DAY #1

Literacy/ Math/ Science/ Social Studies

- Literacy/Science/Social Studies
  Read the following passages. Restate your questions and answer with complete sentences. Use evidence from the text to prove your answers. Be sure to use correct mechanics, usage, and grammar.

- Math
 Show your work for every math problem.

Surviving the Cold

When it gets cold, humans can purchase winter gear from a store. However, animals can't do this. They must adapt to survive the cold. Some of these adaptations are physical, like heavy fur or thick layers of blubber. Others are behavioral, like hibernating or migrating for the winter. There are many different adaptations that some animals use to survive the cold. Here are a few amazing ones.

Many Arctic animals have physical features that help their bodies **conserve** heat. One way land animals conserve heat is by trapping it with their heavy fur. Rather than a single layer, many Arctic animals have several layers of thick fur. The layer closest to the body is called the undercoat. The undercoat is very **dense**. It is made of many short, curly hairs that keep the animal warm and dry. The outer coat has long, coarse hair called guard hair. It blocks sunlight and sheds water. In contrast, many sea animals rely on blubber instead of fur to keep warm. Blubber is a thick layer of fat beneath the skin. It helps sea animals retain heat. Some large whales can have a layer of blubber that is more than a foot thick.

Some land animals can't find enough food during the winter months to survive. Instead of staying active, they hibernate to conserve energy. During hibernation, animals slow their breathing and heart rate. This lowers their body temperature. Decreasing their body temperature allows the animals to save energy. While hibernating, a polar bear's heart rate can drop to eight beats per minute. During the active summer months, polar bears typically have a heart rate of 40 to 50 beats per minute. Hibernation can last several months. As a result, many animals also lose much of their body weight. Polar bears, for example, can lose nearly half of their body weight during hibernation.

Instead of hibernating in the winter, some animals migrate to warmer areas. Migrate means to move or travel to a different area. It is a very common behavior among birds as well as many Arctic land animals. Animals migrate to search for food. When winter approaches in the Arctic, the food supply **diminishes**, or disappears. In order to find food, many animals have to travel long distances. One type of bird, for example, travels over 50,000 miles.

There are several ways Arctic animals survive the cold weather. Some have fur or blubber to keep them warm. Others hibernate for the winter or migrate somewhere else. The temperatures in the Arctic make it very difficult for life to exist. However, these animals continue to survive by adapting.
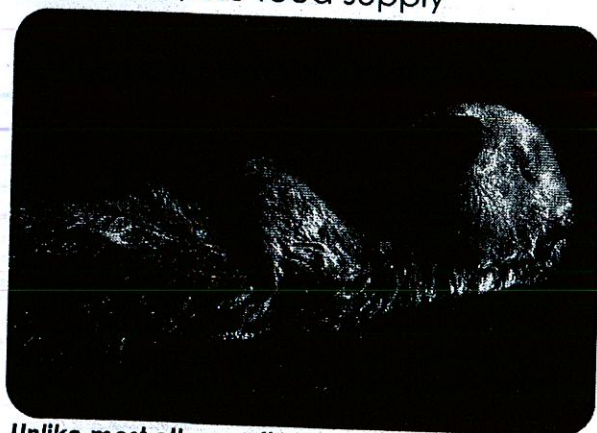
Unlike most other arctic sea animals, the sea otter has no blubber and relies on its incredibly thick fur to keep warm. With nearly one million hairs per square inch, its fur is the thickest in the world.

Name: _____

Key Ideas and Details Questions

Complete these questions after your first read. Use evidence from the text to support your answers.

1.) What is the difference between physical adaptations and behavioral adaptations? Use evidence from the text to support your answer. *RI.1*

_____

_____

_____

_____

_____

2.) How does the fur of many Arctic land animals protect against cold temperatures? Use evidence from the text to support your answer. *RI.1*

_____

_____

_____

_____

_____

_____

3.) What is the main idea of the text? *RI.2*

_____

_____

_____

_____

_____

4.) How is blubber similar to thick fur? Use evidence from the text to support your answer. *RI.3*

_____

_____

_____

_____

_____

_____

Name: _____

Integration of Knowledge and Ideas Writing Prompt

When it gets cold, people might buy a multi-layered jacket, wear warm clothes, stay in their houses, sleep more often, or travel to warm places. How are these behaviors similar to Arctic animals' adaptations? Combine your thinking with evidence from the text to support your answer.

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

Name _____

Time _____

Multiplication • All The Facts

Number Correct _____/100

9 x 8 = _____	5 x 5 = _____	2 x 2 = _____	3 x 4 = _____	5 x 4 = _____
5 x 6 = _____	6 x 1 = _____	3 x 4 = _____	1 x 3 = _____	2 x 3 = _____
1 x 0 = _____	5 x 8 = _____	0 x 3 = _____	2 x 1 = _____	6 x 8 = _____
5 x 2 = _____	4 x 8 = _____	1 x 1 = _____	9 x 0 = _____	3 x 8 = _____
2 x 2 = _____	4 x 5 = _____	2 x 6 = _____	1 x 9 = _____	2 x 7 = _____
3 x 7 = _____	9 x 7 = _____	1 x 8 = _____	7 x 3 = _____	3 x 4 = _____
1 x 5 = _____	2 x 4 = _____	9 x 5 = _____	8 x 4 = _____	7 x 1 = _____
5 x 9 = _____	9 x 3 = _____	8 x 2 = _____	2 x 9 = _____	1 x 2 = _____
9 x 0 = _____	7 x 6 = _____	6 x 7 = _____	6 x 6 = _____	4 x 2 = _____
6 x 3 = _____	8 x 8 = _____	7 x 1 = _____	8 x 3 = _____	6 x 9 = _____
8 x 7 = _____	6 x 5 = _____	1 x 6 = _____	8 x 9 = _____	7 x 5 = _____
3 x 3 = _____	3 x 1 = _____	4 x 9 = _____	7 x 8 = _____	5 x 3 = _____
8 x 9 = _____	7 x 7 = _____	7 x 2 = _____	6 x 0 = _____	5 x 1 = _____
5 x 7 = _____	7 x 4 = _____	5 x 0 = _____	4 x 9 = _____	2 x 8 = _____
9 x 9 = _____	6 x 8 = _____	4 x 6 = _____	5 x 3 = _____	2 x 9 = _____
1 x 9 = _____	7 x 0 = _____	6 x 2 = _____	5 x 5 = _____	4 x 1 = _____
4 x 6 = _____	7 x 9 = _____	6 x 7 = _____	4 x 4 = _____	2 x 0 = _____
8 x 7 = _____	4 x 7 = _____	8 x 8 = _____	7 x 8 = _____	2 x 7 = _____
4 x 8 = _____	9 x 9 = _____	3 x 9 = _____	2 x 7 = _____	4 x 1 = _____
5 x 8 = _____	6 x 9 = _____	5 x 3 = _____	7 x 7 = _____	8 x 4 = _____

Name: _____

Feet and Inches

Memorize this: There are 12 inches in a foot.

Compete the table. Then, use the table to answer the questions below.

1 foot	2 feet	3 feet	4 feet	5 feet
12 inches				

1. Which is longer: 2 feet or 28 inches? _____

2. Which is less: 4 feet or 40 inches? _____

3. How many inches are in 5 feet? _____

4. James is five feet tall. Caroline is 53 inches tall. Who is taller? _____

5. Marley caught a fish that was two feet three inches long. How many inches long was her fish? _____

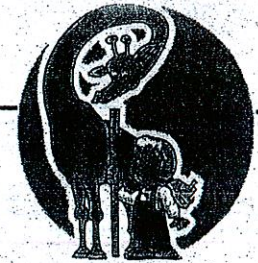6. Arnold is four feet, six inches tall. How many inches tall is Arnold? _____

7. Peter measured the width of his refrigerator. It was 32 inches wide. Is the fridge more or less than three feet wide? _____

Name: _____

In and Out Boxes: Measurement

Complete the tables below and answer the questions that follow.

yards	1	4	7	
feet				27

feet	1		3	10
inches	12	24		

rule: multiply by 3

rule: _____

a. How many feet are in 1 yard? _____

b. How many feet are in 36 inches? _____

c. How many yards are in 27 feet? _____

d. How many inches are in 3 feet? _____

★. How many feet are in 5 yards? _____

★. How many feet are in 48 inches? _____

Use the table below to answer the questions.

yards	1	2	3	4	5	6
inches	36	?	108	144	180	216

e. How many inches are in 5 yards? _____

f. How many inches are in 2 yards? _____

g. On the lines below, describe the rule you can use to find the number of inches in a given number of yards.

_____

_____

_____

DAY #2

Literacy/ Math/ Science/ Social Studies

- Literacy/Science/Social Studies
  Read the following passages. Restate your questions and answer with complete sentences. Use evidence from the text to prove your answers. Be sure to use correct mechanics, usage, and grammar.

