



2020

Erie Rise Leadership
Academy Charter School

Parent Lesson Plan

[PARENT LESSON PLAN]

4TH GRADE WEEK 3 APRIL 13-APRIL 17

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INTRODUCTION

Hello Parents!

Included in this packet is a week's worth of printed ELA and Mathematics work for your students while they are at home. Each day is separated into the 2 content areas for the printed material. If you have access to the digital curriculum, a pacing guide is also provided outlining the digital component assigned for each specific day. If you need technology, please contact the school and we can make it available to you. Also remember, USATestPrep is always an option!

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

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

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

Stay safe and healthy everyone!

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

Educationally Yours ,
Mrs. Veronica Will

HELPFUL INFORMATION

Distribution Sites/Information

Food/Curriculum distribution will take place at:

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

Leadership Team

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

DIGITAL LESSON PACING GUIDE

ConnectED Instructions

Please see attached instructions for accessing the digital curriculum.

USATestPrep Instructions

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

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

USA Test Prep Week 3 Assignments:

Math Assignments: *Math 4/13, Math 4/14, Math 4/15, Math 4/16, Math 4/17*

ELA Assignments: *ELA 4/13, ELA 4/14, ELA 4/15, ELA 4/16, ELA 4/17*

Science Assignments: *Science 4/13, Science 4/14, Science 4/15, Science 4/16, Science 4/17*

Khan Academy:

Don't forget to keep up on your assignments on khanacademy.org This is a great resource that brings an instructor to your house during this tough time! I will be looking at usage daily and be looking to give out some prizes each week! If you need your login still, please let me know!

Pacing Guide for Online Curriculum

	Monday	Tuesday	Wednesday	Thursday	Friday
ELA/Writing	<u>Lesson:</u> Unit 5 Lesson 1 Day 1 April 13	<u>Lesson:</u> Unit 5 Lesson 1 Day 2 April 14	<u>Lesson:</u> Unit 5 Lesson 1 Day 3 April 15	<u>Lesson:</u> Unit 5 Lesson 1 Day 4 April 16	<u>Lesson:</u> Unit5 Lesson 1 Day 5 April 17
Math	<u>Lesson:</u> Chapter 8 Lesson 5 April 13	<u>Lesson:</u> Chapter 8 Lesson 6 April 14	<u>Lesson:</u> Chapter 8 Check My Progress April 15	<u>Lesson:</u> Chapter 8 Lesson 7 April 16	<u>Lesson:</u> Chapter 8 Lesson 8 April 17

ELA PRINT MATERIAL

Monday, April 13th

Unit 5 Lesson 1 Day 1

Read Story "Paul Revere's Ride" pages 454-463

- Go over Spelling Words (Home Connections page 25)
- Go over Vocabulary Words (Home Connections page 25)
- Skills Practice (Latin Roots) pages 81-82

Tuesday, April 14th

Unit 5 Lesson 1 Day 2

- Reread Story
- Review Spelling Words
- Review Vocabulary Words
- Read "Moonlight Walk" skill pages 85-86 and circle vocabulary words
- Skills Practice Pg. 83-84

Wednesday, April 15^h

Unit 5 Lesson 1 Day 3

- Read Story
- Review Spelling Words
- Review Vocabulary Words
- Sequence pages 87-88
- Skills Practice pg. 91-92

Thursday, April 16th

Unit 5 Lesson 1 Day 4

- Read Story
- Review Spelling Words
- Review Vocabulary Words
- Order of Adjectives Skill practice pages 93-94

Friday, April 17th

Unit 5 Lesson 1 Day 5

- Reread Story
- Review Spelling Words
- Review Vocabulary Words
- Complete Assessment: Word Analysis, Vocabulary, Comprehension, Grammar, and Analyzing the Selection pages 57-62

MATH PRINT MATERIALS

Monday, April 13th

Chapter 8 Lesson 5 "Simplest Form"

Homework Worksheet Lesson 5

Reteach Worksheet page 66

Tuesday, April 14th

Chapter 8 Lesson 6 "Compare and Order Fractions"

Homework Worksheet Lesson 6

Reteach Worksheet page 67

Wednesday, April 15th

Chapter 8 Check My Progress (Lessons 3-7)

Check My Progress Worksheet page 192

Thursday, April 16th

Chapter 8 Lesson 7 "Use Benchmark Fractions to Compare/Order"

My Homework Worksheet Lesson 7

Reteach Worksheet page 68

Friday, April 17th

Chapter 8 Lesson 8 "Problem Solving: Use logical Reasoning"

Homework Worksheet Lesson 8

Reteach Worksheet Lesson 8 pages 69-70

ADDITIONAL RESOURCES (EDUCATIONAL)

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

Virtual Fieldtrips

https://docs.google.com/document/d/1SvldgTx9djKO6SjyvPDsoG1kgE3iExmi3qh2KRRku_w/mo bilebasic

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/>



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

Big Idea: What makes a national treasure?

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

This week's reading selection: *Paul Revere's Ride*

Summary: The classic narrative poem written by Henry Wadsworth Longfellow honors the legendary ride of Paul Revere. Using lanterns hung in the North Church tower—one, if by land, and two, if by sea—Revere is warned how the British will attack. Upon seeing the glow of the second lantern, he rides to warn the Patriots.

► **DISCUSS** with your child the reasons this poem is considered a national treasure.

Vocabulary Have your child make flashcards to practice reading and defining these words.

opposite	<i>adjective</i>	on the other side of or across from another person or thing; facing
phantom	<i>noun</i>	something that appears to be real but is not
mast	<i>noun</i>	a tall pole on a sailing ship that supports the sails and rigging
tide	<i>noun</i>	the regular rise and fall of the water level of the oceans and other large bodies of water that is caused by the pull of the moon and sun on Earth
tread	<i>noun</i>	the way or sound of walking
stealthy	<i>adjective</i>	slow, deliberate, and secret in action or character
sentinel	<i>noun</i>	a person stationed to keep watch and warn others of danger; guard
dread	<i>noun</i>	a feeling of great fear
impetuous	<i>adjective</i>	acting or done too quickly; without planning or thought
tranquil	<i>adjective</i>	free from noise or disturbance; calm; peaceful
skirt	<i>verb</i>	to move or lie along the border or edge of
aghast	<i>adjective</i>	feeling shocked or horrified
defiance	<i>noun</i>	bold refusal to obey or respect authority
peril	<i>noun</i>	a chance or risk of harm; danger

Spelling Practice these words with your child.

- | | | |
|------------------|-----------------|----------------|
| 1. conscript | 8. nationalism | 15. postscript |
| 2. innate | 9. nationality | 16. prescribe |
| 3. inscribe | 10. native | 17. scribble |
| 4. inscription | 11. naturalist | 18. scribe |
| 5. international | 12. naturalized | 19. script |
| 6. manuscript | 13. neonatal | 20. transcript |
| 7. national | 14. nondescript | |

Challenge

- | | | |
|-----------------|-----------------|-------------------|
| 1. circumscribe | 2. naturalistic | 3. naturalization |
|-----------------|-----------------|-------------------|

Language Arts

Writing: Your child will choose a topic for a persuasive essay. Then he or she will draft, revise, and edit the essay.

Grammar: Your child will learn about the proper order of adjectives in sentences.

► **ASK** your child to choose an object and describe it using multiple adjectives. Then have your child use two or more adjectives in the same sentence to describe the object.

Latin Roots *nat* and *scrib/scrip*

FOCUS Recognizing and knowing Latin roots can help you discover word meanings.

- The **Latin root *nat*** means “born.”
- The **Latin root *scrib/scrip*** means “write.”

PRACTICE Add the Latin root *nat*, *scrib*, or *scrip* to the following word parts, and write the resulting spelling words on the lines.

Word List

- | | |
|------------------|-----------------|
| 1. conscript | 11. naturalist |
| 2. innate | 12. naturalized |
| 3. inscribe | 13. neonatal |
| 4. inscription | 14. nondescript |
| 5. international | 15. postscript |
| 6. manuscript | 16. prescribe |
| 7. national | 17. scribble |
| 8. nationalism | 18. scribe |
| 9. nationality | 19. script |
| 10. native | 20. transcript |

Challenge Words

21. circumscribe
22. naturalistic
23. naturalization

- | | | | |
|----------------|-------|----------------|-------|
| 1. ___uralist | _____ | 7. post___t | _____ |
| 2. nonde___t | _____ | 8. ___ionalism | _____ |
| 3. pre___e | _____ | 9. ___t | _____ |
| 4. ___uralized | _____ | 10. ___ive | _____ |
| 5. ___ble | _____ | 11. in___tion | _____ |
| 6. manu___t | _____ | 12. in___e | _____ |

- | | |
|------------------------|-------------------|
| 13. neo__al _____ | 17. __ional _____ |
| 14. inter__ional _____ | 18. __e _____ |
| 15. __ionality _____ | 19. in__e _____ |
| 16. con__t _____ | 20. tran__t _____ |

APPLY Write a sentence for each of the following spelling words.

21. national _____

22. manuscript _____

23. prescribe _____

24. naturalist _____

25. innate _____

26. scribble _____

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Order of Adjectives in Sentences

FOCUS

An adjective provides more information about a noun, such as how many, what color, and what kind. Two or more adjectives can be used together to modify the same noun.

Two big, red balloons floated over the school.

The **order of adjectives** appearing before a noun should usually follow a pattern. When the adjectives are ordered in a way that does not follow the usual pattern, then the sentence can sound awkward.

Two red, big balloons floated over the school.

(The sentence sounds awkward because the order of adjectives is incorrect.)

The order of adjectives usually follows this pattern:

- Number or determiner, opinion or observation word, size, age, shape, color, origin, material, purpose or qualifier.

However, the order of adjectives sometimes sounds better in a different order. When you use more than one adjective, always start with the usual order. If it does not sound right, try a different order until the sentence sounds best.

PRACTICE Read each sentence. If the order of adjectives sounds correct, write **C** on the line. If the order sounds incorrect, write **X** on the line.

1. _____ Brayten wore his new, Western, green, fancy shirt to the rodeo.
2. _____ In the back of the shed, we found an antique, green, tin watering can.
3. _____ An old, massive, cherry Japanese tree grew in the garden.
4. _____ Three little cute young ducks waddled after their mother.

