

# quarantine reading

## B I N G O

READ FOR MORE THAN ONE HOUR	READ A PICTURE BOOK	READ A GRAPHIC NOVEL	READ A RECIPE	READ & WRITE A SUMMARY
READ A MAGAZINE	READ WITH A FLASHLIGHT	READ & DRAW THE CHARACTERS	READ OUT LOUD	READ TO SOMEONE ELSE
WATCH A READ ALOUD ONLINE	RE-READ A BOOK YOU LOVE	FREE SPACE	READ OUTSIDE	READ TO A PET OR STUFFY
READ STANDING UP	RE-WRITE THE ENDING OF A BOOK	RECOMMEND A BOOK TO A FRIEND	READ & WRITE TO THE AUTHOR	READ IN BED
READ A BOOK IN ONE SITTING	READ WHILE BRUSHING YOUR TEETH	READ A NEWS ARTICLE	BUILD A FORT AND READ IN IT!	READ ON A RAINY DAY

# THE ASTONISHING JOURNEY OF TEDDY BODAIN

**Directions:** Each day listen to the recording on class dojo. Choose an activity below to complete as you listen. The activities may be completed more than once based on different day's recordings.

Have fun and enjoy!

Write a letter to Teddy as if you are Martha responding to her letter.	Make a 5 question quiz based on the day's readings.	Start a sketch book to illustrate each letter you've read.
Choose 5 questions from the document under the story tab on dojo to answer.	Pick 3 new vocabulary words from the day's recording to define. Use glossary under the story tab on dojo document or dictionary.com.	Design a kite like Teddy and Travis. On the tail, make a timeline with 5 or more events including dates in order.
Teddy is on a journey of a lifetime. Pretend your family has a wagon on this journey with Teddy. Write a letter to your best friend about your journey.	Make a crossword puzzle or word search of important words from the day's reading.	Choose a recipe from the document under the story tab on dojo to make. Send us a picture on dojo of your creation!
Using supplies from home (for example: construction paper, shoe box, milk carton, egg carton, crayons, etc.,) make a covered wagon. Decorate it just like Teddy's mom decorated their wagon.	Choose a worksheet from the document under the story tab on dojo to complete.	Think of your most prized possessions. If you had to choose 5 things to take, what would you choose and why.
<p>You may not know this now, but you are living through a moment in history that will one day be captured in history books.</p> <ul style="list-style-type: none"> <li>➤ Using PowerPoint, Word, or simply handwriting, create a journal of your time quarantined at home.</li> <li>➤ Just like Teddy Bodain, your task is to journal about <i>your</i> personal experience. Capture how this event affects you, your family, school, and community. Share what you feel! Be as detailed as possible (feelings, dialogue, things you notice- 5 senses). You are not limited to words. You can also draw, doodle, record yourself, or create a video to document a day in the life of YOU!</li> <li>➤ This will serve as a primary source with you providing the eyewitness account of this pandemic.</li> <li>➤ Reminders: Make sure to write it in the form of a letter to another family member, friend, teacher, etc. Don't forget to date each day you discuss your experience.</li> </ul>		

## Lesson 3

# Reference Skills

# Falling Colors

Do the trees change color every fall where you live? Have you admired the yellow, red, orange, and purple leaves that grace the trees when the weather turns cooler? Do you know why those leaves are no longer green?

The color change of fall leaves is triggered by shorter days and cooler temperatures. But the bright colors that appear in the leaves are not a **discoloration**. Those colors were there all along. They were covered up by a green pigment called chlorophyll. This pigment helps plants make their food. However, chlorophyll is **fragile**. It breaks down easily. The leaves must keep producing more of it. This process requires sunlight and warmth.

When autumn arrives, the leaves can no longer produce as much chlorophyll. However, the leaves still have other pigments. Xanthophyll is a yellow pigment. It is more **sturdy** than chlorophyll. It does not break down as easily. Leaves with little chlorophyll and lots of xanthophyll are a **vivid** yellow.

Another pigment, called anthocyanin, causes the red and purple in leaves. This pigment also makes apples red and grapes purple. Some kinds of trees, such as red oaks and red maples, produce a

large amount of this pigment. They are very **decorative** in the fall, turning bright red and purple.

Some leaves have a pigment called carotene. In the fall, it makes the leaves turn orange. Carotene, along with xanthophyll, also makes carrots orange.

Leaf color is greatly affected by the weather. Low temperatures increase the anthocyanin in leaves, so maples turn bright red. Still, an early frost can cause a paler red. The best **clarity** of color results when dry, sunny days are followed by cool, dry nights. Too much rain or hot weather can cause the leaves to turn a **murky** color. Some leaves, such as those on oak trees, turn a **drab** brown every year. In fact, oak leaves do not drop in the fall. They can provide a **dense** cover for birds until new leaves start to grow in the spring.

As you travel through the country, the bright colors of fall seem to be random, not **geometric**. However, each color change has a specific cause. The changing colors are one more amazing part of Mother Nature's plan.





## Apply What You've Learned

**Complete the Analogies** Choose the word in parentheses that best completes each analogy. Write the word on the line.

- 1 Umbrella is to shade as candle is to \_\_\_\_\_  
(illustrate, illuminate)
- 2 Destroy is to tear down as build is to \_\_\_\_\_  
(erect, deformed)
- 3 Winding is to roundabout as straight is to \_\_\_\_\_  
(correct, direct)
- 4 Town is to map as book is to \_\_\_\_\_  
(format, illuminate)
- 5 Dirt is to wash as mistake is to \_\_\_\_\_  
(correct, erect)
- 6 Writing is to print as drawing is to \_\_\_\_\_  
(illustrate, format)
- 7 Hot is to cold as perfect is to \_\_\_\_\_  
(direct, deformed)

**Demonstrate Word Knowledge** Follow the directions.

- 8 Give three examples of things that are **rectangular**.  
\_\_\_\_\_
- 9 List three things that could be in **formation**.  
\_\_\_\_\_
- 10 Give three examples of things that are **uniform**.  
\_\_\_\_\_

# Practice the Context Clues Strategy

Here is one of the boldfaced words from the essay on page 126. Use the context clues strategy you learned in Lesson 1 on page 115 to figure out the meaning of this word.

**geometric**

**READ**



Read the sentence that uses the word *geometric*. Read some of the sentences around the word.

**LOOK**



Look for context clues to the word's meaning. What words that mean the opposite can you find?

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---

---

**THINK**



Think about the context clues. What other helpful information do you know?

---

---

---

**PREDICT**



Predict a meaning for the word *geometric*.

---

---

**CHECK**



Check the dictionary in the back of this book to be sure of the meaning of the word *geometric*. Write the definition here.

---

---



Go to the **Word Wisdom App** for more practice using context clues.



# Unlock the Meanings

**Pronunciation and Phonetic Respellings** Every dictionary entry includes a phonetic respelling. The phonetic respelling tells you how to pronounce the word correctly. The phonetic respelling also shows which syllable to stress (say with the most force). In words with several syllables, more than one syllable may be stressed.

Some dictionaries show the syllable with the primary stress (the most emphasis) in boldface with a boldfaced stress mark. The syllable with the next amount of stress is shown with a stress mark that is not boldfaced.

If a word has two correct pronunciations, both pronunciations will be shown. The first respelling shows the preferred way to pronounce the word.

