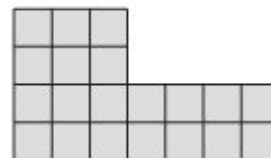


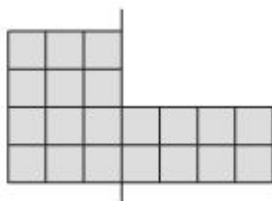
Monday, April 27th

11.8 Area of Combined Rectangles

You can break apart a shape into rectangles to find the total area of the shape.



Step 1 Draw a line to break apart the shape into two rectangles.



Step 2 Count the number of unit squares in each rectangle.

1	2	3					
4	5	6					
7	8	9	1	2	3	4	
10	11	12	5	6	7	8	
12			8				

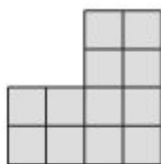
Step 3 Add the number of unit squares in each rectangle to find the total area.

$$12 + 8 = 20 \text{ unit squares}$$

So, the area of the shape is **20** square units.

Draw a line to break apart the shape into rectangles.
Find the area of the shape.

1.



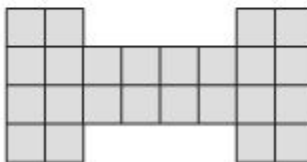
2.



3.



4.



Name _____

Area of Combined Rectangles

COMMON CORE STANDARDS CC.3.MD.7a, CC.3.MD.7b

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Use the Distributive Property to find the area.
Show your multiplication and addition equations.

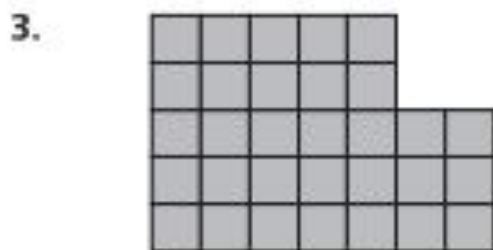


$$\begin{array}{l} 4 \times 2 = 8, 4 \times 5 = 20 \\ 8 + 20 = 28 \\ \underline{28} \text{ square units} \end{array}$$

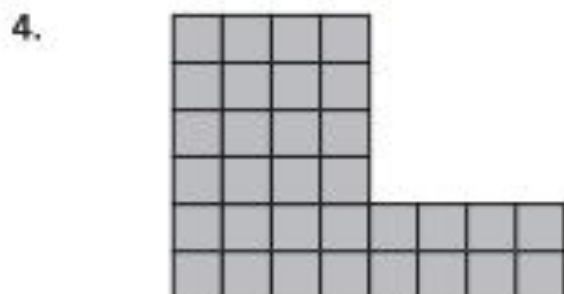


$$\begin{array}{l} \underline{\hspace{1cm}} \\ \underline{\hspace{1cm}} \\ \underline{\hspace{1cm}} \text{ square units} \end{array}$$

Draw a line to break apart the shape into rectangles. Find the area of the shape.



$$\begin{array}{l} \text{Rectangle 1: } \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \\ \text{Rectangle 2: } \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \\ \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ square units} \end{array}$$



$$\begin{array}{l} \text{Rectangle 1: } \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \\ \text{Rectangle 2: } \underline{\hspace{1cm}} \times \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \\ \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}} \text{ square units} \end{array}$$

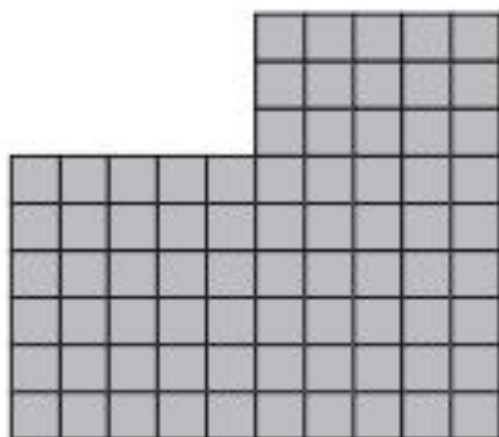
Problem Solving

REAL WORLD

A diagram of Frank's room is at right.
Each unit square is 1 square foot.

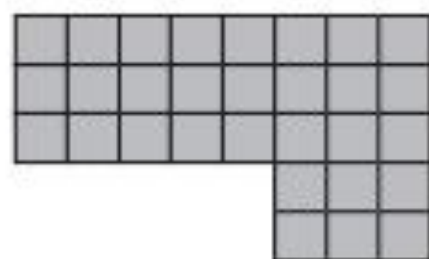
- Draw a line to divide the shape of Frank's room into rectangles.
- What is the total area of Frank's room?

_____ square feet



Lesson Check (CC.3.MD.7c, CC.3.MD.7d)

- The diagram shows Ben's backyard. Each unit square is 1 square yard. What is the area of Ben's backyard?
- The diagram shows a room in an art gallery. Each unit square is 1 square meter. What is the area of the room?



- | | |
|---------------------|----------------------|
| (A) 12 square yards | (A) 24 square meters |
| (B) 16 square yards | (B) 30 square meters |
| (C) 18 square yards | (C) 36 square meters |
| (D) 24 square yards | (D) 40 square meters |

Spiral Review (CC.3.OA.6, CC.3.NF.1, CC.3.MD.4, CC.3.MD.8)

- Naomi needs to solve $28 \div 7 = \square$. What related multiplication fact can she use to find the unknown number? (Lesson 6.7)
- Karen drew a triangle with side lengths 3 centimeters, 4 centimeters, and 5 centimeters. What is the perimeter of the triangle? (Lesson 11.2)
- The rectangle is divided into equal parts. What is the name of the equal parts? (Lesson 8.1)
- Use an inch ruler. To the nearest half inch, how long is this line segment? (Lesson 10.6)



- | | | | |
|-----------|------------|---------------------------|---------------------------|
| (A) half | (C) fourth | (A) 1 inch | (C) 2 inches |
| (B) third | (D) sixth | (B) $1\frac{1}{2}$ inches | (D) $2\frac{1}{2}$ inches |

CONTEXT CLUES

Context clues are hints that an author gives to help define a difficult or unusual word.

A **clue** may appear within the same sentence as the word to which it refers, or it may come before or after the sentence.

Types of Clues

S

Synonym: The students felt anxious before the test. The teacher reminded them that they shouldn't feel nervous if they studied.

A

Antonym: We washed the exterior of the car before scrubbing the inside.

E

Example: The man could not slake his thirst and became even more thirsty.

E

Explanation: The impending field trip excited the entire class and they couldn't wait any longer to go!

W

Word Part: The overgrown weeds in the backyard took up too much space.



I. ARE WE DONE YET?

"Are we done yet?" I whined as I followed Mom.

"A few more things and then we'll be done. Try and be patient and stay out of the way, please."

"Can we get some cookies?"

"No, they are not nutritious like apples and oranges. You need healthy snacks to help you grow," Mom explained. "Why don't you pick out some yogurt to have with lunch?"

"I'm starving! What are we having for lunch?" I asked.

"I put some lunch meat in the cart. We'll make sandwiches as soon as we get home."



