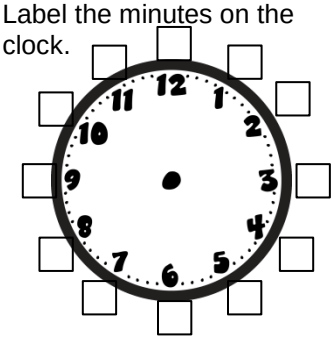
Name: Weekly Math Review – Q3:1 Date:

Monday	Tuesday	Wednesday	Thursday
How many tens are there in 280?	718 is the same as ____ ones ____ tens ____ hundreds	Write the number. [ ] 5 ones 13 tens 4 hundreds	What is the largest number you can make with 5, 3, and 7?
Count forward by fives. 87, _____, _____, _____	Count forward by tens. 44, _____, _____, _____	Count forward by hundreds. 257, _____, _____, _____	Count forward by fives. 60, _____, _____, _____
Write the number in **standard** form. [ ] 900 + 60	Write the number 327 in **word** form. _____ _____	Write seven hundred thirty-one in **standard** form.	Write 302 in **expanded** form.
Compare the numbers using > < = 382 ◯ 374	Order the numbers from greatest to least. 137 731 371	Compare the numbers using > < = 531 ◯ 538	Order the numbers from least to greatest. 137 731 371
Solve. 7 + 11 = ___ 17 - 3 = ___ 9 – 5 = ___ 11 + 8 = ___ 12 + 5 = ___ 19 – 7 = ___	Solve. 5 + 8 = ___ 6 + 6 = ___ 5 + 9 = ___ 5 + 3 = ___ 0 + 7 = ___ 1 + 4 = ___	Solve. 15 + 3 = ___ 15 - 13 = ___ 17 – 8 = ___ 14 + 4 = ___ 9 + 11 = ___ 18 – 18 = ___	Solve. 9 + 7 = ___ 6 + 7 = ___ 3 + 4 = ___ 7 + 5 = ___ 4 + 8 = ___ 8 + 3 = ___
Use a strategy to find the sum of 47 + 31.	Use a strategy to find the sum of 43 + 29.	Use a strategy to find the sum of 48 + 27.	Use a strategy to find the sum of 55 + 18.
Use a strategy to find the difference of 65 - 14.	Use a strategy to find the difference of 85 – 37.	Use a strategy to find the difference of 48 - 22.	Use a strategy to find the difference of 56 - 29.
Kristin checked out 7 books from the library. She then returned 4 of the books and checked out 8 more. How many books does she have now?	There are 28 birds in the tree. 17 fly away. How many birds are there now?	Anna made 5 bracelets on Monday and 9 bracelets on Tuesday. She gave away 4 of the bracelets to her friends. How many bracelets does she have left?	Jasmine made 35 snowballs. Her friend James made 27 snowballs. How many snowballs do they have altogether?
Write the time in words. 12:35 _____ _____ 8:15 _____ _____	What time do you… (don't forget am & pm) Eat breakfast? _____ Go to sleep? _____ Eat Dinner? _____ Wake-up? _____ Do your homework? _____	Label the minutes on the clock. 	What time is it? [:] 

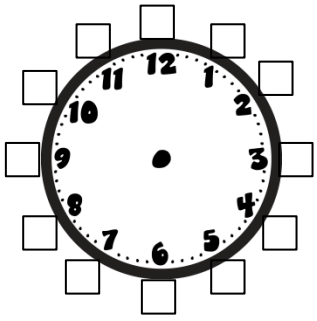
My Work

Monday	Tuesday
Wednesday	Thursday

My Progress

MONDAY	TUESDAY	WEDNESDAY	THURSDAY
# of questions _____	# of questions _____	# of questions _____	# of questions _____
# correct _____	# correct _____	# correct _____	# correct _____
I need more help with… _____	I need more help with… _____	I need more help with… _____	I need more help with… _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

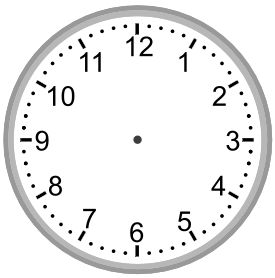
Answer Key - Weekly Math Review – Q3:1

Monday	Tuesday	Wednesday	Thursday
How many tens are there in 280? 28	718 is the same as 8 ones 1 tens 7 hundreds	Write the number. 535 5 ones 13 tens 4 hundreds	What is the largest number you can make with 5, 3, and 7? 753
Count forward by fives. 87, 92, 97, 102	Count forward by tens. 44, 54, 64, 74	Count forward by hundreds. 257, 357, 457, 557	Count forward by fives. 60, 65, 70, 75
Write the number in **standard** form. 960 900 + 60	Write the number 327 in **word** form. Three hundred twenty seven	Write seven hundred thirty-one in **standard** form. 731	Write 302 in **expanded** form. 300 + 2
Compare the numbers using > < = 382 > 374	Order the numbers from greatest to least. 137 731 371 731, 371, 137	Compare the numbers using > < = 531 < 538	Order the numbers from least to greatest. 137 731 371 137, 371, 731
Solve. 7 + 11 = 18 17 - 3 = 14 9 – 5 = 4 11 + 8 = 19 12 + 5 = 17 19 – 7 = 8	Solve. 5 + 8 = 13 6 + 6 = 12 5 + 9 = 14 5 + 3 = 8 0 + 7 = 7 1 + 4 = 5	Solve. 15 + 3 = 18 15 - 13 = 2 17 – 8 = 9 14 + 4 = 18 9 + 11 = 20 18 – 18 = 0	Solve. 9 + 7 = 16 6 + 7 = 13 3 + 4 = 7 7 + 5 = 12 4 + 8 = 12 8 + 3 = 11
Use a strategy to find the sum of 47 + 31. 78	Use a strategy to find the sum of 43 + 29. 72	Use a strategy to find the sum of 48 + 27. 75	Use a strategy to find the sum of 55 + 18. 73
Use a strategy to find the difference of 65 - 14. 51	Use a strategy to find the difference of 85 – 37. 48	Use a strategy to find the difference of 48 - 22. 26	Use a strategy to find the difference of 56 - 29. 27
Kristin checked out 7 books from the library. She then returned 4 of the books and checked out 8 more. How many books does she have now? 11	There are 28 birds in the tree. 17 fly away. How many birds are there now? 11	Anna made 5 bracelets on Monday and 9 bracelets on Tuesday. She gave away 4 of the bracelets to her friends. How many bracelets does she have left? 10	Jasmine made 35 snowballs. Her friend James made 27 snowballs. How many snowballs do they have altogether? 62
Write the time in words. 12:35 Twelve thirty five 8:15 Eight fifteen	What time do you… (don't forget am & pm) Eat breakfast? _____ Go to sleep? _____ Eat Dinner? _____ Wake-up? _____ Do your homework? _____	Label the minutes on the clock. (1=5, 2=10,…12=60) 	What time is it? 4:15 

