Independent Reading

Choose your own book to read for at least 15 minutes. After reading, consider using the following questions to think about what you’ve read.

Fiction:

• What is the main idea of the text? What are some of the key details, and how do they support the main idea?
• What do the illustrations (photographs, maps) tell you? How do they help you understand the words?
• What questions do you now have after reading? What would you like to learn more about? Why?

Non-Fiction:

• What are the most important facts you learned from reading?
• What is the most interesting fact you learned today? Why?
• How does what you read today connect to something you have learned in lessons?

Choose one new word from your reading today and analyze it on a vocabulary square:

<table>
<thead>
<tr>
<th>Definition in your own words</th>
<th>Synonyms (words that mean the same thing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words with the same affix or root</td>
<td>Sketch</td>
</tr>
</tbody>
</table>
Using Context Clues

Instructions: Sometimes when reading, we come across a word that we don’t quite know the meaning of. Sometimes looking up the word in the dictionary is an option, and sometimes it’s not. Use the context clues in the sentence to find the meaning of unknown words.

1. The coach **admonished** her for picking daisies when she should have been defending the goal.
   a. Criticized  
   b. Praised  
   c. Listened

2. He tried to **perturb** his sister by putting his foot closer and closer to her side of the car.
   a. Congratulate  
   b. Irritate  
   c. Question

3. She showed great **prowess** in the engineering competition and won first prize.
   a. Anxiety  
   b. Patience  
   c. Skill

4. I don’t wish to **impede** your progress, I was merely trying to make sure you understand the instructions.
   a. Slow  
   b. Improve  
   c. Exaggerate

5. He just had to get back at the other player; he was quite **vindictive**.
   a. Loving  
   b. Thoughtful  
   c. Resentful

6. The **onslaught** of dishes came right after the party of 18 left the restaurant.
   a. Handful  
   b. Invasion  
   c. Trickling

7. The cat had some **trepidation** as it passed the dog’s kennel.
   a. Confidence  
   b. Hunger  
   c. Unease
Writing Dialogue in *The Secret Garden*

Punctuation counts when you’re writing dialogue. It helps you understand who is speaking and what they are saying. In *The Secret Garden*, by Frances Hodgson Burnett, the author uses dialogue to show how the characters relate to each other. Try your hand at adding quotation marks to the conversations below. In the first passage, Mary, an orphan, and Martha, a young servant girl, are just getting to know each other. In the second, Mary and her cousin Colin meet for the first time.

**Passage 1**

I don’t want it, she said.

You don’t want your porridge! Martha exclaimed incredulously.

No.

You don’t know how good it is. Put a bit of treacle on it or a bit of sugar.

I don’t want it, repeated Mary.

Eh! said Martha. I can’t abide to see good food go to waste. If our children were at this table they’d clean it bare in five minutes.

Why? said Mary coldly.

Why! echoed Martha. Because they’ve hardly ever had their stomachs full in their lives. They’re as hungry as young hawks and foxes.

I don’t know what it is to be hungry, said Mary with the indifference of ignorance.

Martha looked indignant.

Well it would do you good to try it. I can see that plain enough, she said outspokenly.

**Passage 2**

How old are you? he asked.

I am ten, answered Mary, forgetting herself for the moment, and so are you.

How do you know that? he demanded in a surprised voice.

Because when you were born the garden door was locked and the key was buried. And it has been locked for ten years.

*Some language has been changed from the original text for clarity.*
1) **Paintings** (Source: [mathlearningcenter.org](http://mathlearningcenter.org))

Vivian loves to paint in the evenings after school. She is working on three paintings. She needs 4 brushes, 3 canvases, and 12 small tubes of paint. Brushes cost $0.75 each, canvases cost $5.99 each, and tubes of paint costs $1.89 each.

Write an expression to determine Vivian’s cost, then solve the problem.

2) **Puzzle** (Source: [https://brilliant.org/](https://brilliant.org/))

Place only a + or - in every □ to make the equation true.

\[ 2 \square 3 \square 5 \square 6 = 10 \]

3) **Which One Doesn’t Belong?** ([http://wodb.ca/](http://wodb.ca/))

Choose one graph in this picture that you don’t think belongs with the rest. Explain why. Can you pick another graph and give a different reason?

![Graphs](image.png)

4) **Word Problem**

Madison and Noah are reading new books from the library. Noah has read 3/8 of his book, which has 72 pages. Madison has read 3/5 of her book, which has 55 pages. Who has read more pages? How do you know? Show your work.
5) **Fractions Practice** (Source: mathlearningcenter.org)

Circle True or False?

\[
\begin{align*}
a & \quad 3 \times \frac{4}{5} = 4 \times \frac{3}{5} & \quad T & \quad F \\
b & \quad 3 \times \frac{4}{5} = 5 \times \frac{3}{4} & \quad T & \quad F \\
c & \quad 3 \times \frac{4}{5} = \frac{4}{5} \times 3 & \quad T & \quad F \\
\end{align*}
\]

6) **Using a Ratio Table** (Source: mathlearningcenter.org)

Fill in the ratio table

<table>
<thead>
<tr>
<th>Number of Groups</th>
<th>1</th>
<th>2</th>
<th>10</th>
<th>5</th>
<th>20</th>
<th>15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7) **LCM** (Source: mathlearningcenter.org)

Find the least common multiple of each pair of numbers.

| ex | The least common multiple of 8 and 28 is \(\frac{56}{\phantom{0}}\).  
   | multiples of 28: 28, \(\frac{56}{\phantom{0}}\)  
   | multiples of 8: 8, 16, 24, 32, 40, 48, \(\frac{56}{\phantom{0}}\) | a | The least common multiple of 8 and 12 is \(\phantom{0}\).  
   | multiples of 12:  
   | multiples of 8: | b | The least common multiple of 6 and 15 is \(\phantom{0}\).  
   | multiples of 15:  
   | multiples of 6: | c | The least common multiple of 6 and 14 is \(\phantom{0}\).  
   | multiples of 14:  
   | multiples of 6: |
The Missouri Compromise

In the 1800s, new states wanted to join the U.S. The question was whether they should allow slavery. Slave owners were moving huge numbers of slaves to the Western territories. Slavery had become a major debate. In the U.S. Constitution, the Founding Fathers tried to balance the power of slave and free states. They sacrificed the rights of African-Americans to keep Southern states happy. Slavery became a big question once again in 1819. Missouri was a territory, and now it was asking to join the United States as a slave state.

Arguing about Missouri
In 1819, America had 11 free and 11 slave states. If Missouri became a slave state, there would be 11 free states and 12 slave states. Slave states would have more power. They could change laws in Congress in Washington, D.C.

Congressman James Tallmadge from New York suggested that slavery should be outlawed in Missouri. The argument was very angry. Many lawmakers defended slavery. They said it was a state’s right to make that decision. They said if Congress decided it, then the new states would have fewer rights than the original ones. The lawmakers reached a solution called the Missouri Compromise. Missouri would become a slave state. Maine would also become a state, but it would be free.

Agreement lasted 30 years
People on both sides saw many problems with the agreement. Thomas Jefferson said it was like a fire bell in the night. It woke him up and filled him with terror. Jefferson said he thought it would destroy the U.S. The Missouri Compromise lasted for over 30 years. In 1854, lawmakers made a new law. It was called the Kansas-Nebraska Act. It said that many new states could choose slavery. They used democracy to keep men and women in slavery. The Missouri crisis led to the American Civil War. States in the North and South fought over slavery.

Enslaved People planned to escape
African-Americans were against slavery in the West, and slave communities were very aware of the debate happening in Congress. Denmark Vesey was a free black minister. He lived in Charleston, South Carolina. He spoke about the Missouri Compromise in his church. Vesey helped plan a slave rebellion in 1822. The rebels planned to capture Charleston. They wanted to hold the city to let enslaved people escape to Haiti. Haiti was a free black country. Vesey was caught. White officials killed Vesey and 34 others. They also destroyed his church. Enslaved people knew that the North and South were even more divided. More slave rebellions broke out.

1. How did the Missouri Compromise attempt to solve the issue of slavery?
2. Choose two groups of people that were described in the article. How was their experience of the event similar? How was it different? Write a response that compares the perspectives of two groups of people using details from the article.
Some disasters cannot be stopped. These disasters include earthquakes and tornadoes. Tornadoes ruin whatever is in their path. They can destroy houses and other buildings. Earthquakes have a wider range of intensity—some are so small that no one even notices them, except for the people checking earthquake monitoring equipment. Others have leveled cities. It is very hard to deal with these disasters, and it can take a very long time for life to get back to normal.

Because earthquakes and tornadoes are forces of nature, people have to deal with them as they come. The time or intensity of an earthquake cannot usually be predicted. Tornadoes form when the right conditions are met, so a warning would be given once the conditions are detected. But there is still very little time to get ready once a tornado warning is issued. That’s why planning for disaster ahead of time is so important. With proper preparation, we can minimize the disaster’s impact.

Earthquakes cannot be reliably predicted. While volcanic activity sometimes triggers earthquakes, many other earthquakes happen without warning. Fortunately, we do know the areas where earthquakes are most likely to occur. The people who live in these places, such as California, Japan, or Italy, know what to do when the ground begins to shake. If they are indoors, they will get away from windows and exterior walls and take cover under a desk or table. If there is no desk around, they can stand against an interior wall, that is, a wall whose other side is not the outside of the building. It is important to take cover in an area that is safe from potential falling objects, such as wall decor, appliances, or furniture. As you can see, people who live in an earthquake territory need to be very aware of their surroundings.

If people are outside during an earthquake, it is best to get into an open spot. They should get away from buildings, power lines, and anything else that may fall and hurt them. Electrical lines which have already fallen are also dangerous—they may be capable of electrocuting people!

Earthquakes can be incredibly destructive, even if they do not last very long. The majority last less than a minute, but there are often aftershocks—smaller earthquakes that occur minutes or hours after the first one. Of course, it all depends on the size of the quake; most are small and don’t have much impact. But the big ones can wreak havoc, especially if the area is not
prepared. In places where earthquakes often strike, there are strict codes for buildings with the goal that earthquakes would not cause serious damage. These buildings must be built in such a way that they likely would not fall apart as a result of a big quake. Places like Japan and California have much stricter building codes than places without such a high earthquake risk. But even these rigorous codes sometimes fail to protect people; the disastrous 1995 Great Hanshin-Awaji Earthquake destroyed the city of Kobe, Japan, and killed over 5,500 people.

Knowing what to do when earthquakes happen usually saves lives. The same goes for tornadoes. While some places get tornadoes more than others, it is not easy to predict them. There may be warnings that they will happen, but tornadoes cannot be predicted in the same way rainstorms can, days before they happen.

In order to be safe when a tornado does strike, people must already know where they will find shelter. Families and schools must have tornado drills and discuss where to go once a tornado has been spotted. The best place to go to is a basement. If there is no basement, then people should go into hallways or rooms with no windows on the ground floor. Tornadoes can be strong enough to break windows, which can injure anyone nearby. Even after finding shelter in a basement or windowless room, people should cover themselves with a mattress or other padding in case the tornado damages the ceiling and debris falls through.

People who are outdoors when a tornado hits should seek shelter in a building. If that isn’t possible, they must lie flat on low ground away from vehicles, trees, or anything else the tornado might fling about. As with an earthquake, it is important to protect one’s head and neck by covering them with one’s arms. One of the worst places to be during a tornado is in a car, truck, or bus, because those can easily be thrown around, or simply hit with other flying debris. Tornadoes are very powerful and can even move trailer homes. Anyone in a mobile home during a tornado should leave and seek shelter elsewhere immediately.

Just as places with earthquakes have special building codes, places plagued by tornadoes often have building codes designed to protect buildings from strong winds. People can also build extra-strong safe rooms to weather the storm in. But often nothing can stop this natural disaster from doing a lot of damage.

Although scientists are trying to find better ways to predict these two natural disasters, it is still very hard to know exactly when they will hit and how much damage they will do. In the meantime, people must always be aware that an earthquake or tornado can happen without warning. The important thing is to be prepared and take precautions to stay safe from harm. Buildings can be restored, but lives cannot.
Wonder of Fizz

Baking soda (sodium bicarbonate, NaHCO₃) reacts with acid. One of the products is carbon dioxide (CO₂). You can use a baking soda solution to test liquids to see if they are acids. If CO₂ bubbles form when you mix the two solutions, the liquid probably contains an acid.

Materials
Baking soda
Tablespoon
Measuring cup
Water
Assorted liquids
Small glass
Spoon

Directions
1. Put 1 heaping tablespoon of baking soda into a measuring cup.
2. Add water to the 1-cup level. Stir to dissolve the baking soda.
3. Measure a small amount of the baking soda solution into a glass.
4. Add an equal amount of liquid to test. Record your observations.

Things to try
Fruit juices (particularly citrus)
Vinegar
Vitamin C dissolved in water
Coffee
Soft drinks

NOTE: Students should be supervised by an adult while doing this activity.
Physical Education

Being healthy is not a sprint, it's a marathon. That means we need to keep our healthy habits not just for today, but for our entire lives. Creating healthy habits today will help set healthy habits for later in life.

Lifetime Activities There are many activities you can learn that will help you stay active for the rest of your life. Write the name of each activity underneath the picture and then color or circle the ones you would like to do!

![Fit Tac Toe](image)

Find someone in your household to play Fit Tac Toe. Find household items as your place tokens. Place your token on a square and do the exercise 5 times or hold the stretch for 5 seconds. If you put win across, down, or diagonal you can choose an additional exercise for your partner. Keep track of your wins and losses.
Look out the window or sit outside. There are many signs of spring. Write or sketch what you notice (see), or wonder (questions), and your predictions (guesses) about what might happen next.

<table>
<thead>
<tr>
<th>I notice (see)</th>
<th>I wonder (questions)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>I predict</td>
<td></td>
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