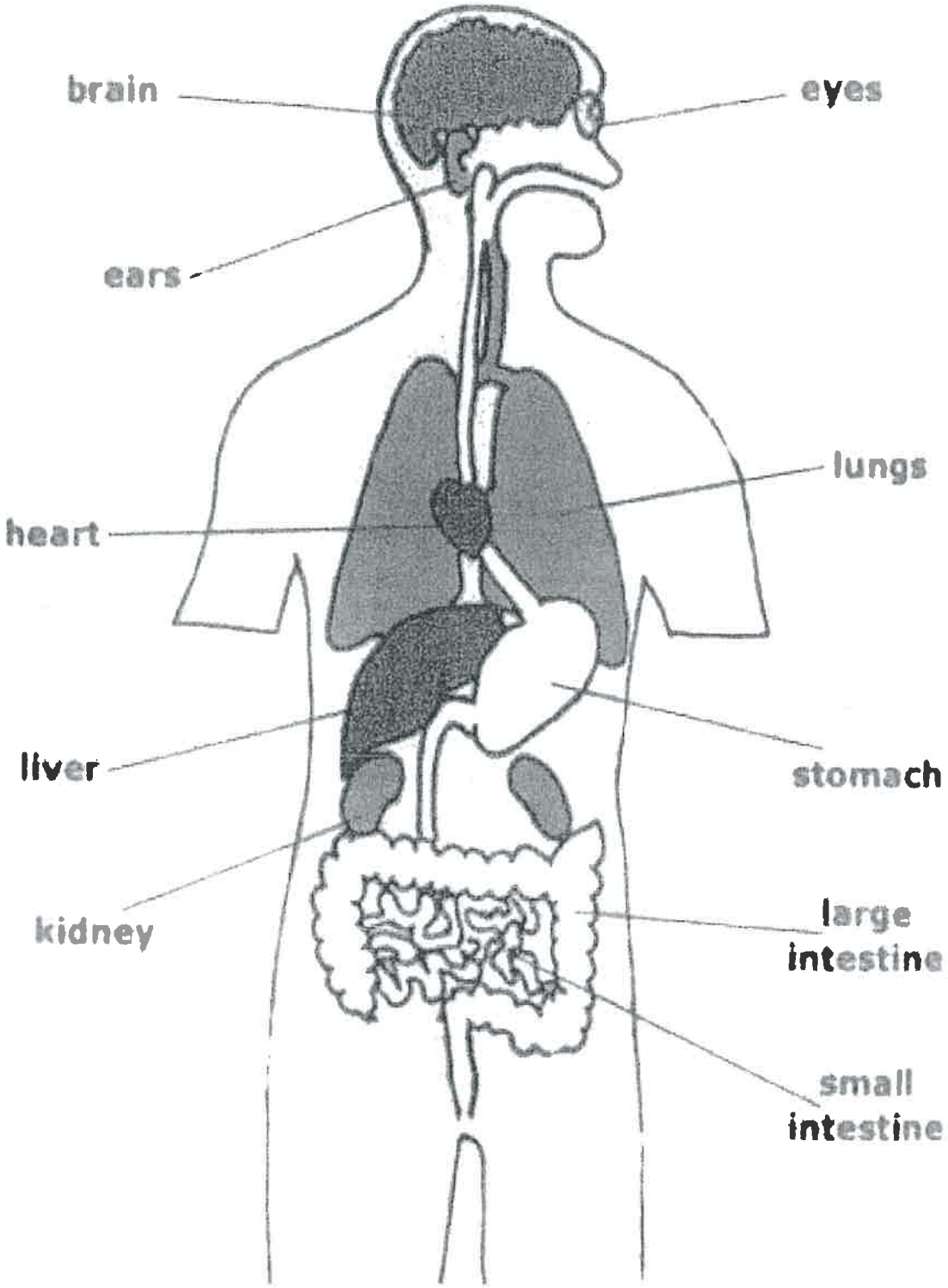
Health

Name___

Growth and Development Unit 2
Major Organs in your body



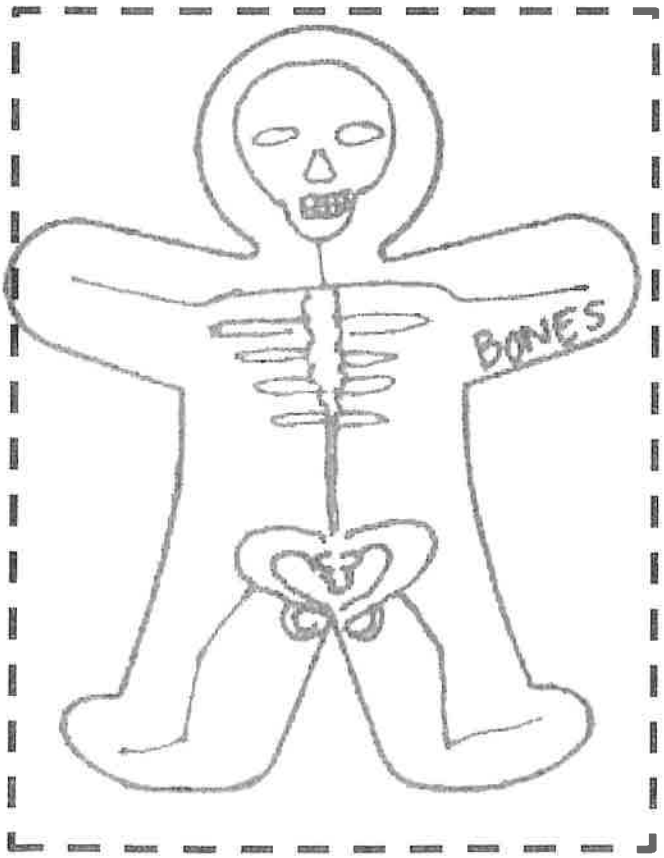
Name_____

Growth and Development Unit 2

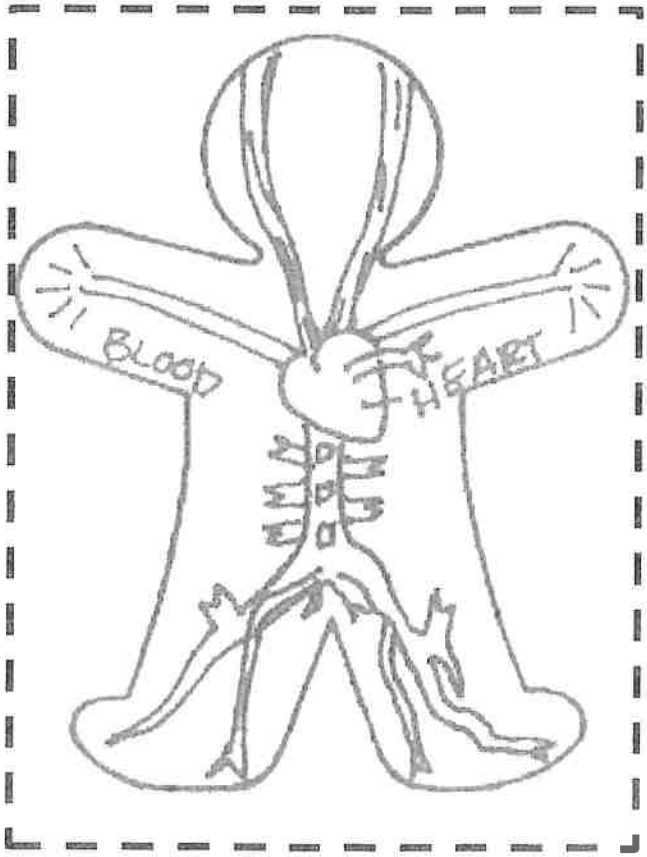
There are many different body systems to cut out and put together to form your body.

Cut and put your body together in this order

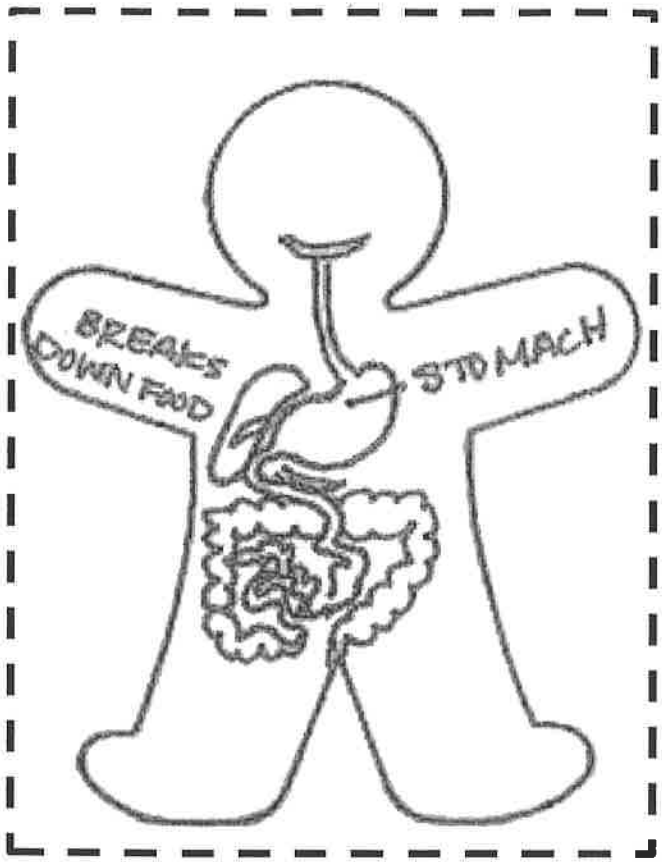
1. Skeletal and Nervous
2. Circulatory
3. Digestive
4. Respiratory
5. Muscular
6. Skin and Hair (on the top). Draw eyes and hair and clothes on your body.



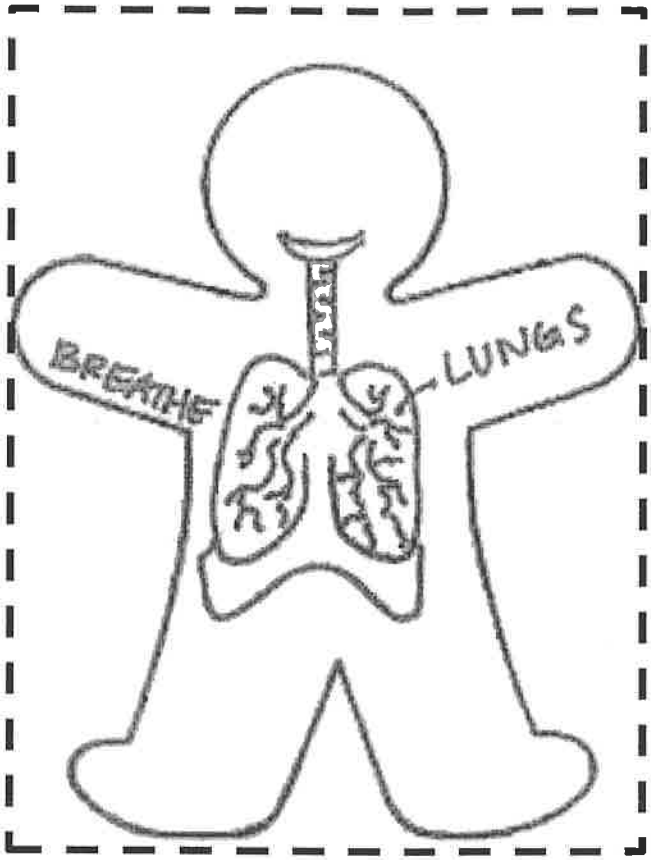
Skeletal and Nervous Body System



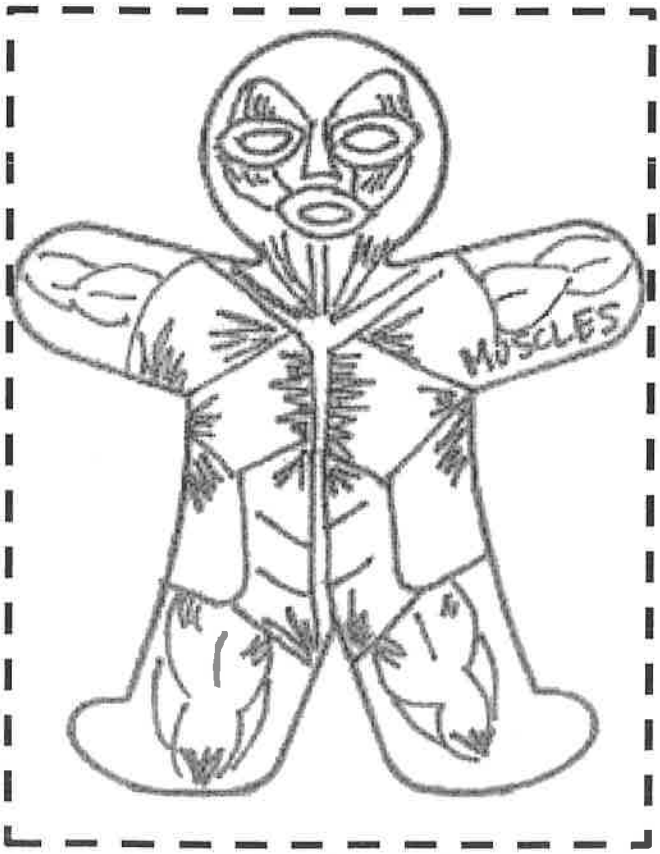
Circulatory Body System



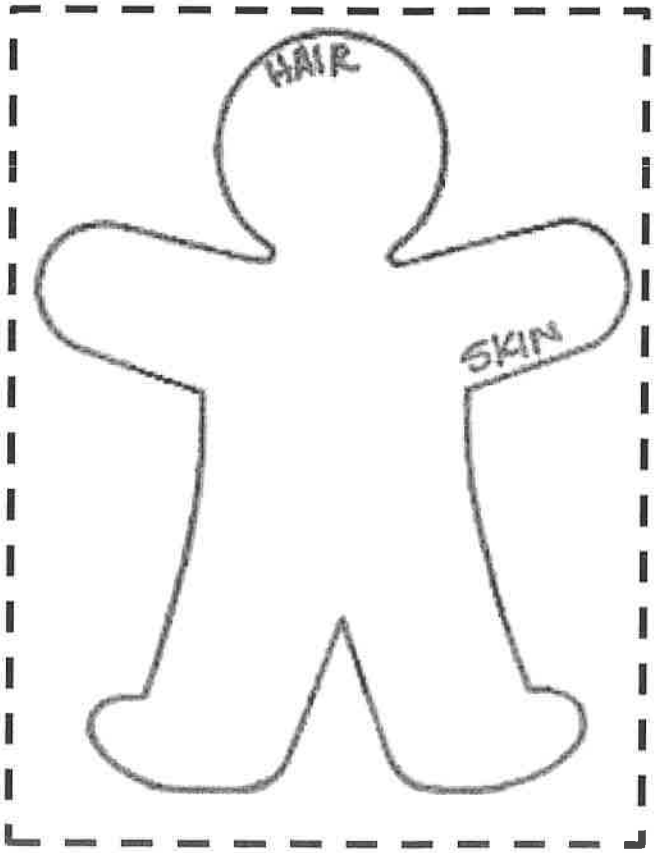
Digestive Body System



Respiratory Body System



Muscular Body System



Skin and Hair

Name_____

Growth and Development Unit 2

There are many different body systems

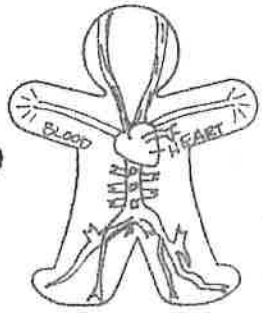
Name each body system

_____

_____

_____

_____



_____

_____

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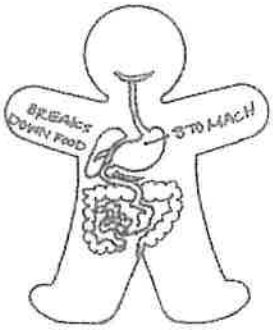
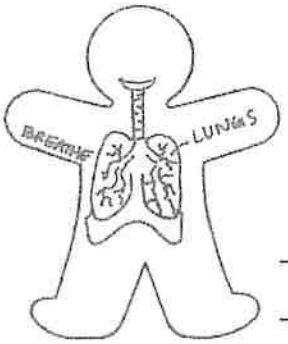
_____



_____

_____



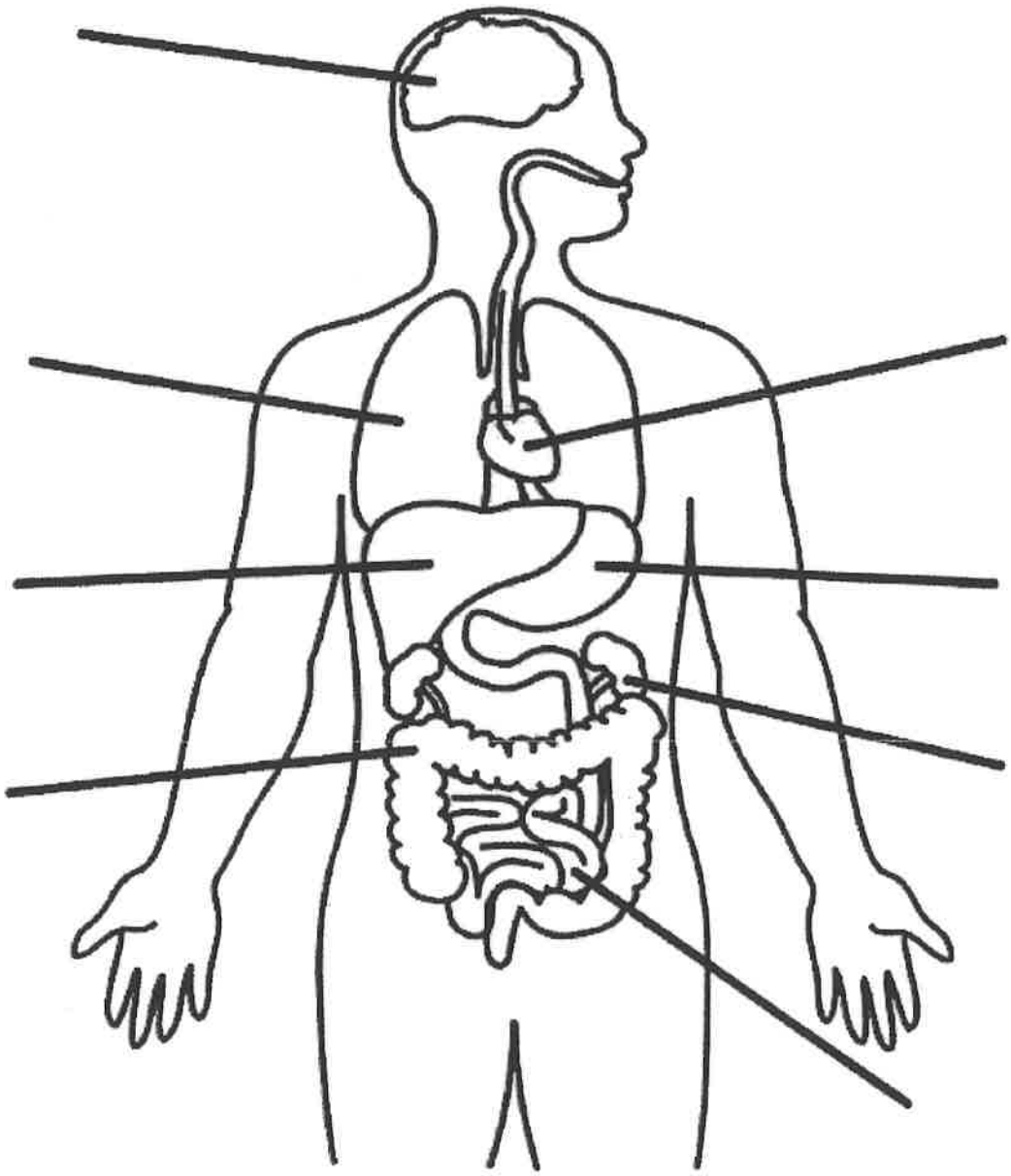
_____

_____

Name_____

Growth and Development Unit 2

Label major organs of the human body



BRAIN	HEART	LIVER	LUNGS
KIDNEYS	STOMACH	SMALL INTESTINE	LARGE INTESTINE

Emmanuel

Dear Families,

We are preparing for distance learning in the event we close for any period of time. Attached you can find a packet of work for your child to complete in the event you receive a phone call and school is closed. In addition, students can use the following educational resources at home. In addition students can read any books at home, as well as magazines, newspaper and comic books in order to complete the reading graphic organizer.

iReady (online instruction in Math & Reading)

http://login.i-ready.com

Educational Games

www.abcya.com

www.starfall.com

www.fun4thebrain.com

Thank you for your support during this time!

Sincerely,

Ms. Rodriguez

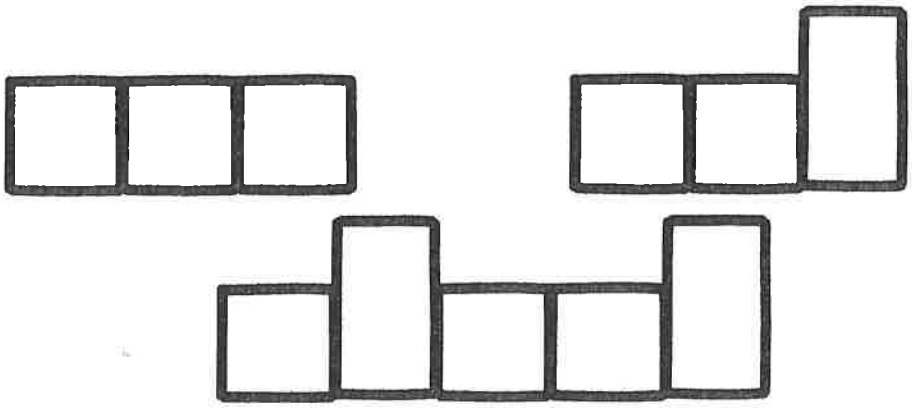
Name: _____

Directions: Use the trick words in the box to complete the sentences.

out	about	our

1. Can you call me _____ the tank?
2. Have you met _____ pet cat?
3. They went _____ to the ranch.
4. I can not see _____ in the fog.
5. _____ truck is stuck!

