

2020

Erie Rise Leadership
Academy Charter School

Parent Lesson Plan



[PARENT LESSON PLAN]

3RD GRADE BOYS WEEK 1 MARCH 23-27

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INTRODUCTION

Hello Parents!

Included in this packet is a week's worth of printed ELA, Mathematics, and Science/Social Studies work for your students while they are at home. Each day is separated into the 3 content areas for the printed material. If you have access to the digital curriculum, a pacing guide is also provided outlining the digital component assigned for each specific day. If you need technology, please contact the school and we can make it available to you. Also remember, USATestPrep is always an option!

We know some of this material maybe be challenging, but try your best to complete it! Hopefully we will see you back in the classroom soon and will be able to go over all the information.

Printed materials may be turned into to the distribution centers once completed, but it is not a requirement.

Mrs. Will will be available on Youtube Live every day from 10AM-11AM to assist with curriculum questions and/or any resource questions for parents or students.

Stay safe and healthy everyone!

Missing seeing everyone's smiling face! Remember to wash your hands!

Educationally Yours ,
Mrs. Veronica Will

HELPFUL INFORMATION

Distribution Sites/Information

Food/Curriculum distribution will take place at:

Erie Rise Leadership Academy Charter School
1006 West 10th Street
Erie, PA 16502

Leadership Team

Mr. Terry Lang, CEO: 814 812-0503
Mrs. Veronica Will, Principal: 814 873-5158
Mr. Aubrey Favors, HR: 814 812-3026
Mr. Kirk Paskell, Transportation: 814 566-0002
Mr. Homer Smith, PR: 814 392-3413
Mrs. Pearl Jeffries, Social Services: 814 722-5056

DIGITAL LESSON PACING GUIDE

ConnectED Instructions

Please see attached instructions for accessing the digital curriculum.

USATestPrep Instructions

Please see attached instructions for accessing this test-prep site.

If you have access to high speed internet, below are the assignments the teachers have assigned for the various content areas:

USA Test Prep Week 1 Assignments:

Math Assignments: *Math 3/23, Math 2/24, Math 3/25, Math 3/26, Math 3/27*

ELA Assignments: *ELA 3/23, ELA 3/24, ELA 3/25, ELA 3/26, ELA 3/27*

Pacing Guide for Online Curriculum

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA/Writing	<u>Lesson:</u> Unit 4 Lesson 1 Day 1 <u>Assignment:</u> Week 1 Day 1 March 23	<u>Lesson:</u> Unit 4 Lesson 1 Day 2 <u>Assignment:</u> Week 1 Day 2 March 24	<u>Lesson:</u> Unit 4 Lesson 1 Day 3 <u>Assignment:</u> Week 1 Day 3 March 25	<u>Lesson:</u> Unit 4 Lesson 1 Day 4 <u>Assignment:</u> Week 1 Day 4 March 26	<u>Lesson:</u> Unit 4 Lesson 1 Day 5 <u>Assignment:</u> Week 1 Day 5 March 27
Math	<u>Lesson:</u> Chapter 12 Lesson 1 <u>Assignment:</u> March 23	<u>Lesson:</u> Chapter 12 Lesson 2 <u>Assignment:</u> March 24	<u>Lesson:</u> Chapter 12 Lesson 3 <u>Assignment:</u> March 25	<u>Lesson:</u> Chapter 12 Lesson 4 <u>Assignment:</u> March 26	<u>Lesson:</u> Chapter 12 Lesson 5 <u>Assignment:</u> March 27
Science	Lesson: Chapter 4 Lesson 2 <i>Printed</i>	Lesson: Chapter 4 Lesson 2 <i>Printed</i>	Lesson: Chapter 4 Lesson 2 <i>Printed</i>	Lesson: Chapter 4 Lesson 2 <i>Printed</i>	Lesson: Chapter 4 Lesson 2 <i>Printed</i>

ELA PRINT MATERIAL

Day 1-

Foundational Skills:

1. Review Spelling Words
 - a. Highlight words with -y and -ly endings.
2. Complete Skills Practice book pages 1 and 2

Reading and Responding

1. Read Story: The Country Mouse and the City Mouse
2. Answer Discussion Questions

Writing

1. Complete Comparison Chart (Country Mouse City Mouse)
 - a. Contrast the differences in the story. (example what happened when the mouse was in the country... what was something you noticed in the country then do the same for the mouse in the city.)

Day 2-

Foundational Skills

1. Write Spelling Words 3 times each
2. Highlight words with -ment and -ive endings
3. Complete Skills Practice book pages 3 and 4

Reading and Responding

1. Highlight Vocabulary words throughout story
2. Complete Skills Practice book pages 5 and 6 (Vocabulary)

Writing

1. Complete Town Mouse and Country Mouse writing prompt
 - a. "I would live in the _____ because..."

Day 3-

Foundational Skills

1. Write half of Spelling words in a sentence.
2. Complete Skills Practice book pages 13 and 14 (Comparative and Superlative Adjectives)

Reading and Responding

1. Reread Story

Writing

1. Recounting Traditional Literature Worksheet

Day 4

Foundational Skills

1. Write other Half of Spelling Words in a sentence.
2. Complete Skills Practice book pages 11 and 12

Reading and Responding

1. Complete Skills Practice book pages 7 and 8 (Fact and Opinion)

Writing

2. In my Opinion Worksheet

Day 5

Foundational Skills

1. Have someone quiz student on spelling words

Reading and Responding

1. Reread story
2. Answer Look Closer- Keys to Comprehension Questions

Writing

1. The Real Story Worksheet

MATH PRINT MATERIALS

Chapter 10 Reteach Lessons

Follow through packet to complete the Reteach Assignments.

- Complete one/two Lessons a Day.

SCIENCE/SOCIAL STUDIES PRINT MATERIAL

Chapter 4 Lesson 2 Pages 168-175

Day 1:

1. Look/ Read through PowerPoint Slides
2. Read pages 168-169
3. Answer interactive Questions throughout reading

Day 2:

1. Read pages 170-171
2. Answer interactive questions throughout reading

Day 3:

1. Read pages 172-173
2. Answer interactive questions throughout reading

Day 4:

1. Read pages 174-175
2. Answer interactive questions throughout reading

Day 5:

1. Complete Words to Know Worksheet

ADDITIONAL RESOURCES (EDUCATIONAL)

Included are a list of hand selected resources for students with internet to use at home.

Virtual Fieldtrips

https://docs.google.com/document/d/1SvldgTx9djKO6SjyvPDsoGikgE3iExmi3qh2KRRku_w/mobilebasic

VOOKS- storybooks brought to life

www.vooks.com/safe/resources

XtraMath- basic math facts

<https://xtramath.org/#/home/index>

GoNoodle

<https://www.gonoodle.com/>

ABCYa

<https://www.abcya.com/grades/3>

StudyJams

<http://studyjams.scholastic.com/studyjams/>



Use the different sections of this letter to begin conversations with your child about what he or she is learning.

Big Idea: How do animals interact with their environments?

Your child should think about ways each reading selection over the next six weeks can answer this question.

This week's reading selection: *The Country Mouse and the City Mouse*

Summary: Creature cousins play host to each other in their country and city homes. These mice may be related, but as they soon realize, their habitats have few similarities.

Essential Questions: What kinds of animals live in the country? What kinds live in the city? Why do you think animals are better suited for one place over another?

► **DISCUSS** with your child how the city and the countryside are alike and different. Create a chart that displays the details you have discussed.

Vocabulary

Focus: The words below appear in this week's reading selection.

abundance	noun	a quantity that is more than enough
compost	noun	a mixture of decayed plants, manure, etc. used as fertilizer
craggy	adjective	having many steep, rugged rocks or cliffs
elements	noun	the forces of the atmosphere, such as rain, wind, or snow
inadequate	adjective	less than required
luxury	noun	a way of life that gives great comfort or pleasure
musty	adjective	having a stale or moldy odor or taste
saliva	noun	a colorless liquid in the mouth
scrumptious	adjective	very pleasing or delightful, especially to the taste
scrutinized	verb	looked at or examined closely
tone	noun	a particular style or manner of speaking
tranquility	noun	calm or peacefulness

► **HELP** your child make flashcards to practice reading and defining these words.

