Learning Packet
Practicing together while we're at home

MARCH - APRIL 2020
2nd Grade
<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td><strong>ELA</strong></td>
<td><strong>ELA</strong></td>
<td><strong>ELA</strong></td>
<td><strong>ELA</strong></td>
</tr>
<tr>
<td>☐ Reading Passage</td>
<td>☐ Reading Passage</td>
<td>☐ Reading Passage</td>
<td>☐ Reading Passage</td>
<td>☐ Writing Project</td>
</tr>
<tr>
<td>☐ Writing Prompt</td>
<td>☐ Writing Prompt</td>
<td>☐ Writing Prompt</td>
<td>☐ Writing Prompt</td>
<td>☐ 9.5 Reteach Sheet</td>
</tr>
<tr>
<td>☐ Phonics Practice</td>
<td>☐ Phonics Practice</td>
<td>☐ Phonics Practice</td>
<td>☐ Phonics Practice</td>
<td>☐ 11.1 Reteach Sheet</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
</tr>
<tr>
<td>☐ 9.1 Reteach Sheet</td>
<td>☐ 9.2 Reteach Sheet</td>
<td>☐ 9.3 Reteach Sheet</td>
<td>☐ 9.4 Reteach Sheet</td>
<td>☐ Do Lets Make</td>
</tr>
<tr>
<td>☐ 10.1 Reteach Sheet</td>
<td>☐ 10.3 Reteach Sheet</td>
<td>☐ 10.4 Reteach Sheet</td>
<td>☐ 10.5 Reteach Sheet</td>
<td>Pictures Task #2</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>☐ Read How things are different</td>
<td>☐ Read Spring Toys Books</td>
<td>☐ Read Blocks Books</td>
<td>☐ Do Lets Make</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Read Crayons Book</td>
<td>☐ Read Action Figures Book</td>
<td>Pictures Task #1</td>
<td></td>
</tr>
</tbody>
</table>

**Parent Initial:**

<table>
<thead>
<tr>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td><strong>ELA</strong></td>
<td><strong>ELA</strong></td>
<td><strong>ELA</strong></td>
<td><strong>ELA</strong></td>
</tr>
<tr>
<td>☐ Reading Passage</td>
<td>☐ Reading Passage</td>
<td>☐ Reading Passage</td>
<td>☐ Reading Passage</td>
<td>☐ Writing Project</td>
</tr>
<tr>
<td>☐ Writing Prompt</td>
<td>☐ Writing Prompt</td>
<td>☐ Writing Response Packet</td>
<td>☐ Phonics Practice</td>
<td>☐ 15.6 Reteach Sheet</td>
</tr>
<tr>
<td>☐ Phonics Practice</td>
<td>☐ Phonics Practice</td>
<td></td>
<td></td>
<td>☐ 15.7 Reteach Sheet</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
</tr>
<tr>
<td>☐ 15.1 Reteach Sheet</td>
<td>☐ 15.2 Reteach Sheet</td>
<td>☐ 15.3 Reteach Sheet</td>
<td>☐ 15.4 Reteach Sheet</td>
<td>☐ Do observation tasks.</td>
</tr>
<tr>
<td>☐ 11.2 Reteach Sheet</td>
<td>☐ 11.3 Reteach Sheet</td>
<td>☐ 11.4 Reteach Sheet</td>
<td>☐ 15.5 Reteach Sheet</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>☐ Do Properties book Quiz.</td>
<td>☐ Read, “Homes around the world”</td>
<td>☐ Read “I made it”</td>
<td>☐ Do describe properties task.</td>
<td></td>
</tr>
</tbody>
</table>

**Parent Initial:**

<table>
<thead>
<tr>
<th>Day 11</th>
<th>Day 12</th>
<th>Day 13</th>
<th>Day 14</th>
<th>Day 15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td><strong>ELA</strong></td>
<td><strong>ELA</strong></td>
<td><strong>ELA</strong></td>
<td><strong>ELA</strong></td>
</tr>
<tr>
<td>☐ Writing Project</td>
<td>☐ Reading Passage</td>
<td>☐ Writing Prompt</td>
<td>☐ Phonics Practice</td>
<td>☐ 9.5 Reteach Sheet</td>
</tr>
<tr>
<td></td>
<td>☐ Writing Prompt</td>
<td>☐ 15.6 Reteach Sheet</td>
<td>☐ 11.1 Reteach Sheet</td>
<td>☐ 9.5 Reteach Sheet</td>
</tr>
<tr>
<td></td>
<td>☐ Phonics Practice</td>
<td>☐ 11.1 Reteach Sheet</td>
<td>☐ Do Lets Make</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pictures Task #2</td>
<td></td>
</tr>
</tbody>
</table>

**Parent Initial:**

<table>
<thead>
<tr>
<th>Day 16</th>
<th>Day 17</th>
<th>Day 18</th>
<th>Day 19</th>
<th>Day 20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA</strong></td>
<td><strong>ELA</strong></td>
<td><strong>ELA</strong></td>
<td><strong>ELA</strong></td>
<td><strong>ELA</strong></td>
</tr>
<tr>
<td>☐ Reading Passage</td>
<td>☐ Reading Passage</td>
<td>☐ Reading Passage</td>
<td>☐ Writing Project</td>
<td>☐ Writing Prompt</td>
</tr>
<tr>
<td>☐ Writing Prompt</td>
<td>☐ Writing Prompt</td>
<td>☐ Writing Prompt</td>
<td>☐ 15.6 Reteach Sheet</td>
<td>☐ 15.7 Reteach Sheet</td>
</tr>
<tr>
<td>☐ Phonics Practice</td>
<td>☐ Phonics Practice</td>
<td>☐ Phonics Practice</td>
<td>☐ 11.1 Reteach Sheet</td>
<td>☐ 11.7 Reteach Sheet</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
</tr>
<tr>
<td>☐ 15.1 Reteach Sheet</td>
<td>☐ 15.2 Reteach Sheet</td>
<td>☐ 15.3 Reteach Sheet</td>
<td>☐ 15.4 Reteach Sheet</td>
<td>☐ Do observation tasks.</td>
</tr>
<tr>
<td>☐ 11.2 Reteach Sheet</td>
<td>☐ 11.3 Reteach Sheet</td>
<td>☐ 11.4 Reteach Sheet</td>
<td>☐ 15.5 Reteach Sheet</td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
<td><strong>Science</strong></td>
</tr>
<tr>
<td>☐ Do Properties book Quiz.</td>
<td>☐ Read, “Homes around the world”</td>
<td>☐ Read “I made it”</td>
<td>☐ Do describe properties task.</td>
<td></td>
</tr>
</tbody>
</table>
# Day One

## English-Language Arts
- Reading Passage: *Kids with Special Needs Find Joy in These Special Toy Cars* with comprehension questions
- Writing Prompt: If I could be in charge of the school for a day I would...
- Phonics Practice: Write -ee words

## Math
- Complete 9.1 Reteach Sheet (directions are at the bottom of the page)
- Complete 10.1 Reteach Sheet (directions are at the bottom of the page)

## Science
- Read “How Things are Different” Book
FRISCO, Texas — Each of the shiny new cars had a balloon. It was a special day.

The 12 young drivers came for the fun. But their parents and teachers were there for another reason. The toy cars were built for students with disabilities. These students cannot move easily. Some use a wheelchair to get around. They face many challenges. The cars are helpful. They give students with disabilities a way to move around.

Meggan Jackson was happy. She was watching her daughter drive around in a mini bus. “This is a first for her,” Mrs. Jackson said. “Now she can go wherever she wants to go.”

**Students Learn To Move Around**

Ms. Jackson’s daughter is named Abbi. She is 3 years old. Abbi has a disorder called Rett syndrome. It makes it hard to walk. Abbi was one of the students invited to this special event. The students go to school in Frisco, Texas.
Lindsay Brittain is a teacher. She works with students who have disabilities. Ms. Brittain helped put the event together.

The students need help moving around, Ms. Brittain said. The cars help them. The cars move at the touch of a button. That means the kids are in charge. They get to decide how to move around. It makes them want to move around even more.

**Cars Can Help Make Friends**

The cars also help the students make friends.

The kids can be hard to play with, Ms. Brittain said. That is because many of them do not talk. The cars give them a way to play with other kids.

Adam Ahmed is 6 years old. He was born with a condition. It is called cerebral palsy. It makes it hard to walk. But Adam loves cars. He could not wait to get out of his wheelchair. He was excited to ride in his new truck. Adam did not need words to talk. His huge smile said it all.

Adam’s mom is Jabeen Shazia. She said the truck will help Adam. It will give him a better sense of left and right. “Now he can go anywhere he wants,” she said.
Quiz

1. According to the article, what is one reason why it is hard for the kids with disabilities to make friends?
   (A) They are afraid of other kids.
   (B) Many of them do not talk.
   (C) The other kids are mean to them.
   (D) Many of them cannot walk.

2. Which sentence from the section "Students Learn To Move Around" explains how the cars help kids with disabilities move around on their own?
   (A) The students need help moving around, Ms. Brittain said.
   (B) The cars help them.
   (C) The cars move at the touch of a button.
   (D) It makes them want to move around even more.

3. What is the section "Cars Can Help Make Friends" MOSTLY about?
   (A) why Ms. Brittain thinks the kids need more friends
   (B) how cerebral palsy affects kids' ability to walk
   (C) how the cars help kids get around and make friends
   (D) what Adam's mom hopes the cars will teach him

4. Read the following paragraph.

   Ms. Jackson's daughter is named Abbi. She is 3 years old. Abbi has a disorder called Rett syndrome. It makes it hard to walk. Abbi was one of the students invited to this special event. The students go to school in Frisco, Texas.

   Who is the focus of this paragraph?
   (A) a 3-year-old girl with a disability
   (B) the students that go to school in Texas
   (C) the mother of a student with Rett syndrome
   (D) one of the teachers from Frisco

5. According to the article, what is the MAIN reason why the cars make the kids want to move around more?
   (A) The kids like racing each other.
   (B) The kids get to choose where they ride.
   (C) The kids are excited to show their parents.
   (D) The kids want to learn left from right.

6. Why was the special event important to Meggan Jackson?
   (A) because she wanted her daughter to make friends
   (B) because all the kids there also had disabilities
   (C) because she helped to design the cars the kids used
   (D) because her daughter was able to move on her own
Select the paragraph in the section "Cars Can Help Make Friends" that gives information about Adam's disability.

(A) The students need help moving around, Ms. Brittain said. The cars help them. The cars move at the touch of a button. That means the kids are in charge. They get to decide how to move around. It makes them want to move around even more.

(B) The kids can be hard to play with, Ms. Brittain said. That is because many of them do not talk. The cars give them a way to play with other kids.

(C) Adam Ahmed is 6 years old. He was born with a condition. It is called cerebral palsy. It makes it hard to walk. But Adam loves cars. He could not wait to get out of his wheelchair. He was excited to ride in his new truck. Adam did not need words to talk. His huge smile said it all.

(D) Adam’s mom is Jabeen Shazia. She said the truck will help Adam. It will give him a better sense of left and right. “Now he can go anywhere he wants,” she said.

8

Read the caption under the photo.

Which answer choice is a detail that a reader can learn about Adam from reading the caption?

(A) He lives in Frisco, Texas.

(B) He is in first grade.

(C) He has cerebral palsy.

(D) His mother’s name is Jabeen.
NAME: ____________________

IF I COULD BE IN CHARGE OF THE SCHOOL FOR A DAY I WOULD...

__________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
I can write words with ee like in cheese

- Bee
- Sheep
- Bus
- Flower
- Bag
- Iron

Name ___________________ Date ____________

Jessica Pelka’s Roots and Wings
## WHICH ONE LOOKS RIGHT?

