



# Grade 3

# My Summer Learning Packet





# 3rd Grade Summer Learning Packet

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<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week



## COMPTON UNIFIED SCHOOL DISTRICT

Support Learning  
at Home



### MESSAGE FOR PARENTS

Dear Parents and Guardians,

As summer break approaches, we would like to share with you some learning resources that we have available for our Compton USD students. From our Summer Learning Packets to our online programs, CUSD students have multiple opportunities to reinforce learning. We want our scholars to continue learning during vacation time!

Educational research consistently shows that summer learning programs help students better retain the information learned during the previous year and better prepares students for the upcoming grade level. We also know that when kids read over the summer, they are more likely to leap ahead when they return to school. This is often called the "summer leap."

Please visit our Distance Learning Platform (Parent Resources) in the Compton Unified School District website to access some of the resources that we have available for our students!

We hope that you have a restful and healthy summer break and we look forward to seeing everyone in August.

### EDUCATIONAL SERVICES

PHONE:  
(310) 639-3165

WEBSITE:  
[www.compton.k12.ca.us](http://www.compton.k12.ca.us)

### SUMMER LEARNING PACKETS

Our Common-Core aligned **Summer Learning Packets** offer our students the opportunity to review some of the most important concepts learned throughout this academic year. These activities mainly cover the areas of literacy and mathematics. Each packet contains student work that students can complete during the summer break.

In addition, we recommend that students engage in leisure reading for a minimum of 30 minutes daily! Encourage them to take home reading books from their classroom/school library!

Please know that these instructional activities and ideas are suggested and not required. Some children may need a combination of reading independently and having someone read to them. Some children prefer reading on the iPad or computer. If your child is struggling with a math page, please let your child's next year teacher know what concepts were difficult. If your child needs to skip problems, that is fine!

Our intention is to provide academic activities for children who would like to complete them, as well as for parents that find the review beneficial for their child. We hope each child finds the activities engaging.

Other academic summer activities could include journal writing, composing emails to family and friends, writing post cards while on a trip, sending thank-you notes, card games, Sudoku, word searches, crossword puzzles, arts and crafts, gardening, putting on plays/musicals, organizing a child-friendly garage sale, cooking, having a family game/puzzle night, etc.

HAVE A WONDERFUL SUMMER!!!



SUMMER ENRICHMENT



## DISTRITO ESCOLAR UNIFICADO DE COMPTON

Support Learning  
at Home



### MENSAJE PARA LOS PADRES

Queridos padres y tutores,

A medida que se acerca el descanso de verano, nos gustaría compartir con ustedes algunos recursos de aprendizaje que tenemos disponibles para nuestros estudiantes. De nuestros *Paquetes de Aprendizaje de Verano* a algunos de nuestros programas en línea, los estudiantes de CUSD tienen múltiples oportunidades para reforzar el aprendizaje. Queremos que nuestros estudiantes continúen aprendiendo durante las vacaciones.

La investigación educativa muestra consistentemente que los programas de aprendizaje de verano ayudan a los estudiantes a conservar mejor la información aprendida durante el año escolar anterior y prepara mejor a los estudiantes para el próximo nivel de grado. También sabemos que cuando los niños leen mucho durante el verano, con mayor probabilidad irán por delante cuando vuelvan a la escuela. Esto a menudo se llama el "salto de verano".

Visite nuestra Plataforma de Aprendizaje a distancia (Recursos para padres) en el sitio web del Distrito Escolar Unificado de Compton para tener acceso a algunos de los recursos que tenemos disponibles para nuestros estudiantes.

Esperamos que tenga un descanso de verano relajante y saludable y esperamos ver a todos en agosto.

### SERVICIOS EDUCATIVOS

TELÉFONO:  
(310) 639-3165

SITIO WEB:  
[www.compton.k12.ca.us](http://www.compton.k12.ca.us)

### PAQUETES DE APRENDIZAJE DE VERANO

Nuestros *paquetes de aprendizaje de verano* ofrecen a nuestros estudiantes la oportunidad de revisar algunos de los conceptos más importantes aprendidos a lo largo de este año académico. Estas actividades abarcan principalmente las áreas de alfabetización y matemáticas. Cada paquete contiene el trabajo que los estudiantes pueden completar durante las vacaciones de verano.

Además, recomendamos que los estudiantes participen en lectura libre por un mínimo de 30 minutos diarios ¡Anímelos a llevar libros de lectura a casa de la biblioteca de su salón de clases/ biblioteca de la escuela!

Por favor, sepa que estas actividades e ideas son sugeridas y no requeridas. Algunos niños pueden necesitar una combinación de lectura independiente y también que alguien les lea. Algunos niños prefieren leer en el iPad o en la computadora. Si su hijo/a tiene problemas con una página de matemáticas, por favor informe a la maestra del próximo año escolar sobre qué conceptos eran difíciles para su hijo/a. Si su hijo/a necesita saltarse los problemas, no pasa nada.

Nuestra intención es proporcionar actividades académicas para los estudiantes que deseen completarlas, así como para los padres que encuentren este repaso beneficioso para su hijo/a. Esperamos que cada niño/a encuentre actividades que en las que se puedan involucrar.

Otras actividades académicas de verano podrían incluir la redacción o escritura libre, escribir correos electrónicos a familiares y amigos, la redacción de tarjetas postales durante un viaje, enviar notas de agradecimiento, juegos de cartas, Sudoku, búsquedas de palabras, crucigramas, artes y artesanías, jardinería, poner juegos/música, organizar una venta de garaje para niños, cocinar, tener una noche de juegos/rompecabezas familiar, etc. ¡Disfrute con sus hijos/as las muchas oportunidades que ofrece el verano!







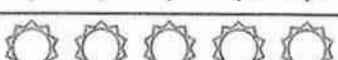
















¡TENGAN UN AGRADABLE VERANO!



SUMMER ENRICHMENT

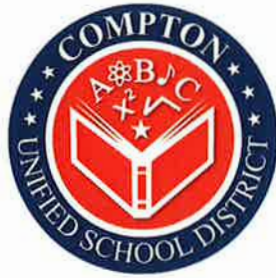


# Summer Reading Log

NUMBER	TITLE	RATING
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		
		







# Grade 3

E L A





Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy to find details and answer questions.

## The Turtle and the Box of Riches

11 Long ago there was a young fisherman's helper sitting on a  
26 pier. As he waited for his boat to head out for the day, he heard  
38 a group of children laughing under the pier. He peeked down to  
49 see the commotion and saw them mocking and pushing a small  
62 turtle. He became angry and jumped down to put a stop to it.  
73 "Leave that turtle alone!" the boy shouted and swung his arms.  
79 "Pick on someone your own size!"  
89 The children quickly dispersed. The boy picked up the turtle.  
94 "Thank you," the turtle said.  
100 The boy jumped. "You can talk?"  
112 "Of course I can talk; I am a very intelligent and powerful  
124 turtle in my land," the turtle said. "Your act was an inspiration,  
137 and I want to reward you for your kindness. Go to sleep tonight,  
149 and when you wake up, you will be in a wonderful place."  
163 The turtle swam out to sea. The boy went to bed that night in  
175 disbelief. Yet the next morning he woke up in a beautiful palace.  
186 "Welcome to our home under the sea," the turtle greeted him.  
196 The turtle took the boy through the underwater palace. Large  
207 windows displayed many types of fish and plant life, and gold  
218 walls and mirrored ceilings shined brightly. The boy met all of  
229 the friendly turtles that lived in the palace. That afternoon they  
243 had a big feast, and the boy ate more than he had ever eaten  
before.

Name \_\_\_\_\_

As night came the boy asked to return to his home.

“Thank you so much for all you have shown and given me,” he said. “I have a lot of admiration for your home, but I must return to my home before morning. I have to work on a fishing boat and cannot afford to miss a day’s wages.”

“I understand,” the turtle said calmly. “Take a rest after your big meal, my friend, and when you wake up, you will be back in your bed. But before you go, take this box.”

The turtle handed the boy a box with two drawers. “Take this key,” he said. “Use it to open one of the drawers—either one—but do not ever open the other. You must promise.”

The boy promised and fell asleep on some pillows. When he woke up, he was back in his bedroom. He thought that it might have all been a dream, but there was the box sitting next to his bed. He took the key and opened the top drawer. It was filled with gold and gems! The boy was rich and knew he wouldn’t have to work another day.

The boy was filled with appreciation but could not help but wonder about the second drawer. What if he had opened it first? Might he have found even greater riches? He opened the drawer but it was empty. Quickly he opened the first drawer again. The gold and gems had turned to dust, and instead of a rich man he was just a fisherman’s helper once more.



The box had one key and two drawers.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**1. What does the narrator think about the fisherman’s helper in the beginning of the passage? Does the narrator approve of what the fisherman’s helper did? Explain.**

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**2. What does the narrator think about the fisherman’s helper opening the second drawer? Use text evidence to support your answer.**

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**3. What is your point of view about what happened to the fisherman’s helper? Compare it to the narrator’s point of view at the end.**

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**B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_

## Kyoto Frog and Osaka Frog

Two Japanese frogs set out one day to see their country. One was from Kyoto, the other from Osaka. Each decided to visit the other's town. They met halfway between Osaka and Kyoto. Both were so tired that neither thought he could go on. Then Osaka Frog had an idea.

"If we help each other stand on our hind legs, we can look out at the towns we want to visit. Then we'll know if we want to keep walking," Osaka Frog said. Each frog faced the town he wished to see, pushed the other up, and stood up on his hind legs. But when they did this, their underbellies faced the town they wanted to go to and their eyes faced back home.

"Kyoto looks just like Osaka!" said Osaka Frog.

"And Osaka looks just like Kyoto!" said Kyoto Frog.

Each decided to go home rather than travel to a town that looked exactly like home. So each went home, not knowing that Kyoto and Osaka were as different as two cities could be.

**Answer the questions about the text.**

**1. What genre is this text? How can you tell?**

\_\_\_\_\_

**2. What problem do the frogs have? How do they try to solve it?**

\_\_\_\_\_

\_\_\_\_\_

**3. What is wrong with the solution? How does it affect their decision?**

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**Read the words in bold below. First write the root word on the line. Then use the word in bold in a sentence of your own.**

**1. powerful:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. inspiration:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**3. kindness:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**4. admiration:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. appreciation:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Variant Vowels /ü/ and /û//Roots in Related Words

Name \_\_\_\_\_

**A. Read the words in each row. If a word does not have the same vowel sound as the other words, mark it with an X.**

- |             |       |           |           |
|-------------|-------|-----------|-----------|
| 1. spoon    | could | booth     | chew      |
| 2. tube     | clue  | renew     | look      |
| 3. could    | foot  | soup      | childhood |
| 4. through  | shook | classroom | include   |
| 5. notebook | would | groups    | nook      |
| 6. numeral  | gloom | should    | July      |

**B. Related words have a common root or base word. Read each sentence. Circle the related words.**

1. This metallic street sign is made of several kinds of metal.
2. My dad is my travel companion and he is always good company.
3. The main actor stars in a lot of action movies.
4. I turned off the television when the telephone rang.
5. She likes the reality show about people with really funny jobs.

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about using your voice to show feelings.**

### **Draft Model**

On Saturday mornings, I play soccer with my friend Lauren. We go to the fields at the high school. Lauren plays soccer on a neighborhood team. I do not play soccer for any team.

1. How do you feel about playing soccer?
2. How did you choose the high school for a place to play soccer?
3. What do you like about being able to play soccer with your friend Lauren?
4. Is there anything you wish were different about the time you spend with your friend?

**B. Now revise the draft by adding your voice to show how you feel about participating in this activity.**

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Name \_\_\_\_\_

The student who wrote the paragraph below used text evidence from two different sources to answer the question: *Do you think the stone soup was a healthful lunch?*

I think the stone soup was a healthful lunch. The Chang brothers included healthful ingredients, like fish, mushrooms and onions, and eggs. These are the kinds of healthful foods I read about in "Healthful Food Choices." The author says that healthful foods give you energy to work and play. In "The Real Story of Stone Soup" I read that the nephews were happy after their lunch of stone soup. They also worked harder. That is proof that they ate a healthful meal.

Reread the passage. Follow the directions below.

1. Draw a box around a sentence that states an opinion.
  2. Underline a supporting detail that supports the opinion.
  3. Circle words that give details about how the characters feel.
  4. Write two of the linking verbs the writer uses on the line.
-

Name \_\_\_\_\_

Read the passage. Use the ask and answer questions strategy to tell about the most important details of the passage.

## Painting From Memory

9 Few people are familiar with Damyang, South Korea, but  
I think it is impossible to find a place more beautiful. It is known  
23 for its bamboo forests. When I was younger, I painted many  
34 pictures of the bamboo forests. I consider painting my talent.

44 I lived in Damyang until last year when my family moved to  
56 New York. My mother, a researcher, was invited to work here.

67 “There aren’t bamboo forests in New York,” I had said. “There  
78 won’t be anything for me to paint in New York.”

88 “Nonsense,” she had said. “You’ll find many things to paint.”

98 I had been unsure. “But I’ll miss home and the forests,” I said.

111 “Then you must be sure to bring pictures of your favorite  
122 places in Damyang,” she said. “You can look at them. They’ll  
133 make you feel at home even in your new surroundings in  
144 New York.”

146 So when we moved, I brought my forest paintings with me.

157 New York wasn’t very easy at the start because I knew no one  
170 and spoke only imperfect English. Yet my paintings of home  
180 helped to keep me from being homesick, and I even found new  
192 friends at school who were artists like me. We started an art club.

205 Last month a new neighbor moved into the apartment next to  
216 my family’s. “Come, Bae,” said my mother. “Let’s welcome our  
226 neighbor.” We crossed the hall and knocked on the door. An old  
238 woman who somehow looked both kind and unhappy answered.

Name \_\_\_\_\_

“We’re your new neighbors and would like to welcome you,” my mother said to her. “I’m Hana and this is my son, Bae.”

The woman smiled and nodded. “I am Varvara and it is a pleasure to meet you. Won’t you please come in?”

The three of us visited for over an hour. It turned out she had moved from Vyborg, Russia, to live nearer to her daughter in New York. Still, it filled her with sorrow to leave her home.

“Missing home is so unbearable I feel as if I’ll never smile again,” Varvara said. She laughed, but I knew she was sad. She told us so much about Vyborg, I could picture it in my head.

When I came home from school the following day, an ambulance was leaving our building, and I asked my mother why.

“Varvara misses her home so much that she has become ill. Try not to worry. I’m sure she’ll get used to living here.”

I knew I had to do something to help her. I had once been that sad, missing my home so much it hurt. At least my paintings of home helped me, but Varvara didn’t even have that. Unless...

The next week Varvara came home. I cracked our front door as she came up the stairs. Though she looked better, she still seemed sad. When she got to her door she gasped at the gift I had left: a picture of Vyborg I had painted from her memories.

I closed the door when she began to shed tears. At first I was worried that she didn’t like the painting. But later she assured me that those were tears of joy. I knew exactly how she felt.



**New York was not easy at first. My paintings helped me feel better though.**

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**1. What is Bae’s point of view in the third paragraph about moving? What details support this idea?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. What details help you understand Bae’s point of view in the eighth paragraph?**

\_\_\_\_\_

\_\_\_\_\_

**3. Overall, what is Bae’s point of view about moving to a new city? How did you figure out his point of view?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_

## Class by the Pond

Fumiko was surprised at how worried the class was about the biology test on Friday. She knew lots about frogs, having watched them by the school pond so often. *If only the class could see how interesting frogs are up close*, she thought. That gave her an idea.

“Can we have class by the pond tomorrow?” Fumiko asked, pointing out the window.

“Why do you ask?” replied Ms. McNally.

“The frog eggs are starting to hatch. We could observe the tadpoles,” Fumiko said.



**Answer the questions about the text.**

**1. What genre text is this? How can you tell?**

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**2. Name any literary or visual elements. How do they help the reader?**

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**3. How does Fumiko use what she knows to help someone?**

---



Name \_\_\_\_\_

**Write the prefix (*un-*, *non-*, or *im-*) that can be added to each word in bold. Then use the new word in a sentence of your own.**

1. **possible**

Prefix: \_\_\_\_\_

Sentence: \_\_\_\_\_

2. **happy**

Prefix: \_\_\_\_\_

Sentence: \_\_\_\_\_

3. **bearable**

Prefix: \_\_\_\_\_

Sentence: \_\_\_\_\_

4. **perfect**

Prefix: \_\_\_\_\_

Sentence: \_\_\_\_\_

5. **sure**

Prefix: \_\_\_\_\_

Sentence: \_\_\_\_\_

6. **sense**

Prefix: \_\_\_\_\_

Sentence: \_\_\_\_\_

Name \_\_\_\_\_

**A. Read each sentence and circle the plural noun. Write the singular form of the noun on the line.**

1. I read a story about the foxes that live on Smith Island. \_\_\_\_\_
2. Make sure the ashes are cold before leaving the campsite. \_\_\_\_\_
3. I plan to write my report on the heroes in my life. \_\_\_\_\_
4. There are three bunches of fruit sitting on the table. \_\_\_\_\_
5. This book is about a man's journeys through Africa. \_\_\_\_\_
6. This small kitten has very long eyelashes. \_\_\_\_\_

**B. Read the words in the box below. Underline the vowel team syllable in each word. Then sort the words by their vowel team.**

greener	mailbox	daytime	weakest
freedom	prepaid	driveway	unknown
teammate	roadside	snowfall	coaches

**ea**

\_\_\_\_\_  
\_\_\_\_\_

**ee**

\_\_\_\_\_  
\_\_\_\_\_

**ai**

\_\_\_\_\_  
\_\_\_\_\_

**ay**

\_\_\_\_\_  
\_\_\_\_\_

**oa**

\_\_\_\_\_  
\_\_\_\_\_

**ow**

\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how dialogue can help develop characters.**

### **Draft Model**

My little brother Henry was upset. He was studying for a math test but was having trouble with subtraction. He asked if I could help him.

