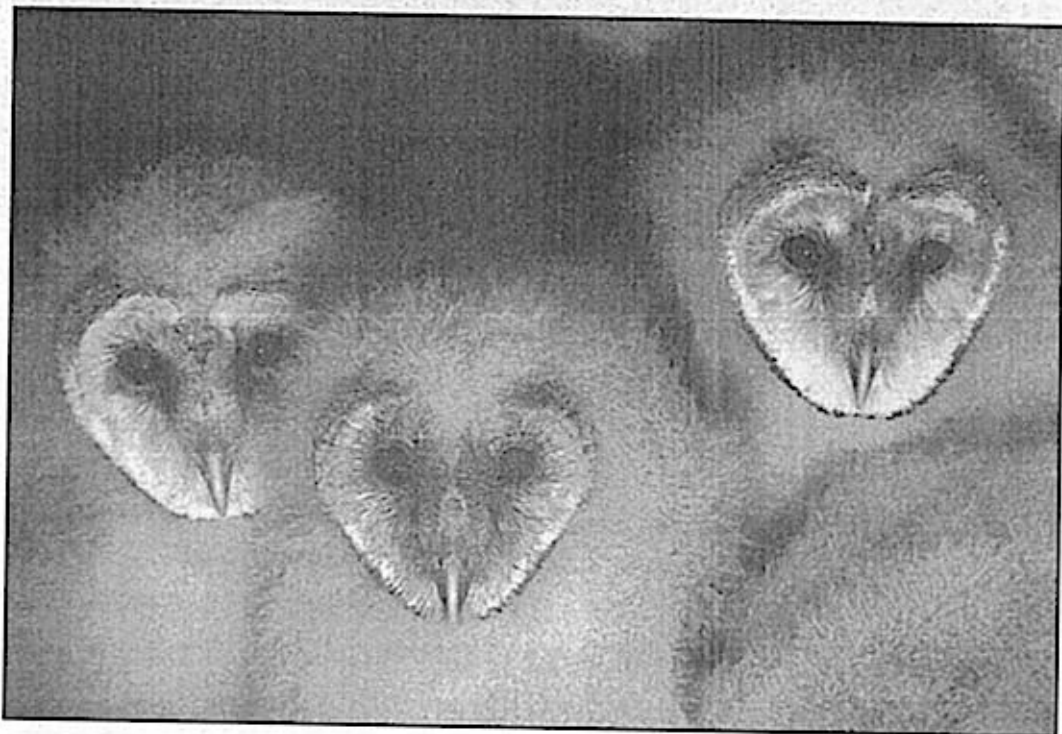
- 1 One day I was hiking in the mountains when I made a great discovery. Actually, my dog did. She stopped in her path. Her nose pointed to a small cave on a steep slope.

Baby Barn Owls

- 2 I peered into the cave. Deep inside sat four small owl chicks. Each one was about the size of my fist. They had no feathers yet, just fine white hair called *down*. They raised their heads slowly and clumsily. They looked at me with squinting eyes.
- 3 I took a few pictures. Then I climbed away and waited for the parents to return. Soon a large bird swooped into the nest. It had a ring of feathers around its face that made the shape of a heart. I knew it was a barn owl.
- 4 The barn owl makes its nest in caves and in hollows of trees. Sometimes it chooses old buildings or barns. That's how it got its most common name, barn owl. Some people think its face looks like a monkey's face. That's why people sometimes call it the monkey-faced owl.

Growing Up

- 5 Weeks later, I visited the four chicks again. They greeted me with a very loud *HISSSSS*. The sound hurt my ears! Now the chicks were big and fluffy. Feathers were just starting to grow around their faces. After a few minutes, the chicks relaxed. I took some pictures. The chicks stared at me with dark glassy eyes. They moved their heads slowly from side to side. I then left the area so the adults could return.



- 6 Adult barn owls hunt for food at night. They can see much better in the dark than humans can. Barn owls also have amazing hearing. They use their sensitive ears to catch their prey. They can catch a small rodent, like a mouse, without even seeing it. The owl snatches the mouse with the sharp claws on its feet.
- 7 On my last visit to the nest, the chicks had become adults. They burst out of the cave and flew away before I got too close. I had been very lucky to get face to face with those owls—when they were big fluffy chicks. Now they were adult barn owls, flying free.

An Eye Out for Owls

By Scott Linstead

- 1 It was a September morning, and I was lugging a large camera through tall pines. The area was perfect for a family of great horned owls. The trees were well spaced for the owls' large wingspans. But it was the third time I'd come to this spot, and I had not yet seen any owls.
- 2 Suddenly, I heard noisy crows in the distance. Crows often get together in a tree and make loud noises for no obvious reason. But sometimes they squawk a lot when they come across a raptor, a bird that hunts animals. Owls are raptors. I followed the noise and found a great horned owl.



- 3 People are often surprised to learn that many owls live in ordinary neighborhoods. One February day, I said to my friend as we drove along, "Stop the car. There's a screech owl in that tree!"
- 4 The tree was on a front lawn. Even though the driver doubted me, he stopped the car. Sure enough, an eastern screech owl stared back at us from a hole in the tree. Over the years, I have become used to looking carefully at trees for screech owls.
- 5 For many years, I had wanted to photograph a long-eared owl. I had often seen these birds in the wild, but they are hard to photograph. They hide in thick trees during the day. Like other small owls, they can be eaten by larger owls and other raptors.



- 6 One winter day, I was at a spot where three long-eared owls liked to roost in cedar trees. It was the first time I had a good view of these owls! Each one was no taller than a paper-towel tube.
- 7 I set up my camera as quickly as I could. One long-eared owl stared back at me just long enough that I could take a few pictures. Then it hopped onto a more hidden branch.
- 8 The barred owl is a fairly large bird with deep black eyes. It allows you to get closer than other owls do. But if you happen to be a great horned owl, it won't stick around very long. It's been reported that the great horned owl might eat the barred owl!
- 9 One November, I came face to face with a barred owl in a swampy, wooded area. Luckily, there were no great horned owls around. This spot had been the winter home of a barred owl for many years. The only years it was not seen were those when a great horned owl lived in the area.
- 10 The fall and winter are great times to look for owls. When leaves are gone from the trees, the owls' perches are much easier to spot. Keep your eyes open for owls this season.



Directions: Use "Face to Face with Barn Owls" to answer the following questions. If you need more space to write an answer, write your answer on your own paper.

1 How does the author know that the baby owls are barn owls?

- A by where he finds them
- B by the shape of the mother's face
- C by how small the chicks are
- D by what color they are

2 All of the following are ways the owl chicks are different on the second visit EXCEPT

- A they are larger
- B they can move their heads well
- C they have feathers
- D they are able to fly

3 What is the main reason the author was lucky to see the barn owls when they were chicks?

- A Barn owls are usually only seen at night.
- B There are few barn owls left in the world.
- C Adult barn owls do not let people near them.
- D Barn owls do not often have babies.

4 How does the author of "Face to Face with Barn Owls" feel about visiting the cave?

- A amused
- B excited
- C puzzled
- D scared

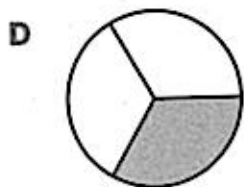
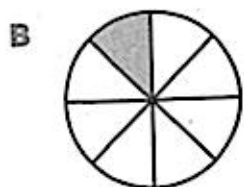
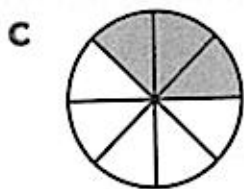
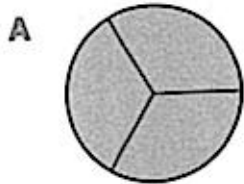


5 Which sentence from "Face to Face with Barn Owls" matches what is shown in the first picture?

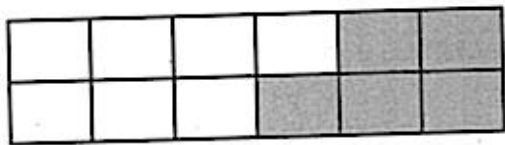
- A "They had no feathers yet, just fine white hair called down."
- B "They looked at me with squinting eyes."
- C "They greeted me with a very loud HISSSSS."
- D "They burst out of the cave and flew away before I got too close."

6 The author describes his experience, but also includes facts about barn owls. Do you feel these facts made the article more interesting? Use at least two examples of facts given to support your answer.

- 6 Carly ate $\frac{3}{8}$ of a pizza. Which of the following drawings correctly shows the amount of pizza she ate?

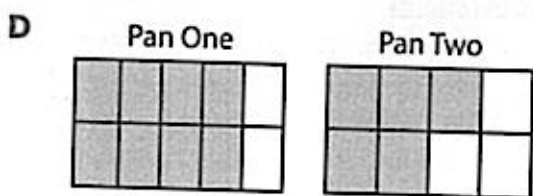
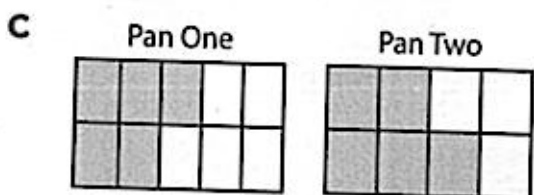
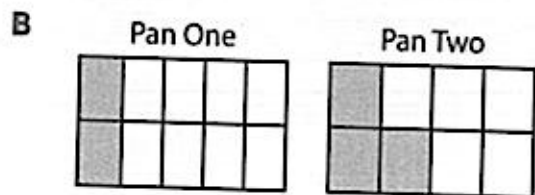
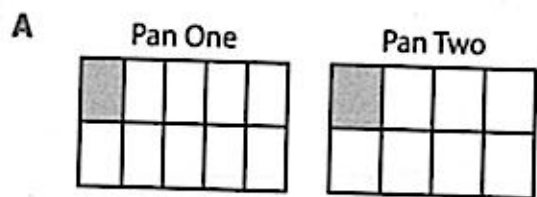


- 7 Roman created the model below. Which fraction is he representing?



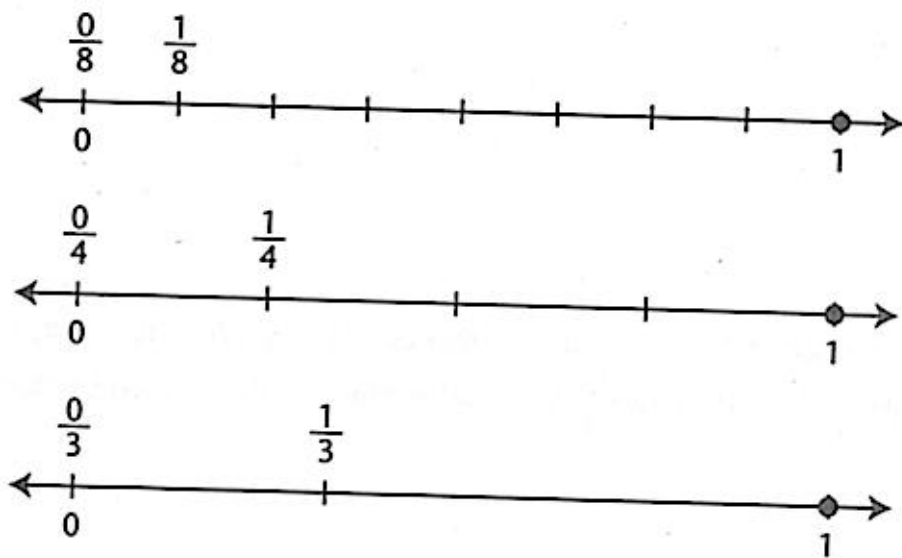
- A $\frac{12}{5}$
B $\frac{5}{7}$
C $\frac{5}{12}$
D $\frac{7}{12}$

8 Terry makes two pans of brownies. He cuts the first one into 10 pieces and the second one into 8 pieces. He eats 2 of the pieces from pan one and 3 from pan two. Which model correctly shows the fraction of brownies that were eaten?



- 3 Some of the school groups join together to ride on a roller coaster. Twelve people can ride in 4 cars, 9 people can ride in 3 cars, and 6 people can ride in 2 cars. Mrs. Hall says that the fractions of people and cars are $\frac{12}{4}$, $\frac{9}{3}$, and $\frac{6}{2}$. What is the fraction that represents how many people can ride in 1 car? What is the whole number that names all of these equivalent fractions? Show your work.

- 4 The next day at school, Mrs. Hall uses number lines to tell her students more about fractions. She draws number lines to review fractions on the swinging boat ride, the log ride, and the roller coaster. Look at the point that is marked on each number line below. What do these points have in common?



5 While on the trip to the amusement park, a group of 12 students rides a ride. The students must sit in groups of 2. What fraction and whole number represent how many groups there are?

- A $\frac{6}{2}$ or 2 groups
- B $\frac{12}{6}$ or 6 groups
- C $\frac{12}{2}$ or 6 groups
- D $\frac{2}{12}$ or 2 groups

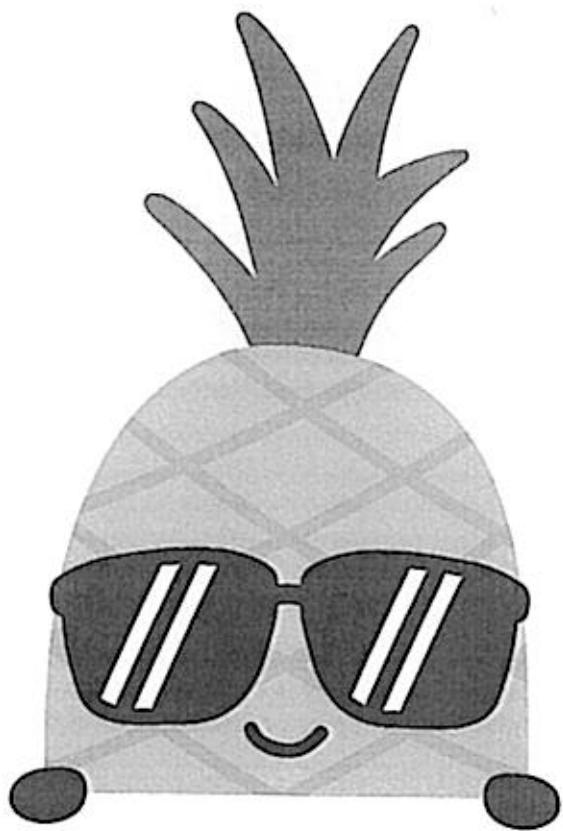
6 A group of students gets pizza in the park. They get two pizzas; each pizza is cut into 8 slices and they eat all of the pizza. What fraction represents the number of pizzas they eat?

- A $\frac{16}{8}$
- B $\frac{1}{8}$
- C $\frac{16}{16}$
- D $\frac{8}{16}$

7 Another group of students buys 3 funnel cakes cut into 4 pieces each. They eat all of the funnel cake and say they ate $\frac{12}{4}$. What other way can the fraction be represented?

- A $\frac{4}{12}$
- B $\frac{3}{1}$
- C $\frac{1}{3}$
- D $\frac{12}{3}$

Day
17





Directions: Read the following two passages. Then answer the questions that follow.

The Cave That Talked

A Tale from the *Panchatantra*

Retold by Jyoti Singh Visvanath

The Panchatantra is a collection of stories written long ago in India. A teacher wrote them to show his students, three young princes, how to live wisely.

- 1 Long ago, deep in a forest, a jackal discovered a cave. He decided to make it his home. He left his cave every morning to hunt for food, and returned in the evening.
- 2 In the same forest lived an old lion. He had once been the king of the forest, but a younger, stronger lion had taken his place. The old lion wandered through the forest looking for food. But as he was too old to hunt, he often had to go hungry.

- 3 One day the lion wandered off his usual path in the forest. He tripped on a branch and tumbled down a small hill, landing near the mouth of a cave. The lion picked himself up slowly and walked to the cave's entrance. He looked inside. There seemed to be no one there. He sniffed. Aha! His nose told him that an animal lived in this cave. Sooner or later it would return home.
- 4 The lion licked his lips. "At last I'll get something to eat," he thought. "I will hide in this cave and eat the animal that lives here as soon as it enters."
- 5 Late in the afternoon the jackal returned to his cave. As he walked toward the entrance, he noticed something strange. Near the mouth of the cave were footprints of some big animal. He saw that the footprints went into his cave but did not come out. That meant the animal was still inside. He wondered what to do. Then he had an idea.
- 6 "Oh, cave, my dear cave," he shouted. "Please talk to me." There was no reply. "Why are you so quiet?" called the jackal. "You promised to greet me every day when I came home." Still no reply. "All right! If you will not speak to me, I will go to the other cave that talks," said the jackal. He made sounds to show that he was leaving.
- 7 The lion sat in the cave, wondering what was happening. He heard the jackal call out to the cave, but the cave did not reply. "The cave must be keeping quiet because I am here," thought the lion. "If I call out a greeting, the jackal will come into the cave, and I can eat him up."
- 8 The lion roared out a greeting. The sound bounced off the walls and came out through the mouth of the cave. It was loud enough to be heard by all the animals in the forest.

- 9 The jackal quickly understood that a lion was hiding in his cave. Chuckling to himself, he said, "Long years through these woods I've walked, but I've never heard a cave that talked." Then he ran far from the cave to find himself a new home.

The Unwelcome Neighbor

A Tale from the *Panchatantra*

Retold by Santhini Govindan

The Panchatantra is a collection of stories written long ago in India. Like Aesop's Fables, the stories teach how to live a wise life.

- 1 Once upon a time a pair of crows came across a huge old banyan tree. The tree had strong branches and a wonderful roof of green leaves that provided shade from the sun. It seemed like the perfect place to build a nest.
- 2 The crows immediately set to work. Soon a round nest was hidden high among the leaves of the tree, ready for the eggs that Mother Crow would lay.
- 3 One day, a huge black snake slithered past the banyan. He noticed a deep, dark hole at the bottom of the tree, and he decided to make it his home.
- 4 This alarmed the crows. Father Crow discussed the matter with the other animals who lived in the banyan tree. "Beware of the snake," they said. "He is dangerous. He will wait for a chance to eat up all your babies!"
- 5 When Mother Crow heard this, she began to cry. "How can I lay my eggs, knowing that the snake will gobble up all my babies as soon as they are hatched?" she asked Father Crow. "I want to leave! Let's go far away and make a new nest."
- 6 "No, we must not leave," said Father Crow. "The banyan tree is the best place for us to live. I will find some way to drive away the snake."
- 7 Mother Crow was reassured by Father Crow's words. She laid seven eggs, and before long there were seven baby crows in the nest. They quickly grew big and fat under Mother Crow's watchful eye. Their noisy chirping could be heard all over the

banyan tree. The snake heard it, too, and slithered up and down the branches of the tree every day, searching for the crows' nest.

8 "Please do something to drive away the snake," Mother Crow begged. "Otherwise he will soon discover our precious babies and eat them up!"

9 Father Crow decided to ask a wise old fox for help. The fox listened to the crow's tale of woe and then came up with a brilliant plan. He told the two crows to go to the river the next morning. The ladies of the royal household would be bathing there. Their clothes and jewels would be lying on the riverbank, watched over by servants.

10 "Pick up a necklace and fly home," said the fox. "Be sure to make a loud noise so that the servants will follow you. When you reach the tree, drop the necklace into the snake's hole."

11 The crows did exactly as the fox had told them. Mother Crow snatched a ruby necklace in her beak and flew away. Father Crow cawed loudly to attract the servants' attention.



12 The servants chased Mother Crow, and as they reached the banyan tree, they saw her drop the necklace into the snake's hole.

13 When the servants tried to take the necklace out of the hole with a stick, the angry snake came out hissing. The servants drew back in alarm, and then tried to beat the snake. But the snake, afraid for his life, slithered away as fast as he could and never came back to the banyan tree. Mother and Father Crow lived there happily for many years and raised many babies, too.

Directions: Use "The Cave That Talked" to answer the following questions. If you need more space to write an answer, write your answer on your own paper.

1 The introduction at the start of the story shows that the story is a

- A myth
- B fairy tale
- C fable
- D legend

2 Based on your answer to question 1, what main feature described shows the genre?

- A There are many stories in the collection.
- B There are royal characters in the stories.
- C The stories were written to teach lessons.
- D The stories were written long ago in India.

3 How does the jackal first learn that there is an animal in his cave?

- A by smelling the animal
- B by seeing the footprints
- C by asking the cave
- D by hearing the roar

4 Which word best describes the jackal in "The Cave That Talked"?

- A clever
- B lazy
- C mean
- D strong

- 5 In paragraph 9, the jackal says that he has never heard a cave that talked. Why does the jackal say that his cave does talk earlier in the story? Use details from the story to support your answer.

Directions: Use "The Unwelcome Neighbor" to answer the following questions. If you need more space to write an answer, write your answer on your own paper.

- 6 In "The Unwelcome Neighbor," the fox listens to the crow's tale of woe in paragraph 9. What kind of tale would the crow be telling if it is a "tale of woe?"

- A a very happy tale
- B a very scary tale
- C a very sad tale
- D a very long tale

- 7 Look at the illustration that goes with "The Unwelcome Neighbor" on page 295. This picture shows what happens in—

- A paragraph 8.
- B paragraph 9.
- C paragraph 10.
- D paragraph 11.

- 8 Read this sentence from paragraph 9 of "The Unwelcome Neighbor."

The fox listened to the crow's tale of woe and then came up with a brilliant plan.

The word *brilliant* most nearly means—

- A fun.
 - B great.
 - C hard.
 - D quick.
- 9 Is Mother Crow afraid of the snake because of her own safety? What does this show about what Mother Crow is like? Use details from the story to support your answer.

5 Mr. Zhang has 5 employees who each work 8 hours each day. He has 4 employees who each work 5 hours each day. What is the total number of hours that all his employees work each day? Show your work.

6 Mr. Zhang places all the juices in rows. He places the different types of juices in separate rows. He places 4 orange juice bottles in each row and 5 grapefruit juice bottles in each row. Which drink has more rows of bottles? How many more? Show your work.

7 A customer buys 4 fruit smoothies and 2 bottles of grapefruit juice for \$20. Each bottle of grapefruit juice costs \$2. What is the cost of each fruit smoothie? Show your work.



Day 18



1000

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Instruction

Directions: Read the passage. The guides in the blue bar will help you focus on some of the important details. Then answer the questions that follow. These questions will also have guides to help you find the correct answers.

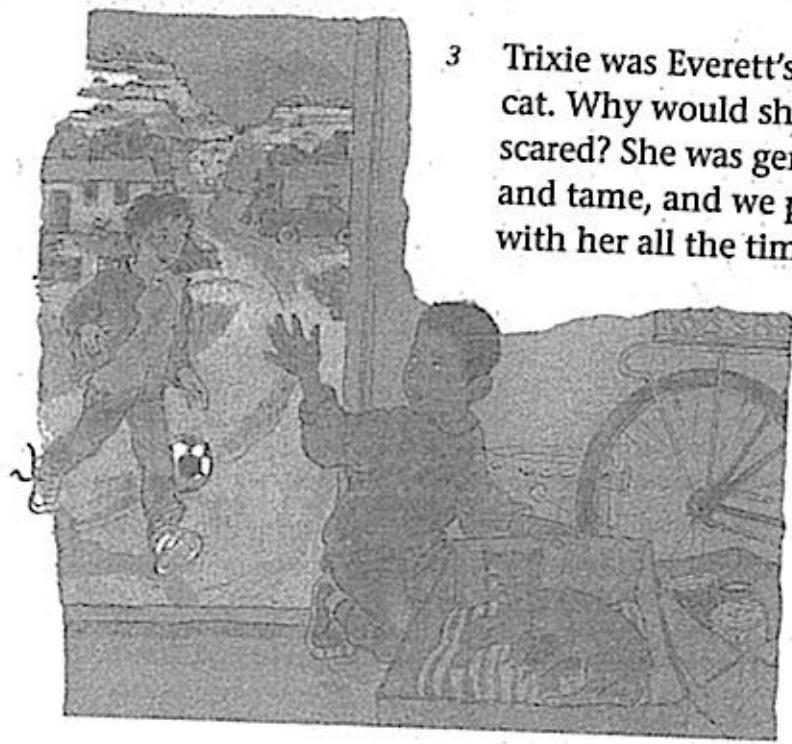
Kittens Next Door

By Susan Yoder Ackerman

Art by Betsy James

- 1 When I heard my neighbor Everett call, "Hey, John, come see what's in our shed!" I dropped my soccer ball and ran. Everett always has something fun to show me—a good tree for climbing, tadpoles in the creek, ripe peaches ready to be picked. What would it be this time?
- 2 Everett led the way into the dim shed. "Shh," he said. "Don't scare Trixie."

- 3 Trixie was Everett's orange cat. Why would she be scared? She was gentle and tame, and we played with her all the time.



Look at the title. Look at the illustrations. What do you think this passage will be about?

Why doesn't John understand why Trixie may be scared?

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Instruction

Directions: Read the passage. The guides in the blue bar will help you focus on some of the important details. Then answer the questions that follow. These questions will also have guides to help you find the correct answers.

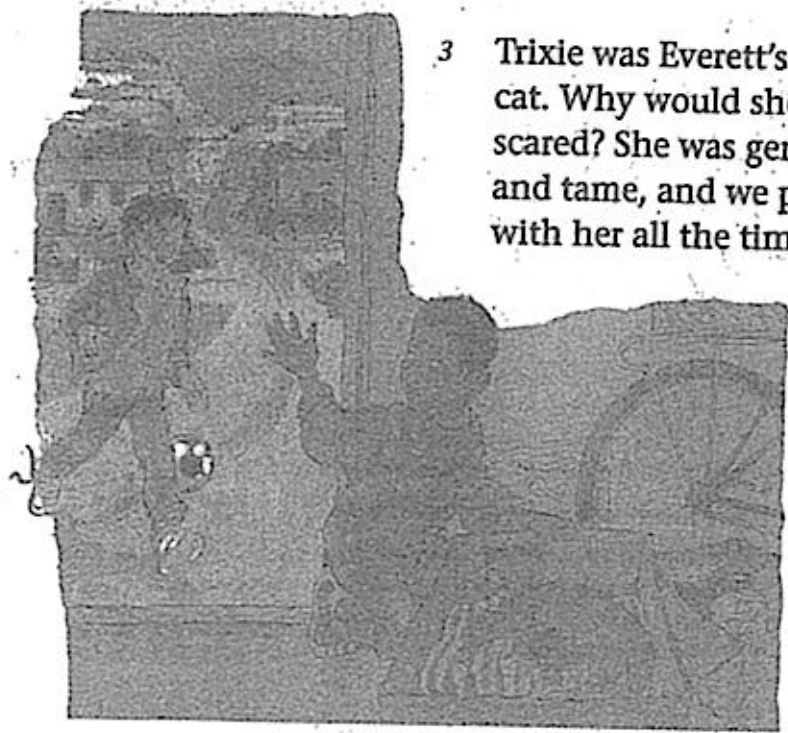
Kittens Next Door

By Susan Yoder Ackerman

Art by Betsy James

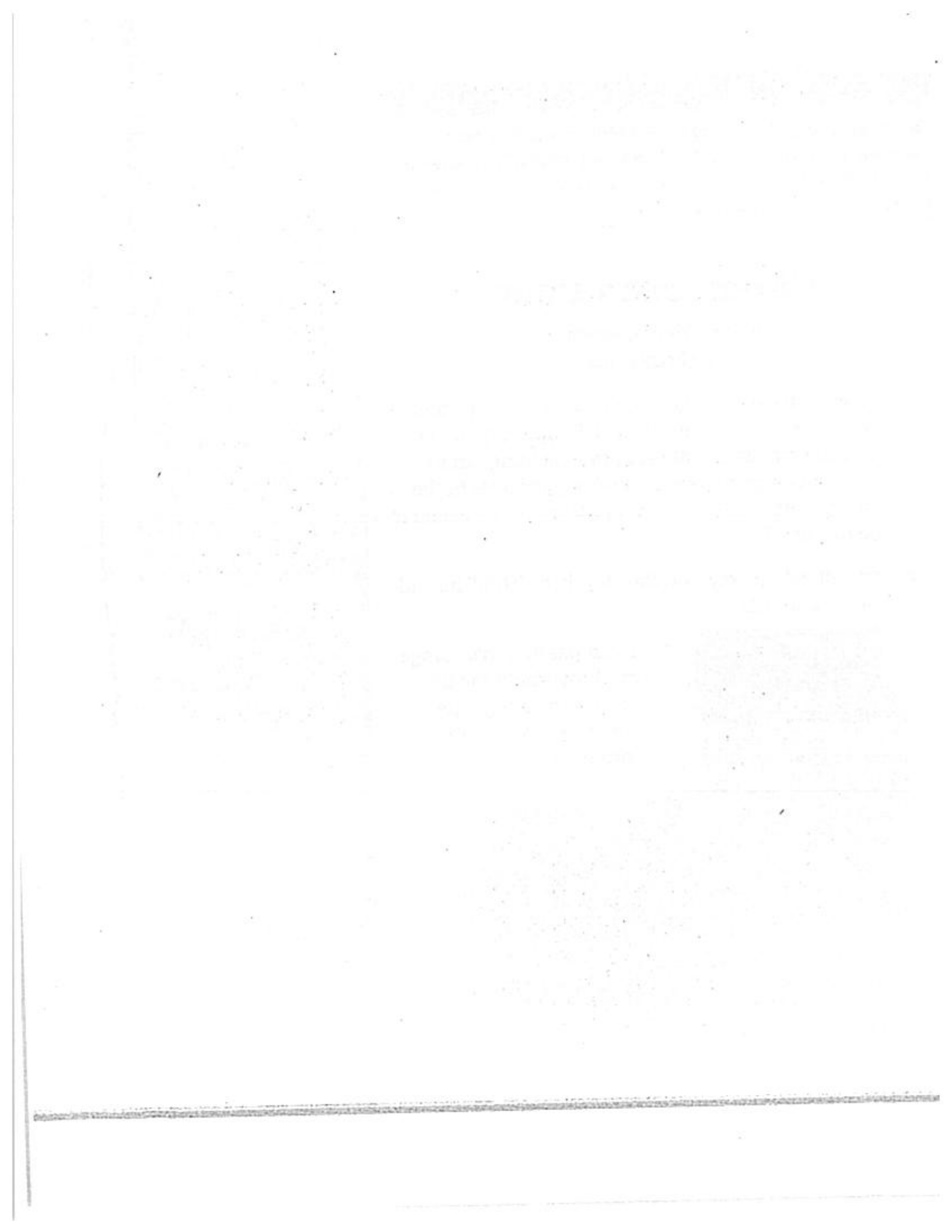
- 1 When I heard my neighbor Everett call, "Hey, John, come see what's in our shed!" I dropped my soccer ball and ran. Everett always has something fun to show me—a good tree for climbing, tadpoles in the creek, ripe peaches ready to be picked. What would it be this time?
- 2 Everett led the way into the dim shed. "Shh," he said. "Don't scare Trixie."

- 3 Trixie was Everett's orange cat. Why would she be scared? She was gentle and tame, and we played with her all the time.

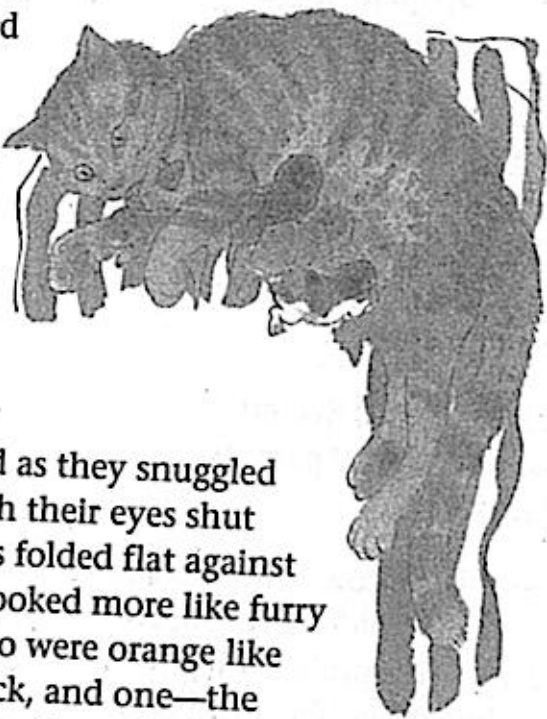


Look at the title. Look at the illustrations. What do you think this passage will be about?

Why doesn't John understand why Trixie may be scared?



4 Everett knelt down by a big cardboard box. I peeked in and saw Trixie lying on a bed of old towels. "She had four kittens yesterday!" Everett said proudly.



5 The kittens mewed as they snuggled next to Trixie. With their eyes shut tight and their ears folded flat against their heads, they looked more like furry slugs than cats! Two were orange like Trixie, one was black, and one—the calico—made me laugh out loud. It looked as if someone had splashed black, white, and orange paint all over it.

6 "Aw, the calico's my favorite. Can I pick it up?" I asked.

7 The kitten would easily fit into my hands, but Everett said no. The kittens were too helpless. They couldn't see or hear or stand or even keep themselves warm. All they could do was eat, sleep, and cuddle Trixie for warmth.

8 I sat on my hands to keep from reaching into that box! The kittens looked so cute as they drank Trixie's milk. Everett said they found the milk by smell, and each kitten would return to the same nipple every time it ate.

9 Trixie gave each kitten a hard lick. I'd had lots of licks from Trixie myself. It felt scratchy, not soft, kind

What could happen if John or Everett picks up a kitten too early?

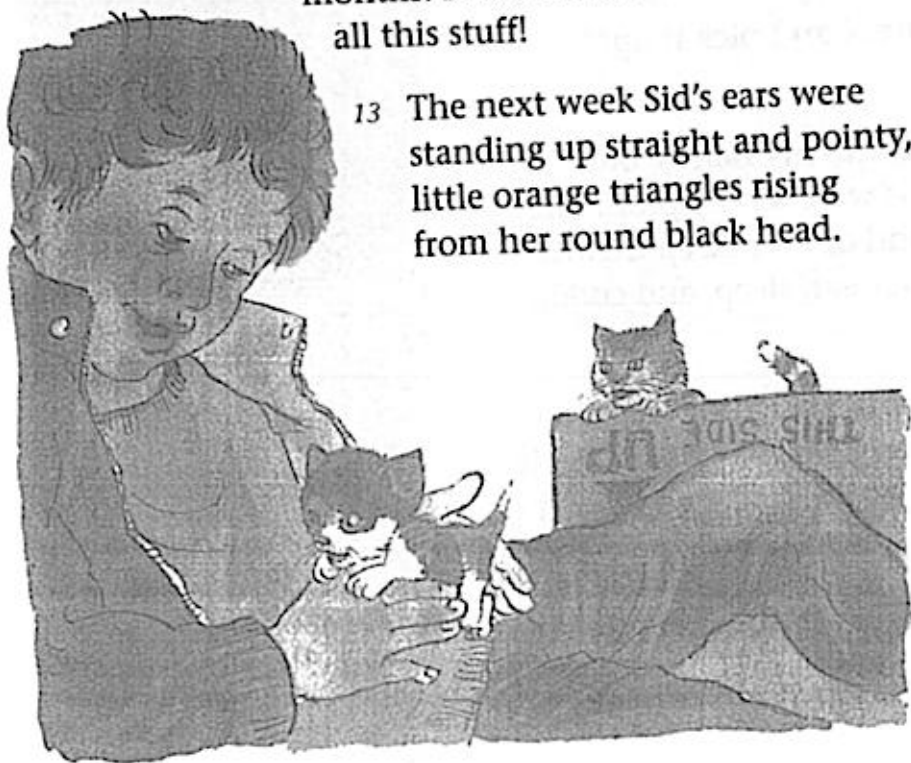
of like getting rubbed with sandpaper. "If the kittens are so helpless," I asked, "won't Trixie's licks hurt them?"

10 "Her tongue is their washcloth," Everett explained. "As soon as each kitten was born, Trixie scrubbed it clean. The rubbing helped them start breathing. Now it gets them to pee. They're too little to do it on their own. Then she licks them clean again."

11 I didn't want to leave the kittens, but Everett promised that I could keep one—if my parents agreed—and visit every day.

12 By the next week, the kittens had grown twice as big and their eyes were open. Everett told me that Sid—the little calico that I wanted—was probably a girl; calicos almost always are. I loved her blue eyes, but Everett said that all kitten eyes start out blue and Sid's would probably change color over the next few months. I don't know where he learns all this stuff!

13 The next week Sid's ears were standing up straight and pointy, little orange triangles rising from her round black head.



How did the kittens begin to change over time?

1 Where does the beginning of this story take place?

- A in a shed
- B in a closet
- C near a creek
- D under a tree

This is a **Setting** question. Look at the illustrations in this passage. Do they give any clue as to the setting?

2 Look at the illustration on page 152. Which statement is true based on both the illustration and the story?

- A Trixie had her kittens in a cardboard box.
- B Everett knew how to take care of kittens.
- C Trixie licked the kittens after they were born.
- D Trixie and the kittens were near cans of paint.

This is a **Graphic Elements** question. What does this illustration tell you about the characters in this passage?

3 Look at the illustration on page 155. It shows what happens in—

- A paragraph 4.
- B paragraph 9.
- C paragraph 15.
- D paragraph 16.

This is a **Graphic Elements** question. This illustration points to a specific point in this passage.

4 Trixie moves the kittens to a new setting because she thinks the old place is—

- A not soft.
- B not safe.
- C too cold.
- D too small.

This is a **Setting** question. What changes about the setting in this story?

5 Why does Trixie lick the kittens as soon as they are born?

- A to make them pee
- B to keep them warm
- C to make them drink
- D to help them breathe

This is a **Graphic Elements** question. Where in the passage does it explain why Trixie acts the way she does? Does an illustration show this as well?

6 Paragraphs 12 and 13 are connected because they both discuss—

- A how Sid's ears stood up.
- B why Sid liked to be held.
- C how the kittens have grown.
- D why the kittens had blue eyes.

This is a **Compare and Contrast Text** question. Compare these paragraphs. What is the same about both?

7 Look at the illustration on page 153. It shows what happens in—

- A paragraph 4.
- B paragraph 5.
- C paragraph 6.
- D paragraph 9.

This is a **Graphic Elements** question. What does this illustration show about the setting and characters in this passage?

Use the table below that shows the number of students who sit at each table in Mrs. Wallace's class to answer questions 8-10.

Table Number	Number of Students
1	4
2	5
3	4
4	4
5	6
6	5
7	6

8 Which number sentence can be used to find the total number of students who sit at tables 1, 3, and 4?

- A $4 \times 4 \times 4 = 4 \times (4 \times 4)$
- B $3 \times (4 + 4 + 4) = 3 \times 12$
- C $3 \times 4 = 4 \times 3$
- D $4 \times 4 = 4 \times 4$

9 Which of the following number sentences correctly shows a way to represent the number of students who sit at tables 2, 5, 6, and 7?

- A $2 \times 5 \times 6 = 2 \times 6 \times 5$
- B $2 \times (5 + 6) = (2 \times 5) + (2 \times 6)$
- C $2 + 5 + 6 = 5 + 6 + 2$
- D $2 \times (5 \times 6) = (2 \times 5) \times (2 \times 6)$

10 Mrs. Wallace says that Ms. Hesler's class has tables just like hers. Which sentence **cannot** be used to find how many students sit at both Mrs. Wallace and Ms. Hesler's tables 1, 3, and 4?

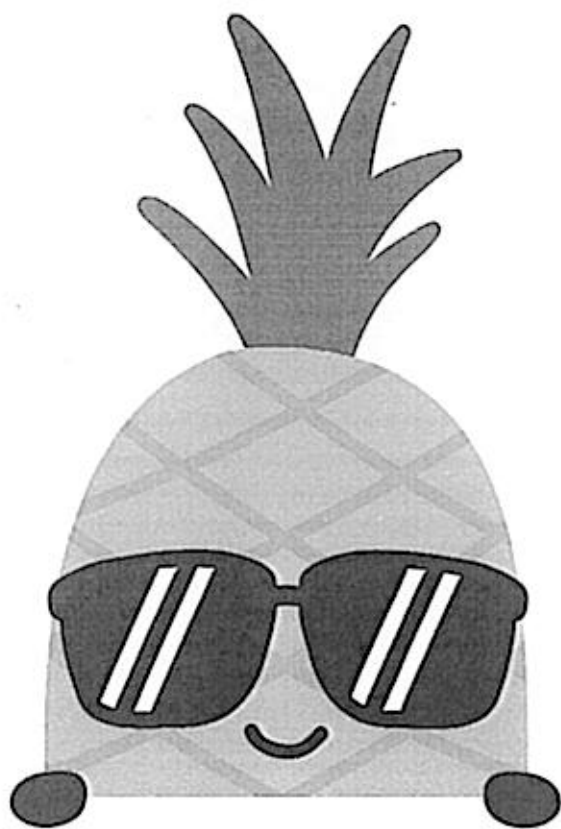
A $2 \times (3 \times 4) = (2 \times 3) \times 4$

B $2 + 3 + 4 = 2 + 4 + 3$

C $2 \times 3 \times 4 = 3 \times 2 \times 4$

D $2 \times (4 + 4 + 4) = (2 \times 4) + (2 \times 4) + (2 \times 4)$

Day
19



1940

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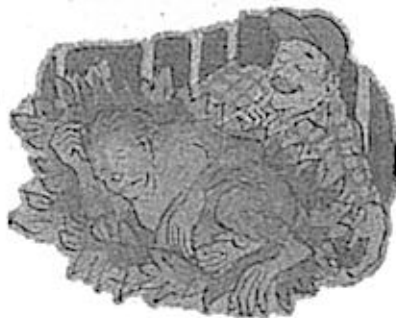
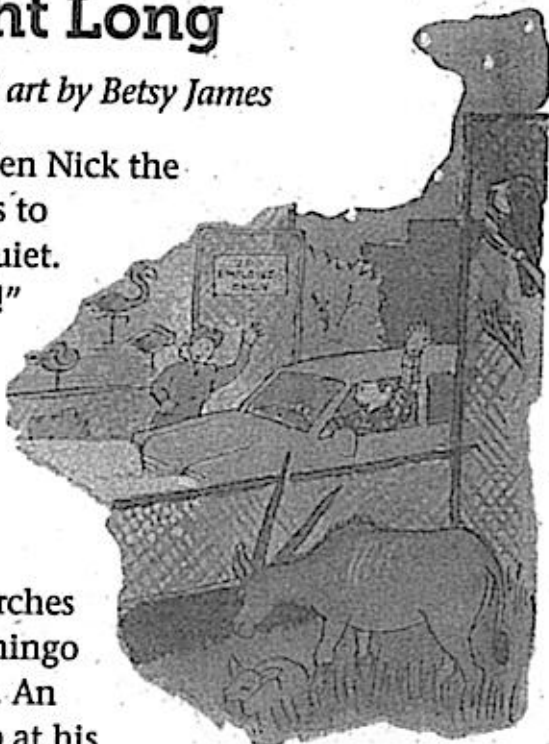
1940

Directions: Read the passage. The guides in the blue bar will help you focus on some of the important details. Then answer the questions that follow. These questions will also have guides to help you find the correct answers.

All Night Long

Text and art by Betsy James

- 1 The sky is dark when Nick the night keeper drives to work. The zoo is quiet. He says, "Hi, there!" to the security guard. Nick will take care of the animals all night long.
- 2 A sleeping eagle perches on a branch. A flamingo snoozes on one leg. An eland fawn curls up at his mother's feet. Nick whispers, "Sweet dreams!"
- 3 The leopard is asleep on a branch. "Taking a cat nap?" asks Nick. A prowling alley cat looks down at her big relative. Nick's flashlight makes her eyes shine.
- 4 The orangutan is asleep in her nest of leaves. "Sleep tight," Nick whispers. He hides an apple in the leaves for her to find when she wakes up.



Look at the title. Look at the illustrations. What do you think this passage will be about?

What do all of these animals have in common?

- 5 Hours pass. Outside the zoo walls, an ambulance speeds by, siren wailing. A wolf wakes and howls an answer.
- 6 A young giraffe is asleep lying down, his neck bent like a rainbow. The rest are munching leaves. "Midnight snack?" asks Nick.
- 7 The elephants are awake—they nap for only a few hours each night. Nick pats their snuffling trunks. He turns on a sprinkler for them to play in and says, "Have fun!"
- 8 A camel has just had her baby. "Congratulations!" says Nick to the night vet.
- 9 It's almost morning. Nick peeks at the tiny sugar gliders. Like him, they stay awake all night. Now they're building nests to sleep in all day. "Are you getting sleepy too?" he asks with a yawn.
- 10 The sky turns pink. Hoo! Hoo! Grr-a-a-a-ah! The howler monkeys are waking up the zoo! Nick says, "Good night—I mean good morning!" to the guard and drives back home.
- 11 His wife and children are still asleep. "Rise and shine!" Nick shouts.
- 12 They get up, yawning. He sits down, yawning. They hug him and whisper, "Sweet dreams!"
- 13 Then Nick, like the sugar gliders, curls up to sleep all day.



Why are the elephants awake while the other animals sleep?

What is different about Nick and the sugar gliders from the rest of the animals?

1 In paragraph 3, the word *relative* most nearly means—

- A beast
- B parent
- C food friend
- D family member

This is a Vocabulary in Context question. Reread paragraph 3 of the passage and look at the context within it to try and figure out what *relative* means.

2 Which sentence shows that the story is written in the point of view of an outside author, not Nick himself?

- A "It's almost morning."
- B "'Rise and shine!' Nick shouts. "
- C "The leopard is asleep on a branch."
- D "He says, 'Hi there!' to the security guard."

This is a Point of View question. The point of view is the person who is telling the story. Is Nick himself telling this story?

3 How does Nick most likely feel about the camel that just had a baby?

- A serious
- B excited
- C worried
- D hopeful

This is a Point of View question. Think about how you would feel if you saw a baby being born at the zoo.

4 Read these sentences from the story.

A young giraffe is asleep lying down, his neck bent like a rainbow. The rest are munching leaves. "Midnight snack?" asks Nick.

Which word from these sentences helps the reader figure out what *munching* means?

- A snack
- B young
- C asleep
- D rainbow

This is a Vocabulary in Context question. What do you do when you munch on something?

5 In which paragraph does Nick begin to feel tired?

- A paragraph 7
- B paragraph 9
- C paragraph 10
- D paragraph 12

This is a Sequence question. Nick is not tired throughout the story. He gets tired at a certain point. Reread the passage to find out where this point is.

6 Read these sentences from the story.

A sleeping eagle perches on a branch. A flamingo snoozes on one leg. An eland fawn curls up at his mother's feet.

Which word in these sentences helps the reader figure out what *snoozes* means?

- A leg
- B branch
- C perches
- D sleeping

This is a Vocabulary in Context question. What do all of these animals appear to be doing?

7 You can tell that the narrator is someone outside of the story because the narrator does NOT—

- A use the word "I"
- B describe the setting
- C tell what Nick does at the zoo
- D give details about the animals

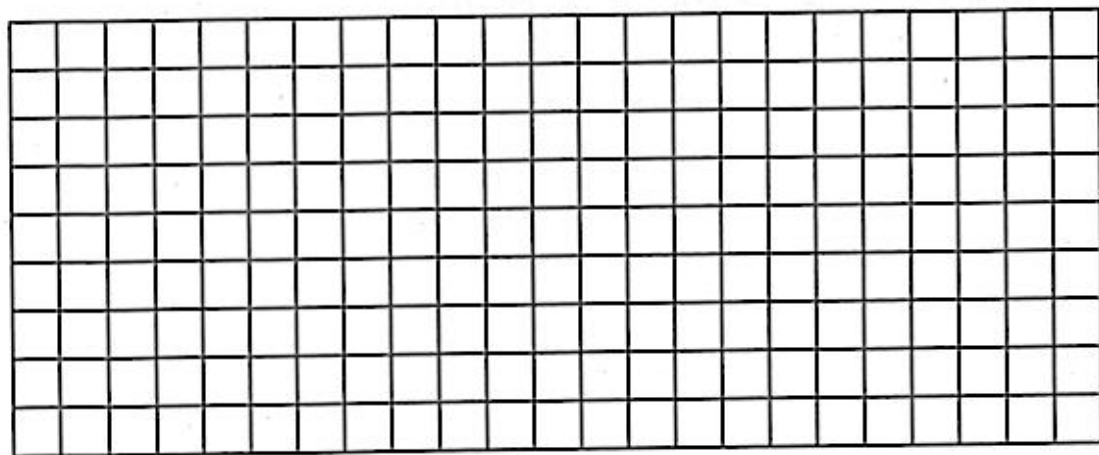
This is a Point of View question. How does the author choose to tell this story? Do we know personal thoughts and feelings about Nick?

Independent Practice

2 Brandon bought 3 trays of daisies and 3 trays of gladioli. How many more daisies than gladioli did he buy? Show your work.

3 Heather wants to plant 20 seedlings of one type of flower in her garden. Which type of seedling can she buy so that she uses all the seedlings in the trays without having any left over? How many trays should she buy? Show your work.

4 Will bought 18 trees from Mr. Reynolds. He wants to plant the trees in a field. On the grid below, draw two arrays to show different ways Will can plant the trees in equal rows.



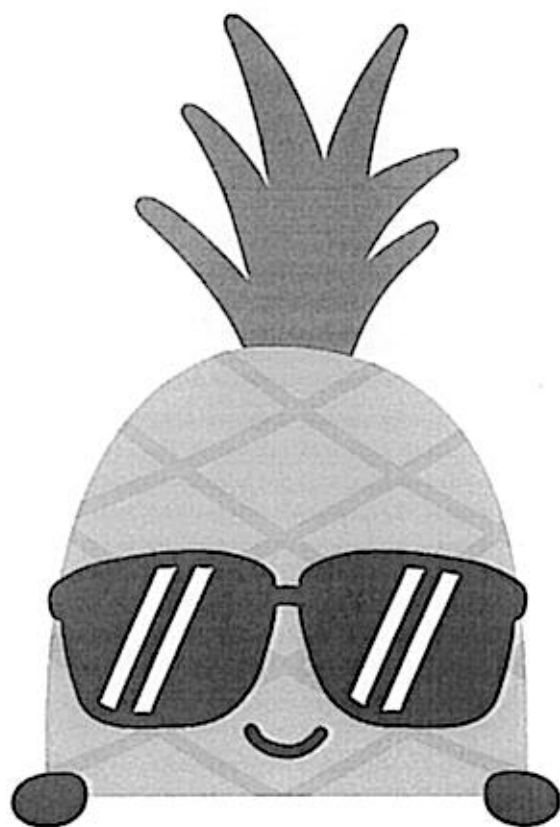
5 Mr. Reynolds had 32 bags of mulch for sale. Four customers came in and bought an equal number of bags of mulch. Mr. Reynolds had only 4 bags of mulch left. How many bags of mulch did each customer buy? Show your work.

6 Mr. Reynolds received a shipment of 40 bags of planting soil. He sold 8 bags. He divided the rest of the bags into 4 equal stacks. How many bags of planting soil did Mr. Reynolds put in each stack? Show your work.

7 Tanner bought 18 sections of curved fence from Mr. Reynolds. He plans to put 3 sections of fence around each tree in his yard. If Tanner has 8 trees, how many more sections of curved fence does he need? Show your work.



Day 20



1000

Instruction

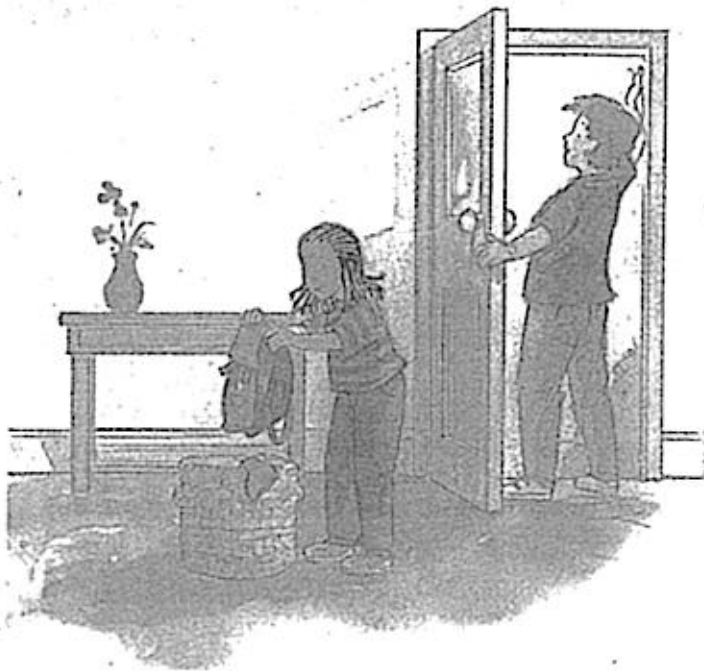
Directions: Read the passage. The guides in the blue bar will help you focus on some of the important details. Then answer the questions that follow. These questions will also have guides to help you find the correct answers.

Out-of-Sight Afternoons

By Susan Yoder Ackerman

Art by Stuart Trotter

- 1 I love coming to Michelle's house. She's my favorite babysitter. The first thing I do is drop my backpack and coat into a big basket near the door. Everything at Michelle's has its place. Mom's hoping I'll get in the habit of keeping my bedroom that neat, but so far I'm not doing so well. I guess it's because I can see when my toys are scattered all over the floor. I can step over them or pick them up. But Michelle can't.



Look at the title. Look at the illustrations. What do you think this passage will be about?

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF CHEMISTRY
5800 S. UNIVERSITY AVENUE
CHICAGO, ILLINOIS 60637

RECEIVED
JAN 15 1964

PROPERTIES OF POLYMERIZATION

BY
J. H. HARRIS

The polymerization of ethylene with a Ziegler-Natta catalyst system is studied. The effect of temperature, pressure, and catalyst concentration on the rate of polymerization and the molecular weight of the polymer is investigated. The results show that the rate of polymerization increases with increasing temperature and pressure, and decreases with increasing catalyst concentration. The molecular weight of the polymer also increases with increasing temperature and pressure, and decreases with increasing catalyst concentration.



Fig. 1. Rate of polymerization vs. catalyst concentration.

The polymerization of ethylene with a Ziegler-Natta catalyst system is studied. The effect of temperature, pressure, and catalyst concentration on the rate of polymerization and the molecular weight of the polymer is investigated. The results show that the rate of polymerization increases with increasing temperature and pressure, and decreases with increasing catalyst concentration. The molecular weight of the polymer also increases with increasing temperature and pressure, and decreases with increasing catalyst concentration.

- 2 Michelle's blind. But don't think that means I can get away with anything. I can NOT sneak a triple-chocolate dream bar any time I want one. "Hayley," she says, "that sounded like the cookie jar. No cookies before dinner." And once when I managed to sneak one out so quietly she didn't hear, she began to wiggle her nose. "I smell chocolate! Hayley? Hayley!" I quickly put it back.



- 3 Sometimes I wonder if Michelle's ears and nose work better than everyone else's, to make up for her eyes not seeing, but she says no, they're nothing special. They're like mine. She just puts hers to more use. I close my eyes and try to use just my ears and nose, but it's hard to keep my eyes shut after about a minute. I decide I'll just go ahead and use my eyes, ears, and nose together.

- 4 I can't remember the first time Michelle took care of me. I was just a baby. She put little bells on my shoes, so she'd hear me toddling around the house and be sure I was OK. She says there was no problem knowing when I needed my diaper changed—her nose is never wrong!
- 5 Now that I'm in first grade, I go to Michelle's house after school on the bus. The first few times I thought maybe Michelle could see just a little bit, because she opened the door before I even had a chance to ring the doorbell. But now I know she hears that noisy school bus two blocks away. She smiles and waits for my hug, then keeps her arms around me for a minute or two. I don't mind. It's kind of like me smiling back.



- 6 "Let me see how you have your hair today!" she says. She runs her fingers across the tiny braids and beads I'm wearing. "Beautiful!" she says. But I know she likes my hair best when I wear it free and bouncy and curly, like my Mom's.



How long have Hayley and Michelle known each other?

Why does Michelle like Hayley's hair bouncy the best?

- 7 That's because Michelle and Mom were best friends way before something happened to Michelle's eyes. Michelle remembers how Mom looked when she was little and so she has a pretty good idea how I look.
- 8 Michelle loves to cook. She knows just where everything is so she can always find what she needs. But one time I forgot and kicked my shoes off in the kitchen while I was helping Michelle mix up cookie dough. She was getting an egg from the refrigerator when she stumbled over them. She almost fell down and the egg went splat on the floor. I felt so bad I cleaned it all up myself.
- 9 Cans feel pretty much alike—try figuring out what's in one just by holding it! So she won't open soup when she wants pears, Michelle puts special magnetic labels on all the cans she brings home from the grocery store. I help her match them up sometimes, and then she puts them in the pantry. When she uses a can of olives or peaches, she takes the label off and sticks it on the refrigerator so she'll remember to buy more when she and her husband, Pete, go to the store.



- 10 I can't read the labels—not until I learn Braille like Michelle did. Braille is a special way of reading and writing. You use your fingertips to feel tiny bumps that spell out words. The letters are different from the ones we read with our eyes.



How does Michelle read?

11 Michelle has other ways to read and write, too. She can listen to a book on tape while she's dusting the furniture or grating carrots or relaxing on the couch. That's an easy way to read a book. Sometimes I listen with her. But if I have homework to do, she uses her headphones.

12 Michelle has a special computer that reads as well as writes. When she gets a letter, she scans it on her computer, and a voice reads it out loud. It's a funny robot voice, like the one that says what time it is when she presses the button on her watch. That kind of stuff is really cool.

13 And then sometimes Michelle uses everyday stuff in a new way. Like the little safety pins she puts on her clothes to tell what color they are: straight up, white; straight across, blue; diagonal, green. All she has to do in the morning is feel the pins to find the color of shirt she wants to wear that day.

14 I like it best when Michelle goes into her ceramic studio. I love to watch her take clay and shape it into bowls or pots. She lets them dry out. Then she brushes brownish glaze on them and fires them in a hot oven called a kiln. She used to paint pictures on paper. Now she does the kind of art she can feel with her fingers.



How does Michelle know to match her outfits?



- 15 When Mom or Dad comes to pick me up, I hug Michelle goodbye. "See you tomorrow!" she says. If that sounds funny to you—a blind person seeing—just remember the cookie jar!



1 What does Michelle do to remember to buy more food?

- A Puts a magnetic label on a can
- B Scans a label on her computer
- C Sticks a label on the refrigerator
- D Presses a special button on her watch

This is a Facts and Details question. Look in paragraph 9 to see when Michelle needs to go to the store.

2 What does Michelle hear that lets her know it is time to open the door for Hayley after school?

- A a doorbell
- B the school bus
- C a computer voice
- D footsteps on the porch

This is a Facts and Details question. Reread paragraph 5 to see how Michelle knows ahead of time to answer the door for Hayley.

3 What is the first thing Michelle does when she makes bowls or pots in her ceramic studio?

- A shapes the clay
- B lets the clay dry
- C puts the clay in an oven
- D brushes glaze on the clay

This is a Facts and Details question. The end of the passage describes Michelle's ceramic activities.

4 What lesson does Hayley learn in the story?

- A Blind people can hear and smell very well.
- B It is a good idea to keep your bedroom neat.
- C It is nice to have a babysitter who is a friend.
- D Blind people do things without using their eyes.

This is a Main Idea question. Think about how Hayley feels about Michelle overall.

- 5 Which sentence from the story shows the lesson being taught?
- A "You use your fingertips to feel tiny bumps that spell out words."
 - B "She smiles and waits for my hug, then keeps her arms around me for a minute or two."
 - C "Mom's hoping I'll get in the habit of keeping my bedroom that neat, but so far I'm not doing well."
 - D "I close my eyes and try to use just my ears and nose, but it's hard to keep my eyes shut after about a minute."

This is a Main Idea question. Think about the lesson you have just chosen in the previous question. Where is this lesson shown in the story?

- 6 Which word best describes Michelle?

- A funny
- B smart
- C hopeful
- D friendly

This is a Character question. What type of person is Michelle? How does she act with Hayley?

- 7 Where does Hayley put her backpack and coat when she comes into Michelle's house?

- A in a basket
- B on the floor
- C in a bedroom
- D near a computer

This is a Facts and Details question. Read the first paragraph and its illustration to see where Hayley puts her things.

8 Hayley says that Michelle is her favorite babysitter. Give two reasons why Hayley likes to go to Michelle's house. Use details from the story to support your answer.

This is a **Character** question. Why is Michelle's house one of Hayley's favorite places?

9 Hayley slips off her shoes in the kitchen and Michelle nearly falls. Explain why it is important that everything in Michelle's house is in the right place. Include at least two reasons from the passage in your answer.

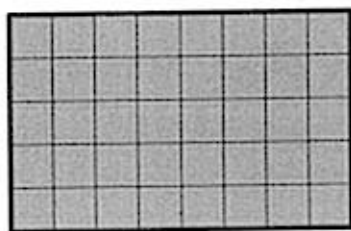
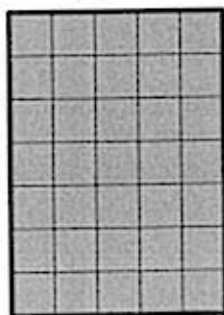
This is a **Facts and Details** question. Given what you know about Michelle, why would it be important to have everything in the right place?

2 Liz makes a chart to show the length and width of her favorite pictures.

Picture	Length	Width
Mom catching a fish	8 inches	5 inches
Stephen cooking breakfast	10 inches	9 inches
Aunt Margaret in a canoe	4 inches	3 inches
Liz climbing a tree	5 inches	7 inches
Katy hugging Grandpa	3 inches	4 inches

Part A Which 2 pictures have the same area? Do they also have the same perimeter? Explain why or why not.

Part B Liz uses 1-inch square tiles to find the area of each picture. Look at the tiles in the models. Write Mom or Liz under the model that is the size of their picture. Then, write the area for each picture. Show your work.



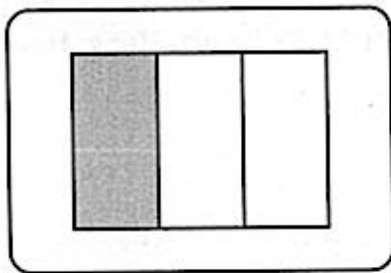
Part C What is the perimeter of the picture that shows Liz climbing a tree? Show your work.

- 5 Jerry has 18 baseballs and 24 basketballs. He wants to randomly put the balls in groups of 7. How many groups of 7 can he make?
- A 6
 - B 7
 - C 8
 - D 9
- 6 Tony started his chores at 9:45 when he cleaned his room. At 11:05 he took out the garbage. At 11:10 he began cleaning the bathroom. At 11:25 he was done. How long did it take him to do all of his chores?
- A 1 hour 30 minutes
 - B 2 hours 20 minutes
 - C 1 hour 40 minutes
 - D 2 hours 15 minutes
- 7 Carlos makes a 4-sided shape out of string. He makes all four sides equal and he makes at least one acute angle. What shape could he have made?
- A rectangle
 - B square
 - C triangle
 - D rhombus

Lesson 52

*Standards: 3.OA.2, 3.OA.7, 3.NBT.1, 3.NF.3b, 3.MD.3, 3.MD.8, 3.OA.3, 3.OA.8;
Review 2.OA.1, 2.OA.3*

- 1 Alden has a card that shows a rectangle divided into equal thirds. His card is shown below. Draw a model that shows a fraction that is equivalent to the fraction shown by the rectangle.



- 2 Emily has 12 sea shells that she wants to place in equal groups. Show 2 different ways Emily can make equal groups of sea shells.
- 3 At the deli, Andy buys 3 pounds of turkey and 2 pounds of cheese. The turkey costs \$7 per pound and the cheese costs \$6 per pound. What is the total amount Andy pays for the turkey and cheese? Show your work.