Directions: Write each trick word from the box into the shape that it matches.



Name: _____ Date _____

Directions: Read the words in the box. Copy each word into one of the groups.

plant	strap	spring	crab	spend
drag	stress	blimp	plan	grand
plump	stop	splat	hint	scrap

Words with one blend	Words with two blends	Three letter blends
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Name: _____

Directions: Use the trick words in the box to complete the sentences.

any	many

1. There were so _____ snacks!

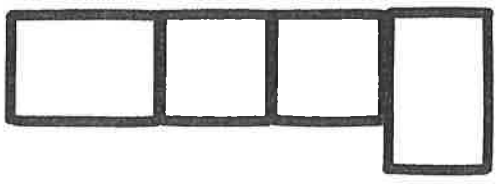
2. I do not want _____ of that.

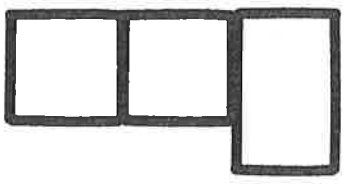
3. He has _____ tricks to do.

4. _____ shapes have 4 sides.

5. Jeff got prizes but I did not get _____.

Directions: Write each trick word from the box into the shape that it matches.





Name: _____

Directions: Read the word in the box. Tap out the sounds and write one sound on each card. Then draw a picture of the word.

chip	ch	i	p		_____
raft					_____
brush					_____
stop					_____
strap					_____
trunk					_____

Write the **am** and **an** words from page 42 in the correct columns.

am	**an**

Select letters from each box to make a real word. There may be several choices. Read the words.

z	P	ch	r	d

___ am

___ an

th	h	S	y	f

___ am

___ am

qu	j	b	g	wh

___ am

___ am

f	ch	v	y	r

___ an

___ an

m	t	qu	g	c

___ an

___ am

sh	D	b	p	z

___ an

___ an

Underline the baseword and circle the **s**. Read the baseword and then the entire word.

ribs	tubs	pads
rugs	wigs	pals
moths	bags	shops
ships	bells	hugs
caps	chips	fans
fins	sheds	kits
dogs	jobs	nuts
shells	cats	cans
naps	kids	lips
balls	jobs	logs

Read the sentence. Select the correct word from the box to complete the sentence. Write the word on the line. Reread the completed sentence. Use each word in the box only once.

cats	rugs	chips	jugs
cots	dolls	shells	naps

1 Mom had the kids on _____ *for* a nap.

2 Seth will get _____ and dip *for* Jan.

3 Yes, the _____ and dogs *are* pals!

4 The dog sheds on the _____.

5 Dad fills the _____ at the well.

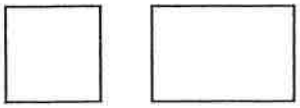
6 Ben sells _____ in his shop.

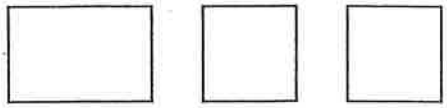
7 The _____ *are* red when *they* get wet.

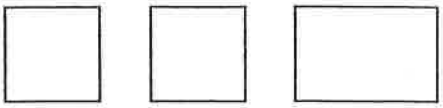
8 Bob _____ in the den on the rug.

Read the word. Tap out each baseword. Write the word in the boxes. Keep welded sounds together in a box. Keep bonus letters together in a box.

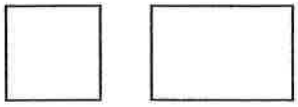
chills = - s

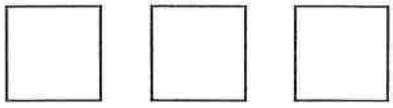
cans =  - s

shops =  - s

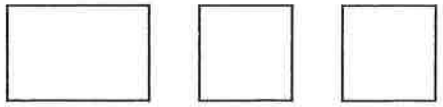
ducks =  - s

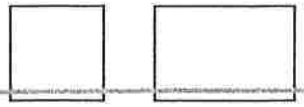
paths = - s

halls =  - s

rugs =  - s

cuffs = - s

chips =  - s

fans =  - s

Name: _____

Super Sort!

Sort the words into the correct box based on their ending.

-unk	-ank	-onk

Word Bank

bank	thanks	bunk	punk
honk	bunk	zonk	gunk
hunk	wink	bonk	funk
chunk	Hank	yank	lank
sunk	sank	tank	rank

Name: _____ **Practice Time**

Read it	Trace it	Write it	Write it
about	about		
about	about		
about	about		
about	about		

Color it.

about

about

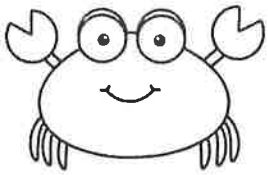
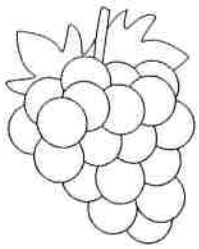
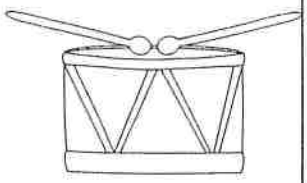
1 = green 2 = blue 3 = red 4 = yellow 5 = pink

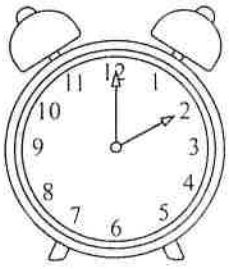
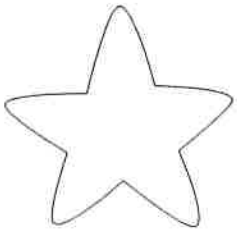
Write a sentence using the word and draw a picture to match your sentence.

Andrea Mandaldo, 2014

Name: _____ Date: _____

Fill in the missing blends.

_____ og	 _____ ab	 _____ apes	 _____ um

 _____ ock	_____ ag	 _____ ar

Write 3 words that begin with the **cl** blend.

1 2 3

Color by Blend

cr = blue br = yellow dr = red gr = green

crab	brush	grass	drum
brick	crop	drop	cross
drip	grab	grin	crack

©Andrea Marchildon 2014

Name: _____ Practice Time

Read it.

should should should

Trace it.

should should should

Write it.

Write a sentence using the word.

Draw a picture to match your sentence.

©Andrea Marchildon 2014

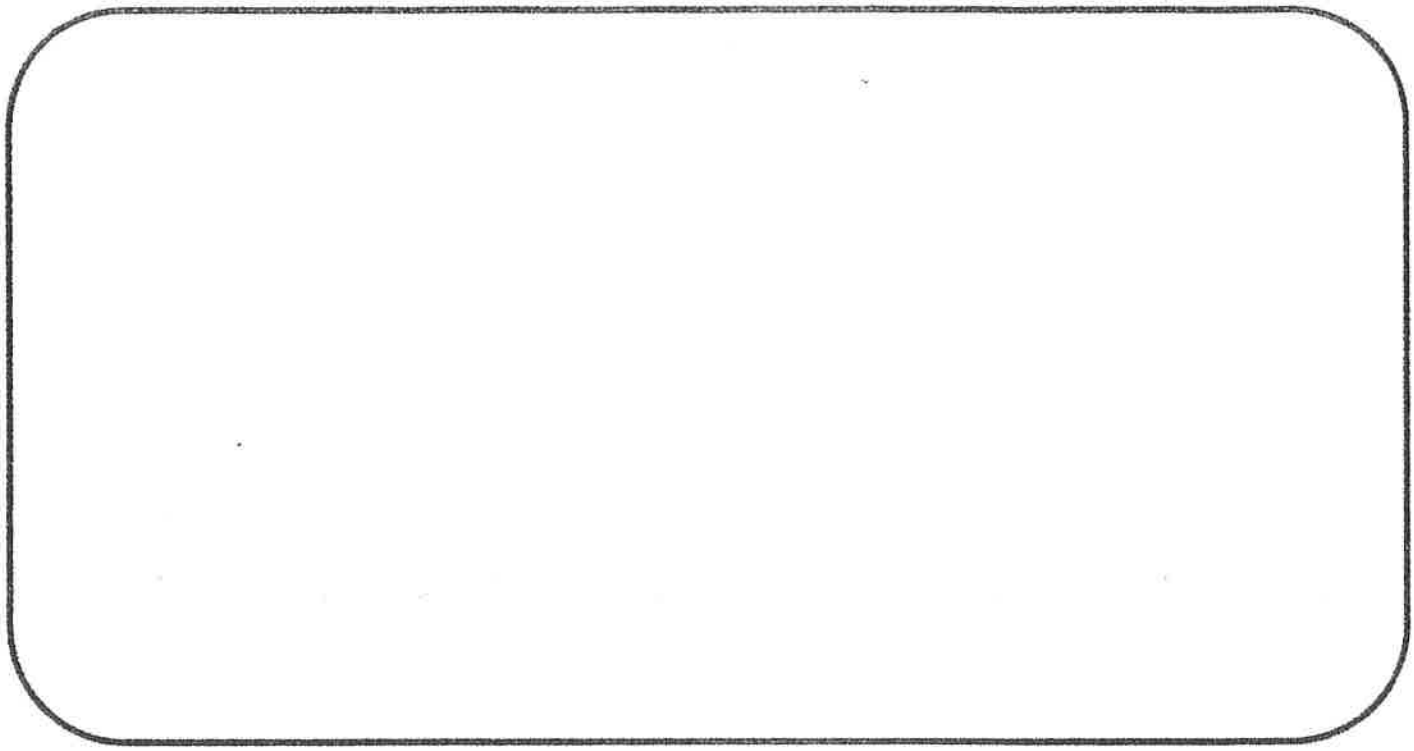
Name: _____

Characters

Setting

Main Events

Beginning → Middle → End



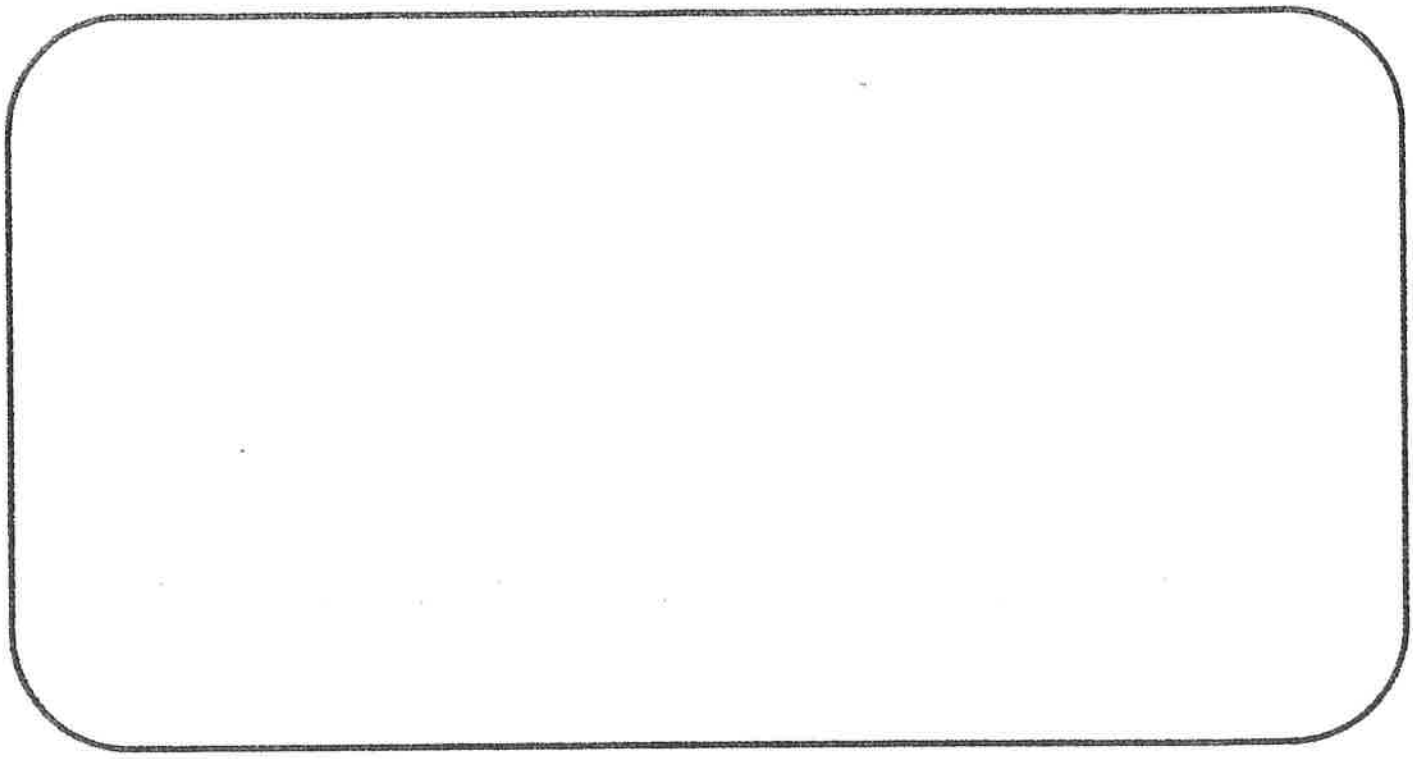
Name: _____

Characters

Setting

Main Events

Beginning → Middle → End



Juan

Sound out these real words. Add bonus letters to words that need them.

dul	wish	cuf	led
shel	rub	shut	mos
keg	fus	dil	pit
mis	sad	wil	moth
kis	mil	bath	puf
dig	tif	lid	ches
bil	hip	shag	gag
yap	pil		

Write the words with bonus letters on the lines below.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	

Read each sentence. Add bonus letters to the words that need them.

1 I bet Nell wil pas in math.

2 Bev got a chil in the tub.

3 Jim wil mis Liz.

4 Beth wil fil the pot on the sil with sod.

5 The bos got a bel for the shop.

Rewrite each sentence correctly on the lines below. Read the sentence.

1 _____

2 _____

3 _____

4 _____

5 _____

Sound out these real words. Add bonus letters to words that need them. Circle the words that contain the **all** sound.

dil	mal	lob	nip
huf	fal	that	mad
buf	hal	sat	lid
gap	wal	mis	bas
yap	ches	had	shut
cal	bag	tif	cob
rap	tal	rip	cuf
his	bal	sub	quil
thug	hug	mif	dul
mes	dock	shop	whip
mob	bel	kit	muf

Tap out sounds, blend into a word, cover the letters and write the word on the line.

t	an	=		p	a	ss	=
t	i	ff	=	w	i	ll	=
ch	i	ll	=	ch	u	m	=
f	an	=		sh	e	ll	=
b	all	=		ch	e	ss	=
sh	am	=		y	am	=	
h	u	ff	=	m	o	ss	=
r	am	=		c	an	=	
b	an	=		f	u	ss	=
l	a	ss	=	th	an	=	
b	am	=		t	e	ll	=
d	u	ll	=	P	am	=	
m	e	ss	=	b	i	ll	=
m	an	=		j	am	=	
h	am	=		l	o	ss	=

Directions

Read this story. Then answer questions 25 through 27.

Theo is in a boat named "Fleet Felix" with Albert Einstein, a very famous scientist. Einstein speaks first.

The Day I Rescued Einstein's Compass

by Shulamith Levey Oppenheim

1 "When I was five years old, I was quite ill. I had to stay in bed for many days. My father gave me this compass." He peered at me. "You know what a compass is, of course?" I nodded. "Good." He continued, "It was the first compass I had ever seen. There was the needle, under glass, all alone, pointing north no matter which way I turned the compass."

2 I took a deep breath. "Because the needle is magnetic, and there is a magnet at the North Pole that attracts the needle."

3 My sailing partner raised his bushy eyebrows. "*Nearly* correct. There are two magnetic poles, north and south. So far away. And there, on the palm of my hand, was my compass, always pointing north! For me, it was the greatest mystery I could imagine. And so I decided, then and there, that I would learn all about the forces in the universe that we cannot see. For I certainly could not . . ."

4 At that moment a large motorboat zoomed past us, stirring up the water into high waves. One of them hit *Fleet Felix* smack against the side, knocking the compass from the professor's hand, right into the water!

5 He stared at his empty palm. "The compass, Theo. It is gone! Overboard?" Suddenly there was so much sadness in his eyes. "I should hate to lose it. And I cannot swim very well . . . and my eyesight is not good . . ." His voice trailed off, and he was looking far into space.

6 But *I* could swim! In a split second I dropped anchor into the water to keep the boat in place. I pulled off my life jacket. The waves had quieted down now. The compass would float. If I were lucky.

GO ON

14 He sat very still. "The compass was my first mystery, and all my life I have worked to solve mysteries." He put the compass in his pocket—the one with the hole in it. "And I am not the most famous man alive, no matter what your dear father says. But you are surely the bravest and kindest boy I know."

26 What does paragraph 6 show about Theo's point of view? Use **two** details from the story to support your response.

Read the words. Find and circle all **am** and **an** letter combinations. Cover the word and write it on the line. Uncover the word and check the spelling.

fish	_____	zip	_____	chap	_____
can	_____	sob	_____	ban	_____
Dan	_____	web	_____	shot	_____
chum	_____	pan	_____	vim	_____
wham	_____	yak	_____	am	_____
rod	_____	ham	_____	quill	_____
chess	_____	fun	_____	fan	_____
man	_____	Jan	_____	bid	_____
dash	_____	ran	_____	Sam	_____
Pam	_____	lag	_____	moth	_____
fog	_____	sun	_____	bash	_____
gull	_____	shun	_____	dam	_____
run	_____	yam	_____	jot	_____
bet	_____	Chad	_____	sap	_____
sham	_____	pad	_____	jut	_____

Select letters from each box to make real words. Read the words.

z p ch r d
____am
____am
____am

th h s y f
____am
____am
____am

qu j b g wh
____am
____am
____am

f ch v y r
____an
____an
____an

m t qu g c
____an
____an
____an

sh d b p z
____an
____an
____an

Write the words above on the lines below.

8 Stunt actors dressed up as the stars in a movie do all the dangerous and difficult scenes. Movie scenes can be edited to cut out some parts and put others in. Film crews can take hours to shoot an action scene. The audience only sees a few exciting moments.

9 Circus artists perform spectacular stunts live, in front of an audience. If the stunt goes wrong, there is no chance to do it again.

Life as a stunt performer

10 Stunt actors lead a busy and energetic life. They must be fit and strong. Many start off in martial arts or gymnastics, where they learn to develop flexibility and fall safely.

11 Experienced stunt actors learn many extra skills such as horse riding, working with explosives, and scuba diving. Some become specialists in one skill, such as stunt driving.

12 Stunt actors work wherever movies or television shows are made. Hollywood is known as the movie capital of the world. Other places with busy movie or television studios include Vancouver in Canada, and Queensland in Australia. Stunt actors often work on location. This means filming in remote places such as deserts, jungles, and mountains. Stunt actors working on these jobs are away from home for weeks, or even months.

Circus life

13 Circus life is also busy and active. Performers need to be strong and agile. They need a good sense of balance and a head for heights. The circus is not a place for shy people; circus performers enjoy being the center of attention. Most circus acts are performed to music. The rhythm of the music gives the performers cues for each section of their act.

14 Many circuses travel from town to town. They stay for a week, and then move on. Circus performers are used to this traveling life. Many have no other home but the circus. They live in large caravans or trailers. Circus families often travel together, with the children learning to join their parents' act. Circus children don't usually go to school. They study by correspondence, or have a teacher who travels with the circus.

1 Which sentence from the article **best** explains why stunt performers are willing to do such a dangerous job?

A "For the stunt performers, this is the day's work." (paragraph 4)

B "But performers enjoy the thrill of their work and push themselves hard to do more spectacular stunts." (paragraph 5)

C "They work hard to make it look as if someone else is doing the stunt." (paragraph 7)

D "This means filming in remote places such as deserts, jungles, and mountains." (paragraph 12)

2 Based on paragraphs 10 through 12, what must stunt actors do to train for their jobs?

A They must work to get their bodies ready for action and in good shape.

B They must live in far off places.

C They must learn to be either a gymnast or a martial artist.

D They must become specialists in horse riding, working with explosives, and scuba diving.

3 Based on the article, why do some stunt actors spend long periods of time away from home?

A They need to live in different parts of the world to be able to help the actors.

B They need to hike and climb in deserts, jungles, and mountains to help them stay in shape.

C They need to travel to the different places where movies and television shows are filmed.

D They need to go to different places to learn new skills from experts.

