Learning Packet
Practicing together while we're at home

MARCH - APRIL 2020
3rd Grade
## Elementary Grade 3
### Calendar of Work Activities

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# Day One

## English-Language Arts

**Daily Reading:** *I Am the Hope Diamond*
- Fold the pages to create a pocket book
- Read Independently (you may choose to read it with someone or have it read to you, if needed)

**Reading Response:**
- Stop periodically during the reading to draw what you visualized as you read. Use the worksheet provided.

**Writing Assignment:**
- Writing Assignment: Brainstorm
  - Prompt: *Should kids your age be allowed to vote in the presidential election?*

## Math

- Complete Review 8-1
- Complete Reteach 8-1

## Science

- Complete “Day 1” section to review life cycles from quarter 2 in the science packet.
I have taken four vacations since I moved into the museum. I went back to France, down to South Africa, and went twice to New York. The people here keep me clean and protect me. But I am still blue, and I'm not talking about my color. I want to go to parties. I want kings to wear me again. Even though I am feeling down, I think these things might happen again someday. They don't call me the "Hope" Diamond for nothing.
Blue, but Hopeful

In 1958, Mr. Winston gave me to the Smithsonian Institution. It is a museum in Washington, D.C., and it is where I still live. People from around the world come to see me. They talk about how beautiful I am. Some of them say I give people bad luck. If only they could hear me! I'd tell them I'm the one with bad luck. After all, I am locked away in a museum.

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I Am the Hope Diamond- Level P
My Early Years

I do not remember much about when I was younger, and you'll find out why very soon. I have learned about my past by listening to people. This is what I've heard them say about me...

It took many, many years for me to form underground. People first found me in a diamond mine in India.

I stayed in the Hope family for years after Mr. Hope died. In 1901, I was sold and sent to New York. Then I was sold and sold again. After a time, I was back in France!

Do You Know?

Diamonds are sold based on the four Cs:

- Carat: weight
- Color: most are colorless, or nearly colorless. Diamonds with colors such as blue, pink, yellow, brown, red, or green, are rare.
- Cut: the shape of a diamond's straight edges
- Clarity: clear or cloudy

I Am the Hope Diamond • Level P
Smaller and Smarter

I have weighed about 45 carats for almost 200 years. I remember when a man named Henry Philip Hope bought me. He lived in England, and he is why I am called the Hope Diamond. He owned many colored diamonds, but I was one of his favorites. He had me set, or placed, in a pin that could be worn. I was usually kept in a drawer, but I felt safe.

They knew I was special right away. I was deep blue, of course, and weighed more than 100 carats. That’s lighter than five nickels, but it is heavy for a diamond. Many diamonds used in rings today weigh about one carat.

Back then it was good enough to be blue and big. After many years, some people wanted me to be a different shape. They thought it would make me even more amazing.

I Am the Hope Diamond • Level F
Paragraph Writing

I love Opinion Writing. Created by Rachel Lynette

Write: You will need to form a paragraph about your personal opinion. Write a paragraph about your favorite presidential election. Write a paragraph about whether kids your age should be allowed to vote in the presidential election. Write a paragraph about whether kids your age should be allowed to vote in the presidential election.

Date

Name

1-11

Remember:
• Think of an idea.
• Think of facts and details to support your opinion.
• Organize your thoughts.

Track Your Progress:

1. Draft
2. Edit and Revise
3. First Draft
4. Final Draft

Put an X next to ideas you probably will not use.
Put a star next to ideas you think you will use.

Complete sentences, correct spelling or writing neatly.

Idea: They share an opinion about the topic and then support their opinion with facts and details.

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1. Sandra counted the number of legs walking in the park. She counted a total of 7 people and some dogs. Each person had 2 legs and each dog had 4 legs. There were 22 legs. How many dogs did she count?
   A. 2 dogs  
   B. 3 dogs  
   C. 4 dogs  
   D. 6 dogs

2. A contractor drew these plans for a new deck. What is the area of the deck?

   ![Deck Diagram]

   A. 9 square feet  
   B. 28 square feet  
   C. 36 square feet  
   D. 45 square feet

3. Willem is thinking of 2 one-digit numbers. When he multiplies them, the product is 32. What is the sum of the two numbers?
   A. 8  
   B. 10  
   C. 12  
   D. 14

4. Pedro has 3 boxes of 6 markers. Rafael has 5 boxes of 5 markers. One of the friends arranges all his markers into 2 equal groups. Was this Pedro or Rafael? How many are in each group? Explain.

5. Use the picture graph to complete 5.

   ![Picture Graph]

<table>
<thead>
<tr>
<th>Books Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team A</td>
</tr>
<tr>
<td>Team B</td>
</tr>
<tr>
<td>Team C</td>
</tr>
<tr>
<td>Team D</td>
</tr>
</tbody>
</table>


   Which teams read fewer than 24 books? How many books did those teams read?
Vocabulary

1. The **Commutative (Order) Property of Addition** states that you can add numbers in any order and the sum will be the same.

\[
\begin{align*}
3 & + 4 = 7 \\
\text{or} & \\
4 & + 3 = 7
\end{align*}
\]

2. The **Associative (Grouping) Property of Addition** states that you can group numbers in any way and the sum will be the same.

\[
(4 + 2) + 1 = 4 + (2 + 1)
\]

3. The **Identity (Zero) Property of Addition** states that the sum of any number and zero equals that same number.

\[
5 + 0 = 5
\]

4. Draw pictures to complete the model of the Commutative Property of Addition. Complete the equation.

\[
\begin{align*}
\text{★} & + \text{★} = \text{★} \\
5 & + 3 = 8
\end{align*}
\]

On the Back!

5. Draw a picture that shows the Associative Property of Addition. Use 9 objects, 6 objects, and 4 objects in your picture. Include equations for the picture.
Day 1

3.LS1.B.1 Develop a model to compare and contrast observations on the life cycle of different plants and animals.

A class goes on a school trip to learn about the types of organisms that live in a local river. They work in groups and use nets to collect organisms out of the river. They collect water striders and dragonflies (Figure 1). They make a data table to compare the traits of the water striders and dragonflies (Table 1).

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Water Strider</th>
<th>Dragonfly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Parts</td>
<td>6 thin legs that trap air bubbles with tiny hairs</td>
<td>6 thin legs and short antennae</td>
</tr>
<tr>
<td>Behavior</td>
<td>Gather in swarms for feeding and mating; move rapidly on the surface of the water to catch insects for food</td>
<td>Gather in swarms for feeding; catch insects for food</td>
</tr>
<tr>
<td>Appearance of Adults</td>
<td>Some have wings and some do not</td>
<td>Adult form is brightly colored and has 2 sets</td>
</tr>
<tr>
<td>Environment</td>
<td>Can live in freshwater or saltwater</td>
<td>Found only in freshwater and migrate when weather grows cold</td>
</tr>
<tr>
<td>Appearance of Young</td>
<td>Young look like smaller versions of adults</td>
<td>Nymph has gills and short antennae</td>
</tr>
</tbody>
</table>

1. Complete the dragonfly life stage model below.

2. Use the model to describe how each stage you labeled is same/different in the water strider cycle.
## Day Two

### English-Language Arts

**Daily Reading:** *I Am the Hope Diamond*
- Independently reread the book as you practice visualizing the story with someone at home and then compare the pictures that they created in their mind.

**Reading Response:**
- First Person Point of View Worksheet

**Writing Assignment:**
- Week 1 Writing Assignment: Organize

### Math

- Complete Review 8-2
- Complete Reteach 8-2

### Science

- Complete “Day 2” section to review characteristics of organisms review from quarter 3 in the science packet.
Use synonyms to restate your opinion or draw a conclusion.

Use facts, details, and examples to support your opinion.

State your opinion and catch your reader's attention.

Use your brainstorming ideas to organize your thoughts.

Closing Sentence: ______________________

Supporting Reason: _____________________

Supporting Reason: _____________________

Supporting Reason: _____________________

Topic Sentence: ________________________

Paragraph Title: _____________________
1. Lyla wrote the equation below.
   \((8 \times 4) \times 6 = 8 \times (4 \times 6)\)

   Which property of multiplication is shown by Lyla's equation?
   
