

Name: _____

Cause and Effect

Directions: Read the effect and write your own cause for each sentence.

1. Cause: _____

Effect: Halley tripped and fell down.

2. Cause: _____

Effect: I won first prize in the fishing contest.

3. Cause: _____

Effect: The tomato plants died.

4. Cause: _____

Effect: The light wouldn't turn on.

5. Cause: _____

Effect: The kitten couldn't find its way home.

6. Cause: _____

Effect: Everyone had turkey for dinner.

7. Cause: _____

Effect: The baby started to cry.

8. Cause: _____

Effect: I got sick.



Name: _____

Sequencing

Number the sentences to show the correct order.

Kay Goes Fishing



- _____ "I've got a fish," Kay yelled.
- _____ Dad started the engine and drove the boat to the other side of the lake.
- _____ Dad prepared the fishing pole, dropped the line in the water, and handed it to Kay.
- _____ Kay and her dad climbed into the small boat.

Mike and Tom Play Catch

- _____ Tom caught the ball and threw it back to Mike.
- _____ Mike reached up in the air for the ball, but missed.
- _____ Mike pulled a baseball out of his jacket pocket and tossed it to Tom.
- _____ The ball landed on the driveway and rolled toward the street.



Fran and the Basketball



- _____ She found a basketball in the garage and started dribbling it.
- _____ Fran went outside on a bright and sunny day.
- _____ She dribbled it down the driveway, turned toward the net, and threw the ball into the air.
- _____ Fran jumped excitedly as the ball went through the hoop.

Name: _____

Reading a Timeline

A timeline is a type of chart that shows events in the order they happen. Some timelines show basic information, like dates or times. Others describe each event on the timeline or have pictures to show what happened at each event.

Elise attended a 5-day summer camp. She made a timeline to show which activities she participated in.

My Week at Summer Camp

Monday - Sack Race

(event)

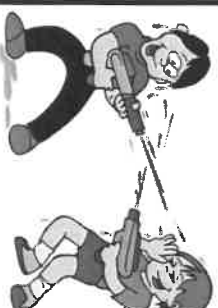
On Monday morning, we had a sack race. Tommy beat Lisa to win the trophy. I came in third.



Friday - Water Gun Fight

(event)

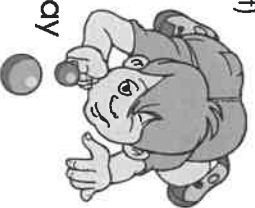
On Friday afternoon, before we headed home, the whole camp had a water gun fight!



Tuesday - Marbles

(event)

Leo won the marble shooting contest on Tuesday afternoon.



Wednesday - Tag

(event)

Wednesday afternoon we had a game of tag that Leann won.



Thursday - Relay Race

(event)

Thursday morning was the relay race. My team won!



Use the time line above to answer the questions on the next page.

Name: _____

Summer Camp Timeline

Comprehension Questions



1. On which day of the week did Elise play tag? _____

2. Which did Elise do first: participate in the water gun fight or run a relay race? _____

3. What did Elise do the day after the sack race? _____

4. Who won the sack race? _____

5. Did Elise win the marble shooting contest? _____

6. What did Elise do on the third day at camp? _____

7. Tell whether each sentence is true or false. Write **T** or **F** on each line.

_____ Elise's team won the relay race after Elise participated in the sack race.

_____ Elise played marbles three days before the water gun fight.

_____ Two days after she played marbles, Elise played tag.

_____ Elise beat Leann in a game of tag.

_____ Three days before the relay race, Elise played marbles.

Name: _____

Dialogue Tags

A dialogue tag is a short phrase that is before, after, or in between a quotation.

examples:

José asked, "Do you think it will rain today?"

The phrase, "José asked," is a dialogue tag.

"I have a new umbrella," explained Emily, "and I am excited to try it out."

The phrase, "explained Emily," is a dialogue tag.

"Why don't you check the weather forecast on your phone?" suggested Carly.

The phrase, "suggested Carly," is a dialogue tag.



Add quotation marks to each sentence.

Then highlight the dialogue tag with a yellow marker.

1. There's a fifty percent chance of rain this afternoon, reported Emily.
2. Emily asked, Do you think I should take my new umbrella to school?
3. Of course you should take it to school, answered José.
4. If it starts raining, Carly added, you will be nice and dry.
5. Emily squealed, I see dark gray storm clouds rolling in.
6. Oh no! exclaimed José. Carly and I don't have umbrellas.
7. Hooray! yelled Emily. It's finally raining.
8. Carly mumbled, My hair is getting soaked.
9. Would you and José like to share my umbrella with me? asked Emily.
10. Thank you Emily, said Carly. You're more than just a fair weather friend.

Name: _____

Writing Sentences with Quotation Marks

Rewrite each of the sentences below with dialogue and quotation marks.

Example: Parker asked his dad if he could have a quarter for the gumball machine.

Rewrite with quotations: "May I have a quarter for the gumball machine, Dad?"
Parker asked.

1. Amanda told her mom that she wanted to count all the ducks in the pond.

2. Damian said he was going to try out for the soccer team.

3. Mrs. Luoma told the mailman that she hoped he had a wonderful Thanksgiving.

4. Lucas asked his classmate, Nicolás, if he could borrow a pencil.

5. Yvonne thinks she is getting a cold.



Multiplication Tables - 2 & 3

Grade 3 Multiplication Worksheet

Find the product.

1. $1 \times 2 =$ _____ 2. $7 \times 2 =$ _____ 3. $11 \times 2 =$ _____

4. $6 \times 3 =$ _____ 5. $11 \times 3 =$ _____ 6. $3 \times 2 =$ _____

7. $5 \times 3 =$ _____ 8. $6 \times 2 =$ _____ 9. $9 \times 2 =$ _____

10. $12 \times 2 =$ _____ 11. $7 \times 3 =$ _____ 12. $10 \times 3 =$ _____

13. $3 \times 3 =$ _____ 14. $8 \times 2 =$ _____ 15. $12 \times 3 =$ _____

16. $4 \times 3 =$ _____ 17. $10 \times 2 =$ _____ 18. $8 \times 3 =$ _____

19. $9 \times 3 =$ _____ 20. $2 \times 2 =$ _____ 21. $5 \times 2 =$ _____

22. $2 \times 3 =$ _____ 23. $4 \times 2 =$ _____ 24. $1 \times 3 =$ _____

25. $2 \times 3 =$ _____ 26. $11 \times 3 =$ _____ 27. $3 \times 3 =$ _____



Multiplication Tables - 4 & 6

Grade 3 Multiplication Worksheet

Find the product.

