Riverside Traditional School (May Week 1)

Dear 3rd Grade Families and Students,

This packet is created for my students to review what we have been learning this year This packet contains materials for math, reading, science, and a weekly family activity. (The Common Core/Performance Coach books/Science Packet/Extra Work Packet)

For the month of May, our goal is to stay in touch through [zoom/email/phone/text] at least once a day or at least once a week.

However, we also included our contact information and a schedule of the best time to contact us if you need any additional support.

Questions & Answers:

How can we get a hold of you?

Answer: If students need help or have questions, the student or parents can Dojo or email me give me a text or call at my personal number

Ms. Porras cporras@riverside.k12.az.us at any time 928-287-6719	Mrs. Cruce Acruce@riverside.k12.az.us 602-410-2632	Mrs. Bell Mrs.Bell1130@yahoo.com

Do we turn in work that we have done?

Answer: Please take a picture and upload it to Dojo or scan it and email it to me or do it on a word document and email it to me any time during the week but all is due by FRIDAYS by MIDNIGHT. If you are not on Dojo or have email access, please keep all work done for class until further notified.

What is Zoom and when does my student need to go on it?

Answer: Zoom provides a remote conferencing service that combines video conferencing, online meetings, chat, and mobile collaboration. All 3rd grade teachers will be reviewing work going over questions and doing mini lessons through this communication.
We will be Zooming Monday-Friday from 9am-3pm class dojo your teacher for more specifics.
(keep in mind it might change if we have meetings or be cancelled, we will make sure to notify you the day before)
You will receive Zoom invites over Dojo, please let me know because I may not have a current phone number for you or email.

Teachers will add the Resources/Usernames/Passwords for students

Student Resources For Learning:

- Zoom: for live class lessons and teacher chat/help.
  - Step 1: go to zoom.com
  - Step 2: Go to 'Join a Meeting-Login'
  - Step 3: Enter the Meeting ID provided by teacher on or before scheduled days of meeting
  - Step 4: Accept the audio and microphone. The meeting will begin on it's own.

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
Skill/standard/Objective **ELA-** I can answer questions to show that I understand the information that I am reading. RI.3.1 **Print practice** **ELA Common Core-** Read "The Zoetrope" pg. 140-141 Answer Questions 1-5 pg. 142-144 **Skill/standard/Objective** **Math- Time** **3.MD. A.1** I can tell and write time to the nearest minute. **Print practice** **Math Common Core-** Time pages121-222 **On line practice** ixl-math ixl-science **Home activity /family activity** Virtual Tour of the Smithsonian https://naturalhistory.si.edu/visit/virtual-tour **Skill/standard/Objective:** SCIENCE- I can plan and conduct an investigation to produce data to serve as evidence, using fair tests in which variables are controlled and the number of trials considered. (3-5-ETS1-3)	**Skill/standard/Objective:** **ELA-** I can answer questions to show that I understand the information that I am reading. RI.3.1 **Print practice** **ELA Common Core-** Read "Build your Own Zoetrope" pg. 145-146 Answer Questions 6-9 pgs. 147-148 **Skill/standard/Objective** **Math- Mass** **3.MD.A.2** I can measure liquids and solids with grams, kilos and liters. **Print practice** **Math Common Core-** Mass pages 223-231 **On line practice** ixl-math ixl-science **Skill/standard/Objective:**	**Skill/standard/Objective** **ELA-** I can answer questions to show that I understand the information that I am reading. RI.3.1 **Print practice** **ELA Common Core-** Read both articles again and answer question #10 pg. 149 in an informational writing format. **Skill/standard/Objective** **Math- Liquid Volume** **3.MD.A.2** I can use addition, subtraction, multiplication and division to solve word problems. **Print practice** **Math Common Core-** Liquid Mass pages 232-240 **On line practice** ixl-math ixl-science	**Skill/standard/Objective** **ELA-** I can answer questions to show that I understand the information that I am reading. RI.3.1 **Print practice** **ELA Common Core-** Continue working on information essay. **Skill/standard/Objective** **Math- Picture Graphs** **3.MD.B.3** I can make a picture or bar graph to show data and solve problems using the information from the graphs. **Print practice** **Math Common Core-** picture graph 241-249 **On line practice** ixl-math ixl-science	**Skill/standard/Objective: ELA-** I can answer questions to show that I understand the information that I am reading. RI.3.1 **Print practice** **ELA Common Core-** Lesson 11 Read and takes notes on Writing Foundations pg. 152-155 **Skill/standard/Objective** **Math- Bar Graphs** **3.MD.B.3** I can make a picture or bar graph to show data and solve problems using the information from the graphs. **Print practice** **Math Common Core-** Bar graphs pages 250-260 **On line practice** ixl-math ixl-science

STEM connection Science- Science Fair Project Hypothesis page.	SCIENCE- I can plan and conduct an investigation to produce data to serve as evidence, using fair tests in which variables are controlled and the number of trials considered. (3-5-ETS1-3) **STEM connection** Science- Science Fair Project Experiment pgs. Design, Materials, and Procedure	**Skill/standard/Objective** SCIENCE-I can plan and conduct an investigation to produce data to serve as evidence, using fair tests in which variables are controlled and the number of trials considered. (3-5-ETS1-3) **STEM connection** Science- Science Fair Project Experiment DO your experiment, write down observations, and Data	**Skill/standard/Objective:** SCIENCE- I can plan and conduct an investigation to produce data to serve as evidence, using fair tests in which variables are controlled and the number of trials considered. (3-5-ETS1-3) **STEM connection** Science- Science Fair Project Experiment DO your experiment, write down observations, and Data	**Skill/standard/Objective:** SCIENCE- I can plan and conduct an investigation to produce data to serve as evidence, using fair tests in which variables are controlled and the number of trials considered. (3-5-ETS1-3) **STEM connection** Science- Finish experiment and work on Project results and Project Conclusions. Start on your Project Presentation if you can/want to.

Day 21

Read the passage.

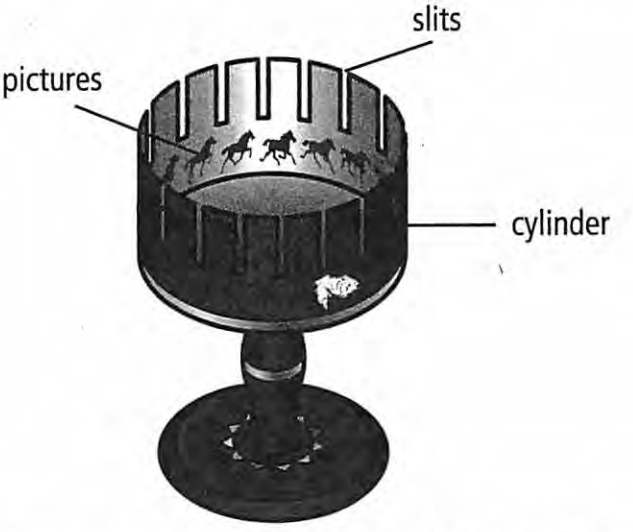
The Zoetrope

Have you ever wondered how movies were invented? Would you believe that a simple toy was an important part of the story? In 1834, a man named William Horner invented an unusual toy. People later called the toy a zoetrope (**zoh**-ee-trohp).

How a Zoetrope Works

A zoetrope looks a lot like a merry-go-round. It is a cylinder that spins. But it does not have animals you can ride. No music plays. The cylinder in a zoetrope is hollow. The outside of the cylinder has slits cut in it, while the inside has many pictures drawn on it. The pictures are not the same. Each picture is a tiny bit different. The pictures are arranged in a certain order.

Take a look at the zoetrope below. You can see that the pictures inside show a horse that is running. When the zoetrope spins, something interesting happens. A person can see the pictures through the slits on the outside. But the narrow slits do not let a person see each picture for very long. Also, the pictures move very quickly. The brain cannot see each picture separately. Instead, the brain blends them into a moving picture. The faster the zoetrope spins, the smoother the pictures move.



This is a zoetrope. Look closely at the pictures. Each horse is slightly different from the one before it. As the cylinder spins, you think you are seeing one horse running.

Day 21

The Zoetrope Leads to Modern Movies

Years later, a similar toy was invented. Like the zoetrope, it had pictures and spun around. But this toy had mirrors instead of slits. People saw the pictures reflected in the mirrors.

As time went on, more improvements were made to the toy. People realized it could be attached to a projector. This is a machine that shines light through a magnifying glass. The machine uses the light to project the moving pictures from the toy, similar to the way the sun projects your shadow. Soon, plastic film was invented. It replaced the spinning cylinder. Light passed through the film, and the film moved quickly through the projector. An image was projected onto a screen. Modern movies were born!

Many of today's movies are projected digitally using computers. But some movies still are shown on film that is passed through a projector. The long strip of plastic film is filled with a series of squares. These squares are called frames. Each frame holds one picture. Each picture differs a tiny bit from the picture before it. When the piece of film slides through a movie projector, the pictures flash on the screen very quickly. The pictures move too fast for our eyes to see each frame alone. Instead, our brain blends them into a moving picture, just the way it does with pictures on a zoetrope.

Modern Zoetropes

Zoetropes are not common toys anymore. Most kids do not own one. However, people can still see them in interesting places. Zoetropes are now often created by artists. Some artists make zoetropes that take up entire rooms! You can sometimes see these zoetropes in museums.

In cities like New York, you can also see zoetropes on tunnel walls. Instead of a cylinder, the zoetrope is flat. The flat zoetrope also has many slits. Pictures are behind the slits. When a subway train moves past, people inside the train see a very short movie through the slits. It is another way people have fun with zoetropes.

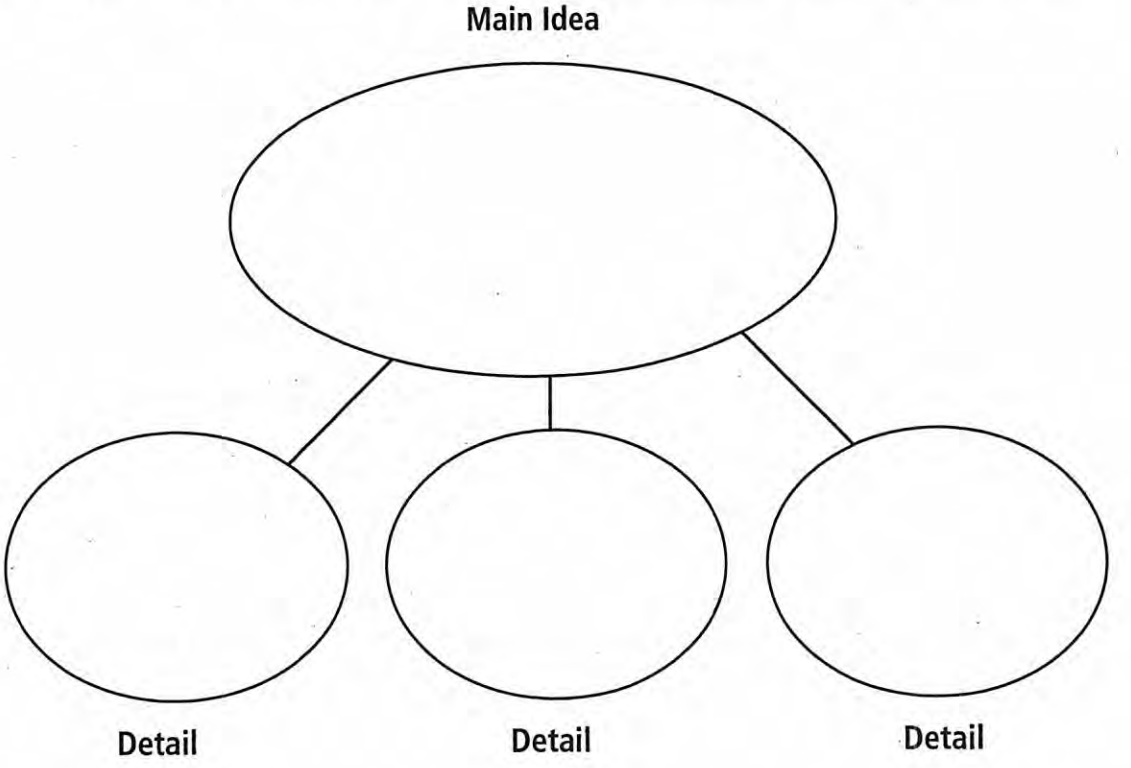
Day 21

Answer the following questions.

1. Reread paragraph 3 of the passage. Then read the sentences from the paragraph below.

But the narrow slits do not let a person see each picture for very long.
The faster the zoetrope spins, the smoother the pictures move.
When the zoetrope spins, something interesting happens.
Instead, the brain blends them into a moving picture.

Complete the web below. Write the sentence that tells the main idea in the big oval. Write the sentences that give supporting details in the small ovals.



Day 21

2 Read these sentences from the passage.

As time went on, more improvements were made to the toy. People realized it could be attached to a projector. This is a machine that shines light through a magnifying glass. The machine uses the light to project the moving pictures from the toy, similar to the way the sun projects your shadow.

What is the meaning of the word project as it is used in the sentence?

A. complete an assignment

B. speak loudly

C. guess

D. throw outward

3 The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which text features are used in the passage? Choose **all** that apply.

A. caption

B. heading

C. key word

D. sidebar

E. diagram

Part B

Which definition of a text feature **best** supports your answer for Part A? Choose **all** that apply.

A. A sidebar is information that is set outside the main text.

B. Headings tell what kind of information each section of a passage contains.

C. The diagram is a simple drawing that shows how something works.

D. A caption explains what is in a photo or diagram.

E. A key word is used to find information in a search engine.

4 Circle the heading you would look under to find information about how the zoetrope is used today.

Day21

How a Zoetrope Works
Modern Zoetropes
The Zoetrope Leads to Modern Movies

5 The following question has **two** parts. First, answer Part A. Then, answer Part B.

Part A

Read this paragraph from the passage.

> **Years later, a similar toy was invented. Like the zoetrope, it had pictures and spun around. But this toy had mirrors instead of slits. People saw the pictures reflected in the mirrors.**

Which **best** describes how the sentences in the paragraph are organized?

A. cause and effect

B. sequence

C. compare and contrast

D. problem and solution

Part B

Which two signal words support your answer for Part A?

A. similar

B. later

C. around

D. like

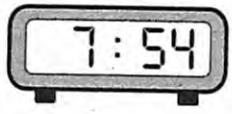
3 LESSON PRACTICE

Day 21

1 What time does the clock show?

- ○ **A.** 5:02
- ○ **B.** 12:05
- ○ **C.** 12:27
- ○ **D.** 12:52

2 Which clock shows six minutes to eight?

- ○ **A.** 
- ○ **B.** 
- ○ **C.** 
- ○ **D.** 

3 It is now 10:08. Tammy is in the middle of watching a show. The show will be over at 10:35. How many more minutes are left to the show?

- ○ **A.** 27 minutes
- ○ **B.** 35 minutes
- ○ **C.** 37 minutes
- ○ **D.** 43 minutes

4 Karina's gym class starts at 2:25. Which is a way to say the time when the gym class starts?

- ○ **A.** fifty-two minutes past two
- ○ **B.** twenty-two minutes past five
- ○ **C.** twenty-five minutes past two
- ○ **D.** twenty-five minutes before three

5 Joseph got on the treadmill at the time shown on the clock below.

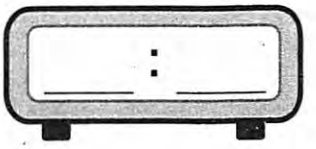
He got off the treadmill 45 minutes later. At what time did Joseph get off the treadmill?

- ○ **A.** 9:03
- ○ **B.** 9:33
- ○ **C.** 10:33
- ○ **D.** 10:35

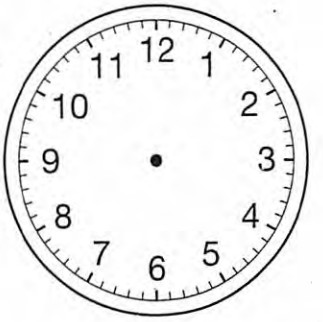
6 An analog clock shows the time is 8:28. Which statement is **not** true about the time?

- ○ **A.** The minute hand is between 2 and 3.
- ○ **B.** The hour hand is between 8 and 9.
- ○ **C.** 15 minutes have passed since 8:13.
- ○ **D.** In 12 minutes, it will be 8:40.

7 Mia goes to soccer practice at a quarter to four.
Write the time on the digital clock.



8 Draw the hands on the clock to show the time six twenty-three.



9 What time does the clock show? Mark all that apply.

- ○ **A.** eleven forty-six
- ○ **B.** twelve minutes before twelve o'clock
- ○ **C.** forty-eight minutes after eleven
- ○ **D.** twelve forty-eight
- ○ **E.** nine fifty-eight
- ○ **F.** two minutes before ten o'clock

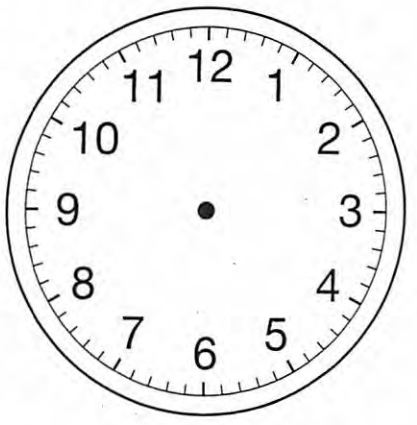
10 It takes Juan 17 minutes to walk to school. School starts at 8:15. What time should he leave his house to get to school on time?

11 Look at each start time and end time. Is the elapsed time 75 minutes? Select the boxes in the table.

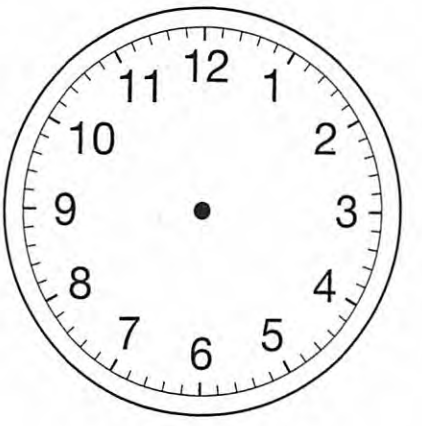
Time		Yes	No
Start time: 10:04	End time: 11:19	○	○
Start time: 5:31	End time: 6:36	○	○
Start time: 8:47	End time: 9:02	○	○
Start time: 12:52	End time: 2:07	○	○

12 Marcus worked on his homework on Saturday. He started at 20 minutes before 1:00. He worked for 30 minutes. He took a 5-minute break. Then he worked for 40 more minutes. Show the start and end times on the clocks.

Start Time



End Time

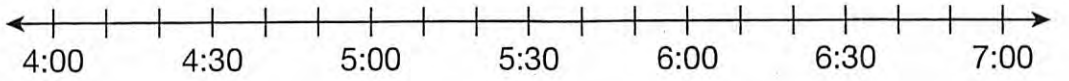


13 Danielle starts making cookies at 1:20. It takes 8 minutes to make the dough. The cookies bake for 10 minutes. Danielle lets the cookies cool for 6 minutes. Then she removes them from the pan. What time did Danielle remove the cookies from the pan? Explain how you found the answer.

14 Alicia starts a jigsaw puzzle at 4:30. It takes her 100 minutes to complete the puzzle.

Part A

What time does Alicia finish the puzzle? Show your work on a number line.



Alicia finishes the puzzle at _____.

Part B

Explain how you used the number line to find the time Alicia finished the puzzle.

Day21

Project Experiment

Design Your Experiment

Clearly write out the procedure you are going to follow. Remember that your experiment needs to follow the scientific process and that you need to have one variable that you are going to change (independent variable). There are three variables in a scientific experiment: independent, dependent, and controlled.
The *independent variable* is the one, and only one, variable you will change.
The *dependent variables* are those being observed and measured throughout the experiment.
The *controlled variables* are those that remain constant and allows you, the scientist, to understand how the experiment would react under normal circumstances.

Independent Variable:

_____

Dependent Variables:

_____

_____

_____

_____

Controlled Variables:

_____

_____

_____

_____

Day 21

Project Experiment

Materials

List *all* materials needed to complete the experiment. Be specific about type, size, brand, etc.

Day 21

Project Experiment

Procedure

Write out each step of your experiment. Remember to number each step and clearly explain what to do. Other scientists should be able to follow the same steps and get similar results.

Read the passage.

Day 22

Build Your Own Zoetrope

A zoetrope is a toy that plays a trick on your brain. When you look through a spinning zoetrope, the pictures inside seem to move.

It is easy to build a zoetrope. You can use items you have around your house. However, you will need an adult to help with some steps.

Materials

42-ounce round cardboard oatmeal container
scissors
ruler
black paint
black marker
white paper, 16 inches long by 2 inches wide
colored pencil, white or yellow
sharpened pencil
modeling clay
empty spool of thread

Directions

1. Use the scissors to cut the container in half. Ask an adult to help with this step. Save the bottom of the container. Recycle the other half.
2. Paint the outside and the inside of the container with black paint. Set the container aside to dry.
3. After the paint is dry, use the ruler and colored pencil to mark the top of the container. Make twelve marks around the edge. Space them evenly, like the numbers on a clock.
4. Use the ruler and colored pencil to draw twelve rectangles down the side of the container. Begin each line at the mark you made on the top of the container. Make each rectangle two inches long and about one-eighth inch wide. When you are done, the container should look like the drawing in Figure 1.

Figure 1

Day 22

5. Cut out the rectangles you drew. This will make slits. Ask an adult to help with this step.
6. Next, use the pointy end of the pencil to make a hole in the center of the container's base. Push the pencil most of the way through. Ask an adult to help with this step.
7. Make sure the eraser end of the pencil is inside the container.
8. Now, slide the empty spool of thread onto the pencil. Push the spool until it is just below the container. Then, put a lump of clay under the spool to hold it in place.
9. Try spinning the zoetrope. If it wobbles, add some clay to the top of the pencil.
10. Use the ruler to divide the piece of paper into twelve equal boxes. To do this, measure one and three-eighth inches from the end. Draw a line. Measure another one and three-eighth inches. Draw another line. Continue until your paper is marked as shown in Figure 2.

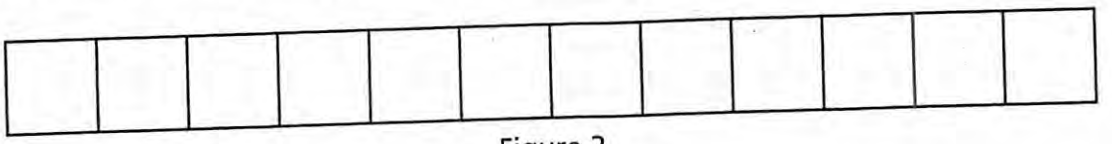


Figure 2

11. Use the black marker to draw a picture in each box. Make the pictures similar. But make sure each has a tiny change. Figure 3 shows an example. Each picture of the sun is slightly different from the one before it.

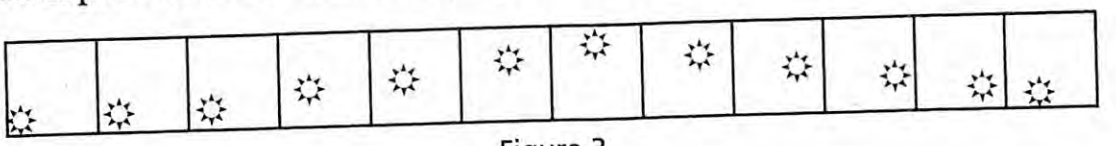


Figure 3

12. Tape your drawing inside the zoetrope. Make sure to line it up so that each picture is across from a slit.
13. Your zoetrope is ready! Spin the zoetrope slowly. Then spin it quickly. How does the movie change? If you used the pictures from Figure 3, you will see the sun rising and setting.
14. You can change the pictures in your zoetrope whenever you like.

Day 22

Answer the following questions.

6 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the author's opinion about building a zoetrope?

A. It is easy to build a zoetrope.

B. Zoetropes will hurt children's brains.

C. Children can build a zoetrope without any help.

D. The example in Figure 3 is the only good picture to use.

Part B

Which sentence from the passage supports the answer to Part A?

A. When you look through a spinning zoetrope, the pictures inside seem to move.

B. You can use items you have around your house.

C. Ask an adult to help with this step.

D. You can change the pictures in your zoetrope whenever you like.

7 How do the diagrams in "Build Your Own Zoetrope" help you better understand how to make a zoetrope? Choose **all** that apply.

A. They show what a finished zoetrope looks like.

B. They describe how to spin a zoetrope.

C. They show what different parts of a zoetrope look like.

D. They give more information about some steps in the process.

E. They tell what you need to make a zoetrope.

Day 22

8 Some of the steps to build a zoetrope are shown below, but they are out of order. Write 2, 3, 4, or 5 in each box to put the steps in the correct order.

1	Paint the outside and the inside of the container with black paint.
	Make each rectangle two inches long and about one-eighth inch wide.
	Slide the empty spool of thread onto the pencil.
	Set the container aside to dry.
	Make twelve marks around the edge.
6	Use a black marker to draw a picture in each box.

9 Which detail could **best** be added to step 5 to make the directions clearer?

A. You will be able to see the black inside the container.

B. Do not do step 6 before this step.

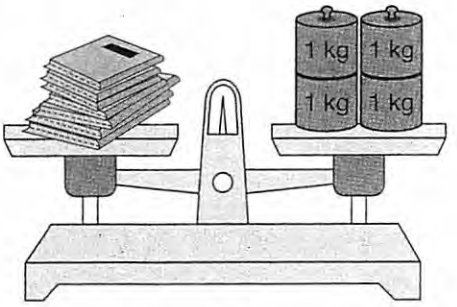
C. The slits should not be shaped like circles.

