Hillcrest
Elementary School

HAWKS

PeekSkill Schools

Home Learning Packet
Paquete de Aprendizaje en el Hogar

PEEKSKILL CITY SCHOOLS

Grade 4 / 4to grado

Peekskill City School District

Our mission is to educate and empower all students to strive for excellence as life-long learners who embrace diversity and are contributing members of a global society.

Randy Lichtenwalner
Principal

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Estimadas familias de Hillcrest:

El Distrito Escolar de la Ciudad de Peekskill y la Escuela Elemental Oakside se comprometen a proporcionar recursos de instrucción a nuestros estudiantes para usar durante el cierre de la escuela o para reforzar las habilidades durante las vacaciones de primavera. Nuestros maestros han trabajado para crear un paquete de instrucción que su hijo pueda usar a diario. Hemos incluido lectura, escritura, matemáticas y estudios sociales.

Además de libros y hojas de trabajo, hemos proporcionado una lista de recursos en línea que usamos en la escuela y su hijo está familiarizado y le gusta aprender. Cada estudiante tiene su nombre de usuario y hemos proporcionado instrucciones en la página electrónica de nuestra escuela para acceder en la computadora.

La información contenida en este paquete también se proporcionará en el internet en las páginas de nuestra escuela. Haga que su hijo trabaje durante un mínimo de una hora al día en el paquete. Además, su hijo debe leer durante al menos 30 minutos, así como trabajar en línea si es posible a través de los sitios web proporcionados.

Si tiene alguna pregunta, comuníquese conmigo por correo electrónico a rlichtenwalner@peekskillschools.org.

Le agradecemos su colaboración durante este tiempo extraordinario en nuestra ciudad y país.

Sinceramente,

Randy Lichtenwalner
Director

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Activity Packet for Continued Learning

Hillcrest Students,

You may go to Google Classroom for additional online resources!

Estudiantes de Hillcrest,

¡Puedes ir a Google Classroom (salón de Google) para Obtener recursos adicionales del internet!

Some Online Resources

Elementary Math	• Check for assignments posted by teachers on Google Classroom which can be accessed here
	• To get extra practice for Math: (examples)
	  ○ Khan Academy offers free, online courses. Teachers may have accounts set up for their students. If not, parents can sign up for their students.
	  ○ Castle Learning offers targeted practice through school accounts
	  ○ IXLLearning offers personalized learning in all subjects by grade level and topic. Students can practice without creating accounts.
	  ○ Students can also use the Clever Portal to log into Zearn or ST Math and continue their lessons at home.

Elementary STEAM	• Check for assignments posted by teachers on Google Classroom which can be accessed here. • Castle Learning offers targeted practice through school accounts • IXLLearning offers personalized learning in all subjects by grade level and topic. Students can practice without creating accounts. • Students can explore topics and resources on Discovery Education • National Geographic Kids offers free articles, games, and explorations without an account.

Elementary Dual Language: Spanish websites & apps	**Grades Pre K-3** Please check for assignments posted by DL teachers on Google Classroom which can be accessed here • Students may use Clever Portal to log in and access Raz-Kids for Spanish leveled readers. • Story Place (Free:English & Spanish games) • PBS Kids Spanish Games (Free:Spanish games that develop listening and direction following skills in Spanish) • Digital Dialects (Free:Spelling quizzes and games by category: Grammar concepts and vocabulary, animals, colors, spelling and other foundational Spanish skills) • ABCya Spanish (Spanish Bingo and Spanish vocabulary games. Type Spanish in search bar and scroll down if it does not come up immediately) • Online Free Spanish (Free: Levels range from Beginner to Advanced, Holidays and printable worksheets for home practice) • Duolingo (Start from foundational skills and move up to advanced level fluency. May have cost associated after certain level) **Grades 4-5:** Check for assignments posted by DL teachers on Google Classroom which can be accessed here

DAY 1		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	Passage: Excerpt from *Interference Powder* Answer questions 1 - 7 Paired Reading: Read the article "Experiment"	
Math	Question 1 Week 15- Monday Word Problem Unit One- Place Value Common Core Coach Math pg. 40-45	
HAWKS	Random Act of Kindness: Leave happy notes around your home	

DAY 2		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	Passage: Excerpt from *The Facts and Fictions of Minna Pratt* Answer questions 8 -13 Paired Reading: Use the article "Experiments" to answer questions 3 and 4	
Math	Question 2 Week 15- Tuesday Word Problem Unit One- Comparing Numbers Common Core Coach Math pg. 46-51	
HAWKS	Ambitiously clean a room in your home without being asked!	

DAY 3		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	Passage: Excerpt from *Last Regrets* Answer questions 14 - 20 Paired Reading: Read the article "Let's Make Dinner"	
Math	Question 3 Week 15- Wednesday Word Problem Unit One- Rounding Common Core Coach Math pg. 52-57	
HAWKS	Tell someone how much you love them	

DAY 4		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	Passage: Excerpt from *A Daughter of the Sea* Answer question 21 Paired Reading: Read the article "Let's Make Dinner!" to answer questions 1 and 2	
Math	Question 4 Week 15- Thursday Word Problem Unit One- Addition and Subtraction Common Core Coach Math pg. 58-63	
HAWKS	When you read, read to a family member	

DAY 5		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	Passage: Excerpt from *Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood* Answer questions 22 - 23 Paired Reading: Written Response #1- Use articles "Experiment" and "Let's Make Dinner" to answer the question using RACE, RACER, RAPS, etc.	
Math	Question 5 Week 15- Friday Word Problem Unit One- Multi-Step Problems Common Core Coach Math pg. 14-19	
HAWKS	Write a poem for a friend	

DAY 6		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	Passage: Excerpt from *It's Our World, Too!* Answer question 24 Paired Reading: Written Response #2- Use articles "Experiment" and "Let's Make Dinner" to answer the question using RACE, RACER, RAPS, etc.	
Math	Question 6 Week 16- Monday Word Problem Unit Two- Metric Measurements Common Core Coach Math pg. 164-169	
HAWKS	Random Act of Kindness: Make a get well card for someone	

DAY 7		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	Passage: Excerpt from *Wolf Stalker* Answer SR questions 35 & 36 Paired Reading: Revise and edit your written responses, paying close attention to if you included all parts of RACE, RACER, RAPS, etc., spelling, grammar, and punctuation.	
Math	Question 7 Week 16- Tuesday Word Problem Unit Three- Factors/Multiples Common Core Coach Math pg. 20-27	
HAWKS	Call a friend or loved one and tell them a joke	

DAY 8		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	Read Passage: *You CAN Run a Mile!* Answer questions 25-31 • Choose a writing prompt from the "Writing Prompt Menu." Build your writing stamina!	
Math	Question 8 Week 16- Wednesday Word Problem Unit Three- Multiplication Common Core Coach Math pg. 64-71	
HAWKS	Look in the mirror and give *yourself* a compliment	

DAY 9		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	• Read Passage: *The Story of Chocolate* Answer questions 13-183 • Choose a writing prompt from the "Writing Prompt Menu." Build your writing stamina!	
Math	Question 9 Week 16- Thursday Word Problem Unit Three- Division Common Core Coach Math pg. 72-79	
HAWKS	Make a list of what being safe at home looks like	

(online list of resources here)

DAY 10		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	• Read Passage: Mouse, Deer and Tigers Answer questions 19 - 24 • Choose a writing prompt from the "Writing Prompt Menu." Build your writing stamina!	
Math	Question 10 Week 16- Friday Word Problem Unit Three- Common Core Coach Math Review pg. 80-82	
HAWKS	Do something nice for *yourself*	

DAY 11		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	• Write a summary about the book you read this week • Choose a writing prompt from the "Writing Prompt Menu." Build your writing stamina!	
Math	Question 11 Week 17- Monday Word Problem Unit Three- Common Core Coach Area & Perimeter pg. 176-183	
HAWKS	Give thanks for the everyday things, not just big acts or gifts. "Thank you for making me laugh today," or "Thank you for helping me figure out that math problem," or even simply, "Thank you for loving me."	

DAY 12		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	• Write a letter to a friend persuading him/her to read the book you read • Choose a writing prompt from the "Writing Prompt Menu." Build your writing stamina!	
Math	Question 12 Week 17- Tuesday Word Problem Unit Three- Module 4 Problem Attic Review (#1-10)	
HAWKS	Ambitiously *push* yourself to write more!	

DAY 13		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	• Answer the following short response based on a nonfiction article in the packet or nonfiction book/article of your own choice: What is the main idea of the article you read? Use two details from the text to support your response. • Choose a writing prompt from the "Writing Prompt Menu." Build your writing stamina!	
Math	Question 13 Week 17- Wednesday Word Problem Unit Three- Module 4 Problem Attic Review (#11-20)	
HAWKS	Decide on a toy or book that you can donate	

DAY 14		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	• Answer the following short response based on a passage in the packet or a book of your own choice: What is one theme of the story? Use two details from the text to support your response. • Choose a writing prompt from the "Writing Prompt Menu." Build your writing stamina!	
Math	Question 14 Week 17- Thursday Word Problem Unit Three- Common Core Coach Book Equivalent Fractions pg. 86-91	
HAWKS	Ambitiously do 3 extra math problems	

DAY 15		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	• Write a completely different ending for the story. You can use a fiction passage from the packet or book of your own choice. • Choose a writing prompt from the "Writing Prompt Menu." Build your writing stamina!	
Math	Question 15 Week 17- Friday Word Problem $100 Words (sheet attached)	
HAWKS	Write what being Honest, Ambitious, Wise, Kind and Safe mean to *you*	

DAY 16		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	• Answer the following short response based on a nonfiction article in the packet or nonfiction book/article of your own choice: What is the main idea of the article you read? Use two details from the text to support your response. • Choose a writing prompt from the "Writing Prompt Menu." Build your writing stamina!	
Math	Practice addition/subtraction facts	
HAWKS	Write what being Honest, Ambitious, Wise, Kind and Safe mean to *you*	

DAY 17		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	• Write a letter to a friend persuading him/her to read the book you read • Choose a writing prompt from the "Writing Prompt Menu." Build your writing stamina!	
Math	Practice multiplication facts	
HAWKS	Write what being Honest, Ambitious, Wise, Kind and Safe mean to *you*	

DAY 18		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	• Answer the following short response based on a passage in the packet or a book of your own choice: What is one theme of the story? Use two details from the text to support your response. • Choose a writing prompt from the "Writing Prompt Menu." Build your writing stamina!	
Math	Practice multiplication facts	
HAWKS	Write what being Honest, Ambitious, Wise, Kind and Safe mean to *you*	

DAY 19		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	• Answer the following short response based on a nonfiction article in the packet or nonfiction book/article of your own choice: What is the main idea of the article you read? Use two details from the text to support your response. • Choose a writing prompt from the "Writing Prompt Menu." Build your writing stamina!	
Math	Practice division facts	
HAWKS	Write what being Honest, Ambitious, Wise, Kind and Safe mean to *you*	

DAY 20		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	• Write a completely different ending for the story. You can use a fiction passage from the packet or book of your own choice. • Choose a writing prompt from the "Writing Prompt Menu." Build your writing stamina!	
Math	Practice division facts	
HAWKS	Write what being Honest, Ambitious, Wise, Kind and Safe mean to *you*	

Writing Prompts Menu
Prompt 1: Your younger sister will be starting kindergarten soon and she is nervous about going. Write a letter to her telling her all about the things that you do in kindergarten. Give examples of your experiences when you went to school for the first time. **Prompt 2:** What is something you've always wanted to ask your mom and dad, but haven't? Why not?
Prompt 3: You have been invited to create a new Superhero comic book series. What type of hero would you create? What would his or her super powers be? And who would be the new villain in the series? **Prompt 4:** Why do you think is it important to help others?
Prompt 5: Tell me about a time when you helped out another person. How did you feel after? **Prompt 6:** Your parents have said you can have a new scooter, but you need to pay for part of it with your own money which you've earned. Write an essay explaining what you can do to earn the money.
Prompt 7: Think of a place where you had fun. Write an essay that describes that place in detail. Be sure to tell why the place is special to you. **Prompt 8:** Write a story about a picnic from an ant's point of view.
Prompt 9: Describe the most awesome thing about being in fourth grade. **Prompt 10:**Which season is your favorite and why?
Prompt 11: Do you think it would be fun sometimes to be an only child? Why or why not? If you are already an only child, what do you love or hate about it? **Prompt 12:** You wake up one morning and discover that you are trapped inside of a snow globe. How do you get out?
Prompt 13: Sometimes people learn more outside of school than inside of school. When have you learned a big lesson outside of class? Tell about the experience and show what you learned. Remember to include clear details. **Prompt 14:** Do you think it would be fun sometimes to be a twin? Why or why not?

Prompt 15: Explain how you would handle being bullied and the steps you would take to stop a bully.

Prompt 16: Describe a day as a typical Colonial child.

Prompt 17: A friendly stray dog follows you home from school. What happens next?

Prompt 18: Something happened on a Wednesday that now makes Wednesdays your least favorite day of the week. What happened?

Prompt 19: Close your eyes and listen. What do you hear? Write about the sounds using descriptive words.

Prompt 20: Which would make a better pet for your family? An anteater or a platypus and why?

Prompt 21: You just made a new friend with someone who has never tasted pizza before. Using descriptive words, describe to her how it looks, smells, feels in your hands, and tastes.

Prompt 22: Write about a favorite family vacation or road trip. Where did you go? What made it special?

Prompt 23: Describe a problem you're facing and three ways you could possibly solve it.

Prompt 24: Think of a time your teacher surprised your class. Describe what happened and how the class reacted.

Prompt 25: If you could be president for a day (or the principal of your school), what would you do?

Menú de mensajes de escritura
Pregunta 1: Su hermana menor comenzará pronto el jardín de infantes y está nerviosa por ir. Escríbele una carta contándole todo sobre las cosas que haces en el jardín de infantes. Da ejemplos de tus experiencias cuando fuiste a la escuela por primera vez. **Pregunta 2:** ¿Qué es algo que siempre quisiste preguntarle a tu mamá y a tu papá, pero que no le has preguntado? ¿Por qué no?
Pregunta 3: Has sido invitado a crear una nueva serie de cómics de superhéroes. ¿Qué tipo de héroe crearías? ¿Cuáles serían sus superpoderes? y ¿Quién sería el nuevo villano de la serie? **Pregunta 4:** ¿Por qué crees que es importante ayudar a los demás?
Pregunta 5: Cuéntame sobre un momento en que ayudaste a otra persona. ¿Cómo te sentiste después? **Pregunta 6:** Tus padres han dicho que puedes tener un nuevo scooter, pero debes pagar parte de él con tu propio dinero que has ganado. Escribe un ensayo explicando lo que puedes hacer para ganar el dinero.
Pregunta 7: Piensa en un lugar donde te has divirtió. Escribe un ensayo que describa ese lugar en detalle. Asegúrate de decir por qué el lugar es especial para ti. **Pregunta 8:** Escribe una historia sobre un picnic desde el punto de vista de una hormiga.
Pregunta 9: Describe lo más asombroso de estar en cuarto grado.

Pregunta 10: ¿Qué estación es tu favorita? ¿Por qué?

Pregunta 11: ¿Crees que a veces sería divertido ser hijo único? ¿Por qué sí o por qué no? Si ya eres hijo único, ¿Qué te gusta de ser hijo unico, o que no te gusta?

Pregunta 12: Te levantas una mañana y descubres que estás atrapado dentro de una bola de nieve. ¿Cómo saliste?

Pregunta 13: A veces las personas aprenden más fuera de la escuela que dentro de la escuela. ¿Cuándo has aprendido una gran lección fuera de clase? Cuenta sobre la experiencia y muestra lo que aprendistes. Recuerda incluir detalles claros.

Pregunta 14: ¿Crees que a veces sería divertido ser un gemelo/mellizo? ¿Por qué o por qué no?

Pregunta 15: Explica cómo manejarías ser victima del bullying y los pasos que tomaría para detener a una persona que te está molestando.

Pregunta 16: Describe un día como un niño colonial típico.

Pregunta 17: Un perro callejero amigable te sigue a casa desde la escuela. ¿Qué pasa después?

Pregunta 18: Algo sucedió un miércoles que ahora convierte a los miércoles en su día menos favorito de la semana. ¿Qué pasó?

Pregunta 19: Cierra los ojos y escucha. ¿Qué escuchas? Escribe sobre los sonidos usando palabras descriptivas.

Pregunta 20: ¿Cuál sería una mejor mascota para su familia? Un oso hormiguero o un ornitorrinco? ¿Por qué?

Pregunta 21: Acabas de hacer un nuevo amigo con alguien que nunca antes ha probado pizza. Usando palabras descriptivas, describe cómo se ve, huele, se siente en sus manos y a que sabe.

Pregunta 22: Escribe sobre unas vacaciones familiares favoritas o un viaje por carretera. ¿Dónde fuiste? ¿Qué lo hizo especial?

Pregunta 23: Describe un problema que enfrentas y tres maneras en que podrías resolverlo.

Pregunta 24: Piense en una ocasión en que tu maestro sorprendió a tu clase. Describe lo que sucedió y cómo reaccionó la clase.

Pregunta 25: Si pudieras ser presidente por un día (o el director de tu escuela), ¿Qué harías?

Experiments

by ReadWorks

"Eew, gross, Joey," said Kayla.

Joey, once again, had taken his entire lunch plate and mixed all the food together. It was his favorite thing to do at camp. Today they had spaghetti and meatballs, green beans, cornbread, and chocolate cake for dessert. Joey had started by mashing the cornbread and chocolate cake together. Then he stirred the green beans into the spaghetti. Finally, he took the mashed-up chocolate corn-cake combination and sprinkled it on top of the spaghetti and meatballs and green beans. Joey now had one dish: chocolate corn-cake-flavored spaghetti and green-bean meatballs.

Joey did something like this pretty much every day. "It's an experiment," he told the table. "Like what we do in class. It's fun." Joey was into experiments, which usually consisted of taking one or more things, and combining them somehow-mixing together dirt and sand, stirring glue into a glass of water, combining the different kinds of paint in the art room (which usually resulted in brown), and mixing all his food together. This wasn't even the grossest experiment Joey did at lunch. The worst was when he took the mashed-up food and dunked it in his milk. Sometimes the milk would turn different colors. Sometimes the mashed-up food would float, sometimes it would sink and sometimes it would dissolve. Sometimes part of it would dissolve and part

wouldn't, like the time he shoved a mashed-up blueberry cake into his glass of milk. The cake part had gotten soggy and dissolved, but the blueberries had stayed together and just floated around in the milk. The only way Joey knew this is because he'd tried a sip and gotten a couple blueberries. He couldn't actually see them in the milk because it had turned a brownish-blue. Joey would usually take a sip as part of the experiment, and would try to get the other kids at the table to try it too. Joey sometimes offered a dollar to anyone who could drink three sips, but nobody ever could. Joey's experiments almost always tasted absolutely horrible.

Joey offered a bite of the chocolate corn-cake flavored spaghetti and green-bean meatballs to the other kids at his table. Jeanette took him up on it. She was the only one who sometimes liked Joey's experiments. But even she couldn't eat more than a bite. Which meant the table would lose their "wasted food challenge"-again.

As part of camp lunch, all the tables weighed their leftovers at the end of the meal. One by one the tables would line up, scrape their plates into a garbage can, and then the garbage can would be weighed. The garbage can itself weighed three pounds exactly, so that was deducted from the total. Whichever table had the least amount of wasted food got to be first in line the next day at lunch. Whoever had the most amount of wasted food had to stay and help with the dishes. Each table had the same amount of campers, to be fair. The tables were each named after a different kind of tree that was found at the camp. Joey's table was the Scrub Pine table. Scrub Pine table had lost so many times that everyone called them the Scrub all-the-time table.

Everyone blamed Joey. He was always the one with all the leftover food. But Joey insisted it wasn't his fault. He had a trick. Before each weighing, he always mashed up his concoction into the smallest ball possible. Almost everyone else's plate was strewn with uneaten food. Joey just had a ball in the corner of the plate.

Scrub Pine table had already done dishes four days in a row, and it looked like it was about to be five. So DeSean decided to conduct an experiment of his own. "Hey, I'm going to ask the kitchen staff if we can weigh each plate separately this time," he said. "Then we'll know whose fault this is." This was fine with Joey. He was sure he wasn't the problem. "And whoever leaves the most food has to clean the sinks at the end." This was the worst job, the one all the kids tried to get out of. After the dishes, the sinks were always lined with a wet, grimy mess of food scum.

One by one they weighed their plates. DeSean's weighed ¼ pound. So did Jeanette's. Kayla's didn't weigh anything. Everyone else's plate weighed ½ pound or less. Except Joey's. Joey's weighed one and ¾ pounds.

The whole table looked at Joey. "But how?" he said. "I made the ball so small!"

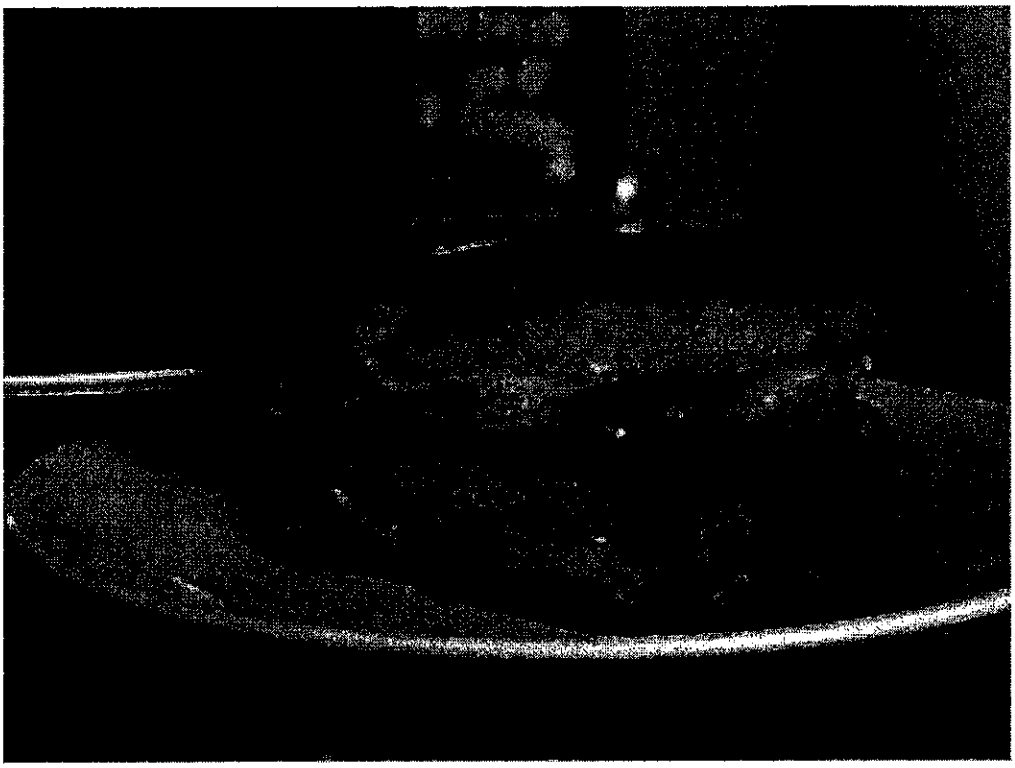
"It doesn't work like that" said DeSean. "It doesn't matter how small you make the ball. You're just shifting it around. It's still the same amount of food, and weighs the same."

Joey hated cleaning the sink scum. So he tried one more thing. "But, c'mon. You guys never help me eat my experiments" he said. "I help you with your plates." This was true. Joey was usually so hungry after he had ruined his own lunch that the others at the table took pity on him and let him have some of theirs. "So we should all do the sinks."

Nobody was impressed by this argument. Everyone rolled their eyes at Joey. "You're doing the sinks," said Kayla. "And we're all tired of doing dishes. From now on, no more experiments that are too gross to eat."

Let's Make Dinner!

by W.M. Akers



"Mom's gonna be home late," said Fletcher. "We have to make dinner."

Fletcher stood in the doorway of his sister's room. Clara splayed out on a beanbag chair, reading a magazine with a boy band on the cover. She was 13, and Fletcher thought she was probably too old to still have a beanbag chair in her room. He mentioned this a lot, because at 10 years old, he considered himself the perfect age to take the chair. It looked super-comfortable.

"Clara!" he shouted. His sister took off her headphones, but didn't say anything. She just looked at him, glassy-eyed, waiting for him to speak. "We gotta make dinner. Mom's gonna be home late."

"What do you mean, 'We'?"

"I mean you and me."

"You don't know how to make dinner."

"I do, too!"

"Toast doesn't count."

"I can make dinner," said Fletcher. "I can totally make dinner. And Mom called me and said she was gonna be home late. She said, 'You and your sister will have to fix something to eat.' That's what she said. '*You* and your sister.' So I'm helping."

"Great," said Clara. She heaved herself off the beanbag chair and walked past him toward the kitchen. As he followed, Fletcher felt a pang of fear. He didn't know how to make dinner at all.

"What do you want to eat?" asked Clara.

Fletcher stood over the kitchen counter, flipping through Mom's biggest cookbook. "This," he said, and pointed to a recipe.

"Coq au vin," said Clara. She pronounced it like "coke aw van." "Did you even read this recipe? It takes like, three days."

"That's gotta be a misprint."

"And besides, it calls for wine. Vin is French for wine. We don't have any, and we're not allowed in the wine cabinet, anyway. Try again."

Fletcher flipped to a random page. "What about this? It looks easy."

"Chocolate cream pie. No. We cannot make chocolate cream pie for dinner."

"Then how about..." He flipped to another page. "Ooh! These potato chips look awesome!"

"You really think Mom wanted us to make potato chips for dinner?"

"Maybe..."

"You have to fry stuff for this. That's dangerous. We're not allowed."

We're not allowed was one of Clara's favorite things to say. Whenever she and Fletcher were alone at night-which was a lot, since Mom started her new job-Fletcher had great ideas for fun things to do: cool TV shows to watch, or awesome dinners to make. And Clara never had anything to say but, "We're not allowed."

"Here," said Clara. "We have potato chips in the pantry anyway. Eat some."

"I don't want boring old potato chips out of a bag. I want super fun, awesome, homemade, fresh-out-of-the-oil potato chips. With cinnamon on them."

"We're not putting cinnamon on the potato chips! That would be disgusting."

"Then we *are* making chips for dinner?"

"No!" Clara composed herself. This was something she had to do a lot when she was talking to her brother. She had been doing it for a long time. She would take a deep breath and count to however old he was. If he was still bothering her this much when he was 60, she thought, she would have to count for a long time. "How about a grilled cheese?"

"Grilled cheese is almost as boring as chips."

"But it's something we can make without burning down the house. That's a plus."

"I guess."

"And listen, it doesn't have to be boring! We can put all sorts of fun stuff on it."

"Like what?"

"Uh...like carrots."

"Carrots are *not* fun. Even the least fun person in the whole world wouldn't think carrots are fun. Even Aunt Becky."

