

ELA Expectation

ELA.K12.EE.1.1- Cite evidence to explain and justify reasoning.

ELA.K12.EE.2.1- Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1- Make inferences to support comprehension.

ELA.K12.EE.4.1- Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.5.1- Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1- Use appropriate voice and tone when speaking or writing.

Foundational Skills

Learning and Applying Foundational Reading Skills

Phonics and Word Analysis

ELA.3.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

- Decode words with common Greek and Latin roots and affixes. (See benchmark 3.V.1.2)
- Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).
- Decode multisyllabic words.

Fluency

ELA.3.F.1.4: Read grade-level texts with accuracy, automaticity, and appropriate prosody or expression.

Vocabulary

Finding Meaning

Academic Vocabulary

ELA.3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

Morphology

ELA.3.V.1.2: Identify and apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.

Context and Connotation

ELA.3.V.1.3: Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.

READING

Reading Prose and Poetry

Literary Elements

ELA.3.R.1.1: Explain how one or more characters develop throughout the plot in a literary text.

Theme

ELA.3.R.1.2: Explain a theme and how it develops, using details, in a literary text.

Perspective and Point of View

ELA.3.R.1.3: Explain different characters' perspectives in a literary text.

Poetry

ELA.3.R.1.4: Identify types of poems: free verse, rhyme verse, haiku, and limerick.

Reading Informational Text

Structure

ELA.3.R.2.1: Explain how text features contribute to meaning and identify the text structures of chronology, comparison, and cause/effect in texts.

Central Idea

ELA.3.R.2.2: Identify the central idea and explain how relevant details support that idea in a text.

Purpose and Perspective

ELA.3.R.2.3: Explain the development of an author's purpose in an informational text.

Argument

ELA.3.R.2.4: Identify an author's claim and explain how an author uses evidence to support the claim.

Reading Across Genres

Interpreting Figurative Language

ELA.3.R.3.1: Identify and explain metaphors, personification, and hyperbole in text(s).

Paraphrasing and Summarizing

ELA.3.R.3.2: Summarize a text to enhance comprehension.

a. Include plot and theme for a literary text.

b. Use the central idea and relevant details for an informational text.

Comparative Reading

ELA.3.R.3.3: Compare and contrast how two authors present information on the same topic or theme.

Communication

Communicating Through Writing

Handwriting

ELA.3.C.1.1: Write in cursive all upper and lowercase letters.

Narrative Writing

ELA.3.C.1.2: Write personal or fictional narratives using a logical sequence of events, appropriate descriptions, dialogue, a variety of transitional words or phrases, and an ending.

Argumentative Writing

ELA.3.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.

Expository Writing

ELA.3.C.1.4: Write expository texts about a topic, using one or more sources, providing an introduction, facts and details, some elaboration, transitions, and a conclusion.

Improving Writing

ELA.3.C.1.5: Improve writing as needed by planning, revising, and editing with guidance and support from adults and feedback from peers.

Communicating Orally

Oral Presentation

ELA.3.C.2.1: Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.

Following Conventions

Conventions

ELA.3.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.

Skills to be mastered at this grade level are as follows:

- Conjugate regular and irregular verb tenses.
- Form and use regular and frequently occurring irregular plural nouns.
- Form and use the past tense of frequently occurring irregular verbs.
- Maintain consistent verb tense across paragraphs.
- Form and use irregular plural nouns.
- Form and use the progressive and perfect verb tenses.
- Use simple modifiers.
- Use prepositions and prepositional phrases.
- Form and use compound sentences.
- Use quotation marks with dialogue and direct quotations.
- Use commas to indicate direct address.

Skills to be implemented but not yet mastered are as follows:

- Use subject-verb agreement with intervening clauses and phrases.
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- Use conjunctions.
- Use principal modals to indicate the mood of a verb.
- Use appositives, main clauses, and subordinate clauses.

Communication continued

Researching

Researching and Using Information

ELA.3.C.4.1: Conduct research to answer a question, organizing information about the topic from multiple sources.

