Dear Garrett Families,

In light of schools closing, your teachers have prepared some materials and lessons/activities for your students while they are home. These have been sent home with your student. Please note that incentives will be given for returned work. The hope is that this will help enrich our students' learning during this time away from school. You will find a 10 day plan along with a packet of work on our school website that can be downloaded if your child was not able to bring it home from school. Resources for special areas and medical/food needs can also be found there. I know this is a strange and difficult time for us all but I feel confident that our community will come out of this stronger than ever. When we care for one another, we succeed in more than one part of life. If you have any questions regarding the work that has been prepared or if you need suggestions for your child, please feel free to dojo your child's teacher. They will do their best to respond in a timely manner. Take care.

Sincerely,

Dr. Erik Melton – Principal

emelon@hazelwoodschools.org

School Website (packets can be found here):
https://www.hazelwoodschools.org/Domain/13

Facebook:
https://www.facebook.com/GarrettElementarySchool/?ref=bookmarks
February 29, 2020

Talking to Children About COVID-19 (Coronavirus)
A Parent Resource

A new type of coronavirus, abbreviated COVID-19, is causing an outbreak of respiratory (lung) disease. It was first detected in China and has now been detected internationally. While the immediate health risk in the United States is low, it is important to plan for any possible outbreaks if the risk level increases in the future.

Concern over this new virus can make children and families anxious. While we don’t know where and to what extent the disease may spread here in the United States, we do know that it is contagious, that the severity of illness can vary from individual to individual, and that there are steps we can take to prevent the spread of infection. Acknowledging some level of concern, without panicking, is appropriate and can result in taking actions that reduce the risk of illness. Helping children cope with anxiety requires providing accurate prevention information and facts without causing undue alarm.

It is very important to remember that children look to adults for guidance on how to react to stressful events. If parents seem overly worried, children’s anxiety may rise. Parents should reassure children that health and school officials are working hard to ensure that people throughout the country stay healthy. However, children also need factual, age appropriate information about the potential seriousness of disease risk and concrete instruction about how to avoid infections and spread of disease. Teaching children positive preventive measures, talking with them about their fears, and giving them a sense of some control over their risk of infection can help reduce anxiety.

Specific Guidelines

Remain calm and reassuring.
- Children will react to and follow your verbal and nonverbal reactions.
- What you say and do about COVID-19, current prevention efforts, and related events can either increase or decrease your children’s anxiety.
- If true, emphasize to your children that they and your family are fine.
- Remind them that you and the adults at their school are there to keep them safe and healthy.
- Let your children talk about their feelings and help reframe their concerns into the appropriate perspective.

Make yourself available.
- Children may need extra attention from you and may want to talk about their concerns, fears, and questions.
- It is important that they know they have someone who will listen to them; make time for them.
- Tell them you love them and give them plenty of affection.
Avoid excessive blaming.
- When tensions are high, sometimes we try to blame someone.
- It is important to avoid stereotyping any one group of people as responsible for the virus.
- Bullying or negative comments made toward others should be stopped and reported to the school.
- Be aware of any comments that other adults are having around your family. You may have to explain what comments mean if they are different than the values that you have at home.

Monitor television viewing and social media.
- Limit television viewing or access to information on the Internet and through social media. Try to avoid watching or listening to information that might be upsetting when your children are present.
- Speak to your child about how many stories about COVID-19 on the Internet may be based on rumors and inaccurate information.
- Talk to your child about factual information of this disease—this can help reduce anxiety.
- Constantly watching updates on the status of COVID-19 can increase anxiety—avoid this.
- Be aware that developmentally inappropriate information (i.e., information designed for adults) can cause anxiety or confusion, particularly in young children.
- Engage your child in games or other interesting activities instead.

Maintain a normal routine to the extent possible.
- Keep to a regular schedule, as this can be reassuring and promotes physical health.
- Encourage your children to keep up with their schoolwork and extracurricular activities, but don’t push them if they seem overwhelmed.

Be honest and accurate.
- In the absence of factual information, children often imagine situations far worse than reality.
- Don’t ignore their concerns, but rather explain that at the present moment very few people in this country are sick with COVID-19.
- Children can be told this disease is thought to be spread between people who are in close contact with one another—when an infected person coughs or sneezes.
- It is also thought it can be spread when you touch an infected surface or object, which is why it is so important to protect yourself.
- For additional factual information contact your school nurse, ask your doctor, or check the https://www.cdc.gov/coronavirus/2019-ncov/index.html website.

Know the symptoms of COVID-19.
- The CDC believes these symptoms appear in a few days after being exposed to someone with the disease or as long as 14 days after exposure:
  - Fever
  - Cough
  - Shortness for breath
- For some people the symptoms are like having a cold; for others they are quite severe or even life threatening. In either case it is important to check with your child’s healthcare provider (or yours) and follow instructions about staying home or away from public spaces to prevent the spread of the virus.

Review and model basic hygiene and healthy lifestyle practices for protection.
- Encourage your child to practice every day good hygiene—simple steps to prevent spread of illness:
  - Wash hands multiple times a day for at least 20 seconds (singing Twinkle, Twinkle Little Star slowly takes about 20 seconds).
  - Cover their mouths with a tissue when they sneeze or cough and throw away the tissue immediately, or sneeze or cough into the bend of their elbow. Do not share food or drinks.
community leaders to prevent germs from spreading.
- Upper middle school and high school students are able to discuss the issue in a more in-depth (adult-like) fashion and can be referred directly to appropriate sources of COVID-19 facts. Provide honest, accurate, and factual information about the current status of COVID-19. Having such knowledge can help them feel a sense of control.

Suggested Points to Emphasize When Talking to Children
- Adults at home and school are taking care of your health and safety. If you have concerns, please talk to an adult you trust.
- Not everyone will get the coronavirus (COVID-19) disease. School and health officials are being especially careful to make sure as few people as possible get sick.
- It is important that all students treat each other with respect and not jump to conclusions about who may or may not have COVID-19.
- There are things you can do to stay health and avoid spreading the disease:
  - Avoid close contact with people who are sick.
  - Stay home when you are sick.
  - Cover your cough or sneeze into your elbow or a tissue, then throw the tissue in the trash.
  - Avoid touching your eyes, nose, and mouth.
  - Wash hands often with soap and water (20 seconds).
  - If you don't have soap, use hand sanitizer (60–95% alcohol based).
  - Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.

Additional Resources


Coping With Stress During Infectious Disease Outbreaks, [https://store.samhsa.gov/product/Coping-with-Stress-During-Infectious-Disease-Outbreaks/sma14-4885](https://store.samhsa.gov/product/Coping-with-Stress-During-Infectious-Disease-Outbreaks/sma14-4885)


For more information related to schools and physical and mental health, visit [www.nasponline.org](http://www.nasponline.org) and [www.nasn.org](http://www.nasn.org).

© 2020, National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814, 301-657-8279
• Practice giving fist or elbow bumps instead of handshakes. Fewer germs are spread this way.
• Giving children guidance on what they can do to prevent infection gives them a greater sense of control over disease spread and will help to reduce their anxiety.
• Encourage your child to eat a balanced diet, get enough sleep, and exercise regularly; this will help them develop a strong immune system to fight off illness.

Discuss new rules or practices at school.
• Many schools already enforce illness prevention habits, including frequent hand washing or use of alcohol-based hand cleansers.
• Your school nurse or principal will send information home about any new rules or practices.
• Be sure to discuss this with your child.
• Contact your school nurse with any specific questions.

Communicate with your school.
• Let your school know if your child is sick and keep them home. Your school may ask if your child has a fever or not. This information will help the school to know why your child was kept home. If your child is diagnosed with COVID-19, let the school know so they can communicate with and get guidance from local health authorities.
• Talk to your school nurse, school psychologist, school counselor, or school social worker if your child is having difficulties as a result of anxiety or stress related to COVID-19. They can give guidance and support to your child at school.
• Make sure to follow all instructions from your school.

