

Name: _____

Ms.Rehberg/Ms.Davis
Daily Lesson Plans

Week 1: March 6-20, 2020

Directions:

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA Unit 3 Craft and Structure	Lesson 8 Test Yourself p.124-127	Lesson 9 Text features P. 128-138	Lesson 10 Test Yourself 150-153	Review Craft and Structure 154-159	Review Passage 2 160-162
Math Unit 5 Measurement	Unit 5 measurement Lesson 1 Time	Lesson 2 Elapsed Time	Lesson 3 Customary Units of length	Lesson 4 Metric Units of Mass	Lesson 5 Review Metric Units of Capacity
Science	A history of classification systems Question #1-5	The Life Cycle of the platypus Question #1-5	Animals and Inherited traits Question #1-5	Desert Animals Question #1-5	Bees and Pollination Question #1-5
Social Studies	Growing up long ago Facts and Opinion Questions #1-5	Growing up long ago comprehension Questions #1-6	Read "Walking Tall" and "Winning the Vote"	"Walking Tall" and "Winning the Vote" Questions #1-3	"Walking Tall" and "Winning the Vote" Questions #4-5



Explain how the conflict is settled in scene 3.

This asks how the conflict or problem is solved. Here is a sample answer:

Little Gray Robin sees what White Bear did to the fire. She finds a tiny spark in the coal. Then she hops around flapping her wings to fan the small flame. She makes the fire burn brightly once again. The flames scorch her breast and turn it red. Yet, she stays to watch over the fire while Hunter and Little Boy sleep.

Which character in scene 4 tells the reader why all robins have red breasts?

- A Hunter
- B Little Boy
- C White Bear
- D Little Gray Robin

In scene 4 Hunter does not speak, so choice A is not the correct answer. White Bear only growls, so choice C is not the correct answer. Little Boy was asleep and did not see what Little Gray Robin did. Choice B is not correct. Little Gray Robin says "...from now on, every robin will have a pretty red breast." The correct answer is choice D.

Test Yourself

Read the story. Then answer the questions.



The Squirrel and the Spider

a West African folktale

Chapter 1

After long months of work, a squirrel had made a very fine farm. He had cleared the land, and loosened the soil. He had removed the weeds and planted the seeds. The squirrel reached his fields every day by jumping from tree to tree so he had not bothered to build a road. He smiled as he looked at his fine rows of corn. The corn was ripe and ready to harvest.

A spider went out hunting in the squirrel's neighborhood. During his travels, the spider came to the squirrel's farm and stopped to look at the many rows of corn. The spider searched and searched for a road into the farm, but he found no road.

When the spider returned home, he told his children about the farm. The very next day, they all set out to find it. Right away, they began to build a road to the cornfields. When the road was finished, the clever spider threw pieces of clay pottery along the roadway. He wanted to make believe that his children had dropped them while they worked on the farm.



Chapter 2

The spider and his children began to cut the corn and carry it away. That evening, the squirrel noticed that his fields had been robbed. At first, he could not find the thief, so he decided to keep watch over his cornfields.

Sure enough, the spider soon returned to the fields to steal more of the harvest. The squirrel asked the spider, "What right do you have to these fields of corn?"

The spider replied, "Let me ask you the same question, Squirrel, what right do you have to these fields?"

"They are my fields," answered the squirrel.

"Oh, no!" said the clever spider, "They are mine!"

"But I sowed them and planted them," said the poor squirrel.

"Then where is your road to them?" asked the spider.

"I need no road," answered the squirrel, "I come by the trees."

The spider laughed and continued to use the farm as his own.

Chapter 3

The squirrel could see that the spider was a clever thief. "A squirrel does not need to build a road to a farm," said the squirrel. He hoped that the law would protect him. But the judge decided that no one had ever owned a farm without a road leading to it.

With glee, the spider and his children returned to the farm. They cut down all the corn that was left in the fields. They tied it in huge bundles. Then they went to the market to sell their corn.

When they were almost there, a terrible storm blew in. The spider and his children had to leave their bundles of corn along the road and run for safety. They found a dry place and waited for the storm to end. When the storm passed, the spider and his children returned to pick up their loads of corn.

Chapter 4

When the spider and his children came back to the roadside, they saw a large black crow. Its wide wings were spread out over their bundles of corn to keep them dry.

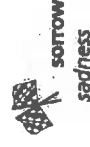
The spider thanked the crow for taking care of their corn. "Thank you so kindly for taking care of our property," said the spider.

"Your property!" replied the crow. "Who ever heard of anyone leaving their corn by the roadside? These are my bundles of corn."

Surprised, the spider replied, "My children and I harvested this corn. We were carrying it to market, but a storm came up."

"That is nonsense!" shouted the crow, "These bundles of corn are mine!"

The crow picked up all the bundles of corn and flew off. He left the spider and his children with nothing. They returned home in sorrow. The spider had stolen the squirrel's farm, and now he was left with nothing.



- 1 Explain the structure of Chapter 1. What happened at the beginning, in the middle, and at the end?

2 What happens in Chapter 2 that depended on something in Chapter 1?

3 How did the author build on Chapter 3 to write Chapter 4?

4 Each chapter builds on another to tell a lesson at the very end of the story. Explain the lesson in this folktale, "Those who steal from others often leave empty-handed."

Text Features

RI.3.5

LESSON

9

Vocabulary

hyperlink
key words
sidebar

Would you eat a banana without peeling it first? No, of course not! First, it would be hard to eat. Second, it wouldn't taste good. In fact, it would be an awful experience. Text features are like the peel of a banana. You need to get them out of the way first. Read the text features before you read the text. Of course, you can always go back to them if you need help while you read.

Text features get you ready to read. They give you background information that helps you understand the text. Text features give you the clues that make it easier to understand what you are reading. Remember to browse the pages of nonfiction before you read.

Key Words

A list of key words is one kind of text feature. Key words give important words and their meanings. Sometimes key words are set in a box. The box may be shaded. It might be found at the top, bottom, or on the sides of a page. Good readers look at the words and their meanings before reading the text. If you get stuck on a word during reading, you can look back at the key words for help.

Read the sample key words box below.

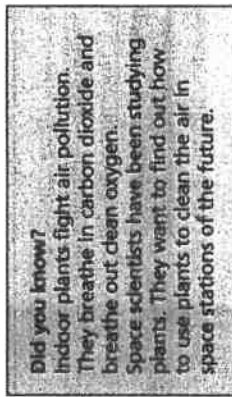
Key Words

root—the underground part of a plant that takes up water
stem—the stalk of a plant
leaf—flat, thin part of green plants that makes food
seed—part of a plant from which new plants grow

Sidebar

A sidebar is another kind of text feature. It is a short box that is printed on the side of text. A sidebar might give new facts. It might make a comment. It may compare something to the text. A sidebar might give an interesting new fact. It might give more information. It might suggest a fun activity.

Read the sample sidebar below.



Hyperlink

A hyperlink uses the World Wide Web to locate another source of information. By clicking on the highlighted text, the reader can go to a source to find out more about something.

The leaves of green plants use energy from the sun to make food. This process is known as *photosynthesis*. Visit [My Schoolhouse](http://www.myschoolhouse.com/courses/O/1/35.asp) to find out how photosynthesis works.

Guided Practice

Read the passages. Then answer the questions.

Amazing Caves

Caving is a popular adventure sport. People like to explore the underground world. It is very different from above the ground. Some caves have crystals and fossils inside. Other caves may have lakes, streams, or waterfalls. Dripping water leaves minerals behind. These minerals build up. They make strange forms. Formations called stalactites hang down from the ceiling. Other formations called stalagmites stick up from the floor.

Ancient people used caves. They made their homes in caves. Some painted pictures on cave walls. The pictures are still there today. Native Americans, early settlers, pirates, and outlaws have used caves. They needed places to stay warm or cool. Some used them as hideouts.

There are caves all over the world. Some caves are in cold, mountain areas. Some are in hot, tropical rainforests. There are ice caves in Greenland. There are underwater caves in Mexico. There are caves along the coast of Oregon. There are even caves in the deserts of Arizona.

No two caves are alike. The longest cave in the United States is Mammoth Cave in Kentucky. The deepest cave is in Hawaii. The National Park Service website <http://www.nature.nps.gov> lists parks in the U.S. that offer tours of caves.



Key Words

caver—person who explores caves
caving—exploring caves for fun and adventure
stalactites—icicle-shaped mineral deposits hanging from the ceiling of a cave
stalagmites—cone-shaped mineral deposits built up on a cave floor

Suit Up for Safety!

- Hard hat or helmet with a light
- Waterproof jumpsuit
- Gloves that grip
- Knee pads and elbow pads
- Waterproof boots

Caves are important natural resources. They are living and always growing. They are always changing. Caves are easily damaged. The slightest touch can ruin parts of caves. Animals that live in caves are fragile, too. They should not be disturbed. Cavers need to protect these underground treasures. They need to make sure that caves are there for others to explore.