Underline the baseword and circle the **s**. Write the baseword on the line. Read the entire word.

ribs _____	tubs _____	pads _____
rugs _____	wigs _____	pals _____
moths _____	bags _____	shops _____
ships _____	bells _____	hugs _____
caps _____	chips _____	fans _____
fins _____	sheds _____	kits _____
dogs _____	pills _____	nuts _____
shells _____	cats _____	subs _____
guns _____	kids _____	lips _____
balls _____	jobs _____	logs _____
puns _____	yams _____	pecks _____
robs _____	mobs _____	bins _____
lads _____	yells _____	whips _____
docks _____	nags _____	racks _____
quills _____	lacks _____	rigs _____

Read the words. Write **s** on the line if the **s** has the /s/ sound and **z** if it has the /z/ sound.

chips	/__/	pals	/__/
pills	/__/	cops	/__/
dots	/__/	bells	/__/
guns	/__/	pets	/__/
lips	/__/	kids	/__/
subs	/__/	puns	/__/
chums	/__/	bins	/__/
thugs	/__/	peds	/__/
pecks	/__/	yells	/__/
quills	/__/	racks	/__/
sums	/__/	rigs	/__/
whips	/__/	tics	/__/
jabs	/__/	rots	/__/
dubs	/__/	hags	/__/
lacks	/__/	kits	/__/

11 Ms. Snoops placed the disk, the nails, and the sock in a separate pile. "These are common household items," she said. She picked up the scratched metal disk. "This is part of a glass preserve jar. Everyone put up fruits and vegetables in the old days. And if they were lucky to have orange trees in their yards, they made marmalade. I may be the only one around who still puts up her own preserves, however." She tapped on the iron nail. "A nail is just a nail. And the sock probably fell from an old-fashioned clothesline on a windy day. No particular memories come to mind about these articles. Hmmm . . . But *this* is interesting."

marmalade = a sweet jelly that contains pieces of fruit

puts up = stores for later use

preserves = a sweet food made of fruit cooked in sugar

12 She held up the icy-blue stone. It twinkled in the sunlight from the window. "I would bet dollars to doughnuts this was one of Pug's stones. He collected unusual ones. That boy's pockets were so full of stones, sometimes his pants dragged. Pug would probably say this one looked like a heart."

13 "But it does!" said Ali. "Don't you think so?"

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15 "How nice that you remember all that," said Ali. "Sometimes I forget that other families once lived on this street."

16 "I used to love the old stories when I was your age," said Ms. Snoops. "I would pick up bits and pieces, do some digging, and fill in the holes myself, metaphorically speaking."

metaphorically = comparing one thing to another to help explain something

17 "That's just what I like to do!" said Ali.

18 "That's what all writers do when they create stories. They steal, disguise, and make things up."

19 "I'm actually planning on becoming an archaeologist, not a writer," Ali said. Although she had to admit, sometimes making things up was a lot more fun than sticking to the facts.

archaeologist = a scientist who studies objects from the past to understand ancient peoples and how they lived

20 "No reason you couldn't be both," said Ms. Snoops. "When I—"

19 What does paragraph 3 reveal about Ms. Snoops?

A She rarely gets great ideas.

B She is an organized person.

C She sometimes forgets things.

D She wishes Ali were her daughter.

20 Which detail **best** reveals what Ali wants to be when she grows up?

A Ali thinks of things starting with "M" to try to help Ms. Snoops remember.

B Ali collects old objects to show to Ms. Snoops.

C Ms. Snoops explains to Ali that making things up is what writers do.

D Ms. Snoops thanks Ali for bringing her treasures.

21 According to the story, what does the phrase "fill in the holes myself" (paragraph 16) mean?

A rely on memory to finish a true story

B find evidence for the most likely explanation for a story

C ask someone questions to figure out the whole story

D create details to complete an unfinished story

Read the real and nonsense words. Add **s** and read the word. Circle all the real words. Cross out the nonsense words.

cap__	bap__	juff__	bip__
rot__	sep__	fom__	sum__
fam__	whip__	jeg__	chill__
zup__	chim__	jab__	pack__
quall__	shob__	vam__	mob__
fib__	yell__	rack__	thig__
win__	gog__	dip__	rab__
deck__	shut__		

Write the real words on the lines below.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	

Read the sentences. Find and box all "welded" sounds with **ng** or **nk** letter combinations.

1 The King of the Nets can dunk the ball.

2 Hank had a ring *for* Beth.

3 That big bang was *from* the gong.

4 Bill got pink ink on the ping-pong balls.

5 I think that the kids *have* bunk beds.

6 Kim will long *for* that mink!

7 Ned had to get the junk *from* the shed.

8 The man will fill his lungs to sing the song.

9 Did Bess thank Dad *for* the chunk of fish?

10 I wish I had wings to get to the bank!

11 Did Dad wink at Pam when she hit the ball?

12 Hank had to get the map *for* Tom.

13 I will thank Ed *for* the mink.

14 Jim did not think of his job at all.

15 It is such a long jog up the hill.

Super Duper Lance

The **main idea** *tells what a story or paragraph is mostly about.* **Details** *in a story provide the reader with information about the main idea and help the reader better understand the story.*

Lance Armstrong is an awesome athlete! This American bicyclist won the Tour de France bicycle race in the summer of 1999. He went on to win it again in 2000, 2001, and 2002. What makes Armstrong's accomplishment even more amazing is that he was battling cancer before competing in the 1999 Tour de France race.

In 1996, Armstrong was diagnosed with cancer. This challenging disease was advancing rapidly. He was given only a 50% chance to live. Armstrong was faced with serious operations. In 1997, Armstrong received great news—he had won the race against cancer! This incredible athlete went on to win four straight Tour de France races.

The Tour de France is the world's premier cycling event. It takes its competitors all over France, even through the Alps and the Pyrenees Mountains. The course changes each year but is always over 2,000 miles long and always ends in Paris.

Circle the main idea for each paragraph.

1. **Paragraph 1:**
   - **a. Armstrong was the first American bicyclist to win the Tour de France.**
   - **b. Armstrong is an accomplished bicyclist.**
   - **c. Armstrong rides all over France in the summer.**
2. **Paragraph 2:**
   - **a. Armstrong was the first American bicyclist to win the Tour de France.**
   - **b. Armstrong had cancer in 1996.**
   - **c. Armstrong won an important "health" race.**
3. **Paragraph 3:**
   - **a. Riders in the Tour de France get to see all of France.**
   - **b. Tour de France competitors must be very strong to ride through two mountainous regions.**
   - **c. The impressive Tour de France runs all over France and ends in Paris.**

Select the letter combination from each box to make real words. If both make a word, choose one.

ang	ank
f_____	
th_____	
y_____	

ing	ink
m_____	
l_____	
th_____	

ong	onk
h_____	
s_____	
g_____	

ung	unk
b_____	
j_____	
l_____	

ong	ing
l_____	
k_____	
w_____	

ung	unk
ch_____	
p_____	
r_____	

ang	ank
r_____	
t_____	
h_____	

ing	ink
k_____	
w_____	
r_____	

Fooled You!

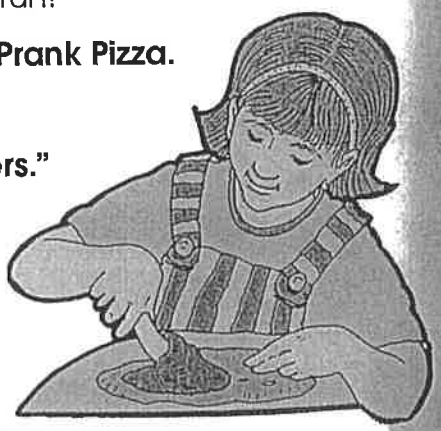
Maria decided to have a Prank Party for her friends on April Fools' Day. She invited five of her best friends to come over for the afternoon. Maria and her mom made some delicious "pranks" for her party. They made treats that looked like one food but tasted like another. For example, Maria and her mom made fried-egg sundaes. These sweet treats looked like a fried egg in a bowl, but they were really made of vanilla ice cream topped with marshmallow fluff and a round blob of yellow pudding.

Another treat looked like a thin-crust pizza with vegetables. However, it was really a tortilla with strawberry and apricot jam, a black licorice stick, a green fruit roll, white chocolate chips, and cashew halves. It was so easy to make that Maria's little brother, Juan, even helped.

To make a "pizza," Juan and Maria first stirred the two jams together. Then Maria spread the jam on a tortilla, being careful not to go all the way to the edge. Maria's mom sliced the licorice stick to resemble black olives and the fruit roll to look like green pepper strips. The cashew halves looked like mushrooms.

Next, Maria melted the white chocolate chips at half power in the microwave for one-minute intervals. Juan stirred the chips after each minute to see if they were completely melted. (Maria's mom made sure he had a dry spoon when he stirred because she said that water makes the chocolate lose its creaminess.) Once it was melted, Maria quickly spread the melted chocolate on the pizza. Then she and Juan topped the "pizza" with the "olives," "peppers," and "mushrooms."

Maria's friends loved the delicious pranks she had made. No one dared to play an April Fool's trick on Maria since her pranks were so tasty and fun!



1. Number the steps in the order Maria and Juan made a Prank Pizza.

___ Juan and Maria topped the pizza.

___ Maria's mom created "olives" and "green peppers."

___ Maria melted the white chocolate chips.

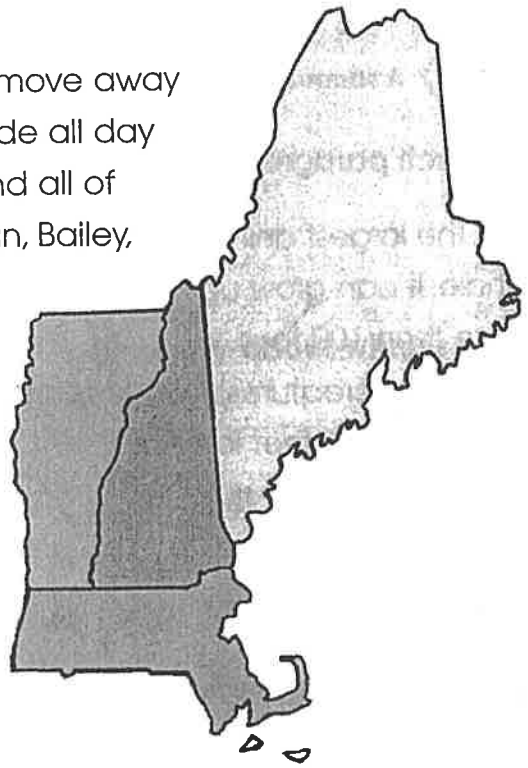
___ Maria spread the jam on the tortillas.

___ Juan and Maria stirred the two jams together.

___ Juan stirred the chips with a dry spoon.

___ Maria spread the melted chocolate on the pizza.

On the Move



Sam and Danny cannot believe that they have to move away from Florida. Florida is so awesome! They can play outside all day long—every day. It is almost always warm and sunny, and all of their friends live there. What will they do without Brendan, Bailey, John, Alexis, and Brian? They will never have such great friends again. Never!

However, Sam and Danny are very excited for their dad. He has a great new job. The only problem is that the job is in New Hampshire. Danny was not even sure where this state was located. After learning that it is way up north near Canada, both boys did get a little excited about playing in the snow. Danny has always wanted to learn to ski, and Sam thinks playing ice hockey sounds like fun.

Sam and Danny also like the location of New Hampshire. It is between Maine and Vermont and not far from Boston, Massachusetts. Quebec, Canada, borders this state on the north. Neither of the boys has ever visited this part of the country, so they are now looking forward to exploring a new area. If only their friends could come with them! Their parents have promised that they can visit their old friends over spring break and even go to Disney World. The boys think that moving to New Hampshire will not be so bad after all.

1. **How do Sam and Danny feel about Florida?** _____

_____

2. **Circle how Sam and Danny feel about leaving their friends.**

   They are sad.

   They do not know what they will do without their good friends.

   They know they will make a lot of new friends.

3. **Circle how the boys feel about moving to New Hampshire.**

   They think it sounds like a fun, interesting part of the country.

   They are excited about visiting their old friends on spring break.

   They are disappointed that it is next to Vermont.

4. **On the map above, label New Hampshire and the country and states that border it.**

Scholastic Professional Books

Directions
Read this article. Then answer questions 28 and 29.

Meet Hannah Wynne: Teen Storyteller

by Kathiann M. Kowalski

1 Like most kids, Hannah Wynne has always loved hearing stories. But Hannah doesn't just listen. At age 18, Hannah is already a professional storyteller.

2 As a little girl, Hannah told stories to family members in Valley City, Ohio. Later, she shared stories with friends during school recess. "I loved giving oral book reports," adds Hannah. Often Hannah dressed as a book character to tell her books' stories to the class.

3 When Hannah was 15, a professional storyteller named Janelle Reardon performed at a cousin's birthday party. Hannah knew then that she wanted to become a storyteller, too. Soon afterward, Janelle began coaching Hannah. Then Hannah began performing.

4 "All my stories right now are personal stories," says Hannah. "Most of them are funny." Most of Hannah's stories are about eight minutes long. And most come from things that happened when Hannah was around 6 years old. But the stories aren't just memories, she says. "Our lives aren't like movies or books. We're not moving toward one goal."

5 Instead, starting with real events, Hannah makes up stories with a beginning, middle, and end. Even her funny stories often have a lesson. In "The Revenge of Dr. Seuss," young Hannah wanted to hear *Fox in Socks* over and over. But her mom was tired of that book. She had already read it many times for Hannah's older brother and sisters.

6 Hannah told that story at the National Youth Storytelling Showcase in Pigeon Forge, Tennessee, in 2007. With it, she won the title of High School Division Torchbearer. Hannah also met other young storytellers from

28 How do paragraphs 7 and 8 support the main idea of the article "Meet Hannah Wynne: Teen Storyteller"? Use **two** details from the article to support your response.

ELA

Micah

Directions

Read this story. Then answer questions 25 through 27.

Theo is in a boat named "Fleet Felix" with Albert Einstein, a very famous scientist. Einstein speaks first.

The Day I Rescued Einstein's Compass

by Shulamith Levey Oppenheim

1 "When I was five years old, I was quite ill. I had to stay in bed for many days. My father gave me this compass." He peered at me. "You know what a compass is, of course?" I nodded. "Good." He continued, "It was the first compass I had ever seen. There was the needle, under glass, all alone, pointing north no matter which way I turned the compass."

2 I took a deep breath. "Because the needle is magnetic, and there is a magnet at the North Pole that attracts the needle."

3 My sailing partner raised his bushy eyebrows. "*Nearly* correct. There are two magnetic poles, north and south. So far away. And there, on the palm of my hand, was my compass, always pointing north! For me, it was the greatest mystery I could imagine. And so I decided, then and there, that I would learn all about the forces in the universe that we cannot see. For I certainly could not . . ."

4 At that moment a large motorboat zoomed past us, stirring up the water into high waves. One of them hit *Fleet Felix* smack against the side, knocking the compass from the professor's hand, right into the water!

5 He stared at his empty palm. "The compass, Theo. It is gone! Overboard?" Suddenly there was so much sadness in his eyes. "I should hate to lose it. And I cannot swim very well . . . and my eyesight is not good . . ." His voice trailed off, and he was looking far into space.

6 But *I* could swim! In a split second I dropped anchor into the water to keep the boat in place. I pulled off my life jacket. The waves had quieted down now. The compass would float. If I were lucky.

GO ON

14 He sat very still. "The compass was my first mystery, and all my life I have worked to solve mysteries." He put the compass in his pocket—the one with the hole in it. "And I am not the most famous man alive, no matter what your dear father says. But you are surely the bravest and kindest boy I know."

26 What does paragraph 6 show about Theo's point of view? Use **two** details from the story to support your response.

Do the "Sentence Correction" Activity

Have your child add capitalization and punctuation. Also have him or her circle the **/oi/** sound as in "**boil**" or "**toy**."

1 put this in tinfoil and toss it on the grill

2 can you point out the blends in that word

3 the water is starting to boil

4 the soil must be kept moist

5 was the party for kevin noisy

Have your child choose two sentences to write on the lines below. Have him/her add capital letters and punctuation, and proofread carefully.

1

2

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Name: Date:

UNIT 12

Do the "Pick the Right Vowel Team" Activity

Have your child select a vowel combination from the top of each box to form real words. Have your child write the letters on the lines. Use a dictionary as needed. Read the words.

oi or **oy**
t____
sirl____n
destr____

oi or **oy**
enj____ment
l____al
p____nt

oi or **oy**
t____let
ch____ce
cordur____

oi or **oy**
p____son
br____ler
paperb____

Have your child write the words from above on the lines below. Read the words.

oi words	**oy** words

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Super Duper Lance

The **main idea** *tells what a story or paragraph is mostly about.* **Details** *in a story provide the reader with information about the main idea and help the reader better understand the story.*

Lance Armstrong is an awesome athlete! This American bicyclist won the Tour de France bicycle race in the summer of 1999. He went on to win it again in 2000, 2001, and 2002. What makes Armstrong's accomplishment even more amazing is that he was battling cancer before competing in the 1999 Tour de France race.

In 1996, Armstrong was diagnosed with cancer. This challenging disease was advancing rapidly. He was given only a 50% chance to live. Armstrong was faced with serious operations. In 1997, Armstrong received great news—he had won the race against cancer! This incredible athlete went on to win four straight Tour de France races.

The Tour de France is the world's premier cycling event. It takes its competitors all over France, even through the Alps and the Pyrenees Mountains. The course changes each year but is always over 2,000 miles long and always ends in Paris.

Circle the main idea for each paragraph.

1. **Paragraph 1:**
   - a. **Armstrong was the first American bicyclist to win the Tour de France.**
   - b. **Armstrong is an accomplished bicyclist.**
   - c. **Armstrong rides all over France in the summer.**
2. **Paragraph 2:**
   - a. **Armstrong was the first American bicyclist to win the Tour de France.**
   - b. **Armstrong had cancer in 1996.**
   - c. **Armstrong won an important "health" race.**
3. **Paragraph 3:**
   - a. **Riders in the Tour de France get to see all of France.**
   - b. **Tour de France competitors must be very strong to ride through two mountainous regions.**
   - c. **The impressive Tour de France runs all over France and ends in Paris.**

Vocabulary

Synonyms

Read the underlined word in each phrase. Mark the word below it that has the same (or close to the same) meaning.

Sample:

argue loudly

○ **A.** agree ○ **C.** toaster
○ **B.** fight ○ **D.** shout

1. current event
○ **A.** funny ○ **C.** recent
○ **B.** article ○ **D.** old

2. sharp fang
○ **A.** tooth ○ **C.** mouth
○ **B.** knife ○ **D.** eat

3. solid foundation
○ **A.** rock ○ **C.** breeze
○ **B.** base ○ **D.** ice

4. eerie sound
○ **A.** loud ○ **C.** monster
○ **B.** spooky ○ **D.** whisper

5. stroll downtown
○ **A.** appear ○ **C.** store
○ **B.** drive ○ **D.** walk

6. false statement
○ **A.** loud ○ **C.** sworn
○ **B.** whispered ○ **D.** untrue

7. blend in
○ **A.** fill ○ **C.** throw
○ **B.** mix ○ **D.** push

Antonyms

Read the underlined word in each phrase. Mark the word below it that means the opposite or nearly the opposite.

Sample:

latch the door

○ **A.** unlock ○ **C.** lock
○ **B.** slam ○ **D.** knob

1. sturdy table
○ **A.** strong ○ **C.** fragile
○ **B.** dining ○ **D.** chair

2. descend the staircase
○ **A.** go down ○ **C.** hide
○ **B.** sweep ○ **D.** climb up

3. nasty person
○ **A.** pleasant ○ **C.** wise
○ **B.** mean ○ **D.** human

4. widen the path
○ **A.** enlarge ○ **C.** hike
○ **B.** trail ○ **D.** narrow

5. hero's bravery
○ **A.** courage ○ **C.** wealth
○ **B.** cowardice ○ **D.** win

6. assist others
○ **A.** help ○ **C.** ignore
○ **B.** talk to ○ **D.** follow

7. brief recess
○ **A.** fun ○ **C.** short
○ **B.** boring ○ **D.** long

Name: _____ Date: _____

UNIT 13

Do the "Sentence Correction" Activity

Tell your child that the bold words in the sentences below are spelled incorrectly. Have him or her proofread the sentence, adding punctuation and capitalization, and write the corrected word on the line.

1 Joan went fishing in the sail **bote** _____

2 Did the **coech** think it was a **gole** _____

_____

3 I like to **flote** on a raft in the river _____

4 Get **charcole** to have a barbecue _____

5 Will Sue come visit on **tuesda** _____

Have your child choose two sentences to write on the lines below. Have him/her add capital letters and punctuation, and proofread carefully.

1

2

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Directions

Read this article. Then answer questions 1 through 6.

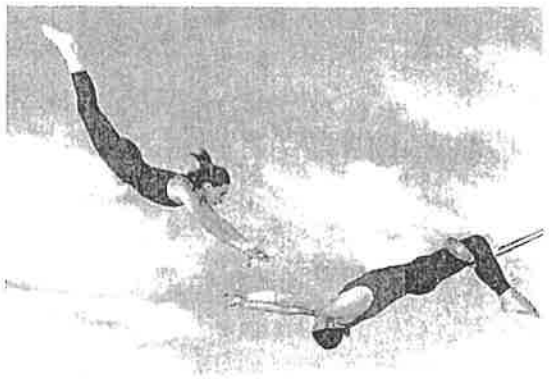
Many motion pictures have exciting and thrilling action scenes. The people who perform in these scenes are called stunt performers. They often stand in for the movie stars when the risk of injury is greater.

Excerpt from *Stunt Performers*

by Tony Hyland

1 Do you want to be a stunt performer?

2 Could you be a stunt performer, performing spectacular stunts in front of an audience or movie camera?



3 Stunt performers perform aerial acrobatics in circuses or dangerous stunts for the movies. Circus performers can swing on the flying trapeze high above the audience. Stunt actors can crash speeding cars in movie stunts.

4 We all love watching exciting stunts. Most people will enjoy the show and go home. For the stunt performers, this is the day's work. They'll be back doing more spectacular stunts the following day.

5 Stunt work is an extreme job. The training is hard and the stunts can be dangerous. But performers enjoy the thrill of their work and push themselves hard to do more spectacular stunts.

