

2020

Erie Rise Leadership
Academy Charter School

Parent Lesson Plan

[PARENT LESSON PLAN]

3rd Grade Boys, Week of 3/30

Contents

INTRODUCTION	2
HELPFUL INFORMATION.....	3
Distribution Sites/Information	3
Leadership Team	3
DIGITAL LESSON PACING GUIDE.....	4
ConnectED Instructions.....	4
USATestPrep Instructions.....	4
Digital Pacing Guide.....	4
ELA PRINT MATERIAL.....	5
MATH PRINT MATERIALS.....	6
SCIENCE/SOCIAL STUDIES PRINT MATERIAL	7
ADDITIONAL RESOURCES (EDUCATIONAL)	8

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

Monday and Wednesday from 9AM until 12PM

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

3rd Grade Boys Teacher Contact information:

Ms. Neimeic- aneimeic@erieriseacademy.org

Ms. Boje (Co-Teacher)- pboje@erierisacademy.org

Ms. Shanti (Special Education Teacher)- mshanti@erieriseacademy.org

Join the Class on Class Dojo

1. Download the ClassDojo app 2. Open app and tap 'Parent' to create a parent account 3. Enter name, email & create a password 4. Tap 'Add child (+)' and use this code:

Class Code: PD4AFYMPG

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.

USA Test Prep Assignments:

ELA: 3/30, 3/31, 4/1, 4/2, 4/3

Math: 3/30, 3/31, 4/1, 4/2, 4/3

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

Digital Pacing Guide

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA/Writing	Lesson: Unit 4 Lesson 2 Day 1 Assignment: Week 2 Day 1 March 30	Lesson: Unit 4 Lesson 2 Day 2 Assignment: Week 2 Day 2 March 31	Lesson: Unit 4 Lesson 2 Day 3 Assignment: Week 2 Day 3 April 1	Lesson: Unit 4 Lesson 2 Day 4 Assignment: Week 2 Day 4 April 2	Lesson: Unit 4 Lesson 2 Day 4 Assignment: Week 2 Day 5 April 3
Math	Lesson: Chapter 12 Lesson 5 Assignment: March 30	Lesson: Chapter 12 Lesson 6 Assignment: March 31	Lesson: Chapter 12 Lesson 7 Assignment: April 1	Lesson: Chapter 12 Lesson 8 Assignment: April 2	Lesson: Chapter 12 Test Assignment: April 3
Science	Lesson: Chapter 4 Lesson 3 <i>Printed</i>	Lesson: Chapter 4 Lesson 3 <i>Printed</i>	Lesson: Chapter 4 Lesson 3 <i>Printed</i>	Lesson: Chapter 4 Lesson 3 <i>Printed</i>	Lesson: Chapter 4 Lesson 3 <i>Printed</i>

ELA PRINT MATERIAL

Day 1-

Foundational Skills:

1. Review Spelling Words
2. Highlight words with -ful and -less endings
3. Complete Skills Practice book pages 15 and 16

Reading and Responding

1. Read Story: A Saguaro's Story
2. Answer Discussion Questions

Writing

1. Perfect Timing Worksheet

Day 2-

Foundational Skills

1. Write Spelling Words 3 times each
2. Highlight words with -able and -ity endings
3. Complete Skills Practice book pages 17 and 18

Reading and Responding

1. Highlight Vocabulary words throughout story
2. Complete Skills Practice book pages 19 and 20

Writing

1. Adding Descriptive Details Worksheet

Day 3-

Foundational Skills

1. Write half of Spelling words in a sentence.
2. Complete Skills Practice book pages 27 and 28

Reading and Responding

1. Reread Story

Writing

1. Writing with Transitions Worksheet

Day 4

Foundational Skills

1. Write other Half of Spelling Words in a sentence.
2. Complete Skills Practice book pages 25 and 26

Reading and Responding

1. Complete Skills Practice book pages 21 and 22 (Cause and Effect)

Writing

1. Writing Conclusions 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. Describing with Dialogue Worksheet

MATH PRINT MATERIALS

Chapter 11 Reteach Lessons

Follow through packet to complete the Reteach Assignments.

- Complete one/two Lessons a Day.

SCIENCE/SOCIAL STUDIES PRINT MATERIAL

Chapter 4 Lesson 3 Pages 168-175

Day 1:

1. Look/ Read through PowerPoint Slides
2. Complete Words to Know Worksheet

Day 2:

1. Read pages 176-178
2. Answer interactive questions throughout reading

Day 3:

1. Read pages 180-183
2. Answer interactive questions throughout reading

Day 4:

1. Complete Benchmark Practice

Day 5:

1. Complete Chapter 4 Test with pages from book

ADDITIONAL RESOURCES (EDUCATIONAL)

VOOKS- storybooks brought to life

www.vooks.com/parent-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/>

Password Cards for 3rd Grade Boys

 <p>Your Classroom Partner</p> <p>Password Card</p>	 <p>Your Classroom Partner</p> <p>Password Card</p>	 <p>Your Classroom Partner</p> <p>Password Card</p>
<p>Account ID: rise68 Name: David L Deckert Username: david.deckert Password: 7X28ta</p> <p>www.usatestprep.com/member-login</p>	<p>Account ID: rise68 Name: Thomeir David Lockett Username: thomeir.lockett Password: nvlnie</p> <p>www.usatestprep.com/member-login</p>	<p>Account ID: rise68 Name: Nehemiah J Valentine Username: nehemiah.valentine Password: s9b9rq</p> <p>www.usatestprep.com/member-login</p>
 <p>Your Classroom Partner</p> <p>Password Card</p>	 <p>Your Classroom Partner</p> <p>Password Card</p>	 <p>Your Classroom Partner</p> <p>Password Card</p>
<p>Account ID: rise68 Name: William E Fassett Username: william.fassett Password: xavzez</p> <p>www.usatestprep.com/member-login</p>	<p>Account ID: rise68 Name: Levi James Clark Username: levi.clark Password: 44-c6j2</p> <p>www.usatestprep.com/member-login</p>	<p>Account ID: rise68 Name: Dominic William Napierkowski Username: dominic.napierkowski Password: vs7jjo</p> <p>www.usatestprep.com/member-login</p>

<p>USATEST PREP Your Classroom Partner</p> <p>Password Card</p> <p>Account ID: rise68 Name: Amarion Harris Username: amarion.harris Password: isbppj</p> <p>www.usatestprep.com/member-login</p>	<p>USATEST PREP Your Classroom Partner</p> <p>Password Card</p> <p>Account ID: rise68 Name: Zaedyn C Smith Username: zaedyn.smith Password: uh8ptj</p> <p>www.usatestprep.com/member-login</p>	<p>USATEST PREP Your Classroom Partner</p> <p>Password Card</p> <p>Account ID: rise68 Name: Lamarion Unique Jones Username: lamarion.jones Password: 3tgu4x</p> <p>www.usatestprep.com/member-login</p>
<p>USATEST PREP Your Classroom Partner</p> <p>Password Card</p> <p>Account ID: rise68 Name: Jaylen Keys Username: jaylen.keys Password: qe2hgb</p> <p>www.usatestprep.com/member-login</p>	<p>USATEST PREP Your Classroom Partner</p> <p>Password Card</p> <p>Account ID: rise68 Name: Shermier I'Keen Jones Username: shermier.jones Password: vosk8j</p> <p>www.usatestprep.com/member-login</p>	<p>USATEST PREP Your Classroom Partner</p> <p>Password Card</p> <p>Account ID: rise68 Name: Niyibigira Samweri Username: niyibigira.samweri Password: um7bqf</p> <p>www.usatestprep.com/member-login</p>

 <p>Your Classroom Partner</p> <p>Password Card</p> <p>Account ID: rise68 Name: Jaise Ra'Quee Ayden Wayne Username: jaise.wayne Password: nb5d53</p> <p>www.usatestprep.com/member-login</p>	 <p>Your Classroom Partner</p> <p>Password Card</p> <p>Account ID: rise68 Name: Jer'vaze T Pultiam Username: jer'vaze.pultiam Password: k5gucq</p> <p>www.usatestprep.com/member-login</p>	 <p>Your Classroom Partner</p> <p>Password Card</p> <p>Account ID: rise68 Name: Yaquub Issack Hassan Username: yaquub.hassan Password: jsh4hi</p> <p>www.usatestprep.com/member-login</p>
 <p>Your Classroom Partner</p> <p>Password Card</p> <p>Account ID: rise68 Name: Tevon Pou Username: tevon.pou Password: h03f0c</p> <p>www.usatestprep.com/member-login</p>	 <p>Your Classroom Partner</p> <p>Password Card</p> <p>Account ID: rise68 Name: Shamier Roberts Username: shamier.roberts Password: 8rmtbdp</p> <p>www.usatestprep.com/member-login</p>	 <p>Your Classroom Partner</p> <p>Password Card</p> <p>Account ID: rise68 Name: Atem Lul Username: atem.lul Password: cgccbq</p> <p>www.usatestprep.com/member-login</p>

<p>USA TEST PREP Your Classroom Partner Password Card</p> <p>Account ID: rise68 Name: G'Sean D Tate Username: g'sean.tate Password: 5b5mq1</p> <p>www.usatestprep.com/member-login</p>	<p>USA TEST PREP Your Classroom Partner Password Card</p> <p>Account ID: rise68 Name: Zion J Lofton Username: zion.lofton Password: hv0gfa</p> <p>www.usatestprep.com/member-login</p>	<p>USA TEST PREP Your Classroom Partner Password Card</p> <p>Account ID: rise68 Name: Braden Howard Username: braden.howard Password: qm5dpl</p> <p>www.usatestprep.com/member-login</p>
<p>USA TEST PREP Your Classroom Partner Password Card</p> <p>Account ID: rise68 Name: Hanni Ali Osman Username: hanni.osman Password: mayj7x</p> <p>www.usatestprep.com/member-login</p>	<p>USA TEST PREP Your Classroom Partner Password Card</p> <p>Account ID: rise68 Name: Mando King Mancha Username: mando.mancha Password: etq64r</p> <p>www.usatestprep.com/member-login</p>	<p>USA TEST PREP Your Classroom Partner Password Card</p> <p>Account ID: rise68 Name: Derion Martin Username: Dmartin2019 Password: riseup2019</p> <p>www.usatestprep.com/member-login</p>

<p>USATEST PREP Your Classroom Partner</p> <p>Password Card</p> <p>Account ID: rise68 Name: Habibu Kampamba Username: Kampamba2019 Password: riseup2019</p> <p>www.usatestprep.com/member-login</p>	<p>USATEST PREP Your Classroom Partner</p> <p>Password Card</p> <p>Account ID: rise68 Name: Wesley Maske Username: Maske2019 Password: riseup2019</p> <p>www.usatestprep.com/member-login</p>	<p>USATEST PREP Your Classroom Partner</p> <p>Password Card</p> <p>Account ID: rise68 Name: Hassan Aden Username: Haden2019 Password: riseup2019</p> <p>www.usatestprep.com/member-login</p>
<p>USATEST PREP Your Classroom Partner</p> <p>Password Card</p> <p>Account ID: rise68 Name: Mike Tejeda Username: Mtejeda2019 Password: riseup2019</p> <p>www.usatestprep.com/member-login</p>		



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?

Ask your child how this week's reading selection helps him or her answer this question.

This week's reading selection: *A Saguaro's Story*

Summary: A drought creates a crisis for a saguaro cactus and its animal inhabitants in this folktale. Will the flora and fauna of this harsh environment find a way to survive?

Essential Questions: How do plants and animals depend on each other? How can environmental changes impact animals and their habitats?

► **DISCUSS** with your child how plants and animals might be able to survive in a desert habitat.

Vocabulary

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

bold	<i>adjective</i>	having courage
challenge	<i>verb</i>	to invite or call to take part in a struggle or contest
collapsed	<i>verb</i>	failed or broke down completely or suddenly
cooperate	<i>verb</i>	to work with others for a common purpose
crisis	<i>noun</i>	a condition or period of difficulty or danger
devour	<i>verb</i>	to eat up with great greed or vigor
frantic	<i>adjective</i>	wildly excited by worry, grief, fear, or anger
nourish	<i>verb</i>	to furnish with food or other substances necessary for life
resided	<i>verb</i>	made one's home permanently or for a time
simple	<i>adjective</i>	easily done, used, or understood
stage	<i>noun</i>	a step or period in a process
support	<i>verb</i>	to provide for

► **ADD** the vocabulary words to your conversations at home.

Spelling

Focus: This week your child will spell words with the suffixes *-ful*, *-less*, *-ity*, and *-able*.

- | | | |
|--------------|---------------|--------------|
| 1. sleepless | 6. endless | 11. wearable |
| 2. painful | 7. sanity | 12. activity |
| 3. fixable | 8. wishful | 13. careless |
| 4. rarity | 9. notable | 14. harmful |
| 5. helpful | 10. penniless | 15. likable |

Challenge

- | | | |
|--------------|---------------|----------------|
| 1. plentiful | 2. breathless | 3. electricity |
|--------------|---------------|----------------|

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

Language Arts

Writing: Your child will draft, revise, edit, and publish an informative/explanatory text that compares and contrasts two places. He or she will then learn more about reference materials in preparation for writing a research report.

