

Dear parents,

Since we are going to distance learning, I am trying to think of the best way to get the information out to you. I am hoping to send a quick note like this every week so you get a basis of what we are doing. After the first week, if you are seeing things that don't work for you, please let me know. Here is how I think things will be going for the next week to three weeks.

1. Attendance will be taken by your student completing a Freckle Math Fact every single day. They are quick, and it is what I have been using with my distance learner already. So, every day the kids will sign into Freckle and do a math facts practice. Attendance is due by 2:00 pm every day for me, so please have students complete the fact practice sometime before that so they are counted as present in school.
2. A packet will go home every week for your students to do at home. It is labeled by day, so it is pretty easy to follow. They can ask questions about the work during our Zoom meeting we will have every day. The packet is due back to the school on Friday, this first week will be a little messy since we don't get them until Monday. I don't think they will have a problem getting it all done this first week. I tried to keep this lesson a little shorter until we are on a routine.
3. I will assign work in Freckle that will be due every day as well. It will be for reading and math. It is skills we are working on in class, or skills we have already worked on. Please have them work on the assignments every day as well. Remind them to take their time. I reassign work that is below a certain percentage so they can try again. I do this because it has really cut down on students just guessing and turning in work. They are reading and actually doing the math the first time instead of guessing.
4. I will assign 1 lesson a day in DreamBox as well. Please have students complete at least one lesson per day in DreamBox.
5. Students are expected to read for at least 20 minutes a day as well. The packet has a section for this called the reading log. They need to pick off that sheet and write about it on loose leaf notebook paper so I know they are keeping up on reading. If you do not have books at home, the kids can use Epic during school hours to listen to books. Right now, we are listening to Third Grade Angels on Epic. This would be a good read aloud for them to finish and log about it since we have already been working on listening to it. Every student should be on chapter 3. Once they complete Third Grade Angels, they can pick any book they want to read on Epic, or they may read a book they already have at home.
6. We are going to be doing a novel study every day as well. This is going to be done through Zoom at 9:00 every day. We will meet every day and read aloud chapters from

Because of Winn-Dixie. They will then be answering questions and turning the questions in through google classroom. After we read our chapters, I will be asking the students how the work is going and if they have any questions for me. We can look at the work for the day then, and they can ask me any questions they have about the assignments during that time.

7. You can reach me on ClassDojo from 8:30-9:00, 10:00-12:00, and 1:00-3:30 every day as well. I will be at the school, so I will be able to answer any questions they may have.
8. All the login pages are on my stream in Google Classroom as well as bookmarked on their computers. Google Classroom will have assignments that need to be turned in daily after we have our Zoom meeting. Also keep an eye on your ClassDojo for messages I may have for you.
9. I am sending home passwords again this week in the packet just so you have them for sure. I added the Zoom meeting and their Epic class code.

Hopefully I have answered any questions you may have on here, but I could have easily forgot something. Please reach out to me on ClassDojo if you need anything from me.

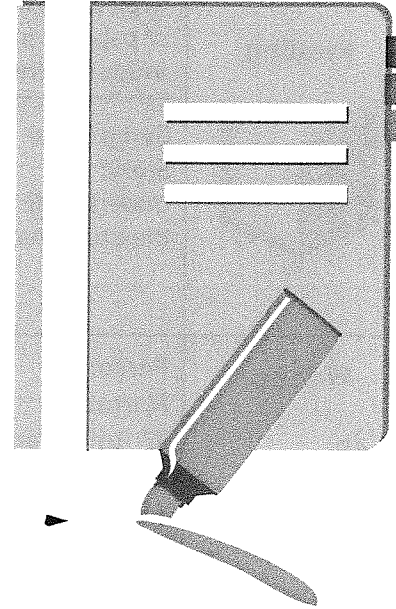
Thank you so much for working through this with me,  
Mrs. Cooper

Week 1

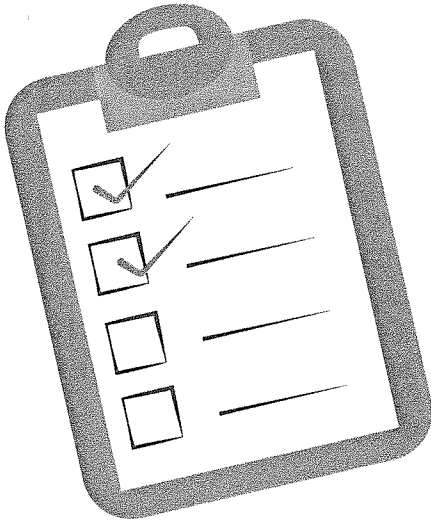
## Helpful Hints for Students and Families

### Materials You Will Need:

- Pencils
- Extra paper or a notebook/journal. (You may put everything into one notebook if you like.)
- Colored pencils, markers, or crayons for some of the activities

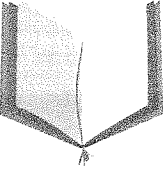


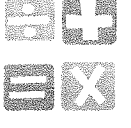




### Directions & Tips



- There is a schedule for each day. You may complete the activities in any order. Social studies and science activities may take you more than one day to complete.
- Make sure to plan your time so that you don't let things pile up at the end.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the menu.
- Make sure an adult signs the activity menu before you bring it back to school.

# Activity Menu

		Day 2	Day 3	Day 4	
<b>Reading</b> 	Read for 20 minutes and answer 3 of the questions on the sheet on another piece of paper or in a journal. <b>Challenge:</b> Try not to repeat a question! <b>Independent Reading Questions</b>				
	<b>Game Show Story:</b> Understanding the Character	<b>Game Show Story:</b> Order of Events	<b>Game Show Story:</b> Remember Details	<b>Pair the Cause and Effect and Reading for Comprehension:</b> Cause and Effect	<b>Comparing Two Stories</b>
<b>Writing</b> 	<b>Personal Narrative Writing (Part I - Now, What Seems to Be the Problem?)</b>	<b>Personal Narrative Writing (Part II - Time to Write)</b>	<b>Game Show Story:</b> Make a Prediction	<b>Creative Writing:</b> Any Pet in the World	<b>Make Up Your Own Scary Story</b>
<b>Grammar Practice</b> 	<b>Say What?</b>	<b>Punctuation:</b> Commas	<b>Plural Nouns</b>	<b>Subject-Verb Agreement</b>	<b>Context Clues:</b> Finding Word Meanings
<b>Math</b> 	<b>Word Problems Learning Check</b>  <i>Rounding</i>	<b>Hundreds Board Challenge 3</b>  <i>Rounding</i>	<b>Two-Step Addition and Subtraction Word Problems Check-In (#1-5)</b> <i>Rounding</i>	<b>Two-Step Addition and Subtraction Word Problems Check-In (#6-10)</b> <i>Rounding</i>	<b>Missing Digits: Addition and Subtraction and Math Puzzle Boxes</b> <i>Rounding</i>
<b>Social Studies</b> 	<b>Find Your Way Around a Map and Map It! Scale Skills</b>				
<b>Science</b> 	<b>Nonfiction Text Features: Wild, Wild Weather and Concept Web</b>				

Parent/Guardian Signature: \_\_\_\_\_

# Day 1

Reading	Game Show Story: Understanding the Character
Writing	Personal Narrative Writing (Part I : Now, What Seems to Be the Problem?)
Grammar Practice	Say What?
Math	Word Problems Learning Check <i>Rounding</i>



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Reading Comprehension: Game Show Story

## Understanding the Character

Great readers can focus on the story elements in a text to have a deeper understanding of the story. The characters, setting, problem, and solution, are story **elements**. They make the story interesting!

**Characters:** The people or creatures in a story, movie, or play.

**Setting:** The time and place in which something happens.

**Problem:** A question or situation that is difficult to deal with.

**Solution:** The way to solve a problem.

**Directions:** Read the story. Then, answer questions about the characters in the story.

Today was the day, and I couldn't ignore the butterflies in my stomach. I had waited and studied for this day for months, after all, and I felt on edge. I was on my way to the most-watched game show on television: "Will You Win?" It's a staple at our house. We watch it every day right after I get off the bus.

On the show, the host asks questions about random facts. The contestants need to answer before the other person to win a point. If they answer incorrectly, the contestant needs to dance or act out a famous scene from a movie of their choice. Then, the audience votes to give the contestant another chance. The boo from the audience is legendary on this show. It is especially entertaining when someone famous is the cause of the booing. It's not a complicated show, but you have to be smart and quick with your answer. I can't believe they finally chose me to be a contestant! I can't believe I have a chance to win the prize money!

As my mother drove me to the airport, I focused on the "Will You Win?" show. Facts raced through my head and I skimmed all the pocket factbooks I'd brought with me. The speed limit decreased and the car slowed as we approached the airport. My mother parked in the long-term parking garage. We headed towards the terminal. My pace slowed. I thought, "Can I do this?"

