April 1, 2020

As we continue to abide by Delaware’s social distancing guidelines, schools remain physically closed for both students and teachers. To help provide continuity in student learning, here is a learning packet focusing on skills taught throughout the current school year. The learning packet has daily review items covering reading/Language Arts, Mathematics, science, social studies, and the arts. Students should work through the packet throughout the week at a pace that works for you and your child. In addition to the learning packet, it is recommended that your child does the following independent activities:

- Read for 20 minutes per day
- Practice Math Fluency (addition facts, multiplication facts, etc.) for 10 minutes per day
- Work on iReady (Grades 1-5) for reading and math for 30 minutes per day. Your child should be able to log into “Clever” at clever.com/in/ocrk12 in order to access your child’s iReady account.
- Participate in physical activity for 30 minutes per day

Next week, the Caesar Rodney School District will begin “remote learning.” This will entail your child’s teacher leading daily short reading and math lessons online virtually. These lessons will be accessed through Clever (for Kindergarten and 1st Grade) and Schoology (for Grades 2 – 5). This week, your child’s teacher will be contacting each family to reconnect with you and explain the format and schedule for remote learning. If your child is not able to participate in the district’s remote learning initiative then his/her teacher will continue to provide paper-pencil learning packets for him/her. These packets will be available through Schoology and at your child’s school. Teachers will also be available most afternoons, by telephone and email, to assist with the assignments and tasks found in the learning packets. Thank you for your support and patience during these unprecedented times. As a community, we will get through this together. Go Riders!

Stay Safe,

[Signature]

Tara Faircloth
Director of Curriculum and Instruction
Caesar Rodney School District

WHERE EDUCATIONAL EXCELLENCE IS A TRADITION

The Caesar Rodney School District is an Equal Opportunity Employer and does not discriminate in employment or educational programs, services or activities based on race, color, religion, national origin, gender, age, veteran or marital status, disability, sexual orientation, gender identification or genetic information in accordance with State and Federal laws. Inquiries about compliance should be made to the Title IX, District 504 and ADA Compliance Officers: Paul L. Dunbar Administrative Building, 7 Front Street, Wyoming DE, 19934. Phone (302) 698-4800
5 MORE Days of Independent Activities in Reading, Writing, Math, Science, and Social Studies
Helpful Hints for Students and Families

Materials You Will Need:

- Pencils
- Extra paper or a notebook/journal. You may put everything into one notebook if you like.
- Colored pencils, markers, or crayons for some of the activities
- Internet access for online research
- You will need extra "found" supplies for the Design Challenges
- Dice

Directions & Tips

- There is a schedule for each day. You may complete the activities in any order.
- Read the directions carefully before completing each activity.
- Check off each of the activities when you finish them on the activity menu.
- Make sure an adult signs the activity menu before you bring it back to school.
<table>
<thead>
<tr>
<th>Activity Menu</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Read for 20 minutes and answer three of the questions from the reading log on another piece of paper or in a journal. <strong>Challenge:</strong> Try not to repeat a question!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>All About Me</td>
<td>Favorite Food Opinion Writing</td>
<td>Personal Narrative</td>
<td>Interactive Story Writing</td>
<td>Personal Narrative Problem &amp; Solution</td>
</tr>
<tr>
<td><strong>Grammar Practice</strong></td>
<td>Verbs with -ing</td>
<td>Homophones: See the Sea</td>
<td>Homophones: Same Sounds</td>
<td>Punctuation: The Fox and the Crow</td>
<td>Punctuation: The Sun and the Wind</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Roll to 100 Pennies</td>
<td>Tidy Sum 100</td>
<td>Hundreds Board Challenge #1</td>
<td>Hundreds Board Challenge #2</td>
<td>Hiking Buddies Pictograph</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>All about reading maps</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>Two super-cool design challenges!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Parent/Guardian Signature:** ___________________________
1. Read a fiction or nonfiction book on your own or with a grown-up.

2. Put your name and the title of the book at the top of a new page.

3. Choose one of the prompts from the chart and write the letter at the top of the page in the title of the book.

4. Write 3–5 sentences about your book. Remember, not all of the questions make sense for every book!

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>What details in the text describe one of the characters? Draw a sketch of the character.</td>
<td>b.</td>
</tr>
<tr>
<td>d.</td>
<td>What is your favorite part of the text? Why?</td>
<td>e.</td>
</tr>
<tr>
<td>g.</td>
<td>How does the main character feel in this book? How do they change?</td>
<td>h.</td>
</tr>
<tr>
<td>j.</td>
<td>How do the pictures in the text help you understand what you are reading? Give an example.</td>
<td>k.</td>
</tr>
<tr>
<td>m.</td>
<td>What is the character's main problem, and how did they solve it? How would you have solved it?</td>
<td>n.</td>
</tr>
<tr>
<td>Activity</td>
<td>Task</td>
<td></td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Learn about this momentous trip.</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Complete the page that's all about you.</td>
<td></td>
</tr>
<tr>
<td>Grammar Practice</td>
<td>Fill in the sentence with the right -ing words.</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>First, roll the die and use the key to help figure out how many pennies to add. Then, be the first to make it up to or past 100 pennies!</td>
<td></td>
</tr>
</tbody>
</table>
The First All-Female Spacewalk

The first all-female spacewalk happened on October 18, 2019. Christina Koch and Jessica Meir traveled to the International Space Station. Though other women have done spacewalks before, this was the first all-female spacewalk. The spacewalk took about 7 hours. When they were on the spacewalk, Koch and Meir could see the Earth underneath them. Koch described seeing the Earth from space as “bright and an absolutely beautiful blue.”

Now that you’ve learned about this historical event, answer the questions below.

1. Why was Christina Koch and Jessica Meir’s spacewalk important?

2. Imagine that you were on a spacewalk. What would you like to see?

3. What do you think the Earth would look like from space? Draw a picture below.
About Me

My Name is ____________________________

I was born in _________________________

My Favorite Colors are __________________

My Favorite Hobbies are __________________

My Favorite Foods to Eat are ______________

My favorite place to visit is _______________

My Favorite Movie is _____________________

My favorite book is _____________________

I laugh and smile when ___________________

I will make the world a better place by ___________________

My dream is to ________________________
Learning about Verbs with “ing”

You’ve probably seen a lot of verbs with “ing” at the end. Verbs are action words and a verb ending with “ing” is one that is used to talk about an ongoing action. Here is an example:

My friend Kitty is reading a story about a princess and a frog.

Add “ing” to the verbs so that they describe the continuing actions in the following sentences. Sometimes you may have to leave off the “e” on the end of the verb before you add the “ing.”

1. I am ____________ for the bus with my friend.
2. My cousin is ____________ for the airport in an hour.
3. My mom is ____________ my favorite song.
4. He is ____________ a surprise birthday party for his father.
5. Our class is ____________ a book drive.
6. My brother is ____________ to find his sweater.
7. The girl is ____________ a picture.
8. Do you need help ____________ your room?
9. The children are ____________ a fun game.
10. They are ____________ a tree house.
11. My teacher is ____________ our tests right now.

wait
leave
sing
throw
organize
try
draw
clean
play
build
grade

Find worksheets, games, lessons & more at education.com/resources
© 2007 - 2020 Education.com
ROLL TO 100 PENNIES

Use real or play American money to roll your way to 100 pennies, or $1.00. The player who rolls to or past 100 pennies first wins the game. Early learners can use a calculator to help them add up their number values.

Use this chart to help you add up to 100 pennies.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a penny</td>
<td>a quarter</td>
</tr>
<tr>
<td></td>
<td>a nickel</td>
<td>3 pennies</td>
</tr>
<tr>
<td></td>
<td>a dime</td>
<td>6 pennies</td>
</tr>
</tbody>
</table>

Place the coins or draw them in your box after each roll.

Round 1

Player 1: 

Player 2: 

Find worksheets, games, lessons & more at education.com/resources

© 2007 - 2020 Education.com
Who won the most rounds?

How much money did each player get in all the rounds?
## Day 2

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>Who was Jesse Owens? Learn about this famous runner.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>Write a paragraph about your favorite food.</td>
</tr>
<tr>
<td><strong>Grammar Practice</strong></td>
<td>Homophones sound the same but mean different things. Practice telling the difference!</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Using a deck of cards, make addition problems that add up to 100.</td>
</tr>
</tbody>
</table>
Jesse Owens

Born in 1913 in Alabama, Jesse Owens' family moved to Ohio when he was young. He began running in junior high school. In high school, Jesse tied the world record for the 100 yard dash and the long jump.

Jesse attended Ohio State University. He was a track and field star there. In one meet in 1935 he broke three world records and tied another.

During the 1936 Olympics in Germany, Jesse won four gold medals. He broke the Olympic record for the 100 meters and broke the world record for the 200 meters. The 4x100 meters relay team, which included Jesse, also broke the world record.

Jesse's wins in 1936 also proved to the world that African American athletes could compete and win against the best in the world. German leader Adolf Hitler and his Nazi Party had wanted the Olympics to show that white German athletes were better than everyone else. Jesse and his teammates proved this wrong.

**Secret Code Word**

Use the secret code to find a word about Jesse Owens. Write the letter in the blank that matches the number from the code.

<table>
<thead>
<tr>
<th>18</th>
<th>5</th>
<th>3</th>
<th>15</th>
<th>18</th>
<th>4</th>
</tr>
</thead>
</table>

**Secret Code**

1 = A  
2 = B  
3 = C  
4 = D  
5 = E  
6 = F  
7 = G  
8 = H  
9 = I  
10 = J  
11 = K  
12 = L  
13 = M  
14 = N  
15 = O  
16 = P  
17 = Q  
18 = R  
19 = S  
20 = T  
21 = U  
22 = V  
23 = W  
24 = X  
25 = Y  
26 = Z

**Q&A**

Where was Jesse born?

What year did Jesse participate in the Olympics?

What Olympic record did Jesse break?

How many gold medals did Jesse win at the Olympics?
My Favorite Food Pre-Writing

In your opinion, what’s the best food to eat for dinner? Give three reasons why it’s the best. Then write a concluding sentence.

My Opinion:

Reason #1:

Reason #2:

Reason #3:

Conclusion:
My Favorite Food

Name: ____________________  Date: __________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
See the Sea

Circle the correct homophone to complete the sentence.

Homophones are words that sound the same but have different spellings and meanings.

1. The (sea / see) is very salty.

2. I have a giant (not / knot) in my shoelace.

3. Kelly (threw / through) the ball to John.

4. The flower has a wonderful (sent / scent).

Use the lines below to write two sentences using two of the words you did not circle.
TIDY SUM
CARD PUZZLE II

Use the cards Ace through Nine of a suit. Place the cards so that the correct sum is formed. Find all the possible answers.

+  

100
## Day 3

<table>
<thead>
<tr>
<th><strong>Reading</strong></th>
<th>Read a short passage about Jesse Owens' life and answer the questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
<td>Use the personal narrative graphic organizer to help organize your writing about something that happened to you.</td>
</tr>
<tr>
<td><strong>Grammar Practice</strong></td>
<td>Choose the correct word for each sentence.</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>Read and solve each clue, then shade in the answers on the hundreds board</td>
</tr>
</tbody>
</table>
Directions: Read the passage below, then answer the questions that follow.

James Cleveland Owens was born in Oakville, Alabama, in 1913. He was nine years old when his family moved to Cleveland, Ohio. That is where he got the nickname Jesse. His new teacher asked his name. He shared that his name was “J.C.” He had a Southern accent, and the teacher did not hear him correctly. She heard him say “Jesse.” The nickname stuck.

As a boy, Owens was on the track and field team. He also took what odd jobs he could find. He had an after-school job. Owens’s coach let him practice before school. That way, he could keep his job at a shoe repair shop.

After high school, he went to Ohio State University. He was on the track team, where he set three world records and tied a fourth. Even though he was a star on the track team, he still faced racism that was everywhere. He was forced to live off campus with other African American athletes. When the team traveled, he was made to stay in hotels designated as “black only.”

Despite those circumstances, he focused on his training and competition. He went on to win four gold medals in the 1936 Olympic Games in Germany.

Questions

1. Jesse Owens was on the ___________________________ team in school.

2. Why did Jesse Owens practice track and field before school?

3. What college did Jesse Owens attend?

4. How many records did Jesse Owens set when he was in college?

5. How did Jesse Owens show that he was a hard worker?
Fill in the beginning, middle, and end with quick notes and add a detail about each.

Think about your event as a watermelon and details as seeds.

Event:

Beginning

Detail #1

Middle

Detail #2

Detail #3

End

Date

Name:

Personal Narrative Graphic Organizer
Fill in the beginning, middle, and end with quick notes and add a detail about each.

Think about your event as a watermelon and details as seeds.

---

Name: ______________________

Date: ______________________

Personal Narrative Graphic Organizer Example

Our Beach Trip

Event:

Beginning

Built sand castle

Middle

Seagull stole a piece of bread

End

Spashed in waves

Wet feet covered in sand

Detail #1

Detail #2

Detail #3

Detail #4

Detail #5
Same Sounds

Circle the correct homophone to complete the sentence.

Homophones are words that sound the same but have different spellings and meanings.

1. I just (eight / ate) a lot of (meat / meet) for dinner.

2. I can’t (wait / weight) to receive your letter in the (male / mail).

3. My mom bought (two / to) pounds of delicious (beats / beets).

4. Jack is spending the (weak / week) with his (aunt / ant).

5. We (won / one) (hour / our) first basketball game!

6. Would you like to (where / wear) a (pear / pair) of my mittens?

7. Mr. Smith’s (son / sun) is an (I / eye) doctor.

8. (Their / There) is an (acts / ax) over by the tree.
**Directions:** Read each clue. Solve for the clue and shade in the answer(s) on the hundreds board.

1. Shade the numbers between 4 and 7.
2. Shade the number that is 7 times 2.
3. Shade the number that is between 10 and 20 whose digits add up to 8.
4. Shade the number that is 22 less than 45.
5. Shade the number that is $2 \times 10 + 8$.
6. Shade the number that is 30 more than 2.
7. Shade the number that is one less than 40.
8. Shade the number that is half of 86.
9. Shade the number that is 2 less than the value of 2 quarters.
10. Shade the number that is $6 \times 9$.
11. Shade the number that is $5 \times 10 + 7$.
12. Shade the numbers between 64 and 67.
13. Shade the value of 3 quarters.
14. Shade the number that is $2 \times 30 + 16$.
15. Shade the value of 1 dollar - 16 cents.
16. Shade the value of 8 tens and 7 ones.
17. Shade the numbers between 90 and 101 excluding 94, 95, 96 and 97.
<table>
<thead>
<tr>
<th>Day 4</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Learn all about the fable, <em>The Ant and the Grasshopper</em>.</td>
</tr>
<tr>
<td>Writing</td>
<td>Finish the story about Donovan.</td>
</tr>
<tr>
<td>Grammar Practice</td>
<td>Add in the correct punctuation to this fable.</td>
</tr>
<tr>
<td>Math</td>
<td>Read and solve each clue, then shade in the answers on the hundreds board.</td>
</tr>
</tbody>
</table>
The Ant and the Grasshopper

Mission:
Read the story below. Can you predict what will happen next?

Once there was an ant and a grasshopper who lived in a field.

Every day, Ant got up early and walked far to gather seeds. She balanced one seed on her head at a time, walked it back to her home, and then went again to the field to gather more. She was very small, so the walk was very long. She worked the whole day, without ever stopping to rest.

As Ant worked, Grasshopper spent his days playing music, lazing in the sun. “Why do you work so hard, Ant?” he laughed. “Summer is here! Why waste the sunshine gathering seeds.

What do you think Ant will do?
What do you think Grasshopper will do? Why?
Ant ignored Grasshopper's teasing and continued gathering, which only made Grasshopper laugh even more. "You are a silly little ant," he said.

Autumn came, and then winter. The days were short. Snow fell on the farmer's field, burying the plants and seeds that had been so easy to get.

Grasshopper had no food to eat. "What will I do? I am hungry," Grasshopper said to himself. Then, he remembered how many seeds Ant had stashed away during the summer.

Grasshopper hurried to Ant's home. He knocked on her door. "Ant," he said, "Give me some seeds?"

Ant looked at Grasshopper. "I worked hard all summer long, while you laughed at me," Ant said. "You should have worked in the summer instead of singing and dancing. Then you would have a full belly now."

**What was the moral of the story?**
One sunny Saturday, Donovan decided to visit his cousin in a nearby town. "You're old enough now to take the train on your own," Donovan's mother told him. "Just be careful, and be sure to get off at Mountainview Station."

Donovan looked out the train window just as it pulled away from the station. He realized too late that he'd missed his stop! He glanced around and noticed a friendly-looking train conductor walking up the aisle.

As Donovan stepped off the train at Mountainview Station, he breathed a sigh of relief. "Next time," he told himself, "I'll bring my own map!"
The End

The Fox

ground for the fox to grab
the cheese dropped to the
crow. Crow! She cried, as
for her voice: What a noble and gracious bird!

What exquisite beauty! What fair
see in the teet proclamed the fox,

What a noble and gracious bird!

Clever enough to outwit the bird

the cheese and decided he would be
cheese in her beak. The fox wanted

to get some cheese from the crow's

forest when he saw a crow sitting on

A Fox was walking through the

The Fox and the Crow
Directions: Read each clue. Solve for the clue and shade in the answer(s) on the hundreds board.

1. Shade the value of a dime and 2 pennies.
2. Shade the number that is 7 times 2.
3. Shade the numbers between 16 and 20.
4. Shade the number that is double 11.
5. Shade the number that is one penny less than a quarter.
6. Shade the number that is $10 + 10 + 8$.
7. Shade the number that is two more than 30.
8. Shade the number that is $15 \times 2 + 4$.
9. Shade the number that is 2 less than the value of 4 dimes.
10. Shade the numbers between 41 and 45.
11. Shade the number that is 2 less than 50.
12. Shade the number that represents the value of 5 dimes and 2 pennies.
13. Shade the number that is $9 \times 6$.
14. Shade the number that is 100 less than 158.
15. Shade the value of 12 nickels and 2 pennies.
16. Shade the number that is 12 less than 76.
17. Shade the number that is $7 \times 10 - 2$.
18. Shade the number that is 21 less than 93.
19. Shade the number that is one penny less than 3 quarters.
20. Shade the numbers between 76 and 80.
# Hundreds Board Challenge

<p>| | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>32</td>
<td>33</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
<td>38</td>
<td>39</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>42</td>
<td>43</td>
<td>44</td>
<td>45</td>
<td>46</td>
<td>47</td>
<td>48</td>
<td>49</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>52</td>
<td>53</td>
<td>54</td>
<td>55</td>
<td>56</td>
<td>57</td>
<td>58</td>
<td>59</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>62</td>
<td>63</td>
<td>64</td>
<td>65</td>
<td>66</td>
<td>67</td>
<td>68</td>
<td>69</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>72</td>
<td>73</td>
<td>74</td>
<td>75</td>
<td>76</td>
<td>77</td>
<td>78</td>
<td>79</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>81</td>
<td>82</td>
<td>83</td>
<td>84</td>
<td>85</td>
<td>86</td>
<td>87</td>
<td>88</td>
<td>89</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>91</td>
<td>92</td>
<td>93</td>
<td>94</td>
<td>95</td>
<td>96</td>
<td>97</td>
<td>98</td>
<td>99</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Answer the questions after you read <em>Grandpa's Boat</em>.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>Sketch out your ideas and then write your personal narrative on a different piece of paper.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar Practice</td>
<td>Add in the correct punctuation to this fable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Use the information to answer questions and determine who hiked the most.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GRANDPA'S BOAT

Jamie spent a beautiful Saturday with her grandpa on his fishing boat. He picked her up at her house very early in the morning. They stopped for breakfast on the way to his favorite fishing spot, Lake Francisco.