6 Perhaps you could be a stunt performer one day.

Stunt actor or circus performer?

7 Stunt actors work in movies and television shows. They work hard to make it look as if someone else is doing the stunt. Circus performers work just as hard to be the stars of the show.

GO ON

Risks and dangers

15 Stunt performers of all types know that their jobs are risky. They don't let the risks stop them. Their skills and training usually keep them safe. Some of the risks for stunt performers are:

16 **Falls** — Stunt performers are used to falls, and know how to land safely. But a fall from the highwire or trapeze can be deadly.

17 **Sports injuries** — Stunt performers are hard on their bodies. They often suffer exactly the same sprains and knee damage that sports stars do.

18 **Fire and explosions** — Movie fires and explosions are spectacular, but if something goes wrong, stunt actors can be badly hurt.

19 **Accidents** — A slight miscalculation, or a piece of damaged equipment, can cause a bad accident. That's why performers practice their stunts and check their equipment closely.

20 **Bad weather** — Wind and rain on a movie set can create unexpected hazards for stunt actors.

4 Based on the article, music helps circus performers by

A calming their fears when they are in front of an audience

B reminding them of home when they are performing in new places

C letting them know when to begin and end parts of their shows

D allowing them to relax during difficult stunts

5 How do paragraphs 15 through 19 support the author's main points?

A They show that stunt performing has too many dangers.

B They give details about how stunt performers train their bodies.

C They show how stunt performing is something everyone can do.

D They give details about the types of danger stunt performers face.

6 Which paragraph **best** supports a main idea of the article?

A paragraph 7

B paragraph 10

C paragraph 13

D paragraph 19

11 Ms. Snoops placed the disk, the nails, and the sock in a separate pile. "These are common household items," she said. She picked up the scratched metal disk. "This is part of a glass preserve jar. Everyone put up fruits and vegetables in the old days. And if they were lucky to have orange trees in their yards, they made marmalade. I may be the only one around who still puts up her own preserves, however." She tapped on the iron nail. "A nail is just a nail. And the sock probably fell from an old-fashioned clothesline on a windy day. No particular memories come to mind about these articles. Hmmm . . . But *this* is interesting."

marmalade = a sweet jelly that contains pieces of fruit

puts up = stores for later use

preserves = a sweet food made of fruit cooked in sugar

12 She held up the icy-blue stone. It twinkled in the sunlight from the window. "I would bet dollars to doughnuts this was one of Pug's stones. He collected unusual ones. That boy's pockets were so full of stones, sometimes his pants dragged. Pug would probably say this one looked like a heart."

13 "But it does!" said Ali. "Don't you think so?"

14 Ms. Snoops peered at the stone. "I guess you could say that," she said. "Funny little guy. He drew pictures, too, like his mother. His father didn't approve much of his artistry. He had an older brother who was good in sports, if my memory serves me."

15 "How nice that you remember all that," said Ali. "Sometimes I forget that other families once lived on this street."

16 "I used to love the old stories when I was your age," said Ms. Snoops. "I would pick up bits and pieces, do some digging, and fill in the holes myself, metaphorically speaking."

metaphorically = comparing one thing to another to help explain something

17 "That's just what I like to do!" said Ali.

18 "That's what all writers do when they create stories. They steal, disguise, and make things up."

19 "I'm actually planning on becoming an archaeologist, not a writer," Ali said. Although she had to admit, sometimes making things up was a lot more fun than sticking to the facts.

archaeologist = a scientist who studies objects from the past to understand ancient peoples and how they lived

20 "No reason you couldn't be both," said Ms. Snoops. "When I—"

19 What does paragraph 3 reveal about Ms. Snoops?

A She rarely gets great ideas.

B She is an organized person.

C She sometimes forgets things.

D She wishes Ali were her daughter.

20 Which detail **best** reveals what Ali wants to be when she grows up?

A Ali thinks of things starting with "M" to try to help Ms. Snoops remember.

B Ali collects old objects to show to Ms. Snoops.

C Ms. Snoops explains to Ali that making things up is what writers do.

D Ms. Snoops thanks Ali for bringing her treasures.

21 According to the story, what does the phrase "fill in the holes myself" (paragraph 16) mean?

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B find evidence for the most likely explanation for a story

C ask someone questions to figure out the whole story

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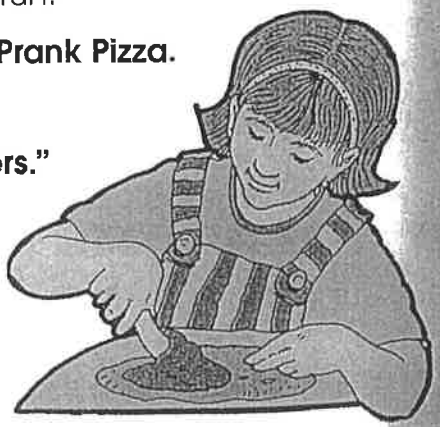
Maria decided to have a Prank Party for her friends on April Fools' Day. She invited five of her best friends to come over for the afternoon. Maria and her mom made some delicious "pranks" for her party. They made treats that looked like one food but tasted like another. For example, Maria and her mom made fried-egg sundaes. These sweet treats looked like a fried egg in a bowl, but they were really made of vanilla ice cream topped with marshmallow fluff and a round blob of yellow pudding.

Another treat looked like a thin-crust pizza with vegetables. However, it was really a tortilla with strawberry and apricot jam, a black licorice stick, a green fruit roll, white chocolate chips, and cashew halves. It was so easy to make that Maria's little brother, Juan, even helped.

To make a "pizza," Juan and Maria first stirred the two jams together. Then Maria spread the jam on a tortilla, being careful not to go all the way to the edge. Maria's mom sliced the licorice stick to resemble black olives and the fruit roll to look like green pepper strips. The cashew halves looked like mushrooms.

Next, Maria melted the white chocolate chips at half power in the microwave for one-minute intervals. Juan stirred the chips after each minute to see if they were completely melted. (Maria's mom made sure he had a dry spoon when he stirred because she said that water makes the chocolate lose its creaminess.) Once it was melted, Maria quickly spread the melted chocolate on the pizza. Then she and Juan topped the "pizza" with the "olives," "peppers," and "mushrooms."

Maria's friends loved the delicious pranks she had made. No one dared to play an April Fool's trick on Maria since her pranks were so tasty and fun!



1. **Number the steps in the order Maria and Juan made a Prank Pizza.**

   ___ **Juan and Maria topped the pizza.**

   ___ **Maria's mom created "olives" and "green peppers."**

   ___ **Maria melted the white chocolate chips.**

   ___ **Maria spread the jam on the tortillas.**

   ___ **Juan and Maria stirred the two jams together.**

   ___ **Juan stirred the chips with a dry spoon.**

   ___ **Maria spread the melted chocolate on the pizza.**

D. All week long, I looked forward to finishing my book. The book was called *The Secret of the Hidden Cave*. It was a mystery, my favorite kind. Because I was busy with homework, I knew I wouldn't get the opportunity to finish it until Friday. Anyway, thinking about the story gave me something to look forward to. It was the most exciting book I had ever **encountered**.

When Friday came, I sat down on the couch and began to read. Each new page was better than the one before. What would the explorers find at the bottom of the cave? This question was driving me crazy! Finally, I got to the next-to-last page. I was about to learn the secret! When I turned the page, I was shocked. The last page was missing!

"It's not fair," I yelled. Then I heard a giggle. Looking into the next room, I saw my little sister. She was running away with something in her hand.

1. What is the best title for this story?
- ○ **A.** "The Mystery of the Missing Page"
- ○ **B.** "Why I Read Books"
- ○ **C.** "Too Much Homework"
- ○ **D.** "The Story of Famous Explorers"

2. In this story, the word **encountered** means
- ○ **A.** borrowed.
- ○ **B.** returned.
- ○ **C.** finished.
- ○ **D.** came across.

3. What can you guess from this story?
- ○ **A.** Mystery books are always missing a page.
- ○ **B.** The explorers found a skeleton in the cave.
- ○ **C.** The explorers didn't find anything in the cave.
- ○ **D.** The reader's sister tore out the last page.

E. August, 1999, was a sad month for the Russian space program. After 13½ years, it finally abandoned the space station *Mir*. The *Mir* had been in space since 1986. For years, it was the pride of the Russian program. Lately, however, the space station had been the scene of many accidents. Three occurred within a single year. First, a fire broke out on board. The crew of the *Mir* almost had to leave the space station. Then, a cargo ship crashed into the side of the space station. The crash caused major damage to the *Mir*'s solar panels. Finally, a computer breakdown nearly caused disaster.

In the end, none of these accidents caused the shutdown. The *Mir* was left behind because it was simply too old. The equipment was getting creaky. If astronauts stayed there, they would probably be risking their lives. The *Mir* had lasted far longer than expected. When it was built, the space station was supposed to last only five years.

1. Which of these is an *opinion*?
- ○ **A.** A cargo ship crashed into the space station.
- ○ **B.** The *Mir* had been in space since 1986.
- ○ **C.** August, 1999, was a sad month for the Russian space program.
- ○ **D.** A fire broke out on board.

2. What is the best title for this story?
- ○ **A.** "Lost in Space"
- ○ **B.** "A Safe Journey"
- ○ **C.** "The End of the *Mir*"
- ○ **D.** "All About Russia's Space Program"

3. The *Mir* closed down because
- ○ **A.** It was more than five years old.
- ○ **B.** The equipment was too old to be safe.
- ○ **C.** A computer broke down.
- ○ **D.** The astronaut's had been in space since 1986.

Scholastic Professional Books

Name: Date:

UNIT 14

Do the "Read, Write and Mark" Activity

Have your child read the following words, copy them on the line and mark up the syllables.

flower	flower d r	out	
foul		loud	
tower		south	
now		found	
frown		couch	
clown		sound	
count		lousy	
scout		owl	
ouch		shout	
cloud		gown	

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Name: Date:

UNIT 14

Do the "Sentence Correction" Activity

Have your child proofread the sentence and add capitalization and punctuation. Also, have him or her circle the /ou/ sound.

1 mom picked up some baby powder at the store

2 do you like the sound of birds chirping

3 dad likes to take a nap on the couch

4 the king lost his crown

5 are they expecting rain showers on sunday

Have your child choose two sentences to write on the lines below. Have him/her add capital letters and punctuation, and proofread carefully.

1

2

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Name: Date:

UNIT 15

Do the "Read, Write and Mark" Activity

Have your child read the following words, copy them on the line and mark up the syllable.

drew	drew d	blue	_____
cue	_____	hoop	_____
soup	_____	trout	_____
round	_____	group	_____
argue	_____	true	_____
chew	_____	due	_____
hoop	_____	pouch	_____
drool	_____	stew	_____
shoot	_____	snout	_____
igloo	_____	new	_____

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Directions
Read this article. Then answer questions 28 and 29.

Meet Hannah Wynne: Teen Storyteller

by Kathiann M. Kowalski

1 Like most kids, Hannah Wynne has always loved hearing stories. But Hannah doesn't just listen. At age 18, Hannah is already a professional storyteller.

2 As a little girl, Hannah told stories to family members in Valley City, Ohio. Later, she shared stories with friends during school recess. "I loved giving oral book reports," adds Hannah. Often Hannah dressed as a book character to tell her books' stories to the class.

3 When Hannah was 15, a professional storyteller named Janelle Reardon performed at a cousin's birthday party. Hannah knew then that she wanted to become a storyteller, too. Soon afterward, Janelle began coaching Hannah. Then Hannah began performing.

4 "All my stories right now are personal stories," says Hannah. "Most of them are funny." Most of Hannah's stories are about eight minutes long. And most come from things that happened when Hannah was around 6 years old. But the stories aren't just memories, she says. "Our lives aren't like movies or books. We're not moving toward one goal."

5 Instead, starting with real events, Hannah makes up stories with a beginning, middle, and end. Even her funny stories often have a lesson. In "The Revenge of Dr. Seuss," young Hannah wanted to hear *Fox in Socks* over and over. But her mom was tired of that book. She had already read it many times for Hannah's older brother and sisters.

6 Hannah told that story at the National Youth Storytelling Showcase in Pigeon Forge, Tennessee, in 2007. With it, she won the title of High School Division Torchbearer. Hannah also met other young storytellers from

28 How do paragraphs 7 and 8 support the main idea of the article "Meet Hannah Wynne: Teen Storyteller"? Use **two** details from the article to support your response.

Directions

Read this article. Then answer questions 30 and 31.

Reaching for the Top

by Kassandra Radomski

1 For the past six years, Jordan Romero has been chasing a dream. That dream has taken him to the top of the world's highest mountains. The dream came true when the California teenager stepped onto the peak of Mount Vinson Massif in Antarctica.

2 On that day—December 24, 2011—Jordan became the youngest person to have climbed the tallest mountain on each of the seven continents. These mountains are known as the "seven summits." (A summit or peak is the highest point of a mountain.)

3 It all began when Jordan was 9 years old. He became fascinated by a school mural that showed the seven summits. Jordan had never climbed a mountain before. But he told his dad that he wanted to climb them ALL!

4 His dad, an experienced mountaineer, was very supportive. In fact, Jordan's dad and stepmom trained him in top-level mountaineering and climbed every mountain with him. As part of "Team Jordan," they also became the first family to climb the seven summits together.

5 Training to climb the highest mountains in the world involves a lot of hard work. But Jordan has always been very physically active—it's just the way he lives. Still, there were times when he thought, "Yeah, I want to be done."

6 But he refused to give up. When others thought he was too young to climb Mount Everest, the world's highest mountain, he just became more determined. He recalls thinking at the time, "All you naysayers, I'll show you." He sure did. When he was 13, he became the youngest person to scale Mount Everest.

30 In paragraph 6 of the article, what does Jordan mean when he says "All you naysayers, I'll show you"? Use **two** details from the article to support your response.

Planning Page

You may PLAN your writing for question 31 here if you wish, but do NOT write your final answer on this page. Writing on this Planning Page will NOT count toward your final score. Write your final answer on Pages 17 and 18.

STOP

D. More than 40 fish produce electricity. The most dangerous is the electric eel, a long slimy fish that lives in South America. This snakelike fish gives off electric signals to "see" in the dark water where it lives. These signals bounce off underwater objects and help the eel find fish and frogs to eat.

Once the electric eel **locates** its prey, it fills the water with an electric shock. The organs that produce electricity are in the eel's tail. The shock stuns or kills any small animals in the area around the eel. The electric charge is so strong it could also stun a person or knock over a full-grown horse!

1. The electric eel looks like a
- ○ **A.** snake.
- ○ **B.** fish.
- ○ **C.** turtle.
- ○ **D.** bird.

2. The author wrote this story to
- ○ **A.** tell about different kinds of eels.
- ○ **B.** tell about electric eels.
- ○ **C.** ask people to protect fish.
- ○ **D.** explain electricity.

3. In this story, the word **locates** means
- ○ **A.** swims.
- ○ **B.** eats.
- ○ **C.** slides.
- ○ **D.** finds.

E. Popcorn is one of the oldest American snack foods. By the time European explorers arrived here in the 1400s, Native Americans were already growing about 700 types of corn. They used popcorn for both food and decoration. Some tribes used it in their headdresses and necklaces.

These early popcorn lovers couldn't plug in the electric popper or zap the popcorn in the microwave. Instead, they popped the kernels in clay pots over an open fire. Some kinds of popcorn were even popped right on the cob.

English colonists got a taste of popcorn at the first Thanksgiving feast in 1621. A Native American named Quadequina brought a deerskin bag filled with popcorn to the dinner. It was a hit!

1. What is the best title for this story?
- ○ **A.** "The History of Popcorn"
- ○ **B.** "Native Americans"
- ○ **C.** "The First Thanksgiving"
- ○ **D.** "Snack Foods"

2. Which happened first?
- ○ **A.** Colonists ate popcorn.
- ○ **B.** Electric-poppers were invented.
- ○ **C.** Movie theaters served popcorn.
- ○ **D.** Native Americans grew corn.

3. Popcorn has been used for
- ○ **A.** sewing.
- ○ **B.** making paint.
- ○ **C.** heating homes.
- ○ **D.** making jewelry.

4. This story would probably go on to talk about
- ○ **A.** how microwaves work.
- ○ **B.** the popularity of popcorn today.
- ○ **C.** Native American customs.
- ○ **D.** snacks of the world.

Scholastic Professional Books

Juan

Math
GRADE 3

ROOM 312

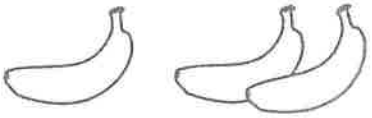
Greenburgh Graham UFSD

Name _____

Banana Sums

Write the sum of the doubles fact. Then write the sum that is 1 more.

1 + 1 = 2

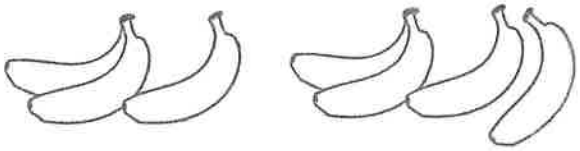


1 + 2 = 3

2 + 2 = _____

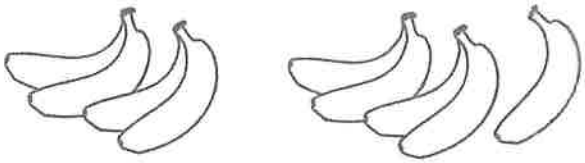
2 + 3 = _____

3 + 3 = _____

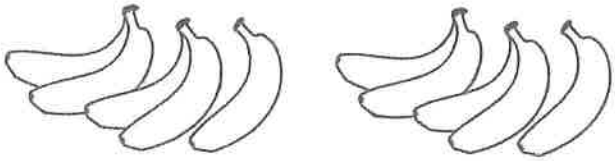


3 + 4 = _____

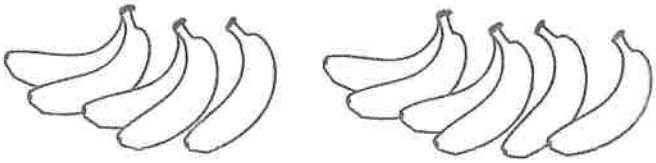
4 + 4 = _____



4 + 5 = _____



5 + 5 = _____



5 + 6 = _____

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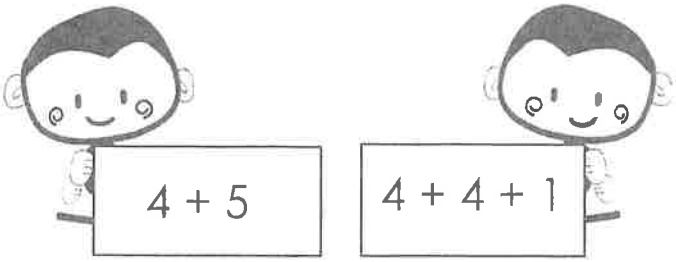
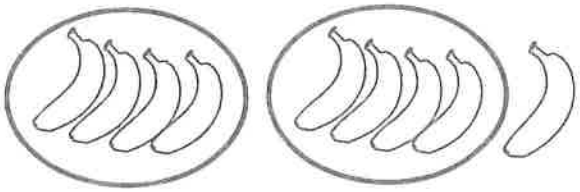
Think Doubles Plus One

Write the doubles fact that will help you with the near doubles fact.





4 + 5 is the same as 4 + 4 + 1.

8 + 1 = 9 So, 4 + 5 = 9

3 + 4 is the same as _____ + _____ + 1.

_____ + 1 = _____ So, 3 + 4 = _____

6 + 7 is the same as _____ + _____ + 1.

_____ + 1 = _____ So, 6 + 7 = _____

7 + 8 is the same as _____ + _____ + 1.

_____ + 1 = _____ So, 7 + 8 = _____

5 + 6 is the same as _____ + _____ + 1.

_____ + 1 = _____ So, 5 + 6 = _____

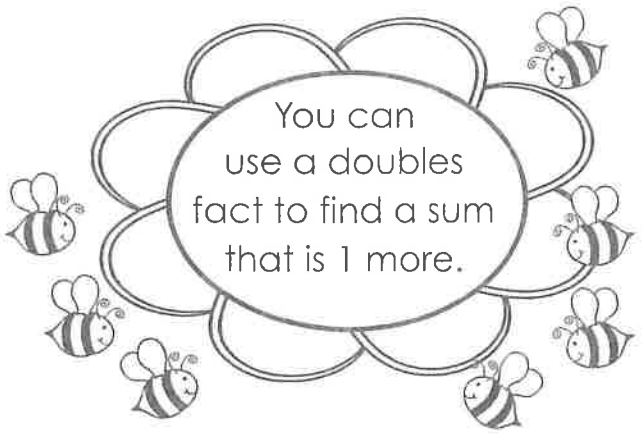
8 + 9 is the same as _____ + _____ + 1.

_____ + 1 = _____ So, 8 + 9 = _____

Name _____

Doubles Plus One

Write the sums of the doubles facts and the near doubles facts.



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

2 + 2 = ____	2 + 3 = ____
5 + 5 = ____	5 + 6 = ____
7 + 7 = ____	7 + 8 = ____
9 + 9 = ____	9 + 10 = ____

2 + 3 ____	3 + 4 ____	6 + 7 ____	4 + 5 ____
5 + 6 ____	7 + 8 ____	9 + 10 ____	8 + 9 ____

Name _____ Adding Doubles Minus 1

Egg-cellent Math

Write the sum of the doubles fact on the left. Then on the right, cross out 1 egg and write the sum that is 1 less.

