

**2020**

Erie Rise Leadership  
Academy Charter  
School

Parent Lesson Plan

# [PARENT LESSON PLAN]

3RD GRADE WEEK 6 APRIL 27th-May 1st

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## INTRODUCTION

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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

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### Distribution Sites/Information

Food/Curriculum distribution will take place at:

Erie Rise Leadership Academy Charter School  
1006 West 10<sup>th</sup> Street  
Erie, PA 16502

Tuesday and Friday from 10-12

### Leadership Team

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

### 3rd Grade Teachers Contact Information:

#### Ms. Neimeic:

Email: [aneimeic@erieriseacademy.org](mailto:aneimeic@erieriseacademy.org) Phone: (814) 460-8359

#### Mrs. Brown:

Email: [tbrown@erieriseacademy.org](mailto:tbrown@erieriseacademy.org) Phone: (724) 331-8398

Mrs. Shanti: [mshanti@erieriseacademy.org](mailto:mshanti@erieriseacademy.org)

*Please contact the teacher for your Class Dojo Class Code!!!*

## 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 3 Assignments:

Math Assignments: 4/27, 4/28, 4/29, 4/30, 5/1

ELA Assignments: 4/27, 4/28, 4/29, 4/30, 5/1

### Khan Academy:

Check online for assignments.

If you need login information, contact your students' teacher.

### Pacing Guide for Online Curriculum

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>ELA/Writing</b>	<u>Lesson:</u> Unit 4 Lesson 6 Day 1 <u>Assignment:</u> April 27	<u>Lesson:</u> Unit 4 Lesson 6 Day 2 <u>Assignment:</u> April 28	<u>Lesson:</u> Unit 4 Lesson 6 Day 3 <u>Assignment:</u> April 29	<u>Lesson:</u> Unit 4 Lesson 6 Day 4 <u>Assignment:</u> April 30	<u>Lesson:</u> Unit 4 Lesson 6 Day 5 <u>Assignment:</u> May 1
<b>Math</b>	<u>Lesson:</u> Chapter 14 Lesson 6 <u>Assignment:</u> April 27	<u>Lesson:</u> Chapter 14 Lesson 7 <u>Assignment:</u> April 28	<u>Lesson:</u> Chapter 14 Lesson 8 <u>Assignment:</u> April 29	<u>Lesson:</u> Chapter 14 Lesson 9 <u>Assignment:</u> April 30	<u>Lesson:</u> Chapter 14 Lesson 10 <u>Assignment:</u> May 1
<b>Science (Printed)</b>	<u>Lesson:</u> How Animals Respond and Change to their Environment <i>Printed</i>	<u>Lesson:</u> What Living Things Need to Survive <i>Printed</i>	<u>Lesson:</u> Bird Life Cycle <i>Printed</i>	<u>Lesson:</u> Vertebrae Groups <i>Printed</i>	<u>Lesson:</u> Predator and Prey <i>Printed</i>
<b>Social Studies</b>	<u>Lesson:</u>	<u>Lesson:</u>	<u>Lesson:</u>	<u>Lesson:</u>	<u>Lesson:</u>

<b>(printed)</b>	Journal Prompt	Journal Prompt	Journal Prompt/ Thankful	Journal Prompt	Thankful/ Kindness
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## **ELA PRINT MATERIAL**

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### **Day 1:**

- Write Spelling Words 3 time each
- Read Story "Is this Panama?" Pages 114-153

### **Day 2**

- Write Half of Spelling Words in a Sentence
- Highlight Vocabulary words in Story

### **Day 3**

- Reread Story Answer Text Connection Questions Page 152
- Write Half of Spelling words in a sentence

### **Day 4**

- Skills Practice Vocabulary Pages 75-76

### **Day 5**

- Skills Practice Making Inferences Pages 77-78
- Reread story Answer Look Closer Questions Page 153

## **WRITING PRINT MATERIALS**

**Day 1:** You're the Editor

**Day 2:** Short Term Research Project

**Day 3:** Write a Paragraph

**Day 4:** Expository Writing

**Day 5:** Argumentative Writing

## **MATH PRINT MATERIALS**

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Day 1: Chapter 14 lesson 5 Reteach

Day 2: Chapter 14 lesson 6 Reteach

Day 3: Chapter 14 lesson 7 Reteach

Day 4: Chapter 14 fluency practice

Day 5: Chapter 14 test

## **SCIENCE PRINT MATERIAL**

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**Day 1:** How Animals Respond and Change to their Environment

**Day 2:** What Living Things need to Survive

**Day 3:** Bird Life Cycle

**Day 4:** Vertebrae Groups

**Day 5:** Predator and Prey

## **Social Studies Print Material**

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Day 1:

- What would you do if you were trapped in a zoo?

Day 2:

- If you were a superhero, what would your superpowers be?
- Draw yourself as the superhero.

Day 3:

- What do you like most about school?
- What is your favorite subject to learn?

Day 4:

- What is something you are really excited about for summer?
- What is your favorite thing to do during Summer break?

Day 5:

- Write about something good and/or bad that happened this week. What made it a good or bad thing?

## **ADDITIONAL RESOURCES (EDUCATIONAL)**

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

**Khan Academy (please contact us for usernames and passwords)**

<https://www.khanacademy.org/coach/dashboard>

**Virtual Fieldtrips**

[https://docs.google.com/document/d/1SvldgTx9djKO6SjyvPDsoG1kgE3iExmi3qh2KRRku\\_w/mo\\_bilebasic](https://docs.google.com/document/d/1SvldgTx9djKO6SjyvPDsoG1kgE3iExmi3qh2KRRku_w/mo_bilebasic)

**VOOKS- storybooks brought to life**

[www.vooks.com/parent-resources](http://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/>



# SHORT-TERM RESEARCH PROJECT

Name:  
Teacher:

Class:  
Date:

*Directions:* Choose an animal of your choice (or a topic assigned by your teacher). Using at least three (3) sources, locate a total of ten (10) facts about your topic. You cannot simply use facts that you may already know about your topic.

*My Topic:* \_\_\_\_\_

**Fact #1:** \_\_\_\_\_

Source: \_\_\_\_\_

**Fact #2:** \_\_\_\_\_

Source: \_\_\_\_\_

**Fact #3:** \_\_\_\_\_

Source: \_\_\_\_\_

**Fact #4:** \_\_\_\_\_

Source: \_\_\_\_\_



Your Classroom Partner  
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**Fact #5:** \_\_\_\_\_  
\_\_\_\_\_

Source: \_\_\_\_\_

**Fact #6:** \_\_\_\_\_  
\_\_\_\_\_

Source: \_\_\_\_\_

**Fact #7:** \_\_\_\_\_  
\_\_\_\_\_

Source: \_\_\_\_\_

**Fact #8:** \_\_\_\_\_  
\_\_\_\_\_

Source: \_\_\_\_\_

**Fact #9:** \_\_\_\_\_  
\_\_\_\_\_

Source: \_\_\_\_\_

**Fact #10:** \_\_\_\_\_  
\_\_\_\_\_

Source: \_\_\_\_\_



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Your Classroom Partner

## Free Response

### Elementary School Writing - Expository Writing - Develop The Topic

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Name: Alyssa Neimeic

Score: \_\_\_\_\_

#### Instructions:

Complete this Free Response question and turn into your teacher for grading.

#### Question:

What is something (a skill, a life lesson) that your parents (or someone else in your life) taught you that you are very grateful for being taught? Why is that skill or lesson so important to you? Write an essay explaining your answer. Consistently use clear main points, logical explanations, and strong evidence that are insightful and sophisticated.



**Answer Below:** \_\_\_\_\_



Your Classroom Partner

## Free Response

### Elementary School Writing - Expository Writing - Develop The Topic

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Name: Alyssa Neimeic

Score: \_\_\_\_\_

#### Instructions:

Complete this Free Response question and turn into your teacher for grading.

#### Question:

What is something (a skill, a life lesson) that your parents (or someone else in your life) taught you that you are very grateful for being taught? Why is that skill or lesson so important to you? Write an essay explaining your answer. Consistently use clear main points, logical explanations, and strong evidence that are insightful and sophisticated.

es

Answer Below:

---



Your Classroom Partner

## Free Response

### Elementary School Writing - Argumentative Writing - Linking Words

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Name: Alyssa Neimeic

Score: \_\_\_\_\_

#### Instructions:

Complete this Free Response question and turn into your teacher for grading.

#### Question:

Think of something you know how to do. Write a paragraph, explaining how this thing is done. Use the transition words "First," "Next," and "Finally" in your paragraph, to give an order to the process you are describing.

es

Answer Below:

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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: *Is This Panama?*

**Summary:** Sammy the warbler calls on a number of different species to help him get to Panama for the winter in this fantasy that also describes the migration patterns of real-life animals.

**Essential Questions:** How do different animals deal with weather changes in their habitat? Why do animals prefer particular habitats?

► **DISCUSS** with your child why and where birds migrate. Talk about evidence of migration you have seen, such as flocks of geese flying in the fall.

## Vocabulary

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

<b>chemical</b>	<i>adjective</i>	produced when a substance changes and reacts with other substances
<b>landed</b>	<i>verb</i>	arrived at a destination by air
<b>ominous</b>	<i>adjective</i>	telling of trouble or bad luck to come
<b>organ</b>	<i>noun</i>	a part of the body that has a particular function
<b>probe</b>	<i>verb</i>	to investigate or explore thoroughly
<b>reproduce</b>	<i>verb</i>	to have offspring
<b>routes</b>	<i>noun</i>	roads or other courses used for traveling
<b>ruins</b>	<i>noun</i>	the remains of something destroyed or decayed
<b>scoop</b>	<i>verb</i>	to pick up, make hollow, or dig out
<b>strange</b>	<i>adjective</i>	unusual or odd
<b>undercoat</b>	<i>noun</i>	a growth of short fur or feathers concealed by longer ones above
<b>vast</b>	<i>adjective</i>	very large

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

## Spelling

**Focus:** Your child will spell words he or she has practiced throughout the unit.

- |              |              |               |
|--------------|--------------|---------------|
| 1. scary     | 6. activity  | 11. zipper    |
| 2. shipment  | 7. coastal   | 12. remove    |
| 3. inclusive | 8. vacation  | 13. apology   |
| 4. likable   | 9. pollution | 14. report    |
| 5. penniless | 10. weakness | 15. astronaut |

### Challenge

- |                |             |              |
|----------------|-------------|--------------|
| 1. electricity | 2. survival | 3. biography |
|----------------|-------------|--------------|

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

## Language Arts

**Writing:** Your child will draft, revise, edit, and publish an explanatory text. He or she will also have the opportunity to present the writing to the class.

**Grammar:** Your child will be reviewing the topics discussed throughout the unit, including comparatives and superlatives, abbreviations, use of capitalization and commas, and compound subjects and predicates.

► **ASK** your child to summarize the explanation given in his or her writing for the week.

