Hillcrest
Elementary School

HAWKS

Peekskill Schools

Home Learning Packet
Paquete de Aprendizaje en el Hogar

Differentiated for Children with Special Learning Needs (A) /
Diferenciado para Niños con Necesidades Especiales de Aprendizaje (A)

PEEKSKILL CITY SCHOOLS

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

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	<u>Reading</u> • Pages: 1, 2 & 3 <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	<u>Math</u> • Pages: 1, 2, 3 & 4	
Science/ Social Studies		
HAWKS		

DAY 2		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Pages: 4 & 5 <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	<u>Math</u> • Pages: 5, 6, 7 & 8	
Science/ Social Studies		
HAWKS		

DAY 3		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Pages: 6 & 7 <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	<u>Math</u> • Pages: 9, 10, 11 & 12	
Science/ Social Studies		
HAWKS		

DAY 4		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Pages: 8, 9 & 10 <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	<u>Math</u> • Pages: 13, 14, 15 & 16	
Science/ Social Studies		
HAWKS		

DAY 5		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Pages: 11 & 12 <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	<u>Math</u> • Pages: 17, 18, 19 & 20	
Science/ Social Studies		
HAWKS		

DAY 6		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Pages: 13, 14 & 15 <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	<u>Math</u> • Pages: 21, 22, 23 & 24	
Science/ Social Studies		
HAWKS		

DAY 7		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Pages: 16 & 17 <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	<u>Math</u> • Pages: 25, 26, 27 & 28	
Science/ Social Studies		
HAWKS		

DAY 8		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	Reading • Pages: 18 & 19 Writing • Choose a writing prompt (see list attached)	
Math	Math • Pages: 29, 30, 31 & 32	
Science/ Social Studies		
HAWKS		

DAY 9		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Pages: 20 & 21 <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	<u>Math</u> • Pages: 33, 34, 35 & 36	
Science/ Social Studies		
HAWKS		

DAY 10		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Pages: 22 & 23 <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	<u>Math</u> • Pages: 37, 38, 39 & 40	
Science/ Social Studies		
HAWKS		

DAY 11		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Pages: 24 & 25 <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	<u>Math</u> • Pages: 41, 42, 43 & 44	
Science/ Social Studies		
HAWKS		

DAY 12		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Pages: 26, 27 & 28 <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	<u>Math</u> • Pages: 45, 46, 47 & 48	
Science/ Social Studies		
HAWKS		

DAY 13		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Pages: 29, 30 & 31 <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	<u>Math</u> • Pages: 49, 50, 51 & 52	
Science/ Social Studies		
HAWKS		

DAY 14

Subject Area	Daily Activity	Done? ✓
Reading	Read a book for at least 20 minutes.	
English Language Arts	Reading • Pages: 32, 33 & 34 Writing • Choose a writing prompt (see list attached)	
Math	Math • Pages: 53, 54, 55 & 56	
Science/ Social Studies		
HAWKS		

DAY 15		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Pages: 35 & 36 <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	<u>Math</u> • Pages: 57, 58, 59 & 60	
Science/ Social Studies		
HAWKS		

DAY 16		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Pages 37, 38, 39 & 40 <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	<u>Math</u> • Pages: 61, 62, 63 & 64	
Science/ Social Studies		
HAWKS		

DAY 17		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Pages: 41, 42, 43, 44 & 45 <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	<u>Math</u> • Pages: 65, 66, 67 & 68	
Science/ Social Studies		
HAWKS		

DAY 18		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Pages: 46, 47, 48, 49, 50 & 51 <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	<u>Math</u> • Pages: 69, 70, 71 & 72	
Science/ Social Studies		
HAWKS		

DAY 19		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Pages: 52, 53 & 54 <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	<u>Math</u> • Pages: 73, 74, 75 & 76	
Science/ Social Studies		
HAWKS		

DAY 20		
Subject Area	**Daily Activity**	**Done? ✓**
Reading	Read a book for at least 20 minutes.	
English Language Arts	<u>Reading</u> • Pages: 55, 56, 57, 58, 59, 60, 61, 62 & 63 <u>Writing</u> • Choose a writing prompt (see list attached)	
Math	<u>Math</u> • Pages: 77, 78, 79 & 80	
Science/ Social Studies		
HAWKS		

Reading

Reading Comprehension: Stories

Story 1, Page 1

 Mary, Sally, and their mom and dad had been planning their summer vacation for many months. They were going to take a trip to Disney World in Florida. Then things started to go wrong. The car needed to be repaired. Mom lost her job. Dad fell down at work and broke his arm.

"I'm sorry, kids," Dad said. "I guess we will have to go to Disney World next year."

---

1. Why did the family need to put off their trip?

- ○ Dad changed his mind.
- ○ It was not summer yet.
- ○ Things started to go wrong.
- ○ They needed a new car.

---

2. How do you think Mary and Sally felt?

- ○ happy
- ○ sad
- ○ excited
- ○ mean

---

3. What do you think the family will do now?

- ○ keep planning
- ○ give up
- ○ go somewhere else
- ○ become angry

---

4. In this story, repaired means . . .

- ○ replaced.
- ○ repainted.
- ○ serviced.
- ○ fixed.

Reading Comprehension: Stories

Story 1, Page 2

Mary and Sally spent the first day of their vacation cleaning up the yard and setting up their small pool. They got out all of the pool toys. The sandbox needed new sand, but they got out the sand toys anyway. Then they wiped off the table and chairs. After a long search, they found their picnic things in the garage. The girls were preparing to have a wonderful summer.

5. What is the main idea of this part of the story?
   - ○ The girls were preparing to have a wonderful summer.
   - ○ The girls were bored and had nothing to do.
   - ○ The yard was a terrible mess.
   - ○ All of the toys were in the garage.

6. Where did the girls find their picnic things?
   - ○ in the pool
   - ○ in the sandbox
   - ○ in the garage
   - ○ in the yard

7. What did the girls do after they got out the sand toys?
   - ○ They cleaned up the yard.
   - ○ They wiped off the table and chairs.
   - ○ They set up the pool.
   - ○ They got out the pool toys.

8. In this story, preparing means . . .
   - ○ working.
   - ○ playing.
   - ○ going away.
   - ○ getting ready.

Reading Comprehension: Stories

Story 1, Page 3

"This looks like fun," said Mom, looking around the yard at what th girls had done. "And I have some good news for you. We are going to b able to go to Disney World after all! Then, when we return, you can enjo your pool and sandbox for the rest of the summer."

Sally and Mary danced around the yard. This really was going to be a wonderful summer!

---

9. What do you think must have happened?

- ○ More things went wrong.
- ○ Things started to get better.
- ○ Mary and Sally were having fun.
- ○ Mary and Sally were feeling sad.

---

10. What might be a good title for this story?

- ○ A Sad Time
- ○ A Busy Time
- ○ Mom's Secret
- ○ The Happy Ending

---

11. Is this story about things that could really happen?

- ○ Yes
- ○ No

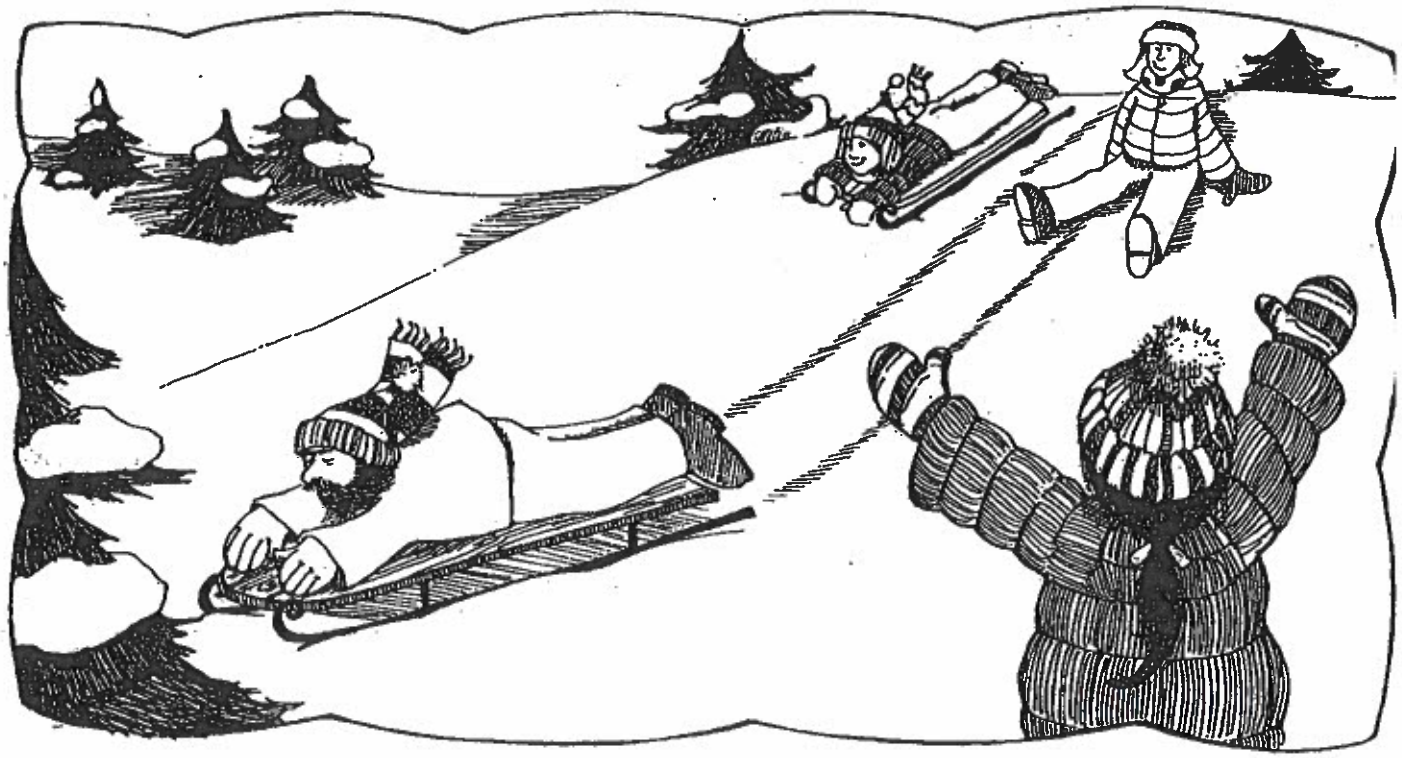
---

12. In this story, return means . . .

- ○ take back.
- ○ come back.
- ○ recycle.
- ○ turn around.

Passage 9 Making Inferences and Predictions

THE SNOW PARTY



Amy and Hana woke up early on Monday. There was a loud noise out in the street. It was the plow going by! There was snow outside. Then there was a knock on the twins' door.

"There's no school today!" said Mom.

The girls smiled.

"Then let's go outside," they said.

After breakfast, the twins put on their snow pants and coats. Then they went across the street to the Arnolds' house.

Amy knocked, and Mr. Arnold opened the door.

"Hi, girls," he said.

"Are you going to have a snow party today?" asked Hana.

"We always do!" said Mr. Arnold. "Go get your sleds!"

The Arnolds had a big hill behind their house. It was great for sledding. There was just one problem. At the bottom of the hill was a fence. If you thought you might hit the fence, you had to roll off your sled.

Mr. Arnold went down the hill first. His sled made a safe path through the snow.

Name Date

Mrs. Arnold went next. She did not steer very well and had to roll off. When she came up the hill, she looked like a snow woman! The twins laughed.

Hana had a great run. She steered just right. Amy clapped.

Then it was Amy's turn. She jumped on her sled. She started down the big hill. She went so fast! The snow flew up into her face! Where was the path?

"Jump!" Mr. Arnold yelled.

Amy took a deep breath. She let go of her sled.

1. **Why did Amy and Hana smile after they learned school was closed?**

   Ⓐ They were tired.
   Ⓑ They were mad.
   Ⓒ They were happy.
   Ⓓ They were hungry.

2. **Why did the girls laugh after Mrs. Arnold's run?**

   Ⓐ Mrs. Arnold looked funny.
   Ⓑ Mrs. Arnold looked cold.
   Ⓒ Mrs. Arnold looked scared.
   Ⓓ Mrs. Arnold looked sad.

3. **Why did Amy clap after Hana's run?**

   Ⓐ She was glad Hana had a good run.
   Ⓑ She wanted to warn Hana about the fence.
   Ⓒ She knew her turn would be next.
   Ⓓ Her hands were cold.

4. **Why did Amy take a deep breath at the end of the story?**

   _____

   _____

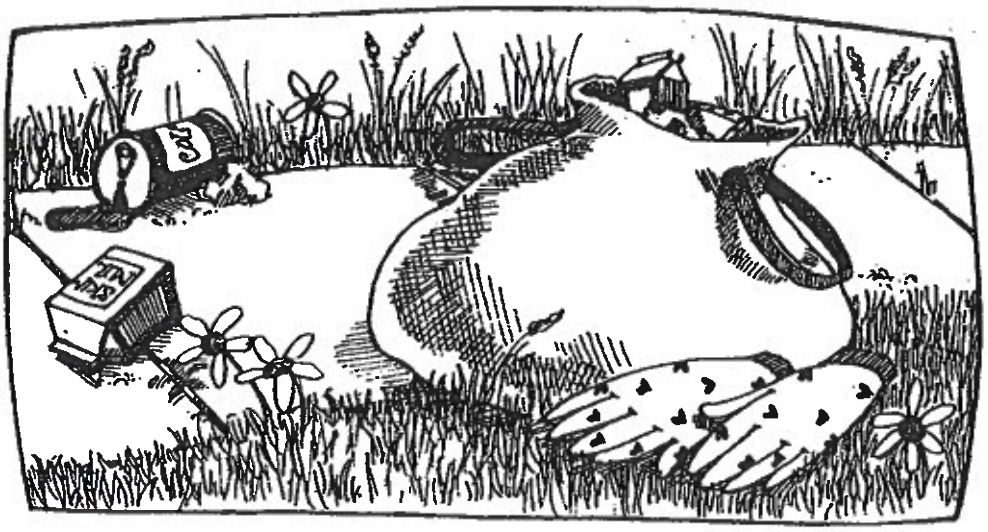
5. **What do you think Amy did next?**

   _____

   _____

Passage 14 Cause and Effect

The Clean-Up Team



Mrs. Gill lived next door to Nita. Every afternoon, Mrs. Gill took a walk. She said it kept her young. Nita liked to peek out when Mrs. Gill came back. Mrs. Gill was always happy after her walk. She often showed Nita something she had found, like a bright red leaf.

One afternoon, Mrs. Gill looked sad. Nita asked her what was wrong.

Mrs. Gill held up a can. "I am sad about all the trash on the street," she said. "I have never seen so much trash in this neighborhood! What has happened?"

"Mr. Trent moved," said Nita. "He used to go out each morning and pick up trash. I often saw him on my way to school."

Mrs. Gill looked surprised. "I thought I knew everything about this neighborhood!" she said. "But you see more than I do!"

"I wish I could do Mr. Trent's job, but my back is stiff. It's hard for me to bend over and pick things up."

"I could do that," said Nita.

Mrs. Gill smiled. "I will carry the trash bag! You can use my gardening gloves so your hands stay clean."

Nita put on the gloves. She picked up pieces of paper. She picked up cans. Lots of people stopped to thank Mrs. Gill and Nita. The street looked much better when Nita and Mrs. Gill were done.

"Thanks, Nita," said Mrs. Gill. "Let's call ourselves the clean-up team!"

Name Date

1. **Why did Mrs. Gill take a walk every day?**
   - Ⓐ She wanted to pick up litter.
   - Ⓑ She wanted to talk to Mr. Trent.
   - Ⓒ She wanted to feel young.
   - Ⓓ She wanted to start a club.

2. **Why was Mrs. Gill sad one day?**
   - Ⓐ She lost a red leaf.
   - Ⓑ The streets were full of trash.
   - Ⓒ She lost her gloves.
   - Ⓓ Nita was bothering her.

3. **Why did the neighborhood have so much trash?**

_____

_____

4. **Why did Nita pick up the trash instead of Mrs. Gill?**

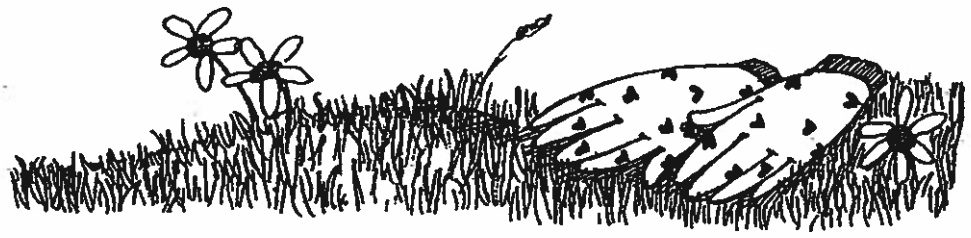
_____

_____

5. **Why did Nita's hands stay clean?**

_____

_____



Ranch Vacation

Helen and Jim went to stay at a dude ranch with their families. They saw this sign.

Daily Events

8:00 A.M.	Breakfast Cookout
10:00 A.M.	Trail Ride
Noon	Chuckwagon Lunch
2:00 P.M.	Cowboy Show
4:00 P.M.	Hay Ride
6:00 P.M.	Dinner and Barn Dance

23 What does the sign say?

- ○ how much things cost at the dude ranch
- ○ how to get to the dude ranch
- ○ things to do at the dude ranch

24 What will Helen and Jim probably go to just before the Chuckwagon Lunch?

- ○ Hay Ride
- ○ Trail Ride
- ○ Cowboy Show

25 What time does the Cowboy Show start?

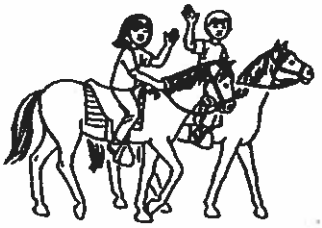
_____

_____

_____

26 What is the last event of the day?

- ○ Dinner and Barn Dance
- ○ Hay Ride
- ○ Cowboy Show



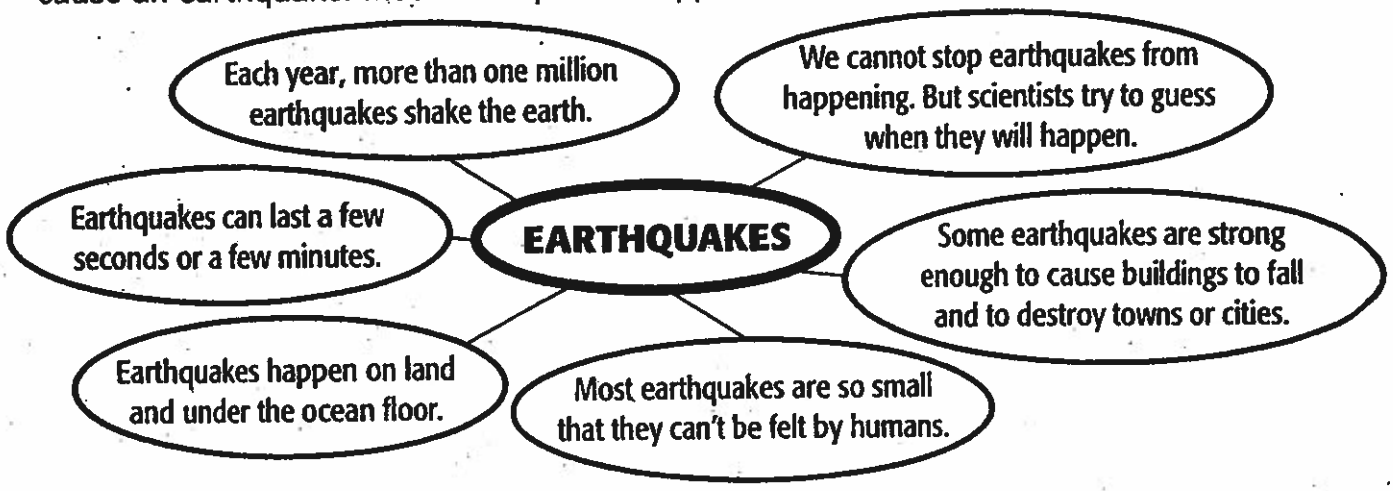
GO ON

Name _____ Date _____

Read the information below and study the graphic organizer. Then fill in the correct bubbles.

Earth On the Move

The earth's top layer, or crust, is made up of giant moving pieces called plates. Sometimes the plates bump together or slide past each other. This movement can cause an earthquake. Most earthquakes happen near these plates.



From TIME FOR KIDS Teacher's Guide, October 21, 2005

1. What is one thing that can happen during a strong earthquake?
   - (A) Strong winds can blow.
   - (B) Heavy rains can fall.
   - (C) Towns and cities can be destroyed.
   - (D) Scientists can guess how long the earthquake will last.

2. Which of the following is an opinion?
   - (A) Some earthquakes last for only a few seconds.
   - (B) Some earthquakes can cause buildings to fall.
   - (C) More than one million earthquakes happen each year.
   - (D) Scientists should find a way to stop earthquakes from happening.

3. Where can earthquakes happen?
   - (A) in cities
   - (B) in the ocean
   - (C) on land
   - (D) all of the above

4. Add one fact to the graphic organizer. Which is the best choice?
   - (A) The earth's top layer is called the core.
   - (B) Earthquakes can happen when the earth's plates bump together.
   - (C) Earthquakes can be dangerous.
   - (D) Tornadoes are another kind of natural disaster.

5. Would it be helpful if scientists could predict when earthquakes were to happen? Explain your answer on the back of this page.

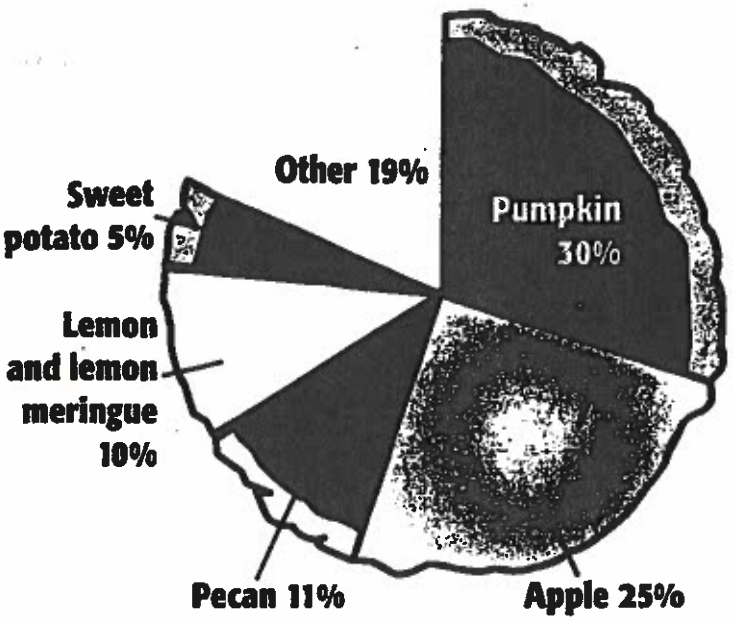
Name ..... Date .....

