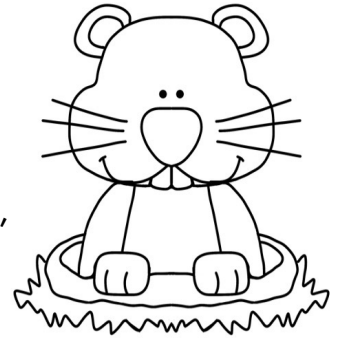


GROUNDHOG DAY



Groundhog Day has been around for a long time, and it all began in Europe. People used to celebrate a day called Candlemas on February 2nd, which marked the halfway point between winter and spring. They believed that the weather on this day could predict how much longer winter would last.

When German immigrants came to Pennsylvania in America, they brought their traditions with them. They used to watch the badger to see if it would come out of its burrow, believing that its behavior could tell them if spring was coming soon.

Over time, the badger was replaced by the groundhog, also known as a woodchuck. This is how the tradition of using a groundhog to predict the weather began. The most famous groundhog is Punxsutawney Phil, who lives in Pennsylvania. People gather every year on February 2nd to see if Phil sees his shadow, which is said to predict if there will be six more weeks of winter.

The history of Groundhog Day is all about nature and the changing seasons. In the olden days, people relied on the predictions to plan their farming and activities for the coming months. It was an important part of their lives, and it's still celebrated today to honor these traditions.

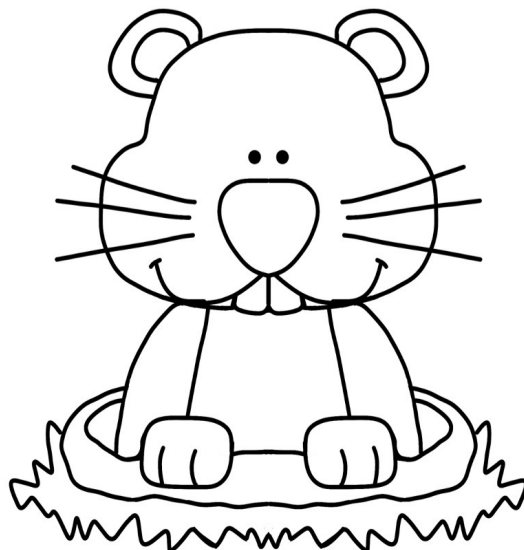
Now, people all over the United States and even in Canada celebrate Groundhog Day. It's a fun and joyful event where we come together and enjoy the excitement of waiting to see what the groundhog will predict. There's even a famous movie called "Groundhog Day" that made the tradition even more popular!

So, as you can see, Groundhog Day is a special day with a long history that teaches us about nature and brings communities together to celebrate the changing of the seasons.

Directions: Circle the correct answer for the following questions.

1. Where did the tradition of Groundhog Day originate?
 - A. United States
 - B. Europe
 - C. Canada
 - D. Germany
2. What day did people originally celebrate in Europe, marking the halfway point between winter and spring?
 - A. February 1st
 - B. February 2nd
 - C. March 1st
 - D. March 2nd
3. What animal did German immigrants initially watch to predict the arrival of spring in Pennsylvania?
 - A. Squirrel
 - B. Rabbit
 - C. Fox
 - D. Badger
4. Why was it replaced by the groundhog in the tradition of weather prediction?
 - A. It's behavior was unreliable
 - B. Groundhogs are cuter
 - C. Groundhogs are more common in Pennsylvania
 - D. They aren't native to America
5. What is Punxsutawney Phil's role in Groundhog Day celebrations?
 - A. He predicts the length of winter
 - B. He posts the festivities
 - C. He judges a costume contest
 - D. He performs a dance
6. What does it mean if Punxsutawney Phil sees his shadow?
 - A. Longer winter
 - B. Early spring
 - C. No impact on the weather
 - D. A day of celebration

7. In the olden days, why did people rely on Groundhog Day predictions?
 - A. To plan summer vacations
 - B. To decide on their Halloween
 - C. To plan farming and activities
 - D. To predict the stock market
8. How is Groundhog Day celebrated today?
 - A. By watching the groundhog's prediction
 - B. With fireworks
 - C. With a big parade
 - D. All of the above
9. What is the historical connection between Groundhog Day and the Christian festival of Candlemas?
 - A. They have no connection
 - B. They are celebrated on the same day
 - C. Candlemas influenced the development of Groundhog Day
 - D. Groundhog day influenced the development of Candlemas
10. What was originally watched to predict the weather according to European traditions?
 - A. Birds
 - B. Candles
 - C. Bears
 - D. Trees



Name _____

Chapter Learning Target:

Use strategies to subtract numbers within 100,000.

Chapter Success Criteria:

- ◆ I can model subtraction strategies.
- ◆ I can explain when regrouping is needed.
- I can explain subtraction strategies.
- I can solve subtraction problems.

◆ Surface ■ Deep

Chapter Practice

9

9.1

Mental Math: Subtract 10 and 100

🎯 **Learning Target:** Use mental math to subtract 10 and subtract 100.

1. $230 - 10 =$

$230 - 100 =$

2. $956 - 10 =$

$956 - 100 =$

3. $7,238 - 10 =$

4. $5,149 - 100 =$

5. You score 1,745 points in a video game. You lose some points. Now you have 1,645 points. How many points did you lose?

points



1 2 3 4

9.2

Estimate Sums and Differences

🎯 **Learning Target:** Use rounding to estimate differences.

Estimate the difference.

6. $9,472 - 2,863$

7. $8,194 - 3,940$



Chapter 9

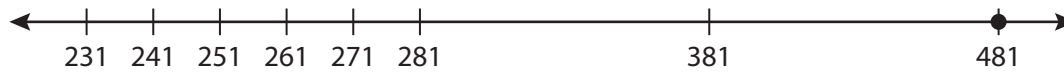
1 2 3 4

9.3

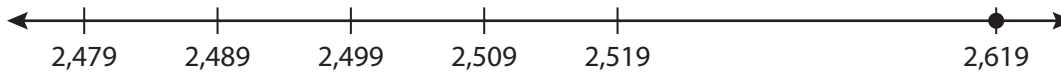
Use a Number Line to Subtract Hundreds and Tens

Learning Target: Use a number line to subtract hundreds and tens.

8. $481 - 250 =$



9. $2,619 - 140 =$



1 2 3 4

9.4

Use Number Lines to Subtract

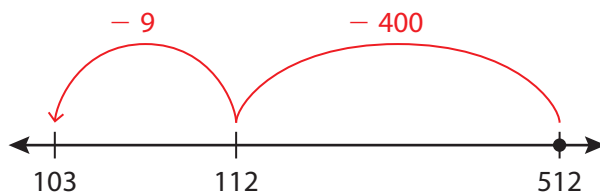
Learning Target: Use a number line to find a difference.

10. Find the difference: $741 - 268$.



$741 - 268 =$

11. Write the equation shown by the number line.



 $-$ $=$

1 2 3 4

9.5

Use Addition to Subtract

Learning Target: Use addition to subtract on a number line.

12. Find the difference.

$$815 - 657 = \boxed{}$$



1 2 3 4

9.6

Mental Math: Compensation

Learning Target: Use compensation to subtract.

Find the difference.

13. $461 - 296 = \boxed{}$

14. $350 - 299 = \boxed{}$

1 2 3 4

9.7

Use Partial Differences to Subtract

Learning Target: Use partial differences to subtract multi-digit numbers.

Find the difference.

$$\begin{array}{r}
 15. \quad 339 = \boxed{} + \boxed{} + \boxed{} \\
 - 214 = \boxed{} + \boxed{} + \boxed{} \\
 \hline
 \boxed{} + \boxed{} + \boxed{} = \boxed{}
 \end{array}$$

16. $2,569 - 422 = \boxed{}$

17. $4,857 - 2,614 = \boxed{}$

1 2 3 4

9.8

Subtract Numbers within 1,000

Learning Target: Subtract multi-digit numbers within 1,000.

Find the difference. Use addition to check your answer.

18.

$$\begin{array}{r} 85 \\ - 37 \\ \hline \end{array}$$

Check:

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

19.

$$\begin{array}{r} 734 \\ - 162 \\ \hline \end{array}$$

Check:

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

1 2 3 4

9.9

Subtract Numbers beyond 1,000

Learning Target: Subtract multi-digit numbers beyond 1,000.

Find the difference. Use addition to check your answer.

20.

$$\begin{array}{r} 13,246 \\ - 10,427 \\ \hline \end{array}$$

Check:

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

21.

$$\begin{array}{r} 62,179 \\ - 21,280 \\ \hline \end{array}$$

Check:

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

1 2 3 4

9.10

Subtract from Numbers that Contain Zeros

Learning Target: Subtract from numbers with zeros.

Find the difference. Use addition to check your answer.

22.

$$\begin{array}{r} 5,000 \\ - 1,936 \\ \hline \end{array}$$

Check:

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

23.

$$\begin{array}{r} 32,700 \\ - 30,411 \\ \hline \end{array}$$

Check:

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

1 2 3 4

9.11

Problem Solving

Learning Target: Use the problem-solving plan to solve two-step addition and subtraction word problems.

24. You have 934 pieces of fabric scraps to make a scrap blanket. You use 623 of them to make your first blanket. How many more pieces will you need to make another identical blanket?

1 2 3 4

pieces

Name: _____

THE MISSING SNOWMAN



It finally snowed for the first time this winter, and you were excited to get outside and build a snowman. You spent so much time on every detail of him, but when you came outside the next morning, your snowman was gone! Now it's up to you to find him. You know what your snowman loves, dislikes, sounds like, looks like and feels like. You also know its adaptations, strengths and weaknesses.

Give as many details as you can to help find your snowman!

Name of your snowman:

Drawing of your snowman:

What does your snowman look like?

What does your snowman sound like?

What does your snowman feel like?

What does your snowman like to do?

What does your snowman dislike?

Does your snowman have any special adaptations or abilities?

Name: _____

MY SNOWMAN DESCRIPTION



Handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid) for writing practice.

Name _____

Directions: Read the selection and answer the questions that follow.

George Washington Carver

George Washington Carver was born in 1864. As a boy, he	11
learned everything he could about plants. In 1888, he went to	22
school in Iowa. He became the first African American in the	33
United States to get a college degree.	40
Later, he went to Alabama to teach, but he also wanted to help	53
farmers grow better crops. Carver soon saw that the soil in	64
Alabama was not good for plants. The soil had become poor	75
because it was not given enough time between plantings to	85
replace the nutrients plants need to grow.	92
Carver invented a type of machine that helped farmers make	102
their soil better. He also showed the farmers a new kind of	114
crop—peanuts. The peanut plant improved the soil for growing	124
other crops. However, the farmers ended up with too many	134
peanuts!	135
Carver did tests to find a way to use all those extra peanuts.	148
He discovered how to make over 250 different products from	158
peanuts, including soap, ink, face cream, cheese, and milk.	167
For the rest of his life, Carver worked with plants. He found ways	180
to make peanuts, pecans, sweet potatoes, and many other parts	190
of plants into things people can use every day.	199

- 1 The author uses the word “*later*” in paragraph 2 to show that —
- A Carver went to school in Iowa after he earned his college degree.
 - B Carver went to Alabama to teach after seeing the soil in Alabama.
 - C Carver went to Alabama to teach before he went to school in Iowa.
 - D Carver earned a college degree before moving to Alabama to teach.
- 2 The author uses the phrase “*For the rest of his life*” in the last paragraph to show that the rest of the selection will be about —
- A what made Carver happy
 - B what made Carver famous
 - C what Carver did before then
 - D what Carver did from then on
- 3 By organizing the selection sequentially, the author is able to —
- A explain why Carver was interested in farming
 - B show how there came to be too many peanuts
 - C explain why peanut butter is still popular today
 - D show how great Carver’s accomplishments were
- 4 How does the author structure paragraph 4 to show that there were a lot of peanuts grown?

- 5 How does the structure of information in paragraph 2 show the author’s purpose?

Lesson Extra Practice:**Subtract from Numbers that Contain Zeros****9.10**

Find the difference. Use addition to check your answer.

1.

$$\begin{array}{r} 7,000 \\ - 2,527 \\ \hline \end{array}$$
$$\begin{array}{r} \text{Check:} \\ \boxed{} \\ + \boxed{} \\ \hline \boxed{} \end{array}$$

2.

$$\begin{array}{r} 4,800 \\ - 1,637 \\ \hline \end{array}$$
$$\begin{array}{r} \text{Check:} \\ \boxed{} \\ + \boxed{} \\ \hline \boxed{} \end{array}$$

3.

$$\begin{array}{r} 60,000 \\ - 9,175 \\ \hline \end{array}$$
$$\begin{array}{r} \text{Check:} \\ \boxed{} \\ + \boxed{} \\ \hline \boxed{} \end{array}$$

4.

$$\begin{array}{r} 71,000 \\ - 43,282 \\ \hline \end{array}$$
$$\begin{array}{r} \text{Check:} \\ \boxed{} \\ + \boxed{} \\ \hline \boxed{} \end{array}$$

5.

$$\begin{array}{r} 40,030 \\ - 16,586 \\ \hline \end{array}$$
$$\begin{array}{r} \text{Check:} \\ \boxed{} \\ + \boxed{} \\ \hline \boxed{} \end{array}$$

6.

$$\begin{array}{r} 97,005 \\ - 38,548 \\ \hline \end{array}$$
$$\begin{array}{r} \text{Check:} \\ \boxed{} \\ + \boxed{} \\ \hline \boxed{} \end{array}$$

7.

$$\begin{array}{r} 90,803 \\ - 27,502 \\ \hline \end{array}$$
$$\begin{array}{r} \text{Check:} \\ \boxed{} \\ + \boxed{} \\ \hline \boxed{} \end{array}$$

8.

$$\begin{array}{r} 52,000 \\ - 10,120 \\ \hline \end{array}$$
$$\begin{array}{r} \text{Check:} \\ \boxed{} \\ + \boxed{} \\ \hline \boxed{} \end{array}$$

Compare using $<$, $>$, or $=$.

9. $15,003 - 7,284$ $\bigcirc$ $37,000 - 29,346$

10. $60,008 - 29,517$ $\bigcirc$ $75,004 - 36,200$

11. Your company earned \$80,000 in its first year. The company's expenses were \$28,340. What was your company's profit in the first year?

\$ _____

12. Your class needs to read 15,000 pages to win an award. Your class reads a total of 12,853 pages. How many more pages does your class have to read to win the award?

_____ pages

13. Descartes has \$4,000 to spend on a new bedroom set. Descartes buys a bed for \$1,372, a dresser for \$529, and a bookshelf for \$385. How much money does Descartes have left?

\$ _____

14. The Appalachian Trail is 2,190 miles long. Newton hikes 489 miles one year and 521 miles the next year. How many miles does Newton have to hike to complete the Appalachian Trail?

_____ miles

Directions: Read the selection and answer the questions that follow.

Georgia O'Keeffe

Georgia O'Keeffe is one of the most famous painters who ever lived. She was born in 1887 and grew up on a dairy farm. She loved art as a child, so her mother paid for art lessons. By the time she was twelve, Georgia knew she wanted to be an artist. She wanted to produce beautiful paintings.	11 25 39 51 57
In 1905, she studied at the Art Institute of Chicago. She trained at the Arts Student League of New York City in 1907. She made drawings with charcoal. She painted pictures of tall buildings in New York City.	69 82 92 95
O'Keeffe also painted huge flowers. She thought that if she painted them very large, people would see the same beauty she saw. Some of the flowers look like they come from a tropical island.	105 116 128 129
Later, she made beautiful paintings of dramatic landforms in New Mexico.	138 140
Many of her most popular paintings have been copied by machines. They have been made into calendars and posters.	150 159
Georgia O'Keeffe painted thousands of pictures in her lifetime. One even sold for 44 million dollars! There is now a museum named after her. It shows many of her most famous paintings.	168 180 191

- 1 The author uses the phrase “*by the time*” in paragraph 1 to show that —
- A what happened earlier made her decide to go to a dairy farm
 - B what happened before then led to her decision to be an artist
 - C what happened after that made her decide to take art lessons
 - D what happened later led to her decision to be a famous painter
- 2 The author uses the word “*later*” in paragraph 4 to show that —
- A Georgia painted dramatic landforms after she made calendars
 - B Georgia went to art school after she painted dramatic landforms
 - C Georgia painted dramatic landforms before she painted large flowers
 - D Georgia painted large flowers before she painted dramatic landforms
- 3 The author structures the first paragraph of the selection to —
- A explain what caused Georgia to become an artist
 - B tell a list of reasons for Georgia becoming an artist
 - C tell the effect of Georgia wanting to become an artist
 - D explain the steps Georgia went through to make her art
- 4 By organizing the selection sequentially, the author is able to —
- A show how Georgia sold thousands of her paintings
 - B tell why museums made calendars of Georgia’s art
 - C show how events in Georgia’s life led to her success
 - D tell why Georgia decided she wanted to paint flowers
- 5 Look at paragraph 6 of the selection. How is the information in that paragraph organized to help show the author’s purpose?

Paragraph 6 shows the author’s purpose by

Standards-Based Practice

Numbers and Operations:**Addition and Subtraction Word Problems**

Use addition and subtraction to solve problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction and the context of the problem to assess the reasonableness of results. (3.N.2.5)

1. A small farm sells 658 pounds of fresh fruit and 46 pounds of frozen fruit this season. How many pounds of fruit does the farm sell this season?

_____ pounds

2. Which number makes the story true?

A dealership had _____ cars for sale. Then the dealership received a shipment of 125 more cars. Now the dealership has 1,438 cars for sale.

1,563

1,313

1,530

1,413

3. There are 4,248 gems in a cave. 697 of them are diamonds. The rest are rubies and emeralds. There are more emeralds than rubies. Circle all the possibilities for the numbers of emeralds and rubies.

2,548 emeralds and 1,003 rubies

1,003 emeralds and 2,548 rubies

2,878 emeralds and 673 rubies

4,200 emeralds and 48 rubies

4. A company received 15,673 calls in one work week. Complete the table.

Calls received	
Day	Number of Calls
Monday	4,279
Tuesday	1,541
Wednesday	2,806
Thursday	1,337
Friday	

How many more calls did the company receive on Friday than on Monday?

_____ calls

On what two days did the company receive 4,143 calls?

Monday and Tuesday

Tuesday and Wednesday

Wednesday and Thursday

Tuesday and Thursday

5. Read the clues. Complete the chart.

- There are 7,527 schools in a state.
- In City A, there are 648 schools.
- In City B, there are 976 schools.
- In City C, there are 114 schools.

	True	False
There are 5,789 schools in the other cities in the state.		
There are more schools in City A and City C combined than in City B.		
City B has 238 more schools than City A.		

Unit 3 Week 4

Story

Mama Miti
Wangari
Maathai and
the Trees of
Kenya

Genre

Biography:
A biography tells about a real person's life. An author of a biography writes about the life events of someone else.

Weekly Question:

Why do people need heroes?

Comprehension

Strategy:

Summarize Informational Text

Comprehension Skill:

Analyze Text Structure

Language and

Conventions:

Irregular verbs

Academic Vocabulary

Figurative Language

Writing:

Historical Fiction

Phonics:

Vowel Teams
oo, ew, ue, ui, eu

Spelling Words:

balloon
choose
feud
newest
recruit
rescue
spooky
statue
suitable
threw

High Frequency Words

island
machine

Challenge Spelling Words

soothe
renewal
nuisance

Vocabulary Words:

ceremonies: formal religious or public events

tradition: customs or beliefs passed down among a group of people

medicine: a substance used for treating an illness

lamenting: expressing feeling of sadness

offering: giving or presenting



Name _____

Directions: Read the selection and answer the questions that follow.

Helen Keller

Helen Keller was born in 1880. When Helen was almost two years old, she became very sick. Because of this, she was no longer able to see or hear.	12 24 29
In 1886, her family hired a teacher, Anne Sullivan. She had taught at a school for children who could not see.	41 50
Anne Sullivan did not have any special machines or books to teach Helen. It did not help that Helen was a difficult student who did not want to learn.	62 76 79
Anne did not give up. To teach Helen how to spell, Anne would write out a word on Helen's hand. She did this over and over. Finally, one day when Anne wrote the word "water," Helen knew what it meant!	92 105 116 119
After that, Helen became more interested in learning. She no longer felt like she was on an island with no one to talk to.	130 143
Anne continued to teach Helen. Then, from 1900 to 1904, Helen went away to college. She would become the first person who could not see or hear to get a college degree.	154 165 175
Helen went on to write many books. She also talked to many people about her life, giving hope to people who had faced challenges like she had.	188 200 202

- 1 The author uses the word “*finally*” in paragraph 4 to show that —
- A Anne tried many different ways to help Helen understand
 - B Anne did the same thing over and over until Helen understood
 - C Helen gave up after Anne tried many times to help her understand
 - D Helen went through many steps in a process before she understood
- 2 The author uses the word “*then*” in paragraph 6 to show that —
- A Helen went away to college before Anne taught her.
 - B Anne taught Helen before she went away to college.
 - C Helen went away to college while Anne was still teaching her.
 - D Anne went away to college while Helen stayed back at home.
- 3 By organizing the selection sequentially, the author is able to —
- A explain how Anne was able to overcome Helen’s bad attitude
 - B tell how Helen’s physical challenges made her life more difficult
 - C explain how Anne’s teaching led Helen to be able to write words
 - D tell how Helen’s childhood led her to be the adult that she became
- 4 Look at paragraph 6 of the selection. How is the information in that paragraph organized to help show the author’s purpose?

Paragraph 6 describes in order how



Name _____

Date _____

Skill Builder: Use Partial Differences to Subtract

Concept Review

To use **partial differences** to subtract three-digit numbers:

- write each number in expanded form.
- subtract the ones, then the tens, then the hundreds.
- add the partial differences.

Example

Find the difference: $648 - 291$.

Write each number in expanded form.

$$\begin{array}{r} 648 \\ - 291 \\ \hline \end{array} = \begin{array}{r} 600 + 40 + 8 \\ 200 + 90 + 1 \\ \hline \end{array}$$

→
Regroup

Subtract the ones, then the tens, then the hundreds.

$$\begin{array}{r} 500 + 140 + 8 \\ 200 + 90 + 1 \\ \hline 300 + 50 + 7 = \mathbf{357} \end{array}$$

↑ ↑ ↑
Add the partial differences.

► So, $648 - 291 = \mathbf{357}$.

Try It!

Find the difference: $472 - 146$.

Write each number in expanded form.

$$\begin{array}{r} 472 \\ - 146 \\ \hline \end{array} = \begin{array}{r} 400 + 70 + 2 \\ 100 + 40 + 6 \\ \hline \end{array}$$

→
Regroup

Subtract the ones, then the tens, then the hundreds.

$$\begin{array}{r} 400 + 60 + 12 \\ 100 + 40 + 6 \\ \hline 300 + 20 + 6 = \end{array}$$

► So, $472 - 146 =$.



Name _____

Date _____

Skill Builder: Use Partial Differences to Subtract**Practice**

1. Circle the problems that can be solved without regrouping.

$208 - 197$

$849 - 513$

$445 - 308$

$399 - 324$

Find the difference.

$$\begin{array}{r} 2. \quad 583 \\ - 371 \\ \hline \end{array} = \begin{array}{l} 500 + \square + \square \\ 300 + \square + \square \\ 200 + \square + \square = \square \end{array}$$

$$\begin{array}{r} 3. \quad 471 \\ - 342 \\ \hline \end{array} = \begin{array}{l} \square + \square + \square \\ \square + \square + \square \\ \square + \square + \square = \square \end{array}$$

Explain how you know when to regroup.



$$\begin{array}{r} 4. \quad 858 \\ - 148 \\ \hline \square \end{array}$$

$$\begin{array}{r} 5. \quad 639 \\ - 465 \\ \hline \square \end{array}$$

$$\begin{array}{r} 6. \quad 889 \\ - 247 \\ \hline \square \end{array}$$

$$\begin{array}{r} 7. \quad 583 \\ - 238 \\ \hline \square \end{array}$$

$$\begin{array}{r} 8. \quad 700 \\ - 238 \\ \hline \square \end{array}$$

$$\begin{array}{r} 9. \quad 455 \\ - 160 \\ \hline \square \end{array}$$

$10. \quad 546 - 227 = \square$

$11. \quad 437 - 215 = \square$

Standards-Based Practice

Numbers and Operations:

Add and Subtract Whole Numbers within 100,000

Use strategies and algorithms based on knowledge of place value and equality to fluently add and subtract up to five-digit numbers (answer not to exceed 100,000). (3.N.2.3)

1. Find the sum.

$$282 + 179$$

2. Write the number that makes the equation true.

$$778 + \square = 1,532$$

3. Find the difference.

$$5,834 - 230$$

4. Find the sum.

$$\begin{array}{r} 27,659 \\ + 1,213 \\ \hline \end{array}$$

5. Find the difference.

$$\begin{array}{r} 92,465 \\ - 24,022 \\ \hline \end{array}$$

6. Identify whether each sum or difference is closer to 3,000 or closer to 4,000.

	Closer to 3,000	Closer to 4,000
$2,530 + 998$		
$8,225 - 4,918$		
$2,167 + 1,325$		
$62,128 - 58,578$		

7. Which property is shown by $(14 + 9) + 21 = 14 + (9 + 21)$?

- A. Commutative Property of Addition
- B. Associative Property of Addition
- C. Associative Property of Multiplication
- D. Addition Property of 1

8. Write the number that makes the equation true.

$$\square - 4,284 = 3,119$$

9. Find the difference.

$$90,607 - 25,873$$

10. Write the number that makes the equation true.

$$587 + 496 = 587 + 500 - \square$$

11. Write the missing digits that make the addition problem true.

$$\begin{array}{r} \square 71 \\ 1 \square 5 \\ + 2 \square \\ \hline 402 \end{array}$$

12. Write the number that makes the equation true.

$$2,674 - 1,197 = 2,674 - 1,000 - \square$$

13. Write the number that makes the equation true.

$$(48 + 96) + 104 = 48 + (96 + \square)$$

Reading Comprehension

Directions: Read the selections. Then answer each question.

Isla on the Farm

- 1 Isla lived on a farm in Scotland in the 1600s and was the youngest person in her family. Since Isla was so young, she wasn't allowed to do anything important.
- 2 Isla found her mother and asked her, "May I help you make the bread?"
- 3 Her mother said, "Not yet, Isla, you're too little."
- 4 Isla found her father and asked, "Father, may I help you?"
- 5 Her father smiled and said, "When you get a little older, you can help."
- 6 Isla asked her sister if she could help feed the sheep. Her sister laughed and said, "You're too little."
- 7 Isla was walking back to the house when she heard a cry. She found an escaped lamb behind a bush, so she took a long flower and held it out to the lamb, and it came closer. The lamb followed Isla and the flower back to the house.
- 8 "Good job, Isla," her mother said. "How about tomorrow you help me mix bread dough?"

Kira and the Cave

- 1 Kira and her father lived in a small Scottish village by the sea. One day, she asked her father about an island that she could see from the shore.
- 2 "It's called Staffa," he explained. "That's where Fingal's Cave is."
- 3 Kira asked her father to take her there. The next morning, they took a small boat to Staffa.
- 4 When they rowed into the cave, it was dark and cool with high ceilings. Kira noticed rocks that looked like tall columns.
- 5 "Wow!" exclaimed Kira. Her voice echoed throughout the cave. "Fingal's Cave sounds like it's singing back to us. We should call this cave *Uanh-Binn*, the 'Cave of Melody!'"

- 11** What is the main theme of “Isla on the Farm”?
- A** Be thankful for what you have.
 - B** Everyone can help in some way.
 - C** Sometimes you are too little to help.
 - D** If you have more than you need, you should give to others.
- 12** Isla and Kira would most likely agree that —
- A** exploring caves is fun
 - B** working on the farm can be hard
 - C** getting to do new things is exciting
 - D** being the youngest in the family is difficult
- 13** In both selections, the reader can conclude that the main character —
- A** is happy at the end of the story
 - B** would rather live in a different place
 - C** is discouraged at the end of the story
 - D** will go on boat trips with her father more often
- 14** Compare and contrast the setting of both selections. Write a paragraph in which you describe how the settings of the two selections are alike and different. Write your response on a separate sheet of paper.

Writing – Narrative

Both Isla and Kira wanted to learn about or do something new. Think about a time when you wanted to do something new. On a separate sheet of paper, write the introductory paragraph to a story that tells about a time you wanted to learn about or do something new. Remember the characteristics of narrative writing as you write.