

# ROOM 10 NaviGators Answer Packet #24 – Days 116-120

**Date Due: 15/Mar/2020 – <http://www.maestracardenas.com/024>**

<b>Week #:</b>	<b>24</b>				
<b>School Day</b>	<b>116</b>	<b>117</b>	<b>118</b>	<b>119</b>	<b>120</b>
<b>Day</b>	<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>
<b>Date</b>	<b>3/8/20</b>	<b>3/9/20</b>	<b>3/10/20</b>	<b>3/11/20</b>	<b>3/12/20</b>
<b>Efemérides</b>	<b>Intl Women Day</b>	<b>Yuri Gagarin, 1934</b>	<b>Harriet Tubman Day</b>	<b>Japan Tsunami, 2011</b>	<b>Indian Salt March, 1930</b>
<b>Precept of the Week:</b>	<i>"It's not that I'm smart, it's just that I stay with problems longer." ~ Albert Einstein, (b 3/14/1879)</i>				
<b>Word of the Day</b>	<b>Patience</b>	<b>Cautious</b>	<b>Coax</b>	<b>Will Power</b>	<b>Compete</b>
	The ability to wait, endure, or persevere.	Exercising care and watchfulness.	Able to do some thing	Being able to control your own behavior.	Exercising care and watchfulness
<b>Adivinanza</b>	Juegan en la cancha más altos que bajos; meten la pelota dentro de los aros.	La jaula es su casa, su ropaje amarillo, con su canto alegría a todos los vecinos.	Lenta dicen que es porque sólo asoma la cabeza, las patas y los pies.	Lleva años en el mar y aún no sabe nadar.	Mamífero rumiante de cuello alargado, por el desier to, er rante, siempre anda jorobado.
<b>Cuento</b>	2-7-4 Todo sobre la caca de dinosaurio	2-7-5 Casas en las acantiladas	3-7-1 Pez en una pecera	3-7-2 Día de mercado en México	3-7-3 Celebrar la primera risa
<b>Character Education</b>	<b>PACIENCIA - PATIENCE</b>				
	116 Homecoming	117 Computer Helper	118 Dancing Steps	119 What I Want to Be	120 The Music Player
<b>Gramática Grammar</b>		2-8-9 Homógrafos 2-8-9 Words with -er or -or Endings	2-8-10 Homógrafos 2-8-10 Words with -er or -or Endings	2-8-11 Comparativos 2-8-11 Comparatives -er and -est	2-8-12 Comparativos 2-8-12 Comparatives -er and -est
<b>Spelling / Vocab</b>		Tubman (3/10)		Compound Words #8	
<b>English FRC / ELD</b>	2-7-12 Describe - Pronouns	2-7-13 Describe - Adjectives	2-7-14 Explain - Peoper Nouns	2-7-15 Opinion w Primary Sources	2-8-1 Subj-Verb Agreement
<b>Gr3 Math</b>	12-3 Understand the Whole	Candy Crush	Candy Crush	12-4 # Line: Fractions < 1	Fractions on a Number Line
<b>Gr4 Math</b>	12-3 Compare Decimals	SD Compare Decimals with Money	GA Trash Can Basketball (Part 1)	GA Trash Can Basketball (Part 2)	12-4 Add Fractions with Denominators of 10 and 100
<b>Math Review</b>	Sort - Fractions	True or False	What Is a Fraction	Write the Fraction	Find the Fraction
<b>Holidays &amp; Heroes</b>	Women's Day (3/8)	Harriet Tubman (3/10)	Einstein (3/14) (L2L)	Simone Biles (3/14)	RBG (3/15)
<b>Health</b>	7-2 Grupos alimenticios - Food Groups				
<b>Art/Tech/ ♪</b>	1-8 Seguridad en el Internet - Internet Safety				
<b>Science</b>	5-12 Recursos Naturales - Natural Resources		5-13 Reduce, Reuse, Recycle L2L		
<b>Social St.</b>	Supply and Demand - NP			Field Trip to Egypt	





## Calendario de actividades diarias para la casa - Calendar of Daily Home Activities

### Padres de familia: Firme cuando su hijo/a complete cada actividad.

Parents: Initial each activity as you complete it with your child.