1 + 1 = 2

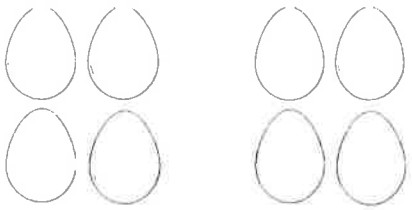
1 + 0 = 1

2 + 2 = _____

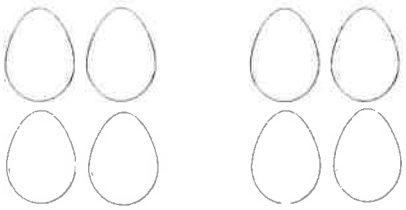
2 + 1 = _____

3 + 3 = _____

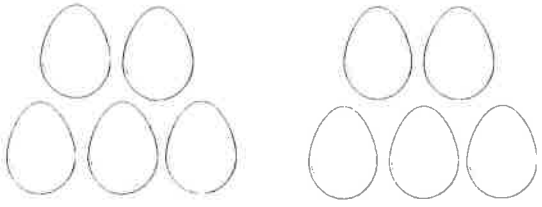
3 + 2 = _____



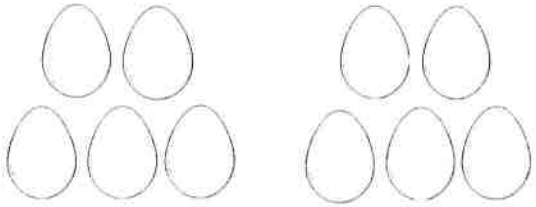
4 + 4 = _____



4 + 3 = _____



5 + 5 = _____

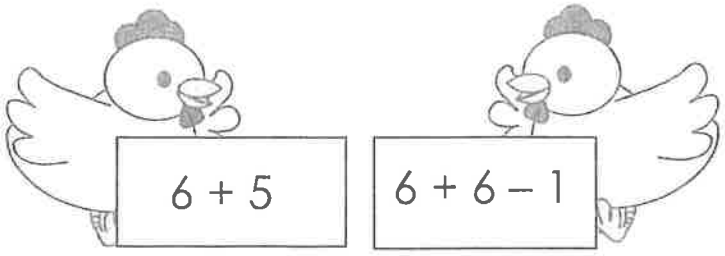


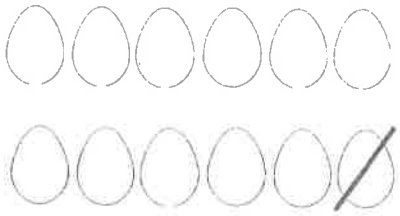
5 + 4 = _____

Name _____

Think Doubles Minus One

Write the doubles fact that will help you with the near doubles fact.





6 + 5 is the same as 6 + 6 – 1.

12 – 1 = 11 So, 6 + 5 = 11

4 + 3 is the same as _____ + _____ – 1.

_____ – 1 = _____ So, 4 + 3 = _____

5 + 4 is the same as _____ + _____ – 1.

_____ – 1 = _____ So, 5 + 4 = _____

7 + 6 is the same as _____ + _____ – 1.

_____ – 1 = _____ So, 7 + 6 = _____

9 + 8 is the same as _____ + _____ – 1.

_____ – 1 = _____ So, 9 + 8 = _____

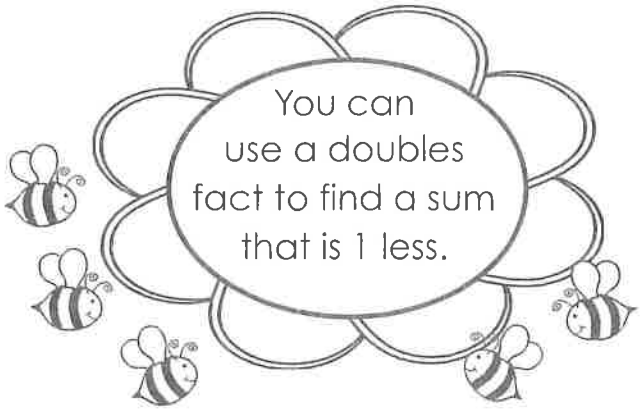
8 + 7 is the same as _____ + _____ – 1.

_____ – 1 = _____ So, 8 + 7 = _____

Name _____

Doubles Minus One

Write the sums of the doubles facts and the near doubles facts.



3 + 3 = 6 3 + 2 = 5

1 + 1 = _____ 1 + 0 = _____

2 + 2 = _____ 2 + 1 = _____

4 + 4 = _____ 4 + 3 = _____

8 + 8 = _____ 8 + 7 = _____

9 + 9 = _____ 9 + 8 = _____

5 + 5 = _____ 5 + 4 = _____

6 + 6 = _____ 6 + 5 = _____

7 + 7 = _____ 7 + 6 = _____

10 + 10 = _____ 10 + 9 = _____

---

4 + 3 _____	5 + 4 _____	3 + 2 _____	7 + 6 _____
6 + 5 _____	9 + 8 _____	10 + 9 _____	8 + 7 _____

Name _____

Doubles Plus One, Minus One

Use the sums of doubles to find sums that are 1 more or 1 less.

1 + 1 = _____	2 + 2 = _____	3 + 3 = _____
1 + 2 = _____	2 + 3 = _____	3 + 4 = _____
1 + 0 = _____	2 + 1 = _____	3 + 2 = _____
4 + 4 = _____	5 + 5 = _____	6 + 6 = _____
4 + 5 = _____	5 + 6 = _____	6 + 7 = _____
4 + 3 = _____	5 + 4 = _____	6 + 5 = _____
7 + 7 = _____	8 + 8 = _____	9 + 9 = _____
7 + 8 = _____	8 + 9 = _____	9+ 10 = _____
7 + 6 = _____	8 + 7 = _____	9 + 8 = _____

3 + 4 _____	5 + 6 _____	4 + 5 _____	8 + 9 _____
7 + 6 _____	9 + 8 _____	7 + 8 _____	6 + 7 _____

Name _____

You Can Do It!

Write the sums.

1 + 2 = _____ 3 + 4 = _____

4 + 5 = _____ 2 + 3 = _____ 5 + 6 = _____

8 + 9 = _____ 7 + 8 = _____ 6 + 7 = _____

2 + 1 = _____ 5 + 4 = _____ 3 + 2 = _____

6 + 5 = _____ 4 + 3 = _____ 7 + 6 = _____

9 + 8 = _____ 8 + 7 = _____ 10 + 9 = _____

4 + 5 _____	6 + 7 _____	5 + 4 _____	7 + 6 _____
8 + 9 _____	6 + 5 _____	7 + 8 _____	9 + 8 _____

Doubles Plus One

Doubles Minus One

Doubles	Plus 1	Minus 1
1. 1+1=_____	1+2=_____	1+0 =_____
2. 2+2=_____	2+3=_____	2+1=_____
3. 3+3=_____	3+4=_____	3+2=_____
4. 4+4=_____	4+5=_____	4+3=_____
5. 5+5=_____	5+6=_____	5+4=_____
6. 6+6=_____	6+7=_____	6+5=_____
7. 7+7=_____	7+8=_____	7+6=_____
8. 8+8=_____	8+9=_____	8+7=_____
9. 9+9=_____	9+10=_____	9+8=_____
10. 10+10=_____	10+11=_____	10+9=_____

Name _____ Assessment: Adding Doubles Plus 1/Minus 1

2 + 3 = _____	1 + 2 = _____	4 + 3 = _____	7 + 8 = _____
6 + 7 = _____	3 + 4 = _____	8 + 9 = _____	4 + 5 = _____
2 + 1 = _____	9 + 10 = _____	3 + 2 = _____	7 + 6 = _____
5 + 4 = _____	8 + 7 = _____	5 + 6 = _____	9 + 8 = _____
6 + 5 = _____	5 + 4 = _____	7 + 8 = _____	10 + 9 = _____

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Name _____ Assessment: Adding Doubles Plus 1/Minus 1

1 + 2 = _____	4 + 5 = _____	7 + 8 = _____	3 + 4 = _____
6 + 5 = _____	2 + 3 = _____	5 + 6 = _____	8 + 9 = _____
3 + 2 = _____	2 + 1 = _____	9 + 10 = _____	5 + 4 = _____
4 + 3 = _____	6 + 5 = _____	9 + 8 = _____	7 + 6 = _____
8 + 7 = _____	10 + 9 = _____	6 + 5 = _____	8 + 7 = _____

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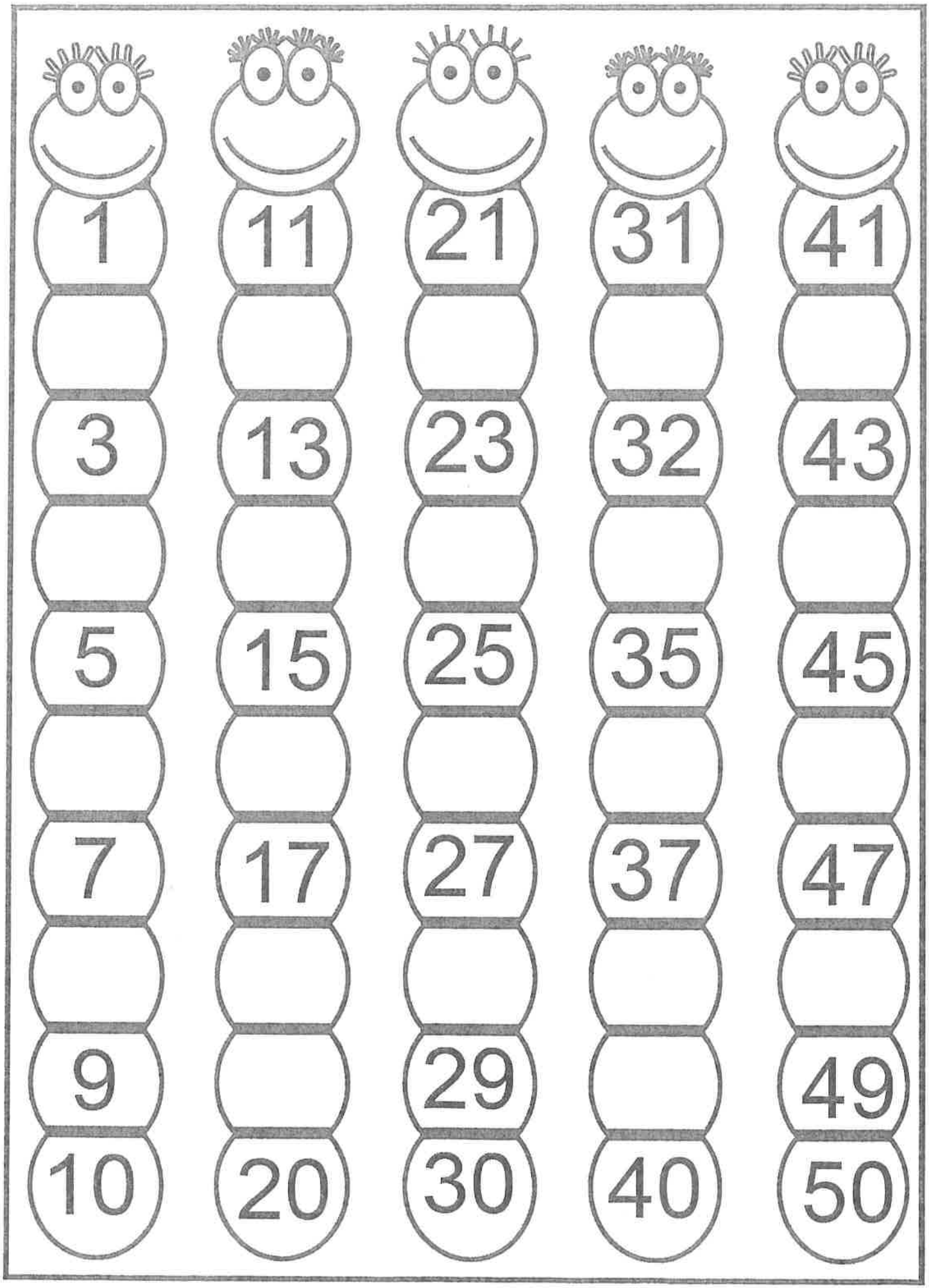
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47
49
50

Name: _____

Before and After Numbers

Write the numbers that come before and after.

	22	
	15	
	20	
	17	
	23	
	18	
	12	

	11	
	19	
	27	
	21	
	16	
	25	
	29	

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Worksheet 3

BEFORE, AFTER, BETWEEN

Write the number that comes between.

1_____3 3_____5

5_____7 7_____9

Write the number that comes after.

6_____ 1_____ 9_____

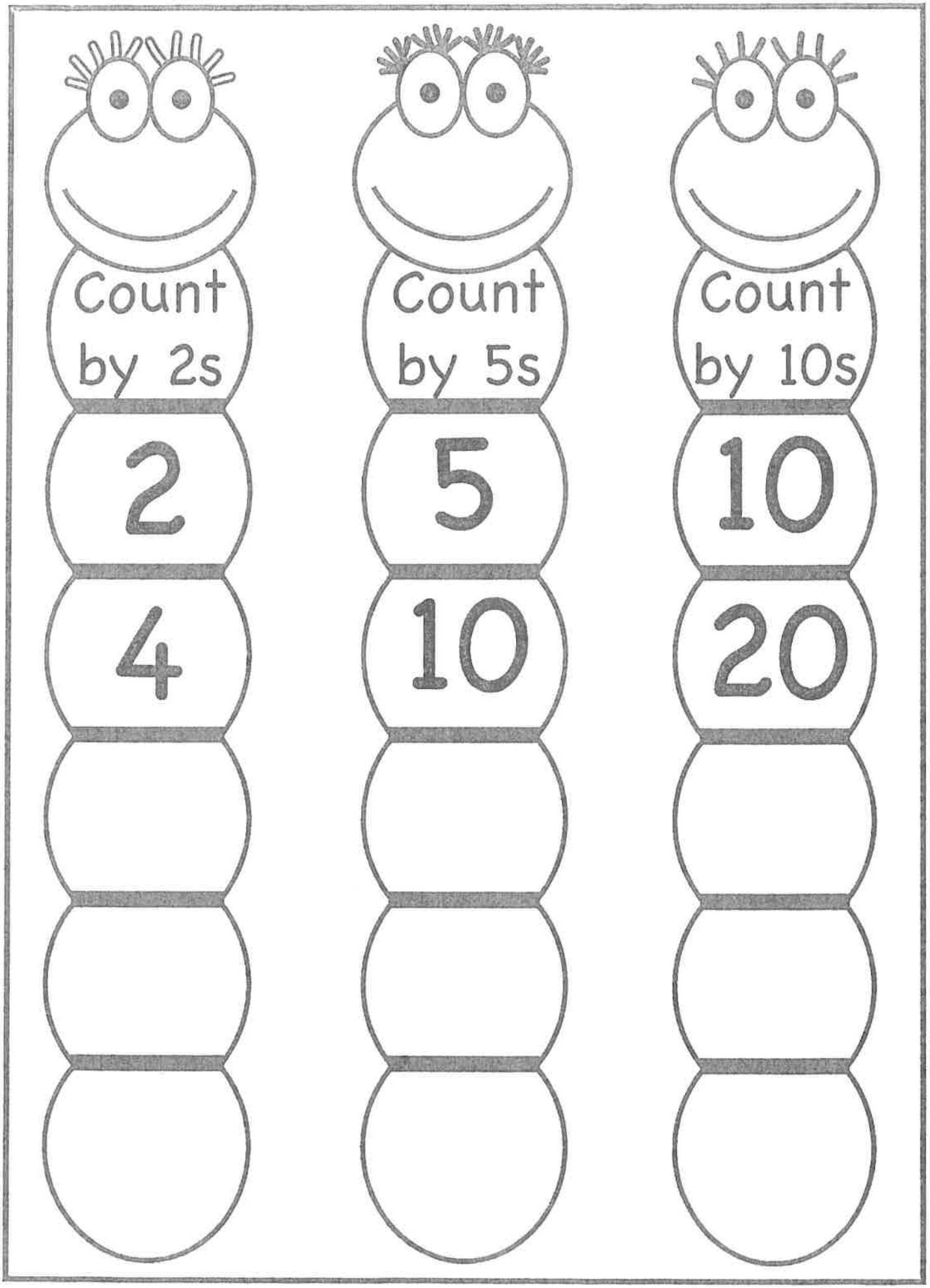
7_____ 3_____ 8_____

Write the number that comes before.

_____2 _____5 _____8

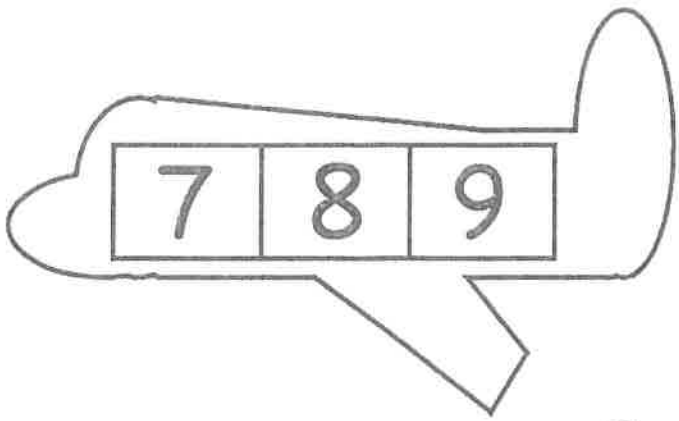
_____4 _____7 _____10

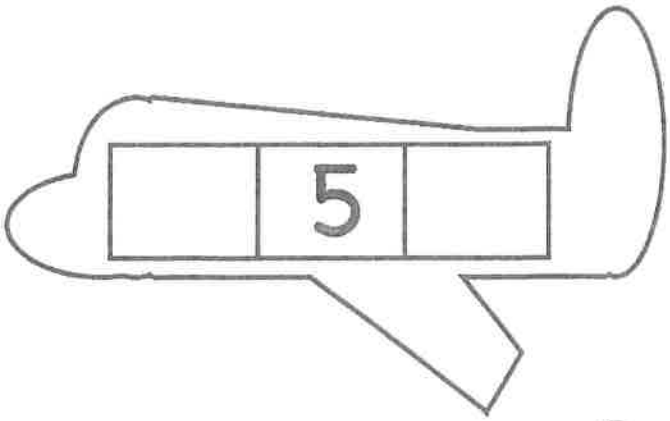
1 2 3 4 5 6 7 8 9 10

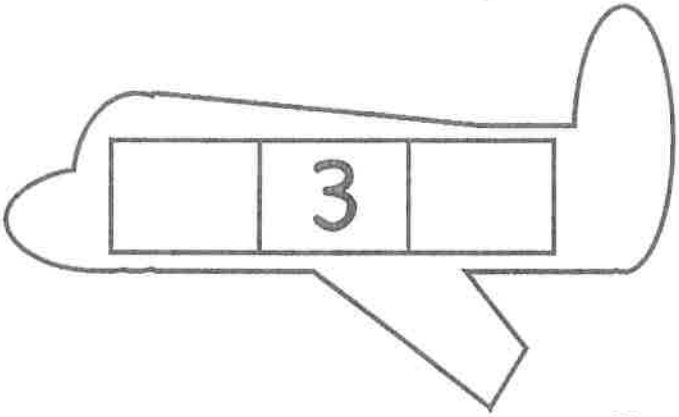

Count by 2s
2
4
Count by 5s
5
10
Count by 10s
10
20

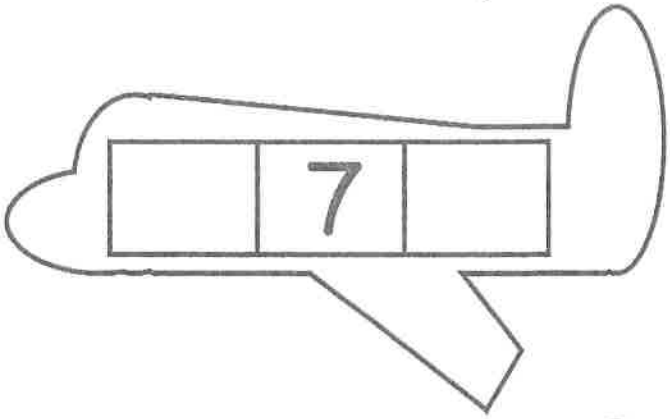
Before and After Numbers

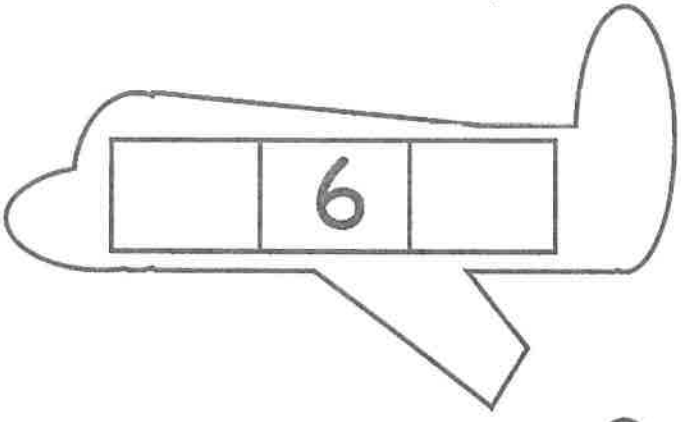
Write the numbers that come before and after.