To learn more about caves and the sport of caving, visit the National Caves Association at <http://cavern.com> and the National Speleological Society at <http://www.caves.org>



- Save a Cave**
- Look but don't touch!
 - Respect cave animals.
 - Be careful where you step.
 - Carry out all trash.

Cave Camp

Are you ready for adventure? Would you like to spend a day in the dark? Would you like to see the world underground? Are you ready to get wet and dirty? Then you will love learning the sport of caving!

At Cave Adventure Camp, you will climb down into huge dark rooms. You will explore strange rock formations. You will see underground streams and waterfalls. You will walk slippery paths of mud and rocks. You will watch for bats and cave rats!

We put safety first at Cave Adventure Camp. Our campers are fitted with safety gear. It is approved by the National Speleological Society. Campers learn to keep themselves and other campers safe. They learn to protect the cave. Our motto is "Cave safely and cave softly."

- A the headings
- B a hyperlink
- C key words
- D a sidebar

The text feature that lists important words and their meanings is the key words. They help readers understand what they read. There are no headings. Choice A is incorrect. A hyperlink and a sidebar do not give important words. Choices B and D are incorrect. The correct answer is choice C.

<http://www.caveadventurecamp.com>

Every Cave Adventure Camper is trained in climbing skills. Learn how to keep your footing on uneven ground. Learn to avoid the dangers of deep pits and falling rocks. Learn to crawl through tight and low places. Learn to climb steep spaces. Practice climbing and crawling skills.

Cave Adventure Camp offers safe and fun caving experiences for young people from ages 9–18 and their families. Trained guides will plan cave adventures that meet your skill level. First-timers or experienced cavers, Cave Adventure Camp is right for you.

Pack your flashlight and your camera. Gather your family and friends. Bring a sense of adventure. You will love the sport of caving at Cave Adventure Camp.

Sign up now!

In "Amazing Caves," which text feature highlights important words and their meanings?

What is the purpose of the sidebar in "Amazing Caves"?

Think about what information the sidebar gives the reader. Here is a sample answer:

The sidebar lists the correct clothing for cavers. This clothing is worn to protect cavers. It makes climbing easier. The sidebar gives more facts.

In "Amazing Caves," which text feature connects the reader to a website with more information about caving?

- A the sidebar
- B the key words
- C the hyperlink
- D the art

The hyperlink sends the reader to a website. There the reader can learn more about caving. The sidebar gives more facts. It does not send the reader to a website. The key words are important words and their meanings. This list does not send the reader to a website. The art does not connect to a website. Choices A, B, and D are incorrect. The correct answer is choice C.

Which term best describes the structure of "Cave Camp"?

- A a story
- B a letter
- C a website
- D a textbook page

"Cave Camp" is the web page for Cave Adventure Camp. The welcome page tells about the camp. A user can click on buttons to find more information. The passage is not written in the form of a letter. Choice B is incorrect. It is not a story with characters and a setting. Choice A is incorrect. It is not written in the form of a textbook page. Choice D is incorrect. The correct answer is choice C.

In "Cave Camp," what text feature shows that the camp follows national standards for safety?

Think about the purpose of each text feature. Here is a sample answer:

The website says that the camp uses the right safety gear. It has a hyperlink to the National Speleological Society. Readers can click on the hyperlink. When they open it, they can find the national standards.

Test Yourself

Read the two passages. Then answer the questions.

Happy Birthday, SUE!

You are invited to SUE's 10th birthday party. SUE is at home in Chicago. So far, more than sixteen million people have visited SUE.

Are you ready to party?

All of us at the Field Museum are excited. We hope to see you here.

SUE is the largest *T. rex* skeleton in the world. She was named for Sue Hendrickson, the explorer who found her. We purchased the *T. rex* skeleton from the U.S. government. We opened our SUE exhibit ten years ago. Our scientists worked hard to get SUE ready. Now we are getting her ready for her big party.

Would you like to find out more about SUE? Visit our website:

<http://www.fieldmuseum.org/sue/#index>. Watch a short video of the new 3-D movie, "Waking the *T. rex*: the Story of SUE." Sign up for a night at the museum. Bring a friend to Dozin' with the Dinos, a birthday sleepover. Learn more about SUE's bones. Read about her trip from the fields of South Dakota to the Field Museum. Meet our scientists who study dinosaurs. Ask one of our dinosaur experts a question. Look at SUE's photos and videos. Find museum directions and hours. You can order tickets online. Visit our museum store. And don't forget to send a birthday note to SUE.



Meet Sue Hendrickson, Explorer

It happened one day in August, 1990. That was the day that Sue Hendrickson became famous. Sue had joined a team of explorers on a dinosaur dig. They were hunting for fossils in the Black Hills of South Dakota. She found a reddish-brown rock. Then she found a string of small bones. These bones led her to huge dinosaur backbones. They led to an almost complete dinosaur skeleton.

Sue Hendrickson found the largest *Tyrannosaurus rex* skeleton ever. It was also the most complete set of *T. rex* bones. They were in very good condition. The dinosaur skeleton was named SUE after Sue Hendrickson. Now everyone knew her name. She was famous.

Sue Hendrickson was born in Chicago, Illinois. She grew up near Munster, Indiana. Sue Hendrickson was the middle child in her family. She was a shy little girl who enjoyed reading. Even as a young girl, Sue loved to look for and find things. She joined the swim team when she was a teen. She loved swimming and spending time in the water. Sue became a woman who loved adventure. She became a diver and explored the sea floor. She collected insect fossils. Sue taught herself to become a fossil hunter.

After finding the *T. rex*, Sue Hendrickson joined a team of underwater explorers. She has joined the marine archaeologists on many dives. They explore shipwrecks, sunken treasure, and very old, sunken cities.



Key Words

Tyrannosaurus rex—the largest of the huge, two-footed, flesh-eating dinosaurs

fossil—any hardened remains of a plant or animal of a previous geological period, preserved in the earth's crust

skeleton—the hard framework of the bones of an animal

marine archaeologist—a person who studies the life of ancient peoples by uncovering ancient cities or items under the sea

passion—strong emotion or desire

Sue Hendrickson loves her work. She says it is her passion. She feels lucky that her work lets her do what she loves to do. Sue Hendrickson enjoys the excitement of searching for things. She thinks that it is worth the hard work. The thrill of finding things keeps her going. Sue says that she feels like a child who never grew up.

The Field Museum in Chicago bought the *T. rex* skeleton. *T. rex* SUE is on display for thousands to see. Sue hopes that more children grow up to be explorers. She knows that learning about the past is important. There are many more things to discover in our world.

For more information, visit www.suehendrickson.com.

I wonder...
How old was SUE when she died?
Like counting tree rings, scientists counted the rings in SUE's bones. They have found that SUE was 28 years old when she died. Scientists believe that the *T. rex* did not live more than 30 years. In fact, SUE is the oldest *T. rex* discovered so far.

3 Which of the following choices *best* describes the structure of "Meet Sue Hendrickson, Explorer"?

- A a play
- B a letter
- C a website page
- D a magazine article

4 Why is it important for the reader to look at and read text features before reading the text on a page?

5 What feature of text would be *most* helpful to read *before* reading "Meet Sue Hendrickson, Explorer"?

- A art
- B sidebar
- C key words
- D hyperlink

6 Which text feature in "Meet Sue Hendrickson, Explorer" tells what scientists did to figure out how old SUE was when she died?

- A art
- B sidebar
- C hyperlink
- D key words

1 Which of these *best* describes the overall structure of "Happy Birthday, SUE"?

- A a story
- B a diary
- C an advertisement
- D a textbook page

2 In "Happy Birthday, SUE," what text feature could you add to help you easily find information?

- A hyperlink
- B sidebar
- C photographs
- D key words

Vocabulary

convince
equal rights
government
justice
lyrics
women's
suffrage

Point of View and Author's Purpose

RL.3.6, RI.3.6

All writing has a **point of view**. In fiction, stories can be told from a character's point of view. They could also be told from a narrator's point of view. A poem is told from the point of view of a speaker.

Nonfiction has a point of view, too. Imagine that you are reading a story about camping. From the point of view of the narrator, outdoor camping is fun and exciting. It is a way to stay close to nature. Someone whose camping trip was rainy and buggy would write from a different point of view. Each story would be told in a different way. The mood of each story would be different.

When you read, it is important to think about who is telling the story. Think about how the story is being told. Think about why it is being told. Think about the **author's purpose** for writing.

Point of View in Literary Text

When you read, you must ask, *Who is telling this story?* In some stories, a character tells the story. This is called the **first-person point of view**. The character uses the pronouns *I* and *we*.

Other stories are told from the **third-person point of view**. A narrator tells the story. The narrator uses the pronouns *he*, *she*, or *they*. The narrator may write from the point of view of one or more characters. Sometimes the narrator writes from the point of view of someone outside the story.

Guided Practice

Read the letter. Then answer the questions.

