



Dear 3<sup>rd</sup> – 5<sup>th</sup> Grade Parents and Guardians,

While your students are home, we ask that you continue to partner with us in ensuring ongoing learning. Below is a list of activities we recommend your students complete daily.



**Reading (30 minutes)** - if you have access to online resources, your student can log into [Clever](#) to access district resources such as [Mc-Graw Hill Wonders](#), [Learning A-Z](#), [Scholastic](#), [Common Lit](#) (*click library in top left corner*) and [Spanish story options](#) . Resources have both English and Spanish options available. Please encourage your student to choose stories or articles to read. If you have reading materials at home, feel free to use those as well. After students are done reading, have your students tell you what their article or story was about. Students may also complete hard copy Reading activities as well. Reading packet options are available [here](#).



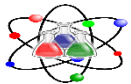
**Writing (30 minutes)**- if you have access to online resources, please visit [Scholastic Story Starters](#), [Story Jumpers](#) , or [Story Board That](#) for fun and creative story starters and writing prompts. Have students use these prompts and tools to create their very own story. Students can also write... a story about their feelings, their thoughts about what they are reading, a letter, or an information piece about something on which they are an expert. Writing packet options are also available [here](#) for students to write about what they have read.



**Math (30 minutes)** - if you have access to online resources, your student can log into [Clever](#) to access Imagine Math. A Math [scavenger hunt](#) is provided to encourage your student to find the math that is all around them. Visit [IXL](#) and [Cool Math](#) for practice and fun Math games. Math packet options are available [here](#).



**Social Studies (20 minutes)** - if you have online access, your student can log into [Clever](#) to access district resources. You will also find articles in both English and Spanish at [Tweentribune](#). Have students to read articles and complete the quiz. Also visit [Education.com](#), and [IXL](#) for interactive Social Studies activities. Social Studies packet options are available [here](#).



**Science (20 minutes)**- if you have online access, your student can log into [Clever](#) to access district resources. Visit [Energy Kids](#) to learn more about energy as well as games and activities. Visit [Optics for Kids](#) to learn about cool optical illusions and other activities. Visit [Ask a Biologist](#) for virtual field trips and activities. Science packet options are available [here](#).



**Exercise (60 minutes a day)** - regular exercise and movement is important to do every day. Movement helps you reduce stress, build strong bones and muscles, and helps you to be ready to learn! Try to get 60 minutes of physical activity every day. Visit [GoNoodle](#) for movement videos.

Estimados padres y tutores de 3º a 5º grado:

Mientras sus estudiantes están en casa, le pedimos que continúe colaborando con nosotros para garantizar aprendizaje. A continuación hay una lista de actividades que recomendamos que sus estudiantes completen diariamente.



**Lectura (30 minutos)** - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a recursos del distrito como [Mc-Graw Hill Wonders](#), [Learning A-Z](#), [Scholastic](#), [Common Lit](#) (*haga clic en la biblioteca en la esquina superior izquierda*) y [opciones de historias en español s](#). Los recursos tienen opciones disponibles en inglés y español. Por favor anime a su estudiante a elegir historias o artículos para leer. Si tiene materiales de lectura en casa, siéntase libre de usarlos también. Una vez que los alumnos hayan terminado de leer, pídale que le cuenten de qué trata su artículo o historia. Los estudiantes también pueden completar actividades de lectura impresas. Las opciones de paquetes de lectura están disponibles [aquí](#).



**Escritura (30 minutos)**- si tienen acceso a recursos en línea favor de visitar a [Scholastic Story Starters](#), [Story Jumpers](#), o [Story Board That](#) para iniciadores de historias divertidas y creativas y mensajes de escritura. Haga que los estudiantes usen estas indicaciones y herramientas para crear su propia historia. Los estudiantes también pueden escribir ... una historia sobre sus sentimientos, sus pensamientos sobre lo que están leyendo, una carta o una información sobre algo en lo que son expertos. Las opciones de paquetes de escritura también están disponibles [aquí](#) para que los estudiantes escriban sobre lo que han leído.



**Matemáticas (30 minutos)** - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para usar Imagine Math. Una búsqueda de matemáticas se puede encontrar aquí [scavenger hunt](#) para animar a su estudiante a encontrar las matemáticas que en todo su alrededor. Visite [IXL](#) y [Cool Math](#) para practicar y divertirse con juegos matemáticos. Las opciones de paquetes matemáticos están disponibles [aquí](#).



**Estudios Sociales (20 minutos)** - si tiene acceso en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder a los recursos del distrito. También encontrará artículos en inglés y español en [Tweentribune](#). Los estudiantes pueden leer artículos y completar el cuestionario. Visite también [Education.com](#), y [IXL](#) para actividades interactivas de estudios sociales. Las opciones de paquetes de estudios sociales están disponibles [aquí](#).










**Ciencias (20 minutos)**- - Si tiene acceso a recursos en línea, su estudiante puede iniciar sesión en [Clever](#) para acceder los recursos. Visite [Energy Kids](#) para aprender más sobre energía, juegos y actividades. Visite [Optics for Kids](#) para aprender sobre ilusiones ópticas geniales y otras actividades. Visite [Ask a Biologist](#) para excursiones virtuales y actividades. Las opciones de paquetes de ciencias están disponibles [aquí](#).










**Ejercicio (60 minutos al día):** es importante hacer ejercicio y movimiento regularmente todos los días. ¡El movimiento te ayuda a reducir el estrés, desarrollar huesos y músculos fuertes, y te ayuda a estar listo para aprender! Intente realizar 60 minutos de actividad física todos los días. Visite [GoNoodle](#) para videos de movimiento.










<p>Access these programs from Clever at <a href="https://www.clever.com/in/maywood89">https://www.clever.com/in/maywood89</a></p>	
	Lexia Core 5 has literacy activities with tracked progress and customized lessons. K-5; App available
	Raz-Kids has online leveled books from basic to advanced. Students can record themselves and take quizzes. K-5; English and Spanish; App available
	Imagine Español has Spanish literacy activities with tracked progress and customized lessons. K-3; Spanish
	Imagine Math has math activities with tracked progress and customized lessons. K-5
	Wonders/Maravillas includes literature, vocabulary, writing, and grammar activities K-5; English and Spanish; App available (separate sign-in required—email teacher if needed)
	World Book A world of learning at your fingertips. Explore important people, animals, maps, science, and activities. K-8; English and Spanish
	Edgenuity Pathblazer includes Math and Reading activities linked to standards. K-8; Limited School Access

If you need login assistance with login information, contact your teacher through [email](#).






