Students are also required to do the following:

- Lexia for 30 minutes per day using my email so that I am able to track their progress Christy.jenkins-strong@lrsd.org
- Please read 30 minutes per day (I am attaching a log so that you are held accountable as well)
- If you have any questions, please contact me through email
- Lastly I miss every one of you!!!!

Love Ms. Strong!!!!!!
## Reading Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of the Book</th>
<th>Page numbers read</th>
<th>Parent Signature</th>
<th>Student Signature</th>
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</tbody>
</table>
wouldn't it be great if kids were allowed to get their driver's license by the age of 10! What do you think?
If kids were allowed to play just ONE sport forever, which would YOU choose? Why?

6-8.W.1(b): write arguments to support claims
BFF'S!

If you could choose only ONE thing, what do you think is the most important trait in a good friend? Why?

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

6-8.W.1(b): Write arguments to support claims
Which is your favorite season of the year, winter, spring, summer, or fall? Why?

6.E.W.1(b): Write arguments to support claims
If someone were planning to get a new pet, which would you recommend to them, a cat or a dog? Why?
4.OA.1

Madeline has three times as many fish as Mallory. If Madeline has 18 fish, how many fish does Mallory have? Use pictures and/or words to explain your answer.

Mallory has _____ fish

Karen has 5 times as many fish as Kelly. Fill in the chart to show three different amounts of fish that Karen and Kelly might have.

<table>
<thead>
<tr>
<th>possibility 1</th>
<th>possibility 2</th>
<th>possibility 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen</td>
<td>Kelly</td>
<td></td>
</tr>
<tr>
<td>_____ fish</td>
<td>_____ fish</td>
<td></td>
</tr>
<tr>
<td>_____ fish</td>
<td>_____ fish</td>
<td></td>
</tr>
<tr>
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<td>_____ fish</td>
<td></td>
</tr>
</tbody>
</table>

Name ___________________________  Date __________

4.OA.1

Madeline has three as many fish as Mallory. If Madeline has 18 fish, how many fish does Mallory have? Use pictures and/or words to explain your answer.

Mallory has _____ fish

Karen has 5 times as many fish as Kelly. Fill in the chart to show three different amounts of fish that Karen and Kelly might have.

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<td>Kelly</td>
<td></td>
</tr>
<tr>
<td>_____ fish</td>
<td>_____ fish</td>
<td></td>
</tr>
<tr>
<td>_____ fish</td>
<td>_____ fish</td>
<td></td>
</tr>
<tr>
<td>_____ fish</td>
<td>_____ fish</td>
<td></td>
</tr>
</tbody>
</table>
Hannah was doing a report on animals' sleep habits. She made the charts below to show the number of hours certain animals usually sleep each day.

<table>
<thead>
<tr>
<th>animal</th>
<th>bat</th>
<th>mouse</th>
<th>guinea pig</th>
<th>possum</th>
<th>gray seal</th>
</tr>
</thead>
<tbody>
<tr>
<td>hours of sleep</td>
<td>20 hours</td>
<td>12 hours</td>
<td>9 hours</td>
<td>18 hours</td>
<td>6 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>animal</th>
<th>tiger</th>
<th>horse</th>
<th>cheetah</th>
<th>cow</th>
<th>goat</th>
</tr>
</thead>
<tbody>
<tr>
<td>hours of sleep</td>
<td>16 hours</td>
<td>3 hours</td>
<td>12 hours</td>
<td>4 hours</td>
<td>15 hours</td>
</tr>
</tbody>
</table>

Fill in the blanks to make the statements true.

A possum sleeps ____ times as many hours a day as a guinea pig.

A bat sleeps ____ times as many hours per day as a cow.

Write a multiplication equation to show the relationship between the length of time a gray seal sleeps and the length of time a possum sleeps.  ____ x ____ = ____

When Hannah was reading about donkeys, she said, “I can’t believe that goats sleep 5 times as many hours per day as donkeys.” Find the number of hours per day a donkey sleeps. Show your thinking below using words, numbers, and/or pictures.

A donkey sleeps ______ hours per day.
Last weekend, Cassidy, Jefferson, and Braden played three basketball games against their cousins, Sammy, Kara, and Mitchell. The chart to the right shows how many baskets each were able to make during their three games.

<table>
<thead>
<tr>
<th>player</th>
<th># of baskets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cassidy</td>
<td>24</td>
</tr>
<tr>
<td>Jefferson</td>
<td>18</td>
</tr>
<tr>
<td>Braden</td>
<td>8</td>
</tr>
<tr>
<td>Sammy</td>
<td>6</td>
</tr>
<tr>
<td>Kara</td>
<td>36</td>
</tr>
<tr>
<td>Mitchell</td>
<td>3</td>
</tr>
</tbody>
</table>

Fill in each blank with a player’s name or a number to make each comparison statement true. Below each comparison statement, write a multiplication equation to show that the statement is true.

**statement:** ________________ made three times as many baskets as Sammy.

**multiplication equation:** __________________________

**statement:** Cassidy made _____ times as many baskets as Mitchell.

**multiplication equation:** __________________________

**statement:** Jefferson made _____ times as many baskets as ____________.

**multiplication equation:** __________________________

**statement:** Sammy made double the number of baskets ____________ made.

**multiplication equation:** __________________________
4.OA.1

Madeline has three times as many fish as Mallory. If Madeline has 18 fish, how many fish does Mallory have? Use pictures and/or words to explain your answer.

<table>
<thead>
<tr>
<th>possibility 1</th>
<th>possibility 2</th>
<th>possibility 3</th>
</tr>
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<tbody>
<tr>
<td>Katie</td>
<td>Kelly</td>
<td>Katie</td>
</tr>
<tr>
<td>____ fish</td>
<td>____ fish</td>
<td>____ fish</td>
</tr>
</tbody>
</table>

Karen has 5 times as many fish as Kelly. Fill in the chart to show three different amounts of fish that Karen and Kelly might have.