Just Ask a Student

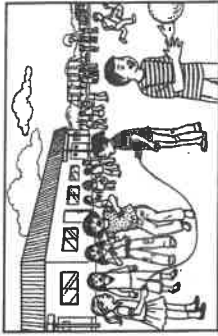
Dear Editor,

Ask most students, and they will tell you that their favorite subject is recess. Not me! I am a third grader, and I hate recess. Many students complain that our school has cut our recess time. Our principal says that teachers need more time to teach. But less recess time is fine with me.

The main reason I do not like recess is that we do not play. Too many students just want to hang out and do nothing. If we do decide to start a game, it takes forever to get a team together. By the time we work out the team and the rules, there is no time left to play. When we do play, it usually ends in a fight. The rules get so complicated that nobody can follow them. The game falls apart, arguments start, and fights break out. Someone gets hurt. Then the playground aide sends one person to the nurse and another person to the principal's office. The rest of us go back to class feeling sweaty, frustrated, and mad. It happens all the time.

They should just ask a student! I would tell them that recess would be a lot more fun if an adult, like a coach, could help us on the playground at recess. We do not need someone who just watches us. We need an adult who will participate and play with us. There would be a lot more physical activity if a coach could help us organize teams and set the rules. More students would play if a coach could help us keep a game going. It would help us avoid a lot of fights. I know that I would feel a lot safer. We would all have a lot more fun. More students would get exercise. I wish that someone would listen to what I think. It would help us students go back to class feeling better and ready to learn.

Amir



What is the point of view of this story?

- A first person
- B third person, told by a narrator outside the story
- C third person, from the point of view of one character
- D third person, revealing the thoughts of several characters

This is a letter written by a student. A letter is written in first person. If you did not know this, a clue would be the pronoun I. This tells us that it is first person. The correct answer is choice A.

How does Amir's point of view differ from the point of view of other students?

Think about what Amir writes. Then think about what other students might think. Here is a sample answer.

Most students like recess. The narrator does not. To him, recess is a terrible idea. He would like some changes made to recess.

Describe what Amir wants adults to do during recess.

Amir wants adults to help. Here is a sample answer.

Amir wants adults to structure recess more. He wants them to organize games for the students.

Do you share Amir's point of view on recess? Why or why not?

You may agree with Amir because you have felt the same feelings. Or, you may disagree that you do not want more structure in recess. Either way, you bring your own experience. This means that you have a point of view that is your very own. Here is a sample answer:

I love recess and do not agree with Amir. Recess is the one time of the day when we can move around and do not have to sit still. I would not like recess to be structured like classtime. At recess, my friends and I can do what we want to do. Adults are not telling us what to do.

Read the story. Then answer the questions.

The Great Field Trip Debate

Mr. Ruiz is the coolest science teacher ever! He brings all kinds of stuff to share with his class—bugs, rocks, plants, even a meteorite. He lets his students look at them up close. His class got to hold a heavy hunk of rock from outer space.

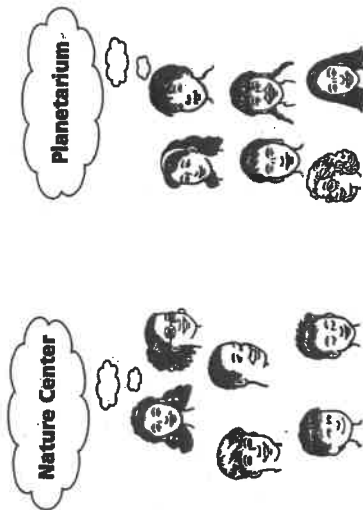
Mr. Ruiz likes his students to ask questions. He even asks their help in making decisions. This week, they talked about the class field trip. From a list of five places, the class narrowed it down to two choices: a visit to the planetarium or a trip to the nature center. Mr. Robinson had his students choose one place. Then he split them into two groups based on the place they

picked. Each group will get 5 minutes to convince the rest of the class to agree with their choice. Then they will vote on which place to visit.

Here are the first group's reasons to pick the nature center. Kayla's group likes to spend time outdoors. They do not like to sit inside all day. The nature center has tour guides and live animal exhibits. Kayla's group says they like checking out the animal skulls, furs, tracks, and feathers on display. They can search for native plants and see how they grow. Kayla's group wants to learn how to make solar-powered ovens. Then they can use them to cook hot dogs and chocolate marshmallow treats for lunch. In the afternoon, they can go on a treasure hunt along the hiking trails. Kayla's group likes using maps and compasses to find their way around.

Kayla's friend Julio is in the other group. Julio's group likes the idea of going into the city to the planetarium. They say that many students have never been to a planetarium. Even though it is a long bus ride, it could be their best chance to go. They went online and found out that the planetarium has a new show. It is about the new planets astronomers have discovered. These planets could support life. Julio loves to imagine what real space aliens look like! His group says that the planetarium has an enormous lunchroom. They want the class to pack their lunches and buy drinks and snacks. They say that the planetarium's gift shop is amazing!

Well, the voting is over. Guess what? It is a tie! What will Mr. Robinson do now?



What is the point of view of this story?

- A first person
- B third person, told by a speaker outside the story
- C third person, from the point of view of one character
- D third person, revealing the thoughts of several characters

There is no I in this story. That rules out choice A. The narrator uses the pronouns he, she, and they. This story is told from the third-person point of view. The narrator does not express the point of view of any one character. Choice C is incorrect. The narrator does not tell the thoughts of more than one character. Choice D is incorrect. The narrator expresses the point of view of someone outside the story. The correct answer is choice B.

With which group's point of view would you agree? Explain your choice.

You have read the story. Know that your point of view is just as good as anyone else's. Here is a sample answer:

I have never been to a planetarium. I read that astronomers have discovered new planets. They think that these planets might support life. I would like to learn more about them. I have been to the nature center before. It would be worth the long bus ride into the city to go to the planetarium.

Describe how the passages are different in terms of point of view.


Point of View in Informational Text

A piece of writing about ideas or facts also has a point of view. The point of view is the author's. The point of view may depend on the **author's purpose** for writing. When two people have very different reasons for writing, their writings show different points of view.

Think of a playground accident. A playground aide comes to the scene. She writes a report about what she saw. The playground aide does not take sides. She needs to **inform** or **explain** what happened to the principal.

Now think about a playground accident from the point of view of the student who was hurt. He may believe he did nothing wrong. He was the victim. He believes that it was the other student who caused the accident. He will try to **persuade** the principal that it was not his fault.

Now imagine that you have just witnessed the accident. You write an email to your friend about the accident you saw. Chances are you are writing to **describe** what happened.

 Think about who is telling the story or giving an opinion. Here is a sample answer.

The first passage is a **first-person** point of view. It tells one boy's feelings about recess. He knows that students need more exercise. But he says recess is not doing that. He wishes that grown-ups would ask him. He would tell them how to make recess safer and more fun. He gives ideas to help students join in at recess.

The second story is a **third-person** point of view. The narrator is someone outside the story. The narrator tells how a teacher helps his class choose a field trip. The class picks two field trip ideas. The narrator tells the reasons for both choices. But the narrator does not say which one is better.

Guided Practice

Read the passage. Then answer the questions.

Suffrage Songs

Music has always helped people share their feelings. The words tell the songwriter's point of view. The words of songs can also change a listener's point of view. Songs about women's voting rights did just that.

In the early 1900s, there were hundreds of songs about women's right to vote. Songwriters wrote new lyrics for popular tunes. They wrote words that asked important questions. Sometimes, they laughed at the old ways. The lyrics poked fun at people who would not change. Songwriters shared their own point of views. Artists drew pictures for the covers of music. They often showed strong and powerful American women.



women's suffrage
the battle for voting
rights for women



lyrics
the words to songs

Women's suffrage songs spoke to every American, women and men. Tunes were catchy and easy to remember. Rhymes made them easy to sing. Women could see themselves in the words of the songs. Some songs told about the things women have done for their country. Others told about the good things they do every day. Some told about what women could do in America's future. A song might make some women pay more attention. It might make them think, read, or talk about voting rights. It might make some women want to join the movement. It might make others want to vote. A man listening to a suffrage song might see himself in some of the words. It might show him that men owe much to women. It might show him that it would not be so bad to allow women to vote.

This was a time when people were surrounded by ads, newspapers, and magazines. All told their point of views. Songs were a great way to spread thoughts and ideas. Songs also changed feelings or moods. Men and women could find something in a song that was true about their lives. Songs got people fired up. Music became a good way to convince Americans that women should have the right to vote.



convince
to make someone
feel sure

What is the point of view of "Suffrage Songs"?

- A first person
- B third person, told by a narrator
- C third person, from the point of view of one character
- D third person, revealing the thoughts of several characters

The pronouns *I* and *we* are not used in this passage. The passage is not written from the first-person point of view. Choice A is incorrect. The passage does not have characters in it. Choices C and D are incorrect. An outside narrator explains about suffrage songs. Choice B is the correct answer.

Which statement best describes the author's point of view?

- A The author thinks that suffrage songs destroyed America.
- B The author believes that suffrage songs made women feel silly.
- C The author believes that suffrage songs did not make people think about women's right to vote.
- D The author feels that suffrage songs were important in the fight for women's right to vote.