Read the chart below. Then fill in the correct bubbles.

Top 5 Holiday Pies

What's better than apple pie? Pumpkin pie! The American Pie Council asked people which pies they eat during the holidays. Here are their answers.

From TIME FOR KIDS, November 21, 2003



1. According to the chart, which kind of pie was the most popular?
   - (A) apple
   - (B) sweet potato
   - (C) pumpkin
   - (D) pecan

2. About the same percentage of people like which two kinds of pies?
   - (A) pumpkin and apple
   - (B) lemon and apple
   - (C) pecan and apple
   - (D) lemon and pecan

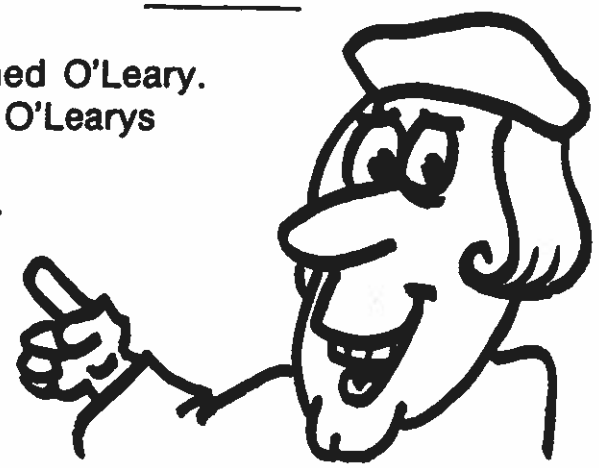
3. From the chart, you can tell that
   - (A) people like to eat pie.
   - (B) 19% of people did not eat any of the pies in the survey.
   - (C) apple pie is the least popular.
   - (D) both B and C

4. Altogether, what percentage of people chose pumpkin pie and apple pie?
   - (A) 30%
   - (B) 55%
   - (C) 25%
   - (D) 11%

5. What is the purpose of this chart?
   - (A) to tell people what kind of pie they should eat
   - (B) to tell people what kind of pie they should make for the holidays
   - (C) to tell people what kinds of pie are most popular during the holidays
   - (D) to tell people that 10% of the people surveyed like lemon pie the best

Name _____ Date _____

Read each paragraph. Decide which answer best tells the main idea and circle

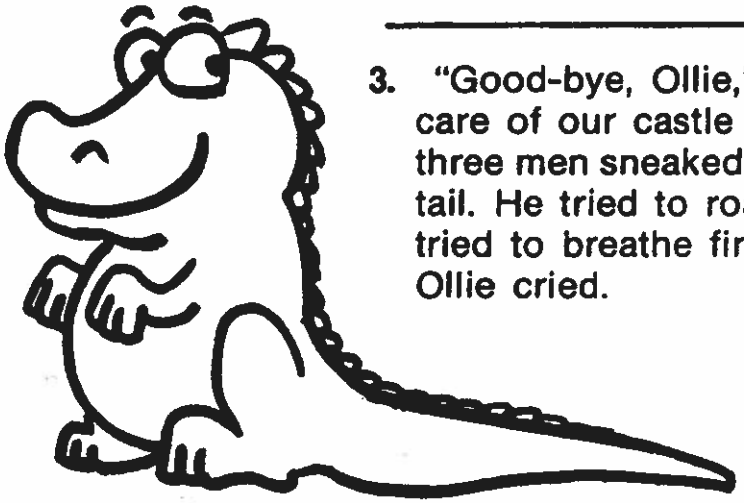


1. Long, long ago, there was a family named O'Leary. They lived in a castle. One summer, the O'Learys wanted to go on vacation. "Our castle doesn't have any locks," Mr. O'Leary said. "We need to get a good dragon to guard our gold."

   a. planning a summer vacation
   b. looking for a castle guard
   c. where the O'Leary family lived

2. "Oliver is our finest dragon," said the pet forest owner. Mr. O'Leary didn't think Ollie looked very fierce. But he had big beady eyes—a sign of a good dragon. Ollie jumped out of his nest. He wagged his tail and picked up a toy bone. It rattled.

   a. picking out a dragon b. a friendly pet c. leaving the nest



3. "Good-bye, Ollie," waved the O'Learys. "Take good care of our castle and our gold." Early Sunday, three men sneaked up on the bridge. Ollie sat up on his tail. He tried to roar. It sounded like "yip-yip." He tried to breathe fire. Only a little steam poured out. Ollie cried.

   a. a very soft roar
   b. leaving for vacation
   c. trying to guard a castle

4. "Look, it's only a baby dragon!" The men felt sorry for Ollie. "Let's make him a hero." Inside the castle, the men tossed around some furniture. "Stand here in front of the gold, Ollie. The O'Learys will be home soon. They will think you scared us away." Ollie was so happy. Tomorrow he would practice his roar and his fire.

   a. a happy ending b. ruining a castle c. a little dragon comes home

Thinking Time

Read the next two questions. Answer them on the back of this paper.

1. In story #1, find a word that means "to take a trip." Now write two things about the last trip you took (even if it was just to the store).
2. Read story #2. How could you tell Ollie was just a baby dragon?

Name _____ Date _____

Read each paragraph. Decide which answer best tells the main idea and circle it.

1. Here's a trick to try on one of your friends. Have her stand against a wall. The right side of her shoe and her shoulder are against the wall. Now ask her to lift her left leg off the floor. Could she do it?

a. playing a trick on a friend
b. the best place for doing tricks
c. trying out tricks on a wall

2. "Why are you boys fighting?" their mother asked. "I told you boys to share the sled." Jack insisted that he was sharing. "Not really," his mother said. "You always get the sled going down. Tony only gets it coming up. That's not exactly what I would call a fair share."

a. learning to share b. an unfair share c. a sled for two

3. Finish this rhyme:

Three tall men were sitting in a tree.
An owl came along and sat on one knee.
"Don't stay here, this is not your nest,

a. making up the end of a story
b. finding a word to rhyme with nest
c. finishing a story about trees

4. "Thanksgiving Day comes inn November. My fomily meats for dinner at 4 o'clock. Last year, my Dad red a special story. I wish he wood do it again this year." Some words in the story are not spelled correctly. Can you find them? Cross them out. Write the correct spelling above the word.

a. two ways to spell b. finding misspelled words c. a spell-binding story

Thinking Time

Read the next two questions carefully. Answer them on the back of this paper.

1. Some tricks are dangerous. People can get hurt. You should not hit or trip anyone. The trick isn't funny anymore. Write the main idea.
2. 'Fair' and 'fare' sound the same, but have different meanings. Use each one in a sentence.

Directions: Use the Table of Contents and Index on this page to answer the questions.

CONTENTS

INDEX

15 If you want to find out how your body knows when you need to eat or sleep, you should look in Chapter —

Ⓐ 1
Ⓑ 2
Ⓒ 3
Ⓓ 4

16 If you want to find out about the parts of your heart, you should look on pages —

Ⓕ 19–20
Ⓖ 29–30
Ⓗ 35–36
Ⓙ 39–41

17 What pages would tell you what happens to your eyes when you cry?

Ⓐ 21–22
Ⓑ 27–28
Ⓒ 31–32
Ⓓ 58–60

18 Which of the following is probably the title of this book?

Ⓕ *The Human Body*
Ⓖ *Keeping Healthy*
Ⓗ *How You Grow*
Ⓙ *A Trip to the Doctor*

STOP

ANSWER ROWS

NUMBER RIGHT 13

Name:_____

Helen Keller

Helen Keller is considered a leader and advocate for the blind and deaf. Her life is an inspiration for many people.

Helen Keller was born June 27, 1880, in Tuscumbia, Alabama. When Helen was 19 months old she became very ill. Doctors did not now what was wrong with her and even told her parents that she would probably die.

Doctors today think Helen most likely had scarlet fever or another illness that causes higher fevers. Helen survived the illness but lost her eyesight and hearing. Helen was blind and deaf. Helen was **frustrated** because she could not see or hear. She had many outbursts due to being upset. Helen's mother was desperate for help for her daughter. She found a doctor who specialized in working with the blind and deaf.

Helen's mother finally got in touch with Dr. Alexander Graham Bell who was also the inventor of the telephone. He had experiences working with the deaf. He believed in Helen and her mother find Anne Sullivan. Anne became Helen's teacher.

With Anne's help, Helen eventually learned Braille, an alphabet of raised dots that blind people feel with their fingers. Helen was also able to graduate from college with Anne by her side the entire time. Helen became a writer and speaker and worked passionately to improve life for the deaf and blind.

Name:_____

Create a diary entry that could have been written by Helen Keller. Think about the types of challenges she could have faced in a day.

Name: _____

Tooth Traditions Around the World

Chances are when you lose a tooth, it goes right under your pillow and you hope for a visit and some money from the tooth fairy. Did you know children around the world have different traditions for their teeth when they fall out? A tradition is something people do for a long time and they usually learn it from their parents who learned it from their parents.

In Egypt children throw their tooth to the sun so they can get a healthy new tooth in its place. In South Africa, children put their tooth in their slippers and wait for the tooth mouse to take it and bring them money. In Turkey, children throw their tooth on the roof and wish for a new one. In Canada, children put their tooth under their pillow and hope for the tooth fairy to bring them money.

In El Salvador children put their tooth under their pillow and wait for a rabbit to come and take it. This same rabbit will leave them money. Different children around the world have some very different but all very special traditions for their teeth.

Name: _____

Tooth Traditions Around the World

1. Was this passage fiction or non fiction? Justify your answer.

_____

_____

_____

2. What does the word selection mean in the last paragraph? Justify your answer.

_____

_____

_____

3. Think of an alternative title for this passage.

_____

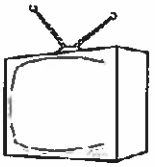
4. What do children in El Salvador do with their teeth?

_____

_____

_____

Name:_____



Television History

If you're like most children your age, you watch almost 4 hours of television a day according to *Kids Health.org*. Many people wonder who thought of the television.

In the late 1800s, a German university student named Paul Gottlieb Nipkow patented the first electromechanical television system. While Niokow's invention was a step in the right direction, his idea of a television would not be possible for many years due to the need for more technological advancements. Niokow's work helped other inventors make progress towards creating what is known as the modern day television.

You're probably wondering then who, invented the television? The credit for the invention of the modern television really comes down to two different people in two different places both working on the same problem at about the same time: Vladimir Kosma Zworykin, a Russian-born American inventor working for Westinghouse, a large electronics company, and Philo Taylor Farnsworth, a privately backed farm boy from the state of Utah.

Zworykin is often **credited** as being the father of television. because the **patent** for the heart of the TV, the electron scanning tube, was first applied for by Zworykin in 1923, under the name of an iconoscope. You're probably wondering what a patent is. Just like it's against the law to steal someone's property, you also can't steal their ideas or inventions. A patent is a government document that gives an inventor the right to prevent others from making, using or selling their invention or idea without their permission. T he iconoscope was an electronic image scanner that worked a lot like a basic camera.. Farnsworth was the first of the two inventors to successfully demonstrate the transmission of television signals, which he did on September 7, 1927, using a scanning tube of his own design. Farnsworth received a patent for his electron scanning tube in 1930.

Farnsworth was just 14 years old when he started working on the television. He continued to go to court over patents for the television and that is why, to this day, there isn't a clear inventor for the television. However, Farnsworth's work has made today's television that you watch possible.

Name:_____

Television History

Answer the questions below. Cite evidence from the text

1. Was the passage fiction or non fiction?

_____

_____

2. Why is it difficult to establish who invented the television?

_____

_____

_____

_____

3. What does the word **credited** mean in the fourth paragraph?

_____

_____

_____

_____

4. Do you think patents are necessary?

_____

_____

_____

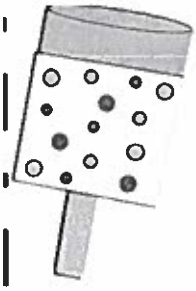
_____

5. Think of an alternate title for this passage. State why you think this would be a suitable title.

_____

_____

_____



Name: _____

The History of Ice Cream

Ice cream is one of the most popular foods to enjoy during the spring and summer months. Many people wonder about who invented ice cream and how long it has been around.

The history of ice cream is somewhat complicated. Many countries have claimed they invented ice cream. However, historians know that ice cream was around as early as 4th century B.C. It was known that in China, people were able to freeze milk and add ice to it. Therefore, it is most likely that Ice cream was brought from China back to Europe.

Once ice cream made its way to the United States, famous Americans such as George Washington and Thomas Jefferson served it to their guests. The first ice cream parlor in America opened in New York City in 1776. American colonists were the first to use the term "ice cream" to refer to the frozen treat. In 1851, Jacob Fussell in Baltimore opened the first large-scale commercial ice cream plant.

Today ice cream is a popular treat. In the United States alone, ice cream companies are earning over 10 billion dollars in sales a year.

Name:_____

History of Ice Cream Comprehension Review

1. Was this passage fiction or non fiction? Justify your answer.

_____

_____

_____

2. How did ice cream earn it name?

_____

_____

_____

3. Think of an alternative title for this passage.

_____

4. How do you think Jacob Fussell helped changed the ice cream industry?

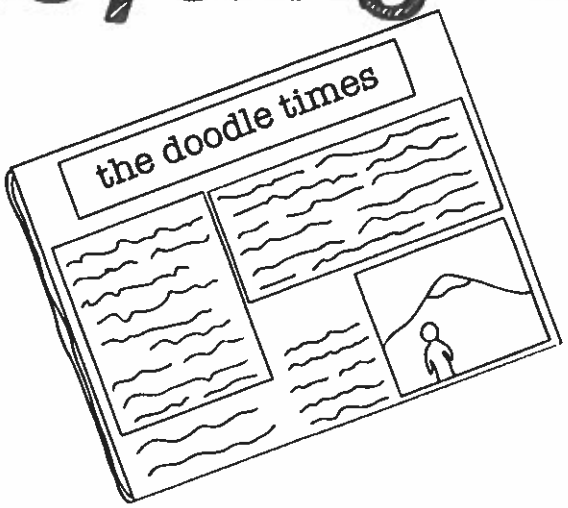
_____

_____

_____

Name:_____

Recycling Paper



Did you know that each day, Americans buy nearly 62 million newspapers and throw out around 44 million of them? If we could recycle all of our newspapers, we could save about 250,000,000 trees each year!

Newspaper can be recycled into many different things such as: egg cartons, game boards, new newspaper, gift boxes, and packaging material. Office paper, commonly known as "white paper" can recycled into paper towels, tissue paper and toilet paper.

Many people are beginning to purchase recycled paper. Scientists have found in recent years that making paper from recycled materials results in 74% less air pollution and 35% less water pollution.

Name:_____

Recycling Paper Comprehension Questions

1. Was this passage fiction or non fiction?
Justify your answer.

---

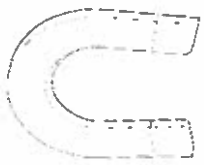
2. What are some items that can be created using recycled paper?

---

3. Think of an alternative title for this passage.

---

4. What do you think stops some people from recycling paper?



Name:_____

Magnets

Magnets attract objects made with iron. They have two poles: a north pole and a south pole. The opposite poles of magnets will attract each other, while the alike poles will repel. This means that a north and north pole will repel as will 2 south poles when brought next to each other. A north and a south pole will always be attracted to each other.

Many people wonder what magnets are made of. Magnets are made of metals that have: iron, cobalt, nickel, or steel and have been exposed to a magnetic field. The magnetic field organizes the magnet's molecules into north and south poles.

Most metals however are not attracted to magnets, these include silver, gold, copper, and aluminum.

Name:_____

Magnets Comprehension Activities

1. Magnets can be made of metals including:
   A. plastic
   B. steel
   C. silver
   D. aluminum

2. Which of these 2 poles will attract?
   A. north and north poles
   B. south and south poles
   C. north and south poles
   D. all of the above

3. Magnets attract objects with _____ in them
   A. plastic
   B. iron
   C. wood
   D. copper

4. List 2 everyday objects that magnets are attracted to:

_____

Name: _____

Summer Adjective or Adverb?

Many adverbs end in –ly. However, some adjectives end in –ly too. Keep in mind, adjectives describe a noun and adverbs often describe verbs. Read the sentences below and Write on the line whether the ly word is an adverb or adjective.

1. The joggers ran quickly to the finish line.

_____

2. The children whispered stories softly around the campfire.

_____

3. The played at the beach happily.

_____

4. My neighbor is very friendly.

_____

5. We felt sweaty from the heat.

_____

6. The people at the beach are friendly.

_____

Name:_____

From Singular to Plural

Convert the singular noun to plural. Keep in mind, singular means just one and plural means more than one.

Singular	Plural
house	houses
girl	
boy	
pencil	
school	
park	
day	
cat	
friend	

Name:_____

From Plural to Singular

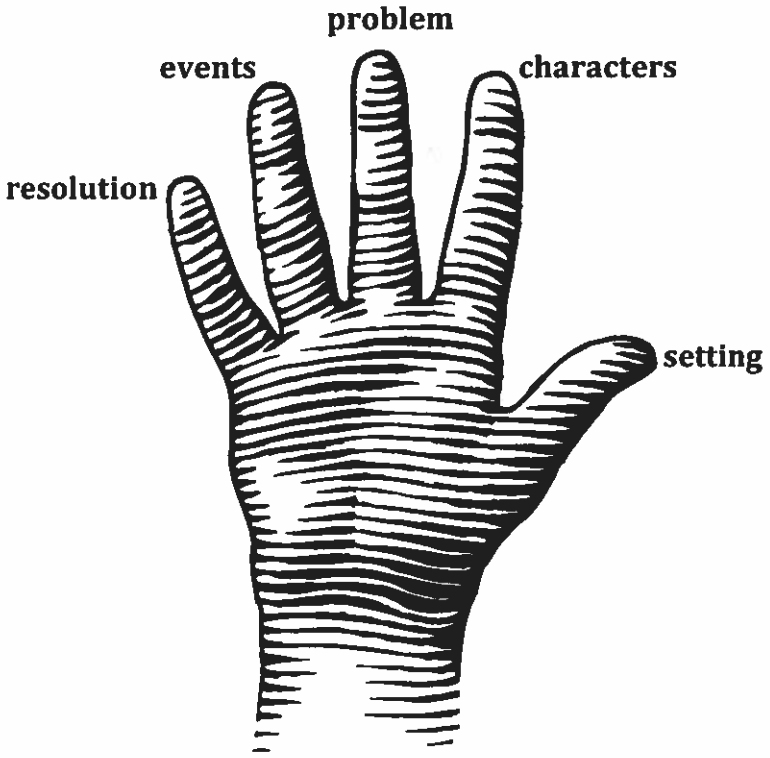
Convert the plural nouns to singular. Keep in mind, singular means just one and plural means more than one.

Plural	Singular
computers	computer
buses	
stores	
feet	
beaches	
strawberries	
apples	
girls	
dishes	

ACTIVITY # 1 Page 1

Read a narrative storybook of your choice independently or with support. Follow the directions below as you retell the story to a friend or family member.

FIGURING OUT THE STORY STRUCTURE



The **setting** is where the story takes place.

Most **characters** are introduced in the beginning.

Without a **problem** there is no story!
The problem is what makes the story interesting and exciting.

Near the end the problem is solved.
This is called the **resolution, solution, or conclusion.**

Can you retell the story? Include all the story elements.

Activity #1 Page 2

After reading your book and reviewing the information above, complete the chart below independently or with support.

Title of Book: _____

Author: _____

Characters	Setting/Settings
_____	_____
_____	_____
_____	

Problem

_____

_____

_____

Solution

_____

_____

_____

_____

ACTIVITY# 3- VOCABULARY

Read a book of your choice independently or with support. Select a word from the book that was challenging for you and complete the concept of definition map below independently or with support.

Concept of Definition Map

What is the vocabulary word?

What is the definition?

What is it like?
(attributes, characteristics, etc.)

What are some examples?

Name: _____

Summer Sentences Editing Practice

The sentences below are missing capitals and punctuation, edit the mistakes and rewrite the sentences on the lines below.

1. the weather is nise

_____

2. Tom mandy and stephani are playing

_____

3. Why are you leaving?

_____

4. we are going to the beach?

_____

ACTIVITY #4: VOCABULARY

List as many words as you can into the categories below. Remember to use a **CAPITAL LETTER** at the beginning of all proper nouns (EX: Ford Mustang in the car column). When you've listed all the words you can think of independently, ask your friends and family members to help. Try to fill up all spaces.

Vegetables	Toys
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
Sports	**Cars**
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
Restaurants	**Candy**
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.

10.	10.

ACTIVITY #5- NON-FICTION READING

Read a non-fiction book or article independently or with support.

Tile of Book/Article: _____

Author: _____

List 3 facts from the book/article:

1. _____

2. _____

3. _____

Write one sentence that summarizes the main idea of the book/article:

_____

List three new words you learned from this book/article:

_____ _____ _____

Draw a picture to illustrate the main idea of the book/article:

ACTIVITY # 6

Write the House!

Look around your house and try to find one word for each letter of the alphabet. Copy it in the space provided.

Aa _____ Nn _____

Bb _____ Oo _____

Cc _____ Pp _____

Dd _____ Qq _____

Ee _____ Rr _____

Ff _____ Ss _____

Gg _____ Tt _____

Hh _____ Uu _____

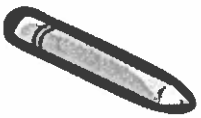
Ii _____ Vv _____

Jj _____ Ww _____

Kk _____ Xx _____

Ll _____ Yy _____

Mm _____ Zz _____



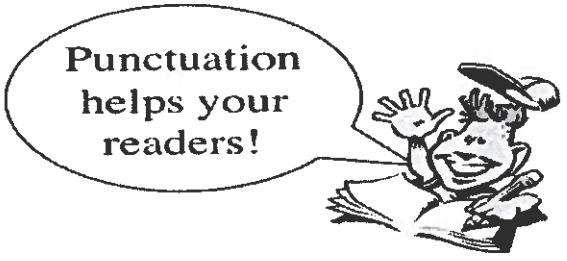
ACTIVITY #7

Name _____

Punctuation Hunt

Look through a book and find the different types of punctuation. Tally and count the punctuation you find.

