Hillary Clinton

Hillary Rodham Clinton was born on October 26, 1947, in Chicago, Illinois. She was the oldest of three children and the only girl. She liked to do many of the things her brothers did. When she was younger, people called her a tomboy.

In high school, Hillary became interested in helping others. One day, a speaker came to Chicago. His name was Martin Luther King, Jr. Hillary got to hear the famous civil rights leader speak. She thought a lot about his words and how he believed everyone should be treated fairly. This also made her realize women were often treated in ways that were not fair. When she was younger, she had thought about being an astronaut. She wrote NASA about her dream. They wrote back and told her girls could not be astronauts. Hillary knew things needed to change. Many people believed she could make a difference. When she graduated high school, her class voted her "Most Likely to Succeed."

Hillary went on to college. When she finished college, she was asked to speak at the graduation ceremony. She spoke about wanting equal rights for everyone. Hillary went to law school. She knew she also wanted to help children with her work as a lawyer.

Hillary would later marry Bill Clinton. Her husband became the governor of Arkansas and later became the president of the United States. Hillary became the country's First Lady. As First Lady, she worked to make healthcare better. She wanted to make healthcare affordable for everyone. Of course, she also worked hard to help find ways to improve conditions for women and children. Another important event for Hillary was becoming a mother. She and her husband had a daughter, Chelsea.

When Hillary's husband was no longer president, she became a senator. It was the first time a president's wife had ever run for public office. In 2007, she decided to run for president, but she did not win the nomination. Later, she became the Secretary of State for her country. Today, Hillary Clinton no longer holds this role, but she continues to believe in her dreams and tries to help others however she can.

UNIT 1 QUESTIONS

Name _____ Date _____

The following pages have questions based on the texts from Unit 1. You may look at the stories to help answer any questions. Use the back of the page if you need extra space for writing your answers.

1 Based on the text, which activity would most likely interest Kara and Janice?

(a) babysitting Janice's younger brother
(b) volunteering at a children's hospital
(c) cooking supper for Kara's parents
(d) making posters for the school pep rally

2 Using evidence from the text, explain your answer choice.

_____

_____

_____

_____

3 How did Hillary Clinton react to the news that girls could not be astronauts?

(a) She decided she no longer wanted to be an astronaut.
(b) She decided to go to college to try to become an astronaut for a different country.
(c) She decided to try to make a change to stop women from being treated unfairly.
(d) She decided to write a series of letters to NASA protesting their decision.

4 What do the two texts have in common?

(a) Both are about people who want to help others.
(b) Both are about girls who want to be married to presidents.
(c) Both are about spending time with friends.
(d) Both are about working at an animal shelter.

5 What does the word *donated* mean as it is used in the following sentence?

I am sure we could get some new toys donated if we tried.

(a) purchased
(b) given
(c) removed
(d) invested

Name

Date

Time to Write!

Part 1

Use the space below to brainstorm some ideas or ways you could help improve something at your school or in your community. List four ideas.

1. _____

2. _____

3. _____

4. _____

Part 2

Read over the ideas you wrote in Part 1. Circle one idea you like the most. Use the space below to write a persuasive paragraph, convincing people to help you make your idea a reality. Use the back of the page if you need more space to write.

One Small Step

In 1969, astronaut Neil Armstrong made history. He became the first man to walk on the moon. Armstrong was born on August 5, 1930, in Ohio. Even as a child, he loved flying. He went on his first airplane ride when he was six. He also enjoyed building model planes. He worked jobs mowing grass to make money to build his models. He began flying lessons when he was fourteen. By the time he was sixteen, he had his pilot's license, but he didn't even have a driver's license yet!

When Armstrong was older, he joined the Navy. He became a Navy fighter pilot. On one mission, he lost one of the plane's wings! He was able to keep the plane in the air long enough to land and not crash. Armstrong won three medals for bravery. After he left the Navy, he went to college and graduated. He married and then moved to California and became a test pilot.

In 1962, Neil Armstrong decided to become an astronaut. In 1969, he found out he would be the commander of the *Apollo 11* mission. This was the first flight to land on the moon. People watched at home on television as he steered the *Eagle* spacecraft. He landed it safely on the moon. On that historical day, he announced to Mission Control, "The *Eagle* has landed."

Outside the *Eagle*, a camera recorded the events. People on Earth saw him step onto the moon and heard him say, "That's one small step for a man, one giant leap for mankind." The astronauts spent about two and a half hours on the moon's surface. They left the American flag and a message on the surface: "Here men from the planet Earth first set foot upon the moon July 1969. We came in peace for all mankind."

Neil Armstrong left the space program in 1971. He taught space science at the University of Cincinnati. Later, he became a businessman.

Neil Armstrong's legacy will always be remembered by everyone. He will always be known as the first man to walk on the moon.

Name _____ Date _____

6 What most likely made Jeffrey think about using fruit for Manning's science project?

(a) He went grocery shopping.
(b) He saw fruit in the kitchen.
(c) He saw that Manning had drawn pictures of fruit.
(d) He had used fruit in his own project when Mrs. Malcolm was his science teacher.

7 When Neil Armstrong stepped onto the moon's surface, he said, "That's one small step for a man, one giant leap for mankind." In your own words, explain the meaning of this quote.

_____

_____

_____

_____

8 Which statement best explains how Manning feels about his science project?

(a) He wants to hurry and complete the project.
(b) He wants his brother to complete the project for him.
(c) He wants to do a good job and complete the project.
(d) He does not plan to complete the project.

9 What is Neil Armstrong most remembered for in history?

(a) flying a plane with only one wing
(b) winning three medals for bravery
(c) landing on the moon
(d) being the first man to walk on the moon

10 List in order three events that happened in the story "Unusual, Spectacular Planets."

a. _____

b. _____

c. _____

Hiding Under Someone's Bunk

Nora was tired. Camp was fun, but after a week of hiking, canoeing, and swimming, all she wanted to do was take a nap in her bunk. She was glad to have a few minutes of free time.

Opening the door to the cabin, Nora wasn't surprised to find a few of the other girls had the same idea she had. Two of the beds were already occupied. Nora was glad she wasn't the only one who needed a little bit of rest before the next big event. This was the first time she had ever been at camp for an entire week, and everything they did was so much fun. She had so many great stories that she couldn't wait to share with her family.

Nora crawled under the covers and shut her eyes. She could feel herself getting sleepier and sleepier. She put one arm underneath her pillow. Her other arm hung down off the side of her bed. She felt something soft and furry brush her fingers. Her eyes opened wide. She sat straight up in bed and looked down where her hand had been. She was too shocked to scream.

Crawling out from under her bunk and staring straight at her was a creature that was mostly black with a white stripe going from the tip of its nose to the tip of its tail. It was a skunk!

Nora froze. She didn't know what to do. She was scared that if she screamed, the other girls would wake up and start screaming, too. She was certain that with that much commotion, at least one of them would cause the skunk to spray their cabin. She knew she had to make a decision before the skunk decided to do more than just stare.

Very slowly, Nora edged to the end of her bed. The skunk stayed where it was. She managed to ease her way off the bed and across the room to the door. She took a shoe and propped open the door and then waited to see what the skunk would do. It seemed like forever, but it was really only a few minutes. The skunk made its decision. The skunk took advantage of the situation and went out the front door. Nora quickly removed the shoe and shut the door. The other girls slept through the whole thing. Now Nora definitely had the most exciting story of all to share with her family!

UNIT 3 QUESTIONS

Name **Date**

The following pages have questions based on the texts from Unit 3. You may look at the stories to help answer any questions. Use the back of the page if you need extra space for writing your answers.

1 What do both texts have in common?

(a) Summer camps are mentioned in both texts.

(b) Skunks are mentioned in both texts.

(c) An animal is sprayed by a skunk in both texts.

(d) A skunk gets trapped in a cabin in both texts.

2 Which event happened first in the text "Hiding Under Someone's Bunk"?

(a) Nora sat up in bed after she had touched the skunk.

(b) Nora came back to the cabin to take a nap.

(c) Nora opened the door for the skunk to leave.

(d) Nora told her parents about the skunk being in her cabin.

3 Based on information from the text, why do most people stay away from skunks?

(a) They are afraid of their sharp teeth.

(b) They do not know a lot about these wild animals.

(c) They cannot see them very well at night.

(d) They are afraid of being sprayed by these animals.

4 Most likely, what would Nora do the next time she went in a cabin to take a nap?

_____

_____

_____

_____

5 Which would be a good alternative title for the text "The Skunk"?

(a) "Nature's Secret Weapon"

(b) "Just Like Cats"

(c) "Camping Buddies"

(d) "Badgers, Ferrets, and Skunks"

Name Date

Time to Write!

Part 1

Everyone knows a skunk is known for its horrible smell. Use a thesaurus and find as many synonyms for the word *smelly* as you can. Write the words on the lines below.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Part 2

Circle four of the synonyms you wrote in Part 1. Use these circled words in a paragraph convincing people they should never bother any skunk they see in the wild. Write your paragraph on the lines below. Use the back of the page if you need more space.

UNIT 5 QUESTIONS

Name **Date**

The following pages have questions based on the texts from Unit 5. You may look at the stories to help answer any questions. Use the back of the page if you need extra space for writing your answers.

1 What do Brent and his great-grandmother have in common?

_____

_____

2 What does the word *ancestors* mean as it is used in the following sentence?

He could hardly wait to hear more about his ancestors.

(a) people a person knows
(b) relatives a person is descended from
(c) a person's cousins
(d) someone's children

3 List one thing Brent and Gregor Mendel have in common.

_____

_____

_____

_____

4 Which choice is an example of a genetic trait?

(a) loud sneezes
(b) hair color
(c) sleep patterns
(d) haircuts

5 According to the text, which would be a positive effect of genetic engineering?

(a) People would never argue.
(b) Animals would live forever.
(c) There would be unlimited food supplies.
(d) Crops would be resistant to diseases.

Name Date

Time to Write!

Every person is unique, so use the space below to tell all about an amazing subject: You! Write about all the traits that make you unique. Be sure to include any traits you know you have inherited from other people. Don't forget to describe such things as your eye and hair colors.

Uniquely Me

UNIT 7
QUESTIONS

Name **Date**

The following pages have questions based on the texts from Unit 7. You may look at the stories to help answer any questions. Use the back of the page if you need extra space for writing your answers.

1 What do the two texts have in common?

(a) Both are about animal instincts.
(b) Both are about time spent with families.
(c) Both are about damage after a tornado.
(d) Both are about storms.

2 How does Elijah's grandfather know a storm is coming soon?

(a) The rabbit runs faster than he normally would.
(b) The silks fall off the corn easily.
(c) He hears the sound from the thunder.
(d) He notices the dog does not chase the rabbit.

3 Use information from the text "Storms" to explain why a person would be in trouble if outside during a storm.

_____

_____

_____

_____

4 From the text, what can you infer about Elijah's relationship with his grandparents?

(a) They work well with each other.
(b) They do not see each other very often.
(c) They never disagree with each other.
(d) There is no relationship between them.

5 Which can cause damage during a storm?

(a) thunder and lightning
(b) hail and thunder
(c) lightning and hail
(d) wind and sunshine

Name Date

Time to Write!

There is a tall tale that says the character Pecos Bill lassoed a tornado and used it to make the Grand Canyon. Create your own tall tale in the space below. Create a character who captures the wind, the lightning, or the hail from a storm (or maybe even all three) and write a story about what happens after he or she does this.

Remember, a tall tale is not true. The main character is often heroic and can have exaggerated characteristics, such as extreme height, strength, or intelligence.

The Unstoppable Plant

In America, the climate of the southern states is great for growing plants. Plants love the warm weather and the occasional rains that frequent the area. One plant that loves the South is kudzu.

Kudzu is not a native plant to America. The vine was brought in to the United States from Japan. In 1876, the United States celebrated one hundred years as a country. To honor this event, the government held a celebration in Philadelphia. Many other countries chose to celebrate with America and brought gifts to the celebration. People from Japan came to honor America's one-hundred-year celebration as a country. The Japanese brought a vine, kudzu, to America. The vine had beautiful leaves and a sweet-smelling flower. Kudzu would be a perfect addition to America's landscape.

Americans quickly found a use for the new Japanese vine. The plant grew well in the warm climates of the South. People used the vine to create shade in places where there were no large trees. They also used the plant to stop the erosion of soil. The vine was loaded with vitamins and protein. Cattle soon learned to enjoy a delicious diet of kudzu. The plant was quickly dubbed a miracle, and everyone was praising the kudzu vine.

However, the kudzu vine was not the miracle vine everyone thought it would be. There was a problem. Kudzu would not stop growing. Soon, the plant was taking over everything it touched. The vine became like a parasite. It quickly covered the trees it touched. Acres and acres of forest were destroyed by the growth of the plant. The forests that were lost caused a hardship on the other plants and animals that lived there. Their habitat was lost. Kudzu even took over man-made structures, such as houses and electrical wires and telephone lines. Entire buildings disappeared under the growth of the vine. Nothing seemed safe from the invading plant.

Today, people still attempt to use kudzu in a helpful way. They continue to feed it to livestock and try to control the spread of the plant when using the vines to stop erosion. However, those who live where kudzu grows know it is an ongoing process to keep the thriving plant under control.

Name _____ Date _____

6 Why do the boys not want to meet in the treehouse?

(a) The treehouse is not safe.
(b) The treehouse is used by other people.
(c) The treehouse is not close to Percy's house.
(d) The treehouse is too small.

7 Write two words to describe the kudzu vine. Explain why you chose the words.

a. The kudzu vine is _____ because _____

_____.

b. The kudzu vine is also _____ because _____

_____.

8 What does the word *parasite* mean as it is used in the following sentence?

The vine became like a parasite.

(a) something that stays away from everything else
(b) something that lives off other things
(c) something that has a very short life span
(d) something that causes a disease

9 Explain why the kudzu vine grew well in the South.

_____

_____

_____

10 What do you think would be the best way to control the kudzu vine's growth? Explain your answer.

_____

_____

_____

The Great Ride

Saylor Thomas looked out the window of the train. Her mother and father sat beside her. Her brother and sister were on the seat across from her. Saylor could tell by the looks on their faces that they were just as excited as she was. They were all about to take their first train ride.

The Thomas family was on vacation. They were at an amusement park in East Tennessee. The park had a working, coal-fired steam engine train. The train would take them on a short ride through the mountains. Saylor knew the ride was only a few miles, but she still could not wait for it to start. Her class in school had studied the history of railroads across America. She had read all about the building of the Transcontinental Railroad. Whenever the teacher had read the passages from the textbook, Saylor had tried to imagine what traveling by train would be like. Now, she was finally going to find out.

"Have you ever ridden a train?" Saylor asked her parents.

"Yes," her father said, "but it was many years ago. Your mother and I boarded a train in Kentucky. It was not like this train, though. We spent the night on the train and slept in small compartments with bunk beds. We also dined on board the train. If you all enjoy this ride, maybe we can take our vacation next year on an extended train ride."

Everyone looked pleased with the idea. Before Saylor could say anything back, the whistle of the train began to blow. Saylor felt the train begin to move underneath her. The slow and steady rhythm of the train began to carry them away from the train station and down the tracks. The train's movement caused a wonderful breeze to blow across their faces.

The train ride was everything Saylor had imagined it would be. She could not wait to ride a train again!

UNIT 9 QUESTIONS

Name **Date**

The following pages have questions based on the texts from Unit 9. You may look at the stories to help answer any questions. Use the back of the page if you need extra space for writing your answers.

1 Write two to three sentences to summarize the text "The Great Ride."

2 What do the two texts have in common?

(a) Both are about the future.
(b) Both are about amusement parks.
(c) Both are about vacations.
(d) Both are about trains.

3 How will Saylor most likely react if she gets a chance to ride another train?

(a) She will not want to ride a different train.
(b) She will want to ride the train.
(c) She will only ride if her brother and sister can ride, too.
(d) She will never ride another train.

4 Why are trains not as popular today as they were in the past?

(a) People do not like the noise of the trains.
(b) People have other ways to travel, such as automobiles and airplanes.
(c) People cannot afford the price of the tickets.
(d) People are afraid of traveling by train.

5 Write one fact from the text "Transportation on the Tracks."

Name _____ Date _____

Time to Write!

Trains can take people to faraway places. Choose somewhere you would like to travel. With your teacher's help, do some research about your special place. Then answer the questions below.

Where would you like to travel? _____

Can you get there by train? _____

How would you choose to get there? _____

What would you want to do or see while you were there? _____

_____

_____

_____

Why did you choose this place? _____

_____

_____

_____

Who would travel with you? _____

_____

_____

_____

What is one thing you would not leave home without taking? Why? _____

_____

_____

_____

Something Extra: On the back of the page, draw and color a picture of you at your special place.

Name Date

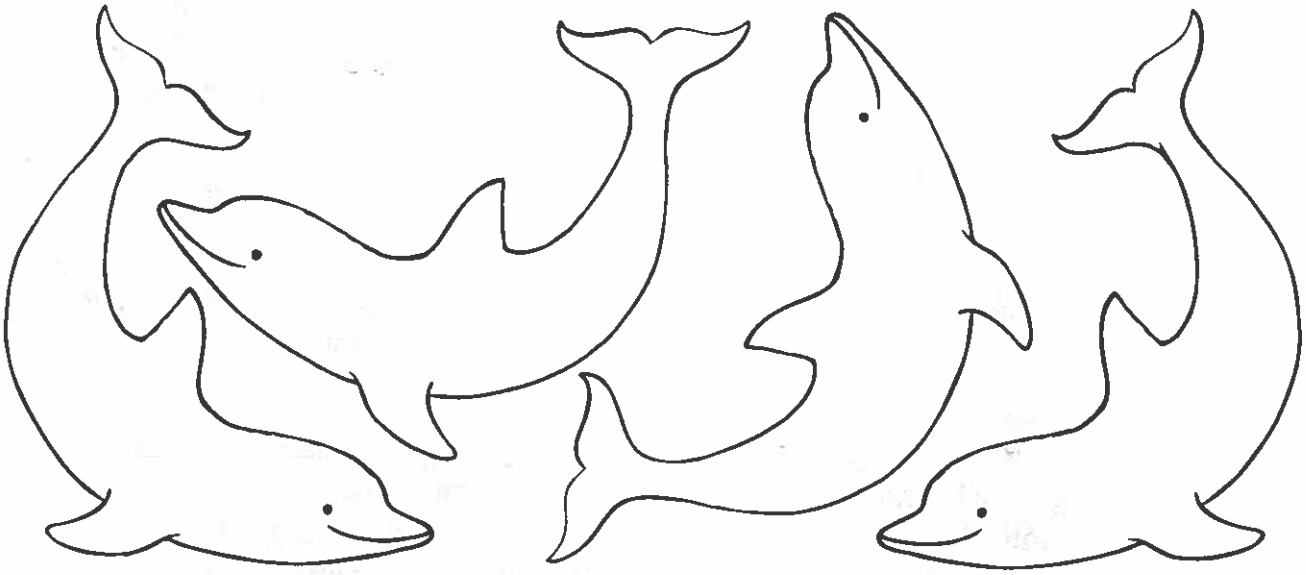
Time to Write!

Part 1

A preposition is a word that shows position. Examples of prepositions are the words *over* and *under*.

- The dolphin went over the wave.
- The dolphin went under the water.

Write four more prepositions on the dolphins that are drawn below.



Part 2

Use the four prepositions you wrote above in a story. Follow these directions when writing your story:

- One of the characters in the story should be a dolphin.
- Circle the prepositions you use.

Use the back of the page if you need more space.