Telling time - whole hours (draw the clock)

Grade 2 Time Worksheet

Draw the time shown on each clock.

1. 
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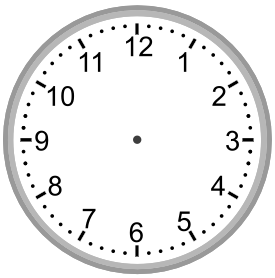
2. 
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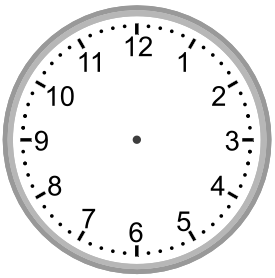
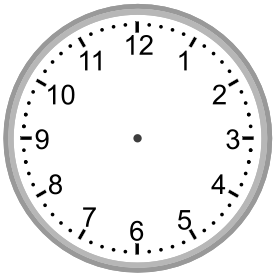
3. 
11:00

4. 
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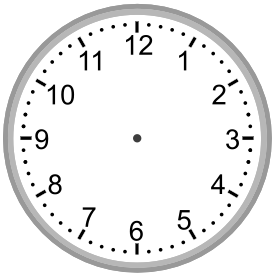
5. 
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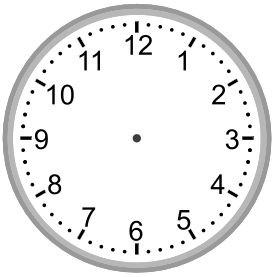
6. 
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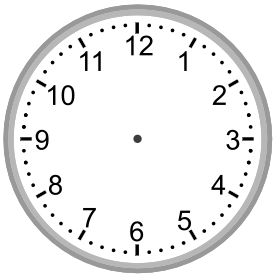
7. 
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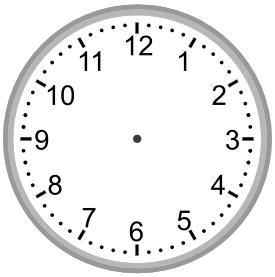
8. 
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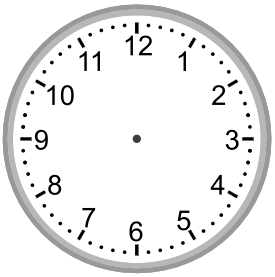
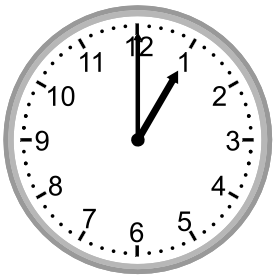
9. 
6:00

Telling time - whole hours (draw the clock)

Grade 2 Time Worksheet

Draw the time shown on each clock.

1. 

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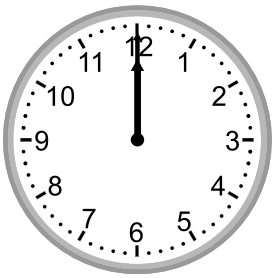
2. 

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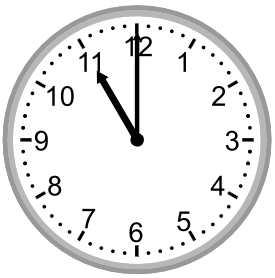
3. 

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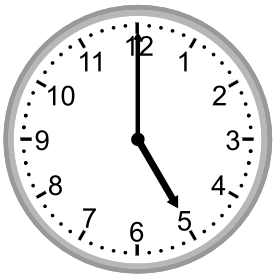
4. 

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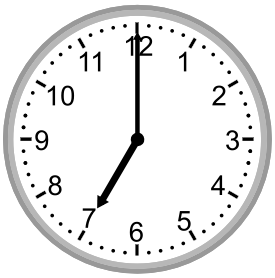
5. 

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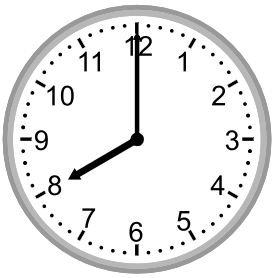
6. 

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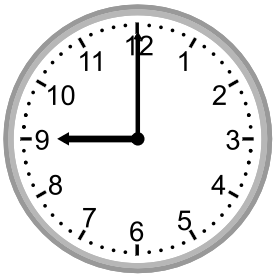
7. 