.		____
!		____
,		____
" "		____
?		____
'		____
. . .		____



ACTIVITY #8

Create your own realistic fiction story scenario for the characters below. After you create your plan, write a story on a separate piece of paper.

Characters: Traits:

1. _____ _____

2. _____ _____

3. _____ _____

4. _____ _____

Setting: _____

Problem: _____

_____

_____

Solution: _____

_____

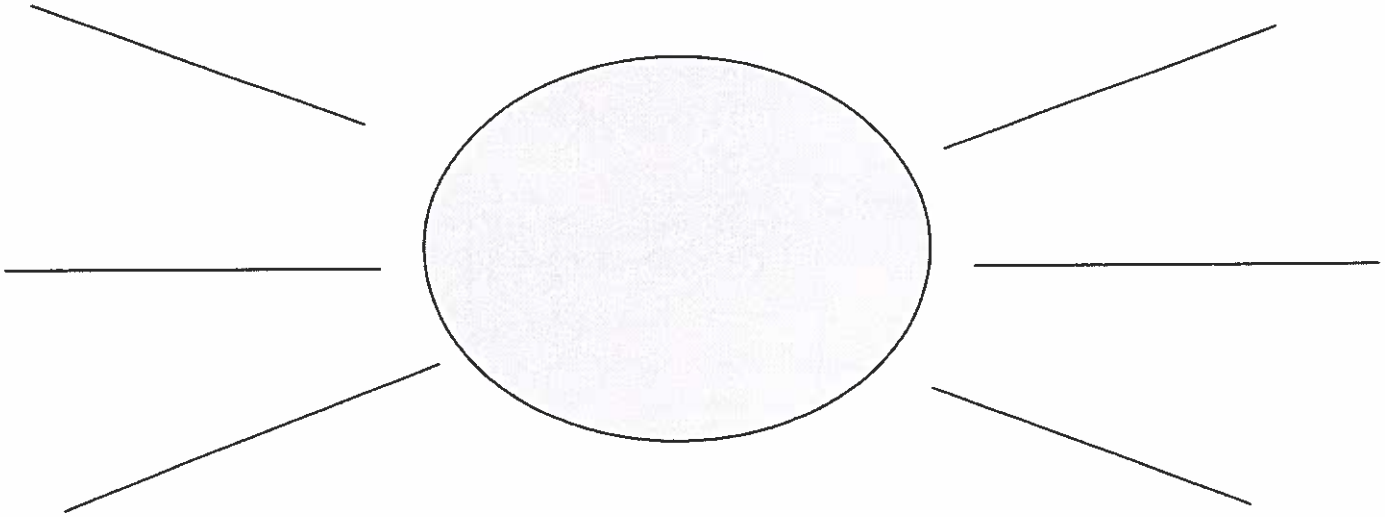
_____

_____

ACTIVITY #10

Character Map

Read a fictional book of your choice independently or with support. Choose a character from the story and draw him/her on the circle. Write words that describe your character on the lines below. These are the character's traits.



Character's name

Directions
204053P
Read this story. Then answer questions 1 through 6.

The Night the Bat Got In

by Virginia Kroll

1 The temperature was so stifling that no one even noticed that the back door had been left ajar. Whoever came in last had forgotten to pull the stubborn catch. It was one of those late August evenings, right in between summer-closings and school-openings that dragged on boringly. It threatened to be the dullest night of the summer.

2 And then the bat got in. Betsy saw it first. She leaped, screaming, from the hassock and flew out the front door before anyone knew what was happening.

hassock = a padded footstool

3 Mr. Halvorsen arose and calmly declared, "There's a bat in the house; I wonder how it got in." At this point, Mrs. Halvorsen disappeared in a flash.

4 "I'm not sticking around to find out!" her voice trailed into the baby's bedroom. Whisking Neil out of his crib, she joined Betsy on the front lawn. The startled baby began to cry. Mrs. Halvorsen was shaking from her hair roots to her toenails, and Betsy was shrieking frantically, "There's a bat in the house! There's a bat in the house!"

5 Andrew watched the displaced bat dart erratically through his living room before he joined his family on the lawn. Never had he seen such calmness explode into such frenzied activity before!

6 The Overtons had, of course, heard the commotion next door. They came dashing over, shouting, "What's wrong?" and "Is everyone all right?"

7 Mr. Halvorsen, after a lapse, was finally heard through all the confusion. "There's a bat in our house," he explained.

8 "I just hope it's not rabid," Mrs. Halvorsen worried aloud.

9 Andrew knew it probably didn't have rabies because he had read a lot about animals. First, bats are nocturnal, so this creature belonged up at night. Secondly, it acted like a healthy bat, avoiding objects as it flew. A sick bat would bump into things or not be able to fly at all. Most bats weren't rabid, and legends had given them a bad reputation.

10 Andrew wanted to reassure everyone, but he couldn't get a word in edgewise. Mrs. Overton poured out her concern to Mrs. Halvorsen. Neil still whimpered. At least Betsy's shrieks had quieted.

11 The men were discussing a plan of attack. Something they said caused Andrew's voice to slice through the commotion.

12 "Kill it? No way!" he blared. "Don't you dare!"

13 "We can't just let a bat have run of the house," said Mr. Halvorsen. "We're going to get rid of it."

14 "Wait," Andrew pleaded, trying to use restraint and manners. "I have an idea that will probably work, OK?"

15 "Well," Mr. Halvorsen hesitated, "all right." The men relaxed their grips on their anti-bat weapons, a tennis racquet and a baseball bat.

16 "I'm not so crazy about batting one bat with another anyway," Mr. Overton was relieved.

17 Andrew went bravely into the house alone, turning out lights in every room. He could hear the flapping of the bat's wings as it struggled to make sense of its unfamiliar surroundings. He turned on the floodlight in the backyard and adjusted the latch on the back door so it would remain wide open.

18 "The bat will sense the light, and it knows insects are attracted to it. If we're not inside to scare it, it will get its bearings and find its way out just as it got in," Andrew said with authority.

19 "Let's just be quiet and wait," he told everyone. They gathered around the yard, keeping their eyes focused on the illuminated doorway.

20 Five minutes later, a tiny flying figure with jagged wings emerged from the door. It zigzagged its way across the yard and off into the darkened sky to begin its nightly meal of mosquitoes and other flying insects.

21 Andrew's mother invited the Overtons in for a snack. Everyone slid quickly through the door. Mrs. Halvorsen double-checked to make sure it was shut tightly.

22 "Smart thinking, Andrew," Mr. Overton congratulated him.

23 "That's for sure. You really gave a scary episode a happy ending," Mrs. Overton added.

14204042_2

1 The details about the setting are important to the story because they

A explain why the Overtons arrive so quickly
B explain why the bat is able to enter the house
C show why the family is looking for excitement
D show why Betsy sees the bat before anyone else

14204044_4

2 The phrase "couldn't get a word in edgewise" in paragraph 10 shows that

A Andrew was taking a long time to finish talking
B Andrew's family doubted what he was saying
C Andrew's family did not know he had joined them
D Andrew was not given the opportunity to talk

14204046_1

3 How do paragraphs 14 through 16 show a change in the story?

A The characters become calmer.
B The action centers around the bat.
C The action moves inside the house.
D The characters admit they are panicking.

14204037_1

4 In paragraph 17, Andrew turns the lights off in the house because he

A knows the bat is used to being in the dark
B is worried that the bat may be dangerous
C does not want the men to attack the bat
D does not want his family to see the bat

14204043_3

5 Which phrase from paragraph 17 helps readers understand the meaning of "illuminated" in paragraph 19?

A "hear the flapping"
B "unfamiliar surroundings"
C "turned on the floodlight"
D "in the backyard"

14204040_2

6 Which sentence would be **best** to include in a summary of the story?

A Mr. Overton and Mr. Halvorsen have a plan, but Andrew objects.
B Because of Andrew, the bat is able to fly off into the night.
C Mr. Overton praises Andrew for his smart thinking.
D Andrew asks everyone to wait quietly.

Directions
203045P
Read this article. Then answer questions

Animals need to play just like humans. Through play, both humans and animals can learn about the dangers in our world.

Why Do Animals Play?

by Kathleen Weidner Zoehfeld

1 Puppies love to run and tumble. They chase each other around the yard. They wrestle and nip each other gently. A kitten will pounce on a toy mouse or leap high for a piece of yarn.

2 Why do animals play? For the same reason YOU play—because it's FUN! But there is more to animal play than just fun. For animals in the wild, play is important to their very survival. Young animals have to learn about their world. They have to exercise their muscles and practice all the skills they will need to be successful adults.

3 Sometimes a young deer will leap and frolic. With each twisting, twirling dance, the fawn's legs are getting stronger. It is learning how to run fast and zigzag to confuse predators. That will keep it safe when it is time to leave its mother's side.

4 While deer have to learn to escape from predators, young lion cubs must learn how to hunt. When a cub is little, it stalks its brother or sister. It will slink along on crouched legs. When the moment seems right, the cub pounces! The other cub bats back with its paws and wriggles free.

5 The cubs keep their claws in, though, and their bites are gentle. The cubs are not trying to hurt each other. They are playing at being great hunters. This is practice for the real thing.

6 Wolves live in family groups called packs. When the pups are grown up, they will hunt together and watch out for each other. So, they must learn to communicate.

7 A wolf pup signals another pup that she wants to play. She stretches out her front legs and bows. She wiggles and wags her tail. As they play, both pups hold their mouths slightly open. That's how they tell each other "yes, we are still playing!"

8 Much like human children, young dolphins love to play with toys. Wild dolphins are very curious. They explore their world, looking for interesting items. A piece of seaweed might inspire a game. The frisky calves will chase one another, passing the seaweed from snout, to flipper, to tail.

9 When most young animals wrestle, race, or chase, it's not about winning. Each youngster is building its strength and skills. And they are learning to cooperate. If one youngster plays too rough, the others will let him know they are unhappy with his behavior.

10 Even when everyone cooperates, play can get dangerous. But animals play anyway! Young mountain goats live all their lives on steep slopes. The kids bump each other and butt heads in fun. If they're not careful, kids can fall and hurt their legs or even break their bones. When they play, the young animals learn to keep their footing no matter what might happen.

11 Groups of young vervet monkeys sometimes sneak away from the adults in their family. All wrapped up in their games, the little ones may not notice when danger is near. So an adult monkey will go looking for the straying youngsters. The adult will yell out a warning.

vervet monkey = a monkey with a black face

12 Watch out! Be careful! You've heard parents or teachers say these things when you play. Animals have to learn about the dangers in their world too. Playing helps them learn. Playing helps them get along. Playing makes them strong and confident.

7 14203049_2

Based on the article, what do all the young animals have in common?

A They play in groups with other animals.
B They need to prepare for when they are older.
C They are able to locate items that interest them.
D They let other animals know that they want to play.

8 14203057_1

Which definition matches the meaning of "frolic" as it is used in paragraph 3?

A to run around
B to find protection
C to learn by watching
D to walk next to its mother

14203056_1

9 The word "stalks" in paragraph 4 shows that the lion cub

A follows silently
B moves quickly
C looks around
D bends down

14203053_3

10 Paragraphs 3 through 5 support a main idea because they show

A how animals are different
B how animals escape trouble
C what animals need to learn
D that animals help each other

14203054_2

11 Before wolf pups can hunt together, they must first

A discover new games
B learn to use signals
C practice with toys
D know how to race

14203051_3

12 Read this sentence from paragraph 9.

If one youngster plays too rough, the others will let him know they are unhappy with his behavior.

What does this sentence show about the animals?

A The older animals introduce the games to the younger ones.
B The larger animals are prevented from wrestling with the smaller ones.
C The young animals enforce limits so that their games are safe for all.
D The adult animals are nearby to make sure that no one gets hurt.

14203052_1

13 Which sentence **best** states a main idea of the entire article?

A "For animals in the wild, play is important to their very survival." (paragraph 2)

B "Much like human children, young dolphins love to play with toys." (paragraph 8)

C "When they play, the young animals learn to keep their footing no matter what might happen." (paragraph 10)

D "Playing makes them strong and confident." (paragraph 12)

Directions
303035P
Read this article. Then answer questions

The Aurora Borealis

by Jane Sullivan

1 It's winter in Alaska—midnight—nine degrees above zero. And yet, there are people—grown-ups bundled against the cold; children are clothed in scarves, gloves, and fur-lined boots, outside, looking at the sky. Why? It is because the sky is putting on a show for them, a show we call the northern lights. Scientists call it the aurora borealis.

2 Sometimes the northern lights are soft clouds of white. Sometimes they dance across the sky in streaks of blue and green, yellow and red. What causes the northern lights? Why can they be seen only at night? And why do they change from night to night?

3 Scientists give us some answers. The Earth is a huge magnet, with two poles, the North Pole and the South Pole. The sun has storms that send out streams of tiny particles called electrons. Scientists call this stream the solar wind. It races off into space and is pulled toward our two poles by their magnetic force.

4 Reaching the Earth's atmosphere, the wind hits a stone wall, the magnetic field that surrounds the Earth, called the magnetosphere. Energy from the solar wind creates an electric charge. That is what makes the aurora borealis, or northern lights, near the North Pole; the aurora australis, or southern lights, are near the South Pole.

5 What makes the different colors? There is an easy answer for scientists. We've seen different-colored, neon signs. Imagine such huge lights hanging high in space—100 miles high. When electricity heats up gases, they turn colors. The electric charge in the magnetosphere goes through nitrogen in the air, and it glows with a blue light. Oxygen turns green or sometimes red. The stronger the solar wind, the stronger the electric charge and the more colorful the aurora are.

6 Because the southern aurora can be seen only in or near Antarctica, most people see the northern lights. To see them best, people look for them in

September or March. At that time, there are 12 hours of darkness, and the solar winds are usually stronger.

7 But why is this only at night? The auroras shine all day and all night, just as stars do. During daylight, the sun outshines them. The best time to see the northern lights is between midnight and 2:00 a.m. Is it worth staying up that late? You bet, especially when the solar wind is so strong that the lights are as colorful as they can be.

8 The northern lights take on different shapes: shimmering curtains, colored clouds twisting and turning, and arcs of colors covering the entire sky. They appear close to the North Pole. If you do not live in places like Alaska, Norway, or Canada, you probably won't see them. But you can see pictures of them on an aurora website.

9 Our world is filled with beautiful sights. A midnight sky filled with color in a cold, cold climate is one of the most beautiful.

14303038

14 Why does the author ask questions throughout "The Aurora Borealis"? Use two details from the article to support your response.

Directions
303034P
Read this story. Then answer questions

Eli Escapes

by Suzanne W. Paynter

1 "Mom, why do we always have to wait in line?" asked Eli. He slumped against the grocery cart.

2 "We're waiting our turn," said Mom.

3 Eli sighed and rolled his head back to stare at the ceiling. An escaped pirate balloon bobbed up and down against the flat white lights. One of the pirate's eyes was covered with a coal-black patch, and the other winked down at Eli.

4 If I were a pirate, I wouldn't have to wait in line, thought Eli. He flashed his jeweled saber and shouted to the trusty crew, "Aarrr, maties! Clear the bloomin' decks!"

5 A band of swashbuckling pirates dashed through the line of shoppers. They danced a feisty jig and tossed gold doubloons in the air. While shoppers chased the rolling coins, Eli and Mom rushed to the front of the checkout line. They escaped in a magnificent pirate ship and sailed the seven seas home. There, Eli searched for hidden treasure with his friend, Max, for the rest of the afternoon.

6 Pirates never had to wait in line at the grocery store.

7 "Let's go, Eli," said Mom as they left the checkout line. "We need to stop at the bank."

8 "Will there be a line there, too?" asked Eli.

9 "Maybe," said Mom.

10 "Aargh," grumbled Eli.

11 The line at the bank looked even longer than the grocery store line.

12 Whoosh! What was that sound? Eli peered over the bank counter to the drive-through. Customers were placing plastic tubes in some sort of portal,

pressing a button, and swoosh—the tubes zoomed through the air to the bank teller inside. It looked like a starship launcher!

13 Starship commanders don't have to wait in line at the bank, thought Eli. He switched on his light laser and flipped open his star command communication device. "Command Control, come in! We've got a long line here at Galactic Bank. Please send backup!" he ordered.

14 A fleet of starships swooped down to the bank parking lot. The people in line rushed out the door to gape at the sleek, blinking starships. "Can we have a ride?" they begged. While the starship commanders took turns giving rides, Mom and Eli swept to the front of the line. Eli whisked out his tele-transporter gadget and beamed them home to watch back-to-back episodes of Star Guys Planet.

15 Starship commanders never had to wait in line at the bank.

16 "Eli," said Mom as they left the bank, "want to pick up dinner at Burger Barn on the way home?"

17 "Will we get to wait in line?" asked Eli.

18 "Possibly," said Mom.

19 Eli smiled.

20 They left the bank and zoomed over to Burger Barn, where the line was longer than a clippety-cloppin' mule train. But Eli didn't mind. Cowboy sheriffs never have to wait in line at Burger Barn!

21 "Please step aside, mister. Step aside, ma'am."

22 Sheriff Eli tipped his ten-gallon hat, gave his silver spurs a whirl, and swaggered to the front of the line. No one minded. Sheriff Eli was the hero of Goldtown.

23 "Have you caught any cattle rustlers today, Sheriff?" the pigtailed waitress asked.

24 "Only 'bout twenty or thirty. Got 'em all locked up so Goldtown is safe once more."

25 Everyone in Burger Barn whooped and hollered.

26 "All in a day's work," said Sheriff Eli. "Now my throat's full of trail dust, and my belly's growlin' somethin' fierce."

27 While he waited for his food he let the young 'uns twirl his sparkling silver spurs and tie knots in his lasso.

28 "Thank ye kindly," he said to the Burger Barn waitress. She piled on extra fries. Sheriff Eli tipped his hat and rode off into the sunset eating his Golden Chicken Nuggets, French fries, and milk.

29 "O.K., Eli, let's go," said Mom.

30 "Wh-what?" said Eli.

31 "We're finished with our errands for today," said Mom. "How about meeting Max at the park?"

32 "Max, me matey?" said Eli. "Bloomin' great idea!"

33 "You might have to wait in line for the slide."

34 "Star command check!"

35 "And maybe the swings, too."

36 "Always glad to step aside until my turn, ma'am," Eli drawled.

37 Mom laughed as Eli hoisted himself into the car and swashbuckled his seatbelt. She fired up their sleek galactic starship and they followed the winding, dusty trail to the park.

14303003

15 Why does the author use the word "swaggered" to describe Eli in paragraph 22? Use **two** details from the story to support your response.

Directions
Read this passage. Then answer questions

Excerpt from *How To Convince Your Parents You Can . . . Care For A Kitten*

by Stephanie Bearce

1 Would you like a furry pet that likes to jump, play, cuddle, and purr? If so, a kitten could be the perfect pet for you. Baby cats are called kittens, and they like to be with people. They enjoy playing games, chasing string, and batting balls with their paws. Kittens love sitting on a person's lap and being petted. They are small and like to live inside with people. Kittens make great pets.

2 Have your parents said that a pet would be too messy in the house? Kittens are neat and tidy animals. They do not often need a bath because they use their tongues and paws to clean their fur. Kittens are also tidy about their bathroom habits and quickly learn to use a litter box.

3 Do your parents say that a pet needs lots of room? Are they worried about exercising a pet? You can tell them that kittens do not need a lot of space. They are happy living in small apartments and are good pets for people who live in towns and cities. Kittens do not need to go to the park for exercise, and they do not need to be walked on a leash. They exercise by jumping and running around the house. Because they are so active, it is important to keep their play space clean and free from objects that could hurt them. Kittens must be supervised to ensure they don't tear up things they shouldn't—like furniture, carpets, or curtains.

4 Do your parents think it costs too much for a pet? You can tell them that kittens are not too expensive. You can adopt kittens from animal shelters, or you can look in the newspaper to find people who are giving away kittens for free. Kittens do not need lots of expensive food. Most kittens like to eat dry cat food. They only need about a cup of food a day. Kittens do need regular visits to the veterinarian. Every year your kitten will need shots to keep him or her healthy. This can cost over $100. Sometimes kittens can become ill, and they may need medicine from a veterinarian. This is another cost of having a kitten for a pet.

GO ON

50

5 When kittens are happy they will purr. Purring is a deep rumbling sound in the kitten's chest. It is fun to pet a kitten and make it purr.

6 Petting a kitten can also make you feel better when you have had a bad day. Doctors have found that when people sit quietly and pet a kitten, their hearts beat slower. That makes their blood pressure lower, and low blood pressure is a good thing. You can tell your family that having a kitten will be good for their health.

7 Kittens are fun to watch. They are great athletes. This is because they have a good sense of balance. If they jump or fall, they usually land on their feet. They have special muscles that help them twist their bodies in the air. Kittens have strong leg muscles. They learn to climb and jump when they are very young.

8 Kittens are smart and love to learn. Sometimes people think that you cannot teach a kitten tricks. That is because kittens are independent. They like to explore on their own and do what they want. But kittens can learn rules and how to obey. You can teach your kitten to come and sit, to lie down, and maybe even how to ring doorbells and flush toilets.

9 Today, kittens are some of the most popular pets in the world. You can find them in apartments in New York City. You can see them in Paris, France, or on farms in Missouri. Almost anywhere there are people, you will find kittens.

16 How are paragraphs 1 through 4 alike? Use two details from "Excerpt from *How To Convince Your Parents You Can . . . Care For A Kitten*" to support your response.

17 Why does the author include the cost of raising a kitten in the passage? Use two details from the passage to support your response.

Directions

Read this story. Then answer questions

Julia and her father are cleaning the dinner dishes when Julia's classmate, Patrick, knocks on the door.

Excerpt from *Project Mulberry*

by Linda Sue Park

1 We were almost done when Patrick knocked at the door and came in. He wasn't a member of the family, so he knocked, but he was *almost* a member of the family, so he came in without waiting for anyone to answer. He yelled hi as he went up to my room to get his backpack, then came down again.

