March 13, 2020

Dear Grade 3 Families,

Thank you for coming in to pick up this packet! We will miss having the opportunity to work with your student during this period of school closure. Hopefully this preventative measure, coupled with the deep cleaning our building will undergo, will help slow the spread of the Coronavirus and allow us to return to our normal schedule soon.

In the meantime, please work through this packet with your student, and have them read daily. If you have access to technology, we are suggesting the following to help your student stay up to date and in step with the 3rd grade skills we have been covering in class:

MATH	LANGUAGE ARTS

• XtraMath.org for fact fluency practice
  ○ Students will enter the email g3@libertyelementary.net and then their name and code (4 digit birthday mmdd)
• Zearn.org
  ○ **This is the best way for students to maintain and extend skills, as it includes video instruction as well as practice problems.**
	• Epic
	• Storyline Online (storylineonline.net)
	• Typing Club

If you have not already created a free Class Dojo account, please do so! The office has copies of the personalized login code for you and your student. This is the best way to reach us with questions and concerns. In addition, should the closure extend past the projected 2 weeks, we will be using Class Dojo Portfolios to push out new content and activities. Join us today!

Take care and stay healthy-

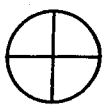
Mrs. Adams, Ms. Peters, and Mr. Chandler

LESSON 1

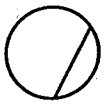
Fractions

3.NF.1

The parts of a fraction must be equal. This means that each part of the whole is the same size.



These are equal parts.



These are not equal parts.

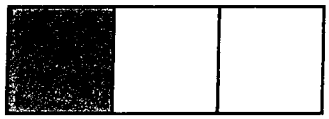
The top number in a fraction is called the **numerator.** It names the number of equal parts. The bottom number is called the **denominator.** It names the number of equal parts in all.

$\frac{1}{2}$ ← Numerator
← Denominator

In a set, each object is one equal part. It does not matter if the objects are not the same size or shape.

Use a **fraction** to name equal parts of a whole.

What fraction of the rectangle is shaded?



The total number of parts is the denominator: 3

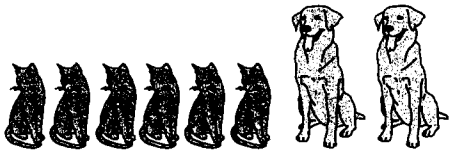
The number of parts that are shaded is the numerator: 1

Numerator → $\frac{1}{3}$ ← Number of shaded parts
Denominator →

So $\frac{1}{3}$ of the rectangle is shaded.

A fraction can also name a part of a **set,** or group, of objects.

What fraction of the animals are cats?



In this set, 6 of the animals are cats. There are 8 animals in all.

$\frac{6}{8}$ ← Number of cats
← Number of animals in all

So $\frac{6}{8}$ of the animals are cats.

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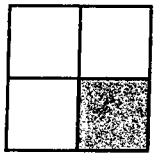
Read each problem. Circle the letter of the best answer.

SAMPLE What fraction of the square is shaded?



A $\frac{1}{4}$ B $\frac{2}{4}$ C $\frac{3}{4}$ D $\frac{4}{1}$

The correct answer is A. The square is divided into 4 equal parts. This is the denominator. There is 1 part shaded. This is the numerator. So the fraction is $\frac{1}{4}$.

1 What fraction of the shapes are triangles?

A $\frac{2}{4}$ C $\frac{6}{2}$

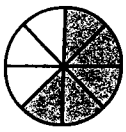
B $\frac{2}{6}$ D $\frac{4}{6}$

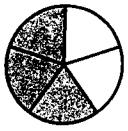
2 Tung's dog had 4 puppies. One of the puppies is black. Three are spotted. What fraction of the puppies are spotted?

A $\frac{1}{4}$ C $\frac{1}{3}$

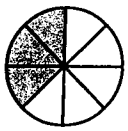
B $\frac{4}{3}$ D $\frac{3}{4}$

3 Which figure shows $\frac{5}{8}$ shaded?

A 

C 

B

D 

4 The picture below shows the flag of the country of Austria.

What fraction of Austria's flag is ***not*** white?

A $\frac{1}{2}$ C $\frac{1}{3}$

B $\frac{2}{3}$ D $\frac{3}{2}$

5 Lita cut a pie into 6 equal slices. She and a friend shared 3 slices. What fraction of the pie is left?

A $\frac{2}{6}$ C $\frac{3}{6}$

B $\frac{6}{3}$ D $\frac{6}{6}$

6 Which figure shows $\frac{1}{2}$ shaded?

A

C

B

D

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Read each problem. Write your answer.

SAMPLE What fraction of the roses are red?

Answer _____

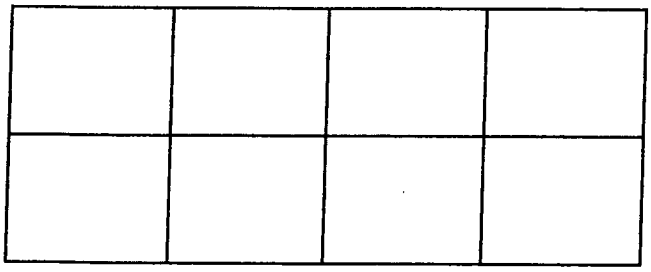
> **There are 6 roses in all and 4 of the roses are red. The denominator of the fraction is the total number of roses. The numerator is the number of red roses. So $\frac{4}{6}$ of the roses are red.**

7 In a fraction, what does the numerator show?

_____

_____

8 Shade $\frac{3}{8}$ of the figure below.



9 Kai and Jamie ate $\frac{5}{6}$ of a pizza. Explain how you can tell what fraction of the pizza is left.

_____

_____

_____

10 A bag contained 8 bagels. Yuri ate 2 of the bagels. What fraction of the bagels did Yuri eat?

Answer _____

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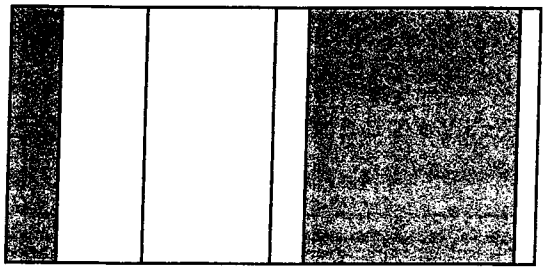
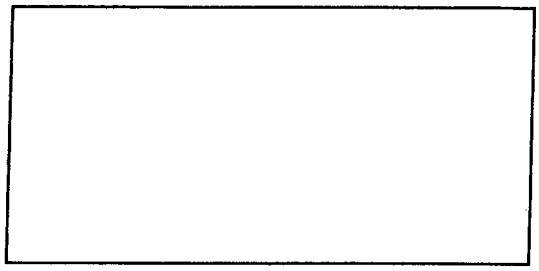
Read the problem. Write your answer to each part.

11 Lora and Eduardo are planting a vegetable garden. The garden is in the shape of a rectangle. They want to divide the garden into 6 equal parts.

Part A Lora wants to plant tomatoes in $\frac{2}{6}$ of the garden. She drew the figure below and shaded the parts for tomatoes. What mistake did Lora make? Use the rectangle on the right to draw a correct figure.



Lora's Drawing



_____

_____

Part B Eduardo also wants to plant tomatoes in $\frac{2}{6}$ of the garden. He wants to plant cucumbers in $\frac{2}{6}$ of the garden. He also wants to plant peppers in $\frac{3}{6}$ of the garden. Can he plant the vegetables this way? Explain.

How many parts are there in all? In how many parts is Eduardo planting vegetables?

_____

_____

_____

_____

_____

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LESSON 2

Fractions on Number Lines

3.NF.2.a, b

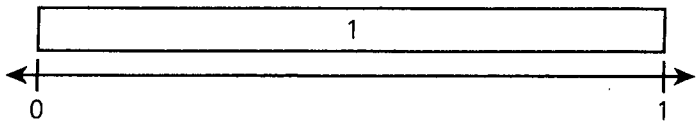
In a fraction, the numerator is the number of parts being talked about. The denominator is the total number of parts.

$\frac{1}{4}$ ← Numerator
$\frac{1}{4}$ ← Denominator

On a **number line,** the space between whole numbers can be divided into smaller parts. You can use fractions to name the points between 0 and 1.

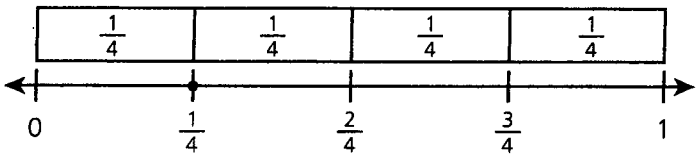
Where is $\frac{1}{4}$ located on a number line?

This number line shows the space between 0 and 1.



On the number line, 1 represents the whole. You are dividing the space between 0 and 1 into equal parts. Each of these parts is named by a fraction.

The denominator of $\frac{1}{4}$ is 4. Divide the space between 0 and 1 into 4 equal parts. Each part is $\frac{1}{4}$ of the distance from 0 to 1. Label the parts $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$.

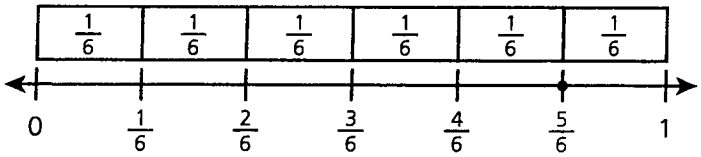


When the numerator and the denominator are the same, the fraction equals 1.

$\frac{6}{6} = 1$

Locate $\frac{5}{6}$ on the number line.

Divide the space between 0 and 1 into 6 equal parts. Each part is $\frac{1}{6}$ of the distance from 0 to 1. To find $\frac{5}{6}$ on the number line, locate the part that is $\frac{5}{6}$ of the distance from 0 to 1.



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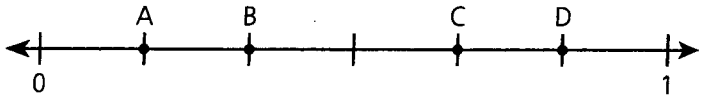
Read each problem. Circle the letter of the best answer.

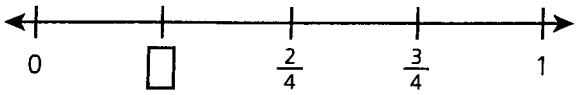
SAMPLE Where is $\frac{2}{6}$ located on this number line?



A point A **B** point B **C** point C **D** point D

The correct answer is B. The number line is divided into 6 equal parts. The numerator of the fraction tells how many parts to count from 0. So $\frac{2}{6}$ is 2 parts from 0. This is point B.

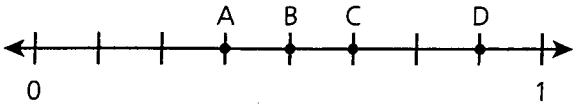
1 What is the missing fraction on this number line?