5. _____ A dozen gold heavy rings hung from the chain.
6. _____ The catalog contained a lot of expensive glass ornaments.
7. _____ Mr. Olsen bought a new, ten-foot fiberglass ladder.

APPLY Rewrite the following sentences to improve the order of adjectives.

8. I brought my striped new notebook to class today.

9. An ancient stone gigantic pillar still stood tall above the ruins.

10. The rancher led young quiet Jersey three cows into the field.

11. I saw several glass towering skyscrapers in the distance.

12. Taylor kicked the soccer blue bright ball into the goal.

13. My mom baked a loaf of French delicious whole-wheat bread.

14. A metal rusty old gate marked the entrance.

Genre Narrative Poem

Essential Questions

How did patriots contribute to our country's founding?
How can a story become a national treasure?

Paul Revere's RIDE

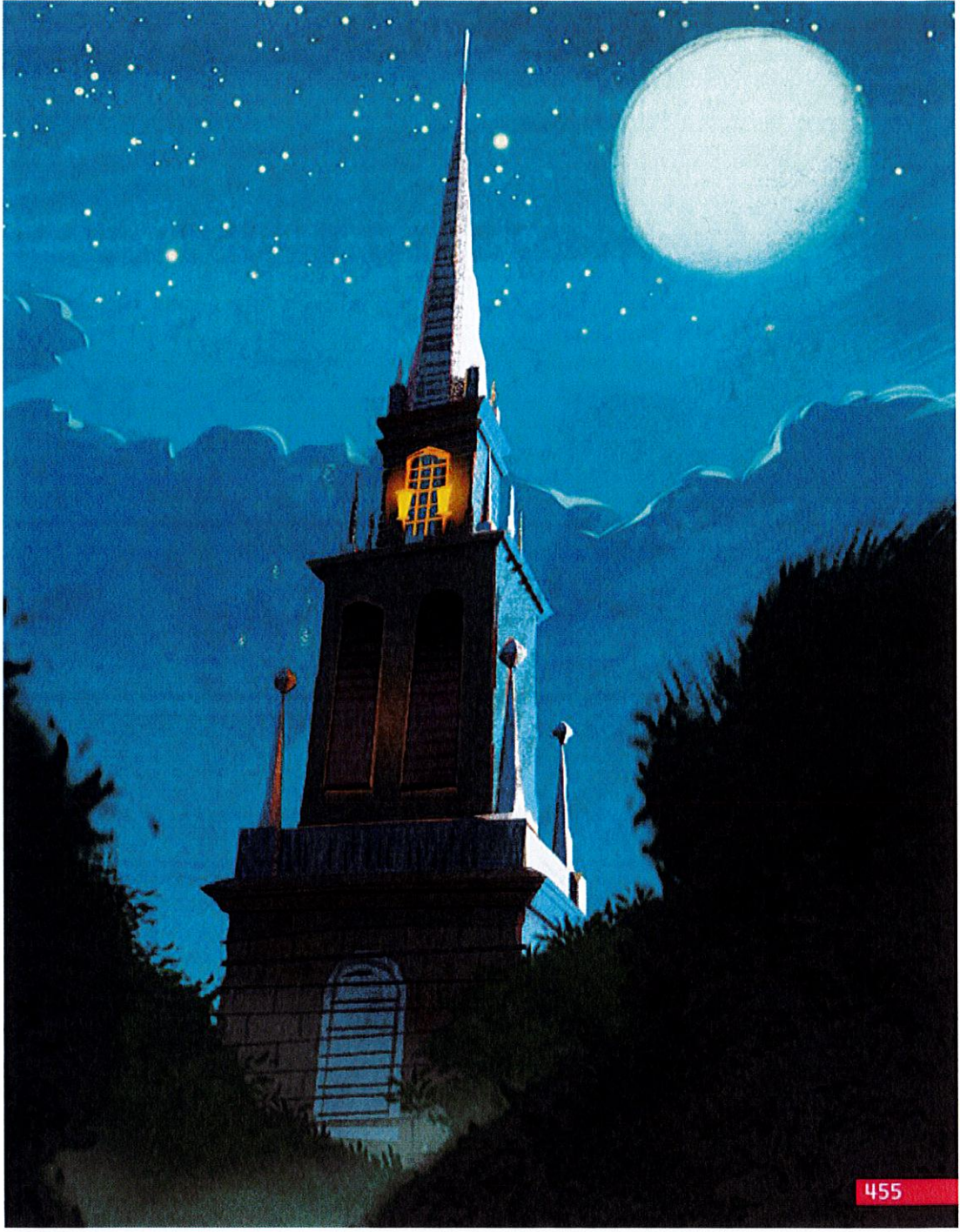
*by Henry Wadsworth Longfellow
illustrated by Jose Flores*

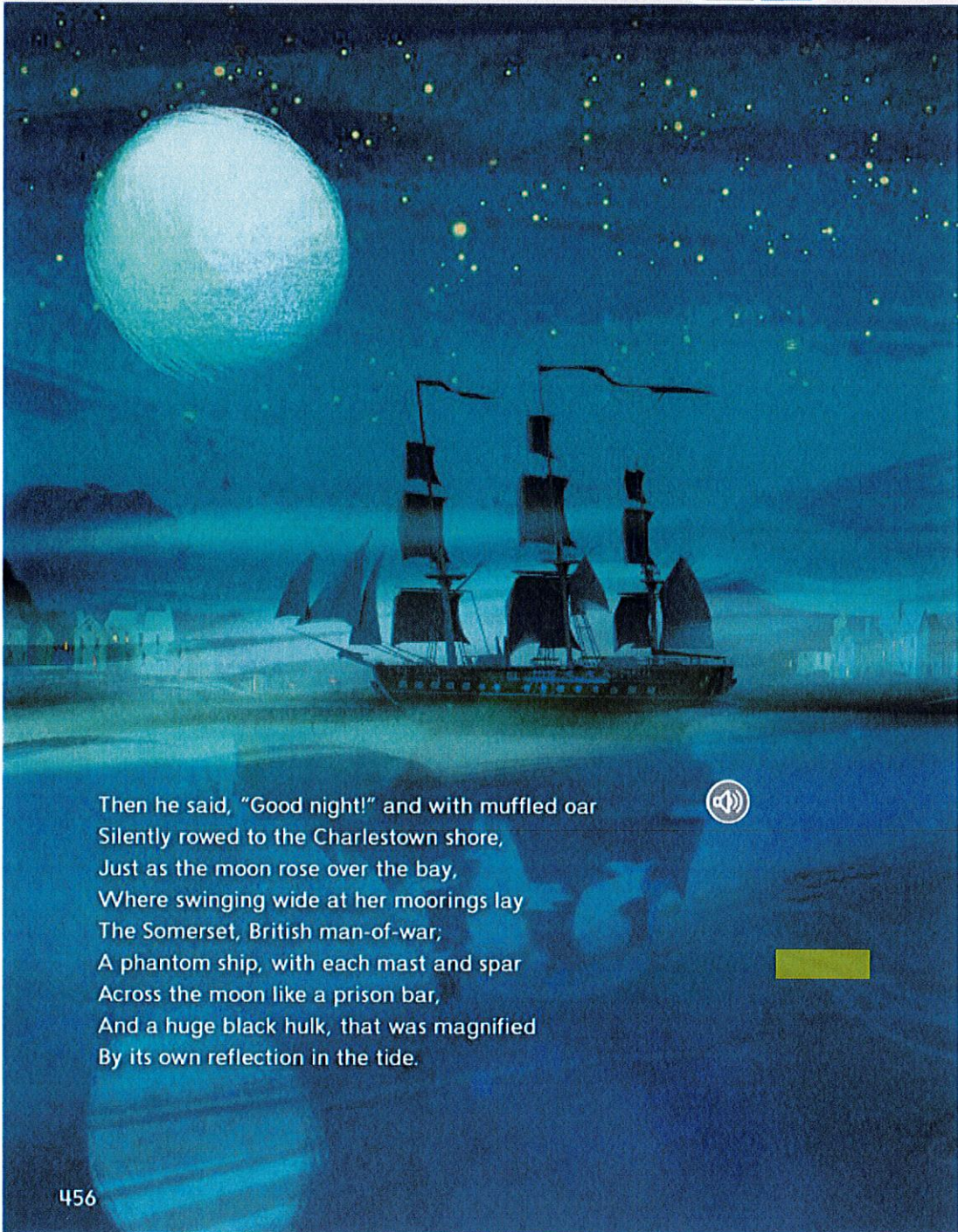
Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year.

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea;
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."