## Vocabulary

**FOCUS** Review the selection vocabulary words from “Is This Panama?”

<b>chemical</b>	<b>routes</b>
<b>landed</b>	<b>ruins</b>
<b>ominous</b>	<b>scoop</b>
<b>organ</b>	<b>strange</b>
<b>probe</b>	<b>undercoat</b>
<b>reproduce</b>	<b>vast</b>

**PRACTICE** Circle the correct word to complete each sentence.

1. A (chemical/organ) change happens when rust forms on metal.
2. Dark clouds might seem (probe/ominous) to sailors at sea.
3. We explored the (ruins/undercoat) of an old castle in England.
4. If animal species cannot (strange/reproduce), they will become extinct.
5. It is hard to imagine just how (scoop/vast) the Pacific Ocean is.
6. The largest (organ/ruins) of the human body is skin.
7. Some northern birds have an (ominous/undercoat) to keep them warm.
8. A snowy day in Hawaii would be very (vast/strange).
9. Use a spoon to (probe/scoop) the sour cream out of the carton.
10. This spaceship has been designed to (reproduce/probe) the surface of Mars.

- 11.** Check the map for different (ruins/routes) we can take to Atlanta.
- 12.** Tara's plane (landed/routes) more than an hour ago.

**APPLY** Read the clues below. Write the vocabulary word that best fits each clue.

- 13.** I am a heart that pumps blood throughout the body.

---

- 14.** I am short feathers or fur beneath a top layer.

---

- 15.** I am something that remains from ancient times.

---

- 16.** I am something you see in an atlas, or book of maps.

---

- 17.** I describe a large expanse of land, such as a continent.

---

- 18.** I am something a bird did when it stopped flying.

---

- 19.** I describe a feeling of bad luck to come.

---

- 20.** I am something that all living things do.

---



## Making Inferences

**FOCUS** Remember to **make inferences** about the characters, settings, or events in a story as you read. When you make an inference, you understand something that is not directly stated by the author. To do this, consider what you already know along with certain details from the text.

**PRACTICE** Read the paragraph and answer the questions that follow.

Nala had been walking the trails for what seemed like hours. *Every path looks the same*, she said to herself with a frown. *Why didn't I bring a map?* Suddenly, Nala noticed that the light was beginning to fade and the sun was going down. She became slightly lightheaded with a rising panic.

1. What does the writer tell you in these sentences?

---

---

---

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2. Based on what you know, what kind of situation would cause the feelings Nala is having?

---

3. What inference can you make about Nala's situation?

---

**APPLY** Read each passage from *Is This Panama?* Answer the questions that follow to make an inference.

Sammy spotted a ptarmigan. All summer the ptarmigans had been hard to see because their brown feathers blended in so well with the landscape. Lately, though, their brown feathers were being replaced by white ones.

4. What kind of weather happens in the North during winter? What does the landscape look like? \_\_\_\_\_

\_\_\_\_\_

5. Using this knowledge, what inference can you make about why the ptarmigan's feathers are turning white? \_\_\_\_\_

\_\_\_\_\_

A couple of nights later, Sammy was surprised to see stars glittering below him.

"Those aren't real stars," a black-throated green warned. "Just try to ignore them."

6. What kinds of light might a bird see below him while flying at night?

\_\_\_\_\_

7. What does the black-throated green say about the "stars" Sammy sees?

\_\_\_\_\_

8. What inference can you make about what the "stars" are?

\_\_\_\_\_

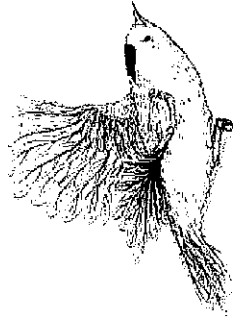
\_\_\_\_\_

114-115

**Genre** Fantasy

**Essential Questions**

How do different animals deal with weather changes in their habitat? Why do animals prefer particular habitats?



# Is This Panama?

A Migration Story

by Jan Thornhill  
illustrated by Soyeon Kim



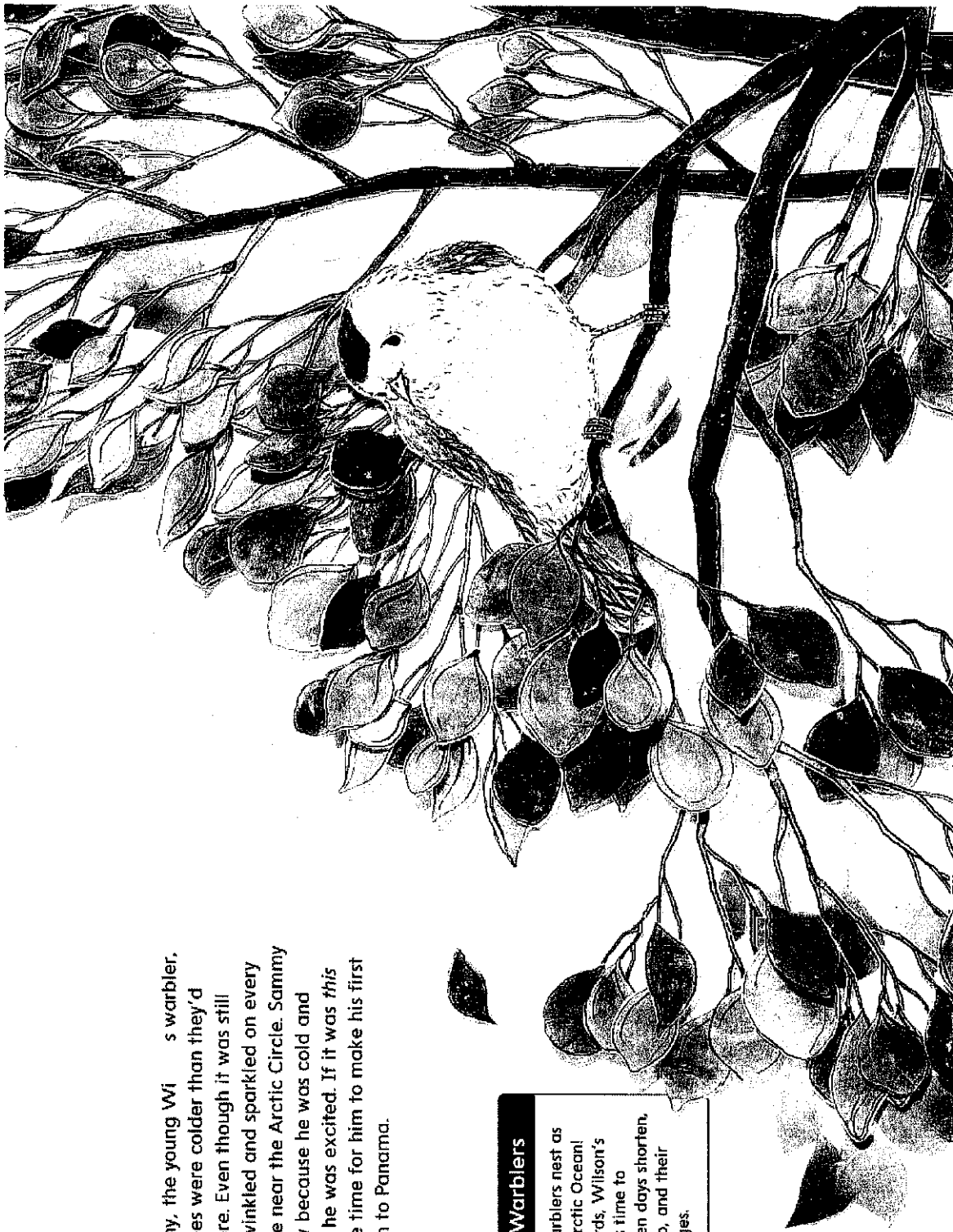
116-117

When Sammy, the young Wilson's warbler, wake up, his toes were colder than they'd ever been before. Even though it was still August, frost twinkled and sparkled on every leaf of his home near the Arctic Circle. Sammy shivered, partly because he was cold and partly because he was excited. If it was *this* cold, it must be time for him to make his first migration south to Panama.



**Wilson's Warblers**

Some Wilson's warblers nest as far north as the Arctic Ocean! Like other songbirds, Wilson's warblers know it's time to migrate south when days shorten, temperatures drop, and their food supply changes.



118-119

Sammy had heard about Panama from older Wilson's warblers. They said that Panama was warm all year long—even at night. Sammy had also heard that some insects in Panama were as big as warblers. He wasn't sure if he believed that, though.

But where were all the other warblers? Usually there was somebody foraging for food nearby. Sammy hopped up to the top of the tallest dwarf birch expecting to see someone he knew, but there was no one. Sammy was worried. He didn't know how to get to Panama by himself.



120-121

Sammy spotted a ptarmigan. Summer the ptarmigans had been hard to see because their brown feathers blended in so well with the landscape. Lately, though, their brown feathers were being replaced by white ones.

"Have you seen any warblers?" Sammy trilled. "Nope," clucked the ptarmigan. "I bet they've flown south. Warblers always fly south."

"Is that what you do?" asked Sammy.

"Don't have to," said the ptarmigan.

"There's lots of food for me here. And I grow special feathers for winter. Soon I'll be almost completely white."

"Everybody will be able to see you!" said Sammy. "Won't that be dangerous?"

"Silly Sammy," chuckled the ptarmigan.

"I'll be almost invisible once the snow comes. But you, Sammy, you'd better start flying south."



### Ptarmigans

Ptarmigans are some of the only birds that can live year-round in the far north. Along with their white winter camouflage, they grow a thick undercoat of down and "boots" of feathers to keep their toes cozy. To stay warm at night and during snowstorms, they dig "snow caves" for shelter.



120

121

122-123

Sammy flew higher and longer than he'd ever flown before. He flew for a whole hour, and he was getting tired. A caribou was grazing below. Sammy dipped down close.

"Is this Panama?" he asked.  
"I'm supposed to migrate south to Panama."

"I'm going south," the caribou roared loudly—because caribou always snort loudly. "But I've never heard of Panama. I'm heading to my winter forest."

"Why don't you just stay here?"

"It's very windy out in the open. The snow gets hard and crusty. In the forest the snow is softer, so it's easier for me to use my hooves to scoop it off the lichens I like to eat."

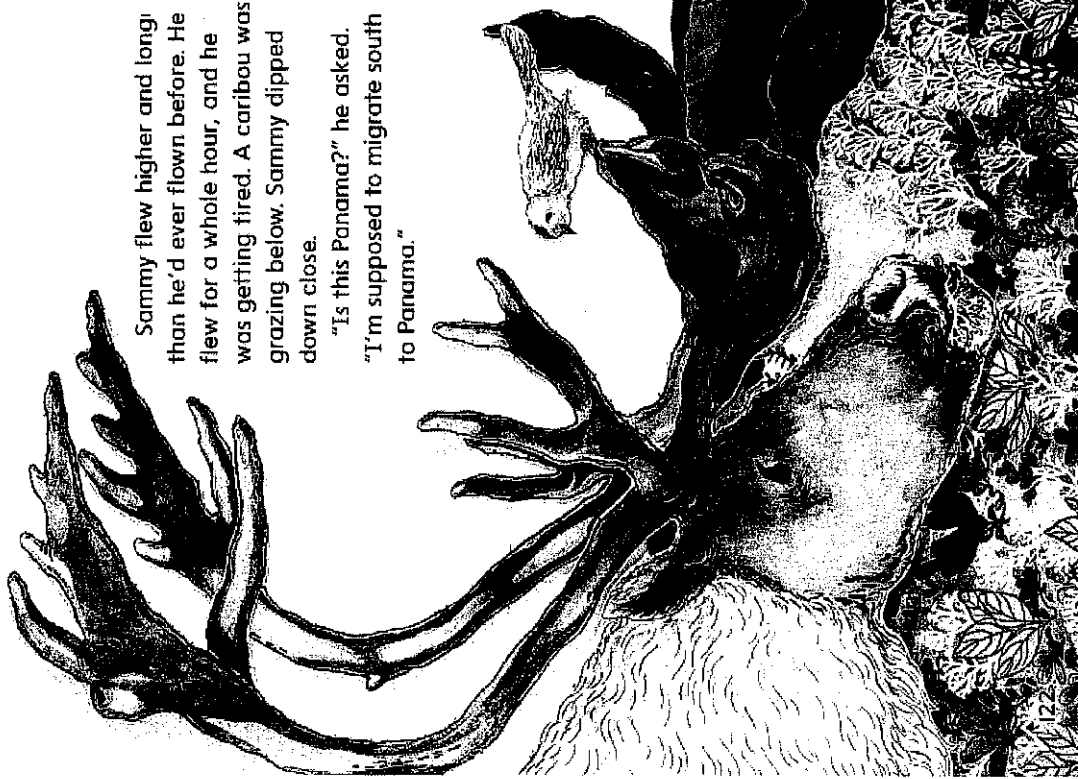
"I don't like lichens," said Sammy. "I like insects."