Spelling

Focus: This week your child will spell words with the suffixes *-ly*, *-y*, *-ment*, and *-ive*.

- | | | |
|-------------|-------------|---------------|
| 1. slightly | 6. chewy | 11. treatment |
| 2. kindly | 7. funny | 12. grumpy |
| 3. partly | 8. slimy | 13. secretive |
| 4. daily | 9. shipment | 14. inclusive |
| 5. scary | 10. payment | 15. muddy |

Challenge

- | | | |
|---------------|-----------|--------------|
| 1. engagement | 2. easily | 3. sensitive |
|---------------|-----------|--------------|

► **HAVE** your child practice spelling these words.

Language Arts

Writing: Your child will plan and draft an informative/explanatory text that compares and contrasts two places.

Grammar: Your child will also learn about comparative and superlative adjectives (*brighter*, *brightest*) and adverbs (*more clearly*, *most clearly*).

► **ASK** your child to compare and contrast two objects in your home. Challenge him or her to use comparative adjectives and adverbs.

12-13

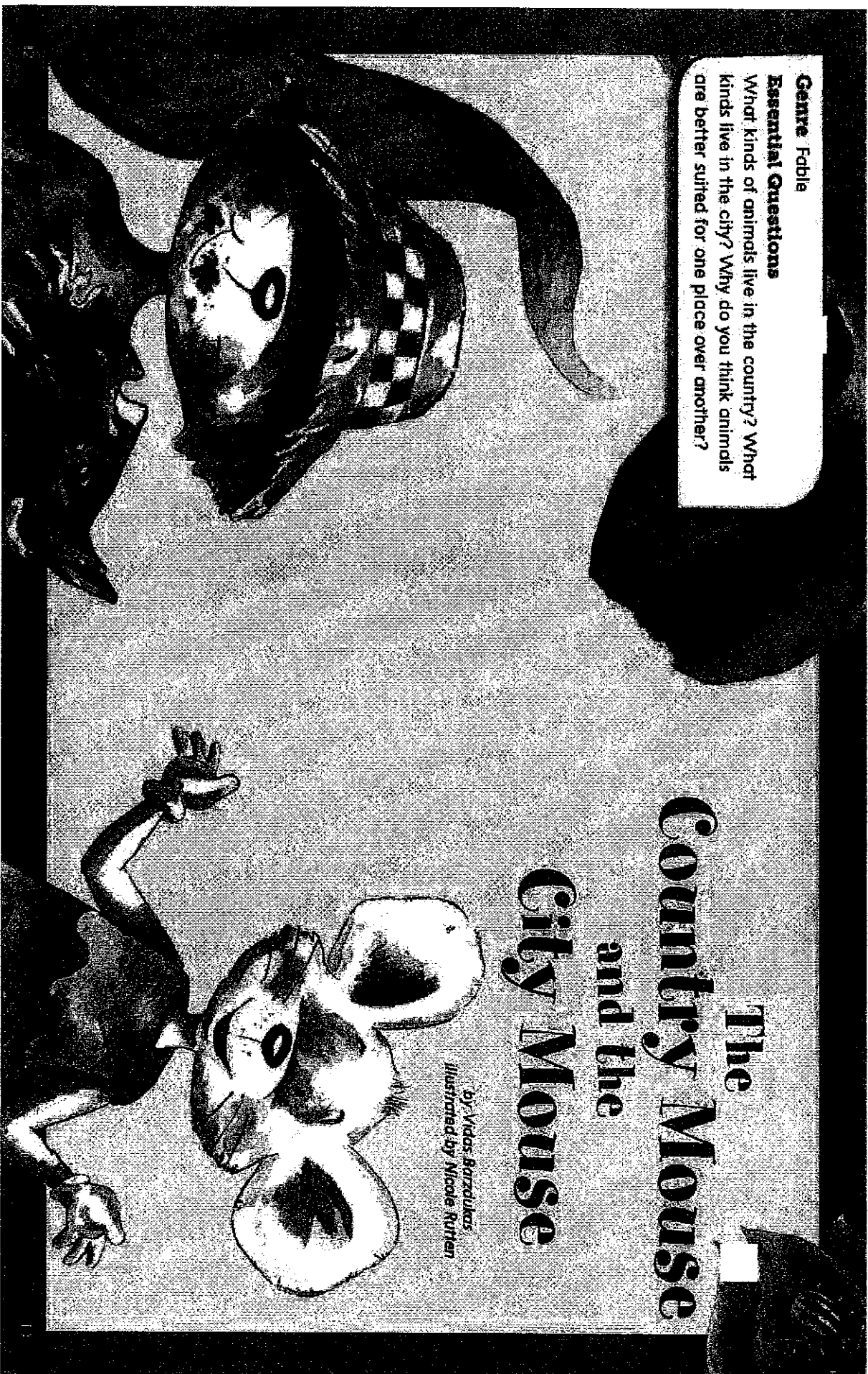
Genre Fable

Essential Questions

What kinds of animals live in the country? What kinds live in the city? Why do you think animals are better suited for one place over another?

The Country Mouse and the City Mouse

by Vidas Barzdukas
illustrated by Nicole Ritten





One day, Country Mouse called City Mouse on the telephone. They were cousins, but they had not seen each other in a long time.

"Come visit me at the farm," Country Mouse suggested. "There is plenty of extra space in the hay loft. We can picnic in the meadow during the day and look up at the stars at night."

"What a fabulous idea!" City Mouse said excitedly. "I've always wondered what it is like out in the country."

City Mouse packed a suitcase and arrived at the farm that evening.

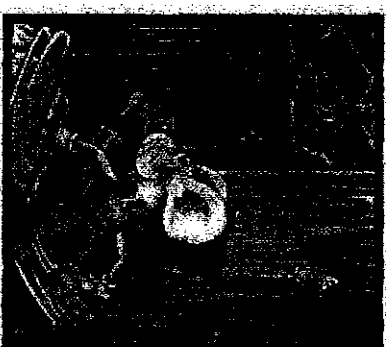
"Welcome!" Country Mouse called from the rafters of the barn. She scampered down and hugged City Mouse affectionately. "Let's get your suitcase put away, and then I can show you around."

Country Mouse gave her cousin a tour of the farm. They visited green pastures and a pond surrounded by purple and yellow lilacs. City Mouse sat down on a rock and smiled contentedly.

"It sure is quiet and peaceful here," City Mouse remarked. "What do you do for excitement?"

"I do lots of things!" Country Mouse answered. "I watch the clouds and listen to the birds sing. I count the number of croaks from the bullfrogs in the pond. Sometimes I collect colorful leaves all day long!"

"That doesn't sound too exciting to me," City Mouse mumbled to herself.



"Where are my manners?" Country Mouse said, hopping off the rock. "You have had a long trip, and you must be hungry. Let's see if I can find you a snack."

City Mouse followed Country Mouse back into the barn. Country Mouse searched underneath the hay for food. With a smile, she pulled up a half-eaten carrot.

"Here we are!" Country Mouse exclaimed happily. "One carrot, good as new . . . well, kind of."

"Are those teeth marks?" City Mouse asked.

Country Mouse sniffed at the carrot. "These teeth marks are from Daisy. She's a horse. The carrot must have fallen out of her mouth while she was eating."

"Great," City Mouse muttered. "But, do you have anything not covered in horse saliva?"



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"Let's go into the yard and see if I can find more food," Country Mouse said.

In the yard, Country Mouse started sniffing for food. She sniffed under craggy rocks and thorny flowers. She sniffed around muddy puddles and decaying tree stumps. She even sniffed under a pile of steaming compost. City Mouse tried sniffing too, though she did not know what she was sniffing for. And what she did sniff did not smell very appealing.

Country Mouse hunted all over the farmyard for food. Eventually, City Mouse got tired and just stood by the fence, watching.

"Here we go!" Country Mouse finally said. She proudly pointed at the food she had gathered. She had collected five seeds, a rotting tulip bulb, and some musty kernels of corn.

17

City Mouse could not keep her rags inside any longer.