1. $4 \times 7 =$ _____ 2. $6 \times 9 =$ _____ 3. $4 \times 8 =$ _____

4. $4 \times 6 =$ _____ 5. $6 \times 2 =$ _____ 6. $6 \times 6 =$ _____

7. $4 \times 4 =$ _____ 8. $4 \times 11 =$ _____ 9. $4 \times 2 =$ _____

10. $6 \times 7 =$ _____ 11. $6 \times 5 =$ _____ 12. $4 \times 5 =$ _____

13. $6 \times 12 =$ _____ 14. $6 \times 4 =$ _____ 15. $6 \times 8 =$ _____

16. $6 \times 1 =$ _____ 17. $4 \times 9 =$ _____ 18. $6 \times 10 =$ _____

19. $4 \times 12 =$ _____ 20. $6 \times 3 =$ _____ 21. $4 \times 10 =$ _____

22. $4 \times 1 =$ _____ 23. $4 \times 3 =$ _____ 24. $6 \times 11 =$ _____

25. $4 \times 5 =$ _____ 26. $6 \times 3 =$ _____ 27. $6 \times 5 =$ _____

Narrative Poem

“Casey at the Bat”

Poems that tell stories are called narrative poems. One of the most famous narrative poems is “Casey at the Bat” which was written in 1888 by Ernest Thayer.

The outlook wasn't brilliant for the Mudville nine that day:
The score stood four to two, with but one inning more to play,
And then when Cooney died at first, and Barrows did the same,
A pall-like silence fell upon the patrons of the game.

A straggling few got up to go in deep despair.
The rest clung to the hope which springs eternal in the human breast;
They thought, "if only Casey could but get a whack at that—
We'd put up even money now, with Casey at the bat."

But Flynn preceded Casey, as did also Jimmy Blake,
And the former was a hoodoo, while the latter was a cake;
So upon that stricken multitude grim melancholy sat,
For there seemed but little chance of Casey getting to the bat.

But Flynn let drive a single, to the wonderment of all,
And Blake, the much despised, tore the cover off the ball;
And when the dust had lifted, and men saw what had occurred,
There was Jimmy safe at second and Flynn a-hugging third.

Then from five thousand throats and more there rose a lusty yell;
It rumbled through the valley, it rattled in the dell;
It pounded on the mountain and recoiled upon the flat.
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;
There was pride in Casey's bearing and a smile lit Casey's face.
And when, responding to the cheers, he lightly doffed his hat,
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt;
Five thousand tongues applauded when he wiped them on his shirt;
Then while the writhing pitcher ground the ball into his hip,
Defiance flashed in Casey's eye, a sneer curled Casey's lip.

And now the leather-covered sphere came hurtling through the air,
And Casey stood a-watching it in haughty grandeur there.
Close by the sturdy batsman the ball unheeded sped—
"That ain't my style," said Casey. "Strike one!" the umpire said.

From the benches, black with people, there went up a muffled roar,
Like the beating of the storm-waves on a stern and distant shore;
"Kill him! Kill the umpire!" shouted someone on the stand;
And it's likely they'd have killed him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage shone;
He stilled the rising tumult; he bade the game go on;
He signaled to the pitcher, and once more the dun sphere flew;
But Casey still ignored it and the umpire said, "Strike two!"

"Fraud!" cried the maddened thousands, and echo answered "Fraud!"
But one scornful look from Casey and the audience was awed.
They saw his face grow stern and cold, they saw his muscles strain,
And they knew that Casey wouldn't let that ball go by again.

The sneer is gone from Casey's lip, his teeth are clenched in hate,
He pounds with cruel violence his bat upon the plate;
And now the pitcher holds the ball, and now he lets it go,
And now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favoured land the sun is shining bright,
The band is playing somewhere, and somewhere hearts are light;
And somewhere men are laughing, and somewhere children shout,
But there is no joy in Mudville—mighty Casey has struck out.

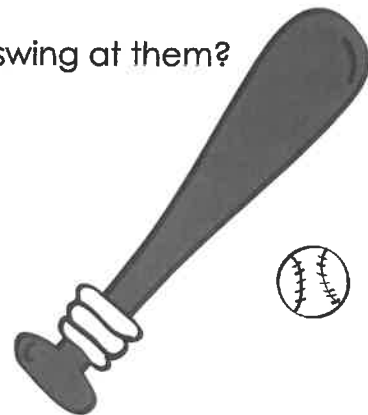


Narrative Poems

"Casey at the Bat"

Use the previous page to answer the following questions.

1. Reread the first stanza (paragraph) of the poem. How many outs does the Mudville team have so far?
2. Look closely at stanza three. Who were the two other players who came before Casey in the batting line up?
3. These two players are called a "hoodoo" and a "cake." Even if you don't know what these terms mean, do you think they are good things?
4. What do these two players do that allow Casey to get up to bat?
5. The first two pitches to Casey are strikes. Does he swing at them?
6. What about the third pitch? What happens?