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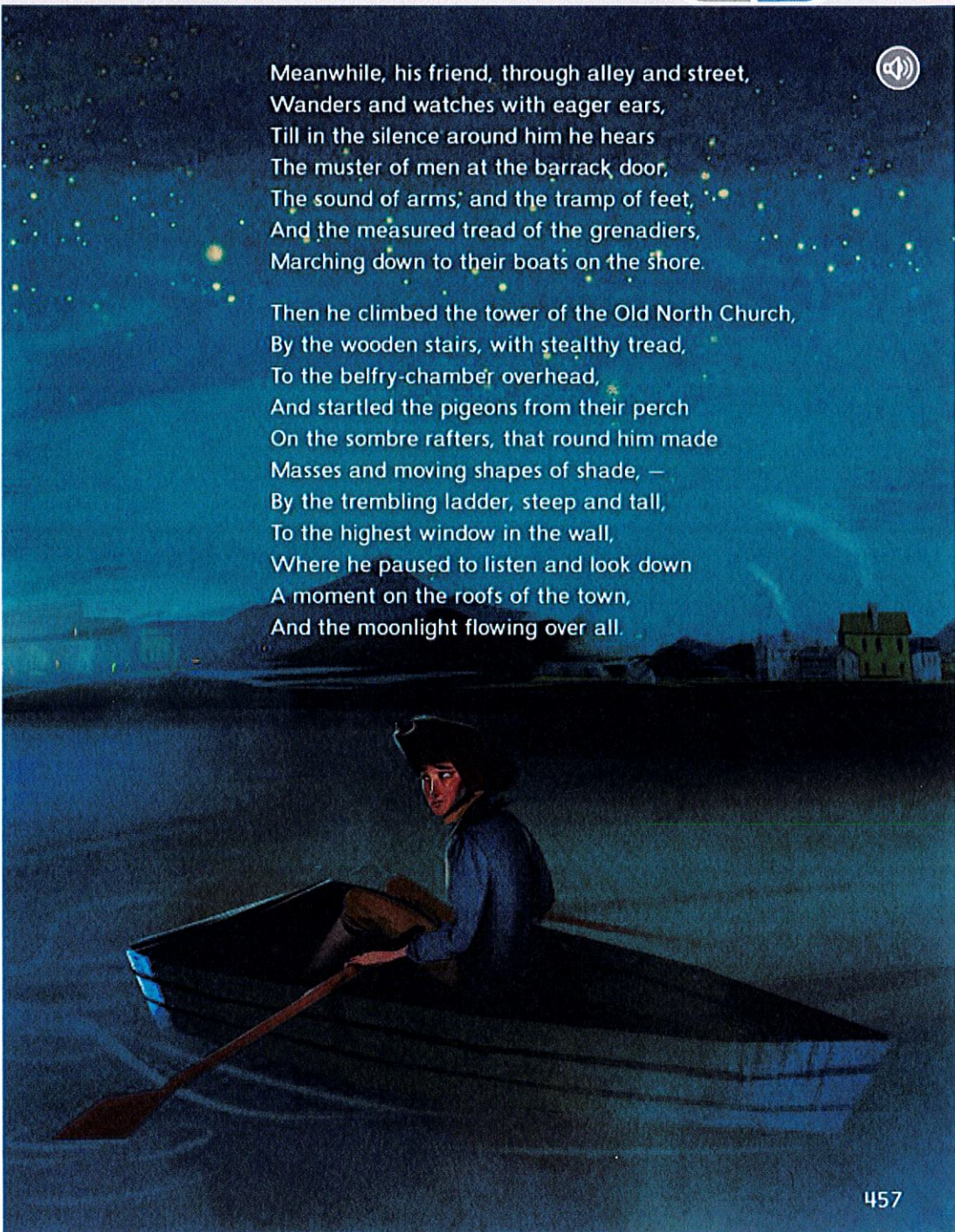


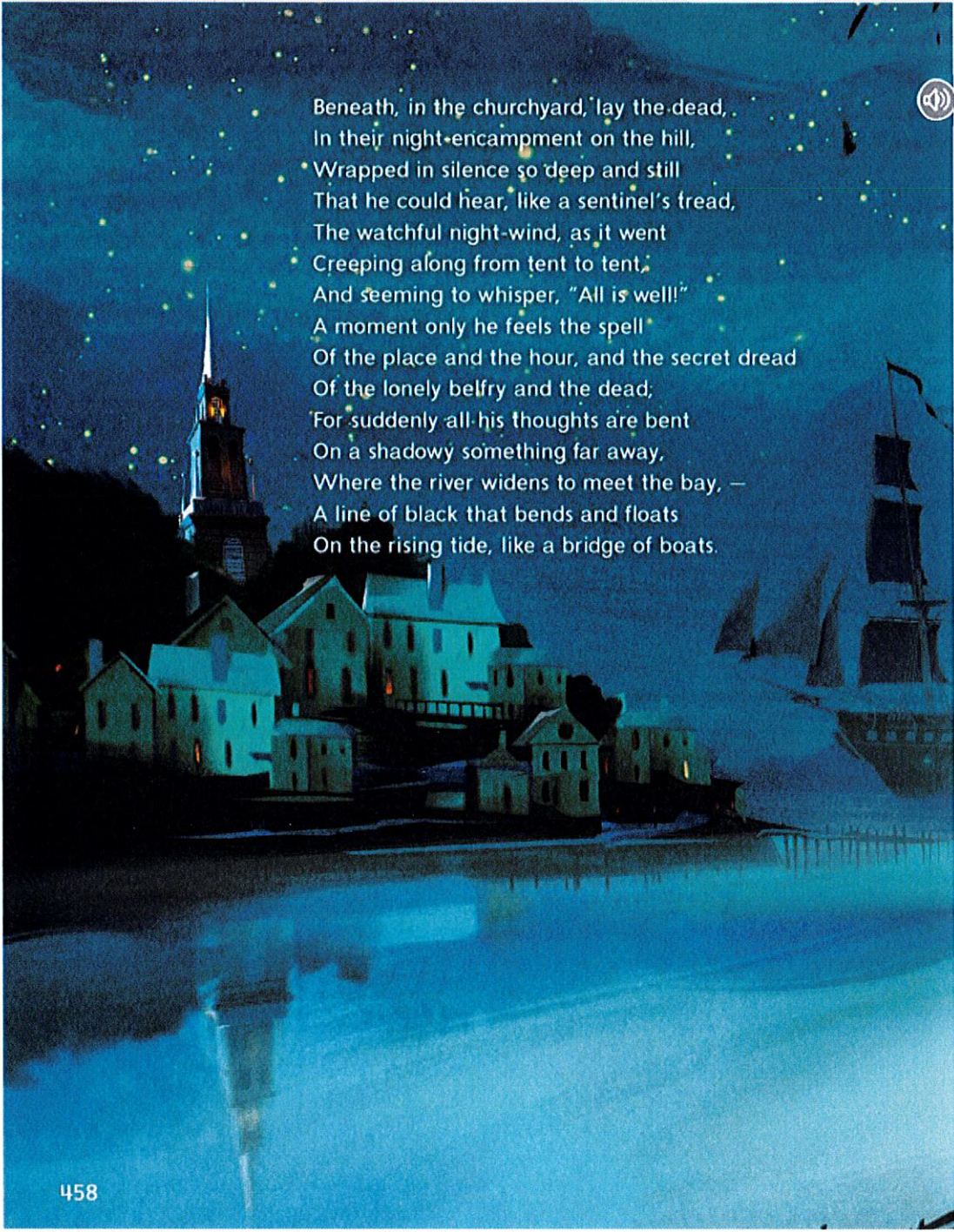
Then he said, "Good night!" and with muffled oar
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.



Meanwhile, his friend, through alley and street,
Wanders and watches with eager ears,
Till in the silence around him he hears
The muster of men at the barrack door,
The sound of arms, and the tramp of feet,
And the measured tread of the grenadiers,
Marching down to their boats on the shore.

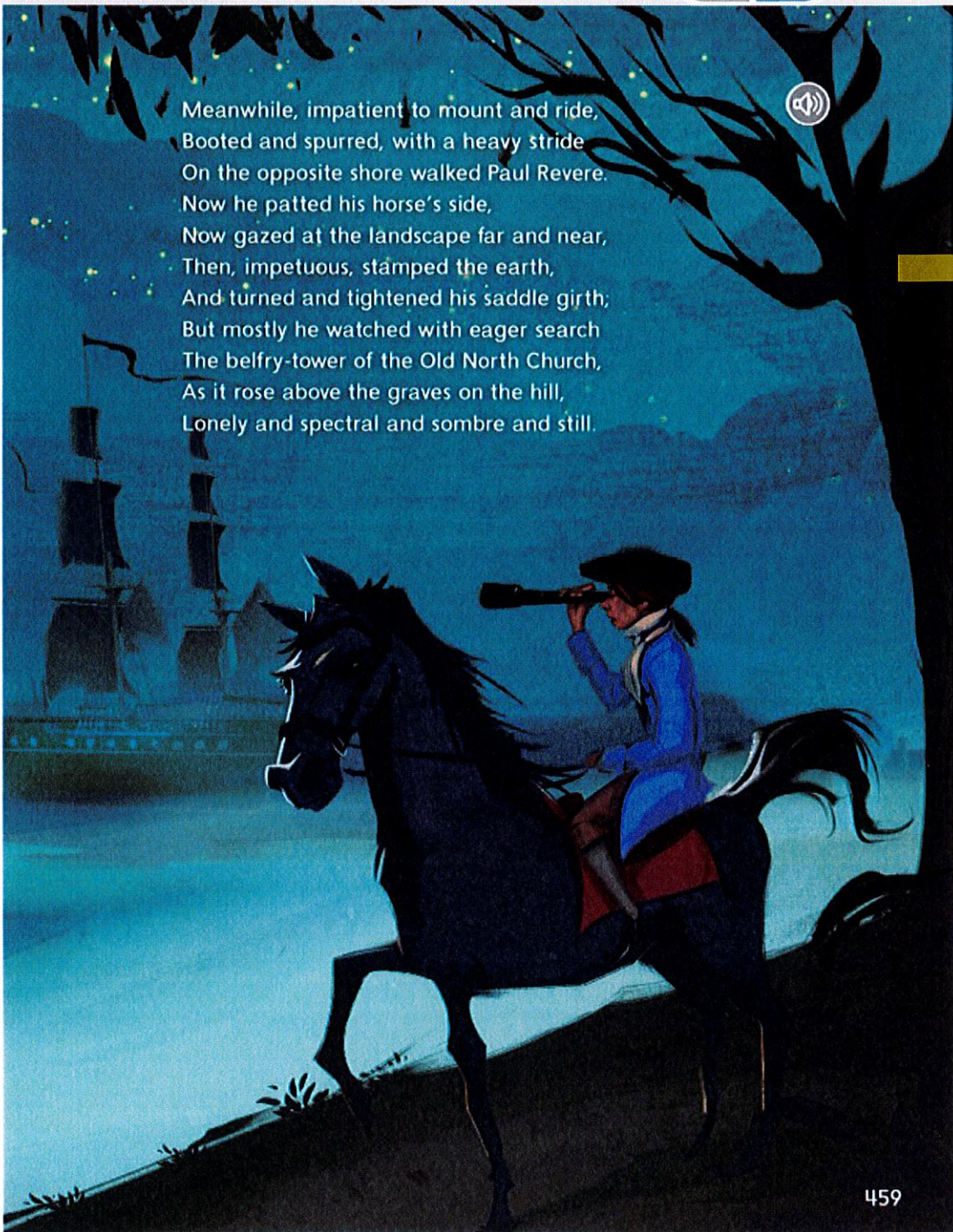
Then he climbed the tower of the Old North Church,
By the wooden stairs, with stealthy tread,
To the belfry-chamber overhead,
And startled the pigeons from their perch
On the sombre rafters, that round him made
Masses and moving shapes of shade, —
By the trembling ladder, steep and tall,
To the highest window in the wall,
Where he paused to listen and look down
A moment on the roofs of the town,
And the moonlight flowing over all.

