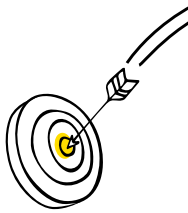
JCPS NTI Grade 3 Mathematics Packet #3



i-Ready

Grade 3 Mathematics

Student At-Home Activity Packet

This At-Home Activity Packet is intended for a two-week period, and it includes lessons that your student may complete across more than one day.

The practice problems align to important math concepts your student has worked with so far this year.

Specific instructions to guide your student are found at the top of each page.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills.

Name: _____

Practice Multiplying

Study the Example showing how to multiply with 5. Then solve problems 1–5.

EXAMPLE

Wes has 3 rows of tomato plants. There are 5 plants in each row. How many tomato plants does Wes have in all?

$3 \times 5 = 15$. Wes has 15 tomato plants.

1 Circle equal groups of 2. Then fill in the blanks to show the multiplication fact.

_____ groups of _____ is _____, so _____ × _____ = _____.

2 Each box of pencils has 10 pencils. Write a multiplication fact for 8, 9, and 10 boxes of pencils.

a. 8 boxes: _____ × 10 = _____ pencils

b. 9 boxes: _____ × _____ = _____ pencils

c. 10 boxes: _____ × _____ = _____ pencils

3 Cole arranges his blueberries into different arrays before he eats them. Write a multiplication fact for each array.

a. 

b. 

....

4 Fill in the blanks to complete the multiplication facts for 2.

$0 \times 2 =$ ..... $6 \times 2 =$ .....

$1 \times 2 =$ ..... $7 \times 2 =$ .....

$2 \times 2 =$ ..... $8 \times 2 =$ .....

$3 \times 2 =$ ..... $9 \times 2 =$ .....

$4 \times 2 =$ ..... $10 \times 2 =$ .....

$5 \times 2 =$ .....

5 Fill in the blanks to complete the multiplication facts for 5.

$0 \times 5 =$ ..... $6 \times 5 =$ .....

$1 \times 5 =$ ..... $7 \times 5 =$ .....

$2 \times 5 =$ ..... $8 \times 5 =$ .....

$3 \times 5 =$ ..... $9 \times 5 =$ .....

$4 \times 5 =$ ..... $10 \times 5 =$ .....

$5 \times 5 =$ .....

Name: _____

Practice Multiplying

Study the Example showing how to multiply with 1. Then solve problems 1–4.

EXAMPLE

Steve uses a model to create a list of multiplication facts for 1. He starts with 0 equal groups of 1 and then keeps adding a group of 1 for each fact as shown. Describe a pattern he can use to find the 1s facts for 6, 7, 8, 9, and 10.

$0 \times 1 = 0$	
$1 \times 1 = 1$	★
$2 \times 1 = 2$	★ ★
$3 \times 1 = 3$	★ ★ ★
$4 \times 1 = 4$	★ ★ ★ ★
$5 \times 1 = 5$	★ ★ ★ ★ ★

Steve can see that any number times 1 equals that number.

$6 \times 1 = 6$
$7 \times 1 = 7$
$8 \times 1 = 8$
$9 \times 1 = 9$
$10 \times 1 = 10$

The number of groups of 1 is the same as the product.

1 Create a model of 7×1 and 1×7. How are they different? How are they the same?

Solution

2 Jenna makes a table to show the school supplies she has. Write a multiplication fact to show how many of each school item Jenna has.

Materials	Number of Boxes	Multiplication Fact
Box of 8 crayons	0	
Box of 10 pencils	1	
Box of 5 erasers	1	
Box of 6 markers	0	

3 Is each multiplication fact correct?

	Yes	No
$1 \times 0 = 1$	Ⓐ	Ⓑ
$9 \times 1 = 0$	Ⓒ	Ⓓ
$0 \times 5 = 0$	Ⓔ	Ⓕ
$6 \times 0 = 6$	Ⓖ	Ⓗ

4 Xavier starts to create a list of multiplication facts for 1. Explain the mistake he is making. What will make his facts correct?

$1 \times 1 = 2$

$2 \times 1 = 3$

$3 \times 1 = 4$

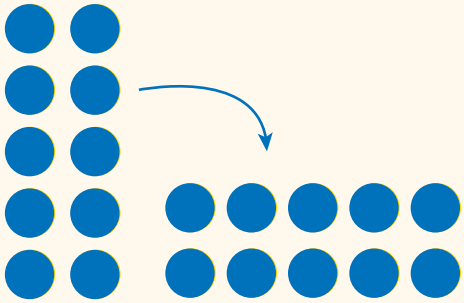
Multiplying with 0, 1, 2, 5, and 10

Complete the Example below. Then solve problems 1–9.

EXAMPLE

Liam says 2 × 5 has the same product as 5 × 2. Do you agree?

Look at how you could show your work using an array.



$5 \times 2 = 10$ $2 \times 5 = 10$

Solution .....

Liam created 5 rows of 2 and 2 rows of 5.

APPLY IT

1. Find 7 × 2. Then find 8 × 2 and 9 × 2 using the same model. Explain the pattern you see in the products. Show your work.

Solution .....

.....

2 Rami has 1 bag with 7 apples, 8 bags with 0 oranges, and 3 bags with 10 peaches. How many apples, oranges, and peaches does Rami have? Show your work.

Think about what you know about multiplying with 0 and 1.