D. Remember that each slit should be the same width.

3 LESSON PRACTICE

Day 22

1 Denise is using a balance scale and weights to measure the mass. What is the mass of the stack of books?



- ○ **A.** 1 kilogram
- ○ **B.** 4 kilograms
- ○ **C.** 7 kilograms
- ○ **D.** 40 kilograms

2 Terrell is holding an object that has a mass of 3 kilograms. Which could be the object that Terrell is holding?

- ○ **A.** lamp
- ○ **B.** sofa
- ○ **C.** spoon
- ○ **D.** notebook

3 Which is the best estimate for the mass of an orange?

- ○ **A.** 2 grams
- ○ **B.** 200 grams
- ○ **C.** 2 kilograms
- ○ **D.** 200 kilograms

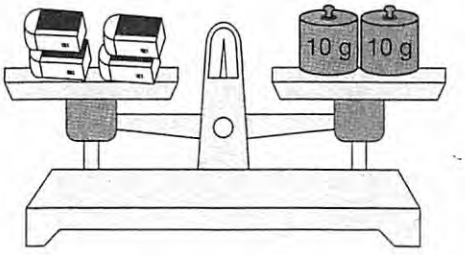
4 Miranda opened a new box of cereal. She and her brother ate 64 grams of cereal. There are 276 grams of cereal left. What was the mass of the cereal before Miranda and her brother ate the cereal?

- ○ **A.** 148 grams
- ○ **B.** 212 grams
- ○ **C.** 340 grams
- ○ **D.** 404 grams

5 Seth feeds his dog 4 kilograms of dog food per month. How much dog food does Seth feed his dog in 6 months?

- ○ **A.** 46 kilograms
- ○ **B.** 24 kilograms
- ○ **C.** 12 kilograms
- ○ **D.** 10 kilograms

6 Sarah measured the mass of 4 erasers. What is the mass of one eraser?



- ○ **A.** 20 grams
- ○ **B.** 14 grams
- ○ **C.** 10 grams
- ○ **D.** 5 grams

7 Should you use gram or kilogram to measure the mass of each object? Select the boxes in the table.

Object	Gram	Kilogram
spoon	○	○
suitcase	○	○
penny	○	○
light bulb	○	○
bowling ball	○	○

8 Compare the mass of each object to 1 kilogram. Write the object in the correct box.

spool of thread

backpack with books

box of toothpicks

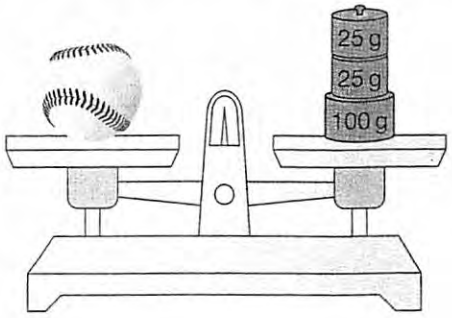
bag of potatoes

a desk

pair of socks

Less Than 1 Kilogram	Greater Than 1 Kilogram

9 Manuel measured the mass of a baseball on a balance scale.



What is the mass of a baseball?

☐ grams

10 A golf ball has a mass of 45 grams. A tennis ball has a mass of 58 grams. Which statement is true? Mark all that apply.

- ○ **A.** The mass of the tennis ball is 13 grams less than the mass of the golf ball.
- ○ **B.** The golf ball and the tennis ball have a combined mass of 103 grams.
- ○ **C.** Two golf balls have a mass of 88 grams.
- ○ **D.** Ten tennis balls have a mass of 580 grams.
- ○ **E.** The mass of two tennis balls is 26 grams greater than the mass of two golf balls.

11 A nickel has a mass of 5 grams. Find the mass of each set of nickels. Fill in the boxes to complete the sentences.

3 nickels = ☐ grams

10 nickels = ☐ grams

20 nickels = ☐ grams

12 The table shows the mass of some objects.

Object	Mass
cellphone	133 grams
crayon	22 grams
shirt	125 grams

What is the total mass of all the objects?

[ ] grams

13 Terri is mailing two packages. The gray package has a mass of 8 kilograms. The brown package has a mass that is 5 kilograms more than the gray package.

Part A

What is the mass of the brown package?

[ ] kilograms

Part B

What is the total mass of both packages?

[ ] kilograms

14 Ally says her cat has a mass of about 5 grams. Is she correct? Explain your answer.

15 Lucas measured the mass of several items. His results are shown below.

- One glue stick has a mass of 10 grams.
- One glue stick and 1 crayon have a mass of 25 grams.
- One crayon and 1 pencil have a total mass of 23 grams.

Part A

What is the mass of 1 crayon? Show your work.

Part B

What is the mass of 1 pencil? Show your work.

Part C

What is the total mass of 1 crayon, 1 pencil, and 3 glue sticks?

Show your work and explain your answer.

Day 22

Project Experiment

Conduct experiment

Scientists conduct an experiment many times in order to get the most accurate data, so make sure you also conduct your experiment multiple times. During your experiment you need to collect data and make observations. You will record these in your Experiment Log. After you have completed the experiment use your log to write down the data and observations below. In your log you will need to:

Collect Data - you will need to collect numerical data; that means you need to take measurements during the experiment. Measurements can be temperature, distance, height, etc. Creating a chart is a helpful way to organize your data. You will analyze the data later to determine the results of your experiment.

Make Observations - as you conduct your experiment you will use your senses (sight, smell, touch, etc.) and write down any observations you make during the process.

Observations

Day 22

Project Experiment

Data

Day 23

10 You have read two passages about zoetropes. The first passage gives information about how zoetropes work. The second passage tells how to build a zoetrope. Describe **three** ways that the information in the first passage helps you to understand the steps listed in the second passage. Support your response with reasons and evidence from both passages.

Write your answer on the lines below.

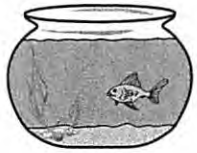
3 LESSON PRACTICE

Day 23

1 Which object has a capacity of about 2 liters?

○ **A.** 

○ **B.** 

○ **C.** 

○ **D.** 

2 Which would be best measured in liters?

○ **A.** a cup of milk

○ **B.** a bottle of medicine

○ **C.** a ladle of soup

○ **D.** a bathtub of water

3 A toilet uses 7 liters of water each time it flushes. How many liters of water does the toilet use in 10 flushes?

○ **A.** 17 liters

○ **B.** 70 liters

○ **C.** 107 liters

○ **D.** 710 liters

4 Which is the best estimate for the capacity of a juice box?

○ **A.** 20 liters

○ **B.** 20 milliliters

○ **C.** 200 liters

○ **D.** 200 milliliters

5 Chris mixed 65 milliliters of vinegar with 180 milliliters of oil to make salad dressing. How many milliliters of dressing did Chris make?

○ **A.** 115 milliliters

○ **B.** 145 milliliters

○ **C.** 200 milliliters

○ **D.** 245 milliliters

6 A hardware store received 5 crates of paint cans. Each crate has 6 liters of paint. How many liters of paint did the store receive?

○ **A.** 11 liters

○ **B.** 15 liters

○ **C.** 30 liters

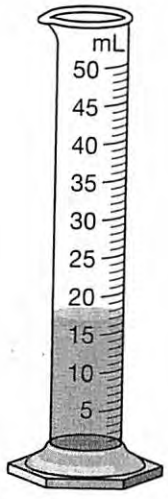
○ **D.** 56 liters

7 Which unit would you use to measure the liquid volume of each object?

Select the boxes in the table.

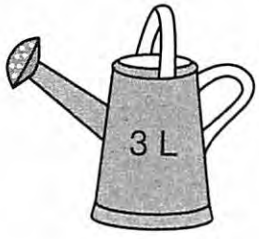
Object	Milliliter	Liter
spoon	○	○
coffee cup	○	○
fish aquarium	○	○
medicine dropper	○	○
washing machine	○	○
kitchen sink	○	○

8 How much liquid is in this container?



[ ] milliliters

9 Jenny filled a watering can 4 times to water her plants. The liquid volume of her watering can is shown below. How much water did she use to water her plants?



Jenny used [ ] liters to water all of the plants.

10 Write *milliliters* or *liters* to complete each statement.

A teaspoon has a liquid volume of 5 ☐.

A recycling bin has a liquid volume of 40 ☐.

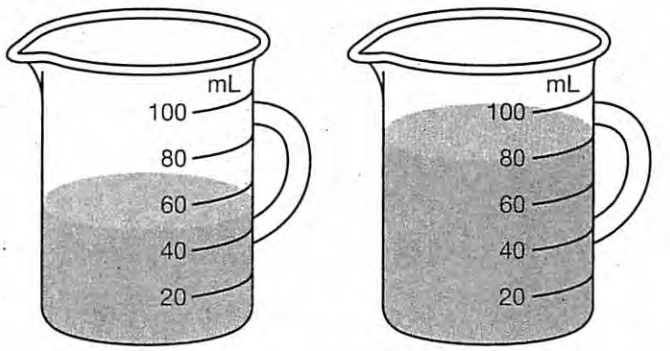
A paper cup has a liquid volume of 90 ☐.

A bottle of perfume has a liquid volume of 120 ☐.

A bathtub has a liquid volume of 150 ☐.

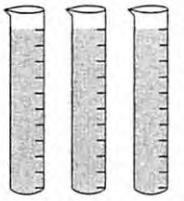
11 Use the liquid volume shown in each container below. Which is a true statement? Mark all that apply.

Container A **Container B**



- ○ **A.** The liquid volume of Container A is 50 milliliters.
- ○ **B.** The total liquid volume of both containers is 120 milliliters.
- ○ **C.** Container B has 30 milliliters more liquid than Container A.
- ○ **D.** If 15 milliliters of liquid is poured out of Container B, it would have a volume of 60 milliliters.
- ○ **E.** Container A has enough liquid to fill up three 20-milliliters tubes.

12 Madison has a pitcher with 600 milliliters of water. She poured 150 milliliters from the pitcher into 3 test tubes. She put the same amount of water in each test tube.



Part A

How many milliliters of water are in each test tube?

☐ milliliters

Part B

How many milliliters of water are left in the container after she filled the test tubes?

☐ milliliters

13 The table below shows the capacity of four containers.

Container	Capacity (in milliliters)
A	125
B	175
C	185
D	225

Which two containers have a total capacity of 400 milliliters?

Container ☐ and Container ☐

14 Elijah made a large pot of soup. Is it reasonable to say he made 200 milliliters or 2 liters of soup? Explain your answer.

15 Mrs. Padilla is making punch to serve at a school meeting. She uses the recipe shown below.

Party Punch Recipe

3 L fruit punch

3 L ginger ale

2 L orange juice

Part A

How many total liters of punch does the recipe make?

_____ liters

Part B

Mrs. Padilla has some pitchers to serve the punch. Each pitcher holds 2 liters. How many pitchers will Mrs. Padilla need to serve the punch she made? Explain your answer.

Day 24

3 LESSON PRACTICE

The picture graph shows the number of books read by 4 children. Use the graph for questions 1–3.

Number of Books Read

Carlos	4 books
Kayla	1 book
Jade	2 books
Keon	3 books

Key: Each book = 2 books

1 Who read exactly 4 books?

- ○ **A.** Carlos
- ○ **B.** Kayla
- ○ **C.** Jade
- ○ **D.** Keon

2 How many more books did Keon read than Jade?

- ○ **A.** 1
- ○ **B.** 2
- ○ **C.** 3
- ○ **D.** 5

3 How many books did the students read in all?

- ○ **A.** 10
- ○ **B.** 12
- ○ **C.** 20
- ○ **D.** 100

4 At the beach, Duane collected 20 shells, Sarah collected 8 shells, and Emma collected 16 shells. Which picture graph correctly shows the data?

○ **A.**

Shells Collected

Duane	6 shells
Sarah	4 shells
Emma	5 shells

Key: Each shell = 2 shells

○ **B.**

Shells Collected

Duane	5 shells
Sarah	2 shells
Emma	4 shells

Key: Each shell = 4 shells

○ **C.**

Shells Collected

Duane	5 shells
Sarah	2 shells
Emma	4 shells

Key: Each shell = 5 shells

○ **D.**

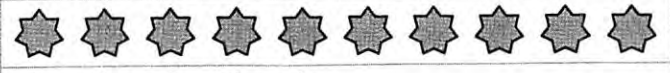
Shells Collected

Duane	2 shells
Sarah	1 shell
Emma	2 shells

Key: Each shell = 10 shells

5 The picture graph shows the number of different kinds of toys in a store.

Toys on Store Shelves

Board games	
Dolls	
Stuffed animals	
Puzzles	
Models	

Key: Each  = 5 toys

Which statement is true? Mark all that apply.

- ○ **A.** There are 40 dolls.
- ○ **B.** There are 45 board games.
- ○ **C.** There are fewer models than dolls.
- ○ **D.** There are 25 puzzles.
- ○ **E.** There are 3 more puzzles than there are models.

6 An art teacher asked her students to choose a shape to make a design. The table shows the number of students who chose each shape.

Shape	Number of Students
Triangle	6
Square	16
Rectangle	10

Kylie wants to make a picture graph. Each ✓ will stand for 2 students. How many check marks should she use for each shape?

Triangle: ☐ Square: ☐ Rectangle: ☐

7 The picture graph shows the number of tacos sold.

Number of Tacos Sold

Monday	
Wednesday	
Friday	

Key: Each  = 10 tacos

Write the number of tacos sold on each day in the table.

Lunch Day	Number Sold
Monday	
Wednesday	
Friday	

8 On a camping trip, Natalie saw 12 frogs and Jose saw 20 frogs. They want to make a picture graph to show the data. Which is the best key to use? Explain your reasoning.

Key: Each ● = 2 frogs **Key:** Each ● = 4 frogs **Key:** Each ● = 5 frogs

9 Parents at Center School were asked if they liked summer or winter vacations best. Mario wants to make a picture graph.

Season	Number of Votes
Summer	20
Winter	40

Part A

Mario will draw one sun for every 5 votes. How many suns should he draw for summer? Show your work.

Part B

Mario changed his mind. He will draw one sun for every 10 votes. How many suns should he draw for winter? Show your work.

Part C

Is there another key that is reasonable to use with this data? Explain your answer.

LESSON 11

Day 25

Writing Foundations

1 GETTING THE IDEA

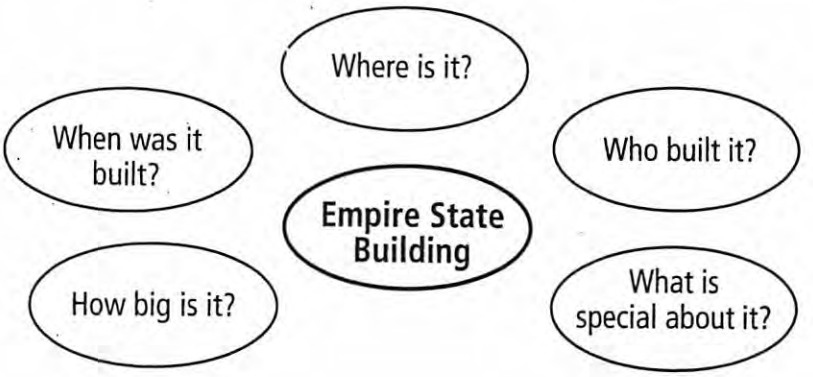
In school, you write different kinds of texts—stories, reports, or opinions. No matter what you write, there are five steps you can follow to make your final piece the best it can be. These steps are called the "writing process." The five steps are prewriting, writing, revising, editing, and publishing.

Prewriting

The first step in the writing process is prewriting. **Prewriting** is when you decide on a topic and on what you want to say about it. The **topic** is the subject of a text.

Choosing a Topic Choose a topic that is not too big and not too small. For example, the topic "Famous Buildings" is too big. There are too many famous buildings to write about. The topic "Height of the Empire State Building" is too small. You could write about this topic in just a few sentences. The topic "Empire State Building" is a good topic. It is not too big or too small.

Use a graphic organizer to plan what you want to say about your topic. Look at the web below. How does asking questions help you figure out what to include? Underline the topic, and draw an arrow from the topic to each question.



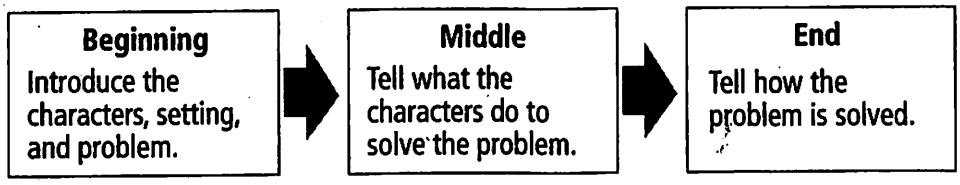
Day 25

Deciding on a Task and Purpose Prewriting is also when you decide on your task and purpose. The **purpose** is the reason for writing. Here are some kinds of writing tasks and their purposes. Keep your task and purpose in mind throughout the writing process.

Task	Purpose
opinion piece	to state an opinion on a topic and give reasons to convince readers to think the same way or to take action
informational text	to inform readers about a topic using facts, examples, and other details that support the main idea
narrative	to entertain readers with a story about real or made-up characters and events

Planning a Narrative A **narrative** is a story. Every good story has a beginning, a middle, and an end. The beginning introduces the **characters** (the people or animals in your story), the **setting** (where and when the story takes place), and the problem to be solved. The middle of the story tells what the characters do to solve the problem. Most of the **plot**, or story events, happens in the middle. The end of the story is the **resolution**, or how the characters solve the problem.

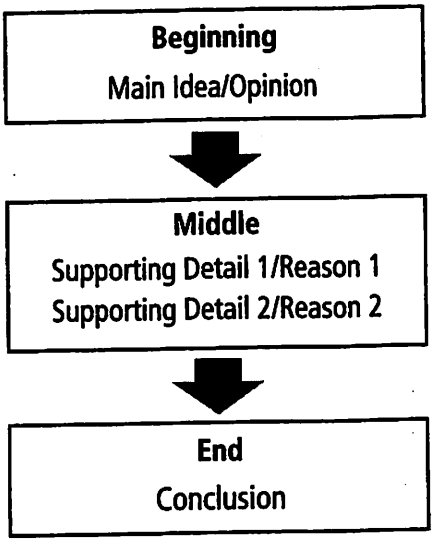
You can use a flowchart like the one below to help you plan your story.



Day 25

Planning Informational Texts and Opinion Pieces

Informational texts and **opinion pieces** also have a beginning, a middle, and an end. In the beginning, state the main idea or opinion. In the middle, give reasons or evidence to support the main idea or opinion. At the end, state the main idea or opinion again. You can use a graphic organizer like this one to help you plan your writing.



Writing

The second step in the writing process is writing. **Writing** is getting your ideas down on paper. This is called a **first draft.** In a first draft, you will probably make mistakes. That's OK. It is more important to get your ideas down first and fix mistakes later. Sometimes, you may not have time to rewrite your draft. So follow your writing plan closely and write neatly.

Revising and Editing

When you **revise**, you make your writing better. You can add more facts or details or take out facts and details that do not belong. You can look for places to add linking words or time-order words to connect ideas and events. You can check your word choices to be sure you have expressed your ideas clearly. If possible, ask a classmate to read your draft and suggest ways to improve it.

Day 25

When you **edit**, you correct mistakes in spelling, grammar, capitalization, and punctuation. If you think a word may not be spelled correctly, check the spelling in a dictionary. Reread your work a few times. Does anything *sound* wrong? Doing this will help you spot common errors in grammar.

Reviewing Your Work Sometimes, you may have to revise and edit in the same step. Use this checklist to help you.

- ☐ Do I state my main idea or opinion clearly?
- ☐ Do I use enough details or reasons to support my main idea or opinion?
- ☐ Do I present my ideas in a way that makes sense?
- ☐ Do I express my ideas clearly?
- ☐ Does my writing have a clear beginning and ending?
- ☐ Is my writing free of grammar, spelling, capitalization, and punctuation errors?

Publishing

The last step is publishing. **Publishing** is making a final copy of your writing. You can either write it neatly on lined paper or use a computer to write it. The final copy should include all the changes you made in the revising and editing steps.

Language Spotlight • Conjunctions

A **conjunction** is a word, such as *and, or, but,* or *so,* that joins other words or groups of words. Using conjunctions in your writing helps you connect ideas. Read the following sentences. The underlined words are conjunctions. What two ideas does each connect? Circle the parts of each sentence that the conjunction connects.

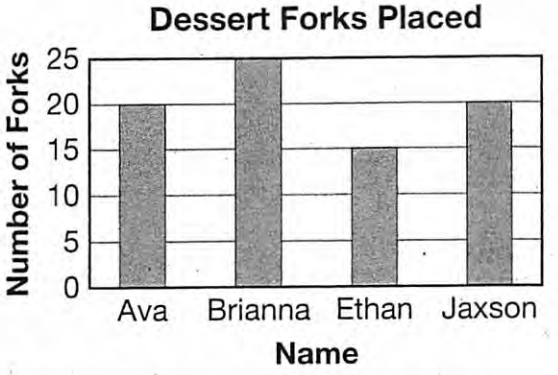
Jack and Jill rode the elevator to the top of the building.

Jack enjoyed the ride, but Jill did not.

Will the twins enjoy the view, or won't they?

Day 25

The bar graph shows the number of forks four children put on tables for a party. Use the graph for questions 1–3.



1. Who placed exactly 15 forks?

- ○ **A.** Ava
- ○ **B.** Brianna
- ○ **C.** Ethan
- ○ **D.** Jaxson

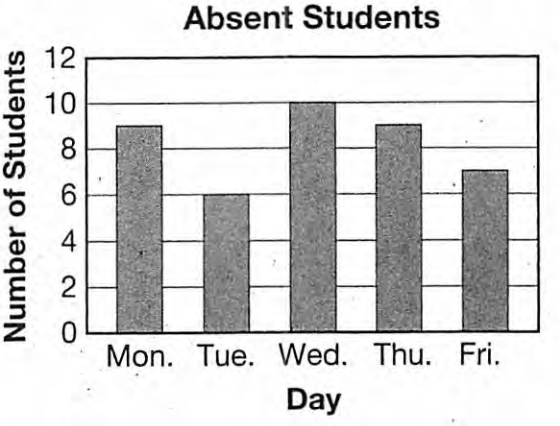
2. How many more forks did Brianna place than Ava?

- ○ **A.** 1
- ○ **B.** 5
- ○ **C.** 25
- ○ **D.** 45

3. How many forks did the children place in all?

- ○ **A.** 40
- ○ **B.** 45
- ○ **C.** 50
- ○ **D.** 80

The bar graph shows the number of students absent each day for one week. Use the graph for questions 4–6.



4. Which day had the least number of students absent?

- ○ **A.** Tuesday
- ○ **B.** Wednesday
- ○ **C.** Thursday
- ○ **D.** Friday

5. What was the most number of students absent in one day that week?

- ○ **A.** 12
- ○ **B.** 10
- ○ **C.** 9
- ○ **D.** 8

6. On which day were there 3 more students absent than on Friday?

- ○ **A.** Monday
- ○ **B.** Tuesday
- ○ **C.** Wednesday
- ○ **D.** Thursday

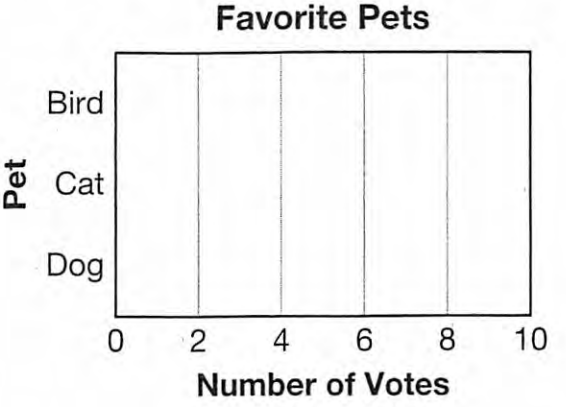
7 A teacher asked his students which pet they prefer: cat, dog, or bird. The students' responses are shown below.

dog cat cat dog dog dog bird cat cat cat dog dog cat dog bird dog

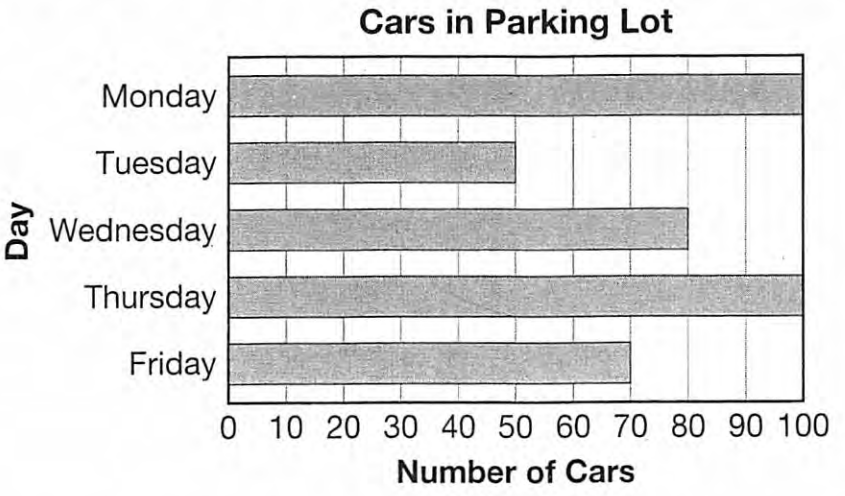
Count the votes for each pet. Fill in the table, and complete the bar graph.

Favorite Pets

Pet	Number of Votes
Bird	
Cat	
Dog	



8 The graph shows the number of cars in the parking lot each weekday.



Which statement about the data is true? Mark all that apply.