A $\frac{1}{4}$ **C** $\frac{1}{2}$

B $\frac{2}{4}$ **D** $\frac{2}{3}$

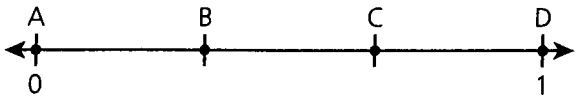
2 Where is $\frac{3}{8}$ located on this number line?



A point A **C** point C

B point B **D** point D

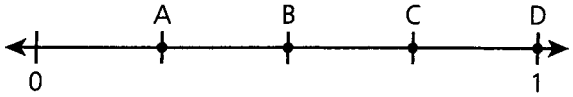
3 Which point marks $\frac{1}{3}$ on this number line?



A point A **C** point C

B point B **D** point D

4 Where is $\frac{3}{4}$ located on this number line?

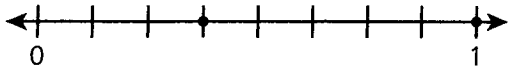


A point A **C** point C

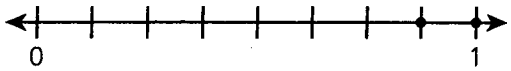
B point B **D** point D

5 Which number line shows a point at $\frac{1}{8}$?

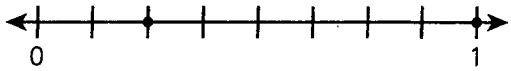
A



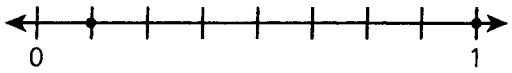
B



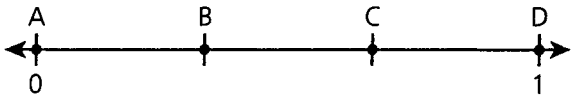
C



D



6 Where is $\frac{3}{3}$ located on this number line?



A point A **C** point C

B point B **D** point D

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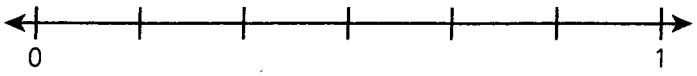
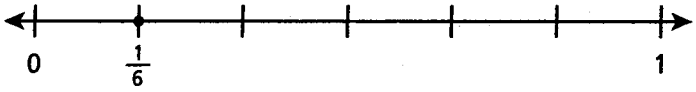
Read each problem. Write your answer.

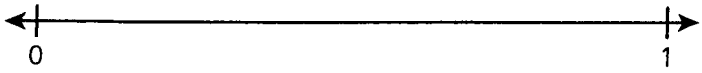
SAMPLE Draw a point on the number line to show where $\frac{1}{6}$ is located. Label the point.



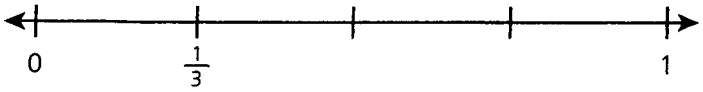
The number line is divided into 6 equal parts. Each part is $\frac{1}{6}$ of the number line. The fraction $\frac{1}{6}$ is the first tick mark to the right of 0.



7 Divide the number line below into equal parts. Locate $\frac{4}{8}$ and mark it with a point. Label the point.



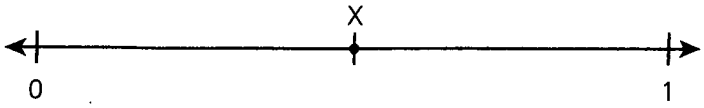
8 Puja drew this number line and labeled $\frac{1}{3}$ on it. Is she correct? Explain why or why not.



_____

_____

9 Look at the number line below.



What fraction is marked by point X on this number line?

Answer _____

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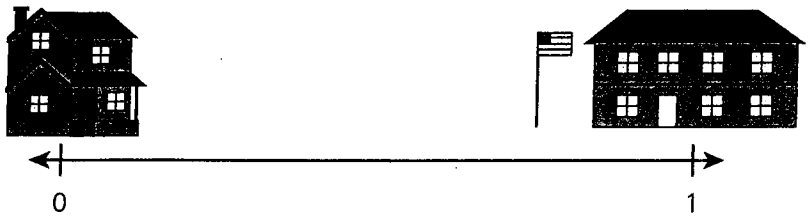
Read the problem. Write your answer to each part.

10 Matt drew a number line to show the distance between his house and his school. His school is 1 mile from his house.



Part A The town library is $\frac{1}{4}$ mile from Matt's house. On the number line, label where the library is.

Part B Every morning, Matt sees a crossing guard $\frac{3}{4}$ mile from his house. Explain how you know where to put a point on the number line to show $\frac{3}{4}$.

Into how many parts should you divide the number line?

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LESSON 3

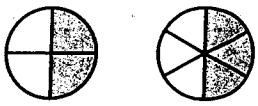
Equivalent Fractions

3.NF.3.a, b, c

Equivalent means "equal to." Equivalent fractions describe the same amount of a set or a whole.

There can be more than two equivalent fractions.

$\frac{1}{2}$ is also equivalent to $\frac{3}{6}$ and other fractions.

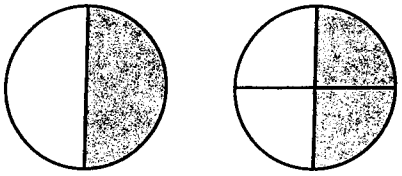


$\frac{1}{2}$ $\frac{3}{6}$

Equivalent fractions are the same size. Use a model to help you decide if fractions are equivalent.

Is $\frac{1}{2}$ equivalent to $\frac{2}{4}$?

Look at these circles. The circle on the left shows $\frac{1}{2}$. The circle on the right shows $\frac{2}{4}$.



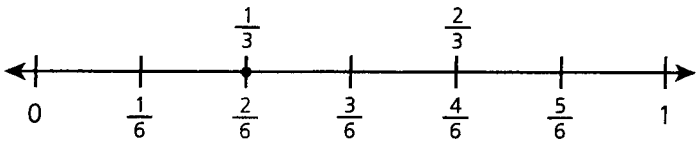
$\frac{1}{2}$ $\frac{2}{4}$

In both models, half of each circle is shaded. So $\frac{1}{2}$ and $\frac{2}{4}$ name the same amount. They are equivalent fractions.

A number line can also help you find equivalent fractions.

What fraction is equivalent to $\frac{1}{3}$?

Look at the number line below. The numbers above the number line show thirds. The numbers below the number line show sixths.



Find $\frac{1}{3}$ on the number line.

Look for the other fraction that names this point: $\frac{2}{6}$

So $\frac{1}{3}$ and $\frac{2}{6}$ are equivalent fractions. They name the same point on the number line.

You can write a whole number as an equivalent fraction with a **denominator** of 1.

$3 = \frac{3}{1}$ $\frac{9}{1} = 9$

Any fraction with the same number in the numerator and denominator is equivalent to 1.

$\frac{4}{4} = 1$

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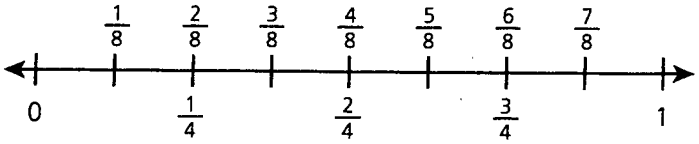
Read each problem. Circle the letter of the best answer.

SAMPLE Which fraction is equivalent to $\frac{3}{4}$?



A $\frac{4}{8}$ **B** $\frac{5}{8}$ **C** $\frac{6}{8}$ **D** $\frac{8}{8}$

The correct answer is C. Find the point for $\frac{3}{4}$ on the number line. Look at the other fraction that marks the same point: $\frac{6}{8}$. So $\frac{6}{8}$ is equivalent to $\frac{3}{4}$.

1 Look at the models below.

Which fraction is equivalent to $\frac{2}{3}$?

A $\frac{4}{8}$ **C** $\frac{4}{6}$

B $\frac{1}{4}$ **D** $\frac{1}{2}$

2 Which fraction is equivalent to 1?

A $\frac{1}{2}$ **C** $\frac{4}{6}$

B $\frac{4}{1}$ **D** $\frac{1}{1}$

3 Which number sentence is true?

A $\frac{5}{1} = 5$ **C** $2 = \frac{1}{2}$

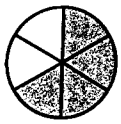
B $3 = \frac{3}{3}$ **D** $\frac{6}{1} = 12$

4 The model below shows $\frac{3}{6}$.

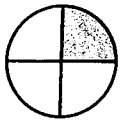
Which model shows a fraction that is equivalent to $\frac{3}{6}$?

A

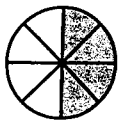
C



B



D



5 Which fraction is equivalent to $\frac{2}{8}$?

A $\frac{1}{2}$ **C** $\frac{2}{3}$

B $\frac{1}{4}$ **D** $\frac{4}{6}$

6 Which whole number is equivalent to $\frac{2}{2}$?

A 0 **C** 2

B 1 **D** 4

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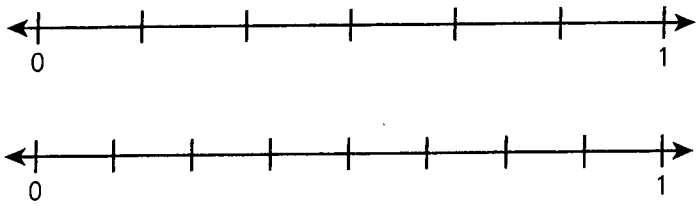
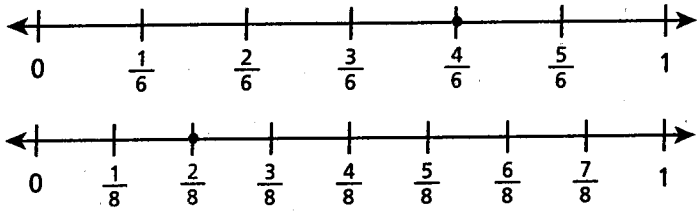
Read each problem. Write your answer.

SAMPLE Use the number lines below to show that $\frac{4}{6}$ and $\frac{2}{8}$ are ***not*** equivalent fractions.



The two fractions are not at the same point on a number line. So they cannot be equivalent fractions.



7 Write a fraction that is equivalent to $\frac{1}{2}$. Use the models to show you are correct.

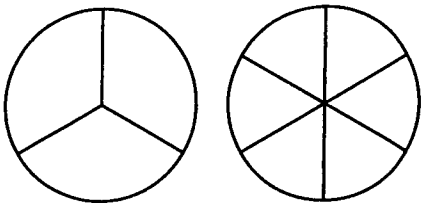
Answer _____

8 Jenna says the fraction $\frac{7}{7}$ is equivalent to 1. Pedro says $\frac{7}{7}$ is equivalent to 7. Who is correct? Explain.

_____

_____

9 Carmen ate 1 slice of her pie. Mori has a pie that is the same size as Carmen's pie. Mori wants to eat the same amount of pie as Carmen. How many slices of her pie does Mori need to eat in order to eat an equivalent amount? Explain.



Carmen **Mori**

_____

_____

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Read the problem. Write your answer to each part.