**Day 116**    **Mon 8-Mar**

#### El pájaro dziú - págs. 12-14 - The Dziú Bird

- Invite a su niño/a a leer en voz alta las primeras tres páginas del texto. Señale la palabra multitud en el párrafo 2.
- Busquen el término usando un diccionario de papel o en línea y luego túrnense para hacer oraciones usando la palabra.
- Invite your child to read aloud the first three pages of the selection. Point to the word perpetually in paragraph 10.
- Look up the term in using a print or online dictionary and then take turns making up sentences using the term.

**DONE** \_\_\_\_\_ (Parent's Initials)

**Day 117**    **Tue 9-Mar**

#### El pájaro dziú - págs. 15-16 - The Dziú Bird

- Lean en voz alta las siguientes dos páginas del texto, alternando los párrafos.
- Pida a su niño/a que explique por qué se acuesta el toh.
- Read aloud the next two pages of the selection together, alternating paragraphs.
- Ask your child to explain why Lincoln is nervous and tries to quell the panic rising in him.

**DONE** \_\_\_\_\_ (Parent's Initials)

**Day 118**    **Wed 10-Mar**

#### El pájaro dziú - págs. 17-19 - The Dziú Bird

- Invite a su niño/a a terminar de leer el texto.
- Luego, hagan una dramatización, asumiendo los papeles del toh y del dziú.
- Invite your child to complete the selection.
- Then together, perform a dramatic reading, assuming the roles of Lincoln and Kusiq.

**DONE** \_\_\_\_\_ (Parent's Initials)

**Day 119**    **Thu 11-Mar**

#### El pájaro dziú - págs. 12-19 - The Dziú Bird

- Pida a su niño/a que explique cómo las notas al pie de página ayudan al lector a comprender mejor el cuento.
- Ask your child to explain how the footnotes help the reader to better understand the story.

**DONE** \_\_\_\_\_ (Parent's Initials)

**Day 120**    **Fri 12-Mar**

#### Cómo empezó el veranillo - pág. 20 - How Indian Summer Began

- Invite a su niño/a a leer el texto en voz alta.
- Consigan papel y lápices. Cronometren el tiempo durante sesenta segundos.
- Vean quién puede encontrar y anotar más palabras con g. (generoso, agradecido, luego, siguiente, germinado)
- Invite your child to read aloud the selection.
- Get scrap paper and pencils. Set a timer for sixty seconds.
- See who can find and list the most words with soft g sounds. (e.g.: gentle, page)

**DONE** \_\_\_\_\_ (Parent's Initials)

**ROOM 10 Navigators Answer Packet**

Week #: **24**, School Day# **116**, Date: **Monday, 8-Mar-2021**


Palabra del Día: **Patience** = \_\_\_\_\_

Adivinanza - **Juegan en la cancha más altos que bajos; meten la pelota dentro de los aros.** \_\_\_\_\_

 Cuento - **2-7-4 Todo sobre el excremento de dinosaurio**

 **¿Por qué crees que convierte el excremento se convierte en piedra después de tantos millones de años?**


 **¿Qué puedes aprender los paleoescatologistas al estudiar el excremento de dinosaurios?**


 Character Ed. - **116 Homecoming**

 **What else can Carmen and her aunt do to help them be patient?**


ELD - **2-7-12 Describe - Pronouns**

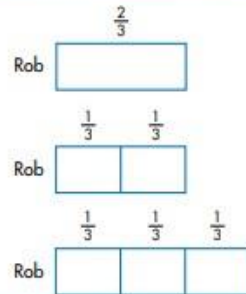
**Another Example!**

The part of a race Rob has completed is shown at the right. You can use fractional parts like this to identify the whole.

$\frac{2}{3}$  is 2 copies of  $\frac{1}{3}$ . Divide Rob's track into 2 equal parts.

Three copies of  $\frac{1}{3}$  make  $\frac{3}{3}$  or 1 whole. Draw one more third.

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



**Choices**

1. Would you rather have  $\frac{1}{2}$  of a pizza or  $\frac{1}{3}$  of the same pizza? Explain.

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2. Would you rather have  $\frac{2}{4}$  of a 16 oz drink or  $\frac{1}{2}$  of an 8 oz drink? Explain.

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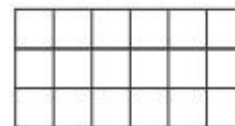


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3. Ryan ate  $\frac{1}{8}$  of a cheese stick. Circle the picture that represents  $\frac{1}{8}$ .



4. Jane needs to miss no more than  $\frac{1}{6}$  of the words on her spelling test. Color in  $\frac{1}{6}$  of the grid below. How many squares did you color? How many words can Jane miss?



= 1 spelling word

**Guided Practice**

**Do You Understand?**

1. **MP.2 Reasoning** If the distance Anya ran was  $\frac{1}{3}$  of the length of the track, what fraction would you use to represent the whole track?
2. **MP.8 Generalize** What is true about the numerator and denominator of each fraction that represents one whole?

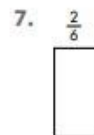
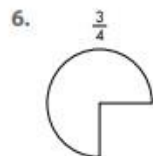
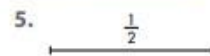
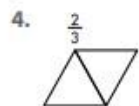
**Do You Know How?**

3. Draw a picture and write a fraction to represent the whole.



**Independent Practice**

In 4-7, draw a picture and write a fraction to represent the whole.



**¡Dibújalo! - Draw About It**

Dibuja un recurso renovable.  
Draw a renewable resource.

**VOCABULARIO:**

Decompose	
Subsoil	
Muddy	

**¡Escribelo! - Write About It**

¿Qué sucedería si utilizamos recursos naturales muy rápido?  
¿Cómo podría cambiar el medio ambiente?  
What could happen if we use up natural resources too quickly? How could the environment change?




**Chiste - Joke**

What is made of wood and acts like a king?



**ROOM 10 NaviGators Answer Packet**

Week #: **24**, School Day# **117**, Date: **Tuesday, 9-Mar-2021**

Palabra del Día: **Cautious** = \_\_\_\_\_

Adivinanza - **La jaula es su casa, su ropaje amarillo, con su canto alegre a todos los vecinos.** \_\_\_\_\_

 Cuento - **2-7-5 Casas en los acantilados**

 **Mamá dijo que tal vez la tribu Pueblo vivía en lugares altos para mantenerse segura. ¿Pero de qué crees que se protegían?**


 **¿Que podemos aprender de las casa en los acantilados de la tribu Pueblo?**


 Character Ed. - **117 Computer Helper**

 **Have you ever taught someone a new skill?**


 **Was it hard to be patient? Why or why not?**




Gramática - 2-8-9 Homógrafos

Subraya entre los significados de la palabra el que se usa en cada oración.

segundo	general	nada	sobre	nota
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- El general dio la orden de combate. (común a todos, jefe militar)
- No hay nada que hacer. (brasear en el agua, ninguna cosa)
- La carrera empezará dentro de un segundo. (detrás del primero, unidad de tiempo)
- Úrsula me escribió una nota. (puntuación, mensaje escrito)
- La comida está sobre la mesa. (encima de, envoltorio de carta)

Vocabulario: Escribe la palabra correcta en la línea.

- No lo había visto (nota, jamás). \_\_\_\_\_
- Me han dado la (hoy, nota) del examen. \_\_\_\_\_
- La (pedazo, medida) de la mesa es un metro. \_\_\_\_\_
- (Hoy, Verdad) nos vamos de vacaciones. \_\_\_\_\_

Grammar - 2-8-9 Words with -er or -or Endings

dancer	inventor	teacher	baker	actor
writer	doctor	sailor	farmer	visitor

Write the spelling word for each clue.

- My job is to help sick people. \_\_\_\_\_
- I work on a ship. \_\_\_\_\_
- I think of and make new kinds of things. \_\_\_\_\_
- My job is to pretend I'm someone else. \_\_\_\_\_
- I grow things and sell them. \_\_\_\_\_
- I help students learn. \_\_\_\_\_
- I perform with music on stage. \_\_\_\_\_
- I make up stories and create books. \_\_\_\_\_
- I cook bread and pastries. \_\_\_\_\_

Fill in the boxes for the spelling word *visitor*.

word meaning	_____	sentence	_____
synonym	_____	visitor	places he or she goes



AB Vocab – **Harriet Tubman**

## Harriet Tubman

### A. Match these words with their Spanish translations:

1. <b>segregation</b> - isolation of black Americans from white society - Noun - _____.	___ <b>abolicionista</b>
2. <b>plantation</b> - a large area to grow crops - Noun - _____.	___ <b>cubierta (secreta)</b>
3. <b>rebellion</b> - organized resistance against authority - Noun - _____.	___ <b>emancipar</b>
4. <b>abolitionist</b> - one who wants slavery or injustice done away with - Noun - _____.	___ <b>indomable</b>
5. <b>insurrection</b> - a revolt against a legal government - Noun - _____.	___ <b>inexplicable</b>
6. <b>emancipate</b> - to set free - Verb - _____.	___ <b>insurrección</b>
7. <b>covert</b> - secret, hidden, or in disguise - Adjective - _____.	___ <b>legítimo(a)</b>
8. <b>inexplicable</b> - not able to be accounted for or understood - Adjective - _____.	___ <b>plantación</b>
9. <b>indomitable</b> - impossible to defeat - Adjective - _____.	___ <b>rebelión</b>
10. <b>legitimate</b> - authentic, conforming to what is allowable - Adjective - _____.	___ <b>segregación</b>

### B. Fill in the blank using one of the spelling words:

- |   |   |
|---|---|
| 1. A _____ mission is kept secret.                                      | 6. Rebels in the _____ tried to overthrow the government. |
| 2. Even after freedom, ex-slaves faced _____ from the white population. | 7. The _____ champion could not be beaten.                |
| 3. Her mysterious disappearance is _____.                               | 8. The _____ demanded an end to slavery.                  |
| 4. His evidence was true and _____.                                     | 9. The southern _____ has many crops.                     |
| 5. I will _____ the dogs from the pound.                                | 10. They staged a _____ to oppose the leader.             |

### C. Write a sentence using as many of the spelling words as you can! \_\_\_\_\_



# MATH – 4. FRACTIONS

## Lesson 7



### CANDY CRUSH

What does the denominator represent in a set?

What does the numerator represent in a set?

**Directions: You are being rewarded for your good classroom behavior! Use counters to help you solve and then draw a picture to justify each answer.**

**Jar #1 contains 24 pieces of Twizzlers. How many Twizzlers will you get if you can have  $\frac{1}{4}$  of them?**

**Jar #2 contains 12 Hershey's Kisses. How many Hershey's Kisses can you get if you can have  $\frac{1}{2}$  of them?**

**Jar #3 contains 21 Gummy Bears. How many Gummy Bears can you get if you can have  $\frac{1}{3}$  of them?**

**Jar #4 contains 16 Skittles. How many Skittles can you get if you can have  $\frac{1}{2}$  of them?**

**ROOM 10 NaviGators Answer Packet**

Week #: **24**, School Day# **118**, Date: **Wednesday, 10-Mar-2021**

Palabra del Día: **Coax** = \_\_\_\_\_

Adivinanza - **Lenta dicen que es porque sólo asoma la cabeza, las patas y los pies.** \_\_\_\_\_

 Cuento - **3-7-1 Pez en una pecera**

 **¿Qué palabras riman en este poema?**


 **¿Qué nos dice este poema acerca de la vida en una comunidad?**


 Character Ed. - **118 Dancing Steps**

 **What does Allie do to help herself be patient?**


 **Why do you think Beverly thinks the wait will be so hard?**


Gramática - 2-8-10 Homógrafos

Completa cada oración con la palabra correcta.

medidas	general	sobre	armada
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- En \_\_\_\_\_, los días en verano son calurosos.
- Pon los documentos en un \_\_\_\_\_.
- Los barcos de la \_\_\_\_\_ entraron en el puerto.
- Las \_\_\_\_\_ del mueble son 3x4 pies.

Vocabulario: Escribe el antónimo de cada palabra.

hoy	pedazo	jamás	verdad
-----	--------	-------	--------

- mentira \_\_\_\_\_
- ayer \_\_\_\_\_
- siempre \_\_\_\_\_
- todo \_\_\_\_\_

ELD - 2-7-14 Explain - Peoper Nouns

Grammar - 2-8-10 Words with -er or -or Endings

dancer	inventor	teacher	baker	actor
writer	doctor	sailor	farmer	visitor

Write the correct spelling words for the given ending.

Spelling words that end with -er

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Spelling words that end with -or

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Circle the spelling words that have three syllables.

- farmer      teacher      inventor      writer  
sailor      actor      doctor      visitor



# MATH – 4. FRACTIONS

## Lesson 8



### CANDY CRUSH

Do fractions always represent the same amount?

Why or why not?

**1. Write a number sentence that represents how you solved each problem.**

**Jar #1**

**Jar #2**

**Jar #3**

**Jar #4**

**What operation is related to fractions?**

**2. Does  $\frac{1}{2}$  always represent the same value? Explain your thinking.**

**3. Which candy will you choose? Explain your thinking.**

**4. Stanley chose 5 pieces of peppermints. If 5 pieces represents  $\frac{1}{4}$  of all the peppermints. How many peppermints were there altogether?**

**Dibuja - Draw about It**

Verduras y frutas de colores diferentes tienen diferentes nutrientes, por lo que es una buena idea comer una variedad de colores! Dibuja frutas y vegetales de diferentes colores.

Different colored fruits and vegetables have different nutrients, so it's a good idea to eat a variety of colors! Draw different colored fruits and vegetables.

What fruit do twins like to eat?

**Escribe - Write about It**

¿Qué comiste hoy? Escribe un diario sobre lo que comiste. ¿Cómo podrías elegir alimentos más equilibrados mañana?

What did you eat today? Write a diary entry about the foods you ate. How could you make more balanced food choices tomorrow?


**ROOM 10 NaviGators Answer Packet**

Week #: **24**, School Day# **119**, Date: **Thursday, 11-Mar-2021**

Palabra del Día: **Will Power** = \_\_\_\_\_

Adivinanza - **Lleva años en el mar y aún no sabe nadar.** \_\_\_\_\_

 Cuento - **3-7-2 Día de mercado en México**

 **¿Cómo usan los mexicanos los espacios públicos?**


 **¿Dónde se reúne la gente de su ciudad?**


 Character Ed. - **119 What I Want to Be**

 **Why is it sometimes hard to be patient about growing up?**


 **What are some good reasons to be patient?**




Gramática - 2-8-11 **Comparativos**

Escribe cada oración con la palabra correcta.

más	que	seguros	mejores
-----	-----	---------	---------

1. Mi mamá es la \_\_\_\_\_ cariñosa.  
\_\_\_\_\_
2. Los aviones son más \_\_\_\_\_ que los autos.  
\_\_\_\_\_
3. ¡Estas son las \_\_\_\_\_ vacaciones de mi vida!  
\_\_\_\_\_
4. Rosa es más tranquila \_\_\_\_\_ Laura.  
\_\_\_\_\_

**Vocabulario: Completa cada oración con la palabra correcta.**

cubierto	hasta	producto	grito
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5. Tengo que ir desde la casa \_\_\_\_\_ la escuela.
6. Me asustó oír un \_\_\_\_\_.
7. El patio estaba \_\_\_\_\_ de hierbas.
8. La publicidad trata de vender el \_\_\_\_\_.

Grammar - 2-8-11 **Comparatives -er and -est**

tallest	colder	newer	fastest	slower
faster	slowest	coldest	taller	newest

**Circle the spelling word that completes each sentence. Then write it on the line.**

1. It is \_\_\_\_\_ in January than in June. colder coldest
2. Is January the \_\_\_\_\_ month of the year? colder coldest
3. Gina has the \_\_\_\_\_ bike of all. faster fastest
4. Tam's bike is \_\_\_\_\_ than my bike. faster fastest
5. The oak tree is \_\_\_\_\_ than my house. taller tallest
6. It is the \_\_\_\_\_ tree in the neighborhood. taller tallest
7. Please wear the \_\_\_\_\_ shirt you have. newer newest
8. The blue shirt is \_\_\_\_\_ than the red shirt. newer newest
9. The bus is \_\_\_\_\_ than the train. slower slowest
10. Is this the \_\_\_\_\_ bus ever? slower slowest

**COMPOUND WORDS - 8**

**A. Translate these words into Spanish:**

1. **downstairs** - to the first floor or a lower floor - Adverb - \_\_\_\_\_.
2. **sunlight** - brightness produced by Earth's large star - Noun - \_\_\_\_\_.
3. **thunderstorm** - a violent rainstorm with wind and lightning - Noun - \_\_\_\_\_.
4. **fingerprint** - unique pattern of lines on a fingertip - Noun - \_\_\_\_\_.
5. **sidewalk** - a paved path on the side of a street - Noun - \_\_\_\_\_.
6. **lifeguard** - someone who rescues a swimmer in trouble - Noun - \_\_\_\_\_.
7. **cardboard** - a material made of thick stiffened paper - Noun - \_\_\_\_\_.
8. **sandpaper** - strong, rough sheet to smooth surfaces - Noun - \_\_\_\_\_.
9. **haircut** - act or result of trimming a person's tresses - Noun - \_\_\_\_\_.
10. **toothpaste** - cream or gel used to clean teeth - Noun - \_\_\_\_\_.

- abajo**  
**banqueta/acera**  
**cartón**  
**corte de pelo**  
**huella digital**  
**luz del sol**  
**papel de lija**  
**pasta de dientes**  
**salvavidas**  
**tormenta**

**B. Fill in the blank using one of the spelling words:**

1. A \_\_\_\_\_ rescued a swimmer from the sea.
2. A ray of \_\_\_\_\_ shone down from the sky.
3. I brush my teeth with mint \_\_\_\_\_.
4. I put my things into a brown \_\_\_\_\_ box.
5. I saw lightning during the \_\_\_\_\_.
6. I touched the glass and left a \_\_\_\_\_.
7. I walk on the \_\_\_\_\_, not in the street.
8. Rub rough wood with \_\_\_\_\_ to smooth it.
9. She walked \_\_\_\_\_ to the bottom floor.
10. The barber gave me a \_\_\_\_\_.

**C. Write a sentence using as many of the spelling words as you can! \_\_\_\_\_**

### ★ Guided Practice

#### Do You Understand?

1. **MP.3 Construct Arguments** Maliya divides a number line from 0 to 1 into 6 equal lengths. What unit fraction represents each equal length? What should Maliya label the tick mark just to the left of 1? Explain.

2. **MP.3 Construct Arguments** Josh divides a number line from 0 to 1 into 8 equal lengths. What should he label the first tick mark to the right of 0? Explain.

#### Do You Know How?

In 3 and 4, divide the number line into the given number of equal lengths. Then mark and label the given fraction on the number line.

3. 2 equal lengths;  $\frac{1}{2}$



4. 4 equal lengths;  $\frac{2}{4}$



### ★ Independent Practice

**Leveled Practice** In 5 and 6, divide the number line into the given number of equal lengths. Then mark and label the given fraction on the number line.

5. 3 equal lengths;  $\frac{2}{3}$



6. 6 equal lengths;  $\frac{2}{6}$



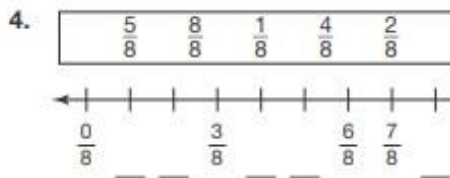
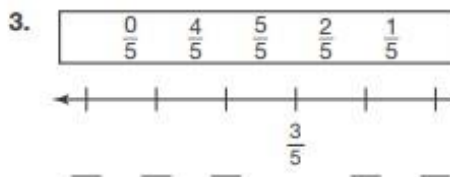
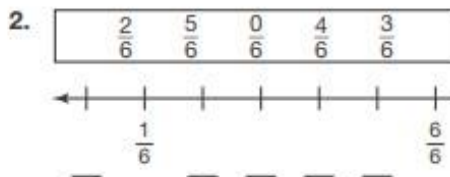
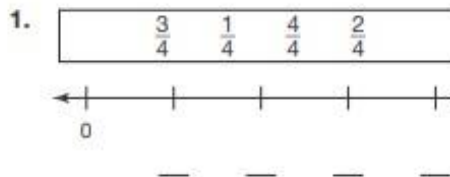
In 7 and 8, draw a number line. Divide the number line into equal lengths for the given fraction. Then mark and label the given fraction on the number line.

7.  $\frac{4}{6}$

8.  $\frac{5}{8}$

### Place the Fraction

Place each fraction in its correct position on the number line.



**¡Dibújalo! - Draw About It**

Busca algo viejo en tu salón o en casa. ¿Cómo se puede reutilizar? Dibuja tu respuesta.

Find an old item in your class or home. How can you reuse it? Draw your answer.

**VOCABULARIO:**

Disposable	
Conserve	

**¡Escribelo! - Write About It**

¿Qué puedes hacer para reducir, reutilizar y reciclar en la escuela o en casa?

What can you do to reduce, reuse, and recycle at school or at home?


**Chiste - Joke**

Did you hear the joke about recycled paper?

**ROOM 10 NaviGators Answer Packet**

Week #: **24**, School Day# **120**, Date: **Friday, 12-Mar-2021**

Palabra del Día: **Compete** = \_\_\_\_\_

Adivinanza - **Mamífero rumiante de cuello alargado, por el desierto, errante, siempre anda jorobado.** \_\_\_\_\_

 Cuento - **3-7-3 Celebración de la primera risa**

 **¿Qué les enseña la selección sobre lo que es importante para el pueblo navajo?**


 **¿Como le da la bienvenida el pueblo navajo a un nuevo bebé en su comunidad?**


 Character Ed. - **120 The Music Player**

 **Describe a time when you had to wait for something you really wanted.**


 **Was it hard to stay patient? Why?**


Gramática - 2-8-12 **Comparativos**

Escribe cada oración correctamente.

1. Mi perro es más grande el tuyo.

\_\_\_\_\_

2. Yo juego peor tú.

\_\_\_\_\_

3. Enrique está en el lugar tranquilo de todos.

\_\_\_\_\_

4. El invierno es mucho frío que la primavera.

\_\_\_\_\_

Vocabulario: Usa las pistas para escribir las palabras.

lloro	dinero	preguntas	voz
-------	--------	-----------	-----

5. sirve para comprar \_\_\_\_\_

6. con ella hablamos \_\_\_\_\_

7. las hacemos cuando no sabemos \_\_\_\_\_

8. a veces lo hago cuando estoy triste \_\_\_\_\_

Grammar - 2-8-12 **Comparatives -er and -est**

tallest	colder	newer	fastest	slower
faster	slowest	coldest	taller	newest

Write the correct spelling words.

Spelling words that compare two things

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

5. \_\_\_\_\_

Spelling words that compare more than two things

6. \_\_\_\_\_ 7. \_\_\_\_\_

8. \_\_\_\_\_ 9. \_\_\_\_\_

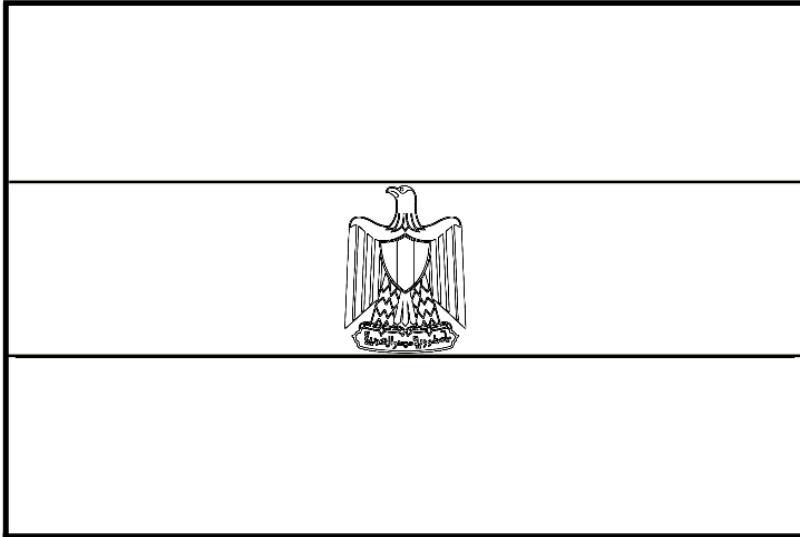
10. \_\_\_\_\_

Circle the two spelling words that are antonyms of each other.

11. faster newer taller slower

Estudios Sociales - [Field Trip to Egypt](#)

VIRTUAL FIELD TRIP DESTINATION: **EGYPT**



What comes to your mind when you think of Egypt?  
Represent your answer in words, sentences, pictures, and/or symbols.

Continent \_\_\_\_\_ Borders: N \_\_\_\_\_ S \_\_\_\_\_ E \_\_\_\_\_ W \_\_\_\_\_

National Language(s) \_\_\_\_\_ Capital City: \_\_\_\_\_

Religions  Buddhism  Christianity  Hinduism  Islam  Judaism  Roman Catholicism  Other \_\_\_\_\_

Population \_\_\_\_\_ Currency \_\_\_\_\_ Moto \_\_\_\_\_

What are the similarities and differences between the U.S. and Egypt?

United States	Both	Canada