

Packet #4

LEARN

A NETWORK *of* COLLEGE PREP ELEMENTARY SCHOOLS

Grade 3

This student work packet is for Weeks 7 – 9 of home learning based on your District's School Schedule. Students should be completing this packet, along with completing lessons on their math/reading online programs daily. We will continue to work on providing online learning options for as long as school is not in session. Please continue to reach out to your child's teacher if you have any questions regarding this packet or any online programs.

Chicago Public Library Access

**Chicago residents only*

Don't Have a Chicago Public Library Card <small>* Children under 14 must have a guardian apply with them</small>	Already have a Chicago Public Library card
<ol style="list-style-type: none">1.) Apply for an eCard at https://tinyurl.com/LEARNCPCLcard2.) Access eBooks, audible books, and other online resources3.) Check out other resources at https://chipublib.overdrive.com/	<ol style="list-style-type: none">1.) Go to: https://www.chipublib.org/2.) Select: "Browse"3.) Choose "eBooks" under "By Format"4.) Check out other resources at https://chipublib.overdrive.com/

North Chicago Public Library Access

<http://www.ncplibrary.org/>

Select: Kid's Corner

Select: TumbleBook Library

Waukegan Public Library Access

<https://www.waukeganpl.org/temporary-library-card/>

1.) Complete the temporary library card form

2.) Access online resources at:

<https://www.waukeganpl.org/eresources/>

(Student Name)

LEARN Charter Schools Reading Log

Name: _____ Week Of: _____

Directions: Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

[illegible]

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

Weekly At-Home Reading Tally

Day	Number of Minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Total Minutes This Week	

Teacher Initials for Meeting Weekly Goal: _____

☐ Your Weekly Goal is **225** minutes. Did you meet your goal? _____

☐ Did you exceed your goal? _____
If yes, by how many minutes? _____

☐ What is your favorite book you read this week? Why was it your favorite?

LEARN Charter Schools Reading Log

Name: _____ Week Of: _____

Directions: Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

[illegible]

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

Weekly At-Home Reading Tally

Day	Number of Minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Total Minutes This Week	

Teacher Initials for Meeting Weekly Goal: _____

☐ Your Weekly Goal is **225** minutes. Did you meet your goal? _____

☐ Did you exceed your goal? _____
If yes, by how many minutes? _____

☐ What is your favorite book you read this week? Why was it your favorite?

LEARN Charter Schools Reading Log

Name: _____ Week Of: _____

Directions: Record the amount of time you read each day.

At home reading goal:

- I will read at least 45 minutes at home five times a week.

[illegible]

Day	Date	Title	Genre	Page Started	Page Finished	Total Time

Weekly At-Home Reading Tally

Day	Number of Minutes
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	
Total Minutes This Week	

Teacher Initials for Meeting Weekly Goal: _____

☐ Your Weekly Goal is **225** minutes. Did you meet your goal? _____

☐ Did you exceed your goal? _____

If yes, by how many minutes? _____

☐ What is your favorite book you read this week? Why was it your favorite?

- 3 Solve the problem. Show your work.

Julio makes 7 cookies. Each cookie has 5 chocolate chips. How many chocolate chips did he use?

Solution

- 4 Check your answer. Show your work.



An Unlikely Parasite: The Mistletoe

During the holidays, many people hang mistletoes over doorways. People share kisses under this evergreen plant. It is a popular Christmas tradition. But don't let the image of a romantic plant used during the happy times of the holidays fool you. In the forests where they're from, mistletoes can do some real damage. Let's take a look at how and why.

The mistletoe plant is evergreen. This means it has leaves that remain green throughout the year. It is also poisonous and has white berries and small, yellow flowers. The mistletoe lives on other plants, taking water and nutrients from these plants. For this reason, mistletoes are considered parasites.



Photograph of white mistletoe berries

The white berries of the mistletoes contain seeds. Some birds and mammals like to feed on these berries. When they do, the seeds may attach to the animal eating the berries. The animal may carry the seeds to another part of the tree or shrub. They may also carry the seeds to another plant altogether. The seeds start to grow roots that dig through the bark of the tree or shrub. The roots grow into the tissues of the plant they've taken over. That's how mistletoes take nutrients and water away from the host plants. Mistletoe can be hard to remove once it infects a plant. The best way to fight off a mistletoe infestation is to cut off the infected branch completely. If the mistletoe takes over more parts of the plant, it can start to weaken the plant and make it harder for it to grow.

As mistletoes grow in the trees, they become a thick mix of branches and stems. This big mass is sometimes called a "witch's broom." Some animals nest in these witches' brooms. These animals include chickadees, house wrens, and most Cooper's hawks.

Name: _____ Date: _____

1. The mistletoe plant is evergreen. What does this mean?

- A. It has leaves that remain red throughout the year.
- B. It has leaves that fall off throughout the year.
- C. It has leaves that remain green throughout the year.
- D. It takes water and nutrients away from other plants.

2. Mistletoes live on other plants. The text describes the effects of mistletoes on these plants. What is one of these effects?

- A. They cause the plants to grow stronger.
- B. They cause the plants to grow weaker.
- C. They cause the plants to take in more water and nutrients.
- D. They cause the plants to turn white.

3. Read the following sentences from the text.

The white berries of the mistletoes contain seeds. Some birds and mammals like to feed on these berries. When they do, the seeds may attach to the animal eating the berries. The animal may carry the seeds to another part of the tree or shrub. They may also carry the seeds to another plant altogether. The seeds start to grow roots that dig through the bark of the tree or shrub. The roots grow into the tissues of the plant they've taken over. That's how mistletoes take nutrients and water away from the host plants.

What conclusion about some animals does this information best support?

- A. Some animals can turn into parasites that infect plants.
- B. Some animals can cause other animal species to die off.
- C. Some animals grow weaker when they eat mistletoe berries.
- D. Some animals help mistletoes infect other plants.

4. What is one positive effect mistletoes have on the ecosystems where they grow?

- A. They take water and nutrients away from plants.
- B. They have leaves that remain green throughout the year.
- C. They provide food to some animals.
- D. They have seeds which can grow roots into the barks of trees and shrubs.

5. What is the main idea of this text?

- A. Mistletoes have leaves that stay green throughout the year, white berries, and small, yellow flowers.
- B. Mistletoes become a thick mix of branches and stems as they grow on other plants.
- C. During the holidays, many people hang mistletoes over doorways and kiss under these evergreen plants as a popular Christmas tradition.
- D. Mistletoes are evergreen plants that can cause other plants they live on to become weak by taking nutrients and water from them.

6. Read the following sentences from the text.

"As mistletoes grow in the trees, they become a thick mix of branches and stems. This big mass is sometimes called a 'witch's broom.'"

Based on the text, why might this mass of branches and stems be called a witch's broom?

- A. because it looks like a witch's broom
- B. because it can help people fly like a witch's broom
- C. because it can be used to clean floors like a witch's broom
- D. because it is popular during Halloween like a witch's broom

7. Choose the answer that best completes this sentence.

The mistletoe lives on other plants, taking water and nutrients from these plants. _____, mistletoes are considered parasites.

- A. Therefore
- B. In addition
- C. However
- D. Meanwhile

8. As mistletoes grow in the trees, they become a thick mix of branches and stems. What nests in this big mass?

9. How can parasites best be defined? Use information from the text to support your answer.

Current Events Log

Day 1

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

PART 1

My favorite form of entertainment lately has been ...



My favorite form of entertainment lately has been ...

APPLY IT

Use what you just learned to solve these problems.

- 7 How much is 5 groups of 10? Write a multiplication equation.
Show your work.

Solution

- 8 How much is 10 groups of 5? Write a multiplication equation.
Show your work.

Solution

- 9 Each cabin at camp has 5 beds. There are 4 cabins. How many beds are there at camp? Show your work.

Solution



Fireflies in the Garden

by Robert Frost

Here come real stars to fill the upper skies,
And here on earth come emulating flies,
That though they never equal stars in size,
(And they were never really stars at heart)
Achieve at times a very star-like start.
Only, of course, they can't sustain the part.

5

Name: _____ **Date:** _____

1. What kind of insect is this poem about?

- A. dragonflies
- B. ants
- C. fireflies
- D. grasshoppers

2. What does the poet compare and contrast fireflies with in this poem?

- A. planes
- B. planets
- C. comets
- D. stars

3. Read these lines from the poem:

And here on earth come emulating flies,

That though they never equal stars in size,

(And they were never really stars at heart)

Achieve at times a very star-like start.

Only, of course, they can't sustain the part.

What can you conclude from these lines?

- A. The fireflies cannot act like they are stars for very long.
- B. The fireflies do not want to be like stars.
- C. The fireflies are able to shine brightly like stars without ever stopping.
- D. The fireflies can grow to be the same size as stars.

4. Read these lines from the poem:

That though they never equal stars in size,

(And they were never really stars at heart)

Achieve at times a very star-like start.

Only, of course, they can't sustain the part.

Why might the poet have included the phrase "of course" in the last line?

- A. to show that the poet does not really know much about fireflies
- B. to show that the poet thought the fireflies would be able to sustain the part
- C. to show that the poet wishes that fireflies could sustain the part
- D. to show that the poet is not surprised that fireflies cannot sustain the part

5. What is the main idea of this poem?

- A. Fireflies can seem very star-like, but only for a short time.
- B. Although stars are larger in size, fireflies are more beautiful than stars.
- C. Fireflies live in the garden, while stars appear in the sky.
- D. Fireflies and stars are both interesting things to study.

6. Read these lines from the poem:

And here on earth come emulating flies,
That though they never equal stars in size,
(And they were never really stars at heart)
Achieve at times a very star-like start.

Why might the poet have chosen to use the word "achieve" in the last of these lines?

