

## Day 6

\*\*Each day you should be reading at least 20 minutes for your reading log. In addition, login to IXL for Math, Foundations and Language Practice for 15 mins per day.

Reading:	ReadWorks Article and questions
Writing:	Writing Prompt - Choose 1 to write about
Math:	Choose at least 3 sheets to complete
Science/SS:	Read <i>Scholastic News</i> and complete the back page questions
Foundations:	Read story - scoop and mark words

## At the Lake

by Linda Ruggieri



Lotzman Katzman (CC BY 2.0)

Layla and her family were driving to the town park. It was a hot day. She wanted to swim in the lake. As they got out of the car, Layla saw her friends.

"Let's go into the water!" she called.

Layla always had fun at the park in the summer. Families had picnics. The kids played and went swimming in the lake.

In the spring, Layla's dad took her fishing at the lake. They went early in the

morning. The lake water was still. It was different from the river, which had water that rushed by.

One morning in the fall, the lake had fog over it. Layla's dad told her how fog formed. He said hot summer days had warmed the water. Then cooler fall air moved over the lake's warm water. The water vapor, or the gas form of water, in the air became cool. That caused condensation. It changed the gas into tiny drops of water. We can see those drops of water hang in the air as fog.

Layla loved winter at the park, too. The cold temperatures made the lake freeze. When the ice was thick and safe, people went ice skating.

The lake changed from season to season. But it was always a place to have fun!

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

1. Where does this story take place?

- A. at a river near the town
- B. at the lake in the town park
- C. in Layla's family's car

2. During what season does this story begin?

- A. winter
- B. fall
- C. summer

3. Layla likes swimming in the lake during the summer because it's hot outside.

What evidence from the text supports this statement?

- A. "Layla and her family were driving to the town park. It was a hot day. She wanted to swim in the lake."
- B. "As they got out of the car, Layla saw her friends. 'Let's go into the water!' she called."
- C. "In the spring, Layla's dad took her fishing at the lake. They went early in the morning. The lake water was still."

4. Why might Layla have only seen fog over the lake in the fall?

- A. because fog only forms on one day a year, and that day is in the fall
- B. because Layla only goes to the lake during the fall, not during other seasons
- C. because the air is cool and the water is still warm in the fall, which helps fog form

5. What is the main idea of this text?

- A. Although the lake changes every season, Layla always enjoys spending time there.
- B. Layla has the most fun at the lake during the summer, when she can go swimming.
- C. Layla enjoys spending time at the lake, but she likes the river even better.

6. Read these sentences from the text.

"Layla and her family were driving to the town park. It was a hot day. She wanted to swim in the lake. As they got out of the car, Layla saw her friends.

"Let's go into the water!" she called."

Why might the author have started the story in this way?

- A. to introduce the reader to the lake
- B. to show why hot days are the most fun
- C. to make the reader want to go swimming

7. Choose the answer that best completes this sentence.

Layla loves summer at the park, \_\_\_\_\_ she loves winter at the park too.

- A. so
- B. because
- C. but

8. What do Layla and her friends do in the lake during the hot summer?

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9. Why are people able to go ice-skating on the lake in the winter?

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10. How do the changing seasons affect what Layla can do at the lake? Use evidence \_\_\_\_\_

from the text to support your answer.

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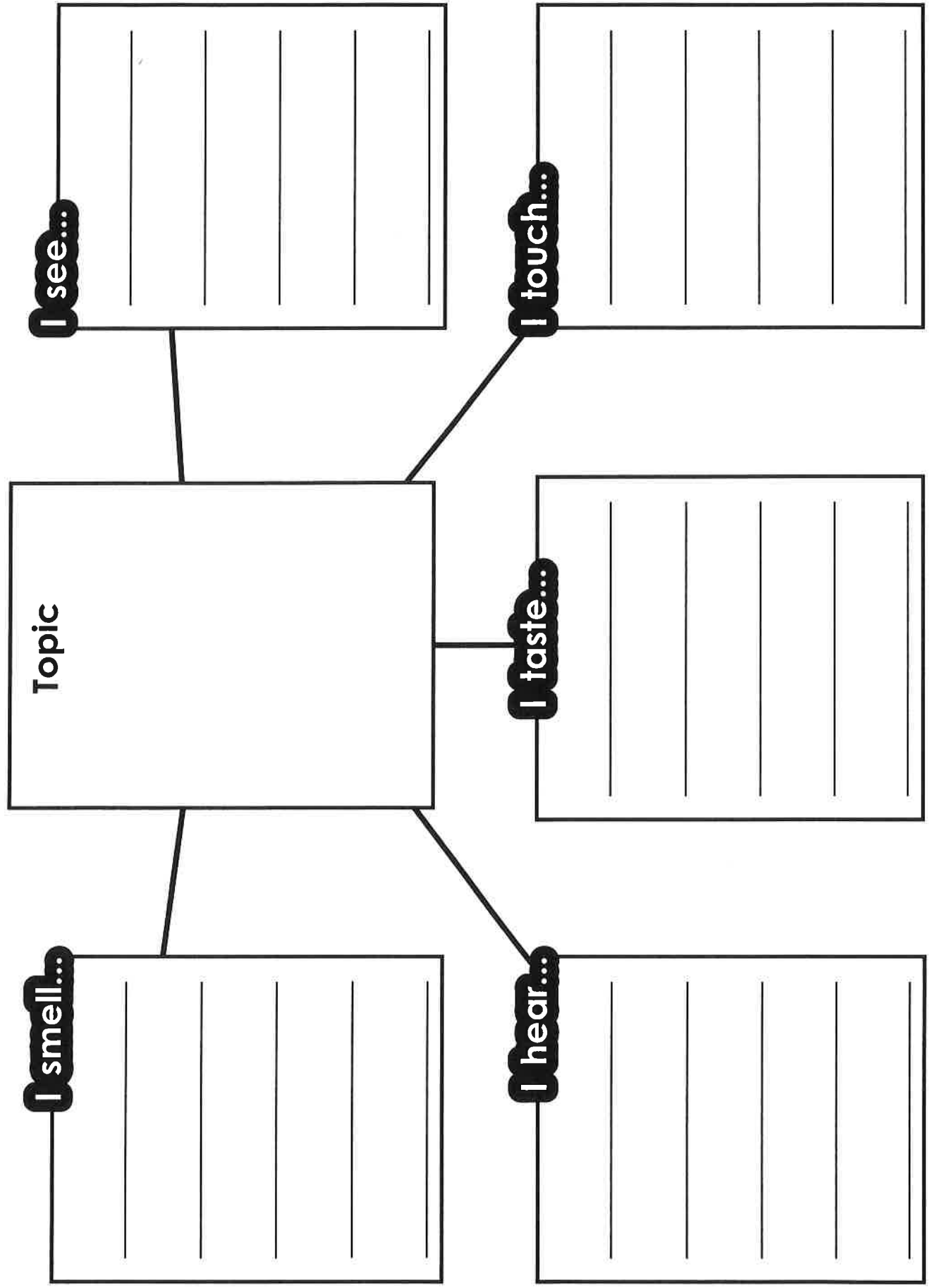
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## **Day 6: Description**

- 1.**Using the 5 senses (hear, smell, taste, touch, see) describe your favorite food.
- 2.**Using the 5 senses (hear, smell, taste, touch, see) what is going on outside?
- 3.**If you are sitting in your kitchen, use your 5 senses (hear, smell, taste, touch, see) to describe what is happening.
- 4.**Free choice. Don't forget to use the 5 senses.

**\*Use the graphic organizer as needed.**

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





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

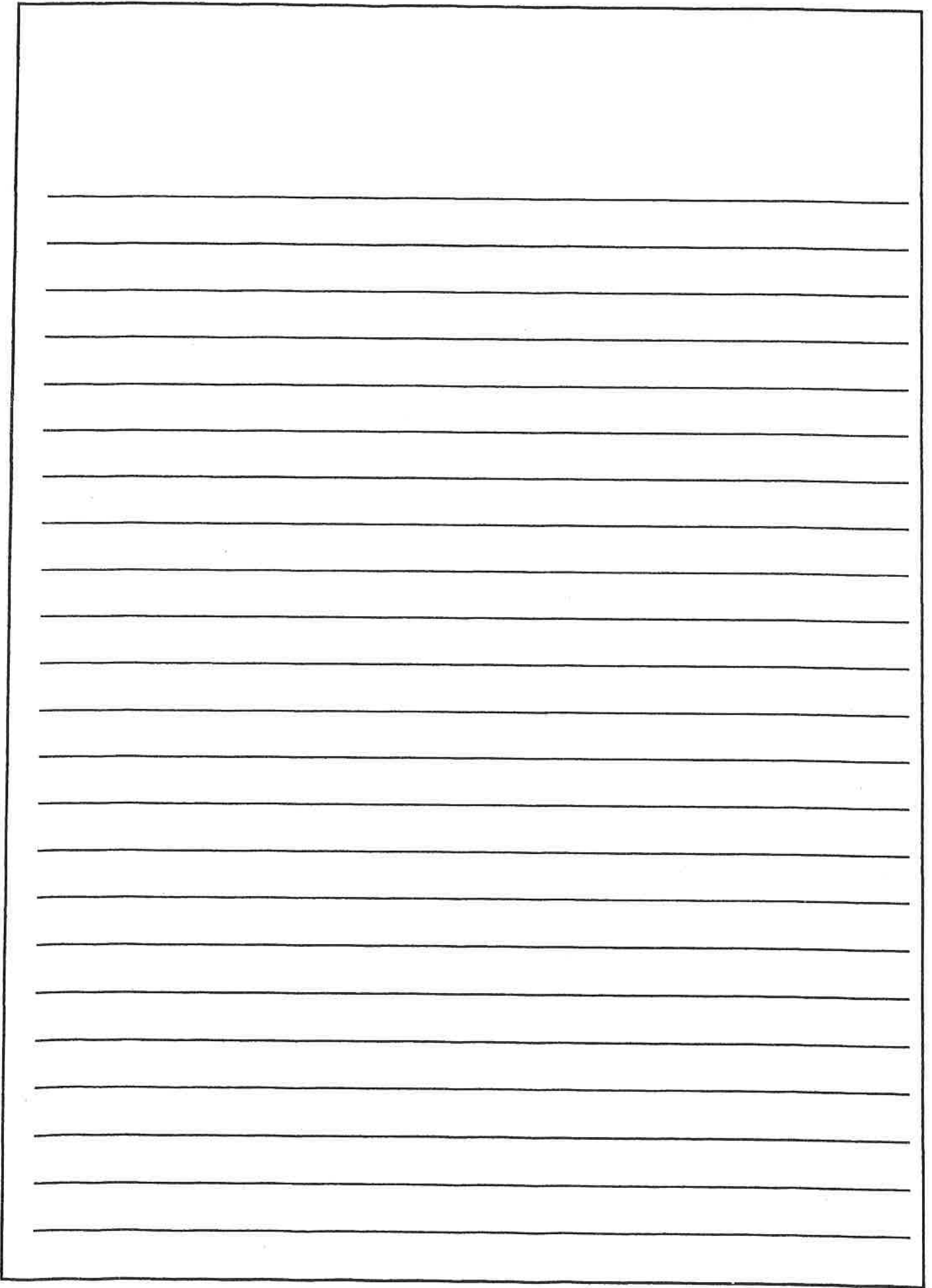
Date: \_\_\_\_\_



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

Date: \_\_\_\_\_

Handwriting practice sheet with 15 rows of three horizontal lines (top, dashed middle, bottom). Each row is preceded by a small cartoon character icon.



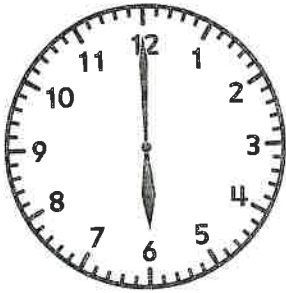
# What Time Is It?

Lesson 4-1

DATE Dayle-Math

Write the time.

1



\_\_\_\_\_ : \_\_\_\_\_

2



\_\_\_\_\_ : \_\_\_\_\_

What time will it be in 1 hour?

\_\_\_\_\_ : \_\_\_\_\_

3



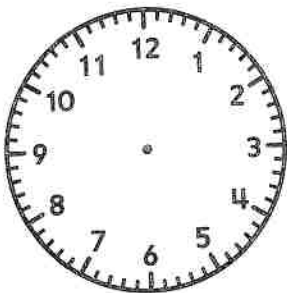
\_\_\_\_\_ : \_\_\_\_\_

What time will it be in 2 hours?

\_\_\_\_\_ : \_\_\_\_\_

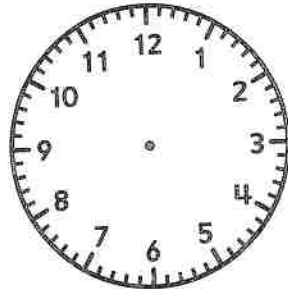
Draw clock hands to match each time.

4



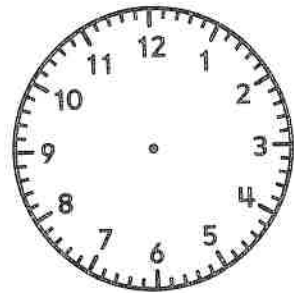
1:00

5



3:30

6



4:30

## Try This

7 My family went to a movie. It started at 7:30 at night. It ended at 9:30 at night. How long was the movie? \_\_\_\_\_

Explain how you found your answer. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Math Boxes

Lesson 3-7

DATE

Day 6 Math

- 1 Count back by 10s.

113, \_\_\_\_\_, \_\_\_\_\_, 83, \_\_\_\_\_,  
\_\_\_\_\_, 53

- 2 Write the number word for 8.

\_\_\_\_\_

- 3 Write  $<$ ,  $>$ , or  $=$ .

$$4 + 4 \quad \underline{\hspace{1cm}} \quad 5 + 4$$

$$7 + 7 \quad \underline{\hspace{1cm}} \quad 8 + 6$$

$$9 + 8 \quad \underline{\hspace{1cm}} \quad 8 + 8$$

MRB  
75

MRB  
110-111

- 5 **Writing/Reasoning** In Problem 1, count back by 10s five more times. What patterns do you see?

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MRB  
67

- 1 Use your centimeter ruler. Measure the length of this line segment:

\_\_\_\_\_

Fill in the bubble next to the correct answer.

- About 7 centimeters  
 About 6 centimeters  
 About 8 centimeters  
 About 10 centimeters

MRB

104

- 2 Write the time.



\_\_\_\_\_

MRB

106-107

- 3 You buy an apple for 45¢. You pay with a dollar. How much change will you get?

\_\_\_\_\_¢

- 4 Write a number with 5 in the hundreds place, 0 in the ones place, and 3 in the tens place.

\_\_\_\_\_

MRB

73

- 5 You can make 45¢ with 1 ⓐ and \_\_\_\_\_ ⓓ.

You can make 60¢ with

3 ⓓ and \_\_\_\_\_ ⓓ.

MRB

110-111

- 6 Write the number word for 405.

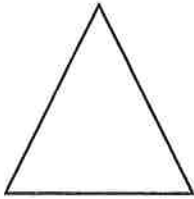
\_\_\_\_\_



## Practice Set 72

math - Day 6

①



This triangle has:

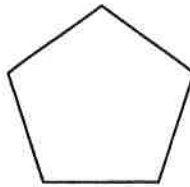
\_\_\_\_\_ sides

\_\_\_\_\_ angles

\_\_\_\_\_ vertices

\_\_\_\_\_ pairs of  
parallel sides

②



This pentagon has:

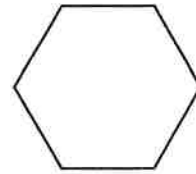
\_\_\_\_\_ sides

\_\_\_\_\_ angles

\_\_\_\_\_ vertices

\_\_\_\_\_ pairs of  
parallel sides

③



This hexagon has:

\_\_\_\_\_ sides

\_\_\_\_\_ angles

\_\_\_\_\_ vertices

\_\_\_\_\_ pairs of  
parallel sides

- ④ **Writing/Reasoning** Pick two of the shapes above. Say one way they are alike and one way they are different.

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Write each number in expanded form.

⑤ 673 \_\_\_\_\_

⑥ 205 \_\_\_\_\_


- ⑦ Circle all the odd numbers.

76      153      34      8      399


551      1      997      346      321

## Practice Set 45

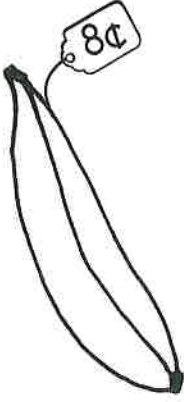
**Time for Treats**



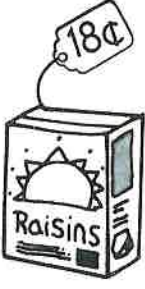
Yogurt



Pretzels



Banana



Raisins

Count up to find how much change you will get.

- |   |  |
|---|--|
| <p>① You buy a box of raisins. You give the clerk 2 dimes. How much change do you get?</p> <p>_____</p> | <p>② You buy a yogurt. You give the clerk 2 quarters. How much change do you get?</p> <p>_____</p>       |
| <p>③ You buy a banana. You give the clerk 1 dime. How much change do you get?</p> <p>_____</p>          | <p>④ You buy a bag of pretzels. You give the clerk 2 dimes. How much change do you get?</p> <p>_____</p> |

**Add or subtract.**

- |                     |                    |                   |
|---------------------|--------------------|-------------------|
| ⑤ $4 + 4 =$ _____   | ⑥ $8 + 2 =$ _____  | ⑦ $9 + 6 =$ _____ |
| ⑧ $10 - 10 =$ _____ | ⑨ $12 - 0 =$ _____ | ⑩ $7 - 5 =$ _____ |



**SCHOLASTIC**  
**News**

edition  
**2**

Day 6 Sci/SS.



# The Fox That Shocked Scientists

Scientists knew that arctic foxes can travel a long way to find food. But one brave little fox did something that totally surprised them. She went on a long, strange, dangerous journey across the world—all by herself!

My name \_\_\_\_\_



The fox walked across many miles of snowy land and ice.



She crossed the frozen ocean. Sometimes she had to jump across the water!



# Follow That Fox!

## As You Read

Think about how the scientists made their guesses about the fox.

This brave fox's story starts on the other side of the world. She was born in the country of Norway. She lived on a small island with other arctic foxes.

Scientists in Norway have studied arctic foxes for a long time. They wanted to learn more about where those foxes go.

## Tracking a Fox

The scientists put **tracking collars** on about 60 foxes. As the foxes walked around,

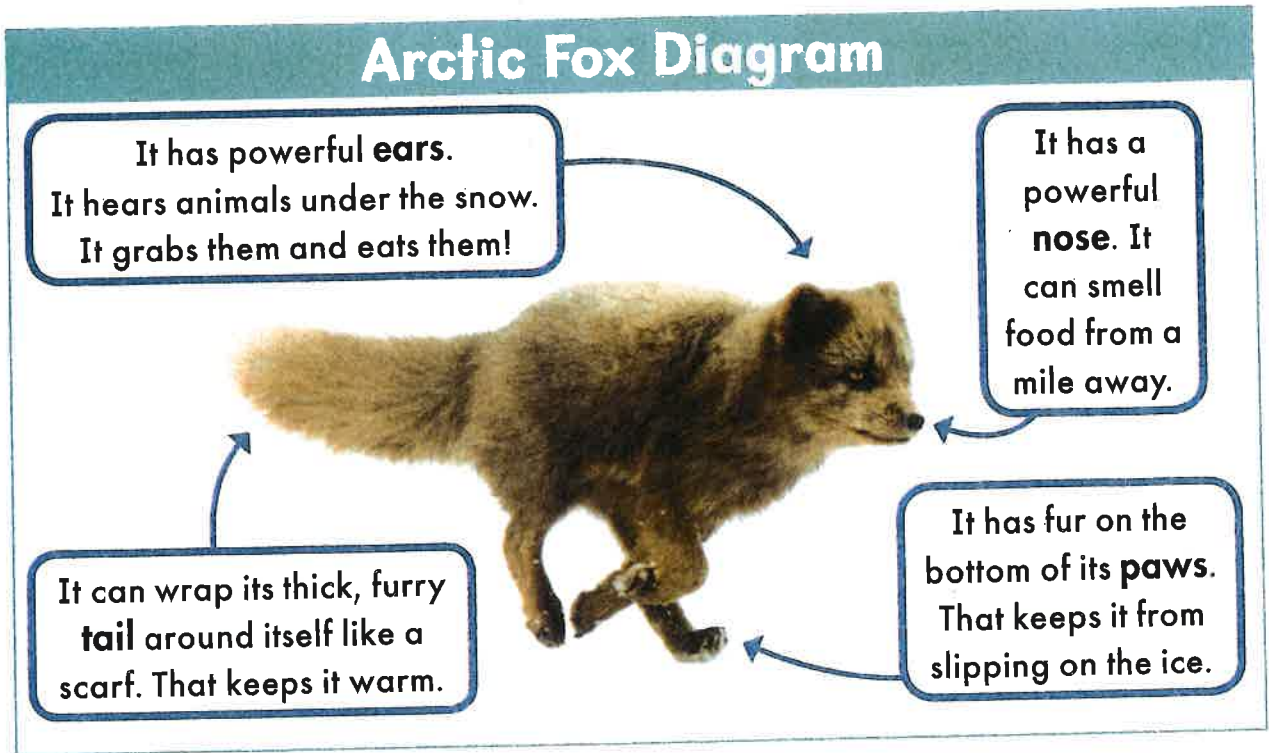
the collars sent messages to the scientists' computers. The scientists could see where the foxes went.