The author says that suffrage songs were important. The author did not say that the songs destroyed America. Choice A is incorrect. The author did not say that suffrage songs made women feel silly. Choice B is incorrect. The author did not say that the songs did not make people think about women's right to vote. Choice C is incorrect. The correct answer is choice D.

What was the author's purpose for writing "Suffrage Songs"?

Think about why the author wrote this passage. Was it to entertain the reader? Maybe, he wanted to persuade the reader. Here is a sample answer.

The purpose of "Suffrage Songs" was to explain how songs played an important part in the fight for women's rights. It tells how songs drew attention to the cause. Songs were easy to sing and remember. Songs spoke to both women and men. They made people think, read, and talk about equal rights. They made women want to vote. They helped men know that it would not be a bad idea.

Test Yourself

Read two passages. Then answer the questions.

Passage 1

Justice for All

by Susan B. Anthony

In 1783, the U.S. Constitution gave white men who owned property the right to vote. Eighty years later, nonwhite men were given that right. Now, it is 1870. Women still do not have the right to vote in America. How much longer must we wait? Women of America, wake up!

I believe in equal rights for all Americans. My friend Elizabeth Cady Stanton and I believe that a woman's right to vote is a good first step. Women should be able to vote for things that women care about. This will lead to better lives for everyone.

Many women do not agree. Some say they do not want to vote. They want the law to stay the same. Women are too busy. They take care of their homes and families. Some are only interested in their own communities. They say that thinking about our laws is not what women were born to do.

Most men think that our ideas are silly. Many say that it is their job to protect women. Voting is not for ladies. Some say that women are not smart enough to vote. It is not in their nature. They believe that women should just take care of their families and homes. Some say that if women get the right to vote, it will destroy our country. Others say that women do not deserve to vote. They do not fight to defend their country.

For 30 years, I have spoken out about women's rights. I travel all over the country. I organize rallies. We wave flags, sing songs, and read poems. We spread the word with our newspaper. I believe that women can do more than men think we can. Women are strong and smart. They should not depend on men to protect them. It is true that women do not go to war. But they send their sons to war.

The Constitution is the supreme law of the United States.



equal rights the same powers and privileges for everyone under the law

I gathered letters with thousands of signatures from 26 states. When I took these letters to Congress, they just laughed. For many years, I talked to every Congress about equal rights for women. For days, I stood with other women outside the White House. We tried to get President Wilson's attention. Some people made fun of us and called us names. They still write bad things about us in the newspapers. But we will not give up! It's time to demand justice for all Americans!

Susan B. Anthony did not live to see the law changed. She died in 1906 before all adult women in the United States received the right to vote. Congress passed the Nineteenth Amendment to the U.S. Constitution in 1920. The battle for a woman's right to vote had taken more than 220 years!

Passage 2

Oh Dear, What Can the Matter Be?

by L. May Wheeler

This song was sung to the tune of a nursery rhyme of the 1880s. It became popular again during the fight for American women's right to vote. The song was sung at rallies and meetings.

Chorus:

Oh dear, what can the matter be?
Dear, dear what can the matter be?
Oh dear, what can the matter be?
Women are wanting to vote.

Verses:

Women have husbands; they are protected.
Women have sons by whom they're directed.
Women have fathers; they're not neglected.
Why are they wanting to vote?
Women have homes where they should labor.
Women have children whom they should favor.
Women have time to visit each neighbor.
Why are they wanting to vote?

Congress is the elected members of government who represent the people.

justice fairness

government system that rules the country

Women have raised all the sons of the brave.
Women have shared in the service they gave
Women have worked for this country to save.
And that's why we're going to vote!

Final Chorus:

Oh, dear, what can the matter be?
Dear, dear what can the matter be?
Oh dear, what can the matter be?
Why should men get every vote?

- 1 What is the author's point of view in passage 1?
 - A first person
 - B third person, told by a narrator outside the story
 - C third person, from the point of view of one character
 - D third person, revealing the thoughts of several characters
- 2 In passage 2, how does point of view influence the story? How might the story be different if a man were the narrator?

- 3 Which of these statements would *best* agree with Susan B. Anthony's point of view in passage 1?
- A Women already have everything they need.
 - B Women deserve better than their grandmothers had.
 - C If women get the right to vote, it will destroy our country.
 - D If women want to vote, then they should join the military.

4 What is the author's purpose in passage 1?

- A to inform
- B to persuade
- C to describe
- D to entertain

5 Explain the author's purpose in writing passage 2.

REVIEW

UNIT
3

Craft and Structure

Vocabulary
 daylight
 saving time
 schedule
 standard time
 time zones

Read the passage. Then answer the questions.

How Maui Captured the Sun

A Hawaiian Legend

Characters:

- Narrator
- Maui
- Kuakino, the Elder
- Kuakino People Group #1 (6 people)
- Kuakino People Group #2 (3 people)
- The Sun

The Kupe'e (*shellfish*)

Act 1, Scene 1

The scene is set on the shores of the island of Maui in the Hawaiian Islands.

NARRATOR: Long ago, the sun traveled across the Hawaiian sky. Sometimes it went fast. Sometimes it went slow. The people could not count on it.

KUAKINO, THE ELDER (*angrily*): Sometimes the sun will not rise. Night lasts for a very long time. The land is dark and cold. Our plants cannot grow. Fishing is difficult.

KUAKINO GROUP #1: Sometimes, the sun just stays out. The heat is terrible. Trees and plants are burned. Ponds are dried up. Everyone is overheated.

KUAKINO GROUP #2: The ground is cracked. The rocks are too hot to touch. We can do nothing to change the sun's travels.

KUAKINO GROUP #1: When the sun rises, it speeds across the sky. Some days the sun travels very slowly. It travels close to the ground and burns the land.

KUAKINO, THE ELDER: The sun teases us and laughs at us.

Scene 2

The scene is set along a road near fields where the Kuakino people are farming.

NARRATOR: One day, Maui traveled to Koloa. When he rested, he watched the Kuakino family work.

MAUI (*walking to the canoe shed*): I am traveling on a long trip. I am hungry. Does your family have any food to share?

KUAKINO, THE ELDER: My people have not eaten today. But you are welcome to our food.

MAUI (*eating*): Your people have given me their sweetest fish and potatoes. I am grateful. I am going to do something important. The sun is making you all suffer. I am going to go to the mountain and slow down the sun.

KUAKINO, THE ELDER and HIS PEOPLE (*amazed*): Who are you? That is a very risky plan. How can you slow down the sun?

MAUI (*showing his tattoo*): I am Maui. I am the grandson of Hina, warrior of the gods. I am going to the mountain. I will take my magical jawbone, my stone club, and a trap. My magic songs will weaken the sun.

Act 2, Scene 1

The scene is set at the bottom of the mountain.

KUAKINO, THE ELDER: Maui is hidden in the sand. We know that the sun likes to make mischief when he is awake. We need to fill the sun's stomach so he will sleep for a long time. Then Maui can climb the mountain.

THE KUPE'E: We will help Maui. We will give ourselves up to be cooked. Then you can leave us as food for the sun to see and smell.

NARRATOR: The plan worked. The sun rose and smelled the cooked Kupe'e. The sun was so full it moved slowly across the sky. Then, it sank into the sea. The sun snored all night. Maui's body was changed back to a human. He climbed the mountain, sang songs to the sun, and made the sun weak.

Scene 2

The scene is set on top of the mountain.

MAUI: Sun, you must follow the rules. From this day on, you must let the people and animals live. Let the plants grow.

NARRATOR: The sun agreed. Maui set it loose. The sun slowly traveled across the sky. Then it sank in the west. All was well.

1 This play is structured as _____.

- A chapters
- B paragraphs
- C acts and scenes
- D lines and stanzas

2 Which of these is a setting in the play?

- A at a lake
- B in a village
- C near a swamp
- D at the top of a mountain

3 Whose point of view is *not* presented in this play?

- A Maui's
- B The Sun's
- C The Kupe'e's
- D Kuakino, the Elder's

- 4 In Act 1, Scene 2, how would you contrast the feelings of the Kuakino people with Maui's about his plan to slow the sun?

- 5 What happens in Act 2, Scene 1 that makes the reader read on to find out what happens?
- A The reader wonders if Maui will fail.
 B The reader wonders if Maui will succeed.
 C The reader wonders if the Kupe'e will help Maui.
 D all of the above

Read the poem. Then answer the questions.

Bed in Summer

by Robert Louis Stevenson

- 1 In winter I get up at night
- 2 And dress by yellow candle-light.
- 3 In summer, quite the other way,
- 4 I have to go to bed by day.
- 5 I have to go to bed and see
- 6 The birds still hopping on the tree,
- 7 Or hear the grown-up people's feet
- 8 Still going past me in the street.
- 9 And does it not seem hard to you,
- 10 When all the sky is clear and blue,
- 11 And I should like so much to play,
- 12 To have to go to bed by day?



- 6 Which structure does this poem use?

- A acts
 B stanzas
 C chapters
 D paragraphs

- 7 This passage is written from which point of view?

