

Name _____

arrived

whispered

photographs

immigrated

inspected

moment

valuable

opportunity

Use a word from the box to answer each question. Then use the word in a sentence.

1. What is another word for *spoken in a very soft voice*? _____

2. What are the pictures taken by a camera? _____

3. What word might describe a chance for good things to happen?

4. What is another word for *a short amount of time*? _____

5. What word might describe something that is worth a lot of money?

6. What is another word for *looked at something closely*? _____

7. What word might describe that you got to where you were going?

8. What is another word for *came to a new country*? _____

Name _____

Read the passage. Use the make, confirm, and revise predictions strategy to find clues to support predictions.

A Dream to the West

14 Lan was eight years old in 1849. Life at home in China was tough,
28 and Yao, Lan's father, worked hard to put food on the table and make
a good life for his family.

34 Good news from the West gave hope. Word had spread that
45 people were getting rich finding gold in America, and Yao knew
56 that it was time to try for a better life. He made the trip by
71 himself at first. But after a few months, with a loan from family,
84 Lan and her mother were joining him.

91 Lan was as white as a ghost. "I'm scared, Mommy," she said.
103 "I only know my friends and family here in China, and I don't
116 even speak English."

119 "You'll settle in," her mom said. "Daddy will welcome us."

129 The Golden Mountain

132 "Daddy!" Lan came running to her father and gave him a big hug.
145 They took a long wagon trip in from the port in California to
158 where gold was being found.

163 "Are they really finding gold here?" Lan asked along the way.

174 "Some people have struck it rich!" Yao said. "They call the
185 area 'Gold Mountain.'"

188 The Gold Rush swept across America like wildfire when gold
198 was found in 1848. Now people from other countries immigrated.

Name _____

"And what about our family in China?" she asked. "I'm going to miss them."

"I will send them money from my pay," he said. "Maybe one day they can join us here."

Many others did not have the money to send for their families. Lan knew she was lucky.

A New Life

Yao lived in a community with other Chinese people. When they arrived, Lan met Yao's friend, Chen, and Chen's daughter, Li. They walked around the village and talked.

"This is where we live and eat," Li said pointing. "And here is where we gather to talk."

Lan inspected the area. "Wow, I didn't know this many Chinese people lived here. They even speak Chinese!"

"Yes, we have built a nice place to live," Yao said.

"But where is the mine that you work in, Daddy?" she asked.

"I don't work as a miner anymore, Lan," he said. "The hours were long, and we were not finding any gold. I now work as a shoemaker."

Lan knew life would not be the same, but she had hope. She looked around. The future was as open as the land.

"I'm just happy we're together," Lan said.



The discovery of gold gave hope to many immigrants.

Name _____

A. Reread the passage and answer the questions.**1. What is one important detail about Lan's family in paragraph 2?**

**2. What is an important detail about Yao under the heading
A New Life?**

3. What is the theme of this passage?

**B. Work with a partner. Read the passage aloud. Pay attention to rate.
Stop after one minute. Fill out the chart.**

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name _____

heel	free	freeze	bean	clean
week	green	seal	speaks	cream
creek	street	weak	team	field

A. Write the spelling word that matches each definition below.

1. seven days _____
2. a kind of stream or small river _____
3. the opposite of dirty _____
4. a type of vegetable _____
5. the opposite of strong _____

B. Write the spelling word that best completes each sentence.

6. He hurt his _____ on a sharp stone.
7. Every Monday you can skate for _____ at the ice rink.
8. We bought _____ paint for the fence.
9. We watched the school band march down the _____.
10. We can _____ water to make ice cubes.
11. I like to watch the baby _____ play in the pool.
12. When the coach _____, we must listen.
13. We sent letters to the coach of our favorite _____.
14. I put milk, butter, eggs, and _____ on my grocery list.
15. We like to play softball in the open _____ near my house.

Name _____

A. There are six spelling mistakes in the paragraphs below. Underline each misspelled word. Write the words correctly on the lines.

Sam liked helping Pa plow the feeld to grow corn and grean peas. But Sam liked to have fun, too. After a weak of helping out, Sam decided to go fishing.

He started down to the creak with his fishing pole. As he walked down the streat that led away from town, he saw President Abraham Lincoln. The president was talking to a crowd of people. He said that everybody should be frea. Sam never forgot that special day.

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Writing Activity**B. Write a story about meeting someone famous. Use at least four spelling words in your story.**

Name _____

Read the passage. Use the reread strategy to make sure you understand the text.

The Sound of Elephants

A Love of Sounds

4 Katy Payne loves to listen to all kinds of sounds. She loves to
17 listen to music, of course. But mostly, she listens to animals. And
29 she has spent most of her life doing it. By listening to them she
43 has helped them live on.

48 Katy first studied whales and the wonderful sounds they make
58 under the water. Some people call them “whale songs.” They
68 sound like strange music. Katy knew that elephants were like
78 whales in some ways. They were both large creatures. And they
89 both cared for their young. Katy wanted to study elephants, too.

100 Hidden Sounds

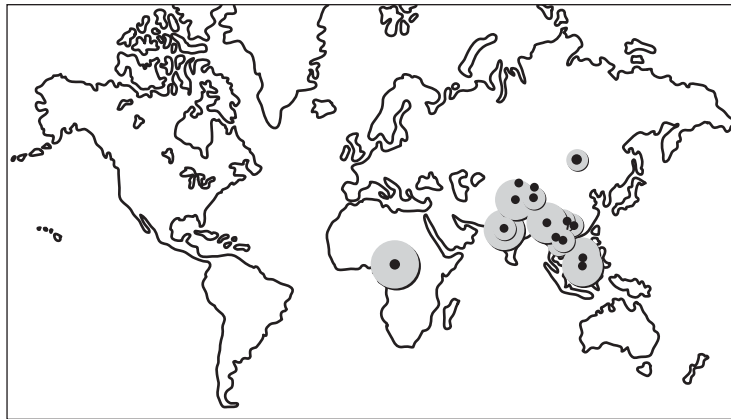
102 Katy went to a zoo to see and hear the elephants. She watched
115 and listened. She liked to hear the sounds they made. There were
127 loud sounds and soft sounds. They hummed and made trumpet
137 sounds. The sounds made Katy think of whale songs. She knew
148 that whales sometimes made sounds that she could not hear. That
159 gave Katy a great idea. What if elephants make hidden sounds
170 too? She went to find out.

Name _____

First, Katy taped the sounds of elephants. Then she took the tapes to a lab. She used a computer to make pictures of the sound waves. The pictures showed sounds that Katy could not hear. The elephants were making hidden sounds! No one had ever seen hidden sounds from elephants. Katy had found something special.

Helping by Hearing

Katy became worried about elephants. People and elephants do not always live well near each other. Sometimes elephants eat



people's crops, and people get angry.

Elephants live in the wild in Africa and Asia.

Sometimes careless people build homes on land that elephants use. It is hard for these elephants to survive. Katy wanted the two to be able to live near each other.

Katy started a project with some friends. They listen to the sounds of elephants to get to know them better. This helps people know more. They are hopeful that the more people understand elephants, the more they will want to help.

Katy also uses the sounds to count the elephants. She has found that there are fewer now than there used to be. Some people have heard about this. They have started helpful projects of their own. Now more people are helping elephants. And it's all because of good people like Katy Payne!

Name _____

A. Reread the passage and answer the questions.

1. How does the author feel about Katy Payne's idea in paragraph three?

2. How does the author feel about Katy's discovery that elephants were making hidden sounds?

3. What is the author's point of view about Katy?

B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name _____

- Use a comma between the day and year in a date.
- Use a comma between the names of a city or town and a state and between the names of a street address, a town, and a state.
- Use commas to separate three or more words in a series. Do not use a comma after the last word.
- Use a comma after the name of a person being spoken to and after words such as *yes* and *no* when beginning a sentence.

Rewrite each sentence. Add commas in the correct places. Combine sentences that share the same subject nouns or predicate nouns.

1. Our teacher read the stories. Our teacher read the poems.

2. My grandmother moved to 68 Palm Court Sunnydale Florida.

3. Mrs. Stamps thank you for visiting our school today.

4. James likes to draw spaceships. James likes to draw robots.

5. The first time our town had a parade was July 4 1892.

What Can You Do?

Let's watch one of our favorite television shows. Then we can answer the questions below to figure out the writer's point of view.



Clues:

Who is the main character? _____

What does the main character do? _____

What are some important things the main character says?

How does the main character treat other the characters in the show? _____

How do the other characters feel about the main character?

Author's Point of View

What do you think the writer of this show wanted the viewers to believe?

Coming to a New Country

Let's read the story. Then we can fill in the chart to figure out the theme, or message the author wants us to know.

Long ago people began moving to America from countries all around the world. People still move to America today.

People want to come to the United States for many different reasons. Some come to find new jobs. Some want to go to school in America. Others come here to be with their families.

Immigrants who come to America do not only get things they need. They also give a great deal to the United States. They bring their customs, share their talents, and work hard to build strong families and communities.



Clue:

Clue:

Theme:

Answers:
Clue: Immigrants come to find new jobs or go to school.
Clue: Immigrants share their customs and talents.
Theme: Immigrants are an important part of America.

Quick Questions



Get Started



Each player tosses two number cubes.

If your numbers match another player's numbers, toss again.
Decide who will read the first question. Take turns.

For Each Question

Listen to the reader. Discuss and agree on the correct answer.
Every player who has that answer can remove one cube that shows the answer.

How to Win

The first player who removes both cubes wins. Have fun!

a	Which number times 7 equals 14?
b	One factor is 5. The product is 20. What is the other factor?
c	Which number times 2 equals 6?
d	How many multiples of 2 are less than 20 and have a 1 in the tens place?
e	Which number times 2 equals 2?
f	How many multiples of 5 are less than 30?
g	One factor is 2. The product is 8. What is the other factor?
h	8 times which number equals 16?
i	How many multiples of 2 are 1-digit numbers?
j	Which number times 5 equals 5?
k	One factor is 2. The product is 12. What is the other factor?
l	Which number times 5 equals 15?
m	One factor is 9. The product is 18. What is the other factor?

n	How many multiples of 2 are less than 12?
o	One factor is 2. The product is 2. What is the other factor?
p	One factor is 5. The product is 15. What is the other factor?
q	How many multiples of 5 are 1-digit numbers?
r	How many multiples of 2 are less than 8?
s	One factor is 5. The product is 5. What is the other factor?
t	One factor is 9. The product is 45. What is the other factor?
u	How many multiples of 2 are less than 4?
v	One factor is 2. The product is 6. What is the other factor?
w	How many multiples of 5 are less than 5?
x	One factor is 5. The product is 30. What is the other factor?
y	How many multiples of 5 are less than 20?
z	One factor is 8. The product is 40. What is the other factor?

If you have
more time



Play another game. Begin with the next question in the list.

Or make up your own questions like these. Play the game with your questions.

Quick Questions



Get Started
 or or

Each player tosses two number cubes.
 If your numbers match another player's numbers, toss again.
 Decide who will read the first question. Take turns.

For Each Question

Listen to the reader. Discuss and agree on the correct answer.
 Every player who has that answer can remove one cube that shows the answer.

How to Win

The first player who removes both cubes wins. Have fun!

a	Multiply 5×9 . Which digit is in the tens place in the product?
b	Multiply 5×4 . Which digit is in the tens place in the product?
c	Multiply 7×5 . Which digit is in the tens place in the product?
d	Multiply 3×5 . Which digit is in the tens place in the product?
e	Multiply 9×5 . Which digit is in the ones place in the product?
f	Multiply 6×5 . Which digit is in the tens place in the product?
g	Multiply 2×8 . Which digit is in the ones place in the product?
h	Multiply 5×5 . Which digit is in the tens place in the product?
i	Multiply 8×5 . Which digit is in the tens place in the product?
j	Multiply 6×2 . Which digit is in the tens place in the product?
k	Multiply 3×5 . Which digit is in the ones place in the product?
l	Multiply 8×2 . Which digit is in the ones place in the product?
m	Multiply 2×6 . Which digit is in the ones place in the product?

n	Multiply 1×2 . Which digit is in the ones place in the product?
o	Multiply 9×5 . Which digit is in the tens place in the product?
p	Multiply 7×5 . Which digit is in the ones place in the product?
q	Multiply 2×7 . Which digit is in the tens place in the product?
r	Multiply 3×2 . Which digit is in the ones place in the product?
s	Multiply 5×6 . Which digit is in the tens place in the product?
t	Multiply 7×2 . Which digit is in the ones place in the product?
u	Multiply 5×2 . Which digit is in the tens place in the product?
v	Multiply 5×5 . Which digit is in the ones place in the product?
w	Multiply 5×7 . Which digit is in the tens place in the product?
x	Multiply 2×3 . Which digit is in the ones place in the product?
y	Multiply 2×9 . Which digit is in the tens place in the product?
z	Multiply 6×2 . Which digit is in the ones place in the product?

If you have more time



Toss two number cubes again. Play another game.
 Begin with the next question in the list.

Name _____

Swinging Back and Forth

Did You Know? A pendulum is a weight that hangs from a point and can swing back and forth. The time it takes for a pendulum to swing back and forth depends on the length and weight of the pendulum and also the force of the push.

A tire swing is one example of a pendulum.



- 1** Josie pushes Max on a tire swing. Max swings for 9 seconds with each push. Complete the chart to show the amount of time Max swings with 1, 2, 3, 4, and 5 pushes.

Push	Swing Time

- 2** How many pushes are needed for Max to swing at least 60 seconds? Explain.

- 3 Extension** How long will Max swing if Josie pushes him 10 times on the swing?

Name _____

Problem-Solving
Reading Activity
2-5

How Many Sticks?

A group of scholars at Tsinghua University in Beijing, China studied a set of bamboo sticks marked with letters and numbers. The sticks were made in 310 B.C. The scholars discovered that the sticks with numbers formed the first base ten multiplication table. However, the numbers were written without zero.

The students in Ms. Goldwasser's third grade class created bamboo sticks like the ones studied in China. They put them in bundles. Find how many sticks each student made. Tell how you found each product.

1. Gerri made 4 bundles with 10 sticks in each bundle.
2. Ken made 6 bundles with 5 sticks in each bundle.
3. Cody made 4 bundles with 9 sticks in each bundle.

Name _____

Kicking a Ball

Did You Know? A soccer player's foot contains energy. When the foot hits the ball, the energy is released. The ball is in motion and it is headed to a new position.

The speed the ball moves depends on the amount of force the player uses to kick the ball. How far the ball travels depends on how forceful or gentle the kick is.



Lucas kicked a golf ball, a baseball, and a soccer ball. He kicked each ball 3 times. The distance the ball traveled after each kick is shown in the table below.

	Kick 1	Kick 2	Kick 3
golf ball	5 yards	5 yards	5 yards
baseball	9 yards	9 yards	9 yards
soccer ball	10 yards	10 yards	10 yards

- 1 Draw a bar diagram to represent the total distance that the soccer ball was kicked.
- 2 Draw a number line to represent the total distance that the soccer ball was kicked.
- 3 What is the total distance that the soccer ball was kicked?

- 4 **Extension** How many more yards did Lucas kick the soccer ball than the baseball? Show your work.

Name _____



Another Example!

Multiples are the products of a number and other whole numbers.

2s Facts	
$0 \times 2 = 0$	$5 \times 2 = 10$
$1 \times 2 = 2$	$6 \times 2 = 12$
$2 \times 2 = 4$	$7 \times 2 = 14$
$3 \times 2 = 6$	$8 \times 2 = 16$
$4 \times 2 = 8$	$9 \times 2 = 18$

5s Facts	
$0 \times 5 = 0$	$5 \times 5 = 25$
$1 \times 5 = 5$	$6 \times 5 = 30$
$2 \times 5 = 10$	$7 \times 5 = 35$
$3 \times 5 = 15$	$8 \times 5 = 40$
$4 \times 5 = 20$	$9 \times 5 = 45$

The products for the 2s facts are multiples of 2. Multiples of 2 end in 0, 2, 4, 6, or 8.

The products for the 5s facts are multiples of 5. Multiples of 5 end in 0 or 5.

★ Guided Practice ★

Do You Understand?

- Is 25 a multiple of 2 or 5?
How do you know?
- MP.7 Use Structure** Bert says 2×9 is 19. How can you use patterns to show Bert's answer is wrong?

Do You Know How?

In 3–5, find each product.

3. $2 \times 4 = \underline{\quad}$ $2 \times 1 = 2$

$2 \times 2 = 4$

$2 \times 3 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

4.
$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$

★ Independent Practice ★

In 6–12, find the missing product or factor.

6. $2 \times 2 = \underline{\quad}$

7. $3 \times \underline{\quad} = 15$

8. $\underline{\quad} \times 2 = 14$

9.
$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$$

*For another example, see Set A on page 99.

☆ Math Practices and Problem Solving ☆

13. © MP.1 Make Sense and Persevere

Eric has some nickels. He says they are worth exactly 34 cents. Can you tell if Eric is correct or not? Why or why not?

14. © MP.3 Critique Reasoning

Brian said $78 + 92 + 85$ is greater than 300. Explain why Brian's answer is not reasonable.

15. Math and Science

Shannon traded 6 nickels in for dimes. How many dimes did Shannon receive?

16. Math and Science

Mike watches how the pendulum swings in his clock. He notices that it swings 1 time every 2 seconds. How long will it take to swing 5 times?

17. April has the coins shown below.



April counted the value of her coins in cents. List the numbers April would have named.

18. Higher Order Thinking

Jake went bowling. On his first turn, he knocked down 2 pins. On his second turn, he knocked down twice as many pins. So far, how many pins has Jake knocked down? How do you know?

© Common Core Assessment

19. Write each number in the correct column to show if it is a multiple of 2 or 5.

Multiple of 2	Multiple of 5
5 6 10 14 18 25	

Name _____



☆ Guided Practice ☆

Do You Understand?

1. **MP.3 Critique Reasoning** Paul thinks 3×9 is 24. Use a 9s pattern to show Paul is wrong.
2. **MP.7 Look for Relationships** Look at the table of 9s facts on page 68. Describe a number pattern in the multiples of 9.

Do You Know How?

In 3–10, find each product.

3. $9 \times 2 = \underline{\quad}$

4. $5 \times 9 = \underline{\quad}$

5. $7 \times 9 = \underline{\quad}$

6. $4 \times 9 = \underline{\quad}$

7. $2 \times 9 = \underline{\quad}$

8. $6 \times 9 = \underline{\quad}$

9.
$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

You can use patterns to solve multiplication facts with 9s.



☆ Independent Practice ☆

In 11–22, find the missing product or factor.

11. $9 \times 0 = \underline{\quad}$ 12. $2 \times \underline{\quad} = 18$ 13. $\underline{\quad} \times 9 = 72$ 14. $9 \times 9 = \underline{\quad}$

15.
$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$$

19. What is 9×3 ? $\underline{\quad}$

20. What is 9×6 ? $\underline{\quad}$

21. What is 0×9 ? $\underline{\quad}$

22. What is 9×8 ? $\underline{\quad}$

☆ Math Practices and Problem Solving ☆

In 23–25, use the table to the right.

23. © **MP.2 Reasoning** The library is having a used book sale. How much do 4 hardcover books cost? Draw a number line to show the answer.

Library Book Sale	
Paperback Books	\$5
Hardcover Books	\$9
Magazines	\$2

DATA



24. **Higher Order Thinking** How much more would Chico spend if he bought 3 hardcover books rather than 3 paperback books? Show how you found the answer.

25. © **MP.1 Make Sense and Persevere** Maggie bought only magazines. The clerk told her she owed \$15. How does Maggie know the clerk made a mistake?

26. The owner of a flower shop put 9 sunflowers in each of 6 vases. Then he counted the flowers by 9s. List the numbers he named.



27. **Number Sense** Chris and Jerome played a video game. Chris scored 437 points. Jerome scored 398 points. Who scored more points? Explain your answer using $>$, $<$, or $=$.

© Common Core Assessment

28. Which numbers are **NOT** multiples of 9? Choose all that apply.

- ☐ 9
☐ 16
☐ 18
☐ 21
☐ 23

29. Which numbers are multiples of 9? Choose all that apply.

- ☐ 18
☐ 36
☐ 42
☐ 54
☐ 69

Name _____

Enrichment
2-1

How Long Do They Live?

Different animals live to different ages. A mayfly lives 1 day while some kinds of turtles can live up to 100 years. Answer the questions to find out the average life span for each animal.

A garden dormouse lives about 5 years. A mosquito fish lives about 2 years.

1. An American manatee lives about 6 times as long as a dormouse. About how long does an American manatee live? _____
2. A blue whale lives about 9 times as long as a dormouse. About how long does a blue whale live? _____
3. A Brazilian tapir lives about 7 times as long as a dormouse. About how long does a Brazilian tapir live? _____
4. A gray wolf lives about 10 times as long as a mosquito fish. About how long does a gray wolf live? _____
5. A hippopotamus lives about 8 times as long as a dormouse. About how long does a hippopotamus live? _____
6. A lion lives about 5 times as long as a dormouse. About how long does a lion live? _____
7. A slow loris lives about 5 times as long as a mosquito fish. About how long does a slow loris live? _____
8. Complete the table by writing the animal names above the correct life spans.

Animal							
Life span	10 years	20 years	25 years	30 years	35 years	40 years	45 years

Name _____

Enrichment
2-5

Equal Values

Choose a number sentence from Column A. Then choose a number sentence from Column B that has the same value. Write the number sentences on either side of the equal signs below.

Column A			Column B		
8×1	0×5	3×3	1×6	1×9	2×4
5×4	2×3	4×1	9×0	2×2	2×10

1. _____ = _____
2. _____ = _____
3. _____ = _____
4. _____ = _____
5. _____ = _____
6. _____ = _____

Choose a number sentence from Column A, Column B, and Column C that all have the same value. Write the number sentences below.

Column A		Column B		Column C	
9×3	1×10	$8 + 8$	$9 + 1$	$20 - 4$	$12 - 2$
2×8	5×6	$25 + 2$	$8 + 22$	$34 - 4$	$30 - 3$

7. _____ = _____ = _____
8. _____ = _____ = _____
9. _____ = _____ = _____
10. _____ = _____ = _____

Name _____

Enrichment

2-6

Multiplying Shapes

Look at the chart. It shows the number of sides that each kind of shape has.

1. What is the total number of sides in this design?



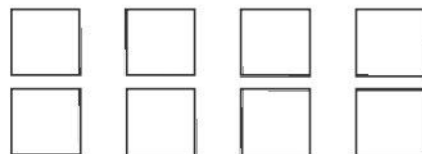
Write a multiplication sentence for the problem.

2. What is the total number of sides in this design?





Write a multiplication sentence for the problem.

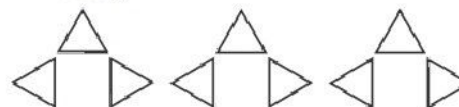
4. What is the total number of sides in this design?



Write a multiplication sentence for the problem.

Sides of Shapes	
Shape	Number of Sides
 triangle	3
 square	4

3. What is the total number of sides in this design?



Write a multiplication sentence for the problem.

5. Make your own design.

Total number of sides _____

Write a multiplication sentence for your design.

The Big Rush In

A huge influx of immigrants arrived from Europe between 1880&1920. Many were drawn to the New World in hopes of a better life. Close to 23 million arrived and greeted by the Statue of Liberty in New York Harbor. Once in New York, they had to endure the processing that followed on Ellis Island. Immigration slowed with the onset of WWI.

The next big influx of immigration occurred in the 1960's and for the first time in America's history, the immigrants were not of European descent. Rather, immigrants arrived from Asia, Mexico, Central America, Africa, and South America.



1. Many Europeans _____ to the United States between 1880&1920.

2. Many immigrants came to the New World for a vacation. True False

3. How many immigrants arrived during this time?

A. 23 thousand B. 23 hundred C. 23 million D. none of these

4. Upon their arrival in New York, what were immigrants greeted by

A. Empire State Building B. Statue of Liberty C. Battery Park D. Central Park

5. WWII _____ down the influx of immigration.

6. During the _____ immigration increased again.

A. 1880's B. 1960's C. 1920's D. none of these

7. European immigrants were once again the main immigrants during the 1960's.

True False

8. Identify at least three groups of immigrants during the 1960's.

Statue of Liberty

The first sight often viewed by the immigrants arriving in New York Harbor was the Statue of Liberty. The statue, created by Auguste Bartholdi, was a gift from France to the United States in 1884. Still today, the statue remains a symbol of freedom and prospect. Many pictures depict immigrants pointing and gaping as they approach their new home. At the statue's pedestal is a plaque that has the inscription of Emma Lazarus' poem "The New Colossus." The poem, composed in 1883, was read aloud that same year at a Statue of Liberty fund raising event.



1. Immigrants to America arrived in _____ Harbor.

2. What was one of the first sights the immigrants saw?

A. Empire State Building B. Battery Park C. Statue of Liberty D. skyscrapers

3. The Statue of Liberty was a gift from France. True False

4. What does the Statue of Liberty stand for?

A. freedom B. opportunity C. A & B D. none of these

5. The term poem can be replaced by

A. sonnet B. essay C. novel D. all of these

6. Emma Lazarus wrote the poem in _____.

7. The poem was _____ at a fundraising event in 1883.

8. The poem was read aloud on the top of the Empire State Building. True False

1870 Minnesota

Toward the late 1800's many immigrants arrived in Minnesota from Norway, Sweden, Finland, and Denmark. This new influx of immigrants arrived and settled in as farmers, despite the harsh natural elements. One young Norwegian immigrant by the name of Andreas Ueland wrote of his experiences in a book called *As a Newcomer*. Revealed in the story are his dreams of coming to America and having America fever.



Many immigrants used this term to describe their feelings about arrival in America. Despite the vicious discrimination endured by many immigrants, Ueland's story reveals the real and present hopefulness and eagerness exhibited by many immigrants.

1. Many immigrants arrived from Sweden and Norway during the late 1800's. True False

2. Immigrants from _____ also arrived during

3. this time and settled in _____.

4. What was the environment like in Minnesota?

A. kind B. harsh C. mild D. none of these

5. Andreas Ueland was a Swedish immigrant. True False

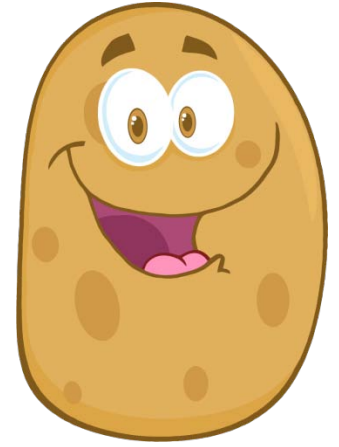
6. What was the title of Ueland's book? _____

7. America fever was a term used to describe feelings immigrants had about arriving in the U.S.

True False

8. Immigrants were filled with _____ and eagerness toward a better life.

Potato Famine



More Irish immigrants arrived in America between 1815 and 1860 than any other European culture. Protestant Great Britain ruled over Ireland at the time. Many protestant landlords treated their Roman Catholic tenants poorly. Sometimes wages would be withheld, other times the tenants would simply be evicted. Much discourse existed between these two groups. It was this unfair and often harsh treatment that caused the immigration of thousands of Irish to America.

The potato was an important crop in Ireland. So important that 1.5 million people depended solely on the potato. Close to 3 million were considered close to being depended on it. Most of these individuals were farmers and laborers. An unthinkable event then occurred. Fields of potatoes became inedible when a fungus, called the potato blight, spread all the way from the eastern United States to Ireland. What resulted was famine and death for many. Others tried to escape this fate by immigrating to America.

1. What was the largest group to immigrate to America?

A. Irish B. German C. French D. Italian

2. Who ruled Ireland during the 1800's?

A. France B. Italy C. Great Britain D. none of these

3. Many landlords were fair and kind to their tenants. True False

4. What word could be substituted for discourse?

A. tension B. stress C. strain D. all of these

5. Continued and harsh treatment by _____ caused many

6. Irish individuals to immigrate to America. True False

7. What happened to the potato crop?

8. The famine caused

A. death B. immigration C. hunger D. all of these

Census



In the United States a census is collected gathering data about the population of the country. This is completed every ten years. This census provides only a ballpark figure of the number of people living in the U.S. Illegal immigration exists and this can skew the outcome of the census. Additionally, the census doesn't reveal the purpose of a person's immigration here. However, through the census, much can be learned about the various cultures that help shape the nation.

1. The United States collects _____ about the people living in the country through a census.

2. A census is completed every 10 years in the United States. True False

3. The United States census is taken every _____ years.

4. The census provides an exact number of people living in the U.S. True False

5. Why might the census provide only a ballpark figure?

6. What does the expression "ballpark figure" mean?

7. What can be learned through the census?

8. When was the last U.S. census conducted? _____

UNIT 3 Settlers and Immigrants Come

Find Out Read old newspapers to learn more about newcomers to your community.

1. When did the first settlers or immigrants arrive in your community?

2. In what ways did the population of your community change since your town or city was founded?

3. How did you learn about your community's population? Explain the steps you took to find your sources.

4. **Critical Thinking: Synthesize** How did the arrival of immigrants change your community?

Animal homes



Background knowledge

Animals can be found living in almost any place on Earth. The place where an animal normally lives is called its *habitat*. There are many different kinds of habitats, such as in grass, under the ground, in trees, in ponds or rivers, on the seashore, and in the ocean.

Science activity

Where would these animals normally live? Draw a line between each animal and its habitat.



Pond



Ocean

Worm
Water snail
Stickleback
Centipede

Crab

Frog

Rabbit

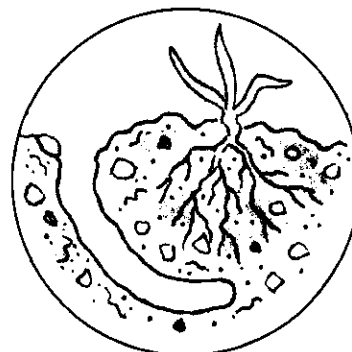
Mackerel

Millipede

Butterfly

Starfish

Woodpecker



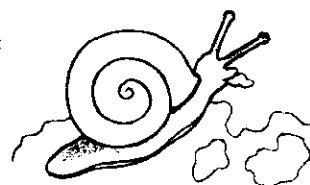
Soil



Woodland

Science investigation

Create a poster about one type of habitat. Include the plants and animals that live in the habitat. What type of habitat is it? What is the source of food and shelter for the animals?



Dinnertime for animals

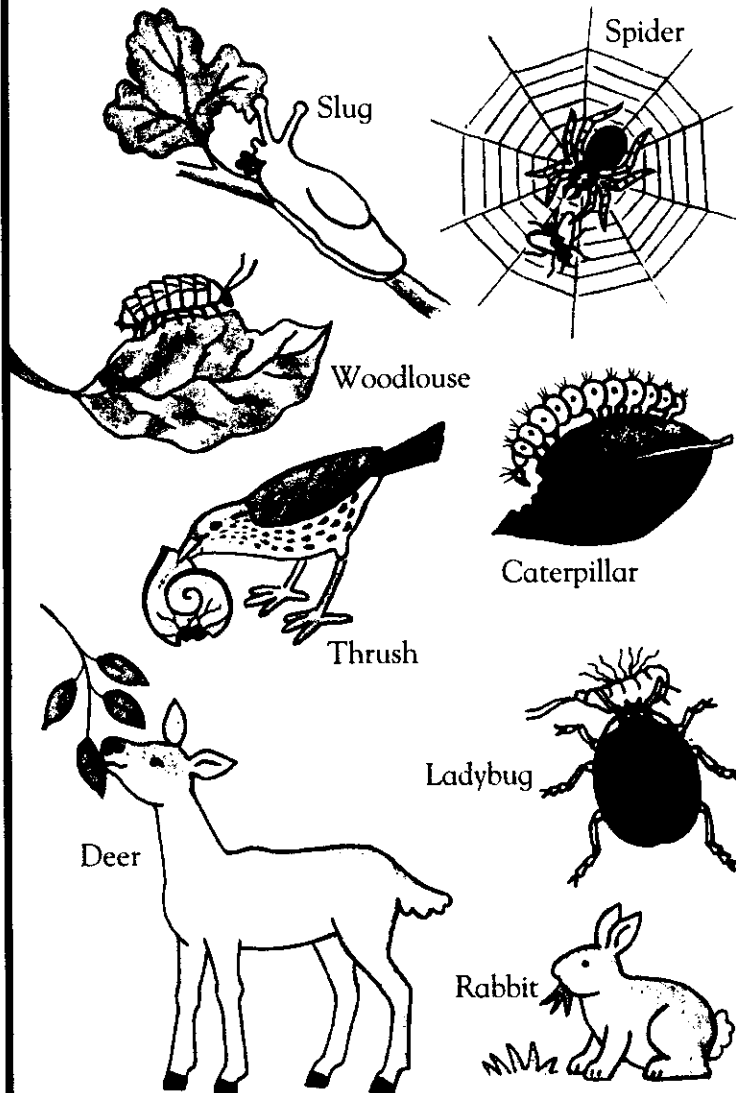


Background knowledge

When animals feel hungry, they need to eat. Food provides the animals with carbohydrates, faats, and proteins, which are important nutrients they need to grow and live. Some animals have to hunt for their food while other animals eat mostly plants. Plants can make their own food using sunlight and gases from the air and water. Animals that eat plants are called *herbivores*. Animals that eat herbivores are called *carnivores*.

Science activity

Can you spot the herbivores in this group of animals? Write their names in the box.



Herbivores

.....

.....

.....

.....

.....

Science investigation

Find some pictures to compare the skull and teeth of carnivores and herbivores. How do they differ? Draw a picture that compares their teeth. Make paper puppets of carnivore and herbivore dinosaurs and act out a play that shows how dinosaurs eat.

Bite on this!



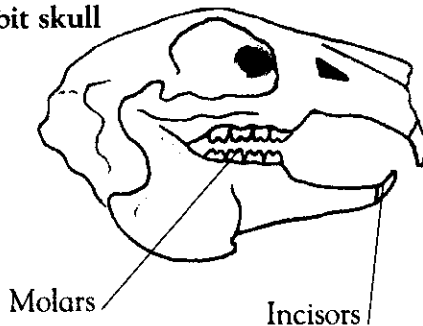
Background knowledge

You have different teeth for doing different jobs. The sharp front teeth, called *incisors*, bite and cut up food. The flat teeth, called *molars*, grind food before it is swallowed. You also have pointed teeth near the front of your mouth that grip and pierce food. These are called *canines*. Animals such as tigers and lions have large canines to catch and kill prey.

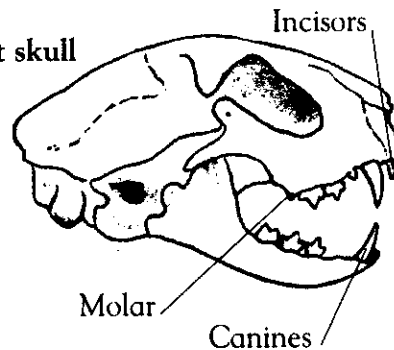
Science activity

An animal's skull clearly shows its teeth. Look at the teeth on the rabbit skull and the cat skull below.

Rabbit skull

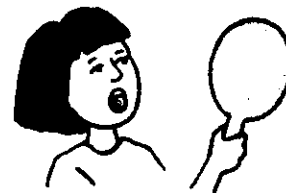


Cat skull



Science investigation

Find some pictures to compare human teeth with those of other animals. Compare the teeth of herbivores, carnivores and omnivores. Now look at your teeth in a mirror. How many of each type of teeth do you have? Are you an omnivore, herbivore, or carnivore?



Why does the rabbit have large incisors?

.....

Why doesn't the rabbit have canines?

.....

How can you tell that the cat catches and eats other animals?

.....

Why does the cat have such small incisors?

.....

.....



Animals must fit in

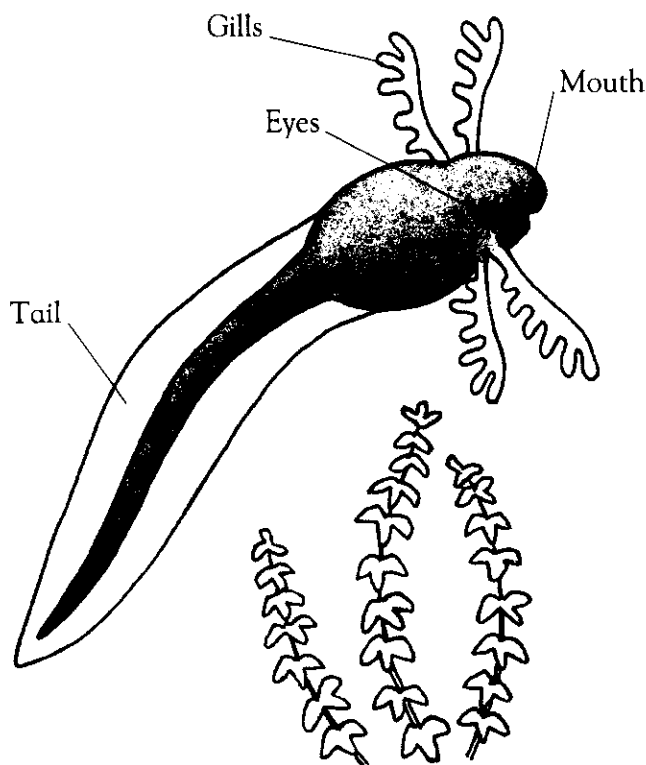
Background knowledge

Animals live in many different habitats. Each animal's body is adapted to live in a certain habitat. For example, birds that live in water have webbed feet. Mammals breathe the air with lungs, while fish have gills for breathing under water. A mole has spade-like feet to help it dig through soil. All these special features are *adaptations* animals have that help them survive in their environment.

Science activity

Tadpoles are pond animals that hatch from eggs laid by frogs in the spring. Three parts of a tadpole's body are named below. In the spaces provided, write down how you think each part helps the tadpole to live in a pond.

Part of the body	How it helps the tadpole to live in a pond
Gills
Tail
Eyes



Science investigation

⚠ Take extra care - ask an adult to supervise you. Brine shrimp are related to shrimp and can easily be hatched. Their eggs can be purchased at a pet store. Hatch some brine shrimp and with the help of a magnifying glass, describe how they are adapted to their environment.



Does it move on its own?

Observations

Living things can move by themselves. Some living things move quickly; others move slowly. Some living things run; others swim, fly, jump, or crawl.

Science activity

Draw a line joining each animal to the word describing how it moves.



hop

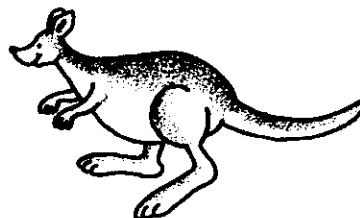
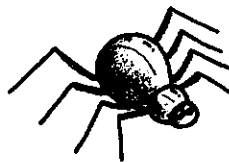
crawl

swim

fly

run

jump



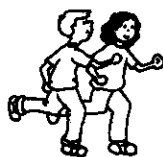
Which of these animals can move by flying?

.....

Which of these animals run on four legs?

.....

Science exploration



How many different ways can people move?



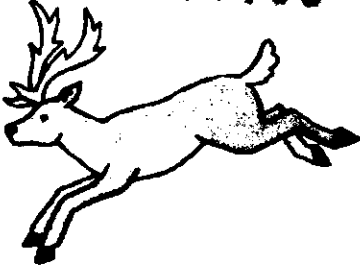

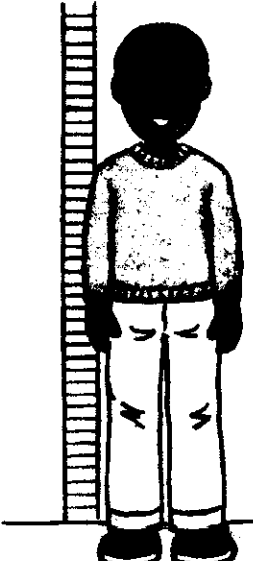


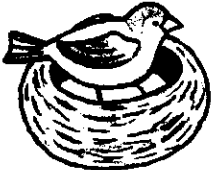

A question of life or death

Background knowledge

All living things carry out certain life activities. They *reproduce*, *grow*, and obtain food or *nutrition*. They all *respire* to obtain energy. Some respire by using gases from the air. All living things must *excrete* or get rid of the waste they produce. Living things also *move*. They may move to get food or run away from an enemy. Last, living things are *sensitive* to the environment around them. For example, some feel pain or heat.

Science activity

The words below describe some of the life activities of living things. Draw a line from each word to the picture that shows it happening.



Reproduces
Excretes
Respires
Grows
Feeds
Senses
Moves

Science investigation

Place some pill bugs or crickets in a large covered jar with holes in the lid. Add a cut up potato and some fish food. Observe the critters and note down all of their life activities. Do they engage in every activity? Design and conduct an experiment to determine the critters' sensitivity to their environment.