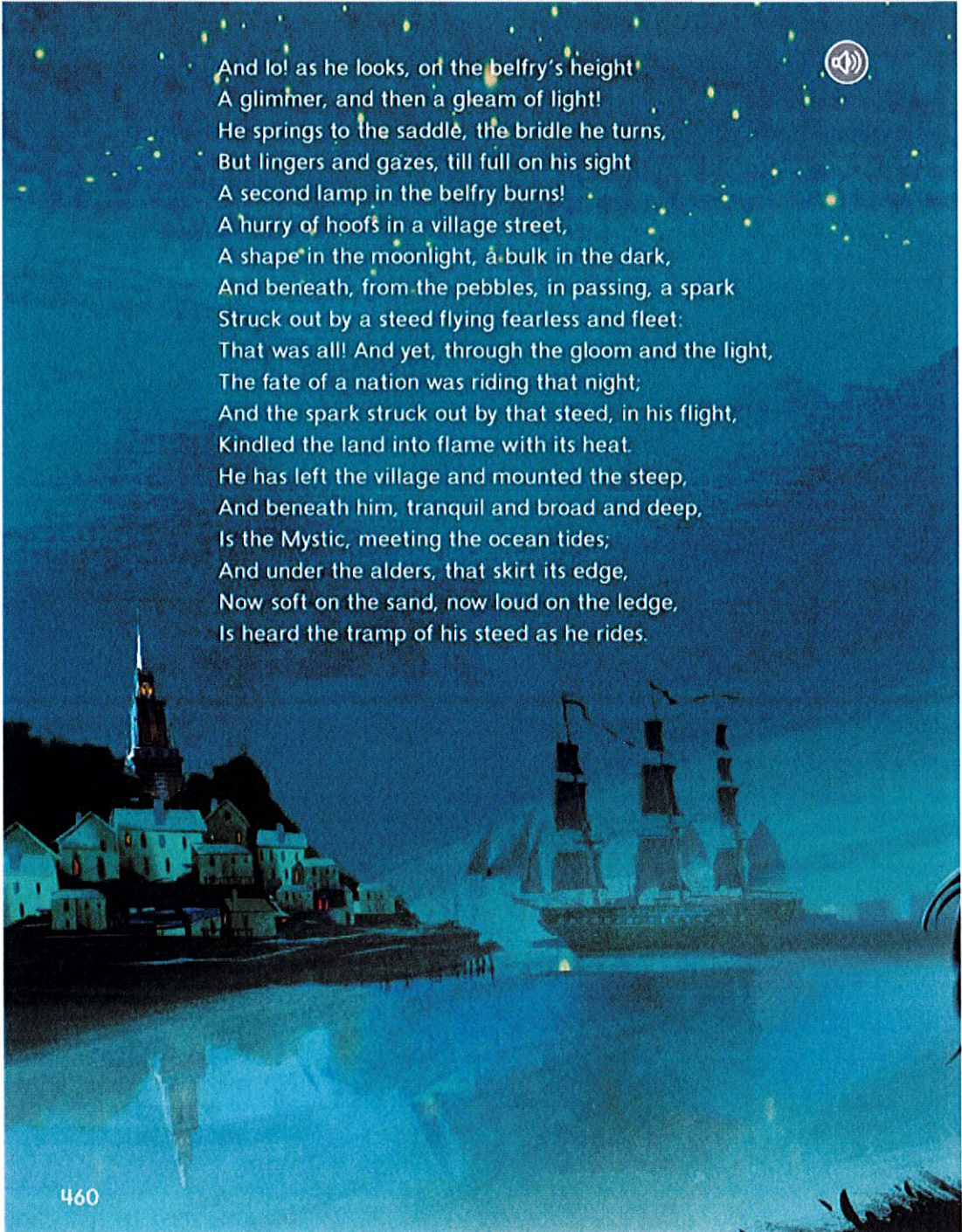




Beneath, in the churchyard, lay the dead,
In their night-encampment on the hill,
Wrapped in silence so deep and still
That he could hear, like a sentinel's tread,
The watchful night-wind, as it went
Creeping along from tent to tent,
And seeming to whisper, "All is well!"
A moment only he feels the spell
Of the place and the hour, and the secret dread
Of the lonely belfry and the dead;
For suddenly all his thoughts are bent
On a shadowy something far away,
Where the river widens to meet the bay, —
A line of black that bends and floats
On the rising tide, like a bridge of boats.

Meanwhile, impatient to mount and ride,
Booted and spurred, with a heavy stride
On the opposite shore walked Paul Revere.
Now he patted his horse's side,
Now gazed at the landscape far and near,
Then, impetuous, stamped the earth,
And turned and tightened his saddle girth;
But mostly he watched with eager search
The belfry-tower of the Old North Church,
As it rose above the graves on the hill,
Lonely and spectral and sombre and still.





And lo! as he looks, on the belfry's height
A glimmer, and then a gleam of light!
He springs to the saddle, the bridle he turns,
But lingers and gazes, till full on his sight
A second lamp in the belfry burns!
A hurry of hoofs in a village street,
A shape in the moonlight, a bulk in the dark,
And beneath, from the pebbles, in passing, a spark
Struck out by a steed flying fearless and fleet:
That was all! And yet, through the gloom and the light,
The fate of a nation was riding that night;
And the spark struck out by that steed, in his flight,
Kindled the land into flame with its heat.
He has left the village and mounted the steep,
And beneath him, tranquil and broad and deep,
Is the Mystic, meeting the ocean tides;
And under the alders, that skirt its edge,
Now soft on the sand, now loud on the ledge,
Is heard the tramp of his steed as he rides.

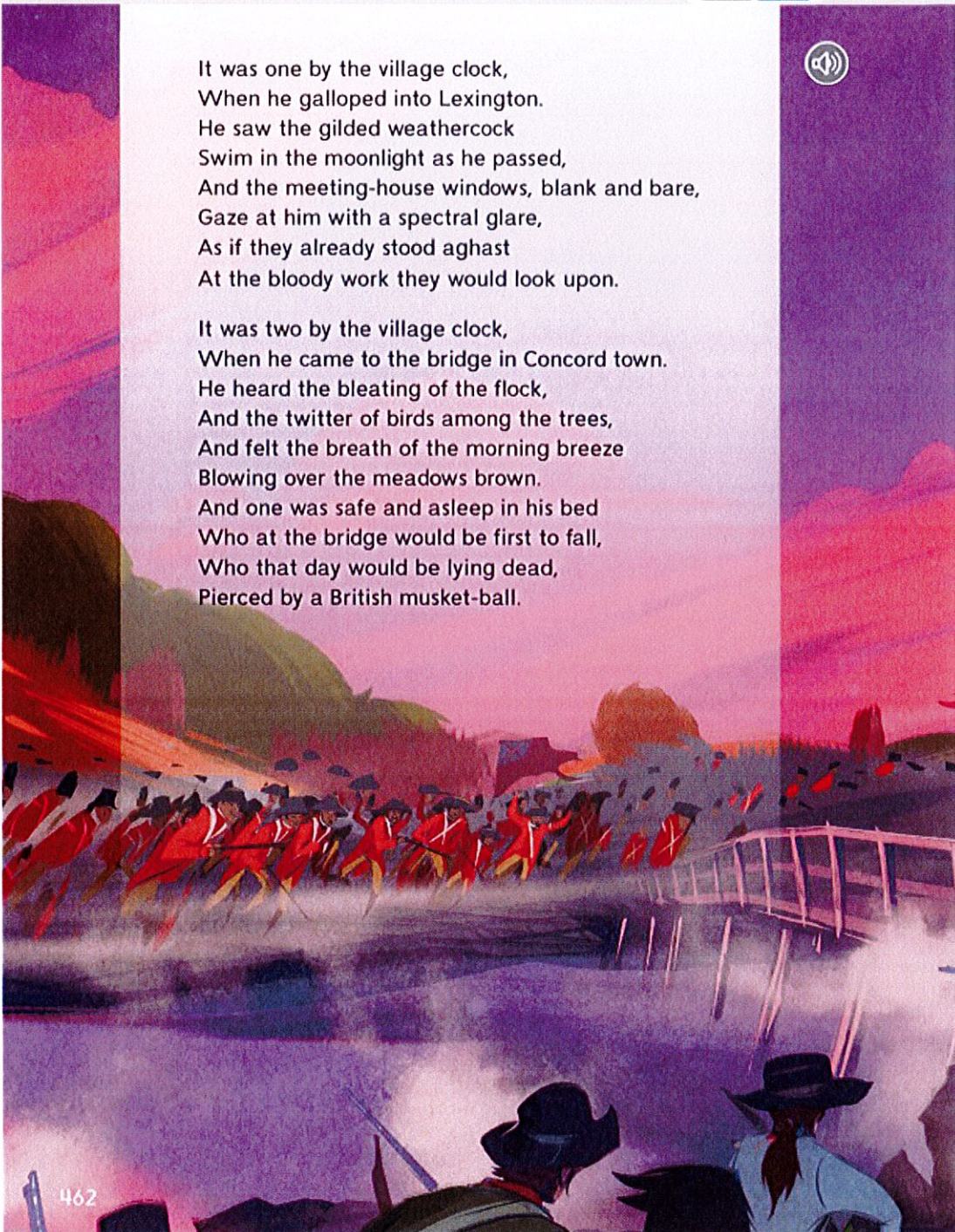


It was twelve by the village clock,
When he crossed the bridge into Medford town.
He heard the crowing of the cock,
And the barking of the farmer's dog,
And felt the damp of the river fog,
That rises after the sun goes down.



