	МАТН	Reading - Module Block bit.ly/3rdReading11-20	Reading - ALL Block bit.ly/3rdReading11-20	SCIENCE & SOCIAL STUDIES
Day 11	Comparing Fractions: Note these activities are located in this packet under Day 11 or may be accessed online using links below.  Memory Jogger Week 4, Day 1 Solve and Share Lesson 13-6 Visual Learning Lesson 13-6 Practice Problems See page 5.	Note for days 11-15: For your Module assignments, you will need to reference the workbook pages and text Groundwater. If you need help with the text, ask an adult to read with you.  Look at the images and quote on Day 11 of your Journal.  Complete the first two columns of the KWEL Chart on Day 11. (M4U1L1)  See pages 13, 17  Optional Video - Watch the Day 11 Video for more activities with this lesson.  https://bit.ly/3rdModules	AIR - Read your independent text and complete a graphic organizer. See page 21  Optional Video - What the 3rd Grade Day 11 video "What does AIR look like at home?"  https://bit.ly/3rdALLBlockVideos	Social Studies Topic: Location of Resources  Natural resources (materials that occur in nature), human resources (people who work), and capital resources (goods, like tools or buildings, produced and used to make other goods and services) are needed to make goods and services. The location of these resources can affect the availability and price of the goods and services.  Activity: In North Carolina we have very different areas. Divide a sheet of paper into three columns (as shown) and list at least 4 resources that are found in these areas that might not be found in others. Share and discuss your list with an adult.  Enrichment Resource:  Natural & NC Resources  https://bit.ly/2QQaAeb
Day 12	Making Wholes Note these activities are located in this packet under Day 12 or may be accessed online using links below.  Memory Jogger Week 4, Day 2 See page 6.  Solve and Share Lesson 13-7 Visual Learning Lesson 13-7 Practice Problems See page 7.	Read pages 4-8 of the informational text  Groundwater.  Write at least one main idea and one supporting detail from Pages 4-8 in your Journal, Day 12. (M4U1L2)  See pages 13,18  Optional Video - Watch the Day 12 Video for more activities with this lesson.  https://bit.ly/3rdModules	AIR - Read your independent text and complete a graphic organizer. See page 21  Optional Video - What does AIR look like at home? (Repeat of Day 11) https://bit.ly/3rdALLBlockVideos	Social Studies Topic: Scarcity - Food and Activities  Scarcity is the condition of not being able to have all of the goods and services that you want because resources are limited. Because of scarcity people must choose some things while giving up others.  Activity: Play a game of musical chairs with people in your family. [Set chairs in a circle (one chair less than the number of players). Turn music on, and players walk around the chairs. When the music stops, players sit in the available chairs. The player left standing is out of the game. The players stand and a chair is removed. Repeat this procedure until only one person remains.] Explain to others how the chairs in this game are the resources and that some resources once gone will not return. The want is to have a chair to sit in when the music stops.  Enrichment Resource:  What is scarcity <a href="https://bit.ly/33N5Ye0">https://bit.ly/33N5Ye0</a>
Day 13	Making Wholes  Memory Jogger Week 4, Day 3 See page 7.  Look back over your lesson from Day 12. Today you will solve some word problems involving fractions and whole numbers. These problems are located under Day 13 in this packet. See page 7.	Read pages 4-8 of the informational text  Groundwater again.  Add any main idea(s), supporting details, or evidence to Day 11 and 12 of your Journal.  Write answers to Questions 1 and 2 on Day 13 of your Journal. (M4U1L3)  See pages 13, 17, 18,  Optional Video - Watch the Day 13 Video for more activities with this lesson.  https://bit.ly/3rdModules	AIR - Read your independent text and complete a graphic organizer. See page 21  Optional Video - What does AIR look like at home? (Repeat of Day 11) https://bit.ly/3rdALLBlockVideos	Social Studies Topic: Scarcity - Manufactured Products  If something is scarce, there isn't enough of it around to meet the demand for it. People havie "unlimited wants and needs," meaning they always want something new. People also have "limited resources," meaning that there are never enough resources to meet their wants and needs.  Activity: Write and illustrate a story about you and your favorite toy. Imagine that every 3rd grader in town wants this toy and no one can get one because they are already sold out everywhere. What kinds of things would you do to try to get one? Share your story with an adult and then discuss if you would still be willing to do the things if the toy was being given away for free to everyone? How does your story and conversation relate to scarcity.  Enrichment Resource:  Scarcity song for kids <a href="https://bit.ly/3brMsXc">https://bit.ly/3brMsXc</a>

### Dav 14

Day

15

Comparing Fractions: Note these activities are located in this packet under Day 14 or may be accessed online using

Memory Jogger Week 4, Day 4 See page 8.

Solve and Share Lesson 13-8 Visual Learning Lesson 13-8 **Practice Problems** See page 7.

IRead pages 9-13 of the informational text Groundwater.

- Add any main idea(s), supporting details, or evidence to Day 11 and 12 of your Journal.
- Write answers to Questions 3 and 4 on Day 13 of your Journal. (M4U1L4)
- See pages 13, 17, 18,

Optional Video - Watch the Day 14 Video fo r more activities with this lesson. https://bit.ly/3rdModules

Complex Text: Read the article for Day 14 - Water on Earth. Think about what these words mean: condensation, humidity, groundwater, surface water. See page 19.

Optional Video - Watch the Day 14 video to review Parts of Speech. (W1D1) https://bit.ly/3rdALLBlockVideos

#### Plants as Food

Activity: Take a look in your pantry and refrigerator for foods that came from plants. Make a list of the ingredients that are fruits, vegetables, and grains. Which food group do you eat the most?

Fraction Review:

Memory Jogger Week 4, Day 5 See page 8

Today you will answer a few questions located by Day 15 in this packet to review equivalent fractions and comparing fractions. See page 8

Optional Additional Topic 13 Review

Read pages 14-15 of the informational text Groundwater.

- Add any main idea(s), supporting details, or evidence to Day 11 and 12 of your Journal.
- Write answers to Questions 5 and 6 on Day 13 of your Journal. (M4U1L5)
- See pages 13, 17, 18

Optional Video - Watch the Day 15 Video for more activities with this lesson. https://bit.ly/3rdModules

Parts of Speech Silly Sentences: Using the word lists on your ALL Block resource sheet for Day 15, write silly sentences. See page 23.

Optional Video - Watch the Day 15 video to use a complex text to create a diagram. You will need to print the digital resource page for this activity and read the Day 14 article Water on Earth. (W1D2)

(bit.ly/3rdDigitalALLBlock) https://bit.lv/3rdALLBlockVideos

#### **Plant Growth**

Activity: Divide a piece of paper into 6 parts and illustrate what each stage would look like if you were to engineer a new type of fruit or vegetable. What would the leaves look like? The roots? The flowers? The seeds?



SPECIALS - Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.

- Keep the Beat by tapping to any song you like to 

  Create a tree collage using materials in the home
- Sing "Old MacDonald" and draw a picture of the animals you pick.
- Go outside or look outside and draw the trees that you see.
- such as magazines, newspapers, etc.
- For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.
- Put a piece of tape on the ground and jump back and forth as guick as you can for 30 seconds.
  - Listen to a story read by a real astronaut in space at storytimefromspace.com. Write: What happened in the beginning, middle and end of the story. What was the central message of this story?
- ☐ Go to PebbleGo Science in ONE Access. Learn about what an astronaut does. Write: What important things does an astronaut do every day? What is a question you have about an astronaut's job?

I certify that my child,	did complete all of the required activities in days 11-15 of this learning plan.
reering that my chia,	, did complete an of the required activities in days 11-15 of this learning plan.

