

# AMM Day 6

\_\_\_ Literacy

\_\_\_ Math

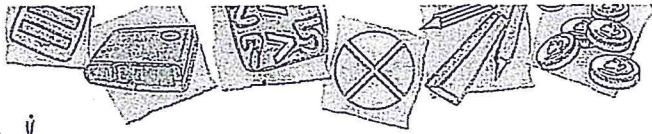
\_\_\_ Social Studies

\_\_\_ Science

\_\_\_ Art

\_\_\_ Music

\_\_\_ P.E.

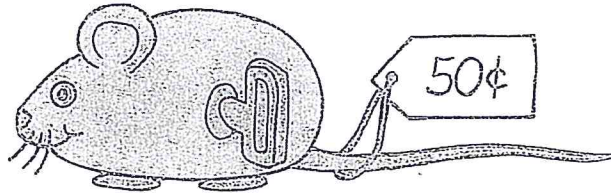


Name \_\_\_\_\_

Day 6

## Making Exact Amounts of Money: Two Ways to Pay

Directions: Find two ways to pay. Show what coins you use.

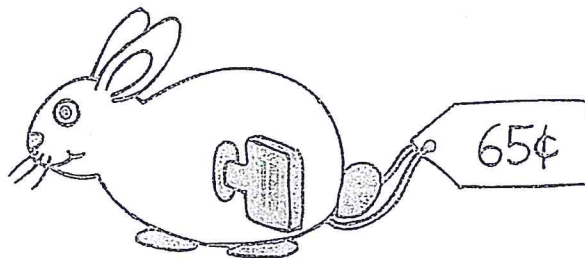


1.

\_\_\_\_\_ quarters  
 \_\_\_\_\_ dimes  
 \_\_\_\_\_ nickels  
 \_\_\_\_\_ pennies

2.

\_\_\_\_\_ quarters  
 \_\_\_\_\_ dimes  
 \_\_\_\_\_ nickels  
 \_\_\_\_\_ pennies



3.

\_\_\_\_\_ quarters  
 \_\_\_\_\_ dimes  
 \_\_\_\_\_ nickels  
 \_\_\_\_\_ pennies

4.

\_\_\_\_\_ quarters  
 \_\_\_\_\_ dimes  
 \_\_\_\_\_ nickels  
 \_\_\_\_\_ pennies

Directions

Read each question and choose the correct answer. Mark the space for the answer you have chosen. Mark NH if the answer is not here.

1. How much money is shown?

- ☐ 7¢
- ☐ 47¢
- ☐ 37¢
- ☐ 27¢
- ☐ NH



5. How much money is shown?

- ☐ 29¢
- ☐ 41¢
- ☐ 56¢
- ☐ 71¢
- ☐ NH



2. How much money is shown?

- ☐ 6¢
- ☐ 51¢
- ☐ 15¢
- ☐ 31¢
- ☐ NH



6. How much money is shown?

- ☐ 29¢
- ☐ 41¢
- ☐ 56¢
- ☐ 46¢
- ☐ NH



3. How much money is shown?

- ☐ 59¢
- ☐ 64¢
- ☐ 34¢
- ☐ 10¢
- ☐ NH



7. How much money is shown?

- ☐ 71¢
- ☐ 86¢
- ☐ 31¢
- ☐ \$1.01
- ☐ NH



4. How much money is shown?

- ☐ 45¢
- ☐ 77¢
- ☐ 85¢
- ☐ 90¢
- ☐ NH



8. How much money is shown?

- ☐ 95¢
- ☐ \$1.03
- ☐ \$1.05
- ☐ \$1.40
- ☐ NH

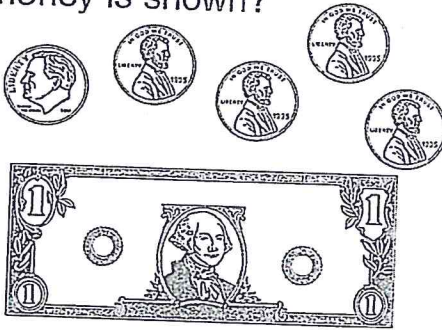


Directions

Read each question and choose the correct answer. Mark the space for the answer you have chosen. Mark NH if the answer is not here.

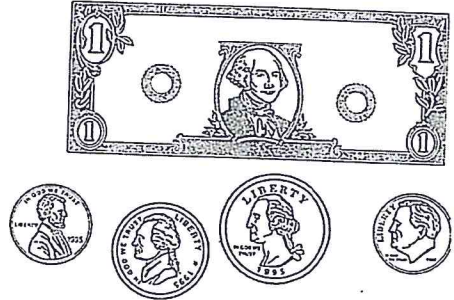
1. How much money is shown?

- ☐ \$1.50
- ☐ \$1.14
- ☐ \$1.09
- ☐ \$1.05
- ☐ NH



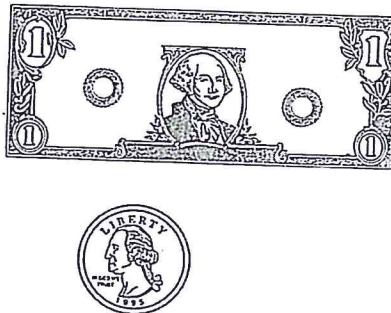
5. How much money is shown?

- ☐ \$1.40
- ☐ \$1.41
- ☐ \$1.32
- ☐ \$1.16
- ☐ NH



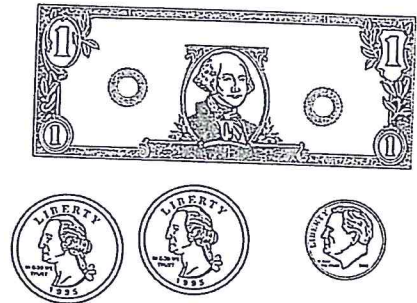
2. How much money is shown?

- ☐ \$1.01
- ☐ \$1.05
- ☐ \$1.10
- ☐ \$1.25
- ☐ NH



6. How much money is shown?

- ☐ \$1.25
- ☐ \$1.30
- ☐ \$1.60
- ☐ \$1.75
- ☐ NH



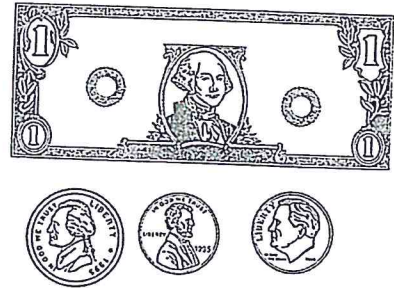
3. How much money is shown?

- ☐ \$1.05
- ☐ \$1.17
- ☐ \$1.27
- ☐ \$1.32
- ☐ NH



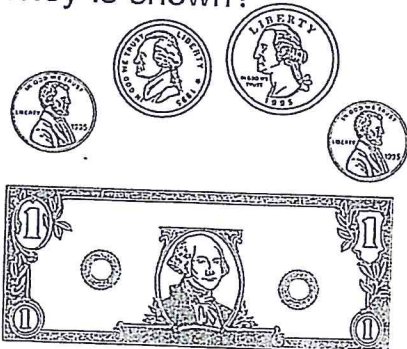
7. How much money is shown?

- ☐ \$1.30
- ☐ \$1.16
- ☐ \$1.12
- ☐ \$1.03
- ☐ NH



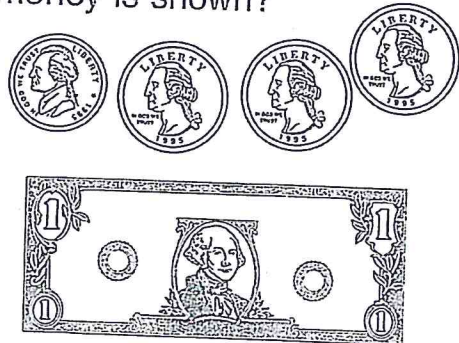
4. How much money is shown?

- ☐ \$1.04
- ☐ \$1.13
- ☐ \$1.28
- ☐ \$1.32
- ☐ NH



8. How much money is shown?

- ☐ \$1.80
- ☐ \$1.76
- ☐ \$1.31
- ☐ \$1.16
- ☐ NH



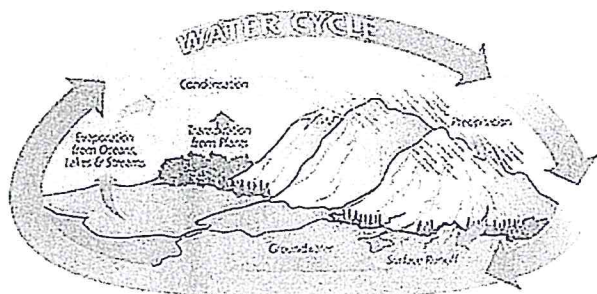
# Day 6 The Water Cycle

Freckle Level: 2B

When you look at the earth from space, there seems to be a lot of water covering its surface. But almost all of it is ocean water that we cannot drink! Will we run out of water to drink? No, because new fresh water is made by the water cycle!

## The Movement of Water

The water cycle is a loop that has no starting point. The sun heats the water in the oceans, causing some of it to **evaporate** as vapor into the air. The water floats up into the air, but you cannot see it.



*The water cycle involves the movement of water on, in, and above Earth.*

Clouds form when colder air causes water vapor to form into droplets. This is called **condensation**. When the droplets are large enough and the clouds get heavy, these particles fall to the earth as **precipitation**. It comes in the form of rain, snow, sleet, or hail.

Some precipitation falls on land. It is stored in snow, ice, lakes, or underground. While the water is on the surface, we can drink it or use it to grow food! Eventually the water will **evaporate** or flow into the ocean.

Some water also moves underground. This water is pulled down by **gravity** and moves down through the soil. It goes into **aquifers**, which are underground rock that can hold water.

## Writing

Skill: Narrative

- You are a drop of rain. Write about your trip through the water cycle.

## Vocab

- gravity
- rare

## Reading

Skills:

- RI.3: Analyzing Connections
- RI.7: Presentation of Content

### RI.3: Analyzing Connections

Which TWO of these are types of precipitation?