Take Time to Talk

You know your children best. Let their questions be your guide as to how much information to provide. However, don’t avoid giving them the information that health experts identify as critical to ensuring your children’s health. Be patient; children and youth do not always talk about their concerns readily. Watch for clues that they may want to talk, such as hovering around while you do the dishes or yard work. It is very typical for younger children to ask a few questions, return to playing, then come back to ask more questions.

When sharing information, it is important make sure to provide facts without promoting a high level of stress, remind children that adults are working to address this concern, and give children actions they can take to protect themselves.

Information is rapidly changing about this new virus—to have the most correct information stay informed by accessing https://www.cdc.gov/coronavirus/2019-ncov/index.html.

Keep Explanations Age Appropriate
• Early elementary school children need brief, simple information that should balance COVID-19 facts with appropriate reassurances that their schools and homes are safe and that adults are there to help keep them healthy and to take care of them if they do get sick. Give simple examples of the steps people take every day to stop germs and stay healthy, such as washing hands. Use language such as “adults are working hard to keep you safe.”
• Upper elementary and early middle school children will be more vocal in asking questions about whether they truly are safe and what will happen if COVID-19 comes to their school or community. They may need assistance separating reality from rumor and fantasy. Discuss efforts of school and
Organizations that offer free food and meals (name and contact number).

<table>
<thead>
<tr>
<th>Organization</th>
<th>Contact Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hazelwood Baptist Church</td>
<td>731-2244</td>
</tr>
<tr>
<td>Operation Food Search-Hunger Hotline 726-5355 (x3)</td>
<td>TEAM 831-0879</td>
</tr>
<tr>
<td>Adventist Community Services 429-0216</td>
<td></td>
</tr>
<tr>
<td>Salvation Army (Mon and Wed 10-12) 423-7770</td>
<td></td>
</tr>
<tr>
<td>St. Louis Area Food Bank, (314) 292-6262—Has multiple food programs to meet food needs for wide variety of students &amp; families; North County Meals on Wheels, (314) 953-6800</td>
<td></td>
</tr>
<tr>
<td>Zion United Church of Christ 314-741-1590 (Tuesday 9-12:30) photo ID, gross ID, live in St. Louis County</td>
<td></td>
</tr>
<tr>
<td>Food 4 Thought</td>
<td></td>
</tr>
<tr>
<td>Hazelwood Baptist Church - 731-2244</td>
<td></td>
</tr>
<tr>
<td>Trinity Church 314-838-8820</td>
<td></td>
</tr>
<tr>
<td>Urban League, CAASTL, Jewish Family Food Pantry</td>
<td></td>
</tr>
<tr>
<td>Ward Chapel AME, 11410 Old Halls Ferry Rd. 63033</td>
<td>314-741-0112</td>
</tr>
<tr>
<td>TEAM Food Pantry, 265 St. Catherine, 63033</td>
<td>314-831-0879</td>
</tr>
<tr>
<td>Community Helping Ministry, 3770 McKelvey, 63044</td>
<td>314-770-2216</td>
</tr>
<tr>
<td>Urban League, 8960 Jennings Station Rd., 63136</td>
<td>314-388-9840</td>
</tr>
<tr>
<td>Helping Hands Food Ministry, 5710 N. Highway 67, 63034</td>
<td>314-741-4222</td>
</tr>
<tr>
<td>Sts. John and James Church, 120 N. Elizabeth, 63135</td>
<td>314-524-0500</td>
</tr>
</tbody>
</table>
Hotlines for COVID

Missouri

St. Louis City Department of Health: (314) 612-5100
St. Louis County Department of Health: (314) 615-2660
Jefferson County Health Department: (636) 797-3737
St. Charles County Health Department: (636) 949-7400
Missouri State Health Department 24 hour COVID-19 Hotline: (877) 435-8411

Illinois

St. Clair County Health Department: (618) 233-7703 ext. 7 or DPH.SICK@ILLINOIS.GOV
AFTER SCHOOL MEALS

Operation Food Search will provide free meals to children Monday–Friday at select SLCL locations during the school year. Stop by after school and enjoy a nutritious meal along with activities for kids. Program begins August 12 and will run through the school year.

Meals will be available free of charge for children ages 5–18.

FLORISSANT VALLEY BRANCH
Monday–Friday, 3:30–4:30 p.m.

INDIAN TRAILS BRANCH
Monday–Friday, 3:30–4:30 p.m.

JAMESTOWN BLUFFS BRANCH
Monday–Friday, 3:30–4:30 p.m.

LEWIS & CLARK BRANCH
Monday–Friday, 3:30–4:30 p.m.

NATURAL BRIDGE BRANCH
Monday–Friday, 3:30–4:30 p.m.

PRAIRIE COMMONS BRANCH
Monday–Friday, 3:30–4:30 p.m.

ROCK ROAD BRANCH
Monday–Friday, 3:30–4:30 p.m.

WEBER ROAD BRANCH
Monday–Friday, 2:30–4:00 p.m.

St. Louis County Library

Program sites are accessible. Upon two weeks' notice, accommodations will be made for persons with disabilities. Call 314-894-3300 or visit www.slcl.org.
FREE!
MOBILE MARKET

Last Tuesday of Every Month 6-7:30pn
Trinity Church 3515 Shackelford Rd.

Possible items: fruit, veggies, bread, dairy, eggs, meat...*

EMPOWER North County

trinity CHURCH
love God + love people + serve our community

Foodbank
St. Louis Area Foodbank

*while supplies last
Hazelwood School District  
Third Grade Activities

Directions: On the first day of school closures, students should complete activities for each day. Reading and math activity daily

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 1    | Complete the Day 1 information in your packet and reading log.  
      | **Extra:** Create a map of an imaginary state. Include counties, a capital city, 4 state parks, bodies of water, and landforms. Make sure to include a map key. |
| 2    | Complete the Day 2 information in your packet and reading log.  
      | **Extra:** Make a chart to show which organisms live in your state’s bodies of water and on the landforms. Tell which traits these organisms have that make them best suited to survive in these environments. |
| 3    | Complete Day 3 information in your packet and reading log.  
      | **Extra:** Identify and list two state symbols that we use in Missouri. Write about why these symbols are important. |
| 4    | Complete Day 4 information in your packet and reading log.  
      | **Extra:** The eastern bluebird is the state bird of Missouri. Write a list of traits of the bluebird. Underline the traits that are inherited. |
| 5    | Complete Day 5 information in your packet and reading log.  
      | **Extra:** Create a short speech a state governor might give to people in his or her state after a severe thunderstorm or tornado. Write your speech on a piece of paper. |
| 6    | Complete Day 6 information in your packet and reading log.  
      | **Extra:** Go outside and observe an animal or an insect. Pretend you are that animal. Write a narrative story, using evidence from your initial observations, about how you meet those needs, communicate with other animals and how you work in a group or as an individual for survival. Be sure to explain how your behavior (working as a group or individual) helps you survive in the environment. |
| 7    | Complete Day 3 information in your packet and reading log.  
      | **Extra:** Your state governor wants to create new opportunities for its citizens. |
| Day 8 | Complete Day 8 information in your packet and reading log.  
Extra: The local park is looking for input from community members on new equipment or activities to have in the park. Create something you would like to see in the park. Create a visual (graphic organizer, paragraph, poster, model, etc.) that explains your problem and solution to persuade the park to use your idea. |
| Day 9 | Complete Day 9 information in your packet and reading log.  
Extra: Watch your favorite show or movie. Write to tell your opinion why it is your favorite. Include reasons to support your opinion, linking words and concluding statements. |
| Day 10 | Complete Day 10 information in your packet and reading log.  
Extra: How does spring weather change our environment for some organisms and their survival? Make a list to share your thinking. |

Vooks is a great resource to use in the home with your children. Vooks is a streaming library of ad-free, kid-safe animated read-aloud storybooks, trusted by teachers and enjoyed by millions of children around the world every week. It is an entire library of storybooks, brought to life, to help encourage the love of reading. You can sign up for Vooks and use the take-home resources to help keep your children reading 20 minutes a day during these extraordinary times.  
Sign Up Link: www.vooks.com/parent-resources
Third Grade Work Packet
Day 1

When worksheets are complete, read for 20 minutes and record on your reading log.
Spring Area and Perimeter

The model below represents Jessica’s flower garden.