"Then you'd better keep going. I haven't seen any insects at all today."



### Caribou

Young caribou become fast runners just hours after birth. They stay close to their mothers, but if they get separated they can still recognize each other by their calls and smells. Caribou calves learn the routes they will use their whole lives by following their mothers during their first migration. Some caribou herds migrate farther than any other land mammals.



124-125



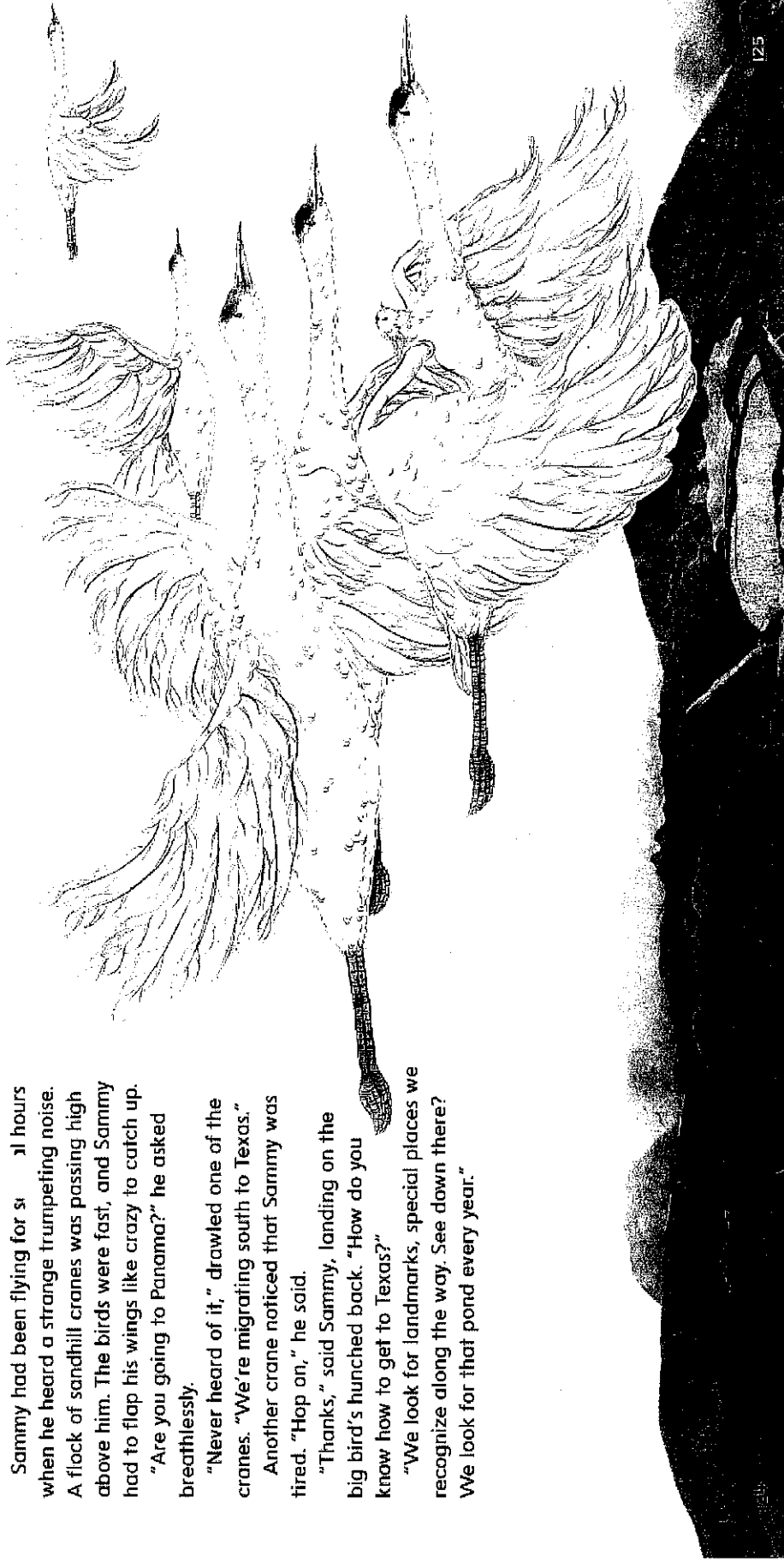
Sammy had been flying for several hours when he heard a strange trumpeting noise. A flock of sandhill cranes was passing high above him. The birds were fast, and Sammy had to flap his wings like crazy to catch up. "Are you going to Panama?" he asked breathlessly.

"Never heard of it," drawled one of the cranes. "We're migrating south to Texas."

Another crane noticed that Sammy was tired. "Hop on," he said.

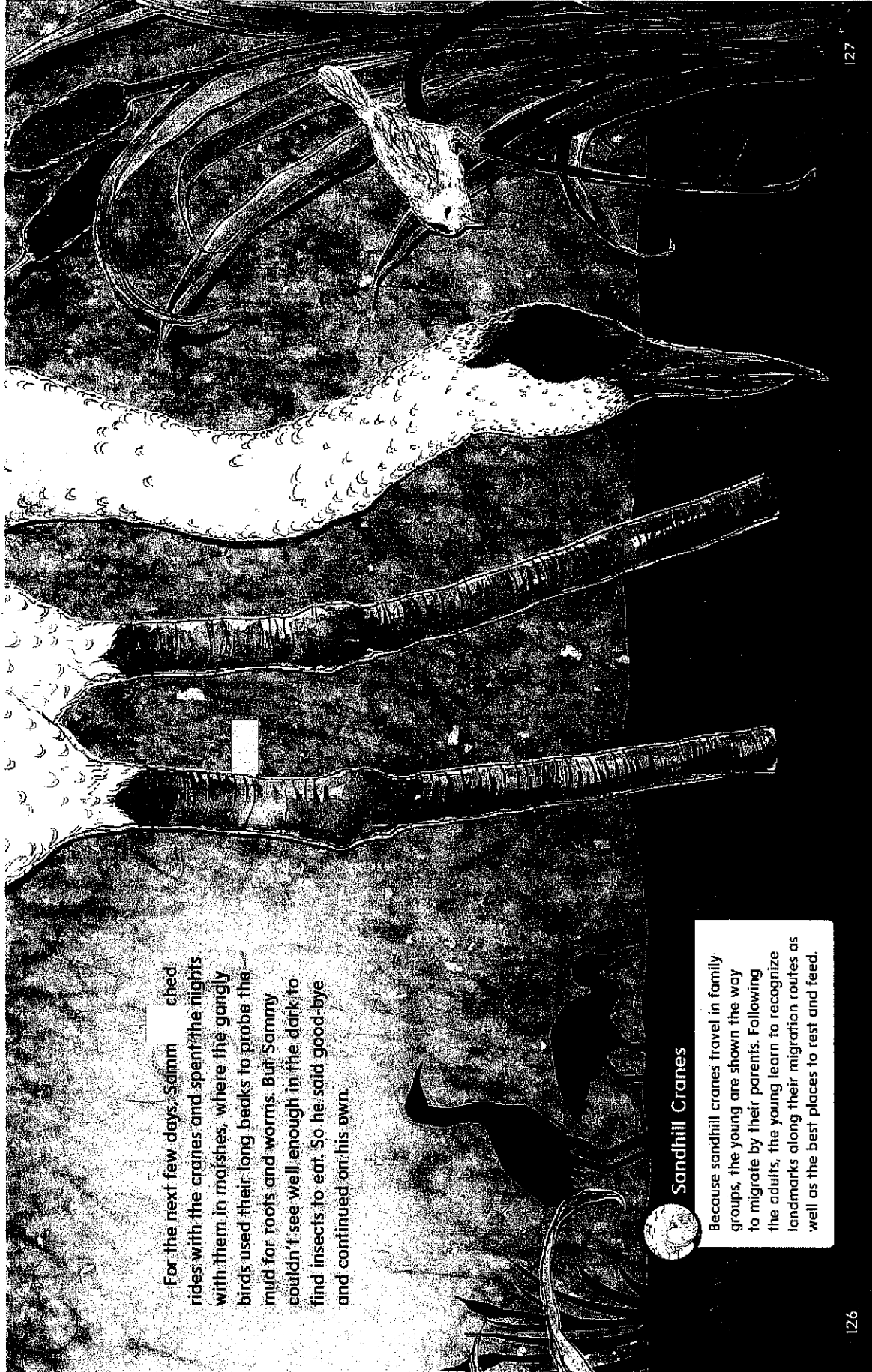
"Thanks," said Sammy, landing on the big bird's hunched back. "How do you know how to get to Texas?"

"We look for landmarks, special places we recognize along the way. See down there? We look for that pond every year."





126-127



For the next few days, Sammy chatted with the cranes and spent the nights with them in marshes, where the gangly birds used their long beaks to probe the mud for roots and worms. But Sammy couldn't see well enough in the dark to find insects to eat. So he said good-bye and continued on his own.

**Sandhill Cranes**

Because sandhill cranes travel in family groups, the young are shown the way to migrate by their parents. Following the adults, the young learn to recognize landmarks along their migration routes as well as the best places to rest and feed.

"There are no snakes where I came from," said Sammy.

"Too cold, probably," hissed the snake.

"We like places that have hot summers and lots of frogs and earthworms and..."

"You eat frogs and earthworms?" asked Sammy.

"Oh, yes. And guess what else I sometimes eat?"

Sammy had an idea what the answer might be, so he flew off quickly, wondering if he could smell his way to Panama.

The next time he stopped to rest, Sammy spotted a creature who seemed to be just a head attached to a very long striped tail.

"Hello!" Sammy trilled. "Do you know where Panama is?"

"No idea," hissed the garter snake. "I don't get around much. No legs, as you can see."

"But don't you migrate? You have no feathers or fur to keep you warm!"

"I do migrate," said the snake. "I follow the scent of other snakes to an underground cave where hundreds of us sleep away the winter together."

