

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.

a. 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.

b. 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.

a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.

b. 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.

c. 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.

d. 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.



Daily Reading Practice

Monday

How to Build a Snowman

Building a snowman is a great activity to do with snow. If you follow these steps, you will have a great snowman to display to your family and friends.

Step 1: First, you must find a good spot to build your snowman. You will need to find a spot with plenty of snow to make your snowman creation. To make it sturdy, the snow must be thick and not slushy.

Step 2: Next, you will need to dress up your snowman in the final step, so you will need to get a pair of gloves, a scarf, a hat, a carrot and a few pieces of coal.

Step 3: Then, you will need to roll three snowballs. One will have to be large, one medium and one small. Stack the snowballs together and his body will now be assembled.

Step 4: Finally, you can dress up your snowman and create his happy face. Now your snowman is ready to be displayed.



Part A

Which step explains the type of snow needed to make a snowman?

- (A) Step 1 (B) Step 2 (C) Step 3

Part B

Which sentence supports your answer to Part A?

- (A) "... find a spot with plenty amount snow to make your snowman creation."
 (B) "Then, you will need to roll three snowballs."
 (C) "To make a sturdy snowman, the snow has to be thick and not slushy."

Part A

What is the meaning of the word assembled?

- (A) taken apart (B) put together (C) packed up

Part B

Which statement provides a clue to the meaning of the word assembled?

- (A) "Stack the snowballs together..."
 (B) "Finally, you can dress up your snowman..."
 (C) "Next, you will need to dress up your snowman.."

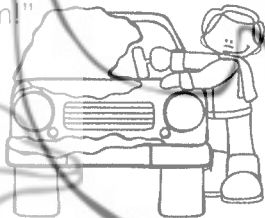
Tuesday

Dad Clears the Way

One cold morning in New York, Christina was getting her book bag ready with all the supplies she needed for her final exams. She put on her coat, gloves and hat and opened her front door. To her surprise, she saw a blanket of new fallen snow outside. This made her panic because the driveway and her car were covered with snow. Christina thought that there was no way she could shovel the driveway and her car fast enough to get to college on time.

Christina's dad noticed how upset she was and said, "Don't worry, I'll go outside and clear up the driveway." Christina's dad sprinted outside and within a few minutes he cleared a pathway for the car. He also turned on the vehicle to warm it up, and scraped the windows, so Christina would be able to see clearly while driving. "Okay! You are good to go take your exam!"

Christina's dad said proudly.
 "Thank you so much Dad!
 You saved the day!"
 exclaimed Christina happily.



Part A

What words would best describe Christina's dad?

- (A) helpful and caring
 (B) generous and hopeful
 (C) joyful and smart

Part B

Which **two** statements from the passage supports the answer to Part A?

- (A) "don't worry Christina, I'll go outside and clear up the driveway."
 (B) "Christina's dad also turned on the vehicle to warm it up, and scraped the windows..."
 (C) "This made Christina panic..."

Part A:

What is the meaning of the word sprinted?

- (A) walked (B) raced (C) drag your feet

Part B:

Which statement provides a clue to the meaning of the word sprinted?

- (A) "...he cleared a way for the car as quickly as he could."
 (B) "He also turned on the vehicle to warm it up..."
 (C) "Christina's dad noticed how upset she was..."

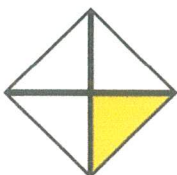
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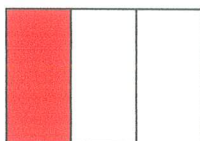
MA.3.FR.1.1

Each model shown has been shaded to represent a fraction. Which model represents $\frac{1}{3}$?

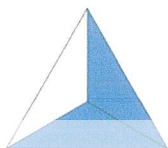
a.



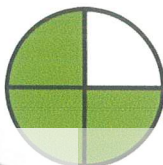
b.



c.



d.



Jenny wants to show the unit fraction $\frac{1}{6}$ using an area model. Into how many equal parts should Jenny partition her area model?

_____ parts

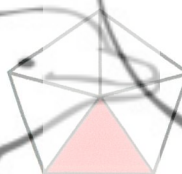
How many of those parts should be shaded?

_____ part(s)

What fraction is represented by the model?



What fraction is represented by the model?



MA.3.FR.1.2

How many one-sixth sized parts are added together to equal 1 whole?

_____ parts

How many one-sixth sized parts are added together to equal 2 wholes?

_____ parts

Which of the following expressions models the fraction $\frac{8}{3}$?

a. $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$

b. $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$

c. $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$

d. $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$

Wednesday

Shoveling Snow Reward

Calvin desperately wanted to buy the new game coming out soon for his new game system he received for the holidays. The new game cost \$60 and he only had \$32.75 in his piggy bank.

Calvin asked his mom what he could do to earn some money to buy the new game. "Well, you already get an allowance of \$5 a week for doing all your chores. You're going to have to think of another plan to earn the money quickly if you want the game right away," Calvin's mom said.

He sadly went outside and noticed Mrs. Brown, an elderly lady shoveling her snow. "Do you need help with that?" asked Calvin. Mrs. Brown nodded her head tiredly. Calvin began to shovel her whole driveway without hesitation. When he was all done, Mrs. Brown gave him \$20 for shoveling her driveway. Calvin was thrilled and purchased the game the next day.



Part A

Which two words describe Calvin at the end of the story?

- (A) lazy and sad
- (B) helpful and excited
- (C) generous and clever

Part B

Which **two** statements support your answer in Part A?

- (A) "Calvin began to shovel her whole driveway without hesitation."
- (B) "Calvin was thrilled and purchased the game the next day."
- (C) "He sadly went outside..."

Part A

What is the meaning of the word purchased?

- (A) sold
- (B) bought
- (C) traded

Part B

Which **two** statements provide a clue to the meaning of the word purchased?

- (A) "Calvin asked his mom what he could do to earn some money to buy his new game."
- (B) "You're going to have to think of another plan..."
- (C) "Calvin desperately wanted to buy the newest game..."

Thursday

Arctic Wolf

When arctic wolves are ready to search for food, they prey on large animals. To be able to take down the large animals, the arctic wolves need to hunt in a pack of about four or more. Once they trap their prey, the wolves bite the animal with their sharp teeth.

Once the arctic wolves successfully catch their prey, each wolf eats about 20 pounds of meat to keep them full for a long period of time. While the wolves are eating, the other wolves are on guard watch protecting their food from other animals that are hungry.

When the wolves' feast is over, they go back to their young pups to provide food for them. Wolves do this by regurgitating the meat they have previously eaten. The pups eat the food ejected from the adult wolf's mouth until they are capable of hunting and feeding themselves.



Part A

What is the main idea of the passage?

- (A) Arctic wolves travel alone.
- (B) Arctic wolves travel in packs to hunt for food.
- (C) Arctic wolf pups stay in their dens.

Part B

Which **two** details support the main idea to Part A?

- (A) "...the arctic wolves need to hunt in a pack of about four or more..."
- (B) "...the other wolves are on guard watch protecting their food..."
- (C) "The pups eat the food ejected from the adult wolf's mouth..."

Part A

What is the meaning of the word regurgitating?

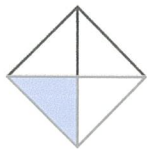
- (A) bring up
- (B) bring down
- (C) mix up

Part B:

Which statement provides a clue to the meaning of the word regurgitating?

- (A) "The pups eat the food ejected from the adult wolf's mouth..."
- (B) "...each wolf eats about 20 pounds of meat..."
- (C) "...the arctic wolves need to hunt in a pack of about four or more..."

Identify the unit fraction represented by the shaded part of the image below.



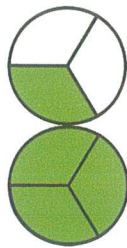
Select the fraction that is equivalent to a whole number.

- A. $\frac{2}{3}$
- B. $\frac{9}{5}$
- C. $\frac{8}{4}$
- D. $\frac{12}{8}$

Select all the ways to represent $\frac{4}{3}$.

- Three fourths
- $\frac{1}{3} + \frac{1}{3} + \frac{1}{3}$
- One and one third
- Four thirds
- Four and one third

Which fraction is the greatest? Use the pictures to help.



A $\frac{1}{3}$

B $\frac{4}{3}$

C $\frac{2}{3}$

Jenna bought a candy bar to share with a friend. She broke it into two equal pieces. Jenna broke the candy bar into:

- A. Halves
- B. Thirds
- C. Fourths

How many one-fifth sized parts are added together to equal 1 whole?

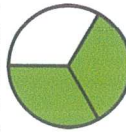
Complete the comparisons using <, >, or =.

- $\frac{1}{4} \frac{1}{3}$
- $\frac{7}{8} \frac{5}{8}$
- $\frac{2}{2} \frac{3}{3}$

Which fraction picture below represents one whole?



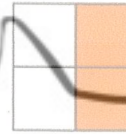
A



B

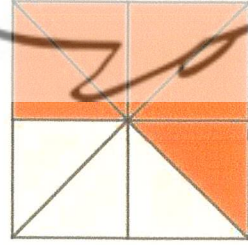


C



D

What fraction is represented by the picture?



Friday

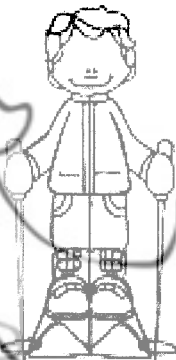
Ski Vacation Gone Wrong

Luis was very excited to go on his family's annual vacation to the ski slopes in Whistler, Canada. Two days before the trip, he packed up his clothes and his brand-new ski suit in his suitcase. Luis remembered all the thrilling activities he did last year, such as snow tubing, skiing and snowboarding.

