2nd Grade Scholars Work Packets

Dear 2nd Grade Parents and Guardians,

Thank you so much for completing the packets that have been sent out so far! We are so sad that we will not be able to get to see you before the summer. Try your best on your packets and remember not to get frustrated! You are the best because you are a Lincoln Scholar!

If you have any trouble with the work in your packets or if you have questions or concerns during this time, please reach out to your teacher. If you haven't yet signed up for your ClassDojo, please do so. You may email your teacher to get the information about how to sign in to your class' Dojo.

Additional Reminders/Resources:

* It is expected that ALL scholars read at least 20 min. each day in addition to completing packet work and online iReady lessons, if available. Many of them are capable of reading for this duration multiple times a day and will gladly want to!
* TEST, TEST, TEST! Remember to go to arjmcss.org Your scholar can still earn points and be in the running for some awesome prizes.
* 2nd grade teachers and our school campus will have by-phone contact only hours each school day from 9-11 am. If you need to reach out, please feel free to email your scholar's teacher or direct your questions to the school office during these hours. 731-988-3800.

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Sincerely,
2nd Grade Teachers
Ms. Adams, Mr. C, Ms. Johnson, & Mrs. Pieniazek

Mon.
May 4

Reading

Read "Stone Soup" & Questions
Capitalization Activities

Math

Comparing Three-Digit Numbers

Genre: Folktale

Stone Soup

by Elsa Southern

WORDS TO KNOW

As you read, look inside, around, and beyond this word and phrase to figure out what they mean.

- **barely**
- **town square**

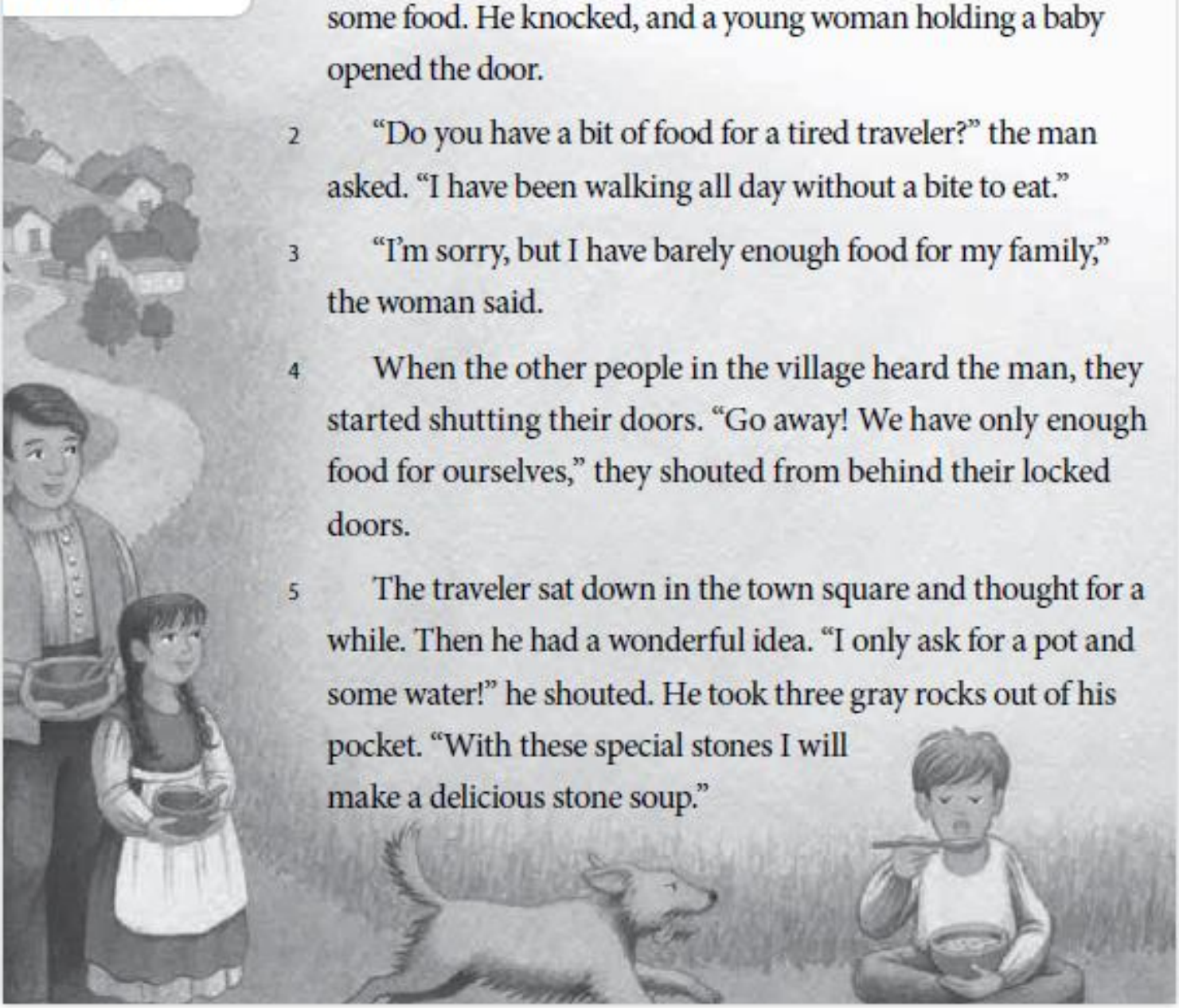
1 A long time ago, a tired traveler walked into a small village. He was hungry and stopped at the first house he saw to ask for some food. He knocked, and a young woman holding a baby opened the door.

2 "Do you have a bit of food for a tired traveler?" the man asked. "I have been walking all day without a bite to eat."

3 "I'm sorry, but I have barely enough food for my family," the woman said.

4 When the other people in the village heard the man, they started shutting their doors. "Go away! We have only enough food for ourselves," they shouted from behind their locked doors.

5 The traveler sat down in the town square and thought for a while. Then he had a wonderful idea. "I only ask for a pot and some water!" he shouted. He took three gray rocks out of his pocket. "With these special stones I will make a delicious stone soup."



6 "Who has ever heard of stone soup?" the villagers laughed. But some of the people were curious. They brought the traveler a pot filled with water.

7 The traveler started a fire under the large pot of water. When it began to boil, he slowly added the three stones. After a while, he put his nose over the pot and breathed in. "Ah," he said with a twinkle in his eye. "This is almost perfect. If only we had some onions."

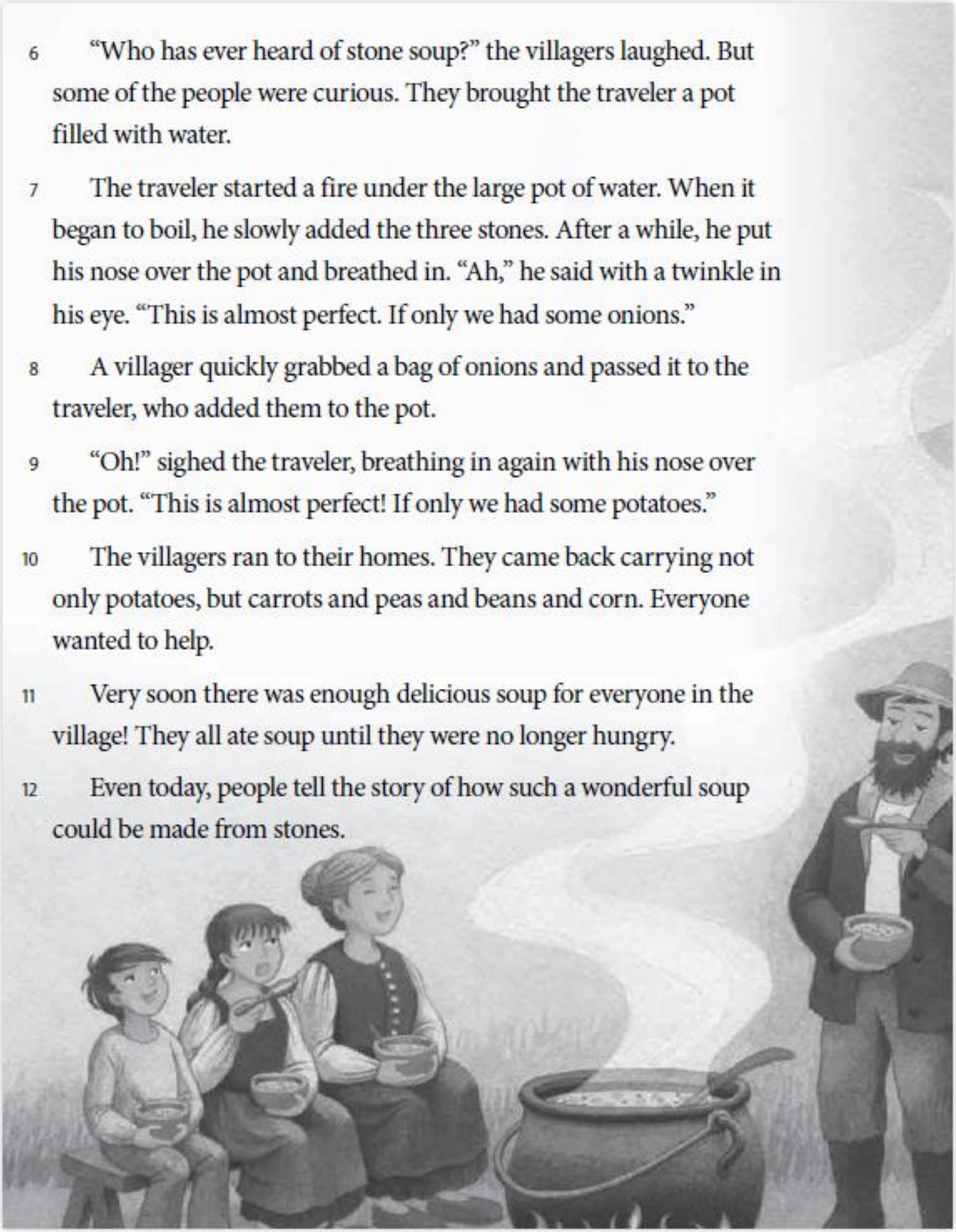
8 A villager quickly grabbed a bag of onions and passed it to the traveler, who added them to the pot.

9 "Oh!" sighed the traveler, breathing in again with his nose over the pot. "This is almost perfect! If only we had some potatoes."

10 The villagers ran to their homes. They came back carrying not only potatoes, but carrots and peas and beans and corn. Everyone wanted to help.

11 Very soon there was enough delicious soup for everyone in the village! They all ate soup until they were no longer hungry.

12 Even today, people tell the story of how such a wonderful soup could be made from stones.



Think Use what you learned from reading "Stone Soup" to answer the following questions.

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

Part A

What challenge does the traveler face when he first comes to the town?

- **A** He is tired and needs a place to spend the night.
- **B** He knocks on a door and a young woman holding a baby answers.
- **C** He is hungry and hopes someone will give him food.
- **D** He wants to fix a dinner but doesn't have a pot.

Part B

Underline a sentence from paragraph 1 below that **best** tells about the answer in Part A.

> A long time ago, a tired traveler walked into a small village. He was hungry and stopped at the first house he saw to ask for some food. He knocked, and a young woman holding a baby opened the door.

2 What is the challenge the traveler faces when no one will help him?

- **A** He has to find wood so that he can build a fire to keep warm.
- **B** He needs to learn how to make friends with everyone in town first.
- **C** He has to walk to another town where people might be kinder to him.
- **D** He must find a new way to get people to share their food with him.

3 Why does the traveler keep putting his nose over the pot and breathing in?

A to make the people think he is cooking something tasty

B to make the people want to make their own soup

C to make the people angry that they won't get any soup

D to make the people sad that they didn't help him

4 What do you learn about the traveler from the way he faces his challenge?

A He is clever because he gets people to choose to help him.

B He is lazy because he has other people do his work for him.

C He is unhappy because he is too poor to buy his own food.

D He is proud because he knows more about cooking than others.

5 Read the sentence from the passage.

The villagers ran to their homes.

The word "village" means "a small town." What is the **best** meaning of the word "villagers"?

A people who eat soup in a small town

B people who work in a small town

C people who live in a small town

D people who help others in a small town

6 Read paragraph 6 from the story.

> "Who has ever heard of stone soup?" the villagers laughed. But some of the people were curious. They brought the traveler a pot filled with water.

Underline the sentence in paragraph 6 that **best** explains why the people bring the traveler a pot filled with water.

Write How does the traveler respond to the challenge of getting food?

7 **Plan Your Response** Review the challenge the traveler has. Write three things he says in the story that help him get what he wants.

8 **Write an Extended Response** How does the traveler respond to the challenge of getting food? Use details from the story in your answer.

Lesson 11

Capitalization in Holidays, Product Names, and Geographic Names

Introduction The names of **holidays, products,** and **places** like towns, states, and countries are proper nouns. Use capital letters correctly when you write them.

- Begin each word of a holiday, product, or place with a capital letter.
- Do not begin words such as *for* and *of* with a capital letter.

Holidays	Thanksgiving, Presidents' Day, Fourth of July
Products	Speedy Sneakers, Kites for Kids, Tummy Yums
Places	Hilltown, North Carolina, United States of America

Guided Practice

Read each sentence. Write the name of each underlined holiday, product, or place correctly.

HINT The word *day* is part of the name of many holidays. Remember to begin it with a capital letter.

1. The fourth of july is a fun holiday.

   _____

2. People in the united states of america celebrate every year.

   _____

3. Some cities, such as boston, have fireworks.

   _____

4. My family eats treats called freezy pops.

   _____

5. This holiday is also called independence day.

   _____

Independent Practice

Choose the correct way to write the underlined words in each sentence.

1 Two other American holidays are Thanksgiving and flag day.

- **A** flag day
- **B** flag Day
- **C** Flag day
- **D** Flag Day

2 The city of new orleans has parades on some holidays.

- **A** New orleans
- **B** new Orleans
- **C** New Orleans
- **D** new orleans

3 Kids blow loud horns called happy honkers.

- **A** Happy honkers
- **B** Happy Honkers
- **C** happy Honkers
- **D** happy honkers

Read the sentence. Circle the three words that should begin with a capital letter.

4 I like to stay up late on new year's eve.

Compare Three-Digit Numbers

Name: _____

Prerequisite: Compare Two-Digit Numbers

Study the example showing how to compare two-digit numbers. Then solve Problems 1–7.

Example

Write <, >, or = in the blank.

<	>	=
is less than	is greater than	is equal to

76 $\leq$ 85 ← Compare the tens. 7 tens is less than 8 tens.

34 $\geq$ 32 ← The tens are the same. So compare the ones. 4 ones is greater than 2 ones.

Mike has 64 stickers. Nora has 38 stickers.

1 How many tens and ones are in each number?

64

_____ tens _____ ones

38

_____ tens _____ ones

2 Compare the tens.

_____ tens is greater than _____ tens.

3 Compare the numbers. Write <, >, or = in the blank.

64 _____ 38

Solve.

4 Write <, >, or = in the blank.

45 _____ 41 26 _____ 26

92 _____ 35 54 _____ 57

5 Write 23 and 27 as tens and ones. Then write a number sentence to compare the two numbers.

23: _____ tens _____ ones

27: _____ tens _____ ones

_____

6 Write a number sentence to compare 96 and 93. Explain why the number sentence is true.

_____

_____

7 Use these digits: 9, 3, 4, 8. Write the greatest and smallest two-digit numbers that you can. Tell how you got your answer.

_____

_____

_____

_____

_____

Ways to Compare Three-Digit Numbers

Name: _____

Compare the numbers in each problem two different ways.

1 Compare 250 and 200.

_____ < _____ and
_____ > _____

2 Compare 170 and 180.

_____ < _____ and
_____ > _____

3 Compare 346 and 325.

_____ < _____ and
_____ > _____

4 Compare 235 and 261.

_____ < _____ and
_____ > _____

5 Compare 424 and 453.

_____ < _____ and
_____ > _____

6 Compare 833 and 824.

_____ < _____ and
_____ > _____

7 Compare 637 and 682.

_____ < _____ and
_____ > _____

8 Compare 362 and 326.

_____ < _____ and
_____ > _____

9 Compare 531 and 513.

_____ < _____ and
_____ > _____

10 Compare 714 and 741.

_____ < _____ and
_____ > _____

11 Compare 468 and 486.

_____ < _____ and
_____ > _____

12 Compare 967 and 959.

_____ < _____ and
_____ > _____

13 What strategies did you use to compare the numbers?

Tues.
May 5

Reading

Read "Too Much of a Good Thing"
& Answer Questions
Punctuating Greetings and Closing of
Letters Activities

Math

Comparing Three-Digit Numbers

SESSION 1

Read the story. Then answer the questions that follow it.

Too Much of a Good Thing

by Sybil Parrish

1 Zelda pressed the button on the spaceship's food maker. Normally, a food maker could make anything you wanted. All you had to do was say *pizza*, *popcorn*, or whatever and press a button. Then it would make whatever you had asked for instantly. But the food maker on the spaceship had been broken for days. Now it would only make ice cream. And the ship was still over a week away from her grandparents' planet.

2 "Yum! This is great," said Zelda, grinning. She sat down at the table with a heaping bowl of chocolate ice cream.

3 "Well, I for one am getting tired of ice cream," grumbled Zelda's dad. "A bowl of soup would taste great about now!"

4 Zelda's sister Anka piped up. "How can anyone get tired of ice cream? This is like a dream come true!"

5 Zelda's dad sighed. "We wouldn't even have this problem if we had lived two hundred years ago."

6 "I know," replied Zelda. "People used to fix their own food. They grew it or shopped at places called grocery stores. They never knew how great a broken food maker could be!"

7 But after two more days, even Zelda and her sister were tired of ice cream. Zelda just wanted something—anything—that wasn't cold and sweet.

8 Suddenly, Zelda smiled and said, "I have an idea! Let's fix some food for ourselves, like in the old days. We could ask to pick some vegetables from the ship's garden. It might even be *fun* to make our own meal."

9 "Make a meal? How will we know if we're picking beans or beets or broccoli?" Anka blurted out, shaking her head. "And, and . . . just how *do* we fix a potato?"

10 "That's easy!" laughed Zelda. "The ship's computer can help us. C'mon, let's get started!"

11 All the grown-ups thought the girls had a great idea, even the ship's captain. She'd had her fill of ice cream, too. "Just be sure to make me a big bowl of hot green beans. And add a side order of mashed potatoes!" the captain joked.

12 Zelda was so excited—they were going to be human food makers! She tried to remember the word once used for people who fixed meals. Then it came to her. They were called "cooks."

---

1 Read the sentence from the story.

But the food maker on the spaceship had been broken for days.

What question does this sentence answer?

A How do food makers work on a spaceship?

B What kinds of food does the food maker make?

C Why does the food maker make only ice cream?

D What does a food maker look like?

2 What can you tell about the setting from the picture and the story?

A It takes place outside a restaurant.

B It takes place on another planet.

C It takes place inside a spaceship.

D It takes place next to an ice cream shop.

3 Read these sentences from the story.

> "How can anyone get tired of ice cream?" Zelda's sister Anka piped up. "This is like a dream come true!"

What kind of speaking voice could you use to show Anka's point of view in these sentences?

A an excited voice

B a quiet voice

C a mean voice

D a surprised voice

4 How does Zelda meet the challenge of having a broken food maker?

A She makes the best of having to eat so much ice cream.

B She remembers that people who fix meals are called "cooks."

C She thinks about planting a vegetable garden on the spaceship.

D She comes up with the idea of cooking a meal themselves.

5 Read the central message of this story.

> Even good things are best in small amounts.

Which detail from the story supports this central message?

A The food maker stops working the way it should.

B People in Zelda's time no longer shop at grocery stores.

C Zelda and Anka get tired of eating ice cream every day.

D Zelda thinks it might be fun to be a human food maker.

6 In the first part of the story, Zelda and her dad have different points of view about the broken food maker. Read their points of view below.

> Zelda is happy about the broken food maker. Her dad doesn't like that it is broken.

Write one detail from the story that supports the sentence about Zelda and one detail that supports the sentence about her dad.

Lesson 12

Punctuating Greetings and Closings of Letters

Introduction When you write a letter to someone, you begin with a **greeting**. You end with a **closing**.

greeting → Dear Nana,
Thank you for the scooter. It is my favorite gift!

closing → Yours truly,
Trina

- Use a **comma** (,) after the greeting and closing of a letter.

Guided Practice **Add commas where they belong in the first two letters. Then write a closing for the third letter.**

HINT When you write a greeting or closing, you begin the first word with a capital letter.

1. Dear Bin
I got a red bike for my birthday! Can you come visit?
Your friend
Harold

2. Dear Harold
I hope to visit soon. I want to ride your new bike!
Best wishes
Bin

3. Dear Tracy,
I got a letter from Bin. He may visit soon!

_____
Harold

Independent Practice

Read each question. Then choose the correct answer.

1 How should this **greeting** be written?

Dear Mr. Gomez

A Dear Mr. Gomez?

B Dear, Mr. Gomez,

C Dear, Mr. Gomez

D Dear Mr. Gomez,

2 How should this **closing** be written?

Very truly yours

A Very truly yours,

B Very truly yours!

C Very truly yours.

D Very truly yours

Read the letter. Then rewrite the greeting and closing correctly.

Dear, Papa

Thank you for the book. I can't wait to find out how it ends.

Lots of love.
Rachel

3 _____

4 _____

Name: _____

Compare Three-Digit Numbers

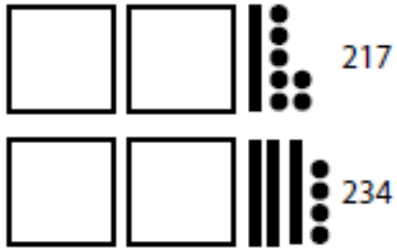
Study the example showing how to compare three-digit numbers. Then solve Problems 1–8.