<table>
<thead>
<tr>
<th>possibility 1</th>
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<tbody>
<tr>
<td>Katie</td>
<td>Kelly</td>
<td>Katie</td>
</tr>
<tr>
<td>____ fish</td>
<td>____ fish</td>
<td>____ fish</td>
</tr>
</tbody>
</table>
Name:  
5oa1

\[(90 - 42) ÷ 6 + 2\]

What is the value of the expression above?

Use what you know about order of operations to explain why your answer is correct.
1. Michael says 158 rounded to the nearest 10 is 200. Do you agree or disagree? Explain your thinking. 3.NBT.A.1

2. The third grade students at Stephens counted the number of pencils they earned during one week. The table shows the number of pencils purchased by each class. 3.NBT.A.1

<table>
<thead>
<tr>
<th>Class</th>
<th>Number of Pencils Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marshall</td>
<td>110</td>
</tr>
<tr>
<td>Moix</td>
<td>30</td>
</tr>
<tr>
<td>Walker</td>
<td>170</td>
</tr>
<tr>
<td>Wyrick</td>
<td>90</td>
</tr>
</tbody>
</table>

Which classes earned a total number of pencils that rounds to 100 when rounded to the nearest hundred?

- a. Marshall and Walker
- b. Moix and Wyrick
- c. Walker and Wyrick
- d. Wyrick and Moix
- e. Wyrick and Marshall

3. Solve 4 x 9 using the Distributive Property. 3.OA.B.5
4. Mrs. Moix bought 4 bags of cookies. Each bag has 10 cookies. She shared all the cookies equally among her 5 children. How many cookies did each child receive?
   a. 6
   b. 8
   c. 15
   d. 19
   e. 5

5. Mrs. Walker bought 6 packages of blue markers and 4 packages of red markers. Each package has 5 markers. How many markers did she buy?
   a. 50
   b. 15
   c. 2
   d. 9
   e. 

6. Circle each shape that is shaded to represent \( \frac{3}{5} \)? 3.NF.A.3
7. Mrs. Butler ran 240 minutes for 4 days.
   - She ran 60 minutes the first two days.
   - She ran the same amount minutes on Day 3 and Day 4.

How many minutes did she run on day 4? 3.MD.A.1
   a. 120
   b. 60
   c. 30
   d. 180
   e. 244

8. Which time is shown on the clock? 3.MD.A.1

a. 11:00
b. 12:05
c. 11:56
d. 12:56
e. 12:00
9. **2.NBT.B.6**

The basketball team at Stephens practice weekly. The practice schedule is shown below.

<table>
<thead>
<tr>
<th>Days</th>
<th>Time Practiced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday</td>
<td>35 min.</td>
</tr>
<tr>
<td>Wednesday</td>
<td>35 min.</td>
</tr>
<tr>
<td>Thursday</td>
<td>35 min.</td>
</tr>
<tr>
<td>Saturday</td>
<td>35 min.</td>
</tr>
</tbody>
</table>

How many minutes are used for practice during one week?

- a. 70
- b. 105
- c. 140
- d. 135
- e. 120

The choir used \( \frac{1}{4} \) of the gym for an assembly. Michael helped Mr. Carlock set up 126 chairs for the assembly. Twenty chairs were taken away from the gym. They had to remove 20 more because they were squeaky.

(10). **2.NBT.B.8**

The basketball team at Stephens practice weekly. The practice schedule is shown below.

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<td>Wednesday</td>
<td>35 min.</td>
</tr>
<tr>
<td>Thursday</td>
<td>35 min.</td>
</tr>
<tr>
<td>Saturday</td>
<td>35 min.</td>
</tr>
</tbody>
</table>

How many chairs were left in the gym for the assembly?

- a. 86
- b. 146
- c. 136
- d. 166
- e. 96

The choir used \( \frac{1}{4} \) of the gym for an assembly. Michael helped Mr. Carlock set up 126 chairs for the assembly. Twenty chairs were taken away from the gym. They had to remove 20 more because they were squeaky.
11. There are 20 students in Ms. Marshall’s class. Each student in her class used 8 stickers to decorate their art notebook. How many stickers were used by the class? 3.NBT.A.3

   a. 28
   b. 16
   c. 160
   d. 12
   e. 288

12. A Cheer Squad had a total of 68 students. The students were either in a Level 1, Level 2, or Level 3 class.
   • The Level 1 class has 20 students.
   • The Level 2 class has 5 more students than the Level 1 class.
   • The remaining students are in the Level 3 class.

   Tasha says there are 43 students in the Level 3 class. Do you agree or disagree with Tasha. Explain your thinking. 2.OA.A.1
13. The third grade students at Stephens counted the number of pencils they earned during one week. The table shows the number of pencils purchased by each class. 2.NBT.A.4

<table>
<thead>
<tr>
<th>Class</th>
<th>Number of Pencils Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marshall</td>
<td>110</td>
</tr>
<tr>
<td>Moix</td>
<td>30</td>
</tr>
<tr>
<td>Walker</td>
<td>170</td>
</tr>
<tr>
<td>Wyrick</td>
<td>90</td>
</tr>
</tbody>
</table>

Mia says the following list shows the number of pencils earned from the least to the greatest. Do you agree with Mia’s thinking? Explain. Moix, Marshall, Wyrick, Walker.

14. The table below shows the name and weight of 4 puppies.

<table>
<thead>
<tr>
<th>Name of Puppies</th>
<th>Pounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blacky</td>
<td>83</td>
</tr>
<tr>
<td>Smoky</td>
<td>71</td>
</tr>
<tr>
<td>Tut</td>
<td>96</td>
</tr>
<tr>
<td>Fluffy</td>
<td>92</td>
</tr>
</tbody>
</table>

Maria thinks the weight of Blacky would round to 90 pounds when rounding to the nearest ten. Is Maria thinking correct? Explain. 3.NBT.A.1
15. Tasha uses the strategy Making Ten to help her solve problems. Tasha grouped the underlined numbers together to make ten to help her solve problems. 2.OA.B.2

\[3 + 6 + 7 \quad \underline{(3 + 7)} + \underline{6} \quad 10 + 6 = 16\]

Write an expression that shows a correct example of Making Ten when adding the numbers 2, 1, 8, 4.
1. Sara compared the place value of each digit in the number 9,999. When she read the digits from left to right, Sara said the third 9 is 10 times the value of the fourth 9. Tim disagrees with Sara. He thinks the fourth 9 is one thousand times the value of the first 9. Who do you agree with? Explain your thinking! **4.NBT.A.1**

2. Mrs. Kelly bought the 4th grade classes some school supplies
   - 30 packs of Composition notebooks
   - 5 packs of Markers
   - 40 packs of Pencils
   - Large bag of erasers
   The number of erasers in the large bag rounded to the nearest thousand is 3,000.

