

Fifth Grade Summer Learning Packet

Dear Margate Families,

Summer is an important time for each of us. It is an opportunity to rest and relax with our families and friends. Even though, it is a much deserved time of rest, it is also vitally important that we maintain learning for our panthers. Daily work in Reading, Writing, Mathematics and Science is critical. Vacations and special events also contribute to the learning environment. It is our sincere hope that you spend time this summer continuing your child's learning progression. The summer packet attached provides you with resources, suggestions and activities to maintain this important learning. As always, the best practice for reading is to read each day for at minimum 30 minutes. Please turn in all assignments to your child's teacher in the fall.

May you have a blessed, restful, relaxing, enjoyable and fun-filled summer!

Sincerely,

Thomas Schroeder & Vicki Flourney




Dear Parents/Guardians,

We are pleased to announce that your child can continue their learning during the summer via the **i-Ready** platform. Your child can work on **i-Ready Extra Lessons** in Math and Reading from any computer location with internet access by following the steps below:

Go to the Broward Single Sign-On (SSO) page  www.browardschools.com/sso

Click the button "Register Now/Login" 



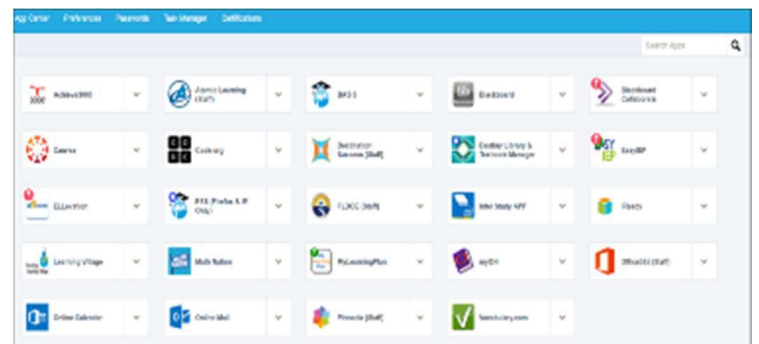
Enter your username and password on the Sign In page. 

Username: Student ID (10 digit student number)

Password: Pmm/dd/yyyy (capital P followed by student birthdate)

Ex. P02/02/2010

Click on the **i-Ready** application 



Once your student has logged into **i-Ready** and chosen a subject, please select this button to work on lessons in i-Ready:



Complete the **i-Ready** log before **July 20th**, after this date the system will not be available.

For extra math and vocabulary practice, try our FREE Apps.



Door 24 Plus
Math Fluency

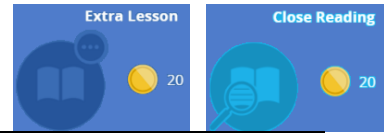


World's Worst Pet
Vocabulary Development



Home Summer Log 2018 - Incoming 5th Grade
Log in through Broward's Single Sign-On

Lessons located within:



Username:		Password:		
Date	Lesson Name	Score % Go to: My Progress	Time on Task	Parent's Initials
Reading				
	Determining Word Meaning Using Context Clues			
	Synonyms and Antonyms			
	Building Word Knowledge: 5			
	Building Word Knowledge: 10			
	Prefixes and Suffixes			
	Determining Word Meaning Using Context Clues			
	Main Idea			
	Summarize			
	Compare and Contrast			
	Close Reading: Summarizing Informational Text			
Mathematics				
	Multiply Two-Digit by Two-Digit Numbers			
	Practice: Multiply Two-Digit Numbers			
	Divide Whole Numbers			
	Understand Fraction Multiplication			
	Fractions as Tenths and Hundredths			
	Solve Multi-Step Problems			
	Solve Word Problems Involving Measurement			
	Understand and Measure Volume			
	Quadrilaterals			
	Classify Two-Dimensional Shapes			

Each lesson varies in time and a score will not be available until a student completes the lesson



_____ Read one book from the suggested reading list every two weeks.

_____ Record the titles, authors, and pages read on your reading log.

_____ Complete an assigned activity for each book read.

_____ Write a letter to your new teacher in cursive writing.

_____ Use the scientific process to complete a science activity. Record the steps on the "Science Lab Report."

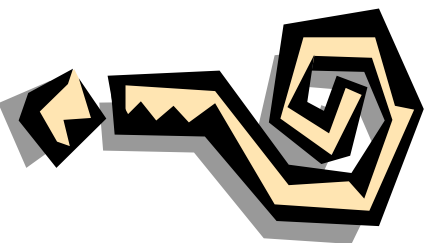
_____ Practice addition, subtraction, multiplication, and division facts.

_____ Maintain and build your reading skills on the internet program, myON. (<https://www.myOn.com>)

Username: Student Number

Password: (Birthdate) mm/dd/yyyy

Steps of the Scientific Method



1. Choose a problem.

State the problem as a question.

2. Research your problem.

Read, get advice, and make observations.

3. Develop a hypothesis.

Make a prediction about what will happen.

5. Test your hypothesis.

Conduct the experiment and record the data.

4. Design an experiment.

Plan how you will test your hypothesis.

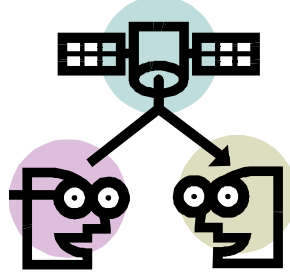
6. Organize your data.

Create a chart or graph of your data.

7. Draw conclusions.

Analyze your data and summarize your findings.

Science Lab Report



Question: _____

Research: _____

Hypothesis: _____

Experiment Materials: _____

Experiment Procedure: _____

Experiment Observations: _____

Organize Your Data: Create a chart or graph of your data and attach it to this sheet.

Conclusions: _____

Fifth Grade Common Core Suggested Reading List for ELA

Literature

- *Alice's Adventures in Wonderland* (Lewis Carroll)
- *The Secret Garden* (Frances Hodgson Burnett)
- *The Black Stallion* (Walter Farley)
- *The Little Prince* (Antoine de Saint-Exupéry)
- *Tuck Everlasting* Natalie Babbitt)
- *Zlateh the Goat* (Isaac Bashevis Singer)
- *M.C. Higgins, the Great* (Virginia Hamilton)
- *The Birchbark House* (Louise Erdrich)
- *Bud, Not Buddy* (Christopher Paul Curtis)
- *Where the Mountain Meets the Moon* (Grace Lin)

Poetry

- "The Echoing Green," (William Blake)
- "The New Colossus," (Emma Lazarus)
- "Casey at the Bat," (Ernest Lawrence Thayer)
- "A Bird Came Down the Walk," (Emily Dickinson)
- "Fog," (Carl Sandburg)
- "Dust of Snow" (Robert Frost)
- "Little Red Riding Hood and the Wolf" (Roald Dahl)
- "They Were My People" (Grace Nichols)
- "Words Free As Confetti," (Pat Mora)

Informational Texts

- *Discovering Mars: The Amazing Story of the Red Planet* (Melvin Berger)
- *Let's Investigate Marvelously Meaningful Maps* (Madelyn Wood Carlisle)
- *Hurricanes: Earth's Mightiest Storms* (Patricia Lauber)
- *The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It* (Steve Otfinoski)
- *Toys!: Amazing Stories Behind Some Great Inventions* (Don Wulffson)
- *Good Pet, Bad Pet* (Elizabeth Schleichert)
- *Ancient Mound Builders* (E. Barrie Kavash)
- *About Time: A First Look at Time and Clocks* (Bruce Koscielniak)
- *England the Land* (Erinn Banting)
- *A History of US* (Joy Hakim)
- *My Librarian Is a Camel: How Books Are Brought to Children Around the World* (Margriet Ruurs)
- *Horses* (Seymour Simon)
- *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* (Sy Montgomery)
- *Volcanoes* (Simon Seymour)
- *We Are the Ship: The Story of Negro League Baseball* (Kadir Nelson)
- *Kenya's Long Dry Season* (Nellie Gonzalez Cutler)
- *Seeing Eye to Eye* (Leslie Hall)
- *Telescopes* (Colin A. Ronan)
- *Underground Railroad* (Henrietta Buckmaster)

Better Than a Book Report!

Choose one activity for each book you read this summer.

_____ Pretend you are a news reporter interviewing the main character from the story. Write a list of questions and the responses you think the character would give.

_____ Design a bookmark that advertises the book. Write the title, the author's name, and a summary of the book on the bookmark. Also, add an illustration of an important scene from the book.

_____ Find 15 new vocabulary words in the book. Create a glossary in which you define each word and draw illustrations to go with the definitions.

_____ Write an acrostic poem to represent the main character of your book. To do this, write the letters in the character's name vertically on a sheet of paper. Then, after each letter, write an adjective describing the character that begins with that letter.

_____ For a non-fiction book, create a KWL. In the first, column write "What I Know," in the second, "What I Want to Know," and in the last, "What I Learned."

_____ Using a Venn Diagram, explain the similarities and differences in the personalities, or character traits, of two of the main characters in your book.

_____ Write a short commercial advertising the book. Be sure to include the title and the author's name.

Name: _____

Cursive Alphabet
Lower-case Letters

a b c d e

f g h i j

k l m n

o p q r s

t u v w

x y z

Name: _____

Cursive Alphabet
Capital Letters

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z

Project #1

Domain: Operations and Algebraic Thinking

Standard:

4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.

Directions:

1. Read the following examples:

Examples:

$$3 \times 11 = 33.$$

Jenny is three years old. Her aunt is eleven times older. How old is Jenny's aunt?

$$7 \times 8 = 56$$

Jerome has 7 times as many nickels as Marcus. If Marcus has 8 nickels, how many does Jerome have? Challenge: How much money does Marcus have? How much money does Jerome have?

2. Create word problems for the multiplication equations below. Show how you would solve each.

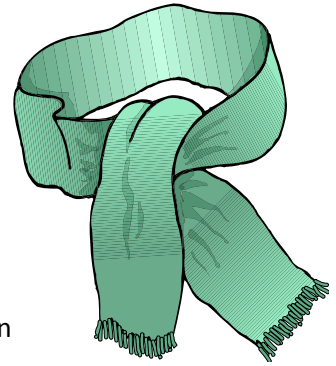
$$9 \times 3 = 27$$

$$6 \times 10 = 60$$

$$42 = 6 \times 7$$

$$44 = 11 \times 4$$

Project # 2



Domain: Operations and Algebraic Thinking

Standard:

4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

Directions:

1. Create two problems for each of the given types of problems below. Examples are provided for each.
2. Provide an answer and explanation for how you solved each of your own original problems.

A. Unknown Product:

Example: A green scarf costs \$3. A red scarf costs 6 times as much. How much does the red scarf cost? ($3 \times 6 = p$).

B. Group Size Unknown:

Example: A book costs \$18. That is 3 times more than a DVD. How much does a DVD cost? ($18 \div p = 3$ or $3 \times p = 18$).

C. Number of Groups Unknown:

Example: A red scarf costs \$18. A blue scarf costs \$6. How many times as much does the red scarf cost compared to the blue scarf? ($18 \div 6 = p$ or $6 \times p = 18$).



Project # 3

Domain: Operations and Algebraic Thinking

Standards:

4.OA.4 Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.

Directions:

1. Read the description below.
2. Complete the exercise to identify prime numbers between two and one hundred.
3. Challenge: Make a list of twenty additional prime numbers above 100. Prove that they are prime and not composite numbers.

Prime Numbers

Imagine that you are part of a class of 23 students. One day the teacher asks you to divide up into equal groups. You try to divide into 2 equal groups but find you can't do it because 23 is not evenly divisible by 2. One group is always larger than the other. Then you try to split into 3 equal groups, but that doesn't work either. And neither does 4 or 5, or any of the other numbers you try. That's because 23 is a prime number.

A prime number is a number that cannot be divided evenly by any other number except itself and the number 1. A composite number, on the other hand, is a number that can be built up by multiplying smaller numbers, called factors, together. You can make the number 4 by multiplying 2×2 . You can make the number 6 by multiplying 2×3 . So now we know that neither of these numbers is a prime number. Is 7 a prime number?

More than 2,000 years ago, the Greek mathematician Eratosthenes came up with a clever way of determining which numbers are prime. You can use this method, too. First, make a grid of all the numbers from 2 to 100 in rows of ten, like this:

	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20, etc.

*Continued on next page.

Project # 3 continued

Next, cross out all the composite numbers, leaving only the prime numbers. First circle the number 2. It is a prime number, evenly divisible only by 2 and 1. Then cross out all the multiples of 2. Each of these numbers is divisible by 2 and therefore not prime. Next, find the smallest number that has not been crossed out: 3. This number is prime, so circle it. Cross out all the multiples of 3 that have not already been crossed out. Continue by circling the smallest remaining number and crossing out its multiples. The circled numbers are the prime numbers. If you did everything right, there should be 25 prime numbers circled.

Use the space below to complete the exercise above if needed.

Use the space below to complete the challenge (#3) from the directions on the previous page.

Project #4

Domain: Operations and Algebraic Thinking

Standards:

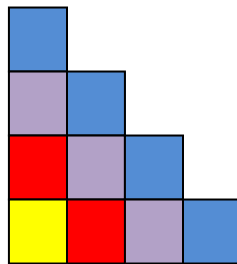
4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Directions:

1. Read the example below and use pictures or models to answer the question.

Stepping Up

Study this picture. How many blocks would you need for a 20-step staircase?



2. **Challenge:** Set up a rule for a number or shape pattern equation for a parent to solve. You can create a chart or function machine (showing what goes in or comes out) or use another method of your choice.

Study the chart below for some examples:

Pattern	Rule	Feature
3, 8, 13, 18, 23, 28, ...	Start with 3, add 5	The numbers alternately end with a 3 or 8
5, 10, 15, 20 ...	Start with 5, add 5	The numbers are multiples of 5 and end with either 0 or 5. The numbers that end with 5 are products of 5 and an odd number. The numbers that end in 0 are products of 5 and an even number.

Project #5

Domain: Operations and Algebraic Thinking

Standard:

4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Directions:

1. Read the following,

Consecutive Numbers

An example of consecutive odd numbers is 23, 25, 27, and 29.

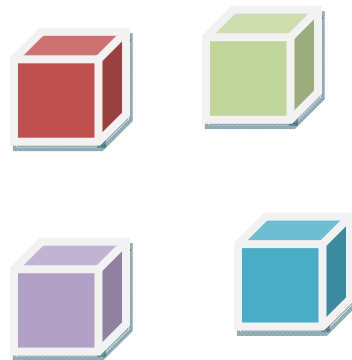
2. Now solve this problem:

Find four consecutive odd numbers with a sum of 160. Show your work.

3. Create your own challenge problem for a friend or parent to solve involving consecutive numbers.

4. Use cubes to complete the following:

- Build 5 groups of 3 to represent 15
- Build 5 groups of 3 two times to represent $2 \times (5 \times 3)$
- Then count 10 groups of 3 (10×3) or 30 cubes total.
- Create a drawing to show your work for each of the above groups you made when building with cubes.



Project #6

Domain: Number and Operations in Base Ten

Standard:

4.NBT.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Directions:

1. Arrange these numbers in order, beginning with the smallest.

2400

4002

2040

420

2004

2. Arrange these numbers in order, beginning with the greatest.

1470

847

710

1047

147

3. Using a newspaper or magazine, find eight 3 or 4-digit numbers and cut them out. Arrange them in order on a piece of paper or in your math journal/notebook. Keep this to turn in with your math summer challenge packet.

Project #7

Domain: Number and Operations in Base Ten

Standard:

4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Directions:

1. Read the following definitions to remind you of concepts you should have learned during your 4th grade math class.

Associative Property

The property which states that for all real numbers a , b , and c , their product is always the same, regardless of their grouping:

$$(a \cdot b) \cdot c = a \cdot (b \cdot c)$$

Example:

$$(5 \cdot 6) \cdot 7 = 5 \cdot (6 \cdot 7)$$

Distributive Property

The property which states that multiplying a sum by a number gives the same result as multiplying each addend by the number and then adding the products

$$a(b + c) = a \times b + a \times c$$

Examples:

$$3(4 + 5) = 3 \times 4 + 3 \times 5$$

$$3(a + b) = 3a + 3b$$

2. Then solve the following three problems and state which property you used to do so. Show all of your work.

1. $25 \times 28 =$

2. 102

3. 425 divided by 12

$$\begin{array}{r} \\ \times 14 \\ \hline \end{array}$$

3. Finally, create one real world problem to show you understand the associative property and one word problem to show you understand the distributive property.

Two examples for the associative property:

- Partial products method— $14 \times 16 = 100$ (multiply 10×10) + 40 (multiply 10×4) + multiply 6×10 + (multiply 6×4)
- Multiple addition method— $14 \times 16 = 16 + 16 + 16 + 16 + 16 + 16 + 16 + 16 + 16 + 16 + 16 + 16 + 16 + 16 + 16$

Two examples for the distributive property:

- Share 25 books among 4 girls. (6 with a remainder of 1)
- Share 25 bananas among 4 girls ($6 \frac{1}{4}$).

Project #8

Domain: Number and Operations in Base Ten

Standard:

4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.

Directions:

1. Use place value understanding to round numbers to solve the following problem. Show all of your work. Draw a picture and write an explanation to show how you solved the problem.

Your class is collecting bottled water for a service project. The goal is to collect 300 bottles of water. On the first day, Max brings in 3 packs with 6 bottles in each container. Sarah wheels in 6 packs with 6 bottles in each container. About how many bottles of water still need to be collected?

2. Round the following numbers to the nearest tens and hundreds.

Number	Tens	Hundreds
876		
931		
2,365		
808		
4,099		
222		
351		
3,003		

3. Create a word problem of your own in which rounding can be used to find a reasonable solution and/or to verify your solution.

Project # 9

Domain: Number and Operations—Fractions

Standard:

4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Directions:

1. Read the following problem.

There are two cakes on the counter that are the same size. The first cake has $\frac{1}{2}$ of it left. The second cake has $\frac{5}{12}$ left. Which cake has more left?

2. Create a model to show the comparison using a number line.
3. Draw a picture to represent the problem.

4. Use symbols to compare the following fractions:

$$\frac{1}{4} \underline{\hspace{1cm}} \frac{2}{3}$$

$$\frac{2}{8} \underline{\hspace{1cm}} \frac{1}{4}$$

$$\frac{1}{2} \underline{\hspace{1cm}} \frac{3}{7}$$

$$\frac{4}{8} \underline{\hspace{1cm}} \frac{5}{6}$$

$$\frac{2}{3} \underline{\hspace{1cm}} \frac{4}{5}$$

$$\frac{7}{8} \underline{\hspace{1cm}} \frac{3}{4}$$

5. Create models to show the comparisons using a number line to verify your solutions.

Project #10

Domain: Number and Operations—Fractions

Standard:

4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Directions:

1. Solve the following problem below using pictures, computations, or other strategies you have learned. Make sure to show all of your work in the space provided or on an additional piece of paper.
2. Then create your own story problem using parts of a whole (fractions).
3. Include a solution, picture and solution to your problem.

Problem:

Bill, Sally, Peter and Jen all went to Hershey Park, Pennsylvania. While on a tour at the Hershey's Factory, they got to reach into a bag and pull out a part of a bar of chocolate. When they left the factory, their teacher said they could eat their chocolate bars once they found out who had the largest piece of chocolate. Use the information below to solve the problem so Bill, Sally, Peter and Jen can enjoy their chocolate. *Make sure to follow the directions above.

Bill has $\frac{1}{3}$ of a bar, Sally has $\frac{4}{6}$ of a bar, Peter has $\frac{9}{12}$ of a bar, Jen has $\frac{13}{18}$ of a bar. Show how you know the answer.

Project #11

Domain: Number and Operations—Fractions

Standard:

4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.

Directions: Solve the following problems. Show how you reached your solution.

1. Mary and Lacey decide to share a pizza. Mary ate $\frac{3}{6}$ and Lacey ate $\frac{2}{6}$ of the pizza. How much of the pizza did the girls eat together?
2. What part of the M&M'S are not orange?

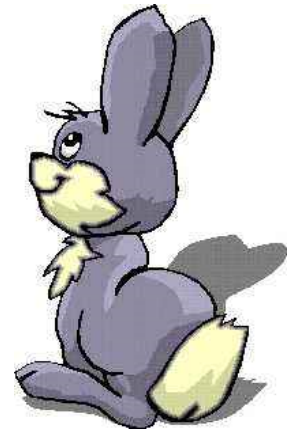
Pack of M&M's

Color	Number of M&Ms
Red	3
Orange	12
Green	5
Yellow	9
Blue	6
Brown	12
Light brown	2

Answer: _____ out of _____ are not orange.

3. Challenge:
 - Get a snack size or King Size bag of M&Ms. Complete your own investigation to see what part of the M&Ms are not orange.
 - Create a chart to record the color of M&Ms and the number of each.
 - Compare your results with the ones above and write any observations you come to below.

Project #12



Domain: Number and Operations—Fractions

Standard:

4.NF.6 Use decimal notation for fractions with denominators 10 or 100.

Directions:

1. Design a chart to display the equivalent relationships of fractions and decimals.
2. Then create a number line with a piece of string and use index cards to write these numbers on, and place these numbers and other numbers on your number line (string).

*Be sure to include the following fractions and decimals:

$$\frac{3}{10} \quad \frac{85}{100} \quad \frac{70}{100} \quad \frac{34}{100} \quad \frac{6}{10} \quad \frac{49}{100}$$

$$.40 \quad .06 \quad .50 \quad .83 \quad .75 \quad .009$$

3. Include at least three fractions and their equivalent decimals of your choice.

Project #13

Domain: Number and Operations—Fractions

Standards:

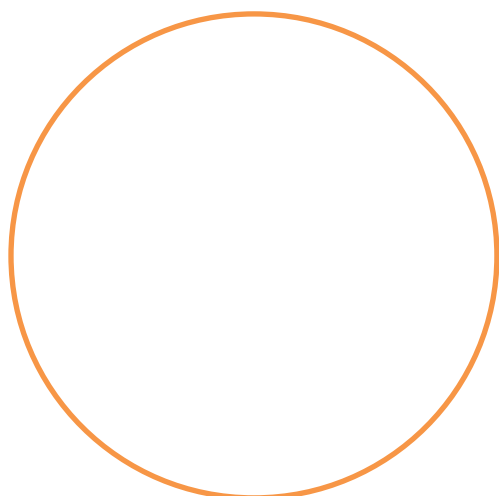
4.NF.4 Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*

4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100

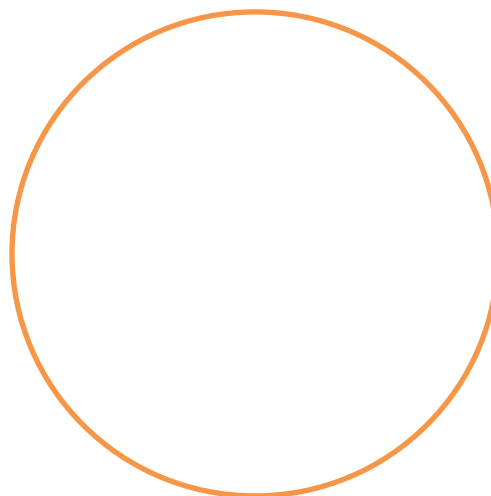
Directions:

Complete the following problems. Then create three problems of your own involving fractions.

1. Masha had 120 stamps. She gave her sister half of the stamps and three more. How many stamps does Masha have left?
2. Create a circle model divided into 10 equal sections. Create a second circle model divided into 100 equal sections. Represent 3 tenths and 30 hundredths on the circle models below.



3 tenths



3 hundredths

Project #14

Domain: Measurement and Data

Standards:

4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

Directions:

1. Read the background information about cubits used in building pyramids.



Cubit Craze!

The ancient Egyptians used a measurement called a cubit to build the pyramids. A cubit was the distance from the bent elbow to the end of the middle finger.

Using your own self as a measurement, find out how many inches in a cubit.

2. Use the internet (with supervision), math text book, or reference book for help to find out how to convert cubits to inches. Then, use the information you found to solve the second part of the problem below.

If a pyramid is 100 cubits long, about how many inches is that?
How many feet?

Project # 15

Domain: Measurement and Data

Standards:

4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

Directions:

1. Read the problem below.
2. Read it again and draw a picture paying attention to details as you go.

The third grade students at Westview Elementary School built a nature trail behind their school. The trail started and ended at the same place. It had five sides. Two were 60 feet long and the remaining three were 30 feet long.

3. Draw a picture to scale using inches instead of feet (1 inch = 1 foot).
*Be sure to include a key that shows the scale you used.
4. Next, answer the following questions.

What is the name of the shape of the nature trail? _____
How long is the nature trail (in feet)? _____
How long is the nature trail (in yards)? _____

5. Find the area of the ground covered inside the nature trail. Use the space below and show all of your work.

Project #16

Domain: Measurement and Data

Standards:

4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

Directions:

1. Solve the following:

Charlie and 10 friends are planning for a pizza party. They purchased 3 quarts of milk. If each glass holds 8oz will everyone get at least one glass of milk?

2. Create a conversion chart to use as a tool to solve.

3. Show how you arrived at your answer.

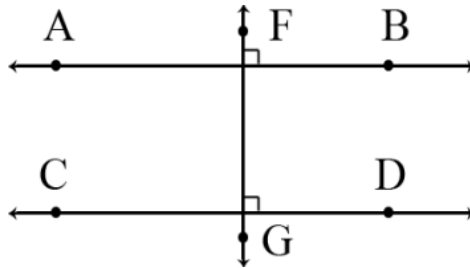
Project #19

Domain: Geometry

Standard:

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Directions: Answer the questions below using the line segment picture.



- 1) Which line segment is longer AB or FG? How do you know?
- 2) Which lines in the figure are parallel?
- 3) Using a ruler, draw the parallel and intersecting lines that you see in the above diagram.
- 4) Create a line segment parallel to FG? Name the line segment.
- 5) Which line segment(s) intersect AB?
- 6) What is the measure of the angle formed by the intersection of these lines?
- 7) What is the name we use to describe lines CD and FG? _____ lines.

Project #20

Domain: Geometry

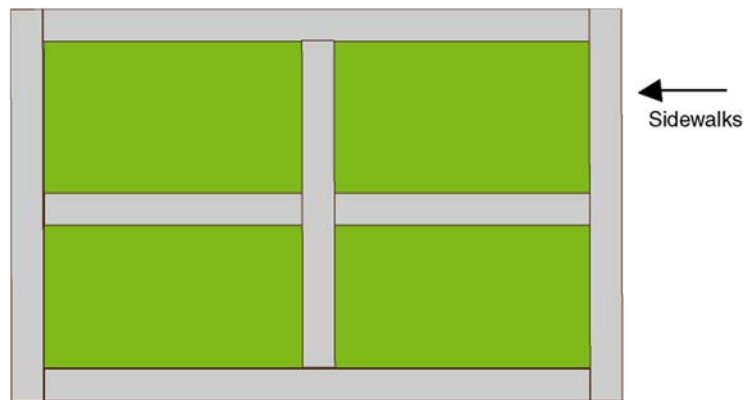
Standards:

4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

Directions:

Study the sketch below, then read the story problem and use your knowledge of measurement to solve.

Surface Area



Here is a sketch of a city park. It is 400 ' long and 300 ' wide.
The sidewalks are 6 ' wide. What is the surface area of the sidewalk?

Project #25

Domain: Measurement and Data

Directions:

1. Read the problem below.
2. Read it a second time through to make sure you understand what you are being asked to do.

Regina has received a pet rabbit from her neighbor Rodney who is about to move to an apartment that does not allow pets. Her father is going to help her build a run for the rabbit in their back yard, but he wants Regina to design it.

Regina sits down to think about the possibilities. Her father says that the run must be rectangular with whole number dimensions. If they want to enclose 48 square feet, how many options do they have?

3. Using a ruler and pencil on graph paper (if available) to draw out all of the possibilities that might work for the rabbit run.

*Hint: Use your knowledge of multiplication and factors to help you solve this problem.

Read the passages “How the Moon Was Kind to Her Mother” and “Sly as a Fox” and then answer Numbers 1 through 4.

This passage set includes two traditional stories. The first passage is a traditional Native American tale. The second passage is a modern version of the trickster Fox tales from European folklore.

Passage 1: How the Moon Was Kind to Her Mother

- 1 Once upon a time, a long while ago, the Sun, the Wind, and the Moon were three sisters, and their mother was a pale, lovely Star that shone, far away, in the dark evening sky.
- 2 One day their uncle and aunt, Thunder and Lightning, asked the three sisters to have supper with them, and their mother said that they might go. She would wait for them, she said, and would not set until all three returned and told her about their pleasant visit.
- 3 So the Sun, the Wind, and the Moon started out for the party with the Thunder and Lightning. Oh, it was a supper to remember! The table was spread with a cloth of rainbow. There were ices like the snow on the mountain tops, cakes as soft and white as clouds, and fruits from every quarter of the earth. The three sisters ate their fill, especially the Sun and the Wind, who were very greedy and left not so much as a crumb on their plates. But the Moon was kind and remembered her mother. She hid a part of her supper in her long white fingers to take home and share with her mother, the Star.
- 4 Then the three sisters said good-bye to the Thunder and Lightning and went home.
- 5 When they reached there, they found their mother, the Star, waiting and shining for them as she had said she would. “What did you bring me from the supper?” she asked.
- 6 The Sun tossed her head with all its yellow hair in disdain. “Why should I bring you anything?” she asked. “I went out for my own pleasure and not to think of you.” It was the same with the Wind. She wrapped her flowing robes about her and turned away from her mother. “I, too, went out for my own entertainment,” she said, “and why should I think of you, Mother, when you were not with me?” But it was very different with the Moon, who was not greedy and selfish as her two

FSA ELA Reading Practice Test Questions

sisters were. She turned her pale sweet face toward her mother and held out her slender hands. "See, Mother," cried the Moon, "I have brought you part of everything that was on my plate. I ate only half of the feast, for I wanted to share it with you." So the mother brought a gold plate, and the food that her unselfish daughter, the Moon, had brought her heaped the plate high. She ate it, and then she turned to her three children, for she had something important to say to them.

7 She spoke first to the Sun. "You were selfish, my daughter," she said. "You went out and enjoyed yourself with no thought of one who was left alone at home. Hereafter you shall be no longer beloved among men. Your rays shall be so hot and burning that they shall scorch everything they touch." And that is why, to this day, the Sun is hot and blazing.

8 Next the mother spoke to the Wind. "You, too, my daughter, have been unkind and greedy," she said. "You enjoyed yourself with no thought of anyone else. You shall blow in the parching heat of your sister, the Sun, and wither and blast all that you touch." And that is why, to this day, the Wind, blowing in hot weather, is so unpleasant.

9 But, last, the mother spoke to her kind daughter, the Moon. "You remembered your mother and were unselfish," she said. "To those who are thoughtful of their mother, great blessings come. For all time your light shall be cool, calm, and beautiful. You shall wane, but you shall wax again. You shall make the dark night bright, and all men shall call you blessed." And that is why, to this day, the Moon is so cool, bright, and beautiful.

"How the Moon Was Kind to Her Mother." In the public domain.

Passage 2: Sly as a Fox

10 Fox was hungry! He decided that eggs would make a good meal, so he trotted off to the pine forest. When Fox reached the forest, he searched for a nest. He knew if he could find a bird's nest, he would probably find eggs. There, deep in the forest, Fox found an evergreen tree so tall it seemed to touch the clouds. At the very top was a nest that belonged to Eagle. *I know just what to do*, thought Fox, picking some long blades of grass. *I'll trick Eagle and make her give me her eggs.*

11 Fox knocked on the tree and called loudly, "Eagle, throw me an egg!"

12 Eagle stared down at Fox from the top of the tree and replied, "No!"

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- 13 "I'm warning you, you'd better throw me an egg," repeated Fox. "If you don't, I'm going to use these sharp blades of grass to cut down your tree!" Because Fox's words frightened Eagle, she threw him an egg. Fox caught the egg in his paw, saying, "Now I want another one!" When Eagle refused, Fox said, "I'll cut down your tree and take all your eggs!" Eagle still felt scared, and so she threw another egg. Now Fox laughed at Eagle, saying, "I tricked you! Do you think it's possible to cut down a tree with some blades of *grass*?" And he ran away with the two eggs. Instead of being frightened, Eagle now was furious! She beat the air with her wings, grabbed Fox in her talons, and carried him away from the forest. Eagle flew over the mountains, over snow-covered fields, and over the deep ocean. At last Eagle landed on a very small island and set Fox down upon a rock. "Now you'll never trouble me again!" Eagle said. Taking her eggs back, she flew into the sky like a bolt of lightning.
- 14 Since the island was a small dot in the icy sea, Fox decided to walk all around it. As he walked, he made up a song. "How can I get off this island?" he sang. "What can I do, what can I do?" As he sang, Fox noticed all kinds of sea creatures swimming in the cold ocean water! Seals, walruses, and whales poked their heads out of the water. They all listened to Fox's song. Then the sea creatures spoke and asked Fox what he was singing. "We couldn't make out the words," the animals explained. This gave Fox an idea. He could get the sea animals to aid in his escape.
- 15 "Thank you for listening to my song!" Fox said politely. "I'll sing it again so you can understand the words." This time, though, Fox sang these words instead: "Which has more animals, the land or the sea?" The seals, walruses, and whales all spoke up like one creature. "Of course there are more animals in the sea!" they exclaimed. "Hmm," Fox said, "I wonder how we can prove this? Why don't you come to the top of the water and make a bridge from this island to the next one? I can walk over all of you and count as I go." And so every seal, walrus, and whale rose to the top of the water. They created a huge bridge across the sea. Then Fox jumped onto the back of the first animal and walked from the back of one animal to the next. As he walked, he pretended to count.
- 16 *I'm certainly clever, he thought. That saying about being "sly as a fox" describes me so well!*
- 17 Finally, he got to the last creature. Fox jumped down as quickly as he could. He landed on dry earth, turned and thanked the sea animals, and sang to himself as he ran home.

"Sly as a Fox" property of the Florida Department of Education.

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Now answer Numbers 1 through 4. Base your answers on the passages "How the Moon Was Kind to Her Mother" and "Sly as a Fox."

1. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Why does Fox sing for the sea animals in Passage 2?

- Ⓐ He wants their help.
- Ⓑ He is grateful to them.
- Ⓒ He likes their attention.
- Ⓓ He wants to impress them.

Part B

Which sentence supports your answer in Part A?

- Ⓐ "As he sang, Fox noticed all kinds of sea creatures swimming in the cold ocean water!" (paragraph 14)
- Ⓑ "Then the sea creatures spoke and asked Fox what he was singing." (paragraph 14)
- Ⓒ "He could get the sea animals to aid in his escape." (paragraph 14)
- Ⓓ "'Thank you for listening to my song!' Fox said politely." (paragraph 15)

FSA ELA Reading Practice Test Questions

2. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the theme of Passage 1?

- Ⓐ High hopes can lead to disappointment.
- Ⓑ Listen to those who are older and wiser.
- Ⓒ If you are nice to others, they will be nice to you.
- Ⓓ When planning an event, be sure to include everyone.

Part B

Which sentence from the story supports the answer in Part A?

- Ⓐ "She would wait for them, she said, and would not set until all three returned and told her about their pleasant visit." (paragraph 2)
- Ⓑ "'What did you bring me from the supper?' she asked." (paragraph 5)
- Ⓒ "She ate it, and then she turned to her three children, for she had something important to say to them." (paragraph 6)
- Ⓓ "'To those who are thoughtful of their mother, great blessings come.'" (paragraph 9)

FSA ELA Reading Practice Test Questions

3. Read this sentence from Passage 1.

“The Sun tossed her head with all its yellow hair in disdain.” (paragraph 6)

What does the word disdain show about the Sun’s attitude toward her mother?

- Ⓐ The Sun does not respect her mother.
- Ⓑ The Sun thinks her mother is generous.
- Ⓒ The Sun is confused by the question her mother asked.
- Ⓓ The Sun is nervous because she did not bring her mother anything.

4. How are the points of view in both passages similar?

- Ⓐ Both passages are told from the first person point of view.
- Ⓑ Both passages are told from the third person point of view.
- Ⓒ Both passages are told from the point of view of various characters.
- Ⓓ Both passages are told from the point of view of the main character.

Read the passage “The Importance of Sue,” listen to the audio clip “Celebrating and Serenading Tyrannosaurus Sue,” and then answer Numbers 5 through 12.

Passage 1: The Importance of Sue

- 1 Most people would consider a flat tire to be unlucky but not Susan Hendrickson. Susan was working with a team of fossil hunters in South Dakota when a tire on the group’s truck went flat. While the rest of the team worked to fix the tire, Susan decided to make use of the time. She went on a hike and made an amazing discovery—the fossilized bones of a *Tyrannosaurus rex*. Most of the *T. rex* skeletons that had been found before Hendrickson’s discovery were missing many bones. This *T. rex* was over 90 percent complete and would be a treasure trove of information for the paleontologists, scientists who study dinosaurs, on her team.
- 2 Hendrickson’s team was led by Peter Larson of the Black Hills Institute. In the summer of 1990, he took a group of paleontologists to South Dakota to search for dinosaur fossils. They found some dinosaur bones but nothing from a *Tyrannosaurus rex*. They were ready to leave when they got that fateful flat tire. The last-minute discovery was so impressive that Larson even named the dinosaur “Sue” in honor of Hendrickson.
- 3 Today children from all over the country go to the Field Museum in Chicago, Illinois, to visit Sue. All of the bones in the display are real—except for the head. Sue’s head weighs 600 pounds, so it is too heavy to display on top of the rest of her skeleton. Scientists at the museum made a copy of her skull to include with the display of her very real skeleton. Her real skull sits in a display case on the museum’s balcony.
- 4 To display Tyrannosaurus Sue’s giant skeleton, the museum called in experts. They designed a way to hang the skeleton so that each individual bone could be removed and studied, then replaced, without disturbing the rest of the display. This is a great aid to scientists studying the large dinosaur.

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- 5 Paleontologists have learned so much from studying Sue’s bones. From the position of her eye sockets, they’ve learned that Sue had good depth perception. This helped her to be a fierce hunter who could tell how far away her next meal was. From the structure of her ears, they know that Sue and other *T. rexes* had great hearing, which also helped them to hunt. From the length of her snout, they’ve discovered that *T. rexes* had a sharp sense of smell—another quality that gave strength to these giant predators.
- 6 Scientists still have many questions and hope to learn even more from Sue. They would like to figure out whether Sue was male or female, to know whether she was warm- or cold-blooded, and to learn more about her daily activities. Thanks to Susan Hendrickson, Peter Larson, and the rest of the team from the Black Hills Institute, paleontologists all over the world will get the chance to continue to study Sue and try to find some of these answers.

“The Importance of Sue” written for educational purposes.

Passage 2 Audio Clip: Celebrating and Serenading Tyrannosaurus Sue

by Jacki Lyden and Steve Fiffer



Raise your hand so your test administrator can provide you access to this audio passage.

In this audio clip, author Steve Fiffer discusses a *Tyrannosaurus rex* skeleton named Sue that is on display at the Field Museum in Chicago.

Excerpt from “Celebrating and Serenading Tyrannosaurus Sue” from *All Things Considered* by Jacki Lyden and Steve Fiffer. Copyright © 2005 National Public Radio. Reproduced by permission of NPR via Copyright Clearance Center.

Now answer Numbers 5 through 12. Base your answers on the passage “The Importance of Sue” and the audio clip “Celebrating and Serenading Tyrannosaurus Sue.”

5. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Why was Susan Hendrickson’s discovery exciting for paleontologists?

- Ⓐ Very few bones were missing.
- Ⓑ The Field Museum needed a new display.
- Ⓒ No other fossils were found during the trip.
- Ⓓ The discovery site had already been searched.

Part B

Which sentence supports the answer in Part A?

- Ⓐ “While the rest of the team worked to fix the tire, Susan decided to make use of the time.” (paragraph 1)
- Ⓑ “Most of the *T. rex* skeletons that had been found before Hendrickson’s discovery were missing many bones.” (paragraph 1)
- Ⓒ “The last-minute discovery was so impressive that Larson even named the dinosaur ‘Sue’ in honor of Hendrickson.” (paragraph 2)
- Ⓓ “Today children from all over the country go to the Field Museum in Chicago, Illinois, to visit Sue.” (paragraph 3)

FSA ELA Reading Practice Test Questions

6. How is the copy of Sue's skull different from the real one?

- Ⓐ It is softer.
- Ⓑ It is bigger.
- Ⓒ It is lighter.
- Ⓓ It is stronger.

7. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is the main idea of Passage 1?

- Ⓐ Scientists want to learn more from Tyrannosaurus Sue's skeleton.
- Ⓑ Susan Hendrickson accidentally discovered the fossilized bones of a *T. rex*.
- Ⓒ Susan Hendrickson's discovery has allowed scientists to learn a lot about the *T. rex*.
- Ⓓ Scientists can now study Tyrannosaurus Sue's bones because of how the skeleton is displayed.

FSA ELA Reading Practice Test Questions

Part B

Fill in the circles **before two** sentences from the passage that support your answer in Part A.

- 5 Ⓐ Paleontologists have learned so much from studying Sue’s bones. Ⓑ From the position of her eye sockets, they’ve learned that Sue had good depth perception. Ⓒ This helped her to be a fierce hunter who could tell how far away her next meal was. Ⓓ From the structure of her ears, they know that Sue and other *T. rexes* had great hearing, which also helped them to hunt. Ⓔ From the length of her snout, they’ve discovered that *T. rexes* had a sharp sense of smell—another quality that gave strength to these giant predators.
- 6 Ⓕ Scientists still have many questions and hope to learn even more from Sue. Ⓖ They would like to figure out whether Sue was male or female, to know whether she was warm- or cold-blooded, and to learn more about her daily activities. Ⓗ Thanks to Susan Hendrickson, Peter Larson, and the rest of the team from the Black Hills Institute, paleontologists all over the world will get the chance to continue to study Sue and try to find some of these answers.

FSA ELA Reading Practice Test Questions

8. What are **two** ways that Tyrannosaurus Sue's skeleton is used?
- Ⓐ as an interesting *Tyrannosaurus rex* display that brings visitors into the museum
 - Ⓑ as evidence to prove that *Tyrannosaurus rexes* were warm-blooded creatures
 - Ⓒ as an example of how to make missing *Tyrannosaurus rex* bones
 - Ⓓ as a tool that allows scientists to study *Tyrannosaurus rex* fossils
 - Ⓔ as a demonstration of the daily activities of *Tyrannosaurus rexes*

9. Read this sentence from paragraph 1.

"This *T. rex* was over 90 percent complete and would be a treasure trove of information for the paleontologists, scientists who study dinosaurs, on her team."

What does treasure trove mean as it is used in this sentence?

- Ⓐ something that is kept secret
- Ⓑ something that is worth money
- Ⓒ something that is very valuable
- Ⓓ something that belongs to someone

FSA ELA Reading Practice Test Questions

10. Which phrase describes the structure of paragraphs 1 and 2?

- Ⓐ order of events
- Ⓑ cause and effect
- Ⓒ problem and solution
- Ⓓ comparison of problems

11. Which detail from the audio clip supports the information in paragraph 4?

- Ⓐ Scientists still have many questions about Tyrannosaurus Sue.
- Ⓑ Tyrannosaurus Sue is more complete than other museum displays.
- Ⓒ Scientists made discoveries after Tyrannosaurus Sue became a display.
- Ⓓ Studies have yet to determine whether Tyrannosaurus Sue was male or female.

12. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Why were experts called in to display Sue's skeleton?

- Ⓐ The skeleton needed the addition of missing parts.
- Ⓑ The skeleton needed to be protected from visitors.
- Ⓒ The skeleton needed extra support to hang upright.
- Ⓓ The skeleton needed to be arranged in a specific way.

Part B

Select one sentence to support your answer in Part A.

- Ⓐ "Most of the *T. rex* skeletons that had been found before Hendrickson's discovery were missing many bones." (paragraph 1)
- Ⓑ "Today children from all over the country go to the Field Museum in Chicago, Illinois, to visit Sue." (paragraph 3)
- Ⓒ "All of the bones in the display are real—except for the head." (paragraph 3)
- Ⓓ "They designed a way to hang the skeleton so that each individual bone could be removed and studied, then replaced, without disturbing the rest of the display." (paragraph 4)

FSA ELA Reading Practice Test Questions

Choose the correct word or phrase to fill in each blank in the passage. For each blank, fill in the circle **before** the word or phrase that is correct.

- 13.** Not even traveling can stop the president from working. There is a special airplane designed just for the president. It has three different levels. Those levels include bedrooms, a conference room, offices, and even a medical room with a _____ [A docter B doctor C dockter D docktor] on board. This airplane is called Air Force One.
- 14.** The president travels with a lot of different people: other officials, aides, and even reporters. Air Force One can handle all the guests. There are _____ [A too B tow C two D to] kitchens that feed up to one hundred people at a time. Going long distances is easy because this airplane _____ [A can B must C should D might] refuel in the air.
- 15.** The name Air Force One is usually used for the _____ [A white and blue large plane B blue and white large plane C large plane white and blue D large white and blue plane] with these special features. However, even if the president flies on a different plane, that plane would be called Air Force One. This is because any plane that the president flies on is referred to by this name.

Read the “The Wild Among Us” passage set.

The Wild Among Us

Source 1: The Howl Next Door

by Julie McPartland

- 1 Ahhh-eeee-oooo! Coyotes are famous for their howl. People often think of coyote howls as a sound far off in the wild mountains or open plains. They imagine sitting by a fire and listening to nighttime conversations between the wild canines in the distance. That high-pitched cry is not always so far away, though. More and more, coyotes are found in or near cities.
- 2 In recent years, the animals have even moved into parks in New York City. No, coyotes are not swinging on swings and playing in sandboxes. Although coyotes live in the parks, most people will never see them up close. Coyotes, like many wild animals, are naturally cautious around humans. One urban park ranger says that she has only seen five coyotes face-to-face in thirteen years. However, using special cameras that watch the parks at night, people observe the coyotes playing and running. The coyotes do not know the cameras are there, so they act naturally. Park rangers, scientists, and others are learning about the behavior of the new residents.
- 3 Not everyone’s opinion is positive, though. Some people fear the idea of the coyotes in the parks. However, park rangers have no plans to remove the wild coyotes. Instead, the park officials are working on educating people. They say there is little reason to fear the animals as long as humans let them remain wild. People should remember not to feed the coyotes. If a coyote links humans with food, the animal may begin to lose its fear of humans and become a nuisance.
- 4 There are many New Yorkers, including urban park rangers, who are happy about the new coyotes in the neighborhood. If coyotes live there, it is because the parks have become cleaner and safer environments. Coyotes like the parks for the same reasons people do. One benefit of coyotes in cities is that they hunt and eat common pests like mice and rats. The rangers hope people continue to learn about how to live with these new neighbors and their well-known howl.

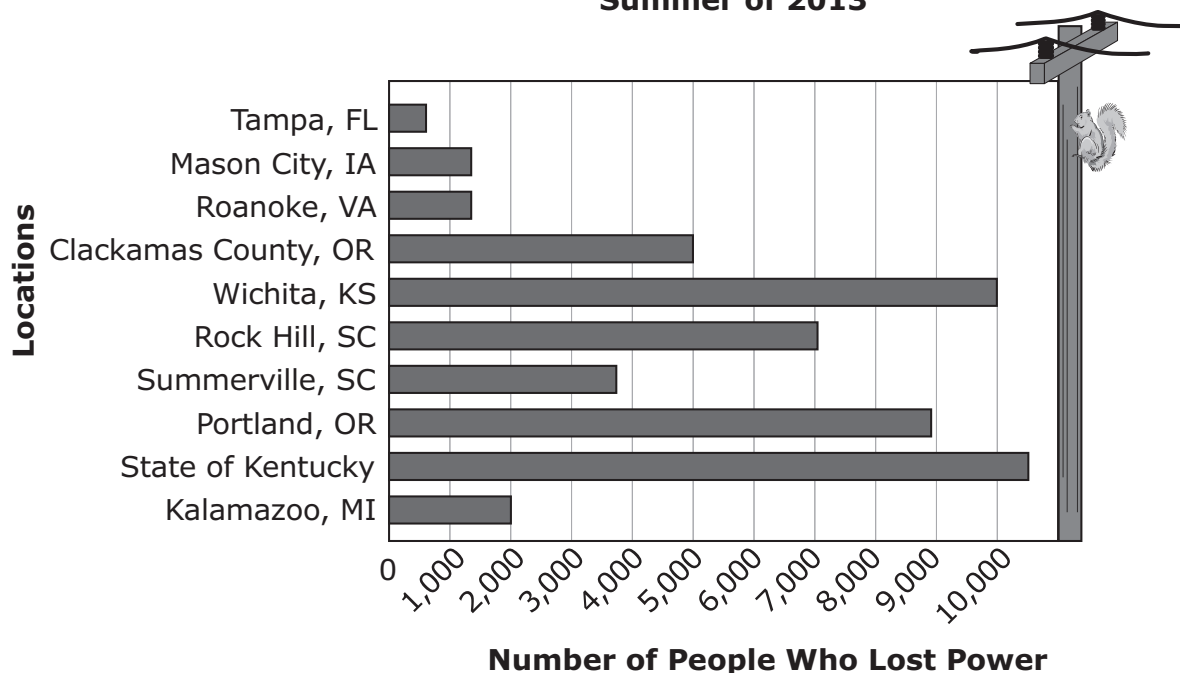
“The Howl Next Door” by Julie McPartland. Written for educational purposes.

Source 2: Power Chewers

by Karl Szymas

- 5 A flash of a bushy tail, a speedy furry chase, the sudden stop—a squirrel hangs upside down on the underside of a large branch, listening. He uses his strong claws to defy gravity and, if we remain still, we can watch as he scampers further up the tree. A squirrel is such a common sight in many cities that most of us do not stop to think about them. One of the squirrel’s most powerful traits is also one of its most troubling secrets. Squirrels’ teeth never stop growing.
- 6 There is an expression “long in the tooth,” meaning old. Does this mean squirrels go around with long, long teeth as they age? Not a chance. They use their teeth constantly, grinding them down. As omnivores, squirrels like to chew on nuts, berries, and insects. Sometimes they end up chewing on other things. This constant chewing can cause cities to power down.
- 7 A squirrel’s need to chew, combined with its ability to go almost anywhere and its desire to stay safe, leads it to go inside transformers. A transformer is a large box where electrical wiring is kept. A squirrel goes into a transformer for the same reason it goes into a hole in a tree. It wants to be safe. Also, the top of a transformer box is a perfect spot for a squirrel to spread out and lie in the sun or shade. The platform even provides room for a squirrel to launch itself onto a power line, another place for it to chew on wires. Unfortunately, when squirrels keep their teeth busy with wires, neighborhoods and cities lose power. This sometimes causes the lights to go out in hundreds or thousands of homes. It is pretty incredible to think that one little scampering squirrel could affect the lives of so many people.

**A Few of 50 Power Outages Caused By Squirrels,
Summer of 2013**



"Power Chewers" by Karl Szymas. Written for educational purposes. Information in graphic taken from "Squirrel Power" by Jon Mooallem, *New York Times*, August 31, 2013.

Source 3: Pigeons and People

by Nicole Wilson

- 8 Look up in any major city and you may spot a pigeon perched on the ledge of a building. Tall buildings have only been common in cities for a few hundred years. Where did pigeons hang out before that? Many pigeons living in cities today are descendants of rock doves. Rock doves originally made their homes in steep cliffs that bordered the ocean. Tall buildings resemble those steep cliffs, so it makes sense that pigeons have made themselves at home there. Some city dwellers see them as loud pests, cooing and causing a mess. Pigeon droppings spoil the beauty of buildings, cars, and statues. However, people may be the main reason pigeons came to cities in the first place.
- 9 People and pigeons have a long history. Because pigeons are mild-mannered, they have been used as pets and helpers to humans for nearly 5,000 years. Pigeons were brought into cities as sources of food and for fun and practical uses. They are used to living among

people. They are friendly and fly in flocks of between twenty and thirty birds. The birds often rely on people for food, eating almost anything people offer them. The hope for food is one reason groups of pigeons gather in crowded areas. Many people feed them, so the birds keep coming back.

- 10 Some pigeons are particularly special to people because they can be trained as messengers. Homing or carrier pigeons will find their way home from distant places. People use this skill by writing notes and attaching them to the homing pigeon's leg. Then, the pigeon will fly the note to a desired location. During World Wars I and II, pigeons helped armies communicate. In fact, in World War II a pigeon named G.I. Joe received a medal for his bravery. He had carried an important message to British troops when other communication systems went down. In World War I, another pigeon saved the lives of 194 American soldiers. The soldiers were surrounded by the enemy and could not tell anyone where they were. They sent a pigeon named Cher Ami, who delivered their location to friendly troops. Today, there is a service in Texas that uses carrier pigeons to send birthday and other messages.

"Pigeons and People" by Nicole Wilson. Written for educational purposes.

Writing Prompt

Write an informative essay about the effects wild animals and humans have on each other when they live in the same area. Use information from the passages in your essay.

Manage your time carefully so that you can

- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to include

- an introduction;
- information from the passages as support; and
- a conclusion that is related to the information presented.

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.

Lined writing area with 25 horizontal lines.

A large rectangular area containing 25 horizontal lines, intended for writing or drawing.