"Okay, okay! So carrots are less fun than Aunt Becky. But maybe we could use..." Clara opened the fridge and scanned the shelves. She saw a block of strange looking cheese, the kind she'd only ever had at restaurants. "This cheese looks fun!"

"That cheese looks like something they dug up out of the dirt. No."

"Well, what do you want on your grilled cheese?"

"Cinnamon. And candy corn."

Clara looked at her brother. He wasn't smiling. He wasn't laughing. He wasn't kidding. And so she uttered what, to little brothers everywhere, is the magic word:

"Fine."

And so they started to grill. Clara established a two-person assembly line, which made their

progress that much faster. Because he wasn't allowed to touch the stove, Fletcher assembled the sandwiches. He laid out four pieces of bread in two lines. On the right hand pieces, he put Clara's nasty looking cheese. On the left, plain old American cheese and candy corn and *lots* of cinnamon. He snuck a few pieces of candy corn while Clara wasn't looking and smiled. This was going to be amazing.

Meanwhile, Clara melted the butter. Once it had finished bubbling, she put the first sandwich-hers-into the pan. She gave it a few minutes and flipped it. It was a little black on one side, but she figured it would be okay. She took it off quickly. The other side had barely toasted.

"Hmm," she said. "I guess it will even out."

Next she cooked Fletcher's sandwich. Some of the candy corn slipped out, melting in the butter and turning as hard as plastic. That's going to be a pain to clean, she thought. To make sure their sandwiches were the same, she cooked Fletcher's the same way she'd cooked hers: burning it on one side and leaving it pale brown on the other.

"It'll even out," she told him. She sat on the couch and picked up her sandwich. It had gotten cold while she cooked Fletcher's, but she figured it would be okay. She lifted it to her mouth, took a bite, chewed a little, and-

"Oh my goodness," she said. "Oh...oh no!" Fletcher cackled as his sister ran to the trashcan and spit out the sandwich. "There is *candy corn* on my grilled cheese! And cinnamon! This is disgusting."

"Sorry!" said Fletcher, not trying very hard to stop laughing.

"You did it on purpose."

"No, no, I swear. It was an accident. They probably just snuck on."

"Snuck on. Candy corn just snuck on."

"I guess so," said Fletcher, as he bit into his sandwich. "Blech!"

Fletcher ran to the trashcan. He spit out his mouthful and looked up at his sister.

"You mixed up the two pieces of bread, didn't you?" she asked. "You got candy corn on my sandwich and my funky cheese on yours."

"I guess so," he said.

They looked at their sandwiches, each with one bite missing. They looked at the two bites spit into the trash.

"I know what to do," said Clara. "Throw those out."

As Fletcher tossed the sandwiches into the trash, Clara stood on her tiptoes in the pantry. She grabbed something off of the top shelf and slapped it onto the table: a $20 bill.

"Get the phone," she said. "We're ordering pizza."

Name: _____ Date: _____

Use the article "Let's Make Dinner!" to answer questions 1 to 2.

1. One thing Fletcher wants on his grilled cheese sandwich is cinnamon. What else does he want on it?

_____

_____

_____

2. Fletcher has fun assembling his grilled cheese sandwich.

Support this conclusion with evidence from the story.

_____

_____

_____

Use the article "Experiments" to answer questions 3 to 4.

3. Describe one of the lunch experiments that Joey does.

_____

_____

_____

4. Joey has fun doing lunch experiments.

Support this conclusion with evidence from the story.

Written Response #2

Would Fletcher and Joey get along with each other? Support your answer with evidence from both "Experiments" and "Let's Make DInner!" Use RACE, RACER, RAPS, etc. to help you answer the question.

4th Grade ELA: Paired Reading Written Responses

Directions: Use articles "Experiment" and "Let's Make Dinner" to answer the following questions.

Written Response #1

Compare what Fletcher does with food to what Joey does with food. Use RACE, RACER, RAPS, etc. to help you answer the question.

ELA - Reading - Days 1-6

Directions

Read this story. Then answer questions

Nina has just received a low grade on a social studies test. Before she can figure out what to do, the bell rings and she heads to her art class.

Excerpt from *Interference Powder*

by Jean Hanff Korelitz

The art studio was at the end of the corridor. Its walls were splotched by years of flung paint, and pockmarked from thousands of thumbtacks. All sorts of stuff was pinned up, from kindergarten smudges to our own collage self-portraits, with papier-mâché objects dropping down from the ceilings to sway over our heads. One of my own paintings hung on the wall between two of the windows, and I smiled when I saw it. It was a picture I was kind of proud of: a study of Isobel's face, up close, her thin smile stretching across her face and her skin very white against a purple background. Isobel called this her vampiress portrait, which wasn't exactly a compliment. Still, I knew she liked the picture and felt proud to see it up on the wall.

When we got to the art room, I was surprised that Mrs. Smith, our teacher, was absent and in her place stood a tall woman with long hair in hundreds of little braids, some of them with beads and shells woven into their ends. The hair was mostly gray, but the woman's face wasn't really old. In fact, she looked around the same age as my mom. She grinned at us from the center of the room, with her hands thrust deep into the pockets of her big, faded apron, which she wore over jeans so worn they looked buttery-soft. In one ear she wore a long, dangly earring with a feather that brushed her shoulder. Nothing was in her other ear. Her fingers were bare, but her wrists clattered with little bracelets, silver and gold and every color. I stared at those bracelets. I had never seen anything like them.

Our class was bunched up at the door, uncertain about whether or not to enter, given that our art teacher wasn't there; but this different person motioned us inside, grinning all the while. "Come on!" she said gleefully. "Mrs. Smith is sick today, so I was called in. My name is Charlemagne."

Charlemagne! Isobel and I exchanged a look. Only the week before, Isobel's father had shown us a print of an old painting with a man in a chair. Four priests were standing over him, waving something that looked like palm fronds.[1]

"Is he a saint?" Isobel had asked.

---

[1]**fronds:** branches

Her dad had laughed. "He thought he was. But no. He's King Charlemagne of France. Charles the Great! He made war on absolutely everybody."

And now, here we were, only a week later, confronted with one of Charles the Great's actual descendants, since what else could Ms. Charlemagne be? Imagine being descended from a medieval French king! How totally thrilling! Mom always told me that her great-great-great-uncle had invented the glue they use on the back of postage stamps, but that was nothing compared to being connected to ancient royalty.

Ms. Charlemagne began passing out paper as we drifted to the art tables. "I don't have any special plan today," she said. "I think we'll just see where our creativity takes us. Let's see what happens on the page. After all, that's what artists do, isn't it?"

Was it? I'd always thought they planned their paintings beforehand and then tried to make the picture on the canvas match the picture in their mind. That's what I always did, anyway.

The kids around me were picking through the pencil and crayon bins, looking at one another with uncertain expressions. They were used to being told by Mrs. Smith what the day's subject was or how they were supposed to make their pictures.

"Let's let the colors pick themselves!" Ms. Charlemagne chirped. "Let's let the pictures tell us what they should look like! Let's see what's on your mind today!"

I looked down at my blank white sheet. I knew what was on my mind. My low 62 grade, my never-to-be-had singing lessons, my mom's expression when she sees my test score tonight. I sighed and reached for a pencil. I began to draw my mother in our kitchen at home, her face pinched up in a frown. I drew her thin eyebrows and her eyes, with their pretty, curling eyelashes, looking down. I drew her hair falling forward a bit and one hand, the one that still wore my father's wedding ring, on the table before her. Next to that hand I drew my test; and just to make myself feel even worse, I drew my ugly score—62—right there on the paper. For a long moment I glared at it, as if willing it to change.

Then it struck me! I *could* change that number, at least here if not in real life. I could turn my pencil over and rub those terrible numbers away, then write new numbers in their place. I was the lord of my own picture, wasn't I? I could give myself a 63 on my social studies test, or a 61, or . . . why not even a perfect 100?

1 How does Nina's attitude toward Ms. Charlemagne change?

A Nina becomes less interested after noticing Ms. Charlemagne's bracelets.

B Nina becomes more fascinated after learning Ms. Charlemagne's name.

C Nina becomes less surprised after hearing Ms. Charlemagne's viewpoints.

D Nina becomes more suspicious after hearing Ms. Charlemagne's assignment.

2 How do lines 34 through 39 contribute to the development of the story?

A by suggesting that Ms. Charlemagne is not qualified to teach art

B by introducing Nina to a new way to think about art

C by showing that Ms. Charlemagne does not understand how artists work

D by describing the way Nina usually completes art assignments

3 Why does the author use the word "chirped" in line 43 of the story?

A to reveal that Ms. Charlemagne has creative ideas

B to imply that Ms. Charlemagne is new at teaching art

C to demonstrate that Ms. Charlemagne has a cheerful outlook

D to show that Ms. Charlemagne easily relates to the art students

4 Read this sentence from line 54.

I *could* change that number, at least here if not in real life.

How does this sentence **best** contribute to the development of the story?

A by signaling a change in Nina's thinking

B by emphasizing the importance of the setting

C by revealing Nina's strong feelings

D by suggesting a new plot development

5 Which quotation **best** supports a theme of the story?

A "Still, I knew she liked the picture and felt proud to see it up on the wall." (lines 8 and 9)

B "I had never seen anything like them." (line 18)

C "Imagine being descended from a medieval French king!" (lines 30 and 31)

D "I was the lord of my own picture, wasn't I?" (line 56)

6 Based on details in the story, what can readers conclude about Ms. Charlemagne?

A She is a respected artist.

B She has a famous relative.

C She has a unique personality.

D She is a popular substitute teacher.

7 How do the details in the story help develop a theme?

A Nina's thoughts about her mother help develop the theme that being honest will make you feel better.

B Nina's interaction with Isobel helps develop the theme that experiencing a new situation is easier with a friend.

C Nina's drawing helps develop the theme that expressing yourself can help you work through your struggles.

D Nina's description of Ms. Charlemagne helps develop the theme that judging others by their appearance is not a good idea.

Directions
Read this story. Then answer questions

Minna is on her way to a cello lesson and is worried about playing her cello with a vibrato effect, a skill of vibrating the strings with a bow or fingers, to produce a richer sound.

Excerpt from *The Facts and Fictions of Minna Pratt*

by Patricia MacLachlan

1 The streets were grimy with spring. Willie played Tchaikovsky on the corner, music that made Minna feel sad and peaceful at the same time. Next to the violin case the small brown dog slept, curled like a sausage on Willie's jacket. A woman in a fur coat with worn elbows stood in front of Minna, a baby peering over her shoulder, his head bobbing as he stared at Minna. The baby grinned suddenly and drooled down his mother's back, leaving a wet trail of fur where his mother couldn't see. A slimy secret between Minna and the baby. Minna touched his hand and moved off through the crowd, standing on the steps for a moment, watching Willie. She sighed and looked up at the gargoyles. *Willie on the street corner has a vibrato. Where is mine?*

2 Inside it was dark and quiet and cool. Porch beckoned Minna in and unzipped her cello case. Minna slumped in a chair.

3 "Min?" asked Porch. He sat down next to her. "Problems?"

4 "It's my vibrato," said Minna, looking at him.

5 "What about it?"

6 "Where is it?" Minna's voice was loud in the empty room. "I mean," she leaned forward, "Lucas has a vibrato. Even Willie has one. Where is mine?"

7 Porch frowned at Minna.

8 "William Gray?" he said sharply. "What do you mean 'even' Willie? What do you know about Willie?"

9 Minna's face reddened. She had not even known Willie's full name.

10 "Nothing, except that he's always there, playing on the street corner. He always gives me my money back," she added softly.

11 Porch's face softened.

12 "He does, does he? A gift. Willie is a fine musician, Minna. And he was a fine musician before he got his vibrato. Did you know he plays in the symphony chamber group?"

13 "But why does he play on the street?" asked Minna, surprised.

14 "For his own reasons, Minna," said Porch. "You might ask him that yourself."

15 "We never talk about anything but music," said Minna.

16 "Well," said Porch, sitting down and leaning back in his chair, "life and music are not separate, you know."

17 There was a silence.

18 "Min," said Porch, "your vibrato is not something that is there, I mean that exists, like fingernails, or hair about to grow longer. It is something you can work at, yes, and think about, yes, but it is much more like . . ." Porch folded his arms, "like understanding something for the first time, or suddenly knowing what a book you're reading is all about." He peered at Minna. "It is like a light going on over your head. Do you know what I mean?"

19 "No," said Minna, staring at Porch. She was thinking about her past life; the moments along the way when she needed something to make things right. When she was seven it had been a plaid skirt, at ten it had been a bicycle. Then it had been her first full-size cello. Now it was a vibrato. Would it end there?

20 "You will understand," said Porch. "You will." He tapped her knee. "Ready for Mozart?"

21 Minna sat up, gripping her cello by its neck. She stared at the music, thinking about Willie and her mother and father. Did she know them at all, even the slightest little bit?

22 "I'll never be ready for Mozart," said Minna.

23 "Ah," said Porch, "but Mozart is ready for you, Minna Pratt. Come on, let's do K. 158. Your favorite key."

24 Minna couldn't help smiling. Porch was right, it was her favorite key. Sometimes, *most* of the time, Porch knew Minna as well as anyone else did. Except for McGrew; McGrew who knew, for instance, that in spite of Minna's grumbling, in spite of her complaints, Minna played the cello because she wanted to.

25 Porch picked up his violin.

26 "Let's play the repeats," said Porch. He turned to look at Minna. "And we will play it wonderfully. In tune. With or without a vibrato."

27 And they did.

8 In paragraph 1, what does Minna learn from watching Willie?

A She sees that playing music makes a crowd gather.

B She notices that the music makes others happy.

C She realizes that she wants to have a vibrato.

D She discovers that music makes her sad.

9 What new information about Willie does the reader learn in paragraph 12?

A He is more than he seems.

B He is a generous person.

C He performs with a vibrato.

D He plays with something in mind.

10 Read these sentences from paragraph 18 of the story.

He peered at Minna. "It is like a light going on over your head."

What does the phrase "a light going on over your head" mean as it is used in paragraph 18?

A a new way of understanding

B something that is above you

C a way someone helps you out

D something that happens after hard work

11 Which statement **best** reflects a theme of the story?

A Having something new can make things better.

B With time and practice, a person can achieve a goal.

C A teacher can help you figure out everything you need to know.

D Playing music is fun even when you are still learning how to do it.

12 Read these sentences from the story.

> **"Willie is a fine musician, Minna. And he was a fine musician before he got his vibrato."** (paragraph 12)
>
> **"And we will play it wonderfully. In tune. With or without a vibrato."** (paragraph 26)

How do these sentences develop the story overall?

A They explain why Willie gives back Minna's money.

B They show Minna's eagerness to play with a vibrato.

C They show what Minna learns from Porch about Willie.

D They suggest that Minna does not need a vibrato to play well.

13 Based on the story, which sentence **best** describes Minna?

A She plays the cello because she enjoys it.

B She complains about her music lessons.

C She talks with Willie about music only.

D She thinks Mozart is too difficult.

Directions
Read this story. Then answer questions

Excerpt from *Last Regrets*

by Paige Hook

1 I sat in my pink-flowered swimsuit on the hot concrete of the driveway, my legs stretched out in front of me, my chipped pink toenails pointing to the sky. I was reflecting on the brilliant defeat the boys had just suffered in yet another water fight with the neighborhood girls.

2 Looking down the driveway to the road, I felt the ground beneath me rumble. My legs began to shake, the leaves on the trees trembled, and I could swear that a flowerpot tumbled over on my neighbor's front porch. The intense rattling increased with every passing second.

3 I got up and started to run, my bare feet smacking against the scalding pavement. I had to hide until I found an excuse. Something, anything, to get me out of it.

4 "Paige," I heard my mom call from the front door, "come inside. Your grandparents just pulled up."

5 "Rats," I whispered. Slowly, I turned around and walked back with my head down, looking at the pavement.

6 When I got to my driveway, I looked up and saw the familiar sight. It was a monster, a big white monster, complete with an "I Love Fishing" bumper sticker. The shadow it made almost covered the entire driveway. But the real problem sat behind the white monster. It looked harmless at first, but I had already spent too many boring afternoons in it this summer. It was a little red fishing boat, my grandpa and grandma's pride and joy.

7 I walked inside the house where my grandparents and my mom were standing around the island in the kitchen. I gave both of my grandparents a hug and proceeded to the cupboard for a glass.

8 "How 'bout some fishing, Paige?" my grandpa asked. "Your two brothers are raring[1] to go."

9 This is what I'd been dreading. "I don't know, Grandpa. It's pretty hot out."

GO ON

10 "It's never too hot to fish. I brought the boat and everything. It's all hitched up behind the RV. I know how much you love riding in the boat."

11 He was wrong. I hated that boat. I liked riding in boats when they were going fast. I liked riding in boats that I could water-ski behind. I'd even settle for tubing if skiing wasn't an option. But fishing boats hardly even moved.

12 "We'll have to buy you a new fishing pole first. Your mom said you lost your last one," said Grandpa.

13 I seemed to lose a lot of fishing poles, but my grandpa never minded. He would just take me to Target to buy another one.

14 In twenty minutes, I found myself walking into the mouth of the monster, complete with pink interior from the dirt-covered floor mats to the darker pink seats. Behind the seats nestled a small kitchenette, littered with what was surely last month's breakfast: two plates covered with syrup, an old waffle box, an empty carton of eggs, and a basket filled with rotten fruit. Across from the kitchenette stood the bathroom, which contributed to the monster's bad case of morning breath. Beyond this was a small bed, piled high with pink blankets, resembling a tongue that could lash out at any time and swallow me whole.

15 Hanging neatly on hooks above the kitchenette counter were Grandpa's hats, white with stains, like teeth that hadn't been brushed in a while. They all had sayings like "#1 Grandpa" and "King of the Sea." Before he sat down in the driver's seat, Grandpa plucked the nearest hat off a hook and put it on over his bald spot to avoid burning his head in the hot summer sun.

16 My grandpa maneuvered the large RV and boat out of our neighborhood, and in ten minutes, we were at Raccoon River, placing the red fishing boat in the water. I was going to borrow an extra pole that my grandpa kept "just in case." Great.

17 In minutes, all three of us kids had our lines in the water. The sweat running down my body was already stinging my eyes and turning the fake leather seat beneath me into a wet, slippery mess. The breeze that may have made the summer heat bearable was nonexistent on the small lake surrounded by tall trees. It was going to be a long afternoon.

♦ ♦ ♦

18 Three hours later, everybody else had caught at least two fish. The boat was once again attached to the back of the RV, and we were on our way home, a waste of another Saturday afternoon.

19 "Wasn't that fun, kids?" asked my grandpa as he peeked back at us through the rear-view mirror.

20 My brothers both responded enthusiastically and then began arguing about who had caught the biggest fish. I continued to stare out of the RV window without answering Grandpa's question.

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[1]**raring:** eager

14 What does paragraph 5 reveal about Paige?

A She fears going out on the lake.

B She wants to avoid her grandparents.

C She prefers the outdoors to coming inside.

D She wants to play with the neighborhood girls.

15 How do paragraphs 8 through 10 develop the plot of the story?

A They give background information about Paige.

B They illustrate Paige's internal conflict.

C They explain why Paige admires her Grandpa.

D They show how Paige and her brothers are alike.

16 Read the sentence from paragraph 14 below.

Across from the kitchenette stood the bathroom, which contributed to the monster's bad case of morning breath.

What does the metaphor mean in the sentence?

A The RV had a rotten smell.

B People slept poorly inside the RV.

C The RV was a cramped place.

D People made a mess inside the RV.

17 Which detail signals a change in the direction of the story?

A Grandpa loans Paige a fishing pole.

B Paige warns her family about the heat.

C Grandpa and Grandma arrive in their RV.

D Paige and the girls beat the boys in a water fight.

18 How does the author **most** develop Grandpa's point of view in the story?

A by having the narrator describe Grandpa

B by sharing Grandpa's thoughts with the reader

C by including dialogue between Grandpa and the kids

D by showing how Grandpa acts with Paige's brothers

19 Which detail would be **most** important to include in a summary of the story?

A Paige loses a lot of fishing poles.

B Grandpa owns many different hats.

C Paige enjoys water-skiing and tubing.

D Grandpa wants to take the kids fishing.

20 Which sentence **best** expresses the theme of the story?

A People usually change as they grow older.

B Sometimes people are embarrassed by family.

C People often cherish their childhood memories.

D Sometimes people make choices to please others.

Directions

Read this story. Then answer question

Lien Huan and Shani are on an outing with the Biology Club when the group sees a pilot whale coming toward the beach. The club advisor, Mr. Manning, asks Lien and Shani to help turn the whale toward the open sea, but the whale keeps heading toward shore.

Excerpt from *A Daughter of the Sea*

by Maureen Crane Wartski

1 "Why does he keep *doing* that?" Lien asked as they splashed toward it.

2 Wiping away the salt spray from his eyes, Mr. Manning explained that no one really knew why pilot whales beach themselves. "Their guidance system might get disoriented by a storm or by some kind of geomagnetic field sent out by submerged rocks," he said. "Anyway, this little guy has double trouble. Pilot whales are social creatures who live in a pod—a community of whales. They depend on each other for help and company. Junior probably couldn't even survive without his friends."

3 "Then even if we get 'Junior' back into the sea, he'll die," Shani said unhappily.

4 "He'll certainly die if he's beached. Whales are mammals, but they're made to float in the water. On dry land, Junior's internal organs would very likely be crushed by his own weight." Mr. Manning added, "But don't give up hope, crew. The New England Aquarium has saved whales like our Junior before this. We just have to keep him from beaching himself until they get here."

5 He broke off as the whale's tail whapped down on the water, practically drowning its would-be rescuers. "One more time, group!" Mr. Manning ordered. "Let's try to get him turned around!"

6 Lien dug her toes into the sand and grabbed hold of the young whale's flipper. "You *have* to try!" she shouted at him. "You're a son of the sea, darn it."

7 Junior tried to dive in the shallow water. The others let go, but Lien stayed with him. "Brave whale, big whale, go back to the sea," she commanded.

8 Her words ended in a shriek as Junior shook loose and knocked her off her feet into the water. Lien came up, sputtering, and saw the young whale heading for shore once again.

9 Lien lost track of time. Over and over, they caught and pointed Junior in the right direction, only to have him swim back toward the shore. They tried the exercise until Lien's arms ached, and she was exhausted by the time a police cruiser arrived. With it was a truckful of men and women in wet suits.

10 "Reinforcements," Mr. Manning groaned, thankfully. "About time, too."

11 Mr. Manning stayed back to talk with the volunteers, but the others waded to shore and huddled into blankets that the police had brought along. Lien took a paper cup of hot coffee in almost numb hands and went to sit on a rock nearest the sea. After a few moments, Shani joined her.

12 "I don't think I'll ever be warm again," Shani complained through chattering teeth, "and I ache everywhere."

13 "My arms and legs feel like they're going to fall off," Lien agreed. "How long were we in there with Junior, anyway?"

14 Shani shook her head. Then she asked, "What was all that weird stuff you were talking about back there?"

15 Lien felt embarrassed. "Grandpa says things like that all the time," she mumbled. "I guess I was thinking aloud, trying to psych Junior out."

16 "Poor guy. He just wants to go home." Shani sighed. "He just doesn't know how."

17 As she spoke, a van bearing a familiar logo drove onto the beach. Scientists from the New England Aquarium had arrived! When a veterinarian waded into the surf to check Junior's condition, Lien threw off her blanket and followed him.

18 She held her breath with the rest until the vet declared, "I think we can save this one. We'll take him back to the Aquarium's Animal Care Center."

19 "All *ri-ight*!" Shani exulted, while the others whooped aloud.

20 The veterinarian was beaming, too. "We got lucky this time. This whale is very young. If all goes well, we'll keep him till he matures and eventually release him."

21 Lien remembered Junior's mournful, frightened cries. "But will he be able to survive away from his pod?" she asked anxiously.

22 "We'll release him near another whale community that will take him in," the veterinarian explained. He then added, "It's a good thing you found him when you did and kept him from actually beaching and hurting himself."

21

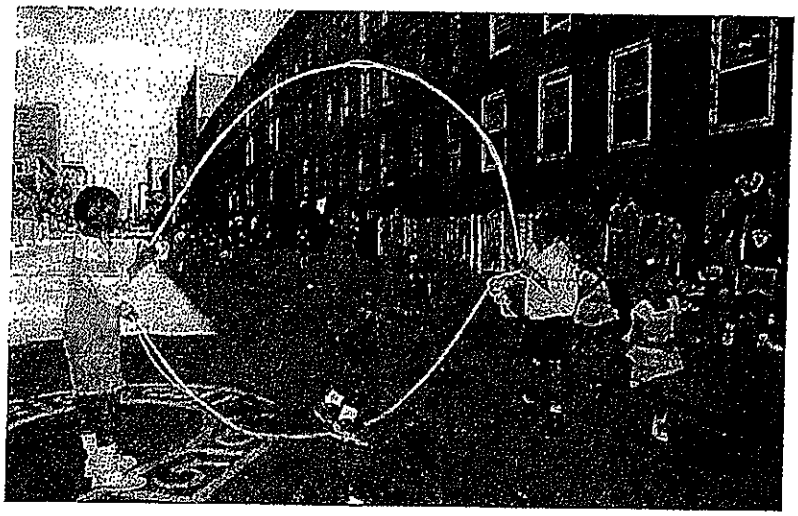
What is a theme of "Excerpt from *A Daughter of the Sea*?" How do events in the story help develop this theme? Use details from the story to support your response.

Directions
Read this article. Then answer questions.

Excerpt from *Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood*

by Veronica Chambers

1 Tahira Reid was an eight-year-old girl living in the Bronx, a borough of New York City, when she came up with her first invention. There was a poster contest for kids in the third grade, and the theme was: "What would you like to see in the future?" It was the year the Space Shuttle Challenger was launched, and almost everyone drew a picture of astronauts, rockets, or people who lived on the moon. But Tahira thought an invention should be practical, as well as imaginative. Although she was just a little girl, she had already grasped the credo of history's finest inventors.



2 As a third grader, Tahira's biggest problem was that she didn't have anyone to turn double Dutch for her when she came home from school. Before, in between, and after classes, she could jump whenever she wanted, surrounded by girls who also loved to turn and jump. In her neighborhood, however, there weren't any kids her age, and Tahira couldn't jump double Dutch alone. She came up with the idea for a machine that would turn the ropes for you.

You just push a button, and *voilà*! Two ropes would spin like eggbeaters before you. Tahira's poster won first place in the contest. She was too little to figure out how to make the machine, though, and just had to jump when she was at school.

3 Ten years later, Tahira was a student at Rensselaer Polytechnic Institute in Troy, New York, studying mechanical engineering. In one of her first design courses, she was again presented with an inventing problem. Her professor asked her to draw up plans for a machine that challenged the limits of sports. At first, Tahira was stumped. She kept thinking about traditional games such as football and basketball, and she came up with nothing at all. Then she remembered her third-grade poster project. What she knew about football she could squeeze on the head of a pin, but what she knew about double Dutch could fill an entire book.

