

Welcome back to school at Wilkinson Gardens Elementary!

Directions: Complete all pages for full attendance credit. Days and directions are on each page.

Helpful videos:

Multiplication equal groups:

- https://www.youtube.com/watch?v=miUkEn_EYIk
- <https://www.khanacademy.org/math/cc-third-grade-math/intro-to-multiplication/multiply-with-groups-of-objects/v/multiplication-intro>

Multiplication arrays:

- <https://www.youtube.com/watch?v=gzFbUZ8VjEg>
- <https://www.youtube.com/watch?v=TMVKhd2Uthg>

Parts of speech

- <https://www.youtube.com/watch?v=JAKFxPOMy-U>

Compare and Contrast

- <https://www.youtube.com/watch?v=8lO2Fyp7eVI>

Teachers will be available live each school day from 9-11 via Zoom

Shaffer & Jenkins: **Meeting ID: 214 678 8851 Passcode: 4647**

Wheeler: **Meeting ID: 741 779 7838 Passcode: fP32rv**

You will also be able to reach your teacher via Class Dojo.

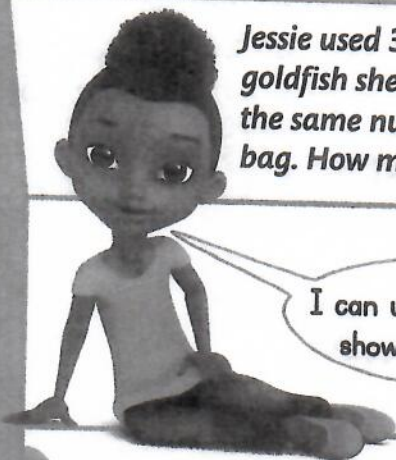
For students that have access to Iready and Capit at home, please spend 15 minutes daily on each program.

Students return to the building for face to face instruction on January 25, 2020

If you have any questions or concerns, please feel free to reach out to your student's 3rd grade teacher.

How Can You Find the Total Number of Objects in Equal Groups?

A



Jessie used 3 bags to bring home the goldfish she won at the Fun Fair. She put the same number of goldfish in each bag. How many goldfish did she win?

I can use counters to show the groups.

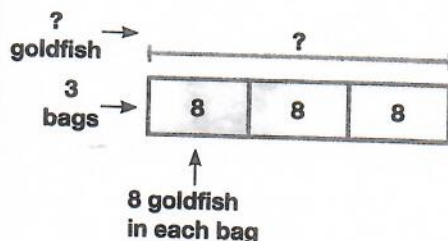
8 goldfish in each bag



B The counters show 3 groups of 8 goldfish.

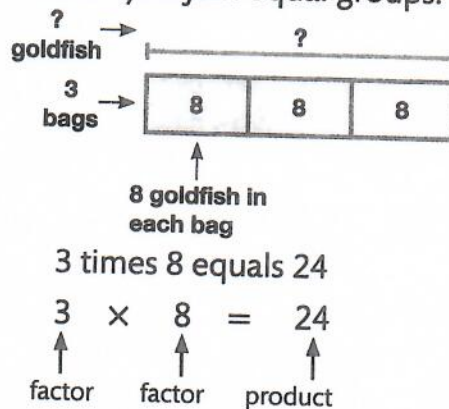


You can use addition to join equal groups.



$$8 + 8 + 8 = 24$$

C Multiplication is an operation that gives the total number when you join equal groups.



Factors are the numbers that are being multiplied. The product is the answer to a multiplication problem.

D You can write equations.

An unknown is a symbol that stands for a number in an equation.

Addition equation:

$$8 + 8 + 8 = ?$$

$$8 + 8 + 8 = 24$$

Multiplication equation:

$$3 \times 8 = ?$$

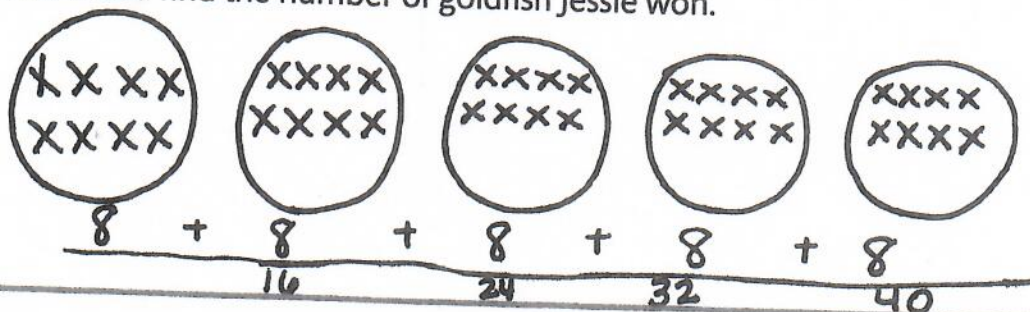
$$3 \times 8 = 24$$

Jessie won 24 goldfish.



Convince Me! Model with Math Suppose Jessie won 5 bags of 8 goldfish. Use math you know to represent the problem and find the number of goldfish Jessie won.

$$5 \times 8 = 40 \text{ goldfish}$$



Name _____

Day 1



★ Guided Practice with teacher (on zoom)

Do You Understand?

1. Can you write $5 + 5 + 5 + 5 = 20$ as a multiplication equation? Explain.

2. Can you write $3 + 4 + 7 = 14$ as a multiplication equation? Explain.

3. Jessie buys 4 packages of stones. There are 6 stones in each package. How many stones does Jessie buy?

Use counters to represent the problem. Then write an addition equation and a multiplication equation to solve.

Do You Know How?

Complete 4 and 5. Use the pictures to help.



2 groups of _____

$4 + 4 =$ _____

$2 \times$ _____ $=$ _____



_____ groups of 6

$6 +$ _____ $+$ _____ $=$ _____

$3 \times$ _____ $=$ _____

★ Independent Practice ★ Complete problems 6-15

Levelled Practice Complete 6 and 7. Use the pictures to help.



2 groups of _____

$5 +$ _____ $=$ _____

$2 \times$ _____ $=$ _____



5 groups of _____

$4 + 4 + 4 +$ _____ $+$ _____ $=$ _____

$5 \times$ _____ $=$ _____

n 8-11, complete each equation. Use counters or draw a picture to help.

8. $8 + 8 + 8 + 8 = 4 \times$ _____

9. $9 +$ _____ $+$ _____ $= 3 \times$ _____

9. _____ $+$ _____ $+$ _____ $= 3 \times 7$

11. $6 + 6 + 6 + 6 + 6 =$ _____ \times _____

12. Debra draws this shape on the back of her notebook.



What is the name of the shape Debra draws? How do you know?

13. **Model with Math** Salvatore gets 50 trading cards for his birthday. He gives 22 cards to Madison, and Madison gives 18 cards to Salvatore. Then Salvatore's sister gives him 14 cards. How many trading cards does Salvatore have now? Use math to represent the problem.

14. **Higher Order Thinking** Luke says you can always add and you can always multiply to join groups. Is he correct? Explain why or why not.

15. Lois says any addition equation where the addends are all the same can be written as a multiplication equation. Is Lois correct? Explain why or why not.

Day 2

Name _____

Date: _____

Fill in the table.