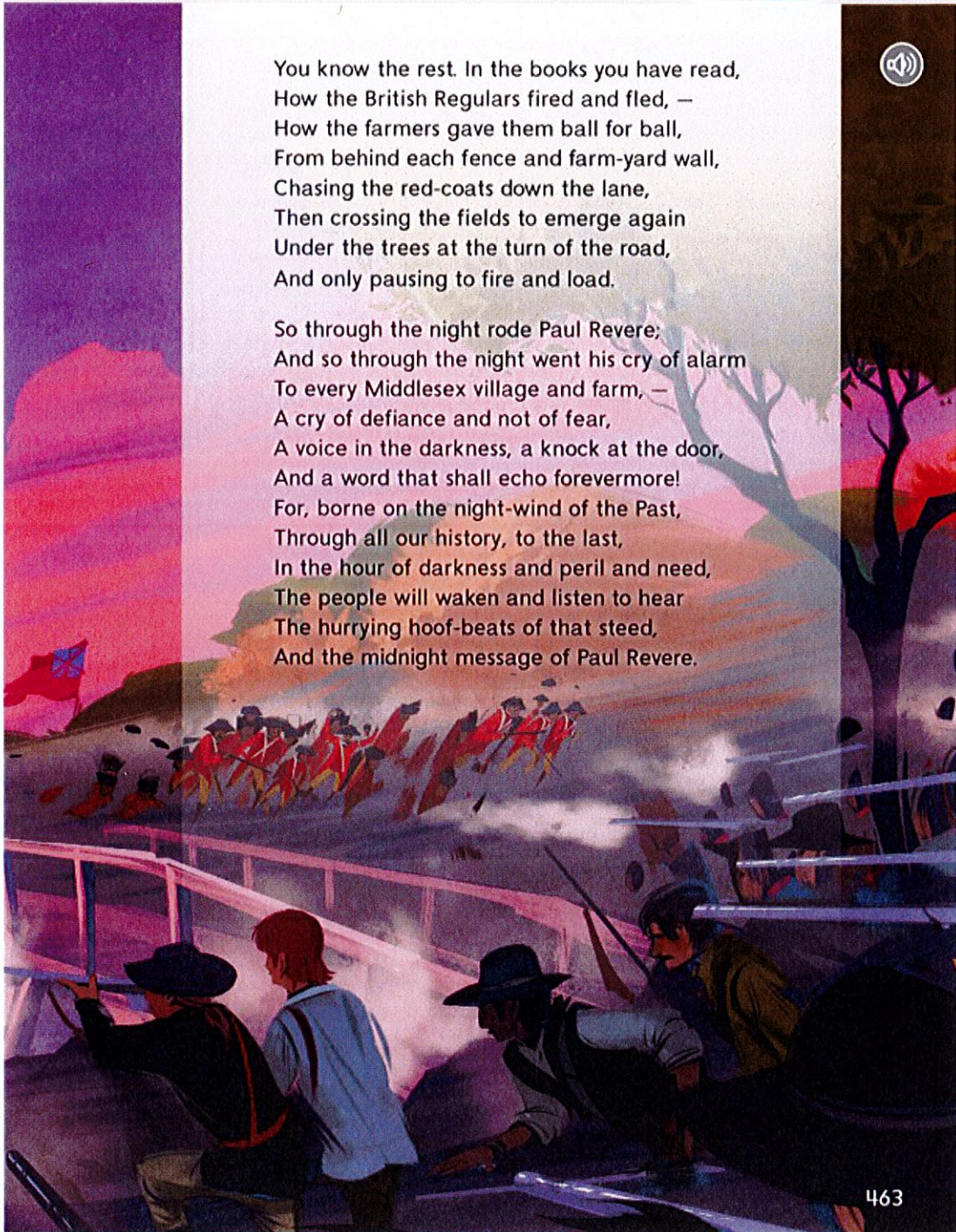
It was one by the village clock,
When he galloped into Lexington.
He saw the gilded weathercock
Swim in the moonlight as he passed,
And the meeting-house windows, blank and bare,
Gaze at him with a spectral glare,
As if they already stood aghast
At the bloody work they would look upon.

It was two by the village clock,
When he came to the bridge in Concord town.
He heard the bleating of the flock,
And the twitter of birds among the trees,
And felt the breath of the morning breeze
Blowing over the meadows brown.
And one was safe and asleep in his bed
Who at the bridge would be first to fall,
Who that day would be lying dead,
Pierced by a British musket-ball.



You know the rest. In the books you have read,
How the British Regulars fired and fled, —
How the farmers gave them ball for ball,
From behind each fence and farm-yard wall,
Chasing the red-coats down the lane,
Then crossing the fields to emerge again
Under the trees at the turn of the road,
And only pausing to fire and load.

So through the night rode Paul Revere;
And so through the night went his cry of alarm
To every Middlesex village and farm, —
A cry of defiance and not of fear,
A voice in the darkness, a knock at the door,
And a word that shall echo forevermore!
For, borne on the night-wind of the Past,
Through all our history, to the last,
In the hour of darkness and peril and need,
The people will waken and listen to hear
The hurrying hoof-beats of that steed,
And the midnight message of Paul Revere.



Four Point Rubrics for Informative Writing

Genre	1 Point	2 Points	3 Points	4 Points
Informative Writing	Writing has no introduction or clear topic. It offers a group of loosely related facts or a series of poorly written steps. No conclusion is included.	Writing is clearly organized around main points with supportive facts or assertions. Writing has no clear introduction, but its topic is identifiable. However, it includes many facts unrelated to the topic, or it describes things in a disorganized way. No conclusion is included.	Main points and supportive details can be identified, but they are not clearly marked. Writing has an introduction and offers facts about the topic. Some facts may be irrelevant, or some ideas may be vague or out of order. The writing is fairly well-organized but does not have a strong conclusion.	Traces and constructs a line of argument, identifying part-to-whole relations. Main points are supported with logical and appropriate evidence. Writing begins with an introduction and offers relevant facts about the topic or describes the topic appropriately. The writing is organized using cause/effect, compare/contrast, or another pattern. It ends with a strong conclusion.
Writing Traits				
Focus	Topic is unclear or wanders and must be inferred. Extraneous material may be present.	Topic/position/direction is unclear and must be inferred.	Topic/position is stated and direction/purpose is previewed and maintained. Mainly stays on topic.	Topic/position is clearly stated, previewed, and maintained throughout the paper. Topics and details are tied together with a central theme or purpose that is maintained/threaded throughout the paper.
Ideas/Content	Superficial and/or minimal content is included.	Main ideas are understandable, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is limited, insubstantial, overly general, or off topic.	The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general.	Writing is exceptionally clear, focused, and interesting. Main ideas stand out and are developed by strong support and rich details.
Elaboration (supporting details and examples that develop the main idea)	States ideas or points with minimal detail to support them.	Includes sketchy, redundant, or general details; some may be irrelevant. Support for key ideas is very uneven.	Includes mix of general statements and specific details/examples. Support is mostly relevant but may be uneven and lack depth in places.	Includes specific details and relevant supporting examples for each key point/idea.
Writing Conventions				
Conventions Overall	Numerous errors in usage, grammar, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. The reader finds it difficult to focus on the message.	The writing demonstrates limited control of standard writing conventions (punctuation, spelling, grammar, and usage). Errors sometimes impede readability.	The writing demonstrates control of standard writing conventions (punctuation, spelling, grammar, and usage). Minor errors, while perhaps noticeable, do not impede readability.	The writing demonstrates exceptionally strong control of standard writing conventions (punctuation, spelling, grammar, and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim over them.

Word Analysis

Read each item carefully. Choose the correct answer.

1. Which word contains the Latin root meaning *write*?
 - (A) contribute
 - (B) manuscript
 - (C) redistribute
 - (D) management
2. What do the underlined letters in *prenatal* mean?
 - (A) born
 - (B) nice
 - (C) late
 - (D) cool
3. What does the word *scribing* probably mean?
 - (A) planting trees in a forest
 - (B) making screeching sounds
 - (C) copying written documents
 - (D) scratching an itchy spot on your skin
4. Which word means about the same as *describe*?
 - (A) perform
 - (B) obey
 - (C) shiver
 - (D) explain
5. Which word means the opposite of *natural*?
 - (A) skillful
 - (B) artificial
 - (C) initial
 - (D) colonial

Paul Revere's Ride

Vocabulary

Read each item carefully. Choose the correct answer.

1. The pole on a ship that holds a sail is a
 - (A) link.
 - (B) hoop.
 - (C) mast.
 - (D) jack.

2. What does the word *sentinel* mean in this sentence?
A *sentinel* walked around the castle garden.
 - (A) deer
 - (B) guard
 - (C) child
 - (D) queen

3. A *stealthy* animal is
 - (A) unafraid of humans.
 - (B) easy to identify.
 - (C) only seen in the morning.
 - (D) slow and deliberate.

4. Which word fits best in this sentence?
The explorers decided to _____ the nearby desert.
 - (A) skirt
 - (B) munch
 - (C) prance
 - (D) rage

5. The act of refusing to obey authority is called
 - (A) utensil.
 - (B) defiance.
 - (C) slumber.
 - (D) carousel.

Paul Revere's Ride (continued)

Comprehension

Read the items carefully and choose the correct answer.
You may look back at the story to answer the questions.

1. The following question has two parts. First, answer **Part A**.
Then, answer **Part B**.

Part A How did Revere feel while he was waiting for the signal?

- (A) eager (C) afraid
(B) impatient (D) alarmed

Part B Which words from the story **best** supports your answer for **Part A**?

- (A) Ready to ride and spread the alarm
(B) Wanders and watches with eager ears
(C) By the trembling ladder, steep and tall
(D) Meanwhile, impatient to mount and ride

2. What nation was the poet talking about when he wrote the words "the fate of a nation"?

- (A) Great Britain (C) United States
(B) Concord (D) Middlesex

3. Where did Revere go right after leaving his friend?

- (A) the Charlestown shore (C) Middlesex village
(B) the North Church (D) Medford town

4. What is a musket-ball?

- (A) a kind of long knife (C) part of a bridge
(B) something like a bullet (D) the uniform of a soldier

Paul Revere's Ride (continued)

Comprehension

5. Why did Revere make his ride?
- (A) to warn people to hide from the British
 - (B) to tell people about the new United States
 - (C) to prepare people to fight the British
 - (D) to tell people about boats in the harbor
6. Match each phrase from the poem on the left with its meaning on the right.
- | | |
|-------------------|-----------------|
| muffled oar | waits and looks |
| measured tread | rode up a hill |
| lingers and gazes | made no noise |
| mounted the steep | careful steps |

Read the following items carefully. Use complete sentences to answer the questions.

