WEEK 4
April 6-9
ELA & Social Studies
THE SNAKE THAT'S EATING FLORIDA

Enormous snakes are taking over one of America's most prized wilderness areas. Can they be stopped?

BY LAUREN TARSITS
One January morning in 2003, a group of families was exploring Florida's Everglades National Park. It is a unique and beautiful wilderness, 2,400 square miles of protected wetlands. The visitors were admiring the wonders around them—rivers of golden grass stretching in all directions, the songs of frogs and crickets ringing in the humid air, the smell of orange blossoms from distant orchards. The group had high hopes for the day. Perhaps they’d see pink flamingos or majestic blue herons. Maybe they’d even catch a glimpse of an endangered Florida panther.

As it turned out, the visitors were about to see something more unusual—and horrifying—than they could have imagined.

Not far from the park’s entrance, they noticed a violent splashing in the water. As they approached, they saw a massive alligator wrestling with an enormous snake. They would later learn that the snake was a Burmese python, a species not naturally found in the Everglades or anywhere in North America. The alligator had its jaws clamped around the snake. The snake was wrapped around the alligator. The animals struggled like monsters in a horror film.

Some of the visitors caught the scene on camera. Within days, the footage was broadcast on TV stations and websites around the world.

To most people, this fight was little more than a thrilling and gruesome show. But to many wildlife experts, it was a symbol of a problem—a big, slithery problem.

For years, some officials in the Everglades had been warning that Burmese pythons were living and breeding in the park. They worried that these enormous beasts could have a devastating impact on the fragile environment of the Everglades. The wrestling match helped capture the world’s attention. But was it already too late?

**THE ARRIVAL**

The first Burmese pythons arrived in the U.S. innocently enough: as pets. Some Americans have always enjoyed keeping strange, beautiful, and even dangerous creatures in their homes. Though many would agree that this is unusual, even cruel, thousands of Americans own exotic pets—animals that are wild or don’t normally live in the U.S. Want a white tiger? How about a baboon? Or maybe you’re interested in a mamba—a snake whose bite can kill a grown man in minutes. Unfortunately, all of these animals are easily—and legally—available for sale in parts of the U.S.

Burmese pythons became popular as pets in the early 1990s. They were cheap, just $20-$30 a snake. They are not venomous or aggressive toward humans. As babies, curled up into tiny coils, they look quite cute.

But then these adorable hatchlings grow.

And grow. And grow and grow and grow. An adult Burmese python can be more than 20 feet long. (That’s LeBron James times three!) The snakes have enormous appetites for live animals. Not surprisingly, many buyers soon regret their purchases.

And then what? Your friend might be happy to adopt the python you’re allergic to. But a 20-foot snake that eats live bunnies? Many people end up setting their snakes loose in the wild.

In many areas of the U.S., an abandoned snake would die of cold or starvation. But not in Florida. The climate is ideal for pythons. And no place in Florida is more perfect for them than the tropical Everglades.

**CARRIED BY WINDS**

Pythons were first spotted in Everglades National Park in the mid-1990s. People wondered: Had just a few cast-off pets made their way into this protected wilderness? Or had the snakes reached the park in other ways? No one was sure.

Some people blamed Hurricane Andrew, which slammed into Florida in 1992. The storm was a whopper—a Category 5, the strongest. It killed 65 people and destroyed thousands of homes and businesses. Among the wrecked buildings was a warehouse full of exotic reptiles. Its collection included hundreds of baby Burmese pythons.

Most of those babies died in the storm. But a few of the tiny snakes could have been carried away by the winds. The winds were blowing west that day. It was a straight shot to the Everglades. Did some of the babies make it to the park?

At this point, it no longer matters how...
the snakes got to the Everglades. Today, their population is out of control. By some estimates, there could be as many as 100,000 pythons in the park. Their exact numbers are unknown. The snakes’ green and brown scales help them blend into the wetlands, making it nearly impossible to count them. But there is no doubt that pythons pose a grave threat to the fragile Everglades ecosystem.

INVASIVE SPECIES

Burmese pythons are an invasive species: a plant or an animal that is brought into a new environment and damages the species already living there. An estimated 5,000 invasive species live in the United States, with more reported each year. In some cases, the damage these invaders cause is devastating. Just ask bird lovers in Hawaii. They’re still suffering from a decision made in 1883.