Rain

Evaporation

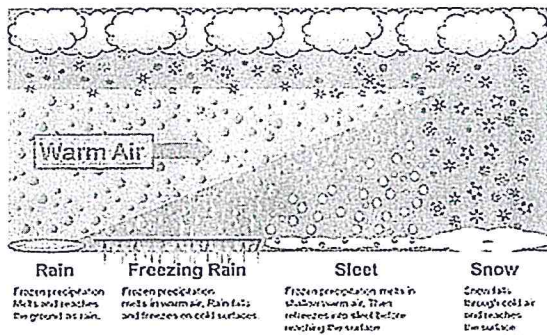
Snow

Aquifer

### RI.3: Analyzing Connections

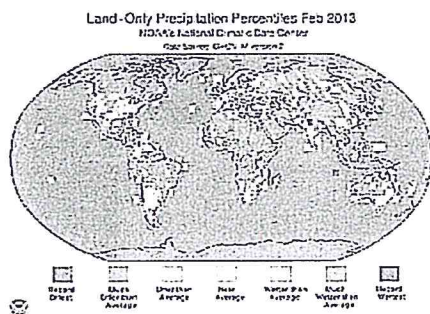
Why does water vapor turn into clouds?

xy 6



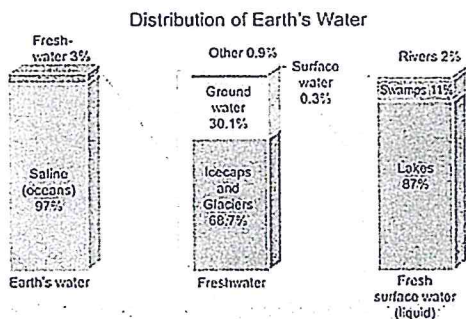
Different types of precipitation when the weather gets warmer.

## A Changing Cycle



This shows how precipitation can change.

There is a lot of precipitation in some parts of the world. In other places, rain or snow is rare. Precipitation changes with the seasons and from year to year. Changes in the water cycle can cause unusually dry (drought) or wet (flooding) conditions. Big changes can be harmful to humans, animals, and the land.



Data from satellites helps us understand how water is distributed on Earth.

Many scientists dedicate their lives studying the water cycle, because it is so important to our lives!

It gets warm near the sun.

It gets cold in the air.

It wants to become snow.

It has too much salt.

### RI.3: Analyzing Connections

Which TWO of these can happen to precipitation when it lands on the ground?

It can go into a lake.

It can disappear forever.

It can turn into rocks.

It can go underground.

### RI.7: Presentation of Content

Why does the author include the second (2nd) image?

To show at what happens to a road in freezing rain

To show how water refills aquifers

To show how precipitation flows into rivers and streams

To show the different types of precipitation

### RI.7: Presentation of Content

6

Day 1e

Which is the first (1st) image of the water cycle showing?

What happens when water gets salt in it

How much rain we get in the U.S.

How much water on Earth is freshwater

The steps of the water cycle

**RI.7: Presentation of Content**

Why does the author include the last image?

To show there is more freshwater than salt water

To show what kinds of places water is stored on Earth

To show that there is no water in ice caps


To show that there is a lot of water in the Solar System

# Maps and Globes

Day 6

### Longitude


Imaginary lines on a globe that show distance from the Equator.



1) Draw lines of longitude on the globe. 2) Color the lines in blue.


### Latitude

Imaginary lines on a globe that show distance from the Equator.



1) Draw lines of latitude on the globe. 2) Color the lines in blue.


### Compass Rose



1) Label each of the oceans. 2) Color the oceans in blue.

### Continent

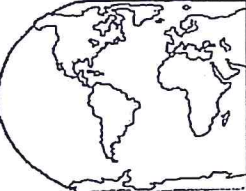
One of 7 large landmasses on Earth.



1) Label each of the continents. 2) Color the continents in green.

### Ocean

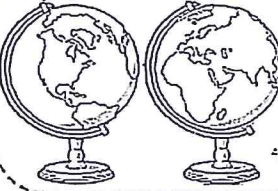
A large body of salt water.




1) Label each of the oceans. 2) Color the oceans in blue.

### Globe


A small representation of the Earth in the shape of a sphere.



1) Color the continent that you live on in red.  
2) Color the rest of the continents in green.  
3) Color the oceans in blue.  
4) Color the globe stand in any fun color that you want!



## MAPS AND GLOBES



NAME \_\_\_\_\_

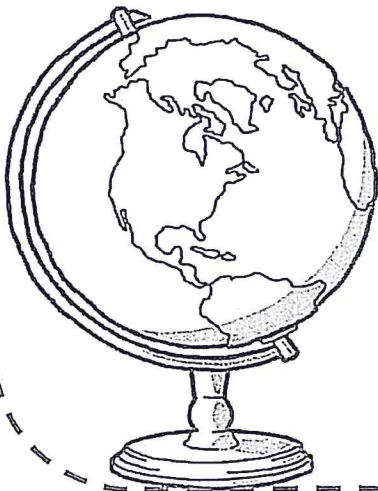


# Printable Book

fold here

fold here

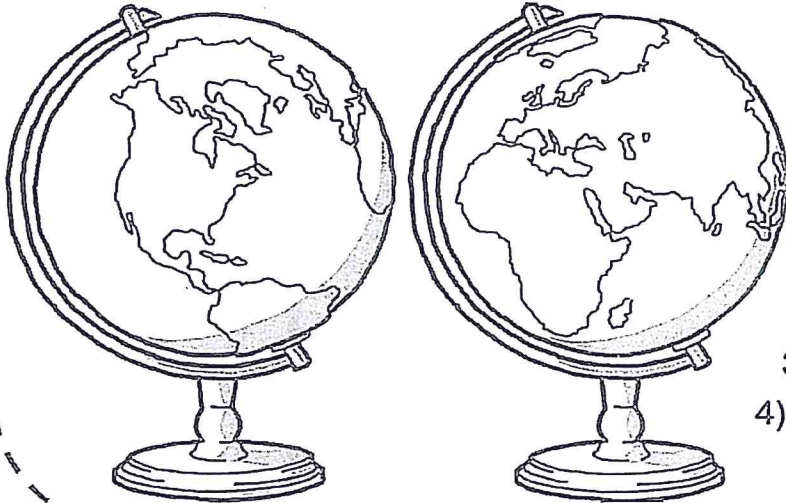
# MAPS AND GLOBES



NAME \_\_\_\_\_

# Globe

*A small representation of the Earth in the shape of a sphere*

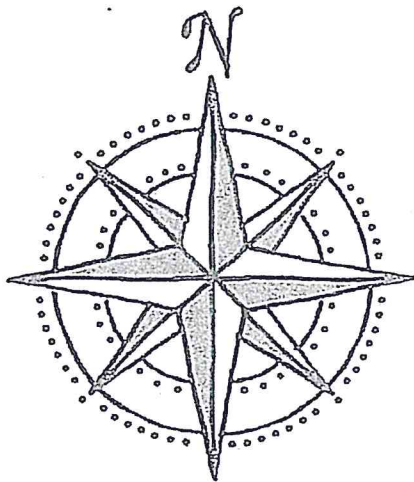


- 1) Color the continent that you live on in red.
- 2) Color the rest of the continents in green.
- 3) Color the oceans in blue.
- 4) Color the globe stand in any fun color that you want!



# Compass Rose

*A symbol that shows you the directions on the map.*

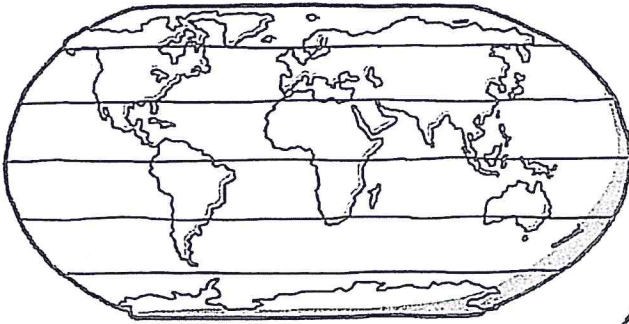


- 1) Draw an E, S, and W on the compass rose to show East, South, and West.
- 2) Add NE, SE, NW, and SW.
- 3) Draw a small tree Northeast of the compass rose.
- 4) Draw a heart West of the compass rose.
- 5) Color the compass rose.

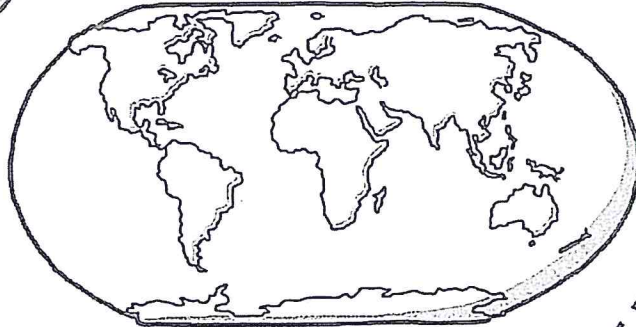
2

# Latitude

*Imaginary lines on a globe that show distance from the Equator.*



- 1) Draw lines of latitude on the globe on the right.
- 2) Color both globes like real globes: green continents and blue oceans.