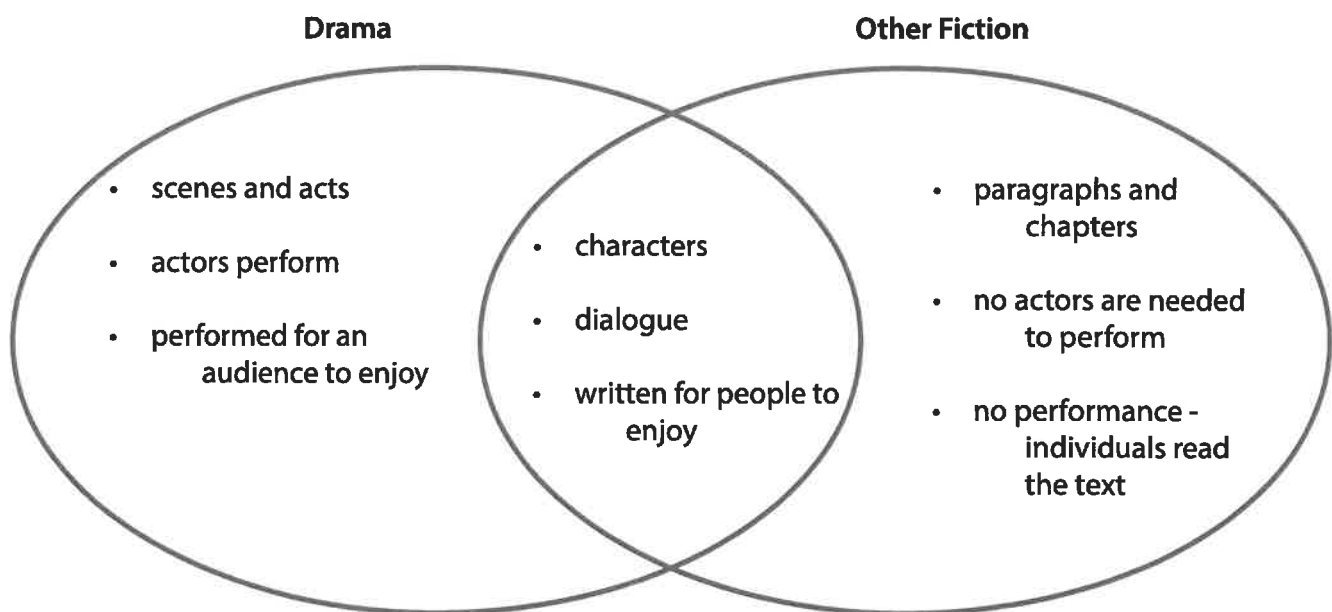
Name: _____ Date: _____

Comparing Drama to Other Genres

Good readers **compare** and **contrast** key points and details between two texts. They look for ways things are *alike* and *different*.

- **Compare** is to determine how one thing is *like* another thing.
 - Key Words: like, alike, both, similar
- **Contrast** is to determine how one thing is *different* from another thing.
 - Key Words: different, however, differences, but

Directions: Read the information in the Venn diagram and complete the paragraph frame below.

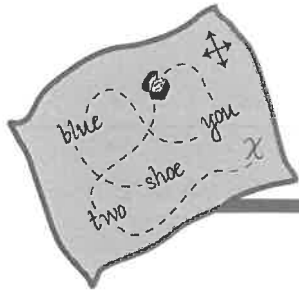


_____ and _____ are similar in many ways.

_____ and _____ are alike because they both _____.

In some ways _____ and _____ are different.

_____ and _____ are different because _____.



Rhyme Scheme: Mapping the Rhyme

Rhymes fall into patterns. In order to find the pattern we use letters.

Find the pattern in this poem. Put the correct letter at the end of each line.

The first two stanzas (poem paragraphs) are mostly done for you. Every time a new rhyme occurs, you add a new letter. See line three below.

Stopping by Woods on a Snowy Evening by Robert Frost

Whose woods these are I think I know.
His house is in the village, though;
He will not see me stopping here
To watch his woods fill up with snow.

 A
 A
 B
 A

My little horse must think it's queer
To stop without a farmhouse near
Between the woods and frozen lake
The darkest evening of the year.

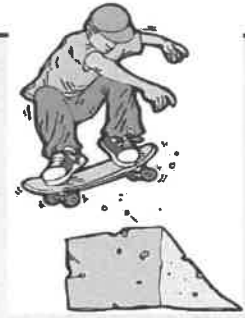
 B
 B
 C

He gives his harness bells a shake
To ask if there's some mistake.
The only other sound's the sweep
Of easy wind and downy flake.

The woods are lovely, dark, and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

Name: _____

Using Conjunctions



A conjunction is a word that is used to combine sentences, phrases, or words.

Writers will often use conjunctions to combine two short sentences into one longer sentence.

The three most common conjunctions are and, but, and or.

two short sentences: C.J. wanted to go skateboarding with his friends.
It was raining outside.

one longer sentence: C.J. wanted to go skateboarding with his friends, but it was raining outside.

When your new sentence contains two complete sentences, use a comma before the conjunction.

Combine each pair of sentences with the conjunction in parenthesis to make a new sentence.

1. My pet goat will eat almost anything. He likes vegetables best. (but)

2. My family lives in the country. We have a lot of land. (and)

3. We could go to the playground. We could go to the movies. (or)

4. Matthew went to the beach. Matthew learned to surf. (and)

5. Mary wanted to drive to the store. Her car wouldn't start. (but)

6. Do you want pancakes for breakfast? Would you rather have eggs? (or)

7. I need to bring a calculator to school. I need to bring a ruler to school. (and)

8. Some kids were afraid to dive into the pool. I wasn't afraid. (but)

Name: _____

Conjunctions

A conjunction is a word that is used to combine sentences, phrases, or words.

Writers will often use conjunctions to combine two short sentences into one longer sentence.

The three most common conjunctions are and, but and or.



Choose the best conjunction to complete each sentence.

1. Ashley has a peanut butter _____ jelly sandwich in her lunchbox.
2. Lindsay _____ Jennifer are sisters.
3. Sean wanted to learn to play the guitar, _____ his mother wanted him to learn piano.
4. Greg studied for his spelling test, _____ he still didn't get an A.
5. Would you rather eat a hot dog _____ hamburger for dinner?
6. When I grow up, I think I would like to be an electrician _____ a plumber.
7. Georgie was going to clean the house, _____ she's too tired.
8. The grass is very long _____ I have to mow it.
9. Which is your favorite holiday, Halloween _____ Thanksgiving?
10. We earned twenty-two dollars selling lemonade _____ cookies.

Multiplication and division word problems

Grade 4 Word Problems Worksheets

Read and answer each question:

A hotel has 7 floors. The lobby, restaurant and gym are located on the ground floor. The guestrooms are on 1st to 6th floors.