Example

Compare 217 and 234.

217 = 2 hundreds + 1 ten + 7 ones

234 = 2 hundreds + 3 tens + 4 ones



The hundreds are the same.
Compare the tens.

1 ten is less than 3 tens.

217 < 234

Cam has 482 marbles. Joe has 439 marbles.

1 How many hundreds, tens, and ones are in each number?

482 = _____ hundreds _____ tens _____ ones

439 = _____ hundreds _____ tens _____ ones

2 The hundreds are the same. Compare the tens.

_____ tens is greater than _____ tens.

3 Complete the number sentence.

_____ > _____

4 Use the same numbers as Problem 3. Write a different number sentence.

_____

Solve.

Vince and Rina guess how many paper clips are in a box. Vince guesses 195, and Rina guesses 172.

5 How many hundreds, tens, and ones are in each number?

195 = _____ hundred _____ tens _____ ones

172 = _____ hundred _____ tens _____ ones

6 Complete the number sentence.

_____ < _____

Mel has 938 stamps in her stamp collection. Yuri has 926 stamps in his stamp collection.

7 Write two different number sentences to compare 938 and 926.

_____ < _____ and _____ > _____

8 Explain why your number sentences in Problem 7 are true.

_____

_____

_____

Name: _____

Compare Three-Digit Numbers

Study the example showing how to compare three-digit numbers. Then solve Problems 1–8.

Example

Compare 528 and 523.

Hundreds	Tens	Ones
5	2	8
5	2	3

The hundreds are the same.
The tens are the same.
Compare the ones.

8 ones is greater than 3 ones.

$528 > 523$ and $523 < 528$

Ned and Vera are playing a game. Ned has 142 points, and Vera has 147 points.

1 Write the numbers in the chart.

Hundreds	Tens	Ones

2 Complete the number sentence to compare 142 and 147.

_____ > _____

3 Which place did you have to look at to compare 142 and 147? Why?

_____

_____

Solve.

4 Complete two different number sentences to compare 824 and 829.

_____ > _____ and _____ < _____

5 Complete two different number sentences to compare 353 and 351.

_____ > _____ and _____ < _____

6 Complete two different number sentences to compare 675 and 629.

_____ > _____ and _____ < _____

7 Write >, <, or = in each blank.

a. 465 _____ 467

b. 392 _____ 356

c. 885 _____ 882

d. 214 _____ 312

e. 691 _____ 691

f. 484 _____ 394

8 Below are Han's scores in a game. Which game has the greatest score? Which game has the lowest score? Tell how you know.

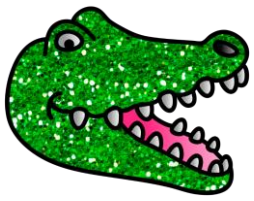
Game 1: 328
Game 2: 289
Game 3: 325

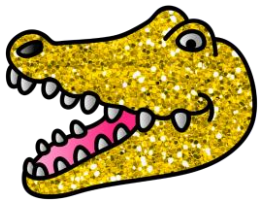
Wed.
May 6

Reading

Read
"Explaining How Images Support Text"
& Questions
Contractions Activities

Math





Comparing Three-Digit Numbers

Lesson 18
Explaining How Images Support Text

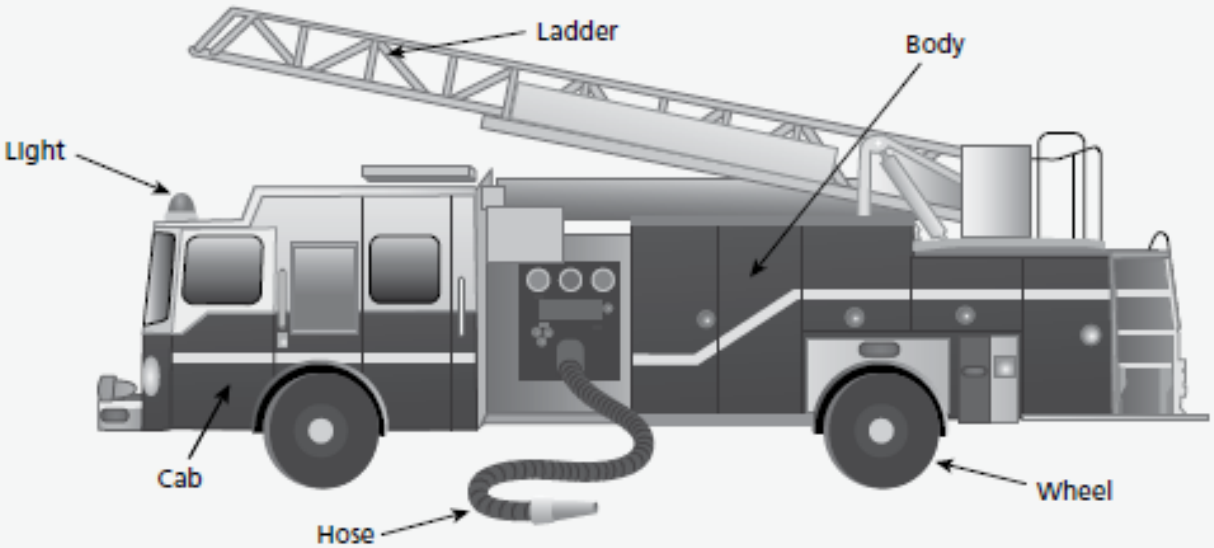
Learning Target

Looking at the pictures that go with a text will help you better understand what you read.

Read When you read, pictures and other **images** can be as important as words. They can **support,** or help explain, information in the text. For example, **diagrams** are drawings that show the different parts of something. They can also show how something works.

Read the sentences. Then look at the diagram. How do they work together to help you understand the parts of a fire truck?

The driver of a fire truck sits in the cab. A ladder and a hose are connected to the main part of the truck. The hose is long and can stretch far from the truck.



Think Look again at the page about the fire truck. Fill in the chart to tell what you learn from the sentences and the diagram.

What the Text Tells	What the Diagram Shows

Talk The sentences and the diagram of the truck help you understand the parts of the fire truck. Talk with a partner about how the diagram makes the sentences easier to understand.

Academic Talk

Use these words to talk about the text.

- **support**
- **diagrams**
- **images**

Lesson 13

Contractions

Introduction

A **contraction** is a short way of putting two words together.

- When you write a contraction, you leave one or more letters out.

I + am = **I'm** I'm strong and healthy.

- An **apostrophe** (') takes the place of the missing letters.

she + **is** = she's	do + **not** = don't
we + **will** = we'll	does + **not** = doesn't
is + **not** = isn't	did + **not** = didn't
can**not** = can't	are + **not** = aren't

Guided Practice

Read each sentence. Write a contraction for the underlined word or words.

HINT To form most contractions, drop only the vowel of the second word. But for *cannot* and contractions with *will*, drop the consonant before the vowel, too.

can**not** = can't

we **will** = we'll

1. I am making muffins with my sister. _____
2. She is a good baker. _____
3. We will use butter and eggs. _____
4. We cannot forget the flour! _____
5. I do not want nuts in the muffins. _____
6. My brother does not like nuts either. _____

Independent Practice

Read each question. Choose the correct answer.

1 Which contraction for "did not" is written correctly?

- **A** didnt'
- **B** di'dnt
- **C** didn't
- **D** did'not

2 Which contraction for "we will" is written correctly?

- **A** we'll
- **B** we'ill
- **C** well'
- **D** we'l

3 Which contraction for "she is" is written correctly?

- **A** she'is
- **B** she's
- **C** shes'
- **D** shes

Read the sentences. Circle the contraction that is not written correctly.

4 Dad can't find the box of raisins. It is'nt on the shelf.

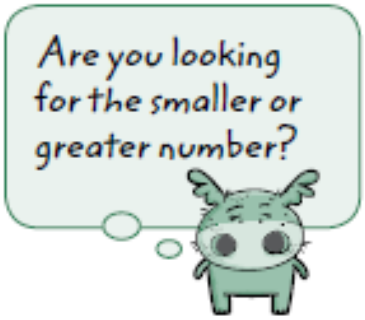
Name: _____

Compare Three-Digit Numbers

Solve the problems.

1 In one week, Glen read for 317 minutes. Fran read for 372 minutes. Who read for more minutes? Tell how you know.

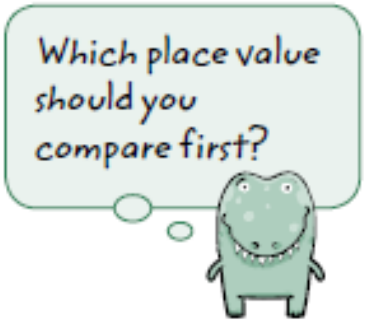
Show your work.



Answer: _____

2 Choose *True* or *False* for each number sentence.

a. $131 < 119$	True	False
b. $605 = 650$	True	False
c. $454 > 451$	True	False
d. $709 < 722$	True	False



3 Marcy had 237 stickers. Then she gave some stickers away. How many stickers could she have now? Circle all the correct answers.

A 239 **C** 229

B 198 **D** 323

Solve.

4 Which number sentence is true? Circle the correct answer.

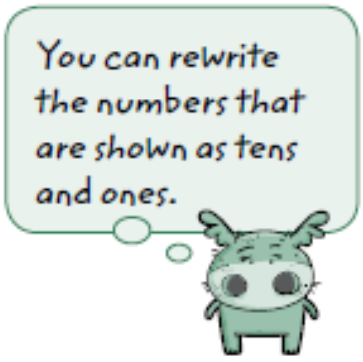
A $420 < 4$ hundreds 3 ones

B $370 > 407$

C 6 hundreds 4 tens < 640

D $919 < 991$

Deb chose **A**. This is wrong. How did Deb get her answer?



_____

_____

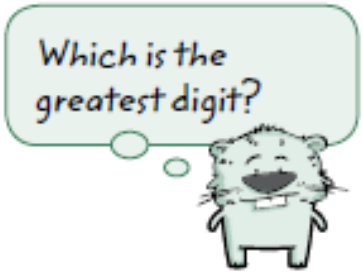
5 Use the digits 5, 2, and 9 to make the smallest three-digit number that you can. Explain how you got your answer.

_____

_____

_____

6 Use the digit cards from Problem 5 to make the greatest three-digit number that you can. Write the number below.



_____

Name _____ Date _____

***Ready*® Mathematics**

Lesson 12 Quiz

Solve the problems.

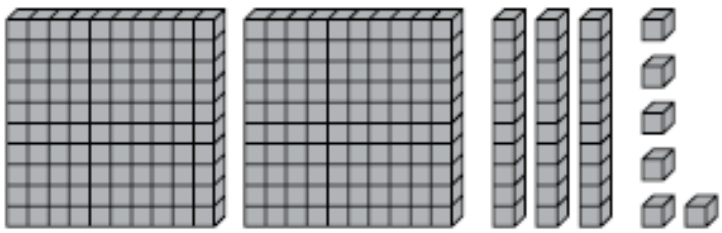
1 Mrs. Jackson asks her students to compare the numbers in the box to 650. Is the number greater than 650 or less than 650?

660	640	506	604	565	656

Write each number in the correct column.

Less than 650	Greater than 650

2 Charlie makes this model to show the number of cars in a parking lot on Saturday.



There are more cars in the parking lot on Sunday than on Saturday. How many cars could be in the parking lot on Sunday?

Circle all the correct answers.

A 233

B 137

C 300

D 246

E 263

F 204

Name _____ Date _____

Lesson 12 Quiz continued

3 There are 528 students in Bella's school. There are 546 students at Jake's school. Bella says there are more students at her school than at Jake's school.

Is Bella right? Explain why or why not.

_____

_____

_____

4 Mr. Avery asks his students to write and compare three-digit numbers using only the digits 2, 4, 7, and 9.

- Saul writes: $247 < 724$
- Mark writes: $479 < 497$
- Janelle writes: $274 > 247$
- Sam writes: $947 > 974$

Which student writes a number sentence that is **not** true?

Answer: _____

5 Which number sentence is true?

Circle *Yes* or *No* for each number sentence.

a. 3 hundreds 4 tens $>$ 3 hundreds 41 ones	Yes	No
b. $675 < 679$	Yes	No
c. $130 =$ 1 hundred 3 tens	Yes	No
d. $754 > 745$	Yes	No

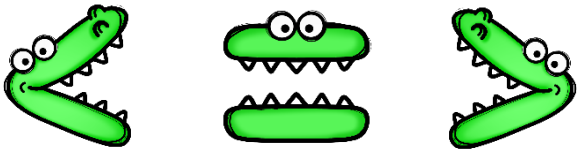
Thurs.
May 7

Reading

Read "Inclined Planes"
Answer Questions
Possessive Nouns Activities

Math

Comparing Three-Digit Numbers



Genre: Science Article

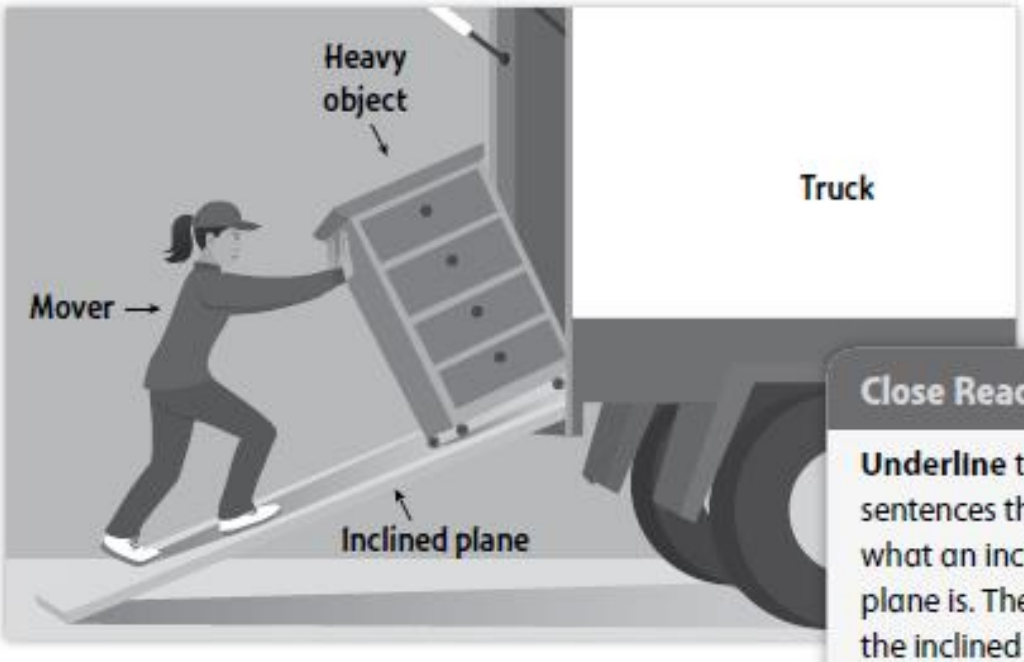
The Inclined Plane

by Sandra Brody

1 Many years ago, people had a problem. How could they easily move heavy objects without lifting them? The answer to the problem was the inclined plane.

2 An inclined plane is a flat surface that creates a ramp. This ramp makes a smooth climb from a lower place to a higher place. Inclined planes let people move heavy objects more easily. They can push the objects instead of lifting them.

3 Today, we use inclined planes all the time. Wheelchair ramps are one example. Loading ramps for moving trucks are another. Boat ramps are another.



Close Reader Habits

Underline the two sentences that tell you what an inclined plane is. Then **circle** the inclined plane on the diagram.

Explore **How does the diagram of an inclined plane help you better understand the information in the article?**

As I reread the text, I will look at the diagram to help me understand.

Think

1 Read the article again. Fill in the chart to show how the text and the diagram work together.

What the Text Tells	What the Diagram Shows

Talk

2 Reread paragraph 3. What are inclined planes used for? What other reasons can you think of for using an inclined plane?

HINT How does the diagram show what you read about in paragraph 2?

Write

3 **Short Response** Look again at the diagram. How does it help you understand how an inclined plane works? Write your answer in the space on page 302.

Write **Use the space below to write your answer to the question on page 299.**

The Inclined Plane

3 **Short Response** Look again at the diagram. How does it help you understand how an inclined plane works?

HINT How does the diagram show what you read about in paragraph 2?

Don't forget to check your writing.

Lesson 14

Possessive Nouns

Introduction

A **possessive noun** names a person or thing that something belongs to.

a tail belonging to a whale = a whale's tail

A possessive noun has an **apostrophe** (').

- If a noun is singular, add an apostrophe and **-*s*** to the end of the word.

whale + **'s** = A whale's tail is very strong.

- If a noun is plural and already ends with **-*s***, just add the apostrophe after the **-*s***.

whales + **'** = Look at those whales' tails!

Guided Practice

Add an apostrophe and *-s* or just an apostrophe to make the correct possessive noun in each sentence.

HINT A plural noun names more than one person, place, or thing, and usually ends with *-s*.

1. A whale____ baby is called a calf.
2. The two babies____ faces are very cute.
3. The three scientists____ job is to study whales.
4. Special fat keeps these animals____ bodies warm.
5. A whale does not have teeth like a shark____ teeth.

Independent Practice

Choose the correct way to write each underlined noun.

1 Lindas teacher told the class about whales.

- **A** Lindas'
- **B** Linda's
- **C** Lindas's
- **D** Linda's'

2 The teachers photos of whales were amazing.

- **A** teachers's
- **B** teache'rs
- **C** teachers
- **D** teacher's

3 Many students reports had drawings of whales.

- **A** students'
- **B** students's
- **C** student's
- **D** students

Write the correct word from the box to complete the sentence.

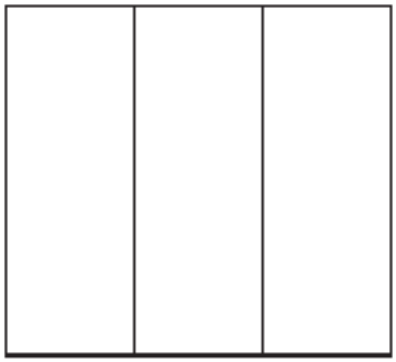
Jason's'
Jason's
Jasons's
Jasons

4 _____ mother studies sharks.

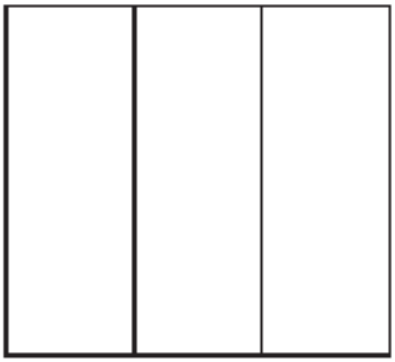
Name _____ Date _____

1. Draw the following numbers using place value disks on the place value charts. Answer the questions below.

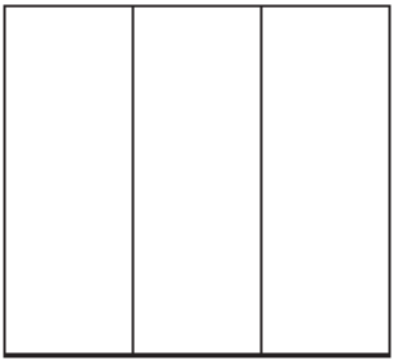
a. 132



b. 312



c. 213



d. Which is the greatest number? _____

e. Which is the least number? _____

f. Order the numbers from least to greatest: _____, _____, _____

2. Circle *less than* or *greater than*. Whisper the complete sentence.

a. 97 is less than / greater than 102.	f. 361 is less than / greater than 367.
b. 184 is less than / greater than 159.	g. 705 is less than / greater than 698.
c. 213 is less than / greater than 206.	h. 465 is less than / greater than 456.
d. 299 is less than / greater than 300.	i. 100 + 30 + 8 is less than / greater than 183.
e. 523 is less than / greater than 543.	j. 3 tens and 5 ones is less than / greater than 32.

3. Write >, <, or =. Whisper the complete number sentences as you work.

   a. 900 ◯ 899

   b. 267 ◯ 269

   c. 537 ◯ 527

   d. 419 ◯ 491

   e. 908 ◯ nine hundred eighty

   f. 130 ◯ 80 + 40

   g. Two hundred seventy-one ◯ 70 + 200 + 1

   h. 500 + 40 ◯ 504

   i. 10 tens ◯ 101

   j. 4 tens 2 ones ◯ 30 + 12

   k. 36 – 10 ◯ 2 tens 5 ones

4. Noah and Charlie have a problem.

   Noah thinks 42 tens is <u>less than</u> 390.

   Charlie thinks 42 tens is <u>greater than</u> 390.

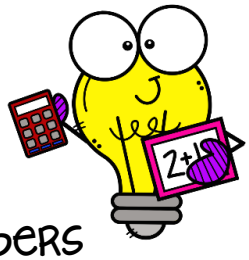
   Who is correct? Explain your thinking below.

Fri.
May 8

Reading

Simple and Compound Sentences
Spelling Patterns

Math



Comparing Three-Digit Numbers

Lesson 10

Simple and Compound Sentences

Introduction

A **sentence** is a group of words that tells a complete thought.

- A **simple sentence** has one subject and one predicate.

subject **predicate**
Many people love pets.

- A **compound sentence** is two simple sentences joined together by a word such as *or, and,* or *but.*

simple sentence **simple sentence**
Luis likes dogs, **but** Helen likes cats.

Guided Practice

Write a joining word to complete each compound sentence.

and	but	or

HINT Place a comma before the joining word.

1. Helen feeds her cat Leo _____ she plays with him.
2. Leo likes chicken _____ he likes fish better.
3. Leo naps on a chair _____ he sleeps in his bed.
4. Helen's sister wants a snake _____ Dad does not like snakes.
5. He likes turtles _____ he loves frogs.
6. Leo might like a frog _____ he might scare it.