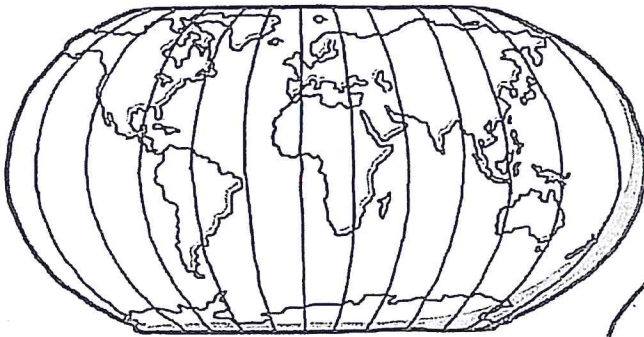


3

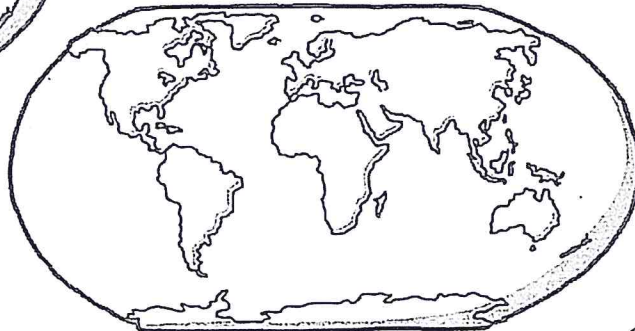


# Longitude

*Imaginary lines on a globe that show distance from the Prime Meridian.*



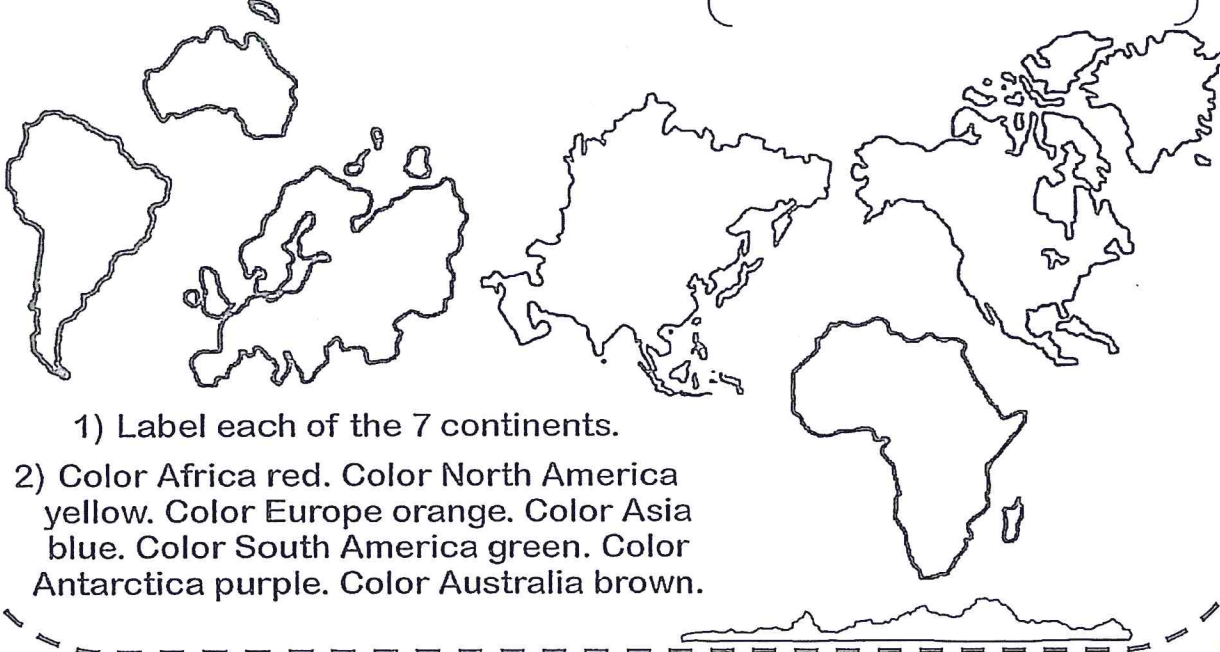
- 1) Draw lines of longitude on the globe on the right.
- 2) Color both globes like real globes: green continents and blue oceans.



4

# Continent

*One of 7 large  
landmasses on Earth.*



- 1) Label each of the 7 continents.
- 2) Color Africa red. Color North America yellow. Color Europe orange. Color Asia blue. Color South America green. Color Antarctica purple. Color Australia brown.

5



# Ocean

*A large body of salt water.*



- 1) Label each of the oceans.
- 2) Color the oceans blue.

6

# The Lion and the Mouse

an Aesop fable



- 1 A long time ago, a mouse was looking for a good place to sleep. He climbed up onto what he thought was a small hill of warm, soft grass. He had really crawled up onto a sleeping lion!
- 2 The lion woke up and grabbed the mouse with a huge paw. Then he opened his mouth to eat him. The mouse said, "Forgive me! I didn't mean to wake you. If you let me go, I'll do something to help you someday."
- 3 The lion laughed at the idea that the little mouse could ever help him. "What could a tiny thing like you ever do for me?" the lion said. But he let the mouse go.
- 4 The very next day, two hunters caught the lion. They tied the lion to a tree while they went to get a wagon.
- 5 The lion couldn't move. Just then, the little mouse appeared. "Don't worry, my friend," he said. "I'll help you!" The mouse gnawed at the ropes that held the lion. Soon, the lion broke free. He said to the mouse, "You were right, little one! Already you have helped me and have saved the King of the Beasts!"

## Close Reader Habits

**Underline** sentences that tell important events. As you reread, think how you would retell those events in your own words.

What important events should you include when you recount the story "The Lion and the Mouse"?



► Think

- 1 Complete the chart by writing the important events in order.

As you recount a story, be sure to tell what the important events make the characters do.

What Happens in the Story?

Beginning	
Middle	
End	

► Talk

- 2 Recount the whole story to your partner in your own words.

► Write

- 3 **Short Response** Why does the lion tell the mouse, "You were right, little one!"? Use the chart to help you write your answer. Write your answer in the space on page 112.

**Hint** What important event happens just before the lion says this?

# Lesson 7

## Recounting Stories

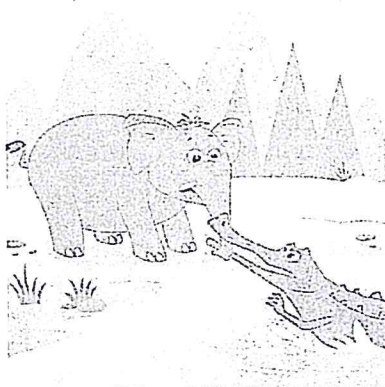
### Learning Target

Retelling stories will help you understand the order of events and how these events happen.

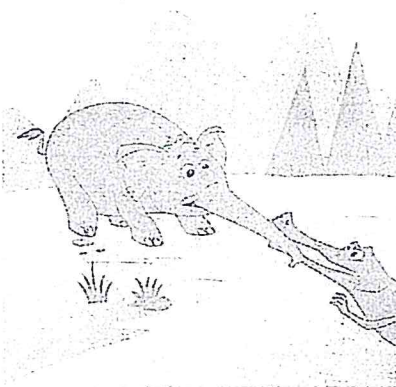
- **Read** Good storytellers take care to retell, or **recount**, the important **events** of the story in the **order** they happen. You can recount a story by telling the important events from the beginning, middle, and end.

**Read this story. Think about what happens at the beginning, in the middle, and at the end.**

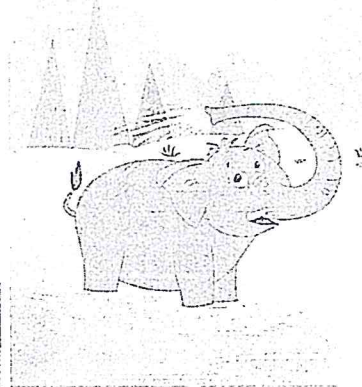
### How the Elephant Got Its Long Nose



A long time ago, elephants had short noses. But one day, a crocodile bit a young elephant on the nose.



The elephant tried to pull away. As he pulled and pulled, his nose got longer and longer.



When he pulled free, his nose was five feet long! He didn't like it at first. Then he found new things to do with his long nose. He reached into the trees to grab leaves to eat. Best of all, it was fun to take baths!

- **Think** Fill in the chart to tell the important story events in the order they happen.

Beginning	
Middle	
End	

- **Talk** Retell the story "How the Elephant Got Its Long Nose" to your partner. Use the events from your chart to help you.



**Academic Talk**

Use these words to talk about the text.

• recount • event • order



**Write** Use the space below to write your answer to the question on page 109.

# The Lion and the Mouse

**B Short Response** Why does the lion tell the mouse, "You were right, little one!"? Use the chart you filled out on page 109 to help you write your answer.

**HINT** What important event happens just before the lion says this?

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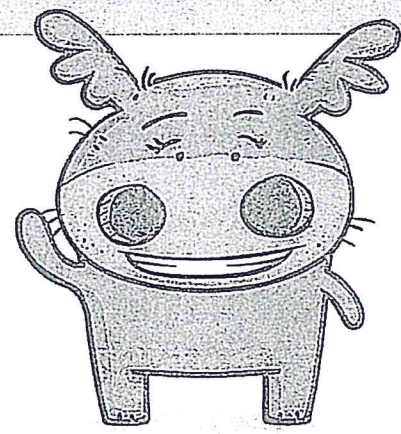
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Don't forget to check your writing.

# Tools for Instruction

## Retell Details and Events

When students retell text, they repeat orally what they remember after they read. To retell the text successfully, students must recall and organize the most important information in a logical sequence. However, students often struggle with identifying which information to omit. Retelling is useful during and after reading as a way to monitor comprehension. It also paves the way for summarizing, which is a closely related but more complex strategy. The activities below will build students' understanding of what constitutes a successful retelling.

### Step by Step 30–45 minutes

#### ① Introduce retelling.

- Connect retelling informational text with retelling events in students' lives.
- Say, *When you retell something that happened to you, you tell the most important events and details so someone else can understand what happened.*
- Give students a prompt about their everyday lives, such as *Retell what happened to you on a really good day.*
- Then ask questions such as these, and have students jot down a few notes about their answers.
  - *What was your really good day?*
  - *What were the most important things that happened on that day? Write three or four events.*
  - *Write two details that tell more about each event.*
- Have students review their notes. Then tell them that they will each have three minutes to tell a partner orally what happened on their really good day. Time each retelling.
- Come back together as a whole group. Invite a few volunteers to share retellings.
- Ask, *Did you tell every single thing that happened? (no) What did you tell? (the most important things that happened)*

#### ② Model retelling informational text.

- Explain how retelling informational text is similar to the previous exercise. Say, *Readers can retell the most important events in informational text, just as they retell what happened on a very good day.*
- Select a brief informational passage, and read it aloud.
- Think aloud as you determine which details to omit, and which to include in your retelling.

*Abraham Lincoln didn't have very much education growing up, but he did like to read. I think this is an important detail because he was a president, so I want to find out how he learned. I see a list of the titles of books he liked to read, but those details are too specific for my retelling. They are interesting to know, but I will leave them out.*

- Complete your retelling from start to finish.

# Down By The Bay

An Interactive  
Music &  
Literacy Brain  
Break

Sweet  
Music



# Down by the Bay

How to make the most of this package:

This resource has been created for teachers to use in their class as a music resource, as well as a learning tool for teaching rhyming. The songs that are provided in this package are "echo songs". This means that after each line the students are to echo the recording. This feature provides students with an opportunity to develop their pitch. In addition, a version of the song has been included without rhymes. This version will allow you to create your own rhymes with your students and to provide them with opportunities to perform their rhyme compositions with peers, or for peers. Experiences such as this are beneficial for your little learners because they are not only fun, but they encourage teamwork, build confidence and create memorable learning opportunities.

On the following page, Tweet Music has created a powerpoint presentation for you to share with your students. To use this presentation you will need to click on the audio, and then click on the boxes to "animate" the rhymes as the song progresses. The version that is currently attached to this presentation is 5 minutes long. A shorter version of this song has been included for you to choose from, you would simply need to remove some of the rhyming boxes and switch the songs on the powerpoint over.

Rhyming worksheets and a "Down By The Bay" song page have been included to create your own class song book. I hope your students enjoy singing and learning with Tweet Music!

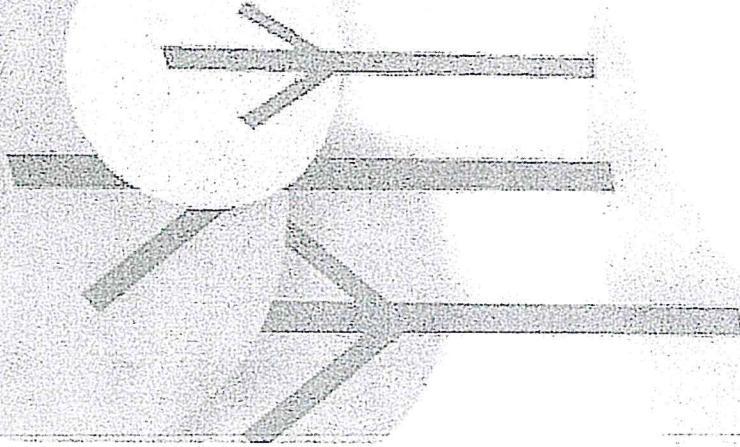
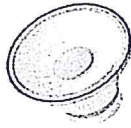
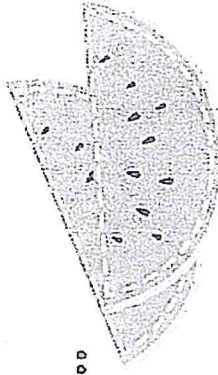
-Christine

Tweet  
Music

# Down By The Bay

Down by the bay,  
Where the watermelons grow,  
Back to my home, I dare not go.  
For if I do, my mother would say,  
Have you ever seen:

Lift this box to reveal  
the rhymes...



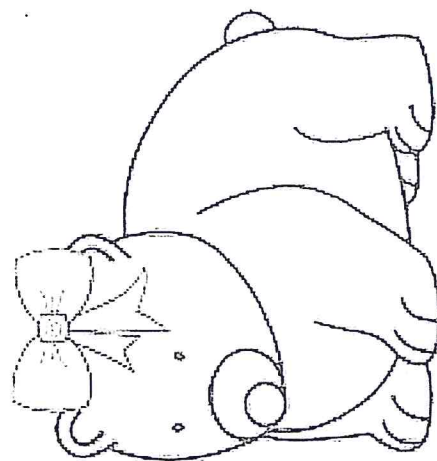
Down by the bay,  
 Where the  
 watermelons grow,  
 Back to my home,  
 I dare not go.  
 For if I do,  
 My mother would say,  
 Have you ever seen:

Down by  
 The Bay

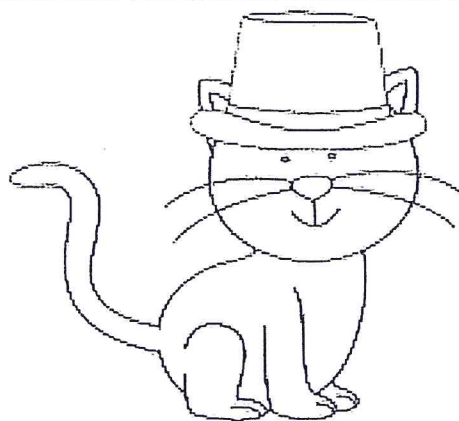
A fox wearing  
 socks?



A bear with a  
 bow in its hair?

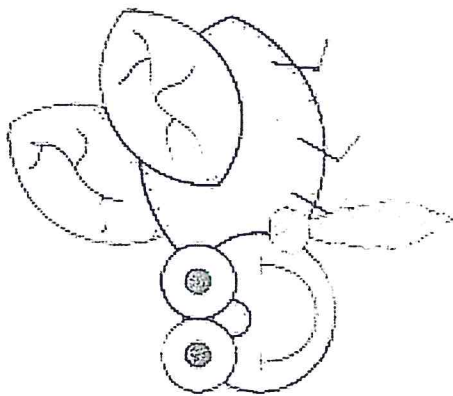


A cat wearing  
 a hat?

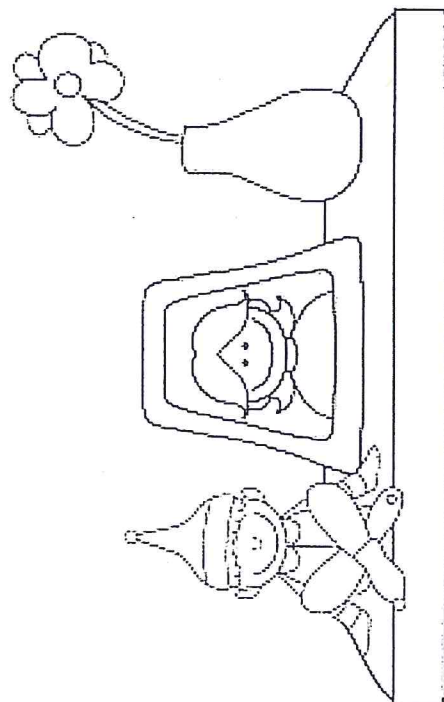


Cut out each layer of  
 the flip book. Place all  
 the layers together with  
 the shortest on the top to  
 the longest on the  
 bottom. Glue or staple  
 together to make a  
 booklet.

A fly wearing  
a tie?

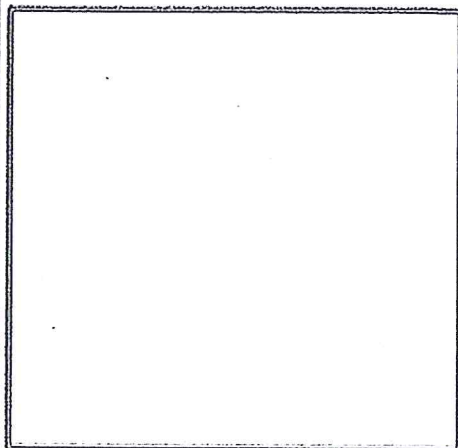


Cut out each layer  
of the flip book.  
Place all the layers  
together with the  
shortest on the top  
to the longest on  
the bottom. Glue  
or staple together  
to make a  
booklet.



An elf sitting  
on a shelf?

MY OWN  
RHYME!



Four sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

# AM I Day 7

\_\_\_ Literacy

\_\_\_ Math

\_\_\_ Social Studies

\_\_\_ Science

\_\_\_ Art

\_\_\_ Music

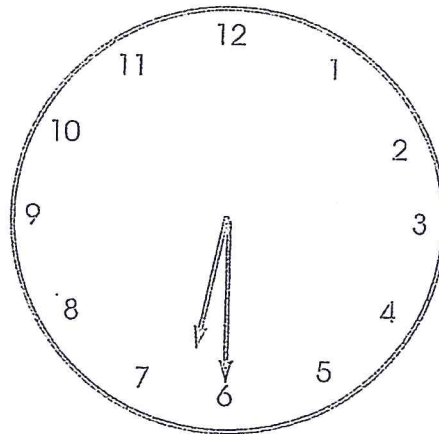
\_\_\_ P.E.

Name \_\_\_\_\_

Skill: Telling Time

## What Time Is It?

Look at the clock below and answer the questions.



1. What time does this clock show?

\_\_\_\_\_

2. It is around dinner time. Is this time A.M or P.M.?

\_\_\_\_\_

3. What time was it two hours ago?

\_\_\_\_\_

4. What time was it 30 minutes ago?

\_\_\_\_\_

5. Rebecca's mother will be home at 8:00. How much longer until she gets home?

\_\_\_\_\_

6. Kenya has been watching television for 2 and a half hours. At what time did he begin watching?

\_\_\_\_\_

7. What time will it be three hours from now?

\_\_\_\_\_

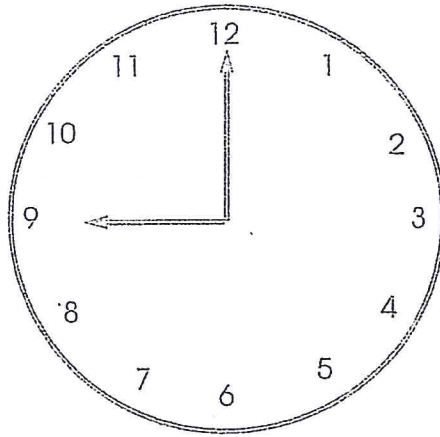
8. What time will it be in 30 more minutes?

\_\_\_\_\_

Name \_\_\_\_\_

## What Time Is It?

Look at the clock below and answer the questions.