4 With a team of fellow students, Tahira invented the automatic double-Dutch machine—a real-life embodiment of her third-grade dream. With this device, ropes are connected to two wheels on opposing metal posts. After an engine is turned on, the ropes spin into action. Although it took more than a year to get the machine to actually work, Tahira got an A in the course. Even better, her device has been exhibited at museums such as the Smithsonian Institution and featured in newspapers and on television shows across the country. She even holds a patent for her invention. If you go to the U.S. Patent Office in Washington, D.C., you can find her name in the registry: Tahira Reid, inventor of the automatic double-Dutch device. To this day, the thought makes her dreamy. "Everyone paid attention," she says. "I remember thinking, This is a historic moment—no one's ever jumped double Dutch without turners before."

embodiment = something that is a perfect example of an idea

5 Even now that she's grown up, Tahira still loves to stop and watch when girls in her old neighborhood are playing double Dutch. "It's like a sorority," she says. "You are sisters in this love of double Dutch. When you get together, there are no pretenses or barriers. You all share these happy memories of being girls in the rope."

sorority = a club of females

22 In paragraph 3 of "Excerpt from *Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood*," what does "At first, Tahira was stumped" mean? Use **two** details from the article to support your response.

23 In "Excerpt from *Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood*," what did Tahira think about the sport of double Dutch as an adult? Use **two** details from the article to support your response.

Directions
Read this article. Then answer questions 39 and 40.

Excerpt from *It's Our World, Too!*

by Phillip Hoose

1 Something about the battered old bicycle at the garage sale caught ten-year-old Justin Lebo's eye. What a wreck! It was like looking at a few big bones in the dust and trying to figure out what kind of dinosaur they had once belonged to.

2 It was a BMX bike with a twenty-inch frame. Its original color was buried beneath five or six coats of gunky paint. Now it showed up as sort of a rusted red. Everything—the grips, the pedals, the brakes, the seat, the spokes—were bent or broken, twisted and rusted. Justin stood back as if he were inspecting a painting for sale at an auction. Then he made his final judgment: perfect.

3 Justin talked the owner down to $6.50 and asked his mother, Diane, to help him load the bike into the back of their car.

4 When he got it home, he wheeled the junker into the garage and showed it proudly to his father. "Will you help me fix it up?" he asked. Justin's hobby was bike racing, a passion the two of them shared. Their garage barely had room for the car anymore. It was more like a bike shop. Tires and frames hung from hooks on the ceiling, and bike wrenches dangled from the walls.

5 After every race, Justin and his father would adjust the brakes and realign the wheels of his two racing bikes. This was a lot of work, since Justin raced flat out, challenging every gear and part to perform to its fullest. He had learned to handle almost every repair his father could and maybe even a few things he couldn't. When Justin got really stuck, he went to see Mel, the owner of the best bike shop in town. Mel let him hang out and watch, and he even grunted a few syllables of advice from between the spokes of a wheel now and then.

6 Now Justin and his father cleared out a work space in the garage and put the old junker up on a rack. They poured alcohol on the frame and rubbed until the old paint began to yield, layer by layer. They replaced the broken pedal, tightened down a new seat, and restored the grips. In about a week, it looked brand new.

7 Justin wheeled it out of the garage, leapt aboard, and started off around the block. He stood up and mashed down on the pedals, straining for speed. It was a good, steady ride, but not much of a thrill compared to his racers.

8 Soon he forgot about the bike. But the very next week, he bought another junker at a yard sale and fixed it up, too. After a while it bothered him that he wasn't really using either bike. Then he realized that what he loved about the old bikes wasn't riding them: it was the challenge of making something new and useful out of something old and broken.

9 Justin wondered what he should do with them. They were just taking up space in the garage. He remembered that when he was younger, he used to live near a large brick building called the Kilbarchan Home for Boys. It was a place for boys whose parents couldn't care for them for one reason or another.

10 He found "Kilbarchan" in the phone book and called the director, who said the boys would be thrilled to get two bicycles. The next day when Justin and his mother unloaded the bikes at the home, two boys raced out to greet them. They leapt aboard the bikes and started tooling around the semicircular driveway, doing wheelies and pirouettes, laughing and shouting.

11 The Lebos watched them for a while, then started to climb into their car to go home. The boys cried after them, "Wait a minute! You forgot your bikes!" Justin explained that the bikes were for them to keep. "They were so happy," Justin remembers. "It was like they couldn't believe it. It made me feel good just to see them happy."

12 On the way home, Justin was silent. His mother assumed he was lost in a feeling of satisfaction. But he was thinking about what would happen once those bikes got wheeled inside and everyone saw them. How would all those kids decide who got the bikes? Two bikes could cause more trouble than they would solve. Actually, they hadn't been that hard to build. It was fun. Maybe he could do more. . . .

13 "Mom," Justin said as they turned onto their street, "I've got an idea. I'm going to make a bike for every boy at Kilbarchan for Christmas." Diane Lebo looked at Justin out of the corner of her eye. She had rarely seen him so determined.

14 When they got home, Justin called Kilbarchan to find out how many boys lived there. There were twenty-one. It was already June. He had six months to make nineteen bikes. That was almost a bike a week. Justin called the home back to tell them of his plan. "I could tell they didn't think I could do it," Justin remembers. "I knew I could."

24 In paragraph 2 of "Excerpt from *It's Our World, Too!*," what made the bike seem "perfect" to Justin? Use **two** details from the article to support your response.

ELA - Reading - Day 7

Directions

Read this story. Then answer questions 35 and 36.

Three friends are photographing animals in Yellowstone National Park when Troy sees something.

Excerpt from *Wolf Stalker*

by Gloria Skurzynski and Alane Ferguson

"What? Deer?" Ashley asked.

Troy shook his head. He dropped to his knees and crouched behind the fallen log. Following the direction of Troy's intense stare, Jack saw—wolves! Two of them. One black and one gray.

The four large mule deer and the younger, smaller one had seen the wolves, too. They started to move away, at first ambling slowly, then running faster as the two wolves loped diagonally across the meadow toward them. The deer circled while the wolves chased them, almost lazily, like sheepdogs herding a flock.

"Get on this side of the log and scrunch down," Jack said softly to Ashley, pulling her belt until she toppled backward, almost on top of him. "Keep your head low," he told her.

"I want to see!"

"You can see—just stay down. And keep quiet!"

The young deer hurtled across the meadow toward the steep hillside, changing direction as the two wolves bounded after it, separating it from the rest of the small herd. The wolves seemed to be playing with the deer, trying to scare it rather than zeroing in for a kill.

"I wish I had my binoculars," Ashley whispered.

"I've got mine," Jack murmured. "But you couldn't spot them—they're running too fast."

GO ON

10 With the wolves in pursuit, the young mule deer doubled back to race across the meadow, heading for the creek. Suddenly the black wolf broke away to chase the four adult deer once again as they sprinted around the trampled grass. Only the gray wolf kept after the young deer, which crashed into the creek, its eyes wide and white with fear.

11 The deer was heading straight toward where Jack, Troy, and Ashley crouched behind the log, as if humans—even three of them—were less threatening than one large wolf.

12 Jack picked up his camera. "Don't move a muscle," he whispered to Ashley.

13 It took only seconds for the young deer to explode into the brush above the bank, right next to them. Jack tried to fire off a few pictures, but it was like trying to photograph lightning—the deer was just too swift.

14 Across the creek, the gray wolf stopped at the bank. After stepping gingerly into the shallow ripples that edged the creek, it paused and looked around. It almost seemed to be considering whether to follow the deer and get wet, or to forget the whole adventure and stay dry.

15 "Wow!" Jack whispered softly. "Look at him!"

16 The big wolf stood less than forty feet from them. A black leather radio collar showed through the ruff of fur around his neck.

17 This was a young but full-grown male, a hundred-plus pounds of powerful muscle and thick gray fur.

18 Carefully, holding his breath, Jack raised his camera. At that slight motion the wolf snapped to attention, bouncing backward in surprise. For a brief moment the animal stood stiff-legged, staring straight at Jack, its yellow eyes gleaming. Then he pivoted and ran back across the meadow toward the rising hills. Loping halfway up the hill, he stopped, threw one brief, scornful glance toward Jack, and turned his attention to the other wolf, the black one, still running after the herd of deer.

19 Troy breathed, "That was—that was—"

20 He didn't finish saying what it was, but Jack understood, even though he couldn't have put words to it either. Nothing could adequately describe the thrill of seeing what they'd just seen, of being close enough that they'd actually been a part of it.

21 "Please, Jack, let me have your binoculars," Ashley begged. "He's standing still now and I want to get a good look."

22 "Okay," Jack agreed.

23 Right then he was feeling so good he would have given just about anything to just about anyone. Elation filled him, because he knew he'd clicked the shutter at just the right second. Not only once, but three times. Three pictures that should turn out to be outstanding, of the gray wolf staring right into the camera with those intense yellow eyes.

24 Jack couldn't wait to get home to his father's darkroom.

darkroom = a room used for making photographs and that is lit with a special kind of red light

35 In paragraph 14, why do the authors say the wolf stepped "gingerly"? Use **two** details from the story to support your response.

36 How does the narrator's point of view affect how the characters and events are described in the story? Use **two** details from the story to support your response.

ELA - Reading - Day 8

Directions
Read this article. Then answer questions 25 through 31.

You CAN Run a Mile!

by Betsy Dru Tecco

1 Have you ever tried to run a mile? If your school participates in the President's Challenge, chances are you have taken the Physical Fitness Test. One of the five activities in that test is the endurance run/walk. That activity asks you to complete a 1-mile distance as fast as you can. As your body becomes more conditioned to the exercise, you'll get the endurance to go even farther and faster.

Prepare Yourself

2 "Running a mile is a great accomplishment—no matter how long it takes. But to perform your best in the mile run, and to feel good doing it, you really need to prepare properly," says Larry Greene. He is an exercise science expert, a former professional distance runner and coach, and a coauthor of *Training for Young Distance Runners.*

3 One way to start running is to join a school team or a local running club that has a good coach, advises Greene. A coach can teach you correct running form—that's how you hold your body and move your arms and legs. Good form is important for avoiding injuries and doing your best, Greene says, but it's not something you can learn completely on your own. A coach can also remind you to pace yourself. "If you start too fast, you'll have to slow down or stop due to fatigue," he explains. "If you start too slowly, you might not achieve your time goal."

Fun Run

To make your run more fun, add a silly challenge after each lap. For example, run one lap, and then stop and dance like a rock star for a minute. Then continue running. After your second lap, pretend you are a monkey climbing a tree.

Come up with new challenges to do after each lap. What are some other goofy things you could do after each lap? What are some ways you can add other types of exercise between each lap?

GO ON

4 The library and the Internet can improve your running. "When I first started competing in track and cross country at age 12, I benefited so much from reading . . . about the sports," Greene says. "Learn as much as you can by reading running books, magazines, and Web site articles."

Start With Short Distances

5 To train for a mile run, start by running a short distance, such as one-quarter mile. Over the next few weeks, slowly increase the distance by one-eighth or one-quarter of a mile at a time. That gives your body time to adjust to each new challenge. (It can also lower your risk of injury.) Don't forget to congratulate yourself after you complete each new distance—with a big gulp of water.

Stay Safe

6 If you ever feel too tired to keep going, stop. "Don't push yourself when running becomes painful," Greene says. And never run outside alone—have a workout partner who will run with you. Warm up, stretch, and cool down together. Check each other's posture as well as your running form. Having someone else watch you run will help you make sure you are running both safely and efficiently. It helps to pass the time too!

First Place Finish!

Demian L. started running about a year and a half ago at his school in Brooklyn, N.Y., and then he joined another running program, called the Mighty Milers. He's come a long way. This past spring, Demian qualified for a national running event: the USA Track and Field National Youth Indoor Track and Field Championships in Chicago. Demian, now in fifth grade, took first place in the 1,500-meter race for his age group. He ran the distance, which is nearly 1 mile, in 5 minutes and 44 seconds. That is superfast! "It felt really good and was a big confidence builder," he says. To train for the race, Demian ran three times a week and did stretching exercises and other sports. He likes the way running keeps him fit and feeling good. "Running makes me happy!" he says.

25 In paragraph 2, the details about Larry Greene are important because they suggest why

A coaches need running experience

B his book is full of good ideas for running

C young people need special training

D his advice about training can be trusted

26 Based on the article, what is the **main** reason it is helpful to join a team or a club?

A You can have fun running with people.

B You can improve by working with a coach.

C You can learn to change your time goals.

D You can learn to run far without getting tired.

27 Why is the text box "Fun Run" included in the article?

A It provides ideas for training that add to suggestions given in the article.

B It gives an opinion about training that is different from the rest of the article.

C It suggests that a silly approach to running is better than the article's serious approach.

D It provides evidence to support the article's claim that people can become better runners.

28 Read this sentence from paragraph 1.

As your body becomes more conditioned to the exercise, you'll get the endurance to go even farther and faster.

Which paragraph **best** supports this claim?

A paragraph 2

B paragraph 3

C paragraph 5

D paragraph 6

29 Based on paragraph 6, what does it mean to run "efficiently"?

A to stretch and cool down correctly

B to use correct speed and form

C to train with another person

D to avoid any danger

30 Which sentence **best** expresses the main idea of the article?

A "If your school participates in the President's Challenge, chances are you have taken the Physical Fitness Test." (paragraph 1)

B "'But to perform your best in the mile run, and to feel good doing it, you really need to prepare properly,' says Larry Greene." (paragraph 2)

C "To train for a mile run, start by running a short distance, such as one-quarter mile." (paragraph 5)

D "'Don't push yourself when running becomes painful,' Greene says." (paragraph 6)

31 Based on information in the text box "First Place Finish!" what can the reader conclude about racing?

A Running in races can encourage people to work hard.

B Competing in races is something every runner must try.

C Training three days a week is necessary to win races.

D Winning championship races requires joining a program.

11 Next, they roasted the beans over a fire . . . ground them into a paste . . . and stirred in water and spices. They called their new drink *chocol haa*. It tasted very bitter, but they liked it.

12 To avoid hiking into the jungle for pods, the farmers planted cacao trees in their own fields. The farmers were members of a huge group of people called Mayans. Before long, *chocol haa*—or chocolate—was an important part of Mayan life.

13 Hundreds of years later, the chocolate secret spread, first to a fierce group of Central American people called the Aztecs and then to Spanish explorers who fought and conquered the Aztecs.

14 The Spanish took the chocolate secret back home to Europe. But they decided the drink tasted better hot and with lots of sugar.

15 Soon people across Europe were talking about chocolate. But the method of turning cacao beans into chocolate paste hadn't changed much from Mayan times. It took hard work and a long time. Unless they were rich, most people drank chocolate only as a special treat.

16 It wasn't until inventors came up with the steam engine that things changed.

17 Factories were set up, and suddenly, lots of goods could be made more easily—including chocolate.

18 Before long, the drink had stopped being just a handmade treat for the rich.

19 Gradually, chocolate makers discovered ways to turn chocolate paste into solid bars. They learned how to make smooth, creamy milk chocolate.

20 They began making chocolates in all shapes and sizes.

21 They mixed chocolate with other scrumptious ingredients.

22 Today, you can buy chocolates almost anywhere in the world, and they're nothing like the Mayans' bitter drink.

23 When the Mayans first caught a whiff of rotting cacao beans, they knew they had found something exciting. But they had no idea how popular chocolate would become.

Mayan Chocolate

Want to know what spicy Mayan chocolate tasted like?

Stir $\frac{1}{2}$ teaspoon of cinnamon and a pinch of cloves or chili powder into a cup of hot chocolate or chocolate milk.

GO ON

ELA - Reading - Day 9

Directions

Read this article. Then answer questions 13 through 18.

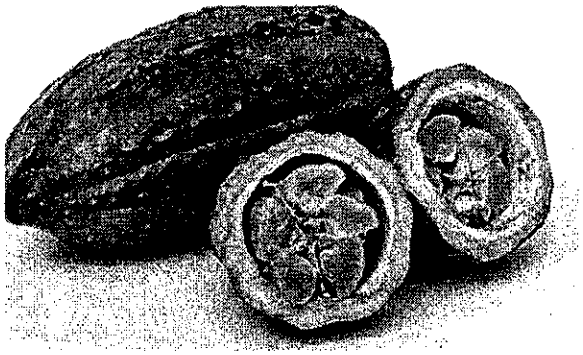
The Story of Chocolate

by Katie Daynes

1 A thousand years ago, chocolate was a big secret. Only a few people drank it and nobody ate it.

2 The first chocolate drinkers were farmers who lived by the rainforest in Central America.

3 The rainforest was a jungle full of tropical plants, wild animals, and creepy crawlies. It was also home to the small cacao tree that grew strange, bright pods.



4 Monkeys knew all about the pods.

5 They liked to break them open and suck out the sweet, white pulp.

6 Then they spat out the bitter beans that were in the middle. If a bean landed on an earthy patch of forest floor, it grew into another cacao tree.

7 One day, a farmer copied the monkeys and tasted a pod. "Yum!" he cried, sucking the pulp. "Yuck!" he added, spitting out a bean. Soon everyone was sucking pulp and spitting beans.

8 But then, some villagers noticed a delicious smell, drifting up from a pile of rotting beans.

9 Over the next few months, the farmers discovered a way to capture this smell by turning the beans into a drink.

10 They let the beans rot for a few days under banana leaves . . . then put them out to dry in the hot sun.

13 Read these sentences from paragraph 1 of the article.

A thousand years ago, chocolate was a big secret. Only a few people drank it and nobody ate it.

What is the **main** reason that the author begins with these sentences?

A to explain that chocolate comes from the jungle

B to explain how chocolate was discovered

C to show that chocolate used to be rare

D to show how old chocolate is

14 What is the main reason the author includes the story about monkeys at the beginning of the article?

A to show that animals like chocolate

B to describe the trees where the cacao pods came from

C to explain why the farmers first tasted the cacao pods

D to show how the beans inside cacao pods are eaten

15 Read the sentence from paragraph 8 of the article.

But then, some villagers noticed a delicious smell, drifting up from a pile of rotting beans.

Why did the author include the phrases "delicious smell" and "rotting beans" in the same sentence?

A to show an unexpected result

B to show what people had planned

C to describe a process as it happens

D to describe a solution to a problem

16 How did the invention of the steam engine **mostly** affect the making of chocolate?

A It improved the taste of the cacao bean.

B It added different ingredients to chocolate.

C It changed the way cacao trees were grown.

D It provided an easier way to make chocolate.

17 Which sentence from the article **best** shows how the Mayans felt about chocolate?

A "But then, some villagers noticed a delicious smell, drifting up from a pile of rotting beans." (paragraph 8)

B "They let the beans rot for a few days under banana leaves . . . then put them out to dry in the hot sun." (paragraph 10)

C "To avoid hiking into the jungle for pods, the farmers planted cacao trees in their own fields." (paragraph 12)

D "When the Mayans first caught a whiff of rotting cacao beans, they knew they had found something exciting." (paragraph 23)

18 How does the author organize this article?

A by showing the effects of chocolate on people around the world

B by comparing and contrasting different ways of eating chocolate

C by describing events connected to chocolate in the order they happened

D by presenting the problem with making chocolate and then giving the solution

19 What does the word "demand" mean as it is used in paragraphs 2 and 21?

A to correct

B to look for

C to work on

D to insist

20 What does the reader know in paragraphs 6 through 8 that the tigers do not know?

A King Tiger wants to take food from the Island of Borneo.

B The Island of Borneo has no tiger king.

C Mouse Deer is afraid of King Tiger's whisker.

D The whisker from Mouse Deer is not from a tiger.

21 Paragraph 15 supports a theme of the story by showing that Mouse Deer

A honors the tigers

B is clever and brave

C is happy to be telling lies

D finds his king

20 "Well," one tiger said, "the King of Borneo looks forward to fighting the King of All Tigers. He sends his whisker."

21 The King stared at it for a while. Then he spoke, "I have been thinking while you were gone. We should demand food from the Island of the Elephants instead of the Island of Borneo."

22 And that is why, even today, there are no tigers on Borneo. There are plenty of mouse deer, but no tigers.

7 He thought fast.

8 "I can take your message to our tiger king," he said. "But you look tired. Rest in the shade, and I will get him."

9 "Good idea," said the biggest tiger. "Tell him that he must give us food, or we will attack. Show him King Tiger's whisker."

10 The whisker was so big it made Mouse Deer tremble. But he bravely hurried away with it in his mouth.

11 If I promise them food, they may eat me, he thought. What should I do?

12 He bounded on. Finally he had an idea. He found his friend Porcupine. "Friend, the King of All Tigers wants to attack Borneo," he said. "He says we won't be able to fight him. Would you please let me have one of your quills?"

quill = a thick hair with a sharp point

13 "Gladly," said Porcupine.

14 Mouse Deer waited awhile so that the tigers would think he had traveled far. When he came back they said, "Well?"

15 "O, Great Tigers," said Mouse Deer, "when I reached our king he was sharpening his claws between two mountains. I gave him your message. He said, 'Good. It is too quiet around here. I'd be happy to fight that tiger. Send him over.' Then he pulled out one of his whiskers for you to give your king."

16 The tigers were astonished. They had never seen a whisker as big and thick as that. They turned and left for their long swim back.

17 Mouse Deer pranced off on his tiny hoofs.

18 As soon as the tigers reached their island, they went to the King of All Tigers.

19 "What took you so long?" he roared.

ELA - Reading - Day 10

Directions
Read this story. Then answer questions 19 through 24.

Mouse Deer and the Tigers

an Indonesian folktale retold by Marilyn Bolchunos

1 King Tiger thought he was the greatest tiger in the world. While I do not know if that was true, he was certainly the greediest. One day he said to himself, "I wonder if there is tasty food nearby on the Island of Borneo."

2 He called three of his strongest tigers and said to them, "I have a job for you. You must swim to Borneo and ask their tiger king for food. Tell them the King of All Tigers demands it. If they don't agree, we will attack."

3 The King pulled out one of his large whiskers. "Show him this and he will see what kind of tiger he is dealing with."

4 The three tigers swam over to Borneo, roaring all the way. Now, there were no tigers on Borneo, but all the animals hid when they heard the strange sounds and splashes. All except for Mouse Deer. He didn't hear them coming because he was busy eating his lunch of tender grass. Suddenly he looked up and saw three pairs of golden eyes staring at him.

5 "Brave little morsel, isn't he?" said one of the tigers. "We have a message for your tiger king. Where is he?"

6 Mouse Deer thought, We have no tiger king. We have no tigers. But if I tell them that, I will be lunch for these tigers. I must think fast or, or . . . I *will* be lunch for these tigers.

GO ON

22 In paragraph 17, the phrase "pranced off" shows that Mouse Deer feels

A eager to run far away from the tigers

B satisfied with how things went with the tigers

C worried that the tigers will return with their king

D surprised to see that the tigers could swim

23 Which sentence **best** describes how Mouse Deer causes the event in paragraph 21?

A He sees three tigers looking at him.

B He carries King Tiger's whisker in his mouth.

C He asks Porcupine for one of his quills.

D He waits so the tigers will think he went far.

24 What do the details in paragraph 21 suggest about King Tiger?

A He wants to avoid showing that he is scared.

B He believes there is more food on a different island.

C He knows that it is important to plan ahead.

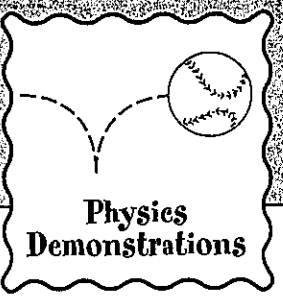
D He thinks he is the greatest tiger in the world.

STOP

Daily Word Problems

Monday-Week 15

Day 1



Ms. Holloway explained that buoyancy is when an object, like a boat, floats in a liquid. She made a boat out of aluminum foil. She placed 34 paper clips, each weighing 12 grams, into the boat before it sank. How much weight did the boat hold before it sank?

Name:

Work Space:

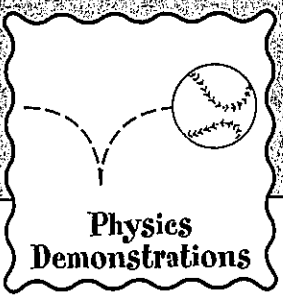
Answer:

_____ grams

Daily Word Problems

Tuesday-Week 15

Day 2



Ms. Holloway's students measured the length of their shadows at different times of the day. Jeb's shadow was 37 inches longer in the morning than it was at lunchtime. If his shadow measured 51 inches long in the morning, how long was his shadow at lunchtime?

Name:

Work Space:

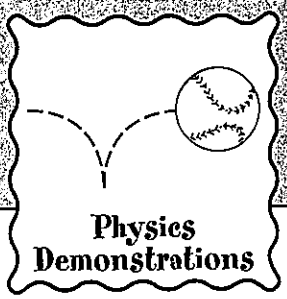
Answer:

_____ inches

Daily Word Problems

Wednesday-Week 15

D243



Physics Demonstrations

Ms. Holloway demonstrated that temperature affects how high a ball will bounce. A warm ball bounced 102 cm high. A cold ball bounced 84 cm high. How much higher did the warm ball bounce?

Name:

Work Space:

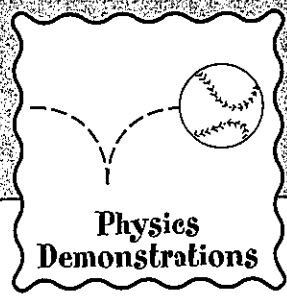
Answer:

_____ cm higher

Daily Word Problems

Thursday-Week 15

D244



Physics Demonstrations

Ms. Holloway's students tested how far paper airplanes can fly. Matt's plane flew 8 m, 45 cm; Ted's plane flew 7 m, 55 cm; Maggie's plane flew 9 m, 30 cm; and MaryAnn's plane flew 7 m, 90 cm. What is the difference between the longest and shortest flights?

Name:

Work Space:

Answer:

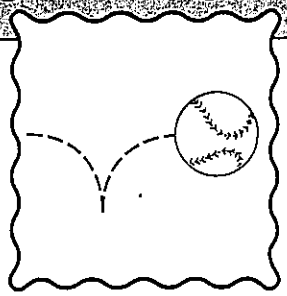
_____ m, _____ cm difference

Daily Word Problems

Name:

Friday-Week 15 Day 5

Physics Demonstrations



Ms. Holloway rolled a ball down a ramp. Then she placed different materials on the ramp to demonstrate how friction can make the ball roll slower. The students timed how long it took the ball to roll down the ramp with each kind of material.

Friction Demonstration

Material	Time (in seconds)
notebook paper	4.25
sandpaper	4.37
cotton cloth	4.4
wool cloth	4.92
thin carpet	5.02
thick carpet	5.9

Use the chart to answer the following questions.

- Which kind of material allowed the ball to roll down the ramp in the shortest amount of time?

_____

- How much longer did the ball take to roll down the ramp with thick carpet than with thin carpet?

_____

- If you wanted the ball to roll down the ramp in less than 4.5 seconds, which kinds of material could you use on the ramp?