Finally, the day had come for Luis and his family to travel by airplane to Whistler, Canada. Everyone boarded the plane and watched movies during the long flight. "Are we almost there yet Dad?" Luis asked anxiously. "Not yet bud, we have three more hours to go until we arrive in Canada," his dad explained. While on the plane, Luis felt a bit queasy and cold. He asked the flight attendant for a blanket and he fell asleep.

When the flight landed, Luis still did not feel like himself, but he still was excited about getting to his hotel room. Luis and his family checked in and went upstairs to put on their ski gear. Once outside, their ski instructor guided them to the ski slope at the top of the hill. Luis and his dad went down the slope and landed safely at the bottom. He felt sick and ran to the nearest garbage can and puked. "Oh no!" Luis shouted, "I'm sick!" Luis frowned and explained to his dad that he was not feeling well. Luis' dad took him to the hotel clinic and the doctor said, "Well your son has the flu."

For the rest of the week Luis' family stayed with him in the hotel room and played games to keep him company while he got better. "Well, there's always next year to hit the slopes," Luis' dad said happily. Luis smiled and felt a little better.



Part A

What caused Luis to puke in the garbage can?

- (A) He ate too much food on the airplane.
- (B) He was sick and had the flu.
- (C) He was nervous about skiing.

Part B

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

- (A) "Luis' dad took him to the hotel clinic and the doctor said, "well your son has the flu."
- (B) "Are we almost there yet Dad? Luis asked anxiously."
- (C) "Luis and his dad went down the slope and landed safely at the bottom."

Part A

What is the meaning of the word annual as used in the passage?

- (A) monthly
- (B) weekly
- (C) yearly

Part B

Which two statements provide a clue to the meaning of the word annual?

- (A) "Are we almost there yet Dad?"
- (B) "Luis remembered all the thrilling activities he did last year, ..."
- (C) "Well, there's always next year to hit the slopes,..."

Part A

Which two feelings do Luis experience in the passage?

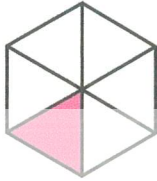
- (A) Happy and nervous
- (B) eager and upset
- (C) worried and angry

Part B

Which two details support the main idea in Part A?

- (A) "Luis was very excited to go to his family's annual vacation to the ski slopes in Whistler, Canada."
- (B) "Luis frowned and explained to his dad that he was not feeling well."
- (C) "Luis felt a bit queasy and cold."

Identify the unit fraction represented by the shaded part of the image below.



Order the fractions shown from least to greatest.

$$\frac{1}{4}, \frac{1}{3}, \frac{1}{8}, \frac{1}{2}$$

Which of the following expressions models $\frac{8}{5}$?

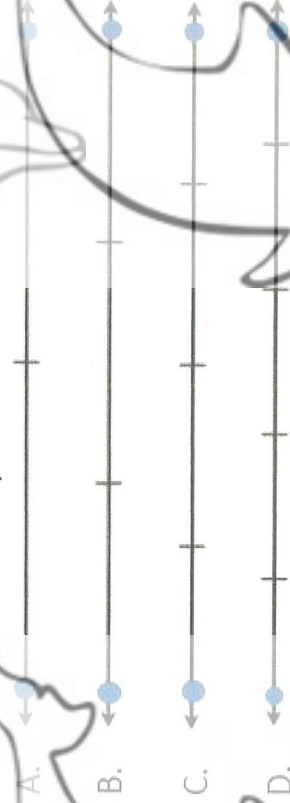
- A. $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$
- B. $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$
- C. $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$
- D. $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$

Plot the fractions $\frac{6}{4}$ and $\frac{3}{2}$ on the number line. Then select the true statement below.

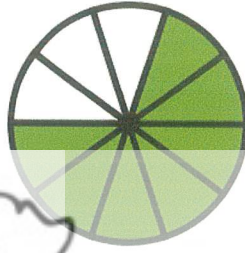


- A. $\frac{6}{4}$ is greater than $\frac{3}{2}$, so it is right of $\frac{3}{2}$ on the number line
- B. $\frac{6}{4}$ is less than $\frac{3}{2}$, so it is left of $\frac{3}{2}$ on the number line
- C. $\frac{6}{4}$ is equal to $\frac{3}{2}$, so it is in the same location on the number line

Which number line represents thirds?



What fraction is represented by the picture below?



Select each fraction that is equivalent to a whole number.

- $\frac{9}{4}$
- $\frac{10}{5}$
- $\frac{11}{2}$
- $\frac{12}{3}$
- $\frac{16}{6}$
- $\frac{15}{5}$

Daily Reading Practice

Monday

Emperor Penguins

The mother emperor penguin lays one egg and leaves the newly laid egg with the father. The mother leaves to find food in the icy waters, which could take about two months. The father stays with the egg and places the egg underneath his brood pouch. The father penguin must be extremely careful with the egg. If the egg is exposed to the harsh weather, it could die instantly. To avoid the egg from falling and encountering the rough temperatures, the father shuffles its feet to keep it safe and huddles with the other penguins to keep warm. The mother returns after her trip and the egg soon hatches into a chick. Now, it is the fathers turn to take the journey to the sea to find food, such as krill, fish and squid. When the chick is ready to eat, the mother regurgitates the food into her baby chick's mouth. The chick gradually turns into an adult emperor penguin and the life cycle starts all over again.



Part A

What is the main idea of the passage?

- (A) Mother emperor penguins take a journey to the sea to find food.
- (B) Father Emperor penguins protect their young while mom finds food.
- (C) The egg hatches when mom returns.

Part B

Which **two** details support the main idea in Part A?

- (A) "The father ...places the egg underneath his brood pouch."
- (B) "... the father shuffles its feet to keep it safe..."
- (C) "The chick gradually turns into an adult emperor penguin..."

Part A

What is the meaning of the word harsh?

- (A) gentle
- (B) breezy
- (C) tough

Part B

Which statement provides a clue to the meaning of the word harsh?

- (A) "To avoid the egg from falling and encountering the rough temperatures, ..."
- (B) "The father stays with the egg..."
- (C) "... It is the fathers turn to take the journey to the sea..."

Tuesday

Pine Trees

Have you ever seen a tall, blue or a green pine tree covered in freshly fallen snow? It's one of the most beautiful sights to see, but there are many interesting facts about pine trees that people must know.

A pine tree is known as a conifer tree. Conifer trees grow long, pointy needles which gives the tree, its unique and stunning appearance. A pine tree also grow pinecones which produce seeds within them. When the pinecones open, the seeds fall to the ground to produce more gorgeous pine trees.

A pine tree is a habitat for many animals. Birds build nests in the pine trees. Chipmunks enjoy eating the seeds inside of the pinecones. Deer use the pine trees as coverage from the winter temperatures. Bald eagles like to perch themselves at the top of the tree to view their surroundings.

There's no doubt about it, pine trees are fascinating!



Part A

What is the point of view of the author?

- (A) Pine trees are dangerous.
- (B) Pine trees are beautiful.
- (C) Pine trees are not important.

Part B

Select **two** statements that supports the answer to Part A?

- (A) "...the seeds fall to the ground to produce more gorgeous pine trees."
- (B) "A pine tree is known as a conifer tree."
- (C) "Conifer trees grow long, pointy needles which gives the tree it's unique and stunning appearance."

Part A

What is the meaning of the word habitat?

- (A) storage
- (B) job
- (C) home

Part B

Which **two** statements provide a clue to the meaning of the word habitat?

- (A) "When the pinecones open, the seeds fall..."
- (B) "Birds build nests in the pine trees."
- (C) "Chipmunks enjoy eating the seeds inside of the pinecones."

Identify the unit fraction represented by the number line.



The sum shown below represents what fraction?

$$\frac{1}{12} + \frac{1}{12} + \frac{1}{12} + \frac{1}{12}$$

Select all the ways to represent $\frac{8}{5}$.

- 8 fifths
- $1\frac{3}{8}$
- Three and one fifth
- 1 and 3 fifths
- $1\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

Complete the comparisons using $<$, $>$, or $=$.

$$\frac{9}{12} \text{ --- } \frac{10}{12}$$

$$\frac{8}{7} \text{ --- } \frac{9}{7}$$

$$\frac{5}{2} \text{ --- } \frac{5}{3}$$

Put these fractions in order from smallest to largest.

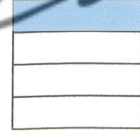
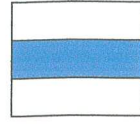
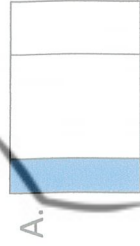
$$\frac{2}{3}, \frac{4}{3}, \frac{1}{3}, \frac{3}{3}$$

Three friends each baked a pie to share. Every pie was the same size. Dianna cut her pie into halves. Adriana cut her pie into thirds. And Jordan cut his pie into fourths. Whose pie has the largest pieces?

Select each fraction with a value greater than one.

- $\frac{3}{4}$
- $\frac{8}{2}$
- $\frac{3}{3}$
- $2\frac{1}{1}$
- $1\frac{8}{8}$
- $\frac{6}{5}$

Which image represents the fraction $\frac{1}{3}$?



Wednesday

Chicken Noodle Soup

Chicken noodle soup is a nice warm meal to have on a cold winter's day. Follow the quick and easy recipe below and you'll have a tasty meal in no time.

Step 1: In a large pot, melt the butter, using a medium heat setting.

Step 2: Add the onions to the pot and cook them until they are tender.