1. If there are 35 standard rooms on each floor, how many standard rooms are there?
2. There are 4 housekeepers working on each floor. One room only requires one housekeeper. If the housekeepers try distributing the work equally, how many housekeepers need to clean more rooms than the others?
3. If each standard room can fit 2 guests, what is the maximum number of guests that all the standard rooms can accommodate?
4. There are 18 suites altogether in the hotel, how many suites are there on each floor if each floor has the same floorplan?
5. Each suite has 3 beds and there is a bed side table beside each side of each bed. How many bed side tables are there in all the suites?
6. Write an equation using "x" and then solve the equation.
The rate charged for a standard room is \$250 dollars. A couple stayed in a standard room for x nights and their total room charge is \$750.



Name: _____

Multiple-Step Problems



- a. Calvin paints pictures and sells them at art shows. He charges \$56.25 for a large painting. He charges \$25.80 for a small painting. Last month he sold six large paintings and three small paintings. How much did he make in all?
Show your work and label your answer.

answer: _____

- b. Jennie makes quilts. She can make 7 quilts with 21 yards of material. How many yards of material would be required to make 12 quilts?
Show your work and label your answer.

answer: _____

- c. Brayden and Gavin were playing touch football against Cole and Freddy. Touchdowns were worth 7 points. Brayden and Gavin scored 7 touchdowns. Cole and Freddy's team scored 9 touchdowns. How many more points did Cole and Freddy have than Brayden and Gavin?
Show your work and label your answer.

answer: _____

- d. On Thursday the Meat King Market sold 210 pounds of ground beef. On Friday they sold twice that amount. On Saturday they only sold 130 pounds. How much more meat did they sell on Friday than Saturday?
Show your work and label your answer.

answer: _____

Write about items around your house that are not made in Michigan and 3 that are.

Name: _____

THE PIGGY BANK: CLEVER DESIGN OR MISUNDERSTANDING?

by Kelly Hashway

Piggy banks have been around for a long time, but did you ever wonder why people thought to make their banks in the shape of a pig?

Pigs have nothing to do with money. They don't store food like a camel or a squirrel. So how did we end up using a pig as the style of a bank? Believe it or not, it happened by mistake.



During the fifteenth century, metal was very expensive. Dishes and pots were made of a type of inexpensive orange clay called pygg, which was pronounced just like pig. At this time, there weren't banks like we have today, so people would store their money at home. When people had extra coins to save, they would place them in clay jars or pots. Since the type of clay was called pygg, people referred to the jars as pygg banks. Over time this evolved into piggy banks.

After a few hundred years, people forgot that the word pygg referred to the clay the banks were made from. The English language was also changing and the word pig was more commonly used. So in the nineteenth century, when English potters began to get requests for piggy banks, they assumed their customers were asking for banks in the shape of pigs, not banks made from pygg.

Today piggy banks are made from all kinds of materials, and they also come in a variety of shapes and animals. But the term piggy bank is still used to refer to these adorable containers for loose change.

Name: _____

THE PIGGY BANK: CLEVER DESIGN OR MISUNDERSTANDING?

by Kelly Hashway



1. What is pygg?
 - a. a type of metal that was used to make banks
 - b. a type of clay that was used to make dishes and pots
 - c. a place to store money
 - d. a pink farm animal with a snout

2. Before piggy banks were invented, where did people usually store their money at home?

3. List two ways that piggy banks today are different from the ones that were made a few hundred years ago?

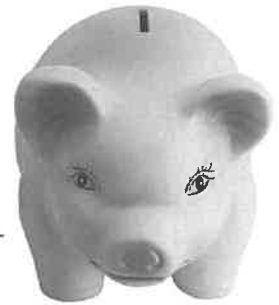
4. Who is most responsible for making banks in the shape of pigs?
 - a. pottery makers who worked with orange clay
 - b. pottery makers who didn't know what pygg was
 - c. customers who wanted banks with cute animal shapes
 - d. bankers who wanted something to keep people's money in

5. What type of passage is this?
 - a. non-fiction
 - b. fiction
 - c. science fiction
 - d. fable

Name: _____

THE PIGGY BANK: CLEVER DESIGN OR MISUNDERSTANDING?

Vocabulary Activity



Fill in the missing letters to create a word from the article.
Then, write the full word on the line. Be sure you spell each word correctly.

1. _ _ a _

clue: a type of soil that can be molded into different shapes when it is wet

1. _____

2. _ _ _ _ o u _ _ e d

clue: said in a certain way;
spoken correctly

2. _____

3. _ _ _ l _ _ _

clue: language spoken by people in Great Britain

3. _____

4. _ a _ _ _

clue: a desert animal that can live for long periods of time without drinking water

4. _____

5. _ e _ _ _ _ t s

clue: when people ask for things

5. _____

6. _ _ _ r _ b _ _

clue: delightful; charming

6. _____

7. _ _ _ _ e t _

clue: assortment; different types

7. _____

Name: _____

Ben's Loose Tooth

by Donna Latham

"I'm *always* last," Ben sighed. "Last to learn to whistle. Last to lose a tooth."

Ben's older sister, Kate, was always bossy. "Jiggle your teeth," she said. "Find one that's wiggly and wobbly."

Tooth by tooth, Ben jiggled. He wiggled the last tooth. "It's wiggly. It's wobbly!"

"Tug it," Kate said.

"Uh!" Ben mumbled. "It's stuck in my gums."

"Hmmm." Kate scrunched her nose. "Munch that apple."

Ben took a bite. "Ouch! No luck."

"Hmmm," said Kate. She tapped her pinky against her chin. "I'll scare it out of you! That's how you get rid of hiccups. Maybe it works for teeth too."

Ben squeezed his eyes shut. He held his breath. He waited and waited. "Hey! When are you going to scare me?" He propped one eye open.

"How scary would it be if I told you?" Kate asked.

"Well—," Ben said.

"Boo!" cried Kate. She flapped her arms.

Ben's fingers flew to the tooth. He wiggled it. He jiggled it. "Blah! I'll never lose a tooth." He hung his head. "I'll never learn to whistle, either."

"Whistle? I can teach you!" Kate said. "Pucker your lips. Leave a tiny space."

Ben scrunched his lips together.

"Perfect." Kate smiled. "Now, shoot the air out. Hard."

With all his might, Ben blasted air. Out burst a high note—with his tooth!