10 Will and his sister Leah take turns going for walks with their dog.

Part A Will walked the dog $\frac{2}{4}$ mile on Monday. On Wednesday, Leah walked the dog $\frac{3}{6}$ mile. Will says that he walked farther than Leah. Is he correct? Explain your answer using models or number lines.

_____

_____

_____

Part B The following week, Will walked the dog $\frac{2}{2}$ mile one day. Leah walked the dog $\frac{2}{1}$ miles another day. Who walked the dog farther this week? Explain.

What do you need to do before you can compare the distances Will and Leah walked?

_____

_____

_____

_____

_____

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LESSON 4

Comparing Fractions

3.NF.3.d

The numerator is the top number in a fraction. The denominator is the bottom number.

$\frac{1}{2}$ ← Numerator
← Denominator

Compare two fractions. Use the symbols > (is greater than), < (is less than), or = (is equal to).

When two fractions have the same numerator, the fraction with the greater denominator is less than the other fraction.

Which is greater, $\frac{2}{3}$ or $\frac{2}{8}$?

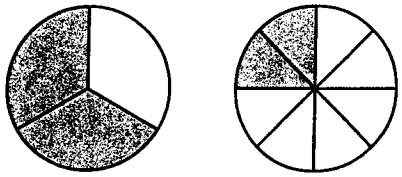
Compare $\frac{2}{3}$ and $\frac{2}{8}$. Both fractions have the same numerator. Compare the denominators: $3 < 8$

So $\frac{2}{3} > \frac{2}{8}$.

Use a model to check your answer.

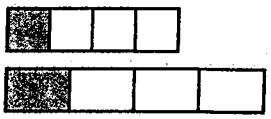
The circle on the left shows $\frac{2}{3}$.

The circle on the right shows $\frac{2}{8}$.



More of the model for $\frac{2}{3}$ is shaded than the model for $\frac{2}{8}$. So $\frac{2}{3} > \frac{2}{8}$.

You can only compare two fractions when they refer to the same whole. The figures below are not the same size. So $\frac{1}{4}$ of the first figure is less than $\frac{1}{4}$ of the second figure.



When two fractions have the same denominator, the fraction with the greater numerator is greater than the other fraction.

Which is greater, $\frac{3}{6}$ or $\frac{5}{6}$?

Both fractions have the same denominator. Compare the numerators: $3 < 5$

So $\frac{5}{6} > \frac{3}{6}$.

The < and > symbols always point to the smaller number.

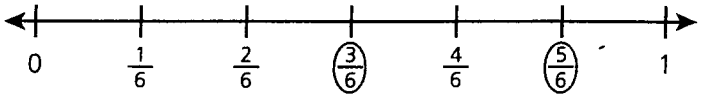
< means "is less than"

$2 < 3$

> means "is greater than"

$3 > 2$

Use a number line to check your answer. Find a point for each fraction on a number line. The fraction that is farther to the right is greater.



Since $\frac{5}{6}$ is farther to the right than $\frac{3}{6}$, $\frac{5}{6}$ is greater than $\frac{3}{6}$.

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Read each problem. Circle the letter of the best answer.

SAMPLE Which number sentence is true?

A $\frac{1}{2} < \frac{1}{4}$ B $\frac{1}{8} < \frac{1}{6}$ C $\frac{1}{4} > \frac{1}{3}$ D $\frac{1}{3} = \frac{1}{6}$

The correct answer is B. The fractions in each number sentence have the same numerator. Compare the denominators. The fraction with the greater denominator is less than the other fraction. In choice B, 8 > 6, so $\frac{1}{8} < \frac{1}{6}$.

1 Which fraction is greater than $\frac{1}{3}$?

A $\frac{1}{8}$ C $\frac{1}{4}$

B $\frac{1}{6}$ D $\frac{1}{2}$

2 Which number sentence is true?

A $\frac{2}{6} > \frac{1}{6}$ C $\frac{2}{3} < \frac{1}{3}$

B $\frac{1}{2} > \frac{2}{2}$ D $\frac{5}{8} < \frac{3}{8}$

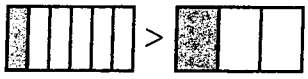
3 Which fraction completes the number sentence?

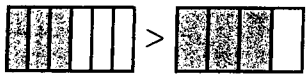
$$\square < \frac{2}{8}$$

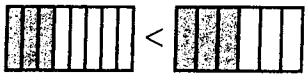
A $\frac{5}{8}$ C $\frac{6}{8}$

B $\frac{1}{8}$ D $\frac{3}{8}$

4 Which shows a correct comparison?

A 

B 

C 

D

5 Which fraction is less than $\frac{2}{6}$?

A $\frac{2}{3}$ C $\frac{2}{4}$

B $\frac{2}{2}$ D $\frac{2}{8}$

6 Which fraction completes the number sentence?

$$\frac{4}{6} < \square$$

A $\frac{2}{6}$ C $\frac{5}{6}$

B $\frac{1}{6}$ D $\frac{3}{6}$

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Read each problem. Write your answer.

SAMPLE Compare the fractions. Write >, <, or = to complete the number sentence. Explain.

$$\frac{3}{6} \square \frac{4}{6}$$

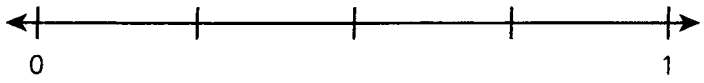
Both fractions have the same denominator. Compare the numerators. The fraction with the greater numerator is greater than the other fraction. Since 3 < 4, $\frac{3}{6}$ is less than $\frac{4}{6}$. The correct symbol is <.

7 Compare the fractions. Write >, <, or = to complete the number sentence. Draw fraction models to check your answer.

$$\frac{3}{8} \square \frac{3}{4}$$

8 What symbol goes in the box to compare the fractions? Use >, <, or =. Use the number line to show you are correct.

$$\frac{2}{4} \square \frac{3}{4}$$



9 Which fraction is greater, $\frac{3}{3}$ or $\frac{2}{3}$? Explain your reasoning.

_____

_____

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Read the problem. Write your answer to each part.

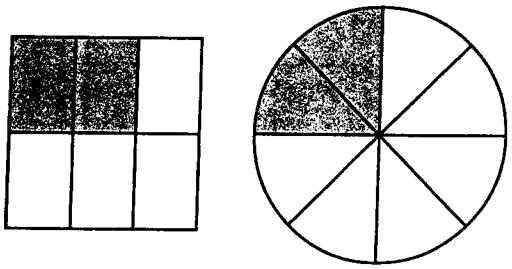
10 Becca and Ronald are comparing the body lengths of different birds for a science project.

BODY LENGTHS OF BIRDS

Bird	Length (feet)
A	$\frac{3}{4}$
B	$\frac{2}{8}$
C	$\frac{2}{6}$
D	$\frac{1}{4}$

Part A Becca drew fraction models to help her compare the lengths of bird B and bird C. She says that the fraction models show that $\frac{2}{8} > \frac{2}{6}$. What did Becca do wrong? Explain.

Look at the models carefully. What do you notice about the size and shape of each one?



Part B Ronald compares the lengths of bird A and bird D. Which bird has a shorter length? Explain how you know.

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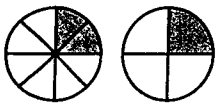
REVIEW

Fractions

Read each problem. Circle the letter of the best answer.

1 Look at the models below.

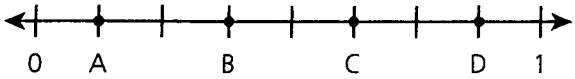


Which fraction is equivalent to $\frac{2}{8}$?

A $\frac{1}{2}$ **C** $\frac{5}{6}$

B $\frac{2}{3}$ **D** $\frac{1}{4}$

2 Where is $\frac{5}{8}$ located on this number line?



A point A **C** point C

B point B **D** point D

3 Which number sentence is true?

A $\frac{3}{4} < \frac{3}{6}$ **C** $\frac{5}{6} < \frac{5}{8}$

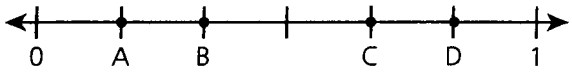
B $\frac{1}{3} > \frac{1}{2}$ **D** $\frac{2}{4} > \frac{2}{8}$

4 Which whole number is equivalent to $\frac{3}{3}$?

A 1 **C** 6

B 3 **D** 9

5 Which point marks $\frac{1}{6}$ on this number line?



A point A **C** point C

B point B **D** point D

6 What fraction of the shapes are hearts?

A $\frac{2}{2}$ **C** $\frac{3}{6}$

B $\frac{2}{6}$ **D** $\frac{2}{4}$

7 Which fraction could go in the box?

$$\square > \frac{4}{6}$$

A $\frac{5}{6}$ **C** $\frac{1}{6}$

B $\frac{2}{6}$ **D** $\frac{3}{6}$

8 What fraction of the figure is shaded?

A $\frac{1}{3}$ **C** $\frac{2}{3}$

B $\frac{2}{4}$ **D** $\frac{1}{2}$

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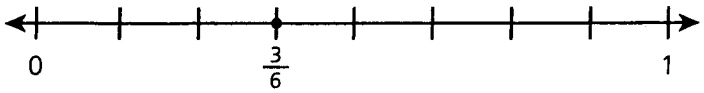
Read each problem. Write your answer.

9 Naomi used a number line to locate $\frac{3}{6}$. Is she correct? Explain.

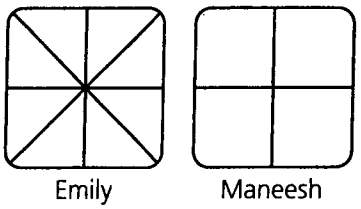


_____

_____

10 Draw fraction models to show you that $\frac{3}{3}$ is greater than $\frac{3}{4}$.

11 Emily and Maneesh are eating sandwiches. Emily ate 2 pieces of her sandwich.



Maneesh ate the same amount as Emily. How many pieces of his sandwich did Maneesh eat? Explain.

_____

_____

12 What fraction of the shapes below are ***not*** circles?

Answer _____

13 Compare the fractions. Write >, <, or = in the box.

$\frac{4}{8}$ ☐ $\frac{7}{8}$

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Read each problem. Write your answer to each part.

14 Toni and Preston are reading the same book for English class.

Part A Toni has read $\frac{3}{8}$ of the book. Preston has read $\frac{2}{8}$ of the book. Who has read more of the book? Explain.

_____

_____

_____

Part B A few days later, Toni has finished $\frac{3}{3}$ of the book. Preston has finished $\frac{4}{4}$ of the book. Preston says that they have read the same amount. Is he correct? Explain.

_____

_____

_____

_____

15 Ginnie recorded the eye color of everyone in her family.

Dad	Mom	Sam	Ginnie	Kate	Logan
blue	brown	brown	brown	blue	green

Part A What fraction of the family has brown eyes?

Answer _____

Part B In Zena's family, the same fraction of the family has brown eyes as in Ginnie's family. Write a fraction that could show the fraction of Zena's family that has brown eyes. Explain how you found your answer.