Most of the foxes stayed in Norway. But one fox was different. She left the island right away. The scientists watched as the fox got farther and farther away. Where was she going?

## Fox on the Move

The computer showed that the fox was moving over the ocean. The scientists were confused. Had someone picked up the fox and taken her on a boat?

Look at the diagram of an arctic fox. Then answer the questions.



- How far away can it smell food?  
 a mile                       2,700 miles                       10,000 miles

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- Which body part helps keep it warm?  
 nose                       ears                       tail

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- Which body part is NOT furry?  
 bottom of paws                       nose                       tail

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- Which body part does NOT help it find food?  
 nose                       ears                       tail

★ Bonus

The fox sniffs for food with its powerful nose. Look back at page 3.  
 What is one thing it eats? \_\_\_\_\_





mp

she rested. She wrapped her fluffy tail around herself to stay warm.



## A New Home

After her short break, the fox kept going. She was **intrepid!** That means she was brave and didn't give up.

In the end, the fox walked more than 2,700 miles in four months. She made it all the way to Canada! Scientists were shocked. They didn't think a fox could travel so far in such a short time. But this brave little fox showed them what she could do.

Where is she now? No one knows. The fox's tracking collar stopped working in Canada. Happy trails, little fox. Keep on exploring!

—by Blair Rainsford

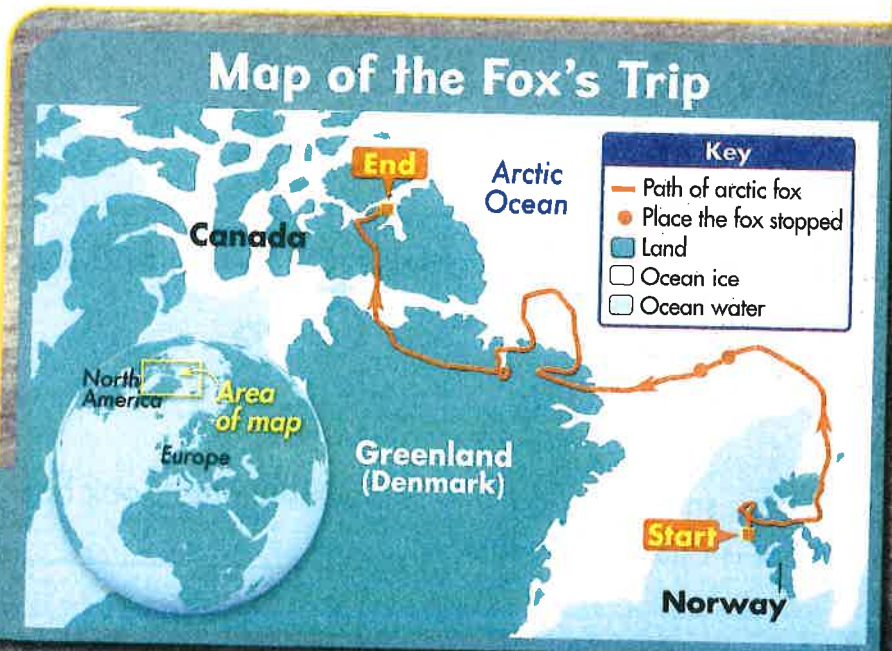
The scientists looked at a map. That part of the ocean was covered in ice. Boats couldn't go there. The scientists guessed that the fox wasn't on a boat after all. She was running across the ice!

## Taking a Break

The fox kept moving. After a month, she stopped for a few days. What was she doing now?

The scientists looked at more maps. The fox was in a place with a lot of birds. The scientists guessed that she had probably stopped to hunt for birds to eat!

Look at the map. Did the fox stop on land or on ice?



Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Read the story below. On the back WRITE and MARK each underlined word, scooping the base word, marking the syllable type and vowel sound, and circling the suffix.

**-ed, -d, -ly, -er**

There once was a banker that would add money very slowly. He liked adding small coins and large bills. He needed to learn how to add coins more quickly so he wouldn't get into trouble. He had a wife that was a teacher. She always treated her kids kindly and fairly. The banker and the teacher walked to work each day. They were happy and both liked going to work.