Grammar: Your child will also learn about abbreviations (*Mr.*, *Dr.*, *Ave.*, *DVD*).

► **ASK** your child to keep track of all the abbreviations he or she encounters this week. Discuss what each abbreviation stands for.

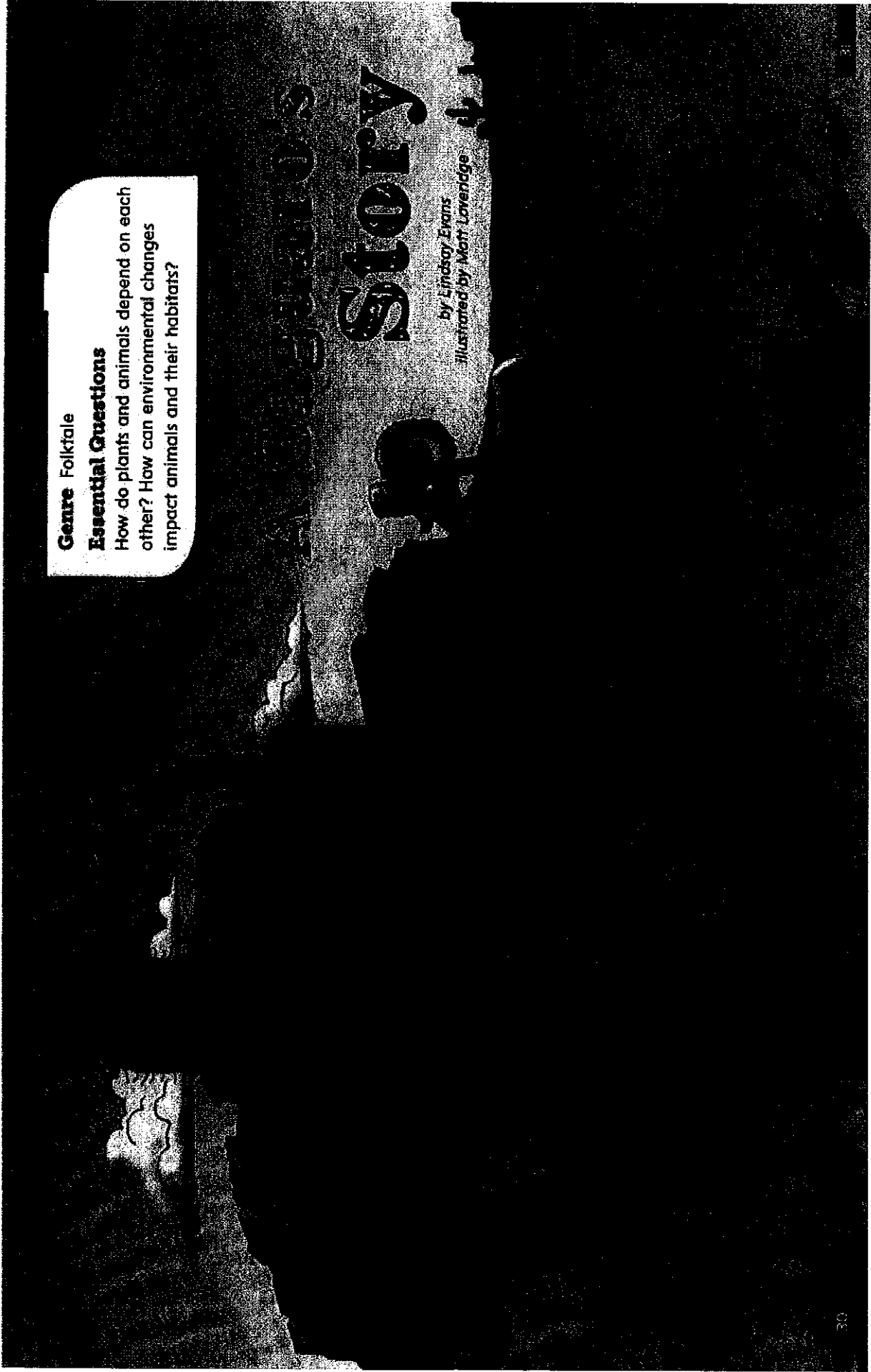
Week 2 ELA

30-31

Genre Folktale

Essential Questions

How do plants and animals depend on each other? How can environmental changes impact animals and their habitats?



STORY

by *Lindsay Evans*
Illustrated by *Matt Lowenidge*

34-35

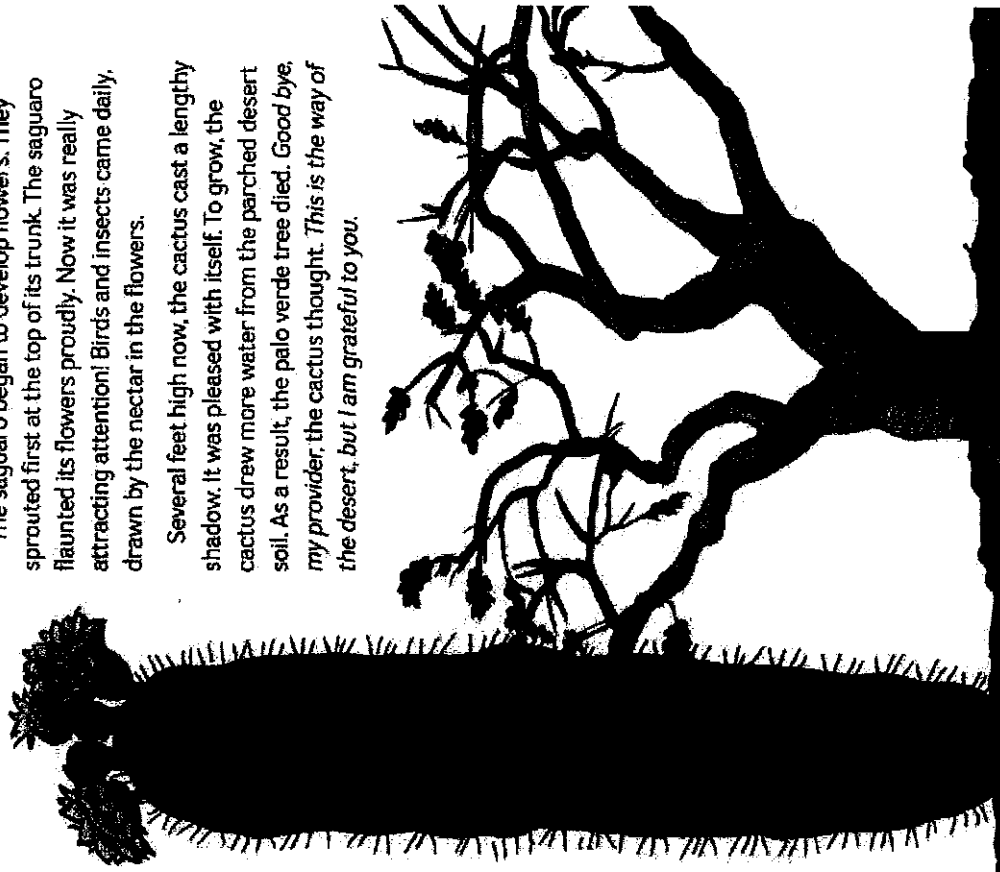
One morning in the year 1850, a
 sprout appeared in the Sonoran
 Desert. It grew bare and thin, and
 the sapro was in the soil. It
 water was with it.



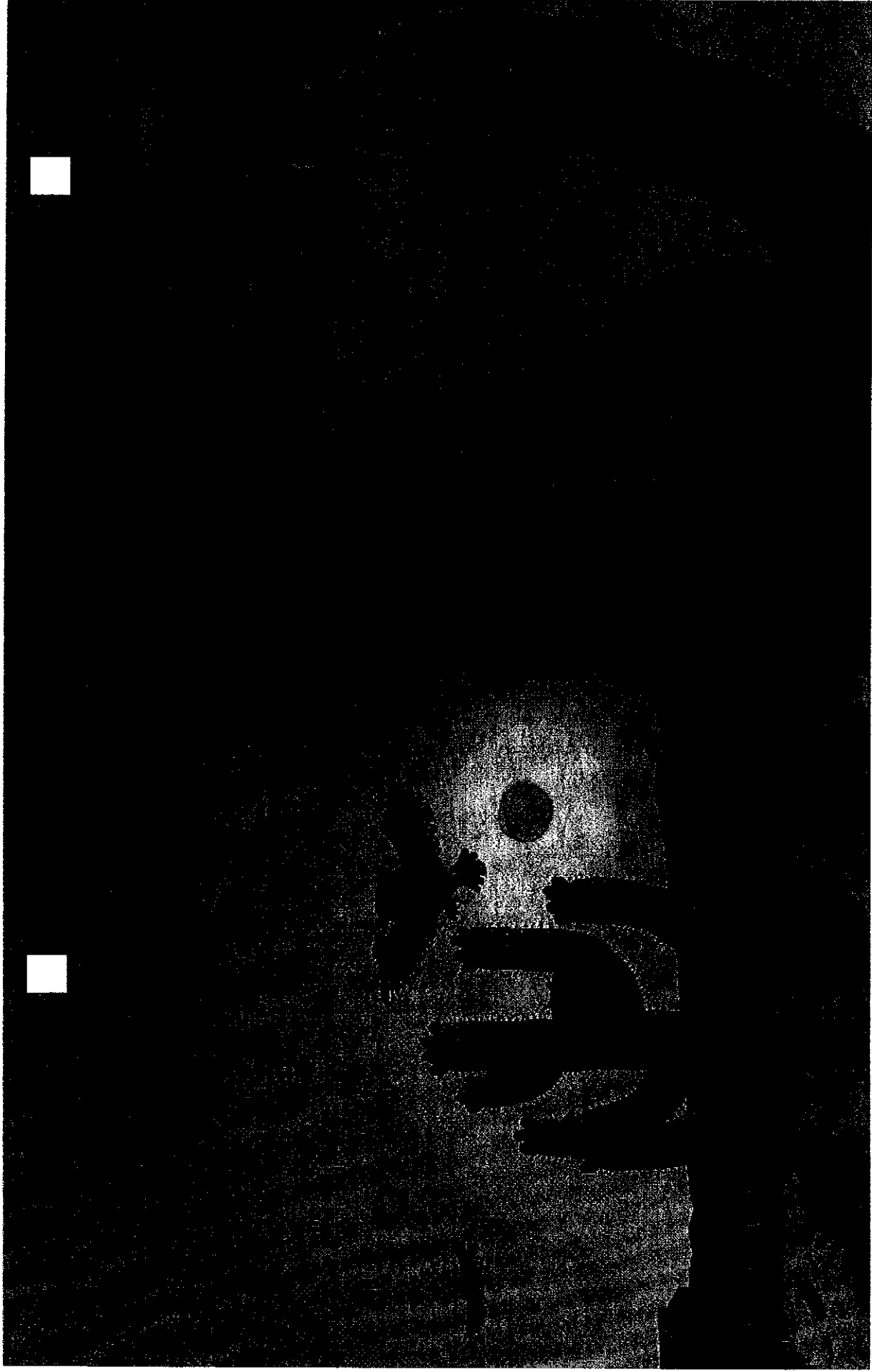
Now it was 1895. Thirty-five years
 passed. A new stage in the life of the cactus had arrived.

The saguaro began to develop flowers. They
 sprouted first at the top of its trunk. The saguaro
 flaunted its flowers proudly. Now it was really
 attracting attention! Birds and insects came daily,
 drawn by the nectar in the flowers.