- A. to make it seem like fireflies do not want to look like stars
- B. to make it seem like fireflies sometimes look like stars by accident
- C. to make it seem like fireflies are very intelligent insects
- D. to make it seem like fireflies are trying and succeeding at looking like stars

7. What does the word "they" refer to throughout the poem?

- A. stars
- B. skies
- C. flies
- D. parts

8. What are two ways that the poet contrasts flies and stars in this poem?

Current Events Log

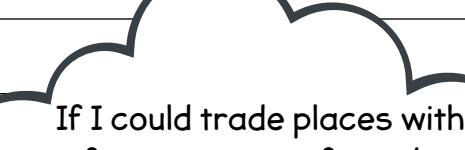
Day 2

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

PART 1

If I could trade places with a famous person for a day, I'd choose ... because ...



If I could trade places with a famous person for a day, I'd choose ... because ...

Practice Multiplying with 2, 5, and 10

Study the Example showing how to multiply with 5. Then solve problems 1–5.

EXAMPLE

Wes has 3 rows of tomato plants. There are 5 plants in each row. How many tomato plants does Wes have in all?



$3 \times 5 = 15$. Wes has 15 tomato plants.



- 1 Circle equal groups of 2. Then fill in the blanks to show the multiplication fact.



..... groups of is, so \times =

- 2 Each box of pencils has 10 pencils. Write a multiplication fact for 8, 9, and 10 boxes of pencils.

a. 8 boxes: \times 10 = pencils

b. 9 boxes: \times = pencils

c. 10 boxes: \times = pencils

Important People

by Michael Stahl



The janitor is the person who helps keep the school clean. Every morning students come from all over and walk into the school building. A building can get dirty, especially when a lot of people go into it. The janitor sweeps and mops the floors so that the dirt brought in gets cleaned up.

The teacher is the person who runs the classroom. The teacher helps you learn about different topics and gives you assignments. If you don't understand something, you can ask the teacher for help.

The principal is the person who is in charge of the whole school. The principal is the leader of the school. The principal is in charge of all the teachers at the school. The principal is the

person whom parents call when they want to talk to someone about the school. The principal usually sets high expectations for the students and makes sure that learning is happening in the school.

American schools are in a city or town. The city or town has a leader, too. The leader is usually called the mayor. The mayor is in charge of running the government of the city or town. The mayor works with the people in the city or town and the other people in the government to fix the problems of the city or town. The mayor has a lot of responsibility.

An American city or town is located within a state. Just like a city or town has a leader, a state has a leader, too. The leader of a state is called the governor. An American state is a part of the United States. There are 50 states, and each one has a governor. The person who is the leader of the United States of America is called the president. There have been over forty presidents throughout the course of America's history. The first president of the United States of America was George Washington. Who is the current president?

Name: _____ Date: _____

1. Who are some of the people described in the passage?

- A. lawyers, doctors, and bankers
- B. singers, actors, and dancers
- C. janitors, teachers, and principals

2. What does the passage list?

- A. This passage lists some of the different jobs people have.
- B. This passage lists the mayors of America's five largest cities.
- C. This passage lists all the Presidents of the United States.

3. A janitor helps keep a school clean. A teacher helps students learn at school. A principal is in charge of all the teachers at a school.

What can be concluded from this information?

- A. Principals often work with janitors but do not often work with teachers.
- B. Many janitors want to become teachers, and many teachers want to become principals.
- C. People can work in the same place and do different things.

4. Which job mentioned in the article is not a job that involves leadership?

- A. janitor
- B. principal
- C. mayor

5. What is this passage mainly about?

- A. the responsibilities of janitors and governors
- B. different people and their jobs
- C. how a janitor keeps a school clean

6. Read the following sentences: "The city or town has a leader, too. The **leader** is usually called the mayor. The mayor is in charge of running the government of the city of town."

What does the word "**leader**" mean above?

- A. someone who helps children learn
- B. someone who has power over other people
- C. someone who does not get along with other people

7. Choose the answer that best completes the sentence below.

The principal makes sure learning is happening in the school, _____, the principal is in charge of the teachers.

- A. but
- B. before
- C. so

8. What is the leader of a city or town called?

9. What are some of a mayor's responsibilities?

Current Events Log


Day 3

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

PART 1

The school bus I'd design would have ...



The school bus I'd design would have ...

- 3 Cole arranges his blueberries into different arrays before he eats them. Write a multiplication fact for each array.



.....

.....

- 4 Fill in the blanks to complete the multiplication facts for 2.

$0 \times 2 = \text{.....}$

$6 \times 2 = \text{.....}$

$1 \times 2 = \text{.....}$

$7 \times 2 = \text{.....}$

$2 \times 2 = \text{.....}$

$8 \times 2 = \text{.....}$

$3 \times 2 = \text{.....}$

$9 \times 2 = \text{.....}$

$4 \times 2 = \text{.....}$

$10 \times 2 = \text{.....}$

$5 \times 2 = \text{.....}$

- 5 Fill in the blanks to complete the multiplication facts for 5.

$0 \times 5 = \text{.....}$

$6 \times 5 = \text{.....}$

$1 \times 5 = \text{.....}$

$7 \times 5 = \text{.....}$

$2 \times 5 = \text{.....}$

$8 \times 5 = \text{.....}$

$3 \times 5 = \text{.....}$

$9 \times 5 = \text{.....}$

$4 \times 5 = \text{.....}$

$10 \times 5 = \text{.....}$

$5 \times 5 = \text{.....}$



Crossing the Finish Line

by ReadWorks



a marathon runner

Running a marathon is not easy. It takes hard work, practice, and patience. After all, to run a marathon, you have to run 26.2 miles by foot! Think about it this way: 26.2 miles is the same as running the length of a football field more than 460 times. It takes most people four or five hours to finish. In 2013, the world's fastest marathon runner finished the race in 2:03:23. Imagine running for over two hours without a break!

By the age of 30, Lea Tambellini had run more than five marathons and had no plans to stop. She had always been an athlete. When she was in high school, she swam on her school's swim team and ran to stay healthy and active. Her mom and dad ran marathons, and when she was 22, they helped her train for her first marathon.

Lea's first marathon took place in Cincinnati, Ohio, and was called "The Flying Pig."

"I was very nervous," she said, "but I had my mom there, so that helped."

Running the race was hard, but the hardest part was when she ran past a cookie factory and smelled cookies at mile 18. "I just wanted to be done," she said. "I was spent, but my mom

kept me going. It was already her 15th marathon."

The word "marathon" comes from a Greek legend. In the legend, a brave soldier ran all the way from the battlefield of Marathon to Athens, Greece to tell everyone the Greeks had won the battle against the Persians. It is said that he ran the entire way without stopping-a distance equal to a modern marathon.

Today, thousands of people run marathons every year. Runners train for months to get ready. To prepare for one of the marathons, Lea ran four to five times every week. On weekdays, she completed shorter runs, five or six miles at most. But on the weekends she ran long distances-13 miles, 15 miles, and 20 miles!

"I don't mind training because I get excited about working toward something. And I love running with a group of friends and working toward the goal together. But it does take a lot of time."

Running a marathon is a great achievement. "It's a great feeling of accomplishment and nothing feels as wonderful as reaching my goal when I cross the finish line," Lea explained. "I can't wait for the next one!"

Name: _____ Date: _____

1. What did Lea Tambellini train for when she was 22?

- A. her first marathon
- B. her first relay race
- C. her first swim meet
- D. her first baseball season

2. What does this text describe?

- A. This text describes the fight between the Greeks and the Persians on the battlefield of Marathon.
- B. This text describes how the marathon known as "The Flying Pig" got its name.
- C. This text describes marathons and the experience of someone who runs them.
- D. This text describes what Lea Tambellini's dad felt like when he ran his first marathon.

3. Running a marathon takes hard work, practice, and patience. What evidence in the text supports this statement?

- A. Runners train for months to get ready for a marathon.
- B. Lea Tambellini had run more than five marathons by the time she was 30 years old.
- C. There is a marathon in Ohio called "The Flying Pig."
- D. The word "marathon" comes from a Greek legend.

4. How did Lea's feelings about running a marathon change?

- A. At first she felt excited, but later she felt nervous.
- B. At first she felt bored, but later she felt scared.
- C. At first she felt scared, but later she felt bored.
- D. At first she felt nervous, but later she felt excited.

5. What is the main idea of this text?

- A. It takes most people four or five hours to run a marathon.
- B. Running a marathon is hard work, but Lea Tambellini enjoys it.
- C. The hardest part of Lea Tambellini's first marathon was running past a cookie factory.
- D. Lea Tambellini loves running with a group of friends and working toward a goal with them.

6. Read these sentences from the text.

To prepare for one of the marathons, Lea ran four to five times every week. On weekdays, she completed shorter runs, five or six miles at most. But on the weekends she ran long distances-13 miles, 15 miles, and 20 miles!

Why might the author have included an exclamation point here?

- A. to help readers imagine what running 20 miles would be like
- B. to show amazement at how far Lea was running on the weekends
- C. to suggest that Lea should not have run so many miles on the weekends
- D. to support the statement that running a marathon is not easy

7. Read these sentences from the text.

Running a marathon is not easy. It takes hard work, practice, and patience.

What does the pronoun "it" refer to here?

- A. patience
- B. practice
- C. hard work
- D. running a marathon

8. Describe what Lea did to prepare for one of the marathons.

Current Events Log

Day 4

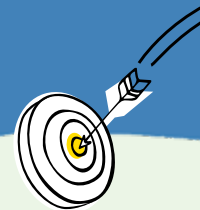
On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

PART 1

[illegible]

Explore What a Fraction Is



Learning Target

- Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

SMP 1, 2, 3, 4, 5, 6

How can you describe equal parts?

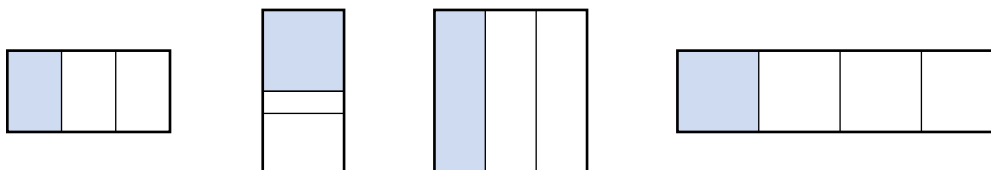


MODEL IT

Complete the problems below.