7. What does the word "Mystic" mean in the selection?

8. What did Revere's friend do after they spoke?

9. How long did it take for Revere to get from Medford to Lexington, and how do you know?

10. What is the difference between a shout of defiance and one of fear?

Paul Revere's Ride (continued)

Grammar, Usage, and Mechanics

Read each item carefully. Choose the correct answer.

1. In which answer are the words in the correct order?
 - (A) Put things to be recycled in large the plastic container.
 - (B) Put things to be recycled in the plastic large container.
 - (C) Put things to be recycled in the large plastic container.
 - (D) Put things to be recycled in the large container plastic.

2. In which answer are the words in the correct order?
 - (A) Ned wore his old brother's football jersey to the game.
 - (B) Ned wore his brother's football old jersey to the game.
 - (C) Ned wore his football brother's old jersey to the game.
 - (D) Ned wore his brother's old football jersey to the game.

3. In which answer are the words in the correct order?
 - (A) The hikers made camp at that small, flat, sandy beach by the lake.
 - (B) The hikers made camp at small, that flat, sandy beach by the lake.
 - (C) The hikers made camp at that sandy, small, flat beach by the lake.
 - (D) The hikers made camp at that flat, sandy, small beach by the lake.

4. In which answer are the words in the correct order?
 - (A) We visited an Egyptian enormous ancient monument.
 - (B) We visited an enormous ancient Egyptian monument.
 - (C) We visited an enormous Egyptian ancient monument.
 - (D) We visited an ancient Egyptian enormous monument.

5. In which answer are the words in the correct order?
 - (A) A dusty old wooden trunk was in the corner of the attic.
 - (B) A dusty wooden old trunk was in the corner of the attic.
 - (C) A dusty trunk old wooden was in the corner of the attic.
 - (D) A wooden dusty old trunk was in the corner of the attic.

Name _____ Date _____ Score _____

Paul Revere's Ride (continued)

Analyzing the Selection

Read the question below. Write complete sentences for your answer. Support your answer with evidence from the selection.

Imagine that you are explaining to a friend about Paul Revere's ride. Write a summary of the poem in the form of a story. Be sure that the sequence of events in your story matches the poem. You do not have to include all the details because your story is a summary.

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Latin Roots *nat* and *scrib/scrip*

FOCUS

Knowing the meanings of Latin roots can help you figure out the meanings of many unfamiliar English words.

- The **Latin root *nat*** means “born.”
- The **Latin root *scrib*** or ***scrip*** means “write.”

PRACTICE Answer the following questions about root words.

1. What is the root in *postnatal*? _____
2. What does this root mean? _____
3. What does the entire word mean? _____
4. Write another word that contains this root. _____
5. What is the root in *describe*? _____
6. What does this root mean? _____
7. What does the entire word mean? _____
8. Write another word that contains this root. _____

APPLY Write a word from the word box to complete each sentence below.

scribbled	unnatural	native
prescription	inscribe	international

9. I'm going to the pharmacy to pick up a _____ the doctor wrote for my sinus infection.
10. It seems like an _____ relationship, but my cat and my bird actually get along.
11. Plants that are _____ to this area are suited to the climate and more likely to thrive.
12. This _____ train pass allows me to travel from country to country in Europe.
13. Please ask if the jeweler can _____ a message on the inside of this ring.
14. Ben _____ some words on the chalkboard, but we couldn't read them.

Choose two words from the word box. Add an affix or change an existing affix to make two new words. Write a sentence for each new word.

15. _____

16. _____

17. _____

18. _____

Vocabulary

FOCUS Review the selection vocabulary words from “Paul Revere’s Ride.”

aghast	phantom
defiance	sentinel
dread	skirt
impetuous	stealthy
mast	tide
opposite	tranquil
peril	tread

PRACTICE Read each sentence. Circle the vocabulary word in parentheses that best completes the sentence.

1. I could barely hear Shane’s light (dread/tread) on the stairs.
2. The Japanese garden provided a (tranquil/stealthy) setting for the reception.
3. A uniformed (peril/sentinel) guarded each gate of the fort.
4. We did our best to (tide/skirt) the giant puddle as we walked down the sidewalk.
5. Kelly thought she saw a wolf in the dark woods, but it was only a (defiance/phantom).
6. The wind was so fierce that it broke the boat’s (mast/skirt) in two.
7. Mom was (aghast/opposite) when she saw that we had cleaned the whole house.
8. Ian failed the test because he was too (sentinel/impetuous) and answered the questions too quickly.
9. Dad has been very (stealthy/tranquil) and hidden my birthday presents around the house.
10. At high (peril/tide), the water reached all the way to our beach towels.

APPLY Read the sentences below. Answer each question by explaining the definition in your own words.

11. Jordan acted in defiance of the classroom rules. What did he do? _____

12. Samar feels dread when he thinks about his dentist appointment. How does he feel about going to the dentist?

13. A forest fire has put local residents in peril. What is happening? _____

14. The pencil sharpener is on the opposite side of the room. Where is it?

15. The Wilsons' cabin in the woods is a tranquil place. What is it like?

16. Aria is aghast when she discovers her puppy has chewed on her favorite shoes. How does she feel?

17. The mast of a sailboat needs some repair. Which part of the boat will be fixed?

18. Jayden can hear the tread of his brothers behind him on the sidewalk. What does he hear? _____

A Moonlight Owl Walk

It was nearly nine o'clock when the group assembled in the parking lot of the Pine Woods MetroPark. Karie was shocked that her father had allowed her to stay out this late. It was quite impetuous of him, in fact. "Remind me again, Dad," she said. "Why are we here at night?"

"Because the owls are nocturnal, Karie," Mr. Kerns replied. "They are only active after dark, when they come out to hunt. During the day, they just roost high in the trees where they're pretty hard to see." He led Karie to the opposite side of the pavement, where a uniformed park ranger was just starting to address everyone.

"Hi, I'm Ranger Jackson, and I'd like to thank you all for attending our monthly Moonlight Owl Walk!" she exclaimed. "Before we take to the trail, I want to go over a few rules with you. As you can see, the woods are going to be extremely dark, so tread carefully. And please, try to limit talking and stay as quiet as you can. We want to be as stealthy as possible, so we don't scare the owls away. Finally, make sure you stick with the group. We don't want to be looking for you when we could be looking for owls!"

Before Karie knew it, she was plunging into the forest with the others. She had a fleeting feeling of dread, as she remembered her fear of the dark. She took a deep breath and tried to focus on the tranquility of her surroundings. There was a lovely piney smell in the night air, and the tall trees stood straight like ships' masts.

"Now, the great horned owl is quite a large bird, but its brown-and-white feathers act as camouflage." Ranger Jackson had lowered her voice to a spirited whisper. "It has glowing yellow eyes and the feathers over its ears stick up like horns. Its hoot consists of two short and three long sounds." Karie giggled to herself as Ranger Jackson imitated the call.

“The owls are good survivors,” she continued, “but they might still be in peril if habitats like these are threatened. That’s why we have to stand up in defiance of developers and stem the tide of tree cutting in this area.”

A half hour went by, and then another. The group trudged through mud, skirted a fallen tree trunk, and squeezed past a patch of poison ivy. They stayed quiet and watchful. But no owls appeared. For a few hopeful seconds Ranger Jackson thought she saw one sitting high in a massive oak, but it was only a phantom—or a clump of leaves. Karie forgot to be anxious about the darkness and began to feel impatient and annoyed.

Suddenly, Ranger Jackson put one finger to her lips and pointed up. There was a brief fluttering, and there it was, like a sentinel, guarding the top of a fir tree. Karie was aghast. She had never seen such fine feathered creature. The group watched in awe as the owl turned its head and adjusted its claws on the branch. Then, without warning, it let out a *ho-ho-hoo hoo hoo . . .*

What a great night this has turned out to be, Karie thought to herself. And not just because it’s now way past my bedtime!

Sequence

FOCUS

Remember that **sequence** is the order in which events take place in a text. Time and order words, such as *last week, October 4th, 2017, first, before, next, and at last*, will help you identify the sequence.

PRACTICE Order these events from “Paul Revere’s Ride” in the correct sequence. Write the correct number (1–10) on each line.

- _____ Revere’s friend climbs the Old North Church tower.
- _____ Revere begins his midnight ride.
- _____ Revere gallops into Lexington.
- _____ Revere gives his friend instructions for hanging lanterns.
- _____ Revere arrives in Concord.
- _____ Revere sees two lights in the church belfry.
- _____ Revere crosses the bridge into Medford.
- _____ Revere rows past a British ship to the Charlestown shore.
- _____ The Revolutionary soldiers drive the British out of the area.
- _____ Revere sees signs of the coming morning.

APPLY Follow the directions below.

- 11.** Write a paragraph that retells the major events in one of the stories you have read so far this year. Include time and order words to make the sequence clear.

- 12.** Write a paragraph that describes a typical day in your classroom. Include time and order words to make the sequence of events clear.

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Lesson 5 Reteach

Simplest Form

You can use division to write $\frac{3}{12}$ in simplest form.

Step 1 Find the common factors.

Factors of 3: 3, 1

Factors of 12: 1, 2, 3, 4, 6, 12

The common factor is 3.

Step 2 Divide by the greatest common factor.

$$\begin{array}{r} 3 \div 3 = 1 \\ 12 \div 3 = 4 \end{array}$$

The simplest form of $\frac{3}{12}$ is $\frac{1}{4}$.

Write each fraction in simplest form. If it is already in simplest form, write *simplest form*.

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

2. $\frac{9}{12}$ _____

3. $\frac{1}{8}$ _____

4. $\frac{2}{10}$ _____

5. $\frac{1}{2}$ _____

6. $\frac{3}{6}$ _____

7. Marta ate 2 of 4 muffins. What fraction of the muffins did Marta eat? _____

8. Stan made 4 goals out of 6 attempts in soccer today. What fraction of attempts did Stan make? _____

Name _____

MY Homework

Lesson 5

Simplest Form

Homework Helper



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Sophie found 12 golf balls. Six of them are yellow. What fraction of the golf balls are yellow? Write the fraction in its simplest form.