Solution

3 Which of the following equals 10?

Ⓐ 2×5

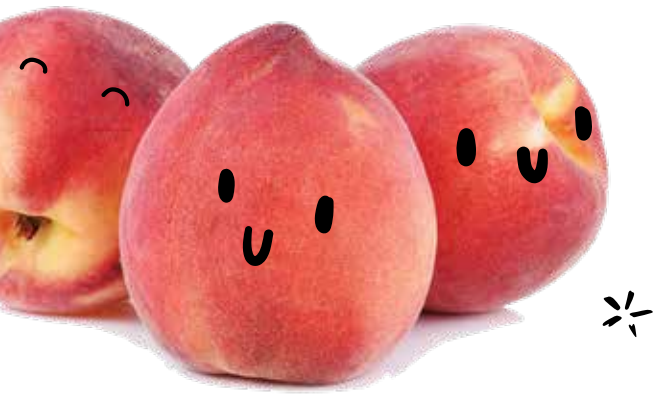
Ⓑ 5×5

Ⓒ 10×0

Ⓓ 1×9

Find the product of each choice first.

Rey chose Ⓒ as the correct answer. How did he get that answer?



4 Which factor will correctly complete all of the following facts:

$1 \times \_\_\_\_ = 1$ $2 \times \_\_\_\_ = 2$ $3 \times \_\_\_\_ = 3$ $4 \times \_\_\_\_ = 4$

Ⓐ 0

Ⓑ 1

Ⓒ 2

Ⓓ 10

5 Fill in the blanks to complete the multiplication facts for 10.

$0 \times 10 =$ ..... $6 \times 10 =$ .....

$1 \times 10 =$ ..... $7 \times 10 =$ .....

$2 \times 10 =$ ..... $8 \times 10 =$ .....

$3 \times 10 =$ ..... $9 \times 10 =$ .....

$4 \times 10 =$ ..... $10 \times 10 =$ .....

$5 \times 10 =$ .....

6 Is each multiplication fact *True* or *False*?

	True	**False**
$7 \times 2 = 14$	Ⓐ	Ⓑ
$10 \times 0 = 10$	Ⓒ	Ⓓ
$1 \times 10 = 10$	Ⓔ	Ⓕ
$5 \times 0 = 5$	Ⓖ	Ⓗ
$2 \times 1 = 2$	Ⓘ	Ⓙ
$3 \times 10 = 30$	Ⓚ	Ⓛ

7 Emile has 4 packs of shirts. Each pack has 2 shirts. He also has 2 packs of shorts. Each pack has 3 shorts. Does he have more shirts or shorts? Show your work.

Solution

8 Principal Green talks to 5 different students every school day. How many students does she talk to in 10 school days?

Noa says this is a 10 groups of 5 problem and can be solved by multiplying 10×5 or skip-counting by fives 10 times. Sara says this problem can be solved by skip-counting by tens 5 times or finding 5×10. Who is correct? Explain and provide the answer.

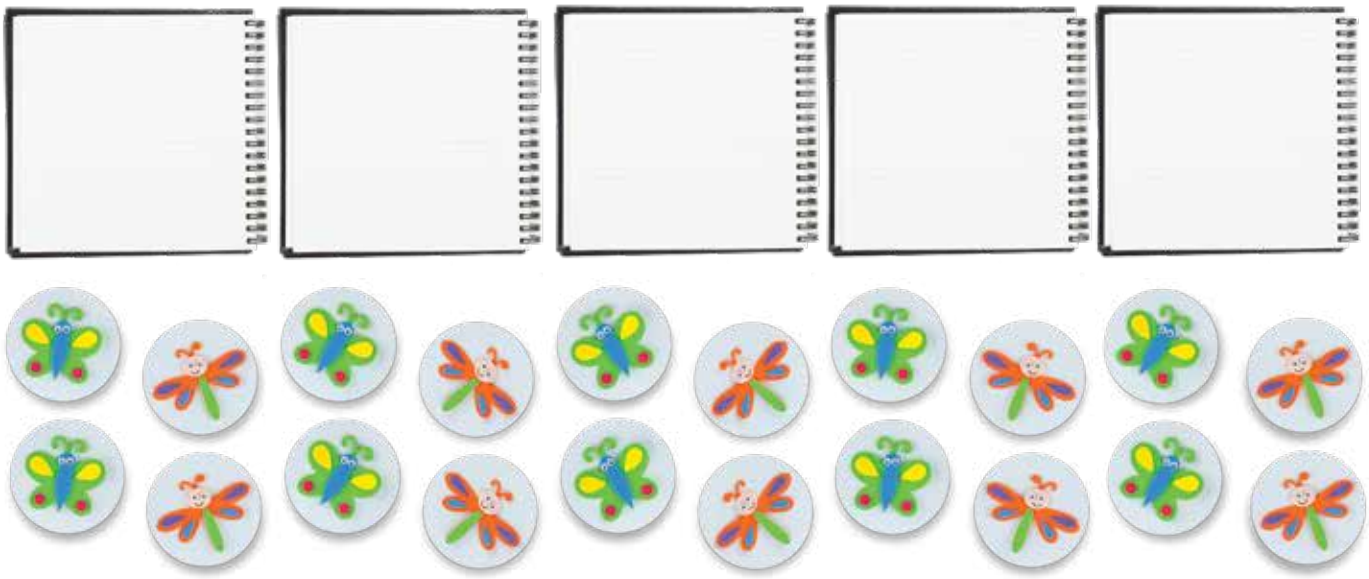
9 MATH JOURNAL

Explain how you would solve the problem below. What multiplication fact could you use?

Lauren paints 8 paintings. She puts 2 trees in each painting. How many trees does Lauren paint?

Complete the problems below.

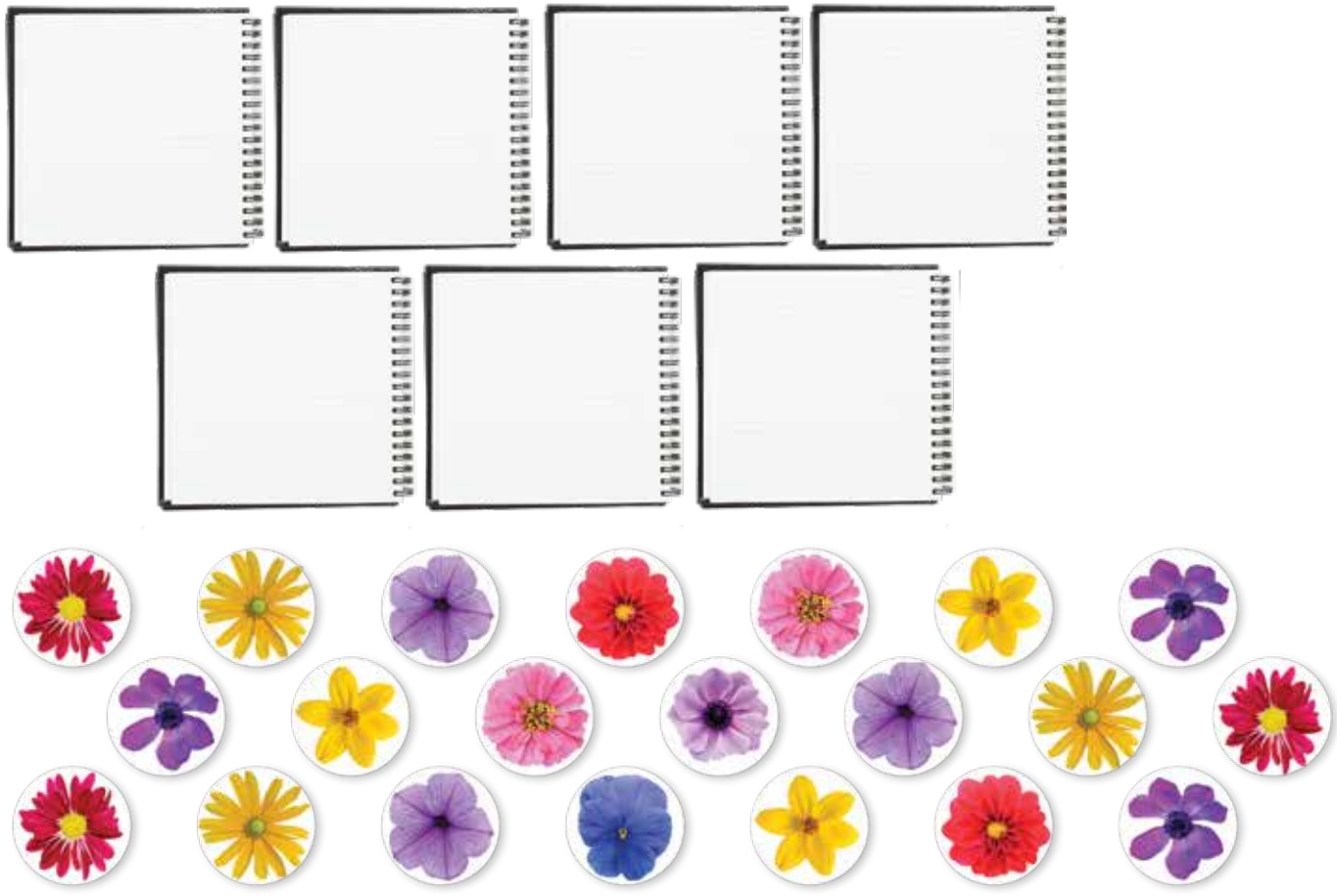
3 Nick buys 20 stickers. He puts the same number of stickers on each of 5 pages in his scrapbook. Draw the stickers Nick puts on the pages. Write a multiplication equation for this problem.



Multiplication equation: _____

Solve.

3 Yuki has 21 flowers. She puts the same number of flowers on each of 7 pages in her scrapbook to dry them. Draw the flowers Yuki puts on the pages. Write a multiplication equation for this problem.

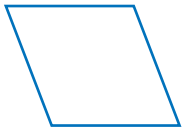


Multiplication equation: .....

1 A rhombus is one kind of quadrilateral. A rectangle is another kind of quadrilateral. How are a rhombus and a rectangle the same? How are they different?

How are a rhombus and a rectangle alike? How are they different?

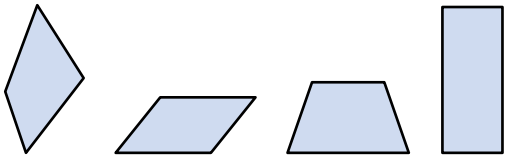
RECTANGLE



RHOMBUS

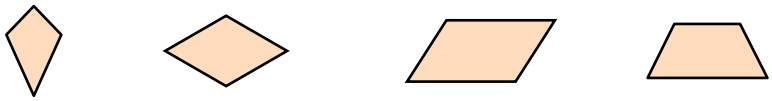
2

A quadrilateral is a shape with 4 sides and 4 angles. The shapes to the right are quadrilaterals. You can name a quadrilateral based on its attributes. An **attribute** is a way to describe a shape.



a. A quadrilateral is a **parallelogram** if it has the attributes *both pairs of opposite sides are the same length* and *opposites sides are parallel*. Sides are **parallel** if they are always the same distance apart.

Circle the parallelograms:

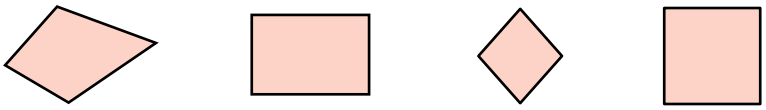


b. A quadrilateral is a rectangle if it has 4 right angles. A rectangle also has 2 pairs of opposite sides that are parallel and the same length.

Circle the rectangles:

c. A quadrilateral is a rhombus if it has 4 sides that are all the same length. A rhombus also has 2 pairs of parallel sides.

Circle the rhombuses:



3 REFLECT

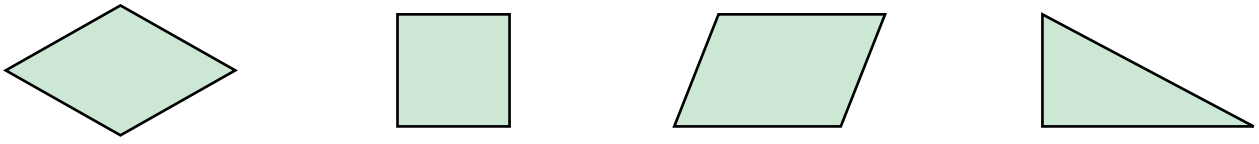
List 3 attributes a quadrilateral could have.

Name: _____

1 Think about what you know about quadrilaterals. Fill in each box. Use words, numbers, and pictures. Show as many ideas as you can.

Word	In My Own Words	Example
quadrilateral		
rectangle		
parallelogram		
rhombus		

2 Circle the parallelograms. What other word above describes your circled shapes?



Explore Partitioning Shapes into Parts with Equal Areas

You have learned about equivalent fractions, equal parts of shapes, and finding area. In this lesson you will learn how to break apart shapes into parts with equal area. Use what you know to try to solve the problem below.

Learning Target

- Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

SMP 1, 2, 3, 4, 5, 6, 7

Use different ways to break each square into two equal parts. Shade one part of each square. What unit fraction could you use to describe the shaded part? Explain how you know.

TRY IT

Name: _____

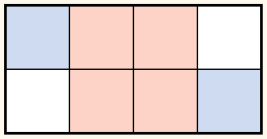
Partitioning Shapes into Equal Parts

Study the Example showing how to divide rectangles into equal parts. Then solve problems 1–10.

EXAMPLE

Brad and Linda each cover a same-sized board with mosaic tiles. Here are the designs they made. What part of Brad's design is red tiles? What part of Linda's design is red tiles?

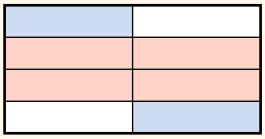
Brad's Design



2 rows of 4 tiles = 8 tiles

$\frac{4}{8}$, or $\frac{1}{2}$, of the tiles are red.

Linda's Design

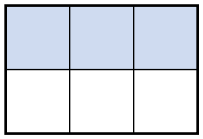


4 rows of 2 tiles = 8 tiles

$\frac{4}{8}$, or $\frac{1}{2}$, of the tiles are red.

1 How many equal parts are in rectangle *A*? .....

A



2 How many rows are in rectangle *A*? .....

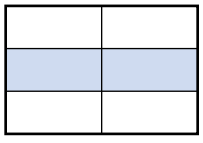
3 What fraction of the total area of rectangle *A* is shaded? .....

4 Use rectangle *B* to show another way to divide a rectangle into 6 equal parts. What unit fraction is each part? .....

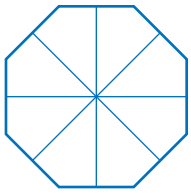
B

5 What fraction of the total area of rectangle *C* is shaded? Tell how you know.

C



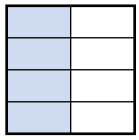
6 The octagon is divided into equal parts. What fraction of the total area of the octagon is each part? .....



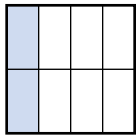
7 Compare squares *X* and *Y*. Tell whether each statement is *True* or *False*.

	True	False
$\frac{1}{2}$ of shape *X* is shaded.	Ⓐ	Ⓑ
$\frac{1}{2}$ of shape *Y* is shaded.	Ⓒ	Ⓓ
Each row of shape *X* is $\frac{1}{4}$ of the whole square.	Ⓔ	Ⓕ
Each row of shape *Y* is $\frac{1}{4}$ the whole square.	Ⓖ	Ⓗ

X



Y



8 Divide rectangle *S* into 4 equal parts and divide rectangle *T* into 8 equal parts.

S

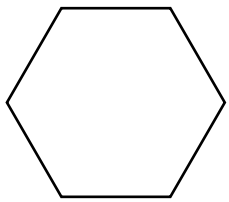
T

9 Shade $\frac{1}{4}$ of the area of each rectangle in problem 8.

10 Use $<$, $>$, or $=$ to compare the shaded parts of the rectangles in problem 8.

$\frac{1}{4}$ ○ .....

11 Divide the hexagon into 6 equal triangles. Then shade $\frac{1}{2}$ or $\frac{1}{3}$ of the area of the hexagon. Tell how you know $\frac{1}{2}$ or $\frac{1}{3}$ of the area is shaded.



Partitioning Shapes into Parts with Equal Areas

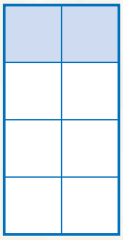
Complete the Example below. Then solve problems 1–8.

EXAMPLE

A rectangular game board is divided into same-sized squares. There are 4 rows. Each row has 2 squares. What fraction of the total area of the game board does each row cover?

Look at how you could show your work using a model.

1 row out of 4 rows is shaded.



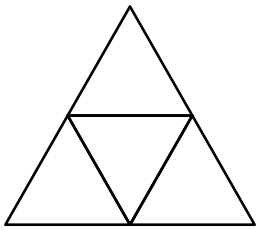
Solution

The student used a grid to make a model of the game board.

APPLY IT

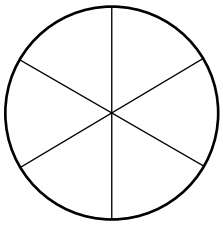
1 The triangle is divided into equal parts. How does the area of one part compare to the area of the whole triangle? Shade $\frac{1}{2}$ of the triangle.

How many smaller triangles are there?



Solution

2 Shade $\frac{1}{3}$ of the circle below. How many same-sized parts cover $\frac{1}{3}$ of the circle? Show your work.



Remember that $\frac{1}{3}$ means 1 out of 3 equal parts.

Solution

3 A rectangle is equally divided into 2 rows. Each row is divided into 3 same-sized squares. What fraction of the total area of the rectangle is each square?

Ⓐ $\frac{1}{2}$

Ⓑ $\frac{1}{3}$

Ⓒ $\frac{1}{4}$

Ⓓ $\frac{1}{6}$

Ben chose Ⓐ as the correct answer. How did he get that answer?

JCPS NTI Grade 3 Reading Packet #3

i-Ready

Grade 3 Reading

Student At-Home Activity Packet

This At-Home Activity Packet is intended for a two-week period, and it includes lessons that your student may complete across more than one day.

Most lessons can be completed independently. However, there are some lessons that may benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons. A teacher will be in touch soon and your student can ask for help.

Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

Flip to see the Grade 3 Reading activities included in this packet!

Lesson 10

Irregular Verbs

Introduction

Most verbs are regular. Regular verbs end in *-ed* when they show that something happened in the past. Some verbs are irregular. **Irregular verbs** change in special ways to show past time.

Present	Sometimes I make my own lunch.
Past	Yesterday I made a sandwich.

Another way to tell about the past is to use the helping verb *has*, *have*, or *had* with the past form of the main verb. Some irregular verbs change spelling when they are used with *has*, *have*, or *had*.

Present	Past	Past with *Has*, *Have*, or *Had*
begin	began	(has, have, had) begun
come	came	(has, have, had) come
eat	ate	(has, have, had) eaten
go	went	(has, have, had) gone
make	made	(has, have, had) made
see	saw	(has, have, had) seen
run	ran	(has, have, had) run
give	gave	(has, have, had) given

Guided Practice

Circle the form of the verb that correctly completes each sentence.

HINT To know which past form of the verb to use, look for the helping verb *has*, *have*, or *had*. Sometimes the word *not* or another word comes between the helping verb and the main verb.

1. I have always _____ each day with a healthy breakfast.

   begun **began** **begin**

2. Yesterday Mom _____ me a bowl of oatmeal with fruit.

   given **give** **gave**

3. My dad has _____ yummy banana bread.

   made **maked** **make**

4. Grandma had not _____ yet, so she had some, too.

   eaten **eat** **ate**

Independent Practice

For numbers 1–5, read each sentence. Then choose the word that replaces the underlined verb and makes the sentence correct.

1 Mom and I go to the store last week.

A gone

B goed

C went

D goned

2 We had ran out of healthy snacks.

A run

B runned

C ranned

D rund

3 At the store, we see a lot of cookies and candy.

A seen

B seened

C sawed

D saw

4 Mom has never give me snacks like those.

A gave

B gaven

C given

D gived

5 We come home with carrots and raisins.

A camed

B came

C camen

D comed

Lesson 3
Reading About Time and Sequence

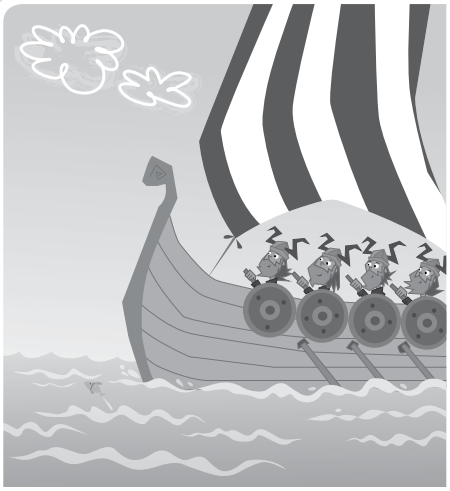
Learning Target

Using time and sequence words will help you understand how events in history are connected.

Read Do you like a good story? Then you probably enjoy history. History is the story of events that happened in the past. **Historical** events are usually told in a **sequence,** which is the order in which they happened. The sequence can help you understand the **relationships,** or connections, between those events.

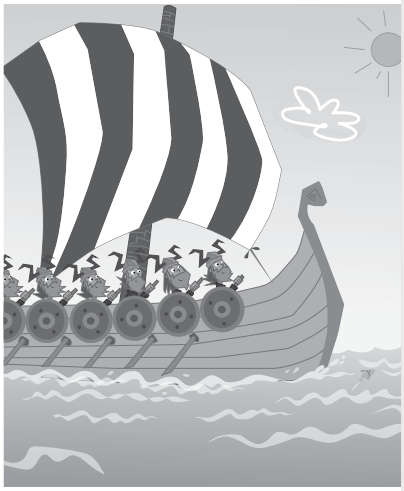
When you read, look for signal words that give clues about time order and sequence. *First*, *next*, and *finally* are signal words. So are phrases such as *later that year* and *in 1864*.

Read the cartoon below. What is happening? How are the events related?



First, the Vikings sailed to North America.

Next, they started a settlement.



After a few difficult years, the Vikings gave up and returned home.

Think Read the cartoon again. Notice the signal words that are used. Now fill in the chart below by writing the events in the order in which they happened.

The Vikings Sail to North America		
First	**Next**	**After a Few Years**

Academic Talk

Use these words to talk about the text.

- **sequence**
- **relationships**
- **historical**

Genre: History Text

Adventures of the Growing Nation

by Teri Hillen

1 Imagine that in one day, our country doubled in size. That's what happened to the United States in 1803. President Thomas Jefferson asked France to sell the United States a vast area of land. Overnight, America added more than 828,000 square miles of land west of the Mississippi River. This is known as the Louisiana Purchase.

2 Jefferson wanted to know the fastest way across the new land. At the time, there were no maps of the whole country. Jefferson asked Meriwether Lewis to explore the area. Lewis was an army captain whom Jefferson trusted. Lewis chose another soldier, William Clark, to help him lead the party.

3 To get ready, they first had a large boat built. The boat took the men down the Ohio River. Then they built a base camp near St. Louis, Missouri. They spent the winter of 1803 there. Finally, on May 14, 1804, Lewis and Clark began their famous trip into the new territory; 50 men went with them.

4 They traveled for over 18 months. Finally, the group made it to the Pacific Ocean. On November 7, 1805, Clark wrote, "Ocean in view! O! The joy." The group spent a long, cold winter near the ocean. Then they began the trip back home in March 1806.

5 Lewis and Clark arrived in St. Louis in September 1806. They were greeted with a big party. A century later, in 1904, the World's Fair was held in St. Louis. People honored Lewis and Clark's journey at the fair.

Close Reader Habits

Underline signal words that tell you the order in which events happened. Think about how those events are related.

Explore **What happened after the United States bought land from France?**

Sometimes you need more than signal words to understand how events are related. Ask questions such as "Why did this happen?"

Think

1 Reread the text to find out the events of Lewis and Clark's journey. List those events in the graphic organizer.

Lewis and Clark's Exploration	
First	President Jefferson asks Meriwether Lewis to explore the new land.
Winter 1803	
May 1804	
November 1805	
September 1806	

Write

2 Reread paragraphs 2, 3, and 4. Explain how the events in those paragraphs are related.

Write **Use the space below to write your answer to the question on page 41.**

Adventures of the Growing Nation

3 **Short Response** What are the important events in the journey of Lewis and Clark? Include details from paragraphs 3, 4, and 5 in your answer.

HINT Use details from your graphic organizer to organize your response.

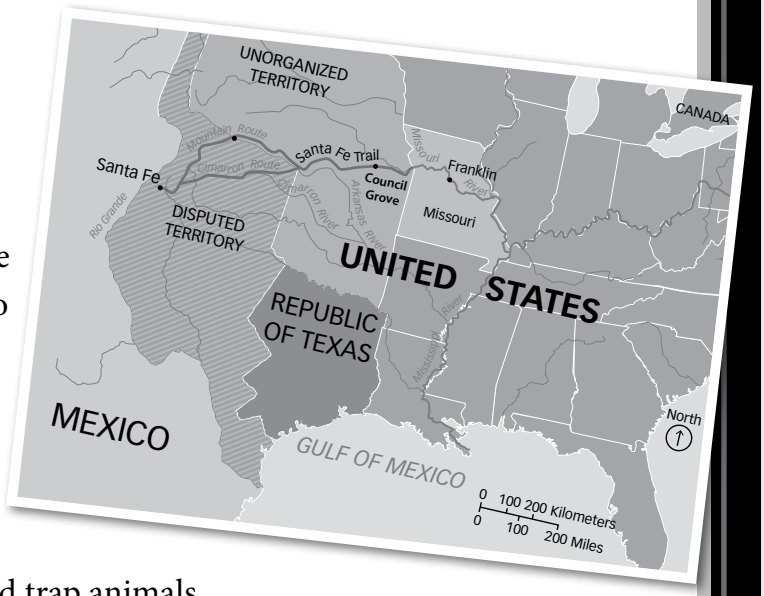
Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

Don't forget to check your writing.

WILLIAM BECKNELL and the SANTA FE TRAIL

by Joy Adams



1 William Becknell was a trader and trapper. He was born in Virginia in the late 1700s. As a young man, Becknell moved to Missouri in 1810.

2 In Missouri, Becknell traded salt. His business wasn't very successful. So, in the summer of 1821, he planned a trip west. Traveling on horseback, Becknell and his group hoped to trade horses and mules and trap animals.

3 When the party started their trip, Spain owned New Mexico. The Spanish didn't allow traders from the United States to sell their goods there. As the party made its way, however, the Spanish lost control of New Mexico. Becknell heard this news and changed his plans. He headed straight to Santa Fe. There, they traded their goods for silver dollars.

4 About a year later, in May 1822, Becknell and his wagons left Missouri once again. This time Becknell followed a dangerous route. First, he followed the Arkansas River to what is today Dodge City, Kansas. Then he traveled southwest to the Cimarron River. The party ran out of water and almost died. But Becknell pushed them on to the river. Finally, they reached Santa Fe. They had blazed a new trail!

5 Becknell's route became known as the Santa Fe Trail. In 1825 it was marked as the main route to the Southwest. This route was important to the growth of the United States.

Close Reader Habits

What route did Becknell follow on his second trip to Santa Fe? **Number** the places where he stopped. The numbers should show the order in which he reached them.

Think

When two events are near each other in a sequence, think about how they might be related.

1 This question has two parts. Answer Part A. Then answer Part B.

Part A

What important event happened soon after Becknell set off on his trip to the West?

- **A** Becknell decided to trade horses instead of salt.
- **B** Traders were told they couldn't go to Santa Fe.
- **C** The Spanish lost their power in New Mexico.
- **D** Becknell's group ran out of water and almost died.

Part B

Underline the sentence in this paragraph that supports your choice in Part A.

When the party started their trip, Spain owned New Mexico. The Spanish didn't allow traders from the United States to sell their goods there. As the party made its way, however, the Spanish lost control of New Mexico. Becknell heard this news and changed his plans. He headed straight to Santa Fe. There, they traded their goods for silver dollars.

Write **Use the space below to write your answer to the question on page 43.**

WILLIAM BECKNELL and the SANTA FE TRAIL

2 **Short Response** Describe Becknell's second trip to Santa Fe. Why was this an important historical event?

HINT Look at the last paragraph. What did Becknell's new trail help do?

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

Genre: Biography

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **expedition**
- **fellow**
- **gap**

SACAGAWEA'S JOURNEY INTO HISTORY

by Jeanette Cannon

1 You may have seen this gold-colored dollar coin. It shows the face of a young Native American woman carrying a baby on her back. She is one of the only women on a U.S. legal coin. So who was she?

2 Sacagawea was a Shoshone Indian born at the end of the 1700s in an area now called Idaho. Her early life was difficult. Sometime between 1799 and 1801, she was captured by a group of Hidatsa Indians and taken away from her people. She was only 12 years old. By age 16, she was married to a French fur trader named Toussaint Charbonneau, who lived with the Hidatsas. Her adventures were just beginning.

3 In 1803, President Thomas Jefferson decided to map out the newly expanded nation. He sent Meriwether Lewis and William Clark on an expedition to explore the land.

4 In May of 1804, the explorers began traveling on the Missouri River in canoes. One of their jobs was to take notes about what they saw. They drew pictures of plants and animals they saw. They made maps as they went along. They carried with them special tools to help them as they traveled. Everything was wrapped so water would not damage anything.

5 In November of 1804, Lewis met Charbonneau and hired him as a translator. Sacagawea joined her husband on the expedition. Their baby was born soon after the journey began.

6 Though Sacagawea was not a guide on the journey, she helped the travelers in many ways. One of Lewis and Clark's diary entries from May 14, 1805, tells how Sacagawea's calm bravery saved important objects and information from being lost forever.

7 One day, a terrible storm caused Sacagawea's canoe to tip over. All the men were trying to get the canoe upright. Sacagawea calmly went into the water. Her baby was strapped to her back. She saved the notebooks and tools that would have floated away.

8 Later that year, the explorers came to Shoshone territory. Sacagawea helped them find a route through the mountains. She also helped them buy horses from her fellow Shoshone.

9 A few months later, the group had their first look at the Pacific Ocean. Before beginning the return journey, the explorers built a camp to stay in over the winter.

10 In May 1806, a few months after they had started their journey home, the travelers met a group of Nez Perce Indians. Sacagawea helped the two groups speak to each other. On the way back east, Sacagawea guided the group along trails she remembered from her childhood. One important trail was a gap in the mountains that led them to the Yellowstone River.

11 The journey ended for Sacagawea in August 1806. People who traveled with her wrote about her cheerfulness and helpfulness. They all said she showed great courage.

12 In 2000, two centuries after Sacagawea was born, a special U.S. dollar coin was created. It honors a brave young woman who helped explore a new nation.

Lewis and Clark's winter camp at Fort Clatsop is now a National Historic Park near Astoria, Oregon.

The U.S. Postal Service issued this stamp in honor of Sacagawea in 1994.

Timeline of Some Events in the Life of Sacagawea

1788 Sacagawea is born.

1799–1801 Sacagawea is captured by Hidatsas.

Lewis and Clark Expedition

1804

November 1804 Sacagawea and her husband Charbonneau join the Lewis and Clark expedition.

1805

May 1805 Sacagawea saves important information during a storm.

August 1805 Sacagawea helps Lewis and Clark trade for Shoshone horses.

November 1805 The company reaches the Pacific Ocean.

December 1805 The explorers build Fort Clatsop and camp there for the winter.

1806

May 1806 The group meets up with several Nez Perce chiefs. Charbonneau and Sacagawea translate.

July 1806 Sacagawea and the group reach Yellowstone River.

1811

March 1811 Sacagawea and Charbonneau move to South Dakota.

Think Use what you learned from reading the selection to respond to these questions.

1 Look again at the time line. Based on the sequence shown there, which **two** statements are true?

A Lewis and Clark spoke with the Nez Perce chiefs at Fort Clatsop.

B Sacagawea met Charbonneau during the expedition.

C Lewis and Clark reached the Yellowstone River near the end of their journey.

D Sacagawea helped prepare for the journey by buying horses.

E The group faced a dangerous storm early in their journey.

F Sacagawea was captured by the Hidatsa Indians after moving to South Dakota.

2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What event happened **first** after Sacagawea helped the explorers buy horses from the Shoshone?

A The group stayed at Fort Clatsop for the winter.

B The group met with Nez Perce Indians.

C Sacagawea married Toussaint Charbonneau.

D Sacagawea remembered a gap in the mountains.

Part B

Where did you find the specific information needed to answer Part A?

3 Look at the sequence words and phrases in the first column. They show the order of events. Write the letter of the event that belongs with each one.

Sequence	Event
_____ In 1803	**A** Sacagawea and Charbonneau join the expedition.
_____ In May of 1804	**B** Sacagawea remembers trails that lead to the Yellowstone River.
_____ In November of 1804	**C** The explorers build a camp to stay in over the winter.
_____ In May of 1805	**D** Sacagawea saves important information from being lost.
_____ Later that year	**E** The explorers begin their journey to the American West.
_____ A few months after they cross the mountains	**F** Jefferson asks Lewis and Clark to explore the new land.
_____ Before beginning the journey home	**G** Sacagawea helps find a route through the mountains.
_____ On their way back east	**H** The explorers reach the Pacific Ocean.

4 What important sequence information does paragraph 5 include?

- **A** It explains why the expedition was necessary.
- **B** It describes Sacagawea's husband as a brave man.
- **C** It tells when Sacagawea joined the expedition.
- **D** It shows that the baby was born in the winter.

5 Read this sentence from paragraph 8.

Sacagawea helped them find a route through the mountains.

What is the meaning of *route* in this context?

- **A** wide tunnel to travel through
- **B** train tracks in the mountains
- **C** way of getting from place to place
- **D** paved road for wagons to use

Write

6 **Short Response** How does the sequence of events in the biography help show how Sacagawea becomes more and more valuable to the expedition? Use details from the passage to support your response.

Learning Target

You've learned that it is important to understand the relationship between events in historical writing. Explain how a clear sequence can help you understand the relationship between events.

Read the passage. Then answer the questions that follow.

Build the Perfect Sand Castle

by Greg Mission

The beach isn't just a place to swim and relax in the sun. It can be the site of some serious building! You may have admired sand castles on a beach or in a sandbox. But what exactly does it take to make the perfect sand castle? Gather the tools below and follow the steps. With a little hard work, you can create an amazing sand castle of your own.

Tools and Supplies

What you will need:

- At least 2 buckets
- 1 or 2 shovels
- Sand
- Water

Not needed (but a good idea):

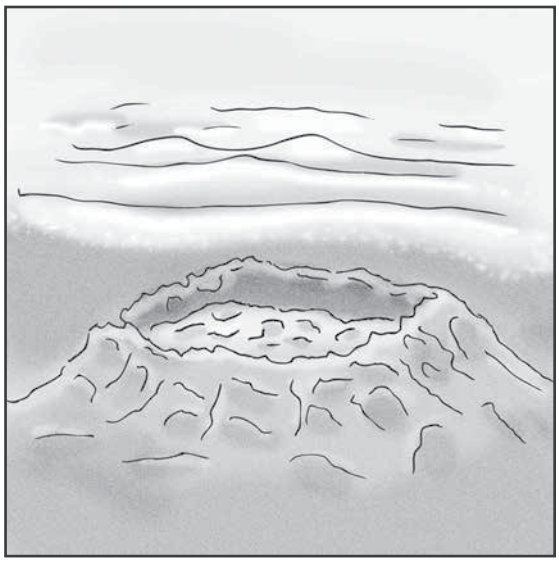
- Sticks
- Funnel
- Spoons
- Spray bottle of water
- Shells or pebbles

Important Tip: To build a good sand castle, you need wet sand. Dry sand does not stick together. Because of this, it can't be used to create strong walls and towers. Is your tower or base falling apart? Try adding more water.

Step 1: Draw a Plan

First, decide how big you want your castle to be. Then, outline a square or other shape in the sand using your shovel or a stick. The castle will be inside this shape. After this is done, you are ready to move on to Step 2.

Step 2: Make A Sand Bowl

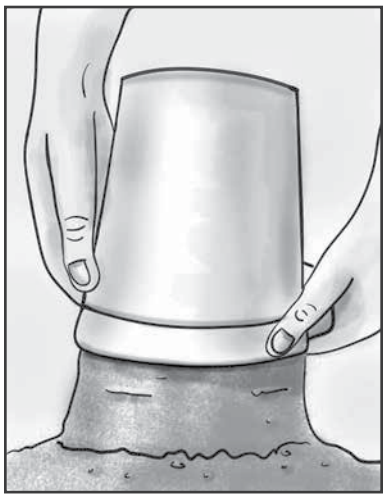


Make a large sand pile inside the shape you made in Step 1. You can use a shovel or a bucket to pile the sand. Now you have to get the sand wet. To keep the water from just running down the sides of your pile, make a "bowl" shape in the middle of the pile.

Step 3: Make the Base

Use the back of your shovel to pack the sand down. This will make your base strong. Your pile of sand should have a flat top when you are finished. (You may need to add more wet sand to the center during this step.)

Step 4: Creating Towers



First, fill a bucket with sand. Next, add water to the bucket until the sand is very wet, but not runny. Then, turn the bucket upside down and place it on top of the base. Finally, remove the bucket slowly. Your sand tower should now be on top of your base. Repeat this step to make as many towers as you would like. You can use different sized containers to make towers. Cups, paper towel tubes, even boxes will make interesting towers.

Step 5: Decorate!

This is your chance to put your imagination to work! Decorate your sand castle any way you like. Use shells or colorful pebbles to decorate the roof and walls. Use a stick to draw on windows or bricks. Use a spoon to carve out doors and tunnels. It's up to you.

Finally, step back and admire your sand castle. Make sure to get a picture next to your creation.

Tips and Tricks

Use a funnel to make a pointy roof.

Use a spray bottle to keep sand wet.

Use egg cartons to make small towers.

Use an ice cube tray to make bricks.

Go On

7 What is the main reason to shape the pile of sand like a bowl?

A to give the sand castle a round shape

B to help get the entire pile of sand wet

C to form a wall around the castle

D to make it easier to stack the sand

8 What does the illustration next to Step 4 help you understand?

A why the sand pile needs to be shaped like a bowl

B how large the base of the sand castle should be

C where to build the base of the sand castle

D how the sand stays in the shape of the container

9 According to the Tips and Tricks sidebar, what is one way the funnel can be used?

A to pour water onto the sand pile

B to draw an outline in the sand

C to form a pointed roof on the castle

D to make round shapes in the sand

10 Which of the following tells how this passage is organized?

A It compares building sand castles to building real castles.

B It gives steps to follow to create your own sand castle.

C It explains what happens when water is added to sand.

D It describes different activities you can do at the beach.

11 The following question has two parts. First, answer part A. Then, answer part B.

Part A

What is the meaning of the word "container" in Step 4?

A a type of funnel

B a type of tower

C a place to hold things

D a tool for packing down sand

Part B

Which sentence from the passage best supports the answer to part A?

A "First, fill a bucket with sand."

B "Then, turn the bucket upside down and place it on top of the base."

C "Your sand tower should now be on top of your base."

D "Use shells or colorful pebbles to decorate the roof and walls."

Go On

12 Copy the words from the word box into the correct location on the graphic to show the steps for creating a base for a sand castle as described in "Build the Perfect Sand Castle."

wet sand
pile sand
pack sand
outline shape
dig bowl