- Math
  Show your work for every math problem.

Don't Get Cold Feet

To travel through the snow on foot, you need the right winter gear. There are different types of winter gear to keep your feet warm and dry. Some gear works better than others. It all depends on the amount of snow, the speed you want to travel, and the type of land you want to explore.

If you plan to climb or hike in the snow, you'll need a good pair of snow boots. They cover more of your leg than regular shoes. They also have deep grooves in the bottom to prevent slipping. Snow boots are usually waterproof and have a liner to **insulate** your feet and keep them warm. However, if the snow is higher than the top of your boots, your feet could get wet and freeze very quickly.

If the snow is really deep, you might need to use a pair of snowshoes. Snowshoes are a special type of footwear that attach to boots. They have wide, flat bottoms that allow people to walk on top of deep snow. They work by **distributing**, or spreading, your weight over a larger area so you don't sink. A snowshoe's ability to keep you on top of the snow is called "floatation." Different snowshoes have different amounts of "floatation." The heavier you are, the more floatation and larger snowshoe you'll need. Unfortunately, snowshoes are clunky. While wearing them, you won't be able to move very quickly. However, they are great for hiking in deep snow.

If you want to speed through the snow, you could buy a pair of skis. These long, narrow boards glide easily over snow. There are different types of skis for different purposes. Cross-country skis are best for traveling over flat or hilly land. Downhill skis are best for jetting down a snowy mountain. You move much faster in skis than boots or snowshoes, especially when going downhill. However, skiing requires a lot of skill. Skis are not easy to **maneuver** through deep snow or up steep hills.

There are many types of winter footwear. Before choosing which kind you need, consider the conditions. How deep is the snow? How fast do you want to travel? What type of land are you exploring? The right winter footwear will keep your feet warm and dry. It will also help you have fun in the snow.
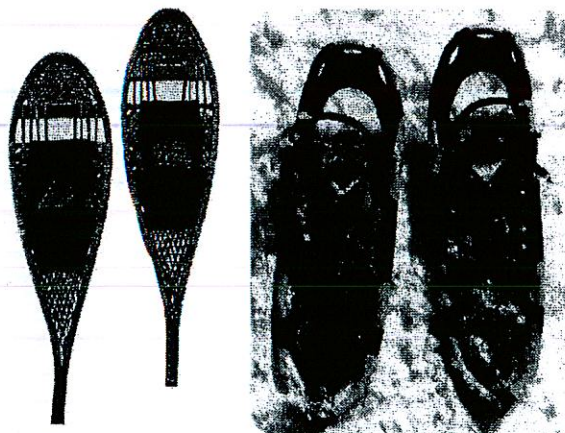
Traditional snowshoes (left) are made with wood and animal skin. Modern snowshoes (right) are mostly made with aluminum, plastic, and nylon.

Name: _____

Key Ideas and Details Questions

Complete these questions after your first read. Use evidence from the text to support your answers.

1.) What are the advantages of snowshoes compared to snow boots? Use evidence from the text to support your answer. *RI.1*

_____

_____

_____

_____

2.) What is one advantage and one disadvantage of using skis to travel through the snow? Use evidence from the text to support your answer. *RI.1*

_____

_____

_____

_____

_____

3.) What is the main idea of the third paragraph? *RI.2*

_____

_____

_____

_____

4.) How does the amount of snow on the ground affect the type of winter footwear you might need? Use evidence from the text to support your answer. *RI.3*

_____

_____

_____

_____

_____

Name: _____

Integration of Knowledge and Ideas Writing Prompt

On November 18th and November 19th of 2014, the areas around Buffalo, New York received five to seven feet of snow. This snow trapped many people in their homes. Imagine that you live in Buffalo during that massive snowstorm. You have to dig yourself out of your house and deliver food and water around the city. Which type of winter footwear do you think is best to complete this mission? Explain why you think your choice is best. Combine your own thinking with evidence from the text to support your answer.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Multiplication • x 4, x 5, and x 6

5 x 3 = ___	4 x 3 = ___	5 x 1 = ___	5 x 9 = ___	4 x 0 = ___
4 x 4 = ___	5 x 5 = ___	5 x 4 = ___	4 x 9 = ___	5 x 8 = ___
4 x 0 = ___	4 x 5 = ___	6 x 5 = ___	5 x 7 = ___	6 x 4 = ___
6 x 5 = ___	5 x 0 = ___	4 x 4 = ___	5 x 5 = ___	4 x 4 = ___
4 x 7 = ___	5 x 2 = ___	6 x 4 = ___	6 x 4 = ___	6 x 5 = ___
4 x 4 = ___	5 x 4 = ___	6 x 5 = ___	4 x 5 = ___	4 x 1 = ___
4 x 8 = ___	5 x 2 = ___	4 x 4 = ___	5 x 6 = ___	5 x 5 = ___
4 x 7 = ___	4 x 3 = ___	4 x 2 = ___	4 x 4 = ___	6 x 1 = ___
5 x 3 = ___	6 x 4 = ___	5 x 7 = ___	6 x 5 = ___	5 x 5 = ___
4 x 3 = ___	4 x 3 = ___	6 x 7 = ___	5 x 2 = ___	5 x 9 = ___
6 x 6 = ___	6 x 5 = ___	6 x 8 = ___	5 x 5 = ___	4 x 5 = ___
4 x 6 = ___	6 x 2 = ___	5 x 8 = ___	5 x 4 = ___	6 x 9 = ___
5 x 2 = ___	6 x 3 = ___	6 x 9 = ___	6 x 5 = ___	5 x 9 = ___
6 x 4 = ___	4 x 7 = ___	6 x 8 = ___	6 x 2 = ___	4 x 8 = ___
6 x 7 = ___	6 x 3 = ___	4 x 8 = ___	4 x 5 = ___	6 x 1 = ___
5 x 8 = ___	5 x 9 = ___	6 x 7 = ___	6 x 3 = ___	4 x 7 = ___
6 x 2 = ___	4 x 9 = ___	5 x 4 = ___	5 x 2 = ___	6 x 9 = ___
4 x 6 = ___	4 x 8 = ___	6 x 6 = ___	5 x 3 = ___	5 x 3 = ___
6 x 8 = ___	5 x 7 = ___	4 x 0 = ___	4 x 6 = ___	5 x 0 = ___
4 x 0 = ___	6 x 2 = ___	6 x 0 = ___	6 x 5 = ___	5 x 4 = ___

Getting the Best Price for your Holiday Dinner

	Walmart	Target	Costco	Unit Price
Turkey	$12.62 for 10.7 lbs.	$8.45 for 8.5 lbs.	$20.02 for 17.6 lbs.	Walmart - _____ Target - _____ Costco - _____
Potatoes	$2.98 for a 5 lb. bag	$5.99 for a 10 lb. bag	$11.49 for a 20 lb. bag	Walmart - _____ Target - _____ Costco - _____
Carrots	$2.19 for a 2 lb. bag	$1.98 for a 2 lb. bag	$5.49 for a 5 lb. bag	Walmart - _____ Target - _____ Costco - _____
Cranberry Sauce	$0.99 for an 8 oz. can	$2.01 for a 14 oz. can	$4.97 for a 28 oz. can	Walmart - _____ Target - _____ Costco - _____
Buns	$1.09 for 6 buns	$3.37 for 12 buns	$4.09 for 24 buns	Walmart - _____ Target - _____ Costco - _____

Where would you choose to do your grocery shopping? Why? _____

_____

_____

DAY #3

Literacy/ Math/ Science/ Social Studies

- Literacy/Science/Social Studies
  Read the following passages. Restate your questions and answer with complete sentences. Use evidence from the text to prove your answers. Be sure to use correct mechanics, usage, and grammar.

- Math
  Show your work for every math problem.

All About Avalanches

An avalanche happens when snow or ice rapidly flows down a mountain. However, not all avalanches are the same. Some **surge** down a mountain at over 200 miles per hour. Others slowly crawl at a snail's pace. There are many different types of avalanches. The most common types are dry, wet, and slab avalanches.

Dry avalanches are beautiful clouds of powder that roar down a mountain. The avalanche runs downhill, creating a "powder cloud" of light snow. This powder cloud **conceals** a lot of moving snow that you can't see. It also gives the avalanche its beauty. Dry avalanches are most likely to occur during heavy snow and cold temperatures. The cold temperatures create packs of very dry snow. These packs of dry snow don't stick to the mountain well. They often slip away and rush down the mountain at incredible speeds. In fact, dry avalanches can reach speeds over 200 miles per hour!

Wet avalanches are large, slushy masses of snow. They happen when warm temperatures, sun, or rain melt the snow. This melting often happens in spring when temperatures rise. When the snow melts, it becomes heavy and starts sliding. Wet avalanches are usually slow. They only travel at about 10 to 20 miles per hour.