Parent/Guardian Signature

Date

	МАТН	Reading - Modules	Reading - ALL Block	SCIENCE & SOCIAL STUDIES
Day 16	Fractions Assessment: Take the Topic 13 Fractions Assessment. The test is in this packet.  Memory Jogger Week 5, Day 1 See page 11.  Take Topic 13 Assessment See pages 9-10  You can also take this assessment online using your single sign on. Select Schoolnet. The Test ID is 3465776. The online passcode is BY4TE3V Directions to take assessment online.	Note for days 16-: For your Module assignments, you will need to reference the workbook pages and texts Access to Freshwater, Population Growth, Water Pollution. If you need help with the text, ask an adult to read with you.  Read the informational passage "Access to Freshwater".  • Write at least one main idea and one supporting detail from "Access to Freshwater". (M4U1L6)  • See pages 24, 26  Optional Video - Watch the Day 16 Video for more activities with this lesson.  https://bit.ly/3rdModules	Complex Text: Reread the text <u>Water on Earth</u> from Day 14. Answer questions about the text using the Day 16 section of your ALL Block resource sheet. See page 19, 23.  Optional Video - Watch the Day 16 video to continue your work with parts of speech. (W1D3) <a href="https://bit.ly/3rdALLBlockVideos">https://bit.ly/3rdALLBlockVideos</a>	Social Studies Topic: Scarcity - Careers People who want jobs and employers who want to hire both deal with mismatches in the skills, education and experience needed by people wanting jobs or required by people wanting to hire workers. Many workers are displaced by changes in technology. Employers want workers who have the skills to deal with new technology Activity: List five different jobs. For each job, identify special skills that are needed in order to do the work. Describe how having the education, skills, and training needed for these jobs make a worker scarcer and ensure a higher wage? Enrichment Resource: Shortage and Surplus - Economics Video for Kids https://bit.ly/3aneXFp
Day 17	Telling Time to the Nearest Minute Memory Jogger Week 5, Day 2 See page 11  Read about telling time to the minute in this packet or using the following links.  14-1 Solve and Share 14-1 Visual Learning Bridge 14-1 Practice See page 11  Optional Blank Clocks - Use these clocks to record the time you start each new activity today. Optional Large Clock Manipulative	Read the informational passage "Access to Freshwater".  Write at least one piece of evidence from the text to each section of the Research notecatcher. (M4U1L7)  See pages 24, 26  Optional Video - Watch the Day 17 Video for more activities with this lesson. https://bit.ly/3rdModules	Parts of Speech Changing Sentences: Follow the directions on your ALL Block resource sheet for Day 17. See page 23.  Optional Video - Watch the Day 17 video for more work with complex text and a language dive. (W1D4)  https://bit.ly/3rdALLBlockVideos	Social Studies Topic: Scarcity - Economic Choices Scarcity of resources or resources or funds can affect us because we can't always have what we want. We then have to earn more money, postpone our purchase while we save, or adjust our wants.  Activity: Make a list of seven things you would like to have. Next to each record things that are favorable (benefits) and the things are unfavorable (costs) about each. With this information in mind, narrow down the choices to the item that would make me most satisfied. Share your work with an adult and explain what benefits and costs are when making a choice. Enrichment Resource: Sam and the Lucky Money https://bit.ly/2UmWi70
Day 18	Elapsed Time: Measuring Elapsed Time (Part 1) Problems involving time passing are elapsed time problems. Elapsed time situations have a start time, an amount of time that passes, and an end time. When solving elapsed time problems, first make sense of the problem so you know which of these you need to find. Using a timeline (like a number line) helps with these problems. See Day 18 in this packet for problems. Here is the link to those problems and some optional problems for more practice. See page 11.  Memory Jogger Week 5, Day 3 See page 12	Read the informational passage "Population Growth".  Write evidence from "Population Growth" about: Main idea(s) and supporting details, Research question, and Similarities and Differences (M4U1L8)  See page 24, 27  Optional Video - Watch the Day 18 Video for more activities with this lesson.  https://bit.ly/3rdModules	Complex Text: Read the article for Day 18 - Why is Water so Valuable? Think about one or more main ideas in the text and key supporting details. See page 20.  Optional Video - Today is a flex day. Instead of watching a video, use this time to prepare for the Day 19 video by completing one graphic organizer for each text Water on Earth and Why Water is so Valuable (bit.ly/3rdDigitalALLBlock)	Climate and Plant Growth Activity: Take a look outside your window, what are you noticing in your yard? Are flowers starting to grow? Is the grass greener? Write an explanation about what happens to plants in the spring as opposed to the winter. Remember to consider how the climate is different.

#### Days 11-20

#### Plant Life Cycle

Third Grade

	and an end time. W
	problems, first make
Davi	know which of these
Day	timeline (like a num
19	problems. See Day
	1.1

Remember problems involving time passing are elapsed time problems. Elapsed time situations have a start time, an amount of time that passes, Vhen solving elapsed time se sense of the problem so you se you need to find. Using a nber line) helps with these 18 in this packet for problems. Here is link to those problems and some optional problems for more practice. See page 11 Memory Jogger Week 5, Day 4 See page 12

Elapsed Time: Measuring Elapsed Time (Part 2)

Read the informational passage "Water Pollution".

- Write evidence from "Water Pollution" about: Main idea(s) and supporting details, Research question, and Similarities and Differences (M4U1L8)
- See pages 25, 27

Optional Video - Watch the Day 19 Video for more activities with this lesson. https://bit.lv/3rdModules

Compound Words-Follow the directions on your ALL Block resource sheet for Day 19. See page 23

Optional Video - Watch the Day 19 video to compare two texts. Before watching this video you should have read the texts Water on Earth and Why Water is so Valuable and completed the note-catcher for each text. (W2D1) https://bit.ly/3rdALLBlockVideos

Activity: After eating a fruit or vegetable, harvest the seeds and plant them in a small container. Remember to water them and make sure they have sunlight. As the plant grows, take note of the stages.



Dav 20

Elapsed Time: Did I Miss the Bus? For each situation by Day 20 in your packet, decide if you would miss the bus. See page 12 Memory Jogger Week 5, Day 5 See page 12 Optional Blackline that includes additional practice finding elapsed time.

Read the informational passage "Water Pollution".

- In your Journal, write evidence from "Access to Freshwater", "Population Growth", and "Water Pollution" about how the main ideas and details are the same and different. (M4U1L9)
- See pages 25, 27

Optional Video - Watch the Day 20 Video for more activities with this lesson. https://bit.lv/3rdModules

Writing about 2 Texts: Look back at the texts Water on Earth and Why is Water so Valuable?. What are the similarities and differences between the two texts? Use the sentence frames on your ALL Block resource sheet Day 20 to help you. See page 19, 20, 23

Optional Video - Watch the Day 20 video to practice adding the suffixes -less and -ful to words. (W2D2) https://bit.ly/3rdALLBlockVideos

Science Topic: Plant Life Cycle

Activity: After learning about the life cycle of plants, write an explanation of what might happen if pollination didn't

SPECIALS - Choose at least one activity to complete each day. Your well-being is important to us. Please do not participate in physical activity if you are not feeling well.

- Read about someone important in a book or using the World Book Encyclopedia. Create a speech for your family to tell why this person should be on MyHero.com.
- Make up a song about your favorite food.
- List 10 things that make you think of the color BLUE (or other colors).
- Express in your drawing the happiest time that you had this year.
- For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.
- ☐ Lay on your stomach resting on your forearms. Crawl across the room dragging your body as if you're moving under barbed wire.
- ☐ Google search John Phillip Sousa and listen to one of his songs. Can you keep the beat and march with him?
- Ready to try your hand at creating and coding? Log into Code.org and click on Hour of Code. Pick one of the activities to do and learn how to code! Share what you learned with your family or friend.