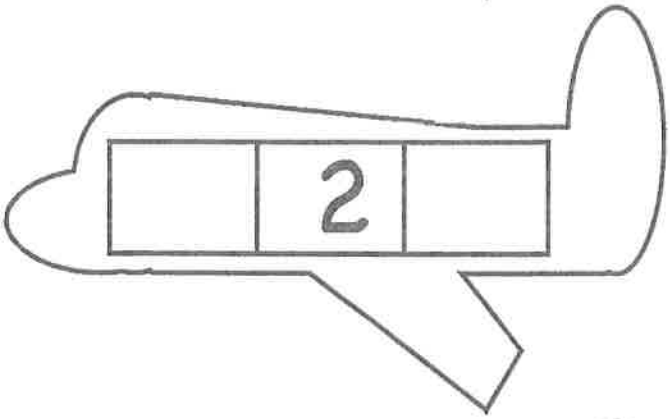


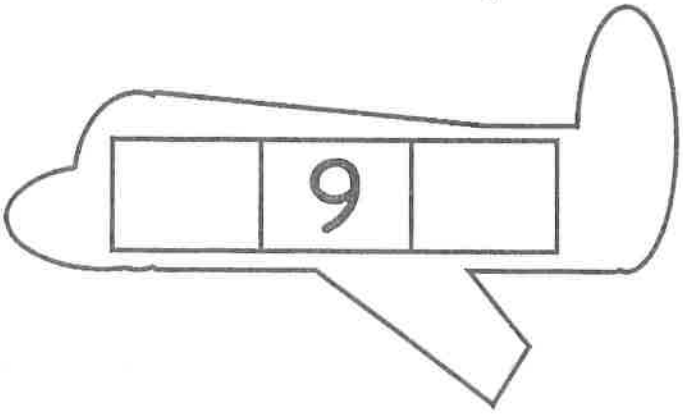


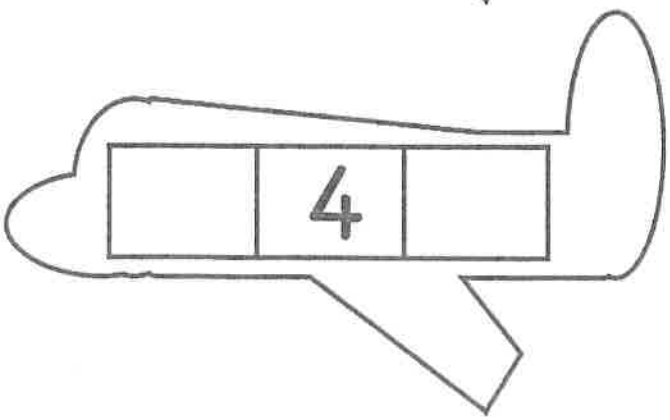






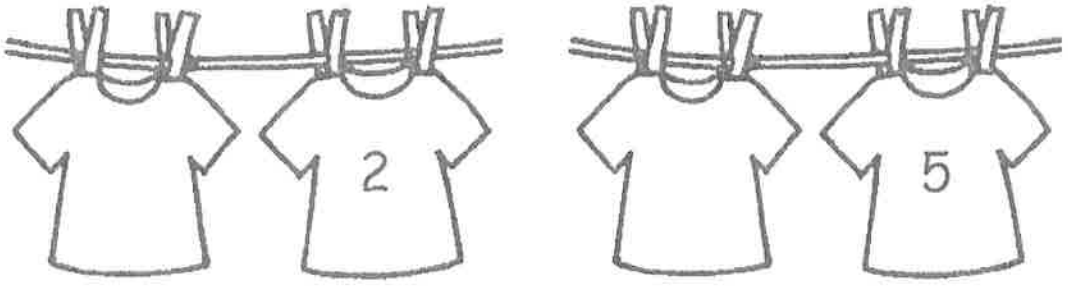




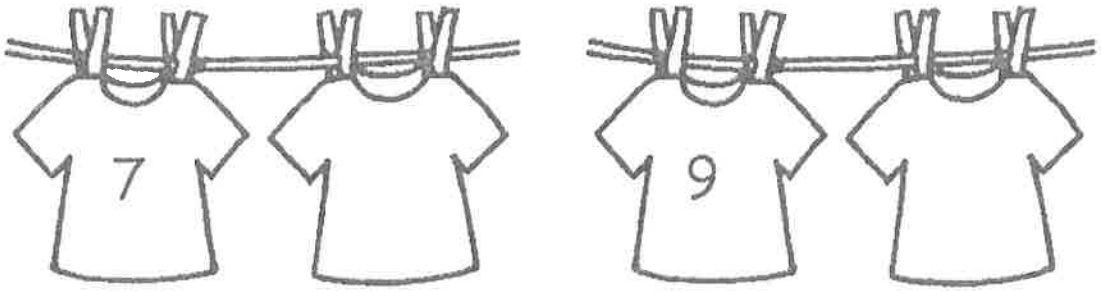


Name _____

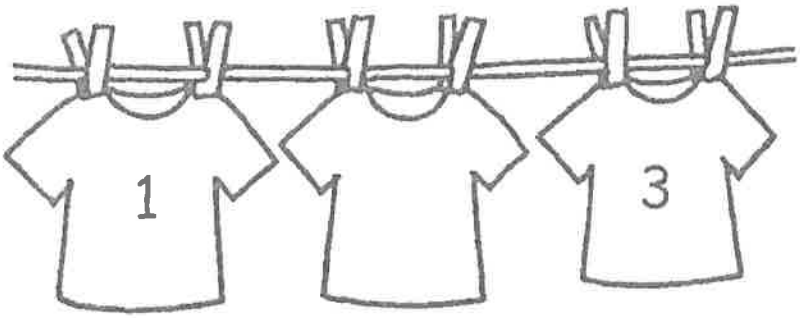
1. Write the number that comes *before.*



2. Write the number that comes *after.*



3. Write the number that comes *between.*



Doubles Plus One

Doubles Minus One

Doubles	Plus 1	Minus 1
1. 1+1=_____	1+2=_____	1+0 =_____
2. 2+2=_____	2+3=_____	2+1=_____
3. 3+3=_____	3+4=_____	3+2=_____
4. 4+4=_____	4+5=_____	4+3=_____
5. 5+5=_____	5+6=_____	5+4=_____
6. 6+6=_____	6+7=_____	6+5=_____
7. 7+7=_____	7+8=_____	7+6=_____
8. 8+8=_____	8+9=_____	8+7=_____
9. 9+9=_____	9+10=_____	9+8=_____
10. 10+10=_____	10+11=_____	10+9=_____

Ms. Gabbidon

- Emmanuel
- Jake
- Laila
- Delilah
- Raishaun
- Wyatt
- Roderick
- Dominick
- Micah

Math
GRADE 3

ROOM 312

Greenburgh Graham UFSD

Understand the Identity and Zero Properties of Multiplication

When you multiply a number and 1, the product is that number.

When you multiply a number and 0, the product is 0.

Tia has a box. She puts 5 crayons in the box. How many crayons are in the box?

Use the **Identity Property of Multiplication.**

The product of any number and 1 is that number.

$1 \times 5 = 5$ There are 5 crayons in the box.

Tia puts 0 pencils in the box. How many pencils are in the box?

Use the **Zero Property of Multiplication.**

The product of 0 and any number is 0.

$1 \times 0 = 0$ There are 0 pencils in the box.

Complete to find the product.

1 $0 \times 3 =$ ■

0 groups of 3

$0 \times 3 =$ _____

2 $1 \times 8 =$ ■

_____ group of _____

$1 \times 8 =$ _____

Find the product.

3 $2 \times 0 =$ _____

4 $6 \times 1 =$ _____

5 $9 \times 0 =$ _____

6 $1 \times 7 =$ _____

7 $0 \times 8 =$ _____

8 $4 \times 1 =$ _____

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Name _____

LESSON 4.1
More Practice/ Homework

ONLINE
Video Tutorials and Interactive Examples

Understand the Identity and Zero Properties of Multiplication

1 (MP) **Model with Mathematics** Rex has 6 cartons. Each carton has 0 eggs. How many eggs are in the cartons?

- Draw to show equal groups.
- Write a multiplication equation.

_____

- How many eggs are in the cartons?

_____

Complete the equation. Solve.

2 Ji makes a vase of flowers. She puts 10 flowers in the vase. How many flowers are there?

_____ × _____ = _____

There are _____ flowers in the vase.

3 Each carton has 0 bottles of juice. There are 5 cartons. How many bottles of juice are in the cartons?

_____ × _____ = _____

There are _____ bottles of juice.

Find the product.

4 $0 \times 7 = \square$ **5** $1 \times 9 = \square$ **6** $\square = 6 \times 1$

7 **Open Ended** Write a word problem that can be solved using the equation $0 \times 4 = 0$. Then solve.

_____

_____

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Exit Ticket

Complete the equations. Solve.

A parking lot has 5 rows. There are 8 cars in each row. How many cars are there in the parking lot?

$5 \times 8 = 5 \times (\_\_\_\_ + \_\_\_\_)$

$5 \times 8 = (5 \times \_\_\_\_) + (5 \times \_\_\_\_)$

$5 \times 8 = \_\_\_\_ + \_\_\_\_$

$5 \times 8 = \_\_\_\_$; There are $\_\_\_\_$ cars.

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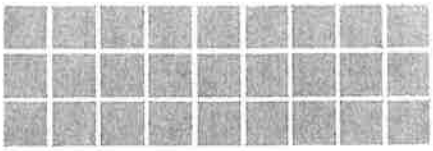
Understand the Distributive Property

You can use an array to model multiplication. Then you can break apart the array into smaller arrays to model facts you know to help find the product.

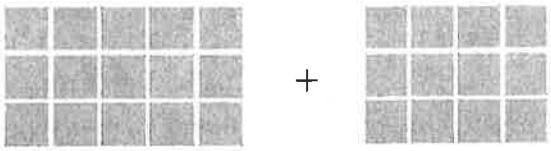
Find the product 3 × 9.

Make an array of 3 rows with 9 squares in each row.



3 × 9

Break apart the array to model 9 as 5 + 4.



3 × 5 + 3 × 4

$3 \times 9 = (3 \times 5) + (3 \times 4)$

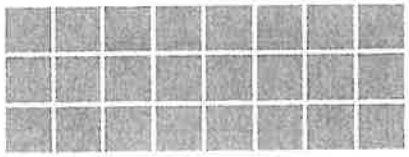
$= 15 + 12$

$= 27$

$3 \times 9 =$ 27

Use the array to complete the equations to show the Distributive Property.

1



$3 \times 8 =$ ■

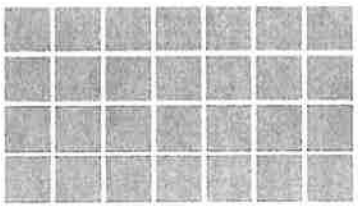
$3 \times 8 = 3 \times ($ 4 $+$ 4 $)$

$3 \times 8 = (3 \times$ _____ $) + (3 \times$ _____ $)$

$3 \times 8 =$ _____ $+$ _____

$3 \times 8 =$ _____

2



$4 \times 7 =$ ■

$4 \times 7 = 4 \times ($ _____ $+$ _____ $)$

$4 \times 7 = (4 \times$ _____ $) + (4 \times$ _____ $)$

$4 \times 7 =$ _____ $+$ _____

$4 \times 7 =$ _____

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LESSON 4.2
More Practice/ Homework

ONLINE
Video Tutorials and Interactive Examples

Understand the Distributive Property

1 (MP) **Use Structure** Ira is making a window frame with square windowpanes. He arranges the panes in 4 rows of 6. How many windowpanes are in the arrangement?

_____

2 There are 6 rows of windows on the front of a building. There are 9 windows in each row. How many windows are on the front of the building?

_____

Use the array to complete the equations to show the Distributive Property.

3

$3 \times 8 =$ ____

$3 \times 8 = 3 \times (\_\_\_\_ + \_\_\_\_)$

$3 \times 8 = (3 \times \_\_\_\_) + (3 \times \_\_\_\_)$

$3 \times 8 =$ _____ + _____

$3 \times 8 =$ _____

4

$4 \times 7 =$ ____

$4 \times 7 = 4 \times (\_\_\_\_ + \_\_\_\_)$

$4 \times 7 = (4 \times \_\_\_\_) + (4 \times \_\_\_\_)$

$4 \times 7 =$ _____ + _____

$4 \times 7 =$ _____

5 **Math on the Spot** Robin says, "I can find 6×9 by multiplying 4×9 and doubling it." Does her statement make sense? Justify your answer.

_____

_____

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Exit Ticket

Use the Commutative Property of Multiplication and the Associative Property of Multiplication to solve the problem:

$3 \times 6 \times 2$

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Understand the Associative Property of Multiplication

You can change the grouping of the factors to use facts you know or to make it easier to find a product.

When the grouping of factors is changed, the product remains the same. This is called the **Associative Property of Multiplication**.

Each week, Leo hikes 4 miles on each of 2 days. He has gone on the hikes for 3 weeks. How many miles has Leo hiked in 3 weeks?

Find the product $3 \times 2 \times 4$.

A. Find the product $(3 \times 2) \times 4$.

$(3 \times 2) \times 4$

↓

$6 \times 4 = 24$

B. Find the product $3 \times (2 \times 4)$.

$3 \times (2 \times 4)$

↓

$3 \times 8 = 24$

Leo hiked 24 miles.

Complete to find the product.

1 $2 \times (5 \times 3) = \blacksquare$

$(2 \times \underline{5}) \times 3 = \blacksquare$

$\_\_\_\_ \times 3 = \_\_\_\_$

$2 \times (5 \times 3) = \_\_\_\_$

2 $(7 \times 4) \times 2 = \blacksquare$

$7 \times (4 \times \_\_\_\_) = \blacksquare$

$7 \times \_\_\_\_ = \_\_\_\_$

$(7 \times 4) \times 2 = \_\_\_\_$

Show another way to group the factors. Then find the product.

3 $(2 \times 4) \times 2$

_____

4 $5 \times (2 \times 7)$

_____

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Name _____

LESSON 4.3
More Practice/ Homework

ONLINE
Video Tutorials and Interactive Examples

Understand the Associative Property of Multiplication

1 (MP) **Model with Mathematics** Ali makes 4 candles in one hour. She makes candles for 2 hours each day. Ali has made candles for 5 days. How many candles has Ali made in 5 days?

a. Write an equation for the problem.

_____

b. Write another way to group the factors.

_____

c. How many candles has Ali made?

_____

Show another way to group the factors. Then find the product.

2 $(7 \times 2) \times 5$

_____

3 $2 \times (9 \times 3)$

_____

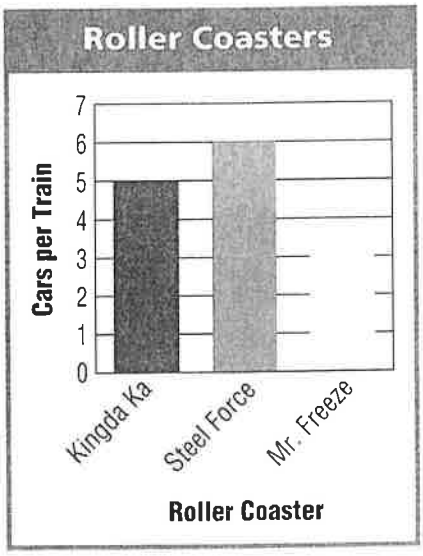
(MP) **Reason** **Write the unknown number.**

4 $(4 \times 5) \times 2 = (\square \times 2) \times 4$

5 $(7 \times 2) \times 3 = 7 \times (2 \times \square)$

6 **Math on the Spot** A Kingda Ka train has 4 seats per car, but the last car has only 2 seats. How many seats are on one Kingda Ka train?

_____



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HMH | into Math™

Exit Ticket

Show two different strategies to find the product.

$7 \times 8 = \square$

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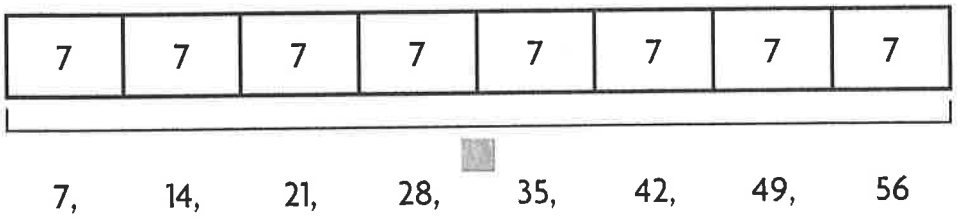
Multiply with 7

You can use a bar model to help you multiply with 7.

Sasha does 7 push-ups each day for 8 days. How many push-ups does Sasha do?

Find the product 8 × 7.

Draw a bar model. Count multiples of 7 eight times.



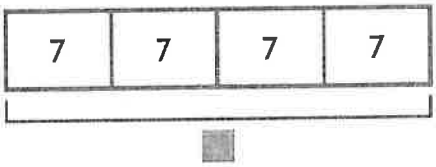
8 × 7 = 56

7, 14, 21, 28, 35, 42, 49, 56

Sasha does 56 push-ups.

Draw a bar model to find the product.

1 4 × 7 = ■



4 × 7 = _____

2 7 × 7 = ■

7 × 7 = _____

3 3 × 7 = ■

3 × 7 = _____

4 6 × 7 = ■

6 × 7 = _____

Find the product.

5 2 × 7 = _____

6 7 × 5 = _____

7 7 × 9 = _____

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Name _____

LESSON 4.4
More Practice/ Homework

ONLINE
Video Tutorials and Interactive Examples

Multiply with 7

1 (MP) **Use Structure** There are 4 rows of muffins in a case. Troy puts 7 muffins in each row. How many muffins does Troy put in the case?

- Complete the array to show the problem. Draw a vertical line to break apart the array into two smaller arrays.
- Write an equation to show one way to break apart the array.

_____

- How many muffins does Troy put in the case?

_____

2 **Complete the equations using the Commutative Property of Multiplication.**

$7 \times 6 =$

$6 \times$ _____ $=$ _____, so $7 \times$ _____ $=$ _____.

Find the product.

3 $9 \times 7 =$ _____

4 _____ $= 7 \times 5$

5
$$\begin{array}{r} 7 \\ \times\ 2 \\ \hline \end{array}$$

6
$$\begin{array}{r} 10 \\ \times\ 7 \\ \hline \end{array}$$

7 (MP) **Reason** Explain how you can use the Commutative Property of Multiplication to find the product 7×3.

_____

_____

_____

_____

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Exit Ticket

Use two strategies to find the product.

$8 \times 6 = \square$

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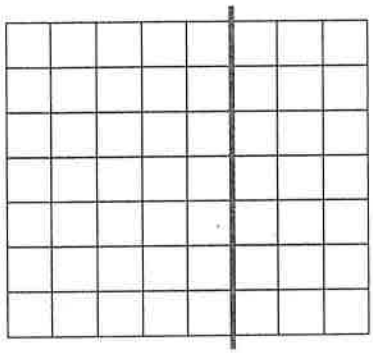
Multiply with 8

You can draw a visual model and use the Distributive Property to help you multiply with 8.

Dora cycles 8 miles each day. How many miles does she cycle in 7 days?

Find the product 7 × 8.

Draw an area model showing 7 rows with 8 squares in each row. Then use the Distributive Property.



Pick facts you know. Since 8 = 5 + 3, you can use a 5s fact and a 3s fact.

$7 \times 8 = 7 \times (5 + 3)$

$7 \times 8 = (7 \times 5) + (7 \times 3)$

$7 \times 8 = 35 + 21$

$7 \times 8 = 56$

Dora cycles 56 miles.

Use the Distributive Property to find the product.

1 $4 \times 8 =$ ■

$4 \times 8 = 4 \times (6 + \underline{2})$

$4 \times 8 = (4 \times 6) + (4 \times \_\_\_\_)$

$4 \times 8 = \_\_\_\_ + \_\_\_\_$

$4 \times 8 = \_\_\_\_$

2 $9 \times 8 =$ ■

$9 \times 8 = 9 \times (4 + \_\_\_\_)$

$9 \times 8 = (9 \times \_\_\_\_) + (9 \times \_\_\_\_)$

$9 \times 8 = \_\_\_\_ + \_\_\_\_$

$9 \times 8 = \_\_\_\_$

Find the product.

3 $6 \times 8 = \_\_\_\_$ **4** $\_\_\_\_ = 8 \times 5$ **5** $8 \times 8 = \_\_\_\_$

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Name _____

LESSON 4.5
More Practice/ Homework

ONLINE
Video Tutorials and Interactive Examples

Multiply with 8

1 (MP) **Use Structure** The band members in a parade are arranged in 8 rows. There are 8 band members in each row. How many band members are in the parade?

- Break apart the array horizontally into two smaller arrays.
- Write an equation to show one way to break apart the array.

_____

- How many band members are in the parade?

_____

Write the unknown number.

2 $6 \times 8 = (6 \times 5) + (\square \times 3)$

3 $8 \times 4 = (2 + \square) \times 4$

Find the product.

4 $8 \times 4 =$ _____

5 $8 \times 7 =$ _____

6 _____ $= 8 \times 5$

7
$$\begin{array}{r} 8 \\ \times\ 9 \\ \hline \end{array}$$

8
$$\begin{array}{r} 10 \\ \times\ 8 \\ \hline \end{array}$$

9
$$\begin{array}{r} 8 \\ \times\ 8 \\ \hline \end{array}$$

10 (MP) **Critique Reasoning** Jim says that if you find the product of 8 and an odd number, you can use a 4s fact and doubling to help. Is Jim correct? Explain.

_____

_____

_____

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Exit Ticket

Use the Distributive Property with multiplication and subtraction to solve the problem.

Armand has 6 spools of cable. Each cable is 9 feet long.
How much cable does Armand have?

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Name _____

Multiply with 9

You can combine strategies and use facts you know and properties to multiply with 9.

A bag of trail mix weighs 9 ounces. What is the weight of 9 bags of trail mix?

Find the product 9 × 9.