## Additional Resource Links






Reading	
	<a href="https://classroommagazines.scholastic.com/support/learnathome.html">https://classroommagazines.scholastic.com/support/learnathome.html</a> Choose books, videos, and activities by grade levels
	<a href="https://www.thespanishexperiment.com/stories">https://www.thespanishexperiment.com/stories</a> Children's stories in Spanish
	<a href="https://www.storylineonline.net/">https://www.storylineonline.net/</a> Actors and Actresses read books with illustrations
	<a href="https://www.getepic.com/">https://www.getepic.com/</a> 1000's of award winning books. English and Spanish Signup required, free 30 days
	<a href="https://newsela.com/">https://newsela.com/</a> English; <a href="https://newsela.com/rules/spanish">https://newsela.com/rules/spanish</a> Spanish News articles written for students with quizzes and writing prompts for 3-8; English and Spanish
	<a href="https://www.tweentribune.com/">https://www.tweentribune.com/</a> Informational text at different grade levels
	<a href="https://stories.audible.com/start-listen">https://stories.audible.com/start-listen</a> Free audiobooks for PreK-High school students



Online Magazines	
	Time for Kids <a href="http://www.timeforkids.com">http://www.timeforkids.com</a>
	Scholastic News <a href="http://magazines.scholastic.com">http://magazines.scholastic.com</a> English <a href="https://classroommagazines.scholastic.com/spanish.html">https://classroommagazines.scholastic.com/spanish.html</a> Spanish
	Highlights Kids <a href="https://www.highlightskids.com/">https://www.highlightskids.com/</a>
	Sport Illustrated Kids <a href="http://www.sikids.com">http://www.sikids.com</a>
	National Geographic Kids <a href="http://kids.nationalgeographic.com">http://kids.nationalgeographic.com</a>



Writing	
	<a href="http://www.scholastic.com/teachers/story-starters/index.html">http://www.scholastic.com/teachers/story-starters/index.html</a> Story Starter ideas by grade level
	<a href="https://www.storyboardthat.com/">https://www.storyboardthat.com/</a> Digital story telling with backgrounds, characters, and text


Dual Language	
	<a href="https://l2trec.utah.edu/news/utahdliathome/spanish.php">https://l2trec.utah.edu/news/utahdliathome/spanish.php</a> Spanish and Dual language activities and resources

Math	
	<a href="https://www.coolmath4kids.com/">https://www.coolmath4kids.com/</a> K-5 Math games, lessons, brainteasers
	<a href="https://minds-in-bloom.com/math-scavenger-hun/">https://minds-in-bloom.com/math-scavenger-hun/</a> K-5 Math scavenger hunt ideas
	<a href="https://www.khanacademy.org/math">https://www.khanacademy.org/math</a> K-8 Practice early math through grade 8
	<a href="https://www.ixl.com/">https://www.ixl.com/</a> K-8 Practice early math through grade 8
	<a href="https://www.mathgames.com/math-games.html">https://www.mathgames.com/math-games.html</a> K-8 math games by grade and topic

Science and Social Studies	
	BrainPop Jr <a href="https://jr.brainpop.com">https://jr.brainpop.com</a> BrainPOP Español <a href="https://esp.brainpop.com">https://esp.brainpop.com</a> BrainPop <a href="https://www.brainpop.com/">https://www.brainpop.com/</a> BrainPopELL <a href="https://ell.brainpop.com">https://ell.brainpop.com</a> Animated educational videos and activities on many school topics K-8; App available (Username: district89; Password: brainpop2)
	<a href="https://www.eia.gov/kids/">https://www.eia.gov/kids/</a> Information and games about energy
	<a href="https://www.optics4kids.org/illusions">https://www.optics4kids.org/illusions</a> Optical illusions
	<a href="https://blockly.games/">https://blockly.games/</a> Programming games for kids
	<a href="https://www.education.com/activity/social-studies/">https://www.education.com/activity/social-studies/</a> Social Studies activities by grade level

Health	
	<a href="https://www.gonoodle.com/">https://www.gonoodle.com/</a> Movement and mindfulness videos
	<a href="https://aha-nflplay60.discoveryeducation.com/families">https://aha-nflplay60.discoveryeducation.com/families</a> Fun activities, videos, and virtual field trips

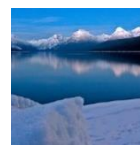
Art/Music	
	<a href="http://www.maywoodfinearts.org/?page_id=3043">http://www.maywoodfinearts.org/?page_id=3043</a> Take an online class with Maywood Fine Arts
	<a href="https://colormandala.com/">https://colormandala.com/</a> Color mandelas online

For Parents	
	<a href="http://www.parenttoolkit.com/">http://www.parenttoolkit.com/</a> English; <a href="http://www.parenttoolkit.com/home?lang=es">http://www.parenttoolkit.com/home?lang=es</a> Spanish Age level guides for academic, health, social emotional topics and video parenting guides English and Spanish

## Virtual Field Trips/Tours

Use Google Earth to explore our National Parks.

[Badlands National Park](#)  
[Death Valley National Park](#)  
[Denali National Park](#)  
[Everglades National Park](#)  
[Glacier National Park](#)  
[Grand Canyon National Park](#)  
[Great Smoky Mountain National Park](#)  
[Redwood National and State Parks](#)  
[Rocky Mountain National Park](#)  
[Yellowstone National Park](#)



Lesson ideas:

Choose a National Park. Record your observations, then choose to create one of the following:

- Design a travel brochure
- Write a newspaper article to describe the location and encourage travel there
- Create a map that shows the location of the national park

Zoos and Web Cams - Observe various zoo animals through web cams.

[Smithsonian's National Zoo](#)  
[San Diego Zoo](#)  
[Animal Planet Live](#)  
[National Aquarium](#): Black Tip Reef Sharks, Jellies, and Pacific Coral Reef Live  
[Seattle Aquarium](#): YouTube virtual field trip and lesson  
[Seattle Aquarium Live Cams](#)



Lesson ideas:

Visit and observe an animal of your choice. Complete one of the following:

- Observe the animal for one week. Record these observations and then write a journal about the animal and its habits.
- Create an informative poster about the animal.
- Describe the animal's habitat.

[Planetarium](#) - Explore over 60,000 stars, locate planets, and watch sunrises and solar eclipses. If you enter your location, and you can see all the constellations that are visible in the night sky in your corner of the world.

[NASA Commercial Crew Virtual Tours](#) - YouTube series containing virtual tours of training facilities. Learn how the astronauts train for space travel and life aboard the International Space Station.

[Smithsonian Latino Center](#) - Features live broadcasts of Latina writers and virtual exhibits around latino cultures. Includes a Latino Virtual Museum Bilingual Teacher Training Took Kit that is now available online and via iTunes U.

Tour various locations from around the world.

[The Great Wall of China](#)  
[Pompeii](#)  
[Ellis Island](#) - this site also includes some additional activities

Lesson ideas:

Write a journal entry from about a journey to this location.  
Create a travel brochure.

Take a trip to Walt Disney World and go on a virtual ride of some of Disney's famous attractions.

[Space Mountain](#)  
[Splash Mountain](#)  
[Test Track](#)  
[Expedition Everest](#)  
[Rock n Roller Coaster](#)  
[Soarin'](#)  
[Seven Dwarfs Mine Train](#)  
[Rise of the Resistance](#)  
[Mickey and Minnie's Runaway Railway](#)  
[Slinky Dog Dash](#)  
[Millenium Falcon/ Smuggler's Run](#)



## Student eLearning Activities Log Week 10 – May 25 – May 29

Student Name \_\_\_\_\_ Grade \_\_\_\_\_

Teacher \_\_\_\_\_

Please write the activities you completed each day.

	Monday	Tuesday	Wednesday	Thursday	Friday
Example:		Reading packet Math packet Raz-Kids Art Imagine Math	Imagine Math Writing Virtual Tour Read a book Jumped Rope/Burpees	Imagine Math Reading packet Math packet Social Studies Music YouTube exercise video	Mathia Reading packet Math packet PE Science experiment Raz-Kids Compass Learning
Activities/ Assignments					

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

## Registro de actividades de aprendizaje electrónico semana 10 del 25 de mayo al 29 de mayo

Nombre \_\_\_\_\_ Grado \_\_\_\_\_

Maestro/a \_\_\_\_\_

Por favor escribe las actividades que completaste cada día.

	lunes	martes	miércoles	jueves	viernes
Ejemplo:		Paquete de lectura Paquete de matemáticas Raz-Kids Arte Imagine Math Lexía	Imagine Math Escritura Paseo Virtual Leer un libro Brincar la cuerda/sentadillas lexía	Imagine Math Paquete de lectura Paquete de matemáticas Estudios Social Video YouTube de ejercicio	Mathia Paquete de lectura Paquete de matemáticas Educación física Ciencias Raz-Kids Compass Learning
Actividades/ Tareas					

Firma de Padres \_\_\_\_\_ Fecha \_\_\_\_\_

Name \_\_\_\_\_

citizenship	daring	participate	unfairness
continued	horrified	proposed	waver

**A. Write each word next to its definition.**

1. the state of being unfair \_\_\_\_\_
2. filled with fear or dislike \_\_\_\_\_
3. kept on going \_\_\_\_\_
4. suggested \_\_\_\_\_
5. courageous or bold \_\_\_\_\_
6. to stop for a moment when unsure \_\_\_\_\_
7. the position of being a citizen of a country \_\_\_\_\_
8. take part \_\_\_\_\_

**B. Write two sentences. Use one vocabulary word in each sentence.**

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



Name \_\_\_\_\_

**Read the selection. Complete the author's point of view graphic organizer.**

Details



<b>Author's Point of View</b>
-------------------------------

Copyright © McGraw-Hill Education

Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy to help you understand the text.

## Hiram Revels – The First African American Senator

11 Hiram Rhodes Revels was born in North Carolina in the year  
24 1827. Through his whole life he was a good citizen. He was a  
34 great leader. He was highly respected. Revels became the first  
African American to serve in the U.S. Senate.

### 42 **A Hard Time for African Americans**

48 Revels was born during a hard time for African Americans.  
58 African Americans were treated badly. Most African Americans  
66 in the South were enslaved. But Revels grew up as a free African  
79 American, or freedman. This meant he could make his own  
89 choices.

90 Still, the laws in the South were unfair. African Americans  
100 had to work hard jobs. They were not allowed to go to school.  
113 Though it was not legal, some freedmen ran schools for African  
124 American children. As a child, Revels went to one of these  
135 schools. But he was unable to go to college in the South. So he  
149 left home to go to college in the North.

### 158 **Preaching and Teaching**

161 After college, Revels became the pastor of a church. He was  
172 a good speaker. He was also a great teacher. He travelled all over  
185 the country. He taught fellow African Americans. He knew that  
195 this would make them good citizens.

Name \_\_\_\_\_

**The First African American Senator**

Revels moved to Natchez, Mississippi in 1866. By this time, slavery had been banned. Newly freed African Americans elected Revels to the State Senate. From there, he was elected to the U.S. Senate. He was the first African American to serve as a U.S. senator. It was a great achievement!

In the Senate, Revels tried to be fair to all the people in his state. He disliked rules that were unfair for African Americans. So he tried to change them. He made it legal for African Americans to work in the Navy's shipyards. He challenged rules that kept African Americans apart from other Americans. But he was also fair to people of all colors.

Hiram Revels helped many people throughout his life. He helped people learn. As a senator, he helped the country progress. He was truly a good citizen!



**Hiram Rhodes Revels: the first African American to serve in the U.S. Senate.**

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**1. Reread paragraph 1. How does the author describe Hiram Revels?**

\_\_\_\_\_

\_\_\_\_\_

**2. According to paragraph 4, what was Revels “good” or “great” at?**

\_\_\_\_\_

\_\_\_\_\_

**3. Reread paragraph 5. What was Revels’s “great achievement”?**

\_\_\_\_\_

\_\_\_\_\_

**4. What is the author’s position about Hiram Revels?**

\_\_\_\_\_

\_\_\_\_\_

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

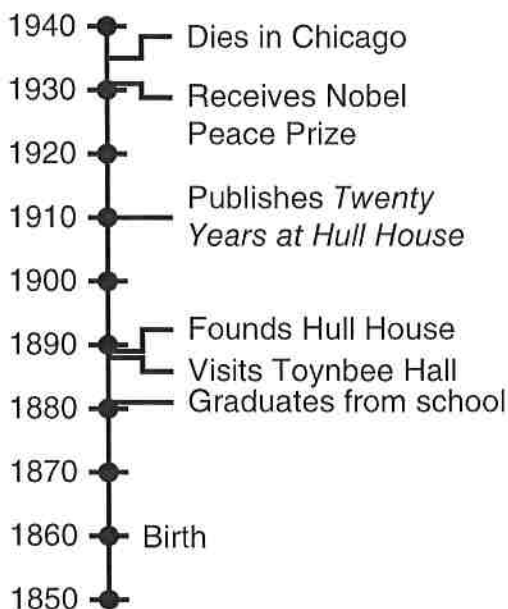
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Copyright © McGraw-Hill Education

Name \_\_\_\_\_

## Jane Addams's Early Years

Jane Addams knew that she wanted to help people. However, when she finished school, she was not sure how she would help them. She went to medical school, but she did not finish. Then she took a trip to Europe. She visited Toynbee Hall in London, England. Toynbee Hall had been founded to help poor and homeless people. This center offered classes and activities. Toynbee Hall gave her the idea for the community center that she would start in Chicago, Hull House.



Jane Addams

Answer the questions about the text.

1. Biography tells about a real person's life. Whose life does this biography tell about?

\_\_\_\_\_

2. What text feature does this biography include? \_\_\_\_\_

3. What does the time line show?

\_\_\_\_\_

4. Did Addams found Hull House before or after visiting Toynbee Hall?

\_\_\_\_\_

Name \_\_\_\_\_

A **prefix** is a word part added to the beginning of a word. A **suffix** is added at the end. The prefixes *un-* and *dis-* mean “not.” The suffix *-ly* means “in a way that.”

To figure out the meaning of a word with a prefix or a suffix, find the root word first.

Example: **unhappy**

The root word is “happy.” The prefix *un-* means “not.”

So **unhappy** means “not happy.”

**Read each passage below. Write the root word of each word in bold. Then write the meaning of the word in bold.**

1. African Americans were treated **badly**.

Root word: \_\_\_\_\_

*badly* means \_\_\_\_\_

2. Still, the laws in the South were **unfair**.

Root word: \_\_\_\_\_

*unfair* means \_\_\_\_\_

3. **Newly** freed African Americans elected Revels to the State Senate.

Root word: \_\_\_\_\_

*newly* means \_\_\_\_\_

4. He **disliked** rules that were not fair for African Americans.

Root word: \_\_\_\_\_

*disliked* means \_\_\_\_\_

Name \_\_\_\_\_

If a word ends in a consonant + *y*, change the *y* to *i* before adding *-s*, *-es*, or *-ed*: *try, tries, tried*. If a word ends in a vowel + *y*, the spelling does not change: *play, plays, played*. There is no spelling change when adding *-ing* to a word that ends in *y*: *trying, playing*.

**A. Read each sentence. Circle the word with the correct *-s*, *es*, *-ed*, or *-ing* spelling. The first one has been done for you.**

1. The little boy (cryd, cried) when he fell.
2. He (dries, drys) the dishes before putting them away.
3. She is (playing, plaing) a new game.
4. My uncle is (flyeing, flying) home tomorrow.

A suffix is a word part that can be added to the end of words. The suffixes *-ful*, *-less*, and *-able* change the meaning of words.

*-ful* means "full of"

thoughtful = full of thought

*-less* means "without"

helpless = without help

*-ness* means "the state of"

darkness = the state of being dark

**B. Add the suffixes to the following base words. Write the word on the line. The first one has been done for you.**

1. joy + ful = joyful
2. spot + less = \_\_\_\_\_
3. fit + ness = \_\_\_\_\_
4. grace + ful = \_\_\_\_\_
5. fear + less = \_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how you can grab the reader's attention with a strong opening.**

### **Draft Model**

My grandmother is a good citizen because it improves our community. She volunteers at the park so kids have a safe place to play. My uncle is a good citizen because it keeps us safe. He volunteers as a firefighter to protect people and property.

1. What is the purpose of this text?
2. What opening sentence would clearly state the topic and grab the reader's attention?
3. What opening would make readers want to read more?

**B. Now revise the draft by adding a strong opening to make readers want to read more.**

---

---

---

---

---

---

---



Name \_\_\_\_\_

The student who wrote the paragraph below used text evidence from two different sources to answer the prompt: *What do Elizabeth Cady Stanton and Susan B. Anthony have in common?*

Elizabeth Cady Stanton and Susan B. Anthony were not actually sisters, but they were sisters in the fight for equality for women. Both women were born during the 1800s. Both were highly educated. In those days, most women received only a basic education. Both Stanton and Anthony believed it was unfair for men and women to have different rights, so they set out to do something about that. Their lives became connected in 1848. At a meeting in Seneca Falls, New York, Susan B. Anthony heard Elizabeth Cady Stanton give a speech about voting rights. After that, Susan B. Anthony and Elizabeth Cady Stanton began working together to help women gain equality and the right to vote. These two strong women got together and worked hard to improve women's rights. Without them, the world might be a different place.

Reread the passage. Follow the directions below.

1. **Underline** the strong sentence the writer uses to state the topic clearly.
2. **Draw a box** around supporting details in the paragraph that help develop the topic.
3. **Circle** the linking words that connect ideas.
4. **Write** an example of a possessive pronoun on the line.

\_\_\_\_\_

Name \_\_\_\_\_

*Answer key*

citizenship

daring

participate

unfairness

continued

horrified

proposed

waver

**A. Write each word next to its definition.**

- |   |                    |
|---|--------------------|
| 1. the state of being unfair                    | <u>unfairness</u>  |
| 2. filled with fear or dislike                  | <u>horrified</u>   |
| 3. kept on going                                | <u>continued</u>   |
| 4. suggested                                    | <u>proposed</u>    |
| 5. courageous or bold                           | <u>daring</u>      |
| 6. to stop for a moment when unsure             | <u>waver</u>       |
| 7. the position of being a citizen of a country | <u>citizenship</u> |
| 8. take part                                    | <u>participate</u> |

**B. Write two sentences. Use one vocabulary word in each sentence. Possible responses provided.**

9. When my teacher asked for suggestions, I *proposed* "no yelling in class."

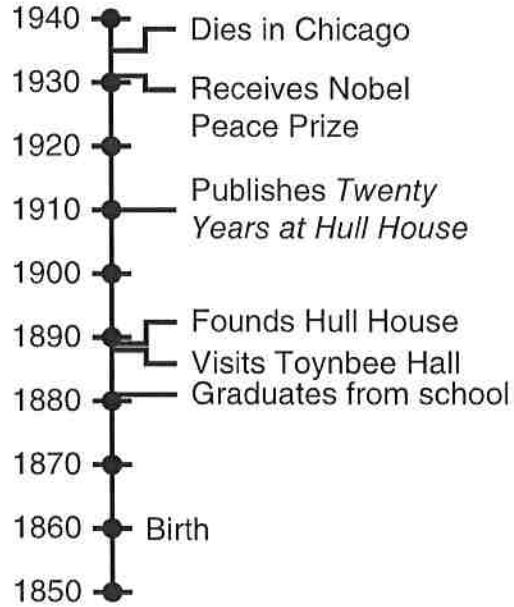
10. Even though I was tired, I *continued* to play until the game ended.

Name \_\_\_\_\_

Answer Key

## Jane Addams's Early Years

Jane Addams knew that she wanted to help people. However, when she finished school, she was not sure how she would help them. She went to medical school, but she did not finish. Then she took a trip to Europe. She visited Toynbee Hall in London, England. Toynbee Hall had been founded to help poor and homeless people. This center offered classes and activities. Toynbee Hall gave her the idea for the community center that she would start in Chicago, Hull House.



Jane Addams

Answer the questions about the text.

1. Biography tells about a real person's life. Whose life does this biography tell about?

It tells about Jane Addams's life.

2. What text feature does this biography include? Time line

3. What does the time line show?

It shows important years in Jane Addams's life.

4. Did Addams found Hull House before or after visiting Toynbee Hall?

She founded Hull House after visiting Toynbee Hall.

Name \_\_\_\_\_

*Answer Key*

A **prefix** is a word part added to the beginning of a word. A **suffix** is added at the end. The prefixes *un-* and *dis-* mean “not.” The suffix *-ly* means “in a way that.”

To figure out the meaning of a word with a prefix or a suffix, find the root word first.

Example: **unhappy**

The root word is “happy.” The prefix *un-* means “not.”

So **unhappy** means “not happy.”

**Read each passage below. Write the root word of each word in bold. Then write the meaning of the word in bold.**

1. African Americans were treated **badly**.

Root word: bad

*badly* means in a way that is bad; not good

2. Still, the laws in the South were **unfair**.

Root word: fair

*unfair* means not fair

3. **Newly** freed African Americans elected Revels to the State Senate.

Root word: new

*newly* means in a way that is new; recent

4. He **disliked** rules that were not fair for African Americans.

Root word: liked

*disliked* means did not like

Name \_\_\_\_\_

Answer key

If a word ends in a consonant + *y*, change the *y* to *i* before adding *-s*, *-es*, or *-ed*: *try*, *tries*, *tried*. If a word ends in a vowel + *y*, the spelling does not change: *play*, *plays*, *played*. There is no spelling change when adding *-ing* to a word that ends in *y*: *trying*, *playing*.

**A. Read each sentence. Circle the word with the correct *-s*, *es*, *-ed*, or *-ing* spelling. The first one has been done for you.**

- The little boy (cryd, cried) when he fell.
- He (dries) drys) the dishes before putting them away.
- She is (playing, plaing) a new game.
- My uncle is (flyeing, flying) home tomorrow.

A suffix is a word part that can be added to the end of words. The suffixes *-ful*, *-less*, and *-able* change the meaning of words.

*-ful* means "full of"

thoughtful = full of thought

*-less* means "without"

helpless = without help

*-ness* means "the state of"

darkness = the state of being dark

**B. Add the suffixes to the following base words. Write the word on the line. The first one has been done for you.**

- |                  |                 |                  |                 |
|------------------|-----------------|------------------|-----------------|
| 1. joy + ful =   | <u>joyful</u>   | 4. grace + ful = | <u>graceful</u> |
| 2. spot + less = | <u>spotless</u> | 5. fear + less = | <u>fearless</u> |
| 3. fit + ness =  | <u>fitness</u>  |                  |                 |

Name \_\_\_\_\_

*Answer Key*

The student who wrote the paragraph below used text evidence from two different sources to answer the prompt: *What do Elizabeth Cady Stanton and Susan B. Anthony have in common?*

Elizabeth Cady Stanton and Susan B. Anthony were not actually sisters, but they were sisters in the fight for equality for women. Both women were born during the 1800s. Both were highly educated. In those days, most women received only a basic education. Both Stanton and Anthony believed it was unfair for men and women to have different rights, so they set out to do something about that. Their lives became connected in 1848. At a meeting in Seneca Falls, New York, Susan B. Anthony heard Elizabeth Cady Stanton give a speech about voting rights. After that, Susan B. Anthony and Elizabeth Cady Stanton began working together to help women gain equality and the right to vote. These two strong women got together and worked hard to improve women's rights. Without them, the world might be a different place.

Reread the passage. Follow the directions below.

1. **Underline** the strong sentence the writer uses to state the topic clearly.
2. **Draw a box** around supporting details in the paragraph that help develop the topic.
3. **Circle** the linking words that connect ideas.
4. **Write** an example of a possessive pronoun on the line.

Answer: Their

# HOW TO USE THIS BOOK

*180 Days of Math for Third Grade* offers teachers and parents a full page of daily mathematics practice activities for each day of the school year.

## Easy to Use and Standards-Based

These activities reinforce grade-level skills across a variety of mathematical concepts. The questions are provided as a full practice page, making them easy to prepare and implement as part of a classroom morning routine, at the beginning of each mathematics lesson, or as homework.

Every third-grade practice page provides 10 questions, each tied to a specific mathematical concept. Students are given the opportunity for regular practice in each mathematical concept, allowing them to build confidence through these quick standards-based activities.

Question	Mathematics Concept	NCTM Standard
1	Addition or Subtraction	Understands meanings of operations and how they relate to one another; Computes fluently and makes reasonable estimates; Understands various meanings of multiplication and division; Develops fluency in adding, subtracting, multiplying, and dividing whole numbers; Understands numbers, ways of representing numbers, relationships among numbers, and number systems
2	Multiplication	
3		
4	Division or Number Sense	
5	Place Value or Fractions, Decimals, and Money	Understands numbers, ways of representing numbers, relationships among numbers, and number systems; Computes fluently and makes reasonable estimates
6	Algebra and Algebraic Thinking	Understands patterns, relations, and functions; Represents and analyzes mathematical situations and structures using algebraic symbols
7	Measurement	Understands measurable attributes of objects and the units, systems, and processes of measurement; Applies appropriate techniques and formulas to determine measurements
8		
9	Geometry or Data Analysis	Analyzes characteristics and properties of two-dimensional and three-dimensional geometric shapes and develops mathematical arguments about geometric relationships; Formulates questions that can be addressed with data and collects, organizes, and displays relevant data to answer them
10	Word Problem/Logic Problem or Mathematical Reasoning	Builds new mathematical knowledge through problem solving; Applies and adapts a variety of appropriate strategies to solve problems

*Standards are listed with the permission of the National Council of Teachers of Mathematics (NCTM). NCTM does not endorse the content or validity of these alignments.*

NAME: \_\_\_\_\_

**DIRECTIONS** Solve each problem.

**SCORE**

1. (Y) (N)

1.  $40 - 16 = \underline{\hspace{2cm}}$

6.  $9 \times \square = 54$

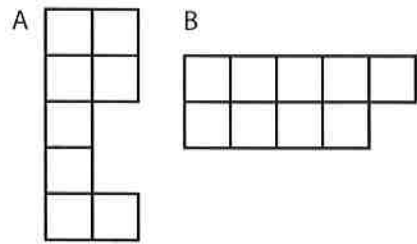
2. (Y) (N)

2.  $6 \times 7 = \square$

7. Circle the floor that needs more tile.

3. (Y) (N)

3.  $13 \times 1 = \square$



4. (Y) (N)

4. If you make 25 tally marks, how many groups of 5 will there be?

8. Which is longer: a yard or a meter?

5. (Y) (N)

5. What is 3 hundred more than 1,306?

9. How many lines of symmetry are there in a regular pentagon?

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

10. If a flagpole is 21 feet tall, how many yards tall is it?

\_\_\_ / 10

Total



NAME: \_\_\_\_\_

**DIRECTIONS**

Solve each problem.

$$\begin{array}{r} 1. \quad 25 \\ \quad 52 \\ + 15 \\ \hline \end{array}$$

$$2. \quad 4 \times 80 = \square$$

3. What is the product of 8 and 8?

\_\_\_\_\_

$$4. \quad 72 \div 8 = \square$$

5. Write 2,304 in expanded notation.

\_\_\_\_\_

6. Fill in the missing number.

550, 561, \_\_\_\_\_, 583

7. Which is longer: 2 hours or 100 minutes?

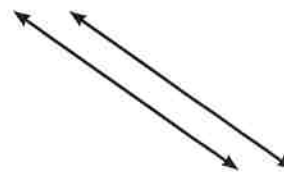
\_\_\_\_\_

8. Does the palm of your hand have an area greater than or less than  $1 \text{ m}^2$ ?

\_\_\_\_\_

9. Name the lines.

\_\_\_\_\_



10. Gwen has a collection of 54 stuffed animals. Two-sixths are teddy bears. The rest are other types of animals. How many teddy bears does Gwen have?

\_\_\_\_\_

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

\_\_\_\_ / 10

Total

NAME: \_\_\_\_\_

**DIRECTIONS** Solve each problem.

SCORE

1. (Y) (N)

$$\begin{array}{r} 1. \quad 79 \\ - 18 \\ \hline \end{array}$$

2. (Y) (N)

3. (Y) (N)

2. How many arms are there on 3 people?

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

3.  $8 \times 2 = \square$

7. (Y) (N)

8. (Y) (N)

4. What number follows 445?

9. (Y) (N)

10. (Y) (N)

5. What is the value of the digit 6 in the number 62?

\_\_\_ / 10

Total

6.  $2 \times 12 = 24 \times \square$

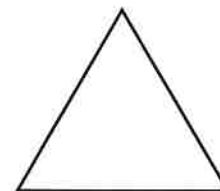
7. How many minutes are there from 8:20 P.M. to 8:30 P.M.?

\_\_\_\_\_

8. What is freezing on the Fahrenheit temperature scale?

\_\_\_\_\_

9. Complete the chart.



Number of Sides	
Number of Angles	
Number of Lines of Symmetry	
Name of Shape	

10. Can 5 cylinders be stacked on top of each other?

Circle: yes    no

NAME: \_\_\_\_\_

**DIRECTIONS** Solve each problem.

1.  $25 + 25 = \square$

6.  $3 \times \square = 18$

2. 
$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

7.  $\frac{1}{2}$  foot = \_\_\_\_\_ inches

3. Six times three is \_\_\_\_\_.

8. Write the line length.



4.  $4 \overline{)32}$

9. What shape forms the base of a cylinder?

5. 1 thousand + 3 tens =  
\_\_\_\_\_

10. Jack walks his dog for 20 minutes in the morning and 30 minutes at night. How many minutes does he walk his dog in a week?  
\_\_\_\_\_

**SCORE**

1. (Y) (N)

2. (Y) (N)

3. (Y) (N)

4. (Y) (N)

5. (Y) (N)

6. (Y) (N)

7. (Y) (N)

8. (Y) (N)

9. (Y) (N)

10. (Y) (N)

\_\_\_ / 10

**Total**

NAME: \_\_\_\_\_

**DIRECTIONS** Solve each problem.

**SCORE**

1. (Y)(N)

1.  $100 - 25 = \square$

6.  $35 \square 14 = 21$

2. (Y)(N)

7. Which is larger:  $1\frac{1}{2}$  yards or 45 inches?  
\_\_\_\_\_

3. (Y)(N)

2.  $8 \times 6 = \square$

4. (Y)(N)

8. A train leaves at 8:05 A.M. It arrives at 10:10 A.M. How long does the trip take?  
\_\_\_\_\_

5. (Y)(N)

3.  $80 \times 6 = \square$

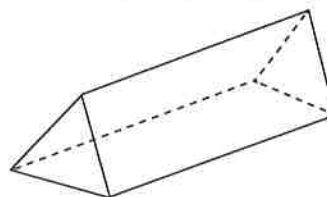
6. (Y)(N)

9. Is the shape below a prism, a pyramid, or a cylinder?  
\_\_\_\_\_

7. (Y)(N)

4. What is the odd number right before 721?  
\_\_\_\_\_

8. (Y)(N)



9. (Y)(N)

5.  $\$7.00 + \$2.00 + \$1.50 =$   
\_\_\_\_\_

10. (Y)(N)

10. A teddy bear costs \$12.50. Jack has \$26.00. He wants to buy two teddy bears. Does Jack have enough money?  
Circle: yes    no

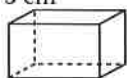
\_\_\_ / 10

Total

# ANSWER KEY *(cont.)*

## Day 139

- 60
- 21
- 210
- 6
- 165
- 4
- 12 times
- 3 cm



- 554

## Day 140

- 16
- 56
- 560
- 97
- \$1.50
- 18
- $16 \text{ cm}^2$
- pencil
- 4 triangles should be drawn.
- 9 pages

## Day 141

- 13
- 10
- 90
- 8
- 4
- 483
- $\frac{1}{2}$
- a bag of rocks
- circle
- 5 quarters and 1 dime; or 3 quarters, 1 half dollar, and 2 nickels; or one dollar coin, 2 dimes, and 3 nickels

## Day 142

- 4
- 13
- 81
- 737
- 198
- 3
- The cupboard on the right should be circled.

- longer
- 46 fewer people
- 9 minutes

## Day 143

- 456
- 32
- 6 eyes
- 10
- one fourth
- 8
- The pasta should be circled.
- 9 cm



- 12 dogs

## Day 144

- 400
- 0
- 0
- 528
- 45¢
- $\div$
- December
- yes
- cube
- 84 bananas

## Day 145

- 15
- 49
- 120
- 8
- \$6.50
- 43
- 2 cups
- centimeters
- surfaces: 3  
edges: 2  
vertices: 0
- 765

## Day 146

- 24
- 42

- 13
- 5
- 1,606
- 6
- B
- meter
- 5 lines of symmetry
- 7 yards

## Day 147

- 92
- 320
- 64
- 9
- $2,000 + 300 + 4$
- 572
- 2 hours
- less than
- parallel lines
- 18 teddy bears

## Day 148

- 61
- 6 arms
- 16
- 446
- 6 tens or 60
- 1
- 10 minutes
- $32^\circ \text{ F}$
- Number of Sides: 3  
Number of Angles: 3  
Number of Lines of Symmetry: 3  
Name of Shape: triangle
- yes

## Day 149

- 50
- 36
- 18
- 8
- 1,030
- 6
- 6
- 3.5 cm
- circle
- 350 minutes

# ANSWER KEY *(cont.)*

## Day 150

- 75
- 48
- 480
- 719
- \$10.50
- 
- $1\frac{1}{2}$  yards
- 2 hours 5 minutes
- prism
- yes

## Day 151

- 82
- 81
- 10 feet
- 8
- $\frac{1}{4}$
- 5
- 15 inches
- meters
- The left figure should be circled.
- 63

## Day 152

- 25
- 24
- 24
- 534
- $3,000 + 500 + 60 + 2$
- 351
- 8
- 36 inches
- hexagon
- C


## Day 153

- 121
- 52
- 28
- 10
- $2,000 + 90 + 4$
- 48
- true
- 5.5 cm
- chocolate
- 48 inches

## Day 154

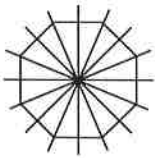
- 35
- 56
- 30
- 684th
- \$0.55
- 2
- a pencil
- gallons
- prism
- Answers will vary.

## Day 155

- 90
- 120
- 18 wheels
- 10
- $5,000 + 200 + 70$
- +
- false
- no
- 

- 23 pounds

## Day 156

- 60
- 35
- 350
- 593
- 70¢
- 3
- minutes
- $9\text{ cm}^2$
- 

- 8 months

## Day 157

- 9
- 75
- 28
- 7

- $7,000 + 20 + 1$
- 18
- 15 minutes
- 6 L
- Mon.: 35 tally marks  
Tue.: 30 tally marks  
Wed.: 45 tally marks  
Thur.: 20 tally marks

- 5 times

## Day 158

- 62
- 15 fingers
- 72
- 181
- \$1.55
- 9
- The right cupboard should be circled.
- no
- 8
- 732

## Day 159

- 22
- 140
- An array of 2 rows by 9 columns should be drawn.
- 8
- \$16.50
- 6
- The right floor should be circled.
- 2 pints
- intersecting lines
- \$79.96

## Day 160

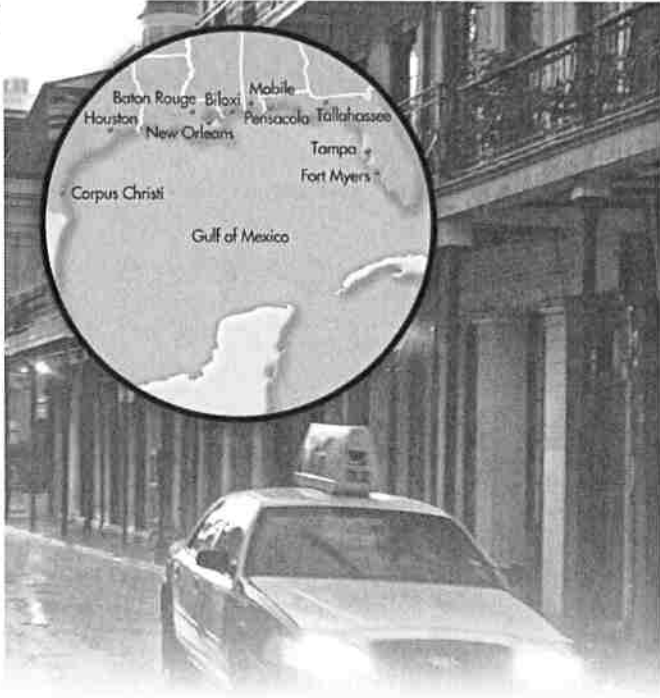
- 45
- 54
- 64
- odd number
- 2 hundred or 200
- 327
- 3 pitchers
- 48 hours
- 8 angles
- 16 people



# my planet DiARY

## Connections

You can use a map and geography skills to help you understand why some places have a lot of storms. Did you know that New Orleans, Louisiana, is the third wettest city in the United States? This city gets about 162 cm (64 in.) of rain each year. Why does New Orleans get so much rain? Blame it on the Gulf of Mexico. Storms from the Atlantic Ocean pick up moisture from the warm waters of the Gulf. These storms then drop heavy rainfall as they move over land.



Look at the map. What other places might get a lot of rain? Explain why.

---

---

---

Would places further north get as much rain? Explain why.

---

---

---

## Lesson 2: Three Types of Communities



What kind of community do you live in? Is it a rural, urban, or suburban community?

A rural community is found in the countryside where there is plenty of open space. An urban community is one that is in a large city. A suburban community is a community near a large city.

A rural community



## Rural Communities

Belle Plaine, Iowa, is a rural community about 40 miles southwest of Cedar Rapids, Iowa. Today about 3,000 people live in Belle Plaine. They like to get together and have fun during the year. On the Fourth of July, there are fireworks, music, and a parade. One special kind of parade is a tractorcade. More than 500 tractors parade through Belle Plaine and other rural communities in Iowa!

Rural communities have their own mayors and other government officials to make and enforce laws, or rules, for their community. Local governments also provide services, such as schools, for their towns. Some towns have their own schools, while others share schools. Many rural communities have the technology to connect to the Internet quickly or use cell phones, but there are still some that may not. People in these communities may use slower dial-up phone lines to connect to the Internet. Rural communities have local newspapers that share information.



A tractorcade moves through a community.



Some people in rural communities are farmers. Farmers grow crops like corn that people in larger towns and cities depend on.

People in rural communities depend on other communities, too. They travel to suburban or urban communities to buy what they need. People may travel by bus or drive their cars.



## Suburban Communities

Alamo Heights, Texas, is a suburban community. It is surrounded by the city of San Antonio. Today almost 8,000 people live in Alamo Heights.

In Alamo Heights and other suburban communities, there are many houses with yards lining the streets. You might also expect to see a library, a post office, schools, stores, a movie theater, and parks there. Take a short drive, and you will find a large shopping mall.

Suburban communities have their own governments to make their local laws. People in suburban communities are often proud of where they **reside**. When there is litter on the streets of Alamo Heights, for example, people help clean it up. They cut the grass and clean streets, just like people in other suburban communities do.

There are plenty of activities for children in suburban communities. They can swim at the community pool or play basketball in a local park. They can also join a soccer or baseball team.

People in suburban communities **obtain** news about their town from local newspapers, on the Internet, or on television.

Many people who live in suburban communities work in a nearby city. Some people who live in Alamo Heights work in San Antonio. While some drive their cars or trucks on busy highways, others choose to take an express bus to work.

People began moving to suburban communities to get away from the crowded cities. As new highways were built to help people get to the city quickly, suburban living became more popular.



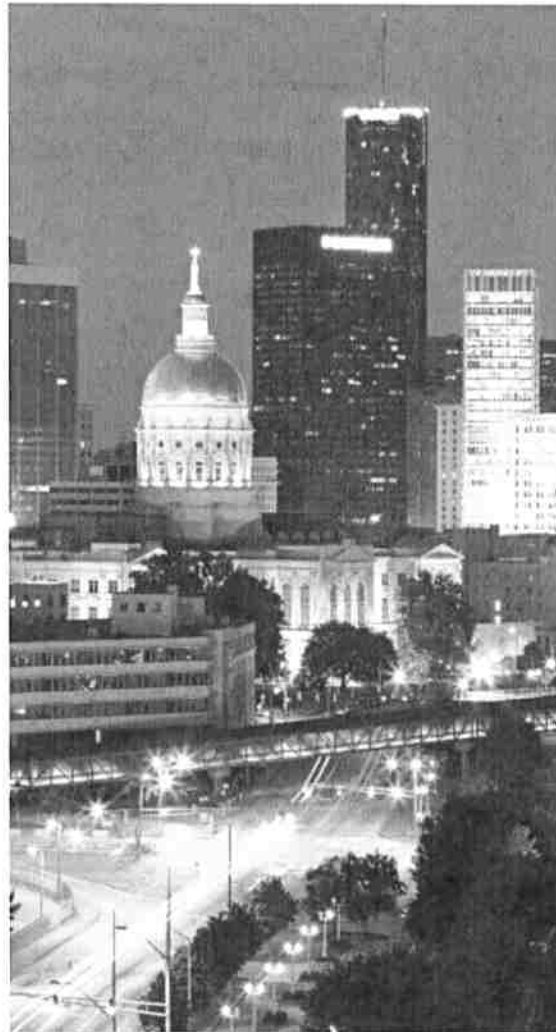
People in suburbs use highways to get to and from the city.