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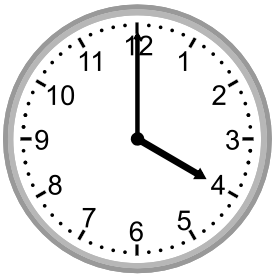
8. 

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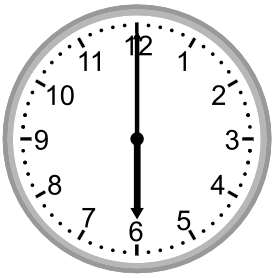
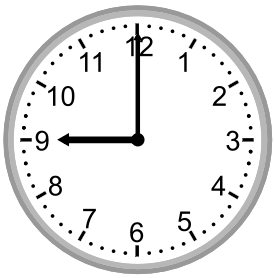
9. 

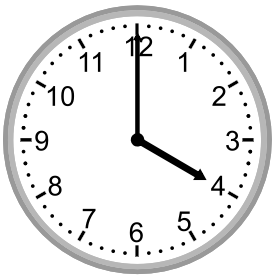
6:00

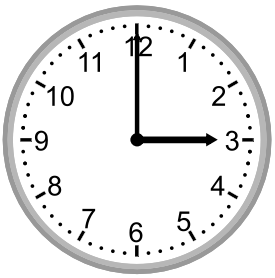
Telling time - whole hours

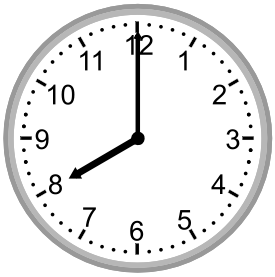
Grade 2 Time Worksheet

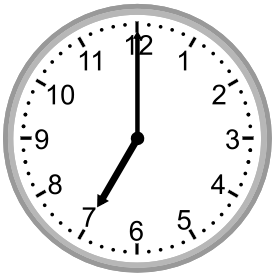
Write the time below each clock.

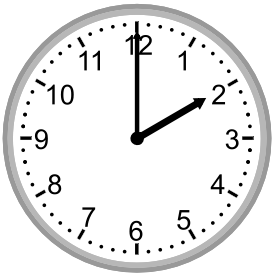
1. 

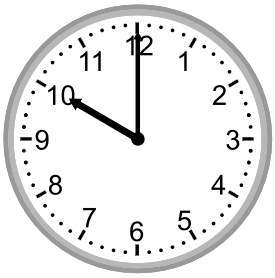
2. 

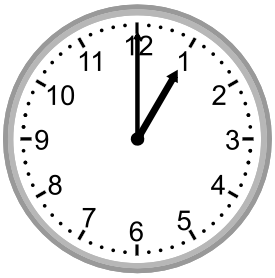
3. 

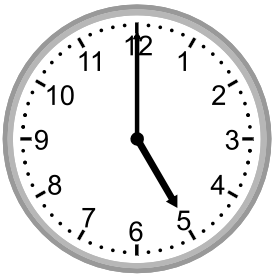
4. 

5. 

6. 

7. 

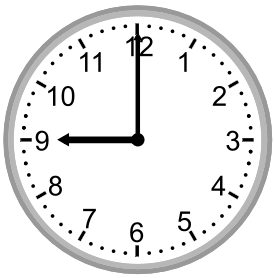
8. 

9. 

Telling time - whole hours

Grade 2 Time Worksheet

Write the time below each clock.

1. 

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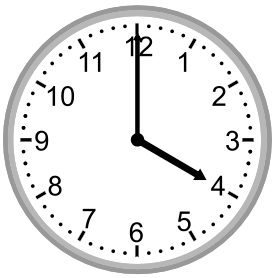
2. 

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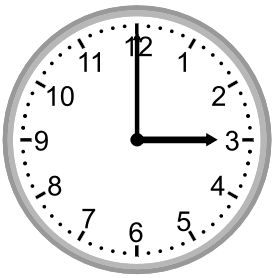
3. 

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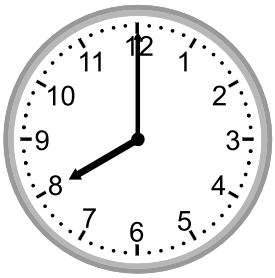
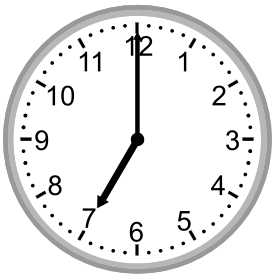
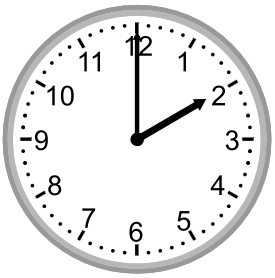
4. 

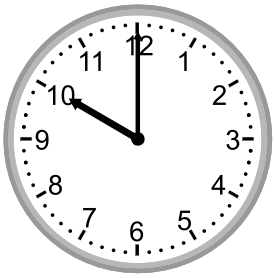
8:00

5. 

7:00

6. 

2:00

7. 

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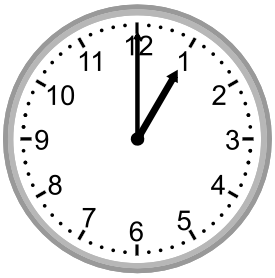
8. 