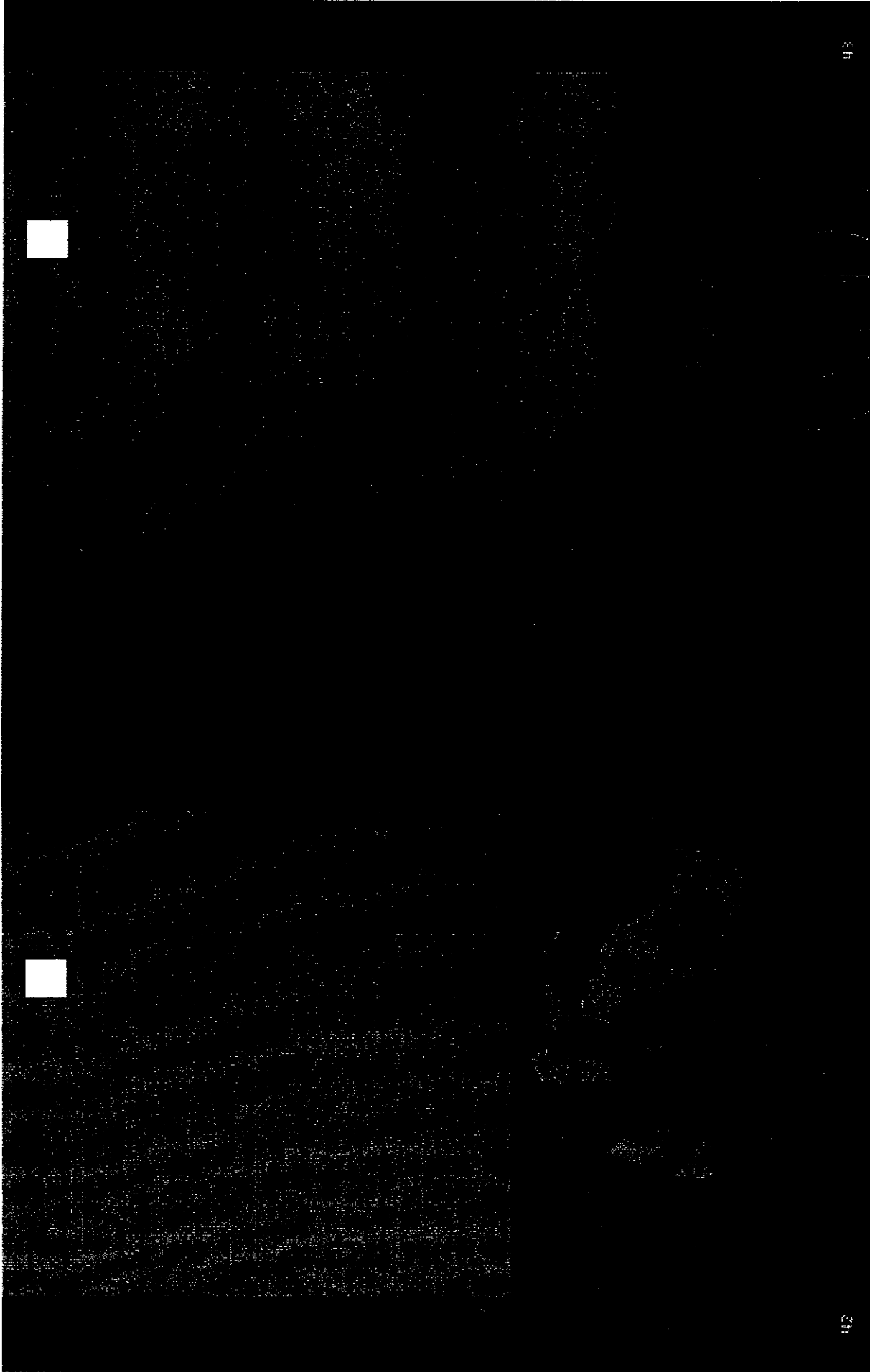
Several feet high now, the cactus cast a lengthy
 shadow. It was pleased with itself. To grow, the
 cactus drew more water from the parched desert
 soil. As a result, the palo verde tree died. Good bye,
 my provider, the cactus thought. *This is the way of
 the desert, but I am grateful to you.*



38-39



42-43



Suffixes *-ful* and *-less*

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

- The suffix *-ful* changes a noun or verb into an adjective.

forget → **forgetful**

The suffix ***-less*** can be added to some nouns and means “without” or “lacking.”

- The suffix *-less* changes a noun into an adjective.

worth → **worthless**

For both suffixes, if the base word ends in *y*, change the *y* to *i* before adding ***-ful*** or ***-less***.

pity → **pitiful** → **pitiless**

PRACTICE Correctly add *-ful* to each word below.

1. hurt _____
2. help _____
3. shame _____
4. mercy _____

Correctly add *-less* to each word below.

5. breath _____
6. effort _____
7. clue _____
8. tire _____

Latin Suffixes *-able* and *-ity*

FOCUS The Latin suffix ***-able*** can be added to verbs or nouns and means “can be.”

- The suffix *-able* changes a verb or noun into an adjective.

avoid (“to stay away from”) → **avoidable** (“able to be avoided”)

- For most base words ending in e, drop the e before adding *-able*.

debate → **debatable**

The Latin suffix ***-ity*** can be added to some adjectives and means “state of being.”

- The suffix *-ity* changes an adjective into a noun.
- absurd** (“foolish”) → **absurdity** (“the state of being foolish”)

- If the base word ends in e, drop the e before adding *-ity*.

fragile → **fragility**

PRACTICE Add the given suffix to each base word below. Write the new word and the meaning of the new word on the lines.

Word	Suffix	New Word	New Meaning
1. diverse	<i>-ity</i>	_____	_____
2. excite	<i>-able</i>	_____	_____
3. misery	<i>-able</i>	_____	_____
4. popular	<i>-ity</i>	_____	_____

Vocabulary

FOCUS Review the selection vocabulary words from
“A Saguaro’s Story.”

bold
challenge
collapsed
cooperate
crisis
devour

frantic
nourish
resided
simple
stage
support

PRACTICE Write each vocabulary word next to
its synonym.

1. feed _____
2. fearless _____
3. gobble _____
4. failed _____
5. lived _____
6. easy _____
7. work together _____
8. step _____
9. assist _____
10. emergency _____
11. dare _____
12. panicked _____

Cause and Effect

FOCUS Remember that a **cause** is the reason why something happens, and an **effect** is what happens as a result. Finding causes and effects in a story can help you understand how story events are related. Look for signal words, such as *because*, *since*, *therefore*, and *so*, to help you identify cause-and-effect relationships.

PRACTICE Read each sentence. Write *Cause* if the underlined part describes a cause. Write *Effect* if it describes an effect.

1. The ice is melting because the freezer is broken.

2. Mr. Rivera is running late, so class will not start for another five minutes.

3. Since Tessa hates cold weather, she will not join us on the skiing trip.

4. Avery has a sore throat, so Kaya will be singing the solo tonight.

Spelling

FOCUS

- The suffix **-ful** means “full of.”
- The suffix **-less** means “without.”
- The suffix **-ity** means “state of being.”
- The suffix **-able** means “able or tending to be.”

When adding suffixes, for words ending in:

- final e, drop the e before adding the ending.
- final y, change the y to i before adding the ending.

Word List

- | | |
|--------------|---------------|
| 1. sleepless | 9. notable |
| 2. painful | 10. penniless |
| 3. fixable | 11. wearable |
| 4. rarity | 12. activity |
| 5. helpful | 13. careless |
| 6. endless | 14. harmful |
| 7. sanity | 15. likable |
| 8. wishful | |

Challenge Words

1. plentiful
2. breathless
3. electricity

PRACTICE Sort the spelling words under the correct heading.

Change -y to i, add -ful

1. _____

Suffix -ful without change to base

2. _____

3. _____

4. _____

5. _____

Abbreviations

- FOCUS**
- An **abbreviation** is a shortened form of a word or phrase. Many abbreviations end with periods.
Examples: department = dept. yard = yd.
 - Abbreviations for proper nouns are capitalized.
Examples: Mister Jones = Mr. Jones
 United States = U.S.
 - Some abbreviations, especially for the names of businesses and organizations, do not use periods when each letter stands for a word.
Examples: digital video disc = DVD
 North Atlantic Treaty Organization = NATO

PRACTICE For each word, circle the correct abbreviation.

- | | |
|--------------------------------|--------------------------------|
| 1. street | 5. feet |
| a. stre. b. st. c. strt. | a. ft. b. fet. c. f. |
| 2. October | 6. Mount |
| a. Oct. b. Octob. c. otbr. | a. Mnt. b. Mt. c. Mont. |
| 3. quart | 7. compact disc |
| a. quar. b. qt. c. quart. | a. C.D. b. cd c. CD |
| 4. Junior | 8. population |
| a. Jun. b. Jnor. c. Jr. | a. pop. b. popul. c. ppln. |

Name _____ Date _____

Perfect Timing!

Using the tense shown in parentheses, rewrite each sentence.

1. The team sold candy bars to earn money for new uniforms. (*Simple present*)

2. Ben is playing the trombone in our school band. (*Present perfect*)

3. My neighbor bought a new puppy. (*Past perfect*)

4. Mr. Morgan is reading his morning paper. (*Future*)

5. The tree's leaves will fall in September. (*Simple past*)

6. I ride my bicycle to school every day. (*Present perfect*)

7. The local garden club sells Christmas trees in December. (*Future*)

8. She made cupcakes for the class. (*Past perfect*)

9. Which helping verbs are used to form the *present perfect* tense? _____

10. Which helping verb is used to form the *past perfect* tense? _____

ADDING DESCRIPTIVE DETAILS

Name:
Teacher:

Class:
Date:

Directions: Rewrite each of the following sentences by adding at least THREE (3) descriptive details. Think about the who, what, when, where, and why. Don't forget sensory details. Each sentence should be AT LEAST ten (10) words long.

1. My friend and I ate soup.

2. Jane took her dog on a walk.

3. David cleaned his room.

4. Your dog looks silly.

5. His brother is a soccer player.

6. My dad is working in the yard.

7. Lauren helped her mom bake a cake.

8. The frog jumped into the mud.



WRITING CONCLUSIONS

Name:
Teacher:

Class:
Date:

Directions: For each narrative experience, select the most appropriate conclusion.

1. Last night for dinner, my family went to Bob's Famous Barbeque for the grand opening. Because the line was out the door, we had to wait an hour to be seated. Since we were so hungry by that point, we ordered three appetizers, plus our meals. I am not a huge barbeque fan, but the smoked ribs tasted incredibly delicious. The restaurant also hired a band to play music, which was entertaining to watch.

- A. Our waitress was especially friendly as well.
- B. Bob's Famous Barbeque will probably help the local economy.
- C. We will most likely go back there to eat again.
- D. The bill was close to thirty dollars for a family of four.

2. A few summers ago, my parents signed me up for a football camp. I admit I was very nervous because I had never played a second of football in my life. When the camp instructors asked how many years of experience each of us had, I felt embarrassed to say none. However, the instructors were patient with me, and by the end of camp I had become one of the best players.

- A. My brother plans to attend the camp next summer once he is old enough.
- B. I'm thankful my parents sent me because I learned a lot about football and myself.
- C. Football is the most popular sporting event in the United States.
- D. By the end of camp, I could tackle and catch the ball better than my best friend.

You Try! Read the following paragraphs and write your own effective conclusion for each one. Remember to think about an effective way to provide a sense of closure without sounding repetitive.



Your Classroom Partner

Paragraph #1:

I can still remember my birthday party from last year. My parents agreed that we could rent a giant waterslide, and it was awesome! All of my friends came and had a blast zooming down the thirty-foot slide. At school the next week, my party was all that anyone could talk about.

Paragraph #2:

Earlier today I took my dog for a walk. Typically our walks are quite calm and uneventful. This walk, however, turned out to be completely different. We came across a family of geese crossing the road, and my dog started to act crazy. At first I thought my dog wanted to attack the geese, but he was actually afraid of them. We ended up turning around and going straight home so that I could calm him down.

Paragraph #3:

For Thanksgiving last year, my mom baked these special rolls. The entire house was filled with the amazing aroma of pumpkin and cinnamon all day long. Inside each roll was a piece of paper. The person who found a piece of paper containing the picture of a pumpkin won a prize. Unfortunately, my little sister found the pumpkin paper, not me.

Paragraph #4:

At the beach, my friends and I enjoy building fancy sandcastles. There was this one sandcastle we made that had several towers and doors. We even created a moat around the edge so that the waves would pour down into the trench. By the end of the day, we had built a total of eleven sandcastles. Many people walked by and took pictures of them all.



Your Classroom Partner

DESCRIBING WITH DIALOGUE

Name:
Teacher:

Class:
Date:

Directions: For each dull sentence, transform it into a more descriptive sentence containing dialogue and added details. Avoid using the word "said."

Example: *Dull:* Bob was angry.

Dialogue: Bob screamed with rage, "How could you betray me!?!?"

1. *Dull:* Suzy became annoyed with her brother.

Dialogue: _____

2. *Dull:* Tom was sad.

Dialogue: _____

3. *Dull:* He was excited at the party.

Dialogue: _____

4. *Dull:* Harry is very sleepy today.

Dialogue: _____

5. *Dull:* Determined, Andrew wanted to win the game.

Dialogue: _____

6. *Dull:* Kate is afraid of heights.

Dialogue: _____

7. *Dull:* Ethan felt proud about his accomplishment.

Dialogue: _____



Your Classroom Partner

Lesson 4 Reteach

Solve Mass Problems

Mass is the amount of matter an object has. The metric units of mass that you will be working with are gram (g) and kilogram (kg).

Six watermelons have a mass of 54 kilograms. What is the mass of 1 watermelon?

This problem gives you the total mass of 6 watermelons and asks for the mass of 1 watermelon. You can use division to find the answer.

$$54 \text{ kilograms} \div 6 = 9 \text{ kilograms}$$

So, 1 watermelon has a mass of 9 kilograms.

Write an equation to solve each problem.

1. A pair of sunglasses has a mass of 5 grams. A sunhat has a mass of 12 grams. What is the total mass of the sunglasses and sunhat?

2. A tennis racket and ball have a combined mass of 336 grams. The mass of the ball is 56 grams. What is the mass of the tennis racket?

3. Wendy has identical medals with a total mass of 56 grams. Each medal has a mass of 7 grams. How many medals does Wendy have?

4. Truman stacked 11 cartons of books at the warehouse. Each carton has a mass of 5 kilograms. What is the total mass of the cartons Truman stacked?

Lesson 5 Reteach

Tell Time to the Minute

The clock below is a digital clock. A digital clock shows the time in numbers on a screen.



Read: four twenty-eight

Write: 4:28

The digits **before** the colon (:) show the hour.
The digits **after** the colon (:) show the minutes.

The clock below is an analog clock. An analog clock has an hour hand and a minute hand.