1. What is the area of the flower garden?

2. Write a multiplication equation to represent the area array.

3. What is the perimeter of the flower garden?

4. Write an addition equation to represent how you found the perimeter.

5. Cam had covered his pool for the winter. Now that it is spring time, he is ready to take off the cover and begin to swim. His pool cover is 9 feet by 8 feet. What is the area of the pool cover?

6. Ben is putting a fence around his new vegetable garden. He needs to keep the rabbits from eating his vegetables. His rectangular garden measures 14 feet by 9 feet. How much fencing will Ben need to purchase?

7. Greg noticed a worm crawling around a square stone. The worm crawled on each side. If one side was 15 centimeters, how many centimeters did the worm crawl?

8. During the spring, grass grows quicker than in the winter. Jack has to mow his small yard once a week. His yard is 8 yards by 7 yards. What is the area of the grass Jack mows?
LESSON
Use context clues to figure out what the underlined word means, and in “Part B,” pick the clue that helped you figure out the meaning of that word.

Directions: Read the text, then answer the questions.

It was a beautiful spring morning. The sun was up, the birds were chirping and the weather was **balmy**—not too hot and not too cool. The weather was perfect as Cindy walked to school.

**PART A**
What is the meaning of **balmy**?
A warm  
B breezy  
C freezing  
D cloudy

**PART B**
Which phrase helps the reader understand the meaning of **balmy**?
A “The sun was up…”  
B “…not too hot and not too cool.”  
C “…as Cindy walked to school.”  
D “…birds were chirping…”

The giant panda has an **insatiable** appetite for bamboo. It typically eats for half a day and will eat up to 28 pounds of bamboo just to feel full! That’s because bamboo, which includes its leaves and stems, contains a small amount of nutrients. Pandas will eat small birds and rodents, but not often.

**PART A**
What does the word **insatiable** mean as it is used in the paragraph?
A unhealthy  
B small  
C never-ending  
D meat-eating

**PART B**
Which detail from the paragraph provides the best clue for the meaning of the word **insatiable**?
A “…contains a small amount of nutrients.”  
B “…bamboo, which includes its leaves and stems…”  
C “…typically eats for half a day and will eat up to 28 pounds of bamboo just to feel full!”  
D “…will eat small birds and rodents, but not often.”

**REVIEW: Check the work below. If the answer is wrong, cross it out and circle the correct answer.**

While the pastries were in the oven, the **chef** iced the cupcakes and created a batch of chocolate chip cookies for a birthday party.
A waiter  
B baker  
C chef  
D dishwasher

“A chef can make cupcakes, but is it the best answer?”

“Woof! Woof!” I could hear my next door neighbor’s **music** all night long. I could not fall asleep!
A baby  
B dog  
C car  
D music
Day 2

When worksheets are complete, read for 20 minutes and record on your reading log.
### 2019-2020 Missouri MAP Prep (3rd Grade): Day 4

<table>
<thead>
<tr>
<th>Name:</th>
<th>Carlotta buys 4 packs of chewing gum. There are 8 sticks of gum in each pack. Which expression is equivalent to the total number of sticks of gum?</th>
</tr>
</thead>
</table>
|       | A. \(2 \times 8 \times 2 \times 8\)  
|       | B. \(4 \times 3 \times 4 \times 5\)  
|       | C. \(4 \times (5 + 3)\)  
|       | D. \(4 \times (5 \times 3)\)  |

<table>
<thead>
<tr>
<th>Which number line shows (c) located at (\frac{1}{3})?</th>
<th>Stacey has 4 bags of candy. Each bag of candy has 10 pieces. Stacey divides the candy equally among 5 of her friends. How many pieces of candy does each friend receive?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. <img src="#" alt="Diagram A" /></td>
<td>Which expression shows another way to find (6 \times 4)?</td>
</tr>
</tbody>
</table>
| B. ![Diagram B](#)                                      | A. \(6 + 4\)  
| C. ![Diagram C](#)                                      | B. \(6 \div 4\)  
| D. ![Diagram D](#)                                      | C. \(4 + 4 + 4 + 4 + 4 + 4\)  
|                                                        | D. \(6 \times 6 \times 6 \times 6\)  |
LESSON

To answer questions 1 & 2, first find what the underlined word means by using clues in the text. Then, select the answer choices that are similar in meaning to the underlined word.

**Directions:** Read part one of “The Ant & The Grasshopper;” then answer the question.

**THE ANT & THE GRASSHOPPER (PART 1)**

On a warm sunny day, a grasshopper leapt around a field using his powerful legs, happily singing. Nearby, an ant worked hard under the hot sun. One by one, the ant lifted heavy pieces of corn onto his shoulders and carried them back to his nest. “Come join me,” said the grasshopper. “We’ll sing and dance and make beautiful music!”

The writer wants to replace the underlined word to make his meaning clearer. Which two words would make his word choice better? (pick two answers)

- [ ] jumped
- [ ] hopped
- [ ] walked
- [ ] slithered
- [ ] raced
- [ ] crawled

Which two answer choices are similar in meaning to the word leapt?

**Directions:** Read part two of “The Ant & The Grasshopper;” then answer the question.

**THE ANT & THE GRASSHOPPER (PART 2)**

“Beautiful music? I have no time to make music,” said the ant. I’m seeking food for the long winter ahead. I suggest you do the same if you know what’s good for you.” The grasshopper laughed. “I have plenty to eat today. Winter is a long time away. Why worry on such a lovely day?” Summer turned to fall, and fall turned to winter. Now the field was covered in snow. The ant was buried deep in his nest, warm and happy. He had enough food to last the whole winter. But the grasshopper was no longer singing a happy song. “It’s freezing,” he shivered. “I’m starving. If only I had listened to the ant’s advice!”

The writer wants to replace the underlined word to make his meaning clearer. Which two words would make his word choice better? (pick two answers)

- [ ] eating
- [ ] gathering
- [ ] hiding
- [ ] making
- [ ] giving away
- [ ] collecting

Which two answer choices are similar in meaning to the word seeking? Read the text to first understand what seeking means.

**REVIEW:** Fill in the blank with the correct word from the answer bank.

3. When the yellow __________ reached the street corner, it stopped and opened its doors to let the students get on board.

4. As the __________ prepared to take-off, its rotor blades spun faster and faster. The pilot then slowly lifted it off the ground and straight up into the air.

**Answer Bank**

- airplane
- car
- school bus
- submarine
- van
- bike
- helicopter
Day 3

When worksheets are complete, read for 20 minutes and record on your reading log.
A number line is shown.

What fraction does the location of A represent on the number line?

Name:
Erica needs to buy 40 cans of soda for her birthday party. She buys 3 packs of soda that each have 6 cans. She creates the equation shown below to find out how many more cans, c, she needs to buy.

\[(3 \times 6) + c = 40\]

How many more cans of soda does Erica need to buy?

The distance from Kelly's house to her grandmother's house is 1,831 meters. What is this distance, in meters, rounded to the nearest hundred?

A. 1,830
B. 1,800
C. 1,900
D. 2,000

The point on the number line shows that Elaine started reading a book at 6:40 in the evening.

She finished reading the book at 8:30 in the evening. For how many minutes did Elaine read a book?
The Leak-Proof Bag

Today I'm going to tell you exactly how to do an easy science experiment. When you perform it in front of your family or friends, they will be surprised. They will be even more astounded when you explain the scientific facts that make it possible!

Materials
You need three simple objects: a plastic Ziploc bag, water, and a sharpened pencil with a smooth surface. (Colored pencils work well for this experiment.)