Name Date

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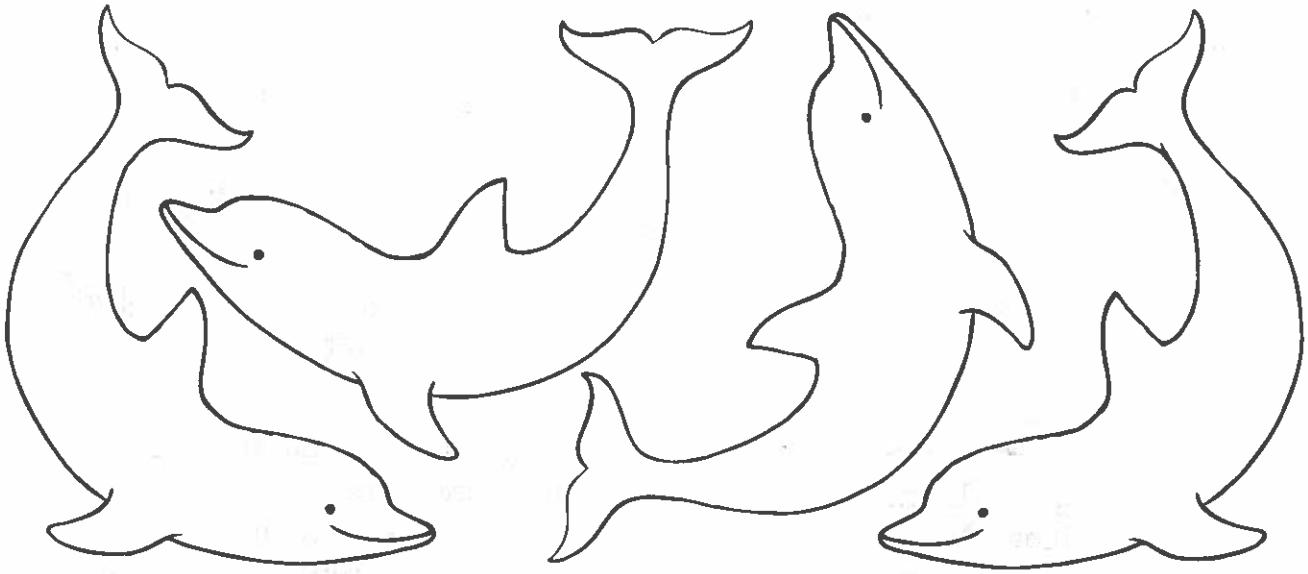

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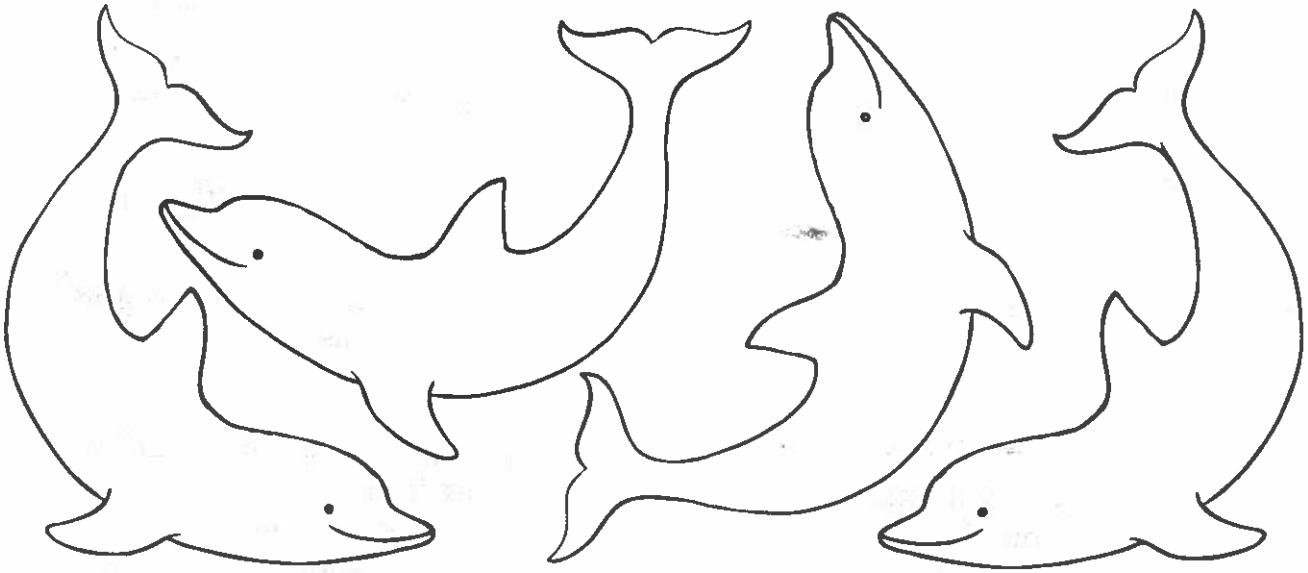

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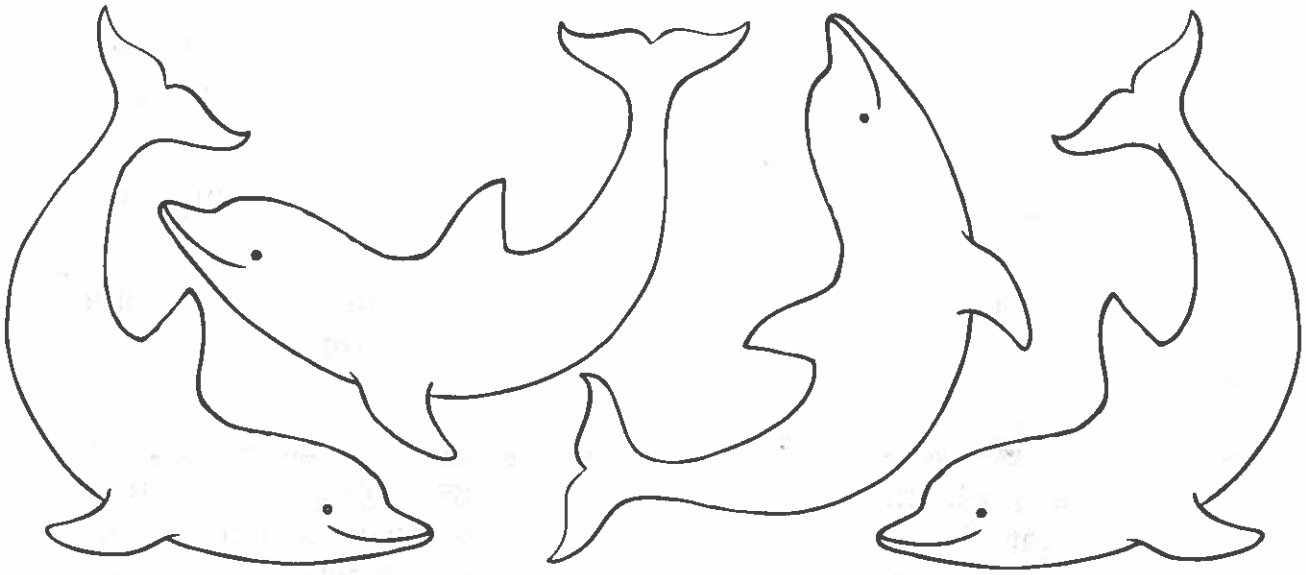

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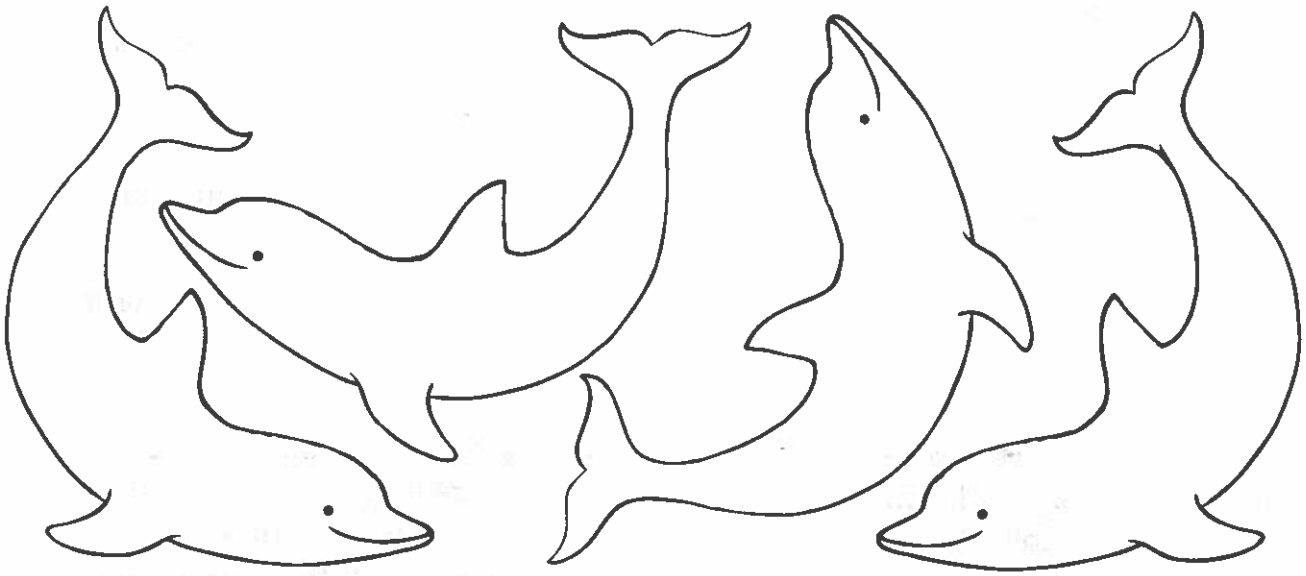

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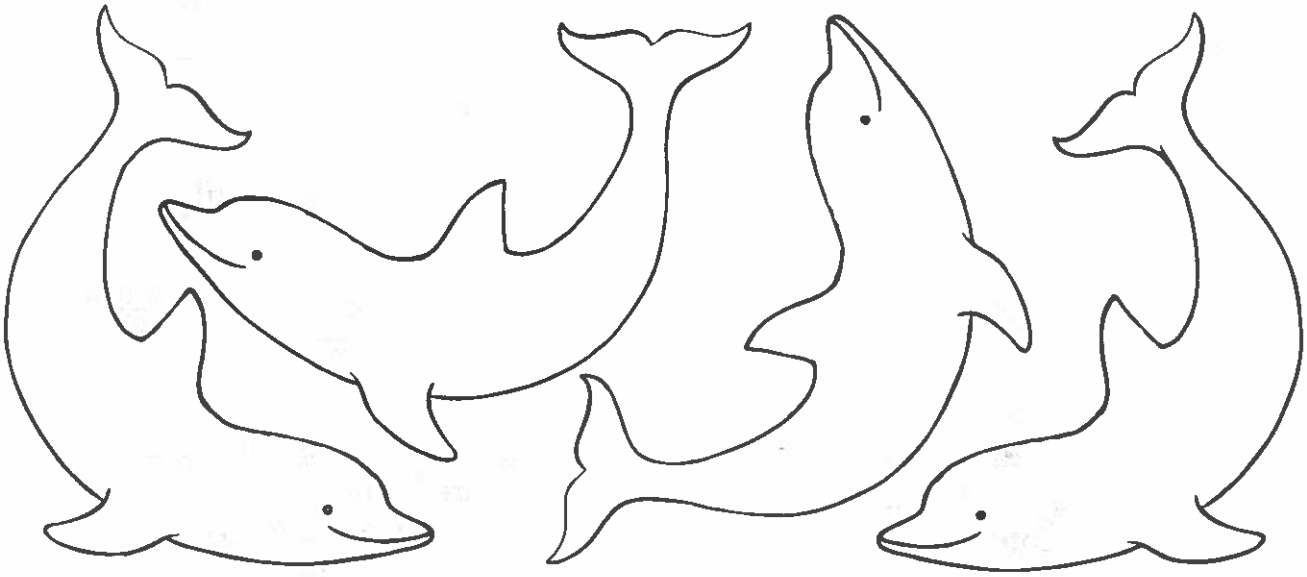

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UNIT 20 | Name | Date

Time to Write!

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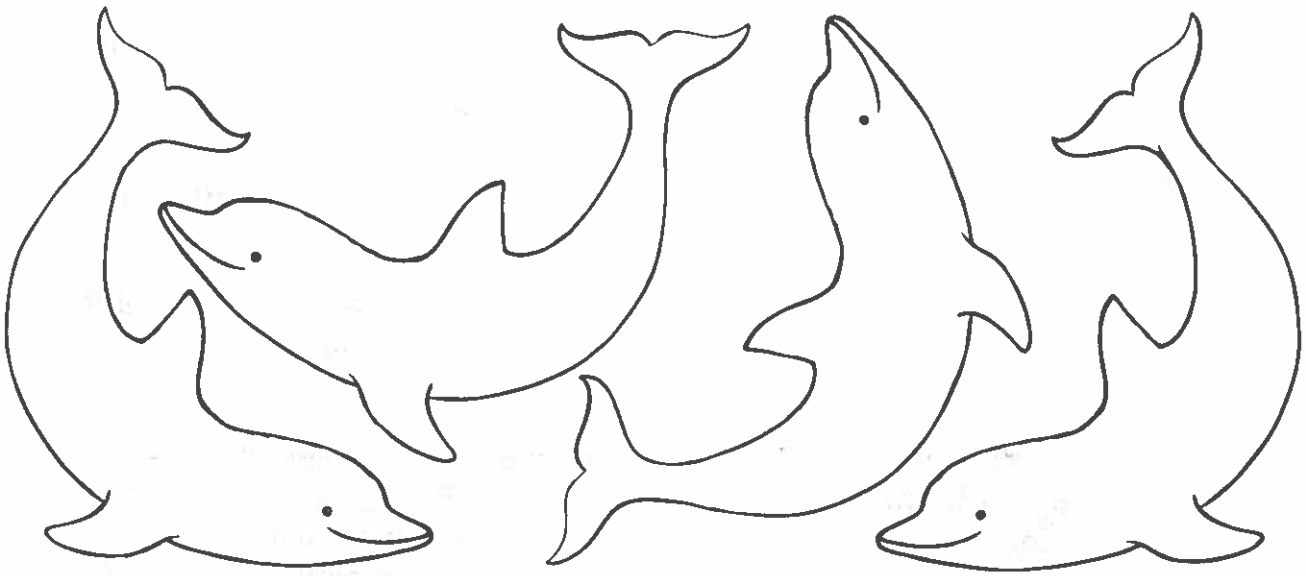

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UNIT 20 | Name | Date

Time to Write!

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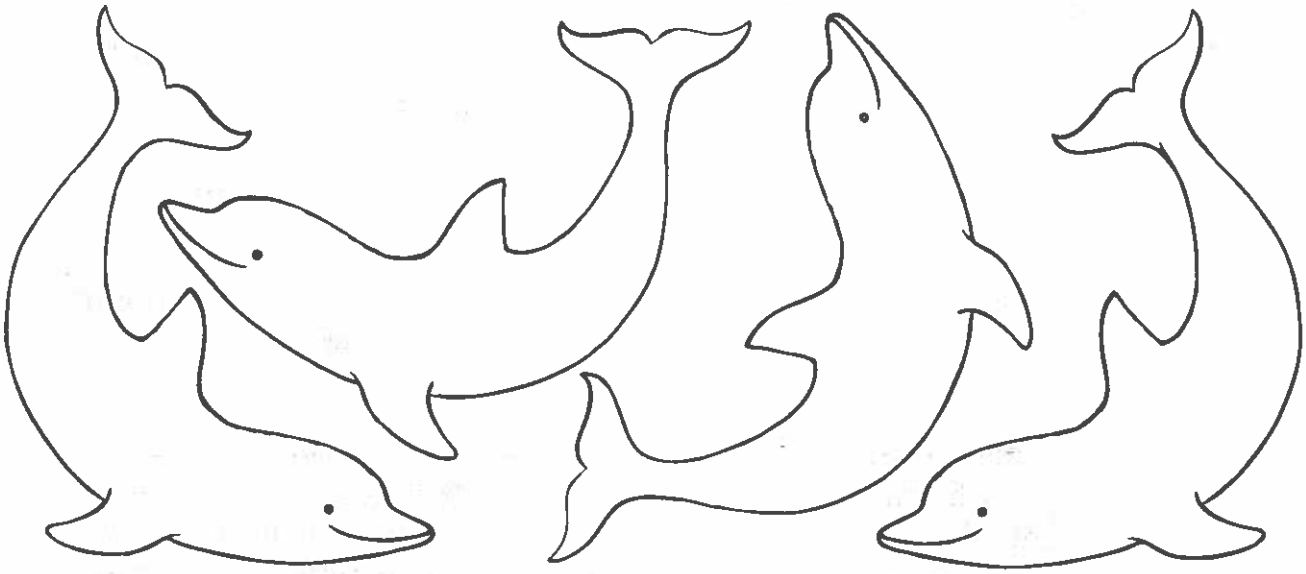

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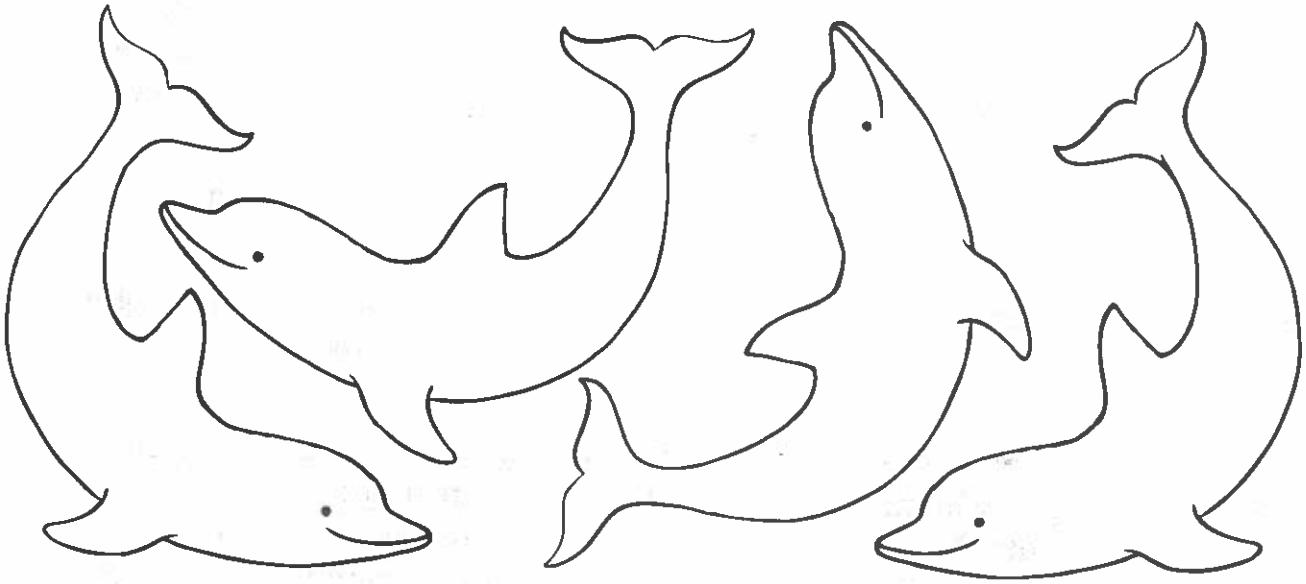

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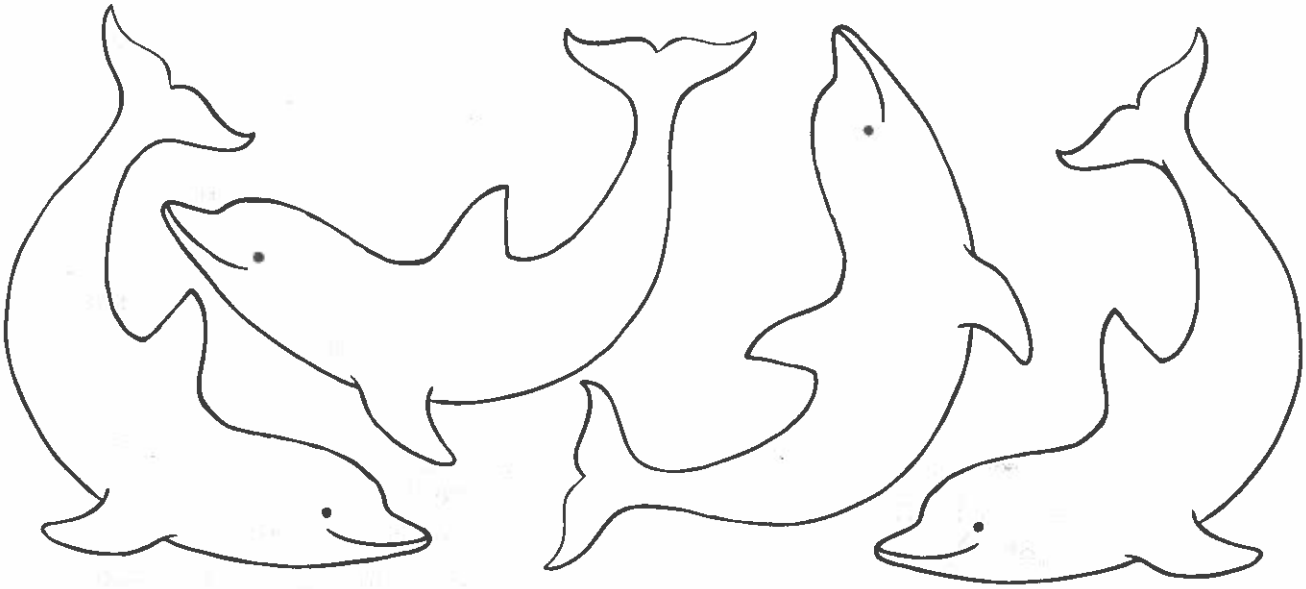

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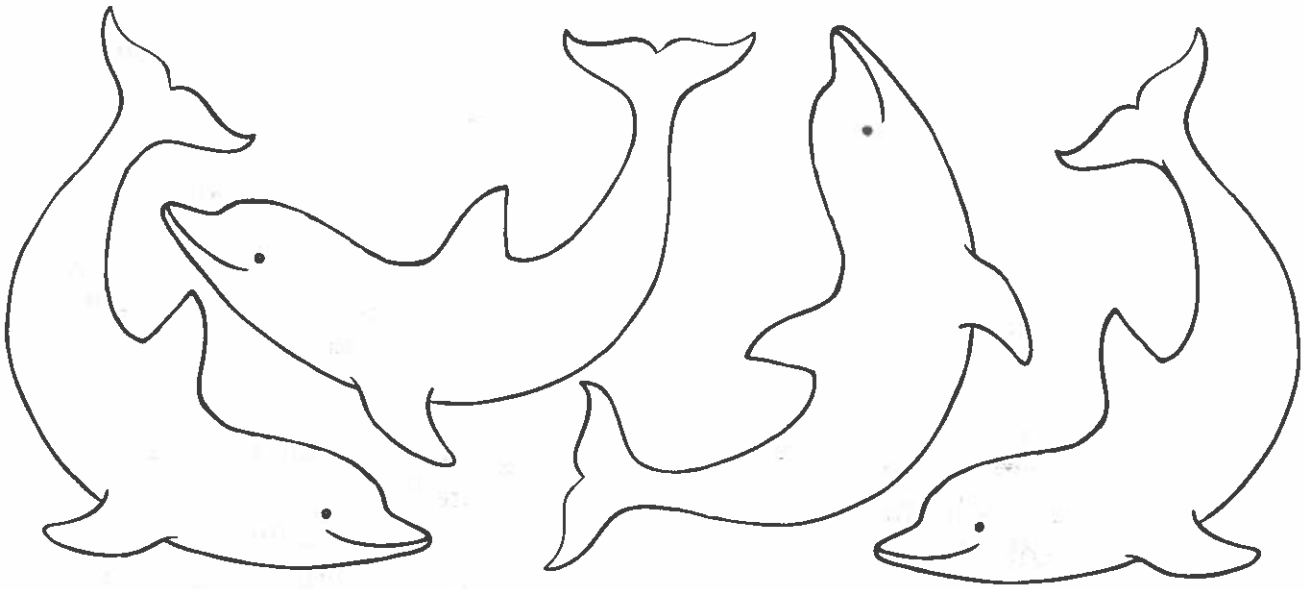