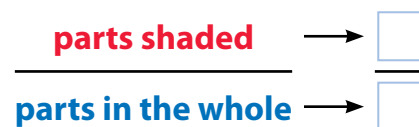
- 1 **Fractions** are numbers that tell about equal parts of a whole.

a. Circle all the shapes that show one third shaded.



b. How do you know you circled the right shapes in Part a?

- 2 There are two numbers to a fraction. The bottom number, the **denominator**, tells how many equal parts are in the whole. The top number, the **numerator**, tells how many equal parts are being described. Write the fraction for the shaded part of the shapes you circled in problem 1.



- 3 You write or name the fraction $\frac{1}{3}$ in words as "one third."

a. How would you write the fraction $\frac{1}{4}$ in words?

b. How would you write the fraction $\frac{1}{2}$ in words?



DISCUSS IT

- Did you and your partner use the same words to name the fractions in problem 3?
- I think you can use words or a number to name a fraction because ...

Famous African Americans - Oprah Winfrey

by ReadWorks



African American female writers have always inspired Oprah Winfrey. When she was a teenager, Winfrey read a book that changed her life. That book was *I Know Why the Caged Bird Sings* by Maya Angelou. The book spoke to Winfrey. It gave her hope. She realized she could rise above the poverty and racism that marked her life.

Winfrey was born in Kosciusko, Mississippi, in 1954. When she was 20, she became the first African American female to host TV news. She was the anchor at WTVF-TV in Nashville, Tennessee. After moving to Chicago, Winfrey began hosting a morning TV program. At first it was called *AM Chicago*. However, the show was so popular that it was renamed *The Oprah Winfrey Show*.

Today, Oprah Winfrey's career is not only in television. She has produced and acted in several movies. These include *The Color Purple* and *Beloved*. Both movies are based on best-selling novels by African American female writers.

Winfrey has won many Emmy Awards for her talk show. She has become one of the most popular, powerful, and influential African Americans of our time. She is also one of the richest women in America today.

Name: _____ Date: _____

1. According to the text, what works of art inspired Oprah Winfrey?
 - A. writing by African American females
 - B. movies based on the lives of journalists
 - C. paintings by African Americans
 - D. plays about small towns
2. Which of these is an effect of Winfrey's show *AM Chicago* being so popular?
 - A. She became a news anchor in Nashville.
 - B. She read a book that changed her life.
 - C. The name was changed to *The Oprah Winfrey Show*.
 - D. She produced and acted in several movies.
3. Oprah Winfrey achieved things that no African American woman had achieved before.

What evidence from the text supports this conclusion?

- A. "Today, Oprah Winfrey's career is not only in television. She has produced and acted in several movies. These include *The Color Purple* and *Beloved*."
 - B. "Winfrey was born in Kosciusko, Mississippi in 1954. When she was 20, she became the first African American female to host TV news."
 - C. "She was the anchor at WTVF-TV in Nashville, Tennessee. After moving to Chicago, Winfrey began hosting a morning TV program. At first it was called *AM Chicago*."
 - D. "Winfrey has won many Emmy Awards for her talk show. She has become one of the most popular, powerful, and influential African Americans of our time."
4. Based on the text, why did Winfrey most likely produce the movies *The Color Purple* and *Beloved*?
 - A. Those were her favorite books as a child.
 - B. They were books that inspired her.
 - C. She thought they would make a lot of money.
 - D. She liked the titles of the books.

5. What is the main idea of this text?

- A. Oprah has been as successful in acting as she has at journalism.
- B. Oprah has learned from the greats to become a successful novel writer.
- C. Oprah has won many Emmy Awards for her television show.
- D. Oprah is an important African American woman inspired by other African American women.

6. Read these sentences from the text.

Today, Oprah Winfrey's **career** is not only in television. She has produced and acted in several movies.

As used in these sentences, what does the word "**career**" mean?

- A. work and jobs
- B. money invested
- C. influences
- D. hobbies and games

7. Choose the answer that best completes the sentence.

Winfrey believed that she could succeed in life _____ reading a book by Maya Angelou titled *I Know Why the Caged Bird Sings*.

- A. but
- B. after
- C. because
- D. before

8. Based on the text, name at least two jobs that Oprah Winfrey has held.

9. Explain whether Winfrey was able to rise above poverty and racism. Use evidence from the text to support your answer.

Current Events Log


Day 5

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1

I can be a helper by ...



I can be a helper by ...

MODEL IT

Complete the problems below.

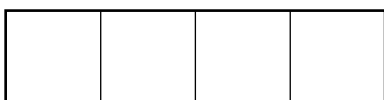
- 4 A **unit fraction** has a 1 in the numerator. It names 1 part of a whole.

Shade $\frac{1}{4}$ of the model below.



- 5 Look at the same model again.

a. Shade three fourths of the model.



b. How could you count each fourth you shaded to also name the fraction? Fill in the missing fourths.

1 fourth, fourths, fourths

c. Write the fraction for the parts you shaded in Part a.

parts shaded	→	<input type="text"/>
<hr/>		
parts in the whole	→	<input type="text"/>

d. How would you name the fraction from Part c in words?



DISCUSS IT

- Count by $\frac{1}{4}$ s up to one whole. How do you know when to stop?
- I think counting by $\frac{1}{4}$ s is like counting whole numbers because ...
- I think counting by $\frac{1}{4}$ s is different from counting whole numbers because ...

6 REFLECT

Explain why the denominator does not change when you are counting by the unit fraction $\frac{1}{4}$ to reach $\frac{3}{4}$.

.....

.....

.....

Learning on the Soccer Field

by ReadWorks



Gustavo's favorite sport is soccer. When he was only four years old, his older brother taught him how to kick the ball. At first Gustavo was never able to make the ball go where he wanted it to go. Now Gustavo is eight years old, and he has had a lot of practice. Gustavo's brother likes to kick the ball with his right foot. But Gustavo doesn't. Instead, he likes to kick it with his left foot so that it makes a loud sound - thwack! Gustavo calls it his lucky left foot. When Gustavo kicks the soccer ball hard with his left foot, he can make it fly into the goal.

Gustavo lives in Rio de Janeiro, one of the biggest cities in Brazil. Rio de Janeiro is on the beach and has very warm weather. All of Gustavo's friends love to play soccer when they get out of school. Today, there is a new boy at school. His name is Felipe, and he comes from Sao Paulo. Sao Paulo is another city in Brazil and has lots of tall buildings called skyscrapers.

After school, the boys invite Felipe to play soccer with them. Felipe says okay but looks very nervous.

As they walk to the soccer field, Gustavo asks Felipe, "What's wrong?" Felipe sighs and says, "I don't know how to play soccer. I tried once and everybody laughed at me." Gustavo pats Felipe on the shoulder. "That's alright," says Gustavo. "I used to be really bad too. You have to keep trying."

The game starts, and Gustavo moves to the front of the field. He plays the forward position and is always trying to score a goal on the other team. Gustavo feels happy every time he plays soccer and tonight he is playing even better than usual. He steals the ball from the other team and runs with it as fast as he can. Thwack! Gustavo kicks the ball with his lucky left foot and it flies through the sky into the goal. Everybody cheers and Gustavo feels like he is the king of the soccer field.

After the game, Gustavo and Felipe stay on the field to practice. Gustavo shows Felipe how he kicks with his lucky left foot. When Felipe tries to kick the ball, it goes in the wrong direction. Gustavo doesn't laugh at Felipe. Instead, he looks and sees that Felipe is kicking the wrong part of the ball with his foot. Gustavo shows Felipe where to kick the ball, and already Felipe is a little bit better. The rest of the week Gustavo and Felipe practice on the soccer field after the other boys leave. Felipe also practices kicking the ball before school. The next week Felipe scores his first goal, and Gustavo gives him a big high-five. Now Felipe looks forward to playing soccer every day, and Gustavo has a new friend.

Name: _____ **Date:** _____

1. What sport do Gustavo and Felipe play?

- A. baseball
- B. basketball
- C. soccer
- D. tennis

2. In this story, an effect is that Felipe gets better at soccer. What is the cause?

- A. Felipe gets laughed at the first time he tries to play soccer.
- B. Felipe practices kicking the soccer ball.
- C. Felipe kicks the soccer ball with the wrong part of his foot.
- D. Gustavo gives Felipe a big high-five.

3. Gustavo is good at soccer.

What evidence from the story supports this conclusion?

- A. After a week of practice, Felipe scores his first goal and Gustavo gives him a big high-five.
- B. During a soccer game, Gustavo steals the ball from the other team and kicks it into the goal.
- C. When Gustavo's older brother taught him how to kick a soccer ball, Gustavo was never able to make it go where he wanted.
- D. Gustavo lives in Rio de Janeiro, a big city in Brazil that has very warm weather.

4. How do Felipe's feelings about playing soccer change in the story?

- A. He goes from feeling nervous to feeling excited.
- B. He goes from feeling excited to feeling nervous.
- C. He goes from feeling kind to feeling angry.
- D. He goes from feeling angry to feeling kind.

5. What is a theme of this story?

- A. Living somewhere with warm weather is a lot of fun.
- B. Playing sports causes children to be mean to each other.
- C. People should choose their friends carefully.
- D. People can get better at something through practice.

6. Read the following sentences: "Gustavo's brother likes to kick the ball with his right foot. But Gustavo doesn't. Instead, he likes to kick it with his left foot so that it makes a loud sound - **thwack!**"

Why does the author write **thwack!** in the sentence above?

- A. to give readers an idea of what the loud sound was
- B. to show readers why Gustavo likes soccer so much
- C. to make readers feel sorry for Gustavo
- D. to help readers understand what going to school in Brazil is like

7. Choose the answer that best completes the sentence below.

Felipe is nervous about playing soccer at first, _____ he looks forward to playing every day by the end of the story.