2 "Can I help?" he asked.

3 "It's okay, Patrick, we're almost finished," my dad said.

4 Patrick sat at the table and opened his backpack. Just then my mom came into the room.

5 "I thought of a project you might be able to do," she said quietly.

6 "Really?" I said at the same time that Patrick said, "What is it?" I stopped scraping the plate I was holding.

7 My mom's eyes twinkled at me.

8 "Worms," she said.

9 I stared at her for a second. "*Worms*?" I said.

10 My mom nodded.

11 "We'd raise worms?" I said. "You mean, like, for fishermen to use as bait?"

12 Right away a whole bunch of thoughts started jostling around in my mind. I turned to Patrick. "Maybe we could have them in an aquarium, but filled with dirt instead of water, and that way you could see them through the glass."

13 Patrick looked doubtful. "Worms," he said slowly. "I don't know. . . ."

14 Then he started talking faster. "I read a book a while ago. There was this part where the people released bags and bags full of ladybugs on a farm because they were good for the plants. Or something like that. Somebody had to raise those ladybugs to get so many bagfuls, didn't they? Maybe we could raise ladybugs—"

15 My mom laughed and held up her hand. "Slow down, you two. I wasn't thinking of earthworms. Or ladybugs."

16 I said, "Well, what other kind of worms . . . Oh, like caterpillars, you mean? 'The Life Cycle of the Monarch Butterfly' or something?"

17 I didn't mean to sound impatient—I knew my mom was only trying to help. But raising caterpillars was more like a science-fair project, not a Wiggle project.

Wiggle = a club for school-aged kids

18 "Sort of. No, not exactly." My mom took the plate out of my hand and gave it to my dad. "I was thinking you could do a silkworm project."

19 I stared at her with my mouth half-open.

20 "My grandmother raised silkworms in Korea," my mom said. "I used to help her. It's really quite interesting, and it's not like butterflies. I mean, it is in some ways, but it's more than that. Because at the end you get an actual product—the silk."

21 "It's sort of like sheep," Patrick said. "Only instead of sheep and wool, it's caterpillars and silk. . . ."

22 I was pretty sure I'd already known that silk came from silkworms. But I'd never really thought about it before.

23 "Exactly," my mom said. "It would be on a small scale, of course—you wouldn't end up with enough silk to make fabric. But you might get enough for some thread."

24 "Thread?" Patrick opened his eyes wide. He took a deep breath, swallowed, and sort of shook himself. Then he stood up and started pacing around the kitchen. "Jules, we can raise the—the caterpillars, and get thread from them, and then you can *sew* something with the thread, and we can enter the project in two categories—Animal Husbandry and Domestic Arts!"

25 He looked at me, his face all business. "I'll get started on the Internet—oh, wait," he said, and frowned at his watch. "It's not even seven-thirty. I can't do it yet."

26 Patrick knew our family's evening routine. Kenny got the computer until eight o'clock, and I got it after that.

27 "Homework comes first anyway, you two," my mom said.

28 I went to get my backpack, wondering when Patrick would notice that I was not one bit excited about doing a silkworm project.

18 What is Patrick's relationship to Julia's family? Use **two** details from the story to support your response.

19 What do paragraphs 9 through 19 show about Julia and Patrick? Use **two** details from the story to support your response.

Writing

On the next 2 pages you will find writing prompts. Please use one writing prompt a day to write about. Remember to use correct punctuations, captitalizations, adjectives, stay on topic and reread.

1. The person I admire the most is...
2. My biggest goal in life is...
3. The best book I ever read was...
4. The happiest moment in my life was when...
5. When I grow up, I want to...
6. The most interesting place I have ever been to was...
7. Name three things you don't like about school and why.
8. The strangest dream I ever had was...
9. When I turn 16, I will...
10. Who is the funniest member of your family and why?
11. I get scared when...
12. Five things I would do if I had more money are...
13. What is your favorite sport and why?
14. What would you do if you could change the world?
15. Dear teacher, I would like to know...
16. Dear President Washington, what was it like to be the first president?
17. My happiest day was...
18. My saddest day was...
19. If I had three wishes, I would wish for
20. Describe your favorite animal and why.
21. Three things I like to do with my pet elephant are...
22. The time a bat was in my house...
23. When I become an adult, the first thing I want to do is...
24. My best vacation was when I went to...
25. The top three reasons that people argue are...
26. Describe five reasons that going to school is important.
27. What is your favorite television show and why?
28. The time I found a dinosaur in my backyard...
29. Describe the best present you ever received.
30. Describe your most unusual talent.
31. My most embarrassing moment was when...
32. Describe your favorite food and why.
33. Describe your least favorite food and why.
34. The top three qualities of a best friend are...
35. Write about what you would cook for an enemy.

36. Use these words in a story: *scared, angry, Sunday, bugs.*
37. What's your idea of a perfect vacation?
38. Write about why someone might be afraid of snakes.
39. List five rules that you have broken and why you broke them.
40. What is your favorite video game and why?
41. I wish someone had told me that...
42. Describe the hottest day you can remember.
43. Write about the best decision you've ever made.
44. I opened the door, saw a clown, and then...
45. The last time the power went out, I...
46. Write about five things you can do if the power goes out.
47. If I were president, I would...
48. Create a poem using the words: *love, happy, smart, sunny.*
49. The time my teacher forgot to wear shoes...

I used writing prompt number _____

I used writing prompt number _____

I used writing prompt number _____

I used writing prompt number _____

I used writing prompt number _____

I used writing prompt number _____

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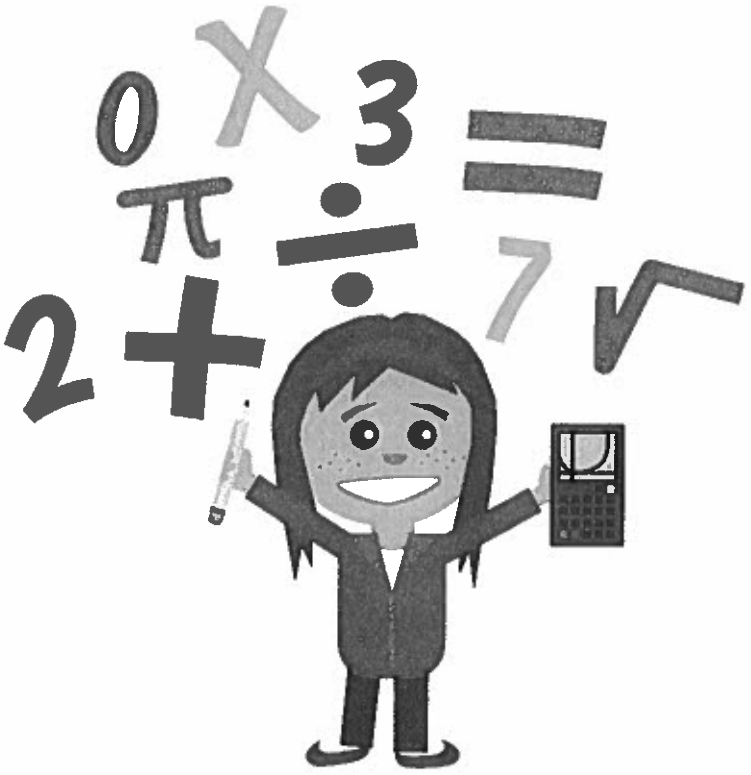
I used writing prompt number _____

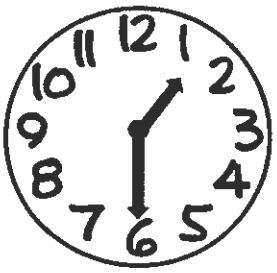
Math



Name: _____

Telling Time Practice

Write the time shown on the analog clocks.



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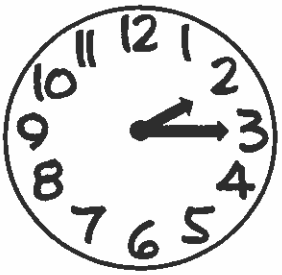

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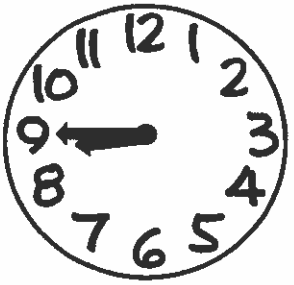

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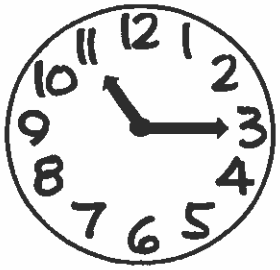

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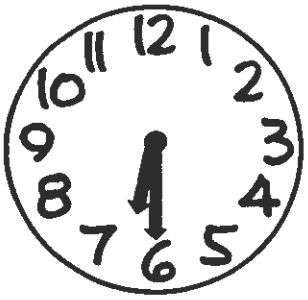

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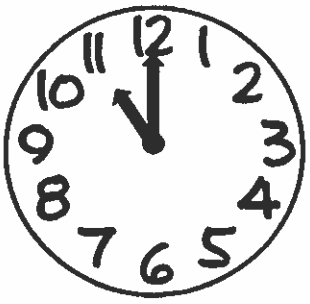

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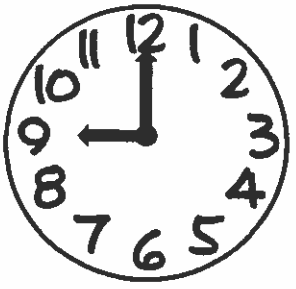

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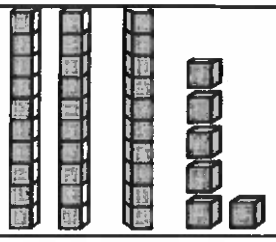
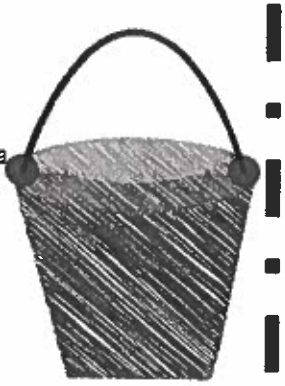
Name: _____

Writing Numbers in 4 Ways

Standard Form	Words	Expanded Form	Picture
36	Thirty-six	30+6=	
43			
18			
29			
49			
81			

Name:_____



Rounding Numbers to the nearest Ten

212 ____

289 ____

455 ____

414 ____

877 ____

321 ____

202 ____

658 ____

418 ____

963 ____

142 ____

564 ____

432 ____

117 ____

Name:_____

Rounding Numbers to the nearest Hundred

590 ____

446 ____

233 ____

199 ____

818 ____

899 ____

327 ____

249 ____

326____

290____

377____

677____

409____

564____

352____

856____

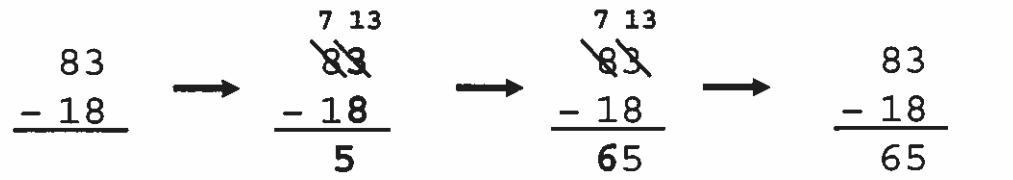
FACT PRACTICE

16 − 9	10 − 4	8 − 2	7 − 2
12 − 0	17 − 5	10 − 9	11 − 11
14 − 9	7 − 7	19 − 0	11 − 5
13 − 7	11 − 0	17 − 4	18 − 6
10 − 6	16 − 9	9 − 7	11 − 8

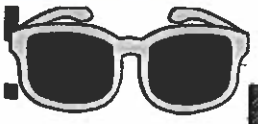
 Name _____

Math Packet

(Subtraction practice worksheet 11)



93 - 57	53 - 26	46 - 18	34 - 17	67 - 48
80 - 16	41 - 23	53 - 34	81 - 64	62 - 26
73 - 25	61 - 28	66 - 37	44 - 26	82 - 35
81 - 34	64 - 17	37 - 19	43 - 25	56 - 19



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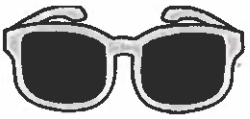


Subtraction to 40 Practice
No Regrouping

35 -10	24 -12	33 -21	22 -11
25 -15	13 -10	23 -20	27 -13
29 -18	19 -16	28 -10	29 -19
28 -16	33 -13	20 -10	27 -12
37 -15	35 -12	35 -10	28 -7

Name: _____

Subtraction to 100 Practice With Regrouping

60 -10	91 -12	33 -21	22 -11
23 -15	56 -10	83 -27	44 -13
76 -18	64 -16	28 -17	29 -18
28 -16	33 -13	24 -10	27 -18
37 -15	75 -18	15 -12	18 -9

Name _____

Math Packet

(Subtraction practice worksheet 7)

437 - 316 →	437 - 316 →	437 - 316 →	437 - 316 →	437 - 316
	1	21	121	121

646 - 311	472 - 231	352 - 121	634 - 431	572 - 422	482 - 341
562 - 131	625 - 215	636 - 511	956 - 742	555 - 222	732 - 211
286 - 155	298 - 182	378 - 233	265 - 134	988 - 556	746 - 545
379 - 249	483 - 171	278 - 148	644 - 424	633 - 431	385 - 173

Name: _____

Subtraction to 1000 Practice With Regrouping

702 -313	419 -345	217 -134	781 -220
413 -301	327 - 189	419 -225	376 -218
965 -590	420 - 518	333 -222	459 -321
432 -334	529 -445	890 -222	129 - 44

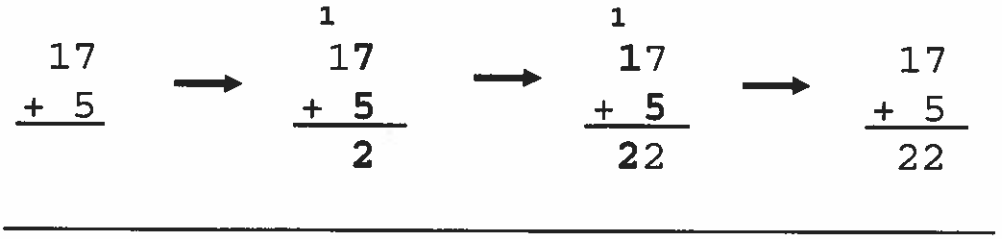
FACT PRACTICE

2	7	8	5	4
+ 3	+ 2	+ 1	+ 2	+ 3
7	1	8	2	3
+ 2	+ 2	+ 3	+ 5	+ 2
0	1	3	6	7
+ 3	+ 2	+ 2	+ 2	+ 1
7	8	6	7	2
+ 1	+ 2	+ 3	+ 3	+ 2
3	0	5	4	3
+ 3	+ 2	+ 1	+ 2	+ 4
7	2	9	1	1
+ 2	+ 7	+ 1	+ 8	+ 1

Name _____

Math Packet

(Addition practice worksheet 1)



Find the sum.

19 + 5	27 + 3	36 + 4	28 + 2	48 + 4	83 + 8	17 + 9
15 + 6	12 + 8	39 + 2	46 + 7	37 + 5	16 + 6	68 + 3
89 + 4	88 + 2	57 + 3	77 + 5	49 + 5	26 + 9	35 + 8
26 + 8	48 + 7	38 + 8	78 + 9	69 + 3	79 + 7	19 + 9

 Name _____

Math Packet

(Addition practice worksheet 9)

$$\begin{array}{r} 68 \\ +\ 16 \\ \hline \end{array} \rightarrow \begin{array}{r} {\scriptstyle 1} \\ 68 \\ +\ 16 \\ \hline 4 \end{array} \rightarrow \begin{array}{r} {\scriptstyle 1} \\ 68 \\ +\ 16 \\ \hline 84 \end{array} \rightarrow \begin{array}{r} 68 \\ +\ 16 \\ \hline 84 \end{array}$$

55 + 18	76 + 17	18 + 24	29 + 34	54 + 29
37 + 18	17 + 58	14 + 79	43 + 49	18 + 24
29 + 21	36 + 45	52 + 19	38 + 26	15 + 15

Name: _____

Addition to 100 Practice With Regrouping

49 +22	23 +55	43 + 21	72 +23
45 +19	13 + 6	43 +27	27 + 13
29 +18	19 +16	28 +40	89 +10
38 +16	43 +18	90 + 10	57 +12
67 +15	45 +12	45 + 10	88 + 7

Name: _____

Addition to 1000 Practice With Regrouping

313 +400	567 +345	212 +134	780 +220
413 +500	600 +300	400 +225	176 +218
500 +500	420 + 518	333 +222	456 +321
432 +334	529 +445	790 +222	956 + 44

Name _____

Math Packet

(Addition practice worksheet 15)

Find the sum.

282 + 114	576 + 110	678 + 221	452 + 125	200 + 398
163 + 329	286 + 417	826 + 137	101 + 589	232 + 249
385 + 219	534 + 166	687 + 215	489 + 337	655 + 167
687 + 213	119 + 291	179 + 739	456 + 247	555 + 149
638 + 138	449 + 297	133 + 341	205 + 782	691 + 149

Name:_____

Rewriting Addition into Multiplication

Rewrite each addition problem as a multiplication problem. Find the answer.

Addition Problem	Multiplication	Answer
8 + 8 + 8 + 8 + 8 + 8 + 8 + 8		
4 + 4 + 4 + 4 + 4 + 4 + 4 + 4		
3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 + 3		
3 + 3 + 3 + 3		
2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2		
4 + 4 + 4 + 4 + 4 + 4 + 4		
6 + 6 + 6 + 6 + 6 + 6 + 6 + 6 + 6		

1×

1 x 1 = 1
1 x 2 = 2
1 x 3 = 3
1 x 4 = 4
1 x 5 = 5
1 x 6 = 6
1 x 7 = 7
1 x 8 = 8
1 x 9 = 9
1 x10 = 10
1 x11 = 11
1 x12 = 12

2×

2 x 1 = 2
2 x 2 = 4
2 x 3 = 6
2 x 4 = 8
2 x 5 = 10
2 x 6 = 12
2 x 7 = 14
2 x 8 = 16
2 x 9 = 18
2 x10 = 20
2 x11 = 22
2 x12 = 24

3×

3 x 1 = 3
3 x 2 = 6
3 x 3 = 9
3 x 4 = 12
3 x 5 = 15
3 x 6 = 18
3 x 7 = 21
3 x 8 = 24
3 x 9 = 27
3 x10 = 30
3 x11 = 33
3 x12 = 36

4×

4 x 1 = 4
4 x 2 = 8
4 x 3 = 12
4 x 4 = 16
4 x 5 = 20
4 x 6 = 24
4 x 7 = 28
4 x 8 = 32
4 x 9 = 36
4 x10 = 40
4 x11 = 44
4 x12 = 48

5×

5 x 1 = 5
5 x 2 = 10
5 x 3 = 15
5 x 4 = 20
5 x 5 = 25
5 x 6 = 30
5 x 7 = 35
5 x 8 = 40
5 x 9 = 45
5 x10 = 50
5 x11 = 55
5 x12 = 60

6×

6 x 1 = 6
6 x 2 = 12
6 x 3 = 18
6 x 4 = 24
6 x 5 = 30
6 x 6 = 36
6 x 7 = 42
6 x 8 = 48
6 x 9 = 54
6 x10 = 60
6 x11 = 66
6 x12 = 72

7×

7 x 1 = 7
7 x 2 = 14
7 x 3 = 21
7 x 4 = 28
7 x 5 = 35
7 x 6 = 42
7 x 7 = 49
7 x 8 = 56
7 x 9 = 63
7 x10 = 70
7 x11 = 77
7 x12 = 84

8×

8 x 1 = 8
8 x 2 = 16
8 x 3 = 24
8 x 4 = 32
8 x 5 = 40
8 x 6 = 48
8 x 7 = 56
8 x 8 = 64
8 x 9 = 72
8 x10 = 80
8 x11 = 88
8 x12 = 96

9×

9 x 1 = 9
9 x 2 = 18
9 x 3 = 27
9 x 4 = 36
9 x 5 = 45
9 x 6 = 54
9 x 7 = 63
9 x 8 = 72
9 x 9 = 81
9 x10 = 90
9 x11 = 99
9 x12 = 108

10×

10x 1 = 10
10x 2 = 20
10x 3 = 30
10x 4 = 40
10x 5 = 50
10x 6 = 60
10x 7 = 70
10x 8 = 80
10x 9 = 90
10x10 = 100
10x11 = 110
10x12 = 120

11×

11x 1 = 11
11x 2 = 22
11x 3 = 33
11x 4 = 44
11x 5 = 55
11x 6 = 66
11x 7 = 77
11x 8 = 88
11x 9 = 99
11x10 = 110
11x11 = 121
11x12 = 132

12×

12x 1 = 12
12x 2 = 24
12x 3 = 36
12x 4 = 48
12x 5 = 60
12x 6 = 72
12x 7 = 84
12x 8 = 96
12x 9 = 108
12x10 = 120
12x11 = 132
12x12 = 144

Name _____

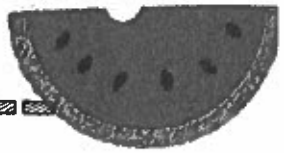
Math Packet

(Multiplication facts 0 - 9)

Find the product.