Procedure
1. Fill the Ziploc bag one-half full with water and then seal the bag.
2. Hold up a pencil and ask your audience what they think will happen if you push the pencil through the bag of water. (They will probably guess that the bag will leak water.)
3. Hold the top of the bag with one hand, and the pencil with the other. Push the pencil through one side of the back and out the other. Not a single drop of water will fall to the ground.

How Does it Work?
The Ziploc bag is made of polymers, which is like a long chain of molecules. When you pierce the sharp pencil through the bag, the chain is pushed apart. However, the chain immediately reseals itself around the pencil. It happens so quickly that no water leaks out. The same thing happens when you push the pencil through the other side of the bag.

Helpful Tips
1. Do not hesitate when you push the pencil through the bag. Do it in one quick motion.
2. As soon as the pencil is removed, the bag will leak. Therefore, extract the pencil over a sink.

<table>
<thead>
<tr>
<th>1</th>
<th>AUTHOR'S PURPOSE- What is the author's main purpose for writing this passage?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>to teach readers about molecules</td>
</tr>
<tr>
<td>B.</td>
<td>to entertain readers with the story of a boy who performed an experiment for his friends</td>
</tr>
<tr>
<td>C.</td>
<td>to explain how to do a science experiment and how it works</td>
</tr>
<tr>
<td>D.</td>
<td>to give information about Ziploc bags</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>CAUSE AND EFFECT- Why doesn't the bag leak?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>The bag's polymer chain seals itself around the pencil.</td>
</tr>
<tr>
<td>B.</td>
<td>It is a magic trick- the pencil doesn't actually make a hole in the bag.</td>
</tr>
<tr>
<td>C.</td>
<td>The pencil's polymer chain protects it from the water.</td>
</tr>
<tr>
<td>D.</td>
<td>It doesn't leak because the pencil is made of wood.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Underline TEXT EVIDENCE that supports your answer to this question: How should you push the pencil into the bag?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Push the pencil through the bag as slowly and carefully as possible.</td>
</tr>
<tr>
<td>B.</td>
<td>Make a hole with a scissors first, and then push the pencil through the bag.</td>
</tr>
<tr>
<td>C.</td>
<td>Push the pencil through the bag in one quick motion.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>TEXT STRUCTURE- Identify the text structure used in this passage.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>description</td>
</tr>
<tr>
<td>B.</td>
<td>compare and contrast</td>
</tr>
<tr>
<td>C.</td>
<td>sequence</td>
</tr>
<tr>
<td>D.</td>
<td>problem and solution</td>
</tr>
<tr>
<td>E.</td>
<td>cause and effect</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>VOCABULARY- What is the base word of &quot;sharpened&quot;?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>pen</td>
</tr>
<tr>
<td>B.</td>
<td>sharp</td>
</tr>
<tr>
<td>C.</td>
<td>harp</td>
</tr>
<tr>
<td>D.</td>
<td>sharpen</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>CONTEXT CLUES- What does &quot;hesitate&quot; mean in this passage?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>to wait for a very long time</td>
</tr>
<tr>
<td>B.</td>
<td>to give directions</td>
</tr>
<tr>
<td>C.</td>
<td>to follow the author's directions</td>
</tr>
<tr>
<td>D.</td>
<td>to pause for just a moment</td>
</tr>
</tbody>
</table>
Day 4

When worksheets are complete, read for 20 minutes and record on your reading log.
Spring Line Plot

Directions: Mrs. Byrd’s class measured the heights of flowers in the school’s garden. Use the data in the table to create a line plot. Your line plot must include a title and labels. Then, use the data to answer the questions.

<table>
<thead>
<tr>
<th>Height in Inches</th>
<th>Number of Flowers</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 1/2</td>
<td>5</td>
</tr>
<tr>
<td>3 3/4</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>4 1/4</td>
<td>8</td>
</tr>
<tr>
<td>4 1/2</td>
<td>4</td>
</tr>
</tbody>
</table>

1. How many flowers did Mrs. Byrd’s class measure?
2. How many flowers were 4 inches or taller?
3. How tall was the tallest flower Mrs. Byrd’s class measured?
4. How many more flowers were 4 1/4 inches tall than 3 1/2 inches tall?
Unexpected Spring Break Lessons

"Becca!" her mom called. "Hurry and get that air mattress set up. Your cousin, Nikki, will be here any minute."

Becca rolled her eyes. She did not want to share her room over spring break with her younger cousin Nikki. Nikki was two years younger than Becca, and they didn’t like to do the same things. Becca had planned to spend spring break playing with her friends not babysitting her little cousin. Becca slowly started down the stairs when she heard the doorbell ring.

"Hi ya!" Nikki screamed when she first saw Becca. "I am so excited to see you. I just know we are going to have lots of fun."

"Oh yeah. Lots of fun," Becca said with a frown on her face. She led Nikki upstairs to her room and helped her unpack. Just like she knew would happen, Nikki started unpacking all kinds of toys for babies. Becca let out a big sigh as Nikki arranged her baby dolls and stuffed bears. Becca knew this was going to be a boring week.

The next morning, Nikki jumped up from the air mattress just as the sun was rising. Becca groaned as she rolled over and saw Nikki already awake. She knew this was going to be a long day of playing with baby dolls and playing other games meant for babies. After breakfast, Becca’s mom suggested the girls go play outside.

"Let’s ride bikes! My mom left mine in your garage," Nikki suggested jumping up and down.

Becca’s stomach dropped. She had a brand new bike in the garage but didn’t know how to ride it without training wheels. She had fallen off once before and never wanted to try again. If Nikki knew, she would think Becca was the real baby. Becca realized she didn’t have a choice though when Nikki started heading out the door. Nikki began riding her bike faster than Becca had ever seen anyone ride before.

"Come ride with me," Nikki called to Becca in the driveway. Becca held her head down. "I can’t," she said softly. "I don’t know how to ride my bike like you do."

"It is so easy. I can show you how," Nikki said with a big smile. Becca started to feel better right away. Nikki wasn’t making fun of her. She was going to help her. Becca and Nikki spent all morning practicing riding their bikes. Finally, Becca was able to ride almost as fast as Nikki. As they went to sleep that night, Becca was looking forward to the rest of spring break with Nikki instead of dreading it.
Unexpected Spring Break Lessons - Comprehension Questions

1. Why did Becca roll her eyes when her mom told her to hurry because her cousin would be arriving soon?
   a. Becca was excited to see her younger cousin.
   b. It hurt her head when her mom yelled at her.
   c. Becca felt annoyed that she had to share her room with Nikki over spring break.
   d. Getting the air mattress ready was difficult for Becca to do by herself.

2. The author wrote, “Becca’s stomach dropped.” What does this tell readers about Becca?
   a. Becca needed to go to the doctor because her stomach was hurting.
   b. Becca was feeling nervous about riding her bike.
   c. Becca was excited to ride bikes with Nikki.
   d. Becca feels happy that her favorite cousin is visiting her during spring break.

3. Which of the following is NOT a toy Nikki brought to Becca’s house to play with over spring break?
   a. baby dolls
   b. a bike
   c. a scooter
   d. stuffed bears

4. Which statement below BEST summarizes the passage?
   a. Becca was angry at her mother for making her spend time with her younger cousin during spring break.
   b. Becca first thought spring break with Nikki would be filled with games for babies but had fun when Nikki taught her to ride a bike.
   c. Nikki brought baby dolls, stuffed bears, and a bike to play with Becca.
   d. Becca and Nikki are cousins who learn to play together.

5. Why did Becca not want to ride her brand new bike with Nikki?
   a. Becca did not want to get her new bike dirty.
   b. Becca did not have the helmet she needed to ride her bike safely.
   c. Becca was older than her cousin Nikki and knew how to ride a bike faster than Nikki.
   d. Becca was embarrassed in front of Nikki because she did not know how to ride a bike after she had fallen off one time.
6. What is the central message of the passage?
   a. Just because someone is younger than you does not mean you can’t learn from them and have fun with them.
   b. Spring break is a time to play with your friends from school not your family.
   c. It is important to listen to what your parents say and follow their directions.
   d. Spring break is an important time to relax and spend time with your family.