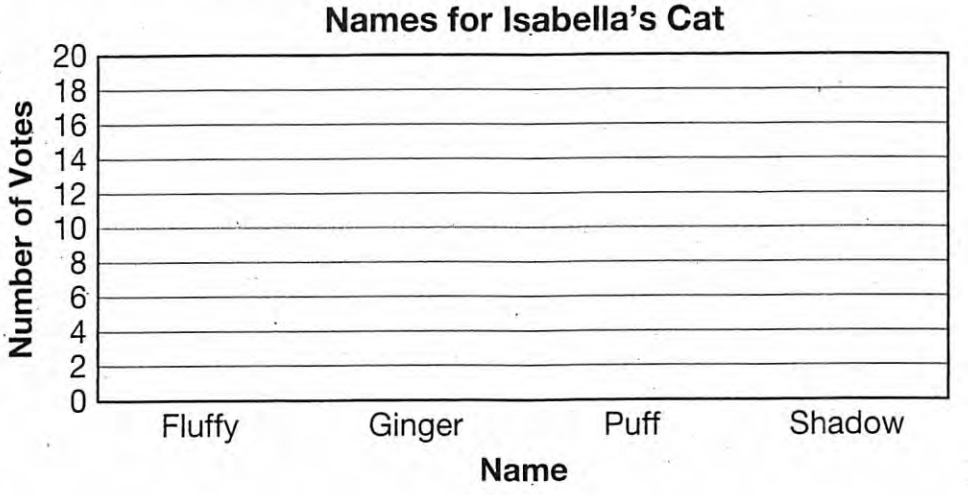
- ○ **A.** The fewest number of cars were parked on Tuesday.
- ○ **B.** There were more cars in the lot on Friday than on Wednesday.
- ○ **C.** The same number of cars were parked on Monday and Thursday.
- ○ **D.** There were 400 cars parked in the lot in that week in all.
- ○ **E.** There were 70 cars parked on Wednesday.

Use the table below for problems 9–10.

Names for Isabella's Cat

Name	Fluffy	Ginger	Puff	Shadow
Number of Votes	8	10	16	4

9 Isabella just got a cat and needs to name it. She asked her friends to vote for the name they liked best. Isabella put the results in a table. Complete the bar graph to show all the results.



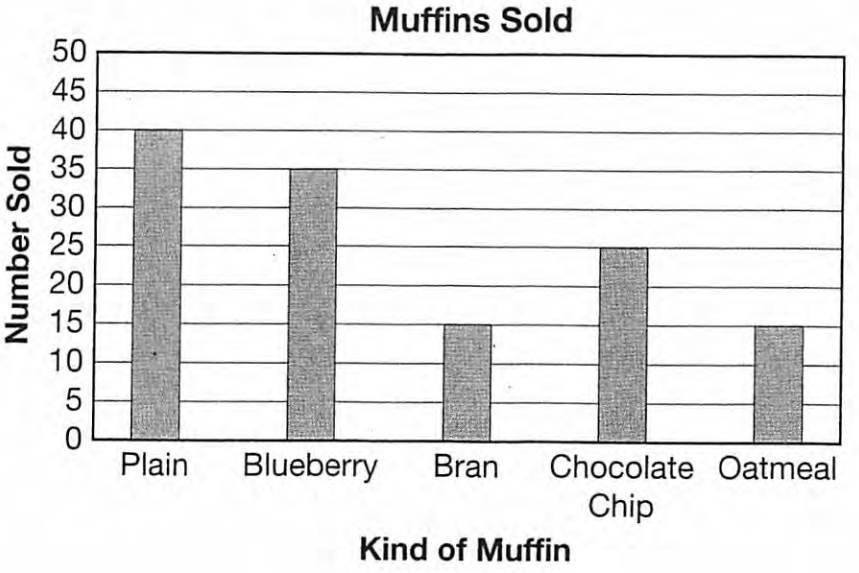
10 Write a number to make each statement true.

Puff received ☐ votes.

Puff received ☐ more votes than Shadow and ☐ more votes than Fluffy.

Puff received ☐ more votes than Shadow and Fluffy combined.

A bakery made a bar graph to show the number of muffins sold in the morning. Use the graph for problems 11 and 12.

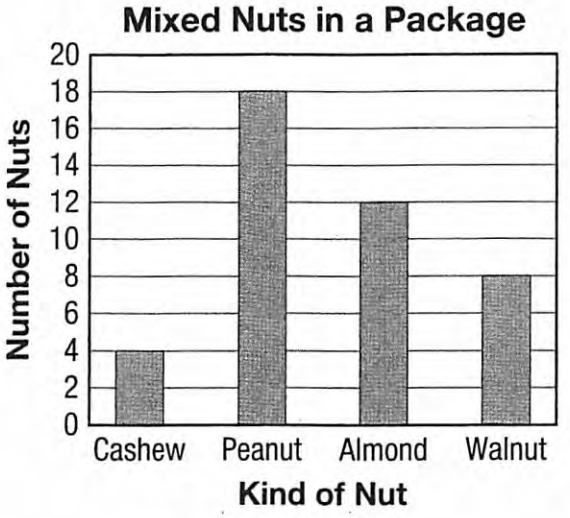


11 Which statement about the muffin sales is true? Mark all that apply.

- ○ **A.** More plain muffins were sold than any other kind.
- ○ **B.** Twenty-five chocolate chip muffins were sold.
- ○ **C.** More bran muffins than oatmeal muffins were sold.
- ○ **D.** Twenty more bran muffins than blueberry muffins were sold.
- ○ **E.** Ten fewer chocolate chip muffins than blueberry muffins were sold.

12 Suppose the bakery wants to use a scale of 10 to show the data. How will the bar graph look different? Explain your answer.

13 Matt and Emma counted the number of different kinds of nuts in a package of mixed nuts. The bar graph below shows their data.



Part A

How many nuts were in the package in all? Show your work.

Part B

How many more peanuts and almonds were in the package than cashews and walnuts? Explain how you found your answer.

Day 25

Project Results

Determine the Results

Now it is time to review your data and observations to find out what happened during the experiment. Think about the best way to show your data: bar graph, line graph, chart, etc. and then create a table or a graph below. This visual will help you analyze your data for trends.

Results

Use this space, or a separate sheet in your notebook, to sketch 1 or more tables, charts, or graphs to analyze your data.

Day 25

Project Results

Determine the Results

You will also write out the results of each test in the experiment in paragraph form using complete sentences. Make sure that you include the numerical data (measurements) as well as any other important observations that you made.

Day 25

Project Conclusions

Draw Conclusions

Analyze the results and determine how the results helps you answer your project question. Write your answer in a complete sentence using the question to begin your answer. You also need to tell whether your hypothesis was supported or if the results contradict the hypothesis. If it was not supported, explain why you think so. End this paragraph by saying how you would change or improve your experiment in the future.

Answer to your project question: _____

_____

_____

_____

Did the results support or contradict the hypothesis? Explain. _____

_____

_____

_____

How would you improve or change the experiment? _____

_____

_____

_____

_____

_____

Riverside Traditional School (May Week 2)

Dear 3rd Grade Families and Students,

This packet is created for my students to review what we have been learning this year This packet contains materials for math, reading, science, and a weekly family activity. (The Common Core/Performance Coach books/Science Packet/Extra Work Packet)

For the month of May, our goal is to stay in touch through [zoom/email/phone/text] at least once a day or at least once a week.

However, we also included our contact information and a schedule of the best time to contact us if you need any additional support.

Questions & Answers:

How can we get a hold of you?

Answer: If students need help or have questions, the student or parents can Dojo or email me give me a text or call at my personal number

Ms. Porras cporras@riverside.k12.az.us at any time 928-287-6719	Mrs. Cruce Acruce@riverside.k12.az.us 602-410-2632	Mrs. Bell Mrs.Bell1130@yahoo.com

Do we turn in work that we have done?

Answer: Please take a picture and upload it to Dojo or scan it and email it to me or do it on a word document and email it to me any time during the week but all is due by FRIDAYS by MIDNIGHT. If you are not on Dojo or have email access, please keep all work done for class until further notified.

What is Zoom and when does my student need to go on it?

Answer: Zoom provides a remote conferencing service that combines video conferencing, online meetings, chat, and mobile collaboration. All 3rd grade teachers will be reviewing work going over questions and doing mini lessons through this communication.
We will be Zooming Monday-Friday from 9am-3pm class dojo your teacher for more specifics.
(keep in mind it might change if we have meetings or be cancelled, we will make sure to notify you the day before)
You will receive Zoom invites over Dojo, please let me know because I may not have a current phone number for you or email.

Teachers will add the Resources/Usernames/Passwords for students

Student Resources For Learning:

- Zoom: for live class lessons and teacher chat/help.
  - Step 1: go to zoom.com
  - Step 2: Go to 'Join a Meeting-Login'
  - Step 3: Enter the Meeting ID provided by teacher on or before scheduled days of meeting
  - Step 4: Accept the audio and microphone. The meeting will begin on it's own.

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
Skill/standard/Objective **ELA-** I can answer questions to show that I understand the information that I am reading. RI.3.1 **Print practice** **ELA Common Core-** Read "A Visit to the Space Needle" pg. 156-157 Answer Questions 1-5 pgs. 158-160 **Math-Line Plot 3.MD.B.4** I can create a line plot from measurement data. **Print practice** **Math Common Core-** Line plots pages 261-272 **On line practice** ixl-math ixl-science	**Skill/standard/Objective:** **ELA-** I can answer questions to show that I understand the information that I am reading. RI.3.1 **Print practice** **ELA Common Core-** Read "From Doodle to Icon" pg. 161-162 Answer Questions 1-4 pgs. 163-164 **Math- Perimeter 3.MD.D.8** I can solve real world math problems using what I know about how to find perimeter of shapes. **Print practice** **Math Common Core-** Perimeter pages 274 –282 **On line practice** ixl-math ixl-science	**Skill/standard/Objective** **ELA-** I can answer questions to show that I understand the information that I am reading. RI.3.1 **Print practice** **ELA Common Core-** Read both articles again and answer question #5 pg. 165 in an opinion writing format. Remember it is asking you for a Letter. **Math-Understanding Area 3.MD.5a** I can understand that one way to measure plane shapes is by the area they have. **Print practice** **Math Common Core-** Understand-ing area pages 283-291 **On line practice** ixl-math ixl-science	**Skill/standard/Objective****ELA-** I can answer questions to show that I understand the information that I am reading. RI.3.1 **Print practice** **ELA Common Core-** Lesson 12 Read and takes notes on Write about Texts pgs. 168-170 **Math- Area of a Figure 3MD.C.7.a** I can find the area of a rectangle using square tiles and also by multiplying the two side lengths. **Print practice** **Math Common Core-** Area and Figures pages 292-303 **On line practice** ixl-math ixl-science **Skill/standard/Objective:** SCIENCE- I can plan and conduct an investigation to produce data to	**Skill/standard/Objective:** **ELA-** I can answer questions to show that I understand the information that I am reading. RI.3.1 **Print practice** **ELA Common Core-** Read "Donkey and Friends Find a New Home" pg. 171-172 Answer Questions 1-4 pgs. 174-175 **Math-Perimeter and Area of Rectangles -3MD.C.7.a** I can find the area of a rectangle using square tiles and also by multiplying the two side lengths. **Print practice** **Math Common Core-** Perimeter and area of rectangles pages 304-313 **On line practice** ixl-math ixl-science

2 COACHED EXAMPLE

Day 26

Read the passage.

A Visit to the Space Needle

Paulo grasped his grandmother's hand as his older sister Belen ran ahead.

"Hurry up," Belen called. "I can't wait to get to the top of the Space Needle."

Paulo looked worried. "Don't worry," said Grandma. "It's perfectly safe. Over a million people go to the top of the Space Needle every year."

"Why?" asked Paulo. "What's so special about it?"

"Well," Grandma explained, "there's a beautiful view of the city of Seattle from the top, and it's very historic."

"What makes it historic?" asked Belen.

"I remember when it was being built in 1961. I was going to college here at the time. It was the centerpiece of the 1962 World's Fair."

"You mean like an amusement park?" Paolo asked. Suddenly, he looked interested.

"There were some rides at the World's Fair, but it was mainly to celebrate science and the future," answered Grandma. "They called it 'Century 21.'"

Grandma bought tickets at the window. "Whew!" she said. "Prices sure have gone up. Back in 1962, it cost only one dollar to ride to the top."

Day 26

Belen read from the information brochure. "It says here that almost 12,000 people a day rode the Space Needle during the fair. It also says the needle is 605 feet high!"

"It used to be the tallest building west of the Mississippi," Grandma added.

Paulo hesitated at the door of the outside elevator. "Is this safe?"

"Of course, it's safe," Belen said. "I just read that each elevator has seven cables, even though it needs only one."

Grandma guided the children onto the elevator and watched as they looked excitedly out the window. Forty-three seconds later, the elevator stopped 520 feet from the ground.

"Walk. Don't run!" Grandma warned as Paulo and Belen stepped onto the observation deck. Grandma followed behind the children as they went from one window to another.

Grandma looked in amazement at the safety grid around the platform. She didn't want to tell the children that the observation deck used to be strictly open air with only a handrail to keep people from falling over the side.

"What's that water over there?" asked Paulo.

Belen was quick to answer. "It's Puget Sound. I read about it in school."

"That's right!" smiled Grandma. "And for being so smart, I think I'll take you to Sky City, the revolving restaurant, for a snack when we're done here. We might even go to the Space Base to get some souvenirs."

Paulo and Belen both grinned from ear to ear.

Day 26

Answer the following questions.

1 Read what each character said. Then, follow the directions below.

GRANDMA: Prices sure have gone up.

BELEN: It's Puget Sound. I read about it in school.

PAULO: Is it safe?

Write one sentence about each character. Tell what he or she is like, based on the dialogue above.

Write your sentences on the lines below.

Hint Consider what you learn about the characters from what they say.

2 Read the paragraph from the passage and the directions that follow.

"There were some rides at the World's Fair, but it was mainly to celebrate science and the future," answered Grandma. "They called it 'Century 21.'"

Circle **two** conjunctions in the paragraph.

Hint A conjunction is a word that connects words or ideas in a sentence.

Day 26

3 The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

What was the author's purpose for writing "A Visit to the Space Needle"?

A. to explain how the Space Needle was built

B. to inform readers about facts about the 1962 World's Fair

C. to narrate a story about a visit to the Space Needle

D. to persuade readers to visit the Space Needle

Part B

Which type of writing does the writer use in this passage to support the purpose from Part A?

A. a historic text

B. a realistic story

C. a persuasive article

D. a nonfiction description

Hint Think about what happened in the passage. How does this relate to the author's purpose?

Day 26

4 The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which of the following characters was fearful about visiting the Space Needle?

A. Grandma

B. Belen

C. Paulo

D. None of these.

Part B

Which sentence from the passage supports the answer to Part A? Choose **all** that apply.

A. Paulo grasped his grandmother's hand as his older sister Belen ran ahead.

B. Belen read from the information brochure.

C. Paulo hesitated at the door of the outside elevator.

D. Grandma looked in amazement at the safety grid around the platform.

Hint Think about each character's traits, or qualities. Part A asks you to identify the character who was fearful. To answer Part B, think about what the character did to show he or she was fearful.

5 How did the author organize events in this passage?

A. in sequence with dialogue that shows what the characters do

B. with causes and effects that explain why the Space Needle was built

C. with paragraphs that tell an opinion about the Space Needle and reasons for the opinion

D. with descriptive paragraphs that provide details about what the Space Needle looks like

Hint Think about what you know about narratives and how they are organized. What clues can you use to tell how this passage is organized?

3 LESSON PRACTICE

Day 26

Students looked at a block and guessed its length. Their guesses are recorded in the table. They will make a line plot. Use the table for questions 1–3.

Length (in inches)	Number of Students
3	5
$3\frac{1}{2}$	8
4	6
$4\frac{1}{2}$	0
5	1
$5\frac{1}{2}$	1

1 In the line plot, which length will have the tallest column of Xs?

- ○ **A.** $3\frac{1}{2}$ inches
- ○ **B.** 4 inches
- ○ **C.** $4\frac{1}{2}$ inches
- ○ **D.** 5 inches

2 In the line plot, how many Xs in all will there be for 4 inches and longer?

- ○ **A.** 2
- ○ **B.** 6
- ○ **C.** 8
- ○ **D.** 19

3 How many Xs will be in the line plot in all?

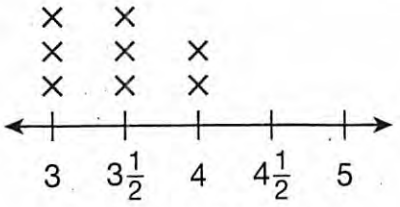
- ○ **A.** 6
- ○ **B.** 19
- ○ **C.** 21
- ○ **D.** 22

4 Jessica measured her figurines in inches. The results are listed below.

3	$4\frac{1}{2}$	4	$4\frac{1}{2}$
$4\frac{1}{2}$	3	3	4

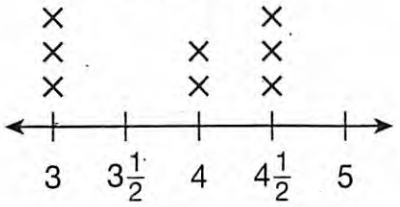
Which line plot correctly shows the data?

○ **A.**



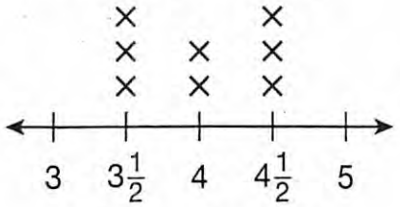
Length (in inches)

○ **B.**



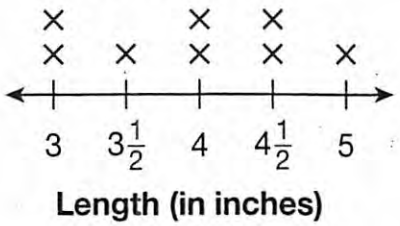
Length (in inches)

○ **C.**



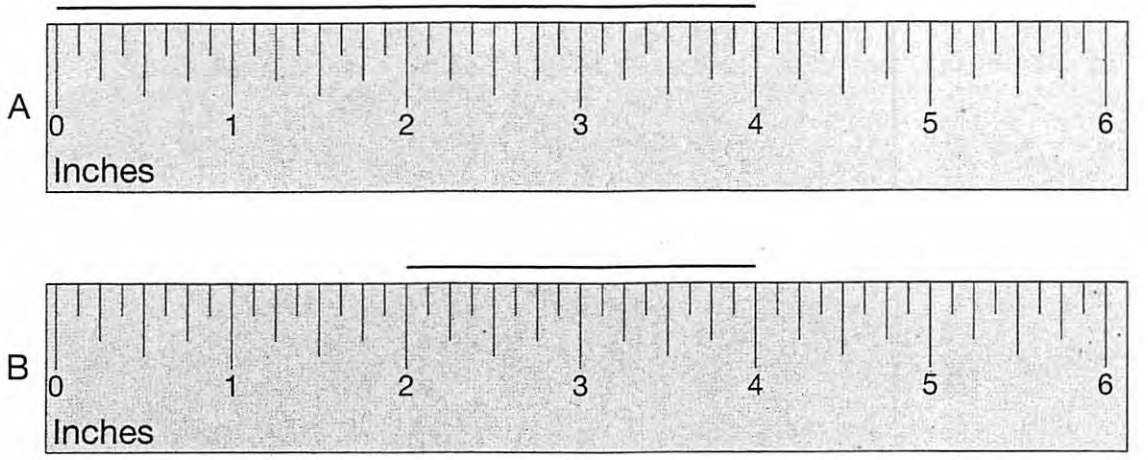
Length (in inches)

○ **D.**



Length (in inches)

5 Alex and Bianca measured the lines with a ruler. Alex measured Line A. Bianca measured line B.



Is the statement about the measurements true? Select the boxes in the table.

Statement	True	False
Line A is 5 inches long.	○	○
Line B is 2 inches long.	○	○
Lines A and B are the same length.	○	○
Line A is 2 inches longer than Line B.	○	○
Line A and Line B have a total length of 8 inches.	○	○

6 Draw a line plot for these data.

2	2	$\frac{1}{2}$	1	$2\frac{1}{2}$
$2\frac{1}{2}$	2	$2\frac{1}{2}$	1	$1\frac{1}{2}$
$1\frac{1}{2}$	$1\frac{1}{2}$	$\frac{1}{2}$	$1\frac{1}{2}$	2
2	2	$2\frac{1}{2}$	$\frac{1}{2}$	$2\frac{1}{2}$

The numbers below are the lengths, in inches, of some magnets. Use the data for problems 7–8.

$3\frac{1}{4}$	$2\frac{1}{4}$	$2\frac{1}{4}$	$2\frac{2}{4}$	$3\frac{1}{4}$	$3\frac{1}{4}$	$2\frac{2}{4}$	3	$3\frac{1}{4}$	$2\frac{2}{4}$

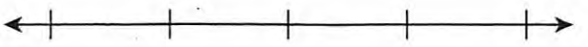
7 Record the number of magnets of each length in the table.

Magnet Measurements

Length (in inches)	Number of Magnets
$2\frac{1}{4}$	
$2\frac{2}{4}$	
$2\frac{3}{4}$	
3	
$3\frac{1}{4}$	

8 Display the data from the table on a line plot.

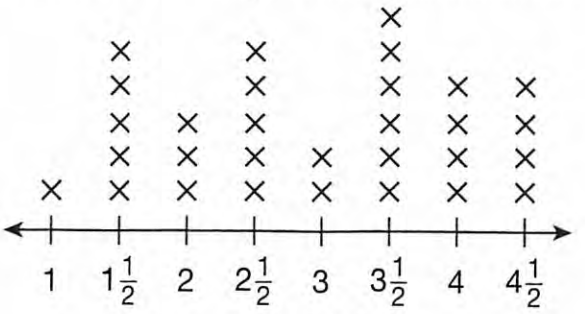
Magnet Measurements



Length (in inches)

The line plot shows data about the lengths of small objects in a classroom. Use the line plot for problems 9–10.

Classroom Object Measurements



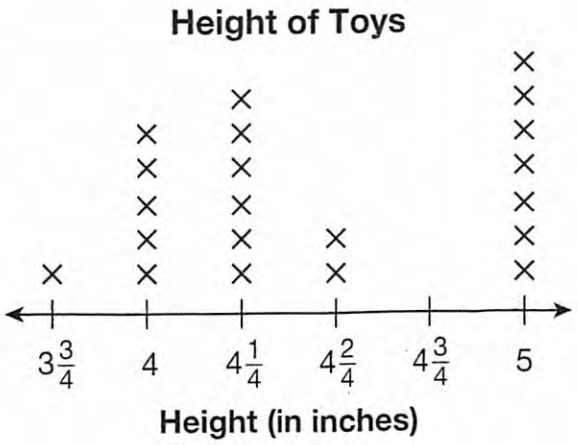
Length (in inches)

9 Which statement about the line plot is true? Mark all that apply.

- ○ **A.** There were 3 objects that measured 3 inches.
- ○ **B.** There were 8 objects that measured either 2 or $2\frac{1}{2}$ inches.
- ○ **C.** There were 5 objects that measured from 1 to $1\frac{1}{2}$ inches.
- ○ **D.** The same number of objects measured $1\frac{1}{2}$ inches and $2\frac{1}{2}$ inches.
- ○ **E.** Each X stands for one measurement, so there were 30 measurements.

10 Are there more objects that were 2 inches or shorter or more objects that were 4 inches or longer? Explain your answer.

11 The line plot shows the number of toys of different heights that are in Jacob's toy chest.



Part A

Use the line plot to fill in the data table.

Height of Toys

Height (in inches)	Number of Toys
$3\frac{3}{4}$	
4	
$4\frac{1}{4}$	
$4\frac{2}{4}$	
$4\frac{3}{4}$	
5	

Part B

Jacob found 2 more toys that are each $3\frac{1}{4}$ inches tall. How can he show that on the line plot? Explain your answer.

Day 26

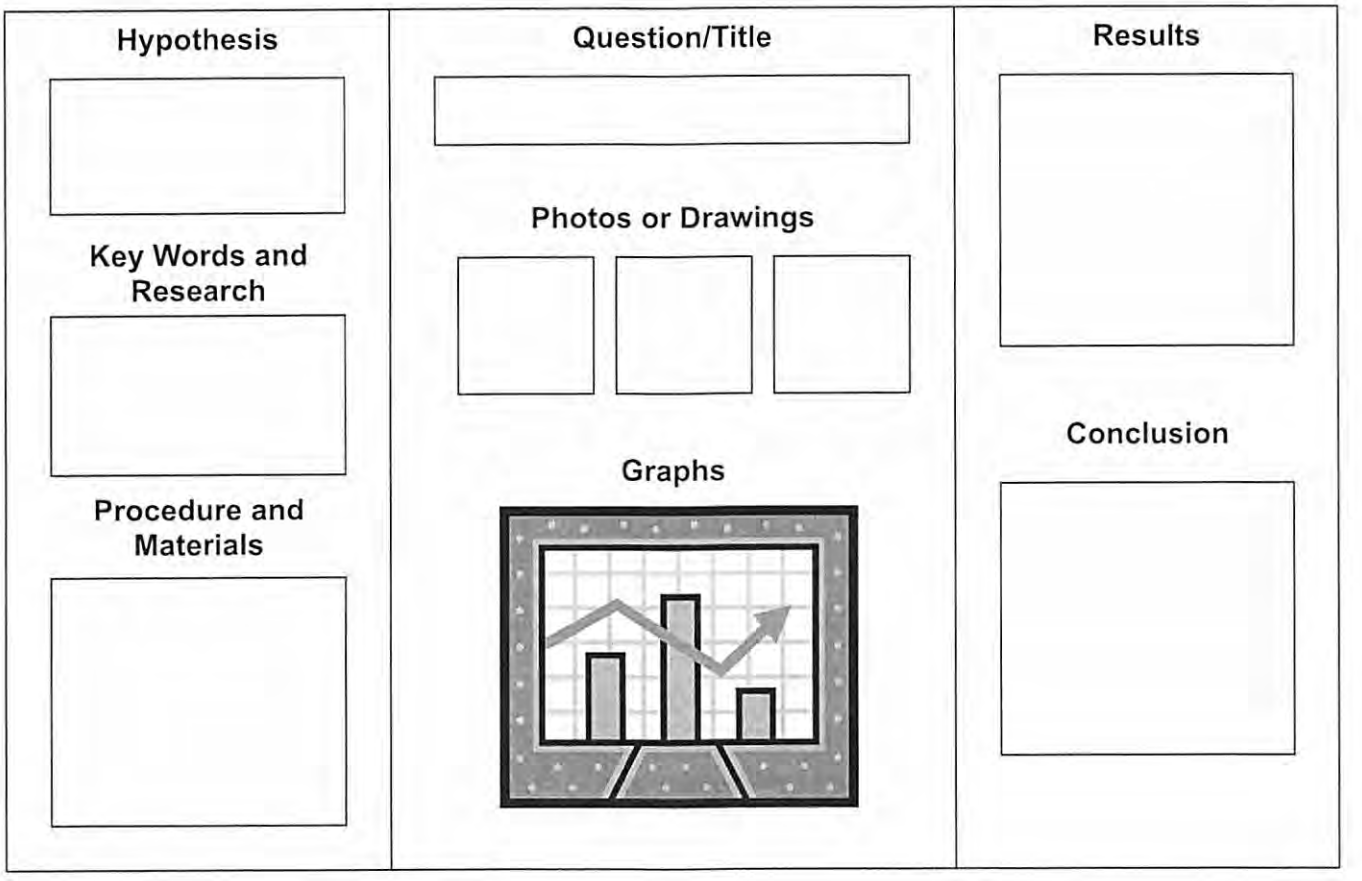
Project Presentation

Display board

Now that you have completed your experiment you will begin setting up your display board to communicate the results of your experiment to others. Remember, the board is graded on the information you present, not how colorful or pretty it looks. Your display board must have ALL of the following components located in the same places.