2 × 3	2 × 0	6 × 7	1 × 4	3 × 8	9 × 3	3 × 2	2 × 4	5 × 8	3 × 5
8 × 1	4 × 5	1 × 8	0 × 7	7 × 4	3 × 7	4 × 3	8 × 8	8 × 0	6 × 9
2 × 9	8 × 7	3 × 6	4 × 1	4 × 7	0 × 8	5 × 2	0 × 3	2 × 5	9 × 2
2 × 1	8 × 3	4 × 6	0 × 5	0 × 9	3 × 9	9 × 5	7 × 3	9 × 1	9 × 4
5 × 4	7 × 5	6 × 0	6 × 3	2 × 2	9 × 8	7 × 1	5 × 5	3 × 1	8 × 2
0 × 6	1 × 5	9 × 9	7 × 2	0 × 1	8 × 6	9 × 7	5 × 9	5 × 0	3 × 3
9 × 0	1 × 3	8 × 5	7 × 7	7 × 6	1 × 6	3 × 4	6 × 1	9 × 6	8 × 9
2 × 6	6 × 6	6 × 8	5 × 3	4 × 0	1 × 7	5 × 6	4 × 8	3 × 7	4 × 4
4 × 2	5 × 1	6 × 4	7 × 8	6 × 2	5 × 7	4 × 9	3 × 0	0 × 4	1 × 9
1 × 2	5 × 1	7 × 0	6 × 5	2 × 8	8 × 4	1 × 1	0 × 2	5 × 5	4 × 6

Name:_____



Multiplication Practice

5 x 3=	10x 2=	5 x 6=
10 x 3=	11 x 4=	10 x 4=
11 x 7=	6 x 7=	5 x 2=
8 x 5=	3 x 5=	4 x 2=
10 x 4=	10 x 9=	5 x 2=
9 x 7=	7 x 7=	3 x 9=
4 x 4=	6 x 5=	10 x 2=
9 x 7=	5 x 7=	7 x 2=

Name:_____

Multiplication Practice

5 x 7=	10 x 2=	4 x 2=
6 x 3=	8 x 4=	9 x 2=
8 x 7=	4 x 7=	1 x 2=
9 x 4=	8 x 5=	10 x 10=
4 x 4=	5 x 9=	8 x 9=
9 x 7=	7 x 7=	3 x 2=
8 x 4=	6 x 5=	10 x 2=
10 x 7=	3 x 7=	7 x 3=
9 x 3=	7 x 6=	11 x 2=

Name:_____

Multiplication Word Problems Practice

1. Grace goes out to lunch with Ryan and Kate. Each person orders the $7 lunch special. Grace agrees to pay the bill. How much will she have to pay ?

Answer:_____

2. Kelly has 8 five dollars bills. How much money does she have ?

Answer:_____

3. Andrew has 4 dozen eggs. How many eggs to he have altogether?

Answer:_____

4. Ali has 7 red balloons. Nancy has 4 times more red balloons than Ali. How many red balloons does Nancy have?

Answer:_____

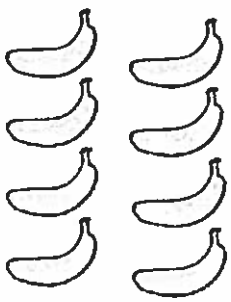
5. Leya has 9 dimes. How much money does she have?

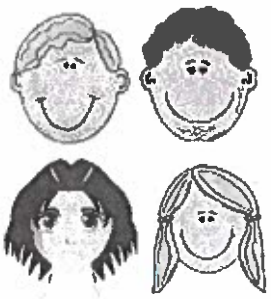
Answer:_____

Dividing into equal groups

Grade 3 Division Worksheet

Divide the food between the kids & write the division equation.



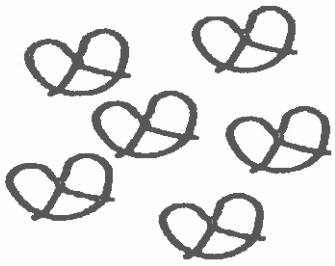


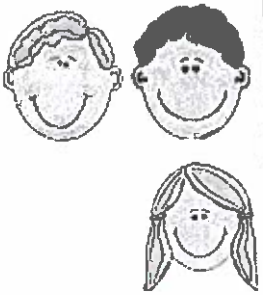
___ ÷ ___ = ___

How many bananas does each kid get? ___

___ ÷ ___ = ___

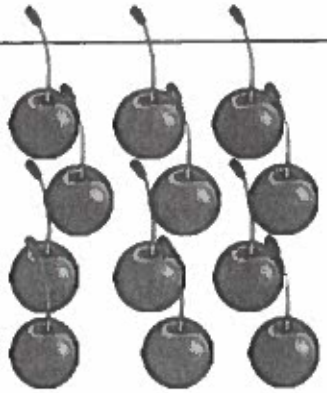
How many muffins does each kid get? ___

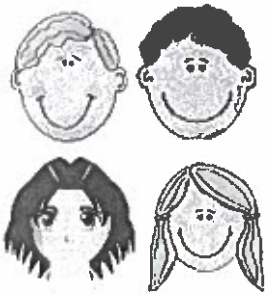




___ ÷ ___ = ___

How many pretzels does each kid get? ___





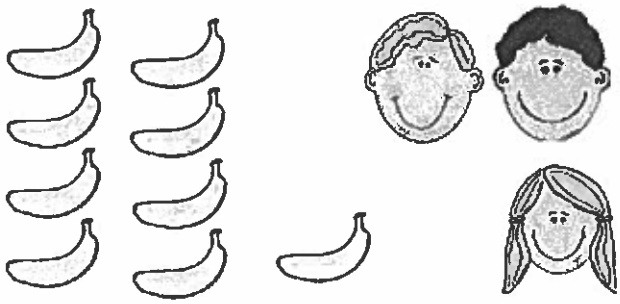
___ ÷ ___ = ___

How many cherries does each kid get? ___

Dividing into equal groups

Grade 3 Division Worksheet

Divide the food between the kids & write the division equation.

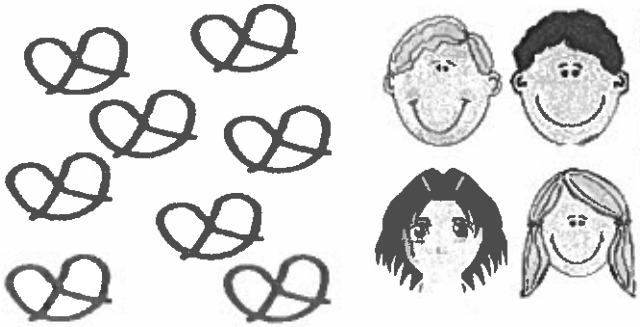


___ ÷ ___ = ___

How many bananas does each kid get? ____

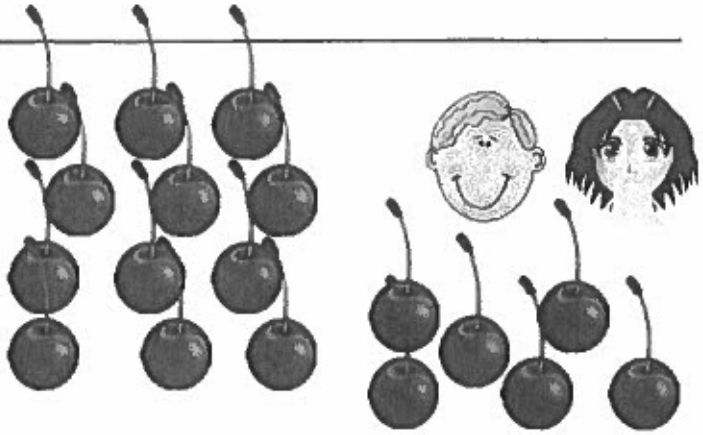
___ ÷ ___ = ___

How many muffins does each kid get? ____



___ ÷ ___ = ___

How many pretzels does each kid get? ____



___ ÷ ___ = ___

How many cherries does each kid get? ____

Dividing by 2 or 3

Grade 3 Division Worksheet

Find the quotient.

1. $12 \div 2 =$ _____
2. $12 \div 3 =$ _____
3. $24 \div 3 =$ _____
4. $15 \div 3 =$ _____
5. $9 \div 3 =$ _____
6. $27 \div 3 =$ _____
7. $6 \div 3 =$ _____
8. $6 \div 2 =$ _____
9. $10 \div 2 =$ _____
10. $4 \div 2 =$ _____
11. $18 \div 2 =$ _____
12. $8 \div 2 =$ _____
13. $18 \div 3 =$ _____
14. $2 \div 2 =$ _____
15. $20 \div 2 =$ _____
16. $3 \div 3 =$ _____
17. $14 \div 2 =$ _____
18. $21 \div 3 =$ _____
19. $16 \div 2 =$ _____
20. $30 \div 3 =$ _____
21. $27 \div 3 =$ _____
22. $24 \div 3 =$ _____
23. $4 \div 2 =$ _____
24. $2 \div 2 =$ _____
25. $18 \div 2 =$ _____
26. $27 \div 3 =$ _____
27. $8 \div 2 =$ _____

Dividing by 2 or 3

Grade 3 Division Worksheet

Find the quotient.

1. $12 \div 3 =$ _____
2. $24 \div 3 =$ _____
3. $6 \div 3 =$ _____
4. $16 \div 2 =$ _____
5. $9 \div 3 =$ _____
6. $12 \div 2 =$ _____
7. $14 \div 2 =$ _____
8. $15 \div 3 =$ _____
9. $18 \div 2 =$ _____
10. $18 \div 3 =$ _____
11. $3 \div 3 =$ _____
12. $27 \div 3 =$ _____
13. $2 \div 2 =$ _____
14. $4 \div 2 =$ _____
15. $8 \div 2 =$ _____
16. $21 \div 3 =$ _____
17. $6 \div 2 =$ _____
18. $20 \div 2 =$ _____
19. $10 \div 2 =$ _____
20. $30 \div 3 =$ _____
21. $20 \div 2 =$ _____
22. $14 \div 2 =$ _____
23. $24 \div 3 =$ _____
24. $24 \div 3 =$ _____
25. $2 \div 2 =$ _____
26. $14 \div 2 =$ _____
27. $21 \div 3 =$ _____

Dividing by 2 or 3

Grade 3 Division Worksheet

Find the quotient.

1. $6 \div 3 =$ _____
2. $14 \div 2 =$ _____
3. $6 \div 2 =$ _____
4. $24 \div 3 =$ _____
5. $12 \div 3 =$ _____
6. $30 \div 3 =$ _____
7. $18 \div 2 =$ _____
8. $27 \div 3 =$ _____
9. $4 \div 2 =$ _____
10. $2 \div 2 =$ _____
11. $16 \div 2 =$ _____
12. $10 \div 2 =$ _____
13. $8 \div 2 =$ _____
14. $9 \div 3 =$ _____
15. $20 \div 2 =$ _____
16. $12 \div 2 =$ _____
17. $18 \div 3 =$ _____
18. $3 \div 3 =$ _____
19. $15 \div 3 =$ _____
20. $21 \div 3 =$ _____
21. $12 \div 2 =$ _____
22. $24 \div 3 =$ _____
23. $3 \div 3 =$ _____
24. $2 \div 2 =$ _____
25. $4 \div 2 =$ _____
26. $12 \div 2 =$ _____
27. $6 \div 3 =$ _____

Name:_____

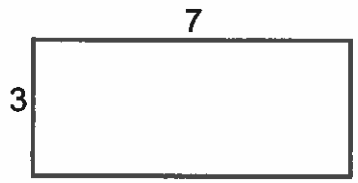
Division Practice

56 ÷ 7=	10 ÷ 2=	4 ÷2=
60 ÷ 6=	14 ÷ 2=	18 ÷2=
63 ÷ 7=	40 ÷ 2=	12 ÷2=
70 ÷ 7=	16 ÷ 4=	27 ÷3=
24 ÷ 6=	49 ÷ 7=	25÷5=
100 ÷ 10=	72 ÷ 8=	28 ÷4=

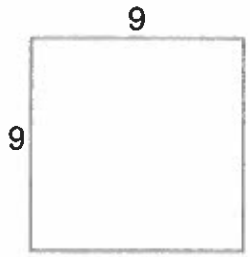
Name: _____ Date: _____

Area / Perimeter Worksheet

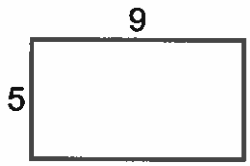
1 a. Find the perimeter of the rectangle.



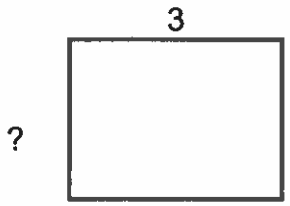
1 b. Find the area of the square.



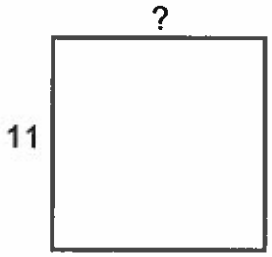
2 a. Find the perimeter of the rectangle.



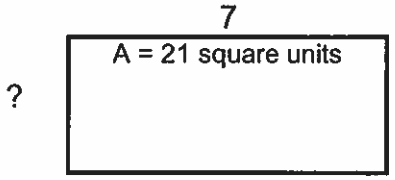
2 b. Find the missing side length, when the perimeter is 14.



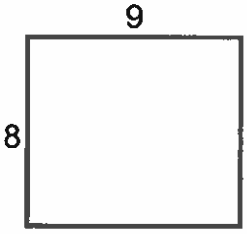
3 a. Find the missing side length, when the perimeter is 44.



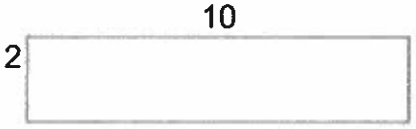
3 b. Find the missing side length, when the area is 21 square units.



4 a. Find the area of the rectangle.



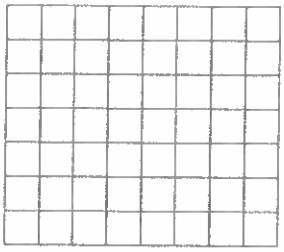
4 b. Find the perimeter of the rectangle.



Name: _____ Date: _____

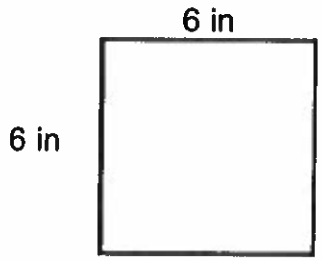
Area / Perimeter Worksheet

1 a. Find the area and perimeter of this rectangle.

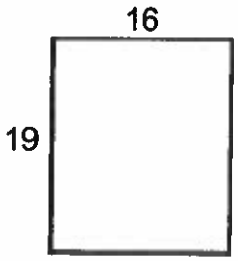


2 a. The side length of a square is 7 m. Find its area.

3 a. Find the perimeter of the square.



4 a. Find the area of the rectangle.

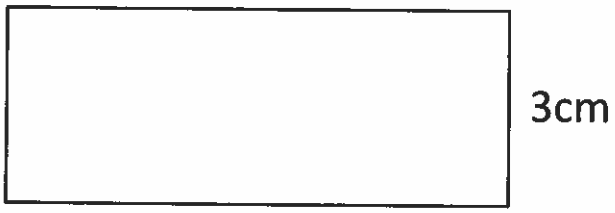


Name Date

PERIMETER SHEET 3

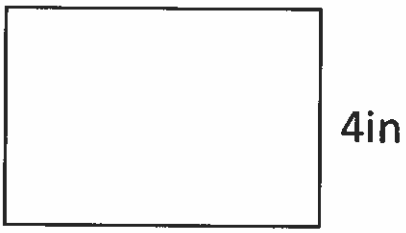
Work out the perimeter of the following rectangles. They are not to scale.

1)



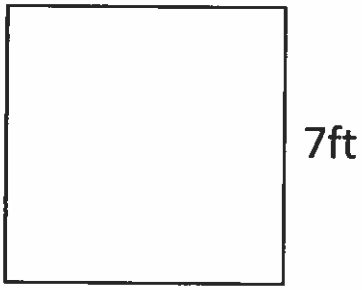
Perimeter = _____ cm

2)



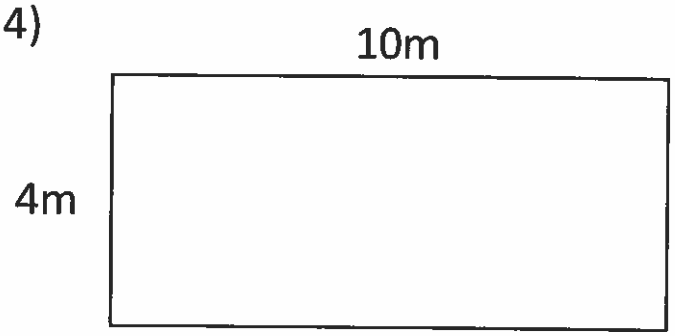
Perimeter = _____ in

3)



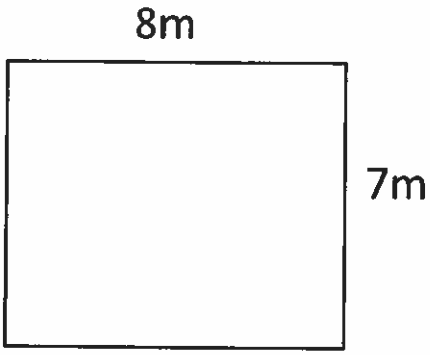
Perimeter = _____ ft

4)



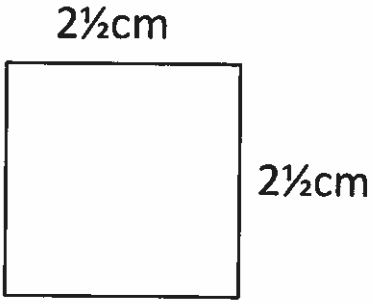
Perimeter = _____ m

5)



Perimeter = _____ m

6)

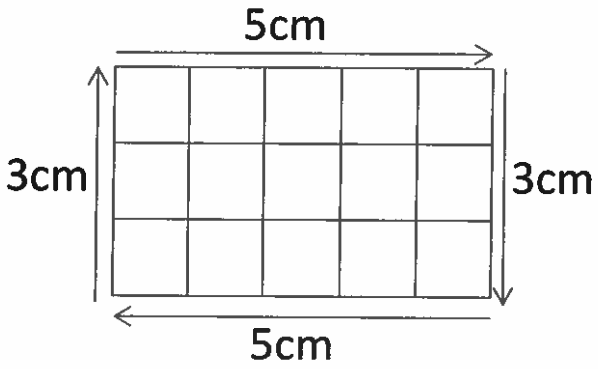


Perimeter = _____ cm

Name Date

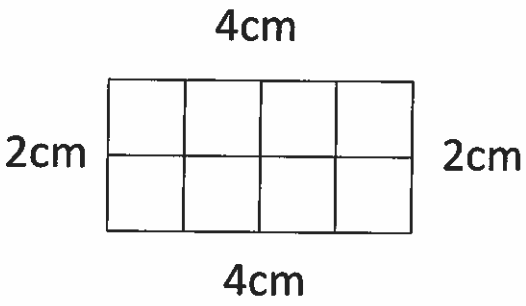
PERIMETER SHEET 1

To find the perimeter of a rectangle, simply work out the distance all the way round the outside of the rectangle. The perimeter of the rectangle below is 5 + 3 + 5 + 3 = 16cm.



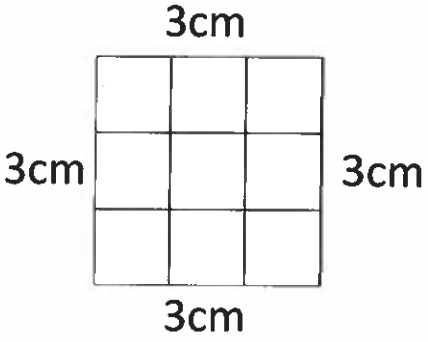
Work out the perimeter of the following rectangles:

1)



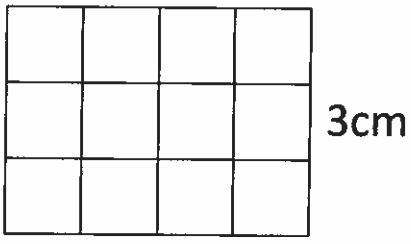
Perimeter = _____ cm

2)



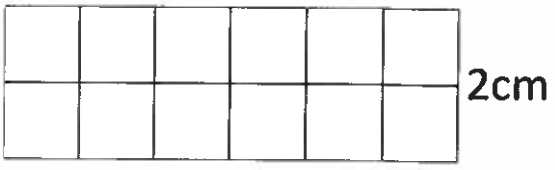
Perimeter = _____ cm

3)



Perimeter = _____ cm

4)



Perimeter = _____ cm

Name:_____

Finding Area Story Problems

Area: Length x width

1. A farm was 5 miles wide and 6 miles long. What is the area of the farm?

The area is _____.

2. A lawn had a length of 7 feet and a width of 10 feet. What is the area of the lawn?

The area is _____.

3. A rug had a length of 8 feet and a width of 8 feet. What is the area of the rug?

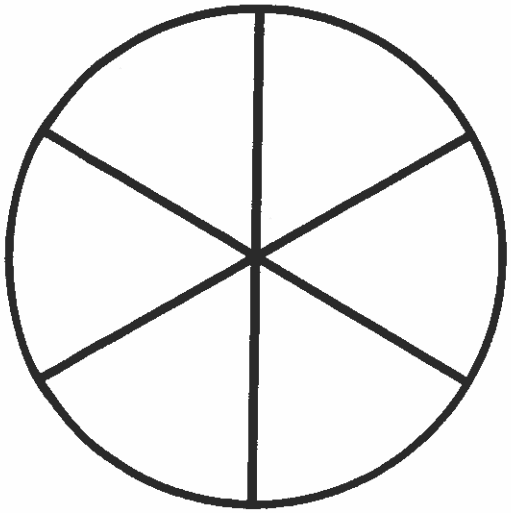
The area is _____.

4. A rug had a length of 10 feet and a width of 7 feet. What is the area of the rug?

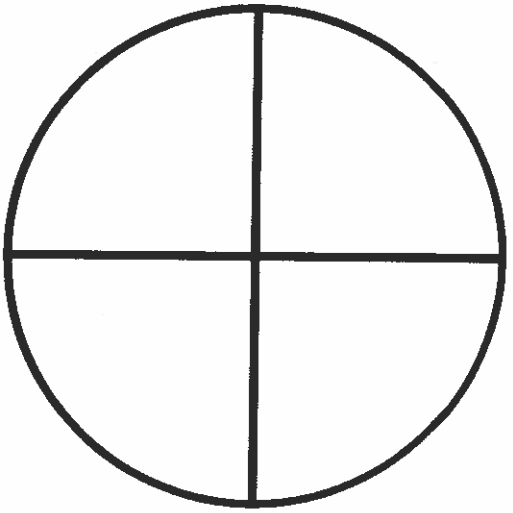
The area is _____.

Name:_____

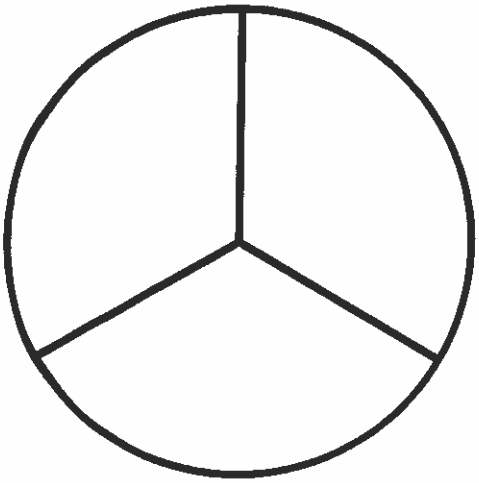
Creating Fractions



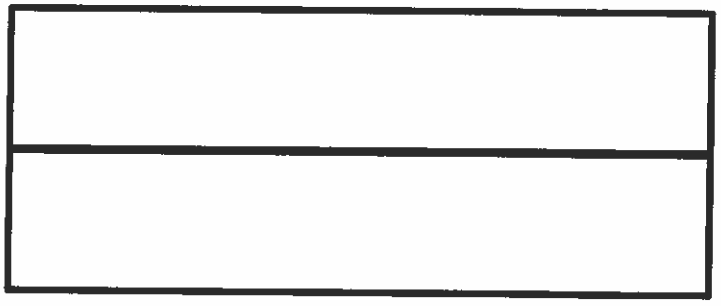
Shade in 4/6 of the circle.



Shade in 3/4 of the circle.



Shade in 3/3 of the circle.

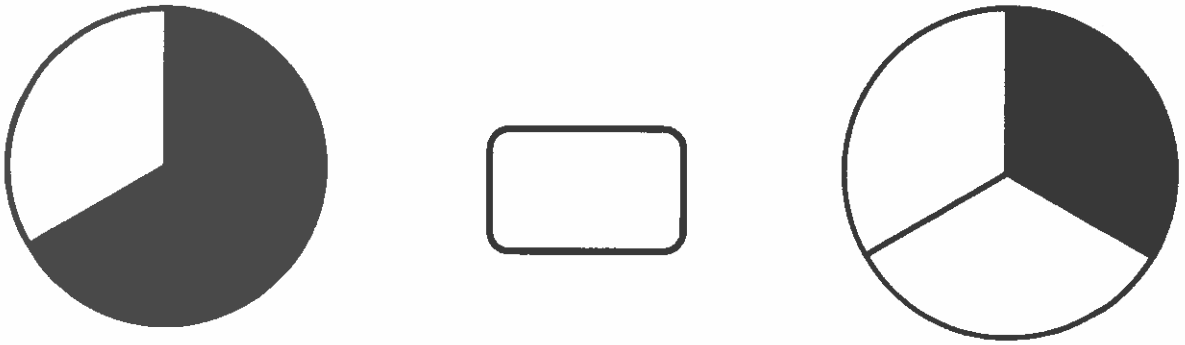


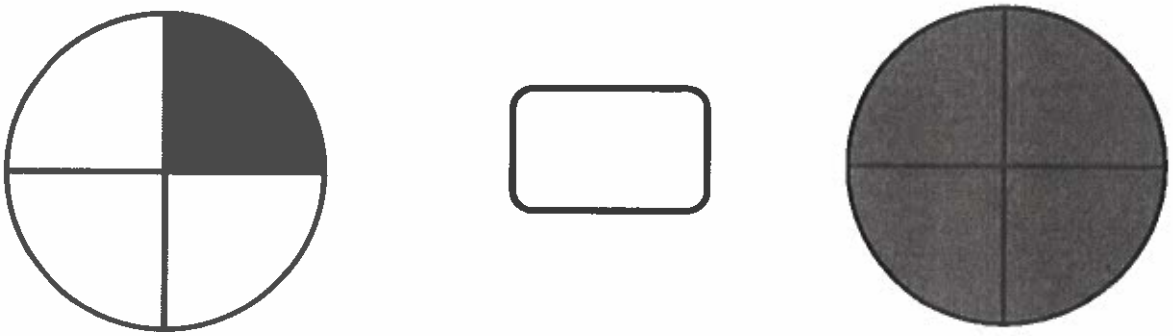
Shade in 1/2 of the rectangle.

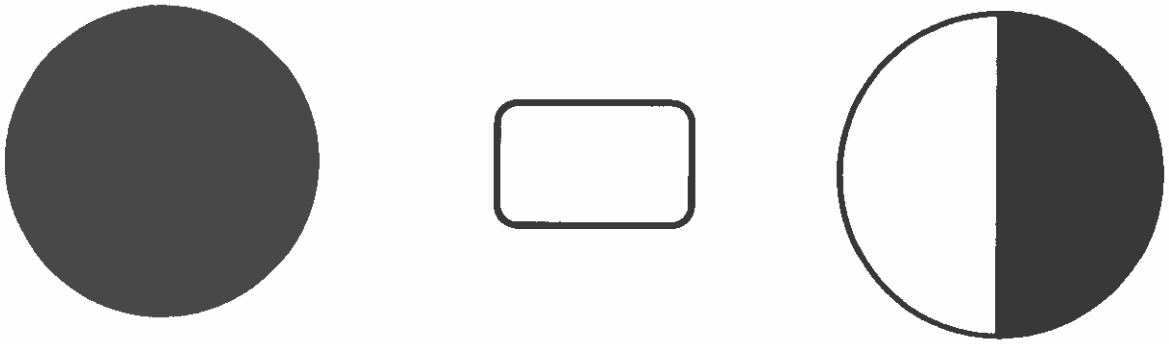
Name:_____

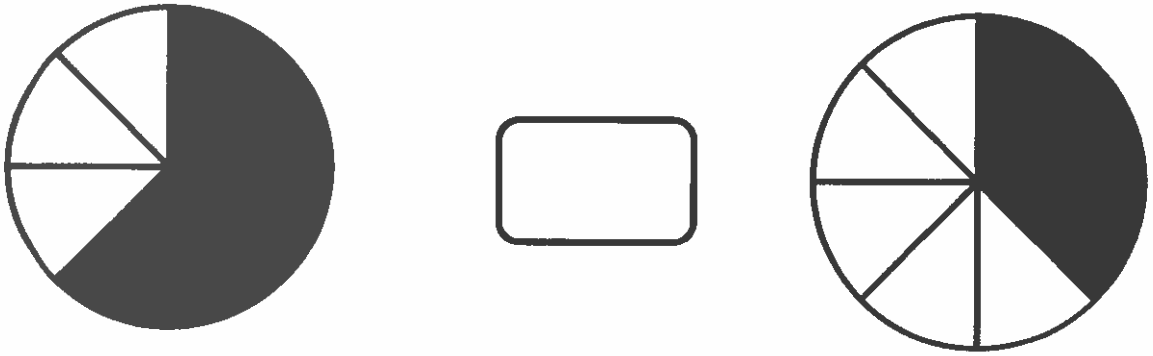
Comparing Fractions

Use <, >, or = to compare the fractions.





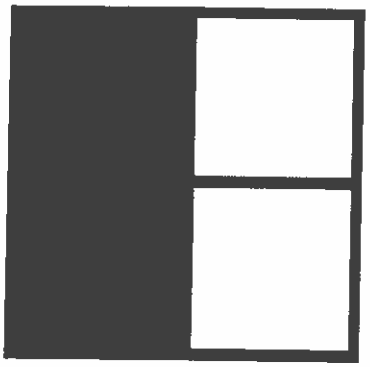




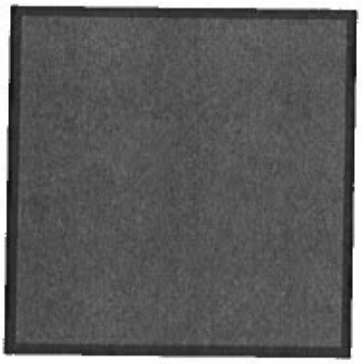
Name:_____

Fractions Practice

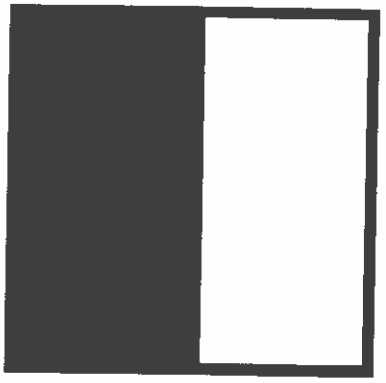
Write down the fraction that is shaded in.



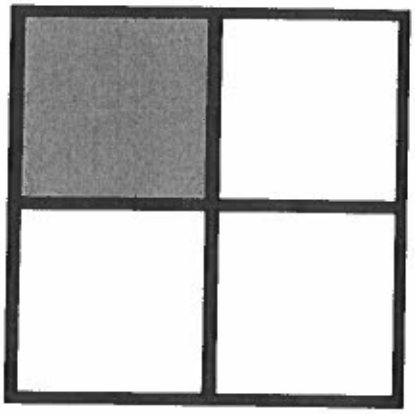
_____



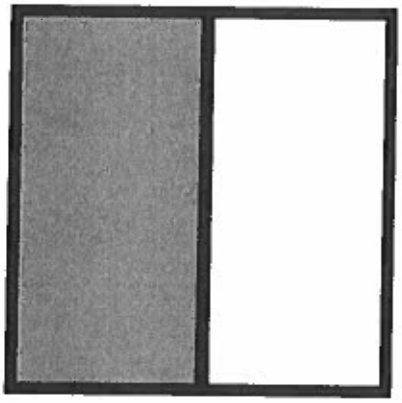
_____



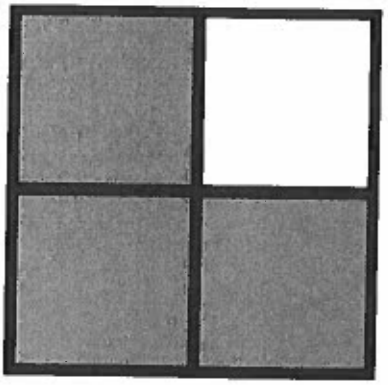
_____



_____



_____

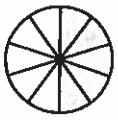


_____

Name : _____ Score : _____

Teacher : _____ Date : _____

What is the Fraction of the Shaded Area ?

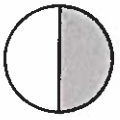
1)  _____

2)  _____

3)  _____

4)  _____

5)  _____

6)  _____

7)  _____

8)  _____

9)  _____

10)  _____

Shade the Figure with the Indicated Fraction.

11)  $\frac{3}{5}$

12)  $\frac{1}{3}$

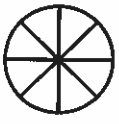
13)  $\frac{2}{8}$

14)  $\frac{4}{8}$

15)  $\frac{2}{4}$

16)  $\frac{3}{8}$

17)  $\frac{4}{10}$

18)  $\frac{5}{8}$

19)  $\frac{6}{10}$

20)  $\frac{8}{10}$

Name : _____ Score : _____

Teacher : _____ Date : _____

What is the Fraction of the Shaded Area ?

1)  _____

2)  _____

3)  _____

4)  _____

5)  _____

6)  _____

7)  _____

8)  _____

9)  _____

10)  _____

Shade the Figure with the Indicated Fraction.

11)  $\frac{2}{8}$

12)  $\frac{2}{5}$

13)  $\frac{4}{8}$

14)  $\frac{3}{8}$

15)  $\frac{9}{10}$

16)  $\frac{4}{5}$

17)  $\frac{3}{4}$

18)  $\frac{6}{8}$

19)  $\frac{6}{10}$

20)  $\frac{1}{5}$

Name: _____ Date: _____

Mid-Year Test Prep

/100

Multiple Choice (20 × 2 points = 40 points)

Fill in the circle next to the correct answer.

1. How many bees are there?

Ⓐ 5 Ⓑ 6 Ⓒ 7 Ⓓ 8

2. Thirteen comes just before _____.

Ⓐ fifteen

Ⓑ fourteen

Ⓒ twelve

Ⓓ twenty

3. _____ + 3 = 1 ten 3 ones

Ⓐ 1 Ⓑ 10 Ⓒ 11 Ⓓ 13

Name: _____ Date: _____

4. Which animal is 4th from the right?

crab **seahorse** **goldfish** **octopus**

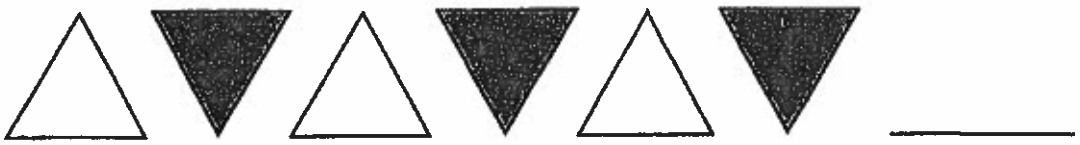
Ⓐ crab

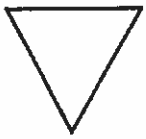
Ⓑ goldfish

Ⓒ octopus

Ⓓ seahorse

5. Complete the pattern.



Ⓐ 

Ⓑ 

Ⓒ 

Ⓓ 

Name: _____ Date: _____

6. Which two numbers make 16?

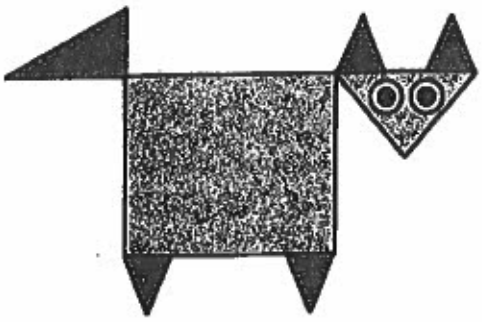
Ⓐ 2 7

Ⓑ 7 9

Ⓒ 8 5

Ⓓ 9 6

7. There are _____ triangles in the picture.



Ⓐ 4 Ⓑ 5 Ⓒ 6 Ⓓ 8

8. Complete the number pattern.

Ⓐ 6 Ⓑ 10 Ⓒ 12 Ⓓ 15

Name: _____ Date: _____

9. 2 less than 14 is _____.

Ⓐ 10 Ⓑ 11 Ⓒ 12 Ⓓ 16

10. 7 + 5 is the same as _____.

Ⓐ 6 + 4 Ⓑ 7 + 2

Ⓒ 8 + 5 Ⓓ 10 + 2

11. _____ less than 13 is 8.

Ⓐ 4 Ⓑ 5 Ⓒ 6 Ⓓ 18

12. 1 ten 2 ones + 3 ones = _____.

Ⓐ 1 ten 5 ones

Ⓑ 16

Ⓒ 2 tens

Ⓓ 15 tens

13. 9 – 3 is equal to 3 + _____.

Ⓐ 3 Ⓑ 5 Ⓒ 6 Ⓓ 12

14. Which of these shows a doubles-plus one fact?

Ⓐ 2 + 4 + 1 Ⓑ 2 + 2 + 1

Ⓒ 11 + 1 Ⓓ 2 + 2 + 2

Name: _____ Date: _____

15. Which caterpillar is the longest?

A 

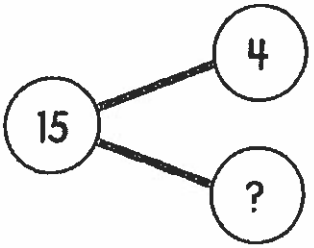
B 

C 

D 

Ⓐ A Ⓑ B Ⓒ C Ⓓ D

16. Complete the number bond.



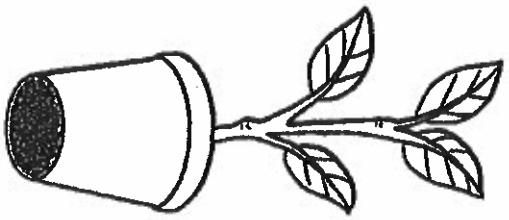
Ⓐ 9 Ⓑ 10 Ⓒ 11 Ⓓ 19

17. The straw is about _____ long.

Ⓐ 10 Ⓑ 11 Ⓒ 14 Ⓓ 18

Name: _____ Date: _____

18. The shaded shape is a _____.



Ⓐ square Ⓑ triangle

Ⓒ circle Ⓓ rectangle

19. Which shape can you stack, slide, and roll?

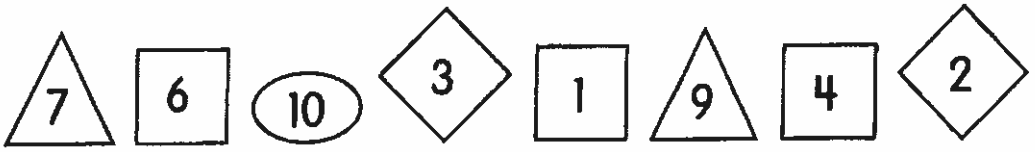
Ⓐ rectangular prism

Ⓑ cylinder

Ⓒ circle

Ⓓ rectangle

20. The numbers in the 4th and 8th shapes add up to _____.



1st

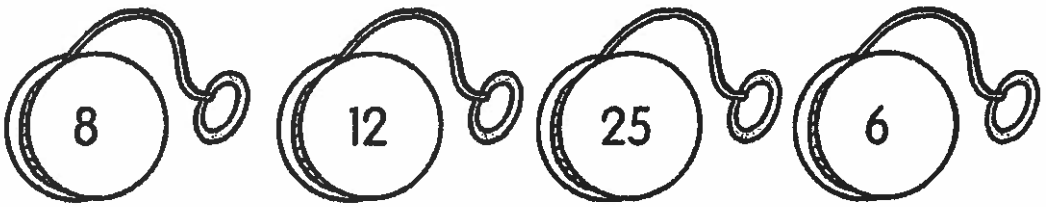
Ⓐ 5 Ⓑ 6 Ⓒ 10 Ⓓ 17

Name: _____ Date: _____

Short Answer

Order the numbers from greatest to least. (2 points)

21.



_____ _____ _____ _____

greatest

Color the set that gives the least answer. (1 point)

22.

Fill in the blanks. (2 points)

23. 12 + _____ = 20

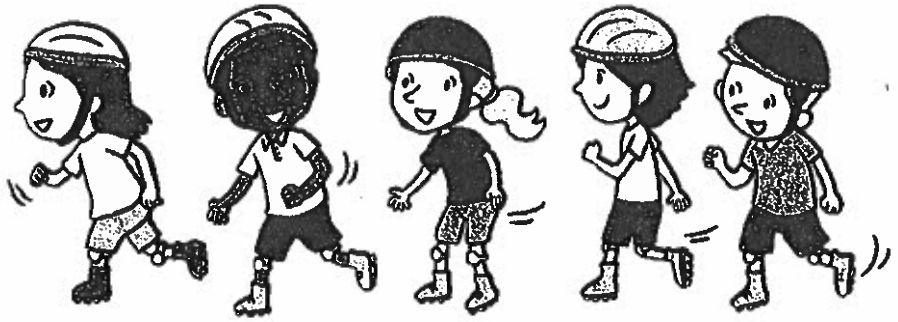
24. _____ – 7 = 3

Write + or – in the circle. (1 point)

25. 11 ◯ 7 = 18

Name: _____ Date: _____

Look at the picture.
Fill in the blanks. (3 points)



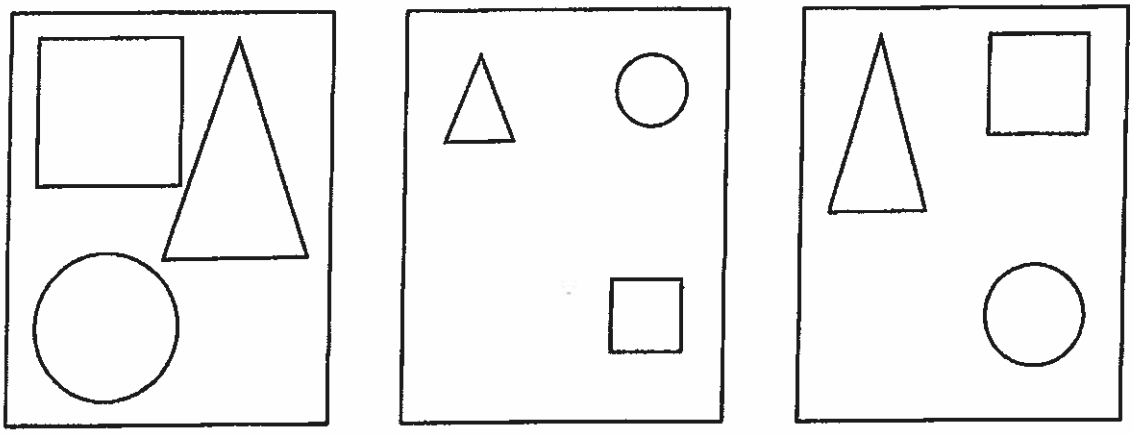
Kate Deon Lola Sue Tom

26. Who is 1st in the race? _____

27. Who is behind Lola in the race? _____

28. Who is Sue in front of? _____

Circle. (1 point)

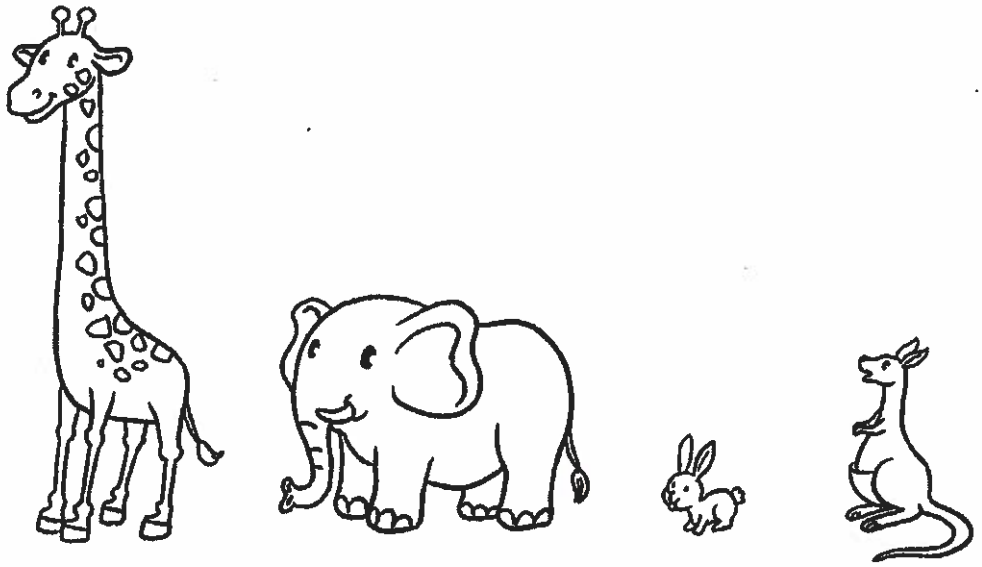


29. The shapes are sorted by (size / shape).

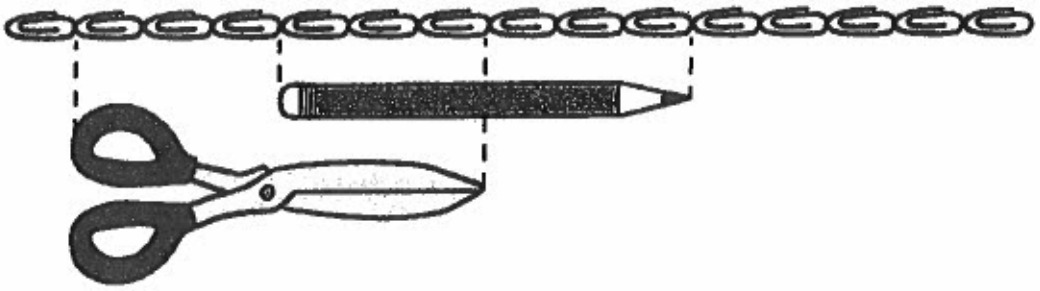
Name: _____ Date: _____

Circle the tallest animal. (1 point)

30.



Look at the picture.
Fill in the blank. (2 points)

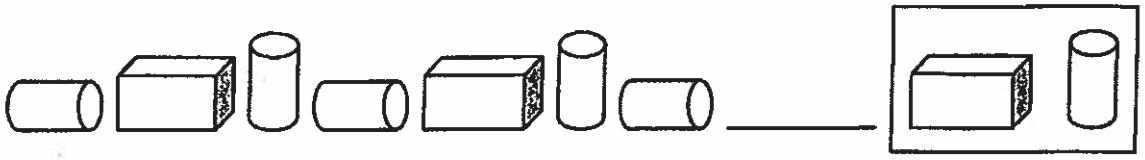


31. The length of the pencil and the pair of scissors is about _____ in all.

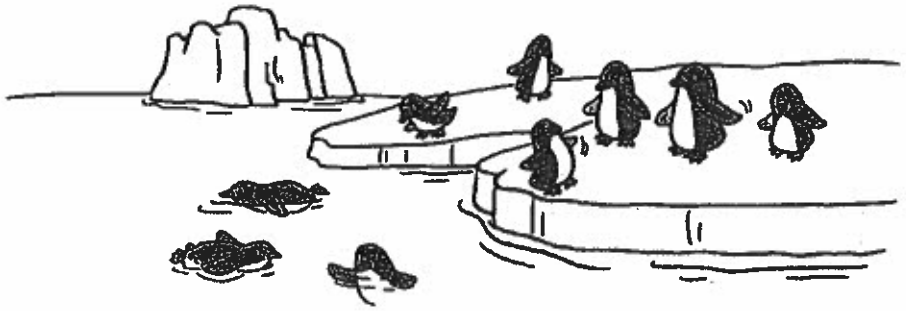
Name: _____ Date: _____

Complete the pattern.
Color the shape that comes next. (2 points)

32.



Look at the picture.
Write two number sentences. (4 points)



33. _____ + _____ = _____

34. _____ – _____ = _____

Fill in the blank. (2 points)

35.  + 4 = 

 – 3 = 10

 = _____

Name: _____ Date: _____

Extended Response (5 × 4 points = 20 points)

Solve.

36. Anna has 8 stickers.
Belle has 6 stickers.
How many stickers do they have in all?

They have _____ stickers in all.

37. Joel has 15 pets.
5 of them are birds.
The rest are rabbits.
How many pet rabbits does Joel have?

Joel has _____ pet rabbits.

38. Mike has 12 toy cars.
Ned has 4 toy cars more than Mike.
How many toy cars does Ned have?

Ned has _____ toy cars.

Name: _____ Date: _____

39. David had 20 coins.
He gave some coins to Peter.
David had 8 coins left.
How many coins did David give to Peter?

David gave _____ coins to Peter.

40. Rope A is longer than Rope C
but shorter than Rope B.
Rope D is shorter than Rope C.

a. Which rope is the shortest?

Rope _____

b. Which rope is the longest?

Rope _____

Name: _____ Date: _____

End-of-Year Test Prep

/100

Multiple Choice (20 × 2 points = 40 points)

Fill in the circle next to the correct answer.

1. 4 tens 4 ones is the same as _____.

Ⓐ 14 Ⓑ 40 Ⓒ 42 Ⓓ 44

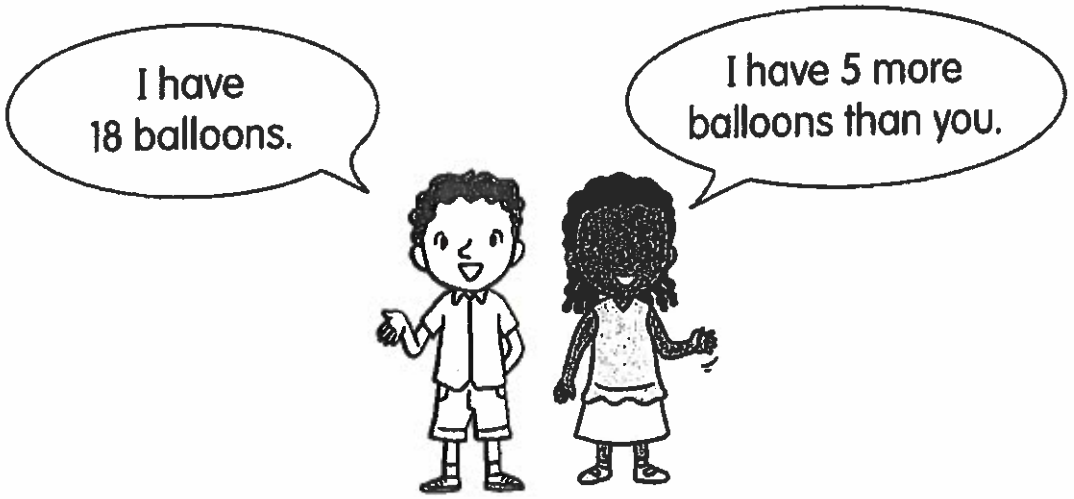
2. 84 is 10 more than _____.

Ⓐ 60 Ⓑ 74 Ⓒ 85 Ⓓ 94

3. 57 − 3 = ☐

Ⓐ 52 Ⓑ 54 Ⓒ 60 Ⓓ 73

4.



Sheena has _____ balloons.

Ⓐ 5 Ⓑ 13 Ⓒ 18 Ⓓ 23

Name: _____ Date: _____

5.

6 sixes = _____

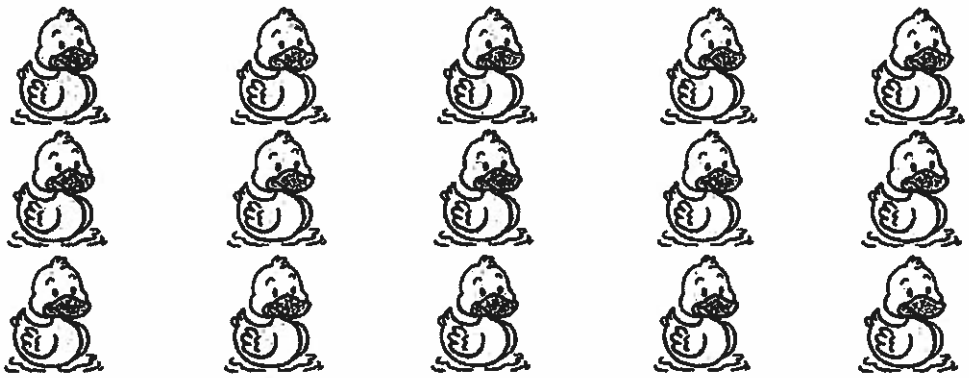
Ⓐ 18 Ⓑ 24 Ⓒ 30 Ⓓ 36

6. Share 12 bananas equally among 4 children.

Each child gets _____ bananas.

Ⓐ 2 Ⓑ 3 Ⓒ 4 Ⓓ 8

7.

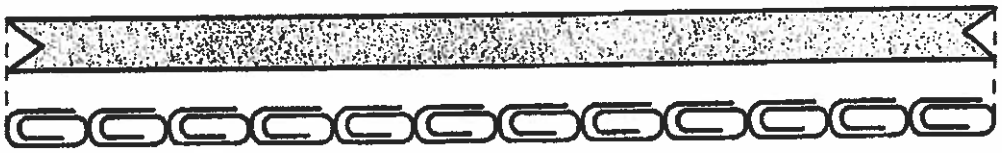


5 threes = _____

Ⓐ 25 Ⓑ 20 Ⓒ 16 Ⓓ 15

Name: _____ Date: _____

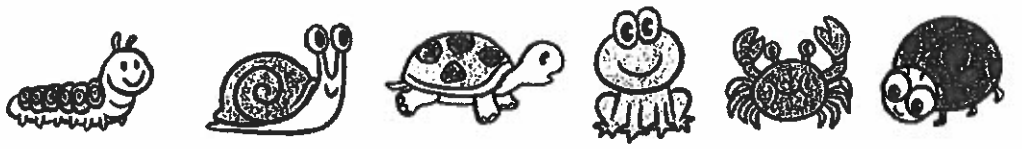
8.



The ribbon is about _____ long.

Ⓐ 12 Ⓑ 11 Ⓒ 10 Ⓓ 8

9.



caterpillar snail turtle frog crab ladybug

The _____ is 5th from the right.

Ⓐ crab Ⓑ snail Ⓒ frog Ⓓ turtle

10. The value of the coins is _____ in all.

Ⓐ 58¢ Ⓑ 55¢ Ⓒ 53¢ Ⓓ 50¢

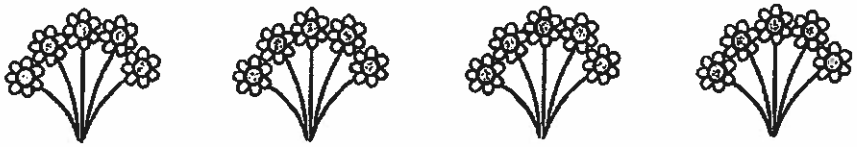
11.

Each ○ stands for 1 unit.

The weight of the ball is _____ units.

Ⓐ 3 Ⓑ 5 Ⓒ 6 Ⓓ 9

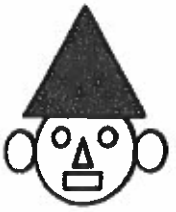
Name: _____ Date: _____

12. 

There are _____ flowers in all.

Ⓐ 25 Ⓑ 20 Ⓒ 15 Ⓓ 5

13. The shaded part in the picture is a _____.



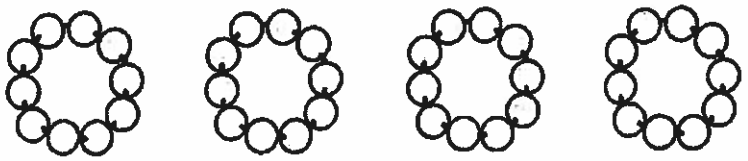
Ⓐ circle Ⓑ triangle

Ⓒ rectangle Ⓓ square

14. In 53 + ☐ = 64, the missing number is _____.

Ⓐ 17 Ⓑ 12 Ⓒ 11 Ⓓ 10

15. How many groups of 10 beads are there?



Ⓐ 10 Ⓑ 8 Ⓒ 6 Ⓓ 4

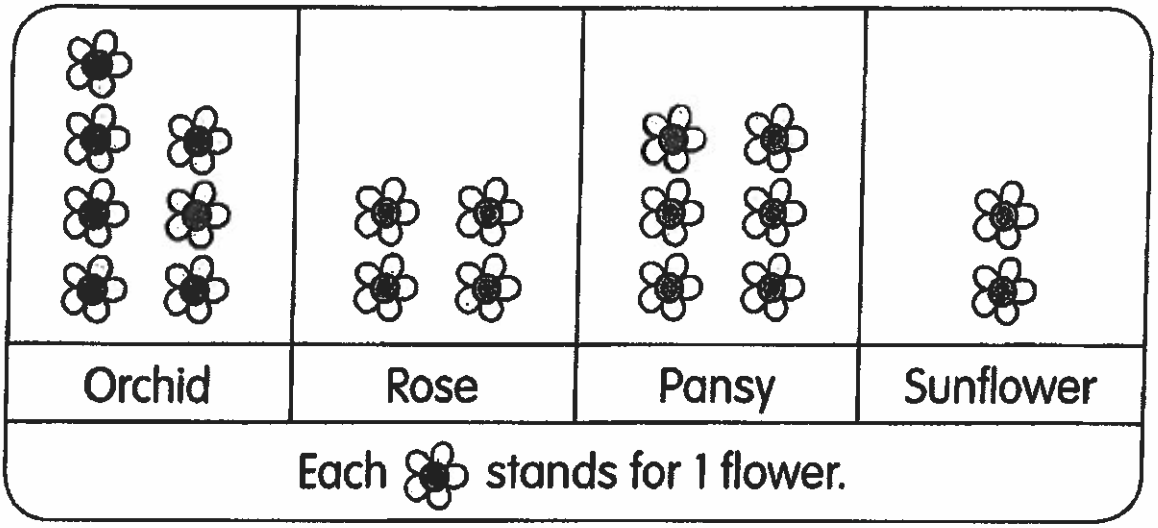
16. There are 18 apples.
6 of them are green apples and the rest are red apples.
How many red apples are there?

Ⓐ 24 Ⓑ 12 Ⓒ 3 Ⓓ 6

Name: _____ Date: _____

The graph shows the flowers in Lynn's garden.
Use the graph to answer Exercises 17 and 18.

Flowers in Lynn's Garden



17. Lynn has _____ fewer roses than pansies.

Ⓐ 1 Ⓑ 2 Ⓒ 3 Ⓓ 4

18. She has the greatest number of _____.

Ⓐ orchids

Ⓑ roses

Ⓒ pansies

Ⓓ sunflowers

Name: _____ Date: _____

19. 4 + 4 + 4 + 4 + 4 = _____ fours

Ⓐ 1 Ⓑ 2 Ⓒ 4 Ⓓ 5

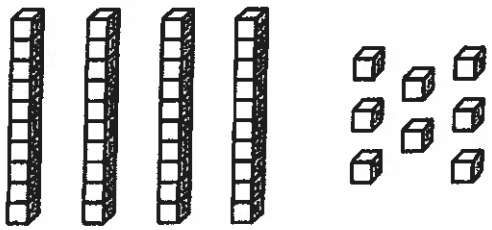
20. There are 3 girls.
Mrs. Sommers gives each girl 10 crackers.
How many crackers does Mrs. Sommers give away in all?

Ⓐ 30 Ⓑ 13 Ⓒ 10 Ⓓ 7

Short Answer

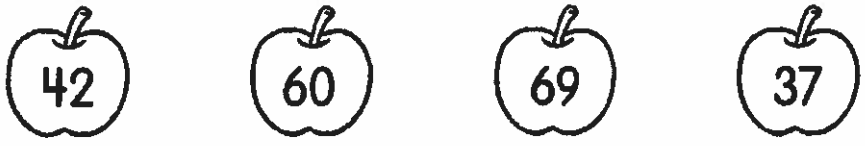
Write the number in words. (2 points)

21.



_____

22. **Order the numbers from greatest to least.** (2 points)



_____, _____, _____, _____

greatest

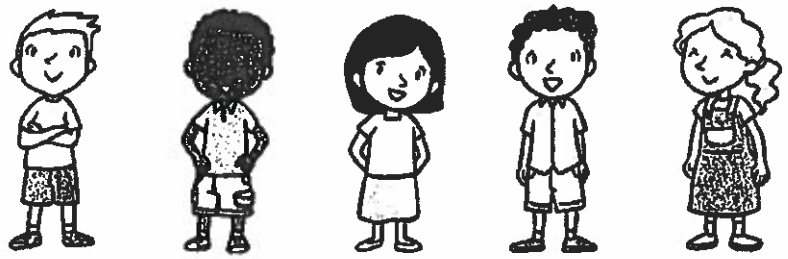
Name: _____ Date: _____

Complete the pattern.
Draw the shape that comes next. (2 points)

23.

Look at the picture.
Fill in the blank. (2 points)

24.



Joe **Kean** **Nicole** **John** **David**

Nicole is _____ from the right.

Write + or – in each circle. (2 × 1 point = 2 points)

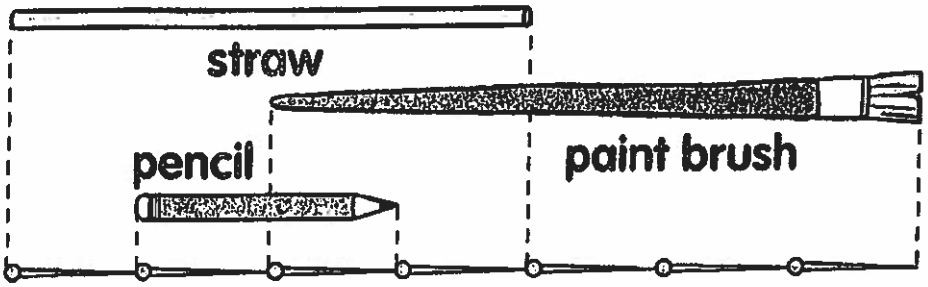
25. 14 ◯ 2 = 12

26. 11 ◯ 9 = 20

Name: _____ Date: _____

Look at the picture.
Fill in the blanks. (2 x 2 points = 4 points)

Each ⟷ stands for 1 unit.

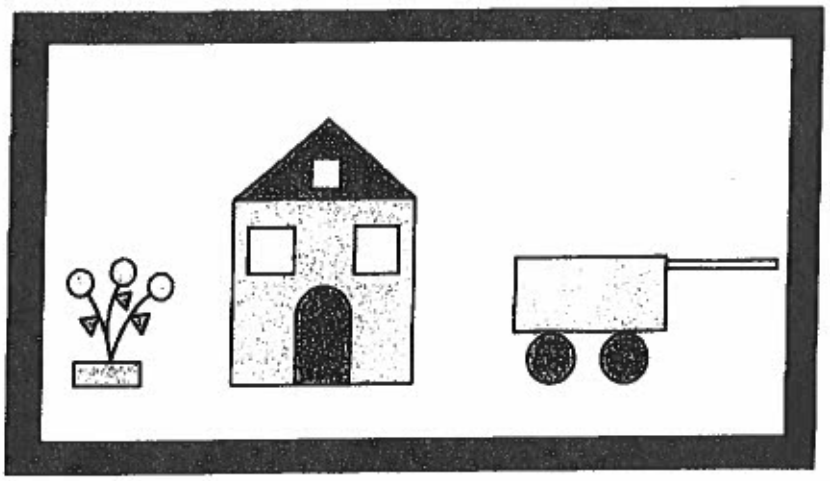


27. The pencil is about _____ ⟷ long.

28. The longest object is the _____.

Fill in the blanks. (2 points)

29.

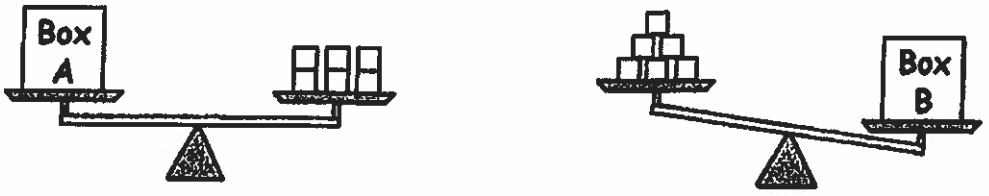


There are _____ squares and _____ circles in the painting.

Name: _____ Date: _____

Answer the question. (2 points)

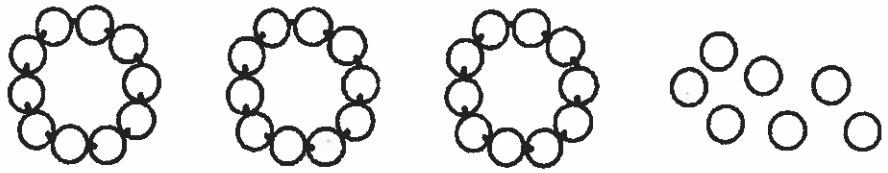
30.



Which box is lighter? Box _____

Find the missing numbers. (2 points)

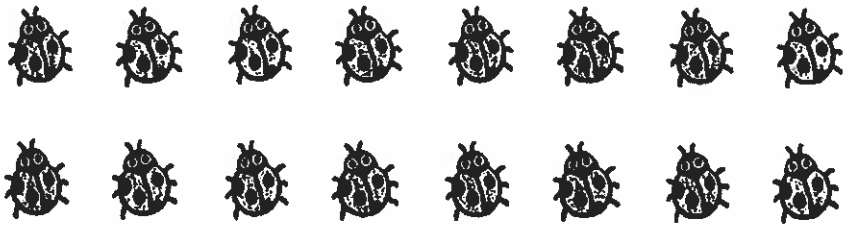
31.



_____ tens _____ ones = _____

Circle.
Then fill in the blank. (2 points)

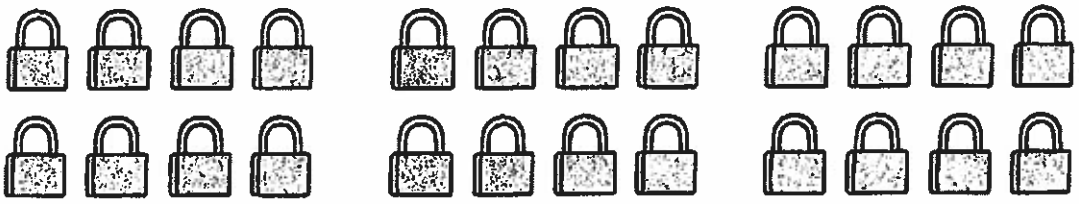
32. Put the ladybugs in groups of 4.



There are _____ groups of 4 ladybugs.

Name: _____ Date: _____

Fill in the blank. (2 points)

33. 

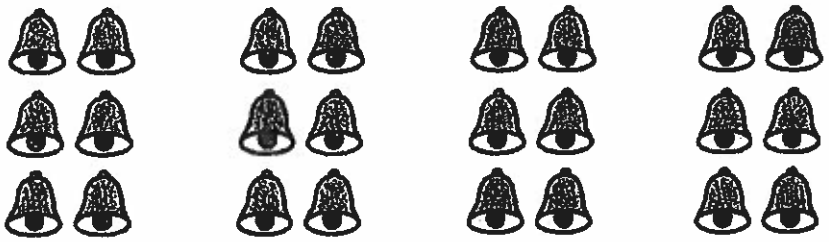
3 eights = _____

Circle the answer. (2 points)

34. Which of the following is equal to 69?

54 + 15 61 + 9 40 + 39

Count.
Then fill in the blanks. (4 points)

35. 

There are _____ groups of _____ bells.

_____ + _____ + _____ + _____ = _____

Name: _____ Date: _____

36. Complete the number pattern. (2 points)

100, 96, 92, _____, _____, 80, _____

Fill in the blank. (2 points)

37. Take away 3 tens 9 ones from 7 tens 5 ones.

The answer is _____ ones.

38. Circle the two numbers that make 7 tens 16 ones. (1 point)

42 36 44 75 67

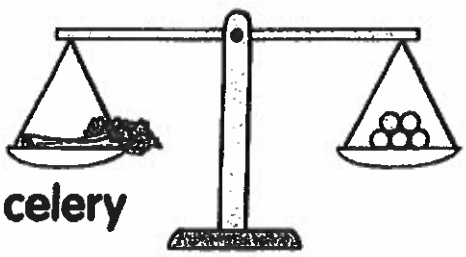
39. Circle the two items that cost 58¢ in all. (1 point)

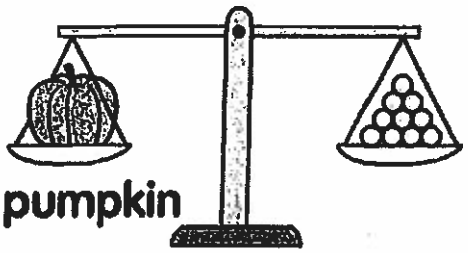
book pencil eraser notebook

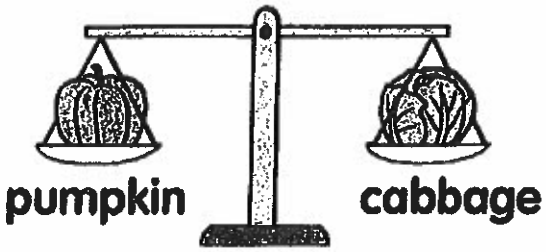
Name: _____ Date: _____

Look at the pictures.
Use them to answer Exercises 40 and 41. (2 × 2 points = 4 points)

1 o stands for 1 unit.







40. The weight of the cabbage is about _____ units.

41. The _____ is the lightest.

Name: _____ Date: _____

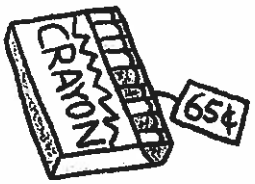
Extended Response (5 × 4 points = 20 points)

Solve.
Show your work.
Write the number sentence.

42. There were 8 monkeys in a zoo.
The zookeeper gave 5 bananas to each monkey.
How many bananas did the monkeys get in all?

The monkeys got _____ bananas in all.

43. After buying a box of crayons, Pedro has 27¢ left.
How much did he have at first?

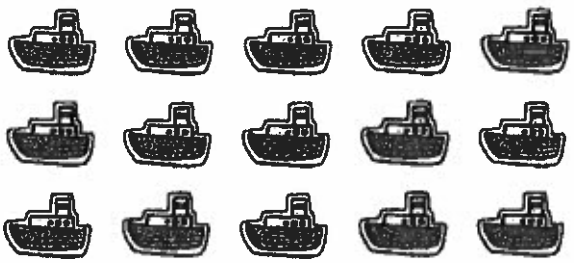


He had _____ at first.

Name: _____ Date: _____

44. Sally has 15 stickers.
She gives 3 stickers to each friend.

a. How many friends does she give her stickers to?



She gives her stickers to _____ friends.

b. If Sally wants to give 4 stickers each to 5 friends, how many stickers does she need in all?

She needs _____ stickers in all.

Name: _____ Date: _____

45. There are 35 children in the gym.
18 children are girls.

a. How many children are boys?

_____ children are boys.

b. 6 more children go into the gym.
How many children are there in all?

There are _____ children in all.

Name: _____ Date: _____

46. Keith has 78 stamps.
Peter has 20 fewer stamps than Keith.

a. How many stamps does Peter have?

Peter has _____ stamps.

b. John has 5 more stamps than Peter.
How many stamps does John have?

John has _____ stamps.

1. Mary has 25 books. Tom has 1 **less** than Mary. How many books does Tom have?

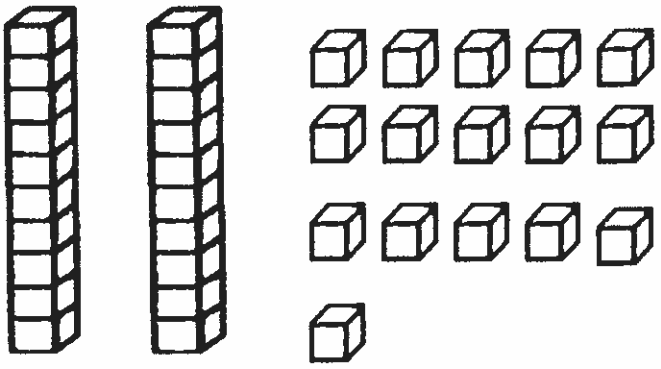
- 26
- 15
- 24
- 16

2. What means the same as 52?

- 5 +2
- 50 + 20
- 20 + 5
- 50 + 2

3. What number means the same as the picture of the blocks?

- 65
- 36
- 55
- 18



4. What is the value of <u>4</u> in 49?

- 9
- 4
- 40
- 90

5. Bob had 10 **more** cars than Paul. Paul had 15 cars. How many cars did Bob have?

- 1,015
- 150
- 5
- 25

6. What means the same as 2 tens and 13 ones? Draw a picture if you need to.

- 213
- 2013
- 23
- 33

7. What is the value of 7 in 37?

- 70
- 7
- 30
- 3

8. Which means the same as 63 ?
   - 6 + 3
   - 60 + 30
   - 30 + 6
   - 60 + 3

9. Finish the following counting patterns.

A.) 100, 200, 300, 400, _____, _____, _____, _____

B.) 17, 27, 37, 47, _____, _____, _____, _____

C.) 55, 50, 45, 40, _____, _____, _____, _____, _____

10. The table shows how many children were absent from school the first three days last week.

Days of the Week	Number Absent
Monday – Mon.	28
Tuesday – Tues.	33
Wednesday – Wed.	25

Which list shows the days in order from **least** to **greatest** numbers?

○ Mon., Tues., Wed.

○ Mon., Wed., Tues.

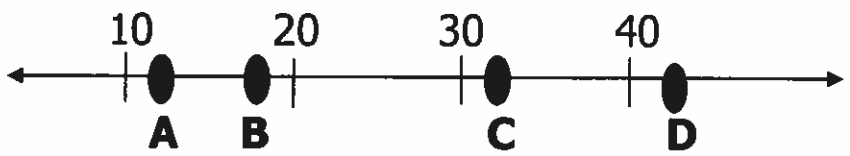
○ Tues., Mon., Wed.

○ Tues., Wed., Mon.

11. Jon held his breath for 42 seconds. This is **about**

○ A little less than 50
○ A little more than 50
○ A little less than 40
○ A little more than 40

12. Which number would **point B** stand for on the number line?



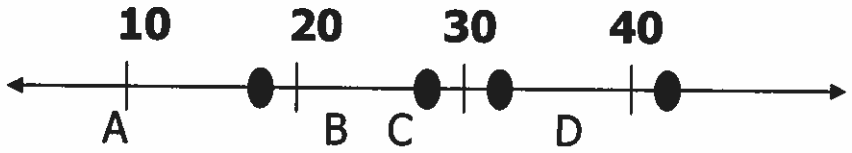
○ 12
○ 18
○ 25
○ 21

13. Gary measured four pieces of wood. Which piece is **longer** than 42 cm?

A	B	C	D
35 cm	37 cm	41 cm	52 cm

○ A
○ B
○ C
○ D

14. The number **32** would be **closest** to which point marked on the number line?



○ A
○ B
○ C
○ D

15. Add or Subtract

37	69	41	73
+22	-33	+29	-47
28	74	84	46
+55	+49	-58	-37

16. The chart below shows the number of children from each grade that rode the bus to school yesterday.

Grade	Number of Children
One	61
Two	45
Three	59
Four	54

17. Which grade had **more** than 50 children and **less** than 55 children?

○ One
○ Two
○ Three
○ Four

18. There were 27 oranges in a bag. **ABOUT** how many oranges were there?

- A little more than 20
- A little less than 20
- A little more than 30
- A little less than 30

19. John had 58 songs stored on his Ipod. **ABOUT** how many songs does he have?

- A little more than 50
- A little more than 60
- A little less than 50
- A little less than 60

20. Peter gathered **BETWEEN** 54 and 68 golf balls. Peter could have found how many golf balls?

- 52
- 61
- 70
- 45

21. Danny's Great Dane puppy weighs 87 lbs. **ABOUT** how many pounds does Danny's puppy weigh?

- A little less than 80
- A little more than 90
- A little less than 90
- A little more than 80

Answer the next 4 questions WITHOUT using a ruler.

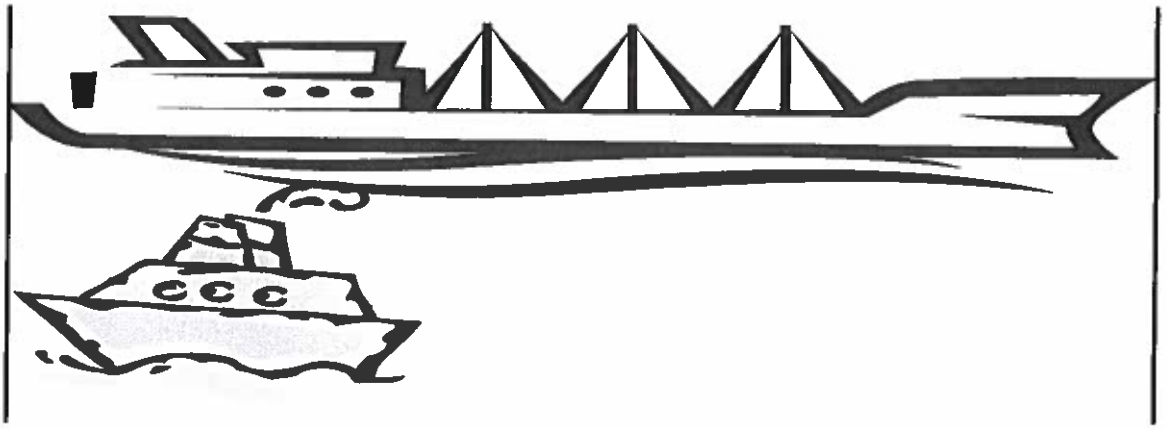
22. **About** how many arrows long is the line?

- 1
- 2
- 3
- 4

23. **About** how many cars long is the train?

- 2
- 3
- 4
- 5

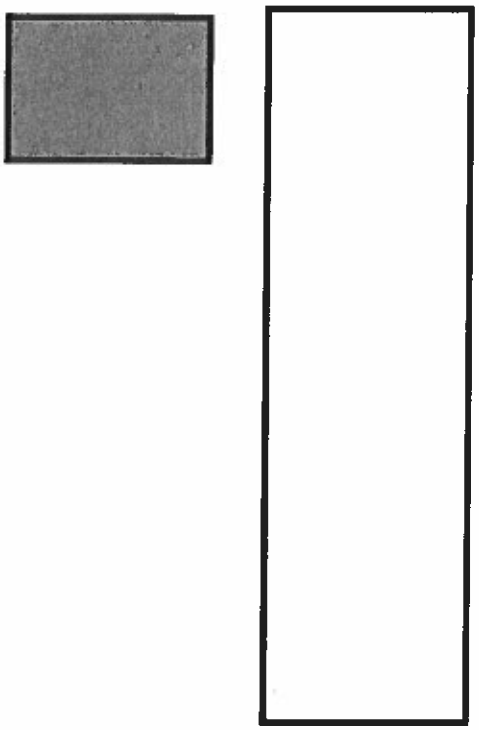
24. **About** how many small boats does it take to measure the large ship?



- 2
- 3
- 4
- 5

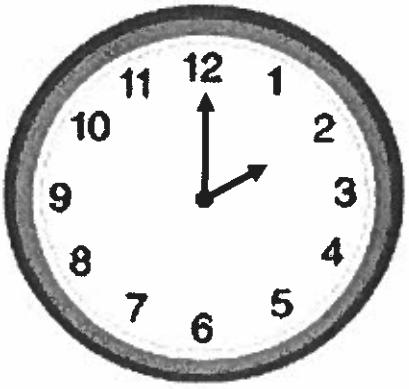
25. **About** how many shaded squares would you need to cover the large rectangle.

- 5
- 4
- 3
- 2



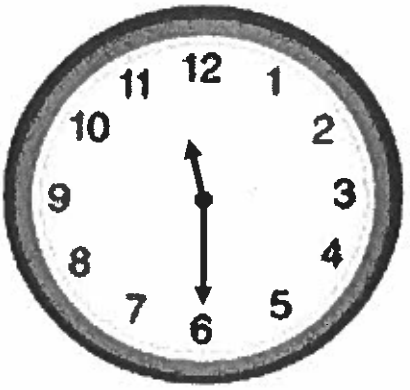
26. What is the time on the clock?

- 1:00
- 2:00
- 1:30
- 2:30

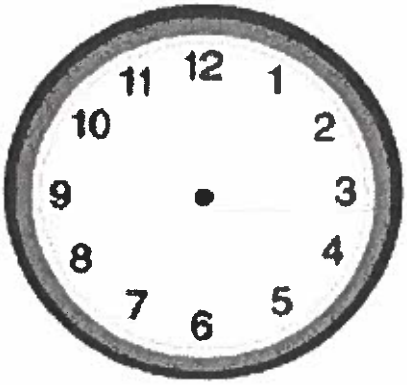


27. What time is on the clock?

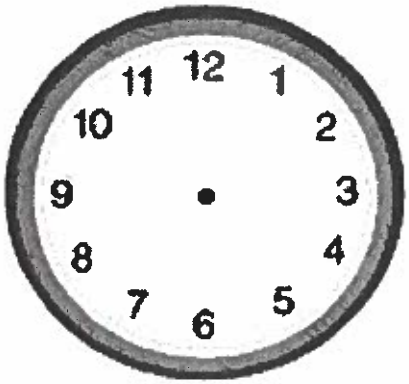
- 11:00
- 11:15
- 11:30
- 11:45



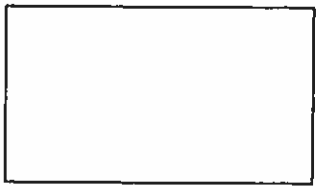
28. Show 9:00 on the clock below.



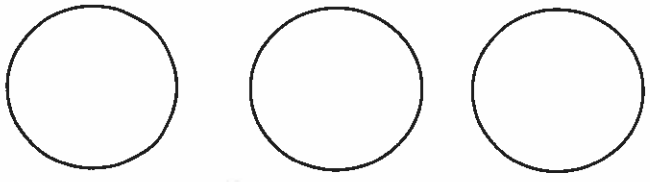
29. Show half-past 8 on the clock below.



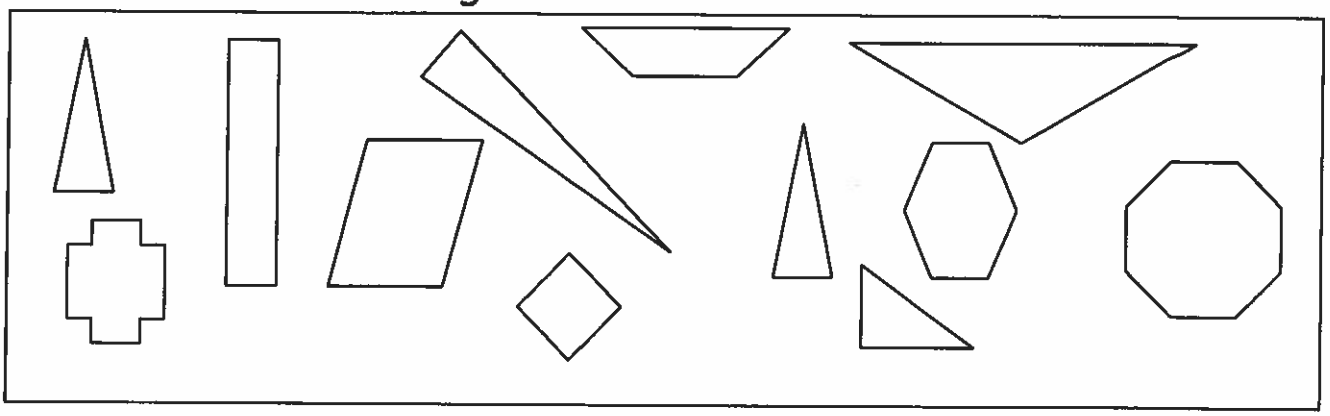
30. Shade in the rectangle below to show $\frac{1}{2}$ shaded.



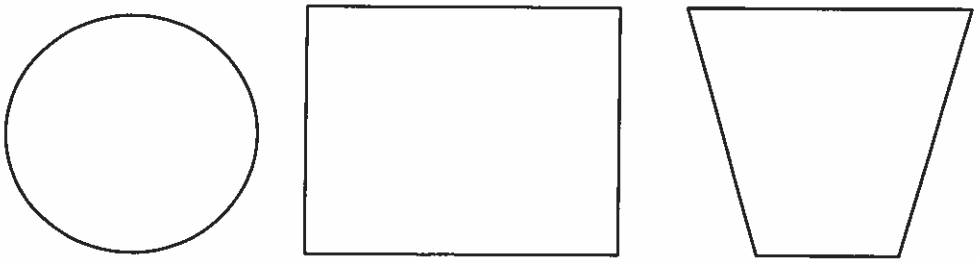
31. Shade in the circles to show $\frac{1}{3}$ of the circles shaded.



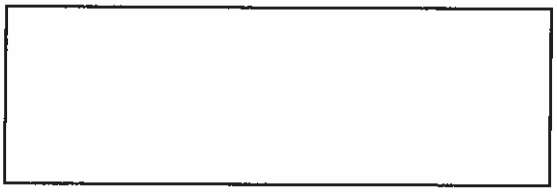
32. Circle all the triangles below.



33. Draw a square inside the trapezoid.



34. Draw a line of symmetry in the shape below.



35. How much money is this?

N N N

- 3¢
- 30¢
- 15¢
- 75¢

36. How much money?

- 27¢
- 52¢
- 35¢
- 70¢

37. Draw coins to show one way to make 27¢ in the box below.

38. Draw coins to show one way to make 61¢ in the box below.

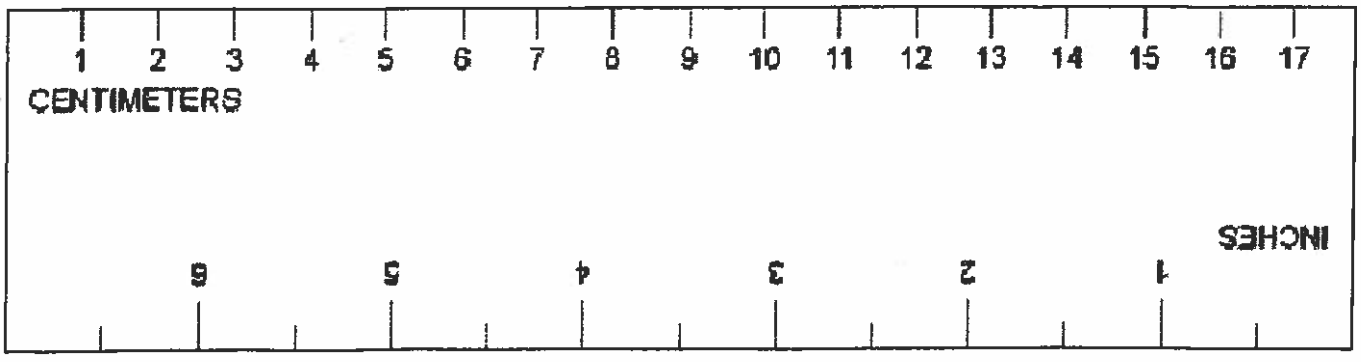
39. Fill in the missing numbers.

A.) 2, 4, 6, 8, 10, _____, _____, _____, _____, _____,

B.) 90, 80, 70, 60, _____, _____, _____, _____

C.) 37, 47, 57, 67, _____, _____, _____, _____

You can cut this ruler out and use it to measure.



40. Measure the line below to the nearest **inch**.

- 1 inch
- 2 inches
- 3 inches
- 4 inches

41. Measure the line below to the nearest **inch**.

- 7 inches
- 6 inches
- 5 inches
- 4 inches

42. Measure the line below to the nearest **centimeter**.

- 3 cm
- 4 cm
- 5 cm
- 6 cm

43. In the box below, draw a line that is 7 centimeters long.

44. In the box below, draw a line that is 2 centimeters long.

45. In the box below, draw a line that is 3 inches long.

46. What unit of measure would you use to measure how tall a regular house is?

- Inches
- Centimeters
- Feet
- Pounds

47. Bill found 6 four-leaf clovers. Stacy found 3 four-leaf clovers. Find the number sentence that shows how many four leaf clovers they had altogether.

- 6 – 3 = 3
- 6 + 3 = 9
- 9 – 3 = 6
- 3 + 9 = 6

48. Cathy picked a pumpkin that weighed 13 pounds. Larry picked a pumpkin that weighed 16 pounds. How many pounds did the pumpkins weigh altogether?

- 19 pounds
- 29 pounds
- 30 pounds
- 20 pounds

49. Use the table to create a pictograph. The graph has been started for you.

Our Class Favorite Animals

Favorite Animal	Number of Students
DOG	5
CAT	3

1 student = 

Favorite Animal	Number of Students
DOG	
CAT	

50. Kevin swam 14 laps on Monday. He swam 13 laps on Tuesday. Kevin is 8 years old. How many laps did Kevin swim altogether?

- 21
- 22
- 27
- 35

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!**