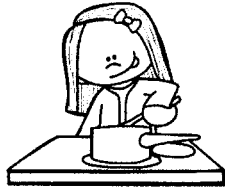
Step 3: When the onions are soft, add the chopped chicken, carrots, noodles, oregano, garlic, basil and the two broths in the pot.

Step 4: Now mix all the ingredients and let it boil for about 30 minutes.

Step 5: Place the soup in a bowl and enjoy your warm, tasty meal.

Ingredients Needed:

- 1 tbsp. of butter
- 1/2 cup of onions
- 1/2 cup of carrots
- 7 1/4 cups of chicken broth
- 1 cup of vegetable broth
- 1/2 a pound of chopped chicken
- Noodles of your choice
- 4 garlic cloves
- salt and pepper to taste
- 1/2 tsp. of oregano
- 1/2 tsp. of dried basil



Part A

Which step discusses what to do with the onions?

- (A) Step 2 (B) Step 3 (C) Step 4

Part B

Which statement supports your answer in Part A?

- (A) "Add the onions to the pot and cook them until they are tender."
(B) "When the onions are soft, add the chopped chicken, carrots, ..."
(C) "In a large pot, melt the butter..."

Part A

What is the meaning of the word tender?

- (A) Hard (B) soft (C) tough

Part B

Which statement provides a clue to the meaning of the word tender?

- (A) "Now mix all the ingredients and let it boil for about 30 minutes."
(B) "When the onions are soft, add the chopped chicken..."
(C) "In a large pot, melt the butter, using a medium heat setting."

Thursday

Snowshoes

Snowshoes are essential to have if you live in an area that collects a large amount of snow. If you walk on top of snow with snowshoes, it allows you to walk without sinking down in the snow. Snowshoes allow your weight to spread out, which causes the pressure of your weight to become lighter. If you decided to walk on a mound of snow without snowshoes, you will easily sink down in the snow and that could be dangerous. Another safety tip to have while walking on a hill of snow, is to use ski poles to guide you where to walk and to help you avoid soft spots in the snow.

Snowshoes can also be used for recreational activities such as hiking, backpacking or exercising in the snow. Experienced snowshoe wearers even compete in snowshoeing competitions. So the next time you want to walk outside in the snow and have some fun, stay safe and wear snowshoes.



Part A

What is the main idea of the passage?

- (A) Use snowshoes to keep you safe while enjoying activities in the snow.
(B) Use snowshoes when competing in Snowshoeing races.
(C) Use snowshoes when there is a small amount of snow outside.

Part B

Which two details support the main idea in Part A?

- (A) "Snowshoes are essential to have..."
(B) "...without snowshoes, you will easily sink down in the snow and that could be dangerous..."
(C) "So the next time you want to walk outside in the snow..., stay safe and wear snowshoes."

Part A

What is the meaning of the word mound as it is used in the passage?

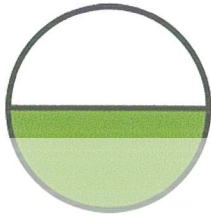
- (A) hill (B) river (C) mountain

Part B

Which statement provides a clue to the meaning of the word mound?

- (A) "Snowshoes allow your weight to spread out..."
(B) "... use ski poles to guide you where to walk..."
(C) "Another safety tip to have while walking on a hill of snow..."

Identify the unit fraction represented by the shaded part of the image below.



Represent the fraction $\frac{7}{3}$ as the sum of unit fractions.

Draw lines to divide the image below into fourths.



Order the fractions shown from least to greatest.

$$\frac{5}{3}, \frac{2}{3}, \frac{7}{3}, \frac{4}{3}$$

Match the fraction with the words by drawing lines to connect them.

Two-thirds ●

One fourth ●

Three halves ●

Four wholes ●

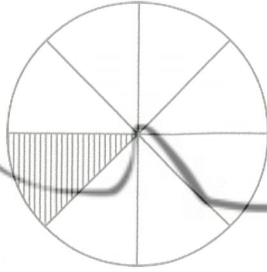
- 1 $\frac{1}{4}$
- 4 $\frac{1}{4}$
- 1 $\frac{2}{3}$
- 2 $\frac{3}{3}$
- 3 $\frac{3}{2}$

Select each fraction with a value equal to one.

- $\frac{5}{5}$
- $2\frac{2}{3}$
- $\frac{7}{7}$

- $3\frac{1}{1}$
- $1\frac{8}{8}$
- $6\frac{6}{6}$

What fraction is represented by the image below?



Complete each comparison using $<$, $>$, or $=$.

$$\frac{5}{6} \text{ --- } \frac{2}{1}$$

$$\frac{4}{4} \text{ --- } \frac{3}{5}$$

$$1\frac{1}{4} \text{ --- } \frac{3}{3}$$

$$4\frac{1}{3} \text{ --- } \frac{3}{4}$$

Friday

Elk

Physical Features: Elks are part of the deer family species. An elk's body is covered in brown or gray fur. Male elks are called bulls and they can weigh up to a 1,000 pounds. Bulls grow large antlers that can be as tall as 5 feet, and the antlers can weigh about 25 pounds. In late March the male elk lose their antlers and a few weeks later they begin to grow again. The males do use their antlers to fight with other bulls to mate with a female elk. Female elk are called cows and they weigh up to about 500 pounds. Female elk do not have antlers as do males.

Habitat: Elks travel up to the mountains in the spring and they travel back down to the valleys in the winter.

Diet: Elk are herbivores, which means they eat plants, such as grass and twigs.



Moose

Physical Features: Moose are the largest species in the deer family. Moose are covered in light to dark brown fur. Male moose are called bulls and can weigh up to 1,600 pounds, whereas female moose can weigh up to 1,300 pounds. Female moose do not grow antlers as do males. A bull's antlers can grow up to 5 feet tall. Bulls use their antlers to threaten their opponent when fighting for a female moose. Bulls tend not to use their antlers if they don't need to because their antlers can get caught together. If the antlers connect the bulls can get stuck and they can die.

Habitat: Moose live in cold climate areas that have snow, lakes, and streams.

Diet: Moose are herbivores, and they like to eat twigs, leaves, and tree bark.



Part A

How are the elk and moose alike?

- (A) Elk and moose both weigh about the same.
- (B) Elk and moose are both herbivores.
- (C) Elk and moose both have gray fur.

Part B

Which two statements from the passage supports, the answer to Part A?

- (A) "Elk are herbivores, which means they eat plants, such as grass and twigs."
- (B) "An elk's body is covered in brown or gray fur."
- (C) "Moose are herbivores and they like to eat twigs, leaves, and tree bark."

Part A

What is the meaning of the word herbivores?

- (A) meat eaters
- (B) plant eaters
- (C) plant and meat eaters

Part B

Which statement provides a clue to the meaning of the word herbivores?

- (A) "... they eat plants, such as grass and twigs."
- (B) "Elks travel up to the mountains in the spring..."
- (C) "Female elk are called cows and they weigh up to about 500 pounds."

Part A

What is one-way elk and moose are different?

- (A) Elk males weigh less than male moose.
- (B) Elk's eat plants and moose eat meat.
- (C) Elk's antlers grow larger than moose.

Part B

Which **two** statements from the passage supports the answer to Part A?

- (A) "Male elks are called bulls and they can weigh up to a 1,000 pounds."
- (B) "Male moose are called bulls and can weigh up to 1,600 pounds..."
- (C) "Female elk are called cows and they weigh up to about 500 pounds."

What is the meaning of the word opponent?

- (A) friend
- (B) sibling
- (C) enemy

Identify the unit fraction represented by the number line.

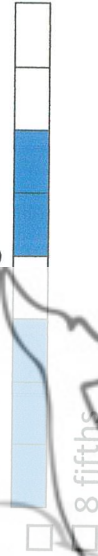


Complete the comparisons using <, >, or =.

$\frac{7}{5} \frac{7}{6}$ $\frac{8}{8} \frac{6}{6}$ $\frac{3}{5} \frac{1}{5}$
 $>$ $>$ $<$

Select all the ways to represent $\frac{5}{8}$.

- 5 eighths
- $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$
- One and three eighths



Select the fraction that is equivalent to a whole number.

- A. $\frac{5}{4}$ C. $\frac{7}{2}$
- B. $\frac{6}{3}$ D. $\frac{4}{6}$

Represent the fraction $\frac{9}{8}$ as the sum of unit fractions.

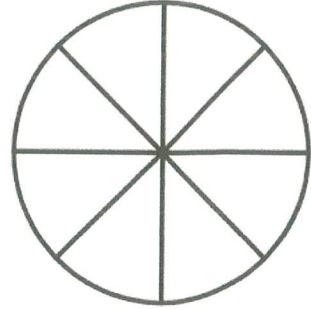
Which sum represents the fraction $\frac{8}{5}$?

- A. $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$
- B. $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$
- C. $\frac{1}{1} + \frac{1}{1} + \frac{1}{1} + \frac{1}{1} + \frac{1}{1} + \frac{1}{1} + \frac{1}{1} + \frac{1}{1}$
- D. $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$

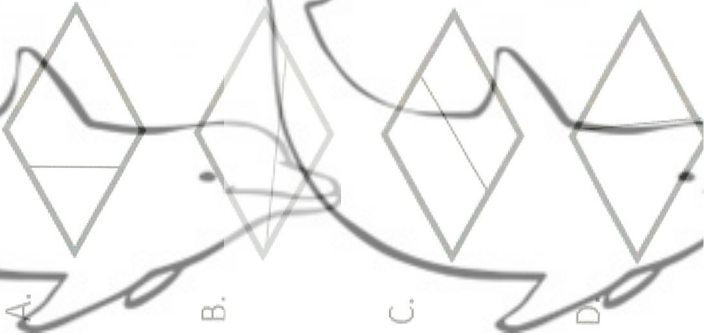
Karla divided a cake into fifths. How many equal-sized pieces did Karla divide the cake into?

