



At-Home Learning Packet #3

Grades 3–5

BELIEVE *in the*
CHANGE SM





BCPS Weekly Homework Calendar



Week of: May 11-15

Grades 3-5


	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	<p>Read for 30 minutes and enter the information on the Reading Log.</p> <p>Use the Bingo Sheet. Mark each space you complete. Can you get bingo? Can you fill the entire card?</p>	<p>Read for 30 minutes and enter the information on the Reading Log.</p> <p>1st Read Zel, the Gentle Donkey answer questions 1-6.</p>	<p>Read for 30 minutes and enter the information on the Reading Log.</p> <p>2nd Read Zel, the Gentle Donkey complete the Message, Lesson, or Moral Chart graphic organizer.</p>	<p>Read for 30 minutes and enter the information on the Reading Log.</p> <p>Read A Tricky Monkey answer comprehension questions 1-8 and theme questions 1-5.</p>	<p>Read for 30 minutes and enter the information on the Reading Log.</p> <p>Read Some Birds Don't Fly answer questions 1-8.</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
Writing	<p>Write a poem about your favorite thing.</p>	<p>Write about a time you stood up for something you believed in. What did you do?</p>	<p>Create a story with a central message. Include at least two characters.</p>	<p>You wake up one morning, and dogs can talk. Describe your day.</p>	<p>Free write in a journal or on the back of a worksheet.</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
Math	<p>Complete: Telling Time worksheet.</p>	<p>Complete: Ordered Pairs and Coordinate Grid Treasure Map worksheets.</p>	<p>Complete: Going to the Movie Elapsed Time worksheet.</p>	<p>Complete: Multiple-Step Problems worksheet.</p>	<p>Cut out the Magic Digits: Multiplication cards and play one or more of the activities.</p>



BCPS Weekly Homework Calendar

Social Emotional/PE	Monday	Tuesday	Wednesday	Thursday	Friday
	Invent a game and try it out!	Plan a scavenger hunt. Find a member of the house to go on the scavenger hunt with you.	Using an old container, gather soil, and plant flowers seeds.	Journal about how you are feeling this week.	Acts of Kindness  Write a compliment list about others and then yourself.

Practice using the following prefixes and suffixes in this week's writing and reading lessons.			
<i>Prefix</i>	<i>Suffix</i>	<i>Definition</i>	<i>Examples</i>
<i>un-</i>		not/ opposite	unlock, unsafe
<i>re-</i>		again/ back	reread, rewrite, return
<i>dis-</i>		not/ opposite of	dislike, distrust
	<i>-er</i>	person connected with/ comparative degree	teacher, writer, baker, bigger, colder, taller
	<i>-est</i>	superlative degree	biggest, coldest, tallest



BCPS Weekly Homework Calendar



Week of: May 18-22

Grades 3-5

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	<p>Read for 30 minutes and enter the information on the Reading Log.</p> <p>Complete one of the Bingo Activities every day. Can you get 5 in a row? Can you compete the entire sheet?</p>	<p>Read for 30 minutes and enter the information on the Reading Log.</p> <p>Read Alex's Discovery answer comprehension questions 1-6 and plot questions 1-5.</p>	<p>Read for 30 minutes and enter the information on the Reading Log.</p> <p>Read Rachel Meets Harry answer setting questions 1-5.</p>	<p>Read for 30 minutes and enter the information on the Reading Log.</p> <p>Read Hooray for Hummingbirds! Answer comprehension questions 1-5 and vocabulary questions 1-8.</p>	<p>Read for 30 minutes and enter the information on the Reading Log.</p> <p>Choose a fiction and non-fiction article or your independent reading book compare and contrast them using the Venn diagram.</p>



	Monday	Tuesday	Wednesday	Thursday	Friday
Writing	<p>Best Friends Forever. Write an essay explaining what makes your best friend the best friend ever.</p>	<p>Create a short story. Be sure to have a plot, setting, characters, point of view, and a theme.</p>	<p>Write about a time you or someone you know should encouragement. Remember to describe the specific details.</p>	<p>Imagine a giant box is delivered to your front doorstep with your name on it. What's inside and what happens when you open it?</p>	<p>Using your Venn diagram write a compare and contrast paper about the fiction and non-fiction stories you chose. How are the alike, different, or the same?</p>

	Monday	Tuesday	Wednesday	Thursday	Friday
Math	<p>Compete: The Order of Operations worksheet.</p>	<p>Complete: Multiplying 2-Digit by 1-Digit Numbers worksheet.</p>	<p>Complete: Multiplication Word Problems worksheet.</p>	<p>Play some games with the Magic Digits: Multiplication cards.</p>	<p>Complete the Multiplying 2-Digit by 2-Digit Numbers worksheet. 3rd grade you can use this as a challenge or you can opt to replay one of the math card games.</p>



BCPS Weekly Homework Calendar



Social Emotional/PE	Monday	Tuesday	Wednesday	Thursday	Friday
	Kids should be active sixty minutes EVERY day! Do 60 jumping jacks.	Read a picture book to a family member. While reading, spend time talking about how some of the characters might think and feel.	Play a game that is active. You decide what that is.	Take a Hike or ride a bike. 	Acts of Kindness  Do an extra chore.

Practice using the following prefixes and suffixes in this week's writing and reading lessons.			
<i>Prefix</i>	<i>Suffix</i>	<i>Definition</i>	<i>Examples</i>
<i>dis-</i>		not/ opposite of	dislike, distrust
<i>in-</i>		not	inactive, insane,
			inexpensive
	-ful	full of	beautiful, painful
	-less	without	careless, helpless
	-y	characterized by/ like	cloudy, fishy
	-ly	characteristic of	badly, friendly, quickly

Reading Literature Prompt Sheet

These questions can be used when reading picture books, short stories, chapter books, and novels. These are also appropriate for retelling fairy tales or folktales. Outside of reading, these questions fit with family drama and comedy shows, cartoons, or movies.

Before Reading

- What will this book be about? How do you know?
- What is the title of this story? What clues does the title give about the story?
- Who is the author? What does the author do? Who is the illustrator? What does the illustrator do?
- What do you think will happen in this story? What gave you that idea?

During Reading

- What do you think will happen next? How do you think (character) will react?
- How would you feel if that happened to you?
- What would you have done if you were the character?
- What pictures have you been seeing in your mind?
- Can you predict what will happen next?
- What does the main character want to happen?
- How do the illustrations explain what is happening in the story?

After Reading

- What is the most important thing that happened in the story (or the chapter)?
- Why did the author write this story? What did they want you to learn?
- Can you retell the story in your own words?
- What do you think will happen to the main character after this story is over?
- Were your predictions correct? Why or why not?
- How is this story/character like a different story/character?

Reading Information Prompt Sheet

These questions can be used when reading nonfiction books, articles, news stories, or information. They are also appropriate for reading flyers, invitations, recipes, or any functional text. Outside of reading, these questions fit with news programs, history shows, or factual animal shows.

Before Reading

- Why are you reading this? What are you hoping to learn or find out?
- What do you already know about this topic?
- What do you think you will learn by previewing the photos in this book?

During Reading

- Why does the author tell you _____?
- What is the most important idea?
- How do the pictures/maps/illustrations help you understand the words?
- Are there bold words? Italics? Why? What information does this add?
- Can you tell what the author feels about this topic? How do you know?
- Does this remind you of anything in your life? What?
- What does _____ mean? Can you show in the text where you learned that?

After Reading

- What was the most interesting thing to you about this topic? Why?
- What words or ideas do you still not understand?
- Now that you've read this, what do you want to learn about next?
- What would you re-title this book/article?
- Can you tell what happened in order? (if applicable)
- Did you agree or disagree with the ideas? Why?
- If you were going to share a fact from this with someone else, what would you tell them?
- What questions would you ask the author?

Name: _____

Reading Log

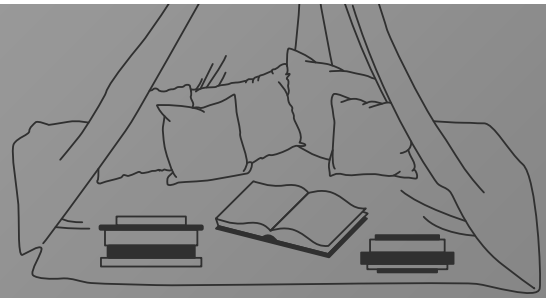
Read for 20 or 30 minutes each day and complete the boxes. **You must write in complete sentences with appropriate punctuation.**

Date	Reading Log
	Book Title: _____ x _____ Parent Signature
List the characters and write about the setting. (when and where the story takes place)	_____ _____ _____ _____
	Book Title: _____ x _____ Parent Signature
Write 2 wonderings about your story. (Questions you had while reading)	_____ _____ _____ _____
	Book Title: _____ x _____ Parent Signature
Write about connections you can make to the text.	_____ _____ _____ _____
	Book Title: _____ x _____ Parent Signature
Describe in detail your vivid mental images.	_____ _____ _____ _____

NAME: _____

AT-HOME READING

BINGO



Mark each space you complete. Can you get bingo? Can you fill the entire card?

B

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Read a book about a historical figure	Create or draw a new award for your favorite book	Read a chapter book	Read the first book in a series	Give a friend a book recommendation and ask for one in return
Read a book with a character's name in the title	Video chat someone and read to them	Read a book that makes you laugh	Create a blanket fort to read in	Read a graphic novel or comic book
Reread a book you love	Describe a character from what you're reading to a family member	FREE SPACE Feel free to daydream	Read a book to a pet or stuffed animal	Have your family help you watch an author read their book online
Pick a destination that interests you and read about it	Read a book outside	Draw a new cover for your favorite book	Read the instructions to a game and play it	Read a mystery book
Read a poem	Rewrite the ending to a book you've read	Read a book with a flashlight	Dress up like your favorite character using what's in your closet	Read a book to a family member

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- trotted/trotting
- stall

ZEL

the Gentle Donkey

A FOLKTALE FROM HAITI

- 1 Long ago, there was a gentle donkey named Zel. Everyone in town loved Zel because she was so pleasant and kind. But Zel's owner, Madame Charity, was angry and mean. She was so mean that she threw rocks at birds for singing too loud. She yelled at little boys when they laughed. But she was the meanest of all to poor Zel.
- 2 Every Saturday, Madame Charity sold sugar and rice at a market. Whoever arrived earliest sold the most. But Madame Charity always woke up late. Then she got angry and yelled at Zel, who had done nothing wrong.
- 3 In a huff, Madame Charity would then load heavy bags of rice and sugar onto Zel's back. Last, she climbed on top of it. "Hurry, Zel!" she yelled. "Get me to market as fast as you can!" Although Zel always trotted as fast as she could, it was never fast enough for Madame Charity.



4 One day, Zel's friend Touloulou the crab visited. "Did you have a good day at the market?" asked Touloulou.

5 "Madame Charity was mad at me all day. I work as hard as I can, but she is always mean to me."

6 "Madame Charity is always late. She won't blame herself, so she blames you," said Touloulou.

7 "Yes," said Zel. "And because everyone is afraid of her angry tongue, she never sells much at the market."

8 "I will help you," said Touloulou.

9 The next Saturday, Madame Charity woke up at 9 a.m. "Oh, no! I'm late again!" she yelled. As she tossed her heavy bags onto Zel's back, Touloulou the crab grabbed onto the hem of her long skirt. Madame Charity climbed on Zel's back. Touloulou held tightly to her skirt.

10 Zel started trotting. Madame Charity remembered how late she was. She opened her mouth to speak angrily, but Touloulou pinched her ankle.

11 “Ouch!” Madame Charity rubbed her ankle. She forgot how late she was. But soon she remembered. “Faster, Zel! Faster!” she yelled.

12 Again Touloulou pinched Madame Charity’s ankle.

13 “Ouch!” shouted Madame Charity.

14 When they got to the market, Madame Charity saw that someone had taken the stall she liked to use. In a fit of rage, Madame Charity opened her mouth to yell. For the third time, Touloulou pinched her ankle. Madame Charity screamed.

15 “What’s wrong?” people asked.

16 “Hurrying to get to market, I must have hurt my ankle. It’s very painful. Ouch! Ouch! Ouch!”

17 The fish seller said, “Madame Charity, you should get up earlier. Then you will not have to rush. Next week, I will wake you at 6 a.m.”

18 “Thank you,” said Madame Charity with a grateful smile. “For your kindness.”

19 “Let me fix your ankle,” said the fish seller. “Last week, in the past, the fruit seller had not talked to me. Today he felt sorry for her.”

20 When Madame Charity saw the fish seller, she smiled. For the first time, she bought her rice and sugar. At the end of the day, she saddled Zel gently and rode quietly home.

21 From that day on, Madame Charity tried not to raise her voice in anger. Sometimes she got angry, but she talked to herself. And Zel the gentle donkey was happy at last.



Think Use what you learned from reading the selection to respond to these questions.

- 1** Which detail in the first part of the story explains why Madame Charity is cruel to Zel?
- A** Zel does not walk to the market as fast as she is able to.
 - B** Madame Charity is always angry and mean.
 - C** Madame Charity does not have enough sugar and rice to sell.
 - D** Everyone in town loves Zel because she is pleasant and kind.

- 2** Describe how Touloulou helps Zel.

- 3** This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the central message of this story?

- A** Honesty is the best policy.
- B** Kindness gets better results than anger.
- C** Things are not always as they appear.
- D** Beware of strangers.

Part B

Which sentence from the story is **most** important to the central message of the story?

- A** "Madame Charity, you should get up earlier."
- B** "Then she got angry and yelled at Zel. . . ."
- C** "From that day on, Madame Charity tried not to raise her voice in anger."
- D** "Today he felt sorry for her."

- 4** What is the meaning of the word *market* as it is used in this sentence from the story?

Every Saturday, Madame Charity sold sugar and rice at a market.

- A** a store where food and spices are bought
- B** a place where people buy and sell things
- C** a street fair where people gather
- D** a bank where money is exchanged



Write A central message of “Zel, the Gentle Donkey” is that being kind to others can cause good things to happen. Explain how the actions of the characters in the story show this central message.

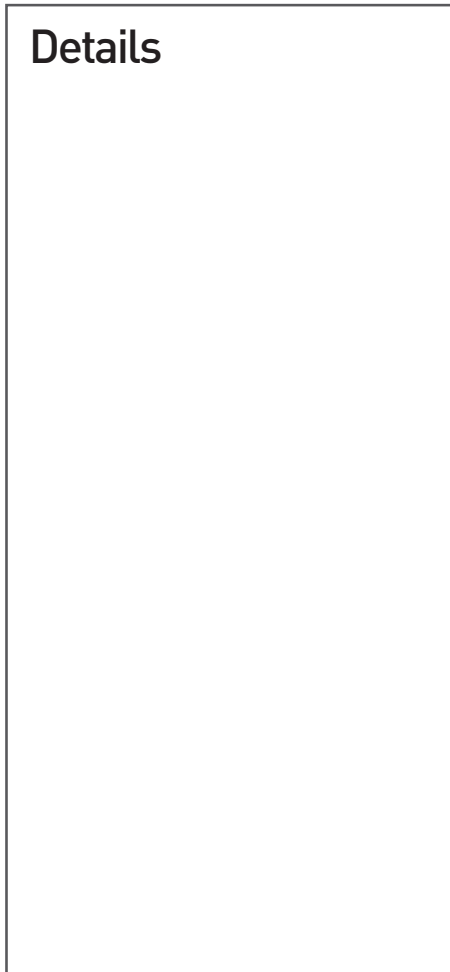
- 5 Plan Your Response** Make a list of things from the story that tell about the kindness of some of the characters.

- 6 Write an Extended Response** Review the central message of “Zel, the Gentle Donkey.” Explain how the characters in the story help deliver this message. Use details from the story to support your answer.

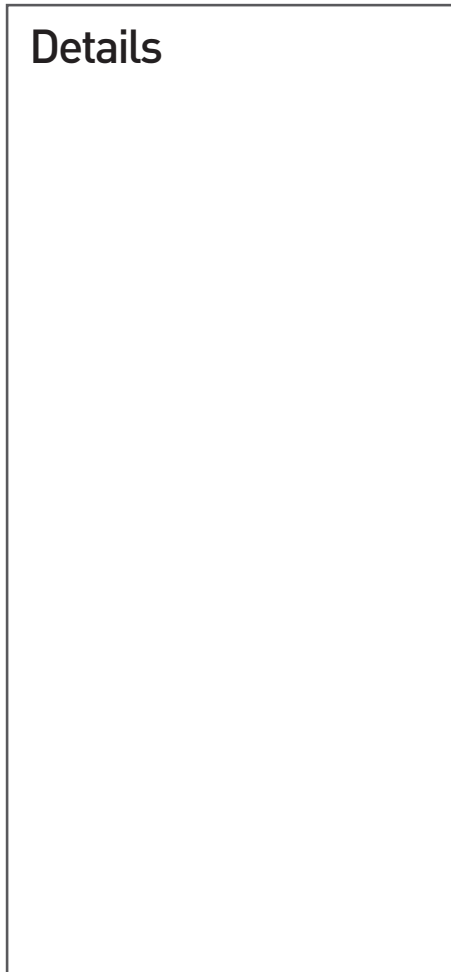
Name _____

Message, Lesson, or Moral Chart

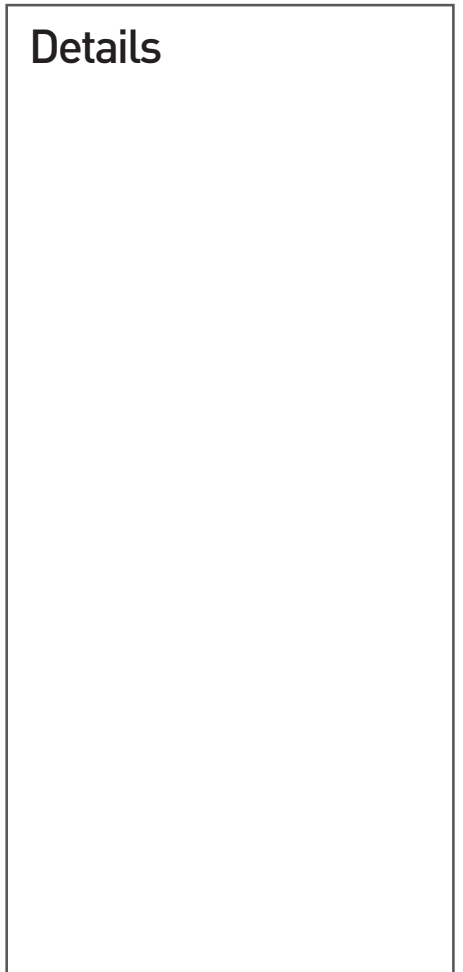
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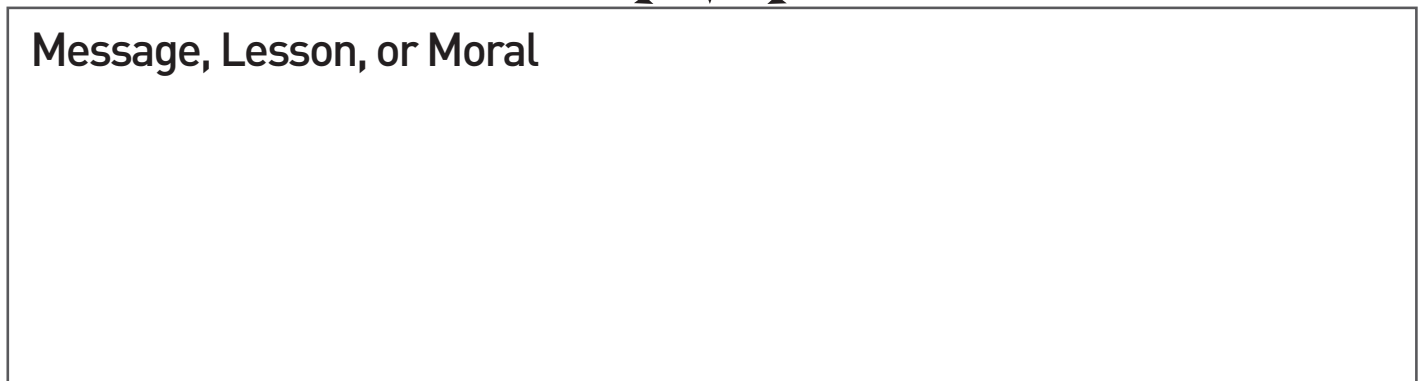
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Details



Message, Lesson, or Moral



A Tricky Monkey

Kojo the monkey lived in the rain forest. There were lots of monkeys in Kojo's part of the forest. Kojo had many brothers and sisters. That was good, because Kojo had many monkeys to play with. But Kojo liked to get attention, too. That was hard to do with so many monkeys around.

One day Kojo decided to play a trick on the other monkeys. "Leopard!" Kojo cried. "A leopard is coming!" The monkeys scrambled. They climbed up to the highest tree branches. They shook with fear. Leopards like to eat monkeys.

Kojo laughed. "Ha! Just kidding," he said. Kojo's Aunt Ama scolded him. "Nobody likes a liar, Kojo." Kojo felt bad for a little while. But he soon got bored. A few days later, he did it again.

"Leopard!" Kojo cried. "A leopard is coming!" The monkeys scrambled again. Kojo laughed. "Ha! Just kidding again," he said. Aunt Ama shook her head. "Be careful, Kojo. Nobody will believe anything you say if you keep this up." The monkeys were all pretty upset with Kojo. They ignored him. Kojo sat in a tree branch, bored and lonely.

Then he saw a shadow on the ground below. A hungry-looking leopard padded across the rain forest floor. "Leopard! A leopard is coming for real this time!" Kojo yelled. None of the monkeys paid any attention. The leopard was headed right for them. Kojo knew what he had to do.

"Here, leopard! Over here!" he yelled. The leopard chased Kojo. Kojo climbed up to the highest branches. The other monkeys now saw the leopard and they climbed into the trees, too. The leopard could not climb as high as the monkeys. She gave up and walked away.

Kojo was relieved. The other monkeys were glad that Kojo had tried to save them. They forgave him for lying and played with him again. And Kojo became someone they could trust.

Name: _____ Date: _____

1. What kind of animal is Kojo?

- A. a parrot
- B. a leopard
- C. a monkey
- D. a snake

2. Kojo faces a problem when a leopard comes and the other monkeys do not listen to his warning. How does he solve this problem?

- A. by throwing sticks and rocks at the leopard
- B. by getting the leopard to chase him
- C. by leading the leopard to the other monkeys
- D. by asking Aunt Ama for help

3. Read this paragraph from the text:

"One day Kojo decided to play a trick on the other monkeys. 'Leopard!' Kojo cried. 'A leopard is coming!' The monkeys scrambled. They climbed up to the highest tree branches. They shook with fear. Leopards like to eat monkeys."

Based on this evidence, why might the monkeys have climbed up to the highest tree branches?

- A. The monkeys were afraid that a leopard would eat them.
- B. The monkeys were afraid that Kojo would hurt them.
- C. The monkeys wanted to get a better view of the leopard that Kojo was shouting about.
- D. The monkeys wanted to get a better view of Kojo.

4. Read these sentences from the text:

"Kojo laughed. 'Ha! Just kidding,' he said. Kojo's Aunt Ama scolded him. 'Nobody likes a liar, Kojo.' Kojo felt bad for a little while."

Based on this evidence, why might Aunt Ama have scolded Kojo?

- A. to make him spend more time with her
- B. to praise his behavior
- C. to encourage him to play more tricks
- D. to discourage him from lying

5. What is the main message of this passage?

- A. Family is more important than battling enemies.
- B. Nobody trusts a trickster and never will.
- C. Tricksters never get what they want.
- D. Tricking others can cause them to lose trust in you.

6. How did Kojo get the other monkeys to notice the leopard in the end?

7. What might happen in the future when Kojo warns the other monkeys about a leopard? Use evidence from the text to support your prediction.

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

Kojo tricks the other monkeys _____ he saves them.

- A. after
- B. before
- C. when
- D. because

Name: _____ Date: _____

1. The theme of this passage is

- A. trust.
- B. lying.
- C. fear.
- D. danger.

2. Which of the following statements supports the theme?

- A. Kojo got bored.
- B. Kojo got in trouble.
- C. A leopard came near the monkeys.
- D. Kojo saved the monkeys.

3. What is the main problem in this passage?

- A. The monkeys got mad at Kojo.
- B. Kojo lost the monkeys' trust.
- C. Leopards eat monkeys.
- D. Kojo tricked the leopard.

4. This passage teaches the reader

- A. to stay away from leopards.
- B. to not listen to liars.
- C. that trust is important.
- D. that scaring others is a problem.

5. How would you describe Kojo?

Some Birds Don't Fly

by Rachele Kreisman



Most birds fly. Some do not. Penguins, ostriches, and kiwis do not fly. Like all birds, they have feathers. They also hatch from eggs.

Penguins live on land and in water. They have short legs. They waddle when they walk. Penguins use their wings to swim. Their wings are like flippers.

Ostriches are the largest birds. They can grow taller than the tallest person on Earth! They are fast runners. They use their wings for balance.

Kiwis have brown feathers. Their beaks are long. They use their beaks to find and eat bugs. Kiwis have tiny wings. Their wings are too small for flying.

Name: _____ Date: _____

1. What do all birds have in common?

- A. All birds live in nests high in trees.
- B. All birds can fly.
- C. All birds have feathers and hatch from eggs.

2. This text describes three birds that cannot fly. Instead of flying, what do penguins use their wings for?

- A. clapping
- B. swimming
- C. balance

3. Some birds use their wings to fly. Ostriches can't fly. They use their wings for balance. Based on this information, what is true about birds and their wings?

- A. All birds use wings for the same thing.
- B. All birds use their wings for balance.
- C. Different birds use their wings for different things.

4. What is the main idea in "Some Birds Don't Fly"?

- A. All birds have feathers.
- B. Most birds fly, but some do not.
- C. Penguins are great swimmers, but ostriches are fast runners.

5. What does a kiwi use its long beak for?

A kiwi uses its beak for

6. What did you learn from "Some Birds Don't Fly"?

7. **Class Discussion Question:** Not all birds use their wings for flying. What information from the text shows us this is true?

8. Draw a kiwi bird.

Alex's Discovery

Alex was eating his breakfast one morning. Outside, his dog, Tiki, began to bark. Alex's mom looked up from the sink, where she was doing dishes.

"Alex, please go see what Tiki is barking at."

"Sure, mom," Alex said. He went outside.

The little brown dog was barking at a bush. Alex knelt down. "What is it, Tiki?" he asked. "Is there a squirrel in there?" The bush began to rustle. Alex walked up to it. He saw something move behind the bush. He pushed the branches aside.

A tiny little man stood there. He wore a silver space suit. He had a big, round head. He had green skin. His nose was shaped like a horn. "Please do not hurt me," the little man said. "Okay," said Alex. For some reason, he did not feel afraid. "Are you from outer space?" The man nodded. "Yes. My name is Bort. I come from another planet. My space ship is out of **fuel**. I need help."

"What kind of fuel do you need?" Alex asked. Bort took a little bottle from the pocket of his space suit. There was pink liquid inside. "This," he said. "You have lots of it here on Earth. I believe you call it lemonade." He gave the bottle to Alex. He opened the top and sniffed. It was lemonade, all right.

"How much do you need?" Alex asked. "About ten thousand gallons," said Bort. "It is a very big ship."

Name: _____ **Date:** _____

1. Describe what Alex found when he went outside.

2. Where is Bort from?

3. According to the story, how could Alex be helpful to Bort?

4. What is this story mostly about?

5. The question below is an incomplete sentence. Choose the word that best completes the sentence.

The alien was small and friendly _____ Alex was not scared.

- A. because
- B. so
- C. but

6. Which image shows something that often contains fuel?



Name: _____ Date: _____

1. This passage is

- A. a fairy tale.
- B. fiction.
- C. a poem.
- D. nonfiction.

2. The main problem in this passage is:

- A. Alex is scared of Bort.
- B. Bort needs fuel for his space ship.
- C. there is something in the bush.
- D. the dog is barking.

3. Which of the following details supports the problem?

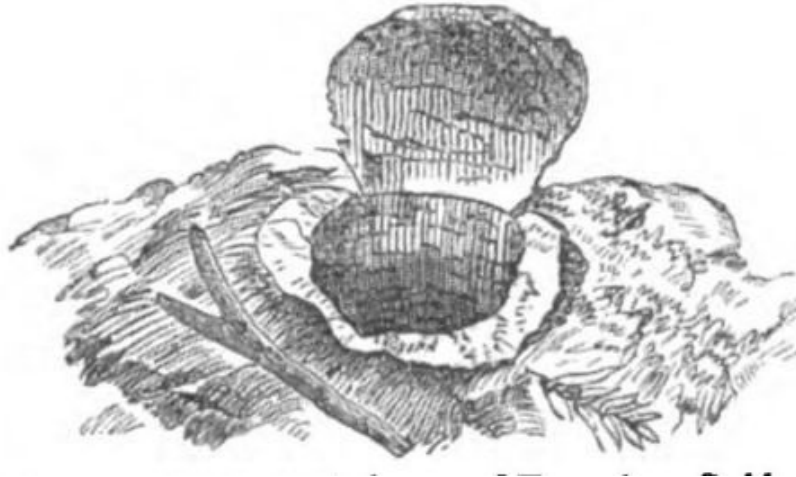
- A. Alex asks Bort what kind and how much fuel he needs.
- B. Alex runs away screaming.
- C. Alex asks his mom for some lemonade.
- D. Alex saw something move behind the bush.

4. Alex seems

- A. scared.
- B. sad.
- C. curious.
- D. mad.

5. The author did not write a solution to this story. What is a possible solution?

Rachel Meets Harry



trapdoor spider nest open

Rachel Spider lived in a garage. She was very happy there. She spun a web in the corner of the garage every morning. Then she waited. Sometimes a juicy fly flew into her web. Moths and gnats got caught in her web, too. Rachel liked to eat them all.

The garage was always very dark and quiet. Tools hung on the walls. There was an old motorcycle there, too. It was very dusty. Humans hardly ever came into the garage. There was a dirty window on the wall near Rachel's web. Rachel never looked outside. She had everything she wanted in her little corner.

One morning there was a terrible storm outside. The wind blew open the garage window. The strong wind reached Rachel's corner. She tried to cling to her web, but it was no use. The wind carried her away. The wind dropped Rachel on a piece of dusty ground. She was very scared. She didn't know where she was. Cold raindrops began to fall.

"Over here!" someone called out. The voice came from a hairy spider. He was sticking his head out of the ground. "You'll be safe from the rain!" said the spider. Rachel wasn't sure what to do. But she didn't like the rain at all. She hurried to the spider. He lived in a strange hole in the ground. A lid of dirt covered the hole.

"Hi," Rachel said. "I'm Rachel." "I'm Harry," said the spider. Rachel looked around. Harry's hole was dark and quiet. The wall and floor was made of dirt. But Rachel didn't see a web anywhere.

"Where is your web?" Rachel asked. "I don't need a web," Harry said. "I'm a trapdoor spider. I trap bugs in my hole here. The hole keeps me nice and safe, too." "That's very interesting," Rachel said. She had never met a spider like Harry before!

Name: _____ Date: _____

1. This passage is

- A. historical fiction.
- B. realistic fiction.
- C. science fiction.
- D. fantasy.

2. The author describes the garage with a lot of detail. Which of the following is true about the garage?

- A. The garage is bright and loud.
- B. The garage has a window.
- C. Humans constantly enter the garage.
- D. Tools are scattered on the garage floor.

3. Which statement accurately describes Harry's hole?

- A. The hole is large and cold.
- B. The hole is wet and dark.
- C. The hole is bright and loud.
- D. The hole is dark and quiet.

4. Harry seems

- A. very hungry.
- B. dangerous.
- C. kind.
- D. lazy.

5. How are Rachel and Harry's homes similar? Explain.

Hooray for Hummingbirds!

This text is provided courtesy of the National Audubon Society.

Wings whirring, a hummingbird buzzes up to a flower. It stops short, hovers, then pokes its long bill into the flower and uses its long tongue to sip nectar. Once, twice, three times it backs up, pauses, and dives into the flower again. Then *zzzzzz!* Off it flies to another flower. *Zip, sip, zip*-that's hummingbird style!

No other bird flies quite like a hummingbird. Because of the way their wings are made, hummingbirds can hover in one spot as well as fly backwards, side to side, straight up and down, and even *upside-down!*

Hummingbirds also flap amazingly fast—from 20 to 200 times per second. The rapidly beating wings make the humming noise that gives hummingbirds their name.

While hummers sometimes eat small insects and spiders, their favorite food by far is plant nectar. Different kinds of hummingbirds prefer different plants. Hummingbirds often visit many kinds of flowers while searching for nectar. All this flower-visiting makes a hummingbird an excellent pollinator. Flowers need pollen from other flowers to make seeds, but they can't visit other plants to swap pollen. Instead, some flowers get the job done when their pollen sticks to a feeding hummingbird's feathers and bill. The hummer carries this pollen to the next flower it visits.



Kelly Hunt/Photos by MK

A female ruby-throated hummingbird gets ready to sip some nectar.

It takes a lot of fuel to power a busy hummingbird on an ordinary day. A hummingbird needs even more energy when it's migrating—traveling between the place where it raises its young and the place where it spends winter. Ruby-throated hummingbirds, for example, double their weight before leaving their winter home in Central America and migrating north. Some of the other hummingbird species that migrate to the United States and Canada are the rufous, magnificent, and calliope hummingbirds.

Name: _____ Date: _____

1. According to the text, what is unique about hummingbirds?

- A. the way they sleep
- B. the way they eat
- C. the way they fly
- D. the way they grow

2. The text describes hummingbirds. How does it describe the way they flap their wings?

- A. They flap their wings amazingly fast.
- B. They flap their wings really slowly.
- C. They flap their wings in circles.
- D. They flap their wings angrily.

3. Read the following sentences:

"Hummingbirds often visit many kinds of flowers while searching for nectar. All this flower-visiting makes a hummingbird an excellent pollinator. Flowers need pollen from other flowers to make seeds, but they can't visit other plants to swap pollen. Instead, some flowers get the job done when their pollen sticks to a feeding hummingbird's feathers and bill. The hummer carries this pollen to the next flower it visits."

Based on this information, how can the word "pollinator" best be defined?

- A. an animal that helps flowers make seeds by drinking their nectar
- B. an animal that helps flowers make seeds by carrying their pollen to other flowers
- C. an animal that helps flowers make seeds by carrying their petals to other flowers
- D. an animal that helps flowers make seeds by eating their pollen

4. Hummingbirds don't stay in the same area throughout the year. What information from the text supports this conclusion?

- A. "Hummingbirds often visit many kinds of flowers while searching for nectar. All this flower-visiting makes a hummingbird an excellent pollinator. "
- B. "Wings whirring, a hummingbird buzzes up to a flower. It stops short, hovers, then pokes its long bill into the flower and uses its long tongue to sip nectar."
- C. "Hummingbirds also flap amazingly fast-from 20 to 200 times per second. The rapidly beating wings make the humming noise that gives hummingbirds their name."
- D. "A hummingbird needs even more energy when it's migrating-traveling between the place where it raises its young and the place where it spends winter."

5. What is the main idea of this text?

- A. Hummingbirds can fly in different directions.
- B. Pollinators help flowers make seeds.
- C. Hummingbirds sip nectar from flowers.
- D. Hummingbirds are unique fliers that pollinate flowers and migrate.

Name: _____ Date: _____

1. What is a meaning of the word **rapid**?

- A. a rough section of a river or stream which is difficult to navigate due to the swift and turbulent motion of the water
- B. having undergone a course of training (sometimes in combination)
- C. moving rapidly or performed quickly or in great haste

2. What is another meaning of the word **rapid**?

- A. a part of a river where the current is very fast
- B. moving rapidly or performed quickly or in great haste
- C. branch of government that manages a nation's affairs

Please use each answer choice only once. Choose the one word that best completes the sentence.

3. It can not trap _____ rabbits.

- A. rapidly
- B. rapidity
- C. rapid
- D. rapids

4. The world's population has increased _____ in the last 150 years because of improved living conditions and farming methods.

- A. rapidly
- B. rapidity
- C. rapid
- D. rapids

5. My eyes turned instinctively in that direction, and I saw a figure leap with great _____ behind the trunk of a pine.

- A. rapidly
- B. rapidity
- C. rapid
- D. rapids

6. Then we waded against the little _____ deep into the canyon.

- A. rapidly
- B. rapidity
- C. rapid
- D. rapids

7. Please write your own sentence using the word **rapid**.

8. What would you like to remember about the meaning of the word **rapid** so that you can use it when you write or speak?

Skill

- Comparing and Contrasting Genres
- Identifying Text Features
- Making Connections

Literature Link

The Golden Gate Bridge by Craig A. Doherty and Katherine M. Doherty (Blackbirch Press, 1995).

A compelling account of the building of the Golden Gate Bridge, presenting both historic and scientific perspectives.

Pop's Bridge by Eve Bunting (Harcourt, 2006).

Robert and his friend are proud of their fathers, who work on the construction of the Golden Gate Bridge. Includes some factual information.

Nonfiction vs. Fiction

Purpose

Students compare and contrast fiction and nonfiction to develop a greater understanding of both genres, increase their comprehension, and heighten their engagement with the topic.

Introducing the Activity

Choose two picture or easy chapter books on the same topic—one fiction and the other nonfiction. Read the books aloud at separate times to prepare students to use the organizer.

Using the Graphic Organizer

1. After reading both books, distribute copies of the graphic organizer.
2. Have students write the book titles on the appropriate lines on the Venn diagram.
3. Ask students to tell how the contents of the books differ from each other. Guide them to focus on the presence of text features such as maps, graphs, sidebars, and so on in the nonfiction book and the absence of these features in the fiction book. Have them write their responses in the appropriate sections of the diagram.
4. Ask students to tell how the two books are similar. Ask them to record their responses in the overlapping area of the diagram. Explain that although two books might contain the same information, they often present it in very different ways.

5. Have students use the organizer to compare and contrast other nonfiction and fiction book pairs.

Name Antonio Date October 3

Nonfiction vs. Fiction

Nonfiction Title	Overlap	Fiction Title
<i>The Golden Gate Bridge</i> actual photos subtitles maps extra information notes diagrams source notes glossary index	People thought that building the bridge was impossible. Both books tell of a tragic accident.	<i>Pop's Bridge</i> paintings a story about how it might feel to have a dad who helped build the bridge a note from the author

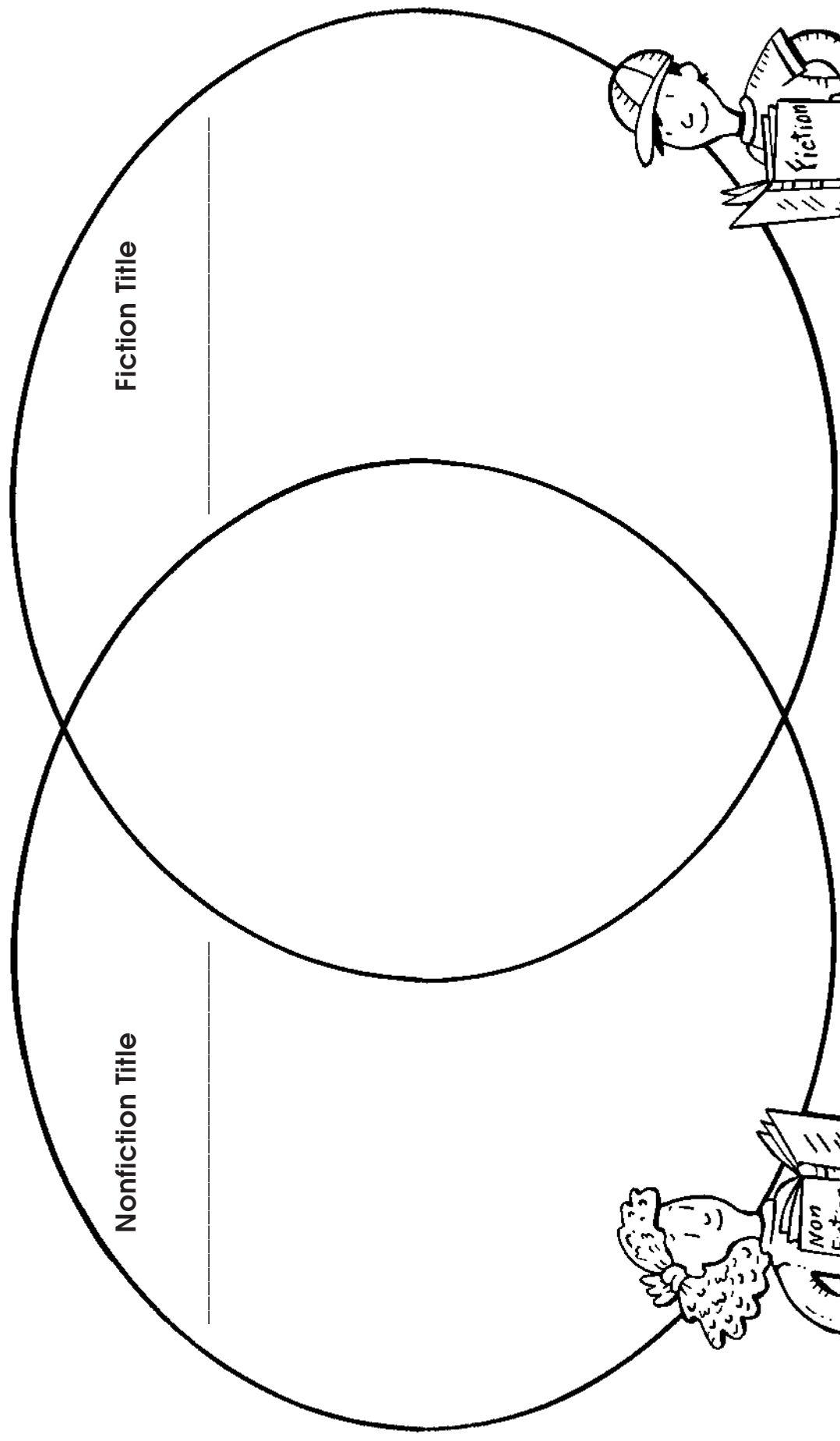
Taking It Further

Provide a mixture of fiction and nonfiction books. Ask small groups to page through the books, determine which ones fit each genre, and sort them accordingly. Discuss why each book fits into its particular grouping.

Name _____

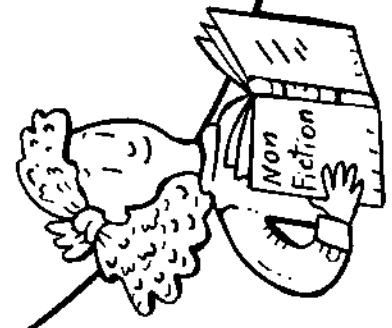
Date _____

Nonfiction vs. Fiction















Nonfiction Title

Fiction Title



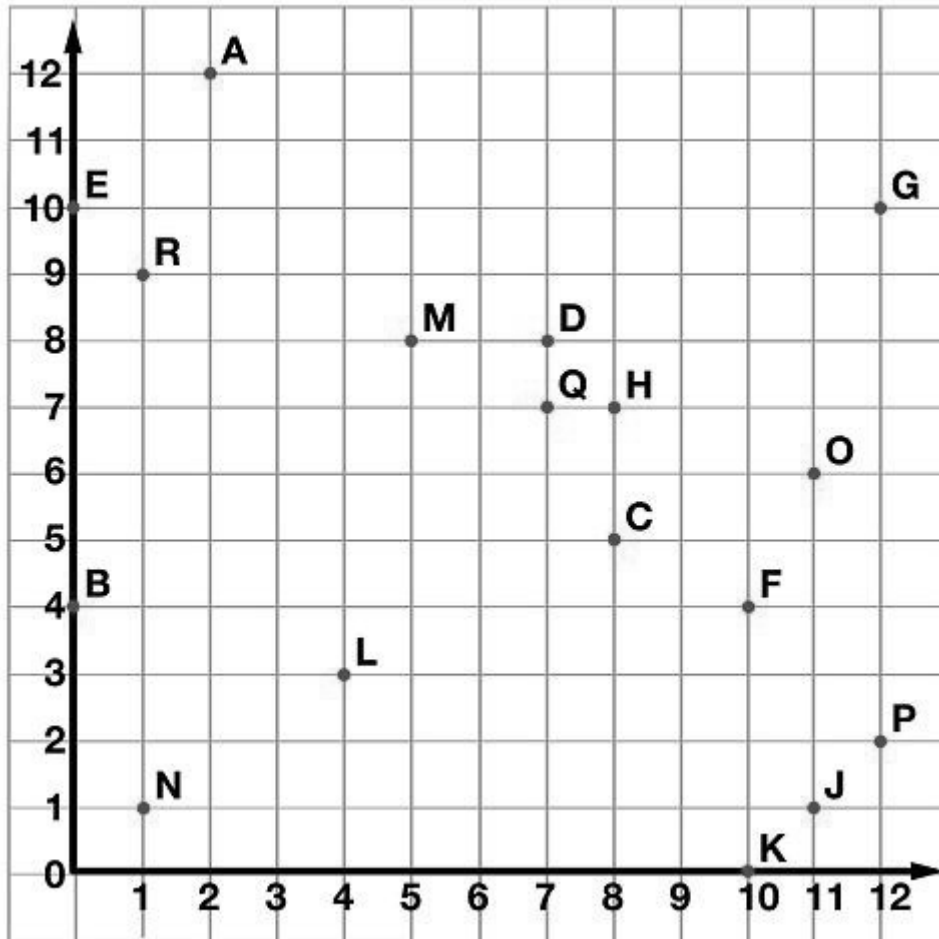
Telling time Worksheet

Write the time.

<p>1 a.</p>  <p style="text-align: center;">_____ : _____</p>	<p>1 b.</p>  <p style="text-align: center;">_____ : _____</p>	<p>1 c.</p>  <p style="text-align: center;">_____ : _____</p>
<p>2 a.</p>  <p style="text-align: center;">_____ : _____</p>	<p>2 b.</p>  <p style="text-align: center;">_____ : _____</p>	<p>2 c.</p>  <p style="text-align: center;">_____ : _____</p>
<p>3 a.</p>  <p style="text-align: center;">_____ : _____</p>	<p>3 b.</p>  <p style="text-align: center;">_____ : _____</p>	<p>3 c.</p>  <p style="text-align: center;">_____ : _____</p>
<p>4 a.</p>  <p style="text-align: center;">_____ : _____</p>	<p>4 b.</p>  <p style="text-align: center;">_____ : _____</p>	<p>4 c.</p>  <p style="text-align: center;">_____ : _____</p>

Name: _____

Ordered Pairs



Tell what point is located at each ordered pair.

- | | | |
|------------------|-----------------|-----------------|
| 1. (5,8) _____ | 2. (12,2) _____ | 3. (8,7) _____ |
| 4. (12,10) _____ | 5. (7,7) _____ | 6. (0,10) _____ |

Write the ordered pair for each given point.

- | | | |
|-------------|-------------|-------------|
| 7. N _____ | 8. L _____ | 9. J _____ |
| 10. A _____ | 11. B _____ | 12. E _____ |

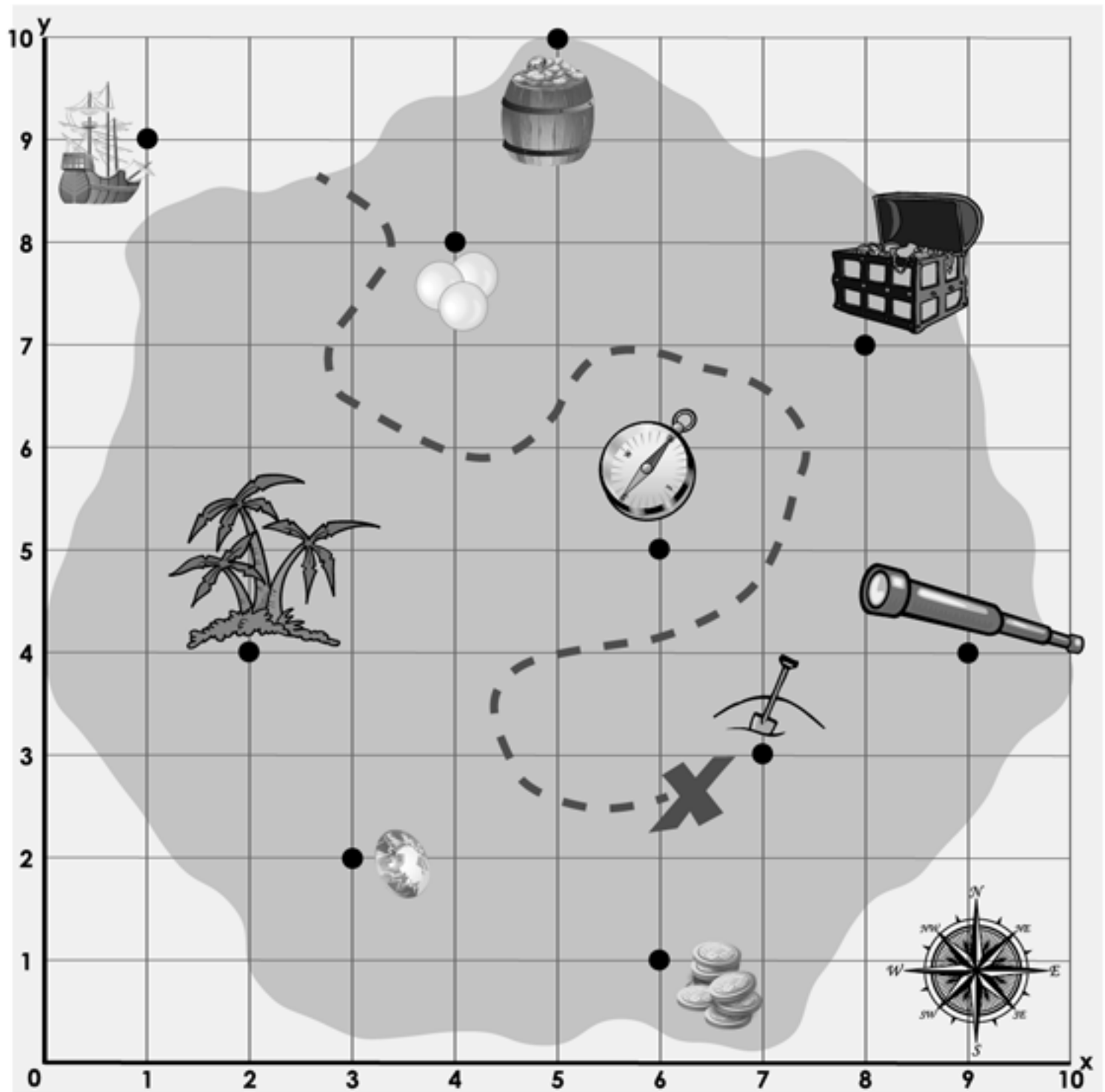
Plot the following points on the coordinate grid.

- | | | |
|--------------|-------------|--------------|
| 13. S (6,11) | 14. T (3,5) | 15. U (9,12) |
|--------------|-------------|--------------|

Name: _____

Coordinate Grid Treasure Map

Below is a pirate map drawn as a coordinate grid.



Name: _____

Coordinate Grid Treasure Map

Write the coordinates for each object on the map. Write the coordinates as (x, y).



telescope



shovel



pirate ship



diamond



gold coins



treasure chest



pearls



palm trees



compass



barrel of treasure

Going to the Movies



Attack of the 50ft Turnip plays at 7:10. It is now quarter to seven. How long before the movie starts?



It takes 30 minutes to drive to the movie theater. *They Saved Frankenstein's Lunch* begins playing at ten after 1. What is the latest you can leave home?



Mikey Mongoose begins at 2:35. It ends at 4:05. How long is the movie?



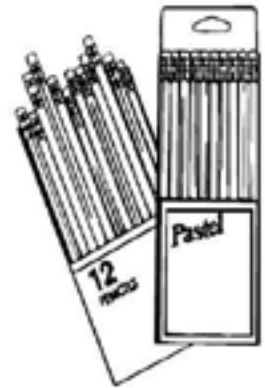
You and your friend meet at the movie theater to see *Flying Ninja Toenails of Death*. You arrive at 5:40. Your friend arrives at 6:12. How long did you wait for your friend to arrive?



Nuthouse Rocks begins at 5:20. It is 1 hour and 50 minutes long. What time does the movie end?

Name: _____

Multiple-Step Problems



- a. Ashton had two boxes of pencils with fourteen pencils in each box. He gave six pencils to his brother. How many pencils did Ashton have left?

- b. At the Tasty Bakery, cupcakes cost fifty-cents each. Bagels cost a dollar twenty-five. How much more do two bagels cost than two cupcakes?

- c. Patty and Carl went to the movies. Patty bought the two movie tickets for \$7.35 each. Carl bought two buckets of popcorn at \$5.60 each. How much more money did Patty spend than Carl?

- d. There are 96 fourth graders at Small Tree Intermediate School. 43 of them are girls. On Friday, 5 fourth grade girls and 4 fourth grade boys were absent. How many fourth grade boys were at Small Tree Intermediate School on Friday?

- e. Joe is learning to play the trumpet. On Monday he practiced from 6:30 until 7:05. On Tuesday he practiced from 3:55 until 4:15. How many minutes did he practice in all over the two days?

Magic Digits: Multiplication

a.

Magic Digits Multiplication

Use the digits below to complete
the multiplication problem.

2 6 7

×

1 6 2

b.

Magic Digits Multiplication

Use the digits below to complete
the multiplication problem.

5 1 9

×

9 5

Magic Digits: Multiplication

c.

Magic Digits Multiplication

Use the digits below to complete
the multiplication problem.

5 7 3

×

1 8 5

d.

Magic Digits Multiplication

Use the digits below to complete
the multiplication problem.

8 2 0

×

1 6 0

Magic Digits: Multiplication

e.

Magic Digits Multiplication

Use the digits below to complete the multiplication problem.

(8) (9) (5)

□	□
---	---

×

□

4 7 2

f.

Magic Digits Multiplication

Use the digits below to complete the multiplication problem.

(5) (3) (7)

□	□
---	---

×

□

3 6 5

Magic Digits: Multiplication

g.

Magic Digits Multiplication

Use the digits below to complete
the multiplication problem.

7 4 6

×

4 4 8

h.

Magic Digits Multiplication

Use the digits below to complete
the multiplication problem.

9 4 6

×

4 1 4

Magic Digits: Multiplication**i.****Magic Digits
Multiplication**Use the digits below to complete
the multiplication problem.**1 2 7**

$$\begin{array}{r} \square \square \\ \times \square \\ \hline 84 \end{array}$$

j.**Magic Digits
Multiplication**Use the digits below to complete
the multiplication problem.**8 4 2**

$$\begin{array}{r} \square \square \\ \times \square \\ \hline 112 \end{array}$$

Magic Digits: Multiplication

k.

Magic Digits Multiplication

Use the digits below to complete
the multiplication problem.

3 0 3

$$\begin{array}{r}
 \square \square \\
 \times \quad \square \\
 \hline
 0
 \end{array}$$

l.

Magic Digits Multiplication

Use the digits below to complete
the multiplication problem.

6 8 1

$$\begin{array}{r}
 \square \square \\
 \times \quad \square \\
 \hline
 4 \quad 8 \quad 6
 \end{array}$$

Name: _____

Magic Digits: Multiplication

a.

$$\begin{array}{r} \square \square \\ \times \quad \square \\ \hline 1 \ 6 \ 2 \end{array}$$

b.

$$\begin{array}{r} \square \square \\ \times \quad \square \\ \hline 9 \ 5 \end{array}$$

c.

$$\begin{array}{r} \square \square \\ \times \quad \square \\ \hline 1 \ 8 \ 5 \end{array}$$

d.

$$\begin{array}{r} \square \square \\ \times \quad \square \\ \hline 1 \ 6 \ 0 \end{array}$$

e.

$$\begin{array}{r} \square \square \\ \times \quad \square \\ \hline 4 \ 7 \ 2 \end{array}$$

f.

$$\begin{array}{r} \square \square \\ \times \quad \square \\ \hline 3 \ 6 \ 5 \end{array}$$

g.

$$\begin{array}{r} \square \square \\ \times \quad \square \\ \hline 4 \ 4 \ 8 \end{array}$$

h.

$$\begin{array}{r} \square \square \\ \times \quad \square \\ \hline 4 \ 1 \ 4 \end{array}$$

i.

$$\begin{array}{r} \square \square \\ \times \quad \square \\ \hline 8 \ 4 \end{array}$$

j.

$$\begin{array}{r} \square \square \\ \times \quad \square \\ \hline 1 \ 1 \ 2 \end{array}$$

k.

$$\begin{array}{r} \square \square \\ \times \quad \square \\ \hline 0 \end{array}$$

l.

$$\begin{array}{r} \square \square \\ \times \quad \square \\ \hline 4 \ 8 \ 6 \end{array}$$

ANSWER KEY

2-Digit Multiplication

Magic Digits: Multiplication

Note to teacher: Some problems may have multiple solutions.

a.

$$\begin{array}{r} \boxed{2} \boxed{7} \\ \times \quad \boxed{6} \\ \hline 1 \ 6 \ 2 \end{array}$$

b.

$$\begin{array}{r} \boxed{1} \boxed{9} \\ \times \quad \boxed{5} \\ \hline 9 \ 5 \end{array}$$

c.

$$\begin{array}{r} \boxed{3} \boxed{7} \\ \times \quad \boxed{5} \\ \hline 1 \ 8 \ 5 \end{array}$$

d.

$$\begin{array}{r} \boxed{2} \boxed{0} \\ \times \quad \boxed{8} \\ \hline 1 \ 6 \ 0 \end{array}$$

e.

$$\begin{array}{r} \boxed{5} \boxed{9} \\ \times \quad \boxed{8} \\ \hline 4 \ 7 \ 2 \end{array}$$

f.

$$\begin{array}{r} \boxed{7} \boxed{3} \\ \times \quad \boxed{5} \\ \hline 3 \ 6 \ 5 \end{array}$$

g.

$$\begin{array}{r} \boxed{6} \boxed{4} \\ \times \quad \boxed{7} \\ \hline 4 \ 4 \ 8 \end{array}$$

h.

$$\begin{array}{r} \boxed{4} \boxed{6} \\ \times \quad \boxed{9} \\ \hline 4 \ 1 \ 4 \end{array}$$

i.

$$\begin{array}{r} \boxed{1} \boxed{2} \\ \times \quad \boxed{7} \\ \hline 8 \ 4 \end{array}$$

j.

$$\begin{array}{r} \boxed{2} \boxed{8} \\ \times \quad \boxed{4} \\ \hline 1 \ 1 \ 2 \end{array}$$

k.

$$\begin{array}{r} \boxed{3} \boxed{3} \\ \times \quad \boxed{0} \\ \hline 0 \end{array}$$

l.

$$\begin{array}{r} \boxed{8} \boxed{1} \\ \times \quad \boxed{6} \\ \hline 4 \ 8 \ 6 \end{array}$$

Name: _____

Order of Operations



When you have different operations in a math problem, you need to solve them in a specific order.

Step 1: Solve the part in parenthesis ().

Step 2: Multiply and divide.

Step 3: Add and subtract.

1. $(9 + 3) \div 2 =$ _____

2. $6 - 1 \times 4 =$ _____

3. $(2 \times 5) - 4 =$ _____

4. $36 - (4 + 8) \div 4 =$ _____

5. $50 - 5 \times (27 \div 3) =$ _____

6. $15 + 24 \div (8 - 2) =$ _____

5. Do $(12 + 6) \div 2$ and $12 + 6 \div 2$ have the same answer? Explain why.

Name: _____

Multiplying 2-Digit by 1-Digit Numbers

a.		4	3			b.		3	7			c.		2	0		
	x		2				x		9				x		8		
<hr/>						<hr/>						<hr/>					
d.		5	8			e.		6	5			f.		3	2		
	x		7				x		8				x		5		
<hr/>						<hr/>						<hr/>					
g.		9	9			h.		8	7			i.		4	2		
	x		4				x		3				x		7		
<hr/>						<hr/>						<hr/>					
j.		3	8			k.		1	3			l.		3	9		
	x		4				x		5				x		6		
<hr/>						<hr/>						<hr/>					
m.		8	9			n.		7	4			o.		6	2		
	x		7				x		3				x		7		
<hr/>						<hr/>						<hr/>					

Name: _____

Multiplication Word Problems

Use multiplication to solve each problem. Use the empty space to the right of each problem to show your work. Write your answer on the blank line by each question.



Work Space

1. Astrid has 4 jigsaw puzzles. Each one has 65 pieces. How pieces are in all 4 of Astrid's puzzles?

Answer: _____

2. Ivy has 9 quarters. How much money does she have?

Answer: _____

3. Cora earns \$13 an hour as a cashier. How much will she earn if she works from 8:00am to 2:00pm?

Answer: _____

4. Liam buys 9 dozen eggs. How many eggs does he have in all?

Answer: _____

5. There are 93 calories in a small cupcake. How many calories are there in a half dozen small cupcakes?

Answer: _____

6. Kyle's phone bill is \$45 per month. How much does he have to pay for half a year of phone service?

Answer: _____

Name: _____

Multiplying 2-Digit by 2-Digit Numbers

a.	4 8	b.	6 3	c.	2 0
x 2 3	x 8 7	x 3 8			
d.	9 1	e.	8 3	f.	6 4
x 3 7	x 6 2	x 6 5			
g.	9 9	h.	6 4	i.	4 2
x 9 9	x 7 3	x 7 0			
j.	8 2	k.	3 5	l.	2 7
x 6 1	x 4 5	x 4 8			