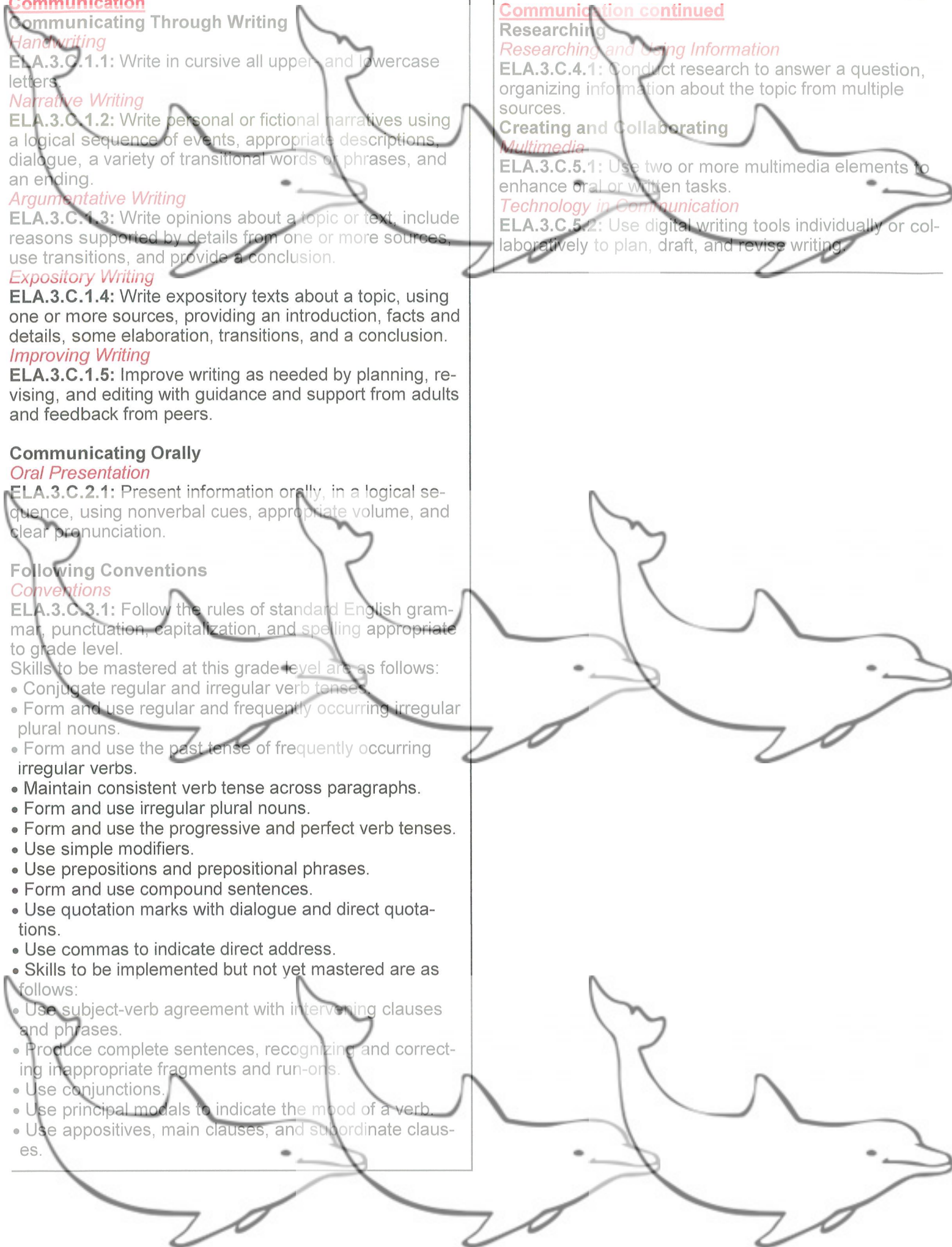
Creating and Collaborating

Multimedia

ELA.3.C.5.1: Use two or more multimedia elements to enhance oral or written tasks.

Technology in Communication

ELA.3.C.5.2: Use digital writing tools individually or collaboratively to plan, draft, and revise writing.



OPERATIONS AND ALGEBRAIC THINKING

Represent and solve problems involving multiplication and division

MAFS.3.OA.1.1 - Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

MAFS.3.OA.1.2 - Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.

MAFS.3.OA.1.3 - Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

MAFS.3.OA.1.4 - Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.

Understand properties of multiplication and the relationship between multiplication and division

MAFS.3.OA.2.5 - Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

MAFS.3.OA.2.6 - Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

Multiply and divide within 100

MAFS.3.OA.3.7 - Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic

MAFS.3.OA.4.8 - Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

MAFS.3.OA.4.9 - Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

NUMBER AND OPERATIONS IN BASE TEN

Use place value understanding and properties of operations to perform multi-digit arithmetic

MAFS.3.NBT.1.1 - Use place value understanding to round whole numbers to the nearest 10 or 100.

MAFS.3.NBT.1.2 - Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

MAFS.3.NBT.1.3 - Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

NUMBER AND OPERATIONS - FRACTIONS

Develop understanding of fractions as numbers

MAFS.3.NF.1.1 - Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.

MAFS.3.NF.1.2 - Understand a fraction as a number on the number line; represent fractions on a number line diagram.

- Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
- Represent a fraction a/b on a number line diagram by marking off lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.

MAFS.3.NF.1.3 - Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.

- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $2/3 = 4/6$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
- Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.
- Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

GEOMETRY

Reason with shapes and their attributes

MAFS.3.G.1.1 - Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

MAFS.3.G.1.2 - Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.

MEASUREMENT AND DATA

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects

MAFS.3.MD.1.1 - Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

MAFS.3.MD.1.2 - Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.

Represent and interpret data

MAFS.3.MD.2.3 - Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*

MAFS.3.MD.2.4 - Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition

MAFS.3.MD.3.5 - Recognize area as an attribute of plane figures and understand concepts of area measurement.

- A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
- A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

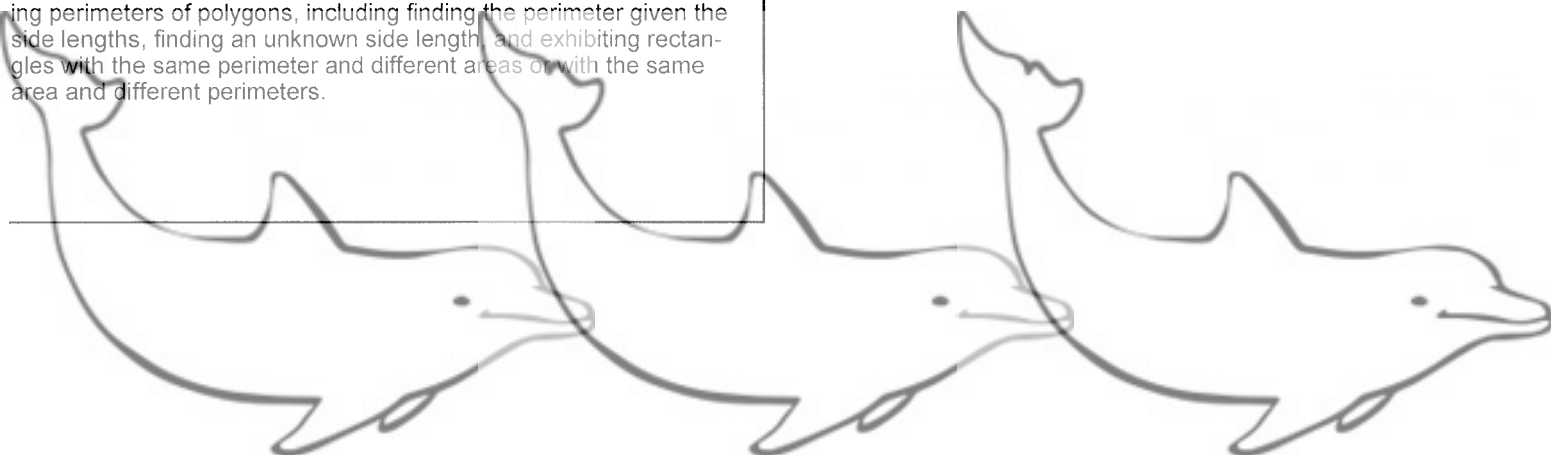
MAFS.3.MD.3.6 - Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

MAFS.3.MD.3.7 - Relate area to the operations of multiplication and addition.

- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
- Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures

MAFS.3.MD.4.8 - Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.



Day 8

1. Round each number to the nearest 10 and 100.

Original Number	Nearest 10	Nearest 100
364		
138		
751		

2. Use $<$, $>$, or $=$ to complete each comparison.

$$5,455 \underline{\quad} 5,545$$

$$6,088 \underline{\quad} 6,080$$

$$2,989 \underline{\quad} 2,898$$

3. Solve.

$$6,240 - 4,279 = \underline{\quad}$$

4. Select all the ways that express the number 3,206.

- A. $3,000 + 20 + 6$
- B. $3,000 + 200 + 6$
- C. 320 ones
- D. 3 thousands + 20 tens + 6 ones
- E. 3 thousands + 2 tens + 6 ones

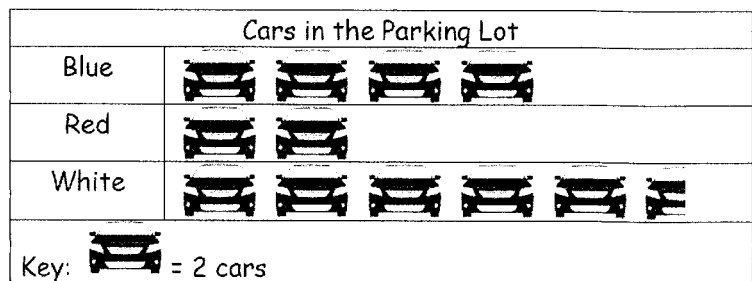
5. A number is shown in expanded form. Write the number in standard form.

$$6,000 + 90 + 2$$

6. What is the missing number in the equation below?

$$108 - \underline{\quad} = 12$$

In a pictograph, we use pictures to represent quantities of data. For example, in the pictograph below, each picture of a car represents 2 cars in the parking lot. If we count the number of cars on each line, we can know the number of cars of each color by multiplying the number of car pictures by 2.



- A. How many blue cars were there?
- B. If a picture of a car represents two cars, how many cars does a half of a picture of a car represent?
- C. How many more white cars were in the parking lot than red cars?

SSA Practice: Volcanoes

Ancient Myths

Throughout history, people have told stories about volcanoes. The early Romans believed in Vulcan, their god of fire. They thought volcanoes were Vulcan's forges, where he made swords and armor. It is from the name Vulcan that we get the word volcano. The early Hawaiians told stories about Pele, their goddess of fire. When Pele was upset, she would burst forth, spewing fire.



Vulcan at his forge

Formation

Ancient people did not understand volcanoes. In modern times, scientists began to study volcanoes. Scientists do not yet know everything about volcanoes, but they know much about how a volcano is formed. Our planet is made up of layers of rock. Deep below the layers of crust is **magma**, or melted rock. Volcanoes are formed when magma pushes its way up through the cracks in Earth's crust. When magma erupts above the Earth's crust, it is called lava. As lava cools, it turns to rock. This rock may build up over time to form a mountain-like structure. This is what many people picture when they hear about volcanoes.

Types of Volcanoes

Earth scientists have divided volcanoes into four groups. The first type is shield volcanoes. They have broad, gentle slopes shaped like an ancient warrior's shield. Another type of volcano is cinder cone volcanoes. They look like piles of dry sand poured from a bottle. Cinder cone volcanoes erupt explosively, blowing out red-hot ash and cinders. The most common type of volcano are composite, or stratovolcanoes. These volcanoes are formed by the lava, cinders, and ash from many eruptions. The fourth kind of volcano is called a dome volcano. Dome volcanoes have curved shapes and have thick, slow moving lava. These volcanoes do not erupt often, but when they do, they explode violently, usually leaving a large crater behind.



Volcanic Eruptions

Volcanoes can be very destructive. In March 1980, Mount St. Helens in the United States awakened from its long sleep. For several days, there were earthquakes near the volcano. Then, Mount St. Helens began to spout ash and steam. By mid-May, more than 10,000 small earthquakes had been recorded! The mountain began to swell up and crack. On Sunday, May 18, the volcano erupted with incredible force. The eruption of Mount St. Helens was the most destructive in the history of the United States. Sixty people lost their lives. Ash fell over thousands of square miles of land. Hundreds of homes were destroyed. Highways, roads, and train tracks were damaged.



The country of Iceland is a volcanic island in the North Atlantic Ocean. In 1963, a nearby area of the sea began to boil. It was an underwater volcano erupting! A brand new island was formed by this eruption. Many years later, another volcano erupted in Iceland. 5,000 people had to be **evacuated** to safety. After two months of activity, hundreds of buildings had burned down. Many homes and buildings were buried under the **ash** and lava.

Aftermath of a Volcano

After a volcano, the land looks very different. Everything is buried under lava or ash. Plants and animals are nowhere to be found. But, a few months later, you start to see life coming back to the area. Plants begin to grow in the cracks between the hardened lava. Insects and other animals begin to return to the area. Volcanoes do not just destroy. They also bring new mountains, new islands, and new soil to the land. Many good things can come from the fiery explosions of volcanoes!



- **Magma** – molten, or melted, rock beneath the Earth's surface
- **Evacuate** – to leave an area because of danger
- **Ash** – powder left over after burning something

1. Part A: What is the main idea of the first paragraph?
 - A. Volcanoes can be very destructive.
 - B. Ancient people had different stories to explain volcanoes.
 - C. Scientists today do not understand how volcanoes are formed.
 - D. We get the word volcano from the Roman god called Vulcan.
- Part B: Which of the following phrases from the text best supports your answer in Part A?
 - A. "...people have told stories about volcanoes."
 - B. "They thought volcanoes were Vulcan's forges."
 - C. "...where he made swords and armor."
 - D. "...burst forth, spewing fire"

2. Which of the following describes the connection between sentences in paragraph 2?
 - A. A sequence describing how scientist began to study volcanoes
 - B. A comparison showing the differences between what the ancient people knew about volcanoes, and what we know today.
 - C. A sequence describing how volcanoes are formed.
 - D. A cause and effect relationship describing the effects on people of a volcano's eruption.
3. What is the main idea of paragraph 3?
 - A. Scientists have classified volcanoes into four groups.
 - B. Stratovolcanoes are the most common volcanoes.
 - C. Volcanoes can be found anywhere in the world.
 - D. Volcanoes erupt violently.

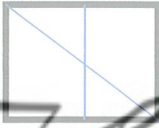
4. With which of the following statements would the author most likely agree?
 - A. Volcanoes can have both positive and negative effects.
 - B. Volcanoes erupt when Pele is angry.
 - C. Composite volcanoes are better than cinder cone volcanoes.
 - D. Scientists have learned everything about volcanoes.
5. What is the purpose of paragraph 1?
 - A. to show why science is important
 - B. to describe the types of volcanoes found in Hawaii
 - C. to compare the Romans to the Hawaiians
 - D. to describe what some people used to believe about volcanoes
6. Under which heading would you find information about how volcanoes are helpful?
 - A. Ancient Myths
 - B. Types of Volcanoes
 - C. Volcanic Eruptions
 - D. Aftermath of a Volcano
7. What is the purpose of the last photograph?
 - A. to show how life can return after the destruction of a volcano
 - B. to show the damage caused by a volcano
 - C. to show new land created by a volcano
 - D. to show the different types of volcanoes
8. Name the text structure for each paragraph below.
 - A. cause/effect
 - B. sequence
 - C. compare/contrast
 - D. Describe

____ paragraph 3 ____ paragraph 4 ____ paragraph 6

Day 9

1. Which of the following shows a rectangle divided into fourths?

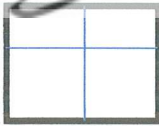
A.



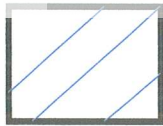
C.



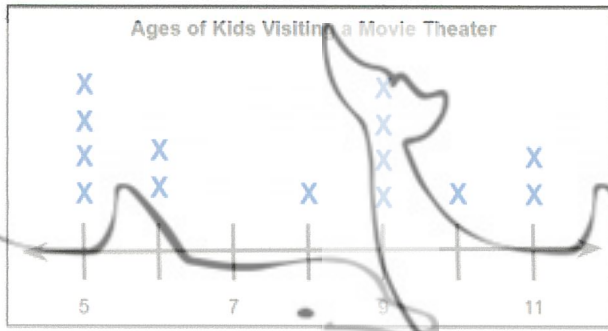
B.



D.



2. According to the line plot below, how many 9-year olds visited the movie theater?



3. Shade parts of the picture to represent the fraction $\frac{7}{12}$.



4. Solve.

$1,920 - 684 =$ _____

5. Juan drew a rectangle that was 4 inches long and 3 inches wide.

a. What is the perimeter of Juan's rectangle?

b. What is the area of Juan's rectangle?

6. Randy drove 345 miles on vacation. What is this number rounded to the nearest 100?

7. Jessica arrived at the grocery store at 4:45 p.m. She left the grocery store 30 minutes later. What time did she leave the grocery store?

8. Which of the following shows another way to solve 8×36 ?

A. $(8 \times 30) + (8 \times 6)$

B. $(8 \times 3) \times (8 \times 6)$

C. $(8 \times 3) + (8 \times 6)$

D. $(8 \times 30) \times (8 \times 6)$

Go On and "Getaway"

By: Knowhyle

On February 8th, 2014, Norwegian Cruise Line, or NCL, introduced their newest cruise ship to their striking fleet of 12 other incredible vessels. The Getaway is the "twin sister" of NCL's other new ship, The Breakaway, which made it's debut the year before. The two ships are modeled very similarly with the same amount of restaurants and lounges. They also have the same types of entertainment available to passengers.

Itinerary

While the Breakaway is based out of New York, Getaway is based in Miami, Florida. However, both ships travel to the Caribbean which includes Bermuda, Florida Keys, Bahamas, U.S. Virgin Islands, and the British Virgin Islands.

The Getaway's most popular itinerary consists of several days at sea enjoying the ship's onboard entertainment along with St. Thomas (U.S. Virgin Island), Tortola (British Virgin Island), and Nassau (Bahamas). The length of this particular cruise is seven days, which runs Saturday to Saturday.

Onboard Entertainment

The Getaway can hold a max of just under 4,000 passengers of all ages, therefore, there is a great need for a variety of entertainment from shows, water areas, ropes course, games, and more.

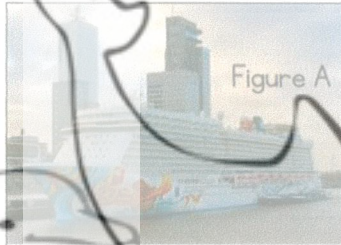


Figure A: The NCL Getaway ship was decorated by a Miami artist, Lebo. His cartoon design of a mermaid holding a sun on the hull of the ship makes it easy to identify.



Figure B

Having sea days on a cruise may bore some vacationers that are looking for a "go-go" type of schedule. But on the NCL Getaway has thought of all of that. Days spent either in port or at sea are jam-packed with activities. Some activities are open all day such as its five water slides, two of which require passengers to stand in an enclosed tube before a countdown sounds they free fall into a twisting tube slide that swings off the side of the ship before curving back on deck. These specific slides are the tallest free fall slides at sea. In addition, to the slides, the two pools and Sponge Bob Square Pants splash area stay open all day as well.

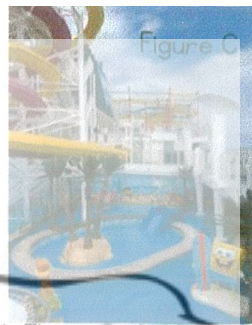


Figure C

Another area that holds tons of entertainment value is the rock climbing wall and ropes course. This area isn't just for kids, in fact anyone that is under the 300lbs weight limit is free to try this course sets another record as it is the largest ropes course at sea with over 40 obstacles, or challenges, that passengers must overcome. This includes a zip line across the top deck and a plank eight feet out over the water while you are 18 decks over the ocean water. Cameras are mounted at the end of the plank for the "picture perfect" moment.



Figure D

This is only a sampling of the onboard entertainment. There is also a Splash Academy for children ages 3-12 and a teen club. NCL has partnered with Nickelodeon to have an abundance of character meet and greets with Sponge Bob, Dora, and Diego. Guests may also enjoy theater shows, movies presented on giant screens, gameshows, a casino, comedy shows, competitions, a spa, a fitness center, and onboard shops and stores. The Getaway has so much to offer!

1. Choose the statement from the text that supports figure D.
A. "These specific slides are the tallest free fall slides at sea."
B. "This includes a zip line across the top deck and a plank eight feet out over the water while you are 18 decks over the ocean"
C. "...NCL, introduced their newest cruise ship to their striking fleet"
D. "The Getaway can hold a max of just under 4,000 passengers..."

2. How are The Breakaway and The Getaway different?

- A. The Breakaway is part of NCL.
- B. The Breakaway has the largest ropes course at sea.
- C. The Breakaway is based in New York and the Getaway is based in Miami.
- D. The Getaway travels to St. Thomas and the Breakaway travels to the Florida Keys.

3. What is the meaning of introduced as used in the text?

- A. presented
- B. created
- C. built
- D. rode

4. What is the text structure of paragraph 2?

- A. cause and effect
- B. comparison
- C. description
- D. question and answer

5. Which phrase describes how Figure B contributes to the text?

- A. It shows what ropes course looks like on the Getaway.
- B. It shows what the Sponge Bob area looks like.
- C. It shows what the Getaway ship looks like.
- D. It shows the kinds of slides there are on the ship.

Glossary for Go On and "Getaway"

Deck - any level, tier, or floor on a ship or ocean liner

Fleet - a large group of ships, airplanes, trucks, etc.

Itinerary - a detailed plan for a journey, a plan for travel

Port - a city, town, or place where ships load or unload goods or passengers

Vessel - a craft for traveling on water larger than a rowboat, such as a boat or ship

6. Which of the following information can be found in the section "Itineraries" in the article?

- A. How many restaurants are on board
- B. What activities are available on board
- C. Where the ship goes on its cruise
- D. How and where the ship was made

7. What does the word "port" mean according to the text?

- A. ship
- B. log
- C. ocean
- D. city by the water

8. Select the figure in the article that shows what the Getaway looks like.

- A. Figure A
- B. Figure B
- C. Figure C
- D. Figure D

Day 10

1. There are 3 large tables in the library. There are 7 students sitting at each table. How many students are sitting in the library?

_____ students

2. Complete each equation.

$$4 \times \underline{\hspace{2cm}} = 120$$

$$7 \times \underline{\hspace{2cm}} = 3,500$$

$$9 \times \underline{\hspace{2cm}} = 720$$

3. Jacob cuts a pie into slices that are each $\frac{1}{5}$ of the entire pie. How many slices did Jacob cut the pie into?

_____ slices

4. Emmeline started reading at 6:34 p.m. She stopped reading at 7:29 p.m. How long, in minutes, was Emmeline reading?

_____ minutes

5. Each picture of a bird below represents three actual birds. How many actual birds are represented?



_____ birds

6. How many thirds are in one whole?

_____ thirds

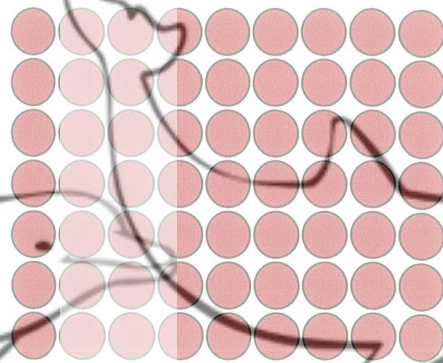
How many thirds are in two wholes?

_____ thirds

7. Select the even number.

A. 39 B. 11 C. 28 D. 43

8. Write an equation that matches the array shown below.



_____ \times _____ = _____

9. Find the quotient of 132 and 12.

10. Find the product of eight and seven.