_____

_____

_____

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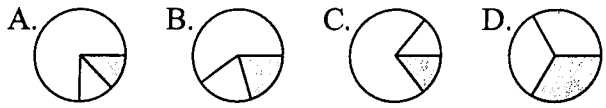
Identifying Fractions

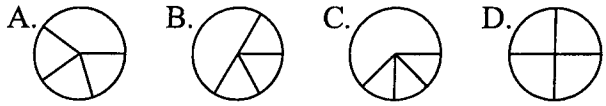
Name: **Answer Key**

Determine which letter best represents each fraction.

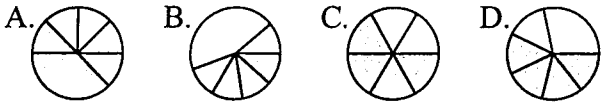
1) Which choice best shows $\frac{1}{3}$?



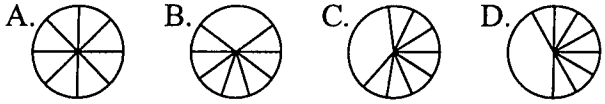
2) Which choice best shows $\frac{1}{4}$?



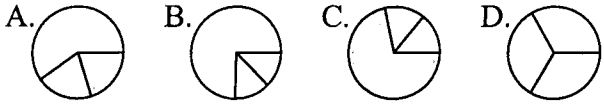
3) Which choice best shows $\frac{4}{6}$?



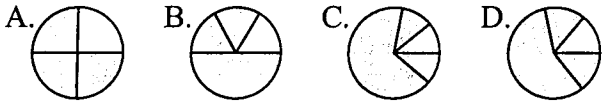
4) Which choice best shows $\frac{1}{8}$?



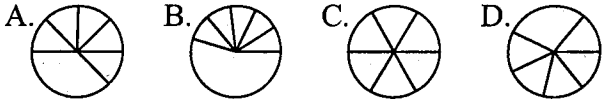
5) Which choice best shows $\frac{2}{3}$?



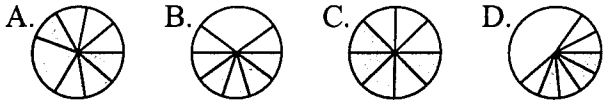
6) Which choice best shows $\frac{3}{4}$?



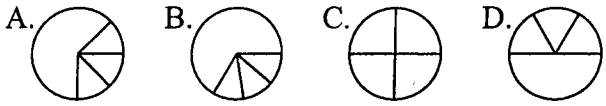
7) Which choice best shows $\frac{5}{6}$?



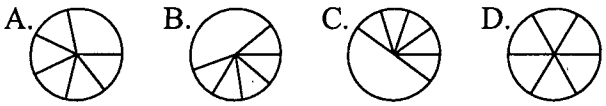
8) Which choice best shows $\frac{5}{8}$?



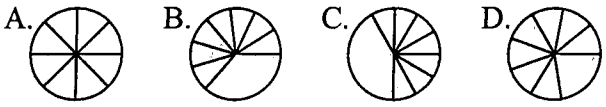
9) Which choice best shows $\frac{2}{4}$?



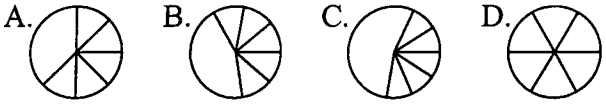
10) Which choice best shows $\frac{1}{6}$?



11) Which choice best shows $\frac{6}{8}$?



12) Which choice best shows $\frac{3}{6}$?



Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

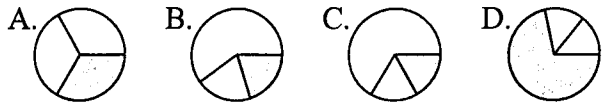
1-10	92	83	75	67	58	50	42	33	25	17
11-12	8	0								

Identifying Fractions

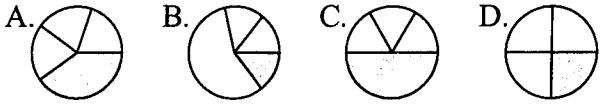
Name: **Answer Key**

Determine which letter best represents each fraction.

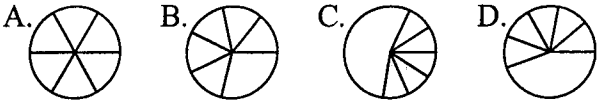
1) Which choice best shows $\frac{1}{3}$?



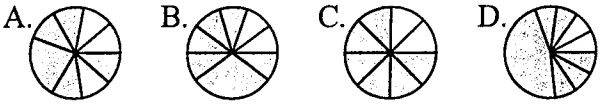
2) Which choice best shows $\frac{1}{4}$?



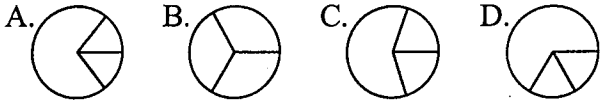
3) Which choice best shows $\frac{4}{6}$?



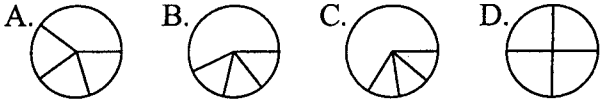
4) Which choice best shows $\frac{6}{8}$?



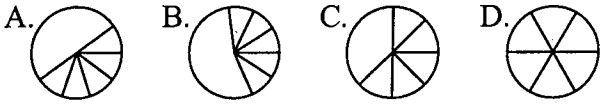
5) Which choice best shows $\frac{2}{3}$?



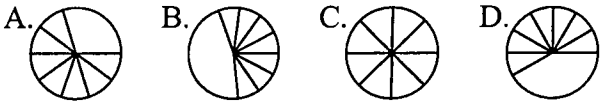
6) Which choice best shows $\frac{2}{4}$?



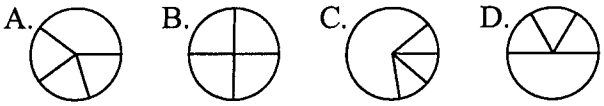
7) Which choice best shows $\frac{5}{6}$?



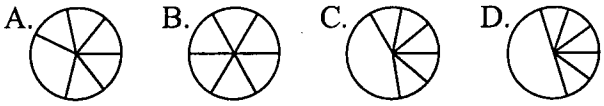
8) Which choice best shows $\frac{7}{8}$?



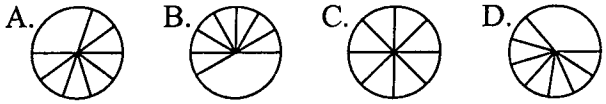
9) Which choice best shows $\frac{3}{4}$?



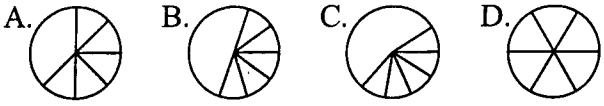
10) Which choice best shows $\frac{2}{6}$?



11) Which choice best shows $\frac{2}{8}$?



12) Which choice best shows $\frac{3}{6}$?



Answers

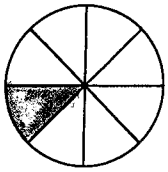
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

1-10	92	83	75	67	58	50	42	33	25	17
11-12	8	0								

Writing Fractions

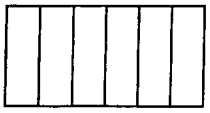
Name: **Answer Key**

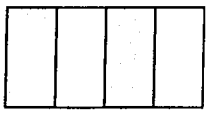
Write the shaded amount as a fraction of the whole amount.

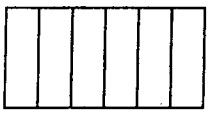
1) 

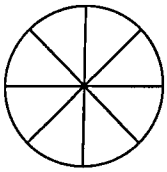
2)

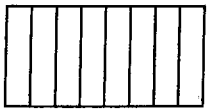
3)

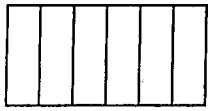
4) 

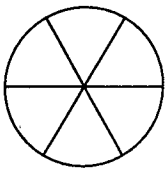
5) 

6) 

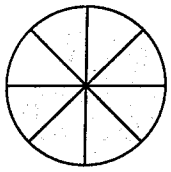
7) 

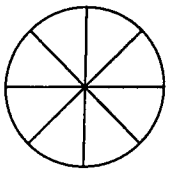
8) 

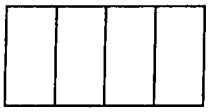
9) 

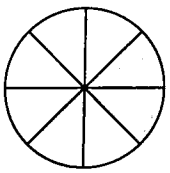
10) 

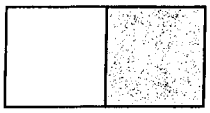
11)

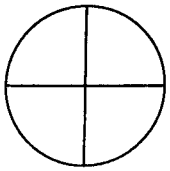
12) 

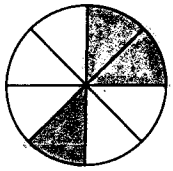
13) 

14) 

15) 

16) 

17) 

18) 

Answers

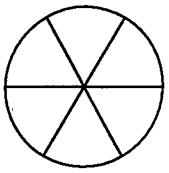
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

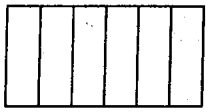
1-10	94	89	83	78	72	67	61	56	50	44
11-18	39	33	28	22	17	11	6	0		

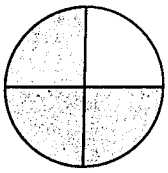
Writing Fractions

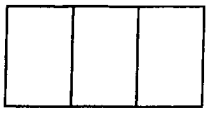
Name: **Answer Key**

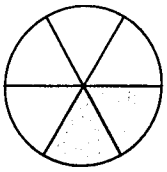
Write the shaded amount as a fraction of the whole amount.

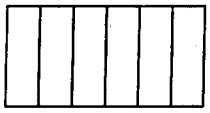
1) 

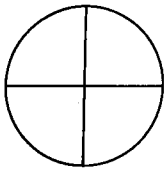
2) 

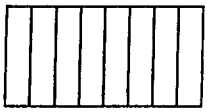
3) 

4) 

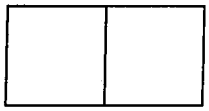
5) 

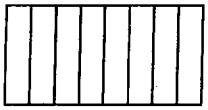
6) 

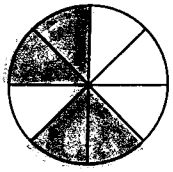
7) 

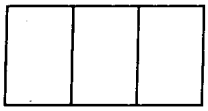
8) 

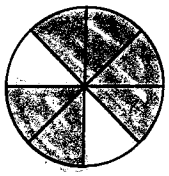
9)

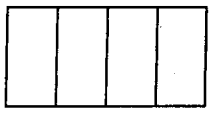
10) 

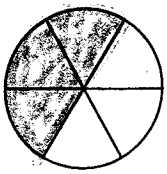
11) 

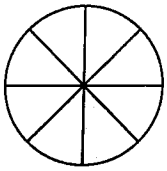
12) 

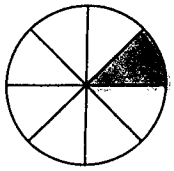
13) 

14) 

15) 

16) 

17) 

18) 

Answers

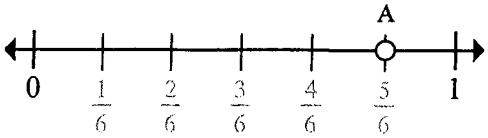
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

1-10	94	89	83	78	72	67	61	56	50	44
11-18	39	33	28	22	17	11	6	0		

Fraction Location on Numberline

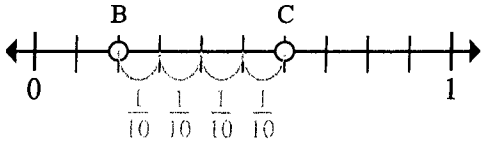
Name:

Determine which letter best shows the location of the fraction.



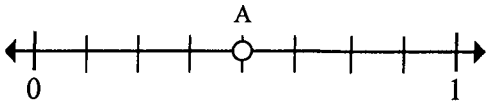
Ex) This numberline is divided into how many pieces?

Ex) What is the location of A (written as a fraction)?



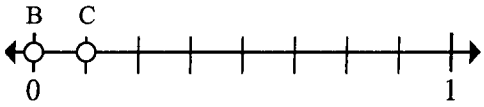
Ex) On this numberline what is the value of 1 written as a fraction?

Ex) On this numberline from B to C is how far (written as a fraction)?



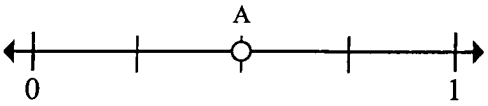
1) This numberline is divided into how many pieces?

2) What is the location of A (written as a fraction)?



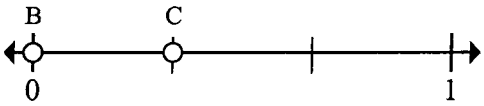
3) On this numberline what is the value of 1 written as a fraction?

4) On this numberline from B to C is how far (written as a fraction)?



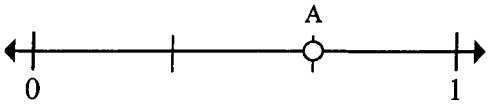
5) This numberline is divided into how many pieces?

6) What is the location of A (written as a fraction)?



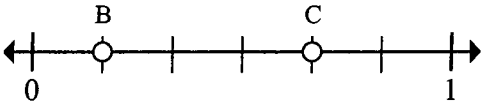
7) On this numberline what is the value of 0 written as a fraction?

8) On this numberline from B to C is how far (written as a fraction)?



9) This numberline is divided into how many pieces?

10) What is the location of A (written as a fraction)?



11) On this numberline what is the value of 0 written as a fraction?

12) On this numberline from B to C is how far (written as a fraction)?

Answers

Ex. 6

Ex. 5/6

Ex. 10/10

Ex. 4/10

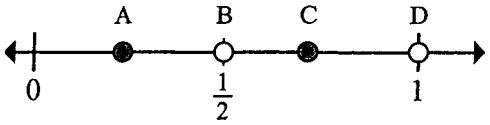
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

1-10	92	83	75	67	58	50	42	33	25	17
11-12	8	0								

Fraction Location on Numberline

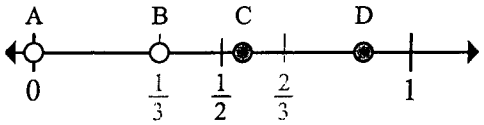
Name: **Answer Key**

Determine which letter best shows the location of the fraction.



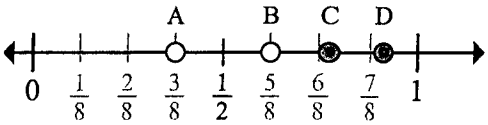
1) Which letter best shows $\frac{1}{2}$?

2) Which letter best shows $\frac{2}{2}$?



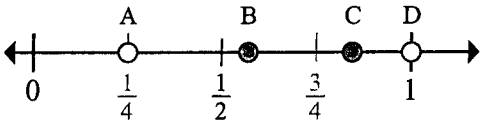
3) Which letter best shows $\frac{0}{3}$?

4) Which letter best shows $\frac{1}{3}$?



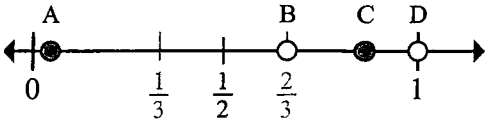
5) Which letter best shows $\frac{3}{8}$?

6) Which letter best shows $\frac{5}{8}$?



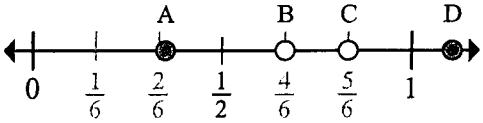
7) Which letter best shows $\frac{4}{4}$?

8) Which letter best shows $\frac{1}{4}$?



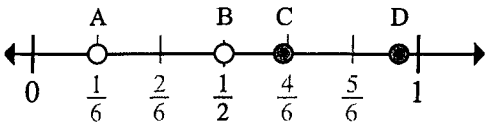
9) Which letter best shows $\frac{2}{3}$?

10) Which letter best shows $\frac{3}{3}$?



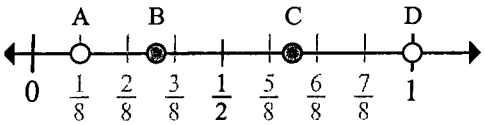
11) Which letter best shows $\frac{4}{6}$?

12) Which letter best shows $\frac{5}{6}$?



13) Which letter best shows $\frac{3}{6}$?

14) Which letter best shows $\frac{1}{6}$?



15) Which letter best shows $\frac{1}{8}$?

16) Which letter best shows $\frac{8}{8}$?

Answers

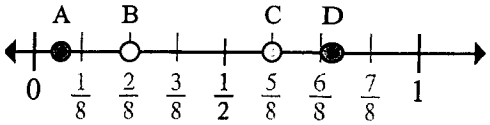
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

1-10	94	88	81	75	69	63	56	50	44	38
11-16	31	25	19	13	6	0				

Fraction Location on Numberline

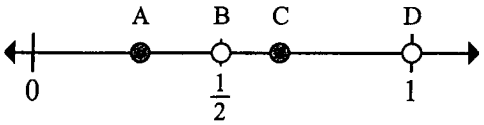
Name: **Answer Key**

Determine which letter best shows the location of the fraction.



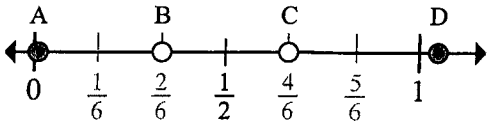
1) Which letter best shows $^{2}/_{8}$?

2) Which letter best shows $^{5}/_{8}$?



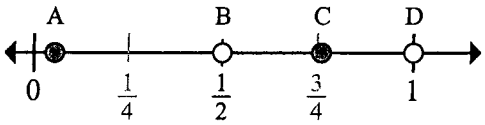
3) Which letter best shows $^{1}/_{2}$?

4) Which letter best shows $^{2}/_{2}$?



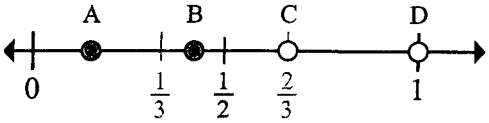
5) Which letter best shows $^{4}/_{6}$?

6) Which letter best shows $^{2}/_{6}$?



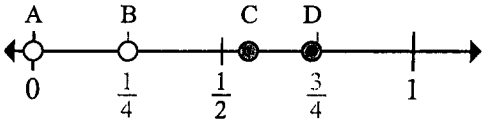
7) Which letter best shows $^{2}/_{4}$?

8) Which letter best shows $^{4}/_{4}$?



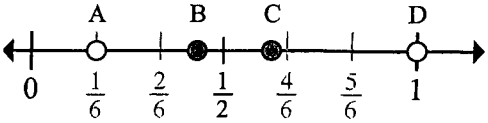
9) Which letter best shows $^{2}/_{3}$?

10) Which letter best shows $^{3}/_{3}$?



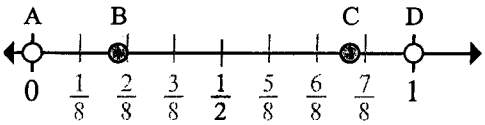
11) Which letter best shows $^{0}/_{4}$?

12) Which letter best shows $^{1}/_{4}$?



13) Which letter best shows $^{1}/_{6}$?

14) Which letter best shows $^{6}/_{6}$?



15) Which letter best shows $^{0}/_{8}$?

16) Which letter best shows $^{8}/_{8}$?

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____ _____
14. _____
15. _____ _____
16. _____

1-10	94	88	81	75	69	63	56	50	44	38
11-16	31	25	19	13	6	0				

UNIT 2
FICTION

Opening Night

Seth was nervous. It was opening night for the school play. Every year, the third-graders performed a play for the entire school and invited guests. People looked forward to seeing the play. All of the students couldn't wait to be in the third grade. The play was fun to be in and fun to watch. Seth could not believe it was finally his turn to be in the play. His two older brothers had already had their chance. Now it was his turn. He also had a big role. He was Old MacDonald, the farmer who had many animals to watch over.

The curtain rose. Seth walked out onto the stage. He looked out over the crowd and saw his parents and his brothers. They were in the front row. They waved to him, but he did not wave back. He knew he was supposed to be the farmer right now and not himself. He was glad they were waving at him, even if he couldn't wave back.

Seth stood over the microphone. He began to say his first lines. Everything was going well when he felt a small breeze on his back. He kept talking, but he reached back with one of his hands. Oh, no! He could feel a rip in the back of his shirt! During the second part of the play, he had to turn his back to the crowd. They would all see the rip in his shirt.

The lights went down, and Seth walked off the stage before the next act began. Mrs. Williams, his teacher, walked over and told him what a great job he was doing. She could tell that something was wrong, so he quickly told her about the hole in his shirt.

Mrs. Williams told him to wait right there. She left for just a moment. Then she came right back. She had a small sewing box. She pulled out three safety pins from the box. She used the pins to hold the material together. Seth could tell the hole was gone. He wouldn't have to worry about his costume. Being in the play was the best thing ever. Now he could enjoy it!

Seth barely had time to thank his teacher, and then it was time to go back on stage. Seth had known the play was going to be exciting; he hadn't known it would be exciting in more ways than one!

UNIT 2
NONFICTION

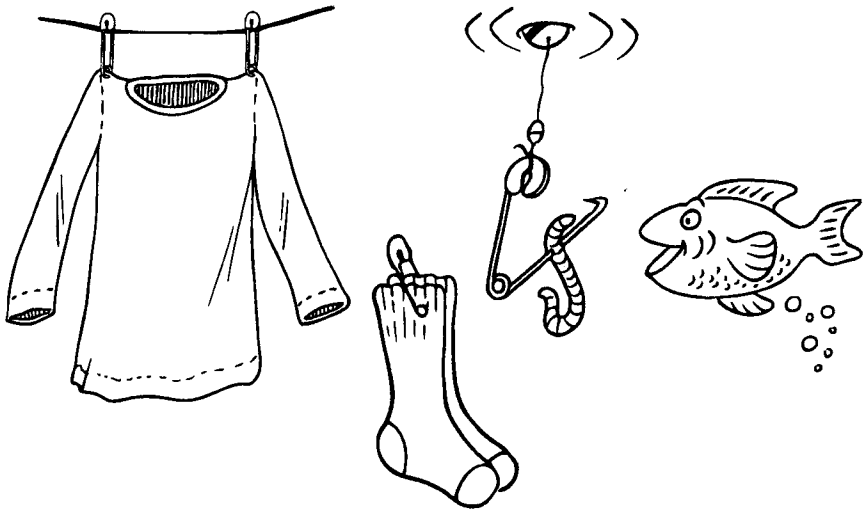
The Perfect Pin

Some inventions are found by accident. That is how the safety pin was invented back in 1849. A man named Walter Hunt wanted to improve the rifle. He needed to make a clasp out of wire that could be opened and closed. He needed the clasp to work over and over again without breaking.

Walter worked for many hours on the invention. He needed the wire clasp to open easily. The clasp would be used for rifles for the army. This meant the wire had to work well.

When Hunt was done, he had invented something new. He did not invent something to improve a rifle. Instead, the wire clasp that Hunt created would become something that all types of people would use over and over again. Walter Hunt invented the safety pin!

Even though the safety pin was invented in the 1800s, it is still used today. Years ago, people even used safety pins to hold together diapers worn by babies. People now use safety pins for many everyday reasons. The pin is a good way to hold together different pieces of materials. The safety pin is better than a straight pin because people are protected from the sharp point of the pin. The clasp closes up safe and tight. What a wonderful gadget Walter Hunt was able to make. It is especially amazing because he wasn't even trying to create the safety pin!



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UNIT 2 QUESTIONS

Name **Date**

The following pages have questions based on the texts from Unit 2. You may look at the stories to help answer any questions. Use the back of the page if you need extra space for writing your answers.

1 Which word best describes Walter Hunt's invention of the safety pin?

(a) lucky
(b) planned
(c) unlucky
(d) silly

2 How did Seth feel once his teacher found the safety pins to fix his costume?

(a) relieved
(b) upset
(c) troubled
(d) nervous

3 Which other invention is closely related to the safety pin?

(a) buttons
(b) tape
(c) glue
(d) scissors

4 How is a safety pin like the answer you chose for #3? Write a sentence to explain how they are the same.

_____

_____

_____

5 Which sentence best shows that Seth is glad his family is at the play?

(a) Seth was nervous.
(b) He was glad they were waving at him, even if he couldn't wave back.
(c) Now he could enjoy it!
(d) Seth barely had time to thank his teacher, and then it was time to go back on stage.

UNIT 2 QUESTIONS Name Date

6 List three events from "Opening Night" in the order in which they happened.

a. _____

_____

b. _____

_____

c. _____

_____

7 Write a sentence that helps the reader to know that even today the safety pin is stil an important invention.

_____

_____

_____

_____

8 Fill in the circle of the statement from either story that is a fact, not an opinion.

(a) The play was fun to be in and fun to watch.

(b) Walter Hunt invented the safety pin!

(c) What a wonderful gadget Walter Hunt was able to make.

(d) Being in the play was the best thing ever.

9 Think about the answer you chose for #8. Explain how you know your answer is a fact.

_____

_____

_____

10 What important item is in both stories?

_____

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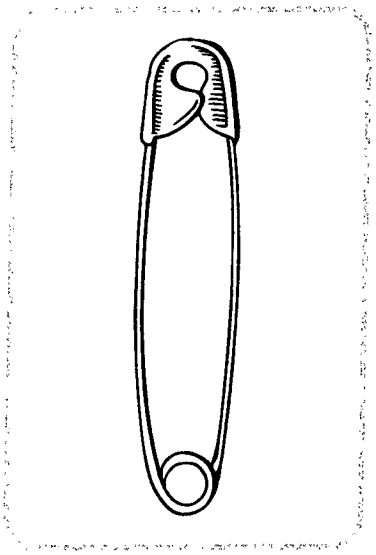
UNIT 2 Name Date

Time to Write!

What all can you do with a safety pin?

List four ways you can use a safety pin.

1. _____
2. _____
3. _____
4. _____



List four things you should NOT do with a safety pin.

1. _____
2. _____
3. _____
4. _____

Write a short speech to make everyone want to go out and buy safety pins. Convince them they need safety pins. Be sure to give good reasons why people's lives would be better if they owned the pins.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

UNIT 9
FICTION

First-Day Jitters

"You're going to love school," Andy told his sister Sarah.

Sarah did not look like she believed her older brother.

Andy wasn't sure what to do. Sarah was supposed to start kindergarten tomorrow. She was very scared. Their mother had asked Andy to talk to Sarah. Their mother thought if Andy told Sarah school was great, then maybe she wouldn't be so nervous. Andy had been trying to talk to Sarah for the last fifteen minutes, but she just didn't want to listen.

"I don't want to go," Sarah said to Andy. "Why can't I just stay home?"

Andy sighed. He had already answered this question three times. He wondered if he had been this scared when he started school. Looking at his little sister, he suddenly had an idea.

"Wait right here, Sarah. I'm going to get something for you." It didn't take long for Andy to find what he was looking for. He had a chart with squares and a pack of stickers.

"I was really scared to go to the dentist when I was your age. Mom put a chart on the refrigerator for me. Each day we counted down to going to the dentist. Each day that I was brave about going, she gave me a sticker. On the day of the visit, I only had one sticker left to earn. When I got my last sticker, Mom took me to see a movie. The dentist ended up being just fine, and the movie was great!"

"But I'm not going to the dentist," Sarah said.

Andy agreed, "Yes, but you are nervous about going to school just like I was about the dentist. School starts tomorrow. Each day you come home having a great day, I'll give you a sticker. Then when you fill up the chart, you and I can plan a special day together."

Finally, Andy saw Sarah smile. He knew she would have the chart filled up in no time. He couldn't wait to plan their special day.

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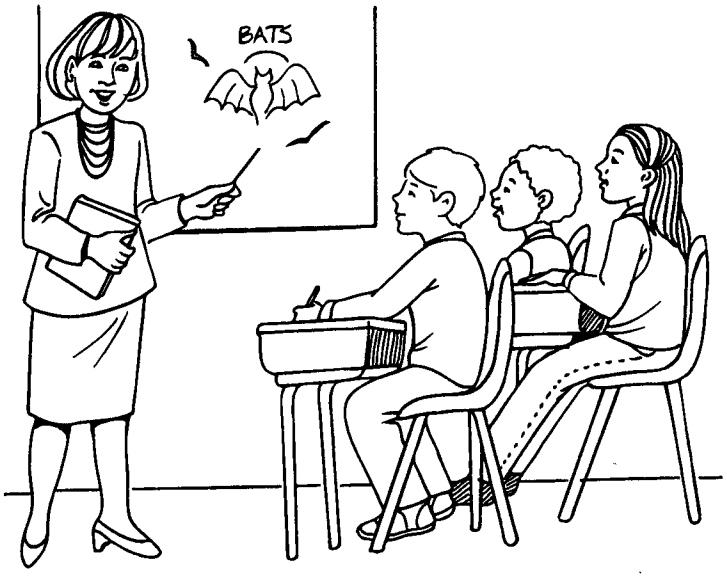
UNIT 9
NONFICTION

School

The first schools in America were started in the 1600s. The early colonists set up schools to teach reading, writing, and religion. In many parts of the United States, children did not have to go to school like they do today. Schools of long ago also looked much different than schools do today. The buildings were usually log cabins or small wooden buildings. Most were only one room. They would have a stove for heat and a few windows. Children of all different ages would go to school in the one-room school. There would be only one teacher. The teacher would teach all the subjects to all the children.

After the colonies became a country, the rules for school slowly began to change. Children could no longer stay home and work or work at factories during the day. They had to go to school. This was a good change for all children. Everyone would have a chance to learn. Children would not have to go to work in factories. Children would not have to stay at home and work on farms all day long. They would have a chance to get an education.

Today, there are many different types of schools. Some students go to public schools. Some children go to private schools. Other students have tutors or are homeschooled. Even though there are many different choices, there is one thing that is the same about all of them. All children have the chance to get an education and to learn. This is the most important thing of all about school.



UNIT 9 QUESTIONS

Name **Date**

The following pages have questions based on the texts from Unit 9. You may look at the stories to help answer any questions. Use the back of the page if you need extra space for writing your answers.

1 Which sentence would be a good summary for the text "School"?

ⓐ Schools are very different today than they were years ago.

ⓑ Schools have changed very little over the years.

ⓒ All children must go to school.

ⓓ It is important for children to go to school.

2 In the title "First-Day Jitters," what does the word *jitters* most likely mean?

ⓐ being excited to try something new

ⓑ being nervous to try something new

ⓒ being happy to try something new

ⓓ being sad to try something new

3 Write the sentence or sentences from the text that helped you to answer #2.

_____

_____

_____

4 Which word best describes Andy's relationship with his sister?

ⓐ angry

ⓑ caring

ⓒ relaxed

ⓓ friendly

5 In the text "School," which part of the story best tells what school buildings once looked like?

ⓐ the title

ⓑ paragraph 1

ⓒ paragraph 2

ⓓ paragraph 3

UNIT 9 QUESTIONS **Name** **Date**

6 Use the text "School" to write one reason why going to school is good for all children.

_____

_____

_____

_____

7 What does Andy compare Sarah's first day of school to?

(a) the first time he had to go to school
(b) the first time he was in a play
(c) the first time he met someone new
(d) the first time he had to go to the dentist

8 Explain what Andy wants to do to help Sarah.

_____

_____

_____

9 Why does Andy think that will work for Sarah?

_____

_____

_____

10 What do the texts have in common?

(a) Both are about being afraid to try something new.
(b) Both are about school.
(c) Both are about brothers and sisters.
(d) Both are about children having to work in factories.

Name Date

Time to Write!

Imagine you were principal of a school. What would you do if you were in charge of the school? Write in complete sentences, and fill in each section.

Part 1

Write five rules you would have at your school.

1. _____
2. _____
3. _____
4. _____
5. _____

Circle one of the rules and explain why this rule is important to the school.

_____

_____

Part 2

What would a day be like if you were principal? Write a short story telling about your new job. Use the back of the page if you need more space.

_____

_____

_____

_____

_____

_____

_____

_____

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Name _____ Date _____

THREE LITTLE ANTS

One day, three little ants—Frank, Albert, and Tommy—set out to seek their fortune. They waved goodbye to their mother and set off down the road with suitcases under their arms.

Frank, the oldest, found a nice place on a hillside to build his home. He built his out of pieces of straw he found lying on the ground. His house went up quickly, in just one day. Frank settled in and was happy.

Albert was the second oldest. He wanted to make a house that was a little sturdier than his brother's house. He gathered sticks, tied them all together with strong ropes, and cut windows and doors. He also made an oven out of mud, rocks, and dirt. It took him about three days to build his house, and he was happy.

The youngest brother was Tommy. Tommy was very wise and careful. He collected strong pieces of wood, cut each one carefully, and fitted the pieces together perfectly. He bought tiles for the roof and poured a cement floor. His house was the talk of the neighborhood, and he finished in two months.

One morning, Billy, the anteater, was walking around the neighborhood. He noticed the three new houses. Billy smelled ants, so he stopped to see if he could get a few to snack on. Frank's house was easy to push over; it was made of straw. Unfortunately for Billy, Frank ran out the back door to Albert's. Albert's house was a little tougher to knock over, but Billy succeeded. Albert and Frank escaped again, and Billy got sticks in his nose. Finally, he came to the last house. He sucked as hard as he could, but the three ants would not come out the front door. Instead, he got a nose full of hot sauce!

That Tommy! Billy's nose was burning. He ran away and never bothered the brothers again.

STORY QUESTIONS

1. Which words describe Tommy?
a. mean, ugly, patient
b. quick, hasty, lucky
c. reckless, careless, sloppy
d. careful, patient, smart

2. How were Albert and Frank unlike Tommy?
a. They were both careless and lazy. Tommy was hardworking.
b. They were both hardworking. Tommy was lazy.
c. They were both sleepy. Tommy was wide awake.
d. They were both interested in fireplaces. Tommy was interested in drawing.

3. In the passage, *sturdier* means . . .
a. dirtier. b. stronger. c. weaker. d. cleaner

4. This fairy tale is most like . . .
a. "Cinderella."
b. "Snow White and the Seven Dwarfs."
c. "The Three Little Pigs."
d. "Jack and the Beanstalk."

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Name _____ Date _____

JESSIE AND THE CORNSTALK

Early one rainy morning in Iowa, Jessica's mother sent her to town with the last five dollars of cash in the house. She told her daughter to get a loaf of bread and a half-gallon of milk.

Jessica put on her blue rain jacket and blue boots. She was walking along dreaming, when she ran into Jake from school.

"What do you have in your hand, Jessie?"

"It's five dollars to buy some bread and milk."

He offered to sell Jessica some magic corn plants to make the family rich. She gave him the five dollars and went home with the plants.

When she came home, her mother was furious and sent Jessica to bed with no supper. She hurled the "magic plants" out into the cornfield and went to bed.

In the middle of the night, Jessica awoke to hear a loud banging on her window. It was a huge branch. She opened her window, grabbed her cell phone, and started climbing the stalk.

When she reached the top, she found a large castle, a friendly maid, and a sleeping giant. She noticed a suitcase full of money was lying next to the bed.

Jess grabbed the money and ran out the castle door. She called her dad on the cell phone and told him to get the ax. As she climbed down the cornstalk, her father chopped it away. When she reached the bottom, she gave him the suitcase. Their family bought their farm, and they were never hungry again.

STORY QUESTIONS

1. Which color might be Jessica's favorite?

a. blue
b. orange
c. brown
d. red

2. The word *hurled* in this story means . . .

a. tossed gently.
b. picked up.
c. threw.
d. touched.

3. What modern technology does Jessica use to reach her father?

a. a computer
b. a cell phone
c. an iPod® nano
d. a walkie-talkie

4. This fairy tale is most like . . .

a. "Sleeping Beauty."
b. "Jack and the Beanstalk."
c. "The Little Red Hen."
d. "Three Billy Goats Gruff."

Simon Says

When **following directions**, *it is important to read the directions carefully and to follow them in the order they are listed.*

When you play Simon Says, you only follow the directions that Simon says. You do not follow any other directions. Play the game following the directions below.

1. Simon says draw a hand in the box below.
2. Simon says draw a ring on the ring finger.
3. Simon says draw fingernails on each finger.
4. Color each fingernail red.
5. Simon says write the names of five school days, one on each finger.
6. Circle your favorite day.
7. Write your teacher's name in the lower left-hand corner of the box.
8. Simon says write an addition problem on the hand, using the numbers 4, 5, and 9.
9. Now write a subtraction problem next to it.
10. Simon says draw a red scratch on the pinky finger.
11. Simon says draw a watch on the wrist.
12. Make the watch show 2:30.
13. Simon says outline the box with a yellow crayon.
14. Simon says write your name in the top right-hand corner of the box.

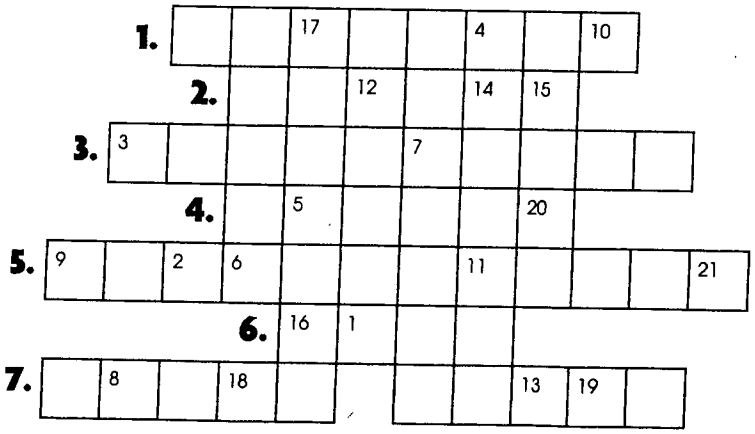
Name _____ **Following directions**

Sneaky Snakes

Snakes are very good at hiding. Most snakes can **camouflage** themselves into their environment. That means they have different colors and patterns on their bodies that allow them to blend in with the colors and patterns of things around them. Camouflage helps them hide from their enemies and helps them be **sneaky** when they are trying to capture something to eat. For example, the emerald tree boa lives in the **jungle**. Its green skin makes it nearly invisible among the green leaves of the trees. **Rattlesnakes** live in rocky, dry places. The patterns of black, tan, and brown on their backs help them blend in with their rocky environment. The horned viper lives in the desert. Its skin is the same color as **sand** where it burrows underground. It is hard to see unless it is moving. Also, some snakes that are harmless look very similar to **venomous** snakes. The harmless milk snake is colored orange, with yellow and black stripes, much like the poisonous **coral snake**. The enemies of the milk snake mistake it for a coral snake because they look so much alike.

Find the answers in the story. Write them in the puzzle.

1. **Write the word that starts with a *v* and means "poisonous."**
2. **Write another word for "tricky."**
3. **Write what helps a snake blend in with its surroundings.**
4. **Write where emerald tree boas live.**
5. **Write what snakes live in rocky places and have black, tan, and brown patterned skin.**
6. **Write what is the same color as the horned viper.**
7. **Write the name of the snake that looks like a milk snake.**



Write the letter from the numbered squares in the puzzle above to fill in each box.

W				h																			!
	1	2	3		4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	

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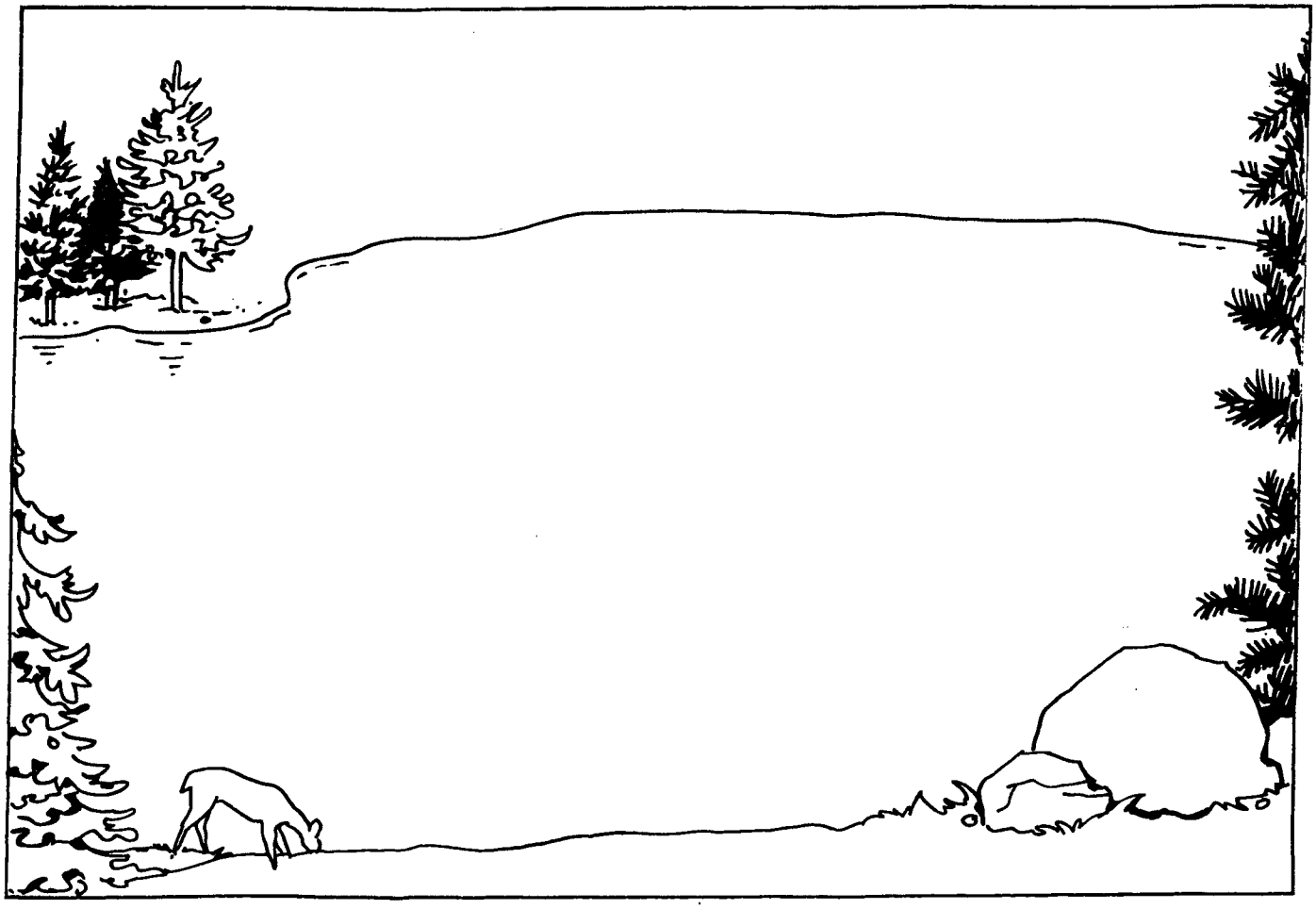
The Lake Cabin

As you read the paragraph, imagine the scene that the words are describing. In the picture below, draw everything that has been left out. Color the picture.

My favorite thing to do in the summer is to go to Grandpa's lake cabin. In the evening after a full day of fishing, Grandpa and I sit on the back porch and enjoy the scenery. The sun setting behind the mountain fills the blue sky with streaks of orange and yellow. Colorful sailboats float by us in slow motion. Suddenly a fish jumps out of the water, making tiny waves in rings. A deer quietly walks to the edge of the water to get a drink. Red and yellow wildflowers grow near the big rock. On the shore across the lake, we see a couple of tents. Someone must be camping there. A flock of geese fly over the lake in the shape of a V. Every time we sit and look at the lake, Grandpa says, "This is the best place on earth!"



On another sheet of paper, write a paragraph describing the place that you think is "the best place on earth." Read your paragraph to a friend.

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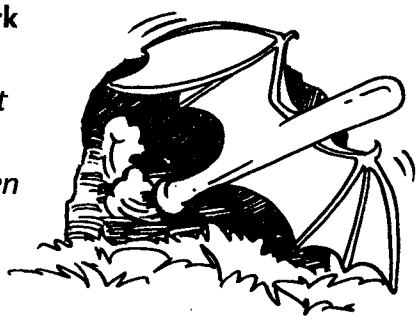
Double It Up

Some words can share the same spelling but have completely different meanings. To figure out the correct meaning of each word, use context clues. Using **context clues** *means to look at the meaning of the whole sentence. One meaning for the word will make sense, and the other one will not. Read the following examples:*

The bat flew out of the dark cave. *(Would a baseball bat fly out of a cave? No. Then it must be the other kind of bat: a small flying animal.)*



He swung the bat so hard that the ball went over the fence. *(Would someone swing a small animal in order to hit a ball? Of course not!)*

Picture each of the following sentences in your mind to help you decide which meaning is correct for each italicized word. Then fill in the bubble next to the correct meaning.

1. I am sneezing because I have a *cold.*
   - ◯ opposite of hot
   - ◯ an illness

2. I rowed up to the *bank* and got out of the boat.
   - ◯ building where money is kept
   - ◯ shoreline of a river or creek

3. The garage is 15-*feet* wide.
   - ◯ a measurement
   - ◯ body parts used for walking

4. The *mouse* ran under the bushes.
   - ◯ a small, furry animal
   - ◯ hand control for a computer

5. I like to put butter on my *roll.*
   - ◯ bread
   - ◯ to turn over and over

6. Let's give the winner a big *hand*!
   - ◯ body part with fingers on it
   - ◯ applause

7. I *can* sing soprano.
   - ◯ a metal container
   - ◯ am able to

8. The wolf crept into the sheep *pen.*
   - ◯ writing instrument that uses ink
   - ◯ area that is fenced in

On another sheet of paper, write two sentences showing a different meaning for the word "star" in each.

Tabata Workout

- Design your own Tabata workout below and complete it.
- Go to Youtube and search Tabata workout music and complete your own workout.
- Tell me which music you used and write how you felt after your workout.

Round One: _____ (exercise)

Break

Round Two:_____ (exercise)

Break

Round Three: _____ (exercise)

Break

Round Four: _____ (exercise)

Repeat

Music:_____

Tic-Tac-Toe Fitness

-Play tic-tac-toe with a brother, sister, parent or friend.

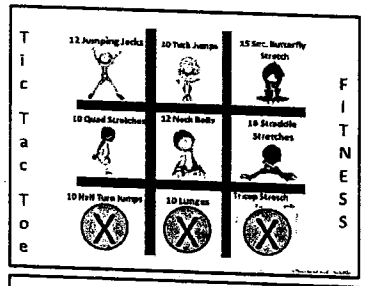
-Turn in your winning sheet when we return to school for a prize.

-Please have your parents/guardians sign your winning sheet, verifying you completed the exercises.

Winning Tic-Tac-Toe Fitness Row Patterns

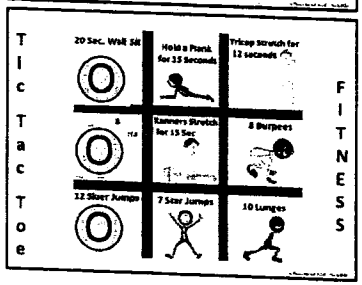
Horizontal Row Connection

3 Sqaure connection in a horizontal direction



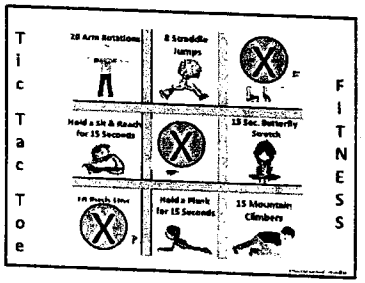
Vertical Row Connection

3 Square connection in a vertical direction



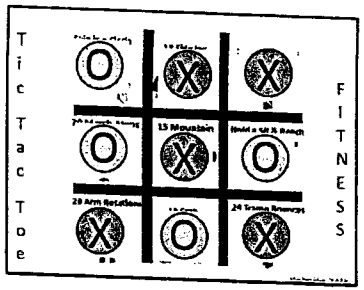
Diagonal Row Connection

3 Square connection in a diagonal direction



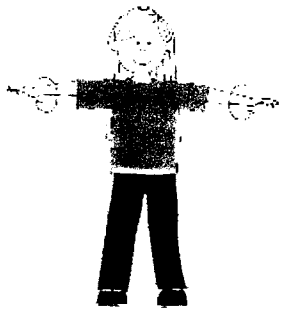
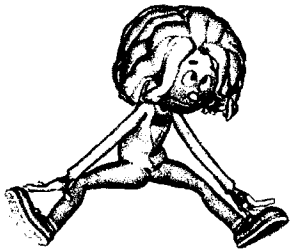
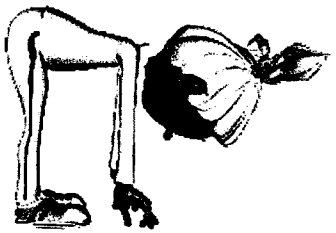
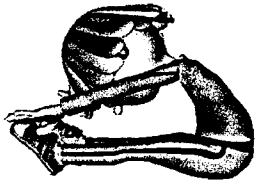
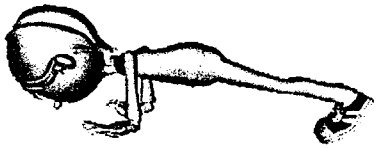
Draw/Tie- No 3 Row Connection

There are no connections and no other Markers can be placed



Tic Tac Toe

Card 1

20 Arm Rotations 	8 Straddle Jumps 	12 Standing Toe Touches 
Hold a Sit & Reach for 15 Seconds 	10 Curl Ups	15 Sec. Butterfly Stretch
10 Push Ups 	Hold a Plank for 15 Seconds	15 Mountain Climbers

FITNESS

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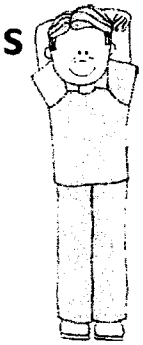
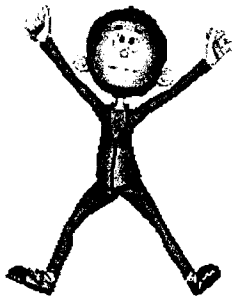
Tic Tac Toe

Card 2

20 Sec. Wall Sit	Hold a Plank for 15 Seconds	Tricep Stretch for 12 seconds 
8 Reachers	Runners Stretch for 15 Sec	8 Burpees
12 Skier Jumps	7 Star Jumps 	10 Lunges

FITNESS

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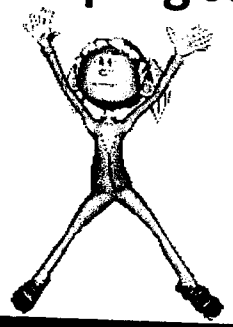
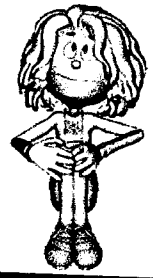
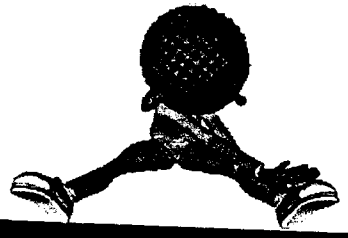
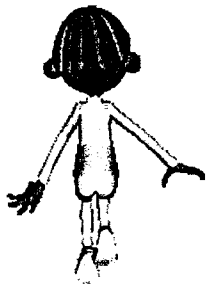
Tic Tac Toe

FITNESS

12 Jumping Jacks 	10 Tuck Jumps 	15 Sec. Butterfly Stretch
10 Quad Stretches	12 Neck Rolls	16 Straddle Stretches 
10 Half Turn Jumps 	10 Lunges	Tricep Stretch for 12 seconds

Card 3

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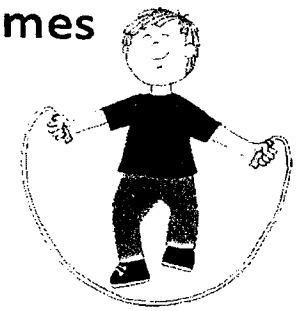
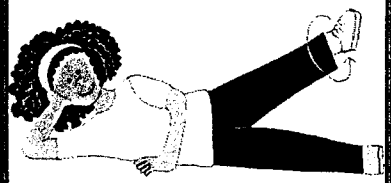
Tic Tac Toe

FITNESS

Jump Rope 12 Times 	16 Straddle Stretches	12 Skier Jumps
10 Squat Jumps	18 Side leg Raises 	20 March Steps
8 Straddle Jumps	15 Sec. Butterfly Stretch	20 Sec. Wall Sit

Card 7

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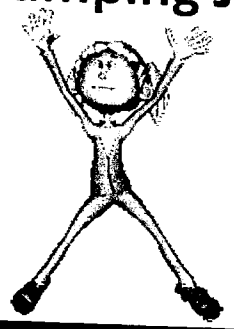
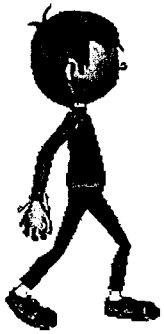
Tic Tac Toe

FITNESS

12 Skier Jumps	Runners Stretch for 15 Sec	10 Quad Stretches
Tricep Stretch for 12 seconds	8 Reachers	12 Jumping Jacks 
18 Scissor Jumps 	Hold a Plank for 15 Seconds	10 Curl Ups

Card 6

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Drawing Prompts

Draw a picture of yourself	Draw your family	Draw your favorite animal	Draw something green	Draw a creature from your imagination
Draw your favorite food	draw a robot: what can it do?	Draw a parade	Draw a birthday party	Draw a super car
Draw flowers in a field or in a vase	Draw a Dragon	Draw something something purple	Draw a cityscape	Draw your favorite character from tv, movies or books
Draw Your house	Draw a fishtank or undersea picture	draw something you saw in a dream	draw someone with fancy hair	Draw your room
Draw a portrait of your favorite person	Draw what is on the table in front of you	Draw your self as a superhero. What is your superpower?	Draw a farm	Draw a mermaid