"Alexis, are you ready?" Mom asked.

The airport loomed before us. This is my chance to win money for our after-school program. This is what I worked so hard for. "I can do this," I told myself. I stood taller and said, "Ready or not, here I come!" Then, I smiled for the first time that day.

**Directions:** Answer the questions about using information from the story.

1. Who is the main character in the story?

\_\_\_\_\_

2. What is the setting in the story?

\_\_\_\_\_

3. How does the character feel in the story?

\_\_\_\_\_

4. How has Alexis prepared for the game show?

\_\_\_\_\_

5. What do the words "on edge" tell you about Alexis?

\_\_\_\_\_

# Now, What Seems to be the Problem?

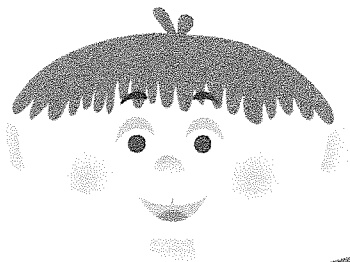
Just like fictional stories, personal narratives involve some kind of a problem, or conflict. Personal narratives are filled with feelings and emotions that often change throughout the story.

Problems could relate to:

a disagreement you had with someone  
an obstacle you faced  
the challenge of learning something new  
getting through a tough time in your life  
something unexpected happened

## Feelings and Emotions:

serious	happy	scared	furious	sad	annoyed
frustrated	thrilled	excited	hurt	unwelcome	
anxious	determined	confused		surprised	
confident	shocked	warm	safe	inspired	



Use the space below to brainstorm some ideas from your own life. Try to think of an instance where you experienced each type of problem described above and describe it below. Then write two or three feelings or emotions you felt during each experience. You can use the ideas from the box to help you, or come up with your own.

1. Once, I had a disagreement with \_\_\_\_\_ about

---

---

Feeling \_\_\_\_\_ Feeling \_\_\_\_\_ Feeling \_\_\_\_\_

2. An obstacle I had to overcome was \_\_\_\_\_

---

---

Feeling \_\_\_\_\_ Feeling \_\_\_\_\_ Feeling \_\_\_\_\_

3. Even though it was really challenging, I finally learned how to \_\_\_\_\_

---

---

Feeling \_\_\_\_\_ Feeling \_\_\_\_\_ Feeling \_\_\_\_\_

4. I once had an unexpected \_\_\_\_\_

---

---

Feeling \_\_\_\_\_ Feeling \_\_\_\_\_ Feeling \_\_\_\_\_



5. I went through a tough time in my life when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Feeling \_\_\_\_\_ Feeling \_\_\_\_\_ Feeling \_\_\_\_\_

6. Once, I helped my \_\_\_\_\_ deal with \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Feeling \_\_\_\_\_ Feeling \_\_\_\_\_ Feeling \_\_\_\_\_

7. I was really surprised when \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Feeling \_\_\_\_\_ Feeling \_\_\_\_\_ Feeling \_\_\_\_\_

8. I once failed at \_\_\_\_\_ but then learned \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Feeling \_\_\_\_\_ Feeling \_\_\_\_\_ Feeling \_\_\_\_\_

9. There was a time when I had to learn \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Feeling \_\_\_\_\_ Feeling \_\_\_\_\_ Feeling \_\_\_\_\_

# Say What?

Write in the missing quotation marks to fix the punctuation in each sentence.

Lily said, Let's go to the park after school.

”

Do you want ice cream? asked Peter.

I love my new kitten! said Tina. He is so playful.

I have a lot of homework today, said Samantha.

I stayed up late, said Charles, to finish reading my book.

Oh no! The cake is burning! yelled Jill's mom.

“

Is the school play tomorrow? asked Ellie.

Matt said, The roller coaster was a lot of fun.

Abe asked, What's your brother's name?

You should wear a hat. It's cold today, said Andrew's dad.

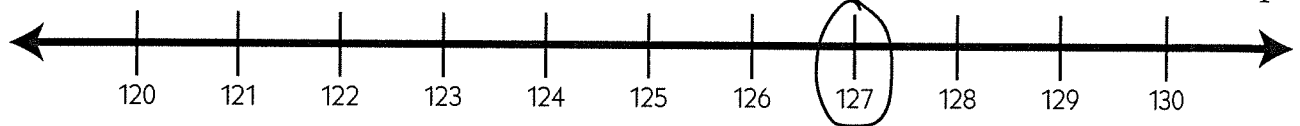
NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Rounding to the Nearest Ten

You can use a number line to help round to the nearest ten. If the digit in the ones place is 5 or higher, round up. If the digit in the ones place is less than 5, round down.

**example** Round each number to the nearest ten. Use the number line to help.



**a** 127 130

**1** Round each number to the nearest ten. Use the number line to help.



**a** 267 \_\_\_\_\_

**b** 262 \_\_\_\_\_

**c** 265 \_\_\_\_\_

**2** Round each number to the nearest ten. Use the number line to help.



**a** 645 \_\_\_\_\_

**b** 641 \_\_\_\_\_

**c** 646 \_\_\_\_\_

**3** Round each number to the nearest ten. (Look at the digit in the ones place. Think about a number line if it helps you.)

**a** 132 \_\_\_\_\_

**b** 365 \_\_\_\_\_

**c** 646 \_\_\_\_\_

**d** 282 \_\_\_\_\_

**e** 617 \_\_\_\_\_

**f** 539 \_\_\_\_\_

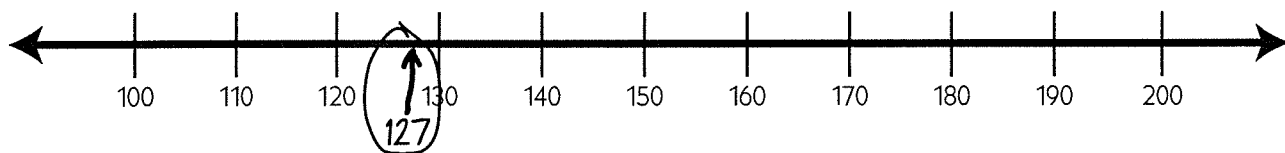
NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Rounding to the Nearest Hundred

You can use a number line to help round to the nearest hundred. If the digit in the tens place is 5 or higher, round up. If the digit in the tens place is less than 5, round down. *You don't need to think about the number in the ones place.*

**example** Round each number to the nearest hundred. Use the number line to help.



**a** 127    100

**1** Round each number to the nearest hundred. Use the number line to help.

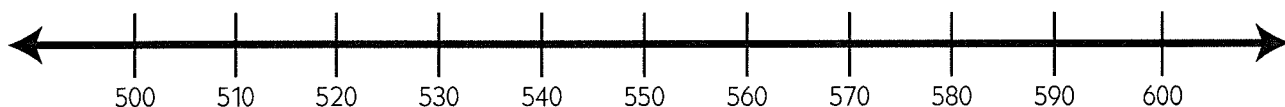


**a** 217    \_\_\_\_\_

**b** 256    \_\_\_\_\_

**c** 283    \_\_\_\_\_

**2** Round each number to the nearest hundred. Use the number line to help.



**a** 560    \_\_\_\_\_

**b** 507    \_\_\_\_\_

**c** 552    \_\_\_\_\_

**3** Round each number to the nearest hundred. (Look at the digit in the tens place. Think about a number line if it helps you.)

**a** 552    \_\_\_\_\_

**b** 389    \_\_\_\_\_

**c** 249    \_\_\_\_\_

**d** 438    \_\_\_\_\_

**e** 817    \_\_\_\_\_

**f** 270    \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Word Problems Learning Check

**Directions:** Solve the problems below. Be sure to show your work!

1. A group of friends had money to spend at the store on summer toys. They bought bags of water balloons and bubbles. Each bag of water balloons cost \$2.00 and each bottle of bubbles cost \$1.00. They purchased 3 bags of water balloons and 5 bottles of bubbles. How much money did they spend?

2. To prepare for swim team tryouts, Leann swam in the pool. On Monday, she swam for 24 minutes. On Tuesday, she swam for 18 minutes. On Wednesday, Thursday, and Friday, she swam for 30 minutes each day. How many minutes did Leann swim this week?

3. There were 34 people at the barbecue. 19 people are adults, and they ate hamburgers. The rest of the people are kids. If each kid ate 2 hot dogs, how many hot dogs were eaten?

4. On a beautiful day, there are 65 cars in the beach parking lot. 26 more cars parked in the parking lot before noon, but 17 cars left. How many cars are in the beach parking lot?

5. Gracie and Eleanor played in the ocean. Their mom said they could play in the water for 45 minutes. First, they jumped into the waves for 13 minutes. Then, they floated on their backs for 7 minutes. How many more minutes can they play in the ocean?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Word Problems Learning Check

**Directions:** Solve the problems below. Be sure to show your work!

6. There are six crackers in each package. If the family brought seven packages on the road trip and had 4 crackers leftover, how many crackers did they eat?