Not So Wimpy Teacher: Context Clues Center

1. Where does the story take place?

2. What context clues help you know where it takes place?

3. What does the word nutritious mean?

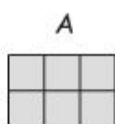
4. What clues from the text help you know the meaning of nutritious?

Tuesday, April 28th

11.9 Same Perimeter, Different Area:

You can use perimeter and area to compare rectangles.

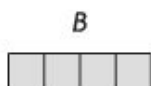
Compare the perimeters of Rectangle A and Rectangle B.



Find the number of units around each rectangle.

Rectangle A: $3 + 2 + 3 + 2 = 10$ units

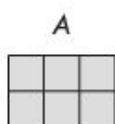
Rectangle B: $4 + 1 + 4 + 1 = 10$ units



Compare: $10 \text{ units} = 10 \text{ units}$

So, Rectangle A has the same perimeter as Rectangle B.

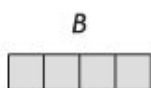
Compare the areas of Rectangle A and Rectangle B.



Find the number of unit squares needed to cover each rectangle.

Rectangle A: 2 rows of 3 = 2×3 , or 6 square units

Rectangle B: 1 row of 4 = 1×4 , or 4 square units

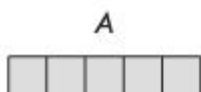


Compare: $6 \text{ square units} > 4 \text{ square units}$

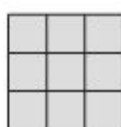
So, Rectangle A has a greater area than Rectangle B.

Find the perimeter and the area. Tell which rectangle has a greater area.

1.



B



A: Perimeter = _____;

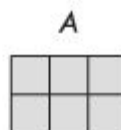
Area = _____

B: Perimeter = _____;

Area = _____

Rectangle ____ has a greater area.

2.



B



A: Perimeter = _____;

Area = _____

B: Perimeter = _____;

Area = _____

Rectangle ____ has a greater area.

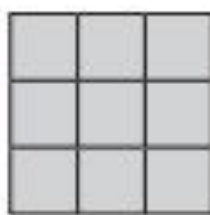
Same Perimeter, Different Areas

COMMON CORE STANDARD CC.3.MD.8

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Find the perimeter and the area.
Tell which rectangle has a greater area.

1.



A



B

A: Perimeter = 12 units;
Area = 9 square units

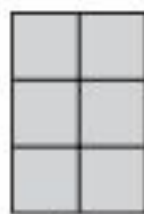
B: Perimeter = _____;
Area = _____

Rectangle _____ has a greater area.

2.



A



B

A: Perimeter = _____;
Area = _____

B: Perimeter = _____;
Area = _____

Rectangle _____ has a greater area.

Problem Solving

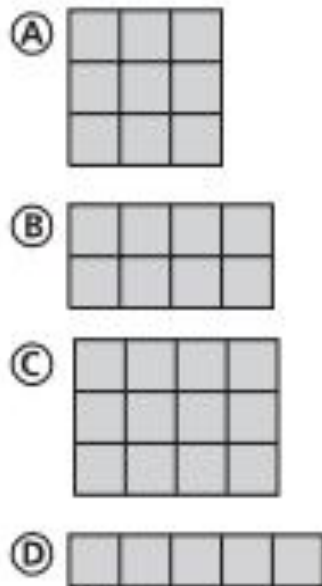
REAL WORLD

3. Tara's and Jody's bedrooms are shaped like rectangles. Tara's bedroom is 9 feet long and 8 feet wide. Jody's bedroom is 7 feet long and 10 feet wide. Whose bedroom has the greater area? **Explain.**

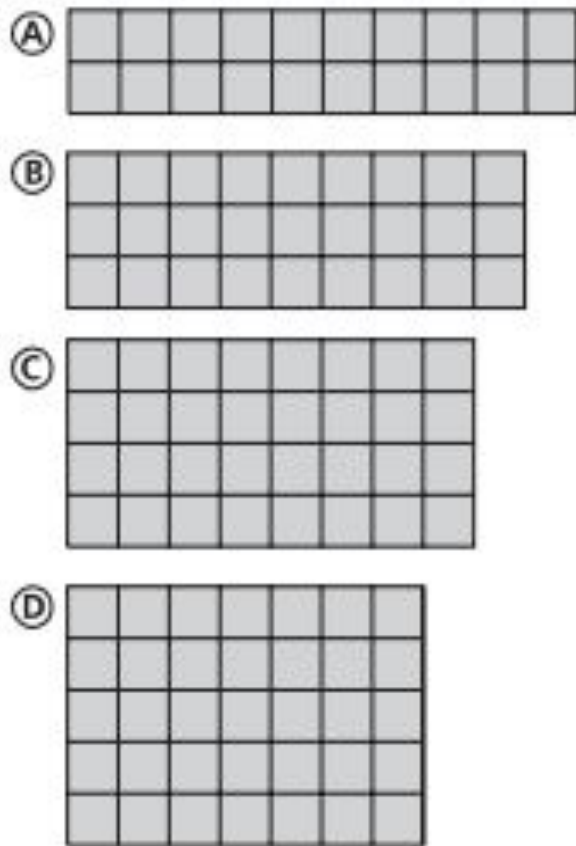
4. Mr. Sanchez has 16 feet of fencing to put around a rectangular garden. He wants the garden to have the greatest possible area. How long should the sides of the garden be?

Lesson Check (CC.3.MD.8)

1. Which shape has a perimeter of 12 units and an area of 8 square units?



2. All four rectangles below have the same perimeter. Which rectangle has the greatest area?


Spiral Review (CC.5.MD.7, CC.3.MD.7a, CC.3.MD.8)

3. Kerrie covers a table with 8 rows of square tiles. There are 7 tiles in each row. What is the area that Kerrie covers in square units?

(Lesson 11.6)

- (A) 15 square units
 (B) 35 square units
 (C) 42 square units
 (D) 56 square units

4. Von has a rectangular workroom with a perimeter of 26 feet. The length of the workroom is 6 feet. What is the width of Von's workroom? (Lesson 11.3)

- (A) 7 feet
 (B) 13 feet
 (C) 20 feet
 (D) 26 feet

3. SPRING

The first day of spring is March 20th. On this day there is the same amount of daylight time as nighttime. There is more daylight and sunshine during the spring than during the winter.

During the winter months, many areas get so cold that the ground freezes. Therefore, plants stop growing. During the spring, the frozen ground will thaw because of the extra sunlight. The flowers will begin blooming again.

During the winter, it is hard for animals to find food and stay warm. Therefore, some animals, like snakes and bears, will hibernate. In the spring, they will wake from their hibernation. Other animals migrate, or move, to somewhere warmer during the winter. When the warmer spring weather arrives, these animals will migrate back to their home.

Spring brings lots of changes for the plants and animals!

Not So Wimpy Teacher: Context Clues Center



1. What does the word thaw mean?

2. What context clues helped you to determine the meaning?

3. What does the word migrate mean?

4. What context clues helped you to determine the meaning?

Wednesday, April 29th

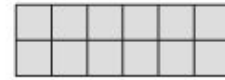
11.10 Same Area, Different Perimeters

Find the perimeter and area of Rectangles *A* and *B*.
Tell which rectangle has a greater perimeter.