   A. Commutative Property of Multiplication
   B. Associative Property of Multiplication
   C. Identity Property of Multiplication
   D. Distributive Property

2. Jaime has 56 quarters. He divides them equally into piles of 8 quarters. How many piles are there?
   
   A. 6 piles  
   B. 7 piles  
   C. 8 piles  
   D. 9 piles

3. Which of the following shows a way to break apart the area of the large rectangle into the sum of the areas of two smaller rectangles? Choose all that apply.

   \[
   \begin{array}{c}
   \text{10 in.} \\
   \text{4 in.} \\
   \end{array}
   \]

   \[\square 4 \times 10 = (2 \times 4) + (2 \times 10)\]
   \[\square 4 \times 10 = (4 \times 2) + (4 \times 7)\]
   \[\square 4 \times 10 = (4 \times 4) + (4 \times 6)\]
   \[\square 4 \times 10 = (2 \times 10) + (2 \times 10)\]
   \[\square 4 \times 10 = (4 \times 7) + (4 \times 3)\]

4. The bar graph shows the number of points scored in a game by 4 players.

   Points Scored

   Number of Points
   \[
   \begin{array}{c|c|c|c|c}
   \text{Wade} & \text{Tim} & \text{Mario} & \text{Ben} \\
   \hline
   20 & 16 & 12 & 24 \\
   \end{array}
   \]

   How many more points did Ben score than Mario?

5. Mia found \(30 \div 6\). Then she multiplied the quotient by 8. What was the product? Show your work.

6. Write a story for \(3 \times 8\).
**Vocabulary**

1. An **even number** can be shown as two equal groups or as doubles. Circle all the examples of even numbers.

   \[
   \begin{array}{ccc}
   & & \\
   & & \\
   & & \\
   & & \\
   \\ 6 + 7 & 8 + 8 & 24 & 107
   \end{array}
   \]

2. An **odd number** cannot be shown as two equal groups or as doubles. Circle all the examples of odd numbers.

   \[
   \begin{array}{ccc}
   & & \\
   & & \\
   & & \\
   \\ 2 + 2 & 3 + 2 & 28 & 19
   \end{array}
   \]

When you add even and odd numbers, you can see patterns.

3. An even number plus an even number has an even sum.

   \[
   \begin{array}{ccc}
   & & \\
   & & \\
   + & = & \\
   & & \\
   & & \\
   & & \\
   \end{array}
   \]

4. An **odd** number plus an **odd** number has an **odd** sum.

   \[
   \begin{array}{ccc}
   & & \\
   & & \\
   + & = & \\
   & & \\
   & & \\
   & & \\
   \end{array}
   \]

**On the Back!**

5. Describe a pattern shown by the sums that are shaded. Explain why the pattern is true.

\[
\begin{array}{cccccccccccc}
+ & 0 & 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 & 11 & 12 & 13 & 14 \\
0 & 0 & 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 & 11 & 12 & 13 & 14 \\
1 & 1 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 & 11 & 12 & 13 & 14 & 15 \\
2 & 2 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 & 11 & 12 & 13 & 14 & 15 & 16 \\
3 & 3 & 4 & 5 & 6 & 7 & 8 & 9 & 10 & 11 & 12 & 13 & 14 & 15 & 16 & 17 \\
4 & 4 & 5 & 6 & 7 & 8 & 9 & 10 & 11 & 12 & 13 & 14 & 15 & 16 & 17 & 18 \\
5 & 5 & 6 & 7 & 8 & 9 & 10 & 11 & 12 & 13 & 14 & 15 & 16 & 17 & 18 & 19 \\
\end{array}
\]
**Day 2**

**3.LS3.A.1** Construct scientific arguments to support claims that some characteristics of organisms are inherited from parents and some are influenced by the environment.

**Kiwi Birds**

New Zealand is home to five different types of kiwi birds: the rowi, little spotted kiwi, the great spotted kiwi, the north island brown Kiwi, and the tokoeka kiwi.

Table 1 shows some characteristics of three of five types of Kiwi birds.

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Great Spotted Kiwi</th>
<th>North Island Brown Kiwi</th>
<th>Tokoeka Kiwi</th>
</tr>
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<tbody>
<tr>
<td>Feathers</td>
<td>Gray feathers with white bands</td>
<td>Reddish brown spiky, fluffy feathers</td>
<td>Soft feathers that range from gray to brown</td>
</tr>
<tr>
<td>Habitat</td>
<td>Harsh, snowy mountains</td>
<td>Pine tree forests</td>
<td>Wide variety (snowy mountains to sandy beaches)</td>
</tr>
<tr>
<td>Size</td>
<td>Largest</td>
<td>Smallest</td>
<td>medium</td>
</tr>
<tr>
<td>Diet</td>
<td>Fallen fruits and berries, insect, spiders</td>
<td>Fungi, moths, centipedes, and frogs</td>
<td>Insects, seeds, crayfish, frogs, spiders, worms (largest variety)</td>
</tr>
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</table>

Below are pictures of the three kiwi birds mentioned in Table 1.

---

1. Identify whether the size of the kiwis was most likely inherited from their parents or influenced by their environment.

2. Identify if the diet of the kiwi is most likely inherited from their parents or influenced by their environment.

b. Use evidence to explain your reasoning for Part A.
Day Three

English-Language Arts

**Daily Reading:** *I Am the Hope Diamond*

- Independently reread the book as you practice reading fluently. Have a parent or an adult time you.

**Reading Response:**

- Plural Nouns Worksheet

**Writing Assignment:**

- Week 1 Writing Assignment: First Draft

---

Math

- Complete Review 8-3
- Complete Reteach 8-3

---

Science

- Complete “Day 3” section to review characteristics of species for surviving review from quarter 3 in the science packet.
INSTRUCTIONS: Read each singular noun below. Then change each singular noun to a plural noun and write it on the line.

1. necklace

2. story

3. shape

4. crown

5. journey

6. penny

7. customer

8. spy

9. bury

10. vacation

11. Write the rule you use when creating a plural for a word ending in -y.
Use what you wrote in the organizing boxes to write your first draft. Then use the editing marks to note errors and ways you can make your paragraph better.

Paragraph Title: __________

Use your brainstorming ideas to organize your thoughts.

Closing Sentence: __________

Supporting Reason: __________

Supporting Reason: __________

Supporting Reason: __________

Topic Sentence: __________

First Draft

Opinion

___

I'll use a different color pen or pencil to edit your draft.
1. Which property is shown in this equation?
   \[ 21 + 12 = 12 + 21 \]
   (A) Identity Property of Addition  
   (B) Commutative Property of Addition  
   (C) Associative Property of Addition  
   (D) Distributive Property

2. Which equation represents the total area of the shapes?

   \[ A \] \[ 4 \times 6 = 4 \times (3 + 3) \]
   \[ B \] \[ 4 \times 6 = 4 \times (6 + 3) \]
   \[ C \] \[ 4 \times 9 = 4 \times (6 + 3) \]
   \[ D \] \[ 4 \times 9 = 4 \times (5 + 4) \]

3. Aiden has 4 pairs of sneakers. Which equation could Aiden use to find how many sneakers he has?
   \[ A \] \[ 4 \times 4 = 16 \]
   \[ B \] \[ 8 \div 4 = 2 \]
   \[ C \] \[ 4 \times 2 = 8 \]
   \[ D \] \[ 4 \div 2 = 2 \]

4. A leopard can live as many as 23 years. A monkey can live 14 more years than a leopard. How many years can a monkey live?
   \[ A \] 37 years  
   \[ B \] 36 years  
   \[ C \] 27 years  
   \[ D \] 9 years

Ms. Ladd's class listed their family pets. The tally chart shows the number of children that have each type of animal. Use the chart to complete 5 and 6.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Number of Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dog</td>
<td>111</td>
</tr>
<tr>
<td>Cat</td>
<td>111</td>
</tr>
<tr>
<td>Hamster</td>
<td>11</td>
</tr>
<tr>
<td>Bird</td>
<td>111</td>
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</table>

5. How many children have dogs?

6. How many more children have dogs than cats?

7. A window in Jen's house is 4 feet high. The area of the window is 28 square feet. What is the length of the window?

8. Marisa is counting wheels on bicycles and tricycles at the park. She counted 3 vehicles and 7 wheels. How many bicycles and how many tricycles did Marisa see? Remember that bicycles have 2 wheels and tricycles have 3 wheels.
Vocabulary

1. **Place value** is the value of the place a digit has in a number.
   Use the number 753. Write the digit in each place value.
   
   7 is in the hundreds place. It has a value of 700.
   
   is in the tens place. It has a value of 50.
   
   is in the ones place. It has a value of
   
2. When you **round** a number, you find another number that is close to your number. Look at the digit to the right of the place you are rounding. If it is 5 or greater, add 1 to the rounding digit. If it is less than 5, leave the digit alone. Change digits to the right of the rounding place to 0.
   