7. Sasha made cups of lemonade to sell at her stand. She sold 9 cups of lemonade in the first hour. For each hour after that, she sold five cups. She was outside for a total of 4 hours. How many cups of lemonade did she sell?

8. The friends went strawberry picking for the birthday party. Erica picked 56 strawberries. Casey picked 47 strawberries. Katie picked 61 strawberries. Together, they ate 14 strawberries. How many strawberries did they pick all together?

9. Alyssa made 6 trays of popsicles. Each tray makes 8 popsicles. She gave 5 friends a popsicle. How many popsicles does she have left over?

10. Summer camp has 80 kids in the program. They have 15 preschoolers and 40 elementary school kids. How many middle school kids are in the program?

# Day 2

Reading	Game Show Story: Order of Events
Writing	Personal Narrative Writing (Part II: Time to Write)
Grammar Practice	Punctuation: Commas
Math	Hundreds Board Challenge 3 <i>Rounding</i>



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Reading Comprehension: Game Show Story

### Order of Events

The **sequence of events**, or the order of the story, is the order in which events happen in the story. One event typically leads to another. Paying attention to the sequence of events in the story can help readers understand challenges and victories characters encounter in a story.

**Directions:** Read the story. Then answer the questions.

The hot air whipped in my face as I got out of the taxi in front of Studio B. The sun was shining and I regretted wearing the sweater I had packed. The flight across the country to Los Angeles had been long and nerve-wracking, and I could not study a minute longer about American presidents or the names of states. The game show, "Will You Win?", was in 2 hours, and I felt ready. At least, I hoped I was ready.

"Alexis, don't forget your pocket factbook. Did you finish studying the water cycle on the plane?" Mom asked.

I groaned. "No, I forgot that one on the bus yesterday. But, I feel ready. I can do this!" I tried to talk myself into it. The funding for our after-school program hung in the balance. "I'll read a bit more when I get to the green room," I assured her.

We walked into Studio B. I'd never been to a studio before and couldn't help staring at everything in the room. I didn't even notice my pocket factbook fall to the ground until a friendly face stood in front of me, holding it out to me.

"Hi! I'm Angie. Are you here for the game show?" she asked

"Uh, yeah. Yes." I stammered.

"Great! Come check out their library of facts! I'm sure the books will prepare us even more for the contest," she said as she pivoted quickly on her heels and walked down the hall.

I nodded at her gratefully. "Do you think they have any information on the water cycle?" I asked as I hurried behind her.

1. How did Alexis get to Los Angeles?

\_\_\_\_\_

2. Where did the taxi take Alexis and his mother?

\_\_\_\_\_

3. How much longer until the game show starts?

\_\_\_\_\_

4. Put these events in the order they occurred in the story. Number the events 1-8.

- |  |  |
|--|--|
| _____ Alexis met Angie.                              | _____ The heat made Alexis regret wearing his sweater. |
| _____ Mom asked Alexis if he'd studied on the plane. | _____ Alexis groaned.                                  |
| _____ Alexis walked towards the library.             | _____ The pocket factbook falls to the floor.          |
| _____ Alexis and his mother arrived in Los Angeles.  | _____ The taxi pulled in front of Studio B.            |





Title: \_\_\_\_\_

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and is set against a dark background.

# Punctuation: Commas



Insert commas in the sentences below.

Remember that commas are needed when:

- 1) Listing a series: I ate a hot dog, ice cream, a burger and soda.
- 2) Before conjunctions: I slept all summer, but still felt accomplished.
- 3) Before parentheses: "I don't want summer to end," Kyle sighed.
- 4) After introductory elements: As a child, my favorite part of summer was not having to go to school.

1. This summer I am going to read play with friends and go to the beach.
2. Watermelon a refreshing fruit is nice to eat on a hot day.
3. My ice cream which is chocolate flavored is melting fast.
4. I will miss my friends but I will enjoy the break from school.
5. The baseball game which started at 5 was the perfect way to spend a summer evening.
6. While we were at the market mom and dad bought food for the July 4th barbeque.
7. "I would like to invite you to my pool party" my friend Veronica said.
8. My brother grandma and aunt bought root beer floats.
9. Although I don't want to get sunburnt I like laying out on the grass.
10. Since we are expecting crowds at the boardwalk we plan to arrive early.
11. Sunny Stroll the local pier is always a fun place to go during summer evenings.
12. I bought new shorts sunglasses swimsuits and tank tops for the summer weather.
13. Our summer reading list includes Maniac Magee A Wrinkle in Time and Tuck Everlasting.
14. I will be sad when summer ends but I look forward to the new school year.

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Rounding to Estimate the Sum

**1** Rounding numbers can help you make good estimates. Round each pair of numbers to the nearest ten and then add the rounded numbers to estimate the sum.

Numbers to Add	Rounded to the Nearest Ten	Estimated Sum
<b>ex</b> $237 + 456$	$240 + 460$	$\begin{array}{r} 240 \\ + 460 \\ \hline 700 \end{array}$
The sum of 237 and 456 is about equal to <u>700</u> .		
<b>a</b> $268 + 322$	_____ + _____	
The sum of 268 and 322 is about equal to _____.		
<b>b</b> $47 + 824$	_____ + _____	
The sum of 47 and 824 is about equal to _____.		

**2** Answer each question *yes* or *no* by rounding and estimating.

**a** Randy has \$400. He wants to buy a video game player that costs \$299 and two video games that each cost \$53. Does he have enough money?

**b** Laura is reading a book that is 250 pages long. She read 187 pages last week. If she reads 28 pages tonight, will she finish the book?

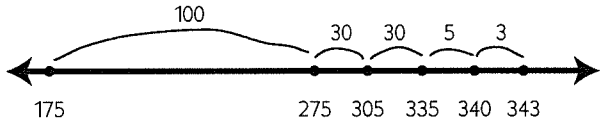
**c** Anton and his dad are driving to another state. They have 460 miles to drive in all. They drove 289 miles yesterday. If they drive 107 miles today, will they complete their trip?

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Two Different Addition Methods

There are many ways to solve addition problems. One is to break the numbers you are adding into ones, tens, and hundreds and then add them. Another way is to use a number line to add up from one number. See the examples below.

Break Apart Method	Number Line Method
$\begin{array}{r} 175 \\ + 168 \\ \hline \end{array}$ $175 = 100 + 70 + 5$ $168 = 100 + 60 + 8$ $100 + 100 = 200$ $70 + 60 = 130$ $5 + 8 = 13$ $\begin{array}{r} 200 \\ 130 \\ + 13 \\ \hline 343 \end{array}$	$\begin{array}{r} 175 \\ + 168 \\ \hline \end{array}$  $175 + 168 = 175 + 100 + 30 + 30 + 5 + 3$ $175 + 168 = 343$

**1** Solve the addition problems below. Use the Break Apart Method to solve two problems. Use the Number Line Method to solve two problems.

**a**

$$\begin{array}{r} 237 \\ + 156 \\ \hline \end{array}$$

**b**

$$\begin{array}{r} 406 \\ + 357 \\ \hline \end{array}$$

**c**

$$\begin{array}{r} 638 \\ + 185 \\ \hline \end{array}$$

**d**

$$\begin{array}{r} 544 \\ + 369 \\ \hline \end{array}$$

Name \_\_\_\_\_ Date \_\_\_\_\_

# Hundreds Board Challenge



**Directions:** Read each clue. Solve for the clue and shade in the answer(s) on the hundreds board.

1. Shade all single-digit numbers.
2. Shade all multiples of 10.
3. Shade all numbers with a 1 in the ones place.
4. Shade the number with the value of 4 nickels and 3 pennies.
5. Shade the number that is  $11 + 11 + 11$ .
6. Shade the number that is one cent less than a quarter.
7. Shade the number that is  $10 \times 3 + 4$ .
8. Shade the number that is  $9 \times 3$ .
9. Shade the number that is 3 less than 40.
10. Shade the number that is 40 less than 63.
11. Shade the value of 3 dimes, 1 nickel and 3 pennies.
12. Shade the value of 2 quarters and 3 pennies.
13. Shade the number that is 3 less than 61.
14. Shade the number that is 3 more than the number of minutes in an hour.
15. Shade the even number between 66 and 69.
16. Shade the even numbers between 73 and 79.
17. Shade the odd numbers between 72 and 78.
18. Shade the numbers between 91 and 100.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Hundreds Board Challenge



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Day 3

Reading	Game Show Story: Remember Details
Writing	Game Show Story: Make a Prediction
Grammar Practice	Plural Nouns
Math	Two-Step Addition and Subtraction Word Problems Check-In (#1-5) <i>Rounding</i>



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Reading Comprehension: Game Show Story

### Remember Details

**Directions:** Read the story. Then answer the questions.

Alexis and Angie stood with all the other contestants of the "Who Will Win?" game show. They thought about what was at stake. They thought about the prize money and about all the people that would be watching them on the television. There was excitement in the air, but a nervous energy as well. They still had to deal with the pesky dance or acting challenge if they answered a question incorrectly.

In the "Who Will Win?" game show, the host asks questions about random facts. The contestants need to answer before the other person to win a point. If they answer incorrectly, the contestant needs to dance or act out a famous scene from a movie of their choice. Then, the audience votes to give the contestant another chance. All the contestants dread hearing a boo from the audience.

The first round began and Angie faced off with another contestant, Harvey. The crowd cheered as Angie answered question after question correctly. Harvey didn't even get a chance to answer any questions before Angie got 3 correct answers and eliminated him. He practically ran off the set with a relieved look on his face.

Alexis anxiously stepped up to the contestant table during the third round. Angie had dominated the competition in round one and two. Now it was his turn to face off with her. Everyone in the room could see his smile when the host announced the last category would be about the water cycle. Alexis grabbed the buzzer. He was ready to answer the first question.

1. Who won the first round of the competition?

\_\_\_\_\_

2. What was the topic of the third round?

\_\_\_\_\_

3. In what round did the contestants answer all the questions correctly?

\_\_\_\_\_

4. What do contestants need to do when they answer a question incorrectly?

\_\_\_\_\_

5. How many total rounds did they have to play?

\_\_\_\_\_

6. How did Harvey feel when he was eliminated?

\_\_\_\_\_



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Reading Comprehension: Game Show Story

## Make a Prediction

**Directions:** Think about each character in the story of the “Will You Win?” game show. Who do you think will win? How did the contestants’ family feel while watching them compete in the show? How do the contestants feel at the end of the competition? Write your answers below.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook page.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Plural Nouns

Read the rules for converting nouns with a variety of endings into plural nouns, then use the chart to write the plural form of each noun.

Noun ending in:	Make plural by:
ch, sh, ss, x, zz	adding <b>-es</b>
y	dropping the y and adding <b>-ies</b>
f or fe	dropping the f and adding <b>-ves</b>

1. sky \_\_\_\_\_

15. beach \_\_\_\_\_

2. fly \_\_\_\_\_

16. box \_\_\_\_\_

3. party \_\_\_\_\_

17. bush \_\_\_\_\_

4. thief \_\_\_\_\_

18. buzz \_\_\_\_\_

5. wife \_\_\_\_\_

19. fox \_\_\_\_\_

6. wolf \_\_\_\_\_

20. library \_\_\_\_\_

7. class \_\_\_\_\_

21. pony \_\_\_\_\_

8. canary \_\_\_\_\_

22. mess \_\_\_\_\_

9. spy \_\_\_\_\_

23. shelf \_\_\_\_\_

10. loss \_\_\_\_\_

24. calf \_\_\_\_\_

11. berry \_\_\_\_\_

25. half \_\_\_\_\_

12. story \_\_\_\_\_

26. life \_\_\_\_\_

13. lunch \_\_\_\_\_

27. loaf \_\_\_\_\_

14. wish \_\_\_\_\_

28. knife \_\_\_\_\_



NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Round, Estimate & Find the Sum

Before you start adding numbers, it is a good idea to estimate what their sum will be. That way, you can tell if your final answer is reasonable. Round each pair of numbers to the nearest ten and then add the rounded numbers to estimate the sum. Then use the standard algorithm to find the exact sum.

Numbers to Add	Round and Add	Estimated Sum	Exact Sum (use the algorithm)
<b>ex</b> 348 + 173 <u>     </u>	1 350 +170 <u>     </u> 520	The sum will be  about 520.	11 348 + 173 <u>     </u> 521
<b>1</b> 267 + 338 <u>     </u>		The sum will be  about _____.	267 + 338 <u>     </u>
<b>2</b> 438 + 583 <u>     </u>		The sum will be  about _____.	438 + 583 <u>     </u>
<b>3</b> 842 + 159 <u>     </u>		The sum will be  about _____.	842 + 159 <u>     </u>

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Reasonable Estimates

**1** Make a reasonable estimate before adding each pair of numbers. Then use any strategy you like to find the exact sum. Compare the exact sum to your estimate to make sure that it makes sense. If your answer does not make sense, double check your work or solve the problem another way.

Numbers to Add	Estimated Sum	Exact Sum	Check your answer if the sum and estimate were far apart.
<b>a</b> $\begin{array}{r} 386 \\ + 275 \\ \hline \end{array}$			
<b>b</b> $\begin{array}{r} 517 \\ + 378 \\ \hline \end{array}$			
<b>c</b> $\begin{array}{r} 263 \\ + 477 \\ \hline \end{array}$			

**2** Use estimation to answer each question *yes* or *no*. Do not find exact sums.

**a** Shawna has a photo album with space for 160 pictures. She has 33 pictures of her family, 48 pictures from summer camp, and 57 pictures from school. Does she have enough pictures to fill the photo album?

**b** Fred needs 400 game markers to play a game with his classmates and their families on Family Math Night. He has 96 red markers, 123 blue markers, 106 yellow markers, and 72 green markers. Does he have enough game markers to play the game?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## TWO-STEP ADDITION & SUBTRACTION WORD PROBLEMS CHECK-IN

**Directions:** Solve the problems below. Be sure to show your work!

1. This morning, there were 26 fish in an aquarium and 32 fish in the other aquarium. At noon, 11 fish were sold. How many fish are left in the aquariums?

2. There are 52 cars in the movie theater parking lot. 12 more cars parked in the parking lot before the movie started, but 3 cars left. How many cars are in the parking lot?

3. There are 44 people on the train. At the first stop, 16 more people got on the train. 9 people got off the train. How many people are on the train?

4. There were 18 volleyballs in the bag. There were 13 volleyballs in the basket. 10 balls were used for practice. How many volleyballs were not used?

5. My mom baked 36 cookies for the bake sale. I baked 24 cookies. My brother ate 5 cookies. How many cookies are there for the bake sale?



# Day 4

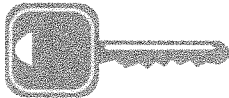
Reading	Pair the Cause and Effect  Reading for Comprehension: Cause and Effect
Writing	Creative Writing: Any Pet in the World
Grammar Practice	Subject-Verb Agreement
Math	Two-Step Addition and Subtraction Word Problems Check-In (#6–10) <i>Rounding</i>



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Pair the Cause and Effect

Cause and effect are connected events.  A <b>cause</b> is the <i>first event</i> and the <b>effect</b> is the <i>second event</i> , or resulting action, that happens after the cause.	First:	Then:
	Emilio forgot his house key at school. 	So, he went to his friend's house while he waited for his parents to come home.

**Directions:** Read the events. Draw a line connecting the cause to the effect. Then, copy them in the correct location on the T-chart.

- |  |   |
|--|---|
| 1. Sasha had to do school work during lunch<br><br>2. I wanted to go back home<br><br>3. Since I knew my friends were performing their poetry,<br><br>4. Because the mail was late<br><br>5. The reason I didn't go to practice is | A. Joshua didn't get his birthday card on his birthday.<br><br>B. because she didn't bring her homework to school.<br><br>C. I went to the auditorium to hear the show.<br><br>D. because I needed to finish my homework.<br><br>E. since I did not feel welcomed at the party. |
|--|---|

Cause	Effect
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Reading for Comprehension: Cause and Effect

A **cause** is something that makes something else happen. It is the reason for the effect.

It answers the question, "Why did this happen?"



An **effect** is the result of the cause. It happens because of the cause.

It answers the question, "What happened?"



**Directions:** Read the passage below. Then, answer the questions that follow.

School starts in a week and today is the day we go shopping for school supplies! I told my mom that I didn't need new supplies this year. I loved my backpack from last year because it had a picture of Topaz, my favorite rock singer. It even had her autograph across the bottom of her picture! I couldn't wait to get it out and check my supplies.

When I pulled out my backpack from the back of my closet, I was horrified at how dirty it was. Somehow, over the summer, I had forgotten that the backpack wasn't in good shape. A strap was broken, the color was faded, and the zipper was stuck. There was a dark spot right on Topaz's chin and you could hardly read her signature any more.

When I looked inside, I found papers that were stuck together from an open glue bottle. I wondered who took the cap off of my glue bottle. There was a library book I borrowed and forgot to return. My markers had escaped from the box and the caps were mysteriously missing. My lucky pencil was too short to write with anymore. How did this happen?

I discovered the dark spot on Topaz's chin was from the cupcake I packed away from the end-of-the-year picnic. The frosting melted all over my notebooks and scissors. I decided it was time to make my list of new school supplies.

1. Why did the main character think she could use her old school supplies?

\_\_\_\_\_

2. What caused the main character to change her mind about getting new school supplies?

\_\_\_\_\_

3. What caused the dark spot on the backpack?

\_\_\_\_\_

4. Why were the papers stuck together in the backpack?

\_\_\_\_\_

5. Why was there a library book inside the backpack?

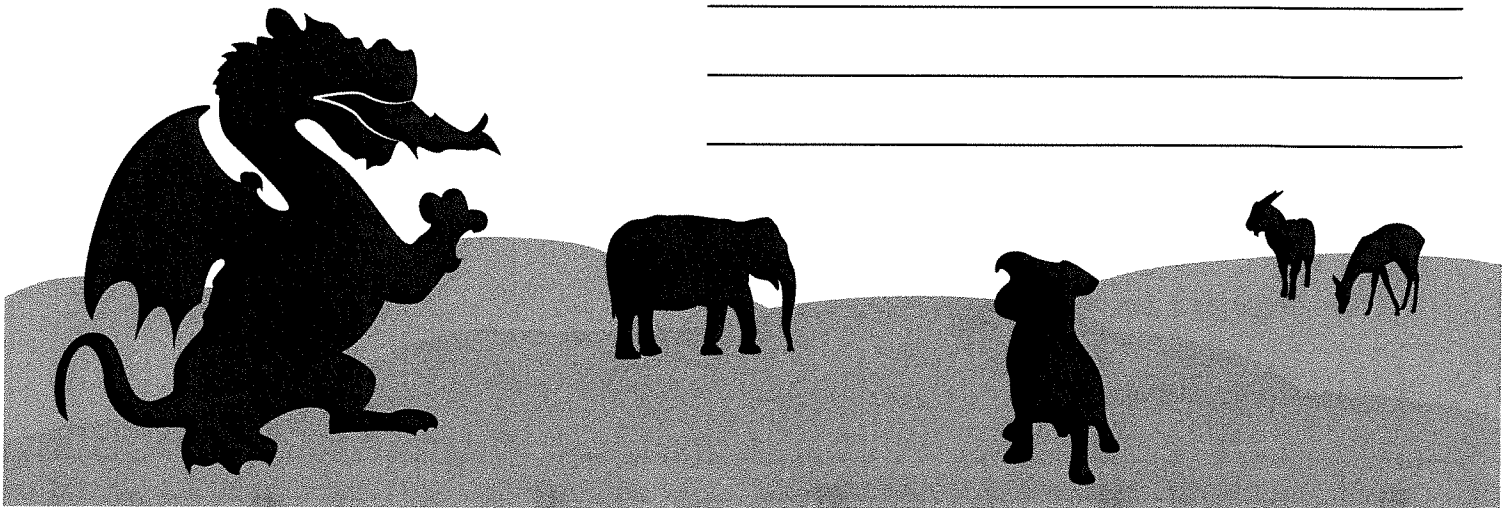
\_\_\_\_\_



## CREATIVE WRITING

If you could have ANY pet in the world, even a mythical creature, what would it be? Would it be an animal, a reptile or something else? Draw a picture of your pet and tell a story about it. How you came to own this pet? Describe your pet in detail and tell about the things you do together.

DRAW YOUR PET HERE.



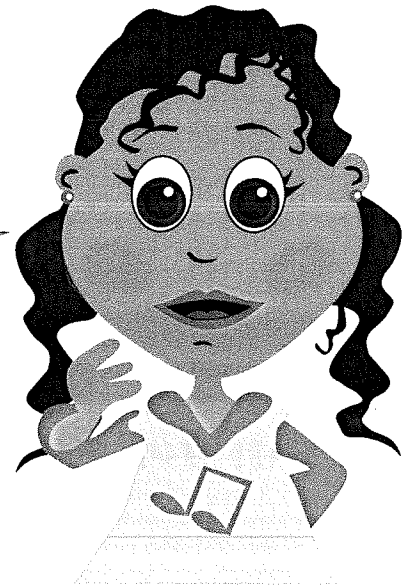
# Subject / Verb Agreement

With Gabriella Grammar

Hi! I'm Gabriella Grammar. Let's learn about subject and verb agreement together! The subject and verb must agree in number: both must be singular, or both must be plural. For example:

Singular --> The dog chases the cat

Plural --> The dogs chase the cat



**Circle the verb that correctly completes each sentence.**

1. The four aliens \_\_\_\_\_ green goo inside their spaceship.
2. My dinosaur \_\_\_\_\_ onto the trampoline.
3. Those cars \_\_\_\_\_ a loud sound as they race around the track.
4. One of his sisters \_\_\_\_\_ the trombone.
5. I \_\_\_\_\_ milkshakes to cool down on hot summer days.
6. Our hamburgers \_\_\_\_\_ so delicious!
7. Mrs. Lane, my teacher, \_\_\_\_\_ us to finish our homework before the big game.

**eat eats**

**leap leaps**

**make makes**

**play plays**

**drink drinks**

**taste tastes**

**want wants**

**Circle the correct verb and complete the sentence.**

1. The elephant (bring/brings) \_\_\_\_\_
2. Sarah (win/wins) \_\_\_\_\_
3. All the princes and princesses (eat/eats) \_\_\_\_\_

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Rounding to the Nearest Ten, Hundred & Thousand

When you are rounding, look at the digit one place to the right of where you want to round. If you round to the nearest ten, look at the digit in the ones place. If you round to the nearest hundred, look at the digit in the tens place. If you round to the nearest thousand, look at the digit in the hundreds place.

If the digit is 5 or higher, round up. If it is less than 5, round down.

**1** Underline the number in the ones place. Then circle *up* or *down* to show whether you are rounding up or down. Then round the number to the nearest ten.

**example** 64 rounds up/down to 60. **a** 26 rounds up/down to \_\_\_\_\_.

**b** 182 rounds up/down to \_\_\_\_\_. **c** 1,208 rounds up/down to \_\_\_\_\_.

**2** Underline the number in the tens place. Then circle *up* or *down* to show whether you are rounding up or down. Then round the number to the nearest hundred.

**a** 129 rounds up/down to \_\_\_\_\_. **b** 467 rounds up/down to \_\_\_\_\_.

**c** 253 rounds up/down to \_\_\_\_\_. **d** 3,348 rounds up/down to \_\_\_\_\_.

**3** Underline the number in the hundreds place. Then circle *up* or *down* to show whether you are rounding up or down. Then round the number to the nearest thousand.

**a** 5,702 rounds up/down to \_\_\_\_\_. **b** 4,207 rounds up/down to \_\_\_\_\_.

**c** 2,540 rounds up/down to \_\_\_\_\_. **d** 8,395 rounds up/down to \_\_\_\_\_.

**4** Complete the addition facts.

$$\begin{array}{r} 5 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ + 11 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ + 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ + 13 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ + 26 \\ \hline \end{array}$$

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Close Estimates

**1** Estimate the sum for each problem below. Then solve it using the strategy that makes the best sense to you. If your exact answer does not come close to your estimate, try solving the problem with a different strategy.

Numbers to Add	Estimate	Exact Sum	Does your exact sum come close to your estimate? (yes or no)	Check your answer if the sum and estimate were far from each other.
<b>a</b> $\begin{array}{r} 176 \\ + 235 \\ \hline \end{array}$				
<b>b</b> $\begin{array}{r} 4,309 \\ + 246 \\ \hline \end{array}$				
<b>c</b> $\begin{array}{r} 3,817 \\ + 2,436 \\ \hline \end{array}$				



### CHALLENGE

**2** Fill in the missing numbers below.

$$\begin{array}{r} 2 \square 3 \\ + \square 3 \square \\ \hline 7 \ 1 \ 9 \end{array}$$

$$\begin{array}{r} 4 \ 1 \ 7 \\ + \square \square 3 \\ \hline 1 \ 2 \ 2 \square \end{array}$$

$$\begin{array}{r} 7 \square 9 \\ + 3 \ 6 \ 1 \\ \hline \square \ 1 \ 0 \square \end{array}$$

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## TWO-STEP ADDITION & SUBTRACTION WORD PROBLEMS CHECK-IN

**Directions:** Solve the problems below. Be sure to show your work!

6. Jeremiah's class collected 61 cans for the food drive. Jennifer's class collected 73 cans. 14 cans fell off the table and had to be thrown away. How many cans did they have left?

7. McKenzie had 50 dollars. She spent 37 dollars. Then she earned 20 more dollars. How many dollars does she have?

8. There were 27 pieces of candy in the bag. The boy bought 14 more pieces of candy. He ate 12 pieces. How much candy does he have left?

9. Mickey earned 92 points in his game. The second time he played it, he lost 43 points. Then he earned 75 points. How many points does Mickey have?

10. There were 94 people at the football game. 34 more people came to watch the game. 16 people left early. How many people were at the football game?



Reading	Comparing Two Stories
Writing	Make Up Your Own Scary Story
Grammar Practice	Context Clues: Finding Word Meanings
Math	Missing Digits: Addition and Subtraction  Math Puzzle Boxes <i>Rounding</i>



Name: \_\_\_\_\_

Date: \_\_\_\_\_



## COMPARING TWO STORIES

**Directions:** Read the two stories below. Then complete the graphic organizer.

### Story 1

Pierre changed into his track clothes and laced up his shoes. He left the locker room to meet the rest of the kids outside on the field. It was the first day of track tryouts. The coach walked up and greeted the athletes.

"I see you are all interested in being on Town Creek Middle School's track team," the coach stated. "Let's see if you have what it takes."

The boys began to complete the tryout drills. The coach wanted to see who could run the farthest, who could run the longest, and who could run the fastest. Pierre liked to run and he knew he was talented, but he didn't know how well the other boys ran. Would he be good enough to make the team?

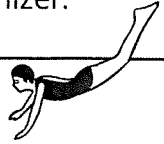
Each time it was Pierre's turn to run, he began shaking and it was hard to breathe. He was so nervous! The coach realized Pierre was panicking and pulled him aside. He put his hand on his shoulder and spoke calmly to Pierre.

"Pierre, I've seen your running skills. You have no reason to be nervous! Take a deep breath and join this group. You've got this! I know you can do it," he said.

Taking a deep breath, Pierre lined up with the other boys. As soon as the whistle blew, he took off running. His arms and legs moved faster than they ever had before. He controlled his breathing and stayed focused on the finish line. Sweat dripped down his forehead as he used every muscle in his body to win the race. Pierre knew he had won first place.

Inside, Pierre was grinning from ear to ear. He had successfully turned his first day jitters into the fuel that helped him win the race and make the team.

### Story 2



Francesca was the best swimmer on the team. She swam the fastest. She swam long distances. She was chosen as the captain for this season. All the other girls wanted to be like Francesca.

The biggest race of the season was this Friday. The whole school was excited. The team would race against Leeward Middle, the school's rival team. Every year the schools compete against each other. The winner gets a special trophy.

Francesca was always nervous in the days before the big race. She had a hard time eating. She couldn't sleep. It was hard to focus in class. All she could think about was how she would beat the other team.

On Wednesday, Francesca realized that she really wasn't feeling right. This was more than just being nervous and excited. She visited the school nurse who took her temperature and checked her throat. The nurse called Francesca's mom and sent her home from school early.

Francesca was devastated. She was so upset that she came down with a cold right before her big race. The trophy meant so much for her school. What if she could not compete? Would her team stand a chance?

The next morning, Francesca woke up feeling better. Her mom kept her home from school so she could rest more.

On Friday after school, Francesca and her teammates raced at the swim meet. Her team won in every event at the meet. Francesca even set a school record! All of Francesca's rest from being sick had paid off to help her achieve and lead her team to victory.

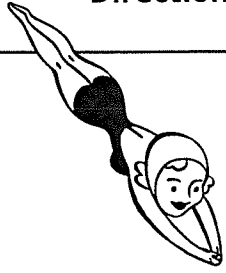


Name: \_\_\_\_\_

Date: \_\_\_\_\_

## COMPARING TWO STORIES

**Directions:** Read the two stories below. Then complete the graphic organizer.



	Story 1	Story 2
Characters		
Setting	Pierre is at track team tryouts at the middle school.	
Problem		
Events		Francesca has to go home sick from school and rest. She sleeps off the sickness.
Solution		
Theme		



***CREEPY CREATURE NEWS***

# **MAKE UP YOUR OWN SCARY STORY**

Does your city or town have any local legends? Make up a story about a monster, ghost, or alien that might live in your hometown. Make sure to use places you know as the setting!

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Draw a picture of your monster here.

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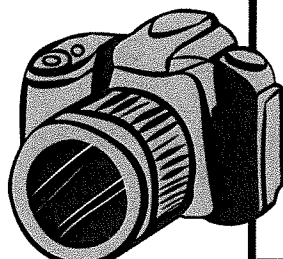
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# Context Clues

## Finding Word Meanings

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read the sentences below. Read the underlined word in the sentence. Circle the answer choice that has the same meaning as the underlined word.

1. The student replied to the teacher with a witty answer and the class laughed.  
A. funny                      B. mean                      C. word
2. I looked at my brother with a glare after he broke my toy.  
A. confusing                B. dirty look                C. difficult
3. Fireworks on the 4th of July give off a beautiful glimmer in the sky.  
A. glow                      B. bright                      C. look
4. When we go camping, my father will ignite the fire so we can roast marshmallows.  
A. start                      B. call                      C. see
5. He chose to delete the unhealthy foods from his meal and make better choices.  
A. include                    B. make more                C. remove
6. My grandpa will doze during television shows he watches when he is tired.  
A. cheer                      B. nap                      C. discuss
7. The curious puppy emptied the bag while he sniffed around looking for something to chew.  
A. problem                    B. interested                C. happy
8. Each day during the spring there is a slight increase in temperature until summer arrives.  
A. small                      B. increase                    C. bright
9. The tower will topple if it has too much weight at the top.  
A. pounds                    B. grow                      C. fall over
10. The students who put in the best effort will be included in the celebration.  
A. attitude                    B. hard work                    C. completion

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# Round & Subtract

**1** Rounding numbers can help you make good estimates. Round each pair of numbers to the nearest *ten* and then subtract the rounded numbers to estimate the difference.

Numbers to Subtract	Rounded to the Nearest Ten	Estimated Difference
<b>ex</b> 867 – 485	<u>870</u> – <u>490</u>	$\begin{array}{r} 870 \\ - 490 \\ \hline 380 \end{array}$
The difference between 867 and 485 is about equal to <u>380</u> .		
<b>a</b> 608 – 263	_____ – _____	
The difference between 608 and 263 is about equal to _____.		
<b>b</b> 732 – 546	_____ – _____	
The difference between 732 and 546 is about equal to _____.		

**2** Now round to the nearest *hundred* and then subtract to estimate the difference.

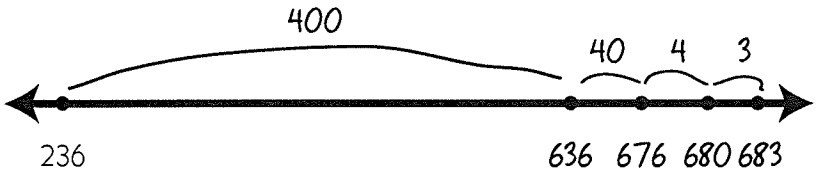

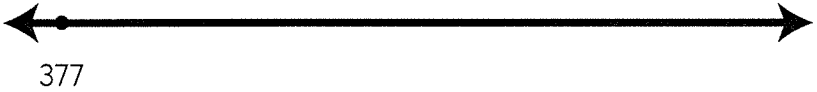

<b>a</b> 1,508 – 620	_____ – _____	
The difference between 1,508 and 620 is about equal to _____.		
<b>b</b> 2,482 – 936	_____ – _____	
The difference between 2,482 and 936 is about equal to _____.		

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Add to Find the Difference

You can add up from the smaller number to find the difference between two numbers. A number line can help you keep track of your jumps. Add up all the jumps to find the difference between the two numbers.

Use the number line to make jumps from the smaller number to the larger number.	Add up all the jumps to find the difference.
<p><b>ex</b></p> $\begin{array}{r} 683 \\ - 236 \\ \hline \end{array}$ 	$\begin{array}{r} 400 \\ 40 \\ 4 \\ + 3 \\ \hline 447 \end{array}$
<p><b>1</b></p> $\begin{array}{r} 508 \\ - 374 \\ \hline \end{array}$ 	
<p><b>2</b></p> $\begin{array}{r} 653 \\ - 377 \\ \hline \end{array}$ 	
<p><b>3</b></p> $\begin{array}{r} 1,345 \\ - 893 \\ \hline \end{array}$ 	

## Missing Digits: Addition and Subtraction

**Directions:** Find the missing digits in the following problems. Place your answers in the boxes provided.

$$\begin{array}{r} 1. \quad 2 \square 56 \\ + \quad 2 \square 1 \\ \hline \square 597 \end{array}$$

$$\begin{array}{r} 2. \quad \square 86 \\ - \quad 34\square \\ \hline 3\square 9 \end{array}$$

$$\begin{array}{r} 3. \quad 796 \\ + \quad 3\square\square \\ \hline 1\square 80 \end{array}$$

$$\begin{array}{r} 4. \quad 372 \\ - \quad 5\square \\ \hline 3\square 6 \end{array}$$

$$\begin{array}{r} 5. \quad 4\square\square \\ + \quad 39\square \\ \hline \square 70 \end{array}$$

# Math Puzzle Boxes

Each puzzle contains the numbers 1-9. Each column and each row add up to the number given outside the boxes. Put the correct number in each box to complete the addition equations without repeating any numbers.

<b>4</b>			15
	<b>5</b>		20
<b>3</b>	<b>1</b>		10
14	8	23	

		<b>2</b>	15
	<b>4</b>	<b>1</b>	10
<b>8</b>			20
20	13	12	

	<b>5</b>		11
<b>9</b>			20
	<b>6</b>	<b>1</b>	14
18	14	13	

<b>3</b>			16
		<b>7</b>	13
<b>8</b>			16
12	16	17	

	<b>5</b>		15
<b>3</b>			16
	<b>9</b>		14
12	20	13	

<b>8</b>			17
	<b>1</b>		15
	<b>4</b>		13
19	7	19	

<b>2</b>			15
	<b>4</b>		14
		<b>6</b>	16
14	16	15	

	<b>8</b>		13
<b>2</b>			15
	<b>5</b>		17
15	19	11	

			16
<b>6</b>	<b>1</b>		11
		<b>9</b>	18
16	13	16	

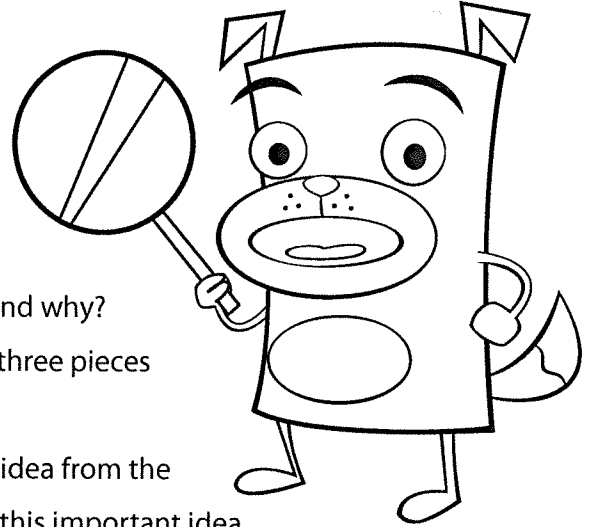
Name \_\_\_\_\_

Date \_\_\_\_\_

## Text Dependent Questions for Independent Reading

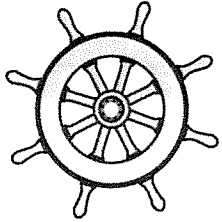
### Fiction Texts

- Choose a sentence that describes a character, setting, or action in an interesting way. Why did the author choose to use those particular words to tell the story? Which words in the sentence are the most important and why?
- What patterns do you notice in the story? Cite at least three pieces of evidence to support this.
- After reading a chapter, tell about the most important idea from the story. Find one or two sentences in the text that show this important idea.
- How does the author use dialogue to tell the reader what is happening? Give an example from the text.
- If you don't know what is going to happen next, make a prediction. Give at least one piece of evidence from the text about why you predict that.
- What is the **tone** of the book? (Is it serious, funny, magical, sad?) Find at least two phrases or sentences that make the reader feel this way.
- What lesson is the author trying to teach the reader? How do you know? What in the book tells you that?
- What details in the text describe one of the characters for you?
- Is there a point in the story where things make a big change? What is it?



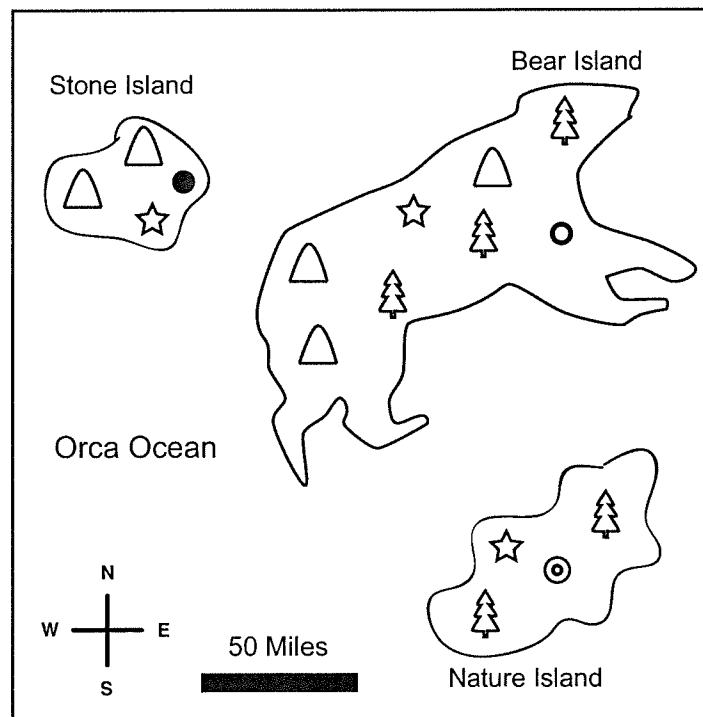
### Nonfiction Texts

- How do the **pictures** in your text help you understand what you are reading? Give an example.
- How do the **captions** in your text help you understand what you are reading? Give an example.
- Pick a diagram, chart, or graph in your book. What is it trying to teach you? What conclusions can you draw from it?
- Is there a glossary in the back of the book? What word can you find that you didn't know before? Why is that word important to understanding the book?



# Find Your Way Around a Map!

LEGEND	
	Mountain
	Pop. 20,000
	Pop. 10,000
	Pop. 5,000
	Capital
	Forest



Color it in!

Color the mountains purple.  
Color the water blue.

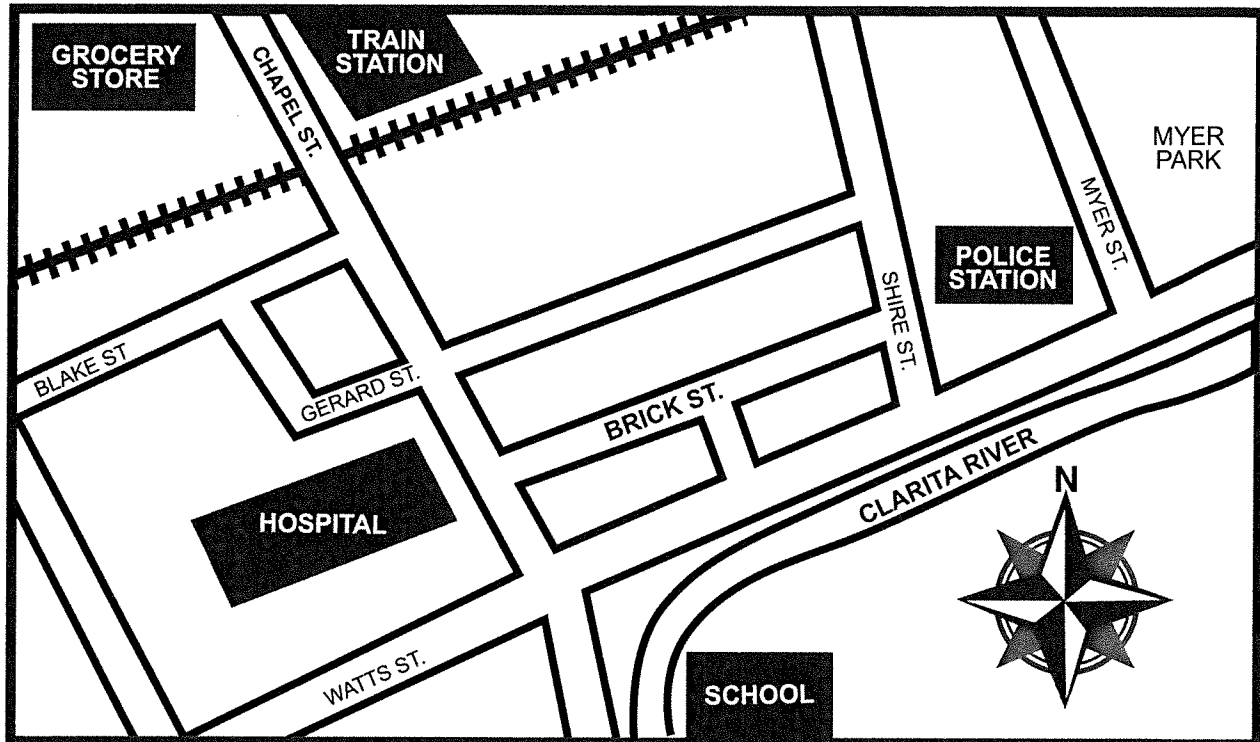
Color the capitals yellow.  
Color the forests green.

Use the map and legend to answer the questions below.

1. What is the population of Bear Island?
2. What is the population of Stone Island?
3. Use the compass on the map to find out which direction you would travel to go to Bear Island from Nature Island.
4. Use the distance meter on the map to find out how many miles you have to travel to go from the capital of Bear Island to the capital of Nature Island.
5. How many more mountains are there on Bear Island than Stone Island?
6. Are there more forests on Bear Island or Nature Island?



# INTERMEDIATE DIRECTIONS



1. LABEL the compass rose with the cardinal and intermediate directions.
2. Amy is a police officer and goes to the grocery store after work. What direction should she travel in to go to the grocery store?  
A. Northwest      B. South      C. Southwest      D. Northeast
3. Cindy goes to the park after school. What direction should she travel in to get to the park?  
A. Southeast      B. South      C. Southwest      D. Northeast
4. Charles lives on Brick Street. He needs to head in what direction to go to the grocery store?  
A. North      B. Northwest      C. Northeast      D. Northsouth
5. Dave is a train conductor. He wants to meet an old friend at the Clarita River during his break. In what direction should he travel to go to the river?  
A. Southwest      B. Northeast      C. Northwest      D. Southeast
6. Rika is a teacher and takes the train home. In what direction should she travel to get to the train station?  
A. Northeast      B. Southeast      C. Southwest      D. Northwest

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Nonfiction Text Features: Wild, Wild Weather

**Text features** help a reader navigate the text. They give more information about the text.  
Examples: illustrations, photographs, captions, maps, charts, graphs, headings, table of contents, side bar

**Directions:** Read the passage and answer the questions that follow.

"It's raining! It's pouring! The old man is snoring!" Have you ever heard that song? It is a famous tune about the weather. Weather is something that affects all of us daily. Extreme weather is something that affects most people only a few times in their lives.

Extreme weather includes flooding rains, tornadoes, blizzards, and hurricanes. People study weather so they can inform us. These are the people who give us the information we need so that we can remain safe in the case of extreme weather.

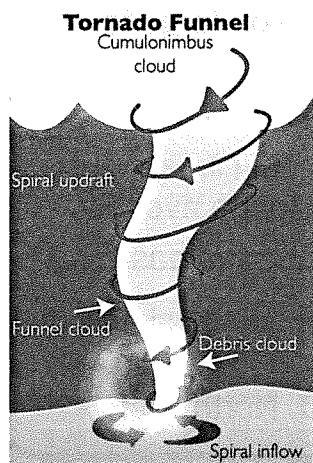
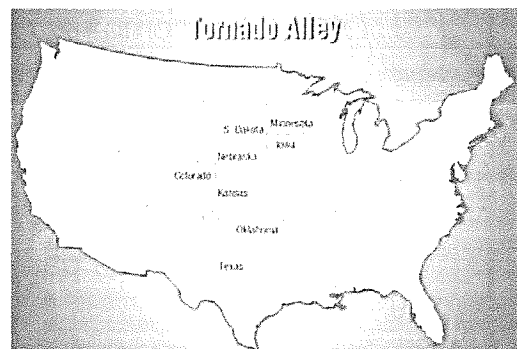


Usually a tornado is in the form of a funnel-shape. Sometimes it looks like a rope.

### Tornadoes

A tornado is a storm that can cause destruction in its path. Winds can reach up to 300 mph! Tornadoes form from thunderstorms. They are most common in an area of the United States called Tornado Alley. This area is where many tornadoes form because of the way the air moves.

Cool, dry air from the north and warm, moist air from the south meet. This causes thunderstorms, which can become severe. When the atmosphere is not stable, the winds can increase and produce a tornado.



### Waterspouts

A waterspout is a weak tornado. It forms over water. It can happen on the ocean. It can happen on smaller bodies of water, such as lakes.

Waterspouts are most common in the Gulf of Mexico. They have occurred in the tropics as well. Waterspouts can pick up things, such as animals or tree limbs, and drop them in other places. If a waterspout moves onto land, it becomes a tornado and can cause damage.

Wild weather comes in many forms. Tornadoes and waterspouts are directly related and look alike. Both weather events require attention because they can be dangerous to humans and animals. Wild weather is fascinating, and it is completely unpredictable sometimes!

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Nonfiction Text Features: Wild, Wild Weather

**Text features** help a reader navigate the text. They give more information about the text.  
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**Directions:** Read the passage and answer the questions that follow

1. What information does the map show?

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2. What does the diagram show?

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3. What information can you gather from the caption under the picture?

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4. Complete a T-Chart to record information about the two types of wild weather.

Tornado	Waterspout

5. Why does the author use headings in this nonfiction text?

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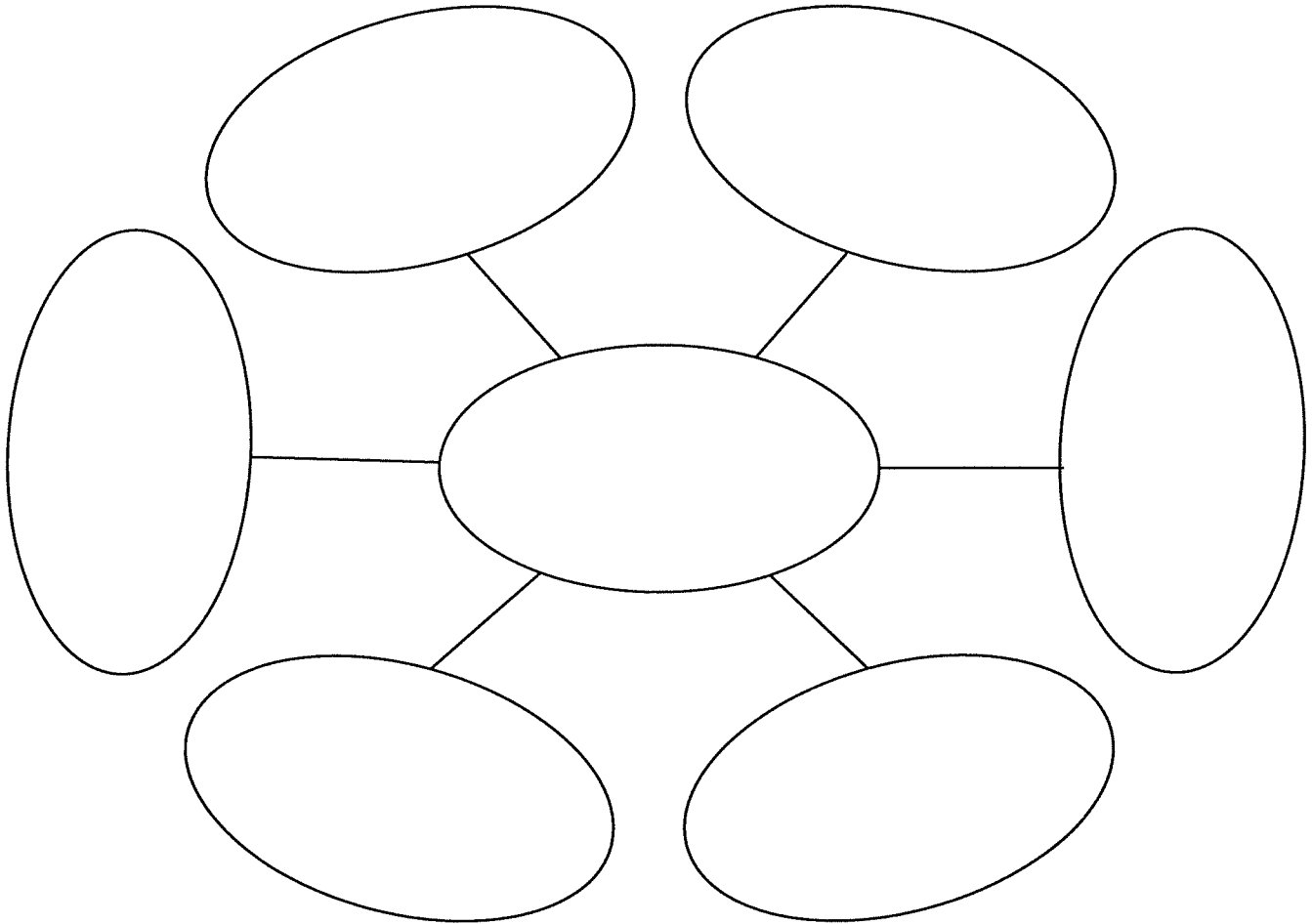
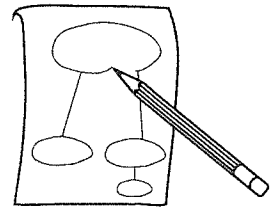
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Concept Web

**Directions:** Place the word or topic in the center oval. Then, write details about the topic in the remaining ovals. Lastly, place headings at the top of each oval to give more information about your details.



**Write about it!** Describe your concept web. Be sure to write about the central topic and the details about the topic.

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