1 Write the fraction.

6 out of 12 golf balls are yellow.

The fraction is $\frac{6}{12}$.

2 Find the common factors of 6 and 12.

Circle the greatest common factor.

Factors of 6: 1, 2, 3, **6**

Factors of 12: 1, 2, 3, 4, **6**, 12

3 Divide by the greatest common factor.

$$\begin{array}{l} 6 \div \boxed{6} = 1 \\ 12 \div \boxed{6} = 2 \end{array}$$

So, $\frac{1}{2}$ of the golf balls are yellow.

Helpful Hint

A fraction is in its simplest form when its numerator and denominator have no common factor other than 1.

Practice

Write each fraction in simplest form. If it is in simplest form, write *simplest form*.

1. $\frac{3}{12}$

2. $\frac{6}{8}$

3. $\frac{7}{12}$

4. $\frac{4}{10}$

5. $\frac{20}{100}$

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

Write each fraction in simplest form. If it is in simplest form, write *simplest form*.

7. $\frac{5}{10}$

8. $\frac{4}{12}$

9. $\frac{2}{8}$


10. $\frac{3}{100}$

11. $\frac{70}{100}$

12. $\frac{2}{5}$



Brain Builders

13. **Mathematical PRACTICE**  **Make Sense of Problems** Latitia had 12 marbles. After she gave 2 marbles to Emilia, she has $\frac{10}{12}$ of her marbles left. What fraction of the marbles did Latitia give away? Write in simplest form.

14. Ryan has 8 kittens. Two are white. Julie has 4 kittens. The fraction of kittens that are *not* white is the same for Ryan and Julie. What fraction of Julie's kittens are *not* white? Write in simplest form.

Vocabulary Check



Write a vocabulary term to complete each sentence.

greatest common factor simplest form

15. When the only common factor of the numerator and denominator is 1, a fraction is in _____.
16. To simplify a fraction, divide the numerator and denominator by their _____.
17. **Test Practice** What is the unknown denominator if $\frac{9}{12} = \frac{3}{\square}$?

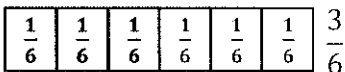
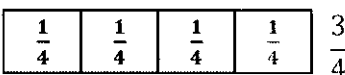
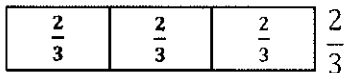
- (A) 8 (C) 4
(B) 6 (D) 3

Lesson 6 Reteach

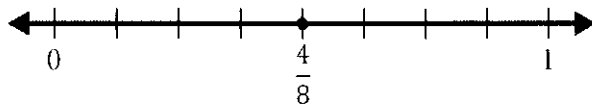
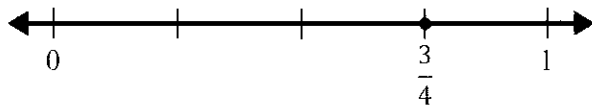
Compare and Order Fractions

You can use models, number lines, and equivalent fractions to compare and order fractions.

Compare $\frac{2}{3}$, $\frac{3}{4}$ and $\frac{3}{6}$.

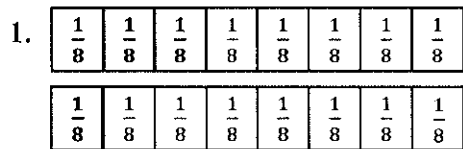


Compare $\frac{1}{3}$, $\frac{3}{4}$ and $\frac{4}{8}$.

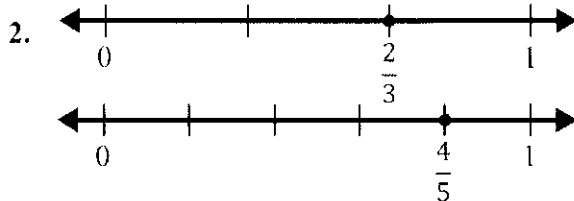


The models show that $\frac{3}{4} > \frac{2}{3} > \frac{3}{6}$. The number line shows that $\frac{3}{4} > \frac{1}{3} > \frac{4}{8}$.

Compare. Write $<$, $>$, or $=$.



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



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

Order from *least to greatest*.

3. $\frac{6}{12}, \frac{1}{3}, \frac{3}{4}$ _____, _____, _____

4. $\frac{5}{8}, \frac{3}{4}, \frac{1}{2}$ _____, _____, _____

5. $\frac{3}{10}, \frac{2}{5}, \frac{1}{4}$ _____, _____, _____

6. $\frac{5}{6}, \frac{2}{3}, \frac{1}{2}$ _____, _____, _____

Name

MY Homework

Lesson 6

Compare and Order Fractions

Homework Helper



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Ellen has three cans of paint that are the same size. The can of blue paint is $\frac{2}{3}$ full. The can of green paint is $\frac{3}{4}$ full, and the can of yellow paint is $\frac{1}{2}$ full. Order the paint colors from least to greatest amounts.

Compare $\frac{2}{3}$, $\frac{3}{4}$, and $\frac{1}{2}$.

1 Find the least common multiple of the denominators.

Circle the least common multiple.

Multiples of 2: 2, 4, 6, 8, 10, **12**, 14

Multiples of 3: 3, 6, 9, **12**, 15

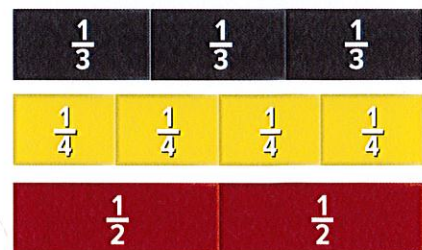
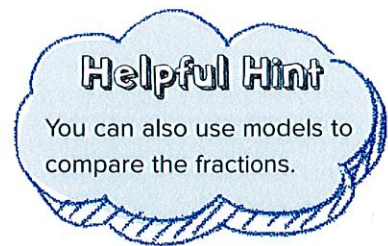
Multiples of 4: 4, 8, **12**, 16

The least common multiple is 12.

2 Create equivalent fractions.

Multiply to find equivalent fractions with 12 as the denominator.

$$\frac{2}{3} \times \frac{4}{4} = \frac{8}{12} \quad \frac{3}{4} \times \frac{3}{3} = \frac{9}{12} \quad \frac{1}{2} \times \frac{6}{6} = \frac{6}{12}$$



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

3 Compare and order.

$$\frac{6}{12} < \frac{8}{12} < \frac{9}{12}$$

$$\text{So, } \frac{1}{2} < \frac{2}{3} < \frac{3}{4}.$$

From *least* to *greatest*, the amount of each color of paint is yellow, blue, and green.

Practice

Compare. Use $>$, $<$, or $=$.

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

2. $\frac{5}{12} \bigcirc \frac{1}{4}$

3. $\frac{4}{5} \bigcirc \frac{8}{10}$

4. $\frac{7}{10} \bigcirc \frac{4}{5}$

5. $\frac{1}{5} \bigcirc \frac{2}{10}$

6. $\frac{2}{5} \bigcirc \frac{2}{8}$

7. $\frac{9}{10} \bigcirc \frac{7}{8}$

8. $\frac{3}{10} \bigcirc \frac{4}{8}$

9. $\frac{1}{4} \bigcirc \frac{6}{12}$

Order from *least to greatest*.

10. $\frac{4}{8}, \frac{1}{3}, \frac{2}{3}$ _____

11. $\frac{5}{6}, \frac{7}{12}, \frac{3}{4}$ _____

12. $\frac{1}{2}, \frac{7}{8}, \frac{2}{8}$ _____

13. $\frac{1}{3}, \frac{1}{4}, \frac{5}{6}$ _____

Brain Builders

14. Patti has two glue sticks that are partially used. One has $\frac{1}{5}$ left, and one has $\frac{3}{8}$ left. Which glue stick has more glue? Explain.

- Mathematical PRACTICE 6** **Be Precise** Lola measures three buttons for a shirt she is making. One button is $\frac{1}{8}$ inch, one is $\frac{3}{8}$ inch, and one is $\frac{1}{4}$ inch. The button hole on the shirt is $\frac{2}{6}$ inch. Which of the buttons will fit through the button hole? Explain.

Vocabulary Check



16. What is the least common multiple of 3 and 8? _____
17. **Test Practice** Which fraction is *not* greater than $\frac{1}{2}$?
- (A) $\frac{7}{8}$ (B) $\frac{4}{6}$ (C) $\frac{3}{5}$ (D) $\frac{2}{5}$

Lesson 7 Reteach

Use Benchmark Fractions to Compare and Order

Benchmark fractions are fractions that are commonly used to compare and order fractions. For example, $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ are benchmark fractions.

Compare $\frac{2}{4}$ and $\frac{3}{8}$.

$\frac{2}{4}$ is equivalent to $\frac{1}{2}$

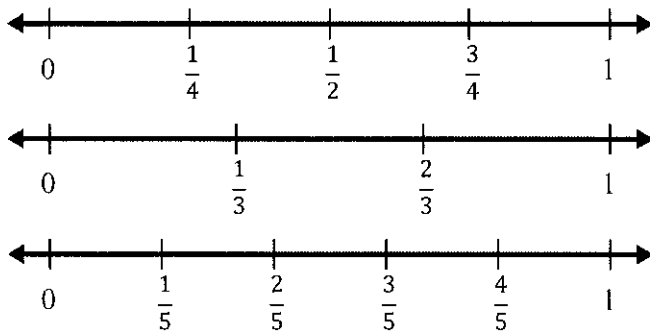
$\frac{3}{8}$ is less than $\frac{4}{8}$ ($\frac{1}{2}$)

You can use the benchmark fraction $\frac{1}{2}$ to compare these two fractions.

If $\frac{2}{4}$ is equal to $\frac{1}{2}$ and $\frac{3}{8}$ is less than $\frac{1}{2}$, you know that

$$\frac{3}{8} < \frac{2}{4}$$

Use benchmark fractions to compare. Write $>$, $<$, or $=$.



1. $\frac{2}{3} \bigcirc \frac{2}{5}$

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

3. $\frac{2}{5} \bigcirc \frac{1}{3}$

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

5. $\frac{2}{4} \bigcirc \frac{1}{2}$

6. $\frac{1}{5} \bigcirc \frac{1}{4}$

Name _____

MY Homework

Lesson 7

Use Benchmark Fractions to Compare and Order

Homework Helper



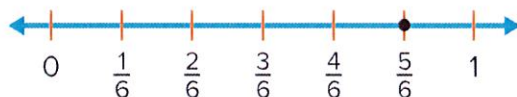
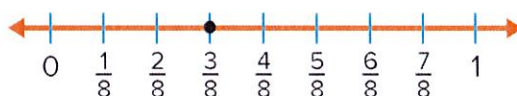
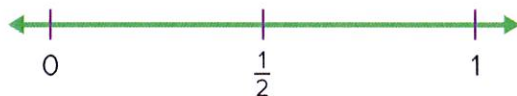
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Connor has completed $\frac{3}{8}$ of his homework. Aidan has finished $\frac{5}{6}$ of his homework. Who is closer to being finished with his homework?

Use benchmark fractions, or common fractions, to compare $\frac{3}{8}$ and $\frac{5}{6}$.

1 Use $\frac{1}{2}$ as a benchmark fraction.

You know that $\frac{1}{2}$ is equivalent to $\frac{4}{8}$ and $\frac{3}{6}$.



2 Compare.

$\frac{3}{8}$ is less than $\frac{1}{2}$, and $\frac{5}{6}$ is greater than $\frac{1}{2}$.

So, Aidan is closer to finishing his homework than Connor.

Practice

Use a benchmark fraction to compare. Use $>$, $<$, or $=$.

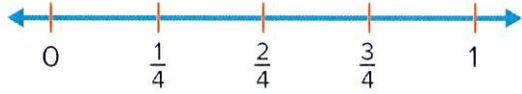
1. $\frac{3}{8} \bigcirc \frac{3}{4}$

2. $\frac{4}{6} \bigcirc \frac{3}{8}$

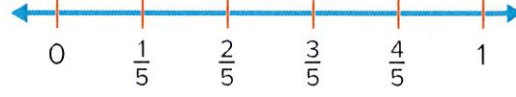
3. $\frac{1}{8} \bigcirc \frac{5}{6}$

Use a benchmark fraction to compare. Use $>$, $<$, or $=$.

4. $\frac{1}{3}$ ○ $\frac{3}{4}$



5. $\frac{3}{5}$ ○ $\frac{2}{6}$



6. $\frac{3}{6}$ ○ $\frac{2}{5}$

7. $\frac{2}{4}$ ○ $\frac{2}{3}$

Order from *least to greatest*.


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

9. $\frac{3}{6}, \frac{3}{4}, \frac{2}{8}$ _____



Brain Builders

10. Bailey has an hour to get ready for school. She spends $\frac{3}{6}$ of that time getting dressed. She spends $\frac{1}{4}$ of that time eating breakfast. She spends $\frac{1}{5}$ of that time packing her backpack. Which activity does Bailey spend the greatest amount of time doing? Explain.

11. **Mathematical PRACTICE**  **Use Number Sense** Zane eats $\frac{3}{8}$ of a pizza. Later he eats $\frac{1}{2}$ of the same pizza. Did he eat more the first or second time? Explain.

Vocabulary Check



12. How do I use benchmark fractions?

13. **Test Practice** Which fraction is not greater than $\frac{2}{5}$?

- (A) $\frac{3}{10}$ (B) $\frac{7}{10}$ (C) $\frac{2}{4}$ (D) $\frac{3}{6}$

Check My Progress *(Lessons 3 through 7)*

Recognize whether the fractions are equivalent.

Write *yes* or *no*. Use fraction tiles or number lines.

1. $\frac{2}{3}$ and $\frac{8}{12}$

1. _____

2. $\frac{3}{8}$ and $\frac{6}{10}$

2. _____

Generate two equivalent fractions for each fraction.

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

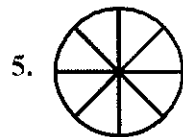
3. _____

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

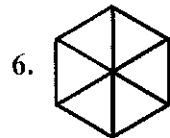
4. _____

Write the fraction for the part that is shaded.

Then find an equivalent fraction.



5. _____



6. _____

Write each fraction in simplest form. If it is in simplest form, write *simplest form*.

7. $\frac{4}{12}$

7. _____

8. $\frac{3}{10}$

8. _____

Solve.

9. Michael has read $\frac{1}{2}$ of a book. Amelia has read $\frac{2}{3}$ of the same book. Who has read more of the book?

9. _____

10. Terrence played video games for $\frac{1}{3}$ of an hour and walked his dog for $\frac{3}{5}$ of an hour. Did Terrence spend more time playing video games or walking his dog?

10. _____

Lesson 8 Reteach

Problem Solving: Use Logical Reasoning

Gina, Julio, and Tiffany are at their tennis lesson, where they practiced returning serves. Each person was served 10 tennis balls. Gina returned less serves than Julio, but more than Tiffany. Tiffany returned $\frac{1}{2}$ of her serves. Julio returned an even number of serves. Gina returned an odd number of serves. No one returned more than 9 serves. How many serves did each person return?

<p>Step 1 Understand</p>	<p>What facts do you know?</p> <p>Each person was served 10 balls. Gina returned less than Julio, but more than Tiffany. Tiffany returned $\frac{1}{2}$ of the serves. No one returned more than 9 serves. Julio returned an even number of serves, and Gina returned an odd number of serves.</p> <p>What do you need to find?</p> <p>How many serves did each person return?</p>
<p>Step 2 Plan</p>	<p>Make a plan.</p> <p>I will start with the fraction of serves Tiffany returned and use logical reasoning to solve the problem.</p>
<p>Step 3 Solve</p>	<p>Carry out your plan.</p> <p>I know that Tiffany returned $\frac{1}{2}$ of her serves. I need to find an equivalent fraction with 10 as the denominator to figure out how many serves Tiffany returned.</p> $\frac{1}{2} = \frac{5}{10}$ <p>So, Tiffany returned 5 serves.</p>

Lesson 8 Reteach

Problem Solving: Use Logical Reasoning (continued)

<p>Step 3 Solve</p>	<p>Gina returned less serves than Julio and more than Tiffany. She returned an odd number of serves.</p> <p>Could Gina have returned 9 serves? No, because she returned less than Julio, and no one returned more than 9.</p> <p>Could Gina have returned 7 serves? Yes. 7 is an odd number more than 5 and less than 9. So, Gina returned 7 serves.</p> <p>Julio returned an even number of serves and more serves than Gina. No one returned more than 9 serves. So, Julio returned 8 serves.</p>
<p>Step 4 Check</p>	<p>Make sure your answer is reasonable.</p> <p>Based on the information given, the number of serves figured for each person makes sense. So, the answer is reasonable.</p>

Solve each problem by using logical reasoning.

1. Cora has 3 Labrador retrievers. Their names are Buddy, Cody, and Cooper. One is chocolate, one is black, and one is yellow in color. Buddy is not chocolate. Cody is not chocolate or black. What is the color of each dog?

2. Leonardo has 3 times as many pencils as Sheldon. Sheldon has 2 times as many pencils as Tess. Tess has 5 pencils. How many pencils do Leonardo and Sheldon each have?

3. Sheldon used flour, sugar, and blueberries to make muffins. The amounts he used are $\frac{1}{2}$ cup, $\frac{1}{4}$ cup, and $\frac{3}{4}$ cup. He used twice as much flour than sugar and the greatest amount used was blueberries. How much of each ingredient did he use?

Name

MY Homework

Lesson 8

Problem Solving: Use Logical Reasoning

Homework Helper



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Hailey made raisin bread. She used flour, raisins, and water.

The amounts of these ingredients were $\frac{1}{3}$ cup, $\frac{1}{4}$ cup, and $\frac{2}{3}$ cup.

She used more flour than water. She used more water than raisins.

How much of each ingredient did Hailey use?

1 Understand

What facts do you know?

Hailey used flour, raisins, and water to make bread. The amounts of the ingredients were $\frac{1}{3}$ cup, $\frac{1}{4}$ cup, and $\frac{2}{3}$ cup.

What do you need to find?

I need to find how much of each ingredient Hailey used.

2 Plan

I will use logical reasoning to solve the problem.

3 Solve

The order of the ingredients from greatest to least amounts is flour, water, and raisins. The order of the amounts from greatest to least is $\frac{2}{3}$ cup, $\frac{1}{3}$ cup, and $\frac{1}{4}$ cup.

So, Hailey used $\frac{2}{3}$ cup of flour, $\frac{1}{3}$ cup of water, and $\frac{1}{4}$ cup of raisins.

4 Check


Does the answer make sense?

Yes. The clues match the answer.



Problem Solving

Solve each problem by using logical reasoning.

1. **Mathematical PRACTICE**  **Stop and Reflect** Ryan has his artwork displayed at the library, the mall, and the bank. Use the clues to find the fraction of his art that is displayed at each place.
- $\frac{1}{4}$ of the art is at one location, $\frac{1}{8}$ of the art is at the second location, and $\frac{5}{8}$ of the art is at the third location.
 - There is more of Ryan's art at the library than the mall.
 - There is less of Ryan's art at the bank than at the mall.

2. Benjamin made a fruit salad with strawberries, blueberries, and kiwi. Use the clues to find the amounts of each ingredient.
- The amounts were $\frac{3}{4}$ cup, $\frac{2}{8}$ cup, and $\frac{1}{2}$ cup.
 - Benjamin used more blueberries than strawberries.
 - Benjamin used more strawberries than kiwi.



Brain Builders

3. Layla wrote a report about insects. She listed the lengths of tiger beetles, carpenter ants, and aphids. The lengths were $\frac{1}{2}$ inch, $\frac{5}{8}$ inch, and $\frac{1}{8}$ inch. A tiger beetle is bigger than a carpenter ant. A carpenter ant is bigger than an aphid. Based on this information, Layla says that the length of a carpenter ant is $\frac{1}{8}$ inch. Do you agree or disagree with Layla? Explain.