- A first person, a child
 B third person, one character
 C third person, outside narrator
 D third person, more than one character

- 8 Briefly tell the main idea of this passage. Then explain why you agree or disagree with the point of view of the speaker.

- 9 Which part of the passage contrasts summer and winter?

- A the title
 B the first stanza
 C the second stanza
 D the third stanza

Passage 1

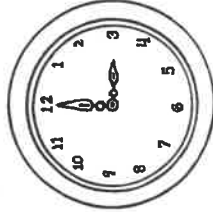
Spring Forward and Fall Back

In spring, most Americans set their clocks ahead by one hour. They set their clocks back by one hour in fall. That is why they use the saying "spring forward and fall back." It helps them to remember what time to set their clocks. People in Hawaii and most of Arizona do not change their clocks. They keep standard time all year long.

Daylight saving time begins the second Sunday in March. This means we get an extra hour of sunlight each evening. That is when most people are awake and busy. Daylight saving time lets children play outdoors longer. It lets people enjoy parks and playgrounds longer. People can do more shopping or working outdoors. There are fewer traffic accidents. There is much less crime. Daylight saving time also saves energy.

Daylight saving time may not be good for farmers and others who get up early. It stays darker in the early morning hours. They may have to start work in the dark. Daylight saving time ends the first Sunday in November.

Back in the early days of our country, local governments set their own time. The country was a patchwork of time. It was very confusing. Benjamin Franklin first came up with an idea to save daylight hours. Then the first railroads were built across America. People needed train schedules they could depend on. The railroads set time zones all across the country. They set the time in each time zone. It became law. Many changes were made to daylight saving time. There is still no law that says towns, counties, or states must change to daylight saving time. In most of the country, people enjoy the extra hours of daylight. Visit <http://www.webexhibits.org/daylightsaving/b.html> to learn more.



Standard Time



Daylight Saving Time

Key Words

standard time—the official time of a country or region
 daylight saving time—time that is one hour later than standard time
 schedule—a timetable or plan for a certain time
 time zones—areas around the world, in which the same standard is used; there are 24 time zones

Passage 2

Do We Have to Fall Back?

Dear Editor,

I am writing to ask a very simple question: Why do we have to turn our clocks back one hour in the fall? I can see that the days are getting shorter already. It is hard to get used to it getting dark this early.

I used to stay out and play until 9 o'clock. Then it was 8 o'clock. Tonight, it was not even 7 o'clock, and the streetlights came on. (That is Mom's signal to come inside.) Now, I just found out that in a couple of weeks, our clocks go back one hour. Good-bye daylight savings time! That means it will be dark before 6 o'clock, then before 5 o'clock. I know it will only get worse.

It is bad enough that I have homework to do before I can go out to play after school. When daylight saving time ends, there will be no daylight left, no chance to go outside and play. Kids need fresh air and exercise! That means the end of football practice. I will be coming home from karate class in the dark. I will be coming home from scout meetings in the dark. I'll be taking out the trash in the dark. I will be shoveling snow in the dark. The only thing that I'll be doing in the daylight is going to school. That is just not right!

Whose idea was it to turn the clocks back in the late fall? It does not make sense. Winter is dark enough! Why go back to standard time at all? I think that we should keep daylight saving time all year.

Jamal

10 Which text feature explains important terms used in passage 1?

- A sidebar
- B hyperlinks
- C illustration
- D key words

- 11 Passage 2 is a ____.
- A web page
 - B textbook page
 - C a letter to give opinion
 - D a map to provide directions

- 12 The author of passage 1 ____.
- A expresses his opinion of daylight saving time
 - B informs the reader about daylight saving time
 - C asks questions about daylight saving time
 - D blames daylight saving time on the government

- 13 Both authors would agree that ____.
- A people enjoy extra hours of daylight
 - B daylight saving time is a dumb idea
 - C daylight saving time saves energy
 - D children should trick-or-treat in the daylight

- 14 The content and style of passage 1 would *not* be found ____.
- A in a magazine
 - B on a company's web page
 - C on the page of a textbook
 - D in a someone's personal diary

- 15 Compare the authors' point of views in the two passages. Fill in the graphic organizer to answer the questions about the author's point of view of each passage.

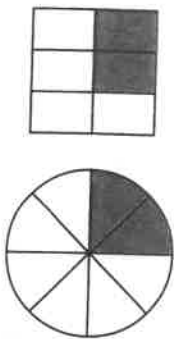
Spring Forward, Fall Back	Why did the author write this passage? (author's purpose)	Do We Have to Fall Back?
	Whom is the author writing to?	
	What is the point of view of the passage?	

- 10 Becca and Ronald are comparing the body lengths of different birds for a science project.

BODY LENGTHS OF BIRDS

Bird	Length (feet)
A	$\frac{3}{4}$
B	$\frac{2}{6}$
C	$\frac{2}{6}$
D	$\frac{1}{4}$

- Part A** Becca drew fraction models to help her compare the lengths of bird B and bird C. She says that the fraction models show that $\frac{2}{8} > \frac{2}{6}$. What did Becca do wrong? Explain.



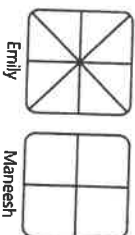
- Part B** Ronald compares the lengths of bird A and bird D. Which bird has a shorter length? Explain how you know.

- 9 Naomi used a number line to locate $\frac{3}{6}$. Is she correct? Explain.



- 10 Draw fraction models to show you that $\frac{3}{3}$ is greater than $\frac{3}{4}$.

- 11 Emily and Maneesh are eating sandwiches. Emily ate 2 pieces of her sandwich.



Maneesh ate the same amount as Emily. How many pieces of his sandwich did Maneesh eat? Explain.

- 12 What fraction of the shapes below are **not** circles?



Answer _____

- 13 Compare the fractions. Write $>$, $<$, or $=$ in the box.

$$\frac{4}{8} \square \frac{7}{8}$$

Measurement

- **Lesson 1** Time reviews how to read and write time to the nearest minute.
- **Lesson 2** Elapsed Time reviews how to measure how much time has passed or how much time an event takes.
- **Lesson 3** Customary Units of Length reviews how to measure how long an object is, using inches, feet, and yards.
- **Lesson 4** Metric Units of Mass reviews how to measure how heavy an object is.
- **Lesson 5** Metric Units of Capacity reviews how to measure how much an object can hold.

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

SAMPLE One morning, James sent a text message at the time shown on this clock. What time did he send the message?



- A 10:47 A.M. B 9:47 P.M. C 8:47 P.M. D 9:47 A.M.

The correct answer is D. The hour hand is between 9 and 10. Count by 5s to find the minutes: 5, 10, 15, 20, 25, 30, 35, 40, 45. Then count up: 2, 46, 47. Morning times are A.M. times. So the time is 9:47 A.M.

1 Maria was looking at the stars at the time on this clock.



- A 12:35 A.M. C 1:35 A.M.
B 7:03 A.M. D 12:35 P.M.

What time does the clock show?

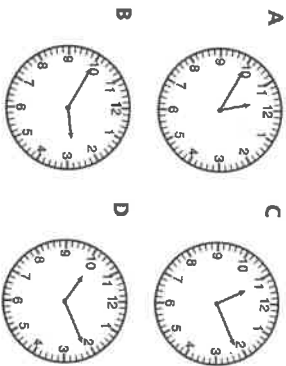
3 An airplane left the airport at the time shown on this clock.



- A 4:37 C 7:42
B 7:22 D 8:22

What time did the airplane leave?

2 Which clock shows 11:11?



4 School ends every afternoon at the time on this clock.



- What time does school end?
A 2:10 P.M. C 2:10 A.M.
B 2:12 P.M. D 3:10 A.M.

Read the problem. Write your answer to each part.

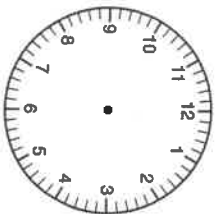
- 9 One evening, Evan and Marcos met each other at the time shown below to see a movie.



Part A Write the time that Evan and Marcos met in two ways.

Answer _____

Part B They got out of the movie theater at 9:39 p.m. On the clock face below, show the time that Evan and Marcos got out of the theater. Explain how you knew where to draw the hands.



Use skip counting by 5's to help you draw the minute hand in the correct place.

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

- SAMPLE** Sanjay and Dylan worked on a project for 1 hour 20 minutes. They finished at 7:34 p.m. What time did they start working?
- A 5:40 p.m. B 6:04 p.m. C 6:14 p.m. D 9:54 p.m.

The correct answer is C. Subtract the elapsed time from the end time to find the start time. Count back 1 hour from 7:34, which is 6:34. Next subtract 20 minutes from 34 minutes: 14 minutes. They started at 6:14 p.m.