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**Answer the Questions** Use the dictionary in the back of this book to answer these questions.

1 Which two words in the word list have more than one correct pronunciation?

---

2 Does the preferred pronunciation of the word *fragile* have any stress on the second syllable?

---

3 Which syllable has the most stress in the word *discoloration*?

---

4 Which syllable has secondary stress (some stress) in the word *discoloration*?

---

5 Which letter is silent in *decorative*?

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1. Use context clues.
2. Look for a familiar root, prefix, or suffix.
3. If the context or a word part doesn't help, check the dictionary.

## WORD LIST

discoloration  
fragile  
sturdy  
vivid  
decorative  
clarity  
murky  
drab  
dense  
geometric

**Define the Words** Follow the steps above to write the meaning of each boldfaced word. Write 1, 2, or 3 to show which steps you used.

1 Army uniforms are made in **drab** colors so they aren't easily seen.

---

2 The ancient Incas drew huge **geometric** designs on the earth.

---

3 Be sure to wear **sturdy** shoes when you go hiking in the desert.

---

4 Mr. George explains his ideas with **clarity**, so we understand.

---

5 The pond was **murky**, making it hard to see the bottom.

---

6 I have a **vivid** memory of my first time in an airplane.

---

7 The **discoloration** on my jeans is from bleach.

---

8 The pictures of fish made the shower curtain **decorative**.

---

9 The fog was so **dense** that we did not see the bus arrive.

---

10 Butterflies seem so **fragile**, but they fly hundreds of miles.

---



# Process the Meanings

## WORD LIST

discoloration  
fragile  
sturdy  
vivid  
decorative  
clarity  
murky  
drab  
dense  
geometric

**Choose the Antonyms** Write the word from the word list that means the opposite of the underlined word or words and fits the context of the sentence.

- 1 That glass vase is very strong. \_\_\_\_\_
- 2 Aren't the colors in that painting dull? \_\_\_\_\_
- 3 This city is not crowded with people. \_\_\_\_\_
- 4 The river was clear after the storm. \_\_\_\_\_
- 5 I dress in bright colors when I feel sad. \_\_\_\_\_

**Rewrite the Sentences** Rewrite each sentence, using the word in parentheses.

- 6 We put up wallpaper that was very colorful. (decorative)  
\_\_\_\_\_
- 7 I stood on a strong ladder to reach the ceiling. (sturdy)  
\_\_\_\_\_
- 8 The paper had a pattern of lines and shapes. (geometric)  
\_\_\_\_\_
- 9 One roll of wallpaper had some places where the color did not match the rest. (discoloration)  
\_\_\_\_\_
- 10 The design on that roll did not have the same clear lines and colors as on the other rolls. (clarity)  
\_\_\_\_\_





# Apply What You've Learned

**Relate the Meanings** Answer the questions or follow the directions.

1 Would a house with glass walls be **sturdy**? Explain.

---

2 Describe a time that you were out in **murky** weather.

---

3 Do you like to wear **drab** clothing?

---

4 What could cause **discoloration** of your clothing?

---

5 What could you do to make your classroom more **decorative**?

---

6 Describe something that has a **geometric** design.

---

7 Describe something in your classroom that is **fragile**.

---

8 Describe a **vivid** dream you once had.

---

9 How could you explain something with great **clarity**?

---

10 Describe a setting or a location that you know is **dense**.

---



## Identify the Synonyms and Antonyms

Read each pair of words. Write **S** if the words are synonyms. Write **A** if the words are antonyms.

1 luminous                      murky                      \_\_\_\_\_

2 rectangular                      geometric                      \_\_\_\_\_

3 sturdy                      fragile                      \_\_\_\_\_

4 vivid                      drab                      \_\_\_\_\_

5 formless                      irregular                      \_\_\_\_\_

## Demonstrate Word Knowledge

Answer the questions or follow the directions.

6 Give the **dimensions** of something on your desk or in the room.

---

---

7 Describe what might cause **discoloration** of **fabric**.

---

---

8 How could you **illuminate** a place that is **dense** with fog so that you could see with more **clarity**?

---

---

9 Describe the **format** of this page in your book.

---

---

10 Look around you. Describe something **decorative**.

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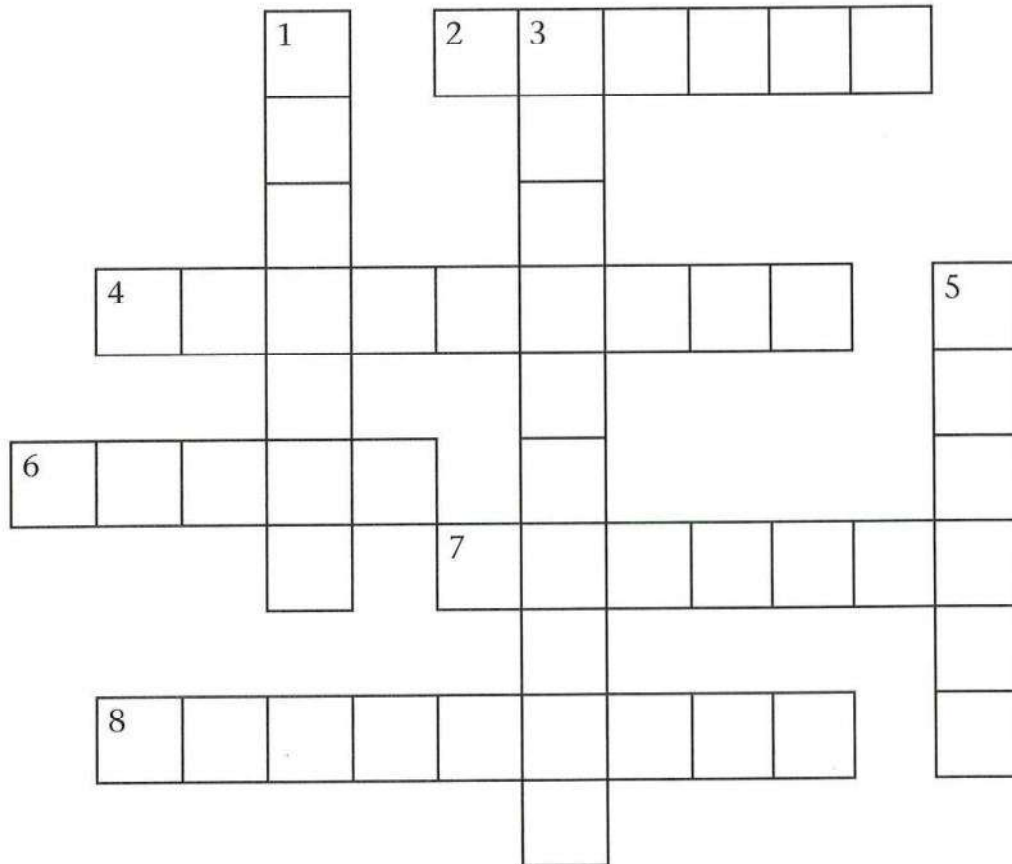
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## Do a Multiple-Meaning Crossword Puzzle

Each clue below gives two meanings for a vocabulary word. Read the clues. Then write the vocabulary word in the correct space.



### Down

- 1** to fix; right
- 3** to light up; to make clear
- 5** a design or plan; to make a plan

### Across

- 2** to lead; straight
- 4** uneven; not usual
- 6** standing straight; to put up
- 7** work clothing; all alike
- 8** arrangement; act of making something

# Practice Test

Read the paragraph. Then fill in the answer bubble for each statement.

1 Gail measured the **fabric** for her costume carefully before cutting it. 2 She didn't want to have to **correct** any mistakes. 3 The light cloth would **billow** around her when she moved. 4 She would add sparkling beads for a **decorative** touch. 5 With clouds, twinkling stars, and a silvery moon, her costume would certainly not look **drab**.

- 1 The word **fabric** means \_\_\_\_\_.
- fashion                       color
- cloth                               design

- 2 The word **correct** means \_\_\_\_\_.
- fill                                   fix
- save                                  add

- 3 The word **billow** means \_\_\_\_\_.
- sit                                     dream
- sleep                                 flutter

- 4 The word **decorative** means \_\_\_\_\_.
- funny                                sticky
- unusual                              fancy

- 5 The word **drab** means \_\_\_\_\_.
- dull                                  bright
- green                                simple

## TEST-TAKING STRATEGY

Some tests are scored by a machine. Be sure to fill in your answers in the correct way. You don't want to lose points because you didn't fill in an answer bubble completely or because you filled in two bubbles by mistake. If you fill in two answers—even if one is right—the machine will score it as incorrect. If you erase, be sure to erase completely.

## Sample:

It is dark outside this afternoon. The clouds are **murky**. It will probably rain soon.

The word **murky** means

- gloomy
- sunny
- bright
- blue



Go to the **Word Wisdom App**

for more practice and review of the vocabulary words.





## Lesson 1

# Context Clues

# Ask Ms. Know It

Do you know how to act properly in social settings? Not everyone does, but anyone can learn. Read these letters to see what the “expert” has to say.

Dear Ms. Know It,

I never know what to do in polite **society**. I’m **familiar** with some basic rules of good behavior, like saying “please” and “thank you.” However, I have many other questions. For example, which fork is **appropriate** to use with my salad? Is it **considerate** to hold a door open for other people?

I would feel more **confident** if I knew how to act. My **maternal** grandmother says I should do what my mother did and read a good book about manners. Please help.

Sincerely,  
Confused

Dear Confused,

A dose of good manners never hurts. Don’t **isolate** yourself from others just because you don’t know a few simple rules for good behavior. It is really **admirable** that you want to improve yourself. Knowing how to act can make you feel very confident, and you may even find new friends and become more **popular**.

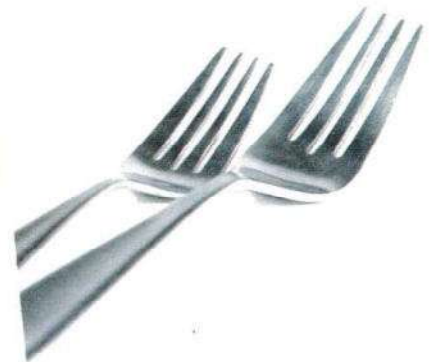
Just read my book, *Thirty Days to Magnificent Manners*. It will teach you everything you need to know.

Sincerely,  
Ms. Know It

Dear Ms. Know It,

I read your book from cover to cover. I now know how to act in any social situation. I’m writing to tell you that I have more confidence, and I have started to **involve** myself in many new activities. I have even been elected president of our Student Council. I owe it all to you.

Sincerely,  
Formerly Confused





# Practice Test

Read the paragraph. Then fill in the answer bubble for each statement.

1 Gail measured the **fabric** for her costume carefully before cutting it. 2 She didn't want to have to **correct** any mistakes. 3 The light cloth would **billow** around her when she moved. 4 She would add sparkling beads for a **decorative** touch. 5 With clouds, twinkling stars, and a silvery moon, her costume would certainly not look **drab**.

1 The word **fabric** means \_\_\_\_\_.

fashion                       color

cloth                               design

2 The word **correct** means \_\_\_\_\_.

fill                                   fix

save                                  add

3 The word **billow** means \_\_\_\_\_.

sit                                     dream

sleep                                 flutter

4 The word **decorative** means \_\_\_\_\_.

funny                                 sticky

unusual                               fancy

5 The word **drab** means \_\_\_\_\_.

dull                                   bright

green                                  simple

## TEST-TAKING STRATEGY

Some tests are scored by a machine. Be sure to fill in your answers in the correct way. You don't want to lose points because you didn't fill in an answer bubble completely or because you filled in two bubbles by mistake. If you fill in two answers—even if one is right—the machine will score it as incorrect. If you erase, be sure to erase completely.

## Sample:

It is dark outside this afternoon. The clouds are **murky**. It will probably rain soon.

The word **murky** means

- gloomy
- sunny
- bright
- blue



Go to the **Word Wisdom App** for more practice and review of the vocabulary words.

# Context Clues Strategy

## Look for Words Related to the Word

**EXAMPLE** When you hurt someone's feelings, offer an *apology* and a handshake.

**CLUE** The word *When* is a clue. *Hurt someone's feelings* and *a handshake* are related to the word *apology*. They tell why you might feel sorry about something and what you might do about it. These words help you to understand what *apology* means.

Here are steps for using this context clues strategy to figure out the meaning of the word *involve*, which appeared in one of the letters you just read.

**READ**



Read the sentence with the unknown word. Read a sentence or two around it.

*I'm writing to tell you that I have more confidence, and I have started to **involve** myself in many new activities. I have even been elected president of our Student Council.*

**LOOK**



Look for context clues. What words related to the word can you find?

The new activities and club presidency show that this person is participating in many things.

**THINK**



Think about the context clues and other information you already know.

My mother always says that my sister is involved in too many sports activities.

**PREDICT**



Predict a meaning for the word.

*Involve* must mean "to participate in something."

**CHECK**



Check the dictionary in the back of this book to be sure of the meaning.

*Involve* means "to include or draw in."





# Unlock the Meanings

**Practice the Strategy** Here is one of the boldfaced words from the letters on page 136. Use the context clues strategy on page 137 to figure out the meaning of the word.

**maternal**

**READ**



Read the sentence that uses the word *maternal*. Read some of the sentences around the word.

**LOOK**



Look for context clues. What words can you find that mean the same as *maternal*?

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**THINK**



Think about the context clues. What other helpful information do you know?

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---

**PREDICT**



Predict a meaning for the word *maternal*.

---

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**CHECK**



Check the dictionary in the back of this book to be sure of the meaning of the word *maternal*. Which of the meanings for the word *maternal* fits the context?

---

---



Go to the **Word Wisdom App** for more practice using context clues.





### WORD LIST

society  
familiar  
appropriate  
considerate  
confident



**maternal**

isolate  
admirable  
popular



**involve**



## Use Context Clues

The two words you have already been introduced to are checked in the word list. In the first column, write the other eight words from the word list. In the second column, predict the meaning for each word. Then look up the meaning in a dictionary. In the third column, write the dictionary meaning that fits the context.

Vocabulary Word	Your Prediction	Dictionary Says
1		
2		
3		
4		
5		
6		
7		
8		



# Process the Meanings

## WORD LIST

society  
familiar  
appropriate  
considerate  
confident  
maternal  
isolate  
admirable  
popular  
involve

**Match the Descriptions** Write the word from the word list that best matches each description.

- 1 people who act in a motherly way: \_\_\_\_\_
- 2 people who are sure of themselves: \_\_\_\_\_
- 3 people who have many friends: \_\_\_\_\_
- 4 people who deserve approval and respect:  
\_\_\_\_\_
- 5 people who care about the feelings of others:  
\_\_\_\_\_
- 6 people whom you know well: \_\_\_\_\_

**Complete the Sentences** Choose the word from the word list that best completes each sentence. Do not repeat any of the answers you used above.

- 7 When you take part in an event, you  
\_\_\_\_\_ yourself in it.
- 8 All people are a part of the \_\_\_\_\_  
in which they live.
- 9 If you choose not to spend any time with others, you  
\_\_\_\_\_ yourself.
- 10 If you know how to act in all kinds of situations, your  
behavior is always \_\_\_\_\_ .





## Apply What You've Learned

**Demonstrate Word Knowledge** Use what you know about the boldfaced words to answer the questions. Use complete sentences.

1 Does being **confident** help make people more **popular**? Why or why not?

---

---

---

2 How could people who are **isolated** get more **involved** in their community?

---

---

---

3 Why would someone need to be **familiar** with you to act in a **maternal** way toward you?

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---

---

4 Do you think **considerate** people are **admirable**? Why or why not?

---

---

---

5 What is one public behavior that **society** considers **appropriate**?

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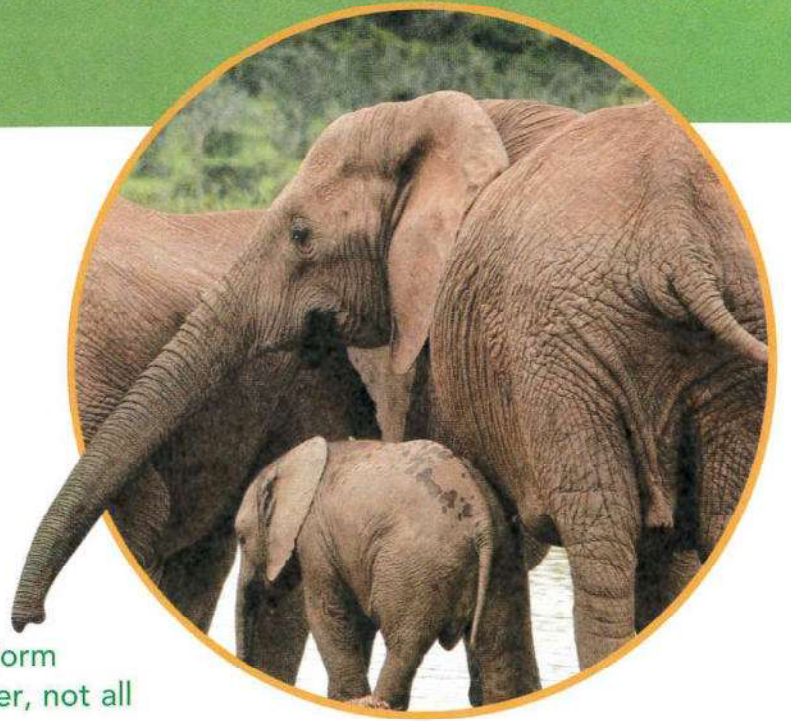
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## Lesson 2

# Latin Roots

## They Know Best



Many animals live in groups. They form families, much like humans. However, not all animal families are the same.

Lions form **social** groups called prides that are led by the strongest male, who is the **patriarch**. In elephant families, however, the oldest female is in charge; she is the **matriarch**. Elephant families are based on maternal links, not **paternal** links. An elephant family consists of a matriarch, about six other females, and their babies. When the males become adults, they live away from the female groups and have contact with females only at mating time.

Elephant family groups often feed near each other. Some groups feel safe together. Still, families avoid groups they do not know. An older matriarch—like a grandmother elephant—can tell when a strange group is approaching, and she draws her family close together. A younger matriarch, who cannot easily tell a friend from a foe, groups her family together too often and doesn't feel safe. As a result, she will have fewer babies. She has a lower **maternity** rate than females led by older matriarchs.

Killing elephants is against the law, yet poachers still hunt them. Few large

males are left. Some poachers now kill the females, but killing an old female can mean more than the death of one animal; the loss of a matriarch can weaken the entire elephant **population**.

Hunting is not the only danger that elephants face. Conflicts also arise when they roam onto **public** land. Some invade small farms and destroy crops as they search for food. A number of **associations**, such as the Born Free Foundation in Kenya, work to protect elephants. This group helped move about fifty elephants to Meru National Park. There, they could be protected. The elephants were moved by truck, one by one. Once released, they soon found their family members. At the park, the families have a better life. They roam over thousands of acres of protected land.

**Publicity** about the move has helped. Now more people want to help the elephants. Park **patrons** can watch the elephant families, but elephants are still at risk. The matriarchs can only do so much to keep their families safe.



# Practice the Context Clues Strategy

Here is one of the boldfaced words from the essay on page 142. Use the context clues strategy you learned in Lesson 1 on page 137 to figure out the meaning of this word.

**associations**

**READ**



Read the sentence that uses the word *associations*. Read some of the sentences around the word.

**LOOK**



Look for context clues. What words related to the word can you find?

---

---

---

**THINK**



Think about the context clues. What other helpful information do you know?

---

---

---

**PREDICT**



Predict a meaning for the word *associations*.

---

---

---

**CHECK**



Check the dictionary in the back of this book to be sure of the meaning of the word *association*. Write the definition here.

---

---



Go to the **Word Wisdom App** for more practice using context clues.



# Unlock the Meanings

Knowing the meanings of different roots will help you figure out the meaning of many new words. Several words you learned in Lesson 1 have Latin roots. These roots are related to relationships.

Latin Root and Meaning	English Word and Meaning
<b>pop, pub</b> (people) →	<i>popular</i> (having many friends)
<b>soci</b> (companion) →	<i>society</i> (people living together)
<b>mat, matr</b> (mother) →	<i>maternal</i> (related to motherhood)
<b>pat, patr</b> (father) →	<i>patriot</i> (loyal citizen)

**Sort by Roots** Find the Latin roots you just learned in the word list. Write each word in the correct column. Think of other words you know that have these roots. Write them in the correct column.

## WORD LIST

- social
- patriarch
- matriarch
- paternal
- maternity
- population
- public
- association
- publicity
- patron

Latin Roots	
<b>pop, pub</b>	<b>soci</b>
<b>mat, matr</b>	<b>pat, patr</b>



Prefix	Root Word	New Word
as- (toward)	+ soci (companion) +	-ation (noun) = association

**Use Roots and Prefixes** Circle any root and prefix you find in the boldfaced words. Then write the meaning of each word.

1 Everyone in that **association** is a cat lover.

---

2 The **matriarch** sat at the head of the table surrounded by her family.

---

3 Many people in entertainment like a lot of **publicity**.

---

4 Dad and I are both named after my **paternal** grandfather.

---

5 The town's **population** has grown in the past ten years.

---

6 Mom and the new baby are on the **maternity** floor of the hospital.

---

7 We enjoy **social** events, because we like being with people.

---

8 My great-grandfather is the **patriarch** of our family.

---

9 Where is the nearest **public** library?

---

10 Are you a **patron** of the new store on Elm Street?

---



# Process the Meanings

## WORD LIST

social  
 patriarch  
 matriarch  
 paternal  
 maternity  
 population  
 public  
 association  
 publicity  
 patron

**Complete the Ads** Write the word from the word list that is missing from each help-wanted ad.

- 1 Nurses are needed in the \_\_\_\_\_ department of the hospital. Must be good with babies.
- 2 A creative writer is needed to write ads and get good \_\_\_\_\_ for a new company.
- 3 A male actor at least 65 years old is needed to play the part of a \_\_\_\_\_ of a large family.
- 4 A \_\_\_\_\_ director is needed to plan children's fun after-school activities.
- 5 An experienced coach is needed right away to lead a(n) \_\_\_\_\_ of sports fans.

**Use the Clues** Use the clues to write a word from the word list.

- 6 A school that is open to everyone is called this.  
\_\_\_\_\_
- 7 Stores need this, which is another word for *shopper*.  
\_\_\_\_\_
- 8 If someone is like this, he acts in a fatherly way.  
\_\_\_\_\_
- 9 She is the head of her family.  
\_\_\_\_\_
- 10 It is larger in big cities than it is in small towns.  
\_\_\_\_\_







# Apply What You've Learned

**Demonstrate Word Knowledge** Follow the directions or answer the questions.

1 What could a restaurant do to get more **patrons**? \_\_\_\_\_

\_\_\_\_\_

2 What might you hear on the **maternity** floor of a hospital? \_\_\_\_\_

\_\_\_\_\_

3 Name an **association** or one you would like to start. \_\_\_\_\_

\_\_\_\_\_

4 What must one be to become a **matriarch**? \_\_\_\_\_

\_\_\_\_\_

5 What could you do to get **publicity** for a book fair? \_\_\_\_\_

\_\_\_\_\_

6 Whom do you consider a **patriarch** of the United States? \_\_\_\_\_

\_\_\_\_\_

7 How could you figure out the student **population** of your school? \_\_\_\_\_

\_\_\_\_\_

8 Name a favorite **social** event. \_\_\_\_\_

\_\_\_\_\_

9 Who is the son of your **paternal** grandfather? \_\_\_\_\_

\_\_\_\_\_

10 Which **public** building is closest to your home? \_\_\_\_\_

\_\_\_\_\_

## Lesson 3

# Reference Skills

## A Letter for the Community Center



Dear Editor of the *Glenville Gazette*:

I am responding to Pat White's letter of June 20. White wrote that our town should not build a community center. He thought it was just too expensive. White was wrong, and I'll explain why.

This community has no good places for young people to **congregate**. Too many of them end up at the mall. The City Center Mall now has a **reputation** for being a hangout for troublemakers. Just last week, **rival** groups got into a scuffle there. I know a lot of my neighbors used to make it a **custom** to shop at the mall. Now they go to stores in the suburbs.

The kids at the mall just don't have anyplace else to go and be together. If we had a community center, they could play basketball, swim, or play video games in a safer setting. A community center could offer group and **individual** activities for all ages.

The last town my family lived in had a community center. I can tell you from **personal** experience that it was a fun place to go. The center offered all kinds of classes. For example, my little brother took a class in caring for pets and other **domestic** animals. My dad took a class in working with stained glass. My mom loved her aerobics class. If you wanted **privacy**, the center had quiet places to sit and read. If you wanted action, there were all kinds of games and teams. **Participation** was so popular that many classes and teams had a long waiting list.

It's true that twenty million dollars is a huge amount to spend on a community center. Our town does have other needs. Perhaps the people who want the center and those who don't want it could **compromise**. Maybe the center could be built in stages, or we could do without some parts, like a climbing wall.

I strongly urge the town to find a way to fund a community center. We all need it, especially our young people.

Sincerely,

Joyce Wilkins



# Practice the Context Clues Strategy

Here is one of the boldfaced words from the letter to the editor on page 148. Use the context clues strategy you learned in Lesson 1 on page 137 to figure out the meaning of this word.

**privacy**

**READ**



Read the sentence that uses the word *privacy*. Read some of the sentences around the word.

**LOOK**



Look for context clues to the word's meaning. What words related to the word can you find?

---

---

---

**THINK**



Think about the context clues. What other helpful information do you know?

---

---

---

**PREDICT**



Predict a meaning for the word *privacy*.

---

---

**CHECK**



Check the dictionary in the back of this book to be sure of the meaning of the word *privacy*. Write the definition here.

---

---



Go to the **Word Wisdom App** for more practice using context clues.



# Unlock the Meanings

**The Internet** The Internet is a useful tool for finding information. You can quickly find information you need by carefully choosing key words for your search. If your key words are too general, you will get links that you don't need. If your key words are too narrow, you may not find the most helpful articles.

Here are tips for finding information on the Internet:

1. Always let an adult know when you are using the Internet. Never give out any information about yourself, such as your phone number, address, or school.
2. Type in only the most important words in your search topic. Leave out words like *the*, *and*, and *of*.
3. When writing a report, print the Internet page with the useful information. The website address will appear on the bottom of the page. Use this address to go back to the site or to list the article in your bibliography.
4. Be sure the source is trustworthy. Just because the information is given on the Internet doesn't make it true.

---

**Practice Using Key Words** Write at least two key words that you could use to search the Internet for information on these topics.

1 domestic birds

\_\_\_\_\_

2 college football rivals

\_\_\_\_\_

3 individual rights

\_\_\_\_\_

4 the World Series

\_\_\_\_\_

5 wedding customs

\_\_\_\_\_



# Find the Meaning

1. Use context clues.
2. Look for a familiar root, prefix, or suffix.
3. If the context or a word part doesn't help, check the dictionary.

## WORD LIST

congregate  
reputation  
rival  
custom  
individual  
personal  
domestic  
privacy  
participation  
compromise

**Define the Words** Follow the steps above to write the meaning of each boldfaced word. Write 1, 2, or 3 to show which steps you used.

1 During recess, the students **congregate** around the swings.

---

2 The two sides each gave up something in the **compromise**.

---

3 Our class had the highest **participation** in the bake sale.

---

4 What subject in school is your **personal** favorite?

---

5 Cats and dogs are **domestic** animals.

---

6 I know Shay will be my biggest **rival** for class president.

---

7 If you want **privacy**, keep your door closed.

---

8 Do you prefer **individual** or group activities?

---

9 I have a **reputation** as a great speller.

---

10 My family has the **custom** of painting eggs each spring.

---



# Process the Meanings

## WORD LIST

congregate  
 reputation  
 rival  
 custom  
 individual  
 personal  
 domestic  
 privacy  
 participation  
 compromise

**Complete the Analogies** Write the vocabulary word that best completes each analogy.

- 1 Group is to crowd as \_\_\_\_\_ is to person.
- 2 Law is to government \_\_\_\_\_ as is to culture.
- 3 Wolf is to wild as dog is to \_\_\_\_\_.
- 4 Day is to night as friend is to \_\_\_\_\_.