Use the Distributive Property. Pick facts you know for the second factor.

Since 9 = 5 + 4, you can use a 5s fact and a 4s fact.

$9 \times 9 = 9 \times (5 + 4)$

$9 \times 9 = (9 \times 5) + (9 \times 4)$

$9 \times 9 = 45 + 36$

$9 \times 9 = 81$

The weight of 9 bags is 81 ounces.

Use the Distributive Property to find the product.

1 $8 \times 9 =$ ■

$8 \times 9 = 8 \times (3 + 6)$

$8 \times 9 = (8 \times \_\_\_\_) + (8 \times \_\_\_\_)$

$8 \times 9 = \_\_\_\_ + \_\_\_\_$

$8 \times 9 = \_\_\_\_$

2 $9 \times 7 =$ ■

$9 \times 7 = 9 \times (5 + \_\_\_\_)$

$9 \times 7 = (9 \times \_\_\_\_) + (9 \times \_\_\_\_)$

$9 \times 7 = \_\_\_\_ + \_\_\_\_$

$9 \times 7 = \_\_\_\_$

Find the product.

3 $9 \times 3 =$ _____

4 $5 \times 9 =$ _____

5 $9 \times 2 =$ _____

6 $0 \times 9 =$ _____

7 $10 \times 9 =$ _____

8 $9 \times 6 =$ _____

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Name _____

LESSON 4.6
More Practice/ Homework

ONLINE
Video Tutorials and Interactive Examples

Multiply with 9

1 (MP) **Use Structure** A store is open 9 hours each day. It is open 6 days each week. How many hours is the store open each week? Explain how you can find the answer using the Distributive Property with multiplication and subtraction.

_____

_____

_____

_____

Write the unknown number.

2 $6 \times 9 = (6 \times 10) - (6 \times \square)$

3 $7 \times 9 = 7 \times (3 + \square)$

Find the product.

4 $9 \times 3 =$ _____

5 _____ $= 7 \times 9$

6
$$\begin{array}{r} 10 \\ \times\ 9 \\ \hline \end{array}$$

7
$$\begin{array}{r} 9 \\ \times\ 8 \\ \hline \end{array}$$

8 **Open Ended** Al found 9×4 using $(3 + 6) \times 4$. What is another way to break apart the factor 9 to find 9×4?

_____

9 **Math on the Spot** Uranus has 27 moons. What multiplication fact with 9 can be used to find the number of moons Uranus has? Describe how you can find the fact.

_____

_____

_____

_____

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Exit Ticket

Use the Distributive Property to show that the product 4×9 is an even number.

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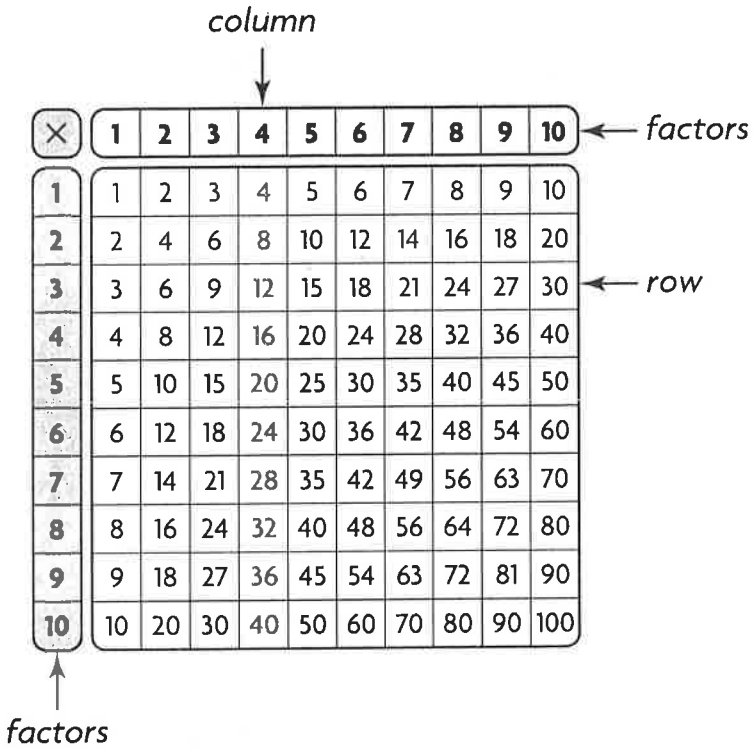
Identify Number Patterns on the Multiplication Table

You can use a multiplication table to look for patterns.

What multiplication facts are shown in the column for the factor 4? What even or odd pattern do you see in the products?



×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

The product is shown in the table where the row and the column meet.

$1 \times 4 = 4$ $5 \times 4 = 20$ $8 \times 4 = 32$

$2 \times 4 = 8$ $6 \times 4 = 24$ $9 \times 4 = 36$

$3 \times 4 = 12$ $7 \times 4 = 28$ $10 \times 4 = 40$

$4 \times 4 = 16$

These products all are even.

Is the product even or odd? Write *even* or *odd*.

1. 9×4 _____
2. 3×6 _____
3. 9×7 _____
4. 2×10 _____
5. 5×7 _____

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Name _____

LESSON 4.7
More Practice/ Homework

ONLINE
Video Tutorials and Interactive Examples

Identify Number Patterns on the Multiplication Table

1 Naomi is using the Zero Property of Multiplication to find $0 \times 6 = 0$. What is another multiplication fact that you can find using the Zero Property?

_____

2 (MP) **Use Tools** Use the multiplication table. Explain how two other columns could be used to help find the products in the 8s column.

_____

_____

_____

- Complete the products in the column for the factor 8.

×	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0		0	0
1	0	1	2	3	4	5	6	7		9	10
2	0	2	4	6	8	10	12	14		18	20
3	0	3	6	9	12	15	18	21		27	30
4	0	4	8	12	16	20	24	28		36	40
5	0	5	10	15	20	25	30	35		45	50
6	0	6	12	18	24	30	36	42		54	60
7	0	7	14	21	28	35	42	49		63	70
8	0	8	16	24	32	40	48	56		72	80
9	0	9	18	27	36	45	54	63		81	90
10	0	10	20	30	40	50	60	70		90	100

3 **Geography** Carl hikes the Brooke Pioneer Trail in West Virginia four days in one month. The trail is 7 miles long. How many miles does Carl hike? To find 4×7, show how you can break apart the factor 4 into equal addends.

_____

_____

Is the product even or odd? Write *even* or *odd*.

4 $2 \times 7 =$ _____

5 $5 \times 5 =$ _____

6 $9 \times 6 =$ _____

7 $10 \times 10 =$ _____

Write the unknown number.

8 $7 \times 9 = (5 + \square) \times 9$

9 $8 \times 6 = 8 \times (5 + \square)$

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Multiplying by 10 and 100

100 X 8 = ____	10 X 5 = ____	100 X 3 = ____	400 X 2 = ____
12 X 10 = ____	30 X 4 = ____	200 X 6 = ____	400 X 8 = ____
80 X 3 = ____	6 X 10 = ____	60 X 9 = ____	80 X 7 = ____

There are 40 pieces of candy in each drawer. How many pieces of candy are in 4 drawers?

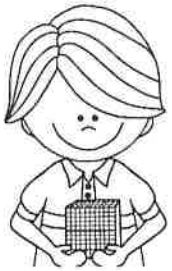
There are 500 books on each large shelf. How many books on 9 large shelves?

Multiplication Matching

Draw a line to match each multiplication fact with its product.

5 x 9	36
3 x 12	42
8 x 6	110
6 x 7	45
11 x 10	48
9 x 9	81

Name _____ Date _____



Even/Odd Mystery Picture

Color the ODD numbers orange.
Color the EVEN numbers blue.

30	92	62	28	3	69	18	46	82	16
14	2	26	35	43	27	89	2	64	94
32	60	77	65	51	63	49	37	34	38
76	33	71	19	17	59	45	99	29	16
68	52	10	74	95	50	78	12	8	66
24	88	24	26	83	32	38	40	36	48
6	70	12	98	53	18	29	80	10	14
42	22	58	28	21	55	40	4	96	42
86	4	100	20	84	46	36	54	6	44
22	8	72	44	30	90	20	48	34	56

This mystery picture is an _____.

© Cassie Thompson

True or False:

Even and Odd Numbers

Directions: Write "true" or "false" next to each sentence.

P. 4 + 3 = an even number. _____

Q. The number twelve is odd. _____

R. 73 is not an even number. _____

S. Eleven is not an odd number. _____

Directions: Circle the correct answer.

T. 1, 11, 21, 31, and 101 are <u>not</u> even numbers.

TRUE FALSE

U. Even numbers only have a 2, 4, 6 or 8 in the one's place.

TRUE FALSE

V. Eighteen and twenty-one are both odd numbers.

TRUE FALSE

X.

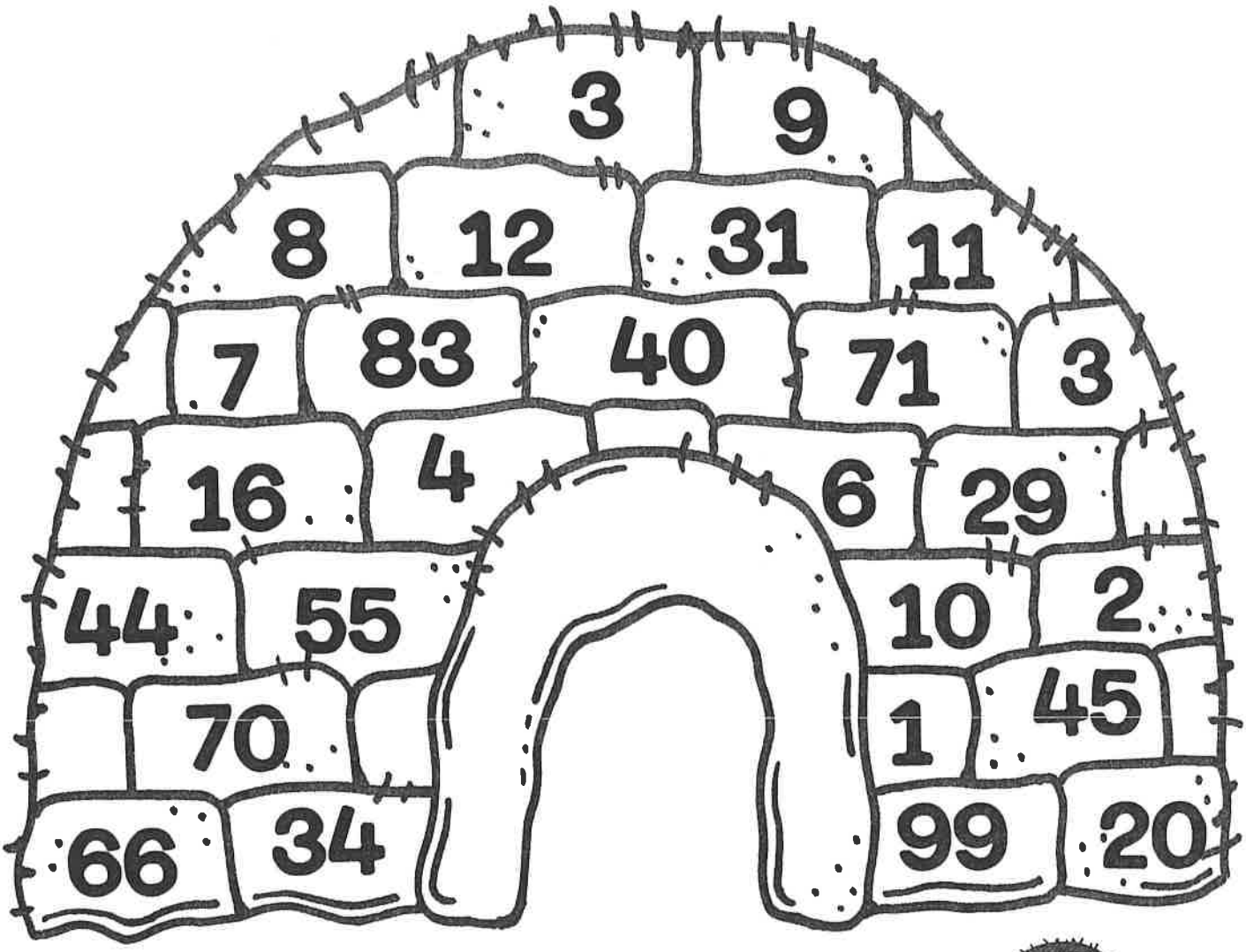
Directions: Quickly color all even numbers blue.
Afterwards, color all odd numbers green.

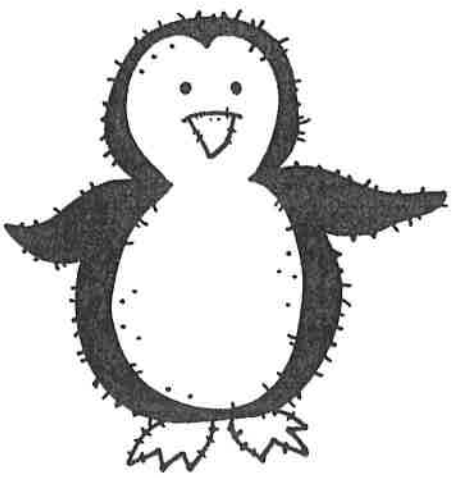
07	14	91
60	88	16
25	63	44
101	17	72

name:_____ date:_____

Arctic Odds

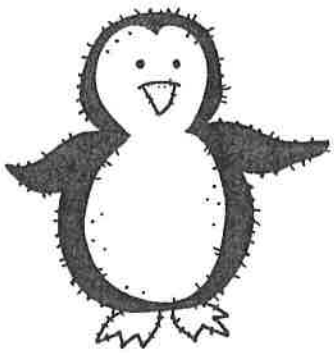
COLOR THE ICE BLOCKS WITH ODD NUMBERS BLUE.





How many blocks did you color?

_____



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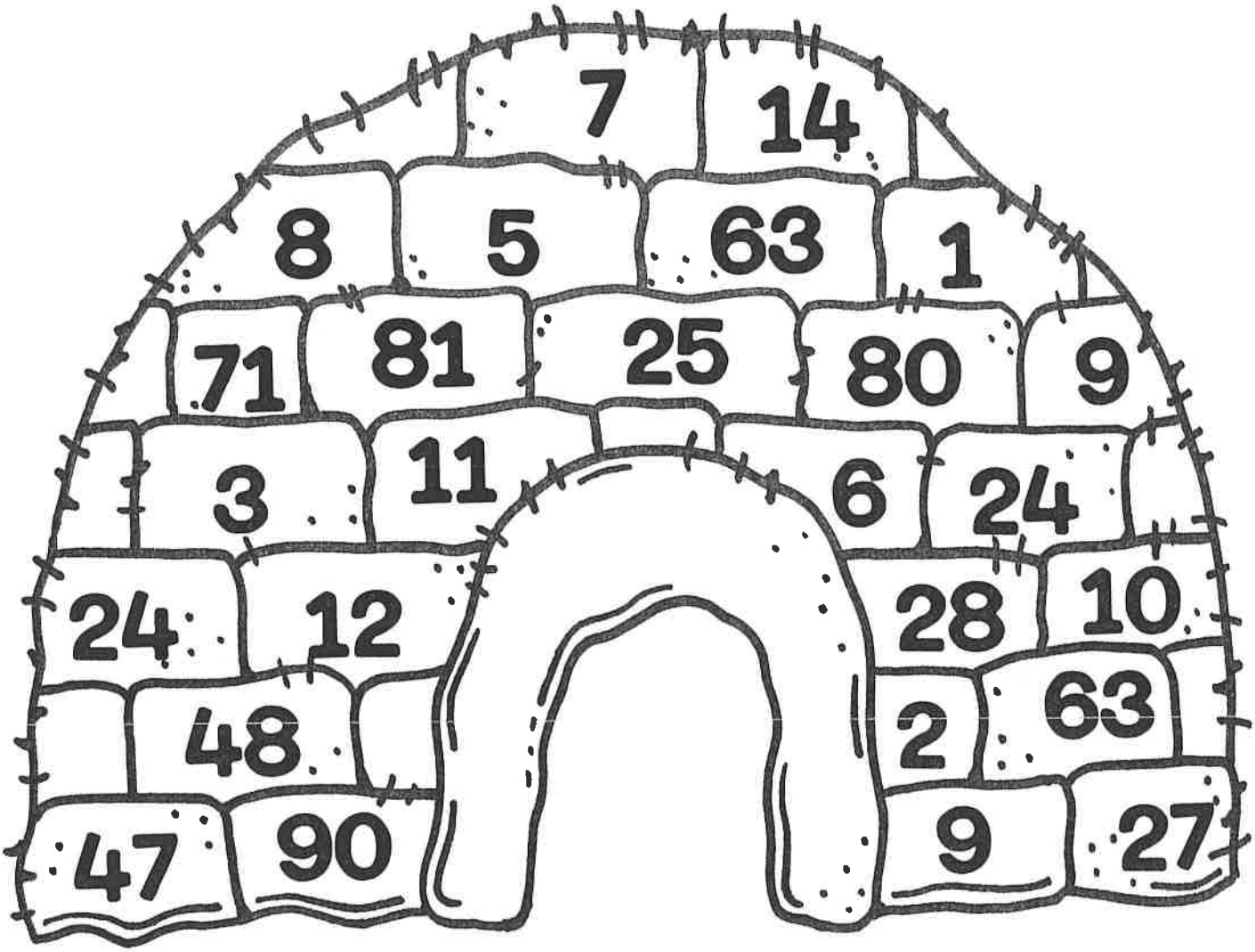
name:_____ date:_____

Arctic Evens and Odds

COLOR THE ICE BLOCKS WITH EVEN NUMBERS BLUE.

COLOR THE ODD NUMBERS YELLOW.



How many blocks did you color yellow?

_____

How many blocks did you color blue?

_____

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Name_____

Multiplication Worksheets

4 X 3 =	1 X 5 =
5 X 7 =	2 X 6 =
6 X 6 =	4 X 6 =
2 X 7 =	1 X 7 =
3 X 7 =	5 X 7 =
8 X 6 =	6 X 6 =
2 X 7 =	4 X 7 =
4 X 4 =	7 X 4 =
8 X 7 =	8 X 7 =
5 X 2 =	2 X 2 =
3 X 9 =	2 X 9 =
5 X 7 =	8 X 2 =
6 X 6 =	3 X 7 =

Name: _____

Sticking Bonds

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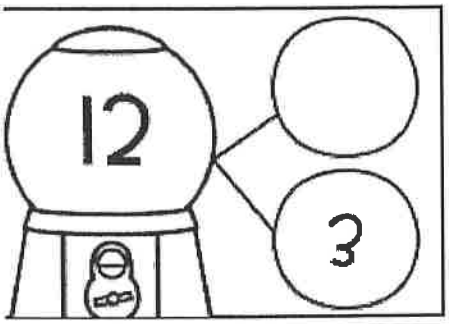
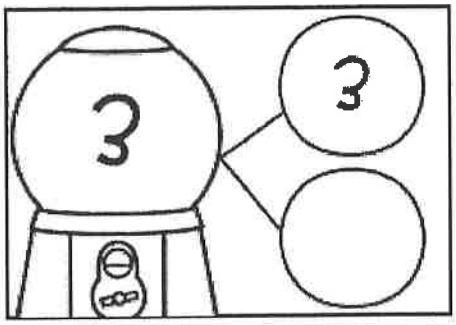
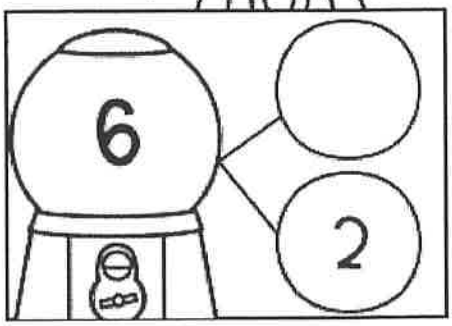
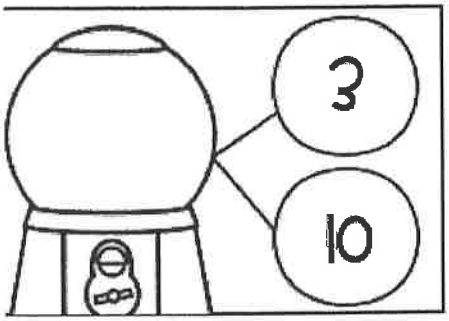
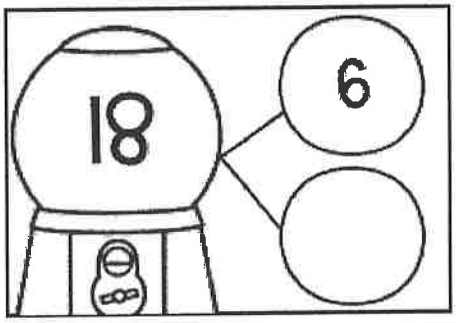
Complete the number bonds. Remember that one of the factors must be 3.

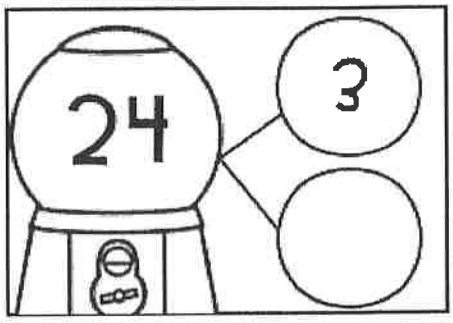


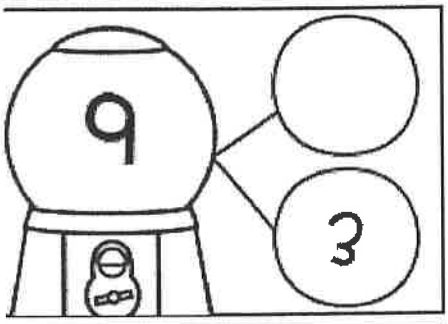


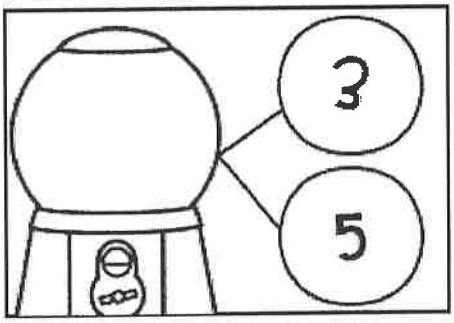


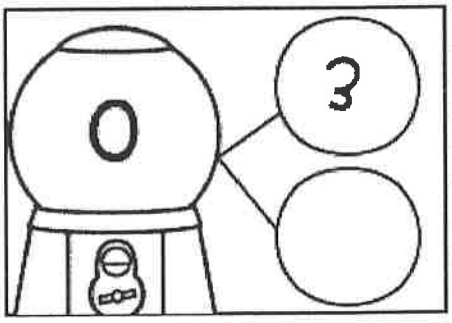


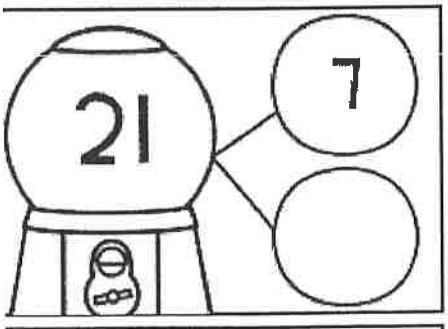


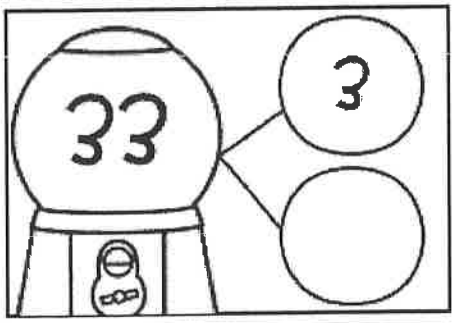


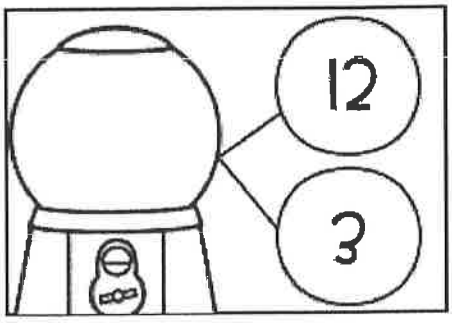


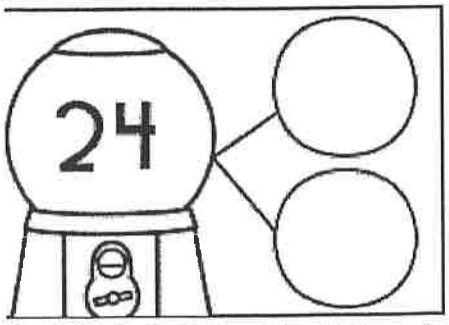


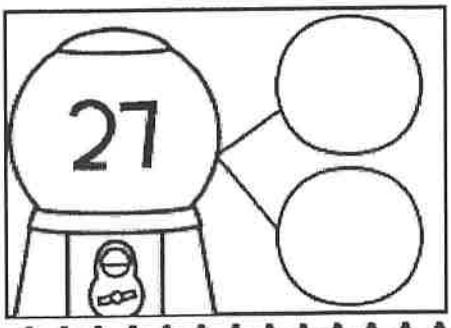


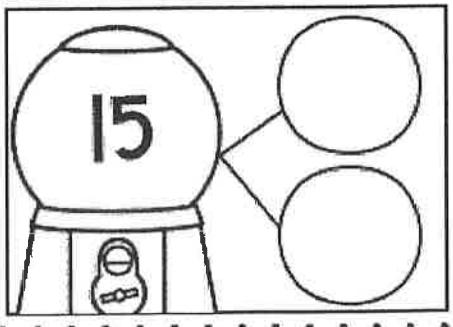








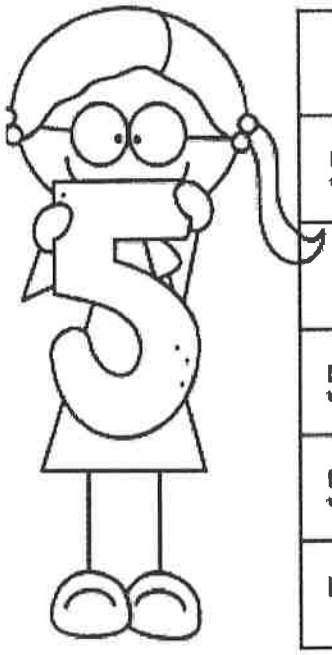




Name: _____

FACTS of 5

Highlight all the true facts and then search them in the grid below.



5×1=5	0×5=5	2×5=10	1×5=0	5×9=45
5×7=32	6×5=30	5×7=35	5×6=20	5×0=0
11×5=55	5×3=12	5×2=10	11×5=50	8×5=40
5×5=20	5×10=50	5×8=48	5×11=55	2×5=8
5×4=20	7×5=21	7×5=35	5×3=15	5×12=60
4×5=20	5×5=25	5×6=30	5×10=5	5×8=40

☞ Hint: There are 19 true facts.

3	5	3	15	4	6	20	1	8	5	40	2	5	2
5	2	0	5	11	55	10	9	5	35	1	3	5	7
8	11	5	0	7	25	8	3	2	5	10	7	25	5
40	5	6	5	8	4	20	5	9	2	20	2	4	0
2	55	9	6	5	1	5	10	11	4	12	5	5	0
5	4	20	30	8	3	40	50	3	5	8	9	10	2
4	9	6	1	2	5	12	60	15	20	55	45	8	10
5	2	5	2	6	2	15	5	7	35	20	3	1	9
3	10	30	0	4	5	2	10	7	4	15	7	5	35

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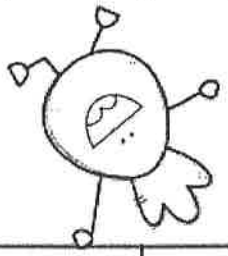
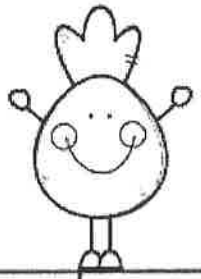
Name: _____

TIMES 8

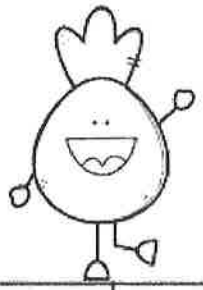
iN ANd Out



In	Out
	8
3	
	0
10	
	72



In	Out
5	
	64
	32
11	
	16



In	Out
	96
9	
8	
	48
7	

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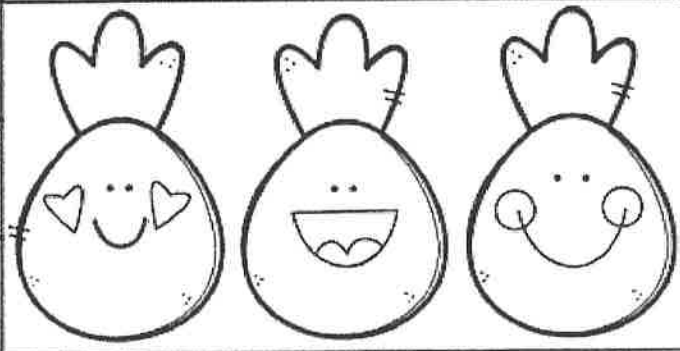
MiSSiNg fACtORS

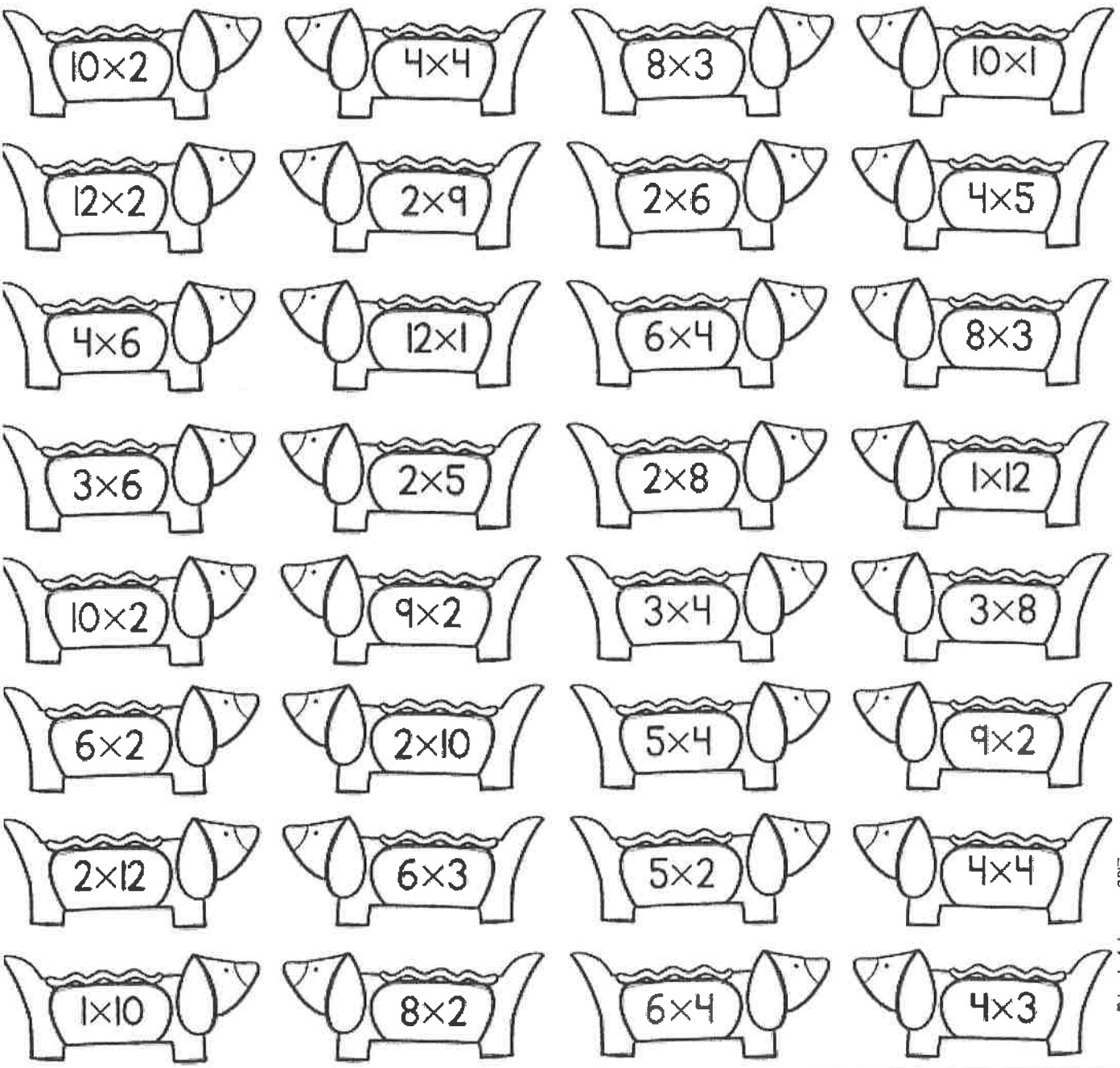
8 × ___ = 16	8 × ___ = 8	8 × ___ = 32	8 × ___ = 24
___ × 8 = 0	___ × 8 = 80	___ × 8 = 48	___ × 8 = 56
8 × ___ = 72	8 × ___ = 40	8 × ___ = 96	8 × ___ = 8
___ × 8 = 24			___ × 8 = 88
8 × ___ = 16			___ × 8 = 96
___ × 8 = 48			8 × ___ = 32

Name: _____

Solve, Color & Graph

Read the equation on each dog. Solve to find the product and color it using the color code. Then fill the graph on the next page to represent the data.

10 = red	12 = blue	16 = green
18 = yellow	20 = purple	24 = orange



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ELA
GRADE 3

Ms. Gabbidon
ELA class

- Dominick
- Delilah
- Jake
- Raishaun
- Laila
- Wyatt
- Roderick
- Kalani
- Jaizon
- cayden

ROOM 312

Greenburgh Graham UFSD

Sounds

Consonants (b-z)

Form NOT APPLICABLE | Level BOTH

Test Card 1 of 4

b	c	d	f	g
h	j	k	l	m
n	p	qu	r	s
t	v	w	x	y
z				

Read

- Review sounds

M.

a	e	i	o	u	y
ar	or	er	ir	ur	
ai	ay	ee	ey	oa	oe
ue	oi	oy	aw	au	ow
ou	oo	ea	eu	ew	ui
ie	ei	igh	eigh		

- Read
- Review sounds

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Welded Sounds

am an all

ang ong ing ung

ank onk ink unk

ind old ost ild olt

- Read
- Review sounds

Additional

tion	sion	ture	gh	gn
kn	mb	mn	rh	wr
que	ti	ci	tu	

Digraphs and Trigraphs

sh	ck	ch	th
wh	ph	dge	tch

Read
grey shaded letters
not tested on WIST
Review sounds

M.

Mark up the closed syllables

Sound out these real words. Add bonus letters to words that need them. Circle the words that contain the **all** sound.

dil	mal	lob	nip
huf	fal	that	mad
buf	hal	sat	lid
gap	wal	mis	bas
yap	ches	had	shut
cal	bag	tif	cob
rap	tal	rip	cuf
his	bal	sub	quil
thug	hug	mif	dul
mes	dock	shop	whip
mob	bel	kit	muf

Nonsense Words

Tap out sounds, blend into a nonsense word and write the word on the line.

w	o	b	= _____	v	a	sh	= _____
l	a	t	= _____	d	a	x	= _____
f	e	p	= _____	r	a	b	= _____
t	e	z	= _____	qu	o	p	= _____
b	i	x	= _____	f	a	sh	= _____
j	u	p	= _____	ch	e	z	= _____
k	i	z	= _____	r	e	m	= _____
l	o	m	= _____	z	e	g	= _____
qu	i	b	= _____	s	o	t	= _____
f	e	g	= _____	b	i	sh	= _____
s	i	th	= _____	w	o	g	= _____
p	o	th	= _____	m	e	d	= _____
b	e	p	= _____	j	i	t	= _____
g	o	m	= _____	h	o	sh	= _____

Draw a line to connect the words that rhyme in each box. Read the words.

bash	chap
tap	dash
yum	gum

mix	fix
zip	dish
fish	lip

wax	quiz
quip	tax
whiz	tip

vim	bet
rig	whim
yet	big

shag	cot
kin	wag
shot	win

yen	fish
wish	pen
chop	shop

deck	neck
dud	dab
nab	mud

sack	nod
hem	lack
sod	them

Select one word from each match to write on the lines below.

Read the sentence. Select the correct word from the box. Write the word on the line. Reread the completed sentence.

1	This job *is* not so much _____.	fun fin
2	*The* tot got *a* hug *from* his _____.	mom mop
3	Tom got in *the* hot _____.	tug tub
4	*The* cub *is* on *the* _____.	pat path
5	*The* chap got *the* pig in *the* _____.	big bag
6	Jim had *to* chop *the* _____.	log lot
7	*The* moth *is* in *the* _____.	cop cup
8	Tim had *a* nap on *the* _____.	cot cat
9	*The* gal hit *her* chin on *the* _____.	jot jug
10	Pat *will* jog on *the* _____.	path pug

Choose a vowel to make a real word. Write the word on the line. Read the words.

a	o	
m___p		_____
l___b		_____
l___g		_____

a	i	
ch___p		_____
b___g		_____
p___th		_____

e	i	
r___d		_____
j___g		_____
b___g		_____

o	u	
j___b		_____
h___t		_____
m___p		_____

a	u	
t___g		_____
r___p		_____
g___g		_____

e	i	
r___g		_____
th___m		_____
r___b		_____

o	u	
m___th		_____
l___ck		_____
th___d		_____

a	i	
sh___p		_____
l___ck		_____
f___sh		_____

Tap out sounds. Read the word. Write the letter(s) for each sound in the boxes.

bath	=		con	=	
mash	=		hub	=	
lap	=		sash	=	
fat	=		dim	=	
chat	=		pod	=	
cash	=		tax	=	
jab	=		dock	=	
cap	=		sag	=	
hack	=		lab	=	
pub	=		Sis	=	
posh	=		pin	=	
yen	=		pun	=	
chug	=		quip	=	
vat	=		hack	=	
dab	=		fib	=	

Read the sentence. Select the best word from the box to complete each sentence. Use each word only once. Write the word on the line. Reread the completed sentence.

dish	lip	job	shed	path
met	bus	had	moth	wig

1 Tim hid *the* cat in *the* _____.

2 *The* fish in that _____ *will* rot.

3 Yes, Meg had *to* jog on that _____.

4 Tim _____ *a* nap.

5 Bob got *a* cut on *his* _____.

6 Beth had *a* _____.

7 Ted _____ Ben at *the* shop.

8 *A* big _____ *is* in *the* pot.

9 Did Tom get *the* _____?

10 Tim *will* hop on that _____.

Read the sentence. Select the correct word from the box. Write the word on the line. Reread the completed sentence.

1 ken had to get the _____

2 i wish that i had a _____

3 will Beth miss _____

4 mom *was* mad and in a _____

5 ben met jill at *his* _____

bel bell
dog dogg
Rus Russ
huf huff
job jobb

Copy the sentences above on the lines below. Add capital letters and punctuation. Read the sentence.

1 _____

2 _____

3 _____

4 _____

5 _____

Select bonus letters at the top of the box to make real words. If more than one selection makes a word, choose one. Read the words.

ff	ll	ss
we_____		
o_____		
hu_____		

ff	ll	ss
whi_____		
mi_____		
cu_____		

ff	ll	ss
wi_____		
me_____		
be_____		

ff	ll	ss
lu_____		
qui_____		
ti_____		

ff	ll	ss
mi_____		
fe_____		
chi_____		

ff	ll	ss
du_____		
ma_____		
ki_____		

ff	ll	ss
hi_____		
si_____		
jo_____		

ff	ll	ss
bi_____		
mo_____		
mu_____		

Sound out these real and nonsense words. Circle the real words.

cob	gap	mob	tug
much	hush	shed	jud
lack	quib	fib	quop
sag	dash	gal	rash
quit	moth	whiz	dob
lish	lat	shock	pal
dock	huz	chat	dax
lid	chob		

Write the real words on the lines below.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____			

Read the words. Write **s** on the line if the **s** has the **/s/** sound and **z** if it has the **/z/** sound.

chips	/__/	pals	/__/
pills	/__/	cops	/__/
dots	/__/	bells	/__/
guns	/__/	pets	/__/
lips	/__/	kids	/__/
subs	/__/	puns	/__/
chums	/__/	bins	/__/
thugs	/__/	peds	/__/
pecks	/__/	yells	/__/
quills	/__/	racks	/__/
sums	/__/	rigs	/__/
whips	/__/	tics	/__/
jabs	/__/	rots	/__/
dubs	/__/	hags	/__/
lacks	/__/	kits	/__/

Tap out sounds, blend into a word, cover the letters and write the word on the line.

t	an	=		p	a	ss	=
t	i	ff	=	w	i	ll	=
ch	i	ll	=	ch	u	m	=
f	an	=		sh	e	ll	=
b	all	=		ch	e	ss	=
sh	am	=		y	am	=	
h	u	ff	=	m	o	ss	=
r	am	=		c	an	=	
b	an	=		f	u	ss	=
l	a	ss	=	th	an	=	
b	am	=		t	e	ll	=
d	u	ll	=	P	am	=	
m	e	ss	=	b	i	ll	=
m	an	=		j	am	=	
h	am	=		l	o	ss	=

Read the real and nonsense words. Add **s** and read the word. Circle all the real words. Cross out the nonsense words.

cap__	bap__	juff__	bip__
rot__	sep__	fom__	sum__
fam__	whip__	jeg__	chill__
zup__	chim__	jab__	pack__
quall__	shob__	vam__	mob__
fib__	yell__	rack__	thig__
win__	gog__	dip__	rab__
deck__	shut__		

Write the real words on the lines below.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	

Select letters from each box to make real words. Read the words.

z p ch r d
____am
____am
____am

th h s y f
____am
____am
____am

qu j b g wh
____am
____am
____am

f ch v y r
____an
____an
____an

m t qu g c
____an
____an
____an

sh d b p z
____an
____an
____an

Write the words above on the lines below.

Read the words. Find and circle all **am** and **an** letter combinations. Cover the word and write it on the line. Uncover the word and check the spelling.

fish	_____	zip	_____	chap	_____
can	_____	sob	_____	ban	_____
Dan	_____	web	_____	shot	_____
chum	_____	pan	_____	vim	_____
wham	_____	yak	_____	am	_____
rod	_____	ham	_____	quill	_____
chess	_____	fun	_____	fan	_____
man	_____	Jan	_____	bid	_____
dash	_____	ran	_____	Sam	_____
Pam	_____	lag	_____	moth	_____
fog	_____	sun	_____	bash	_____
gull	_____	shun	_____	dam	_____
run	_____	yam	_____	jot	_____
bet	_____	Chad	_____	sap	_____
sham	_____	pad	_____	jut	_____