# Urban Communities

Many people live, work, and play in urban communities like Atlanta, Georgia. About 4.5 million people live in Atlanta. Most live in apartments or high-rise condominiums. A condo is housing owned by the people who live there and may be part of a larger building.

In Atlanta and other cities, people work in tall buildings, or skyscrapers. Many people from suburban communities travel to cities to work. Once inside the city, people can use public transportation to get around. The city of Atlanta has a rapid transit rail system, streetcars, and buses. Cities such as New York have underground subways. San Francisco has cable cars.

There are many things to do for fun in a city. People can shop in stores or visit museums. In urban areas, people have access to technology. Internet and cell phones help make communication easier.



Features of Communities			
	Rural	Suburban	Urban
Location	in the countryside	near a large city	in a large city
Population	small population	medium-sized population	large population
Buildings	farmhouses, barns	houses, shopping malls	apartment buildings, row houses, skyscrapers

Like other communities, an urban community has its own local government and schools. In a city, a mayor and a city council are elected to make laws.

2.  **READING CHECK** Compare and Contrast Analyze the Features of Communities chart. Then underline the words in the chart that show how the population in each type of community is different.

## Lesson 2 Check

3. Generalize Write a generalization about transportation in an urban community. Then identify two facts to support your generalization.

Notebook

4. Describe the type of community you live in. Explain how your community is similar to and different from one of the other types of communities.

Notebook

5. Understand the **Quest Connections** Write two reasons why people might like to live in your community.

Notebook

### Answer Key

## 2 Three Types of Communities

**INTERACTIVITY**  
Participate in a class discussion to preview the content of this lesson.

Use the **The BIG Question** I will know what rural, suburban, and urban communities are like.


**Vocabulary**  
rural  
urban  
suburban

**Academic Vocabulary**  
reside  
obtain

**Jumpstart Activity**  
With a group, make signs that say "in a city," "near a city," and "in the countryside." Then take turns describing one of these places while others try to guess the place. Use sentence starters such as, *I see \_\_\_\_\_, I hear \_\_\_\_\_, I smell \_\_\_\_\_, I like \_\_\_\_\_.* A group member should point to the correct sign as soon as he or she figures it out.

What kind of community do you live in? Is it a rural, urban, or suburban community?

A rural community



278

A **rural** community is found in the countryside where there is plenty of open space. An **urban** community is one that is in a large city. A **suburban** community is a community near a large city.



**Rural Communities**

Belle Plaine, Iowa, is a rural community about 40 miles southwest of Cedar Rapids, Iowa. Today about 3,000 people live in Belle Plaine. They like to get together and have fun during the year. On the Fourth of July, there are fireworks, music, and a parade. One special kind of parade is a tractorcade. More than 500 tractors parade through Belle Plaine and other rural communities in Iowa!

Rural communities have their own mayors and other government officials to make and enforce laws, or rules, for their community. Local governments also provide services, such as schools, for their towns. Some towns have their own schools, while others share schools. Many rural communities have the technology to connect to the Internet quickly or use cell phones, but there are still some that may not. People in these communities may use slower dial-up phone lines to connect to the Internet. Rural communities have local newspapers that share information.

Some people in rural communities are farmers. Farmers grow crops like corn that people in larger towns and cities depend on.

People in rural communities depend on other communities, too. They travel to suburban or urban communities to buy what they need. People may travel by bus or drive their cars.

Lesson 2 • Three Types of Communities 279

## Suburban Communities

Alamo Heights, Texas, is a suburban community. It is surrounded by the city of San Antonio. Today almost 8,000 people live in Alamo Heights.

In Alamo Heights and other suburban communities, there are many houses with yards lining the streets. You might also expect to see a library, a post office, schools, stores, a movie theater, and parks there. Take a short drive, and you will find a large shopping mall.

Suburban communities have their own governments to make their local laws. People in suburban communities are often proud of where they **reside**. When there is litter on the streets of Alamo Heights, for example, people help clean it up. They cut the grass and clean streets, just like people in other suburban communities do.

### Academic Vocabulary

**reside** • v., to live in or have a permanent home at



There are plenty of activities for children in suburban communities. They can swim at the community pool or play basketball in a local park. They can also join a soccer or baseball team.

People in suburban communities **obtain** news about their town from local newspapers, on the Internet, or on television.

Many people who live in suburban communities work in a nearby city. Some people who live in Alamo Heights work in San Antonio. While some drive their cars or trucks on busy highways, others choose to take an express bus to work.

People began moving to suburban communities to get away from the crowded cities. As new highways were built to help people get to the city quickly, suburban living became more popular.



People in suburbs use highways to get to and from the city.

### Academic Vocabulary

**obtain** • v., to acquire or get

### Quest Connection

I think about the type of community you live in. What does it have to offer its residents?

### INTERACTIVITY

EXPLORE OTHER TYPES OF COMMUNITIES

1. **Reading Check** Generalize Write two facts that support this generalization: There are many activities that children in suburban communities can enjoy.

**Possible answer:** Children can

swim at the community pool. They can also join a soccer league.

## Urban Communities

Many people live, work, and play in urban communities like Atlanta, Georgia. About 4.5 million people live in Atlanta. Most live in apartments or high-rise condominiums. A condo is housing owned by the people who live there and may be part of a larger building.

In Atlanta and other cities, people work in tall buildings, or skyscrapers. Many people from suburban communities travel to cities to work. Once inside the city, people can use public transportation to get around. The city of Atlanta has a rapid transit rail system, streetcars, and buses. Cities such as New York have underground subways. San Francisco has cable cars.

There are many things to do for fun in a city. People can shop in stores or visit museums. In urban areas, people have access to technology. Internet and cell phones help make communication easier.



### Features of Communities

	Rural	Suburban	Urban
<b>Location</b>	in the countryside	near a large city	in a large city
<b>Population</b>	small population	medium-sized population	large population
<b>Buildings</b>	farmhouses, barns	houses, shopping malls	apartment buildings, row houses, skyscrapers

Like other communities, an urban community has its own local government and schools. In a city, a mayor and a city council are elected to make laws.

2. **Reading Check** Compare and Contrast Analyze the Features of Communities chart. Then underline the words in the chart that show how the population in each type of community is different.

### Lesson 2 Check

### INTERACTIVITY

Check your understanding of the key ideas of this lesson.

3. Generalize Write a generalization about transportation in an urban community. Then identify two facts to support your generalization.  
**Possible answer:** Generalization: People have a lot of transportation options in urban communities.  
Facts: Some people take city buses. Some people take subways.
4. Describe the type of community you live in. Explain how your community is similar to and different from one of the other types of communities.  
Students' responses may include information about the location, population, and buildings of their communities compared to those of one other type of community.
5. Understand the **Quest Connection** Write two reasons why people might like to live in your community.  
Answers will vary but include because it has fun activities, people who work together, and good transportation.