Independent Practice

Choose the correct way to join the two simple sentences.

1 Anna got a frog. She put it in a tank.

- **A** Anna got a frog and, she put it in a tank.
- **B** Anna got a frog, and, she put it in a tank.
- **C** Anna got a frog, she put it in a tank.
- **D** Anna got a frog, and she put it in a tank.

2 The frog eats many things. It does not like vegetables.

- **A** The frog eats many things, but, it does not like vegetables.
- **B** The frog eats many things, but it does not like vegetables.
- **C** The frog eats many things, it does not like vegetables.
- **D** The frog eats many things but, it does not like vegetables.

3 Leo will watch the frog quietly. He will meow at it.

- **A** Leo will watch the frog quietly or, he will meow at it.
- **B** Leo will watch the frog, quietly or he will meow at it.
- **C** Leo will watch the frog quietly, or he will meow at it.
- **D** Leo will watch the frog quietly, he will meow at it.

Underline the two simple sentences in the compound sentence. Circle the joining word.

4 Helen picks up Leo, and she takes him away.

Lesson 15

Spelling Patterns

Introduction

Some vowel sounds can be spelled more than one way.

- The vowel sound you hear in *boy* can be spelled **oy** or **oi**. Use **oy** if the sound is at the end of the word. Use **oi** if it is in the middle.

boy joy toy boil noise coin

- The vowel sound you hear in *day* can be spelled **ay** or **ai**. Use **ay** if the sound is at the end of the word. Use **ai** if it is in the middle.

day play spray train wait paint

Guided Practice

Circle the correct letter pair that completes each word. Then write it on the line.

HINT Use **ai** or **oi** if the vowel sound is at the beginning of the word.

Examples:
aid **oi**nk

1. The b_____ rides a red scooter. **oy** **oi**
2. The wheels make a strange n_____se. **oy** **oi**
3. He uses _____l to stop the squeak. **oy** **oi**
4. He may p_____nt his scooter blue. **ay** **ai**
5. Maybe he can spr_____ it on. **ay** **ai**

Independent Practice

Choose the correct way to spell the missing word in each sentence.

1 The sky is stormy and very _____.

- **A** gray
- **B** grai
- **C** graiy
- **D** gra

2 The bad weather may _____ the hike.

- **A** spoyl
- **B** spoil
- **C** spail
- **D** spoyil

Write the correct spelling of the underlined word in each sentence.

3 The rayn comes down hard.

_____

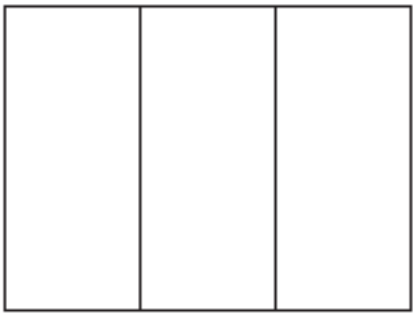
4 I do not enjoi this weather.

_____

Name _____ Date _____

1. Draw the following numbers using place value disks on the place value charts. Answer the questions below.

a. 241



b. 412

c. 124

d. Order the numbers from least to greatest: _____, _____, _____

2. Circle *less than* or *greater than*. Whisper the complete sentence.

a. 112 is less than / greater than 135.	d. 475 is less than / greater than 457.
b. 152 is less than / greater than 157.	e. 300 + 60 + 5 is less than / greater than 635.
c. 214 is less than / greater than 204.	f. 4 tens and 2 ones is less than / greater than 24.

3. Write >, <, or =.

a. 100 ◯ 99

b. 316 ◯ 361

c. 523 ◯ 525

d. 602 ◯ six hundred two

e. 150 ◯ 90 + 50

f. 9 tens 6 ones ◯ 92

g. 6 tens 8 ones ◯ 50 + 18

h. 84 – 10 ◯ 7 tens 5 ones

Name _____ Date _____

Write >, <, or =.

1. 499 ◯ 500

2. 179 ◯ 177

3. 431 ◯ 421

4. 703 ◯ seven hundred three

5. 2 hundred 70 ones ◯ 70 + 200 + 1

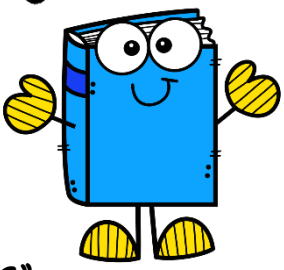
6. 300 + 60 ◯ 306

7. 4 tens 2 ones ◯ 30 + 12

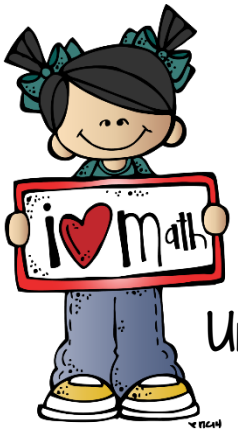
8. 3 tens 7 ones ◯ 45 – 10

Mon.
May 11

Reading



Read "Wheels and Axels"
Answer Questions
Comparing Formal & Informal Uses of English

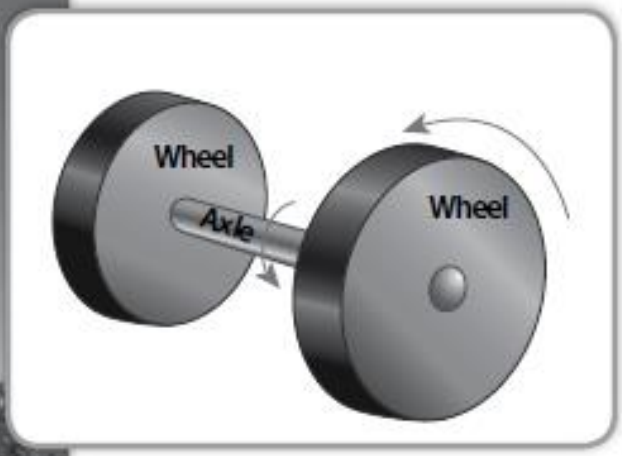


Math

Understand Halves, Thirds, & Fourths in Shapes

Wheels and Axles

by Ed Green



1 A simple machine has few or no moving parts. One kind of simple machine is a wheel and axle. A wheel and axle can help move people or objects from one place to another.

2 Wheels and axles are all around you. Cars and bicycles have wheels and axles. A skateboard has them. Even a Ferris wheel is really just a big wheel and axle!

3 This simple machine has a large wheel. It also has a rod, called an axle. The axle goes through the center of the wheel. When the axle is turned, the wheel also turns.

Close Reader Habits

How does a wheel and axle work? **Put a box around** the paragraph that tells how it works. **Circle** labels on the diagram that show the two parts of this machine.

Think

After I reread the text, I'll look at the diagram. It will tell me more about what I've read.

1 Which sentence from the passage does the diagram help to explain?

- **A** "A wheel and axle can help move people or objects from one place to another."
- **B** "Wheels and axles are all around you."
- **C** "Cars and bicycles have wheels and axles."
- **D** "The axle goes through the center of the wheel."

2 How does the diagram add to what the author tells us?

- **A** It shows that the machine can have two or more axles.
- **B** It shows that the axle must be long and heavy.
- **C** It shows that wheels and axles turn in the same direction.
- **D** It shows that many things around us have wheels and axles.

Talk

3 The article says that wheels and axles can help move people or objects from place to place. What does this mean?

HINT Look at the article for examples of things that use wheels and axles.

Write

4 **Short Response** How does this article help you understand how wheels and axles work? Use one detail from the diagram and one detail from the text to support your answer. Write your answer in the space on page 303.

Write **Use the space below to write your answer to the question on page 301.**

Wheels and Axles

4 **Short Response** How does this article help you understand how wheels and axles work? Use one detail from the diagram and one detail from the text to support your answer.

Check Your Writing

- ☐ Did you read the question carefully?
- ☐ Can you say the question in your own words?
- ☐ Did you use proof from the text in your answer?
- ☐ Are your ideas in a good, clear order?
- ☐ Did you answer in full sentences?
- ☐ Did you check your spelling, capital letters, and periods?

Lesson 17

Comparing Formal and Informal Uses of English

Introduction The words we use when we speak or write depend on whom we are speaking or writing to.

- We use "everyday" English with our friends and family. For example, we use short words and phrases called **slang** and **contractions**.

> Hi! What's up?
>
> I'm going to a movie. Can't wait!

- We use **formal** English with people we do not know well, or when we are in school. We use complete sentences and avoid slang and contractions.

> Hello, Mr. Chang. How are you?
>
> I am looking forward to the movie about pandas.

Everyday English	Formal English
yeah	yes
can't	cannot
Thanks a lot!	Thank you very much!
Sorry about that.	I apologize for my mistake.
All done!	I am finished.

Guided Practice **Read each example of everyday English. Next to it, write the letter of the formal way to say it.**

HINT *Don't* is a contraction of "Do not." *That's* is a contraction of "That is."

1	I don't get it. ____	**a**	Yes, that is correct.
2	Best book ever! ____	**b**	How are you today?
3	How's it going? ____	**c**	I do not understand.
4	Yup, that's right. ____	**d**	I liked this book very much.

Independent Practice

Choose the answer to each question.

1 What is the best way to greet an important person at your school?

A Hey.

B What's up, dude?

C Hi there!

D Hello.

2 Read this sentence from a book report. What is the best way to rewrite it?

I can't believe the ending was so weird.

A I didn't like the ending. Not a bit.

B I found the ending difficult to believe.

C Boo, what a boring ending!

D I totally didn't get the ending.

3 Which word or words make the underlined word in this sentence more formal?

This book is about why penguins <u>don't</u> fly.

A wanna

B are not gonna

C do not

D can't even

Rewrite the underlined words to be more formal.

4 Dear Captain Rodriguez,

I enjoyed your talk. <u>Thanks a bunch</u> for coming to our class.

_____

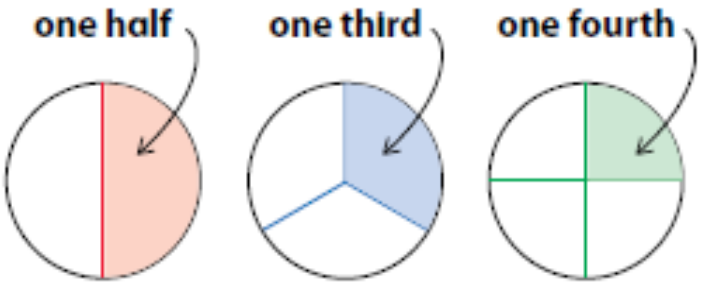
_____

Understand Halves, Thirds, and Fourths in Shapes

Think It Through

How do you divide shapes into 2, 3, and 4 equal parts?

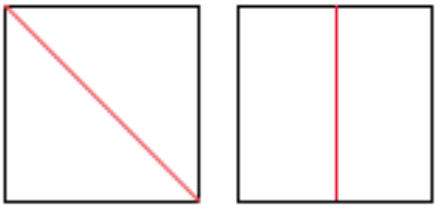
The circles are divided into equal parts. You use the number of equal parts to name the parts.



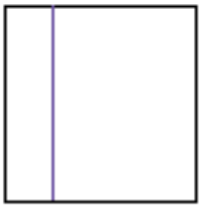
2 equal parts 3 equal parts 4 equal parts

Think **Equal parts cover an equal amount of the shape.**

Think about sharing a sandwich with a friend. You want each piece to be the same size.



These squares show equal parts. So each person gets the same amount.

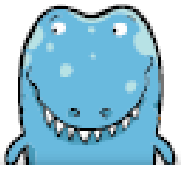


In this square, one part is bigger than the other.

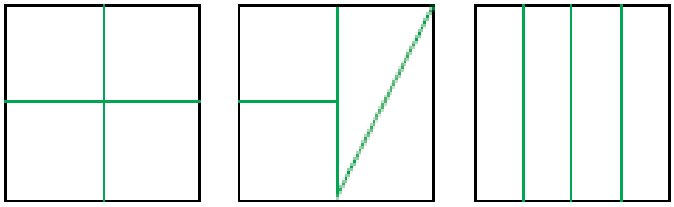
Draw another way you could share a sandwich equally with a friend. Use the square at the right.

Think Equal parts can have different shapes.

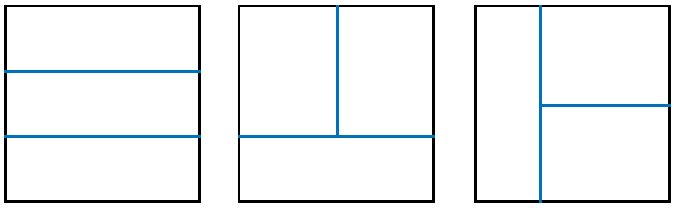
These squares are all the same size. Each smaller shape covers one fourth of the square. So each smaller shape is an equal part of the square.



Think: Divide the square in half. Then divide each half in half.



These squares are the same size as the ones above. Each is divided into 3 equal parts, or thirds. So each smaller shape is an equal part of the square.



Reflect Work with a partner.

1 Talk About It Draw two squares that are the same size as the ones above. Divide one into fourths and one into thirds in different ways than above. Which parts are bigger, the fourths or thirds? Explain.

Write About It _____

_____

_____

Understand

Halves, Thirds, and Fourths in Shapes

Name: _____

Prerequisite: How can you break shapes into equal parts?

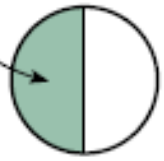
Study the example showing how to draw equal parts. Then solve Problems 1–8.

Draw 4 equal parts. Circle the word that describes the parts.

halves

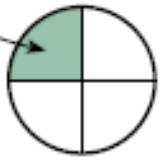
(fourths)

half of the whole



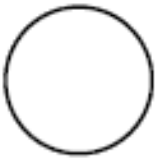
2 equal parts

fourth of the whole



4 equal parts

1 Draw 2 equal parts. Circle the word that describes the parts.



halves

fourths

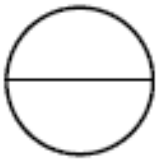
2 Write how many equal parts. Circle the word that describes the parts.

halves

fourths

_____ equal parts

3 Write how many equal parts. Circle the word that describes the parts.



halves

fourths

_____ equal parts

Solve.

4 Draw 2 equal parts. Circle the word that describes the parts.

halves

fourths

5 Draw 4 equal parts. Circle the word that describes the parts.

halves

fourths

6 Draw 2 equal parts a different way than you did in Problem 4.

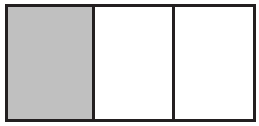
7 Draw 4 equal parts a different way than you did in Problem 5.

8 Vicky says she shaded half of this square. Do you agree? Why or why not?

Name _____ Date _____

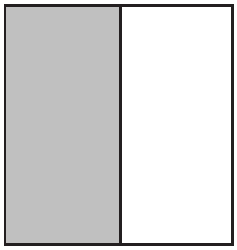
1. Circle the shapes that have 2 equal shares with 1 share shaded.



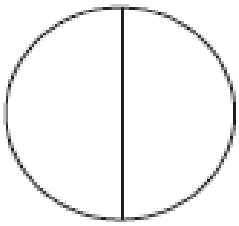



2. Shade 1 half of the shapes that are split into 2 equal shares. One has been done for you.

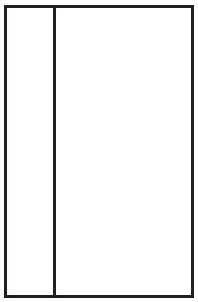
a.



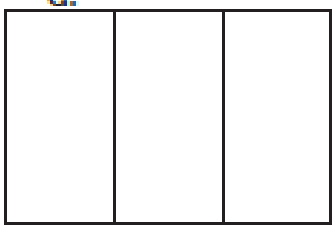
b.



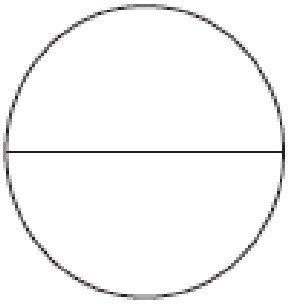
c.



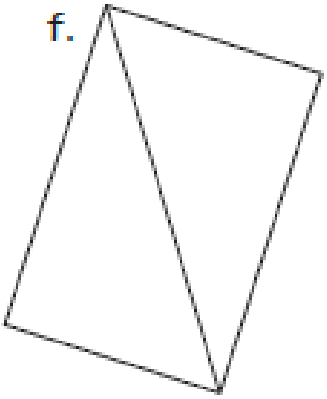
d.



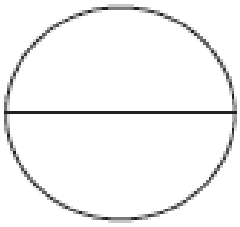
e.



f.



g.



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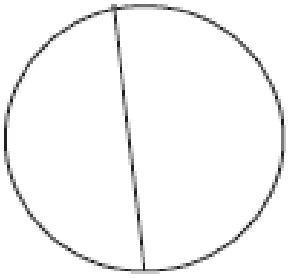
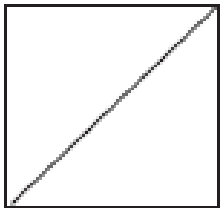
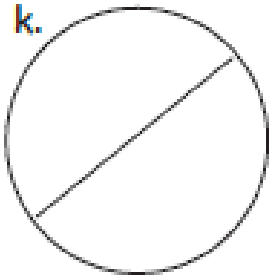


i.

j.

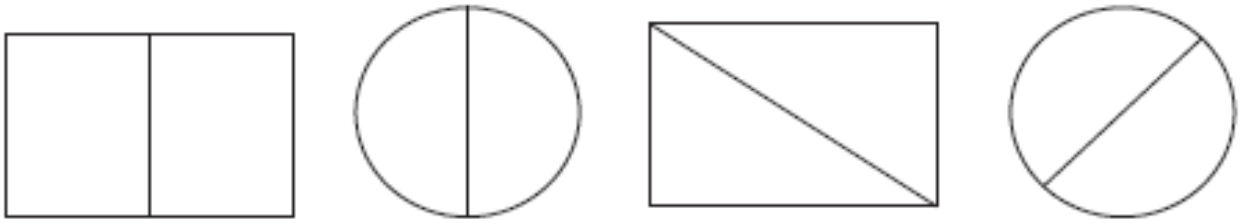


k.



Name _____ Date _____

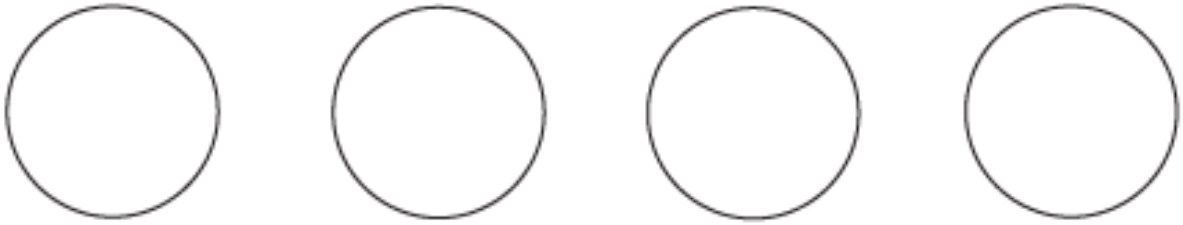
1. Do the shapes in Problem 1(a) show halves or thirds? _____
   a. Draw 1 more line to partition each shape into fourths.



2. Partition each rectangle into thirds. Then, shade the shapes as indicated.

3 thirds 2 thirds 1 third

3. Partition each circle into fourths. Then, shade the shapes as indicated.



4 fourths 3 fourths 2 fourths 1 fourth

Tues.
May 12

Reading

Read "Levers and Pulleys"
Answer Questions
Using Context Clues Activities

Math

Dividing Rectangles into
Equal Parts

Read

Genre: Science Article

Levers and Pulleys

by Julian Green

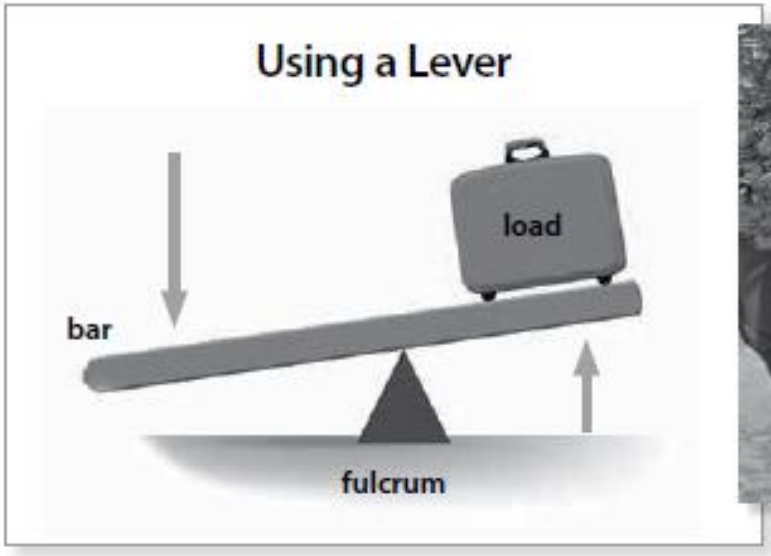
WORDS TO KNOW

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

- **motor**
- **seesaw**

1 What is a machine? You might think it's something that has a motor. But a machine is any tool that helps us move things. Two simple machines are levers and pulleys.

2 A lever is made of a solid bar and a fulcrum. The fulcrum is the spot that the bar rests on. It is close to the object you are lifting. When one end of the bar goes down, the other end goes up, like a seesaw. If one end of the bar is longer than the other, it can be used to lift an object. The object is called the *load*. With a long, strong lever, you can lift really heavy loads.