   The number of erasers in the large bag rounded to the nearest thousand is 3,000. Marcus thinks 3,545 could be the number of erasers in the bag. Sam disagrees. He thinks 2,795 could be the number of erasers in the bag. Who do you agree with? Justify your thinking. **4.NBT.A.3**
### 3. Mrs. Kelly bought the 4th grade classes some school supplies
- 30 packs of composition notebooks
- 5 packs of markers
- 40 packs of pencils
- large bag of erasers

The number of erasers in the large bag rounded to the nearest thousand is 3,000.

The last week of school Mrs. Kelly bought some scissors. The number of scissors she bought was 5 more than 2 times the number of packs of markers. How many scissors did Mrs. Kelly purchase?

4.OA.A.2

- a. 7
- b. 12
- c. 10
- d. 9
- e. 15

### 4. Mrs. Kelly bought the 4th grade classes some school supplies
- 30 packs of composition notebooks
- 5 packs of markers
- 40 packs of pencils
- large bag of erasers

The number of erasers in the large bag rounded to the nearest thousand is 3,000.

In the package of erasers Mrs. Kelly bought $\frac{3}{8}$ were red, $\frac{4}{8}$ were blue and the rest were green. What is the fractional amount of the green erasers? Show your work 4.NF.B.3
5. Maria, Sara, and Tasha visits the swimming pool during Days 1 through 24. Below the table shows how often each friend visited the swimming pool during the summer. They stayed one hour during each visit.

<table>
<thead>
<tr>
<th>Name</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria</td>
<td>Day 4 and every 4 days after</td>
</tr>
<tr>
<td>Sara</td>
<td>Day 6 and every 6 days after</td>
</tr>
<tr>
<td>Tasha</td>
<td>Day 12 and every 12 days after</td>
</tr>
</tbody>
</table>

What was the first day Maria, Sara, and Tina visited the swimming pool on the same day? **4.OA.B.4**

a. Day 6
b. Day 24
c. Day 1
d. Day 12
e. Day 10

6. Maria, Sara, and Tasha visits the swimming pool during Days 1 through 24. Below the table shows how often each friend visited the swimming pool. They stayed one hour during each visit.

<table>
<thead>
<tr>
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<th>Frequency</th>
</tr>
</thead>
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<tr>
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<td>Sara</td>
<td>Day 6 and every 6 days after</td>
</tr>
<tr>
<td>Tasha</td>
<td>Day 12 and every 12 days after</td>
</tr>
</tbody>
</table>

How many minutes did Maria spend at the swimming pool during the summer? **4.MD.A.2**

a. 300 minutes
b. 240 minutes
c. 180 minutes
d. 420 minutes
e. 480 minutes
7. Maria, Sara, and Tasha visits the swimming pool during Days 1 through 24. Below the table shows how often each friend visited the swimming pool during the summer. They stayed one hour during each visit.

<table>
<thead>
<tr>
<th>Maria</th>
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</thead>
<tbody>
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</tr>
<tr>
<td>Tasha</td>
<td>Day 12 and every 12 days after</td>
</tr>
</tbody>
</table>

By the time Sara visits the swimming pool 6 times, how many times would Tasha have visited the swimming pool? 3.OA.D.8

a. 6
b. 18
c. 24
d. 8
e. 3

8. Maria listed the numbers below on the board. Which of the following numbers are composite numbers from Maria’s list? How do you know? 4.OA.B.4

17, 30, 23, 48, 60, 19

9. Which of the following sets of fractions only have fractions that are less than \(\frac{1}{2}\)? 4.NF.A.2

a. 1/4, 2/4
b. 1/8, 1/4, 3/8
c. 1/3, 3/4, 2/8
d. 2/6, 3/6, 1/3
e. 4/10, 3/10, 6/10

10. Write a fraction that is equivalent to 0.9? 4.NF.C.6
11. My mom planted a total of 50 tulips in 5 rows. The same number of tulips are in each row. Write an equation where (p) represents the number of tulips in each row. 3.OA.A.3

12. Mrs. White asked her students to choose their favorite of four types of sport shoes. 3.MD.B.3

<table>
<thead>
<tr>
<th>Sport Shoes</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nike</td>
<td></td>
</tr>
<tr>
<td>Jordans</td>
<td></td>
</tr>
<tr>
<td>Puma</td>
<td></td>
</tr>
<tr>
<td>Reebok</td>
<td></td>
</tr>
</tbody>
</table>

When making the pictograph Mrs. White did not remember to show the number of students represented by each sport shoe. Mrs. White knows 10 students voted for Puma as their favorite sport shoe. How many more students chose Jordans than Nike?

a. 1
b. 15
c. 20
d. 3
e. 5
13. Mrs. Burney's guest bathroom has a length of 8 feet and a width of 5 feet. What is the area of her guest bathroom in square feet? Show your work. 3.MD.C.7

14. Shawn thinks 82,796 will be 80,000 when rounded to the nearest thousand. What do you think?

15. Lisa has 8 packages of markers. Each package contains 52 markers. Solve using the area model.
5th Grade: Check Point Assessment

Name: ___________________________ Date: _______________________

1. Ms. Anderson ran 6/10 of a mile. Ms. Boyd ran 44/100 of a mile. What is the total number of miles Ms. Anderson and Ms. Boyd ran? Show your work. 4.NF.C.5

2. Jaden found the difference of an obtuse angle that measures 170 degrees and a right angle. Marcus said Jaden found a right angle. Do you agree or disagree. Justify your thinking. 4.MD.C.5
3. Ruby solved a multiplication problem. Please see her work shown below:

\[ 14.15 \]

\[ \times 2.3 \]

\[ 3645 \]

\[ 24300 \]

\[ 27945 \]

Ruby’s answer of 27,945 is missing the decimal point. Where should the decimal point go in Ruby’s answer and why should it go there?
4. How many times greater is 0.01 is 0.1? Explain how you know! 5.NBT.1

5.