Multiplication	Repeated Addition	Answer
3×4	$3 + 3 + 3 + 3$	12
5×6		
6×3		
7×4		
2×6		
9×3		
	$5 + 5 + 5 + 5$	
	$8 + 8 + 8 + 8 + 8 + 8$	
	$4 + 4$	
	$6 + 6 + 6 + 6 + 6$	
	$7 + 7 + 7$	
	$9 + 9 + 9 + 9$	

Name _____



Activity

Lesson 1-3 Arrays and Properties

I can ...

use arrays and multiply factors in any order to solve multiplication problems.

I can also choose and use a math tool to help solve problems.

Solve & Share

Mark has 12 sports cards. He arranges the cards with an equal number in each row. Find ways Mark can arrange his cards.



You can use appropriate tools. Sometimes using counters or objects can help you solve a problem.

Complete the table using
Counters

	Number of Rows of Cards	Number of Cards in Each Row	Total Number of Cards
1.	2	6	12
2.	3		
3.	4		
4.	6		
5.	12		
6.	1		

Look Back! What do you notice about the number of rows of cards, the number of cards in each row, and the total number of cards? Explain.

Even if the rows change amounts
the total stays the same

When the number of rows increase ↑
the number/amount in each row ↓



How Does an Array Show Multiplication?

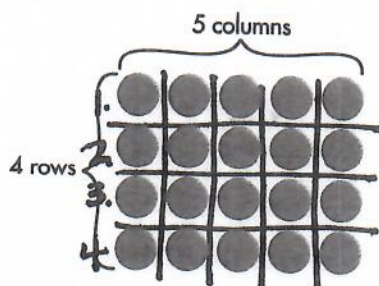
Dana keeps her swimming medal collection in a display on the wall.

The display has 4 rows. Each row has 5 medals. How many medals are in Dana's collection?

The medals are in an array. An array shows objects in equal rows and columns.



B The counters show 4 rows and 5 columns.



Each row is a group. You can use addition or skip counting to find the total.

Addition: $5 + 5 + 5 + 5 = 20$

Skip counting: 5, 10, 15, 20

C Multiplication can also be used to find the total in an array.

You say, "4 times 5 equals 20."

$$\begin{array}{c} 4 \times 5 = 20 \\ \swarrow \quad \searrow \\ \text{number of rows} \quad \text{number in each row} \end{array}$$

There are 20 medals in Dana's collection.

Convince Me! Construct Arguments Jason also has a swimming medal collection. His display has 5 rows with 5 medals in each row. Draw an array for Jason's medals. Use skip counting to find the total number of medals. Then write a multiplication equation for your array. Who has more medals, Jason or Dana?

1.	X	X	X	X	X	5
2.	X	X	X	X	X	10
3.	X	X	X	X	X	15
4.	X	X	X	X	X	20
5.	X	X	X	X	X	25

$5 \times 5 = 25$
Jason has more medals than Dana.

Another Example!

Dana rearranged her swimming medal collection.
The arrays have the same number of medals.

Original Array



$$4 \times 5 = 20$$

New Array



$$5 \times 4 = 20$$

The Commutative (Order)
Property of Multiplication says
you can multiply numbers in any
order and the product is the
same. So, $4 \times 5 = 5 \times 4$.



☆ Guided Practice complete with teacher (on meeting)

Do You Understand?

1. Mia puts muffins in 4 rows with 7 muffins in each row. Draw an array to find the total number of muffins.

2. Complete the following statement.

$$4 \times 7 = 28, \text{ so } 7 \times 4 = \underline{\hspace{2cm}}$$

Do You Know How?

In 3, write and solve a multiplication equation for the array.



☆ Independent Practice complete problems 4-9 by yourself (you can use counters)

In 4 and 5, fill in the blanks to show skip counting and multiplication for each array.



2, 4, ,

$$4 \times \underline{\hspace{1cm}} = 8$$



4,

$$2 \times \underline{\hspace{1cm}} = 8$$



3, 6, ,

$$4 \times \underline{\hspace{1cm}} = 12$$



4, ,

$$3 \times \underline{\hspace{1cm}} = 12$$

6. Liza draws these two arrays. How are the arrays alike? How are they different?



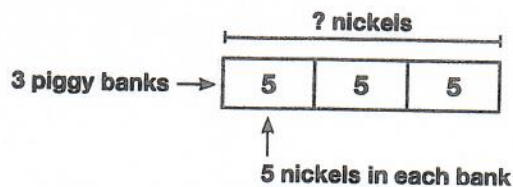
7. **Use Structure** Chen arranged 16 berries in the array shown below. Use counters to help complete the table to show other arrays Chen can make with the same number of berries.



Number of Rows of Berries		Number of Berries in Each Row		Total Number of Berries
4	×	4	=	16
	×		=	
	×		=	
	×		=	
	×		=	

8. **Higher Order Thinking** Ramón says he can use the Commutative Property of Multiplication to show the product of 4×6 is the same as the product of 3×8 . Is he correct? Why or why not?

9. Delbert put 5 nickels in each of his 3 empty piggy banks. How many nickels did Delbert put in the banks? Write a multiplication equation to show how you solved the problem.



Name : _____

Day 5

Score : _____

Drawing Arrays

Sheet 1

Example:

$$4 \times 10 = \underline{40}$$



Draw an array to find the answer to each multiplication sentence.

1) $3 \times 5 = \underline{\quad}$

2) $8 \times 4 = \underline{\quad}$

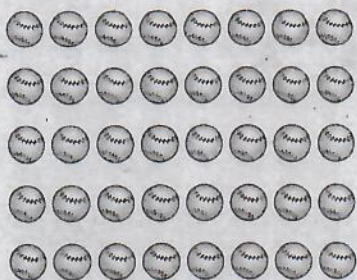
3) $10 \times 2 = \underline{\quad}$

4) $6 \times 7 = \underline{\quad}$

5) $5 \times 4 = \underline{\quad}$

6) $3 \times 11 = \underline{\quad}$

- 1 Which number sentence describes this array?



- ☐ A. $5 + 8 = 13$
- ☐ B. $5 \times 8 = 40$
- ☐ C. $40 - 5 = 35$
- ☐ D. $8 \times 8 = 64$

- 2 Which number sentence does **not** describe this array?



- ☐ A. $6 \times 3 = 18$
- ☐ B. $6 + 6 + 6 = 18$
- ☐ C. $3 \times 6 = 18$
- ☐ D. $5 + 8 + 5 = 18$

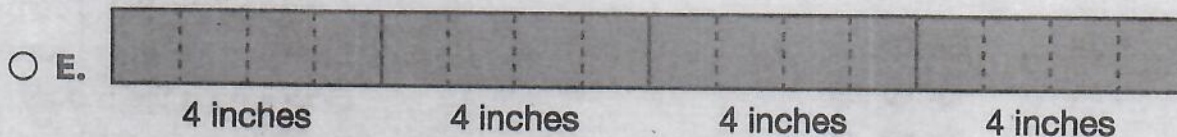
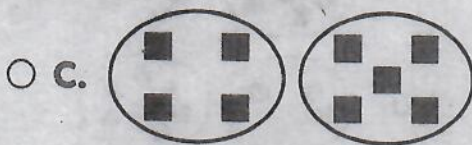
- 3 Which model shows the number sentence $3 \times 7 = \square$?