- 1 Jessica put a roast in the oven at 2:15. It bakes for 3 hours 30 minutes. What time will she take the roast out of the oven?
- A 5:15 C 5:45
B 5:30 D 11:45

- 2 Dion started reading a book at 10:10 a.m. He stopped reading at 12:00 noon. How long did Dion read?
- A 50 minutes
B 1 hour 40 minutes
C 1 hour 50 minutes
D 2 hours 10 minutes

- 3 Tam played with his friends for 1 hour 10 minutes. The clock shows the time when Tam stopped playing.



- What time did Tam start playing?
- A 3:20 C 2:10
B 2:20 D 1:00

- 4 Sharon left her sister's house at 2:29. It took 2 hours 23 minutes to get home. Which clock shows the time that Sharon got home?



B



D



- 5 It stopped raining at 6:38 p.m. It had rained for 2 hours 19 minutes. What time did it start raining?
- A 4:18 a.m. C 5:19 p.m.
B 4:19 p.m. D 8:57 p.m.

- 6 Juan began a bike ride at 11:15 a.m. He finished at 1:20 p.m. How long did Juan ride?
- A 1 hour 5 minutes
B 2 hours 5 minutes
C 2 hours 20 minutes
D 3 hours 5 minutes

Read the problem. Write your answer to each part.

- 11** Liam is taking a train to visit his grandparents. The train schedule below shows the trains that leave from Liam's town. All the trains stop in the town where his grandparents live.

TRAIN SCHEDULE	
Train Number	Departs
245	7:30 A.M.
119	8:45 A.M.
21	9:45 A.M.
1010	12:15 P.M.

- Part A** Liam wants to get to his grandparents' town at 10:30 A.M. The trip takes 1 hour 30 minutes. What train should Liam take? Show your work.

Choose the train that departs closest to the time that Liam needs to leave.

Answer _____

- Part B** It takes Liam 1 hour 20 minutes to get ready and get to the train. If he starts getting ready at 7:15 A.M., will he be able to catch the 8:45 A.M. train? Explain.

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

SAMPLE Which of the following would you most likely measure in yards?

- A length of your little finger
- B height of a doorway
- C length of a key
- D width of an eraser

The correct answer is B. A yard is longer than an inch or a foot. So you would measure something long with the unit. Your little finger, a key, and an eraser are all too short to measure with a yard.

- 1** Which of the following would you *not* want to measure in inches?

- A length of a butterfly
- B length of a pen
- C width of a stamp
- D height of a building

- 2** Use your ruler to help you answer this question. How long is this nail?



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

- 3** Which of the following would you most likely measure in feet?

- A length of a crayon
- B length of your arm
- C width of your eye
- D width of a penny

- 4** Use your ruler to help you answer this question. How wide is the button?



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

- 5** Which animal's length would you most likely measure in inches?

- A a horse
- B a whale
- C an earthworm
- D a goat

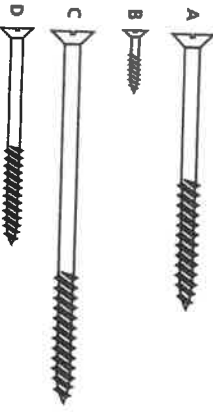
- 6** Use your ruler to help you answer this question. How long is the peanut?



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

Read the problem. Write your answer to each part.

- 10** Zack is putting together a bookcase that he bought online. The screws he needs to use come in labeled bags. When Zack opens the box, he finds that all the bags are open and the screws are loose.



Part A Measure each screw. Then complete the table below by writing the letter of the correct screw in each row.

Screw	Size (in.)	Number Needed
	3	4
	$2\frac{1}{4}$	10
	$1\frac{3}{4}$	6
	$\frac{1}{2}$	16



Part B Zack only has 5 screws for screw D. So he is missing 1 screw. He finds the screw below in his garage. Can he use this screw to replace the missing screw? Explain why or why not.



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

SAMPLE Hanh measured the mass of three chicken eggs to be 57 grams, 62 grams, and 64 grams. What is the total mass of the eggs?

- A 119 grams
B 121 grams
C 126 grams
D 183 grams



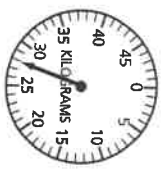
1 Which of the following is the best estimate for the mass of a book?

- A 1 kilogram
B 25 grams
C 1 gram
D 10 kilograms

2 A bag of sugar has a mass of 4 kg. What would the mass of 10 bags of sugar be?

- A 10 kg
B 14 kg
C 40 kg
D 100 kg

3 What mass is shown on this scale?



- A 27 kg
B 28 kg
C 29 kg
D 30 kg

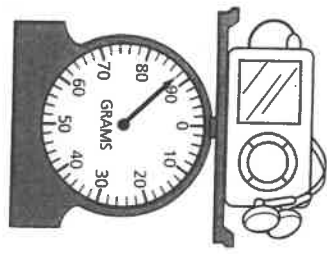
4 Which of the following is the best estimate for the mass of a squirrel?

- A 400 kilograms
B 40 kilograms
C 4 grams
D 400 grams

5 If 9 pencils have a mass of 45 grams, what is the mass of 1 pencil?

- A 5 grams
B 9 grams
C 36 grams
D 46 grams

6 What is the mass of this MP3 player?



- A 8 g
B 85 g
C 88 g
D 98 g


Read the problem. Write your answer to each part.

- 11** Aida is making cornbread with the recipe below. The recipe makes 1 loaf of bread.

Cornbread	
120 g flour	
170 g cornmeal	
48 g sugar	
20 g baking powder	
2 eggs	
salt (to taste)	

- Part A** Aida wants to make 2 loaves of cornbread. She estimates that she will need 100 grams of sugar. Is her estimate correct? Explain why or why not.

- Part B** Aida realizes that she only has 40 grams of cornmeal. How much more cornmeal does she need in order to make 2 loaves of bread? Explain.

 This problem requires two steps to solve. What information do you need to find before you can solve the problem?

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

- SAMPLE** Francisco makes 20 liters of punch for a party. After the party, 4 liters of punch are left. How many liters of punch did guests drink at the party?

A 5 B 16 C 24 D 80

 The correct answer is B. Subtract to find the difference in the amount of punch before and after the party: $20 \text{ L} - 4 \text{ L} = 16 \text{ L}$.

- 1** Kerrie uses 19 liters of water to water her plants outside. She uses 13 liters of water to water the plants inside. How much water does Kerrie use in all?
- A 6 L C 22 L
B 13 L D 32 L

- 2** Quinn filled this jug with lemonade.

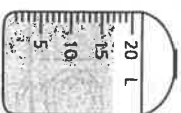


How much lemonade is in this jug?

A 3 L C 5 L
B 4 L D 6 L

- 3** Katya has to put 54 liters of water equally into 6 containers. How much water should she put in each container?
- A 8 liters C 54 liters
B 9 liters D 60 liters

- 4** What is the measure of the liquid in the bucket?



A 10 L C 15 L
B 12 L D 17 L

- 5** What is the best estimate for the capacity of a kitchen sink?

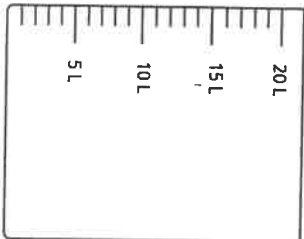
A 2 liters C 25 liters
B 12 liters D 250 liters

- 6** One bottle holds 3 liters of milk. How many liters can 8 bottles hold?

A 5 L C 24 L
B 11 L D 27 L

11 Gene is putting a small fountain in his backyard.

Part A Gene puts 18 liters of water in the fountain. On the bucket below, draw a line to show the amount of water.



Part B Gene puts the pump in his fountain. It pumps 8 liters of water in 1 minute. How many minutes will it take to pump 56 liters of water? Explain how you found your answer.

What operation do you need to use?
Hint: How many groups of 8 are in 56?

8 Anita gives her cat 4 grams of medicine a day. The vet gave her 36 grams of medicine. How many days will Anita give her cat medicine?

Answer _____

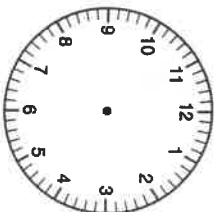
9 Ernie starts studying for a test at 5:30 p.m. He plans to study for 45 minutes. He wants to watch a TV show at 6:30 p.m. Will he finish studying in time to watch the show? Explain how you know.

10 Use your ruler to help you answer this question. How many inches long is the nail file?

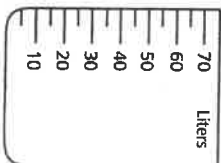


Answer _____

11 Ji Sun gets home from school at 4:38 p.m. Draw the hour and minute hands on the clock to show what time she gets home.



12 Bajit uses a rain barrel to collect water when it rains. There are 65 liters of water in the barrel. Draw a line on the rain barrel to show how much water is in it.



Tables and Graphs

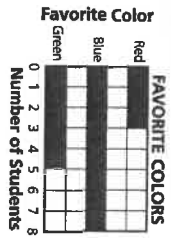
- **Lesson 1 Bar Graphs** reviews how to make and understand bar graphs.
- **Lesson 2 Pictographs** reviews how to make and understand pictographs, graphs that use symbols to show data.
- **Lesson 3 Line Plots** reviews how to make and read a line plot.

