Franklin County School District

School Closure Packet

Week Three: April 6 – 10, 2020

Grade: PRE-K, K, 1, 2, ③, 4, 5, 6,
7, 8, 9, 10, 11, 12 (Please circle)

Name:

_____

Homeroom or First Period Teacher:

_____

Read on Your Own

Read the article independently three times, using the skills you have learned. Then answer the Comprehension Check questions.

First Read   Practice the first-read skills you learned in this lesson.

Second Read   Practice the second-read skills you learned in this lesson.

Third Read   Think critically about the ideas in the article.

# New Orleans: The City with a Long History

Sequence of Events What happened in New Orleans in 1763? This event has been underlined for you. Underline what happened after a great fire swept through the city. Double underline the sequence-of-events clue word.

1   At the end of the Mississippi River lies a great American city. That city is New Orleans, Louisiana. It is a city with a long, colorful past. It is a city famous for its different kinds of food and music, mostly jazz.[1] New Orleans is also known for its unusual architecture, or building style.

2   Many of the city's most beautiful buildings are located in the French Quarter. This neighborhood sounds like it would be French. But its architecture now is mostly Spanish. There is a good reason for this.

Compare and Contrast Identify which two styles of architecture are compared in paragraph 3.

3   Long ago, in the 1700s, France owned Louisiana. The French built houses with wide porches and doors with many small windows. But in 1763, Louisiana became the property of Spain. Later, a great fire swept through the city. Afterward, the Spanish rebuilt New Orleans. The French Quarter kept its name. But its new buildings were constructed in the Spanish style, with iron balcony railings that looked like lace.

[1]**jazz** a type of music with a strong rhythm that originated in New Orleans
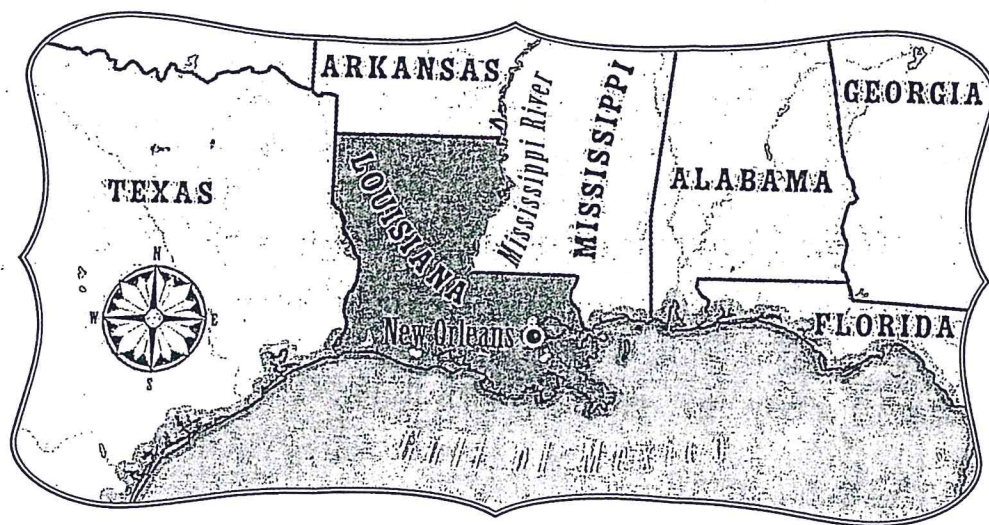
Louisiana is a U.S. state that was once controlled by France and then Spain. The city of New Orleans was built where the Mississippi River empties into the Gulf of Mexico.

A Blend of Cultures

4   Most of the first European settlers in New Orleans were rich French and Spanish people. These early residents became known as Creoles. But as New Orleans grew, others flocked to the city. Native Americans, Africans, and people from the Caribbean Islands came to New Orleans. All these people lived together, mostly in peace. Over time, these groups mingled. This led to a rich **culture**, or way of life, in the city.

The Food of New Orleans

5   The New Orleans culture developed in many ways. For example, each group of settlers brought its own special foods. Creole food became a New Orleans **specialty**. The dishes are made with rice, beans, and seafood. They also contain lots of hot spices! The following are Creole foods New Orleans is famous for:

- gumbo (seafood, chicken, sausage, okra)
- king cake (cake with colorful icing)
- red beans and rice
- bananas Foster (bananas on fire!)

Sequence of Events Who were the first European settlers in New Orleans? Underline what they were called.

Text Features Think about how the bulleted list gives you more information about New Orleans food.

Critical Thinking Look at the map and think about why New Orleans might have been a place that both France and Spain wanted to own.

The Music of New Orleans

6   The hot, humid climate of the city was good for mosquitoes, but it was not so good for people. Mosquitoes carried killer diseases, so the death rate was high. City residents paid in advance to make sure a brass band would play at their funeral. These bands were the earliest jazz bands. As time went on, New Orleans and jazz became linked in people's minds.

The Echo of History

7   Today, the French Quarter is New Orleans's most famous neighborhood. It is also the city's oldest neighborhood, blending all the best the city has to offer. Here, the Spanish-style architecture stands out. The buildings are known for their beautiful balconies and hidden courtyards. The French Quarter is also home to the finest New Orleans jazz and food. People come from all over to hear brass bands and to eat Creole food.

8   Even in this modern age, New Orleans's history is everywhere, in its buildings, food, and music. This history is mostly the story of many different peoples coming together to build a great city. They made a culture unlike any other.

The French Quarter is a beautiful part of New Orleans that blends all the city has to offer.

5-Minute Daily Review   Week 24, Monday

★★★★★ **Third Grade**

Name _____

Write the words in alphabetical order.

hair   hawk   harsh   hall

1. _____

2. _____

3. _____

4. _____

Complete the sentence. *Circle* the subordinating conjunction.