128



### Garter Snakes

Garter snakes are cold-blooded reptiles, so the ones that live in the north have to hibernate in underground caves so they won't freeze. Some of these caves, or hibernacula, can shelter up to ten thousand snakes! Snakes use their flicking tongues, not their noses, to capture scents. These scents, or chemical signals, are then "read" by the Jacobson's organ on the roofs of their mouths.

129



### Green Darner Dragonfly

Though we don't know why some green darners migrate, we do know they only migrate during daylight hours. Since they often follow shorelines or long hilly ridges, they might look for unique landforms to figure out which way to go.



131

Near a huge lake, Sammy was suddenly surrounded by hundreds of green darner dragonflies, all flying eastward.

"Are you migrating?" Sammy asked.

"We surely are," a darner answered. She didn't seem to be looking at Sammy, though it was hard to tell because of her strange insect eyes.

"Where are you migrating to?" asked Sammy.

"Far enough south that we won't freeze."

"Then why are you flying east?"

"We're following the shoreline. It can be dangerously windy over the open water."

Sammy could fly faster than the dragonflies, so off he went ahead of them.



130

132-133

Sammy followed the lake's shoreline for two days. At sunset on the third day he swooped down into a great forest.

Flittering and chipping among the highest branches was a flock of Sammy's warbler cousins.

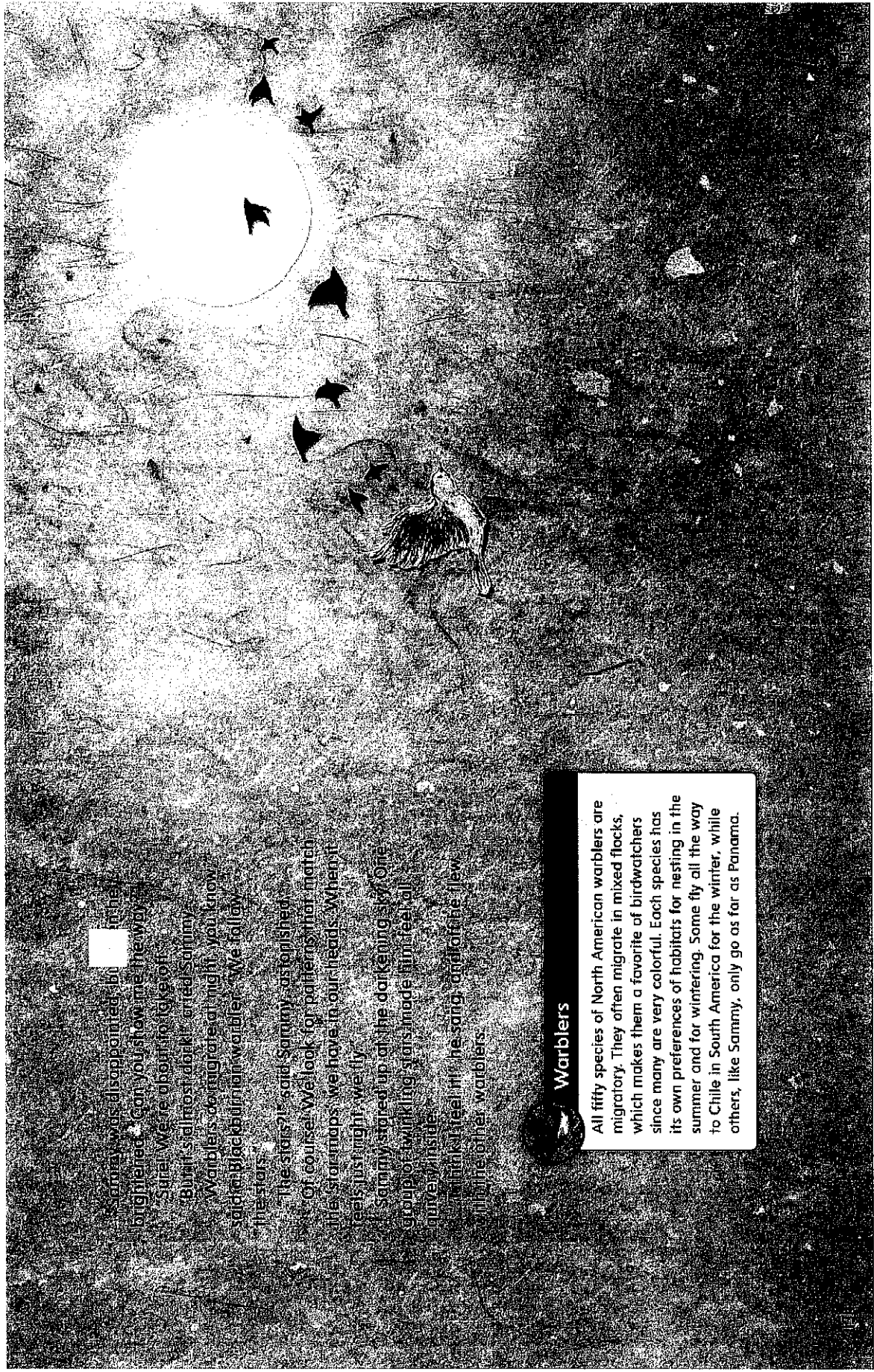
Sammy was thrilled. He was sure he'd made it to Panama.

"Is this Panama?" he asked.

"Don't I wish," twittered a redstart. "But, no, we're nowhere near Panama."



134-135



Sammy was disappointed, but in the  
 bright moonlight, you show me the way.

Sure! We're about to take off!

But first, let's look at the stars!

Warblers coming here at night, you know  
 some! Black-throated warbler. We follow  
 the stars.

The stars, it said, Sammy, are familiar  
 of course! We look for patterns that match  
 the star maps we have in our heads. When it  
 feels just right, we fly.

Sammy stared up at the darkening sky. One  
 group of twinkling stars made him feel all  
 kinds of things.

It makes me feel like I'm singing and like I'm  
 flying with other warblers.

**Warblers**

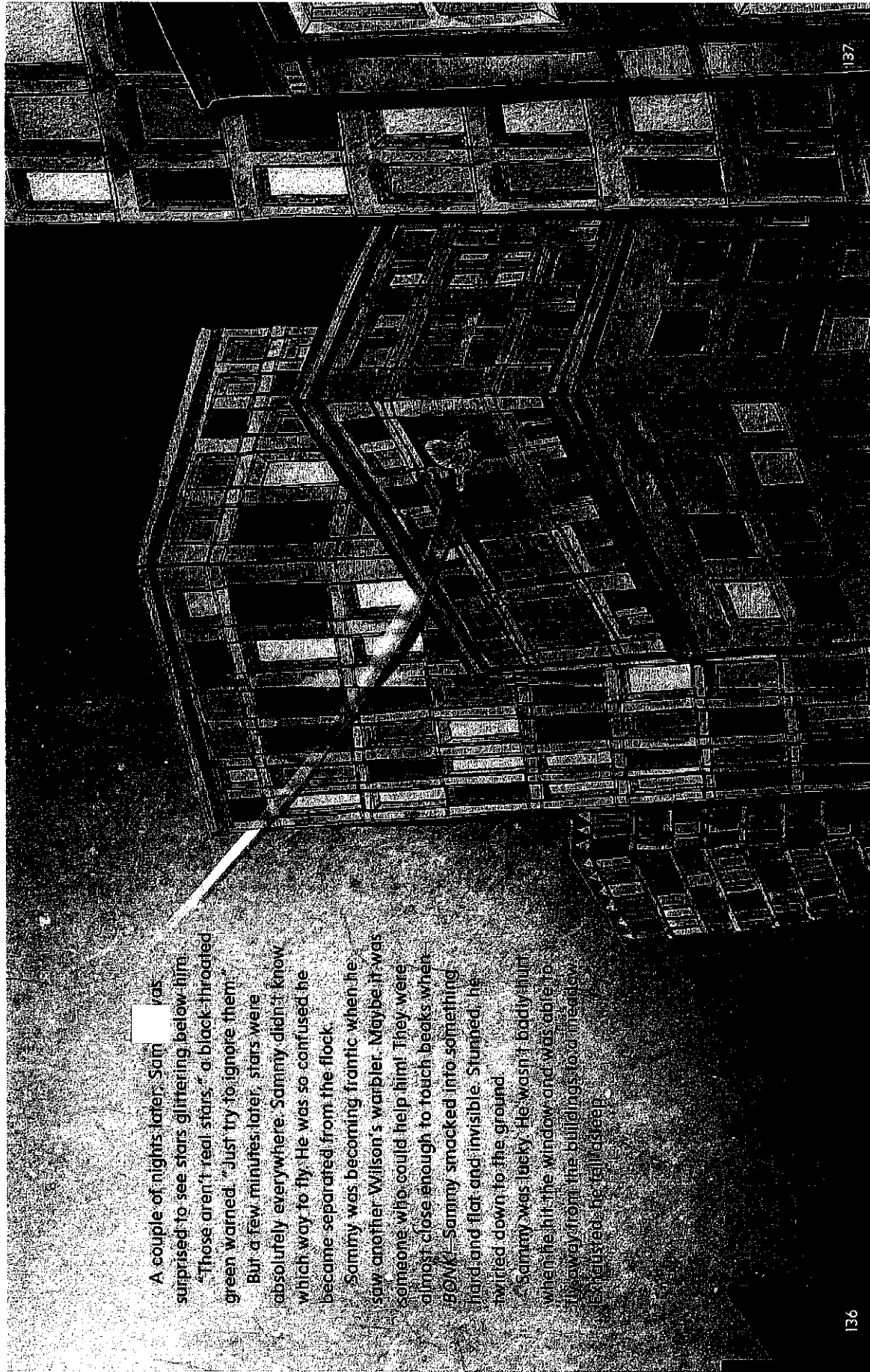
All fifty species of North American warblers are  
 migratory. They often migrate in mixed flocks,  
 which makes them a favorite of birdwatchers  
 since many are very colorful. Each species has  
 its own preferences of habitats for nesting in the  
 summer and for wintering. Some fly all the way  
 to Chile in South America for the winter, while  
 others, like Sammy, only go as far as Panama.

A couple of nights later, Sam was surprised to see stars glittering below him. "Those aren't real stars," a black-throated green warbler said. "Just try to ignore them."

But a few minutes later, stars were absolutely everywhere. Sammy didn't know which way to fly. He was so confused he became separated from the flock.

Sammy was becoming frantic when he saw another Wilson's warbler. Maybe it was someone who could help him! They were almost close enough to touch beaks when **BONK**—Sammy smacked into something hard and flat and invisible. Stunned, he tumbled down to the ground.

Sammy was lucky. He wasn't badly hurt when he hit the window and was able to fly away from the buildings to a meadow. Exhausted, he fell asleep.



138-139

Sammy woke up surrounded by hundreds of fluttering orange-and-black wings.

"Is this a butterfly party?" he asked.

"Oh no," one of the monarchs answered.

"We just stopped to rest on our way south to Mexico."

"Is Mexico close to Panama?" Sammy asked.

"Pretty close," said the butterfly, "but I think Panama's farther."