1. What time does this clock show?

\_\_\_\_\_

2. It is daylight outside. Is this time A.M. or P.M.?

\_\_\_\_\_

3. What time will it be in 30 minutes?

\_\_\_\_\_

4. What time was it 2 hours ago?

\_\_\_\_\_

5. Steve's cookies will be ready one and a half hours from now. What time will the cookies be ready?

\_\_\_\_\_

6. Jennifer loves to swim. She will swim for 2 hours. At what time will she finish swimming?

\_\_\_\_\_

7. What time will it be four hours from now?

\_\_\_\_\_

8. Joe just finished jogging. He jogged for 1 1/2 hours. At what time did Joe begin to jog?

\_\_\_\_\_

Figure 1: Schematic representation of the experimental design. The figure is divided into two main sections: 'Pretest' and 'Main Experiment'. The 'Pretest' section includes 'Pretest 1' (N=10) and 'Pretest 2' (N=10). The 'Main Experiment' section includes 'Main Experiment 1' (N=20) and 'Main Experiment 2' (N=20). Each section shows a sequence of steps: 'Introduction', 'Practice', 'Training', 'Test', and 'Debrief'. The 'Main Experiment' section also includes a 'Debrief' step. The 'Main Experiment' section is further divided into 'Main Experiment 1' and 'Main Experiment 2'.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

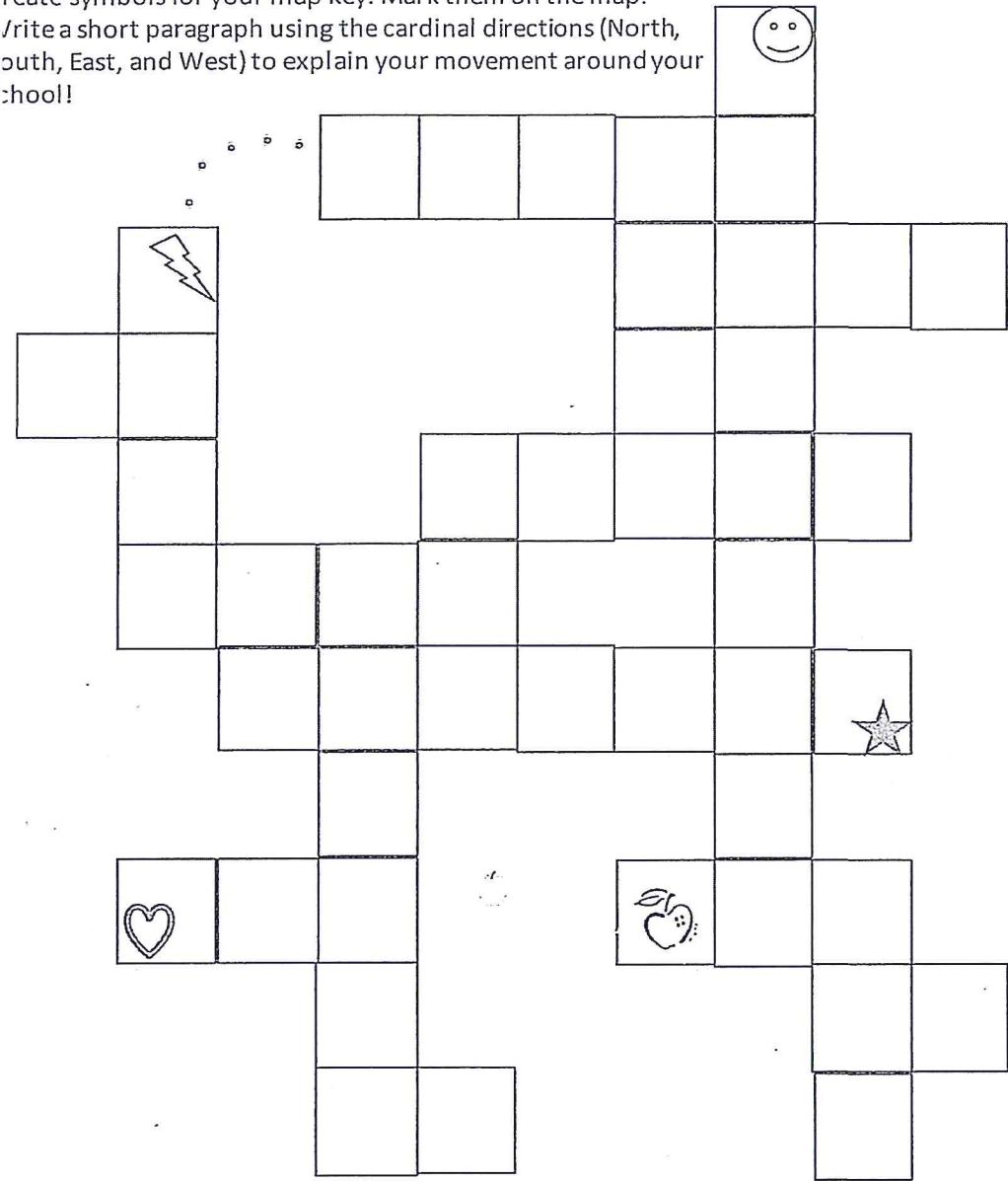
Jame \_\_\_\_\_

\*\*Example\*\*

Day 2

MAP KEY

reate symbols for your map key. Mark them on the map.  
/rite a short paragraph using the cardinal directions (North,  
outh, East, and West) to explain your movement around your  
chool!



Mrs. Marynak's Office



Mrs. Chadwick's Office



Cafeteria



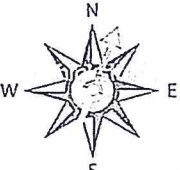
Gym



My Classroom



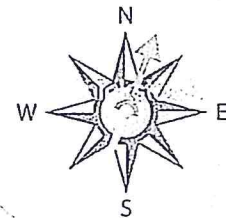
Outdoor Path



It was a typical Friday Morning at Just Right Elementary. I was in my classroom in room 310  
When suddenly, I was called to the principal's office. "Oh no!" I thought to myself. I better head  
East out of my room 2 blocks. I then went North 2 more blocks, then 5 blocks East directly to  
Mrs. Marynak's office. It turns out, I wasn't in trouble like I originally thought, I had won a  
SHINE award, and Mrs. Marynak wanted me to sign the SHINE wall outside her room. She asked  
Me to share the good news with Mrs. Chadwick. So I went West out of Mrs. Marynak's office then  
Due North 6 blocks to Mrs. Chadwick's room. Mrs. Chadwick was ecstatic! We chatted for so long  
That Mrs. Chadwick said I better meet my class at PE. Since PE was across the whole school, I  
Decided to take a short cut. I went one block south then straight West to the outdoor path. PE  
Was exhausting, and by the time it was over, I was famished! Thank goodness it was Lunch time!  
From the gym, Miss Dalecki took us South 3 blocks, East 3 blocks, SOUTH 1 block, East 3 blocks,  
South 2 blocks, and finally, 1 block West. It had been a busy morning, so I was ready to eat!

Day 2

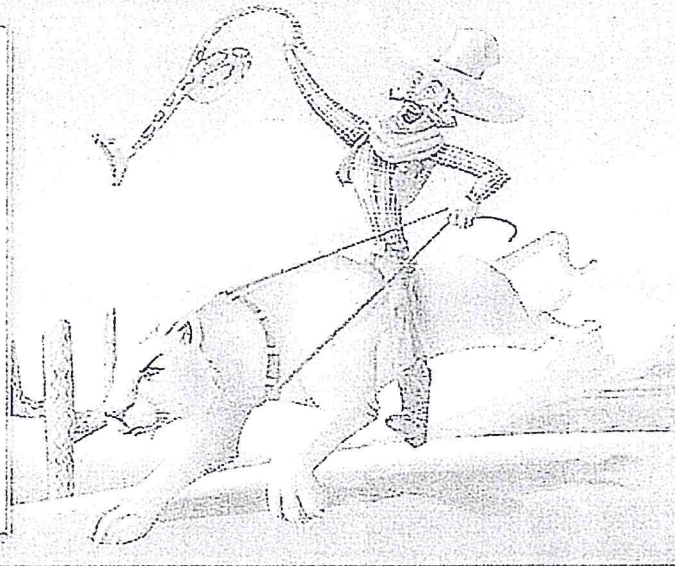
### MAP KEY



# PECOS BILL

## and the Mountain Lion

a tall tale of the Old West



- 1 Almost everybody knows about Pecos Bill. He was born in Texas a long time ago. He grew up with a pack of coyotes. He was one of the toughest cowboys in the West.
- 2 Pecos Bill had a horse named Flash. He treated Flash like his best friend. But Bill didn't just ride horses. He could ride anything that came along.
- 3 One day, Bill was riding Flash through the mountains. A giant mountain lion jumped out in front of them. The big cat growled and showed its sharp teeth. Bill jumped off Flash and sent him home so he was safe.
- 4 Was Bill scared? Of course not! He grabbed a rattlesnake and made it into a lasso. Then he threw the lasso over the mountain lion and pulled it in. The cat knew it was no match for big Bill, so it gave up. Quickly, Bill jumped onto its back. Then he rode the mountain lion all the way home.

### Close Reader Habits

What important events happen in the beginning, middle, and end of the story? As you reread, **underline** those important events.

▶ Think

1 Which sentence tells something that happens in the middle of the story?

- A Bill grew up with a pack of coyotes.
- B Bill was born in Texas a long time ago.
- C Bill sends Flash home to keep him safe.
- D Bill rides the giant mountain lion back home.

2 Why does Bill grab the rattlesnake?

- A to use it like a rope to catch the mountain lion
- B to save it from being hurt by the mountain lion
- C to stop it from scaring his horse, Flash
- D to try to scare away the mountain lion with it

▶ Talk

3 What does Bill do when the mountain lion jumps in front of him? Recount these events to your partner in your own words.

▶ Write

4 **Short Response** Recount the end of the story. Tell the most important events in order, using your own words. Write your answer in the space on page 113.




The mountain lion is important to this story. I'm going to reread what happens when Pecos Bill first meets the mountain lion.


**Just Reread** paragraph 4 to find out what Pecos Bill does with the mountain lion.



▶  **Write** Use the space below to write your answer to the question on page 111.

## PECOS BILL and the Mountain Lion

-  **Short Response** Recount the end of the story. Tell the most important events in order, using your own words.

 **Reread** paragraph 4 to find out what Pecos Bill does with the mountain lion.

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### Check Your Writing

- ☐ Did you read the question carefully?
- ☐ Can you say the question in your own words?
- ☐ Did you use proof from the text in your answer?
- ☐ Are your ideas in a good, clear order?
- ☐ Did you answer in full sentences?
- ☐ Did you check your spelling, capital letters, and periods?

## Using Context Clues

**Introduction** When you see a word you don't know, look at the other words in the sentence. They can give you **clues** about what the word means.

- Sometimes other words in a sentence tell the **definition**, or meaning, of the word.

The tops of trees in rain forests form a canopy, or <sup>definition</sup> ~~covering of leaves~~.

- Sometimes other words in a sentence give an **example** that helps explain what the word means.

The forest canopy is like a <sup>example</sup> ~~really big sun hat~~.

**Guided Practice** Look at the underlined word in each sentence. Circle the other words that help you understand what the word means.