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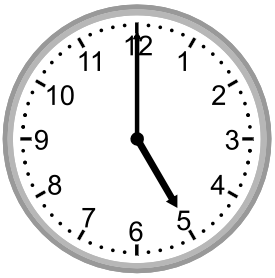
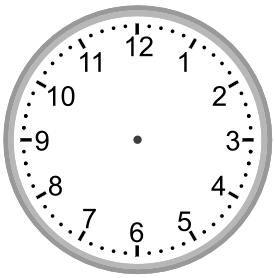
9. 

5:00

Telling time - half hours (draw the clock)

Grade 2 Time Worksheet

Draw the time shown on each clock.

1. 
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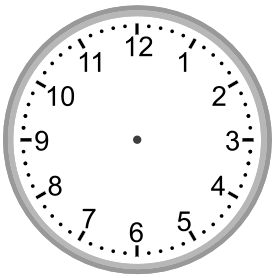
2. 
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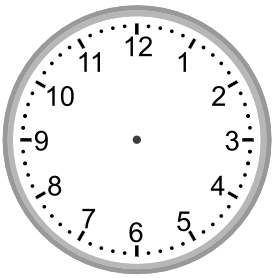
3. 
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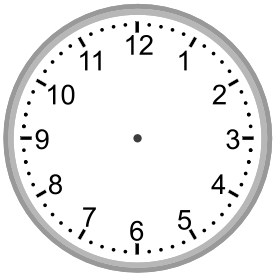
4. 
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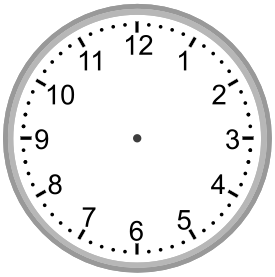
5. 
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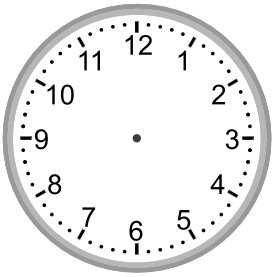
6. 
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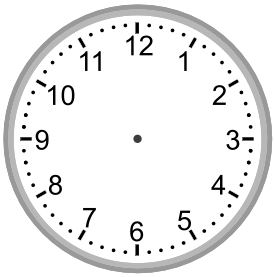
7. 
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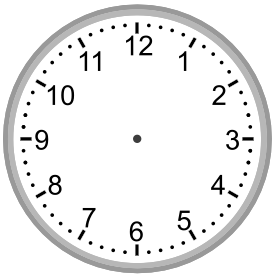
8. 
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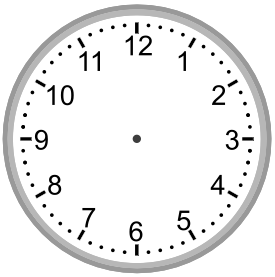
9. 
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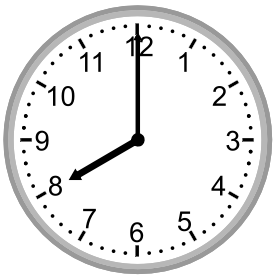
Telling time - half hours (draw the clock)

Grade 2 Time Worksheet

Draw the time shown on each clock.

1. 
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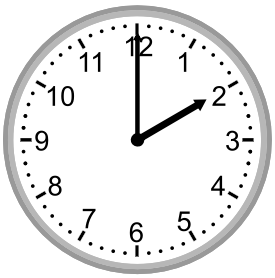
2. 
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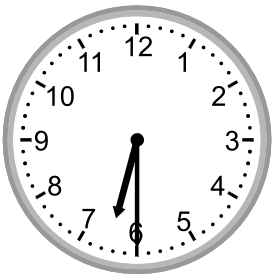
3. 
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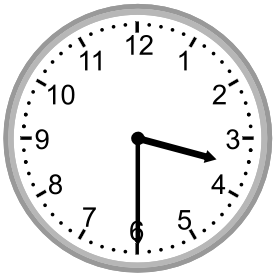
4. 
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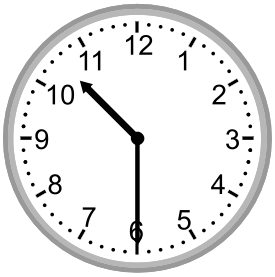
5. 
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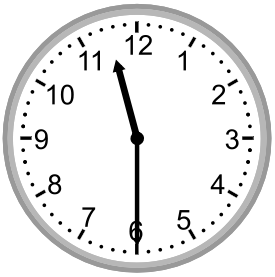
6. 
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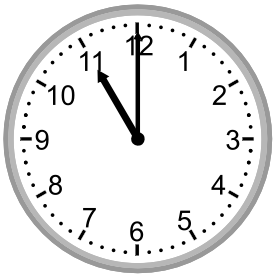
7. 
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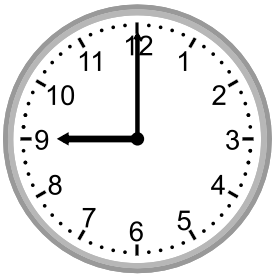
8. 
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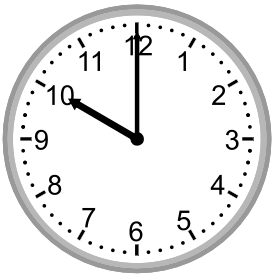
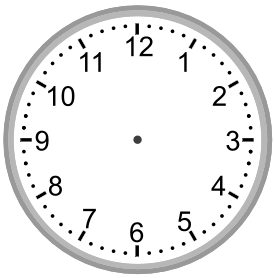
9. 
10:00

Telling time - half hours (draw the clock)

Grade 2 Time Worksheet

Draw the time shown on each clock.