_____

- Ms. Holloway used a ramp that was twice as long. Predict how long it would take the ball to roll down this ramp if it was covered with thin carpet.

_____

Day 1

Extending Place Value

EXAMPLE A What value does the **digit** 2 stand for in 1,236?

1 Use **place value** to find what each digit stands for.

Look at the place-value chart below. It shows that the value of each place is 10 times the value of the next place on the right.

Thousands	Hundreds	Tens	Ones

Ones × 10 = Tens

Tens × 10 = Hundreds

Hundreds × 10 = Thousands

2 Write 1,236 in the place-value chart.

Thousands	Hundreds	Tens	Ones
1	2	3	6

3 Find the value that each digit stands for.

1 thousand	2 hundreds	3 tens	6 ones
1,000	200	30	6

4 Find the value that the 2 stands for.

The 2 is in the hundreds place. It stands for 2 hundreds, or 200.

▶ The digit 2 stands for 200 in 1,236.

What does the 2 stand for in 2,163?

Day 1

EXAMPLE C Compare the two different values represented by 3 in 63,352.

1 Write 63,352 in the place-value chart.

Thousands		Ones		
Tens	Ones	Hundreds	Tens	Ones
6	3	3	5	2

2 Find the value that each digit represents.

6 ten thousands	3 thousands	3 hundreds	5 tens	2 ones
60,000	3,000	300	50	2

3 Compare the two different values represented by the 3.

The 3 in the thousands place represents 3 thousands, or 3,000.

The 3 in the hundreds place represents 3 hundreds, or 300.

3 thousands is 10 times greater than 3 hundreds.

What is the relationship between the values represented by 7 in 27,718? Explain.

Day 1

EXAMPLE B Compare the two different values represented by 5 in 14,255.

1 Extend the place-value chart to ten thousands.

Thousands			Ones	
Tens	Ones	Hundreds	Tens	Ones

Ones × 10 = Tens

Tens × 10 = Hundreds

Hundreds × 10 = Thousands

Thousands × 10 = Ten thousands

2 Write 14,255 in the place-value chart.

Thousands			Ones	
Tens	Ones	Hundreds	Tens	Ones
1	4	2	5	5

3 Find the value that each digit represents.

1 ten thousand	4 thousands	2 hundreds	5 tens	5 ones
10,000	4,000	200	50	5

4 Compare the two different values represented by the 5.

The 5 in the tens place represents 50.

The 5 in the ones place represents 5.

5 tens is 10 times greater than 5 ones.

Compare the two different values represented by 9 in 4,992.

Day 1

EXAMPLE D Compare the two different values represented by 2 in 452,721.

1 Extend the place-value chart to hundred thousands.

Thousands			Ones		
Hundreds	Tens	Ones	Hundreds	Tens	Ones

2 Write 452,721 in the place-value chart.

Thousands			Ones		
Hundreds	Tens	Ones	Hundreds	Tens	Ones
4	5	2	7	2	1

3 Find the value that each digit represents.

4 hundred thousands	5 ten thousands	2 thousands	7 hundreds	2 tens	1 ones
400,000	50,000	2,000	700	20	1

4 Compare the two different values represented by the 2.

The 2 in the thousands place represents 2 thousands, or 2,000. The 2 in the tens place represents 2 tens, or 20.

2 thousands is 10 times greater than 2 hundreds.
2 hundreds is 10 times greater than 2 tens.

2 thousands is 10 times 10, or 100, times greater than 2 tens.

Write a number in which the digit in the ten thousands place represents a number that is 100 times greater than the number represented by the digit in the hundreds place.

Practice

Day 1

Write 244,440 in the place-value chart.

1.

Thousands			Ones		
Hundreds	Tens	Ones	Hundreds	Tens	Ones

Use the place-value chart from question 1 to complete each sentence.

2. Which 4 represents a value that is 10 times greater than the value represented by the 4 in the tens place?

_____

Which 4 represents 10×40?

3. The 4 in the ten thousands place represents a value that is _____ times greater than the 4 in the thousands place.

4. The 4 in the _____ place represents a value that is 100 times greater than the 4 in the tens place.

Write the value represented by each underlined digit.

5. 5,3<u>4</u>6 _____

6. 1,<u>8</u>92 _____

7. 3<u>4</u>,617 _____

8. <u>6</u>8,029 _____

9. 255,89<u>1</u> _____

10. 427,16<u>5</u> _____

Day 1

Compare the values represented by the underlined digits.

11. 8,6̲6̲8

The digit 6 in the hundreds place represents the value _____.

The digit 6 in the tens place represents the value _____.

60 × _____ = 600

The value of the 6 in the hundreds place is _____ times greater than the value of the 6 in the tens place.

12. 2̲9̲,3̲9̲7

The digit 9 in the thousands place represents the number _____.

The digit 9 in the tens place represents the number _____.

90 × _____ = 9,000

The value of the 9 in the thousands place is _____ times greater than the value of the 9 in the tens place.

Choose the best answer.

13. In which number does the digit 8 represent 80?

A. 21,328

B. 48,067

C. 82,593

D. 94,689

14. In which number does the digit 5 represent 5,000?

A. 145,816

B. 378,502

C. 528,993

D. 751,364

Solve.

15. EXTEND Write any five-digit number and explain how to find what value is represented by one of the digits.

_____

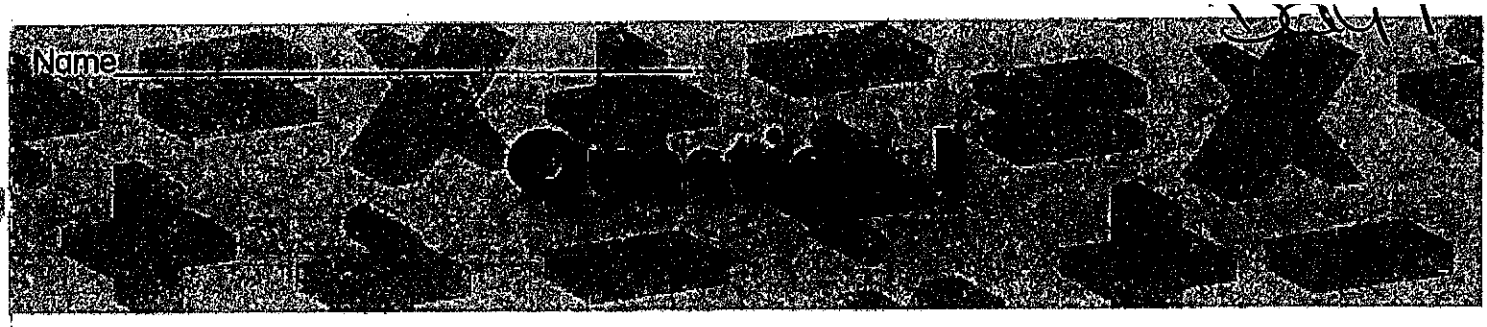
_____

16. COMPARE Write an equation to compare the two different values represented by the digit 2 in 36,227.

_____

_____

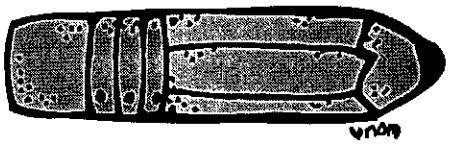
Name: _____



Sophie and Eddy had a total of $580. After spending $80, Eddy had $240 left. How much money did Sophie have?

Answer: _____

Day 1



Place Value *Valor Posicional*

Millónes			Millares			Unidades		
Cien Millónes	Diez Millónes	Millónes	Cien Milles	Diez Milles	Milles	Centenas	Decenas	Unidades
3	2	1	,8	8	7	,4	5	6
Hundred Millions	Ten Millions	Millions	Hundred Thousand	Ten Thousands	Thousands	Hundreds	Tens	Ones/Units
Millions			Thousands			Units		

Standard Form: *Forma General:*	Word Form: *Forma escrita:*
Expanded Form: *Forma Expandida:*	

Insertando comas Nombre: 1241

Insertando comas en el número donde pertenecen.

1) 3 4 4 7 7 5 3 9 0

2) 7 9 4 5

3) 9 8 4 5 6 4 2

4) 1 3 4

5) 2 9 6 7 6 5 1

6) 7 9 2 7 1 5

7) 3 8 7 2 3

8) 1 0 7 3 3

9) 9 7 1 2 1 5

10) 3 3 9 0 8 9 9 6

11) 9 4 8 3 0 9 3 2 6

12) 3 4 5 4

13) 8 7 7 5

14) 7 5 5 5 8 1 6 6 5

15) 9 5 2 1 5 4 5

16) 1 4 5

17) 7 7 5 0 0 0 0 0

18) 2 1 4 0 6

19) 9 3 3 1 4 8 1 9

20) 1 5 5 3 4 3

Respuestas

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

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

Day 2

LESSON 1

Reading, Writing, and Comparing Whole Numbers

UNDERSTAND You use place value to write numbers. A place-value chart separates numbers into periods.

Write the number name for 780,412.

1 Place 780,412 in a place-value chart.

Thousands			Ones		
Hundreds	Tens	Ones	Hundreds	Tens	Ones
7	8	0	4	1	2

2 Start with the thousands period.

Thousands			Ones		
Hundreds	Tens	Ones	Hundreds	Tens	Ones
7	8	0	4	1	2

Read the digits in the thousands period.
seven hundred eighty

Say the name of the period.
seven hundred eightly *thousand*

Place a comma after the name of the period.
seven hundred eighty thousand,

3 Continue with the ones period.

Thousands			Ones		
Hundreds	Tens	Ones	Hundreds	Tens	Ones
7	8	0	4	1	2

Read the digits in the ones period.
four hundred twelve

Write *four hundred twelve* after the comma.

▷ The number name for 780,412 is seven hundred eighty thousand, four hundred twelve.

Write the number 780,412 in **expanded form**.

1 Use a place-value chart to find the value of each digit:

Write 780,412 in a place-value chart.

Thousands			Ones		
Hundreds	Tens	Ones	Hundreds	Tens	Ones
7	8	0	4	1	2

2 Write the number of units that correspond to each place value.

How many hundred thousands? 7
How many ten thousands? 8
How many thousands? 0
How many hundreds? 4
How many tens? 1
How many ones? 2

3 Write the value of each digit.

7 hundred thousands = 700,000
8 ten thousands = 80,000
0 thousands = 0
4 hundreds = 400
1 ten =10
2 ones = 2

4 Write all the values you found, separating them with a plus sign.

Zeros are not shown in expanded form, so do not write a number for the thousands.

The expanded form for 780,412 is 700,000 + 80,000 + 400 + 10 + 2.

Explain how to find the expanded form of a number.

EXAMPLE A Compare 34,792 and 34,509.

1 Use place value to compare the numbers.

Write the numbers in a place-value chart.

Thousands			Ones		
Hundreds	Tens	Ones	Hundreds	Tens	Ones
	3	4	7	9	2
	3	4	5	0	9

2 Compare the digits in each place from left to right.
Look for the first place where the digits are different.

The digits in the ten thousands place are the same.

The digits in the thousands place are the same.

The digits in the hundreds place are different.

3 Compare the digits in the hundreds place.

The digit 7 has a value of 700.

The digit 5 has a value of 500.

700 is greater than 500.

4 Compare the numbers.
Use > **(is greater than)**, < **(is less than)**, or = **(is equal to)**.

Since 700 is greater than 500, then 34,792 is greater than 34,509.

34,792 > 34,509

Explain why 27,403 > 27,159.

EXAMPLE B Compare 581,044 and 581,067.

1 Use place value to compare the numbers.

Write the numbers in a place-value chart.

Thousands			Ones		
Hundreds	Tens	Ones	Hundreds	Tens	Ones
5	8	1	0	4	4
5	8	1	0	6	7

2 Compare the digits in each place from left to right.

The digits in the hundred thousands place are the same.

The digits in the ten thousands place are the same.

The digits in the thousands place are the same.

The digits in the hundreds place are the same.

The digits in the tens place are different.

3 Compare the digits in the tens place.

The digit 4 has a value of 40.

The digit 6 has a value of 60.

40 is less than 60.

4 Use symbols to compare the numbers.

40 is less than 60, so 581,044 is less than 581,067.

▶ $581{,}044 < 581{,}067$

TRY

Use symbols to compare 738,125 and 738,126.

Practice

Write the number in expanded form. Then write the number name.

1.

Thousands				Ones	
Hundreds	Tens	Ones	Hundreds	Tens	Ones
		5	9	2	7

expanded form _____

number name _____

REMEMBER Expanded form shows the sum of the values of each digit.

2.

Thousands				Ones	
Hundreds	Tens	Ones	Hundreds	Tens	Ones
	4	8	6	3	1

expanded form _____

number name _____

Use the place-value chart to answer questions 3 and 4.

Thousands				Ones	
Hundreds	Tens	Ones	Hundreds	Tens	Ones
	1	5	8	3	7
	1	5	9	0	2

3. What is the first place-value position in which the digits are different?

_____

4. Which number in the chart is greater?

_____

Compare. Write >, <, or =.

5. 23,557 ◯ 24,061

6. 58,336 ◯ 58,346

7. 60,600 ◯ 60,006

8. 198,418 ◯ 189,418

9. 346,254 ◯ 364,245

10. 817,605 ◯ 817,506

Choose the best answer.

11. What is the expanded form of 2,903?
   - **A.** 2,000 + 900 + 30
   - **B.** 2,000 + 900 + 3
   - **C.** 2,000 + 90 + 30
   - **D.** 2,000 + 90 + 3

12. What is the expanded form of 50,050?
   - **A.** 500,000 + 5
   - **B.** 50,000 + 500
   - **C.** 50,000 + 50
   - **D.** 50,000 + 5

Solve.

13. There were thirty-four thousand, six hundred and eleven people at a concert in the park. How is that number written using digits?

_____

14. Last year, Mr. Ramirez earned $35,897 and Mr. Jackson earned $35,904. Who earned more last year, Mr. Ramirez or Mr. Jackson?

_____

15. WRITE Explain why 672,811 > 672,599.

_____

_____

_____

16. WRITE Explain the steps you would use to write 9,753 in expanded form.

_____

_____

_____

Name: _____ Day 2

Joseph had 265 stamps. David had twice as many stamps as Joseph. David had 179 more stamps than Jamal. How many stamps did Jamal have?

Answer: _____

Day 2

Comparar Decimales (A)

Compare cada pareja de decimales usando un signo de <, >, o =.

3,749 ☐ 3,765	7,373 ☐ 7,394	2,822 ☐ 2,824
6,107 ☐ 6,096	9,038 ☐ 9,033	6,512 ☐ 6,504
2,119 ☐ 2,091	8,576 ☐ 8,58	4,433 ☐ 4,426
9,8 ☐ 9,813	5,59 ☐ 5,573	5,949 ☐ 5,958
8,311 ☐ 8,307	1,964 ☐ 1,964	2,863 ☐ 2,883
7,71 ☐ 7,72	3,726 ☐ 3,726	4,968 ☐ 4,95
4,977 ☐ 5,004	7,847 ☐ 7,819	4,709 ☐ 4,695
2,998 ☐ 3,008	4,246 ☐ 4,241	9,525 ☐ 9,533
5,91 ☐ 5,909	8,171 ☐ 8,148	8,442 ☐ 8,434
4,193 ☐ 4,207	9,511 ☐ 9,511	6,59 ☐ 6,576

Day 3

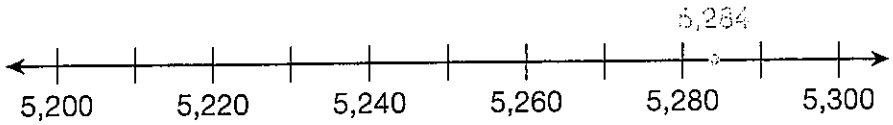
LESSON 8

Rounding Whole Numbers

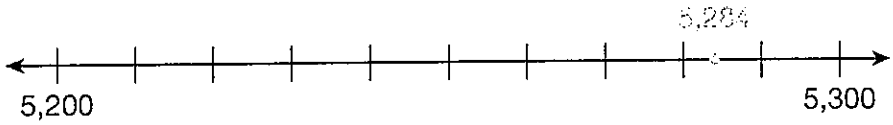
UNDERSTAND You can use a number line to help **round** whole numbers.

Round 5,284 to the nearest hundred.

1 Locate 5,284 on a number line.



2 Name the two hundreds that 5,284 is between.



5,284 is between 5,200 and 5,300.

3 Decide if 5,284 is closer to 5,200 or 5,300.

5,284 is closer to 5,300 than to 5,200.

▷ 5,284 rounded to the nearest hundred is 5,300.

Connect

Round 5,284 to the nearest hundred.

1 Find the digit in the place you are rounding to, and circle it.

The 2 is in the hundreds place, so circle it.

5, (2) 8 4

2 Find the digit to the right of the circled digit.

8 is to the right of the 2.

Use the 8 to decide if 5,284 should round down or round up.

3 Review the rules for rounding.

If the digit to the right of the circled digit is less than 5, the circled digit stays the same.

If the digit to the right of the circled digit is 5 or greater, the circled digit increases by 1.

Then, write zeros as placeholders after the rounded digit.

4 Decide whether to round up or round down.

8 is greater than 5, so the 2 in the hundreds place increases by 1.

Then, write zeros in the tens place and the ones place.

▶ 5,284 rounded to the nearest hundred is 5,300.

Try

Round 3,619 to the nearest hundred.

EXAMPLE Round 67,304 to the nearest thousand.

1 Find the digit in the place you are rounding to, and circle it.

The 7 is in the thousands place, so circle it.

6 (7) 3 0 4

2 Find the digit to the right of the circled digit.

3 is to the right of the 7.

Use the 3 to decide if 67,304 should round down or round up.

3 Decide whether to round down or round up.

3 is less than 5, so the 7 in the thousands place stays the same.

Write zeros in the places after the 7.

67,304 rounded to the nearest thousand is 67,000.

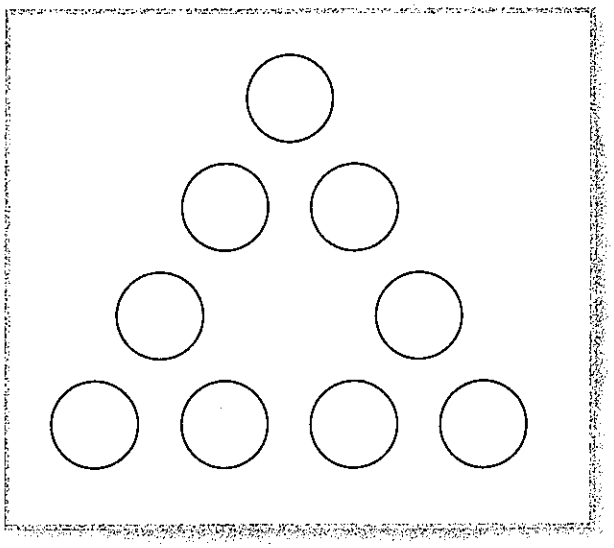
Round 54,788 to the nearest thousand.

Then round 54,788 to the nearest hundred.

Rounding Triangles

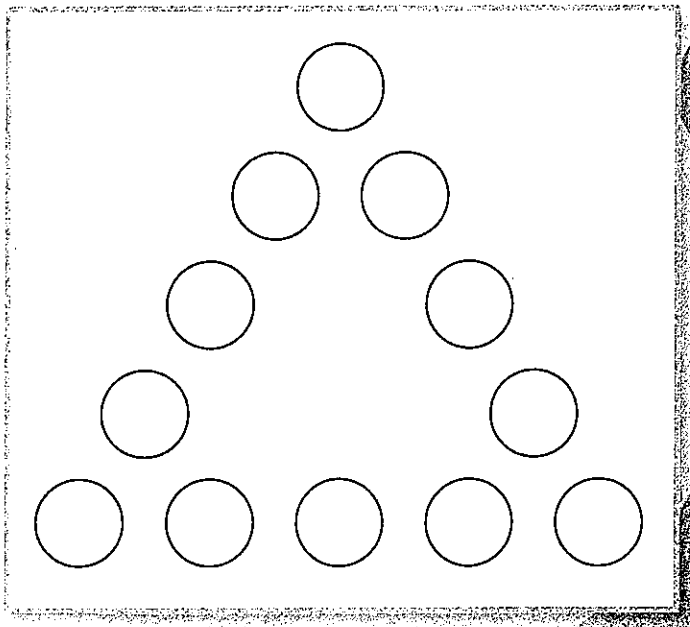
Use the digits 1–9.

Use each digit once.
Write one digit in each circle,
so that the 4-digit number along each
side of the triangle rounds to 4,000.



Use the digits 0–9.

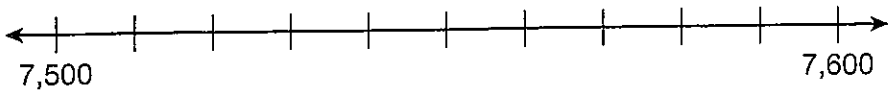
Use two of the digits more than once.
Write one digit in each circle
so that the 5-digit number along each
side of the triangle rounds to 90,000.



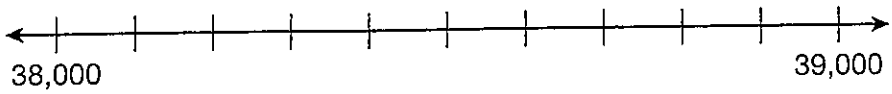
Practice

Use the number line to round the number.

1. Round 7,531 to the nearest hundred. _____



2. Round 38,807 to the nearest thousand. _____



Is 38,807 closer to 38,000 or 39,000?

Use rounding rules to round the number.

3. Round 7,146 to the nearest hundred. _____

REMEMBER: Circle the digit to be rounded. If the number to the right is 5 or greater, round up.

4. Round 24,583 to the nearest hundred. _____

5. Round 79,062 to the nearest thousand. _____

6. Round 3,420 to the nearest thousand. _____

7. Round 7,912 to the nearest ten. _____

8. Round 89,704 to the nearest thousand. _____

Round each number to the nearest hundred.

9. 617 _____

10. 183 _____

11. 3,552 _____

12. 7,096 _____

13. 18,449 _____

14. 506,781 _____

Round each number to the nearest thousand.

15. 4,196 _____

16. 1,730 _____

17. 46,015 _____

18. 72,534 _____

19. 821,392 _____

20. 367,855 _____

Choose the best answer.

21. Which number rounds to 5,300?

- **A.** 5,218
- **B.** 5,297
- **C.** 5,360
- **D.** 5,385

22. Which number rounds to 38,000?

- **A.** 37,296
- **B.** 37,499
- **C.** 38,275
- **D.** 38,604

Solve.

23. The Willis Tower in Chicago is 1,451 feet tall. To the nearest hundred feet, how tall is the Willis Tower?

_____

24. Earth orbits around the sun at an average rate of 66,600 miles per hour. What is this rate to the nearest thousand miles per hour?

_____

25. WRITE MATH Describe all of the numbers that, when rounded to the nearest thousand, round to 426,000.

_____

_____

_____

26. WRITE MATH Explain the steps you would use to round 6,374 to the nearest hundred.

_____

_____

_____

Name: _____

Day 3

Mr. Harper had 506 apples at his fruit stand. His friend gave him 87 more apples, and he bought another 59 apples. How many apples did he have altogether?

Answer: _____

Redondeando a Diez y Cientos

Nombre: Day 3

Redondear cada número como se describe.

1) Redondear a la centena más cercana. 988 _____

2) Redondear a la centena más cercana. 622 _____

3) Redondear a la centena más cercana. 28,945 _____

4) Redondear a la centena más cercana. 49,199 _____

5) Redondear a la centena más cercana. 91,732 _____

6) Redondear a la centena más cercana. 211 _____

7) Redondear a la centena más cercana. 25,671 _____

8) Redondear a la centena más cercana. 5,418 _____

9) Redondear a la centena más cercana. 6,420 _____

10) Redondear a la decena más cercana. 8,911 _____

11) Redondear a la decena más cercana. 3,575 _____

12) Redondear a la decena más cercana. 219 _____

13) Redondear a la decena más cercana. 837 _____

14) Redondear a la decena más cercana. 63,514 _____

15) Redondear a la decena más cercana. 367 _____

16) Redondear a la decena más cercana. 198 _____

17) Redondear a la decena más cercana. 379 _____

18) Redondear a la decena más cercana. 11,900 _____

19) Redondear a la decena más cercana. 9,600 _____

20) Redondear a la centena más cercana. 2,555 _____

Respuestas

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

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

EXAMPLE B Subtract. 64,783 − 29,525

1 Set up the problem vertically. Line up the digits with the same place values.

```
  64,783
- 29,525
```

2 You cannot subtract 5 ones from 3 ones.
Regroup. Then subtract the ones.

```
     7 13
  64,7 8 3   (8 and 3 crossed out)
- 29,525
        8
```

3 Subtract the tens.

```
     7 13
  64,7 8 3   (8 and 3 crossed out)
- 29,525
       58
```

4 Subtract the hundreds.

```
     7 13
  64,7 8 3   (8 and 3 crossed out)
- 29,525
      258
```

5 You cannot subtract 9 thousands from 4 thousands.
Regroup. Subtract the thousands.
Then, subtract the ten thousands.

```
  5 14  7 13
  6 4,7 8 3   (6, 4, 8 and 3 crossed out)
- 29,525
  35,258
```

▶ 64,783 − 29,525 = 35,258

CHECK Use addition to check your answer.

```
  35,258
+ 29,525
```

EXAMPLE C Subtract. 650,605 – 32,461

1 Set up the problem vertically. Line up the digits with the same place values.

$$\begin{array}{r} 650{,}605 \\ -\ 32{,}461 \\ \hline \end{array}$$

2 Subtract the ones.

$$\begin{array}{r} 650{,}605 \\ -\ 32{,}461 \\ \hline 4 \end{array}$$

3 Regroup 6 hundreds 0 tens as 5 hundreds 10 tens. Subtract the tens.

$$\begin{array}{r} \mathbf{510} \\ 650{,}\not{6}\not{0}5 \\ -\ 32{,}461 \\ \hline \mathbf{44} \end{array}$$

4 Subtract the hundreds.

$$\begin{array}{r} 510 \\ 650{,}\not{6}\not{0}5 \\ -\ 32{,}461 \\ \hline \mathbf{1}44 \end{array}$$

5 Subtract the thousands. Subtract the ten thousands. Then, subtract the hundred thousands. Regroup when necessary.

$$\begin{array}{r} \mathbf{4\,10}\ 510 \\ 6\not{5}\not{0}{,}\not{6}\not{0}5 \\ -\ 32{,}461 \\ \hline \mathbf{618}{,}144 \end{array}$$

650,605 – 32,461 = 618,144

CHECK

Use addition to check your answer.

$$\begin{array}{r} 618{,}144 \\ +\ 32{,}461 \\ \hline \end{array}$$

Problem Solving

READ

Students collected cans for recycling. The students at Pine Street Elementary collected 17,417 cans. The students at Kennedy Elementary collected 15,478 cans. What is the total number of cans collected?