Name: _____

Ben's Loose Tooth

by Donna Latham

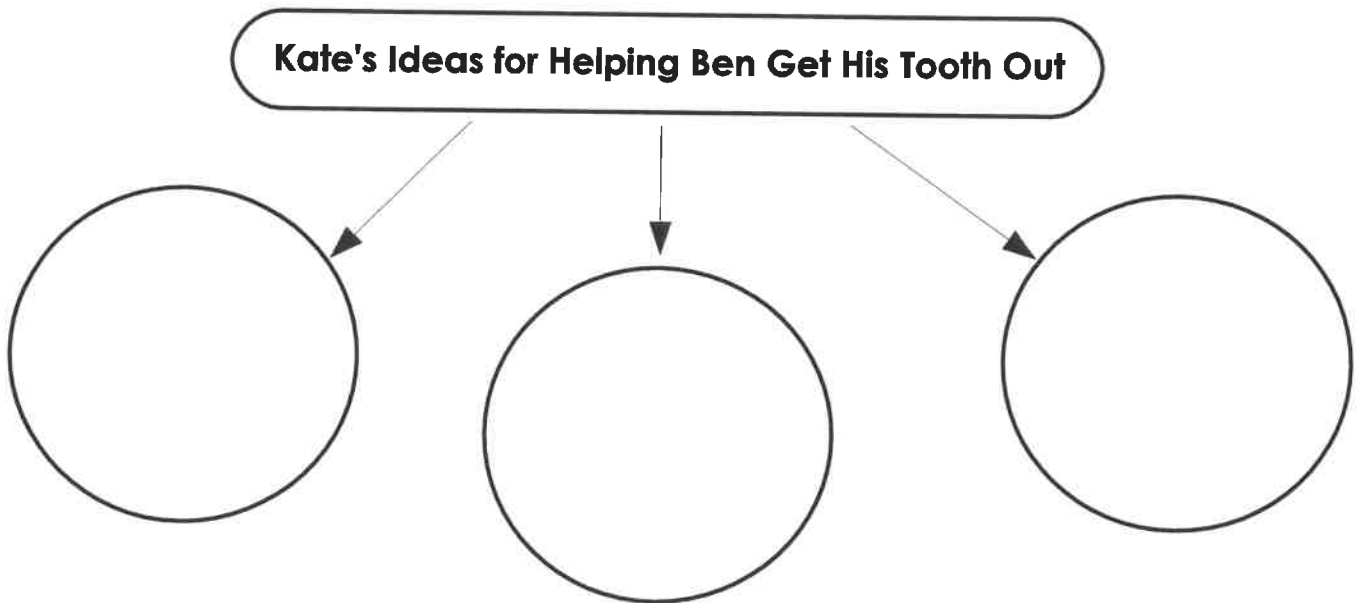


1. What is Ben's main problem in this story?

2. Who is Kate?

- a. Ben's friend
- b. Ben's cousin
- c. Ben's little sister
- d. Ben's big sister

3. Complete the web by listing three ideas Kate had for helping Ben.



4. What was Ben trying to do when the tooth came out of his mouth?

Name: _____

Coral Reef: The Ocean's Coolest Neighborhood

By Lydia Lukidis

There might not be anything cooler in the whole ocean than a coral reef! In fact, coral reefs are actually some of the most fascinating living communities on Earth.

Did you ever wonder how a coral reef forms? Tiny animals called coral polyps are responsible for the formation of coral reefs. The coral polyps attach to rocks or other hard surfaces and continue to grow throughout their lifespan. When they die, they harden. Then new coral polyps grow on top of them. This makes the reef expand. In fact, coral reefs are always growing. They grow about 1-2 cm per year.



A coral reef is made from billions of tiny polyps, like the one seen here.

Let's talk more about these little coral polyps. Like all animals, coral polyps need to eat. Their diet consists mainly of other miniscule animals, such as plankton and algae. The algae get their food from the sun. Because sunlight can only penetrate shallow water, the algae and coral polyps live in shallow water. This is where coral reefs generally form. A

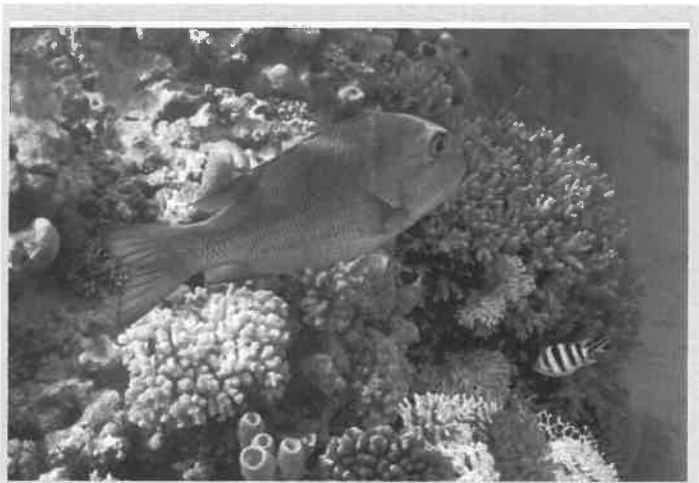


A reef is a shallow underwater area, made of coral. Many fish and sea animals live in and around reefs.

wide variety of animals live in coral reefs. Some animals live on the actual reef, like starfish, snails, and clams. Other species swim around the reef, like fish and sharks.

There are three types of coral reefs. Fringing reefs form along a coastline. Barrier reefs grow a bit farther from the land. They form parallel to the shore, separated from it by a deep channel of water. Finally, coral atolls are coral reefs that encircle a lagoon.

Coral reefs exist all around the world. The biggest one is called the Great Barrier Reef. The Great Barrier Reef is located off the northeast coast of Australia. It is very long, stretching out for 2,300 kilometers. It can even be seen from outer space! Every year, the beautiful Great Barrier Reef attracts many scuba divers and tourists, about 2 million visitors per year.



Coral reefs are rainbows of color. Coral polyps can be orange, pink, blue, green, red, or almost any color imaginable.

Coral reefs are a vital part of our planet. First of all, they are a home for many animals. They also protect shorelines against storms and floods. They can even provide us with the natural resources we need to make some kinds of medicine. However, a serious problem is occurring: many coral reefs are dying. Pollution and over-fishing are the main causes. And since coral reefs take a very long time to grow, they cannot grow fast enough to replace the damage. As a result, the coral reefs around the world are starting to disappear. Some scientists predict that someday soon most of the coral reefs will be gone. That is why we have to take good care of them. We should do our best to protect these incredible living communities for generations to come!

About the Author



Lydia Lukidis is a published children's author with a multi-disciplinary background that spans the fields of literature, theater, and puppetry.

Lydia's picture book, *Gerbs in the House: The Dilly Dally Bedtime Routine*, is now available. Find out if Mocha will ever get his silly son to sleep!

Lukidis, Lydia. *Gerbs in the House: The Dilly Dally Bedtime Routine* ISBN: 978-0-9917402-7-7

Name: _____

Coral Reef: The Ocean's Coolest Neighborhood

By Lydia Lukidis



1. Describe the rate at which coral reefs grow. Use information from the article to support your answer.

2. Why are coral reefs found mostly in shallow water?
- a. Coral reefs thrive in shallow water because the sunlight penetrates the water and provides food for the algae that coral polyps eat.
 - b. Coral reefs are protected in shallow water from damage by huge ocean animals like whales and great white sharks.
 - c. Coral reefs cannot survive the saltiness of deep ocean water.
 - d. Coral reefs cannot endure the currents in deep ocean water.

3. Based on the information in the article, provide a brief definition of each of the three types of coral reefs.

Fringing Reef: _____

Barrier Reef: _____

Coral Atoll: _____

4. Circle the two **hemispheres** that the Great Barrier Reef is located within.

Northern

Southern

Eastern

Western

Name: _____

Coral Reef: The Ocean's Coolest Neighborhood

By Lydia Lukidis



Match each vocabulary word from the article with the correct definition.

_____ 1. variety

_____ 2. tourists

_____ 3. formation

_____ 4. encircle

_____ 5. pollution

_____ 6. vital

_____ 7. miniscule

_____ 8. channel

_____ 9. predict

_____ 10. lagoon

a. to form a circle around

b. extremely important or necessary

c. to say something will happen in the future

d. very tiny; microscopic

e. a long passage of water

f. people who visit or travel to a place for pleasure

g. a pool of salt water separated from the ocean by a coral reef

h. the act of being formed or developed

i. the presence of harmful substances in the environment

j. a number of different things

Name: _____

Coral Reef: The Ocean's Coolest Neighborhood

By Lydia Lukidis

In the article, "Cool Coral Reefs," you learned that coral reefs are very important for the well-being of our planet.

On the lines below, describe some of the ways that coral reefs benefit the environment. Then describe what you think might happen if all the coral reefs of the world disappear from damage and pollution. Finally, give one suggestion for protecting the coral reefs.



Name: _____

Monarch Butterflies: Beautiful But Poisonous

by Kelly Hashway

If you've ever seen a monarch butterfly, then you've probably noticed their bright orange and black colors. It makes them easy to see in the sky. You may think this would put the Monarch in harm from predators, but these bright colors are actually what protect the butterfly. Monarchs eat a plant called milkweed, which is why they are sometimes called

"milkweed butterflies." Milkweed contains toxins that are not poisonous to Monarchs but are poisonous to other living things. These toxins that are a regular part of the Monarch butterfly's diet make them poisonous to predators. A bird flying through the sky will leave the flashy colored Monarch alone because it knows those bright colors mean the Monarch is poisonous.

Monarch butterflies actually begin eating milkweed as larvae. As you probably know, butterflies begin as caterpillars. Monarch butterflies lay eggs on milkweed plants, and when an

egg hatches, the young caterpillar, or larva, begins to eat the milkweed. The caterpillar will eat the plant for about two weeks and grow to approximately two inches long. The caterpillar will then spin a silk pad and attach itself upside-down to a twig or leaf. Next it sheds its yellow, black, and white striped skin. This is the first step in the caterpillar's transformation to a butterfly.



Underneath the old skin of the caterpillar is a hard layer of skin called a chrysalis. The caterpillar will keep this chrysalis, or pupa, around its body and stay inside it for two weeks while it changes into a Monarch butterfly. The chrysalis will become transparent when the butterfly is ready to emerge. The Monarch uses the blood in its body to inflate its wings. Then it will hang in that same spot for hours until its wings dry and it can fly.

Monarch butterflies can live for very different lengths of time depending on what time of year they emerge from their chrysalis and become adult butterflies. If a Monarch reaches adulthood in early summer, it will most likely live for only two to five weeks. But if the Monarch becomes an adult at the end of the summer months, it will migrate south and live for about eight to nine months.

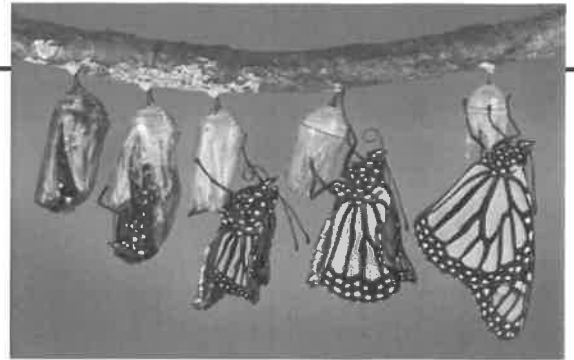
Monarchs can be found all over the world in tropic and sub-tropic areas. And if you'd like to observe them in your own yard, plant milkweed and wait for the Monarchs to come for a feast.



Name: _____

Monarch Butterflies: Beautiful But Poisonous

by Kelly Hashway



1. What is a butterfly larva called?
 - a. caterpillar
 - b. chrysalis
 - c. pupa
 - d. a Monarch
2. About how long is a Monarch in the larvae stage? _____
3. Which would be the best way to attract Monarch butterflies to your yard?
 - a. place a dish of fruit on the lawn
 - b. plant milkweed in the yard
 - c. cut down large trees
 - d. place a small pool with water in the yard
4. Explain how a Monarch butterfly's bright colors help to protect it from predators.

5. Re-read these sentences from the article.

Next it sheds its yellow, black, and white striped skin. This is the first step in the caterpillar's transformation to a butterfly.

Which is the best definition for the underlined word.
 - a. grow older
 - b. sleep
 - c. remove
 - d. change

Name: _____

Monarch Butterflies: Beautiful But Poisonous

Vocabulary Activity



Fill in the missing letters to create a vocabulary word from the story. Then write the full word on the line. Be sure you spell each word correctly.

1. ___ r y ___ ___ i ___

hint: pupa stage of a butterfly

2. ___ r a n ___ ___ ___ e n ___

hint: see-through; clear

3. ___ n f ___ ___ ___

hint: to fill up

4. ___ i g ___ ___ ___

hint: to move to another place

5. ___ w i ___

hint: small branch

6. ___ e a ___ t

hint: a large meal

7. ___ o ___ i ___ s

hint: poisons

Name: _____

Monarch Butterflies: Beautiful But Poisonous



In the article, "Monarch Butterflies: Beautiful But Poisonous", you learned that a monarch butterfly's bright colors warn predators that it is poisonous to eat.

Think of another animal species that has a special way of protecting itself from predators. Write a paragraph to explain what the animal is and how it keeps from being hunted by predators.

Name: _____

Groundhog or Woodchuck?

by Kelly Hashway

What's the difference between a groundhog and a woodchuck? Actually, they are the same animal. Groundhogs are also known as woodchucks and even marmots.



Groundhogs are the largest members of the squirrel family. They are a member of a special group of ground squirrels called

marmots. Groundhogs may not look like they would be good climbers, but they are. Even with their heavy looking bodies, they can climb trees to escape predators or check out their surroundings. Groundhogs like to stay alert, which is why you'll often see them standing on their hind legs and being very still. If a groundhog senses danger, it will give a loud whistle to warn other groundhogs. Besides whistling, groundhogs will grind their teeth together and make low barking sounds.

Climbing trees isn't a groundhog's only talent. They are also good swimmers. But groundhogs prefer to be in burrows under the ground, which is where they make their homes. A burrow usually has anywhere from two to five exits to help the groundhog escape predators. Luckily, groundhogs have very strong limbs and curved claws that make digging easy. Once a burrow is made, the groundhog will stay close to it. This is why they make their burrows near

sources of food. Groundhogs eat mostly wild grass and other vegetation. But they do eat small animals like grasshoppers, snails, and grubs, too.

While groundhogs will eat nuts like squirrels do, they do not store food the same way. Groundhogs will eat and eat all summer long to build up fat in their bodies. Once the weather starts getting cold, they hibernate like bears in underground burrows.



These are called "winter burrows" and are different from the burrows groundhogs use during the summer months. They'll sleep until spring, living off the body fat they have stored up all summer.

Whether you call them groundhogs, woodchucks, or marmots, these creatures have become quite famous among humans. They even have a day named after them.

About the Author



Kelly Hashway's latest book, *May the Best Dog Win*, is now available!

Dash has the perfect life until the Super Sweeper 5000 shows up. Sweeper runs all over the house sucking up the leftover food scraps, and he even has his own room! But Dash won't give up his place as the favorite dog without a fight.

Hashway, Kelly. *May the Best Dog Win*. ISBN: 9780984589081

Name: _____

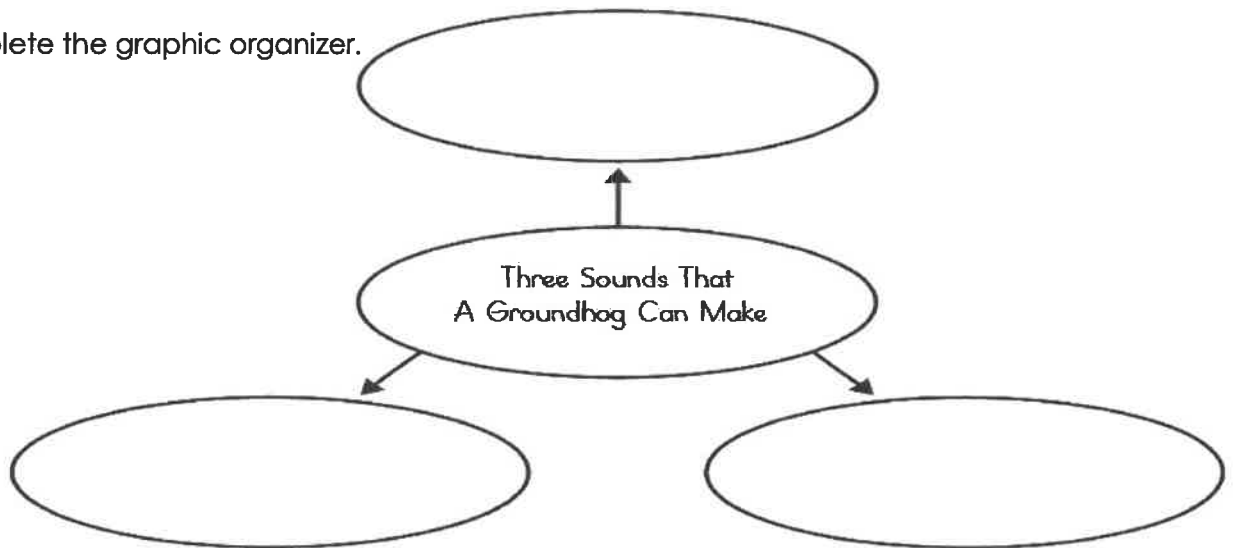
Groundhog or Woodchuck?

by Kelly Hashway



1. What is the difference between a groundhog and a woodchuck?
 - a. Groundhogs are larger than woodchucks.
 - b. Woodchucks climb trees, but groundhogs do not.
 - c. Groundhogs are marmots, but woodchucks are not.
 - d. Woodchucks and groundhogs are the same animal.

2. Complete the graphic organizer.



3. Explain how a groundhog's burrow is designed to keep the groundhog safe from predators.

4. Do you think a groundhog is likely to weigh more in early spring or late autumn? Explain.

Name: _____

Groundhog or Woodchuck?

Vocabulary Activity



Fill in the missing letters to create a vocabulary word from the story. Then write the full word on the line. Be sure you spell each word correctly.

1. ___ l e ___ ___
 hint: quick to notice any danger

2. ___ l i m ___ ___ ___ s
 hint: animals that can climb well

3. ___ ___ r ___ o ___
 hint: underground animal home

4. ___ ___ e ___ a ___ o ___ s
 hint: animals that hunt and eat other animals

5. ___ a n ___ e ___
 hint: something that is not safe

6. ___ s c ___ p ___
 hint: get away from

7. ___ a r ___ o ___
 hint: large ground squirrel

Name: _____

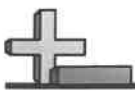
Groundhog or Woodchuck?

by Kelly Hashway

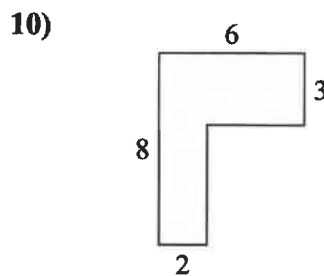
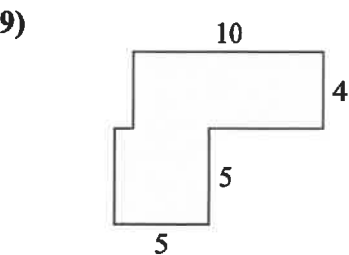
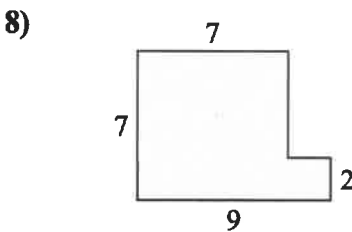
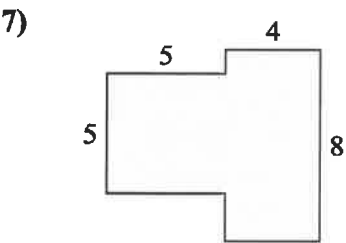
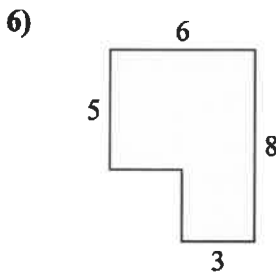
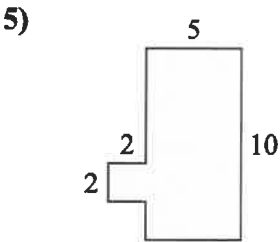
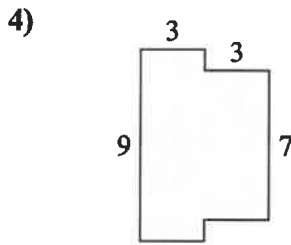
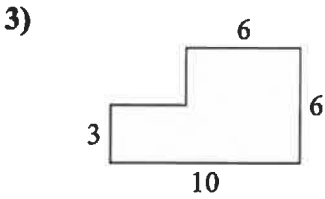
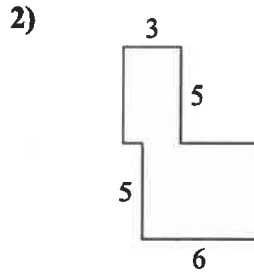
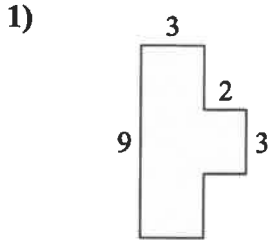


In the article, "Groundhog or Woodchuck?", you learned many interesting facts about groundhogs.

Write a paragraph with four true facts about groundhogs. Also include one fact that is not true. Have a friend or family member read your paragraph. See if they can figure out which fact is not true.



Find the total area of each shape. Measurement is in millimeters (mm). Not to scale.

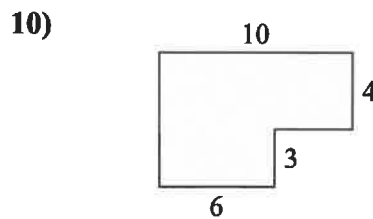
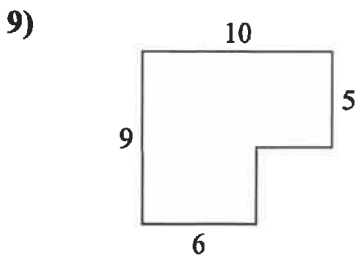
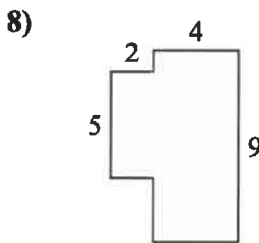
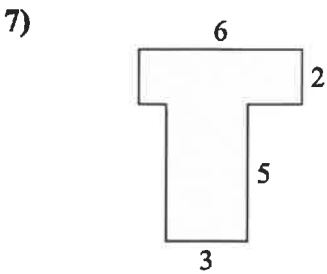
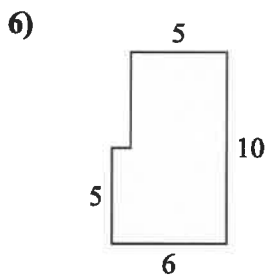
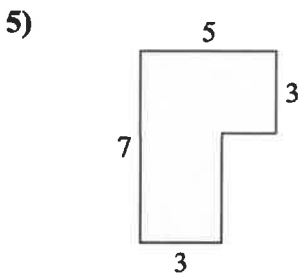
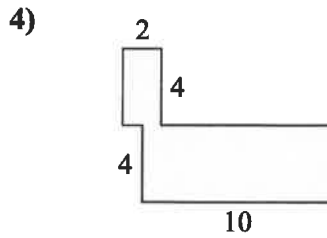
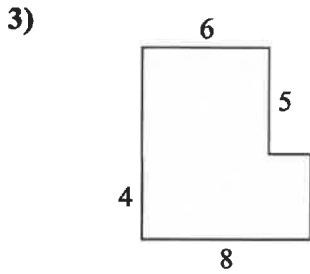
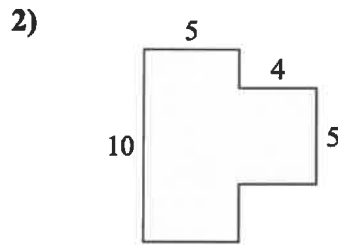
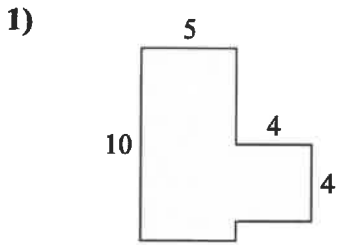


Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Find the total area of each shape. Measurement is in millimeters (mm). Not to scale.



Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Name _____

Map out your house, block, or surroundings.

You must show what areas are North, South, East, and West.