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UNIT 20 Name Date

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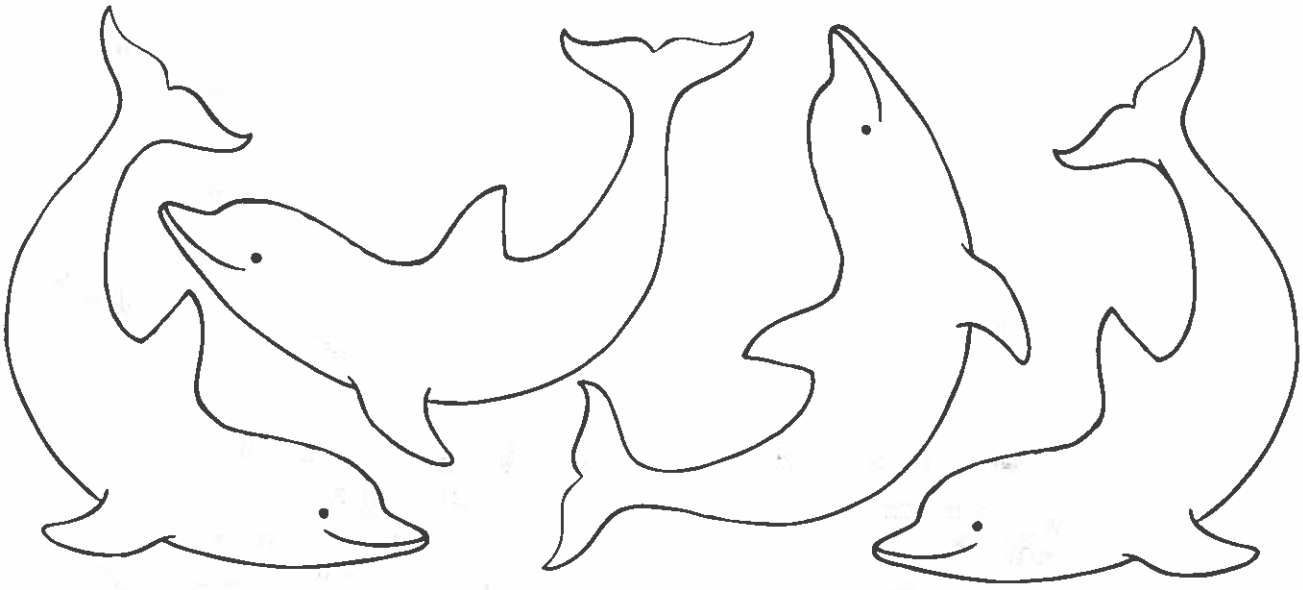

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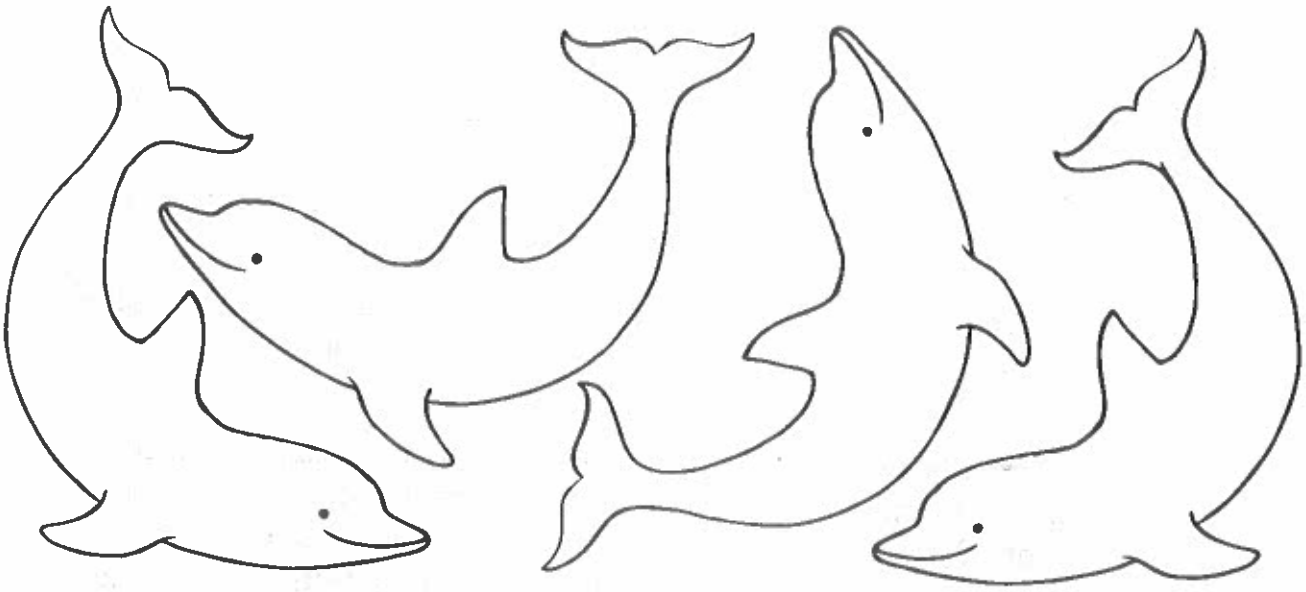

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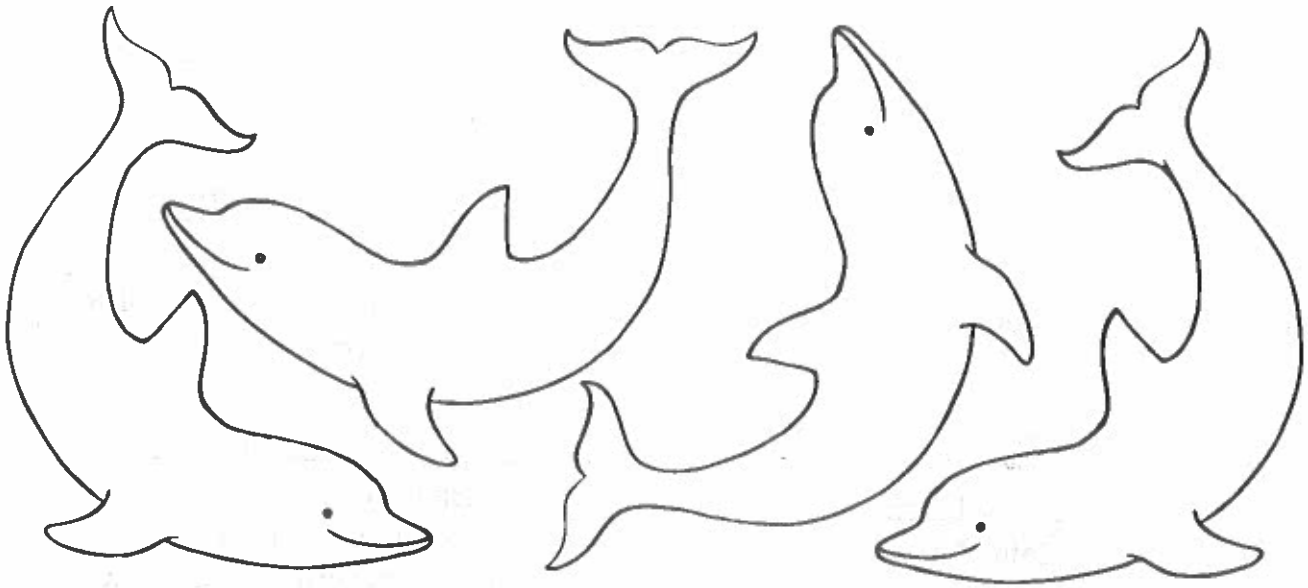

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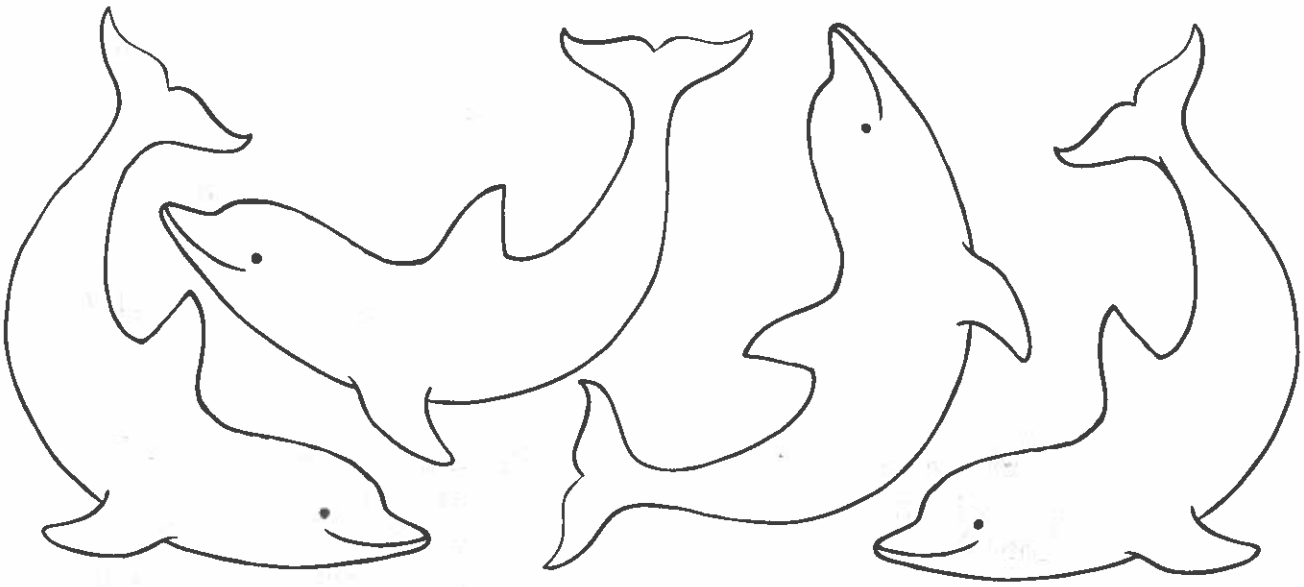

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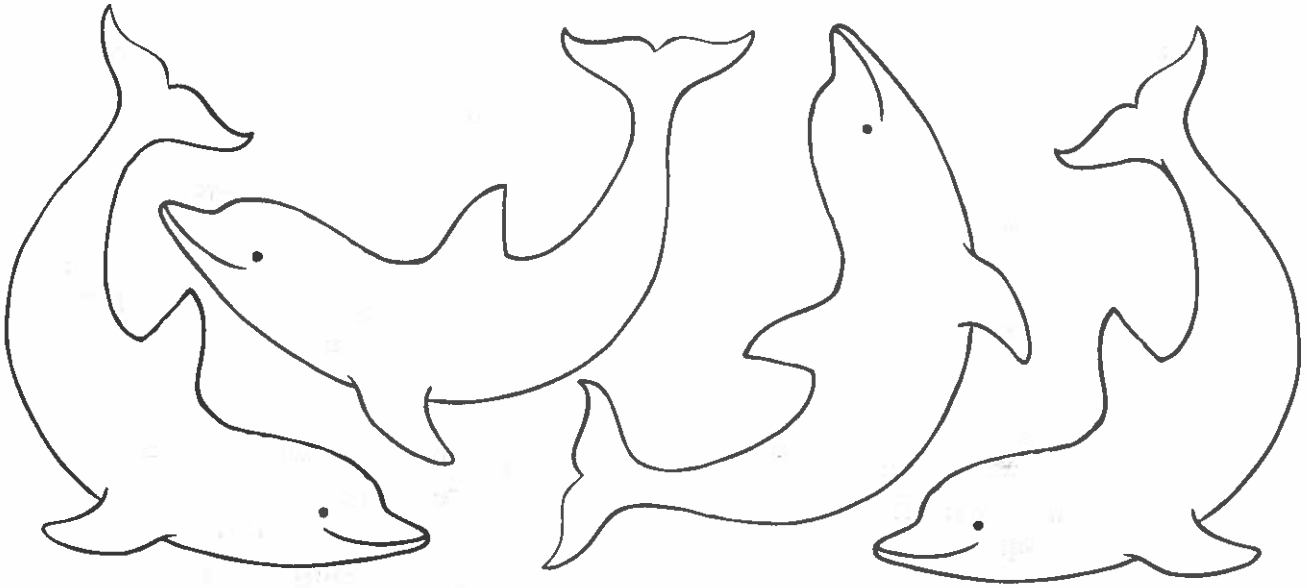

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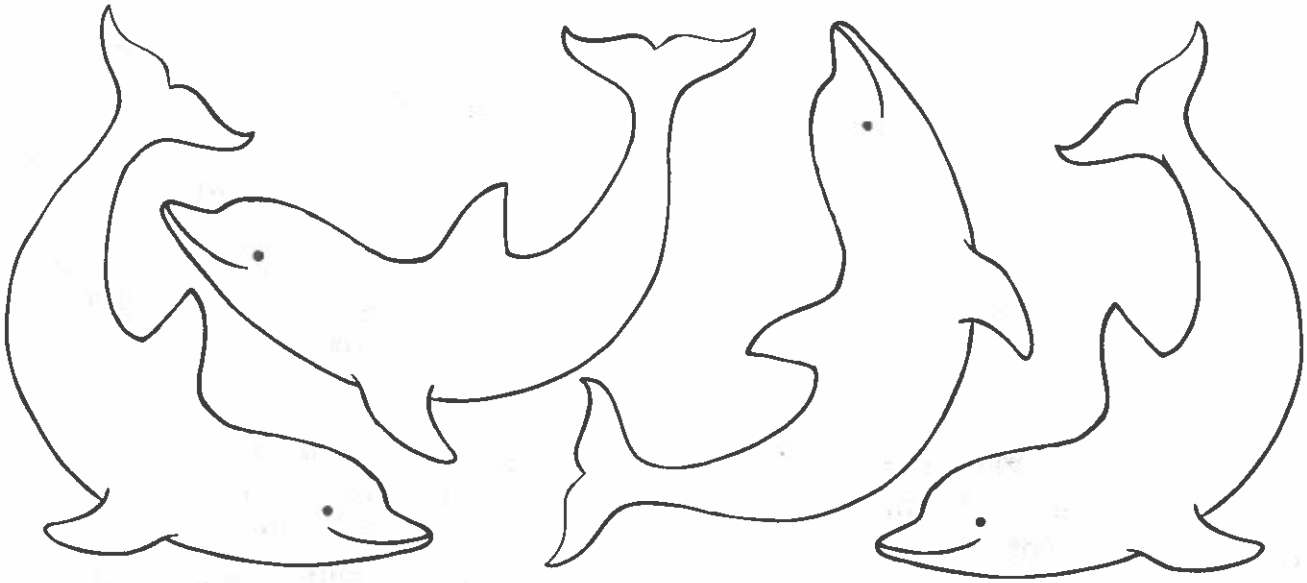

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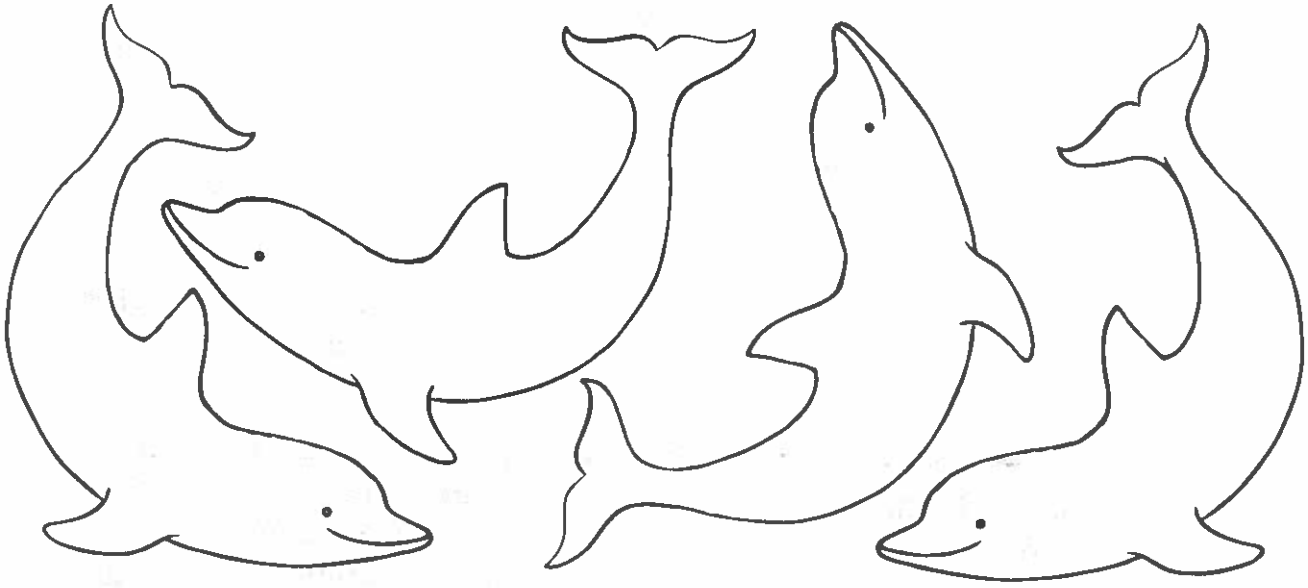

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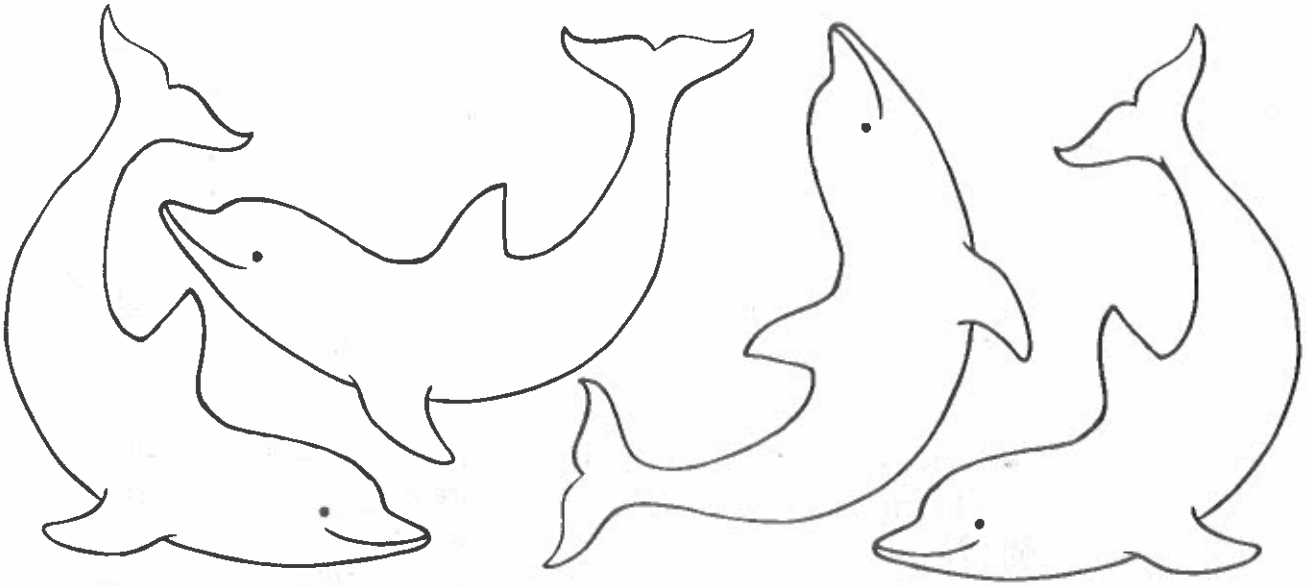

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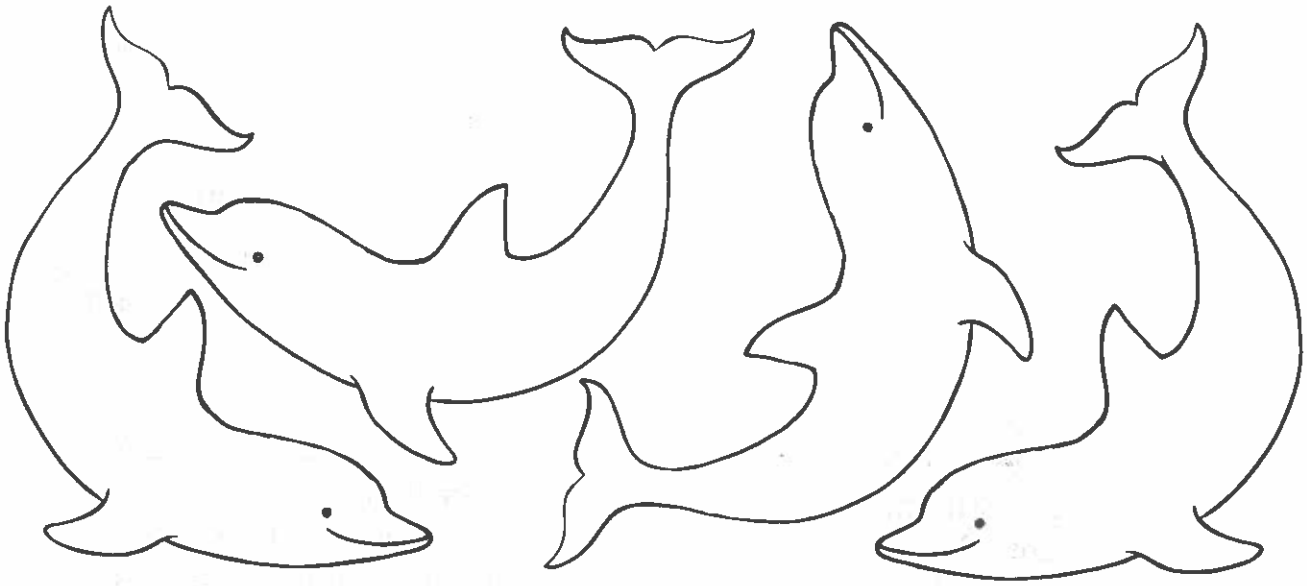