- A. as a result
- B. yet
- C. like
- D. so

8. What happens when Felipe tries to kick the soccer ball at first?

Current Events Log

Day 6

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

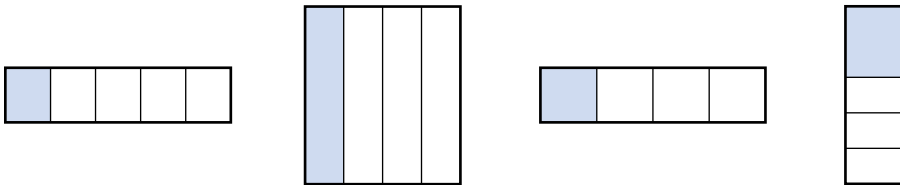
PART 1

Blank lined paper for writing.



Solve.

- 3 Circle all the shapes that show one fourth shaded. How do you know you circled the right shapes?



Solution

.....

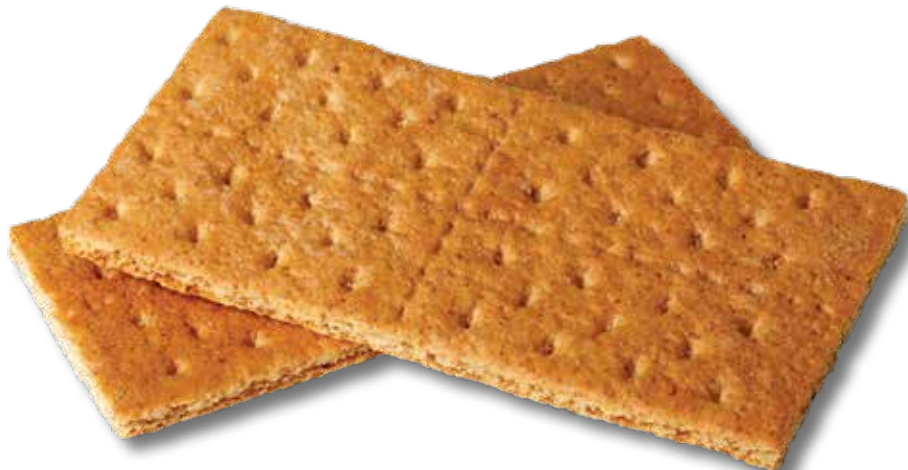
.....

- 4 Write the fraction for the shaded part of the shapes you circled in problem 3.

$\frac{\text{parts shaded}}{\text{parts in the whole}}$
 \rightarrow

- 5 How would you write the fraction $\frac{2}{4}$ in words?

Solution



Bread Baking Now and Then

by ReadWorks



Did you know that bread is one of the earliest human inventions? Bread is a food made of flour and water. Other ingredients and shape can vary. Scientists have learned that humans have been eating bread in some form or another for 30,000 years.

Ancient Egyptians ate a lot of bread. In fact, because they had no potatoes or rice, bread was the most important carbohydrate source in the ancient Egyptian's diet.

Egypt gets little rain. Ancient Egyptian farmers relied on the annual flooding of the Nile River to irrigate their fields. Egyptian farmers paid a portion of their grain harvest to the Egyptian treasury.

Archaeologists have discovered illustrations of bakeries and loaves of bread in ancient Egyptian burial sites. Professional bakers and home-bakers used the same production techniques. Home-bakers, usually women, baked only the bread they would need for that day.

Egyptians used a grain from emmer wheat for their bread. The grain was ground by hand on a millstone. This process cracked and crushed the grain into coarse flour. The flour was mixed with water and sometimes a little old dough. It was placed in a pot and baked in a clay oven.

This Egyptian bread was a flatbread. Indian naan and Middle Eastern pita are two examples of flatbreads eaten today. At the end of the ancient Egyptian period, however, around 300 B.C., Egyptian bakers added to their bread an important ingredient: yeast. Yeast is a microscopic fungus. It makes bread rise.

Today bread production is more complicated. Yes, you can still bake your own bread at home with store-bought flour and yeast. You can also buy bread made at small bakeries. But the fluffy bread you see in grocery stores in the United States today is made in large commercial facilities. These commercial facilities, or plants, have business contracts to bake many different bread brands.

Most breads today are made using four basic ingredients: flour, yeast, salt, and water. Farmers across the United States grow wheat in large quantities. Half of the wheat produced is used in the United States. The other half is exported to other countries.

Grain is processed into flour by companies which then sell the flour to commercial bakeries. These bakeries produce the dough and bake the bread, then package it and arrange for its distribution to stores.

Name: _____ **Date:** _____

1. What have people been doing for 30,000 years?

- A. growing wheat
- B. planting crops
- C. eating bread
- D. using yeast

2. The sequence of bread-baking by the ancient Egyptians is described in the passage. When ancient Egyptians first baked bread, what happened before the flour was mixed with water?

- A. A little bit of old dough was mixed in with the new dough.
- B. The grain was ground by hand on a millstone.
- C. The dough was placed in a pot and baked in a clay oven.
- D. Home bakers baked the bread they would need for the day.

3. Bread was the most important source of carbohydrates for ancient Egyptians because they did not have rice or potatoes. What conclusion does this evidence support?

- A. Ancient Egyptians did not borrow foods from other cultures.
- B. Ancient Egyptians had access to an endless variety of foods.
- C. Ancient Egyptians did not know how to grow rice and potatoes.
- D. Ancient Egyptians had limited dietary resources.

4. What kind of climate did ancient Egypt have?

- A. dry
- B. tropical
- C. wet
- D. cold

5. What is this passage mostly about?

- A. why ancient Egyptians used emmer wheat
- B. different types of flatbreads
- C. the development of bread baking
- D. wheat production in the United States

6. Read the following sentences: "Egypt gets little rain. Ancient Egyptian farmers relied on the annual flooding of the Nile River to **irrigate** their fields."

What does the word "**irrigate**" mean?

- A. dry something out
- B. supply with water
- C. plant seeds in earth
- D. make rows in the ground

7. Choose the answer that best completes the sentence below.

Most breads today are made from four main ingredients, _____, flour, water, salt, and yeast.

- A. thus
- B. also
- C. ultimately
- D. namely

8. What is yeast, and what does it do?

Current Events Log

Day 7

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

PART 1

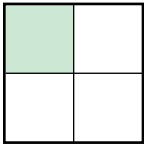
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Develop Describing Parts of a Whole with Fractions

MODEL IT: WRITE FRACTIONS FROM MODELS

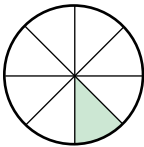
Try these problems.

- 1 a. What unit fraction is shown?



.....

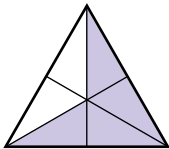
- 2 a. What unit fraction is shown?



.....

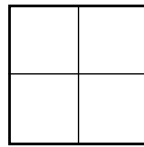
- 3 Write the fraction of the figure that is shaded.
The parts in each model are all equal.

a.



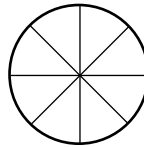
.....

- b. Shade 2 parts of the model. What fraction of the square did you shade?



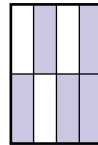
.....

- b. Shade 6 parts of the model. What fraction of the circle did you shade?



.....

b.



.....



DISCUSS IT

- How did you know what fractions to write in problem 3?
- I think shading equal parts of a figure shows a fraction because ...

The Big Hike

by ReadWorks



Tamara opened her eyes and jumped out of bed. Most days she hated getting up early. But today was different. Today Tamara was wide awake and excited. Today her family was going on a hike. This was Tamara's first hike. She pulled on her new shoes and tied the laces. Tamara's mother had bought the new shoes just for the hike. They were brown boots. The bottom of the boots was made of rubber and had curves to help Tamara walk on rocky ground. Tamara put on pants, a shirt, and a big jacket. She was ready to go hiking.

"Tamara," her mother called. "Are you ready?"

"Yes, I am!" Tamara said.

Tamara ran down the stairs. Her mother and older brother James were there at the bottom. They were all wearing new boots like Tamara's. James was hopping up and down impatiently. Everyone was ready for the hike.

Tamara's family got into the car. They drove for two hours until they were far away from the city. Once they

left the city and the suburbs, there weren't many buildings beside the road. Instead there were trees and fields. Tamara saw herds of cows chewing on grass. The road climbed up. They were driving into the mountains. Tamara rolled down her window. The air was cool, and she liked it. It smelled like leaves and flowers. Soon, Tamara's mother parked the car.

"Are we here? Is this the hike?" asked Tamara.

"Yes," said James. "See that trail? That's where we'll start hiking." James had hiked this trail before, and it was one of his favorites.

Tamara looked at the trail. It was a dirt path and went into the forest. Tall trees and tiny flowers lined both sides of the path. Tamara, her mother, and her brother began to walk. Butterflies and bumblebees flew over the flowers. At first the bees made Tamara nervous, but soon she saw that they were more interested in the flowers than they were in her.

Tamara's mother talked about the other times the family had gone hiking. James talked about the time he went camping with the Boy Scouts. Tamara wanted to talk, but she felt out of breath. The trail was steep. They had been walking uphill for an hour by now. Tamara took hold of her mother's hand. "I'm tired," she said.

"Come on, Tamara," said her brother. "You can do it! You're ten years old. That's old enough to hike."

Tamara kept going. If her brother said she could do it, Tamara knew she could. James never lied. They kept walking uphill. Tamara looked around at the plants to keep her mind off of how tired she felt. There was green everywhere. There were trees with long draping leaves that Tamara had never seen before. She saw a small and furry rabbit by the side of the trail. Tamara gasped with surprise, and the rabbit ran away at the sound.

"Look, Tamara!" her brother called suddenly. The trail had ended. Tamara and her family were at a pool at the bottom of a waterfall. Tamara looked up at the water rushing down at the fish swimming in the pool. Her mother sat on a rock at the edge of the pool and began to unpack their picnic. There were peanut butter and banana sandwiches, baby carrots, and chocolate chip cookies. Tamara took off her boots and sat on the edge of the rock. As she bit into her sandwich, she dipped her toes into the cool water.