8. What caused Becca to groan when she woke up the first morning Nikki was with her?
   a. Nikki woke her up very early.
   b. Nikki and Becca both slept late during spring break.
   c. Becca had to clean her room so Nikki could stay with her.
   d. Becca’s mom woke the girls up early to eat breakfast and go to the beach.

9. Which line from the passage BEST shows that Nikki is a kind person?
   a. The next morning, Nikki jumped up from the air mattress just as the sun was rising.
   b. Nikki was two years younger than Becca, and they didn’t like to do the same things.
   c. “Come ride with me,” Nikki called to Becca in the driveway.
   d. “It is so easy. I can show you how,” Nikki said with a big smile.

10. Why did the author title this passage “Unexpected Spring Break Lessons”? Use evidence from the text to support your reasoning.
Day 5

When worksheets are complete, read for 20 minutes and record on your reading log.
# Two Step Spring Word Problems

**Directions:** Read each word problem below. Decide which two operations are needed to solve the problem. Then, solve the word problems.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Miguel spent $32 on carnival tickets and $19 on food. He used a coupon and saved $4. How much money did Miguel spend in all?</td>
<td>2. Abigail picked 49 flowers. Benji picked 18 more flowers than Abigail. How many flowers were picked altogether?</td>
</tr>
<tr>
<td>3. Danny counted 8 bird nests. There are 4 eggs in each nest. He also saw a larger nest with 7 eggs in it. How many eggs did Danny see?</td>
<td>4. Dino traveled 167 miles on spring break, while Tyler traveled 49 fewer miles than Dino. How many miles did Dino and Tyler travel?</td>
</tr>
<tr>
<td>5. Lucy’s garden grew 22 flowers. Burt’s garden grew 50 flowers. If Lucy and Burt split all of their flowers equally into 9 vases, how many flowers will be in each vase?</td>
<td>6. In the morning, 198 people played in the park. In the afternoon, 76 more people played in the park than in the morning. How many people play in the park in the morning and afternoon?</td>
</tr>
</tbody>
</table>
LESSON

Go back into the text and use clues to understand what a phrase means, just like you do to figure out an unknown word. It also helps to picture in your mind what the phrase is describing!

**Directions:** Read the paragraph below, then answer the question.

1. The weatherman called for 2 to 6 inches of snow overnight. All of my classmates and I hoped for heavy snow so school would be cancelled. When I woke up the next morning, I immediately looked outside my window. **The ground looked like a thick, white blanket!** I shouted with joy. My mom then came into my room and said “only a two-hour delay.” I felt a few tears of sadness stream down my face.

**Why does the author use the phrase “The ground looked like a thick, white blanket”?**
A. to help the reader understand that it was cold outside  
B. to help the reader understand that the story takes place during December  
C. to help the reader understand that it had snowed  
D. to help the reader understand that there was no school  

**Directions:** Read the poem below, then answer the question.

**THE SUMMER STORM**

A bunch of clouds arrive  
ruining the perfect blue sky.

A gust of wind,  
trees begin to dance  
shake and bend,  
twist and roar.

It is still day,  
but the sky turns **black as night,**  
**on a night without a moon.**

Gather your things!  
A storm is coming its way.

**What does the poet mean by “black as night, on a night without a moon”?**
A. that it is now night time  
B. that the night sky has no moon in it  
C. that the sky is now really dark  
D. that the sun is still shining

2. In your mind, what does the night sky look like when there is no moon?

**REVIEW: Use the clues and your personal knowledge to fill in the blanks.**

3. I ran as fast as _______ lightning _______ to finish first and win the race. (lightning, a snail)

4. Kim’s smile is as sweet as ____________. (sugar, pickles) Seeing it will make anyone’s day.

5. Andy is as sneaky as a ____________. (fox, giraffe) You have to watch him carefully.

6. My dad is as strong as an ____________. (ox, bird) He exercises everyday and his muscles are huge!
Day 6

When worksheets are complete, read for 20 minutes and record on your reading log.
Andrea asked 10 friends how many pairs of socks they owned. The list shows the number of pairs of socks each friend has:
- 5, 6, 6, 7, 8, 8, 8, 9, 9
Make a line plot to show the number of socks each friend has.

![Line plot diagram]

Select the two options below that represent the same fraction as the image.
- A. 6 out of 1
- B. 1 out of 6
- C. 6 - 1
- D. $\frac{1}{6}$
- E. $\frac{6}{1}$

There are 565 students who attend Washington Elementary. There are 486 students who attend Lincoln Elementary. How many more students attend Washington Elementary than Lincoln Elementary?

Anderson is using the rule “add 12” and his pattern starts with the number 5. What is the fourth term in his pattern?
A Friend Like You
by Anonymous

There's lots of things
With which I'm blessed,
Tho' my life's been both Sunny and Blue,
But of all my blessings,
This one's the best:
To have a friend like you.

In times of trouble
Friends will say,
"Just ask... I'll help you through it."
But you don't wait for me to ask,
You just get up
And you do it!

And I can think
Of nothing in life
That I could more wisely do,
Than know a friend,
And be a friend,
And love a friend... like you.

1. **AUTHOR'S PURPOSE** - What was the author's primary purpose for writing this poem?
   - A. to explain to readers how to be a good friend
   - B. to thank someone who has been a good friend to him or her
   - C. to entertain readers with a funny poem about two friends
   - D. to give information and facts about friendship

2. **INERENCE** - What does the author mean in the third line of the poem?
   - A. Some days have been hot, and some days have been cold.
   - B. Yellow and blue are the author's favorite colors.
   - C. The author feels both angry and sad.
   - D. Some days have been happy, and some days have been sad.

3. **UNDERLINE TEXT EVIDENCE** - What supports your answer to this question: What does the author say is the best blessing in his or her life?
   - A. wisdom
   - B. times of trouble
   - C. a good friend
   - D. his or her family

4. **VOCABULARY** - The third line of the poem contains the contraction "life's". What two words were joined together to form this contraction?
   - A. life is
   - B. life has
   - C. life was
   - D. life goes

5. **POETRY PATTERNS** - Which two lines rhyme in the first stanza?
   - A. Lines 1 and 2
   - B. Lines 2 and 4
   - C. Lines 3 and 6
   - D. Lines 5 and 6
Day 7

When worksheets are complete, read for 20 minutes and record on your reading log.
Mariana draws five different circles, each representing a different fraction. Draw a line to match the circle with the fraction it represents.

<table>
<thead>
<tr>
<th>Circle</th>
<th>Fraction</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Circle 1" /></td>
<td>(\frac{1}{8})</td>
</tr>
<tr>
<td><img src="image2" alt="Circle 2" /></td>
<td>(\frac{1}{3})</td>
</tr>
<tr>
<td><img src="image3" alt="Circle 3" /></td>
<td>(\frac{1}{6})</td>
</tr>
<tr>
<td><img src="image4" alt="Circle 4" /></td>
<td>(\frac{1}{4})</td>
</tr>
<tr>
<td><img src="image5" alt="Circle 5" /></td>
<td>(\frac{1}{2})</td>
</tr>
</tbody>
</table>

A diagram of Mrs. Potter’s classroom is shown.

What is the area, in square meters, of Mrs. Potter’s classroom?

Which expression could be used to represent \(3 \times 9\)?

- A. \((3 \times 5) + (3 \times 4)\)
- B. \((3 \times 5) \times (3 \times 5)\)
- C. \(3 + 3 + 3\)
- D. \(9 + 9 + 9 + 9 + 9 + 9 + 9 + 9\)
My True Colors
by Arden Davidson

When you color inside of coloring books, you're supposed to stay inside the lines.
Use blue for the sky,
Use green for the grass,
And use red for all of the stop signs.

But when I color inside of my coloring books, I make my own designs.
I make the sky yellow,
I make the grass orange,
and I never stay inside of the lines.

'Cuz it's more fun to color in coloring books when the rules have been trampled and tossed.
Some horses look better in purple and green,
and some lines are meant to be crossed.

<table>
<thead>
<tr>
<th>CENTRAL MESSAGE</th>
<th>1</th>
<th>Inference</th>
<th>2</th>
<th>Author's Purpose</th>
<th>3</th>
<th>Poetry Patterns</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which statement describes the central message of this poem?</td>
<td>A. Always follow the rules.</td>
<td>What does the author mean by the last line of the poem?</td>
<td>A. It's okay to scribble when you are coloring.</td>
<td>What was the author's primary purpose for writing this poem?</td>
<td>A. explain</td>
<td>Which two lines rhyme in each stanza?</td>
<td>A. Lines 3 and 4</td>
</tr>
<tr>
<td>B. Instead of constantly trying to please others, be true to yourself.</td>
<td>B. When you write words, don't forget to cross the letter &quot;t&quot;.</td>
<td>B. Lines 2 and 5</td>
<td>C. Nature is full of beauty.</td>
<td>C. There are times when it is okay to &quot;cross the line&quot; and do things that others might not approve of.</td>
<td>C. Lines 4 and 5</td>
<td>D. It is okay to make mistakes as long as you learn from them.</td>
<td>D. Lines 1 and 2</td>
</tr>
</tbody>
</table>
Frozen

As the movie Frozen opens, we meet two sisters, Elsa and Anna. Anna begs her big sister, Princess Elsa, to get up and out of bed to build a snowman. As they run into the ballroom, Elsa waves her hands to conjure up snow and ice to build the snowman they call “Olaf”. As Elsa is making it snow inside the ballroom with her magic powers, she receives an unexpected blast of power that strikes Anna in the head. Their parents, King Agdar and Queen Idun, grab the girls and ride with them into the mountains. A young eight-year-old boy named Kristoff and his reindeer, Sven, who have been adopted by a band of rock trolls, is curious about what is going on. Grand Pabbie, the leader of the rock trolls helps the royal family by altering Anna’s memory so she does not remember her sister’s powers. He tells Elsa that what her powers can create is beautiful, but can be dangerous if she does not learn to control them.

The palace becomes a cave for Elsa and Anna. They are confined to their home and few people are allowed to come and go. Elsa’s powers grow, and Anna is confused and sad because Elsa will not play with her. When the girls become teenagers, their parents’ boat capsizes, and the girls are orphaned. Anna tries to go to her sister for comfort, but Elsa refuses to talk to Anna.

When Elsa turns 21, the kingdom of Arendelle crowns her as their queen. Anna is excited to finally be around people, but Elsa, nervous, immediately begins to panic when she takes the orb and scepter, and they begin to frost. Anna can barely pay attention to Elsa, as she has just met Hans, and has fallen in love. Hans proposes on the spot and they rush to get Elsa’s blessing.

Elsa is not as supportive as Anna would have liked, and tells Anna it is not wise to marry someone she has just met. An enormous fight breaks out between the sisters, and Elsa is unable to control her powers. Elsa runs away leaving a frozen trail behind her, and leaves the kingdom in a state of perpetual winter. Now, Anna must find her.

How does Elsa react when Anna tells her she wants to marry Hans?

Who notices the fact that the king and queen have brought Elsa and Anna into the woods?

What happens when Elsa turns 21?

What problem does Elsa leave Arendelle with?

How do Elsa and Anna’s parents die?

What does it mean to be “confined”? ________________________________

Is it bad when a boat “capsizes”? Why? ______________________________
When worksheets are complete, read for 20 minutes and record on your reading log.
Wendy covers the figure shown with unit squares to find the area of the figure.

What is the area, in square units, of Wendy’s figure?

To answer a question, Eric multiplies $3 \times 8$. Which question could Eric be answering?

- A. Eric combines 3 cups of sugar and 8 cups of flour.
- B. Eric has 3 bags, each with 8 chocolate bars.
- C. Eric has $3. His sister gave him $8 more.
- D. Eric had 8 baseball cards, but lost 3 of them.

Which two of the following numbers round to 70 when rounded to the nearest ten?

- A. 62
- B. 72
- C. 61
- D. 78
- E. 68

Terrence has $293. He earned $175 more working over the weekend. How much money does he have now?
Every four years, the people of the United States vote for the country's leader. The winner of that election becomes the nation's president.

The president may be a man or a woman. He or she will live and work in the White House in Washington, D.C. What does the president do? Here are some examples.

The president is the leader of the American government. The president suggests laws he thinks the country needs. The president may work with the members of the U.S. Congress to get his ideas turned into laws.

The president appoints people to help run the government. These people include judges and leaders of government departments. Often, the
president's choices have to be approved by the U.S. Congress.

The president is commander-in-chief of the country's military. That means the president is responsible for the actions of the Army, Navy, Marine Corps, Air Force and Coast Guard.

During any one day, an American president can do many things. The president can speak with advisers, give a speech, or sign a bill into law. The president may meet with leaders of other countries. In the evening, the president sometimes attends special events.

Being president of the United States is a difficult, complicated job.
Name: ___________________________ Date: ______________

1. Who is the leader of the American government?
   A. a member of the U.S. Congress
   B. the president
   C. a judge appointed by the president

2. What does the article describe?
   A. The article describes what the president of the United States does.
   B. The article describes some of the laws that have been suggested by American presidents.
   C. The article describes the special events that the president of the United States sometimes attends in the evening.

3. Read this paragraph from the article.

"The president is the leader of the American government. The president suggests laws he or she thinks the country needs. The president may work with the members of the U.S. Congress to get those ideas turned into laws."

What can you infer from this paragraph about the president's ideas for laws?
   A. The president has more control over the law than the U.S. Congress does.
   B. The president's ideas for laws may not actually become laws.
   C. The president and the U.S. Congress often disagree about what laws there should be.

4. Presidents are not able to run the government on their own.

What evidence from the article supports this statement?
   A. During one day, the president can do many things.
   B. The president appoints judges to help run the government.
   C. The president is commander-in-chief of the American military.
5. What is the main idea of this article?

A. The American president has a lot to do.
B. The American president can speak with advisors, give speeches, and sign bills into law.
C. Every four years, the people of the United States vote for a president.

6. Read this paragraph from the article.

"The president appoints people to help run the government. These people include judges and leaders of government departments. Often, the president's choices have to be approved by the U.S. Congress."

What does the word "appoints" mean here?

A. fights
B. chooses
C. avoids

7. Choose the answer that best completes this sentence.

The president is commander-in-chief of the military, ______ the president is responsible for the military's actions.

A. but  
B. because  
C. so

8. Where does the president live and work?
9. What are some things an American president can do on any one day? Name at least three.

10. Read the concluding sentence of the article.

"Being president of the United States is a difficult, complicated job."

What evidence from the article supports this conclusion?
Day 9

When worksheets are complete, read for 20 minutes and record on your reading log.
**Characteristics of Trapezoids**

A **trapezoid** is a quadrilateral that has:
- Four sides
- Four corners
- At least one set of parallel lines

**Part 1 - Is it a Trapezoid?**

**Directions:** Look at the shapes and decide whether or not each is a trapezoid. Then, explain how you know. Be sure to mention the characteristics!

<table>
<thead>
<tr>
<th>Shape</th>
<th>Is it a trapezoid?</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Shape 1" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td><img src="image2.png" alt="Shape 2" /></td>
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<td></td>
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<tr>
<td><img src="image3.png" alt="Shape 3" /></td>
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<td></td>
</tr>
<tr>
<td><img src="image4.png" alt="Shape 4" /></td>
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</tbody>
</table>

**Part 2 - Compare Shapes**

**Directions:** Compare the shapes and answer the questions that follow.

What do the two shapes have in common? What is different about the two shapes?