Other board guidelines:

- Font should be easy to read and at least a size of 16pt or greater.
- Photos should not include faces of students.
- Information on the board can be typed or written neatly by hand.



Dec 26

Displaying a Science Fair Project

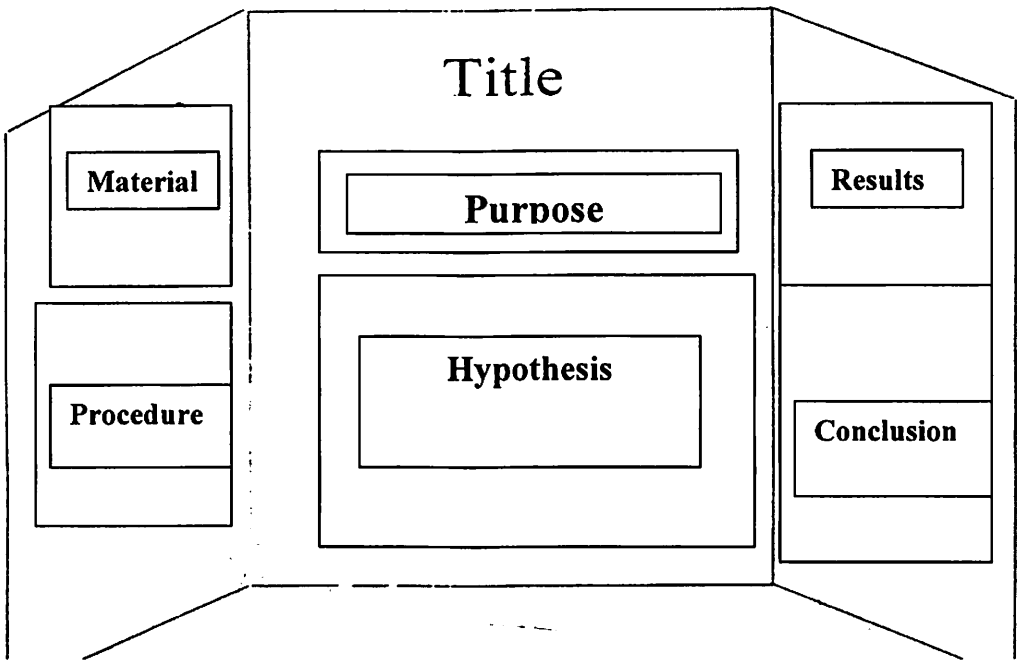
Teacher: Reproduce this page and the "Science Fair Time Line" page. Send them home with students to inform parents about the science fair and to help students prepare their projects. You may wish to use this chart with Frank Schaffer's *The Scientific Method* bulletin board set (FS-9492) and *Work Like a Scientist* chart (FS-2427).

Day 26

CHECKLIST
PROJECT POSTER BOARD

1. **Statement of Purpose** – State the purpose of the project **in the form of a question.**
2. **Hypothesis** – State the hypothesis (educated guess that answers the project question)
3. **Materials** – List the materials used in the experiment
4. **Procedure** – Describe how the experiment was carried out. Provide a step-by-step explanation of how you conducted the experiment. Include drawings or photographs to help clarify your procedures.
5. **Data/Results** – Present data tables and graphs that show the outcome of your experiment
6. **Conclusion** – compare your results to your hypothesis. Did you findings support your hypothesis or not?

Miscellaneous: Be sure to include name(s)
Include photographs or drawings
This is a visual way to communicate to others so take your time and do a good job.



Day 27

LESSON PRACTICE

Use the Reading Guide to help you understand the passage.

From Doodle to Icon

Reading Guide

Why was the Space Needle built in Seattle?

How was the needle built?

What was the author's purpose for writing this passage? How do you know?

The Space Needle in Seattle, Washington, is like the Eiffel Tower in Paris, France, in some ways. Both are icons, or symbols, for their cities. And both were built for World's Fairs.

A Big Idea

Seattle was chosen to host the 1962 World's Fair. It was a big deal. A man named Edward Carlson became chairman of the fair. On a trip to Germany, he had seen the Stuttgart Tower. It had a restaurant and an observation deck. Stuttgart Tower gave Carlson an idea. He drew his idea on a paper placemat. That doodle became the idea for the design of the Space Needle. The design was approved just eighteen months before the fair was to open.

Seattle had to move fast to get everything done on time. The planners had no permits, no money, and no place to build. Five men came to the rescue. They paid for the land and the construction.

The Work Begins

Work on the Space Needle began just one year before the fair's opening. Workers used no nets, harnesses, or other safety gear during construction. Fortunately, no one was killed. It's hard to believe that the 605-foot tower was built in such a short time.

The elevators were unique for 1962. They were on the outside of the tower and had windows. The last elevator was put in place the day before the fair opened.

Day 27

Reading Guide

How has the Space Needle changed over the years?

Why is the Space Needle still important today?

How do the headings help you understand the passage?

Even though the needle was built quickly, it was built to be safe. It can take winds up to 200 miles per hour. A major earthquake won't knock it down. Twenty-five lightning rods on the roof protect it from lightning. In addition, the elevators slow down in high winds. Each one has seven cables, although one could do the job. If all seven cables broke, a special brake would lock the elevator in place.

The Space Needle has a revolving restaurant 500 feet above the ground. It was only the second revolving restaurant in the world in 1962. The whole restaurant does not go around. Only the floor next to the windows moves around in a circle. The people sitting by the windows have a changing view. The restaurant was called the Eye of the Needle.

Changes

For its anniversary in 1982, the Space Needle made some changes. The revolving restaurant and the top level were redone. The biggest change was the addition of the SkyLine Level. It was part of the original design but wasn't built until twenty years later. The SkyLine Level is a restaurant for large groups of people. It is 100 feet above the ground.

In 1992, Seattle celebrated the New Year with fireworks from atop the Space Needle. The event was so popular that it has become a yearly tradition.

More changes came in 2000. The revolving restaurant got a new design and a new name: Sky City. The observation deck was redone. Outside lights were added. A pavilion was built. A store called Space Base was also built. Even the needle got a new paint job.

Since it was built in 1962, Seattle's Space Needle has been a popular attraction. Although it has changed a great deal over the years, it is still an icon.

Day 27

Answer the following questions.

1. Read both parts of the question before responding.

Part A

Which **two** statements support the idea that the Space Needle was built to be safe?

A. The Space Needle was built to withstand strong storms or a major earthquake.

B. No safety gear, such as nets or harnesses, were used by construction workers.

C. Five men came to the rescue by paying cash for the property and the construction.

D. Extra equipment keeps the elevators from falling.

Part B

Which **two** sentences from the passage support the answer for Part A?

A. The planners had no permits, no money, and no place to build.

B. Fortunately, no one was killed.

C. It can take winds up to 200 miles per hour.

D. Each one has seven cables, although one could do the job.

2. Read the following paragraph from the passage. Circle **two** conjunctions.

For its anniversary in 1982, the Space Needle made some changes. The revolving restaurant and the top level were redone. The biggest change was the addition of the SkyLine Level. It was part of the original design but wasn't built until twenty years later. The SkyLine Level is a restaurant for large groups of people. It is 100 feet above the ground.

Day 27

3 Read the list of words and phrases that describe Sky City or the SkyLine Level. Then, follow the directions below.

built in 1962
built in 1982
restaurant
revolves
serves large groups of people
built far above the ground

Write the words and phrases from the list in the correct places in the chart. Some words describe both Sky City and the SkyLine Level. Write those in the middle.

Sky City	Both	SkyLine Level

4 Reread the conclusion of the passage in the last paragraph. Which of the following sentences could be added to make the conclusion stronger?

A. The men who provided money to build the Space Needle should be congratulated.

B. Seattle will continue to improve the Space Needle.

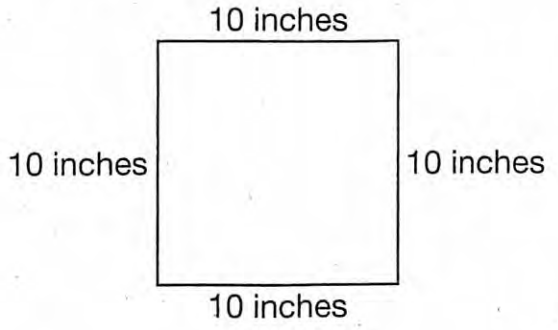
C. It remains a symbol of hope for the future.

D. The SkyLine Level is a good place for a wedding.

3 LESSON PRACTICE

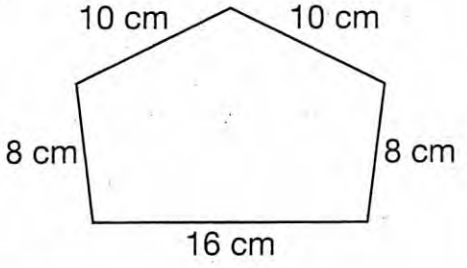
Day 27

1 Which equation can you use to find the perimeter of the figure?



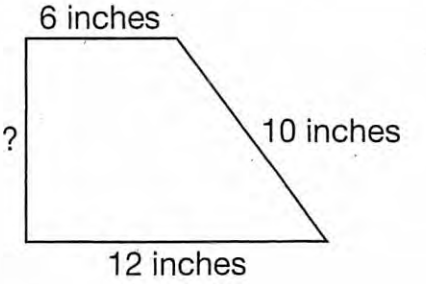
- ○ **A.** $10 + 10 = \square$
- ○ **B.** $10 \times 10 = \square$
- ○ **C.** $4 + 10 = \square$
- ○ **D.** $4 \times 10 = \square$

2 What is the perimeter of this figure?



- ○ **A.** 32 inches
- ○ **B.** 36 inches
- ○ **C.** 52 inches
- ○ **D.** 80 inches

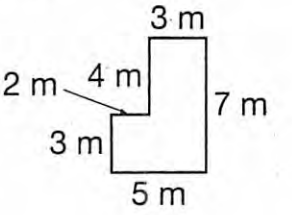
3 The perimeter of the figure is 36 inches. What is the length of the unknown side?



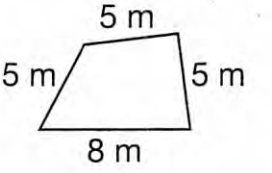
- ○ **A.** 6 inches
- ○ **B.** 8 inches
- ○ **C.** 28 inches
- ○ **D.** 64 inches

4 Which figure has a perimeter of 23 meters?

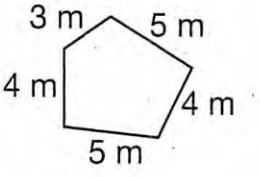
- ○ **A.**



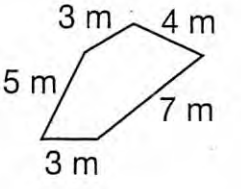
- ○ **B.**



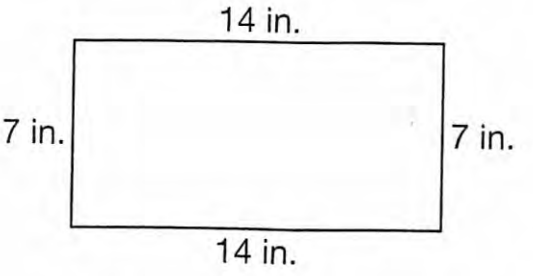
- ○ **C.**



- ○ **D.**



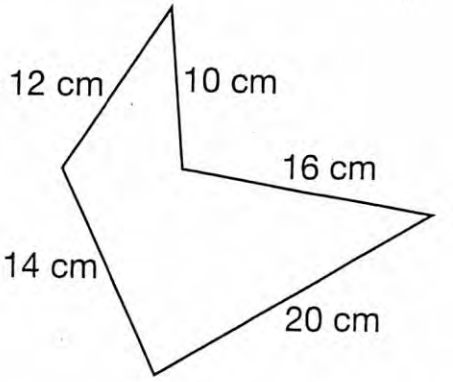
5 Eli bought the tray below.



Is the statement about Eli's tray true? Select the boxes in the table.

Statement	True	False
You can add 14 + 14 + 14 + 14 to find the perimeter.	○	○
You can multiply 7 × 14 to find the perimeter.	○	○
The tray has a perimeter of 42 inches.	○	○
The tray has perimeter of 35 inches.	○	○

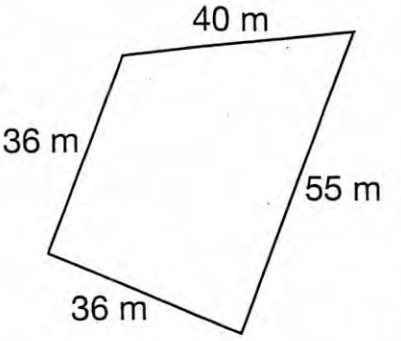
6 What is the perimeter of the figure?



[ ] centimeters

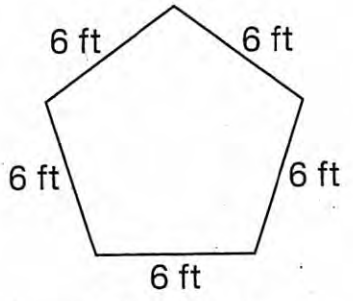
7 Paola rode her bike one time around the park shown.

How many meters did Paola ride her bike?

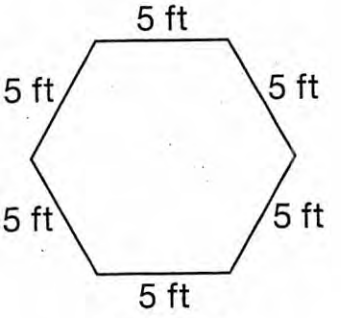


☐ meters

8 Jorge drew these two figures.



Pentagon

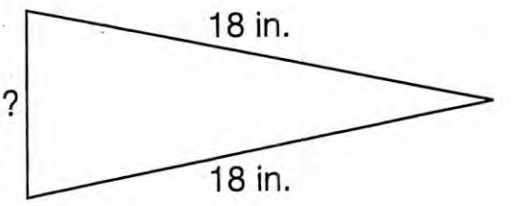


Hexagon

Is the statement about the figures correct? Select the boxes in the table.

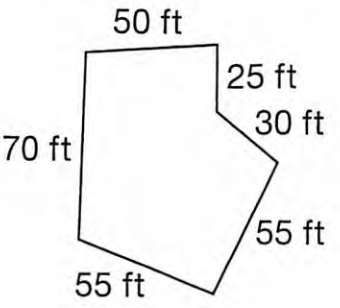
Statement	Yes	No
perimeter of pentagon > perimeter of hexagon	○	○
perimeter of pentagon = perimeter of hexagon	○	○
perimeter of hexagon = 5 + 5 + 5 + 5 + 5 + 5	○	○
perimeter of pentagon = 6 × 6	○	○

9 Jill made this banner for her room.
The perimeter of the banner is 43 inches.
What is the length of the unknown side?



☐ inches

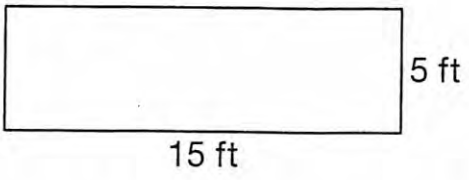
10 A farmer put a fence around a pasture. Below is a drawing of the pasture.



How many feet of fence did the farmer use? Write an equation.

The farmer used ☐ feet of fence.

11 Ms. Baez asked her students to find the side lengths of this rectangle.
The perimeter of the rectangle is 40 feet.

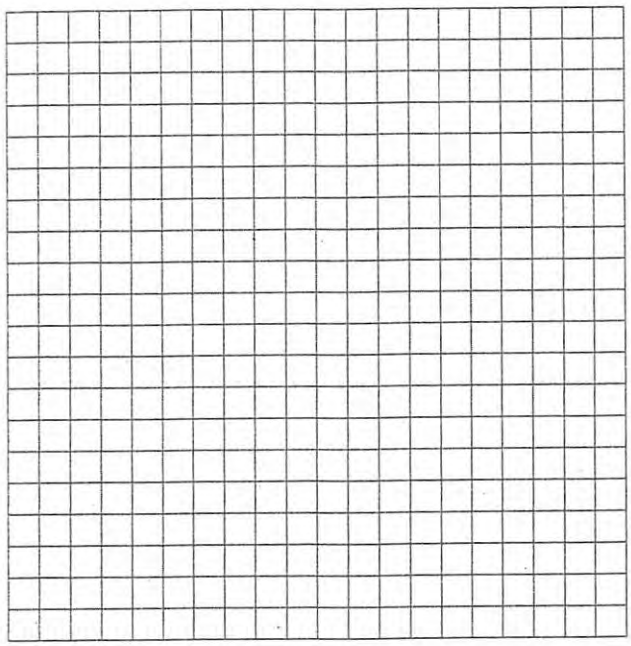


Al says he needs more information to find the side lengths.
Mia says there is enough information. Who is correct?
Explain your answer.

12 Sal made a frame that is in the shape of a rectangle. He used exactly 20 inches of wood.

Part A

Use the grid to draw two different rectangular frames that Sal might have made. Label the side lengths of each frame.



Part B

Explain how you found the side lengths of each frame.

Day 27

Project Abstract

Abstract

The abstract is a short version of your science fair final report. It should be no more than 250 words. Most of the information you will put in your abstract is already written, you will just need to copy it over. You must have the following five components in your abstract:

Introduction
Project Question
Procedures
Results
Conclusions

The only new thing you will need to write is the **Introduction**. This is where you describe the purpose for doing this experiment or project. Tell why people should care about the work you did. How does your experiment give us new science information? Can this information be used to improve our lives? If so, how? This is where you want to interest the reader in your project and motivate them to read the rest of it.

Getting Started:
7 Step Approach to the Scientific Method

1. QUESTION:	Answer the question: What do you want to learn? Select a project topic. Come up with a question that your experiment will answer.
2. RESEARCH:	Find out as much about your topic as you can. Use reference materials from printed and electronic sources. Keep all information that you find in a research folder or notebook.
3. HYPOTHESIS:	Predict the answer to the problem (what do you think the outcome will be? "This is what I think will happen...")
4. EXPERIMENT:	Design a test to confirm or disprove your hypothesis. Ask yourself, "What kind of test can I design to confirm what I think will happen?" List the steps of the experiment so another person could repeat the experiment.
5. DATA:	Record your data using charts, graphs, photos, etc.
6. RESULTS:	Record what happened during the experiment (data) in paragraph form.
7. CONCLUSION:	From the results of your experiment, draw conclusions. Was your hypothesis correct? What could you have done differently?

Science Fair Reflection

Name: _____

1. What went well with your science fair project?

2. What didn't go so well with your science fair project?

3. How well did you/your group stay on task to meet deadlines?

4. What would you do differently if you were to do your science fair project over again?

5. If you worked with a group, how well did you work together?

Day 28

5 In "A Visit to the Space Needle," you read about a family's visit to that place. In "From Doodle to Icon," you read about why the Space Needle was built and how it has changed over the years. Write a letter to persuade a friend to visit the Space Needle. Use reasons, facts, and details from both passages to support your point of view.

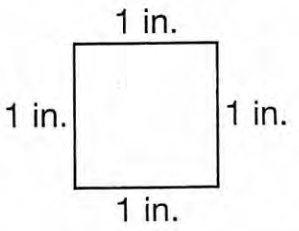
Use the writing process to plan, write, revise, and edit your letter. Be sure to include a beginning, middle, and end. You may plan your letter in the space below. Write your letter on the following pages.

Plan

3 LESSON PRACTICE

Day 28

Use the unit square for questions 1 and 2.



1. Which equation can be used to find the area of the unit square?

   ○ **A.** 1×1

   ○ **B.** 4×1

   ○ **C.** $1 + 1$

   ○ **D.** $1 + 1 + 1 + 1$

2. What is the area of the unit square?

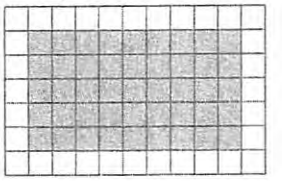
   ○ **A.** 1 inch

   ○ **B.** 4 inches

   ○ **C.** 1 square inch

   ○ **D.** 4 square inches

3. What is the area of the shaded figure?



   ○ **A.** 25 square units

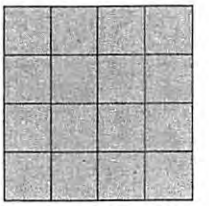
   ○ **B.** 45 square units

   ○ **C.** 59 square units

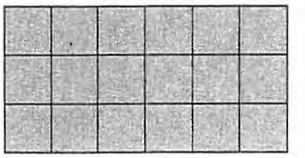
   ○ **D.** 77 square units

4. Which figure has an area of 18 square units?

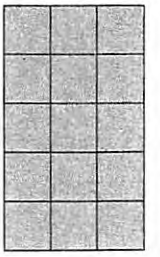
   ○ **A.**



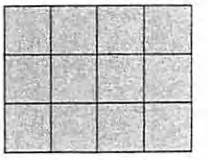
   ○ **B.**



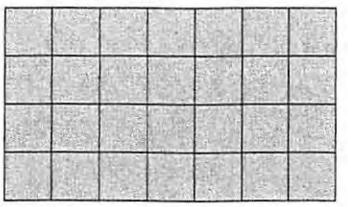
   ○ **C.**



   ○ **D.**



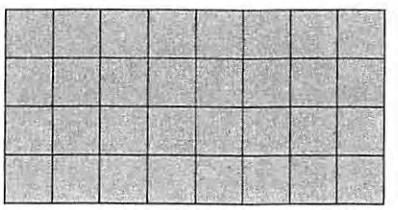
5 Justine found the area of the rectangle. She used multiplication to check her answer.



= 1 square meter

Write a number sentence to show how to use multiplication to find the area.

6 Nina made a picture with square tiles.

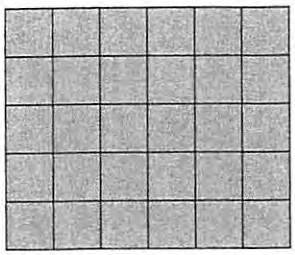


= 1 square centimeter

Is the statement about the picture true? Select the boxes in the table.

Statement	True	False
The area of the picture is 24 square centimeters.	○	○
The area of the picture is 32 square centimeters.	○	○
Add 8 + 8 + 4 + 4 to find the number of tiles Nina used.	○	○
Multiply 4 × 8 to find the number of tiles Nina used.	○	○

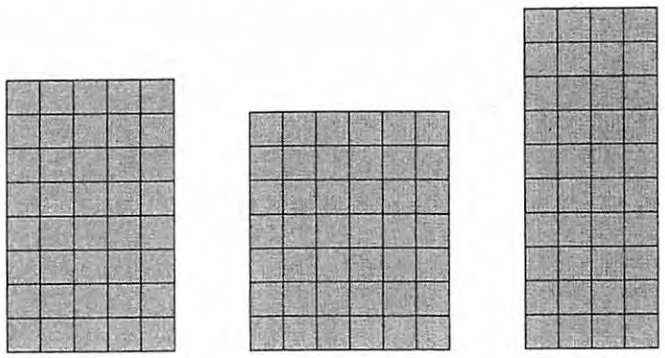
7 Mr. James laid out a new lawn made of patches of grass. Each patch of grass is 1 square foot.



What is the area of the lawn?

[ ] square feet

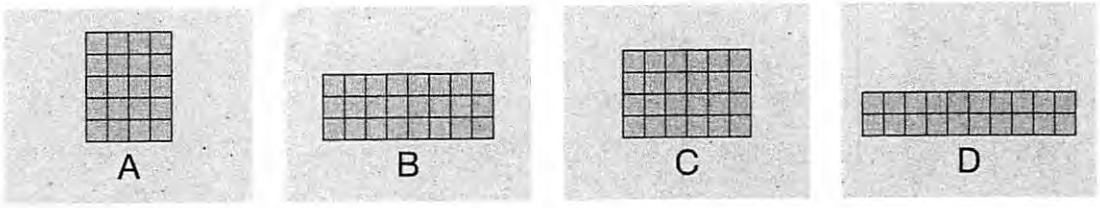
8 Compare the areas of the rectangles. Each unit square is 1 square unit.



Is the comparison true? Mark all that apply.