Read: eight thirty

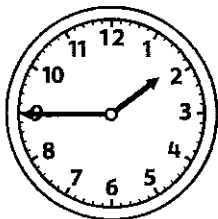
Write: 8:30

To find the hour: Look at the shorter hand. It has passed the 8, but it has not reached the 9. So, the hour is 8.

To find the minute: Look at the longer hand. Start at the 12 and count by 5s. At the 6, the minute hand shows 30 minutes.

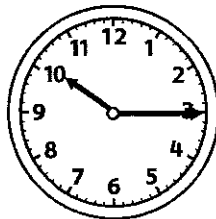
Circle the letter of the correct time.

1.



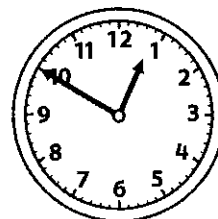
A. 1:15 **B.** 1:45

2.



A. 11:45 **B.** 10:15

3.



A. 12:50 **B.** 1:50

Lesson 6 Reteach

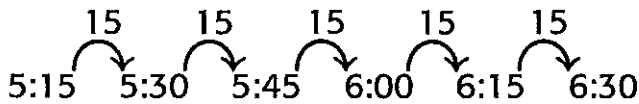
Time Intervals

A **time interval** is the amount of time that passes between the start and finish of an activity. You can use the following equation to find time intervals.

$$\text{Time Interval} = \text{End time} - \text{Start time}$$

Jimmy started his homework at 5:15. He finished at 6:30. Find the time interval.

Subtract in periods of 15 minutes.



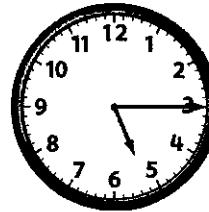
Count the 15-minute periods. _____

Write an addition sentence. _____

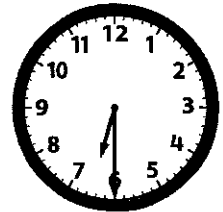
Simplify. _____

75 minutes, or 1 hour and 15 minutes, is the time interval.

Start Time

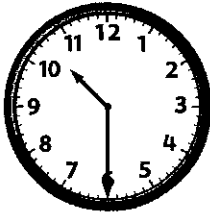


End Time

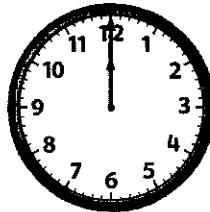


The following are times of activities. How long is each activity?

1. Start Time



End Time



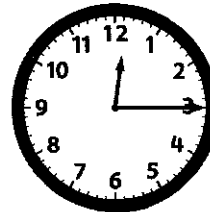
Count the 15-minute periods. _____

Addition sentence

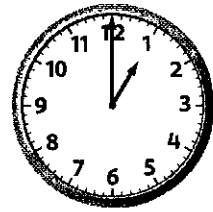
Simplify. _____

Time interval _____

2. Start Time



End Time



Count the 15-minute periods. _____

Addition sentence

Simplify. _____

Time interval _____

Lesson 7 Reteach

Problem Solving: Work Backward

Mrs. Washington can jog one mile in 9 minutes. She can walk one mile in 20 minutes. She always stretches for five minutes before exercising. She jogged 2 miles and walked 1 mile. If she started at 9:15 A.M., what time did she finish?

<p>Step 1 Understand</p>	<p>Be sure you understand the problem. Read carefully.</p> <p>What do you know?</p> <ul style="list-style-type: none"> • Mrs. Washington can jog one mile in _____ minutes. • She can walk one mile in _____ minutes. • She stretches for _____ minutes. • She jogs _____ miles and walks _____ mile. • She starts at _____. <p>What do you need to find out?</p> <ul style="list-style-type: none"> • You need to find out when Mrs. Washington _____.
<p>Step 2 Plan</p>	<p>Make a plan. Since you know when she started, use the <i>work backward</i> strategy to find when she finishes.</p>
<p>Step 3 Solve</p>	<p>Carry out your plan. Work backward.</p> <p>You know Mrs. Washington started exercising at _____.</p> <p>She jogged 2 miles. Each mile took _____ minutes to jog. So, multiply by 2.</p> <p>_____ \times 2 = _____ minutes</p>

Lesson 7 Reteach

Problem Solving (continued)

<p>Step 3 Solve</p>	<p>So, go forward from 9:15, _____ minutes.</p> <p>9:15 + _____ = _____</p> <p>She also walked 1 mile which took _____ minutes to walk.</p> <p>Add _____ minutes from the time above.</p> <p>_____ + _____ = _____</p> <p>She also stretched for 5 minutes. Add this to the time above to find Mrs. Washington's finish time.</p> <p>_____ + 5 = _____</p>
<p>Step 4 Check</p>	<p>Is the solution reasonable? Reread the problem.</p> <p>Use addition to check.</p> <p>_____ + 18 minutes (jog) = _____</p> <p>_____ + 20 minutes (walk) = _____</p> <p>_____ + 5 minutes (stretch) = _____</p> <p>Does your answer match the data given in the problem?</p> <p>_____</p>

Solve.

1. Tamara gets up in the morning at 7:05 A.M. It takes her 5 minutes to walk to the bus stop. It takes her 10 minutes to eat breakfast and 25 minutes to get ready. What time does she get to the bus stop?

2. Cameron has basketball practice Saturday afternoon. He starts getting ready at 1:00 P.M. It takes him 20 minutes to get ready. It takes him 15 minutes to get to practice. What time does he get to practice?



Fill in the bubble next to the choice you think is correct for each multiple-choice question.

1. What do sea jellies, earthworms, and spiders have in common?

- (A) They all have eight legs.
- (B) They all have stingers.
- (C) They all have backbones.
- (D) They do not have backbones.

4. What is a vertebrate?

- (A) an animal that has a backbone
- (B) an animal that does not have a backbone
- (C) an animal that has live births
- (D) an animal that has smooth, wet skin

2. Which is an example of an inherited trait?

- (A) pierced ears
- (B) dyed hair
- (C) green eyes
- (D) broken arm

5. Which stage comes second in the life of a butterfly?

- (A) adult
- (B) egg
- (C) pupa
- (D) larva

3. Which animal group has mostly live births?

- (A) amphibians
- (B) mammals
- (C) reptiles
- (D) arthropods

6. How would you classify this animal?

- (A) amphibian
- (B) arthropod
- (C) worm
- (D) mollusk



Benchmark Practice

Read each question and choose the best answer.

Which animal goes through metamorphosis during its life cycle?

- A duck
- B cat
- C butterfly
- D turtle

Which is an example of an instinct?

- A rowing a boat
- B reading
- C hibernating
- D having curly hair

Animals can be divided into two groups based on whether they have _____ or not.

- A backbones
- B tails
- C fur
- D lungs

When a tadpole becomes an adult frog, it _____.

- A grows a longer tail
- B breathes with lungs
- C lives underwater
- D breathes with gills

An inherited trait is one that _____.

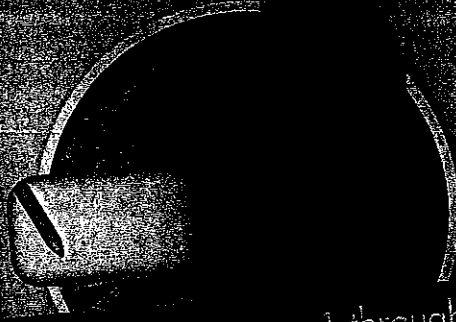
- A you are not born with
- B is passed on from parents to their offspring
- C you learn how to do
- D is passed on from offspring to their parents

Name the invertebrate group all of the following animals belong to: mosquito, spider, beetle, and crab.



What are the life cycles of some animals?

Envision It!

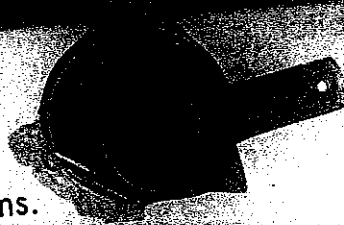


Label the pictures 1 through 3 to show the correct sequence in the life cycle of a bald eagle.

Inquiry

Explore It!

What is the life cycle of a grain beetle?



1. Observe several mealworms. Record a stage you see.
2. Observe the mealworms for about 3 weeks.
3. Draw each new stage you see.

Week 2 Science

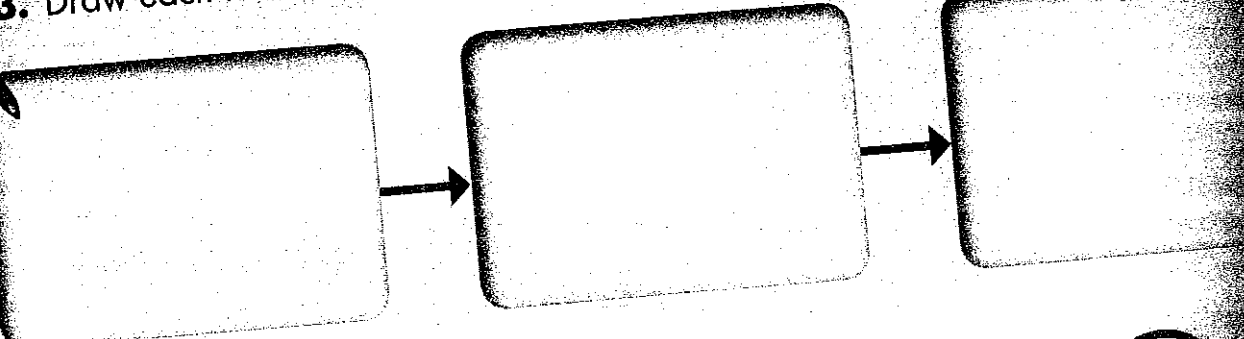
Materials

mealworms in habitat cup



hand lens

crayons or markers



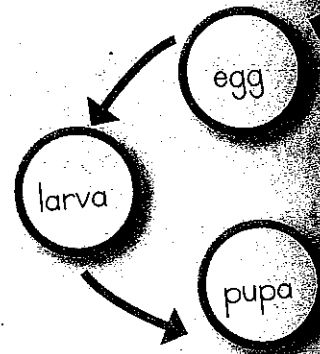
Explain Your Results

4. Interpret Data How did the mealworms change?

.....

.....

.....



Life Cycle of a Butterfly

The life cycle of a butterfly has four stages, as shown in the diagram. A butterfly looks very different at each stage of its life. It also behaves in different ways.

For example, compare the larva and adult stages in the diagram. A **larva** is the second stage in the life cycle of some insects. A butterfly larva is called a caterpillar. It has a worm-like body. It eats plants. It must eat a lot to grow and store energy.

A **pupa** is the stage in an insect's life cycle between larva and adult. A butterfly pupa is protected inside a hard covering called a chrysalis. It does not eat, and it hardly moves.

The adult butterfly that comes out of the chrysalis looks nothing like the larva that went in. It has wings, long legs, and antennae. Some adult butterflies feed on the nectar of flowers. Some do not feed at all. After laying eggs, the adult butterfly will die.

- 2. Apply** In the blank spaces, write titles for stage 2 and stage 3 in the life cycle of the butterfly.
- 3. Infer** Why is it important that the butterfly larva store energy by eating a lot?



Life Cycle of a Mammal

Unlike amphibians and insects, young mammals do not change very much as they become adults. Many mammals look like their parents when they are born. Like you, they grow as they get older.

7. **Compare** How is a young bobcat similar to an adult bobcat?

8. **Contrast** In what way is an adult bobcat different from a young bobcat?

1 Egg

Young bobcats develop from eggs inside the mother's body. They are born when they are ready to live outside the mother's body.

2 Kitten

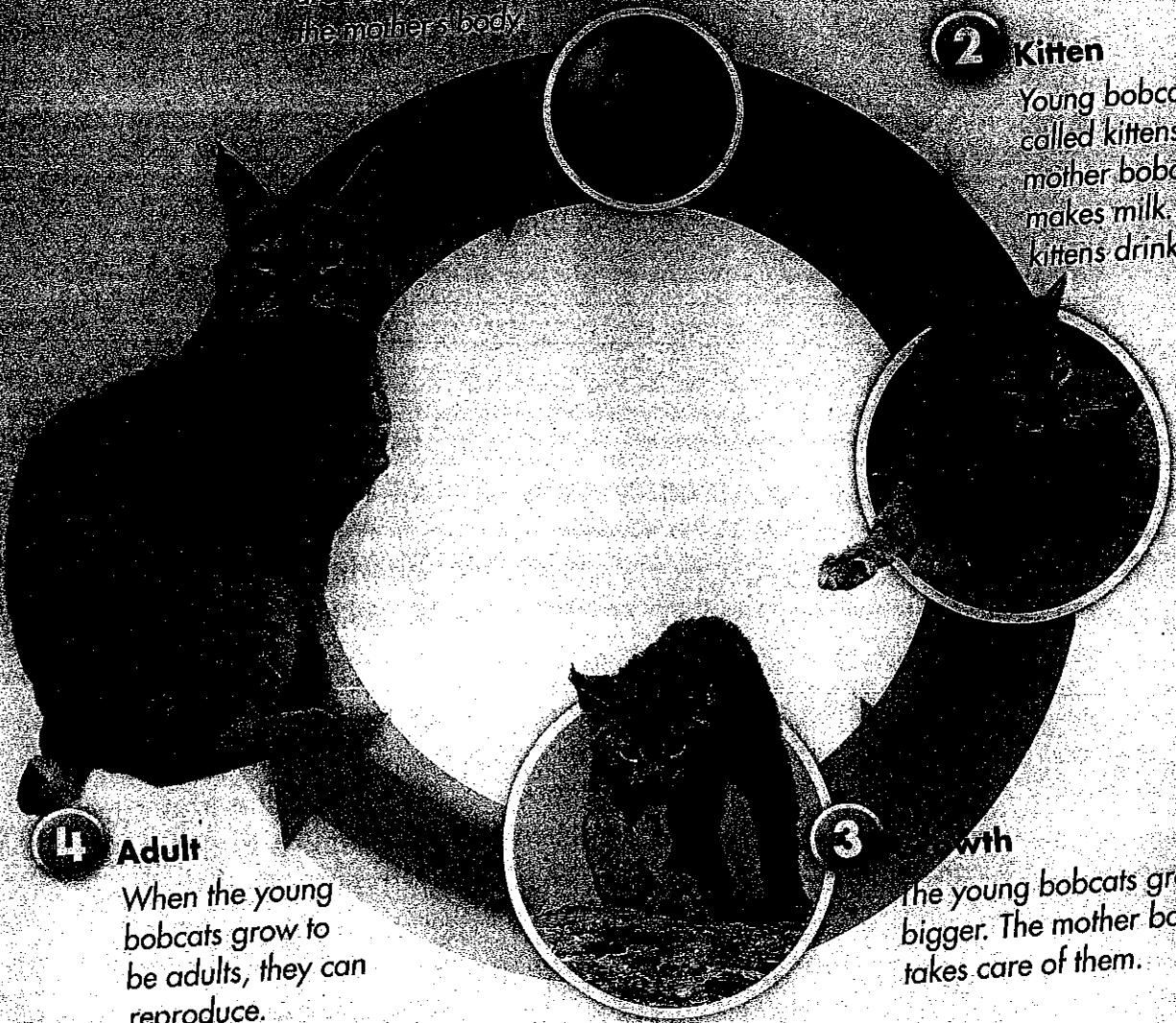
Young bobcats are called kittens. The mother bobcat makes milk. The kittens drink the milk.

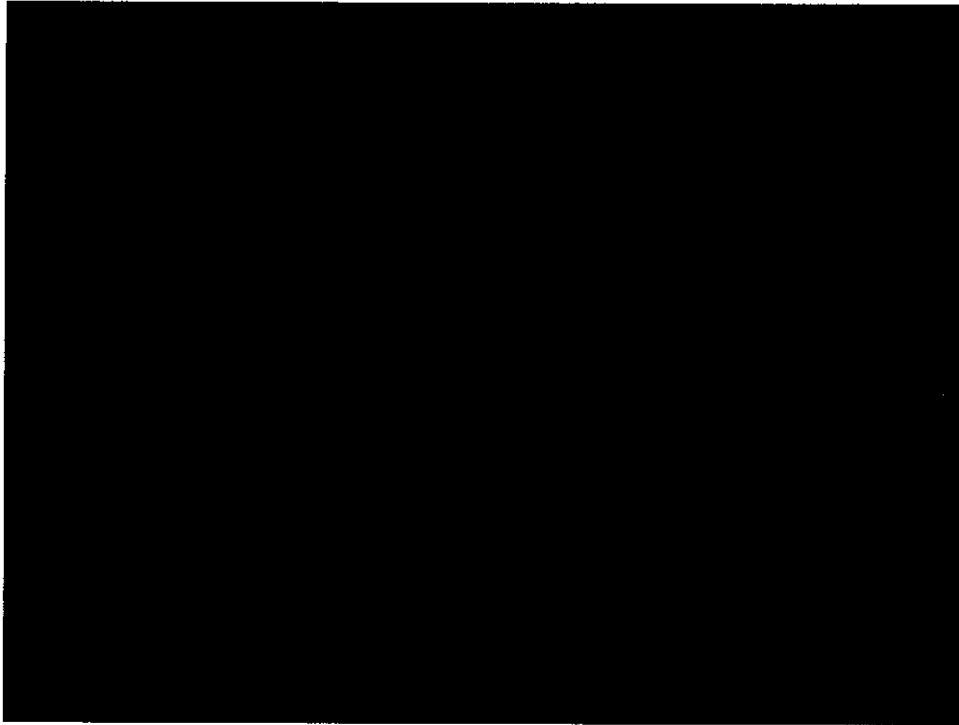
4 Adult

When the young bobcats grow to be adults, they can reproduce.

3

With the young bobcats grow bigger. The mother bobcat takes care of them.





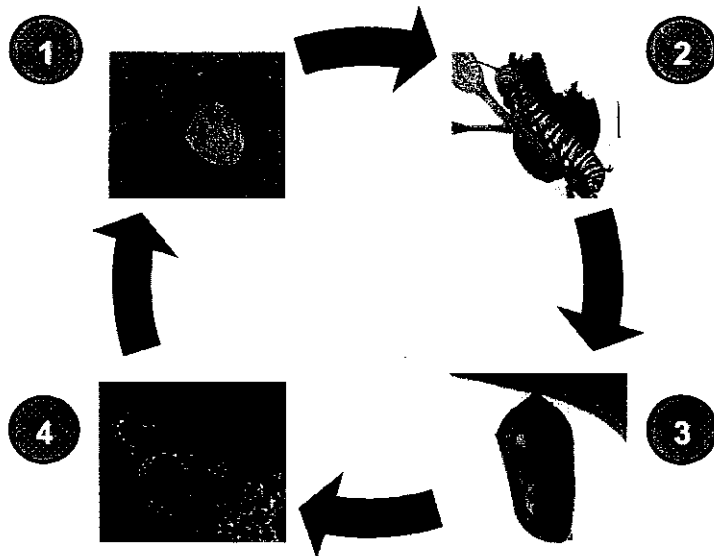
1

Learning Objectives

- I will know how different animals grow and change during their life cycles.

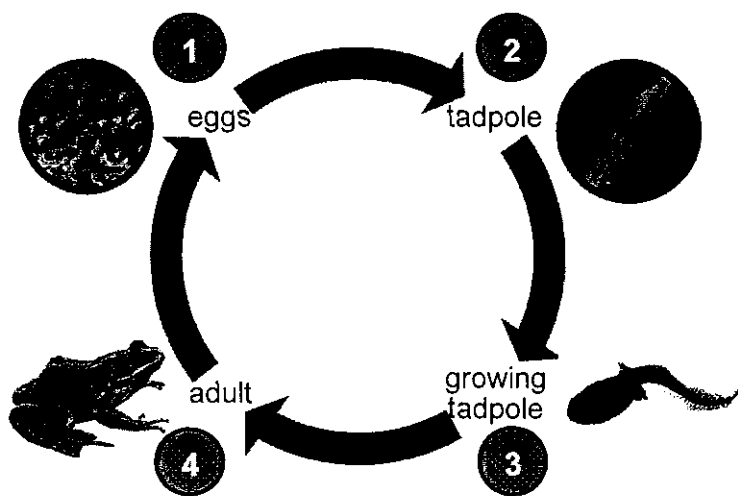
2

A Butterfly's Life



5

A Frog's Metamorphosis



6



Words to Know

Write the word next to the description it matches.

larva	pupa	metamorphosis
-------	------	---------------

- _____ a change in form during an animal's life cycle
- _____ the second stage in the life cycle of some insects
- _____ the stage in an insect's life cycle between larva and adult



Explain

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

4. Insects and mammals do not look like their parents when they are born.

This statement is _____ because _____

5. An adult frog breathes differently than a tadpole.

This statement is _____ because _____



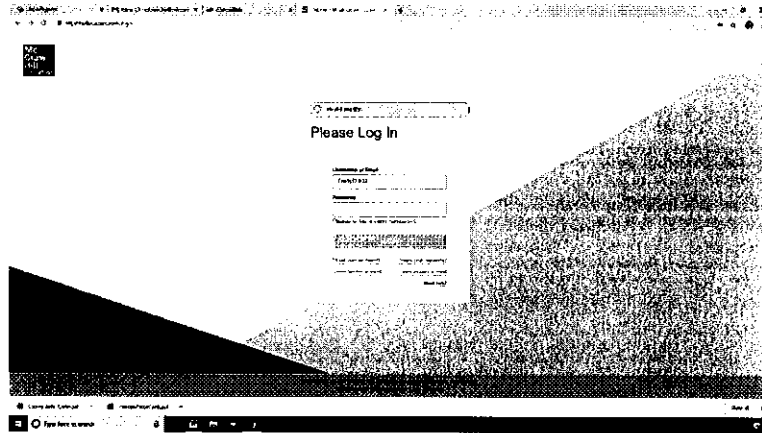
Apply Concepts

6. A giraffe is a mammal. Describe the life cycle of a giraffe, including each stage it passes through.

Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>



Username:

ZIONKB

Password:

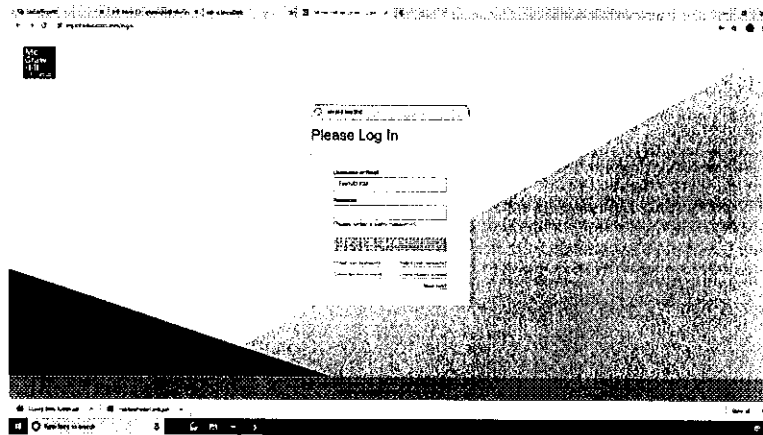
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

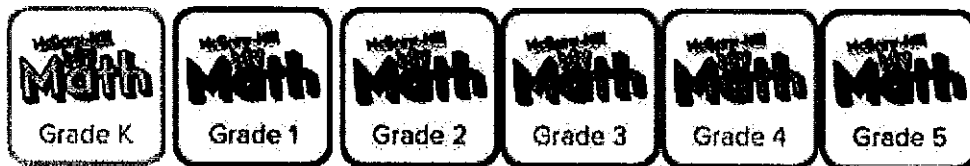


Username:

ZAEDYNS99

Password:

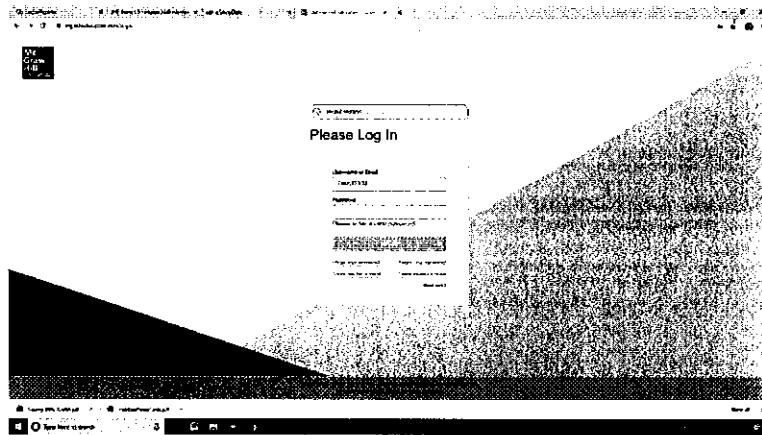
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

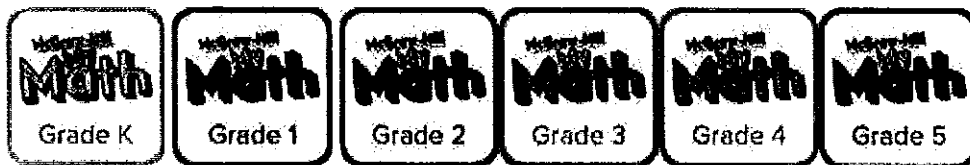


Username:

YAQUUB99

Password:

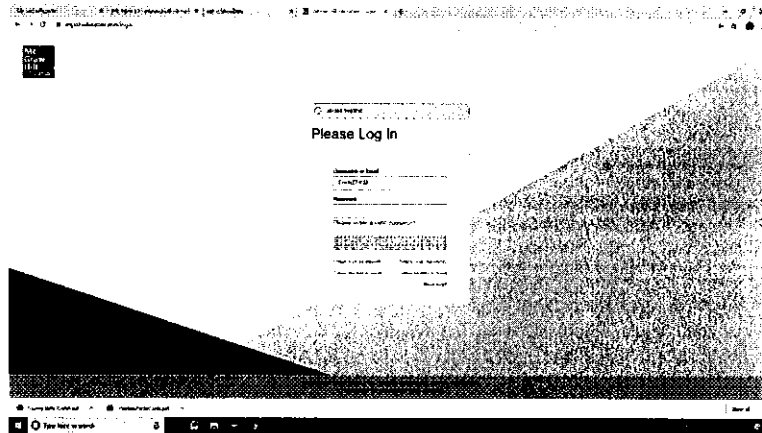
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

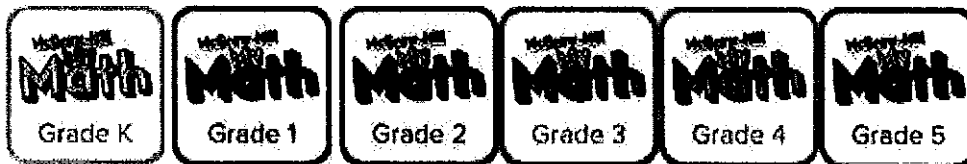


Username:

WILLIAMKB

Password:

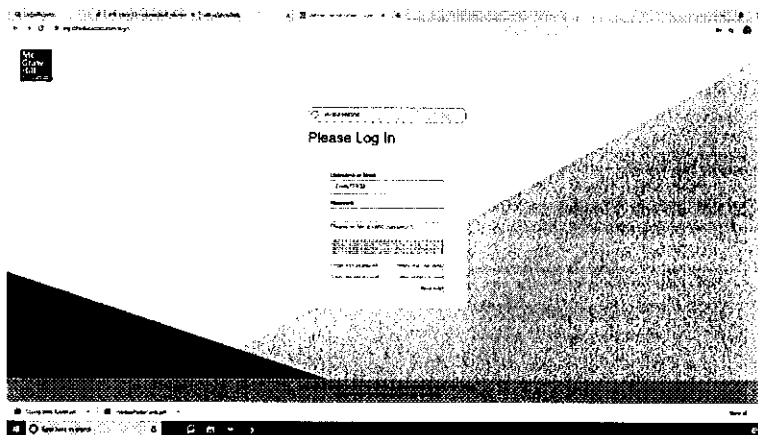
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

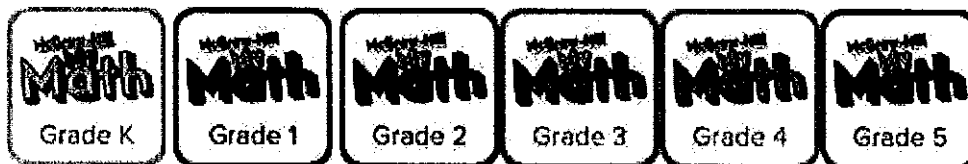
Go to

<https://my.mheducation.com/login>



Username:

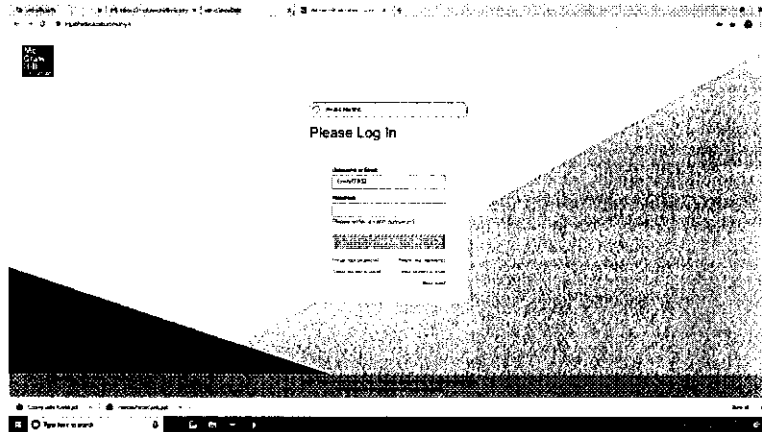
Password:



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

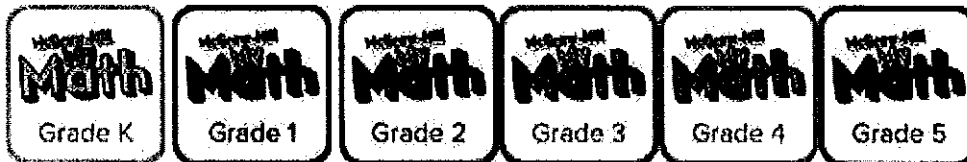
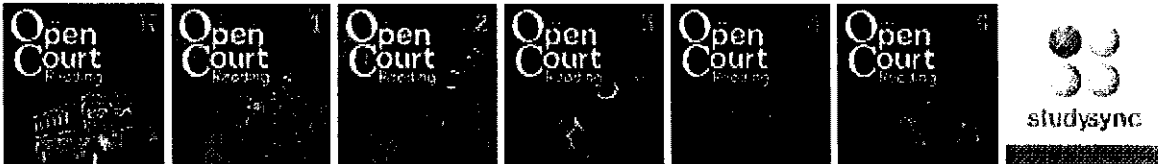


Username:

THOMEIR3B

Password:

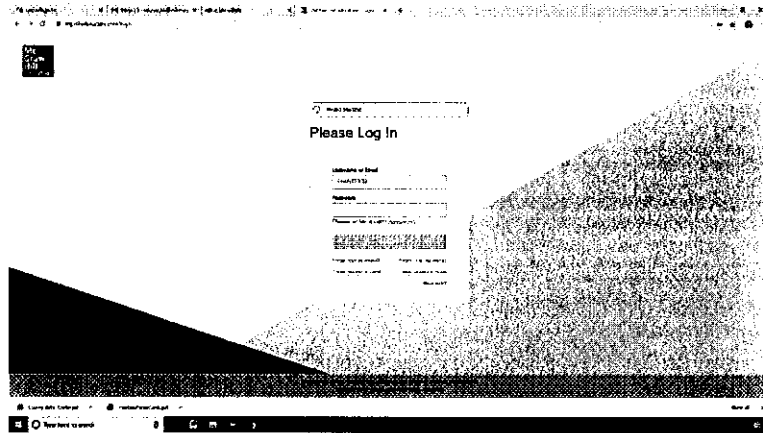
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

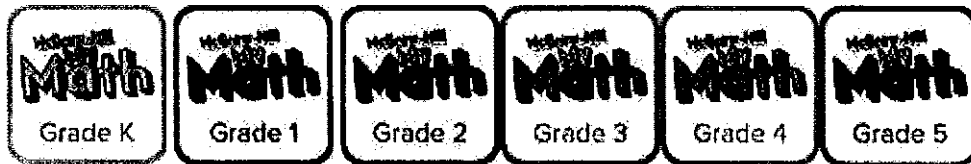


Username:

TEVONP99

Password:

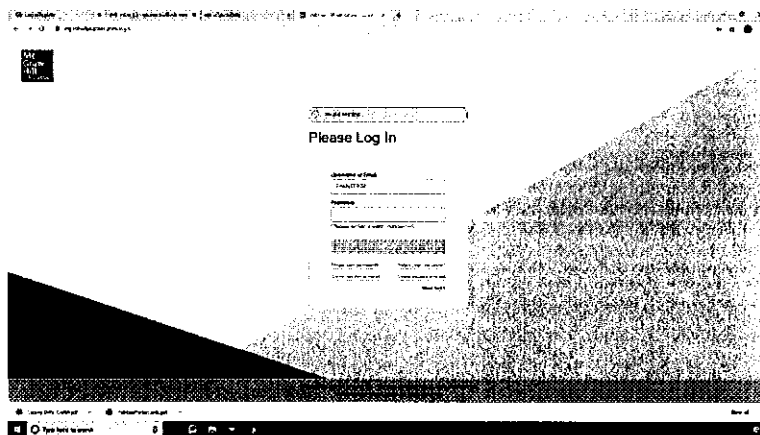
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

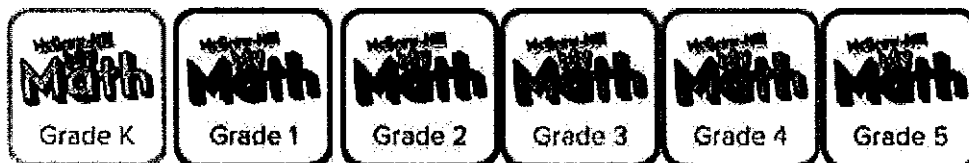


Username:

SHERMIER99

Password:

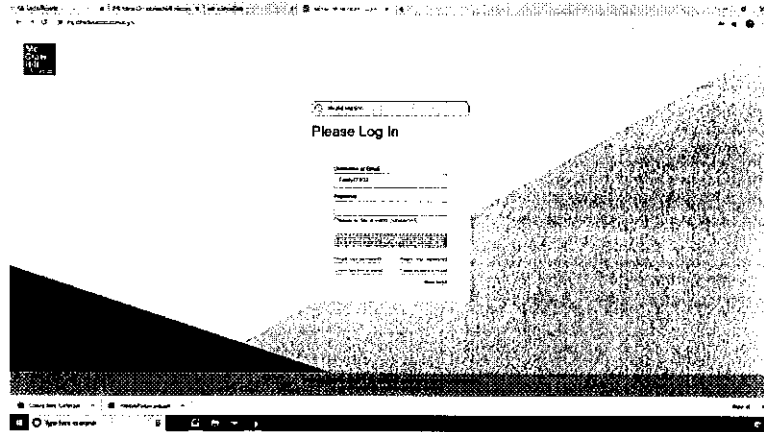
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

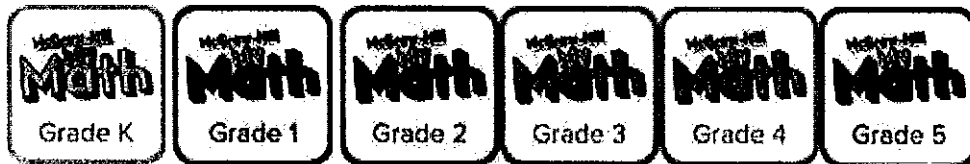


Username:

SHAMIERKB

Password:

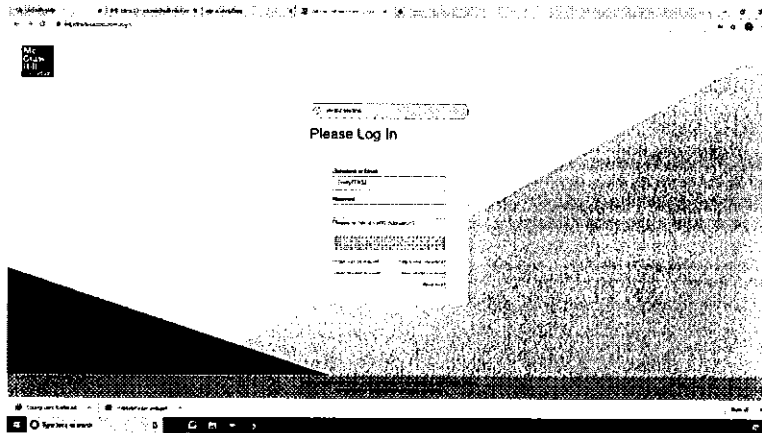
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

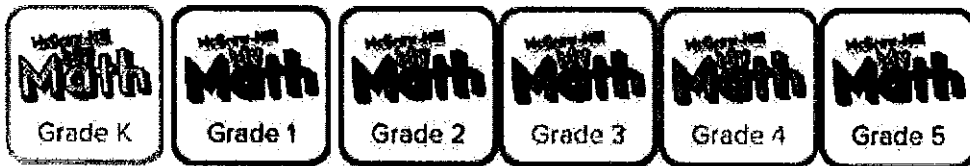


Username:

NEHEMIAH99

Password:

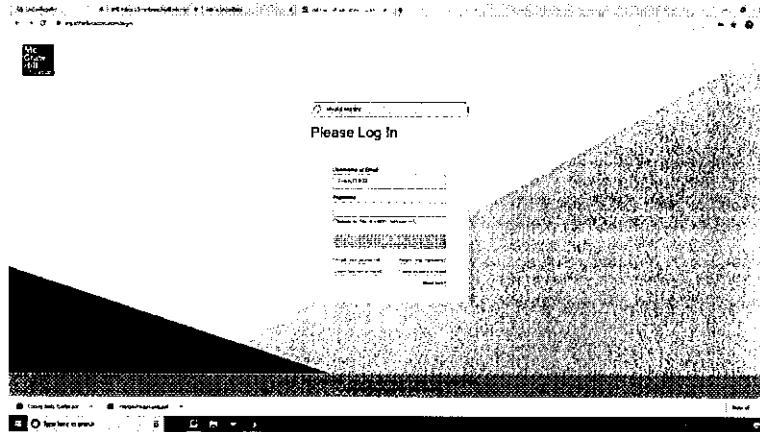
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

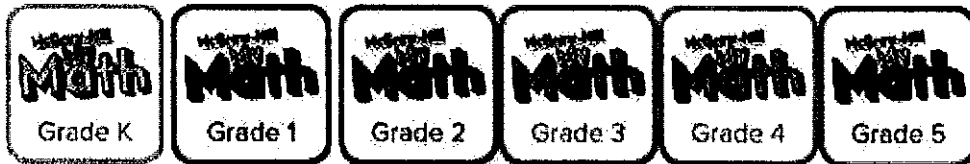


Username:

MICHAELKB12

Password:

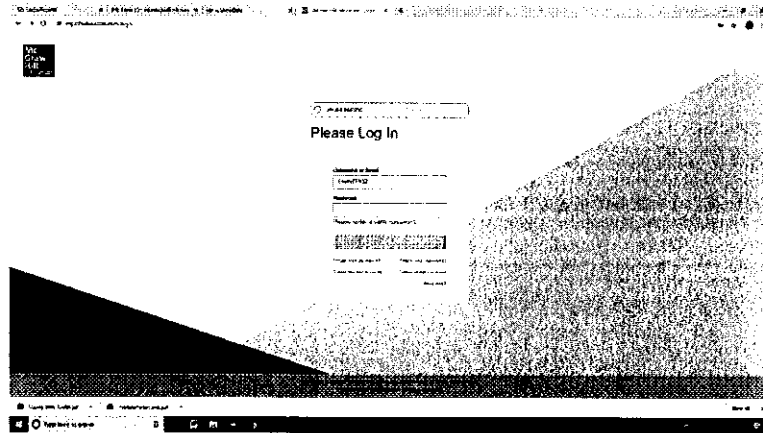
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

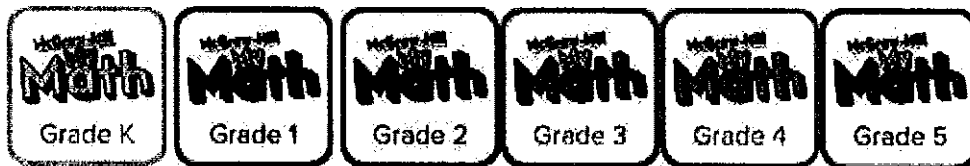


Username:

MANOLO1KB

Password:

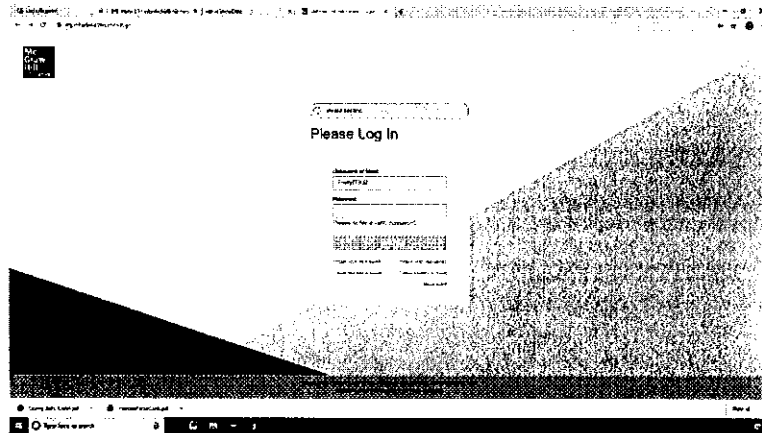
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

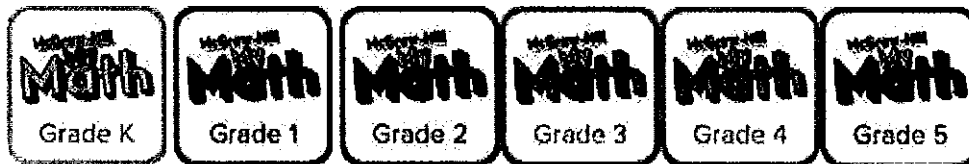


Username:

LEVIKB

Password:

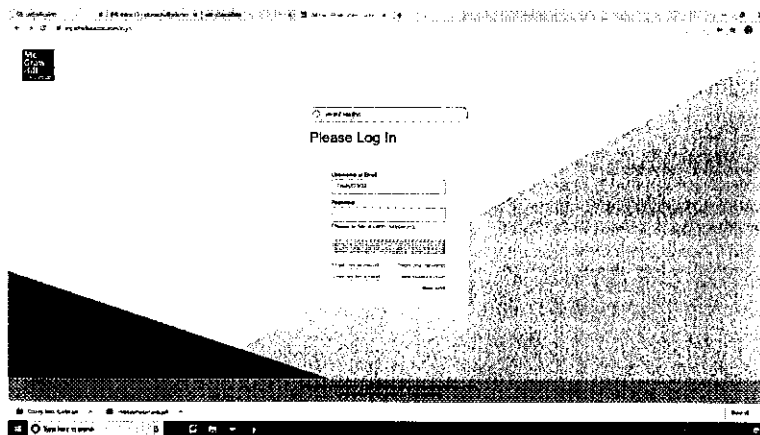
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

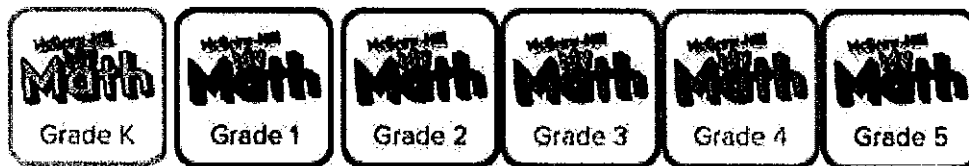


Username:

LAMARION98765

Password:

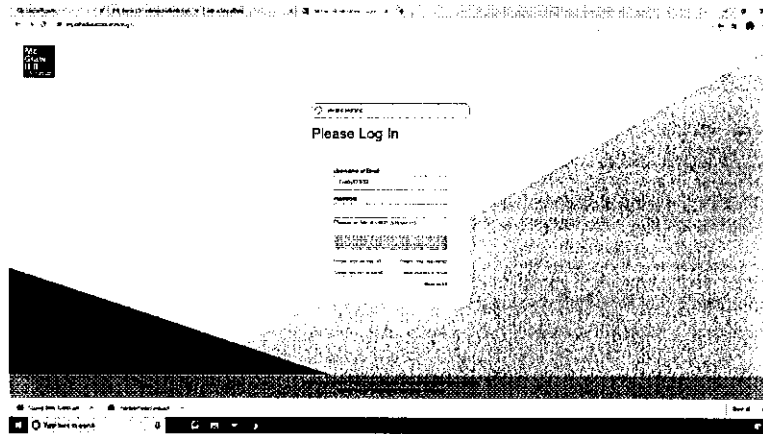
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

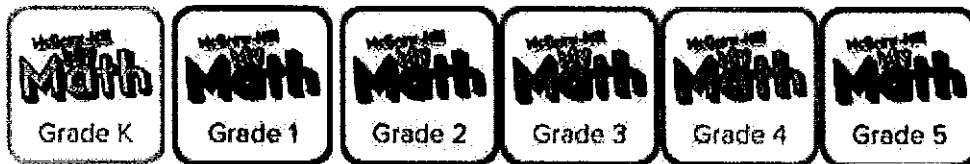


Username:

JERVAZEKB

Password:

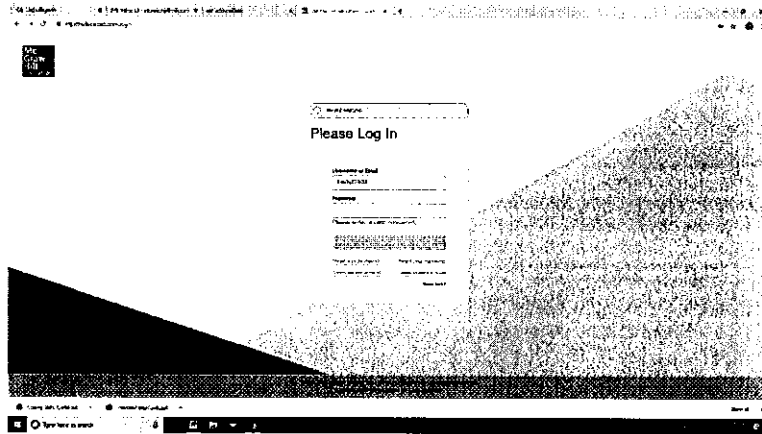
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>



Username:

JAYLEN1B

Password:

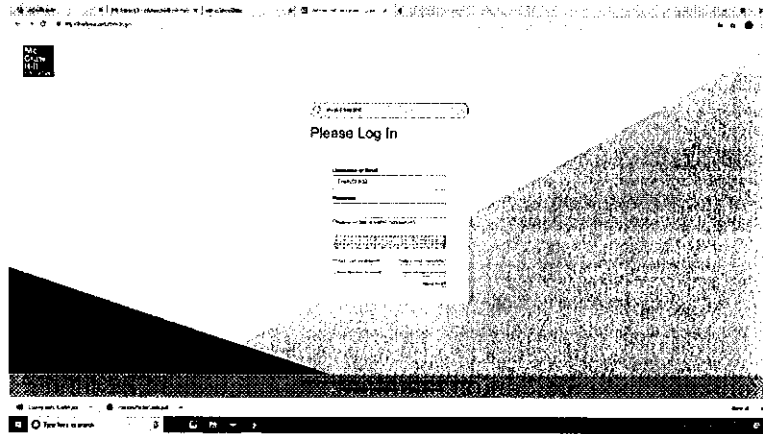
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

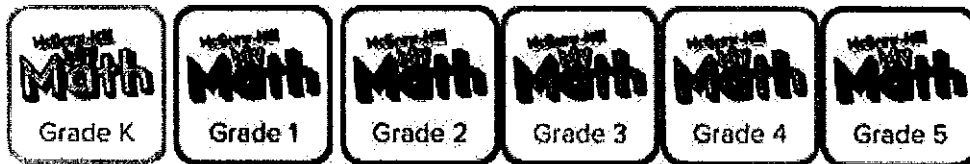


Username:

IAISEKB

Password:

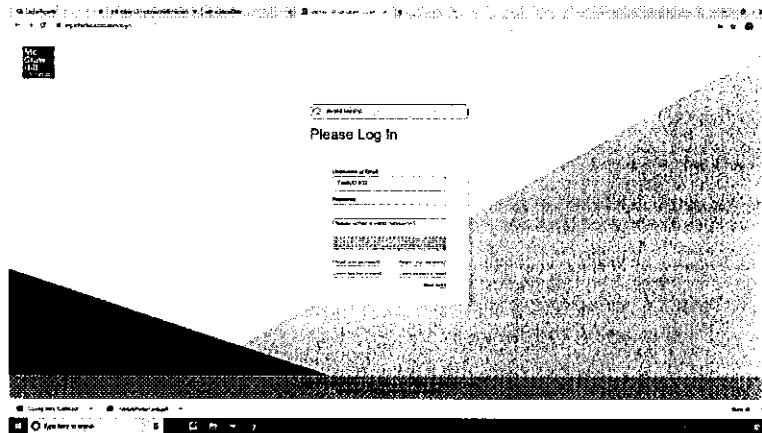
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>



Username:

HASSANA99

Password:

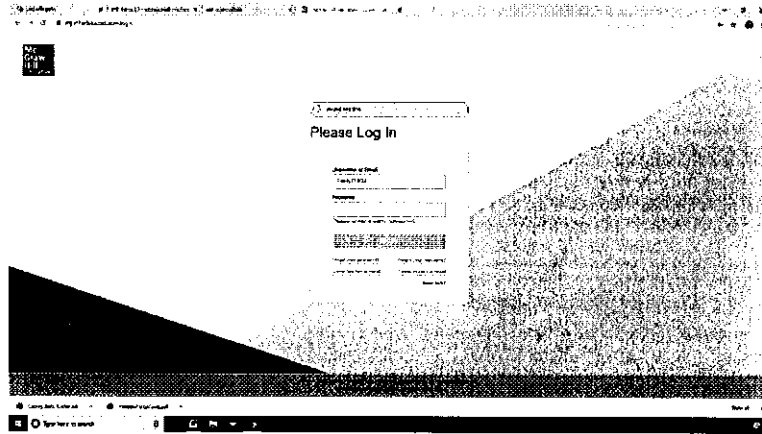
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>



Username:

HANNIKB

Password:

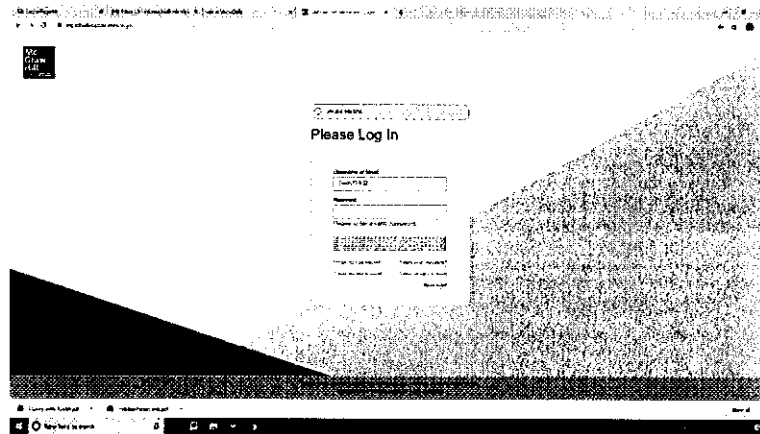
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

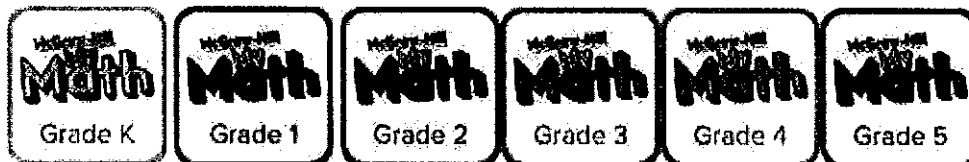


Username:

HABIBU3B

Password:

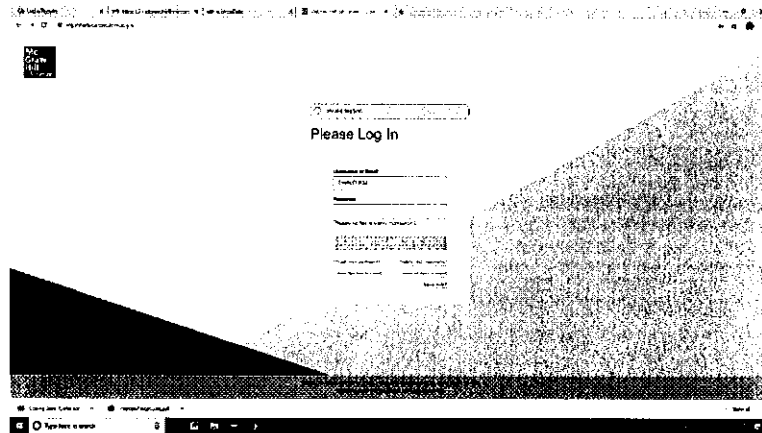
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

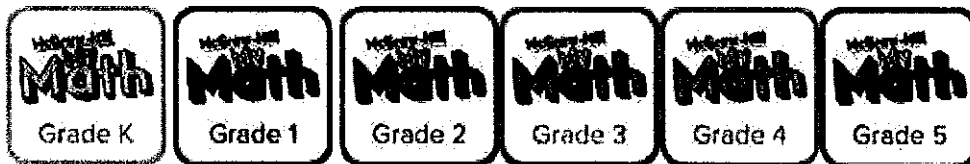


Username:

GSEAN1KB

Password:

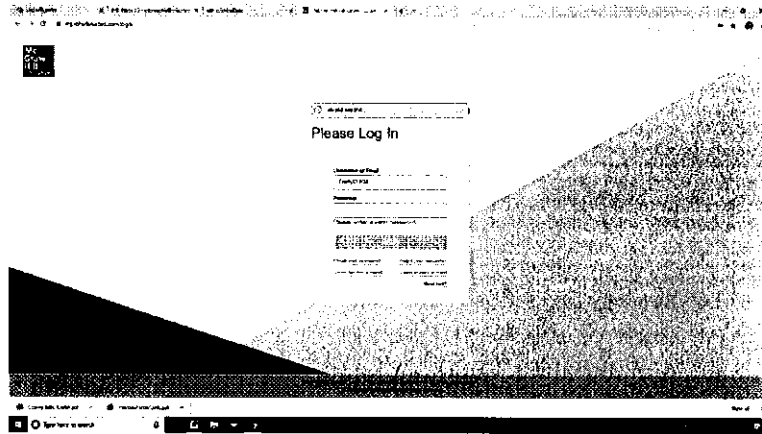
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>



Username:

NAPIERKOWSKI3B

Password:

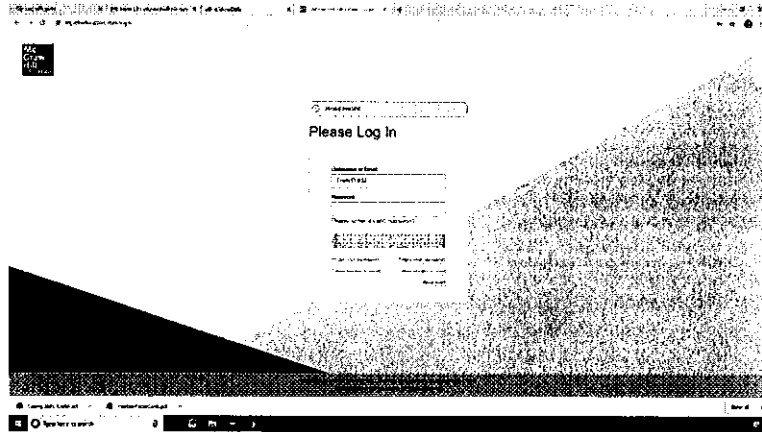
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

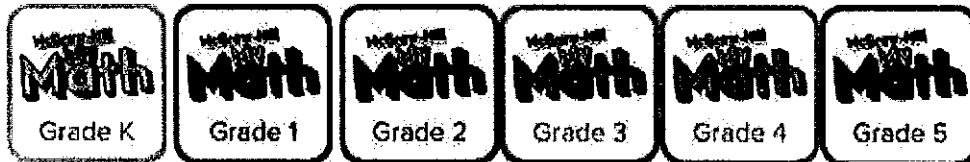


Username:

DERION1B

Password:

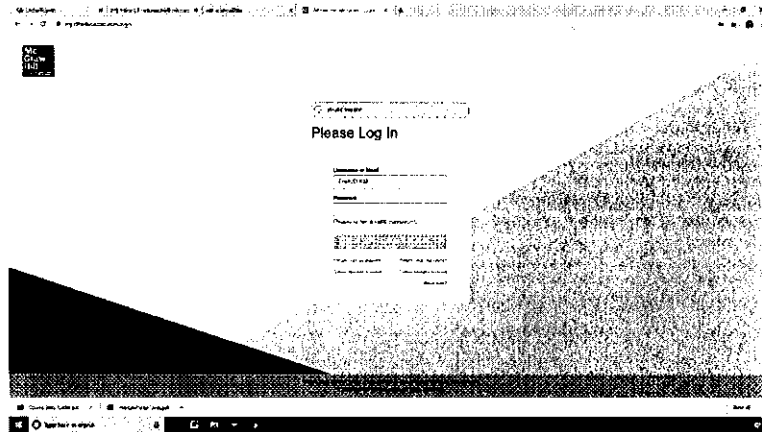
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

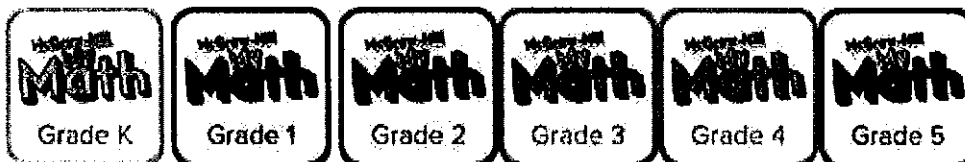


Username:

DAVID99

Password:

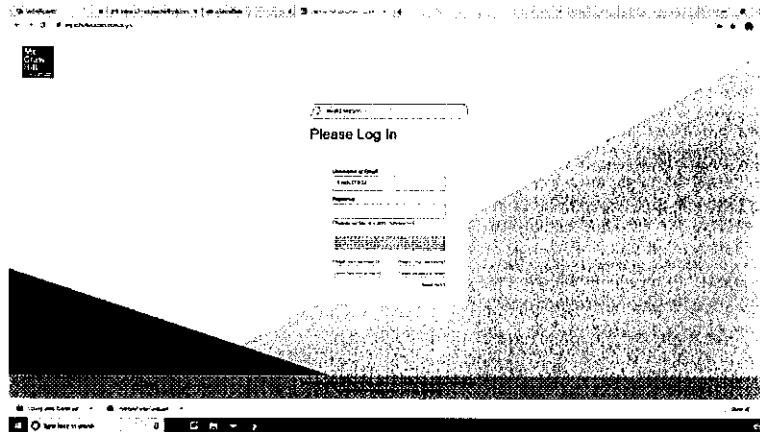
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

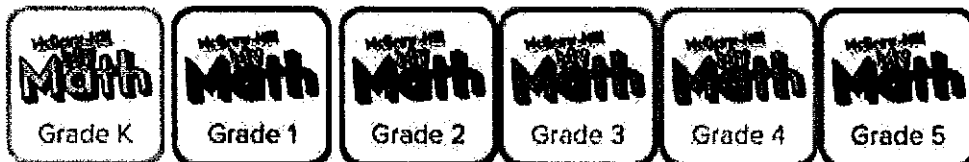


Username:

NAPIERKOWSKI3B

Password:

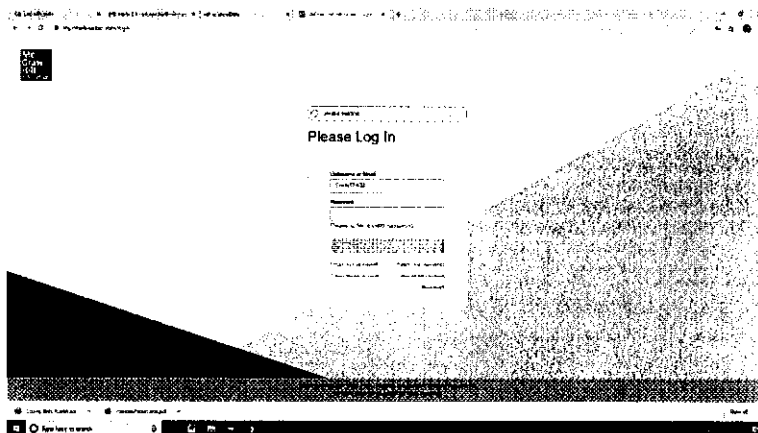
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

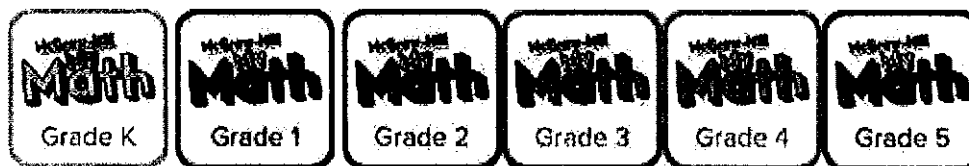


Username:

ATEM99

Password:

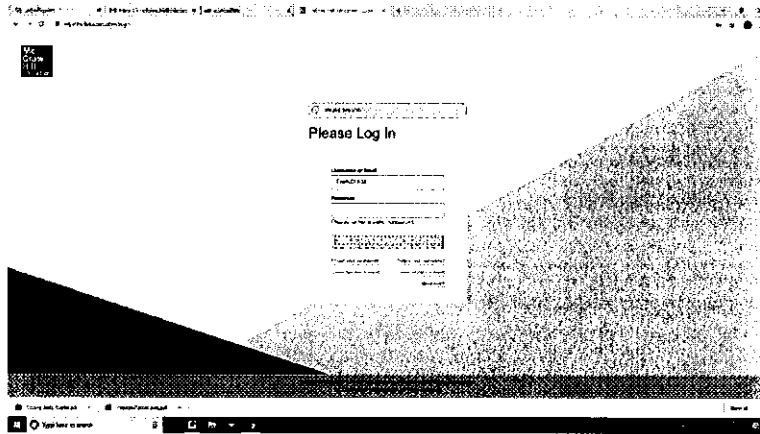
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

Go to

<https://my.mheducation.com/login>

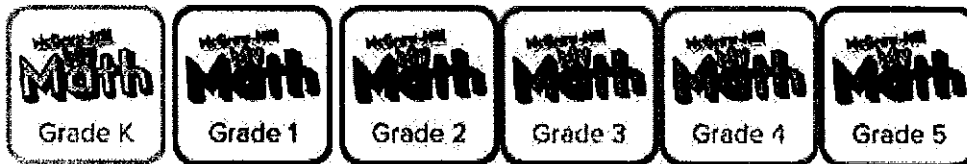


Username:

AMARION99

Password:

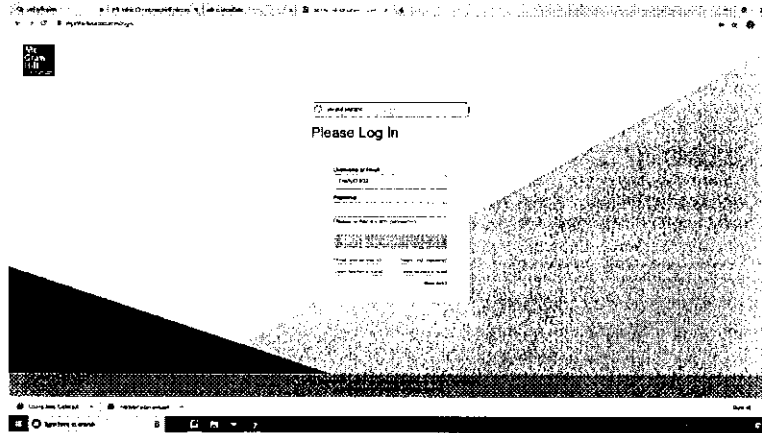
Riseup2020



Teachers have provided two weeks' worth of assignments for student completion and credit

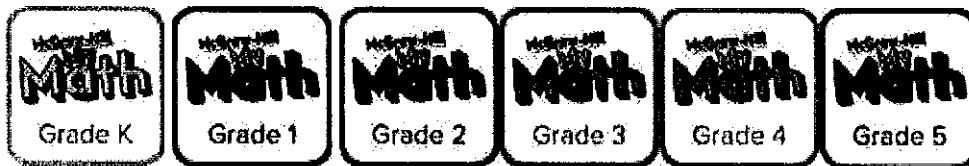
Go to

<https://my.mheducation.com/login>



Username:

Password:



Teachers have provided two weeks' worth of assignments for student completion and credit