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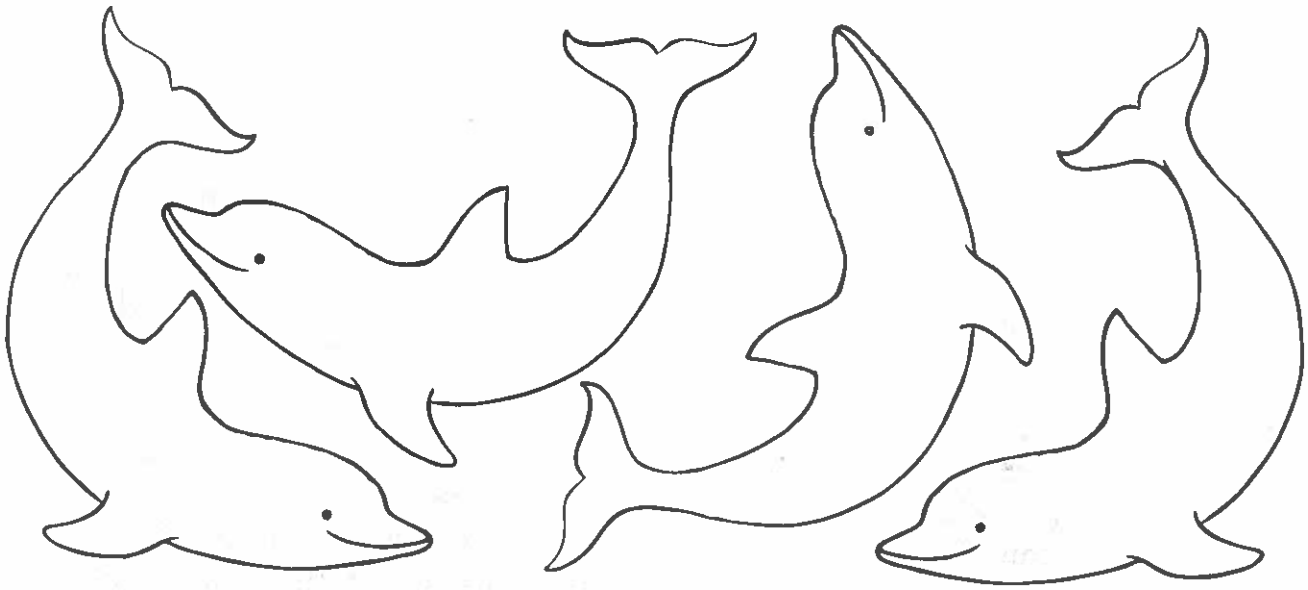

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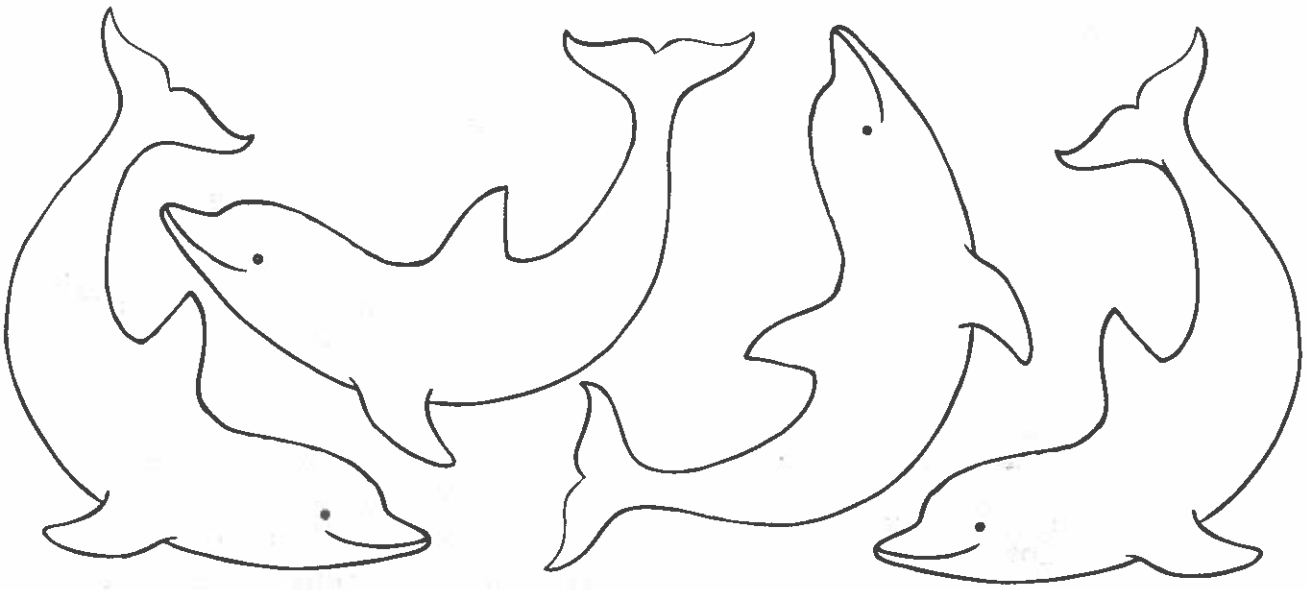

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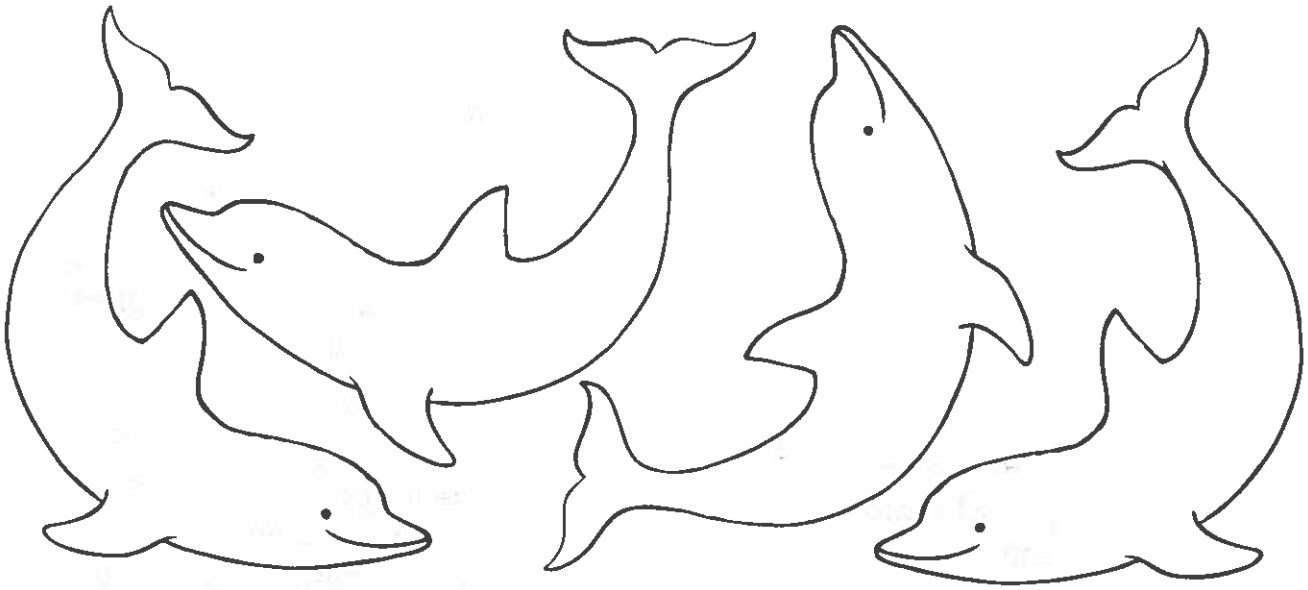

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Name _____

Daily Science

Big Idea 3

WEEK 1

Day 1

Weekly Question

Do we really drink the same water that dinosaurs did?

Earth is often called the Blue Planet. That's because almost three fourths of Earth's surface is covered by water. Most of that water is salt water found in the world's oceans. Salt water contains dissolved minerals and is not drinkable. Less than 3% of all the water on Earth is fresh water, the kind we drink.

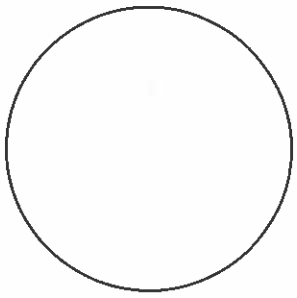
Although you might think that most of the fresh water on Earth is found in lakes and rivers, in fact, only a small fraction can be found in these places. Most of the fresh water is frozen in polar ice caps and glaciers. The rest exists in the atmosphere as gas or clouds, or is located underground. Even though water is found in different places and in different forms, all of the water on Earth is constantly interacting. Water travels from oceans to air to land and back to sea in a continuous process called the **water cycle**.

Vocabulary

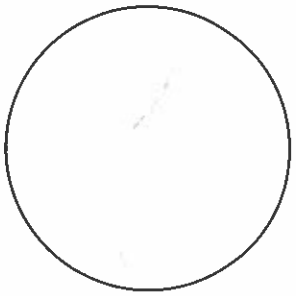
water cycle
WAH-ter SY-kul
the continuous movement of water on, above, and below Earth's surface

A. Fill in the two circles below to create pie charts, one showing the percentage of water on Earth, and one showing the percentages of salt water and fresh water.

Percentage of Earth's surface covered by water



Percentage of salt water vs. fresh water



B. Write *true* or *false*.

1. Fresh water can occur as a gas, liquid, or solid. _____
2. A small fraction of fresh water is frozen in polar ice caps. _____
3. Water from the ocean can end up in the air or on land. _____
4. Three quarters of Earth's water is salt water. _____

C. If all of Earth's water was represented by 100 milliliters, how many milliliters of fresh water would there be? _____

Name _____

Daily Science

Big Idea 3

WEEK 1

Day 3

Weekly Question

Do we really drink the same water that dinosaurs did?

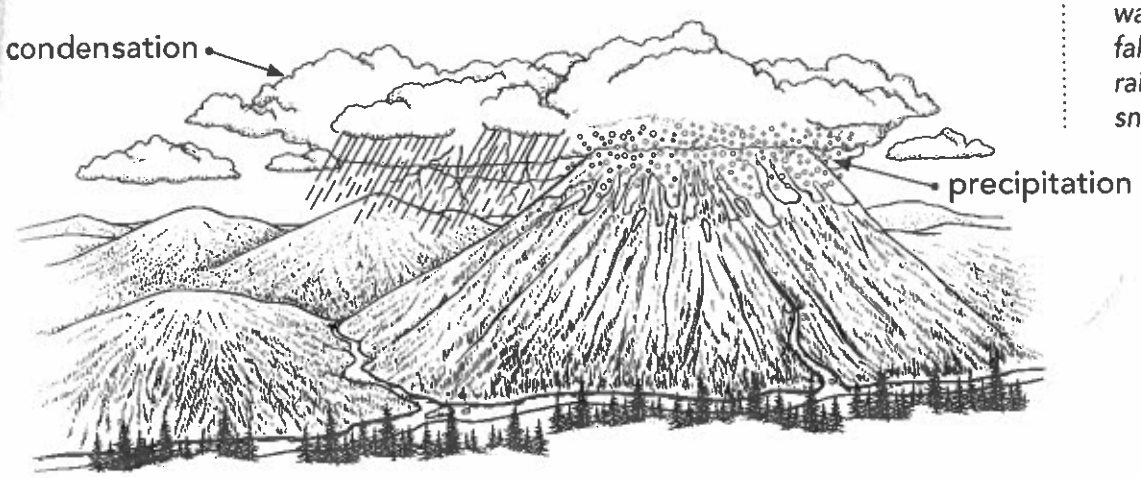
When water vapor is transported to cooler regions—either away from the tropics or higher up into the atmosphere—it cools. As water vapor cools, it gives up its heat energy and changes back into a liquid. We call this process **condensation**. In the atmosphere, condensation takes the form of tiny droplets of water. We see condensation as clouds in the sky or fog near the ground.

When water droplets get so big that air currents can no longer support them, they fall to Earth's surface as rain. This rainfall is called **precipitation**. If the air is cold enough, condensation of water vapor results in freezing, and snowflakes form. Snow is another form of precipitation, as are hail and sleet.

Vocabulary

condensation
KON-den-SAY-shun
the change from a gas into a liquid

precipitation
prih-SIP-ih-TAY-shun
water droplets that fall to the ground as rain, hail, sleet, or snow



A. What is the difference between *condensation* and *precipitation*? Use both words in your answer.

_____

_____

B. Which one of these scenarios is *not* an example of condensation?

- ❒ frost on the window
- ❒ dew on the grass in the morning
- ❒ fog forming in a valley at night
- ❒ boiling water

Name _____

Daily Science
Big Idea 3
WEEK 1

Day 5

Weekly Question

Do we really drink the same water that dinosaurs did?

A. Use the words in the box to complete the paragraph.

evaporate	**condensation**	**water cycle**
water vapor	**precipitation**	**humidity**

All of the water on Earth is constantly recycled in a process called the _____. First, the sun heats the water and causes it to _____. This changes the water from a liquid into gas, or _____, which mixes with other gases in the atmosphere. You can measure the amount of moisture in the atmosphere as _____. As the vapor moves to cooler areas, it cools and changes back into liquid in a process called _____. When the water droplets get too big, they fall to the ground as _____.

B. **If a dinosaur once lived in Mexico, and you now live in Arkansas, could you still be drinking the same water as the dinosaur did? Explain why or why not.**

_____

_____

_____

_____

Name _____

Daily Science Big Idea 3 WEEK 2

Day 1

Weekly Question

Why don't rivers and lakes soak into the ground?

Remember that less than 3% of all the water on Earth is fresh water, and only a tiny fraction of that is available for us to use. Most of Earth's fresh water occurs as ice in the polar ice caps and in glaciers. These regions are far from where most people live, and water in these areas is not easy to use. Unlike liquid water that can flow through pipelines, frozen water is hard to transport. Because of this, people use fresh water from rivers and lakes near populated areas.

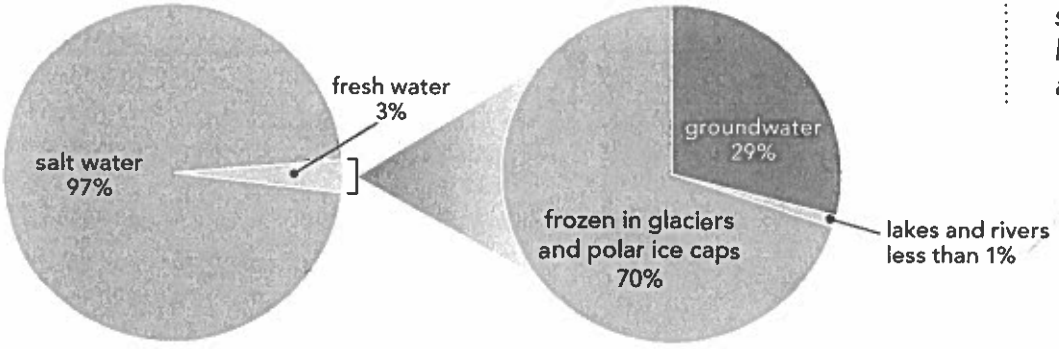
The second-greatest store of fresh water on Earth is in the ground. This type of water is called **groundwater**. Places that don't have access to fresh water from rivers and lakes depend on groundwater for drinking, **irrigation**, manufacturing, and industry.

Vocabulary

groundwater
GROWND-wah-ter
fresh water that exists underground

irrigation
EER-ih-GAY-shun
a method of supplying dry land with water artificially

A. Look at the diagram and answer the questions.



Water on Earth **Where Fresh Water Is Stored**

1. About what percentage of Earth's fresh water is found in groundwater, rivers, and lakes? _____

2. Why is most of Earth's fresh water difficult to use?

_____

B. Use the vocabulary words to complete the sentences.

1. A farmer uses an _____ system to water his crops.

2. The farmer is not near a river, so he uses _____ instead.

Name _____

Daily Science
Big Idea 3
WEEK 2

Day 3

Weekly Question

Why don't rivers and lakes soak into the ground?

Groundwater in the aquifer is replenished by rainfall in a process called *recharge*. But not all rainfall soaks into the ground. Some rain collects in rivers, lakes, and streams as **surface water**.

So why doesn't all surface water soak into the ground? Beneath some rivers and lakes, the rock layer isn't porous. If there are no pores to soak up the water, then the water simply collects above the ground. In places where the rock is porous, the ground beneath rivers, lakes, or streams is already saturated. So when rain falls, the ground cannot hold any more water, and it builds up on the surface.

Vocabulary

surface water
SIR-fiss WAH-ter
water that does not soak into the ground

A. The diagrams below show two ways surface water can form. Underneath each diagram, write a caption that describes what is happening with the water.

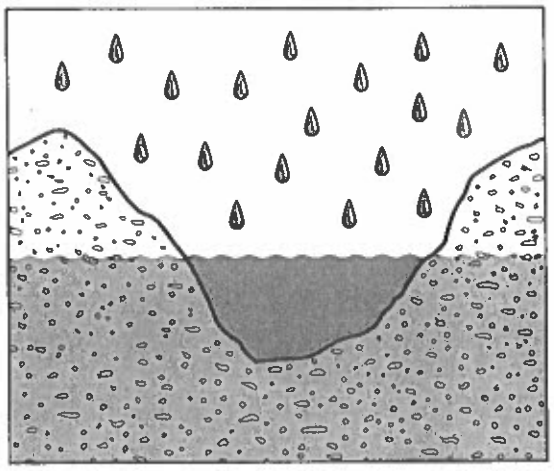


diagram 1

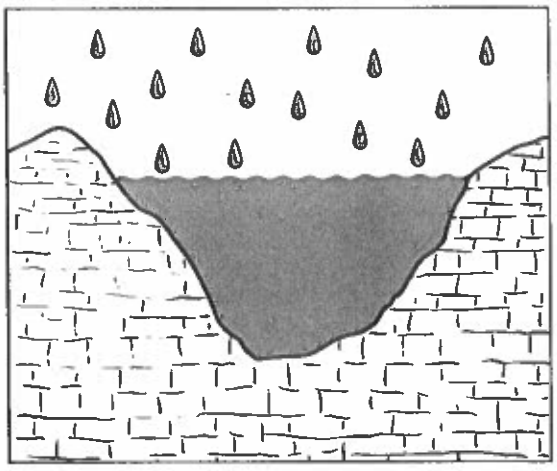


diagram 2

_____ _____

_____ _____

B. Describe the difference between surface water and groundwater.

_____

_____

Name _____

Daily Science
Big Idea 3
WEEK 2

Day 5

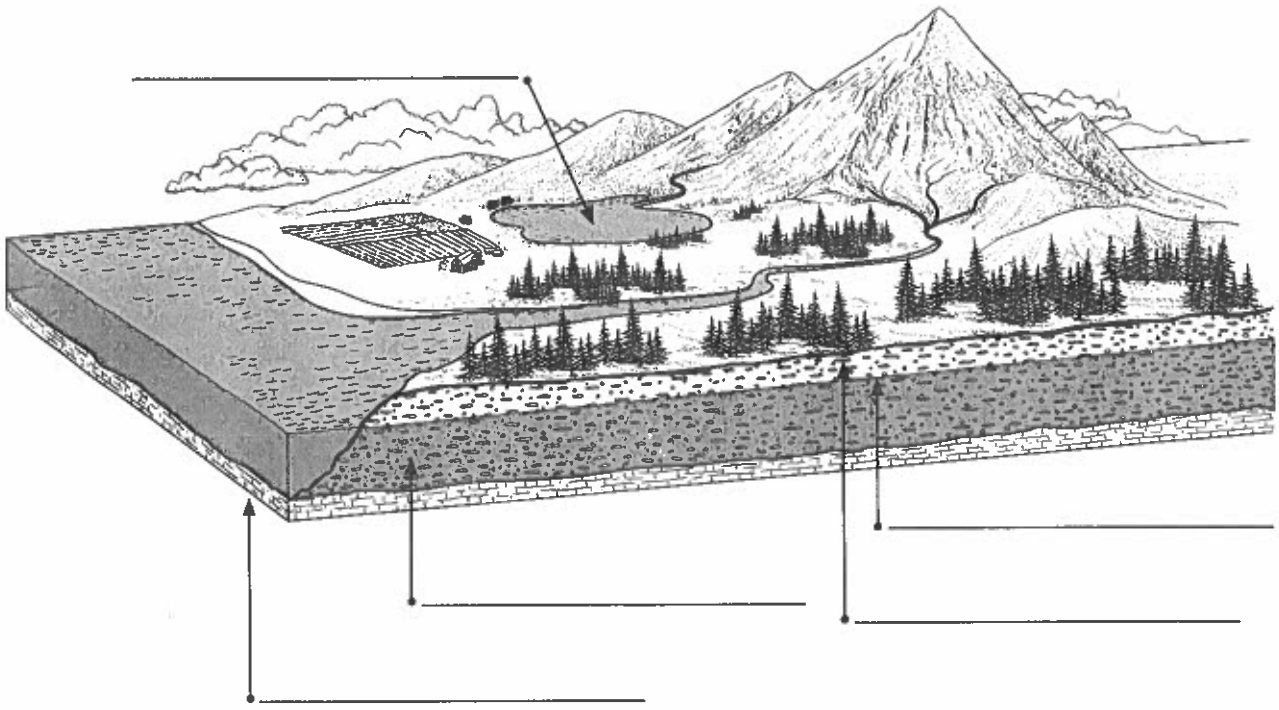
Weekly Question

Why don't rivers and lakes soak into the ground?

A. Next to each word, write the letter of its definition.

1. ____ aquifer	**a.** water under Earth's surface
2. ____ groundwater	**b.** artificially watering dry land
3. ____ porous	**c.** a level below which the ground is full of water
4. ____ irrigation	**d.** water in rivers and lakes
5. ____ surface water	**e.** a layer of saturated rock
6. ____ water table	**f.** filled with tiny holes

B. Label the *groundwater, surface water, porous rock, nonporous rock,* and *water table.*



Name _____

Daily Science
Big Idea 3
WEEK 3

Day 1

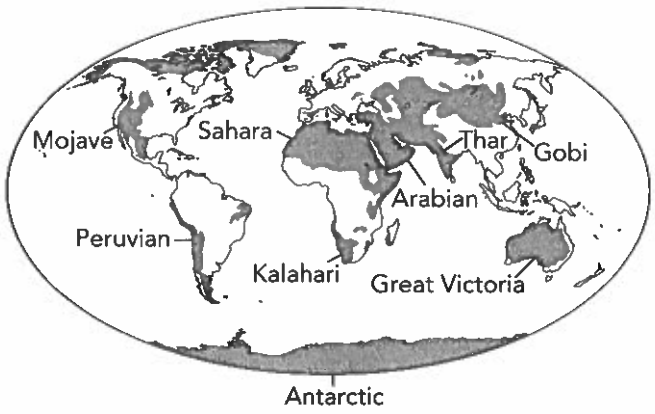
Weekly Question

What makes deserts so dry?

Deserts can be found anywhere in the world, from the Mojave (moh-HAH-vee) Desert in California to the Gobi (GOH-bee) Desert in Asia. When you picture these places, you probably imagine long stretches of barren sand dunes with a burning sun overhead. But did you know that the largest desert on Earth isn't the famous Sahara in Africa, but the frigid ice fields of Antarctica?

The fact is that deserts are determined by how much water they receive, not how hot they are. On average, a desert gets less than 10 inches of rainfall per year. Since the North and South Poles receive very little precipitation, these places are considered to be deserts.

A. The shaded areas on the map below represent the world's deserts. Use the map to answer the questions.



1. On how many continents are there deserts? _____

2. Besides Antarctica, which continent is made up almost entirely of desert? _____

B. Check the box next to each word or phrase that correctly completes the sentence.

Deserts are found in places that are _____.

- ❒ hot
- ❒ cold
- ❒ near the ocean
- ❒ far from the ocean

Name _____

Daily Science
Big Idea 3
WEEK 3

Day 3

Weekly Question

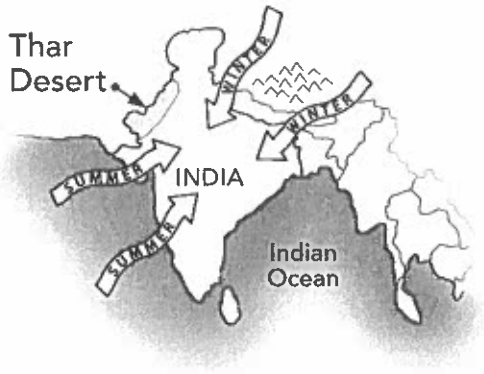
What makes deserts so dry?

Not all deserts are formed by a rain shadow behind a mountain. Some regions, such as the Sahara Desert, have very low moisture because the air is too warm for water to condense. The sun shines directly on the ground and heats up the land, evaporating any moisture. Other regions, such as the Tengger Desert in China, are impacted by dry prevailing winds that blow over land instead of water. The winds have already dropped all their moisture by the time they reach these regions.

Some deserts do receive seasonal rainfall, however. This happens when the prevailing winds reverse direction. A wind that changes direction with the seasons is called a **monsoon**. Monsoons bring rainfall for a certain period of time to areas that are otherwise dry. The Thar Desert in India is a monsoon desert that receives some rainfall from June to September, during India's monsoon season.

Vocabulary

monsoon
mon-SOON
a wind that reverses direction when the seasons change



A. During winter in the Thar Desert, the winds blow from the dry Himalaya Mountains and Siberia. Why do you think it rains so much when the winds switch direction in the summer? Use the map above to help you.

_____

B. Name two reasons that deserts form, besides rain shadows.

1. _____

2. _____

Name _____

Daily Science
Big Idea 3
WEEK 3

Day 5

Weekly Question

What makes deserts so dry?

A. Use the words in the box to complete the paragraphs.

reservoir	**watershed**	**prevailing winds**
oasis	**monsoons**	**rain shadow**

Many deserts are formed by a _____, an area behind a mountain that receives very little rain. _____ bring moisture from the ocean inland, but that moisture is deposited only on the ocean side of the mountain, resulting in a _____. Still, some deserts do receive rain when the winds change and bring seasonal _____.

Water is also present in deserts under the ground. In some spots, an _____ forms, allowing vegetation to grow and people and animals to live there. People also live in deserts by bringing water from a _____ into the region, using an aqueduct.

B. Name two ways that deserts form.

1. _____

2. _____

C. Describe what happens during a monsoon.

_____

_____

Name _____

Daily Science
Big Idea 3
WEEK 4

Day 1

Weekly Question

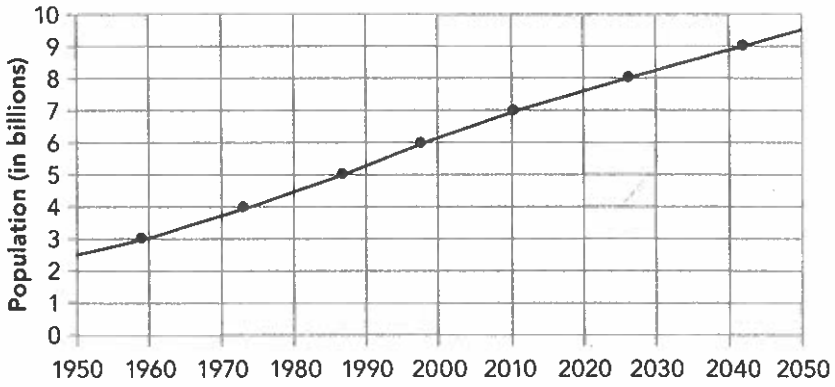
Can we run out of water?

A quick glance at a map of Earth reminds you how much more water there is than land on our planet. You would think, therefore, that we have more water than we could ever use. But Earth has a limited supply of usable water. Remember that only about 3% of Earth's water is fresh water. And of that fresh water, less than 30% is freely available in rivers, lakes, and groundwater.

While the amount of water on Earth doesn't change, the human population is growing. There are now nearly 7 billion people in the world. On average, each of us uses about 12 gallons of water per day for drinking, cleaning, and growing and preparing food. Plants and animals also rely on water. Some scientists think we are using an amount of water that we cannot sustain, which will lead to a global water shortage.

A. **This graph shows Earth's population from 1950 to today, and how much it is likely to grow by 2050. Use the graph to answer the questions.**

World Population: 1950–2050



1. About how many billion people will there be on the planet by the year 2050? _____
2. About how many more people were on Earth in the year 2000 than in 1960? _____
3. About how many more people will there be in 2050 than there were in 2000? _____

B. **If a person uses about 12 gallons of water per day, how many gallons of water does that person use per year, on average?** _____

Name _____

Daily Science

Big Idea 3

WEEK 4

Day 3

Weekly Question

Can we run out of water?

Unfortunately, there is no way to create new water on Earth. But we can make better use of the water we have. Some communities recycle their used water through the process of **reclamation**. Water that has been contaminated can be cleaned up for reuse at treatment plants. At these plants, the heaviest waste material is separated from the water. Then the water is filtered to remove smaller particles, and chemicals are added to kill off any remaining microorganisms. Reclaimed water is not as clean as fresh water, so it cannot be used for drinking. But it can be used for things such as watering crops, fighting fires, and cleaning.

People have also found a way to tap into our largest water supply—the ocean. **Desalination** plants remove salt from seawater, turning it into fresh water. This makes the sea a great source of potential fresh water, but there are drawbacks. For one thing, desalination is an expensive process. Also, desalinated water is only easily available to people who live near the coast.

Vocabulary

desalination
dee-SAL-ih-NAY-shun
the removal of salt from seawater

reclamation
REH-kluh-MAY-shun
the recovery of useful substances from waste products

A. Number the events in the correct order to show how reclamation works.

____ Waste materials are separated from the water.

____ Chemicals are added to the water to kill off microorganisms.

____ Waste water is collected at a treatment plant.

____ Recycled water is returned to a community's water system.

____ Small particles are filtered from the water.

B. What are two reasons why desalination alone can't solve our water shortage problem, even though there is plenty of water in the ocean?

1. _____

2. _____

Name _____

Daily Science

Big Idea 3

WEEK 4

Day 5

Weekly Question

Can we run out of water?

A. Write the word from the box that could replace the underlined word or phrase in each sentence.

conservation	**reclamation**	**drought**
desalination	**contaminate**	

1. In order to protect our water supply, people have practiced the preservation of water. _____
2. The process of water recovery allows people to recycle used water. _____
3. People can pollute water by dumping waste materials or chemicals into it. _____
4. The process of salt removal allows people to use seawater for drinking. _____
5. Many farmers' businesses suffer during a rain shortage. _____

B. Write *true* or *false*.

1. Earth has a limited supply of usable water. _____
2. If a region has no rainfall for one week, it is experiencing a drought. _____
3. Reclaimed water can be used for drinking. _____
4. Contaminated water can carry disease. _____
5. The biggest use of water is for agriculture. _____

Name _____

Daily Science

Big Idea 3

WEEK 5

Unit Review

Vocabulary

Water Words

Write the vocabulary word that answers or completes each clue.

1. Evaporated water turns into this. _____
2. rain that has soaked into the ground _____
3. When prevailing winds change direction, they bring _____.
4. The side of a mountain that receives little rainfall is in the _____.
5. the measure of moisture in the air _____
6. a natural water source in the desert _____
7. a long period without rainfall _____
8. If a rock has many small holes, it is _____.
9. rivers, lakes, and streams _____
10. the recycling of used water _____
11. a way to water plants or crops _____
12. a region drained by river systems _____
13. a synonym for *pollute* _____
14. the act of saving something for later _____
15. When all the ground below you is saturated, you have reached the top of the _____.
16. People drill into the _____ to make a well.
17. Removing salt from seawater is called _____.
18. evaporation, condensation, and precipitation _____

aquifer
conservation
contaminate
desalination
drought
groundwater
humidity
irrigation
monsoons
oasis
porous
rain shadow
reclamation
surface water
water cycle
watershed
water table
water vapor

Name _____

Daily Science
Big Idea 2
WEEK 1

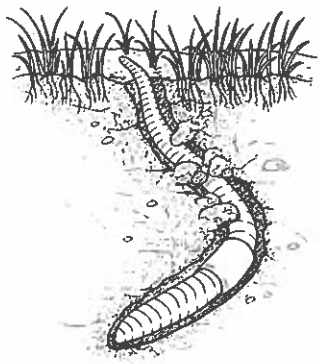
Day 1

Weekly Question

Why do earthworms like dirt?

If you have ever dug in a garden, you've probably found a lot more than just dirt. A closer look might have revealed ants and centipedes, or perhaps a network of plant roots. And although you might not have seen them, soil teems with microorganisms. An ounce of soil can contain 100,000 algae, 1,000,000 fungi, and 100,000,000 bacteria!

In a sense, healthy soil is "alive," crawling with worms, insects, and microscopic life. Soil is an **ecosystem** that includes not only the minerals in the dirt but also all the organisms that make the soil their habitat. In the soil ecosystem, earthworms play the role of **decomposers**. Earthworms break down and recycle matter mostly from dead plants.



Vocabulary

decomposer
DEE-kom-POH-zer
an organism that feeds on dead plant or animal matter

ecosystem
EE-koh-SIS-tum
a group of organisms and the environment in which they live

A. **Check the box next to the phrase that completes the analogy.**

Home is to **community** as _____.

- ❒ **earthworm** is to **algae**
- ❒ **habitat** is to **ecosystem**
- ❒ **ecosystem** is to **soil**
- ❒ **earthworm** is to **habitat**

B. **Complete the paragraph with words from the passage.**

Garden soil contains worms, insects, and thousands upon thousands of tiny _____, including algae and bacteria. These living things share the same environment, making soil their _____. The combined elements of the organisms and their environment functioning together form an _____. Earthworms play a critical role in this tiny world. As _____, they break down dead or decaying plant material and help renew the soil.

Name _____

Daily Science
Big Idea 2
WEEK 1

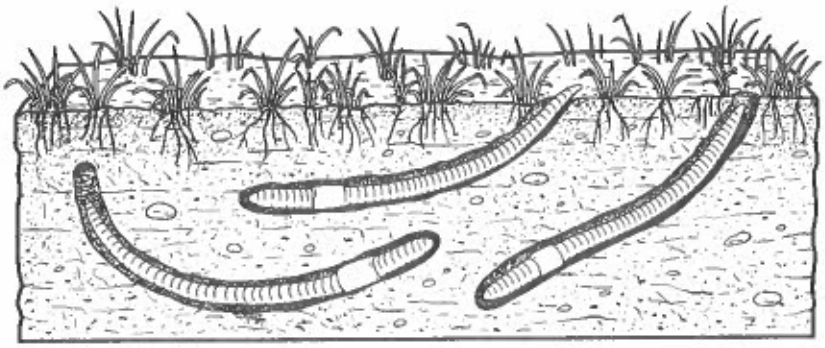
Day 3

Weekly Question

Why do earthworms like dirt?

Not only is soil good for earthworms, but earthworms are good for the soil. When earthworms eat, they swallow small pieces of dirt along with plant and animal matter. The worms break this material down into smaller pieces and expel it in the form of **castings**, which are rich in minerals and nutrients that are beneficial to plants and other organisms.

In addition to enriching the soil with their castings, earthworms also burrow into the soil and **aerate** it, allowing oxygen to enter. By burrowing, the worms bring organic-rich top layers to the soil deeper down. Burrowing also improves drainage by helping water penetrate the soil.



Vocabulary

aerate
AIR-ate
to expose to air

castings
KASS-tingz
the waste expelled by earthworms

A. Write *true* or *false*.

1. When earthworms burrow, they remove nutrients from the soil. _____
2. Castings contain the nutrients other organisms need to survive. _____
3. Earthworms prevent water and oxygen from getting too deep in the soil. _____

B. Describe three ways earthworms improve soil.

1. _____
2. _____
3. _____

Name _____

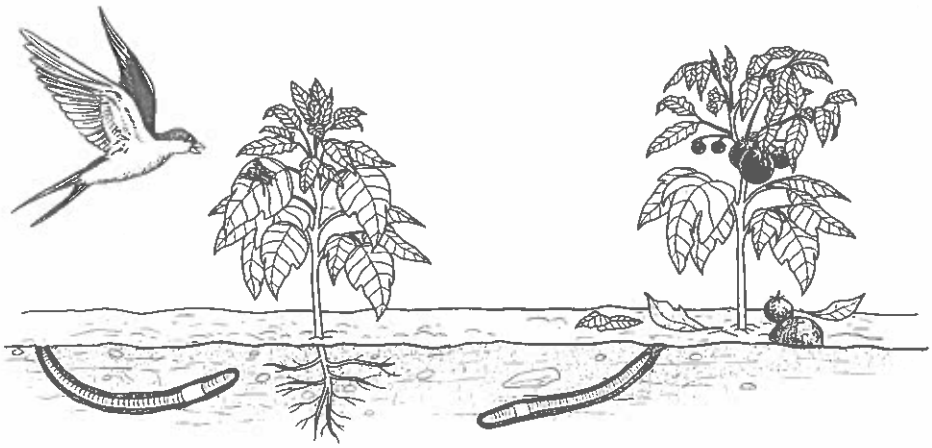
Daily Science
Big Idea 2
WEEK 1

Day 4

Weekly Question

Why do earthworms like dirt?

Earthworms are just one of the necessary parts of a garden ecosystem. Nutrients and water in garden soil allow plants, such as tomatoes or lettuce, to grow. Plants provide food for insects and animals that wander into the garden. Animals, in turn, are consumed by other animals. Ultimately, the wastes and remains of plants and animals return to the garden soil. In this way, all the plants and animals make their contribution to the garden ecosystem and allow worms to do their job as decomposers and recyclers.



A. Number the events below in the correct order to show the cycle that occurs in a garden ecosystem. The first step is given.

____ Insects and other animals eat plants.

____ Nutrients help plants grow.

1 Worm castings enrich the soil with nutrients.

____ Worms decompose plant material.

____ Animals and plants die.

B. What do you think would happen to the garden ecosystem if there were no more earthworms?

_____

An ecosystem is a community in which every living thing fills a role.

Week 2

Why do pandas eat plants but polar bears eat meat?

Giant pandas and polar bears are both members of the bear family. However, although they are related, pandas and polar bears have very different habitats and diets. This week students learn that both of these types of bears have special adaptations that help them survive in their particular ecosystems. Pandas have an extra "thumb" and flat molars that help them eat bamboo, the staple of their diet. Polar bears, on the other hand, have adaptations that allow them to hunt seals in the Arctic.

Because of their specific adaptations, neither species adjusts well to changes in the environment. Recent decline in the numbers of pandas and polar bears may be related to loss of habitat. The dwindling populations of pandas and polar bears serve as a reminder to us about the vulnerability of ecosystems and the consequences of habitat destruction.

Day One

Vocabulary: *adaptation, consumer*

Materials: page 45

To activate prior knowledge, have students name some similarities and differences between pandas and polar bears. (e.g., both are bears, both have fur; polar bears hunt seals, pandas eat bamboo) Then introduce the vocabulary. For *consumer*, you might discuss the meaning of this word as it relates to people (i.e., "buyers of products"). After students have finished reading the passage, direct them to complete the activities.

Day Two

Vocabulary: *herbivore, omnivore*

Materials: page 46

Introduce the vocabulary and have students read the passage. Confirm students' understanding of how molars help pandas chew by asking students to describe the difference between their own molars and their other teeth. (Molars are flat, wide, and in the back of the mouth; other teeth are sharp, thin, and in the front of the mouth.) Have students complete the activities. Then review the answers together.

Day Three

Vocabulary: *carnivore*

Materials: page 47

Introduce the vocabulary word. Then ask: **Are humans *carnivores, herbivores,* or *omnivores*?** (Humans are omnivores, although some people choose not to eat meat.) After students have finished reading, have them complete the activities. Review the answers together.

Day Four

Materials: page 48

After students have read the passage, have them complete the activities. For the oral activity, you may want to pair students or discuss the question as a group. If necessary, prompt students to consider such ideas as replanting bamboo forests, breeding polar bears and pandas in zoos, reducing causes of global warming, etc.

Day Five

Materials: page 49

Have students complete the page independently. Then review the answers together.

Name _____

Daily Science

Big Idea 2

WEEK 2

Day 2

Weekly Question

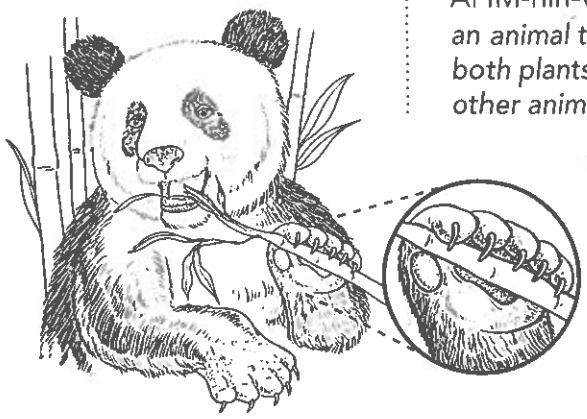
Why do pandas eat plants but polar bears eat meat?

Giant pandas live in a very small mountain region in central China. This area has plenty of rain, mild summers, and cool winters. The climate is good for the bamboo plant, which grows densely in the mountain forests. And *this* is good for pandas.

Although most bears are **omnivores**, pandas are **herbivores**. They spend about 12 hours every day eating bamboo! Why so much? It's because bamboo isn't very nutritious and their digestive systems can't digest it well. So pandas have to consume huge amounts for their bodies to absorb enough nutrients.

In order to eat bamboo, pandas have developed certain adaptations. One adaptation is flat molars that help pandas grind the plant material. Pandas also have a long bone that extends from their wrist, which allows them to better grasp bamboo shoots and leaves.

Nobody knows for sure why the pandas eat bamboo instead of other plants. But some scientists think it is because bamboo grows so densely, and the pandas don't have to compete with other animals for it.



Vocabulary

herbivore
HER-bih-vor
an animal that eats only plants

omnivore
AHM-nih-vór
an animal that eats both plants and other animals

A. Describe two adaptations that help pandas survive on a diet of bamboo.

1. _____

2. _____

B. Rewrite each sentence, changing or adding words as needed to make the statement true.

1. Most bears are herbivores. _____

2. Pandas easily digest bamboo. _____

3. A panda's habitat is hot and dry. _____

Name _____

Daily Science
Big Idea 2
WEEK 2

Day 4

Weekly Question

Why do pandas eat plants but polar bears eat meat?

Polar bears and pandas have very specific needs for survival. Polar bears depend on the presence of sea ice in order to hunt and breed. Giant pandas depend on a single plant for almost all their food. However, these animals are now being threatened with extinction. Pandas are in danger because large parts of their habitats are being destroyed, which means less bamboo for them to eat. Polar bears are at risk because the polar ice caps are melting, leaving the bears with fewer pieces of solid ice from which to hunt seals. If these changes continue, it is likely that neither polar bears nor pandas will survive.

What would be the impact of this loss on the bears' ecosystems? Scientists are currently studying this to find out more. But the good news is that the bears' shrinking populations have increased people's awareness of habitat loss and some of its causes. And this, in turn, has helped us understand the relationship between all living and nonliving things within any ecosystem—including our own.

Write *true* or *false*.

1. Melting sea ice is making it easier for polar bears to hunt seals. _____
2. Pandas depend on one kind of animal for their food. _____
3. Because of habitat loss, polar bears and pandas could possibly become extinct. _____
4. An ecosystem can be affected by changes to one habitat. _____

Talk

Many people are making efforts to try to save pandas and polar bears from possible extinction. What kinds of things do you think people could do to help these animals survive?

An ecosystem is a community in which every living thing fills a role.

Week 3

Is the lion really the king of the jungle?

Lions are majestic beasts that have been a symbol of royalty and power in human lore from earliest times. This week students discover that lions do not live in the jungle but are part of a grassland ecosystem in which they play the role of top predator. Lions prey on a variety of animals, including zebras, buffalos, impalas, wildebeests, and giraffes. Lions compete against other carnivores for their food, and even though they are large animals that dominate their prey by utilizing a cooperative hunting style, they still share the top predator position with hyenas and cheetahs.

As is the case with most ecosystems, the savanna ecosystem is complex and consists of many food chains overlapping to form a food web. Lions, hyenas, and cheetahs are all kings of the savanna, if not the jungle.

Day One

Vocabulary: *predator, prey*

Materials: page 51; photos of animals listed in the passage (optional)

Ask students if they can think of any examples in literature, TV, or movies of lions portrayed as kings or rulers. (*The Lion, the Witch, and the Wardrobe; The Lion King;* etc.) Remind students that lions are in the *feline*, or cat, family. Introduce the vocabulary and show students any photos you have of animals that live in the lion's habitat. Then have students read the passage and complete the activities. Review the answers together.

Day Two

Vocabulary: *food chain, savanna*

Materials: page 52; world map

Introduce the vocabulary. Then help students find East Africa on the map, and explain that much of the region is covered in savanna grasslands. After students have read the passage, have them complete the activities. For activity A, explain that the arrows point from the organism that is consumed to the organism that does the consuming. Review the answers together.

Day Three

Vocabulary: *competition, food web*

Materials: page 53

Ask students what they think about when they hear the word *competition.* (e.g., sporting events, spelling bees, reality TV) Point out that animals compete in the wild, but for very different reasons. Introduce the vocabulary. After students have finished reading, have them complete the activities. Review the answers together.

Day Four

Materials: page 54

After students have read the passage, have them complete the activities. For activity B, you may want to work as a group and inform students that the rabbit population in Australia is now completely out of control. The rabbits are suspected of being responsible for the loss of many other plant and animal species.

Day Five

Materials: page 55

Have students complete the page independently. Then review the answers together.

Name _____

Daily Science
Big Idea 2
WEEK 3

Day 2

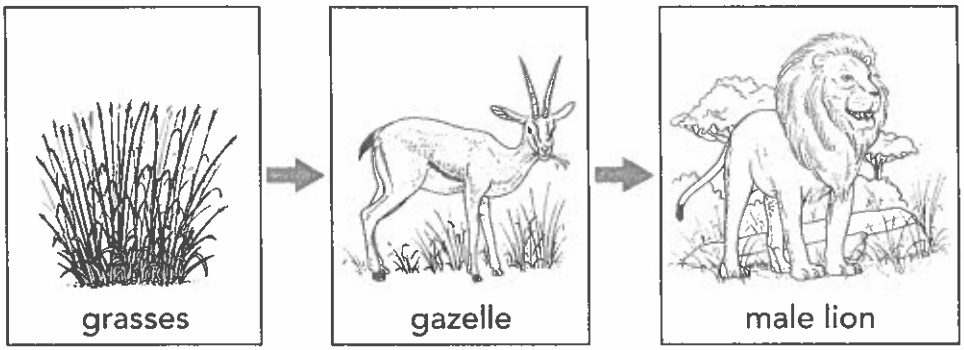
Weekly Question

Is the lion really the king of the jungle?

Despite being known as the "king of the jungle," lions do not actually live in a jungle. They are found mostly in the **savannas** of East Africa. The savannas are wide grasslands dotted with scattered shrubs and trees. This habitat is very warm and usually dry, except for a short rainy season.

In the savanna ecosystem, lions are at the top of the **food chain**. They eat the zebras, wildebeests, impalas, and other animals that in turn eat the grasses and shrubs. Although the idea of a food chain may seem simple enough, the relationship between predators and prey in an ecosystem can be complex. For example, lions can kill and eat crocodiles, but crocodiles have been known to eat lions, too.

A. Write a caption explaining the diagram below. Use the terms *food chain* and *savanna* in your caption.



_____

_____

B. List three characteristics of a lion's habitat.

1. _____
2. _____
3. _____

Vocabulary

food chain
FOOD chayn
a sequence of organisms in a community in which each member feeds on the one below it

savanna
suh-VAN-uh
hot, often dry grassland with scattered trees

Name _____

Daily Science
Big Idea 2
WEEK 3

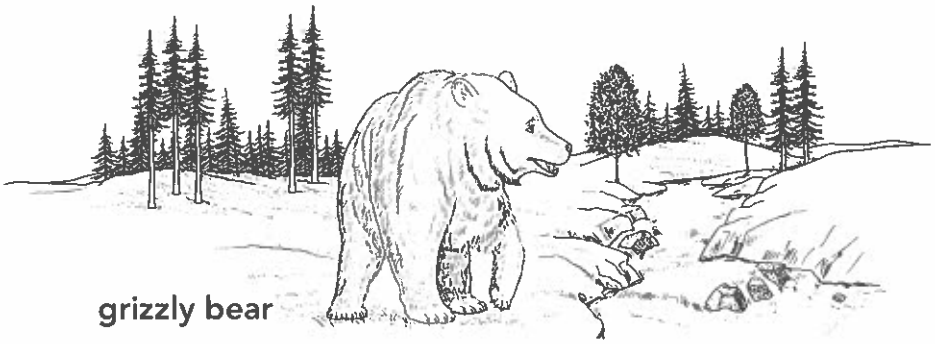
Day 4

Weekly Question

Is the lion really the king of the jungle?

Every ecosystem has its own particular food web. In Alaska, the grizzly bear and the wolf are top predators that compete for salmon, elk, rabbits, and other prey. The rabbits and elk eat plants found on land, while the salmon feed on plankton and small fish.

The grizzlies in Alaska, the lions in East Africa, and in fact, all the top predators in any ecosystem play the important role of controlling the number of animals below them in the food web. Without predators, other animal populations could greatly increase. And with so many populations competing for limited food and water, these animals could perish from starvation. So every organism, no matter where it is in the food web, helps every other one.



grizzly bear

A. Complete two Alaskan food chains, using information from the passage. Write the names of the organisms in the spaces provided.

1. [ ] → [ ] → [ ]

2. [ ] → [ ] → [ ]

B. Humans introduced rabbits to Australia in the 1700s. However, there are not many predators in the Australian food web. What do you think happened to the rabbits? What impact do you think this had on vegetation?

_____

_____

An ecosystem is a community in which every living thing fills a role.

Week 4

How can so many different plants live in the rainforest?

Almost 100 years ago, American naturalist William Beebe saw the rainforest as "another continent of life [yet] to be discovered, not upon the Earth, but one to two hundred feet above it." This week students learn that the rainforest contains hundreds of thousands of plant species, the vast majority of which are located high above the forest floor. Each of these rainforest plant species, like all plants, plays the role of producer in its ecosystem.

The conditions of the rainforest—12 hours of sunlight every day and abundant rainfall—support a rich diversity of plant life. And those plants support a wide variety of animal life as well. In fact, it is estimated that nearly 50 percent of all plant and animal species on Earth are contained within the rainforest. Nonetheless, scientists are only beginning to unlock the secrets of this complex ecosystem.

Day One

Vocabulary: *producer, rainforest*

Materials: page 57

After introducing the vocabulary, you may want to review the process of photosynthesis with students before they read the passage. (Plants convert water and carbon dioxide into food using sunlight, and release oxygen as a byproduct.) Instruct students to read the passage and complete the activities. After they have finished, review the answers together.

Day Two

Vocabulary: *canopy, overstory, understory*

Materials: page 58

Ask students what they think of when they hear the word *canopy*. (cover over a bed, tent, etc.) Tell them that rainforest trees create a canopy of leaves that shades plants below. Then introduce the vocabulary. After students have read the passage, have them complete the activities. Review the answers together.

Day Three

Vocabulary: *epiphyte*

Materials: page 59; pictures of epiphytes (optional)

Introduce the vocabulary word and show students the pictures of various species of epiphytes (e.g., ferns, orchids, and mosses) if you have them. After students have finished reading the passage, have them complete the activities. Review the answers together.

Day Four

Vocabulary: *diversity*

Materials: page 60

Introduce the vocabulary word. Ask students if they can think of applications of the word *diversity* outside of the rainforest. (people, cultures, etc.) Have students read the passage and complete the activities. Review the answers together.

Day Five

Materials: page 61

Have students complete the page independently. Then review the answers together.

Name _____

Daily Science
Big Idea 2
WEEK 4

Day 2

Weekly Question

How can so many different plants live in the rainforest?

Although water is readily available in a rainforest, sunlight is harder to find. Plants must compete for sunlight, literally climbing over one another to reach it. Plants that grow the tallest reach the most light, while those that are on the ground receive very little.

The rainforest is divided into four layers of plants that have adapted to different levels of sunlight. At the top, rising more than 200 feet into the air, are the scattered giant trees that make up the forest **overstory**. While the overstory gets direct sun, its trees can also be subjected to hot, drying wind. The next layer is the forest **canopy**. The canopy is a dense ceiling of closely-spaced trees and plants. This layer traps humidity, and it also captures most of the sunlight.

Only 5% of sunlight reaches the third layer, which is called the **understory**. The understory includes shorter trees and shrubs with large leaves that help catch the available light. Below the understory is the forest floor. You would need a flashlight to explore this layer! Yet there are still a few plants that are able to grow here.

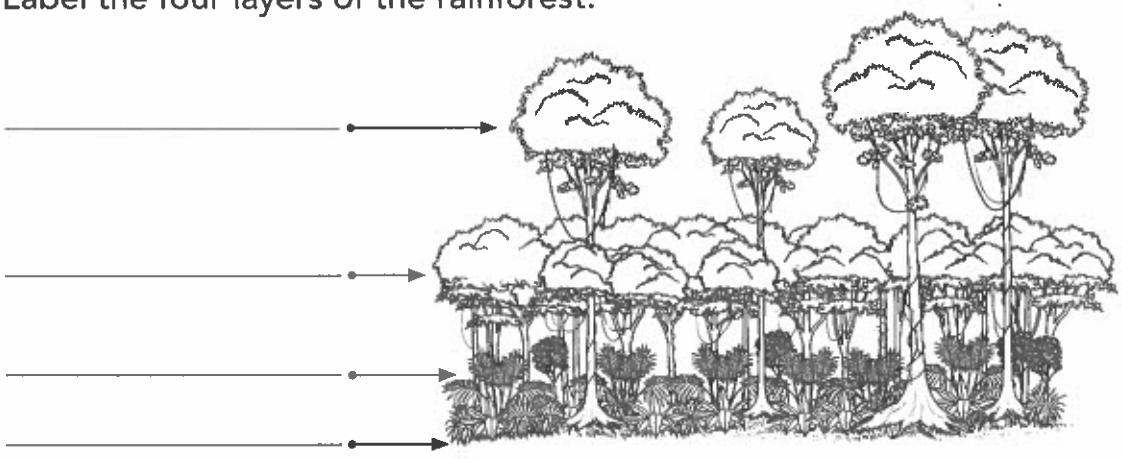
Vocabulary

canopy
KAN-uh-pee
dense upper layer of rainforest foliage

overstory
OH-ver-STOR-ee
tallest layer of rainforest trees

understory
UN-der-STOR-ee
layer of rainforest plants that grow beneath the canopy

A. Label the four layers of the rainforest.



B. Based on the information in the passage, which layer do you think has the largest amount of trees and plants? Explain your answer.

_____

_____

Name _____

Daily Science
Big Idea 2
WEEK 4

Day 4

Weekly Question

How can so many different plants live in the rainforest?

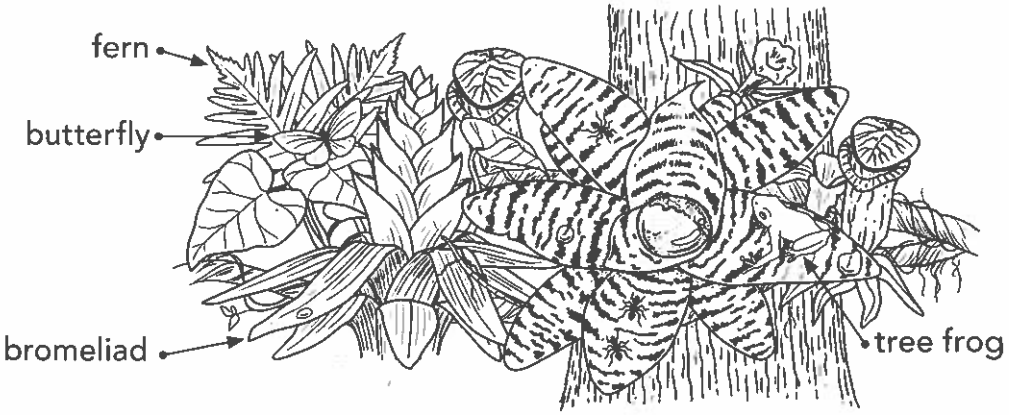
The rainforest is home not only to many thousands of plant species but also to an abundance of animal life, including monkeys, snakes, lizards, birds, and insects. In the rainforest ecosystem, these animals act as consumers, feeding on plants and other animals. But the animals also help the plants survive. They pollinate flowers, help scatter seeds, and provide nutrients to plants when the animals die or produce waste.

Probably no other environment on Earth houses the richness and **diversity** of life as the rainforest does. According to some estimates, the rainforest is home to about 50% of all living things on Earth! Yet we are only beginning to explore this amazingly complex ecosystem. In fact, some scientists believe that there could be millions of species in the rainforest that we have yet to discover.

Vocabulary

diversity
dy-VER-sih-tee
variety

A. Write a caption to go with the picture below. Use the word *diversity*.



_____

_____

B. List three ways that the animals of the rainforest help plants survive.

1. _____ **3.** _____

2. _____

Name _____

Daily Science
Big Idea 2
WEEK 5

Unit Review

Comprehension

Ecosystems

A. Fill in the bubble next to the correct answer.

1. The savanna habitat is characterized by _____.

Ⓐ seasonal ice covering a cold ocean
Ⓑ lush forest with an understory of bamboo
Ⓒ open grasslands with scattered trees
Ⓓ dense, humid jungle

2. Polar bears are _____, while pandas are _____.

Ⓐ predators, prey
Ⓑ carnivores, herbivores
Ⓒ omnivores, carnivores
Ⓓ producers, decomposers

3. The relationship between a predator and its prey is an example of _____.

Ⓐ a food chain
Ⓑ an ecosystem
Ⓒ competition
Ⓓ diversity

4. Which rainforest layer has the most diversity of life?

Ⓐ overstory
Ⓑ forest floor
Ⓒ understory
Ⓓ canopy

5. The polar bear's webbed feet are an example of an _____.

Ⓐ environment
Ⓑ adaptation
Ⓒ ecosystem
Ⓓ omnivore

6. Earthworms are _____.

Ⓐ producers
Ⓑ consumers
Ⓒ decomposers
Ⓓ epiphytes

B. List two ways in which earthworms are good for soil.

1. _____ **2.** _____

Name _____

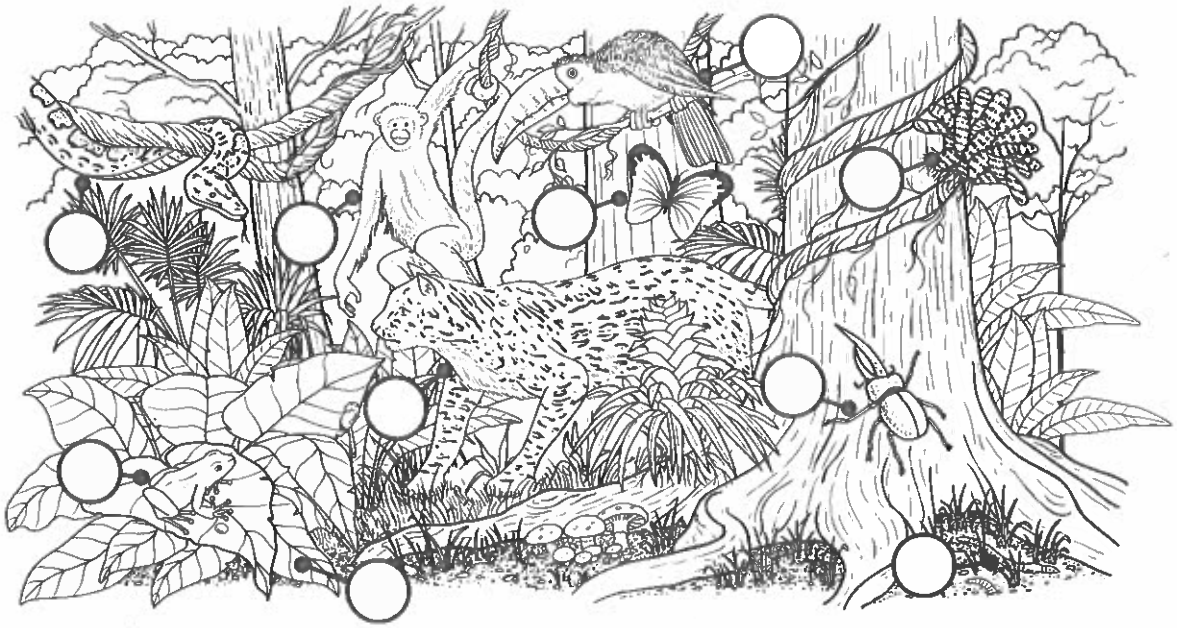
Daily Science
Big Idea 2
WEEK 5

Unit Review

Visual Literacy

Rainforest Role Call

This illustration shows just a few of the organisms in the rainforest ecosystem. In the circle next to each plant or animal, write the letter of the description that best matches the role of that organism.



a. a decomposer living in the soil

b. a rootless producer that grows on trees

c. a six-legged decomposer that ingests rotting wood

d. a consumer that is a large carnivore and lives on the ground

e. a small carnivore that breeds in water gathered on plants

f. a winged herbivore that flits through the canopy

g. a large-billed omnivore that flies and perches in the canopy

h. an omnivore that swings from branches in the canopy

i. a predator that slithers through the understory and canopy

j. a producer that obtains nutrients from the soil

Name _____

Review: Sentence Combining

Read the paragraph. Underline each compound sentence, and circle the conjunctions.

Thomas Pakenham has a very interesting job. He searches for fascinating trees. He takes many pictures of the trees, and he writes about their interesting "personalities." Some of the trees are small, but some of the trees are quite large. The Montezuma cypress, for example, is 190 feet around. Mr. Pakenham hopes that his pictures will remind us not to take trees for granted.

Write a paragraph about the types of trees that are found in your neighborhood. Are there small trees or large trees or no trees at all? In what ways do they affect the climate where you live? Are there any trees that cut down noise? Use five compound sentences joined by *and*, *but*, or *or* in your paragraph. Be sure to use correct capitalization and punctuation.

Name _____

- Use commas to separate three or more words in a series.
- Two related sentences can be joined with a comma and *and*, *but*, or *or*.

Read the passage below. Circle mistakes in capitalization and punctuation. Then rewrite the passage.

Almost half of the world's rain forests are in Brazil but many are found in Asia Africa South america Central America and on many Pacific Islands. the vegetation in a rain forest is thick and this means that a great deal of moisture is absorbed into the atmosphere. The moisture eventually evaporates. The moisture falls back to Earth as rain. Amazingly, tropical rain forests receive 70 inches of rain a year?

A rain forest has three layers. the canopy is the tallest. The understory is in the middle. The forest floor is on the bottom. The forest floor is very dense. It is covered with ferns and mosses.

At Home: Read a magazine article about rain forests. Find the conjunctions and compound sentences.

Name _____

Conjunctions

- A **conjunction** joins words or groups of words. *And*, *but*, and *or* are conjunctions.
- A sentence that contains two sentences joined by *and*, *but*, or *or* is called a **compound sentence**.
- In a **compound sentence**, a comma is placed before the conjunction.

Read each sentence below. Underline the conjunction, and put a comma in the correct place.

1. Limited rainfall or lengthy drought can cause wildfires but these fires can also be caused by campfires or a stray match.
2. Helicopters can drop chemicals to slow flames and firefighters can set up fire lines.
3. Tiny bonsai trees may look like young plants but they are full grown.
4. Many areas in the world are covered with trees but the Arctic tundra is treeless.
5. Moisture is absorbed and then it evaporates and falls as rain.

Read each sentence below. If it is a compound sentence, write C on the line. If it is not a compound sentence, leave the line blank.

6. There are no leaves to decompose and make the ground suitable for growth. _____
7. Some plants will not thrive in a coniferous forest, but some animals do well in this biome. _____
8. North America, Europe, and eastern Asia all have deciduous forests. _____

At Home: Write six compound sentences joined by *and* or *but* with a comma before each conjunction.

Name _____

Review: Subjects and Predicates

- The **complete subject** includes all of the words in the subject.
- The **simple subject** is the main word in the complete subject.
- The **complete predicate** includes all of the words in the predicate.
- The **simple predicate** is the main word in the complete predicate.

Read the following paragraphs. In each sentence, underline the complete subject once and the complete predicate twice. Circle the simple predicate.

The real Davy Crockett was an American frontiersman. He enjoyed the outdoors and hunted wild animals. Davy and his wife owned a gristmill and a powder mill. Davy won an election to Congress in 1832. He lost his reelection to Congress in 1836 and decided to help Texas in its fight against Mexico. He died while defending the Alamo against Mexican troops.

Davy Crockett achieved many things in his life. Stories about Davy are still told today. He is a hero to many people because of his bravery and strength.

Correct the sentence fragments by adding a subject or predicate. Rewrite the complete sentence.

1. was a frontiersman who enjoyed the outdoors

_____

_____

2. Davy Crockett and his wife

_____

_____

3. remember him because he valued the American frontier

_____

_____

Name _____

Proofreading

- Be sure that every sentence begins with a **capital letter** and ends with the correct **punctuation mark.**
- Use commas to separate three or more words or phrases in a series.
- When combining subjects and predicates, use the words *and* or *or*.

Rewrite the passage, combining sentences and adding commas where needed. Use correct capitalization and punctuation.

davy Crockett was a frontiersman. He chopped wood hunted wild animals and ran a powder mill. Every morning he got up early to see the sunrise. He got up early to eat breakfast.

one day, Sally Sugartree asked Davy to dance. Davy wouldn't dance because his boots were too big. He wouldn't dance because he would step on her toes. sally then asked Davy to sing. His voice was so strong that it made the trees sway the clouds move and the animals scatter. Sally liked Davy's voice so much that she decided to marry him.

At Home: Write your own folk tale about a strong hero, and include compound subjects and compound predicates.

Name _____

Compound Subjects and Predicates

- A **compound subject** contains two or more simple subjects that have the same predicate.
- A **compound predicate** contains two or more simple predicates that have the same subject.
- You can combine two sentences by joining two subjects or two predicates with *and* or *or*.

Read each sentence. Write *S* on the line if the sentence has a compound subject. Write *P* on the line if the sentence has a compound predicate.

1. Davy and Death Hug danced in the forest. _____
2. Davy combed his hair with a rake and shaved his beard with an ax. _____
3. The President and Davy posed for pictures. _____
4. Davy climbed to the top of Eagle Eye Peak and waited for the comet.

_____

Rewrite each set of sentences as one sentence. Combine the compound subject or compound predicate in each pair with *and* or *or*.

5. Davy jumped over the comet's shoulder. Davy planted his teeth around its neck.

_____

_____

6. Sally Sugartree was happy to see Davy return. The community was happy to see Davy return.

_____

_____

At Home: Make up pairs of sentences that can be combined using *and* or *or* in the subject or predicate.

Name _____

Review: Sentence Types

- A **sentence** is a group of words that expresses a complete thought. A **sentence fragment** is a group of words that does not express a complete thought.
- Every **sentence** begins with a capital letter and ends with a punctuation mark.
- A **statement** is a sentence that tells something. It ends with a period.
- A **question** is a sentence that asks something. It ends with a question mark.
- A **command** tells someone to do something. It ends with a period.
- An **exclamation** expresses strong feeling. It ends with an exclamation mark.

Read each group of words. Add words to make each group a statement, a question, a command, or an exclamation. State which you have made. Use the correct capitalization and end mark.

1. nervous at the spelling contest.

   _____

2. some students spell

   _____

3. what did our teacher

   _____

4. I can't believe I

   _____

5. please say

   _____

6. won the contest

   _____

Name _____

Proofreading

- Begin every **sentence** with a capital letter.
- Place a period at the end of a **statement**.
- Place a question mark at the end of a **question**.
- Place a period at the end of a **command**.
- Place an exclamation point at the end of an **exclamation**.

Rewrite the paragraph below. Use the correct capitalization and punctuation marks.

I like spelling? it's my favorite subject! Each week, our teacher gives us twenty spelling words? I always write the words in my notebook! the boy who sits next to me sneezed? How sick I became. I could not be at school the day our teacher gave us the spelling words? I called my friend to get the words for the week? I feel confident that I will get all the words right on the test! this is going to be easy? i hope i'm not sick the day of the spelling test!

At Home: Write a dialogue between Sage and Starr using at least one of each type of sentence.

Name _____

The One That Got Away

PROMPT: You are in a boat in the middle of a lake, fishing by yourself. You feel a tug on your fishing pole. As you peer over the edge of the boat, you are suddenly pulled underwater.

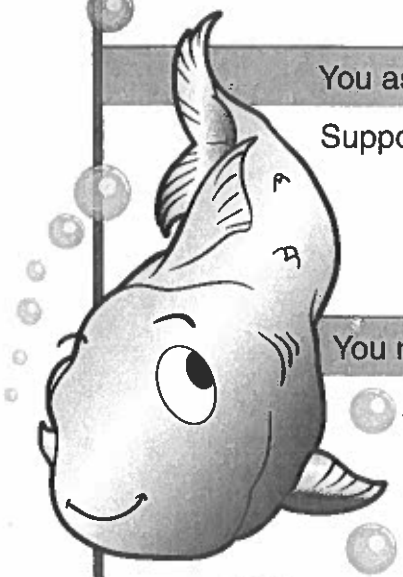
PLAN

A giant goldfish has pulled you underwater to its secret kingdom.

Supporting detail:

The goldfish begins to talk to you in a strange language.

Supporting detail:



You ask another fish passing by what the goldfish is saying.

Supporting detail:

You realize the goldfish needs help removing a rusty hook from its mouth.

Supporting detail:

WRITE: Write a story about a giant goldfish. Use the supporting details from above, plus any more you wish to add, to make the story more interesting.

Imaginative Narrative

Name _____

Imaginative Narrative
Introductory paragraph

School in the Sky

PROMPT: You stop to wipe your feet on the school's doormat before entering the building. Suddenly, the mat magically flies you to a different school—a school in the sky!

PLAN

What do you see as you fly through the air on the doormat?

Where in the sky is this school located?

Which of your classmates have also been taken to this new school?

How do you feel about being at a school in the sky?

WRITE: Write a story about your experience at this new school. Remember that the introductory paragraph should state the setting and explain to readers what is happening to you.

Imaginative Narrative

Name_____

A Fun Trick!

PROMPT: Think about a time when you learned how to do an activity for the first time.

PLAN

1. What activity did you learn how to do?

2. How did you learn how to do this activity?

3. How did you feel once you learned the activity?

4. What are the benefits of learning this activity?

5. Do you still do this activity today?

WRITE: Write about the time you learned a new activity. Be sure to write a strong conclusion by stating your final opinion.

Personal Narrative

Name _____

Sick Day

PROMPT: Think about the last time you were too sick to go to school.

PLAN

Adjectives to use in your story:

Adverbs to use in your story:

When did you realize you were too sick to go to school?

What did you do next?

How did your day end?

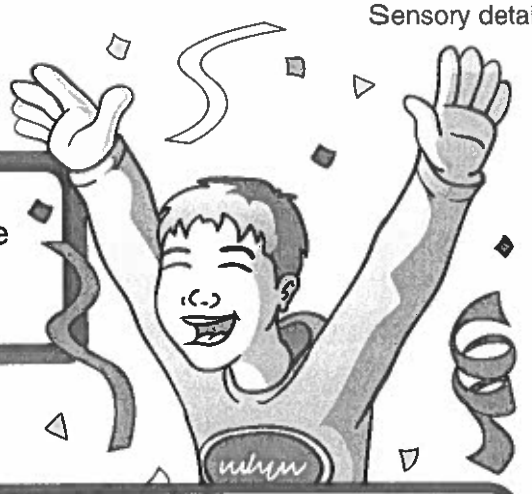
WRITE: Write a note to your teacher explaining what you were doing while you were out sick. Be sure to use plenty of adjectives and adverbs to impress your teacher!

Personal Narrative

Name _____

Personal Narrative
Sensory details

Surprise!



PROMPT: Remember the best surprise you have ever experienced. Think about the amazing events that took place.

PLAN

What was the surprise?

What did you see that surprised you?

What sounds do you remember when you think about the surprise?

How did you feel?

What tastes or smells do you remember when you think about the surprise?

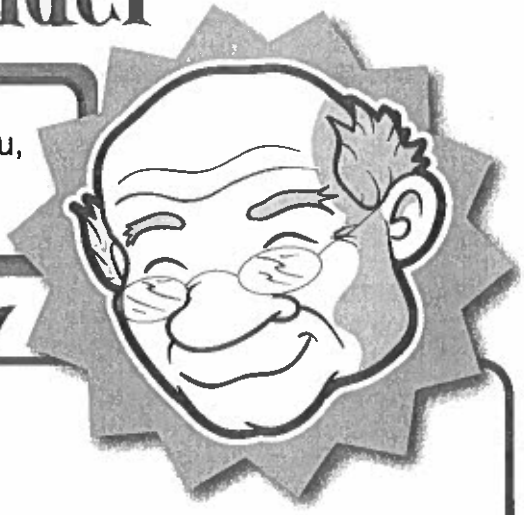
WRITE: Write about the time you were surprised. Be sure to include details for each of your senses: touch, taste, smell, sight, and hearing.

Personal Narrative

Name _____

When You're Older

PROMPT: Think about the last time someone told you, "When you're older, you will understand." Think about the events that led up to the person saying this.



PLAN

Where and when did the events take place?

What happened first?	What happened next?
What did you say?	What did the other person say?

WRITE: Write a journal entry that tells about the last time someone said you needed to be older to understand. Be sure to include plenty of dialogue that shows the moods and feelings of the characters.

Personal Narrative

Name _____

How Embarrassing!

PROMPT: Think of your most embarrassing moment. Replay it in slow motion in your mind.

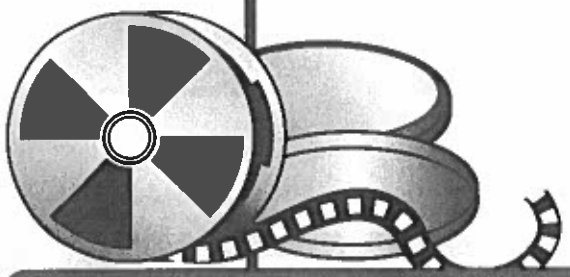
PLAN

The setting and characters:

Events leading up to the embarrassing moment:

The moment of embarrassment:

Events after the embarrassing moment:



WRITE: Write about your most embarrassing moment. Be sure to write a story with a strong plot to keep readers interested.

Personal Narrative

Name _____

Personal Narrative
Sequence of events

Best Friends

PROMPT: Remember a time when your best friend and you did something unexpected.

PLAN

Setting:

People involved:

First,

Then

Next,

Later,

After that,

Finally,

WRITE: Write a story about your best friend and you doing something out of the blue. Carefully retell the events in the order in which they occurred.

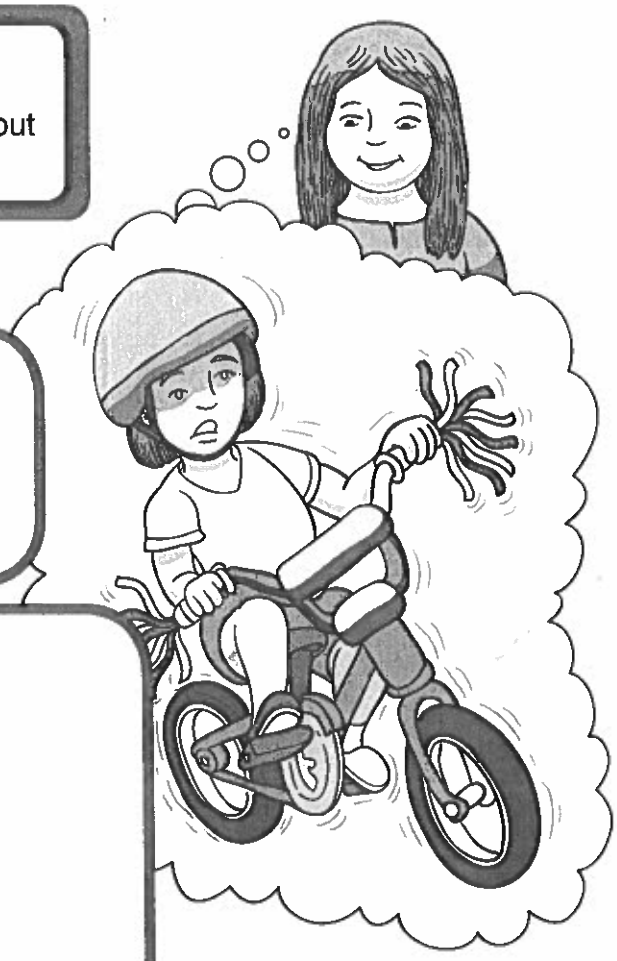
Personal Narrative

Name _____

Personal Narrative
Main idea and supporting details

Remember When

PROMPT: Flash back to a time when you were asked to do something you did not think you could do, but you found out that you could.



PLAN

What were you asked to do?

Why did you not think you could do it?

Reason 1

Reason 2

Why did you decide to try it anyway?

Reason 1:

Reason 2:

WRITE: Write a letter to your family telling them about your experience. Be sure to share the details about why you did not think you could do it and why you tried it anyway.

Personal Narrative

Name _____

Personal Narrative
Supporting details

Running Late

PROMPT: Think about a morning when you overslept.

PLAN

How did your day begin?

What happened as a result of your oversleeping?

Event 1	Event 2	Event 3

How did your day end?

WRITE: Use strong supporting details to help you write a story about oversleeping one morning.

Personal Narrative

A Lesson Learned

PROMPT: Remember a time when you set a goal. Think about the lesson you learned from that experience.

PLAN

What goal did you set?

How did you try to reach the goal?

Were you successful? Explain.

What lesson did you learn from the experience?

'E: Write an essay about your goal-setting experience. Be ate the lesson you learned in the introduction to help grab the 'tention.

Personal Narrative

Name _____

Split Second

PROMPT: At the world's largest amusement park, you decided to ride the world's longest roller coaster.

PLAN

1. What did you think and feel as the ride began?

2. What words describe what you saw from the highest point of the ride?

3. What words describe the sounds you heard on the ride?

4. What did you think and feel as the ride ended?

5. Will you ever ride such a long roller coaster again? Explain.

WRITE: Write a description of the ride to give to the people who are still waiting in line. Remember that a good conclusion restates the main information.

Descriptive Writing

Name _____ Descriptive Writing
Voice

Go, Team, Go!

PROMPT: Imagine that you are the coach of a sports team. Just before the biggest game of the season, you need to plan a team pep talk.

PLAN

What type of sports team are you going to talk to?

What kind of tone are you going to use? (Circle one.)

excited angry funny worried proud warm nervous helpful

Describe how the team has done so far this season.

Describe how the other team has done so far this season.

Describe what you want your team to do on the playing field.

WRITE: Write a pep talk to help motivate your team to victory. Remember to use your voice and tone to really get the players going!

Descriptive Writing

Name _____

Descriptive Writing
Adjectives and adverbs

BORROWED BIKE?

PROMPT: You and your best friend rode your bikes to the zoo. All of a sudden, a monkey escaped on your bike. Now the police need some information.

PLAN

Use adjectives to describe your bike.

Color	Designs	Brand/Type of Bike
Size		

Use adverbs to describe how the monkey escaped on your bike.

How	When	Where

WRITE: Write a complete description of the incident for the police. Be sure to use strong adjectives and adverbs to describe your bike and how the monkey escaped on it.

Descriptive Writing

Name _____

RECORDING A RECORD

PROMPT: You have just set a new world record. The publisher of *Absolutely Amazing Records* would like you to write an article about your accomplishment.

PLAN

Absolutely Amazing Records

What record did you set?

How did you prepare to set the record?

How did you feel while you were setting the record?

How did you feel after you set the record?

What are some strong adjectives you can use in your article?

What are some strong adverbs you can use in your article?

WRITE: Write an article about your record-setting event. Use strong adjectives and adverbs to make your article more interesting.

Descriptive Writing

Best Foot Forward

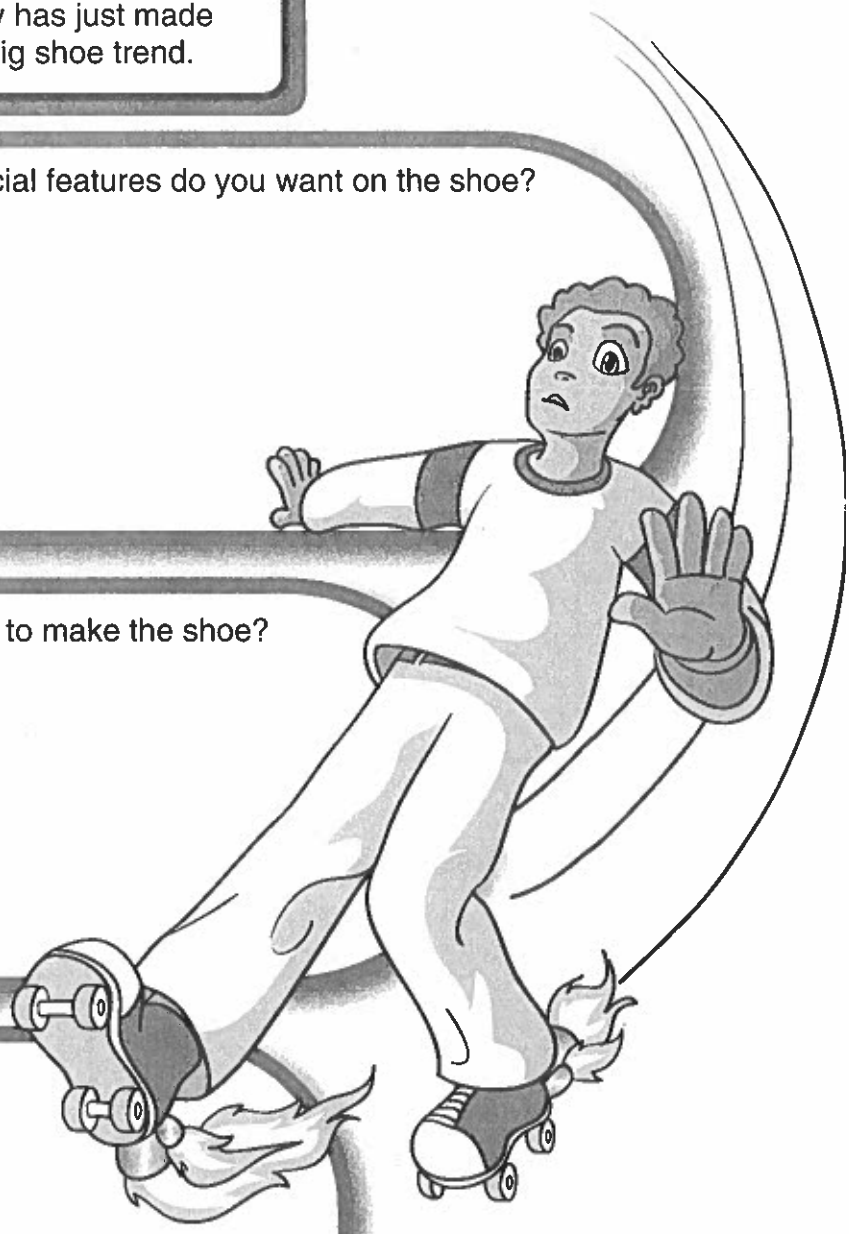
PROMPT: A major shoe company has just made you responsible for designing the next big shoe trend.

PLAN

1. What special features do you want on the shoe?

2. What materials are needed to make the shoe?

3. Who might be interested in buying the shoe? Why?



WRITE: Organize the information you recorded into a descriptive essay about the shoe you would design.

Descriptive Writing

Name _____

Descriptive Writing
Sensory details

Creative Outlet

PROMPT: You have been hired to design a costume for a movie due in theaters this summer. The movie's director must approve your plans before you can get started.

PLAN

XOXO

Cool!

Name the main character and his or her role in the movie.

Draw a simple sketch of what the main character's costume should look like.

Describe the costume:
How does it look?

How does it feel?

How does it sound?

How does it smell?

Sketch here.

WRITE: Write a description of the costume you plan to make. Be sure to use sensory details to help the director understand what you want to create.

Descriptive Writing

Name _____

Descriptive Writing
Sensory details

The Scheme Machine

PROMPT: A mad scientist has created a super-scheme machine. He has set the dial and turned on the machine!

PLAN

What scheme did the scientist set the machine to?

How long will this scheme last?

What does the world look like with this scheme in place?

What new sounds do you hear?

How does the mad scientist feel about his plans?

WRITE: From the mad scientist's point of view, write a journal entry describing the scheme and what it does to the world.

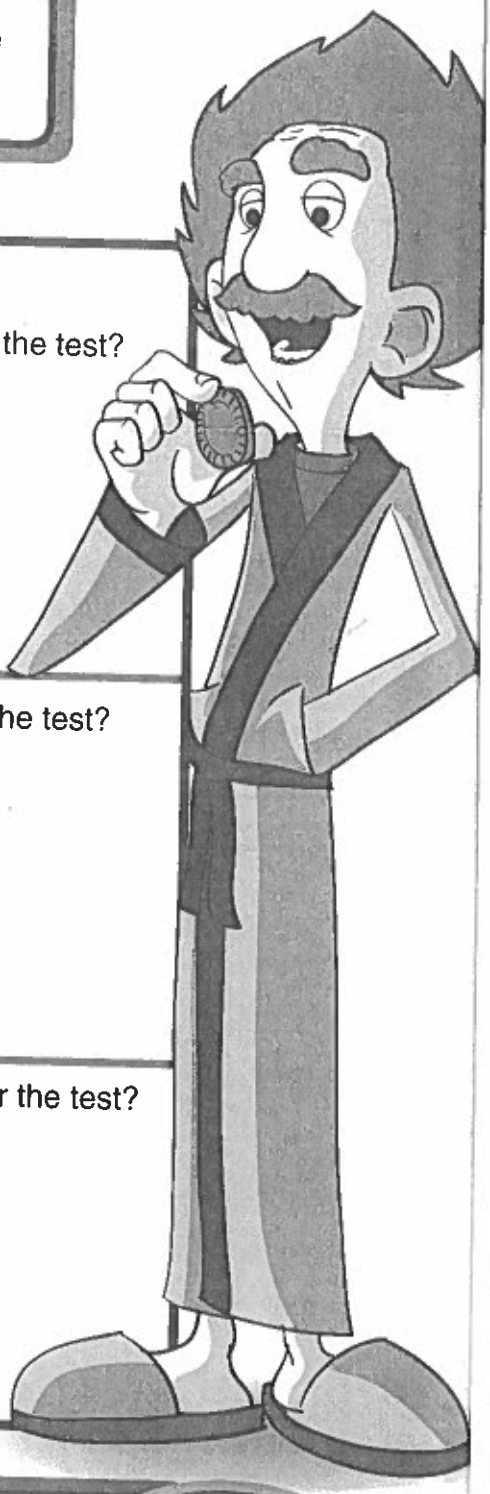
Descriptive Writing

Name _____

Descriptive Writing
Comparing and contrasting

One Smart Cookie

PROMPT: After taking a test, you prove that you are the smartest person on this planet.



PLAN

What was school like before the test?	What is school like after the test?
What was home like before the test?	What is home like after the test?
What were friends like before the test?	What are friends like after the test?

WRITE: Write an article for *Genius Quarterly*. Describe what your life was like before the test and what it is like after the test.

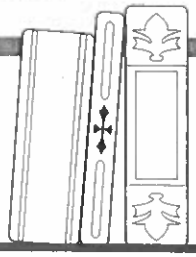
Descriptive Writing

Name_____

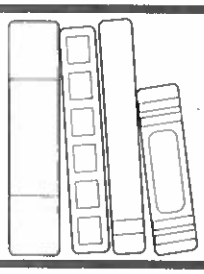
FROM WHERE I SIT

PROMPT: Your best friend moved away two days before school started. He or she is missing out on the coolest classroom ever!

PLAN

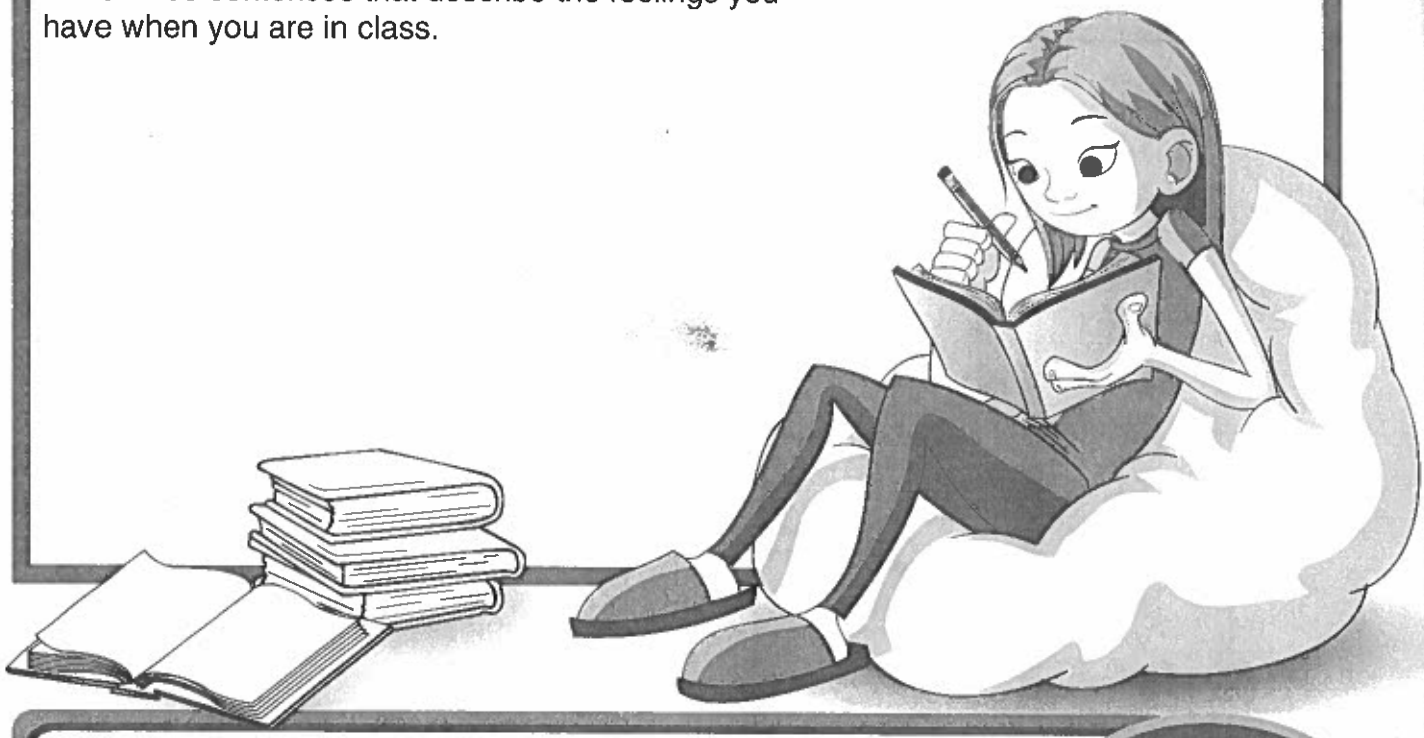


Describe the classroom to your friend in one sentence.



Now brainstorm a list of details about the classroom that support this sentence.

Write three sentences that describe the feelings you have when you are in class.



WRITE: Write a letter to your best friend describing your classroom. Use supporting details to help him or her understand exactly what it is like.

Descriptive Writing

Name _____

Descriptive Writing
Main idea

Getting Gorillas

PROMPT: The local zoo received a new gorilla from another zoo. As a student reporter, you have been allowed to see the exhibit before the rest of the public.

PLAN

What can visitors expect to see?	What might visitors hear in the exhibit?	How will the exhibit make visitors feel?

Main Idea

What is the most important thing about the exhibit that people should know?

WRITE: Write a newspaper article describing the zoo's newest attraction. Be sure to state in the first paragraph the most important thing about the exhibit.

Descriptive Writing

Name _____

The Place to Be Seen

PROMPT: It's your birthday. You've been asked to write an article about your party for a magazine column called "The Place 2 B Seen."

PLAN

The Introduction
Why should an article be written about your party?

The End
What made your party extra special?

The Information
Describe the party.

Sights

Sounds

Tastes

Smells

WRITE: Now write the magazine article. Be sure to write a strong introduction that makes other kids want to read about your party.

Descriptive Writing

WANTED

PROMPT: You and a friend have been hired by the FBI to find a missing person. You decide to write a description of him or her for the local television newscast.

PLAN

Missing Person

Introduction

Why are you writing?

What five words will grab the viewers' attention?

_____ _____

_____ _____ _____

Description

Briefly describe the person you are looking for.

Conclusion

What should someone do if he or she finds the person?

WRITE: Write a news release about the FBI's missing person. Get your audience's attention in the introductory paragraph and be as descriptive as possible.

Descriptive Writing

Name _____ Date _____

Writing Checklist

✓ AUDIENCE AND PURPOSE

____ uses correct tone for the intended audience

____ stays focused on the purpose of the essay

✓ ELABORATION

____ uses sensory details

____ uses descriptive language and vocabulary

✓ FLUENCY AND ORGANIZATION

____ thoughts are clear and well organized

____ transitions are smooth

____ essay is complete

✓ CONVENTIONS

____ uses varied sentence structure

____ uses correct grammar

____ uses correct capitalization and punctuation

____ uses correct spelling

Name _____ Date _____

Writing Checklist

✓ AUDIENCE AND PURPOSE

____ uses correct tone for the intended audience

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✓ CONVENTIONS

____ uses varied sentence structure

____ uses correct grammar

____ uses correct capitalization and punctuation

____ uses correct spelling

Name _____

Daily Common Core Review
8-1

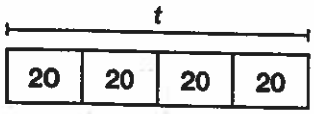
1. Kyle's house number is a multiple of 8. Which could be Kyle's house number?

   Ⓐ 62
   Ⓑ 64
   Ⓒ 73
   Ⓓ 81

2. Last month 4,861 books were checked out from the library. This month 3,278 books were checked out. How many more books were checked out last month than this month?

   Ⓐ 583 books
   Ⓑ 1,583 books
   Ⓒ 1,593 books
   Ⓓ 1,683 books

3. Julie bought 4 sheets of stamps with 20 stamps on each sheet. Which equation can be used to find the number of stamps Julie bought?



   Ⓐ $4 \times t = 20$
   Ⓑ $4 \times 20 = t$
   Ⓒ $20 \div 4 = t$
   Ⓓ $20 \div t = 4$

4. Which of the following are prime numbers? Select all that apply.

   ☐ 11
   ☐ 27
   ☐ 31
   ☐ 41
   ☐ 57

5. Henry has $432 in his checking account. He has four times this amount in his savings account. How much money is in both of Henry's accounts?

6. Tia had 50 carrot sticks for her study group to snack on. There were 6 people eating the carrot sticks, and each person ate an equal number of carrots until there were none left to share equally. How many carrot sticks were left over? Explain.

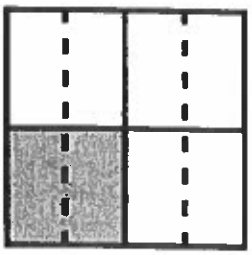
7. A school bus can hold 36 students. A school district has 24 buses. Use compatible numbers to estimate about how many students the buses can transport.

8. Jonah's baby brother weighs 8 pounds. Jonah weighs seven times as much as his brother. Write and solve a multiplication equation to find Jonah's weight.

Name _____

Daily Common Core Review
8-2

1. Gina buys $\frac{1}{4}$ yard of material to make a pillow. Which fraction is equivalent to $\frac{1}{4}$?



Ⓐ $\frac{4}{8}$ Ⓒ $\frac{2}{8}$

Ⓑ $\frac{3}{8}$ Ⓓ $\frac{1}{8}$

2. Which list includes all factors of 40?

Ⓐ 1, 2, 4, 10, 20, 40

Ⓑ 1, 2, 4, 5, 8, 10, 20, 40

Ⓒ 1, 2, 4, 5, 6, 8, 10, 20, 40

Ⓓ 1, 2, 3, 4, 10, 12, 20, 40

3. Juan has 26 beach balls. Each beach ball has 16 stripes. How many stripes are there in all?

Ⓐ 182 stripes

Ⓑ 386 stripes

Ⓒ 416 stripes

Ⓓ 566 stripes

4. Which shows a pair of equivalent fractions?

Ⓐ $\frac{2}{4}, \frac{1}{3}$

Ⓑ $\frac{3}{5}, \frac{6}{12}$

Ⓒ $\frac{4}{8}, \frac{1}{2}$

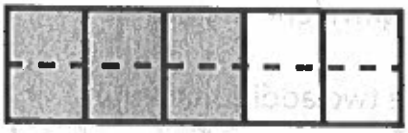
Ⓓ $\frac{6}{12}, \frac{1}{3}$

5. Keith has a package of 75 marbles. He gave an equal number of marbles to each of his 8 friends. How many marbles will be left over?

6. Last year Roberto traveled 1,435 miles for work. Write the number name for 1,435.

7. It took Jan 3 hours to do the laundry, walk the dog, and mow the lawn. How many minutes did it take Jan? Remember, there are 60 minutes in an hour.

8. Write a fraction equivalent to $\frac{3}{5}$.



9. A benefit concert raised $12,350 for research this year. Last year, the benefit concert raised $11,975. How much money was raised from the benefit concert both years?

Name _____

Daily Common Core Review
8-3

1. A farmer has 12 goats. He has 3 times as many goats as horses. How many horses does the farmer have?

   Ⓐ 4 horses
   Ⓑ 9 horses
   Ⓒ 15 horses
   Ⓓ 36 horses

2. There are 38 students from the fourth grade and 42 students from the fifth grade in a musical recital. The students will sit in 8 equal rows. How many students will sit in each row?

   Ⓐ 8 students
   Ⓑ 10 students
   Ⓒ 12 students
   Ⓓ 80 students

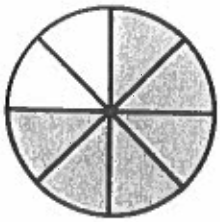
3. Which of the following lists only multiples of 4?

   Ⓐ 4, 6, 8, 12, 16
   Ⓑ 4, 16, 24, 30, 38
   Ⓒ 8, 12, 18, 22, 28
   Ⓓ 8, 16, 24, 32, 40

4. Which of the following are **NOT** possible partial products for 28×15? Select all that apply.

   ☐ 20
   ☐ 40
   ☐ 50
   ☐ 60
   ☐ 80

5. Write an equivalent fraction for the model.



6. Briana has 1,438 likes for the picture posted online of her dog dressed up like a super hero. How many more likes does Briana need to reach 2,000 likes?

_____

7. A trail in the park is 8,645 feet long. Toby walks the trail 3 times. How many feet does Toby walk?

_____

8. A farmer has 3,924 yellow-apple trees and 3,294 red-apple trees. Use $<$, $>$, or $=$ to write a comparison of the apple trees.

_____

_____

9. Are $\frac{3}{4}$ and $\frac{6}{8}$ equivalent fractions? Draw a number line to decide.

_____

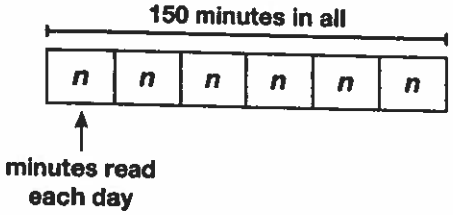
Name _____

Daily Common Core Review
8-4

1. A produce company is packaging tomatoes into boxes containing 8 tomatoes each. How many boxes do they need to package 416 tomatoes?

   Ⓐ 36 boxes
   Ⓑ 48 boxes
   Ⓒ 52 boxes
   Ⓓ 104 boxes

2. Martin read for a total of 150 minutes last week. He read the same amount of time each day for 6 days. Which equation shows, *n*, the number of minutes Martin read each day?



   Ⓐ $150 \times 6 = n$
   Ⓑ $150 + 6 = n$
   Ⓒ $150 - 6 = n$
   Ⓓ $150 \div 6 = n$

3. Jacob counted 14 ducks at the park. He counted twice as many geese. How many birds did Jacob count in all?

   Ⓐ 14 birds
   Ⓑ 28 birds
   Ⓒ 42 birds
   Ⓓ 56 birds

4. Write the factors of 42.

5. A gymnastics team bought 12 sweatshirts that cost $45 each. How much did the team spend in all?

6. The table shows how much money a charity raised in three months.

Month	Money Raised
June	$12,540
July	$23,380
August	$17,930

   What was the total amount of money raised in three months?

7. Is the value of the first 7 ten times as great as the value of the second 7 in 7,237? Explain.

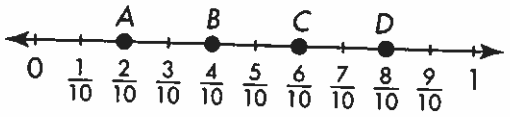
Name _____

Daily Common Core Review
8-5

1. Several local communities planted 2,360 trees this year on Arbor Day. They planted 380 more trees this year than they planted last year. How many trees did they plant last year?

   Ⓐ 1,980 trees
   Ⓑ 2,080 trees
   Ⓒ 2,640 trees
   Ⓓ 2,740 trees

2. Which point represents an equivalent fraction for $\frac{2}{5}$?



   Ⓐ point *A*
   Ⓑ point *B*
   Ⓒ point *C*
   Ⓓ point *D*

3. Jessica has $40 to spend at the book fair. She buys 2 notebooks for $3 each and wants to spend the rest of her money on books. How many books can Jessica buy if each book costs $8? How much money does Jessica have left over?

   Ⓐ 2 books; $2
   Ⓑ 4 books; $2
   Ⓒ 4 books; $5
   Ⓓ 5 books; $0

4. Which is **NOT** a way to make an array to model 18?

   Ⓐ 2 rows, 9 columns
   Ⓑ 6 rows, 3 columns
   Ⓒ 10 rows, 8 columns
   Ⓓ 18 rows, 1 column

5. A school is buying 8 new computers that cost $365 each. How much will the school spend on the new computers?

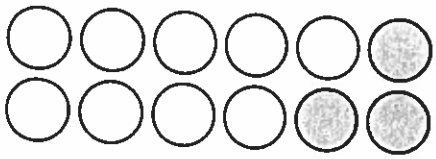
6. Round 246,539 to the nearest ten thousand and to the nearest hundred thousand.

7. Write the multiplication equation that represents the statement "72 is 9 times as many as 8."

8. Sarah spent 30 minutes practicing her spelling words. She spent 3 times as much time reading. How many minutes did Sarah spend reading?

9. Draw an area model and use partial products to find 35×14.

1. In the picture, $\frac{3}{12}$ of the circles are shaded. Which fraction is equivalent to $\frac{3}{12}$?



Ⓐ $\frac{1}{3}$

Ⓑ $\frac{1}{4}$

Ⓒ $\frac{1}{10}$

Ⓓ $\frac{1}{12}$

2. Shawn has a set of 125 marbles. He is organizing his marbles into 5 equal groups. How many marbles should he put in each group?

Ⓐ 10 marbles

Ⓑ 15 marbles

Ⓒ 20 marbles

Ⓓ 25 marbles

3. Mary is going to divide her sticker collection among 4 friends. She has 5 packs of 20 stickers. How many stickers will each friend receive?

Ⓐ 5 stickers

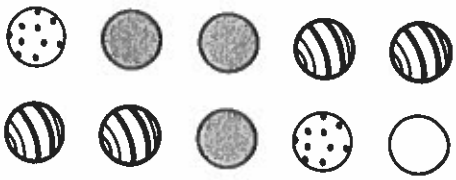
Ⓑ 15 stickers

Ⓒ 20 stickers

Ⓓ 25 stickers

4. Estimate the product 9×231. Show your work.

5. Write two fractions that represent the fraction of balls that are striped.



6. A tree farm has 209 trees. There are 3 workers to water all of the trees. If each worker waters the same number of trees, can they complete the job? Explain.

7. Write two fractions greater than $\frac{1}{2}$.

1. What is 661,239 rounded to the nearest ten thousand?

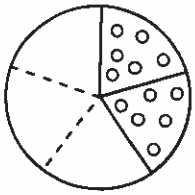
   Ⓐ 670,000

   Ⓑ 662,000

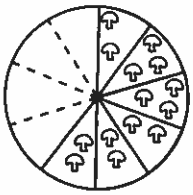
   Ⓒ 661,000

   Ⓓ 660,000

2. The two trays of pizza below show the amount of pizza left over after the fourth-grade party.



Pepperoni



Mushroom

   Which of the following compares the amount of pepperoni pizza left over to the amount of mushroom pizza left over?

   Ⓐ $\frac{2}{5} > \frac{6}{10}$

   Ⓑ $\frac{6}{10} < \frac{2}{5}$

   Ⓒ $\frac{2}{5} = \frac{6}{10}$

   Ⓓ $\frac{6}{10} > \frac{2}{5}$

3. There are 63 students in the school band. At a band concert, Jerome saw that equal numbers of band members were seated in 3 different sections. How many band members were seated in each section?

   Ⓐ 21 band members

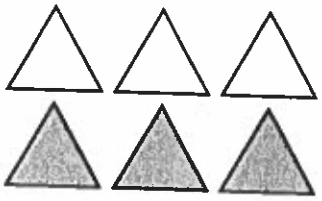
   Ⓑ 14 band members

   Ⓒ 7 band members

   Ⓓ 3 band members

4. In January of 2013, Mr. Edwards turned 64 years old. In what year was Mr. Edwards born?

5. In the picture, $\frac{3}{6}$ of the triangles are shaded. Write a fraction that is equivalent to $\frac{3}{6}$.



6. Compare $\frac{7}{8}$ and $\frac{2}{6}$.

7. Write 12,249 in expanded form, and write the number name.

8. Find 346,001 + 209,499.