- A. 4 B. 5 C. 6 D. 8

Shade the circle to show the fraction $\frac{1}{2}$.



Which picture represents halves?





Daily Reading Practice

Monday

Winnie the Guinea Pig

Winnie, the guinea pig, was determined to be adopted by a loving family. When people stopped by to look at the puppies, Winnie would run around her cage to attract attention. Customers would pick her up, pet her, and then put her back in her cage. Winnie was heartbroken. She would curl into a ball in the corner and cry. Winnie gave up on the idea of becoming adopted. She felt like she could not compete with all the cute and furry puppies she could see across from her cage.

One day, a customer named Henry, came storming into the store and ran straight towards the puppy section. "Look at this puppy, Henry!" exclaimed Henry's mom. Henry looked at the puppies, but the puppies were not quite what he was looking for, so he continued to roam the store in hopes of finding the perfect pet. Suddenly, a little puff ball caught Henry's eye. Henry picked up Winnie and cradled her in his arms. "I am taking you home with me, and I'll take good care of you," Henry said with joy. Winnie, the guinea pig, couldn't be any happier to have a new home.

Part A

What caused Winnie to curl into a ball?

- (A) Winnie became sleepy from running around.
- (B) Winnie was unnoticed by customers.
- (C) Winnie didn't want to be seen.

Part B

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

- (A) "Suddenly, a little puff ball caught Henry's attention."
- (B) "Henry came storming into the store and ran straight towards the puppy section."
- (C) "She felt like she could not compete against all the cute and furry puppies."

Part A

What is the meaning of the word adopted as it is used in the passage?

- (A) To be accepted and taken care of.
- (B) Talk to someone.
- (C) To run and chase.

Part B

Which statement provides a clue to the meaning of the word adopted?

- (A) "Customers would pick her up...."
- (B) "I am taking you home with me, and I'll take good care of you."
- (C) "Look at this puppy, Henry!"



Tuesday

Bookworm Molly

Many of the students were delighted to hear about the reading contest at school. Kaitlyn's friend, Molly, was eager to mention the competition to Kaitlyn because she knew her friend loved to read. "Molly, did you hear the news about the reading contest?" asked Kaitlyn. "Yes, I did, but my parents will be moving, and I will be spending a lot of time helping my mom pack up," Molly said. "Oh, I'm sorry, I know how much you like to read," Kaitlyn said. Molly walked home feeling gloomy and wishing that she could enter the contest.

"Molly, are you feeling well?" asked Molly's mom. "I'm okay. It's just my school is participating in a reading contest, and I can't be part of it because I won't have time to read with all the packing we have to do," Molly said. "Oh, I see," said Molly's mom. "Well, we won't be moving because your father found a job here in town," said mom. Molly opened her eyes wide. She couldn't believe that they would be staying in town, and that she didn't have to leave her school! The next day, Molly entered the contest, and started reading right away. She was determined to win!

Which of the following description explains the relationship in the passage?

- (A) Cause and effect
- (B) Sequence of events
- (C) Compare and contrast

What did Molly do after she found out that her family would not be moving?

- (A) Molly started to pack up her room.
- (B) Molly walked to school feeling gloomy.
- (C) Molly entered the contest the next day.

Part A

What is the meaning of the word gloomy as it is used in the passage?

- (A) Clouds are dark
- (B) Unhappy
- (C) Thrilled

Part B

Which statement provides a clue to the meaning of the word gloomy?

- (A) "It's just my school is participating in a reading contest, and I can't be part of it"
- (B) "Molly was determined to win."
- (C) "Well, we won't be moving because your father found a job here in town,"



Name: _____

Tony has a set of 8 collectable baseball cards. One of the cards represents what fraction of the entire set?

The sum shown below represents what fraction?

$$\frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10} + \frac{1}{10}$$

Name the fraction represented by the point on the number line.



- A. One fourth
- B. Four fourths
- C. One third
- D. Four thirds

Complete the comparisons using <, >, or =.

$$\frac{3}{4} \text{ --- } \frac{4}{5} \quad \frac{7}{5} \text{ --- } \frac{7}{3} \quad \frac{9}{1} \text{ --- } \frac{6}{1}$$

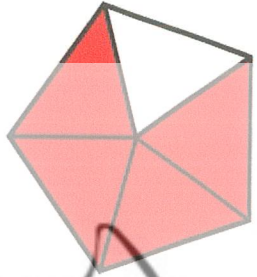
Which picture represents thirds?

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

3 written in word form is

- A. Four threes
- B. Four thirds
- C. Three fours
- D. Three fourths

Identify the fractions shown by the picture.



Order the fractions from least to greatest.

$$\frac{7}{5}, \frac{7}{2}, \frac{7}{4}, \frac{7}{8}$$

James cut a pizza into 12 equal parts. Then he ate one slice of the pizza. What fraction of the pizza did James eat?

Wednesday

Backyard Fun

After school, Richard and Mario would have a snack, work on their homework and then dash to their backyard to look for all sorts of insects to study.

The brothers received a new PlayStation for excellent grades throughout the year. Thrilled to experience all the new games, Richard and Mario would play video games instead of running outside to the backyard in search of insects. One day, Mario was tired of playing games, so he asked Richard to go to the backyard with him to find some bugs. "Wait, Mario let me finish this game, and then I will come outside!" yelled Richard. Richard never showed up. Days went by, and Richard continued to play video games while Mario explored his backyard alone.

One afternoon, Richard went into the kitchen to grab a juice box, and he noticed his brother sitting alone in the backyard. Richard felt horrible about not spending time with his brother.

"Hey, Mario, let's dig in that corner to see what we can find!" exclaimed Richard. The brothers decided to alternate between exploring and playing video games together.



Part A

How does Mario feel after receiving the PlayStation?

- (A) Mario was annoyed that Richard did not let him play with the PlayStation.
- (B) Mario was frustrated because he couldn't pass a level in the game.
- (C) Mario was unhappy because Richard wouldn't play with him outside.

Part B:

Which statement from the passage best supports the answer to Part A?

- (A) "Hey, Mario let's dig in that corner to see what we can find."
- (B) "Wait, Mario let me finish this game and then I'll come outside." Richard never showed up.
- (C) The brothers received a new PlayStation for excellent grades throughout the year.

Part A

What is the meaning of the word alternate as it is used in the passage?

- (A) Changing
- (B) Sleeping
- (C) Working

Part B

Which statement provides a clue to the meaning of the word alternate?

- (A) Richard went to the kitchen to grab a juice box.
- (B) The brothers alternated between exploring and playing video games together.
- (C) Thrilled to experience a new game they would play, instead of running to the backyard.

Thursday

Grizzly Bears

Grizzly bears usually hibernate for about five months.

When they come out of hibernation, they are not hungry, but they do forage for food. These giant furry creatures love to eat berries, nuts, roots, and flowers. They also pursue other animals, especially fish. When they do start to feel hungry, grizzly bears will eat just about anything; depending on what food is available.

Female grizzly bears stay with their cubs for about two to three years. They are not afraid to defend their children from predators, especially the male grizzly bear. Even though female grizzly bears are extremely protective of their cubs, nearly half of the baby cubs won't survive due to predators, diseases, and starvation.



Part A

What is the main idea of the second passage?

- (A) Female grizzly bears protect their young.
- (B) Grizzly bears can smell food from a long distance.
- (C) Grizzly bear eating habits.

Part B

Which statement from the passage best supports the answer to Part A?

- (A) Grizzly bears usually hibernate for about five months.
- (B) They are not afraid to defend their children from predators, especially the male grizzly bear.
- (C) Grizzly bears have a better sense of smell than hounds.

Part A

What is the meaning of the word forage as it is used in the passage?

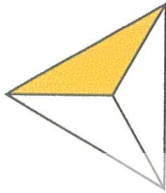
- (A) Looking
- (B) Hibernating
- (C) Playing

Part B

Which statement provides a clue to the meaning of the word forage?

- (A) Female grizzly bears keep their young away from the male grizzly bear.
- (B) Once grizzly bears start to feel hungry, they eat just about anything depending on what food is available.
- (C) Grizzly bears usually hibernate for about five months.

Identify the unit fraction represented by the shaded part of the image below.



Which of the following expressions models $\frac{5}{6}$?

- A. $\frac{1}{5} + \frac{1}{5} + \frac{1}{5} + \frac{1}{5}$
- B. $\frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6}$
- C. $\frac{5}{5} + \frac{5}{5} + \frac{5}{5} + \frac{5}{5} + \frac{5}{5}$
- D. $\frac{6}{6} + \frac{6}{6} + \frac{6}{6} + \frac{6}{6} + \frac{6}{6}$

Select the fraction that is equivalent to a whole number.

- A. $\frac{1}{3}$
- B. $\frac{6}{7}$
- C. $\frac{4}{4}$
- D. $\frac{3}{2}$

Order the fractions shown from least to greatest.

$$\frac{3}{12}, \frac{11}{12}, \frac{7}{12}, \frac{5}{12}$$

Name:

Name the fraction represented in the picture below.



- A. 3 thirds
- B. 2 and 2 thirds
- C. 3 and 2 thirds
- D. 9 eighths

Tara bought a large sandwich to share between herself and three friends. She cut it into equal pieces. Tara cut the sandwich into:

- A. Halves
- B. Thirds
- C. Fourths

Emily is comparing the fractions $\frac{3}{2}$, $\frac{3}{3}$, and $\frac{2}{3}$ on a number line. Which of the following statements is false?

- A. $\frac{2}{3}$ is to the left of $\frac{3}{3}$ on the number line.
- B. $\frac{3}{2}$ is to the right of $\frac{3}{3}$ on the number line.
- C. $\frac{2}{3}$ is to the right of $\frac{3}{2}$ on the number line.
- D. $\frac{3}{3}$ is to the right of $\frac{2}{3}$ on the number line.

Friday

Amelia Earhart

Amelia Earhart was born in Atchison, Kansas on July 24, 1897. At a young age, Amelia would spend winters with her grandparents and summers with her parents in Kansas City, Kansas. While at her grandparent's home, Amelia and her sister Muriel would have playful adventures by climbing trees and exploring their grandparent's neighborhood.

In 1916, Amelia, her sister, and her mom moved to Chicago. While there, Amelia was able to make new friends and graduate from Hyde Park High School. Soon after, Amelia moved to Canada with her sister.

In 1920, Amelia took a plane ride that transformed her life forever. Earhart was determined to learn to how to fly a plane. She worked different jobs to earn enough money to attend aviation school. She became one of the first women to graduate from Curtiss School of Aviation. Amelia was a brave woman. In 1932, she became the first woman to fly alone across the Atlantic Ocean. Amelia's brave actions contributed to other women following their own dreams of flying. Amelia's passion for flying continued with a trip around the world. Amelia stopped in several countries before continuing her flight. She took off from her last stop and was never heard from or seen again. Her death remains a mystery but her adventures as a pilot remain a legacy.



Part A:

- What changed Earhart's life forever?
- (A) Living in her grandparent's house.
 - (B) A plane ride.
 - (C) Overlooking the Atlantic Ocean.

Part B:

- What are two effects from her plane ride experience?
- (A) Earhart moved to Chicago.
 - (B) Worked different jobs to earn money for school.
 - (C) Became one of the first women to graduate from Curtiss School of Aviation.

What happened after Amelia moved to Canada?

- (A) She lived with her grandparents during the winters.
- (B) She was born in Atchison, Kansas on July 24, 1897.
- (C) She worked different jobs to earn enough money to go to aviation school and became one of the first woman to graduate from Curtiss School of Aviation.

What happened before Amelia went to Aviation school?

- (A) Amelia went to Hyde Park High school.
- (B) She worked different jobs to earn enough money to go to aviation school.
- (C) She went to an all-girls school.

Part A

- What is the meaning of the word adventure as it is used in the passage?
- (A) Hurting
 - (B) Improving
 - (C) Fun time

Part B

- Which statement provides a clue to the meaning of the word adventure?
- (A) "At a young age, Amelia would spend winters with her grandparents and summers with her parents in Kansas City, Kansas."
 - (B) "... time by climbing trees and exploring their grandparents' neighborhood."
 - (C) "Amelia moved to Canada with her sister."

Part A

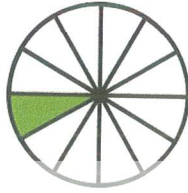
- What is the meaning of the word transformed as used in the passage?
- (A) Changed her life.
 - (B) Changed her clothes.
 - (C) Changed her address.

Part B

- Which statement provides a clue to the meaning of the word transformed?
- (A) "In 1932, she became the first woman to fly alone across the Atlantic Ocean."
 - (B) "Amelia was determined to learn to fly."
 - (C) "Amelia Earhart was born in Atchison, Kansas July 24, 1897."

Name: _____

Identify the unit fraction represented by the shaded part of the image below.



Complete the comparisons using <, >, or =.

$$\frac{11}{5} \text{ --- } \frac{11}{10} \qquad \frac{9}{3} \text{ --- } \frac{12}{3} \qquad \frac{4}{7} \text{ --- } \frac{4}{11}$$

Which of the following shows the unit fraction $\frac{1}{5}$?

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

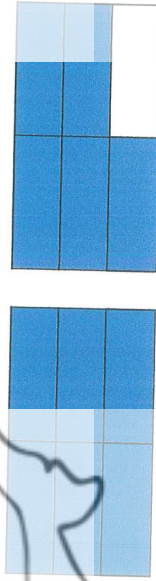
Which of the following expressions models $\frac{11}{8}$?

- A. $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$
- B. $\frac{1}{11} + \frac{1}{11} + \frac{1}{11} + \frac{1}{11} + \frac{1}{11} + \frac{1}{11} + \frac{1}{11} + \frac{1}{11} + \frac{1}{11} + \frac{1}{11} + \frac{1}{11}$
- C. $\frac{1}{11} + \frac{1}{11} + \frac{1}{11} + \frac{1}{11} + \frac{1}{11} + \frac{1}{11} + \frac{1}{11} + \frac{1}{11} + \frac{1}{11} + \frac{1}{11} + \frac{1}{11}$
- D. $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$

Sharon baked a small cake for three of her friends to share. If each friend received an equal portion, each friend received

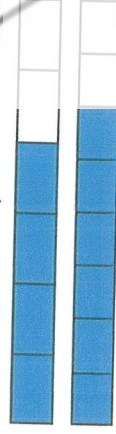
- A. A half
- B. A third
- C. A fourth
- D. A whole

Name the fraction represented in the picture below.



- A. Eleven twelfths
- B. Twelve elevenths
- C. Eleven sixths
- D. One and six fifths

Which of the following is true, based on the image below?



- A. $\frac{4}{6}$ and $\frac{6}{8}$ are equivalent fractions because the same amount is shaded on each.
- B. $\frac{4}{6}$ is greater than $\frac{6}{8}$ because more of the picture is shaded on the first picture.
- C. $\frac{6}{8}$ is greater than $\frac{4}{6}$ because more of the picture is shaded on the second picture.



Daily Reading Practice

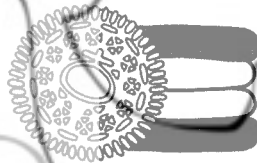
Monday

The Many Names of Oreo

Did you know that Oreo cookies had many names before it was called the Oreo cookie? In the 1900's, the Oreo cookie was referred to as the Oreo biscuit. In 1912, the Oreo biscuit was renamed the Oreo sandwich. In 1948, it was renamed again as the Oreo crème sandwich. In 1952, William A. Turnier designed the Oreo cookie as we know it today.

The first Oreo cookie was sold in New York for \$0.30 cents per pound. Since 1912, over 450 billion Oreo cookies have been sold throughout numerous countries. The design of the Oreo cookie has evolved over time, but the taste continues to be as good as the first Oreo cookie ever made.

So, the next time you eat an Oreo cookie think about how far it has come. Give it a twist, dunk it in milk, and taste the goodness of an Oreo cookie!



Part A

Select the statement that is the main idea of the article.

- (A) How to eat an Oreo cookie.
- (B) The many names of the Oreo.
- (C) The first Oreo cookie was sold in New York for \$0.30 cents per pound.

Part B

Select the sentence from the article that supports your answer to Part A.

- (A) "... the Oreo cookie had many names before it was called the Oreo cookie."
- (B) "The design of the Oreo cookie has changed over time."
- (C) "In 1952, William A. Turnier designed the Oreo cookie as we know it today."

Part A

What is the meaning of the word evolved as it is used in the passage?

- (A) Eat
- (B) Change
- (C) Dunk

Part B

Which statement provides a clue to the meaning of the word evolved?

- (A) "The design of the Oreo cookie has evolved over time, but the taste continues to be as good..."
- (B) "Give it a twist and dunk it in milk, it's great!"
- (C) "In the 1900's, the Oreo cookie was known as the Oreo biscuit."

Tuesday

Bookworm



Nathan despised reading books, especially at school. When Nathan's class visited the school library, Nathan would only choose picture books to avoid reading. One day, on the news, Nathan heard that schools would be closed due to a blizzard. Nathan became extremely excited knowing that he didn't have to go to school and read. He thought about playing video games all day, but all of a sudden, the electricity went out and Nathan couldn't play his video games.

His mom started a fire in the fireplace and read a book titled "The Never-ending Story." Nathan's mom knew he didn't like to read, so she only read one chapter and put the book down. Fascinated by the story, Nathan picked up the book and started to read. The electricity came back on, but Nathan continued to read. He read the book every day until he finished the story. Now, Nathan considers himself a bookworm because he loves to read books.

Part A

What caused Nathan to stay at home?

- (A) Nathan became sick of reading books.
- (B) A blizzard.
- (C) Nathan wanted to stay home to play.

Part B

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

- (A) "Nathan became extremely excited knowing that he didn't have to go to school to read."
- (B) "The electricity came back on but Nathan continued to read."
- (C) "One day, on the news Nathan heard that schools would be closed due to a heavy blizzard storm."

Part A

What is the meaning of the word despised as it is used in the passage?

- (A) Dislike
- (B) Like
- (C) Amazed

Part B

Which statement provides a clue to the meaning of the word despised?

- (A) "When Nathan's class visited the school library, Nathan would only choose picture books to avoid reading."
- (B) "Fascinated about the story, Nathan picked up the book and started to read."
- (C) "He thought about playing video games all day, but all of a sudden, the electricity went down."

Wednesday

We Appreciate!

Ms. Johnson would get up every morning at 4:30 a.m. to go to work. You see, Ms. Johnson works in the cafeteria preparing hot, delicious meals for 525 students each day. She knows every student in her school by their first name. If Ms. Johnson notices that a student is unhappy, she will make sure that they leave with a giant smile on their face!

Every year during staff appreciation week, Ms. Johnson and the cafeteria workers wouldn't receive any recognition. Tommy decided that it would be a great idea to make a poster to show their appreciation with the help of all the students in the school. Kindergarten started first by drawing pictures, then followed by the first grade, and on to the poster reached fifth grade. Once the poster was completed, Tommy and his class presented the poster to Ms. Johnson and her helpers. "Ms. Johnson, you are always putting smiles on our faces, it is time that we do the same for you," said Tommy. Ms. Johnson was overjoyed, and tears trickled down her face. It was one of Ms. Johnson's happiest moments!

Part A:

Which of the following does Ms. Johnson do first?

- (A) Gets up in the morning to go for a jog.
- (B) Wakes up at 4:30 a.m. to go to work.
- (C) Greets the students.



Part B:

Select the sentence from the article that supports your answer to Part A.

- (A) Kindergarten started first, by drawing pictures followed by first grade, and on until the poster reached fifth grade.
- (B) She knows every student in her school by their first names.
- (C) You see, Ms. Johnson works in the cafeteria preparing hot delicious meals for 525 students each day.

Part A

What is the meaning of the word trickled as it is used in the passage?

- (A) Running
- (B) Drip
- (C) Dance

Part B

Which statement provides a clue to the meaning of the word trickled?

- (A) Ms. Johnson was overjoyed, and tears trickled down her face!
- (B) Tommy and his class presented the poster to Ms. Johnson and her helpers.
- (C) Tommy decided that it would be a great idea to make a poster of appreciation with the help of all the students in the school.

Thursday

Billy the Baker

Billy always admired his grandmother's baking. Billy's grandmother would make all sorts of cakes, and many people would call her to order desserts from her. She would make cookies, cakes, pies and more. One day while Billy was watching his grandmother preparing her kitchen to bake a cake, she asked "Billy, I need help today. Do you mind helping?" "Oh, no!" shouted Billy. Billy was eager to get started.

Billy's grandmother knew how interested Billy was in baking, so she bought him a chef's hat. Billy was thrilled to put it on, and he wasted no time and started right away. He listened to all the directions from his grandmother and followed the recipe step by step, as to not miss any ingredients. Little did Billy know that he was making his very own cake. Billy put the batter in the oven with his grandmother's help. Grandmother removed the cake out of the oven when it was done. "Billy, you just baked a cake for yourself. You can decorate it as you like," said Grandmother. "I can't wait to decorate it! It's the best part of baking," Billy said happily.

Part A

Which character trait would be best to describe Billy?

- Annoyed
- (A) Annoyed
- (B) Eager
- (C) Frustrated

Part B

Select the sentence from the article that supports your answer.

- (A) She bought him a chef's hat. Billy was thrilled to put it on.
- (B) "I can't wait to decorate!"
- (C) Billy put the batter in the oven with grandmother's help.

Part A

What is the meaning of the word eager as it is used in the passage?

- (A) To be ready.
- (B) Feeling blue.
- (C) To be sneaky.

Part B

Which statement provides a clue to the meaning of the word eager?

- (A) "Billy, I need help today. Do you mind helping?" asked Billy's grandmother. "Oh, no!" shouted Billy.
- (B) Billy always admired his grandmother's baking.
- (C) One day Billy was watching his grandmother preparing her kitchen to bake a cake.



What fraction is represented by the dot on the number line below?



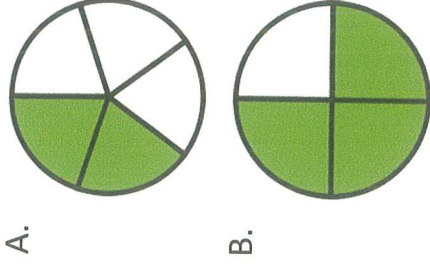
Draw a picture that could represent three halves.

Complete each comparison using $<$, $>$, or $=$.

- $\frac{2}{3} \frac{4}{6}$
 $\frac{4}{7} \frac{4}{5}$
 $\frac{5}{3} \frac{5}{3}$

Name: _____

Which shows a fraction equivalent to $\frac{2}{3}$ shaded?



According to the fraction chart, which of the following is equal to $\frac{3}{6}$?

$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{5}$	$\frac{1}{6}$	$\frac{1}{7}$	$\frac{1}{8}$
$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{5}$	$\frac{1}{6}$	$\frac{1}{7}$	$\frac{1}{8}$	$\frac{1}{8}$
$\frac{1}{4}$	$\frac{1}{5}$	$\frac{1}{6}$	$\frac{1}{7}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$
$\frac{1}{5}$	$\frac{1}{6}$	$\frac{1}{7}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$
$\frac{1}{6}$	$\frac{1}{7}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$
$\frac{1}{7}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

- A. $\frac{4}{8}$ B. $\frac{3}{4}$ C. $\frac{2}{5}$ D. $\frac{4}{7}$

Order the fractions shown from greatest to least.

- $\frac{9}{8}, \frac{1}{8}, \frac{7}{8}, \frac{11}{8}$

Represent the fraction $\frac{7}{2}$ as the sum of unit fractions.

How many one-eighth sized parts are added together to equal 1 whole?



Daily Reading Practice

Monday

Rainbows

Have you ever seen a beautiful rainbow after a rain shower and wanted to touch it? Well, this will never be possible because a rainbow is just a reflection and a refraction of sunlight in water droplets. A rainbow can only be seen when there are water droplets in front of you, and sunlight or another source of light is behind you. When the light hits the rain droplet, light is refracted or bent. When we see light, we see it as white light. When the sunlight or the white light is bent, the white light spreads and reflects out from the back of the rain droplet. When the light is reflected out of the rain drops, the white light turns into the seven beautiful colors you see in a rainbow. The seven colors have been always there in the white light, but we cannot see them because they are mixed. The seven colors you will see in a rainbow are red, orange, yellow, green, blue, indigo, and violet.

Part A:

What is the main idea of the passage?

- Ⓐ Rainbows are colorful arches.
- Ⓑ Rainbows are beautiful.
- Ⓒ Rainbows are made from rain droplets and sunlight.

Part B:

Which two details support the main idea in Part A?

- Ⓐ "When the light hits the rain droplet, light is refracted, or bent."
- Ⓑ "... light is reflected out of the rain drops; the white light turns into the seven beautiful colors."
- Ⓒ "Have you ever seen a beautiful rainbow after a rain shower..."

Part A:

What is the meaning of the word refracted?

- Ⓐ Bend
- Ⓑ Colored
- Ⓒ Droplet

Part B:

Which two statements provide a clue to the meaning of the word refracted?

- Ⓐ "A rainbow can only be seen when there are water droplets in front of you..."
- Ⓑ "... light is refracted or bent."
- Ⓒ "When the sunlight or the white light is bent..."



Tuesday

Lucky Lucy

Lucy was not having a good day on Tuesday. Her day had several unlucky events. First, when Lucy woke up, she noticed she was late to school because she forgot to set her alarm clock the night before. Lucy quickly got dressed, ate a quick breakfast, and ran off to school; a block away. When she arrived at school, she noticed everyone had their history fair projects. Lucy forgot her project at home and gotten points deducted from her score.

When Lucy went home, she thought to herself about what she could do to make the next day at school a little bit better.

She noticed the new green shirt her mom bought her for St. Patrick's Day, with the word "lucky" on it. "Maybe this shirt will bring me some luck if I wear it," she said to herself. When Lucy woke up the next day, she put on her new shirt. She went to school and presented her project and got a 90%. She then went to gym class, and her team won the kickball game. Lucy's teacher even gave the class extra recess. Lucy was having an excellent, or better yet, "lucky" day after all.

Part A:

What caused Lucy to get 10 points taken off of her project?

- Ⓐ She didn't complete her project.
- Ⓑ She left her project at home and it was late.
- Ⓒ She cheated off someone else's project.

Part B:

What were two effects Lucy thought she received from wearing her lucky shirt?

- Ⓐ She got up late and left her project at home.
- Ⓑ Her teacher gave her class extra recess.
- Ⓒ Her team won the kick ball game during gym class.

Part A:

What is the meaning of the word deducted?

- Ⓐ Taken away.
- Ⓑ Given extra.
- Ⓒ Increased.

Part B:

Which statement provides a clue to the meaning of the word deducted?

- Ⓐ "...gotten points deducted off her score."
- Ⓑ "... she noticed everyone had their history fair projects."
- Ⓒ "First, when Lucy woke up, she noticed she was late to school..."



Name: _____

Date: _____

MA.3.FR.1.3

Write the improper fraction seven thirds.

Select all the ways to represent $\frac{8}{5}$.

- $5 \div 8$
- 8 fifths
- 5 eighths
- 8 divided by 5
- $8 \div 5$
- 5 divided by 5

MA.3.FR.2.1

Write a number sentence comparing four eighths and four fifths using $<$, $>$, or $=$.

Order the fractions below from least to greatest.

$$\frac{8}{3}, \frac{5}{3}, \frac{1}{3}, \frac{3}{3}$$

Order the fractions below from least to greatest.

$$\frac{5}{3}, \frac{5}{8}, \frac{5}{5}, \frac{5}{1}$$

Write a number sentence comparing six fifths and two fifths using $<$, $>$, or $=$.

Wednesday

Lucky Charms Cereal

Did you know Lucky Charms was the first cereal to have marshmallows? In 1963, John Holahan, the vice-president of General Mills, was asked to create a new cereal for children. He was thinking of different ideas, so he poured a bowl of Cheerios and then added orange peanut-shaped marshmallows in the cereal. He knew it would be an instant hit with children because of the added sweet marshmallows to the regular sugarless Cheerios. In 1967, a bit of sugar was added to the oat pieces and Lucky Charms became very popular.

Lucky, the leprechaun, is the cereal's mascot. Lucky is the character symbol that is on the cereal boxes and in the commercials. Lucky uses the different shaped marshmallows, such as the horseshoe, rainbow, crescent moon, or the pot of gold to disappear from the children who want to eat his cereal. Next time you're at the grocery store, consider buying some Lucky Charms because they are magically delicious!

Part A:

Select the sentence that best describes why John Holahan created Lucky Charms?

- (A) He wanted to create a healthy cereal.
- (B) He wanted to create a lucky cereal.
- (C) He wanted to create a cereal for children.

Part B:

Which two statements support your answer to Part A?

- (A) "... the vice-president of General Mills was asked to create a new cereal for children."
- (B) "He knew it would be an instant hit with children because of the added sweet marshmallows..."
- (C) "... consider buying some Lucky Charms because they are magically delicious!"

Part A:

What is the meaning of the word mascot?

- (A) Symbol
- (B) Leprechaun
- (C) Cereal



Google images

Part B:

Which statement provides a clue to the meaning of the word mascot?

- (A) "Did you know Lucky Charms was the first cereal to have marshmallows?"
- (B) "Lucky is the character symbol that is on the cereal boxes..."
- (C) "Lucky, the leprechaun, is the cereal's mascot."

Thursday

St. Patrick's Day

St. Patrick's Day is a national holiday celebrated all over Ireland and in many parts of the world on March 17th. St. Patrick's Day is a celebration which began in Ireland to celebrate and honor Saint. Patrick. Saint Patrick lived in Britain; when he was a teenager, he was captured by Irish pirates. He was taken to Ireland to serve as a slave. Later, Saint Patrick escaped back to his hometown. Saint Patrick decided to return to Ireland to teach the Irish how to be kind to others. Saint Patrick is also known for teaching the Irish about Christianity by using the Irish plant called a shamrock. A shamrock is also known as a three-leaf clover. The shamrock is thought to be a symbol of good luck. It is also thought that if you find a four-leaf clover, you can make a wish, and it will come true. Green is important to wear because the legend says if you wear green, the leprechaun fairy won't be able to see you. This March 17th have fun celebrating. Make sure to wear green or the leprechaun will see you and give you a little pinch!

Part A:

Why do people wear green on St. Patrick's Day?

- (A) To be invisible to the leprechaun fairy.
- (B) To get good luck.
- (C) To wear the leprechaun fairy's favorite color.

Part B:

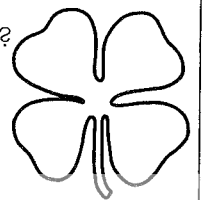
What is the effect of not wearing green on St. Patrick's Day?

- (A) You will have bad luck.
- (B) You will not find the gold.
- (C) You will be pinched by the leprechaun fairy.

Part A:

What is the meaning of the word captured?

- (A) Escaped
- (B) Taken
- (C) Return



Part B:

Which statement provides a clue to the meaning of the word captured?

- (A) "He was taken to Ireland to serve as a slave."
- (B) "Later on, Saint Patrick escaped back to his hometown."
- (C) "Saint Patrick decided to return back to Ireland to teach the Irish how to be kind to others."

Which best describes the lines shown below?



- A. Parallel
- B. Perpendicular
- C. Intersecting

The shape shown below as how many lines of symmetry?



Which formula can be used to find the area of a rectangle?

- A. Length \times length
- B. Length + length + width + width
- C. Width \times length
- D. Length \times length \times width \times width

Jacob built a sandbox for his little brother. The sandbox is 8 feet long and 7 feet wide. What is the perimeter of the sandbox?

Name:

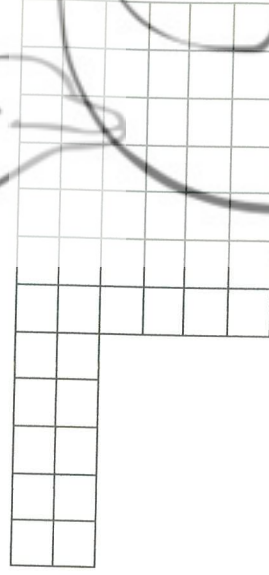
Which is not an example of a quadrilateral?

- A. Trapezoid
- B. Triangle
- C. Rhombus
- D. Rectangle

What is the area of the rectangle in square units?



What is the area of the figure below in square units?



Friday

Lenny the Leprechaun

Lenny the Leprechaun was a mischievous little guy. His favorite thing to do was to play jokes on children in their classrooms. Lenny enjoyed going into many different classrooms to knock down all the students' chairs. He also had much delight in taking student papers and throwing them in the air.

When students came back to the classroom, the students were confused as to what had happened in their classroom. But Lenny left a note behind to tease the children. "It's me, Lenny. You will never catch me because I'm small and quick. I love to make a mess and play tricks," the letter said. The students began to clean up Lenny's mess, and were not too happy with him.

"We can't let Lenny destroy our classroom. We need to set a trap and catch Lenny to teach him a lesson," said one student. The students thought about a plan to catch Lenny. The class decided to leave some marshmallows out to attract Lenny to come by their classroom. If worked, and Lenny went straight to their classroom. All the students jumped out and caught Lenny.

"Hey Lenny, you can't destroy our classroom anymore," the students said sternly. "I'm sorry that I ruined your classroom. I enjoy playing around because I have no friends," Lenny said sadly. "You can always visit us Lenny, and we can all play with you if you are friendly and polite," the students said. "Thank you! That will make me very happy!" exclaimed Lenny. Lenny never again destroyed any classrooms, instead, he brought chocolate coins for the students to enjoy.



Part A:

What was the problem the students had in their classroom?

- (A) Lenny left chocolate coins in the classroom.
- (B) Lenny left a mess in the classroom
- (C) Lenny left a letter in the classroom.

Part B:

Which **two** statements support your answer to part A?

- (A) "The students began to clean up Lenny's mess and were not too happy with him."
- (B) "Lenny enjoyed going into many different classrooms to knock down all the students' chairs."
- (C) "But Lenny left a note behind to tease the children."

Part A:

What is the meaning of the word mischievous?

- (A) Misbehaving
- (B) Polite
- (C) Hard working

Part B:

Which **two** statements provide a clue to the meaning of the word mischievous?

- (A) "His favorite thing to do was to play jokes on children in their classrooms."
- (B) "Thank you! That will make me very happy!"
- (C) "He also had much delight in taking student papers and throwing them in the air."

Part A:

What caused Lenny to make a mess in the students' classroom?

- (A) He disliked the students.
- (B) He thought it was funny to trick the students.
- (C) He didn't have any friends.

Part B:

Which statement supports your answer to Part A?

- (A) "We can't let Lenny destroy our classroom."
- (B) "His favorite thing to do was to play jokes on children in their classrooms."
- (C) "I enjoy playing around because I have no friends,"

Part A:

What is the meaning of the word delight?

- (A) Enjoyed
- (B) Disliked
- (C) Detested

Part B:

Which **two** statements provide a clue to the meaning of the word delight?

- (A) "Lenny enjoyed going into many different classes to knock down all of the students' chairs."
- (B) "I enjoy playing around in your classrooms because I have no friends."
- (C) "Lenny never again destroyed classrooms..."

Which best describes the lines shown below?



- A. Parallel
- B. Perpendicular
- C. Intersecting

The shape shown below as how many lines of symmetry?

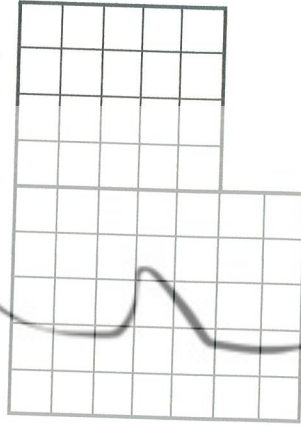


What is the area of the rectangle shown?



_____ square units

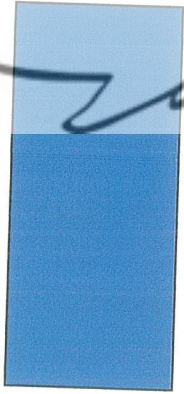
What is the area of the figure below in square units?



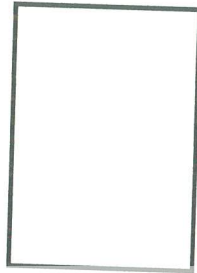
Name: _____

Identify the quadrilateral shown.

- A. Rectangle
- B. Square
- C. Trapezoid
- D. Rhombus



A rectangle is 6 inches long and 5 inches wide. What is the area of the rectangle?



Area = _____ X _____ = _____ square in.

Complete the sentence.

Perpendicular lines form a _____° angle where they intersect.

Jerrod drew a rectangle that measures 11 centimeters long and 7 centimeters wide. What was the perimeter of the rectangle?

Daily Reading Practice



Monday

Jane Adams

Jane Adams helped many people during her lifetime. Jane lived during the late 1800's and the early 1900's. During this time, many people were treated unfairly.

Jane took a trip to England with her friend, Ellen Gates Starr, and visited a facility which helped poor people by providing them with food, medicine, and shelter. Jane thought this shelter needed to be provided for many of the poor people in America. Jane and Ellen decided to open up a center to help people in need, and it was called Hull-House.

The Hull-House was opened in Chicago and provided many services for people in the community. The Hull-House had a daycare so parents could go to work and earn money for their families. It also provided medicine and care for the sick.

Ten other centers were opened to provide support for people in need. Jane Adams influenced many others to treat others fairly and with kindness.



Part A:

Which character trait would be best to describe Jane?

- (A) Caring
- (B) Cruel
- (C) Selfish

Part B:

Which two details support your answer to Part A?

- (A) "Jane and Ellen decided to open up a center to help people in need..."
- (B) "Jane thought this shelter needed to be provided for many people in America."
- (C) "Jane lived during the late 1800's and the early 1900's."

Part A:

What is the meaning of the word shelter?

- (A) A place to buy food.
- (B) A place to watch movies.
- (C) A place to get help.

Part B:

Which statement provides a clue to the meaning of the word shelter?

- (A) "Jane and Ellen decided to open up a center to help people in need..."
- (B) "During this time, many people were treated unfairly."
- (C) "Jane Adams influenced many others to treat others fairly and with kindness."

Tuesday

Easter Egg Decorating

Decorating Easter eggs is a fun activity people do for Easter. There are many different ways you could decorate an egg, but here is one of the simplest and most popular ways people decorate eggs for Easter.

Step 1: Hard boil several eggs. When the eggs are done, place the eggs in a bowl of cool water.

Step 2: Place an old towel or a newspaper on your table or counter to avoid any stains from damaging your surface.

Step 3: Fill a cup with water, vinegar, and food coloring. Next, place the egg on a spoon and dunk the egg in the colored mixture.

Step 4: After five minutes or longer, take out the eggs and place them on a paper towel to dry. Now, you will have beautiful eggs to place in your Easter basket!



Part A:

What are you supposed to do right before you dunk the eggs into a container?

- (A) Wait five minutes before you take out the eggs.
- (B) Boil the eggs.
- (C) Fill a cup with water, vinegar and food coloring.

Part B:

What are you supposed to do right after you dunk the eggs into a container?

- (A) Boil the eggs.
- (B) Place them on a towel to dry.
- (C) Place your eggs in an Easter basket.

Part A:

What is the meaning of the word surface?

- (A) Bottom
- (B) Mixture
- (C) Top

Part B:

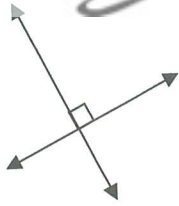
Which statement provides a clue to the meaning of the word surface?

- (A) "Place an old towel or a newspaper on your table or counter..."
- (B) "Place the egg on a spoon and dunk the egg in the colored mixture."
- (C) "Hard boil several eggs."

Name: _____

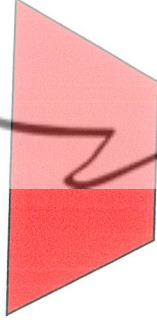
Which best describes the lines shown below?

- A. Parallel
- B. Perpendicular
- C. Intersecting
- D. None of the above



Identify the quadrilateral shown.

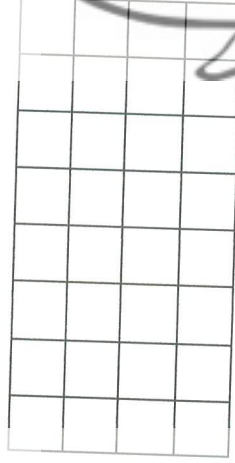
- A. Square
- B. Rectangle
- C. Rhombus
- D. Trapezoid



Draw all lines of symmetry that exist on the shape below.

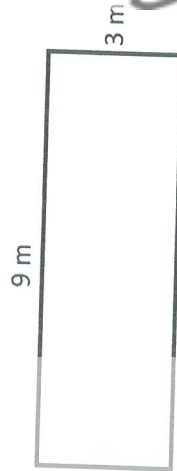


Find the perimeter and the area of the rectangle shown.



A square measures 4 inches on one side. What is the area of the square?

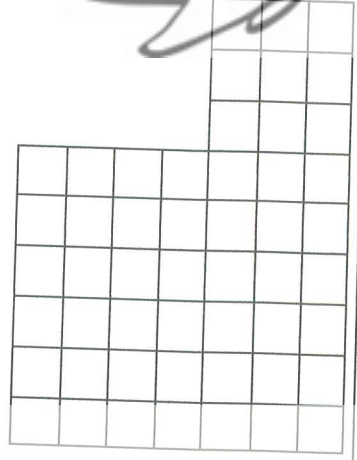
What is the area of the rectangle shown?



Perimeter = _____ units

Area = _____ square units

What is the area, in square units, of the figure shown?



_____ square meters

Wednesday

National Puppy Day

March 23rd is known as National Puppy Day. National Puppy Day was created to celebrate our furry friends, and to educate people on how to help support orphaned puppies. There are many animals, especially dogs, that are without homes and living in animal shelters; but there are many ways we can help.

The number one way you can help is by adopting a puppy or an older dog at your local shelter. Most people like to adopt puppies because they are younger and forget about the older dogs that are also loving and loyal. But make sure the dog you are adopting is right for you and your family. Another way you could help is by volunteering at your local animal shelter. Volunteers can help by walking the dogs, or by giving the dogs a bath. Lastly, you can donate money, food, or toys to your local animal shelter.

If you already have a pet puppy, celebrate by giving your puppy lots of love and doggy treats!



Part A:

What is the problem in the passage?

- (A) Shelters need money to buy dog clothes.
- (B) Shelters need help with the many orphaned dogs left at the animal shelters.
- (C) Shelters need help getting dog collars.

Part B:

Which two statements support your answer to Part A?

- (A) "The number one way you can help is by adopting a puppy..."
- (B) "Another way you could help is by volunteering at your local animal shelter."
- (C) "National Puppy Day was created to celebrate our furry friends..."

Part A:

What is the meaning of the word orphaned?

- (A) Found
- (B) Left alone
- (C) Adopted

Part B:

Which statement provides a clue to the meaning of the word orphaned?

- (A) "There are many animals, especially dogs, who are without a home in animal shelters..."
- (B) "...celebrate by giving your puppy lots of love and doggy treats."
- (C) "Volunteers could help by walking the dogs..."

Thursday

Happy Birthday Dr. Seuss!

Have you ever read the stories, Cat in the Hat or Green Eggs and Ham? Well, these very popular books and many other children's books were written by the famous author and illustrator known as Dr. Seuss. We celebrate Dr. Seuss' birthday on March 2nd by reading his books and, of course, by eating Green Eggs and Ham!

Dr. Seuss' real name is Theodore Seuss Geisel. When Dr. Seuss was in college, he got into trouble and was terminated from working with his magazine staff in the college. Dr. Seuss was not allowed to work for the magazine, but he continued to secretly write to it using his middle name, Seuss.

After college, Dr. Seuss worked for advertisement companies, but he loved to draw and create stories. He decided to concentrate on writing children's books such as Horton Hears a Who and The Grinch. Dr. Seuss wrote and illustrated forty-four children's books. Several of them have even been turned into movies for families to enjoy.



Part A:

What is the main idea of the passage?

- (A) Dr. Seuss made books for movies.
- (B) Dr. Seuss' birthday is in March.
- (C) Dr. Seuss is a famous author and illustrator who wrote many popular books for children.

Part B:

Which detail supports the main idea in Part A?

- (A) "He decided to concentrate on writing children's books such as Horton Hears a Who and The Grinch."
- (B) "Dr. Seuss' real name is Theodore Seuss Geisel."
- (C) "After college, Dr. Seuss worked for advertisement companies..."

Part A:

What is the meaning of the word terminated?

- (A) Fired
- (B) Hired
- (C) Failed

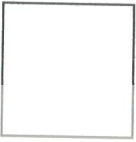
Part B:

Which statement provides a clue to the meaning of the word terminated?

- (A) "... Dr. Seuss was not allowed to work for the magazine..."
- (B) "After college, Dr. Seuss worked for advertisement companies..."
- (C) "Dr. Seuss wrote and illustrated forty-four children's books..."

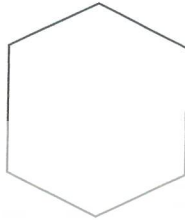
Name: _____

A square, as shown below, contains:



- A. Perpendicular lines
- B. Parallel lines
- C. Both perpendicular and parallel lines
- D. Neither

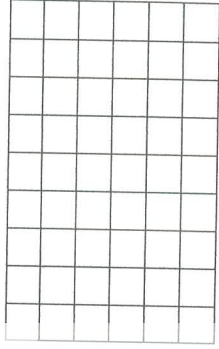
Draw all lines of symmetry that exist on the shape below.



A shape has 4 sides. It has one pair of opposite sides that are parallel, and the other pair of opposite sides are not parallel. What shape is being described?

- A. Parallelogram
- B. Rectangle
- C. Trapezoid
- D. Rhombus

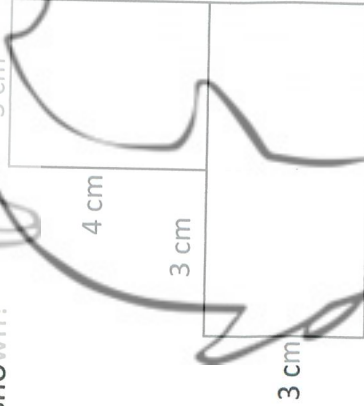
Find the perimeter and the area of the rectangle shown.



Perimeter = _____ units

Area = _____ square units

What is the area of the composite figure shown?



Angel sectioned off a rectangular space in his backyard to create a garden. The space is 8 feet long and 6 feet wide. What is the area of the new garden?