I certify that my child, \_\_\_\_\_\_, did complete all of the required activities in days 16-20 of this learning plan.

Parent/Guardian Signature

Date

## Math Day 11:



## **Third Grade**

**Memory Jogger Week 4** 

Name:

#### **Problem A:**

Bella has 7 straws.

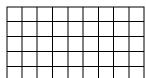
All of the straws are 9 inches long.

If Bella tapes all of the straws end-to-end, how long will her new super straw be?

#### **Problem B:**

Problem D:

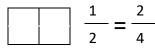
What is the area of this shape?

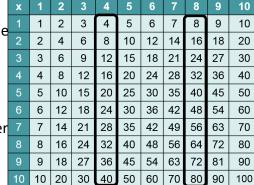


Write an equation to represent the area:

#### **Problem C:**

Circle True or False for each statement below. Prove your answer by shading both fractions.





	3	_
	=	3
	3	

true

Color each fraction bar a different color. Cut the pieces apart to use for fraction prob-

One Whole

lems. Keep them in an envelope or small bag to use until you return to school.

$\bigcirc$	$\bigcirc$	4
		1

#### Day 1

## Math Day 11:

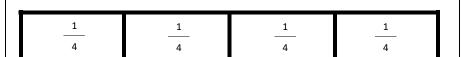
The number line below is partitioned into four parts or fourths. We **Solve and Share:** \_\_\_ mark fourths on the ticks.

Tanya, Riaz and Ryan each used a bag of flour to make modeling clay. The bags were labeled  $\frac{3}{4}$  lb,  $\frac{1}{4}$  lb., and  $\frac{2}{4}$  lb. Show these fractions on a number line. How can you use the number line to compare two of the fractions?

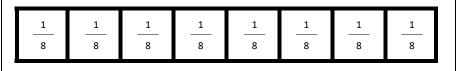


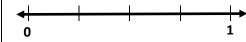












#### Visual Learning:

Talia has different lengths of blue and red ribbon. Does she have more blue ribbon or red ribbon?

Prove your thinking using a number line or fraction tiles.





Practice Problems: Use fraction tiles or number lines on the back of this sheet to compare. Put <, >, or = in the circle. Explain how you know.

2	\ 5	
6	$\frac{1}{6}$	
1	1	
6	$\frac{1}{4}$	
2	2	
3	<u> </u>	

## Math Day 12:



#### 

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

#### **Problem A:**

Brent has a collection of 63 baseball cards. He keeps them in a book with 9 cards on each page. If *B* is the number of pages in Brent's book, circle all of the equations that could be used to find how many pages in Brent's book.

$$63 \times 9 = B$$

$$B \times 9 = 63$$

$$63 \div B = 9$$

$$9 \times B = 63$$

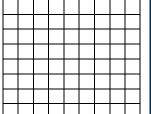
$$63 \div 9 = B$$

$$9 \div B = 63$$

### Problem B:

What is the area of this shape?

Write an equation to represent the area:



#### **Problem C:**

Circle True or False for each statement below. Prove your answer by shading both fractions.

$$\frac{2}{3} = \frac{4}{6}$$

$$\frac{4}{2} = 2$$



$$\bigcirc \bigcirc \bigcirc \frac{2}{1} = 1$$

#### Problem D:

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40

Taylor put a red dot on the multiples of 2 and a blue dot on the multiples of 4 on this 40 chart. What patterns might Taylor have noticed?

Day 2

Do Not Use This Space

Fraction Manipulatives May Be Cut from the Opposite Side.

Label each fraction number line. What

## Day 12:

The number of pieces of pie can be written as  $\frac{12}{\epsilon}$ .

#### Solve and Share:

Jamie's family ate 12 pieces of apple pie during the week. Each piece was  $\frac{1}{6}$  of a whole pie. How many whole pies did Jamie's family eat? Explain how you decided.

#### **Visual Learning:**

What are some other ways to represent 1, 2, and 3 with fractions? How many fourths are in 1 whole? \_\_\_ 2 wholes? \_\_\_ 3 wholes?\_\_ Write a fraction to represent the number of fourths in one, two, and three wholes.



#### Practice Problems:

Use your fraction tiles and number lines to think about and record how many halves, thirds, fourths, sixths, and eighths are in 1 whole, 2 wholes, 3 wholes, and 4 wholes.

## Day 13:

- 1. Viraj made 3 pizzas to share with his friends for lunch. If Viraj cuts each pizza into 8 equal slices, what fraction could be used to represent all of the slices of pizza?
- 2. Celeste has a large candy bar. She is cutting the candy bar into sixths. If she gives  $\frac{1}{6}$  to each friend, how many friends can she share her candy bar with?
- 3. Giovanna built a number line with 12 thirds. How many wholes will be on Giovanna's number line?

		1 3	1 3	1 3	1 3	1 3	1 3	1 3	1 3	1 3	1 3	1 3	1/3
ı	4	$\vdash$											

0

## **Day 13**



Name:

#### Problem A:

Logan made an array with 18 squares. Circle all that could be the dimensions of Logan's array.

Length - 9, Width - 2

Length - 6 Width - 4

Length - 6, Width - 3

Length - 9 Width - 3

#### Problem B:

What is the area of this shape?

Write an equation to represent the area:

#### **Problem C:**

Write 2 fractions to describe how each of these shape is shaded (Hint: You will use an equivalent fraction for one way)







#### Problem D:

Shade the multiples of 9 on this 90 chart What patterns do you notice?

	1	2	3	4	5	6	,	8	9	10
	11	12	13	14	15	16	17	18	19	20
Į	21	22	23	24	25	26	27	28	29	30
	31	32	33	34	35	36	37	38	39	40
	41	42	43	44	45	46	47	48	49	50
1	51	52	53	54	55	56	57	58	59	60
ı	. 61	62	63	64	65	66	67	68	69	70
	71	72	73	74	75	76	77	78	79	80
	81	82	83	84	85	86	87	88	89	90
4										

## **Day 14**

#### Solve and Share:

Lindsey and Matt are running in a 1-mile race. They have both run the same distance so far. Write a fraction that shows how far Lindsey could have run. Write a different fraction that shows how far Matt could have run. Explain how you know.

#### Visual Learning:

Clara and Ana are making rugs. The rugs will be the same size. Clara has finished  $\frac{3}{2}$ of her rug. Ana has finished  $\frac{3}{2}$  of her rug. Who has finished more of her rug?

#### **Practice Problem:**

Paul and Anna were eating burritos. The burritos were the same size. Paul ate 2 of his burrito. Anna ate  $\frac{2}{3}$  of her burrito. Susan said that Paul and Anna ate the same amount. Is Susan correct? Explain how you know using a picture and words.

Day	14
24,	



# Memory Jogger Week 4

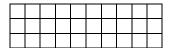
Name:

#### Problem A:

Micah has 4 boxes with books. Each box has the same number of books. He has a total of 32 books. If B is the number of books in each box, write an equation to show how this problem could be solved. Show 2 different ways:

#### Problem B:

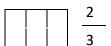
What is the area of this shape?



Write an equation to represent the area:

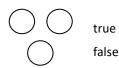
#### Problem C:

Circle True or False for each statement below. Prove your answer by shading both fractions.



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

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



#### Problem D:

Which numbers have only even multiples?

Which number only has multiples that have a 0 in the ones place?