**Rewrite the Sentences** Rewrite each sentence. Use the word in parentheses in your sentence.

- 5 After a long talk, we reached an agreement. (compromise) \_\_\_\_\_  
 \_\_\_\_\_
- 6 I like to keep my thoughts and feelings to myself. (privacy) \_\_\_\_\_  
 \_\_\_\_\_
- 7 Could you do this favor just for me? (personal) \_\_\_\_\_  
 \_\_\_\_\_
- 8 Every Fourth of July we get together in the park for a picnic.  
 (congregate) \_\_\_\_\_  
 \_\_\_\_\_
- 9 People think of me as a loyal friend. (reputation) \_\_\_\_\_  
 \_\_\_\_\_
- 10 The hospital hopes that many people will take part in the blood  
 drive. (participation) \_\_\_\_\_  
 \_\_\_\_\_







## Apply What You've Learned

**Link to Your Life** Follow the directions or answer the questions.

1 How could you turn a **rival** into a friend? \_\_\_\_\_

\_\_\_\_\_

2 Tell of a time when you want **privacy**. \_\_\_\_\_

\_\_\_\_\_

3 Name an animal that can't be a **domestic** pet. Explain why. \_\_\_\_\_

\_\_\_\_\_

4 How could someone strengthen his **reputation**? \_\_\_\_\_

\_\_\_\_\_

5 Describe a time you reached a **compromise** with someone. \_\_\_\_\_

\_\_\_\_\_

6 Describe a **custom** that you enjoy. \_\_\_\_\_

\_\_\_\_\_

7 Describe your favorite place to **congregate** with friends. \_\_\_\_\_

\_\_\_\_\_

8 How could you encourage **participation** in a recycling program? \_\_\_\_\_

\_\_\_\_\_

9 What sport requires **individual** effort? \_\_\_\_\_

\_\_\_\_\_

10 What **personal** objects would you take on a trip? \_\_\_\_\_

\_\_\_\_\_





## Match the Words and Meanings

Write the letter of the correct meaning in column **B** next to each word in column **A**.

### COLUMN A

- 1 reputation \_\_\_\_\_
- 2 congregate \_\_\_\_\_
- 3 considerate \_\_\_\_\_
- 4 involve \_\_\_\_\_
- 5 association \_\_\_\_\_
- 6 admirable \_\_\_\_\_
- 7 participation \_\_\_\_\_
- 8 domestic \_\_\_\_\_
- 9 custom \_\_\_\_\_
- 10 privacy \_\_\_\_\_
- 11 appropriate \_\_\_\_\_
- 12 personal \_\_\_\_\_
- 13 publicity \_\_\_\_\_
- 14 social \_\_\_\_\_
- 15 matriarch \_\_\_\_\_
- 16 familiar \_\_\_\_\_
- 17 individual \_\_\_\_\_
- 18 patriarch \_\_\_\_\_
- 19 isolate \_\_\_\_\_
- 20 patron \_\_\_\_\_

### COLUMN B

- a. taking part in
- b. thoughtful
- c. habit
- d. how people think of you
- e. to include
- f. time alone
- g. tame
- h. deserving praise
- i. to gather
- j. organization
- k. news given out to get attention
- l. including people
- m. proper
- n. female head of a family
- o. relating to one person
- p. a regular customer
- q. male head of a family
- r. single
- s. having knowledge of
- t. to separate

**BUILD**  
**NEW**  
**WORDS**

**Write the Parts of Speech** Some words can be more than one part of speech. Read these examples:

That doctor offers excellent maternity care to his patients. (**adjective**)

Her maternity began with the birth of her first child. (**noun**)

Read each sentence below. Then write **noun**, **verb**, or **adjective** on the line to show what part of speech the boldfaced word is. If necessary, use the dictionary in the back of this book.

1 We enjoyed walking in the **public** garden.

\_\_\_\_\_

This museum is open to the **public** every day.

\_\_\_\_\_

2 After a long discussion the two groups reached a **compromise**.

\_\_\_\_\_

Are you usually willing to **compromise** when you and a friend disagree?

\_\_\_\_\_

3 The snacks are packaged in **individual** servings.

\_\_\_\_\_

My cousin is a very happy **individual**.

\_\_\_\_\_

4 Bill is Harry's biggest **rival**.

\_\_\_\_\_

Those teams **rival** each other in scoring ability.

\_\_\_\_\_

5 Lynn gave an **appropriate** response.

\_\_\_\_\_

They will **appropriate** money for the project.

\_\_\_\_\_



# Practice Test

Fill in the circle of the answer choice that shows the correct meaning for the underlined word.

- 1 maternal feelings
- childish
  - fatherly
  - warm
  - motherly

- 2 individual serving
- small
  - large
  - extra
  - single

- 3 isolate a patient
- separate from others
  - operate on
  - take care of
  - give medicine to

- 4 reach a compromise
- decision
  - agreement
  - conclusion
  - obstacle

- 5 feel confident
- smart
  - angry
  - sure
  - silly

- 6 parent association
- dinner
  - meeting
  - letter
  - group

- 7 business patron
- office
  - worker
  - customer
  - owner

- 8 familiar place
- friendly
  - well-known
  - unknown
  - lonely

- 9 considerate act
- thoughtful
  - selfish
  - thoughtless
  - original

- 10 popular restaurant
- expensive
  - well-liked
  - foreign
  - family



## TEST-TAKING STRATEGY

If you have trouble answering a test question, go on to the next one. That way you won't waste too much time. Put a light pencil mark next to the one you skip over. If you use a separate answer sheet, make sure to skip the matching answer space as well. After you finish the rest of the test, come back to the question you skipped and try it again. Be sure to erase any extra pencil marks you made.

### Sample:

good publicity

- standing
- friend
- news
- meal



Go to the **Word Wisdom App**

for more practice and review of the vocabulary words.

## Math

<b>Monday, March 30th</b>	<b>Tuesday, March 31<sup>st</sup></b>	<b>Wednesday, April 1<sup>st</sup></b>	<b>Thursday, April 2<sup>nd</sup></b>	<b>Friday, April 3<sup>rd</sup></b>
<ul style="list-style-type: none"> <li>• Complete 1 Zearn lesson</li> <li>• Complete “Monday” section of <i>Daily Math Review for 4<sup>th</sup> Grade</i> Week 1</li> </ul>	<ul style="list-style-type: none"> <li>• Complete 1 Zearn lesson</li> <li>• Complete “Tuesday” section of <i>Daily Math Review for 4<sup>th</sup> Grade</i> Week 1</li> </ul>	<ul style="list-style-type: none"> <li>• Complete 1 Zearn lesson</li> <li>• Complete “Wednesday” section of <i>Daily Math Review for 4<sup>th</sup> Grade</i> Week 1</li> </ul>	<ul style="list-style-type: none"> <li>• Complete 1 Zearn lesson</li> <li>• Complete “Thursday” section of <i>Daily Math Review for 4<sup>th</sup> Grade</i> Week 1</li> </ul>	<ul style="list-style-type: none"> <li>• Complete 1 Zearn lesson (If you already have 4 lessons done, you may get on prodigy instead.)</li> <li>• Complete “Friday” section of <i>Daily Math Review for 4<sup>th</sup> Grade</i> Week 1</li> </ul>
<p><b>Optional choices if above work is complete:</b></p> <ul style="list-style-type: none"> <li>• Choose 1 activity from the “Week 1 Choice Board)</li> <li>• Prodigy</li> </ul>	<p><b>Optional choices if above work is complete:</b></p> <ul style="list-style-type: none"> <li>• Choose 1 activity from the “Week 1 Choice Board)</li> <li>• Prodigy</li> </ul>	<p><b>Optional choices if above work is complete:</b></p> <ul style="list-style-type: none"> <li>• Choose 1 activity from the “Week 1 Choice Board)</li> <li>• Prodigy</li> </ul>	<p><b>Optional choices if above work is complete:</b></p> <ul style="list-style-type: none"> <li>• Choose 1 activity from the “Week 1 Choice Board)</li> <li>• Prodigy</li> </ul>	<p><b>Optional choices if above work is complete:</b></p> <ul style="list-style-type: none"> <li>• Choose 1 activity from the “Week 1 Choice Board)</li> <li>• Prodigy</li> </ul>

<b>Monday, April 6<sup>th</sup></b>	<b>Tuesday, April 7<sup>th</sup></b>	<b>Wednesday, April 8<sup>th</sup></b>	<b>Thursday, April 9<sup>th</sup></b>	<b>Friday, April 10<sup>th</sup></b>
<ul style="list-style-type: none"> <li>• Complete 1 Zearn lesson</li> <li>• Complete “Monday” section of <i>Daily Math Review for 4<sup>th</sup> Grade</i> Week 2</li> </ul>	<ul style="list-style-type: none"> <li>• Complete 1 Zearn lesson</li> <li>• Complete “Tuesday” section of <i>Daily Math Review for 4<sup>th</sup> Grade</i> Week 2</li> </ul>	<ul style="list-style-type: none"> <li>• Complete 1 Zearn lesson</li> <li>• Complete “Wednesday” section of <i>Daily Math Review for 4<sup>th</sup> Grade</i> Week 2</li> </ul>	<ul style="list-style-type: none"> <li>• Complete 1 Zearn lesson</li> <li>• Complete “Thursday” section of <i>Daily Math Review for 4<sup>th</sup> Grade</i> Week 2</li> </ul>	<ul style="list-style-type: none"> <li>• Complete 1 Zearn lesson (If you already have 4 lessons done, you may get on prodigy instead.)</li> <li>• Complete “Friday” section of <i>Daily Math Review for 4<sup>th</sup> Grade</i> Week 2</li> </ul>
<p><b>Optional choices if above work is complete:</b></p> <ul style="list-style-type: none"> <li>• Choose 1 activity from the “Week 2 Choice Board)</li> <li>• Prodigy</li> </ul>	<p><b>Optional choices if above work is complete:</b></p> <ul style="list-style-type: none"> <li>• Choose 1 activity from the “Week 2 Choice Board)</li> <li>• Prodigy</li> </ul>	<p><b>Optional choices if above work is complete:</b></p> <ul style="list-style-type: none"> <li>• Choose 1 activity from the “Week 2 Choice Board)</li> <li>• Prodigy</li> </ul>	<p><b>Optional choices if above work is complete:</b></p> <ul style="list-style-type: none"> <li>• Choose 1 activity from the “Week 2 Choice Board)</li> <li>• Prodigy</li> </ul>	<p><b>Optional choices if above work is complete:</b></p> <ul style="list-style-type: none"> <li>• Choose 1 activity from the “Week 2 Choice Board)</li> <li>• Prodigy</li> </ul>



<b>Monday, April 13<sup>th</sup></b>	<b>Tuesday, April 14<sup>th</sup></b>	<b>Wednesday, April 15<sup>th</sup></b>	<b>Thursday, April 16<sup>th</sup></b>	<b>Friday, April 17<sup>th</sup></b>
<ul style="list-style-type: none"> <li>• Complete 1 Zearn lesson</li> <li>• Complete “Monday” section of <i>Daily Math Review for 4<sup>th</sup> Grade</i> Week 3</li> </ul>	<ul style="list-style-type: none"> <li>• Complete 1 Zearn lesson</li> <li>• Complete “Tuesday” section of <i>Daily Math Review for 4<sup>th</sup> Grade</i> Week 3</li> </ul>	<ul style="list-style-type: none"> <li>• Complete 1 Zearn lesson</li> <li>• Complete “Wednesday” section of <i>Daily Math Review for 4<sup>th</sup> Grade</i> Week 3</li> </ul>	<ul style="list-style-type: none"> <li>• Complete 1 Zearn lesson</li> <li>• Complete “Thursday” section of <i>Daily Math Review for 4<sup>th</sup> Grade</i> Week 3</li> </ul>	<ul style="list-style-type: none"> <li>• Complete 1 Zearn lesson (If you already have 4 lessons done, you may get on prodigy instead.)</li> <li>• Complete “Friday” section of <i>Daily Math Review for 4<sup>th</sup> Grade</i> Week 3</li> </ul>
<p><b>Optional choices if above work is complete:</b></p> <ul style="list-style-type: none"> <li>• Choose 1 activity from the “Week 3 Choice Board)</li> <li>• Prodigy</li> </ul>	<p><b>Optional choices if above work is complete:</b></p> <ul style="list-style-type: none"> <li>• Choose 1 activity from the “Week 3 Choice Board)</li> <li>• Prodigy</li> </ul>	<p><b>Optional choices if above work is complete:</b></p> <ul style="list-style-type: none"> <li>• Choose 1 activity from the “Week 3 Choice Board)</li> <li>• Prodigy</li> </ul>	<p><b>Optional choices if above work is complete:</b></p> <ul style="list-style-type: none"> <li>• Choose 1 activity from the “Week 3 Choice Board)</li> <li>• Prodigy</li> </ul>	<p><b>Optional choices if above work is complete:</b></p> <ul style="list-style-type: none"> <li>• Choose 1 activity from the “Week 3 Choice Board)</li> <li>• Prodigy</li> </ul>

## Week 1 Choice Board

<p style="text-align: center;"><b>1</b></p> <p><b>Create <u>four</u> 2-step math word problems using two different operations (+, -, x, -).</b></p> <p><b>(Answer Key, showing your work and problems solved)</b></p> <p><b>*USE YOUR MATH BOOK to get ideas and samples.</b></p>	<p style="text-align: center;"><b>2</b></p> <p><b>Make a list of fact families for the following factors: 6, 7, 8 &amp; 9 from 0-10.</b></p> <p> <math>6 \times 1 = 6</math>    <math>6 \times 2 = 12</math>    <math>6 \times 3 = 18</math>  <math>1 \times 6 = 6</math>    <math>2 \times 6 = 12</math>    <math>3 \times 6 = 18</math>  <math>6/1 = 6</math>    <math>12/6 = 2</math>    <math>18/6 = 3</math>  <math>12/2 = 6</math>    <math>18/3 = 6</math> </p>	<p style="text-align: center;"><b>3</b></p> <p>Create a short story with a beginning, middle and end that includes multiplication or division.</p> <p>You can use a library book to get ideas for your "Math Story"</p>
<p style="text-align: center;"><b>4</b></p> <p>Create a booklet of <u>15</u> <u>vocabulary</u> words that are associated with multiplication and division with its <u>definition</u> and <u>illustration</u> to match.</p> <p><b>*Your Math notebook or Math book. It has all your Math vocabulary words.</b></p>	<p style="text-align: center;"><b>5</b></p> <p>Compose a song for a set of facts that you know will help other students with facts they have a hard time remembering. <b>*Be prepared to perform it for us!</b> 😊</p>	<p style="text-align: center;"><b>6</b></p> <p><b>Make a list of fact families for the following factors: 11 &amp; 12</b></p> <p> <math>11 \times 2 = 22</math>  <math>2 \times 11 = 22</math>  <math>22/2 = 11</math>  <math>22/11 = 2</math> </p>
<p style="text-align: center;"><b>7</b></p> <p><b>Create a <u>BINGO</u> Board or Board game with multiplication and division equations.</b></p> <p><i>(Bingo: Call Card Answer Key, Board Game: Instructions must be attached also)</i></p>	<p style="text-align: center;"><b>8</b></p> <p><i>Like eating "left-overs?" Create an <u>activity or word problem</u> that you can do with a friend or family member where there will be "left-overs" when you separate equal groups.</i></p> <p><b>Example:</b> Prepare a healthy snack for you and a friend, such as apple slices. Cut the apple into an odd number of slices. Then have your friend split the snack with you. Can the snack be shared equally? How many slices are left over?</p>	<p style="text-align: center;"><b>9</b></p> <p><b>CREATE A SET OF <u>30</u> FLASH CARDS OF MULTIPLICATION AND DIVISION FACTS SO OTHERS CAN USE WITH A COVER PAGE.</b></p> <p><b>(ANSWER KEY SHOULD BE ON THE BACKSIDE OF FACTS.)</b></p> <p><b>*PUT THEM IN AN ENVELOPE, BAGGIE OR STAPLE THEM TOGETHER)</b></p>



## Week 2 Choice Board

<p><b><u>Multiples Poster:</u></b></p> <p>Create a poster about multiples. You must include the definition of both multiples and common multiples and list examples of both.</p>	<p><b><u>Factors:</u></b></p> <p>Write ALL the factors for the following numbers: 36, 40, 18, and 24. Write the factor pairs in different colors.</p>	<p><b><u>Factors Poster:</u></b></p> <p>Create a poster about factors. You must include the definition of both factors and common factors and list examples of both.</p>
<p><b><u>Prime Number Poster:</u></b></p> <p>Create a poster about prime numbers. You must include the definition and at least 5 examples of prime numbers with their factors.</p>	<p><b><u>Multiples:</u></b></p> <p>List the first ten multiples for: 7, 8, 12, and 15.</p>	<p><b><u>Composite Poster:</u></b></p> <p>Create a poster about composite numbers. You must include the definition and at least 5 examples of composite numbers with their factors.</p>
<p><b><u>True or False:</u></b></p> <p>Make a list of 8 true or false statements asking if a number is a multiple or factor of another number. You must include the answer key on another paper. For example: 54 is a multiple of 4 (false)</p>	<p><b><u>Rules of Divisibility Poster:</u></b></p> <p>Create a poster with the rules of divisibility. You must include the rule for the following numbers: 2, 3, 5, 6, 9.</p>	<p><b><u>True or False:</u></b></p> <p>Make a list of 8 true or false statements asking if a number is prime or composite. Include an answer key on another paper. Example: 2 is a composite number (false)</p>
<p><b><u>Definitions:</u></b></p> <p>Create vocabulary cards for each vocabulary word. Remember, your vocabulary cards must include the definition and an example. Vocabulary Words: Factors, Common Factors, Multiples, Common Multiples, Prime Numbers, Composite Numbers, Pattern, and Term.</p>	<p><b><u>Number Patterns:</u></b></p> <p>Create 8 number pattern questions. You must include an answer key for the first twelve terms of the pattern. Example: Rule: Add 2, Subtract 1 First Term: 5</p>	<p><b><u>Review Flashcards:</u></b></p> <p>Create flashcards that other students can use to help them review for the chapter test. You must create at least 3 flashcards per lesson (6 lessons so 18 flashcards minimum)</p>

## Week 3 Choice Board

<p>Practice multiplication and division flashcards</p>	<p>Practice addition flashcards online using:  <a href="https://www.factmonster.com/math/flashcards">https://www.factmonster.com/math/flashcards</a></p>	<p>Turn over two playing cards. Multiply the cards together</p>	<p>Practice addition and subtraction flashcards</p>
<p>Practice division flashcards online using:  <a href="https://www.factmonster.com/math/flashcards">https://www.factmonster.com/math/flashcards</a></p>	<p>Roll two dice (or roll a dice one time) and multiply the dice together</p>	<p>Write a story problem that requires one-digit by four-digit multiplication</p>	<p>Practice subtraction flashcards online using:  <a href="https://www.factmonster.com/math/flashcards">https://www.factmonster.com/math/flashcards</a></p>
<p>Write a song to help you remember multiplication facts (for one set each day-ex. If 7's are hard for you, write a song for 7s on one day)</p>	<p>Write a story problem that takes two steps to solve it</p>	<p>Practice multiplication flashcards online using:  <a href="https://www.factmonster.com/math/flashcards">https://www.factmonster.com/math/flashcards</a></p>	<p>Write a story problem that requires regrouping with subtraction to solve</p>
<p>Write a story problem that requires regrouping with addition to solve</p>	<p>Practice subtraction and addition flashcards online using:  <a href="https://www.factmonster.com/math/flashcards">https://www.factmonster.com/math/flashcards</a></p>	<p>Write a story problem that requires two-digit by two-digit multiplication</p>	<p>Write a one digit by three digit division story problem</p>



## Science

Monday, March 30th	Tuesday, March 31 <sup>st</sup>	Wednesday, April 1 <sup>st</sup>	Thursday, April 2 <sup>nd</sup>	Friday, April 3 <sup>rd</sup>
<ul style="list-style-type: none"> <li>Complete the Unit 10 Lesson 1 "How Do Plants Reproduce?" Digital Lesson on HMH</li> </ul>	<ul style="list-style-type: none"> <li>Watch the "Parts of Plant" video on Flocabulary and complete quiz</li> </ul>	<ul style="list-style-type: none"> <li>Watch the "Pollination" video on Flocabulary and complete quiz</li> </ul>	<ul style="list-style-type: none"> <li>Read "How Plants Reproduce" passage in your packet (pgs. 61-62)</li> </ul>	<ul style="list-style-type: none"> <li>Complete questions 1 and 2 from "How Plants Reproduce" passage in your packet (pgs. 62-63)</li> </ul>

Monday, April 6 <sup>th</sup>	Tuesday, April 7 <sup>th</sup>	Wednesday, April 8 <sup>th</sup>	Thursday, April 9 <sup>th</sup>	Friday, April 10 <sup>th</sup>
<ul style="list-style-type: none"> <li>Complete the Unit 10 Lesson 2 "What Factors Affect Germination Rate?" Digital Lesson on HMH</li> </ul>	<ul style="list-style-type: none"> <li>Complete the Unit 10 Lesson 3 "How Do Animals Reproduce?" Digital Lesson on HMH</li> </ul>	<ul style="list-style-type: none"> <li>Read "Changes with Plants and Animals" passage in your packet (pgs. 65-67)</li> </ul>	<ul style="list-style-type: none"> <li>Complete questions 1 and 4 from "How Plants Reproduce" passage in your packet (pgs. 67-68)</li> </ul>	<ul style="list-style-type: none"> <li>Complete questions 1 and 4 from "How Plants Reproduce" passage in your packet (pg. 69)</li> </ul>

Monday, April 13 <sup>th</sup>	Tuesday, April 14 <sup>th</sup>
<ul style="list-style-type: none"> <li><a href="http://cincinnatizoo.org/home-safari-resources/">http://cincinnatizoo.org/home-safari-resources/</a></li> <li>Choose an activity from the website to complete</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://cincinnatizoo.org/home-safari-resources/">http://cincinnatizoo.org/home-safari-resources/</a></li> <li>Choose an activity from the website to complete</li> </ul>