1. How did you know that your brother was upset? Did he say something?
2. What was your brother feeling when he explained his problem?
3. How would you reply when your brother asked you for a favor? What would you say?
4. How could dialogue better help someone understand what is going on in the story?

**B. Now revise the draft by adding dialogue to show the characters' thoughts, feelings, and actions in the story.**

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Name \_\_\_\_\_

The student who wrote the paragraph below used text evidence from two different sources to answer the question: *In your opinion, what kind of person is Clementine?*

I think Clementine is a good person, but she is kind of silly and sometimes she can be selfish. When Clementine doesn't have a talent for the talent show, she proves she is good at helping others perform in the show. She wants other people to do well. She also has a big imagination. This can sometimes make it hard for her to pay attention to what is happening, but it can also help her solve problems creatively. After reading both Clementine stories, I can see she's good at caring for others, like her little brother and her cat. But I can also see that she can be selfish. For example, she thinks of silly, selfish reasons not to add a new baby to her family. Even though Clementine can be silly and selfish, I believe she is a good friend and a caring person.

Reread the passage. Follow the directions below.

1. Draw a box around the topic sentence that states an opinion.
2. Underline linking words that connect the student's opinion with a reason.
3. Circle two details that describe the character Clementine in the two stories.
4. Write the contraction with *not* the writer uses on the line.

Name \_\_\_\_\_

Read the passage. Use the reread strategy to be sure you understand what you read.

## Adaptations: Grizzly and Polar Bears

11 Every animal has adaptations. These are ways that a body is  
12 specially made. Birds have differently shaped beaks because they  
20 eat different things. Some fish that live at the bottom of the ocean  
33 glow in the dark. Mammals, or warm-blooded creatures that give  
43 birth to live babies, live all over the world so they need to have  
57 different skills and body shapes. Giraffes have long tongues that  
67 they use to pull leaves off the tops of trees in Africa. Jackrabbits  
80 have wide feet to run across sand in the Mojave Desert.

91 These things help animals be as effective as they can be and  
103 do their best job of finding food and raising young. Adaptations  
114 are very important to all animals, no matter where they live.

### 125 Similarities

126 Mammals have adapted to live in different parts of the world.  
137 For example, bears live in North America, South America,  
146 Europe, Asia, and in the Arctic. Grizzly bears live in North  
157 America. Polar bears live inside the Arctic Circle. In many ways,  
168 they are the same. They are enormous animals. They can weigh  
179 more than 1,500 pounds. Both kinds of bears have toes with  
190 claws they cannot retract, or pull inside, as a cat does. They can  
203 stand on their hind legs. They can even sit up, as if they were  
217 sitting in a chair! And all bears have rounded ears.

Name \_\_\_\_\_

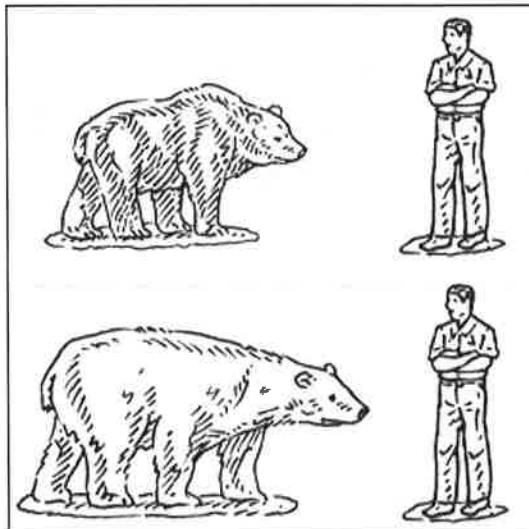
## Differences

Grizzly bears and polar bears have adapted to conditions in the different places they live. Polar bears' fur is white, so they can blend in with the ice and snow in the Arctic Circle and can sneak up on prey without being seen. They also have a layer of blubber, or fat, over four inches thick. This helps keep them warm even though the air temperature can be  $-80^{\circ}\text{F}$  and the water they swim in is barely above freezing. Polar bears' fur is hollow, so it traps warm air against their bodies. Their nostrils can close to keep water out of their noses as they swim.

Grizzly bears do not live in the ice and snow, so their fur is brown. This helps them blend in with the trees and rocks in their environment, or where they live. Their claws are longer than a polar bear's. Polar bears eat only meat. Grizzlies are omnivorous. They are as happy eating fish as eating berries. They use their claws to catch fish. They

also use them to dig in the ground to find roots or insects to eat. Grizzlies have a large hump of muscle over their shoulders. It makes their front legs very strong. It also helps them to run very quickly in order to catch prey.

Bears are only one kind of animal, and as you can see, where they live affects what they are like. Adaptations are very important to bears, as they are for every other kind of animal. Adaptations are what make each kind of bear unique.



A grizzly and a polar bear in relation to a person.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**1. How are the bears compared?**

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**2. How are the bears contrasted?**

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**3. Why are signal words important when comparing and contrasting? What are some of the words the author uses in the text to signal comparing and contrasting?**

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**B. Work with a partner. Read the passage aloud. Pay attention to intonation and phrasing. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name \_\_\_\_\_

## The Monarch Migrations

Monarch butterflies live throughout the United States. Each fall, when colder weather approaches, they migrate south to warmer climates. Some fly all the way from Canada to Mexico. Monarchs migrate to adapt to changing temperatures. In the fall, temperatures in the north get cooler and there are fewer flowers on plants. Monarchs cannot survive very cold winter weather and need flowering plants for food. They move to warm areas in the south where there is food.



Monarch butterflies west of the Rocky Mountains fly south to California. Those east of the Rocky Mountains fly south to Mexico.

Answer the questions about the text.

1. What genre is this text? How can you tell?

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2. What text features are included? What purpose do they have?

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3. Why do you think monarch butterflies have to migrate in the fall?

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Name \_\_\_\_\_

**Use what you know about grizzly and polar bears to write a paragraph with sentence clues. First write a definition for each of the words below. Then write a paragraph that includes the words. Be sure to include sentence clues that explain each word's meaning.**

**1. adaptations:** \_\_\_\_\_

**2. mammals:** \_\_\_\_\_

**3. effective:** \_\_\_\_\_

**4. environment:** \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Name \_\_\_\_\_

**A. Read each word in the box. Place an X over any word that does not have the vowel sound /ô/. Then underline the letters that make the vowel sound /ô/ in the words that remain.**

flawless	chalk	south	stalk
paused	smallness	brought	scorch
bounce	salt	grouch	sought
thoughtless	squawk	crawl	drawn
rough	mouse	walrus	would

**B. Complete each sentence below with a word from the word box. Write the word on the line and circle the root *graph* or *aud*.**

audience	biography	graphics
audition	photographs	auditorium

1. I think it's easy to take \_\_\_\_\_ with this new digital camera.
2. After the performance, the \_\_\_\_\_ cheered for several minutes.
3. The musicians will play their next concert at the local \_\_\_\_\_.
4. What time is your \_\_\_\_\_ for the school play?
5. A \_\_\_\_\_ is the written story of someone's life.
6. I like the \_\_\_\_\_ you designed on the computer.

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how you can grab the reader’s attention with a strong opening.**

**Draft Model**

A flying squirrel is a special type of squirrel. Flying squirrels move from tree to tree through the air. One squirrel’s flight was 100 yards long.

1. How could you replace the first sentence with an interesting question that grabs the reader’s attention?
  
2. How do flying squirrels move through the air?
  
3. What else is 100 yards long?

**B. Now revise the draft by adding interesting questions and fascinating facts to make the reader want to read more.**

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Name \_\_\_\_\_

The student who wrote the paragraph below used text evidence from two different sources to answer the question: *How does an animal's environment affect the way it lives?*

How does an animal's environment affect the way it lives? In many ways. The land in an animal's environment controls where it can build a home or burrow. For example, a desert tortoise digs a burrow in the sandy ground of the desert where it lives. The temperature of an animal's environment can affect when an animal comes out of its shelter or stays hidden. If the sun is too hot, a desert animal may stay in its den. Temperature may affect an animal's color. Desert iguanas will turn a lighter color when the sun is out. This helps them stay cool. The amount of water in an animal's environment can also affect how it lives. Some animals have to walk a long way to get to water.

In "Little Half Chick," water, fire, and wind are characters. The wind carries the chick to the top of a high tower to keep it safe. Both texts show that an animal's environment will affect the way it lives.

Reread the passage. Follow the directions below.

1. **Draw a box** around the strong opening the student used to grab the reader's attention.
2. **Underline** an example of a relevant detail that helps support the topic.
3. **Circle** linking words that connect sentences or ideas.
4. **Write** the main verb and helping verb in the last sentence on the line.

Name \_\_\_\_\_

Read the passage. Use the reread strategy to be sure you understand what you read.

## History of Human Flight

### Wanting to Fly Like Birds

5 Human beings have always wanted to fly. But it took a long  
17 time for humans to learn how to do it. At first, people tried to  
31 copy birds. They made wings out of wood and feathers. They  
42 attached the wings to their arms and tried to fly. This did not  
55 work because birds and humans have different muscles.

### 63 Hot Air Balloons

66 The first big step toward human flight was the invention of the  
78 kite. The kite was first made in China in 400 B.C. They were used  
92 for fun and to test the weather. Some people wanted to make flying  
105 machines that could carry people. So they made balloons and gliders.

116 The first hot air balloon was a silk bag. The bag was filled  
129 with smoke from a fire. The hot air made the balloon lighter than  
142 the air around it. Because of this, the bag rose into the sky. People  
156 attached a basket to the bag. Soon, they began to use it to travel.

### 170 Gliders

171 The next big step in human flight was the glider. A glider does  
184 not float like a balloon. It falls to earth. But it falls so slowly that  
199 it stays in the air a long time. Gliders are easier to control than  
213 balloons. With gliders people could fly where they wanted.

Name \_\_\_\_\_

Several inventors helped improve the glider. George Cayley made a new wing shape. He also wanted to make the glider more stable, so he added a tail. Otto Lilienthal made a glider that could travel far. Sam Langley focused on ways to power the flight. He added an engine to the glider.

### Really Flying

Hot air balloons and gliders put people into the air. But they did not allow for people to travel safely over long distances. Octave Chanute gathered all of the knowledge he could find about human flight. He wrote it all in a book. Two brothers from Ohio read the book. Their names were Wilbur and Orville Wright. Octave's book convinced them that they could create a flying machine.

The Wright brothers were amazing thinkers. First they did tests with balloons and kites. Then they learned about wind. They made a glider that worked well in most wind conditions. Then they worked on an engine that could power flight. After five years of study, they put all their knowledge together to make a "Flyer." At 10:35 A.M. on December 17, 1903, the Wright brothers tested their new "Flyer." It worked! Orville Wright flew 120 feet in twelve seconds. Humans had finally learned to fly!



The Wright brothers' first "Flyer."

U.S. Air Force



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**1. What happened when people attached wings to their arms and tried to fly? Why?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. What was the effect of filling a silk balloon with smoke?**

\_\_\_\_\_

\_\_\_\_\_

**3. Why did George Cayley add a tail to the glider?**

\_\_\_\_\_

**4. What is one thing that caused the Wright brothers to try to build a flying machine? How do you know?**

\_\_\_\_\_

\_\_\_\_\_

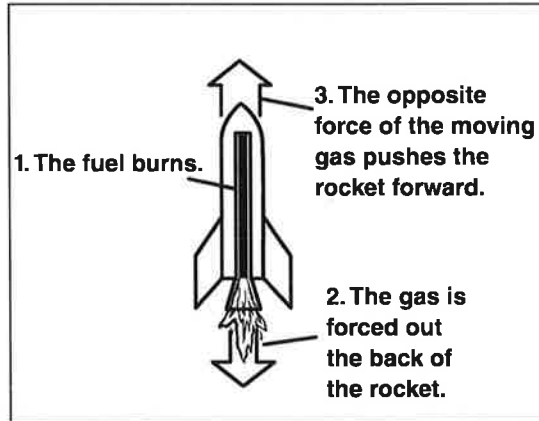
**B. Work with a partner. Read the passage aloud. Pay attention to accuracy and phrasing. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name \_\_\_\_\_

## How Rockets Move

A rocket moves by burning fuel. By burning fuel, it produces gas. This gas is forced out the back of the rocket at very high speeds. Its high speed gives the gas great force. This moving gas must follow a basic law of nature. This law says that every action has an equal and opposite reaction. This means that when the gas is forced out, it creates equal force in the opposite direction. The force of this reaction is what pushes the rocket forward.



Answer the questions about the text.

1. What genre is this text? How can you tell?

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2. What text feature does this text include? How does it help the reader understand the text?

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3. Describe the law that a rocket uses to move forward. Can you think of another example of this law?

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Name \_\_\_\_\_

**The words below have more than one meaning. Write two sentences for each word using context clues. Each sentence should use a different meaning of the word. Use a dictionary to check the meaning of the words that you are unsure of.**

**1. fly**

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**2. copy**

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**3. test**

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**4. rose**

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**5. power**

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Name \_\_\_\_\_

**A. Read the homophones in the word box. Choose the correct homophone to complete each sentence. Not all words will be used.**

wait	scene	weight	it's	their
piece	they're	seen	peace	its

1. Are you sure \_\_\_\_\_ my turn to wash the dishes?
2. My favorite actor is in the first \_\_\_\_\_ of the movie.
3. She checked the \_\_\_\_\_ of the grapes before paying for them.
4. We searched everywhere for the missing puzzle \_\_\_\_\_.
5. I really don't think \_\_\_\_\_ being fair about this.

**B. Read each sentence. Underline the words that have an *r*-controlled vowel syllable. Write the words on the lines and circle the *r*-controlled vowel syllable.**

1. In October, the cornstalks are dried and stacked.

\_\_\_\_\_

2. The thunder was really loud this morning.

\_\_\_\_\_

3. I hope the weather today will be calm instead of stormy.

\_\_\_\_\_

4. I was surprised when my friends began to argue.

\_\_\_\_\_

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about how you can use a strong conclusion.**

### **Draft Model**

I like helicopters. They can fly in any direction. They can go fast or slow and land almost anywhere. They can be used to rescue people, to help fight forest fires, or to prevent crimes.

1. What is the main idea? Are helicopters the writer's favorite flying machine?
2. What directions can a helicopter fly in?
3. What kinds of birds are helicopters like?
4. What conclusion could be added to restate the main idea?

**B. Now revise the draft by adding a strong conclusion that retells the main idea.**

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Name \_\_\_\_\_

The student who wrote the paragraphs below used text evidence from two different sources to answer the question: *What do a flying horse and a hot air balloon have in common? How are they different?*

A flying horse and a hot air balloon have some things in common, but they also have many differences. They are alike because they move people through the air. However, a hot air balloon carries people in a basket below it, and a flying horse carries a rider on its back. A flying horse and a hot air balloon can both soar high in the sky. They can give their riders a great view of the land below. That, and other reasons, makes hot air balloons and flying horses alike.

Hot air balloons and flying horses have many differences, too. One of them is a living thing, and the other is a vehicle made by people. Hot air balloons are filled with fire-heated air, but flying horses like Pegasus move because of the oats they eat. But the biggest difference is probably that flying horses are not real. They are only part of myths and fairy tales. Hot air balloons are real. They take off and land all over the world every day. So, while flying horses and hot air balloons are alike in a few ways, in most ways they are very different.

**Reread the passage. Follow the directions below.**

1. **Draw a box** around the sentence that introduces the topic.
2. **Underline** an example of a detail that helps support the topic.
3. **Circle** a strong conclusion that sums up a paragraph.
4. **Write** one complex sentence from the model on the line.

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Name \_\_\_\_\_

Read the poem. Check your understanding by asking yourself what message the author wants to share.

## Why I Run

6 The first marathon I ever saw  
 was years ago with my grandma.  
 12 We stood out on the Boston streets  
 19 and marveled at the number of feet  
 26 and marveled at the number of feet.

33 The runners were a rumbling herd,  
 39 except for a few—like the swiftest birds  
 47 who shot out alone to run their races  
 55 with determination carved into their faces  
 61 with determination carved into their faces.

67 Motorboats speeding over gray water,  
 72 these runners would inspire anyone's daughter.  
 78 That was the day I made the decision—  
 86 the bounce in my steps clarified my vision  
 94 the bounce in my steps clarified my vision.

102 I went home that day and laced up my shoes  
 112 and although my feet started out as one big bruise  
 122 I've run in every Boston Marathon since  
 129 and now I'm so strong I don't even wince  
 138 and now I'm so strong I don't *ever* wince.



Name \_\_\_\_\_

**A. Reread the poem and answer the questions.**

**1. What Is this poem about?**

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**2. What do you think is the theme of this poem?**

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**3. What makes you think that is the theme?**

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**B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.**

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Name \_\_\_\_\_

## If I Could Just Get Out of Bed

If I get out of bed, I could  
 read a book about the moon  
 and one about a rocket ship  
 and one that tells me how to make  
 a ship that flies me into space  
 to be the first kid on the moon  
 if I get out of bed.



**Answer the questions about the poem.**

**1. Describe this poem's rhyme scheme. What kind of poem is it?**

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**2. Who is the speaker of the poem?**

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**3. Describe the events in the poem. Are they really happening?**

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Name \_\_\_\_\_

Read the lines of the narrative poem below. Then answer the questions.

**Why I Run**

*Motorboats speeding over gray water,  
these runners would inspire anyone's daughter.*

*That was the day I made the decision—  
the bounce in my steps clarified my vision  
the bounce in my steps clarified my vision.*

*I went home that day and laced up my shoes  
and although my feet started out as one big bruise  
I've run in every Boston Marathon since  
and now I'm so strong I don't even wince  
and now I'm so strong I don't ever wince.*

- 1. Draw boxes around all of the words that rhyme in the poem.**
- 2. Circle examples of repetition in the poem.**
- 3. Write a short narrative poem that includes repetition and rhyme.**

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Name \_\_\_\_\_

**Read each passage. Identify the metaphor and write it on the line. Then write how the two things being compared are similar.**

1. The runners were a rumbling herd,  
except for a few—

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2. Motorboats speeding over gray water,  
these runners would inspire anyone's daughter.