<table>
<thead>
<tr>
<th>Think.</th>
<th>ee or ea?</th>
<th>Write it.</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="peas.png" alt="Peas" /></td>
<td>peas</td>
<td>pees</td>
</tr>
<tr>
<td><img src="peel.png" alt="Peel" /></td>
<td>peel</td>
<td>peel</td>
</tr>
<tr>
<td><img src="teer.png" alt="Teer Tear" /></td>
<td>teer</td>
<td>tear</td>
</tr>
<tr>
<td><img src="sleep.png" alt="Sleep" /></td>
<td>sleep</td>
<td>sleep</td>
</tr>
<tr>
<td><img src="tee.png" alt="Tee Tea" /></td>
<td>tee</td>
<td>tea</td>
</tr>
<tr>
<td><img src="sheep.png" alt="Sheep" /></td>
<td>sheep</td>
<td>sheep</td>
</tr>
<tr>
<td><img src="eagle.png" alt="Eagle" /></td>
<td>eegle</td>
<td>eagle</td>
</tr>
<tr>
<td><img src="weed.png" alt="Weed" /></td>
<td>weed</td>
<td>weed</td>
</tr>
</tbody>
</table>

*Jessica Pelka*’s Roots and Wings
Vocabulary

1. You can count and write **ones**, **tens**, and **hundreds**.

   10 ones make ____ ten. 10 tens make ____ hundred.

   10 equals ____ ten and 100 equals ____ hundred, ____ ones.

2. Count hundreds. Then complete each sentence.

   300 equals ____ hundreds, ____ tens, and ____ ones.

   ____ equals ____ hundreds, ____ tens, and ____ ones.

On the Back!

3. Use or draw hundreds blocks to show 8 hundreds, 0 tens, and 0 ones. What number does your model show? Explain how you know.
Vocabulary

1. You can use **mental math** to add 10 or 100.

Find 236 + 10 and 236 + 100.

When you add 10, the **tens digit** goes up by ___.

When you add 100, the **hundreds digit** goes up by ___.

236 + 10 = ___

236 + 100 = ___

2. Add using mental math. Use the models if needed.

354 + 10 = 364

354 + 100 = ___

425 + 10 = ___

+ 100 = ___

+ 10 = ___

+ 100 = ___

On the Back!

3. Explain how to use mental math or models to find 503 + 10. Then find 503 + 100.
How Things Are Different

Written by Katherine Follett

www.sciencea-z.com
How Things Are Different
A Science A-Z Physical Series
Word Count: 338
The stuff everything is made up of is called matter. Different kinds of matter act in different ways.

We use different matter to make different things.

Why are different things made of different stuff?

Would you want to wear a wooden shirt?

Would a paper hammer pound a metal nail into wood?
Another kind of matter is a liquid. A liquid takes the shape of what is holding it. Water is a liquid. What are some other liquids?

Water in a bottle has a different shape than water in a bowl.

There are three main kinds of matter. One kind is a solid. A solid has its own shape. Wood and metal are solids.

Do You Know?

Many things can change from a solid to a liquid. Ice can melt into water. What other things can melt?
People make things with materials that have the properties they need or want.

A cloth shirt feels better than wood.

Think about things around you. What are they made of? What properties do they have? How do their properties help them work?
Shape is a property. Look at these things. Why are their shapes important?

Color is another property. A polar bear is white. It can hide in white snow.

You can feel some properties. Matter can be soft, dry, wet, rough, or smooth. Would you want a slimy blanket?

Think About It: Size is also a property. Would a tiny umbrella keep you dry? Could you lift a backpack the size of a car?
The third kind of matter is gas. Gas has no shape. It can change sizes. You cannot see most gases. Air is a gas.

The way a kind of matter looks or feels is called a property. Square, purple, rough, and heavy are properties. What other properties can you think of?
Some matter is heavy. Some is light. A bowling ball is heavy. A beach ball is light.

A bowling ball sinks. A beach ball floats.

You cannot see or feel some properties. Some metals are magnets. Magnets pull other metals toward them. Some matter changes when it gets hot. Ice melts. But wood burns.
A soccer ball has to roll and bounce. It must be round. It must be light but strong. What kind of materials make a good soccer ball?

We make things out of materials that have the right properties. What properties does a table need? What properties does a soccer ball need?
## Day Two

**English-Language Arts**

- Reading Passage: *Girl Sounds Can Build Robots to Earn New Science Badges* with comprehension questions
- Writing Prompt: My favorite season is...
- Phonics Practice: Find it, write it i_e words

**Math**

- Complete 9.2 Reteach Sheet (directions are at the bottom of the page)
- Complete 10.3 Reteach Sheet (directions are at the bottom of the page)

**Science**

- Read “Spring Toys” Book
- Read “Crayons” Book
Girl Scouts can build robots to earn new science badges

By Kansas City Star, adapted by Newsela staff on 12.08.15
Word Count 348
Level MAX

Ten-year-old Finlay Sitzman is a Girl Scout. She lives in Kansas. One Christmas, her brother got a toy robot. Finlay played with it for months. Then she wanted to build her own robot.

Finlay knows what she wants to do when she grows up. She wants to work with robots.

Science and technology are subjects in school. Engineering and math are, too. Together they are called STEM.

**Earning Badges Is Fun**

Darcy Gray works with the Girl Scouts in Kansas. She thinks it is important for young girls to know STEM.

Girl Scouts earn badges when they do something new. They sew the badges on their uniforms. There are 23 new Girl Scout badges. Some are for outdoor activities. Others are for STEM.
Finlay went to summer Girl Scout camp. She wanted to teach the other girls about robotics. Robotics is building and using robots. She said that it seems really hard at first. But girls should still try it.

It is fun, Finlay said. “Because you get to play with robots in the end.”

**Build A Robot And Get A Badge**

Many Girl Scouts worked with robots. They wanted to get the robotics badge.

Some scouts got so excited. They ordered robot parts online.

Ms. Gray said there are many new STEM badges. Some are for computer activities. Some are for engineering and robotics. Girls can learn how robots are made. They find out how robots are controlled. They work together to build a robot. The scouts use everyday items for parts.

**Field Trips For STEM**

Girl Scouts go on many field trips. Some trips have been to STEM companies. The Girl Scouts talked to women who work in STEM jobs.

On one field trip, the girls go to an engineering company. Engineers plan and build machines. The girls do fun activities. All the activities are run by women. The girls see what it is like to be an engineer.

Before, there were no STEM badges. Now Girl Scouts can learn new things and earn these badges. They are excited to try STEM activities.
Quiz

1. According to the article, what is a reason why Finlay Sitzman enjoys building robots?
   (A) because she likes ordering the parts online
   (B) because she is able to play with them in the end
   (C) because she wants to get badges for building them
   (D) because she thinks her brother should learn STEM

2. Which sentence from the section "Field Trips For STEM" shows WHY the Girl Scouts went on field trips to STEM companies?
   (A) Girl Scouts go on many field trips.
   (B) Some trips have been to STEM companies.
   (C) Engineers plan and build machines.
   (D) The girls see what it is like to be an engineer.

3. What is the section "Build A Robot And Get A Badge" MAINLY about?
   (A) why the Girl Scouts decided to build robots
   (B) how the Girl Scouts got parts for the robots they built
   (C) what the Girl Scouts learned about building robots
   (D) when the Girl Scouts earned robotics badges

4. What is the article MAINLY about?
   (A) a girl who loves to build robots and helps other Girl Scouts learn how
   (B) Girl Scouts who go on field trips to learn about engineers
   (C) Girl Scouts who have fun earning badges for STEM activities
   (D) a Girl Scout camp where girls can go to learn about robotics

5. Which answer choice is a section title?
   (A) Girl Scouts can build robots to earn new science badges
   (B) Former President Barack Obama poses with Girl Scouts during the White House Science Fair in 2015.
   (C) Ten-year-old Finlay Sitzman is a Girl Scout.
   (D) Build A Robot And Get A Badge

6. Read the paragraph from the section "Field Trips For STEM."

   On one field trip, the girls go to an engineering company. Engineers plan and build machines. The girls do fun activities. All the activities are run by women. The girls see what it is like to be an engineer.

   What information can the reader get by reading this paragraph?
   (A) who organizes STEM field trips for Girl Scouts
   (B) where the Girl Scouts go on field trips
   (C) why women run the activities for the Girl Scouts
   (D) the types of activities that Girl Scouts do on field trips
Why did the author write this article?

(A) to explain why STEM is important to Girl Scouts
(B) to share Finlay Sitzman's story as a Girl Scout
(C) to tell readers about new STEM badges for Girl Scouts
(D) to convince Girl Scouts to earn STEM badges

Finlay Sitzman thinks that Girl Scout camp is fun.

Why does she think this?

(A) She misses playing with her brother's toy robot.
(B) She thinks it is important to learn about STEM.
(C) She likes building and playing with robots.
(D) She enjoys going on field trips to do activities.
My baby brother always cries! One time, I gave him a whole pie to make him happy. I got in BIG trouble! Another time I tried to make him laugh with dad’s tie. I accidently tied him up. I got in BIG trouble, AGAIN! Mom just pats him on the back and feeds him potpies. I think she should try feeding him fried flies. Do you have a baby brother? I can share mine!

1. Color a smiley face after reading the story.
2. Read the story a second time. Circle or highlight all of the ie words. Color the second smiley face.
3. Who is telling the story? How do you know?
4. How do you think the older sibling feels about his or her baby brother?
5. What does the baby brother eat?
6. Read the story a third time. Use expression! Color the third smiley face.
7. Write an adjective from the story.
**Vocabulary**

1. Place-value blocks can be used to show a number. A **place-value chart** can be used to show the value of each **digit**.

   Count the hundreds, then the , and then the .

   Write the digits in the place-value chart.

   Write the number.

2. What number do these place-value blocks show?

   Write **H** on each hundred. How many hundreds? 3

   Write **T** on each ten. How many tens? 5

   Write **O** on each one. How many ones?

   Fill in the place-value chart. Write the hundreds, tens, and ones.

   Write the number.

**On the Back!**

3. Draw place-value blocks. Show 5 hundreds, 8 tens, and 2 ones. Write the digits in a place-value chart.

   Write the number.
Vocabulary

1. You can **break apart** numbers by place value.

   \[ 357 = 3 \text{ hundreds} + 5 \text{ tens} + 7 \text{ ones} \]

   So, \[ 357 = \] ...

   Write the hundreds, tens, and ones in the place-value chart.

2. Here are two strategies to find \(346 + 539\).

   **Way 1**

<table>
<thead>
<tr>
<th>Add place by place.</th>
<th>(346 + 539)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add the hundreds.</td>
<td>(300 + 500 = 800)</td>
</tr>
<tr>
<td>Add the tens.</td>
<td>(40 + 30 = )</td>
</tr>
<tr>
<td>Add the ones.</td>
<td>(6 + 9 = )</td>
</tr>
<tr>
<td>Add the sums.</td>
<td>(800 + 70 + 15 = )</td>
</tr>
</tbody>
</table>

   **Way 2**

<table>
<thead>
<tr>
<th>Use easier numbers.</th>
<th>(346 + 539)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think of 539 as (540 - 1).</td>
<td></td>
</tr>
<tr>
<td>Add 540.</td>
<td>(346 + 540 = )</td>
</tr>
<tr>
<td>Take away 1.</td>
<td>(886 - 1 = )</td>
</tr>
</tbody>
</table>

   So, \(346 + 539 = \) ...

On the Back!

3. Find \(264 + 638\) using either strategy shown above.
   Show your work.
Richard James was working with springs in 1943. Whoops! A spring fell. He watched it bounce on the floor, end over end. What fun! Just like that, he had come up with a new toy. James made his spring toys from a silver-colored metal called steel. Steel is a kind of solid matter. It feels very hard. But springs made of thin steel can bend and bounce.