**TIP** Look for the words *or*, *like*, and *such as*. They often come before clues that help you figure out what a word means.

- 1 Many creatures, or animals, live in the rain forest.
- 2 Big flocks, or groups, of birds dive through the sky.
- 3 Mammals, like tigers and monkeys, climb on high branches.
- 4 Bright blue butterflies flutter, or fly, between tall trees.
- 5 Tiny amphibians such as frogs hide in the leaves.
- 6 Enormous snakes can be 30 feet long.

## Independent Practice

Read the sentence below. Then answer the questions.

Big and small nocturnal animals only come out at night.

- ① What do nocturnal animals do?
- A stay asleep all the time
  - B come out when it gets dark
  - C stay inside all the time
  - D come out only during the day
- ② Which words help you know what nocturnal means?
- A animals only
  - B Big and small
  - C only come out at night
  - D small nocturnal

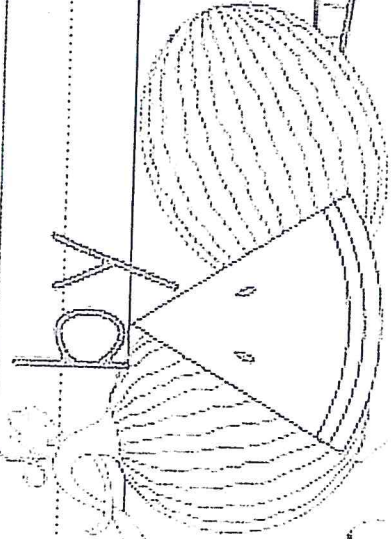
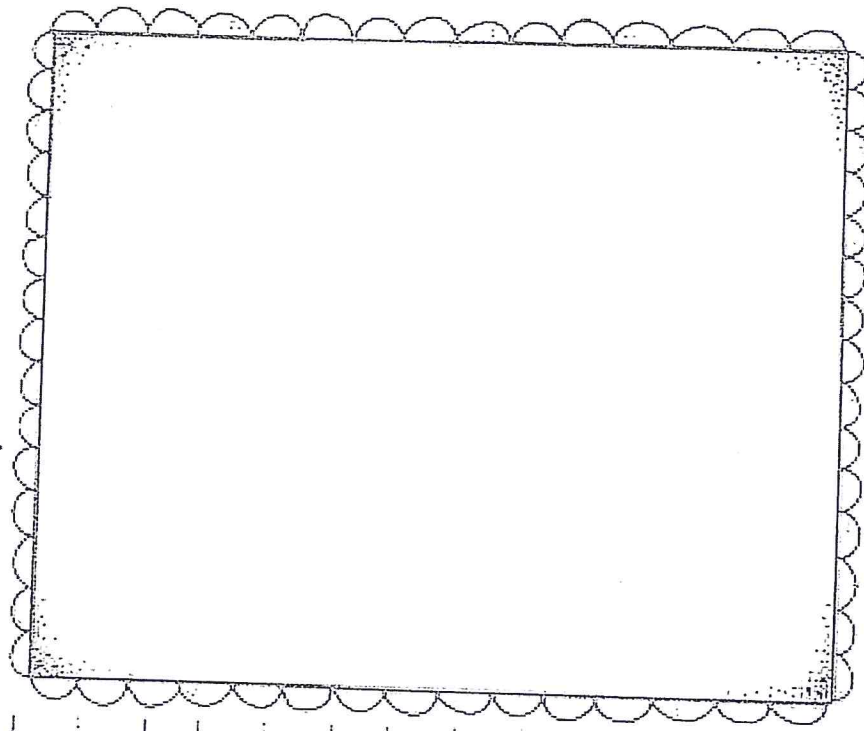
Read the sentence below. Then answer the questions.

Wild cats hunt for prey, or food, after dark.

- ③ What does the word "prey" mean?
- A where wild cats live
  - B when wild cats sleep
  - C what wild cats look like
  - D what wild cats eat
- ④ Which word helps you know what the word "prey" means?
- A cats
  - B food
  - C dark
  - D Wild

# Down by the Bay

Down by the bay, where the watermelons grow,  
Back to my home, I dare not go.  
For if I do, my mother would say, have you ever seen:



# AIMI Day 8

\_\_\_ Literacy

\_\_\_ Math

\_\_\_ Social Studies

\_\_\_ Science

\_\_\_ Art

\_\_\_ Music

\_\_\_ P.E.

Day 3

Look at the hundreds digits in each problem. Circle those that will have a sum greater than 500. Then find the exact sums of only the problems you circled.

**1** 
$$\begin{array}{r} 435 \\ + 283 \\ \hline 718 \end{array}$$

**2** 
$$\begin{array}{r} 205 \\ + 113 \\ \hline \end{array}$$

**3** 
$$\begin{array}{r} 586 \\ + 130 \\ \hline \end{array}$$

**4** 
$$\begin{array}{r} 378 \\ + 343 \\ \hline \end{array}$$

**5** 
$$\begin{array}{r} 186 \\ + 175 \\ \hline \end{array}$$

**6** 
$$\begin{array}{r} 476 \\ + 234 \\ \hline \end{array}$$

**7** 
$$\begin{array}{r} 152 \\ + 169 \\ \hline \end{array}$$

**8** 
$$\begin{array}{r} 214 \\ + 225 \\ \hline \end{array}$$

**9** 
$$\begin{array}{r} 362 \\ + 556 \\ \hline \end{array}$$

**10** 
$$\begin{array}{r} 481 \\ + 262 \\ \hline \end{array}$$

**11** 
$$\begin{array}{r} 145 \\ + 239 \\ \hline \end{array}$$

**12** 
$$\begin{array}{r} 347 \\ + 133 \\ \hline \end{array}$$

**13** 
$$\begin{array}{r} 286 \\ + 644 \\ \hline \end{array}$$

**14** 
$$\begin{array}{r} 267 \\ + 174 \\ \hline \end{array}$$

**15** 
$$\begin{array}{r} 383 \\ + 319 \\ \hline \end{array}$$

- 16** How do you know that  $361 + 283$  is greater than 500 without finding the sum?

# Science

## Lesson 2



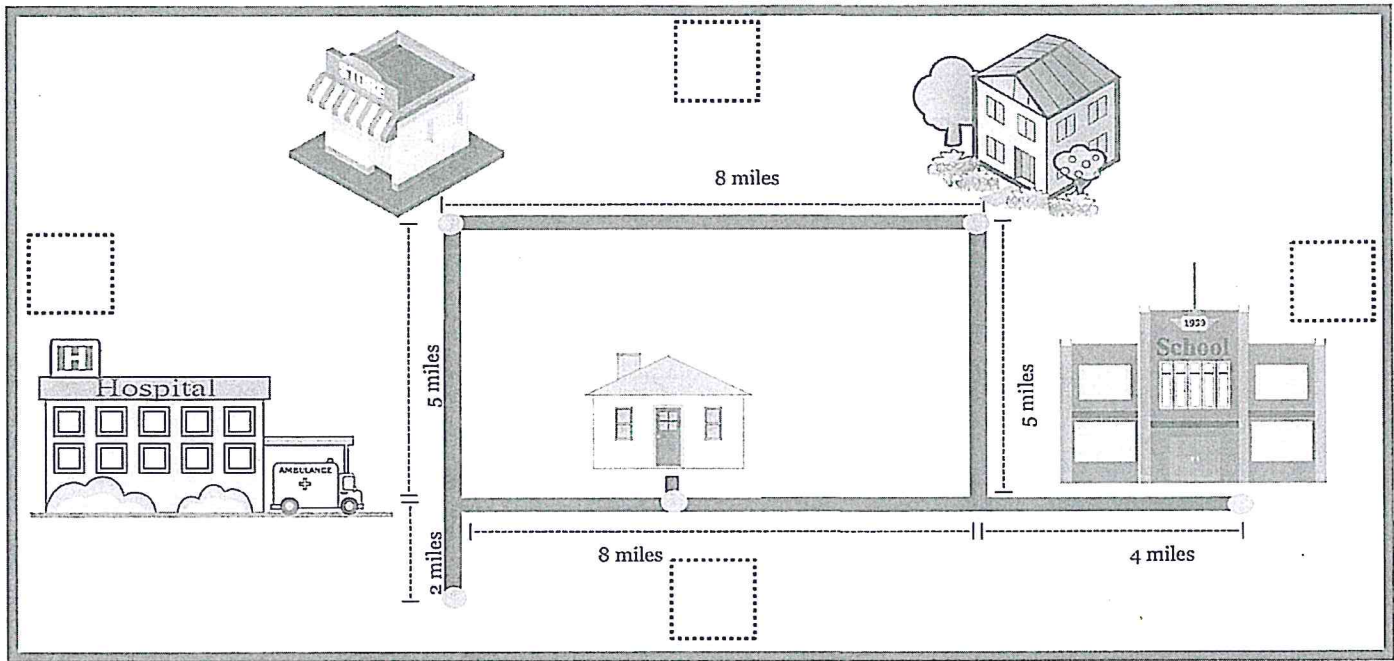
Directions: Draw and label the water cycle.

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

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

## Map Skills

Day 3



Complete the instructions and questions below using the map above.

1. Draw the letters to represent the cardinal directions in the blank dotted boxes on the map (N, S, E, W).
2. Mary lives in a house with two floors or levels. Label her house with her name.
3. How far is it from Mary's house to the store? \_\_\_\_\_
4. How far is it from the hospital to the store? \_\_\_\_\_
5. Jasper lives in a house with two windows in the front. Label his house with his name.
6. How far is it from the school to the hospital? \_\_\_\_\_
7. How far is it from the school to Mary's house? \_\_\_\_\_
8. How far is it from the store to the school? \_\_\_\_\_

Directions: Circle the correct answer.

1. A \_\_\_\_\_ is a small representation of Earth in the shape of a sphere.

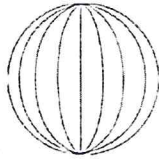
- a. legend
- b. globe
- c. equator

2. A symbol on a map that shows directions.

- a. compass rose
- b. equator
- c. globe

3. Imaginary lines on a map or globe that shows distance and run north and south.

- a. latitude
- b. longitude
- c. legend



4. Imaginary lines on a map or globe that shows distance and run west and east.

- a. latitude
- b. longitude
- c. globe



5. This shows what each symbol on a map means.

- a. legend
- b. map grid
- c. compass rose

6. The imaginary line that runs east and west, and cuts the Earth into two hemispheres.

- a. legend
- b. equator
- c. compass rose

7. This system is used to locate places on a map.

- a. map grid
- b. globe
- c. equator

Use the map grid below to answer the questions.

Neighborhood Grid Map				
	1	2	3	4
A	<div>School</div>		<div>Elm Street</div>	<div>Street</div>
B	<div>Soccer Field</div>	<div>Main Street</div>	<div>Library</div> <div>Court</div> <div>Police Department</div>	<div>Post Office</div> <div>Street</div> <div>Courthouse</div>
C		<div>Apartment Building</div>	<div>Barber Shop</div>	<div>Shopping Mall</div>
D	<div>Duck Pond</div>		<div>Fire Department</div>	<div>Movie Theater</div>
	1	2	3	4

8. What is located in block D1?

- a. Duck pond
- b. Movie Theater
- c. Fire Department

9. What is located in C3?

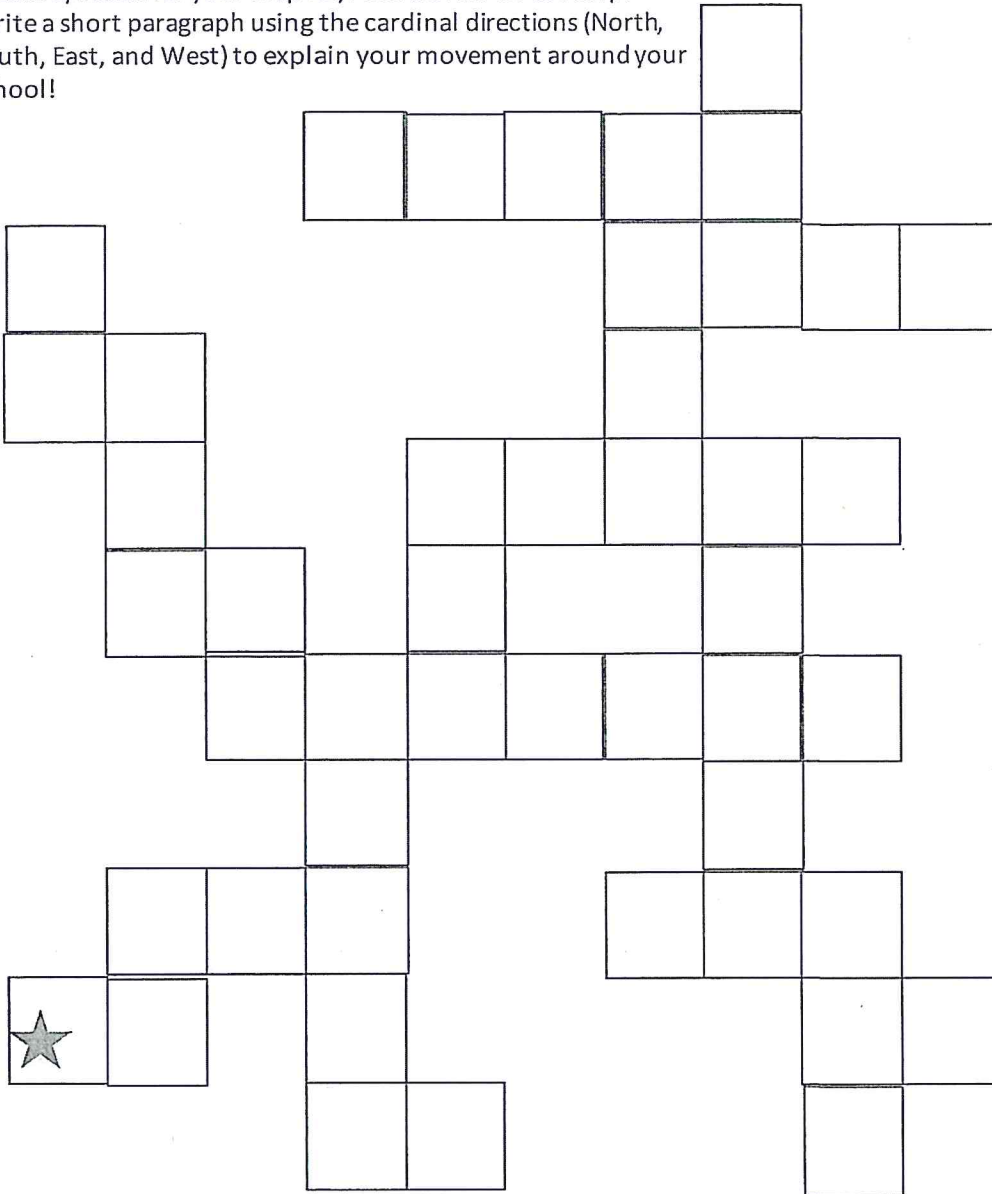
- a. Shopping Mall
- b. Barber Shop
- c. School

Name \_\_\_\_\_

Day 3

# MAP KEY

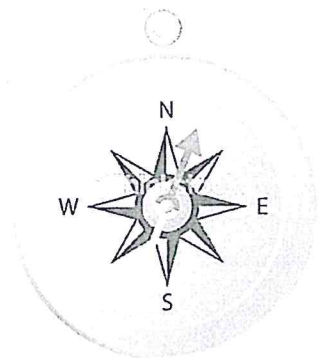
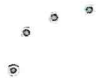
Create symbols for your map key. Mark them on the map.  
Write a short paragraph using the cardinal directions (North, South, East, and West) to explain your movement around your school!



My  
Classroom



Outdoor  
Path



**WORDS TO KNOW**

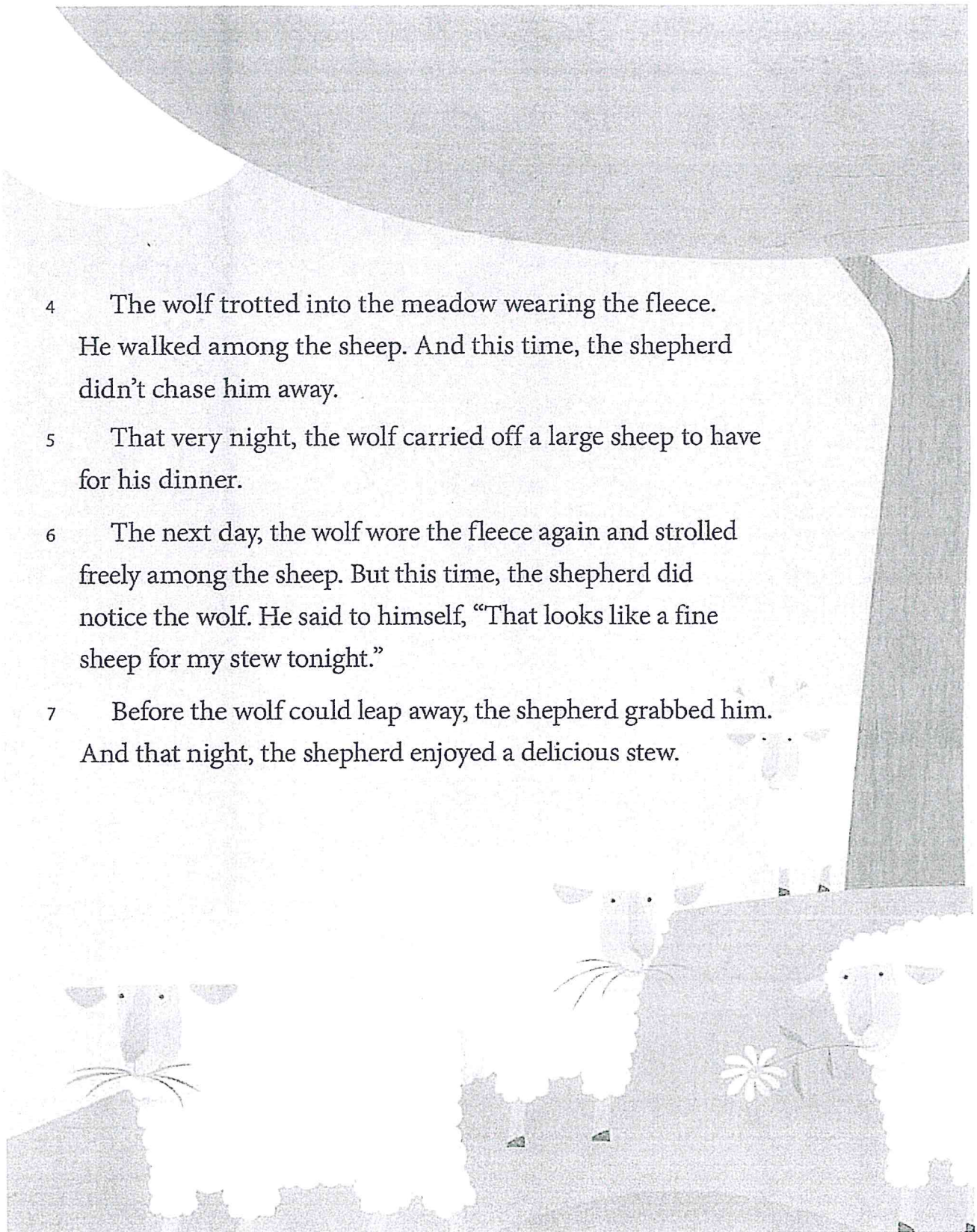
As you read, look inside, around, and beyond these words to figure out what they mean.

- fleece
- delicious

# The Wolf in Sheep's Clothing

an Aesop fable

- 1 Once there was a wolf who wanted nothing more than to eat one of the sheep that lived in the meadow. But the shepherd kept a close watch over the sheep. Every time he saw the wolf, he chased him back into the forest.
- 2 Then one night, the wolf found a sheep's fluffy, white fleece. The shepherd had forgotten it. "Aha!" cried the wolf. "I think this fleece might solve my problem."
- 3 With a tug and a pull, the wolf dressed himself in the fleece. Now he looked just like a sheep.




4 The wolf trotted into the meadow wearing the fleece.  
He walked among the sheep. And this time, the shepherd  
didn't chase him away.

5 That very night, the wolf carried off a large sheep to have  
for his dinner.

6 The next day, the wolf wore the fleece again and strolled  
freely among the sheep. But this time, the shepherd did  
notice the wolf. He said to himself, "That looks like a fine  
sheep for my stew tonight."

7 Before the wolf could leap away, the shepherd grabbed him.  
And that night, the shepherd enjoyed a delicious stew.


 **Think** Use what you learned by reading "The Wolf in Sheep's Clothing" to respond to the following questions.

 Read this sentence from the story.

**Every time he saw the wolf, he chased him back into the forest.**

Why is this event important to the beginning of the story?

- A It tells why the wolf can't get near the sheep.
- B It tells why the sheep are not afraid of the wolf.
- C It tells why the wolf wanted to eat the sheep.
- D It tells why the shepherd forgot the fleece.

 This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

How did the wolf fool the shepherd?

- A He made a noise like a sheep.
- B He hid in the forest.
- C He waited until the shepherd left.
- D He wore the fleece of a sheep.

**Part B**

Write the sentence from the text that explains why the wolf's trick worked.

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- 3 Look at the chart. It tells the order of some of the events in the story.

1	2	3
The wolf puts on a sheep's fluffy, white fleece.		The wolf carries off a sheep for his dinner.

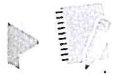
Which sentence belongs in the empty box?

- A The shepherd chases the wolf into the forest.
- B The wolf walks into the herd of sheep.
- C The shepherd notices the wolf.
- D The shepherd cooks a delicious stew.

- 4 Which choice **best** shows what "strolled" means in the following sentence?

**The next day, the wolf wore the fleece again and strolled freely among the sheep.**

- A He ran through the herd of sheep.
- B He walked slowly among the sheep.
- C He stayed away from the sheep.
- D He chased the sheep in the meadow.



**Write** What happens in this story?

- 5 Plan Your Response** List important events from the beginning, middle, and end of the story.

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- 6 Short Response** Recount the whole story. Be sure to use your own words. Tell what happens at the beginning, middle, and end of the story. Use the events from your list.

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### Learning Target

Now you know how to recount a story. Why is it important to tell the important events in order?

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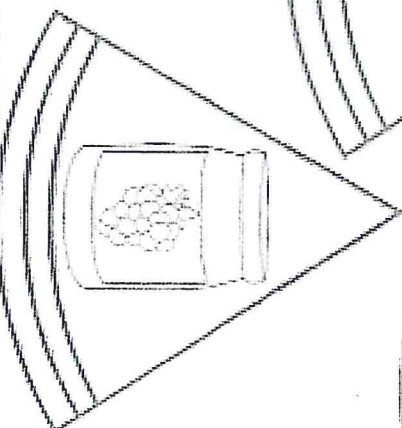
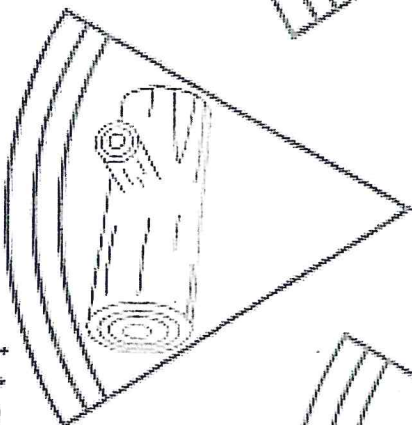
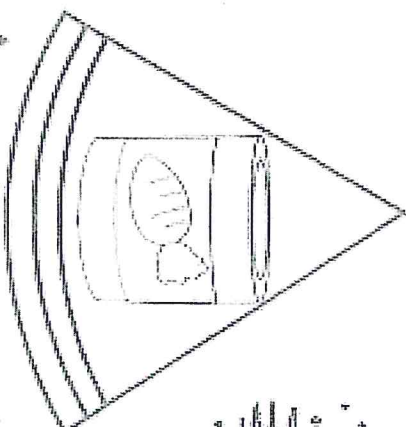
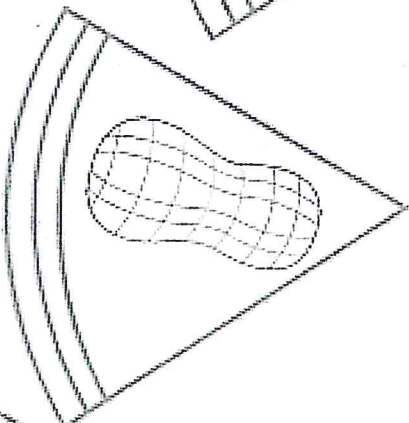
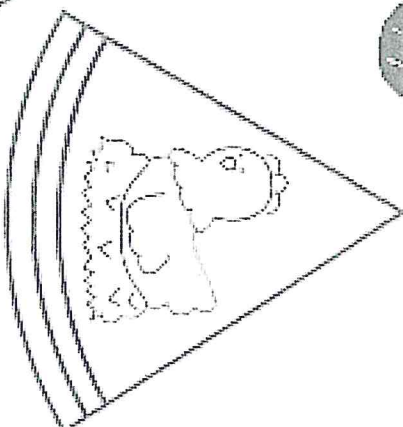
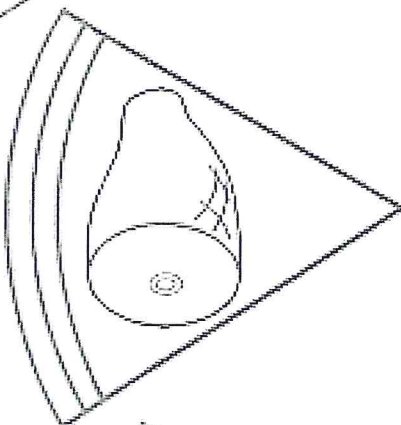
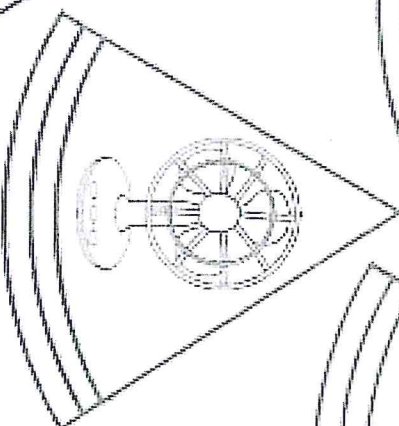
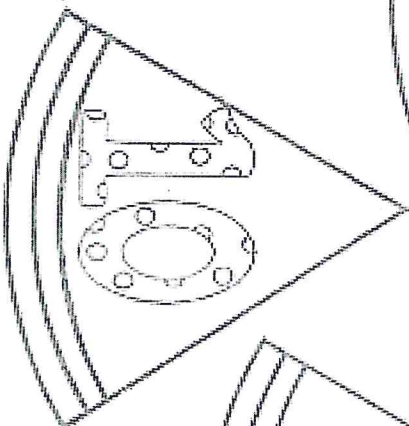
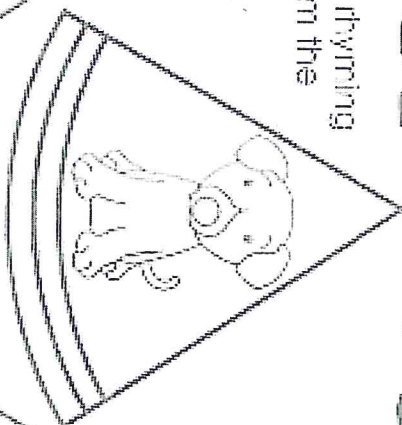
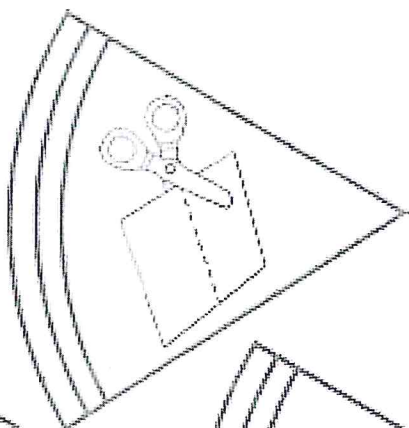
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# Color & Rhyme

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

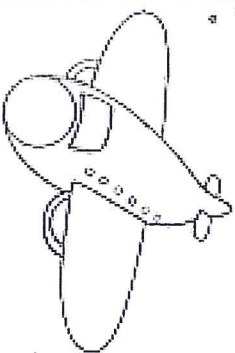
Directions: Find the rhyming pairs and color them the same color.



# Write a Rhyme

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

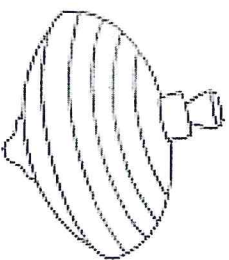
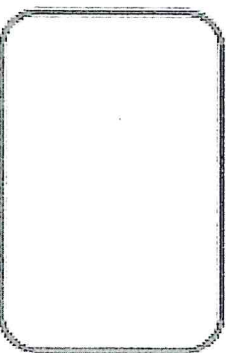
Directions: Write a rhyming word on the dotted line. Draw a picture of your rhyme.



jet rhymes with \_\_\_\_\_

\_\_\_\_\_

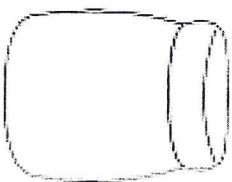
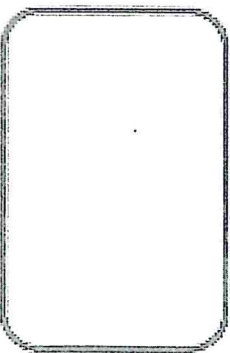
\_\_\_\_\_



top rhymes with \_\_\_\_\_

\_\_\_\_\_

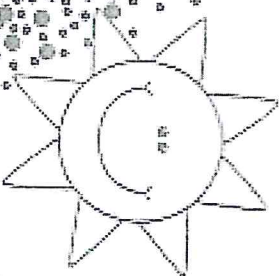
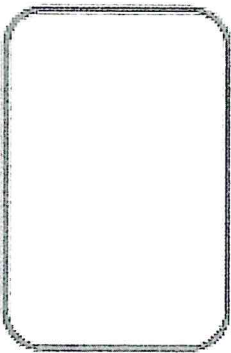
\_\_\_\_\_



jar rhymes with \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



sun rhymes with \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