---

---
Despicable Me

The movie, Despicable Me, teaches us that villains are often much more interesting than heroes. Gru is a fascinating villain who pops children's balloons and freeze-dries the people ahead of him in line at Starbucks. One thing that sets Gru apart from other villains is the fact that his mad scientist lair is in the basement of a regular house in a regular neighborhood (rather than under the ocean floor or on the surface of the moon). Another thing that sets Grus apart from other bad guys is that he's not really interested in world domination...he'd rather just have the title of Greatest Villain of all time.

It is always good for a villain to have a sidekick, and Gru has many. His minions (who he actually calls "minions") look like yellow exercise balls. Each minion has either one or two eyes. Gru decides that his one-way ticket to the title of "Biggest, Baddest Villain of all time" is a plan to use the shrink ray to capture the moon. The minions, of course, cheer him on.

Just as Gru thinks he might make it as a world-scale villain, he is upstaged by enemy, Vector, who steals the Great Pyramid. This leads Gru to become the villain who turns into a hero. His transformation is helped along by three adorable little girls - Margo, Edith, and Agnes. Gru finds these girls at his friendly neighborhood orphanage. He plans to keep them until his scheme to take over the moon is successful, and then use them to infiltrate Vector's home - pretending to sell cookies. Of course, the little girls work their magic on Gru, and he comes to the realization that he does have a big heart after all.

Who is Gru's enemy?

What sets Gru apart from other villains?

Why does Gru take in the girls?

Where does Gru find Margo, Edith, and Agnes?

Who are Gru's sidekicks?

What is a "lair"?

What does it mean to "infiltrate" something?
Don't Let the Cat out of the Bag!

Bristol and her friends gathered in a circle on the playground after lunch. Charlotte had stopped by the bathroom before running outside to recess, so Bristol and her friends had a quick meeting.

"I talked to Charlotte's mom, and I think everything is ready for her surprise party on Friday night. We must arrive at 4:30, and Charlotte's older sister will let us in the house. Then Charlotte and her mom will arrive by 4:40. Don't be late! And don't let the cat out of the bag, either," Bristol instructed, looking straight at Steph. "I've worked really hard on this surprise party. I don't want anyone to foil it for me by telling Charlotte about the party."

"Why are you looking at me?" whined Steph. "I accidentally told one of your secrets when I was five. I haven't done it since. You don't need to worry about me."

"Good," said Bristol. "Now let's split up before Charlotte comes outside and gets suspicious."

On Friday morning, Charlotte's mom called Bristol before school. "I hope you won't be too disappointed, but Charlotte knows about the party today. She didn't want me to tell you. She wanted to try to act surprised, but I told her that we needed to be honest with you." She went on, but Bristol wasn't really listening. She was seeing red.

When she arrived at school, she stomped to where Steph was standing and said, "The surprise party is ruined. Why did you tell her?"

Steph's face crumbled. "What are you talking about? I didn't say a word."

Charlotte, who was standing nearby, interrupted. "Bristol, Steph didn't tell me about the party. It was my dad who mentioned it. If you're going to yell at someone, you need to yell at him."

Bristol became quiet. "Oh," she said. "I'm sorry for accusing you, Steph."

"Let's just forget about it. I don't want this to ruin Charlotte's party," said Steph.

Charlotte smiled at Steph. "Thank you for being such a good friend."

| 1. THEME - Which statement describes the central message of this passage? |
|--------------------------|-------------------------|--------------------------|
| A. Surprise parties are hard to keep secret. |
| B. If you tell your friends' secrets, they won't trust you. |
| C. When people work together, more can be accomplished. |
| D. Don't accuse someone of something if you don't know the facts. |

| 2. VOCABULARY - Which sentence best describes the title? |
|--------------------------|-------------------------|--------------------------|
| A. It is an idiom that means a cat is hiding in a bag. |
| B. It is an idiom that means "don't tell the secret."
| C. It is a metaphor that compares a cat to a bag. |
| D. It is a rhyme because many of the words have three letters. |

| 3. UNDERLINE TEXT EVIDENCE that supports your answer to this question: Who told Charlotte about the surprise party? |
|--------------------------|-------------------------|--------------------------|
| A. Bristol |
| B. Steph |
| C. Charlotte's older sister |
| D. Charlotte's dad |

| 4. CONTEXT CLUES - What does "foil" mean in the second paragraph? |
|--------------------------|-------------------------|--------------------------|
| A. to disagree with another's opinion |
| B. metal in the form of very thin sheets |
| C. to ruin a plan |
| D. to surprise someone |

| 5. SEQUENCE - What happened just before Bristol told Steph that she was sorry? |
|--------------------------|-------------------------|--------------------------|
| A. Charlotte explained how she found out about the party. |
| B. Charlotte thanked Steph. |
| C. Bristol accused Steph of telling the secret. |

| 6. CHARACTER TRAITS - Which of the following is a character trait for Bristol? |
|--------------------------|-------------------------|--------------------------|
| A. disorganized |
| B. bossy |
| C. brave |
| D. suspicious |
Day 10

When worksheets are complete, read for 20 minutes and record on your reading log.
# Parallelograms

Grade 2 Geometry Worksheet

Answer the questions beside each shape.

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<th>Does it have 4 sides?</th>
<th>Are the opposite sides parallel?</th>
<th>Is it parallelogram?</th>
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Natural Changes to the Environment

This text is excerpted from an original work of the Core Knowledge Foundation.

Ecosystems can be fragile. It doesn't take much to cause big changes in the environment. Sometimes the ecosystem can recover from a change. Sometimes the change is forever.

Erosion is one common force of nature. Over time, the land on either side of a stream can erode. When it rains really hard a little stream can fill with water and flood. A flood may last for an hour. It may last for a few days.

The plants on a hillside have roots that reach deep into the soil. The roots hold the soil together. When it rains, or when the wind blows really hard, the plant roots hold the soil in place. Without plants, the soil starts to erode.

Without plants, the soil starts to erode.
but there are little lizards. There are also toads, snakes, birds, and jackrabbits. Coyotes are near the top of the food chain. They eat just about anything, meat and plant alike.

The Petrified Forest is interesting because it shows how nature's forces can change the landscape. When the land changes, the ecology changes. There were once forests and swamps here. Now, it is a rocky desert. The hills have eroded. Much of the rich soil has been washed away, leaving mostly sand and rocks. But it is still an ecosystem! Through all the changes, there has always been life here. Living things find a way to adapt and survive.
Water is one of nature's most powerful forces. During a big flood, the entire landscape can be changed. A flooded river can tear apart plants, trees, and soil.

First, the topsoil is removed. This is the richest soil, where you find most of the nutrients and decaying matter. Once the topsoil is washed away, the forces of nature slowly eat away at the clay and rock underneath.

This is from Petrified Forest National Park in Arizona. Throughout the park, there are ancient trees that have turned to stone. The trees have been petrified!

These may look like normal rocks but they're not! There was a forest ecosystem here about 200 million years ago, when some of the first dinosaurs roamed the earth. These rocks are actually pieces of prehistoric trees!

Back then, there were producers, consumers, and decomposers, too! Fossils found in the
Petrified Forest show that there were swamp plants, like ferns. There were also dinosaurs that looked sort of like crocodiles.

At some point, the area was flooded by huge amounts of water and mud. The trees were covered. The entire forest was destroyed, along with the food chain. All that mud covering the trees dried. Over millions of years, the mud turned to rock. Instead of rotting, the trees turned to rock, too!

These rocks are actually pieces of prehistoric trees.

Millions of years and countless floods later, the land in Petrified Forest National Park has eroded. We are left with this strange landscape. It is still called a forest, but many of the trees are really rocks.