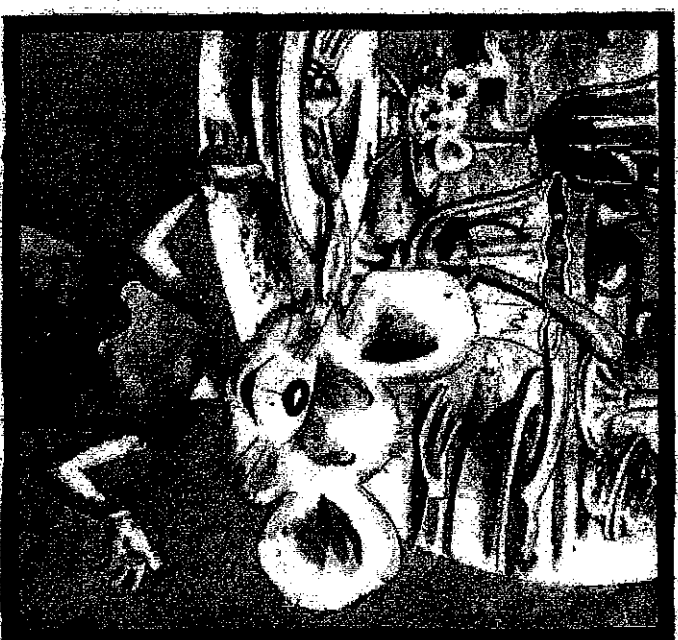
"Seeds, bulbs, and corn?" City Mouse asked.

"My dear, how can you eat such inadequate food as this? How long did it take you to find all this food?"

Country Mouse thought for a minute. "Four hours," she declared.

"You spent four hours looking for food and this is all you came up with?" City Mouse said. "That is not a lot of food."

Country Mouse blushed. She thought it was plenty, and had enjoyed finding it.



"Don't feel embarrassed," City se said. "Come back with me to the city."

"I live in luxury," she boasted. "The finest foods are at my fingertips. Do you want nice cheese? It is there. How about some fresh fruit? We can get it. Would you like some scrumptious nuts? Come with me to the city and see for yourself. I will gladly share all of this with you, my friend."

"Well, I've never been to the city," Country Mouse said. "But if you like it, I am sure I will too."

20-21

Country Mouse and City Mouse elated to the city. On the way, they were caught in a heavy rainstorm and both mice were drenched. Being used to living out in the elements, Country Mouse barely noticed, but City Mouse was even more eager to get home.

When they arrived at her home though, it was clear that City Mouse had not exaggerated. On the table sat half-eaten salads, sandwiches, and some kind of tasty stew. Country Mouse had never seen so much food. Her mouth opened in awe.

"You get to eat all this food?" Country Mouse asked in amazement.

"I could never eat all of it," City Mouse explained. "Thankfully, I do not need to eat it all. There is food on the table all the time."



20



Suddenly, City Mouse's large ears twitched.

"Do you hear that growling?" City Mouse asked.

"That's my stomach growling for all this food," Country Mouse said.

"That sounds like Thunder," City Mouse whispered.

"That's because it's raining outside," Country Mouse said.

"No, Thunder is the family dog!" City Mouse cried.

The two mice turned around slowly. Looming menacingly over the table was Thunder, the largest dog Country Mouse had ever seen. He scrutinized the two mice and licked his lips.

"Run!" City Mouse yelled. She grabbed Country Mouse and ran for the edge of the table. Country Mouse could barely keep up. Together they jumped off the table. The dog's teeth snapped shut inches from them as they dove through a hole in the wall.

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The mice huddled together in the hole. Outside, the dog tore apart the table setting trying to find them.

Country Mouse shuddered. "That was close!" she groaned.

"It sure was!" City Mouse answered. "And a lot of fun! We almost didn't get away this time..."

"This time?" Country Mouse asked, horrified. "This has happened before?"

"That dog chases me all the time," City Mouse said. "But I usually hear him coming a mile away and I am way too fast for him."

"Well that's the fastest I have ever moved in my life, and I still almost got caught," Country Mouse admitted.



When Thunder finally turned a . . . City Mouse and Country Mouse scurried outside.

"I think we can sneak back in and try again, if you feel like having some fun," City Mouse said with a hopeful tone.

"I don't know if I can handle any more of your kind of fun," Country Mouse said. "Thank you for inviting me, but I think I should head home. City life does not agree with me. My ears are not big enough to listen for dogs all the time and I am not fast enough to keep running away. I want peace and tranquility. You are welcome to come with me and live safely in the country."

"Thank you, but I think it is best that I stay here," City Mouse responded. "Country life does not agree with me. My nose isn't strong enough to sniff out hidden food and I do not have the patience to be searching for food all day. I want the abundance and excitement of the city."

The two mice hugged and promised to visit each other more often. However, they went back to their spaces realizing they were best suited to live in their own homes.



Respond

Compare and Contrast

You will compare and contrast the two different habitats of the mice in these pages as a class.

Text Connections

1. How does the text describe Country Mouse's habitat? How does the text describe City Mouse's habitat?
2. Country Mouse prefers a rural habitat, and City Mouse prefers a luxurious habitat. Which mouse are you more like? Why?
3. Country Mouse and City Mouse have different habitats. However, each habitat provides basic things the mice need in order to survive. What are those things? Are these things that people need, too?
4. The fable "The Country Mouse and the City Mouse" shows that one kind of animal (a mouse) can survive in more than one kind of habitat. However, each animal must develop skills unique to its habitat. What special skill does Country Mouse have? What special skill does City Mouse have?

Did You Know?

Mice need to eat all the time! Some eat up to 20 meals a day.

Look Closer

Keys to Comprehension

1. In Country Mouse's habitat, finding food is difficult. In City Mouse's habitat, finding food is dangerous. How does each mouse feel about these challenges?
2. What is the moral of this fable? What details help convey this message to the reader?

Writer's Craft

3. Some writers use a figure of speech called *hyperbole*. A hyperbole is an exaggeration used to emphasize a point. Reread page 22. What is the hyperbole on this page? What fact does this hyperbole exaggerate?
4. What point of view does the author use? How does the author's point of view differ?

Concept Development

5. Look at the illustration on page 16. How does it help you understand how City Mouse feels in this part of the story?



Write a paragraph about some things you need to survive, as well as some everyday things that make you happy. Then describe your perfect habitat.

Suffixes **-y** and **-ly**

FOCUS

A **suffix** is a word part added to the end of a base word. The suffix **-y** means “full of” and can be added to some nouns.

- The suffix **-y** changes a noun into an adjective.
chill (“cold”) → **a chilly night** (Ex: *a cold night*)
- If the word ends in **e**, drop the final **e** before adding **-y**.
shade → **shady**
- In most cases, double a consonant before adding **-y**.
mud → **muddy**

The suffix **-ly** means “in a certain way” and can be added to some adjectives.

- The suffix **-ly** changes an adjective into an adverb. Remember, an adverb is a word that describes a verb, an adjective, or another adverb.
light (“not heavy”) → **skip lightly** (“skip in a light way”)
- If the base word ends in **y**, change the **y** to **i** before adding **-ly**.
happy → **happily**

PRACTICE Read each **-ly** or **-y** word below. Write the base word on the line.

1. wildly _____

2. noisy _____

3. deeply _____

4. quietly _____

5. greasy _____

6. lucky _____

7. necessarily _____

8. foggy _____

APPLY Read each sentence below. Complete the definition of the underlined word.

9. "I won't go!" she said loudly.

Loudly means to do something in a _____ way.

10. Pat gently picked up the puppy.

Gently means to do something in a _____ way.

11. Dad told the children to clean their dirty room.

Dirty means full of _____.

12. Clark shook his head sadly.

Sadly means to do something in a _____ way.

13. The old car looked broken and rusty.

Rusty means full of _____.

14. The needy cat meowed for Dana's attention.

Needy means full of _____.

Read the paragraph below. Find four mistakes the writer made when spelling words with the suffixes *-ly* and *-y*. Cross them out and write the correct spellings above them.

Recently, scientists studied a sanddy rock. They figured out that this rock used to be part of Mars. It flew quietly through space until it hit Earth. What was important, however, was that this rock had curvey holes in it. On Earth, small living things make holes in rocks. Could there have been life on Mars? It will take years to know if there realy was life on Mars.

Latin Suffixes *-ment* and *-ive*

FOCUS

The Latin suffix **-ment** can be added to some verbs and means “act of” or “process of.”

- The suffix *-ment* turns a verb into a noun.
pay (“to give what is owed”) → **payment**
 (“the act of paying”)

The Latin suffix **-ive** can be added to some verbs and nouns and means “inclined to” or “likely to.”

- The suffix *-ive* turns a verb into an adjective.
defend (“to protect”) → **defensive** (“likely to protect”)
- If a base word ends in *e*, drop the *e* and add *-ive*.
decorate → **decorative**
- If a base word ends in *de*, change the *de* to *s* before adding *-ive*.
conclude → **conclusive**

PRACTICE Read each word with the Latin suffix *-ment* or *-ive* below. Write the base word on the line.

1. retirement _____
2. impressive _____
3. encouragement _____
4. invasive _____
5. employment _____
6. narrative _____

APPLY Add the Latin suffix *-ment* to the word in each box below. Write the new word on the line to complete the sentence.

7. arrange They made an _____ to meet after lunch.
8. entertain The concert was great _____.
9. refresh We drank apple juice for _____.
10. settle The colonists created a new _____.
11. achieve My best _____ is my science award.

Add the Latin suffix *-ive* to the word in each box below. Write the new word on the line to complete the sentence.

12. persuade I wrote a _____ paper on the need to protect wildlife.
13. create The story had a very _____ plot.
14. cooperate The students were _____ during the fire drill.
15. innovate My employer is looking for fresh, _____ ideas.
16. appreciate I was very _____ of his kindness.

Vocabulary

FOCUS Review the selection vocabulary words from “The Country Mouse and the City Mouse.”

abundance
compost
craggy
elements
inadequate
luxury

musty
saliva
scrumptious
scrutinized
tone
tranquility

PRACTICE Circle the vocabulary word that matches each sentence.

1. The woman wore an expensive dress and the finest of jewels.

craggy inadequate tranquility luxury

2. Our baskets were overflowing with berries from the woods.

inadequate scrutinized abundance musty

3. The wind howled and the rain stung our faces as we walked home.

elements scrumptious luxury craggy

4. All the boxes that had been in the basement had a strange smell.

tone elements musty inadequate

5. The lasagna and salad Flora made tasted wonderful.

tranquility craggy compost scrumptious

6. You will never stay warm in that thin jacket.

tone inadequate luxury saliva

APPLY Read each sentence and look at the underlined vocabulary word. Answer each question by explaining the definition of the vocabulary word.

7. After my baby sister chewed on the toy, there was saliva on it. What was on the toy? _____

8. Wes loved the tranquility of his favorite spot in the forest. Why did Wes love this place? _____

9. Beth was insulted by the tone Jill used when speaking to her. What was Beth upset about? _____

10. Be careful hiking along the island's craggy coastline. What is this land like? _____

11. Mr. Chang's garden grows well because he uses compost. What does Mr. Chang use? _____

12. Hank scrutinized the document before he signed it. What did Hank do? _____

Fact and Opinion

FOCUS

A **fact** is a true statement that can be proven. An **opinion** is a statement of someone's feelings or beliefs that cannot be proven. Facts and opinions can be expressed by the characters and the narrator in a story.

PRACTICE Read each sentence from “The Country Mouse and the City Mouse.” Write whether it expresses a fact or an opinion.

1. “What a fabulous idea!” City Mouse said excitedly.

2. “It sure is quiet and peaceful here,” City Mouse remarked.

3. And what she did sniff did not smell very appealing.

4. She had collected five seeds, mossy bark from an apple tree, and some musty kernels of corn.

5. “Well, I’ve never been to the city,” Country Mouse said.

6. The dog’s teeth snapped shut inches from the pair as they dove into a hole in the wall.

7. "I live in luxury," she boasted. "The finest foods are at my fingertips."

8. Country Mouse searched underneath the hay for food.

APPLY Write one other fact and one other opinion expressed by City Mouse and Country Mouse in the story.

9. Page: _____ Fact from City Mouse: _____

10. Page: _____ Opinion from City Mouse: _____

11. Page: _____ Fact from Country Mouse: _____

12. Page: _____ Opinion from Country Mouse: _____

Write one fact and one opinion of your own about living in the country and living in the city.

Living in the Country

13. Fact: _____

14. Opinion: _____

Living in the City

15. Fact: _____

16. Opinion: _____

Spelling

FOCUS

- The suffix **-ly** can change some words into an **adverb**. An adverb is a word that describes a verb, an adjective, or another adverb. If the base word ends in *y*, change the *y* to *i* before adding **-ly**.
- The suffix **-y** can be added to some nouns to change the noun into an **adjective**. Drop the final *e* before adding **-y**. You usually double a final consonant before adding **-y**.
- The suffix **-ment** means “act of” or “process of.”
- The suffix **-ive** means “inclined to” or “likely to.”

Word List

- | | |
|--------------|---------------|
| 1. slightly | 9. shipment |
| 2. payment | 10. kindly |
| 3. partly | 11. treatment |
| 4. daily | 12. funny |
| 5. scary | 13. grumpy |
| 6. chewy | 14. secretive |
| 7. inclusive | 15. muddy |
| 8. slimy | |

Challenge Words

1. engagement
2. easily
3. sensitive

PRACTICE Sort the words under the correct heading.

Change *y* to *i*, add **-ly**

1. _____

2. _____

Suffix **-ly without change to base**

3. _____

4. _____

5. _____

Drop final e, add -y

6. _____

7. _____

Double final consonant, add -y

8. _____

9. _____

Suffix -y without change to base

10. _____

11. _____

Suffix -ment

12. _____

13. _____

14. _____

15. _____

Suffix -ive

16. _____

17. _____

18. _____

Comparative and Superlative Adjectives and Adverbs

FOCUS • **Comparative adjectives** compare two items. They are often formed by adding *-er* or the word *more*.

Examples: Yesterday was **colder** than today.
Gold is *more expensive* than silver.

- **Superlative adjectives** compare three or more items. They are often formed by adding *-est* or the word *most*.

Examples: Ryan is the **fastest** runner in our town.
I saw the *most beautiful* painting at the museum.

- Some comparative and superlative adjectives do not follow these rules. They have special forms.

Examples: I think grapes have a *better* flavor than bananas. Which is the *least expensive* car?

- **Comparative and superlative adverbs** compare actions. For short adverbs, add *-er* and *-est*.

Example: Ian arrived *latest* of all the guests.

- Use *more* and *most* with adverbs ending in *-ly*.

Example: I ride my bike *more carefully* now.

PRACTICE Read each sentence. Write **Adj.** if the sentence contains a comparative or superlative adjective and **Adv.** if it contains a comparative or superlative adverb.

1. You mom is the most generous person I know. _____
2. Jacob jumped higher than Gavin. _____
3. Ken played the most skillfully and won the contest. _____
4. Your outfit is more colorful than mine. _____

APPLY Read each sentence. Circle the correct form of the superlative or comparative adjective or adverb.

5. The (most pretty, prettiest) dress was the one Trinity wore.
6. My parents arrived (more early, earlier) than Luis's parents.
7. The tree house was (sturdier, more sturdily) built than the shed.
8. Let's buy the (softer, softest) towels the store sells.
9. Imani is the (cheerfuller, most cheerful) person I've ever met.

Write a sentence using each adjective or adverb. Use the comparative or superlative form, as indicated in parentheses.

10. happy (comparative) _____

11. slowly (comparative) _____

12. thoughtful (superlative) _____

13. safely (superlative) _____

14. straight (superlative) _____

Week 1 Writing

Writing:

Week 1

Day 1: Country Mouse City Mouse Page 1

Directions: After reading the story compare the Mouse in the country and the Mouse in the city. Come up with at least 3 examples for each.

Day 2: Town Mouse and Country Mouse Page 2

Directions: After reading the story, answer the writing prompt. Would you rather live in the city (town) or the country? Why?

Name: _____ Date: _____

Town Mouse and Country Mouse



I would live in the _____ because

Name _____



Country Mouse City Mouse

<u>Mouse in the country</u>	<u>Mouse in the city</u>
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Recounting Traditional Literature

Name: _____

Class: _____

Teacher: _____

Date: _____

Directions: Read the African Folktale below and think about the central message or meaning. As you read, underline details that help you better understand what the story explains and the explanation given.



The Dog and the Hen *An African Folktale*

There was a time when some birds and some animals lived in the sky. The Dog and the Hen lived there, too.

One day it was very cold and rainy in the sky. The birds asked the Dog to go down to the earth and bring some fire to make the sky warm.

The Dog went down and came to a man's house. He saw many bones near the house. He began to eat the bones and forgot the birds and the fire.

The birds waited and waited for the Dog, but he did not come back. He decided to live with the man.

As it was still cold, the birds sent the Hen down to bring some fire.

The Hen went to a man's house and saw some seeds near the house. She liked the seeds very much.

The Hen did not think about the fire, but ate up the seeds. And she decided to live with the man, too.

That's why the birds and the animals do not like the dog and the hen. They left their friends in the cold for the sake of good food. Now you know how the dog and the hen became domestic animals.

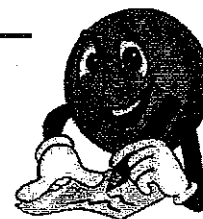
Folktales were used long ago for entertainment and to explain why and how things happened in the world. What does this folktale from Africa explain and what explanation was given?



Your Classroom Partner
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Name _____

Date _____



In My Opinion

Complete the sections for each persuasive paragraph.

Topic Sentence: Students should be allowed to chew gum in class.

Details:

Conclusion:

Topic Sentence: My town should build a special park for pets and their owners.

Details:

Conclusion:

Choose a persuasive topic that is interesting to you. Complete the sections.

Topic Sentence:

Details:

Conclusion:

☆ **Extended Activity:** Using your topic, write the persuasive paragraph.

Name _____

Date _____

The Real Story

The narrator's point of view influences how a story's events are described!

Example: *The Three Little Pigs*

Narrated by a little pig: The wolf was trying to blow my house down!

Narrated by the wolf: I was only sneezing!

Read the well known version of the following stories. Then, rewrite the passage with the given character narrating the events.

1. Cinderella was treated miserably by her horrible step-sisters. She was responsible for all of the chores around the house. While the step-sisters did nothing all day, Cinderella washed their clothes. She cleaned the house, and she cooked their meals! The step-sisters repaid her kindness by laughing at her tattered rags.

The story as told by one of her step-sisters:

2. When the three bears came home, Baby Bear found his chair broken and his porridge eaten. Then, to make matters worse, Goldilocks was asleep in his bed. The poor Bear family's home had been turned topsy-turvy by the girl.

The story as told by Goldilocks:

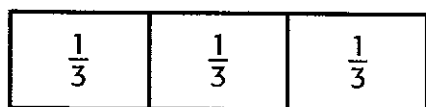
Name _____ Date _____

Lesson 1 Reteach

Unit Fractions

A unit fraction is one part of a whole. The top number of a unit fraction is always 1. The bottom number of a unit fraction is the number of equal parts in the whole.

Label each part of the whole with its unit fraction.

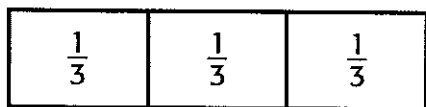


1 Count the number of equal parts.

There are 3 equal parts.

2 Make the unit fraction.

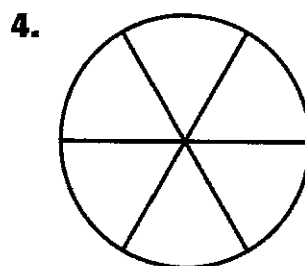
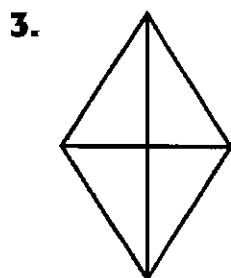
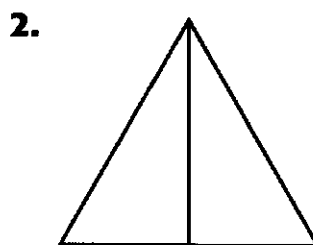
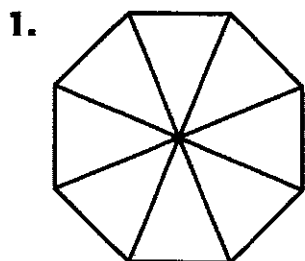
You know that the top number of a unit fraction is always 1. The bottom number is the number of equal parts. So, the unit fraction is $\frac{1}{3}$.



3 Label the parts.

Write the unit fraction in each part to show that each part is $\frac{1}{3}$ of the whole.

Label each part with its unit fraction.



Lesson 2 Reteach

Part of a Whole

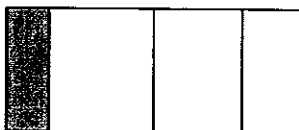
A fraction is a number that names part of a whole. To write a fraction, each part of the whole must be the same size.



1 part shaded $\longrightarrow \frac{1}{4}$ is shaded.
4 parts in all $\longrightarrow \frac{1}{4}$



2 parts shaded $\longrightarrow \frac{2}{3}$ is shaded.
3 parts in all $\longrightarrow \frac{2}{3}$

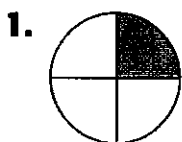


4 unequal parts
You cannot write a fraction.



3 unequal parts
You cannot write a fraction.

Write a fraction for the part that is shaded.



_____ parts shaded

_____ parts in all

fraction _____



_____ parts shaded

_____ parts in all

fraction _____



_____ parts shaded

_____ parts in all

fraction _____

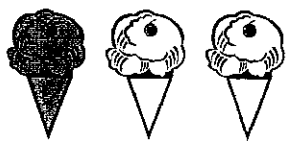




Lesson 3 Reteach

Part of a Set

You can use a fraction to describe part of a group or set.



1 cone shaded

3 cones in all

One-third, or $\frac{1}{3}$ are shaded.



5 cones shaded

6 cones in all

Five-sixths, or $\frac{5}{6}$ are shaded.

Write the fraction for the part of the set that is shaded.
Then write the fraction for the part of the set that is *not* shaded.



_____ are shaded.

_____ are not shaded.



_____ are shaded.

_____ are not shaded.



_____ are shaded.

_____ are not shaded.



_____ are shaded.

_____ are not shaded.



_____ are shaded.

_____ are not shaded.



_____ are shaded.

_____ are not shaded.

Lesson 4 Reteach

Problem Solving: Draw a Diagram

A roller coaster has 6 cars. The cars are red, blue, and yellow. Two-sixths of the cars are red and three-sixths of the cars are blue. How many cars are yellow?

Step 1 Understand	What facts do you know? A roller coaster has 6 cars. The cars are red, blue, and yellow. $\frac{2}{6}$ of the cars are red. $\frac{3}{6}$ of the cars are blue. What do you need to find? I need to find the number of cars that are yellow.
Step 2 Plan	Make a plan. I will draw a picture to show what I know and help me solve the problem.
Step 3 Solve	Carry out your plan. Draw six roller coaster cars. Label $\frac{2}{6}$ of the cars red and $\frac{3}{6}$ of the cars blue. <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="border: 1px solid black; padding: 2px 10px;">red</div> <div style="border: 1px solid black; padding: 2px 10px;">red</div> <div style="border: 1px solid black; padding: 2px 10px;">blue</div> <div style="border: 1px solid black; padding: 2px 10px;">blue</div> <div style="border: 1px solid black; padding: 2px 10px;">blue</div> <div style="border: 1px solid black; padding: 2px 10px; width: 40px;"></div> </div> Count the number of cars that are not labeled. There is 1 car left. So, there is 1 yellow car.
Step 4 Check	Make sure your answer is reasonable. My drawing matches the information in the problem. So, my answer makes sense.

Lesson 4 Reteach

Problem Solving: Draw a Diagram (continued)

Solve each problem by making a diagram.

1. A quesadilla was cut into eight equal pieces. Christa ate $\frac{3}{8}$, Oliver ate $\frac{2}{8}$, and Luther ate one piece. How many pieces are left?
- _____

2. There are 3 rows of 5 mini pizzas on a tray. Each mini pizza has 2 pepper slices on it. How many pepper slices are there in all?
- _____

3. The pencil cup needs to be cleaned out. Of the 25 pencils in the cup, 12 are broken, 5 do not have an eraser, and the rest can be sharpened and used. How many pencils will be put back in the cup?
- _____

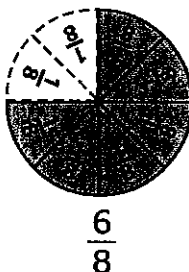
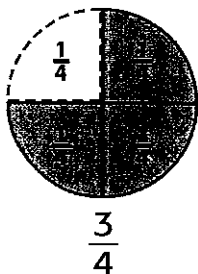
4. Kara kept track of the weather for eight days. It rained during four of the days. Half of the days that it did not rain, it was sunny. Write a fraction to represent the part of the days that it did not rain and it was not sunny.
- _____

5. Jessica has a 40-inch board. She cuts off a 10-inch piece. She wants to make more cuts to get 6-inch pieces. How many 6-inch pieces can she get?
- _____

Lesson 6 Reteach

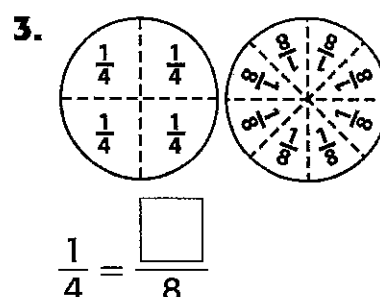
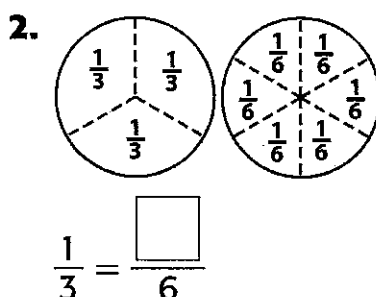
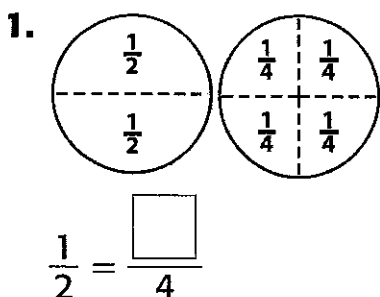
Equivalent Fractions

Fraction models can help you find fractions that name the same number, or **equivalent fractions**.



$\frac{3}{4}$ and $\frac{6}{8}$ are equivalent fractions.

Complete each number sentence with equivalent fractions.



4. $\frac{1}{4} = \frac{\square}{8}$

5. $\frac{2}{4} = \frac{\square}{8}$

6. $\frac{3}{6} = \frac{\square}{2}$

7. $\frac{6}{8} = \frac{\square}{4}$

8. $\frac{1}{3} = \frac{\square}{6}$

9. $\frac{4}{8} = \frac{\square}{2}$

10. $\frac{2}{8} = \frac{\square}{4}$

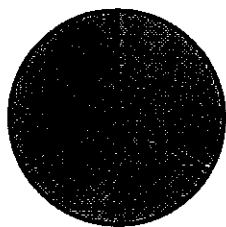
11. $\frac{4}{6} = \frac{\square}{3}$

Lesson 7 Reteach

Fractions as One Whole

The numeral 1 can be written as many different fractions.
Any time the numerator and denominator are the same, the fraction equals 1.

Write the fraction that represents the whole shown.



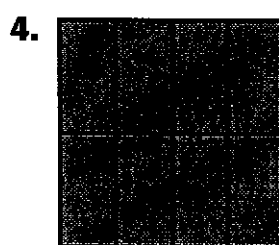
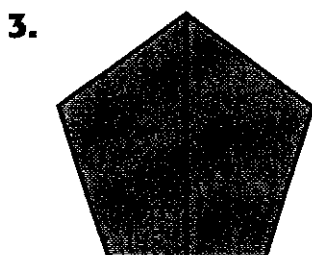
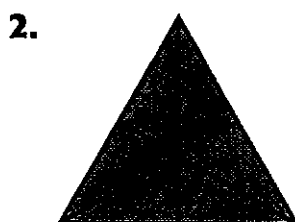
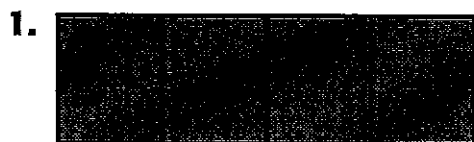
The circle is divided into 3 equal parts.
All 3 parts of the circle are shaded.

The fraction that represents the whole is $\frac{3}{3}$.

shaded parts
number of parts

$\frac{3}{3} = 1$

Write the fraction that represents the whole.



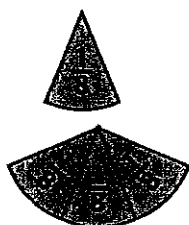
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Lesson 8 Reteach*Compare Fractions*

You can use models to compare fractions to see which fraction is *greater than* ($>$), *is less than* ($<$), or is *equivalent* ($=$).

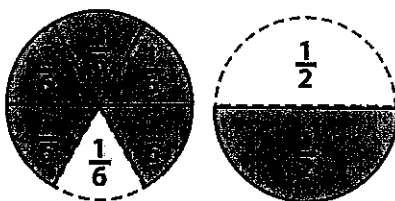
$\frac{1}{8}$ is less than $\frac{3}{8}$

$$\frac{1}{8} < \frac{3}{8}$$



$\frac{5}{6}$ is greater than $\frac{1}{2}$

$$\frac{5}{6} > \frac{1}{2}$$



Use models to compare. Use $>$, $<$, or $=$.

1. $\frac{2}{6} \bigcirc \frac{1}{3}$

2. $\frac{1}{2} \bigcirc \frac{1}{6}$

3. $\frac{4}{8} \bigcirc \frac{7}{8}$

4. $\frac{1}{4} \bigcirc \frac{1}{8}$

5. $\frac{2}{3} \bigcirc \frac{4}{6}$

6. $\frac{1}{6} \bigcirc \frac{3}{6}$

7. Kerry is making muffins. The recipe calls for $\frac{1}{2}$ cup of blueberries and $\frac{1}{3}$ cup of walnuts. Are there more blueberries or walnuts in the muffins? _____

8. Layla walks $\frac{3}{4}$ of a mile home after school. Jaxon walks $\frac{1}{2}$ of a mile home. Who walks farther? _____

How are offspring like their parents?

Circle the two pictures that show behaviors an animal must learn.

my planet diary

DISCOVERY

A honey bee scout flies out of the hive to look for food. It finds flowers full of sweet nectar. How can the scout communicate to the other bees where the food is? Beginning in the 1920s, Karl von Frisch studied bee behavior. He discovered that the scout bee performs a dance. The dance tells other bees where to find the food. The bees in the hive are born knowing what the dance means.

What do you think the bees will do after they see the scout's dance?

Put an X on the pictures that show behaviors an animal is born knowing how to do.

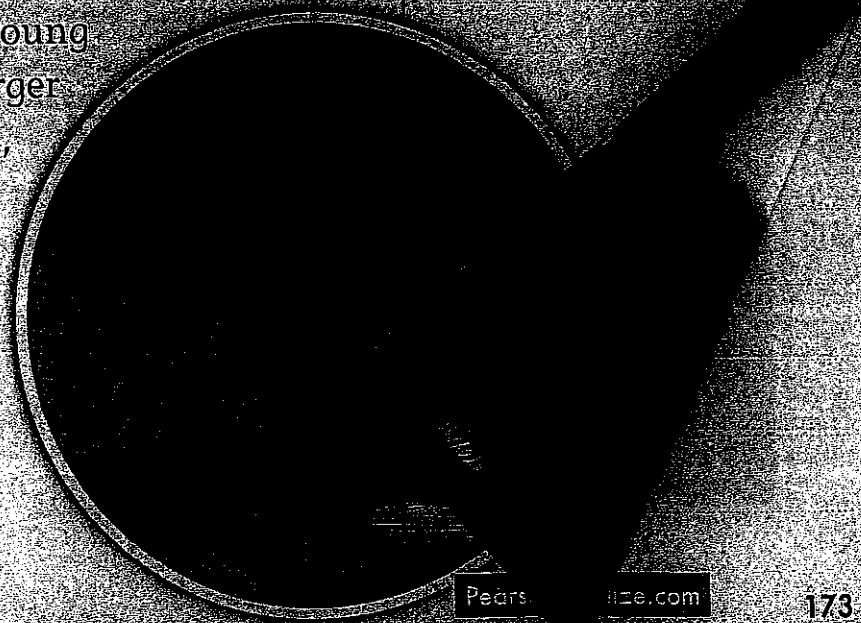
Both Alike and Different

Why do kittens look like cats and not like dogs? Why does a corn seed grow into a corn plant and not a tomato plant? Most young plants and animals grow to look like their parents. Some plants and animals look like their parents even when they are very young.

The young antelope in the picture shares many characteristics with its parent. For example, the young antelope has the same body shape as its parent. Its fur is about the same length too.

The young antelope is also different in some ways. For example, its horns are much smaller than its parent's horns. The young antelope's horns will grow larger as it gets older. But even then, its horns may not have the exact shape or size of its parent's horns.

1. **Compare and Contrast** Describe other ways in which the young antelope and its parent are alike and different.



At-Home Lab

Look Alikes

Collect pictures that show similar traits in parents and their offspring. The pictures may be of plants or animals. Make a poster with your pictures. Share your poster with an adult.


Inherited Characteristics

Young plants and animals are called offspring. Why do offspring often look like their parents?

Many characteristics of plants and animals are inherited. **Inherit** means to receive from a parent. An inherited characteristic is one that is passed on from parents to their offspring. An inherited characteristic is also called a trait. Animals inherit traits such as color and the shape of their body parts. Plants inherit traits such as leaf shape and flower color. The traits of an animal or plant often help it to survive in its environment.

Humans also inherit traits. You may have inherited traits such as hair color and eye color from your parents.

2. **Underline** the words that tell what *inherit* means
3. **Analyze** This frog's skin color is inherited. How does it help the frog survive?



Young pine trees inherit green, needlelike leaves from adult pine trees.

Inherited Characteristics

Inherited characteristics are inherited from parents.

Suppose a woman has her ears pierced.

Her offspring will not be born with pierced ears.

Pierced ears are an acquired characteristic.

You acquire, or get, them during your lifetime.

Only characteristics that you are born with can be passed to your offspring.

Plants and animals develop acquired characteristics through interactions with their environment.

For example, a plant's leaves turn brown if it gets too much sun.

Brown leaves are an acquired characteristic.

The offspring will not have brown leaves.

Look at the tree in the picture. Write one inherited characteristic and one acquired characteristic of the tree.

The scars on this elephant seal's body are from fighting other seals. The scars are an acquired characteristic.

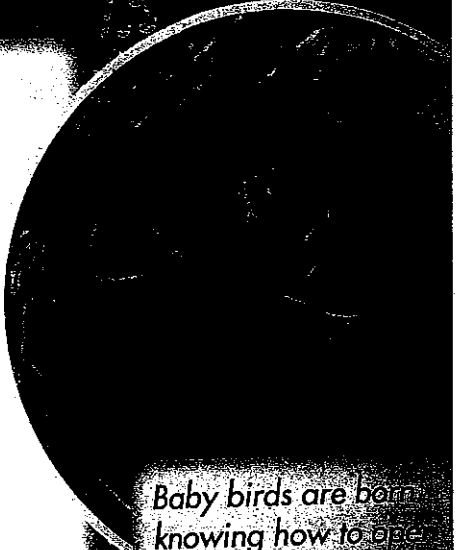
Inherited Behavior

Behaviors are things that animals do. A behavior that an animal is born able to do is an **instinct**. Instincts are inherited behaviors. One instinct is an animal's response to hunger. For example, baby birds open their mouths when a parent brings food. Puppies are born knowing how to suck milk.

Some animals have an instinct to move, or migrate, when the seasons change. Some butterflies migrate thousands of miles. They fly to warm places to survive the winter. Other animals, such as bats, have an instinct to hibernate during winter. When animals hibernate, their body systems slow down. This saves energy. The animals don't need as much food to survive.

5. Explain Explain in your own words what *migrate* means.

6. Apply Dogs have many instincts. Describe a behavior of dogs that you think is an instinct. Explain why you think the behavior is inherited.



Baby birds are born knowing how to open their mouths for food.



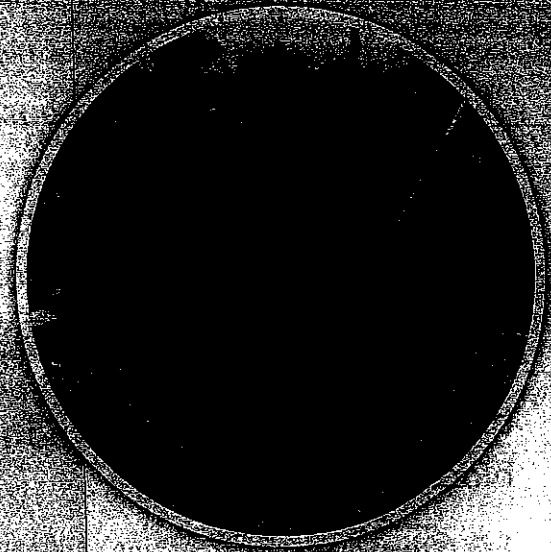
Most types of spiders have an instinct to build webs.

Learned Behaviors

Humans learn some behaviors from their parents and other adults. For example, chimpanzees use tools to get food. They use the tools to dig for termites. Chimpanzees are not born knowing how to use tools. They learn how to use tools by watching other chimpanzees. Young chimpanzees also must learn which foods are safe to eat. Their mothers and other adults teach them. Humans learn many behaviors from their parents and other adults. You learned how to read and do math in school. A parent may have taught you how to tie your shoelaces or eat with a spoon. You were not born knowing how to do these things.

A chimpanzee pokes a stick into an insect nest. It pulls out the stick. Then it eats the insects that are on the stick.

7. **Compare** Compare the idea of learned behaviors and details of how chimpanzees learn to use tools.



8. **Differentiate** This girl learned how to brush her teeth. How is this learned behavior different from an instinct?

Small Differences in Traits

Scientists can look at the traits of an organism to see if it is adapted to its environment. For example, a rabbit's fur color is a trait that can help it survive in its environment. For example, a brown rabbit can have brown offspring. They may also have white or gray offspring.

Differences That Can Help an Animal

Some differences in the way an animal looks or acts can help it survive and reproduce. For example, rock pocket mice live in rocky habitats in desert areas. Some habitats have light brown rocks. Others have black rocks. The mice have either light brown or black fur. Scientists have found that a mouse's color often matches the rocks in its habitat. Why would this be? Owls hunt and eat mice. However, owls cannot see light brown mice on light brown rocks or black mice on black rocks.

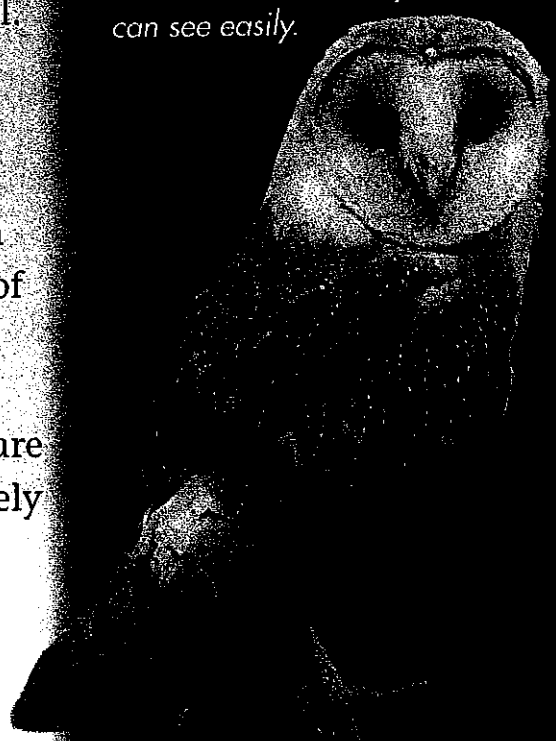
10. **Circle** the mouse with the fur color that helps it survive on light-colored sand. Tell what kind of habitat it may not survive in.

9. **Describe** Write a caption for the picture above.

Differences That Can Harm an Animal

All differences in traits can harm an animal. Some traits can make it harder for an animal to live and reproduce. Suppose two light brown mice have offspring. Some are light brown, but some are black. Which are more likely to survive in a habitat of light brown rocks? The light brown offspring will be hard for owls to see. But black mice are easier to see on light brown rocks. The black offspring are more likely to be eaten by owls. They are less likely to survive and have offspring of their own.

Owls are most likely to hunt and eat mice they can see easily.



Got it?

Name What are two ways an animal is able to acquire a behavior?

.....

.....

Apply How do webbed feet help a duck survive?

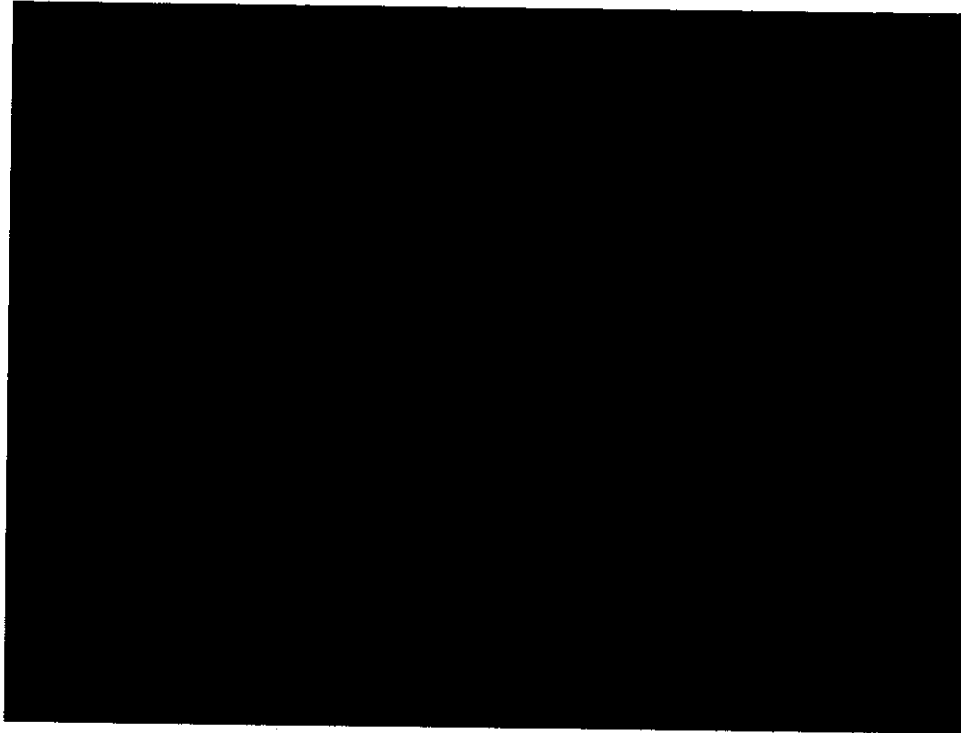
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Stop! I need help with

Wait! I have a question about

Go! Now I know



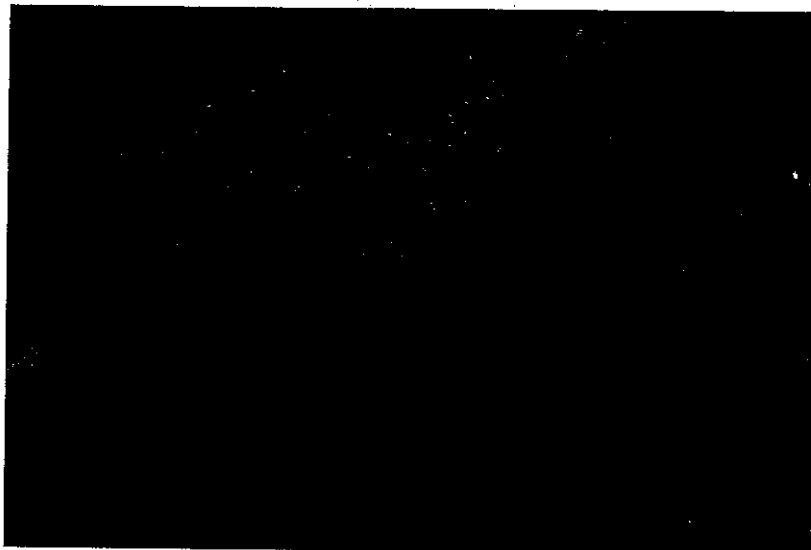
1

Learning Objectives

- I will know that some characteristics are inherited and some are acquired or learned.

2

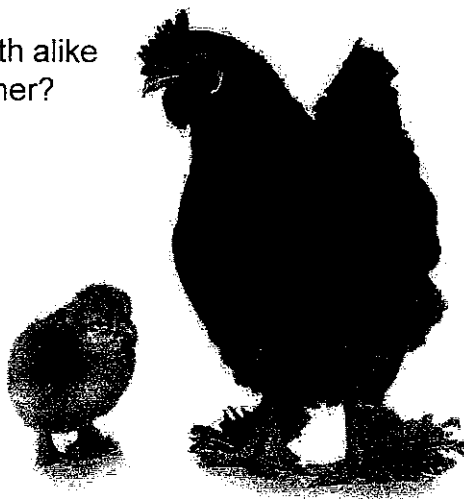
Brothers and Sisters



3

Both Alike and Different

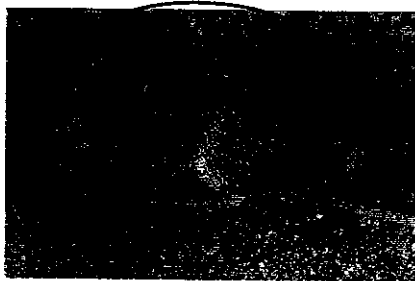
How is this baby chick both alike and different from its mother?



4

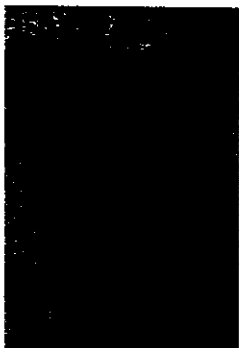
Small Differences

Some differences in the way an animal looks or acts can help it survive and reproduce.



5

Inherited and Acquired Characteristics



This young pine tree has
green, needlelike leaves.



Massive winds over long periods
gave this tree its slanted shape.

6

Inherited and Learned Behavior

A behavior that an animal is born able to do is an instinct.



7

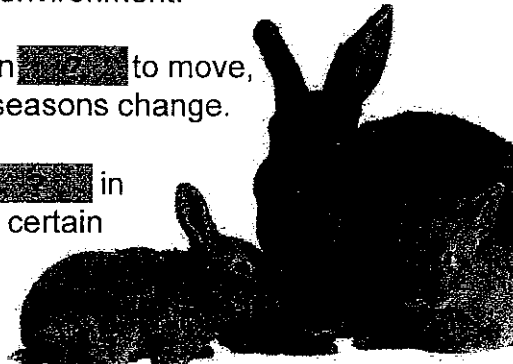
Learned? Acquired? Inherited? Instinct?

Animals **have** traits such as color, number of legs, and the shape of their body parts.

Plants and animals develop **new** traits through interactions with their environment.

Some animals have an **instinct** to move, or migrate, when the seasons change.

Some behaviors are **learned** in response to living in a certain environment.



8

Name _____ Date _____



Words to Know

Write the word next to the description it matches.

inherit	instinct	migrate
---------	----------	---------

- _____ a behavior that an animal is born able to do
- _____ an instinct to move when the seasons change
- _____ to receive from a parent



Explain

Tell if each statement is true or false. Explain your choice.

4. A dog with a scarred ear will probably pass the scar to its offspring.

This statement is _____ because _____

5. Some animals learn to hibernate.

This statement is _____ because _____



Apply Concepts

6. A mother bear takes her cubs hunting with her. As the cubs watch, she catches fish from a river. What type of behavior is this? Explain.