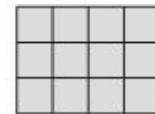
Step 1 Find the area of each rectangle. You can multiply the number of unit squares in each row by the number of rows.

Rectangle *A*: $2 \times 6 = 12$ square units

Rectangle *B*: $3 \times 4 = 12$ square units



A



B

Step 2 Find the perimeter of each rectangle. You can add the sides.

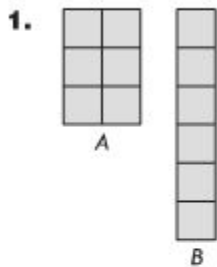
Rectangle *A*: $6 + 2 + 6 + 2 = 16$ units

Rectangle *B*: $4 + 3 + 4 + 3 = 14$ units

Step 3 Compare the perimeters. 16 units > 14 units.

So, Rectangle *A* has a greater perimeter.

Find the perimeter and the area. Tell which rectangle has a greater perimeter.



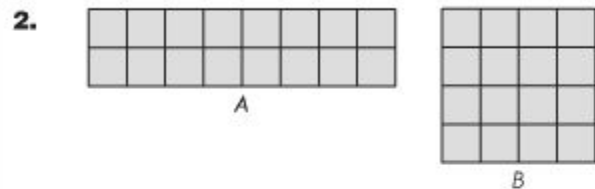
A: Area = _____;

Perimeter = _____

B: Area = _____;

Perimeter = _____

Rectangle ____ has a greater perimeter.



A: Area = _____,

Perimeter = _____

B: Area = _____,

Perimeter = _____

Rectangle ____ has a greater perimeter.

Name _____

Same Area, Different Perimeters

COMMON CORE STANDARD CC.3.MD.8

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Find the perimeter and the area. Tell which rectangle has a greater perimeter.



A

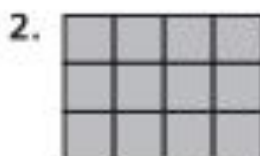
A: Area = 8 square units ;Perimeter = 18 units

B

B: Area = _____ ;

Perimeter = _____

Rectangle ____ has a greater perimeter.



A



B

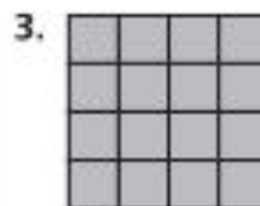
A: Area = _____ ;

Perimeter = _____

B: Area = _____ ;

Perimeter = _____

Rectangle ____ has a greater perimeter.



A



B

A: Area = _____ ;

Perimeter = _____

B: Area = _____ ;

Perimeter = _____

Rectangle ____ has a greater perimeter.

Problem Solving

REAL WORLD

Use the tile designs for 4–5.

4. Compare the areas of Design A and Design B.

5. Compare the perimeters. Which design has the greater perimeter?

Beth's Tile Designs



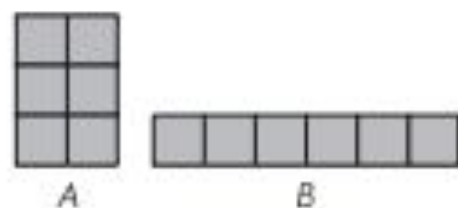
A



B

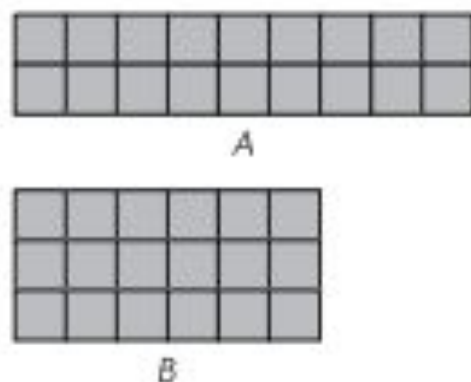
Lesson Check (CC.3.MD.8)

1. Jake drew two rectangles. Which statement is true?



- (A) The perimeters are the same.
- (B) The area of A is greater.
- (C) The perimeter of A is greater.
- (D) The perimeter of B is greater.

2. Alyssa drew two rectangles. Which statement is true?



- (A) The perimeter of B is greater.
- (B) The perimeter of A is greater.
- (C) The area of B is greater.
- (D) The perimeters are the same.

Spiral Review (CC.3.OA.8, CC.3.NF.2a, CC.3.NF.2b, CC.3.NF.3d)

3. Marsha was asked to find the value of $8 - 3 \times 2$. She wrote a wrong answer. Which is the correct answer? (Lesson 7.11)

- (A) 22
- (B) 10
- (C) 4
- (D) 2

4. What fraction names the point on the number line? (Lesson 8.5)



- (A) $\frac{1}{4}$
- (B) $\frac{2}{3}$
- (C) $\frac{3}{4}$
- (D) $\frac{3}{1}$

5. Kyle drew three line segments with these lengths: $\frac{2}{4}$ inch, $\frac{2}{3}$ inch, and $\frac{2}{6}$ inch. Which list orders the fractions from least to greatest? (Lesson 9.5)

- (A) $\frac{2}{6}, \frac{2}{4}, \frac{2}{3}$
- (B) $\frac{2}{3}, \frac{2}{4}, \frac{2}{6}$
- (C) $\frac{2}{4}, \frac{2}{3}, \frac{2}{6}$
- (D) $\frac{2}{6}, \frac{2}{3}, \frac{2}{4}$

6. On Monday, $\frac{3}{8}$ inch of snow fell. On Tuesday, $\frac{5}{8}$ inch of snow fell. Which statement correctly compares the snow amounts? (Lesson 9.2)

- (A) $\frac{3}{8} = \frac{5}{8}$
- (B) $\frac{3}{8} < \frac{5}{8}$
- (C) $\frac{5}{8} < \frac{3}{8}$
- (D) $\frac{3}{8} > \frac{5}{8}$

Wednesday, April 29th

**READ
TO
SELF**



Choose a "just right" book to read. Read for 20-30 minutes. After reading, fill out the reading response below:

READING RESPONSE



DATE:

Wednesday, April 29th

BOOK TITLE:

BOX NUMBER:

Write a short summary about what you read today!

RESPOND

WORLD W

AREA OF COMBINED RECTANGLES

Directions:

Find the combined area of the two listed shapes.

1. Find the area of rectangle **A & B**

Square Measurement = _____

Rectangle A

Rectangle B

squares = _____

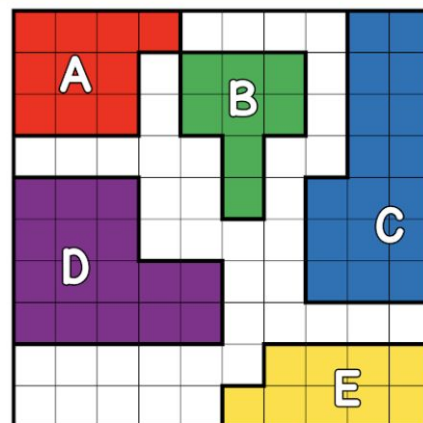
squares = _____

A = _____

A = _____

2. Add the rectangles together

_____ + _____ = _____



$\square = 1 \text{ ft}^2$

#1

AREA OF COMBINED RECTANGLES

Directions:

Find the combined area of the two listed shapes.

1. Find the area of rectangle **B & D**

Square Measurement = _____

Rectangle B

Rectangle D

squares = _____

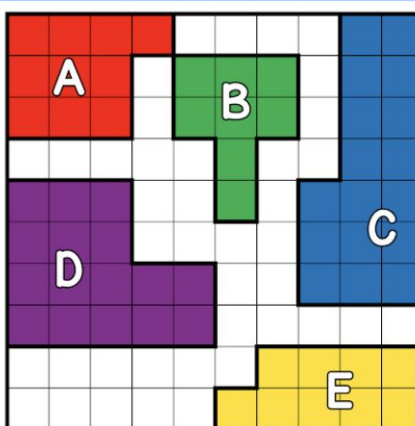
squares = _____

A = _____

A = _____

2. Add the rectangles together

_____ + _____ = _____



$\square = 3 \text{ m}^2$

#2

AREA OF COMBINED RECTANGLE

Directions:

Find the area of the combined rectangle.

1. Find the area of both rectangles

Unit = _____

Rectangle 1

Rectangle 2

b = _____

b = _____

h = _____

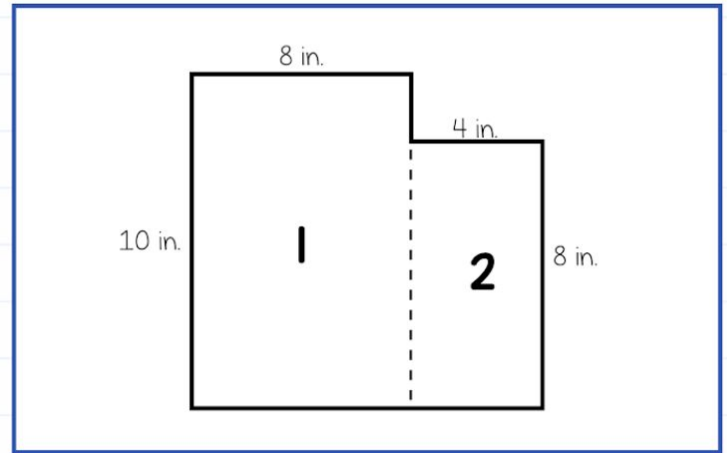
h = _____

A = _____

A = _____

2. Add the rectangles together

_____ + _____ = _____



#6

AREA OF COMBINED RECTANGLE

Directions:

Find the area of the combined rectangle.

1. Find the area of both rectangles

Unit = _____

Rectangle 1

Rectangle 2

b = _____

b = _____

h = _____

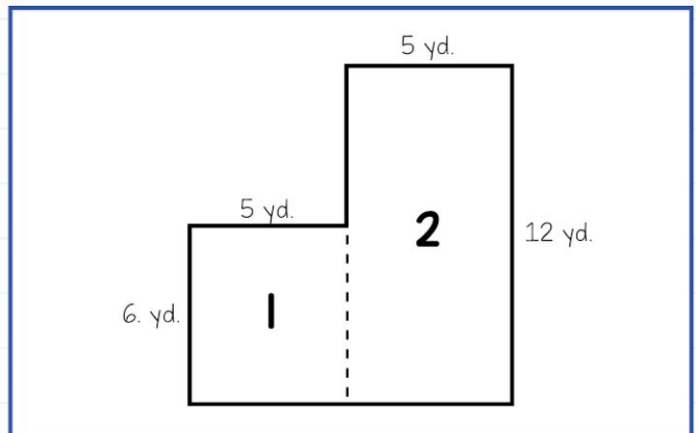
h = _____

A = _____

A = _____

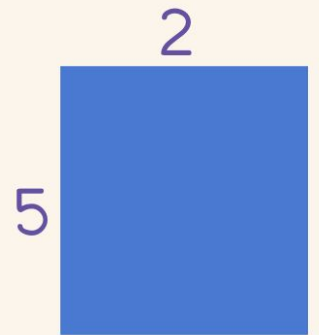
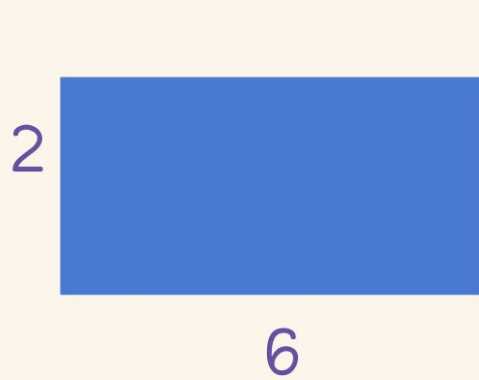
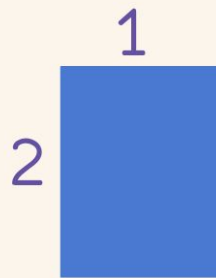
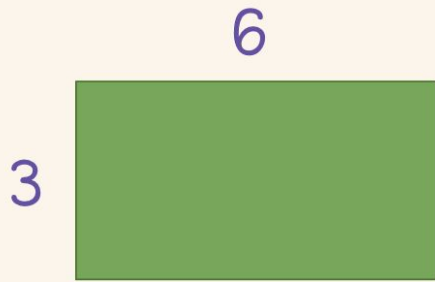
2. Add the rectangles together

_____ + _____ = _____

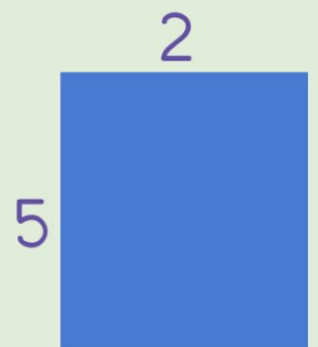
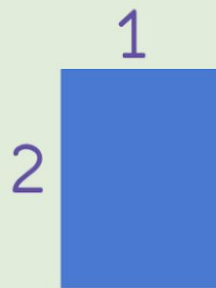
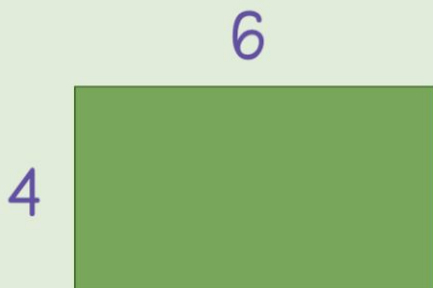


#8

The area of the rectangle below is 18. What other rectangle has the **SAME AREA**? (Draw a circle around the correct answer)

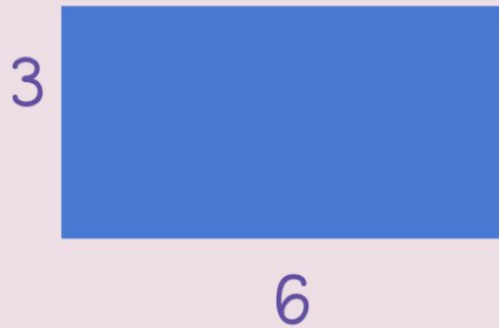
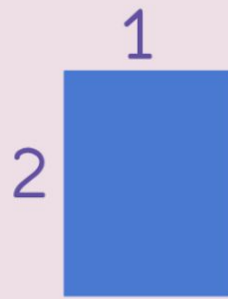
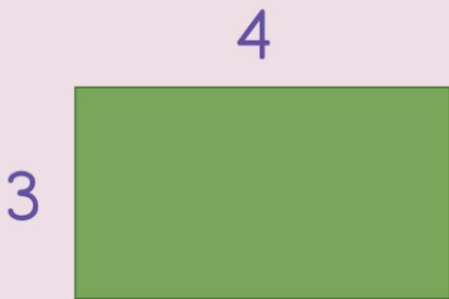


The area of the rectangle below is 24. What other rectangle has the **SAME AREA**? (Draw a circle around the correct answer)



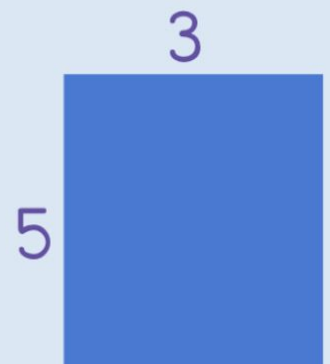
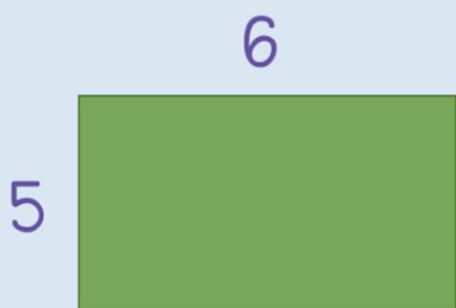
The perimeter of the rectangle below is 14. What other rectangle has the **SAME PERIMETER**?

(Draw a circle around the correct answer)



The perimeter of the rectangle below is 22. What other rectangle has the **SAME PERIMETER**?

(Draw a circle around the correct answer)



Robots to the Rescue

Robots come in many shapes and sizes. But most have one thing in common. They are built to help people. Lately, **engineers** have been developing new kinds of humanoid robots—robots built in the shape of a person. These high-tech machines are designed to lend a hand everywhere from hotels to disaster areas.

“Robots help people by making their lives easier, safer, and more fun,” says engineer Omar Abdelwahed.

Be My Guest

Since November, a robot named Pepper has been on the job at the Mandarin Oriental hotel in Las Vegas, Nevada. The hotel is big and busy. When guests have questions or need directions, they can ask Pepper. They can also use the robot’s touch screen to find the information they need.

Pepper is able to chat with guests and entertain them with stories too. It can even tell what

kind of mood they are in.

“Pepper provides our guests with information in an exciting and new way,” says hotel manager Donald Bowman.

Robo-Doctor

For a kid, being in the hospital can be boring and even scary. But a small robot called NAO (now) is helping make hospital stays easier. It was designed to keep people company.

A Tennessee doctor named Phil Parker bought a NAO robot three years ago. He **programmed** it to talk to and play with young patients. He brings it to hospitals to help sick kids. When kids get medical tests, NAO explains what is going on. The robot also reads to kids and plays games with them like rock, paper, scissors.

“The robot gets many kids to smile for the first time since they’ve been in the hospital,” Parker says.

Life-Saving Machines

Other robots are being developed to help in places where it’s hard or risky for people to go. For example, disaster areas can be full of

rubble and other dangers. Engineers in Japan are building a robot called E2-DR to go into those areas and search for people who are hurt. They showed off their **prototype** this fall.

NASA, the U.S. space agency, is testing out a robot that is designed to work in outer space. Its inventors call it Valkyrie (VAL-kuh-ree). Future versions of the robot could someday help humans explore and live on Mars.

Experts say robots like these will play a big role in the future. *What would you like to design a robot to do?*

Close-Reading Questions

Words to Know

engineers: people who invent, design, and build machines
programmed: gave a computer or other machine instructions to control the way it works
prototype: an early version of an invention



Name: _____

Close-Reading Questions

Refer to this week's cover story, "Robots to the Rescue," to respond to the questions below. Reread the article to find details that support your answers. Remember to write in complete sentences.

1. In the first paragraph, what does the phrase "lend a hand" mean?

2. How do the photos on pages 1 and 2 help you understand what a humanoid robot is?

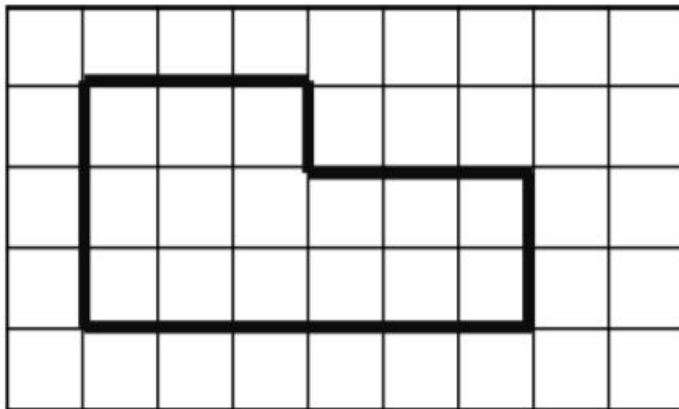
3. Why do you think NAO might be able to make sick kids smile more easily than people can?

Name: _____

Friday, May 1st - Optional

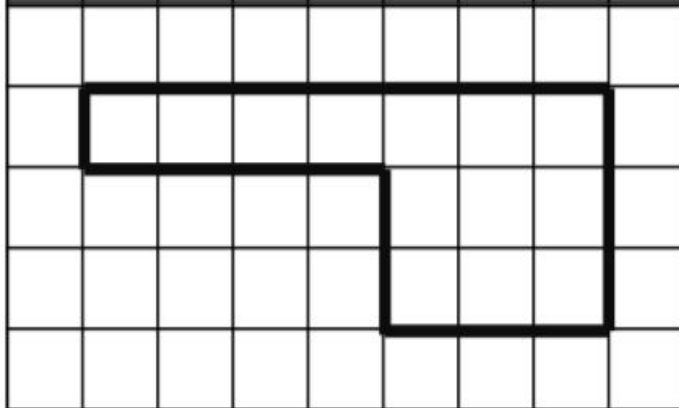
Area Of Combined Rectangles

Directions: Break apart the figures into rectangles to find the area.



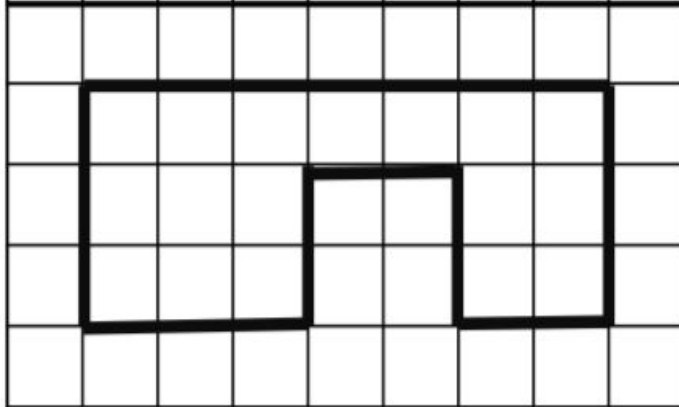
1.

Area = _____



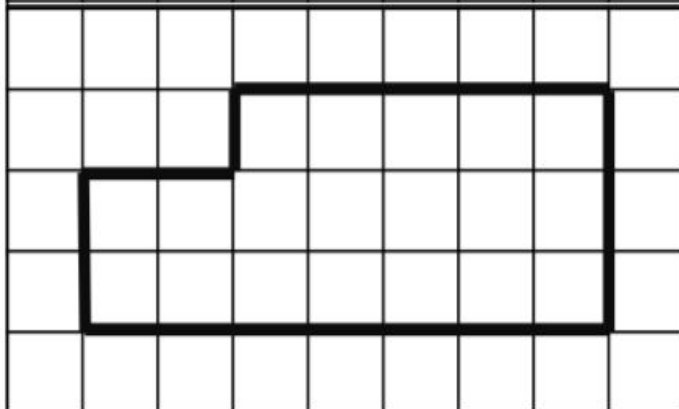
2.

Area = _____



3.

Area = _____



4.

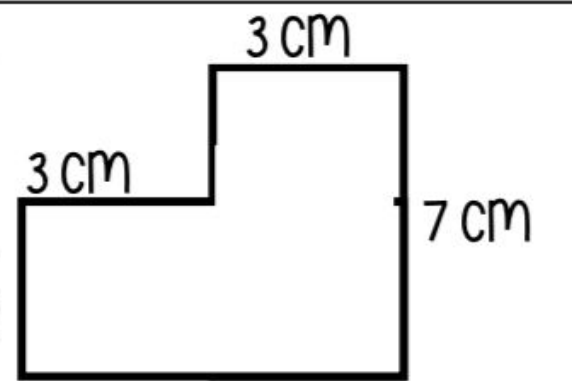
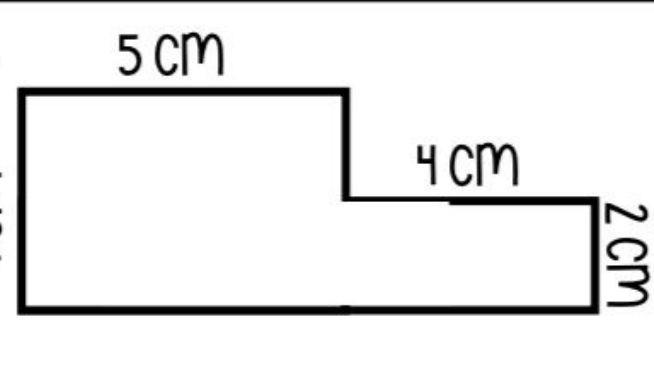
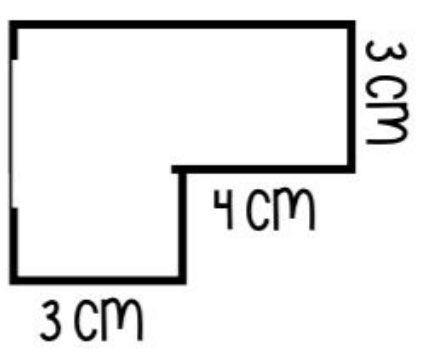
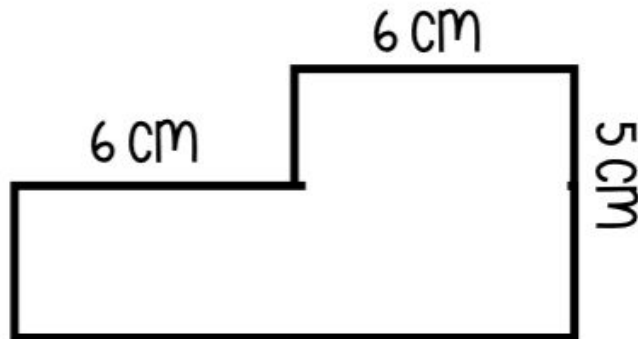
Area = _____

Optional

Name: _____

Area Of Combined Rectangles

Directions: Find the area of the combined rectangles.

<p>1.</p> 	<p>Area = _____</p>
<p>2.</p> 	<p>Area = _____</p>
<p>3.</p> 	<p>Area = _____</p>
<p>4.</p> 	<p>Area = _____</p>

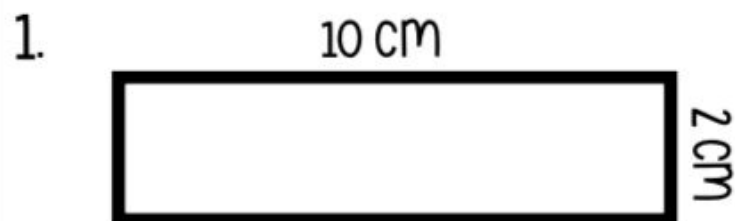
Optional

Name: _____

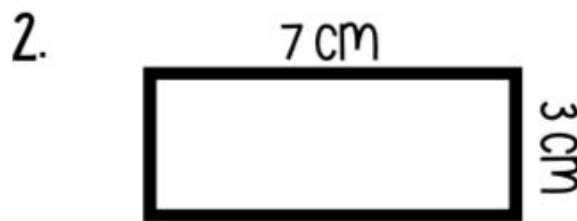
SAME PERIMETER-DIFFERENT AREA

Directions: Find the area and perimeter for each figure below.

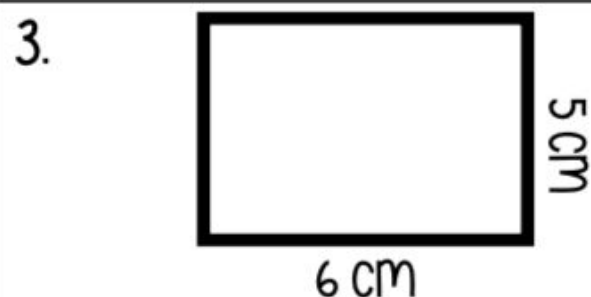
If the figure has the SAME Perimeter and DIFFERENT area, COLOR it Orange.



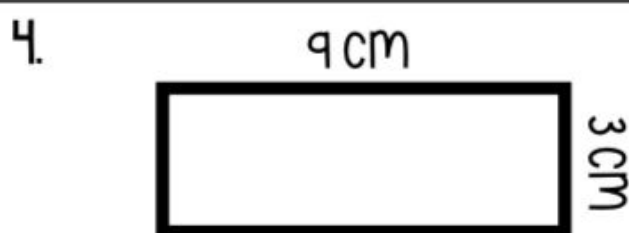
Area = _____ Perimeter = _____



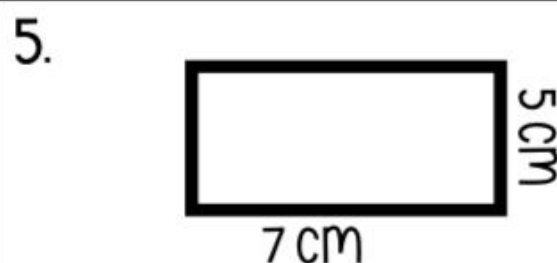
Area = _____ Perimeter = _____



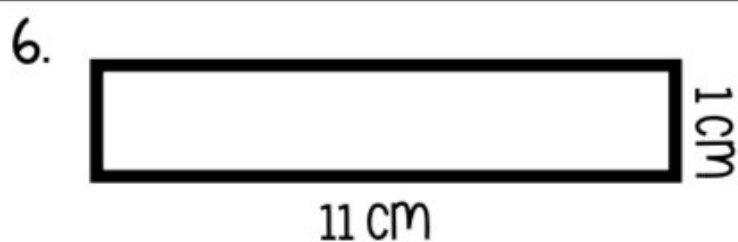
Area = _____ Perimeter = _____



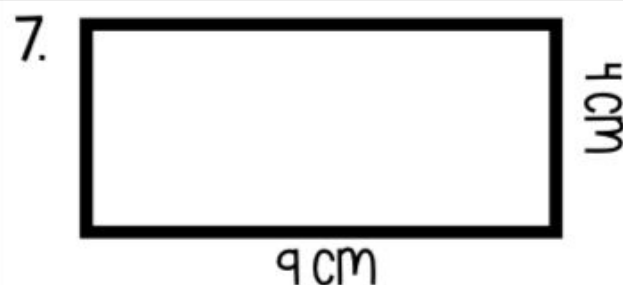
Area = _____ Perimeter = _____



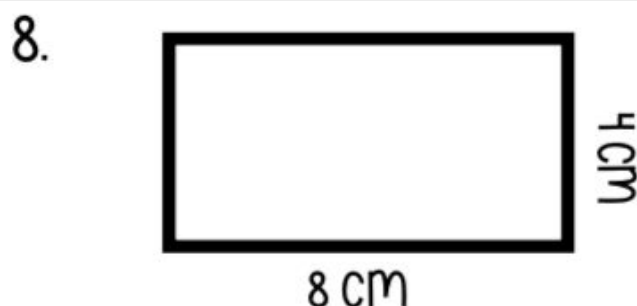
Area = _____ Perimeter = _____



Area = _____ Perimeter = _____



Area = _____ Perimeter = _____



Area = _____ Perimeter = _____

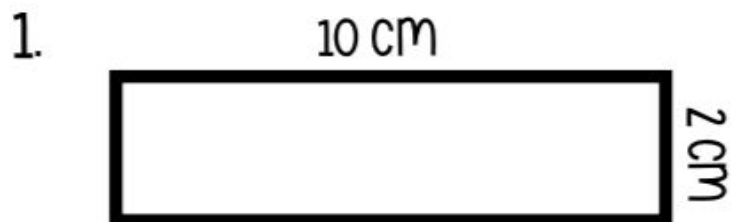
Optional

Name: _____

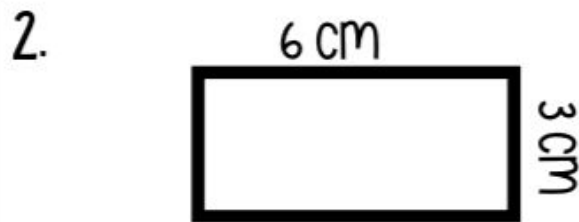
SAME AREA-DIFFERENT PERIMETER

Directions: Find the area and perimeter for each figure below.

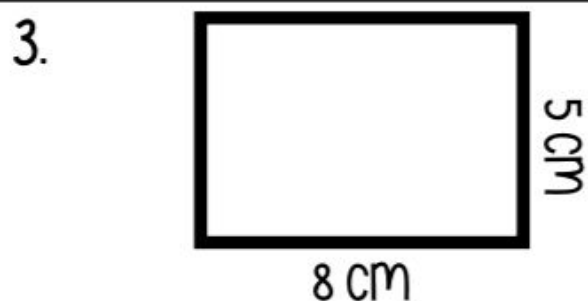
If the figure has the SAME area and DIFFERENT perimeter, color it blue.



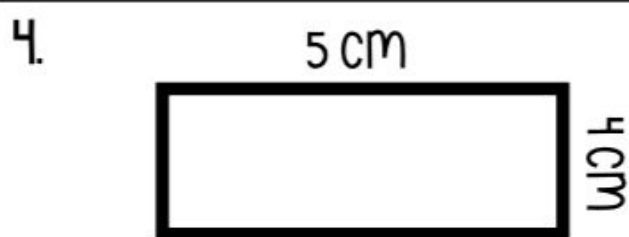
Area = _____ Perimeter = _____



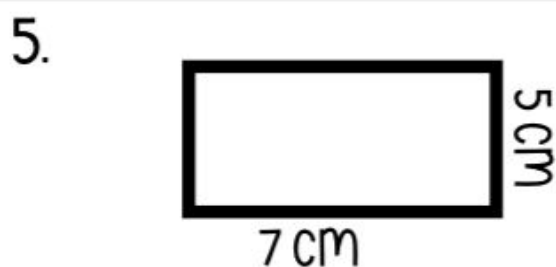
Area = _____ Perimeter = _____



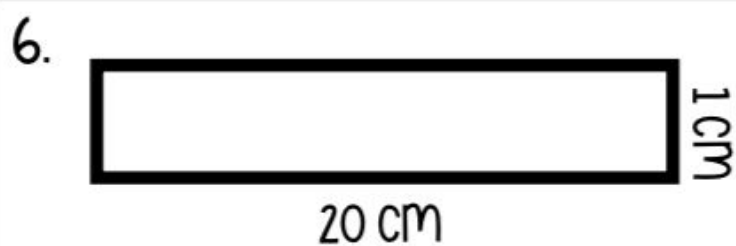
Area = _____ Perimeter = _____



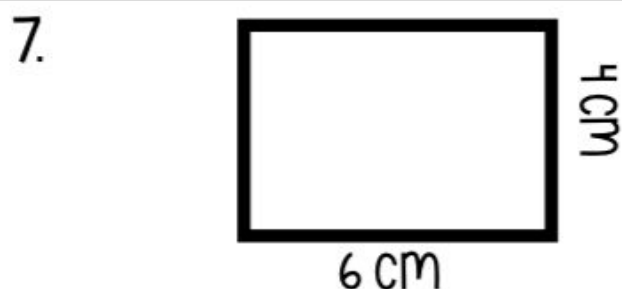
Area = _____ Perimeter = _____



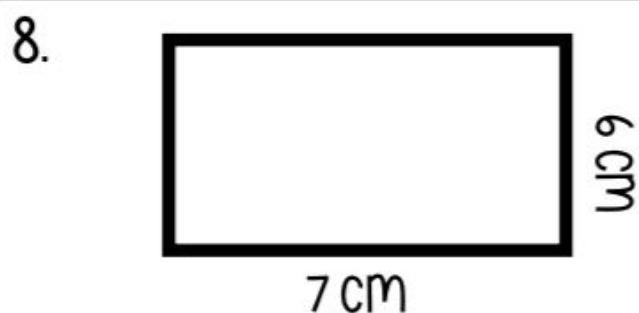
Area = _____ Perimeter = _____



Area = _____ Perimeter = _____



Area = _____ Perimeter = _____



Area = _____ Perimeter = _____

Friday, May 1st - Optional

Name: _____

Find the Meaning from the Text

"The Velveteen Rabbit" is a story of a stuffed toy that is given to a little boy for Christmas. At first the rabbit is not played with very much. But later, the little boy finds he likes the rabbit best of all. Below is a paragraph from the beginning of the story.

The Velveteen Rabbit *by Margery Williams*

For a long time he lived in the toy cupboard or on the nursery floor. No one thought very much about him. He was **naturally** shy. Being only made of **velveteen**, some of the more **expensive** toys quite **snubbed** him. The mechanical toys were very **superior** and looked down upon everyone else. They were full of modern ideas, and they pretended they were real. The model boat, who had lived through two **seasons** and lost most of his paint, caught the tone from them. He never missed an **opportunity** of **referring** to his rigging in technical terms. The Rabbit could not claim to be a model of anything, for he didn't know that real rabbits existed. He thought they were all stuffed with **sawdust** like himself. He understood that sawdust was quite **out-of-date** and should never be mentioned in modern circles.

Match the Meanings

Write the letter of the word on the right which has almost the same meaning as the word or phrase on the left. Use the words in the text to understand the meaning.

- | | |
|-----------------------|------------------------|
| _____ 1. naturally | A. talking about |
| _____ 2. velveteen | B. chance |
| _____ 3. expensive | C. old fashioned |
| _____ 4. snubbed | D. soft wood chips |
| _____ 5. superior | E. times of the year |
| _____ 6. seasons | F. soft cloth |
| _____ 7. opportunity | G. usually |
| _____ 8. referring to | H. lived |
| _____ 9. technical | I. special knowledge |
| _____ 10. existed | J. ignored |
| _____ 11. sawdust | K. cost a lot of money |
| _____ 12. out-of-date | L. stuck up |

Context Clues: Optional

The Secret Garden

Name: _____

Below is the opening of Francis Hogsdon Burnett's classic story "The Secret Garden." The book was published in 1910 and tells of the adventures of Mary Lennox. After Mary's parents die, she is sent to live with her uncle. There Mary uncovers mysteries, makes friends and finds the importance of nature.

The Secret Garden

When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India. She had always been ill in one way or another.

Her father had held a position under the English Government. He had always been busy and ill himself. Her mother had been a great beauty who cared only to go to parties and amuse herself. She had not wanted a little girl at all, and when Mary was born she handed her over to the care of an Ayah.

She never remembered seeing familiarly anything but the faces of her Ayah and the other native servants. They always obeyed her and gave her her own way in everything. By the time she was six years old she was as tyrannical and selfish a little pig as ever lived.

The young English governess who came to teach her to read and write disliked her so much that she gave up her place in three months. When other governesses came, they always went away in a shorter time than the first one. So if Mary had not chosen to want to know how to read books, she would never have learned her letters at all.



Meaning Match

Write the letter of the word on the right which has almost the same meaning as the word or phrase on the left. Use the words in the text to understand the meaning.

_____ 1. disagreeable-looking

_____ 6. handed

A. nurse

_____ 2. expression

_____ 7. Ayah

B. bossy

C. gave

_____ 3. ill

_____ 8. familiarly

D. entertain

E. sick

F. friendly

_____ 4. position

_____ 9. tyrannical

G. teacher

H. ugly

_____ 5. amuse

_____ 10. governess

I. job

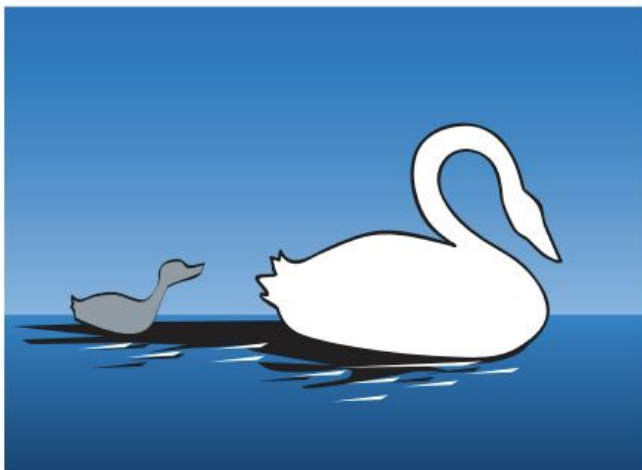
J. look

Word Detective: The Ugly Duckling

Hans Christian Andersen wrote the story of "The Ugly Duckling." It tells about a small baby duck, called a duckling, who is a very ugly duck. He is not very happy because all the farm animals make fun of him. Then, one day the duckling grows up. He finds out he is not a duck, but a beautiful swan!

Below is part of the story.

The poor duckling, had crept out of his shell last of all. He looked so ugly! He was bitten and pushed and made fun of, not only by the ducks, but by all the poultry. "He is too big," they all said. The turkey, who fancied himself really an emperor, puffed himself out like a vessel in full sail. He flew at the duckling, and became quite red in the face with passion. The poor little duckling did not know where to go. He was quite miserable because he was so ugly and laughed at by the whole farmyard. So it went on from day to day till it got worse and worse. The poor duckling was driven about by every one; even his brothers and sisters were unkind to him. They would say, "Ah, you ugly creature, I wish the cat would get you." The ducks pecked him, the chickens beat him, and the girl who fed the poultry kicked him with her feet. So at last he ran away, frightening the little birds in the hedge as he flew off.



Circle the letter of the word that means almost the same thing as the underlined word. Use the rest of the sentence to help find the correct meaning of the word.

1. "...made fun of, not only by the ducks, but by all the poultry."
A. vegetables B. birds C. clouds
2. "The turkey, who fancied himself really an emperor..."
A. ran B. dressed C. believed
3. "...puffed himself out like a vessel in full sail."
A. ship B. cake C. goose
4. "...became quite red in the face with passion..."
A. sunrise B. rain C. anger
5. "was quite miserable because he was so ugly and laughed at..."
A. calm B. unhappy C. hungry
6. "...even his brothers and sisters were unkind to him..."
A. mean B. helpful C. asleep
7. "...would say, 'Ah, you ugly creature, I wish the cat would get you.'"
A. door B. animal C. apple
8. "So at last he ran away, frightening the little birds..."
A. writing B. feeding C. scaring

My end of week reflection

Favorite activity:

**Something new
I've learned.**

Goal for next week: