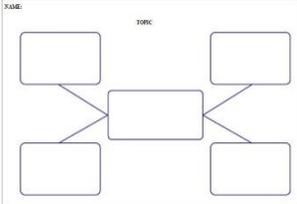


<b>Date: April 20-24</b>	
<b>Subject: Social Studies</b>	
<b>5<sup>th</sup> Grade You Tube channel link</b> <a href="https://www.youtube.com/playlist?list=PL_XTzpfJVMikXUhUqUwYfoT0I0IU5IRwk">https://www.youtube.com/playlist?list=PL_XTzpfJVMikXUhUqUwYfoT0I0IU5IRwk</a>	
<b>Critical Standard/Skill: <i>Civil War</i></b> 11 ) Identify causes of the Civil War, including states' rights and the issue of slavery.	
Monday	Essential Questions: What is the American Civil War? When did the Civil War occur? Where did the Civil War begin? Watch the 5 <sup>th</sup> Grade YouTube channel for April 20
Tuesday	Essential Question: What is the American Civil War? Watch the Brainpop video “Civil War” and take the 10 question quiz afterward. <a href="https://www.brainpop.com/socialstudies/ushistory/civilwar/">https://www.brainpop.com/socialstudies/ushistory/civilwar/</a> Username: pinelevel Password: brainpop
Wednesday	Essential Question: What are the main causes of the civil war? Watch the YouTube channel for April 22 Practice: Using a piece of paper, create a concept map to show to the main causes of war. Ex: 
Thursday	Essential Question: What are the main causes of the civil war? Watch the YouTube channel for April 23 Practice: On a piece of paper, write a paragraph that explains the main causes of the Civil War
Friday	Watch Brainpop “ Causes of Civil War” and take the 10 question quiz afterward <a href="https://www.brainpop.com/socialstudies/ushistory/civilwarcauses/">https://www.brainpop.com/socialstudies/ushistory/civilwarcauses/</a> Username: pinelevel Password: brainpop  Assessment: North Vs. South



Name \_\_\_\_\_ Date \_\_\_\_\_

## ***NORTH VS. SOUTH***

The Civil War was a war in which Americans fought against Americans. It was the deadliest war of all the wars fought by Americans. The country had been split into two divisions known as the North and South. Many southern states had formed a confederacy. This was essentially a new country. The southern states no longer wanted to be a part of the United States of America. There were many reasons for this action, but one of the main issues was slavery. The southern states wanted to be able to have slaves.

In April of 1861, the Confederate soldiers bombarded Fort Sumter. This was the last of the southern forts still in the hands of the United States government. This event began the Civil War. Both the North and the South had advantages during the Civil War. The North had a larger population. The North also had most of the factories and mills. They could produce more supplies and guns than the South. The South had to depend on help from European countries. The North also had railroads to move troops and supplies.

The South had advantages as well. The biggest advantage was that the South was fighting a defensive war. This meant that they were fighting to defend their country and their beliefs, and their way of life. In order for the North to win, they would have to conquer the South. The South also had better generals than the North at the beginning of the war. These generals had experience fighting the Mexican War.

---

### ***STORY QUESTIONS***

1. What happened in April 1861 that initiated the Civil War?
  - a. United States declared victory.
  - b. Abraham Lincoln was elected president.
  - c. Fort Sumter was fired upon.
  - d. General Lee joined the Confederacy.
2. The Southern generals had experience fighting in the . . .
  - a. Civil War.
  - b. Battle of Bull Run.
  - c. war against slavery.
  - d. Mexican War.
3. Which of the following would make another good title for this passage?
  - a. "Between the North and South"
  - b. "Sweeping Changes for Confederacy"
  - c. "Women's Assistance in the Civil War"
  - d. "The Civil War Soldiers"

Date: April 20 - 24	
Subject: Math	
Video Lesson: <a href="https://m.youtube.com/playlist?list=PL_XTzpfJVMikXUhUqUwYfoT0I0IU5IRwk">https://m.youtube.com/playlist?list=PL_XTzpfJVMikXUhUqUwYfoT0I0IU5IRwk</a>	
<p><b>Standard/Skill:</b> 5 ) Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. [5-NBT2] 8 ) Fluently multiply multi-digit whole numbers using the standard algorithm. [5-NBT5] 9 ) Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. [5-NBT6] 10 ) Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method, and explain the reasoning used. [5-NBT7] 22 ) Relate volume to the operations of multiplication and addition, and solve real-world and mathematical problems involving volume. [5-MD5]</p>	
Monday	<p>Multiplying by two digit. (Multiplying three or four digits by two digits).</p> <ul style="list-style-type: none"> <li>• Watch the video on whole numbers place value</li> <li>• Complete each problem on the word document.</li> </ul>
Tuesday	<p>Multiplying decimals by power of ten. (multiplying decimals by 10, 100, 1000, and well as using power of ten exponents).</p> <ul style="list-style-type: none"> <li>• Watch the video on decimals place value.</li> <li>• Complete each problem on the word document.</li> </ul>
Wednesday	<p>Multiplying decimals. (Multiplying two decimals and multiplying a decimal and a whole number.)</p> <ul style="list-style-type: none"> <li>• Watch the video on decimals place value.</li> <li>• Complete each problem on the word document.</li> </ul>
Thursday	<p>Volume. (Find the volume of rectangular prisms and cubes by using the formula <math>L \times W \times H</math>).</p> <ul style="list-style-type: none"> <li>• Watch the video on decimals place value.</li> <li>• Complete each problem on the word document.</li> </ul>
Friday	<p>Dividing multiples of ten. (Dividing multiples of ten by basic facts.)</p> <ul style="list-style-type: none"> <li>• Watch the video on decimals place value.</li> <li>• Complete each problem on the word document.</li> </ul>

# Monday 4/20

## What You Write

### Step 1:

Multiply by the ones.  
Regroup if necessary.

$$\begin{array}{r} 1 \\ 43 \\ \times 26 \\ \hline 258 \end{array}$$

### Step 2:

Multiply by the tens.  
Regroup if necessary.

$$\begin{array}{r} 1 \\ 43 \\ \times 26 \\ \hline 258 \\ 860 \end{array}$$

### Step 3:

Add the partial products.

$$\begin{array}{r} 1 \\ 43 \\ \times 26 \\ \hline 258 \\ + 860 \\ \hline 1,118 \end{array}$$

partial products

Find the Product:

$867 \times 35 =$

$438 \times 52 =$

$759 \times 73 =$

Find the Product:

$888 \times 58 =$

$354 \times 12 =$

$468 \times 76 =$

Find the Product:

$524 \times 18 =$

$103 \times 91 =$

$523 \times 54 =$

Find the Product:

$937 \times 12 =$

$468 \times 76 =$

$693 \times 33 =$

## Tuesday 4/21

You can use patterns to multiply decimals mentally by 10, 100, and 1,000.

Andrew starts selling his baseball cards for \$0.10 each. After selling 10 cards, he has made \$1.00. After selling 100 cards, he has made \$10.00.



\$0.10



$\$0.10 \times 10 = \$1.00$



$\$0.10 \times 100 = \$10.00$

When you multiply by

10 ( $10^1$ )

Move decimal point by 1 place to the right

100 ( $10^2$ )

Move decimal point by 2 places to the right

1,000 ( $10^3$ )

Move decimal point by 3 places to the right

If Andrew sold 1,000 cards, how much money would he make? \_\_\_\_\_

Find the Product:

$1.34 \times 10^3 =$

$4.39 \times 10^2 =$

$6.304 \times 10^4 =$

$7.001 \times 10 =$

Find the Product:

$2.004 \times 10^3 =$

$78.93 \times 10^2 =$

$3.09 \times 10^4$

$0.67 \times 10 =$

Find the Product:

$7.4 \times 1 =$

$7.4 \times 10 =$

$7.4 \times 100 =$

$7.4 \times 1,000 =$

Find the Product:

$3.28 \times 10 =$

$3.28 \times 10^2 =$

$3.28 \times 10^3 =$

## Wednesday 4/22

### Multiplying Decimals

1. Multiply like whole numbers.
2. Count decimal places in the problem.
3. Put the same number of places behind the decimal in the product.

$$\begin{array}{r} 2.34 \\ \times 1.2 \\ \hline 2.808 \end{array}$$

2 decimal places  
+ 1 decimal place  

---

3 decimal places

Find the Product:

$$\begin{array}{r} 1.34 \\ \times 4.09 \\ \hline \end{array}$$

$2 \times 0.8 =$                        $5.4 \times 7.8 =$

Find the Product:

$$\begin{array}{r} 36.7 \\ \times 8.6 \\ \hline \end{array}$$

$3.58 \times 0.08 =$

Find the Product:

$$\begin{array}{r} 23.5 \\ \times 4.9 \\ \hline \end{array}$$

$6.9 \times 8.6 =$

Find the Product:

$$\begin{array}{r} 1.26 \\ \times 0.79 \\ \hline \end{array}$$

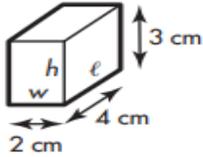
$1.04 \times 2.25 =$                        $9.6 \times 3.7 =$

## Thursday 4/23

### Using a formula:

You know the length  $\ell$ , the width  $w$ , and the height  $h$ . Calculate the volume,  $V$ , using the formula

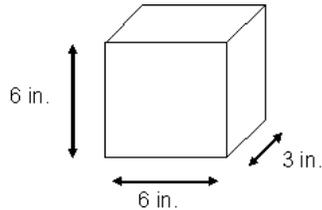
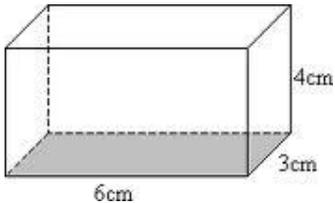
$$V = \ell \times w \times h.$$



$$V = 4 \text{ cm} \times 2 \text{ cm} \times 3 \text{ cm}$$

$$V = 24 \text{ cm}^3$$

Find the volume:



Find the Volume:

What is the volume of a figure with that is 6 inches wide, 5 inches tall and 4 inches long?

What is the volume of a figure with that is 10 inches wide, 3 inches tall and 5 inches long?

A rectangular prism has a width of 9 cm, a height of 13 cm and a depth of 5 cm. What is the volume of the rectangular prism?

Find the Volume:

A cube has depth of 14 cm. What is the volume of the cube?

What is the volume of a figure with that is 4 inches wide, 9 inches tall and 8 inches long?

A cube has width of 8 cm. What is the volume of the cube?

## Friday 4/24

You can use math facts and patterns to help you divide mentally.

What is  $480 \div 6$ ?

What is  $60,000 \div 6$ ?

You already know that  $48 \div 6 = 8$ .  $60 \div 6 = 10$

480 has one more zero than 48, so place one more zero in the quotient. 60,000 has three more zeros than 60, so place three zeros in the quotient.

$$480 \div 6 = 80.$$

$$60,000 \div 6 = 10,000.$$

Find the quotient:

$540 \div 9 =$

$28,000 \div 7 =$

$63,000 \div 9 =$

Find the quotient:

$2,000 \div 4 =$

$120 \div 6 =$

$3,500 \div 5 =$

Find the quotient:

$36,000 \div 3 =$

$7,200 \div 8 =$

$360 \div 12 =$

Find the quotient:

$8,800 \div 11 =$

$81,000 \div 9 =$

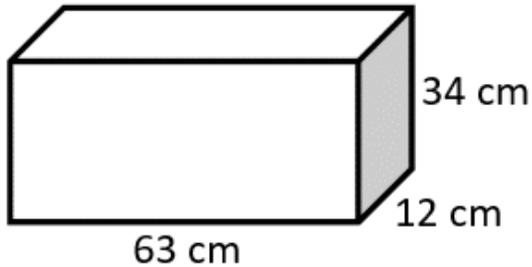
$2,200 \div 11 =$

Math Weekly Assessment

Week of April 20<sup>th</sup> – 24<sup>th</sup>

1.

Find the volume,



2.

Find the volume.

Length: 72 cm  
Width: 9 cm  
Height: 17 cm

3.

Find the product.

$$5.008 \times 10 =$$

$$5.008 \times 10^2 =$$

$$5.008 \times 10^3 =$$

$$5.008 \times 10^4 =$$

4.

Solve.

$$7.6 \times 10^2 =$$

$$42.759 \times 10^5 =$$

$$0.437 \times 10^3 =$$

$$0.7 \times 10^4 =$$

5.

Find the product.

$$\begin{array}{r} 17.03 \\ \times \quad 8 \\ \hline \end{array} \qquad \begin{array}{r} 23.6 \\ \times 0.47 \\ \hline \end{array}$$

6.

Find the product.

$$\begin{array}{r} 8.5 \\ \times 0.7 \\ \hline \end{array} \qquad \begin{array}{r} 4.73 \\ \times 0.5 \\ \hline \end{array}$$

7.

Find the quotient.

$$12,000 \div 3$$

$$390 \div 13$$

8.

Find the quotient.

$$96,000 \div 800$$

$$1,210,000 \div 1,100$$

## ELA April 20-24

## 5<sup>th</sup> Grade

5<sup>th</sup> Grade Standards:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.5.1, R.I. 5.1]

Summarize the text. [RL.5.2] Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. [RI.5.2]

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.5.2]. Spell grade-appropriate words correctly, consulting references as needed. [L.5.2e]

### **Monday**

Main Idea is what the passage is mostly about or the most important idea in the passage. Main idea can be stated directly or implied; if the main idea is implied, the reader must figure it out from clues. Main ideas are supported by details, small pieces of information, in the passage.

Watch April 20<sup>th</sup> YouTube Video about Main Idea. **\*This link is for the whole week:**

[https://m.youtube.com/playlist?list=PL\\_XTzpfJVMikXUhUqUwYfoT0I0IU5IRwk](https://m.youtube.com/playlist?list=PL_XTzpfJVMikXUhUqUwYfoT0I0IU5IRwk)

Read Letter "Dear Johanna." Complete all 5 questions on skill sheet 47.

### **Tuesday**

Watch April 21<sup>st</sup> YouTube Video about Main Idea.

Read Non-fiction Article "Dog of the Millennium." Complete all 5 questions on skill sheet 48.

### **Wednesday**

Sequence is the order of events from first to last. Clue words like first, next, and then may show sequence in a story. Other clues are dates and times of day. Sometimes events happen at the same time. Clues for simultaneous (happening at same time) events are meanwhile and in that same year.

Watch April 22<sup>nd</sup> YouTube Video about Sequence. Read "The Coolest Club Around." Complete skill sheet 49.

### **Thursday**

Watch YouTube April 23<sup>rd</sup> Video about Sequence. Read "Mira's Visit," and answer questions on Skill Sheet page 50.

### **Friday- Assessment**

Review Main Idea & Sequence. Watch videos again if needed.

Complete Reading Assessment "Hidden Treasures" on page 51.

Name: \_\_\_\_\_

**READ THE LETTER** Read each paragraph of Melissa's letter. Decide what it is mostly about.

Dear Johanna,

How are you? My name is Melissa. I've been looking forward to having a pen pal for a long time now. I hope we can become great friends!

Ever since I got your name and address from my teacher, Mrs. Sands, I have been thinking about what to write. First, I thought of giving you a description of what it's like to go to school here in Minnesota, but then I figured you could look up Minnesota on the Internet and read about it yourself. Then I had the idea to tell you about my family, but I realized that the story of my little brother losing a tooth or the time we got a new kitten might be kind of boring. After that, I thought about asking you questions about what it's like to live in Belgium, but I was afraid you might think my questions were silly.

I guess I can tell you a little about myself. In fact, you've probably already learned one thing about me. I sometimes have a hard time making up my mind! I hope you will write me back anyway.

Sincerely,  
Melissa

**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- How did Melissa first hear about Johanna?
  - She saw an ad in the newspaper.
  - She got Johanna's name and address from her teacher.
  - She read about the pen pal program on the Internet.
  - She got a letter from Johanna.
- Why does Melissa decide *not* to ask Johanna what Belgium is like?
  - She thinks her questions might sound silly.
  - She visited Belgium in the past.
  - She does not want to get to know Johanna.
  - She already has a pen pal in Belgium.
- What is the main idea of Melissa's letter?
  - She wants to become friends with Johanna.
  - She does what Mrs. Sands tells her to do.
  - She lives in Minnesota.
  - Her little brother recently lost a tooth.
- According to Melissa, which topic might be too boring for her letter?
  - going to school in Minnesota
  - Johanna's life in Belgium
  - her own personality traits
  - details about her family

**STRATEGY PRACTICE** Write the main idea of the third paragraph in your own words.

**READ THE PASSAGE** Look for colorful details that tell about the topic of the passage.

### Dog of the Millennium

You may have heard of dogs that can shake hands and roll over, but have you ever heard of a dog that knows more than 100 commands? For Endal, a yellow Labrador retriever, learning all those commands was just part of his job as a service dog. After naval officer Allen Parton suffered an injury in the Gulf War and was confined to a wheelchair, Endal came to live with Parton to help him recover from his injuries and resume a normal life.

Endal had to learn a lot in order to help his human partner. He learned to stand on his hind legs to pay for and collect a bus ticket. He even learned how to use a credit card at the grocery store! One time when Parton was struck by a car and thrown from his wheelchair, Endal covered him with a blanket, brought him a mobile phone, and alerted help. Endal's quick thinking and helpful response explains why Parton thought of the dog more as a partner than as a pet. It's no wonder that this wonder dog was named "Dog of the Millennium" by *Dogs Today* in 2002.

When Endal passed away at the age of 13, Parton felt sad but grateful. "He will be missed, but I really want to celebrate his life," Parton said.

**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- What is the main idea of the passage?
  - Labrador retrievers make good pets.
  - Endal was a well-trained service dog and a good friend.
  - Endal knew a lot of commands.
  - Allen Parton eventually resumed a normal life.
- According to the passage, when did Endal enter Allen Parton's life?
  - after Parton was injured in the Gulf War
  - after Endal was named Dog of the Millennium
  - after Parton was hit by a car
  - before Endal learned any commands
- Which of these was *not* mentioned as one of Endal's special skills?
  - buying a bus ticket
  - using a credit card
  - shaking hands and rolling over
  - fetching a mobile phone
- Where does the title of the passage come from?
  - the lessons Endal learned over time
  - the name that Parton called Endal most often
  - the name that Endal received from his service training program
  - the name given to Endal by *Dogs Today* magazine

**STRATEGY PRACTICE** What details describe what Endal did when Parton was hit by a car? Describe how you visualized the scene.

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**READ THE PASSAGE**

Pay attention to the order of events for swimming with the Polar Bear Club.

**The Coolest Club Around**

Every Sunday from November through April, a group of men and women run shouting into the freezing waters of the Atlantic Ocean off the coast of New York City. Are they crazy? Maybe. Do they have a great time? Definitely.

The Coney Island Polar Bear Club was founded in 1903 by Bernarr Macfadden. He believed that a daily dip in cold water had big health benefits. He proclaimed this theory while in the freezing water as onlookers gawked. Today, men and women still flock to the Polar Bear Club's weekly outings as a way to "chill out." Water temperatures vary from about 60°F down to about 33°F. Add to that the windchill factor, and you have one frosty swim!

Swimming with the Coney Island Polar Bear Club takes some preparation. First, you should check with your doctor before swimming in cold water to make sure you're in good physical health. Next, you'll need a bathing suit and a warm towel. Most members also wear special boots that protect their feet from rocks and other sharp objects on the beach. The boots also help keep their feet warm in the freezing water.

Once you're ready to go, it's just a matter of gathering the courage to make that big leap. Plenty of people end up at the water's edge and turn away at the last second. If you're sure you want the Polar Bear experience, you might want to bring a friend who won't let you leave until you've taken the plunge!

**SKILL PRACTICE**

Read each question. Fill in the bubble next to the correct answer.

1. According to the passage, what should new Polar Bear Club members do before entering the water?  
 Ⓐ warm up with exercises  
 Ⓑ make a friend go in first  
 Ⓒ turn away at the last second  
 Ⓓ check with their doctor
2. What is the last step in preparing to swim with the Polar Bear Club?  
 Ⓐ consult the weather  
 Ⓑ gather the courage to get in the water  
 Ⓒ bring a bathing suit and towel  
 Ⓓ wear protective boots
3. What happened after Macfadden founded the Coney Island Polar Bear Club?  
 Ⓐ Other people joined.  
 Ⓑ Everyone believed swimming in cold water was healthful.  
 Ⓒ He began selling special swim boots.  
 Ⓓ He quit the club in April 1904.
4. When should Polar Bear Club members put on special protective boots?  
 Ⓐ after they leave the water  
 Ⓑ while walking on rocks near the beach  
 Ⓒ before they step onto the beach  
 Ⓓ while swimming in the cold water

**STRATEGY PRACTICE**

Underline the words and phrases that helped you understand what the people in the club do and why they do it.

**READ THE PASSAGE** Think about the sequence of events in Mira's visit to Hong Kong.**Mira's Visit**

From the moment the airplane touched down at the Hong Kong airport, Mira knew she was in for an adventure. The busy airport was full of people bustling about. The people looked like they came from all over the world. Mira heard bits of conversation in many different languages.

Mira and her parents hurried to the hotel, where they checked in and dropped off their luggage. They were eager to begin exploring the city. Mira's dad brought a map and a detailed plan of what sights they would see.

The first stop on the list was the Hong Kong Wetland Park, just outside the city. The peaceful park had lots of places to walk, and Mira enjoyed sketching pictures of wildlife, including a crocodile lounging beside its private pool. On the train back to the city, the family marveled at the towering skyscrapers. Next, they stopped at the Science Museum, where Mira and her mom visited the World of Mirrors exhibit. After a lunch of local treats from a street-food cart, the family rushed to Victoria Harbor for the "Symphony of Lights." In the light show, beams of light were projected onto the buildings around the harbor and reflected off the calm waters below.

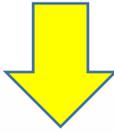
The family returned to the hotel, ready for a good night's sleep. Mira looked forward to another day of fun in Hong Kong. She was amazed to think of all they had done on their first day!

**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

1. What did Mira and her family do before exploring Hong Kong?  
Ⓐ They ate a meal at a street cart.  
Ⓑ They left their luggage at the hotel.  
Ⓒ They marveled at the city's skyscrapers.  
Ⓓ They rode on a train.
2. What did the family plan to do first?  
Ⓐ see a light show at the harbor  
Ⓑ go to a science museum  
Ⓒ go to a wildlife park  
Ⓓ enjoy lunch
3. When did the family eat lunch?  
Ⓐ after leaving the Science Museum  
Ⓑ before visiting the World of Mirrors exhibit  
Ⓒ after watching the "Symphony of Lights"  
Ⓓ after taking a nap at the hotel
4. When did Mira first realize that Hong Kong was probably a busy city?  
Ⓐ when she sketched a crocodile  
Ⓑ when she saw the towering skyscrapers  
Ⓒ when she and her family returned to the hotel  
Ⓓ when she and her family arrived at the airport

**STRATEGY PRACTICE** Choose one of the sites that Mira visited. Describe your mental image of it.  

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Name: \_\_\_\_\_

Main Ideas and Details  
Sequence

WEEK 7  
DAY 5



# Assessment

READ THE PASSAGE

Think about what Alex does and the order in which he does those things.

## Hidden Treasure

When Alex first looked at the map, he thought it was just an old piece of newspaper. Looking closer, however, he noticed the instructions. He ran across the beach to show it to his older sister.

"Nina! Look at this!" he shouted, waving the map in her face. "What does it say?"

Nina stopped working on her sand castle and took the map from Alex's hands. "Start at the dock and take three steps toward the water," she read aloud. "Turn to the right and walk 20 steps. Dig 1 foot down for the key." Alex, what is this?"

"It's a map for a hidden treasure!" Alex said breathlessly. He grabbed the map and struggled to sound out the words, reading slowly. "Carry the key to the old boathouse. Where's the boathouse, Nina?"

"It's over there," said Nina as she pointed toward the dock. "The instructions say to look for a yellow bird cage and then find a second key. Where did you get this map, Alex?"

Alex pointed toward a cluster of beach umbrellas. "Dad gave it to me," he said. Nina thought she could see their father pretending to read while he watched them talk, but he quickly ducked back behind his book. "He said a pirate gave it to him!" Alex exclaimed.

"I see," Nina said. She thought for a moment and then smiled brightly. "Well, let's go find some treasure."

**SKILL PRACTICE** Read each question. Fill in the bubble next to the correct answer.

- What did Alex think the treasure map was at first?
  - a list of instructions
  - part of a beach umbrella
  - a page from his father's book
  - an old piece of newspaper
- What is the first instruction on the treasure map?
  - dig one foot down
  - start at the dock
  - look for the yellow bird cage
  - find a second map
- How did Alex get the treasure map?
  - His sister found it in a sand castle.
  - A pirate gave him directions to it.
  - His father gave it to him.
  - He found it in a book.
- What does the map tell Nina and Alex to do after they find the boathouse?
  - find the first key
  - walk 20 paces to the right
  - look for a yellow bird cage
  - find a cluster of beach umbrellas

**STRATEGY PRACTICE** Reread the last two paragraphs. Why does Nina say, "I see"? What does she realize?

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