Slab avalanches are huge chunks of ice that break away from a mountain. These slabs can be larger than a football field. They happen when fresh snow piles up on top of the slab. The weight of the new snow causes the slab to **detach** and fall down the mountain. These huge slabs can charge down a mountain at 80 miles per hour.

There are many different types of avalanches. Each one looks different, is formed differently, and moves at different speeds. You may never see a real avalanche, but now you know about the most common types.
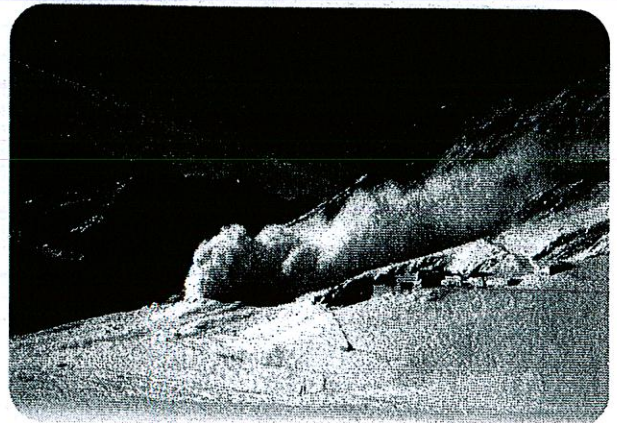
An avalanche traveling down a mountain.

Name: _____

Key Ideas and Details Questions

Complete these questions after your first read. Use evidence from the text to support your answers.

1.) What causes wet avalanches? Use evidence from the text to support your answer. *RI.1*

_____
_____
_____
_____
_____
_____

2.) How is a slab avalanche different from a dry avalanche? Use evidence from the text to support your answer. *RI.1*

_____
_____
_____
_____
_____
_____

3.) What is the main idea of the text? *RI.2*

_____
_____
_____
_____
_____

4.) How does the temperature affect the type of avalanche you might see? Use evidence from the text to support your answer. *RI.3*

_____
_____
_____
_____

Integration of Knowledge and Ideas Writing Prompt

Imagine you are climbing a mountain and see an avalanche coming your way. Which type of avalanche would you hope to see? Why would you hope to see this type of avalanche? Combine your own thinking with evidence from the text to support your answer.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name _____

Multiplication • x 7, x 8, and x 9

8 x 3 = _____	7 x 8 = _____	7 x 2 = _____	8 x 5 = _____	8 x 0 = _____
7 x 7 = _____	8 x 3 = _____	8 x 4 = _____	7 x 5 = _____	8 x 5 = _____
7 x 5 = _____	8 x 8 = _____	7 x 0 = _____	7 x 4 = _____	8 x 6 = _____
8 x 7 = _____	7 x 8 = _____	9 x 7 = _____	8 x 9 = _____	7 x 9 = _____
9 x 8 = _____	7 x 1 = _____	7 x 7 = _____	8 x 4 = _____	7 x 2 = _____
9 x 7 = _____	8 x 8 = _____	8 x 2 = _____	7 x 0 = _____	8 x 3 = _____
8 x 1 = _____	7 x 5 = _____	8 x 6 = _____	9 x 7 = _____	8 x 8 = _____
7 x 1 = _____	8 x 0 = _____	7 x 5 = _____	8 x 6 = _____	9 x 8 = _____
7 x 7 = _____	8 x 9 = _____	7 x 1 = _____	7 x 6 = _____	7 x 8 = _____
9 x 7 = _____	8 x 5 = _____	7 x 8 = _____	7 x 2 = _____	8 x 4 = _____
9 x 0 = _____	8 x 6 = _____	9 x 8 = _____	9 x 4 = _____	8 x 8 = _____
9 x 2 = _____	9 x 3 = _____	8 x 4 = _____	9 x 9 = _____	8 x 5 = _____
9 x 4 = _____	9 x 9 = _____	8 x 0 = _____	9 x 3 = _____	8 x 2 = _____
8 x 4 = _____	7 x 9 = _____	8 x 6 = _____	7 x 8 = _____	9 x 8 = _____
9 x 9 = _____	8 x 3 = _____	9 x 4 = _____	8 x 1 = _____	8 x 2 = _____
7 x 9 = _____	9 x 2 = _____	8 x 5 = _____	7 x 9 = _____	8 x 4 = _____
9 x 2 = _____	9 x 0 = _____	8 x 1 = _____	7 x 8 = _____	7 x 5 = _____
8 x 6 = _____	8 x 8 = _____	9 x 7 = _____	8 x 1 = _____	9 x 8 = _____
7 x 8 = _____	7 x 9 = _____	8 x 7 = _____	6 x 8 = _____	9 x 3 = _____
8 x 4 = _____	8 x 9 = _____	8 x 5 = _____	7 x 7 = _____	8 x 4 = _____

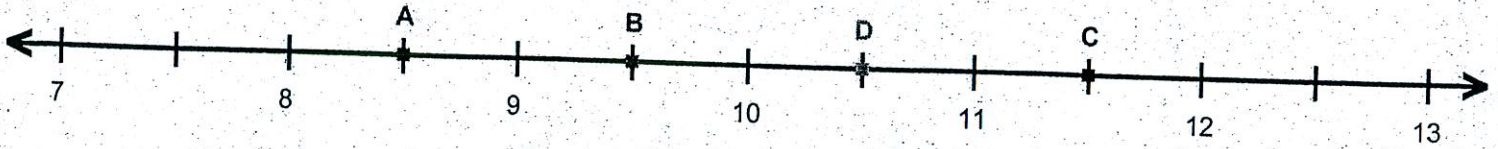Name : _____   Score : _____
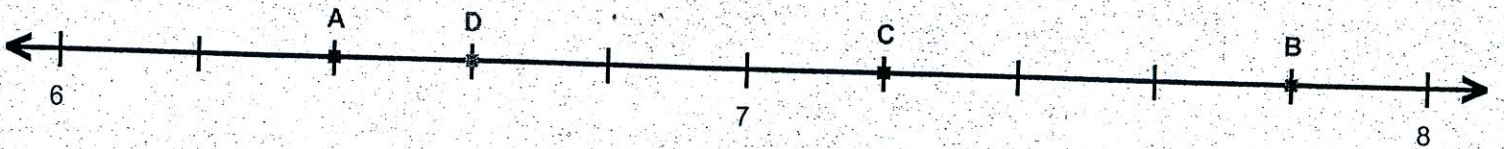
Teacher : _____   Date : _____