- ☐ A.
- ☐ B.
- ☐ C.
- ☐ D.

- 4 Which problem **cannot** be solved using multiplication?

- ☐ A. A model train has 8 cars. Each car is 6 inches long. How long is the model train?
- ☐ B. Leah drew 10 stars. Ben drew two times as many stars than Leah. How many stars did Ben draw?
- ☐ C. Max had 5 shells. He found 7 more shells. How many shells does Max have in all?
- ☐ D. There are 3 birds in each of 4 trees. How many birds are in all of the trees?

- 5 Which model represents 4×5 ? Mark all that apply.

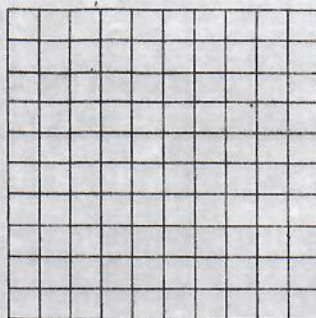


- 6 Write a multiplication sentence that describes this area model.



Day 7

- 7 Draw an area model for 7×3 . Then write the product.



$7 \times 3 =$

- 8 The table below shows the produce Mr. Lee bought for his restaurant. How many pounds of each type of produce did Mr. Lee buy? Complete the table.

Produce	Number of Bags Bought	Total number of Pounds
2-lb bag carrots	6	
3-lb bag apples	4	
3-lb bag oranges	5	
5-lb bag potatoes	3	

- 9 Describe a situation for the multiplication sentence below.

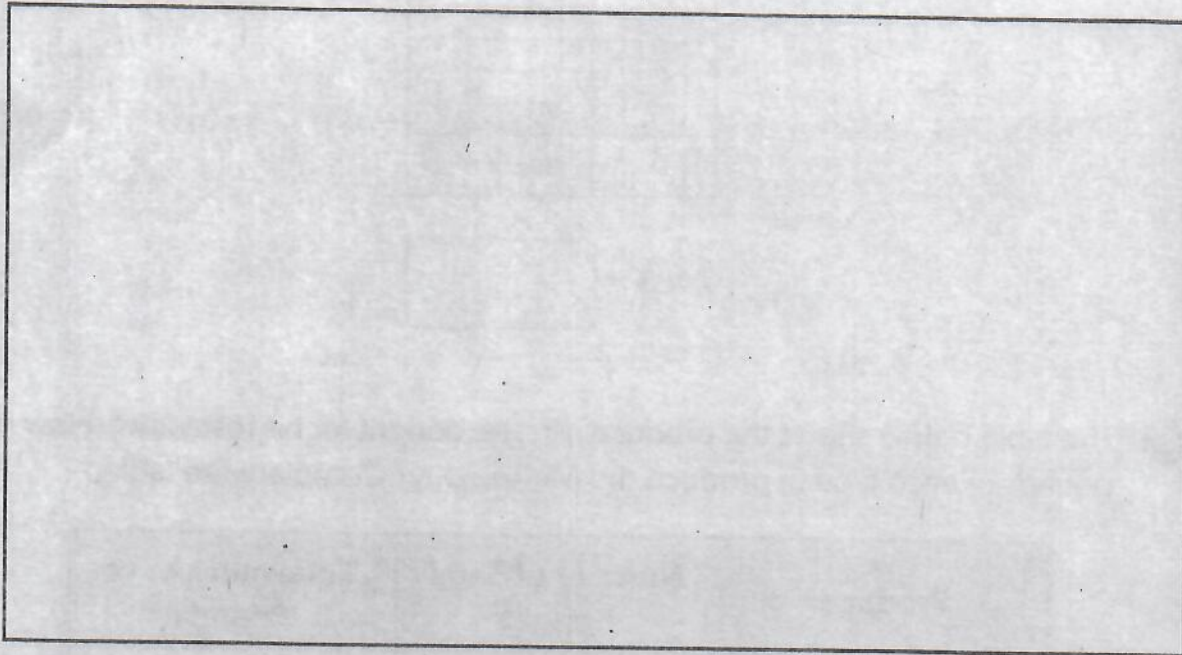
$7 \times 5 = 35$

Day 7

- 10 Ben has 24 flowers to plant. He wants to plant them in 6 equal rows.

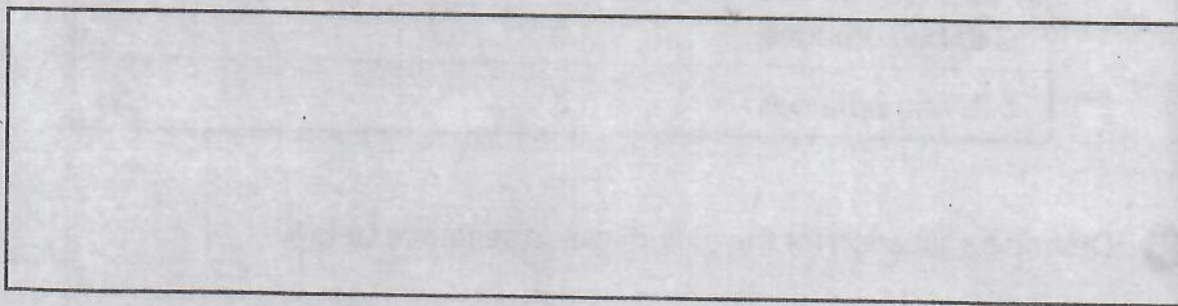
Part A

Draw an array to show how Ben could plant the flowers.



Part B

Write a multiplication sentence for your array. Explain your answer.



Name _____

Date _____

Directions: Color the verbs green. Color the adjectives blue. Color the nouns red.