1. 
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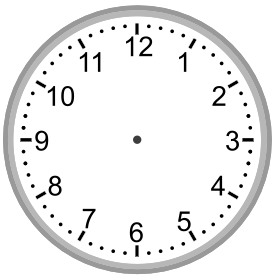
2. 
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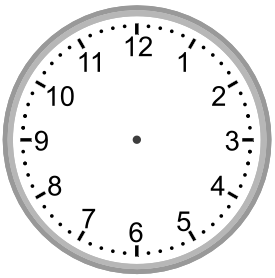
3. 
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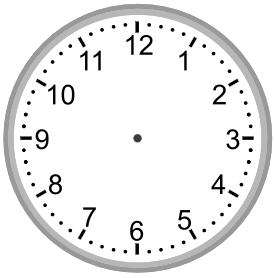
4. 
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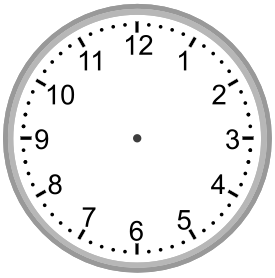
5. 
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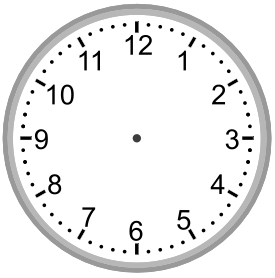
6. 
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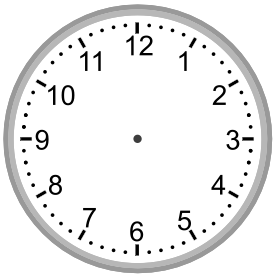
7. 
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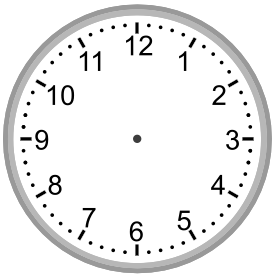
8. 
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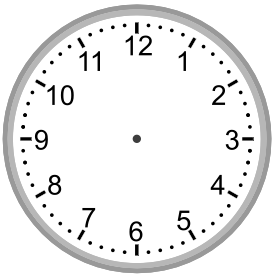
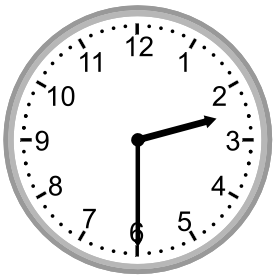
9. 
12:30

Telling time - half hours (draw the clock)

Grade 2 Time Worksheet

Draw the time shown on each clock.

1. 

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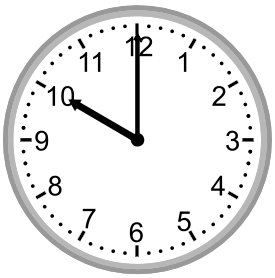
2. 

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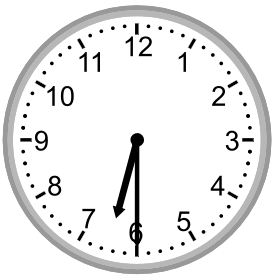
3. 

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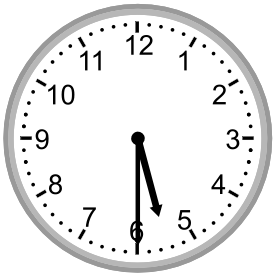
4. 

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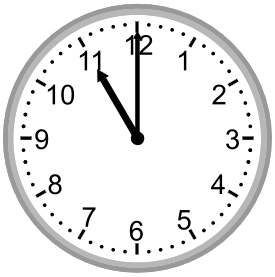
5. 

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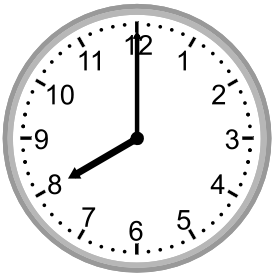
6. 

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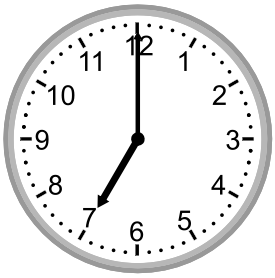
7. 

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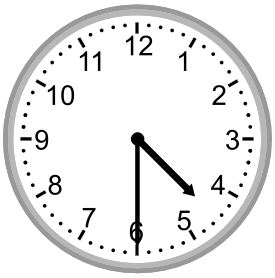
8. 

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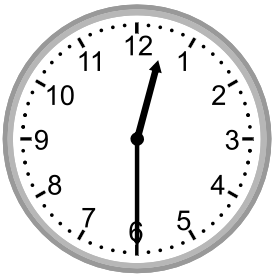
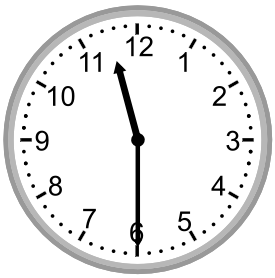
9. 

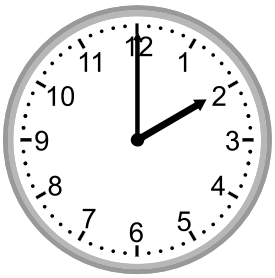
12:30

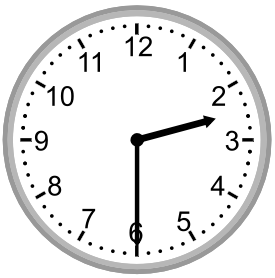
Telling time - half hours

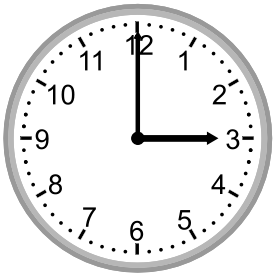
Grade 2 Time Worksheet

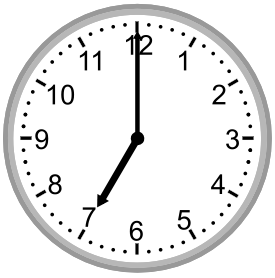
Write the time below each clock.

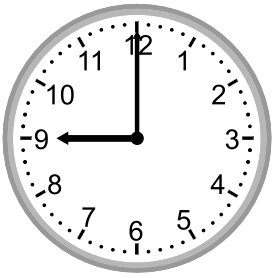
1. 

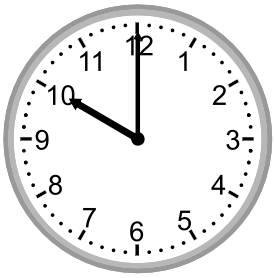
2. 

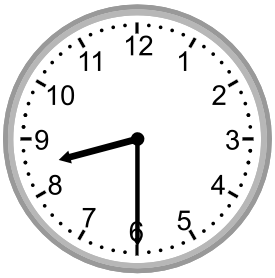
3. 

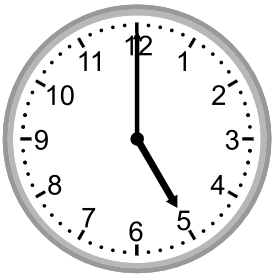
4. 

5. 

6. 

7. 

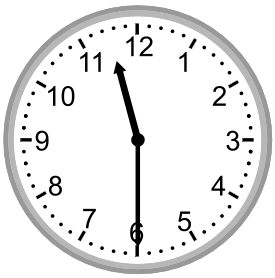
8. 

9. 

Telling time - half hours

Grade 2 Time Worksheet

Write the time below each clock.

1. 

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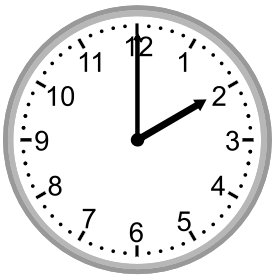
2. 

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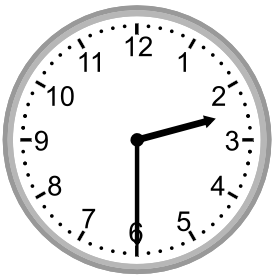
3. 

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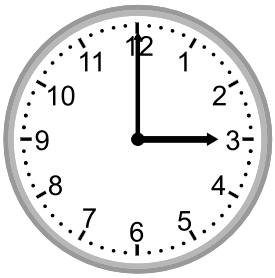
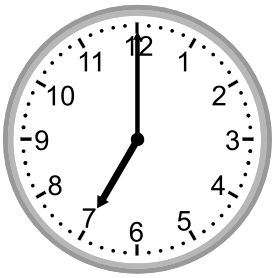
4. 

3:00

5. 

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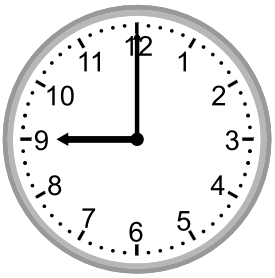
6. 

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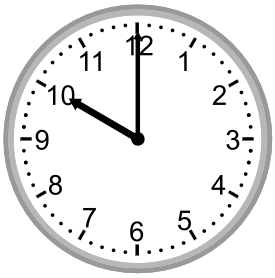
7. 

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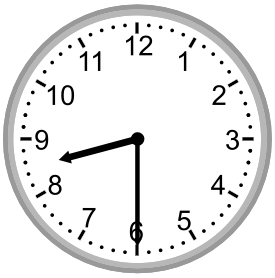
8. 

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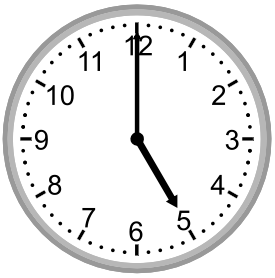
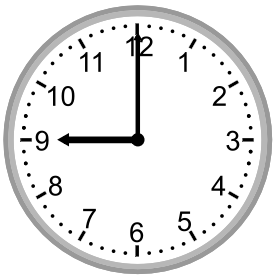
9. 

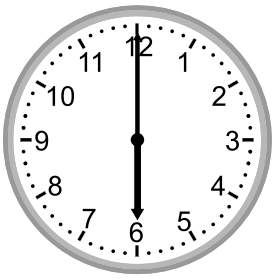
5:00

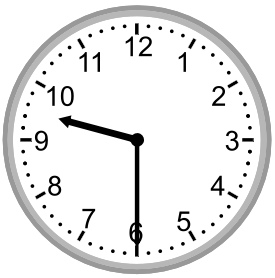
Telling time - half hours

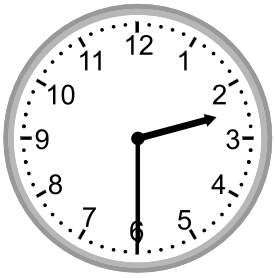
Grade 2 Time Worksheet

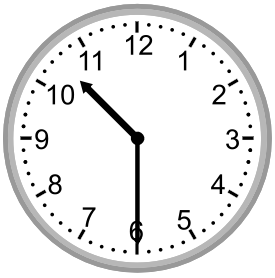
Write the time below each clock.

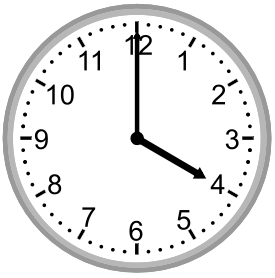
1. 

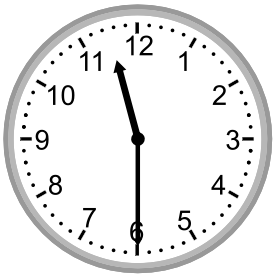
2. 

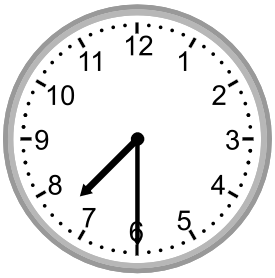
3. 

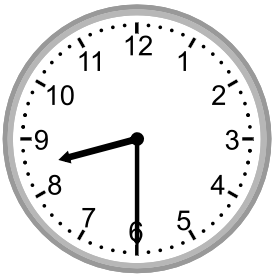
4. 

5. 

6. 

7. 

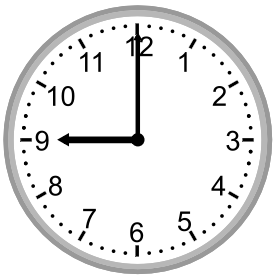
8. 

9. 

Telling time - half hours

Grade 2 Time Worksheet

Write the time below each clock.

1. 

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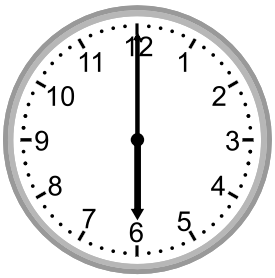
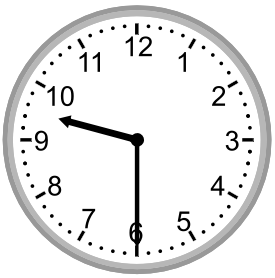
2. 

6:00

3. 

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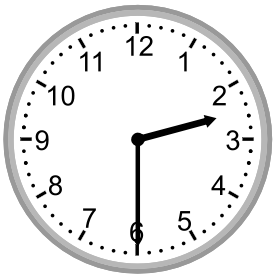
4. 

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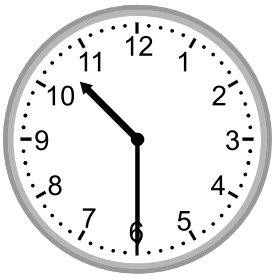
5. 

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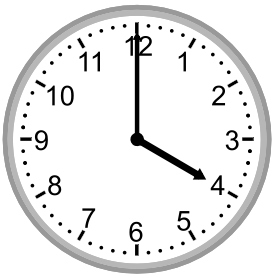
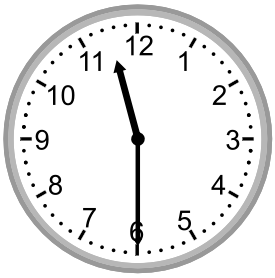
6. 

4:00

7. 

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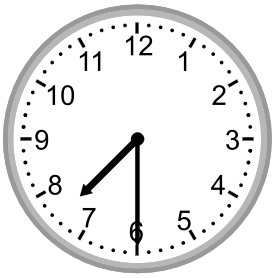
8. 

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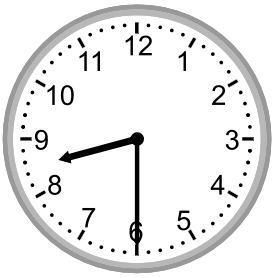
9. 

8:30

1. Listen to the passage and read with your eyes.
2. Read the passage on your own.
3. Complete the chart with details from the text.
4. Answer the questions.

What Do Plants Need?

By Rachelle Kreisman

Plants are living things. They depend on water and light to help them grow. But how do plants find what they need? They get it from the world around them!

Plants get water from the soil. They get light from the sun.

Many plants have roots, stems, and leaves. Roots keep a plant attached to the soil and help the plant take in water. Water moves up the plant's stem to the leaves. The stem also supports the plant so it stays up straight.

Leaves take in light energy from the sun. The leaves use water, light energy, and a gas called carbon dioxide to make

glucose. Glucose is a kind of sugar. It is food for the plant. Yes, plants make their own food! They use it to grow.

Complete the table with information from the text.

Plants are...	Plants need...	Plants have...

Make a google slide show with at least three slides sharing what you learned about plants this week. Share your google slide show with your teacher.

1. First listen to the story once while reading with your eyes.

2. Then read on the story a second time and complete the note page.

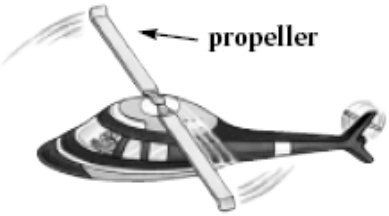
Seeds on the Go

Lesson 6

When seeds travel, they move away from their parent plant. Now, they have a chance to find more water and room to sprout. Here are some ways seeds get around.

Seeds Blow in Wind!

The wind lifts dandelion seeds like parachutes. Then it takes them to new places where they can sprout into plants.



Seeds Spin in Air!

These two maple seeds fall off the tree and spin in the wind. They work just like a **propeller**. The seeds spin away from their parent tree. Spinning helps the seeds travel farther than if they just fell.

Fact File

- A seed has a covering called a seed coat. This coat protects the seed.
- Food and a tiny plant are stored inside each seed. It is the tiny plant that grows, not the whole seed.
- If seeds just fell to the ground under their parent plant or tree, they would all sprout in the same place. There would not be enough water, sunlight, or minerals in the soil for all the plants. They would not get the things they need to grow.

Seeds Float in Water!

This coconut is a big seed. It falls from a palm tree into the water. Then, the coconut floats like a boat on the water. (A coconut is light enough to float.) When the coconut gets to a beach, it can **sprout** into a new palm tree. Coconuts can float to a whole new island far away from their parent tree.

Seeds Ride on Animals!

This dog has **burs** on its fur. Tiny hooks all over the burs grab on to animal fur. The animal carries around the burs—and the tiny seeds inside the burs. Sooner or later, the animal scratches off the burs, or they fall to the ground on their own. Either way, the burs get a ride to a new place. Now, the seeds inside the burs can sprout into new plants.

Did You Know?

A man invented Velcro® after looking at a bur. The bur's hooks gave him the idea. One side of Velcro has tiny hooks, like a bur does. The other side has tiny loops. The hooks grab on to the loops and hold on!

Seeds on the Go Day 1.

Directions: Each heading describes the main idea for the section. Support the main idea of each section with a detail from the section. How to complete this on the computer.

Main idea/heading	Supporting Detail	Picture
Seeds blow in the wind.	The wind lifts dandelion seeds like parachutes.	
Seeds spin in the air!		
Seeds float in water!		

Seeds ride on animals!		
Did you know?	A man invented _____ after looking at the hooks of a bur.	

1. Read the story again today for fluency and accuracy.

2. Answer the questions using the text and your organizer from yesterday.

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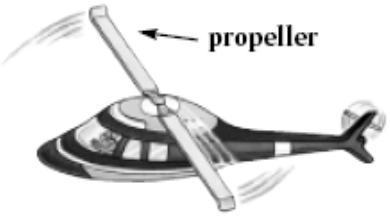

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Complete the sentences below.

1.This passage is mostly about (be detailed. Seeds is not enough of an answer)

2.One fact I learned from this passage is

3.Go to this this link and select all the key details that support the main idea. Click submit and then view score to check your work.

4.The section **Fact File** explains why seeds need to travel away from their parent plant. Support this idea with two details from the passage. Type your answer in the box below.

1. Read the story again today for fluency and accuracy.

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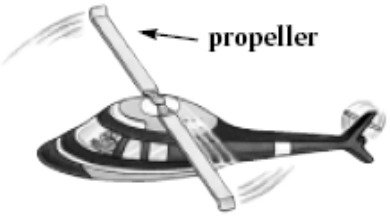

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Go to this link to answer the questions. You can use the story as you answer the questions!

Watch this video and in the box below respond to the prompt.

In your opinion what is your favorite way of seed dispersal? Why is it your favorite way? (Don't forget to use an opinion sentence starter.)

1. Listen to the passage and read with your eyes.
2. Read focusing on accuracy.
3. Complete the activity below using the passage.

Science

Bear poop spreads more fruit seeds than bird poop, study in Alaska says

A black bear walks through dense bushes of blueberries in Juneau, Alaska. A study of bears and berries has determined that the big animals are the main dispersers of fruit seeds in southeast Alaska. Photo from: Taal Levi and Laurie Harrer via AP

By Associated Press, adapted by Newsela staff

Published:02/25/2018

Bears poop in the woods. That is no **surprise**. They live in the woods, after all.

This may surprise you, though: Bear poop affects the ecosystem of the woods. An ecosystem is made up of all of the living and nonliving things in a place. Plants and animals are part of the ecosystem. So are rocks and streams. And so is bear poop!

Scientists **studied** bears in Alaska. They learned something new. Bears help move fruit seeds around the woods. They move more seeds than any other animal. The bears move the seeds when they leave scat on the ground. Scat is another word for poop.

Bears Move More Seeds Than Birds

Scientists used to think birds moved the most seeds. It turns out bears move more. This surprised the scientists.

Image 2. Red berries ripen on a devil's club plant in Anchorage, Alaska. Bears like to snack on berries like these. Photo: AP Photo/Dan Joling, File.

Bears are like farmers, said Taal Levi. She is a scientist. She worked on the bear study. Bears eat berries. The berry seeds end up in their scat. So when bears poop, they **spread** the seeds. This helps grow new plants to eat.

Bears are big. They leave a lot of scat. They can leave thousands of fruit seeds. This affects what grows in the woods, the scientists say. It means more fruit plants will grow.

What Animals Eat Berries?

Ms. Levi and other scientists started the study with a question. What animals were eating berries? The scientists set up video cameras. They pointed them at berry bushes. The videos showed birds eating the berries. But they ate only a few at a time. Bears were different. They filled up their big mouths. They gulped hundreds of berries at once!

Image 3. A black bear cub forages for food along a salmon stream in the Mendenhall Glacier Recreation Area in Juneau, Alaska. Photo: AP Photo/Becky Bohrer, File.

Laura Gough is a scientist. She works in Alaska. She studies the relationships animals have with the **environment**.

The Whole Ecosystem Could Change

Think about a plant that many animals eat, she said. Say that plant becomes harder to find. The animals will have less to eat. They might leave. The whole ecosystem could change.

Ms. Gough read the bear scat study. She said it reminded her of the dodo bird. The dodo bird is extinct. That means it died out. It is no longer found on the planet.

The dodo bird used to move the seeds of some plants. Then the bird died out. After that, the plants died out, too, Ms. Gough said. That is because animals and plants are **connected**. They help each other live and grow. Animals need plants for food. Plants need animals to spread their seeds.

What If The Bears Were Gone?

What would happen if the bears were gone? The seeds would just fall to the ground. They could not grow in different places. It would be bad for bears and plants, too.

Write a short paragraph that explains the main idea of the article. Use at least three details from the article to support your response. Make sure to include a topic sentence, three details and a conclusion.