

5/20

**Skill:** Find the Area and Perimeter of a rectangle (Mixed)

Math

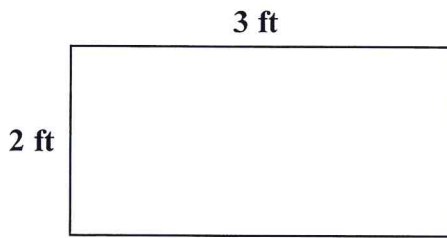
Set #1A

Day 6

**Instructions:** Find the perimeter and area of each rectangle and write your answers.

Example:

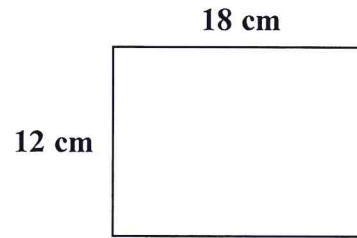
1.



$$A = 3 \cdot 2 = 6 \text{ ft}^2$$

$$P = 3 + 3 + 2 + 2 = 10 \text{ ft}$$

2.



$$A =$$

$$P =$$

3.  $L = 10 \text{ cm}, W = 16 \text{ cm}$

$$A =$$

$$P =$$

8.  $L = 36 \text{ cm}, W = 7 \text{ cm}$

$$A =$$

$$P =$$

4.  $L = 13 \text{ cm}, W = 28 \text{ cm}$

$$A =$$

$$P =$$

9.  $L = 12 \text{ ft}, W = 43 \text{ ft}$

$$A =$$

$$P =$$

5.  $L = 11 \text{ m}, W = 12 \text{ m}$

$$A =$$

$$P =$$

10.  $L = 7 \text{ cm}, W = 48 \text{ cm}$

$$A =$$

$$P =$$

6.  $L = 36 \text{ cm}, W = 15 \text{ cm}$

$$A =$$

$$P =$$

11.  $L = 18 \text{ m}, W = 12 \text{ m}$

$$A =$$

$$P =$$

7.  $L = 32 \text{ cm}, W = 32 \text{ cm}$

$$A =$$

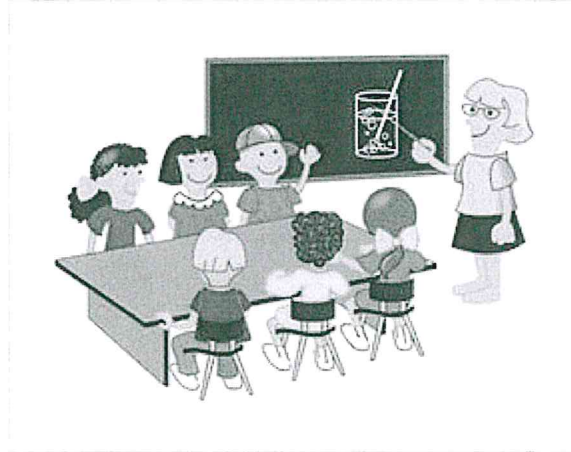
$$P =$$

12.  $L = 26 \text{ ft}, W = 37 \text{ ft}$

$$A =$$

$$P =$$

## Should School Be Year-Round?



Many students say that June is the best time of year. In most places, school lets out as summer begins. Some students don't spend summers at home or at camp, though. They are in school instead. That is because they go to year-round schools.

Students in some year-round schools go to school the same number of days as students in regular schools. But they get mini-breaks throughout the year instead of one long summer vacation. The mini-breaks are a few weeks long. For example, students at some year-round schools often get a few weeks off at Thanksgiving instead of just a few days.

More and more schools are becoming year-round places of learning. The National Association for Year-Round Education states that the number of students in year-round schools has

tripled in the last ten years. By 2001, there were about 3,000 year-round schools.

Could your school be next? Would you want your school to be year-round? Read the arguments that follow. Then decide.

## **Yes Schools Should Be Year-Round.**

Year-round schools are better than regular schools. Students in year-round schools have more breaks. They get to enjoy time off in every season.

Year-round schools allow families to plan vacations in times other than summer. Students in year-round schools are less likely to have to miss school for a trip.

Frequent breaks are good for students. They have less stress when they go back to school after a break. They become more eager to learn. One student said, "I love it. Just about the time I'm really tired, I get a break."

Breaks also give teachers time to plan better lessons. Teachers in regular schools are so busy teaching that they have less time to plan lessons for their classes. Students in year-round schools tend to remember what they learn. That is because their breaks aren't too long. Teachers don't have to spend time going over things that students have forgotten over the summer. All schools should be year-round.

# No Schools Should Not Be Year-Round.

Year-round schools are a bad idea. Summer is a great season. Students should be able to enjoy their summers.

Most families plan vacations over the summer. Year-round schools restrict family vacations. They also don't allow students to go away to camp or take on summer jobs to earn money for the future.

Too many breaks disrupt learning. The breaks allow teachers to focus on a topic for only a few weeks. During mini-breaks, students are away from school long enough to forget what they learned.

In regular schools, lessons are not broken up by frequent breaks. Teachers can spend more time on one topic. Teachers also don't have to plan around as many breaks. Summer can also be very hot. Many schools don't have air conditioning. How can students learn in a hot classroom?

Christopher Newland, a researcher at Auburn University, said that year-round schools do not help students learn. Newland said, "The evidence is that it would be as useful as changing the color of the school buses."

Regular schools work just fine. There is no need to change to year-round schools.



gym

← Search Results

Social Studies/Science

Way-Out World

Day 6

## What strange satellite circles the visible edge of the solar system?

The detonation of a single nuclear bomb can do catastrophic damage. So imagine the power of more than one bomb—not just two or 10 or even 10 million, but 10 billion.

Astronomers have evidence that a collision with enough force to equal the explosion of 10 billion nuclear bombs once happened in the solar system. Out of that crack-up was born one of the oddest things in space. Its name is Haumea.

“There is so much to learn about this newfound object, and we keep finding surprises,” says Mike Brown, an astronomer at the California Institute of Technology. “It’s just crazy.”

## ODD Balls

The solar system is always changing. What astronomers know about it is changing even faster. Advances in telescope technology keep deepening their view of space, continually revealing new objects and new features on old objects.

One example of that change in perspective is Pluto. For more than 70 years, astronomers considered it the ninth planet. Then, in 2007, the International Astronomical Union reclassified it as a

*dwarf planet*. Like a planet, a dwarf planet orbits the sun. It also has enough mass, and therefore enough gravity, to give it a rounded shape. But it lacks pull; its gravity isn't strong enough to clear its neighborhood of most smaller objects the way that planets do.

A year later Pluto was reclassified again. Now it's a *plutoid*. A plutoid is simply a dwarf planet that exists beyond Neptune, the eighth planet.

As of 2011, four known dwarf planets are plutoids. Pluto, Eris, and Makemake are three. The fourth, discovered by Brown shortly after Christmas 2004, was originally called Santa. That name seemed less appropriate, however, the more that scientists learned about it. *Haumea* was a better fit. Haumea is the mother goddess of Hawaii, whose many children sprang from various parts of her body. The plutoid Haumea is trailed by a swarm of small, icy bodies that once were part of it.

Haumea also has a distinctive spin and shape. It rotates once every four hours—six times faster than Earth does. That's the fastest spin rate of any major object in the solar system.

When an object in space rotates that rapidly, it stretches the way pizza dough does when it's tossed and twirled in the air, says Brown. Haumea's quick spin has given it an oblong shape that looks like a "squashed football," he adds. The same effect is at work on Earth. But because Earth turns less quickly, it bulges only slightly at its equator.

In addition to the icy debris that trails Haumea, a pair of icy moons orbit it. Called Hi'iaka and Namaka, the moons were named after two of the goddess Haumea's mythical daughters.

# Blast Off

A fast rotation, a squashed shape, two moons, and icy debris—how does it all add up? Brown believes that Haumea was once larger than it is today, composed half of rock and half of frozen water. Sometime between 3.5 billion and 4.5 billion years ago, Haumea was involved in a collision with another object. The impact released the energy equivalent of 10 billion nuclear bombs exploding. It blasted the two icy moons and the chunks of smaller icy debris off Haumea and accelerated its spin rate. Today, says Brown, Haumea resembles an orbiting M&M candy—a small, rocky object covered in a thin shell of ice.

The Haumea collision wasn't the only crack-up in the solar system's early history. Astronomers believe that a Mars-sized object called Theia smashed into the young Earth some 4.5 billion years ago. The impact ejected chunks of rock into space that gradually *accreted* (fused) to form an orbiting satellite with enough gravity to acquire a round shape and become the moon. The still-existing debris around Haumea promises to reveal more about the process of what happens when worlds collide, says Brown.

As old as Haumea is, its story is far from over. The enormous gravity of Neptune could one day throw Haumea like a boomerang through the solar system. At that point, it will become a comet that burns as brightly as a full moon when it passes Earth.

When might that happen? Maybe a billion years from now, says Brown. "So you have a little bit of waiting to do," he says.





BSIP/Photo Researchers, Inc.; Inset: NASA

*Ring around the Planets*

The plutoid Haumea is located in the Kuiper belt, a ring of small bodies that extends far beyond Neptune. The bodies, which number in the billions, are remnants from the early years of the solar system when a giant cloud of gas and dust began to coalesce (stick together). That coalescence resulted in objects ranging in size from the small members of the Kuiper belt and the asteroid belt to the planets. Haumea is about 1,450 kilometers (900 miles) wide; Pluto, about 2,300 kilometers (1,400 miles).



# Way-Out World

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## Comprehension Questions

1. According to the text, how much force was in the explosion that created Haumea?

- A. the force of 2 million nuclear bombs
- B. the force of 10 million nuclear bombs
- C. the force of one nuclear bomb
- D. the force of 10 billion nuclear bombs

2. The author organizes the text by dividing it into sections with subheadings. What is described in the section with the subheading “Blast Off”?

- A. the effect that the detonation of 10 nuclear bombs would have on Earth
- B. the reclassification of Pluto as a dwarf planet
- C. a collision involving Haumea and another object
- D. the similarities between Eris and Makemake

**3.** Read this paragraph from the text:

“One example of that change in perspective is Pluto. For more than 70 years, astronomers considered it the ninth planet. Then, in 2007, the International Astronomical Union reclassified it as a dwarf planet. Like a planet, a dwarf planet orbits the sun. It also has enough mass, and therefore enough gravity, to give it a rounded shape. But it lacks pull; its gravity isn’t strong enough to clear its neighborhood of most smaller objects the way that planets do.”

Based on this information, why might Pluto have been reclassified as a dwarf planet?

- A. because its gravity was too strong for Pluto to qualify as a planet
- B. because its gravity was not strong enough for Pluto to qualify as a planet
- C. because the International Astronomical Union discovered a new feature on Pluto’s surface
- D. because Pluto had too much mass to qualify as a planet

4. Read these sentences from the text:

“Haumea also has a distinctive spin and shape. It rotates once every four hours—six times faster than Earth does. That’s the fastest spin rate of any major object in the solar system.

"When an object in space rotates that **rapidly**, it stretches the way pizza dough does when it’s tossed and twirled in the air, says Brown.”

Based on these sentences, what does the word "**rapidly**" probably mean?

- A. randomly
- B. in a pattern
- C. slowly
- D. quickly

5. What is this article mainly about?

- A. Earth
- B. the International Astronomical Union
- C. the Kuiper belt
- D. Haumea

6. What is Haumea trailed by?

**7.** Read this sentence from the text: “Haumea is the mother goddess of Hawaii, whose many children sprang from various parts of her body.”

Why might the plutoid Haumea have been named after the mother goddess of Hawaii? Support your answer with evidence from the text.

**8.** Choose the word that best completes the sentence.

Pluto was thought to be the ninth planet \_\_\_\_\_ scientists reclassified it as a dwarf planet.

- A. after
- B. because
- C. before
- D. so

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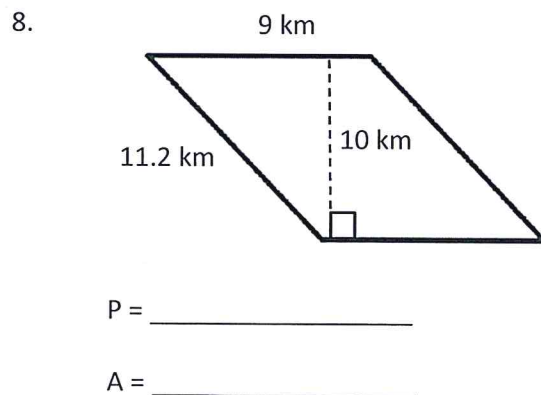
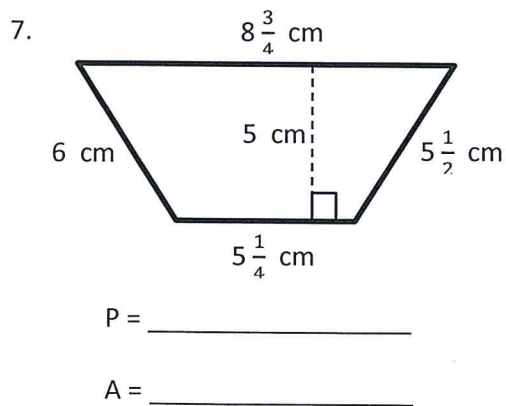
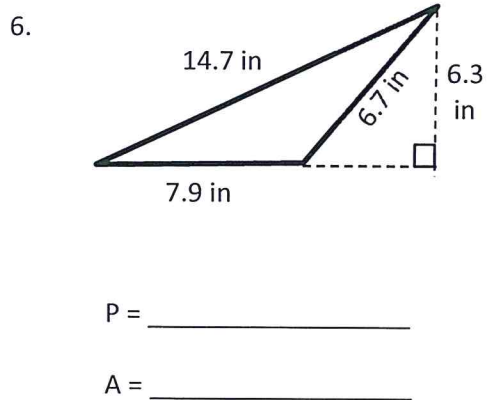
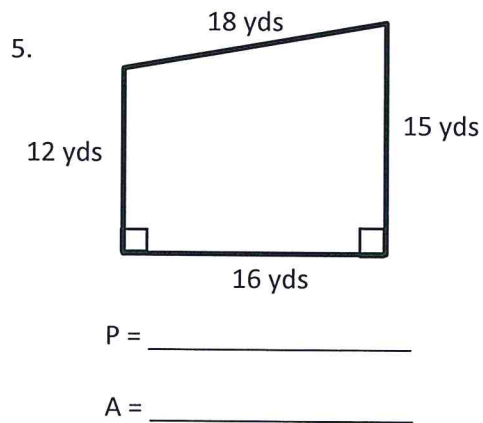
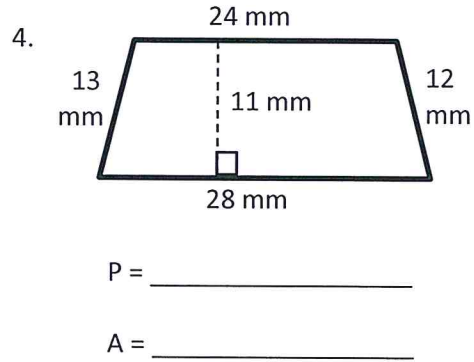
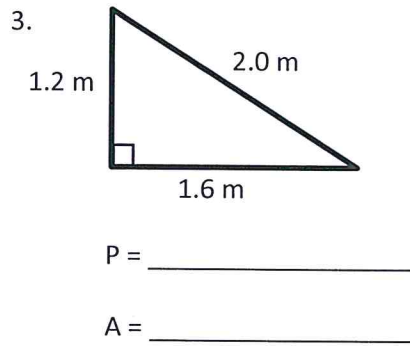
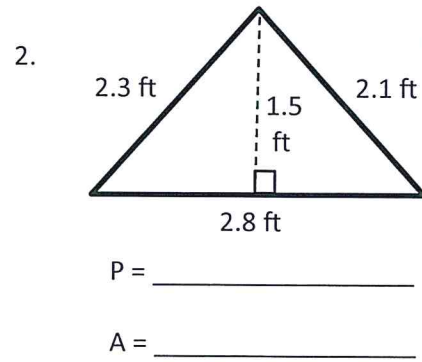
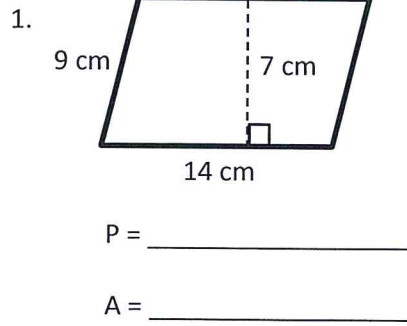
Audio by



# Perimeter and Area of Parallelograms, Triangles, Trapezoids

6th

Day 7



Remember! Area of parallelogram is  $A = b \cdot h$   
 Area of triangle is  $A = \frac{b \cdot h}{2}$

Using article from day 6,  
fill out this graphic organizer.

Day 7

Graphic Organizer for Opinion Piece

Introduction:

State the debate:

Should Schools Be Year Round?

Some people think

Others believe

In my opinion

I think the evidence will clearly support my opinion.

Reason #1:

Reason #2:

Reason #3:

Evidence:

Evidence:

Evidence:

Quote or my own example:

Quote or my own example:

Quote or my own example:

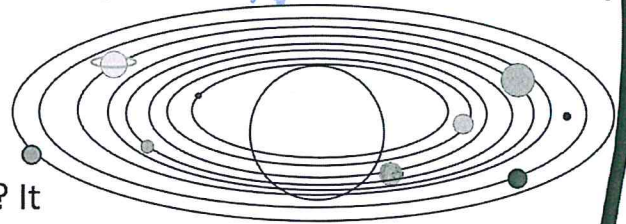
Conclusion:

Re-state your opinion and leave reader something to think about:

Graphic Organizer for Opinion Piece

# Science Shorts The Solar System

Day 7



When you look into the night sky, you see thousands and thousands of stars. During the day you see the sun. Did you know that the sun is a star? It looks much larger than the other stars because it is much closer to us. The Earth is not alone in space. There are 7 other planets that **orbit** the sun with us. Our sun is the center of our **solar system**.

The closest planet to the sun is called **Mercury**. Mercury is the smallest planet. It has no atmosphere. This means daytime on Mercury is extremely hot and night is extremely cold. It also means there is no air to breathe. It takes 88 Earth days for Mercury to orbit the sun one time.

The next planet is **Venus**. Venus is the hottest planet in our solar system. It has a very thick atmosphere which traps heat from the sun. Venus is almost the size of Earth. It takes 225 Earth days for Venus to orbit the sun.

**Earth** is the third planet from the sun. It is the only planet in our solar system with the air and water needed to support life. Earth's atmosphere protects its inhabitants from extreme temperatures. It takes 365 days for the Earth to orbit the sun one time. This is the length of a year on Earth.

Next is **Mars**. Mars is often called "the red planet" because of a mineral called iron oxide that gives it a rusty red color. Although smaller in size, Mars is similar to Earth in a lot of ways. It takes 687 days for Mars to orbit the sun.

After Mars there is a long stretch of empty space before you reach the next planet, **Jupiter**. Jupiter is the largest planet. Unlike the first four planets, Jupiter is not made of rock. It is made of gases. Jupiter is known for its violent storms and for having 64 moons! It takes 12 Earth years for Jupiter to orbit the sun one time!

After Jupiter is **Saturn**, another **gas giant**. Saturn is known for its rings which are made of ice. Saturn is the second largest planet and has 18 moons. It takes 29 Earth years for Saturn to orbit the sun.

Next is **Uranus**. Uranus has a blue green color and orbits the sun on its side. This gas giant has 27 moons. It takes 84 Earth years for Uranus to complete one orbit around the sun.

The last planet in the solar system is **Neptune**. Neptune is also made of gasses, not rock. Neptune has 13 moons. It takes 165 Earth years for Neptune to orbit the sun.



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

# Science Shorts The Solar System

Day 7

1.) The sun is a star.

- A. True
- B. False

2.) How many planets are in our solar system?

- A. 5
- B. 6
- C. 7
- D. 8

3.) The smallest planet is called \_\_\_\_\_.

- A. Mercury
- B. Venus
- C. Mars
- D. Jupiter

4.) The largest planet is called \_\_\_\_\_.

- A. Mercury
- B. Jupiter
- C. Saturn
- D. Earth

5.) The hottest planet is called \_\_\_\_\_.

- A. Mercury
- B. Venus
- C. Mars
- D. Neptune

6.) Which planet is often called "the red planet?"

- A. Venus
- B. Saturn
- C. Mars
- D. Uranus

7.) Which planet is surrounded by rings of ice?

- A. Venus
- B. Jupiter
- C. Saturn
- D. Neptune

8.) Which planet has the most moons?

- A. Jupiter
- B. Saturn
- C. Uranus
- D. Neptune

9.) Which planet orbits the sun on its side?

- A. Mercury
- B. Jupiter
- C. Uranus
- D. Neptune

10.) Which planet is one of the four gas giants?

- A. Mercury
- B. Venus
- C. Earth
- D. Saturn



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

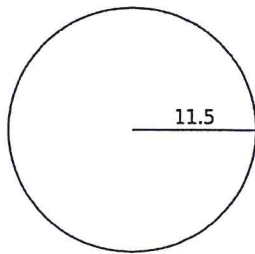
Day 8

### Area of a Circle

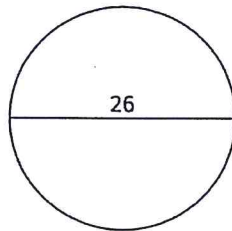
$$A = \pi r^2$$

\* round to nearest hundredth

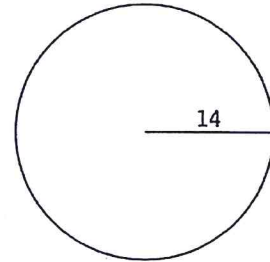
Find the area of the circles shown below.



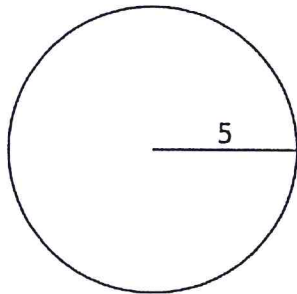
Area: \_\_\_\_\_



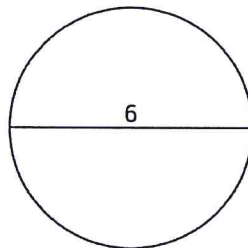
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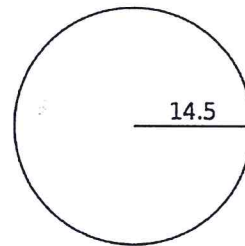
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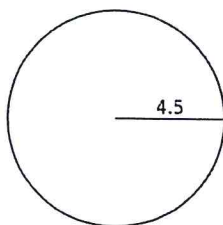
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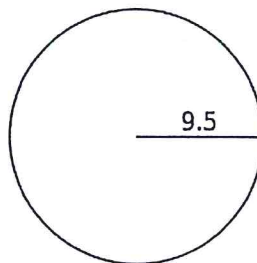
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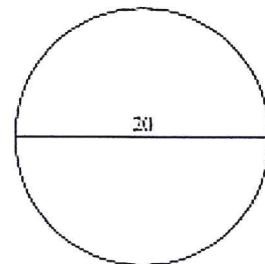
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## 5th Literacy Personal Narrative Ideas

Day 8 - use these tips to fill out graphic organizer

If you are going to write a personal narrative, select something you can remember details about. When you actually write your narrative, it's okay to make up the dialogue if you can't remember what the characters said. If you were alone, you should use internal dialogue. That looks like this:

"I can't believe what's happening," I tell myself.

Consider writing about **one** of the following non-fiction, or real, prompts:

- Your favorite memory
- The saddest moment of your life
- The best trip you ever took
- A time you injured yourself
- The day you brought home your new pet
- When your younger sibling or cousin was born
- The time you had to move to a new home
- The most embarrassing thing that ever happened to you
- Your favorite Halloween or another holiday you can fondly remember
- The first day of school

## *What Makes a Narrative Interesting?*

Most good narratives have an interesting **conflict, characters, dialogue** (characters talking to each other), and **details**. They also have a **beginning, middle, and end** to the story. Before you start writing, think about an interesting conflict, or problem, the main character will have to face. Usually this problem is fixed by the story's end. In your narrative, your character should change or a major problem should be fixed.

### *An Example*

Ex: You can write about a girl going to the beach to learn to surf. At first, she's too scared to try because the waves look big! After watching others surf for an hour, she decides she can do it. By the end, she surfs and stands up on her first try! She's proud of herself for overcoming her fear and she's solved the problem of being too afraid.

**Beginning:** The girl wants to learn to surf

**Middle:** She realizes the ocean looks scarier than she expected and is afraid to try. After watching others, she decides she can try.

**End:** She stands up on her first wave and is so glad she wasn't too afraid! She's proud of herself for overcoming her fear.

\*Remember: Use good dialogue and details (words that describe the people, setting, and events) to make your narrative interesting to read!

**Topic (Explain the characters and setting of the story):** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Possible Story Title (Be creative!):** \_\_\_\_\_

\_\_\_\_\_

### **The Story Events**

**Beginning:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Middle:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**End:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Use this brainstorm page to get started with your narrative on another piece of paper! Try to write several paragraphs, using good dialogue and details to bring your story to life.



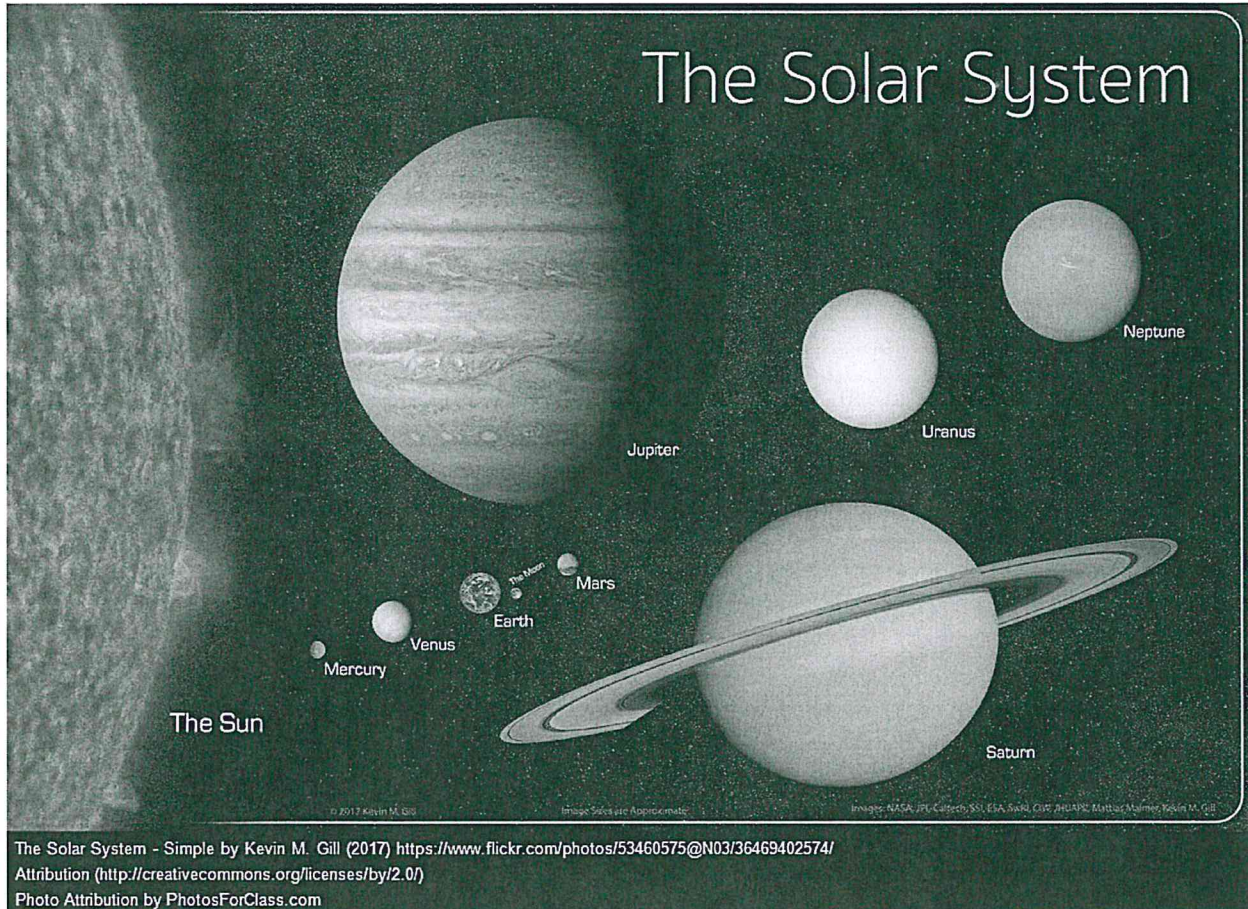
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## The solar system

Day 8

**Instructions:** Read the text and fun facts about the solar system. Then, answer the following questions.



Our solar system consists of an average star, which we call the sun, and the planets that orbit around it. These planets are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and (previously) Pluto. However, Pluto was later found to not have all the required properties of a planet, because it was deemed too small.

But what is the definition of a planet? The definition of planet was set in 2006 by the International Astronomical Union (IAU). The IAU states that a planet in the Solar System is a celestial body that has three main properties: It is in orbit around the sun, it has a nearly round shape, and it has "cleared the neighborhood" around its orbit. In other words it has sucked up or pushed away any other objects to become the dominant body in the area.

### **Planet fun facts!**

**Mercury:** The planet moves in a way that makes it seem like the sun moves backwards every day, but just for a little while.

**Venus:** It's the hottest planet of the solar system.

**Earth:** It is the only planet known to be inhabited.

**Mars:** It has two tiny moons.

**Jupiter:** It's the largest planet and has 79 moons, including the largest moon (called Ganymede) of the solar system, which is bigger than Mercury.

**Saturn:** Has a "great white storm" every Saturnian year.

**Uranus:** First planet to be discovered. It was visited only once in 1986 by spacecraft Voyager 2.

**Neptune:** Has the coldest temperatures (-220 degrees C) and the longest year (equal to 165 Earth years)

1. Which fact did you find most interesting?

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2. What is the largest planet?

- A. Mars
- B. Neptune
- C. Earth
- D. Jupiter

3. Why was Pluto decided to not be a planet?

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4. Who set the definition of a planet?

5. How many planets does our solar system have? Name them.

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6. The sun is...

- a. A planet
- b. A star
- c. A moon
- d. None of the above

7. Which of these is not a property that makes a planet?

- a. It is in orbit around the sun
- b. It has a nearly round shape
- c. It has water in it
- d. It has "cleared the neighbourhood" around its orbit

8. What does the word "orbit" mean?

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9. What does it mean when a planet has "cleared the neighbourhood" around its orbit?

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10. Identify 5 verbs and three nouns in the text.

Verbs

Nouns

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_



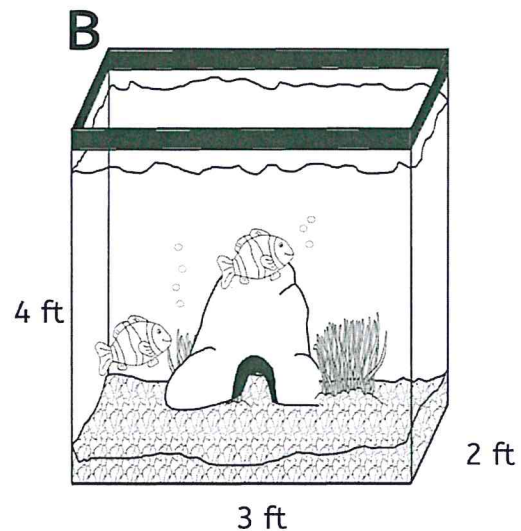
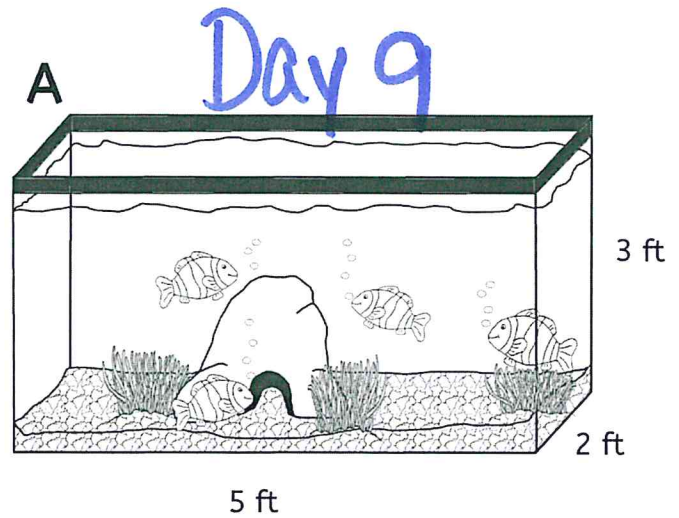
6th

# Volume Task

## Fish Tanks

At the pet shop, Jessica is having trouble finding a fish tank. Her mother said that she needs a fish tank that has a volume of 24 cubic feet.

Which tank should Jessica buy? Show your work to prove your answer to Jessica.





6th

Day 9

Using graphic organizer, write  
your narrative essay.

# THE TWO LANDS OF ANCIENT EGYPT

Day 9



Ancient Egypt was divided into two main regions: Upper Egypt and Lower Egypt. It was a geographical as well as a political distinction that separated these two areas. Around 3100 BC, King Menes unified these two lands and became the "King of Upper and Lower Egypt."

Contrary to what the name suggests, Lower Egypt is in the northern area of Egypt. It is called Lower Egypt because the region lies low compared to the mountains of the south. Lower Egypt is characterized by the Nile River delta, which is the area where the Nile River slows, branches out, and runs into the Mediterranean Sea. The Nile River flows north, starting in mountains of the south and flowing down the slopes to Lower Egypt. Thanks to the rich sediments of the river, Lower Egypt has very fertile soil, perfect for farming. For this reason, areas of Lower Egypt alongside the Nile River are also known as the "black lands", referring to the high quality, rich soil.

Upper Egypt is in the southern area of the country. This area is characterized by desert, which surrounds the Nile River in this region. Upper Egypt is mostly made up of "red lands", which refers to the desert areas where people couldn't live or cultivate the land.

The Nile River was at the center of Egyptian geography. The river flooded every year, bringing sediment and silt to the areas known as the black lands. Thanks to this river, the Ancient Egyptians could farm. Some of the most important crops included wheat for food, flax for clothing, and papyrus for baskets. In addition, the Egyptians used the Nile for transportation, irrigation, and as a source of mud.

Even after the two lands of Egypt were consolidated by King Menes, Lower Egypt and Upper Egypt were still culturally different. For example, they had their own Gods. It's said that King Menes represented the God Horus of Lower Egypt, and conquered the God of Upper Egypt, Set. The combined regions continued to disagree with each other, and were still known as "The Two Lands".

## WHILE YOU'RE READING...

### MARK WITH SYMBOLS

!

when you find something interesting.

?

when you are unsure or confused by something.

\*

when you find something important.

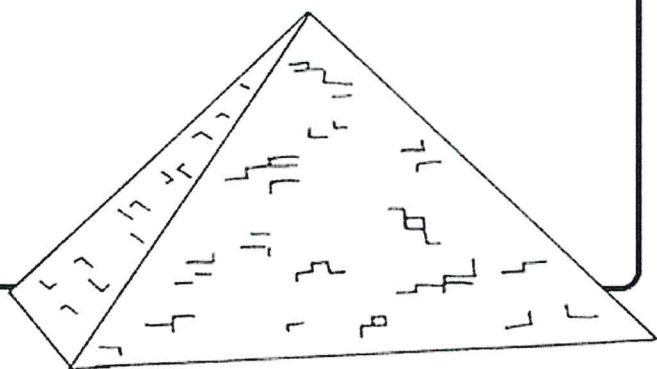
### HIGHLIGHT WITH COLORS

yellow

power words or key terms

green

key phrases and definitions



# THE TWO LANDS OF ANCIENT EGYPT

Day 9



Questions I have while reading:

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Summary of what I have read:

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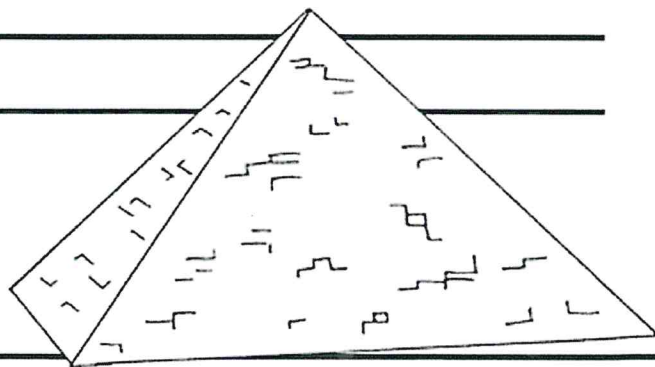
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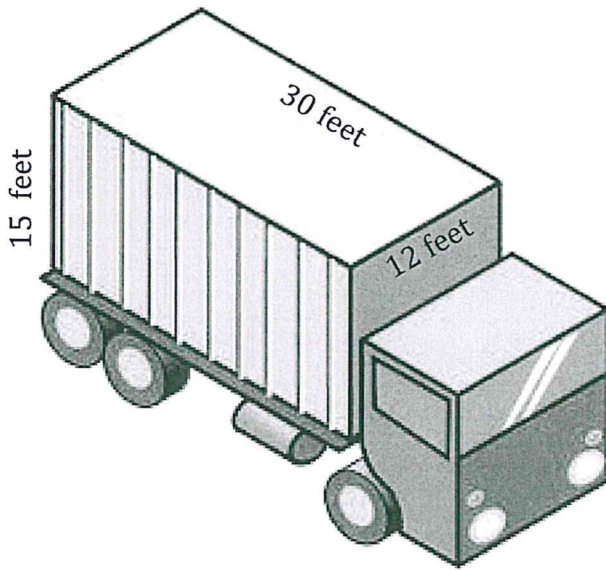
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## Volume in the Real World



1) What is the volume of the storage space of the truck to the left?

2) The truck is going to be packed with washing machines. These measure 5 ft. by 5 ft. by 6 ft. How many washing machines can be packed into the truck?



3) Draw a diagram to show what the back wall of the truck will look like with the washing machines packed into it. Be sure to label the dimensions of the washing machines. (Hint: if turned correctly the machines will fit perfectly. For example, 3 machines can be stacked on top of each other to fill the 15 feet height of the truck.)

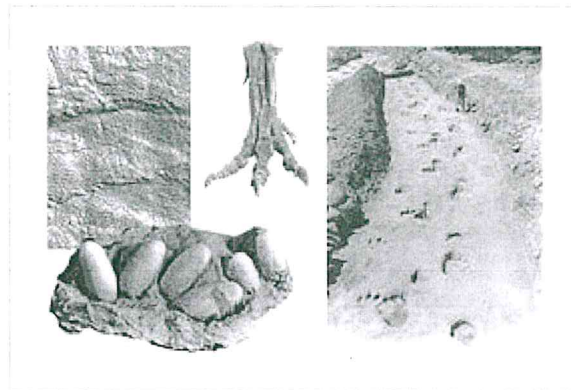


## Piecing Together the Story of Dinosaurs from Fossils

*This text is provided courtesy of the American Museum of Natural History.*

You've probably seen pictures, models, or movies about dinosaurs that lived millions of years ago. But how do we know so much about these animals? How do we know what they looked like and how they lived? Since the early 1800s, scientists have been piecing together this mystery with fossils.

Fossils are the remains of ancient life that are usually buried in rock. Most fossils formed from the hard parts of organisms such as teeth, shells, and bones. They also form from things a plant or animal leaves behind, like a footprint, a leaf print, and even eggs. Fossils show us what Earth was like long ago. They give us a picture of ancient environments. Scientists compare fossils from different time periods to investigate how life on Earth has changed over time.



*From left to right: fossil skin impressions, fossil eggs, fossil theropod foot, fossil dinosaur trackway*

Think of fossils like puzzle pieces. The more pieces you have, the easier it is to put them together and tell what the whole picture looks like. And sometimes when you find and add new pieces, the picture looks very different from how you thought it would be.

### **Egg Thief or Egg Protector?**

In 1923, a team of paleontologists from the American Museum of Natural History made a surprising discovery in Mongolia's Gobi Desert. They found three large rocks that turned out to be fossilized dinosaur eggs. Then they discovered another fossil nearby: a toothless dinosaur.

The leader of the expedition, Roy Chapman Andrews, guessed that the dinosaur had been stealing the eggs from the nest. He named it *Oviraptor* (OH-vee-rap-tor) or "egg thief."

Seventy years later, in 1993, another team from the Museum found very similar fossil eggs in the same desert. One of the eggs held an embryo, or developing baby dinosaur. It turned out to be a baby *Citipati* (sit-uh-PAH-tee), a kind of dinosaur very similar to *Oviraptor*. Later, the team discovered an adult *Citipati* over a nest. It was brooding, or sitting on the nest, the same way birds do: with its arms spread to protect the eggs. And if its arms were covered with feathers, as scientists suspected, these wings would have shielded the eggs from heat and cold. Paleontologists realized that these dinosaurs nested like birds living today.



Photo Credit: © AMNH / M. Ellison

*This is one of the Citipati fossils. The feathered wings are spread over the nest to protect the eggs, the same way birds do today.*

These dinosaurs didn't steal eggs. They were caring parents!

When the discovery was made, the group of dinosaurs that includes *Citipati* and *Oviraptor* had already been named "oviraptorids." Even though scientists no longer think these dinosaurs were "egg thieves," the name stuck.

## **The Link Between Ancient Dinosaurs and Birds**

Over 100 years ago, scientists started to notice similarities between birds and a group of dinosaurs called theropods (THERE-uh-pods).

This group included *Tyrannosaurus rex*, *Velociraptor*, and *Citipati*. As new theropod fossils were discovered, the link with birds became even clearer. Scientists discovered that like birds, theropods laid eggs. And they walked on two feet with their legs directly underneath them. They also had three-toed feet with claws, an s-shaped neck, and hollow bones. Some even had sharp, bird-like beaks. And many theropods had feathers!

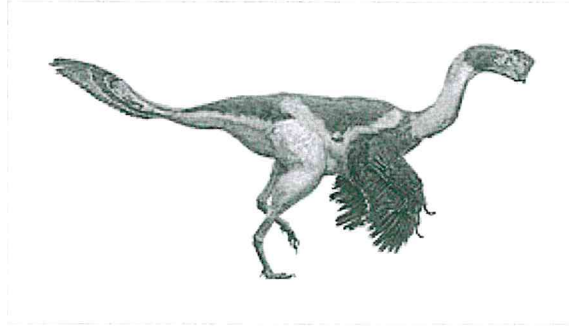


Illustration Credit: Zhao Chuang, Courtesy of Peking Natural Science Organization

*Citipati lived about 80 million years ago. These bird-like theropods grew to about nine feet long, with a toothless beak and feathered tail and front limbs.*

Because birds are so similar to these animals, scientists have placed them in the same group. Birds are theropods. This means birds are a kind of dinosaur! By piecing together fossils of extinct dinosaurs, we've learned that dinosaurs aren't extinct after all.

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# Piecing Together the Story of Dinosaurs from Fossils

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## Comprehension Questions

1. What are fossils?

- A. dinosaurs that were once thought to steal eggs out of nests
- B. feathers that the *Citipati* dinosaur may have had on its arms
- C. remains of ancient life that are usually buried in rock
- D. s-shaped necks and other similarities between birds and dinosaurs

2. To organize this text, the author has divided it into sections. In the section called "Egg Thief or Egg Protector?" what does the author compare to *Citipati*?

- A. *Tyrannosaurus rex*
- B. living birds
- C. leaf prints
- D. fossil eggs

**3. Birds are theropod dinosaurs.**

What is one piece of evidence that supports this theory?

- A. *Tyrannosaurus rex* and *Citipati* were theropod dinosaurs.
- B. Some extinct theropod dinosaurs laid eggs, just like birds do today.
- C. Birds have feathers, but not all extinct theropod dinosaurs had feathers.
- D. Scientists once thought that some theropod dinosaurs were egg thieves.

**4. The author describes *Citipati* dinosaurs as “caring parents.”**

What evidence supports this description?

- A. *Citipati* walked on two feet with their legs directly underneath them.
- B. *Citipati* and *Oviraptors* are known as "oviraptorids," which means "egg thieves."
- C. *Citipati* laid eggs, had three-toed feet with claws, an s-shaped neck, and hollow bones.
- D. An adult *Citipati* was discovered sitting on a nest with its arms spread to protect the eggs.

5. What is the main idea of this text?

- A. Fossils can form from teeth, shells, bones, footprints, leaf prints, and eggs.
- B. In 1923, a team of scientists from the American Museum of Natural History made a surprising discovery in the Gobi Desert.
- C. Theropods are a group of dinosaurs that included *Tyrannosaurus rex*, *Velociraptor*, and *Citipati*.
- D. Discovering fossils of extinct dinosaurs helped scientists figure out that birds are a kind of dinosaur.

6. Read these sentences from the text.

“Scientists compare fossils from different time periods to investigate how life on Earth has changed over time.

“Think of fossils like puzzle pieces. The more pieces you have, the easier it is to put them together and tell what the whole picture looks like. And sometimes when you find and add new pieces, the picture looks very different from how you thought it would be.”

Why might the author have compared fossils to puzzle pieces?

- A. to help readers understand how scientists use fossils
- B. to prove that being a scientist is hard work
- C. to argue that studying fossils is more fun than putting together puzzles
- D. to explain why some puzzles are more difficult than others

7. Read these sentences from the text.

“Scientists discovered that like birds, theropods laid eggs. And they walked on two feet with their legs directly underneath them.”

What or whom does "they" refer to here?

- A. "Scientists"
- B. "birds"
- C. "theropods"
- D. "eggs"

8. Read these sentences from the text.

“In 1923, a team of paleontologists from the American Museum of Natural History made a surprising discovery in Mongolia’s Gobi Desert. They found three large rocks that turned out to be fossilized dinosaur eggs. Then they discovered another fossil nearby: a toothless dinosaur.”

What did the leader of this expedition guess the dinosaur had been doing?

9. Describe the adult *Citipati* fossil that led scientists to realize “oviraptorids” were caring parents. Support your answer with information from the text.



**10.** The title of this text is “Piecing Together the Story of Dinosaurs from Fossils.” Its author compares studying fossils to putting together a puzzle. Later, the author writes, “Think of fossils like puzzle pieces. The more pieces you have, the easier it is to put them together and tell what the whole picture looks like.”

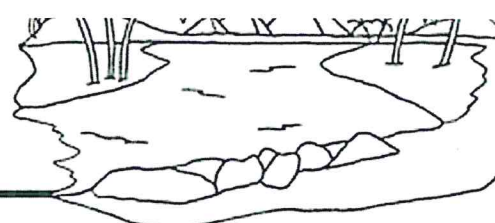
Explain how “piecing together” fossils has helped scientists learn more about dinosaurs. Be sure to discuss the adult *Citipati* fossil discovered in the Gobi Desert. Support your answer with information from the text.

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Audio by

# THE TWO LANDS OF ANCIENT EGYPT

Day 10  
(use article  
from day 9)



Question 1: Which area of the civilization was Upper Egypt?

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Question 2: Why was the Nile River important for Ancient Egyptians?

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Question 3: Who consolidated the two lands politically?

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