Sugar cane farmers wanted to get rid of the rats that were harming their fields. So they imported 73 Indian mongoose from Jamaica, hoping the weasel-like animals would eat the rats. The plan failed. But the mongoose thrived. Their population grew and grew. Before long, the mongoose had devoured so many bird eggs, rodents, and reptiles that they were endangering many species. The mongoose infestation continues even today. On some Hawaiian islands where the songs of birds once filled the air, you’re lucky to hear a few chirps.

This kind of ecological disaster is what experts fear will soon happen in the Everglades. Burmese pythons breed quickly and easily. A female can lay as many as 100 eggs during mating season. The snakes have adapted to the different areas of the park, from the salty rivers and the freshwater ponds to the thick forests. They eat large quantities of almost anything, including reptiles, bird eggs, and sometimes even large mammals like deer. As their numbers grow, pythons threaten many kinds of animals, including endangered species.

And what eats pythons? Rodents eat python eggs. But full-grown pythons are the kings and queens of the Everglades.

WHAT CAN BE DONE?

It is now against the law to bring Burmese pythons to the U.S. to sell. This will help prevent new pet snakes from being abandoned in the wild. But the python invasion of the Everglades is already an environmental crisis. So what can be done?

Teams of scientists are working to track and trap the snakes. And Florida leaders organize a yearly Python Challenge, in which hundreds of hunters compete to catch Burmese pythons. But it’s not clear yet whether these efforts have helped reduce the python population.

As one park ranger puts it, “We are at war.” Right now, the battle looks like that wrestling match between the alligator and the python. The struggle will go on for a long time. So far, nobody can say who will win.

WHAT’S THE CONNECTION?

What problems are Burmese pythons causing in the Florida Everglades, and what is being done to reduce their population? Use information from both articles to answer these questions in a well-organized essay.

INFORMATIONAL TEXT

TRACKING PYTHONS

To research her new book, author Kate Messner joined a team of snake scientists—and ended up on a wild adventure. Here, she shares her story with Storyworks.

Why was I in the wilds of southwestern Florida, searching for pythons? I’d come to do research for my book Tracking Pythons: The Quest to Catch an Invasive Predator and Save an Ecosystem. It’s about scientists from the Conservancy of Southwest Florida, a group working to solve Florida’s python crisis. I was lucky enough to join the scientists on several research trips.

HIDE AND SEEK

To track the python population, the scientists work to capture female snakes and collect their eggs. It’s difficult to find female pythons; the snakes are expert hunters. But male pythons are good at finding females. That’s because the females give off special chemicals, called pheromones, to attract mates.

Since 2013, the scientists have caught more than 60 pythons and implanted them with radio transmitters. These ChipStick-sized gadgets give off signals that help scientists find male snakes in the wild—and then follow them as they search for females. Over the past seven years, the Conservancy has removed more than 500 Burmese pythons and 3,000 eggs from the wild.

RESEARCH ADVENTURE

I joined the scientists as they tracked signals from the snakes’ transmitters. We soared over the swamps in a small plane. We hiked through the brush to find pythons hidden in burrows. We waded into a muddy lake, keeping an eye on a nearby alligator.

The researchers give the pythons names and tell stories about their adventures. “You get attached,” says Ian Bartoszek, the project’s leader. He points out that although pythons are damaging the ecosystem, this problem was created by people—not the snakes. “They’re just doing what snakes do best,” he says.

The scientists know their project won’t fully get rid of Florida’s pythons. But they’re hoping to keep the population under control and learn more about this invasive species.

For me, spending time with the researchers offered an up-close look at snake science—and a reminder of how adventurous research can be.
1. According to the section “The Arrival,” Burmese pythons were once popular as pets. Circle the letters of THREE pieces of text evidence that best demonstrate why this was so:
   a. “They were cheap, just $20-$30 a snake.”
   b. “Though many would agree that this is unwise, even cruel, thousands of Americans own exotic pets.”
   c. “As babies, curled up into tiny coils, they look quite cute.”
   d. “The first Burmese pythons arrived in the U.S. innocently enough: as pets.”
   e. “But then these adorable hatchlings grow. And grow. And grow and grow and grow.”
   f. “They are not venomous or aggressive toward humans.”

2. In your own words, explain why many people who bought Burmese pythons as pets eventually regretted their purchases. Use details from the text.
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________
   __________________________________________________________________________________

3. Circle the letters of the THREE pieces of evidence that best explain why the Burmese python population grew quickly in the Everglades:
   a. “Burmese pythons breed quickly and easily. A female can lay as many as 100 eggs during mating season.”
   b. “An estimated 5,000 invasive species live in the United States, with more reported each year.”
   c. “And what eats pythons? . . . full-grown pythons are the kings and queens of the Everglades.”
   d. “The snakes have adapted to the different areas of the park, from the salty rivers and the freshwater ponds to the thick forests.”
   e. “This kind of ecological disaster is what experts fear will soon happen in the Everglades.”
   f. “Before long, the mongooses had devoured so many bird eggs, rodents, and reptiles that they were endangering many species.”

Continued on next page >
4. In your own words, explain why the mongoose infestation in Hawaii can be described as an “ecological disaster.”

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5. You can infer that experts are trying to control the Burmese python population in the Everglades. Circle the letters of the FOUR pieces of text evidence from “The Snake That’s Eating Florida” and “Tracking Pythons” that best support this inference:

a. “But the python invasion of the Everglades is already an environmental crisis. So what can be done?”

b. “Teams of scientists are working to track and trap the snakes.”

c. “It is now against the law to bring Burmese pythons to the U.S. to sell.”

d. “The researchers give the pythons names and tell stories about their adventures.”

e. “To reduce the python population, the scientists work to capture female snakes and collect their eggs.”

f. “And Florida leaders organize a yearly Python Challenge, in which hundreds of hunters compete to catch Burmese pythons.”

6. Using details from the story, explain why author Kate Messner describes the research the snake scientists are doing as an “adventure.”

____________________________________________________________________________________________________________
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The Wren
by Barbara McCauley

he was small not ready yet
frantic
under the hedge
I caught him took him home

my father wasn’t sure
wild birds he said
we’ve tried so many times
but he ate
what we made for him

and in three days
could fly
around the living room
it’s time my father said
you have to let him go

outside
he sat on my shoulder
I shook him off he flew
to a branch of the maple
perched there

silent
his little eyes
I was a child I called him
back he came
stood for a moment

on my finger
then gone
I felt the spring of his legs
all day

“The Wren” by Barbara McCauley (formerly Hughes), copyright © 1977 by Barbara McCauley. Used by permission.
Question #1
Where does the speaker find the bird in this poem?
A) under some bushes
B) at a pet store
C) on a tree branch
D) in her living room

Question #2
Which line from the poem shows that the child has probably brought animals home before?
A) I caught him took him home
B) we’ve tried so many times
C) it’s time my father said
D) I was a child I called him

Question #3
In Lines 22 and 23, the phrase “I called him / back . . .” means that the child
A) asks the wren to return.
B) answers the wren’s chirp.
C) offers the wren a home.
D) turns away from the wren.
Question #4
Which line from the poem BEST presents the theme?
A) I caught him took him home
B) you have to let him go
C) he sat on my shoulder
D) I was a child I called him

Question #5
One theme of the poem is that it can be difficult to
A) let go of something we care about
B) act like a grown-up
C) learn how to be a friend
D) appreciate the beauty of nature
Question #6
Read the lines from “The Wren.”

I felt the spring of his legs
all day

Which meaning of the word spring is used in the lines from the poem?
A) flow
B) motion
C) youth
D) curve

Question #7
“The Wren” is MOST LIKELY a poem because
A) it lacks capital letters.
B) it is divided into stanzas.
C) it includes two characters.
D) it describes events in nature.
**Putting It All Together**

**Directions:** To synthesize means to combine parts from different sources. Answer the questions below to synthesize information from “The Snake That’s Eating Florida” (STEF) and “Tracking Pythons” (TP). We’ve indicated where you can find each answer.

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<table>
<thead>
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<tr>
<td><strong>1.</strong> How did Burmese pythons first arrive in the U.S.? (STEF)</td>
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<td><strong>2.</strong> How did Burmese pythons get to the Everglades? (STEF)</td>
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<td><strong>3.</strong> What is an invasive species? (STEF)</td>
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<td><strong>4.</strong> How are Burmese pythons threatening the Everglades’ ecosystem? (STEF)</td>
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<td><strong>5.</strong> What is being done to reduce the python population in Florida? (both texts)</td>
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<td><strong>6.</strong> How do the snake scientists from the Conservancy of Southwest Florida find the female pythons? (TP)</td>
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<td><strong>7.</strong> How is the work of the snake scientists helping solve the python problem? (TP)</td>
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**Write Now!** Use your answers above to help you respond to the writing prompt at the bottom of page 19.
COMMA:  ( , )

Rule 1:  Place a comma between the day and year in a date.

November 30, 2010

Rule 2:  Place a comma between a day and date.

Tuesday, April 23, 2002

Rule 3:  Place a comma after a date if the date doesn’t end a sentence.

They married on May 15, 2004, in Boston.
COMMA:  ( , )

Rule 4: Place a comma between a town or city and a state.

Orlando, Florida

Rule 5: Place a comma between a town and a county.

Gettysburg, Adams County

Rule 6: Place a comma between a city and a country.

Madrid, Spain

Rule 7: In a street address, place a comma after the street and after the city. Do not place a comma between a state and zip code.

Their address is 34 Rice Lane, Lenexa, KS  66215.

Do not place a comma if a word appears between the street address and city.

Their address is 34 Rice Lane in Lenexa, KS 66215.

Note that a comma is not placed between the house address and the street address.

Their address is 34 Rice Lane, Lenexa, KS 66215.

Rule 8: Place a comma after the state or country if it appears before the end of a sentence.

Min lived in Fairfax, Virginia, for ten years.
Instructions

After reading and studying the comma rules 1-8, please answer these questions. You can look back over your rules while completing this assignment. Please review your answers, then you will submit your answers after the last question. To submit, hit the button that says submit quiz.

If you are completing the hard copy, circle the correct answer.

**Question 1**
Choose the sentence that uses commas correctly.

Joanne moved to Laurel, Mississippi.
Joanne moved to Laurel Mississippi.

**Question 2**
Choose the sentence that uses commas correctly.

Mrs. Remus was hired on July 5 2015.
Mrs. Remus was hired on July 5, 2015.

**Question 3**
Choose the sentence that uses commas correctly.

Jacob’s friend moved to 5 Mill Road in Mount Laurel New Jersey.
Jacob’s friend moved to 5 Mill Road in Mount Laurel, New Jersey.

**Question 4**
Choose the sentence that uses commas correctly.

Their uncle lives at 12 Wilmot Road, Tucson, Arizona 85711.
Their uncle lives at 12 Wilmot Road Tucson, Arizona 85711.

**Question 5**
Choose the sentence that uses commas correctly.

The mayor resigned on Tuesday October 5, 2018.
The mayor resigned on Tuesday, October 5, 2018.
**Question 6**
Choose the sentence that uses commas correctly.

The museum will open in Orange County California.
The museum will open in Orange County, California.

**Question 7**
Choose the sentence that uses commas correctly.

The conference was held on November 2, 2016, in Casper, Wyoming.
The conference was held on November 2, 2016 in Casper, Wyoming.

**Question 8**
Choose the sentence that uses commas correctly.

Miss Smith's office is at 4 Marsh Road Wilmington, DE 19810
Miss Smith's office is at 4 Marsh Road, Wilmington, DE 19810.

**Question 9**
Choose the sentence that uses commas correctly.

The board meeting was held on Friday, August 22, 2018, at noon.
The board meeting was held on Friday August 22, 2018 at noon.

**Question 10**
Choose the sentence that uses commas correctly.

We traveled to Toledo, Ohio, last winter.
We traveled to Toledo, Ohio last winter.
1. Which of the following is NOT a reason Burmese pythons became popular pets?
   A. They were cheap.
   B. They can grow to be more than 20 feet long.
   C. They aren’t venomous or aggressive to humans.
   D. Many people think baby pythons are cute.

2. Which line best explains why pythons have thrived in Florida?
   A. “The climate is ideal for pythons.”
   B. “In many areas of the U.S., an abandoned snake would die of cold or starvation.”
   C. “Pythons were first spotted in Everglades National Park in the mid-1990s.”
   D. “Many people end up setting their snakes loose in the wild.”

3. The sidebar on pages 17-18 shows . . .
   A. how scientists are fighting pests.
   B. how other invasive species are damaging ecosystems.
   C. which invasive species cause the most harm.
   D. the pros and cons of invasive species.

4. Burmese pythons are the “kings and queens of the Everglades” because they . . .
   A. can’t be tamed.
   B. are well-liked in the area.
   C. can control what other animals do.
   D. eat many animals but no animal eats them.

5. The article says that Burmese pythons have adapted to the environment in the Everglades. What’s another word for adapted?
   A. moved
   B. improved
   C. escaped
   D. adjusted

6. It’s difficult for snake scientists to find pythons in the Everglades because the snakes are . . .
   A. good at hiding.
   B. small.
   C. fast.
   D. underground.

7. Which line from the first article supports your answer to question 6?
   A. “Burmese pythons breed quickly and easily.”
   B. “The snakes’ green and brown scales help them blend into the wetlands . . .”
   C. “They eat large quantities of almost anything . . .”
   D. “But then these adorable hatchlings grow.”

8. Both articles . . .
   A. blame pythons for damaging the ecosystem.
   B. are told from a first-person perspective.
   C. explain the damage that pythons are causing to an ecosystem.
   D. explain what’s being done to fight the python crisis.

9. How do invasive species cause harm?
   Support your answer using the Burmese python as an example.

10. Are humans to blame for the python problem in the Everglades? Explain your answer with details from both articles.

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The first thing I do every morning, before I stretch or get out of bed, is rub my eyes three times with closed fists. Then I get out of bed and tap my right big toe on the floor three times before walking to the bathroom to brush my teeth.

It's not that I enjoy the odd habits or anything. I'm just used to them, and they're kind of a part of me. As I brush my teeth, I look at myself in the mirror. I like to inventory things about me that relate to my family. I have light green eyes and thick eyebrows like my dad's, a short nose like my mom's, and a ton of freckles, like my older brother Joey. If you look at my face closely, you will see that I am really not my own person. I'm just someone made up of the different parts of everyone else in my family.

My friend Susanna says that's kind of a morbid way of thinking about my life, but I don't think
she knows the correct way to use the word "morbid."

After I'm done brushing my teeth, I walk back to my bedroom, toe-to-heel, very slowly. Then I get dressed for school. We have to wear a uniform, so I wear the same thing every day: a blue and green plaid skirt with a navy blue polo shirt and black loafers. Susanna finds the uniform boring (she says it infringes on her self-identity), but I don't mind it so much. It's just one less thing I have to worry about in the morning.

I eat the same thing for breakfast every day: oatmeal with bananas and a few spoonfuls of brown sugar. My mom prepares breakfast for Joey and me because our dad has usually already left for work by the time we're ready for breakfast.

Joey sits at the head of the table, and I sit at the foot of the table. He always reads the sports section of the newspaper, and I always get the front page.

On the way to school, I buckle and unbuckle the seat belt two times. My mom doesn't ever say anything, but my habit seems to really annoy Joey.

"Rose, stop it!" he says, turning around to glare at me from the front seat.

"Just ignore it!" I respond, and click once more.

"Settle down, settle down," Mom says.

We are all quiet on the rest of the way to school. My mom says it takes her a while to wake up in the morning; otherwise she'd be chattier. I don't mind though. It's sometimes nice just to watch the streets go by out the car window, with the people walking along the sidewalks. We always listen to the same radio show, "The Darnell Owens Show," whose emcees talk about movies. They especially love film noir.

When we get to school, Joey slams the door behind him, and I reach between the front seats to give my mom a kiss good-bye.

In school, I meet Susanna by our lockers. They're right next to each other in a prime spot by our classroom, because Susanna complained to the principal that she didn't feel comfortable "expressing herself" on the inside of her locker next to any other person in our grade. (Susanna's dad is a lawyer, and her mom is an artist.)

I open and close the locker three times before I reach inside to grab my books for social studies and math.

Susanna is chattering on about this new painting she and her mom did in her mom's studio.
when the long shadow of William Jones crosses over us.

"Hey, freaks," he says.

Susanna and I glance at each other.

"What do you want, William?" Susanna says defiantly.

I'm always in such awe of her bravery. William started making fun of us when we were in first grade. That's when my habit really picked up, and he noticed that I was tapping the doorway three times every time we left the classroom or sneezing three times, even when I didn't have to. Well, Susanna started sticking up for me, which is how we became such great friends, but it only made things worse with William. Soon William started mimicking Susanna when she raised her hand to answer a question (which she did often), and mocking the way she walked, always with one hand on her hip.

"Just wanted to say good morning. Just wanted to say good morning. Just wanted to say good morning," he says, smiling and curling his lip. "Three times... Right, loser?"

I shake my head and turn back to my locker, like what he says doesn't hurt my feelings. I can't help my habit-it just pops up when I least expect it. My mom says the people who make fun of me are ignorant, but she still takes me to see Dr. P. every week to try to help me get over my habit.

"Doesn't it get old?" Susanna asks.

"Nope!" William bares his teeth at us and then walks into the classroom.

"Just forget him," Susanna says, patting me on the back. I'm glad Susanna is on my side.

Joey and I take the bus home together after school. At the bus stop, Joey always gets off first. He's supposed to wait for me to get off the bus before starting to walk home, but he rarely does. I end up walking a few yards behind him, watching his dirty backpack move up and down as he moves.

Mom has a snack waiting for us when we get home-carrots and ranch dressing-and every day we have to eat it and then do our homework right away. Joey says he does his homework in his room, but he's just playing video games. Mom lets him get away with it.

I sit down at the kitchen table and pull my worksheets out of my backpack to start in on my math homework. Mom sits next to me, takes a carrot out of the plastic dish, and dips it in ranch.
"How was school?"

"It was okay. William was teasing me again." Mom looks sad when I say this.

"I'm sorry, sweetie. Things will get better," she says.

"I know," I say. I do my homework and then go read in my room until it's time for dinner.

I wonder if I will ever "kick my habit," as Dr. P. likes to say. Dr. P. thinks that my habit is something I can train myself to give up. She thinks that with a little bit of effort on my part and with lots of help from her, I can learn not to need my habit to feel comfortable. Most of the time, I believe her and even want to kick my habit. Maybe then, Joey wouldn't be embarrassed of me, and William wouldn't tease me. But without my habit, I don't think that Susanna and I would have become friends. I also don't think that I'd feel the same sense of happiness I feel when I touch things or do things three times. There's something very back and forth about my relationship to my habit-I'm not sure I'm ready to give it up. Maybe someday in the future.

"Rose, dinner!" Mom calls.

I go to the bathroom, look at my face in the mirror, and wash my hands three times before going downstairs to eat.
Me and My Habits - Comprehension Questions

Name: __________________________ Date: _______________

1. Who is the narrator of this passage?
   A. William
   B. Rose
   C. Susanna
   D. Joey

2. Rose describes her "odd habits" throughout the passage. Which habit does she do each morning before brushing her teeth?
   A. rubs her eyes and taps her right big toe on the floor three times
   B. eats three bowls of oatmeal and bananas for breakfast
   C. buckles and unbuckles the seat belt three times
   D. opens and closes her locker three times

3. Rose shares a lot of information about Susanna, including things she has said, kind things she has done, and information about her life. Based on this, what conclusion can be made?
   A. Rose and Susanna are the same age.
   B. Rose and Susanna are close friends.
   C. Rose and Susanna have a lot in common.
   D. Rose and Susanna are strangers.

4. Rose experiences some negative consequences because of her habits. Which detail from the text supports this conclusion?
   A. Rose's friend Susanna thinks Rose has a morbid way of thinking about her life.
   B. William Jones makes fun of Rose.
   C. Rose's mother reassures Rose that things will get better.
   D. Rose thinks she wouldn't be friends with Susanna without her habit.
5. What is this passage mainly about?
   A. an argument between two close siblings
   B. how the narrator's habits affect her life
   C. a friendship between two classmates
   D. a visit to the principal's office

6. Read the following sentences: "I like to **inventory** things about me that relate to my family. I have light green eyes and thick eyebrows like my dad's, a short nose like my mom's, and a ton of freckles, like my older brother Joey."

   As used in the passage, what does the word "**inventory**" mean?
   A. to ignore
   B. to criticize
   C. to make a list of
   D. to learn about

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

   Rose thinks that if she kicked her habits, maybe Joey wouldn't be embarrassed of her and William wouldn't tease her. ____________, she also thinks that without her habit, she wouldn't have become friends with Susanna or feel the same sense of happiness she feels when she touches things or does things three times.
   A. In conclusion
   B. However
   C. Frequently
   D. So
8. How have Rose's habits affected her relationship with her brother Joey? Use evidence from the passage to support your answer.

9. According to Rose, how did she and Susanna become great friends?

10. At the end of the passage, Rose concludes, "There's something very back and forth about my relationship to my habit." Explain why Rose says this by using evidence from the text.
Name: ____________________
Homeroom Teacher: _________________

WEEK 4
April 6-9
Math & Science
### Monday - Lesson 13 - Fraction time fraction practice

<table>
<thead>
<tr>
<th>Question 1</th>
<th>1 pts</th>
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<td>$\frac{1}{2} \times \frac{1}{4}$</td>
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<tr>
<th>Question 2</th>
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<tbody>
<tr>
<td>$\frac{1}{2} \times \frac{1}{5}$</td>
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<tr>
<td>O 1/7</td>
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<tr>
<td>O 2/7</td>
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<td>O 1/5</td>
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<th>Question 3</th>
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<td>O 1/14</td>
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<thead>
<tr>
<th>Question 4</th>
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<tr>
<td>Consider the fractions $\frac{1}{2}$ and $\frac{1}{5}$. Which of the following statements is true about these fractions?</td>
<td></td>
</tr>
<tr>
<td>O The product would be $\frac{2}{15}$.</td>
<td></td>
</tr>
<tr>
<td>O The product would be $\frac{1}{30}$.</td>
<td></td>
</tr>
<tr>
<td>O The product would be $\frac{2}{8}$.</td>
<td></td>
</tr>
<tr>
<td>O The product would be $\frac{1}{15}$.</td>
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<table>
<thead>
<tr>
<th>Question 5</th>
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<tbody>
<tr>
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</tr>
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<td>O 3/7</td>
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<td>O 2/7</td>
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<tr>
<td>O 2/12</td>
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**Tuesday- Lesson 14-Fraction time fraction practice**

<table>
<thead>
<tr>
<th>Question 1</th>
<th>1 pts</th>
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<tbody>
<tr>
<td>Jan had $\frac{3}{5}$ of a pan of crispy rice treats. She sent $\frac{1}{5}$ of the treats to school. What fraction of the whole pan did she send to school?</td>
<td></td>
</tr>
<tr>
<td>3/8</td>
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<td>3/15</td>
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<tr>
<td>4/8</td>
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<tr>
<td>1/2</td>
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<table>
<thead>
<tr>
<th>Question 2</th>
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<tbody>
<tr>
<td>Jan had $\frac{3}{4}$ of a pan of crispy rice treats. She sent $\frac{1}{4}$ of the treats to school. What fraction of the whole pan did she send to school?</td>
<td></td>
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<tr>
<td>1/5</td>
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<td>3/7</td>
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<table>
<thead>
<tr>
<th>Question 3</th>
<th>1 pts</th>
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</thead>
<tbody>
<tr>
<td>$\frac{3}{4}$ of Benjamin’s garden is planted in vegetables. Carrots are planted in $\frac{1}{3}$ of his vegetable section of the garden. How much of Benjamin’s garden is planted in carrots?</td>
<td></td>
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<tr>
<td>3/8</td>
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</tr>
<tr>
<td>4/6</td>
<td></td>
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<tr>
<td>6/15</td>
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<tr>
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<td>2/12</td>
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<td>1/3</td>
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<tr>
<td>3/7</td>
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<td>2/14</td>
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<table>
<thead>
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<th>Question 5</th>
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<tbody>
<tr>
<td>$\frac{2}{5} \times \frac{4}{5}$</td>
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</tr>
<tr>
<td>7/10</td>
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<tr>
<td>3/25</td>
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<td>12/25</td>
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**Wednesday- Lesson 15-Fraction time fraction practice**

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<tbody>
<tr>
<td>$\frac{2}{3}$ of $\frac{3}{4}$</td>
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<tr>
<td>1/2</td>
<td></td>
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<tr>
<td>5/7</td>
<td></td>
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<tr>
<td>1/3</td>
<td></td>
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<tr>
<td>5/12</td>
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<thead>
<tr>
<th>Question 2</th>
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</thead>
<tbody>
<tr>
<td>$\frac{2}{3} \times \frac{2}{3}$</td>
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<tr>
<td>4/6</td>
<td></td>
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<td>4/3</td>
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<tr>
<td>4/9</td>
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<table>
<thead>
<tr>
<th>Question 3</th>
<th>1 pts</th>
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<tbody>
<tr>
<td>$\frac{3}{15} \times \frac{5}{9}$</td>
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<tr>
<td>15/19</td>
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<tr>
<td>1/3</td>
<td></td>
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<tr>
<td>8/19</td>
<td></td>
</tr>
<tr>
<td>1/6</td>
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<table>
<thead>
<tr>
<th>Question 4</th>
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<tr>
<td>$\frac{5}{8} \times \frac{4}{15}$</td>
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<tr>
<td>9/15</td>
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<tr>
<td>1/6</td>
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<tr>
<td>9/23</td>
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<tr>
<td>4/15</td>
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<table>
<thead>
<tr>
<th>Question 5</th>
<th>1 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam bought a 3 pound bag of chocolate chips. He used $\frac{3}{5}$ of the bag while baking. How many pounds of chocolate chips did he use while baking?</td>
<td></td>
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<tr>
<td>1/2</td>
<td></td>
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<tr>
<td>5/7</td>
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<tr>
<td>3/7</td>
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<td>5/12</td>
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### Thursday - Fraction Review Problems

<table>
<thead>
<tr>
<th>Question</th>
<th>1 pts</th>
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<tbody>
<tr>
<td><strong>Question 1</strong></td>
<td></td>
</tr>
<tr>
<td>( \frac{2}{3} ) of ( \frac{3}{5} )</td>
<td></td>
</tr>
<tr>
<td>○ 5/15</td>
<td></td>
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<tr>
<td>○ 2/5</td>
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<tr>
<td>○ 1/5</td>
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<tr>
<td>○ 5/6</td>
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</tbody>
</table>

| **Question 2** |       |
| \( \frac{2}{3} \times \frac{6}{7} \) |       |
| ○ 12/21 |       |
| ○ 8/10 |       |
| ○ 6/10 |       |
| ○ 8/21 |       |

| **Question 3** |       |
| Mandy operates an orange juice stand. On Monday she used 1/2 of a bag of oranges. On Tuesday she used 3/4 as many oranges as on Monday. How many bags of oranges did Mandy use on Tuesday? |       |
| ○ 4/6 |       |
| ○ 5/4 |       |
| ○ 2/8 |       |
| ○ 3/8 |       |

| **Question 4** |       |
| At Madison College, 1/5 of the students are enrolled in an art class. Of the students enrolled in an art class, 4/5 are enrolled in a painting class. What fraction of the students at Madison College are enrolled in a painting class? |       |
| ○ 4/25 |       |
| ○ 1/4 |       |
| ○ 5/10 |       |
| ○ 5/25 |       |

| **Question 5** |       |
| John and Eva are collecting clothes for a clothing drive. Eva collected 2/5 as many clothes as John did. If John collected 4/5 of a bag of clothes, how many bags of clothes did Ava collect? |       |
| ○ 4/25 |       |
| ○ 8/25 |       |
| ○ 6/10 |       |
| ○ 1/2 |       |
Question 6

On Wednesday the farmers at the Dogwood Farm picked 2/4 of a barrel of tomatoes. Thursday, the farmers picked 1/3 as many tomatoes as on Wednesday. How many barrels of tomatoes did the farmers pick on Thursday?

- 1/6
- 6/30
- 5/35
- 1/5

Question 7

The dolphins at the New Orleans Aquarium are fed 3/4 of a bucket of fish each day. The sea otters are fed 2/3 as much fish as the dolphins. How many buckets of fish are the sea otters fed each day?

- 5/12
- 5/7
- 4/15
- 1/2

Question 8

Chose the fraction that shows $\frac{1}{4}$ simplified.

- 4/16
- 8/17
- 2/5
- 1/2

Question 9

Chose the fraction that shows $\frac{10}{15}$ simplified.

- 2/3
- 20/30
- 1/3
- 2/15

Question 10

Chose the fraction that shows $\frac{30}{35}$ simplified.

- 60/70
- 1/7
- 6/7
- 5/7
Good morning food web experts! You will begin your science lesson this week by watching "Food Web" Crash Course Kids Video. Then, you will analyze a food web diagram and answer a question. Type your answer in the text box below the food web diagram. If you are using paper and pencil, write your response on notebook paper to be turned in at a later date. Have a great week!

The content of this announcement will not be visible to users until Apr 2 at 12am

Watch first-Food Web Crash Course Kids video

Directions: Watch the following video.

https://www.youtube.com/watch?v=Vtb3l8V7ifs

Question 1

Look at the food web below. Write a paragraph about what would happen if the rabbit population decreased. Be sure to discuss the plants, snake, and hawk in your explanation. Type your paragraph in the text box below the food web picture.