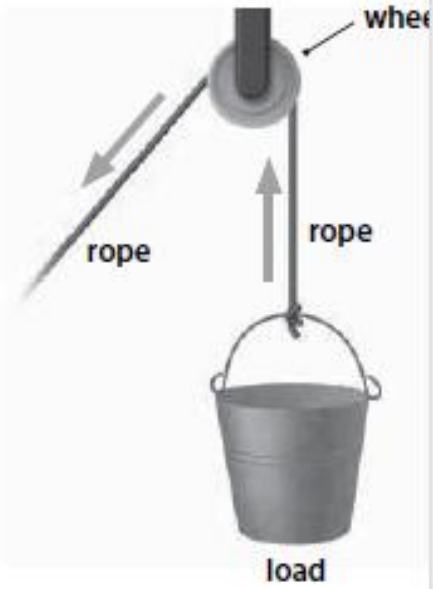


This boy uses a lever to lift a heavy rock.

3 A pulley is another kind of machine. It can also be used to lift a load. It is made of a rope and a wheel. The rope passes over the wheel. When you pull down on one end of the rope, the other end goes up. If something is tied to the rope, it goes up, too. You might have window blinds that work this way.

4 Machines like these have been used for thousands of years. Many of today's biggest machines are still based on levers and pulleys.

Using a Pulley



A crane uses a pulley to lift heavy cargo.

Think Use what you learned from reading "Levers and Pulleys" to respond to these questions.

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

Part A

Which of the following **best** tells what a "machine" is?

A anything that has a motor

B a tool that helps us move things

C tools made with wheels and fulcrums

D anything used to lift heavy loads

Part B

Write the words that name two simple machines.

motor lever fulcrum pulley load pivot

_____

_____

2 Look at the the diagram of the seesaw on page 304.
What does the bar rest on?

A a wheel

B the load

C the fulcrum

D the ground

3 What do the diagrams of a lever and a pulley in the article show?

A how to make objects easier to move
B how to have fun with a simple machine
C how to use a rope to lift something
D how to use a bar to move something

4 Look carefully at the picture showing a person moving a rock. What does it show about using a lever to lift something?

A The center of the bar should rest on the fulcrum.
B The bar should be long and very heavy.
C The fulcrum should be closer to the person.
D The fulcrum should be closer to the load.

5 How do the text and the diagrams help you understand the meaning of "load"?

6 How does the diagram of the pulley help you understand how to use a pulley?

A It shows how to attach the object to the rope.
B It shows how pulling down on the rope lifts the object.
C It shows how fast the wheel has to turn.
D It shows how hard a person needs to pull.

7 Write the parts below under "pulley" or "lever." One part will be used twice.

- rope
- bar
- load
- wheel
- fulcrum

pulley	lever

Write How are levers and pulleys used to move things?

8 **Plan Your Response** Look again at the article. Think about the steps you would follow to use each tool. Make a list of the steps.

9 **Write an Extended Response** Explain how levers and pulleys are used to move things. Use your list and information from both the article and the diagrams in your answer.

Lesson 18

Using Context Clues

Introduction When you see a word you don't know, look at the other words in the sentence. They can give you **clues** about what the word means.

- Sometimes other words in a sentence tell the **definition**, or meaning, of the word.

  The tops of trees in rain forests form a canopy, or **covering of leaves**.
  (**covering of leaves** = definition)

- Sometimes other words in a sentence give an **example** that helps explain what the word means.

  The forest canopy is like a **really big sun hat**.
  (**really big sun hat** = example)

Guided Practice **Look at the underlined word in each sentence. Circle the other words that help you understand what the word means.**

HINT Look for the words *or, like,* and *such as*. They often come before clues that help you figure out what a word means.

1. Many creatures, or animals, live in the rain forest.
2. Big flocks, or groups, of birds dive through the sky.
3. Mammals, like tigers and monkeys, climb on high branches.
4. Bright blue butterflies flutter, or fly, between tall trees.
5. Tiny amphibians such as frogs hide in the leaves.
6. Enormous snakes can be 30 feet long.

Independent Practice

Read the sentence below. Then answer the questions.

Big and small nocturnal animals only come out at night.

1 What do nocturnal animals do?

- **A** stay asleep all the time
- **B** come out when it gets dark
- **C** stay inside all the time
- **D** come out only during the day

2 Which words help you know what nocturnal means?

- **A** animals only
- **B** Big and small
- **C** only come out at night
- **D** small nocturnal

Read the sentence below. Then answer the questions.

Wild cats hunt for prey, or food, after dark.

3 What does the word "prey" mean?

- **A** where wild cats live
- **B** when wild cats sleep
- **C** what wild cats look like
- **D** what wild cats eat

4 Which word helps you know what the word "prey" means?

- **A** cats
- **B** food
- **C** dark
- **D** Wild

Think About **Dividing Rectangles into Equal Parts**

Let's Explore the Idea Follow the directions for each rectangle.

2 Divide this rectangle into two equal parts.

3 Complete this sentence about the rectangle in Problem 2. Use a word from the box at the right.

Each part is a _____ of the whole rectangle.

half
third
fourth

4 Divide this rectangle into three equal parts.

5 Complete this sentence about the rectangle in Problem 4. Use a word from the box at the right.

Each part is a _____ of the whole rectangle.

half
third
fourth

6 Divide this rectangle into four equal parts.

7 Complete this sentence about the rectangle in Problem 6. Use a word from the box at the right.

Each part is a _____ of the whole rectangle.

half
third
fourth

Let's Talk About It

Work with a partner.

8 How many halves are in the big rectangle in Problem 2?

_____

9 How many thirds are in the big rectangle in Problem 4?

_____

10 How many fourths are in the big rectangle in Problem 6?

_____

Try It Another Way **Show a different way to make halves, thirds, and fourths.**

11 Show another way to divide a rectangle into halves.

12 Show another way to divide a rectangle into thirds.

13 Show another way to divide a rectangle into fourths.

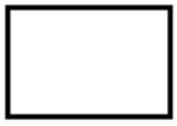
Name: _____

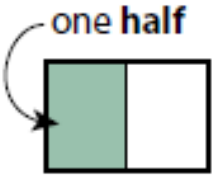
Divide Rectangles into Halves, Thirds, and Fourths

Study the example showing how to divide a rectangle into equal parts. Then solve Problems 1–9.

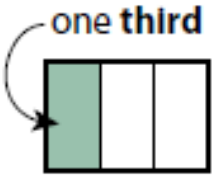
Example

Divide this rectangle into equal parts.

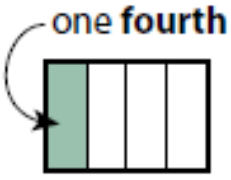




2 equal parts



3 equal parts



4 equal parts

1 Divide this rectangle into two equal parts.

2 Circle the word to the right that makes this sentence true about the rectangle in Problem 1.

Each part is a _____ of the whole rectangle.

half

third

fourth

3 Show another way to divide a rectangle into two equal parts.

Solve.

4 Divide this rectangle into three equal parts.

5 Circle the word to the right that makes this sentence true about the rectangle in Problem 4.

Each part is a _____ of the whole rectangle.

half

third

fourth

6 Show another way to divide a rectangle into three equal parts.

7 Divide this rectangle into four equal parts.

8 Circle the word to the right that makes this sentence true about the rectangle in Problem 7.

Each part is a _____ of the whole rectangle.

half

third

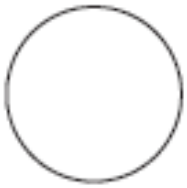
fourth

9 Show another way to divide a rectangle into four equal parts.

4. Partition and shade the following shapes as indicated. Each rectangle or circle is one whole.

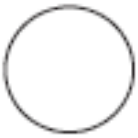
a. 1 fourth

b. 1 third



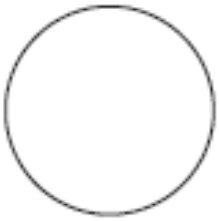
c. 1 half

d. 2 fourths

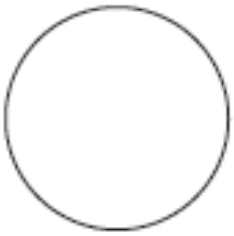


e. 2 thirds

f. 2 halves

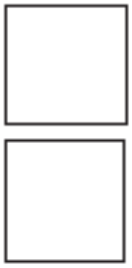


g. 3 fourths

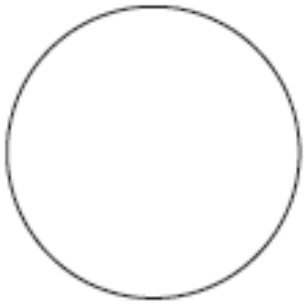


h. 3 thirds

i. 3 halves



5. Split the pizza below so that Maria, Paul, Jose, and Mark each have an equal share. Label each student's share with his or her name.



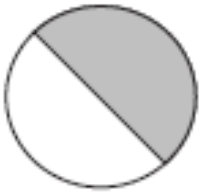
a. What fraction of the pizza was eaten by each of the boys?

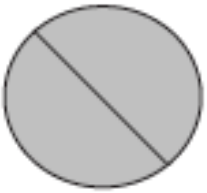
b. What fraction of the pizza did the boys eat altogether?

Name _____ Date _____

1. For Parts (a), (c), and (e), identify the shaded area.

a.





_____ half _____ halves

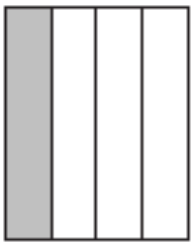
b. Circle the shape above that has a shaded area that shows 1 whole.

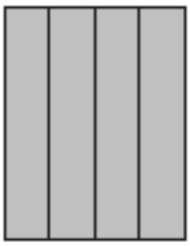
c.

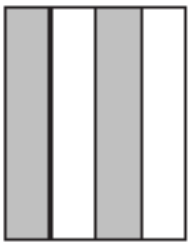
_____ third _____ thirds _____ thirds

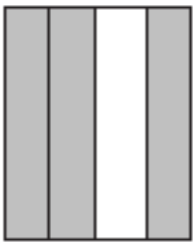
d. Circle the shape above that has a shaded area that shows 1 whole.

e.





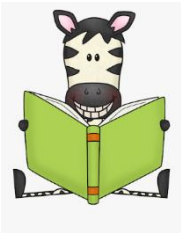




_____ fourth _____ fourths _____ fourths _____ fourths

f. Circle the shape above that has a shaded area that shows 1 whole.

Wed.
May 13



Reading

Read "The Big Balloon Blow-Up"
Pages 63-69
Prefixes Activities

Math

Dividing Shapes into Equal Parts
Fractions

Read the passage. Then answer the questions that follow it.

The Big Balloon Blow-Up: Making a Gas to Fill a Balloon

by Tina Frank

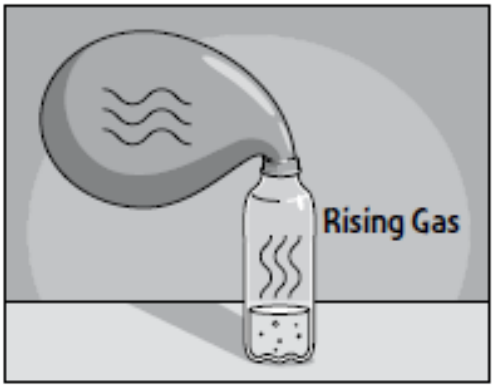
It's fun to blow up balloons. You've probably done it many times. And you used your breath to do it. But this time, you'll fill up a balloon without using your breath. You will make a gas that blows up the balloon. Let's get started.

What You Will Need

- a balloon
- about 2 ounces of water (You don't need much!)
- 1 drinking straw
- a small soft-drink bottle
- 1 teaspoon of baking soda
- the juice from 1 lemon

What to Do

1. Stretch out the balloon a few times. This will make it easier to blow up.
2. Pour the water into the bottle.
3. Add the baking soda to the water. Stir it around with the straw. Make sure the soda mixes with the water.
4. Pour the lemon juice into the bottle.
5. Pull the balloon over the mouth of the bottle. Do this as fast as you can. You won't have much time.
6. Watch what happens!



What Happened?

1 Your balloon should have filled up on its own. How did this happen? Lemon juice and baking soda are very different. Lemon juice is an acid. Baking soda is a base. Mixing them causes them to change. This is called a chemical reaction.

2 Adding the lemon juice to the baking soda makes a gas. This gas is called carbon dioxide. Your body makes the same gas when you breathe.

3 The gas in the bottle is very light. It rises up into the balloon. The gas can't escape, so it pushes on the balloon. The gas blows up the balloon!

Go On

6 What should you do after you stir the baking soda into the water?

A Fill the balloon with some of the gas.

B Put the balloon on the top of the bottle.

C Add the lemon juice to the bottle.

D Add 2 more ounces of water to the baking soda.

7 What makes the gas form in the bottle?

A the water and air from the balloon

B the lemon juice and water in the bottle

C the water mixing with the baking soda

D the lemon juice mixing with the baking soda

8 Why is it important to put the balloon on the bottle as fast as you can?

A so nothing in the bottle will spill out

B so the gas cannot get loose into the air

C so all the things in the bottle mix together

D so no one breathes the gas from the bottle

9 How does the picture help you understand what happens after you complete step 5?

A It shows how the gas rises up into the balloon.

B It shows how to mix the water and baking soda.

C It shows how quickly the balloon fills up.

D It shows how much lemon juice to add.

10 In step 3, you add baking soda to the water. Then what do you do?

Draw a picture. Show what else you must do in step 3.

Now write a sentence that tells about your picture.

_____

_____

_____

_____

Go On

Lesson 19

Prefixes

Introduction

You can use word parts to figure out what a word means.

A **prefix** is a word part added to the beginning of a word. It changes the meaning of the word.

Prefix	Meaning	Prefix + Word	New Word	Meaning
un-	"not"	un + fair	unfair	not fair
re-	"again"	re + tell	retell	tell again
pre-	"before"	pre + pay	prepay	pay before

Guided Practice

Look at the prefix in each underlined word. Then circle the correct meaning of the word.

HINT When you see a long word with a prefix, first look for a word you know in it. Then cover that word with your finger and look at the prefix. Think about what the prefix means and add the meaning to the word you know.

1. Dad and I are <u>unhappy</u> with our tree fort.

   happy again **not happy**

2. We will <u>rebuild</u> it.

   build again **not build**

3. The roof is broken and <u>unsafe</u>.

   not safe **safe again**

4. This time we will <u>preplan</u> how to build it.

   not plan **plan before**

5. We buy <u>precut</u> boards for the walls and roof.

   cut before **not cut**

Independent Practice

Look at the prefix in each underlined word. Then choose the correct meaning of the word.

1 We redo the walls of our fort.

- **A** do again
- **B** not do
- **C** do before
- **D** do wrong

2 We save the unbroken boards.

- **A** broken again
- **B** broken before
- **C** very broken
- **D** not broken

3 We pretest the old boards to be sure they are strong.

- **A** test again and again
- **B** do not test
- **C** test before
- **D** test later

4 We repaint the whole fort.

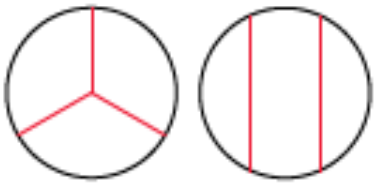
- **A** not paint
- **B** paint again
- **C** paint quickly
- **D** paint before

Connect Ideas About Dividing into Parts

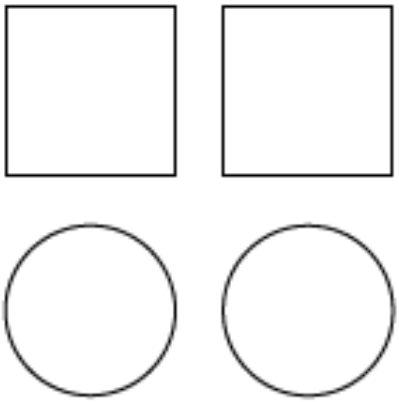
Talk about these questions as a class. Then write your answers.

14 **Explain** Carlo and Abe buy the same sandwich. Carlo's sandwich is cut in thirds. Abe's sandwich is cut in fourths. Which sandwich has smaller pieces? Explain.

15 **Compare** Which circle is divided into thirds? Explain.



16 **Draw** Divide the squares in half two different ways. Make the halves of one square different shapes than the halves of the other square. Try doing the same with the circles. What do you notice?

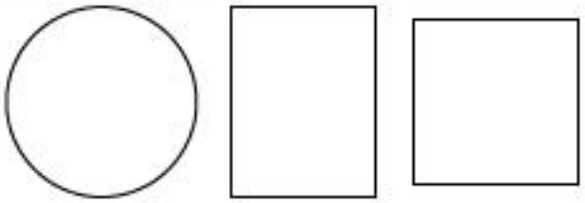


Apply Ideas About Dividing into Parts

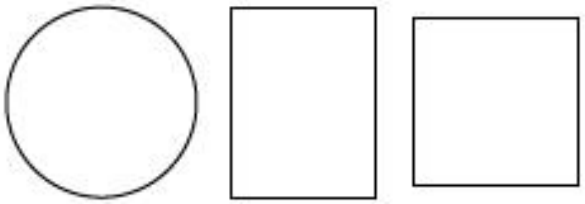
Put It Together **Use what you have learned to complete this task.**

17 Shara and her mom make these 3 pizzas for a party.

Part A Shara will have 10 people at the party. Draw how she could cut each pizza so every person gets 1 piece of pizza.



Part B Shara asks more people to the party. Now there will be 12 people. Draw how she could cut each pizza so every person gets 1 piece of pizza.



Part C Do you think each person gets an equal amount of pizza? Explain.

Explore What a Fraction Is

How can you describe equal parts?

Learning Target

- Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

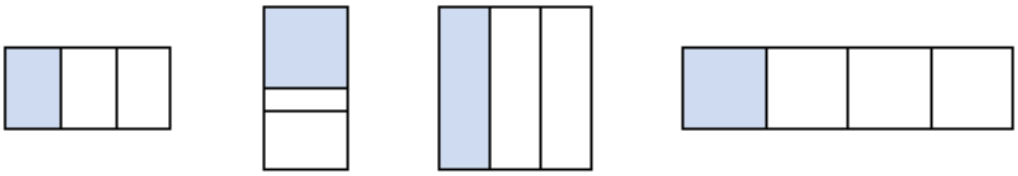
SMP 1, 2, 3, 4, 5, 6

MODEL IT

Complete the problems below.

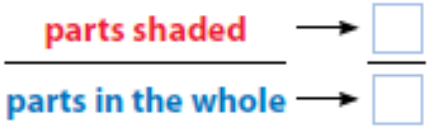
1. **Fractions** are numbers that tell about equal parts of a whole.

   a. Circle all the shapes that show one third shaded.



   b. How do you know you circled the right shapes in Part a?

2. There are two numbers to a fraction. The bottom number, the **denominator**, tells how many equal parts are in the whole. The top number, the **numerator**, tells how many equal parts are being described. Write the fraction for the shaded part of the shapes you circled in problem 1.



3. You write or name the fraction $\frac{1}{3}$ in words as "one third."

   a. How would you write the fraction $\frac{1}{4}$ in words?

   b. How would you write the fraction $\frac{1}{2}$ in words?

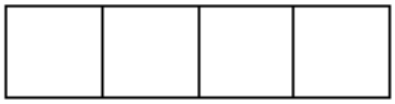
DISCUSS IT

- Did you and your partner use the same words to name the fractions in problem 3?
- I think you can use words or a number to name a fraction because . . .

MODEL IT

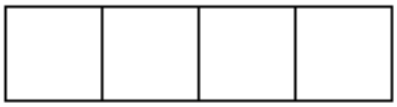
Complete the problems below.

4 A **unit fraction** has a 1 in the numerator. It names 1 part of a whole. Shade $\frac{1}{4}$ of the model below.



5 Look at the same model again.

a. Shade three fourths of the model.



b. How could you count each fourth you shaded to also name the fraction? Fill in the missing fourths.

1 fourth, _____ fourths, _____ fourths

c. Write the fraction for the parts you shaded in Part a.

$$\frac{\text{parts shaded} \rightarrow \square}{\text{parts in the whole} \rightarrow \square}$$

d. How would you name the fraction from Part c in words?

DISCUSS IT

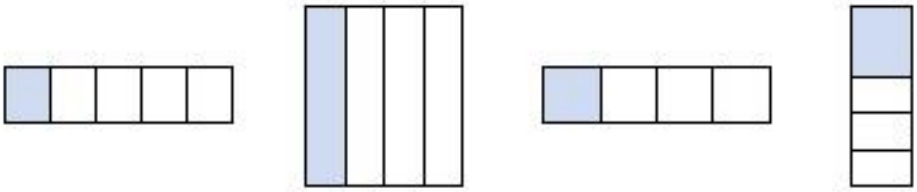
- Count by $\frac{1}{4}$s up to one whole. How do you know when to stop?
- I think counting by $\frac{1}{4}$s is like counting whole numbers because . . .
- I think counting by $\frac{1}{4}$s is different from counting whole numbers because . . .

6 REFLECT

Explain why the denominator does not change when you are counting by the unit fraction $\frac{1}{4}$ to reach $\frac{3}{4}$.

Solve.

3 Circle all the shapes that show one fourth shaded. How do you know you circled the right shapes?



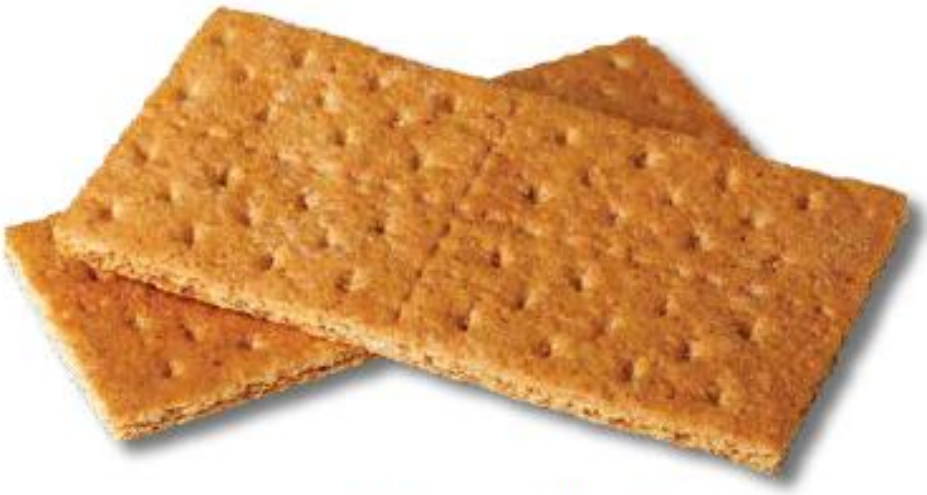
Solution

4 Write the fraction for the shaded part of the shapes you circled in problem 3.

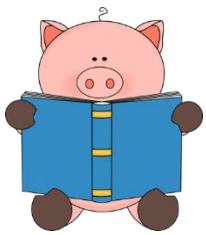
$$\frac{\text{parts shaded} \rightarrow \square}{\text{parts in the whole} \rightarrow \square}$$

5 How would you write the fraction $\frac{2}{4}$ in words?

Solution



Thurs.
May 14



Reading

Read "Describing How Authors Use Reasons to Support Their Ideas" & Questions
Root Words Activities

Math

Fractions

Introduction

Lesson 19
Describing How Authors Use Reasons to Support Their Ideas

Learning Target

Telling about the reasons authors use to explain the points they make helps you better understand ideas in texts.

Read A **key point** is an important idea about a topic. Authors **support** their key points with **reasons.** In a book about insects, an author might say that some insects are good at hiding. The author would support this key point with reasons that explain more about it.

Look at the photos and captions below. How do they support the key point that some insects are good at hiding?

Leaf katydids look like green leaves to blend in with trees and plants.

Walking sticks look like twigs to hide from animals that might eat them.

Think Look again at the photos and captions. Write two reasons that support the key point in the chart.

Key Point: Some insects are good at hiding.
Reason:
Reason:

Talk Look again at each reason in your chart. Talk with a partner about the way the reasons support the key point.

Academic Talk

Use these words and phrase to talk about the text.

- **key point**
- **reasons**
- **support**

Lesson 20

Root Words

Introduction Some words can be broken into parts. The main part of the word is called a **root word**. The root word will help you figure out the meaning of the whole word.

For example, to help means to make it easier for someone to do something.

help	Ann will help us learn about weather.
helper	She is a great helper.
helpful	She is a very helpful person.
helping	She is helping us learn about clouds.

Guided Practice

Circle the root word in each underlined word. Then draw a line from the sentence to the meaning of the word.

HINT If a word has an ending such as *-er* or *-y*, cover the ending with your finger, and read the smaller word. Think about what that word means.

1. Weather watchers study clouds.
2. Clouds give useful hints about weather.
3. Puffy clouds mean the day will be nice.
4. Darkening clouds mean it might rain.

people who look at something

getting dark

helpful

soft and light

Independent Practice

Look for the root word in each underlined word. Use this smaller word to help you answer the questions.

1 Read the sentence below.

Be careful when you see big, dark clouds.

What does the word "careful" mean in the sentence?

A quiet

B safe

C noisy

D silly

2 Read the sentence below.

Dangerous weather may be coming.

What does the word "Dangerous" mean in the sentence?

A good

B sunny

C cold

D harmful

3 Read the sentence below.

Bad weather can move quickly.

What does the word "quickly" mean in the sentence?

A fast

B soon

C slowly

D loudly

4 Read the sentence below.

Don't get caught in stormy weather!

What does the word "stormy" mean in the sentence?

A having lots of sunshine

B without clouds or rain

C with a lot of wind and rain

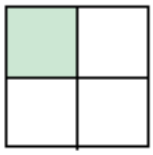
D with clear, blue skies

Develop Describing Parts of a Whole with Fractions

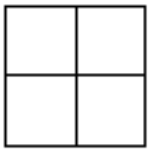
MODEL IT: WRITE FRACTIONS FROM MODELS

Try these problems.

1 **a.** What unit fraction is shown?



b. Shade 2 parts of the model. What fraction of the square did you shade?

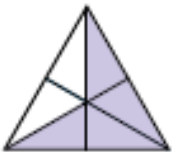


2 **a.** What unit fraction is shown?

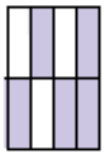
b. Shade 6 parts of the model. What fraction of the circle did you shade?

3 Write the fraction of the figure that is shaded. The parts in each model are all equal.

a.



b.



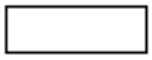
DISCUSS IT

- How did you know what fractions to write in problem 3?
- I think shading equal parts of a figure shows a fraction because . . .

MODEL IT: DRAW MODELS OF FRACTIONS

Draw the figure described.

4 The model below shows $\frac{1}{3}$ of a square. Draw to show the whole square. Then shade to show $\frac{2}{3}$.



5 The model below shows $\frac{1}{4}$ of a rectangle. Draw to show what the whole rectangle could look like. Then shade to show $\frac{2}{4}$.

DISCUSS IT

- Did you and your partner draw the same figures for problems 4 and 5? Is there more than one correct answer for each problem?
- I think you need to know what the unit fraction piece of a model looks like to draw the rest of the model because . . .

CONNECT IT

Complete the problems below.

6 How can you use a shaded model to name a fraction?

7 Look at the rectangle.

a. What unit fraction is each part?

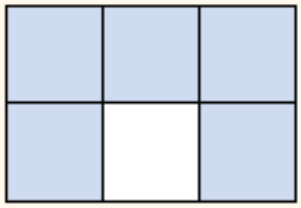
b. Shade 4 parts of the rectangle and write the fraction you shaded.

Practice Describing Parts of a Whole with Fractions

Study how the Example shows how to write a fraction for parts of a whole. Then solve problems 1–8.

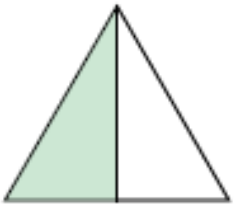
EXAMPLE

- There are 6 equal parts.
- Each part is one sixth, or $\frac{1}{6}$.
- 5 parts are shaded.
- Five sixths of the whole is shaded.
- This model shows the fraction $\frac{5}{6}$.



Fill in the blanks to describe each shape in problems 1 and 2.

1

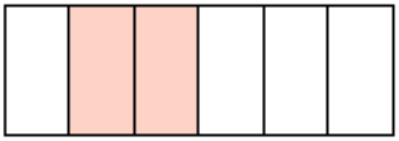


equal parts: _____

shaded part(s): _____

fraction of the whole that is shaded: _____

2



equal parts: _____

shaded part(s): _____

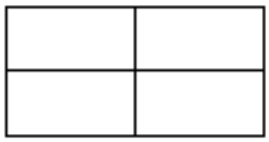
fraction of the whole that is shaded: _____

Vocabulary

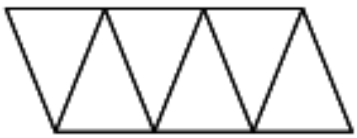
fraction a number that names equal parts of a whole.

Solve.

3 Shade this shape to show $\frac{3}{4}$.

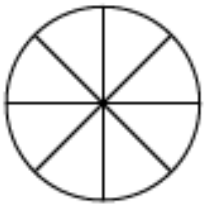


4 Shade this shape to show $\frac{2}{6}$.



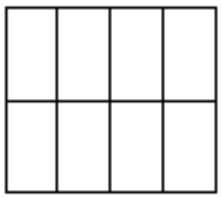
5 Shade 3 parts of this shape.

What fraction is shaded? _____



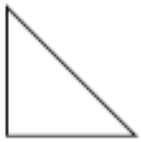
6 Shade 7 parts of this shape.

What fraction is shaded? _____



7 ☐ is $\frac{1}{4}$ of a rectangle.

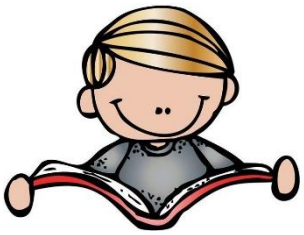
Draw the rectangle. Show the parts.

8  is $\frac{1}{4}$ of a rectangle.

Draw the rectangle. Show the parts.

Then shade $\frac{2}{4}$ of your rectangle.

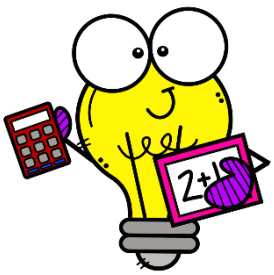
Fri.
May 15



Reading

Read "Earwigs"
Answer Questions
Compound Words Activities

Math



Fractions

Read

Genre: Science Article

Earwigs

by Jane Kinzer

1 Many people do not like earwigs. These small brown insects scurry up walls, and they have big pincers. But earwigs aren't as bad as you might think.

2 Believe it or not, earwigs make very good mothers. Many insects lay their eggs and then leave. Not earwigs! The mother stays with her eggs, cleaning them and keeping them safe. She even helps the babies hatch out of their eggs. Once they have hatched, she helps them eat. She also keeps them out of danger.

3 Earwigs are also not as scary as they look. Sure, they have wings and big pincers. But they do not use their wings often. And earwigs don't like to use their pincers on humans. They use them mostly to catch prey. Even when they do pinch people, they are just keeping themselves safe. The pincers don't cause any harm.

4 The next time you see an earwig, remember: it's more than just a creepy bug!

Close Reader Habits

Draw a star by the sentence that tells the key point of the article. When you reread, **underline** reasons that support the key point.

Explore **How does the author show that earwigs are not as bad as they might seem?**

I need to look for reasons that explain the key point.

Think

1 Read the key point. Then write the reasons the author uses to support the key point.

Key Point: Earwigs are not as bad as they seem.
Reason:
Reason:

Talk

2 After reading the article, do you agree that earwigs are not as bad as they seem? Talk with a partner and tell why.

Write

3 **Short Response** Why don't people have to worry about the earwig's pincers? Use reasons from the text in your answer. Write your answer in the space on page 316.

HINT Reread paragraph 3. What reasons can you use?

Write Use the space below to write your answer to the question on page 313.

Earwigs

3 **Short Response** Why don't people have to worry about the earwig's pincers? Use reasons from the text in your answer.

HINT Reread paragraph 3. What reasons can you use?

Don't forget to check your writing.

Lesson 21

Compound Words

Introduction A word that is made up of two smaller words is called a **compound word**.

Often you can figure out what a compound word means by thinking about the meanings of the two smaller words.

house + fly = housefly

A housefly is a fly that gets into your house.

Guided Practice **Put the two words together to make a compound word. Write the new word on the line. Then circle the correct meaning.**

HINT Sometimes the second word in the compound word is a big clue to the word's meaning. For example, a "dog**house**" is a house for a dog, not a dog that looks like a house.

1 black + bird = _____

a bird with black feathers

a black feather shaped like a bird

2 sword + fish = _____

a sword shaped like a fish

a fish with a jaw like a sword

3 rattle + snake = _____

a rattle shaped like a snake

a snake with a tail like a rattle

Independent Practice

Read the compound word in each sentence. Then choose the correct meaning for the word.

1 A catfish uses its whiskers to find food in the sea.

- **A** a fish that eats bugs
- **B** a cat that looks like a bird
- **C** a fish with whiskers like a cat
- **D** a cat that likes boats

2 A sheepdog helps keep farm animals safe.

- **A** a sheep used for its wool
- **B** a dog that takes care of sheep
- **C** a sheep that plays with birds
- **D** a dog that looks like a goat

3 A seahorse has fins and swims in the ocean.

- **A** an ocean shaped like a horse
- **B** a sea animal that looks like a snake
- **C** a horse that lives in a barn
- **D** a sea animal whose head looks like a horse's

Choose one word from the box to complete the second sentence. Write the correct word on the line.

earthquake	earthworm	wormhole

4 The worm digs deep into the soil. This _____ crawls up out of the ground when it rains.

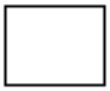
Refine Ideas About What a Fraction Is

APPLY IT

Complete these problems on your own.

1 CREATE

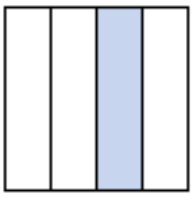
The part shown is $\frac{1}{6}$ of a rectangle. Draw a model to show what the whole rectangle might look like.

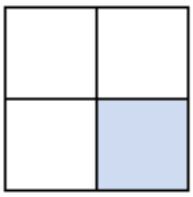


2 EXPLAIN

Look at these squares. Each is divided into equal parts.

Lynn says each square has the same fraction shaded. Rose says each square has a different fraction shaded. Explain who is correct and why.

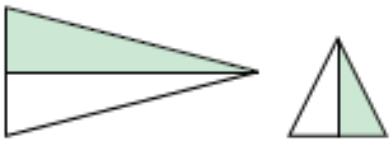




3 COMPARE

Look at these triangles. Each is divided into equal parts.

What is the same about the fraction of each model that is shaded?



What is different about the fraction of each model that is shaded?

PAIR/SHARE

Discuss your solutions for these three problems with a partner.

Use what you have learned to complete problem 4.

4 Adam has $\frac{1}{3}$ of a pizza, Hillary has $\frac{2}{6}$ of a pizza, and John has $\frac{3}{8}$ of a pizza.

Adam Hillary John

Part A Show the number of equal parts in each pizza. Then shade each pizza to show the fraction each person has.

Part B Circle one of the pizzas. Explain how you knew how many equal parts to show and how many parts to shade.

5 MATH JOURNAL

Mike has a circle divided into equal parts. One part is shaded, and the other three parts are not. Mike says his circle shows the fraction $\frac{1}{3}$. Is he correct? Draw a picture to help you explain.

Name _____ Date _____

***Ready*® Mathematics**

Lesson 14 Quiz

Solve the problems.

1 The parts in this model are all equal.

Which fraction names the shaded part of the model?

A $\frac{1}{2}$

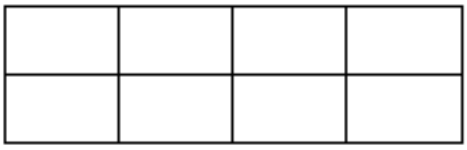
B $\frac{1}{3}$

C $\frac{2}{2}$

D $\frac{2}{3}$

2 The rectangle shows $\frac{1}{6}$. Finish shading the model to show $\frac{4}{6}$ shaded.

3 Abigail draws a rectangle. The parts in her rectangle are all equal.



Write the unit fraction shown by each part of Abigail's rectangle.

$\frac{\square}{\square}$

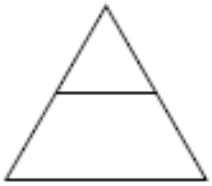
Name _____ Date _____

Lesson 14 Quiz continued

4 Does the model show one half?

Choose *Yes* or *No* for each model.

a.

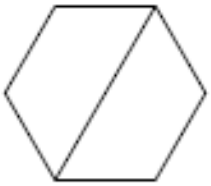


☐ Yes ☐ No

b.

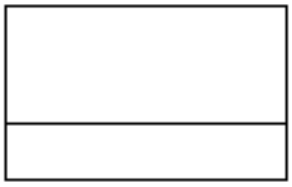
☐ Yes ☐ No

c.



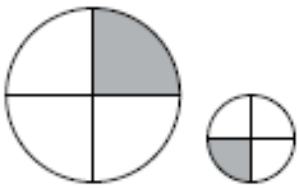
☐ Yes ☐ No

d.



☐ Yes ☐ No

5 Each circle is divided into equal parts.



Compare the fraction of each model that is shaded. Explain what is the same and what is different about the shaded parts.

_____

_____

_____

Mon.
May 18

Reading

Read "Soldier Bees"
Answer Questions

Math

Beginning Multiplication

Read

Genre: Science Article

Soldier Bees

by Melissa Maron

1 We could learn a lot about working together from honeybees. There are three types of bees in a hive. They all do different jobs to help make their hive a home. The queen bee lays eggs. Drones are the fathers. And worker bees do everything else. They clean the hive, feed the young, and find nectar. In South America, some honeybees have added a new kind of worker: the soldier bee.

2 Soldier bees stay at the opening of the hive to protect it from robber bees. Robber bees like to steal the honey from other hives. In most hives, the worker bees stand guard for only one or two days. Then they fly off to do other jobs. But soldier bees are different. They spend their whole lives defending the hive from other insects. They are very good at keeping the other bees safe. The soldier bees are some of nature's tiny heroes.

Close Reader Habits

What is the key point in paragraph 1 and paragraph 2? **Underline** the key point in each paragraph.

Think

I'm going to look for details that support the key point I underlined.

1 What key point does the author make about honeybees in paragraph 1?

- **A** All the bees work to make their hive a home.
- **B** The three types of bees are queen, drone, and worker.
- **C** Robber bees like to steal honey from other bees.
- **D** Soldier bees are a special kind of worker bee.

2 What reason does the author give to explain the key point she makes about honeybees in paragraph 1?

- **A** Robber bees like to steal honey from hives.
- **B** Each type of bee in a hive does a different job.
- **C** Some bees have added a new kind of worker.
- **D** Soldier bees are different from worker bees.

Talk

3 The author makes the key point that soldier bees are different from worker bees. What are two reasons from the passage that support this point?

Write

4 **Short Response** Write about how soldier bees are different from worker bees. Write your answer in the space on page 317.

HINT Use reasons that you just talked about in your answer.

Write **Use the space below to write your answer to the question on page 315.**

Soldier Bees

4 **Short Response** Write about how soldier bees are different from worker bees.

HINT Use reasons that you just talked about in your answer.

Check Your Writing

- ☐ Did you read the question carefully?
- ☐ Can you say the question in your own words?
- ☐ Did you use proof from the text in your answer?
- ☐ Are your ideas in a good, clear order?
- ☐ Did you answer in full sentences?
- ☐ Did you check your spelling, capital letters, and periods?

3.OA.A.1

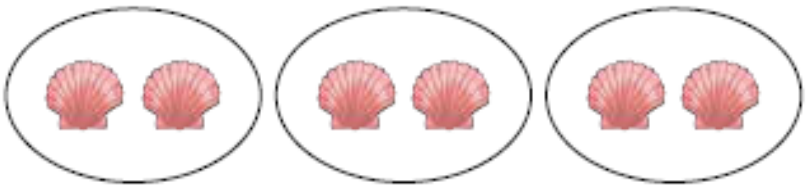
Understand the Meaning of Multiplication

Think It Through

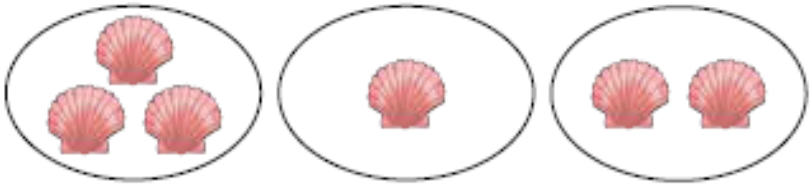
What is going on when you multiply numbers?

When you multiply, you work with equal groups.

These groups of shells are equal.



These groups of shells are NOT equal.



Think **Multiplication is a way to find how many in all.**

When you have equal groups of objects, you can **multiply** to find a total.

Groups are called equal groups when they all have the same number of objects.

There are **3 groups**. There are **2 shells** in each group.

You can write this as 3×2. Think of 3×2 as "3 groups of 2."

3 groups of 2 shells is 6 shells in all. $3 \times 2 = 6$

Underline the sentence that tells you what equal groups are.

Think You can use pictures and models to understand multiplication.

A picture can help you see what **multiplication** means.

3 groups of 4 balls is 12 balls in all.

One factor tells how many groups. → $3 \times 4 = 12$ ← The **product** is the result. It tells how many in all.

The $\times$ means "groups of."

The other factor tells how many are in each group.

$3 \times 4 = 12$ is a multiplication equation. The numbers you multiply are called **factors**.

When you see $3 \times 4 = 12$, you say, "Three times four equals 12."

You can arrange the equal groups into rows and stack them on top of each other. This is called an **array**.

3 rows with 4 balls in each row is 12 balls in all.

$3 \times 4 = 12$

Reflect

1 Do the chairs in your classroom make an array? Explain why or why not.

Think About Equal Groups in Multiplication

Let's Explore the Idea

Using a picture to show equal groups can help you think about multiplication.

Use the picture to answer problems 2—5.

2 How many fish tanks are there? _____

3 How many fish are in each tank? _____

4 How many fish are there altogether? _____

5 What multiplication equation could you write to tell about the fish? _____

Now try these two problems.

6 There are 4 apple trees in Nell's backyard. She picked 5 apples from each tree. Draw a picture to show the equal groups.

7 What multiplication equation could you write about the apples? _____

Let's Talk About It

Solve the problems below as a group.

8 Look at the picture you drew for problem 6. Explain how you decided what to draw to help you solve the problem.

_____

_____

9 Look at problem 6 again. Draw an array to show the equal groups.

10 Look at the array below.

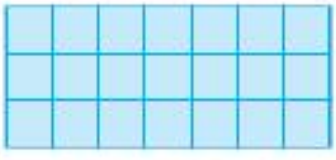
What multiplication equation can you write for this array? Explain what each number in the multiplication equation tells you.

_____

_____

Try It Another Way **Work with your group to use rectangles to understand multiplication.**

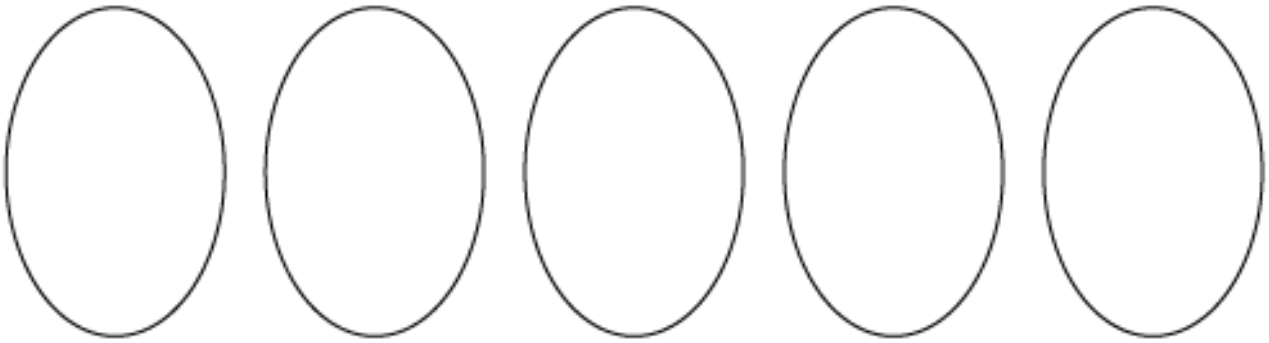
11 You can push the tiles in an array together to make a rectangle. Write the multiplication equation the rectangle below shows. _____



12 Draw a rectangle made up of square tiles that shows $5 \times 3 = 15$.

Solve.

4 Becky has 5 groups of apples. Each group has 2 apples. Use the rings below. Draw all the apples to show the equal groups.



5 Mike has 3 shelves in his bookcase. Each shelf has 6 books on it. Mike drew an array to show how many books he has.

How many rows does the array have? _____

How many books are in each row of the array? _____

6 John earned 3 dollars 4 times.

Draw a picture to show this.

Fill in the blanks to complete the addition sentence that describes your picture.

_____ + _____ + _____ + _____ = _____

Vocabulary

array a set of objects arranged in equal rows and equal columns.

Name: _____

Use Equal Groups to Think About Multiplication

Study the example problem showing a multiplication sentence to represent equal groups. Then solve problems 1–9.

Example

There are 2 leaves. There are 6 ladybugs on each leaf. How many ladybugs are there altogether? Write a multiplication sentence.

There are 2 equal groups of ladybugs. Each group has 6 ladybugs.

Multiplication sentence: $2 \times 6 = 12$

Use the picture below to answer problems 1–4.

1. How many equal groups are there? _____

2. How many ladybugs are in each group? _____

3. How many ladybugs are there altogether? _____

4. Write a multiplication sentence about the number of ladybugs.

   _____ × _____ = _____

Tues.
May 19

Reading

Read "Shades of Meaning"
Answer Questions
Using Adjectives & Adverbs to Describe

Math

Dividing Rectangles into
Equal Parts

Lesson 25

Shades of Meaning

Introduction

Some words have almost the same meanings, but some meanings are stronger than others. **Strong words** tell exactly or most clearly what is happening in a sentence.

- Think about which word shown in green is the strongest.

We get up when we hear the fire alarm.

We stand up when we hear the fire alarm.

We jump up when we hear the fire alarm.

- The word *jump* is the strongest. It tells most clearly what the students do when they hear the alarm.

Not Strong	Stronger	Strongest
get	stand	jump

Guided Practice

Read each pair of sentences. Look at the underlined words. Circle the word with the strongest meaning.

HINT Picture in your mind what happens during a fire drill. Choose the word that tells most clearly what is happening.

1. Ms. Diaz says, "It's a fire drill. Line up at the door."
   Ms. Diaz shouts, "It's a fire drill. Line up at the door."

2. We all feel a little bad.
   We all feel a little scared.

3. We go out to the playground.
   We hurry out to the playground.

4. Everyone on the big playground is quiet.
   Everyone on the huge playground is quiet.

Independent Practice

Circle the word in the box that best completes each sentence.

1 Read the sentence below.

The fire truck _____ up the street to the school.

Which word tells most clearly how fast the fire truck goes?

comes	races	moves	hurries

2 Read the sentence below.

_____ firefighters run into the school.

Which word tells exactly how many firefighters there are?

Some	Few	Several	Five

3 Read the sentence below.

Smiling, they _____ out the door of the school.

Which word tells most clearly how they leave the building?

come	march	move	walk

4 Read the sentence below.

This fire drill was _____!

Which word tells most clearly about how the fire drill went?

good	okay	excellent	fine

Explore Multiplying with 0, 1, 2, 5, and 10

Previously, you learned about the meaning of multiplication. This lesson will take a closer look at certain multiplication facts. Use what you know to try to solve the problem below.

Jenny draws 6 cartoon bugs. Each bug has 10 legs. How many legs did she draw?

Learning Targets

- Apply properties of operations as strategies to multiply and divide.
- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.

SMP 1, 2, 3, 4, 5, 6, 8

TRY IT

Math Toolkit

- base-ten blocks
- counters
- hundred charts
- multiplication models

DISCUSS IT

Ask your partner: How did you get started?

Tell your partner: A model I used was . . . It helped me . . .

CONNECT IT

1 LOOK BACK

Explain how you found the number of legs Jenny drew for the 6 cartoon bugs.

2 LOOK AHEAD

You can show and solve multiplication problems in different ways, such as using arrays or equal groups.

One way to find products when multiplying with 2, 5, or 10 is to use skip-counting.

Suppose Jenny draws 8 cartoon bugs with 10 legs each.

a. Show how you could use skip-counting to find the number of legs Jenny drew.

10, 20, ...

b. Write a multiplication fact to find the number of legs.

number of bugs × legs on each bug = total number of legs

..... × ..... = ...

3 REFLECT

Suppose you have 8 bugs with 8 legs each. What other method besides skip-counting can you use to find the total number of legs?

.....

.....

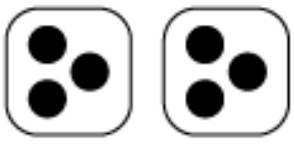
Prepare for Multiplying with 0, 1, 2, 5, and 10

1 Think about what you know about multiplication. Fill in each box. Use words, numbers, and pictures. Show as many ideas as you can.

My Definition	My Illustrations
Examples	Non-Examples

multiplication fact

2 What multiplication fact is shown by the model?



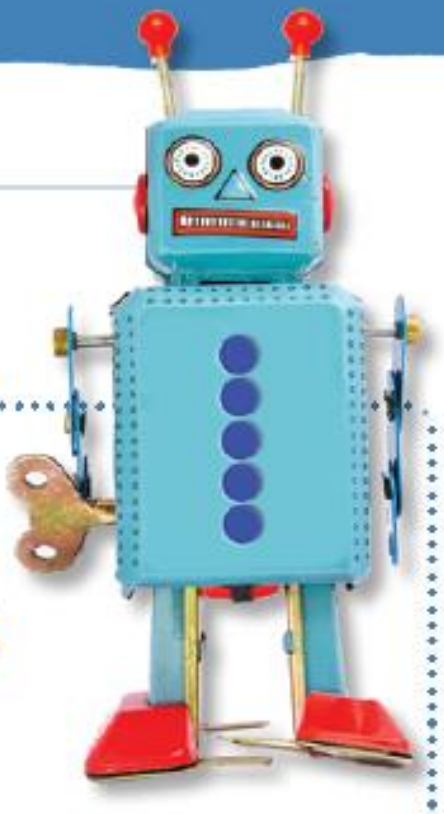
3 Solve the problem. Show your work.

Julio makes 7 cookies. Each cookie has 5 chocolate chips. How many chocolate chips did he use?

Solution

4 Check your answer. Show your work.

Develop Multiplying with 2, 5, and 10



Read and try to solve the problem below.

A company makes a toy robot that has 2 antennas and 5 buttons. How many antennas and buttons are needed for 6 robots?

TRY IT

Math Toolkit

- counters
- cups
- 1-centimeter grid paper
- multiplication models

DISCUSS IT

Ask your partner: Why did you choose this strategy?

Tell your partner: I started by . . .

Explore different ways to understand multiplying with 2, 5, and 10.

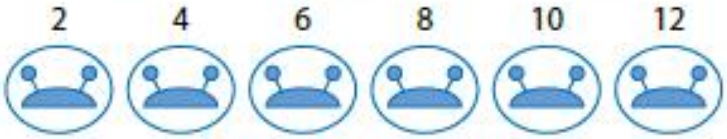
A company makes a toy robot that has 2 antennas and 5 buttons. How many antennas and buttons are needed for 6 robots?

MODEL IT

You can use equal groups and skip-count.

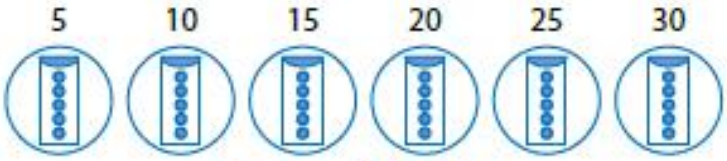
The drawings show the antennas and buttons of 6 robots.

You can skip-count by twos to find the number of antennas.



6 groups of 2 antennas

You can skip-count by fives to find the number of buttons.



6 groups of 5 buttons

MODEL IT

You can use arrays and skip-count.

The left array shows the number of antennas. You can skip-count by twos.
The right array shows the number of buttons. You can skip-count by fives.

6 rows of 2 antennas

6 rows of 5 buttons

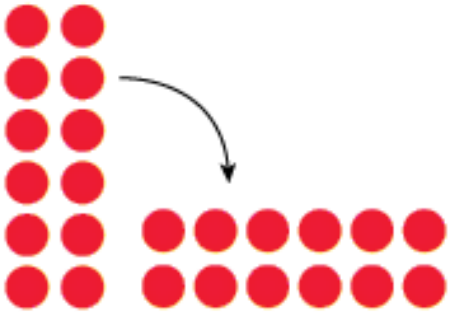
CONNECT IT

Now you will use the problem from the previous page to help you understand how to multiply with 2, 5, and 10.

1. Look at both **Model Its**. What multiplication equations can you write for the number of antennas and number of buttons?

2. How do both models use skip-counting?

3. If you take the antenna array in the second **Model It** and turn it, what would the equation be for each array?



4. Did the order of the factors in problem 3 change the product? Explain why or why not.

5. What addition doubles fact can you write for the turned array in problem 3? Why can you use a doubles fact when you multiply with 2?

6 REFLECT

Look back at your **Try It**, strategies by classmates, and **Model Its**. Which models or strategies do you like best for multiplying with 2 and 5? Explain.

APPLY IT

Use what you just learned to solve these problems.

7 How much is 5 groups of 10? Write a multiplication equation. Show your work.

Solution

8 How much is 10 groups of 5? Write a multiplication equation. Show your work.

Solution

9 Each cabin at camp has 5 beds. There are 4 cabins. How many beds are there at camp? Show your work.

Solution

Wed.
May 20

Reading

Read "Bugs: Nature's Time Machine"
Answer Questions

Math

Read

Genre: Science Article

WORDS TO KNOW

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

- **millions**
- **prehistoric**
- **wingspans**

Bugs: Nature's Time Machine

by Nicole Linden

1 Have you ever wondered what insects looked like millions of years ago? They probably looked nothing like insects do today, right?

2 Not so fast. Insects long ago looked a lot like insects today. One kind of bug, the cockroach, has hardly changed at all. It still has a flat body and legs built for running. It still eats many different things, both living and dead. Cockroaches are built in a way that works well for them. In fact, cockroaches might stay the way they are for many more millions of years.

3 Other insects have changed a lot in some ways, and not so much in others. Prehistoric dragonflies looked much like they do today. They had long, thin bodies and two sets of wide wings.

Cockroaches have changed very little over time.

4 But there was one big difference: dragonflies a long time ago were much larger. They had wingspans of up to two feet long. This means that a dragonfly could be as big as a dog! That could cause problems for people today. We are lucky that today's insects are mostly smaller than they once were.

5 Scientists think that many insects have not changed much because they haven't needed to. They were still able to find food and shelter as the world changed. So they didn't need to change themselves.

6 The next time you see an insect squirming in a garden, don't say "Eww!" Instead, look at it closely. You might just be looking into the far-off past!

Long ago, dragonflies had wingspans about as long as your arm!

Independent Practice

Think Use what you learned from reading "Bugs: Nature's Time Machine" to respond to these questions.

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

Part A

What key point does the author make about cockroaches?

A Cockroaches have hardly changed at all.

B Cockroaches have flat bodies and legs that are good for running.

C Cockroaches eat many different things.

D Cockroaches used to be much larger.

Part B

What are **two** reasons the writer gives to support the point you chose in Part A?

- _____

_____

_____

- _____

_____

_____

2 The author says that insects today look a lot like they did millions of years ago. Underline **three** facts to support this key point.

A Dragonflies from long ago could be as big as a dog.

B Today's cockroach still has a flat body.

C Prehistoric dragonflies had long, thin bodies.

D Cockroaches are built for running.

E Ancient dragonflies had wingspans of up to two feet.

F Most insects today are much smaller than they once were.

3 Reread paragraph 5. What key point does this sentence from paragraph 5 support?

They were still able to find food and shelter as the world changed.

A Insects haven't changed much because they haven't needed to.

B Some insects have changed a lot in some ways and not so much in other ways.

C Insects long ago looked a lot like insects today.

D Cockroaches are built in a way that works well for them.

Independent Practice

4 Use the dictionary entry to answer the question.

shelter (shel´ ter) *n.* **1.** something that protects from weather or danger *v.* **2.** to shield or hide *n.* **3.** a refuge *n.* **4.** a place for poor or homeless to stay for a while

Which meaning matches how "shelter" is used in this sentence?

They were still able to find food and shelter as the world changed.

A meaning 1

B meaning 2

C meaning 3

D meaning 4

5 What sentence **best** describes the key point of the entire article?

A Cockroaches and dragonflies have survived for millions of years.

B Insects haven't changed much since prehistoric times.

C Insects are built in ways that allow them to survive.

D Insects today are smaller and weaker than they once were.

Write Why does the author think it's a good idea to look at insects closely?

6 **Plan Your Response** Reread the text and underline details that tell you what insects were like millions of years ago and today.

7 **Short Response** Explain the reasons the author gives to support her point that it's a good idea to look at insects closely. Use details from the text in your answer.

Learning Target

How does understanding the way authors use reasons to support key points help you understand ideas in a text?

Practice Multiplying with 2, 5, and 10

Study the Example showing how to multiply with 5. Then solve problems 1–5.

EXAMPLE

Wes has 3 rows of tomato plants. There are 5 plants in each row. How many tomato plants does Wes have in all?

$3 \times 5 = 15$. Wes has 15 tomato plants.

1 Circle equal groups of 2. Then fill in the blanks to show the multiplication fact.

_____ groups of _____ is _____, so _____ × _____ = _____.

2 Each box of pencils has 10 pencils. Write a multiplication fact for 8, 9, and 10 boxes of pencils.

a. 8 boxes: _____ × 10 = _____ pencils

b. 9 boxes: _____ × _____ = _____ pencils

c. 10 boxes: _____ × _____ = _____ pencils

3 Cole arranges his blueberries into different arrays before he eats them. Write a multiplication fact for each array.

a. 

b. 

4 Fill in the blanks to complete the multiplication facts for 2.

$0 \times 2 =$ _____ $6 \times 2 =$ _____

$1 \times 2 =$ _____ $7 \times 2 =$ _____

$2 \times 2 =$ _____ $8 \times 2 =$ _____

$3 \times 2 =$ _____ $9 \times 2 =$ _____

$4 \times 2 =$ _____ $10 \times 2 =$ _____

$5 \times 2 =$ _____

5 Fill in the blanks to complete the multiplication facts for 5.

$0 \times 5 =$ _____ $6 \times 5 =$ _____

$1 \times 5 =$ _____ $7 \times 5 =$ _____

$2 \times 5 =$ _____ $8 \times 5 =$ _____

$3 \times 5 =$ _____ $9 \times 5 =$ _____

$4 \times 5 =$ _____ $10 \times 5 =$ _____

$5 \times 5 =$ _____

Develop Multiplying with 0 and 1

Read and try to solve the problem below.

Jon says $6 \times 1 = 6$. Jeff says $6 \times 0 = 6$. Who is right? Explain how you know.

TRY IT

Math Toolkit

- counters
- cups
- number lines
- 1-centimeter grid paper

DISCUSS IT

Ask your partner: Can you explain that again?

Tell your partner: I do not understand how . . .

Explore different ways to understand multiplying with 0 and 1.

Jon says $6 \times 1 = 6$. Jeff says $6 \times 0 = 6$. Who is right? Explain how you know.

MODEL IT

You can use equal groups to understand multiplying with 1.

6×1 means there are 6 groups with 1 in each group.

MODEL IT

You can use equal groups to understand multiplying with 0.

6×0 means there are 6 groups with 0 in each group. A group of 0 is empty.

CONNECT IT

Now you will use the problem from the previous page to help you understand how to multiply with 1 and 0.

1. Look at the first **Model It** for 6 × 1. There are _____ groups of _____, so 6 × 1 = _____. Is Jon right? _____.

2. Draw the first **Model It** and add another group of 1.

   Now there are _____ groups of 1, so _____ × 1 = _____.

3. What do you notice about the number of groups and the product when you multiply 6 × 1? 7 × 1?

4. Look at the second **Model It** for 6 × 0. There are _____ groups of _____, so 6 × 0 = _____. Is Jeff right? _____.

5. Explain what would happen if more groups of 0 were added.

6. What do you think is true about the product of any number multiplied by 1? Multiplied by 0?

7 REFLECT

Look back at your **Try It**, strategies by classmates, and **Model Its**. Which models or strategies do you like best for multiplying by 1 and 0? Explain.

APPLY IT

Use what you just learned to solve these problems.

8 Fill in the missing numbers to complete each fact.

a. $5 \times 0 =$ _____

b. _____ $\times 1 = 5$

c. $3 \times$ _____ $= 0$

d. $3 \times 1 =$ _____

9 Which of the following facts have a product of 0?

Ⓐ $1 \times 0 = ?$

Ⓑ $0 \times 1 = ?$

Ⓒ $10 \times 1 = ?$

Ⓓ $5 \times 1 = ?$

Ⓔ $5 \times 0 = ?$

10 Draw a model to show 4×0. Then find the product.

$4 \times 0 =$ _____

Practice Multiplying with 0 and 1

Study the Example showing how to multiply with 1. Then solve problems 1–4.

EXAMPLE

Steve uses a model to create a list of multiplication facts for 1. He starts with 0 equal groups of 1 and then keeps adding a group of 1 for each fact as shown. Describe a pattern he can use to find the 1s facts for 6, 7, 8, 9, and 10.

$0 \times 1 = 0$	
$1 \times 1 = 1$	★
$2 \times 1 = 2$	★ ★
$3 \times 1 = 3$	★ ★ ★
$4 \times 1 = 4$	★ ★ ★ ★
$5 \times 1 = 5$	★ ★ ★ ★ ★

Steve can see that any number times 1 equals that number.

$6 \times 1 = 6$
$7 \times 1 = 7$
$8 \times 1 = 8$
$9 \times 1 = 9$
$10 \times 1 = 10$

The number of groups of 1 is the same as the product.

1 Create a model of 7×1 and 1×7. How are they different? How are they the same?

Solution

2 Jenna makes a table to show the school supplies she has. Write a multiplication fact to show how many of each school item Jenna has.

Materials	Number of Boxes	Multiplication Fact
Box of 8 crayons	0	
Box of 10 pencils	1	
Box of 5 erasers	1	
Box of 6 markers	0	

3 Is each multiplication fact correct?

	Yes	No
$1 \times 0 = 1$	Ⓐ	Ⓑ
$9 \times 1 = 0$	Ⓒ	Ⓓ
$0 \times 5 = 0$	Ⓔ	Ⓕ
$6 \times 0 = 6$	Ⓖ	Ⓗ

4 Xavier starts to create a list of multiplication facts for 1. Explain the mistake he is making. What will make his facts correct?

$1 \times 1 = 2$

$2 \times 1 = 3$

$3 \times 1 = 4$

Thurs.
May 21

Reading

Comparing and Contrasting Stories
Read "The Turtle and the Rabbit" &
"The Fox and the Snail"
Complete Questions

Math

Lesson 22
Comparing and Contrasting Stories

Learning Target

Reading two versions of a story will help you see how writers can tell the same story in different ways.

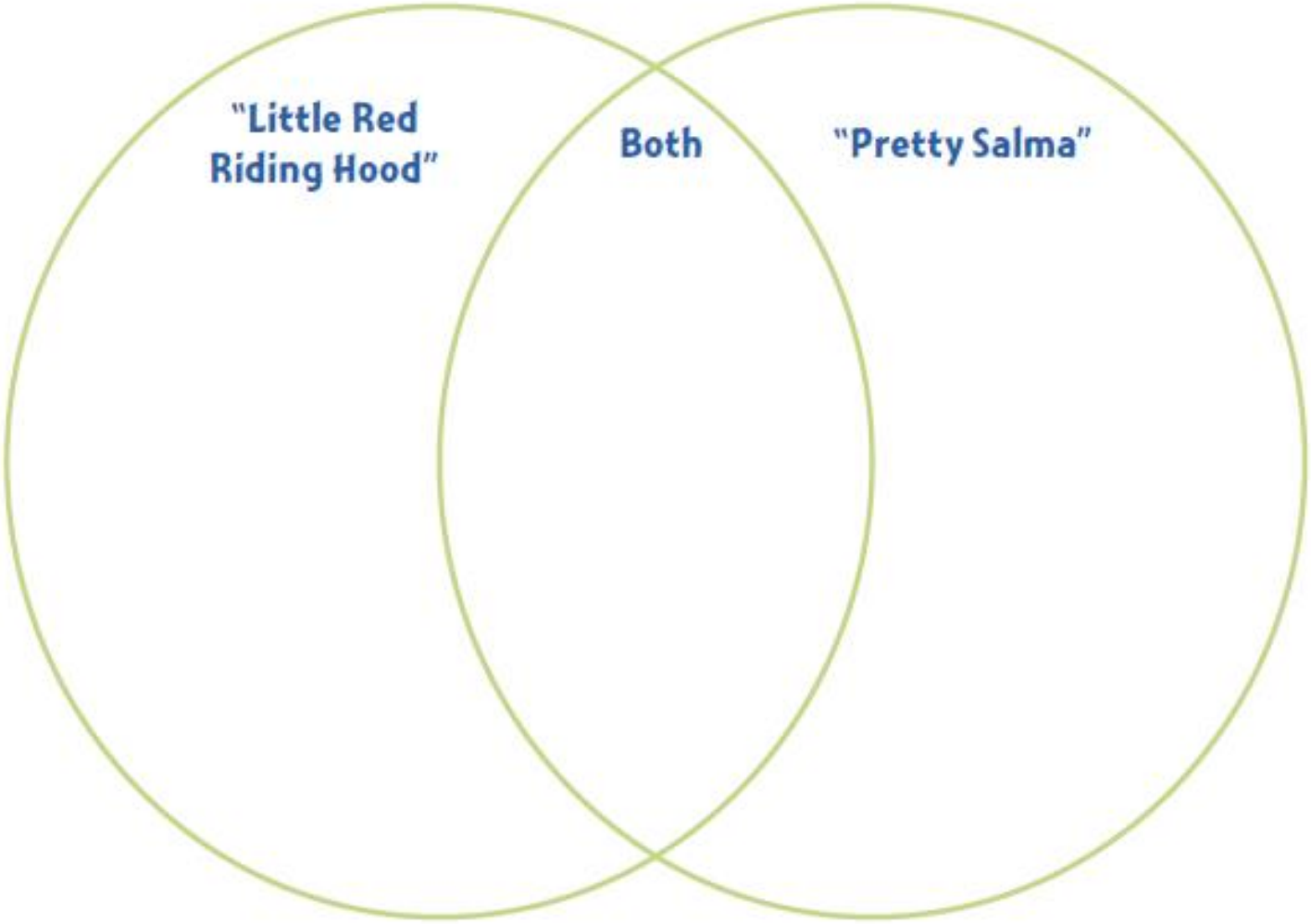
Read When you **compare** stories, you find ways they are alike. When you **contrast** stories, you find ways they are different. Sometimes two stories have mostly the same plot. But they may have different characters or settings. These are called **versions** of a story. Different versions of the same story are often told in different countries.

Look at the two pictures below. They are from two versions of the story "Little Red Riding Hood." How are they alike and different?

Little Red Riding Hood

Pretty Salma

Think Look at the two pictures again. What is the same, and what is different? Fill in the *Venn diagram* below to compare and contrast the two pictures.



Talk Share your diagram with your classmates. Tell how the two pictures are alike and different.

Academic Talk

Use these words to talk about the text.

- **compare**
- **contrast**
- **versions**

The Turtle and the Rabbit

from Aesop

1 "No one in all the forest is faster than I am," Rabbit boasted to the other animals one day. "And I can prove it! Who wants to race me?"

2 None of the animals accepted Rabbit's challenge, except for Turtle. "I will race you," he said, rather slowly.

3 "You?" Rabbit said. "What a joke! I'll be at the finish line before you've even started!"

4 As soon as the race began, Rabbit hopped away at great speed. After a while, he was so far ahead that he decided to take a nap. Turtle, on the other hand, did not stop for a minute. He just kept going, and going, and going. When Rabbit finally woke up, he saw Turtle nearing the finish line. Rabbit ran as fast as he could, but Turtle won!

5 "Steady wins the race," Turtle said, rather slowly, as always.

The Fox and the Snail

after Aesop

1 Fox asked Snail to run a race with him to the next town. Fox took off running, but then he decided to take a nap. When Snail saw the sleeping fox, he climbed into his bushy tail. When Fox woke up, he ran to the town's gate. He turned and called out, "Snail, where are you?"

2 Snail quietly dropped out of Fox's tail. "I'm already here!" Snail said from behind him. "What took you so long?"

Close Reader Habits

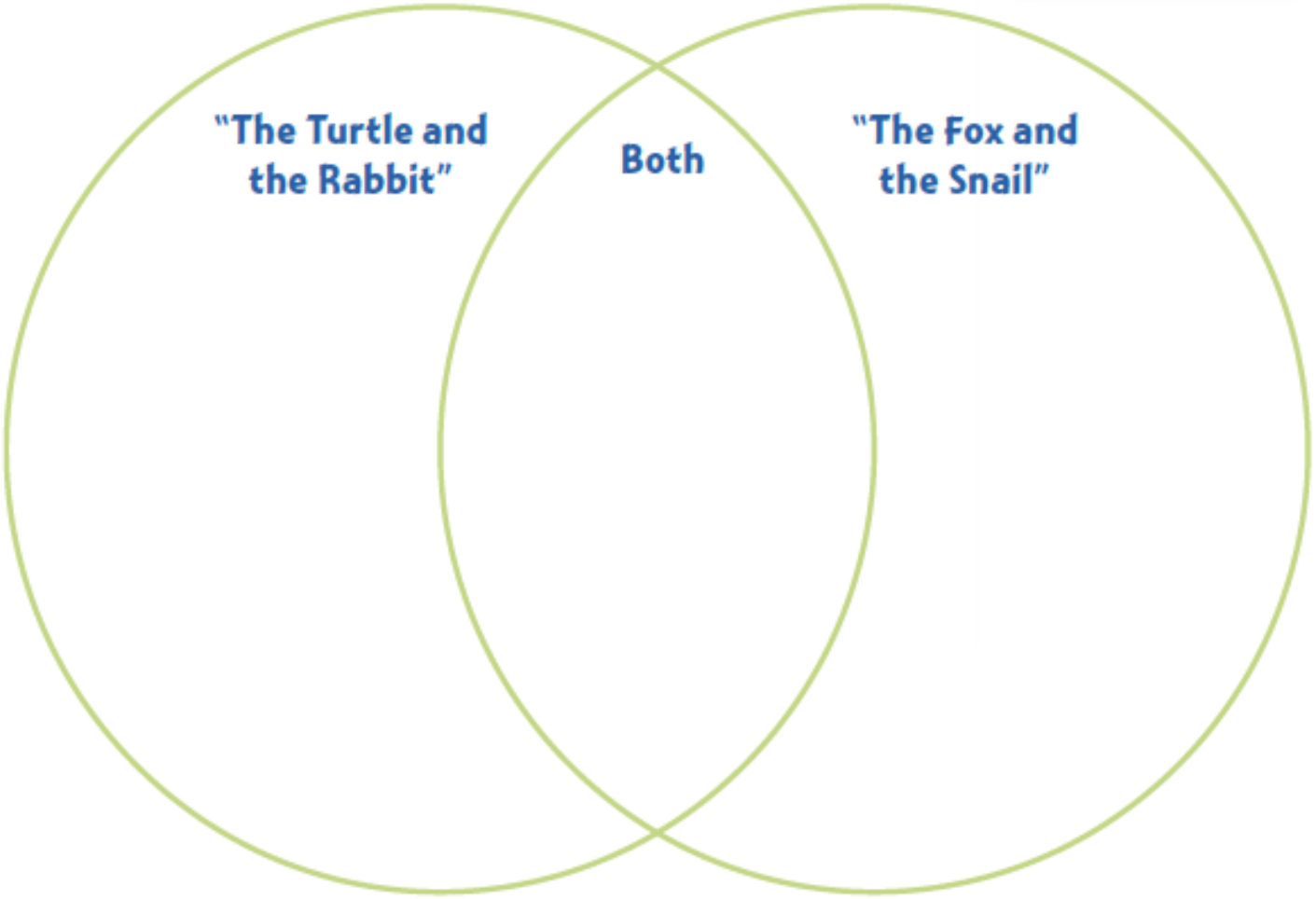
Circle the main characters. **Underline** the sentences in each story that tell how one animal wins the race.

Explore How are the two stories alike and different?

To compare the stories, I'll look at the characters and the plot.

Think

1 Look back at what you underlined and circled. Then complete the Venn diagram to show how the two stories are alike and different.



Talk

2 How is Rabbit like Fox? How are they different?

HINT First, look at the diagram to help you answer.

Write

3 **Short Response** The slower animal wins in both races. Tell what each one does to win. Write your answer in the space on page 374.

Write Use the space below to write your answer to the question on page 369.

The Turtle and the Rabbit

The Fox and the Snail

3 **Short Response** The slower animal wins in both races. Tell what each one does to win.

Don't forget to check your writing.

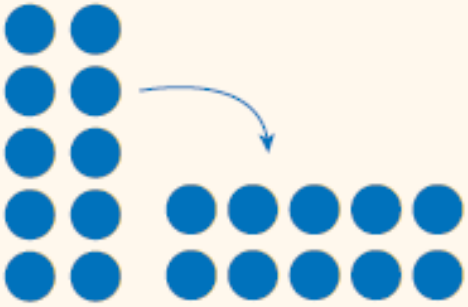
Refine Multiplying with 0, 1, 2, 5, and 10

Complete the Example below. Then solve problems 1–9.

EXAMPLE

Liam says 2 × 5 has the same product as 5 × 2. Do you agree?

Look at how you could show your work using an array.



5 × 2 = 10 2 × 5 = 10

Solution

Liam created 5 rows of 2 and 2 rows of 5.

PAIR/SHARE
How can you find the total once you create an array?

APPLY IT

1 Find 7 × 2. Then find 8 × 2 and 9 × 2 using the same model. Explain the pattern you see in the products. Show your work.

How many are in each group?

Solution

PAIR/SHARE
How did finding all three facts with the same model help you see the pattern?

2 Rami has 1 bag with 7 apples, 8 bags with 0 oranges, and 3 bags with 10 peaches. How many apples, oranges, and peaches does Rami have? Show your work.

Think about what you know about multiplying with 0 and 1.

PAIR/SHARE

How are your models the same as your partner's models? How are they different?

Solution

3 Which of the following equals 10?

Find the product of each choice first.

Ⓐ 2×5

Ⓑ 5×5

Ⓒ 10×0

Ⓓ 1×9

Rey chose Ⓒ as the correct answer. How did he get that answer?

PAIR/SHARE

What strategy for multiplying do you like best?

4 Which factor will correctly complete all of the following facts:

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

Ⓐ 0

Ⓑ 1

Ⓒ 2

Ⓓ 10

5 Fill in the blanks to complete the multiplication facts for 10.

$0 \times 10 =$ ..... $6 \times 10 =$ .....

$1 \times 10 =$ ..... $7 \times 10 =$ .....

$2 \times 10 =$ ..... $8 \times 10 =$ .....

$3 \times 10 =$ ..... $9 \times 10 =$ .....

$4 \times 10 =$ ..... $10 \times 10 =$ .....

$5 \times 10 =$ .....

6 Is each multiplication fact *True* or *False*?

	True	False
$7 \times 2 = 14$	Ⓐ	Ⓑ
$10 \times 0 = 10$	Ⓒ	Ⓓ
$1 \times 10 = 10$	Ⓔ	Ⓕ
$5 \times 0 = 5$	Ⓖ	Ⓗ
$2 \times 1 = 2$	Ⓘ	Ⓙ
$3 \times 10 = 30$	Ⓚ	Ⓛ

7 Emile has 4 packs of shirts. Each pack has 2 shirts. He also has 2 packs of shorts. Each pack has 3 shorts. Does he have more shirts or shorts? Show your work.

Solution

8 Principal Green talks to 5 different students every school day. How many students does she talk to in 10 school days?

Noa says this is a 10 groups of 5 problem and can be solved by multiplying 10×5 or skip-counting by fives 10 times. Sara says this problem can be solved by skip-counting by tens 5 times or finding 5×10. Who is correct? Explain and provide the answer.

9 MATH JOURNAL

Explain how you would solve the problem below. What multiplication fact could you use?

Lauren paints 8 paintings. She puts 2 trees in each painting. How many trees does Lauren paint?

☑ SELF CHECK Go back to the Unit 2 Opener and see what you can check off.

Fri.
May 22

Reading

Read "The Three Little Pigs" &
"The Three Geese"
Answer Questions

Math

Read

Genre: Folktale

The Three Little Pigs

a folktale from England

1 Long ago, three little pigs grew up and left their family home. One built a straw house, one built a wood house, and one built a brick house.

2 One day, a wolf found the straw house. "Let me in, little pig!" he called.

3 "I won't!" said the first pig.

4 "Then I'll huff, I'll puff, and I'll blow your house in!" cried the wolf. That's just what he did, and the house fell apart. The little pig squeaked and ran to his brother's wood house.

5 But the wolf soon found the wood house, too. "Let me in, little pigs!"

6 "Never!" yelled the two brothers.

7 "Then I'll huff, I'll puff, and I'll blow your house in!" The wolf blew hard, and the house fell down. The two brothers squeaked and ran to their brother's brick house.

8 The wolf followed them. "Let me in, little pigs!"

9 "We won't!" they all cried.

10 "Then I'll huff, I'll puff, and I'll blow your house in," the wolf growled.

11 But this time he couldn't blow it down! So he crawled up on the roof and slid down the chimney. He fell into a pot of boiling water the little pigs had put in the fireplace.

12 The wolf never bothered the pigs again.

Close Reader Habits

Who are the characters in this story? **Circle** the characters in this story. **Underline** what happens to the three houses.

Genre: Folktale

The Three Geese

a folktale from Italy

1 Once upon a time, three geese built a straw house together. But the oldest goose decided to keep the house for herself. "Go away!" she said to her sisters, and she locked the door behind them.

2 The two younger sisters built a second house of hay. Then the middle goose decided to keep it. "Go away!" she told her sister, and she locked the door behind her. The youngest goose went off sadly and built her own house from stones.

3 A wolf came upon the flimsy straw house and, laughing, he blew it down. The oldest goose ran to the middle goose's house. Her sister sighed but allowed her in.

4 Unfortunately, the wolf was close behind. With one breath, he destroyed the house. The two geese ran to their sister's stone house, and she welcomed them in.

5 The wolf soon arrived at the house. He tried to blow it down, but the stone house didn't fall. Then the youngest goose had an idea. She began cooking soup.

6 "Would you like a taste?" she asked the wolf.

7 "I would!" said the wolf.

8 The goose opened a window and threw the hot soup at the wolf. He ran away howling, leaving the three geese to live happily ever after—together.

Close Reader Habits

Who are the characters in this story? **Circle** the characters in the story. **Underline** what happens to the wolf.

Think

I can use a chart to help me organize what happens in each story.

1 Fill in the chart to show how the stories are the same and different.

	"The Three Little Pigs"	"The Three Geese"
Who are the main characters?		
What are their houses made of?		
Who causes a problem?		
Which house stays up?		
How is the wolf stopped?		

2 Which **two** sentences **best** tell how the plots of the stories are alike?

- **A** Both stories are about animals who get locked out of their houses.
- **B** Both stories are about animals who build houses of straw, wood, and stone.
- **C** Both stories tell about three animals who are visited by a mean wolf.
- **D** Both stories tell about how a wolf gets tricked.
- **E** Both stories are about a wolf who wants someone else's house.

3 Which sentence **best** tells how the three geese are different from the three pigs?

- **A** The pigs build their houses, but the geese do not.
- **B** The two older geese are selfish, but the three pigs are not.
- **C** The pigs are afraid of the wolf, but the geese are not.
- **D** The geese build strong houses, but the pigs do not.

Talk

4 What lesson do you think the older geese learn from how their youngest sister acted? Talk about your ideas with a partner.

Write

5 **Short Response** How are the endings of the two stories alike? How are they different? Write your answer in the space on page 375.

HINT Think about what happens to the wolf in each story.

Write Use the space below to write your answer to the question on page 373.

The Three Little Pigs The Three Geese

5 **Short Response** How are the endings of the two stories alike? How are they different?

HINT Think about what happens to the wolf in each story.

Check Your Writing

- ☐ Did you read the question carefully?
- ☐ Can you say the question in your own words?
- ☐ Did you use proof from the text in your answer?
- ☐ Are your ideas in a good, clear order?
- ☐ Did you answer in full sentences?
- ☐ Did you check your spelling, capital letters, and periods?

Use this page to study your multiplication facts. You may also use it to help you complete the pages following this one.

Multiplication FACTS

1

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

2

2 x 1 = 2
2 x 2 = 4
2 x 3 = 6
2 x 4 = 8
2 x 5 = 10
2 x 6 = 12
2 x 7 = 14
2 x 8 = 16
2 x 9 = 18
2 x 10 = 20
2 x 11 = 22
2 x 12 = 24

3

3 x 1 = 3
3 x 2 = 6
3 x 3 = 9
3 x 4 = 12
3 x 5 = 15
3 x 6 = 18
3 x 7 = 21
3 x 8 = 24
3 x 9 = 27
3 x 10 = 30
3 x 11 = 33
3 x 12 = 36

4

4 x 1 = 4
4 x 2 = 8
4 x 3 = 12
4 x 4 = 16
4 x 5 = 20
4 x 6 = 24
4 x 7 = 28
4 x 8 = 32
4 x 9 = 36
4 x 10 = 40
4 x 11 = 44
4 x 12 = 48

5

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

6

6 x 1 = 6
6 x 2 = 12
6 x 3 = 18
6 x 4 = 24
6 x 5 = 30
6 x 6 = 36
6 x 7 = 42
6 x 8 = 48
6 x 9 = 54
6 x 10 = 60
6 x 11 = 66
6 x 12 = 72

7

7 x 1 = 7
7 x 2 = 14
7 x 3 = 21
7 x 4 = 28
7 x 5 = 35
7 x 6 = 42
7 x 7 = 49
7 x 8 = 56
7 x 9 =63
7 x 10 = 70
7 x 11 = 77
7 x 12 = 84

8

8 x 1 = 8
8 x 2 = 16
8 x 3 = 24
8 x 4 = 32
8 x 5 = 40
8 x 6 = 48
8 x 7 = 56
8 x 8 = 64
8 x 9 = 72
8 x 10 = 80
8 x 11 = 88
8 x 12 = 96

9

9 x 1 = 9
9 x 2 = 18
9 x 3 = 27
9 x 4 = 36
9 x 5 = 45
9 x 6 = 54
9 x 7 = 63
9 x 8 = 72
9 x 9 = 81
9 x 10 = 90
9 x 11 = 99
9 x 12 = 108

10

10 x 1 = 10
10 x 2 = 20
10 x 3 = 30
10 x 4 = 40
10 x 5 = 50
10 x 6 = 60
10 x 7 = 70
10 x 8 = 80
10 x 9 = 90
10 x 10 = 100
10 x 11 = 110
10 x 12 = 120

11

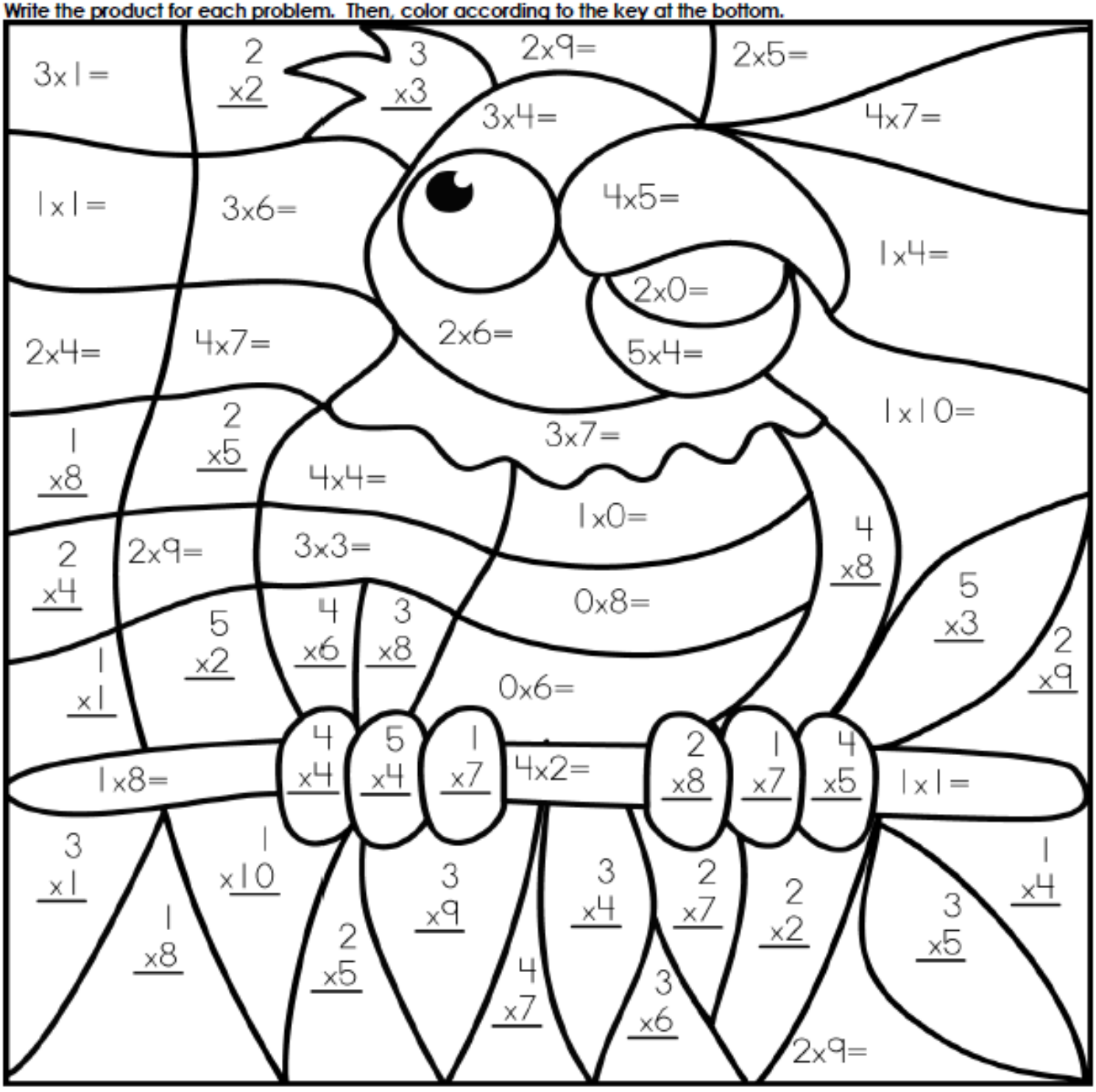
11 x 1 = 11
11 x 2 = 22
11 x 3 = 33
11 x 4 = 44
11 x 5 = 55
11 x 6 = 66
11 x 7 = 77
11 x 8 = 88
11 x 9 = 99
11 x 10 = 110
11 x 11 = 121
11 x 12 = 132

12

12 x 1 = 12
12 x 2 = 24
12 x 3 = 36
12 x 4 = 48
12 x 5 = 60
12 x 6 = 72
12 x 7 = 84
12 x 8 = 96
12 x 9 = 108
12 x 10 = 120
12 x 11 = 132
12 x 12 = 144

Name: _____

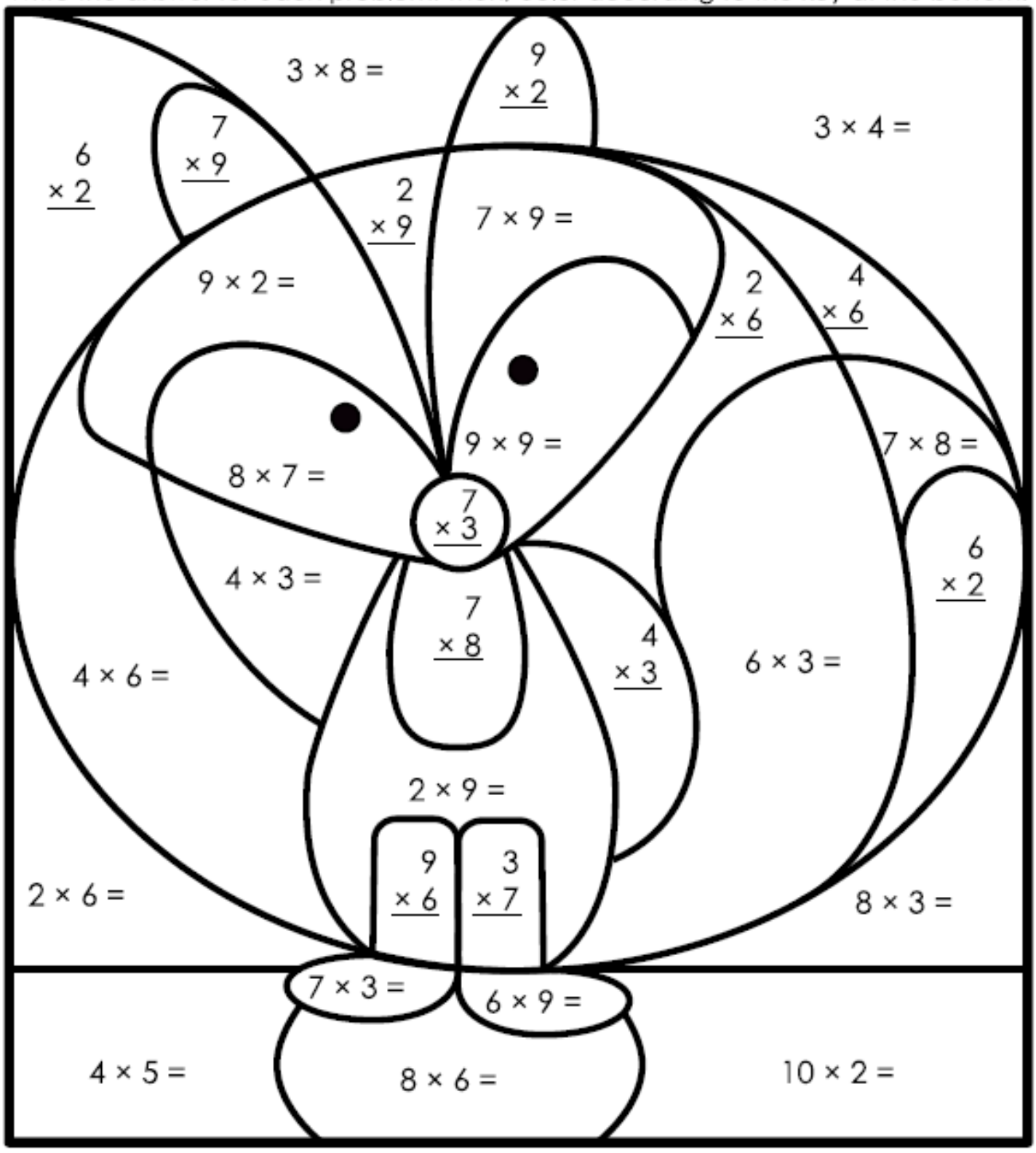
Write the product for each problem. Then, color according to the key at the bottom.



Blue	4, 10, 18, 28	Green	9, 15
Red	0	Brown	1, 2, 3, 8
Yellow	7, 16, 20	Pink	12, 21, 32
Violet	14, 24, 27		

Name: _____

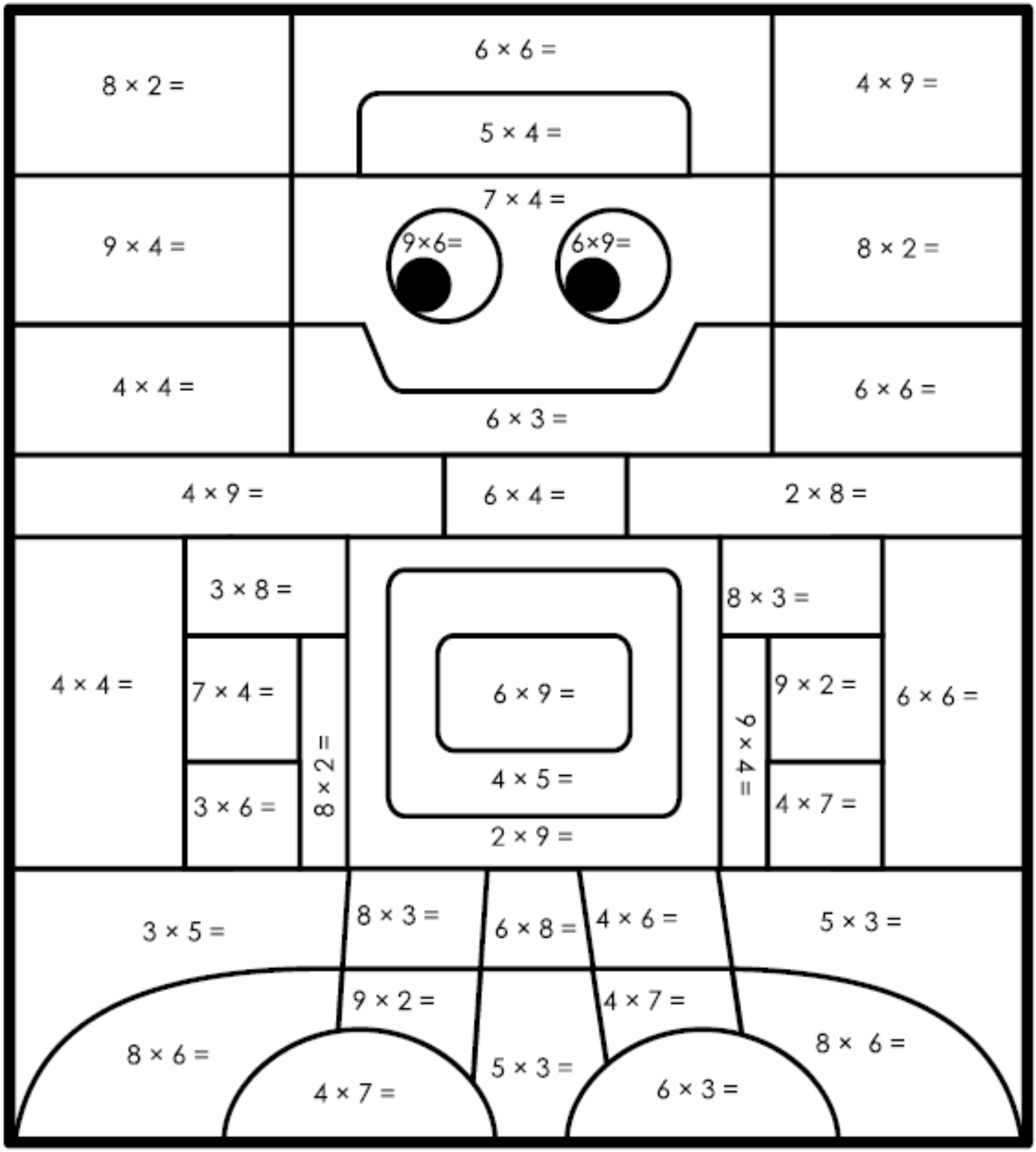
Write the answer for each problem. Then, color according to the key at the bottom.



orange	18, 63	green	20, 48
blue	12, 24	gray	21, 54
light brown	56, 81		

Name: _____

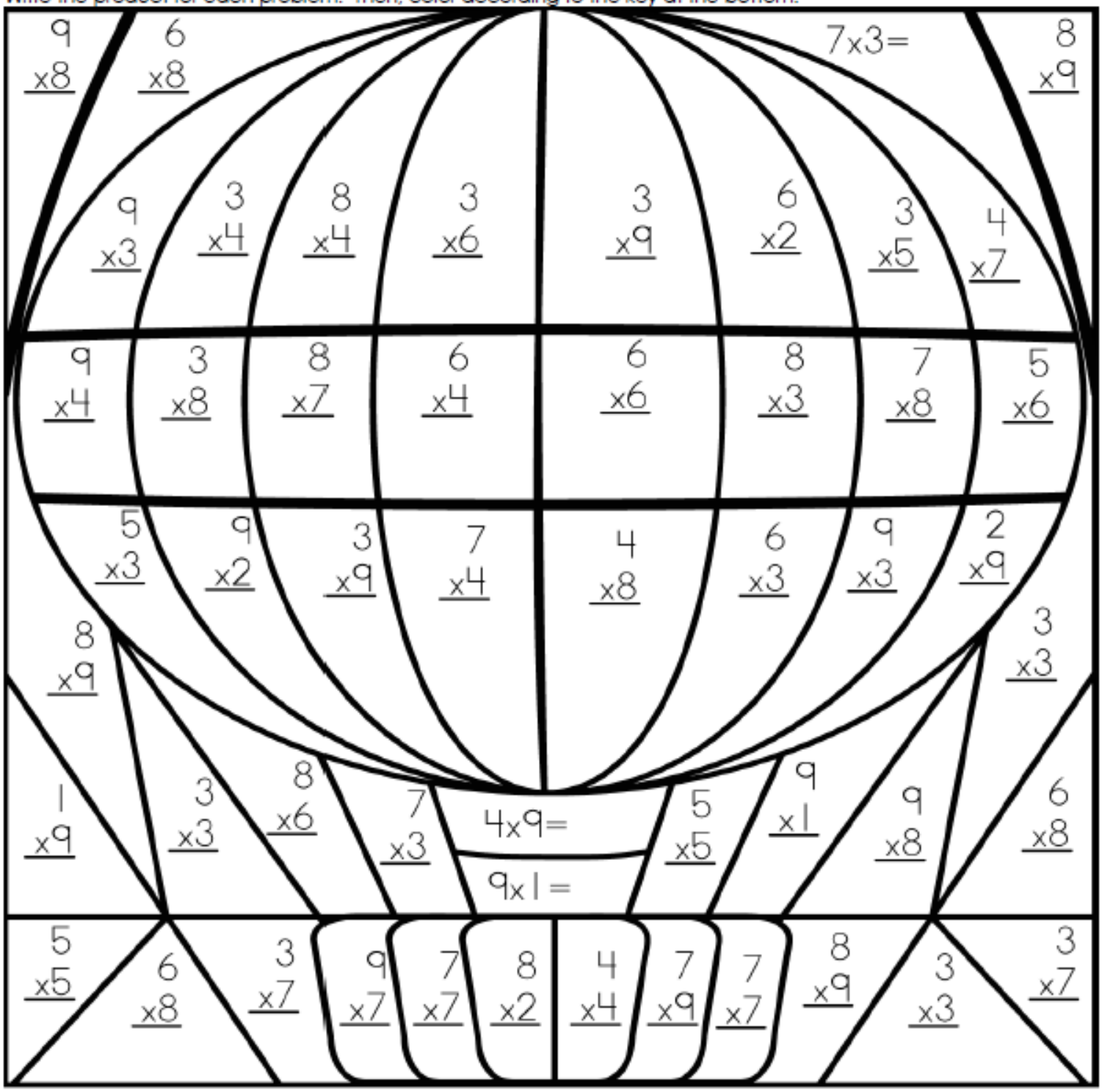
Color the picture according to the key at the bottom.



yellow	16, 36	red	20
blue	24	orange	54
gray	18, 28	green	15, 48

Name: _____

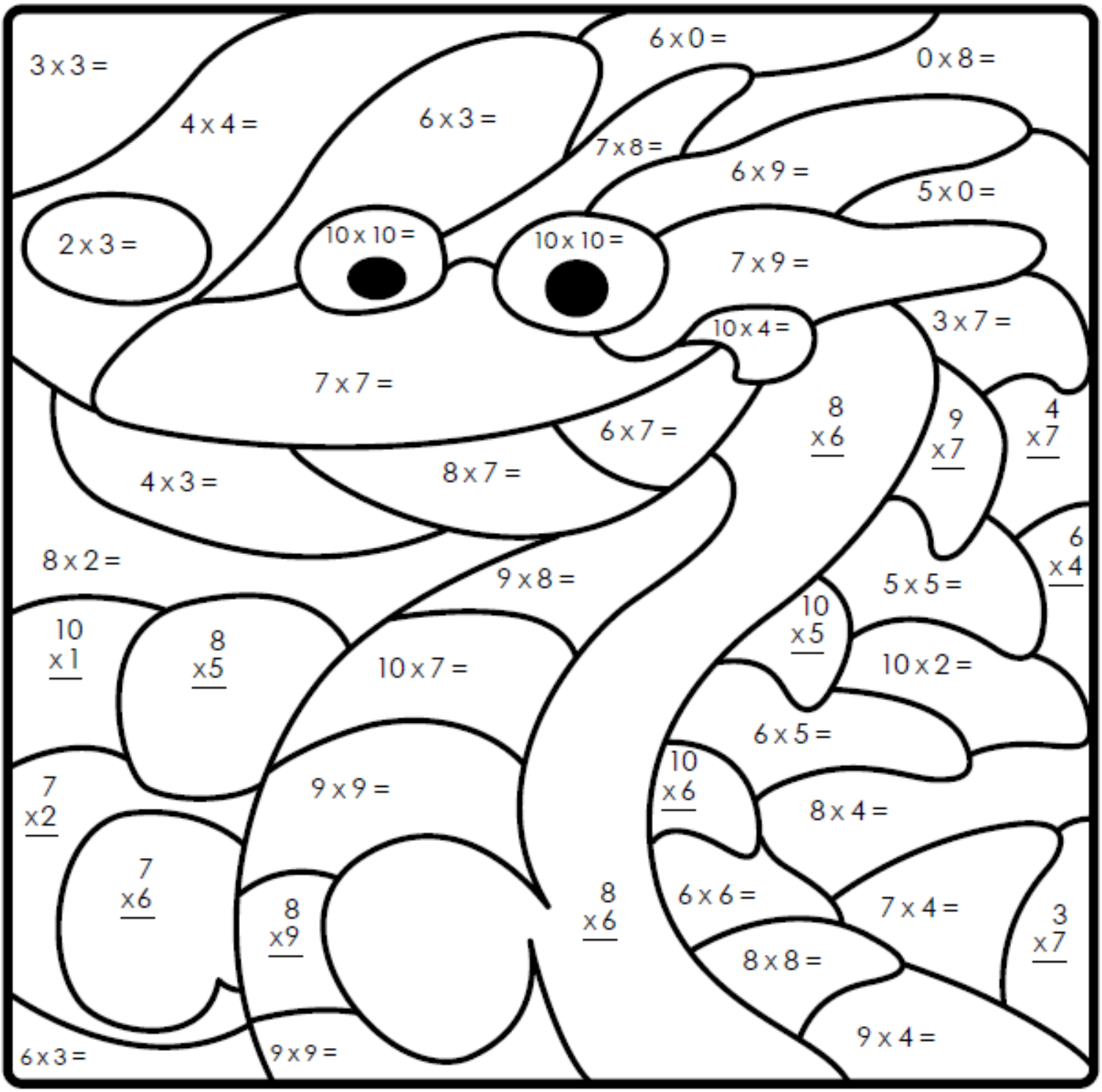
Write the product for each problem. Then, color according to the key at the bottom.



Brown	16, 49, 63	Green	24, 30
Red	15, 27, 32	Orange	56, 36
Yellow	12, 28, 18	Blue	9, 21, 25, 48, 72

Name: _____

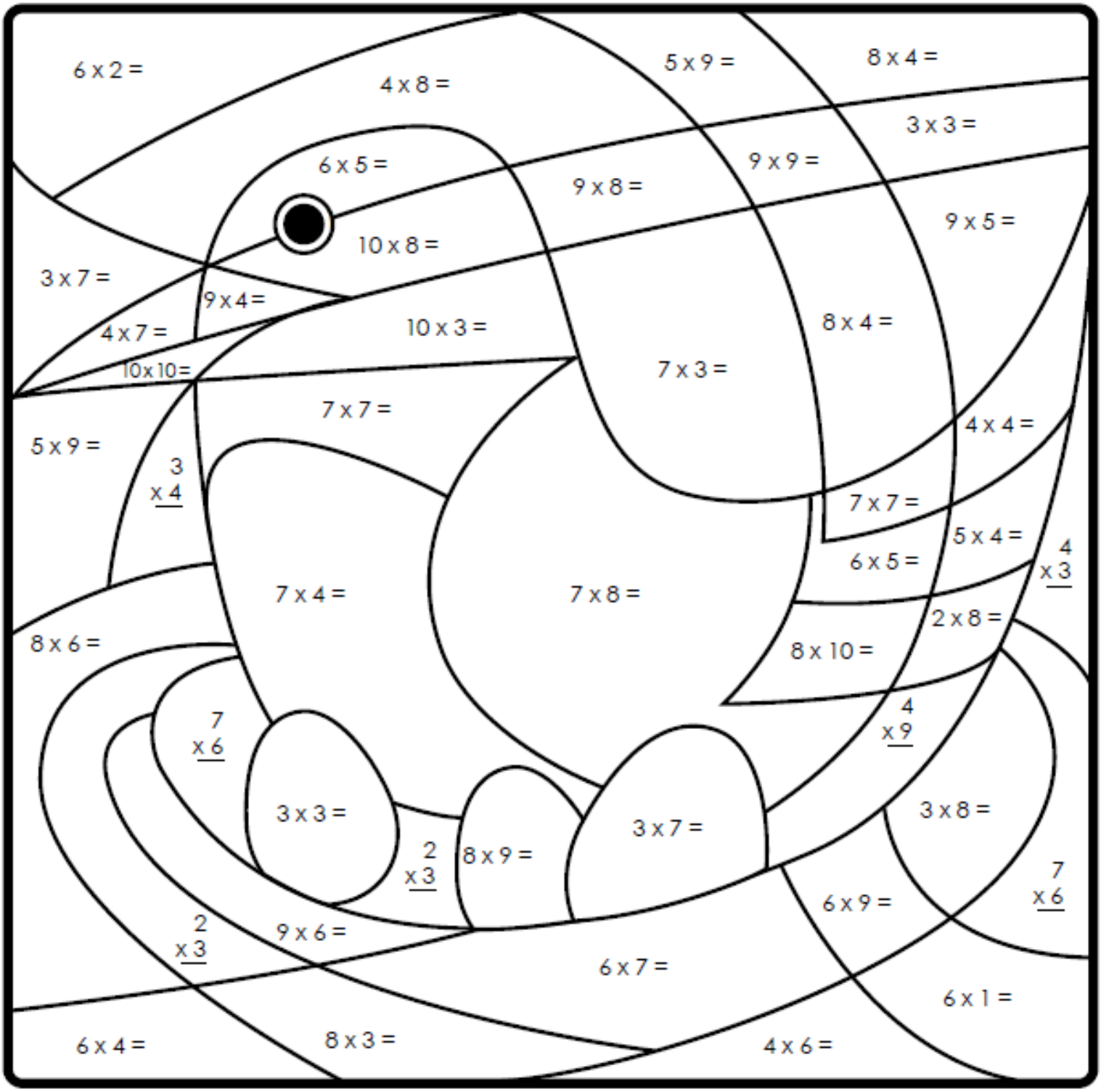
Write the answer to each multiplication problem. Then color according to the key at the bottom.



Blue	0	Grey	1-19	Light Brown	20-39
Green	40-69	Yellow	70-81	White	100

Name:_____

Write the answer for each problem. Then color according to the key at the bottom.



Brown	6, 24, 42, 48, 54	Lt. Blue	21, 32, 45	Pink	16, 20
Orange	28, 36	Blue	9, 12, 72, 81	Yellow	100
Red	30, 49, 56, 80				