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

SAMPLE This bar graph shows the favorite colors of some students.

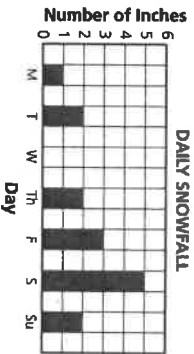
How many fewer students liked green than blue?

- A 3 C 8
B 5 D 13



The correct answer is A. Read the bars for blue and green. There were 8 students who liked blue. There were 5 students who liked green. Subtract to find the difference: $8 - 5 = 3$.

Use this bar graph for questions 1–3.



- How much more snow fell on Saturday than on Tuesday?
A 2 in. C 5 in.
B 3 in. D 7 in.
- How much less snow fell on Wednesday than on Monday?
A 0 in. C 2 in.
B 1 in. D 3 in.
- What is the total amount of snow that fell?
A 5 in. C 15 in.
B 13 in. D 16 in.

4 Which bar graph shows the data in the tally chart?

FLOWERS PLANTED

Girl	Number
Anna	III I
Micaela	///
Sierra	###

- A**
- | Girl | Number of Flowers |
|---------|-------------------|
| Anna | III I |
| Micaela | /// |
| Sierra | ### |
- B**
- | Girl | Number of Flowers |
|---------|-------------------|
| Anna | III I |
| Micaela | /// |
| Sierra | ### |
- C**
- | Girl | Number of Flowers |
|---------|-------------------|
| Anna | III I |
| Micaela | /// |
| Sierra | ### |
- D**
- | Girl | Number of Flowers |
|---------|-------------------|
| Anna | III I |
| Micaela | /// |
| Sierra | ### |

Name _____

Use with Life Science.

Read the passage and then answer the questions.

A History of Classification Systems

- 1 Think of the many plants and animals there are. How can scientists keep track of them all? How do they name them all? They look at how plants and animals are alike and different. Then they classify them. They put them into groups. It took many years for people to think of a good system of classification.
- 2 A Greek man named Aristotle lived over 2,000 years ago. Aristotle looked at the characteristics of things that were alive. Then he thought of some ways to group them. For example, he put animals with red blood in one group. He put animals without red blood in another group. Then he put the animals in each group into smaller groups.
- 3 People used Aristotle's system for many years. There were some problems with it, though. Over time, people learned more about plants and animals. They saw that some of his groups put the wrong things together. Also, many plants and animals had very long names.
- 4 About 250 years ago, a scientist named Carl Linnaeus came up with a new system. People were discovering many new plants. They needed a better way to name them. Linnaeus had a great idea. He would give each plant and animal a name with two parts. One part told the genus. The other told the species.
- 5 Linnaeus thought about what people had learned about plants and animals. He made new groups. Many scientists still use his system of classification today.

2
Social Studies and Language Arts Connections Book
Copyright © Pearson Education, Inc., or its affiliates. All rights reserved.

Name _____

Use with Life Science.

Fill in the circle of the correct answer.

1. What is another word that is similar in meaning to classify?
 A idea
 B group
 C compare
 D contrast
2. Which sentence BEST tells what this passage is mostly about?
 A Aristotle was a Greek.
 B Some animals have red blood.
 C People have used several different systems of classification.
 D Linnaeus invented a new classification system.
3. How did Aristotle classify animals and plants?
 A He used their common names.
 B He compared them to nonliving things.
 C He read the work of Linnaeus.
 D He looked at their characteristics.
4. Which two words are antonyms?
 A alike, different
 B plants, animals
 C genus, species
 D alive, blood
5. What is one reason that Linnaeus's new naming system was good?
 A It used shorter names.
 B It named both plants and animals.
 C It was new.
 D It helped people discover new plants.

3
Social Studies and Language Arts Connections Book
Copyright © Pearson Education, Inc., or its affiliates. All rights reserved.

Use with Life Science.

Read the passage and then answer the questions.

The Life Cycle of the Platypus

1 All mammals give birth to their young, right? Wrong! The platypus is one mammal that lays eggs. Its life cycle is like a mammal's, but it is also like that of a reptile or bird.

2 In the spring, a male and female platypus dig a long burrow. There is a small room in the tunnel for their nest. The female lays one to four eggs. They are soft, like reptile eggs. She hugs them to her body. She puts her tail on them. She keeps them warm this way.

3 Then the young hatch. The female makes milk drip onto her fur. The babies drink the milk from her fur. They themselves do not have fur at first. They stay near her for three or four months. Then they can leave the tunnel for the first time.

4 An adult platypus looks odd. It has a nose that looks like a duck's bill. It has webbed feet. It has thick fur and a flat tail like a beaver. A male platypus has a sharp spike on each of its back legs. The spike is poisonous.

5 Once a platypus is grown, it will find a mate. It will dig its own burrow. It will have young of its own and start the life cycle over again.

Use with Life Science.

Fill in the circle of the correct answer.

6. An underground home shaped like a tunnel is a _____.

- A nest.
- B burrow.
- C spike.
- D cycle.

7. Platypus eggs are like the eggs of _____.

- A an insect.
- B a bird.
- C a fish.
- D a reptile.

8. Which sentence BEST describes a platypus?

- A it looks like many different animals.
- B it looks like a duck.
- C it looks like a beaver.
- D it looks like a porcupine.

9. Which is NOT a way a mother platypus takes care of her young?

- A hugs her eggs
- B covers her eggs with her tail
- C buries her eggs
- D makes milk drip onto her fur

10. What is true about a life cycle?

- A It repeats.
- B It happens once and stops.
- C Only mammals have life cycles.
- D It lasts a few months.

Name _____

Use with Life Science.

Read the passage and then answer the questions.

Animals and Inherited Traits

- 1 Ducklings have beaks like their parents. Tiger cubs have stripes like their parents. All animal young have inherited traits. Parts of their bodies look like parts of their parents' bodies. These traits make them like their parents.
- 2 Think about a puppy. It will have four paws and a tail like its parents. Its body will be shaped like the bodies of its mother and father. Its fur might be the same color as one of its parents' fur. Sometimes its fur will look like a grandparent's fur. It gets its size from its parents, too.
- 3 There are many different kinds of dogs. A dachshund has a long, low body. A poodle has a curly coat that does not shed. When dogs of the same kind have puppies, the puppies look like both parents.
- 4 Sometimes people want a puppy to be like two different kinds of dogs. They like some traits from each kind of dog. They want all of these traits in one dog. For example, sometimes a poodle and a Labrador retriever have a puppy. The puppy is called a labradoodle. People like labradoodles. Labradoodles tend to be very friendly dogs. Like most Labrador retrievers. They have a coat that does not shed, like a poodle's. People use traits to produce the best dogs they can.

Name _____

Use with Life Science.

Fill in the circle of the correct answer.

11. Which of the following is not a kind of dog?
 A dachshund
 B tabby
 C poodle
 D Labrador retriever
12. Two dogs of the same kind have puppies. What will likely happen?
 A The puppy will not look like either parent.
 B The puppy will look like both parents.
 C The puppy will have a curly coat.
 D The puppy will be larger than its parents.
13. Which trait is NOT mentioned in the passage?
 A the shape of a dog's ears
 B the size of a dog
 C the shape of a dog's body
 D the color of a dog's fur
14. Which is a good synonym for trait?
 A fur
 B inherited
 C characteristic
 D child
15. This passage is BEST described as
 A drama.
 B fiction.
 C nonfiction.
 D poetry.

Name _____

Use with Life Science.

Read the passage and then answer the questions.

Desert Animals

- 1 All animals need water to live. But how can animals that live in a desert find water? Water can be very hard to find there. Desert animals look in many places for water. Some store water in their bodies. Others conserve water.
- 2 One place that desert animals find water is in plants. Cactus plants store water inside. Animals such as pack rats eat cactus plants. They eat the water inside. Other animals, kangaroo rats, for example, get water from eating seeds.
- 3 Some desert animals get water by eating other animals. Larger animals eat smaller animals. Moles and roadrunners eat insects and lizards. Snakes eat mice.
- 4 Desert animals may store water in their bodies. Some animals store water in their fat. Some animals store water in other parts of their bodies. For example, tortoises store water under their shells.
- 5 Other animals stay cool to conserve water. They hide from the sun. They only come out at night or during the cooler parts of the day. Some animals have light-colored bodies. This keeps the animals from absorbing too much heat. That way they stay cooler and save water.
- 6 Many animals cannot live in the desert. The animals that do live there must know where to find water. They must be able to store it or save it.

8

Social Studies and Language Arts Connections Book
Copyright © Pearson Education, Inc., or its affiliates. All rights reserved.

Name _____

Use with Life Science.

Fill in the circle of the correct answer.

16. Which is NOT a place where desert animals usually get water?

- A from plants
- B from seeds
- C from animal bodies
- D from lakes

17. If an animal absorbs heat, it gets

- A warmer.
- B fatter.
- C more water.
- D cooler.