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3. I went home that day and laced up my shoes  
and although my feet started out as one big bruise

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Name \_\_\_\_\_

**A. Read each word in the box. Sort the words with soft c and soft g spellings under the correct heading. Not all the words will be used.**

giant	pickle	garden	iceberg	celebrate
guard	places	dangerous	bigger	great
careful	gentle	century	giraffe	camper

**soft c**

**soft g**

1. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

6. \_\_\_\_\_

3. \_\_\_\_\_

7. \_\_\_\_\_

4. \_\_\_\_\_

8. \_\_\_\_\_

**B. Add -er and -est to each word. Choose the correct word to complete the sentence that follows and write it on the line.**

**-er**

**-est**

1. loud \_\_\_\_\_

The horn on a large truck is \_\_\_\_\_ than a car horn.

2. happy \_\_\_\_\_

Of all the puppies, I think this one is the \_\_\_\_\_ to be here.

3. cool \_\_\_\_\_

It is usually \_\_\_\_\_ at night than during the day.

Name \_\_\_\_\_

**A. Read the draft model. Use the questions that follow the draft to help you think about what strong words you can add.**

**Draft Model**

Aunt Barb works really hard  
She speaks three languages  
Aunt Barb helps me fly  
And never lets me fall

1. What strong words would tell how Aunt Barb works?
2. What languages does Aunt Barb speak?
3. What strong verbs or details would show how Aunt Barb helps the speaker fly?

**B. Now revise the draft by adding strong words to make the poem clearer and more descriptive.**

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Name \_\_\_\_\_

The student who wrote the poem below was inspired by three other poems when she responded to the prompt: *Write a free verse poem about a family member or pet. Use figurative language and repetition.*

**Lucky Lola**

Lucky Lola loves to play ball.  
She's a bird bandit. A squirrel hunter.  
A brown spotted bundle of energy, ready for action.  
She prowls and pounces. She growls and grunts.  
Woof! Woof! Woof! Mailman's here!  
Grrrrr! Grrrrr! Grrrrr! There went the school bus.  
Wag! Wag! Wag! The family is home now.  
Better get the ball. It's playtime!

Reread the passage. Follow the directions below.

1. Draw a box around an example of figurative language.
2. Underline an example of a strong word or phrase that helps readers visualize something from the poem.
3. Circle an example of repetition to emphasize an important idea.
4. Write an irregular verb from the poem on the line.

# The Girl and the Apples

by Tala Rutchel

- 1 One fall afternoon, a girl went to a farm to pick apples. She was in a hurry, so she picked carelessly both ripe apples and unripe ones. When she finished, her wagon was filled with a small mountain of apples.
- 2 The girl asked the farmer, “Quick, tell me how long you think it will take me to get back home.”
- 3 The farmer thought carefully. Then he said, “Be patient. If you go slowly, you will be back soon. If you go fast, you will not get back until night. It’s your choice.”
- 4 The girl thought, “How can that be? How can it take so long if I go fast?”
- 5 The girl wanted to get back home as soon as possible, so she rushed her horse and wagon onto the road. She made her horse walk very fast.
- 6 And suddenly . . . bump! Off fell some apples.
- 7 Every time she hit a bump, more apples rolled off her wagon. Then she had to stop and put them back on the wagon. Because of all the delays, it was night before she got home.



## Close Reader Habits

**Underline** key details that help you figure out the central message.

## Explore

How can key details help you figure out what lesson the girl in the story learns?



To find the central message, think about what each key character says and does.

### ▶ Think

- 1 Complete the chart by writing some key details about what the characters say and do. Then write the central message, or lesson.

Key Details (the Girl)

Key Details (the Farmer)

What Is the Central Message?

### ▶ Talk

- 2 Think about the message of the story. Talk about what the girl learned.

### ▶ Write

- 3 **Short Response** What is another lesson the girl might learn from what happened? Use the space provided on page 14 to write your answer.

**HINT** What might the girl think about the farmer's advice by the end of the story?





**Write** Use the space below to write your answer to the question on page 13.

# The Girl and the Apples

**3 Short Response** What is another lesson the girl might learn from what happened?

**HINT** What might the girl think about the farmer's advice by the end of the story?

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Don't forget to check your writing.

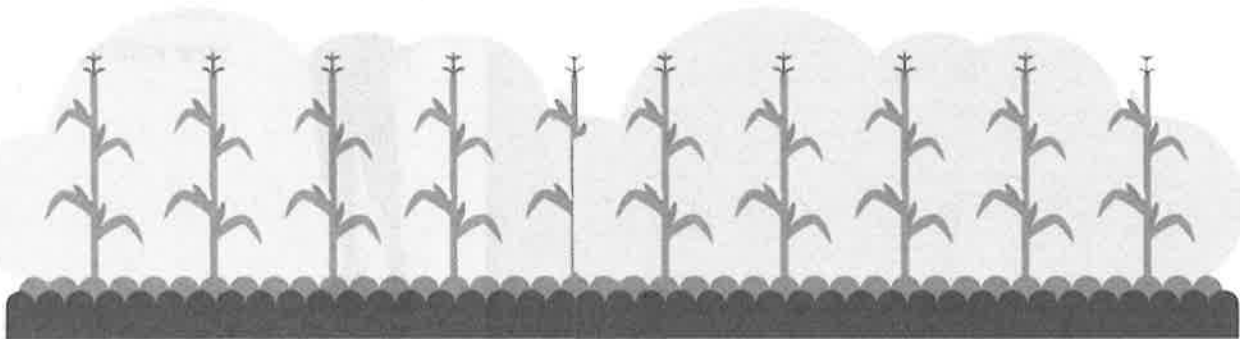
# Sharing the Crops

a folktale from England

- 1 Once a farmer rented some land. “How much does it cost to use this land?” the farmer asked the landowner.
- 2 The owner wanted to get the better part of the deal. So he said, “I’ll take the top half of the crop, and you can take the bottom half.”
- 3 But the farmer was clever. He planted potatoes because they grow in the ground. At harvest time, he gave the owner the potato tops, which are not good for anything.
- 4 The owner knew he had been outsmarted. He said, “Next year, I want the bottom half of your crops.”
- 5 So the next year the farmer planted oats, which grow at the top of long grasses. The bottom half is useless grassy straw. That’s what the farmer gave to the owner.
- 6 This time the owner said, “Next year, I’ll take the top and the bottom. You can have the middle.”
- 7 So this time, the farmer planted corn. At the top of each corn stalk are tassels. At the bottom are woody stalks. In the middle is where the tasty sweet corn grows.
- 8 For a third time, the owner had been outsmarted. Now it was the farmer’s turn to suggest a deal. “From now on,” he said, “why don’t you take half of whatever I grow? Whatever I get, you will get the same.”
- 9 This was a fair deal at last. From that day on, the owner and the farmer shared the crops equally.

## Close Reader Habits

Why does the landowner keep changing the deal he made with the farmer? **Underline** the key details about the first deal between the landowner and the farmer.





To find the central message of a story, think about which character learns a lesson.

## ► Think

- 1 This question has two parts. Answer Part A. Then answer Part B.

### Part A

What is the central message of “Sharing the Crops”?

- A It is wrong to try to cheat others.
- B Never make a deal with a clever farmer.
- C The best part of a crop is usually at the top.
- D If a plan doesn’t succeed, keep trying.

### Part B

Which sentence from the story **best** supports the answer you chose for Part A above?

- A “Once a farmer rented some land.”
- B “The owner wanted to get the better part of the deal.”
- C “This was a fair deal at last.”
- D “So this time, the farmer planted corn.”

## ► Talk

- 2 Using key details from the text, talk to your partner about how the farmer outsmarts the landowner.

## ► Write

- 3 **Short Response** Explain which character in “Sharing the Crops” learns a lesson. Use one detail from the folktale to support your response. Use the space provided on page 19 to write your answer.

**HINT** Reread to look for the character who learns a lesson.



**Write** Use the space below to write your answer to the question on page 18.

# Sharing the Crops

**3 Short Response** Explain which character in "Sharing the Crops" learns a lesson. Use one detail from the folktale to support your response.

**HINT** Reread to look for the character who learns a lesson.

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## Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?

# HOW THE BAT GOT WINGS

## ◀◀ A CHEROKEE NATION TALE ▶▶

- 1 A long time ago, the bat was a tiny mammal. It had no wings. One day, the mammals and birds decided to play a game. The birds played on one team, and the mammals played on the other team.
- 2 The bat wanted to play with the mammals, but the mammals laughed at her size. “You are too small,” they said.
- 3 So the bat asked to play with the birds. The birds said, “You don’t have wings, but we can make you some out of a drum.” The birds stretched the skin of a drum into wings.
- 4 The birds put the wings on the bat and said, “Flap your wings.” The bat jumped off a tree and flapped her wings, but she didn’t fly in a straight line like the birds. Instead, she flew every which way in a crazy, zigzag pattern.
- 5 The birds let the bat play on their team. Just as she had done before, the bat flew in a crazy, zigzag pattern. The mammals on the other team could not catch the bat. The bat scored the winning points for the birds.
- 6 When the game was over, the mammals said, “Who is that superstar on your team?”
- 7 The birds said, “It is the bat. We gave her wings.”
- 8 The mammals did not know what to say. After all, they had refused to let the tiny bat play on their team. The mammals had learned their lesson. From that day on, they let any animal of any size play on their team.



### Close Reader Habits

Which details would you include to recount the story? **Underline** the most important ones.



When you get ready to recount a story, choose the most important details.

## ► Think

1 Number the items to show the order of some events in the story.

- \_\_\_ The bat flies in a crazy, zigzag pattern.
- \_\_\_ The birds make wings for the bat.
- \_\_\_ The mammals do not let the bat play on their team.

2 Why do the birds win the game?

- A The mammals cannot follow the bat's movements.
- B The mammals are surprised to see the bat on the team.
- C The mammals refuse to play against a bat.
- D The birds fly in a crazy, zigzag pattern.

## ► Talk

3 Using key details from the text, talk to your partner about how the bat's way of flying helps the birds win.

## ► Write

4 **Short Response** In your own words, recount what happens when the bat plays the game with the birds. Be sure to include the most important details from the story. Use the space provided on page 40 to write your answer.

**HINT** Review the game in paragraphs 5 to 8.



**Write** Use the space below to write your answer to the question on page 39.

## HOW THE BAT GOT WINGS

**4 Short Response** In your own words, recount what happens when the bat plays the game with the birds. Be sure to include the most important details from the story.

**HINT** Review the game in paragraphs 5 to 8.

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### Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?

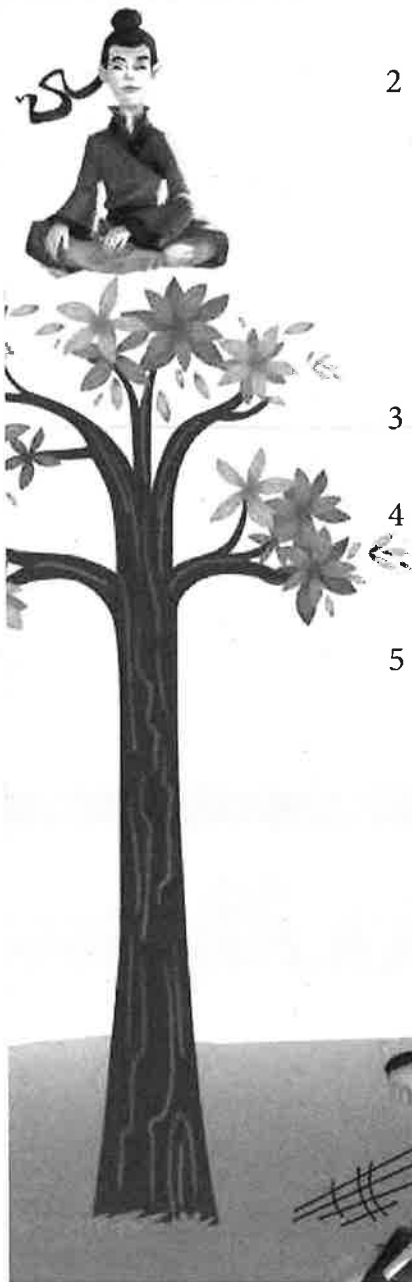
# True or False

a folktale from Myanmar (Burma)

## WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **fuss**
- **disbelief**



- 1 There once were three poor brothers who loved to tell tall tales. They traveled throughout the countryside telling wild stories. They always claimed that their tales were true, but no one ever believed them.
- 2 One day, the three brothers met a rich traveler. The man was dressed in fine clothes and wore shining jewels. The brothers wanted his things. "Let's ask him to play a game. Each of the four of us will tell a tale of a past adventure. The rule is that if anyone doubts the truth of another's story, he must become that person's servant. The man will never believe our stories. Getting him to doubt our stories will be like rolling off a log. He will have to become our servant."
- 3 The others liked this plan. They did not want a servant. But they wanted the man's fine things. The man agreed to the game.
- 4 The first brother told a story of how he had climbed a tree and could not get down. So he ran to a nearby cottage and borrowed a rope.
- 5 The second brother told of jumping into the stomach of a tiger who wanted to eat him. "I made such a fuss that the tiger spit me out," he said.



- 6 The third told of helping the village fishermen. He said he turned into a fish and jumped into the river. There, he turned back into a man and killed the big fish that were eating all the little fish.
- 7 The rich man listened to the three tales without saying one word of disbelief. Then he told his story. He said he was searching for three servants who had run away from him.
- 8 “You three must be the ones I am looking for,” he said.
- 9 The brothers looked at him with alarm. If they doubted him, they must become his servants. That was their rule. But if they said his story was true, they would have to become his servants too!
- 10 They said nothing.
- 11 Finally, the man said he would let them go if they promised never to tell tall tales again.
- 12 The brothers agreed, and they kept their promise.



► **Think** Use what you learned from reading the selection to respond to these questions.

**1** Number the items to show the order of some events in the story.

- \_\_\_ Each brother told his make-believe story.
- \_\_\_ Three brothers talked a rich traveler into playing a game.
- \_\_\_ The rich man made them promise not to tell tall tales.
- \_\_\_ The rich man told them a story.
- \_\_\_ The rich man did not question the brothers' stories.
- \_\_\_ The brothers realized they were trapped.

**2** This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

Why did the three brothers want to play a game with the traveler?

- A** They wanted to see if he would believe their tall tales.
- B** They wanted to trick him so they could have what he owned.
- C** They disliked people who had more money than they did.
- D** They were once the rich traveler's servants.

**Part B**

Write a sentence from paragraph 2 that supports the answer you chose for Part A.

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- 3 Which is the **best** recounting of the third brother's story?
- A He plays a trick on the fishermen. He pretends to be a big fish catching small ones.
  - B He gets away from the fishermen by swimming in the river like a fish.
  - C He helps the fishermen. He turns himself into a fish and then back into a person to kill a big fish.
  - D He becomes a fish so that he can help the fishermen chase fish into their nets.
- 4 Which is the **best** description of the brothers' problem at the end of the folktale?
- A The brothers think the rich man's story is the best of all the stories they have heard.
  - B The rich man believes that the brothers are the runaway servants he is looking for.
  - C The brothers promise never to tell tall tales again as they know they should not be doing that.
  - D No matter how the brothers answer the rich man, they will have to become his servants.

5 Which **two** details could you leave out when recounting this story?

- A The brothers tell their tales throughout the countryside.
- B The brothers ask a rich traveler to play a game.
- C A tiger spit one brother out after eating him.
- D The rich man said nothing about the brothers' stories.
- E The rich man told a story about missing servants.
- F The brothers agreed not to tell any more tall tales.

6 Reread these sentences from paragraph 2.

**The man will never believe our stories. Getting him to doubt our stories will be like rolling off a log.**

What does the word *doubt* mean in this context?

- A dislike
- B understand
- C mistrust
- D enjoy

## Reading

Read the passage. Then answer the questions that follow.

# Following the Stars

*by Krista O'Connell*

1 “Wait up!” Robert said, hurrying along the forest path.

2 Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him. Thankfully, there was plenty of moonlight. “You’re too slow,” he called. “Hurry up!”

3 “No, you’re too fast,” Robert replied with a smile. “Slow down!” This was a regular joke between the two boys. They had been friends for as long as either could remember. And they were as different as they could be.

4 But this evening, Jake wasn’t in the mood for joking. They were completing the final test for their summer nature camp. They had to find the North Star and follow it until they came to an open field. The counselors would be waiting for them beside a toasty warm campfire. Each of the boys wore a whistle. If either blew the whistle, it would be a signal they were lost.

5 Robert was calm. He had spent lots of time hiking, even at night. But his friend was in a rush and getting worried. This was Jake’s first time out of the city. He wanted to get to the safety of the campfire as quickly as he could. “I’m going to blow my whistle. What were they thinking letting us wander around the woods alone at night?” Jake griped, standing close to Robert.

6 “Take it easy!” Robert patted Jake on the back. “We just have to use what we learned. Let’s break it down into steps. We can do this!”

7 Jake took a deep breath. “Okay, okay. I guess we’re not in any danger yet. First things first, find the Big Dipper,” Jake said. The two boys stood still and looked up. For a moment, they forgot about their task and stood in awe of the sight. Away from the lights of the city, the black sky was bursting with stars.

8 But soon the boys remembered their job and began searching for the stars that formed the Big Dipper. “There!” Robert shouted, pointing his finger at a patch of stars.

9 Jake looked up to where Robert was pointing. He smiled when he saw a familiar shape among the tangle of stars. “Okay, let’s go,” Jake said, and started walking quickly away from their spot in the forest.

10 Robert grabbed his shoulder. “Wait, let’s take our time. We want to be sure we get it right,” Robert said, shaking his head. Jake was always jumping into things too fast. “What’s the next step?”

11 Jake sighed. “I guess you’re right. Okay, the next thing is to find the two stars at the end of the Big Dipper, on the side of the cup across from the handle,” Robert said.



12 “There they are,” Jake said. He pointed to the picture, and then up into the sky.

13 “Now, we just have to imagine a line connecting the stars. The end of the line should point to the North Star,” Robert recalled. They soon saw the star that shone brighter than many of the others around it. They began walking toward it, hoping their decision was the right one.

14 They didn’t have to travel far. Within minutes, they could see the warm glow of a campfire through the trees. When they proceeded into the clearing, everyone clapped and cheered. “Told you we wouldn’t need the whistle,” Robert told Jake with a grin and a friendly whack on the back.

15 “I guess you were right...for once,” Jake said, smiling. He was proud that he hadn’t given up and blown the whistle. As the friends walked toward the fire, they knew they would remember how those stars had helped them find their way, long after they returned home.

**1** Which sentence from "Following the Stars" tells what Jake and Robert must do for their final test at camp?

- A** "Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him."
- B** "They were completing the final test for their summer nature camp."
- C** "They had to find the North Star and follow it until they came to an open field."
- D** "Within minutes, they could see the warm glow of a campfire through the trees."

**2** Why does Robert grab Jake's shoulder in paragraph 10 of "Following the Stars"?

- A** to stop Jake from walking into a clump of poison ivy
- B** to get Jake to slow down and carefully find the North Star
- C** to ask Jake to blow the whistle to let everyone know they are lost
- D** to make Jake leave him alone in the woods

- 3** The following question has two parts. First, answer part A. Then, answer part B.

**Part A**

Read this sentence from the story.

Away from the lights of the city, the black sky was bursting with stars.

Which of the following best describes the meaning of the word “bursting” as it is used in this sentence?

- A** dimly lit
- B** blowing up
- C** flying apart
- D** completely filled

**Part B**

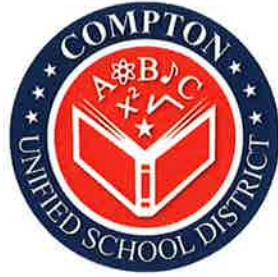
Which sentence from the story **best** supports the answer to part A?

- A** “Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him.”
- B** “He had spent lots of time hiking, even at night.”
- C** “They soon saw the star that shone brighter than many of the others around it.”
- D** “He pointed to the picture, and then up into the sky.”



- 4** Which sentence **best** begins a retelling of “Following the Stars”?
- A** Jake and Robert are taking their final test at summer nature camp.
  - B** Jake and Robert find the Big Dipper and the North Star.
  - C** Jake and Robert proudly walk into the clearing following the stars.
  - D** Robert is calm, but Jake is worried about passing the final test.
- 5** Select the **two** sentences that **best** tell how the picture in “Following the Stars” helps readers better understand the story.
- A** It shows that Jake is walking much faster than Robert.
  - B** It shows how far the boys had to walk to find the camp.
  - C** It shows what Jake and Robert saw in the sky that night.
  - D** It shows how Jake and Robert feel during the test.
  - E** It shows that Robert is more at ease in the woods than Jake.
  - F** It shows how alone Jake and Robert are out in the dark woods.





# Grade 3

# MATH





# Understanding of Multiplication Models

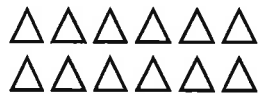
Name: \_\_\_\_\_

- 1 Show  $3 \times 5$  by drawing equal groups of 5.

Show  $3 \times 5$  by drawing an array.

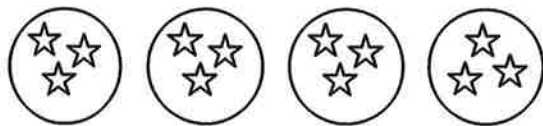
Complete the equation.  $3 \times 5 =$  \_\_\_\_\_

- 2 Write an equation that matches the array.



\_\_\_\_\_

- 3 Write an equation that matches the picture.



\_\_\_\_\_

- 4 Use words to describe the drawing for problem 3.

## Multiplying with 2, 5, and 10

Name: \_\_\_\_\_

### Multiply.

1  $5 \times 2 =$  \_\_\_\_\_ 2  $2 \times 5 =$  \_\_\_\_\_ 3  $2 \times 10 =$  \_\_\_\_\_ 4  $10 \times 2 =$  \_\_\_\_\_

5  $10 \times 5 =$  \_\_\_\_\_ 6  $5 \times 10 =$  \_\_\_\_\_ 7  $6 \times 2 =$  \_\_\_\_\_ 8  $2 \times 6 =$  \_\_\_\_\_

9  $3 \times 10 =$  \_\_\_\_\_ 10  $10 \times 3 =$  \_\_\_\_\_ 11  $7 \times 2 =$  \_\_\_\_\_ 12  $2 \times 7 =$  \_\_\_\_\_

13  $4 \times 10 =$  \_\_\_\_\_ 14  $10 \times 4 =$  \_\_\_\_\_ 15  $5 \times 4 =$  \_\_\_\_\_ 16  $4 \times 5 =$  \_\_\_\_\_

17  $2 \times 2 =$  \_\_\_\_\_ 18  $5 \times 5 =$  \_\_\_\_\_ 19  $10 \times 10 =$  \_\_\_\_\_

20 What patterns do you notice in the problems? Explain.

21 Draw a model to show how you solved one of the problems.

## Multiplying with 0 and 1

Name: \_\_\_\_\_

Write the missing digits in the boxes to make each multiplication problem true.

$3 \times 1 = \square$

$0 \times 7 = \square$

$5 \times 1 = \square$

$1 \times 0 = \square$

$1 \times 7 = \square$

$4 \times \square = 0$

$4 \times \square = 4$

$9 \times \square = 0$

$\square \times 1 = 3$

$\square \times 9 = 9$

$\square \times 8 = 0$

$\square \times 6 = 0$

Write two factors to make each multiplication problem true.

$\square \times \square = 5$

$\square \times \square = 7$

$\square \times \square = 2$

$\square \times \square = 1$

Write a digit in the box to make the multiplication problem true. Then use words to write about the groups.

$\square \times 0 = 0$

## Multiplying with 3

Name: \_\_\_\_\_

**Multiply.**

**1**  $2 \times 3 =$  \_\_\_\_\_ **2**  $3 \times 2 =$  \_\_\_\_\_ **3**  $10 \times 3 =$  \_\_\_\_\_ **4**  $3 \times 10 =$  \_\_\_\_\_

**5**  $5 \times 3 =$  \_\_\_\_\_ **6**  $3 \times 5 =$  \_\_\_\_\_ **7**  $4 \times 3 =$  \_\_\_\_\_ **8**  $3 \times 4 =$  \_\_\_\_\_

**9**  $9 \times 3 =$  \_\_\_\_\_ **10**  $3 \times 9 =$  \_\_\_\_\_ **11**  $1 \times 3 =$  \_\_\_\_\_ **12**  $3 \times 1 =$  \_\_\_\_\_

**13**  $8 \times 3 =$  \_\_\_\_\_ **14**  $3 \times 8 =$  \_\_\_\_\_ **15**  $6 \times 3 =$  \_\_\_\_\_ **16**  $3 \times 6 =$  \_\_\_\_\_

**17**  $7 \times 3 =$  \_\_\_\_\_ **18**  $3 \times 7 =$  \_\_\_\_\_ **19**  $0 \times 3 =$  \_\_\_\_\_ **20**  $3 \times 3 =$  \_\_\_\_\_

**21** Tell how you could check that your answer to problem 9 is correct.

**22** Draw a model to show how you solved one of the problems.



## Multiplying with 4

Name: \_\_\_\_\_

**Multiply.**

1  $2 \times 4 =$  \_\_\_\_\_ 2  $3 \times 4 =$  \_\_\_\_\_ 3  $10 \times 4 =$  \_\_\_\_\_ 4  $5 \times 4 =$  \_\_\_\_\_

5  $7 \times 4 =$  \_\_\_\_\_ 6  $6 \times 4 =$  \_\_\_\_\_ 7  $8 \times 4 =$  \_\_\_\_\_ 8  $9 \times 4 =$  \_\_\_\_\_

9  $1 \times 4 =$  \_\_\_\_\_ 10  $4 \times 5 =$  \_\_\_\_\_ 11  $0 \times 4 =$  \_\_\_\_\_ 12  $4 \times 10 =$  \_\_\_\_\_

13  $4 \times 3 =$  \_\_\_\_\_ 14  $4 \times 2 =$  \_\_\_\_\_ 15  $4 \times 1 =$  \_\_\_\_\_ 16  $4 \times 4 =$  \_\_\_\_\_

17 Tell what strategy you used to solve  $6 \times 4$ .

18 Draw a model to show how you solved one of the problems.

## Multiplying with 6

Name: \_\_\_\_\_

### Multiply.

1  $5 \times 6 =$  \_\_\_\_\_ 2  $3 \times 6 =$  \_\_\_\_\_ 3  $10 \times 6 =$  \_\_\_\_\_ 4  $2 \times 6 =$  \_\_\_\_\_

5  $7 \times 6 =$  \_\_\_\_\_ 6  $4 \times 6 =$  \_\_\_\_\_ 7  $8 \times 6 =$  \_\_\_\_\_ 8  $1 \times 6 =$  \_\_\_\_\_

9  $9 \times 6 =$  \_\_\_\_\_ 10  $6 \times 5 =$  \_\_\_\_\_ 11  $0 \times 6 =$  \_\_\_\_\_ 12  $6 \times 10 =$  \_\_\_\_\_

13  $6 \times 3 =$  \_\_\_\_\_ 14  $6 \times 2 =$  \_\_\_\_\_ 15  $6 \times 5 =$  \_\_\_\_\_ 16  $6 \times 6 =$  \_\_\_\_\_

17 Tell a strategy you can use to show  $5 \times 6$ .

18 Explain how problem 2 and problem 13 are related.

## Multiplying with 7

Name: \_\_\_\_\_

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $3 \times 7 =$  \_\_\_\_\_

2  $6 \times 7 =$  \_\_\_\_\_

3  $8 \times 7 =$  \_\_\_\_\_

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

5  $9 \times 7 =$  \_\_\_\_\_

6  $1 \times 7 =$  \_\_\_\_\_

7  $7 \times 0 =$  \_\_\_\_\_

8  $10 \times 7 =$  \_\_\_\_\_

9  $4 \times 7 =$  \_\_\_\_\_

10  $5 \times 7 =$  \_\_\_\_\_

11  $7 \times 3 =$  \_\_\_\_\_

12  $0 \times 7 =$  \_\_\_\_\_

13  $7 \times 2 =$  \_\_\_\_\_

14  $7 \times 10 =$  \_\_\_\_\_

15  $7 \times 4 =$  \_\_\_\_\_

16  $7 \times 1 =$  \_\_\_\_\_

17  $7 \times 5 =$  \_\_\_\_\_

18  $7 \times 7 =$  \_\_\_\_\_

### Answers

14	63	35	70	0	42
7	28	14	21	56	21
28	0	70	49	35	7

## Multiplying with 8

Name: \_\_\_\_\_

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $2 \times 8 =$  \_\_\_\_\_

2  $6 \times 8 =$  \_\_\_\_\_

3  $7 \times 8 =$  \_\_\_\_\_

4  $3 \times 8 =$  \_\_\_\_\_

5  $9 \times 8 =$  \_\_\_\_\_

6  $1 \times 8 =$  \_\_\_\_\_

7  $0 \times 8 =$  \_\_\_\_\_

8  $10 \times 8 =$  \_\_\_\_\_

9  $4 \times 8 =$  \_\_\_\_\_

10  $5 \times 8 =$  \_\_\_\_\_

11  $8 \times 3 =$  \_\_\_\_\_

12  $8 \times 0 =$  \_\_\_\_\_

13  $8 \times 2 =$  \_\_\_\_\_

14  $8 \times 10 =$  \_\_\_\_\_

15  $8 \times 4 =$  \_\_\_\_\_

16  $8 \times 7 =$  \_\_\_\_\_

17  $8 \times 5 =$  \_\_\_\_\_

18  $8 \times 8 =$  \_\_\_\_\_

### Answers

64	40	48	8	0	56
72	80	24	32	16	32
24	0	80	40	56	16

## Multiplying with 9

Name: \_\_\_\_\_

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $1 \times 9 =$  \_\_\_\_\_

2  $6 \times 9 =$  \_\_\_\_\_

3  $7 \times 9 =$  \_\_\_\_\_

4  $2 \times 9 =$  \_\_\_\_\_

5  $8 \times 9 =$  \_\_\_\_\_

6  $3 \times 9 =$  \_\_\_\_\_

7  $0 \times 9 =$  \_\_\_\_\_

8  $10 \times 9 =$  \_\_\_\_\_

9  $4 \times 9 =$  \_\_\_\_\_

10  $5 \times 9 =$  \_\_\_\_\_

11  $9 \times 3 =$  \_\_\_\_\_

12  $9 \times 8 =$  \_\_\_\_\_

13  $9 \times 2 =$  \_\_\_\_\_

14  $9 \times 10 =$  \_\_\_\_\_

15  $9 \times 4 =$  \_\_\_\_\_

16  $9 \times 7 =$  \_\_\_\_\_

17  $9 \times 5 =$  \_\_\_\_\_

18  $9 \times 9 =$  \_\_\_\_\_

### Answers

63      45      18      81      90      36

72      54      27      36      72      63

90      0      18      9      27      45

## Using Order to Multiply

Name: \_\_\_\_\_

Write the missing numbers in the boxes to make each multiplication problem true.

$5 \times 6 = \square$

$2 \times 6 = \square$

$4 \times 5 = \square$

$6 \times 5 = \square$

$6 \times 2 = \square$

$5 \times 4 = \square$

$3 \times 8 = \square$

$4 \times 7 = \square$

$5 \times 9 = \square$

$8 \times 3 = \square$

$7 \times 4 = \square$

$9 \times 5 = \square$

$9 \times 2 = \square$

$\square \times 5 = 15$

$7 \times 8 = \square$

$2 \times \square = 18$

$5 \times 3 = \square$

$\square \times 7 = 56$

$\square \times 10 = 70$

$\square \times 5 = 10$

$3 \times \square = 12$

$10 \times \square = 70$

$5 \times \square = 10$

$\square \times 3 = 12$

**1** Look at  $6 \times 5$  and  $5 \times 6$ . How does the order of the factors change the product?

**2** Draw two arrays to show  $4 \times 7$  and  $7 \times 4$ .

## Using Grouping to Multiply

Name: \_\_\_\_\_

**Draw parentheses around the numbers you want to multiply first.  
Then find the product.**

**1**  $6 \times 3 \times 2$   
 $6 \times (3 \times 2)$   
 $6 \times 6 = 36$

Sample Student Work:  
 $3 \times 2 = 6; 6 \times 6 = 36$

**2**  $4 \times 3 \times 3$

**3**  $5 \times 2 \times 8$

**4**  $8 \times 2 \times 4$

**5**  $2 \times 2 \times 7$

**6**  $6 \times 5 \times 2$

**7**  $3 \times 3 \times 7$

**8**  $2 \times 4 \times 5$

**9**  $7 \times 4 \times 2$

**10**  $6 \times 3 \times 3$

**11**  $3 \times 3 \times 10$

**12**  $2 \times 3 \times 4$

**13** How did you decide which factors to group?

**14** Choose one problem. Tell two ways you can group the factors. Then explain which way is easier for you to solve.

## Using Order and Grouping to Multiply

Name: \_\_\_\_\_

**Order and group the factors to show how you want to multiply. Then find the product.**

**1**  $5 \times 7 \times 2$   
 $5 \times 2 \times 7$   
 $(5 \times 2) \times 7$   
 $10 \times 7 = 70$

**2**  $3 \times 5 \times 3$

**3**  $4 \times 8 \times 2$

**4**  $2 \times 9 \times 5$

**5**  $2 \times 10 \times 5$

**6**  $2 \times 8 \times 2$

**7**  $3 \times 9 \times 3$

**8**  $5 \times 2 \times 6$

**9**  $4 \times 5 \times 2$

**10**  $2 \times 9 \times 2$

**11**  $3 \times 8 \times 2$

**12**  $4 \times 2 \times 7$

**13** What strategies did you use to decide how to order and group the factors?

**14** Why do you need to reorder factors in some problems?



## Understanding of Division Models

Name: \_\_\_\_\_

- 1** Draw a model to show  $12 \div 6$ . Show 6 equal groups. How many are in each group?

There are 12 in all. There are 6 equal groups. There are \_\_\_\_\_ in each group.

$$12 \div 6 = \underline{\hspace{2cm}}$$

- 2** Draw a model to show  $12 \div 6$ . Show 6 in each group. How many groups are there?

There are 12 in all. There are 6 in each group. There are \_\_\_\_\_ groups.

$$12 \div 6 = \underline{\hspace{2cm}}$$

- 3** Draw an array to find  $21 \div 3$ .

- 4** Draw an array to find  $20 \div 4$ .

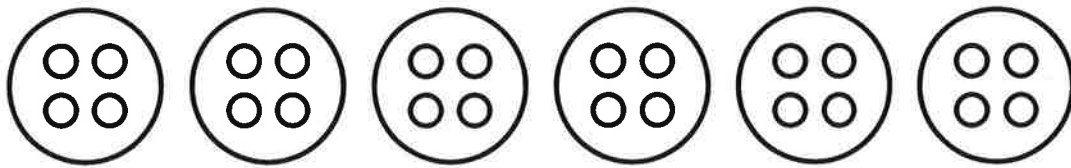
$$21 \div 3 = \underline{\hspace{2cm}}$$

$$20 \div 4 = \underline{\hspace{2cm}}$$

- 5** What situation could be modeled with the equation  $40 \div 8 = 5$ ?

# Understanding of How Multiplication and Division Are Connected

Name: \_\_\_\_\_



- 1** There are 24 marbles. Each bag has 4 marbles.

Write an equation that shows the number of bags.

\_\_\_\_\_

- 2** There are 24 marbles. An equal number of marbles are in 6 bags.

Write an equation that shows the number of marbles in each bag.

\_\_\_\_\_

- 3** There are 6 bags of marbles. 4 marbles are in each bag.

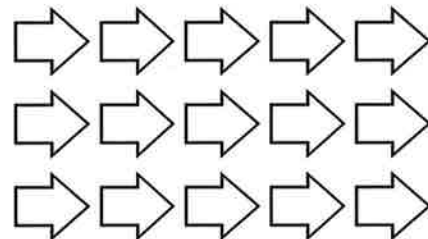
Write two different equations that show the total number of marbles.

\_\_\_\_\_

- 4** Write 2 multiplication equations and 2 division equations for this array.

\_\_\_\_\_

\_\_\_\_\_



Find the value of ? to complete each fact.

**5**  $6 \times ? = 48$

$48 \div 6 = ?$

$? =$  \_\_\_\_\_

**6**  $? \times 5 = 45$

$45 \div ? = 5$

$? =$  \_\_\_\_\_

**7**  $63 \div 9 = ?$

$? \times 9 = 63$

$? =$  \_\_\_\_\_

**8**  $32 \div ? = 8$

$8 \times ? = 32$

$? =$  \_\_\_\_\_

## Working with Division Facts

Name: \_\_\_\_\_

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $40 \div 4 =$  \_\_\_\_\_

2  $18 \div 3 =$  \_\_\_\_\_

3  $24 \div 4 =$  \_\_\_\_\_

4  $24 \div 8 =$  \_\_\_\_\_

5  $14 \div 2 =$  \_\_\_\_\_

6  $40 \div 8 =$  \_\_\_\_\_

7  $42 \div 7 =$  \_\_\_\_\_

8  $64 \div 8 =$  \_\_\_\_\_

9  $32 \div 8 =$  \_\_\_\_\_

10  $56 \div 8 =$  \_\_\_\_\_

11  $27 \div 9 =$  \_\_\_\_\_

12  $28 \div 7 =$  \_\_\_\_\_

13  $72 \div 8 =$  \_\_\_\_\_

14  $90 \div 9 =$  \_\_\_\_\_

15  $54 \div 9 =$  \_\_\_\_\_

16  $48 \div 8 =$  \_\_\_\_\_

17  $49 \div 7 =$  \_\_\_\_\_

18  $27 \div 3 =$  \_\_\_\_\_

### Answers:

4	4	9	6	7	10
5	10	3	3	6	7
8	6	6	7	6	9

## Using a Multiplication Table

Name: \_\_\_\_\_

×	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

Write the missing numbers in the boxes to make each multiplication or division problem true.

$5 \times 7 = \square$

$32 \div 8 = \square$

$4 \times 7 = \square$

$27 \div \square = 9$

$\square \div 5 = 7$

$8 \times \square = 32$

$\square \div 4 = 7$

$9 \times \square = 27$

$4 \times 4 = \square$

$9 \times 6 = \square$

$6 \times 6 = \square$

$81 \div \square = 9$

$\square \div 4 = 4$

$54 \div \square = 6$

$63 \div \square = 9$

$40 \div 8 = \square$

$\square \div 8 = 6$

$56 \div \square = 8$

$45 \div 5 = \square$

$\square \div 7 = 7$

1 Write 3 possible answers for the equation  $36 \div \square = \square$ .

# Understanding of Patterns

Name: \_\_\_\_\_

**Solve. Look for patterns.**

**1** Subtract.

$10 - 1 = \underline{\hspace{2cm}}$

$20 - 1 = \underline{\hspace{2cm}}$

$30 - 1 = \underline{\hspace{2cm}}$

$100 - 1 = \underline{\hspace{2cm}}$

$200 - 1 = \underline{\hspace{2cm}}$

$300 - 1 = \underline{\hspace{2cm}}$

$200 - 100 = \underline{\hspace{2cm}}$

$300 - 100 = \underline{\hspace{2cm}}$

$400 - 100 = \underline{\hspace{2cm}}$

$200 - 101 = \underline{\hspace{2cm}}$

$300 - 101 = \underline{\hspace{2cm}}$

$400 - 101 = \underline{\hspace{2cm}}$

**2** Multiply.

$2 \times 10 = \underline{\hspace{2cm}}$

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

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

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

$4 \times 10 = \underline{\hspace{2cm}}$

$4 \times 9 = \underline{\hspace{2cm}}$

$5 \times 10 = \underline{\hspace{2cm}}$

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

$6 \times 10 = \underline{\hspace{2cm}}$

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

$7 \times 10 = \underline{\hspace{2cm}}$

$7 \times 9 = \underline{\hspace{2cm}}$

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

$8 \times 9 = \underline{\hspace{2cm}}$

$9 \times 10 = \underline{\hspace{2cm}}$

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

**3** Describe the patterns that you notice in the problems you just solved.

## Solving Problems About Equal Groups

Name: \_\_\_\_\_

**Read and solve each problem. Show your work.**

- 1** Heather has 18 photographs of rockets. She wants to hang them on 3 different walls in her room. Each wall will have the same number of photographs. How many photographs will hang on each wall?

There will be \_\_\_\_\_ photographs on each wall.

- 2** There are 24 people who want to play volleyball. The coach divides the players into teams of 6. How many teams can she make?

The coach can make \_\_\_\_\_ teams.

- 3** At an art show, there are 7 groups of paintings with 6 paintings in each group. How many paintings are there in all?

There are \_\_\_\_\_ paintings.

- 4** Jasmine reads for 10 minutes each night. If she reads for 5 nights, how many minutes will she read in all?

Jasmine will read for \_\_\_\_\_ minutes.

- 5** Rhonda plants 28 tomato plants in her garden. She plants 7 tomato plants in each row. How many rows does she plant?

Rhonda plants \_\_\_\_\_ rows.

- 6** Mr. Jones buys 6 packages of pencils. There are 8 pencils in each package. How many pencils does Mr. Jones buy?

Mr. Jones buys \_\_\_\_\_ pencils.

- 7** Choose one problem. Describe the strategy you used to solve it.

## Solving Problems About Arrays

Name: \_\_\_\_\_

**Read and solve each problem. Show your work.**

- 1** A parking lot has 6 rows of parking spaces. There are 5 spaces in each row. How many parking spaces are in the lot?

There are \_\_\_\_\_ parking spaces.

- 2** Jack has 36 toy robots. He wants to display 9 on each shelf in his room. How many shelves will Jack need to display all of the robots?

Jack will need \_\_\_\_\_ shelves.

- 3** There are 24 dancers. The teacher has them stand in 3 equal rows. How many dancers are in each row?

There are \_\_\_\_\_ dancers in each row.

- 4** Emily is putting away plates. She puts 6 plates each in 3 stacks. How many plates does she put away?

Emily puts away \_\_\_\_\_ plates.

- 5** A farmer picks 54 pumpkins. She places an equal number of pumpkins in 9 wagons. How many pumpkins are in each wagon?

There are \_\_\_\_\_ pumpkins in each wagon.

- 6** The school band marches in rows at the parade. There are 24 band members and they form rows with 4 members in each row. How many rows are there?

There are \_\_\_\_\_ rows.

- 7** Choose one problem. Describe and use a strategy to check your answer.

## Solving Problems About Area

Name: \_\_\_\_\_

**Read and solve each problem. Show your work.**

- 1** Nya covers a rectangular tray with 1-square-inch tiles. She uses 42 tiles, arranged in 7 rows. How many tiles are in each row?

There are \_\_\_\_\_ tiles in each row.

- 3** Sara covers the top of a box with squares of paper that are 1 square centimeter. She uses 48 squares, with 6 squares in each row. How many rows did she make?

Sara made \_\_\_\_\_ rows.

- 5** A rectangular patio at an outdoor restaurant is made of 35 tiles. Each tile is 1 square yard. If there are 5 tiles in each row, how many rows are there?

There are \_\_\_\_\_ rows of tiles.

- 2** Jacob uses tiles to cover a rectangular hallway. Each tile has an area of 1 square foot. He uses 3 rows of tiles, with 8 tiles in each row. What is the area of the hallway?

The area of the hallway is \_\_\_\_\_ square feet.

- 4** There are 64 squares on Rasha's chessboard. Each square is 1 square inch. There are 8 rows of squares on her chessboard. How many squares are in each row?

There are \_\_\_\_\_ squares in each row.

- 6** Mr. Reilly uses square pieces of fabric that are each 1 square inch for a rectangular wall hanging. He uses 81 squares. If he makes 9 rows of squares, how many squares will be in each row?

There will be \_\_\_\_\_ squares in each row.

- 7** Choose one problem. Describe the strategy you used to solve it.

- 8** Explain why you chose that strategy to solve the problem.



## Solving Two-Step Word Problems Using Two Equations

Name: \_\_\_\_\_

**Read and solve each problem by writing an equation for each step. Use letters for the unknown numbers. Show your work.**

- 1** Hirami has 12 cups of flour in a bag and 6 cups of flour in a jar. He is making batches of bread that each call for 3 cups of flour. How many batches of bread can Hirami make?

Hirami can make \_\_\_\_\_ batches of bread.

- 2** Cassi bought 50 pounds of dirt. She used 10 pounds to fill a hole in her yard. Then she filled pots with 5 pounds of soil in each pot. How many pots could she fill?

Cassi can fill \_\_\_\_\_ pots.

- 3** Becky has 6 packages of clay that each weigh 5 pounds. To make a bowl, she needs 3 pounds of clay. How many bowls can Becky make?

Becky can make \_\_\_\_\_ bowls.

- 4** Marc has 36 pounds of apples to use to make pies. He uses 4 pounds of apples for each pie. Marc uses all of the apples to make pies, and then sells each pie for \$8. How much money does Marc collect for all the pies?

Marc collects \$ \_\_\_\_\_ for all the pies.

- 5** Choose one problem. Tell how you could solve the problem in a different way.

## Solving Two-Step Word Problems Using One Equation

Name: \_\_\_\_\_

Read and solve each problem by writing one equation.

Show your work.

- 1 Mrs. Nelson has one \$10-bill and one \$20-bill. She wants to buy as many movie tickets as she can with this money. If movie tickets cost \$6 each, how many tickets,  $t$ , can she buy?

Mrs. Nelson can buy \_\_\_\_\_ tickets.

- 2 Daisy has a goal of reading 75 minutes in one week. She reads 9 minutes a day for 5 days. How many more minutes,  $m$ , will she have to read to reach her goal?

Daisy will have to read \_\_\_\_\_ more minutes.

- 3 Mr. Garcia buys 3 bags of cat food that each weigh 9 pounds and another bag of cat food that weighs 7 pounds. How many pounds,  $p$ , of cat food did Mr. Garcia buy?

Mr. Garcia bought \_\_\_\_\_ pounds of cat food.

- 4 Jackson has 48 trading cards. His sister gives him 12 more cards. Then he puts all his trading cards in 6 equal stacks. How many cards,  $c$ , are in each stack?

There are \_\_\_\_\_ cards in each stack.

- 5 Choose one problem. Explain how you decided which operations to use to solve it.

## Estimating Solutions to Word Problems

Name: \_\_\_\_\_

**Read each problem. Estimate the answer by rounding to the nearest ten. Then find the actual answer. Show your work.**

- 1** Marie has 231 toothpicks in one box and 175 toothpicks in another box. She uses 319 toothpicks to make a bridge. How many toothpicks does she have left?

*Estimate:* There are about \_\_\_\_\_ toothpicks left.

Marie has \_\_\_\_\_ toothpicks left.

- 2** Kennedy School has 124 third-grade students. Carter School has 16 fewer third-grade students than Kennedy School. How many third-grade students in all are at Kennedy School and Carter School?

*Estimate:* There are about \_\_\_\_\_ students.

There are \_\_\_\_\_ students.

- 3** There are 197 oak trees in the park. There are 27 more pine trees than oak trees in the park. How many trees are there in all?

*Estimate:* There are about \_\_\_\_\_ trees.

There are \_\_\_\_\_ trees in all.

- 4** On the first day of a bus trip, Brian and his dad traveled 341 miles. On the second day, they traveled 39 fewer miles. How many miles did they travel in all after two days?

*Estimate:* They traveled about \_\_\_\_\_ miles.

They traveled \_\_\_\_\_ miles.

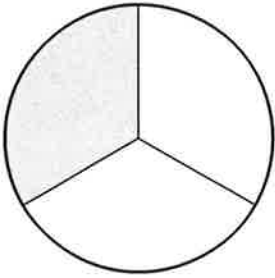
- 5** How does an estimate help you decide if your answer is reasonable?

# Describing Parts of a Whole with Fractions

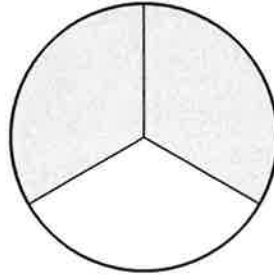
Name: \_\_\_\_\_

Write the fraction of the figure that is shaded.

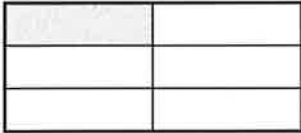
1



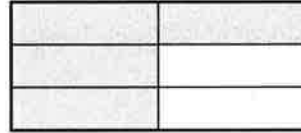
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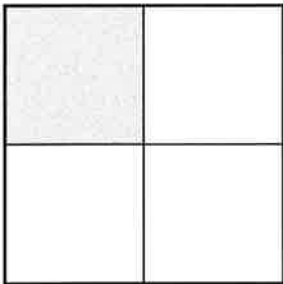
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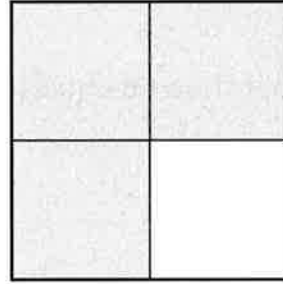
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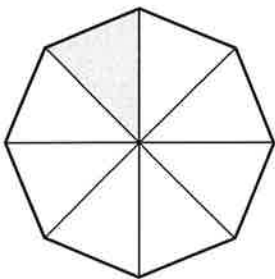
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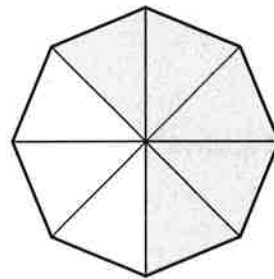
6



7



8



## Describing Parts of a Whole with Fractions *continued*

Name: \_\_\_\_\_

9 Draw a circle that shows 4 equal parts. Then shade to show  $\frac{2}{4}$ .

10 Draw a rectangle that shows 3 equal parts. Then shade to show  $\frac{2}{3}$ .

11 Draw a square that shows 8 equal parts. Then shade to show  $\frac{3}{8}$ .

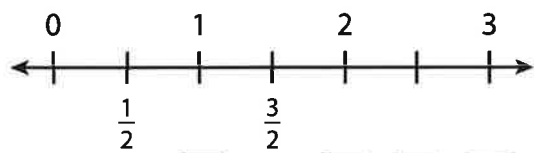
12 Draw a circle that shows 6 equal parts. Then shade to show  $\frac{5}{6}$ .

# Understanding of Fractions on a Number Line

Name: \_\_\_\_\_

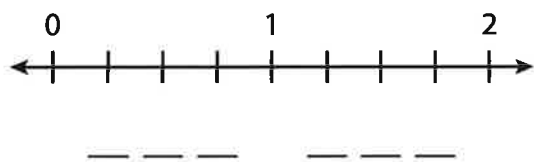
## Set A

Write the missing labels on the number line.



## Set B

Use this number line to solve problems 1–4.



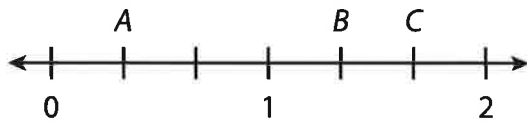
- 1 How many equal parts are between 0 and 1? \_\_\_\_\_
- 2 How many equal parts are between 1 and 2? \_\_\_\_\_
- 3 What fraction does each part show? \_\_\_\_\_
- 4 Write fractions to label the marks.

# Understanding of Fractions on a Number Line *continued*

Name: \_\_\_\_\_

## Set C

Use this number line to solve problems 5–7.



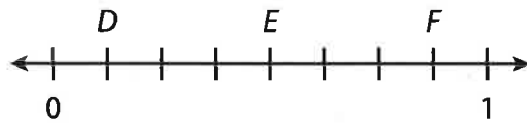
5 A is \_\_\_\_\_.

6 B is \_\_\_\_\_.

7 C is \_\_\_\_\_.

## Set D

Use this number line to solve problems 8–10.



8 D is \_\_\_\_\_.

9 E is \_\_\_\_\_.

10 F is \_\_\_\_\_.

# Telling Time to the Minute

Name: \_\_\_\_\_

Write the time the clock shows.

1



2



3

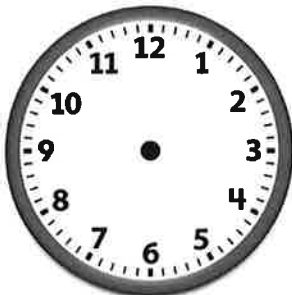


4



Draw hands on the clock to show the given time.

5 16 minutes after 1



6 7 minutes before 9

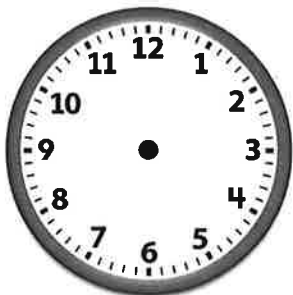




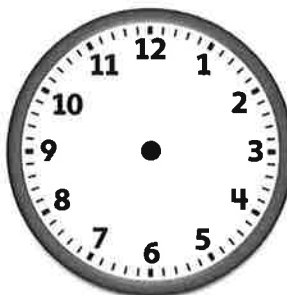
## Telling Time to the Minute *continued*

Name: \_\_\_\_\_

**7** 35 minutes after 3



**8** 26 minutes before 8



**9** Write a word problem that could use one of the times shown on one of the clocks.



# Certificate of Completion

This Award Is Presented to

\_\_\_\_\_

for completing the

Summer Learning Packet

Signature

\_\_\_\_\_

Date







# Grade 3

## Learning Packet Answer Key





# 3rd Grade Summer Learning Packet

## ANSWER KEY

Subject	Lesson
English Language Arts	<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>● <b>Comprehension and Fluency: The Turtle and the Box of Riches (Possible Answers)</b> <ol style="list-style-type: none"> <li>1. The narrator thinks that the fisherman’s helper is a good person who gets involved and helps when he sees someone in trouble. The turtle thanks him, which tells me that he did a nice thing.</li> <li>2. The narrator thinks that the boy made a mistake in opening the second drawer. The boy had promised the turtle not to, and he already had all the riches he needed, but he gives in to greed and temptation.</li> <li>3. He is a good person because he helps the turtle. However, I think the fisherman’s helper gives in to temptation when he sees all the gold and gems. I think the narrator believes that he was still a good person.</li> </ol> </li> <li>● <b>Genre/Literary Element</b> <ol style="list-style-type: none"> <li>1. Folktale; it uses animals to tell a story; it has a problem and a lesson.</li> <li>2. The frogs get tired and are not sure if they want to keep going; they decide to stand on their hind legs and see if the towns look interesting.</li> <li>3. They forget that their eyes are looking back; they decide not to keep going because the towns look the same.</li> </ol> </li> <li>● <b>Vocabulary Strategy: Root Words</b> <ol style="list-style-type: none"> <li>1. <b>powerful:</b> <u>power; Possible response: The principal of my school has a powerful job.</u></li> <li>2. <b>inspiration:</b> <u>inspire; Possible response: Going to a live baseball game was the inspiration for me to start playing baseball.</u></li> <li>3. <b>kindness:</b> <u>kind; Possible response: Helping that woman cross the street was an act of kindness.</u></li> <li>4. <b>admiration:</b> <u>admire; Possible response: I have a lot of admiration for people who serve as police officers.</u></li> <li>5. <b>appreciation:</b> <u>appreciate; Possible response: My mother showed her appreciation for her birthday presents by sending out thank you cards.</u></li> </ol> </li> </ul>

● Variant Vowels /ü/ and /û// Roots in Related Words

**A. Read the words in each row. If a word does not have the same vowel sound as the other words, mark it with an X.**

- |             |                  |                   |                 |
|-------------|------------------|-------------------|-----------------|
| 1. spoon    | <del>could</del> | booth             | chew            |
| 2. tube     | clue             | renew             | <del>book</del> |
| 3. could    | foot             | <del>soup</del>   | childhood       |
| 4. through  | <del>shook</del> | classroom         | include         |
| 5. notebook | would            | <del>groups</del> | nook            |
| 6. numeral  | gloom            | <del>should</del> | July            |

**B. Related words have a common root or base word. Read each sentence. Circle the related words.**

1. This metallic street sign is made of several kinds of metal.
2. My dad is my travel companion and he is always good company.
3. The main actor stars in a lot of action movies.
4. I turned off the television when the telephone rang.
5. She likes the reality show about people with really funny jobs.

- **Writing Traits: Organization** - Answers will vary.

- **Write to Sources**

I think the stone soup was a healthful lunch. The Chang brothers included healthful ingredients, like fish, mushrooms and onions, and eggs. These are the kinds of healthful foods I read about in "Healthful Food Choices." The author says that healthful foods give you energy to work and play. In "The Real Story of Stone Soup" I read that the nephews were happy after their lunch of stone soup. They also worked harder. That is proof that they ate a healthful meal.

4. was, were, is

**Week 2**

- **Comprehension and Fluency: Painting from Memory (Possible Responses)**

1. Bae says there will be nothing to paint in New York. This means that he feels he will not like the new city. He doesn't want to leave home and the bamboo forests.
2. His paintings have helped him miss his home less. He is glad to have found friends who share his interest in painting.
3. Bae feels that moving to a new place can be difficult, but it helps to find a way to take a little bit of your old home with you. I figured this out because Bae paints pictures of the homes he and Varvara have left.

● **Genre/Visual Element**

1. Realistic fiction; it tells a made up story that could really happen.
2. Possible Response: Dialogue helps the reader understand the characters' personalities; the illustration shows a realistic setting.
3. Fumiko knows the eggs are hatching; she wants the class to study them.

● **Vocabulary Strategy: Prefixes ( Possible Responses)**

1. **possible**

Prefix: im-

Sentence: It was impossible to stay dry in the constant rain.

2. **happy**

Prefix: un-

Sentence: When I feel unhappy, my dog can always cheer me up.

3. **bearable**

Prefix: un-

Sentence: The heat from the sun was unbearable.

4. **perfect**

Prefix: im-

Sentence: The painting was imperfect due to a small rip.

5. **sure**

Prefix: un-

Sentence: If I feel unsure, my family always encourages me.

6. **sense**

Prefix: non-

Sentence: When we held the map upside-down it looked like nonsense.

● **Plural Words/Vowel Team Syllables**

**A. Read each sentence and circle the plural noun. Write the singular form of the noun on the line.**

1. I read a story about the foxes that live on Smith Island. fox

2. Make sure the ashes are cold before leaving the campsite. ash

3. I plan to write my report on the heroes in my life. hero

4. There are three bunches of fruit sitting on the table. bunch

5. This book is about a man's journeys through Africa. journey

6. This small kitten has very long eyelashes. eyelash

**B. Read the words in the box below. Underline the vowel team syllable in each word. Then sort the words by their vowel team.**

greener	mailbox	daytime	weakest
freedom	prepaid	driveway	unknown
teammate	roadside	snowfall	coaches

<b>ea</b>	<b>ee</b>	<b>ai</b>
<u>weakest</u>	<u>greener</u>	<u>mailbox</u>
<u>teammate</u>	<u>freedom</u>	<u>prepaid</u>
<b>ay</b>	<b>oa</b>	<b>ow</b>
<u>daytime</u>	<u>roadside</u>	<u>snowfall</u>
<u>driveway</u>	<u>coaches</u>	<u>unknown</u>



- **Writing Traits: Ideas** - Answers will vary.
- **Write to Sources**

I think Clementine is a good person, but she is kind of silly and sometimes she can be selfish. When Clementine doesn't have a talent for the talent show, she proves she is good at helping others perform in the show. She wants other people to do well. She also has a big imagination. This can sometimes make it hard for her to pay attention to what is happening, but it can also help her solve problems creatively. After reading both Clementine stories, I can see she's good at caring for others, like her little brother and her cat. But I can also see that she can be selfish. For example, she thinks of silly, selfish reasons not to add a new baby to her family. Even though Clementine can be silly and selfish, I believe she is a good friend and a caring person.

4. doesn't

### Week 3

- **Comprehension and Fluency: Adaptations: Grizzly and Polar Bears (Possible Responses)**

1. Both bears are enormous, cannot retract their claws, and can sit up.
2. They have different colored fur, polar bears only eat meat while grizzly bears are omnivores, and grizzly bears have longer claws.
3. Signal words show what the author is about to do. When comparing in the text, the author uses *same* and *both*. When contrasting, the author uses *different*, *do not*, and *longer than*.

- **Genre/Text Feature**

1. Expository text; it tells facts about how monarch butterflies migrate.
2. The map shows the reader how far the monarchs travel in the fall; the caption explains what the map shows.
3. Possible response: Their bodies can't survive cold winters and they need flowering plants.

- **Vocabulary Strategy: Sentence Clues**

1. special ways that a body is made
2. warm-blooded creatures that give birth to live babies
3. best possible
4. place where something lives

- Variant Vowel /ô// Greek and Latin Roots

A. Read each word in the box. Place an X over any word that does not have the vowel sound /ô/. Then underline the letters that make the vowel sound /ô/ in the words that remain.

flawless	chalk	<del>south</del>	stalk
paused	smallness	brought	<del>scorch</del>
<del>bounce</del>	salt	<del>grouch</del>	sought
thoughtless	squawk	crawl	drawn
<del>rough</del>	<del>mouse</del>	walrus	<del>would</del>

B. Complete each sentence below with a word from the word box. Write the word on the line and circle the root *graph* or *aud*.

audience	biography	graphics
audition	photographs	auditorium

1. I think it's easy to take photographs with this new digital camera.
2. After the performance, the audience cheered for several minutes.
3. The musicians will play their next concert at the local auditorium.
4. What time is your audition for the school play?
5. A biography is the written story of someone's life.
6. I like the graphics you designed on the computer.

- Writing Traits: Organization - Answers will vary.

- Write to Sources

How does an animal's environment affect the way it lives? In many ways. The land in an animal's environment controls where it can build a home or burrow. For example, a desert tortoise digs a burrow in the sandy ground of the desert where it lives. The temperature of an animal's environment can affect when an animal comes out of its shelter or stays hidden. If the sun is too hot, a desert animal may stay in its den. Temperature may affect an animal's color. Desert iguanas will turn a lighter color when the sun is out. This helps them stay cool. The amount of water in an animal's environment can also affect how it lives. Some animals have to walk a long way to get to water.

In "Little Half Chick," water, fire, and wind are characters. The wind carries the chick to the top of a high tower to keep it safe. Both texts show that an animal's environment will affect the way it lives.

4. will affect

**Week 4**

● **Comprehension and Fluency: History of Human Flight (Possible Responses)**

1. It did not work because birds and humans do not have the same muscles.
2. It made the balloon lighter than the air around it. It rose into the sky.
3. They read Octave Chanute's book. I read that Octave's book convinced the two brothers that they could create a flying machine.

● **Genre/Text Feature**

1. expository text; It tells facts about how rockets move.
2. sidebar/diagram; The arrows show how the opposite reaction from the gas moves the rocket forward.
3. Possible response: Every action has an equal and opposite reaction; when a ball hits a wall, it bounces in the opposite direction.

● **Vocabulary Strategy: Multiple-Meaning Words (Possible Responses)**

**1. fly**

I saw the birds fly through the air.

Sometimes a fly gets in my room and annoys me with its buzzing.

**2. copy**

It is wrong to copy someone else's work at school.

The teacher asked me to make a copy of the worksheet.

**3. test**

My dad likes to test my knowledge of history by asking me questions.

I did really well on my latest math test.

**4. rose**

The petals of a rose are soft and colorful.

I let go of my balloon and watched as it rose into the air.

**5. power**

As referee, she has the power to call a foul.

In the future, the sun will power cars.

- **Homophones/ r-Controlled Vowel Syllables**

1. Are you sure it's my turn to wash the dishes?
2. My favorite actor is in the first scene of the movie.
3. She checked the weight of the grapes before paying for them.
4. We searched everywhere for the missing puzzle piece.
5. I really don't think they're being fair about this.

**B. Read each sentence. Underline the words that have an r-controlled vowel syllable. Write the words on the lines and circle the r-controlled vowel syllable.**

1. In October, the cornstalks are dried and stacked.

October                      cornstalks

2. The thunder was really loud this morning.

thunder                      morning

3. I hope the weather today will be calm instead of stormy.

weather                      stormy

4. I was surprised when my friends began to argue.

surprised                      argue

- **Writing Traits: Organization** - Answers will vary.

- **Write to Sources**

A flying horse and a hot air balloon have some things in common, but they also have many differences. They are alike because they move people through the air. However, a hot air balloon carries people in a basket below it, and a flying horse carries a rider on its back. A flying horse and a hot air balloon can both soar high in the sky. They can give their riders a great view of the land below. That, and other reasons, makes hot air balloons and flying horses alike.

Hot air balloons and flying horses have many differences, too. One of them is a living thing, and the other is a vehicle made by people. Hot air balloons are filled with fire-heated air, but flying horses like Pegasus move because of the oats they eat. But the biggest difference is probably that flying horses are not real. They are only part of myths and fairy tales. Hot air balloons are real. They take off and land all over the world every day. So, while flying horses and hot air balloons are alike in a few ways, in most ways they are very different.

4. Possible answer: They are alike because they move people through the air.

## Week 5

- **Comprehension and Fluency: Why I Run (Possible Responses)**

1. a girl; she is telling what inspired her to start running
2. People can be inspired to try new things. The narrator was impressed and amazed by the runners in the Boston Marathon, so she started running.
3. She says that "these runners would inspire anyone's daughter" and "I went home and laced up my shoes."

- **Genre/Literary Element**

1. It has no rhyming pattern, making it a free verse poem.
2. The speaker is someone lying in bed.
3. The speaker describes reading books that inspire him or her to build a ship and go to the moon, but the speaker is imagining the events while in bed.

- **Literary Elements: Repetition and Rhyme**

1-2

**Why I Run**

*Motorboats speeding over gray water,  
these runners would inspire anyone's daughter.  
That was the day I made the decision –  
the bounce in my steps clarified my vision  
the bounce in my steps clarified my vision.*

*I went home that day and laced up my shoes  
and although my feet started out as one big bruise  
I've run in every Boston Marathon since  
and now I'm so strong I don't even wince  
and now I'm so strong I don't ever wince.*

3. Answers will vary.

- **Vocabulary Strategy: Metaphor**

1. runners were a rumbling herd; Runners and a herd of animals are both big groups.
2. motorboats speeding over gray water/these runners; Motorboats and runners both move quickly
3. my feet started out as one big bruise; Her feet were bruised from running.

- Soft c and g/Words with -er and -est

soft c

soft g

- |                     |                     |
|---------------------|---------------------|
| 1. <u>places</u>    | 5. <u>giant</u>     |
| 2. <u>century</u>   | 6. <u>gentle</u>    |
| 3. <u>iceberg</u>   | 7. <u>dangerous</u> |
| 4. <u>celebrate</u> | 8. <u>giraffe</u>   |

B. Add -er and -est to each word. Choose the correct word to complete the sentence that follows and write it on the line.

-er

-est

1. loud louder loudest  
The horn on a large truck is louder than a car horn.
2. happy happier happiest  
Of all the puppies, I think this one is the happiest to be here.
3. cool cooler coolest  
It is usually cooler at night than during the day.

- Writing Traits: Word Choice - Answers will vary.
- Write to Sources

### Lucky Lola

Lucky Lola loves to play ball.

She's a bird bandit. A squirrel hunter.

A brown spotted bundle of energy, ready for action.

She prowls and pounces. She growls and grunts.

Woof! Woof! Woof! Mailman's here!

Grrrrr! Grrrrr! Grrrrr! There went the school bus.

Wag! Wag! Wag! The family is home now.

Better get the ball. It's playtime!

4. Possible answers: went, get

### Week 6

- Read "The Girl and the Apples" and answer the questions.

#### Think Chart

- Key Details ( the Girl): The girl picks both ripe and unripe apples because she is in a hurry. She wonders how long it will take her to get home.
- Key Details (the Farmer): The farmer tells the girl to be patient. He tells the girl that if she goes slowly, she will be home soon. He tells the girl that if she goes fast, she will not get home until night.
- What is the central message? Sample response: Hurrying too much can actually waste time.

- Writing Activity: Sample Response- Another lesson the girl might learn is : Don't ignore the advice of others.

- **Read "Sharing the Crops" and answer the questions.**

Think Activity

1. Part A: A                      Part B: C

Write Activity (Sample Response)

The landowner is the character who learns a lesson by the end of the story. Although the landowner tries to get the better deal, he is outsmarted by the farmer three times. Finally, he agrees to the farmer's deal of sharing the crops equally.

- **Read "How the Bat Got Wings" and answer the questions. (Sample Answers)**

1. 3, 2, 1
2. A
- 3-4 Answers will vary.

- **Read "True or False" and answer the questions.**

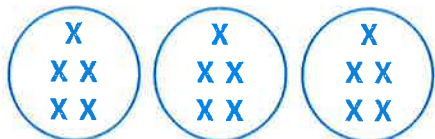
1. 2, 1, 6, 4, 3, 5
2. Part A: B                      Part B: "The brothers wanted his things."
3. C
4. D
5. A, C
6. C

- **Read "Following the Stars" and answer the questions.**

1. C
2. B
3. Part A: D                      Part B: C
4. A
5. C; F

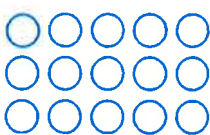
- 1 Show  $3 \times 5$  by drawing equal groups of 5.

Answers will vary. Possible answer shown.



Show  $3 \times 5$  by drawing an array.

Answers will vary. Possible answer shown.



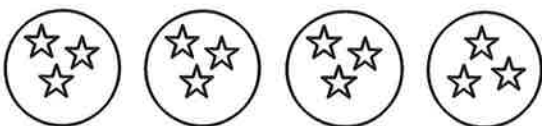
Complete the equation.  $3 \times 5 =$  15

- 2 Write an equation that matches the array.



$2 \times 6 = 12$

- 3 Write an equation that matches the picture.



$4 \times 3 = 12$

- 4 Use words to describe the drawing for problem 3.

Answers will vary. Possible answer: There are four groups of three stars. There are 12 stars in all.



**Multiply.**

1  $5 \times 2 = \underline{10}$     2  $2 \times 5 = \underline{10}$     3  $2 \times 10 = \underline{20}$     4  $10 \times 2 = \underline{20}$

5  $10 \times 5 = \underline{50}$     6  $5 \times 10 = \underline{50}$     7  $6 \times 2 = \underline{12}$     8  $2 \times 6 = \underline{12}$

9  $3 \times 10 = \underline{30}$     10  $10 \times 3 = \underline{30}$     11  $7 \times 2 = \underline{14}$     12  $2 \times 7 = \underline{14}$

13  $4 \times 10 = \underline{40}$     14  $10 \times 4 = \underline{40}$     15  $5 \times 4 = \underline{20}$     16  $4 \times 5 = \underline{20}$

17  $2 \times 2 = \underline{4}$

18  $5 \times 5 = \underline{25}$

19  $10 \times 10 = \underline{100}$

20 What patterns do you notice in the problems? Explain.

**Answers will vary. Possible answer: I notice that if the two factors are the same, but in a different order, the product is also the same.**

21 Draw a model to show how you solved one of the problems.

**Answers will vary.**

Write the missing digits in the boxes to make each multiplication problem true.

$3 \times 1 = \boxed{3}$

$0 \times 7 = \boxed{0}$

$5 \times 1 = \boxed{5}$

$1 \times 0 = \boxed{0}$

$1 \times 7 = \boxed{7}$

$4 \times \boxed{0} = 0$

$4 \times \boxed{1} = 4$

$9 \times \boxed{0} = 0$

$\boxed{3} \times 1 = 3$

$\boxed{1} \times 9 = 9$

$\boxed{0} \times 8 = 0$

$\boxed{0} \times 6 = 0$

Write two factors to make each multiplication problem true. Possible answers shown.

$\boxed{5} \times \boxed{1} = 5$

$\boxed{7} \times \boxed{1} = 7$

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

$\boxed{1} \times \boxed{1} = 1$

Write a digit in the box to make the multiplication problem true. Then use words to write about the groups.

$\boxed{\phantom{0}} \times 0 = 0$

Answers will vary. Possible answer:  $4 \times 0 = 0$ . There are 4 groups and each group has 0 objects. There are 0 objects in all.

**Multiply.**

1  $2 \times 3 = \underline{6}$     2  $3 \times 2 = \underline{6}$     3  $10 \times 3 = \underline{30}$     4  $3 \times 10 = \underline{30}$

5  $5 \times 3 = \underline{15}$     6  $3 \times 5 = \underline{15}$     7  $4 \times 3 = \underline{12}$     8  $3 \times 4 = \underline{12}$

9  $9 \times 3 = \underline{27}$     10  $3 \times 9 = \underline{27}$     11  $1 \times 3 = \underline{3}$     12  $3 \times 1 = \underline{3}$

13  $8 \times 3 = \underline{24}$     14  $3 \times 8 = \underline{24}$     15  $6 \times 3 = \underline{18}$     16  $3 \times 6 = \underline{18}$

17  $7 \times 3 = \underline{21}$     18  $3 \times 7 = \underline{21}$     19  $0 \times 3 = \underline{0}$     20  $3 \times 3 = \underline{9}$

21 Tell how you could check that your answer to problem 9 is correct.

**Answers will vary. Possible answer: I could add 9 three times:  $9 + 9 + 9 = 27$ .**

22 Draw a model to show how you solved one of the problems.

**Answers will vary.**

**Multiply.**

1  $2 \times 4 = \underline{8}$       2  $3 \times 4 = \underline{12}$       3  $10 \times 4 = \underline{40}$       4  $5 \times 4 = \underline{20}$

5  $7 \times 4 = \underline{28}$       6  $6 \times 4 = \underline{24}$       7  $8 \times 4 = \underline{32}$       8  $9 \times 4 = \underline{36}$

9  $1 \times 4 = \underline{4}$       10  $4 \times 5 = \underline{20}$       11  $0 \times 4 = \underline{0}$       12  $4 \times 10 = \underline{40}$

13  $4 \times 3 = \underline{12}$       14  $4 \times 2 = \underline{8}$       15  $4 \times 1 = \underline{4}$       16  $4 \times 4 = \underline{16}$

17 Tell what strategy you used to solve  $6 \times 4$ .

**Answers will vary. Possible answer: I broke  $6 \times 4$  into  $6 \times 2$  and  $6 \times 2$ . Then I added  $12 + 12 = 24$ .**

18 Draw a model to show how you solved one of the problems.

**Answers will vary.**

**Multiply.**

1  $5 \times 6 = \underline{30}$     2  $3 \times 6 = \underline{18}$     3  $10 \times 6 = \underline{60}$     4  $2 \times 6 = \underline{12}$

5  $7 \times 6 = \underline{42}$     6  $4 \times 6 = \underline{24}$     7  $8 \times 6 = \underline{48}$     8  $1 \times 6 = \underline{6}$

9  $9 \times 6 = \underline{54}$     10  $6 \times 5 = \underline{30}$     11  $0 \times 6 = \underline{0}$     12  $6 \times 10 = \underline{60}$

13  $6 \times 3 = \underline{18}$     14  $6 \times 2 = \underline{12}$     15  $6 \times 5 = \underline{30}$     16  $6 \times 6 = \underline{36}$

17 Tell a strategy you can use to show  $5 \times 6$ .

**Answers will vary. Possible answer: I can draw an array showing 5 rows with 6 in each row to show 30 in all.**

18 Explain how problem 2 and problem 13 are related.

**They have the same factors in a different order. They have the same product.**

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $3 \times 7 = \underline{21}$

2  $6 \times 7 = \underline{42}$

3  $8 \times 7 = \underline{56}$

4  $2 \times 7 = \underline{14}$

5  $9 \times 7 = \underline{63}$

6  $1 \times 7 = \underline{7}$

7  $7 \times 0 = \underline{0}$

8  $10 \times 7 = \underline{70}$

9  $4 \times 7 = \underline{28}$

10  $5 \times 7 = \underline{35}$

11  $7 \times 3 = \underline{21}$

12  $0 \times 7 = \underline{0}$

13  $7 \times 2 = \underline{14}$

14  $7 \times 10 = \underline{70}$

15  $7 \times 4 = \underline{28}$

16  $7 \times 1 = \underline{7}$

17  $7 \times 5 = \underline{35}$

18  $7 \times 7 = \underline{49}$

### Answers

14	63	35	70	0	42
7	28	14	21	56	21
28	0	70	49	35	7

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $2 \times 8 = \underline{16}$

2  $6 \times 8 = \underline{48}$

3  $7 \times 8 = \underline{56}$

4  $3 \times 8 = \underline{24}$

5  $9 \times 8 = \underline{72}$

6  $1 \times 8 = \underline{8}$

7  $0 \times 8 = \underline{0}$

8  $10 \times 8 = \underline{80}$

9  $4 \times 8 = \underline{32}$

10  $5 \times 8 = \underline{40}$

11  $8 \times 3 = \underline{24}$

12  $8 \times 0 = \underline{0}$

13  $8 \times 2 = \underline{16}$

14  $8 \times 10 = \underline{80}$

15  $8 \times 4 = \underline{32}$

16  $8 \times 7 = \underline{56}$

17  $8 \times 5 = \underline{40}$

18  $8 \times 8 = \underline{64}$

## Answers

64	40	48	8	0	56
72	80	24	32	16	32
24	0	80	40	56	16

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $1 \times 9 = \underline{\quad 9 \quad}$

2  $6 \times 9 = \underline{\quad 54 \quad}$

3  $7 \times 9 = \underline{\quad 63 \quad}$

4  $2 \times 9 = \underline{\quad 18 \quad}$

5  $8 \times 9 = \underline{\quad 72 \quad}$

6  $3 \times 9 = \underline{\quad 27 \quad}$

7  $0 \times 9 = \underline{\quad 0 \quad}$

8  $10 \times 9 = \underline{\quad 90 \quad}$

9  $4 \times 9 = \underline{\quad 36 \quad}$

10  $5 \times 9 = \underline{\quad 45 \quad}$

11  $9 \times 3 = \underline{\quad 27 \quad}$

12  $9 \times 8 = \underline{\quad 72 \quad}$

13  $9 \times 2 = \underline{\quad 18 \quad}$

14  $9 \times 10 = \underline{\quad 90 \quad}$

15  $9 \times 4 = \underline{\quad 36 \quad}$

16  $9 \times 7 = \underline{\quad 63 \quad}$

17  $9 \times 5 = \underline{\quad 45 \quad}$

18  $9 \times 9 = \underline{\quad 81 \quad}$

### Answers

63	45	18	81	90	36
72	54	27	36	72	63
90	0	18	9	27	45



Write the missing numbers in the boxes to make each multiplication problem true.

$5 \times 6 = \boxed{30}$

$2 \times 6 = \boxed{12}$

$4 \times 5 = \boxed{20}$

$6 \times 5 = \boxed{30}$

$6 \times 2 = \boxed{12}$

$5 \times 4 = \boxed{20}$

$3 \times 8 = \boxed{24}$

$4 \times 7 = \boxed{28}$

$5 \times 9 = \boxed{45}$

$8 \times 3 = \boxed{24}$

$7 \times 4 = \boxed{28}$

$9 \times 5 = \boxed{45}$

$9 \times 2 = \boxed{18}$

$\boxed{3} \times 5 = 15$

$7 \times 8 = \boxed{56}$

$2 \times \boxed{9} = 18$

$5 \times 3 = \boxed{15}$

$\boxed{8} \times 7 = 56$

$\boxed{7} \times 10 = 70$

$\boxed{2} \times 5 = 10$

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

$10 \times \boxed{7} = 70$

$5 \times \boxed{2} = 10$

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

- 1** Look at  $6 \times 5$  and  $5 \times 6$ . How does the order of the factors change the product?

**Answers will vary. Possible answer: The order of the factors does not change the product.**

- 2** Draw two arrays to show  $4 \times 7$  and  $7 \times 4$ .

**Answers will vary. Arrays should show 4 rows of 7 objects and 7 rows of 4 objects.**

Draw parentheses around the numbers you want to multiply first.  
Then find the product. **Groupings may vary. Possible groupings are shown.**

1  $6 \times 3 \times 2$

$$6 \times (3 \times 2)$$

$$6 \times 6 = 36$$

Sample Student Work:

$$3 \times 2 = 6; 6 \times 6 = 36$$

2  $4 \times 3 \times 3$

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

$$3 \times 3 = 9, 4 \times 9 = 36$$

3  $5 \times 2 \times 8$

$$(5 \times 2) \times 8$$

$$5 \times 2 = 10, 10 \times 8 = 80$$

4  $8 \times 2 \times 4$

$$8 \times (2 \times 4)$$

$$2 \times 4 = 8, 8 \times 8 = 64$$

5  $2 \times 2 \times 7$

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

$$2 \times 2 = 4, 4 \times 7 = 28$$

6  $6 \times 5 \times 2$

$$6 \times (5 \times 2)$$

$$5 \times 2 = 10, 6 \times 10 = 60$$

7  $3 \times 3 \times 7$

$$(3 \times 3) \times 7$$

$$3 \times 3 = 9, 9 \times 7 = 63$$

8  $2 \times 4 \times 5$

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

$$2 \times 4 = 8, 8 \times 5 = 40$$

9  $7 \times 4 \times 2$

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

$$4 \times 2 = 8, 7 \times 8 = 56$$

10  $6 \times 3 \times 3$

$$6 \times (3 \times 3)$$

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

11  $3 \times 3 \times 10$

$$(3 \times 3) \times 10$$

$$3 \times 3 = 9, 9 \times 10 = 90$$

12  $2 \times 3 \times 4$

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

$$2 \times 3 = 6, 6 \times 4 = 24$$

13 How did you decide which factors to group?

**Answers will vary. Possible answer: I looked for factors that were basic facts.**

14 Choose one problem. Tell two ways you can group the factors. Then explain which way is easier for you to solve.

**Answers will vary. Possible answer:  $3 \times 3 \times 10 = 90$ . I can group the factors:  $(3 \times 3) \times 10$ , or  $3 \times (3 \times 10)$ . It is easier for me to solve  $9 \times 10$  because I know the 10 facts.**

Order and group the factors to show how you want to multiply. Then find the product. Possible orders and grouping are shown.

1  $5 \times 7 \times 2$   
 $5 \times 2 \times 7$   
 $(5 \times 2) \times 7$   
 $10 \times 7 = 70$

2  $3 \times 5 \times 3$   
 $3 \times 3 \times 5$   
 $(3 \times 3) \times 5$   
 $9 \times 5 = 45$

3  $4 \times 8 \times 2$   
 $4 \times 2 \times 8$   
 $(4 \times 2) \times 8$   
 $8 \times 8 = 64$

4  $2 \times 9 \times 5$   
 $2 \times 5 \times 9$   
 $(2 \times 5) \times 9$   
 $10 \times 9 = 90$

5  $2 \times 10 \times 5$   
 $2 \times 5 \times 10$   
 $(2 \times 5) \times 10$   
 $10 \times 10 = 100$

6  $2 \times 8 \times 2$   
 $2 \times 2 \times 8$   
 $(2 \times 2) \times 8$   
 $4 \times 8 = 32$

7  $3 \times 9 \times 3$   
 $3 \times 3 \times 9$   
 $(3 \times 3) \times 9$   
 $9 \times 9 = 81$

8  $5 \times 2 \times 6$   
 $(5 \times 2) \times 6$   
 $10 \times 6 = 60$

9  $4 \times 5 \times 2$   
 $4 \times 2 \times 5$   
 $(4 \times 2) \times 5$   
 $8 \times 5 = 40$

10  $2 \times 9 \times 2$   
 $2 \times 2 \times 9$   
 $(2 \times 2) \times 9$   
 $4 \times 9 = 36$

11  $3 \times 8 \times 2$   
 $3 \times 2 \times 8$   
 $(3 \times 2) \times 8$   
 $6 \times 8 = 48$

12  $4 \times 2 \times 7$   
 $(4 \times 2) \times 7$   
 $8 \times 7 = 56$

13 What strategies did you use to decide how to order and group the factors?

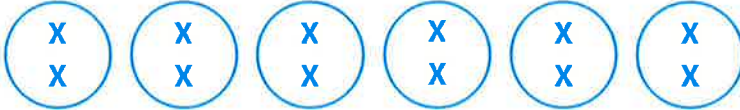
Answers will vary. Possible answer: I looked for factors with a product that was 10 or less. I wrote those factors next to each other, and multiplied them first.

14 Why do you need to reorder factors in some problems?

Answers will vary. Possible answer: If you don't know how to multiply two factors, and more than two factors are given, you can write the factors in another order and group factors together that are easier to multiply.

- 1 Draw a model to show  $12 \div 6$ . Show 6 equal groups. How many are in each group?

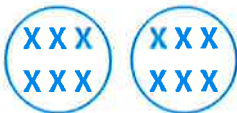
Possible picture shown.



There are 12 in all. There are 6 equal groups. There are 2 in each group.  
 $12 \div 6 = \underline{2}$

- 2 Draw a model to show  $12 \div 6$ . Show 6 in each group. How many groups are there?

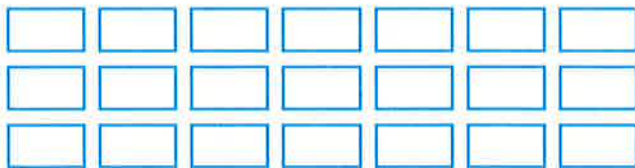
Possible picture shown.



There are 12 in all. There are 6 in each group. There are 2 groups.  
 $12 \div 6 = \underline{2}$

- 3 Draw an array to find  $21 \div 3$ .

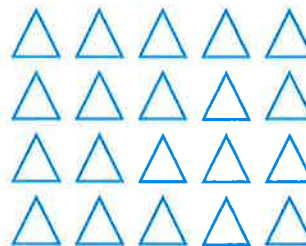
Answers will vary. Possible Answer:



$21 \div 3 = \underline{7}$

- 4 Draw an array to find  $20 \div 4$ .

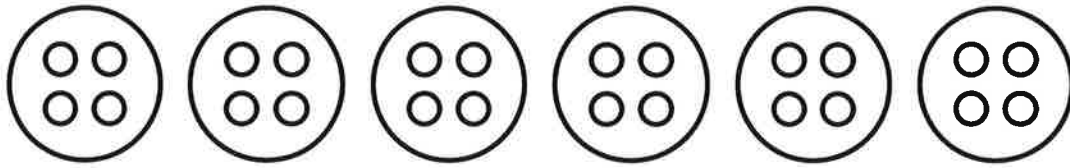
Answers will vary. Possible Answer:



$20 \div 4 = \underline{5}$

- 5 What situation could be modeled with the equation  $40 \div 8 = 5$ ?

Answers will vary. Possible answer: 40 coins shared equally with 8 people would be 5 coins per person.



- 1** There are 24 marbles. Each bag has 4 marbles.

Write an equation that shows the number of bags.

$$\underline{24 \div 4 = 6}$$

- 2** There are 24 marbles. An equal number of marbles are in 6 bags.

Write an equation that shows the number of marbles in each bag.

$$\underline{24 \div 6 = 4}$$

- 3** There are 6 bags of marbles. 4 marbles are in each bag.

Write two different equations that show the total number of marbles.

$$\underline{6 \times 4 = 24}$$

$$\underline{4 \times 6 = 24}$$

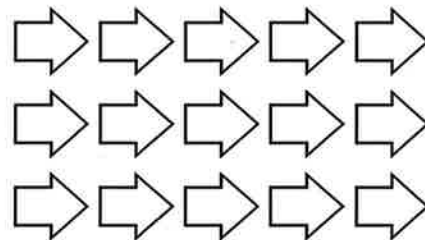
- 4** Write 2 multiplication equations and 2 division equations for this array.

$$\underline{3 \times 5 = 15}$$

$$\underline{5 \times 3 = 15}$$

$$\underline{15 \div 3 = 5}$$

$$\underline{15 \div 5 = 3}$$



Find the value of ? to complete each fact.

**5**  $6 \times ? = 48$

$48 \div 6 = ?$

$? = \underline{8}$

**6**  $? \times 5 = 45$

$45 \div ? = 5$

$? = \underline{9}$

**7**  $63 \div 9 = ?$

$? \times 9 = 63$

$? = \underline{7}$

**8**  $32 \div ? = 8$

$8 \times ? = 32$

$? = \underline{4}$

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $40 \div 4 = \underline{10}$

2  $18 \div 3 = \underline{6}$

3  $24 \div 4 = \underline{6}$

4  $24 \div 8 = \underline{3}$

5  $14 \div 2 = \underline{7}$

6  $40 \div 8 = \underline{5}$

7  $42 \div 7 = \underline{6}$

8  $64 \div 8 = \underline{8}$

9  $32 \div 8 = \underline{4}$

10  $56 \div 8 = \underline{7}$

11  $27 \div 9 = \underline{3}$

12  $28 \div 7 = \underline{4}$

13  $72 \div 8 = \underline{9}$

14  $90 \div 9 = \underline{10}$

15  $54 \div 9 = \underline{6}$

16  $48 \div 8 = \underline{6}$

17  $49 \div 7 = \underline{7}$

18  $27 \div 3 = \underline{9}$

Answers:

4	4	9	6	7	10
5	10	3	3	6	7
8	6	6	7	6	9

×	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

Write the missing numbers in the boxes to make each multiplication or division problem true.

$5 \times 7 = \boxed{35}$

$32 \div 8 = \boxed{4}$

$4 \times 7 = \boxed{28}$

$27 \div \boxed{3} = 9$

$\boxed{35} \div 5 = 7$

$8 \times \boxed{4} = 32$

$\boxed{28} \div 4 = 7$

$9 \times \boxed{3} = 27$

$4 \times 4 = \boxed{16}$

$9 \times 6 = \boxed{54}$

$6 \times 6 = \boxed{36}$

$81 \div \boxed{9} = 9$

$\boxed{16} \div 4 = 4$

$54 \div \boxed{9} = 6$

$63 \div \boxed{7} = 9$

$40 \div 8 = \boxed{5}$

$\boxed{48} \div 8 = 6$

$56 \div \boxed{7} = 8$

$45 \div 5 = \boxed{9}$

$\boxed{49} \div 7 = 7$

1 Write 3 possible answers for the equation  $36 \div \square = \square$ .

Answers will vary. Possible answers:  $36 \div 6 = 6$ ,  $36 \div 4 = 9$ ,  $36 \div 9 = 4$

Solve. Look for patterns.

1 Subtract.

$10 - 1 = \underline{9}$

$20 - 1 = \underline{19}$

$30 - 1 = \underline{29}$

$100 - 1 = \underline{99}$

$200 - 1 = \underline{199}$

$300 - 1 = \underline{299}$

$200 - 100 = \underline{100}$

$300 - 100 = \underline{200}$

$400 - 100 = \underline{300}$

$200 - 101 = \underline{99}$

$300 - 101 = \underline{199}$

$400 - 101 = \underline{299}$

2 Multiply.

$2 \times 10 = \underline{20}$

$2 \times 9 = \underline{18}$

$3 \times 10 = \underline{30}$

$3 \times 9 = \underline{27}$

$4 \times 10 = \underline{40}$

$4 \times 9 = \underline{36}$

$5 \times 10 = \underline{50}$

$5 \times 9 = \underline{45}$

$6 \times 10 = \underline{60}$

$6 \times 9 = \underline{54}$

$7 \times 10 = \underline{70}$

$7 \times 9 = \underline{63}$

$8 \times 10 = \underline{80}$

$8 \times 9 = \underline{72}$

$9 \times 10 = \underline{90}$

$9 \times 9 = \underline{81}$

3 Describe the patterns that you notice in the problems you just solved.

Answers will vary.



Read and solve each problem. Show your work.

- 1 Heather has 18 photographs of rockets. She wants to hang them on 3 different walls in her room. Each wall will have the same number of photographs. How many photographs will hang on each wall?

There will be 6 photographs on each wall.

- 2 There are 24 people who want to play volleyball. The coach divides the players into teams of 6. How many teams can she make?

The coach can make 4 teams.

- 3 At an art show, there are 7 groups of paintings with 6 paintings in each group. How many paintings are there in all?

There are 42 paintings.

- 4 Jasmine reads for 10 minutes each night. If she reads for 5 nights, how many minutes will she read in all?

Jasmine will read for 50 minutes.

- 5 Rhonda plants 28 tomato plants in her garden. She plants 7 tomato plants in each row. How many rows does she plant?

Rhonda plants 4 rows.

- 6 Mr. Jones buys 6 packages of pencils. There are 8 pencils in each package. How many pencils does Mr. Jones buy?

Mr. Jones buys 48 pencils.

- 7 Choose one problem. Describe the strategy you used to solve it.

**Answers will vary. Possible answer: In problem 4, I drew an array with 10 objects in 5 rows, for a total of 50 objects.**

Read and solve each problem. Show your work.

- 1 A parking lot has 6 rows of parking spaces. There are 5 spaces in each row. How many parking spaces are in the lot?

There are 30 parking spaces.

- 2 Jack has 36 toy robots. He wants to display 9 on each shelf in his room. How many shelves will Jack need to display all of the robots?

Jack will need 4 shelves.

- 3 There are 24 dancers. The teacher has them stand in 3 equal rows. How many dancers are in each row?

There are 8 dancers in each row.

- 4 Emily is putting away plates. She puts 6 plates each in 3 stacks. How many plates does she put away?

Emily puts away 18 plates.

- 5 A farmer picks 54 pumpkins. She places an equal number of pumpkins in 9 wagons. How many pumpkins are in each wagon?

There are 6 pumpkins in each wagon.

- 6 The school band marches in rows at the parade. There are 24 band members and they form rows with 4 members in each row. How many rows are there?

There are 6 rows.

- 7 Choose one problem. Describe and use a strategy to check your answer.

**Answers will vary. Possible answer: In problem 3, I can use multiplication to check my answer:  $8 \times 3 = 24$ .**

Read and solve each problem. Show your work.

- 1 Nya covers a rectangular tray with 1-square-inch tiles. She uses 42 tiles, arranged in 7 rows. How many tiles are in each row?

There are 6 tiles in each row.

- 3 Sara covers the top of a box with squares of paper that are 1 square centimeter. She uses 48 squares, with 6 squares in each row. How many rows did she make?

Sara made 8 rows.

- 5 A rectangular patio at an outdoor restaurant is made of 35 tiles. Each tile is 1 square yard. If there are 5 tiles in each row, how many rows are there?

There are 7 rows of tiles.

- 2 Jacob uses tiles to cover a rectangular hallway. Each tile has an area of 1 square foot. He uses 3 rows of tiles, with 8 tiles in each row. What is the area of the hallway?

The area of the hallway is 24 square feet.

- 4 There are 64 squares on Rasha's chessboard. Each square is 1 square inch. There are 8 rows of squares on her chessboard. How many squares are in each row?

There are 8 squares in each row.

- 6 Mr. Reilly uses square pieces of fabric that are each 1 square inch for a rectangular wall hanging. He uses 81 squares. If he makes 9 rows of squares, how many squares will be in each row?

There will be 9 squares in each row.

- 7 Choose one problem. Describe the strategy you used to solve it.

**Answers will vary. Possible answer: In problem 3, I drew an array with 6 squares in a row. Then I drew rows of 6 until I had 48 squares. I counted the number of rows.**

- 8 Explain why you chose that strategy to solve the problem.

**Answers will vary.**

Read and solve each problem by writing an equation for each step. Use letters for the unknown numbers. Show your work. Possible equations shown.

- 1 Hirami has 12 cups of flour in a bag and 6 cups of flour in a jar. He is making batches of bread that each call for 3 cups of flour. How many batches of bread can Hirami make?

$$12 + 6 = c$$

$$18 = c$$

$$18 \div 3 = b$$

$$6 = b$$

Hirami can make 6 batches of bread.

- 2 Cassi bought 50 pounds of dirt. She used 10 pounds to fill a hole in her yard. Then she filled pots with 5 pounds of soil in each pot. How many pots could she fill?

$$50 - 10 = d$$

$$40 = d$$

$$40 \div 5 = p$$

$$8 = p$$

Cassi can fill 8 pots.

- 3 Becky has 6 packages of clay that each weigh 5 pounds. To make a bowl, she needs 3 pounds of clay. How many bowls can Becky make?

$$6 \times 5 = p$$

$$30 = p$$

$$30 \div 3 = b$$

$$10 = b$$

Becky can make 10 bowls.

- 4 Marc has 36 pounds of apples to use to make pies. He uses 4 pounds of apples for each pie. Marc uses all of the apples to make pies, and then sells each pie for \$8. How much money does Marc collect for all the pies?

$$36 \div 4 = p$$

$$9 = p$$

$$9 \times 8 = m$$

$$72 = m$$

Marc collects \$ 72 for all the pies.

- 5 Choose one problem. Tell how you could solve the problem in a different way.

Answers will vary. Possible answer: In problem 1, I could divide 12 and 6 each by 3, and then add the quotients:  $12 \div 3 = 4$ ;  $6 \div 3 = 2$ ;  $4 + 2 = 6$ .

Read and solve each problem by writing one equation.

Show your work. Possible equations shown.

- 1** Mrs. Nelson has one \$10-bill and one \$20-bill. She wants to buy as many movie tickets as she can with this money. If movie tickets cost \$6 each, how many tickets,  $t$ , can she buy?

$$(10 + 20) \div 6 = t$$

$$30 \div 6 = t$$

$$5 = t$$

Mrs. Nelson can buy 5 tickets.

- 2** Daisy has a goal of reading 75 minutes in one week. She reads 9 minutes a day for 5 days. How many more minutes,  $m$ , will she have to read to reach her goal?

$$(9 \times 5) + m = 75$$

$$45 + m = 75$$

$$m = 30$$

Daisy will have to read 30 more minutes.

- 3** Mr. Garcia buys 3 bags of cat food that each weigh 9 pounds and another bag of cat food that weighs 7 pounds. How many pounds,  $p$ , of cat food did Mr. Garcia buy?

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

$$27 + 7 = p$$

$$34 = p$$

Mr. Garcia bought 34 pounds of cat food.

- 4** Jackson has 48 trading cards. His sister gives him 12 more cards. Then he puts all his trading cards in 6 equal stacks. How many cards,  $c$ , are in each stack?

$$(48 + 12) \div 6 = c$$

$$60 \div 6 = c$$

$$10 = c$$

There are 10 cards in each stack.

- 5** Choose one problem. Explain how you decided which operations to use to solve it.

**Answers will vary. Possible answer: In problem 1, I needed to find the total amount of money first. Since the amounts were not equal, I added. Then I had to find the number of times the sum could be divided by 6.**

**Read each problem. Estimate the answer by rounding to the nearest ten. Then find the actual answer. Show your work.**

- 1** Marie has 231 toothpicks in one box and 175 toothpicks in another box. She uses 319 toothpicks to make a bridge. How many toothpicks does she have left?

*Estimate:* There are about 90 toothpicks left.

Marie has 87 toothpicks left.

- 2** Kennedy School has 124 third-grade students. Carter School has 16 fewer third-grade students than Kennedy School. How many third-grade students in all are at Kennedy School and Carter School?

*Estimate:* There are about 220 students.

There are 232 students.

- 3** There are 197 oak trees in the park. There are 27 more pine trees than oak trees in the park. How many trees are there in all?

*Estimate:* There are about 430 trees.

There are 421 trees in all.

- 4** On the first day of a bus trip, Brian and his dad traveled 341 miles. On the second day, they traveled 39 fewer miles. How many miles did they travel in all after two days?

*Estimate:* They traveled about 640 miles.

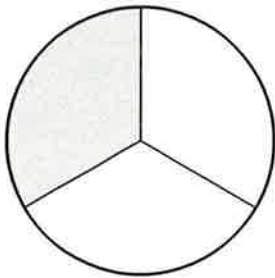
They traveled 643 miles.

- 5** How does an estimate help you decide if your answer is reasonable?

**Answers will vary. Possible answer: If my estimate is close to the exact answer, then my exact answer is reasonable.**

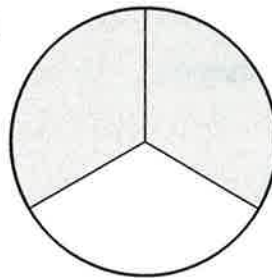
Write the fraction of the figure that is shaded.

1



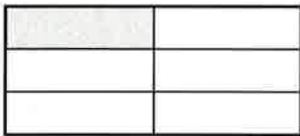
$\frac{1}{3}$

2



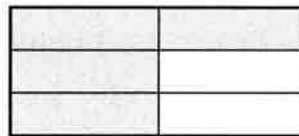
$\frac{2}{3}$

3



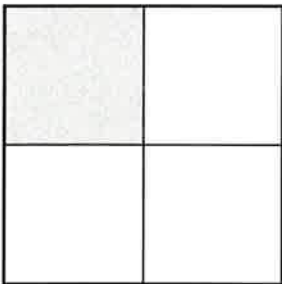
$\frac{1}{6}$

4



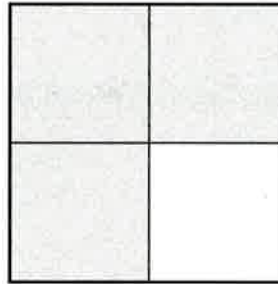
$\frac{4}{6}$

5



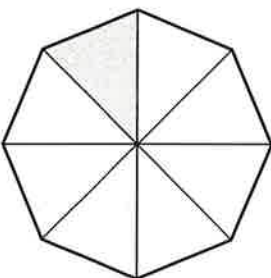
$\frac{1}{4}$

6



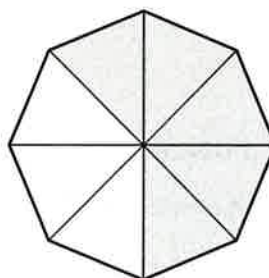
$\frac{3}{4}$

7



$\frac{1}{8}$

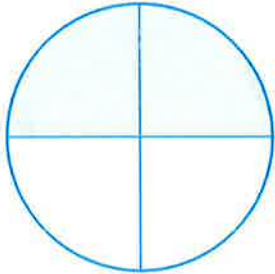
8



$\frac{5}{8}$

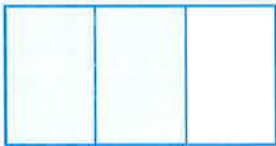
- 9 Draw a circle that shows 4 equal parts. Then shade to show  $\frac{2}{4}$ .

Possible answer shown.



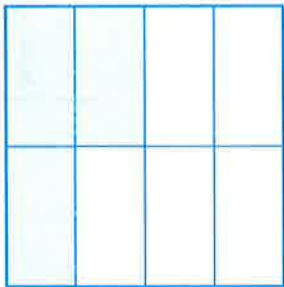
- 10 Draw a rectangle that shows 3 equal parts. Then shade to show  $\frac{2}{3}$ .

Possible answer shown.



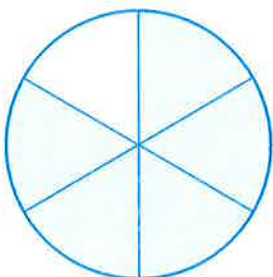
- 11 Draw a square that shows 8 equal parts. Then shade to show  $\frac{3}{8}$ .

Possible answer shown.



- 12 Draw a circle that shows 6 equal parts. Then shade to show  $\frac{5}{6}$ .

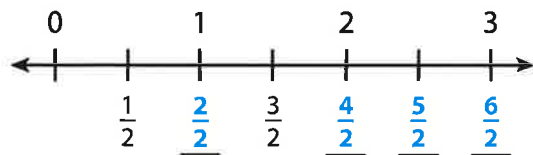
Possible answer shown.





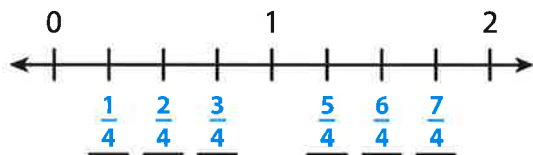
### Set A

Write the missing labels on the number line.



### Set B

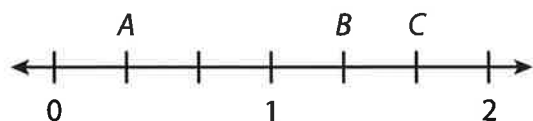
Use this number line to solve problems 1–4.



- 1 How many equal parts are between 0 and 1? 4
- 2 How many equal parts are between 1 and 2? 4
- 3 What fraction does each part show?  $\frac{1}{4}$
- 4 Write fractions to label the marks.

### Set C

Use this number line to solve problems 5–7.



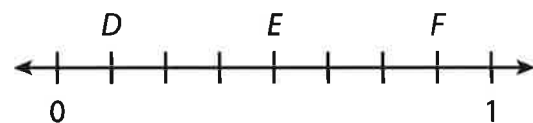
5 A is  $\frac{1}{3}$ .

6 B is  $\frac{4}{3}$ .

7 C is  $\frac{5}{3}$ .

### Set D

Use this number line to solve problems 8–10.



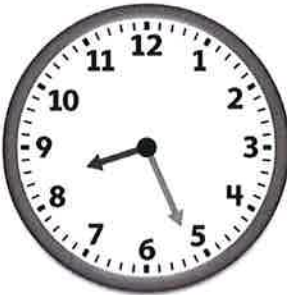
8 D is  $\frac{1}{8}$ .

9 E is  $\frac{4}{8}$ .

10 F is  $\frac{7}{8}$ .

Write the time the clock shows.

1



8:26

2



2:39

3



4:02

4



7:56

Draw hands on the clock to show the given time.

5

16 minutes after 1



6

7 minutes before 9



- 7 35 minutes after 3



- 8 26 minutes before 8



- 9 Write a word problem that could use one of the times shown on one of the clocks.

**Answers will vary. Possible answer: Kara leaves for school at 26 minutes before 8. What is another way to write that time?**