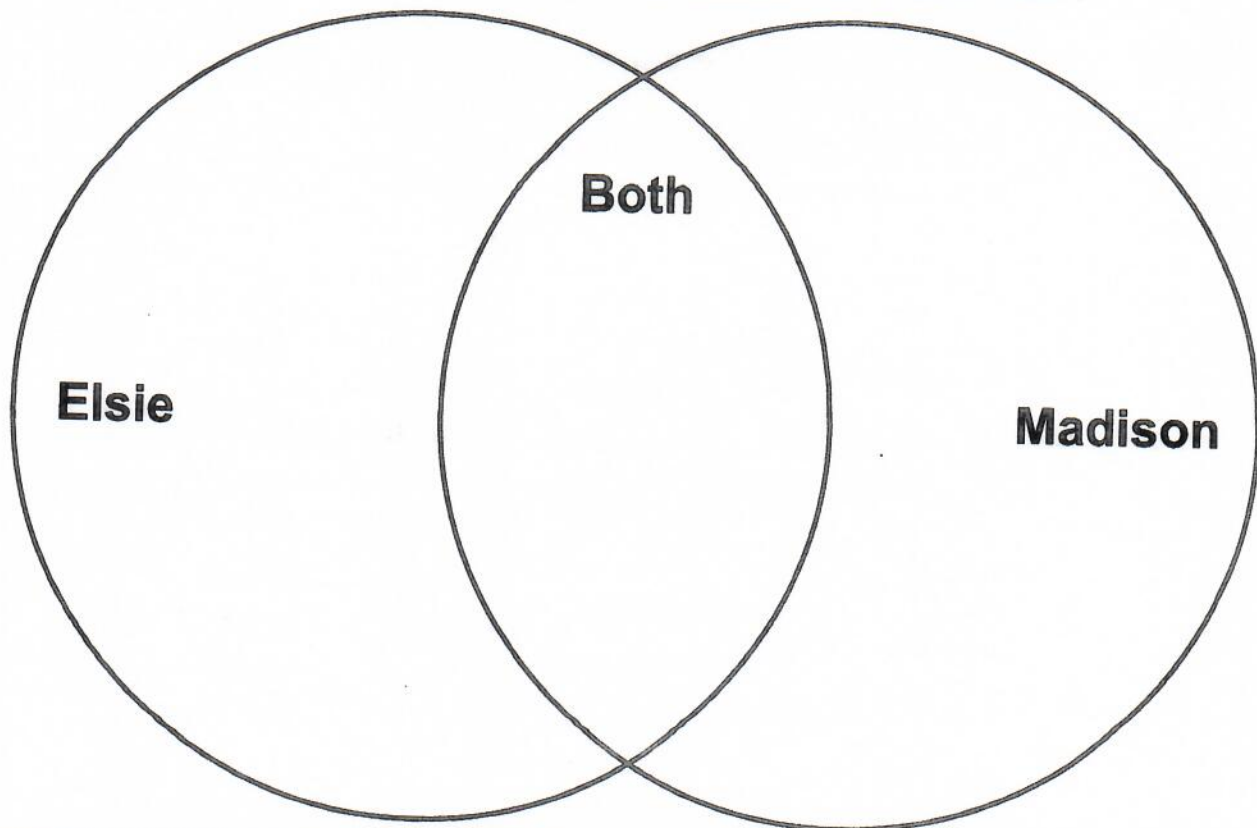
- 1.) Eddie built a small snowman.
- 2.) After the storm, the town was quiet.
- 3.) Dark clouds signal a snowstorm coming.
- 4.) I need icing for my gingerbread house.
- 5.) Hakim loves to sit and read a chapter books on cold days.
- 6.) Wayne made a giant pile of snowballs.
- 7.) After sledding, I want a nice, hot cup of hot cocoa.
- 8.) The tea takes fifteen minutes to brew.
- 9.) I went for a long walk in the snow.
- 10.) The snow fort was huge and cavernous.
- 11.) Large snowflakes fell on the sleepy village.
- 12.) My sled is broken!
- 13.) Hayley and Jose bought warm hats at the mall.
- 14.) My hands are freezing!
- 15.) Jack's mom made him blueberry pancakes on a cold morning.

Compare and Contrast

Read the story below and then fill in the diagram to show the **differences (contrasts)** and **similarities (comparisons)** between the characters.

Elsie and Madison are best friends. They both attend City Centre High School and are taught Math by Mr Thompson. Elsie has blonde hair whilst Madison is brunette. They both have a younger brother but Elsie also has an older sister.

Elsie is 13 years old and Madison is 14. Madison's birthday is in January and Elsie's isn't until November. Madison had a birthday party last week and the girls both wore a pink dress to celebrate. Elsie and Madison love to dress the same and even wore the same colour ribbon in their hair.



Noun finder



Name: _____

Date: _____

Directions: Underline the nouns in each sentence below. Each sentence has more than one noun.

- 1- Sunny shared his Transformer toys with his sister Lola.
- 2- The Triple Banana Split is my favorite ice cream from Dairy Queen.
- 3- Did you know that LeBron James scored 32 points in the game?
- 4- Meg and Mike visited their cousin Saran in Mongolia last summer.
- 5- I have not been bike riding in almost 2 years!
- 6- Hurricane Michael caused so much devastation for many families.
- 7- Our field trip to the museum in Atlanta, Georgia was my favorite trip.
- 8- Baelyn started a new Minecraft club, but it's for girls only.
- 9- Isaiah dyed his hair blue for the football game this Friday night.
- 10- I want to attend Howard University to study Journalism.

look in a book



Look in a Book—NOUNS

Day 4

Directions: Choose any book you like. As you read it, find the following types of nouns in your book. Then write them on the chart below.

Name of Your Book: _____

Author: _____

Your Name: _____ Date: _____

A noun is a person, place, or thing. Some nouns are considered "proper" when they refer to a specific person, place or thing. These nouns must be capitalized. Use the chart to list the nouns from your book.

Page Number	Common Nouns	Proper Nouns	Regular Plural Nouns	Possessive Nouns	Irregular Plural Nouns
	Ex. desk	Ex. America	Ex. desks	Ex. Kim's	Ex. leaves

Compare and Contrast

Read the two passages about hurricanes. Think about similarities and differences between the two passages.

How and Where Hurricanes Form

Hurricanes are very powerful storms that are capable of causing severe damage. Some hurricanes produce winds stronger than 155 mph that are able to devastate homes and buildings. Knowing how and where hurricanes form can help keep you safe if a hurricane does strike.

Hurricanes form over warm water after the ocean has been heated up during the hot summer months. Because hurricanes need warm water, they occur most often during late summer and early fall. In the Atlantic Ocean, hurricane season is from June to November.

Also, since hurricanes need warm ocean water to form, the people that are affected by hurricanes live in areas near the coast. People who don't live near the coast have no reason to worry about staying safe during a hurricane.

If you live somewhere that hurricanes might occur, it is important for you to know what to do to protect yourself. Make sure you board up your windows and stay indoors during the storm.

Hurricanes: Staying Safe from Destruction

Hurricanes can be very dangerous and deadly storms. When a hurricane moves ashore, it can cause damage in a number of ways. It is important to know how to keep yourself safe during a hurricane.

Hurricanes can cause destruction several ways. For example, wind damage during a hurricane can be harmful. Even though hurricanes occur near coast lines, strong winds can still strike farther inland. Also, since hurricanes come with an abundance of rain, they sometimes cause mud slides or flash floods.

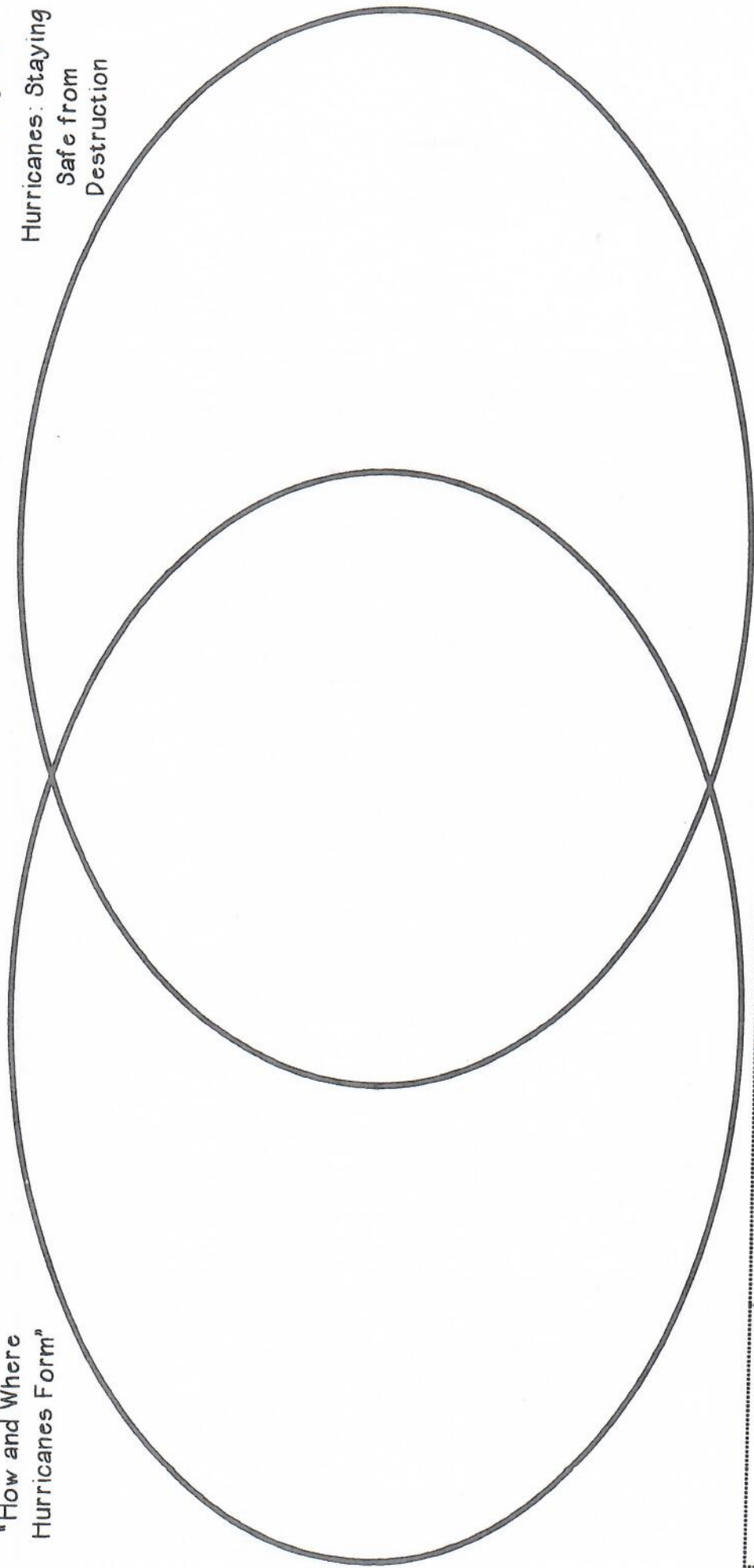
Everybody should know how to stay safe in case of a hurricane, whether you live in a place that hurricanes are likely to occur or not. First, have a plan of evacuation (a plan to leave the area), and listen to local weather stations for any weather advisories. If you don't have time to evacuate, then find a place to stay that is safe. Make sure your shelter is on higher ground, the windows are boarded, and that you stay inside until the hurricane passes.

Compare and Contrast

Think about similarities and differences between "How and Where Hurricanes Form" and "Hurricanes: Staying Safe from Destruction." Cut and paste the statements below, and then glue them in the appropriate spot on the Venn Diagram.

"How and Where
Hurricanes Form"

Hurricanes: Staying
Safe from
Destruction



<p>The author discusses how winds in a hurricane can cause damage.</p>	<p>The author believes that everybody should know how to stay safe during a hurricane.</p>	<p>The author explains how to stay safe in a hurricane.</p>	<p>The author gives details about evacuating in case of a hurricane.</p>	<p>The author believes that only people who live where hurricanes form should know how to stay safe during a hurricane.</p>	<p>The author gives details about how hurricanes form.</p>
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FABULOUS FROGS

Day 6

Name: _____

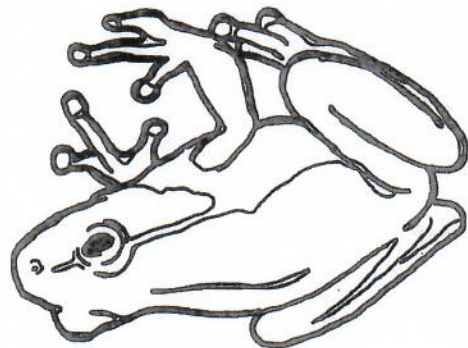
Underline common nouns, Circle proper nouns

Date: _____

Come meet a fabulous frog! Why are frogs fabulous? They are amazing amphibians that lead a double life. They live part of their lives in water, and part of their lives on land. Read on to find out what makes frogs so fabulous!

SPECIALTY BUILT BODIES

A frog's body is specially made to help it survive in its environment. Most frogs live in moist environments like ponds, rivers, and streams. Frogs that spend a large part of their time in water have **webbed** feet that they use like paddles to move quickly through the water. Frogs that climb have toe pads that help them grip rocks, trees, and limbs. A frog has strong back legs that allow it to leap up to 20 times its own length. Even a frog's eyes are special. The eyes sit high on a frog's head to help them see even when they are in the water. A frog has 3 sets of eyelids to protect their special eyes in the water.



A frog has strong legs.

TIME TO EAT

A frog has even more special body parts it uses to catch and eat food. The most important body part a frog has for catching food is its long, sticky tongue. A frog's tongue shoots out of its mouth and hits its prey. The prey is stuck! Then, the frog pulls its tongue back in for a tasty meal. Most frogs eat flies, crickets, spiders, and other small creatures. A bullfrog, however, will eat almost anything it can swallow!



HIDE OR STAND OUT

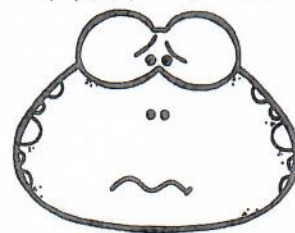
Frogs are prey for many animals such as snakes, raccoons, and even other frogs! How do they stay safe and not become someone's dinner? Some frogs use **camouflage** to blend into their surroundings. A green frog hiding in green leaves is difficult for a predator to see. Other frogs take a different approach. They stand out with bold, bright colors that give a warning to predators who might want to eat the frog. These bold colors warn predators that a frog may be poisonous or taste bad. Predators know to stay away when a frog is sporting bright colors!

FREDDIE FROG'S FIRST DAY

Name: _____ Date: _____

• underline common nouns Circle proper nouns

- 1 Freddie Frog was so nervous he didn't know what to do. It was his first day of school! He had been dreading this day. He had no idea what to expect from school. He packed up his backpack and slowly hopped down the stairs.



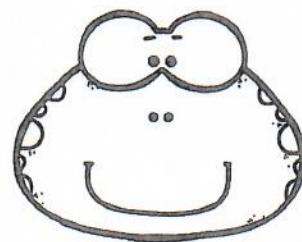
- 2 His mother was waiting for him in the kitchen. She smiled as she set a big bowl of flies out for Freddie's breakfast. He gobbled them down with his long, sticky tongue. He thought about heading to school for the first time and suddenly... he wasn't hungry anymore.

- 3 After breakfast it was time to go. Freddie and his mother hopped down to the nearest pond where a large sign said: Amphibian School. Freddie's heart leapt. This was it. What would this day hold for him? What if he couldn't make any friends and nobody liked him? What if school wasn't the right place for him? He smiled nervously at his mother as she waved goodbye and left him at the edge of the pond.