Now kids all over the world play with spring toys. It all started with a mistake.

Do you think a spring toy with more loops or fewer loops would be more fun to play with?
Let's Stretch

A spring toy starts as flat wire. Then it is shaped into loops. This special shape lets the toy stretch—a lot!

When you pull on the loops, the toy gets longer. When you push the loops together, it goes back to its starting size.

What other things can stretch and then come back to their starting shape?

Loops pushed together
Loops stretched apart

"WALKING" A SPRING TOY

You can make a spring toy walk! These pictures show how it moves down the stairs.

1. The spring sits at the top of the stairs.
2. Forces make things move. The force of a hand pushes the spring down the first stair.
3. The force of gravity keeps the spring moving.
4. The spring stops at the bottom of the stairs.

In 1985, the crew of the space shuttle Challenger played with a spring toy in space!

Some spring toys are made of plastic. They come in many colors.

Investigation File
Properties ➤ Toys ➤ Spring Toys

© Learning A-Z. All rights reserved.
www.sciencea-z.com

Credit: left: © Stockphoto.com/James McQuillen; center top: © DK Images; center bottom: © Elmir Amirkhanyev/Dreamstime.com; right: courtesy of NASA
What would you use to color a picture of an apple? What about a blueberry? Use a crayon!

Crayons come in more than 150 different colors. But most are in the same stick shape. Their small size makes them easy to hold.

Crayons are all made of wax. Wax is a solid kind of matter. It feels smooth. Don’t leave crayons in the sun. Wax melts when it gets warm. You will have a colorful mess!

Do you know?

Crayons were first made in 1903. At first, they only came in 8 colors. They were black, brown, orange, violet, blue, green, red, and yellow.
BIG BLUE

Most crayons are made to hold in your hand. But not the world’s biggest crayon. It is so heavy that your whole class could not lift it!

In 2003, children all over the United States helped make this crayon. They sent in their broken blue crayons. The pieces were melted and used to make “Big Blue.”

Big Blue on display in Easton, Pennsylvania

Investigation File
Properties ▶ Toys ▶ Crayons

Wowsers!

Over 3 billion crayons are made each year. That’s enough crayons to line up around the world 6 times!

Think About It

What is your favorite crayon color? What do you like best about this color?

Big Blue is about four times taller than you!

Credit: left: © Jon Gill/The Express-Times/AP Images; center (crayon): © Stockphotos.com/Michael Travers; center (boy): © Stockphotos.com/Steven Locke; top right courtesy of NASA/JPL-Caltech; Scott H. Phillips; Norman Krum; right center: © Stephanie Frey/IGEP; bottom right: © Stockphotos.com/Skip O’Donnell
# Day Three

## English-Language Arts
- Reading Passage: *A Community Garden Grows Vegetables that Remind People of Home* with comprehension questions
- Writing Prompt: What is something I do well?
- Phonics Practice: Long 'e': y

## Math
- Complete 9.3 Reteach Sheet (directions are at the bottom of the page)
- Complete 10.4 Reteach Sheet (directions are at the bottom of the page)

## Science
- Read "Action Figures" Book
A community garden grows vegetables that remind people of home

By Chicago Tribune, adapted by Newsela staff on 02.01.15

CHICAGO, Illinois — Some people think mustard greens taste sour. Uma Mishra disagrees. She loves the vegetable.

Ms. Mishra is a refugee from Bhutan. It is a country in Asia. Refugees are people who leave their countries. They leave to get away from danger. Ms. Mishra left Bhutan with her family. Now they live in Chicago, Illinois.

Ms. Mishra misses Bhutan. She has found a way to feel connected with it. She grows mustard greens. They remind her of cooking meals back home.

Everyone Loves The Garden

Ms. Mishra gardens in a community farm with other refugees. The farm is in the middle of Chicago. It used to be an empty lot. Then a group brought in dirt and made it into a small farm.
There are 100 little gardens.

Refugees pay $20 a year to have a garden. That pays for the seeds they plant. The farm is very popular. About 60 families are waiting to get a garden of their own.

Most of the people grow vegetables to cook at home. Some sell them too. They set up stands at outdoor markets.

**Vegetables Are Popular**

Some of the plants they grow are surprising. One refugee grows bitter melon. The green vegetable likes to grow in hot places. It is not very hot in Chicago. Still, bitter melon grows well.

The farm lets refugees connect to their old lives as farmers. Moving to a new country is scary. Many refugees do not speak English. They have never lived in a big city before. The farm feels like home to them. Farming is something they know.

**It Feels Like Home**

One sunny afternoon, the farm was very busy. People watered their gardens. Children ran around. Ms. Mishra took care of her garden. It was full of mustard greens, cucumbers and tomatoes. She picked some greens to take home for dinner. Last year, her family harvested enough to share with others.

In Bhutan, Ms. Mishra had a big farm. In Chicago, her garden is small. Still, she is happy.

She can grow so many things. It feels more like home.
Quiz

1. Based on the article, which of the following is TRUE?
   (A) The community gardens are free for refugee families.
   (B) Refugees cook or sell vegetables from the gardens.
   (C) Ms. Mishra left Bhutan because she wanted to have a farm.
   (D) Not many people go to the community farm in Chicago.

2. Read the introduction [paragraphs 1-3].
   Which sentence from the introduction BEST explains why Ms. Mishra's family had to leave Bhutan?
   (A) Ms. Mishra is a refugee from Bhutan.
   (B) They leave to get away from danger.
   (C) Now they live in Chicago, Illinois.
   (D) Ms. Mishra misses Bhutan.

3. Which event happened FIRST?
   (A) Ms. Mishra gardened with other refugees.
   (B) Ms. Mishra shared greens with others.
   (C) Ms. Mishra had a big farm in Bhutan.
   (D) Ms. Mishra moved to Chicago, Illinois.

4. What is the MAIN reason Ms. Mishra enjoys the community farm?
   (A) because mustard greens are her favorite vegetable
   (B) because she is able to sell vegetables for money
   (C) because it helps her learn to speak English better
   (D) because it makes Chicago feel more like home

5. Read the sentence below from the introduction [paragraphs 1-3].
   Ms. Mishra is a refugee from Bhutan.
   Based on the introduction, what is a "refugee"?
   (A) a person who has to leave their country to be safe
   (B) a person who lives in an Asian country like Bhutan
   (C) a person who has never lived in a big city before
   (D) a person who knows a lot about farming
6
Read the sentence from the section "Vegetables Are Popular."

One refugee grows bitter melon.

Based on the section, what is "bitter melon"?

(A) a popular fruit
(B) a plant that cannot be eaten
(C) a seed that tastes sour
(D) a type of vegetable

7
Which paragraph gives information about HOW the garden in Chicago was made?

(A) Ms. Mishra misses Bhutan. She has found a way to feel connected with it. She grows mustard greens. They remind her of cooking meals back home.
(B) Ms. Mishra gardens in a community farm with other refugees. The farm is in the middle of Chicago. It used to be an empty lot. Then a group brought in dirt and made it into a small farm. There are 100 little gardens.
(C) Most of the people grow vegetables to cook at home. Some sell them too. They set up stands at outdoor markets.
(D) Some of the plants they grow are surprising. One refugee grows bitter melon. The green vegetable likes to grow in hot places. It is not very hot in Chicago. Still, bitter melon grows well.

8
Read the caption under the photo at the beginning of the article.

According to this caption, where is the greenhouse located?

(A) Chicago
(B) Myanmar
(C) Bhutan
(D) Pak Suan
WHAT IS SOMETHING I DO WELL?
Freddy the frog was always hungry, but he was also lazy. He would slowly hop onto a lily pad, roll out his tongue and hope he would get lucky when a silly fly accidentally landed there. But one day a nasty mosquito played a trick on him. He pretended to be a fly and landed on Freddy's tongue and when Freddy went to eat him the mosquito bit his tongue! "Ahhhh!" cried Freddy, hopping in the air. "So he does know how to move quickly!" the mosquito chuckled. From that day on Freddy was never lazy again.

How did Freddy catch flies?

What trick did the mosquito play?

What lesson did Freddy learn in this story?

Circle all the words with long 'e': y sounds.
**Vocabulary**

1. Remember, you can use a **place-value chart** to show the values of **digits**.

   Count the blocks. Write the value of each digit.

   The 2 has a value of ___ hundreds or ___.

   The 3 has a value of ___ tens or ___.

   The 5 has a value of ___ ones or ___.

2. Write the value of each digit in each chart.

<table>
<thead>
<tr>
<th>Hundreds</th>
<th>Tens</th>
<th>Ones</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>7</td>
<td>1</td>
</tr>
</tbody>
</table>

   The numbers are 600, 50, 8.

3. Write the number that has the following values.

   The hundreds digit has a value of 400. The tens digit has a value of 60. The ones digit has a value of 5.

   The number is ___.

**On the Back!**

4. Write the value of the 5 in 532 in two different ways.
**Vocabulary**

1. You can use **partial sums** to add 3-digit numbers.

Find $145 + 216$.

First add hundreds, then tens, and then ones.

Then add the partial sums to find the sum.

$$
\begin{array}{ccc}
\text{Hundreds} & \text{Tens} & \text{Ones} \\
\hline
1 & 4 & 5 \\
2 & 1 & 6 \\
\hline
\text{Hundreds:} \\
\text{Tens:} \\
\text{Ones:} \\
\text{Sum =} \\
\end{array}
$$

So, $145 + 216 = \underline{351}$.

2. Add using partial sums.

$$324 + 152 = \underline{476}$$

$$579 + 137 = \underline{716}$$

**On the Back!**

3. Draw place-value blocks to show $245 + 137$.

Then add using partial sums.
Whoosh! Pow! Bam!
Action figures to the rescue! They save the day when you play.

Action figures come in many sizes and are usually shaped like people. A small action figure fits in your hand. A large one comes up to your knees.

Don't leave your action figure on a hot stove. It might be made of plastic. Plastic is a kind of solid matter that melts when it gets hot. Your hero would turn into a plastic puddle!

The first action figure had 21 moving parts. Why do you think this toy was called an action figure?
Fantastic Plastic

Why are many action figures made of plastic instead of another material? Here are some properties of plastic that make it a fantastic material for action figures:

✓ It can be made into any shape.
✓ It comes in every color.
✓ It feels light and smooth.
✓ It lasts a long time.
✓ It can be recycled.
✓ It doesn't cost a lot.

All of these things are made of plastic.

PLASTIC MADE IN THE U.S.A.

<table>
<thead>
<tr>
<th>Decade</th>
<th>Plastic Made (1 million tons)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-1969</td>
<td></td>
</tr>
<tr>
<td>1970-1979</td>
<td></td>
</tr>
<tr>
<td>1980-1989</td>
<td></td>
</tr>
<tr>
<td>1990-1999</td>
<td></td>
</tr>
<tr>
<td>2000-2009</td>
<td></td>
</tr>
</tbody>
</table>

Between the years 1960 and 2009, over 30 million tons of plastic were made in the U.S.A.

Imagine you could design your own action figure. What would it look like? What games would you play with it?

MAKING AN ACTION FIGURE

1. Workers heat solid plastic. It becomes a liquid.
2. They pour the liquid mixture into a mold.
3. The mixture cools until it is solid.
4. The action figure is ready!

Investigation File
Properties » Toys » Action Figures
Can you build a tower or a fort? You can with blocks!

Blocks come in many sizes. Some blocks are small. You can hold them in your hand. Some blocks are big. They are as long as your arm.

But look out! Blocks can fall down.

Try This
Blocks come in many colors. Which colors do you see in the blocks on this page?

Science In Your World
Blocks are not just toys. Many things are made of blocks. Look around. Can you see anything that is made of blocks?

The outside of this building is made of blocks.
Shape Up!

Blocks come in many shapes. The sides can be squares. The sides can be rectangles. The sides can be triangles. A block can even be shaped like a circle!

- triangle
- circle
- square
- rectangle

Learn

These blocks have letters on them. You can use them to spell words.

Math Moment

Eddie’s tower is 14 blocks tall. Ana’s tower is 19 blocks tall. How much taller is Ana’s tower than Eddie’s?

Around the Block

Blocks are made of solid matter. Their shape does not change. Sometimes they are painted with bright colors. Most blocks feel smooth. They are nice to touch. But some blocks may feel rough. Be careful with rough blocks. You could get a splinter!

Things you can build with blocks

- train
- house

Investigation File

Properties ▶ Toys ▶ Blocks

© Learning A-Z. All rights reserved.
www.learninga-z.com
## Day Four

### English-Language Arts

- Reading Passage: *Dinosaur Skeletons are Big; Cleaning Them is a Really Big Job—and Fun!* with comprehension questions
- Writing Prompt: What kind of animal would I like to have as a pet?
- Phonics Practice: Open syllables spelling list

### Math

- Complete 9.4 Reteach Sheet (directions are at the bottom of the page)
- Complete 10.5 Reteach Sheet (directions are at the bottom of the page)
- Complete 10.7 Reteach Sheet (directions are at the bottom of the page)

### Science

- Complete “Let’s make a Picture. Task #1”
Dinosaur skeletons are big; cleaning them is a really big job -- and fun!

By Los Angeles Times, adapted by Newsela staff on 04.25.16
Word Count 369
Level MAX

T. rex was a huge dinosaur. It lived long ago. It was a big and strong hunter. Its longer name is Tyrannosaurus rex.

Today, T. rex is extinct. There are no living dinosaurs left. All we have are bones.

5 Million Visitors Can Make A Dinosaur Dusty!

Some T. rex bones are in New York City. They are at the American Museum of Natural History. Trenton Duerksen works at the museum. He has a special job. His job is to keep the T. rex bones clean.

The bones together form a skeleton. The skeleton is about 39 feet long. That is about as long as a school bus.
About 5 million people visit the T. rex every year. It can get dusty. The dust sticks to the dinosaur bones.

**You Need A Big Toothbrush For A Dinosaur!**

When cleaning, Duerksen begins with the head. Then he works his way down.

He uses a duster. This looks like a bundle of feathers. He also has a vacuum. It sucks up dust. The vacuum is strapped to his back. He has different brushes and wands, too. He cleans about 2 inches at a time.

Then, he moves to the jaw. For this, Duerksen uses a huge toothbrush.

Each tooth is about 6 inches long. They are shaped like cones.

"I go top to bottom, side to side, and along the gum line," Duerksen said cheerfully.

**He Loves Cleaning And He Loves Dinosaurs**

"It's fun when it's really dirty," said Duerksen. He likes seeing bones all shiny again, he says.

Duerksen was trained to be an artist. He did drawings and sculptures.

Growing up, Duerksen was amazed by dinosaurs. He started drawing them at age 5.

He is 38 now. Still, Duerksen appreciates dinosaurs. He loves being able to look at one every day.

**People Love Looking At Clean Dinosaurs!**

Duerksen finished cleaning T. rex's head. He then cleaned its ribs and spine.

Then, he had to stop. It was almost 10 o'clock. It was time for the museum to open.

"We've gotta get out before the kids come in here!" he said.

Thirty minutes later, crowds of people came in. Many looked up at T. rex, amazed.
Quiz

1. Why does the T. rex skeleton need to be cleaned?
   (A) Visitors do not want to see dirty skeletons.
   (B) The skeleton is in New York City.
   (C) The skeleton is about 39 feet long.
   (D) It is fun to vacuum the skeleton.

2. Which detail from the article shows that many people like to look at the T. rex?
   (A) T. rex was a huge dinosaur. It lived long ago.
   (B) Some T. rex bones are in New York City.
   (C) About 5 million people visit the T. rex every year.
   (D) Duerksen finished cleaning T. rex's head.

3. What is the article MAINLY about?
   (A) a man who has a special job to clean T. rex bones
   (B) a man who draws pictures of T. rex bones
   (C) instructions for cleaning T. rex bones safely
   (D) visitors who learn from viewing T. rex bones

4. Read the section "You Need A Big Toothbrush For A Dinosaur!"
   What is the MAIN topic of this section?
   (A) why the T. rex needs to be cleaned
   (B) what is used to clean the T. rex head
   (C) why Duerksen likes his job with the T. rex
   (D) what the T. rex teeth are shaped like

5. Which answer choice is a section title?
   (A) Dinosaur skeletons are big; cleaning them is a really big job -- and fun!
   (B) T. rex was a huge dinosaur.
   (C) "5 Million Visitors Can Make A Dinosaur Dusty!"
   (D) "It’s fun when it’s really dirty,” said Duerksen.
6 Read the list of steps for cleaning the T. rex.

1. Duersken uses a feather duster and vacuum on the head.
2. Duersken uses a toothbrush on the jaw.
3. _____

What answer choice goes LAST?

(A) Duersken goes to get his duster.
(B) Duersken draws an image of the bones.
(C) Duersken cleans the ribs and spine.
(D) Duersken cleans 2 inches at a time.

7 What did the author of the article want to explain?

(A) There is a lot of work that goes into cleaning dinosaur bones.
(B) Cleaning dinosaur bones is a fun activity for museum visitors.
(C) The T. rex was a huge hunting dinosaur that lived a long time ago.
(D) Visitors to the museum are dirty and make messes that need to be cleaned.

8 Read the section “5 Million Visitors Can Make A Dinosaur Dusty!”

Which sentence from this section shows what the author wanted the reader to learn?

(A) Some T. rex bones are in New York City.
(B) Trenton Duersken works at the museum.
(C) His job is to keep the T. rex bones clean.
(D) The skeleton is about 39 feet long.
WHAT KIND OF ANIMAL WOULD I LIKE TO HAVE AS A PET?
<table>
<thead>
<tr>
<th>Spelling Word</th>
<th>1st Syllable</th>
<th>2nd Syllable</th>
<th>Write it!</th>
</tr>
</thead>
<tbody>
<tr>
<td>pilot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cider</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fever</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>frozen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bonus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>remind</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>moment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>photo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pirate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>yogurt</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Circle the open syllables.
Vocabulary

1. The **expanded form** of a number uses plus signs to show hundreds, tens, and ones.

   \[ 300 \, \underline{+} \, 40 \, \underline{+} \, 2 \]

   You can draw models to show the expanded form.

   ![Models for 342]

   The **word form** uses words.

   three hundred forty-two

   The **standard form** uses digits.

2. Draw models to show the expanded form.
   Write the number in word form and standard form.

   \[ 400 \, \underline{+} \, 50 \, \underline{+} \, 3 \]

   four hundred fifty-three

3. Write the expanded, word, and standard forms of the number.

   ![Models for a number]

On the Back!

4. Draw models to show the number five hundred twenty-seven.
   Then write the number in expanded form and standard form.
**Vocabulary**

1. Draw **models** to find 243 + 128.

   Follow the steps.

   **Step 1** Add **ones**. 3 + 8 =
   Regroup 11 ones as ten and one.

   **Step 2** Add **tens**. 4 + 2 + 1 = tens

   **Step 3** Add **hundreds**. 2 + 1 = hundreds

   So, 243 + 128 =

2. Draw models to add 151 + 267.

   Add ones. 1 + 7 =
   Add tens. + = tens
   Regroup 11 tens as hundred and ten.
   Add hundreds. + + = hundreds

   So, 151 + 267 =

---

**On the Back!**

3. Draw models to find 356 + 280.
Vocabulary

1. You can use **repeated reasoning** when finding $679 + 212$.

   Think of these steps when you add the ones.

   **Step 1** Add. **Step 2** Regroup if needed.

   You need to **repeat** these steps as you add in each place.

   $\begin{array}{c}
   679 \\
   + 212 \\
   \hline
   \end{array}$

   Did you need to regroup to make a ten or hundred?

2. You use **repeated reasoning** when adding.

   You can **check** your work as you add digits in each place.

   Sometimes you need to

   $\begin{array}{c}
   462 \\
   + 219 \\
   \hline
   681
   \end{array}$

   In this problem, ones are regrouped as ten and one. Do you need to regroup to make a hundred?

3. Use repeated reasoning to solve each problem.

   Circle any problem where you regrouped to make a ten or a hundred.

   $\begin{array}{cccc}
   734 & 346 & 189 & 725 \\
   +162 & +573 & +461 & +240 \\
   \end{array}$

On the Back!

4. Celia adds to find $237 + 415$. Does she need to regroup? Explain how you know.
Be a Scientist!

Draw or paint a picture using your favorite material, such as pencils, crayons, or paint. Then make the same picture again, but this time use a different material.

Compare the pictures. Look at the colors. Look at the shapes you made. Write one thing that is the same about your pictures. Write one thing that is different. Share your results.

Beyond the Book

Sculptures are a type of art. Look at sculptures on the Internet or in person. What materials did the artists use?
Let's Make Pictures!

FOCUS Question
What can you use to make different kinds of pictures?
Structure and Function

Making Art
Making pictures is fun! Do you use pencils, crayons, or paint? Those things are materials. How are they alike? How are they different?
Pencils, crayons, and paint have different properties. Artists pick materials that have the properties they like. That way, they can make different kinds of pictures.

What other materials have you used to make pictures?
Pencils

Pencils are made of a rock called graphite (GRA-fite). When you drag graphite on paper, some of it rubs off. It leaves a mark.

Some pencils have hard graphite. Not much rubs off. They make a thin, light line. Others are made of soft graphite. They make a thick, dark line.

Crayons and Colored Pencils

Crayons and colored pencils are made of colored wax. They come in many colors!

Crayons use soft wax. They leave behind thick, bright lines of color. Colored pencils use harder wax. Not as much rubs off on the paper. They make thin, light lines.
Charcoal
Charcoal is a stick of black powder. It is made from burned wood. Charcoal is soft. It leaves dark marks.
You can draw lines with the ends of a charcoal stick. You can make wide shapes with the sides. Rub it around to make soft shadows.

Charcoal is good for drawing shapes and shadows on paper.

Chalk and Pastels
Chalk and pastels are also sticks of powder, but they come in all colors.
Chalk and pastels are soft. They make bright, thick lines on a drawing.

Chalk and pastels are good for drawing on paper, wood, or a sidewalk.
Oil Paint and Finger Paint

Paint is colored powder mixed with a liquid. Oil paints are made with oil. Finger paints are made with water.

The colors are bright and thick. You can mix colors to make new colors. You can paint with a brush, a small stick, or even your fingers.

Watercolor Paint

Watercolor paints start as dry, colored powder. You add water and mix with a paintbrush. Now you have paint.

You need to paint with watercolors fast! The water dries quickly. A thin layer of powder stays behind on the paper. The colors can be bright or pale. You can see through them.

Oil paints are good for painting on paper, wood, or fabric.

Watercolors are good for making bright pictures on thick paper.
All Kinds of Art

You have read about a few ways to draw and paint. You can use almost anything that makes a mark.

Artists use pens, ink, spray paint, and markers. They use brushes, sticks, rags, or their hands. They make pictures on paper, canvas, and wood. Artists even make pictures on glass, metal, and stone.

What do you use to make pictures?

Pictures can tell a story or make you feel happy or sad. Sometimes they just make a place look nicer.

Read-Th ink-Write

Write or draw your answers on separate paper. Use details from the book to support each answer.