<table>
<thead>
<tr>
<th>Recipe for 1 Batch of Cookies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dry Ingredients</td>
</tr>
<tr>
<td>3 cups of sugar</td>
</tr>
<tr>
<td>1 and 1/3 cup of flour</td>
</tr>
<tr>
<td>½ teaspoon of baking powder</td>
</tr>
<tr>
<td>¼ teaspoon of salt</td>
</tr>
</tbody>
</table>

If Audrey has only one teaspoon of vanilla extract, what is the largest number of batches of cookies she can make with this recipe? Show your work. 5.NBT.7
6. Leo is a writing an expression to represent the phrase shown below: 10 more than the quotient of 72 divided by 8. Write the expression that represents the phrase. \textbf{5.OA.A.2}

7. Three of the events from the Mathletes Competition are displayed below: \textbf{5.OA.A.2}
   • Avery solved the addition problem of 4 and 2/8 + 1 and 4/8 his solution was 5 and 5/8.
   • Jamia was asked to double 8 then subtract 9.
   • The students in all the classes were shown the rectangle below.

Write an expression to represent what Jamia was asked.
8. Coleman jogged the distances shown below on three different days:

- Monday 4 and \( \frac{3}{4} \) miles
- Tuesday 4 and \( \frac{1}{2} \) miles
- Wednesday 8 and \( \frac{6}{8} \) miles

How much farther did Coleman jog on Wednesday than on Monday? Show your work. \textit{5.NF.A.1}

9. Yesterday Mrs. Hargis used \( \frac{4}{5} \) piece of yarn during the geometry lesson. Tomorrow she will cut the remaining piece of yarn into 3 equal pieces. Each piece of yarn is a fraction of the original piece of yarn. Write an expression to show a correct way of finding the value of that fraction. \textit{5.NF.B.7}
10. Napoleon, Luke and Bella will make cookies for the After School Bake Sale. Napoleon will make 1 batch of cookies. Luke will make 5 batches of cookies. Bella will make 3 batches of cookies. See the ingredients for the recipe below: 5.NF.B.6

<table>
<thead>
<tr>
<th>Dry Ingredients</th>
<th>Liquid Ingredients</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/3 teaspoon of Baking Powder</td>
<td>0.5 teaspoon of Vanilla Extract</td>
</tr>
<tr>
<td>1/2 cup Flour</td>
<td>1 and ½ cup of Butter</td>
</tr>
<tr>
<td>3 cups of Sugar</td>
<td>3 Eggs</td>
</tr>
<tr>
<td>1 and 1/4 cup of Macadamia Nuts</td>
<td>2 cups of Water</td>
</tr>
<tr>
<td>¼ teaspoon of Salt</td>
<td></td>
</tr>
</tbody>
</table>

Write an expression that correctly compares the total amount of baking powder Luke will use for his batches of cookies and the total amount of flour Bella will use for her batches of cookies.
11. Napoleon, Luke and Bella will make cookies for the After School Bake Sale. Napoleon will make 1 batch of cookies. Luke will make 5 batches of cookies. Bella will make 3 batches of cookies. See the ingredients for the recipe below: **5.NF.A.1**

<table>
<thead>
<tr>
<th>Recipe for One Batch of Brownies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dry Ingredients</td>
</tr>
<tr>
<td>1/3 teaspoon of Baking Powder</td>
</tr>
<tr>
<td>1/2 cup Flour</td>
</tr>
<tr>
<td>3 cups of Sugar</td>
</tr>
<tr>
<td>1 and 1/4 cup of Macadamia Nuts</td>
</tr>
<tr>
<td>1/4 teaspoon of Salt</td>
</tr>
</tbody>
</table>

Find the total number of flour, sugar, and macadamia nuts Napoleon will need to make 1 batch of cookies. Show your work.

12. 7.5 kilometers is the same as ___________ meters. **5.MD.A.1**
13. Kierra ran a 200 meter race, how many kilometers did she run? Show your work. **5.MD.A.1**

14. Draw a shape that has exactly 4 lines of symmetry. Name that shape. **4.G.A.3**

15. Some 5th grade students from Stephens will ride some vans to Artistry in the Rock. There are 192 students going on the field trip and each van holds 15 students. Mr. Carlock thinks 12 vans will be needed, Mrs. Griggs disagrees, she thinks 13 vans will be needed. Who do you agree with? "Say Why?" **4.OA.A.3**
16. Mrs. Muhammad wrote the following expression on the board. What is the value of the expression below? 5.OA.A.1

\[ 5 \times [ 17 - (4 + 3) + 8] \]

a. 5  
b. 58  
c. 183  
d. 25  
e. 85

17. When rounded to the nearest 0.1, select the number that rounds to 31.8? 5.NBT.A.4

a. 31.08  
b. 31.615  
c. 31.648  
d. 31.736  
e. 31.77

18. Mrs. Griggs bought a cake. She gave 4/10 of the cake to her husband, 3/10 to her son and she kept the remaining. What fraction of the cake did she keep for herself? 4.NF.B.3

a. 1/10  
b. 7/10  
c. 3/24  
d. 7/24  
e. 3/10
19. Last year during Field Day our school sold 376 packages of hot chips. This year we sold 732 packages of hot chips. The school is expecting the increase of the hot chips to be the same in the increase in number from last year to this year. Solve to find the packages of hot chips sold from last year to this year. 3.NBT.A.2
   a. 1,000
   b. 1,108
   c. 356
   d. 1,040
   e. 358

20. On Valentine’s Day 6 friends ate a total of 4 buckets of sherbet. Each friend ate the same amount of sherbet. What is the fraction of 1 bucket of sherbet did each friend eat? 5.NF.B.3
   a. 2/6
   b. 1/6
   c. 6/4
   d. 4/6
   e. 4/7
Got Allergies?

More people in the United States have allergies today compared with decades ago. Allergies are bad reactions to things around you or that you eat.

In 2010, more than half of Americans were sensitive to at least one allergen. That was the finding of one survey by the National Institutes of Health. Allergens are things that set off allergies. Many allergens—such as dust and mold—are found in the air.

"Allergies [are] increasing over time," said Andy Nish. He is a doctor from Georgia.

Allergens in the air aren't the only problem. Kids' food allergies have risen too. Between 1997 and 2007, the number of kids with food allergies jumped 18 percent. Eating milk products and eggs can give some children rashes. Those foods can even cause some people to have trouble breathing.

What's behind the spread of allergies? Some scientists think our immune systems don't have enough to do. Immune systems help our bodies fight germs. But kids today come in contact with fewer germs than their grandparents did. That's in part because more medicine is available. Experts say that when our immune systems have fewer germs to fight, they can get confused. They attack other things, such as milk that we drink, instead.
Other scientists say hotter temperatures are to blame. They say the weather is warmer for longer periods now, so plants bloom longer. Plants release pollen, which is a common allergen.

Doctors do not know for sure what's making allergies increase. But they do know how to treat them with medicine. "There is very good treatment for allergies," Nish says. "No one should suffer with symptoms."

Take Cover!

Dust and other allergens that float into your nose are in for a blast—a cough or a sneeze, that is! Both are natural reflexes, or responses, to help keep you from getting sick. Here's a look at the big bursts.

Sneeze
Sneezes start at the back of your throat. Each quick burst can force out up to 40,000 droplets of saliva. The tiny droplets travel at up to 300 miles per hour.

Cough

Coughs come out of your lungs. Each blast can push out 3,000 saliva droplets as fast as 50 miles per hour. Enough air comes out to almost fill a two-liter bottle.
Name: ___________________________ Date: ____________

1. According to the text, what are increasing in the United States?
   A. allergens
   B. germs
   C. allergies
   D. reflexes

2. Which of the following best describes the solution proposed in the text for people who suffer from allergies?
   A. The solution is to stay away from dust and mold.
   B. The solution is to stop eating milk products and eggs.
   C. The solution is to hide from anything that causes allergies.
   D. The solution is taking medicine to help with allergy symptoms.

3. Allergies can affect someone's everyday life.
   What evidence can be used to support the statement?
   A. "More people in the United States have allergies today compared with decades ago."
   B. "Allergens in the air aren't the only problem."
   C. "Those foods can even cause some people to have trouble breathing."
   D. "But kids today come in contact with fewer germs than their grandparents did."

4. What can be concluded from the passage?
   A. A person with allergies is sick and needs to see a doctor.
   B. A person who sneezes and coughs often may have allergies.
   C. A person who drinks milk and eats eggs will definitely get allergies.
   D. A person who lives in a place with hot weather will never get allergies.

5. What is the main idea of this article?
   A. Allergies are increasing, but simple steps can be taken to cope with them.
   B. Our own human nature has produced more allergies than ever.
   C. Everyday foods have caused a higher proportion of allergies than ever.
   D. Coughs and sneezes are reflexes to allergens.
6. Read the sentences:

"There is very good treatment for allergies," Nish says. "No one should suffer with symptoms."

As used in the text, what does "symptoms" mean?

A. changes in the body that are signs that a person is sick
B. changes in temperature that give people allergies
C. changes in medicine to treat people when they are sick
D. changes in people's immune systems that cause allergies

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

Kids come into contact with fewer germs today, ________ their immune systems get confused and attack other things.

A. if
B. after
C. although
D. so

8. What can be concluded from the evidence that coughs and sneezes are natural reflexes and from the evidence that our immune system attacks allergens?

9. What two possible reasons for the increase in allergies are explained in the passage? Use evidence from the text to support your answer.

10. What can be concluded about the increase of allergies in the future? Use the evidence from the text to support your answer.
Maps are known for helping us figure out how to get to a certain location: which road do I take to the ice-cream parlor? How do I get from my house to my best friend's? But maps can show us a lot more than just roads and cities. Different types of maps are created to provide various kinds of information about the earth.

For example, some maps mark the borders of tectonic plates. Tectonic plates are large pieces of the earth made up of the earth's crust and some of the mantle below the crust. The crust and mantle are layers of the earth. Other maps indicate where vents known as volcanoes are located and movements of the earth's crust known as earthquakes occur. In the map above, you can see not only the borders of different tectonic plates but also an area known as the Ring of Fire. The Ring of Fire is an area in the basin of the Pacific Ocean where a large number of volcanic eruptions and earthquakes take place. The Ring of Fire is unique because the plate boundaries on which it lies are part of highly populated areas, like the West Coast of the U.S., the Philippines, and Japan. As you can see, most of the other borders between plates are in the middle of various oceans.
Maps can show other features of the earth, too, not just volcanoes and the earth's different segments. Elevation maps show us how high the land is. Some of them look like the ripples in a pond when you throw a pebble into the water, or like the rings of a tree. The rings show elevation—the closer together they are, the higher the land. If the rings are really far apart, the land is nearly flat in that area. Other elevation maps use color to illustrate where mountains are, changing color or getting darker or lighter as the peaks rise.
Maps can be used to represent any place. Maps aren’t limited to land, either—maps of oceans and lakes sometimes show how deep the water is in different areas by using darker coloring for deeper sections.

Cartographers—people who make maps—can even map moving things. Think of weather maps. They use color to show where it’s raining, where it’s snowing, and where there might be hurricanes or thunderstorms. With computers, it’s gotten easier to make features of these maps move, to show where clouds producing rain or snow are going to travel.

People use maps to understand much more than distance and location: they are not just for keeping us from getting lost!
1. According to the passage, which of the following can maps show?
   A. the way plates move
   B. the way volcanoes form
   C. how earthquakes occur
   D. borders of tectonic plates

2. What does this passage list?
   A. This passage lists different effects of volcanic eruptions.
   B. This passage lists different cartographers.
   C. This passage lists different examples of maps.
   D. This passage lists different ways maps are created.