The land is almost like a desert. However, the Petrified Forest does get some rain. There is actually a lot happening in this ecosystem, even though it looks like a dry, sandy place. There are 500 different species of plants in Petrified Forest National Park. There are no dinosaurs.
Name: ___________________________ Date: __________

1. What is one powerful force of nature?


2. Give one example of how water can cause changes in a landscape.


3. Describe how the Petrified Forest came to be. Support your description with details from the text.


4. What is the main idea of this text?
Reading Log
Keep a record of the books you read

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Bonus

Work

Complete this extra work and receive a bonus prize!
Instead of asking what a word means, the questions below do the opposite. It tells you the meaning of a mystery word, and asks you to find this word in a paragraph. Use clues to help you find these words.

Directions: Answer Parts A & B using the text within the box.

PART A
The author uses a word that means “not skilled.” Circle the word in the paragraph that best represents that idea.

Seahorses are inept swimmers because of the unique shape of their body and small fins. They can easily die of exhaustion when caught in stormy seas. They swim forward by using a tiny fin on their back that flutters up to 35 times per second.

PART B
Underline the clue(s) that helped you find your answer in Part A.

PART A
The author uses a word that means “under water.” Circle the word in the paragraph that is closest to that idea.

Hippos spend up to 16 hours a day submerged in rivers and lakes to keep their massive bodies cool under the hot African sun. At sunset, hippos leave the water and travel over land to graze. They can travel 6 miles in a night, to eat about 80 pounds of grass.

PART B
Underline the clue(s) that helped you find your answer in Part A.

REVIEW: Circle the picture that shows how the underlined word is used in the sentence.

1. Hector lost his watch while playing soccer. He spent two hours combing through the thick, soccer field grass until he found it near the goal post.

2. The storm and high winds caused a 12-foot wave to crash against the Alaskan fishing boat.

Many words have more than one meaning. Picture in your mind what the sentence describes to help you understand how the words combing & wave are used in the text.
Casey Jones

On March 14, 1864, a baby boy was born. His parents named the baby John Luther Jones. His parents had no idea that this baby would become one of America's favorite folk heroes.

When John was young, his parents moved the family to Casey, Kentucky. The town's name became his nickname. When Casey was young, trains were somewhat new in America, and he was amazed by them. When he was 15 years old, he moved to a larger city and began working for the M&O Railroad. He was a good worker, and the owners of the railroad promoted him often.

In 1891, his dream came true. Casey Jones was offered a job as a train engineer. He earned a reputation of always staying on schedule. Sometimes, he pushed the trains to dangerous speeds. People who lived near the tracks knew when Casey was driving because he made a special sound with the train's whistle.

On April 30, 1900, disaster struck. Another train engineer was sick, so Casey agreed to drive the train for him. The train was called The Cannonball Express. It was filled with passengers, and it was running more than an hour behind schedule. Casey made the train go faster. There was another train that had stalled. It was stuck on the track that The Cannonball Express was on, but Casey didn't know it. When Casey finally saw it, he grabbed the brake with one hand to try to stop the train. He knew he couldn't stop the train in time. He grabbed the whistle with the other hand to warn anyone near the stalled train. Casey Jones was the only person killed in the accident. He managed to slow the train down to 35 miles per hour. All of the passengers survived.

After his death, the story of Casey Jones and his heroic act spread across America. Wallace Saunders, an African-American who wiped down the train engines, was a friend of Casey Jones. He wrote "The Ballad of Casey Jones" as a tribute to him. It became very popular and made Casey Jones an American folk hero. He is still remembered today.

1. ** AUTHOR'S PURPOSE** - What is the author's primary purpose for writing this passage?
   - A. to persuade readers that Casey Jones is a hero
   - B. to entertain readers with the story of how Casey Jones saved the lives of hundreds of people
   - C. to give readers information about the life of Casey Jones and explain why he is considered a hero

2. **CAUSE AND EFFECT** - Why did Casey sound the whistle when the train was about to crash?
   - A. He wanted the people near the tracks to know it was him driving.
   - B. He wanted to warn the people who were near the stalled train to move before he crashed into it.
   - C. He wanted to warn the passengers in his train.
   - D. He thought it would stop the train.

3. **VOCABULARY** - Which of these words contains a suffix that means "more"?
   - A. worker
   - B. owner
   - C. engineer
   - D. larger

4. **CONTEXT CLUES** - What does "stalled" mean in this passage?
   - A. moving too fast
   - B. a part of a train engine
   - C. not moving at all
   - D. the area where passengers sit in a train
Spring Break Word Problems

1. During spring break, Trent drove 138 miles to the beach. Later, he drove 89 more miles to visit his grandma. How many miles did he drive in all during spring break?

4. Heather planted seven rows of flowers. Each row had eight flowers in it. How many flowers did Heather plant in all?

2. On a warm spring night, Ben played kickball with his friends. The fourteen friends made two even teams. How many people were on one team?

5. Victor set a goal to read 500 pages over spring break. So far, he has read 392 pages. How many more pages does Victor need to read to meet his goal?

3. Callie’s garden began to bloom during the spring. She picked nine flowers. Each flower had 6 petals on it. How many petals were on all of the flowers Callie picked?

6. On the first day of spring break, 208 people played at the park. On the second day of spring break, 394 people played at the park. How many people played at the park on both days?

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# Comparing Fractions

Directions: Compare the fractions using <, >, or =. Write the symbol in the bug.

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Special Areas
(Music, PE, Art, Library)
Write a story about your favorite sport, team, or athlete.
All About Me and PE

About Me

My name: ____________________
My age: _______ My height: _______ My weight: _______
The color of my hair: ____________________
The color of my eyes: ____________________
My grade this year: ____________________
My classroom teacher: ____________________
My favorite food: ____________________
My favorite animal: ____________________
My favorite subject in school: ____________________
My favorite sportsperson or team: ____________________
My favorite sport/activity to play: ____________________

About PE

What I look forward to most about PE: ____________________

What I least like about PE: ____________________

What I most want to get better in during PE this year: ____________________

Keep this page in your portfolio or at home. Look it over at the end of the year!

Physical Education Homework is a supplement to Teaching Elementary Physical Education.
Teachers may reproduce this page for their students.
Here is a basic how to draw perspective activity
Rocket Rhythms

Understanding rhythms can really be a “blast!” Study these note values to help you get started.

- Quarter Note = 1 beat
- Half Note = 2 beats
- Dotted Half Note = 3 beats
- Whole note = 4 beats (in 4/4 time)

There is a note pictured on each rocket. First, fill in the number of beats each note receives. An example is given. Then, count how many rockets are traveling to each of the four planets shown at the bottom of the page. The quarter-note rockets are going to Saturn. The half-note rockets are going to Jupiter. The dotted-half-note rockets are going to Mars, and the whole-note rockets are going to Neptune.

Number of rockets:   Saturn  Jupiter  Mars  Neptune
SPELL A STORY

DIRECTIONS: Spell the following words by filling in the blanks with the correct pitch letter names from the C Major Scale CLUES below. Next, read the story. Then, show what you know about science!

On _ _ there ws _ _og n_m_ _ in_o. H_ lov__ to __t,

_rk _ _ _uth. ut mostly, h__ lik__ to __.

On _ _y, _in_o ur__ six tr__sur_s in th_ y_r:

_m_pl_ l__, n__rthworm, _mu_in, __ t_rpill_r,

snow_ _ll, n_his _on_. L_tr, _in_o _u_ up his

tr__sur_s. Surpris__! _v_rythin__ ws _on_, _x_ _pt _or

his _on__! Wh_t h_pp_n_ to th_ oth_r tr__sur_s?

CLUES: C Major Scale pitch letter names

SHOW WHAT YOU KNOW: Draw a line from each treasure to the sentence that tells what happened to it.

- Leaf
  - It melted.

- Worm
  - It decomposed and became part of the soil.

- Cupcake
  - It grew stale and moldy, decomposed, and then became part of the soil.

- Treasure
  - It crawled away to a different underground place.

- Shell
  - It was in the ground right where Bingo buried it!

- Bone
  - It crawled through the soil, shed its skin, formed a chrysalis, and became a butterfly.