PLAN

Write an equation to represent the problem.

Let c = the total number of cans collected

_____ + _____ = c

SOLVE

Set up the problem and add.

Add each place from right to left.

Regroup when necessary.

$$\begin{array}{r} \square 1 \\ 17,417 \\ +\ 15,478 \\ \hline 3\square,8\square 5 \end{array}$$

CHECK

Use subtraction to check.

$$\begin{array}{rl} 212 \quad 815 & \\ \not{3}\not{2},8\not{9}\not{5} & \text{sum} \\ -\,15,478 & \text{addend} \\ \hline 17,417 & \text{This matches the other addend, so the answer is correct.} \end{array}$$

The sum, c, is _____.

So, a total of _____ cans were collected.

Practice

Fill in the numbers in the boxes to complete the addition.

1.

$$\begin{array}{r} \square 1 \\ 25{,}786 \\ +\ 12{,}662 \\ \hline \square 8{,}4\square 8 \end{array}$$

2.

$$\begin{array}{r} \square\ \ \square \\ 64{,}055 \\ +\ \ 7{,}928 \\ \hline \square\square{,}9\square\square \end{array}$$

REMEMBER Regroup when the sum of the digits is greater than 9.

3.

$$\begin{array}{r} \ \ \square \\ 13{,}244 \\ +\ 95{,}362 \\ \hline 1\square\square{,}\square 0\square \end{array}$$

Fill in the numbers in the boxes to complete the subtraction.

4.

$$\begin{array}{r} \square\square\ \ 5\ 10 \\ \not{7}\not{1}{,}4\not{6}\not{0} \\ -\ 43{,}135 \\ \hline \square\ 8{,}3\square 5 \end{array}$$

5.

$$\begin{array}{r} \ \ \square\square \\ 96{,}\not{5}\not{4}8 \\ -\ \ 6{,}378 \\ \hline \square\square{,}1\square\square \end{array}$$

Can you subtract 7 tens from 4 tens?

6.

$$\begin{array}{r} 9\square \\ 3\ \not{1}\not{0}\ \not{6}\square\ 2\ 10 \\ \not{4}\not{0}\ \not{7}{,}\not{0}\not{3}\not{0} \\ -\ \ 57{,}629 \\ \hline \square\square\ 9{,}\square\square\square \end{array}$$

Add or subtract. Check your answer.

7.

$$\begin{array}{r} 19{,}226 \\ +35{,}428 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 67{,}189 \\ +28{,}940 \\ \hline \end{array}$$

9.

$$\begin{array}{r} 31{,}864 \\ +27{,}592 \\ \hline \end{array}$$

10.

$$\begin{array}{r} 77{,}138 \\ -29{,}055 \\ \hline \end{array}$$

11.

$$\begin{array}{r} 90{,}000 \\ -62{,}853 \\ \hline \end{array}$$

12.

$$\begin{array}{r} 50{,}188 \\ -\ \ 7{,}259 \\ \hline \end{array}$$

Find the missing digit.

13.
$$\begin{array}{r} 26,275 \\ +3\square,839 \\ \hline 58,114 \end{array}$$

The missing digit is _____.

14.
$$\begin{array}{r} 71,3\square2 \\ +\ 6,538 \\ \hline 77,920 \end{array}$$

The missing digit is _____.

15.
$$\begin{array}{r} 63,52\square \\ -28,367 \\ \hline 35,153 \end{array}$$

The missing digit is _____.

16.
$$\begin{array}{r} 800,000 \\ -\ \square6,863 \\ \hline 753,137 \end{array}$$

The missing digit is _____.

Choose the best answer.

17. Which number is 2,678 less than 10,000?

A. 7,322
B. 7,422
C. 7,432
D. 8,322

18. Which number is 9,153 greater than 12,697?

A. 21,740
B. 21,750
C. 21,850
D. 104,227

Solve.

19. A stationary store had 5,300 greeting cards. If they sold 3,710 cards, how many cards are left?

_____

20. Jared wants to buy a car that costs $17,695. If the tax on the car is $708, what is the total cost of the car?

_____

21. CREATE Write a real-world problem using 267 + 349 = □.

_____

_____

_____

22. EXPLAIN When is it necessary to regroup in a subtraction problem?

_____

_____

_____

Name: _____

Day 4

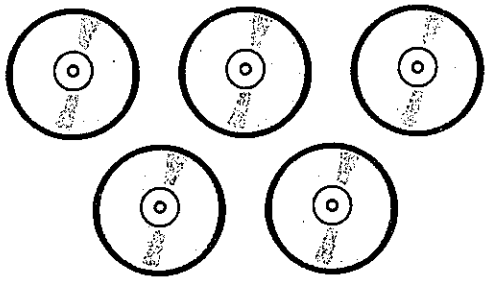
Mr. Donald had 456 oranges. He sold 178 of them and threw away 49 rotten oranges. How many oranges did he have left?

Answer: _____

Day 5

Problem Solving: Multi-Step Problems

The Music Store



A music store has 438 rock CDs and 82 country CDs for sale. Last week, the store sold 106 CDs. How many CDs are left in the store?

Step 1: Write an equation to represent the number of CDs in all.

Let x = the total number of CDs

$438 + 82 = x$

Step 2: Use the answer from Step 1 to write the equation to represent the number of CDs that are left in the store.

Let y = the number of CDs left

(total number of CDs) $- 106 = y$

Step 1: **Add.**

$$\begin{array}{r} 438 \\ +\ 82 \\ \hline \end{array}$$

addend
addend
sum

Step 2: **Subtract.**

$$\begin{array}{r} 520 \\ -106 \\ \hline \end{array}$$

minuend
subtrahend
difference

You can check the answer to a subtraction problem using addition.

$$\begin{array}{r} 414 \\ +106 \\ \hline \end{array}$$

The sum matches the minuend, so the answer is correct.

The difference, y, is _____.

There are _____ CDs left in the store.

The Coin Collection

Erik had 52 rare coins in his collection. His father gave him 19 more rare coins. Each rare coin is worth $9. What is the value of all of the coins in Erik's collection?

Step 1: Write an equation to represent the total number of coins.

Let c = the total number of coins

$52 + 19 = c$

Step 2: Use the answer from Step 1 to write the equation to represent the value of all of the coins.

Let v = the value of all of the coins

(total number of coins) $\times$ $9 = v

Step 1: Add.

$$\begin{array}{r} 52 \\ +19 \\ \hline \end{array}$$

Step 2: Multiply.

$$\begin{array}{r} 71 \\ \times\ 9 \\ \hline \end{array}$$

Estimate.

Round the addends.

$50 + 20 =$ _____

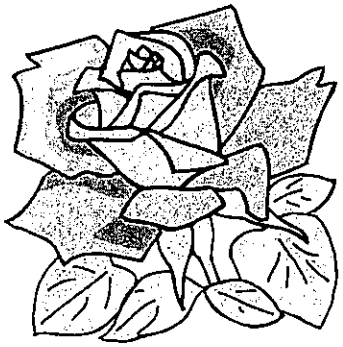
Round the factors.

$70 \times 10 = 700$ Since 639 is close to 700, the answer is reasonable.

The product, v, is _____.

The value of Erik's rare coin collection is _____.

Bunches of Roses



A florist has 93 red roses and 54 white roses. He wants to arrange all of the roses into bunches of 7. Each bunch will have some red roses and some white roses. How many bunches of roses can the florist make?

Step 1: Write an equation to represent the total number of roses.

Let r = the total number of roses

$93 + 54 = r$

Step 2: Use the answer from Step 1 to write the equation to represent the number of bunches of roses the florist can make.

Let b = the number of bunches

(total number of roses) $\div 7 = b$

Step 1: Add.

$$\begin{array}{r} 93 \\ +54 \\ \hline \end{array}$$

Step 2: Divide.

$$\begin{array}{r} \square\square \\ 7\overline{)147} \\ -14 \\ \hline 07 \\ -\ 7 \\ \hline 0 \end{array}$$

Add the addends in a different order.

$$\begin{array}{r} 54 \\ +93 \\ \hline \end{array}$$

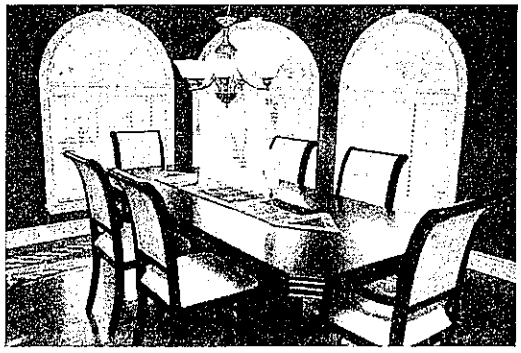
Use a rounded number for the dividend.

$140 \div 7 = 20$ Since 20 is close to 21, the answer is reasonable.

The quotient, b, is _____.

The florist can make _____ bunches of roses.

Let's Celebrate



A party of 30 adults and 14 children celebrates at a restaurant. Each table in the restaurant seats 6 people. How many tables will the party use?

Step 1: Write an equation to represent the total number of people.

Let p = the total number of people

$30 + 14 = p$

Step 2: Use the answer from Step 1 to write the equation to represent the number of tables needed.

Let t = the number of tables

(total number of people) $\div 6 = t$

Step 1: Add.

$$\begin{array}{r} 30 \\ +\ 14 \\ \hline \end{array}$$

Step 2: Divide.

$$\begin{array}{r} 7\text{ R }2 \\ 6\overline{)44} \\ -42 \\ \hline 2 \end{array}$$

The **remainder** is _____.

$$\begin{array}{rl} 7 & \text{quotient} \\ \times\ 6 & \text{divisor} \\ \hline 42 & \\ +\ 2 & \text{remainder} \\ \hline \end{array}$$

The quotient, t, is _____. So, _____ tables will be filled.

The remainder is _____. So, another table is needed.

_____ tables are needed.

Practice

Use the 4-step problem-solving process to solve each problem.

1. READ Jared had 93 stamps. He gave 18 stamps to his brother. Then he put his remaining stamps in an album with 5 stamps on each page. How many pages of the stamp album did Jared use?

PLAN

SOLVE

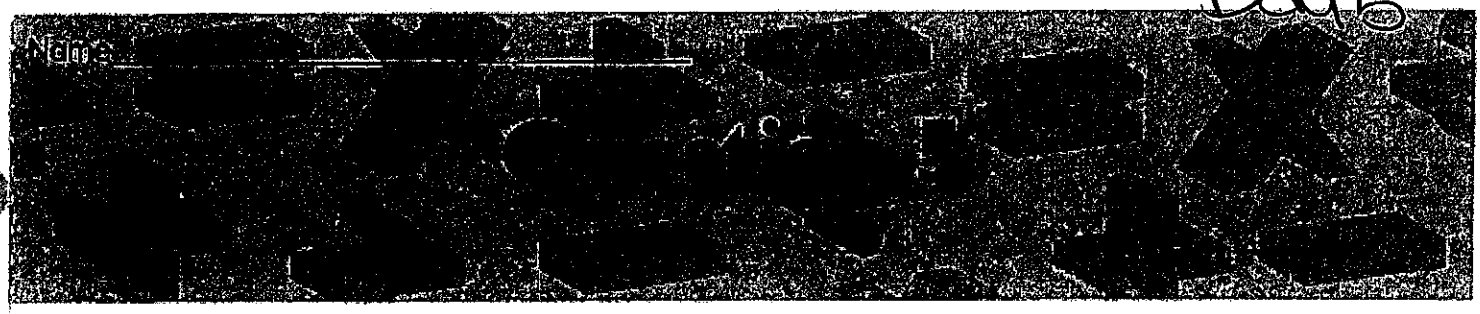
CHECK

2. Mrs. Ramirez bought a toaster oven for $57 and a coffee maker for $29. She paid with a $100 bill. How much change did she get?

3. Rachel is making fruit punch for a party. The recipe calls for 22 cups of orange juice, 12 cups of apple juice, and 6 cups of pineapple juice. If each guest drinks 3 cups of punch, how many guests will the recipe serve?

4. What is the total cost of 2 sweaters at $12 each and 2 shirts at $8 each?

5. How many tables are needed for 23 girls and 19 boys if 5 people can sit at each table?



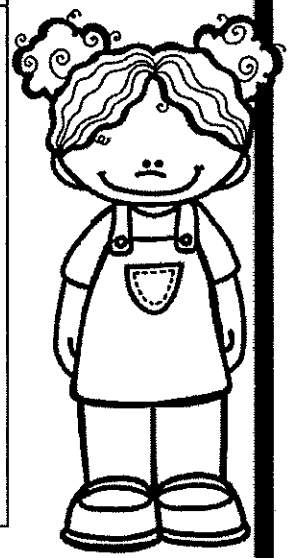
Julio is 4 lb. heavier than Andy. Andy is 5 lb. lighter than Peter. If Peter weighs 39 lb., what is Julio's weight?

Answer: _____

Day 5

Name _____

Marley picked 4 buckets of strawberries. Each bucket has 8 strawberries. How many strawberries did Marley pick?

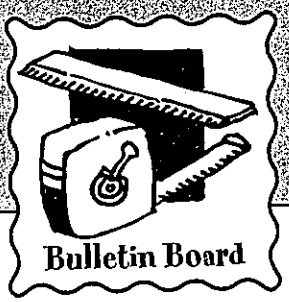


Name _____

Alyssa has 6 five dollar bills. How much money does Alyssa have?	Alyssa tiene 6 billetes de cinco dólares. ¿Cuánto dinero tiene Alyssa?
Noel buys three sandwiches. If each sandwich is $2.00. How much money did Noel spend on her sandwiches?	Noel compra tres sándwiches. Cada sándwich vale $2.00. ¿Cuánto dinero paga Noel por sus sándwiches?
Jessica has 7 nickels in her bank. How much money does Jessica have?	Jessica tiene 7 monedas de cinco centavos en su banco. ¿Cuánto dinero tiene Jessica?

Daily Word Problems

Monday-Week 16



Day 6

Ms. Holloway is putting up a bulletin board about frogs. The bulletin board is 6 feet wide and 4 feet tall. She wants to put a border around the board. What is the distance around the edge of the bulletin board?

Name:

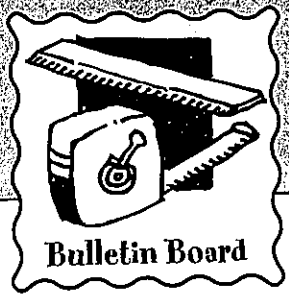
Work Space:

Answer:

_____ feet

Daily Word Problems

Tuesday-Week 16

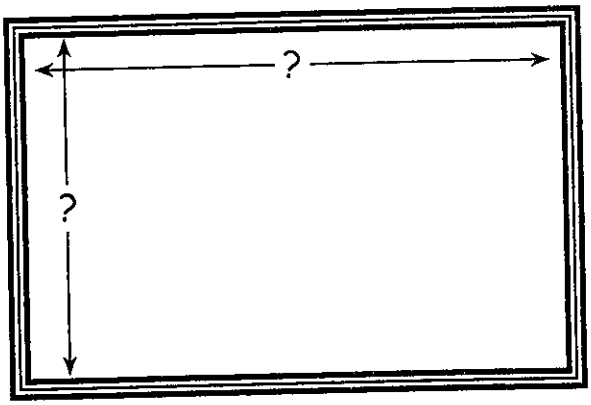


Day 7

The bulletin board is 6 feet wide and 4 feet tall. The border is 3 inches wide. What are the dimensions inside the border?

Name:

Work Space:

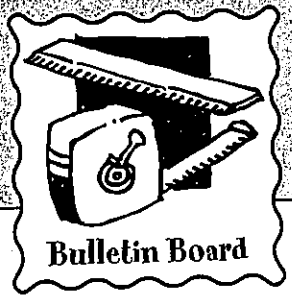


Answer:

_____

Daily Word Problems

Wednesday-Week 16



Day 8

Ms. Holloway has 3 pictures of frogs to put on the bulletin board. Each picture measures 10 inches by 10 inches. If the bulletin board is 6 feet by 4 feet and the border is 3 inches wide, will all 3 pictures fit on the bulletin board?

Name:

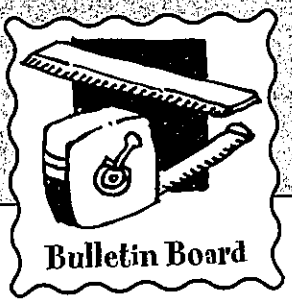
Work Space:

Answer:

_____

Daily Word Problems

Thursday-Week 16



Day 9

Ms. Holloway is putting this title on the bulletin board: "Jump Right into Learning About Frogs." Each capital letter is $1\frac{1}{2}$ inches wide, lowercase letters are 1 inch wide, and there is a 1-inch space between words. How long will the title be?

Name:

Work Space:

Jump Right into Learning About Frogs

Answer:

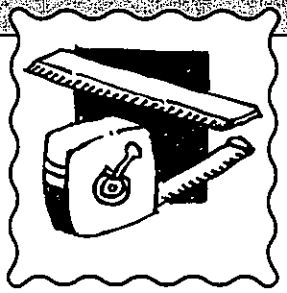
_____ inches

Name:

Daily Word Problems

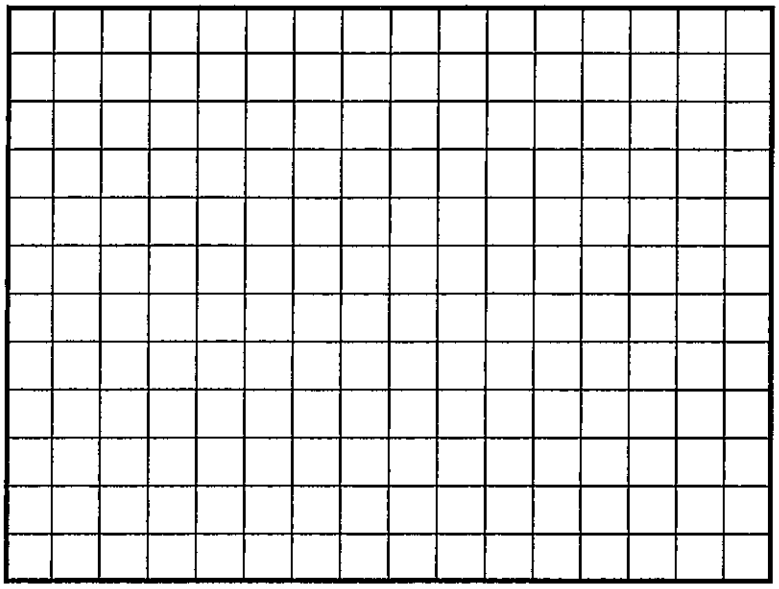
Friday-Week 16 Day 10

Bulletin Board



Decorate your own bulletin board on the grid below. Use the scale to draw the following pictures on the bulletin board. (You may turn the pictures if you'd like.)

- 9 inches by 12 inches
- 15 inches by 18 inches
- 18 inches by 24 inches



Scale:
Each ☐ represents 3 inches by 3 inches

- What are the actual dimensions of the bulletin board in feet?

_____

- What is the distance around the bulletin board in feet?

_____

Day 6

Converting Metric Measures

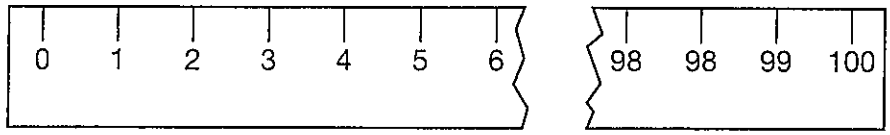
UNDERSTAND There are three basic units of measurement in the **metric system**. The **meter** (m) measures length. The **gram** (g) measures mass. The **liter** (L) measures capacity.

Convert 6 meters (m) to its equivalent in **centimeters** (cm).

1

1 meter = 100 centimeters

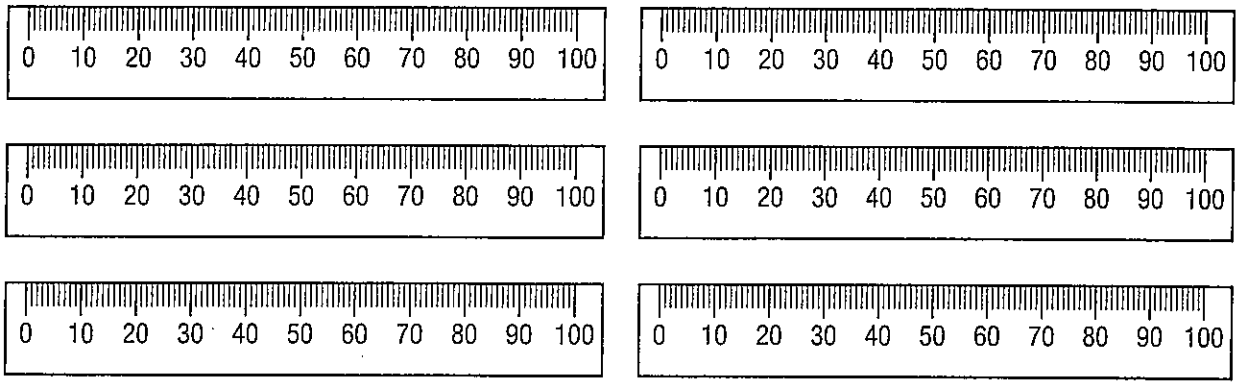
The beginning and end of a meter stick are shown below.
Each pair of tick marks that are next to each other are 1 centimeter apart.



2

Find the number of centimeters in 6 meters.

Use 100 centimeters for each meter.



3

There are 6 meter sticks, or 6 groups of 100 centimeters.

6 m = 100 cm + 100 cm + 100 cm + 100 cm + 100 cm + 100 cm = 600 cm

6 meters is equivalent to 600 centimeters.

Connect

Multiply to convert 6 meters to its equivalent in centimeters.

1

From *Math Tool: Metric Units*

1 meter = 100 centimeters

There are 100 centimeters for each meter. There are 6 meters.

100 cm + 100 cm + 100 cm + 100 cm + 100 cm + 100 cm = 6 m

2

You can multiply to convert a larger unit to its equivalent in smaller units.

Meters are larger than centimeters.

1 meter = 100 centimeters

6 meters is 6 groups of 100 centimeters.

6 × 100 centimeters is 600 centimeters.

▶ 6 meters = 600 centimeters

Convert 8 **kilometers** (km) to its equivalent in meters.

You can use the *Math Tool: Metric Units* to find the number of meters in 1 kilometer.

EXAMPLE A Lily started a conversion table to show how many grams of apples she needs to make baskets that have different numbers of **kilograms** (kg). How many grams of apples does Lily need to make a 3-kilogram basket? How many grams of apples does she need to make a 4-kilogram basket?

1 From *Metric Tool: Metric Units*

1 kilogram = 1,000 grams

Kilograms	Grams
1	1,000
2	?
3	?
4	?

2 Multiply to convert a larger unit to its equivalent in smaller units.

Kilograms are larger than grams.

Multiply 1,000 grams by the number of kilograms to complete Lily's table.

Kilograms	Grams	
1	1,000	
2	2,000	2 × 1,000 grams = 2,000 grams, so 2 kilograms = 2,000 grams.
3	3,000	3 × 1,000 grams = 3,000 grams, so 3 kilograms = 3,000 grams.
4	4,000	4 × 1,000 grams = 4,000 grams, so 4 kilograms = 4,000 grams.

Lily needs 3,000 grams of apples for a 3-kilogram basket.
She needs 4,000 grams of apples for a 4-kilogram basket.

Explain how to find the number of grams in 7 kilograms.

EXAMPLE B Keshawn made a table to help her convert different numbers of liters (L) to the equivalents in **milliliters** (mL).

Complete the table. Then use the completed table to list number pairs.

1 From *Math Tool: Metric Units*

1 liter = 1,000 milliliters

Write 1,000 in the Milliliters column next to the 1 in the Liters column.

Liters	Milliliters
1	1,000
2	?
3	?
4	?

2 Multiply to convert a larger unit to its equivalent in smaller units.

A liter is a larger unit than a milliliter.

Multiply 1,000 milliliters by the number of liters to fill in the Milliliters column.

Liters	Milliliters	
1	1,000	
2	2,000	$2 \times 1{,}000$ milliliters = 2,000 milliliters, so 2 liters = 2,000 milliliters.
3	3,000	$3 \times 1{,}000$ milliliters = 3,000 milliliters, so 3 liters = 3,000 milliliters.
4	4,000	$4 \times 1{,}000$ milliliters = 4,000 milliliters, so 4 liters = 4,000 milliliters.

3 List the number pair for each row of numbers in the table.

The first number in each number pair is from the Liters column. The second number in each number pair is from the Milliliters column.

Liters	Milliliters	Number Pairs
1	1,000	(1, 1000)
2	2,000	(2, 2000)
3	3,000	(3, 3000)
4	4,000	(4, 4000)

How can you find the number pair for 8 liters and its equivalent in milliliters?

Practice

For questions 1–3, write the missing measurement.

1. 1 km = _____ m

The prefix *kilo-* means 1,000.

2. 1 L = _____ mL

3. 1 kg = _____ g

Complete the table. Then use the completed table to list the number pairs.

4.

Meters	Centimeters
1	
2	
3	
4	
5	

Number pairs: _____

_____

_____

5.

Kilometers	Meters
1	
2	
3	
4	
5	

Number pairs: _____

_____

_____

Complete.

6. 1 L = _____ mL, so 6 L = 6 × _____ mL

6 L = _____ mL

7. 1 m = _____ cm, so 4 m = 4 × _____ cm

4 m = _____ cm

Convert.

8. 7 m = _____ cm

9. 8 kg = _____ g

10. 9 L = _____ mL

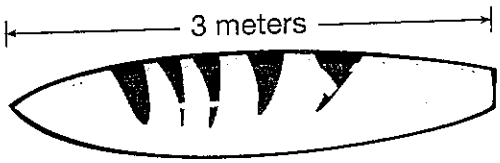
11. 12 km = _____ m

12. 16 kg = _____ g

13. 15 L = _____ mL

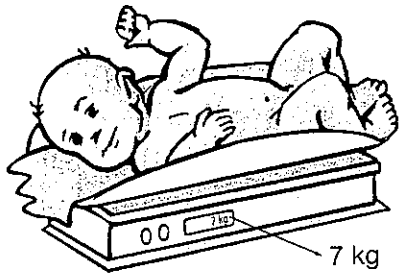
Use the picture to complete the sentence.

14.



What is the length of the surfboard in centimeters? _____

15.



What is the mass of the baby in grams? _____

Choose the best answer.

16. Which of these units is used to measure capacity?

- **A.** centimeter
- **B.** meter
- **C.** gram
- **D.** liter

17. A tunnel is 3 kilometers long. What is the length of the tunnel in meters?

- **A.** 30 meters
- **B.** 300 meters
- **C.** 3,000 meters
- **D.** 30,000 meters

Solve.