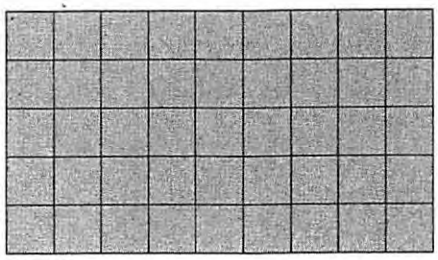
- ○ **A.** Area of A = Area of C
- ○ **B.** Area of B > Area of C
- ○ **C.** Area of B < Area of A
- ○ **D.** Area of A = Area of B
- ○ **E.** Area of C < Area of B
- ○ **F.** Area of C > Area of A

9 Find the area of each figure. Write the letter of each figure in the correct box. Each unit square in a figure is 1 square meter.



20 Square Meters	24 Square Meters

10 The area of the figure is 45 square units. Each unit square is 1 square unit.

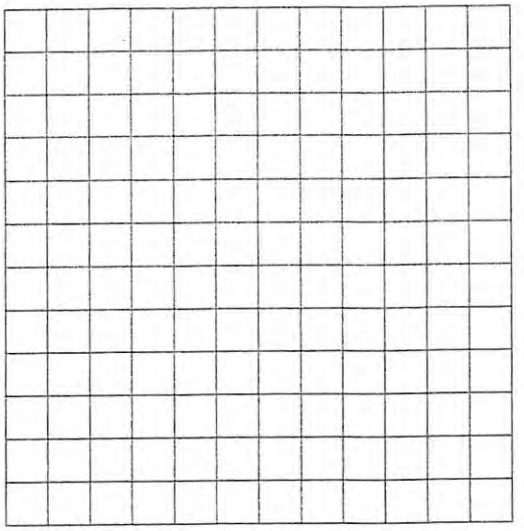


How does the area change if you add one row of unit squares? Use words and numbers to explain your answer.

11 Raj covered a card in stamps. Each stamp is 1 square inch. There are 6 rows of stamps. There are 6 stamps in each row.

Part A

Use the grid. Draw the card that Raj covered in stamps.



Part B

What is the area of the card?

[ ] square inches

Part C

Describe two ways you can find the area of the card.

LESSON 12

Day 29

Write about Texts

1 GETTING THE IDEA

When you talk about a story that you have read, you often share how you feel about the characters, the setting, or the plot. You can also share your ideas about a story in writing.

Understanding a Prompt

Sometimes, you will be asked to respond to a writing prompt. A **writing prompt** asks a question about a text you have read. Read this example. Circle the title of the text. Then, underline the question you need to answer.

> In "The Grasshopper and the Ant," the grasshopper and the ant disagree. The grasshopper wants to spend the fall relaxing outside, while the ant wants to prepare for winter. In your opinion, who made the smarter choice, the grasshopper or the ant?

After you figure out what you need to answer, review important details from the text to develop your ideas.

Forming Your Opinion

So, what do you think? Was the grasshopper right to spend the fall relaxing, or was the ant right to spend the fall preparing for winter? Your answer to that question is your **opinion**. Here's one student's opinion.

> The ant was right: preparing for winter was the smarter choice.

Day 29

Listing Your Reasons

If you want your opinion to be convincing, you need to support it with **reasons.** Your reasons should be based on details from the text. List your reasons before you write.

My Opinion	Reasons for My Opinion
The ant was right: preparing for winter was the smarter choice.	1. When winter came, the ant had plenty of food because she spent the fall gathering grain from the field. 2. The grasshopper almost starved because he didn't prepare for winter.

To further support your opinion, think of ways you could defend it against a different opinion. For example, someone else may say that the grasshopper made the smarter choice because he got to enjoy the nice fall weather before having to stay inside all winter. You can contrast this idea to add more support to your opinion.

> The grasshopper enjoyed the fall weather instead of gathering food. Therefore, he almost starved during the winter. The ant's choice was smarter because it kept her from starving in the winter.

Linking words and phrases such as *because*, *therefore*, and *for example* help to show how your ideas are related. Look at how these words are used above to connect ideas.

Writing a Good Conclusion

After you give all your reasons, go back to your opinion and end your essay with a strong **conclusion** that persuades readers to agree with your opinion.

> The fable "The Grasshopper and the Ant" teaches the important lesson that it is better to plan ahead. The grasshopper learned what the ant knew all along: if you don't plan for the future, you will not be prepared when the future comes.

Day 29

Finishing Up

Be sure you reread your writing to check that your opinion is clear and your reasons are well organized. Proofread your work for spelling mistakes and other errors. Use this checklist to help you.

- ☐ Does my response answer all parts of the prompt?
- ☐ Do I state my opinion clearly in the first paragraph?
- ☐ Do I include enough reasons to support my opinion?
- ☐ Is my response well organized?
- ☐ Do I provide a strong conclusion?
- ☐ Is my writing free of mistakes?

Language Spotlight • Verb Tenses

A **verb** is a word that shows action. The **tense** of a verb shows when the action happened—in the past, the present, or the future.

Past Tense	Present Tense	Future Tense
Ava walked to school.	Ava walks to school.	Ava will walk to school.
Dad cooked dinner.	Dad cooks dinner.	Dad will cook dinner.

When you write, use the same **verb tense** throughout. The exception to this rule relates to writing dialogue. Dialogue in a story may be written in the present tense even though actions in the story are written in the past tense. For example, look at the words *want* and *wanted* in the example below.

Lee wanted a sandwich. "I want a sandwich," Lee said.

Complete these sentences using the correct form of the verb *watch*.

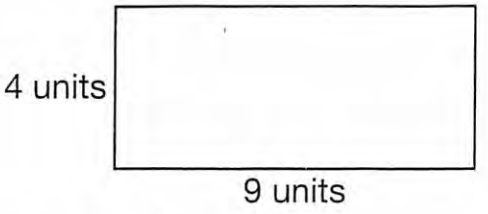
"Let's _____ the baseball game," Pedro said.

The boys _____ the game together.

3 LESSON PRACTICE

Day 29

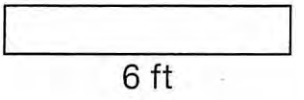
1 What is the area of this rectangle?



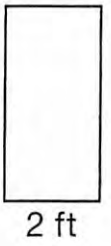
- ○ **A.** 13 square units
- ○ **B.** 26 square units
- ○ **C.** 36 square units
- ○ **D.** 49 square units

2 Richard has 4 poster boards of different sizes. He needs to use the one with an area of 10 square feet. Which poster board should Richard use?

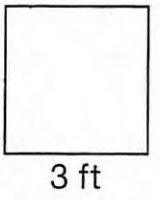
○ **A.**



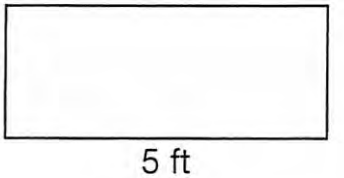
○ **B.**



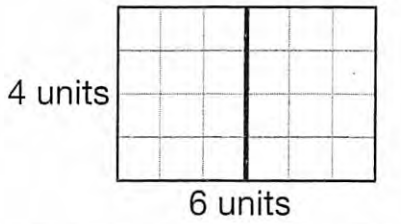
○ **C.**



○ **D.**

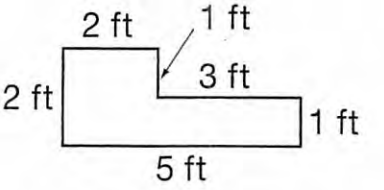


3 Which number sentence shows using the distributive property correctly to find the area of the figure?



- ○ **A.** $4 \times 6 = (4 + 3) + (4 + 3)$
- ○ **B.** $4 \times 6 = (4 \times 3) + (4 \times 3)$
- ○ **C.** $4 \times 6 = (4 + 3) \times (4 + 3)$
- ○ **D.** $4 \times 6 = (4 \times 6) + (4 \times 6)$

4 Bobby made a diagram of a closet in the basement. What is the area of the closet?



- ○ **A.** 7 square feet
- ○ **B.** 9 square feet
- ○ **C.** 14 square feet
- ○ **D.** 17 square feet

5 Kelly drew a rectangle with a length of 4 inches and width of 3 inches. Which length and width shows a rectangle with the same area? Mark all that apply.

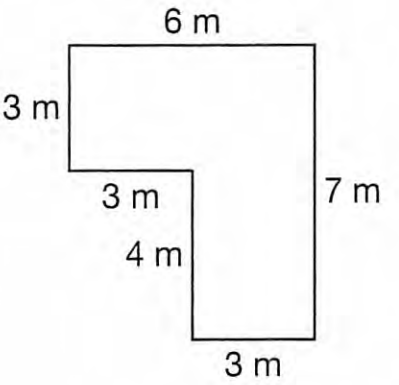
- ○ **A.** length = 5, width = 2
- ○ **B.** length = 2, width = 6
- ○ **C.** length = 7, width = 5
- ○ **D.** length = 8, width = 1
- ○ **E.** length = 1, width = 12

6 Look at the measurements for each length and width of a rectangle. Is the area of the rectangle equal to 20 square units? Select the boxes in the table.

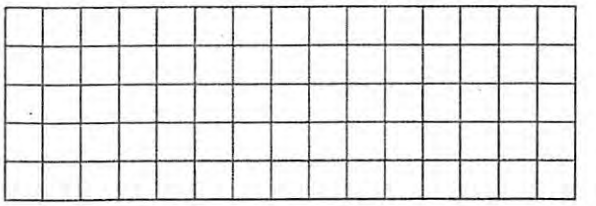
Length and Width	Yes	No
length = 5 units, width = 4 units	○	○
length = 5 units, width = 5 units	○	○
length = 10 units, width = 2 units	○	○
length = 10 units, width = 10 units	○	○

7 Which is a way that James can use to find the total area of the figure? Mark all that apply.

- ○ **A.** $(6 \times 3) + (7 \times 3)$
- ○ **B.** $(6 \times 3) + (7 \times 4)$
- ○ **C.** $(4 \times 3) + (6 \times 3)$
- ○ **D.** $(3 \times 3) + (7 \times 3)$
- ○ **E.** $(3 \times 4) + (6 \times 3) + (4 \times 3)$



8 Draw a figure with an area of 20 square units in the grid below.



9 Alejandro divided his garden into 4 equal sections. Each section is 5 feet long and 3 feet wide.

Part A

What is the area of one section of the garden?

☐ square feet

Part B

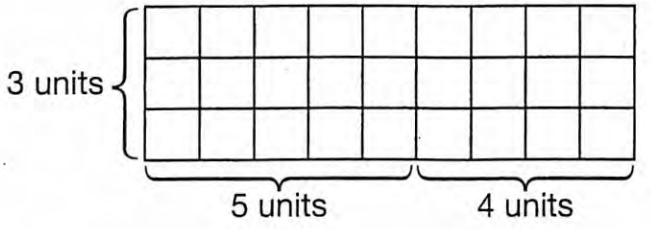
What is the total area of the garden?

☐ square feet

10 Complete the table to find the missing side lengths or area.

Figure	Length (units)	Width (units)	Area (square units)
Rectangle A	5	2	
Rectangle B		6	42
Rectangle C	9		27

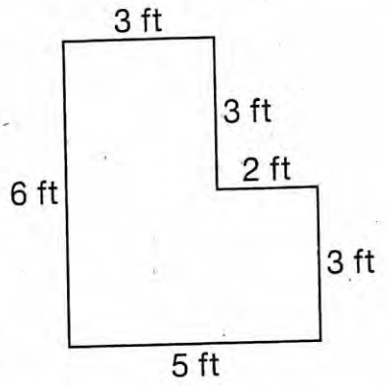
11 Complete the equation to find the area of the rectangle.

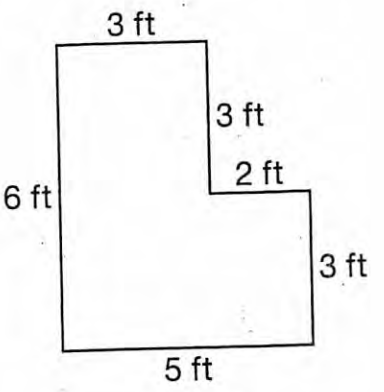


$3 \times (5 + 4) = (3 \times$ ☐ $) + (3 \times$ ☐ $)$

12 Megan set up two tables at the arts and crafts show to display her work. The diagram shows the identical tables Megan set up.

Break apart each table into different pairs of rectangles. Find the total area of each table.





square feet

square feet

13 A square has a perimeter of 20 inches. Complete each statement.

The side length of the square is ☐ inches.

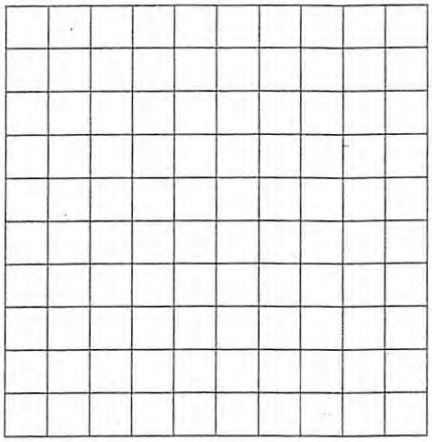
The area of the square is ☐ square inches.

14 A rectangle has a length of 6 units and a width of 3 units. Hannah says the perimeter of the rectangle is 18 units. James says the area of the rectangle is 18 square units. Who is correct? Use words, numbers, or models to explain your answer.

15 Alicia and Tyrell both draw a rectangle with a length of 5 units and a width of 4 units.

Part A

Alicia adds 4 units to the width of the rectangle. She writes $5 \times (4 + 4)$ to represent the area of her new rectangle. On the grid, draw Alicia's rectangle. Label the length and the width.



Part B

Use the distributive property to write the area of Alicia's rectangle as the sum of two areas. Then find the area of the rectangle. Explain how you can check your answer.

Day 30

COACHED EXAMPLE

Read the passage.

Donkey and Friends Find a New Home

adapted from a folktale by the Grimm Brothers

A farmer had an old donkey that was no longer of use, so the farmer decided to get rid of it. The donkey knew what was about to happen and ran away.

As the donkey walked along the road, it came upon a dog. The dog was lying on the ground and panting.

"Hello, Dog," said Donkey. "Is something wrong?"

"My owner was going to give me away because I am old and no longer able to hunt. So I ran away," said the dog.

The two animals became friends and continued down the road together. Soon, they saw a cat with a very sad face.

"Hello, Cat," said Donkey. "Is something wrong?"

"My owner threatened to drown me because I am old and I nap by the fire instead of catching mice. So I ran away."

"Come with us," said Donkey. The cat was happy to join them. The three animals came to a farm. A rooster was crowing as if its life depended on it.

"Hello, Rooster," said Donkey. "Is something wrong?"

"The farmer's wife wants to put me in a soup!" the rooster crowed.

"Come with us," said Donkey. So the rooster joined the party.

The sun began to set, and the animals looked for a place to sleep. Rooster flew up to the top of a tree. He saw a light nearby. "I see a house," he called to his friends.

"Let's find it," Donkey suggested. "Maybe there's a yard where we can sleep safely."

Day 30

The animals found the house, and Donkey peeked in through a window. He saw robbers sitting around a table, counting their money. The house looked like a comfortable place to sleep, but first they had to get rid of the robbers.

"I have a plan," said Donkey. He shared his idea with his friends, and they agreed to work together. Donkey put his front legs up on the window ledge. Dog climbed onto his back. Then, Cat climbed onto Dog's shoulders. Finally, Rooster flew up and sat on Cat's head.

When the robbers turned to the window, they thought they saw a horrible monster. Then, the animals all made as much noise as they could. Donkey brayed, Dog barked, Cat meowed, and Rooster crowed. The robbers fled in fear, never to return. The animals were so pleased with their new home that they never left.

Day 30

Answer the following questions.

1 This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Two students wrote the following opinions about "Donkey and Friends Find a New Home." Which opinion is **best** supported by evidence in the story?

A. The animals are able to get a new home because they work together.

B. Donkey would have found a better home if he were by himself.

C. The animals are happy with their new home because they can live in it together.

D. The animals are frightened that the robbers will come back to their new home.

Part B

Which **two** sentences from the passage support the answer for Part A?

A. The two animals became friends and continued down the road together.

B. The animals found the house, and Donkey peeked in through a window.

C. The house looked like a comfortable place to sleep, but first they had to get rid of the robbers.

D. "I have a plan," said Donkey.

E. He shared his idea with his friends, and they agreed to work together.

Hint Reread the part of the story in which the animals find their new home. How are they able to scare the robbers away?

Day 30

2 Read the sentence below. Choose the linking word or phrase that **best** completes the sentence.

In many ways, Donkey acts as a leader. _____, he comes up with the plan for how to take over the house.

A. For example

B. Therefore

C. Because

D. Finally

Hint Think about how you would use each linking word or phrase. Which choice makes sense in this sentence?

3 What do you think the author is trying to show about Donkey's character by having him come up with a plan to scare away the robbers?

A. Donkey is easily frightened.

B. Donkey is a brave leader.

C. Donkey only looks out for himself.

D. Donkey is used to scaring robbers.

Hint Think about how Donkey acts throughout the story. Which statement makes sense with what you already know about his character?

Day 30

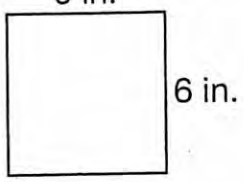
4 In this story, Donkey has two problems, one that happens near the beginning of the story and one that happens near the end. On the lines below, explain what each problem is and how he solves it.

Hint Think about why Donkey doesn't have a home in the beginning of the story. Then, think about what stands in his way once he finds a new home.

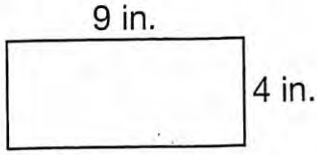
3 LESSON PRACTICE

Use the rectangles for questions 1 and 4.

1



2



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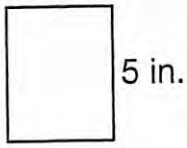

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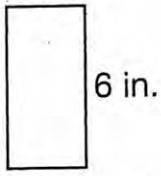

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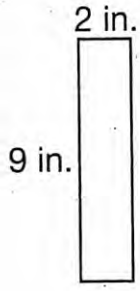

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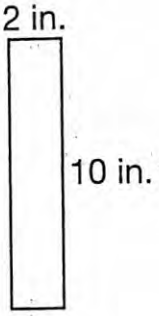


1 Which statement is true about rectangles 1 and 2?

- ○ **A.** They have the same area.
- ○ **B.** They have the same perimeter.
- ○ **C.** They have the same dimensions.
- ○ **D.** They have different areas and different perimeters.

2 Which rectangle has a greater area than rectangle 6?

- ○ **A.** rectangle 2
- ○ **B.** rectangle 3
- ○ **C.** rectangle 4
- ○ **D.** rectangle 5

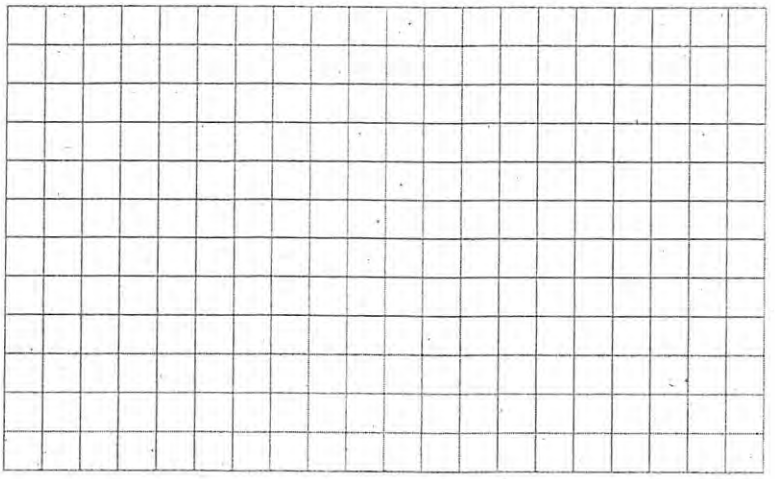
3 Which two rectangles have the same perimeter but different area?

- ○ **A.** rectangles 1 and 2
- ○ **B.** rectangles 1 and 6
- ○ **C.** rectangles 2 and 3
- ○ **D.** rectangles 3 and 5

4 Which two rectangles have the same area but different perimeter?

- ○ **A.** rectangles 3 and 4
- ○ **B.** rectangles 2 and 3
- ○ **C.** rectangles 4 and 5
- ○ **D.** rectangles 2 and 6

5 Draw 4 different rectangles that have a perimeter of 16 units.
Use only whole number units for lengths and widths.



What are the dimensions of the rectangle with the greatest area?

What are the dimensions of the rectangle with the least area?

6 Miguel drew a square that measures 6 inches on each side.
Is the statement about the square true? Select the boxes in the table.

Statement	True	False
A rectangle that measures 12 inches by 2 inches has the same area as Miguel's square.	○	○
A rectangle that measures 10 inches by 2 inches has the same perimeter as Miguel's square.	○	○
There is no other square with the same area as Miguel's square.	○	○
There is no other rectangle with the same area as Miguel's square.	○	○

7 Sophie drew a rectangle. It has a perimeter of 18 inches. Its area is 18 square inches. What are the length and width of the rectangle?

length = ☐ inches

width = ☐ inches

8 Chang is making a playpen for his puppy. It will be in the shape of a rectangle. He has 20 feet of fencing.

Part A

What are some of the measurements of the pen Chang could make?

☐

Part B

Which pen will give his puppy the greatest area to run around in?

☐

9 Hilda wants a rectangular garden to have an area of 20 square feet. She will put a fence around the garden. What is the least amount of fencing she could use?

☐ feet

10 Joe drew a square. He says that there are many squares with the same area as his square. Beth says there are no other squares with the same area as Joe's square. Who is correct? Explain your reasoning. Draw an example to prove your reasoning.

11 Zan is making patches for a quilt. She wants each patch to have an area of 36 square inches.

Part A

Draw and label two rectangles that have an area of 36 square inches.

Part B

Describe how you found the measurements for the rectangles you drew.

Riverside Traditional School (May Week 3)

Dear 3rd Grade Families and Students,

This packet is created for my students to review what we have been learning this year This packet contains materials for math, reading, science, and a weekly family activity. (The Common Core/Performance Coach books/Science Packet/Extra Work Packet)

For the month of May, our goal is to stay in touch through [zoom/email/phone/text] at least once a day or at least once a week.

However, we also included our contact information and a schedule of the best time to contact us if you need any additional support.

Questions & Answers:

How can we get a hold of you?

Answer: If students need help or have questions, the student or parents can Dojo or email me give me a text or call at my personal number

Ms. Porras cporras@riverside.k12.az.us at any time 928-287-6719	Mrs. Cruce Acruce@riverside.k12.az.us 602-410-2632	Mrs. Bell Mrs.Bell1130@yahoo.com

Do we turn in work that we have done?

Answer: Please take a picture and upload it to Dojo or scan it and email it to me or do it on a word document and email it to me any time during the week but all is due by FRIDAYS by MIDNIGHT. If you are not on Dojo or have email access, please keep all work done for class until further notified.

What is Zoom and when does my student need to go on it?

Answer: Zoom provides a remote conferencing service that combines video conferencing, online meetings, chat, and mobile collaboration. All 3rd grade teachers will be reviewing work going over questions and doing mini lessons through this communication.
We will be Zooming Monday-Friday from 9am-3pm class dojo your teacher for more specifics.
(keep in mind it might change if we have meetings or be cancelled, we will make sure to notify you the day before)
You will receive Zoom invites over Dojo, please let me know because I may not have a current phone number for you or email.

Teachers will add the Resources/Usernames/Passwords for students

Student Resources For Learning:

- Zoom: for live class lessons and teacher chat/help.
  - Step 1: go to zoom.com
  - Step 2: Go to 'Join a Meeting-Login'
  - Step 3: Enter the Meeting ID provided by teacher on or before scheduled days of meeting
  - Step 4: Accept the audio and microphone. The meeting will begin on it's own.

DAY 31	DAY 32	DAY 33	DAY 34	DAY 35
Skill/standard/Objective: **ELA-** I can answer questions to show that I understand the information that I am reading. RI.3.1 **Print practice** **ELA Common** Practice assessment Test 2 pages B1-B7 **Skill/standard/Objective:** **Math- Assessment** I can write and solve problems using multiplication and division. **Print practice** **Core- Math Common** Practice test 2, pages B4-B11 **On line practice** ixl-math ixl-science **Home activity /family activity** Virtual Tour of the Smithsonian https://naturalhistory.si.edu/visit/virtual-tour	**Skill/standard/Objective:** **ELA-** I can answer questions to show that I understand the information that I am reading. RI.3.1 **Print practice** **ELA Common Core-** Practice assessment Test 2 pages B8-B11 **Skill/standard/Objective:** **Math- Assessment** I can write and solve problems using multiplication and division. **Print practice** **Math Common Core-** Practice test 2, pages B12-B20 **On line practice** ixl-math ixl-science	**Skill/standard/Objective** **ELA-** I can answer questions to show that I understand the information that I am reading. RI.3.1 **Print practice** **ELA Common Core-** Practice assessment Test 2 pages B12-B25 **Skill/standard/Objective** **Math- Assessment** I can understand fractions. **Print practice** **Math Common Core-** Practice test 2. **On line practice** ixl-math ixl-science	**Skill/standard/Objective** **ELA-** I can answer questions to show that I understand the information that I am reading. RI.3.1 **Print practice** **ELA Common Core-** Practice assessment Test 2 pages B26-B35 **Skill/standard/Objective** **Math- Assessment** I can solve problems that involve measurement and estimation. **Print practice** **Math Common Core-** Practice test 2, pages B21-B28 **On line practice** ixl-math ixl-science	**Skill/standard/Objective:** **ELA-** I can answer questions to show that I understand the information that I am reading. RI.3.1 **Print practice** **ELA Common Core-** Practice assessment Test 2 pages B35-B40 54 **Skill/standard/Objective** **Math-Assessment** I can understand shapes better by using what I notice about them. **Print practice** **Math Common Core-** Practice test 2, pages B40-B43 **On line practice** ixl-math ixl-science

33

34

Day 31

Directions

This practice test will help you prepare for an online test that you will take on a computer. In this practice test, the different types of questions you will see have been adapted for paper and pencil.

Read each question carefully. For multiple-choice questions, choose the best answer. Then fill in the circle in front of the answer you have chosen. For other types of questions, follow the directions given in the question.

Mark your answers and write your responses directly in this practice test booklet.

Day 31

Reading

Read the story, and answer the questions that follow.

The Time Capsule

1 "What's new at school, Gio?" Gio's father asked him at dinner one night.

2 "I'm glad you asked," Gio replied as he took a spoonful of mashed potatoes. "Our school is putting together a time capsule. Every student is supposed to bring in something, and then the capsule will be buried in the school garden. Ms. Spinelli said the capsule won't be opened for fifty years!"

3 "That sounds like an interesting project," his father replied. "What are you going to include?"

4 "I haven't decided yet," Gio said. "Do you have any suggestions?"

5 "You love to play baseball, so how about a baseball or a glove?" his father suggested.

6 Gio shrugged. "I think some of the other students are doing that. I'd like to think of something really special."

7 Gio pondered the question all night, but he still didn't have an answer in the morning. At school the next day, his friends Wally and Eve asked him what he was going to contribute to the time capsule. "How about your favorite book?" Wally suggested.

Day31

8 "Or a pen, since you like to write stories for English class all the time," Eve added.

9 Gio smiled. "Those are great ideas, but anyone could include them." He took a bite of the snack cake he'd brought for lunch. "This cake tastes awful!" he said. "Maybe I should put that in the capsule and see if it's still there in fifty years. My father told me these never go bad."

10 His friends laughed, but Gio still didn't know what to include. He thought about what his teacher, Ms. Spinelli, had said to the class when she first told them about the time capsule. "Include something that is close to your heart," she had said. "In fifty years, someone will see that object, and it will tell them something about the boy or girl who thought this item was so special to them that it should be saved for the future."

11 Suddenly, Gio knew exactly what he wanted to do. When he got home, he ran up to his room and pulled out the folder where he kept all of his school reports. "Here it is!" he exclaimed, pulling out a sheet of lined paper covered with his handwriting.

12 On Friday, Ms. Spinelli asked everyone to hand in their special objects. Gio proudly passed up his school report. "What's this?" Ms. Spinelli asked.

13 "It's a paper I wrote a few months after we moved here," Gio explained. "We used to live in a big city in Brazil, and there was nowhere to ride a bike. The first summer after we moved here, my big brother, Alec, taught me how to ride a bike. He spent hours helping me learn. I wrote a report about it for school, and I want to include it in the time capsule."

14 Ms. Spinelli smiled. "I remember that report," she said, "but I'm not sure why you want to put it in the capsule."

15 "Learning to ride a bike with my brother was a very special time for me," Gio said. "I want the people of the future to know how I felt. Maybe people will read it and feel the same way about their brother or sister. Anyway, it will be interesting for them to see how a boy of today felt."

16 Gio's classmates nodded their heads in agreement. Gio grinned. He had chosen just the right object to save for the future.

Day 31

1

Some events from the story are listed below. In each box on the right, write the letter so that the events are in the correct order.

A. Gio talks to his father about the time capsule.

B. Gio finds a report he wrote earlier in the year.

C. Gio's teacher collects items for the time capsule.

D. Gio's friends suggest items he could put in the time capsule.

1.

2.

3.

4.

PRACTICE TEST 2

2

Underline the word that tells you what the idiom "close to your heart" means.

His friends laughed, but Gio still didn't know what to include. He thought about what his teacher, Ms. Spinelli, had said to the class when she first told them about the time capsule. "Include something that is close to your heart," she had said. "In fifty years, someone will see that object, and it will tell them something about the boy or girl who thought this item was so special to them that it should be saved for the future."

3

Which sentence from the story tells you how Gio feels about his brother, Alec? Underline the sentence.

"Learning to ride a bike with my brother was a very special time for me," Gio said. "I want the people of the future to know how I felt. Maybe people will read it and feel the same way about their brother or sister. Anyway, it will be interesting for them to see how a boy of today felt."

Day 31

Section 1

1

Which statement is true?

Ⓐ The unknown number in $2 \times \square = 24$ is 9.

Ⓑ The unknown number in $54 = \square \times 9$ is 6.

Ⓒ The unknown number in $48 \div \square = 8$ is 8.

Ⓓ The unknown number in $\square \times 5 = 45$ is 7.

2

Use the numbers from the item bank that make the equations true.
Numbers may be used more than once or not at all.

4
5
6
7
8
9

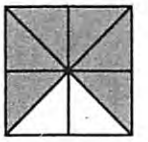
$8 \times \square = 32$

$32 \div 4 = \square$

Dad 31

3

In the model below, how many $\frac{1}{8}$-sized parts are shaded?



Ⓐ 1

Ⓑ 2

Ⓒ 6

Ⓓ 8

4

Melissa and Nate made equal-sized lasagnas. Each lasagna is cut into 6 equal-sized pieces. Melissa eats 4 pieces of her lasagna. Nate eats 5 pieces of his lasagna.

Melissa

Nate

Complete the comparison of what part of her lasagna Melissa eats to what part of his lasagna Nate eats. Numbers may be used more than once or not at all.

1	6
2	7
3	8
4	9
5	

$$\frac{\square}{\square} < \frac{\square}{\square}$$

PRACTICE TEST 2

5

Petra has 81 ounces of coffee beans. She divides those beans equally into 9 bags. Then she divides the coffee beans from one bag equally onto 3 plates. How many ounces of coffee beans are there on each plate?

Ⓐ 72 ounces

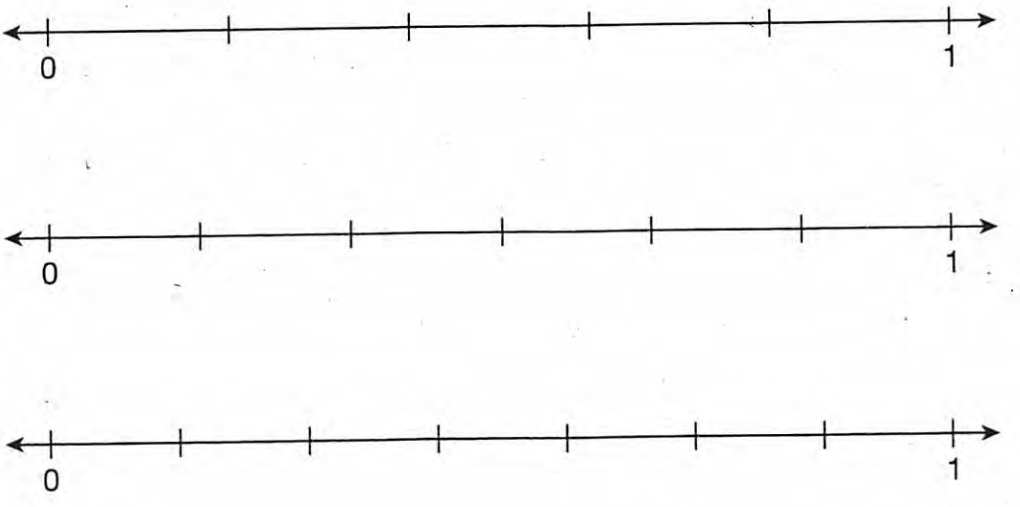
Ⓑ 27 ounces

Ⓒ 9 ounces

Ⓓ 3 ounces

6

Find the number line that shows sevenths. Then write the fraction $\frac{5}{7}$ to show its correct location on that number line.



7

Place a check mark in the box next to each number that rounds to 400 when rounded to the nearest hundred.

A. ☐ 448

B. ☐ 382

C. ☐ 451

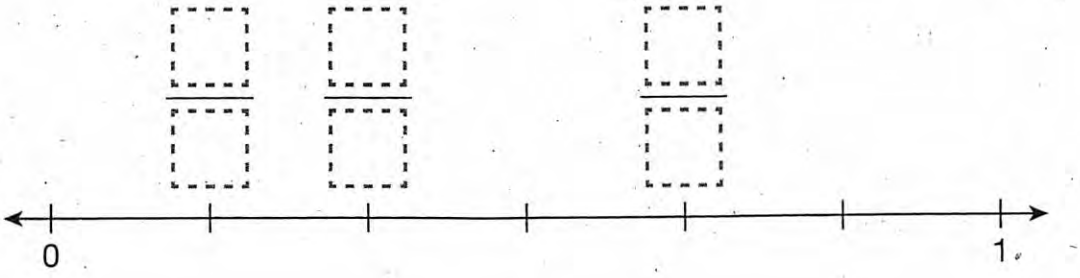
D. ☐ 336

E. ☐ 351

8

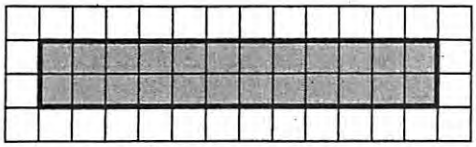
Fill in the boxes on the number line below using the numbers from the item bank. Numbers may be used more than once or not at all.

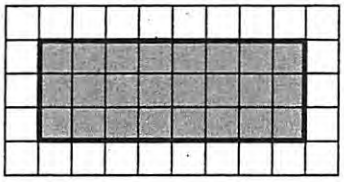
1
2
3
4
5
6

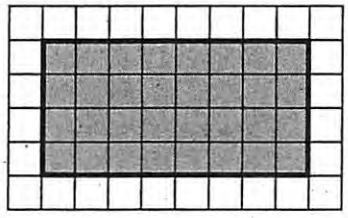


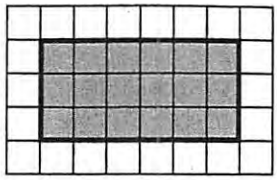
9

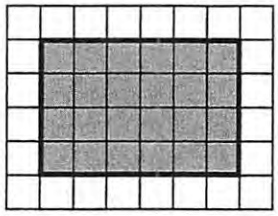
The area of a butterfly net is 24 square units. Place a check mark in the box next to each figure that could be the butterfly net.

A. ☐ 

B. ☐ 

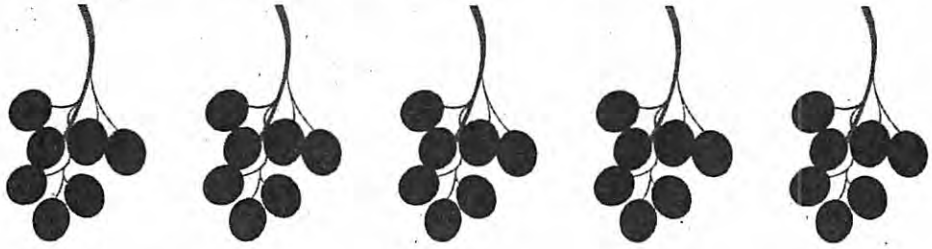
C. ☐ 

D. ☐ 

E. ☐ 

10

The figure below shows how many grapes Malyn has.



Which statement is true?

Ⓐ Malyn has 35 clusters of 35 grapes.

Ⓑ Malyn has 5 clusters of 35 grapes.

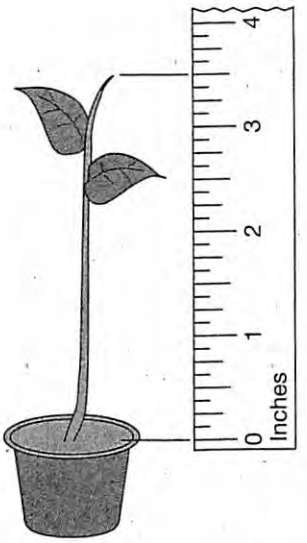
Ⓒ Malyn has 35 clusters of 7 grapes.

Ⓓ Malyn has 5 clusters of 7 grapes.

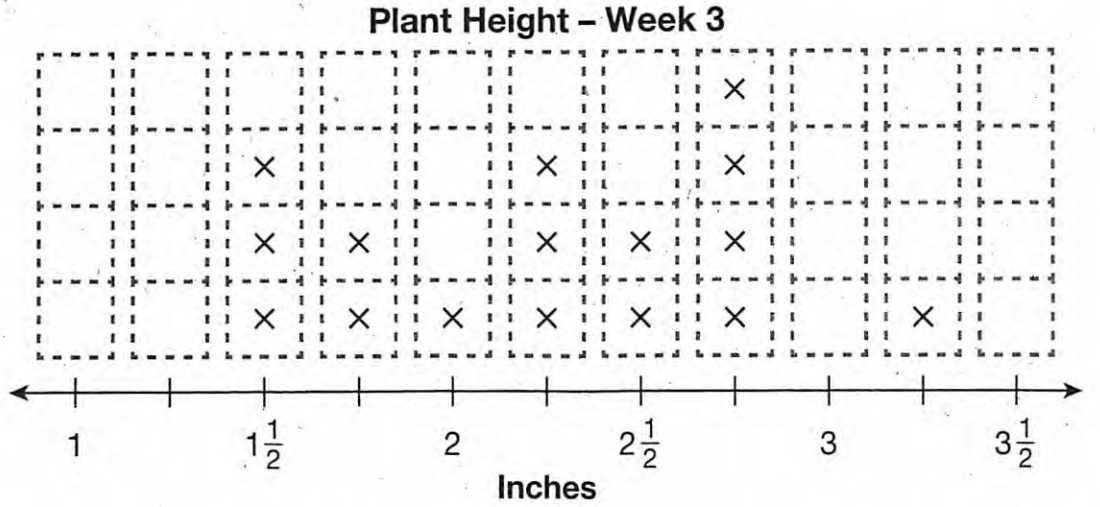
11

Dolly is studying plant growth in her science class. Each week each student needs to measure his or her plant. The teacher records the data in a line plot.

This is Dolly's plant for week 3.



Measure Dolly's plant. Then, add Dolly's data to the line plot by placing an X in the appropriate box.



12

Principal Gomez wants to create a picture graph for his school to display the number of students in each class.

Complete the picture graph below to match the data in the table.

Number of Students in Each Grade

Grade	Number of Students
5th Grade	30
6th Grade	50
7th Grade	70

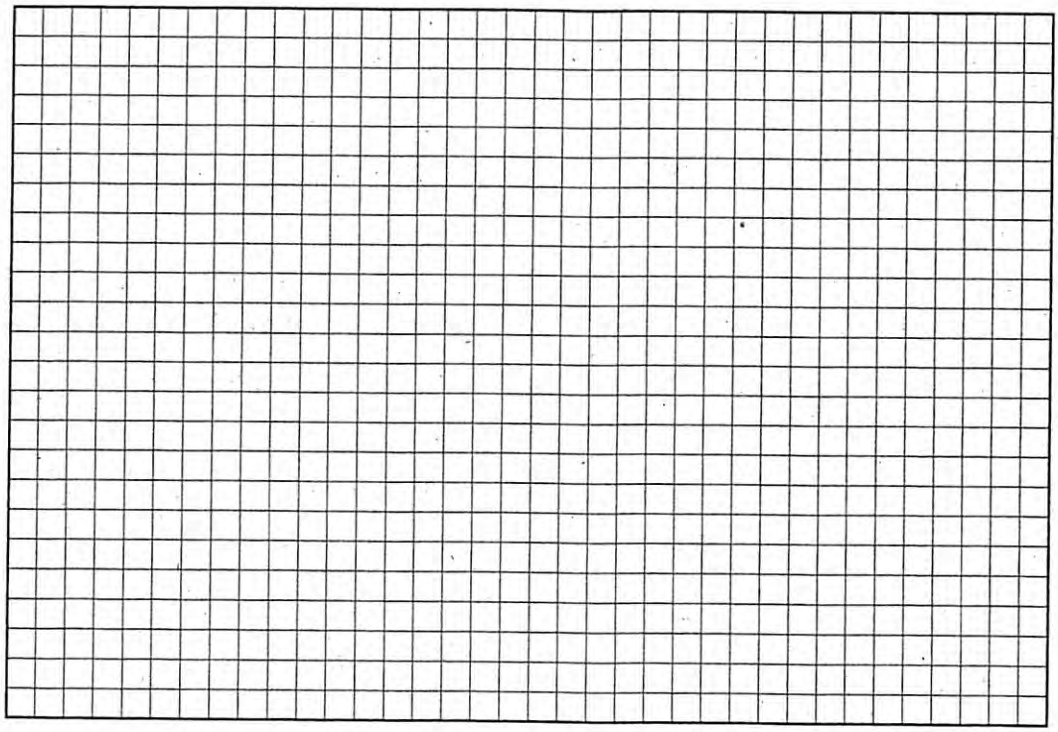
Number of Students in Each Grade

5th Grade	
6th Grade	
7th Grade	X X X X X X X

Key: Each X = 10 students

13

Draw two different rectangles, each of which has an area of 36 square inches.



Key
☐ = 1 square inch

14

Choose the multiplication equation that has the same missing number as $35 \div \square = 5$.

Ⓐ $3 \times \square = 15$

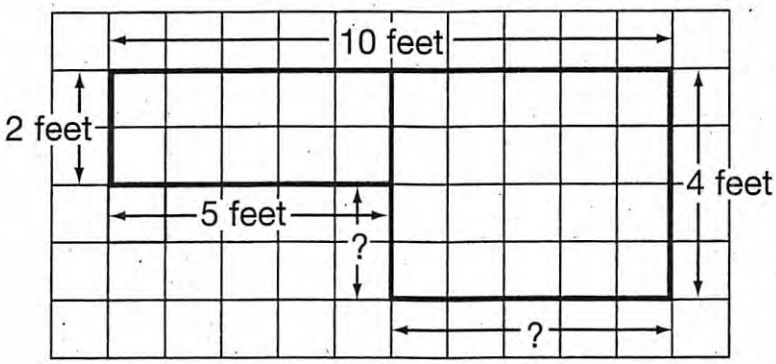
Ⓑ $\square \times 5 = 35$

Ⓒ $7 \times 35 = \square$

Ⓓ $5 \times \square = 25$

15

A garden is shown.



What is the area, in square feet, of the garden?

Ⓐ 10 square feet

Ⓑ 20 square feet

Ⓒ 30 square feet

Ⓓ 40 square feet

Day 32

Reading

Read the article, and answer the questions that follow.

Johnny Appleseed: He Planted Apples and Goodwill

by Hugh Lockwood

1 American hero Johnny Appleseed died on March 18, 1845. This wanderer was known all over America for his work spreading apples and good cheer.

2 John Chapman (Appleseed's real name) was born in Leominster, Massachusetts, on September 26, 1774. In 1792, when he was eighteen years old, he and his younger brother, Nathaniel, traveled west. Later, Chapman traveled on alone. He traveled to Pennsylvania, the Ohio Valley, and Indiana.

3 As he wandered, Chapman carried a leather bag filled with apple seeds he collected along the way. He planted these seeds as he traveled, creating new apple orchards all over the land. His goal was to grow enough apple trees so no one would ever go hungry. People began calling him "Johnny Appleseed," and the nickname stuck.

4 Chapman traveled the same route every year. He went east in the fall to gather seeds. In the spring, he headed west to plant seeds. During the summer, he visited his orchards to take care of his trees. People say that he walked about one hundred thousand miles during his life. He either stayed with people he met or slept on the ground under the trees.

5 People became used to seeing Chapman and looked forward to his visits. He was a friend to settlers and Native Americans alike. Chapman lived on food provided by nature, and he never killed animals. He traded food or clothing for his trees rather than collecting money. He was happy to plant a tree for a settler even if the settler could not pay for it.

6 In 1842, Chapman retired from traveling. He moved in with his brother in Ohio. In March 1845, he went to Indiana to visit a friend. While he was there, Chapman fell sick and died. He is buried near Fort Wayne, Indiana. He was survived by Nathaniel and thousands of apple trees.

6

According to the article, how long ago did Johnny Appleseed live?

Ⓐ about 300 years ago

Ⓑ about 200 years ago

Ⓒ about 100 years ago

Ⓓ about 50 years ago

Day 32

7

Read the sentence from the article.

> As he <u>wandered</u>, Chapman carried a leather bag filled with apple seeds he collected along the way. (paragraph 3)

Which word could **best** replace <u>wandered</u> without changing the meaning of the sentence?

Ⓐ hiked

Ⓑ roamed

Ⓒ floated

Ⓓ raced

8

Read the paragraph from the article.

> People became used to seeing Chapman and looked forward to his visits. He was a friend to settlers and Native Americans alike. Chapman lived on food provided by nature, and he never killed animals. He traded food or clothing for his trees rather than collecting money. He was happy to plant a tree for a settler even if the settler could not pay for it. (paragraph 5)

What does this paragraph tell you about Chapman?

Ⓐ He looked forward to visiting people.

Ⓑ He was a good businessman.

Ⓒ He tried to help other people.

Ⓓ He thought apple trees were more important than people.

9

How are all the events in the article related?

Ⓐ They tell the major events and accomplishments in Chapman's life.

Ⓑ They explain how settlers moved into the Ohio Valley and how Chapman helped them.

Ⓒ They describe the route that Chapman traveled each year.

Ⓓ They show the effect of Chapman's planting apple seeds in the west.

10

Read the sentence from the article.

> People became used to seeing Chapman and looked forward to his visits. (paragraph 5)

The word forward comes from the root word *fore*. What does *fore* mean?

Ⓐ ahead

Ⓑ behind

Ⓒ around

Ⓓ later

11

What is a settler?

Ⓐ a person who leaves an area

Ⓑ a person who camps for a few days

Ⓒ a person who does not make a home

Ⓓ a person who makes a home in an area

Day 32

16

Place a check mark in the box next to each true equation.

A. ☐ $40 \times 4 = 1{,}600$

B. ☐ $9 \times 20 = 180$

C. ☐ $60 \times 9 = 609$

D. ☐ $7 \times 10 = 700$

E. ☐ $30 \times 4 = 120$

17

Place a check mark in the box next to each situation that can be represented by $56 \div 7$.

A. ☐ Edgar had 56 points but lost 7.

B. ☐ Jarod has 56 stickers and buys 7 more.

C. ☐ J.D. divided 56 stamps equally among 7 pages.

D. ☐ Nikki sets up 56 desks. She puts 7 desks in each row with none left over.

E. ☐ Teresa made $56 after working for 7 hours.

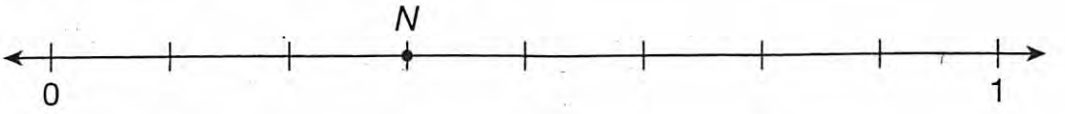
18

Stanley has 3 bags of marbles. There are 9 marbles in each bag.

Create an equation that shows how many marbles Stanley has in all.

19

What fraction is shown by the letter *N*?



Ⓐ $\frac{3}{6}$

Ⓑ $\frac{4}{7}$

Ⓒ $\frac{8}{3}$

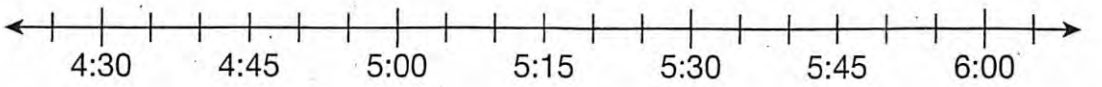
Ⓓ $\frac{3}{8}$

20

Solve 562 − 384 = ☐.

21

Aisha's Math Club meeting started at 4:15. The meeting lasted 45 minutes, but she stayed 10 minutes after to finish some problems. She then rode her bike 20 minutes to get home. What time did Aisha get home? You can use the number line to help you.



PRACTICE TEST 2

22

Rafael was playing games at the county fair. He won 184 tickets playing one game, and then he won 229 tickets playing another game. He spent 95 tickets to get his sister, Rosa, a stuffed bear. How many tickets did Rafael have after getting Rosa the stuffed bear?

Ⓐ 218

Ⓑ 308

Ⓒ 318

Ⓓ 328

23

Place a check mark in the box next to each expression that could be used to find 4×9.

A. ☐ $3 \times 4 \times 5$

B. ☐ 9×4

C. ☐ $4 \times 3 \times 3$

D. ☐ $4 \times (4 + 2)$

E. ☐ $(2 + 2) \times 9$

24

Which is the best estimate for the weight of a laptop computer?

Ⓐ 3 grams

Ⓑ 30 grams

Ⓒ 3 kilograms

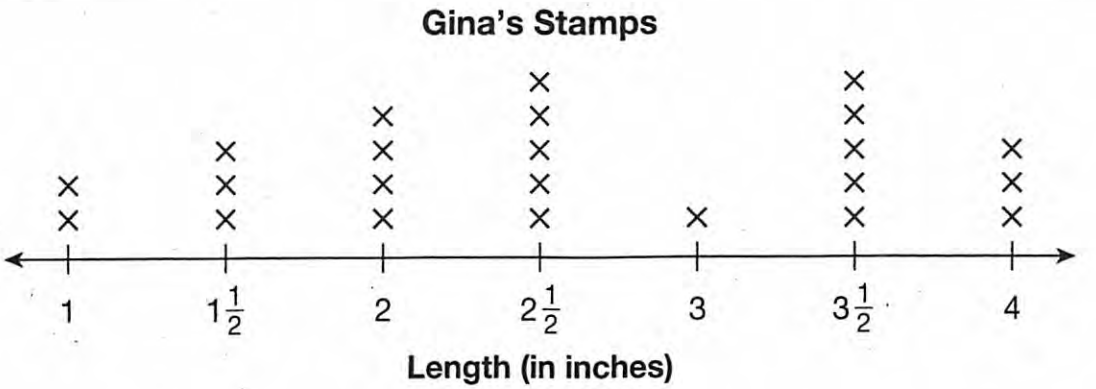
Ⓓ 30 kilograms

25

Victor has 40 toy racecars. His sister, Shana, has twice as many toy racecars as Victor. If Shana gives 12 of her toy racecars to Victor, how many will she have left? Answer in the space provided, and explain how you know your answer is true.

26

The line plot below shows data about the lengths of stamps Gina collected.



Place a check mark in the box next to each true statement about the line plot.

A. ☐ There are 2 stamps that measured 3 inches.

B. ☐ There are a total of 5 stamps that measured from 2 to $2\frac{1}{2}$ inches.

C. ☐ The same amount of stamps that measured $1\frac{1}{2}$ inches also measured 4 inches and above.

D. ☐ There were 20 measurements in total.

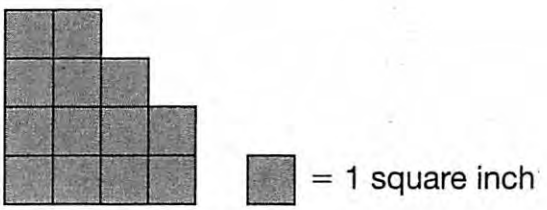
E. ☐ There are two more stamps that measured $2\frac{1}{2}$ inches than that measured 4 inches.

27

Draw a quadrilateral with two right angles that is not a rectangle.

28

What is the area of the figure?



Ⓐ 13 inches

Ⓑ 13 square inches

Ⓒ 12 inches

Ⓓ 12 square inches

29

Which expression is equivalent to the product of 8 and 4?

Ⓐ $(1 + 3) \times 4$

Ⓑ $(3 \times 1) + (6 \times 2)$

Ⓒ $4 + 8$

Ⓓ $4 \times (4 + 4)$

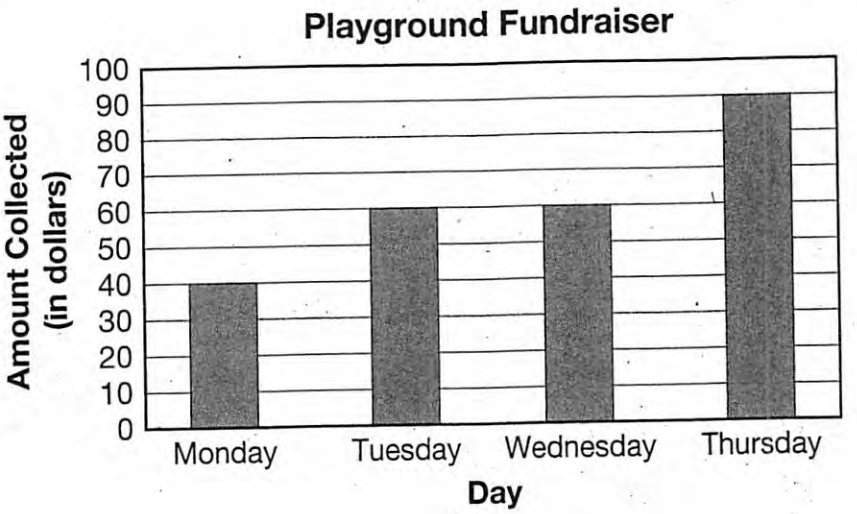
30

Complete the table below to find the quotients.

Problem	Quotient
$18 \div 9$	
$42 \div 6$	
$40 \div 5$	
$24 \div 4$	

31

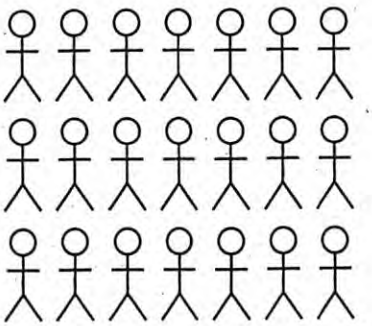
Battle Hill Middle School has begun fundraising for a new playground. The graph below shows the amount of money raised in the first few days.



How much more money was collected on Monday and Thursday than on Tuesday and Wednesday?

32

Evie had a party and invited all her friends. Before the party was over, she lined up all her guests for a photo. Which statement is true? Place a check mark in the box next to each statement that applies.



A. ☐ Divide 7 by 3 to find the total number of guests at Evie's party.

B. ☐ Add 7 and 3 to find the total number of guests at Evie's party.

C. ☐ Evie has 24 total guests at her party.

D. ☐ Evie has 21 total guests at her party.

E. ☐ Multiply 7 by 3 to find the total number of guests at Evie's party.

STOP

Day 33

Reading

Read the story, and answer the questions that follow.

The Shirt

by Jamar Morton

1 Ricardo fastened the last button on his shirt and stared at himself in the mirror. It was as bad as he thought it was going to be. He was wearing the shirt that his great-grandmother had made for him last month. When she had given it to him, he had smiled and pretended to like it. Then he had hung it up in the back of his closet like an embarrassing secret.

2 "Wow!" Ricardo's sister, Carmen, said from the doorway. "That is some shirt!"

3 Ricardo turned away from the mirror as his sister walked into the room. She examined the shirt more closely.

4 "It's not so bad, Ricardo . . . if you want to be a rodeo clown!" Carmen doubled over in laughter.

5 "That's it!" Ricardo jumped up and stomped over to his closet. "I'm changing my shirt!"

6 Carmen managed to stop laughing and held up her hand. "Wait! I'm sorry. I couldn't help myself. You can't change your shirt. *Abuela* made it for you. Do you want to hurt her feelings when she comes over tonight?"

7 Ricardo sighed. He loved his great-grandmother very much. She was coming over for dinner in about an hour, along with his aunt Maria and his cousin, Carlos. When she had spoken to Ricardo's mom on the phone earlier, his great-grandmother had requested that he wear the shirt she had made for him.

8 Ricardo had protested, explaining that the shirt had a huge collar and bright colors that practically glowed in the dark. But his mother had refused to listen. "She's your *abuela*, Ricardo. She made you that shirt with her own two hands and a lot of love. You will wear it proudly."

9 So here he was, wearing a shirt he felt ridiculous in, but he could do nothing about it.

10 His sister put her arm around his shoulder. "It's going to be all right, little brother. You just have to wear it for a few hours. Just think how happy Abuela is going to be when she sees you in it."

11 "At least one of us will be happy," Ricardo said. He and his sister went downstairs.

12 Ricardo's aunt and cousin arrived first. When Ricardo opened the door, his cousin stared at him in disbelief. "What are you wearing?" he asked, a smile playing on his lips.

13 Ricardo rolled his eyes. "Whatever you want to say, Carlos, get it over with now. I don't want to hear about it all night."

14 Ricardo's aunt walked in and gave him a kiss. "You won't have to hear about it at all." She turned to look sternly at Carlos. "Isn't that right, Carlos?"

15 Carlos grinned. "That's right," he said. He watched as his mom greeted Ricardo's mom and then turned to his cousin and whispered, "I just wish I had a camera."

16 Ricardo's great-grandmother arrived a short time later. She opened her arms wide and wrapped Ricardo in a warm embrace. "Ricardo! How good to see you! I never like the drive from Orlando, but it's worth it to see you and your sister. And you're wearing the shirt I made you! You look so handsome in it!"

17 His great-grandmother waved at his mother. "Anita! Do you have a camera? I want to take a picture of Ricardo!"

18 Carlos snickered. "Good idea!" he said.

19 A short time later, they all sat down to dinner. Ricardo did not have much of an appetite. His great-grandmother chatted happily with everyone around the table.

20 "Ricardo," his great-grandmother said, "your mom told me on the phone that you're going to a birthday party next Saturday."

21 Ricardo nodded. "It's for my best friend. Most of our classmates are going to be there."

22 His great-grandmother smiled. "Well, I have a surprise for you. I want you to look your best, so I made you another shirt just for the party!"

23 Ricardo gulped. His life had turned into a nightmare. Then he noticed that his great-grandmother was laughing. "I am just joking, Ricardo! I can tell you don't like the shirt I made you, and I couldn't help teasing you. You never have to wear a shirt just to please me. I will love you anyway."

24 Ricardo breathed a sigh of relief and smiled at his abuela. He realized just how lucky he was to have her.

12

Who made the shirt that Ricardo receives?

Ⓐ his aunt, Maria

Ⓑ his mother, Anita

Ⓒ his sister, Carmen

Ⓓ his great-grandmother

13

How does Ricardo feel during **most** of the story? Use details from the story to support your answer.

Write your answer in the space below.

14

What do Carmen and Carlos have in common?

Ⓐ They both give Ricardo advice.

Ⓑ They both like Ricardo's shirt.

Ⓒ They both want to take a picture of Ricardo.

Ⓓ They both make fun of Ricardo's shirt.

Day 33

15

This question has two parts. First, answer part A. Then, answer part B.

Part A

Read the sentence from the story.

> She opened her arms wide and wrapped Ricardo in a warm embrace. (paragraph 16)

What does embrace mean?

Ⓐ kiss

Ⓑ hug

Ⓒ handshake

Ⓓ wave

Part B

Underline the words that help you know the meaning of embrace.

> Ricardo's great-grandmother arrived a short time later. She opened her arms wide and wrapped Ricardo in a warm embrace. "Ricardo! How good to see you! I never like the drive from Orlando, but it's worth it to see you and your sister. And you're wearing the shirt I made you! You look so handsome in it!"

PRACTICE TEST 2

Day 33

16

Which sentence from the story **best** supports the idea that Ricardo is not happy?

Ⓐ "He and his sister went downstairs."

Ⓑ "He loved his great-grandmother very much."

Ⓒ "Ricardo did not have much of an appetite."

Ⓓ "Ricardo's aunt walked in and gave him a kiss."

17

Which word is a synonym of <u>ridiculous</u> as it is used in the story?

Ⓐ wise

Ⓑ silly

Ⓒ ordinary

Ⓓ comfortable

18

How does Ricardo feel at the end of the story?

Ⓐ He feels happy.

Ⓑ He feels disappointed.

Ⓒ He feels ashamed.

Ⓓ He feels angrier.

Day 33

Reading

Read the article, and answer the questions that follow.

Star Patterns in the Sky

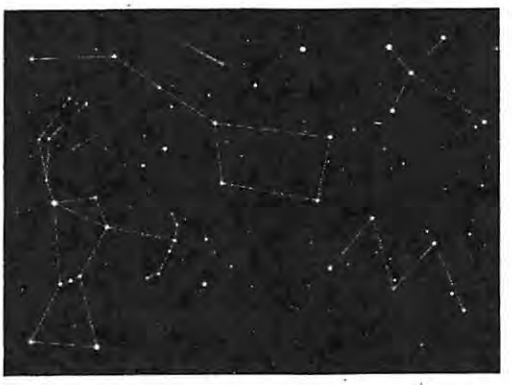
1 Look up at the sky on a clear night. You may not believe your eyes! The night sky is filled with thousands of stars. If there are no lights from cities or towns to block your view, you can see between 1,000 and 1,500 stars on a dark night.

2 People have tried to provide meaning for the patterns in the sky since ancient times. To do this, they created stories and legends to explain what these sky patterns showed. These patterns are called constellations. People often named the constellations after animals or characters in myths. These stories helped people make sense of the objects in the sky.

3 Astronomers, or scientists who study the stars, have named eighty-eight constellations. One of the most famous constellations is Ursa Major. This constellation is also called the Great Bear. Ursa Major includes the Big Dipper, which is one of the most famous star patterns. The Big Dipper got its name because it is shaped like a ladle, which is a spoon that you might use to scoop up gravy or sauce. Next to the Big Dipper is the Little Dipper. You can find the Little Dipper by looking at the two bright stars on the left side of the Big Dipper.

4 Orion was a great hunter in an ancient myth. The largest constellation in the sky is named after him. Orion has company—his faithful dogs are with him in the sky. These dogs are the constellations Canis Major and Canis Minor. In fact, many constellations are named after animals. Some of these are Cygnus the swan, Leo the lion, Taurus the bull, and Scorpius the scorpion.

5 When you go out to look at the stars, use a sky chart or map. A sky chart will show you where constellations are in the sky. After a while, try to pick out the patterns in the sky on your own. Keep in mind that you cannot see the same constellations all year long. For example, in the northern half of the world, the constellation Scorpius is visible only in the summer. If you are in the southern half of the world, you will see completely different constellations than people in the northern half.



Orion, the Big Dipper, Cassiopeia, and Crux are constellations in the Northern Hemisphere.

6 Some astronomers think that ancient people used constellations to help them know the month. If a certain constellation was in the sky, it was time to plant crops. Today, we have clocks and calendars to tell us the time and the day of the month. We do not need to look at the stars for that information. However, there is still something amazing about looking up into the darkness and seeing the same familiar patterns people have looked at for thousands of years.

19

What is a constellation?

Ⓐ a star

Ⓑ a galaxy

Ⓒ a star pattern

Ⓓ a moon phase

Day 33

20

This question has two parts. First, answer part A. Then, answer part B.

Part A

What is the main idea of the article?

Ⓐ There are only a few constellations in the sky.

Ⓑ Constellations are named after people in stories.

Ⓒ Constellations help people make sense of the night sky.

Ⓓ People have been looking at constellations for a long time.

Part B

Which of these sentences from the article **best** supports the answer to part A?

Ⓐ "Orion was a great hunter in an ancient myth."

Ⓑ "The night sky is filled with thousands of stars."

Ⓒ "People have tried to provide meaning for the patterns in the sky since ancient times."

Ⓓ "Astronomers, or scientists who study the stars, have named eighty-eight constellations."

21

Why did the author include the illustration with the article?

Ⓐ The illustration shows missing information.

Ⓑ The article is boring without the illustration.

Ⓒ The illustration takes up space on the page.

Ⓓ The illustration shows what constellations are.

Day 33

22

Underline the sentences that explain how you can find constellations in the sky.

When you go out to look at the stars, use a sky chart or map. A sky chart will show you where constellations are in the sky. After a while, try to pick out the patterns in the sky on your own. Keep in mind that you cannot see the same constellations all year long. For example, in the northern half of the world, the constellation Scorpius is visible only in the summer. If you are in the southern half of the world, you will see completely different constellations than people in the northern half.

23

Which constellations are mentioned in **both** the illustration's caption and the text of the article? Select **all** that apply.

A. ☐ Cassiopeia

B. ☐ Orion

C. ☐ The Big Dipper

D. ☐ The Little Dipper

E. ☐ Leo

F. ☐ Taurus

Day 33

24

What is an astronomer?

Ⓐ A scientist who studies the ocean.

Ⓑ A scientist who studies the stars.

Ⓒ A scientist who studies the moon.

Ⓓ A scientist who studies the night.

25

This question has two parts. First, answer part A. Then, answer part B.

Part A

How does the author feel about constellations?

Ⓐ The author thinks they are still important today.

Ⓑ The author thinks they are not important.

Ⓒ The author thinks there are too many of them.

Ⓓ The author thinks ancient people were very creative.

Part B

Which detail from the article **best** supports the answer to part A?

Ⓐ "Today, we have clocks and calendars to tell us the time and the day of the month."

Ⓑ "Some astronomers think that ancient people used constellations to help them know the month."

Ⓒ "However, there is still something amazing about looking up into the darkness and seeing the same familiar patterns people have looked at for thousands of years."

Ⓓ "To do this, they created stories and legends to explain what these sky patterns showed."

Day 33

26

This question has two parts. First, answer part A. Then, answer part B.

Part A

Read this sentence from the article.

> For example, in the northern half of the world, the constellation Scorpius is visible only in the summer. (paragraph 5)

What does the word visible mean as it is used in the article?

Ⓐ able to be seen

Ⓑ from the north

Ⓒ during the summer

Ⓓ having to do with stars

Part B

Which detail from the article **best** helps the reader understand the meaning of visible?

Ⓐ "A sky chart will show you where constellations are in the sky."

Ⓑ "Keep in mind that you cannot see the same constellations all year long."

Ⓒ "If a certain constellation was in the sky, it was time to plant crops."

Ⓓ "Some astronomers think that ancient people used constellations to help them know the month."

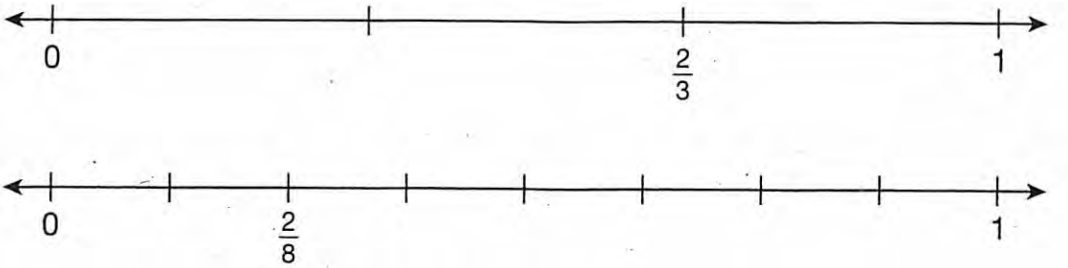
Day 33

Section 2

33

Rita used $\frac{2}{3}$ cup of apple juice for a smoothie. She also used $\frac{2}{8}$ cup of pineapple juice.

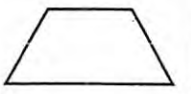
The points on the number lines below show each fraction.



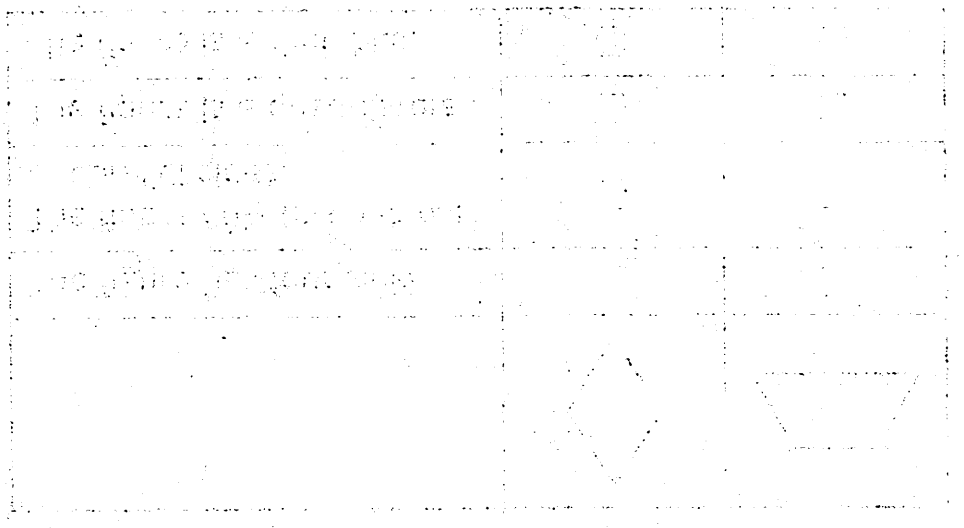
Write a true comparison of the two fractions.

34

For each shape, select the properties that apply.

		
The figure has four sides.	☐	☐
The figure only has one pair of parallel sides.	☐	☐
The figure is a quadrilateral.	☐	☐
The figure is a rhombus.	☐	☐

PRACTICE TEST 2



Dan 83

35

What fraction is represented by the length marked on the number line?

36

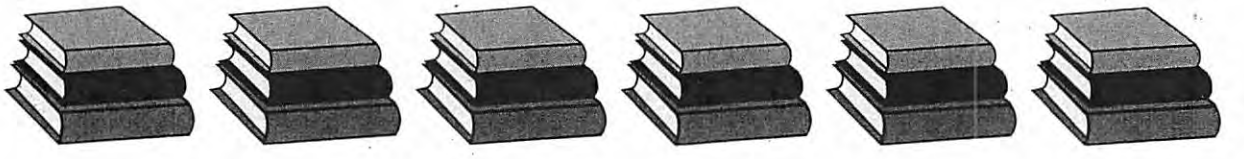
Complete the pattern using the numbers from the item bank.

0	1	2	3	4	5	6	7	8	9

6, 12, ☐, 24, 30, ☐

37

How many groups of books are there?



1	5
2	6
3	7
4	8

18 ÷ ☐ = ☐

☐ equal groups

38

What time is shown on the clock?

Ⓐ 12:05

Ⓑ 12:27

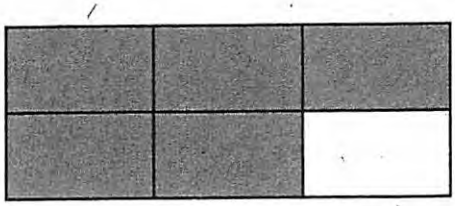
Ⓒ 5:02

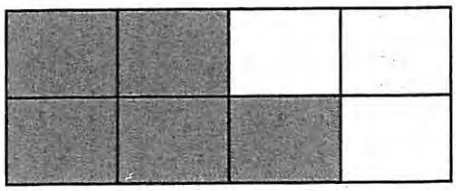
Ⓓ 7:00

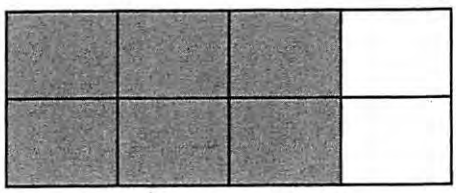
39

Each model shown has been shaded to represent a fraction. Which model shows $\frac{5}{6}$ shaded?

Ⓐ 

Ⓑ 

Ⓒ 

Ⓓ 

40

Paula counts the tiles of her bathroom floor. What measurement did Paula find?

Ⓐ the depth of one tile

Ⓑ the area of the bathroom floor

Ⓒ the perimeter of the bathroom floor

Ⓓ the area of one tile

41

Create an expression that is equal to $(9 \times 2) + (9 \times 2)$ using the item bank. Write numbers in the boxes and symbols in the circles. Numbers and symbols may be used more than once or not at all.

2
9
4
11
+
×

42

Before he went back to school, Atmadeep went to the store and bought 5 T-shirts and 3 pairs of socks. Each T-shirt costs $6, and each pair of socks cost $3. Write an equation that can be used to find c, the total cost of the socks and T-shirts that Atmadeep bought.

43

The table below shows the amount that three students read of the same book.

Student	Amount of Book Read
Ben	$\frac{1}{6}$
Jackie	$\frac{5}{8}$
Noah	$\frac{5}{6}$

Part A: Write a true comparison of the fractions that have the same denominator.

Part B: Write a true comparison of the fractions that have the same numerator.

44

Place a check mark in the box next to each situation that can be represented by 2×6.

A. ☐ A carton of eggs has 2 rows and 6 columns.

B. ☐ Beth has 6 pencils and gave 2 away.

C. ☐ Two sandwiches are shared equally among 6 friends.

D. ☐ Kate gained 2 points each game for 6 games.

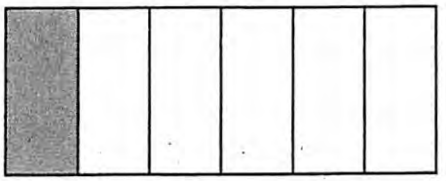
E. ☐ Sheila saved $6 every day for one week.

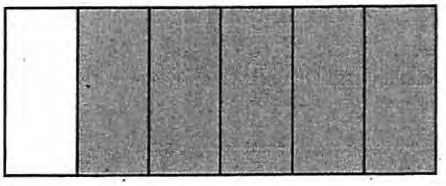
45

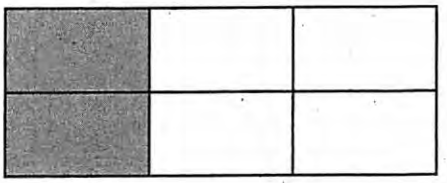
Marcela has 18 stamps. She wants to place them in an album. She wants to arrange the stamps in rows, with the same number of stamps in each row. Draw two ways that she could arrange the pictures.

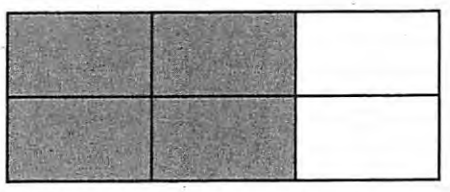
46

Each model shown has been shaded to represent a fraction. Which model shows $\frac{1}{6}$ of the area of the shape shaded?

Ⓐ 

Ⓑ 

Ⓒ 

Ⓓ 

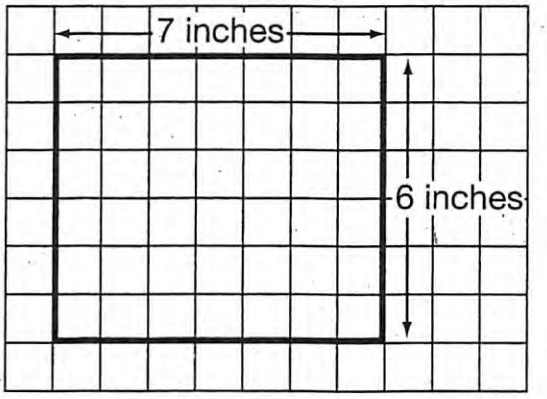
47

Create a multiplication equation you could use to solve $36 \div 6 = \square$.

PRACTICE TEST 2

48

Brianne made a patch for a quilt. The patch is in the shape of a rectangle.



What is the area, in square inches, of the patch?

Ⓐ 13 square inches

Ⓑ 21 square inches

Ⓒ 26 square inches

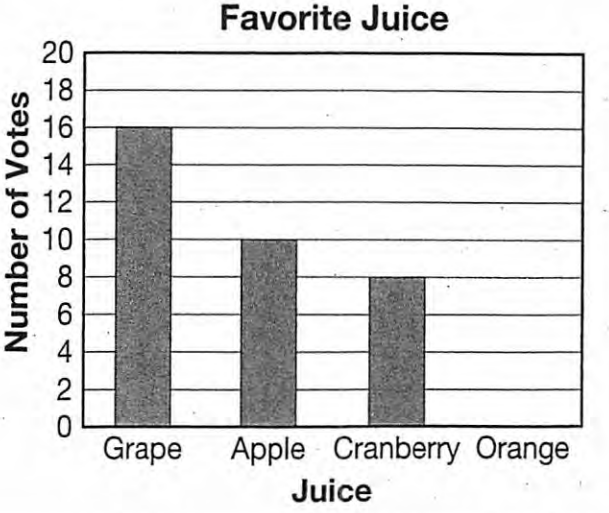
Ⓓ 42 square inches

49

Debra is having a party. To figure out what drinks she should buy, she surveyed her friends about their favorite juices. The table below shows the data. Complete the bar graph shown below.

Favorite Juice

Juice	Number of Votes
Grape	16
Apple	10
Cranberry	8
Orange	14



EE yaC Day 34

Reading

Read the poem, and answer the questions that follow.

Foreign Lands

by Robert Louis Stevenson

Up into the cherry tree
Who should climb but little me?
I held the trunk with both my hands
And looked abroad on foreign lands.

I saw the next door garden lie,
Adorned with flowers, before my eye,
And many pleasant places more
That I had never seen before.

I saw the dimpling river pass
And be the sky's blue looking-glass;
The dusty roads go up and down
With people tramping in to town.

If I could find a higher tree
Farther and farther I should see,
To where the grown-up river slips
Into the sea among the ships,

To where the roads on either hand
Lead onward into fairy land,
Where all the children dine at five,
And all the playthings come alive.

27

What part of the poem does the illustration show?

Ⓐ the mood

Ⓑ the tone

Ⓒ the speaker

Ⓓ the setting

28

Underline the line that explains why the lands are foreign to the speaker.

Up into the cherry tree
Who should climb but little me?
I held the trunk with both my hands
And looked abroad on foreign lands.

I saw the next door garden lie,
Adorned with flowers, before my eye,
And many pleasant places more
That I had never seen before.

31

What does <u>adorned</u> mean?

Ⓐ decorated

Ⓑ without

Ⓒ overgrowing

Ⓓ littered

32

What does the speaker mean by "be the sky's blue looking-glass"?

Ⓐ The sky acts as the river's mirror.

Ⓑ Both the sky and the river are blue.

Ⓒ The river acts as the sky's mirror.

Ⓓ The river's dimpling makes the sky blue.

33

Which word could replace <u>dusty</u> without changing the meaning of line 11?

Ⓐ filthy

Ⓑ well-traveled

Ⓒ muddy

Ⓓ dirty

Day 34

34

This question has two parts. First, answer part A. Then, answer part B.

Part A

Why does the speaker use the word "grown-up" instead of "adult" in line 15?

Ⓐ The river is not a person, so it cannot be called an adult.

Ⓑ The speaker is a child, and "grown-up" is a word a child would use.

Ⓒ The speaker is an adult telling a story to a child, so he has to use "grown-up."

Ⓓ The speaker knows that some readers may not know what "adult" means.

Part B

Select the lines from the poem that support your answer in part A.

A. ☐ "Who should climb but little me?"

B. ☐ "I held the trunk with both my hands"

C. ☐ "I saw the next door garden lie,"

D. ☐ "I saw the dimpling river pass"

E. ☐ "With people tramping in to town."

F. ☐ "And all the playthings come alive."

35

How do the last two stanzas differ from the first three stanzas?

Ⓐ The last two stanzas have a different rhythm.

Ⓑ The last two stanzas have a different rhyme scheme.

Ⓒ The last two stanzas describe things the speaker actually sees.

Ⓓ The last two stanzas describe the speaker's wishful thinking.

Day34

Reading

Read the passages, and answer the questions that follow.

Text A

from "Helpful Insects" Web site

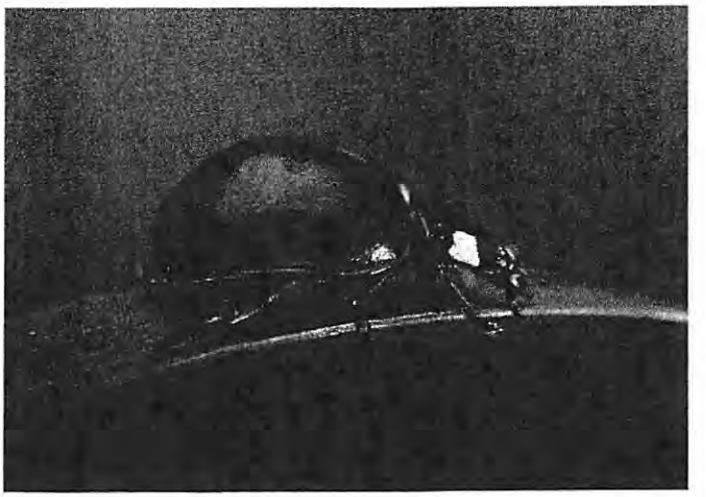
Insects Everywhere!

1 Insects are everywhere! There are over one million types of insects in the world. Many people think insects are awful, but only about five percent of insects are harmful. You can divide helpful insects into three groups. These groups are predators, pollinators, and recyclers. Let's take a closer look at each of these helpful insects.

Predators: Out to Get the Bad Guys!

2 Predators are animals that eat other animals. Some insect predators eat harmful insects that might eat crops. Without predators to eat the harmful insects, we might not have enough food to eat.

3 Ladybugs are a great example of a helpful predator. Ladybugs eat insects called aphids. Aphids damage many crops, so gardeners and farmers love to have ladybugs around to eat the aphids. These little predators are so popular that garden stores even sell them so people can have them in their gardens.



Gardeners like to have ladybugs in their gardens because they eat harmful insects such as aphids.

Pollinators: Helping Things Grow

4 Many insects are pollinators. Pollinators spread pollen so flowers, fruits, vegetables, and other plants can grow. You may have noticed bees buzzing around a garden or seen butterflies flitting from flower to flower. Flowers have a sweet liquid called nectar that these insects love to eat. A bee or butterfly will land on a flower to have a sweet snack. As the insect walks on the flower, tiny grains of pollen stick to its body. When the insect moves on to another flower, some of the pollen falls onto that flower. When the pollen of two flowers mixes together, new plants grow. So without insect help, we would not have flowers in the garden or fruit and vegetables to eat.

Recyclers: Taking Out the Trash

5 Did you know that some insects help keep our world clean? Recycler insects do just that! These insects decompose, or break down, waste and trash. Without these insects, garbage, animal droppings, and even dead plants and animals would pile up all around us!

6 Most people do not like flies or termites, but these insects can be helpful. Flies like to eat smelly, rotting things. That's why flies gather near rotten food in the garbage. When flies eat the rotten food, they help keep our world clean. Termites can do a lot of damage if they are inside a building because they eat wood. But outside, termites eat the roots and wood of dead trees and plants. This helps the wood decompose quickly. Without termites, fallen trees would stay on the ground and new plants would not have room to grow.

Remember, Insects Are Our Friends!

7 The next time you see an insect crawling or flying by, don't be so quick to judge this creepy-crawly critter. That insect could be keeping the world safe from pests, making sure we're not covered in garbage, or helping new plants grow.

Text B

Know Your Harmful Bugs

1 Anyone who owns a garden has to deal with harmful bugs. Although some bugs are helpful to gardeners, others are pests. Here are some of the most harmful garden pests.

2 Caterpillars are the larval stage of butterflies and moths. Butterflies are helpful insects because they pollinate plants. However, caterpillars feed on plants. Some caterpillars can eat an entire plant overnight! This is possible because caterpillars have chewing mouth parts. If there are holes in a leaf of a plant, a caterpillar probably did the damage.

3 Tomato hornworms are types of caterpillars you might see in your garden. These bugs love tomatoes. They will also eat potatoes, eggplant, and green peppers, which are all popular garden plants.

PRACTICE TEST 2

4 Aphids are common pests. These tiny insects eat vegetables, roses, and other flowers and shrubs. These insects pierce the plant to suck out the juice inside. Not only does this damage the plant, but the sweet juice also attracts ants and mold. Aphids are usually found on the bottom side of leaves and flowers. The best way to get rid of aphids is to have ladybugs in your garden because ladybugs eat aphids.

5 Some bugs do not harm plants, but they can harm the gardener! When you work in your garden, watch out for ticks. Ticks are tiny bugs that can carry several dangerous diseases. Tuck your pants into your socks and wear long sleeves to protect yourself from ticks. As soon as you come inside, check yourself or have someone else check you for ticks. Remove any ticks you find.

6 It is important to know which bugs are harmful. Some are harmful to plants, and others are harmful to people. Taking simple steps will keep both you and your garden healthy and safe.

Day 34

36

Under which subhead in Text A can you find information about how plants make new plants?

Ⓐ Predators: Out to Get the Bad Guys

Ⓑ Pollinators: Helping Things Grow

Ⓒ Recyclers: Taking Out the Trash

Ⓓ Remember, Insects are our Friends!

37

Choose one of the insects described in Text A. Use details from the passage to explain why this insect is helpful to people.

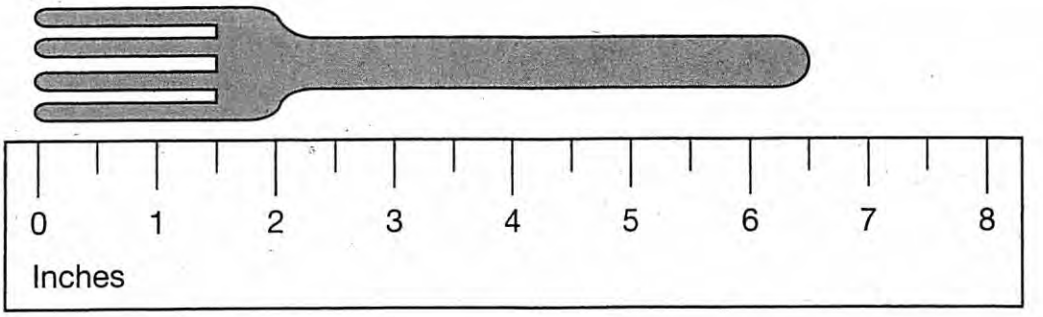
Write your answer in the space below.

PRACTICE TEST 2

Day 34

50

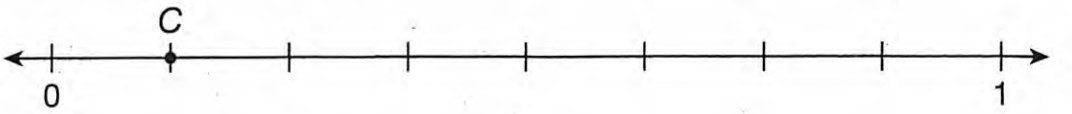
A fork is shown below.



What is the length of the fork to the nearest half inch?

51

What fraction is shown by the letter *C*?

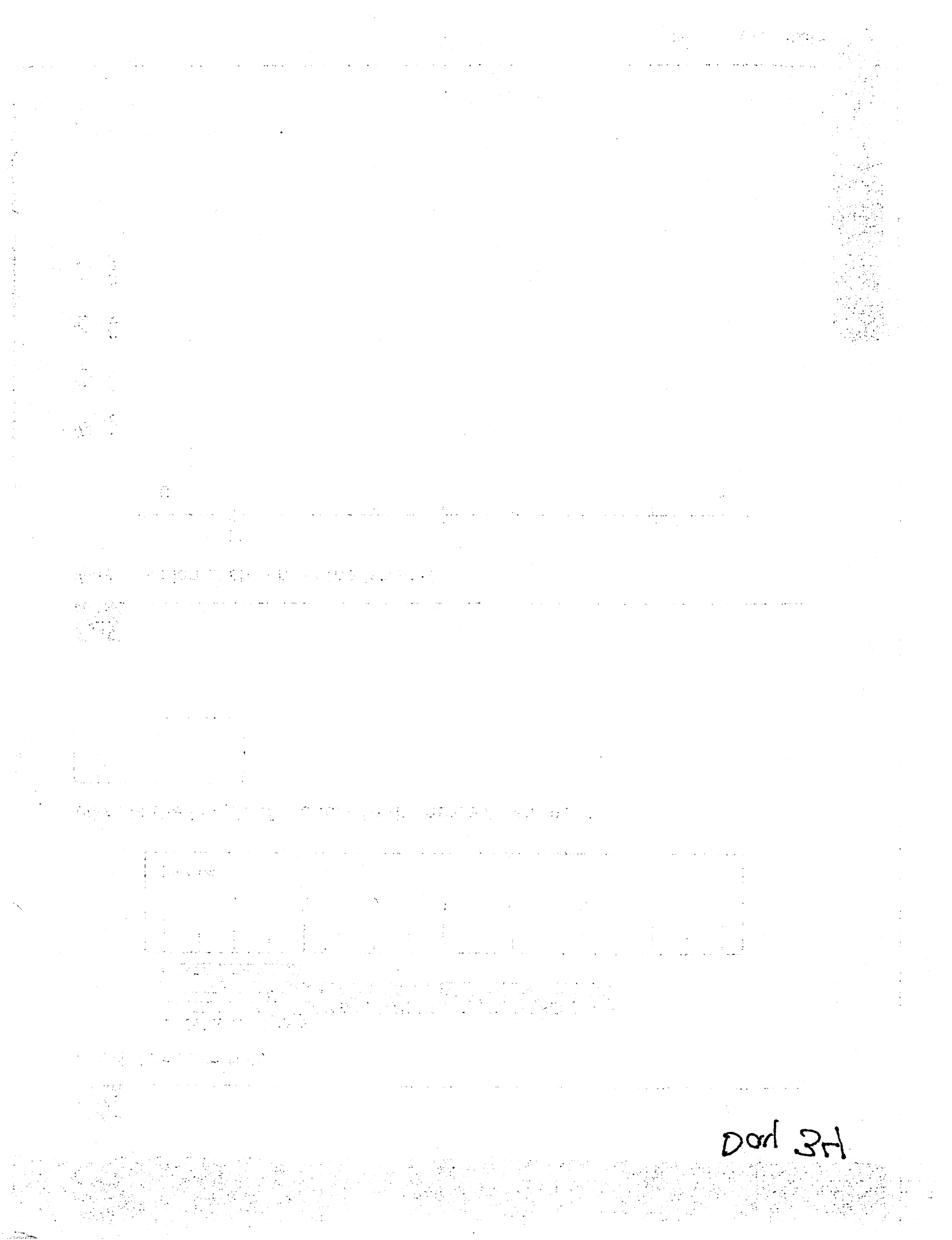


Ⓐ $\frac{1}{8}$

Ⓑ $\frac{7}{8}$

Ⓒ $\frac{8}{1}$

Ⓓ $\frac{8}{7}$


Dad 3H

52

A multiplication equation is shown.

$9 \times \square = 63$

What is the value of the unknown number?

53

Place a check mark in the box next to each equation that is true.

A. ☐ $6 \times 6 = 48$

B. ☐ $24 \div 3 = 8$

C. ☐ $2 \times 7 = 14$

D. ☐ $54 \div 7 = 9$

E. ☐ $5 \times 4 = 25$

54

Elizabeth writes the expression below to describe something in her classroom.

$18 \div 6$

Which situation could the expression describe?

Ⓐ The classroom library has 18 books on each of 6 shelves.

Ⓑ The 18 students in the class are placed in 6 same-size groups.

Ⓒ The classroom has 18 desks and 6 tables.

Ⓓ There are 18 students in the class, but 6 are absent today.

55

Complete the following table by rounding each number to the nearest ten and nearest hundred.

Number	Round to Nearest Ten	Round to Nearest Hundred
545		
596		
561		
539		

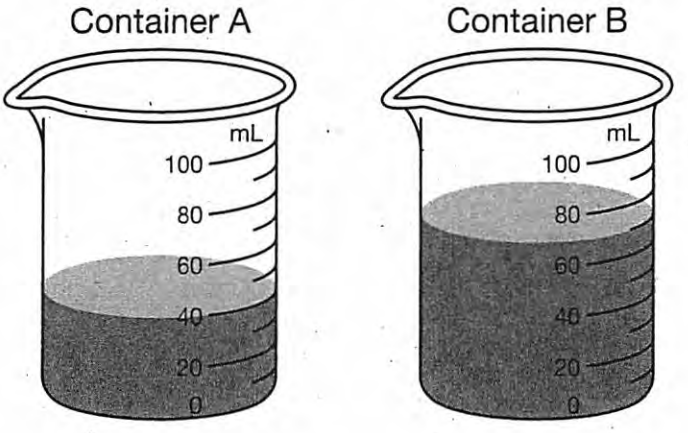
56

Create an equivalent expression.

$5 \times (2 \times 3)$

57

Johann had two containers at his desk.



What is the total volume of the liquid in the two containers in milliliters?

58

Place a check mark in the box next to each expression that is equal to 366.

A. ☐ 550 − 194

B. ☐ 192 + 174

C. ☐ 965 − 599

D. ☐ 281 + 95

E. ☐ 732 − 366

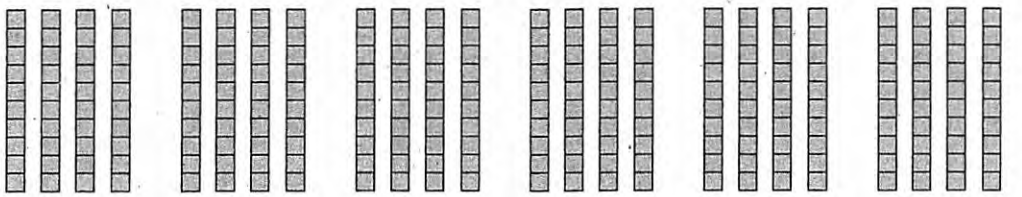
59

Caroline has started running every day around a track at her school. She ran 2 laps on Monday, 4 laps on Tuesday, and 8 laps on Wednesday.

If this pattern continues, how many laps will Caroline run on Thursday?

60

Write a multiplication expression to represent the model.



61

In Matt's fish tank, $\frac{3}{4}$ of the fish are goldfish and $\frac{1}{4}$ of the fish are bettas. Which statement is true about the part of the fish that are goldfish and the part of the fish that are bettas?

Ⓐ $\frac{3}{4} = \frac{1}{4}$

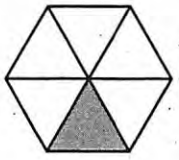
Ⓑ $\frac{3}{4} < \frac{1}{4}$

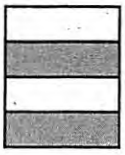
Ⓒ $\frac{1}{4} > \frac{3}{4}$

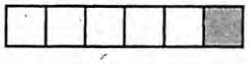
Ⓓ $\frac{1}{4} < \frac{3}{4}$

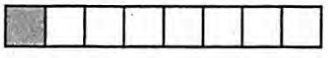
62

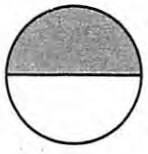
Which models show $\frac{1}{6}$ of the area of the shape shaded? Place a check mark in the box next to each model that applies.

A. ☐ 

B. ☐ 

C. ☐ 

D. ☐ 

E. ☐ 

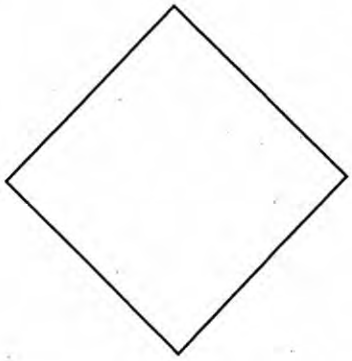
63

Layla has 42 books. She separates the books into 7 equal groups. How many books are in each group?

64

The square shown below has a perimeter of 36 inches. What is the length of one side? Write the solution using the numbers from the item bank.

1
2
3
4
5
6
7
8
9



inches

PRACTICE TEST 2

STOP

38

How does the photograph in Text A relate to the information in the passage?

Ⓐ The photograph shows an insect that is not mentioned.

Ⓑ The photograph shows how an insect destroys plants.

Ⓒ The photograph shows what a ladybug looks like.

Ⓓ The photograph shows what an aphid looks like.

39

What is the main idea of "Know Your Harmful Bugs"? Use details from the passage to support your answer.

Write your answer in the space below.

Day 35

40

Underline the **two** sentences from "Know Your Harmful Bugs" that make a comparison.

Caterpillars are the larval stage of butterflies and moths. Butterflies are helpful insects because they pollinate plants. However, caterpillars feed on plants. Some caterpillars can eat an entire plant overnight! This is possible because caterpillars have chewing mouth parts. If there are holes in a leaf of a plant, a caterpillar probably did the damage.

41

Which insects from Text A are mentioned in **both** the photograph's caption and the passage? Select **all** that apply.

A. ☐ aphids

B. ☐ bees

C. ☐ butterflies

D. ☐ flies

E. ☐ ladybugs

F. ☐ termites

PRACTICE TEST 2

Day 35

42

Some insects are both helpful and harmful. Choose **one** that is presented in **both** passages and give **two** examples of how it is both a "good" and "bad" bug.

Write your answer in the space below.

43

This question has two parts. First, answer part A. Then, answer part B.

Part A

Read this sentence from "Know Your Harmful Bugs."

> Although some bugs are helpful to gardeners, others are pests. (paragraph 1)

Which sentence from Text A tells about a harmful type of bug?

Ⓐ "Ladybugs are a great example of a helpful predator."

Ⓑ "Ladybugs eat insects called aphids."

Ⓒ "Aphids damage many crops, so gardeners and farmers love to have ladybugs around to eat the aphids."

Ⓓ "These little predators are so popular that garden stores even sell them so people can have them in their gardens."

Part B

Underline three sentences in Text B that provide details that support your answer in part A.

> Aphids are common pests. These tiny insects eat vegetables, roses, and other flowers and shrubs. These insects pierce the plant to suck out the juice inside. Not only does this damage the plant, but the sweet juice also attracts ants and mold. Aphids are usually found on the bottom side of leaves and flowers. The best way to get rid of aphids is to have ladybugs in your garden because ladybugs eat aphids.

Editing Task

The underlined parts of the passage show words, phrases, or sentences that may be incorrect. After you read the passage, you will answer questions about the underlined text.

Let's Visit a Baseball Field

A baseball field is a great place to visit. Look at the field. The field has the shape of a diamond. It has four sides. It has four corners. The first corner is home plate. The next corner is first base. The next corner is second base. The next corner is third base. There are 90 foots between each base. There are people at all the bases. There are people in the field. The baseball field is made of grass.

A white line go from home plate past third base. It goes on to left field. Another white line goes from home plate past first base. It goes on to right field. The ball must stay inside the white lines. Then the ball is fair.

Now the pitcher throws the ball. The pitcher stands 60 feet and 6 inches from home plate. Will the batter hit the ball? The catcher stays behind home plate. Will the catcher catch the ball?

People, watch the game. People sit near the field, but you do not sit too close. They sit in the stands. They can be safe there.

Do you like to watch baseball? You might think a baseball field is a great place to visit.

Day 35

44

Read the sentence from the passage.

There are 90 foots between each base.

What is the correct way to write the underlined word?

Ⓐ foot

Ⓑ feet

Ⓒ feets

Ⓓ The word is correct as written.

45

Read the sentence from the passage.

A white line go from home plate past third base.

Rewrite the sentence so that the underlined word agrees with the subject of the sentence.

PRACTICE TEST 2

46

Read the sentence from the passage.

The pitcher stands 60 feet and 6 <u>inches</u> from home plate.

What is the correct way to write the underlined word?

Ⓐ inchees

Ⓑ inchies

Ⓒ inches'

Ⓓ The word is correct as written.

47

Read the sentence from the passage.

<u>People, watch the game.</u>

What is the correct way to write the sentence?

Ⓐ People watch the game.

Ⓑ People watch, the game.

Ⓒ People, watch, the game.

Ⓓ The sentence is correct as written.

Day 35

48

Read the sentence from the passage.

People sit near the field, but <u>you</u> do not sit too close.

What is the correct way to write the underlined word?

Ⓐ she

Ⓑ I

Ⓒ they

Ⓓ The word is correct as written.

Day 25

Editing Task

The underlined parts of the passage show words, phrases, or sentences that may be incorrect. After you read the passage, you will answer questions about the underlined text.

The Birthday Surprise

My birthday is in June. It fell on a Friday this year. I was not sure whether I should have a party or not. Sometimes I feel like I might be getting too old for birthday partys. I told my parents I had an idea. I wanted to go to a baseball game. I really like baseball. They said it was a great idea to go to the game, I thought everything was decided. I would go to the game with my family.

It was very sunny that Friday evening. My parents and I set off for the stadium. The drive took about thirty minutes. I couldn't relax I was so excited. I had only been to one game before. I walk into the stadium with a huge smile on my face. Dad leaded the way down to our seats. They were practically on the field! I could not wait to tell my friends about the game. Then, as we sat down, I heard someone say, Liam, happy birthday! I turned to see my best friend Darren standing in the aisle. He was with three other friends of mine. My parents had bought tickets for them, too. They were there to surprise me and enjoy the game with me. It was a terrific birthday.

49

Read the sentence from the passage.

Sometimes I feel like I might be getting too old for birthday partys.

What is the correct way to write the underlined word?

Ⓐ partees

Ⓑ parties

Ⓒ partties

Ⓓ The word is correct as written.

50

Read the sentence from the passage.

They said it was a great idea to go to the game, I thought everything was decided.

Rewrite the sentence correctly as a compound sentence.

51

Read the sentence from the passage.

I couldn't relax I was so excited.

What is the **best** way to rewrite this sentence?

Ⓐ I couldn't relax yet I was so excited.

Ⓑ I couldn't relax so I was so excited.

Ⓒ I couldn't relax because I was so excited.

Ⓓ The sentence is correct as written.

52

Read the sentence from the passage.

I walk into the stadium with a huge smile on my face.

What is the correct way to write the underlined word in the past tense?

Ⓐ walks

Ⓑ walking

Ⓒ walked

Ⓓ The word is correct as written.

Day 35

53

Read the sentence from the passage.

Dad leaded the way down to our seats.

What is the correct way to write the underlined word?

Ⓐ lead

Ⓑ led

Ⓒ let

Ⓓ The word is correct as written.

54

Read the sentence from the passage.

Then, as we sat down, I heard someone say, Liam, happy birthday!

Rewrite the sentence using quotation marks correctly.

PRACTICE TEST 2

STOP