3. Some maps indicate where volcanoes are located and earthquakes occur. Other maps show the weather in an area. Furthermore, certain maps called elevation maps show how high the land is.

What can be concluded about the way people use maps based on this information?
   A. People use a variety of maps to show or learn a variety of information about the earth.
   B. People are more likely to use weather maps than elevation of maps.
   C. Maps that show where volcanoes are located have evolved from elevation maps and weather maps.
   D. Maps are very similar no matter what kind of information about earth they are illustrating.
4. How would an elevation map of an area with hills differ from an elevation map of an area with mountains?

A. The rings in the elevation map of an area with hills are farther apart. The rings in the elevation map of an area with mountains are closer together.

B. The rings in the elevation map of an area with hills are closer together. The rings in the elevation map of an area with mountains are farther apart.

C. The rings in the elevation map of an area with hills are thicker. The rings in the elevation map of an area with mountains are thinner.

D. The rings in the elevation map of a hill are brighter. The rings in the elevation map of a mountain are darker.

5. What is the main idea of this passage?

A. The closer the rings on an elevation map, the higher the land.

B. Some elevation maps use color to illustrate where mountains are, changing color or getting darker or lighter as the peaks rise.

C. The Ring of Fire is an area in the basin of the Pacific Ocean where a large number of volcanic eruptions and earthquakes take place.

D. Different types of maps are created to provide various kinds of information about the earth.

6. Read the following sentences: "Other elevation maps use color to illustrate where mountains are, changing color or getting darker or lighter as the peaks rise."

As used in the passage, what is the meaning of the word "illustrate"?

A. to show

B. to explain

C. to draw

D. to photograph
7. Choose the answer that best completes the sentence below.

Elevation maps show how high the land is in different ways. ________, some elevation maps use rings and others use color.

   A. On the other hand
   B. For example
   C. Although
   D. Because

8. What does an elevation map show?

9. Name at least two of the different things weather maps can show.

10. Maps that show distance and location can be used by people to keep from getting lost. Name one other type of map mentioned in the passage and give an example of how it can help people.
They Call Them Apaches

by W.M. Akers

The Apaches, one of the most famous Native American groups, have lived in North America for more than 600 years.

Apache is pronounced "uh-PAH-chee," and it isn't the only name for these remarkable people. In fact, it isn't even from the Apache language! There are different theories of where the term originated. According to some, it comes from a word meaning "enemy" in the language of the Zuni, a neighboring tribe. The Apache originally called themselves Ndee, which means "The People." Today, however, most Apache people refer to themselves as Apaches.

The Apache first came to what is now the southwestern part of the United States sometime between 1000 and 1400 AD—which means they had been living in the region for at least 100 years before Spanish explorers first reached the area. By the 19th century, theirs was one of the most interesting cultures in North America.

What Was It Like To Be An Apache?

In the 19th century, the Apache did not spend much time on their feet. They were among the greatest horse riders in the country, and they rode horses every chance they got. Unlike European settlers, the Apache did not bother with saddles. Instead, they rode bareback.

Instead of staying in one place and building cities, the Apache were nomadic and liked to move around. As the seasons changed, the Apache would go with them. They would go one place to hunt and another to look for fruits and nuts to eat. They would go one place for the summer and another for the winter. Although they never stayed in one place for very long, the Apache had a great connection to the land.
Where Did They Sleep?

There were three different kinds of Apache houses: the teepee, the wickiup, and the hogan. Teepees are cone-shaped tents that could be taken down and moved whenever it was time to go from one place to another. These were used by Apache living on the plains.

Wickiups and hogans were more permanent than teepees. Wickiups were 8-foot-tall wooden frames covered in brush. Hogans were made of mud or clay. They were used for shelter during the winter, when it was cold. The thick earthen walls would keep Apache warm when it was too cold for life on the plains.

What Is Apache Life Like Today?

In the late 1800s, the Apache fought a series of wars against the United States Army. Led by great warriors like Geronimo and Cochise, they fought for years to protect their way of life. But the United States Army was too strong for them and gradually forced the Apache onto reservations in New Mexico and Arizona.

Today, Apache people on those reservations work to maintain their ancient culture. Though they are proud of their past, they lead modern lives. There are Apache all over the country, from New York to Los Angeles. After hundreds of years in the United States, Apache culture remains as exciting as ever.
1. Who are the Apaches?
   A. a Native American group that has lived in North America for more than 600 years
   B. a Native American group that has lived in the Northeast United States for fewer than 500 years
   C. the descendants of a group of German people who moved to the United States in the 1800s
   D. the descendants of a group of English people who moved to the United States between 1650 and 1750

2. What does this passage describe?
   A. This passage describes the Zuni tribe and its history.
   B. This passage describes Apache life in the past and present.
   C. This passage describes life in New York and Los Angeles during the 19th century.
   D. This passage describes the journey of a European settler coming to the United States.

3. Read these sentences: "Teepees are cone-shaped tents that could be taken down and moved whenever it was time to go from one place to another. These were used by Apache living on the plains."

   What conclusion do these sentences support?
   A. The Apache were great horse riders.
   B. The Apache were defeated by the United States Army.
   C. The Apache spent their whole lives in the same place.
   D. The Apache moved around a lot.

4. Based on the passage, what was the relationship like between the Apache and the United States in the 1800s?
   A. kind and friendly
   B. violent and unfriendly
   C. respectful and admiring
   D. quiet and peaceful
5. What is this passage mostly about?
   A. the lives of Geronimo and Cochise
   B. plants found in the southwest United States
   C. the Apache people and their past
   D. European settlers in the United States

6. Read this sentence: "Instead of staying in one place and building cities, the Apache were **nomadic** and liked to move around."

What does the word "**nomadic**" mean?
   A. moving from place to place
   B. living in one place for a long time
   C. eating only meat and fish
   D. raising plants and animals for food

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

The Apaches lived in three different kinds of houses, _______ the teepee, the wickiup, and the hogan.
   A. before
   B. after
   C. namely
   D. instead

8. What did the Apache do as the seasons changed?

9. Where do Apaches live today?

10. How is Apache life today similar to Apache life of the past? Support your answer with evidence from the passage.
The memory of a traumatic childhood incident near his hometown of Spiro, Oklahoma, still brings tears to the eyes of William Minner . . .

"We had stopped at a spring. It was a very popular place that both blacks and whites would go to get water. We had waited there for about 30 minutes. But the people ahead of us, they were all white. When we had reached our turn, two white men grabbed my dad. They told him that he'd have to wait until all of the white people were finished. Dad said, 'We'll get our water another day or we'll come back.' They wouldn't let my dad leave. They said, 'You're going to stay here, and when all of the good white people have gotten their water, and when everyone is gone, then you can do what you want to.' When all the white people finished getting their water, Dad got his water. I remember him telling me, 'What you saw there was real hatred and prejudice. But this is not going to be forever . . . there's gonna come a day when this won't be anymore.'"
1. Why did William Minner and his father go to the spring?
   A. to go swimming
   B. to get water
   C. to wash their clothes
   D. to bathe themselves

2. What does the author describe in the passage?
   A. a freshwater spring that was popular with blacks and whites
   B. a true account of slavery in the American South
   C. how William and his father were treated hatefully
   D. how other people reacted to William and his father being stopped

3. William and his father had been waiting for a long time when they were stopped by two white men. What evidence from the passage supports this conclusion?
   A. "But the people ahead of us, they were all white."
   B. "When all the white people finished getting their water, Dad got his water."
   C. "When we had reached our turn, two white men grabbed my dad."
   D. "We had waited there for about 30 minutes."

4. Why did the two white men make William and his father wait?
   A. They thought that white people deserved to go first.
   B. They thought that William and his father didn't need water.
   C. The white men were in a hurry and didn't want to wait.
   D. They thought that William and his father had cut in line.

5. What is this passage mostly about?
   A. how to fetch water from a spring
   B. an account of segregation
   C. the end of segregation in the USA
   D. a fictional story about segregation
6. Read the following sentence: "The memory of a traumatic childhood incident near his hometown of Spiro, Oklahoma, still brings tears to the eyes of William Minner . . ."

Why does the author begin the passage with this sentence?

A. to introduce William's personal account
B. to tell the reader the story is fictional
C. to explain who William Minner is
D. to describe the aftermath of the account

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

William's father told the two white men that he would come back later to get their water, ___ the white men made him stay and wait.

A. so
B. also
C. after
D. but

8. Why did William and his father have to wait to get water?

9. What is the act of "real hatred and prejudice" that William's father talked about?

10. Explain what William's father meant when he said, "But this is not going to be forever . . . there's gonna come a day when this won't be anymore."
Antibiotics: Use Them Wisely

Antibiotics are the best drugs we have to fight deadly bacteria, but the germs are fighting back.

Ah-choo! Carmen has been feeling miserable for the last three days, sneezing and coughing. If she doesn't get well soon, she might miss an important test at school. She might even miss the holiday parties.

Carmen asked her parents to take her to the doctor. She wanted the doctor to give her antibiotics.

Carmen's sister, Silvia, had also been feeling sick, and the doctor gave her antibiotics. Silvia had started feeling better after only a couple of days.

But after the doctor checked Carmen, he said something that she found deeply disappointing. "You don't need antibiotics."

"But you gave them to Silvia, and she's better now," replied Carmen.

"Silvia had strep throat; you have a cold," the doctor said. "Bacteria caused Silvia's strep throat, but your cold is caused by a virus. Some people call antibiotics 'miracle drugs,' but they don't kill all kinds of germs. They kill bacteria, but not viruses."

Carmen learned that antibiotics wouldn't cure her cold. Antibiotics kill the germs that cause many infections. Tuberculosis, ear infections, and some types of pneumonia (a type of lung infection) are just a few. Thanks to these drugs, most people don't die of these diseases today.
What Are Antibiotics?

Some living things, like molds, make substances that can kill bacteria. These substances are called antibiotics. Others are not made by molds. Scientists make them in special laboratories.

Alexander Fleming discovered the first antibiotic in 1928. He was working with the mold Penicillium. Fleming discovered that Penicillium made a substance that killed bacteria.

He called it penicillin. Penicillin kills germs such as Staphylococcus aureus (STAFF-uh-low-KAH-kus AW-ree-us). These germs are very dangerous to people. When they get inside the bloodstream, they reproduce, or make many more of themselves, killing the person.

In the 1940s, everyone got very excited about penicillin. Doctors could now cure their patients of bacterial infections that threatened their lives. People all over the world thought that the drug would once and for all get rid of these deadly germs. But time proved everyone wrong. Bacteria are here to stay, and some are even stronger than before.

Take Only As Directed

When the doctor gave Silvia a prescription for penicillin to treat her strep throat, he said very seriously: "You must take all the doses of this antibiotic, one with each meal, until you finish it. This will take 10 days. You have to take all of it to get rid of the germs."

Silvia started taking the antibiotic, but after a few days, she felt better and stopped taking it. She felt fine for a week or so, but then her throat started to hurt again. It got worse than the first time. Her parents took her to the doctor again. The doctor asked Silvia if she had finished all her medicine. She told him she forgot about it when she felt better.

"That's why you got sick again," the doctor said. "Most of the germs that were making your throat hurt were killed easily by a few doses of antibiotics. That's why you felt better after a few days. But some germs are tougher, and you need more doses of the drug to kill them. When you stopped taking the antibiotic, you left the toughest germs alive. These bacteria reproduced, and now you have many of the toughest kind causing your sore throat."

The medicine Silvia took the first time will not kill these tougher germs. They are "resistant" to the drug. The doctor had to kill the bacteria using a different medicine. This time the doctor gave Silvia medicine to take for only five days. Each dose had more medicine in it. And the medicine lasted longer inside her body. Silvia took all her medicine this time. She didn't want to get sick again.

Bacteria Fight Back

Silvia and Carmen wanted to know why germs fight back. The doctor explained that some germs make
substances that destroy the drugs before they can reach them. Other bugs can pump the drugs out before they hurt them. Resistance to these drugs allows germs to stay alive and make people sick.

Some germs, such as deadly *Staphylococcus aureus*, are now resistant to some of the medicines. Doctors are afraid that someday many bacteria will fight back many or all of the antibiotics. If this happens, doctors will not be able to cure deadly diseases like tuberculosis or pneumonia.

**The Good News**

There are ways to help stop bacteria from becoming resistant. Take antibiotics just as the doctor ordered. Take antibiotics only when you have an illness caused by bacteria. Remember, these drugs kill only bacteria and not other germs.

Also, if people take antibiotics when they don't need them, they will kill off the "friendly" bacteria too. The friendly bacteria help keep the bad bugs from growing as quickly. When the good germs die, the bad germs grow faster.

Bacteria are here to stay. But by taking antibiotics responsibly, you can stop them from becoming a deadly enemy.
1. What do antibiotics kill?
   A. the germs that cause many viruses
   B. the germs that cause many infections
   C. the germs that cause colds
   D. the germs that cause mold

2. The text provides a description of antibiotics and how they work. The text also provides a story about two sisters who become sick. How does the story relate to the description?
   A. The story contradicts the description.
   B. The story disproves the description.
   C. The story supports the description.
   D. The story weakens the description.

3. The toughest germs are usually killed in the prescription's last doses of an antibiotic.
   What evidence from the text supports this conclusion?
   A. Doctors are afraid that someday many bacteria will fight back many or all of the antibiotics. If this happens, doctors will not be able to cure deadly diseases like tuberculosis or pneumonia.
   B. The doctor said very seriously, "You must take all the doses of this antibiotic, one with each meal, until you finish it. This will take 10 days. You have to take all of it to get rid of the germs."
   C. The doctor explained that some germs make substances that destroy the drugs before they can reach them. Other bugs can pump the drugs out before they hurt them.
   D. Silvia started taking the antibiotic, but after a few days, she felt better and stopped taking it. When she stopped taking the antibiotic, she left the toughest germs alive.

4. What might happen if people take antibiotics when they don't need them?
   A. These people might get a virus.
   B. These people might get a bacterial infection.
   C. These people might become resistant to antibiotics.
   D. These people might get better more quickly.

5. What is the main idea of this text?
   A. It is important to take antibiotics responsibly.
   B. Some germs are resistant to antibiotics.
   C. Viruses cannot be killed with antibiotics.
   D. Penicillin can cure bacterial infections.
6. Read these sentences from the text.

Also, if people take antibiotics when they don't need them, they will kill off the "friendly" bacteria too. The friendly bacteria help keep the bad bugs from growing as quickly. When the good germs die, the bad germs grow faster.

Why does the author use the word "friendly" to describe some bacteria?

A. to suggest these bacteria are the same as bad bacteria
B. to suggest these bacteria are helpful to bad bacteria
C. to suggest these bacteria are bad for your body
D. to suggest these bacteria are good for your body

7. Choose the answer that best completes the sentence.

Silvia needed antibiotics because she had an infection caused by bacteria. _________, Carmen did not need antibiotics because she had an infection caused by a virus.

A. Previously
B. However
C. Specifically
D. Therefore

8. What explanation did the doctor give Silvia about why she got sick again?

Support your answer with evidence from the text.

9. What could happen if people take antibiotics when they do not need them?

Support your answer with evidence from the text.

10. Why is it important to take antibiotics responsibly?

Support your answer with evidence from the text.
Hello 5th graders!!!!
I know that we have all enjoyed reading the One and Only Ivan. This project is inspired from Ivan.

Part One: Day 1-6
Please research an endangered animal of your choice. Complete the research questions on your endangered animal. You may type your research in Google docs or you may hand write your paper. When you create your visual aid, you may correct a poster or you may create a Google Slide presentation.

See attached sheets, your grading rubric is included.

You can check at the worldwildlife.org for a list of endangered species.

Part Two:
Many endangered animals are sent to zoos for research. Design an animal enclosure (this what the space in the zoo is called that animals live in) for your animal. Be creative, you may use toilet paper rolls, shoeboxes, plastic wrap, aluminum foil, Popsicle sticks, buttons, or any item you have around the house. You must include a labeled sketch showing what features you have included. Your enclosure must include a feeding
area, sleeping area, play area, a viewing area, veterinary area, hiding area, and water area. The best projects will be displayed in the school library. Your enclosure will be scored on creativity, required elements, and appearance.

All projects will be due on April 3rd. Be creative and go WILD! I hope that you have a wonderful spring break.

If you have any questions: Christy.strong@lrzd.org  
Zavier.lewis@lrzd.org  
Selena.jordan@lrzd.org
Part One Research:

Name: Due Date: April 3rd
Endangered Species Project
Research – You may use any source of reliable information through books or the Internet.
Structure – Structure is very important when writing a report or informational piece.

I. Introduction (paragraph 1) Day One-AMI
a. Thesis Statement—one sentences that tells the main idea of your report. b. introduce your animal and tell why you chose it.

II. History & Facts (paragraph 2)—Day Two AMI
a. History of your animal such as where did it originate
b. What it eats, where it lives, is it a carnivore, herbivore, or omnivore, is it a mammal, reptile, etc c. Why and how did it become endangered?
d. What makes this animal special or unique?

III. Ecosystem (paragraph 3) Day Three AMI
a. Describe the ecosystem your animal lives in (climate, other species in it, etc.) b. How will the ecosystem be affected if your animal becomes extinct?

IV. What is being done (paragraph 4) Day Four AMI
a. What is being done to help save your animal? b. Who is working to save it? c. Do you think they will be successful? Why?

V. Conclusion (paragraph 5) Day 6
a. Summarize your findings b. In your opinion, why should your animal be saved?

Day 7 & 8
Visual Aid—Any visual aid included but not limited to: pictures, posters, power point presentations, dioramas, mobiles....be creative!
Day 9 & 10
Create an Enclosure for your animal.
It must include:

Your enclosure must include a feeding area, sleeping area, play area, a viewing area, veterinary area, hiding area, and water area.