After we eat lunch, _____

_____

Edit the sentence.

george washington were are first president of the united states of america

_____

_____

Write the new words.

line + ed

_____

phone + ed

_____
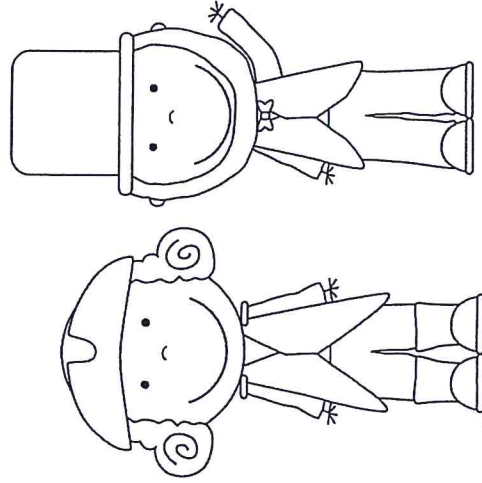
What change needs to be made to the sentence?

Kelly didn't have no time to eat breakfast today.

A   change *didn't* to *didnt*

B   change *no* to *any*

C   insert a comma after *time*

Challenge: Choose one box above. On the back, write your own 5-Minute Warm-Up questions similar to the questions in the box.

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★★★★★ Third Grade

Name _____

Write the words in alphabetical order.

beep   belt   bead   berry

1. _____

2. _____

3. _____

4. _____

Complete the sentence. *Circle* the subordinating conjunction.

When I am fifty years old,

_____

_____

Edit the sentence.

some pepole wanted washington to be there king

_____

Write an antonym for each word.

blare + ed

_____

tease + ing

_____
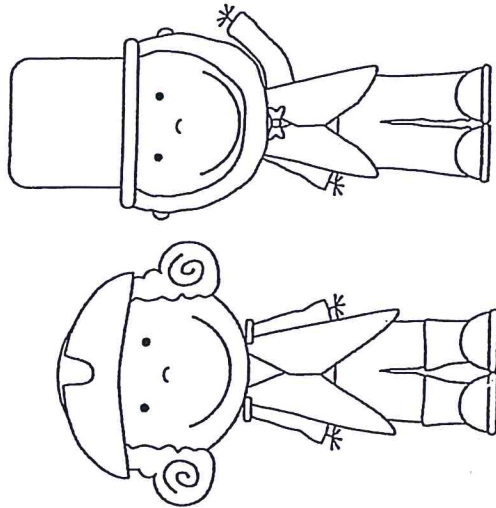
What change needs to be made to the sentence?
Molly said she didn't want nothing for a snack after school.

A change *didn't* to *did not*

B change *nothing* to *anything*

C change *snack* to *snake*

Challenge: Choose one box above. On the back, write your own 5-Minute Warm-Up questions similar to the questions in the box.

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Name _____

Write the words in alphabetical order.

marsh make magic major

1. _____

2. _____

3. _____

4. _____

Complete the sentence. *Circle* the subordinating conjunction.

Although I love pizza, _____

_____

Edit the sentence.

because of washington we elect a president evry for yers

_____

_____

Write an antonym for each word.

ride + ing

_____

whine + ed

_____

What change needs to be made to the sentence?

Jeffrey didn't have no time to practice his math facts.

A change *didn't have* to *had*

B change *to* to *too*

C change the period to a question mark

Challenge: *Choose one box above. On the back, write your own 5-Minute Warm-Up questions similar to the questions in the box.*

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5-Minute Daily Review

Week 24, Thursday

⭐⭐⭐⭐ Third Grade

Name _____

Complete the sentence. Circle the subordinating conjunction.

Whenever we have indoor recess,

_____

_____

Write the words in alphabetical order.

sled   slam   slurp   slime

1. _____

2. _____

3. _____

4. _____

Edit the sentence.

abraham lincoln were president during the civil war

_____

_____

Write an antonym for each word.

hope + ed

_____

take + ing

_____

What change needs to be made to the sentence?

There wasn't nobody who came to the practice in the rain.

A   change *wasn't* to *was not*

B   change *nobody* to *anybody*

C   change *came* to *comes*

Challenge: Choose one box above. On the back, write your own 5-Minute Warm-Up questions similar to the questions in the box.

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Name: _____

Find the Cause and Effect

Read each sentence below. Write the cause on the first line and the effect on the second line.

Example: Larry ran across the road and was hit by a car.
Cause: Larry ran across the road.
Effect: He was hit by a car.

1. Amanda missed the bus and was late for school.

Cause: _____

Effect: _____

2. Vance worked hard on his homework and made an A.

Cause: _____

Effect: _____

3. Lightning struck a tree, and the tree started to burn.

Cause: _____

Effect: _____

4. Daisy did extra chores around the house and earned extra money to buy a new purse.

Cause: _____

Effect: _____

5. A heavy rain flooded the town.

Cause: _____

Effect: _____

6. He watered the tomato plant regularly, and it produced dozens of tomatoes.

Cause: _____

Effect: _____

7. We forgot to put gas in the car, and we ran out of gas.

Cause: _____

Effect: _____
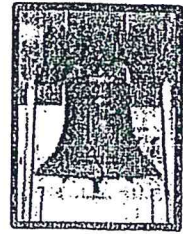
8. The cake burned in the oven that was too hot.

Cause: _____

Effect: _____

Cause and Effect: Historical Text

Name: _____

Directions: Read the information below and then fill in the cause and effect chart on the back of the page.

The Liberty Bell

Before cell phones and computers, even before radio, T.V., and daily newspapers, bells were an important way to communicate. They rang to announce births, deaths, special meetings, church times, and for school.

So, it isn't surprising that in 1751, the Pennsylvania Assembly ordered a bell from England to be made and hung at the new Pennsylvania State House. Unfortunately, when they tried to ring the 2,080 pound bell for the first time, it cracked. The bell was sent to be melted down and recast in Philadelphia by Pass and Stow, who made pots and pans. Pass and Stow thought that the bell may have cracked because it was too brittle, so they added some copper into the mix.

After it was recast though, it sounded terrible. This was probably due to the fact that they added too much copper, so they recast it again! The bell was then hung in the State House steeple in 1753 to mark important occasions. In 1835, the bell cracked again while it was ringing to honor Chief Justice John Marshall, who had recently died. It was still in use until 1846, when it was permanently silenced.