1. Does a pencil with soft graphite or hard graphite make a darker mark? Why?

2. How are crayons and colored pencils alike and different?

3. What is charcoal, and how could you use it to make a picture?

4. Would watercolors work well to paint a picture of a dark brown tree with thick leaves? Why or why not?

FOCUS Question

What can you use to make different kinds of pictures? List five of the materials you read about in the book. Next to each material, write at least one of its properties. Then explain what is the same about all of these materials.
# Day Five

## English-Language Arts
- Writing Project: My Non-Fiction Text About My School
  - Part 1: Pre-writing
  - Part 2: Draft
  - Part 3: Text Features
  - Part 4: Edit
  - Part 5: Final Copy

## Math
- Complete 9.5 Reteach Sheet (directions are at the bottom of the page)
- Complete 11.1 Reteach Sheet (directions are at the bottom of the page)

## Science
- Complete "Let's make a Picture" Task #2
My Non-Fiction Text About My School

You Will Need:

___ Title  ___ 2 informational paragraphs  ___ 2 Subheadings

___ Picture  ___ Caption  ___ Graph or Chart

___ At least 1 bold word

Part 1. Pre-writing

Who or what do you want to write about? This is your topic.

(Ideas: My classroom, PE, Art, Music, the cafeteria, a teacher, class pet)

Create a circle map about your topic.
Part 2. Draft

Informational Paragraph #1: Tell the reader about your topic.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Informational Paragraph #2: Tell the reader why your topic is an important part of what makes Pinar a great school.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Part 3. Add Text Features

What is a good title for your text?

What subheadings would fit with your paragraphs? Remember: these must help the reader understand what your paragraph will be about.

Informational Paragraph #1:

Informational Paragraph #2:

Draw a picture that would fit with your text. Remember, this is just a rough draft.

What caption would help your reader understand more about the picture?

What kind of data could you collect for a chart or graph for your text? Draw an example below:
Part 4. Edit

Using a red editing pencil, check your work in parts 2 and 3 to make sure that you used correct capitalization, spelling, and punctuation. Check next to how you edited your work below:

_____ I checked my own work.

_____ My friend check my work. Their name is: ________________

Part 5. Final Copy

Use the nice paper and your BEST handwriting to create a final copy of your non-fiction text. Make sure that you include all of the parts that you worked on in Parts 2 and 3.
Vocabulary

1. What number do the models show?
   Complete the place-value chart.

   ![Place-value chart]

   You can break apart one of the hundreds into tens.

   Now there are ___ hundred, ___ tens, and ___ ones.

   \[ 245 = + + \]

2. Use the models to show the number in two different ways.

   ![Models to show number]

   On the Back!

3. Use place-value blocks to show 5 hundreds, 6 tens, and 3 ones.
   Write the number. Then, exchange one of the hundreds for 10 tens. Write the same number in a different way.
Vocabulary
1. You can use mental math to subtract 10 or 100 from a three-digit number.
   Find 347 – 10.

   \[
   \begin{array}{cccccccc}
   & & & & & & & \\
   3 & 4 & 7 & - & 1 & 0 & = & 3 & 3 & 7 \\
   \end{array}
   \]

   When you subtract 10, the **tens digit** goes down by

   \[347 - 10 = \]

   Use mental math to subtract.

2. Find 265 – 100.

   \[
   \begin{array}{cccccccc}
   & & & & & & & \\
   2 & 6 & 5 & - & 1 & 0 & 0 & = & 1 & 6 & 5 \\
   \end{array}
   \]

   When you subtract 100, the **hundreds digit** goes down by

   \[265 - 100 = \]

3. Subtract using mental math. Use models if needed.

   \[423 - 10 = \quad 598 - 100 = \]

   \[631 - 10 = \quad 347 - 100 = \]

On the Back!

4. Use mental math to subtract 10 from 635, 428, and 299. Then subtract 100 from each of the same numbers. Write each difference. Use models if needed.
**Day Six**

**English-Language Arts**
- Reading Passage: *Light Notes: Random Acts of Kindness Spread Around the World* with comprehension questions
- Writing Prompt: What do I want to be when I grow up?
- Phonics Practice: Open syllables reading passage

**Math**
- Complete 15.1 Reteach Sheet (directions are at the bottom of the page)
- Complete 11.2 Reteach Sheet (directions are at the bottom of the page)

**Science**
- Complete “Properties Book Quiz” Task #6
Light Notes: Random acts of kindness spread around the world

By Tri-City Herald, adapted by Newsela staff on 12.07.15
Word Count 263
Level MAX

Kristi Black's homemade cookies bring smiles when she gives them as a random act of kindness. Photo: Kristi Black

Have you ever given something to someone you did not know? This is called a "random act of kindness." People across the country are doing it.

A girl named Kristi Black got people thinking. She is from Virginia.

One year, for her birthday, Kristi decided to do something different. Usually, on your birthday, you get presents. Kristi decided that for her birthday, she wanted to give presents.

She did not want to just give presents to her friends. She wanted to give presents to strangers.

Many People Saw Her Kindness Page

She set up a page on Facebook. The social media site lets people connect with one another.

Her page was called "Random Acts of Kindness." On the page, she invited others to join her.

Soon, her idea spread.
The idea spread to at least 16 states. It stretched all the way up north to Maine. Even people in Hawaii joined!

It did not stop there. People around the world began to join in.

**Helping Is Free**

Some people bought food and drinks for others. Other people baked cookies. Doing something nice does not need money.

You can also volunteer.

Kristi talked about visiting a children's hospital. The children liked having visitors. She said that some people helped animals in shelters. They might have cleaned animal cages. People even played with the animals.

**Kindness All Around**

Because of Kristi’s idea, people spread kindness all around.

Perhaps the world is a little better because of what they did. Just maybe the idea of caring for others every day will catch on.
Quiz

1. Which detail from the article shows how someone can do something nice without spending money?
   (A) This is called a "random act of kindness."
   (B) She wanted to give presents to strangers.
   (C) Some people bought food and drinks for others.
   (D) They might have cleaned animal cages.

2. Where are the people who are joining "Random Acts of Kindness"?
   (A) in a few states
   (B) mostly in Maine and Hawaii
   (C) from all around the world
   (D) mainly in Virginia

3. What is the section "Kindness All Around" MAINLY about?
   (A) why Kristi’s idea was a good one
   (B) what made Kristi’s idea spread
   (C) who gave Kristi the idea to help others
   (D) when Kristi came up with her idea

4. Read the following paragraph from the introduction [paragraphs 1-4].

   Have you ever given something to someone you did not know? This is called a "random act of kindness." People across the country are doing it.

   What is the focus of this paragraph?
   (A) how people pick a random act of kindness to do
   (B) who first got the idea for random acts of kindness
   (C) why people should do random acts of kindness
   (D) what a random act of kindness is

5. Read the introduction [paragraphs 1-4].

   Select the paragraph that shows the reader WHO Kristi decided to give presents to.
   (A) Have you ever given something to someone you did not know? This is called a "random act of kindness." People across the country are doing it.
   (B) A girl named Kristi Black got people thinking. She is from Virginia.
   (C) One year, for her birthday, Kristi decided to do something different. Usually, on your birthday, you get presents. Kristi decided that for her birthday, she wanted to give presents.
   (D) She did not want to just give presents to her friends. She wanted to give presents to strangers.
Read the following things that happened in the article.

1. Kristi got the idea of doing nice things for people.
2 ____.
3. Kristi's idea spread to many people.

What answer choice goes SECOND?
(A) Kristi visited a hospital.
(B) People helped animals.
(C) Kristi set up a Facebook page.
(D) People bought food and drinks.

What does the author of this article want to explain?
(A) why Kristi decided to visit a children's hospital
(B) how Kristi helped people do nice things for others
(C) why people should try to buy food for others
(D) how popular the "Random Acts of Kindness" page is

The author has an opinion about random acts of kindness.

Which sentence from the article shows this?
(A) Kristi decided that for her birthday, she wanted to give presents.
(B) The social media site lets people connect with one another.
(C) The children liked having visitors.
(D) Perhaps the world is a little better because of what they did.
WHAT DO I WANT TO BE WHEN I GROW UP?
The Yo-Yo

Jo zipped her jacket. The sky was dark. It looked like it might rain. As she ran home, she looked down on the sidewalk and saw a bright red yo-yo. She picked it up.

“I’ve never had a yo-yo,” she thought. “I’ll give it a try!” She stuck her finger through the loop in the string and let the yo-yo go. The yo-yo started to rotate. It went down. She waited a moment, but it did not come back up. She frowned.

“Hi!” said a voice from behind her. Jo jumped! The yo-yo slipped off her finger and hit the sidewalk. It broke in two pieces.

“You totally scared me!” Jo yelled to a boy with a surprised face.

“Oh no! You broke my yo-yo!” he cried.

“I’m sorry,” said Jo. “I should go…”

“Oh, no you don’t! I can’t fix it solo. I need you to help me.” He handed her one side of the yo-yo to hold while he rolled up the string and attached the other side. In a minute, it was fixed.

“Thanks for helping me fix it,” he said.

“No problem,” Jo replied. “But it’s starting to rain, so I should go!”
**Vocabulary**

1. The **vertices** of a two-dimensional shape are its corners.

   You can name a shape based on the number of sides and vertices it has.

   These shapes are all **pentagons**.

   ![Pentagons](image)

   A pentagon has _sides_.

   A pentagon has _vertices_.

2. **Triangles** have _sides_ and _vertices_.

   Cross out the shape that doesn’t belong.

   ![Triangles](image)

3. **Quadrilaterals** have _sides_ and _vertices_.

   Cross out the shape that doesn’t belong.

   A square is a quadrilateral with 4 equal sides.
   Draw a square.

   ![Quadrilaterals](image)

---

**On the Back!**

4. A hexagon has 6 sides and 6 vertices.
   Draw a hexagon. Circle the vertices.
**Vocabulary**

1. You can use an **open number line** to count back to subtract. Find $642 - 231$.

   231 is hundreds, tens, and one. Count back from 642 by jumps of hundreds, tens, and ones.

   ![Open number line diagram]

   So, $642 - 231 = \phantom{000}$.

2. Count back to subtract.

   $853 - 321 = \phantom{000}$

   321 is hundreds, tens, and one.

   ![Open number line diagram]

**On the Back!**

3. Draw an open number line. Count back to find $476 - 237$.

   Try counting back by bigger jumps.
Name ___________________________ Date __________________

**Directions:** Read each question and choose the best answer.

1. What is everything made of?
   - A water
   - B properties
   - C matter

2. Why are materials important?
   - A Materials are how we describe the way things look and feel.
   - B Things must be made of the right materials to do their jobs.
   - C Materials are not important.
3. Read this sentence: *An important property of a pillow is that it is soft.* Which sentence below uses the word *property* in the same way it is used in the sample sentence?

- A Please keep your dog off our *property*.
- B The color green is a *property* of a leaf.
- C All my *property* has my name on it.

4. What are two *materials* that could be used to make a door?

- A wood and metal
- B solid and strong
- C tall and flat

5. What are two *properties* of a basketball?

- A bounce and roll
- B rubber and air
- C orange and round
Name ___________________________ Date ________________

6. **Soft, dry, rough,** and **slimy** are words that tell how something _________.
   - A feels
   - B looks
   - C tastes

7. Draw a line from each object to its properties.

   ![Image of grapes]
   long, straight, pointed

   ![Image of rock]
   small, brown, sweet

   ![Image of ice crystal]
   clear, hard, cold

8. **Air** is a kind of **gas,** and **milk** is a kind of _________.
   - A gas
   - B solid
   - C liquid
**Teacher Instructions:** Have students study the chart below and then answer question 9.

<table>
<thead>
<tr>
<th>Object</th>
<th>Shape</th>
<th>Color</th>
<th>How it feels</th>
</tr>
</thead>
<tbody>
<tr>
<td>cracker</td>
<td>square</td>
<td>tan</td>
<td>bumpy</td>
</tr>
<tr>
<td>button</td>
<td>circle</td>
<td>black</td>
<td>smooth</td>
</tr>
<tr>
<td>card</td>
<td>rectangle</td>
<td>white and red</td>
<td>smooth</td>
</tr>
<tr>
<td>coin</td>
<td>circle</td>
<td>silver</td>
<td>smooth</td>
</tr>
</tbody>
</table>

**9.** Which two properties are the same for the *button* and the *coin*?

- A their shape and color
- B their shape and how they feel
- C their color and how they feel
### Book Quiz Answer Sheet

<table>
<thead>
<tr>
<th></th>
<th>Question Type</th>
<th>Nonfiction Book Page Reference</th>
<th>ELA Comprehension Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>📚 literal</td>
<td>p. 4</td>
<td>Main Idea &amp; Details</td>
</tr>
<tr>
<td>2.</td>
<td>📚 inferential</td>
<td>pp. 13–15</td>
<td>Main Idea &amp; Details</td>
</tr>
<tr>
<td>3.</td>
<td>📚 vocabulary</td>
<td>p. 8</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>4.</td>
<td>📚 inferential</td>
<td>p. 13</td>
<td>Make Inferences &amp; Draw Conclusions</td>
</tr>
<tr>
<td>5.</td>
<td>📚 inferential</td>
<td>pp. 13, 14</td>
<td>Make Inferences &amp; Draw Conclusions</td>
</tr>
<tr>
<td>6.</td>
<td>📚 literal</td>
<td>p. 8</td>
<td>Classify Information</td>
</tr>
<tr>
<td>7.</td>
<td>📚 inferential</td>
<td>pp. 13–16</td>
<td>Compare &amp; Contrast</td>
</tr>
</tbody>
</table>

**Diagram:**
- Long, straight, pointed
- Small, brown, sweet
- Clear, hard, cold

<table>
<thead>
<tr>
<th></th>
<th>Question Type</th>
<th>Nonfiction Book Page Reference</th>
<th>ELA Comprehension Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>📚 vocabulary</td>
<td>pp. 6, 7</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>9.</td>
<td>📚 data analysis</td>
<td>N/A</td>
<td>Interpret Visual Devices</td>
</tr>
</tbody>
</table>

### 10. Extended Response:
Students should use what they know about their chosen object to describe its materials and three or more of its properties. Encourage them to examine the pictures when writing (or dictating) their answers. Sample responses are provided:

**Grilled Cheese Sandwich**
- Materials: bread, cheese, butter
- Properties: square, solid and liquid, brown and yellow, hot

**Scissors**
- Materials: metal and plastic
- Properties: hard, sharp, pointed, shiny, solid, skinny, black and silver

**Diamond Ring**
- Materials: metal and diamond (or glass)
- Properties: round, thin, shiny, solid, silver and clear, lightweight
# Day Seven

## English-Language Arts
- Reading Passage: *Black Cultural Store in Dallas Gain New Fans Thanks to “Black Panther”* with comprehension questions
- Writing Prompt: When it’s time for bed, I always...
- Phonics Practice: Sight Word Scramble

## Math
- Complete 15.2 Reteach Sheet (directions are at the bottom of the page)
- Complete 11.3 Reteach Sheet (directions are at the bottom of the page)

## Science
- Read, “Homes around the world”
Black cultural store in Dallas gains new fans thanks to "Black Panther"

By The Dallas Morning News, adapted by Newsela staff on 04.25.16
Word Count 358
Level MAX

“Black Panther” is a very popular movie. The movie is different from most other movies. It is a celebration of all things African.

One store in Dallas, Texas, has been helped by the movie. The name of the store is Pan-African Connection. It is owned by Akwete Tyehimba. The store honors black history.

**Store Celebrates Black Heroes**

Inside the store there is a wall of heroes. The wall shows paintings of black heroes. Tyehimba made it to inspire visitors. “You need a wall of heroes for people to look to,” she said. “These people transformed not only their community, but the world.”

"Black Panther" is a source of pride for black people. The store is, too. Nia Khepera has been a customer for over 20 years. She said the store means a lot to her. It honors her life as an African-American woman.
“Black Panther” Has Been Good For Business

The popularity of “Black Panther” has been good for business. Tyehimba is selling many things. Much of what she sells comes from Africa. This is important to her.

Tyehimba started the store with her husband 28 years ago. They opened the store with a goal. They wanted to bring hope to the community.

A Cultural Center For The Community

Pan-African Connection is more than just a store. It is a learning place. Children and adults can learn Swahili there. Swahili is an African language. They can also take African dance and drum classes.

Tyehimba grew up in Waco, Texas. She did not know much about black history as a kid. She remembers meeting her husband. Together, they learned. They worked to make the world a better place.

Keeping the business going has not been easy. It is hard, but she does not worry about money. “For us, it was never about the money,” she said.

“I Think The Enthusiasm Will Continue”

One important question remains. What happens after “Black Panther”? The movie will not stay in theaters forever.

Tyehimba thinks the newcomers will become regular customers. “I think the enthusiasm will continue. It’s not a fad or trend. African culture is not a fad.”
Quiz

1. Why did Tyehimba and her husband first open the store?
   (A) to celebrate African culture and bring hope to her community
   (B) to sell items from Africa that are similar to items in "Black Panther"
   (C) to take dance and drum classes
   (D) to make money and start fashion trends with customers

2. How did the store Pan-African Connection change because of the movie "Black Panther"?
   (A) It started honoring black individuals with a wall of heroes.
   (B) It started teaching language and dance classes.
   (C) It started getting new customers and selling more things.
   (D) It started buying and selling things from Africa.

3. Read the selection from the section "I Think The Enthusiasm Will Continue."

   Tyehimba thinks the newcomers will become regular customers. "I think the enthusiasm will continue. It's not a fad or trend. African culture is not a fad."

   What is a "fad" or "trend"?
   (A) something that is important to black history
   (B) something that customers do not like
   (C) something that everyone in a city enjoys doing
   (D) something that is popular for a short time

4. Read the selection from the section "Store Celebrates Black Heroes."

   The wall shows paintings of black heroes. Tyehimba made it to inspire visitors. "You need a wall of heroes for people to look to," she said.

   What does the phrase "inspire visitors" mean in the selection?
   (A) make people feel safe
   (B) make people feel proud
   (C) make people shop more
   (D) make people like art

5. What can the reader learn by looking at the article's section titles?
   (A) what the store does and what it means to people
   (B) how long the store has been open
   (C) where the store is and how to get to the store
   (D) who goes to the store most often
Read the paragraph from the section "A Cultural Center For The Community."

Pan-African Connection is more than just a store. It is a learning place. Children and adults can learn Swahili there. Swahili is an African language. They can also take African dance and drum classes.

What information can the reader learn from this paragraph?
(A) what the Swahili language sounds like
(B) how the store supports the community
(C) how many children want to visit the store
(D) how difficult the African dance classes are

Why did the author write this article?
(A) to explain what it is like to live and work in Dallas, Texas
(B) to show that owning a business can be very hard
(C) to explain why many people like the movie "Black Panther"
(D) to show how "Black Panther" has helped a business

What does the author want to explain?
(A) "Black Panther" is a movie that is different from most other movies,
(B) "Black Panther" has helped make honoring African culture more popular,
(C) Readers should take a trip to Texas in order to visit the Pan-African Connection.
(D) Some people worry what will happen after "Black Panther" leaves theaters.
WHEN IT'S TIME FOR BED, I ALWAYS...
SIGHT WORD SCRAMBLE

1. atoub
I care _____ you.

2. dwsrd
I will _____ you a picture.

3. rfa
My grandma lives ___ away.

4. hrtu
I _____ my arm playing today.

5. slaml
He is too _____ to ride a bike.

6. wrma
It is not very _____ today.

7. ighau
My best friend makes me _____.

8. mchu
My family loves me so _____.

9. tyoda
______, we will have gym class.

10. inoy
We _____ go outside when it's warm.

11. ytr
Always ___ your best.

12. srtat
Please _____ your morning work.
Vocabulary
1. A **polygon** is a closed plane shape with 3 or more sides.

   The sides of a polygon are straight.

   Two sides of a polygon form an **angle**.

   A **right angle** forms a square corner.

   This polygon has _____ angles.

   Of the angles is right.

   The name for this polygon is _____.

2. Write the number of angles and then name the shape.

   ![Pentagon](image1)

   **Shape:** pentagon

   5 angles

   ![Triangle](image2)

   **Shape:**

   _____ angles

   ![Quadrilateral](image3)

   **Shape:**

   _____ angles

   ![Hexagon](image4)

   **Shape:**

   _____ angles

   **Shape:**

   _____ angles

On the Back!
3. Draw a polygon with 6 sides.
   Make two of its angles right angles.
   Then name the shape.
**Vocabulary**

1. You can **add up** to subtract on an open number line.
   Find $450 - 215$.
   Add up from the number you are subtracting,
   
   ![Number Line Diagram]
   
   Then find how much you added up. That's the difference.
   
   $100 + + + + + + =$
   
   So, $450 - 215 = .$

2. Find $654 - 532$. Add up to subtract.
   
   ![Number Line Diagram]
   
   Find how much you added up.
   
   $= $
   
   So, $654 - 532 = .$

---

**On the Back!**

3. Draw an open number line. Add up to find $872 - 657$. 
Be an Engineer!

Design a home using natural materials you can find near you. Will you use reeds, mud, or snow? Choose materials that will keep you warm, safe, and dry.

Draw a picture of your home. Label the materials you will need.

Now build a model of your home using materials in the classroom. Show your model to the class.

Beyond the Book

Homes change over time. Look at old homes near where you live. What kinds of materials were they made of?
A Home for Everyone

Think about your home. What does it look like? What is it made of?

All homes do certain things. They keep out wind, rain, heat, and cold. They keep us safe.
People around the world build many kinds of homes. They use materials that keep out the weather.

Let’s learn about some different homes! Each home has properties that make it just right for each place.

Cob Cottage in Ireland

The weather here is cool and rainy.

This home has thick walls to keep out the cold. The walls are made of dried mud and reeds, which are plants.

The roof is made of reeds, too. They are piled high to keep out the rain.
Adobe House in Mexico
The weather here is hot and sunny.
This house has thick walls to keep out the heat. The walls are made of clay called adobe (uh-DOH-bee).
The roof is made of wood and tiles. It sticks out on the sides and makes shade.

Igloo in Canada
The weather here is cold and icy.
This home is made of blocks of packed snow. Some people walk across the snow for days. They can build this home quickly to stay warm.
The door is a tunnel. The roof is low and round. The strong wind blows right over the roof.

Do You Know?
People also use adobe to make buildings in hot, sunny parts of Asia and Africa.
Yurt in Mongolia

The weather here is very cold. It is high in the mountains.

This home is made of wool from sheep. The cloth hangs on a wooden frame. It is warm inside.

Even the roof is made of wool cloth. People can roll up this house and carry it away!

---

Read-Think-Write

Write or draw your answers on separate paper. Use details from the book to support each answer.

1. What is adobe, and in what kind of place is it used?

2. Look at the pictures on page 6. Why do you think people build igloos out of snow instead of wood, clay, or stone?

3. Describe how reeds are used in three homes in the book.

4. How is a yurt different from all the other homes in the book?

FOCUS Question

How are homes different around the world? Pick one home from the book. Think about its properties. Would it be a good home for where you live? Why or why not? Think about the weather and the land in your area.
Wooden House in Japan

The weather here is warm in summer and cool in winter.

This house is made of wood. The walls inside are made of light paper and bamboo. You can move the walls to build new rooms.

The floors are made of bouncy reeds. You can sleep anywhere!

Stilt House in West Africa

The weather here is hot and rainy. It is near water. The ground is muddy.

This home is made of wood. It sits on tall wooden poles called stilts. The inside stays dry.

The roof is pointed to let the rain run off.
Day Eight

**English-Language Arts**

- Reading Passage: *Blind Announcer Shares Sports with Fans Who Also Have Disabilities* with comprehension questions
- Reading response packet: Story elements

**Math**

- Complete 15.3 Reteach Sheet (directions are at the bottom of the page)
- Complete 11.4 Reteach Sheet (directions are at the bottom of the page)

**Science**

- Read "I made it" book
Blind announcer shares sports with fans who also have disabilities

By Chicago Tribune, adapted by Newsela staff on 02.01.15
Word Count 366
Level MAX

Bryce Weiler, a sports analyst who is blind, brings his phone closer to his ear while announcing a few innings for Georgia Tech while they play UIC at the Curtis Granderson Stadium on April 28, 2017. Mr. Weiler said he researched the team players and followed the play-by-play. Photo by Abel Uribe/Chicago Tribune.

CHICAGO, Illinois — Bryce Weiler is blind. He cannot see. But he hears more at a baseball game than most people see. He can tell what is happening by listening. He listens to the sound of the bat. It tells him where the ball went. A home run hit makes one sound. A foul ball makes another.

Mr. Weiler is a sports announcer. This is someone who talks during games, often on the radio. An announcer shares facts and stories. They help people enjoy the games.

Mr. Weiler loves being an announcer. He wishes it could be his job. But it is hard to get a job in the sports business. It is even harder for people with disabilities like him.

But that will not stop Mr. Weiler. He is always up for a challenge.

Mr. Weiler was born blind. He cannot see more than light and shadow.

He Learns Radio Work In College

This article is available at 5 reading levels at https://newsela.com.
But he has always loved sports. As a kid, he listened to ballgames on the radio.

In college, Mr. Weiler worked at a radio station. This was where he started calling games. It was not easy at first. But over time, he became a skilled announcer.

After Mr. Weiler finished college, he wanted to get a job. He started looking for a sports announcer job. Finding a job was not easy. Mr. Weiler emailed many people who work in the sports business. But he had no luck.

**He Finally Gets A Job In Baseball**

Last year, Mr. Weiler’s luck changed.

One of the people Mr. Weiler emailed was Anthony Iacovone. Mr. Iacovone owns the New Britain Bees. This is a baseball team. They play in Connecticut. Mr. Iacovone liked Mr. Weiler. He offered him a job with the team.

Mr. Weiler will start next month. His job is to create programs at the ballpark. The programs are for people with disabilities. They will make it easier for people with disabilities to enjoy the games.

Mr. Weiler still wants to be an announcer. But he is happy about his new job. He wants to help people with disabilities enjoy sports. He wants them to enjoy sports as much as he does.
Quiz

1. Based on the article, which of the following is TRUE?
   (A) Bryce Weiler began to like baseball when he was in college.
   (B) Bryce Weiler was a skilled announcer even as a kid.
   (C) Bryce Weiler uses his hearing to call baseball games.
   (D) Bryce Weiler is an announcer for the New Britain Bees.

2. Which sentence from the section "He Finally Gets A Job In Baseball" explains WHY Bryce Weiler likes his new job?
   (A) His job is to create programs at the ballpark.
   (B) Bryce Weiler still wants to be an announcer.
   (C) But he is happy about his new job.
   (D) He wants to help people with disabilities enjoy sports.

3. Which event happened FIRST in the article?
   (A) Bryce Weiler was hired by Anthony Iacovone.
   (B) Bryce Weiler started working at a radio station.
   (C) Bryce Weiler looked for a job as an announcer.
   (D) Bryce Weiler began calling baseball games.

4. What happened because Bryce Weiler sent many emails to people in the sports business?
   (A) He got a job creating programs for people with disabilities.
   (B) He was given a chance to call games for the New Britain Bees.
   (C) He realized he would never get a job because of his disability.
   (D) He got to work as a sports announcer for his college.

5. What is the section "He Learns Radio Work In College" MOSTLY about?
   (A) When he was in college, Bryce Weiler wanted to start working at a radio station.
   (B) Bryce Weiler began calling games in college and hoped to find a job as an announcer.
   (C) Bryce Weiler has loved sports since he was a kid and used to listen to games on the radio.
   (D) Although he has tried, Bryce Weiler has not had any luck finding a job as a sports announcer.

6. Which sentence from the article describes a MAIN idea of the entire article?
   (A) A home run hit makes one sound.
   (B) Mr. Iacovone loves being an announcer.
   (C) But he has always loved sports.
   (D) Mr. Iacovone owns the New Britain Bees.
Select the paragraph from the section "He Finally Gets A Job In Baseball" that gives details about Bryce’s job.

(A) Last year, Mr. Weiler’s luck changed.

(B) One of the people Mr. Weiler emailed was Anthony Iacovone. Mr. Iacovone owns the New Britain Bees. This is a baseball team. They play in Connecticut. Mr. Iacovone liked Mr. Weiler. He offered him a job with the team.

(C) Mr. Weiler will start next month. His job is to create programs at the ballpark. The programs are for people with disabilities. They will make it easier for people with disabilities to enjoy the games.

(D) Mr. Weiler still wants to be an announcer. But he is happy about his new job. He wants to help people with disabilities enjoy sports. He wants them to enjoy sports as much as he does.

8 Read the caption under the photo. According to this caption, what is Bryce Weiler doing?

(A) talking to the person next to him

(B) watching the baseball players

(C) listening to something on his phone

(D) playing a game on his phone
A picture of my favorite character

Character's Name

Name
I like this character because...
**Vocabulary**

1. A polygon has an equal number of **sides** and **vertices**.

   These polygons each have sides and vertices. They are called  
   Trace each shape.

2. The same kind of polygon can look different.

   Here are three **quadrilaterals**. Trace each shape.

   Sides can have the same length, or they can be different.

   All three quadrilaterals have sides and vertices.

3. Draw a quadrilateral that looks **different** from the two above.

   It must have sides and vertices.

---

**On the Back!**

4. Draw a polygon with 1 more side than a quadrilateral.

   How many sides must it have?  
   Write its name.
Vocabulary
1. One way to **subtract** is to **count back** on an open number line. Find \(475 - 105\).

\[
\begin{array}{c}
370 \\
375 \\
475 \\
\end{array}
\begin{array}{c}
-5 \\
-100 \\
\end{array}
\]

Start at 475. Count back 100. Then count back more. So, \(475 - 105 = \) .

2. Here are two ways to find \(372 - 134\).

<table>
<thead>
<tr>
<th>One Way</th>
<th>Another Way</th>
</tr>
</thead>
</table>
| Break apart 134 into \\
1 hundred, 3 tens, and ones. \\
Subtract the hundred. \\
\[372 - \] = \\
Subtract the tens. \\
\[272 - \] = \\
Then subtract the ones. \\
\[242 - \] = | Subtract easier numbers. \\
\[130\] is easier to subtract than 134. \\
\[372 - 130\] \\
Then subtract ones. \\
\[242 - 4\] |

Both ways give the same difference. So, \(372 - 134 = \) .

**On the Back!**
3. Find \(745 - 361\). Use any strategy. Show your work.
Be a Scientist!

Design and build a new toy. What will it look like? How will you play with it? Think about the things you need to build your toy. Why does your toy need those things?

Draw a picture of your design. List the items you need to build it. Share your idea with a friend. Change your plan if you want to.

Now get the things you need and build your toy! Show it to the class.

Beyond the Book

Look at your favorite toy. Find out what things it is made of.
I have all of these things, but I'm not sure what to do with them. What can I make?

Craft sticks are strong.

Clay is soft, but heavy.

Craft paper is easy to cut.
A foam block is light and strong.

Tape is sticky on one side.

Crayons come in many colors.

A glue stick is sticky.

A paper bag is light.

Foam is light. It floats in water.
I made a boat!
Will my boat float?

You may have to use sharp scissors to make things. Check with an adult and be careful!
A paper bag fits on my hand.
I made a puppet!
What will my puppet say?

Paper and foam are light.
I made a plane!
Will my plane fly?
Clay can change shape.
I made a pot!
How many flowers does my pot hold?

Sticks are strong.
I made a bridge!
Is my bridge strong?
What do you want to make?
What will you use?

**Read-Thinking-Write**

Write or draw your answers on separate paper. Use details from the book to support each answer.

1. Pick one of the things on page 2 or 3. Why is it good for making art projects?
2. Would it be a good idea to make a boat out of clay? Why or why not?
3. What makes a paper bag work well as a puppet?
4. Why would you use paper and foam to make a model airplane?

**FOCUS Question**

What things do you need to make a new art project? Pick three of the things on page 9. Then draw a picture of something you could make with the three things you chose. Tell why you used them.
# Day Nine

## English-Language Arts
- Phonics Practice: Sight Words Fill in the Blanks
- Reading Passage: *The Mystery of the Humpback Whale Song* with comprehension questions

## Math
- Complete 15.4 Reteach Sheet (directions are at the bottom of the page)
- Complete 15.5 Reteach Sheet (directions are at the bottom of the page)
- Complete 11.5 Reteach Sheet (directions are at the bottom of the page)

## Science
- Complete the "Describe properties" task.
The mystery of the humpback whale songs

By Brigit Katz, Smithsonian.com, adapted by Newsela staff on 09.01.19
Word Count 421
Level MAX

The humpback is a kind of whale. It has long fins and a bumpy head. These whales are famous for their songs. To our ears, they sound like cries. One song can go on for hours.

Humpback songs travel through the sea. A single song may cross thousands of miles of ocean!

Scientists have made a discovery. They found a special humpback whale spot. The whales gather there. They come together to share their songs.

The spot is in the South Pacific Ocean. It is near the island country of New Zealand.

Sharing Songs?

Humpback whales spend the summer in the north. In winter, they migrate. They swim down to warmer waters. They stop when they reach the south. The whales have their babies there. Each place where the whales meet to have babies has its own special song.

Scientists noticed something. Sometimes, the song in one place sounded like the song from another ocean spot. It was like the whales were sharing. How were they learning each other's
tunes?

The scientists knew humpback whales like to get together by a small island. It is called Raoul Island. It sits in the South Pacific Ocean. Many groups of whales gather there.

There is something strange about this spot. It is kind of out of the way. The whales do not swim by it when they migrate. They must make a special trip.

The scientists wondered about this. Maybe the whales were going there to hear and learn songs.

**Whales May Learn Each Other's Tunes**

So the scientists started recording whale songs. They made recordings in many different ocean spots. Then they wrote out the songs.

Clare Owen is a scientist. She led the study. She said writing out the songs was a big job. At first, the songs sounded strange, she said. Then she started to notice patterns.

"It really was like learning a new language," she said.

The scientists learned there were three kinds of songs. They came from different parts of the sea. Some whales were singing a mix of songs, though. This was surprising.

The scientists think those whales were switching between songs. They say that is rare. It suggests that the whales can learn each other's songs. They can add the parts they like into their own songs!

The scientists think that may be why the whales make a trip to Raoul Island. There could be other sing-a-long spots like it, too. Scientists need to do more studying. The mystery of whale song lives on.
1. Read the selection from the article.

_Humpback whales spend the summer in the north. In winter, they migrate. They swim down to warmer waters. They stop when they reach the south._

What does the word "migrate" mean?
(A) eat  
(B) move  
(C) sleep  
(D) play

2. Read the selection from the article.

_Sometimes, the song in one place sounded like the song from another ocean spot. It was like the whales were sharing. How were they learning each other's tunes?_

What is a "tune"?
(A) a song  
(B) a whale  
(C) a place  
(D) an ocean

3. What question does the author want to answer in this article?
(A) Why do humpback whales have their babies in warmer waters?  
(B) Why did Clare Owen decide to study humpback whales?  
(C) Why are the songs of humpback whales so famous?  
(D) Why might humpback whales make a special trip to Raoul Island?

4. Why did the author write this article?
(A) to describe to the reader what a scientist does  
(B) to persuade the reader to learn more about an animal  
(C) to inform the reader of a scientific discovery  
(D) to entertain the reader with a story about an animal

5. Read the following paragraph from the article.

_The scientists knew humpback whales like to get together by a small island. It is called Raoul Island. It sits in the South Pacific Ocean. Many groups of whales gather there._

What is the focus of this paragraph?
(A) what humpback whales look like  
(B) where humpback whales like to gather  
(C) why humpback whales share their songs  
(D) how many whales get together near an island
6 What is the article MAINLY about?
(A) how humpback whales live in the South Pacific Ocean near New Zealand
(B) how humpback whales spend summers in the north and winters in the south
(C) how it was difficult for scientists to record and write out humpback whale songs
(D) how scientists think humpback whales can learn each other's songs

7 Which sentence from the article describes what scientists found out?
(A) Scientists have made a discovery.
(B) Scientists noticed something.
(C) The scientists learned there were three kinds of songs.
(D) Scientists need to do more studying.

8 How did scientists study the whale songs?
(A) They recorded the songs in different ocean spots.
(B) They went down in the ocean and listened to the songs.
(C) They brought whales to labs and wrote out the songs.
(D) They swam with whales and listened to the songs.
Name____________________

Sight Words Fill in the Blanks

Word Bank:

the not is
we for go

1.) This is ____________ best vanilla cupcake!

2.) ____________ can go to the library when it opens.

3.) Is this pencil ____________ me?

4.) A dull pencil means it is ____________ sharp.

5.) We will ____________ to dinner at a restaurant.

6.) What day ____________ it today?
Word Bank:

where          when          there
find           both          miss

1.) ____________ does the class start?

2.) You need to hurry or we will ____________ the bus!

3.) ____________ did I put my jacket?

4.) You need to hold the rope with
    ____________ hands.

5.) Please put your coat over ____________.

6.) I cannot ____________ my other mitten.
Name_____________________

Word Bank:
could          want          happy
many          people          one

1.) You ____________ go to the beach if it was warmer today.

2.) Do you ____________ chocolate or vanilla soft serve?

3.) My family and friends make me ____________

4.) You can only get ____________ topping on your ice cream.

5.) How many ____________ are in your class?

6.) How ____________ days until my birthday?
Name________________________

Word Bank:

should wish first
to two too

1.) All the kids rush to be the _____________ in line.

2.) Do you want ______ have lunch with me?

3.) My little sister is ______________ years old.

4.) I went to the playground with my sister and my brother asked if he could come ____________.

5.) When you blow out the candles on your birthday cake, don’t forget to make a ____________!

6.) You ______________ not tip back in your chair because you might fall.
Name

Word Bank:
mine three she
our fast your

1.) It is very important to brush _____________ teeth.

2.) The drive will take _____________ or four hours.

3.) In a sprint, you run as _____________ as you can.

4.) My best friend’s name is Jane and _____________ is six years old.

5.) Welcome to _____________ home!

6.) My brother’s coat is red and _____________ is blue.
**Vocabulary**

1. A **cube** is a solid figure with 6 equal square **faces**, 12 **edges**, and 8 **vertices**.

![Diagram showing cubes and non-cubes]

Draw an arrow from each shape to its correct box.

2. Tell whether each shape is a cube. Then explain why or why not.

- Yes
- **No**

**Explain:**

- Yes
- No

**On the Back!**

3. Find an object at home or at school that is a cube. Describe the object. Tell how many faces, edges, and vertices the object has.
Vocabulary

1. This rectangle is covered with squares.
   You can use square tiles to cover a rectangle with squares.
   Count the squares.
   Add the squares by **rows**, or add the squares by **columns**.

   Add by rows: \( 5 + 5 + \) =

   Add by columns: \( 3 + 3 + + + = \)

2. Use square tiles to cover the rectangle. Trace the tiles.
   Count the squares.

   By rows: \( 4 + 4 + 4 = \)

   By columns: \( + + + = \)

On the Back!

3. Draw a rectangle that is divided into equal squares.
   Show counting the squares by rows and by columns.
Vocabulary

1. You can **regroup** to show an amount another way.

I **hundred** is the same as **tens**.

2. Find $348 - 175$.

348 has **8** ones. Subtract 5 ones.

This leaves **3** ones.

348 has **3** tens. You need to subtract **7** tens.

Regroup 1 **hundred** as 10 **tens**.

This makes **2** tens.

Now subtract 7 tens. This leaves **1** tens.

348 had **3** hundreds, but you regrouped.

Now you have **3** hundreds.

Subtract 1 hundred. This leaves **4** hundred.

So, $348 - 175 = \phantom{0}$.

On the Back!

3. Follow the steps above to find $351 - 148$.
Regroup if you need to.
Part 1: Describe and Sort by Properties

Look at the fruit and answer the questions.

1. What are two properties of the banana?

2. What are two properties of the orange?
3. List one property you could use to sort all four fruits. Which fruits would be in each group?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. What is a property that would let you place all of the fruits into just one group? Explain why this property would be a good choice.

________________________________________________________________________

________________________________________________________________________

Part 2: Test Properties and Choose Materials

Use the text and the table to answer the questions on the following pages.

Students in Ms. Smith's class want to make toy animals. They have four materials. The students test the materials for properties that are useful in toys. They write their results in the table.

<table>
<thead>
<tr>
<th>Material</th>
<th>Can Bend</th>
<th>Waterproof</th>
<th>Soft</th>
<th>Hard to Tear or Break</th>
</tr>
</thead>
<tbody>
<tr>
<td>blocks</td>
<td>no</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>craft sticks</td>
<td>no</td>
<td>no</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>fabric</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>plastic wrap</td>
<td>yes</td>
<td>yes</td>
<td>no</td>
<td>no</td>
</tr>
</tbody>
</table>
1. How do you think the students might have tested each of the properties?

Can bend: ________________________________

______________________________

______________________________

Waterproof: ________________________________

______________________________

______________________________

Soft: ________________________________

______________________________

______________________________

Hard to tear or break: ________________________________

______________________________

______________________________
### Day Ten

#### English-Language Arts

- Writing Project: Narrative Writing
  - Part 1: Brainstorm
  - Part 2: Plan
  - Part 3: Introduction
  - Part 4: Draft
  - Part 5: Conclusion
  - Part 6: Revise and Edit

#### Math

- Complete 15.6 Reteach Sheet (directions are at the bottom of the page)
- Complete 15.7 Reteach Sheet (directions are at the bottom of the page)
- Complete 11.7 Reteach Sheet (directions are at the bottom of the page)

#### Science

- Complete the “Observation” tasks.
<table>
<thead>
<tr>
<th>First,</th>
<th>Next,</th>
<th>Then,</th>
<th>Last,</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Write an introduction

<table>
<thead>
<tr>
<th>Setting</th>
<th>Question</th>
<th>Talking</th>
<th>Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="House" /></td>
<td><img src="image" alt="Question Mark" /></td>
<td><img src="image" alt="Talking" /></td>
<td><img src="image" alt="Sound" /></td>
</tr>
</tbody>
</table>

[Blank lines for setting, question, talking, and sound]
Write a draft
## Write a conclusion

<table>
<thead>
<tr>
<th>Feelings</th>
<th>Lesson Learned</th>
<th>Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Emojis]</td>
<td>![Brain Icons]</td>
<td>![News Stamp]</td>
</tr>
</tbody>
</table>

**Feelings**

- 
- 
- 
- 

**Lesson Learned**

- 
- 
- 
- 

**Update**

- 
- 
- 
- 

---

**Note:** Fill in the blanks with your thoughts and reflections on the narrative.
<table>
<thead>
<tr>
<th>Revise</th>
<th>Revise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add and remove words</td>
<td>Add and remove words</td>
</tr>
<tr>
<td>Change words</td>
<td>Change words</td>
</tr>
<tr>
<td>Check capitalization</td>
<td>Check capitalization</td>
</tr>
<tr>
<td>I when it stands alone</td>
<td>I when it stands alone</td>
</tr>
<tr>
<td>Names, places, titles</td>
<td>Names, places, titles</td>
</tr>
<tr>
<td>Months, days of the week</td>
<td>Months, days of the week</td>
</tr>
<tr>
<td>First words in sentences</td>
<td>First words in sentences</td>
</tr>
<tr>
<td>Check your spelling</td>
<td>Check your spelling</td>
</tr>
<tr>
<td>Look at your personal word wall</td>
<td>Look at your personal word wall</td>
</tr>
<tr>
<td>Look for punctuation</td>
<td>Look for punctuation</td>
</tr>
<tr>
<td>Punctuation .!?.&quot;&quot;</td>
<td>Punctuation .!?.&quot;&quot;</td>
</tr>
</tbody>
</table>
Vocabulary
1. Equal shares have the same size and shape.

Both shapes have shares. Circle the shape that has equal shares.

2. Count the equal shares.
   This triangle has 2 equal shares.
   The shares are called halves.
   Each equal share is a fourth of the whole.

3. Count the equal shares.
   This triangle has 3 equal shares.
   The shares are called thirds.
   Each equal share is a third of the whole.

On the Back!
4. Show 2 equal shares of a circle.
   Show 3 equal shares of a square.
   Show 4 equal shares of a rectangle.
   Write the names for the equal shares.
**Vocabulary**

1. You can divide a rectangle into **equal shares**.
   - The equal shares can be different shapes.
   - For shares to be equal, they must be the same size.
   - Both rectangles show 2 equal shares.

2. Draw lines to show two different ways to divide the same shape into 2 equal shares.

   ![Diagram showing two ways to divide a rectangle into 2 equal shares]

   - How many squares are in each equal share?

   ![Diagram showing the division of a rectangle into equal shares]

   - How many squares are in each equal share?

**On the Back!**

3. Draw a large rectangle. Cover the rectangle with 12 smaller squares. Draw lines to show a way to divide the rectangle into 3 equal shares. Tell how many squares are in each equal share.
Vocabulary

1. **Two-step problems** ask two questions.
   To make sense of the problem, look for a **hidden question**.

   Alex has a box of 250 nails.
   He uses 80 nails. Then he loses 35 nails.
   How many nails does Alex have left?

   What is the hidden question?

2. Mindy walks 450 steps every day. Today she walks
   145 steps to the barn and 187 steps to the pond.
   How many more steps will Mindy need to walk today?

   What is the hidden question?

   Solve the hidden question. \[145 + \] the number of steps Mindy has walked so far from
   the total number of steps for the day.

   \[450 - \] more steps

On the Back!

3. Ria walks 775 steps a day. Today she walks 325 steps to
   the park and 230 steps to the pool. How many more steps
   will Ria walk today? First, solve the hidden question.
Part 3: Observe Objects Made from Pieces

Neto made a necklace out of beads. Look at the picture of the necklace and answer the questions.

1. What are two properties of the beads that make them good for making a necklace?

2. After Neto makes the necklace, can he take it apart and get the same pieces he started with? Why or why not?

3. Imagine Neto takes apart the necklace. He uses the pieces to make a new object. Which statement is true? Circle the answer.

   - The pieces and the object would both change.
   - The pieces would stay the same, but the object would change.
   - The pieces would change, but the object would stay the same.