18. Kevin is diving from a platform that is 5 meters high. How many centimeters high is the platform?

_____

19. Sue Lin made 7 liters of punch for a party. How many milliliters of punch did Sue Lin make?

_____

20. Write a real-world problem finding an equivalent measurement for 12 kilometers.

_____

_____

_____

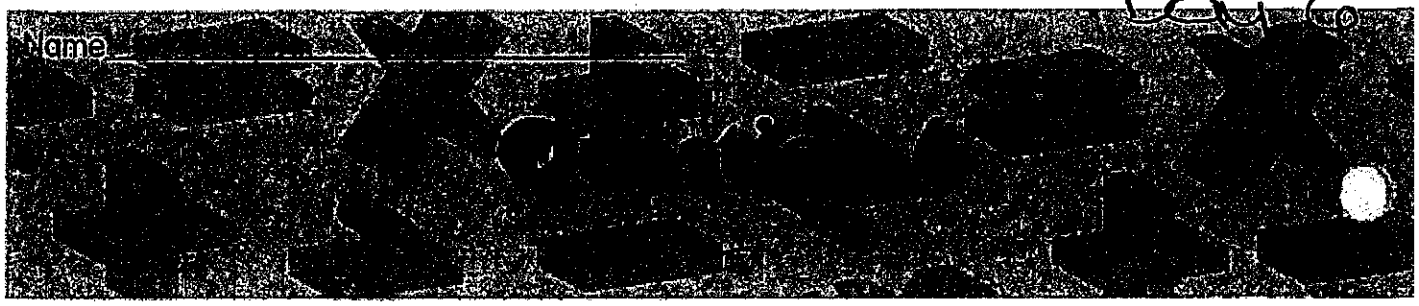
21. Explain the steps you would take to find the number of centimeters in one kilometer.

_____

_____

_____

Name _____ Date _____



Nadia is 11 years older than Alex. In 20 years, Alex will be 32 years old. How old is Nadia now?

Answer: _____

Convirtiendo Tablas Nombre: Day 6

Rellenar el espacio en blanco en cada una de las tablas de conversión.

Pista:
1 yarda = 3 pies

	Yardas	pies
1)	3	
2)	4	
3)		27
4)		6
5)	1	

Pista:
1 Centímetro = 10 Milímetros

	Centímetros	Milímetros
6)		50
7)		10
8)	8	
9)	9	
10)	7	

Pista:
1 Metro = 100 Centímetros

	Metros	Centímetros
11)	7	
12)	2	
13)		100
14)		300
15)	8	

Pista:
1 Kilómetro = 1000 Metros

	Metros	Kilómetros
16)		3
17)	4,000	
18)		7
19)		9
20)	10,000	

Respuestas

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

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

Day 7

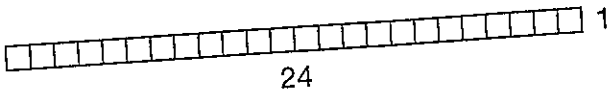
LESSON 4

Understanding Factors and Multiples

UNDERSTAND To find all the **factors** of a number, you need to find all the whole numbers that divide that number evenly. Factors always come in pairs.

Use area models to help you find all the factors of 24.

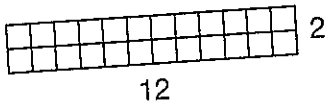
1 This area model shows 1 square by 24 squares.



$1 \times 24 = 24$

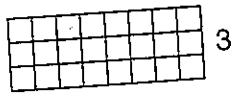
1 and 24 is a factor pair of 24.

2 This area model shows 2 squares by 12 squares.



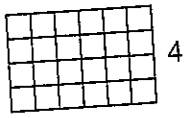
2×12 is a factor pair of 24.

3 This area model shows 3 squares by 8 squares.



3×8 is a factor pair of 24.

4 This area model shows 4 squares by 6 squares.



4×6 is a factor pair of 24.

5 The factor pairs of 24 are 1 and 24, 2 and 12, 3 and 8, and 4 and 6.

The factors of 24 are 1, 2, 3, 4, 6, 8, 12, and 24.

Day 7

Example

Find factor pairs of 24 using a multiplication table.

1 Write the first factor pair of 24.

Every whole number greater than 1 has 1 and itself as factors.

$1 \times 24 = 24$

1 and 24 is one factor pair.

2 Find all the 24s inside the multiplication table.

×	0	1	2	3	4	5	6	7	8	9	10	11	12
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	**24**
3	0	3	6	9	12	15	18	21	**24**	27	30	33	36
4	0	4	8	12	16	20	**24**	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	**24**	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	**24**	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	**24**	36	48	60	72	84	96	108	120	132	144

3 Write the factor pairs of 24 shown in the table.

$2 \times 12 = 24$

$3 \times 8 = 24$

$4 \times 6 = 24$

The factor pairs of 24 are 1×24, 2×12, 3×8, 4×6.

Explain how you would use a multiplication table to find factor pairs of 12.

Day 7

EXAMPLE A Find **multiples** of 5.

1. Use 5 as the first factor. Use 1 as the second factor.

   $5 \times 1 = 5$

   5 is a multiple of 5.

2. Use 5 as the first factor. Use 2 as the second factor.

   $5 \times 2 = 10$

   10 is a multiple of 5.

3. Use 5 as the first factor. Use 3 as the second factor.

   $5 \times 3 = 15$

   15 is a multiple of 5.

4. Use 5 as the first factor. Use 4 as the second factor.

   $5 \times 4 = 20$

   20 is a multiple of 5.

Multiples of 5 are 5, 10, 15, 20, and so on.

Is 30 a multiple of 5? How do you know?

Day 7

EXAMPLE B Is 42 a multiple of 8?

1 Find multiples of 8.

$8 \times 1 = 8$ $8 \times 4 = 32$

$8 \times 2 = 16$ $8 \times 5 = 40$

$8 \times 3 = 24$ $8 \times 6 = 48$

2 List multiples of 8.

Multiples of 8: 8, 16, 24, 32, 40, 48

3 Determine if 42 is a multiple of 8.

The list of multiples skips over 42 and goes from 40 to 48.

42 is not a multiple of 8.

EXAMPLE C Is 45 a multiple of 9?

1 Find multiples of 9.

$9 \times 1 = 9$ $9 \times 4 = 36$

$9 \times 2 = 18$ $9 \times 5 = 45$

$9 \times 3 = 27$ $9 \times 6 = 54$

2 List multiples of 9.

Multiples of 9: 9, 18, 27, 36, 45, 54

3 Determine if 45 is a multiple of 9.

The list of multiples includes 45.

45 is a multiple of 9.

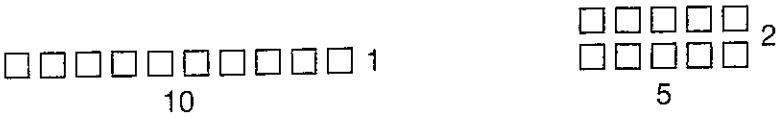
Is 33 a multiple of 4? Explain.

Day 7

EXAMPLE D Is 10 a **prime number** or a **composite number**?

1 Use **arrays** to find all the factor pairs of 10.

You can show more than one array for 10.



1 × 10 and 2 × 5 are the factor pairs of 10.

2 Decide if 10 is prime or composite.

10 has more than one factor pair.

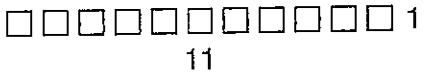
The factors are 1, 2, 5, and 10.

10 is a composite number.

EXAMPLE E Is 11 a prime number or a composite number?

1 Find all the factor pairs of 11.

You can only show one array for 11.



1 × 11 is the only factor pair of 11.

2 Decide if 11 is prime or composite.

11 has exactly one factor pair.

The factors are 1 and itself.

11 is a prime number.

Draw a model to show the factor pairs of 7. Is 7 a prime number or a composite number?

Day 7

Sieve Eratosthenes

The sieve of Eratosthenes (er-uh-**tahs**-thuh-neez) can be used to show prime numbers. You can use the hundreds chart below to make your own sieve of Eratosthenes.

The chart has been started for you.
You may use a calculator if you like.

1. Cross off 1. 1 is neither prime nor composite.
2. Circle 2. Then cross off all other multiples of 2.
3. Circle 3. Then cross off all other multiples of 3.
4. Circle 5. Then cross off all other multiples of 5.
5. Circle 7. Then cross off all other multiples of 7.
6. Circle 11. Then cross off all other multiples of 11.
7. Circle all the remaining numbers.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

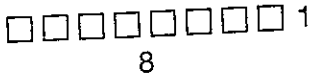
List the prime numbers you found.

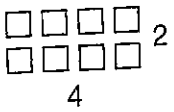
Day 7

Practice

Use the arrays to find the factor pairs. Then list the factors.

1. 8



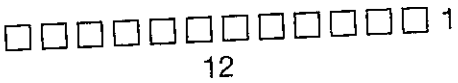


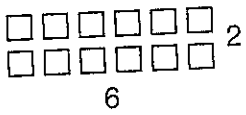
The factor pairs of 8 are _____ × _____ and _____ × _____.

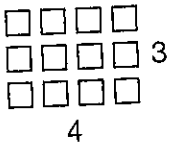
The factors of 8 are _____, _____, _____, and _____.

How many rows are there? How many are in each row?

2. 12







The factor pairs of 12 are _____ × _____, _____ × _____, and _____ × _____.

The factors of 12 are _____, _____, _____, _____, _____, and _____.

Write whether each number is prime or composite.

3. 5 _____

4. 9 _____

REMEMBER A prime number has exactly two factors, 1 and itself.

5. 19 _____

6. 23 _____

7. 26 _____

8. 31 _____

Day 7

Fill in the missing multiples.

9. multiples of 4: 4, 8, _____, 16, 20, 24, _____, 32, _____

10. multiples of 6: 6, _____, _____, 24, 30, 36, _____, 48, _____

11. multiples of 9: _____, 18, _____, _____, 45, 54, _____, _____, 81

Choose the best answer.

12. Which is **not** a composite number?

- **A.** 12
- **B.** 18
- **C.** 20
- **D.** 29

13. Which is **not** a prime number?

- **A.** 14
- **B.** 17
- **C.** 19
- **D.** 37

Solve.

14. Carlos multiplied two numbers. The product was 40. One factor was 8. What was the other factor?

_____

15. Mia multiplied two numbers. The product was 36. Both factors were the same. What were the factors?

_____

16. [redacted] How do you decide if a two-digit number is a multiple of a one-digit number?

_____

_____

_____

17. [redacted] What number pattern could help you remember multiples of 5?

_____

_____

_____

Name _____ Date _____

Mrs. Owen bought 187 yd. of red cloth and 357 yd. of white cloth. 1 yd. of cloth costs $8. How much did she pay altogether?

Answer: _____

Day 8

LESSON 10

Multiplying Whole Numbers

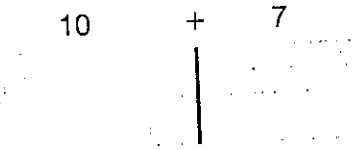
UNDERSTAND Use an area model to help multiply whole numbers.

4×17 means finding the total of 4 groups of 17.

1 Draw an area model.
The model has 4 rows. Each row has 17 squares.

2 Separate the model into two parts.
Show 17 as $10 + 7$.

3 Find the number of squares in each rectangle.



There are 4 rows of 10.
$4 \times 10 = 40$

There are 4 rows of 7.
$4 \times 7 = 28$

4 Add to find the total number of squares in the area model.
$40 + 28 = 68$

So $4 \times 17 = 68$

Day 8

Connect

Multiply.

4×17

1 Set up the problem vertically. Line up the digits with the same place values.

$$\begin{array}{r} 17 \\ \times\ 4 \\ \hline \end{array}$$

2 Multiply the ones by 4.

4×7 ones $= 28$ ones

Regroup 28 ones as 2 tens 8 ones.

$$\begin{array}{r} \textbf{2} \\ 17 \\ \times\ 4 \\ \hline \textbf{8} \end{array}$$

3 Multiply the tens by 4.

4×1 ten $= 4$ tens

Add the regrouped tens.

4 tens + 2 tens = 6 tens

$$\begin{array}{r} \textbf{2} \\ 17 \\ \times\ 4 \\ \hline \textbf{6}8 \end{array}$$

▶ $4 \times 17 = 68$

DISCUSS

Explain the steps you would use to multiply 5×31. What is the product?

Day 8

EXAMPLE A Multiply. 7×485

1 Set up the problem vertically. Line up the digits with the same place values.

$$\begin{array}{r} 485 \\ \times \quad 7 \\ \hline \end{array}$$

2 Multiply the ones by 7.

7×5 ones = 35 ones

Regroup 35 ones as 3 tens 5 ones.

$$\begin{array}{r} \mathbf{3} \\ 485 \\ \times \quad 7 \\ \hline \mathbf{5} \end{array}$$

3 Multiply the tens by 7.

7×8 tens = 56 tens

Add the regrouped tens.

56 tens + 3 tens = 59 tens

Regroup 59 tens as 5 hundreds 9 tens.

$$\begin{array}{r} \mathbf{53} \\ 485 \\ \times \quad 7 \\ \hline \mathbf{9}5 \end{array}$$

4 Multiply the hundreds by 7.

7×4 hundreds = 28 hundreds

Add the regrouped hundreds.

28 hundreds + 5 hundreds = 33 hundreds

$$\begin{array}{r} \mathbf{53} \\ 485 \\ \times \quad 7 \\ \hline \mathbf{3,3}95 \end{array}$$

$7 \times 485 = 3{,}395$

Multiply.

$$\begin{array}{r} 268 \\ \times \quad 4 \\ \hline \end{array}$$

Day 8

EXAMPLE B Multiply. $8 \times 3{,}402$

1 Set up the problem vertically. Line up the digits with the same place values.

$$\begin{array}{r} 3{,}402 \\ \times \quad 8 \\ \hline \end{array}$$

2 Multiply the ones by 8.

8×2 ones = 16 ones

Regroup 16 ones.

$$\begin{array}{r} \phantom{3{,}40}1 \\ 3{,}402 \\ \times \quad 8 \\ \hline \phantom{3{,}40}6 \end{array}$$

3 Multiply the tens by 8.

8×0 tens = 0 tens

Add the regrouped ten.

0 tens + 1 ten = 1 ten

$$\begin{array}{r} \phantom{3{,}40}1 \\ 3{,}402 \\ \times \quad 8 \\ \hline \phantom{3{,}40}16 \end{array}$$

4 Multiply the hundreds by 8.

8×4 hundreds = 32 hundreds

Regroup 32 hundreds.

$$\begin{array}{r} \phantom{3{,}4}31 \\ 3{,}402 \\ \times \quad 8 \\ \hline \phantom{3{,}4}216 \end{array}$$

5 Multiply the thousands by 8.

8×3 thousands = 24 thousands

Add the regrouped thousands.

24 thousands + 3 thousands = 27 thousands

$$\begin{array}{r} \phantom{3{,}4}31 \\ 3{,}402 \\ \times \quad 8 \\ \hline 27{,}216 \end{array}$$

▶ $8 \times 3{,}402 = 27{,}216$

DISCUSS

Explain why the product in this example has a digit in the ten thousands place.

Day 8

EXAMPLE C Multiply. 26×34

1 Set up the problem vertically. Line up the digits with the same place values.

$$\begin{array}{r} 34 \\ \times\ 26 \\ \hline \end{array}$$

2 Think of 26 as 2 tens 6 ones. Multiply by 6 ones. Regroup when necessary.

$$\begin{array}{r} {\scriptstyle 2} \\ 34 \\ \times\ 26 \\ \hline \mathbf{204} \end{array} \qquad 6 \times 34 = 204$$

204 is a partial product.

3 Multiply by 2 tens. Write a zero in the ones place under the 4.

$$\begin{array}{r} {\scriptstyle 2} \\ 34 \\ \times\ 26 \\ \hline 204 \\ \mathbf{680} \end{array} \qquad 20 \times 34 = 680$$

680 is a partial product.

4 Add the partial products.

$$\begin{array}{r} {\scriptstyle 2} \\ 34 \\ \times\ 26 \\ \hline 204 \\ +\,680 \\ \hline \mathbf{884} \end{array}$$

$26 \times 34 = 884$

Multiply. 19×43

Day 8

Problem Solving

READ

Doreen pays $9 each month for Internet service. How much would it cost Doreen to have Internet service for 24 months?

PLAN

Write an equation to represent the problem.

Let n = the total cost of Internet service for 24 months

$9 \times$ _____ $= n$

SOLVE

Set up the problem and multiply.

Multiply the ones.

Then multiply the tens.

Regroup when necessary.

$$\begin{array}{r} \square \\ 24 \\ \times\ \ 9 \\ \hline \square\square 6 \end{array}$$

CHECK

factor

$$\begin{array}{r} 24 \\ 9\overline{)216} \\ -\ 18\ \downarrow \\ \hline 36 \\ -\ 36 \\ \hline 0 \end{array}$$

This matches the other factor, so the answer is correct.

product

The product, n, is _____.

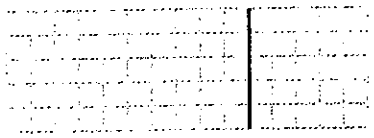
It would cost Doreen _____ for 24 months of Internet service.

Practice

Day 8

Use the area model to complete the equations.

1.



$5 \times 10 =$ _____ $5 \times 5 =$ _____

_____ + _____ = _____

$5 \times 15 =$ _____

HINT Did you find the number of squares in each rectangle first?

2.

$7 \times 10 =$ _____ $7 \times 4 =$ _____

_____ + _____ = _____

$7 \times 14 =$ _____

Fill in the numbers in the boxes to complete the multiplication.

3.

$$\begin{array}{r} 3\square \\ 283 \\ \times \quad 4 \\ \hline \square,132 \end{array}$$

REMEMBER Regroup when the product of the digits is a 2-digit number.

4.

$$\begin{array}{r} 312 \\ \times \quad 3 \\ \hline \square\square 6 \end{array}$$

5.

$$\begin{array}{r} 1\square \\ 1,037 \\ \times \quad 5 \\ \hline 5,\square\square 5 \end{array}$$

6.

$$\begin{array}{r} \square \\ 29 \\ \times \quad 13 \\ \hline 8\square \quad 3 \times 29 \\ +\ 2\square 0 \quad 10 \times 29 \\ \hline \square 77 \end{array}$$

7.

$$\begin{array}{r} 1 \\ \square \\ 57 \\ \times \quad 24 \\ \hline 2\square 8 \quad 4 \times 57 \\ +\ 114\square \quad 20 \times 57 \\ \hline 1,36\square \end{array}$$

Day 8

Multiply.

8. $\begin{array}{r} 42 \\ \times\ 3 \\ \hline \end{array}$

9. $\begin{array}{r} 579 \\ \times\ 6 \\ \hline \end{array}$

10. $\begin{array}{r} 3{,}078 \\ \times\ 2 \\ \hline \end{array}$

11. $\begin{array}{r} 26 \\ \times\ 45 \\ \hline \end{array}$

12. $\begin{array}{r} 212 \\ \times\ 5 \\ \hline \end{array}$

13. $\begin{array}{r} 34 \\ \times\ 15 \\ \hline \end{array}$

Choose the best answer.

14. One spider has 8 legs. How many legs do 25 spiders have?

- **A.** 100
- **B.** 160
- **C.** 200
- **D.** 210

15. One bag contains 24 daffodil bulbs. How many bulbs are in 12 bags?

- **A.** 72
- **B.** 288
- **C.** 298
- **D.** 388

Solve.

16. Each student in Danny's school uses 5 pencils each year. There are 728 students in Danny's school. How many pencils do the students use in one year?

_____

17. Tanya's heart beats 68 times per minute. How many times does it beat in one hour?

_____

HINT There are 60 minutes in 1 hour.

18. EXPLAIN Explain how you would use an area model to show 3×19.

_____

_____

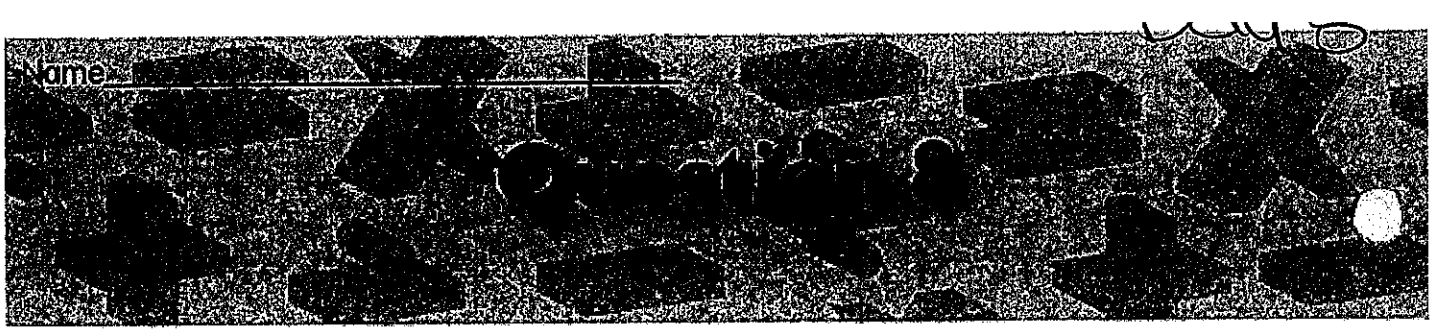
_____

19. CREATE Write a multiplication equation that has 3,500 as its product.

_____

_____

_____



Mr. Rodriguez baked 9 trays of carrot muffins. There were 35 muffins on each tray. Mrs. Williams baked 150 whole-grain muffins. How many muffins did they bake altogether?

Answer: _____

Day 9

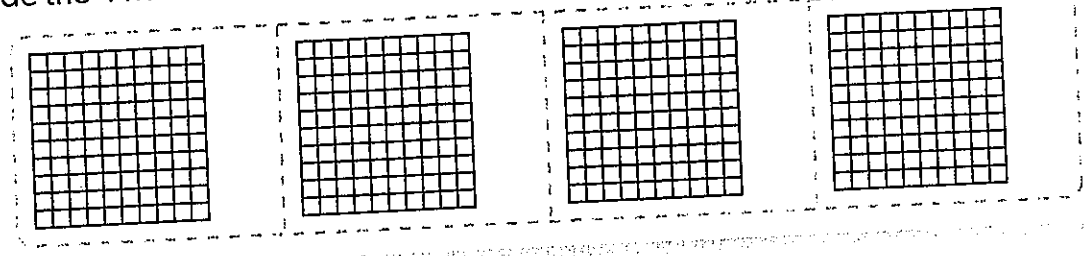
LESSON 11

Dividing with One-Digit Divisors

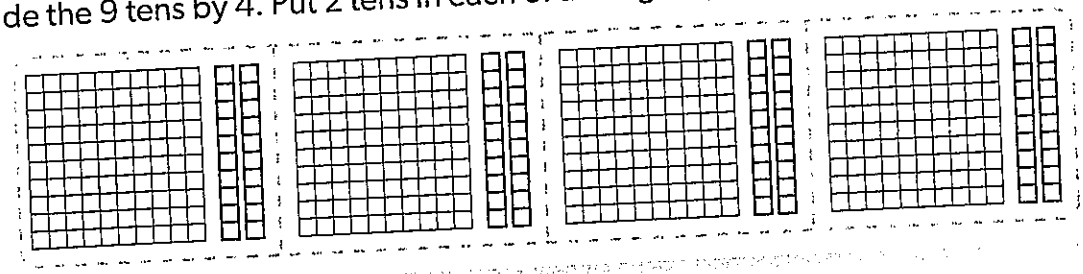
UNDERSTAND Use place value models to help divide greater numbers.

Divide 492 ÷ 4 means dividing 492 into 4 groups.

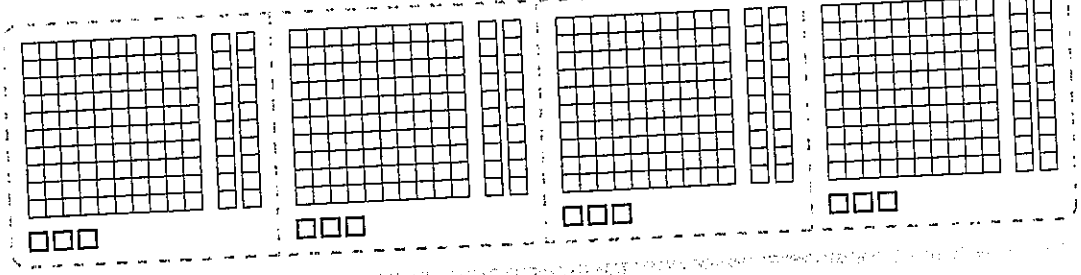
1 Divide the 4 hundreds by 4. Put 1 hundred in each of the 4 groups.



2 Divide the 9 tens by 4. Put 2 tens in each of the 4 groups. Left over: 1 ten.



3 Left over: 1 ten = 10 ones
Add the 2 ones. 1 ten + 2 ones = 12 ones
Divide the 12 ones by 4. Put 3 ones in each of the 4 groups.



4 Count each group.
Each group has 1 hundred, 2 tens, and 3 ones or 123.

▶ 492 ÷ 4 = 123

Day 9

Connect

Divide.

$492 \div 4$

1 Divide the 4 hundreds by 4.

$$\begin{array}{r} 1 \\ 4\overline{)492} \\ -4 \\ \hline 0 \end{array}$$

There is 1 hundred in each group.

2 Bring down the 9 tens. Divide the 9 tens by 4.

$$\begin{array}{r} 12 \\ 4\overline{)492} \\ -4\downarrow \\ \hline 09 \\ -\ 8 \\ \hline 1 \end{array}$$

There are 2 tens in each group.

There is 1 ten left.

3 Bring down the 2 ones. There are 12 ones.

$$\begin{array}{r} 12 \\ 4\overline{)492} \\ -4\downarrow \\ \hline 09 \\ -\ 8\downarrow \\ \hline 12 \end{array}$$

4 Divide the 12 ones by 4.

$$\begin{array}{r} 123 \\ 4\overline{)492} \\ -4\downarrow \\ \hline 09 \\ -\ 8\downarrow \\ \hline 12 \\ -12 \\ \hline 0 \end{array}$$

There are 3 ones in each group.

5 The quotient has 1 hundred, 2 tens, 3 ones, or 123.

$$\begin{array}{r} 123 \\ 4\overline{)492} \end{array}$$

$492 \div 4 = 123$

DISCUSS

Explain how you would use place value to place the first digit in the quotient of $672 \div 3$. What is the quotient?

Day 9

EXAMPLE A Jonah divided his 896 sports cards into 7 equal piles. How many are in each pile?

Divide $896 \div 7 = n$ $7\overline{)896}$

1 Decide where to place the first digit in the quotient.

$7\overline{)896}$ There are enough hundreds.

2 Divide the 8 hundreds by 7.

$7\overline{)8}$ Think: that's 1 hundred in each group.

$$\begin{array}{r} 1 \\ 7\overline{)896} \\ -7 \\ \hline 1 \end{array} \qquad \begin{array}{l} \\ \\ 1 \times 7 \\ 8 - 7 \end{array}$$

There is 1 hundred left.

3 Bring down the 9 tens. Divide the 19 tens by 7.

$7\overline{)19}$ Think: that's 2 tens in each group.

$$\begin{array}{r} 12 \\ 7\overline{)896} \\ -7\downarrow \\ \hline 19 \\ -14 \\ \hline 5 \end{array} \qquad \begin{array}{l} \\ \\ \\ \\ 2 \times 7 \\ 19 - 14 \end{array}$$

There are 5 tens left.

4 Bring down the 6 ones. Divide the 56 ones by 7.

$7\overline{)56}$ Think: that's 8 ones in each group.

$$\begin{array}{r} 128 \\ 7\overline{)896} \\ -7\downarrow \\ \hline 19 \\ -14\downarrow \\ \hline 56 \\ -56 \\ \hline 0 \end{array} \qquad \begin{array}{l} \text{quotient} \\ \\ \\ \\ \\ \\ 8 \times 7 \\ 56 - 56 \text{ (remainder)} \end{array}$$

$896 \div 7 = \mathbf{128}$

The quotient, n, is 128.

There are 128 cards in each pile.

DISCUSS

Describe what the letter n means in this example.

Day 9

EXAMPLE B Divide. $4{,}215 \div 3$

1 Set up the problem.

$$3\overline{)4215}$$

4 thousands is enough to divide by 3, so the first digit is in the thousands place.

2 Divide the 4 thousands by 3.

Think: that's 1 thousand in each group.

$$\begin{array}{r} 1 \\ 3\overline{)4215} \\ -3 \\ \hline 1 \end{array} \qquad \begin{array}{l} 1 \times 3 \\ 4 - 3 \end{array}$$

There is 1 thousand left.

3 Bring down the 2 hundreds. Divide the 12 hundreds by 3.

Think: that's 4 hundreds in each group.

$$\begin{array}{r} 14 \\ 3\overline{)4215} \\ -3\downarrow \\ \hline 12 \\ -12 \\ \hline 0 \end{array} \qquad \begin{array}{l} \\ \\ \\ \\ 4 \times 3 \\ 12 - 12 \end{array}$$

4 Bring down the 1 ten. Divide the 1 ten by 3.

1 ten is not enough. So, write a 0 in the tens place of the quotient.

$$\begin{array}{r} 140 \\ 3\overline{)4215} \\ -3\downarrow \\ \hline 12 \\ -12\downarrow \\ \hline 01 \end{array}$$

There is 1 ten left.

5 Bring down the 5 ones. Divide the 15 ones by 3.

Think: that's 5 ones in each group.

$$\begin{array}{r} 1405 \\ 3\overline{)4215} \\ -3\downarrow \\ \hline 12 \\ -12\downarrow \\ \hline 15 \\ -15 \\ \hline 0 \end{array} \qquad \begin{array}{l} \\ \\ \\ \\ \\ \\ 5 \times 3 \\ 15 - 15 \end{array}$$

$4{,}215 \div 3 = \mathbf{1{,}405}$

CHECK

Use multiplication to check your answer.

$$\begin{array}{r} 1{,}405 \\ \times \quad 3 \\ \hline \end{array}$$

Day 9

EXAMPLE C Divide 2,357 ÷ 5.

1 Set up the problem.

$$5\overline{)2357}$$

Not enough thousands to divide by 5, so the first digit is in the hundreds place.

2 Divide the 23 hundreds by 5.

Think: that's 4 hundreds in each group.

$$\begin{array}{r} 4 \\ 5\overline{)2357} \\ -20 \\ \hline 3 \end{array} \qquad \begin{array}{l} \\ \\ 4 \times 5 \\ 23 - 20 \end{array}$$

There are 3 hundreds left.

3 Bring down the 5 tens. Divide the 35 tens by 5.

Think: that's 7 tens in each group.

$$\begin{array}{r} 47 \\ 5\overline{)2357} \\ -20\downarrow \\ \hline 35 \\ -35 \\ \hline 0 \end{array} \qquad \begin{array}{l} \\ \\ \\ \\ 7 \times 5 \\ 35 - 35 \end{array}$$

4 Bring down the 7 ones. Divide the 7 ones by 5.

Think: that's 1 one in each group.

$$\begin{array}{r} 471\text{R2} \\ 5\overline{)2357} \\ -20\downarrow \\ \hline 35 \\ -35\downarrow \\ \hline 07 \\ -\ 5 \\ \hline 2 \end{array} \qquad \begin{array}{l} \\ \\ \\ \\ \\ \\ 1 \times 5 \\ 7 - 5 \end{array}$$

2 is the **remainder**.
Write it next to the quotient.

2,357 ÷ 5 = 471 R2

Use multiplication to check your answer. Remember to include the remainder.

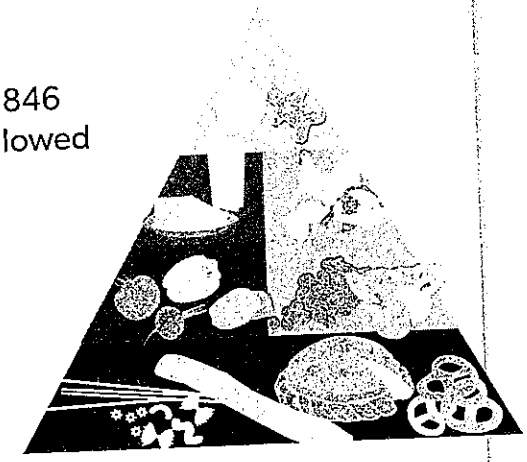
Day 9

Problem Solving

READ

Terrell volunteers at a food bank one day. There are 2,846 meals to give away to needy families. Each family is allowed 4 meals. How many families will receive meals?

How many meals will be left over?



PLAN

Write an equation to represent the problem.

Let n = the number of families

$2{,}846 \div 4 = n$

SOLVE

Set up the problem and divide.

Divide each place from left to right.

$$\begin{array}{r} 7\square\square \text{ R } 2 \\ 4\overline{)2\,8\,4\,6} \\ -\,2\,8 \\ \hline 0\,4 \\ -\ \square \\ \hline \square\,6 \\ -\ \ 4 \\ \hline \square \end{array}$$

CHECK

$$\begin{array}{rl} 7\,1\,1 & \text{quotient} \\ \times\ \ 4 & \text{divisor} \\ \hline 2\,8\,4\,4 & \\ +\ \ \ 2 & \text{remainder} \\ \hline 2\,8\,4\,6 & \text{This matches the dividend, so the answer is correct.} \end{array}$$

The quotient, n, is _____. So _____ families will receive meals.

The remainder is _____. So _____ meals will be left over.

_____ families will receive meals. There will be _____ meals left over.

Day 9

Practice

For questions 1–3, will the first digit of the quotient be in the hundreds place, tens place, or ones place?

1. $2\overline{)428}$ _____

2. $5\overline{)275}$ _____

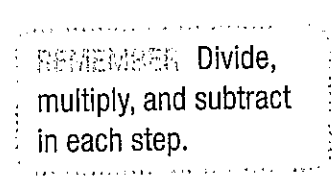
3. $3\overline{)285}$ _____

Fill in the numbers in the boxes to complete the division.

4.
$$\begin{array}{r} 1\square 5 \\ 4\overline{)620} \\ -\ 4 \\ \hline \square 2 \\ -\ 20 \\ \hline \square 0 \\ -\square\square \\ \hline 0 \end{array}$$

5.
$$\begin{array}{r} \square 2\square\square \\ 6\overline{)7242} \\ -\square \\ \hline \square 2 \\ -\square\square \\ \hline \square 42 \\ -\ \square\square \\ \hline 0 \end{array}$$

6.
$$\begin{array}{r} \square\square\square\ R\ \square \\ 7\overline{)3278} \\ -\square\square \\ \hline \square\square \\ -\square\square \\ \hline \square\square \\ -\square\square \\ \hline \square \end{array}$$



Divide. Check your answers.

7. $3\overline{)738}$

8. $8\overline{)992}$

9. $5\overline{)895}$

10. $3\overline{)6273}$

11. $5\overline{)5854}$

12. $4\overline{)8202}$

Day 9

Complete each sentence.

13. $124 \times 8 = 992$ is the opposite of $992 \div$ _____ = _____.

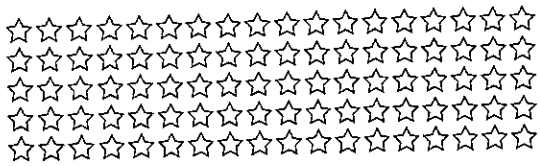
14. $418 \times 2 = 836$ is the opposite of _____ ÷ _____ = _____.

Use the diagram to complete the sentence.

15.

60 ÷ _____ = _____

16.



_____ ÷ _____ = _____

Choose the best answer.

17. Which is the same as $218 \div 5 = 43 + 3$?

A. $43 \times 3 + 5 = 218$

B. $43 \times 5 + 3 = 218$

C. $43 \times 5 = 218$

D. $43 \times 3 = 218$

18. Which is the same as $35 \times 3 + 2 = 107$?

A. $107 \div 3 = 35$

B. $107 \div 2 = 35$

C. $107 \div 3 = 35 + 2$ left over

D. $107 \div 2 = 35 + 2$ left over

Solve.

19. There are 1,536 dancers at the audition. The dancers will be in groups of 6 in the first round. How many groups of dancers will there be?

_____

20. A total of 2,268 gallons of gas were used to fill up motorcycles. Each motorcycle holds 7 gallons of gas. How many motorcycles were filled?

_____

21. Write a real-world problem using $144 \div 4 = \square$.

_____

_____

_____

22. Explain the steps you would take to find $2,568 \div 6$.

_____

_____

_____

Name _____ Day 9

Jerome bought 10 cartons of drink mix. There were 25 packets of mix in each carton. He used 246 packets for a party. How many packets of drink mix did he have left?

Answer: _____

Day 10

DOMAIN 2

Review

Write the number in expanded form. Then write the number name.

1.

Thousands			Ones		
Hundreds	Tens	Ones	Hundreds	Tens	Ones
		1	2	8	5

expanded form _____

number name _____

2.

Thousands			Ones		
Hundreds	Tens	Ones	Hundreds	Tens	Ones
	7	3	4	0	6

expanded form _____

number name _____

Round the number to each place.

3. 8,162

nearest ten _____

nearest hundred _____

nearest thousand _____

4. 852,917

nearest hundred _____

nearest thousand _____

nearest ten thousand _____

Compare. Write >, <, or =.

5. 61,389 ◯ 61,506

Thousands			Ones		
Hundreds	Tens	Ones	Hundreds	Tens	Ones
6	1		3	8	9
6	1		5	0	6

6. 5,142 ◯ 5,138

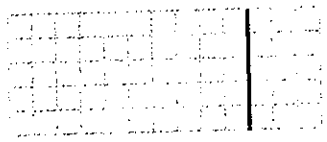
Thousands			Ones		
Hundreds	Tens	Ones	Hundreds	Tens	Ones
	5	1	4	2	
	5	1	3	8	

Use the area model to find the product.

7.

$6 \times 16 =$ _____

8.



$5 \times 13 =$ _____

Multiply or divide.

9.
$$\begin{array}{r} 83 \\ \times\ 9 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 1{,}693 \\ \times\ 5 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 48 \\ \times\ 33 \\ \hline \end{array}$$

12. $7\overline{)255}$

13. $4\overline{)7236}$

14. $6\overline{)4019}$

15. Write 680,442 in the place-value chart.

Thousands			**Ones**		
Hundreds	Tens	Ones	Hundreds	Tens	Ones

Compare the two different values represented by the 4 in 680,442.

_____

_____

Add or subtract.

16.
$$\begin{array}{r} 51,088 \\ +\ 3,654 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 84,638 \\ -\ 37,201 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 10,795 \\ +\ 34,629 \\ \hline \end{array}$$

19.
$$\begin{array}{r} 73,046 \\ -\ 13,854 \\ \hline \end{array}$$

20.
$$\begin{array}{r} 28,541 \\ +\ 18,359 \\ \hline \end{array}$$

21.
$$\begin{array}{r} 59,000 \\ -\ 2,756 \\ \hline \end{array}$$

Choose the best answer.

22. Which checks that $692 \div 5 = 138$ R2?

- **A.** $2 \times 138 + 5 = 692$
- **B.** $2 \times 138 - 5 = 692$
- **C.** $5 \times 138 - 2 = 692$
- **D.** $5 \times 138 + 2 = 692$

23. Which checks that $4 \times 50 + 3 = 203$?

- **A.** $203 \div 3 = 50$
- **B.** $203 \div 4 = 50$
- **C.** $203 \div 4 = 50$ R3
- **D.** $203 \div 3 = 50$ R4

Solve.

24. Jane is making muffins. Each muffin uses 4 ounces of flour. How many muffins can Jane make with 128 ounces of flour?

_____

25. Mr. Cohen earns $4,875 each month. How much does he earn in 6 months?

_____

26. Write and solve a real-world problem using $204 \div 6 = \square$.

_____

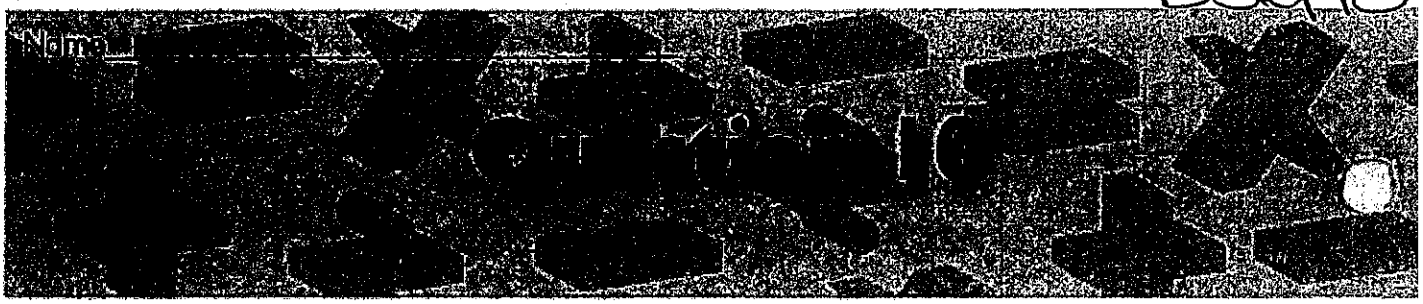
_____

_____

27. Change the number 37,266 to a number that rounds to 37,200.

_____

Day 10



Olivia bought 10 packages of stickers. There were 28 stickers in each package. She opened all the packages and arranged the stickers into rows of 6.

(a) How many rows of stickers were there?

(b) How many stickers were left?

Answer: (a) _____

(b) _____

Daily Word Problems

Monday–Week 17

Day 11

The tallest mountain in the world, Mount Everest, is 29,035 feet high. The tallest mountain in the United States, Mount McKinley, is 20,320 feet high. How much taller is Mount Everest than Mount McKinley?

Name:

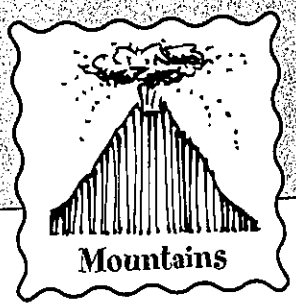
Work Space:

Answer:

_____ feet

Daily Word Problems

Tuesday–Week 17



Day 12

A guide climbs a mountain at the rate of 30 minutes for every 50 feet. How many hours will it take the guide to climb 750 feet?

Name:

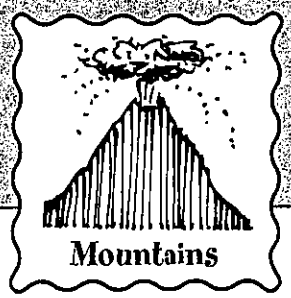
Work Space:

Answer:

_____ hours

Daily Word Problems

Wednesday-Week 17



Day 13

A volcanic mountain in the Pacific Ocean is 13,796 feet above sea level. The mountain extends 18,200 feet from sea level down to the ocean floor. How tall is the mountain from the ocean floor to the summit?

Name:

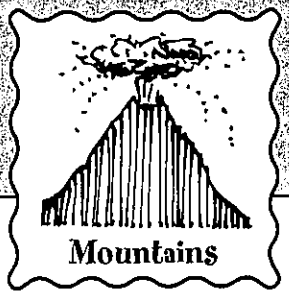
Work Space:

Answer:

_____ feet

Daily Word Problems

Thursday-Week 17



Day 14

A mountain climber drinks a 32-ounce bottle of water every 90 minutes on a hike. How many water bottles should the mountain climber bring on a hike that lasts 4 hours and 30 minutes?

Name:

Work Space:

Answer:

_____ bottles

Daily Word Problems

Name:

Friday-Week 17 Day 15

Mountains

There are five vegetation zones in the Rocky Mountains:

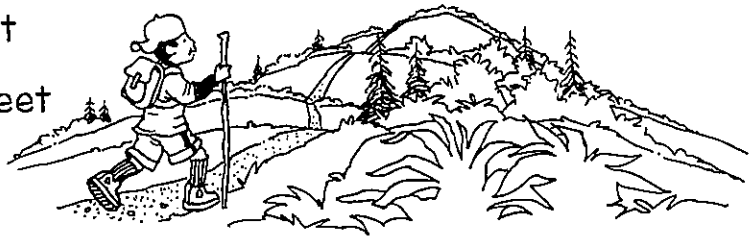
Plains, below 5,400 feet

Foothills, 5,400–7,000 feet

Montane, 7,000–9,000 feet

Subalpine, 9,000–11,500 feet

Alpine, above 11,500 feet



While on a hike, several living things were observed at different altitudes. List the vegetation zone for each living thing.

Living Things Observed on a Hike

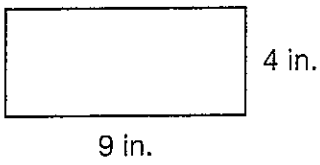
Living Thing	Altitude (in feet)	Vegetation Zone
Sagebrush	6,045	
Englemann spruce	9,300	
Juniper	5,506	
Lodgepole pine	8,542	
Aspen	7,433	
Ground-hugging flower	13,045	
Rocky Mountain goat	9,040	
Bighorn sheep	8,502	
Coyote	6,800	

Day 11

Applying Perimeter

The distance around the outside of a plane figure is its **perimeter** (P). To find the perimeter of a figure, add the lengths of all its sides. You can also use a **formula** to find the perimeter of some plane figures.

EXAMPLE Find the perimeter of the **rectangle** shown below.



1 Use the formula for the perimeter of a rectangle.

Perimeter = (2 × length) + (2 × width)

$P = (2 \times l) + (2 \times w)$

2 Multiply the length by 2.

$l = 9$ inches

$P = (2 \times 9) + (2 \times w)$

2×9 inches = 18 inches

3 Multiply the width by 2.

$w = 4$ inches

$P = 18 + (2 \times 4)$

2×4 inches = 8 inches

4 Add the products.

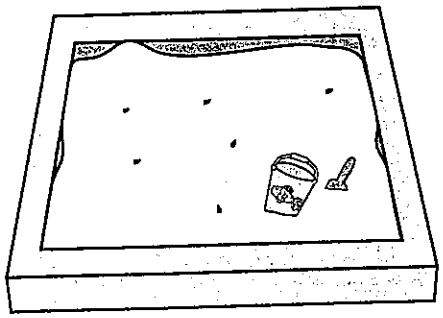
$P = 18 + 8 = 26$

18 inches + 8 inches = 26 inches

The perimeter of the rectangle is 26 inches.

Explain how you can use only addition to find the perimeter of a rectangle.

Problem Solving



A sandbox is in the shape of a **square**.
The perimeter of the sandbox is 12 feet.

What is the length of a side of the sandbox?

Use the formula for the perimeter of a square.

$P = 4 \times$ length of a side

$P = 4 \times s$

$P = 4 \times s$

$12 = 4 \times s$

$s =$ _____ since $4 \times$ _____ $= 12$.

Check by adding.

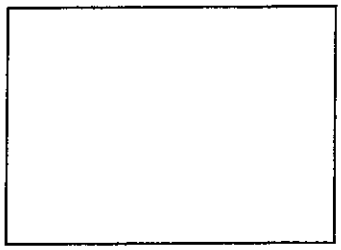
3 ft + 3 ft + 3 ft + 3 ft = _____ ft

The length of a side of the sandbox is _____ feet.

Practice

Complete the steps to find the perimeter.

1.



$P = (2 \times l) + (2 \times w)$

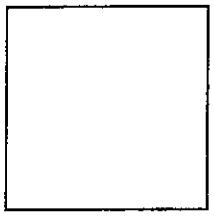
$P = (2 \times$ _____ $) + (2 \times$ _____ $)$

$P =$ _____ $+$ _____

$P =$ _____ cm

Multiply both
the length and width by 2.

2.



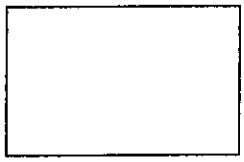
$P = 4 \times s$

$P = 4 \times$ _____

$P =$ _____ ft

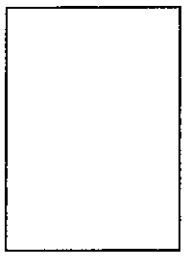
Find the perimeter.

3.



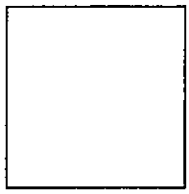
_____

4.



_____

5.



_____

6. rectangle

$l = 13$ cm

$w = 7$ cm

_____

7. rectangle

$l = 7\frac{1}{2}$ ft

$w = 5\frac{1}{2}$ ft

_____

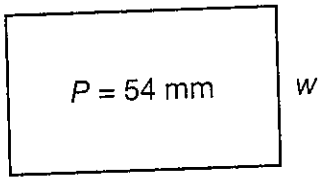
8. square

$s = 27$ m

_____

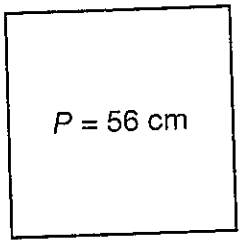
Find the missing measure.

9.



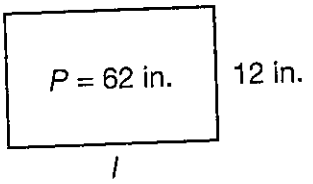
$w =$ _____

10.



$s =$ _____

11.



$l =$ _____

Choose the best answer.

12. The length of a desk is 36 inches and its width is 24 inches. What is the perimeter of the desk?

A. 6 inches
B. 12 inches
C. 60 inches
D. 120 inches

13. Lisa wants to sew a fringe around the edges of a square tablecloth with a side length of 4 feet. How many inches of fringe does she need?

A. 16 inches
B. 48 inches
C. 96 inches
D. 192 inches

Solve.

14. How many feet of baseboard are needed to go around a rectangular room that measures 12 feet by 15 feet?

_____

15. Don bought 32 feet of fencing to put around his vegetable garden. The garden is in the shape of a square. What is the length of a side of the garden?

_____

16. What will happen to the perimeter of a square if the length of a side is doubled? Justify your answer.

_____

_____

_____

17. The perimeter of a rectangle is 34 inches. The length is 12 inches. Explain how to find the width of the rectangle.

_____

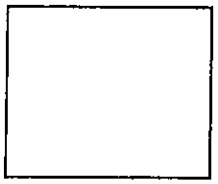
_____

_____

Applying Area

The **area (*A*)** of a plane figure is the number of squares having a side length of 1 unit that can completely cover the inside of the figure with no gaps or overlaps. Area is measured in **square units**. You can use a formula to find the area of a rectangle.

EXAMPLE Find the area of the rectangle shown below.



1 Use the formula for the area of a rectangle.

Area = length × width

$A = l \times w$

2 Multiply the length times the width.

l = 6 inches and w = 5 inches

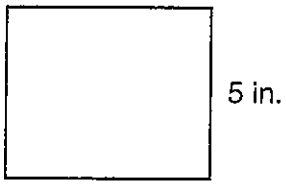
$A = 6 \times 5$

6 inches × 5 inches = 30 square inches

∴ The area of the rectangle is 30 square inches.

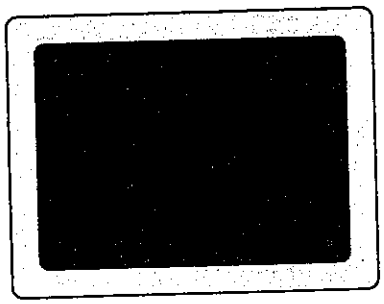
MODEL

Model 30 square units on the rectangle below.



Problem Solving

The area of a PC tablet is 70 square inches. The length of the tablet is 10 inches. What is the width of the tablet?



10 in.

Use the formula for the area of a rectangle.

$A = l \times w$

$A = l \times w$

$70 = 10 \times w$

$w =$ _____

Check by multiplying.

$10 \times 7 =$ _____

The width of the tablet is _____ inches.

Using Line Plot Data to Solve Problems

A **line plot** is a way to show data using a number line. Each X on the line plot shows the number of times the data value occurs.

EXAMPLE A A beekeeper measured the lengths of some bees. Here are the results in fractions of an inch: $\frac{3}{8}, \frac{1}{4}, \frac{3}{8}, \frac{1}{4}, \frac{3}{8}, \frac{1}{8}, \frac{1}{4}, \frac{1}{8}, \frac{1}{4}, \frac{1}{2}, \frac{1}{4}, \frac{3}{8}$. Show the data in a line plot.

1 Rename the measurements so they are in the same fractional units.

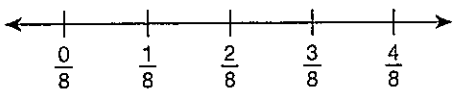
The denominators are 2, 4, and 8. Rename any fraction that has a denominator of 2 or 4 to its equivalent fraction having a denominator of 8.

$\frac{1}{4} = \frac{1 \times 2}{4 \times 2} = \frac{2}{8}$ $\frac{1}{2} = \frac{1 \times 4}{2 \times 4} = \frac{4}{8}$

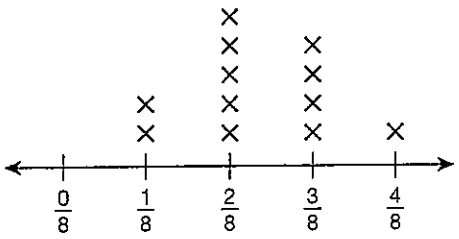
2 Rewrite the data using the equivalent fractions.

$\frac{3}{8}, \frac{2}{8}, \frac{3}{8}, \frac{2}{8}, \frac{3}{8}, \frac{1}{8}, \frac{2}{8}, \frac{1}{8}, \frac{2}{8}, \frac{4}{8}, \frac{2}{8}, \frac{3}{8}$

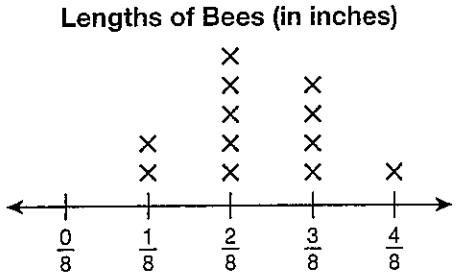
3 Draw a number line.