During the Revolutionary War, when the thirteen colonies fought for independence from England, the people of Philadelphia heard that the British were coming to their town, so they were worried about their bell. Back then, soldiers used large metal objects like bells to melt down and make into cannons and cannonballs. On September 23, 1777, the bell was secretly moved, along with other bells from the city, to Allentown, Pennsylvania. There they were hidden under the floorboards of a church named Zion High, which is now called Reformed Lutheran Church. If you visit there today, you can see a historical marker describing its role in saving the Liberty Bell.

When the British left Philadelphia in June of 1778, the city's bells were returned. The Liberty Bell stayed at Independence Hall in the Pennsylvania State House until 1976. It was also displayed at the Liberty Bell Pavilion from 1976 to 2003. Since then, it has been housed in the Liberty Bell Center, where more than a million visitors a year are able to see the famous bell.

1. Long ago there were no cell phones, computers, radios or TV's. This caused people to use another way to communicate. What did the passage say was an important way to communicate?

   a. carrier pigeons
   b. mail
   c. bells
   d. email

2. The bell was hung in the Pennsylvania State House. What was the effect on the bell when they tried to ring it for the first time.

   a. The bell rang
   b. The bell cracked
   c. The bell shook
   d. The bell jingled

3. The Liberty Bell is at the Liberty Bell Center. What was an effect of putting the bell in Liberty Bell Center?

   a. The bell is rung three times per day
   b. More than a million visitors a year see the Liberty Bell
   c. The bell is rung twice a day for Justice John Marshall
   d. The bell rings every morning when school starts

4. After the bell cracked, it was sent to be melted down and recast in Philadelphia by Pass and Stow, who made pots and pans. What did Pass and Stow think caused the bell to crack?

    a. It was too big
    b. It was too brittle
    c. It was too loud
    d. It sounded terrible

5. During the Revolutionary War, the people of Philadelphia were worried about their bell so they secretly moved it along with other bells to Allentown Pennsylvania. What caused the people of Philadelphia to worry about their bell and to move it?

    a. The British were coming to Philadelphia
    b. The people of Philadelphia wanted a nicer place to keep their bell?
    c. The people in Allentown wanted a chance to take care of the bell
    d. People were worried because they thought the bell sounded terrible, so they moved it.

Name _____ Date _____

Writing Prompt: "The Liberty Bell"

Directions: **Read "The Liberty Bell" and write a paragraph that summarizes the information in sequence order. In addition, explain some of the causes for the crack in the bell. Please fold and fill in your own four square to help you organize it.**

Checklist _____ indent _____ topic sentence _____ sequence words _____ capital letters _____ end marks _____ causes _____ concluding sentence

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Growing crystals

Some substances, such as salt, sugar and washing soda are made up of tiny pieces, all the same shape, called crystals. On these two pages you can find out how to make crystals grow. They will take a few days, but the results are worth waiting for.
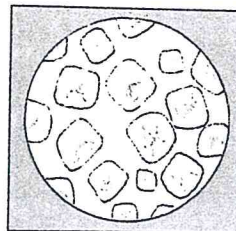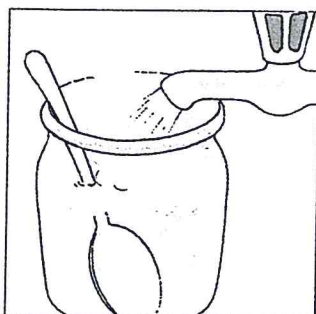
Viewed under a microscope, crystals of table salt look like this.

Grow your own crystals

You will need
- Clean glass jar • Piece of thread • Teaspoon
- Washing soda* • Paper clip • Bowl
- Metal spoon • Hot water • Pencil

Try mixing a few drops of poster paint or ink in the water to make crystals in an eye-catching shade.

1. Put the metal spoon into a jar. Then, almost fill the jar with some hot water. The spoon should protect the jar by preventing the hot water from cracking the glass.
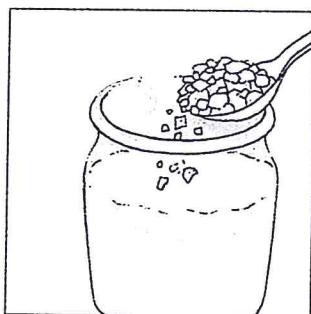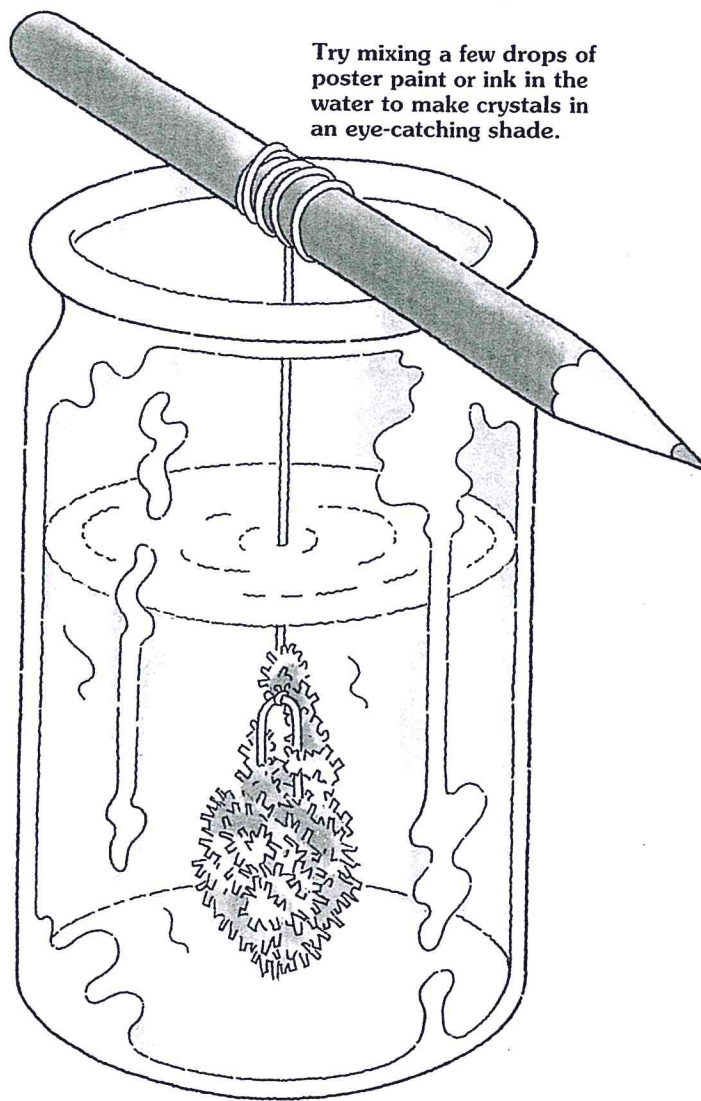
2. Put several teaspoons of washing soda into the water and stir until it has all disappeared. Put in several more teaspoons of soda and stir again vigorously.
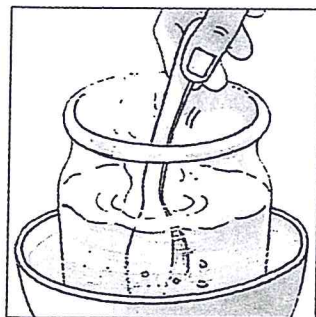
3. Stand the jar in a bowl of hot water to keep the water in the jar hot. Spoon in more soda and stir again. Stir in soda until no more will disappear in the water.
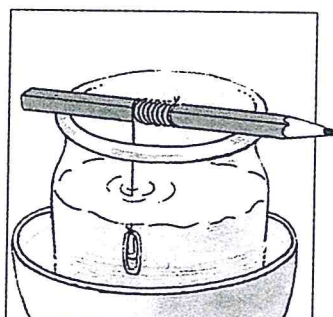
4. Tie the paper clip onto one end of the thread. Tie the other end to the pencil. Drop the clip into the jar and wind the thread around the pencil until the clip hangs as shown.

What happens?

As the water cools, it cannot hold the washing soda. So the soda starts to form crystals around the string. The rest of the soda is attracted to the crystals on the string, until a whole cluster forms. At the same time, the water evaporates into the air. As it does it leaves the soda behind, which forms into more and more crystals around the string.

Grow a crystal column

Here is a way to make pillars of washing soda grow up and down until they meet in the middle.
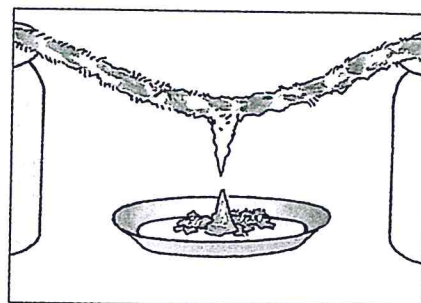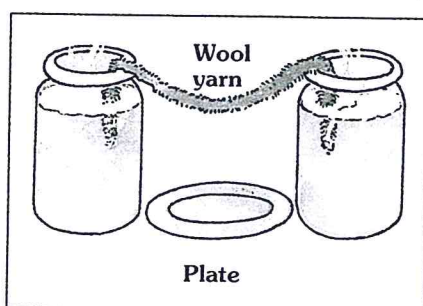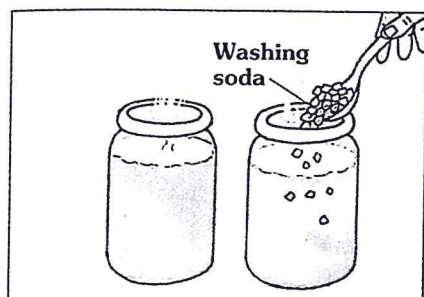
1. Fill two glass jars with warm water. Stir in lots of washing soda. Go on adding soda and stirring it until no more will disappear.

2. Put the jars in a warm place. Put the plate in between them. Drop the ends of the yarn rope into the jars so the middle hangs over the plate.

3. After a few days crystals will have grown along the rope and met in the middle. What happens after they have met on the rope?

As the water evaporates, the crystals also form in a pile on the plate.
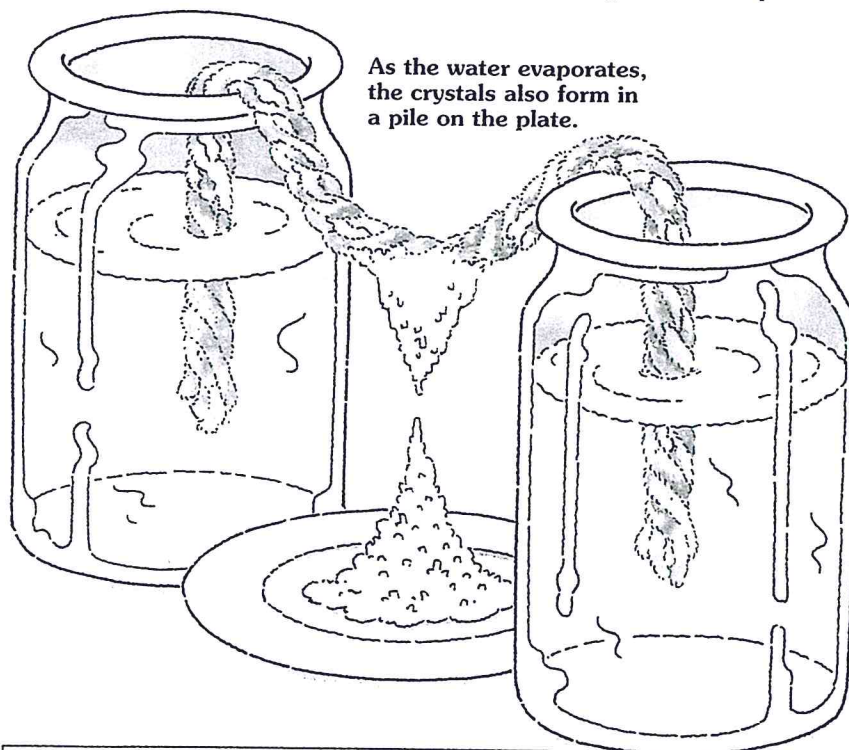
What happens?

Water and soda from the jars is soaked up by the rope. It travels along and drips off the middle. As it drips, the water evaporates. The soda crystals are left behind clinging to the rope.

It's a fact!

Snowflakes are made of tiny ice crystals. The crystals come together differently each time, so no two snowflakes are the same.

INSTANT EXPERT

Why are crystals different shapes?
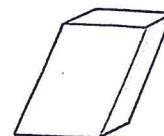
The particles that make up a crystal can be arranged and held together in a number of different ways. Because of this, crystals can come in a range of shapes and sizes. Six of the most common crystal shapes are shown on the right. If you look at sugar, salt or sand under a magnifying glass you will see the shapes of their crystals.
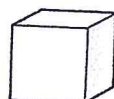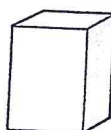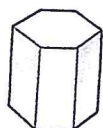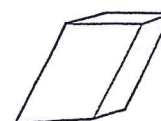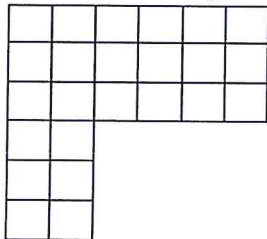
Cubic

Rhombic

Tetragonal

Monoclinic

Hexagonal
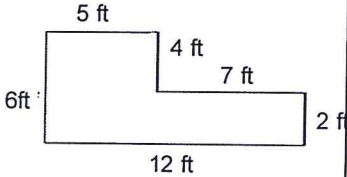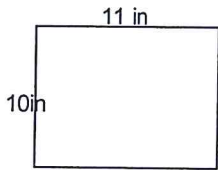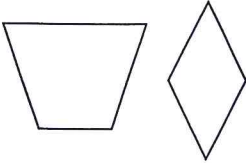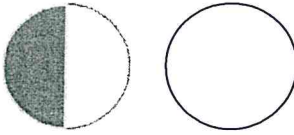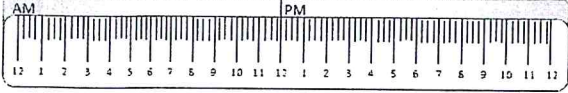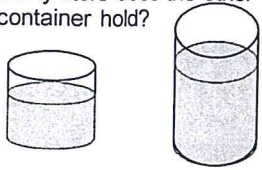
Triclinic

Monday	Tuesday	Wednesday	Thursday
Order the numbers from least to greatest. 378 99 309	Round each number to the nearest 10 and 100. |	10	100
---	---	---
35		
385		
555				Write the number 948 in each form. Word: Expanded:	At Red Brick Elementary School, there are 278 students in the third grade. Rounded to the nearest hundred, how many students are there in the third grade?
Hailey's sticker collection has 479 stickers. Her best friend has 498 stickers. How many do they have altogether?	There are 24 students in Ms. Crawford's third grade class. She wants to arrange her students' desks in groups of 3. How many groups will she make?	There were 850 pounds of firewood in the garage. 632 pounds of wood were burned in the fireplace during winter. How many pounds of firewood are leftover?	In Ms. Crawford's class she has 4 groups of students with 7 students in each group. How many students does she have in her class?
Find the product. $8 \times 5 =$ ____ $8 \times 8 =$ ____ $\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$ $\begin{array}{r} 0 \\ \times 4 \\ \hline \end{array}$ $\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$	Find the quotient. $70 \div 7 =$ ____ $110 \div 11 =$ ____ $42 \div 6 =$ ____ $64 \div 8 =$ ____	Find the product. $7 \times 7 =$ ____ $4 \times 12 =$ ____ $\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$	Find the quotient. $60 \div 5 =$ ____ $56 \div 8 =$ ____ $81 \div 9 =$ ____ $96 \div 12 =$
Jonny's bedroom has an area of 90 square feet. What might the length and width of his bedroom be?	What is the area of the figure?	Find the total area. 5 ft / 4 ft / 7 ft / 6ft / 2 ft / 12 ft	Find the area of the square. 11 in 10 in
How are the two shapes similar?	Draw a fraction that is equivalent to 1/2.	Draw a triangle with a right angle.	Fill in the missing number. $\dfrac{\square}{4} = 2$ $\dfrac{12}{6} = \square$
Compare the fractions using >, <, or =. $\dfrac{1}{3} \bigcirc \dfrac{1}{2}$	There are 8 slices of pizza. Joey ate 2 slices of pizza and Chris ate 3 slices. What fraction of the pizza did they eat altogether?	Compare the fractions using >, <, or =. $\dfrac{3}{4} \bigcirc \dfrac{1}{4}$	In Mary's library, 1/8 of the books are Non-Fiction and 1/4 of the books are Fantasy. Are there more Non-Fiction books or Fantasy books?
Every Saturday Jessica has dance class beginning at 11:15am. If her class is 1 hour and 30 minutes long, at what time will her class end? AM PM		Jay has baseball practice for 1 and a half hours. His practice ends at 6:45pm. What time does Jay's baseball practice start? ← →	
If the container on the left holds 2 liters, about how many liters does the other container hold?	If the pile of cubes on the left has a mass of 5 grams, about how many grams is the other pile?	Jonathan is eating a sandwich. The two pieces of bread have a mass of 25 grams total. The meat and cheese have a mass of 85 grams total. What is the mass of Johnathan's sandwiches in all?	If a dictionary has a mass of 1 kilogram, what would the mass be of 8 dictionaries?

Name : _____   Score : _____

Teacher : _____   Date : Mon.

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5 Minute Drill

7 x 8	11 x 4	11 x 12	6 x 12	7 x 8	8 x 12	7 x 6	6 x 6	8 x 12	12 x 12
9 x 10	11 x 9	7 x 5	7 x 7	12 x 6	12 x 9	6 x 6	2 x 3	5 x 2	11 x 8
6 x 10	11 x 2	2 x 7	4 x 9	3 x 4	11 x 3	6 x 8	6 x 8	4 x 8	4 x 9
11 x 11	12 x 5	8 x 5	5 x 5	11 x 4	6 x 2	5 x 5	6 x 12	11 x 4	11 x 7
7 x 6	10 x 9	12 x 5	9 x 12	2 x 5	10 x 2	2 x 6	8 x 10	11 x 2	8 x 8
11 x 5	3 x 12	2 x 4	10 x 9	7 x 8	11 x 9	10 x 8	8 x 6	4 x 6	10 x 9
2 x 3	2 x 2	2 x 2	10 x 4	2 x 9	4 x 9	2 x 9	4 x 4	5 x 10	5 x 5
10 x 10	4 x 10	3 x 2	8 x 5	9 x 3	7 x 8	9 x 11	10 x 6	6 x 10	2 x 6
2 x 11	7 x 11	11 x 11	12 x 5	10 x 7	11 x 4	2 x 9	8 x 5	6 x 10	2 x 11
4 x 3	4 x 7	2 x 6	11 x 7	6 x 10	8 x 7	5 x 6	5 x 7	5 x 7	5 x 7

Lesson Topic: Find the perimeter of a rectangle given the 4 lengths

Question 1:

6 ft

4 ft   4 ft

6 ft

Find the perimeter of the rectangle.

[   ] feet

Question 2:

3 ft

8 ft   8 ft

3 ft

Find the perimeter of the rectangle.

[   ] feet

Question 3:

6 cm

2 cm   2 cm

6 cm

Find the perimeter of the rectangle.

[   ] centimeters

Question 4:

9 meters

7 meters   7 meters

9 meters

Find the perimeter of the rectangle.

[   ] meters

Perimeter:
Add up all
the sides.

Question 5:

10 meters

4 meters

4 meters

10 meters

Find the perimeter of the rectangle.

☐ meters

Name : _____ Score : _____

Teacher : _____ Date : (Tues.)

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5 Minute Drill

2 x 8	7 x 10	11 x 8	4 x 8	4 x 4	6 x 2	11 x 12	2 x 6	5 x 4	8 x 5
10 x 9	5 x 5	6 x 10	2 x 9	8 x 7	6 x 3	11 x 12	6 x 9	3 x 12	4 x 10
10 x 5	12 x 10	4 x 6	7 x 2	6 x 11	5 x 4	11 x 6	2 x 11	8 x 11	10 x 7
12 x 7	2 x 8	2 x 2	6 x 11	9 x 3	8 x 8	4 x 6	8 x 3	5 x 10	7 x 4
9 x 12	3 x 6	3 x 9	2 x 2	11 x 3	7 x 6	10 x 7	11 x 11	3 x 7	12 x 8
6 x 7	7 x 4	3 x 3	11 x 5	8 x 5	2 x 9	5 x 6	6 x 4	9 x 12	5 x 8
6 x 11	3 x 2	7 x 10	7 x 10	5 x 2	2 x 11	8 x 9	5 x 3	9 x 3	11 x 6
6 x 10	4 x 9	4 x 2	3 x 4	9 x 2	6 x 10	3 x 9	2 x 3	9 x 5	5 x 5
6 x 7	6 x 11	5 x 4	9 x 8	4 x 11	12 x 11	3 x 6	9 x 2	5 x 11	9 x 2
2 x 12	3 x 7	2 x 9	2 x 9	6 x 3	11 x 8	5 x 11	5 x 11	4 x 6	6 x 11

Lesson Topic: Find the perimeter of a polygon with more than 4 sides

Question 1:
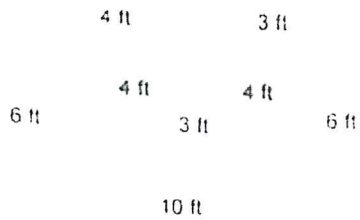
Perimeter:
Add up all
the sides!

4 ft   3 ft

4 ft   4 ft

6 ft   3 ft   6 ft

10 ft

Find the perimeter of the polygon.

[ ] feet

Question 2:

7 ft

3 ft   3 ft

6 ft   3 ft

5 ft

6 ft   7 ft

2 ft

10 ft
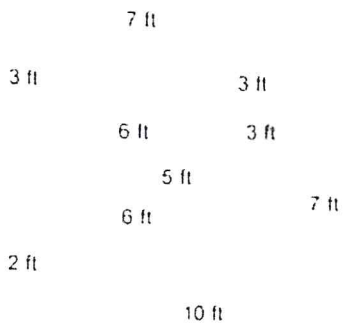
Find the perimeter of the polygon.

[ ] feet

Question 3:

8 in

3 in

4 in   8 in

5 in

4 in
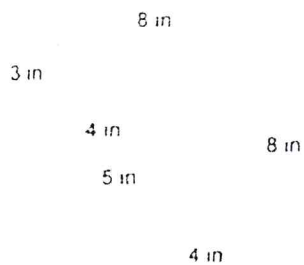
Find the perimeter of the polygon.

[ ] inches
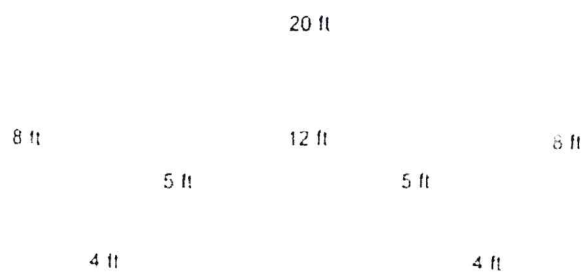
Question 4:

20 ft

8 ft   12 ft   8 ft

5 ft   5 ft

4 ft   4 ft

Find the perimeter of the polygon.

☐ feet

Question 5:

5 ft

5 ft

9 ft   5 ft

4 ft

10 ft

Find the perimeter of the polygon.

☐ feet

5 Minute Drill

4 × 9	8 × 5	7 × 12	7 × 5	6 × 5	7 × 3	6 × 7	9 × 4	9 × 11	7 × 9
6 × 4	6 × 11	3 × 2	7 × 2	5 × 3	5 × 5	7 × 7	7 × 11	5 × 5	10 × 6
5 × 3	10 × 2	9 × 2	8 × 9	5 × 6	12 × 11	4 × 7	8 × 4	7 × 6	7 × 5
6 × 5	12 × 10	4 × 2	5 × 7	11 × 8	7 × 6	4 × 7	8 × 5	8 × 9	6 × 7
5 × 9	11 × 10	4 × 9	6 × 7	6 × 8	4 × 4	11 × 9	3 × 4	10 × 5	5 × 11
11 × 11	11 × 5	4 × 7	9 × 3	3 × 3	7 × 7	2 × 10	8 × 5	9 × 3	12 × 8
10 × 6	4 × 4	8 × 10	4 × 6	10 × 8	5 × 9	11 × 12	10 × 9	4 × 5	12 × 9
5 × 8	4 × 3	11 × 6	5 × 12	2 × 3	8 × 4	10 × 7	10 × 12	5 × 12	11 × 4
10 × 9	2 × 5	7 × 12	9 × 12	4 × 8	2 × 10	11 × 2	10 × 8	11 × 2	7 × 11
3 × 9	4 × 7	3 × 6	2 × 5	8 × 5	7 × 10	2 × 6	9 × 11	8 × 6	12 × 5
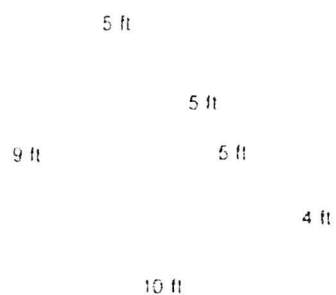
Lesson Topic: Compare perimeters and areas in rectangles

Question 1:

＋ X

6 ft

9 ft

3 ft

6 ft

$$A = \ell \times W$$
$$(\text{length} \times \text{width})$$

What is the perimeter of rectangle A? [   ] feet
What is the perimeter of rectangle B? [   ] feet
What is the area of rectangle A? [   ] ft²
What is the area of rectangle B? [   ] ft²

Question 2:

6 ft

9 ft

4 ft

6 ft

What is the perimeter of rectangle A? [   ] feet
What is the perimeter of rectangle B? [   ] feet
What is the area of rectangle A? [   ] ft²
What is the area of rectangle B? [   ] ft²

Question 3:

8 ft

16 ft

4 ft

8 ft

What is the perimeter of rectangle A? [   ] feet
What is the perimeter of rectangle B? [   ] feet
What is the area of rectangle A? [   ] ft²
What is the area of rectangle B? [   ] ft²

Question 4:

4 ft

8 ft

2 ft

4 ft

What is the perimeter of rectangle A? [   ] feet
What is the perimeter of rectangle B? [   ] feet
What is the area of rectangle A? [   ] ft²
What is the area of rectangle B? [   ] ft²

Question 5:

12 ft   18 ft

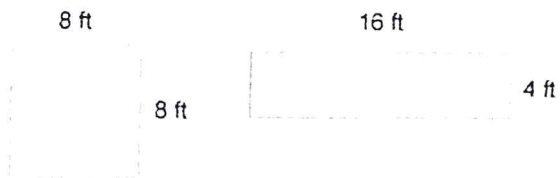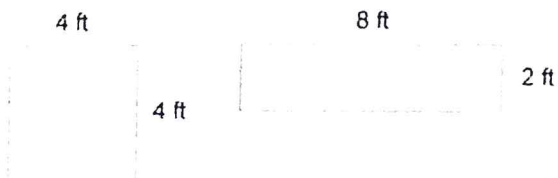   6 ft

    12 ft

What is the perimeter of rectangle A? [   ] feet
What is the perimeter of rectangle B? [   ] feet
What is the area of rectangle A? [   ] ft²
What is the area of rectangle B? [   ] ft²

Name : _____

Teacher : _____

Score : _____

Date : Thurs.

5 Minute Drill

5 x 7	11 x 12	5 x 9	11 x 8	9 x 12	4 x 9	2 x 9	4 x 12	6 x 5	12 x 5
3 x 2	11 x 5	6 x 4	4 x 9	5 x 5	6 x 7	9 x 11	7 x 5	9 x 5	5 x 11
3 x 7	11 x 10	9 x 10	6 x 7	4 x 11	8 x 10	8 x 4	10 x 7	4 x 9	9 x 2
2 x 5	11 x 10	11 x 2	7 x 10	12 x 2	4 x 8	6 x 5	3 x 9	7 x 10	11 x 8
8 x 2	3 x 9	8 x 5	3 x 3	12 x 10	11 x 10	6 x 3	12 x 3	5 x 8	3 x 5
6 x 4	8 x 8	5 x 12	2 x 4	2 x 2	4 x 2	10 x 3	2 x 3	2 x 6	2 x 8
12 x 3	6 x 2	3 x 4	10 x 11	4 x 11	7 x 3	4 x 6	10 x 11	4 x 7	10 x 9
8 x 7	11 x 12	7 x 11	8 x 3	6 x 6	3 x 2	6 x 6	5 x 4	9 x 7	7 x 9
6 x 4	5 x 9	9 x 7	12 x 2	10 x 11	8 x 12	10 x 3	6 x 12	10 x 5	8 x 5
8 x 10	8 x 10	10 x 6	3 x 8	9 x 9	9 x 11	11 x 12	3 x 12	6 x 8	8 x 8

Lesson Topic: Find a start time given minutes elapsed and end time

Question 1:

If it is 4:20 P.M. now, what time was it 25 minutes ago?

□□ P.M.

EX. 3:55 | 4:20
4:10 | 10
4:00 | 10
(3:55) | 5

Question 2:

The tennis match ended at 5:10 P.M. and took 55 minutes to complete. What time did the tennis match start?

□:□ P.M.

Question 3:

It takes Peter 25 minutes to clean his room. If he finishes cleaning his room at 8:00 P.M., what time did he start cleaning?

□□ P.M.

Question 4:

If Chris looks at the the clock 10 minutes into class and the clock reads 9:15 A.M., what time did class begin?

□:□ A.M.

Question 5:

If Susan finished her lunch at 1:00 P.M., and it took her 45 minutes to eat, what time did she start eating lunch?

□:□ P.M.

Thurs.

Hint: use a T-Chart

Lesson Topic: Determine time elapsed between two events

Question 1:

Joey got up at 6:55 A.M. and left for school at 7:35 A.M. How long did it take Joey to get ready for school?

☐ minutes

Question 2:

Catherine got on the bus at 3:05 P.M., and got off the bus at 3:20 P.M. How long was Catherine on the bus?

☐ minutes

Question 3:

Lillie started eating breakfast at 8:00 A.M. and finished eating at 8:10 A.M. How long did Lillie eat breakfast?

☐ minutes

Question 4:

The basketball game started at 7:05 P.M. and ended at 8:00 P.M. How long did the basketball game last?

☐ minutes

Question 5:

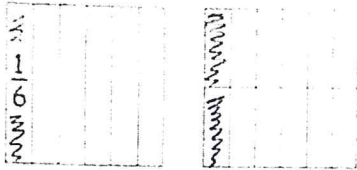The television show began at 10:00 P.M. and ended at 10:30 P.M. How long did the television show last?

☐ minutes

Lesson: Equivalent Fractions
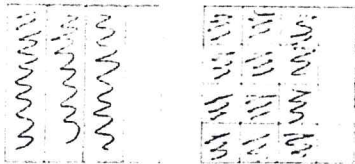
Lesson Topic: Find equivalent fractions part 1

Question 1:

Write the equivalent fraction that is represented by the second square.
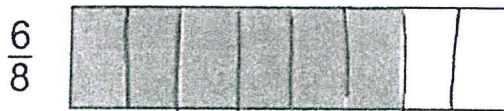
$$\frac{1}{6} = \boxed{}$$

Question 2:

Write the equivalent fraction that is represented by the second square.
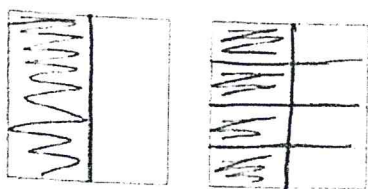
$$\frac{3}{4} = \boxed{}$$

Question 3:

Make the bottom rectangle equivalent.
Then, write the fraction.

$$\frac{6}{8}$$
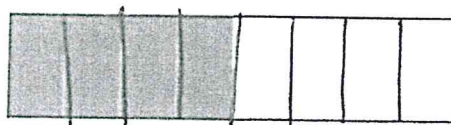
$$\frac{\boxed{}}{4}$$

Question 4:

Write the equivalent fraction that is represented by the second square.
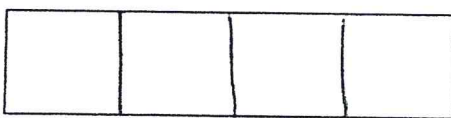
$$\frac{1}{2} = \boxed{}$$

Question 5:

Make the bottom rectangle equivalent.
Then, write the fraction.

$\frac{4}{8}$

$\frac{\Box}{4}$

Lesson Topic: Generate equivalent fractions word problems

Question 1:

One-third of the army has no shoes. How many sixths is that?

$$\frac{1}{3} = \frac{\boxed{}}{6}$$

Question 2:

You gave away $2/5$ of your stamp collection. How many fifteenths is that?

$$\frac{2}{5} = \frac{\boxed{}}{15}$$

Question 3:

You read $1/2$ of your book. How many fourths is that?

$$\frac{1}{2} = \frac{\boxed{}}{4}$$

Question 4:

You ate $2/3$ of the pizza. How many twelfths is that?

$$\frac{2}{3} = \frac{\boxed{}}{12}$$

Question 5:

One-fourth of the pie has been eaten. How many eighths is that?

$$\frac{1}{4} = \frac{\boxed{}}{8}$$

Hint. Use the Butterfly

Lesson Topic: Express whole numbers as a fraction Part 1

Question 1:

Fill in the blank to create a fraction equal to the whole number.

$$3 = \frac{12}{\boxed{4}}$$

Example

Think: division

Question 2:

Fill in the blank to create a fraction equal to the whole number.

$$2 = \frac{\boxed{}}{4}$$

Think ? ÷4 = 2

Question 3:

Fill in the blank to create a fraction equal to the whole number.

$$2 = \frac{\boxed{}}{1}$$

? ÷ 1 = 2

Question 4:

Fill in the blank to create a fraction equal to the whole number.

$$3 = \frac{\boxed{}}{6}$$

? ÷ 6 = 3

Question 5:

Fill in the blank to create a fraction equal to the whole number.

$$4 = \frac{12}{\boxed{}}$$

12 ÷ ? = 4

Lesson Topic: Express whole numbers as a fraction Part 2

Question 1:

The whole number 2 is equivalent to which fractions?

Hint: DIVIDE

Check all that are true.

☐ $4/2$

☐ $1/0$

☐ $8/4$

☐ $2/1$

Question 2:

Write   with
Drag the whole numbers to the correct fraction.

$$\frac{3}{1} = \square \qquad \frac{10}{2} = \square$$

$$\frac{8}{2} = \square \qquad \frac{12}{2} = \square$$

| 3 | 4 | 5 | 6 |

Question 3:

The whole number 1 is equivalent to which fractions?

Check all that are true.

☐ $3/3$

☐ $8/8$

☐ $5/5$

☐ $0/1$

Question 4:

Write
~~Drag~~ the whole numbers to the
correct fraction.

$$\frac{9}{3} = \square \qquad \frac{4}{2} = \square$$

$$\frac{16}{4} = \square \qquad \frac{5}{1} = \square$$

$$3 \quad 4 \quad 5 \quad 2$$

Question 5:

The whole number 4 is equivalent to which fractions?

Check all that are true.

☐ $36/9$

☐ $12/2$

☐ $4/1$

☐ $28/7$