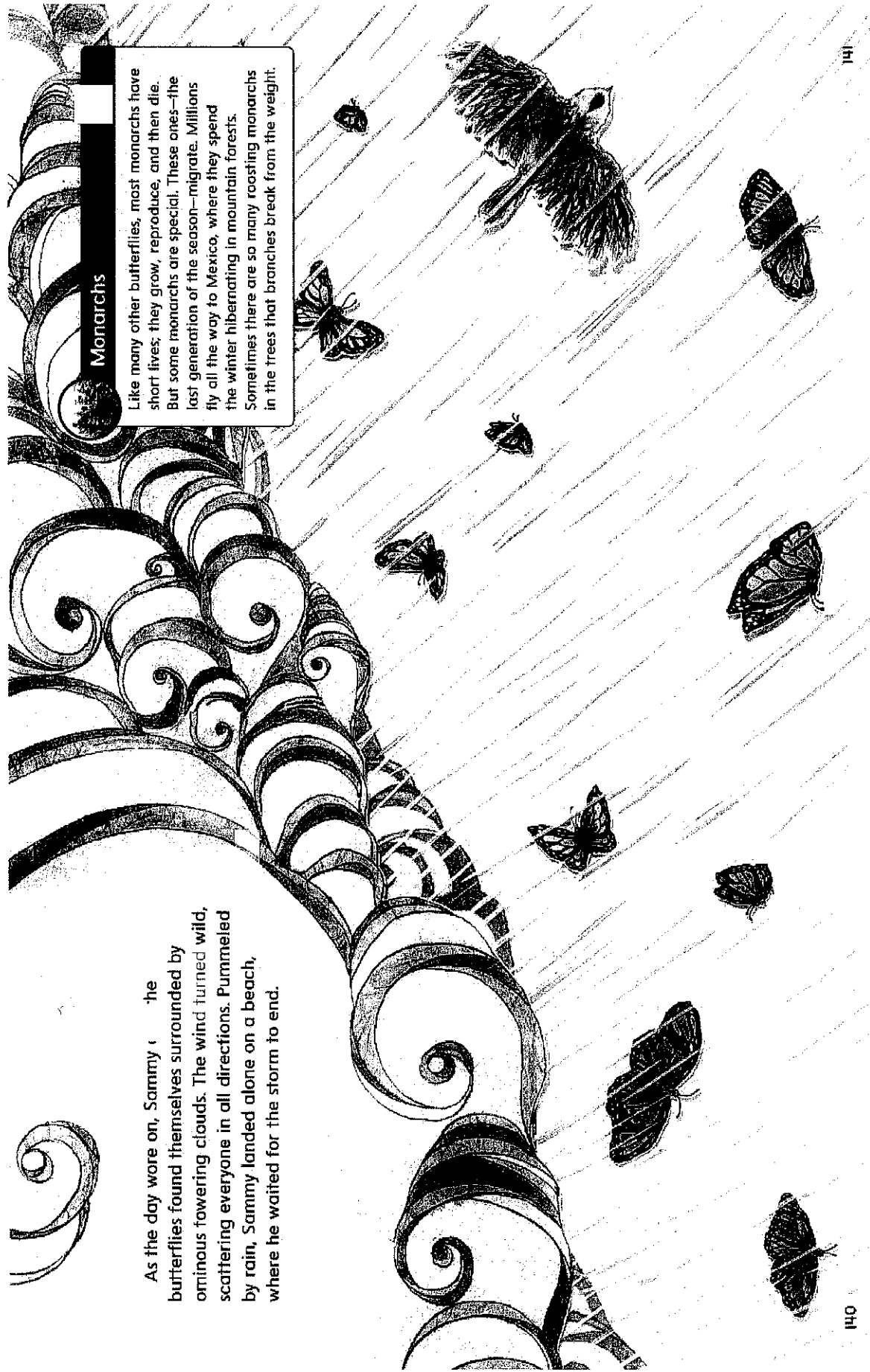


As the morning sun took away the night chill, the air began to move. This was what the monarchs were waiting for. One by one, they took flight, swirling higher and higher on a warm updraft. Sammy followed.

As the day wore on, Sammy and the butterflies found themselves surrounded by ominous towering clouds. The wind turned wild, scattering everyone in all directions. Pummeling by rain, Sammy landed alone on a beach, where he waited for the storm to end.

### Monarchs

Like many other butterflies, most monarchs have short lives; they grow, reproduce, and then die. But some monarchs are special. These ones—the last generation of the season—migrate. Millions fly all the way to Mexico, where they spend the winter hibernating in mountain forests. Sometimes there are so many roosting monarchs in the trees that branches break from the weight.





At the water's edge, a long-legged bird was rearranging his wet feathers with his long beak. "Pah!" he muttered. "Grounded! Me! Unbelievable!"

"I was grounded, too," Sammy piped in. "No kidding," grumbled the bird. "But everybody knows Hudsonian godwits like me fly all the way to Patagonia in one go! No stopovers!"

"Is Patagonia near Panama?" asked Sammy. "Just twice as far is all." The godwit stretched out his wings.

Sammy followed the bigger bird out over open water. Soon there was only a vast expanse of ocean far below. For two days and two nights Sammy struggled to keep up. His wings had never been so sore, and he was out of breath. "Got...to...rest..." he panted.

"Not me," said the godwit. "No more stopovers! But there's a tiny island way down there."

"Whew!" said Sammy, and down he went.



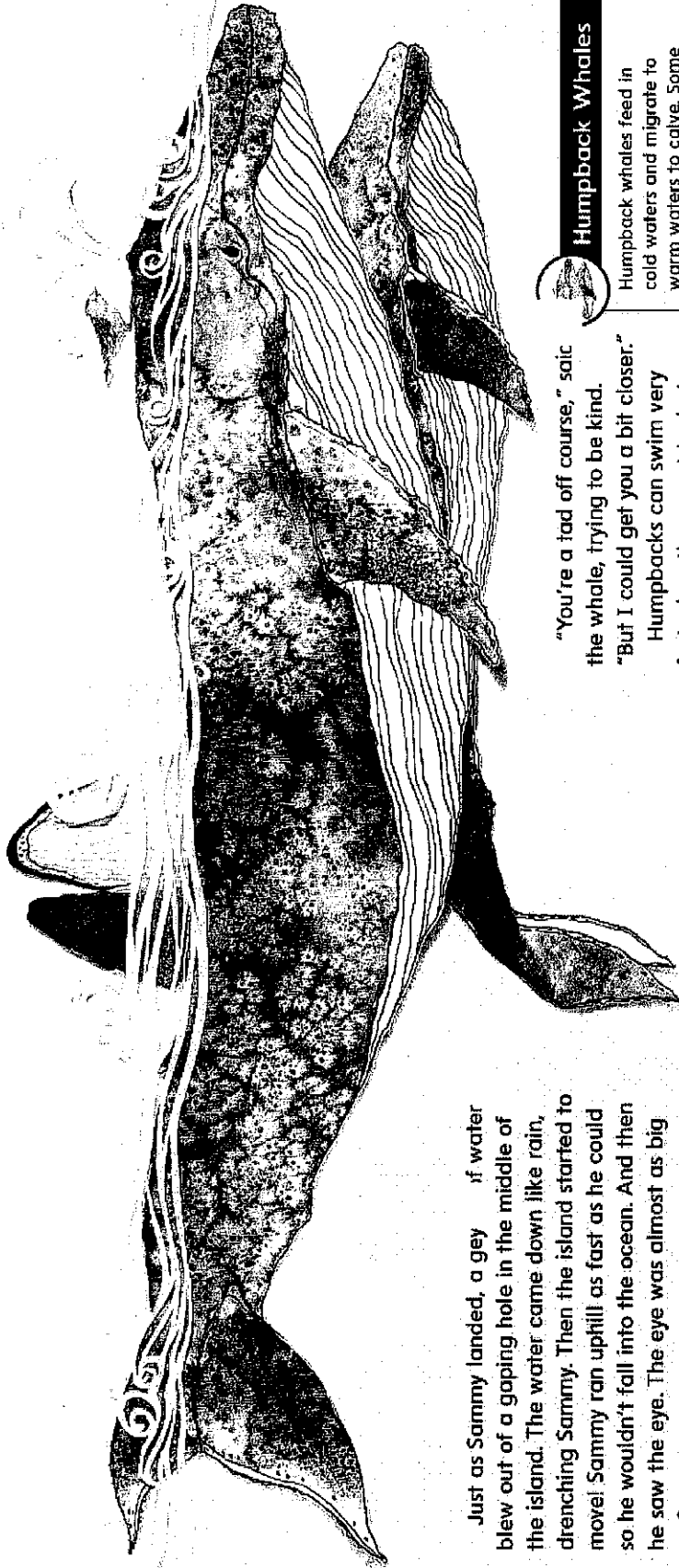
142

### Hudsonian Godwits

Godwits have the longest nonstop migration of any bird in the world and can fly almost ten thousand kilometers (six thousand miles) in one go. They don't have to stop to eat because they eat so much before migration that their weight doubles before they take off!

143

144-145



Just as Sammy landed, a geyser if water blew out of a gaping hole in the middle of the island. The water came down like rain, drenching Sammy. Then the island started to move! Sammy ran uphill as fast as he could so he wouldn't fall into the ocean. And then he saw the eye. The eye was almost as big as Sammy.

The island introduced herself as a humpback whale. She was migrating south to warmer waters to calve.

"But what are you doing way out here?" the whale asked. Her voice was much deeper and slower than Sammy's, so she was a little hard to understand.

"I'm migrating to Panama!"

"You're a tad off course," said the whale, trying to be kind.

"But I could get you a bit closer."

Humpbacks can swim very

fast when they want to, but

Sammy's new friend was so busy chatting with other migrating whales that in a whole day they barely got anywhere.

Sammy wanted to move faster. And he was hungry. The whales pointed him in the right direction, and off he flew.

### Humpback Whales

Humpback whales feed in cold waters and migrate to warm waters to calve. Some fatten up in the North Atlantic in the summer, then make their way south to the Caribbean for the winter. Though humpbacks migrate slowly, they're very good at staying on course, probably using a combination of the Earth's magnetic field and the position of the Sun to guide them.

146-147

Sammy island-hopped through the Bahamas before landing in Cuba, where he joined up with a mixed flock of migrating birds. After a few days, the group crossed over the water to Mexico. They followed the coastline southward, stopping to forage near Mayan ruins, in fields of maize, and in monkey-filled rainforests. Eventually, they stopped to look for food near a river.



146

Sammy had been migrating for most three weeks. He was so tired he didn't even notice a juicy caterpillar walking right over his foot. He was so tired he didn't care if he ever got to Panama.

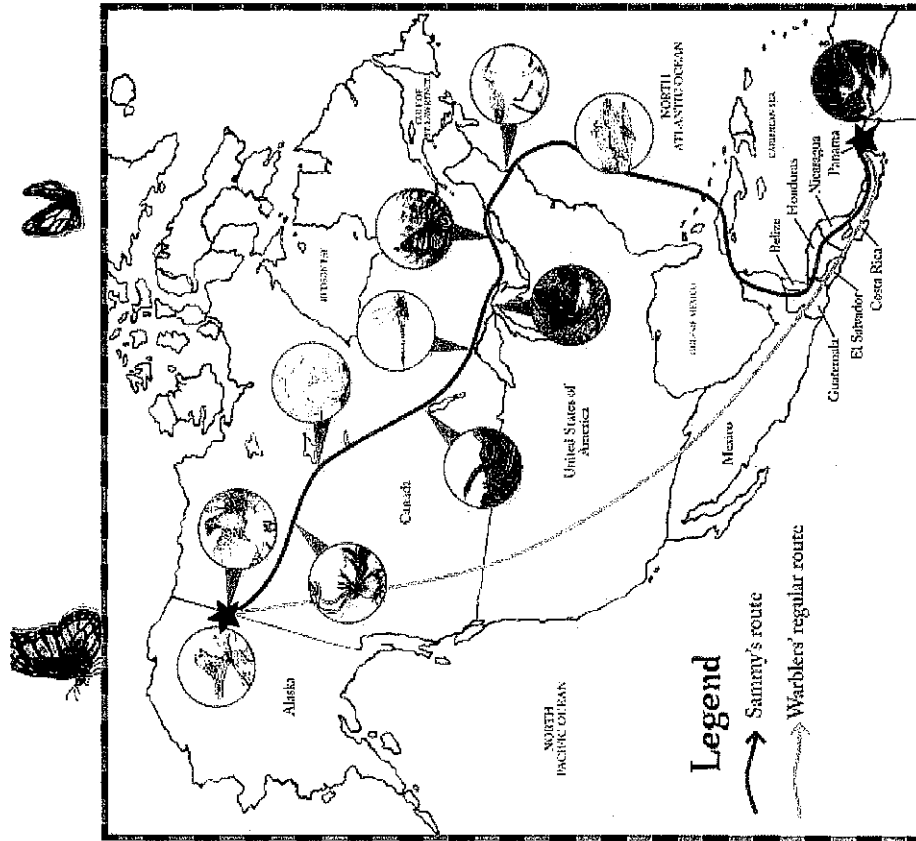
He let out a big sigh—well, as big a sigh as a tiny bird like Sammy can make.

147

148-149

That's when he noticed some g peculiar about the thicket. Sammy suddenly felt all quivery inside. And then he understood. He wouldn't have to ask anyone where he was anymore. Because he knew where he was. Sammy was in Panama! He'd made it to his winter home.



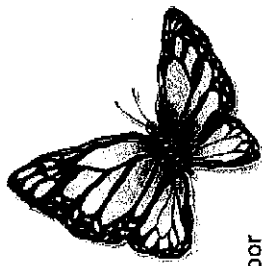


### Dangers of Migration

The greatest danger for migrating birds is storms, but human-made objects are dangerous, too. Millions of birds die each year by striking windows when they become confused at night by artificial lights or during the day when they see outdoor reflections in glass. Even pets are dangerous. Many millions of bird deaths could be prevented each year by keeping house cats indoors, particularly during the spring and fall migration seasons.

### Wintering Grounds

Every year, millions of birds make the long round trip between their northern breeding grounds and their wintering grounds in the south. In recent years, fewer and fewer of these birds are making it back to their summer homes. This is mostly because of habitat loss in tropical countries as forests are cleared to make way for farms. One of the ways we can help is to buy bird-friendly chocolate and coffee. When cacao and coffee are grown under the shade of trees, instead of in open fields, the trees provide a more natural habitat for northern migrants.



## Respond

Comprehension

You will answer the comprehension questions on these pages as a class.

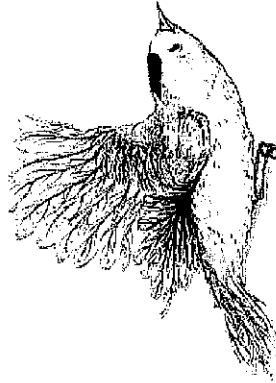
### Text Connections

1. Why does the Wilson's warbler travel from Alaska to Panama?
2. Why do you think Sammy is at the beginning of the story?
3. Migration is an example of behavioral adaptation, or change. Animals usually do not change their behaviors unless their survival depends on it. Think about the other selections in this unit. What is another selection in which animals changed their behavior? What was the change, and what caused it?
4. What are some ways that people can help Wilson's warblers as they migrate from Alaska to Panama?



### Did You Know?

Sometimes groups of Wilson's warblers are called *bouquets* or *confusions*.



## Write

Sammy met lots of other animals. Describe one of his encounters from the perspective of the animal he met.

### Look Closer

#### Keys to Comprehension

1. Think about the other animals that Sammy meets during his migration. What are their reasons for migrating?
2. How do the migrating animals know where to go?

### Writer's Craft

3. Some writers use a type of figurative language called *onomatopoeia*. In onomatopoeia, a word is used to imitate a sound. Reread page 136. Where is the example of onomatopoeia? What sound does it imitate?
4. A sidebar is an added section on a page that gives more information. What kinds of information are included in the sidebars for "Is This Panama?"

### Concept Development

5. Look at the illustration on pages 136–137. What does it help you understand about the setting of this part of the story?

Name \_\_\_\_\_

Date \_\_\_\_\_

## You're the Editor!

**Circle the punctuation, spelling, and capitalization errors in the short story. Then write the edited story on another sheet of paper.**

Mrs. Clara Clark was planting flours when she spotted a bare in her backyard. She ran to the phone and called the zoo. the zoo told her that the sunnyside fire department could help her. So, Mrs. Clark phoned the fire station. Just as she was about to tell them that her address was 143 maple avenue, there was a knock on the door. When she opened the door, the bear was standing on the poarch. It waved at her! Mrs. Clark couldn't believe her eyes. She couldn't believe her ears either when the bear said, "Good morning, Mrs. Clark." Wait a minute. She knew that voice. It was Tommy from down the street.

"Is that you, Tommy." she asked.

"Sure is, Mrs Clark! Do you think my bear suit looks real? Its for the school play, and mom spent a lot of time making it."

"It sure fooled me," Mrs. Clark laughed. "wait just a minute, Tommy."

Mrs. Clark was still laughing when she picked up the telephone receiver to tell the fireman that there was know need to come. The fireman was so glad to here that the bear was only Tommy Tillis!

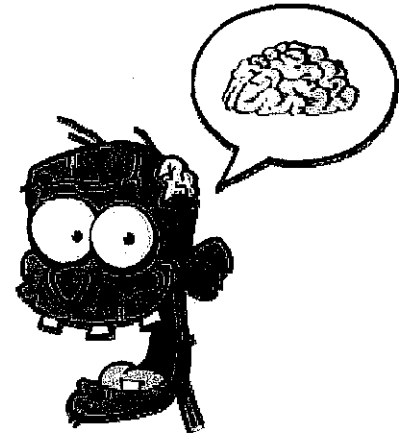


Your Classroom Partner

Name \_\_\_\_\_

Date \_\_\_\_\_

## What Living Things Need to Survive



All animals need air, water, and food to live. They need water to stay hydrated. They need air to breath and circulate blood and other liquids to all points of their bodies. They need food so they can maintain proper eating habits and to provide energy, they also need sunlight to for warmth and energy and so many of them can see.

Plants are living organisms that grow and reproduce. Plants have basic needs, as do other living things: food, water and a suitable environment for proper growth and reproduction. If the plant lacks one of its basic needs, it will suffer. Green plants constitute a large majority of all plants on Earth.

What do animals need to survive? Like us, animals also need food, water and shelter to survive. They also need a suitable environment where they can thrive and able to reproduce. Like us, animals also need love and caring. They want to be loved the way we do. All the animals would like to be in a suitable environment. Any domestic animal needs to be taken care inside the house with proper haven. In the case of wild animals, they should be kept in the jungle. Proper facilities like drinking water and all other natural resources should be available in their habitat so that they can live properly. The wild animals depend on hunting for their food. There must be availability of prey and food in their habitat. Lions live in dens so there must be availability of it in the forest. In addition, the place should be dense so that they can be safe from hunters. Answering the question what do animals need to survive is based on their natural ways of living.

Proper environment implies what the animals need to survive. Proper environment refers to the suitable temperature, rain and other atmospheric conditions. These physical features help them to get food, build shelter and attract mates for reproduction. These things are what animals need to survive. Although the physical adaptation of an animal takes time to become full adaptive to certain conditions, a suitable environment is necessary.





Name \_\_\_\_\_

Date \_\_\_\_\_

## What Living Things Need to Survive

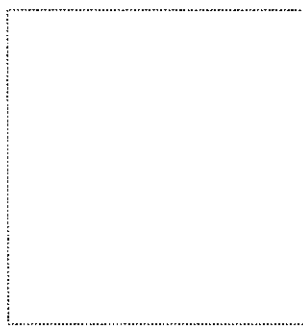
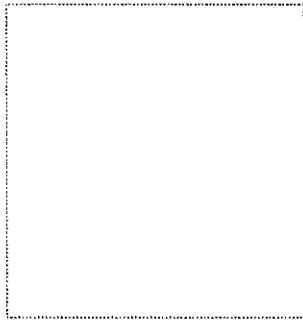
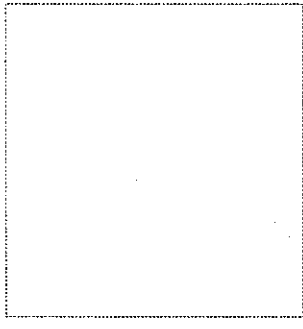
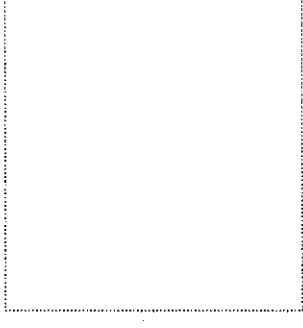
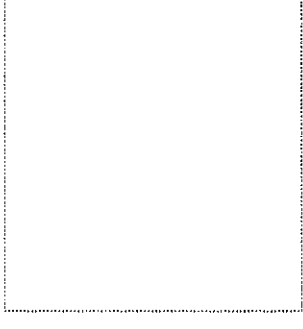
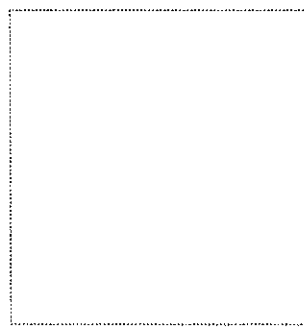
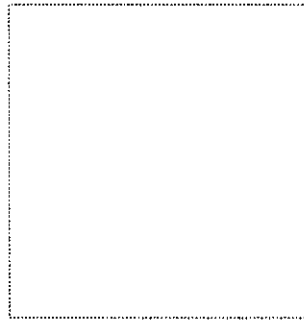
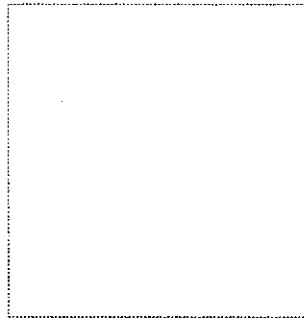
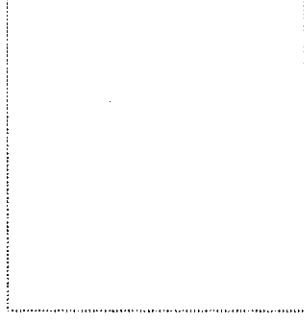
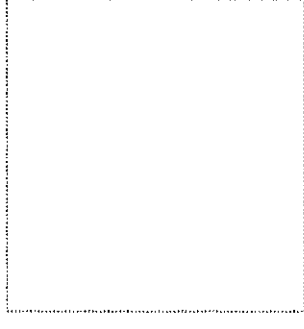
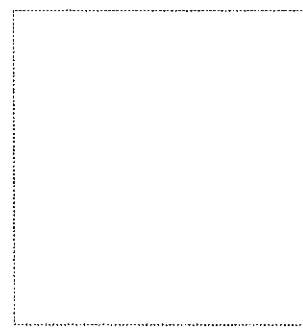
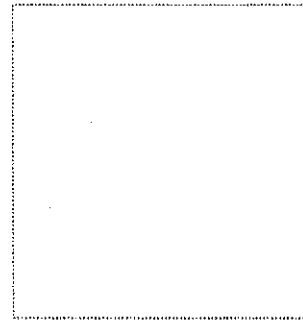
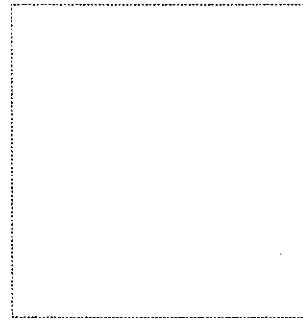

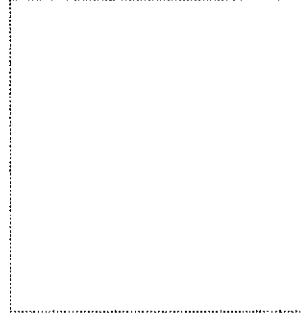
### Multiple Choice Questions

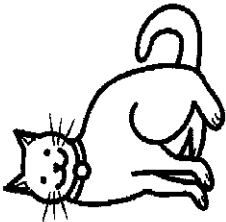



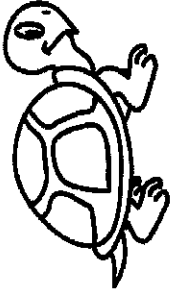


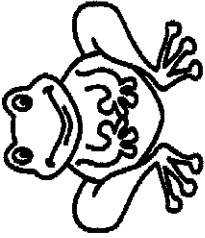

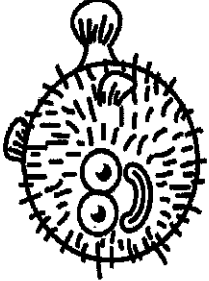
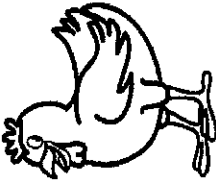



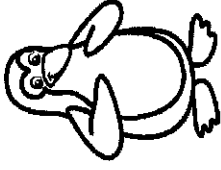
1. Which plants constitute a large majority of all plants on the earth?
  - a) Green plants
  - b) Yellow plants
  - c) Brown plants
  - d) None of the above
  
2. Which of the following is NOT necessary for survival of animals?
  - a) Food
  - b) Water
  - c) Oxygen
  - d) House
  
3. Animals need food for survival because food provides them
  - a) Energy
  - b) Protection
  - c) Friends
  - d) Money
  
4. Although the physical adaptation of an animal takes time to become full adaptive to certain conditions, a suitable environment is necessary. Is this statement TRUE or FALSE?
  - a) True
  - b) False



Name: \_\_\_\_\_

# Vertebrate Groups

mammals	birds	fish	reptiles	amphibians
				
				
				

 cat	 duck	 elephant	 alligator	 turtle
 salamander	 snake	 frog	 shark	 pufferfish
 chicken	 dolphin	 clown fish	 toad	 penguin

Name \_\_\_\_\_

Date \_\_\_\_\_

## How Animals Respond & Change to their Environments

To adapt means to change or adjust for a purpose. For animals, the purpose of adapting is to be able to survive in the environment that they live in. All living things have to make adaptations to survive in their environment. Adaptations take a very long time. Some may take many thousands of years. However, that is what living things have to do to survive. One of the main parts of survival is to make adaptations to your habitat. If the environment changes and you cannot adapt you cannot survive.



Many animals have adapted over time, allowing them to better cope with the threats they face as a regular part of their lives. Some types of adaptation may change the **physical** characteristics of an animal; other adaptations may be a change in **behavior**.

An animal will find shelter when it is raining or storming. They will find shade if it is too hot, or wallow in the mud or a water hole. Some animals have the ability to perspire. They will huddle in a warm den or in a group if it is cold. They will travel to a water source if they are thirsty (there are some animals that are exception to this). Predators will hunt and kill an animal if they are hungry. Herbivores will travel to find their favorite grazing areas to eat.



Name \_\_\_\_\_

Date \_\_\_\_\_

## How Animals Respond & Change to their Environments

### Multiple Choice Questions

1. **Adapting to the environment means**
  - a) Change or adjust for a purpose
  - b) Able to survive in an environment
  - c) Both a and b option
  - d) None of the above
  
2. **How long does it take animals to adapt to their environment?**
  - a) Few days
  - b) Few weeks
  - c) Many years
  - d) It depends on the animals
  
3. **Adaptation could be**
  - a) Behavioral
  - b) Physical
  - c) Both a and b option
  - d) None of the above
  
4. **A herbivore animal would most likely live at a place where**
  - a) Grazing area is near
  - b) There is snow
  - c) Dry places
  - d) There is a beach



Name: \_\_\_\_\_

## Predator and Prey

A **predator** is an animal that hunts other animals for food.

**Prey** is an animal that is hunted and eaten for food.



Identify the predator and prey for each scenario below.

1. **A snapping turtle in a pond eats a small perch.**

predator - \_\_\_\_\_ prey - \_\_\_\_\_

2. **A shrew is eaten by a barn owl.**

predator - \_\_\_\_\_ prey - \_\_\_\_\_

3. **A seagull lands near an alligator and the alligator eats it.**

predator - \_\_\_\_\_ prey - \_\_\_\_\_

4. **A gray wolf hunts and eats a rabbit.**

predator - \_\_\_\_\_ prey - \_\_\_\_\_

5. **A blue whale swallows krill.**

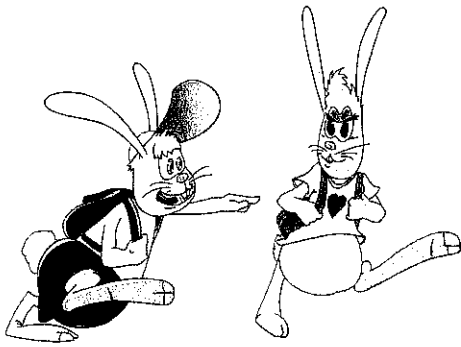
predator - \_\_\_\_\_ prey - \_\_\_\_\_

6. **A penguin is captured and eaten by a leopard seal.**

predator - \_\_\_\_\_ prey - \_\_\_\_\_

7. **A robin pulls an earthworm from the lawn and eats it.**

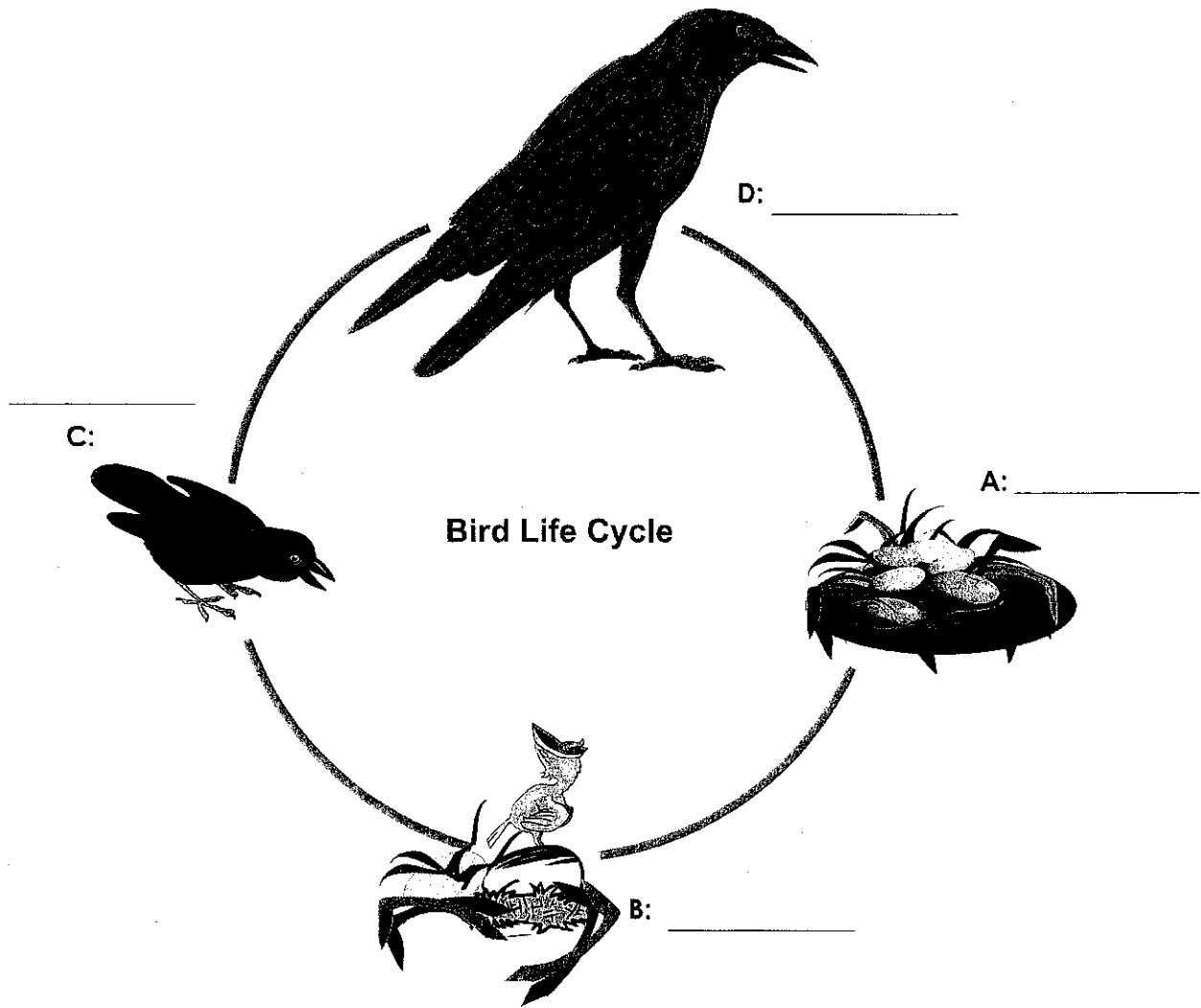
predator - \_\_\_\_\_ prey - \_\_\_\_\_



Name: \_\_\_\_\_ Class: \_\_\_\_\_

### Bird life cycle

Label the stages of the life cycle below.



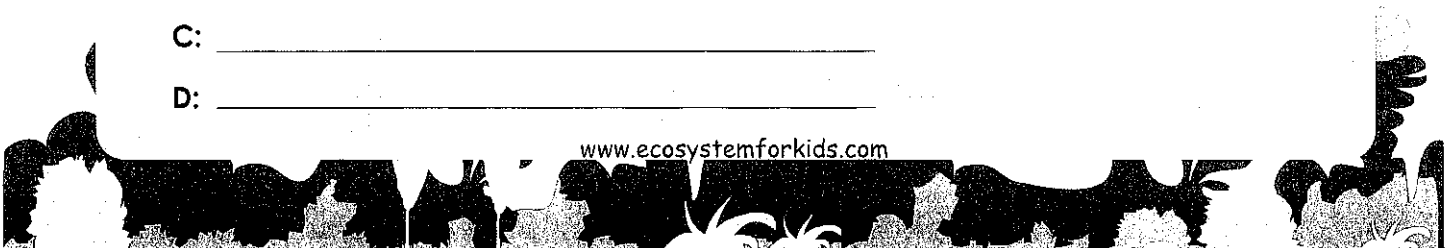
- |            |      |            |
|------------|------|------------|
| hatchlings | eggs | adult bird |
| young bird |      |            |

A: \_\_\_\_\_

B: \_\_\_\_\_

C: \_\_\_\_\_

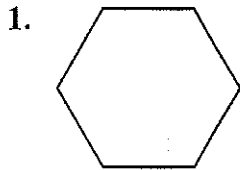
D: \_\_\_\_\_



# Chapter Test, Form 1A

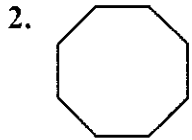
Read each question carefully. Write the letter for your answer on the line provided.

Identify the figures.



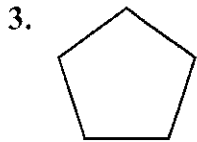
- A. hexagon
- B. octagon
- C. pentagon
- D. triangle

1. \_\_\_\_\_



- F. hexagon
- G. octagon
- H. pentagon
- I. triangle

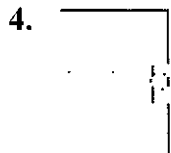
2. \_\_\_\_\_



- A. hexagon
- B. octagon
- C. pentagon
- D. triangle

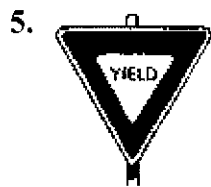
3. \_\_\_\_\_

For Exercises 4 and 5, describe each two-dimensional figure. Then identify the figure.



- F. 3 sides, 3 angles, triangle
- G. 4 sides, 4 angles, quadrilateral
- H. 5 sides, 5 angles, pentagon
- I. 6 sides, 6 angles, hexagon

4. \_\_\_\_\_



- A. 3 sides, 3 angles, triangle
- B. 4 sides, 4 angles, quadrilateral
- C. 5 sides, 5 angles, pentagon
- D. 6 sides, 6 angles, hexagon

5. \_\_\_\_\_

6. Which polygon has 4 sides of equal length?

- F. rectangle
- G. square
- H. trapezoid
- I. hexagon

6. \_\_\_\_\_



## Chapter Test, Form 1A *(continued)*

7. How many angles that are *less than a right angle* does the following figure have?



- A. 0                      C. 2  
B. 1                      D. 3

7. \_\_\_\_\_

8. Which letter has at least one pair of parallel line segments?

- F. A                      G. H                      H. L                      I. T

8. \_\_\_\_\_

9. Reed is thinking of a quadrilateral. Its opposite sides are parallel and equal in length. There are four right angles. Which quadrilateral is Reed thinking of?

- A. parallelogram    B. rhombus    C. square    D. trapezoid

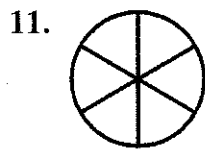
9. \_\_\_\_\_

**Choose the unit fraction of the figure's area that each equal section represents.**



- F.                      H.  
G.                      I.

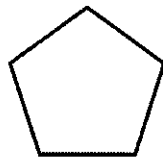
10. \_\_\_\_\_



- A.                      C.  
B.                      D.

11. \_\_\_\_\_

12. Which statement describes the figure?



- F. The figure has 5 angles.                      H. The figure is not a polygon.  
G. The figure has 6 sides.                      I. This is a quadrilateral.

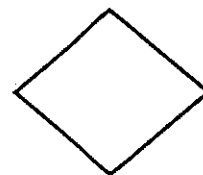
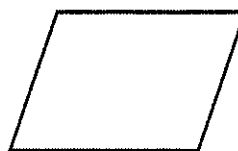
12. \_\_\_\_\_

## Lesson 5 Reteach

### *Shared Attributes of Quadrilaterals*

All quadrilaterals have some things in common. For example, they all have 4 sides and 4 angles. Some quadrilaterals have additional attributes in common.

Look at the parallelogram and the rhombus:

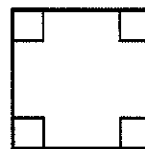


Both types of quadrilaterals have opposite sides that are equal in length and parallel. Look at more examples of quadrilaterals for other shared attributes.

**Parallelogram**



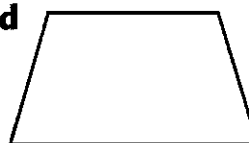
**Square**



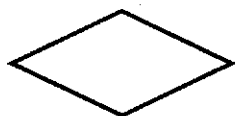
**Rectangle**



**Trapezoid**



**Rhombus**




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**Identify and draw two types of quadrilaterals that fit each description.**

1. all sides equal in length

\_\_\_\_\_ and \_\_\_\_\_

2. at least one pair of parallel sides

\_\_\_\_\_ and \_\_\_\_\_

3. four right angles

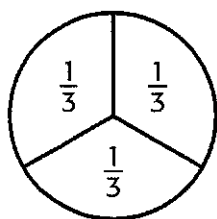
\_\_\_\_\_ and \_\_\_\_\_

## Lesson 7 Reteach

### Partition Shapes

Remember that to partition means to divide into equal amounts. Just as you can partition a set of objects, you can also partition shapes.

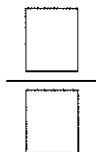
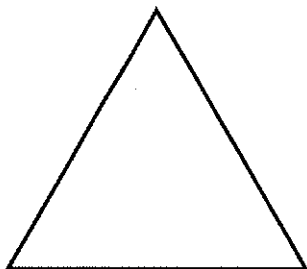
**Partition the circle into 3 equal sections.**



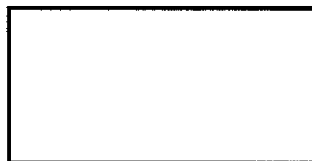
You can see how the circle can be partitioned into 3 equal sections. Each section of the circle represents  $\frac{1}{3}$  of the whole circle.

**Partition each figure into equal areas as specified. Then write the fraction of the figure's area that each section represents.**

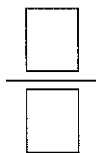
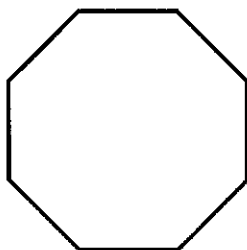
1. 2 equal areas



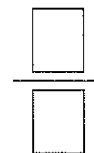
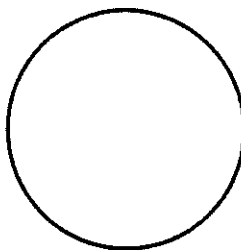
2. 8 equal areas



3. 4 equal areas



4. 6 equal areas



Name \_\_\_\_\_ Date \_\_\_\_\_

# Fluency Practice

**Multiply or divide.**

1.  $\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$

2.  $\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$

3.  $\begin{array}{r} 1 \\ \times 10 \\ \hline \end{array}$

4.  $\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$

5.  $\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$

6.  $\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$

7.  $\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$

8.  $\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$

9.  $\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$

10.  $\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$

11.  $\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$

12.  $\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$

13.  $6 \overline{)42}$

14.  $10 \overline{)90}$

15.  $9 \overline{)27}$

16.  $3 \overline{)18}$

17.  $7 \overline{)56}$

18.  $3 \overline{)30}$

19.  $8 \overline{)32}$

20.  $6 \overline{)6}$

21.  $63 \div 9 = \underline{\quad}$

22.  $4 \times 8 = \underline{\quad}$

23.  $35 \div 5 = \underline{\quad}$

24.  $5 \times 6 = \underline{\quad}$

25.  $3 \times 3 = \underline{\quad}$

26.  $18 \div 2 = \underline{\quad}$

27.  $9 \div 3 = \underline{\quad}$

28.  $3 \times 10 = \underline{\quad}$

29.  $8 \times 9 = \underline{\quad}$

30.  $15 \div 3 = \underline{\quad}$

31.  $0 \times 6 = \underline{\quad}$

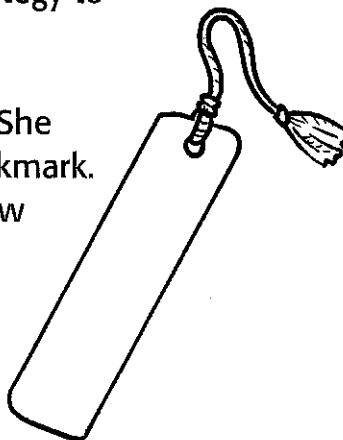
32.  $12 \div 4 = \underline{\quad}$

## Lesson 6 Reteach

### Problem Solving: Guess, Check, and Revise

If you want to solve a problem, it is important to have a plan. You can use the *guess, check, and revise* strategy to solve problems.

Ella is making bookmarks for the school fair. She needs 10 centimeters of ribbon for each bookmark. There is a meter of ribbon on each spool. How many bookmarks can she make out of one spool of ribbon? (*Hint*: Remember there are 100 centimeters in a meter.)



<p><b>Step 1</b> Understand</p>	<p><b>What facts do you know?</b></p> <ul style="list-style-type: none"> <li>• Each bookmark uses 10 centimeters of ribbon.</li> <li>• There is a meter of ribbon on each spool.</li> </ul> <p><b>What do you need to find?</b></p> <ul style="list-style-type: none"> <li>• How many bookmarks can be made from a spool of ribbon?</li> </ul>
<p><b>Step 2</b> Plan</p>	<p>You can use the <i>guess, check, and revise</i> strategy. Guess how many bookmarks you can make, and check the answer with division.</p>
<p><b>Step 3</b> Solve</p>	<p>Each bookmark is 10 centimeters. Each spool holds 1 meter of ribbon. Since 1 meter = 100 centimeters, we can guess that we can make 10 bookmarks. Check: <math>100 \div 10 = 10</math></p> <p>So, Ella can make 10 bookmarks.</p>
<p><b>Step 4</b> Check</p>	<p>Look back at the problem. One way to check the answer is to work backward. Check your division with multiplication.</p> <p><math>10 \times 10 = 100</math></p> <p>So, the answer is correct.</p>

## Lesson 6 Reteach

### *Problem Solving (continued)*

#### **Solve.**

1. Ben is swimming laps in a pool shaped like a rectangle. The length of the pool is 50 meters. How many meters does he swim if he swims the length of the pool 4 times?

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2. Irene's house is shaped like a square. Each side of the house is 35 feet long. If Irene walked all the way around the house, how many feet would she walk?

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3. Mario is growing fresh carrots in his garden. The first row has 10 carrots. Each row has 5 more carrots than the row before it. How many carrots are in the 7th row? Draw Mario's garden. What figure did you draw?

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4. Marisa has one hundred books. If Marisa sorts her books into 10 equal stacks, how many will be in each stack?

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