

4th Grade Learning Packet
September 28, 2020 – October 16, 2020

September 28, 2020 – October 16, 2020

Subject Dates:	Monday 9/28	Tuesday 9/29	Wednesday 9/30	Thursday 10/1	Friday 10/2
SEL/Check-In	What subject do you feel frustrated by sometimes? How might you get better at that subject?	What does the phrase “mistakes can make you smarter” mean to you?	Think of a recent mistake you made. What happened? How could you learn from it?	If you were working on a project and kept making mistakes, what would you do?	What should you do if you are stuck on a project, math problem, or worksheet question?
ELA: (25 mins.)	Reading Log: Read for 20 minutes and complete log. Writing: Complete one activity from the writing choice board. Reading Topic: Summarize multi-paragraph texts using key details to support the central idea. Activity: Complete the main idea sheets. Read the short stories and answer the main idea question. Materials Needed: Reading log, book, and worksheet	Reading Log: Read for 20 minutes and complete log. Writing: Complete one activity from the writing choice board. Reading Topic: Summarize multi-paragraph texts using key details to support the central idea. Activity: Read the story <i>Open Wide!</i> Complete the questions about the story. Materials Needed: Reading log, book, and worksheet	Reading Log: Read for 20 minutes and complete log. Writing: Complete one activity from the writing choice board. Reading Topic: Summarize multi-paragraph texts using key details to support the central idea. Activity: Read the article “Firefighter”, complete the questions that follow. Materials Needed: Reading log, book, and worksheet	Reading Log: Read for 20 minutes and complete log. Writing: Complete one activity from the writing choice board. Reading Topic: Summarize multi-paragraph texts using key details to support the central idea. Activity: Read the article on “Teacher” and complete the questions that follow. Materials Needed: Reading log, book, and worksheet	Reading Log: Read for 20 minutes and complete log. Writing: Complete one activity from the writing choice board. Reading Topic: Summarize multi-paragraph texts using key details to support the central idea. Activity: Read the article that is titled “Main Idea and Details: Icebergs” and complete the questions that follow. Materials Needed: Reading log, book, and worksheet

Math (25 mins.)	Topic: Rounding Activity: Workbook Page 52,53 (Eureka, Gr. 3 Mod 2) Resources: https://www.youtube.com/watch?v=pNfz-JU2cKE Materials Needed: Handout provided	Topic: Rounding Activity: Workbook Page 54-55 (Eureka, Gr. 3 Mod 2) Resources: https://www.youtube.com/watch?v=zdaHuQt81xg Materials Needed: Handout provided	Topic: Rounding Activity: Workbook Page 58-59 (Eureka, Gr. 3 Mod 2) Resources: https://www.youtube.com/watch?v=NOQj44IEPC Materials Needed: Handout provided	Topic: Rounding Activity: Workbook Page 56-57 (Eureka, Gr. 3 Mod 2) Resources: https://www.youtube.com/watch?v=pNfz-JU2cKE Materials Needed: Handout provided	Topic: Addition Activity: Workbook Page 61-62 (Eureka, Gr. 3 Mod 2) Resources: https://www.youtube.com/watch?v=8hz0fAQV0ac Materials Needed: Handout provided
Science (20 mins.)	Topic: Weather Activity: Read the passage, <i>Weather</i> , and respond to the questions (#1-5) following the passage. Resources: https://youtu.be/RmSKsYJ15yQ Materials Needed: Handout provided	Topic: Weather (part 2) Activity: Re-read the passage, <i>Weather</i> , Write five facts about the weather. Resources: https://youtu.be/1ZYTAiey1U Materials Needed: Weather article Handout provided	Topic: An Introduction to Weather Activity: Read the passage, <i>Weather-An Introduction to Weather</i> , and complete the reading comprehension questions. Resources: https://youtu.be/sn6GLgaTYOM Materials Needed: Handout provided	Topic: 10 Day Forecast Activity: Study the weather forecast at the top of the page. Then, answer the questions that follow. Resources: https://youtu.be/sn6GLgaTYOM Materials Needed: Handout provided	Topic: Weather Tools and Forecast Activity: Look at the weather forecast/chart. Use the information from the map to answer the questions. Resources: https://youtu.be/sn6GLgaTYOM Materials Needed: Handout provided

Social Studies (20 mins.)	Topic: South Carolina: Landform Regions	Topic: South Carolina: Landform Regions	Topic: South Carolina: Landform Regions	Topic: South Carolina: Landform Regions	Topic: South Carolina: Landform Regions
Activity: Complete one activity in the South Carolina Landform Regions brochure (ex: quick check, vocabulary search, matching, etc.).	Activity: Complete one activity in the South Carolina Landform Regions brochure (ex: quick check, vocabulary search, matching, etc.).	Activity: Complete one activity in the South Carolina Landform Regions brochure (ex: quick check, vocabulary search, matching, etc.).	Activity: Complete one activity in the South Carolina Landform Regions brochure (ex: quick check, vocabulary search, matching, etc.).	Activity: Complete one activity in the South Carolina Landform Regions brochure (ex: quick check, vocabulary search, matching, etc.).	Activity: Complete one activity in the South Carolina Landform Regions brochure (ex: quick check, vocabulary search, matching, etc.).
Resources: https://www.youtube.com/watch?v=sQ6IE5n7HPo	Resources: https://www.youtube.com/watch?v=sQ6IE5n7HPo	Resources: https://www.youtube.com/watch?v=sQ6IE5n7HPo	Resources: https://www.youtube.com/watch?v=sQ6IE5n7HPo	Resources: https://www.youtube.com/watch?v=sQ6IE5n7HPo	Resources: https://www.youtube.com/watch?v=sQ6IE5n7HPo
Materials Needed: Handout provided	Materials Needed: Handout provided	Materials Needed: Handout provided	Materials Needed: Handout provided	Materials Needed: Handout provided	Materials Needed: Handout provided

4th Grade Learning Packet
September 28, 2020 – October 16, 2020

Subject Dates:	Monday 10/5	Tuesday 10/6	Wednesday 10/7	Thursday 10/8	Friday 10/9
SEL/Check -In	Think of a time you were afraid to ask for help. Why did you feel afraid?	Why is the word "yet" so powerful? Think of something you don't know how to do "yet"	What feelings do you have when something is too hard? Is it okay to feel that way?	What kind of attitude should we have when facing a challenge, and why is that important?	Have you ever been in a bad mood? What happened?

		and discuss it with your neighbor!			
ELA: (25 mins.)	Reading Log: Read for 20 minutes and complete log. Writing: Complete one activity from the writing choice board.	Reading Log: Read for 20 minutes and complete log. Writing: Complete one activity from the writing choice board.	Reading Log: Read for 20 minutes and complete log. Writing: Complete one activity from the writing choice board.	Reading Log: Read for 20 minutes and complete log. Writing: Complete one activity from the writing choice board.	Reading Log: Read for 20 minutes and complete log. Writing: Complete one activity from the writing choice board.
	Reading Topic: Determine the development of a theme within a text; summarize using key details. Activity: Read passage 1 and 2. Answer the questions about the details in the story. There are 3 questions per story. Materials Needed: Story, reading log	Reading Topic: Determine the development of a theme within a text; summarize using key details. Activity: Read passage 3 and 4. Answer the questions about the details in the story. There are 3 questions per story. Materials Needed: Story, reading log	Reading Topic: Determine the development of a theme within a text; summarize using key details. Activity: Complete the activity on summarizing using Who? What? Materials Needed: Story, reading log	Reading Topic: Determine the development of a theme within a text; summarize using key details. Activity: Read the passage "A Jalapeno Seed". Write a summary of the passage using key details. Materials Needed: Story, reading log	Reading Topic: Determine the development of a theme within a text; summarize using key details. Activity: Read the passage "A Pirate Life". Write a summary of the passage using key details. Materials Needed: Story, reading log
Math (25 mins.)	Topic: Addition Activity: Workbook Page 63-64 (Eureka, Gr. 3 Mod 2)	Topic: Addition Activity: Workbook Page 65-66 (Eureka, Gr. 3 Mod 2)	Topic: Addition Activity: Workbook Page 67-68 (Eureka, Gr. 3 Mod 2)	Topic: Addition Activity: Workbook Page 69 (Eureka, Gr. 3 Mod 2)	Topic: Addition Activity: Workbook Page 70 (Eureka, Gr. 3 Mod 2)

	Resources: https://www.youtube.com/watch?v=y1DooDWXwXOVw Materials Needed: Handout provided	Resources: https://www.youtube.com/watch?v=y1DooDWXwXOVw Materials Needed: Handout provided	Resources: https://www.youtube.com/watch?v=8hz0fAQY0ac Materials Needed: Handout provided	Resources: https://www.youtube.com/watch?v=x0DE_VDEEAW Materials Needed: Handout provided	Resources: https://numberock.com/lessons/triple-digit-addition-regrouping/ Materials Needed: Handout provided
Science (20 mins.)	Topic: The Water Cycle Activity: Read the passage, <i>The Water Cycle</i>, and respond to the questions that follow the passage. Resources: https://www.youtube.com/watch?v=a1-dc-HGulk https://www.youtube.com/watch?v=z5G4NCwWUXY Materials Needed: Handout provided	Topic: Water Cycle Vocabulary Activity: Match the letter of the correct word to its definition. Resources: https://www.youtube.com/watch?v=a1-dc-HGulk https://www.youtube.com/watch?v=z5G4NCwWUXY Materials Needed: Handout provided	Topic: Into the Storm Activity: Read the passage, <i>The Water Cycle</i>, and respond to the questions that follow the passage. Resources: https://youtu.be/bsUjBziUfg Materials Needed: Handout provided	Topic: Guess My Precipitation Activity: Read each clue carefully and write what type of precipitation is being described. Resources: https://youtu.be/YAhS1auuWLY Materials Needed: Handout provided	Topic: Guess my Precipitation (part 2) Activity: Read each clue carefully and write what type of precipitation is being described. Resources: https://youtu.be/KkoIRvOg84 Materials Needed: Handout provided
Social Studies (20 mins.)	Topic: South Carolina's Major Rivers Activity: Complete one activity in the South Carolina's Major Rivers brochure (ex: Rivers brochure)	Topic: South Carolina's Major Rivers Activity: Complete one activity in the South Carolina's Major Rivers brochure (ex: quick check, vocabulary)	Topic: South Carolina's Major Rivers Activity: Complete one activity in the South Carolina's Major Rivers brochure (ex: quick check, vocabulary)	Topic: South Carolina's Major Rivers Activity: Complete one activity in the South Carolina's Major Rivers brochure (ex: quick check, vocabulary)	Topic: South Carolina's Major Rivers Activity: Complete one activity in the South Carolina's Major Rivers brochure

quick check, vocabulary search, labeling the rivers, etc.). Resources: https://www.youtube.com/watch?v=C0V0t8herM https://www.youtube.com/watch?v=U1qhFOyhaE Materials Needed: Handout provided	search, labeling the rivers, etc.). Resources: https://www.youtube.com/watch?v=C0V0t8herM https://www.youtube.com/watch?v=U1qhFOyhaE Materials Needed: Handout provided	search, labeling the rivers, etc.). Resources: https://www.youtube.com/watch?v=C0V0t8herM https://www.youtube.com/watch?v=U1qhFOyhaE Materials Needed: Handout provided	vocabulary search, labeling the rivers, etc.). Resources: https://www.youtube.com/watch?v=C0V0t8herM https://www.youtube.com/watch?v=U1qhFOyhaE Materials Needed: Handout provided	brochure (ex: quick check, vocabulary search, labeling the rivers, etc.). Resources: https://www.youtube.com/watch?v=C0V0t8herM https://www.youtube.com/watch?v=U1qhFOyhaE Materials Needed: Handout provided
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4th Grade Learning Packet
September 28, 2020 – October 16, 2020

Subject Dates:	Monday 10/12	Tuesday 10/13	Wednesday 10/14	Thursday 10/15	Friday 10/16
SEL/Check -In	Let's name some feelings words that can help us name our moods, do they all fit neatly into good or bad? Are there some words that are easier than others to sort?	If you're in a bad mood, how can you steer your plane into a good mood?	You may not be able to control what happens to you, but what can you control?	What really happens when the story you tell yourself takes over?	Share about a time a bad story took over for you.
ELA: (25 mins.)	Writing: Choose one activity	Writing: Choose one activity	Writing: Choose one activity from	Writing: Choose one activity	Writing: Choose one activity from

	from the writing choice board. Reading Log: Read for 20 minutes and complete log. Reading Topic: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style. Activity: Read passages 1-4 on the Author's Purpose: Task Cards. Answer the question "What is the author's purpose?" on the answer document provided. Materials Needed: Story, reading log	from the writing choice board. Reading Log: Read for 20 minutes and complete log. Reading Topic: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style. Activity: Read passages 6-8 on the Author's Purpose: Task Cards. Answer the question "What is the author's purpose?" on the answer document provided. Materials: Story, reading log	the writing choice board. Reading Log: Read for 20 minutes and complete log. Reading Topic: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style. Activity: Read each paragraph and decide if the author's purpose is to inform, persuade, or entertain? Materials: Paragraphs, reading log	from the writing choice board. Reading Log: Read for 20 minutes and complete log. Reading Topic: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style. Activity: Read the information about author's purpose. Complete the questions. Materials: Paragraphs, reading log	the writing choice board. Reading Log: Read for 20 minutes and complete log. Reading Topic: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style. Activity: Read the paragraphs and decide if it was written to inform, persuade or entertain Materials: Paragraphs, reading log
Math (25 mins.)	Topic: Addition Activity: Workbook Page 71 (Eureka, Gr. 3 Mod 2) Resources: https://www.youtube.com/watch?v=...	Topic: Subtraction Activity: Workbook Page 72 (Eureka, Gr. 3 Mod 2) Resources: https://www.youtube.com/watch?v=...	Topic: Subtraction Activity: Workbook Page 73 (Eureka, Gr. 3 Mod 2) Resources: https://www.youtube.com/watch?v=...	Topic: Subtraction Activity: Workbook Page 74 (Eureka, Gr. 3 Mod 2) Resources: https://www.youtube.com/watch?v=...	Topic: Subtraction Activity: Workbook Page 75-76 (Eureka, Gr. 3 Mod 2)

	com/watch?v=cE-ytJv4TEs Materials Needed: Handout provided	https://www.youtube.com/watch?v=ChIAeQEfZVY Materials Needed: Handout provided	m/watch?v=Bkz0U7yAXDU Materials Needed: Handout provided	m/watch?v=QOtam19NQCQ Materials Needed: Handout provided	Resources: https://www.youtube.com/watch?v=yCGgmmMT21Q Materials Needed: Handout provided
Science (20 mins.)	Topic: Earth Science-Floods Activity: Read the passage, <i>Floods</i>, and respond to the questions that follow. Resources: https://youtu.be/9hQZCIZ21fk Materials Needed: Handout provided	Topic: Into the Storm! Activity: Read the passage, <i>Into the Storm</i>, and complete the questions that follow the passage. Resources: https://youtu.be/BoBtRmTmbqQ Materials Needed: Handout provided	Topic: An Email from Hector the Hurricane Activity: Read the passage, <i>An Email from Hector the Hurricane</i>, and answer the questions that follow. Resources: https://youtu.be/xKubdy2mHXc Materials Needed: Handout provided	Topic: What's In a Name-Maybe a Hurricane! Activity: Read the passage, <i>What's in a Name - Maybe a Hurricane!</i>, and answer the questions that follow. Resources: https://youtu.be/cthm2s1VWHU Materials Needed: Handout provided	Topic: The Water Cycle Activity: Label and color the parts of the Water Cycle. You may use prior articles to help. Resources: https://www.youtube.com/watch?v=al-do-HGulk https://www.youtube.com/watch?v=z5G4NCwWUXY Materials Needed: Handout provided
Social Studies (20 mins.)	Topic: South Carolina Map Activity: Label the landform regions, rivers, and lakes of South Carolina on the map that is provided in your packet. Resources: https://www.youtube.com/watch?v=www.youtube.com	Topic: South Carolina Map Activity: Label the landform regions, rivers, and lakes of South Carolina on the map that is provided in your packet. Resources: https://www.youtube.com/watch?v=www.youtube.com	Topic: South Carolina Map Activity: Label the landform regions, rivers, and lakes of South Carolina on the map that is provided in your packet. Resources: https://www.youtube.com/watch?v=www.youtube.com	Topic: South Carolina Map Activity: Label the landform regions, rivers, and lakes of South Carolina on the map that is provided in your packet. Resources: https://www.youtube.com/watch?v=www.youtube.com	Topic: South Carolina Map Activity: Label the landform regions, rivers, and lakes of South Carolina on the map that is provided in your packet. Resources: https://www.youtube.com/watch?v=sQ6iE5n7HPo&t=43s

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	Materials Needed: Handout provided (map)	Materials Needed: Handout provided (map)	Materials Needed: Handout provided (map)	Materials Needed: Handout provided (map)	Materials Needed: Handout provided (map)

3rd-5th Grade Remote Reading Log

2020-2021

Student Name: _____

This log will be counted as a homework grade. The suggested time for each grade level is below. Our goal is for all 3rd-5th grade students to work towards 20 minutes of independent reading daily.

Book Title	Minutes Read	Summary of Pages Read
		Parent Signature:
		Parent Signature:
		Parent Signature:
		Parent Signature:
		Parent Signature:

9/28

9/29

9/30

10/1

10/2

3rd-5th Grade Remote Reading Log
2020-2021

		Parent Signature:	
10/5		Parent Signature:	
10/4		Parent Signature:	
10/7		Parent Signature:	
10/8		Parent Signature:	
10/9		Parent Signature:	

3rd-5th Grade Remote Reading Log
2020-2021

10/12			Parent Signature:
10/13			Parent Signature:
10/14			Parent Signature:
10/15			Parent Signature:
10/16			Parent Signature:
			Parent Signature:

W	R	I	T	E
Write about a time something embarrassing happened to you.	Think about the best field trip you have ever had. Write about that day.	Think of a time when you achieved a personal goal. Write a story about how you met that goal.	Sometimes events don't turn out the way we want. Write about a time something did not go as you planned.	Write about a time when you were sad. Include details about what caused you to be sad and how you overcame that sadness.
Sometimes moments happen that we want to remember for a long time. Write about a memory that you want to remember.	It is important for people to feel proud of themselves. Write about a time you were proud of yourself.	Being a helper can be very rewarding. Write about a time you helped someone or were helped by someone.	Spending time with family and friends are some of the best times people have. Write about a time spent with a family member or a friend.	Think of a place you really enjoying going. Write about a specific memory from that place.
Some people love trying new things and some people do not. Write about a time you tried something new.	Everyone has been disappointed at some point in their lives. Write about a time you were disappointed.	People usually remember times when they got into trouble. Write about a time you were in trouble or you saw someone else get into trouble.	Think of a time you got hurt. Write about the events that led to you getting hurt and what happened after.	Some people give up when things get too difficult. Write about a time you were learning something new and did not give up.

Writing Choice Board

Main Idea

Read each paragraph and choose the main idea.

I have a dog named Boots. I taught him lots of tricks. When I tell him to, Boots will sit or lie down. He can also wave his paw to greet people. When I say, "Dance, Boots", he will stand up on two legs and walk. I don't know of many dogs that can do such amazing tricks.

- The main idea of this paragraph is:
- a. Boots is my dog.
 - b. Boots can sit.
 - c. Boots is very smart.
 - d. Most dogs can't dance.

Yesterday was my birthday. When I woke up, I noticed my brother Todd hung up a big sign that said, "Happy Birthday, Joey!" Mom made spaghetti for dinner. It's my favorite food in the whole world. My friend Dave came over and handed me a wrapped gift. I wondered what it was. It was a new basketball! I had a great day.

- The main idea of this paragraph is:
- a. Todd had a great birthday.
 - b. Joey had a great birthday.
 - c. Todd got lots of gifts.
 - d. Joey got lots of gifts.

Peter's parents bought a new carpet for the living room. Now, he has to take his shoes off when he enters the house. He's also not allowed to eat or drink in the living room any more. Peter's furry dog isn't allowed to play ball in there either. When his parents got the new carpet, there were lots of new rules.

- The main idea of this paragraph is:
- a. Peter cannot go in the living room.
 - b. Peter's parents don't like the carpet.
 - c. Peter likes to make a mess.
 - d. Peter's parents made new rules so the new carpet stays clean.

Main Idea

Read each paragraph and choose the main idea.

Brad is sixteen years old and yesterday he had his first driving lesson. "Back out of the driveway carefully," his dad said. "Be sure you look in the mirror to make sure nobody is behind you." Brad backed the car up and turned the wheel quickly. He and his father felt the car go bump. Oh no! Brad hit the mailbox.

- The main idea of this paragraph is:
- Brad's father was angry.
 - Brad has good driving skills.
 - Brad's first driving lesson did not go well.
 - Brad always drives poorly.

It was Mother's Day so Amy and Rob woke up early and snuck into the kitchen. Amy cracked some eggs into a bowl and stirred them up. Rob put some bread in the toaster. "Do you think Mom will be surprised?" Rob asked. "I'm sure of it," answered Amy. Amy poured the eggs into a pan and began to cook them. Rob and Amy quietly cooked so they did not wake their mother.

- The main idea of this paragraph is:
- Amy and Rob made too much noise.
 - Amy made scrambled eggs.
 - Rob made toast.
 - Amy and Rob made breakfast for their mom.

Ivy and her friend, Fern, went bowling last Thursday. Ivy had never bowled before, but she was excited to try. On the first frame, Ivy's ball landed in the gutter. She knocked down one or two pins on most of her turns. Ivy did not get any strikes or spares. Fern said to Ivy, "The score doesn't matter as long as we are having fun."

- The main idea of this paragraph is:
- Ivy is an excellent bowler.
 - Ivy and Fern will go bowling again.
 - Ivy is a better bowler than Fern.
 - Ivy is not a good bowler.

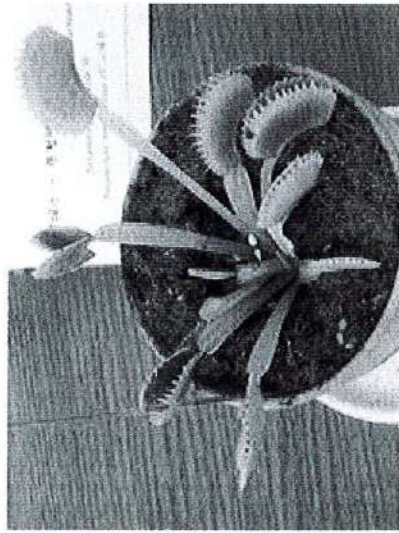


Name _____ Tuesday, September 15

Open Wide!

By Colleen Messina

Hungry is not usually a word used to describe plants, but I am an unusual plant. I am a carnivorous one. I eat bugs! To be accurate, I should say I get nutrients from bugs, but it looks like I eat them the way you eat cookies. My leaves



look like a small mouth. They are a lovely shade of green on one side, and they have a pink surface on the other. I have stiff little hairs on my leaves on their pink side. I keep my leaves open wide like a mouth. Insects and spiders land on them. If they touch the hairs on my leaves, my "mouth" snaps shut. Insects have to touch two different hairs within a few seconds for this to happen. I also get nutrients from the air and the soil, but I do enjoy a good fly for dinner. But don't worry. I won't bite you. I will give you a hint about my name. Part of my name is the same as the name of a small planet that is closer to the sun than Earth is. What kind of planet am I?

Open Wide!

Questions

— 1. The leaves of this plant are green and what other color?

- A. blue
- B. orange
- C. pink
- D. none of the above

— 2. What gets touched on the leaves of the plant that make the leaves close?

- A. hairs
- B. rods
- C. buttons
- D. none of the above

— 3. A plant that eats bugs or other animals is called

- A. true
- B. false

4. What kind of plant is described in this story?

5. What is the main idea of the story?

Firefighter

9-30

Name: _____

I read _____ Words
in _____ Minutes

Ribbon Word Count 156

PD-Arttag

Firefighters are professionals. Both men and women get hours of training. Most countries and major cities have firefighters, but some still do not. What do you think these places do to rescue people and put out fires?



Did you know people used to put out fires with buckets? The first firefighters were volunteers. Fires are a constant threat. This had the effect to train real firefighters. *Firefighters are trained pros.* Firefighters solve many problems. They do more than fight fires. They rescue people. They rescue animals. They help fix accidents. Firefighters help hurt people. Firefighters help in disasters. They come after storms. They show up after earthquakes. Why do you think they come?

Firefighters use tools in times of distress. They use them to rescue people suffering. They have lots of equipment. They have ladders, hoses, and special tools. They use boats for ship fires. They use planes to drop water on mountain fires. You can be a firefighter! First, complete school. Next, take college classes. After, go to firefighting school. You will have to pass many tests. Then, you can work for a fire department. Finally, you can rescue and fight fires!

1. What is the main idea of the information in the text?

2. Choose a paragraph. Write 2 key facts to support, *firefighters are pros.*

3. Explain how the picture and caption connect to the passage.

156
148
136
126
117
107
96
86
76
69
58
50
44
33
28
20
14
8

I read _____ Words
in _____ Minutes

Teachers

What would the world be like without teachers? There would not be much success in the world. The reason teachers have an important task is because they *inspire* people. They make people want to create things such as cars, buildings, and inventions. A teacher passes on information. Their cause has the effect of students becoming doctors, engineers, and scientists. All teachers follow a process to teach. Successful teachers follow a process. First, teachers go to college. Next, they must pass a professional test. For example, a gym coach must pass the physical education exam. After, teachers must get a license. This allows them to teach. It has to be in the state they plan to teach. A teacher in New York would need to get a license in New York. If they move to another state, they would need to get a license in that state. Finally, successful teachers have a career up to thirty years. There are different teachers. Professional teachers can be kindergarten teachers to college professors. Teachers are also called instructors. Also, a teacher can be anyone that teaches a skill. They can be coaches, parents, and trainers. *Perhaps you taught someone to tie their shoes.* If so, you became a teacher!



1. What is the main idea of the information in the text?

2. Write one/two details from each paragraph to support the main idea.

3. Explain how the picture and caption connect to the passage.

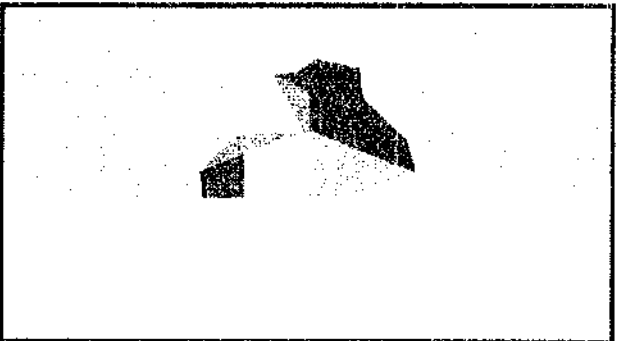
Name _____

Date _____

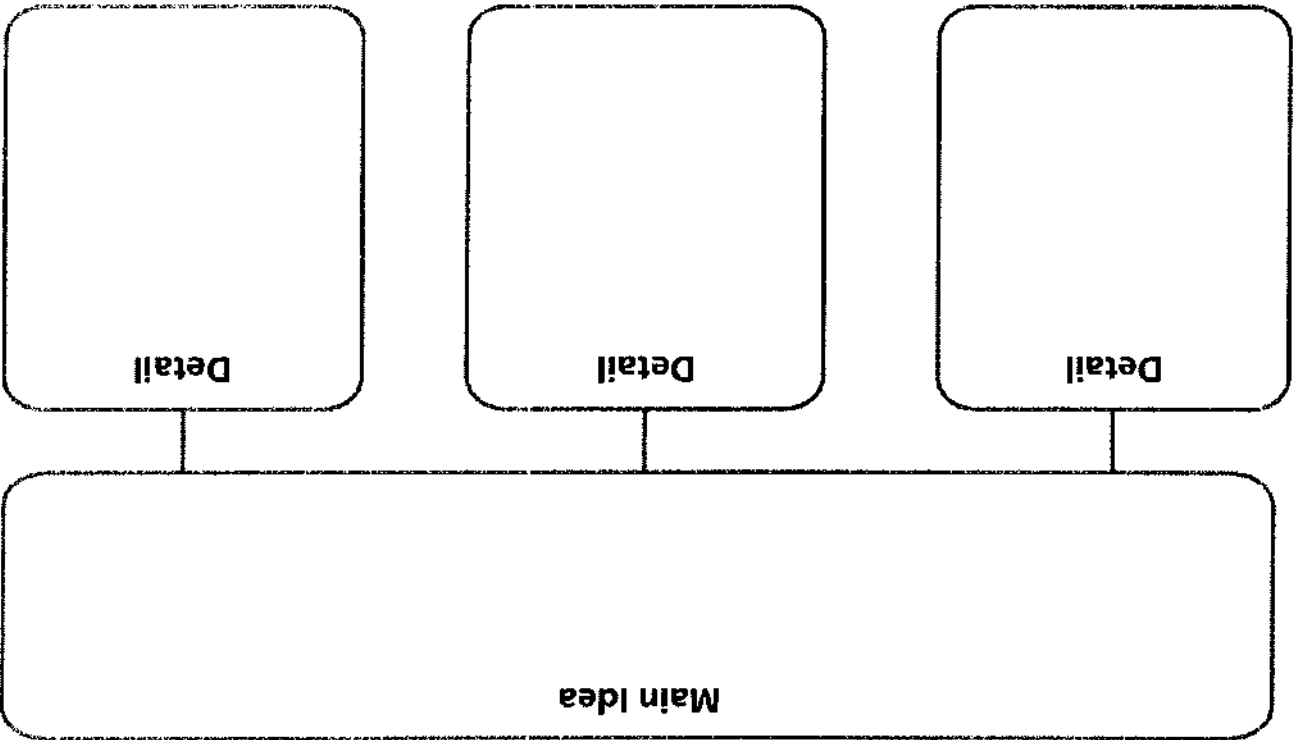
10-2

Main Idea & Details: Icebergs

Read the text. Then, complete the graphic organizer and paragraph frame that follow.



An iceberg is a large piece of ice that is formed from fresh water. They are found floating in very cold oceans, seas, or lakes. Icebergs come in many shapes and sizes. Usually, only a small part of the iceberg is visible above the water. From above, it may look like an ice mountain. However, most of the iceberg is hidden underwater. Icebergs form when large chunks break off of glaciers or ice shelves in very cold regions, like Antarctica. The icebergs travel with ocean currents. When icebergs float into warmer water, they begin to melt and break apart.



This text is mostly about _____

Some details that support the main idea are _____

and _____

Reading Practice: Recalling Facts and Details

Name: _____
 Class: _____
 Date: _____
 School: _____

10-5

Directions: Read each passage. Then circle the correct answer to the questions by recalling facts and details from the story. Hint: Underline details from the story to help answer the question.

Passage 1

Al is a shy boy. When he talks to other kids, he always looks down. After buying something at a shop, he says "thank you" very quietly. If the person behind the counter says something nice to him, he just smiles and walks away because he is not sure what to say.

1) What does Al do when he talks to other kids?
 A. Looks up
 B. Eats
 C. Looks down
 D. Says "thank you"

2) When does Al walk away from someone?
 A. When the person says something nice to him
 B. When he buys something
 C. When someone is quiet
 D. When he is happy

3) How does Al say "thank you"?
 A. He doesn't say "thank you"
 B. Loudly
 C. With a smile
 D. Quietly

Passage 2

Amy loved to ride her bicycle. She sometimes rode her bicycle for hours at a time. One afternoon she rode so far from home that she didn't even know where she was! She wanted to cry, but she stopped to think. Luckily she was able to find her way back because she had been watching while she rode and was able to use the buildings to guide her back home. Whee! When she got home her mother was angry she was gone for so long, but she gave Amy a big hug because she was home safely.

- 4) What did Amy do for hours at a time?
- A. Watch TV
 - B. Watch buildings
 - C. Guide other bicycle riders
 - D. Ride her bicycle

- 5) How did Amy find her way back home?
- A. Cry for help
 - B. Follow her GPS
 - C. Use the buildings to guide her
 - D. Watch other bicycle riders

- 6) What did Amy's Mom do when Amy got home?
- A. Yelled at Amy
 - B. Gave her a big hug
 - C. Cried
 - D. Stopped to think

Passage 3

Jerry wanted a new toy for a present on his birthday. He really wanted a car carrier with a whole bunch of cars it could carry. First he got a gift from his brother and sister. It wasn't a car carrier - it was a new pair of socks. Then he got a gift from his grandparents. It also wasn't a new car carrier - it was a book to help him with spelling. While he was happy to get the gifts, he really wanted a new car carrier. Finally, he opened the gift from his parents. It was the car carrier!

7) What gift did Jerry really want?
 A. Car carrier
 B. Bus
 C. Socks
 D. A book to help with spelling

8) What gift did he get from his brother and sister?
 A. Car carrier
 B. Books
 C. Socks
 D. They didn't give him a gift

9) Who gave Jerry the car carrier?
 A. His grandparents
 B. His parents
 C. His brother and sister
 D. His teacher

Passage 4

When Alex was at home, he liked to play sports with his friends. His favorite sport to play was baseball in the backyard, but it wasn't easy to find enough people to play. So most of the time he played basketball in the front yard, since all he needed was one other person to play one-on-one. Once in a while he played football, but they didn't play that at home - they went to the park to play.

- 10) Which sport was Alex's favorite?
- A. Football
 - B. Baseball
 - C. Hockey
 - D. Basketball

- 11) Where did Alex play football?
- A. The park
 - B. Front yard
 - C. Backyard
 - D. At home

- 12) Why did Alex play basketball most often?
- A. It was his favorite
 - B. He loved the park
 - C. His parents really wanted him to play
 - D. He only needed one other person to play

Travis felt nervous. In just two hours, he would be on the field. It was the most important game of the year. He just hoped he didn't strike out again and let his teammates down.

Who?

What?

Summarizing 1

10-7

Nicole was so excited to hear the circus was coming to town! She invited some friends to go with her. When the big day arrived, they anxiously waited in their seats for the circus to begin. They couldn't believe what happened first!

Who?

What?

Summarizing 2

Directions: Read the passage, then write a summary of the passage on the lines below.

A JALAPENO SEED

SUMMARIZE

10-8

Will Bryan could hear was laughing on the other end of the line. Who was laughing you might ask? Well, it all started with a pizza party for Bryan's second grade class. As Bryan opened a pizza box to pull out a slice, he discovered green mystery peppers to the side of the pizza. The boys next to him dared him to eat one, so he picked a pepper up and set it next to the pizza on his plate. As Bryan sat down next to those same boys, he wasn't sure about eating the unknown pepper. He picked the pepper up and decided he wanted to impress his friends. He took a bite, then put the pepper up to his nose and took a big whiff. As he smelled the strong scent, a seed just so happened to make its way up Bryan's nose. His eyes began to water, and he felt like his entire face was on fire. When he told his teacher what had happened through his tears, he was told to call his mom right away.

Bryan typed in his phone number and heard ringing on the other end. As his mom answered, Bryan tried to explain what had happened. At first, he heard silence, but then he heard laughing. Bryan began crying harder and shouting that it wasn't funny. His mom told him to possibly put milk up his nose, which caused his mom to laugh even harder. Bryan finally hung up with his mom after getting nowhere.

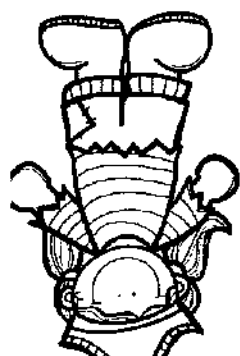
Bryan wasn't sure what to do, but the nurse said that he should try to blow the seed out. He took a cold paper towel and blew his nose as hard as he could. After what seemed like forever, the seed finally popped out. It took hours before Bryan felt any relief, but Bryan promised himself that he would never stick a jalapeno anywhere near his face, even if it was to impress his friends.

SUMMARIZE

10-9

Directions: Read the passage, then write a summary of the passage on the lines

A PIRATE LIFE



Arrgh!" Jayda shouted as she approached her friends. As she walked closer, the boys immediately started pointing and asking why she was wearing *that*, meaning the eye patch. Jayda took off the patch for a minute and told the boys she was going to become a pirate for a few hours each day. She laughed and explained that her doctors had told her parents that she had to start "patching" her good eye for a few hours a day from now on. The boys looked confused, so Jayda continued in a way she hoped they would understand. She said that one of her eyes worked better than the other, so the goal was to get the weaker eye to work just as well as the stronger one. The boys nodded and seemed to get what she meant. She then said that in the meantime, since she looked like a pirate, the group might as well play like pirates. The boys agreed that this was a great idea and ran inside.

When they came back out, they were dressed in bandanas, patches of their own, and armed with play swords. They threw a sword over to Jayda, calling her Captain. Now let's get on to the ship," yelled Davey. Jayda laughed and followed the boys to their "ship." Jayda responded with an "Eye, eye mateys!" hoping her friends would get the joke. They laughed and smacked their heads.

When Jayda got home from playing, her mom asked how the patch had gone over. She said that it was better than expected and that she saw a lot of pirate games in her future. Her mom laughed and was grateful Jayda's friends were so accepting.

AUTHOR'S PURPOSE: Task Cards

Authors have three main purposes for writing:

PERSUADE - the author wants you to believe or do something.

INFORM - the author wants to tell or teach you something.

ENTERTAIN - the author wants to tell a story that you will enjoy.

*Remember the word **PIE**!

It is a trick to remember the three main reasons why authors write a piece of text.

Directions: Read the passages and answer the question on your answer document.

10-12

1 Halloween is the best holiday of the year! Everyone should go out and get a costume. If you can't find one to buy, make one. Halloween is better than the other holidays because you get to trick-or-treat with your friends.

What is the author's purpose?

2 Sarita was excited to get out of the car. She had been waiting for today for weeks and it was finally here. She skipped as she went up the walkway to the house, and her mom opened the door. Suddenly, everyone shouted, "Surprise!"

What is the author's purpose?

3 Have you seen the dancing show on tv? It is very entertaining. You should watch it because you will see new dance moves. You will like the music, too. Sometimes I like to get up and dance while the show is on. The show is really good and you will enjoy it!

What is the author's purpose?

4 The United States has five branches of the military. The Army, Navy, Air Force, Coast Guard, and Marines are the five branches. Each branch serves an important role for the country. The country relies on the people who serve in order to protect freedom.

What is the author's purpose?

5 Birthdays are celebrated around the world. In the United States, people celebrate with cake and candles. Many other places celebrate with singing songs. In Mexico, a birthday is celebrated with a piñata filled with candy. A person uses a broomstick to hit the piñata. Each of these birthday traditions is a fun celebration!

What is the author's purpose?

6 Rio and Marcus sat in the backseat of the car as their dad drove. The car traveled quickly on the highway and it seemed like they had been in the car for hours. Suddenly, their dad started singing loudly and dancing. He turned the music up and the boys cracked up. They laughed so hard and their faces turned bright red.

What is the author's purpose?

7 Smoking is a bad habit. Smoking costs Americans thousands of dollars a year. It also causes major health problems. There are over 4,800 chemicals found in one cigarette. Smoking is a habit that people can choose to quit, but it takes a lot of effort.

What is the author's purpose?

8 Hurry! This house will not be available for long. It has four huge bedrooms, a beautiful kitchen, and an awesome playroom. The best part of this house is that there is a pool in the backyard. Did I mention that the backyard is massive, too? Hurry! Buy it before someone else does!

What is the author's purpose?

AUTHOR'S PURPOSE: Task Cards

10-12

Author's Purpose Text Evidence

1

How do you know?

2

How do you know?

3

How do you know?

4

How do you know?

AUTHOR'S PURPOSE: Task Cards

10-13

Text Evidence

Author's Purpose

5

How do you know?

6

How do you know?

7

How do you know?

8

How do you know?

Name: _____

10-14

Directions: Read each paragraph and decide if the author's purpose is to INFORM, PERSUADE, or ENTERTAIN.

1. The young boy ran across the street chasing his dog. His heels hit the sidewalk faster than he ever thought they could. He needed to catch his dog as fast as he could! There was no time to waste.

Author's Purpose: _____

How do you know? _____

2. There are many different kinds of ice cream, but chocolate ice cream is definitely the best. Nothing can beat the sweet creamy taste of chocolate ice cream. So next time you go out for some ice cream, make sure you pick up the best flavor: chocolate.

Author's Purpose: _____

How do you know? _____

3. Joe took out his schoolbag and opened it up to take out his homework. *Just another day at school.* He thought to himself. But before he could finish unzipping his backpack, a strange woman entered the classroom. And it was definitely not his teacher.

Author's Purpose: _____

How do you know? _____

4. Penguins are very interesting animals. Penguins are a type of bird. Even though they are a bird, they cannot fly. They have feathers to keep them warm and they huddle together in groups for extra warmth.

Author's Purpose: _____

How do you know? _____

5. The best season of the year is the fall. The beautiful colors help to make this season special. The crisp cool air blows the leaves around. Plus, Halloween and Thanksgiving both happen in the fall! Fall should be your favorite season too.

Author's Purpose: _____

How do you know? _____

10-14

Name: _____

Directions: Read each type of writing. Then decide if the author is trying to PERSUADE, INFORM, or ENTERTAIN. Write your answer on the line.

1. _____ A book of knock-knock jokes.
2. _____ A cookbook with recipes for cookies.
3. _____ A magazine article about whales.
4. _____ A girl's note to her mom about why she should get a dog.
5. _____ A story about a boy with magical powers.
6. _____ A math textbook.
7. _____ A commercial for McDonalds.
8. _____ A booklet about why you should not watch too much TV.
9. _____ A mystery book.
10. _____ A student's speech for why he should be class president.
11. _____ A book of poems.
12. _____ A book about the life of George Washington.
13. _____ Directions on how to get to the airport.
14. _____ A story about the first day of school.
15. _____ An article about why the Eagles are the best football team.

Authors Purpose

10-15

Author's purpose is the main reason for writing a text. Knowing the author's purpose for writing something can help you better understand what you are reading!



Read the passages to determine the author's purpose for writing.

1) In Tarpon Springs, Florida there are people who work underwater. These people are called sponge divers. The kind of treasure they look for is called sponges. Sponge diving is not an easy job. The diver has to breathe under the water, and be careful of extreme water pressure.

a) persuade b) inform c) entertain

2) It was a glorious morning in Alabama. The sun was shining through the trees. Alan couldn't wait to find his fishing pole and call his friend Sam to go fishing. They had a great time on these early morning fishing trips. They took their dogs with them and the dogs would swim in the lake while they fished. It was so funny to watch those dogs paddle around the lake.

a) persuade b) inform c) entertain

Author's Viewpoint

10-15

Authors have a purpose for writing and often show their point of view with the words or phrases they use. Their point of view is their opinion.

Read the passages and underline the words and phrases that tell the author's viewpoint. Then, choose the author's viewpoint.

1) Some people believe that they can't make a difference by voting, but you can. If you don't vote, your voice cannot be heard. Show you care about your community, and exercise your right to vote.

What is the author's viewpoint?

- a. people should vote.
- b. you should recycle in your community.
- c. one person can't make a difference.

2) One of the most harmful creatures on earth is the fly. Flies spread harmful diseases. They pick up germs with their hair, spreading their germs everywhere.

What is the author's viewpoint?

- a. you should kill flies if you see them
- b. flies are cool
- c. flies are harmful to people



3. What is the author's purpose?

Did you know you could teach your dog to understand words? It's true. Here is how: When you want your dog to sit, say the word *sit* multiple times. Also, gently guide the dog to a sitting position. When the dog sits, praise the dog very enthusiastically, and give it a treat. The dog will then remember the word *sit*, what to do, and how happy it makes you. You can teach your dog many words with positive reinforcement using kind words and yummy treats.

Dog Vocabulary

2. What is the author's purpose?

There is one thing that drives me crazy, and that is people who pay thousands of dollars for a dog. There are so many wonderful dogs at the dog pound looking for a home. Sure, they may not be beautiful show dogs or full breeds, but you will find some of the most loyal friends. Some people say that mutts (mixed breeds) are actually smarter dogs and easier to train. Some dog pounds quickly run out of room, because there are so many dogs up for adoption. I wish that everyone would take a chance on a lovable hound instead of buying an expensive show dog.

The Dog Pound

1. What is the author's purpose?

One day, my dog, Miles, decided he had enough of living with our cat, Theo. He packed his doggie biscuits, his favorite toys, and hit the road. Life on the road was not as easy as he had expected. No one fed him, and many people ignored him completely. He was not used to this kind of treatment. After a few hours of hunger and loneliness, Miles decided to come back home. As soon as he walked in the door, we all pounced on him, giving him hugs and his favorite foods. Miles smiled and howled, "There really is no place like home."

My Dog Miles

Name: _____

Date: _____

10-16

9/28

Lesson 13 Problem Set

Name _____ Date _____

1. Round to the nearest ten. Use the number line to model your thinking.

a. 32	b. 36
c. 62	d. 62
e. 278	f. 405

9/28

Lesson 13 Problem Set

2. Round the weight of each item to the nearest 10 grams. Draw number lines to model your thinking.

Item	Number Line	Round to the nearest 10 grams
 36 grams		
 52 grams		
 142 grams		

3. Carl's basketball game begins at 3:03 p.m. and ends at 3:51 p.m.

a. How many minutes did Carl's basketball game last?

b. Round the total number of minutes in the game to the nearest 10 minutes.

9/29

Lesson 13 Homework

Name _____ Date _____

1. Round to the nearest ten. Use the number line to model your thinking.

a. 43 = _____	b. 48 = _____
c. 73 = _____	d. 173 = _____
e. 189 = _____	f. 194 = _____

9/29

Lesson 13 Homework

2. Round the weight of each item to the nearest 10 grams. Draw number lines to model your thinking.

Item	Number Line	Round to the nearest 10 grams
 Cereal bar: 45 grams		
 Loaf of bread: 673 grams		

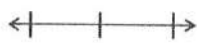
3. The Garden Club plants rows of carrots in the garden. One seed packet weighs 28 grams. Round the total weight of 2 seed packets to the nearest 10 grams. Model your thinking using a number line.

9/30

Lesson 14 Homework

Name _____ Date _____

1. Round to the nearest hundred. Use the number line to model your thinking.

a. 150 = _____	b. 342 = _____
	
c. 260 = _____	d. 1,260 = _____
	
e. 1,685 = _____	f. 1,804 = _____
	

9/30

Lesson 14 Homework

2. Complete the chart.

a. Luis has 217 baseball cards. Round the number of cards Luis has to the nearest hundred.	
b. There were 462 people sitting in the audience. Round the number of people to the nearest hundred.	
c. A bottle of juice holds 380 milliliters. Round the capacity to the nearest 100 milliliters.	
d. A book weighs 727 grams. Round the weight to the nearest 100 grams.	
e. Joane's parents spent \$1,260 on two plane tickets. Round the total to the nearest \$100.	

3. Circle the numbers that round to 400 when rounding to the nearest hundred.

368 342 420 492 440 400

4. There are 1,525 pages in a book. Julia and Kim round the number of pages to the nearest hundred. Julia says it is one thousand, five hundred. Kim says it is 15 hundreds. Who is correct? Explain your thinking.

Name _____

Date _____

1. Round to the nearest hundred. Use the number line to model your thinking.

a. 143 = _____	b. 386 = _____		
c. 120 = _____	d. 1,320 = _____		
e. 1,572 = _____	f. 1,250 = _____		

2. Complete the chart.

a. Shaunt has 480 stickers. Round the number of stickers to the nearest hundred.	
b. There are 125 pages in a book. Round the number of pages to the nearest hundred.	
c. A container holds 750 milliliters of water. Round the capacity to the nearest 100 milliliters.	
d. Glen spends \$1,297 on a new computer. Round the amount Glen spends to the nearest \$100.	
e. The drive between two cities is 1,842 kilometers. Round the distance to the nearest 100 kilometers.	

3. Circle the numbers that round to 600 when rounding to the nearest hundred.

527 550 659 681 713 803

4. The teacher asks students to round 1,865 to the nearest hundred. Christian says that it is one thousand, nine hundred. Alexis disagrees and says it is 19 hundreds. Who is correct? Explain your thinking.



10/2

Name _____

Date _____

1. Find the sums below. Choose mental math or the algorithm.

a. $46 \text{ mL} + 5 \text{ mL}$

b. $46 \text{ mL} + 25 \text{ mL}$

c. $46 \text{ mL} + 125 \text{ mL}$

d. $59 \text{ cm} + 30 \text{ cm}$

e. $59 \text{ cm} + 83 \text{ cm}$

f. $59 \text{ cm} + 30 \text{ cm}$

g. $29 \text{ g} + 63 \text{ g}$

h. $345 \text{ g} + 294 \text{ g}$

i. $480 \text{ g} + 476 \text{ g}$

j. $1 \text{ L } 245 \text{ mL} + 2 \text{ L } 412 \text{ mL}$

k. $2 \text{ kg } 509 \text{ g} + 3 \text{ kg } 367 \text{ g}$

10/2

2. Nadine and Jen buy a small bag of popcorn and a pretzel at the movie theater. The pretzel weighs 63 grams, more than the popcorn. What is the weight of the pretzel?



9 grams



44 grams

3. In math class, Jason and Andrea find the total liquid volume of water in their beakers. Jason says the total is 782 milliliters, but Andrea says it is 792 milliliters. The amount of water in each beaker can be found in the table to the right. Show whose calculation is correct. Explain the mistake of the other student.

Student	Liquid Volume
Jason	475 mL
Andrea	317 mL

4. It takes Greg 15 minutes to mow the front lawn. It takes him 17 more minutes to mow the back lawn than the front lawn. What is the total amount of time Greg spends mowing the lawns?

10/5

A STORY OF UNITS

Lesson 15 Homework



Name _____

Date _____

1. Find the sums below. Choose mental math or the algorithm.

a. $75 \text{ cm} + 7 \text{ cm}$

c. $362 \text{ mL} + 229 \text{ mL}$

e. $451 \text{ mL} + 339 \text{ mL}$

b. $39 \text{ kg} + 56 \text{ kg}$

d. $283 \text{ g} + 92 \text{ g}$

f. $145 \text{ L} + 331 \text{ L}$

2. The liquid volume of five drinks is shown below.

Drink	Liquid Volume
Apple juice	125 mL
Milk	236 mL
Water	248 mL
Orange juice	174 mL
Fruit punch	208 mL

a. Jen drinks the apple juice and the water. How many milliliters does she drink in all?

b. Kevin drinks the milk and the fruit punch. How many milliliters does he drink in all?

Jen drinks _____ mL

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Lesson 15:

Addition of Length Using the Double-Entry Algorithm for Adding Length

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63

A STORY OF UNITS

Lesson 15 Homework



10/5

3. There are 75 students in Grade 3. There are 44 more students in Grade 4 than in Grade 3. How many students are in Grade 4?

4. Mr. Green's sunflower grew 29 centimeters in one week. The next week it grew 5 centimeters more than the previous week. What is the total number of centimeters the sunflower grew in 2 weeks?

5. Kyie records the weights of 3 objects as shown below. Which 2 objects can she put on a pan balance to equal the weight of a 460 gram bag? Show how you know.

Paperback Book	Banana	Bar of Soap
343 grams	108 grams	117 grams

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Lesson 15:

Addition of Length Using the Double-Entry Algorithm for Adding Length

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64

10/91

A STORY OF UNITS

Lesson 15 Problem Set

30-35

Name _____ Date _____

1. Find the sum below.

a. $52 \text{ ml} + 68 \text{ ml}$

b. $352 \text{ ml} + 68 \text{ ml}$

c. $352 \text{ ml} + 468 \text{ ml}$

d. $56 \text{ cm} + 34 \text{ cm}$

e. $506 \text{ cm} + 94 \text{ cm}$

f. $506 \text{ cm} + 354 \text{ cm}$

g. $697 \text{ g} + 138 \text{ g}$

h. $345 \text{ g} + 507 \text{ g}$

i. $185 \text{ g} + 492 \text{ g}$



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Lesson 15: Find the sum below. 30-35

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65

10/6

A STORY OF UNITS

Lesson 15 Problem Set

30-35

2. Lane makes chocolate. He weighs the amount of cabbage and salt he uses. Draw and label a tape diagram to find the total weight of the cabbage and salt Lane uses.



3. Sue bakes mini-muffins for the school bake sale. After wrapping 86 muffins, she still has 58 muffins left cooling on the table. How many muffins did she bake altogether?



4. The milk carton to the right holds 183 milliliters more liquid than the juice box. What is the total capacity of the juice box and milk carton?

**EUREKA
MATH™**

Lesson 15: Find the sum below. 30-35

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66

10/16

Lesson 18 Homework



Name _____

Date _____

1. Solve the subtraction problems below.

a. $703 - 461$

b. $370 \text{ L} - 46 \text{ L}$

c. $370 \text{ L} - 146 \text{ L}$

d. $507 \text{ cm} - 32 \text{ cm}$

e. $502 \text{ cm} - 258 \text{ cm}$

f. $918 \text{ cm} - 553 \text{ cm}$

g. $753 \text{ g} - 82 \text{ g}$

h. $803 \text{ g} - 542 \text{ g}$

i. $572 \text{ km} - 266 \text{ km}$

j. $837 \text{ km} - 645 \text{ km}$

10/16

Lesson 18 Homework



2. The magazine weighs 280 grams, less than the pencil box. The weight of the newspaper is shown below. How much does the magazine weigh? Use a tape diagram to make your thinking.



3. The chart to the right shows how long it takes to play 3 games.

- a. Francisco's basketball game is 22 minutes shorter than Lucas's baseball game. How long is Francisco's basketball game?

Lucas's Baseball Game	180 minutes
Joy's Football Game	135 minutes
Francesca's Basketball Game	? minutes

- b. How much longer is Francesca's basketball game than Joy's football game?

10/7

Name _____

Date _____

1. Find the sums below.

a. $47\text{ m} + 8\text{ m}$

b. $47\text{ m} + 38\text{ m}$

c. $147\text{ m} + 383\text{ m}$

d. $51\text{ mL} + 9\text{ mL}$

e. $453\text{ mL} + 79\text{ mL}$

f. $353\text{ mL} + 179\text{ mL}$

g. $308\text{ kg} + 263\text{ kg}$

h. $308\text{ kg} + 293\text{ kg}$

i. $103\text{ kg} + 799\text{ kg}$

1133

1133 306 + 14 336 g

10/7

2. Mrs. Haley makes a turkey for 55 minutes. She roasts it and feeds to her in an hour and 46 minutes. Use a tape diagram to find the total minutes Mrs. Haley roasts the turkey.

3. A miniature horse weighs 268 fewer kilograms than a Shetland pony. Use the table to find the weight of a Shetland pony.

Types of Horses	Weight in kg
Shetland pony	_____ kg
American Saddlebred	478 kg
Clydesdale horse	_____ kg
Miniature horse	56 kg

4. A Clydesdale horse weighs as much as a Shetland pony and an American Saddlebred horse combined. How much does a Clydesdale horse weigh?

10/8

Lesson 17 Problem Set

17-23

Name _____

Date _____

1. a. Find the actual sum either on paper or using mental math. Round each addend to the nearest hundred, and find the estimated sums.

A

$$\begin{array}{r} 451 + 253 = \\ \hline \end{array}$$

$$\begin{array}{r} 451 + 249 = \\ \hline \end{array}$$

$$\begin{array}{r} 448 + 249 = \\ \hline \end{array}$$

Circle the estimated sum that is the closest to its real sum.

B

$$\begin{array}{r} 356 + 161 = \\ \hline \end{array}$$

$$\begin{array}{r} 356 + 148 = \\ \hline \end{array}$$

$$\begin{array}{r} 347 + 149 = \\ \hline \end{array}$$

Circle the estimated sum that is the closest to its real sum.

C

$$\begin{array}{r} 652 + 158 = \\ \hline \end{array}$$

$$\begin{array}{r} 647 + 158 = \\ \hline \end{array}$$

$$\begin{array}{r} 647 + 149 = \\ \hline \end{array}$$

Circle the estimated sum that is the closest to its real sum.

- b. Look at the sums that gave the most precise estimates. Explain below what they have in common. You might use a number line to support your explanation.

10/9

Lesson 17 Problem Set

2

- a. Janet watched a movie that is 94 minutes long on Friday night. She watched a movie that is 154 minutes long on Saturday night.

a. Decide how to round the minutes. Then, estimate the total minutes Janet watched movies on Friday and Saturday.

- b. How much time did Janet actually spend watching movies?

- c. Explain whether or not your estimated sum is close to the actual sum. Round in a different way, and see which estimate is closer.

3. Sadie, a bear at the zoo, weighs 182 kilograms. Her cub weighs 74 kilograms.

- a. Estimate the total weight of Sadie and her cub using whatever method you think best.

- b. What is the actual weight of Sadie and her cub? Model this problem with a tape diagram.

10/12

Lesson 17 Homework

Name _____ Date _____

1. Cathy collects the following information about her dogs, Stella and Oliver:

Stella		Oliver	
Time Spent Getting a Bath	Weight	Time Spent Getting a Bath	Weight
36 minutes	32 kg	25 minutes	9 kg

Use the information in the charts to answer the questions below.

- Estimate the total weight of Stella and Oliver.
- What is the actual total weight of Stella and Oliver?
- Estimate the total amount of time Cathy spends giving her dogs a bath.
- What is the actual total time Cathy spends giving her dogs a bath?
- Explain how estimating helps you check the reasonableness of your answers.

10/13

Lesson 17 Homework

2. Dena reads for 362 minutes during Week 1 of her school's two-week long Read-A-Thon. She reads for 212 minutes during Week 2 of the Read-A-Thon.

- Estimate the total amount of time Dena reads during the Read-A-Thon by rounding.
- Estimate the total amount of time Dena reads during the Read-A-Thon by rounding in a different way.
- Calculate the actual number of minutes that Dena reads during the Read-A-Thon. Which method of rounding was more precise? Why?

10/14

Lesson 18 Problem Set

Name _____

Date _____

1. Solve the subtraction problems below.

a. $60 \text{ ml} - 24 \text{ ml}$

b. $360 \text{ ml} - 24 \text{ ml}$

c. $360 \text{ ml} - 224 \text{ ml}$

d. $518 \text{ cm} - 21 \text{ cm}$

e. $629 \text{ cm} - 268 \text{ cm}$

f. $938 \text{ cm} - 440 \text{ cm}$

g. $807 \text{ g} - 130 \text{ g}$

h. $807 \text{ g} - 234 \text{ g}$

i. $807 \text{ g} - 732 \text{ g}$

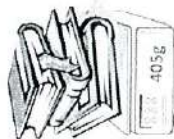
j. $2 \text{ km } 770 \text{ m} - 1 \text{ km } 455 \text{ m}$

k. $3 \text{ kg } 924 \text{ g} - 1 \text{ kg } 893 \text{ g}$

10/15

Lesson 18 Problem Set

2. The total weight of 3 books is 950 grams. If 2 books weigh 233 grams, how much does the third book weigh? Use a tape diagram to model the problem.



3. The chart to the right shows the lengths of three movies.

- a. The movie
- Champions*
- is 22 minutes shorter than
- The Lost Ship*
- . How long is
- Champions*
- ?

<i>The Lost Ship</i>	117 minutes
<i>Magical Forests</i>	145 minutes
<i>Champions</i>	9 minutes

- b. How much longer is
- Magical Forests*
- than
- Champions*
- ?

4. The total length of a rope is 208 centimeters. Scott cuts it into 3 pieces. The first piece is 80 centimeters long. The second piece is 94 centimeters long. How long is the third piece of rope?



Weather

By Cindy Grigg

Weather is what is happening in the air around Earth. Rain, snow, and sunny, fair days are examples of weather. Three main things cause our weather to change. Heat, wind, and moisture cause changes in our weather. Heat, of course, comes from the sun.

Places near the equator get more heat from the sun than places near the North and South Poles do. Land heats up quicker than oceans. Oceans hold heat longer, though, because land cools quicker than oceans do. This uneven heating and cooling of different parts of the Earth causes winds. Winds move clouds from place to place. Clouds carry moisture that falls as rain or snow. Warm air can carry more moisture than cooler air can. Storms crop up when two different kinds of air masses meet. A mass of cold, dry air might move down from the north. A mass of warm, moist air from the south might move toward the north. The line where two kinds of air masses meet is called a front. When these two air masses meet, there is a change of weather along the front. Warm air rises. Cool air moves in to take its place. As the warm, moist air rises, it also cools. Then it more often than not rains. Storms often take place along a front.

Weather

Questions

1. What is the main idea of this story?
 - A. Weather happens in the air and weather changes because of wind, heat, and moisture.
 - B. A front is where weather happens.
 - C. Moisture causes rain.
2. What is a front?
 - A. uneven heating and cooling of different parts of the Earth
 - B. warm, moist air from the south
 - C. the line where two kinds of air masses meet
3. Where does weather happen?

Name _____ Tuesday, September 22



edHelper.

Date

9-28 and

4. Warm air _____
A. rises
B. cools
C. falls

5. What often happens along a front?
A. weather
B. blizzards
C. storms

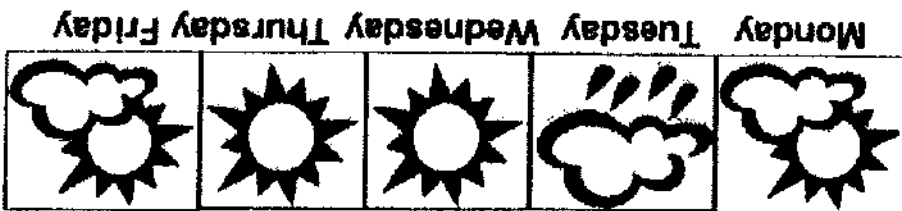
Write at least five facts about weather.

9-29

Weather - An Introduction to Weather

9-30

by ReadWorks



What does the word "weather" mean to you? Everyone knows how to describe the weather.

There are beautiful, sunny days with blue skies and then there are gray, rainy days perfect for staying in bed. But do you know what actually causes weather? The pictures above show the forecast for a week. Soon you will know what causes different types of weather!

Let's start with a scientific definition of weather. Weather is the state of the atmosphere at a given time and place. Four main factors determine the weather: temperature, humidity, wind speed and direction, and air pressure.

Temperature is the measure of how hot or cold the air is. When the sun shines down on Earth, it warms up the Earth's surface. But that is not all that happens. The warmth of the sun also heats up the water on Earth. This process is responsible for many changes in weather and weather patterns. A thermometer measures temperature.

Humidity is the amount of water in the air. The air always has water in it, even though we cannot always see it. Most of the weather conditions that we can observe come from humidity. Clouds, rain, and snow all have to do with humidity.

Wind speed and direction carry the weather. They also help forecasters predict the weather. Forecasters can measure wind speed and direction to determine how fast a storm is moving. Often the winds blowing far up in the Earth's atmosphere are different than the winds we feel on Earth.

Air pressure has to do with the thickness of air. To understand air pressure, imagine you are standing in a room packed with people. There is a lot of pressure in the room. You can feel the person behind you hitting your elbow. If someone opens up a door into an empty room, people will start moving into the empty room until there are about the same number of people

9-30

in both rooms. Air particles spread out in the same way. They always move from an area of high pressure to an area of low pressure. A barometer measures air pressure.

All of the weather's four main factors interact with each other. As air particles respond to changes in pressure, they move and create wind. On a very humid day, there may be many clouds in the sky. When it is cloudy, many of the sun's rays never reach the Earth. What does this do to the temperature?

Name: _____

Date: _____

9-30

1. What is this passage mostly about?

- A. Temperature
- B. Barometers
- C. What causes weather
- D. The atmosphere

2. You know that clouds are made up of water particles. On a day that is cloudy, you would expect:

- A. High temperatures
- B. High humidity
- C. High wind speeds
- D. A lot of air pressure

3. When you look up in the sky and see storm clouds moving your way, you are observing

- A. temperature
- B. pressure
- C. wind speed and direction
- D. air pressure

4. All of the following cause weather, *except*

- A. the Weather Channel
- B. the sun warming up the water on Earth
- C. clouds moving across the sky
- D. humidity

5. What is humidity?

- A. The amount of water in the air
- B. When people are pushed to another room
- C. The temperature of the air
- D. The main cause of weather

6. When it is cloudy, many of the sun's rays never reach the Earth. What does this do to the temperature?

7. What are the four main ingredients of weather?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Weather is caused by a few things, _____ air pressure.

A. always
B. including
C. excluding
D. but

Use the chart above to answer the following questions. Answer in complete sentences.

1) Which day is forecasted to be the coolest?

2) Which day is forecasted to be the warmest?

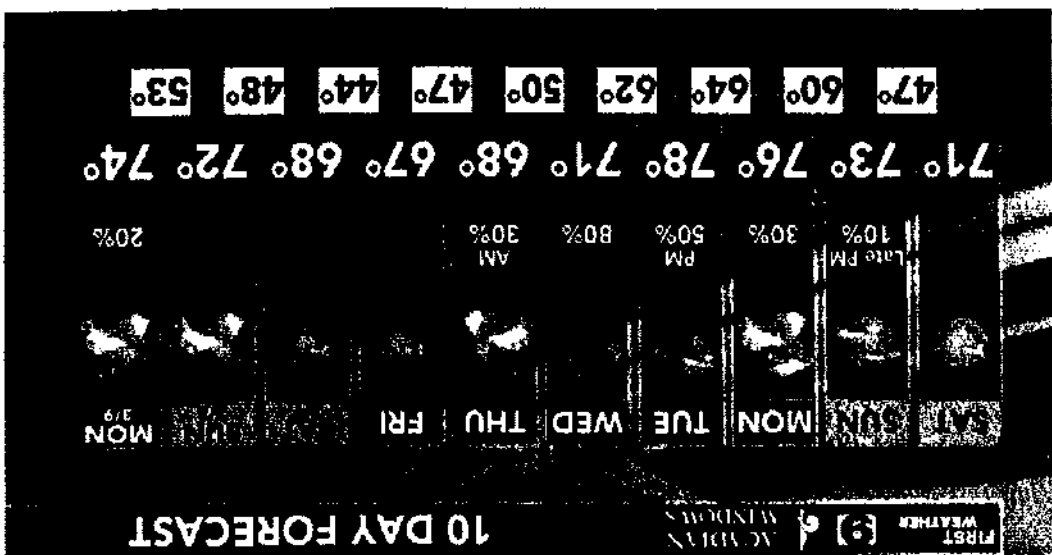
3) Which day has the greatest chance of rain?

4) Which days are going to be mostly sunny?

5) Which days are going to be mostly cloudy?

6) Name a weather tool that was used to collect data for this weather chart.

7) What do dark colored clouds usually mean for the weather?



Name _____

Date _____

10-1

Name _____

Column A Column B

	Average Temp [High / Low]	Average Rainfall
---	------------------------------	------------------

January	70° / 48°	0.4 in.
February	72° / 45°	0.7 in.
March	89° / 60°	0.4 in.
April	100° / 69°	0.3 in.
May	105° / 78°	0.5 in.
June	103° / 82°	0.2 in.
November	85° / 55°	0.2 in.
December	75° / 45°	0.2 in.

Answer in complete sentences.

Jacob was collecting weather data for his science class. He recorded that the wind was moving north at a speed of 10mph. What two weather tools was Jacob using to collect this data?

What does a barometer measure?

How does knowing about the weather help you in your everyday life?

What weather tool was used to collect the data in

Column A ?

What weather tool was used to collect the data in

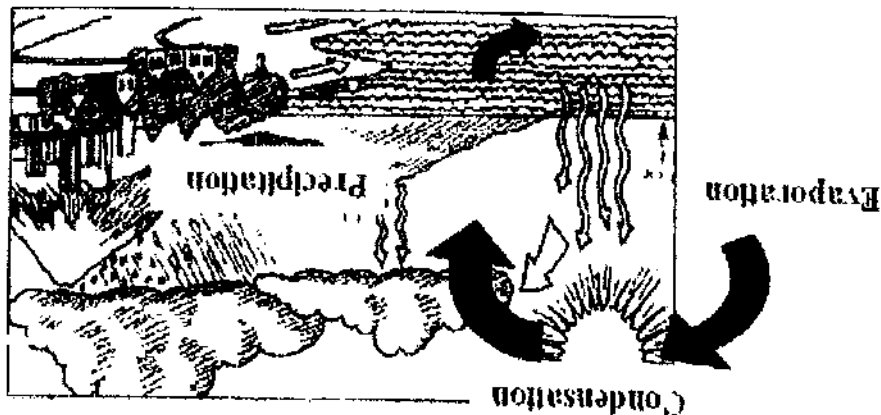
Column B ?

Date _____

10-2

Weather - The Water Cycle

by ReadWorks



Where does the water that causes rain come from? Actually, the water was there all along. All of the water in the whole world has always been here. Think of all of the oceans and lakes on the globe. This is where the tiny water particles in the air come from. But how does this happen?

The Earth's water cycle begins with a change in temperature. When the sun heats the Earth, a little water from oceans, lakes, and rivers evaporates. It turns into an invisible gas or vapor. Water molecules rise into the air. Eventually, clouds form and the water drops back to Earth as rain. The rain flows into rivers or streams back to the ocean or lakes again. Do you see the arrows in the picture? These arrows show the path of water from the ocean, to the sky, and then back to the earth. This is the water cycle.

Condensation also plays a big role in the creation of rain. The air far up in the sky can be very cold. When the warm air that contains invisible water droplets rises from earth and meets cold air, the droplets become visible. This process is called condensation. Clouds are formed as the air high up becomes colder and heavier. When the water drops grow too heavy to be held by the air, they fall out of the clouds as precipitation, or rain. The rain runs into the Earth's oceans, rivers, and lakes. Then, the cycle starts all over again!

Weather- The Water Cycle Name _____

1) What do all of the arrows in the picture represent?

- A. Lakes
- B. The movement of water
- C. Evaporation
- D. Condensation

2) In the water cycle, lake water will do which of the following first?

- A. Turn into water vapor in the air
- B. Condense
- C. Turn into rain
- D. Turn into a cloud

3) Water vapor in the air will do which of the following last?

- A. Flow into oceans, rivers, and lakes as rainwater
- B. Disappear
- C. Turn into a cloud
- D. Turn into rain

4) What force causes the water cycle to start?

- A. Evaporation
- B. Condensation
- C. Precipitation
- D. Temperature Change

5) This passage is mostly about

- A. The differences between condensation and precipitation
- B. How the sun causes rain
- C. How water goes through different phases on earth
- D. How rain moves in a circle

6) What is condensation?

- A) water turning into a gas
- B) water vapor turning into water droplets
- C) water falling from clouds
- D) water returning to lakes, streams, oceans

7) What is precipitation?

- A) water turning into a gas
- B) water vapor turning into water droplets
- C) water falling from clouds
- D) water returning to lakes, streams, oceans

8) What is run-off?

- A) water turning into a gas
- B) water vapor turning into water droplets
- C) water falling from clouds
- D) water returning to lakes, streams, oceans

9) What is evaporation?

- A) water turning into a gas
- B) water vapor turning into water droplets
- C) water falling from clouds
- D) water returning to lakes, streams, oceans

10) The question below is an incomplete sentence. Choose the word that best completes the sentence.

The water cycle has a bunch of different stages, _____ condensation.

- A. also
- B. and
- C. except
- D. including

11) Precipitation can be rain, snow, _____ or hail.

- A. slush
- B. liquid
- C. sleet
- D. gas

12) The never ending movement of water from the surfaces of the earth, to the atmosphere, and back is called the _____

- A. Rain Cycle
- B. Water Cycle
- C. Liquid Cycle
- D. Weather Cycle

Name: _____

Water Cycle Vocabulary

Directions: Write the letter next to the correct definition.

1. _____ Falls to the Earth in the form of rain, snow, sleet, hail
A. Water cycle
2. _____ provides heat, light and energy
B. Condensation
3. _____ Forms droplets of water as water vapors cool to liquid form
C. Precipitation
4. _____ process where the suns heat turns liquid into gas (water vapor)
D. Water vapor
5. _____ water such as lakes, rivers, ponds, and streams
E. Surface water
6. _____ process where water moves from the ground, to the sky and back to the ground again
F. Sun
7. _____ gas formed when water evaporates
G. Evaporation

The Water Cycle

Name: _____

10-7

edHelpo

The next time you decide to drink a glass of water, take a good look at it. Does that water look old to you? How old do you think it is? Could it be a week old? Is it possible it could be a year old? Would you believe that water has been around about as long as the Earth has? As hard as it may be to believe, it is true. Wow! That is some old water you are about to drink.

The amount of water on the Earth stays nearly the same. The water cycle is what makes that possible. Water is always moving and changing from liquid to solid to gas and then back to liquid again. Over and over, around and around, the water cycle moves water on, in, and above the earth. It is like a constantly turning wheel.

There are four parts to the water cycle: evaporation, condensation, precipitation, and collection.

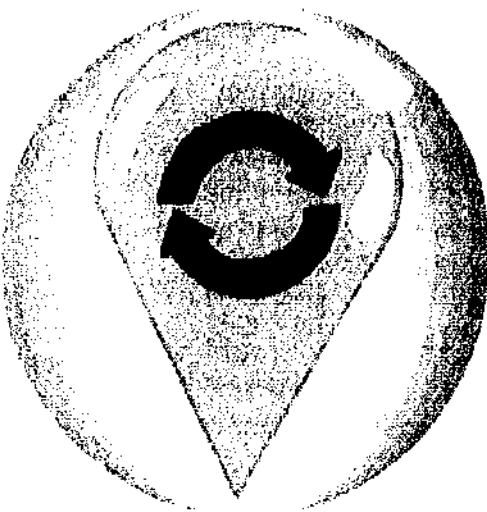
1. When the sun heats the water in rivers, lakes, or oceans, the water turns into water vapor. The water vapor goes into the air. You can't see water vapor. This is called evaporation.

2. The water vapor cools down in the air and changes back to a liquid. This is called condensation. When you see steam, fog, or clouds, you are seeing water vapor that has condensed in the air.

3. When there is so much condensation in the air that the air can't hold it anymore, the water falls back to Earth. It may fall as rain, snow, hail, or sleet. This step is called precipitation.

4. Precipitation collects in rivers, lakes, and oceans. It also may collect underground, in glaciers, and even in living beings. It is stored until evaporation starts the cycle all over again. This is the collection, or storage, step.

So, before you drink that next glass of water, think about how long it has been on Earth. After all, you may be drinking water that was once on the table of a king. Maybe, though, it might have helped a woolly mammoth cool down!



Questions

1. In paragraph 2, the sentence "It is like a constantly-turning wheel." contains a _____.
 A. metaphor
 B. simile
 C. definition
 D. hyperbole
2. Which of these sentences states the cause for evaporation?
 A. When the sun heats the water in rivers, lakes, or oceans, the water turns into water vapor.
 B. It might have helped a woolly mammoth cool down.
 C. Precipitation collects in rivers, lakes, and oceans.
 D. The water vapor cools down in the air and changes back to a liquid.
3. What causes water vapor to turn back into a liquid?
 A. Name at least four places water collects.

5. Precipitation may fall as all of these except _____.
 A. rain
 B. steam
 C. hail
 D. snow
6. Water goes into the air as _____.
 A. rain
 B. water vapor
 C. ice
 D. snow
7. The changing of water from water vapor to a liquid is called _____.
 A. evaporation
 B. precipitation
 C. collection
 D. condensation
8. The water we drink today once may have been drunk by a dinosaur.
 A. false
 B. true

GUESS MY PRECIPITATION!

Name: _____

Date: 10-8

Directions: Read the clue carefully and write what type of precipitation is being described. Your answer choices include rain, snow, hail, sleet, and freezing rain.

Clue	Type of Precipitation
The type of precipitation this person is holding are balls of ice, which are known as what?	
It's currently 28 degrees outside in Boise, Idaho. Clouds have covered the sky and this frozen type of precipitation is falling.	
 Thunderstorms are in the San Francisco area with ferocious winds. Which types of precipitation are most likely falling?	
 Mariene is backing out of her driveway. All of a sudden, her car starts to slide like she's on ice. It appears to be wet on the ground and it's currently 32 degrees Fahrenheit. What type of precipitation is causing her to lose control of her car?	
Scientists say that no two flakes of this type of precipitation are alike.	
Precipitation that falls as liquid from the clouds is best known as this.	

Type of Precipitation

Clue 10-9

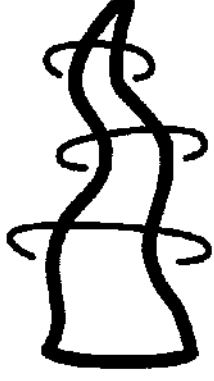
This type of precipitation falls in frozen form and the depth of it can be measured with a ruler.

Myrtle Beach, SC			
Temperature	Winds	Chance of Precipitation	
84°F	25-30 mph	70%	

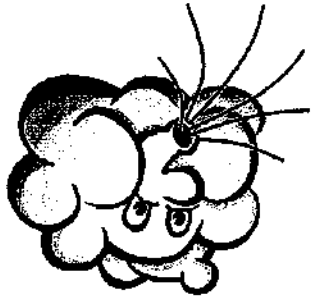
According to the table, what type of precipitation will most likely fall in Myrtle Beach?

Gregory drove home from work and noticed little ice pellets began to bounce on his windshield. He checked the temperature in his car and it read 33 degrees Fahrenheit. What type of precipitation was falling?

If a thunderstorm is well developed, tornadoes can sometimes form. This type of precipitation can form and get very large and heavy from the updrafts pushing it back into the clouds.



This type of precipitation looks like liquid water as it falls but then it immediately freezes on contact when it hits the ground.

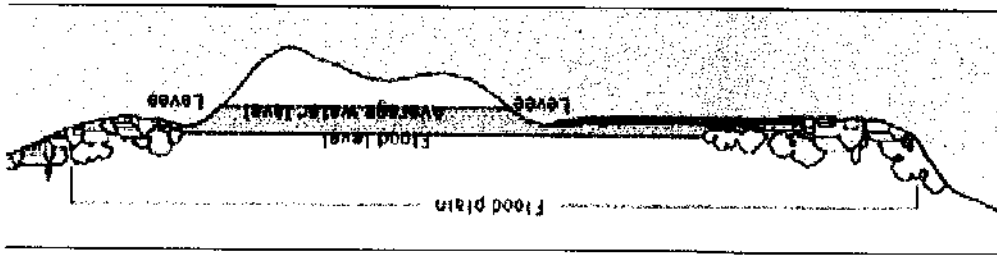


In order for there to be a blizzard, a storm must have high winds, frigid temperatures, and lots of this type of precipitation.

Earth Science - Floods

10-12

by ReadWorks



When dry land is covered by water, we call it a flood. Floods are very dangerous. If they are very bad, homes can be destroyed, and people can die. Floods can happen from three different sources; an ocean, a river, or a lake. Floods begin when too much water is flowing in an area that cannot support it. Heavy rain, snow, and ice can all cause floods. In the picture above, you can see that the flood level rises above the banks of the river. At first, it covers land where no people live, but as it gets higher, it can affect land where people reside. Homes and cars can be washed away, and people can drown.

There are several ways to protect our land and people from floods. Dams keep water from rushing downstream. Channels filter the water out to sea in safe amounts. Dikes, flood walls, and levees can be built to help keep water off the land. We also have systems for warning people about floods that are coming. This way, fewer people and properties are affected.

10-12

Date: _____

Name: _____

1. What is a flood?

- A. water kept off of land
- B. land where no people live
- C. water covered by dry land
- D. dry land covered by water

2. Why might the author include the diagram in the text?

- A. to show information that is different than the text
- B. to show land that is not discussed in the text
- C. to illustrate how floods affect land
- D. to illustrate why people move away from floods

3. Read these sentences from the text.

Floods can happen from three different sources; an ocean, a river, or a lake. Floods begin when too much water is flowing in an area that cannot support it. Heavy rain, snow, and ice can all cause floods. In the picture above, you can see that the flood level rises above the banks of the river. At first, it covers land where no people live, but as it gets higher, it can affect land where people reside. Homes and cars can be washed away, and people can drown.

What conclusion can you make about homes and floods?

- A. Homes close to an ocean, a river, or a lake have a high chance of being affected by floods.
- B. Homes far from an ocean, a river, or a lake have a high chance of being affected by floods.
- C. Homes close to an ocean, a river, or a lake have a low chance of being affected by floods.
- D. Homes close to an ocean, a river, or a lake do not have a chance of being affected by floods.

4. Read the following sentences.

10-12

In the picture above, you can see that the flood level rises above the **banks** of the river. At first, it covers land where no people live, but as it gets higher, it can affect land where people reside.

What does the word "**bank**" most nearly mean?

- A. bottom
- B. soil
- C. mud
- D. edge

5. What is the main idea of the text?

- A. Oceans, rivers, and lakes are the sources of floods, but heavy rain, snow, and ice are some causes of floods.
- B. Floods can dangerously affect people and their homes, but there are ways that help to protect people and their homes.
- C. First, a flood would cover land where no people live, and then if it gets higher, the flood can affect people.
- D. The flow of water can be controlled with dams, channels, dikes, flood walls, and levees.

- 6. Why are floods dangerous? Use evidence from the text to support your answer.
- 7. Based on the text, describe the best place for a person to be in case of a flood.
- 8. Choose the word that best completes the sentence.

There are systems for warning people about floods, _____ fewer people are affected.

- A. while
- B. but
- C. so
- D. because



Into the Storm!

Written by Cindy Grigg

Cole and Laura were playing outside. There was a large grassy lot beside their house. They often played there. They had been throwing a Frisbee back and forth, but they were bored with it. Now they were searching the grass for four-leaf clovers. So far they hadn't found any.

Suddenly they heard thunder. Looking at the dark sky, Laura said, "Maybe we'd better go inside. I think a storm is coming."

"Wow!" shouted Cole as a very bright flash of lightning zigzagged in the sky. Thunder boomed! "We'd better run!"

He jumped to his feet and ran toward the house. Laura was right behind him. A strong wind began blowing them backward. As hard as they tried, they couldn't seem to make any headway. The wind kept pushing them back.

"Help, Cole!" shouted Laura. She reached for Cole's arm. He grabbed her hand and held it tight. Rain began pelted down on them. It was raining so hard they could hardly see each other.

Suddenly, they felt the wind lifting them up. Laura felt her feet leave the ground. She screamed. She looked at her brother and saw that he was just as scared as she was. The two of them were being pulled upward into the clouds!

Answer the following questions before you finish the story.

1. What happened to Laura and Cole? Where did they go?

2. Will the kids be able to get back home? Why or why not?

3. What things might they see up in the clouds?

Name _____

Thursday, September 24
4. How will they get down again?



Date _____

10-13

Into the Storm!

5. How long did the storm last? What kind of weather did the storm bring?

6. What kind of problems might the children have? How will they solve them?

7. If they get back home, what will they find?



An E-mail from Hector the Hurricane

By Kathleen W. Redman

Caption: Hurricane Katrina, as pictured in the Gulf of Mexico on August 28, 2005.

Hello, there! I've got a little time right now to send you an e-mail. I'm actually between jobs right now. I'm taking a little break before I have to go back to work.

I'll bet you've heard of me before, especially if you live in North America. I'm a really, really big storm. When I'm at my biggest, I can cover hundreds and hundreds of miles with wind and rain! If that sounds pretty scary, you're right. I'm a pretty scary storm.

I can be found in many parts of the world. In different areas, I'm called by different names. In countries on the western side of the Pacific Ocean, I'm a typhoon. Most people in the Americas and Europe call me a hurricane.

I'm born in the tropics. The tropics are warmer areas near the Earth's equator. I'm born far out at sea. For me to be born, there are a few things that have to happen. Two of them are warm air and water. Of course, there are plenty of both in the tropical oceans.

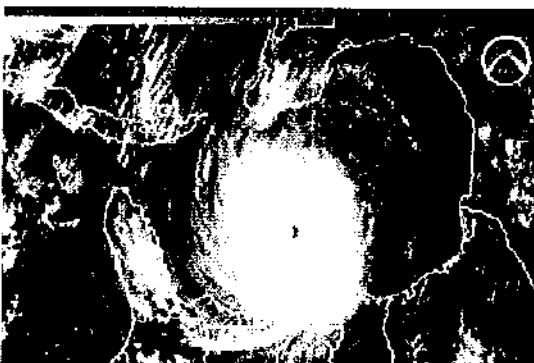
Meteorologists call me a tropical cyclone. I'm a cyclone because I spin. Winds whirl around my center, called the eye. In the eye, it's somewhat calm. There aren't a lot of high winds or clouds in the eye. Just outside the eye, though, watch out!

There's a part of me called the eye wall. In the eye wall are my strongest winds and rain. My winds can be as fast as 200 miles per hour! I also bring a lot of rain and thunderstorms. If it sounds like I can be very bad for people, you're right. My winds cause lots of damage when I move over land. I've destroyed many areas in the United States.

Wind and rain are only part of the damage I bring, though. When I arrive on land, I bring what's called a storm surge. A storm surge is a rise in the level of the ocean. This rise can be many feet high and can wash very far inland. Sometimes, the storm surge can be my most dangerous effect.

I know I sound like a really bad guy, but I'm not all bad. Even though I make a lot of messes and create a lot of problems, I'm actually a good deliveryman. I bring warm air and moisture to places that sometimes don't get much of either. Without me, the weather would actually be a lot worse all over the world.

Well, I've got to get back to work. Next time you see me somewhere being really rough, try to remember I'm not all bad!



Wednesday, September 23

Name _____



EdHelper

Date

10-14

Questions

1. A hurricane can cover _____ of miles with wind and rain.
- A. hundreds
 - B. tens
 - C. thousands
 - D. millions

2. What is a hurricane called on the western side of the Pacific Ocean?

3. Where is a hurricane born?

4. What two things are necessary for a hurricane?
- A. warm air and warm water
 - B. cold air and cold water
 - C. warm water and cold air
 - D. warm air and cold water

5. The tropics are warm areas near the _____.
- A. equator
 - B. North Pole
 - C. South Pole
 - D. continent of Antarctica

6. What do meteorologists call a hurricane?
- A. a thunderstorm
 - B. a tsunami
 - C. a tropical cyclone
 - D. a tornado

Name _____

Wednesday, September 23



edHelper.

Date

10-14

7. How fast can the winds of a hurricane blow?

- A. 500 miles per hour
- B. 1,000 miles per hour
- C. 200 miles per hour
- D. 1,500 miles per hour

8. The rise in the level of the ocean that follows a hurricane is called a _____.

- A. cyclone
- B. storm surge
- C. sandstorm
- D. snowstorm

Sometimes meteorologists fly high above a hurricane. Would you like to do that? Why or why not?

What's In a Name - Maybe a Hurricane!

10-15

cathleen

The list of names sounds like the guest list for a party: Alex, Bonnie, Earl, Karl, Lisa. However, you hope these guests will never come! It's a list of storm names.

Hurricanes and other tropical storms used to be named for their latitude and longitude. In other words, hurricanes were named for their location.

Weathermen liked this system. They were used to numbers. Numbers were easy for them to follow.

However, the public wanted to track hurricanes, too. They didn't like using numbers. They wanted an easier system.

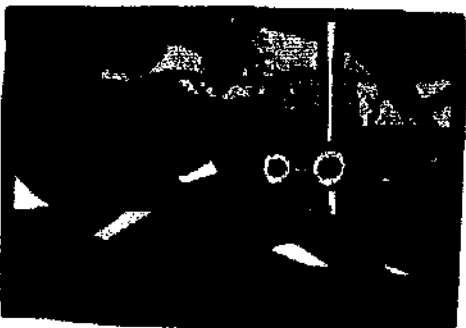
The system used today started in 1953. The National Weather Service copied the idea from the Navy. Seamen named their ships after women. The National Weather Service decided to name hurricanes after women, too. In 1979 male names were added, too. Names are easier to remember and to talk about. This system also makes more sense because storms move around.

The list follows a simple system. The first storm of the year is given the first name on the list. The list is alphabetical. In 2016, the first storm was Alex. The next storm started with the letter B. It was named Bonnie. All of the letters are used except for Q, U, X, Y, and Z.

Six lists of names are rotated for storms in the Atlantic. The names may be French, Spanish, or English. These are the languages that are used in countries that border the Atlantic. The list for 2016 will be used again in 2022. The list for 2017 will be used again in 2023, and so on.

If a storm is really bad, that name is not used again. For example, there will not be another hurricane named Katrina. Katrina cost a lot of money. It was the costliest natural disaster of all time. It hit in August 2005 and destroyed areas along the Gulf Coast. Katrina had winds of 175 miles per hour! Damages cost \$108 billion. The name Katrina was replaced with Katia on the list.

So the next time you hear of a hurricane, you will know a little about its name. No matter when they happen, hurricanes are always unwelcome guests!



Name: _____

What's in a Name - Maybe a Hurricane!

Questions

1. How were hurricanes named before the current system? _____
- A. by the closest continent
 - B. by the name of the closest state
 - C. by the name of a current political leader
 - D. by latitude and longitude
2. When did the system for naming hurricanes change? _____

A. 1953
B. 1993
C. 1923
D. 1900

3. What was added to the list of names in 1979? _____

A. male names
B. names of food
C. names of flowers
D. foreign names

4. Why is the system of naming hurricanes and storms with people's names better than naming them for their locations? _____

A. It is easier to remember a name than a location.
B. It is easier to talk about a storm with a series of numbers.
C. Storms move around, so it might be confusing to talk about a storm named for one location when it causes damage somewhere else.
D. all of the above

5. What was the name of the hurricane in August 2005? _____

A. Bonnie
B. Arlene
C. Bret
D. Katrina

6. How many lists of names are related? _____

A. two
B. six
C. eight
D. four

7. Why might a name be retired from a list? _____

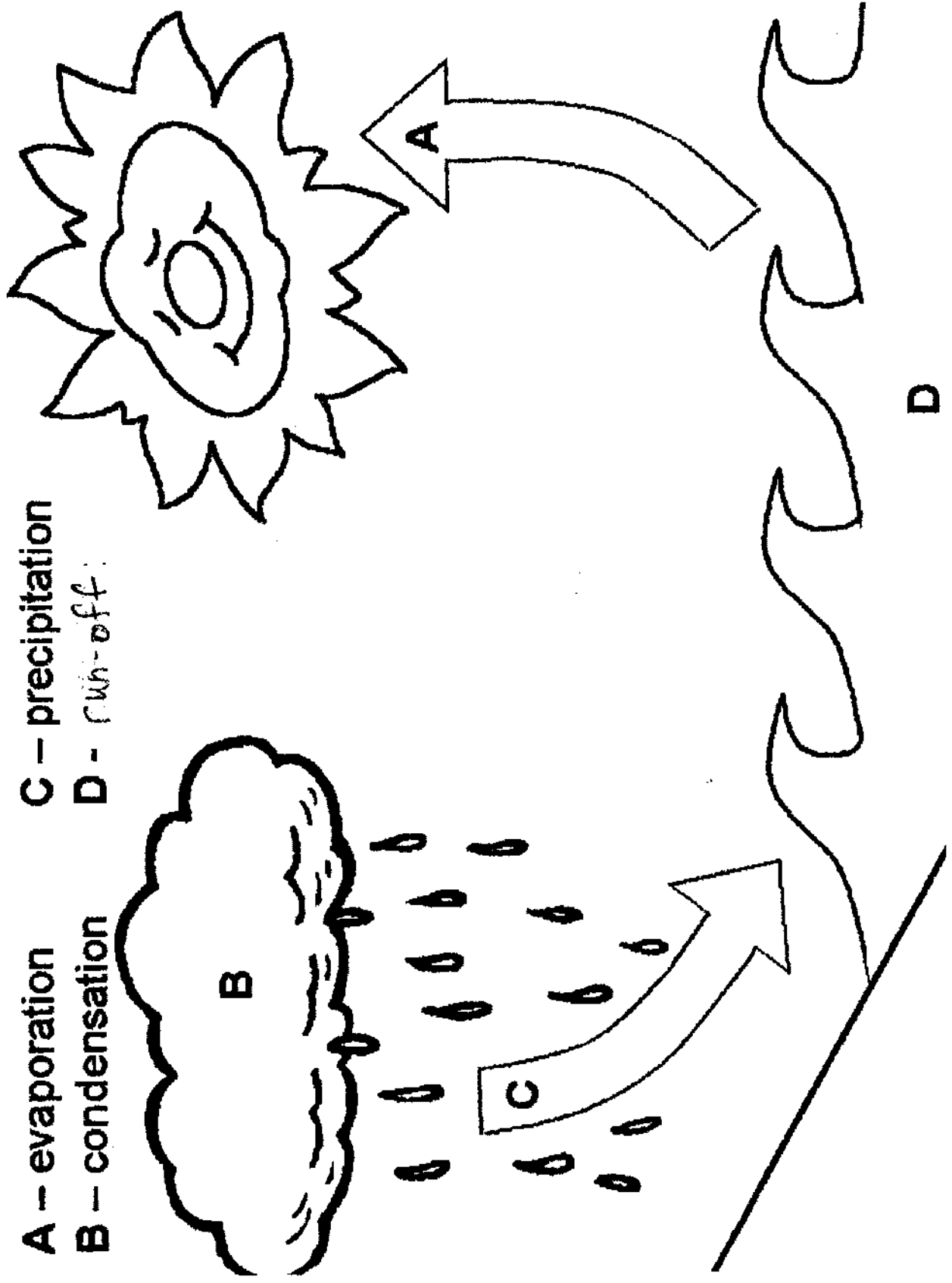
A. People got bored with that name.
B. It lost popularity.
C. Names are never retired from the lists.
D. A particularly bad storm was given that name.

8. Which letter is not used as the first letter of a hurricane name? _____

A. A
B. D
C. C
D. Q

10-15

- A - evaporation
 B - condensation
 C - precipitation
 D - run-off



Water Cycle Drawing Rubric

4	3	2	1	0
Student created a colored water cycle scene from nature.	Student created another type of colored water cycle visual OR an uncolored nature scene.	Student created a colored, written representation of the water cycle OR an uncolored visual other than a nature scene.	Student created an uncolored, written representation of the water cycle.	Student created no representation of the water cycle.
4	3	2	1	0
All 4 processes are correctly labeled.	3 processes are correctly labeled.	2 processes are correctly labeled.	1 process is correctly labeled.	No processes are correctly labeled.
4	3	2	1	0
All process names are correctly spelled.	3 process names are correctly spelled.	2 process names are correctly spelled.	1 process name is correctly spelled.	No process names are correctly spelled.

12 - 100 8 - 86 4 - 73
 11 - 96 7 - 83 3 - 69
 10 - 92 6 - 79 2 - 66
 9 - 89 5 - 76 1 - 63

Grade - _____

Quick Check:

1. How many landform regions does South Carolina have? _____
2. A _____ is a natural form of land.
3. A _____ is an area of land with similar features.
4. What is an area of land surrounded by water called? _____

Draw a line to match the region to the description.

- | | |
|------------------------|------------------------------|
| 5. Blue Ridge | a. Great farmland |
| 6. Piedmont | b. Ocean |
| 7. Sandhills | c. Hilly forests |
| 8. Inner Coastal Plain | d. Old coastline, sandy soil |
| 9. Outer Coastal Plain | e. Mountains |
| 10. Coastal Zone | f. Swamps and marshes |

Vocabulary Search:

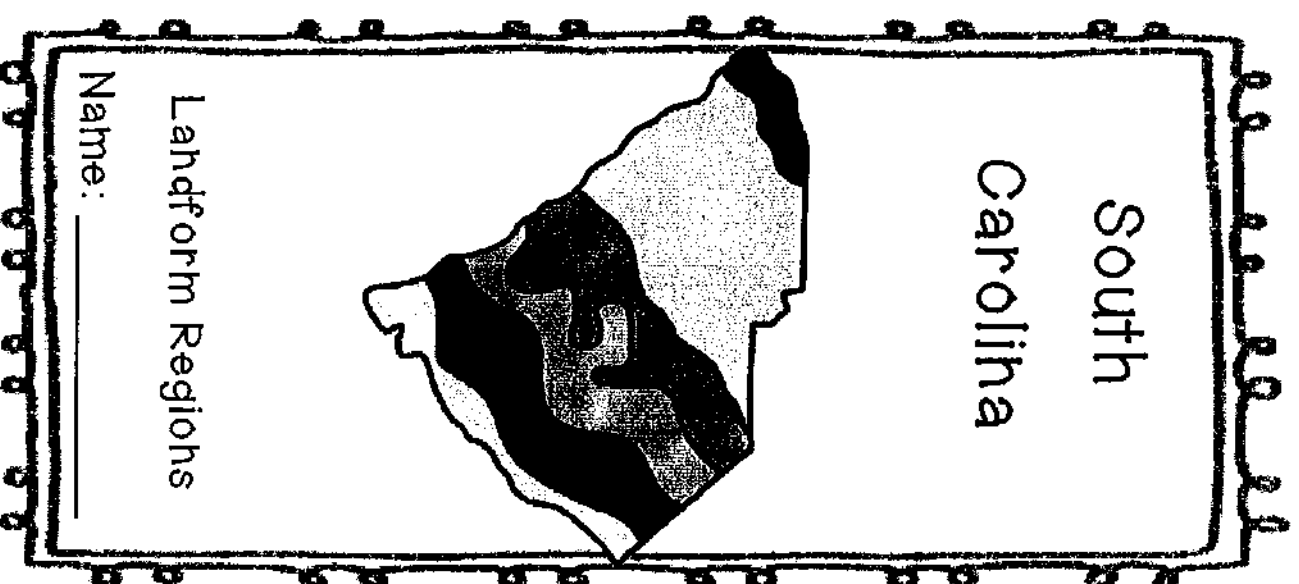
d	s	t	e	r	o	s	y	e	c	m	r
a	c	o	d	s	t	a	l	z	o	n	e
p	i	e	d	m	o	n	t	e	d	d	g
e	n	a	r	t	h	d	b	e	s	s	i
g	n	h	a	t	b	h	r	e	t	u	o
d	e	u	r	m	h	i	g	d	d	d	n
i	r	s	i	x	e	l	i	n	l	d	r
r	r	c	e	h	u	l	l	d	p	s	d
e	l	f	e	e	o	m	s	d	l	l	t
u	m	d	p	b	i	h	k	s	d	d	v
l	d	n	d	f	o	r	m	i	l	h	g
b	e	d	j	i	e	k	r	e	n	e	v

Blue Ridge	Sandhills
Piedmont	Coastal Plain
Inner Coastal Zone	
Outer Landform Region	Island

What is the strongest animal in the Coastal Zone? (where the ocean is)

A _____!

*Hint: To solve, use the underlined letters in the brochure.



Beautiful South Carolina

South Carolina is a beautiful state because it has many different kinds of *landforms*. A landform is a natural form of land on the Earth's surface. Mountains, swamps, and islands are all examples of landforms. These different kinds of landforms make up South Carolina's six landform *regions*. A region is an area of land that has similar features. Let's take a look at the different landform regions that can be found in South Carolina!



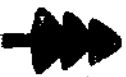
The Blue Ridge

The Blue Ridge region is the smallest region and is found in the northwestern corner of the state. It has mountains, forests, valleys, and waterfalls. The tallest mountain in South Carolina is the Sassafras

Mountain. The mountains create cliffs that create beautiful waterfalls.



The Piedmont



Next to the Blue Ridge region is the Piedmont region. The Piedmont region is the largest region in the state. The Piedmont region is also called "the foothills" because foothills are small hills at the bottom of a mountain. The Piedmont region is full of hilly forests.



The Sandhills

Next to the Piedmont region is the Sandhills region. A long time ago, the sandhills region use to be the coast because the Atlantic Ocean was higher. You can still find hilly sand dunes there. It also has sandy soil, which makes it very difficult to grow crops.



The Coastal Plain

The Coastal Plain is made up of two regions: The Inner Coastal Plain and the Outer Coastal Plain. Both regions have lots of trees and receive a lot of rain. The major difference is that the Inner Coastal Plain is a little hilly and has great soil for farming. The Outer Coastal Plain is flat, low land that has many swamps and marshes.



The Coastal Zone

The Coastal Zone is an area of land that stretches from the Outer Coastal Plain to the Atlantic Ocean. This region also has many swamps, which is great for growing rice. The coastal zone has *islands*, or land surrounded by water. The ocean attracts many tourists to our state.

Which region do you live in?

Quick Check

1. A large river that is made up of many smaller rivers is called a _____.
2. How many major river systems does South Carolina have? _____.
3. How were the major lakes formed? _____.
4. An edge, like where South Carolina and Georgia meet, is called a _____.
5. Name South Carolina's four major river systems.

_____.
6. Which river is the largest in South Carolina?
_____.
7. All of the rivers will eventually flow into the _____.

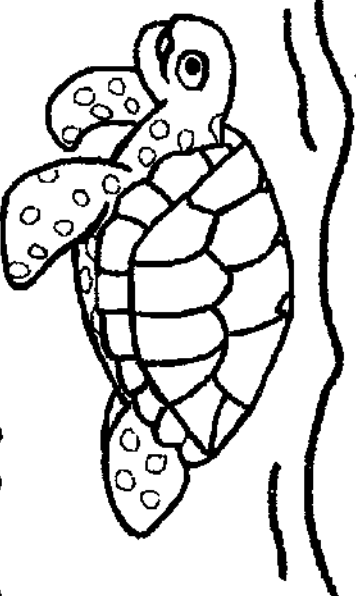
WORD SEARCH

J	R	I	V	F	L	O	O	S	D
P	O	C	E	A	N	L	S	Y	A
E	D	I	S	T	O	A	Y	S	R
N	E	A	K	E	L	K	S	T	E
L	E	K	A	L	E	A	T	E	D
C	T	S	A	L	U	D	A	M	R
E	N	A	N	R	I	V	E	R	O
S	A	V	A	N	N	A	H	E	B
A	S	E	D	A	M	N	A	M	P

Savannah	man made
Santee	border
Edisto	river
Pee Dee	system
Saluda	lake

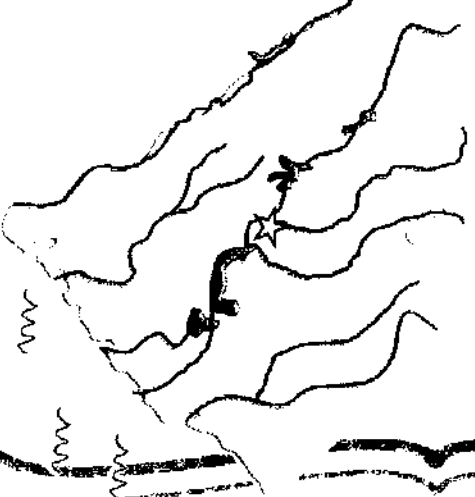
Don't Forget the Ocean!

The Atlantic Ocean is also an important resource to South Carolina. The ocean is home to the loggerhead sea turtle, South Carolina's state reptile. Why do you think the ocean is important to South Carolina?



South Carolina's Major Rivers

Name: _____

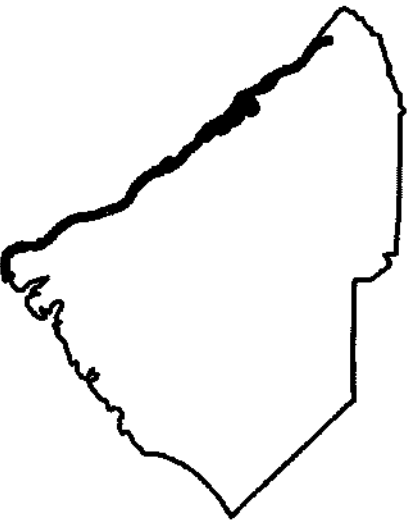


Our Water Features

South Carolina's beautiful landforms include rivers, lakes and the ocean. Each river system is made up of many small rivers. South Carolina has four major river systems. Along the rivers are many lakes. All of South Carolina's major lakes are man-made. This means that they were made by people. People make lakes by damming the large rivers.

The Savannah River

The Savannah River forms the border, or edge, between South Carolina and Georgia. This river starts in the Blue Ridge Mountains and empties into the Atlantic Ocean. The Strom Thurmond Lake was created by damming the Savannah River. Label the Savannah River and the lake on the map below.



The Edisto River

This river system is completely inside South Carolina. It is the only major river system that does not flow into another state. Label the Edisto River that is drawn on the map below.



The Saluda and Santee Rivers

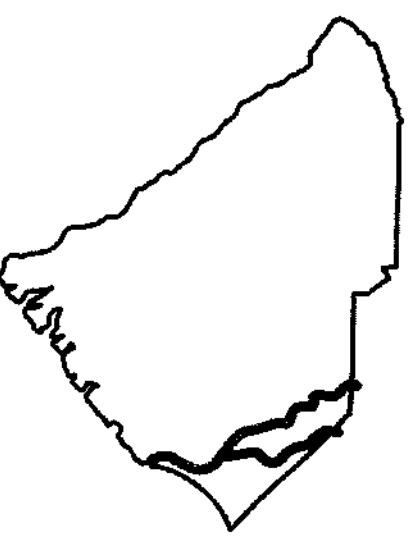
The Saluda / Santee River is South Carolina's longest river. The water flows down from the Blue Ridge Mountains forming the Saluda River. In the middle of the state, The Saluda River meets smaller rivers and forms the Santee River. The Santee River then empties into the Atlantic Ocean. The Santee River was dammed to create two major lakes, Lake Marion and Lake Moultrie. Label Marion and Lake Moultrie. Lake Marion



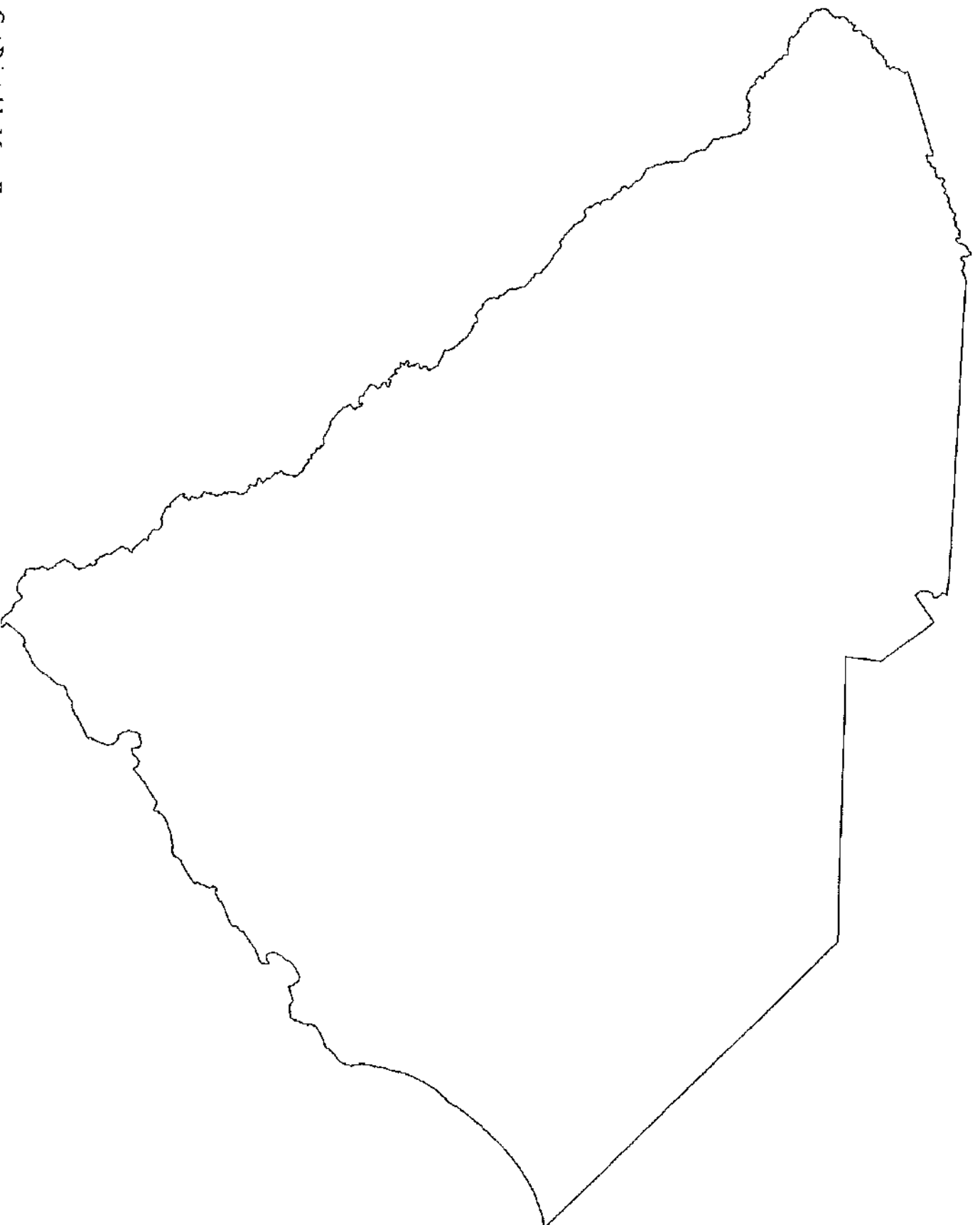
is the largest lake in South Carolina. Label the Santee/ Saluda Rivers and the two lakes on the map drawn below.

The Pee Dee River

The Pee Dee River is located in the northeastern part of our state. It flows through South Carolina from North Carolina, then all the way to the Atlantic Ocean. Label the Pee Dee River that is drawn on the map below.



10-5 to 10-9



10-12 to 10-14