- 4 Freddie hopped quietly into the pond and swam over to the teacher Mr. Toad. "Welcome to Amphibian School Freddie," Mr. Toad said. "We're glad you're here! Come and meet the rest of the class!"

- 5 Freddie saw many other frogs that were green and speckled just like him! He also saw animals he had never seen before like salamanders, toads, and brightly colored frogs in all the colors of the rainbow. The class spent the first part of the day introducing themselves and getting to know each other. Freddie learned fascinating facts about the other amphibians and started to relax.

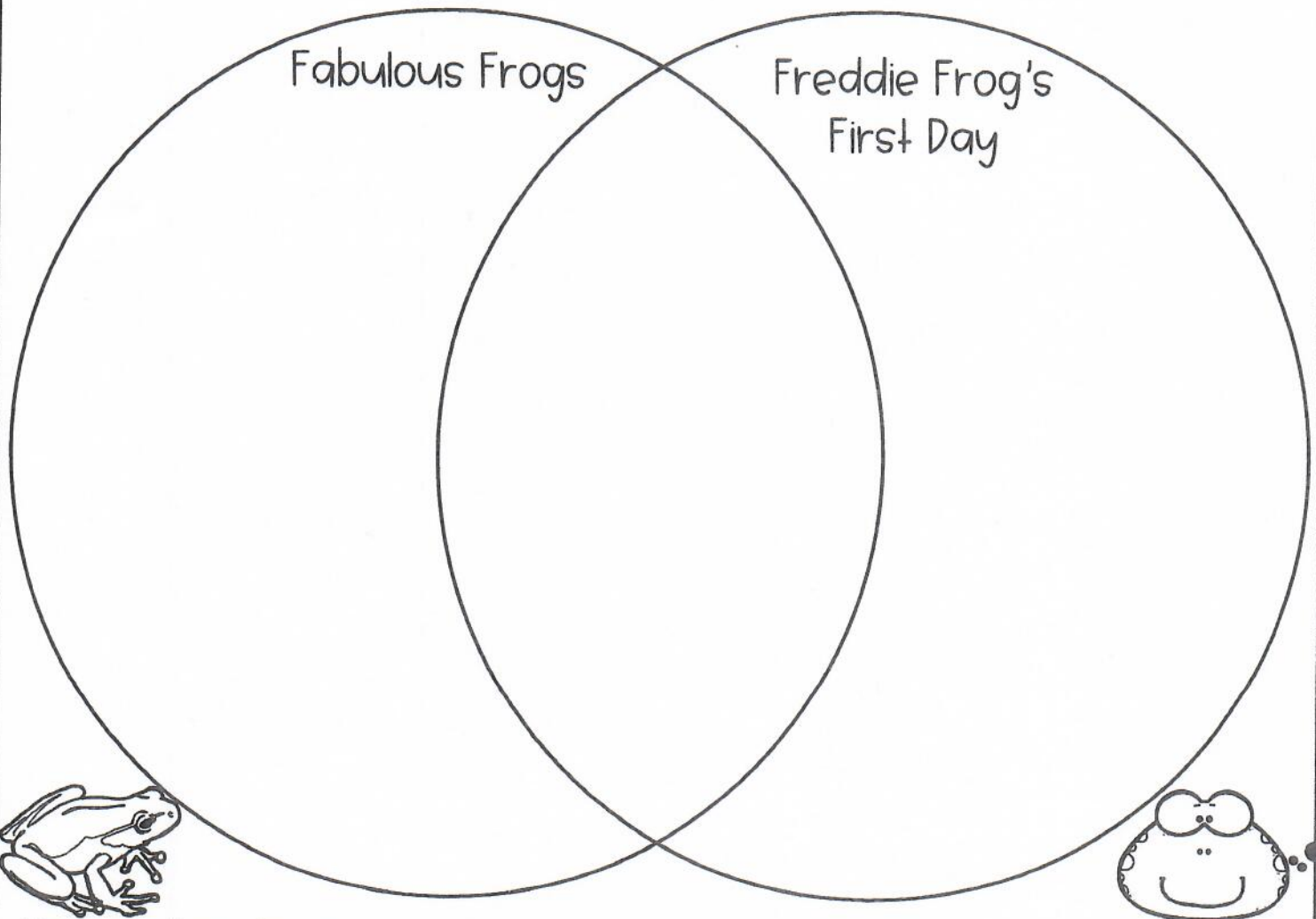
- 6 After a lunch of flies and crickets, it was time to jump. Jumping was Freddie's favorite activity! He watched as the frogs and toads leapt into the air, stretching out their long legs. The salamanders weren't quite as good at jumping, but they still tried hard. Freddie jumped as far as he could and his heart felt light. School was going to be a good place for him!



COMPARE AND CONTRAST

Name: _____ Date: _____

Directions: Compare and contrast the passages Fabulous Frogs and Freddie Frog's First Day using the Venn diagram below.



Use your Venn diagram. Write about one similarity and one difference between the two texts. _____

Staying Alive

Adaptation

Life in the wild isn't easy. Animals must survive in the environment where they live. Their adaptations help them stay alive.

Active Reading As you read these two pages, draw a line from the adaptation shown in each picture to the words that describe it.

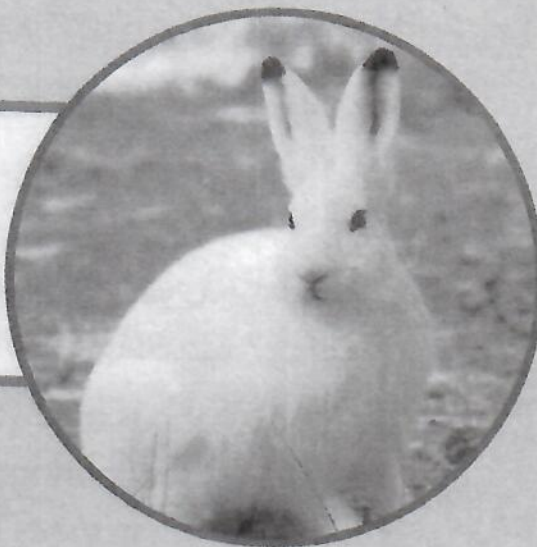
An **adaptation** is any trait that helps a living thing survive. Animals that are hunted for food are called **prey**. Animals that hunt prey are called **predators**. Predators and prey have adaptations that help them catch food or avoid being eaten. Animals have other kinds of adaptations, too.

What animal is this? It has flat teeth. The flat teeth allow it to grind grass.

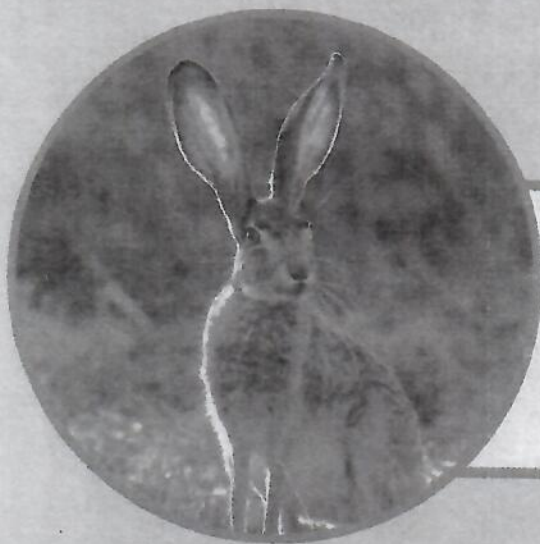


The tiger eats animals such as wild boar and deer. The tiger's sharp teeth help it tear meat.

The arctic hare lives in snow and ice. Less heat escapes from its small ears than from the larger ears of other hares. Its small ears help it stay warm in the cold.



The jackrabbit lives in the desert. Its long ears contain many tiny blood vessels that help remove heat from its body. This helps the jackrabbit keep cool in the heat.



Guess Who?

A finch has a beak that it uses to crack seeds and nuts. An eagle uses its beak to tear meat for food. Which bird's beak is shown in photo 1? In photo 2?

1. _____
2. _____



Staying Safe

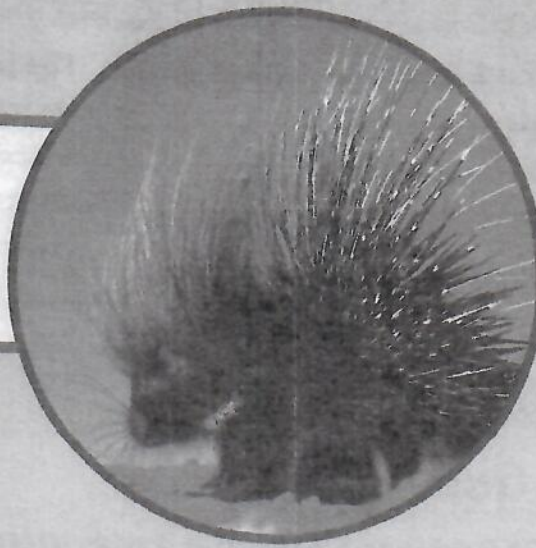
Adaptation

Look out! It's a predator! Some adaptations help animals defend themselves without fighting.

Active Reading As you read these two pages, find and underline examples of defense adaptations.

Defense adaptations may attack a predator's sense of sight, smell, taste, touch, or hearing. A bad taste, loud noise, or nasty odor is often enough to make the predator go away.

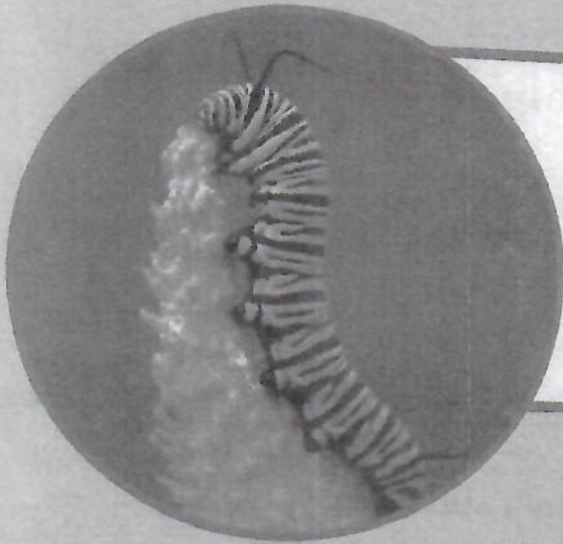
A porcupine raises its quills. It swings its tail. One good strike pokes the quills into the attacker's skin. Ouch!



A skunk's spray has a bad odor. Even skunks dislike the smell! The spray also burns the eyes. It's a powerful defense against predators.

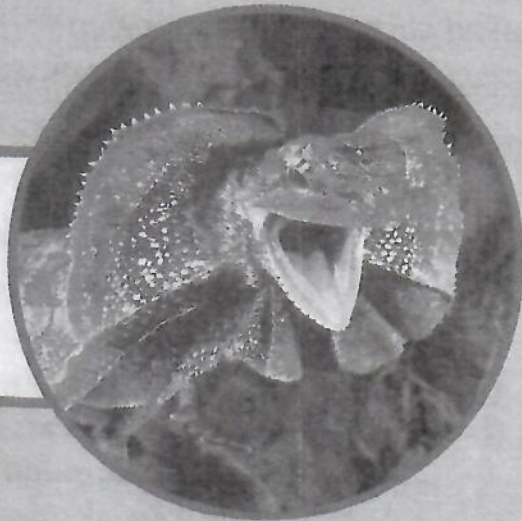
Defense Adaptations

Camouflage and Mimicry Plant Adaptations



This caterpillar eats milkweed. The milkweed makes the caterpillar taste bad to birds. The pattern of stripes on the caterpillar is a warning to birds. It tells the birds that they don't want to eat it.

The frilled lizard hisses with open jaws. Its frill opens wide. It's a scary sight that frightens some predators away.



Sound the Alarm!

Like pet dogs, prairie dogs bark when they sense danger. How does this adaptation help them survive?



Creature Costumes

Adaptation

Now you see it. Now you don't. Now you see it—but it looks like something else!

Active Reading As you read these two pages, find and underline the names of two adaptations that involve an animal's appearance.

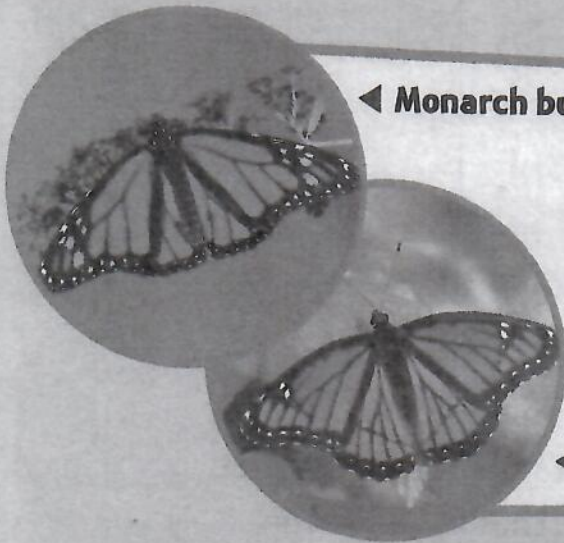
Some animals can hide without trying. These animals are hidden by their shapes, colors, or patterns. Such disguises are called **camouflage** [KAM•uh•flazh].

Some harmless animals look a lot like animals that are harmful to predators or that taste bad. Since predators don't know which animal is harmful, neither animal gets eaten. Imitating the look of another animal is called **mimicry**.

Look at the color of this snow leopard's fur. Look at its spots. Its camouflage helps it blend into the background of snow and rock. This helps it sneak up on prey.



This orchid mantis is the same color as the flower it's sitting on. The insect is perfectly camouflaged!

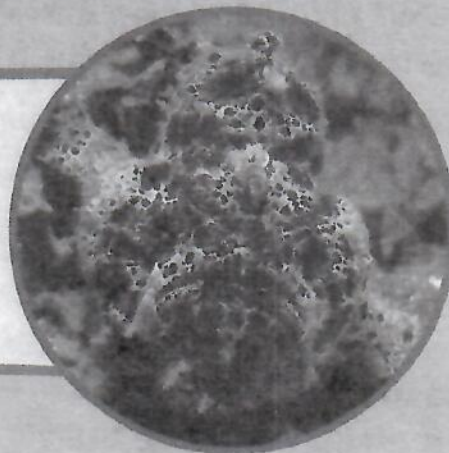


◀ Monarch butterfly

Eating monarch butterflies makes birds sick. Birds avoid eating them. The viceroy looks like the monarch, so birds leave them alone, too.

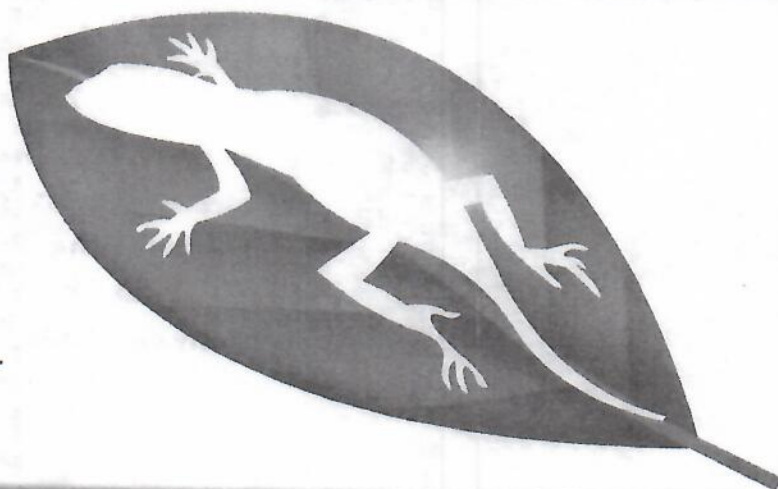
◀ Viceroy butterfly

The frogfish can look like a rock or a sponge. It can look like algae. Animals try to rest on the "rock." Others try to eat the "algae." The frogfish traps and eats them!



Make It Blend!

Color the lizard so that it is hidden on the leaf. On the line below, identify whether this is camouflage or mimicry.



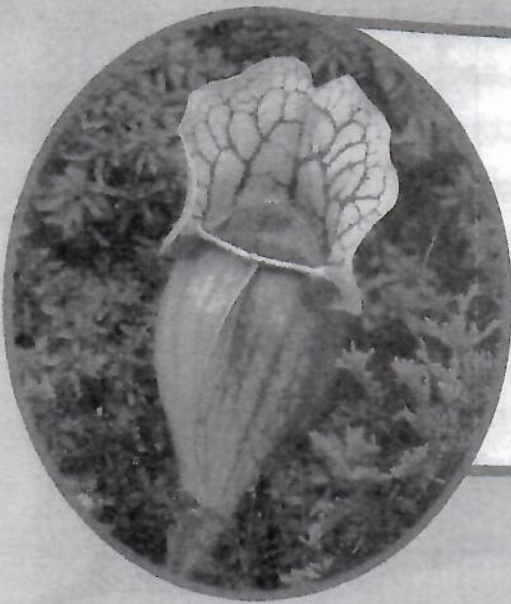
Plant Facts

Adaptation

Plants have adaptations that help them survive, too. How? Read more to find out!

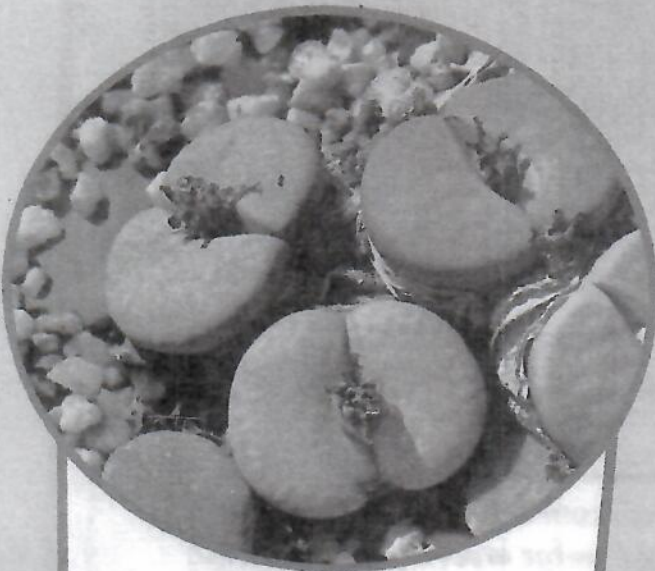
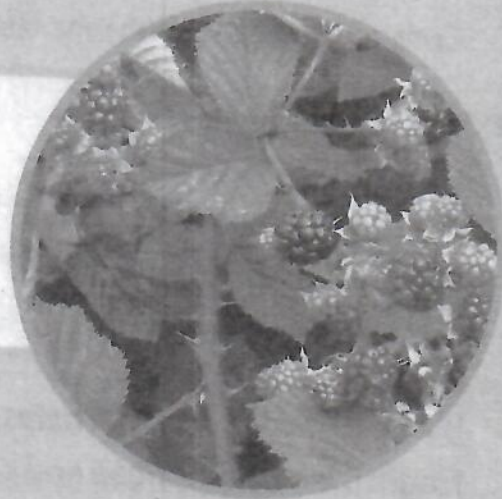
Active Reading As you read these two pages, draw a line from the pictures to the words that tell how an adaptation helps a plant.

Plants need water. There isn't much water in a desert, so desert plants are adapted to hold moisture. Desert plants such as cactuses have thick stems that store water. The leaves of desert plants also have a waxy coating that helps prevent water loss. Most desert plants have spines, not leaves. Narrow spines help prevent water vapor from escaping from the plant. The spines also keep animals from eating the plants. Other plants have different adaptations that help them survive.



Pitcher plants can't get the nutrients they need from soil. The plants' pitchers hold water and trap insects for food. The sides are slippery, so when insects fall into the pitchers, they can't get out! The insects are digested, providing nutrients to the plant.

Blackberries taste bitter until they are ripe. Their bitter taste is an adaptation. It stops animals from eating the berries before the seeds are old enough to produce new plants.



The stone plant blends into the background of rocks and stones. Grazing animals don't see it. Camouflage keeps it from being eaten.

Do the Math!

Solve a Word Problem

A red pitcher plant catches 3 insects each week. A green pitcher plant catches 2 insects each week. How many more insects does the red plant catch in four weeks than the green plant? Show your work.

Sum It Up!

When you're done, use the answer key to check and revise your work.

Complete the summary. Use it to complete the graphic organizer.

Summarize

(1) _____
are characteristics that help living things survive.

(2) _____
is a kind of adaptation. It helps the frogfish blend into algae and catch prey. An adaptation called

(3) _____ makes the harmless viceroy butterfly look like the harmful monarch butterfly.



Main Idea: Living things have adaptations that help them survive in their environments.

(4) Detail:

(5) Detail:

Detail: A horse has flat teeth to help it grind grass.



Answer Key: 1. Adaptations 2. Camouflage 3. mimicry 4. Sample answer: Camouflage helps the frogfish stay hidden from prey. 5. Sample answer: Mimicry protects the viceroy butterfly from predators.