	Х	1	2	3	4	5	ь	1	ŏ	9	10
_	1	1	2	3	4	5	6	7	8	9	10
e	2	2	4	6	8	10	12	14	16	18	20
,	3	3	6	9	12	15	18	21	24	27	30
	4	4	8	12	16	20	24	28	32	36	40
-	5	5	10	15	20	25	30	35	40	45	50
	6	6	12	18	24	30	36	42	48	54	60
	7	7	14	21	28	35	42	49	56	63	70
	8	8	16	24	32	40	48	56	64	72	80
	9	9	18	27	36	45	54	63	72	81	90
	10	10	20	30	40	50	60	70	80	90	100

Which number only has multiples that have a 0 or 5 in the ones place?

Day 4

## **Day 15**



Name:

## **Problem A:**

Celeste has a 42 beads. She has an equal number on 7 different strings. If B is the number of beads on each of Celeste's strings, circle all of the equations that could be used to find how many beads are on each string.

$$7 \times B = 42$$

$$42 \div 7 = B$$

$$7 \div B = 42$$

$$42 \times 7 = B$$

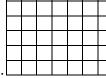
$$B \times 7 = 42$$

$$42 \div B = 7$$

## **Problem B:**

What is the area of this shape?

Write an equation to represent the area:



10

#### Problem C:

Use the model to show to complete the fraction:





$$\frac{2}{3} = -$$

Which two fractions could this figure represent:



What whole number can be used for these







#### Problem D:

Circle One:

Multiples of 3 are: Even Odd Both

Multiples of 6 are: Even Odd Both



Describe how the multiples of 6 are related to the multiples of 3:

Quiz

- **Day 15** (1) Use the fraction bars to record as many equivalent fractions as you can find.
  - (2) Use fractions bars to show how many of each fraction it takes to make a whole. Explain the pattern you notice.
  - (3) How many wholes is 4 halves? How many fourths in 2 wholes? How many wholes is 12 thirds? How many sixths in 3 wholes?

1

Student Name: Date:
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#### 3rd Grade Topic 13 Assessment

#### **Directions:**

#### Calculator Inactive: #1-8

You may NOT use a calculator for this section of the test.

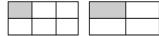
#### Calculator Active: #9-15

You may use a calculator for this section of the test, but you should not go back to the previous section of the test.

Solve each problem and show your work.

1. The shaded area of each of these diagrams can be represented by a fraction.





Which statement correctly compares these 2 fractions?

A 
$$\frac{1}{4} < \frac{1}{6}$$

$$B = \frac{1}{4} = \frac{1}{6}$$

$$C \frac{1}{6} < \frac{1}{4}$$

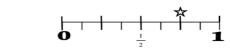
$$D = \frac{1}{6} > \frac{1}{6}$$

- 2. Which whole number is equivalent to  $\frac{3}{3}$ ?
  - A 6 C 1

- D 0
- 3. The star is located on this number line to show that two fractions are equivalent. Which two fractions are equivalent?







- C  $\frac{6}{8}$  and  $\frac{2}{3}$
- D  $\frac{3}{4}$  and  $\frac{5}{6}$
- 4. Giovanna is reading a long book with 406 pages. She has 188 more pages to read to complete the book. What page is Giovanna on now?
  - A 218

B 228

C 382

D 594

5. Which number sentence is true?

A 
$$\frac{3}{8} > \frac{3}{4}$$

B 
$$\frac{5}{6} < \frac{3}{6}$$



$$D_{\frac{4}{4}} < 1$$

6. Which fraction is equivalent to 4?

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

$$C = \frac{2}{6}$$

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

7. Brandon has 40 pieces of gum. His gum is in packs with 5 pieces in each pack. How many packs of gum does Brandon have?

8. The shaded part of which model represents a fraction that is greater than  $\frac{4}{2}$ ?











В

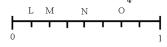


#### Student Name:

Calculator Active: You may use a calculator on this part of the test.

9. Which letter is located at  $\frac{3}{4}$  on the number line?





A L C N B **M** D **O** 

- 10. Carlos and Monique both ate part of a candy bar at lunch.
  - · Carlos partitioned his candy bar into 4 equal parts. He ate one part.
  - Monique partitioned her candy bar into 8 equal parts.

If Carlos and Monique both ate the same amount of their candy bars, which fraction shows how much Monique ate?



Monique's Candy Bar



 $A = \frac{2}{8}$ 

В -

$$C^{\frac{1}{8}}$$

11. Four students wrote a multiplication equation on their paper. These are the equations that they wrote:

Eva	Kiesha
$4 \times 6 = (2 \times 3) + (2 \times 3)$	7 X 8 = 8 X 7
Bryson	Marvin
2 x 3 x 4 = 6 x 4	5 x 0 = 5

Which students recorded a correct equation?

- A Kiesha and Marvin
- B Eva and Kiesha
- C Kiesha and Bryson
- D Eva, Kiesha, and Bryson
- 12. Which equivalent fraction could be used to represent S on the number line below?
  - A  $\frac{4}{6}$

 $B = \frac{5}{6}$ 

 $C = \frac{4}{7}$ 

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

- 13. Keiko and Breonia both made cakes.
  - Keiko made a large cake and cut it into thirds.
  - Keiko ate  $\frac{1}{3}$  of her cake.
  - Breonia made a smaller cake and cut it into sixths.
  - Breonia ate  $\frac{2}{6}$  of her cake.

Which statement is true?

- A Keiko and Breonia both ate the same amount because they both ate one third of their cake.
- B Keiko ate more cake because she had a larger cake. One third of a larger cake is more than one third of a smaller cake.
- C Breonia ate more cake because she ate two pieces and Keiko ate one piece.
- D Breonia ate more cake because sixths are larger than thirds.

#### **Open Response Questions:**

Questions 14 and 15 are open response questions. You will need to use pictures, numbers, symbols, or words to answer these questions.

14. Write <, >, or = in each circle below to compare the two fractions in each box.

$\frac{2}{6}$ $\frac{4}{6}$	$\frac{1}{3}$ $\frac{1}{8}$
$\frac{3}{3}$ 1	$\frac{4}{6}$ $\frac{4}{8}$

15. Partition the number line into fourths above the line. Partition the number line into eighths below the line.



**1** 

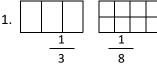
Label each of the marks made to partition the number line above. List 3 sets of equivalent fractions that can be identified using the number line above:

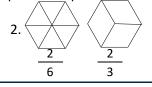
Set 1: \_\_\_\_ = \_\_\_\_

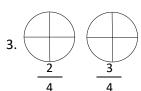
Set 2: \_\_\_\_= \_\_\_\_

Set 3: =

#### Math Day 17: Math Day 16: 🌈 Name: **Memory Jogger Week 5** You learned to tell the hour and Problem A: Problem B: time to the nearest 5 minutes in 2nd grade. Now you will practice Joel has 6 packs of pencils. Each pack has Estimate to the nearest ten. telling time to the minute. The num-Record your equation: 30 pencils. How many pencils does Joel bers on the clock tell the hour. The lines and dots around the edge of have? \_\_\_\_\_ 82 - 28 \_\_\_\_\_ the clock count the minutes. There Books Read by Ms. Peake's Class is a line by each number. You can 178 + 201 count minutes by 5's on these lines. 70 Problem D: There are 60 minutes in one hour. Estimate to the nearest hundred. The short hand points to the hour. 60 Record your equation: Its shorter because the numbers are closer. The long hand on the 104 + 845 50 clock points to the minutes. It's longer because it needs to reach Number of Books Read **Problem C:** the lines and dots around the edge 40 of the clock. Write a fraction and shade the cookie Solve and Share & Visual to show how much each student ate. 30 Learning: What time is shown Jahlil ate one eighth Aubrey ate three eighths on these clocks? 20 of his cookie of her cookie 10 Week 1 Week 2 Week 3 Week 4 How many more books were read Week 4 Who ate more? Use <, >, or = to compare the fractions: than Week 2? How many books have been read in all? Math Day 17: 🌈 Name: \_\_\_\_\_ **Memory Jogger Week 5** Problem A: **Problem B:** Problem D: Average Number of Minutes in Dreambox for March Estimate to the nearest ten. Linda has 4 sheets of stickers. Each Record your equation: 2nd Grade 😊 $\odot$ $\odot$ $\odot$ $\odot$ 84 + 97 \_\_\_\_\_ sheet has 90 3rd Grade 😊 $\odot$ $\odot$ $\odot$ $\odot$ $\odot$ stickers. How 4th Grade 🕲 🕲 🕲 🕲 🥲 453 - 312 many stickers $\odot$ $\odot$ $\odot$ $\odot$ $\odot$ $\odot$ $\odot$ 5th Grade 😊 $\odot$ does Linda have? Each © = 10 minutes Estimate to the nearest hundred. What is the average minutes completed by 2nd and 3rd grade Record your equation: 978 - 750 How many more average minutes does 3rd grade have compared to fourth grade? **Problem C:** Write < or > to compare each pair of fractions.











# 8 min 7 min Elapsed Time Start Time 25 minutes is the Elapsed Time Time 10 min 7 min Elapsed Time 11 to 12 to 12 to 13 to 14 to 15 to

## Math Day 18:

Josh recorded his start and end time. Help Josh find the elapsed time using a timeline:

SNACK TIME: 3:10 pm- 3:25 pm HOMEWORK: 6:10 pm – 6:45 pm RIDE TO SCHOOL: 8:12 am – 8:23 am EAT DINNER: 5:10 pm – 5:50 pm

## Math Day 19:

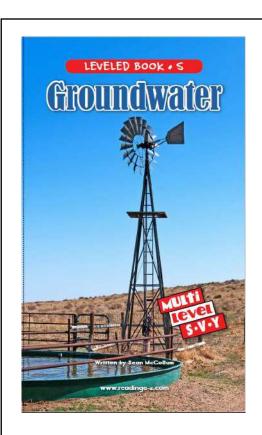
- 1. Matthew went to the store to buy a video game. He left his house at 4:15 p.m. He returned home at 4:50 p.m. How long did it take Matt to buy a video game and return home?
- 2. Susan started cooking lasagna at 5:02 p.m. It took 52 minutes for the lasagna to cook. What time was it finished cooking?

	1emory Jogge												
Estimate to the nearest ten.  Record your equation:  78 - 19	ey has 4 large sers. Each eraser ighs 50 grams. w many grams do of Grey's erasers igh?	Write a fracti each student James ate three eighths of his pizza. Who ate mor	nree eighths three fourths										
Week 1         Week 2           Week 3         Week 4           0         4         8         12         16         20         24    Miles	How many more miles did Tate practice in Week 1?  How many miles did Tate practice in Weeks 3 a combined?							n in					
Mistrial III (	l Grade ory Jogger W	eek 5	ne:										
Problem A: Estimate to the nearest ten. Record your equation: 4 + 79 207 - 103 Estimate to the nearest hundred. Record your equation:	Problem C: Write 1. $\frac{3}{8}$ $\frac{5}{8}$ Problem D:	re < or > to cor - 2. —	mpare 1/3		n pai	3.	4	<u> </u>	4	)			2 3 ses
640 + 76  Problem B:	How many more I  Ms. Lalwani's clas  Mr. Garcia's class	s run than	_		Lalwa . Gar		_	<u>O</u>	0				
Ashlynn has 3 books to read. Each book has 80 pages. How many pages does Ashlynn have to read?		low many laps were run by Mrs. hang's and Ms. Williams classes				-	) (C	0		0	6 land		
	d Grade ory Jogger W	eek 5							EdCII	<u> </u>	o iaps		
Problem A: Estimate to the nearest ten. Record your equation: 66 - 29	Problem C: Write 1. $\frac{2}{3}$ $\frac{2}{8}$ Problem D:	e < or > to cor	-		n pai	3.	4	<u> </u>	4			 ][	3 8
952 - 439	How many more be		∟asha	*		*	*	*	*				
<b>Problem B</b> : Antwan 5 notebooks. Each notebook has 70 pages. How many pages does Antwan have?		umber of 4 students?	Selena Eryn Sophia	*	* *			* *	* *	*	*	<u></u>	<u> </u>

Math Day 20: Did I Miss the Bus? Consider these three situations. If this is how much time I spent this morning, tdid I miss the bus? Situation A: I woke up at 7:05. It took me 12 minutes to shower and get dressed. It took me 18 minutes to eat breakfast. I walked a minute to the bus stop. The bus came at 7:38.

Situation B: I woke up at 7:07. It took me 6 minutes to shower and get dressed. It took me 15 minutes to eat breakfast. I walked 3 minutes to the bus stop. The bus came at 7:30.

Situation C: I woke up at 7:09. It took me 16 minutes to shower and get dressed. It took me 27 minute to eat breakfast and read before I walked 2 minutes to the bus stop. The bus came at 7:55.



#### Words to Know

aquifers groundwater climate change irrigate conserve monitor crisis resource

drought

Page 3: Ten days after her well dried up in August 2014, a California woman receives 300 gallons (L136 L) of drinking water.

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Groundwater Level S Leveled Book © Learning A-Z Written by Sean McCollum

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Fountas & Pinnell	0				
Reading Recovery	34				
DD4	110				



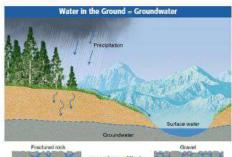
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Water Fights
Staying Out of Trouble
Farming Smarter
Future Focus
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Groundwater + Level 5

#### When the Water Runs Out

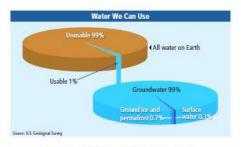
Picture getting up one morning, turning on the faucet, and getting nothing but a gurgle. This happened in a part of California that is famous for its fruits and vegetables. Years of drought there meant little rain. To irrigate their crops, farmers pumped huge amounts of groundwater from under the land.

The result was some two thousand dry wells in 2014. Unfortunately, California isn't the only place with a water crisis.



Groundwater fills the spaces and cracks between rocks, sand, and soil underground.





#### What and Where Is Groundwater?

Many of us look at a globe and think the planet holds plenty of water for all our needs. Most of Earth's water is in our oceans, however, and full of salt.

Freshwater keeps us alive, yet very little of Earth's water is fresh. Of that small amount, most is frozen. Scientists say that 99 percent of Earth's usable water is in the ground.

Most groundwater is stored beneath land in aquifers. These are underground layers of rock, gravel, and sand that hold groundwater like huge sponges. Rain and melting snow flow very slowly into the surface soil and rock to feed the aquifers.

feet and extend for thousands of miles. They feed our rivers, lakes, and wetlands. Their freshwater also irrigates the best farming areas in the world. For more than a century, people have been pumping billions of gallons of water from underground to drink, grow crops, and meet other needs. Even during a drought, communities and farms above aquifers can draw groundwater. It keeps many of us from going hungry and thirsty.

Aquifers can reach down thousands of

The trouble is that groundwater levels are falling fast. People near and far must conserve this life-giving resource.



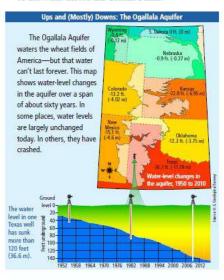
Center-pivot irrigation makes farming possible in many dry regions

Groundwater + Level 5

5

#### Too Many Straws

We are pumping groundwater faster than nature can replace it, experts say. Since 1995, water levels have dropped in almost two-thirds of the wells across the United States.



na Valley in California is famous for its fields of grapes

Competition for groundwater is causing conflict in some farming areas. In Northern California, for example, winemakers grow fields of grapes, which need large amounts of water. Many of these winemakers have drilled deep wells to make sure they can get the groundwater they need. Without it, they might go out of business.

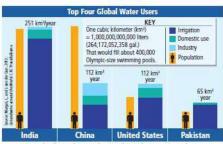
Many smaller farmers and homeowners nearby, though, blame winemakers for sucking up too much of the groundwater they all share. In many cases, these smaller property owners cannot afford to drill deeper wells for themselves. As a result, their shallower wells go dry. It's as if everyone has their straws in the same drink, but some farms and businesses can pay for more and longer straws.

This problem raises big questions: Who owns groundwater? What is fair?

8

7

Groundwater • Level 5



Compare China's population to the United States'. Now compare their water use. Per person, which country is using more water?

#### Water Fights

Halfway around the world, Pakistan's water supply has dropped by almost 75 percent in the last sixty years. Many in Pakistan blame India, their neighbor to the south. They accuse India of building dams that block river water that would normally flow to them. They say this has forced farmers in Pakistan to pump more groundwater.

India says Pakistan has only itself to blame. It says Pakistan has managed its water poorly. Today, both countries—countries that have fought four wars against each other in the past—face water shortages and growing competition for freshwater.

Groundwater \* Level 5

Experts predict such battles over water will grow worse. If nothing changes, they estimate the world will fall 40 percent short of its water needs by the year 2030. Nearly two billion people worldwide could face severe water shortages, leading to food shortages and famine.



10

In time, shortages like these can even lead to war, experts warn. In some places, lack of water has already done just that. In Syria, for example, drought may have helped start a civil war in 2011. As a result, many Syrians have died.

In many places, groundwater is that important—the difference between green farms or dusty fields, life or death.

#### **Staying Out of Trouble**

There is an old saying: "It is easier to stay out of trouble than get out of trouble." This is true about groundwater. Fixing this crisis now will be much



Drought in California led to many wildfires in 2015.

easier than waiting until aquifers run dry. We have to plan ahead, however.

One growing threat to our groundwater supply is climate change. Almost all scientists who study the Earth now agree that it's getting hotter. Climate change may also mean less rain for some areas, and freshwater may be harder to come by.

Another huge challenge is Earth's growing population. More than seven billion people live on our planet now. That figure is expected to reach eleven billion by the year 2100. All of us will need water to drink and grow our food. We must manage our groundwater now, and we can.

Groundwater • Level 5

11

12

#### **Farming Smarter**

Our best hope is finding ways to use less water and keep more groundwater in the ground. Experts estimate that about 65 percent of the fresh groundwater Americans pump to



the surface is used to irrigate crops. Yet many forms of irrigation waste water. They spray and sprinkle water on the surface, where much of it is lost to evaporation.

More farmers are using new ways to make sure every drop counts. New meters monitor moisture in the soil and turn the

irrigation on and off to waste less water. Many fruit and nut orchards now bury irrigation pipes to waste less water, too.

Charlotte-Mecklenburg Schools - April 2020



Wheat is one crop that uses less water than corn.

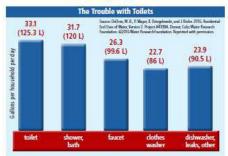
Planting different crops can also help conserve groundwater. In states such as Kansas and Iowa, some farms are switching from corn to other crops, since corn requires a lot of water.

Farmers need new ways to farm. If they do not choose to conserve water, empty aquifers will force them to.

Groundwater • Level S 13

#### **Future Focus**

Record drought forced California to conserve water. In just six months, people there went from using as much as 140 gallons (530 L) per person to just 67 gallons (254 L) a day, on average. Across the United States, small changes in water use can save hundreds of gallons in the average American home each week.



Did you know that toilets use more water than anything else in your house? They do, according to a 2016 study of water use inside 23,749 homes spread throughout the United States—but not as much as they did in a similar 1999 study. Newer, more efficient toilets help send less water into the sewer. Some families also practice selective flushing. That means they don't flush the toilet each time they use it.

14

By installing low-flush toilets and taking shorter showers, we can use less groundwater. Another small effort that can save gallons is running only full loads in washing machines and dishwashers. Some people are also saving water by replacing thirsty grass in their yards with plants that need less water.

Saving our groundwater isn't easy. People need to drink. Farmers need to irrigate crops to grow our food. Still, we can be smarter about how we use this resource, both now and far into the future.



Some Los Angeles homeowners swapped grass for other plants in the dry summer of 2014.

Groundwater • Level 5

15

#### Glossary

aquifers (n.) underground layers of rock, sand, and other material that can hold and absorb groundwater (p. 5)

climate change the long-term, lasting changes in Earth's weather patterns or

the weather patterns of a region (p. 11)

conserve (v.) to protect a natural place or resource so it will last longer

(p. 6)

crisis (n.) a dangerous or unstable time or

situation that demands attention

drought (n.) a long dry spell with little or no rainfall (p. 4)

groundwater (n.) water held underground in soil or rock, often feeding springs and

wells (p. 4)

irrigate (v.) to supply land with water, especially to help crops grow

(p. 4)

monitor (v.) to observe the progress of

something (p. 12)

resource (n.) a supply of something valuable

or very useful (p. 6)

Name:	Date:
Tara Tala.	
Text Title:	

## Water Around the World Journal-Day 11

Look at the images and listen to or read the quote.



Donald. "Puddle again." Photograph. Flickr. 12 Aug. 2009. Web.



Arthur, Andy. "Waterfalls." Photograph. Flickr. 29 Apr. 2012. Web.



Bobistraveling. "21 Jacob Fork South Mountains SP 1588." Photograph. Flickr. 26 July 2014.



I for Detail. "Water Pollution." Photograph. Flickr. 12 May 2012. Web.

"There are trillions of gallons of liquid fresh water on Earth. Humans use about half of it, mostly for agriculture."

"Water Use." American Museum of Natural History. Web. Accessed 10 Nov. 2016. <a href="http://www.amnh.org/exhibitions/water-h20-life/water-works/water-use/">http://www.amnh.org/exhibitions/water-h20-life/water-works/water-use/</a>>.

Name:	Date:
Text Title:	

## Water Around the World Journal-Day 11

**Guiding questions:** Why are the world's freshwater sources threatened? How do people convince others to take action to contribute to a better world?

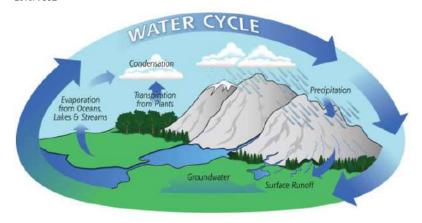
K: I think I know	W: I want to know	E: Evidence, and L: I learned	Source

Name:	Date:	Name:	Date:
Fext Title:		Text Title:	the World Journal-Day 13
Water Around the W  Use evidence from the tex	t to support your thinking.		y causes most of Earth's water to be
Main l	dea(s)		
4-3-3-3-1-0-3-3-3-3-3-3-3-3-3-3-3-3-3-3-3		2. What is an aquifer? (pa	ages 4-8)
Supporting Details Notes (What explicit information from text supports your thinking about main ideas?)	Supporting Details	3. According to the text, decreasing? (pages 9-13)	what is one cause of groundwater levels
		4. According to Groundw (pages 14-15)	rater, what are ways to conserve water?
		5. What details in the tex	at support the point of view from Question
·			



#### Water on Earth

By National Geographic Society, adapted by Newsela staff on 03.27.19 Word Count **696** Level **780L** 



The water cycle describes how water moves through Earth's land, oceans and atmosphere. Water always exists in all three places, in many forms. It is in lakes and rivers, glaciers and ice sheets, oceans and seas. It is also found underground and as a gas in the air and clouds.

#### **Evaporation, Condensation and Precipitation**

The water cycle is made up of three major parts: evaporation, condensation and precipitation.

#### Evaporation

Evaporation is when a liquid changes to a gas. In the water cycle, liquid water in the ocean, lakes or rivers evaporates. When it evaporates, it becomes water vapor. Water vapor is an invisible gas.

Evaporation is driven by the sun. The sun warms up the water on the surface of the ocean. The molecules that make up water start moving around quickly and spread apart. The liquid water then turns into an invisible gas. Evaporation is also helped by wind and air temperature.

#### Condensation

Condensation is when gas changes to a liquid. In the water cycle, water vapor in the atmosphere condenses. The gas molecules that were once warm and moving apart quickly become cooler and move closer together. This causes the vapor to become liquid. Clouds can form as water vapor condenses.

This article is available at 5 reading levels at https://newsela.com.

#### Precipitation

Precipitation is any liquid or solid water that falls to Earth after condensation happens in the atmosphere. Rain, snow and hail are all precipitation.

Precipitation is how water is cycled from the atmosphere to the Earth.

#### States of Water

Through the water cycle, water continually rotates through three states: solid, liquid and vapor.

Ice is solid water. Most of Earth's freshwater is ice, locked in giant glaciers, ice sheets and ice caps.

Ice turns into a liquid when it melts. The ocean, lakes and rivers all hold liquid water, and it is also found underground. This is called groundwater.

The amount of water vapor in the atmosphere is different across the Earth. There is a lot in the air above the ocean, but there is less in the deserts because there is less water there.

#### The Water Cycle and Climate

The water cycle has a big influence on Earth's climate and ecosystems.

Climate is all the weather conditions of a specific area. Humidity is a weather condition that has an effect on climate.

Humidity is the amount of water vapor in the air. Because water vapor is not evenly spread across the atmosphere, some places have higher humidity than others. This is why there are very different climates on Earth. Islands or coastal regions, like Florida or Hawaii, are usually very humid. Water vapor makes up a large part of the atmosphere in these areas. Inland regions with deserts, like Arizona, are usually not humid at all. That is because there is very little water vapor in the atmosphere.

#### The Water Cycle and the Landscape

The water cycle also influences the physical geography of the Earth. Glacial melt and erosion are two of the ways the water cycle changes the land.

As glaciers slowly expand, they can carve away entire valleys and create mountain peaks. They can leave behind rubble as big as boulders. The Matterhorn is a famous mountain peak between Switzerland and Italy. It was created when glaciers smashed together and squeezed up the earth between them.

Glacial melt can also create landforms. The Great Lakes, for example, are found in the Midwest of the United States and Canada. They were created when an enormous ice sheet melted and moved back, leaving liquid pools.

Erosion is when water wears away part of the land. For example, the flow of water can help carve enormous canyons. These canyons, like the Grand Canyon, can be carved by rivers. They can also be carved by currents deep in the ocean.

#### **Fast Facts: Breaking the Cycle**

The water cycle can change. Glaciers can melt faster than their ice can be replaced by precipitation. This is called glacial retreat. Glacial retreat limits the amount of fresh water that exists on Earth. That is happening now faster than it ever has before.

This article is available at 5 reading levels at https://newsela.com.





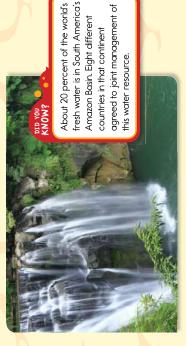
You've just participated in a vigorous game of flag football. You are thirsty, so you take a slurp of water from your water bottle. Sixty percent of the human body is water; seventy percent of the human brain is water; and more than eighty percent of blood consists of water. We need water to survive, but not just any water. We need fresh water. We live on a planet with seven oceans, and many seas, lakes, and

rivers. However, more than ninety-six percent is not usable because it is too salty to drink. Much of the potable, or drinkable, water is in the ground. Yet, most people get their water from lakes and rivers, which make up only about .27 percent of the potable water.

Groundwater is hard to access.
This water can exist anywhere from a few feet to more than a few miles underneath the ground, but these

groundwater sources might not be able to supply a neighborhood for a long time, let alone a city. In addition, these sources do not always have consistent flow. Underground lakes may run dry in different seasons or be tapped out quickly and not replenished by Earth's precipitation. Getting water to the surface also uses energy, which can be expensive or technologically difficult.

Rivers and lakes are more consistent sources of water, and cities are often built next to them. Cities protect these sources of water and make sure that the water people drink from these sources is clean. These cities also sell water to other municipalities that need water. However, they are careful to not sell too much.



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In the United States, the Colorado River used to run from the Rocky Mountains into the Rio Grande.

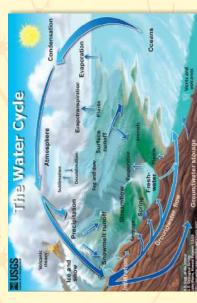
Today, the river dies out before its original destination. Cities siphon off the resource for their own use. Cities upriver and downriver must share the water. This is often hard to do as more people move into cities or more cities are built. There is not enough water from the river to supply millions of people with all the water they need. Municipalities in the western United States are looking for more sources of water.

One of the biggest sources of fresh water in the United States is the Great Lakes. Some cities want to buy water from the Great Lakes and ship it long distances to supply their citizens. Some companies want to buy rights to water and sell it in bottles at grocery stores. In some areas, private companies are buying the rights, which creates water monopolies, or situations in which these companies are the only ones to control the supply.

The leaders of the U.S. states and Canadian provinces that surround the Great Lakes created a consortium to protect their water. Lakes Huron, Ontario, Superior, Erie, and Michigan are connected to each other, the Atlantic Ocean, and important rivers. What one state or province would do with its water would affect the others, so they joined together to make decisions.

The consortium has two purposes. It wants to take steps to prevent water shortages for its citizens. This will reduce conflict. Second, it wants to use the water carefully so that the water levels remain consistent.

In your lifetime, water may become a scarce resource. Fresh water is needed by all people to survive, but only a small portion of the fresh water on Earth is accessible. What people and governments do today to address the water issue will determine whether people will have access to the amount of water they need in the future.



The amount of water on Earth generally does not change. It exists in a closed system because of Earth's atmosphere. That means that water is neither gained nor lost.

#### AIR (Accountable Independent Reading) Graphic Organizers

Select which graphic organizer matches the genre of your book. Copy the graphic organizer onto notebook paper or print a full-size copy using this link: bit.ly/CMSBookLibrary.

Reading Respo Full & Consol	nse Sheet (Front) idated Phases	Read Ful	ing Response Sheet (I I & Consolidated Phas	Back) ses
fo:	Data	In the beginning	In the middle	in the end
My Goal for Reading:	Evidence from the Text;			
Main Characters:	Setting:	Problem- Use specific evi	dence/details from the tex	•
My Favorite Part of the St	ory or Favorite Characters:	Solution- Use specific evid	dence/details from the text	
Why This is My Favorite Part of	the Story or Favorite Characters:	\$ <del></del>		

Nonfiction Full & C	on Reading Response Sheet onsolidated Phases (front)	Noi Fu	nfiction Reading Response Sheet Il & Consolidated Phases (back)
Name:	Deter	Name:	Pata:
Text litter	BEFORE READING	Text Title:	——————————————————————————————————————
Topio	What I Already Know About the Topic	Topia	Most Important Thing the Author Wents Me to Knew
	DURING READING	Topic	Most Important Thing the Author Wonts Me to Knew
Connections	Evidence from the Text	торы	was important trang the section from a section
	Have About the Text While Reading		AFTER READING
Questions	Have about the fest write secong	2	Three Facts / Learnest
		==	
A.C.			

