

Week 4: April 6-10, 2020

Directions: Complete 2-3 pages a day for reading, math, science, and social studies- please read the directions to your child and model how to do the page if necessary, but allow them to do it themselves. Remember the packet is part of your child's final grade. Please reach out by e-mail or on Class Dojo if you need assistance.

- 7 Think about the story "The Elephant and the Monkey." Think about the passage "Cynthia Moss." Tell something that is the same about them.

- 8 Think about the story and the passage. What is the main thing that is different about them?

Point of View

LESSON

9

RL.1.6

Vocabulary
castles
confused
roam

All writing has a **point of view**. Authors write about things they know. You may read a story about a dog. The author has a pet dog. He thinks dogs are the best pets. That is his point of view. You might read another story about a dog. A dog bit the author. She is scared of dogs. That is her point of view.

Each story feels different to the reader. Point of view changes how it feels. *Who* is telling a story? *Why* is the author writing? *Who* is the author? *How* does the author want me to feel? Ask *who*, *why*, and *how* when you read.

The person who tells a story is a **narrator**. Sometimes the story is told by one character. The person uses the word *I* or *you*. Some stories are told by more than one character. Or, they are told by someone who is outside the story. These stories use the words *he*, *she*, and *they*.

Poems have a point of view, too. The **speaker** is the person telling a poem. This person might be a character. Or she might be someone outside the poem.

Guided Practice

Read the story. Then answer the questions.

Forgotten Birthday

Something seemed wrong that morning. Alexa was sure that her family would wish her a happy birthday. Her mom made her breakfast. She did not say anything. Her dad drove her to school. He did not say anything. Her brother walked her to her classroom. He did not say anything either. Had everyone forgotten?

At school, Alexa's friends acted strange. Even her best friend Ellen would not talk to her. Alexa was feeling sad. This was the worst birthday ever! Everyone had forgotten.

Alexa walked home from school slowly. She was not excited for her birthday dinner. She was not excited for birthday presents. Everyone had forgotten.



When she got home, the house was dark. Alexa was confused. She was a little scared, too. Where was everyone? Alexa opened the front door. Suddenly the lights came on!

"Surprise!" everyone yelled. There was her mom, her dad, her brother, and all her friends. Everyone had remembered!

Who is telling this story?

- A Alexa
- B Ellen
- C Mom
- D a narrator

The correct answer is choice D. Alexa is the main character. But she does not tell the story. Ellen and Mom do not tell the story. The story is told by a narrator. The narrator is not a character.



confused
not sure

Which character do you know the most about in this story?

- A Ellen
- B Alexa
- C Mom
- D Alexa's brother

Alexa is the main character. You know what Alexa is thinking. You know what she does. The other characters are in the story. But you do not know what they think. Choice B is correct.

Suppose Ellen was telling the story. Tell what would be different.

Think about what Ellen knows. Think about what Alexa knows. Here is a sample answer:

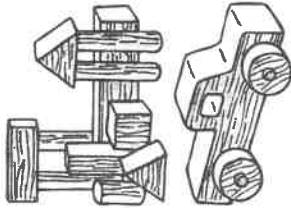
Ellen knows about the surprise party. Alexa does not. And the reader does not. Ellen would tell the reader about the party. The reader could guess how the story ends.

Read this poem. Then answer the questions.

Block City

by Robert Louis Stevenson

- 1 What are you able
- 2 To build with your blocks?
- 3 Castles¹ and palaces,
- 4 Houses and docks.
- 5 Rain may keep raining
- 6 And others may roam²
- 7 But I can be happy
- 8 While building at home.



Who is probably speaking in this poem?

- A a child
- B a king
- C a builder
- D a toy maker

The correct answer is choice A. The speaker talks about building blocks. He is playing with the blocks. He creates castles, palaces, and other things. He does not need to leave his house. He is happy building with his blocks. The speaker is probably a child.

¹castles large homes for kings and queens, like palaces
²roam to travel around

Which choice *best* describes what the speaker thinks?

- A I wish the rain would stop.
- B I want to live in a castle.
- C I like to make things with my blocks.
- D I want some new toys to play with.

Read the poem again. What is the speaker saying? He builds castles and palaces with his blocks. He builds other pretend things, too. He likes to make things with his blocks. Choice C is correct.

How does the speaker feel about the rain? Tell how you know.

Read what the speaker says about rain. Think about the rest of the poem. Here is a sample answer:

The speaker does not care about the rain. He wants to stay inside. The rain does not bother him. He is playing with his blocks.

Test Yourself

Read the story and the poem. Then answer the questions.

What Happened to Reggie?

by Michael Borrow

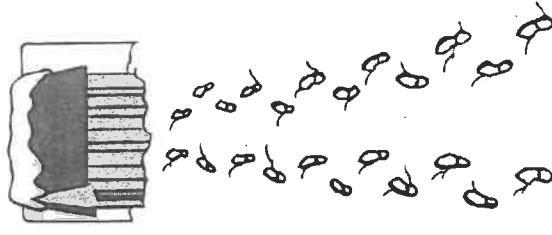
Reggie was teaching me how to follow tracks. He showed me deer tracks. Then he showed me rabbit tracks.

Finally Reggie said, "Ok, Alex, close your eyes. Count to 100. See if you can follow my tracks."

I did as Reggie said. Then I opened my eyes. Reggie was gone. But I could see his tracks in the snow. I followed them. They led to the barn. The barn was empty. I noticed another set of tracks. But they were pointing to the barn, too. They were not pointing away from it. It looked like two people had walked to the barn. And no one had walked away. Where was Reggie?

I walked home. Reggie was waiting for me! He laughed. And then he told me how he had tricked me.

"I walked to the barn," he said. "And now watch carefully." Then Reggie started to walk backwards.

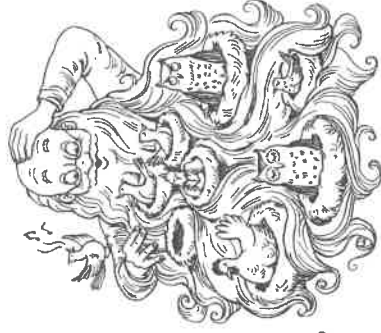


A Limerick

by Edward Lear

A limerick is a short, funny poem.

- 1 There was an Old Man with a beard
- 2 Who said, "It is just as I feared,
- 3 Two Owls and a Hen,
- 4 Four Larks and a Wren",
- 5 Have all built their nests in my beard."



- 1 Who is telling the story, "What Happened to Reggie?"

A Reggie

B Alex

C Alex's brother

D someone outside the story

- 2 From whose point of view is the poem written?

A the Old Man

B the owl

C an outside speaker

D four larks

owls, hens, larks, wrens different types of birds

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UNIT 3
Craft and Structure

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- 3 How does Alex feel in "What Happened to Reggie?"

A confused

B scared

C sad

D excited

- 4 What is the Old Man in the limerick *probably* thinking?

A It is nice to have birds in my beard.

B I wish I did not have a beard.

C I wish these birds would go away.

D I like owls more than larks.

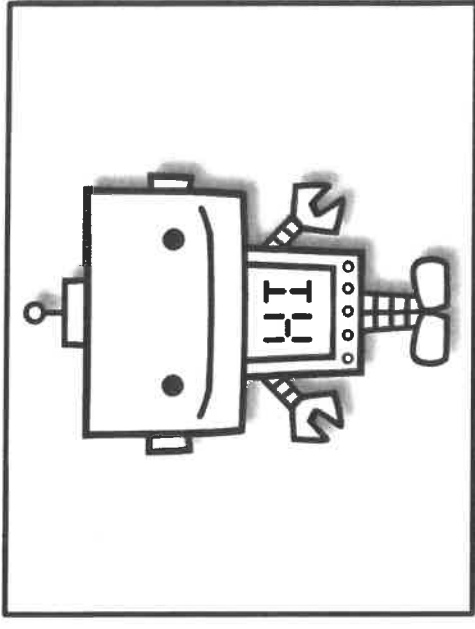
- 5 Look at the story, "What Happened to Reggie?" Suppose Reggie was telling the story. What would be different?

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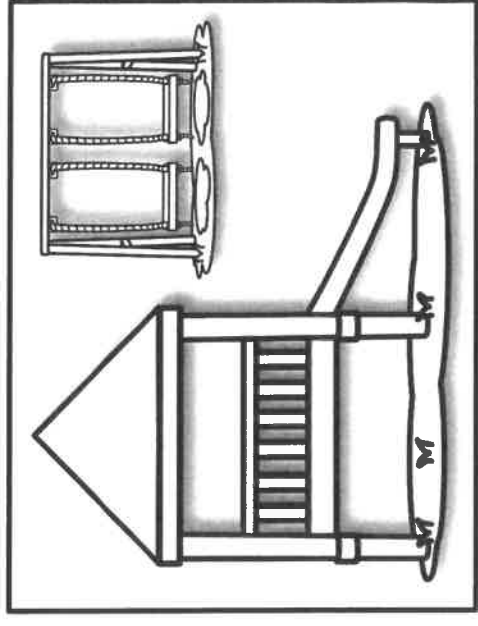
"Hello, Trent. I am your Robot." said Rob. "Hi, Rob. What can you do?" asked Trent. "I can do many things. I can help you clean your room," said Rob. "Can you pick up my trash?" "Yep," said Rob. "I can help you do your chores." "Can you wash the dishes for me?" asked Trent. "Yep," said Rob. "I can help you play with your friends." "You can help me play with my friends? Can you do my homework while I play with my friends?" asked Trent. "No, I can't do your homework, Trent. I am a robot!"



① What happened at the beginning of the story?

② What can Rob do? ☐ chores ☐ homework

Bob and Betty went to the playground. "Let's go down the slide," said Bob. "I can't. I'm scared of the slide," said Betty. "Let's go on the swings," said Bob. "I can't. I'm scared of the swings," said Betty. "Let's climb up the tower," said Bob. "I can't. I'm scared of climbing," said Betty. "Betty, what do you want to do?" asked Bob. "Can we go on a walk?" asked Betty. They went on a walk. "Bob, I do not want to be scared. I want to try to play on the playground," said Betty. "That's great," said Bob. "Do not be scared. I will be there for you!"



① What do you think might happen next?

② Which character was not scared?

☐ Bob

☐ Betty

Text Features

RI.1.5, RI.1.6

Vocabulary
exercise
famous
languages
schedule

Nonfiction writing has special **text features**.

These are tools for the reader. They help the reader learn more. They make the text easier to use.

Table of Contents and Glossary

The **table of contents** is at the beginning of a book. It shows the chapters in the book. It tells what page they start on. The **glossary** is at the end of the book. It lists words in ABC order. It tells their meanings, like a dictionary. It lists the **key words**. These are words that are important. They might be new to you.

All Kinds of Frogs

Table of Contents

- 1 What are Frogs? 5
- 2 The Life of a Frog..... 12
- 3 Frogs Around the World..... 25
- 4 Dangerous Frogs..... 33
- 5 Frogs as Pets..... 39
- Glossary45

Glossary

- gills** body parts that help some animals breath under water
- poison** a liquid that some animals use to protect themselves
- tadpole** a young frog
- toe pads** parts of a frog's toes that help it hold onto surfaces
- webbed toes** toes that have pieces of skin connecting them

Text Features

Some writers use **headings**. Headings break up text. They tell you what smaller sections are about. Headings are usually in **bold** print. Read the headings before you read the text. They help you know what you will be reading about.

Pictures give more information. Drawings show information, too. They help you see what the writer is talking about. Sometimes a picture has a **caption**. It tells what the picture is about. Always look at the pictures and drawings. Sometimes they have more information. They may tell you things that are not in the text.

Look at this text. It is from the book *All Kinds of Frogs*.

Hiding from Enemies

Frogs have enemies. Enemies are other animals that try to hurt frogs.

Some frogs use their skin to hide. There are frogs that can change colors. They can blend into a tree. Frogs have bumpy skin. This makes them hard to see when they are on the ground.



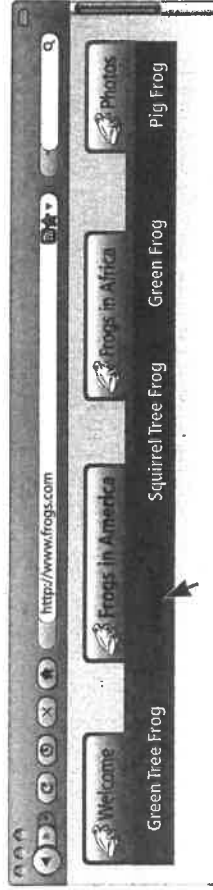
This frog is hard to see in the water. He uses the plants in the water. They cover him up.

Look at the heading, "Hiding from Enemies." It is bold. It tells you what this section is about.

Look at the picture. It helps you think of how a frog hides. The caption tells you something new.

Menus and Icons

Web pages have text features, too. **Menus** and **icons** help readers find more information. Readers click on an icon. Then they can read more information. Readers click on a menu. Then they get a list. The list drops down. It gives the reader more choices.



Click on the icon for "Frogs in America." A menu opens. It shows names of frogs in America. You can find out more about bullfrogs. Click on "Bullfrog." Then more information will show on the screen.

Guided Practice

Read the two passages. Then answer the questions.

Passage 1

The Brothers Grimm

Jakob and Wilhelm Grimm were brothers. They lived in Germany a long time ago. The brothers loved books. They loved to read. And they loved to learn.

The Fairy Tales

Have you heard of the Grimm brothers? You have definitely heard some of their stories. "Cinderella." "Snow White and the Seven Dwarfs." "The Frog Prince." "Sleeping Beauty." The Grimm brothers wrote all these stories down. But they did not make the stories up. The stories were around for a long time.

Many years ago, people made up fairy tales. They told them to their children. The children grew up. And then they told the stories to their children. The stories were never written down. People remembered them.

The Grimm brothers knew these stories. They had heard them when they were little. They decided to write the stories on paper. They wanted to get the stories right. So they



"Snow White and the Seven Dwarfs" is one of the most famous stories.

 **famous**
well-known

traveled around Germany. They listened to people tell the stories. Then they wrote them down.

The brothers made books of the fairy tales. Many people bought the books. There were over 200 stories in the books.

The Stories Today

People still read the Grimm brothers' stories. Some of them have been made into movies. They have been retold in 160 languages. People all over the world love these stories.



Jakob and Wilhelm were very close. They did many things together.

 **languages**
ways of
speaking

Passage 2

<http://www.grimmsstories.net>

Welcome

The Brothers

The Fairy Tales

Movies

Your Favorites

Fairy Tales for All!

People in Germany had many fairy tales. But no one had ever written them down. The Grimm brothers loved the stories. They decided to write them down.

Tell Us About Your Favorite Grimm Story
We want to know which fairy tale you like best! Why is it your favorite?
Click here:

The brothers' names were Jakob and Wilhelm. They traveled around Germany. They listened to people tell stories. Then they wrote them down. They were very careful. They wanted the stories to be right.

The fairy tales were very popular. Many people read them. They are still popular today. There have been movies made of the stories. Movies make the stories fun to watch.

Click the icons at the top. You can learn more about the brothers Grimm. And you can learn about their stories.

Glossary
fairy tale a made-up story with magic in it
popular well-liked

Passage 1 is probably a _____.

- A web page
- B magazine article
- C glossary
- D book

Passage 1 is not a web page. There are no icons or menus. It is not a glossary. It does not show words and their meanings. It is not a book. It is too short. It is probably an article in a magazine. Choice B is correct.

What is passage 2?

- A a textbook
- B a table of contents
- C a poem
- D a web page

The correct answer is choice D. A textbook would have headings. A table of contents shows page numbers. And it shows chapter names. A poem has short lines of text. It usually rhymes. This is a web page. It has icons. And it has menus.

Look at passage 2. You want to read one of the fairy tales. Which icon should you click?

- A Welcome
- B The Brothers
- C The Fairy Tales
- D Movies

Think about what each icon probably shows. You can see what "Welcome" shows. "The Brothers" probably tells more about the Grimm brothers. "Movies" probably talks about movies made from the stories. Click "The Fairy Tales." You will probably be able to read some of the stories. Choice C is the correct answer.

Look at passage 2. What text feature helps you find the meaning of popular?

Think about what the text features do. Here is a sample answer:

The glossary tells the meanings of words.
It shows what popular means.

Look at passage 1. Look at the picture of the brothers. Read the caption. What can you learn from the picture? What can you learn from the caption? Can you learn this in the passage, too?

The picture helps you see something. The caption tells you more about the brothers. Here is a sample answer:

The picture shows what the brothers looked like. The caption tells that they were close. The passage does not tell you what they looked like. You have to look at the picture to find out.

Test Yourself

Read two passages. Then answer the questions.

Passage 1

AAA

1234567890

http://www.howtohavefieldday.com

Home

Goofy Games

Team Games

Races

Contests

Field Day Fun!

A field day is a fun day at school. You play games. You have races. You work as a team with your class. Plus you get to spend time outside. And you get exercise.



exercise
moving your body

How can I plan a field day?

First, talk to your teacher. Make sure it is ok. Field days are fun when the entire school plays. But you can have a field day with just your class, too. Your teacher can help you make plans. Field days are a lot of work. Make sure you have a good plan and enough helpers. Make sure you have the supplies you need. Then everyone will have fun.

How long is field day?

Field day can be a whole school day. Or it can be part of a day. Talk to your teacher. Find out what is best.

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AAA

1234567890

http://www.howtohavefieldday.com

Home

Goofy Games

Team Games

Races

Contests

What do we do on field day?

Whatever you want! Well, kind of. Make a schedule. This tells you what games you will play. It tells what times you will play the games. Pick some games. Look on this web page to find ideas. You can play games. You can have races. You can even have fun contests. Do whatever works best for your class.

Who wins field day?

Everyone! You can have winners for races. And you can have winners for games. You can give out ribbons. But field day is mostly about having fun. It is not about winning or losing. Make sure everyone has a good time.



Click here. Read about other people's field days. Tell us about your field day.



The sack race is a fun game for field day.

Click on the icons above. They will give you ideas. Be creative!

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Have a Healthy Life!

Table of Contents

Chapter 1 Eating Healthy.....	2
Chapter 2 Getting Exercise	15
Chapter 3 Exercising Your Mind.....	26
Chapter 4 Making Good Friends	40
Chapter 5 Trying New Things.....	48
Glossary	52

Glossary

Community	a group of people that live and work together
Exercise	moving your body
Friendship	being friends with someone
Journal	a book to write about things
Talent	something you are good at

1 Look at passage 1. Which text feature helps you tell about your field day?

- A picture
- B headings
- C icon
- D menu

2 Which of these text features is *not* in passage 1?

- A table of contents
- B headings
- C menu
- D picture

3 Look at passage 2. You are reading the book *Have a Healthy Life!* Which text feature would you use to find what a word means?

4 What information can you find in the table of contents?

- A word meanings
- B chapter names
- C pictures
- D field day stories

5 Look at passage 1. Tell what you find out from the picture. Can you find this out from the text, too?

6 Which of these *best* describes how the information in passage 1 is organized?

- A textbook page
- B diary entry
- C magazine article
- D web page

7 Look at passage 1. How do the headings help you find information?

REVIEW

Craft and Structure

UNIT

3

Vocabulary
community
explore
sternly

Read the passage. Then answer the questions.

Living on the Sea

Can you imagine a floating city? That is what *Freedom Ship* will be! A group of people came up with an idea. It is a community that lives on the sea. It travels around the world.



community
a group of
people living
together

Onboard the Ship

What will be on the ship? Everything you can think of! People will live on the ship. There will be homes and parks. There will be places to shop. There will also be places to work. There will be libraries and banks. And there will be schools.

The ship will be huge. People will be able to ride a train on the ship. It will take them from one place to another. Everything you need to live will be on *Freedom Ship*.

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Craft and Structure

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Leaving the Ship

People on *Freedom Ship* do not have to stay on the ship. They can get off. They can explore new places. The ship will stop in many countries. People can visit these countries. There will be an airport on the ship. People can fly off the ship. There will also be a place to park boats.

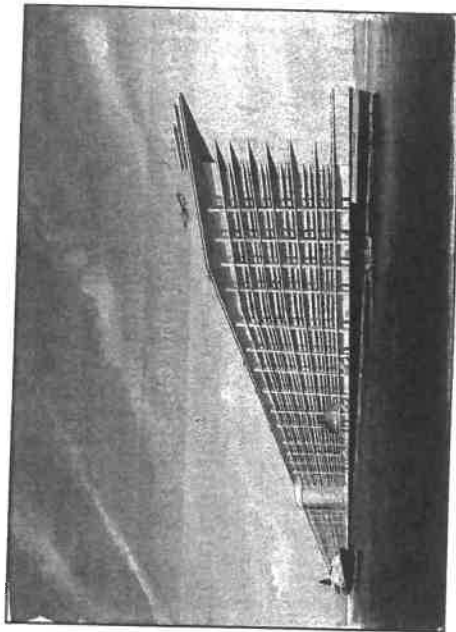


explore
to look at
and discover

Around the World

Freedom Ship will sail around the world. It will make stops. But it will not stay. It will keep moving. It will go all the way around the world every two years.

Freedom Ship has not been built yet. But the people are working hard. Maybe you will live there when you grow up.



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1 You would *probably* find this passage in ____.

- A a history book
- B a news magazine
- C a book of poetry
- D a book of fairy tales

2 Look at the picture. What can you learn from the picture?

- A what will be on *Freedom Ship*
- B what *Freedom Ship* will look like
- C where *Freedom Ship* will go
- D where people will live on *Freedom Ship*

3 The text feature "Around the World" is ____.

- A a heading
- B an icon
- C a menu
- D a glossary

Read the story. Then answer the questions.

What a Day!

by Bethany Fiore

Tuesday was quite a day. First, I forgot to set my alarm clock. I woke up late. I tried to hurry. But I missed my bus.

"I have a meeting this morning," Mom said. "You will have to walk to school."

I tried to walk fast. But I was late to school.

I was looking forward to lunch. All morning, the sun was shining. I could not wait to go outside. We always go outside after we eat. I was eating the last bite of lunch. Just then, it started to rain.

"Sorry, class, you will have to stay inside today," said my teacher.

The afternoon went slowly. Then my best friend passed me a note. My teacher did not see who passed it. But she saw me pick it up.

"Jenny, come to the front of the class," she said sternly. "Read the note to the class."

My face turned bright red. I could not wait to go home.

Finally, I got off the bus. I just wanted to go to my room. I was thinking about my bad day. The best part of the day was my new shoes. I was thinking so hard that I didn't see the big puddle.

SPLASH!



sternly

in a firm way

4 Who is telling this story?

- A Mom
- B the teacher
- C Jenny
- D Jenny's best friend

5 Where would you *probably* find this story?

- A in a children's magazine
- B in a science book
- C in a note from a friend
- D in a newspaper

6 What happens at the beginning of the story?

- A Jenny eats lunch.
- B Jenny sleeps late.
- C Jenny has to read a note aloud.
- D Jenny goes home.

7 What is the setting of the story? How does the picture help you?

Read this passage. Then answer the questions.

<http://www.animaldownload.net>
Home Reptiles Land Animals Sea Animals Birds Other

Like You Have Never Seen Before!

Australia is a country. It is also a huge island. Australia is full of lots of special animals. Most of them are only found in Australia!



This kangaroo has its baby in its pouch. A kangaroo baby is called a joey.

Have you ever seen a kangaroo? Kangaroos live in Australia. They are a kind of marsupial. A marsupial is an animal with a pouch. The babies live in the pouch. They stay there until they are bigger.

Australia has a lot of birds. There are some that cannot fly! A cassowary is a bird in Australia. It is very big. It cannot fly. But it can jump high. And it can swim very well.

Do you want to know more? Read about other animals in Australia. Click on the icons above.



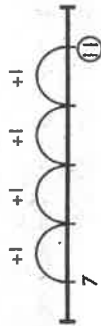
A cassowary is the biggest bird that cannot fly.



Lesson 3.2 Using a Number Line to Add and Subtract

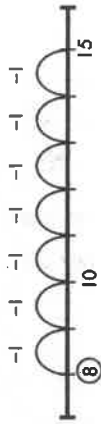
You can use a number line to help you solve addition and subtraction problems.

$7 + 4 = ?$



$7 + 4 = 11$

$15 - 7 = ?$



$15 - 7 = 8$

Add or subtract. Draw a number line to show your thinking.

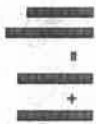
$7 + 8 = \underline{\hspace{2cm}}$

$13 - 4 = \underline{\hspace{2cm}}$

Lesson 3.3 Using Tens and Ones to Add and Subtract

You can draw tens and ones blocks to help you add and subtract.

$9 + 9 = ?$



$9 + 9 = 18$

$11 - 5 = ?$



$11 - 5 = 6$

Add or subtract. Draw tens and ones blocks to show your thinking.

$10 + 5 = \underline{\hspace{2cm}}$

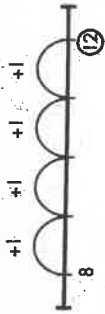
$15 - 3 = \underline{\hspace{2cm}}$

Lesson 3.4 Finding Unknowns

You can use different strategies to find an unknown.

Draw a number line.

$8 + ? = 12$



$8 + 4 = 12$

Draw a picture.

$8 + ? = 12$



$8 + 4 = 12$

Add or subtract. Draw a number line or a picture to show your thinking.

1. $13 - \underline{\quad} = 8$

2. $\underline{\quad} + 8 = 20$

Lesson 3.5 Addition and Subtraction Equations

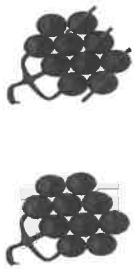
Match the given equations on the right with a picture on the left.



Match the pictures on the left with the equations on the right. Then, solve the equations.



$7 + 9 = \underline{\quad}$



$15 - 8 = \underline{\quad}$



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



$20 - 4 = \underline{\quad}$

Lesson 3.5 Addition and Subtraction Equations

There are multiple ways to add or subtract and get the same answer.

The answer is:

15

The question can be:

$20 - 5$

$9 + 6$

$8 + 7$

Write 3 different ways to add or subtract and get the number given.

20

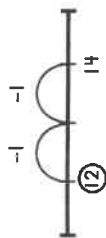
18

9

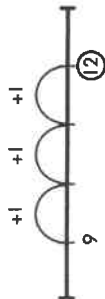
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Lesson 3.5 Addition and Subtraction Equations

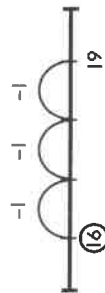
Match the number lines on the left with the equations on the right. Then, solve the equations.



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



$$19 - 3 = \underline{\quad}$$



$$14 - 2 = \underline{\quad}$$

Lesson 3.6 Addition and Subtraction in the Real World

Tyrone caught 11 fish one day. The next day, he caught 9 more fish. He cooked 4 fish for dinner that night. How many fish were left?

First day: 

Second day: 

Cross out 4 fish and count how many are left.

Tyrone has 16 fish left.

Solve each problem. Draw a picture to show your thinking.

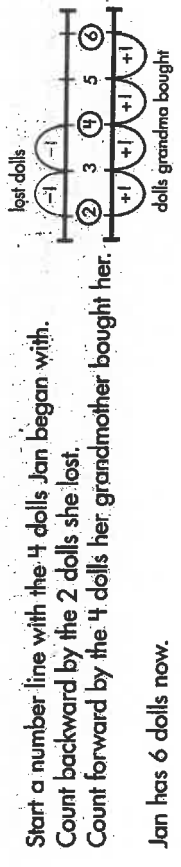
1. A gardener planted 7 flowers in one row. He planted 12 flowers in another row. In the springtime only 13 of the flowers grew. How many flowers did not grow?

2. Nassim wrote 10 emails on Monday. He wrote 6 more emails on Tuesday. Nassim got 12 responses to his emails. How many did not respond to his emails?

Lesson 3.6 Addition and Subtraction in the Real World

Jan had 4 dolls. She lost 2 of them. Jan's grandmother bought her 4 more dolls. How many dolls does Jan have now?

Start a number line with the 4 dolls Jan began with.
Count backward by the 2 dolls she lost.
Count forward by the 4 dolls her grandmother bought her.



Jan has 6 dolls now.

Solve each problem. Draw a number line to show your thinking.

Mischa buys 12 gallons of lemonade. She serves 9 gallons of lemonade at a party. How many gallons of lemonade are left? How much more lemonade should Mischa make to have 12 gallons for her next party?

James has 18 apples. He gives away 3 apples. He needs 20 apples to make homemade apple butter for his family. How many more apples does James need?

Lesson 3.6 Addition and Subtraction in the Real World

Solve each problem.

Jack bought 16 stamps. He mailed 10 letters and used 10 stamps. Now, he needs to mail a package using 8 stamps. Will he have enough stamps to mail his package? Draw a number line to help you solve.

Leo picks 13 peaches. Then, he picks 4 more peaches. Once he gets the peaches home, he notices that 9 of the peaches are rotten. How many peaches are still good? Can Leo make peach jam that calls for 10 fresh peaches? Draw a picture to help you solve.

Lesson 3.7 Fact Families though 20

A fact family is a collection of related addition or subtraction facts made from the same numbers.

You can use objects or drawings to help solve the problems.



$$\begin{array}{r} 12 \\ + 2 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 2 \\ + 12 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 14 \\ - 2 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 14 \\ - 12 \\ \hline 2 \end{array}$$

Add or subtract. Draw a picture to show your thinking.

$$\begin{array}{r} 19 \\ + 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ + 19 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ + 3 \\ \hline \end{array}$$

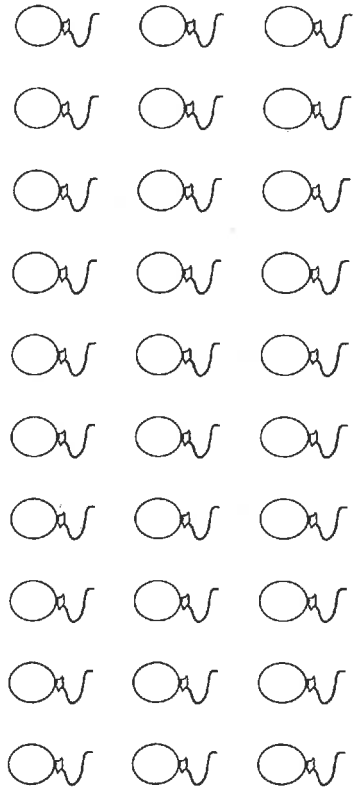
$$\begin{array}{r} 3 \\ + 15 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ - 15 \\ \hline \end{array}$$

Mid-Test Chapters 1–3

1. Color 17 balloons red. Color 13 balloons blue.



2. How many balloons are there altogether?

3. How many more red balloons are there? Subtract to find the answer. Use a number line to help you solve.

CHAPTERS 1–3 MID-TEST

Mid-Test Chapters 1–3

Solve the problems. Show your work.

4. At the apple orchard, Ella picked 6 red apples. Will picked 2 green apples. The children need 10 apples to make an apple pie. Do they have enough? Use a number line to show your work.

How many more apples do they need to pick to make a pies?

5. There were 13 books on the summer reading list. Over summer break, Ivan read 8 books. How many more books does Ivan need to read? Draw pictures to show your work.

Light

by ReadWorks



Photo Credit: Lyndon Hatherall

Some things in nature give off light. The sun gives off light. Fire gives off light. Lightning gives off light.

Some objects give off light too. Lamps give off light.

Flashlights give off light. Televisions give off light.

Clear things let light pass through. Water lets light pass through. Glass lets light pass through.

Some objects block light. A tree blocks light. A dog blocks light.

Will light go through you? No! What happens when light shines on you? It makes a shadow. The shadow is dark.

Name: _____ Date: _____

1. What in nature can give off light?

- A. trees, fish, and dirt
- B. lamps, flashlights, and televisions
- C. the sun, fire, and lightning

2. This passage describes light and what happens when it shines on other objects. What two things can happen when light shines on something?

- A. You see more light or less light.
- B. The light can pass through it or be blocked.
- C. The light can burn it or melt it.

3. Clear things let light pass through but objects such as trees, dogs, and people block light. What does this information tell us about trees, dogs, and people?

- A. Trees, dogs, and people are also clear.
- B. Trees, dogs, and people are made of the same thing.
- C. Trees, dogs, and people are not clear.

4. What is the theme of "Light"?

- A. light
- B. shadows
- C. nature

5. Name an object that can give off light.

6. What did you learn from "Light"?

7. Class Discussion Question: What is more likely to make a shadow, a flower or a clear plastic bag? Explain your thinking.

8. Draw a picture of something that makes light shine on you. Don't forget to show what happens when light shines on you.

Passport to Social Studies: Objects Tell Stories

Objective

Explore the stories that objects in our families tell

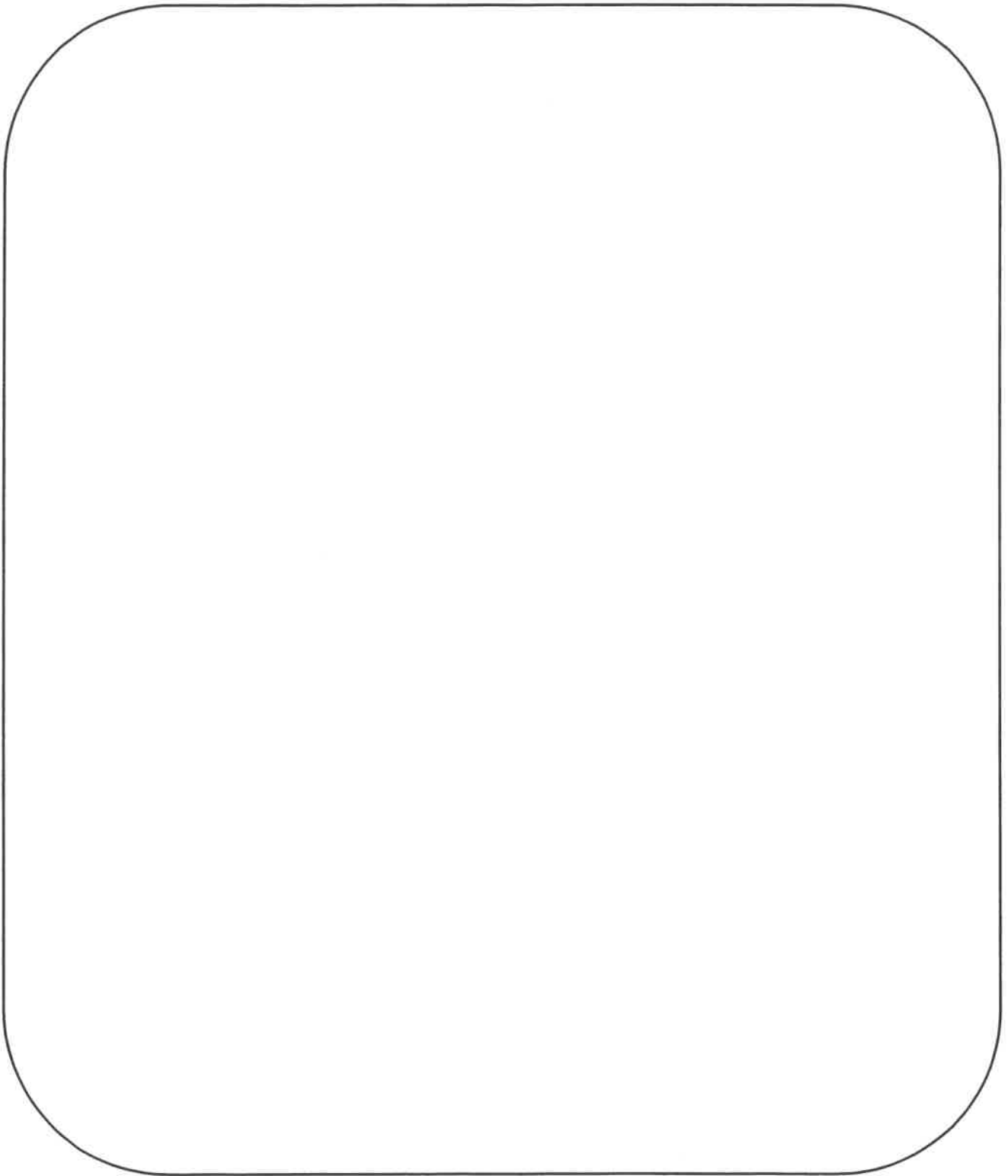
Resources/Materials

- *Objects Tell Stories: Draw the story behind your object*
- *Objects Tell Stories: Write the story behind your object*

Activity

- Memories don't always fit into a photo album. They aren't always held in pictures or paper. Sometimes we have objects that hold special meaning. The things we carry tell stories too.
- As historians, we know that every family has a history, a past. Families have different ways of preserving these memories and events that are important to remember. The way families record their memories has changed over time. People in the past wrote letters, kept journals or diaries, saved postcards, took black-and-white photographs, and held onto objects that had meaning or told stories about their families.
- Pick one object that has memories attached or it, is important to you or your family, or tells an important story about your family story.
- Complete *Objects Tell Stories: Draw the story behind your object*. Illustrating in whatever way you would like, the story this object tells.
- Complete *Objects Tell Stories: Write the story behind your object*. Writing down the story you illustrated.

Objects Tell Stories:
Draw the story behind your object



Objects Tell Stories:
Write the story behind your object

A large, vertically oriented rounded rectangle with a thin black border. Inside the rectangle, there are ten horizontal lines spaced evenly apart, providing a template for writing a story. The lines are evenly spaced and extend across most of the width of the rectangle, leaving small margins on the left and right sides.

Civics For All: What is Democracy?

Objective

Students consider the role of elected officials and how they are chosen in a democracy

Resources/Materials

- *Voting Line in Brooklyn (2008)*
- *See, Think, Wonder* chart
- *Trash on New York City Streets*
- *Model Leader Solution Chart Trash on Streets*
- *Leader Solution Chart Playground Problem*

Activity

Day 1

- Look at the image *Voting Line in Brooklyn (2008)*.
- Complete the *See, Think, Wonder* chart.
- *Voting Line in Brooklyn* is a photograph of people in Brooklyn waiting in line to vote.
- In this country, adults who are 18 or older vote to elect, or choose, leaders, who they hope will help their communities and the country.
- The United States is considered a democracy. In a democracy, people have the right to vote for leaders.
- Look at *Trash on New York City Streets* and complete *Model Leader Solution Chart Trash on Streets*.

Day 2

- Have an adult read you the *Leader Solution Chart Playground Problem*.
- Discuss the problem with an adult.
- Complete the *Leader Solution Chart Playground Problem*.

Extension

- Find a problem and write a letter to an elected official about how they need to represent you by helping to solve that problem.

[illegible]

I wonder

Voting Line in Brooklyn (2008)



Citation: April Sikorski, "2008 voting line in Brooklyn.jpg," Wikimedia Commons, November 4, 2008. Accessed February 15, 2019. https://commons.wikimedia.org/wiki/File:2008_voting_line_in_Brooklyn.jpg

How to See Sound

by ReadWorks



Sounds are all around. Sounds are inside and outside. Sounds can be loud or soft. Sound can make things vibrate, or move.

You can hear sounds, but can you see them? Yes! Try this to see how sounds can make things move.

First, tape a piece of thread onto the speaker of a radio. Let the thread hang down in front of the speaker. Next, turn on the radio. Watch the thread carefully.

Does the sound make the thread move? If not, turn up the volume to make the sound louder. The sound from the speaker should make the thread move.

Name: _____ Date: _____

1. According to the passage, what can sound make things do?

- A. vibrate, or move
- B. break
- C. make music

2. The passage describes sound. How is sound described?

- A. Sound is only loud.
- B. Sound can be loud or soft.
- C. Sound is only soft.

3. An experiment is described in the passage. This experiment shows the sound from the speaker can make the thread move. Which evidence from the passage shows this is true?

- A. The radio should be turned on.
- B. Tape is used to place the piece of thread onto the speaker of the radio.
- C. The volume of the sound can be turned up to make the thread move.

4. What is "How to See Sound" mostly about?

- A. what sound does
- B. where you can hear sounds
- C. an experiment that you can do to see sound

5. What can you do if you do not see the thread move when you turn on the radio?

6. What did you learn from "How to See Sound"?

7. Class Discussion Question: Explain how the sound makes the thread move.

8. Draw a picture of sound making the thread move.

Problem Solver Profile: Amariyanna 'Mari' Copeny, "Little Miss Flint"

Amariyanna, or "Mari" Copeny, also known as "Little Miss Flint," helped her community of Flint, Michigan in many ways.

In 2014, the city of Flint, Michigan faced a water crisis. The water supply was contaminated with lead and other toxins. Lead made the water dangerous to drink for everyone, especially children. Members of the Flint community had to rely on bottled water instead of using water from the city's water supply. The cost of purchasing enough bottled water for entire families was very high, so Mari started a **crowdfunding** webpage to raise money for water bottles. Crowdfunding is a way to raise money on the internet by asking people from inside and outside of your community to donate to a cause. Through Mari's work, she has distributed over 1,000,000 bottles of water to date.

Mari has protested and marched on behalf of the children of Flint. She wrote a letter to President Obama explaining what she has done and asking him to meet her when she attended a congressional hearing in Washington D.C. This inspired President Obama to visit Flint. Mari has traveled all over the country talking about the children of Flint.

Mari is part of an organization called *Pack Your Back* which collects funds and school supplies to donate to the children of Flint and other communities. She has also started the *Dear Flint Kids Project*, which collects positive letters and gives them to children who live in Flint.



Citations: Adapted from Mari Copeny, "'I remember my mom telling us to not drink the water': 10-year-old's terrifying experience with Flint water crisis," Love What Matters, Accessed February 25, 2019, <https://www.lovetwhatmatters.com/i-remember-my-mom-telling-us-to-not-drink-the-water-10-year-olds-terrifying-experience-with-flint-water-crisis/>. Photograph by Loui Brezzell, Courtesy of Mari Copeny.

Culture Passport

Objective

Create a Culture Passport.

Resources/Materials

- *Family Member Questionnaire*
- *Culture Passport*

Activity

- **Culture** is the way of life of a group of people.
- Talk to a family member or other adult about what culture means to them.
- Interview a family member or other adult using the *Family Member Questionnaire*.
- Create a passport *Culture Passport* that describes your cultural background.
- Your *Culture Passport* may include drawings of family traditions, holidays celebrated, traditional clothing items worn, beliefs, cultural food, and other cultural symbols unique to them.

Extension

- Celebrate your cultural heritage by making a special meal that represents your family's background.

Culture Passport

Name: _____ Date: _____

My Culture Passport



This is me:

Ways I celebrate my culture:

Family Member Questionnaire

Dear Parents,

We are learning about cultures and family traditions. In order to help students learn more about their own culture, please complete the survey below and discuss your family's culture with your child.

Child's name: _____

Countries of your family's heritage:

1. _____

2. _____

3. _____

Traditions important to your family: _____

Cultural foods your family eats: _____

Special or traditional clothing: _____

Language(s) spoken: _____

Which holidays are specific to your cultural heritage? _____
