

Hello Students and Families,

I hope you are all doing well and being safe. I miss seeing your faces every day, playing lava and quiet ball for our brain breaks, and growing our brains through our reading lessons. I've been staying home and staying safe with my daughter, Hannah, and both of the kitties-Holden and Cashel. Cashel loves to eat, so he gets lots of kitty treats throughout the day!

I set up Class Dojo for our "homeroom" class and so far have 5 families who have joined. I sent out links to join via email or phone number I have on file, please join the class if you have not yet. I also can be reached at my work email. I check emails often throughout the day. My email is: [Nicole.Craddock@saltriversschools.org](mailto:Nicole.Craddock@saltriversschools.org)

There are two short stories with comprehension questions, daily language review for Monday-Friday, and a writing prompt. This is homework for TWO WEEKS (the April 13-17 and April 20-24). You can repeat the lessons and modify bits and pieces to practice, or visit our online learning link at [https://saltriversschools.org/news/what\\_s\\_new/learningresources2020](https://saltriversschools.org/news/what_s_new/learningresources2020).

Peace, Love, and Happiness,

Miss Craddock

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Hello Students and Families! I hope all is well and you are staying safe. I'll have to admit staying home can be boring but I'm staying home to keep everyone in my family safe. Cheeto, my cat, and I are best buds now. He is probably wondering why I'm home so much lately. I hope you are staying safe by staying home and please wash your hands very often.

The next two weeks of math work contains area and perimeter problems. If you don't remember the formulas here it is:

area = length x width

perimeter = length + length + width + width

If you need more math challenges, visit the following sites:

Perimeter worksheets (scroll down to get past the ads): <https://www.math-salamanders.com/perimeter-worksheets.html>

Area worksheets (again, scroll a bit past the ads): <https://www.math-salamanders.com/area-worksheets.html>

Stay home and stay safe!

Love, Mrs. Bark

## Dinosaur Graveyard by Kelly Hashway

Jackie hopped out of the car and ran up to her grandparents, who were waiting at the front door of the farmhouse. She was spending the day at the farm while her parents went to a wedding. She waved goodbye and wondered what interesting things she'd get to see.

Grandma Holland raised an eyebrow. "Arthur, why don't you take Jackie out to the dinosaur graveyard?" "Dinosaur graveyard?" Jackie said. "Cool!" Grandpa laughed. "It's been my favorite part of the farm ever since I was a young boy. My grandfather used to let me play there while he worked."

"You played in a graveyard?" Jackie pictured her grandfather running around a bunch of tombstones. But wait, dinosaurs didn't get tombstones. That couldn't be right. Maybe there were dinosaur bones discovered on the farm! Jackie imagined herself digging in the dirt and discovering a new species of dinosaur, even bigger than a Tyrannosaurus Rex. "Let's go!"

They drove the tractor to a field at the back of the farm. The grass at the edge of the field was taller than Jackie. A neck and head peeked over the grass. "Whoa! Is that a real dinosaur?" Grandpa laughed again. "It was to me." Jackie pushed through the tall grass and saw a bunch of weird looking machines. Each one looked a little bit like a dinosaur. A few had long necks just like a Brachiosaurus.

"This is old farm equipment. There aren't any real dinosaur bones here, are there?" Jackie asked with a sigh. "No, Jackie. But these machines have been around for a long time. I don't use them. In fact, no one's used them since my grandfather."

"Because when I was even younger than you, I used to come to this farm and play in this field. I was the only boy in a world of dinosaurs."  
~ Jackie still looked disappointed.

"All it takes is a little imagination. Why just a moment ago, you thought this machine was a real dinosaur," her grandfather said, patting the rusty metal. Jackie stared at the machine. It did kind of look like a dinosaur. She smiled. "It's a baby Brachiosaurus. And if there's a baby, then the mother is probably around here somewhere, too."

Grandpa Holland bent down and whispered, "Then we better not let her catch us with her baby. She wouldn't like that." Jackie smiled and led Grandpa Holland down the line of tall grass in search of more dinosaurs.

1. Why was Jackie spending the day at her grandparents' farm?
  - a. He plans to fix the machines and use them on the farm.
  - b. It reminds him of the good times he had playing in it as a child.
  - c. Grandmother enjoys looking at it.
  - d. The machines are worth a lot of money.
2. How was the dinosaur graveyard different from what Jackie had imagined?
  - a. He plans to fix the machines and use them on the farm.
  - b. It reminds him of the good times he had playing in it as a child.
  - c. Grandmother enjoys looking at it.
  - d. The machines are worth a lot of money.
3. Why does Jackie's grandfather probably keep the old farm equipment?
  - a. He plans to fix the machines and use them on the farm.
  - b. It reminds him of the good times he had playing in it as a child.
  - c. Grandmother enjoys looking at it.
  - d. The machines are worth a lot of money.

4. What is one lesson readers can learn from this story?

- a. Playing by yourself can be more fun than being with others.
- b. It is important to be respectful of your grandparents.
- c. The things around you can be interesting if you use your imagination.
- d. Dinosaur bones are very hard to find.

5. What type of story is this?

- a. historical fiction
- b. biography
- c. realistic fiction
- d. Fantasy

Fill in the missing letters to create a word from the story.

Then, write the full word on the line. Be sure you spell each word correctly.

1. \_\_\_\_\_ a \_\_\_\_\_ e \_\_\_\_\_ r \_\_\_\_\_  
hint: cemetery

2. \_\_\_\_\_ a \_\_\_\_\_ m \_\_\_\_\_  
hint: mother's mother or father's mother

3. \_\_\_\_\_ e l \_\_\_\_\_  
hint: area of cleared land

4. \_\_\_\_\_ a c \_\_\_\_\_ o \_\_\_\_\_  
hint: machine with large wheels, often used on a farm

5. \_\_\_\_\_ m b \_\_\_\_\_ t \_\_\_\_\_ s \_\_\_\_\_  
hint: stones used to mark graves

6. \_\_\_\_\_ o \_\_\_\_\_ y \_\_\_\_\_  
hint: what you say when you leave someone

## Pictures in the Stars by Kelly Hashway

Have you ever stared at the clouds and tried to see pictures in them? Well, this is very similar to how ancient astronomers named the constellations.

Constellations are groups of stars, and today there are 88 officially recognized constellations. Each is named for a figure or object that astronomers saw when they viewed the star group. Most of the constellations are named after characters in mythology. Hercules, Draco, Orion, and The Great Bear are just a few. Others are named after the signs of the zodiac, like Sagittarius, Capricorn, and Scorpius. But the way they were named is very similar. Just like we look at clouds today and see figures and other objects, the astronomers looked at the stars and saw things.

But if you've ever played this cloud gazing game with your friends, you've probably noticed that different people see different things in the clouds. You may see a bear, while your best friend sees a lion in the very same cloud. This was also the case with naming the constellations. And as a result, the same constellation can be known by different names across the globe.

One of the best-known constellations is the Big Dipper. If you've ever seen it in the sky, then you know it looks like a scooper or a dipper. But the ancient Greeks called the Big Dipper "Ursa Major" or "Big Bear". The ancient Irish and French called the Big Dipper the "Chariot," and the British referred to it as the "Plough". So you can see how star gazing and studying the constellations to find shapes in the patterns can cause a single constellation to have multiple names. Another thing that contributes to these differing names is the expansion of the universe. The stars are moving and changing positions in the sky, which can make them look less like what they were originally named and more like something completely different.

The constellation Cassiopeia originally looked like a W, but today it appears to be a squiggly line. Astronomers believe that the Big Dipper will look like a number five in 50,000 years. Imagine what you will see the next time you look at the stars.

1. What is a constellation?
  - a. a group of stars that are close to Earth
  - b. a group of stars that is named after a zodiac symbol
  - c. a group of stars that was named for a figure or object that ancient astronomers saw
  - d. a group of stars shaped like an unusual animal
2. How many officially recognized constellations are there?
3. Long ago, the constellation Cassiopeia was shaped like a W. Today it is shaped like a squiggly line. Why does it look different today than it did many years ago?

4. Complete each sentence below.

The ancient Greeks thought the Big Dipper looked like a

\_\_\_\_\_.

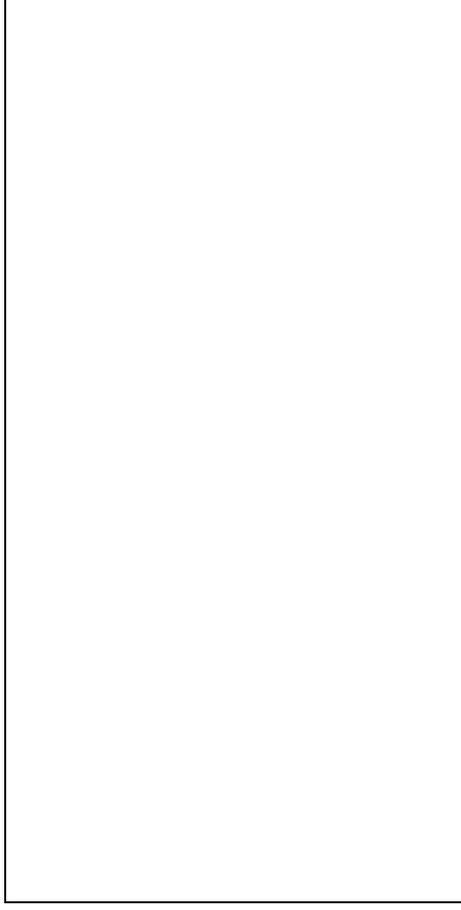
Long ago, people of Britain thought the Big Dipper looked like a

\_\_\_\_\_.

Ancient Irish and French people thought the big dipper looked like a

\_\_\_\_\_.

5. In the box, draw a picture of what the Big Dipper Will probably look like in 50,000 years. (note: The Big Dipper has seven stars. Be sure there are 7 stars in your picture.)



## The Telltale Tail

At last, the sounds of laughter and conversation faded away. The lights turned off, and the doors clicked shut. Slinker poked his pointed nose out of his hole and sniffed the air, whiskers twitching. He couldn't smell any humans. He crept cautiously onto the kitchen floor, his belly almost touching the linoleum and looked around the room. It seemed empty.

Moonlight spilled through the windows, painting everything with a soft silver glow. Slinker dashed across the floor to the table. In the shadow of the table leg, he paused, his small pink ears turning left and right as he listened intently. All was quiet. Slinker climbed quickly onto the tabletop. A feast of crumbs and leftovers was spread out before him. Crusty morsels of cheese, slivers of cold, greasy sausage, and splatters of unrecognizable sauces decorated the dirty plates and glassware. Oh, this was even better than he had hoped!

Slinker's hind feet scabbled against the wooden tabletop as he scurried about, nibbling on this and gnawing on that. Then, with a blissful sigh, he sank his sharp yellow teeth into a loaf of stale bread. He tunneled into the loaf like a miner into a mountain. Soon, only his long, naked tail could be seen dangling out of the bread.

At that moment, Midnight entered the kitchen on her nightly patrol. Sleek and confident, Midnight took her duties seriously and was proud of her ability to keep the house free of vermin. Leaping soundlessly onto the table, Midnight looked around suspiciously. She sensed that something was wrong, but what was it?

Considering the scene, Midnight sat back on her haunches and began to groom herself. She smoothed her whiskers with her paw and cleaned her fur with her rough tongue. Everything appeared to be in order. Inside the bread, Slinker suddenly stopped chewing, frozen in terror. What was that faint sound? Was it - purring?

|   |  |
|---|--|
| Monday  | <b>Match each word from the passages to its definition on the right.</b>   |
| conversation<br>linoleum<br>intently<br>morsels<br>scabbled<br>haunches | <ul style="list-style-type: none"> <li>• small pieces of food</li> <li>• the upper part of an animal's legs</li> <li>• a type of flooring covering</li> <li>• scratched or scraped</li> <li>• the spoken words between two or more people</li> <li>• with great concentration</li> </ul> |

|         |  |
|---------|--|
| Tuesday | <b>Use details from the passage to describe the setting, including the time and place.</b> |
|         |  |
|         |  |
|         |  |

|           |   |  |                            |
|-----------|---|--|----------------------------|
| Wednesday | <b>Write S if the phrase describes Slinker. Write M if it describes Midnight.</b> |  |                            |
|           | cautious and careful  |  | suspicious and serious     |
|           | greedy and messy  |  | confident and well-groomed |
|           | afraid of people  |  |                            |

|   |  |
|---|--|
| <b>Thursday</b>   | <b>Choose the correct answer</b>                     |
| Where does Slinker live?                                    |  |
| Ⓐ in a hole   | Ⓒ in a garden  |
| Ⓑ in a loaf of bread  | Ⓓ The passage does not say                           |
| How often does Midnight check the kitchen?                  |  |
| Ⓐ every hour  | Ⓒ only when she hears noises                         |
| Ⓑ twice a day   | Ⓓ every night  |
| From the title of the story, what do you infer will happen? |  |
| Ⓐ Slinker will tell Midnight a story.                       | Ⓒ Midnight will see Slinker's tail in the bread.     |
| Ⓑ Midnight will groom Slinker with her tongue.              | Ⓓ Slinker and Midnight will bite each other's tails. |

|               |  |
|---------------|--|
| <b>Friday</b> | <b>Who are Slinker and Midnight? Provide Details from the story to support you answer.</b> |
|               |  |
|               |  |
|               |  |
|               |  |
|               |  |

**Writing Prompt:**

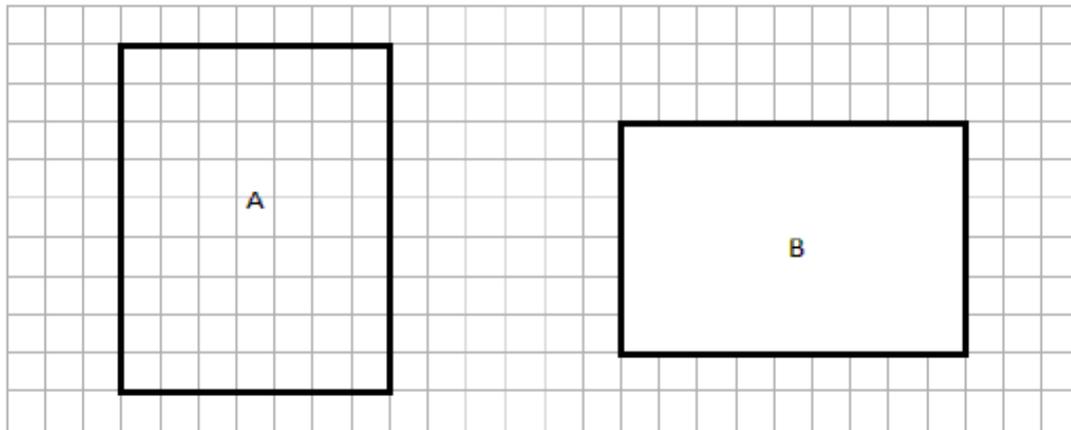
Think about all the fun times we had together while we were able to attend school. It can be something we did in our daily lessons, recess time, lunch with a friend in the classroom, field trips, culture class, etc. and answer the question below. Remember to use complete sentences, capital letter, punctuation, transition words, and to indent every paragraph. 😊

**What is your favorite thing about being a part of our class?**

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Determine the perimeter and area of rectangles A and B.



a.  $A =$  \_\_\_\_\_

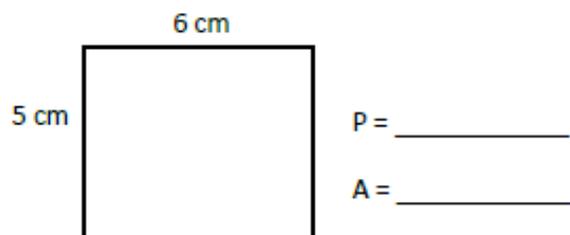
$A =$  \_\_\_\_\_

b.  $P =$  \_\_\_\_\_

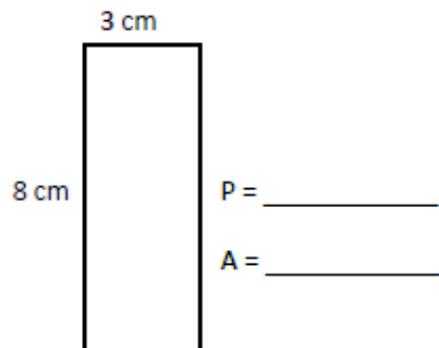
$P =$  \_\_\_\_\_

2. Determine the perimeter and area of each rectangle.

a.

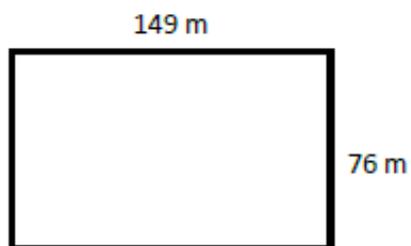


b.



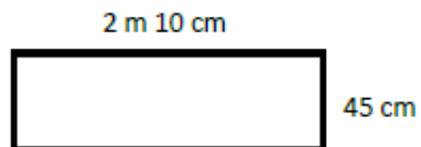
3. Determine the perimeter of each rectangle.

a.



P = \_\_\_\_\_

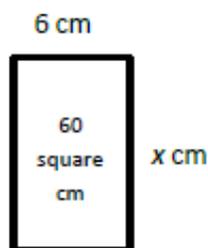
b.



P = \_\_\_\_\_

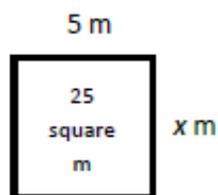
4. Given the rectangle's area, find the unknown side length.

a.



$x$  = \_\_\_\_\_

b.



$x$  = \_\_\_\_\_

## A

Number Correct: \_\_\_\_\_

## Squares and Unknown Factors

|     |                                     |  |
|-----|-------------------------------------|--|
| 1.  | $2 \times 2 =$                      |  |
| 2.  | $2 \times \underline{\quad} = 4$    |  |
| 3.  | $3 \times 3 =$                      |  |
| 4.  | $3 \times \underline{\quad} = 9$    |  |
| 5.  | $5 \times 5 =$                      |  |
| 6.  | $5 \times \underline{\quad} = 25$   |  |
| 7.  | $1 \times \underline{\quad} = 1$    |  |
| 8.  | $1 \times 1 =$                      |  |
| 9.  | $4 \times \underline{\quad} = 16$   |  |
| 10. | $4 \times 4 =$                      |  |
| 11. | $7 \times \underline{\quad} = 49$   |  |
| 12. | $7 \times 7 =$                      |  |
| 13. | $8 \times 8 =$                      |  |
| 14. | $8 \times \underline{\quad} = 64$   |  |
| 15. | $10 \times 10 =$                    |  |
| 16. | $10 \times \underline{\quad} = 100$ |  |
| 17. | $9 \times \underline{\quad} = 81$   |  |
| 18. | $9 \times 9 =$                      |  |
| 19. | $2 \times \underline{\quad} = 10$   |  |
| 20. | $2 \times \underline{\quad} = 18$   |  |
| 21. | $2 \times 2 =$                      |  |
| 22. | $3 \times \underline{\quad} = 12$   |  |

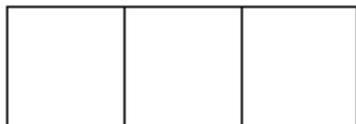
|     |                                   |  |
|-----|-----------------------------------|--|
| 23. | $3 \times \underline{\quad} = 21$ |  |
| 24. | $3 \times 3 =$                    |  |
| 25. | $4 \times \underline{\quad} = 20$ |  |
| 26. | $4 \times \underline{\quad} = 32$ |  |
| 27. | $4 \times 4 =$                    |  |
| 28. | $5 \times \underline{\quad} = 20$ |  |
| 29. | $5 \times \underline{\quad} = 40$ |  |
| 30. | $5 \times 5 =$                    |  |
| 31. | $6 \times \underline{\quad} = 18$ |  |
| 32. | $6 \times \underline{\quad} = 54$ |  |
| 33. | $6 \times 6 =$                    |  |
| 34. | $7 \times \underline{\quad} = 28$ |  |
| 35. | $7 \times \underline{\quad} = 56$ |  |
| 36. | $7 \times 7 =$                    |  |
| 37. | $8 \times \underline{\quad} = 24$ |  |
| 38. | $8 \times \underline{\quad} = 72$ |  |
| 39. | $8 \times 8 =$                    |  |
| 40. | $9 \times \underline{\quad} = 36$ |  |
| 41. | $9 \times \underline{\quad} = 63$ |  |
| 42. | $9 \times 9 =$                    |  |
| 43. | $9 \times \underline{\quad} = 54$ |  |
| 44. | $10 \times 10 =$                  |  |

Name \_\_\_\_\_

Date \_\_\_\_\_

1. A rectangular pool is 7 feet wide. It is 3 times as long as it is wide.

- a. Label the diagram with the dimensions of the pool.



- b. Find the perimeter of the pool.

2. A poster is 3 inches long. It is 4 times as wide as it is long.

- a. Draw a diagram of the poster, and label its dimensions.

- b. Find the perimeter and area of the poster.

4. The area of Nathan's bedroom rug is 15 square feet. The longer side measures 5 feet. His living room rug is twice as long and twice as wide as the bedroom rug.
- a. Draw and label a diagram of Nathan's bedroom rug. What is its perimeter?
- b. Draw and label a diagram of Nathan's living room rug. What is its perimeter?