#### Day 15 - Independent Activity: Making Silly Sentences with Parts of Speech Word Cards.

Choose words from different columns to create a silly sentence. The sentence can be silly, but it should make sense. You can add extra words if needed. *Example*: The wet flower ran excitedly to the tree. Record your sentences on notebook paper labeled Day 15 ALL Block.

Nouns/Pronouns	Ve	erbs	Adjed	ctives	Adv	erbs
flower lake snowflakes toenails stream moisture firefly it freshwater ice caps	ran run was thinking will	affect hugging flow throw connected	wet strange frozen smiling blue	bright watery tired every	excitedly beneath quickly sadly over	cheerfully angrily surprisingly loudly

#### Day 16 - Independent Activity: Answering Questions about Complex Text

- Look back at the text Water on Earth.
- 2. Use the text and the diagram to answer the following questions. Write your answers on notebook paper labeled Day 16.
  - Read the section "The Water Cycle And Climate." Which sentence from the section BEST shows why some areas on Earth are more humid than others?
  - Read the section "The Water Cycle And The Landscape." Put a box around the paragraph that highlights HOW the water cycle can lead to the formation of bodies of water. Explain this to a family member.
  - What is the relationship between precipitation and glaciers? Use the sentence frame if you need help:
    - o Precipitation can\_\_\_\_\_\_ for \_\_\_\_\_\_.

#### Day 17 - Independent Activity: Changing Sentences by Changing Parts of Speech

We live on a watery planet, and we must work carefully to protect it.

In this activity you will change the sentence above by replacing one part of speech as shown in the example. Each time you make a change, rewrite the sentence on your notebook paper. Continue until all the changes have been made using a verb, noun, adjective, and adverb.

Example: We live on a **beautiful** planet, and we must work carefully to protect it. (replace an adjective)

#### Day 19 - Independent Activity: Making Compound Words

Compound words are words that are created by putting two (or more) individual words together. Use the Parts of Speech List (next page) to create compound words. Write the words in a chart on notebook paper labeled Day 18. Draw 3 columns to match the example. Write at least two words in each category.

NOUN + NOUN	NOUN + VERB	ADJECTIVE + NOUN ADJECTIVE + VERB	ADVERB/PREPOSITION + NOUN ADVERB/PREPOSITION + VERB
bed + time = <b>bedtime</b>	break + fast = <b>breakfast</b>		out + cry = <b>outcry</b>

	PARTS OF SPEECH LIST				
NOUNS/ PRONOUNS		VERBS		ADJECTIVES	ADVERBS/ PREPOSITIONS
fire horse back leader shop eye time	house fly moon self bird foot my	wear look draw cut throw put watch	work note come break cry pack guard	bare white fast one blue green	under out in on back over

#### Day 20 - Independent Activity: Comparing Complex Text

Look back at the texts <u>Water on Earth</u> and <u>Why is Water so Valuable?</u> What are the similarities and differences between the two texts? Use the sentence frames to help you.

- Both texts explain\_\_\_\_\_.
- Water on Earth describes \_\_\_\_\_ but Why is Water so Valuable describes \_\_\_\_\_.
- I see a \_\_\_\_\_ (difference/similarity) in the main ideas because \_\_\_\_\_\_
- I think the supporting details are \_\_\_\_\_ (different/similar). For example, \_\_\_\_\_."

Name:	Date:
Text Title:	

## Informational Passages (Use with Lessons 6-10)

#### "Access to Freshwater"

It is a desperately worrying statistic that nearly one billion people in the world **lack** clean, healthy drinking water. Residents in the UK can turn on a tap and access safe drinking water whenever they like, but the situation is very different for the people of Africa.

Every day millions of people in Africa, usually women and girls, walk miles to have access to any water at all. The length of time it takes to collect the little water they can get means that they do not have time to do anything else during the day. Children do not get the chance to have an education simply because they are too busy collecting water.

To make matters worse, the only water they have access to is from streams and ponds. That water is usually full of diseases and makes themselves and their families very sick. Adults face the decision on a daily basis between **dehydration** and sickness from the water they drink. Even worse, they have to face this decision for their children.

Excerpt from Plan UK. "The Problems and Solutions to Safe Water in Africa." *Triple Pundit*.

23 May 2013. Web. Accessed 15 Nov. 2016.
<a href="http://www.triplepundit.com/podium/problems-solutions-safe-water-africa/">http://www.triplepundit.com/podium/problems-solutions-safe-water-africa/</a>. Used by permission.

Name:	Date:	
Text Title:		

## Informational Passages (Use with Lessons 6-10)

#### "Population Growth"

If you live in a major city, you see the effects of population growth every day. When more people move into an area, a whole **slew** of support facilities must be built: housing developments, roads, shopping areas, and commercial and industrial facilities.

Not only is land disturbed when **development** occurs, but the stress on the water resources of the region is increased to supply everyone with water.

Excerpt of "The Effects of Urbanization on Water Quality: Population Growth." USGS. Web. 1050L

Name:	Date:
Text Title:	

## Informational Passages (Use with Lessons 6-10)

#### "Water Pollution"

Did you know that the water we use today is the same water the dinosaurs used? We cannot create new water. For millions of years, the water we have has been used again and again. We have been able to do this because there are natural cycles that clean the water each time we use it.

People are polluting our water. Businesses and cities dump chemicals and waste products into our rivers, lakes and oceans. People throw trash–furniture, garbage, old tires, cars, old fencing, anything they can think of-into the water. People also pollute the water by accident, by allowing their cars to leak oil and gas onto the ground. That oil and gas eventually washes into the water during rain storms and when people clean their driveways off with water.

Acid rain, caused when pollution in the air mixes with rain, falls and poisons water on the surface of the earth. Beneath the earth are layers of dirt and rock that act as containers for water. We call them aquifers. Rainwater drains through the soil into the aquifers. We call the water in the aquifer groundwater. Groundwater supplies wells and springs. It is a very important source of water for all the plants and animals.

Acid rain soaks into the soil. Like clean rainwater, it drains down into the aquifer through layers of rock that clean the water. However, the acid eats away at much of the rock and does not allow the water to filter properly, so when it reaches the groundwater, the acid rain pollutes it. It becomes unusable.

What is the cure for acid rain? We have to clean up the air.

"Water Pollution." Kids Ecology Corps. Web. Accessed on 24 Oct. 2016. <a href="http://www.kidsecologycorps.org/our-">http://www.kidsecologycorps.org/our-</a>

environment/natural-cycles/water-pollution>. Used by permission.

880L

Text Title:	Text Title:	
Water Around the World Journal  Main Idea(s)		the World Journal ve act now to protect our water supply?
	Issue	Impact
	(What is the issue people are facing with water?) The issue is:	(How does the problem affect people?)  It affects people by:
Supporting Details from the Text		
	Action	Call to Action
	(What are some ways to solve it?)  Some ways to solve the issue are:	(Why is it important to solve the problem?) It is important to solve the problem because:
	Sources (page number, title, author):	•

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

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

Name:	Date:
Text Title:	

## **Water Around the World Journal**

What are the **Similarities** and **Differences** of the Main Ideas and Supporting Details of the Informational Passages?
Use **evidence** from the text to support your thinking.

Similarities:	Differences: