

Name: _____

Week 2: March 23-27, 2020

Directions:

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA Unit 4 Integration of Knowledge and Ideas	Lesson 11 Test Yourself p170-172	Lesson 12 Identifying Connections p.173-179	Lesson 13 Comparing and Contrasting p.189-192	Review p.193-197	Review P. 198-207
Math Unit 4 Fractions	Lesson 1 Fractions <i>Look at week packets</i>	Lesson 2 Fractions on Number Lines	Lesson 3 Equivalent Fractions	Lesson 4 Comparing Fractions	Review Fractions
Science	Charging coral reef ecosystems Question #1-5	Bug Power Question #1-5	Bug Power Question #6-10	A Little about Ants Question #1-5	A Little about Ants Question #6-10
Social Studies	Universal Human Rights #1-5	Universal Human Rights #6-10	Universal Human Rights #11-15	Universal Human Rights #16-20	Universal Human Rights #20-25

Integration of Knowledge and Ideas

Unit

4

Good readers make connections. They look at pictures, maps, and graphs. They then connect these to what they are reading. They compare and contrast stories, characters, and themes. This helps to better understand stories.

Reading more than one factual text about the same subject can help, too. When you read from two sources, you are better able to understand the things you read. It can tell you whether or not what you are reading is true. This way you can better know what is fact and what is opinion.

This unit is all about how you take in ideas from your reading. It is about what you learn from the different things you read. And it is about how you use that information.

- **In Lesson 11**, you will learn how pictures help you understand text. You will also learn how reading more than one text on the same topic can help you answer questions.
- **Lesson 12** is about what you read in your texts. You'll learn how to tell if you are really reading facts. You will also learn things like cause and effect, as well as sequence.
- **In Lesson 13**, you will learn to look at texts side by side. You will see things that are similar. You will see things that are different. These things will help you understand your text.

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Visual Literacy

RL.3.7, RI.3.7

LESSON

11

Vocabulary
allowance
hollow

Have you ever asked why books have pictures? Have you seen pictures in newspapers? Pictures, maps, and charts can help you learn from what you read. They can give you extra information. Sometimes, you get more information from a picture than you do from words!

Guided Practice

Read the passage. Then answer the questions.



allowance
sum of money
given each week
or month

The Messy Room

by Catherine Bevard

"That room better be clean by dinner time!" Tommy's mom yelled up the stairs. Tommy looked around his room. It was a mess! He had never been good at keeping his room clean. But this time it was really bad. There were candy wrappers on the floor and books under the bed. There were empty juice boxes on the dresser and movies on the chair. Every day when Tommy got home from school, he threw his clothes on the floor. These were just a few things that made Tommy's room messy. There was stuff everywhere!

Tommy had tried to get out of cleaning his room. First, he had said he was sick. He had pretended to cough and sneeze, for hours on end, but that did not work for very long. Somehow, his parents knew he was faking! Then Tommy had tried to hide everything under his bed. But, there was too much mess to hide under there. Finally, Tommy had tried to push everything into his closet, but by the time everything was put in, the door would not close. Tommy realized he would have to do it. He would have to clean up his room.

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Hours went by, and Tommy sorted, cleaned, threw away garbage, and put away toys and books. The whole time, he was complaining. "Why should I have to clean my room?" he said. "I do not want to do this!"

"Look here," he said. Sticking out from under his bed was a small, white envelope. "What is that?" he said. He went closer. When he finally pulled the envelope out, he opened it up. Inside, there was allowance money that he had been saving! Tommy's room had been so messy that he had lost the money and forgotten about it. Now, Tommy not only had a clean room, but he had his allowance money, too!

As Tommy skipped down the stairs for dinner, he turned to his mom. "You are right!" he said. "Cleaning my room is great! I should do it more often!"

Which detail of the story is best shown by the illustration?

- A Tommy's dresser had empty juice boxes on it.
- B Tommy's mother wanted him to clean his room.
- C The mess in Tommy's room was out of control.
- D Tommy found allowance money in his room.

Look at the illustration. It shows Tommy in his room. However, it does not show his dresser. Also, it does not show Tommy's mom or his allowance money. This just shows the entire mess. Choice C is the correct answer.

The illustration can help you understand ____.

- A how Tommy's room got so messy
- B when Tommy lost his allowance money
- C why Tommy does not want to clean his room
- D why Tommy's mom seems angry in the story

You can get rid of some choices right away. The illustration does not tell how anything happened. It just shows the way something is. Also, the illustration does not tell us when something happened. It does not tell why Tommy does not want to clean his room. We do not know if he likes it messy or if he just does not have time to clean it. The illustration does show how messy the room is. This could be a reason that Tommy's mom seems angry. Choice D is the correct answer.

How does the illustration add to your understanding of the story?

Here is a sample answer:

The illustration helps us understand the setting.

The words in the story explain the mess in Tommy's room.

The illustration helps us see how bad it really is!

Read the passage. Then answer the questions.

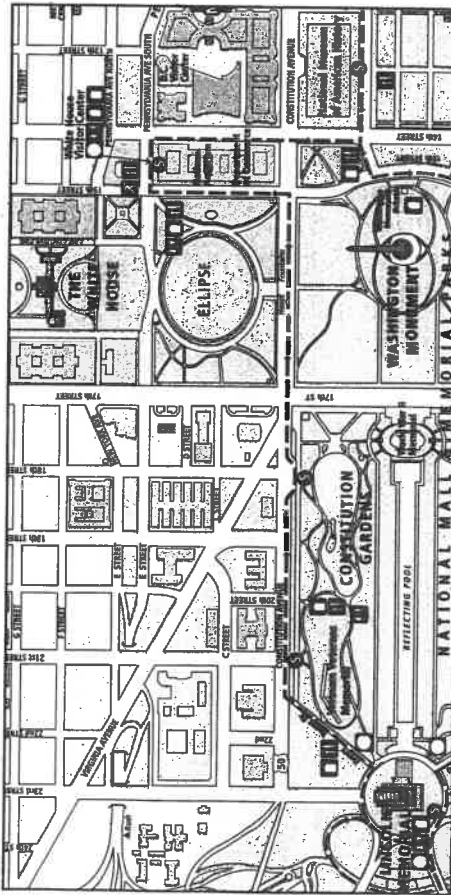
Washington Monument

by Catherine Bevard

Have you seen the Washington Monument? You may have seen a picture of it. It was expensive to build. People started raising money to build it in the 1830s. When money ran out, there was a very long delay in its construction. The monument was not finished until 1884! In 1888, it opened to the public.

The monument was built to honor George Washington. The money for it came from donations. At first, people could only donate a dollar to the cause. After the long delay in building, President Grant signed a bill for the money to finish it.

This large wonder is in Washington, D.C. This is our nation's capital. The monument is 555 feet tall. What a climb! To get to the top, you have to climb 897 stairs. It is made of marble. In strong winds of over 20 miles per hour, it moves a bit. It does not sway enough to be dangerous. It is hollow inside. It was once the largest structure in the world. That has changed now, but it is still quite a sight to see. It is still the largest stone structure in the world.



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Which detail is shown in the photograph, but is *not* described in the article about the Washington Monument?

- A The Washington Monument is very tall.
- B It took years to finish building the Washington Monument.
- C There is a reflecting pool in front of the monument.
- D People started raising money for the monument in the 1830s.

The photograph shows a reflecting pool. The pool is in front of the monument. The text does not tell what is around the monument. Choice C is the correct answer.

Name one thing that the photograph helps you understand about the Washington Monument.

Here is a sample response:

The photograph helps show the size of the monument. The article tells how large the monument is. The picture shows us what it looks like and gives us a visual aid.

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What does the map help you understand about the text?

The map gives details that the photograph and the text do not. Here is a sample answer.

The article does not tell you how close the monument is to the White House. The map shows what is around the monument. This is information you cannot get from the text.

Imagine that your teacher asked you to write a report about the Washington Monument. Using the article, the map, and the photograph, list four things you could include in the report.

1. _____
2. _____
3. _____
4. _____

If you were writing a report on the Washington Monument, you could tell what it looks like. You could tell what is near it and you could give details about it. Here is a sample answer.

1. The monument is near the White House.
2. It is 555 feet tall.
3. There is water in front of it.
4. It opened to the public in 1888.

Test Yourself

Read the passage. Note the visual aids. Then answer the questions.

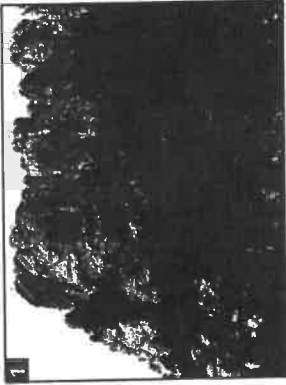
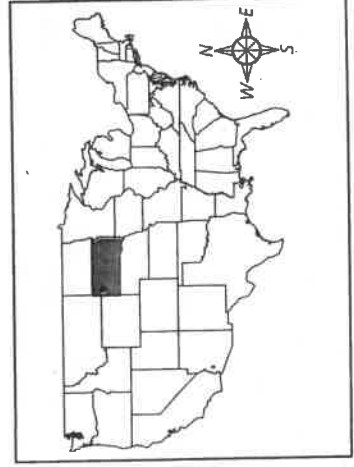
Mount Rushmore

Have you ever seen a face in a mountain? It sounds crazy. That is what Mount Rushmore is. The mountain shows the faces of four presidents. The presidents are George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt.

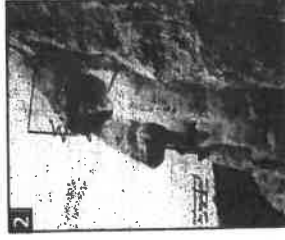
This landmark is in the Black Hills of South Dakota. A man studying South Dakota history came up with this idea in 1923. The carving did not begin until 1927.

The faces were carved by Gutzon Borglum. He used dynamite. This got rid of much of the rock on the mountain. Under the rock, there was only 3–6 inches of granite left. This is where he carved the faces. There were supposed to be more than faces. The carving was supposed to go down to the waist. But there was no money to finish it.

The carver had help. He had 400 men help him work on the mountain. They worked on it for over ten years. The men made Washington



Native Americans called this mountain "Six Grandfathers."



Men working on Mount Rushmore



Mount Rushmore in South Dakota. Each head is as tall as a six-story building.

first. Then they started Jefferson. He was supposed to be to the right of Washington. But there were cracks in the rock. The carving had to be destroyed. They started again. This time Jefferson was on Washington's left.

The carving stopped in 1941. Many people visit the site every year. They are amazed. The faces really look like the presidents. Each head is as tall as a six-story building.

1 What does photograph 1 show that the other photographs do not?

2 What can you tell by looking at photograph 2?

- A The faces are very large.
- B Mount Rushmore is in South Dakota.
- C It did not take much time to carve Mount Rushmore.
- D The carvings were supposed to go down to the waist.

3 List four facts about Mount Rushmore using the photographs, the map, and the passage.

1. _____

2. _____

3. _____

4. _____

4 Use the map for this question. Where is Mount Rushmore located in South Dakota?

- A in the west
- B in the south
- C in the east
- D in the north

5 Which face was carved second?

- A George Washington
- B Thomas Jefferson
- C Abraham Lincoln
- D Theodore Roosevelt

6 The faces are carved from _____.

- A sandstone
- B marble
- C granite
- D black stone

Identifying Connections

RI.3.8

LESSON
12

Vocabulary
monitoring
supplies

When you read, how do you know you are reading facts? Where does the information come from? Sometimes, the author does not tell you the source of this information.

Can you tell facts and opinions apart? A **fact** is a something that you can be sure of. There is proof to support it. An **opinion** tells you how someone feels. Look for words like *best* or *worst*. These words can mean the author is not using facts. Words like *always* and *never* can mean this, too.

Do you use logic skills when you read? Can you see how some things cause other things to happen? Do you compare information? Do you look at the order in which things happen? Doing this can help you understand the things you read.

As you read, pay attention to what the author writes. Ask yourself questions as you read. Are you reading facts? Are you reading opinions? Do you see connections between sentences and paragraphs?

Guided Practice

Read the passage. Then answer the questions.

Cassie's Report on Landfills

by Cassie Davids

My report is about landfills. Landfills are areas that are designed to hold garbage and waste. They have to protect the air from things called pollutants. Pollutants damage the earth.

When you see a landfill, you might think that no one is monitoring it. But they do. People have to look out for the area. They have to make sure that no waste is getting into the



ground water. They also have to make sure that no harmful gases are getting into the air. In fact, some newer landfills can take harmful gas and turn it into energy.

There is more to a landfill than just dumping garbage in a pile. First, the garbage is allowed to reach 3 feet tall. Then heavy machines flatten it. Finally, a layer of soil is put over the flat garbage. This soil helps prevent odors and makes sure wind does not blow garbage around.

We need to have landfills. But there are too many of them! People need to recycle so that we do not waste any more land on landfills. Also, landfills are expensive. Something needs to be done!

Do you think that Cassie's report contains more fact or more opinion?

Think about what statements can be proven. Here is a sample answer:

Cassie's report contains many facts. Most of the report is fact. There are opinions at the end. For the most part, her report can be proven.

Which of these statements from the report is an opinion?

- A We need to have landfills. But there are too many of them!
- B Landfills are areas that are designed to hold garbage and waste.
- C They have to make sure that no waste is getting into the ground water.
- D The garbage is allowed to get to 3 feet tall. Then heavy machines flattened it.

You can prove what landfills are. You can prove that people check that nothing is getting into the water. You can also prove how tall the garbage is allowed to get and what they do with it when it gets tall. Choices B, C, and D are incorrect. Choice A cannot be proven. This is an opinion. The correct answer is choice A.

In this text, you can find an example of a sequence (things happening in a certain order). List an example of a sequence.

Many times texts will have clue words for sequence. These are first, second, third, then, finally, and after. Here is a sample answer:

Paragraph 3 has an example of a sequence. It explains that first the garbage reaches 3 feet tall. Then it is flattened by trucks. Finally, it is covered with soil.

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What is a difference between older landfills and some newer landfills?

Paragraph 2 explains some differences between landfills. Here is a sample answer:

Old landfills have to be watched. They might let gases get into the air. Many new landfills can turn harmful gas into energy.

If we start recycling, what will happen to our landfills?

To answer this question we have to think about causes and effects. Here is a sample answer:

If we recycle our waste, we will have less trash. So this means that we will have less landfills.

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Test Yourself

Read the passage. Then answer the questions.

Dear Ms. Brown,

I am a third grader here at West Elementary School, and I love everything about it here. But I always have the same problem. I have so many books, papers, and things to keep track of that I lose my pens, pencils, and erasers. So I have a great idea.

I thought that maybe we could have a school store! We could open the store during lunch. Students could buy paper, pencils, pens, erasers, notebooks, and other things. And we could donate the money to the school or to a charity.

I have a friend who goes to another school. He has a school store that sells supplies. His school store is open every day. I think ours could just be open on some days, and that way, people do not spend too much money! It also makes it a fun, special thing for students to look forward to visiting!

A school store would teach us about counting money. It would teach us about responsibility. And it would help us understand how to best spend our money.

It would be easy to start a store. First, we would order some supplies. Second, we could set up a room during lunch to use as the store. Third, we train students to work in the store. Finally, we advertise to the school and hopefully get lots of sales.

Thank you for reading my letter. I hope you will think about letting us have a school store.

Thank you again,
Brittany Larson



1 What is Brittany trying to accomplish with her letter?

2 Which of these is an opinion?

- A It would be easy to open a store.
- B His school store is open every day.
- C I am a third grader at West Elementary School.
- D He has a school store that sells supplies.

3 Which of these is an example of cause and effect?

- A I am a third grader here at West Elementary School, and I love everything about it here.
- B I have so many books, papers, and things to keep track of that I lose my pens, pencils, and erasers.
- C Students could buy paper, pencils, pens, erasers, notebooks, and other things.
- D It also makes it a fun, special thing for students to look forward to visiting!

- 4 Explain the sequence of events Brittany gives for starting the school store.

- 5 How does Brittany compare and contrast her friend's school store to the one she wants to open?

Comparing and Contrasting

RL.3.9, RI.3.9

LESSON

13

Vocabulary
prepresents

There are many different kinds of literature. A narrative is a story. Most stories are made up. They are fiction. Some narratives can be true stories with facts. These are **nonfiction**. **Realistic fiction** is a made-up story that could happen in real life.

Traditional stories teach a lesson. These include fables, fairy tales, and folk tales. **Fables** are short stories that often have animals that act and talk like humans. They usually teach a lesson about how people behave. **Fairy tales** have elements of magic. They often include creatures like giants, wicked witches, and elves. **Folktales** are stories about ordinary people that teach a lesson about how people behave.

Have you ever noticed that some stories can talk about similar things in a very different way? Think about some common fables. Many fables have similar morals. "Honesty is the best policy" is one example. You can use different kinds of literature to prove the same point.

As you read, you should **compare** your texts. Think about how they are alike. What do the texts have in common? Also, **contrast** your texts. Think about how they are different. Maybe, it is the setting or characters. Noticing how stories are the same and how they are different will help you make connections. It will also help you better understand what you are reading.

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Guided Practice

Read two passages. Then answer the questions.

The Story of the Wise Mother

a retelling of the Sudanese folktale

Once, long ago, there was a rich Sultan's son who lived with his mother. They lived in a large, fancy home. This mother was very wise, and her son was very lonely. The wise mother said to her son, "I know you long for a friend, my son, but be careful. You are rich, and many of the people you meet will become false friends. They will not be your friends because they love you. They will be your friends because they want your money. Do not let yourself get into this situation!"

The son kept these words in mind. Soon after that, he befriended a merchant's son. His mother advised him to bring the new friend to breakfast. She fixed it so that the breakfast arrived late, so the two men were very hungry. When breakfast arrived, it was nothing more than three boiled eggs. The friends each took one egg and ate it. Then the merchant's son picked up the third egg and gave it to the Sultan's son, who ate it. The Sultan's son thought this was very generous. But his mother did not agree. She said, "No, my son. He is trying to win you over so he can take advantage of you."



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So the Sultan's son found a new friend, and again, his mother told him to bring the son to breakfast. The mother made the same plan. She made breakfast arrive late so that the two men were hungry. Again, breakfast was three eggs. This friend took the third egg for himself. The Sultan's son said, "Mother, is this better?" to which she responded, "No, this friend is selfish, and he will take your money."

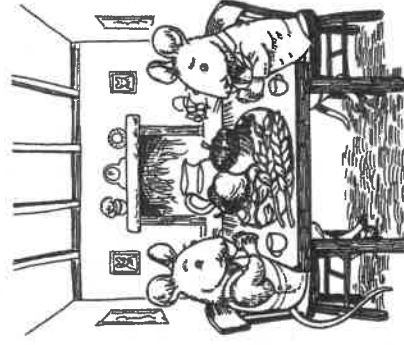
Finally, the Sultan's son found a third friend, and this new friend was very poor. He was a hunter, and he hardly made any money. His house was a tiny shack, and his clothes were tattered. But the two men had a lot in common, they shared laughs, and they took part in the same activities. Finally, it came time for the two men to sit down to breakfast. When the mother brought three eggs to them, each friend ate one. Then the new friend took out a knife and split the third egg into two pieces. The Sultan's son was pleased. He looked to his mother for her approval. She nodded and said to him, "This is a true friend. Treat him well. It does not matter if he is rich or poor; he is a real and true friend. That is what matters." The two remained friends forever.

The Two Friends

a retelling of the Bura folktale

There once lived two mice. One mouse, Yizum, lived in the bushes in the woods. The other mouse, Nkinki, lived in the city. Yizum's food came from the forest. He ate simply, mostly seeds and grass. Nkinki's food came from rich houses. He snuck in and ate the leftovers from fancy family dinners.

When they met in the field one day, they decided that they wanted to see how each other lived. First, Nkinki visited Yizum's home. Yizum took his friend to eat dinner with him. Yizim was poor, so he presented his friend with a seeds and grasses that he found in the forest. But Nkinki did not seem pleased. "This food is so plain!" he exclaimed. "I do not like this simple food! You must come to my house!"



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The next day, the two set out on another journey. This time, they traveled to a very large city. Once in the city, Nkinki said to his friend, "Look around you! Where would you like to go? We can go anywhere, and we can eat anywhere, and we can eat anything!" The two began to run toward a house. Suddenly, though, they heard something behind them. It was a cat! The cat chased them up and down the busy streets and empty alleys, and they ran until they were out of breath. When they had gotten away from the cat, Yizum said, "My friend, I know that you are rich and live in the city. I know you eat fine foods, but I could never do this. I could never be chased around all the time like this! I will choose my simple life."

Nkinki said, "You are a nice friend, but I feel the same about your place. Let us always agree to be friends and to visit each other. We enjoy different things, and we each love where we live. We can be friends in spite of our differences."

What is one common element in both of these passages?

- A friendship
- B greed
- C mice
- D forests

Both of these stories talk about friendship. Yet, they talk about friendship in different ways. One deals with animals. One deals with people. Both discuss what it means to be a friend. Choice A is the correct answer. Only one story talks about greed. Only one has a forest setting. Choices B, C, and D are incorrect.

What are three things that the two stories have in common?

Think about what is the same about each story. Here is a sample answer:

The stories are both about friends. They also both have rich and poor characters in them. Also, they show that people who are different can still be good friends.

What are three elements that are different between these stories?

This question asks you to contrast the two stories. How are they different? Here is a sample answer:

One story is about mice. The other is about humans. In one story, the main character is trying to find a friend. In the second story, the mice are already friends. One text teaches a lesson about greed. The other teaches that friends can be different.

Read two passages. Then answer the questions.

Passage 1

Man Walks on Moon!

July 20, 1969

Something amazing has happened on this day. Man has taken steps on the moon. We once thought this would be impossible. Today, Neil Armstrong announced this event with words that will be remembered forever. "The *Eagle* has landed," he said. What a thrilling moment it was when he took his first step onto the moon. He announced, "That's one small step for man, one giant leap for mankind."

That really is the truth. That one step that Neil took meant great things for the world. We will never again look at the moon and wonder "what if?" We will know that we have been there. We have seen it up close!

Armstrong described the moon's surface as a powdery sort of charcoal. Armstrong took soil samples and numerous pictures. Then, Buzz Aldrin joined him. The two collected data. They also tested the surface of the moon by walking and jumping on it. Finally, the two planted an American flag on the moon. The two also displayed a plaque to remember the event.

The two men spent 21 hours on the moon. They will return safely to Earth on July 24. This has paved the way for future space exploration.



Passage 2

Neil Armstrong Walks on Moon



Neil Armstrong was a member of the Apollo 11 crew. He and his crew landed on the moon on July 20, 1969. His crew included three people. Buzz Aldrin walked on the moon with Neil. The third man was Michael Collins. He was the pilot.

The two men had to wear space suits to walk on the moon. The suits had life support systems on them. The systems gave them air to breathe and controlled their body temperature.

The gravity on the moon is different than on Earth. For example, if the men jumped in the air on the moon, they could jump very high. On Earth, they could not jump as high.

The crew spent over two hours on the moon's surface. They collected samples and data to bring back to Earth to study.

The crew had planned ahead for their walk on the moon. They had a camera with them to provide live TV footage to the world. Everyone was able to see them on the moon. The men planted an American flag on the moon to remember this event.

What subject do these two passages have in common?

- A men landing on the moon
- B how to become an astronaut
- C the clothing astronauts wear
- D the history of the American flag

Both texts are about the same topic. They both are about men landing and walking on the moon. They are written in different styles, but they are about the same thing. One is in the style of a newspaper article. One is in the style of a textbook entry.

What is a main difference between these passages?

These articles are about the same topic. However, their styles are very different. Here is a sample answer.

The first passage is written like a newspaper article.

It shows a bit of emotion with the facts. It is written with pride. The second one is just the facts. It does not present an opinion like the first passage.

How do the two passages work together to help you understand more about man's walk on the moon?

Consider what is the same and what is different about the two passages. Here is a sample answer.

It is important to know the facts about events. But reading both passages gives the reader more. The first text gives an idea of the event's significance. The second text gives more information about the astronauts and their mission. After reading both texts, the reader has a better understanding of the event as a whole.

Test Yourself

Read the passages. Then answer the questions.

Martin Luther King Gives Stirring Speech August 28, 1963

We have taken a step toward equal rights.

For too long, we have seen people treated badly.

Much of this treatment is based only on skin color.

Today, a speech was given that will go a long way

toward changing this. At the Lincoln Memorial, Martin

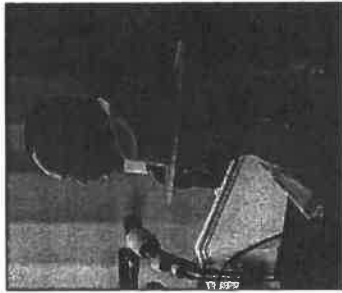
Luther King Jr. spoke of his wishes for this world. His

words touched many of those who heard him speak.

King, a Baptist minister, has dedicated his life to equality among people. He dreams of a world where the color of one's skin does not matter. He dreams of a world in which all people are equal. So it was no surprise that his speech was titled "I Have a Dream."

Since the 1950s, King has been fighting for this cause. He and other equal rights supporters march and speak against things they do not agree with. They take part in protests that are not violent. They want their voices to be heard. King is respected by many people. He will make a difference.

Today, King was the last speaker at the March on Washington. Many famous people were at this march. They are all hoping for equal rights for all people. And they were all thankful for King's words.



Martin Luther King Jr.

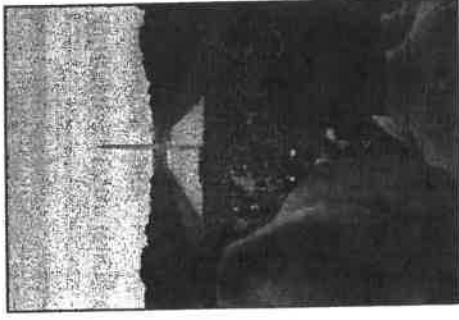
Martin Luther King Jr. was born on January 15, 1929. He worked toward equal rights. King was very smart. He graduated from high school at the age of 15. He received his doctoral degree in 1955. He had two sons and two daughters with his wife.

In his life, King spoke more than 2,500 times. He traveled many miles. He moved many with his words. He believed in fair and equal rights for all people. This was not a popular idea at the time. He tried to change that.

In 1963, King spoke at the March on Washington. This was a large event. There were over 250,000 people there. The event was peaceful. This was important to King. He did not believe in using force. He believed in using words to show his beliefs.

At the march, King gave his most famous speech. This speech was called "I Have a Dream." In this speech, he talked about his dreams for all people. He talked about wanting them to have equal rights. He did not believe that skin color should matter.

King won a Nobel Peace Prize in 1964. He gave the money to his cause. His work touched many. But some people did not agree with it. In 1968, he was killed. But his work and his message will live forever.



protests
organized
disagreements
about something

1 Which of the following would describe both of the texts on pages 189 and 190?

- A They are both factual texts on the same subject.
- B They are both fictional words on the same subject.
- C They are about people who won Nobel Prizes.
- D They are about famous speakers who changed history.

2 Which of these best describes the difference between the two texts?

- A One is fiction and one is nonfiction.
- B One teaches a moral and one does not.
- C One is about Martin Luther King, and one is about his supporters.
- D One is about the "I Have a Dream" speech, and one is about Martin Luther King's life.

3 What is similar about the way the authors write about their topic?

4 What is different about the way the authors write about their topic?

5 Explain how reading both of these texts gives you a better understanding of the topic than reading just one.

REVIEW

Integration of Knowledge and Ideas

Unit

4

Vocabulary
benefit

Read two passages. Then answer the questions.

Passage 1

The Case of the Missing Lunch

This was going to be an extremely difficult case—one of the toughest I had ever had, but I knew I could handle it. No case was too tough for me.

My name is Jimmy Davies, and I am known to be something of a super sleuth among the students at Middletown Elementary School. When my friends or neighbors find something missing or have a mystery to solve, they come to me. I know just the right questions to ask, and I know just what clues to pick up on—and, I always solve my cases! When Sarah told me her lunch was missing, I knew I had to come to her aid.

"Jimmy!" Sarah said, "I do not know what to do. I just cannot find my lunch. I know I had it early this morning before I left for school, but when I got to school, I set my backpack down for just a minute. I went to put my lunch in my cubby, and it was gone!"

I nodded my head and scribbled some notes on my small notepad. "Anyone walk to school with you?" I asked. "Anyone ask you about your lunch?"

"No!" Sarah said. "What am I going to do? I am going to be so hungry at lunch—plus, there is a thief in our midst!"

I shook my head. "I will find him, Sarah... or her. I will definitely find out who did this!"

I started questioning my classmates, but they all shook their heads and denied having any involvement in this lunch theft. "No," they all said. "I would not take Sarah's lunch!" One of them even said, "No! I have leftover pizza for lunch, my favorite! Why would I take someone else's lunch?"

At the end of the day, I had not found the culprit. I shared my lunch with Sarah, because I felt bad about not coming through for her. I walked her home. When we went through her front door, I noticed something: there was a brown paper bag on the floor. It looks kind of like a bag you might take your lunch in. It was all torn up. I walked a bit further down the hall, and I noticed a plastic baggie with some punctures in it. The punctures looked a bit like teeth marks. Then I saw a chewed apple core sitting on the kitchen floor.

Just then, I saw Sarah's dog, Scooter. He noticed me looking him, and he looked guilty.

"Hey, Sarah," I said. "I believe I know who took your lunch!"



Passage 2

The New Dog

"Mom, please?"

"No."

"Please?"

"No!"

This is how my conversations with my family kept going, every time I asked for a dog. I was 9 years old, and all of my friends had dogs. I really, really wanted to have a puppy! I did not understand why we could not have one.

My parents told me that taking care of a puppy was a lot of work. They said that puppies needed to go outside all of the time and that puppies always had to be watched. They said that it was not all fun and games. I told them that I was 9 years old and that I was very capable of taking care of young animals!

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UNIT 4
Integration of Knowledge and Ideas

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UNIT 4
Integration of Knowledge and Ideas

Finally, my parents made a compromise with me. "Rachel," they said, "We know that you desperately want a puppy. We just need to make sure that you are really, really ready to care for it! You need to get some exposure to animals, first." So, my parents told me to volunteer at a local animal shelter. So that is just what I did!

On my first day, I was a little overwhelmed. There was a lot of clean-up to do! I also needed to take all of the dogs outside a lot. Some of them needed baths. They all needed feeding. My parents were right: this was a lot of work.

But then something amazing happened. I started to really get to know a new dog that had just come in. He was not a puppy; he was about 9 years old. His family had moved away, and they were not able to bring him with. The shelter was really nice, and everyone loved all of the dogs, but this dog really stuck with me. We became friends! I brushed his fur lovingly, and I always talked to him when I was at the shelter.

When I told my parents about him, they looked at each other and smiled. "Rachel," they said, "I know you wanted to pick out a puppy. But, it sounds like this dog has picked you!" I knew that they were right. There was something really special about bonding with this dog. And, even though I had thought I wanted a baby puppy, this dog was the right choice for me. My family adopted him, and he has turned out to be just perfect! (Though, just like a puppy, he does seem to really like the taste of shoes!)



- 1 "The Case of the Missing Lunch" and "The New Dog" both feature ____.
- A dogs
 - B schools
 - C mysteries
 - D lunches

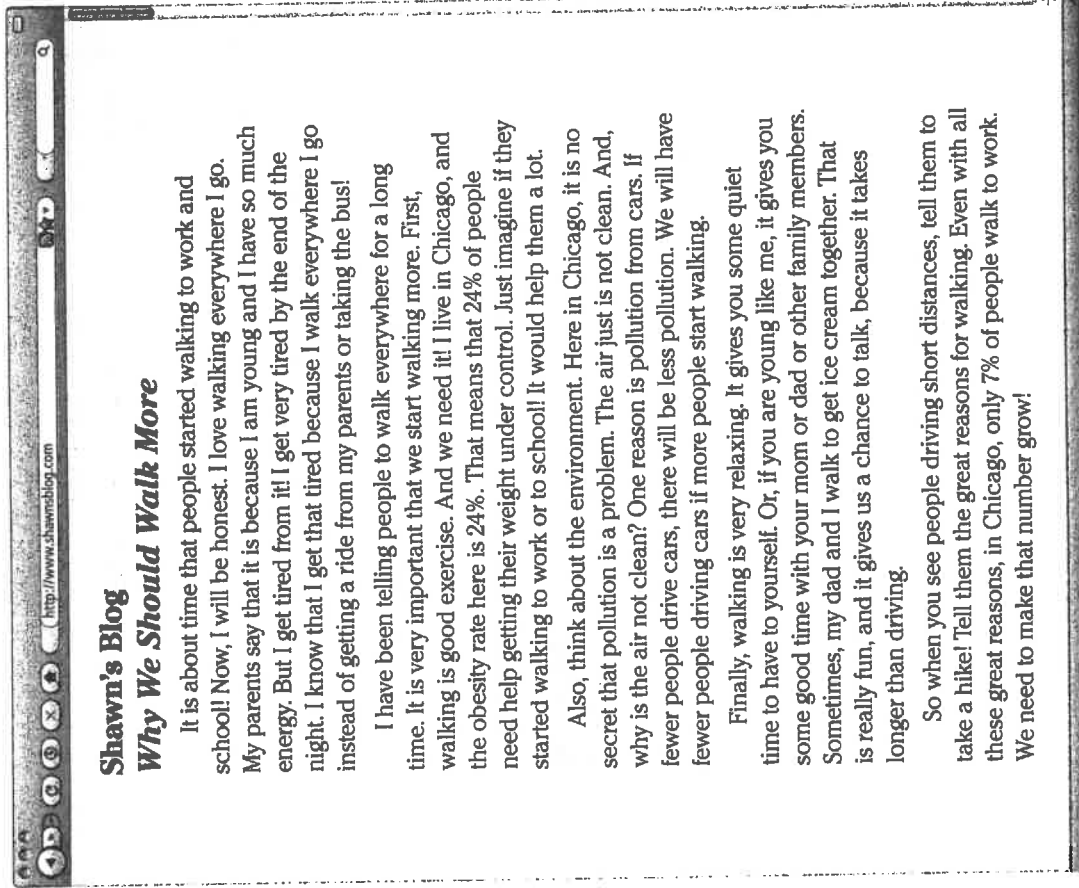
- 2 What is the same about the main characters in each story?
- A both want a dog as a pet
 - B both want to find a missing dog
 - C both try to solve their problems
 - D both are helped by their parents

3 In passage 1, who stole Sarah's lunch? How do you know?

4 How does the illustration in passage 1 help you understand the story's ending?

Read two passages. Then answer the questions.

Passage 1



The screenshot shows a web browser window with the address bar containing <http://www.shawnblog.com>. The page title is "Shawn's Blog" and the main heading is "Why We Should Walk More". The text of the blog post is as follows:

It is about time that people started walking to work and school! Now, I will be honest. I love walking everywhere I go. My parents say that it is because I am young and I have so much energy. But I get tired from it! I get very tired by the end of the night. I know that I get that tired because I walk everywhere I go instead of getting a ride from my parents or taking the bus!

I have been telling people to walk everywhere for a long time. It is very important that we start walking more. First, walking is good exercise. And we need it! I live in Chicago, and the obesity rate here is 24%. That means that 24% of people need help getting their weight under control. Just imagine if they started walking to work or to school! It would help them a lot.

Also, think about the environment. Here in Chicago, it is no secret that pollution is a problem. The air just is not clean. And, why is the air not clean? One reason is pollution from cars. If fewer people drive cars, there will be less pollution. We will have fewer people driving cars if more people start walking.

Finally, walking is very relaxing. It gives you some quiet time to have to yourself. Or, if you are young like me, it gives you some good time with your mom or dad or other family members. Sometimes, my dad and I walk to get ice cream together. That is really fun, and it gives us a chance to talk, because it takes longer than driving.

So when you see people driving short distances, tell them to take a hike! Tell them the great reasons for walking. Even with all these great reasons, in Chicago, only 7% of people walk to work. We need to make that number grow!

- 5 What sentence from passage 2 is best illustrated by the picture shown with passage 2?
 - A My parents told me that taking care of a puppy was a lot of work.
 - B But it sounds like this dog has picked you!
 - C I brushed his fur lovingly, and I always talked to him when I was at the shelter.
 - D Though, just like a puppy, he does seem to really like the taste of shoes!

6 List three differences between the two stories' main characters.

Passage 2

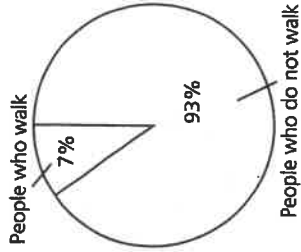
Walk for your Health

Research has proven that walking is good for your health. Experts have pointed out a lot of health benefits from walking. First, it helps you stay strong. It also lowers your blood pressure. Walking does not put a lot of strain on your knees. It also has been shown to help improve people's moods.

In the U.S., more than 64% of people are overweight or obese. A big part of this is that people do not get enough exercise. People give a lot of reasons for not getting enough exercise. One is the weather. People claim that the weather is not good enough for them to walk in. People in Illinois, for example, often say it is too cold or too hot for them to walk to work. Maybe that is why only 7% of Chicago people walk to work. Many of them drive. Some take the train.

People find a lot of reasons to not walk. But it is an easy exercise. You do not need to learn how to do it. You already know how to do it. Now people just have to take the next step and start walking.

- 7 Which of these statements from passage 1 is an opinion?
 - A It is about time people started walking to work!
 - B I live in Chicago, and the obesity rate here is 24%.
 - C If fewer people drive cars, there will be less pollution.
 - D Even with all these great reasons, in Chicago, only 7% of people walk to work.



- 8 How does the pie chart help you understand passage 2?

- 9 How are the topics of the two passages similar?

- 10 What is different about the two passages?

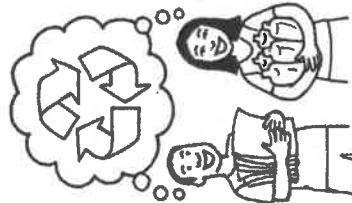
PRACTICE TEST

Vocabulary

copilot
outsmart
predator
recycling
scavenger
social



recycling
making new
products
from old ones



Read the passage. Then answer the questions.

Reduce, Reuse, and Recycle

You may have heard the terms *reduce*, *reuse*, and *recycle*. What do they mean and why do we need to understand them? The amount of waste we make has to go somewhere. If we want to help the environment, it is best if we reduce, reuse, and recycle.

What does it mean to reduce? Reduce means to "make smaller" or "use less." When we buy something at the store, we can make sure the packaging around it can be recycled. We can think about using the packaging for something else. It is also a good idea not to use single-serving containers. This is especially true for water. Do not buy bottles of water at the store. Buy a refillable sports bottle that you can fill. It is also helpful to buy in bulk, or in a large amount. Reducing the waste we produce will help the environment.

What does it mean to reuse? Do you ever use plastic forks and spoons? If you do, wash and use them again. The next time you have a lot of stuff to throw away, have a yard sale. Someone may want the things you do not need. When you go to the store, bring your own cloth bags instead of using the plastic bags at the store. If we reuse what we have, we will save a lot of room in landfills!

What does it mean to recycle? Recycling is making new products out of old ones. If a container can be recycled, do not just throw it in the trash. Put it in the recycle bin. Making new things from recycled items takes less energy than making them from new materials. You can recycle: magazines, soda cans, newspaper, glass, plastic, and many other things. Recycle your trash whenever you can!

We can all work together to reduce, reuse, and recycle!

- 1 What does it mean to reduce?
 - A to make smaller or use less
 - B to use again or more than once
 - C to convert waste into reusable material
 - D to return something to the store when you are done with it
- 2 Which of these is the topic sentence of paragraph 4?
 - A Recycling is making new products out of old ones.
 - B If a container can be recycled, do not just throw it in the trash.
 - C Making new things from recycled items takes less energy than making them from new materials.
 - D You can recycle: magazines, soda cans, newspaper, glass, plastic, and many other things.
- 3 If we buy something at the store and think about using the packaging for something else, we are thinking about the term _____.
 - A reduce
 - B reuse
 - C recycle
 - D reprint
- 4 What are the effects if we reduce, reuse, and recycle?

- 5 Based on the article, which of these is *not* a benefit of reducing, reusing, and recycling?
- A takes less energy
 - B less space is used up in landfills
 - C using cloth bags means you can use them many times
 - D takes a little more time to fill containers with water and food items from bulk container

- 6 From what you understand in the passage, what does the prefix *re-* mean?

- A again
- B harder
- C a little
- D no more

- 7 Write a summary of the passage. Include only the main ideas and most important details.

Read the poem. Then answer the questions.

The Rooks

by Jane Euphemia Browne (1811–1898)

- 1 The rooks are building on the trees;
- 2 They build there every spring;
- 3 "Caw, caw" is all they say,
- 4 For none of them can sing.
- 5 They're up before the break of day,
- 6 And up till late at night;
- 7 For they must labor busily
- 8 As long as it is light.
- 9 And many a crooked stick they bring,
- 10 And many a slender twig,
- 11 And many a tuft of moss, until
- 12 Their nests are round and big.
- 13 "Caw, caw." Oh, what a noise
- 14 They make in rainy weather!
- 15 Good children always speak by turns,
- 16 But rooks all talk together.

- 8 Which words best describe the author's point of view?

- A Rooks are scary.
- B Rooks are lazy and messy.
- C Rooks are annoying.
- D Rooks are noisy and busy.

- 9 In lines 9–12, what picture was the author painting for the reader's mind?

- A rooks making noise
- B rooks coming back in spring
- C rooks building a nest
- D rooks cawing in the rain

Rooks are birds that resemble American crows. They nest in the tops of trees in groups.



10 In line 5, what does the phrase "before the break of day" mean?

- A just ahead of the sun rising
- B just after the sun starts rising
- C when the moon comes out
- D when the moon is full and bright

11 Read lines 15 and 16 from the poem.

*Good children always speak by turns,
But rooks all talk together.*

The author compares two things. Briefly explain the meaning of these lines based on the stanzas before it.

Read the story. Then answer the questions.

The Ant and the Grasshopper

a retelling of Aesop's fable

It was a lovely summer day. Grasshopper was dancing and singing while he played his flute. Birds were chirping sweet songs as loud as they could. Butterflies were flying like kites blowing in the wind. Grasshopper was enjoying the day as if he did not have a care in the world.

As Grasshopper played, he spotted Ant carrying food into his house to store for winter. Grasshopper was surprised to see Ant working so hard.



"Come and sing and dance with me," Grasshopper said to Ant. "You do not have to work so hard. Let us have some fun together!"

"I have to store up food for the winter," Ant replied. "You should be storing food for winter, too."

"Oh, you do not have to worry about winter. It is very far away. I have plenty of time to store food," Grasshopper said.

Ant continued to carry food back to his home, shaking his head as he passed Grasshopper.

The cold and harsh winter came early. Snow fell and covered the ground. Ice formed over the pond. The bitter cold made it impossible to go outside.

While Ant was keeping warm, he heard a knock at his door. Grasshopper was standing outside, shivering.

"Would you please give me some food to eat?" Grasshopper asked Ant.

"I am afraid I cannot give you any food. You should have listened to me when I was storing food and done the same thing. It is best to prepare for the days ahead," Ant told Grasshopper.

12 Which of these is the best moral for this story?

- A Friends are not worth helping.
 - B It all depends on your point of view.
 - C It is best to prepare for the days ahead.
 - D Don't ask anyone to solve your problems for you.
- 13 Why was Ant storing food for winter?
- A He was getting paid to do it.
 - B He did not have anything else to do.
 - C He wanted to have food to eat when it got cold.
 - D He did not want to sing and dance with Grasshopper.

14 Which sentence from the story is an example of a simile?

- A Butterflies were flying like kites blowing in the wind.
- B Birds were chirping sweet songs as loud as they could.
- C Grasshopper was dancing and singing while he played his flute.
- D As Grasshopper played, he spotted Ant carrying food into his house to store for winter.

15 Do you agree with what Ant did at the end of the story? Explain your point of view.

Read the passage. Then answer the questions.

How to Keep Crows Out of Your Garden

Most gardeners think of crows as pests. Once crows move in, it is very hard to get them to leave. Farmers and gardeners use many ways to get rid of crows. Most ways work for only a little while. Keeping crows out of your garden is a full-time job.

Crows are very noisy. They are loud and annoying. Crows are also very smart birds. They are predators and scavengers. Crows are social birds. They work together. They will fight to protect their nests, eggs, and young.

Crows try to outsmart humans. They watch what is happening around them. They come around when people are not there to eat seeds, berries, fruit, and vegetables. They steal the eggs of nesting songbirds.

Crows store extra food. They bury it under grass or leaves and hide it in trees, rain gutters, and other handy places. They are attracted to ponds and birdbaths. They dunk their food in water before taking it to the nest. To keep crows out, a garden needs to be unattractive to crows.

An old-fashioned scarecrow is a great idea. Farmers used to use scarecrows hundreds of years ago, and they still work! Scarecrows should be human size and wear human



Scarecrows in garden

Did you know?

A large group of crows is called a "murder" of crows.

Key Words

social—live together in a group
outsmart—be smarter than
predator—animal that lives by stealing from other animals
scavenger—animal that eats food that is discarded by other animals or decaying flesh

clothing. Crows can tell if a face is human or not. Cover the scarecrow's face with a big, floppy hat. Crows are afraid of movement. Use a wig or yarn for hair that blows in the wind. Build a scarecrow that can be put in different positions. Move the scarecrow every day or so.

Crows do not like noise or shiny things. Hang wind chimes or old CDs in trees or on fence posts. In the wind, the flashes of light keep crows away. Punch holes in the outside edges of two tin foil pans. Sew them together with yarn or string. Before the final few stitches, place a few small rocks between the pans. Hang the pans across the garden. The shiny pans make noise and scare crows.

Try one thing at a time. Keep moving objects to new locations. When the crows return, try something else.

For more interesting scarecrow ideas, visit <http://www.makescarecrows.com/>.

18 Why does the author wait until the end of the passage to talk about scarecrows?

- A to first explain why crows need to be scared off
- B to first excite the reader into making a scarecrow
- C to help the reader understand the history of scarecrows
- D to help the reader know about other ways to scare off crows

19 Do you agree or disagree with the author's point of view on crows? Briefly explain your reasons.

Read the two folktales. Then answer the questions.

Passage 1

The Smiling Rabbit

a retelling of the traditional Mexican folktale

There once lived a very poor old woman and a very poor old man. These two did not have much, but they did have a jaguar and a rabbit. One day they grew very, very hungry. They decided they were going to have to make rabbit stew because they did not have anything else. Well, the rabbit was not about to be made into stew! So he called the jaguar over. The jaguar came over smiling, and said "You are going to be stew, rabbit!"

"No," said the rabbit, "they are boiling water to make hot chocolate! Yum! If you rest quietly in my cage, you might get some chocolate. But if I stay in here, I will get the chocolate!"

The jaguar could not stand it, so he opened the rabbit's cage and let himself inside. The rabbit stepped out. "I will go get the owners," the rabbit said. The jaguar waited patiently, but the rabbit did not come back.

Finally, the jaguar left the cage. He went looking for the rabbit. He found the rabbit in a cave. He asked the rabbit what was going on. But, the rabbit said, "I am sorry, I do not know you. You must have me confused with someone else."

"So you are not the one who tricked me?" said the jaguar.

"No!" said the rabbit. "But, listen, I need your help. I have to run and get my friend. Can you hold up this wall for me?" The rabbit gestured to a wall he had been leaning against. The jaguar agreed, and the crafty rabbit ran away. Soon, the jaguar realized he had been tricked again—because the wall was not falling down!

The jaguar ran after the rabbit. "Come here!" he yelled, "come to me!" Finally, he found the rabbit, who was dangling from a vine. The jaguar went to pull on the vine to pull the rabbit down, but that plan really backfired! The rabbit flew up into the sky and escaped for good!

The rabbit had flown as high as the moon, and if you look closely, you can still see him there!

Passage 2

Turtle Tricks the Rabbit

retold from the traditional Native American folktale

Once, long ago, Turtle and Rabbit were walking through a field of long grass. "Hey, Turtle," said Rabbit. "I will race you through this grass."

"Okay," said Turtle, "though I fear I will lose."

"Of course you will surely lose!" Rabbit said gleefully. Rabbit was always saying these sorts of things, bragging about how fast he was. It made Turtle feel bad sometimes.

"But you are very short," Rabbit continued.

"I will not be able to see you in the grass. You must wear a white feather on your head so that I can see you during the race."

"Okay," said Turtle.

But Turtle had a plan. That night, he visited his family. "Family," he said, "Rabbit has challenged me to a race. And I need your help to beat him!" He explained his trick to his family. The plan was this: each member of Turtle's family would wear a white feather on his head. They would stand at different locations through the race course. One would stand at the finish line. They would then pretend that turtle won the race.

The race time arrived. Turtle wore his white feather. When they started out on the race, Rabbit pulled ahead, as expected. Suddenly, Rabbit looked in front of him, and he saw Turtle! How could this be? So Rabbit ran even faster. Soon Rabbit saw Turtle ahead of him again! Little did he know that it was actually members of Turtle's family!

This pattern continued for the whole race. Finally, out of breath, Rabbit reached the finish line. But Turtle was already there. Rabbit realized he had been tricked! The trickster had been tricked!



20 What do the two story plots have in common?

- A both explain something in nature
- B both have characters who are clever
- C both include cooking some kind of dinner
- D both use a race as the main focus of the story

21 What is different about the themes in these stories?

- A One tells about eating a stew, and one tells about being in the stew.
- B One tells about winning a race, and one tells about losing a race.
- C One tells about climbing a wall, and one tells about flying over it.
- D One tells about getting tricked, and one tells about tricking someone else.

22 Read this sentence from passage 2.

Soon Rabbit saw Turtle ahead of him again!

What is another way of saying "ahead of"?

- A in front of
- B behind of
- C on the side of
- D head to head

23 Read this sentence from passage 1.

The jaguar waited patiently, but the rabbit did not come back.

What does it mean to wait patiently?

- A to move around and suffer
- B to stay in one place quietly
- C to put up with something with anger
- D to go through feelings of shame and guilt

24 Why did Turtle decide to trick Rabbit in passage 2?

25 Explain what happens in the beginning, middle, and end of passage 2.

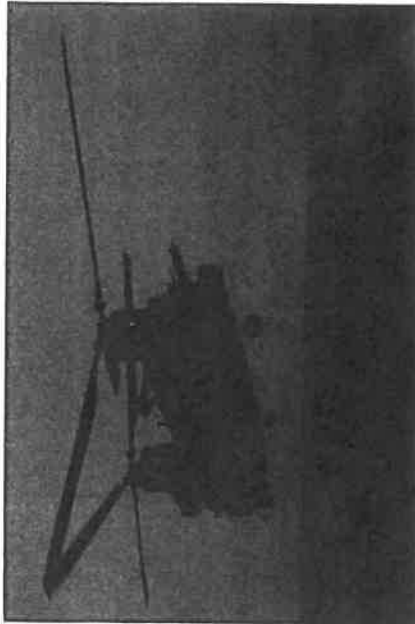
Passage 1

My Report on Helicopters

Helicopters are amazing. They are meant to do very hard work. They can hover, or stay still, above an area. Airplanes cannot do that. Helicopters can pick up loads from the ground. They can even pick things up from the woods or move very heavy objects. They are powerful.

Helicopters use a lot of fuel. Some use up to 333 gallons of fuel per hour! They need to use all that fuel to lift up into the air. They have things called "rotors," which must spin in order for the helicopter to lift up. This is no ordinary vehicle!! It is hard to tell how big helicopters are. To give you an idea, did you know that some of their blades are 30 feet long and three feet wide?

Helicopters are a lot more interesting than airplanes. There are almost 80,000 moving parts on some of them! It takes a pilot and a copilot to control it. They both have more than 150 control buttons to manage. It might be hard to be a helicopter pilot.



The Chinook helicopter is very powerful.

Passage 2

The History of Airplanes

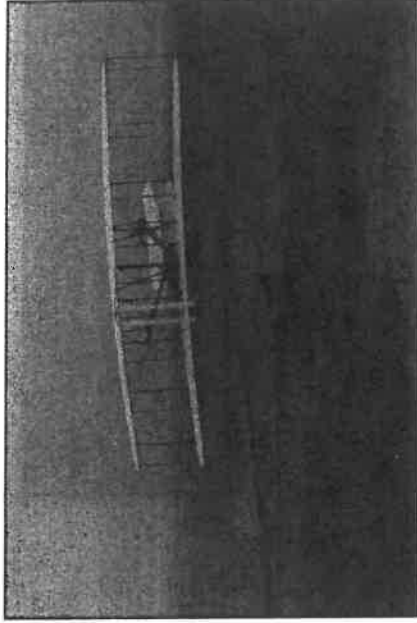
What does the term "Kitty Hawk" mean to you? What about the Wright brothers? These are key words to know when you are learning about airplanes! In 1903, the Wright brothers flew the first plane. It was heavier than air. Yet, it still flew! Their work started years before. They did a lot of research before being able to fly the plane.

Today, there are many kinds of planes. There are stunt planes and sea planes, for example. Sea planes are interesting. They can land on water. Do you think that the Wright brothers ever imagined a sea plane?

Planes are used in many ways now. They are used for travel. They are also used for emergencies. The air force uses them.

Planes are different from helicopters. Helicopters can hover. Planes cannot do that because they are made differently.

Did you know that there are planes that can move at two times the speed of sound? And did you know that there are planes that fly at 13.5 miles above Earth? Planes that fly that high are collecting information about Earth. Planes have come a long way!



26 What does the photograph with passage 2 help you understand about the passage?

29 Give three examples of facts used in passage 1.

27 Why do helicopters use so much fuel?

- A because helicopters have to lift straight up into the air
- B because helicopters have more than 150 control buttons
- C because some helicopter blades can be up to 30 feet long
- D because some helicopters need a pilot and a copilot to fly them

28 In passage 1, the author describes the helicopter as "no ordinary vehicle." What does the word vehicle mean in this sentence?

- A a means for moving people and things
- B a machine for flying up in the air only
- C a movement that a machine would make
- D a motor for a machine that would fly

30 Compare and contrast these passages. What do these two passages have in common? How do they differ?

Fractions

- **Lesson 1 Fractions** reviews how to use fractions to name equal parts of a whole or parts of a set.
- **Lesson 2 Fractions on Number Lines** reviews how to identify and find fractions on a number line.
- **Lesson 3 Equivalent Fractions** reviews how different fractions can name the same amount.
- **Lesson 4 Comparing Fractions** reviews how to compare fractions to find which is larger or smaller.

Read each problem. Circle the letter of the best answer.

SAMPLE What fraction of the square is shaded?



- A $\frac{1}{4}$ B $\frac{2}{4}$ C $\frac{3}{4}$ D $\frac{4}{4}$

The correct answer is A. The square is divided into 4 equal parts. This is the denominator. There is 1 part shaded. This is the numerator. So the fraction is $\frac{1}{4}$.

1 What fraction of the shapes are triangles?

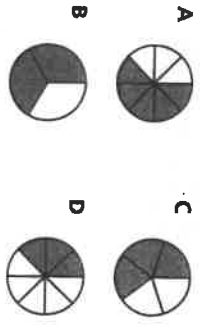


- A $\frac{2}{4}$ C $\frac{6}{2}$
 B $\frac{2}{6}$ D $\frac{4}{6}$

2 Tung's dog had 4 puppies. One of the puppies is black. Three are spotted. What fraction of the puppies are spotted?

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

3 Which figure shows $\frac{5}{8}$ shaded?



4 The picture below shows the flag of the country of Austria.



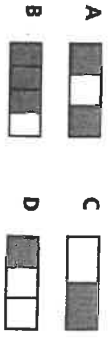
What fraction of Austria's flag is *not* white?

- A $\frac{1}{2}$ C $\frac{1}{3}$
 B $\frac{2}{3}$ D $\frac{3}{2}$

5 Lita cut a pie into 6 equal slices. She and a friend shared 3 slices. What fraction of the pie is left?

- A $\frac{2}{6}$ C $\frac{3}{6}$
 B $\frac{6}{3}$ D $\frac{6}{6}$

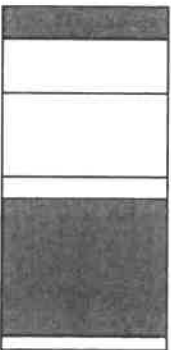
6 Which figure shows $\frac{1}{2}$ shaded?



Read the problem. Write your answer to each part.

- 11** Lora and Eduardo are planting a vegetable garden. The garden is in the shape of a rectangle. They want to divide the garden into 6 equal parts.

Part A Lora wants to plant tomatoes in $\frac{2}{6}$ of the garden. She drew the figure below and shaded the parts for tomatoes. What mistake did Lora make? Use the rectangle on the right to draw a correct figure.



Lora's Drawing



Part B Eduardo also wants to plant tomatoes in $\frac{2}{6}$ of the garden. He wants to plant cucumbers in $\frac{2}{6}$ of the garden. He also wants to plant peppers in $\frac{2}{6}$ of the garden. Can he plant the vegetables this way? Explain.

How many parts are there in all? How many parts is Eduardo planting vegetables?

Read each problem. Circle the letter of the best answer.

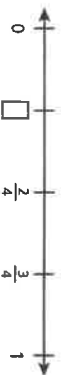
SAMPLE Where is $\frac{2}{6}$ located on this number line?



- A point A B point B C point C D point D

The correct answer is B. The number line is divided into 6 equal parts. The numerator of the fraction tells how many parts to count from 0. So $\frac{2}{6}$ is 2 parts from 0. This is point B.

- 1** What is the missing fraction on this number line?



- A $\frac{1}{4}$ C $\frac{1}{2}$
 B $\frac{2}{4}$ D $\frac{2}{3}$

- 2** Where is $\frac{3}{8}$ located on this number line?



- A point A C point C
 B point B D point D

- 3** Which point marks $\frac{1}{3}$ on this number line?



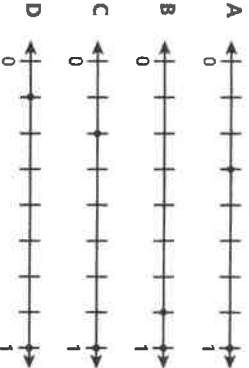
- A point A C point C
 B point B D point D

- 4** Where is $\frac{3}{4}$ located on this number line?



- A point A C point C
 B point B D point D

- 5** Which number line shows a point at $\frac{1}{8}$?



- 6** Where is $\frac{2}{3}$ located on this number line?



- A point A C point C
 B point B D point D

Read the problem. Write your answer to each part.

- 10** Matt drew a number line to show the distance between his house and his school. His school is 1 mile from his house.



Part A The town library is $\frac{1}{4}$ mile from Matt's house. On the number line, label where the library is.

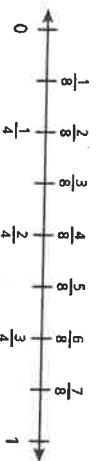
Part B Every morning, Matt sees a crossing guard $\frac{3}{4}$ mile from his house. Explain how you know where to put a point on the number line to show $\frac{3}{4}$.

Into how many parts should you divide the number line?

Read each problem. Circle the letter of the best answer.

SAMPLE Which fraction is equivalent to $\frac{3}{4}$?

- A $\frac{4}{8}$ B $\frac{5}{8}$ C $\frac{6}{8}$ D $\frac{8}{8}$



The correct answer is C. Find the point for $\frac{3}{4}$ on the number line. Look at the other fraction that marks the same point: $\frac{6}{8}$. So $\frac{6}{8}$ is equivalent to $\frac{3}{4}$.

- 1** Look at the models below.



Which fraction is equivalent to $\frac{3}{4}$?

- A $\frac{4}{8}$ C $\frac{4}{6}$
 B $\frac{1}{4}$ D $\frac{1}{2}$

- 2** Which fraction is equivalent to $\frac{1}{2}$?

- A $\frac{1}{2}$ C $\frac{4}{6}$
 B $\frac{4}{4}$ D $\frac{1}{1}$

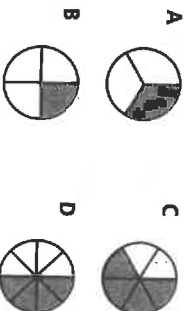
- 3** Which number sentence is true?

- A $\frac{5}{1} = 5$ C $2 = \frac{1}{2}$
 B $3 = \frac{3}{3}$ D $\frac{6}{1} = 12$

- 4** The model below shows $\frac{3}{6}$.



Which model shows a fraction that is equivalent to $\frac{3}{6}$?



- 5** Which fraction is equivalent to $\frac{2}{8}$?

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

- 6** Which whole number is equivalent to $\frac{2}{2}$?

- A 0 C 2
 B 1 D 4


Read the problem. Write your answer to each part.

10 Will and his sister Leah take turns going for walks with their dog.

Part A Will walked the dog $\frac{2}{4}$ mile on Monday. On Wednesday,

Leah walked the dog $\frac{3}{6}$ mile. Will says that he walked farther than Leah. Is he correct? Explain your answer using models or number lines.


Part B The following week, Will walked the dog $\frac{2}{2}$ mile one day. Leah walked the dog $\frac{1}{1}$ miles another day. Who walked the dog farther this week? Explain.

 What do you need to do before you can compare the distances Will and Leah walked?

Read each problem. Circle the letter of the best answer.

SAMPLE Which number sentence is true?

- A $\frac{1}{2} < \frac{1}{4}$ B $\frac{1}{8} < \frac{1}{6}$ C $\frac{1}{4} > \frac{1}{3}$ D $\frac{1}{3} = \frac{1}{6}$

 The correct answer is B. The fractions in each number sentence have the same numerator. Compare the denominators. The fraction with the greater denominator is less than the other fraction. In choice B, $8 > 6$, so $\frac{1}{8} < \frac{1}{6}$.

1 Which fraction is greater than $\frac{1}{3}$?

- A $\frac{1}{8}$ C $\frac{1}{4}$
B $\frac{1}{6}$ D $\frac{1}{2}$

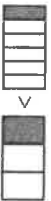







2 Which number sentence is true?

- A $\frac{2}{6} > \frac{1}{6}$ C $\frac{2}{3} < \frac{1}{3}$
B $\frac{1}{2} > \frac{2}{2}$ D $\frac{5}{8} < \frac{3}{8}$

3 Which fraction completes the number sentence?

- $\square < \frac{2}{8}$
A $\frac{5}{8}$ C $\frac{6}{8}$
B $\frac{1}{8}$ D $\frac{3}{8}$

4 Which shows a correct comparison?

- A  $>$ 
B  $>$ 
C  $<$ 
D  $<$ 

5 Which fraction is less than $\frac{2}{6}$?

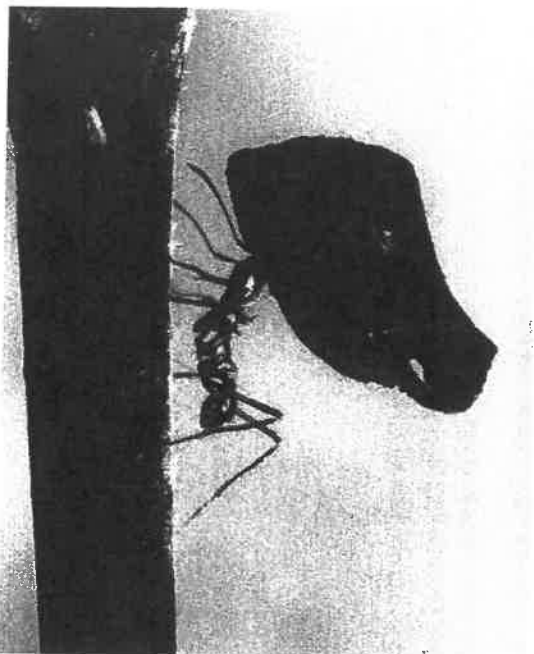
- A $\frac{2}{3}$ C $\frac{2}{4}$
B $\frac{2}{2}$ D $\frac{2}{8}$

6 Which fraction completes the number sentence?

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

A Little about Ants

by Mimi Jorling



leaf-cutting ant

There are lots of different kinds of ants: carpenter ants, leaf-cutter ants, sweet ants, fire ants, and many more. They are different colors, too. They can be red, or brown, or black. Some are very, very small, and some are rather big. Whatever their differences, though, all ants are social creatures. They live in large groups called colonies. Some ant colonies are big and have millions of ants. There are different types of ants in the colony, and they each have different jobs. The queen lays eggs. Soldier ants protect the queen and the colony. They also gather food and attack other colonies if they need new nesting space. Worker ants take care of babies, look for food, and build ant homes (anthills or mounds). Soldier and worker ants are female. Male ants' only job is to mate with the queen in order to produce eggs, which hatch into baby ants.

Ants are busy little insects. It's easy to see them moving quickly here and there. Sometimes you can see them carrying a small piece of something, or dragging part of a leaf somewhere. Sometimes you even see two ants helping each other carry the same crumb. But where are they going and what are they doing? Ants may seem to be just running around, but they are

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8. Social insects always have at least one queen. What does the queen do?

9. Describe the work of worker ants, worker bees, and worker termites.

Support your answer with evidence from the text.

10. Worker insects are just as important as queen insects.

Form an argument for or against this statement.

Support your answer with evidence from the text.

Name: _____ Date: _____

1. According to the text, what are social creatures that live in large groups called colonies?

- A. ants
- B. flies
- C. grasshoppers
- D. beetles

2. What does the author describe in the first paragraph?

- A. the importance of ants to their ecosystem
- B. the ways in which ants keep soil healthy
- C. the food that ants bring to their nests
- D. the jobs done by ants in a colony

3. Ants are busy insects. What evidence in the text supports this conclusion?

- A. Ants move quickly from one place to another.
- B. Male ants' only job is to mate with the queen.
- C. Some ants are very, very small, and some are rather big.
- D. Ants can be red, or brown, or black.

4. Read these sentences from the text.

"Ants may seem to be just running around, but they are actually important parts of their ecosystem, their world under our feet.

"One thing ants do to help their ecosystem is to keep soil healthy. By constantly digging through the soil, they create spaces in it."

Based on this information, what can you conclude about where the ecosystem of an ant is?

- A. The ecosystem of an ant is in the ocean.
- B. The ecosystem of an ant is in the air.
- C. The ecosystem of an ant is in the soil.
- D. The ecosystem of an ant is in the desert.

actually important parts of their ecosystem, their world under our feet.

One thing ants do to help their ecosystem is to keep soil healthy. By constantly digging through the soil, they create spaces in it. Soil needs space inside it for air and water. Without air and water in soil, the tiny creatures that live in soil would not survive.

Ants also help bring nutrients to soil. When they bring food particles to their nests, they add nutrients to soil because they don't eat everything they bring. Their leftovers stay in the soil and break down into nutrients for other creatures living in the soil.

5. What is a main idea of this text?

- A. Ants can be red, brown, or black.
- B. Ants are important parts of their ecosystem.
- C. Soil needs space inside it for air and water.
- D. Sometimes two ants help each other carry the same crumb.

6. Read these sentences from the text.

"Whatever their differences, though, all ants are social creatures. They live in large groups called colonies. Some ant colonies are big and have millions of ants."

What does the author probably mean by writing that ants are "social" creatures?

- A. Ants are creatures that help their ecosystem.
- B. Ants are creatures that like to spend time with their friends and family.
- C. Ants are creatures that work hard and carry things.
- D. Ants are creatures that live together in groups.

7. Read this sentence from the text.

"There are lots of different kinds of ants: carpenter ants, leaf-cutter ants, sweet ants, fire ants, and many more."

How could this sentence be rewritten without changing its meaning?

- A. There are lots of different kinds of ants, including carpenter ants, leaf-cutter ants, sweet ants, fire ants, and many more.
- B. There are lots of different kinds of ants, instead carpenter ants, leaf-cutter ants, sweet ants, fire ants, and many more.
- C. There are lots of different kinds of ants, finally carpenter ants, leaf-cutter ants, sweet ants, fire ants, and many more.
- D. There are lots of different kinds of ants, next carpenter ants, leaf-cutter ants, sweet ants, fire ants, and many more.

8. What do worker ants do? Include three pieces of information from the text in your answer.

9. Explain how ants help bring nutrients to the soil. Support your answer with evidence from the text.

10. Explain how worker ants help their ecosystem. Support your answer with evidence from the text.

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

Talented Termites



Oxford Scientific/Jupiter Images

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

Bug Power

Teamwork

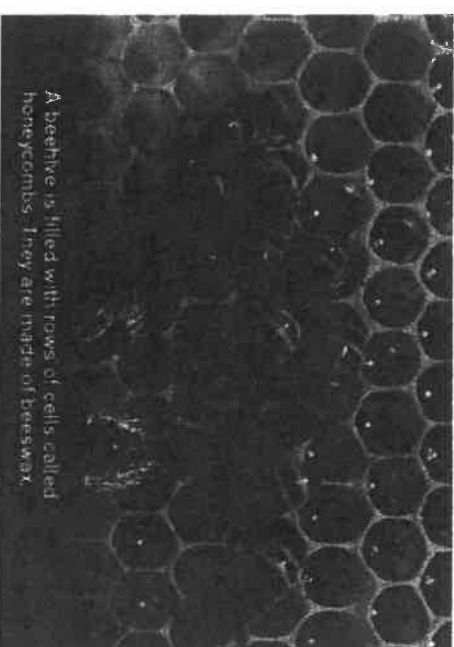
How do some insects work together?

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

Amazing Ants

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

Busy Bees



A beehive is filled with rows of cells called honeycombs. They are made of beeswax.

Gerry Ellis/Getty Images

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

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

5. What is a main idea of this text?

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

6. Read this sentence from the text.

"How do some insects work together?"

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

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

7. Choose the answer that best completes the sentence.

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

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

Name: _____ Date: _____

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

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

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

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

3. Read these sentences from the text.

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

[...]

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

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

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

Universal Human Right in Your Own Words

Picture

<p>5. No Torture. Nobody has any right to hurt us or to torture us.</p>	
<p>6. You Have Rights No Matter Where You Go. I am a person just like you!</p>	
<p>7. We're All Equal Before the Law. The law is the same for everyone. It must treat us all fairly.</p>	
<p>8. Your Human Rights Are Protected by Law. We can all ask for the law to help us when we are not treated fairly.</p>	

Universal Human Rights

Name: _____ Date: _____

Directions: Read each human right and discuss it with someone else before you write it in your own words. You may need to read the right at least two times. Finally, draw a picture to illustrate each right.

Universal Human Right in Your Own Words

Picture

<p>1. We Are All Born Free and Equal. We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.</p>	
<p>2. Don't Discriminate. These rights belong to everybody, whatever our differences.</p>	
<p>3. The Right to Life. We all have the right to life, and to live in freedom and safety.</p>	
<p>4. No Slavery. Nobody has any right to make us a slave. We cannot make anyone our slave.</p>	

Universal Human Right in Your Own Words	Picture
<p>13. Freedom to Move. We all have the right to go where we want in our own country and to travel as we wish.</p>	
<p>14. The Right to Seek a Safe Place to Live. If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.</p>	
<p>15. Right to a Nationality. We all have the right to belong to a country.</p>	
<p>16. Marriage and Family. Every grownup has the right to marry and have a family if he or she wants to. Men and women have the same rights when they are married and when they are separated.</p>	

Universal Human Right in Your Own Words	Picture
<p>9. No Unfair Detainment. Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.</p>	
<p>10. The Right to Trial. If we are put on trial, the trial should be held in public. The people who try us should not be influenced by anyone.</p>	
<p>11. We're Always Innocent Till Proven Guilty. Nobody should be blamed for doing something until it is proven. When people say we did a bad thing, we have the right to show it is not true.</p>	
<p>12. The Right to Privacy. Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.</p>	

Universal Human Right in Your Own Words	Picture
<p>25. Food and Shelter for All. We all have the right to a good life. Mothers and children; people who are old, unemployed, or disabled; and all people have the right to be cared for.</p>	
<p>26. The Right to Education. Education is a right. Primary school should be free. We should learn about the United Nations and how to get along with others. Our parents can choose what we learn.</p>	
<p>27. Copyright. Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science, and learning bring.</p>	
<p>28. A Fair and Free World. There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.</p>	

Nigeria Case Study

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Universal Human Right in Your Own Words	Picture
<p>17. The Right to Your Own Things. Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.</p>	
<p>18. Freedom of Thought. We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.</p>	
<p>19. Freedom of Expression. We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.</p>	
<p>20. The Right to Public Assembly. We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.</p>	

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Universal Human Right in Your Own Words	Picture
29. Responsibility. We have a duty to other people, and we should protect their rights and freedoms.	
30. No One Can Take Away Your Human Rights.	