Once they arrived at the lake, Grandpa put a worm on Jamie’s hook, then showed her where to cast her line. While they waited for the fish to bite, Grandpa told Jamie stories about his childhood in Italy.

Suddenly, Jamie’s fishing pole bobbed down sharply. She quickly began reeling in her catch as Grandpa reached for the net. A few moments later, Jamie lifted the trout out of the water into the net. Grandpa was so proud of Jamie that he took a picture of her holding her prize!

On what day did Jamie and Grandpa go fishing?
- [ ] Sunday
- [ ] Monday
- [ ] Saturday

Where did Grandpa spend his childhood?
- [ ] France
- [ ] Italy
- [ ] Lake Francisco

What is the name of Grandpa's favorite fishing spot?
- [ ] Lake Francis
- [ ] Lake Francisco
- [ ] Lake Franco

What kind of fish did Jamie catch?
- [ ] A trout
- [ ] A bass
- [ ] A salmon
Personal Narrative: Problem & Solution

Problem: Think about a time when you had a problem. What caused the problem? How was it solved?

Who solved it? How did it make you feel?

Solution: How did you feel?

Date:

Name:
The End

The nearest shade
and headed for
he took off his coat
till the man became so warm that
quietly shone upon his head and back
traveler. The sun did very little, but
faintly sent his beam upon the
turn. It was now the sun's turn. He
the coat from the man's back
exhausted, but he could not remove
the wind blew until he was
tighter the man held his coat against

and the harder the wind blew, the
him. The wind blew harder and longer,
man clutched his coat tight against
could barely walk against them. But the
gusts of air, so strong that the man
The wind began. He blew strong
The man's back the quickest
one could take the coat from the
they made a challenge to see which
spotted a man traveling on the road,
the wind and the sun argued one
day over which one was the stronger

The wind and the Wind

Fill in the periods at the end of each sentence.

An Aesop's Fable
Hiking Buddies Graph

Eric, Carol, Manny and Sue all like to go hiking.
This pictograph shows how many hikes they went on this month,

<p>| | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carol</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manny</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

= one hike

1) Who went on the most hikes?

2) Compare Eric and Carol. How many more hikes did Eric go on?

3) How many hikes did Sue take?

4) How many fewer hikes did Manny go on than Sue?

5) Who hiked the least?

6) How many hikes did they take in total?
LABEL the compass rose with N, S, E, W.

Write NORTH, SOUTH, EAST OR WEST to complete each sentence.

1. Harriet heads _________ to go to school.

2. Larry goes _________ to go to Harriet’s house.

3. Kim heads _________ to go to the supermarket.

4. A police officer would go _________ to the supermarket.

5. Kids at school head _________ to play at the park.

6. Harriet’s dad is a police officer. He heads _________ to work.

7. Larry heads _________ to go to school.

8. Kim heads _________ to visit Larry.
Find Your Way Around a Map!

**LEGEND**

- ⛰ Mountain
- ⭕ Pop. 20,000
- ☯ Pop. 10,000
- ☆ Pop. 5000
- 🌲 Capital
- 🌳 Forest

**Color it in!**

- Color the mountains purple.
- Color the capitals yellow.
- Color the water blue.
- Color the forests green.

**Use the map and legend to answer the questions below.**

1. What is the population of Bear Island?
2. What is the population of Stone Island?
3. Use the compass on the map to find out which direction you would travel to go to Bear Island from Nature Island.
4. Use the distance meter on the map to find out how many miles you have to travel to go from the capital of Bear Island to the capital of Nature Island.
5. How many more mountains are there on Bear Island than Stone Island?
6. Are there more forests on Bear Island or Nature Island?

Find worksheets, games, lessons & more at education.com/resources
© 2007 - 2020 Education.com
YOU HAVE LANDED ON TREASURE ISLAND. Each landmark on the map lies within a square that’s named after the column and row that make its sides. For example, you have landed on Smugglers Cove. It is located under column B row 5, which means it is in square B5. Fill out the location of the other landmarks below.

Parrot Forest _____ _____

The Blue Lagoon _____ _____

Volcano Valley _____

Crossbones Mountain _____ _____

Shell Beach _____ _____

Treasure Cave _____