Day 7
This article gives advice and instructions for bird watching. Read the article and study the diagram. Answer the questions that follow.

How to Watch Birds
by Jonathan P. Latimer and Karen Stray Nolting

1 Learning how to watch birds can lead to a lifetime of fun. You can do it just about anywhere—when hiking with your family or friends, riding your bike, or just hanging out in your backyard.

2 What Kind of Bird Is That?
   Figuring out what kind of bird you’ve seen is like solving a mystery. You gather clues, and eventually you can find the answer. Sometimes you need only one or two clues. Other times you need more. Solving the mystery is a challenge, but it is also a lot of fun. Try not to get frustrated. You’ll get better with practice. Here are some questions you can ask when trying to identify an unknown bird.

3 What Color Is the Bird?
   Color is one of the first things you notice when you see a bird....But color alone is not always enough. While there are only a few birds that are blue or red, there are many that are brown or black or white. And there are some, such as pigeons, that can be many different colors.

4 Does it have any field marks?
   Birds have marks, such as spots or stripes, that will help you identify them. For example, a cowbird has brown feathers on its head. A robin has red feathers on its chest. These are called field marks. Field marks can be found on a bird’s head, wings, body, or tail. They can help you tell similar birds apart.

5 How big is the bird?
   Size is another quick clue to identifying a bird. Is it larger than a sparrow? Is it smaller than a pigeon? The size of the bird will help you rule out some choices and concentrate on others.

6 What is the bird's shape?
The shape of a bird can also help you identify it, even when you can’t see its color. Is the bird slender or plump? Does it have a long neck or long legs? What shape is its bill or tail?

7 Where did you see the bird?
It is easy to understand that you are more likely to find some birds in certain places. Ducks and geese are commonly found near lakes or rivers, and seagulls are usually found at the seashore. But birds can fly anywhere. You may find ducks or geese a long way from water. Or you may see seagulls far inland. So keep your eyes open. An unexpected bird can turn up wherever you are.

8 Migration
In the spring many birds migrate north to their nesting sites. In the fall they move south to warmer areas where even tiny hummingbirds migrate hundreds of miles. This means that unusual birds may pass through your area during these seasons.

9 What is the bird doing?
As you watch birds you may notice that they behave in certain ways. Some of these behaviors are good clues to the bird’s identity. If you see a small bird climbing down a tree trunk, it is probably a nuthatch. If you hear a bird drumming on a hollow branch, it is probably a woodpecker. As you become more familiar with birds, you will be able to identify some of them by their behavior alone.

10 What does it sound like?
Some birds have calls or songs that can be recognized immediately. The coo, coo, coo of a pigeon or the cheep, cheep of a sparrow are familiar sounds. Some birds even say their own names. Listen for the toe-WHEE! of a towhee or the jay, jay! of a jay. But don’t be fooled—a mockingbird can imitate the calls of dozens of birds!

Black-Capped Chickadee
11 These little acrobats are a lot of fun to watch. Chickadees spend almost as much time hanging upside down on branches and bird feeders as they do right-side up. Quick-moving and curious, chickadees are among the first birds to appear at a new feeder. Watch them dart in, take a seed, and fly away. They often store seeds in the nooks and crannies of tree bark to eat later.
12 Chickadees usually stay around all year. A male and female make their nest in a hole in rotten wood or in an old woodpecker hole. The pair digs the hole together. Then the female lines the hole with soft material such as threads, feathers, moss, or hair.

13 With patience you may be able to teach chickadees to eat seeds out of your hand. Stand very still near a bird feeder where chickadees feed. Hold sunflower seeds in the open palm of your hand so the chickadees can see them as they fly by. It may take a while, but if you are successful, it is worth the effort.

14 **Habitat**

   Look for Chickadees in wooded areas or in trees and shrubs near houses.

15 **Voice**

   Chickadees get their name from the call they make. Listen for their cheery-sounding chick-a-dee-dee-dee throughout the year.

