

Franklin County School District

School Closure Packet

Week Five: April 20 – 24, 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:

5 Minute Daily Review

☆☆☆☆ Third Grade

Week 27, Wednesday

Name _____

Write the words in the correct column.

burn squirt port purse dirt thorn

-ir	-or	-ur

Edit the sentence.

harriet tubman helpt many pepole escape from slavery before the civil war

Micro means tiny. Scope means look.

What does **microscope** mean?

Rewrite the possessive word with an apostrophe.

the two girls game



What change is needed in the sentence?

Eleanor Roosevelt was married to president Franklin D. Roosevelt.

- A. change *was* to *were*
- B. change *to* to *too*
- C. change *president* to *President*

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

Write the words in the correct column.

germ chart birth large skirt swerve

-ar	-er	-ir

Edit the sentence.

rosa parks helpt stop segregation in montgomery alabama

Name _____

Trans means across. **Port** means carry.

What does **transport** mean?

Rewrite the possessive word with an apostrophe.

the two actors props



What change is needed in the sentence?

Clara Barton founded the American red cross on May 21, 1881.

- A. change *red cross* to *Red Cross*
- B. change *American* to *american*
- C. delete the comma

Challenge: Choose one box above. C 2 back, write your own 5-Minute Warm-Up questions similar to the questions in the box.

Jenna and the Black Cat

"Eek! That's bad luck!" Jenna said when Erica walked under the ladder that leaned up against the card-store wall. "Quick! We've got to find some salt to shake over your right shoulder."

Erica was used to her friend's superstitions. Jenna had many of the usual ones, like not stepping on cracks. She also had a slew of superstitious beliefs that were unique. She wouldn't wear the same-color shirt two days in a row. She believed that you couldn't experience each day as a new day if you wore yesterday's color. Erica overlooked Jenna's quirks, though she kidded her about them sometimes. What she liked about Jenna was that she was thoughtful and that she liked to help. She volunteered as a tutor after school and, on Saturdays, she worked at an animal shelter.

After getting the salt to toss over her shoulder, Jenna and Erica began the walk from the mall back to Jenna's house. Their route took them through the park, where a soccer game was going on. That meant that they had to take a longer route, around the field and past the "ghost" tree. The ghost tree was just a maple tree whose limbs grew in a pattern that looked like arms reaching to the sky. When its leaves fell off, the ends of the branches pointed like sharpened fingers in all directions. It had been called the ghost tree as long as anyone in town could remember. On Halloween, some kids would put streamers in the tree to make it look especially spooky. Jenna usually stayed away from the tree. It gave her the creeps.

Jenna quickened her pace. That's when they heard a small cry. "It's coming from the tree," Erica said. While Erica went to the base of the tree, Jenna held back. "It's a kitten," Erica called to her friend. "I can't reach it." Jenna stepped closer and saw the animal on a low branch. It seemed scared. "If you cup your hands, I can climb up and get it," she said. Erica was surprised to see Jenna reach for the black cat.

- Qur'an focuses on **belief**, good deeds, and prayer. It preaches obedience unto Allah.
6. Environmental determinism is the **belief** that physical environment determines culture. Complex societies capable of building cities and supporting a large population, the theory goes, need certain environmental conditions to develop.
7. The **belief** in young democracy was so strong that Americans wanted to spread it across the entire continent. To them, exploring and cultivating new territory was the destiny of the young country and its citizens.
8. Brown's plan rested on the **belief** that local slaves would join in the rebellion, but this did not occur. Brown and his men seized the federal arsenal and armory, but without the support of local slaves, Brown was outnumbered.
9. Some pledge supporters say a **belief** in God was a founding characteristic of the United States. "The people who came here as founders were seeking religious freedom and expression," says Jerry Parrett, superintendent of Kirbyville School District-another of the California districts affected by the ruling.

Name: _____ Date: _____

1. According to the passage, Jenna does all of the following EXCEPT

- A. volunteer as a tutor
- B. work at an animal shelter
- C. toss salt over her shoulder
- D. walk under ladders

2. The passage describes Jenna's problem of finding a black kitten in a tree. How does Jenna solve the problem?

- A. She lets Erica climb up and get the cat.
- B. She and Erica coax the kitten out of the tree.
- C. She walks quickly past the tree and runs away.
- D. She climbs up the tree and gets the cat.

3. After reading the passage, what can you conclude about Jenna?

- A. She has many superstitious beliefs, but she isn't afraid of black cats.
- B. She is very superstitious but also thoughtful and kind.
- C. She wants to become less superstitious and more like Erica.
- D. She is so superstitious that she is impossible to be around.

4. Read this sentence from the passage:

"She also had a slew of superstitious beliefs that were unique."

In this sentence, the word **unique** means

- A. funny
- B. unusual
- C. exciting
- D. creepy

5. The primary purpose of the passage is to describe

- A. how Erica and Jenna became friends and make a good team
- B. the importance of being a good friend and helping others
- C. why people who are superstitious are afraid of so many things
- D. how a superstitious girl deals with finding a black cat

6. What did Jenna make Erica toss over her shoulder after she walked under a ladder?

7. Why do you think that Jenna "held back" when she first saw the kitten?

8. The question below is an incomplete sentence. Choose the word that best completes the sentence.

Jenna screamed, "That's bad luck!" _____ she saw Erica walk under a ladder.

- A. and
- B. unless
- C. until
- D. when

9. Vocabulary Word: quirk: an odd personal habit.

Use the vocabulary word in a sentence:

Name: _____ Date: _____

1. Erica considers Jenna to be the kind of person who
 - A. is proud of her schoolwork.
 - B. cannot think straight.
 - C. doesn't like soccer.
 - D. often helps others.

2. One theme of the story is that
 - A. bad luck comes in threes.
 - B. fears can be put aside in an emergency.
 - C. good friends always help each other.
 - D. superstitions are ridiculous.

3. Which of the following sentences supports the theme of the passage?
 - A. Jenna was afraid of the ghost tree, but she still helped the kitten.
 - B. Jenna told Erica to shake salt over her right shoulder after Erica walked under a ladder.
 - C. Jenna wouldn't wear the same color shirt two days in a row.
 - D. Jenna volunteered as a tutor after school and worked at an animal shelter.

4. In the sentence, "After getting the salt to toss over her shoulder, Jenna and Erica began the walk from the mall back to Jenna's house," the pronoun "her" refers to
 - A. Jenna.
 - B. Erica.
 - C. both Jenna and Erica.
 - D. none of the above.

5. Write a paragraph about a different story you know that illustrates the same theme. If you can't think of a story, make one up.

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 selection.

How the Mail Moves

Text Features What should you do after writing your friend's address on the envelope? Put a **box** around the next two steps in getting the envelope ready. The first step is marked for you.

- 1 Your friend sends you a get-well card. When you get over your cold, you write a thank-you letter. You know that you must label the envelope correctly. If you don't, your letter might not get to your friend. So, you follow these steps.
 1. Put your friend's name in the middle of the envelope.
 2. Write your friend's house number and street name under your friend's name.
 3. Write your friend's city, state, and zip code under the house number and street name.
 4. Next, write your name in the upper left corner.
 5. Write your house number and street name under your name.
 6. Write your city, state, and zip code under your house number and street name.
 7. Place a stamp in the upper right corner.
 8. Check to make sure the envelope is closed.
- 2 Now drop the envelope into a mailbox. Your letter is on its way. Many things will happen before your letter gets to your friend.

Cynthia Ochoa
532 Brahan Road
High Ridge, NM 87109



Jeremy Vaughan
1397 Laurel Avenue
Summerdale, MO 63199

This envelope is clearly
and correctly addressed.

The United States Postal Service: Then and Now

- 3 The job of the United States Postal Service (USPS) is to make sure the mail gets where it is supposed to go. The USPS even makes sure mail gets to and from other countries. Postal workers provide an important **service**. They make sure your letters travel quickly to other places.
- 4 In the past, mail traveled much more slowly. The mail was carried on horses and on steamships. After railroads were invented, trains carried the mail. Beginning in the 1860s, train cars were set up as sorting stations. As the train moved, workers sorted the mail into different piles. They dropped the mail off at stations along the way. People used to go to the post office to get their mail. Workers did not bring it to each person's home.
- 5 Today, it takes a lot less time for mail to travel. Much of the mail is carried by airplane. Also, machines are used to help sort the mail. Machines have made the mail service much faster.

Skim and Scan for Details Skim this section to identify the overall idea. Be sure to look quickly at the text features and chart.

Travel Time for a Letter (New York to California)

Form of Transportation	Steamship	Pony Express	Railroad	Airplane
How Many Days	30	14	4	1

Steps in a Procedure

What happens to the mail at the plant? Think about the steps the mail goes through before the stamp is cancelled.

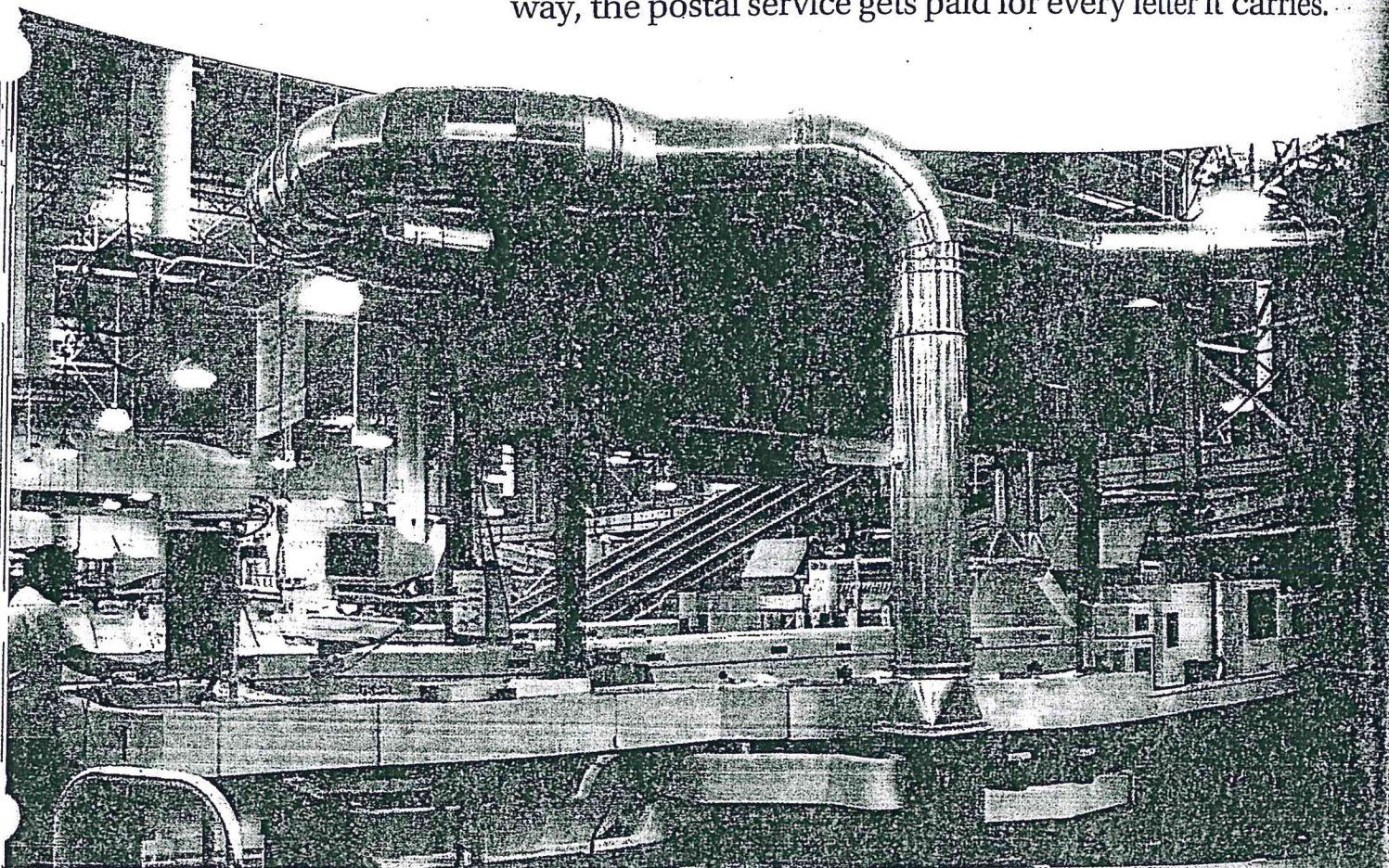
This is the Advanced Facer Canceller System at a processing and distribution center in Reston, Virginia. It cancels the stamps as it processes the mail.

Collection and Processing

6 Today, mail goes through many steps on its way to its final stop. The first step is **collection**. Mail carriers gather mail from mailboxes around town. They bring bins of mail to a post office where the bins are put on trucks. A driver then takes the bins to a workroom at the nearest mail plant.

7 Machines at the mail plant help get the mail on its way. Workers put the mail into a huge machine called a *culler*. It sorts letters from large envelopes and boxes. Then it flips the envelopes over so they are right-side up and also turns them around so they all face the same way.

8 As the letters pass through the machine, they get a mark called a postmark. The postmark has the date and location of the mail plant. Lines cancel, or cross out, the stamp so it can't be used again on another letter. That way, the postal service gets paid for every letter it carries.



Scanning and Sorting

- 9 At the next station, another machine quickly reads the writing on the envelope. A special computer called an *optical character reader* reads only the address and zip code, not the person's name. Most times, the writing is clear, and the machine can read it. Then the letter moves on. But sometimes the machine cannot read the address. In that case, the letter is sent to a different area. Workers there look at it more carefully.
- 10 The next step is for the letter to get a bar code. A machine prints a bar code on the letter. A bar code has thick and thin lines. It also has numbers. The information in the bar code tells the next machine where the letter is going.
- 11 The next machine has many bins. Each bin is for a different group of zip codes. The machine reads the bar code. Then it puts the letter into the correct bin. Workers take these bins to the airport. Airplanes fly the mail to another mail plant close to where it will be delivered.

To us, the bar code is just lines and numbers, but a machine can read it and know exactly where the letter is going.



Skim and Scan for Details Scan this page of the text. How is a bar code put on a letter? Underline the sentence that tells you.

Text Features Draw a box around the words in *italics* on this page. Think about why they are in italics.

Charts Think about the information in the chart. Determine which type of mail is the cheapest way to send a greeting to a friend.

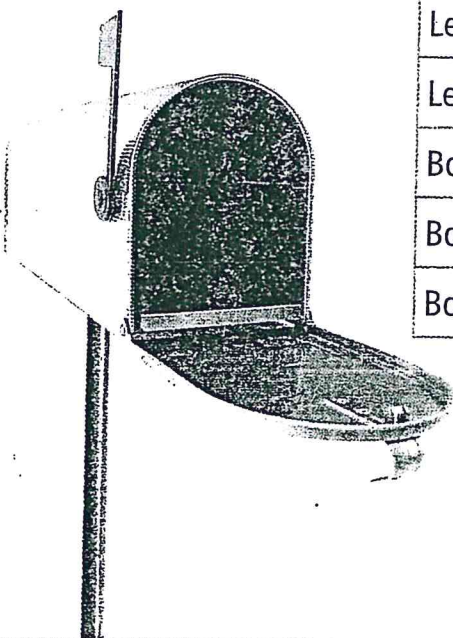
Critical Thinking Think about how machines help today's postal workers deliver mail quickly.

Final Delivery

- 12 At the next plant, a machine reads the bar codes again and sorts the mail by zip code. The mail is put in groups for each mail carrier. It is even put in the correct order for the stops that the mail carrier will make.
- 13 Once the mail has been sorted and placed in order, workers put the mail into trucks. They drive it to the post office where the mail carrier works. The mail carrier loads it onto his or her truck. He or she begins delivering it. The mail carrier makes stops at all of the houses and businesses on his or her route. He or she puts the mail in the correct mailboxes.
- 14 Your friend gets the letter you sent after it has traveled all the way across the country. The letter made many stops and was sorted many times. But it got there very quickly!

U.S. Postal Rates and Delivery Times, 2013

Type of Mail	Cost to Send	Delivery Time
Postcard	\$0.33	2–3 days
Letter (Regular Mail)	\$0.46	2–3 days
Letter (Priority Mail)	\$5.60	2–3 days
Letter (Express Mail)	\$19.95	Overnight
Box (Parcel Post)	\$5.60 and up	2–8 days
Box (Priority Mail)	\$5.60	2–3 days
Box (Express Mail)	\$14.10 and up	Overnight



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4. Read these sentences from the selection.

Postal workers provide an important service. They make sure your letters travel quickly to other places.

Think about another word with the same root as *service*. What do you think *service* means?

5. Read these sentences from the selection.

The first step is collection. Mail carriers gather mail from mailboxes around town.

What does the word *collection* mean as it is used here? Look for clues in the sentences.

6. Which text feature tells you how to address an envelope? How does the text feature help you?

NAME _____
DATE _____

TEST-TAKING SKILLS

USING TEXT EVIDENCE

To the Point

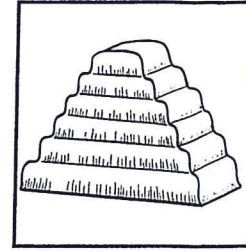
Read the passage.

Before there were pyramids, there were mastabas. Mastabas were flat-topped tombs built into rock. Sometimes these tombs were topped with mounds of dirt. It is believed that pyramids could have developed from mastabas.

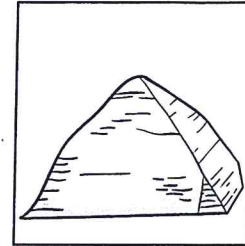
The pyramids of ancient Egypt were used as tombs for kings. The first type of pyramid ever built was a step pyramid. It was built about 2630 B.C. by Pharaoh Djoser. The pyramid got its name because it appears to be made up of several steps.

About 30 years later, around 2600 B.C., Pharaoh Snefru tried to build a pyramid with smooth sides instead of steps. It is thought that halfway through building it, the workers realized the sides were too steep. The pyramid would not be very stable. The workers changed the angle of the sides, and the bent pyramid was born. Snefru quickly decided to try again to build a smooth-sided pyramid.

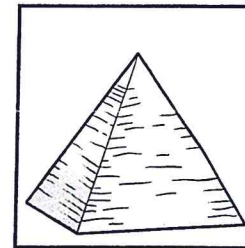
Snefru's Red Pyramid was the first true pyramid built. A true pyramid is a pyramid with straight, smooth sides that form a point at the top. After Snefru's success, there were many other true pyramids built in ancient Egypt, including the great pyramids of Giza.



Step Pyramid



Bent Pyramid



True Pyramid

Answer the questions. For questions 1–5, underline text evidence in the passage using the color in parentheses.

1. What is a mastaba? (blue) _____

2. What were pyramids used for? (yellow) _____

3. How did the step pyramid get its name? (red) _____

4. How did builders solve the problem with Snefru's pyramid in 2600 B.C.? (purple) _____

5. Who built the first successful true pyramid? (green) _____

6. What is the best way to summarize this passage? _____

4.6 - Design a Boat Challenge

Objectives:

Design a boat that will float the *most* mass without sinking.



Materials:

- Rolls of aluminum foil
- Pennies or small washers (of the same size)
- A sink or large tub to hold water
- Tap water

Procedures:

The purpose of this activity is to have students discover how to create a craft that will float on water and carry the most mass possible.

1. Have the students work in teams of three or four. Ask them to choose a team name.
2. Provide each team with two .5m x .5m sheets of aluminum foil. For older students you may wish to have students measure and cut the foil sheets. Be certain to check the students' work for accuracy and to ensure fairness.
3. Instruct the students that one sheet of foil is to test their design ideas and the other sheet is for their final "boat".
4. Provide the students with the design challenge to create a "boat" that will hold the most pennies/washers. Instruct the students that they are not allowed to use anything to build the boat other than one .5m x .5m sheet of foil.
5. Place a large amount of pennies in a location that is easily accessible to the students.
6. Partially fill a large tub or sink with water.
7. Have the student teams brainstorm ideas for the design of their boat. Monitor their communication for use in discussion at the conclusion of the investigation.
8. Have the students use one sheet of foil to test their ideas. It is important to provide adequate time for the testing process so the students can fully develop their ideas and discover the principles of floatation. Monitor the testing for use in discussion at the conclusion of the investigation. Note: it is a good idea to locate the testing area in a fashion that does not allow other teams to copy each other.
9. Have the students create their final boats. Once completed, they should report to the test location to begin the challenge.
10. Have the teams draw numbers to assign the order in which the teams will complete the challenge.
11. Have the first team place their boat in the water and add pennies to the boat until it begins to sink but does not become submerged. Count the pennies as they are being added to the boat or after the completion of each team's trial (this is the most time effective method).

12. Write the results of the challenge on the board next to the name of each team.
13. Ask the students why they believe one boat could hold more pennies than another could. Their responses will most likely be concerned with the following:
 - a. The method in which the pennies were added to the boat such as being dropped or gently placed in the boat.
 - b. The boats that performed best had the largest surface area. Although the students most likely will not use the term surface area, their description of this concept provides an opportunity to introduce and discuss the term and its relationship to the distribution of force.

Making Connections

Anyone that has ever lifted an object out of water has noticed that the object gets heavier as more of the object is lifted above the surface of the water. The reason for this effect is that the water is exerting an upward force upon the object. This upward force is called the buoyant force. So, when the weight of an object is greater than the water's buoyant force, the object sinks. When the weight is less than the buoyant force, the object floats, and when the weight and buoyant force are equal, the object will remain at any level in the water. Fish are a familiar example of this last characteristic. Therefore, the greater the surface area of the object being placed in water, the more buoyant force it has being applied to it to help it float.

Extension

- Ask the students if they have ever seen large ships such as naval vessels or ocean liners, and what materials are used to make these ships.
- Tell them that these ships are made of steel and iron.
- Drop an object such as a steel pellet or ball bearing into a tub of water. Have the students observe that the object sank to the bottom.
- Ask the students why this steel object sank while ships made of steel float on water. Hopefully, they will use the knowledge gained from the Design a Boat Challenge to answer that the amount of steel in a ship is spread out more than the steel pellet example. The steel in the ship is distributed over a larger surface area.

Online Resources

<http://phet.colorado.edu/en/simulation/buoyancy>

http://phet.colorado.edu/sims/density-and-buoyancy/density_en.html

www.brainpop.com (buoyancy)

http://www.sciencewithme.com/article_in_detail.php?cid=2&aid=1

Name:

Weekly Math Review – Q4:5

Date:

Monday

Order the numbers from greatest to least.

765 567 655

Tuesday

Round each number to the nearest 10 and 100.

	10	100
488		
545		
953		

Wednesday

Write the number 328 in each form.

Word:

Expanded:

Thursday

Kevin has 382 toy cars in his collection. Rounded to the nearest hundred, how many toy cars does Kevin have?

At the rug store there are 683 rugs. This weekend 389 rugs were sold, how many rugs do they now have?

There is 48 ounces of orange juice in the pitcher. 6 people are going to share the orange juice. How many ounces of juice will each person receive?

In a field, there are 589 daisies and 485 dandelions. How many flowers are there altogether?

On her birthday, Martha received 6 boxes of chocolates. Each box of chocolates has 12 pieces inside. How many pieces of chocolate does Martha have?

Find the product.

$11 \times 5 = \underline{\quad}$ $6 \times 8 = \underline{\quad}$

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

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

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

Find the quotient.

$63 \div 7 = \underline{\quad}$ $22 \div 11 = \underline{\quad}$

$54 \div 6 = \underline{\quad}$ $40 \div 8 = \underline{\quad}$

Find the product.

$7 \times 7 = \underline{\quad}$ $9 \times 12 = \underline{\quad}$

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

$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

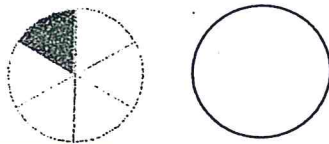
$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$

Find the quotient.

$30 \div 5 = \underline{\quad}$ $32 \div 8 = \underline{\quad}$

$36 \div 9 = \underline{\quad}$ $84 \div 12 = \underline{\quad}$

What are the attributes of the shape below?

Draw a fraction that is equivalent to $\frac{1}{6}$.

Draw a shape with 2 sets of parallel sides and no right angles.

Fill in the missing number.

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

Compare the fractions using $>$, $<$, or $=$.

$$\frac{5}{6} \bigcirc \frac{5}{12}$$

Bill is eating a bowl of cereal. The cereal has a mass of 105 grams. The bowl has a mass of 440 grams. What is the total mass of his cereal and bowl?

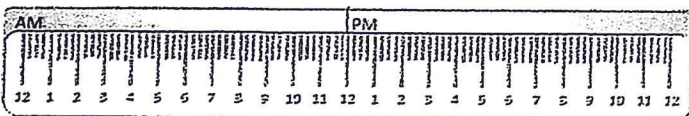
Compare the fractions using $>$, $<$, or $=$.

$$\frac{1}{3} \bigcirc \frac{1}{8}$$

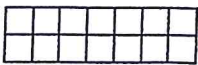
Joshua has an eraser that has a mass of 5 grams, a pencil grip with a mass of 8 grams, and a pencil with a mass of 28 grams. What is the total mass of all the items?

Kristin started cooking dinner at 4:35pm. It took her 1 hour and 25 minutes to finish. What time did she finish?

Luis took 2 hours and 20 minutes to complete his yard work. He finished at 1:15pm. What time did he start his yard work?

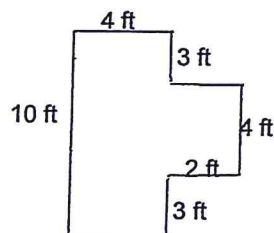


What is the perimeter of the rectangle below?

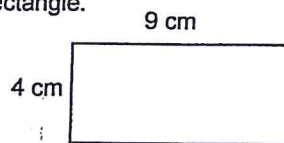


What is the area?

Find the perimeter and area.

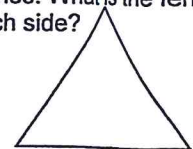


Find the perimeter of the rectangle.



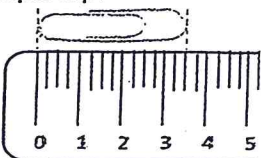
What is the area?

The perimeter of an equilateral triangle is 15 inches. What is the length of each side?

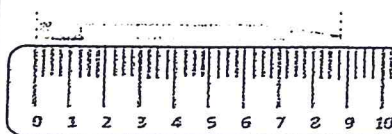


Hint: Equilateral triangles have 3 equal sides.

What is the length of the paper clip?



What is the length of the pencil?



You have 14 small stickers on your desk. The chart below tells you the length of each sticker. Create a line plot to show the lengths of all stickers.

length	Tally
$\frac{1}{4}$ in	
$\frac{1}{2}$ in	
$\frac{3}{4}$ in	
1 in	



Name : _____

Score : Mon.

Teacher : _____

Date : _____

Find the Missing Factor

1) $8 \times N = 32$ $N = \underline{\quad}$

2) $N \times 8 = 48$ $N = \underline{\quad}$

3) $2 \times N = 6$ $N = \underline{\quad}$

4) $3 \times N = 24$ $N = \underline{\quad}$

5) $N \times 4 = 32$ $N = \underline{\quad}$

6) $N \times 12 = 120$ $N = \underline{\quad}$

7) $2 \times N = 6$ $N = \underline{\quad}$

8) $N \times 11 = 33$ $N = \underline{\quad}$

9) $N \times 10 = 90$ $N = \underline{\quad}$

10) $4 \times N = 48$ $N = \underline{\quad}$

11) $4 \times N = 12$ $N = \underline{\quad}$

12) $N \times 12 = 144$ $N = \underline{\quad}$

13) $N \times 7 = 14$ $N = \underline{\quad}$

14) $N \times 9 = 108$ $N = \underline{\quad}$

15) $9 \times N = 81$ $N = \underline{\quad}$

16) $10 \times N = 40$ $N = \underline{\quad}$

3 LESSON PRACTICE

- 1 There are 26 boys and 28 girls in the third grade. They are broken up into teams of six for field day. How many teams are made up of third graders for field day?

Write and solve equations to answer the problem.

There are _____ third-grade teams.

- 2 Suzi picked 45 apples. She put 5 apples in each bag. Each bag weighs 2 pounds. How many pounds of apples did Suzi pick?

Use numbers and operation signs from the box to complete two different equations that you could use to solve the problem correctly.

Let b = the number of bags.

$$\underline{\hspace{2cm}} \bigcirc \underline{\hspace{2cm}} = b$$

$$\underline{\hspace{2cm}} = b$$

Let p = the total number of pounds.

$$\underline{\hspace{2cm}} \bigcirc \underline{\hspace{2cm}} = p$$

$$\underline{\hspace{2cm}} = p$$

2
5
9
18
20
45
+
-
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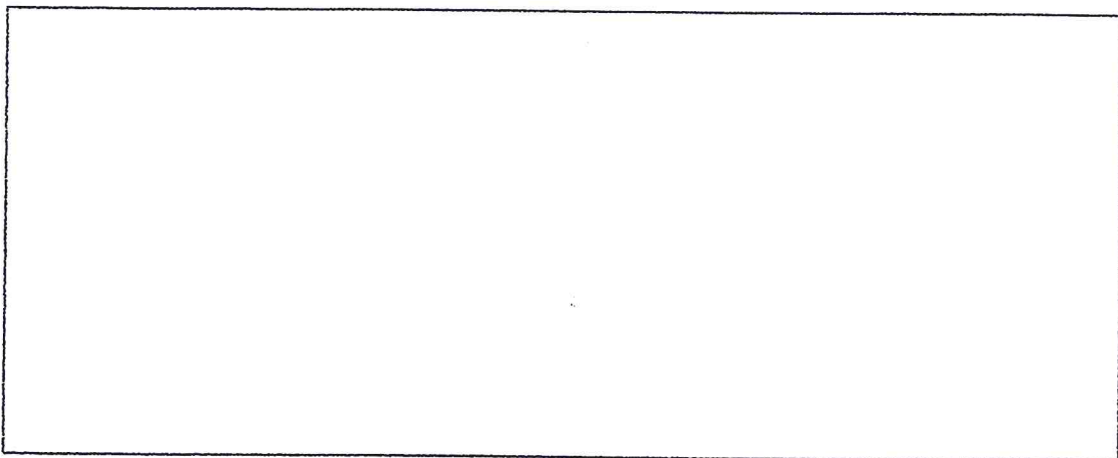
Suzi picked _____ pounds of apples.

- 3 The school store usually sells T-shirts for \$9 each. Today, the shirts are on sale for \$2 off. Mr. Morgan buys 4 shirts on sale. How much did Mr. Morgan pay? Select True or False for each statement.

- A. Mr. Morgan paid \$11 for each shirt. ☐ True ☐ False
- B. To find the sale price of a shirt, subtract \$2 from \$9. ☐ True ☐ False
- C. To find the amount Mr. Morgan paid, multiply $4 \times \$9$. ☐ True ☐ False
- D. The sale price of a shirt is \$8. ☐ True ☐ False
- E. The total that Mr. Morgan paid for his shirts is \$28. ☐ True ☐ False

- 4 For the first game at a party, the children were separated into 2 teams, with 10 players on each team. For the second game, the same number of children were separated into 4 teams, with the same number of players on each team. How many children are on each team for the second game?

Write and solve equations to answer the problem.



There are _____ children on each team for the second game.

- 5 Liz makes 8 fruit baskets to give away as gifts. She puts 4 oranges, 3 apples, and 2 bananas in each basket. Select True or False for each statement.

- A. There are 9 pieces of fruit in each basket. ☐ True ☐ False
- B. There are 17 total pieces of fruit in the baskets. ☐ True ☐ False
- C. There are 72 total pieces of fruit in the baskets. ☐ True ☐ False
- D. Liz put 48 total pieces of oranges and apples in the baskets. ☐ True ☐ False
- E. Liz put 40 total pieces of apples and bananas in the baskets. ☐ True ☐ False

- 6 A store has 24 jigsaw puzzles to sell. It displays the same number of puzzles on each of 4 shelves. The first customer buys 3 puzzles from the top shelf. How many puzzles are left on the top shelf?

- Jake said there was 1 puzzle left on the shelf.
- Bella said there were 3 puzzles left on the shelf.

Who is correct? _____

What mistake might the person with the wrong answer have made?

- 7 Lucas visited a national park that had a cave. In the gift shop, Lucas saw these items from the cave that he wanted to buy.

Item	Cost
Arrowhead	\$4
Crystal	\$2
Flashlight	\$9

Lucas bought 7 crystals and a flashlight. How much did Lucas spend?

Part A

Write and solve the first equation needed to answer this problem.

Part B

Write and solve the second equation needed to answer this problem.

Part C

Use words, pictures, or numbers to explain how you know that your answer is reasonable.

Name : _____

Score : Tues.

Teacher : _____

Date : _____

Find the Missing Factor

1) $8 \times N = 40$ $N = \underline{\quad}$

2) $5 \times N = 55$ $N = \underline{\quad}$

3) $N \times 3 = 27$ $N = \underline{\quad}$

4) $9 \times N = 63$ $N = \underline{\quad}$

5) $9 \times N = 81$ $N = \underline{\quad}$

6) $N \times 6 = 66$ $N = \underline{\quad}$

7) $N \times 5 = 10$ $N = \underline{\quad}$

8) $2 \times N = 18$ $N = \underline{\quad}$

9) $N \times 3 = 18$ $N = \underline{\quad}$

10) $10 \times N = 40$ $N = \underline{\quad}$

11) $12 \times N = 84$ $N = \underline{\quad}$

12) $9 \times N = 18$ $N = \underline{\quad}$

13) $11 \times N = 99$ $N = \underline{\quad}$

14) $12 \times N = 108$ $N = \underline{\quad}$

15) $10 \times N = 80$ $N = \underline{\quad}$

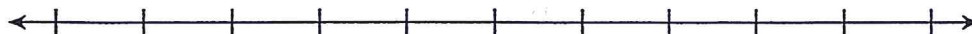
16) $11 \times N = 121$ $N = \underline{\quad}$

3 LESSON PRACTICE

- 1 Round 536 to the nearest ten. Then round it to the nearest hundred. Select True or False for each statement.

- A. When rounding to the nearest ten, the digit in the tens place stays the same. ☐ True ☐ False
- B. When rounding to hundreds place, the rounded number is greater than 536. ☐ True ☐ False
- C. When rounding to the tens place, the rounded number is greater than 536. ☐ True ☐ False
- D. When rounding to the nearest hundred, the digit in the hundreds place stays the same. ☐ True ☐ False

- 2 On safari, Jacob saw 63 monkeys in a troop. About how many monkeys are in that troop? Use the number line to round 63 to the nearest ten.



about _____ monkeys

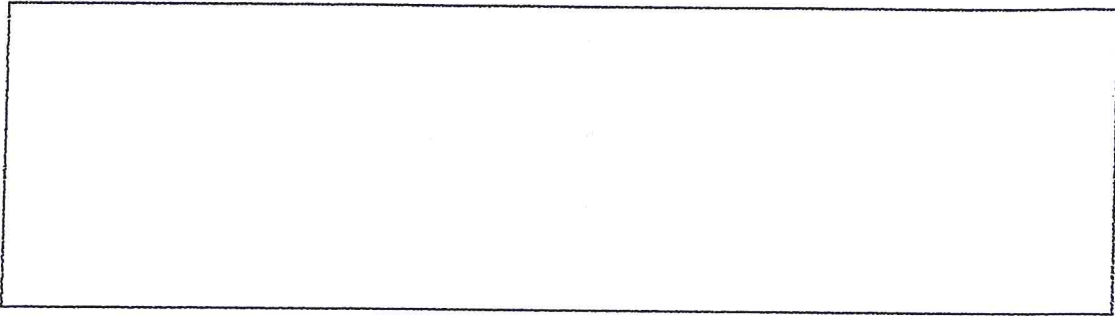
- 3 Round each number to the nearest hundred and the nearest ten. Write the correct number from the box in the table.

Number	Rounded to Nearest Hundred	Rounded to Nearest Ten
397		
345		
386		
338		

300
340
350
380
390
400

- 4 Miguel has 68 crayons. About how many crayons does he have?
Describe the strategy you used to round.

about _____ crayons



- 5 Look at each set of numbers. For which set can all of the numbers be rounded to 100? Mark all that apply.

- ☐ A. 52, 68, 81
- ☐ B. 49, 74, 93
- ☐ C. 98, 115, 132
- ☐ D. 84, 108, 154
- ☐ E. 126, 137, 133
- ☐ F. 119, 142, 161

- 6 Ms. Hoy has a sheep farm. To the nearest hundred, she has about 500 sheep. To the nearest ten, she has about 540 sheep. How many sheep could Ms. Hoy have? Circle the number that makes the statement true.

505

Ms. Hoy could have 535 sheep.

545

- 7 Round each number to the nearest ten. Draw a line from each number to the rounded number.

- A. 15 10
B. 26 20
C. 14 30
D. 37 40

- 8 Josie counted the stickers in each of her sticker books. She rounded the number to the nearest hundred. Write an "X" to show if the number can be rounded to 100 or 200.

Number of Stickers	Rounded to 100	Rounded to 200
148		
157		
141		
153		

- 9 Eli has about 290 coins. Could he have the number of coins shown? Select Yes or No.

- A. 286 ☐ Yes ☐ No
B. 294 ☐ Yes ☐ No
C. 281 ☐ Yes ☐ No
D. 300 ☐ Yes ☐ No



A sea lion weighs 447 pounds. About how much does it weigh?

Round to the nearest hundred and nearest ten. Use the tiles to write the numbers.



Rounded to nearest hundred: about _____ pounds

Rounded to nearest ten: about _____ pounds



Gia has 75 marbles. She used a number line to round 75.



Gia says she can round to 70 or 80 because 75 is in the middle.
Is Gia correct? Explain your answer. Use words and numbers.

Name : _____

Score : Wed.

Teacher : _____

Date : _____

Find the Missing Factor

1) $N \times 5 = 55$ $N = \underline{\quad}$

2) $11 \times N = 132$ $N = \underline{\quad}$

3) $12 \times N = 36$ $N = \underline{\quad}$

4) $8 \times N = 72$ $N = \underline{\quad}$

5) $N \times 6 = 66$ $N = \underline{\quad}$

6) $6 \times N = 12$ $N = \underline{\quad}$

7) $N \times 11 = 66$ $N = \underline{\quad}$

8) $6 \times N = 54$ $N = \underline{\quad}$

9) $N \times 7 = 28$ $N = \underline{\quad}$

10) $N \times 5 = 60$ $N = \underline{\quad}$

11) $N \times 10 = 110$ $N = \underline{\quad}$

12) $5 \times N = 35$ $N = \underline{\quad}$

13) $9 \times N = 63$ $N = \underline{\quad}$

14) $N \times 5 = 10$ $N = \underline{\quad}$

15) $7 \times N = 63$ $N = \underline{\quad}$

16) $2 \times N = 20$ $N = \underline{\quad}$

3 LESSON PRACTICE

- 1 Use the tiles to name the parts of the subtraction problem.

497
- 154

343

omit

difference	product	subtrahend
addend	sum	minuend

- 2 Frank did chores for 82 minutes on Saturday and for 45 minutes on Sunday. How much longer did Frank do chores on Saturday than on Sunday? Use the place-value chart.

Tens	Ones

Frank did chores for _____ more minutes on Saturday than on Sunday.

- 3 Do you need to regroup to subtract the numbers? Select Yes or No.

- A. $435 - 21$ ☐ Yes ☐ No
- B. $928 - 645$ ☐ Yes ☐ No
- C. $382 - 181$ ☐ Yes ☐ No
- D. $764 - 80$ ☐ Yes ☐ No

- 4 Raj subtracted 257 from 682 to get the difference 425. What addition problem should you use to check Raj's answer?

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Is Raj's answer correct? Explain why or why not.

- 5 Erin is reading a book with 453 pages. She has read 184 pages so far. How many pages does Erin have left to read? Use the place-value chart.

	Hundreds	Tens	Ones
—			
—			

Erin has _____ pages left to read.

- 6 Find the missing digits or numbers. Use the numbers from the box.

	Hundreds	Tens	Ones
		6	<input type="text"/>
	<input type="text"/>	7	5
—	4	<input type="text"/>	9
	4	0	<input type="text"/>

15
13
12
8
6
4

7 Draw a line from each subtraction problem to its related addition problem.

A. $73 - 24 = 49$

5. $55 + 37 = 92$

B. $92 - 37 = 55$

6. $15 + 59 = 74$

C. $42 - 29 = 13$

7. $49 + 24 = 73$

D. $74 - 59 = 15$

8. $13 + 29 = 42$

8 Ella is on a 452-mile road trip. She has driven 294 miles so far. Ella subtracts to find the number of miles she has left to drive. Her work is shown below.

	Hundreds	Tens	Ones
		14	
		4	12
	4	5	2
-	2	9	4
	2	5	8

Part A

Explain Ella's mistake.

Part B

What is the correct answer?

Ella has _____ miles left to drive.

- 9 Circle the numbers that make each equation true.

79	79
$541 - 80 = 452$	$80 + 452 = 541$
89	89

- 10 Select True or False for each equation.

- A. $725 - 110 = 835$ ☐ True ☐ False
B. $418 - 263 = 155$ ☐ True ☐ False
C. $417 - 136 = 221$ ☐ True ☐ False
D. $981 - 245 = 736$ ☐ True ☐ False

- 11 Luke needs to solve the subtraction problem below. Which steps must he use? Mark all that apply.

$$625 - 473 = \square$$

- ☐ A. Regroup 1 ten as 10 ones.
☐ B. Subtract the ones: 5 ones $-$ 3 ones.
☐ C. Regroup 1 hundred as 10 tens.
☐ D. Rename 2 tens as 12 tens.
☐ E. Subtract the tens: 2 tens $-$ 7 tens.
☐ F. Subtract the hundreds: 6 hundreds $-$ 4 hundreds.
☐ G. Check the answer by adding 152 and 625.

Name : _____

Score :

Thurs.

Teacher : _____

Date :

Find the Missing Factor

1) $5 \times N = 10$ $N = \underline{\quad}$

2) $9 \times N = 36$ $N = \underline{\quad}$

3) $4 \times N = 20$ $N = \underline{\quad}$

4) $3 \times N = 12$ $N = \underline{\quad}$

5) $10 \times N = 90$ $N = \underline{\quad}$

6) $4 \times N = 16$ $N = \underline{\quad}$

7) $10 \times N = 60$ $N = \underline{\quad}$

8) $9 \times N = 27$ $N = \underline{\quad}$

9) $N \times 8 = 64$ $N = \underline{\quad}$

10) $N \times 3 = 21$ $N = \underline{\quad}$

11) $N \times 9 = 72$ $N = \underline{\quad}$

12) $6 \times N = 30$ $N = \underline{\quad}$

13) $6 \times N = 36$ $N = \underline{\quad}$

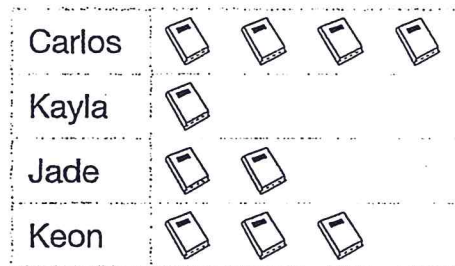
14) $5 \times N = 10$ $N = \underline{\quad}$

15) $8 \times N = 96$ $N = \underline{\quad}$

16) $N \times 3 = 36$ $N = \underline{\quad}$

- 1 Students read books during vacation. The picture graph shows how many books they read.

Number of Books Read



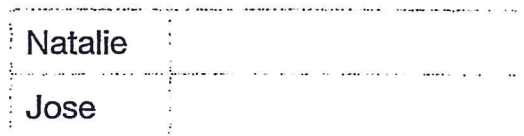
Key: Each  = 2 books

Is the statement about the graph correct? Select True or False.

- A. Carlos read the most books. ☐ True ☐ False
- B. Carlos read 4 books. ☐ True ☐ False
- C. Carlos read 8 books. ☐ True ☐ False
- D. Jade read 2 more books than Kayla read. ☐ True ☐ False
- E. Together, the students read a total of 10 books. ☐ True ☐ False

- 2 Natalie and Jose counted the frogs they saw on a camping trip. Natalie saw 12 frogs. Jose saw 20 frogs. Use the key to complete the picture graph.

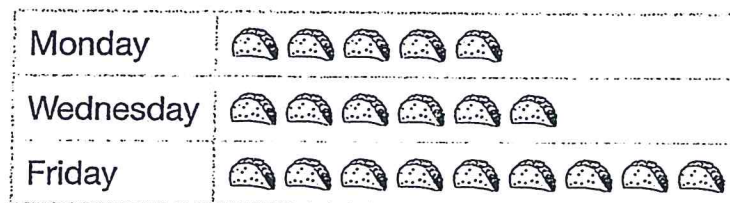
Number of Frogs Counted



Key: Each  = 2 frogs

- 3 The picture graph shows the number of tacos sold.

Number of Tacos Sold



Key: Each  = 10 tacos

Use numbers from the box to complete the table.

Lunch Day	Number Sold
Monday	
Wednesday	
Friday	

5	18
6	50
9	60
10	90

- 4 An art teacher asked her students to choose a shape to make a design. The table shows the number of students who chose each shape.

Shape	Number of Students
Triangle	6
Square	16
Rectangle	10

Kylie wants to make a picture graph. Each ✓ will stand for 2 students. How many check marks should she use for each shape?












Triangle: _____ Square: _____ Rectangle: _____

- 5 The table and graph show the number of shells collected by 3 children. Complete the key to find the number that each symbol stands for.

Shells Collected

Name	Number of Shells
Duane	20
Sarah	8
Emma	16































Shells Collected

Duane	    
Sarah	 
Emma	   

Key: Each  = _____ shells

- 6 The picture graph shows the number of different kinds of toys in a store.

Toys on Store Shelves

Board games	        
Dolls	   
Stuffed animals	         
Puzzles	    
Models	 

Key: Each  = 5 toys

Is the statement about the picture graph correct? Select True or False.

- A. There are 40 dolls. ☐ True ☐ False
- B. There are 45 board games. ☐ True ☐ False
- C. There are fewer models than dolls. ☐ True ☐ False
- D. There are 25 puzzles. ☐ True ☐ False
- E. There are 3 more puzzles than there are models. ☐ True ☐ False

- 7 Parents at Center School were asked if they liked summer or winter vacations best. Mario wants to make a picture graph.

Season	Number of Votes
Summer	20
Winter	40

Part A

Mario will draw one sun for every 5 votes. How many suns should he draw for summer? Show your work.

Part B

Mario changed his mind. He will draw one sun for every 10 votes. How many suns should he draw for winter? Show your work.

Part C

Is there another key that is reasonable to use with this data? Explain.

Name : _____

Score : Fri.

Teacher : _____

Date : _____

Find the Missing Factor

1) $3 \times N = 9$ $N = \underline{\hspace{2cm}}$

2) $N \times 10 = 30$ $N = \underline{\hspace{2cm}}$

3) $11 \times N = 132$ $N = \underline{\hspace{2cm}}$

4) $8 \times N = 88$ $N = \underline{\hspace{2cm}}$

5) $N \times 11 = 99$ $N = \underline{\hspace{2cm}}$

6) $N \times 5 = 50$ $N = \underline{\hspace{2cm}}$

7) $8 \times N = 72$ $N = \underline{\hspace{2cm}}$

8) $10 \times N = 20$ $N = \underline{\hspace{2cm}}$

9) $6 \times N = 42$ $N = \underline{\hspace{2cm}}$

10) $3 \times N = 21$ $N = \underline{\hspace{2cm}}$

11) $N \times 6 = 24$ $N = \underline{\hspace{2cm}}$

12) $N \times 2 = 8$ $N = \underline{\hspace{2cm}}$

13) $N \times 3 = 18$ $N = \underline{\hspace{2cm}}$

14) $8 \times N = 24$ $N = \underline{\hspace{2cm}}$

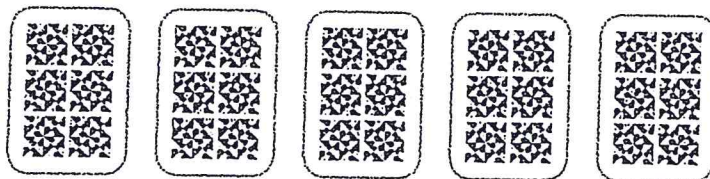
15) $N \times 3 = 9$ $N = \underline{\hspace{2cm}}$

16) $N \times 9 = 54$ $N = \underline{\hspace{2cm}}$

Review

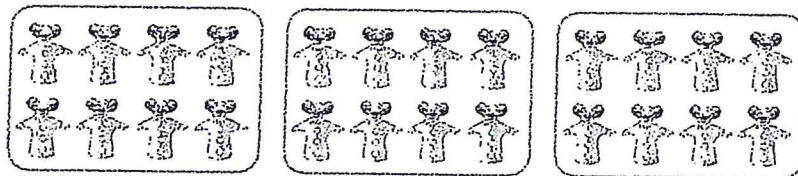
Write a multiplication or division sentence.

1. How many tiles in all?



_____ \times _____ = _____ tiles

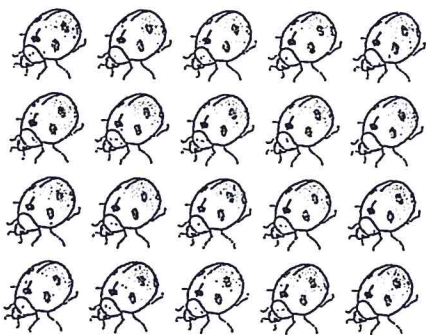
2. How many puppets in each group?



24 \div _____ = _____ puppets in each group

Use the picture to write an equation. Then solve the problem.

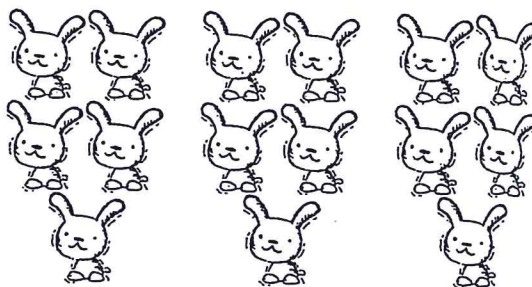
3. Diego drew 4 rows of ladybugs. He drew 5 ladybugs in each row. How many ladybugs did Diego draw in all?



Equation: _____

Diego drew _____ ladybugs.

4. There are 15 rabbits. There are 5 rabbits in each group. How many groups are there?



Equation: _____

There are _____ groups of rabbits.

Multiply or divide.

5. $5 \times 3 = \underline{\hspace{2cm}}$

6. $9 \times 2 = \underline{\hspace{2cm}}$

7. $6 \times 5 = \underline{\hspace{2cm}}$

8. $28 \div 4 = \underline{\hspace{2cm}}$

9. $56 \div 8 = \underline{\hspace{2cm}}$

10. $36 \div 9 = \underline{\hspace{2cm}}$

Write the missing number in each equation.

11. $8 \times \square = 32$

12. $12 \div \triangle = 2$

13. $\bigcirc \times 4 = 20$

$\square = \underline{\hspace{2cm}}$

$\triangle = \underline{\hspace{2cm}}$

$\bigcirc = \underline{\hspace{2cm}}$

Choose the equation you can use to find the quotient.

14. $24 \div 6 = \square$

15. $40 \div 5 = \square$

A. $6 + 18 = 24$

A. $8 \times 4 = 32$

B. $6 \times 4 = 24$

B. $20 + 20 = 40$

C. $8 \times 3 = 24$

C. $5 \times 8 = 40$

D. $12 \times 2 = 24$

D. $6 \times 7 = 42$

Use the commutative property to write another equation.

16. $2 \times 4 = 8$ $\underline{\hspace{2cm}}$

17. $5 \times 9 = 45$ $\underline{\hspace{2cm}}$

Find the product.

18. $2 \times 4 \times 6 = \underline{\hspace{2cm}}$

19. $3 \times 2 \times 5 = \underline{\hspace{2cm}}$

20. $3 \times 5 = 3 \times (2 + 3)$

21. $7 \times 4 = 7 \times (2 + 2)$

$= (3 \times \underline{\hspace{1cm}}) + (3 \times \underline{\hspace{1cm}})$

$= (7 \times \underline{\hspace{1cm}}) + (7 \times \underline{\hspace{1cm}})$

$= \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$

$= \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$

$= \underline{\hspace{1cm}}$

$= \underline{\hspace{1cm}}$

Find the next number in the pattern.

22. 37, 34, 31, 28, $\underline{\hspace{1cm}}$?

23. 6, 12, 18, 24, $\underline{\hspace{1cm}}$?

$\underline{\hspace{4cm}}$

$\underline{\hspace{4cm}}$

Is the answer an odd or even number? Write *odd* or *even*.

24. $6 + 4$

25. $5 + 8$

26. $7 + 11$

27. 4×6

28. 3×7

29. 6×5

Solve.

30. Joel put 9 carrot sticks in each bag. He made 6 bags of carrot sticks. How many carrot sticks did Joel put in bags?

31. Jane's necklace is 8 inches long. Danielle's necklace is 3 times as long as Jane's necklace. How many inches long is Danielle's necklace?

32. There are 48 students on the playground for field day. Ms. Baldwin will put the students in 8 equal groups. How many students will be in each group?

33. There are 375 people in the auditorium for the talent show. There are 226 students and 30 teachers in the audience. The rest of the people are performers. How many people are performers? Use estimation to check your answer.

34. ~~Problem~~ Rebecca planted 8 rows of tomato plants. Each row has 5 plants. How many tomato plants did Rebecca plant? Make an array to show the plants. Then write an equation to solve.

35. ~~Problem~~ At the game store, Mr. Ramos bought 5 games. Each game cost \$7. He also spent \$25 on batteries. How much did Mr. Ramos spend at the game store? Write equations to show the problem. Then solve the equations.