"Congratulations, Tamara!" said her mother. "You just finished your first hike!" Tamara smiled. She decided that she liked hiking.

Name: _____ Date: _____

1. In the story, Tamara goes on her first what?

- A. bike ride
- B. school trip
- C. hike
- D. camping trip

2. While Tamara is hiking up the trail, she looks around at all of the different plants. What motivates this action?

- A. Tamara wants to keep her mind off of how tired she feels.
- B. Tamara wants to study the plants for a test at school.
- C. Tamara wants to try to find a rabbit in the plants and bushes.
- D. Tamara wants to keep her mind off of how scared she is.

3. Tamara is able to experience new things on the hike. What information from the passage best supports this conclusion?

- A. Tamara's mother talks about the other times the family has gone hiking.
- B. Tamara hikes on a trail that is far away from the city where she lives.
- C. Tamara and her family end up at a pool at the bottom of a waterfall.
- D. Tamara sees trees with long draping leaves she has never seen before.

4. Read the following sentences: "If her brother said she could do it, Tamara knew she could. James never lied." Based on this information, how does Tamara feel about her brother?

- A. Tamara dislikes her brother.
- B. Tamara trusts her brother.
- C. Tamara thinks her brother is cool.
- D. Tamara doesn't trust her brother.

5. What is this story mostly about?

- A. Tamara sees a rabbit on the trail.
- B. Tamara has a picnic with her family.
- C. Tamara goes on her first hike.
- D. Tamara sees a waterfall and a pool.

6. Read the following sentences: "She saw a small and furry rabbit by the side of the trail. Tamara **gasped** with surprise, and the rabbit ran away at the sound."

As used in this sentence, what does the word "**gasped**" most nearly mean?

- A. took in and let out a long breath to show boredom
- B. said something quietly so that only one person would hear
- C. said something very loudly because of anger
- D. breathed in suddenly and loudly because of surprise or shock

7. Choose the answer that best completes the sentence below.

Tamara gets tired after hiking for an hour, _____ she keeps hiking anyway.

- A. but
- B. so
- C. after
- D. like

8. How does Tamara feel when she wakes up?

Current Events Log


Day 8

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

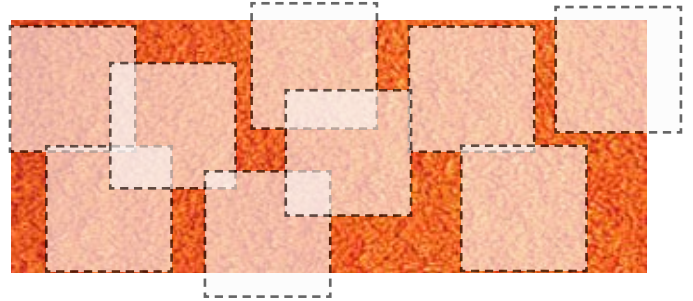
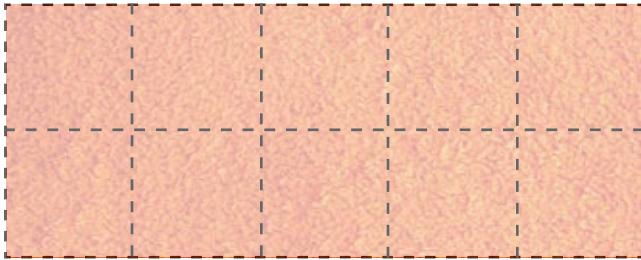
PART 1

A Beginner's Guide
to ____ .

A large, stylized thought bubble with a thick black outline. Inside the bubble, the text "A Beginner's Guide" is written in a large, black, sans-serif font. Below it, the word "to" is followed by a blank line with a period, "____ .". To the left of the main bubble, there are three smaller, empty circles of increasing size, suggesting a trail of thought. The entire graphic is set against a background of horizontal lines.

Solve.

- 3 Circle the rug below that you think shows the correct way to use square units to measure its area.



- 4 Explain why your choice in problem 3 correctly measures area.

- 5 What is the area of the rug in square units?

..... square units

The Hunt

by ReadWorks

Beeeeep beeeeeep beeeeeep. Aidan's alarm clock rang out with a deafening screech. It was 9 a.m. and much too early for Aidan to be awake on a Saturday. As he lazily sat up and reached for the clock to turn it off, he realized what day it was. His birthday! He rubbed his eyes and stumbled out of bed. The smell of blueberry pancakes hit him as he clambered downstairs, which finally woke him up.

"Happy birthday, Aidan!" his parents excitedly greeted him as he sat down at the kitchen table. His mom turned around to grab a steaming plate of golden pancakes from the counter and set it in front of him. "Hold on, they aren't finished just yet," she told him. He thought she was going to get syrup, but she came back holding a bunch of striped candles.

"Candles in pancakes?" he thought as she pushed 13 candles into the top pancake and lit them with a match. Before his parents could say anything else, he quickly made a wish and blew out all the candles—he didn't want the wax to melt into his delicious breakfast.

"Thank you!" he said with his mouth full. His mom and dad laughed as they watched him scarf down the heap of pancakes.

"Well, even though you have plenty planned for tomorrow, I have a surprise for you today," his dad said. They had planned his party for Sunday, since that was when his older sister was able to come back home from university. "Go get dressed. Your surprise will be waiting for you downstairs when you get back," he told his son.

Aidan rushed upstairs and returned back in five short minutes, with his pant leg still tucked into his sock and a tiny bit of toothpaste at the corner of his mouth.

His mother laughed. "Well, aren't you excited," she said with a smile.

On the kitchen table, Aidan noticed a piece of paper neatly folded into a small square. His dad noticed his gaze. "All right, well, open it up," he told him. Aidan picked it up and unfolded it. On it, his dad had written a short note. He read it out loud. "Just like your favorite literary wizard, this spot is marked by a scar."

"You made me a treasure hunt?!" Aidan asked excitedly. His dad nodded, smiling. He knew Aidan would love it; he was always watching crime movies and reading mystery novels.

Aidan started to think. His favorite literary wizard... that would have to be a character in one of his favorite books: *Harry Potter*. "Obviously," he thought. He fell in love with the series as soon as he started the first book just a couple of years ago. He always secretly identified with the odd boy out who discovered he was a wizard at the young age of 11.

After some thinking, he finally remembered the small lightning mark he had carved into a tree in his backyard after finishing the seventh book in the series—the last one. He ran through the fallen red,

orange, and brown leaves-Aidan's favorite thing about fall. There it was: the scar in the clue. He searched around the tree's base, looking for another piece of paper. He brushed away the leaves and finally found one tucked between two small rocks. He briskly opened it.

"Green is this poet's color of choice; red is the color of his language; add some white and blue, and you have his flag. Oh, and your mom's a fan."

"This is a tough one," thought Aidan. He knew he was searching for a poet. He didn't know what green meant, so he started with red. He thought, "Well, red usually signifies love or anger, but a love poet makes more sense. So red, white, and blue are the colors of his or her flag. America?" He tried to think of some American love poets his mom liked, but he remembered none. After a few minutes, Aidan finally thought of the book on his mother's nightstand: *Twenty Love Poems and a Song of Despair* by Pablo Neruda. "And he's from Chile, so red, white, and blue!"

Aidan ran through the back door and up to his parents' room to find the next clue. He then remembered his mom once mentioned that Neruda used to write with green ink. "Perfect," he thought. The book was right on her nightstand. He opened it, and out fell another piece of paper.

"You're almost there!" his dad called out from downstairs. Aidan peeled open the clue. "For this last clue, remember when your sister was blue and couldn't find her favorite Boo." Aidan started to think about the last part, "her favorite Boo." He thought, "Boo had to be a name, since it was capitalized. Could it be the name of a toy when she was little? No, Melanie only got upset when she lost a book." He thought for a while longer. "That's it!" He remembered the time when Melanie lost *To Kill a Mockingbird*, her favorite book, in which Boo Radley, a mysterious neighbor, rescues the main character from a dangerous fight. She always talked about how the book was an American classic, and Harper Lee, the author, was her idol.

He ran outside to the end of his driveway, which is where the book fell out of her backpack one day on her way home from school. He crouched down and looked around for another piece of paper, but there wasn't one to be found. Aidan was stumped. At last, he looked up, and out of the corner of his eye, he noticed someone watching him from across the street. He stood up and realized it was his sister.

"Surprise!" she yelled with a huge smile on her face.

Name: _____ Date: _____

1. What does Aidan realize when he wakes up?

- A. It's Christmas.
- B. It's his birthday.
- C. It's Halloween.
- D. It's the first day of school.

2. After breakfast, Aidan rushes to get dressed. What motivates Aidan's actions?

- A. Aidan wants to get his surprise.
- B. Aidan wants to go outside to play.
- C. Aidan wants to eat his pancakes.
- D. Aidan wants to see his sister.

3. In the story, Aidan turns 13. What evidence from the passage best supports this conclusion?

- A. Aidan's mom makes him blueberry pancakes.
- B. Aidan's father surprises him with a scavenger hunt.
- C. Aidan finds three clues on the scavenger hunt.
- D. Aidan's mom puts 13 candles in his pancakes.

4. What do all three clues have in common?

- A. trees
- B. wizards
- C. books
- D. poetry

5. What is this story mostly about?

- A. Aidan goes on a scavenger hunt.
- B. Aidan eats blueberry pancakes.
- C. Aidan learns about Pablo Neruda.
- D. Aidan has a birthday party.

6. Read the following sentences: "Before his parents could say anything else, he quickly made a wish and blew out all the candles-he didn't want the wax to melt into his delicious breakfast. 'Thank you!' he said with his mouth full. His mom and dad laughed as they watched him **scarf** down the heap of pancakes."

As used in this sentence, what does the word "**scarf**" most nearly mean?

- A. look at closely
- B. yell loudly
- C. demand
- D. eat greedily

7. Choose the answer that best completes the sentence below.

Aidan's birthday is on Saturday, _____ his party is planned for Sunday.

- A. so
- B. but
- C. first
- D. like

8. Why is Aidan's party planned for Sunday?

9. What does Aidan find at the end of his scavenger hunt?

Current Events Log

Day 9

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

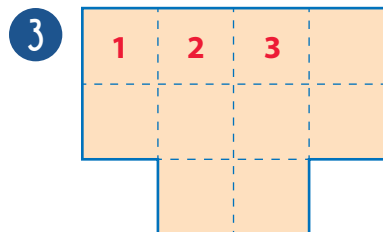
[illegible]

PART 1

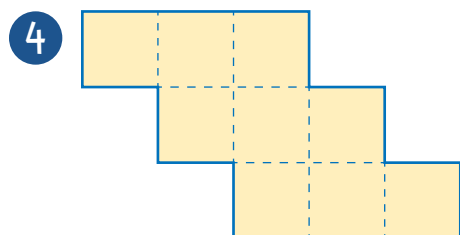
[illegible]

MODEL IT: NON-RECTANGULAR SHAPES

Number and count the square units to find the area of each shape.



Area = square units



Area = square units



DISCUSS IT

- Did you and your partner find the area of the shape in problem 4 in the same way?
- I think square units are different from square inches because ...

CONNECT IT

Complete the problems below.

- 5 How is finding the area of a rectangular shape like finding the area of a non-rectangular shape?

- 6 Explain how to find the area of the rectangle. Then find the area.



Fossils and Dinosaurs - Meat-Eaters

by ReadWorks



Theropods were the fierce meat eaters of the dinosaur world. Unlike most plant eaters, theropods walked on their back legs. They had long powerful tails. These tails helped theropods hunt, and kept them balanced.

The most famous of the theropods is the Tyrannosaurus rex. When most people think of dinosaurs, they think of the T. rex. Tyrannosaurus rex means "king of the tyrant lizards." These dinosaurs were mean. At 12 feet tall and 40 feet long with 6-inch razor-sharp teeth, the T. rex was the most frightening of all meat eaters. They had small forearms with two "fingers" on each. These fingers were very powerful. The T. rex had powerful legs that helped the dinosaur run.

This dinosaur was fierce and strong for a reason. It was a meat eater. It needed to be fierce and strong in order to kill and eat other dinosaurs. Watch out!

Name: _____ Date: _____

1. According to the text, what body part helped keep theropods balanced?
 - A. small legs
 - B. two short fingers
 - C. long, powerful tails
 - D. razor-sharp teeth

2. Why does the author describe the fact that theropods walked on their two back legs?
 - A. to contrast theropods with plant eater dinosaurs
 - B. to compare theropods with human beings
 - C. to explain why theropods went extinct
 - D. to illustrate how theropods were able to jump high

3. The Tyrannosaurus rex was a very large dinosaur.

What evidence from the text supports this conclusion?

- A. "Theropods were the fierce meat eaters of the dinosaur world. Unlike most plant eaters, theropods walked on their back legs."
 - B. "At 12 feet tall and 40 feet long with 6-inch razor-sharp teeth, the T. rex was the most frightening of all meat eaters."
 - C. "They had small forearms with two 'fingers' on each. These fingers were very powerful."
 - D. "This dinosaur was fierce and strong for a reason. It was a meat eater."

4. Based on the text, which of the following is most likely?
 - A. Theropods did not eat meat.
 - B. The Tyrannosaurus rex did not run very fast.
 - C. Other dinosaurs were afraid of the T. rex.
 - D. Theropods had very flat teeth.

5. What is this text mainly about?

- A. why meat eaters had short forearms with two fingers.
- B. how the Tyrannosaurus rex has been shown in movies.
- C. how plant eaters were different from meat eaters.
- D. theropods and the Tyrannosaurus rex.

6. Read these sentences from the text.

It was a meat eater. It needed to be **fierce** and strong in order to kill and eat other dinosaurs.

As used in the text, what does the word "**fierce**" mean?

- A. rare and hard to find
- B. slow-moving
- C. calm and patient
- D. wild and aggressive

7. Choose the answer that best completes the sentence.

Most plant-eating dinosaurs walked on all four feet; _____, meat-eating dinosaurs walked on their back legs.

- A. however
- B. otherwise
- C. so
- D. because

8. Based on the text, describe the arms and legs of the T. rex.

Current Events Log

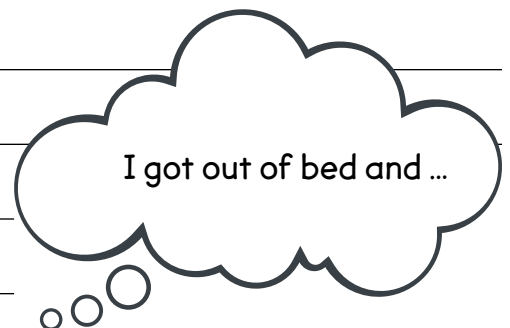
Day 10

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

PART 1

I got out of bed and ...



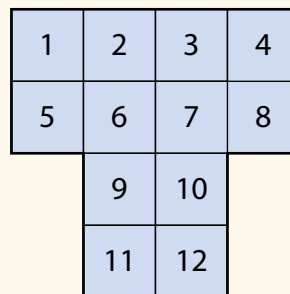
Practice Finding Area


Study how the Example shows how to count square units to find area.
Then solve problems 1–7.

EXAMPLE

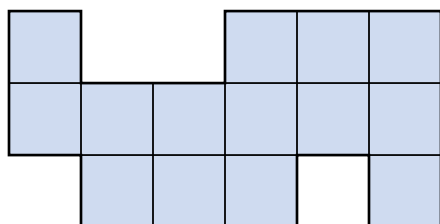
The shape is covered with squares of the same size.
What is the area of this shape?

Count the square units. The area of the shape is 12 square units. You must use same-sized squares to find the area in square units.

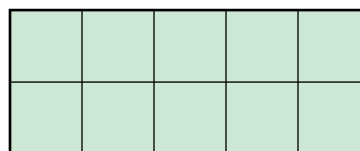


 = 1 square unit

1 Count to find each area.

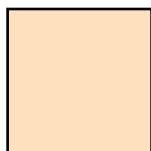


Area = square units

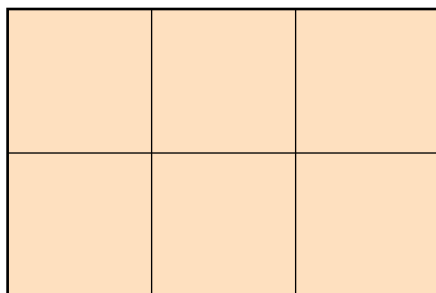


Area = square units

2 What is the area?



1 square inch



Area = square inches

Vocabulary

area the amount of space a flat shape covers.

square unit the area of a square with side lengths of 1 unit.

Ice Ages



Glacier

Have you ever heard the phrase "ice age"? It refers to a long period of time when glaciers and ice sheets cover large parts of the Earth. We are actually living in an ice age right now! This ice age began about 2.5 million years ago. Today, large areas of ice cover regions of Antarctica, the Arctic, and Greenland.

The climate changes multiple times during an ice age. It alternates between glacial periods and interglacial periods. During glacial periods of an ice age, temperatures are much colder than they are today. Ice sheets and glaciers expand, covering more of the planet. These periods can last tens of thousands of years. The last glacial period started about 120,000 years ago and ended about 11,500 years ago. During interglacial periods of an ice age, the average global temperature increases. Ice sheets and glaciers get smaller. The climate is warmer and wetter than it is during glacial periods. We are currently living in an interglacial period. It started about 11,500 years ago - when the last glacial period ended. During an ice age, glacial periods generally last much longer than interglacial periods.

Scientists don't completely understand what causes ice ages. But they do believe that one important factor is the amount of light Earth receives from the sun. When the northern part of the world receives less sunlight, temperatures drop, and more water freezes into ice. This can lead to the start of an ice age. When the northern part of the world receives more sunlight,

temperatures rise, and ice sheets melt. This can lead to the end of an ice age. However, there are other factors, too, including changes in the water flow of our oceans. Scientists are working to learn more about how different factors may cause an ice age to begin and end.



CIA World Factbook

The current ice age we're in is not the first the Earth has experienced. At least five major ice ages have occurred throughout Earth's history. The earliest one started over 2 billion years ago!

Name: _____ Date: _____

1. Throughout the Earth's history, there have been long periods of time when glaciers and ice sheets cover large parts of the Earth. What are these periods called?

- A. dark ages
- B. ice ages
- C. cold ages
- D. winter ages

2. The text describes and compares the glacial periods and interglacial periods of an ice age. What is one way these periods are different?

- A. The average global temperature is lower during an interglacial period than a glacial one.
- B. The average global temperature is higher during an interglacial period than a glacial one.
- C. Interglacial periods normally last longer than glacial periods.
- D. More of the Earth is covered by ice sheets during an interglacial period than a glacial one.

3. The Earth has undergone many changes throughout its history. What information from the text best supports this statement?

- A. The Earth may enter an ice age when the northern part of the world receives less sunlight.
- B. During glacial periods, ice sheets and glaciers cover more of the Earth.
- C. The Earth has had at least five major ice ages over billions of years.
- D. Scientists are working to learn more about how different factors may cause an ice age to begin and end.

4. Based on information in the text, what can be concluded about the Earth and the sunlight it received 2.5 million years ago?

- A. The northern part of the Earth was receiving more sunlight.
- B. The Earth was receiving the same amount of sunlight throughout its different parts.
- C. The southern part of the Earth was receiving no sunlight.
- D. The northern part of the Earth was receiving less sunlight.

5. What is the main idea of this text?

- A. Today, large areas of ice cover regions of Antarctica, the Arctic, and Greenland.
- B. Ice ages alternate between glacial and interglacial periods as the Earth's climate changes.
- C. During an ice age, glacial periods generally last much longer than interglacial periods.
- D. One important factor that may cause ice ages is the amount of light Earth receives from the sun.

6. Read the following sentences from the text.

"During glacial periods of an ice age, temperatures are much colder than they are today. Ice sheets and glaciers expand, covering more of the planet."

Based on the text, what does the word "expand" mean?

- A. get bigger
- B. get smaller
- C. get warmer
- D. get lost

7. Choose the answer that best completes this sentence.

Ice ages alternate between two different periods, _____ glacial periods and interglacial periods.

- A. namely
- B. on the other hand
- C. for example
- D. meanwhile

8. What happens when the northern part of the world receives less sunlight?

9. Describe two ways glacial periods compare to interglacial periods. Use information from the text to support your answer.

10. How might the way the Earth is today compare to the way it was 100,000 years ago? Use information from the text to support your answer.

Current Events Log

Day 11

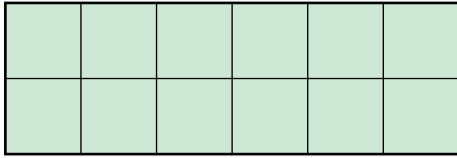
On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

[illegible]

A large, white thought bubble with a black outline is centered on the page. Inside the bubble, the text "To the people of ..., our new laws will be..." is written in a black, sans-serif font. Three small circles of increasing size lead from the bottom left of the main bubble, suggesting a thought process.

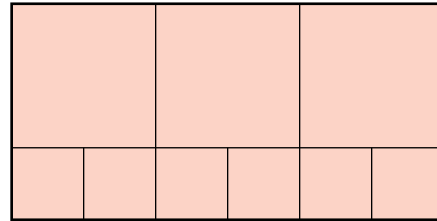
- 3 What is the area of this rectangle?



= 1 square centimeter

- 4 Ria says that the area of Rectangle A is 9 square units. Do you agree? Explain.

Rectangle A

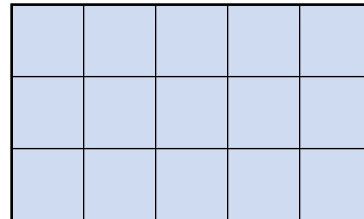


- 5 Fill in the blanks.

Rectangle B has rows of squares.

There are squares in each row.

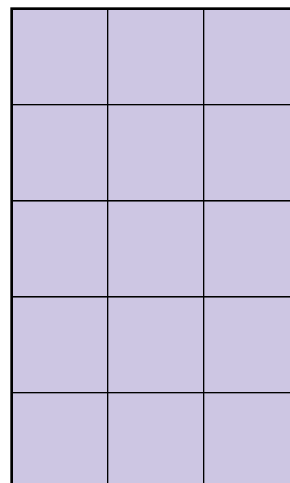
Rectangle B



- 6 How can you skip-count to find the area of Rectangle B? Write the area.

- 7 What is the area of Rectangle C? How does this compare to the area of Rectangle B? Are the rectangles the same size? Explain.

Rectangle C



Wild Things

Scientists discover hundreds of plants and animals in Asia.

Talk about hide-and-seek! Scientists in Asia recently discovered more than 350 plant and animal species. The species were found in the Himalayas (hi-muh-LAY-uhss). Those are mountains in southern Asia.



Leigh Haeger

One of the species has researchers hopping for joy. It is a "flying" frog. The bright green animal was found in India. It uses its long, webbed feet to **glide**, or float, through the air.

Another discovery is the leaf deer. It is the world's smallest deer. It's only about 25 to 30 inches tall. Researchers found the animal in the nearby country of Myanmar.

The scientists made the discoveries from 1998 to 2008. Besides India and Myanmar, they looked in **regions** of three other countries. A region is an area. Those countries are Bhutan, China, and Nepal.

The researchers uncovered flowers and a snake. They also found a monkey. It is the first new type of monkey to be discovered in more than 100 years.

Experts are excited about the discoveries, but they are also worried. The species' **habitat**, or home, is in trouble. Loggers are cutting down trees in the Himalayas. To protect the mountains, nature groups are asking countries to guard the land from people trying to destroy it.

In the meantime, scientists are continuing to search the Himalayas for more plants and animals. "There will be close to 3,000 to 5,000 species that [could] be discovered ... over the next five years," says wildlife expert Bittu Sahgal.

Spot the Species

Here's a look at some of the plants and animals that caught scientists' attention while they were studying the Himalayas.



WWF/Nepal

Meet Bambi's mini-me! The **leaf deer** is less than 3 feet tall. At about 25 pounds, the deer weighs as much as a medium-sized dog.



WWF/Nepal

Talk about flower power! The **blue diamond impatiens** (im-PAY-shehnz) changes color depending on the weather. When temperatures rise, this blue flower turns purple.



WWF/Nepal

Don't let its name fool you. The **orange-spotted snakehead** is actually a fish. The colorful creature lives in ponds and swamps.

Name: _____ Date: _____

1. What is special about the monkey that was discovered in the Himalayas?

- A. It is less than 3 feet tall and weighs 25 pounds.
- B. It can float through the air.
- C. It is the first new type of monkey to be found in over 100 years.
- D. It changes color depending on the weather.

2. Which of the following does the author describe last in the text?

- A. The author describes the plans to keep searching for more new species.
- B. The author describes the dangers to the new species' habitats.
- C. The author describes where the new species were found.
- D. The author describes three different new species that were found.

3. Read these sentences from the text.

The researchers uncovered flowers and a snake. They also found a monkey. It is the first new type of monkey to be discovered in more than 100 years.

Based on this information, what conclusion can you draw about the living things scientists found?

- A. The only animals that scientists found were snakes and monkeys.
- B. There are only a few different types of monkeys in the world.
- C. The scientists discovered many different kinds of living things.
- D. The scientists had to dig into the ground to find the animals.

4. What can be inferred from the text?

- A. The blue diamond impatiens only changes color when the weather in the Himalayas gets colder.
- B. There are probably species in the Himalayas that scientists will not find.
- C. The world's smallest deer is an excellent mountain climber.
- D. It is extremely cold in the Himalayas because they are mountains.

5. What is this text mostly about?

- A. the orange-spotted snakehead and its life in the Himalayas
- B. how experts plan to search the Himalayas for more species
- C. the discovery of new species in the Himalayas
- D. what it is like to go hiking in the Himalayas

6. Read these sentences from the text.

Another discovery is the leaf deer. It is the world's smallest deer.

It's only about 25 to 30 inches tall. **Researchers** found the animal
in the nearby country of Myanmar.

In these sentences, what does the word "**researchers**" mean?

- A. mountains
- B. scientists
- C. loggers
- D. doctors

7. Choose the word that best completes the sentence.

Loggers are cutting down trees in the Himalayas _____ many species are losing their habitat.

- A. because
- B. although
- C. but
- D. so

Current Events Log

Day 12

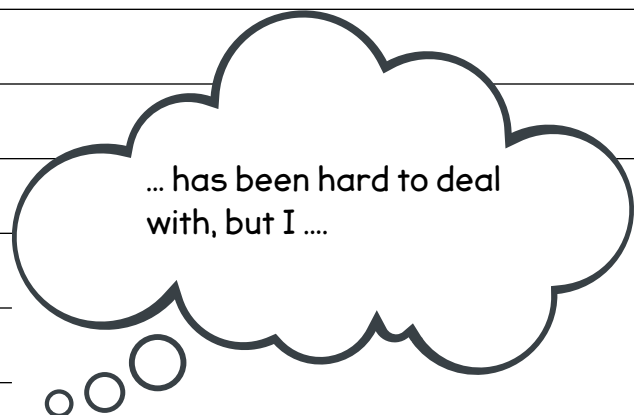
On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

PART 1



... has been hard to deal with, but I



CONNECT IT

Now you will use the problem from the previous page to help you understand how to compare quadrilaterals.

- 1 What is an attribute of a square that is not an attribute of every rectangle?
- 2 Does every rectangle have all the attributes of a square?
- 3 Does every square have all the attributes of a rectangle?
- 4 Is every square a rectangle? Explain why or why not.
- 5 Is every rectangle a square? Explain why or why not.

6 REFLECT

Look back at your **Try It**, strategies by classmates, and **Picture It** and **Model It**. Which models or strategies do you like best for comparing quadrilaterals? Explain.

.....

.....

.....

.....

.....

Conquering Fears and Phobias

Darla jumped when the "ghost" popped out of the bushes. "I can't believe I'm scared!" she thought, heart pounding. "It's Halloween! That's just someone dressed up like a ghost!"

Everyone gets scared sometimes. It's a normal reaction. You need that reaction to survive. When faced with a threat, it's useful to be afraid and get out of the way so that you won't get hurt.

You can also learn fears through experience. Greg, for example, once fell off a ladder. After that, he was afraid to climb a ladder. He finally realized all he had to do was be careful when using one.

As you get older, you may outgrow some fears. Maybe you used to be afraid of the dark or of spiders. Different people are afraid of different things over time.

Fear or Phobia?

Fears can be mild or severe. Mild fear just makes you feel slightly nervous. But intense fear can make you sweat. Your heart may beat faster. You may even have trouble breathing.

Sometimes fear becomes extreme and unreasonable. This is known as a phobia. Phobias are fears that make people feel out of control. Sometimes people with phobias feel sick. Some of them get headaches, high blood pressure, ulcers, skin rashes, nausea, or other medical problems.

Doctors believe that most of these phobias, like Greg's, are learned. But in some cases, a phobia follows an unrelated trauma, such as a death in the family. And the tendency to develop some phobias may run in families.

Extreme Fears

Phobias can be about things, activities, or situations. For example, people can have phobias about cats, storms, or heights. These are called specific phobias.

Other people may be afraid of going to parties or being with other people because they think they would feel judged, embarrassed, rejected, or scared of offending people. Such a phobia is known as *social anxiety disorder*, or social phobia. Tess, for instance, would not play with other kids. And she sweated, blushed, and stammered if she had to speak in school.

Still other people have a type of phobia called a *panic disorder*. They suddenly feel very frightened for no reason. They may sweat, tremble, faint, have trouble breathing, or get very sick. Worst of all, they never know when a panic attack will strike.

Phobias often have weird names. Some examples are *arachnophobia* (fear of spiders), *brontophobia* (fear of thunderstorms), *claustrophobia* (fear of enclosed spaces), *myxophobia* (fear of slime), and *arachibutyrophobia* (fear of peanut butter sticking to the roof of your mouth).

Taming the Fear

If a phobia interferes with daily life, it's time to do something about it. Psychologists have several suggestions for dealing with phobias.

- Talk about the phobia with someone you trust.
- Breathe deeply, and try to relax when you think about the thing you fear.
- Try to visualize what you fear to lessen the phobia.
- Try to think positive thoughts. Replace "I'm so scared" with "I'm going to be OK."
- Slowly count to 10. Tell yourself you will be all right when you reach 10.

If these things don't help, see your doctor. He or she may refer you to a psychologist or psychiatrist. These experts can help you learn to overcome a phobia. Sometimes they use a method called *systematic desensitization* (sis-tuh-MAT-ik dee-sens-ih-tuh-ZAY-shun). This involves getting used to something one step at a time. Hannah saw a psychologist about her fear of dogs. The psychologist had her face her fear in stages. First, Hannah relaxed. Then, she imagined she was near a friendly dog. Third, she looked at pictures of dogs. Finally, she went up to a real dog and patted its head.

Another useful technique is *virtual reality exposure*. Carl overcame his fear of flying this way. He sat in a computer-controlled "virtual plane" that never left the ground. He "experienced" takeoffs, landings, and flying in all kinds of weather.

It's important to realize that phobias can be treated. "Most people who seek treatment completely overcome their fears for life," according to the American Psychiatric Association. This is true even if your fears are worse than the usual Halloween jitters.

Name: _____ Date: _____

1. What is a phobia?

- A. a fear that is outgrown over time
- B. an extreme fear that makes a person feel out of control
- C. a fear of the dark or of spiders
- D. a type of fear that involves dogs or airplanes

2. One problem mentioned in the passage is that some people cannot get over their phobias on their own.

What is a solution to this problem?

- A. People can try to turn their phobia into a social anxiety or panic disorder.
- B. People can try new activities or situations that help them forget about their phobia.
- C. People can get help from a psychologist or psychiatrist to overcome a phobia.
- D. People can learn the names of their phobias.

3. Fear is not always a bad thing.

What evidence from the text supports this conclusion?

- A. Different people are afraid of different things over time.
- B. Some people have a fear of dentists, so they avoid going to see dentists.
- C. Sometimes fear becomes extreme and unreasonable. This is known as a phobia.
- D. Fear can be a normal reaction that helps us avoid harm and survive.

4. How can the treatment options for people with phobias be described?

- A. Most treatment options get rid of pain and sickness but not the phobia.
- B. Most treatment options involve getting used to friendly dogs.
- C. There are many different treatment options for people with phobias, and treatments are often effective.
- D. Some treatment options are helpful, but others can actually make phobias worse.

5. What is the main idea of this passage?

- A. Fears are most common during Halloween, but they can also occur at other times.
- B. Fears can sometimes be extreme, but they can also be treated and overcome.
- C. Everyone gets scared, so it shouldn't be embarrassing.
- D. Phobias can be about many things and have severe effects on people's health.

6. Read these sentences from the text.

"Doctors believe that most of these phobias, like Greg's, are learned. But in some cases, a phobia follows an unrelated trauma, such as a death in the family."

As used in the passage, what does the word "trauma" mean?

- A. a meeting
- B. a failure
- C. a difficult event
- D. an accident

7. Choose the answer that best completes the sentence.

Some phobias have weird names, _____ arachnophobia (fear of spiders) or brontophobia (fear of thunderstorms).

- A. however
- B. otherwise
- C. finally
- D. such as

8. What is the difference between regular fears and phobias?

Current Events Log

Day 13

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

[illegible]

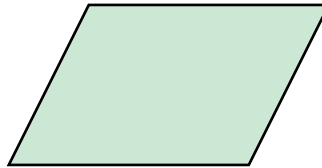
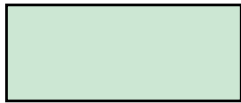
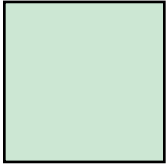
PART 1

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

APPLY IT

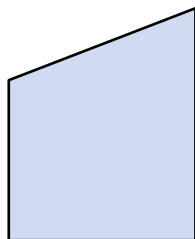
Use what you just learned to solve these problems.

- 7 Circle all the quadrilaterals below that are squares.



- 8 One way to define a trapezoid is a quadrilateral with exactly one pair of parallel sides. Draw a trapezoid with two right angles.

- 9 Circle all the quadrilaterals below that are rectangles.



A Little about Ants

by Mimi Jorling



leaf-cutting ant

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

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

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

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

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

Name: _____ Date: _____

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

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

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

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

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

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

4. Read these sentences from the text.

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

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

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

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

5. What is a main idea of this text?

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

6. Read these sentences from the text.

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

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

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

7. Read this sentence from the text.

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

How could this sentence be rewritten without changing its meaning?

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

Current Events Log

Day 14

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

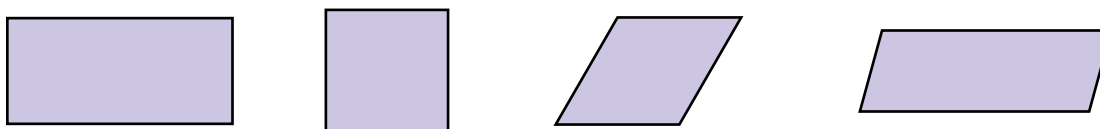
PART 1

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

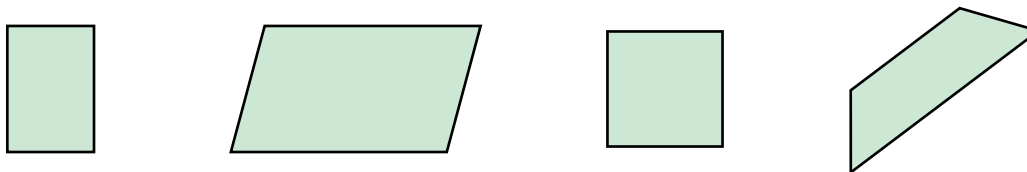
Use the table to solve problems 4–7.

Attribute	Parallelogram	Rhombus	Rectangle	Square
4 sides and 4 angles	yes	yes	yes	yes
4 right angles	sometimes	sometimes	yes	yes
2 pairs of parallel sides	yes	yes	yes	yes
2 pairs of sides that are the same length	yes	yes	yes	yes

4 Circle all the quadrilaterals that are rhombuses.



5 Circle all the quadrilaterals that are rectangles.



6 Tell whether each sentence is *True* or *False*.

	True	False
All squares are rectangles.	(A)	(B)
All rectangles are parallelograms.	(C)	(D)
All parallelograms are rectangles.	(E)	(F)
All quadrilaterals are parallelograms.	(G)	(H)
All parallelograms are quadrilaterals.	(I)	(J)

7 Jaime says that some rectangles are not squares. Do you agree? Explain.

Lesson 3

Reading About Time and Sequence



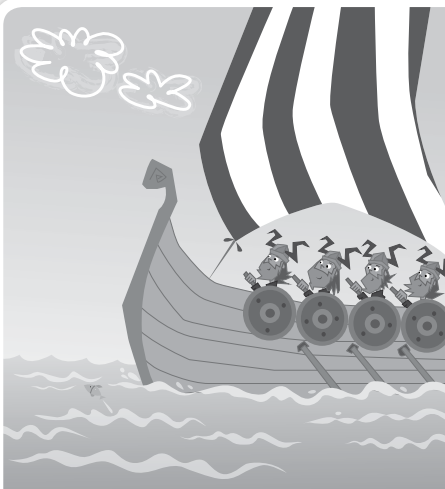
Learning Target

Using time and sequence words will help you understand how events in history are connected.

- **Read** Do you like a good story? Then you probably enjoy history. History is the story of events that happened in the past. **Historical** events are usually told in a **sequence**, which is the order in which they happened. The sequence can help you understand the **relationships**, or connections, between those events.

When you read, look for signal words that give clues about time order and sequence. *First*, *next*, and *finally* are signal words. So are phrases such as *later that year* and *in 1864*.

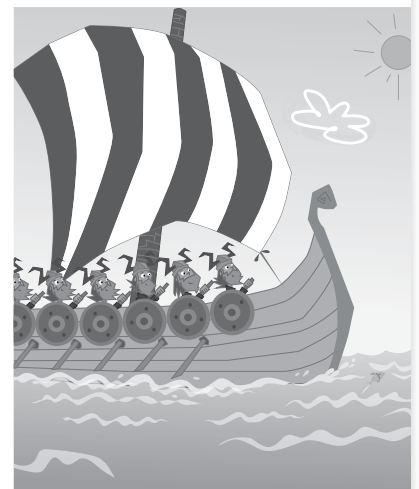
Read the cartoon below. What is happening? How are the events related?



First, the Vikings sailed to North America.



Next, they started a settlement.



After a few difficult years, the Vikings gave up and returned home.

- **Think** Read the cartoon again. Notice the signal words that are used. Now fill in the chart below by writing the events in the order in which they happened.

The Vikings Sail to North America		
First	Next	After a Few Years

- **Talk** Think about the second and third things that happen in the cartoon.
- What is the relationship between those two events?
 - Was the third event what you expected?



Academic Talk

Use these words to talk about the text.

- **sequence** • **relationships** • **historical**

Current Events Log

Day 15

On the lines below, draw and write about something interesting you learned about by reading the newspaper, watching local news, or watching an educational TV show (PBS, Disney Channel, Discovery Channel, Newsela Kids, Informational YouTube Program, etc.) Describe who, what, where, when, why, and how of what you learned. What facts or information are most interesting to you and why?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PART 1

Building a treehouse for our community was...

Building a treehouse for our community was...



Proud LEARN
Family

The background of the image is decorated with several line art flowers of various designs, including daisies, multi-petaled blooms, and stylized flowers with circular centers. These are arranged around the central text.

Thank you
first responders

♡, **LEARN**