16 **Food**

   Chickadees eat mostly insects, seeds, and berries. At bird feeders they especially like sunflower seeds and suet.

17 **Did you know?**

   - If disturbed on its nest, a female Black-capped Chickadee will hiss like a snake.
   - The Black-capped Chickadee is the state bird of Maine and Massachusetts.
32. What is the main purpose of the article?

A  to inform beginning bird watchers  
B  to encourage people to feed birds  
C  to entertain with funny stories about birds  
D  to raise concerns about endangered birds

33. According to the article, why is it difficult to identify birds only by their color?

A  Birds often change their appearance.  
B  Birds often lose their feathers in winter.  
C  Many birds are the same color as other birds.  
D  Many birds are the color of their surroundings.
34. What information is covered in paragraphs 3-6 of the article?

A  a bird's behavior
B  a bird's appearance
C  a bird's environment
D  a bird's migration patterns

35. According to the section titled "Migration," why is it remarkable that hummingbirds migrate hundreds of miles?

A  because they are so small
B  because they cannot fly fast
C  because they nest in southern states
D  because they do not like warm weather
36. According to the article, how are male and female chickadees different from each other?
   
   A  The female pads the nest.  
   B  The male is more colorful.  
   C  The male digs the nest hole.  
   D  The female has a longer tail.

37. Based on the information in the article, what would the black bib and the white cheeks of a chickadee be called?

   A  field marks  
   B  gender marks  
   C  habitat marks  
   D  voice marks
38. Based on the article, describe three different behaviors of chickadees that make them interesting to humans. Support your answer with important details from the article.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

39. Read the sentences from paragraph 2 below.

"Solving the mystery is a challenge, but it is also a lot of fun. Try not to get frustrated."

What does the word frustrated mean?

A  excited
B  entertained
C  discouraged
D  bored
Read this passage and answer the questions that follow.

Snorkeling for Bass
by Shaun Morey

1 When they were kids, Frank Rusch and his younger brother, Ryan, spent much of each summer vacation at Lake Shasta in Redding, California. They fished with their parents for smallmouth bass, bluegill, and any other fish that would bite.

2 One summer day in 1982, Frank and Ryan were fishing from the stern of the family’s 15-foot boat. The boat had been beached earlier in the day and rested on the sandy shore of the large lake. The sky was clear and the air was filled with the smell of pine sap. Thousands of towering pine trees surrounded the cool mountain lake.

3 As their parents built a campfire for the afternoon cookout, the brothers baited their hooks with live crickets and began to fish. After a few early bites and not much action, they became bored. So they left their lines in the water, leaned their fishing rods against the side of the boat and relaxed in the summer sunshine.

4 The moment they stopped watching the fishing rods, one flipped forward, cartwheeled over the side of the boat and sank beneath the murky water. It happened so fast that neither one of the boys had time to react. They knew the lake wasn’t deep, so they thought the rod was probably snagged on the bottom. Since it was a new rod and neither boy wanted to lose it, Ryan decided to put on a mask and snorkel and see if he could find it.

5 Ryan fitted the mask on his face and jumped into the water. He looked down and saw a steep drop-off 12 feet above the lake floor. He took a deep breath and kicked for the bottom.

6 He spotted the rod tangled in the weeds at the bottom of the lake and grabbed it. It wouldn’t budge. He yanked again. Nothing. It was stuck on something really big. He began to run out of breath so he tugged one last time, looked up and saw a huge bass at the end of the line looking right at him. It scared him so badly he came straight up out of the water like a missile. He almost flew into the boat and his eyes were bigger than his mask.

7 Ryan scrambled into the boat and ripped the mask from his face. “Big fish!” he sputtered. “On our rod. BIG FISH!”
His hand still gripped the wet fishing rod and a few gobs of lake weed. Frank took the rod from his frenzied brother and began to reel. As the slack line came tight, Frank jerked and felt the fish pull and wriggle through the weeds.

"When I got the fish to the boat, neither one of us could believe it," remembers Frank. "It was one of the biggest smallmouth bass we had ever caught. It weighed 3 ½ pounds, and to Ryan it looked like a monster from the deep. We nearly lost our brand-new rod and reel over it, and I don’t think Ryan has ever been so scared. He didn’t go snorkeling for a long time after that. But I know he was proud of that catch."
38. Why did the boys stop watching their fishing rods?

A  They were bored.
B  They were sleepy.
C  They had to bait their hooks.
D  They had to help their parents.

39. What caused the fishing rod to fall into the lake?

A  A fish pulled the rod into the water.
B  Weeds in the lake snagged the rod’s line.
C  A wave of water knocked the rod out of the boat.
D  The rocking of the boat tipped the rod overboard.
40. Why did Ryan put on the mask before jumping in the lake?
   A  to allow him to swim faster
   B  to hide himself from the fish
   C  to help him see better underwater
   D  to protect his face from the weeds

41. Which word best describes Ryan when he scrambled back into the boat?
   A  furious
   B  puzzled
   C  shocked
   D  weary
42. What did Ryan do after he first saw the bass? Why did he react that way? Use details from the passage to support your answer.
Lesson 13
Understand
Products of Fractions

Prerequisite: How do you multiply a fraction by a whole number?

Study the example showing multiplying a fraction by a whole number. Then solve problems 1–8.

Example

Find $4 \times \frac{2}{3}$.

$4 \times \frac{2}{3}$ can be modeled as 4 groups of $\frac{2}{3}$.

$\begin{array}{cccc}
\text{4} & \times & \frac{2}{3} & \text{=}
\end{array}$

$\frac{8}{3}$ or $2 \frac{2}{3}$

You can count eight shaded $\frac{1}{3}$ parts. Eight $\frac{1}{3}$ parts, or $\frac{8}{3}$, is the same as $2 \frac{2}{3}$.

$4 \times \frac{2}{3} = 2 \frac{2}{3}$

1. Explain how you can model $3 \times \frac{2}{4}$.

2. Draw a model to show $3 \times \frac{2}{4}$.

3. How many fourths are shaded in your model in problem 2? ____

4. $3 \times \frac{2}{4} = ____$

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Solve.

5 What might a model for $3 \times \frac{3}{5}$ look like? How many fifths would be shaded in all?

6 Fill in the blanks to write a multiplication problem for the model shown to the right.

\[ \square \times \frac{1}{5} = \square \]

7 You can also use a number line to multiply a fraction by a whole number.

Label the number line below and use it to show $3 \times \frac{3}{5}$.

\[3 \times \frac{3}{5} = \square\]

8 Tristan jogs a route that is $\frac{7}{10}$ mile. If he wants to jog between 2 and 3 miles, how many times should he plan to run the route? Circle the letter for all that apply.

A 2 times
B 3 times
C 4 times
D 5 times
Multiply a Fraction by a Fraction

Study the example showing multiplying a fraction by a fraction. Then solve problems 1–6.

Example

Use an area model to find the product $\frac{2}{3} \times \frac{3}{5}$.

Each row is $\frac{1}{3}$ of the whole.
Each column is $\frac{1}{5}$ of the whole.
The whole is divided into 15 equal parts.

The dark gray parts show $\frac{2}{3}$ of $\frac{3}{5}$.
6 out of 15 parts of the whole are shaded dark gray,
so the dark gray shows $\frac{6}{15}$.

$\frac{2}{3} \times \frac{3}{5} = \frac{6}{15}$

1 Why are fifteenths shown in the example model?

2 Use the area model in the example to write the product.

$\frac{1}{3} \times \frac{3}{5} =$

$\frac{2}{3} \times \frac{4}{5} =$

$\frac{3}{3} \times \frac{2}{5} =$

3 Choose Yes or No to tell whether the denominator of each product is twelfths.

a. $\frac{1}{2} \times \frac{1}{6}$
   Yes No

b. $\frac{3}{4} \times \frac{2}{5}$
   Yes No

c. $\frac{1}{4} \times \frac{2}{3}$
   Yes No

d. $\frac{5}{6} \times \frac{2}{2}$
   Yes No

The denominator of the product is the same as the product of the denominators of the factors.
Solve.

4. The number line shows $\frac{1}{2} \times \frac{3}{4}$.

   
   \[ \begin{array}{cccc}
   \hline
   & & & \\
   \hline
   \text{0} & \frac{1}{4} & \frac{2}{4} & \frac{3}{4} & \frac{4}{4} \\
   \hline
   \end{array} \]

   a. Each fourth on the number line is divided into how many equal parts? _______

   b. Each of these parts is what fraction of the whole? _______

   c. How many eighths of the whole are shaded? _______

   d. $\frac{1}{2} \times \frac{3}{4} = _____$

5. Use the area model. Write the product.

   a. $\frac{1}{3} \times \frac{1}{3} = _____$

   b. $\frac{1}{3} \times \frac{2}{3} = _____$

   c. $\frac{2}{3} \times \frac{2}{3} = _____$

   d. $\frac{3}{3} \times \frac{2}{3} = _____$

   e. $\frac{3}{3} \times \frac{3}{3} = _____$

6. Choose whether the statement is True or False for the product of $\frac{2}{4} \times \frac{3}{5}$.

   a. The denominator is 20.  \[ \square \text{True} \quad \square \text{False} \]

   b. The denominator is 9.  \[ \square \text{True} \quad \square \text{False} \]

   c. The product is less than either factor.  \[ \square \text{True} \quad \square \text{False} \]

   d. The product is greater than either factor.  \[ \square \text{True} \quad \square \text{False} \]
Reason and Write

Study the example. Underline two parts that you think make it a particularly good answer and a helpful example.

Example

Draw a model to represent \( \frac{2}{3} \times \frac{4}{5} \). Find the product and then explain how your model shows the product of \( \frac{2}{3} \times \frac{4}{5} \).

*Show your work.* Use models, words, and numbers to explain your answer.

I drew a number line from 0 – 1 divided into fifths, to show \( \frac{4}{5} \). I am multiplying \( \frac{4}{5} \) by \( \frac{2}{3} \) so I divide each fifth into thirds. That makes 15 equal parts in the whole.

Each equal part is 1 fifteenth of the whole.

To show \( \frac{2}{3} \times \frac{4}{5} \), in each fifth, I shade \( \frac{2}{3} \) of the parts.

Four of the fifths are \( \frac{2}{3} \) shaded. That means there are 2 fifteenths shaded in each section. That is \( 2 \times 4 \), or 8 fifteenths shaded in all. So, \( \frac{2}{3} \times \frac{4}{5} = \frac{8}{15} \).
Solve the problem. Use what you learned from the model.

Draw a model to represent \( \frac{3}{4} \times \frac{3}{5} \). Find the product and then explain how your model shows the product of \( \frac{3}{4} \times \frac{3}{5} \).

Show your work. Use models, words, and numbers to explain your answer.

Did you…
- draw a model?
- find the product?
- use words to explain?
This year you have learned a lot about community. What does community mean to you? What about your community makes you proud? Why is community important?
Lesson 6
Shifts in Verb Tense

Introduction Verbs tell readers that something is happening. Verb tenses can show whether an event takes place in the past, in the present, or in the future.

When you write, choose the tense that shows clearly the time of the action. Verb tenses that shift can confuse readers, so change tense only if you want to show a change in time.

<table>
<thead>
<tr>
<th>Verb Tenses Shifting Incorrectly</th>
<th>Verb Tenses Shifting Correctly</th>
</tr>
</thead>
<tbody>
<tr>
<td>We went to the movies last Saturday. The movie is a comedy and was very funny. We had eaten popcorn during the movie, but we often stop so we will hear every word.</td>
<td>We went to the movies last Saturday. The movie was a comedy and was very funny. We ate popcorn during the movie, but we often stopped so we could hear every word.</td>
</tr>
</tbody>
</table>

Guided Practice Read the passage. It should be written in the past tense. Cross out each verb that should be changed to make the tenses consistent. Then write the correct verb above each verb you crossed out.

HINT Look for clues that tell when events happen. Do they occur in the past, present, or future? Then look at each verb and ask yourself:

- What tense is the verb?
- Does it match the tense of the other verbs?

Jake went to the movies with Mario last week. They see the film *Frontiers of Space*. Tickets for the show that night were expensive, but Mario has a coupon. He finds the coupon online the day before. Mario will buy the tickets. Then he looked for seats while Jake purchases the snacks. Jake gets popcorn for himself and a pretzel for Mario. They will have sat in the front row, watched the movie, and enjoy themselves.
For numbers 1–5, replace the underlined sentence with the choice that has the correct verb tense.

1. Ari went to the movies last Friday afternoon. She sit in the third row. The screen looked huge from there.
   A. She is sitting in the third row.
   B. She had sat in the third row.
   C. She will sit in the third row.
   D. She sat in the third row.

2. My family watched a DVD last weekend. It was a very old movie. We like it anyway.
   A. We liked it anyway.
   B. We had liked it anyway.
   C. We will have liked it anyway.
   D. We will like it anyway.

3. The first part of the movie is slow. The action in the second part was really exciting. The end of the movie is a total surprise.
   A. The action in the second part will be really exciting.
   B. The action in the second part is really exciting.
   C. The action in the second part will have been really exciting.
   D. The action in the second part had been really exciting.

4. Yesterday I watched The Secret Garden. I loved the movie so much, I watch it again. Mom watched it with me, too.
   A. I love the movie so much, I watch it again.
   B. I had loved the movie so much, I will have watched it again.
   C. I loved the movie so much, I had watched it again.
   D. I loved the movie so much, I watched it again.

5. My mom and I will go see another movie next weekend. We will go with Chantal and her dad. We meet in front of the theater.
   A. We met in front of the theater.
   B. We were meeting in front of the theater.
   C. We will meet in front of the theater.
   D. We had met in front of the theater.
Tuesday: Science

There was a huge increase in the population of Wen Kroy City. The increase affected the resources available in the city. The table below shows the resources in the area before and after the population increase.

<table>
<thead>
<tr>
<th>Flat Land</th>
<th>Oil</th>
<th>Water</th>
<th>Homes</th>
<th>Minerals</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Before Population Increase</td>
<td>10%</td>
<td>16%</td>
<td>45%</td>
<td>17%</td>
</tr>
<tr>
<td>% After Population Increase</td>
<td>20%</td>
<td>6%</td>
<td>30%</td>
<td>34%</td>
</tr>
</tbody>
</table>

1. Write a story explaining how the city looked different before and after the population increase in Wen Kroy City. Use specific evidence from the data table to support your response.

2. Describe one way the habitat of Wen Kroy City was positively affected by the population increase.

3. What is one thing the trilenes can do to keep from using up all of their resources?
Base your answers to questions 4 and 5 on the Venn diagram below. The diagram compares some characteristics of reptiles and fish.

4. Identify **two** characteristics that reptiles and fish have in common.
   
a. ________________________________________________________________

   b. ______________________________________________________________

5. Identify **two** ways that reptiles and fish are not alike.
   
a. ______________________________________________________________

   b. ______________________________________________________________
Day 7

In our reading about the Protestant Reformation, we learned that faith and religion was extremely important to people hundreds of years ago. In what ways does religion and faith affect people’s lives today? If you’re not a religious person, then write about how religion or faith affects a friend or family member.