Decimal Numbers on Number Lines

A = _____   B = _____   C = _____   D = _____

A = _____   B = _____   C = _____   D = _____
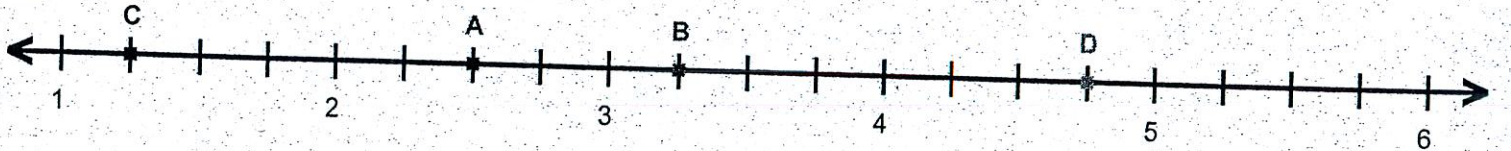
A = _____   B = _____   C = _____   D = _____
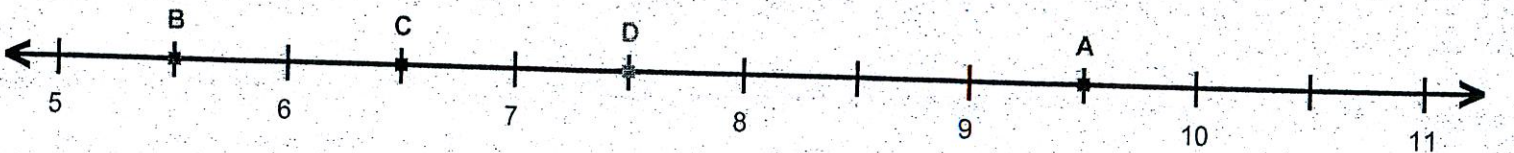
A = _____   B = _____   C = _____   D = _____
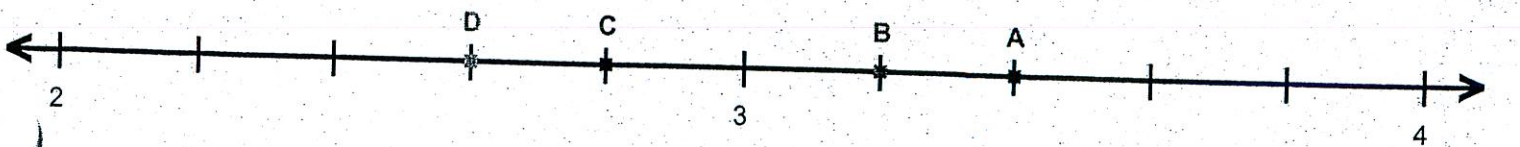
A = _____   B = _____   C = _____   D = _____
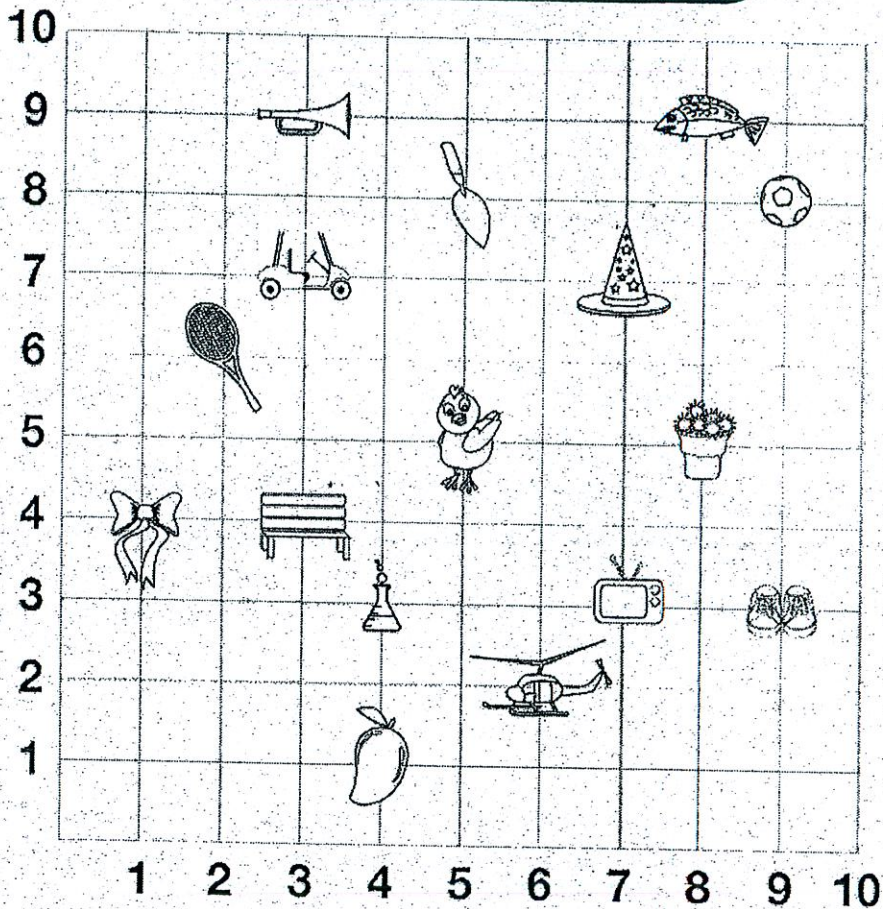
Ordered Pairs

Write the ordered pair for each of the objects listed.

example: television - (7,3)

a. helicopter - _____

b. shoes - _____

c. pepper - _____

d. wizard's hat - _____

e. fish - _____

f. golf cart - _____

What is the shortest distance from the bench to the fish?

_____

Tell which object is located at each point.

e. (3,4) - _____

f. (2,6) - _____

g. (1,4) - _____

h. (5,5) - _____

i. (9,8) - _____

j. (3,9) - _____

Is the shortest distance from the TV to the shoes the same as the shortest distance from the fish to the ball?

DAY #4

Literacy/ Math/ Science/ Social Studies

- Literacy/Science/Social Studies
  Read the following passages. Restate your questions and answer with complete sentences. Use evidence from the text to prove your answers. Be sure to use correct mechanics, usage, and grammar.

- Science Extensions
  Analyzing a Graph – answer questions
  Activity - Read directions, complete the activity, record your results/thoughts

- Math
  Show your work for every math problem.

Lexile: 790L
Word Count: 305

Global Warming Causes More Snow

Would you believe that global warming causes more frequent snowstorms? It's true! Global warming describes rising temperatures on Earth. You might think warmer temperatures mean less frequent snow. However, global warming causes more snowstorms and makes them stronger, too!

Some people believe that global warming would just cause more rain instead of snow. But it actually has increased all types of **precipitation**, including rain and snow. Over the last fifty years, precipitation in the United States has increased by about five percent. When this precipitation falls, it might become snow. Even though Earth is slightly warmer, many areas still have freezing temperatures. It still gets cold enough for snow to fall in many parts of the United States.

How has global warming increased precipitation? First, global warming has warmed the air. Warm air holds more moisture. With more moisture in the air, there is more precipitation. In fact, the heaviest snows often occur when the air is warm and moist. When the air is very cold, heavy snows are **rare**. The cold air can't hold as much moisture as warm air.

Global warming also increases precipitation by increasing evaporation. Evaporation happens when the sun heats water, turning it into water vapor. Water from oceans, seas, and lakes evaporates and forms clouds. When the air can't hold any more moisture, it is **saturated**. After that, the moisture condenses, or turns back into a liquid. Then it falls to the ground as rain, snow, or sleet. If temperatures are freezing, it becomes snow. Because of global warming, there is more moisture in the air and more precipitation. So there's also more snow!

Research shows that global warming causes stronger, more frequent snowstorms. Warmer temperatures mean more moisture in the air and more precipitation. Global warming has not stopped freezing temperatures. So this precipitation still falls as snow.
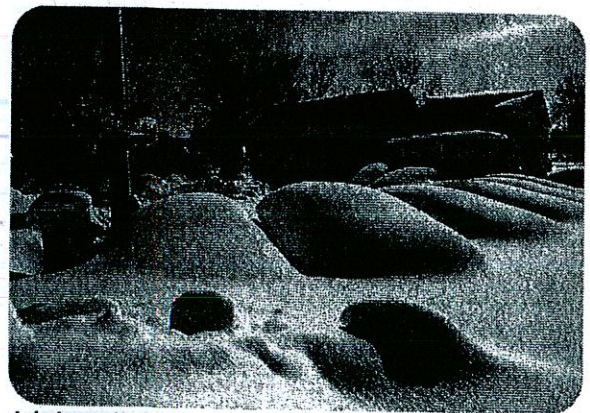
A lake-effect snowstorm hit areas south of Buffalo, New York in November of 2014. Some areas received more than five feet of snow, while others received seven feet. Is global warming to blame?

Name: _____

Complete these questions after your first read. Use evidence from the text to support your answers.

1.) According to the text, does global warming create more clouds or fewer clouds? Use evidence from the text to support your answer. *RI.1*

_____

_____

_____

_____

_____

2.) According to the text, what are two ways that global warming has increased precipitation? Use evidence from the text to support your answer. *RI.1*

_____

_____

_____

_____

_____

_____

3.) What is the main idea of the text? *RI.2*

_____

_____

_____

_____

_____

4.) How does the temperature of the air affect the amount of precipitation that might fall? Use evidence from the text to support your answer. *RI.3*

_____

_____

_____

_____

_____

_____

Name: _____

Do you agree or disagree that global warming causes more frequent and intense snowstorms? If you agree with the author, discuss evidence you've seen or heard which proves that the opinion is true. If you disagree with the author, discuss evidence you've seen or heard which proves that the opinion is false.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

27 Line Graphs: Hello? Are You There?

Does it sometimes seem that everywhere you look, people are talking on cell phones or instant messaging friends on the Internet? Well, they are—and in huge numbers! Look at the line graphs below to see just how many people are on the grid. Then answer the questions.

U.S. Cell-Phone Subscribers: 1990–2002
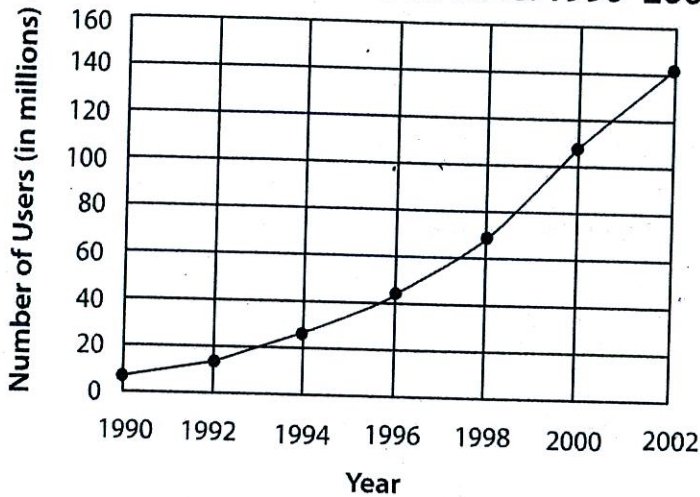
Source: *World Almanac and Book of Facts*, 2004

Internet Users: 1996–2002
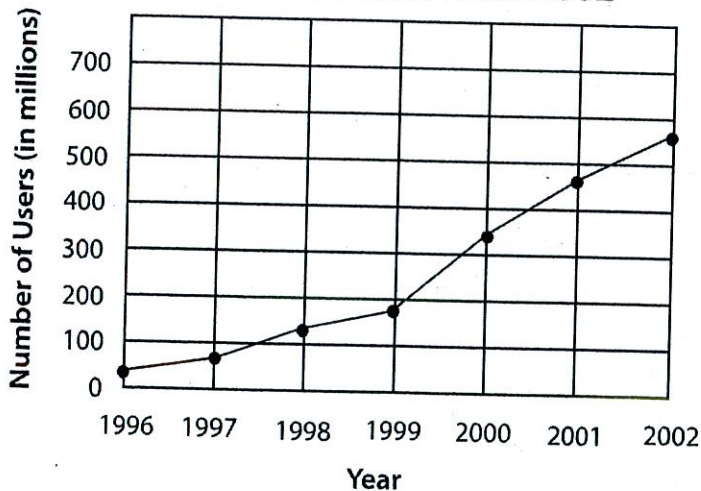
Source: Global Policy Forum (www.globalpolicy.org)

Name _____ Date _____

Hello? Are You There? *(continued)*
· ·

1. About how many Americans used cell phones in 1990? _____

2. In what year did the number of people in the United States using cell phones reach 50 million? _____

3. How many people were using the Internet in 1996? _____

4. How many people were using the Internet in 1998? _____

5. Which one-year period saw the greatest increase in the number of Internet users? _____

6. Describe the rate of increase in cell-phone use from 1990 through 1996.

   _____

7. How many Americans used cell phones in 2002? _____

8. Based on the information shown in the graphs, estimate the number of cell-phone users in the U.S. in 2005. _____

9. Estimate the number of Internet users in 2005. _____

10. What similarity do you notice in these two graphs?

    _____

    _____

Using the braille alphabet card on the back, answer the questions below in braille.

Example: What subject does Mrs. Hudspeth teach?

1. What is your name?

2. What is the month?

3. Why are we having an AMI day?

4. What year is it?

This is braille – alphabet card

Braille is a system of raised dots used by blind people to read and write. It was invented in 1824 by the Frenchman Louis Braille. A braille "cell" is made up of six dots like a domino, with each letter using a different pattern. There are some short forms of common words.

A	B	C	D	E	F	G	H	I	J

K	L	M	N	O	P	Q	R	S	T

U	V	W	X	Y	Z	and	for	of	the

To make numbers in braille we put this special numeral symbol ⠼ before the letters **A** to **I** for numbers **1** to **9** so A = 1, B = 2 and so on. **J** is used for **zero**.

So **6** is the numeral symbol followed by the braille letter 'F' like this:

And the number **160** is like this:

Multiplication • x 0, x 1, x 2, and x 3

1 x 2 = ____	2 x 4 = ____	2 x 8 = ____	2 x 2 = ____	3 x 4 = ____
2 x 2 = ____	2 x 6 = ____	2 x 9 = ____	2 x 3 = ____	3 x 5 = ____
3 x 2 = ____	2 x 7 = ____	0 x 2 = ____	3 x 3 = ____	3 x 6 = ____
2 x 4 = ____	2 x 6 = ____	1 x 1 = ____	3 x 7 = ____	3 x 4 = ____
2 x 5 = ____	2 x 7 = ____	1 x 2 = ____	2 x 9 = ____	2 x 7 = ____
2 x 6 = ____	2 x 8 = ____	1 x 3 = ____	1 x 8 = ____	3 x 5 = ____
3 x 0 = ____	2 x 9 = ____	1 x 4 = ____	2 x 6 = ____	3 x 2 = ____
1 x 3 = ____	2 x 0 = ____	1 x 5 = ____	3 x 5 = ____	1 x 9 = ____
2 x 3 = ____	3 x 1 = ____	1 x 6 = ____	2 x 3 = ____	3 x 8 = ____
3 x 3 = ____	3 x 4 = ____	1 x 7 = ____	2 x 5 = ____	2 x 6 = ____
3 x 4 = ____	2 x 4 = ____	1 x 8 = ____	1 x 4 = ____	1 x 2 = ____
1 x 4 = ____	3 x 5 = ____	1 x 9 = ____	3 x 4 = ____	3 x 9 = ____
1 x 5 = ____	3 x 6 = ____	2 x 9 = ____	2 x 4 = ____	3 x 4 = ____
1 x 6 = ____	3 x 7 = ____	2 x 8 = ____	2 x 8 = ____	2 x 8 = ____
2 x 7 = ____	3 x 8 = ____	3 x 8 = ____	2 x 9 = ____	1 x 6 = ____
2 x 8 = ____	3 x 9 = ____	3 x 7 = ____	3 x 6 = ____	2 x 7 = ____
2 x 9 = ____	3 x 0 = ____	2 x 7 = ____	2 x 4 = ____	1 x 9 = ____
2 x 0 = ____	2 x 8 = ____	1 x 7 = ____	3 x 8 = ____	3 x 5 = ____
3 x 0 = ____	3 x 7 = ____	0 x 8 = ____	1 x 9 = ____	0 x 9 = ____
0 x 1 = ____	2 x 6 = ____	0 x 9 = ____	3 x 4 = ____	2 x 4 = ____

Name _____

Each day, Mr. Wells records the number of cookies his family eats. The graph below shows how many cookies are left at the end of each day.

Wells Family Cookie Graph
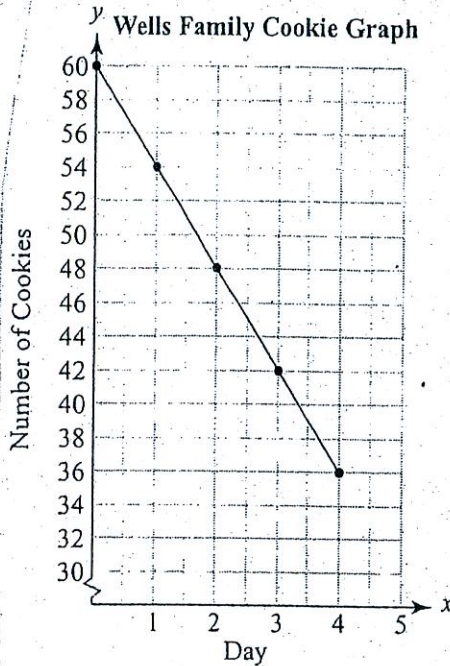
If the pattern continues, how many cookies will be left on Day 5?

A   2
B   5
C   30
D   34

Which of these describes a quantity that could decrease daily?

A   Age of a pet
B   Number of eggs in a dozen
C   Height of an athlete in inches
D   Amount of water in a swimming pool

Elizabeth recorded the total number of apples in different-sized bags at the store.

Apples in Each Bag

Weight (pounds)	Number of Apples
1	3
2	6
3	?
4	12
5	15

According to the pattern in the table, which is the total number of apples in a 3-pound bag?

A 6
B 7
C 9
D 12

Zoe recorded the number of pages she typed after each 30-minute period in the table shown below.

Zoe's Typing Record

Time	Number of Pages Typed
1:00 P.M.	0
1:30 P.M.	2
2:00 P.M.	4
2:30 P.M.	6

If Zoe continues typing at the same rate, how many pages will she type by 3:00 P.M.?

A 2
B 5
C 6
D 8

Basic Algebra Tables

Complete the tables. Write a full equation in each empty box.

	$18 - x$	$3x$	$\frac{40}{x}$
$x = 2$	$18 - 2 = 16$		
$x = 5$		$3 \times 5 = 15$	
$x = 8$			$40 \div 8 = 5$
$x = 10$	$18 - 10 = 8$		

	$9y$	$\frac{y}{3}$	$y + y$
$y = 3$			
$y = 6$			
$y = 9$			
$y = 12$			

Complete the table. Write equations in the empty white boxes. Also, write three algebraic expressions in the gray boxes along the top.

$z = 1$	$1 \times 3 = 3$		$28 \div 1 = 28$
$z = 4$	$4 \times 3 = 12$	$4 + 8 = 12$	
$z = 7$		$7 + 8 = 15$	

DAY #5

Literacy/ Math/ Science/ Social Studies

- Literacy/Science/Social Studies
  Read the following passages. Restate your questions and answer with complete sentences. Use evidence from the text to prove your answers. Be sure to use correct mechanics, usage, and grammar.

- Math
  Show your work for every math problem.

Alexander Graham Bell

by Noah Remnick
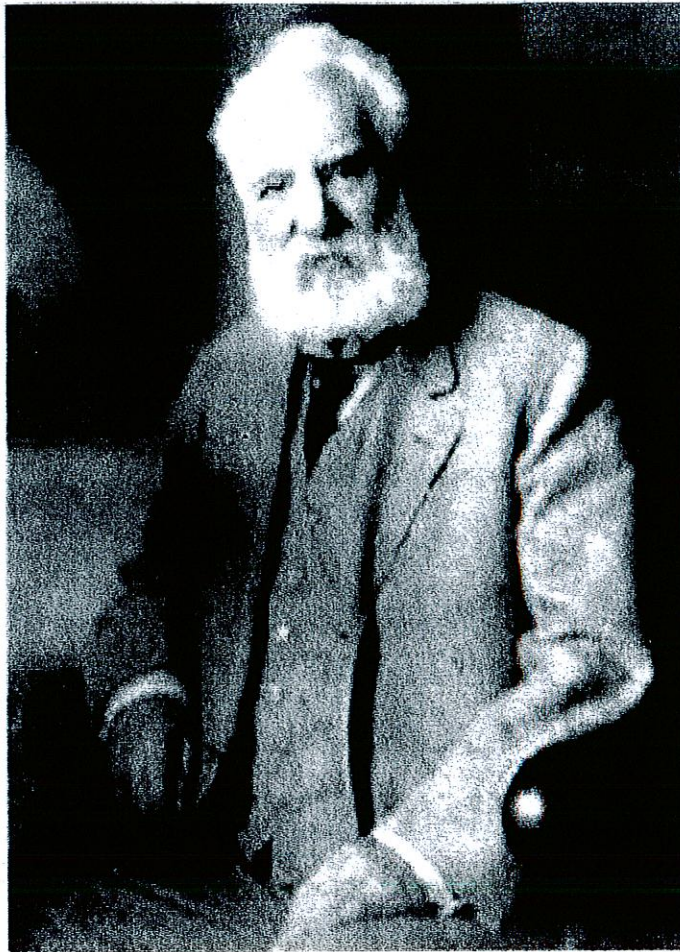
Alexander Graham Bell was in his laboratory, working on a device that would allow people to talk to one another through wires, even when they were not in the same room, or even the same city. Today, we take for granted that we can communicate in real time with people around the corner and around the globe. But in the 1870's, when Bell was experimenting with his new project, such an idea was like a fantasy.

On March 10, 1876, that fantasy came to life. It is unclear what exactly unfolded that day, but one story says that while working on his voice transmitter, Bell accidentally knocked over a bottle of transmitting fluid, burning his skin. Instinctively, he called out to his assistant, Thomas Watson, to come help: "Mr. Watson. Come here. I want to see you."

Watson heard those words and was startled. They had come crackling across the earpiece of what the two inventors had labeled the telephone. The experiment was successful. It was the first telephone call.

Alexander Graham Bell's interest in communications devices traced back to his childhood in Edinburgh, Scotland. He was born on March 3, 1847 to a father who was an expert in speech

production and a mother who was a gifted pianist despite being profoundly deaf. The perseverance and success of his mother in the face of such adversity taught young Alexander that problems were surmountable and that he could help people to overcome them.

From a young age, Alexander's curiosity propelled him to find solutions to problems. When he was 12 years old, he came up with his first invention. While playing in a grain mill with a friend, he was frustrated by the lengthy time it took to remove the husk from the wheat grain. He went home, thought about it, and created a gadget that used rotating paddles and nail brushes to strip the husk off the grain. It was the first of dozens of varied devices that Bell would invent.

Bell's curiosity and ingenuity were nurtured by his grandfather, a teacher of speech and elocution. When Bell was 15 years old, he went to live with and care for his grandfather, who was aging and ailing. The two grew very close, and the grandfather encouraged Alexander to pursue his inventive streak.

In 1870, the Bell family's life changed rather abruptly when they moved to Canada. Bell's two older brothers had died of tuberculosis, and Alexander's health had been failing, too. His parents were convinced that America would be a healthier environment and moved, first to Ontario, Canada, then to Boston. Bell thrived. His health improved. Eventually, he began to tutor deaf students in Boston.

The parents of two of his students were excited by Bell's idea to invent a device that transmitted multiple signals over a single wire. One of the parents learned, however, that another inventor, Elisha Gray, was working on a very similar project at the same time. To encourage Bell and to help rush his work along, the parent hired an electrician by the name of Thomas Watson to be Bell's assistant. He hoped that between Bell's clever ideas and Watson's practical skills, the two men would succeed quickly. However, instead of focusing on a multiple-signal transmission device, Bell and Watson focused much of their time on a device to transmit the human voice over wires. To protect their experiment, Bell and Watson's voice-transmitting device was registered with the United States patent office. Lewis Latimer, another inventor, helped Bell by drafting the drawings of the device for the patent. The patent was well timed: Gray attempted to file for his own "telephone" the very same day, but he was turned away because the idea was already protected and owned by Bell and his supporters.

On that March morning in 1876, Bell's dream was achieved when the words "Mr. Watson. Come here. I want to see you" traveled from the room Bell was in to the room Watson was in across telephone wires. The two men took their incredible telephone device on the road, demonstrating its proficiency in city after city. The year after his telephone came to life, Bell married Mabel Hubbard, one of the deaf students whose fathers supported Bell's dream of inventing the telephone.

Bell was challenged dozens of times in lawsuits by people trying to discredit his patent, especially by other inventors who claimed to have invented the telephone before him. He won every time. Bell created the Bell Telephone Company, and in the first 10 years of its existence, telephone ownership in the United States grew to more than 150,000 people. Bell improved the device over the years. For example, he added a microphone that amplified the voice. He also went on to invent and patent many other devices that would have pleased his mother because of the way they helped people to solve problems.

When Bell died on August 2, 1922 in Nova Scotia, Canada, the entire telephone system was shut down for one minute in tribute to the man who revolutionized communications.

Louis Braille
by Noah Remnick
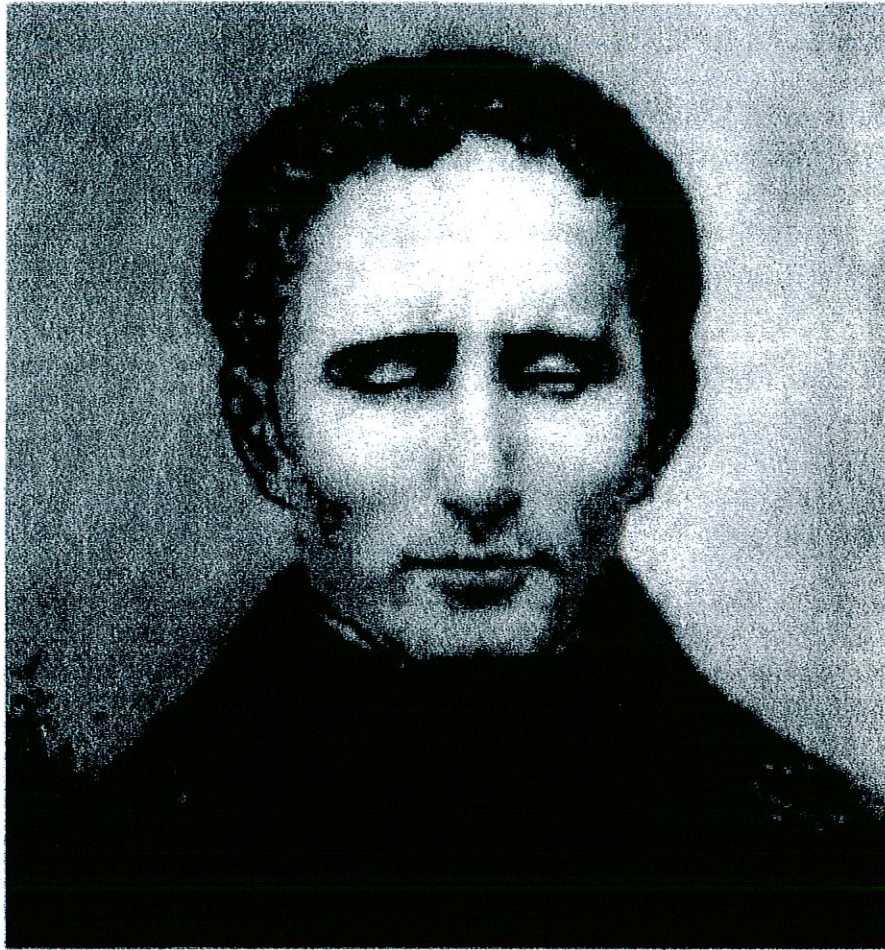
Have you ever noticed when you step into an elevator that next to the buttons showing the floor numbers, there are small plates with a series of raised dots and bumps? Did you ever wonder what those bumps and dots mean and why they are there? When you run your fingers over those plates, you feel the ridges. When blind people touch them, they read the floor numbers. In a grid of six bumps, with two across and three down, a configuration of two raised bumps across the top and one down on the right side is the number 4; one dot on the top left side and two across the middle is the number 8.

Who invented this elaborate setup of bumps and dots that comprise an entire alphabet and numerical system that allows blind people to read with their fingers? Was it a distinguished scientist, or a brilliant author, or perhaps a famous artist?

Actually, this system, which is called braille, was created by a blind 12-year-old French boy and was named for him. Louis was not always blind. He became blind by accident. Louis Braille was born on January 4, 1809 in a small country village near Paris called Coupvray. His father was a leather worker who made harnesses and other leather goods. One day, when he was just three years old, Louis was in his father's leather workshop. Like many young children, Louis enjoyed imitating his father. He was

ReadWorks

fiddling with an awl, a small tool with a round wooden handle and a sharp, pointed metal tip that is used to punch holes in leather. While he was playing, the awl slipped and poked Louis in the eye. A doctor treated the wound as best he could and patched the eye. But the eye became infected, and the infection spread to the other eye. Within a short time, young Louis was totally blind in both eyes.

In those days, many blind people became beggars or performers in sideshows. But Louis's parents refused to allow their son's disability to get in the way of his studies or his life. Louis attended school like his brothers and sisters, relying on his creativity, intelligence, and drive to overcome obstacles. To help him navigate the village, his father made him canes. The local priest taught him to use his other senses to learn: his hearing to distinguish the calls of different birds, and his sense of smell to identify different plants and flowers. Louis was one of the brightest students in his school.

In 1819, at age 10, Louis earned a scholarship to attend the Royal Institute for Blind Youth in Paris, the first school in the world devoted to blind children. For Louis, going to the school meant leaving his family and the village he knew well, where he felt safe. But Louis and his family knew the school offered him the best opportunity to get an education and lead a successful life. There he excelled in studying history, math, science, and grammar, but he proved especially gifted at music. Louis became an accomplished pianist and organist. He even got a paid job as an organist, playing in a small church near the institute.

The students at the school learned most of their subjects by listening to lessons. But there were a few books that the school's founder, a man named Valentin Hauy, had developed by printed raised, or embossed, letters. Reading that way was slow, and the books were large and heavy. But they were the only books available then for blind people. Louis Braille began to wonder: wasn't there a better way to allow blind people to read?

One day Louis learned about the work of a former French army captain named Charles Barbier. Captain Barbier had invented something called "night writing," a code of 12 raised dots and dashes that allowed soldiers to communicate with one another at night without using lights that would alert the enemy to their location. The soldiers could "feel" the messages with their fingers, and keep safe. The code turned out to be too complex for the soldiers, but it inspired Louis Braille. Louis simplified the system, reduced the series of dots from twelve to six and eliminated the dashes. By the time he was 20, Louis published his first alphabet for the blind, a system he continued to work on and perfect.

And how did Louis create the dots he used in his revolutionary new system? He used an awl. The very tool that caused his blindness became the instrument that brought the opportunity for reading to Louis and generations of blind people to this day.

The world was slow to accept Louis Braille's innovation. Indeed, during his lifetime, his method was not widely accepted. Louis Braille died at the young age of 43 from tuberculosis, a devastating respiratory disease. He was buried in his home village of Coupvray.

In time, Braille's method became accepted around the world. "Braille" alphabets were created in languages spanning the globe. Today, we find them not only on elevator plates, but also on computers and cell phones. And the name Louis Braille stands for innovation, courage, and determination.

ReadWorks

Name: _____ Date: _____

Use the article "Alexander Graham Bell" to answer questions 1 to 2.

1. Alexander Graham Bell completed the "first telephone call" on March 10, 1876.
Describe the first telephone call.

_____

_____

_____

2. What are two character traits that Alexander Graham Bell possessed? Use evidence
from the text to support your answer.

_____

_____

_____

Use the article "Louis Braille" to answer questions 3 to 4.

3. Louis Braille invented a system of bumps and dots called braille. What does braille
allow blind people to do?

_____

_____

_____

4. What are two character traits that Louis Braille possessed? Use evidence from the text to support your answer.

_____

_____

_____

Use the articles "Alexander Graham Bell" and "Louis Braille" to answer questions 5 to 6.

5. How were Alexander Graham Bell and Louis Braille similar? Make sure to address their character traits in your answer. Use evidence from both texts to support your answer.

_____

_____

_____

6. What are three character traits that make a good inventor? Use evidence from both texts to support your answer.

_____

_____

_____

Weekend at Sawyer Farm

by Sheela Raman

It took Laura three long hours to drive from New York City to Sawyer Farm. There had been lots of traffic all along the way. As she finally pulled up the winding dirt driveway that led to the farmhouse, she suddenly felt weary and exhausted. Her silver sports car jumped and jolted along the bumpy path until she got to the front door.

Susie and Will heard the sound of the car engine and came outside to welcome Laura. They owned Sawyer Farm and used the land to raise their own animals and crops. They knew Laura from long before, when they were all in college together.

"Great to see you after so long!" Susie said, kissing Laura on the cheek. From the open door of the farmhouse wafted the delicious aroma of freshly baked bread.

"Great to see you too!" said Laura. "But are you sure I didn't come at the wrong time of year? I've heard winter is not the best time to visit a farm." Laura lived in New York City and worked as a lawyer. This was the first time she had been in the country in a long time. She was a bit nervous.

"Not at all," said Susie. "Winter is a great time to be here."

"There's still lots to do on a farm in winter," added Will. "We have to keep all our animals fed and warm. You can come with me to feed the cows and chickens tomorrow if you want. It's fun."

"Sounds good," said Laura.

Susie and Will invited Laura inside and showed her to her room. It had a high antique bed and its very own fireplace. Will lit the logs with some kindling and matches, and soon a great fire crackled away. Susie and Will left Laura to settle in for a few minutes. She turned her smartphone off, washed her face, and let her feet warm by the fire. Her headache was already getting better.

It was about time for dinner when Laura went downstairs. Susie was busy stirring a giant pot of beef stew. A bowl of creamy mashed potatoes and a big tray of roasted vegetables lay out on the table. Susie explained to Laura that the roasted vegetables were a mix of butternut squash, turnips, and parsnips. These were all "winter vegetables," she said, because they grow underneath the soil, protected from snow and cold weather.

Laura helped Susie set the plates, forks and knives. It started to snow outside, and soon the hills and fields out the window seemed to be coated in a thin layer of powdered sugar. It was so peaceful and quiet in the country, compared to hectic, fast-paced New York City. At last Susie finished stirring the stew and brought it to the table. Then she took the steaming loaf of bread out of the oven. They all sat down to eat.

"Wow," said Laura, as she tasted her first spoonful of stew. "I have been craving a hearty meal like this all day!"

"Of course," said Will. "In winter, when it's very cold, all animals, including human beings, need to eat big, warm meals."

"That's right," said Susie. "Our body temperature always has to be around 98.6 degrees, even when it's only 20 degrees outside. To keep our body temperature up, we really need that extra fuel in wintertime. That's why I make big meals when it's cold and snowy."

Laura never thought much about eating differently in winter and summer. Her job kept her too busy to think about food. Often she got home late from work and only had the energy to heat up a small can of soup.

"You know, Sue," said Laura. "I think I need to learn more about cooking good food. It's

embarrassing to admit, but I can barely make an omelet! I'm so busy with work that I don't have time to experiment in the kitchen."

"Why don't you come and stay with us one weekend every month?" said Sue. "I can show you how to cook some really quick and easy meals that will keep you full in wintertime. You won't be so tired all the time."

"I would love that!" said Laura.

Soon Laura was stuffed with fresh bread, stew, potatoes and vegetables. She felt relaxed and happy. The friends sat together in the living room for a while after dinner, drinking hot chocolate and listening to music. Outside the window, the snow kept falling.

That night, Laura slept like a baby. When she woke up the next day, all the hills and fields were covered in a thick blanket of fluffy white snow. She ate a big bowl of oatmeal and raisins for breakfast, and then put on her winter coat and snow boots. She felt peppy and full of life as she walked outside with Will to do the chores. First, she helped him untie big batches of hay and feed them to the horses. Next, she and Will patched up a hole in the barn wall where snow had drifted in. The sheep had all clustered together in one side of the barn, away from the snowdrift. "They really hate the cold," Will explained.

In the afternoon Laura stayed inside with Susie. She helped her water all of her indoor plants. "It's amazing that these plants need mostly just water and air to survive, while we need to eat big meals with different kinds of vegetables and fruit."

"Yes," said Susie. "In that way plants are a lot simpler than we are."

The rest of the weekend flew by. The friends had such fun having a snowball fight with each other the next day that Laura did not really want to leave. But she had to go to work the next day. As she drove away in her sports car, waving goodbye to Susie and Will, she thought how lucky she was to have such good friends. She felt in her pocket for the stew recipe Susie had written down for her, and looked forward to trying it out at home.

Name: _____ **Date:** _____

1. Susie and Will own Sawyer Farm. What do they use their land for?

    A. to rent it to other farmers in the area

    B. to raise their own animals and crops

    C. to host tourists visiting from other places

    D. to raise and sell animals and crops

2. What kind of character is Laura in this story?

    A. Laura is a hero.

    B. Laura is a minor character.

    C. Laura is the main character.

    D. Laura is the villain.

3. Read the following sentences from the story: "That night, Laura slept like a baby. When she woke up the next day, all the hills and fields were covered in a thick blanket of fluffy white snow. She ate a big bowl of oatmeal and raisins for breakfast, and then put on her winter coat and snow boots. She felt peppy and full of life as she walked outside with Will to do the chores."
What conclusion is supported about Laura based on this information?

    A. Laura is ready to move to the country from New York City.

    B. Laura is surprised by how much she is enjoying the trip to Sawyer Farm.

    C. Laura is always ready to do chores when she eats and sleeps well.

    D. Laura is having a relaxing and enjoyable time at Sawyer Farm.

4. What is a difference between the way Laura eats at home and the way she eats on Sawyer Farm?

    A. Laura does not pay as much attention to what she eats at home as she does on Sawyer Farm.

    B. Laura does not think about eating differently in winter and summer on Sawyer Farm, but she does think about it at home.

    C. Laura eats hearty stew at home, but on Sawyer Farm she only has the energy to heat up a small can of soup.

    D. Laura eats with other people at home, but on Sawyer Farm she eats by herself.

5. What is a theme of this story?

    A. war versus peace

    B. love versus hate

    C. life in the country versus life in the city

    D. life near the ocean versus life in the desert

6. Read the following sentences: "'Our body temperature always has to be around 98.6 degrees, even when it's only 20 degrees outside. To keep our body temperature up, we really need that extra **fuel** in wintertime. That's why I make big meals when it's cold and snowy.'"
What does the word **fuel**" mean as used in the passage?

    A. a material such as wood, coal, or gas used to produce heat or power

    B. a food which nourishes the body

    C. something which encourages or excites people

    D. a material that keeps people warm and cozy

7. Choose the answer that best completes the sentence below.

Laura has a good time visiting Sawyer Farm, _____ she has to leave at the end of the weekend.

    A. so

    B. first

    C. but

    D. never

8. How does Laura feel after eating dinner with Susie and Will the night she arrives at Sawyer Farm?

_____

_____

_____

9. What is one difference between the way Laura lives at Sawyer Farm and the way she

lives in New York City?

_____

_____

_____

10. Does Laura like living in the country or living in the city more? Explain your answer using evidence from the passage.

_____

_____

_____

Multiplication • All The Facts

9 x 8 = ____	5 x 5 = ____	2 x 2 = ____	3 x 4 = ____	5 x 4 = ____
5 x 6 = ____	6 x 1 = ____	3 x 4 = ____	1 x 3 = ____	2 x 3 = ____
1 x 0 = ____	5 x 8 = ____	0 x 3 = ____	2 x 1 = ____	6 x 8 = ____
5 x 2 = ____	4 x 8 = ____	1 x 1 = ____	9 x 0 = ____	3 x 8 = ____
2 x 2 = ____	4 x 5 = ____	2 x 6 = ____	1 x 9 = ____	2 x 7 = ____
3 x 7 = ____	9 x 7 = ____	1 x 8 = ____	7 x 3 = ____	3 x 4 = ____
1 x 5 = ____	2 x 4 = ____	9 x 5 = ____	8 x 4 = ____	7 x 1 = ____
5 x 9 = ____	9 x 3 = ____	8 x 2 = ____	2 x 9 = ____	1 x 2 = ____
9 x 0 = ____	7 x 6 = ____	6 x 7 = ____	6 x 6 = ____	4 x 2 = ____
6 x 3 = ____	8 x 8 = ____	7 x 1 = ____	8 x 3 = ____	6 x 9 = ____
8 x 7 = ____	6 x 5 = ____	1 x 6 = ____	8 x 9 = ____	7 x 5 = ____
3 x 3 = ____	3 x 1 = ____	4 x 9 = ____	7 x 8 = ____	5 x 3 = ____
8 x 9 = ____	7 x 7 = ____	7 x 2 = ____	6 x 0 = ____	5 x 1 = ____
5 x 7 = ____	7 x 4 = ____	5 x 0 = ____	4 x 9 = ____	2 x 8 = ____
9 x 9 = ____	6 x 8 = ____	4 x 6 = ____	5 x 3 = ____	2 x 9 = ____
1 x 9 = ____	7 x 0 = ____	6 x 2 = ____	5 x 5 = ____	4 x 1 = ____
4 x 6 = ____	7 x 9 = ____	6 x 7 = ____	4 x 4 = ____	2 x 0 = ____
8 x 7 = ____	4 x 7 = ____	8 x 8 = ____	7 x 8 = ____	2 x 7 = ____
4 x 8 = ____	9 x 9 = ____	3 x 9 = ____	2 x 7 = ____	4 x 1 = ____
5 x 8 = ____	6 x 9 = ____	5 x 3 = ____	7 x 7 = ____	8 x 4 = ____

Mean, Median, Mode, and Range

Find the mean, median, mode, and range for each set of numbers.

| 2 | 1 | 1 | 5 | 6 |

median - _____   mode - _____
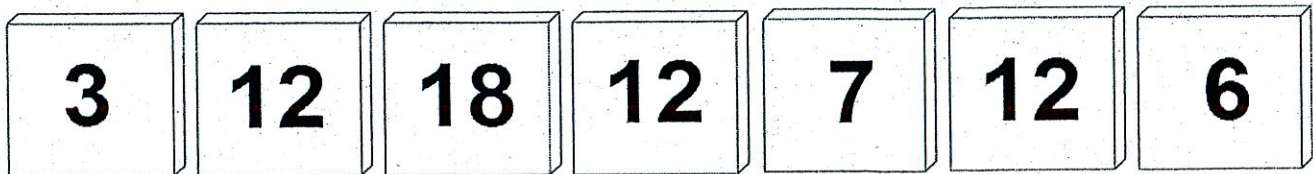
range - _____   mean - _____

| 7 | 7 | 0 | 14 | 0 | 7 | 14 |

median - _____   mode - _____

range - _____   mean - _____

| 3 | 12 | 18 | 12 | 7 | 12 | 6 |

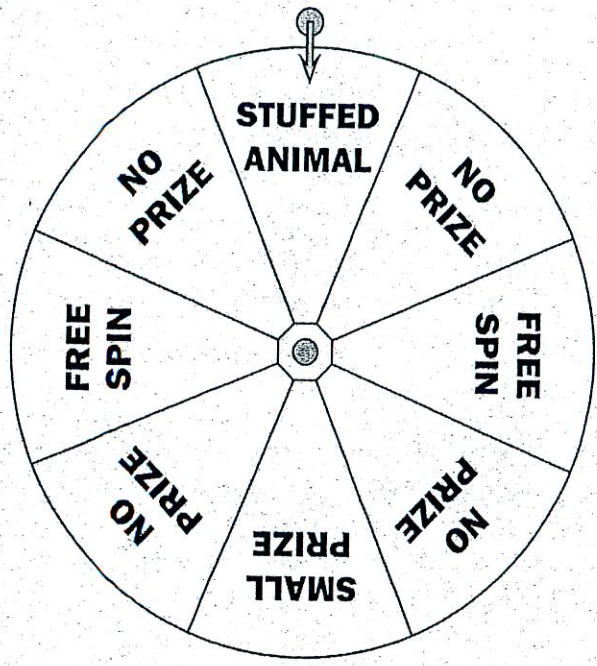median - _____   mode - _____

range - _____   mean - _____

Name: _____

The Prize Wheel & The Letter Cube

1. If you spin the wheel, what is the probability that the arrow will point to "stuffed animal"? _____

2. What is the probability that the arrow will point to "no prize"? _____

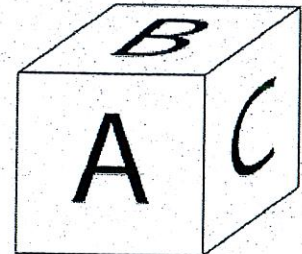3. What is the probability that the arrow will point to "free spin"? _____

4. What is the probability of rolling rolling a vowel? _____

5. What is the probability of rolling rolling a consonant? _____

6. What is the probability of rolling one of the first three letters of the alphabet? _____

7. What is the probability of rolling the letter B or D? _____

This cube has the letters A through F printed on it.