4 Draw an X above $\frac{1}{8}, \frac{2}{8}, \frac{3}{8}$, or $\frac{4}{8}$ for each piece of data in the data set.



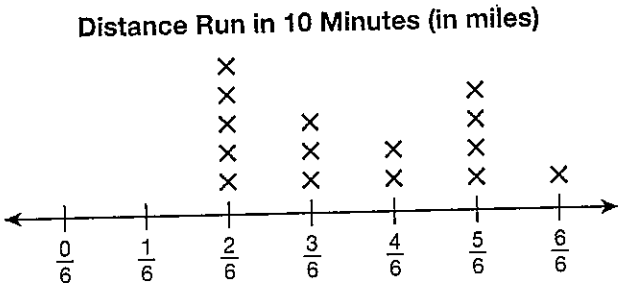
5 Label the title of the line plot.



The line plot is shown above.

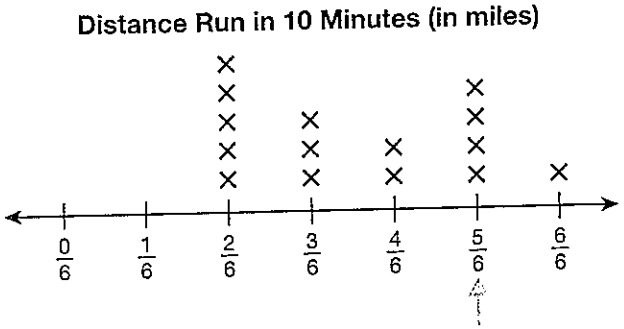
Explain how you can find how many bees the beekeeper measured.

EXAMPLE B The line plot shows the distances that students ran in 10 minutes.



How many students ran $\frac{5}{6}$ mile in 10 minutes?

1 Find $\frac{5}{6}$ mile on the number line.



2 Find the number of Xs above $\frac{5}{6}$.

Count the number of Xs above $\frac{5}{6}$.

There are 4 Xs above $\frac{5}{6}$ mile.

Four students ran $\frac{5}{6}$ mile in 10 minutes.

Describe

Explain why there are no Xs above $\frac{1}{6}$ in the line plot.

Day 11

Name _____

Mrs. Suzuki had 1,000 eggs. She sold 250 eggs to Mrs. Cook and packed the remaining eggs equally into trays of 10. How many trays did she need?

Answer: _____

Day 12

Name: _____

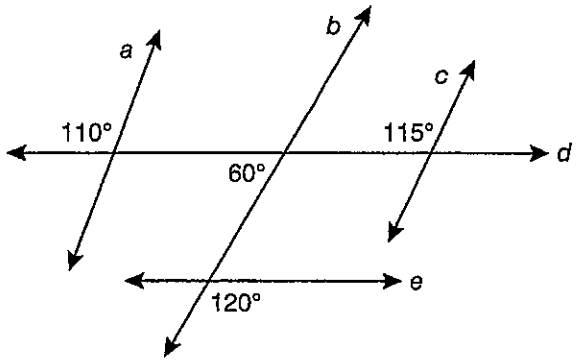
4 spoons and 3 forks cost $15. 4 spoons and 1 fork cost $13. Find the cost of 5 forks.

Answer: _____

Day 12

Name: _____ **Date:** _____

1. Based on the diagram below, which statement is true?

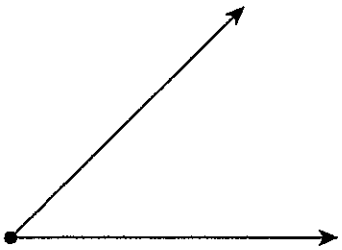


A. $a \parallel b$ B. $a \parallel c$ C. $b \parallel c$ D. $d \parallel e$

2. Which figure is an example of a line segment?

A.

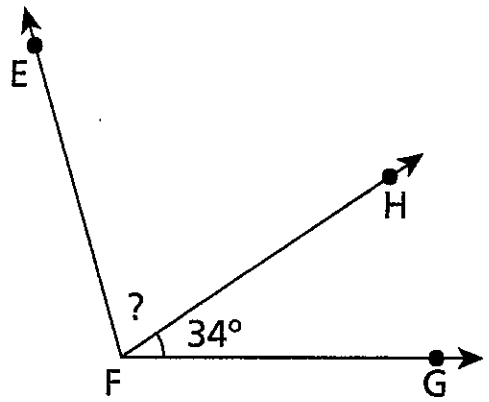
B.



C.

D.

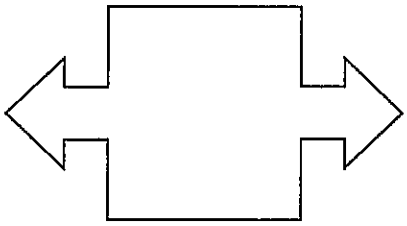
3. The measure of angle *EFG* shown below is 106 degrees.



What is the measure, in degrees, of angle *EFH*?

A. 34 B. 56 C. 72 D. 140

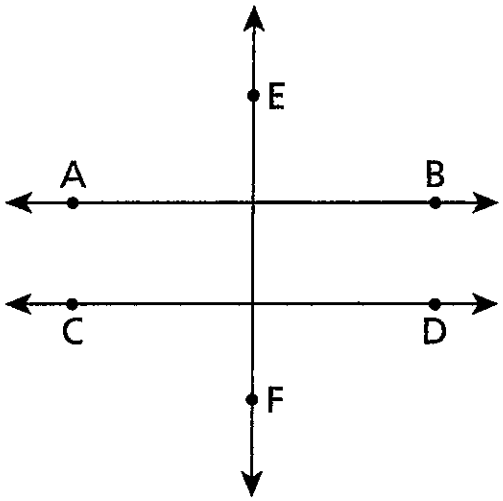
4. What is the greatest number of lines of symmetry that can be drawn on the figure shown below?



A. 0 B. 1 C. 2 D. 4

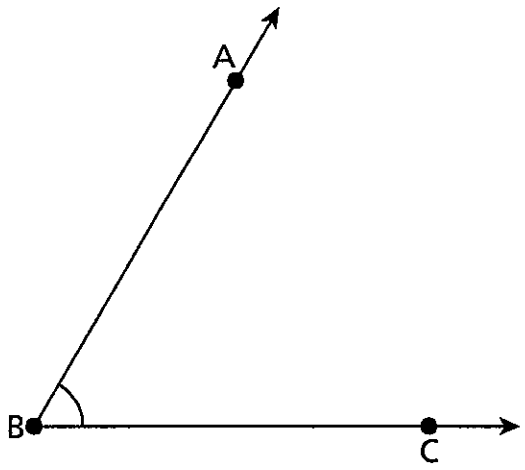
Day 12

7. The diagram below shows line *AB*, line *CD*, and line *EF*.



Identify *two* lines on the diagram that appear to be perpendicular to each other.

8. What is the measure of angle *ABC*?

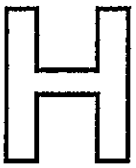


A. 60° B. 70° C. 110° D. 120°

9. Which letter has the *greatest* number of lines of symmetry?

A. 

B. 

C. 

D. 

10. Which diagram below appears to show a pair of perpendicular lines?

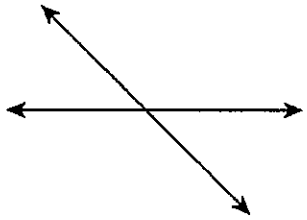


Diagram A

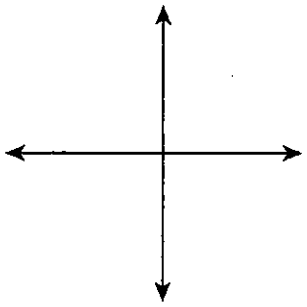


Diagram B

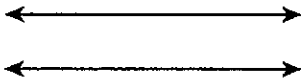
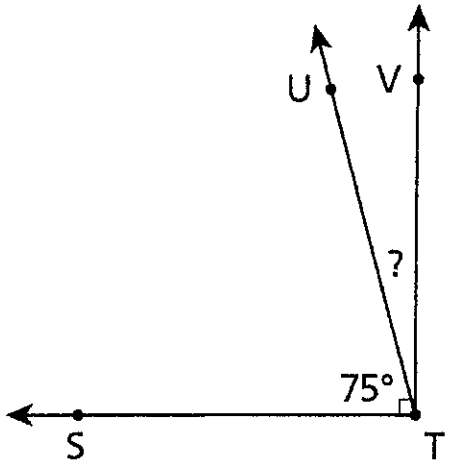


Diagram C

Explain your answer

Day 13

14. Angles *STU* and *UTV* combine to form right angle *STV*.

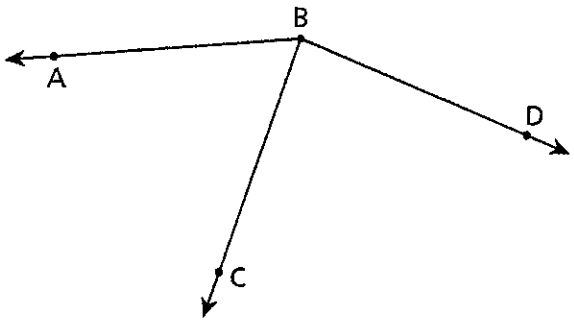


Which expression could be used to find the measure, in degrees, of angle *UTV*?

A. $90 - 75$ B. $90 + 75$

C. $180 - 75$ D. $180 + 75$

15. In the diagram below, angle *ABD* measures 153° and angle *ABC* measures 67°.

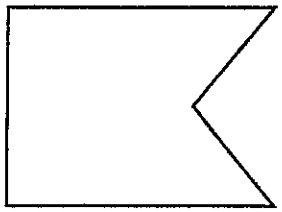


What is the measure of angle *CBD*?

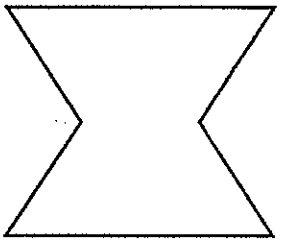
A. 84° B. 86° C. 94° D. 96°

16. Which figure has exactly one line of symmetry?

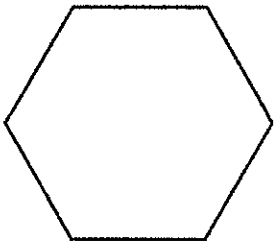
A.



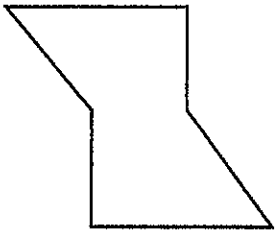
B.



C.



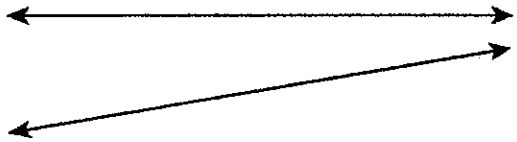
D.



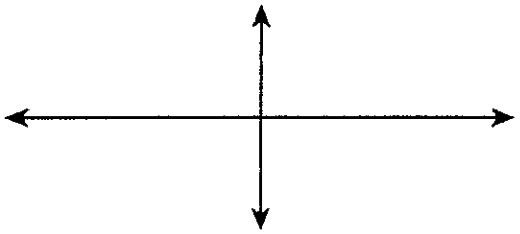
Day 13

19. Which figure appears to show a pair of perpendicular lines?

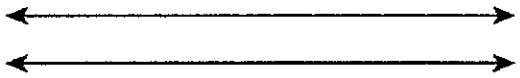
A.



B.

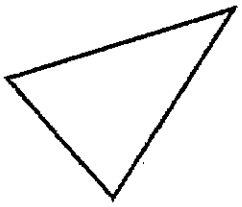


C.



D.

20. Is the triangle below best described as right, acute, or obtuse?



Explain how you know your answer is correct.

Day 13

Name _____

There are a total of 30 white and black marbles in a box. There are 14 more white marbles than black marbles. How many black marbles are in the box?

Answer: _____

Day 14

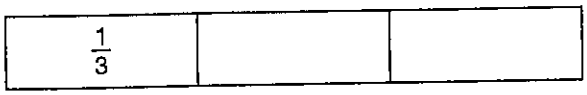
LESSON 12

Extending Understanding of Equivalent Fractions

UNDERSTAND **Equivalent fractions** name the same amount, but have different **numerators** and **denominators**.

Use fraction models to find fractions that are equivalent to $\frac{1}{3}$.

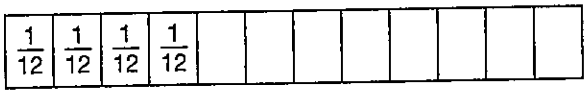
1 Shade the fraction model to show $\frac{1}{3}$.



2 To find an equivalent fraction, split the fraction model into smaller, equal parts.

Each third is split into 2 equal parts.
1 third = 2 sixths

3 Split the fraction model into smaller, equal parts again.



Each third is split into 4 equal parts.
1 third = 4 twelfths

4 Write the equivalent fractions.

The fractions $\frac{2}{6}$ and $\frac{4}{12}$ are equivalent to $\frac{1}{3}$.

▶ $\frac{1}{3} = \frac{2}{6}$ $\frac{1}{3} = \frac{4}{12}$

Connect

Use multiplication to find fractions that are equivalent to $\frac{1}{3}$.

1 Multiply the numerator and the denominator by the same number.

Multiply the numerator and the denominator by 2.

$\frac{1}{3} = \frac{1 \times \mathbf{2}}{3 \times \mathbf{2}} = \frac{2}{6}$

2 Find another fraction equivalent to $\frac{1}{3}$.

Multiply the numerator and the denominator by 4.

$\frac{1}{3} = \frac{1 \times \mathbf{4}}{3 \times \mathbf{4}} = \frac{4}{12}$

3 Write the equivalent fractions.

The fractions $\frac{2}{6}$ and $\frac{4}{12}$ are equivalent to $\frac{1}{3}$.

$\frac{1}{3} = \frac{2}{6}$

$\frac{1}{3} = \frac{4}{12}$

TRY

Find two fractions that are equivalent to $\frac{1}{2}$.

Duplicating any part of this book is prohibited by law.

EXAMPLE What fraction with a denominator of 8 is equivalent to $\frac{3}{4}$?

1 Set up the problem.

$\frac{3}{4} = \frac{n}{8}$

2 Find the number that you will multiply the numerator and the denominator by.

The denominator of the equivalent fraction is 8.

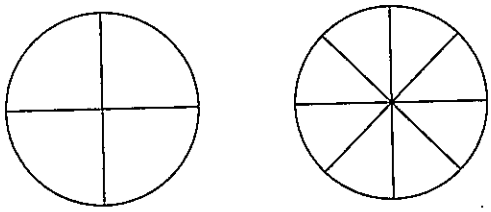
4 times what number equals 8?

$4 \times \mathbf{2} = 8$

3 Multiply the numerator and the denominator by 2.

$\frac{3}{4} = \frac{3 \times \mathbf{2}}{4 \times \mathbf{2}} = \frac{6}{8}$

4 Use models to check.



$\frac{3}{4}$ $\frac{6}{8}$

The circles are the same size.

The circles are separated into a different number of parts.

The size of the parts is different.

The same amount of each circle is shaded.

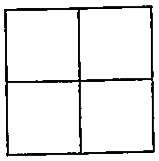
$\frac{3}{4} = \frac{6}{8}$

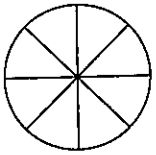
Explain how you would find a fraction with a denominator of 10 that is equivalent to $\frac{3}{5}$. Then find the equivalent fraction.

FRACTION DUEL

Which fraction does not belong? Write the letter on the line.

1. _____

A. 

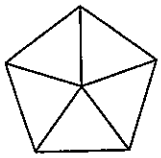
B. 

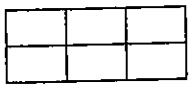
C. $\frac{3}{12}$

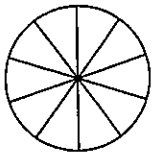
D. 

2. _____

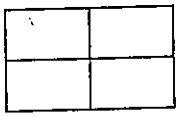
A. $\frac{4}{10}$

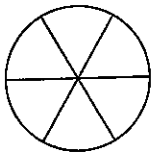
B. 

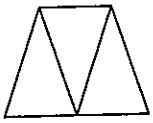
C. 

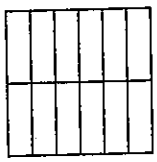
D. 

3. _____

A. 

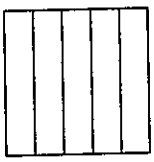
B. 

C. 

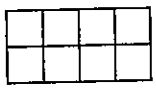
D. 

4. _____

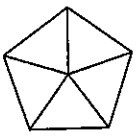
A. $\frac{1}{4}$

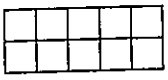
B. 

C. $\frac{2}{8}$

D. 

5. _____

A. 

B. 

C. $\frac{4}{5}$

D. $\frac{9}{10}$

6. _____

A. $\frac{3}{8}$

B. $\frac{6}{12}$

C. $\frac{3}{6}$

D. $\frac{5}{10}$

7. _____

A. $\frac{2}{2}$

B. $\frac{10}{10}$

C. $\frac{11}{12}$

D. $\frac{5}{5}$

8. _____

A. $\frac{6}{4}$

B. $\frac{10}{6}$

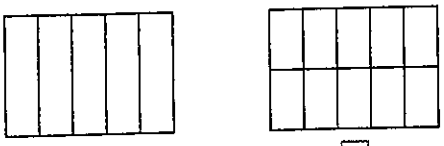
C. $\frac{5}{3}$

D. $\frac{20}{12}$

Practice

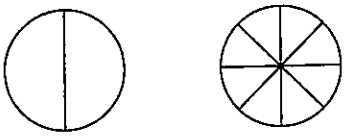
Shade the model to show a fraction equivalent to the fraction shown. Then write the equivalent fraction.

1.



$\frac{3}{5} = \frac{\square}{10}$

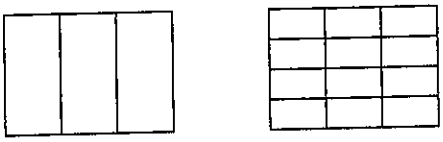
2.



$\frac{1}{2} = \frac{\square}{8}$

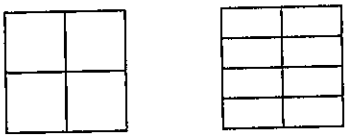
HINT There are 4 times as many sections in each part, and 4 times as many sections in the whole.

3.



$\frac{2}{3} = \frac{\quad}{\quad}$

4.



$\frac{2}{4} = \frac{\quad}{\quad}$

5. Look for a pattern in the numerators and denominators. Then complete the table to show fractions equivalent to $\frac{1}{2}$.

$\frac{1}{2}$	$\frac{2}{4}$	$\frac{3}{6}$	$\frac{\square}{8}$	$\frac{5}{10}$	$\frac{6}{\square}$

6. Look for a pattern in the numerators and denominators. Then complete the table to show fractions equivalent to $\frac{3}{2}$.

$\frac{3}{2}$	$\frac{6}{4}$	$\frac{9}{6}$	$\frac{12}{8}$	$\frac{\square}{10}$	$\frac{\square}{12}$

Multiply to find an equivalent fraction.

7. $\frac{1}{6} = \frac{1 \times \square}{6 \times 2} = \frac{\square}{12}$

8. $\frac{1}{2} = \frac{1 \times \square}{2 \times 5} = \frac{\square}{10}$

9. $\frac{2}{4} = \frac{2 \times \square}{4 \times \square} = \frac{\square}{8}$

REMEMBER Multiply the numerator and denominator by the same number.

Are the fractions equivalent? Write *yes* or *no*.

10. $\frac{6}{12}, \frac{1}{2}$ _____

11. $\frac{5}{6}, \frac{4}{6}$ _____

12. $\frac{1}{5}, \frac{2}{10}$ _____

13. $\frac{4}{6}, \frac{2}{3}$ _____

14. $\frac{2}{3}, \frac{2}{4}$ _____

15. $\frac{3}{4}, \frac{6}{8}$ _____

Write two fractions equivalent to the given fraction.

16. $\frac{1}{3}$ _____

17. $\frac{4}{3}$ _____

Choose the best answer.

18. Which fraction is equivalent to the shaded part of the fraction model?

A. $\frac{3}{5}$

B. $\frac{4}{6}$

C. $\frac{5}{6}$

D. $\frac{6}{8}$

19. Which fraction is equivalent to the shaded part of the fraction model?

A. $\frac{2}{5}$

B. $\frac{4}{10}$

C. $\frac{8}{10}$

D. $\frac{8}{12}$

Solve.

20. Remy needs $\frac{5}{3}$ yards of fabric for a craft project. Write how much fabric he needs as a fraction with a denominator of 6.

_____

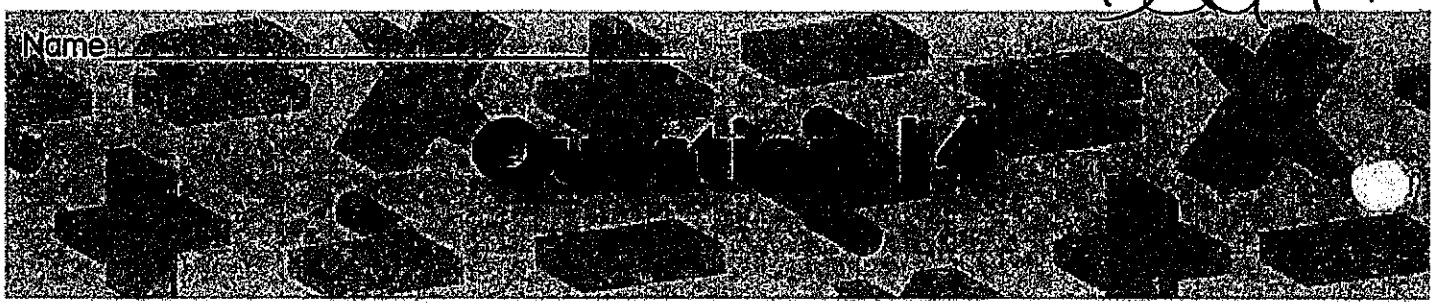
21. WRITE Explain why $\frac{1}{2}$ is **not** equivalent to $\frac{2}{5}$.

_____

_____

_____

Name: _____



There are 40 students in a class. There are 4 more boys than girls. How many girls are in the class?

Answer: _____

Day 15

$100 Words: Math Game

A= 1	B= 2	C=3	D=4	E=5
F=6	G=7	H=8	I=9	J=10
K=11	L=12	M=13	N=14	O=15
P=16	Q=17	R=18	S=19	T=20
U=21	V=22	W=23	X=24	Y=25
Z=26				

Each letter has a value. Use a word and add each letter's value to find a **$100** word. Find a **$100** word and win a prize!

Example:

SCHOOL

19+3+8+15+15+12= 72

You may work on by yourself, with a friend, or in a small group. You can use the space below, your math notebook, or scrap paper. Take a sheet as a guide and HAVE FUN!

Day 15

Name: _____

The difference between 2 numbers is 15. If the bigger number is 98, what is the smaller number?

Answer: _____

Art

Hillcrest Daily Art Prompts: 4th and 5th Grade Ms. Coleman
4th Google code: zz52qez
5th Google code: fycuana

1 Draw yourself with wings.	**2** Draw a picture of the perfect garden for your house.	**3** Draw a city on another planet.	**4** If animals could draw, what would their artwork look like? Draw their artwork.	**5** Draw a poster to advertise your favorite movie.	**6** Draw a picture of where you would like to fly to.	**7** Take any one of the ideas you have already drawn this week and revise it - - redesign it.
8 Draw a picture of yourself if you grew flowers instead of hair.	**9** Draw a house built underground.	**10** Create an imaginary alphabet.	**11** Design a costume for 2090.	**12** Draw yourself at 16 years old, 30 and 80 years old.	**13** Draw a picture. Cut your pictures into squares. Paste the squares into a new design.	**14** Take any one of the ideas you have already drawn this week and revise it - - redesign it.
15 Draw a comic strip with your own characters.	**16** Draw a character from a book you like	**17** Combine a plant and an animal to create a new life form.	**18** Draw your idea of Paradise	**19** Draw your dream room.	**20** Write a large number in the middle of a page. Turn it into a person/animal.	**21** Take any one of the ideas you have already drawn this week and revise it - - redesign it.
22 Illustrate: If you were the tallest person in the world.	**23** Draw your best friend.	**24** Draw yourself as a robot.	**25** Draw a large jar and fill it up with something (candy, toys, rock, etc)	**26** Practice drawing anything from observation	**27** Draw your favorite photograph.	**28** Take any one of the ideas you have already drawn this week and revise it - - redesign it.

Directions: Take fifteen minutes a day to relax and use your imagination! Use any materials you have -- get creative! If you'd like to share your creations, you may send me a picture at **tcoleman@peekskillschools.org!**

Dibujando un día de Hillcrest: 4to y 5to grado Sra. Coleman
4th Google code: zz52qez
5th Google code: fycuana

1 Dibujate con alas.	2 Haz un dibujo del jardín perfecto para tu casa.	3 Dibuja una ciudad en otro planeta.	4 Si los animales pudieran dibujar, ¿cómo se vería su obra de arte? Dibuja su obra de arte.	5 Dibuja un póster para anunciar tu película favorita.	6 Haz un dibujo de a dónde te gustaría volar.	7 Tome cualquiera de las ideas que ya ha dibujado esta semana y revísela, rediseñe.
8 Haz un dibujo de ti mismo si cultivaste flores en lugar de cabello.	9 Dibuja una casa construida bajo tierra.	10 Crea un alfabeto imaginario.	11 Diseña un disfraz para 2090.	12 Dibujarse a los 16 años, 30 y 80 años.	13 Dibuja una imagen. Corta tus fotos en cuadrados. Pega los cuadrados en un nuevo diseño.	14 Tome cualquiera de las ideas que ya ha dibujado esta semana y revísela, rediseñe.
15 Dibuja una historieta con tus propios personajes.	16 Dibuja un personaje de un libro que te guste	17 Combina una planta y un animal para crear una nueva forma de vida.	18 Dibuja tu idea del paraíso	19 Dibuja la habitación de tus sueños.	20 Escribe un número grande en el medio de una página. Conviértalo en una persona / animal.	21 Tome cualquiera de las ideas que ya ha dibujado esta semana y revísela, rediseñe.
22 Ilustrar: si fueras la persona más alta del mundo.	23 Dibuja a tu mejor amigo/a	24 Dibujate como un robot.	25 Dibuja un frasco grande y llénalo con algo (dulces, juguetes, rocas, etc.)	26 Practica dibujar cualquier cosa desde la observación	27 Dibuja tu fotografía favorita.	28 Tome cualquiera de las ideas que ya ha dibujado esta semana y revísela, rediseñe.

Instrucciones: ¡Tómese quince minutos al día para relajarse y usar su imaginación! Use cualquier material que tenga, ¡sea creativo! Si desea compartir sus creaciones, ¡puede enviarme una foto a **tcoleman@peekskillschools.org!**