18. Which two words from the passage are synonyms?

- A dry, heat
- B save, conserve
- C larger, smaller
- D animals, plants

19. Which sentence tells the main idea of the passage?

- A Desert animals must find and save water to live.
- B Deserts are very hot.
- C Many animals live in the desert.
- D Some animals eat other animals.

20. Gina wants to find out where deserts are found in the world. Which would be the BEST place for her to look?

- A a dictionary
- B a thesaurus
- C an atlas
- D a book about cactuses

9

Social Studies and Language Arts Connections Book
Copyright © Pearson Education, Inc., or its affiliates. All rights reserved.

Name _____

Use with Life Science.

Read the passage and then answer the questions.

Bees and Pollination

1. Did you know that people need bees to help them grow their food? Bees make honey, of course. They also help fruits and nuts grow. Many plants that people use for food need the help of bees or other animals to reproduce. Without enough bees, many important crops would be in danger.
2. Many plants reproduce by using flowers and pollen. Pollen must be carried to other flowers or spread inside the same flower. This will cause seeds to form. Sometimes, the wind can carry pollen. Other times, bees or other animals move pollen from place to place.
3. Flowers themselves help the process. Bees like bright flowers. They land on them to drink the sweet nectar inside. Then pollen sticks to their legs and bodies. The bees spread the pollen around inside the flower. They also carry it to other flowers.
4. Unfortunately, many bees have died over the last several years. There are fewer bees to help with pollination. Pesticides used to kill pests on crops have killed bees too. Mites also attack many bees. Their bites make bees weak and sick.
5. At least 90 different crops need bees and other animals to pollinate them. Without bees, it can be harder to grow fruits and nuts. Some plants may die out altogether. Scientists are working hard to figure out how to save the bees.

10

Social Studies and Language Arts Connections Book
Copyright © Pearson Education, Inc., or its affiliates. All rights reserved.

Name _____

Use with Life Science.

Fill in the circle of the correct answer.

21. Which is NOT a way that pollen usually spreads?
 A Bees carry it.
 B Wind carries it.
 C Animals carry it.
 D Fruits carry it.
22. Which sentence from the passage is divided correctly into its subject and predicate?
 A Bees make honey / of course.
 B This will make / seeds.
 C The bees / spread the pollen inside the flower.
 D Some plants may die / out altogether.
23. Which sentence is true?
 A There are more bees now than ever before.
 B There is always the same number of bees.
 C There are not as many bees now.
 D There are too many bees now.
24. What is something that can hurt bees?
 A mites
 B pollen
 C fruits
 D crops
25. The prefix un- in unfortunately means.
 A too much.
 B under.
 C not.
 D over.

11

Social Studies and Language Arts Connections Book
Copyright © Pearson Education, Inc., or its affiliates. All rights reserved.

Name _____

Use with Life Science.

Read the passage and then answer the questions.

Changing Coral Reef Ecosystems

- 1 Many plants and animals live in a coral reef. They form an ecosystem, which is like a community. The bodies of corals are like trees. Other animals live in the coral. Animals use other animals and plants for food. Some animals and plants help each other survive.
- 2 Coral ecosystems are also important to people. They give people everything from jobs to food. People eat fish that live in reefs. People make money from visitors to the reefs.
- 3 Unfortunately, coral ecosystems are in trouble. The ocean climate is changing. Pollution makes the water dirty. The water is getting warmer. Some corals get sick or even die.
- 4 This hurts everything that depends upon coral reefs. It changes the ecosystem. When corals die, there are fewer places for new animals to live. Soon, fewer plants and animals live in the coral reef. Then it is harder for people to find food. Not as many tourists visit.
- 5 Scientists are studying coral reefs. They are looking for ways to keep them healthy. Plants and animals need coral reefs. People do, too.

12

Social Studies and Language Arts Connections Book
Copyright © Pearson Education, Inc., or its affiliates. All rights reserved.

Name _____

Use with Life Science.

Fill in the circle of the correct answer.

26. An ecosystem is like a

- A tree.
- B job.
- C community.
- D body.

27. Which word means more difficult?

- A warmer
- B hotter
- C fewer
- D harder

28. What do people use coral ecosystems for?

- A jobs and food
- B pollution
- C shelter
- D warmth

29. Which is NOT an effect of corals dying?

- A There are fewer places for animals to live.
- B People find less food.
- C Fewer tourists visit.
- D The ecosystem stays the same.

30. What do scientists want to find a way to do?

- A keep coral reefs healthy
- B build new homes for animals
- C warm up the ocean
- D make money from tourists

13

Social Studies and Language Arts Connections Book
Copyright © Pearson Education, Inc., or its affiliates. All rights reserved.

Before then, the law in many states said that black children could not attend the same schools as white children. People of different races also had to use separate public restrooms. It was called **segregation**. That is when people of different races are kept separate.

U.S. leaders worked to end segregation. They helped bring **civil rights** to all Americans. Those are the rights to be treated equally. A few months before Ruby started school, a federal court ordered an end to school segregation in New Orleans.

By the time Ruby started the second grade, there were no more angry people outside her school. There were other African American students in her class. Today, children of all races go to school together.

Bridges says she was never scared to go to school during the first grade. "I wasn't really afraid," she told *WR News*. "I didn't really know what was going on at the time, and I loved school."

Meet Ruby Bridges

WR News student reporter Kaelin Ray recently asked Ruby Bridges how it feels to make a difference.

Kaelin Ray: What was your first day at the school like?

Ruby Bridges: My first day I spent sitting in the principal's office, so it was very confusing.

KR: How does it feel to know that you are a part of U.S. history?

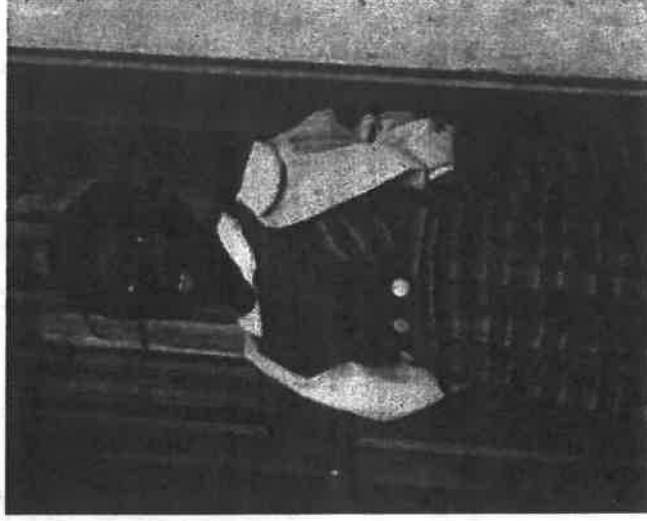
RB: I'm [very] proud of that fact. My mother was really happy about me being able to attend that school. My father was more concerned about my safety.

Walking Tall

How did Ruby Bridges make history?

Many years ago, a little girl named Ruby Bridges arrived at her new elementary school. The school was in New Orleans, Louisiana.

As she walked toward the school's front doors, an angry crowd of people shouted at her. United States marshals walked with her. A marshal is an officer. They were there to protect the first grader. That's because the people didn't want Ruby to go inside. But the 6-year-old walked into the school anyway. As she did, she marched into history books.



Bettmann/Corbis

Ruby Bridges started first grade in 1960.

The day was Nov. 14, 1960. On that morning, little Ruby became one of the first African Americans to attend an all-white elementary school in the South.

Winning the Vote

Imagine if boys made all the rules. That's how it was in 1776, when the United States was founded. Women were not allowed to vote until 1920! This year [2012] is the 92nd anniversary of that important event.



Library of Congress, George Grantham Bain Collection

Thousands of women marched in New York City for the right to vote.

The women's suffrage movement began in the 1800s. Suffrage is the right to vote. To win this right, women held protests and marches. Hundreds of those women were arrested and jailed.

Women's groups across the country are honoring those who fought for this right with special events throughout the year. "Learning how women's actions changed America is important. It encourages us to understand that we can make a better world," said Molly Murphy MacGregor, the president of the National Women's History Project.

Name: _____ Date: _____

Use the article "Walking Tall" to answer question 1.

1. On Nov. 14, 1960, who became one of the first African Americans to attend an all-white elementary school in the South?

Use the articles "Winning the Vote" and "Walking Tall" to answer question 2

2. Read this paragraph from the article.

"U.S. leaders worked to end segregation. They helped bring civil rights to all Americans. Those are the rights to be treated equally. A few months before Ruby started school, a federal court ordered an end to school segregation in New Orleans."

Did Ruby Bridges also help bring civil rights to all Americans? Support your answer with evidence from the article.

Use the article "Winning the Vote" to answer questions 3 to 4.

3. What did women do to win the right to vote?

4. Women winning the right to vote was an important event.

Support this statement with evidence from the text.

Use the article "Walking Tall" to answer question 5

5. Read these sentences from the article.

"Learning how women's actions changed America is important. It encourages us to understand that we can make a better world," said Molly Murphy MacGregor, the president of the National Women's History Project."

Compare how Ruby Bridges changed America with how women in the suffrage movement changed America.