   Round 549 to the nearest ten and hundred.
   
   is in the ones place. So, the tens digit rounds up to
   
   549 rounded to the nearest ten is
   
   is in the tens place. So, the hundreds digit stays the same.
   
   549 rounded to the nearest hundred is

You can use a number line and what you know about place value to help round numbers.

3. Round 487 to the nearest ten.

   ![Number Line]

   Between which two multiples of ten is 487 located? 480 and
   
   Is 487 closer to 480 or to 490? 487 rounds to

4. Round 487 to the nearest hundred.

   ![Number Line]

   Between which two multiples of one hundred is 487 located?
   
   487 is closer to
   
   487 rounds to

On the Back!

5. Draw number lines to round 445 to the nearest ten and to the nearest hundred.
Day 3

3.LS3.B.1 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving and finding mates.

Kiwi Birds

New Zealand is home to five different types of kiwi birds: the rowi, little spotted kiwi, the great spotted kiwi, the north island brown Kiwi, and the tokoeka kiwi.

Table 1 shows some characteristics of three of five types of Kiwi birds.

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1. Use evidence from the table to provide an explanation for the variation in feather color among the three types of Kiwi birds.

A student claims the following: Tokoeka Kiwi birds have a better chance of surviving compared to the Great Spotted Kiwi or the North Island Brown Kiwi.

2. 
   a. Identify whether you agree or disagree with the student’s claim.

   b. Use evidence from the table to provide reasoning for your answers to Part A.
Day Four
English-Language Arts

**Daily Reading:** *I Am the Hope Diamond*
- Independently reread the book as you prepare for tomorrow's comprehension test!

**Reading Response:**
- Use the Discussion cards to answer questions on the paper provided

**Writing Assignment:**
- Week 1 Writing Assignment: Use a different color pen or pencil to edit your draft

---

**Math**

- Complete Review 8-4
- Complete Reteach 8-4

---

**Science**

- Complete "Day 4" section to review survival of organisms in ecosystems from quarter 3 in the science packet.
I Am the Hope Diamond

How is the Hope Diamond similar to and different from the diamonds that surround it?

I had never looked better. Is this statement a fact or an opinion?

Is the Hope Diamond still considered special? How do you know?

What caused the Hope Diamond to become smaller?

Why do people work to keep the Hope Diamond safe?

Was the Hope Diamond worth more when it was larger?
1. There are 6 cupcakes in a box. Frieda makes 42 cupcakes. How many boxes of cupcakes does Frieda make?
   A. 4 boxes
   B. 6 boxes
   C. 7 boxes
   D. 8 boxes

2. Which equation shows the Commutative Property of Addition?
   A. $72 + 22 = 94$
   B. $46 + 0 = 46$
   C. $39 + 17 = 17 + 39$
   D. $(13 + 23) + 11 = 13 + (23 + 11)$

3. Which number will make both sides of the equation equal?
   $5 \times (2 \times 7) = (5 \times 2) \times$
   A. 15
   B. 7
   C. 5
   D. 3

4. Brenda and Lynne cut shapes from colored paper. Brenda cut 3 green circles, 5 blue squares, and 9 yellow triangles. Lynne cut 6 green circles, 2 blue squares, and 7 yellow triangles. They combined all of their shapes and put the same number of shapes in each of 4 piles. How many shapes are in each pile?
   A. 2 shapes
   B. 4 shapes
   C. 6 shapes
   D. 8 shapes

5. Mr. Brown's class is having a math competition. The students are divided into teams of 5. Do you have enough information to find how many students are in the class? If so, find the number of students. If not, what do you need to know?

6. How many poems did Batista write?

<table>
<thead>
<tr>
<th>Number of Poems Written</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sue</td>
</tr>
<tr>
<td>Batista</td>
</tr>
<tr>
<td>Rick</td>
</tr>
</tbody>
</table>

   Each 〇 = 2 poems. Each 〇 = 1 poem.

7. Phan says that when he multiplies any number by 2, the product is even. Is he correct? Explain.
Vocabulary

1. When you use mental math to find $24 + 17$, you do not need paper and pencil. You can use **place value** to break apart the addends into tens and ones.

   \[
   \begin{array}{c|c}
   \text{tens} & \text{ones} \\
   \hline
   24 & 20 + 4 \\
   17 & + \\
   \end{array}
   \]

   Add the tens: $20 + 10 =$ \hspace{1cm} Add the ones: $4 + 7 =$ \hspace{1cm} 

   Add the sums of the tens and ones: \hspace{1cm} = 

   So, $24 + 17 =$ \hspace{1cm} .

2. You can break apart numbers to make them easier to add mentally.

   Find $336 + 142$ by breaking apart the addends into hundreds, tens, and ones.

   \[
   \begin{array}{c|c|c}
   \text{hundreds} & \text{tens} & \text{ones} \\
   \hline
   336 & 300 & + \\
   142 & + & + \\
   \end{array}
   \]

   Add the hundreds: \hspace{1cm} + \hspace{1cm} = \hspace{1cm} 

   Add the tens: \hspace{1cm} + \hspace{1cm} = \hspace{1cm} 

   Add the ones: \hspace{1cm} + \hspace{1cm} = \hspace{1cm} 

   Add the sums: \hspace{1cm} + \hspace{1cm} + \hspace{1cm} = \hspace{1cm} 

3. Find $517 + 238$ by breaking apart numbers to make a ten.

   Break $238$ into $200 + 35 +$ .

   Add $3$ to $517$ to make a ten.

   $517 + 3 =$

   Add $200$ to $520$. \hspace{1cm} $520 + 200 =$

   Add $35$ to $720$. \hspace{1cm} $720 + 35 =$

   So, $517 + 238 =$ .

On the Back!

4. Use mental math to find $129 + 436$. Write the steps you used.
Day 4

3.15.3.C.1 Construct an argument with evidence that in a particular ecosystem some organisms -- based on structural adaptations or behaviors -- can survive well, some survive less well, and some cannot.

Kiwi Bird Survival

Kiwi hatchlings are left at a very young age, they are vulnerable to predators. It is speculated they might have become nocturnal to avoid the Haast’s eagle and Eyles’ harrier. New animals introduced to the area and the growing human population are a more severe threat. Predators include dogs, feral cats and even wild pigs dig up kiwi burrows. Approximately 5% of wild kiwi chicks survive the first six months. Once there were an estimated 12 million kiwis, but by 2006 there were fewer than 100,000. Kiwi birds have long whiskers on their faces, to help them find their way around, especially in the dark. A kiwi’s feathers lack the barbs and hook-lets like other birds’ feathers. Kiwi feathers are more like rabbit fur. A kiwi’s nostrils are at the base of its beak, not at the top as with other birds like the Kea. Their nostrils give the kiwi a strong sense of smell to sniff out worms down in the soil.

1. Describe how the following features of a kiwi bird, labeled on the model below, aid in its survival.

![Features of a kiwi]

Kiwis are being driven to extinction by three main threats; predators, lost habitat and people. Kiwis have few defenses against introduced predators like stoats and cats, and their native forest habitat has been dramatically reduced to make way for human habitation and farmland. The effects of early hunting and trapping has caused kiwi populations to fragment (break down) and they are unable to reproduce quickly enough. As kiwi populations decline and become fragmented, sex ratios (male to female) skew and the effective breeding population continues to decline.

2. Describe the elements that make survival hard for kiwi birds. What is causing a drastic decline in the kiwi population?

3. Describe the traits and adaptations help kiwi birds survive.

4. Describe the relationship between human population increase and kiwi population.

5. Construct and argument with evidence (agree or disagree) that in their native forest habitat some kiwi birds survive well, some survive less well, and some cannot.
# Day Five

## English-Language Arts

**Daily Reading:**
- Test

**Writing Assignment:**
- Week 1 Writing Assignment: Final Draft

## Math

- Complete Review 8-5
- Complete Reteach 8-5

## Science

- Complete “Day 5” section to review environmental solutions from quarter 2 in science packet.
Name ___________________________________________ Date ____________

**Instructions:** Read each question carefully and choose the best answer.

1. Why do people call it the Hope Diamond?
   - **A** It comes from Hope, France.
   - **B** Everyone hopes they can own it.
   - **C** Henry Hope once owned it.
   - **D** All of the above

2. Where was the Hope Diamond formed?
   - **A** India
   - **B** Spain
   - **C** England
   - **D** New York City

3. What is a carat?
   - **A** a type of vegetable
   - **B** a unit of weight for diamonds
   - **C** a type of setting for jewelry
   - **D** a way to tell the color of jewels

4. Who is telling this story?
   - **A** the Hope Diamond
   - **B** the owner of the diamond
   - **C** a person who sold the diamond
   - **D** someone who made the diamond

5. What size is the Hope Diamond now?
   - **A** the size of a penny
   - **B** the size of a quarter
   - **C** the size of a lima bean
   - **D** the size of a silver dollar

6. What does Mr. Cartier do to the Hope Diamond that changes Mrs. McLean’s mind about it?
   - **A** He changes the color of the diamond.
   - **B** He puts the diamond into a new velvet box.
   - **C** He cuts the diamond down to a smaller size.
   - **D** He puts the diamond into a beautiful necklace.

*Quick Check continued on following page*
7. Where would you go to see the Hope Diamond today?
   A. a palace in France
   B. a jewelry store in New York City
   C. no one knows because it has been lost
   D. the Smithsonian Museum in Washington, D.C.

8. A mystery is ________.
   A. a place to go look at special things
   B. something that cannot be explained
   C. a way of showing off something valuable
   D. when a person takes something from someone

9. According to the author, what is unusual about the Hope Diamond?
   A. It’s blue.
   B. It’s very big.
   C. It’s very old.
   D. All of the above

10. What happened to the Hope Diamond after it was stolen?
    A. It was never seen again.
    B. It was cut down in size.
    C. Its color was changed.
    D. It was put into a ring.

11. Extended Response: According to this story, what would the Hope Diamond like to do tomorrow?
Main Comprehension Skill: Narrative Point of View

1. C Main Idea and Details
2. A Main Idea and Details
3. B Vocabulary
4. A Narrative Point of View
5. B Main Idea and Details
6. D Main Idea and Details
7. D Main Idea and Details
8. B Vocabulary
9. D Author’s Point of View
10. B Sequence Events

11. Answers will vary but should include these ideas: the diamond would like to get worn out of the museum, be worn to parties, and be worn by a king.
OPINION

Paragraph Title:
Use your edited first draft to write your final draft.

—

Did you...

☐ Write neatly?
☐ Use correct grammar, spelling, punctuation, and capitalization?
☐ Use linking words to connect your points (such as: first, second, third, also, in addition, finally)?
☐ Use complete sentences?
☐ Include a closing sentence that restated your opinion or drew a conclusion?
☐ Give 3 reasons that support your opinion, using facts, details, and examples?

State your opinion in your topic sentence.

—

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1. Which is the missing number?
   \[ 4 + (3 + 9) = \_ + (9 + 4) \]
   A 16
   B 9
   C 4
   D 3

2. Which of the following correctly completes the statement?
   An odd number plus an odd number has
   A an odd sum
   B an odd product
   C an even sum
   D an even product

3. Ben fills 4 packages of water balloons. 1 package has 10 water balloons. Each of the other 3 packages has 6 water balloons. How many water balloons does Ben fill?
   A 10 water balloons
   B 18 water balloons
   C 22 water balloons
   D 28 water balloons

4. Choose all of the ways you can separate a \(6 \times 9\) array.
   \(\square (6 \times 8) + (6 \times 1)\)
   \(\square (3 \times 9) + (3 \times 9)\)
   \(\square (6 \times 9) + (6 \times 9)\)
   \(\square (3 \times 8) + (3 \times 1)\)
   \(\square (2 \times 9) + (3 \times 9)\)

5. How many pets were adopted in June and July combined?

6. How many more pets were adopted in June than in April and May combined?

7. Felicia is installing new carpet. She buys a piece of carpet that is 5 feet long and 6 feet wide. She cuts off an area of 8 square feet. What is the area of the remaining piece of carpet?
1. The **difference** is the answer when subtracting two numbers.  
   Look at the problem $45 - 10 = 35$.  
   The difference is $\ldots$.  

2. Use mental math to find $356 - 128$.  
   Make a simpler problem by changing each number in the same way. If you add the same amount to each number, it does not change the difference.  
   Look at the number being subtracted. Change 128 to 130 because it is easier to subtract 130. Add 2 to both 128 and 356.  
   $356 + 2 = \ldots$  
   $128 + 2 = \ldots$  
   Now subtract: $358 - 130 = \ldots$  
   So, $356 - 128 = \ldots$.  

3. Find $453 - 196$ using mental math.  
   It is easier to subtract 200.  
   $453 - 200 = \ldots$  
   If you subtract 200, you subtract 4 more than 196. You must add 4 to the answer.  
   $253 + 4 = \ldots$  
   So, $453 - 196 = \ldots$.  

4. Use mental math to find $651 - 328$. Write the steps you used.
3.LS3.D.1 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

A student read the following article about the ocean.

"Coral reefs are being threatened by water temperature and seawater changes. You can help keep corals healthy by not putting more stress or danger to the reefs. At the beach, be sure to throw away your trash in the right places. Do not touch or step on the corals. When boating, stay away from the reefs and don't drop your anchor near them."

The student makes the following claim:
"Coral reefs are in danger and we need to change the water temperature."

1. a. Identify whether the claim is correct or not correct.

b. Use evidence from the article to support your answer to Part A.
# Day Six

## English-Language Arts

**Daily Reading:** *Ghosts in the House*
- Fold the pages to create a pocket book
- Read Independently (you may choose to read it with someone or have it read to you, if needed)

**Reading Response:**
- Prediction Worksheet

**Writing Assignment:**
- Writing Assignment: Brainstorm
  Prompt: Imagine that you find a mysterious box in the grass. Write a paragraph about what you find inside.

## Math

- Complete Review 8-6
- Complete Reteach 8-6

## Science

- Complete “Day 6” section to review weather conditions during seasons from quarter 1 in science packet.
Epilogue

Around the 1830s, the effort to help slaves escaping from the southern United States was called the Underground Railroad. Although it was against the law, many individuals, both black and white, opened their homes to help these fugitives find freedom. Families like Virginia’s often fed, clothed, and hid small groups of fugitives until it was safe for them to move farther north. It could take from several months to an entire year for fugitives to make it north to Canada, one of the only places they could be truly safe and free.
The frightened little girl gasped and started to cry. Before Virginia could comfort the girl, a hand whisked her back into the attic and slammed the door.

Now Virginia knew the secret her parents had been keeping from her: the people in the attic were not ghosts; they were fugitives—slaves escaping to freedom in the north. Virginia once heard her parents whispering about the Underground Railroad, which was not a real railroad, with trains and tracks, but a collection of routes and homes fugitives could use to escape to Canada.

They could find freedom in Canada. Virginia's parents were stationmasters on the Underground Railroad, and now, so was she.

A few days later, Virginia realized the ghosts were gone. One of them had left a gift for her on the attic stairs. It was the small doll made from cornhusks. She kept it, but not for herself. If ever another family should stop at their "station," she would have something to offer them other than her own fear.

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Glossary ............................. 20
When Virginia arrived home, she wanted to ask her mother if she believed in ghosts, but decided against it. Instead, she quietly and feverishly did her chores. She helped with dinner, washed all the dishes, and swept up afterward.

Later in the evening, she was so exhausted that as she worked on her homework, she fell asleep in her chair. Her mother had to help walk her upstairs to get ready for bed.

"Good night, Virginia. Sleep well." Virginia's mother kissed her daughter on the forehead as she climbed under the quilt.

"Good night, Mother," said Virginia with a yawn, but as she drifted off to sleep, she dreamed of ghosts.

That night, Virginia forced herself to stay awake till after her parents were asleep. Then she got out of bed, lit a candle, and tiptoed to the steps that went up to the attic.

Virginia heard soft thumps and bumps and scraping noises along the way. She paused several times, clutching her chest, but always kept going. Her heart was beating so hard she thought that she might faint.

She pushed on the door to the attic, but it didn’t move—it was locked.

Virginia peeked through the keyhole and saw shadowy figures moving inside. Ghosts! She was right! Her house was haunted! And there wasn’t just one—Virginia counted three ghosts: two big ones and one that was about her size.

Ghosts in the House • Level 5
Shadows Beyond the Door

The next morning, Virginia went into the pantry to get a jar of peaches for breakfast, but there were none on the shelf. Virginia remembered that there had been three jars left the last time she looked. Who had eaten all those peaches? Was it the same person or thing that took our ham?

"Do ghosts eat?" Virginia asked her parents at breakfast.

Virginia's father chuckled, but her mother was not amused. "What nonsense," she said.

Virginia was not sure if she believed in ghosts or not but was tired of being treated like a kid, and so she decided she would sneak up and explore the attic on her own.

Tip-tap . . . tip-tap . . .

Virginia popped open her eyes with a burst of fear. What was that sound? She sat up and listened carefully, holding her breath.

Tip-tap . . . tip-tap . . .

"Mother, is that you?" Virginia whispered urgently, but there was no answer, only a strange, mysterious sound. Was it ghosts? Her father always preached that there was usually a simple answer to a simple problem, and so she decided to find out.

Tip-tap . . . tip-tap . . .

...
Lies and Lullabies

The next morning at breakfast, Virginia told her parents about the sounds she heard coming from the attic.

"I'll look up there after breakfast," said her father, with a quick glance toward her mother.

"Can I go with you?" asked Virginia. She saw a flash of worry cross her mother's face.

"No, dear," said Mother. "The attic is dusty, and you'll get your dress dirty."

Virginia was disappointed, but she knew better than to argue with her mother.
Instructions: Write a prediction in the Make column. As you read, revise your prediction in the Revise column. If your prediction is confirmed, place a check mark in the Confirm column. Write the events that actually happen in the Actual column.

<table>
<thead>
<tr>
<th>Make</th>
<th>Revise</th>
<th>Confirm</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

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Instructions: Circle the words joined together to create each compound word. Use the meaning of each individual word to write a definition of the compound word. Then write a sentence using the compound word.

1. keyhole: ____________________________
   Sentence: ____________________________________________________________
   ____________________________________________________________

2. moonlight: ____________________________
   Sentence: ____________________________________________________________
   ____________________________________________________________

3. railroad: ____________________________
   Sentence: ____________________________________________________________
   ____________________________________________________________

4. underground: ____________________________
   Sentence: ____________________________________________________________
   ____________________________________________________________
The Mysterious Box

Imagine that you find a mysterious box in the grass. Write a paragraph about what you find inside.

Remember:
You will need to narrate an event or experience using descriptions and details to tell the story.

Put a star ★ next to ideas you think you will use. Put an X next to ideas you probably will not use.
1. There were 283 people at a parade. A newspaper reporter rounded the attendance to the nearest ten. How many people did the reporter say attended the parade?
   A 200 people  
   B 280 people  
   C 290 people  
   D 300 people  

2. Mavis has read 713 pages of a novel. To the nearest ten, about how many pages has Mavis read?
   A 700 pages  
   B 710 pages  
   C 715 pages  
   D 720 pages  

3. What is the area of the figure below?

   ![Figure](image)

   A 55 square centimeters  
   B 67 square centimeters  
   C 74 square centimeters  
   D 80 square centimeters  

Use the picture graph for 4 and 5.

<table>
<thead>
<tr>
<th>Rugby Team Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game 1</td>
</tr>
<tr>
<td>Game 2</td>
</tr>
<tr>
<td>Game 3</td>
</tr>
<tr>
<td>Game 4</td>
</tr>
<tr>
<td>Each ⬤ = 5 points.</td>
</tr>
</tbody>
</table>

4. Write an equation to find the number of points the rugby team scored in Game 1.

5. In which games did the rugby team score more than 20 points?

6. Mr. Harris builds a fence for his yard. He builds one section that is 9 feet long by 5 feet high. He builds another section that is 4 feet long by 5 feet high. What is the combined area of the fence?

7. Which property of addition is shown below?
   \[ 0 + 7 = 7 \]
1. When you **round** a number, you replace it with a number that tells about how much or how many it is to the nearest ten or hundred.

   Round 54 and 27 to the nearest ten.

   54 rounds to .

   27 rounds to .

2. When you **estimate** a sum, you find about how much the sum is.

   Estimate 54 + 27 by rounding each addend to the nearest ten.

   $54 \rightarrow + 27 \rightarrow$

3. **Compatible numbers** are close to the addends, but are easy to add mentally.

   50 and 25 are compatible numbers.

   Estimate the sum of 54 + 27 using compatible numbers.

4. Estimate 465 + 123. Show each addend on a number line.

   Round to the nearest hundred to estimate.

   $465 \rightarrow + 123 \rightarrow$

   Round to the nearest ten to estimate.

   $465 \rightarrow + 123 \rightarrow$

   What are two estimates for 465 + 123? and

**On the Back!**

5. Estimate 107 + 182 by rounding to the nearest hundred and then to the nearest ten. Show your work.
A hurricane is approaching the coast. Students are concerned and check weather data every hour. Weather scientists online explain that hurricanes cause a sudden rise in the sea level and high wind speeds. The students record the data from the weather reports as shown in Table 1.

<table>
<thead>
<tr>
<th>Time</th>
<th>Wind Speed (kilometers per hour)</th>
<th>Rise of Sea Water (meters)</th>
<th>Distance from the coast (kilometers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00am</td>
<td>225</td>
<td>1.5</td>
<td>600</td>
</tr>
<tr>
<td>10:00am</td>
<td>230</td>
<td>2.4</td>
<td>490</td>
</tr>
<tr>
<td>11:00am</td>
<td>235</td>
<td>4.0</td>
<td>375</td>
</tr>
<tr>
<td>12:00pm</td>
<td>230</td>
<td>4.3</td>
<td>280</td>
</tr>
<tr>
<td>1:00pm</td>
<td>225</td>
<td>4.3</td>
<td>190</td>
</tr>
<tr>
<td>2:00pm</td>
<td>215</td>
<td>4.3</td>
<td>110</td>
</tr>
<tr>
<td>3:00pm</td>
<td>205</td>
<td>4.3</td>
<td>60</td>
</tr>
<tr>
<td>4:00pm</td>
<td>160</td>
<td>4.5</td>
<td>20</td>
</tr>
</tbody>
</table>

When weather scientists warn that a hurricane is approaching the coast, people must make changes to their lives and daily routines. They begin to prepare their homes for the storm. Two homeowners who live within one kilometer of the beach prepare their homes as shown in Figure 1.

Following the hurricane, the students compare the storm with previous hurricanes using the data in Table 2.

<table>
<thead>
<tr>
<th>Hurricane</th>
<th>Highest Wind Speed (kilometers per hour)</th>
<th>Rise of Sea Water (meters)</th>
<th>Estimated Damage Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hurricane Hugo</td>
<td>225</td>
<td>5.5</td>
<td>$14.1 billion</td>
</tr>
<tr>
<td>Hurricane Gracie</td>
<td>200</td>
<td>2.7</td>
<td>$120 million</td>
</tr>
<tr>
<td>Hurricane Hazel</td>
<td>225</td>
<td>5.2</td>
<td>$1.5 billion</td>
</tr>
</tbody>
</table>
1. Use Tables 1 and 2 to create a bar graph of the highest wind speeds to compare past hurricanes with the approaching hurricane. Draw and shade each bar to the correct height.

![Highest Hurricane Wind Speed Graph](image)

2. According to the data provided in Table 1, how does the strength of the approaching hurricane change over time?
Day Seven

English-Language Arts

**Daily Reading:** *Ghosts in the House*
- Independently reread

**Reading Response:**
- Make Inferences worksheet

**Writing Assignment:**
- Week 1 Writing Assignment: Organize

Math

- Complete Review 8-7
- Complete Reteach 8-7

Science

- Complete "Day 7" section to review weather hazards design solutions from quarter 1 in science packet.
**Instructions:** Read each question about the story *Ghosts in the House*. Use clues from the text and your prior knowledge to make inferences. Write each inference and the supporting information on the lines below.

<table>
<thead>
<tr>
<th>Question</th>
<th>Text:</th>
<th>Prior Knowledge:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did Virginia decide not to ask her mother if she believed in ghosts?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inference:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do the reactions of Virginia’s parents to her questions mean?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inference:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is Virginia’s relationship with the people in the attic?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inference:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why don’t Virginia’s parents tell her about the fugitives?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Inference:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Paragraph Writing

Paragraph Title:

Topic Sentence:

Beginning:

Middle:

End:

Closing Sentence:

Narrative

Use your brainstorming ideas to organize your thoughts.

Introduce your topic and catch your reader's attention.

Tell about the event or experience in order, using description and detail.

Finish with a conclusion that wraps up the story.
1. Natasha used 21 square tiles to make a rectangle. Which of the following could be the dimensions of her rectangle?
   - [A] 21 × 21
   - [B] 7 × 3
   - [C] 5 × 6
   - [D] 4 × 7

2. A scout troop travels in 5 cars. Each car holds 4 people. One person in each car is a parent. How many of the people are NOT parents?
   - [A] 20 people
   - [B] 15 people
   - [C] 4 people
   - [D] 2 people

3. Felicity posts 63 photos to a social media site. If she puts the same number of photos into 9 folders, how many photos does she put in each folder?
   - [A] 6 photos
   - [B] 7 photos
   - [C] 9 photos
   - [D] 10 photos

4. Toby draws an array that has 8 columns with 3 counters in each row. Bai draws an array that has 3 columns with 8 counters in each row. How many counters are there in all?
   - [A] 11 counters
   - [B] 24 counters
   - [C] 48 counters
   - [D] 72 counters

5. To the nearest ten miles, about how many miles did the Williams family drive on Saturday and Sunday?

6. Did the Williams family drive more than 800 miles on their vacation? Explain.

7. What is the missing number?
   
   ? ÷ 5 = 8

8. What number will make this equation true?
   
   (5 × 2) × 4 = 4 × ?
Vocabulary

1. A number line can show numbers you are rounding. You can round numbers to different place values.

Use the number line to round 322 and 587 to the nearest hundred.

322 rounds to .

587 rounds to .

Show 322 and 587 on these number lines. Round each number to the nearest ten.

322 rounds to .

587 rounds to .

2. Estimate 587 – 322 by rounding to the nearest hundred. Then estimate by rounding to the nearest ten.

Nearest hundred

\[ 587 \rightarrow \]

\[ -322 \rightarrow \]

Nearest ten

\[ 587 \rightarrow \]

\[ -322 \rightarrow \]

3. Use compatible numbers to estimate. Compatible numbers are close to the original number, but are easier to add or subtract mentally.

\[ 451 \rightarrow 450 \]

\[ -202 \rightarrow -124 \]

\[ 177 \rightarrow \]

On the Back!

4. Estimate 644 – 229 by rounding to the nearest hundred and then to the nearest ten. Show your work.
Day 7

3.ESS3.B.1. Make a claim about the merit of an existing design solution (e.g. levies, tornado shelters, sea walls, etc.) that reduces the impacts of a weather-related hazard.

Galveston is an island south of Texas. In September 1900, Galveston had one of the worst disasters in United States history when it was hit by a very powerful storm.

On the morning of September 1900, people saw the ocean waves hitting the beach. The waves kept getting higher and higher. The wind was so strong it blew signs and garbage cans over, as well as bending trees. At 6:00 p.m. that night, the wind blew things off the weather building. The hard winds and 15 feet high waves caused flooding on the island. Many buildings and homes were lost.

1. Using information in the passage, describe one way the people of Galveston could have kept their town from flooding. [Give options if needed.]

2. Which statement explains why the storm in Galveston caused so much damage?
# Day Eight

**English-Language Arts**

**Daily Reading:** *I Am the Hope Diamond*
- Independently reread

**Reading Response:**
- Contraction Worksheet

**Writing Assignment:**
- Week 1 Writing Assignment: First Draft

---

**Math**

- Complete Review 8-8
- Complete Reteach 8-8

---

**Science**

- Complete “Day 8” section to review weather hazards and conditions from quarter 1 in science packet.
Instructions: Circle the contraction in each sentence. Write the two words that make up the contraction on the lines below the sentence. Then form a contraction from the two words provided.

1. Maybe a couple of squirrels got in there, but it’s nothing to worry about.

________________________________________  ______________________________________

2. The attic is dusty, and you’ll get your dress dirty.

________________________________________  ______________________________________

3. Then Virginia thought she had heard sounds, but she didn’t.

________________________________________  ______________________________________

4. I’ll look up there after breakfast.

________________________________________  ______________________________________

could not ___________________________ he would ___________________________

you are ___________________________ they had ___________________________

was not ___________________________ are not ___________________________

could have ___________________________ should not ___________________________

I am ___________________________ they are ___________________________
1. Lindy earned $9 each week for 7 weeks. Pam earned $10 each week for 6 weeks. Which comparison represents the situation?
   \[ A \quad 7 \times 9 < 6 \times 10 \]
   \[ B \quad 9 \times 7 > 10 \times 6 \]
   \[ C \quad 7 \times 9 > 6 \times 10 \]
   \[ D \quad 10 \times 9 > 7 \times 6 \]

2. Which is another equation for \(14 + 18 + 22 = 54\) that shows that you can add the numbers in any order?
   \[ A \quad 22 + 18 + 14 = 54 \]
   \[ B \quad 31 + 22 = 54 \]
   \[ C \quad 54 = 14 + 18 + 22 \]
   \[ D \quad 14 + 18 + 20 + 2 = 54 \]

3. What number times 9 is 36?
   \[ A \quad 2 \]
   \[ B \quad 3 \]
   \[ C \quad 4 \]
   \[ D \quad 5 \]

4. Jessica and Patterson are painting a rectangular patio that is 9 feet wide and 8 feet long. Jessica paints an area of 45 square feet. Which are the dimensions of the area that Patterson paints?
   \[ A \quad 9 \times 8 \]
   \[ B \quad 9 \times 5 \]
   \[ C \quad 9 \times 4 \]
   \[ D \quad 9 \times 3 \]

5. Complete the pattern in the table. Find the total cost with shipping for a toy that has a price of $4.

<table>
<thead>
<tr>
<th>Price of Toy</th>
<th>Total Cost of Toy and Shipping</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1</td>
<td>$6</td>
</tr>
<tr>
<td>$2</td>
<td>$7</td>
</tr>
<tr>
<td>$3</td>
<td>$8</td>
</tr>
<tr>
<td>$4</td>
<td></td>
</tr>
</tbody>
</table>

   Explain the pattern you used.

6. Kendra has 12 flowers in a vase and 3 flowers in a sink. How many more flowers does she have in the vase than in the sink? What operation could she use? Explain.
1. You can use a bar diagram to represent **addition** and **subtraction**.
   Complete the addition equation for the bar diagram.
   \[ + ? = \]
   Complete the subtraction equation for the bar diagram.
   \[ - ? = \]

2. Operations that undo each other are **inverse operations**. Addition and subtraction are inverse operations.
   If you subtract \( 68 - 15 = 53 \), you can add \( 53 + 15 \) to check your work.
   \[
   \begin{array}{cc}
   68 & 53 \\
   -15 & +15 \\
   \hline
   53 & \end{array}
   \]
   Complete the addition to check.

3. You can check a subtraction problem by using addition.
   Subtract. Then complete the addition to check.
   \[
   \begin{array}{cc}
   379 & \ (\overline{\phantom{10000}}) \\
   -108 & +108 \\
   \hline
   271 & \end{array}
   \]

4. You can check an addition problem by using subtraction.
   Add first. Then complete the subtraction to check.
   \[
   \begin{array}{cc}
   533 & \\
   +324 & -324 \\
   \hline
   857 & \end{array}
   \]

5. Complete the bar diagram and solve.
   Alisha reads a book that has 478 pages. She has read 199 pages. How many more pages does she need to read to finish the book?

On the Back!

6. Find \( 289 - 164 \). Show how you checked your answer. If your answer is incorrect, correct it.
Day 8

The Galveston Hurricane of 1900

Galveston is an island near the coast of Texas. In September 1900, Galveston was the site of one of the worst natural disasters in United States history when it was hit by a major hurricane.

On the morning of September 8, 1900, people noticed that the height of the waves hitting the beach started to increase, flooding the lowest parts of the island. Meteorologists in Galveston recorded the weather that morning as partly cloudy skies with winds blowing at 20 mph. Later that day, the weather changed as rain came with lightning and thunder and the wind speed increased. At about 6:00 p.m., the rain gauge and thermometer were blown off the weather station. The meteorologists recorded a sudden drop in atmospheric pressure, as shown by the data in Table 1.

<table>
<thead>
<tr>
<th>Time</th>
<th>Atmospheric Pressure (inches)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00 p.m.</td>
<td>29.05</td>
</tr>
<tr>
<td>6:06 p.m.</td>
<td>28.85</td>
</tr>
<tr>
<td>7:15 p.m.</td>
<td>28.70</td>
</tr>
<tr>
<td>8:00 p.m.</td>
<td>28.55</td>
</tr>
</tbody>
</table>

As floodwaters started to rise and wind speeds increased, people were told to seek shelter and move to higher ground. A rise in the sea level, known as a storm surge, in the Gulf of Mexico caused flooding on the island. The storm surge reached a height of 15 feet. Since the island of Galveston is 9 feet above sea level, the island was completely flooded by the Gulf of Mexico. There was not a system in 1900 to classify the strength of a hurricane. Table 2 shows how hurricanes are classified today.

| Category | Wind Speed (miles per hour) | Damage                                                              | Storm Surge (feet) |
|----------|-----------------------------|                                                                    |                    |
| 1        | 74-95                       | minor home damage, some vegetation loss, signs blown away          | 4-5                |
| 2        | 96-110                      | Damaged roofs, small boats destroyed, minor flooding               | 6-8                |
| 3        | 111-130                     | Small buildings destroyed, low-lying roads washed away             | 9-12               |
| 4        | 131-155                     | Destroyed roofs, most trees knocked down, widespread flooding      | 13-18              |
| 5        | 155+                        | Most buildings destroyed, major loss of vegetation, most roads cut off or destroyed. | 18+                |
After the floodwaters flowed back into the Gulf of Mexico and the winds returned to normal, the people of Galveston started to rebuild. A seawall was completed in 1904 to protect against future hurricanes. The concrete seawall was 3.3 miles long, 16 feet thick at its base, and 17 feet high. Sand was used to fill the space behind the seawall, increasing the height of the island. Rocks were put at the base of the seawall to break the force of waves. Since 1904, the seawall has protected Galveston from several other hurricanes. Today, the seawall is a place where the people of Galveston play. The list describes some features of the Galveston seawall:

- The top of the seawall is a trail for hiking and biking.
- Fishing piers reach out from the seawall into the Gulf of Mexico.
- A beach is located in front of the seawall.
- Artists paint murals on the part of the seawall facing the beach.

1. Circle a word or phrase in each set of options to complete the following statement.

   A student states that if the seawall had been built before 1900, there would have been ( less / the same amount of / more ) damage and ( fewer / the same amount of / more ) people would have been injured in 1900.

2. Which statement explains why the Galveston hurricane of 1900 caused so much damage?

   A. Most buildings were hit by flying objects picked up by high winds.
   B. The storm surge caused flooding that washed away many buildings.
   C. Most buildings were destroyed by tornadoes resulting from the hurricane.
   D. The thunderstorms were so strong that many buildings were struck by lightning

3. This question has two parts.

   Part A: Use the information in Table 1 to make a bar graph of the atmospheric pressure in Galveston for the evening of September 8, 1990.
**Part B:** Which statement describes a cause-and-effect relationship between atmospheric pressure and a characteristic of a hurricane.

A. As the atmospheric pressure increases, wave activity changes from calm to active.

B. As the atmospheric pressure decreases, the wind speed changes from low to high.

C. As the atmospheric pressure decreases, the skies change from cloudy to partly cloudy.

D. As the atmospheric pressure increases, the weather changes from a drizzle to heavy rain.

4. Based on Table 2 and other information in the scenario, which chart includes the **most likely** wind speed for the Galveston hurricane of 1900 and provides evidence to support that wind speed?

A. 

<table>
<thead>
<tr>
<th>Estimated Wind Speed (mph)</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Most of the buildings were destroyed.</td>
</tr>
</tbody>
</table>

B. 

<table>
<thead>
<tr>
<th>Estimated Wind Speed (mph)</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>The storm surge reached a height of 15 feet.</td>
</tr>
</tbody>
</table>

C. 

<table>
<thead>
<tr>
<th>Estimated Wind Speed (mph)</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>140</td>
<td>Most of the buildings were destroyed.</td>
</tr>
</tbody>
</table>

D. 

<table>
<thead>
<tr>
<th>Estimated Wind Speed (mph)</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>140</td>
<td>The storm surge reached a height of 15 feet.</td>
</tr>
</tbody>
</table>
5. A map of Galveston Island with possible locations for the seawall is shown below.

In the chart below, circle the area where the people of Galveston most likely built the seawall in 1904. Next, circle the explanation that best supports this decision.

<table>
<thead>
<tr>
<th>Seawall Area (circle one)</th>
<th>Explanation (circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>This location is designed to protect the city center from future events.</td>
</tr>
<tr>
<td>2</td>
<td>This location is designed to reduce winds moving from land toward the Gulf of Mexico.</td>
</tr>
<tr>
<td>3</td>
<td>This location is designed to limit the amount of water moving between the island and the mainland of Texas.</td>
</tr>
</tbody>
</table>
# Day Nine

## English-Language Arts

**Daily Reading:** *Ghosts in the House*
- Independently reread the book as you prepare for tomorrow's comprehension test!

**Writing Assignment:**
- Week 1 Writing Assignment: Use a different color pen or pencil to edit your draft

## Math

- Complete Review 14-1
- Complete Reteach 14-1

## Science

- Complete "Day 9" section to review life science applications from quarter 3 in the science packet.
1. Which time is different from the others?
   A quarter to 4
   B
   C PM 3:45
   D three fifteen

2. A building is 872 feet tall. Mr. Hernandez rounded the number to the nearest hundred. What number did Mr. Hernandez use?
   A 900
   B 880
   C 870
   D 800

3. Which is the missing number in the pattern below?
   63, 56, 49, _______
   A 35
   B 40
   C 42
   D 45

4. A pumpkin pie is divided into 8 equal parts. What unit fraction represents each part?

5. A shirt's original price is $40. The price drops $3 each day for 7 days. What is the cost of the shirt on the last day?

6. Compare the fractions. Write >, <, or =.
   \[
   \frac{4}{6} \quad \frac{4}{8} \\
   \frac{3}{6} \quad \frac{4}{8} \\
   \frac{5}{2} \quad \frac{6}{2}
   \]

7. Aria made 48 hair clips for 6 of her friends. Each friend will receive the same number of hair clips. How many hair clips will each friend get?

8. Debra is painting a mural that is 8 feet long and 3 feet wide. What is the area of the mural Debra is painting?
Vocabulary

1. Time can be measured in minutes and hours. One hour is equal to 60 minutes. A half hour is equal to 30 minutes. A quarter hour is equal to 15 minutes.

   Half past the hour is _______ minutes past the hour.
   A quarter past the hour is _______ minutes past the hour.
   A quarter to the hour is _______ minutes before the hour.

2. The hour hand on the clock is between 11 and _______.
   This means that the time is after _______ and before _______.
   The minute hand on the clock is between _______ and 8.

   Count by 5s from the 12 to the 7: _______ minutes
   Count 3 more minutes: _______
   The digital time is: _______

3. You can also write the time before or after the hour.
   38 minutes after 11 or _______ minutes before _______

On the Back!

4. Write the time shown on the clock in at least two ways.
A zoo in Missouri wants to build a new enclosure for yellow mud turtles, which are native to parts of the state.

Yellow Mud Turtle

The table below shows some features of yellow mud turtles in the wild and some characteristics of the new zoo enclosure.

<table>
<thead>
<tr>
<th>Yellow Mud Turtle Features</th>
<th>Zoo Enclosure Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• feeds on leeches, fish, frogs, snails, crayfish, tadpoles, and insects</td>
<td>• will include short grasses and plants</td>
</tr>
<tr>
<td>• spends half of its time in water and half on land near ponds and rivers</td>
<td>• will be home to several species of insects</td>
</tr>
</tbody>
</table>

Part A:

1. Describe how the turtles will be positively affected by the new zoo enclosure.

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

2. Describe how the turtles will be negatively affected by the new zoo enclosure.

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

Part B:

3. Describe one way in which the zoo enclosure could be changed to help the turtles.

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________
Planting a Native Lawn

Students decide to replace part of a school's grass lawn with native plants. Healthy grass lawns usually need a lot of care to be healthy. Native plants need less care because they are adapted to grow well in local conditions. The students decide to use buffalo grass, which is native to the school area. Buffalo grass needs less water and fertilizer than other types of grass and can live through periods without rain. Like other types of grass, buffalo grass spreads out to cover the ground. Aboveground stems, called stolons, grow outward from existing grass plants. New leaves and roots grow from the stolons, forming new plants. Buffalo grass only grows 8–10 inches high and the leaves tend to topple over and look short, so it requires less mowing as well.

Native plants are also more likely to attract native wildlife and pollinators. Pollinators can be birds, such as hummingbirds, or insects, such as bees and butterflies. Flowering plants produce pollen and nectar. These food sources attract pollinators. As the pollinators move from flower to flower collecting food, they transfer pollen from one plant to the next. The pollen transfer or "pollination" is a necessary step in the production of seeds that grow into new plants. The students choose plants based on how well they will grow in local conditions and the kinds of pollinators they will attract.

Many pollinators also benefit from a source of water, such as a birdbath, for drinking and washing. A human-made pond can even attract frogs to a garden.

1. Butterflies are often observed in grassy areas with many flowering plants. They have a long, thin structure called a proboscis, which is used to collect nectar from flowers. Which statement best describes how butterflies would survive in a new area with some tall trees and very few flowering plants?

   A. Butterflies would survive well in the new area because they rely on other butterflies for food.
   B. Butterflies would survive well in the new area because trees provide shade for the butterflies.
   C. Butterflies would not survive well in the new area because they eat food produced by the flowering plants.
   D. Butterflies would not survive well in the new area because the trees would block the sunlight they need to produce energy.
2. Students at a school are considering mixing rough bluegrass into the school’s lawn of buffalo grass. Rough bluegrass is not native to Missouri. It grows best in wet and shady areas. It stays green throughout the winter but will turn brown without enough rainfall or if too many people walk on it. Like buffalo grass, rough bluegrass also reproduces through the use of stolons.

Explain whether the students should use rough bluegrass in the school lawn in addition to buffalo grass. Be sure to include at least two reasons supporting your explanation.

3. A student began to develop the simple life cycle model shown below.

```
Simple Life Cycle Model
1. birth
   ↓
2. growth
   ↓
3. reproduction
   ↓
4. 
```

Which changes should the student make to the model to best represent the life cycle of buffalo grass?


B. 1. Add the label “survival” in step 4.

C. 1. Remove step 2.
   2. Add the label “growth” in the new step 3.

D. 1. Add the label “death” in step 4.
   2. Add a step for “pollination” between steps 2 and 3.
# Day Ten

**English-Language Arts**

**Daily Reading:**
- Test

**Writing Assignment:**
- Week 1 Writing Assignment: Final Draft

---

**Math**

- Complete Review 14-2
- Complete Reteach 14-2

---

**Science**

- Complete “Day 10” section to review life science applications from quarter 3 in science packet.
Quick Check

Name ___________________________________________ Date ____________

Instructions: Read each question carefully and choose the best answer.

1. Why did Virginia think her house was haunted?
   A. She had seen a ghost.
   B. Caleb had told her it was.
   C. There was a black cat living there.
   D. She had heard noises in the attic.

2. What was the main problem in this story?
   A. Virginia wanted a new cornhusk doll.
   B. Virginia was trying to help former slaves escape.
   C. Virginia wanted to know why odd things were happening.
   D. Virginia was trying to help her family find enough food for winter.

3. Virginia asked, "Do ghosts eat?" because __________.
   A. she was hungry
   B. there was food missing in their house
   C. she had found empty jars in the attic
   D. all of the above

4. Read this sentence: Virginia whispered urgently to her mother about the attic noises. What does urgently mean?
   A. slowly and quietly
   B. with great happiness
   C. wanting a quick answer
   D. with a feeling of sadness

Quick Check continued on following page
5. Why did Virginia's father say her mother was singing a lullaby when Virginia ran into her parents' bedroom one night?
   A. He wanted Virginia to calm down and go back to bed.
   B. He wanted to explain to Virginia why she heard singing.
   C. He wanted to cover up for the voice Virginia heard.
   D. All of the above

6. What are fugitives?
   A. plans to help another person
   B. people who are running and hiding from the law
   C. ghosts who lived in houses long ago
   D. slaves who were living in the United States in the 1830s

7. Why was the Underground Railroad created?
   A. to ship products to Canada
   B. to bring new people to the United States
   C. to help slaves escape to freedom
   D. to help stationmasters sell tickets

8. Several times the story said, "Virginia noticed a shared glance between her parents." What does this tell someone reading the story?
   A. They were hiding something from Virginia.
   B. They wanted Virginia to look at them.
   C. It didn’t have any special meaning.
   D. They liked looking at each other.
9. Virginia was ______ to help out the former slaves.
   A) scared
   B) happy
   C) worried
   D) unwilling

10. Virginia left the cornhusk doll on the attic steps ________.
     A) hoping to see who owned it
     B) so she could play with it later
     C) to remind her mother to put it away
     D) all of the above

11. **Extended Response:** Explain why people who were slaves in the United States were going to Canada.

12. **Extended Response:** What would you have done had you found out your house was a station on the Underground Railroad?
1. **D** Analyze Character
2. **C** Problem and Solution
3. **B** Make Inferences
4. **C** Vocabulary
5. **D** Make Inferences
6. **B** Vocabulary
7. **C** Cause and Effect
8. **A** Make Inferences
9. **B** Analyze Character
10. **A** Make Inferences
11. Answers will vary but should include the following: *if the slaves could reach Canada, they would be freed and no longer be slaves.*
12. Answers will vary. Example: *I would have wanted my parents to tell me what that meant, and then I would have tried to help the slaves who came to my house by taking them food and giving them some of my clothes.*
Write a paragraph about your favorite place. Use complete sentences to connect your ideas (such as: another, for example, because, also, in addition). Include a closing sentence that restates your topic or draws a conclusion.

1. Did you...?
2. Introduce your topic in the paragraph.
3. Give 3 supporting details using facts, examples, and descriptions.
4. Use linking words to connect your ideas.
5. Use correct grammar, spelling, and punctuation.
6. Write neatly?
1. The table shows the number of innings in standard baseball games. How many innings are there in 4 baseball games?

<table>
<thead>
<tr>
<th>Games</th>
<th>Innings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>?</td>
</tr>
<tr>
<td>5</td>
<td>45</td>
</tr>
</tbody>
</table>

A) 37 innings  
B) 36 innings  
C) 35 innings  
D) 34 innings

2. Tables for a party can each seat 9 people. There are 6 tables at the party. If each table is filled, how many people are sitting at the tables?

A) 36 people  
B) 54 people  
C) 72 people  
D) 108 people

3. Which numbers are multiples of 80? Choose all that apply.

☐ 8  
☐ 10  
☐ 80  
☐ 260  
☐ 480

4. The final score of a board game that Josie and Craig played was as follows: Josie: 876, Craig: 787. By how many points did Josie win?

5. George has \( \frac{1}{3} \) yard of string and John has \( \frac{1}{2} \) yard of string. Who has more string?

6. What time is shown on the clock below?

7. About how much is 568 + 239?

8. Faye has a square garden. The area of the garden is 49 square meters. How long is each side of Faye's garden? Show your work.
**Vocabulary**

1. **Elapsed time** is the total amount of time that passes from the starting time to the ending time.

   Write the start time and the end time shown on the clocks.

   ![Clocks](image)

   **Start:**  
   **End:**

2. The hours between midnight and noon are **A.M.** hours. The hours between noon and midnight are **P.M.** hours.

   Use **A.M.** or **P.M.** for the times described.

   Jessica's school starts at 8:00 and ends at 3:00.

3. Rodney went to a concert. The concert began at 5:00 P.M. and ended at 8:45 P.M. How long did the concert last?

   **Step 1** Find the starting time.  **Step 2** Count the hours.  **Step 3** Count the minutes.

   ![Clocks](image)

   The concert began at **P.M.**

   There are **hours.**

   There are **minutes.**

   The concert lasted **hours** minutes.

**On the Back!**

4. Luisa played outside from 9:15 A.M. to 11:25 A.M. How long did Luisa play outside?
Day 10

1. The drawing below shows a porcupine.

![Porcupine]

Write the number of each of the characteristics that help a porcupine survive in its environment in the table below.

- 1. has sharp claws
- 2. has many predators
- 3. has long, strong teeth
- 4. has short legs and runs slowly
- 5. has pointed spines called quills

<table>
<thead>
<tr>
<th>Characteristics That Help a Porcupine Survive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

2. The list below includes some characteristics of a puppy.

**Puppy Characteristics**
- ears that face forward
- tip of nose is dark colored
- short coat (fur length)
- scar on one of its front paws

A student states that all of the puppy's characteristics in the list were inherited from its parents. Which statement best explains whether the student is correct or incorrect?

A. The student is correct because the length of the puppy's fur was inherited.
B. The student is correct because everything on an animal's body is inherited.
C. The student is incorrect because the scar on the puppy's paw was not inherited.
D. The student is incorrect because the color of the puppy's nose was not inherited.
3. The table below compares some fish and the water temperatures in which they live.

<table>
<thead>
<tr>
<th>Name of Fish</th>
<th>Ideal Water Temperature (°C)</th>
<th>Warmest Possible Water Temperature (°C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>chum salmon</td>
<td>13</td>
<td>23</td>
</tr>
<tr>
<td>rainbow trout</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>spotted bass</td>
<td>29</td>
<td>36</td>
</tr>
<tr>
<td>yellow perch</td>
<td>15</td>
<td>27</td>
</tr>
</tbody>
</table>

**Part A:** Identify the fish that is able to live in the warmest habitat.

**Part B:** A student states that the chum salmon and the spotted bass can be found in the same river. Explain whether the data provided supports the student’s statement or not.