

**Home Learning  
Packet  
3<sup>rd</sup> Grade**

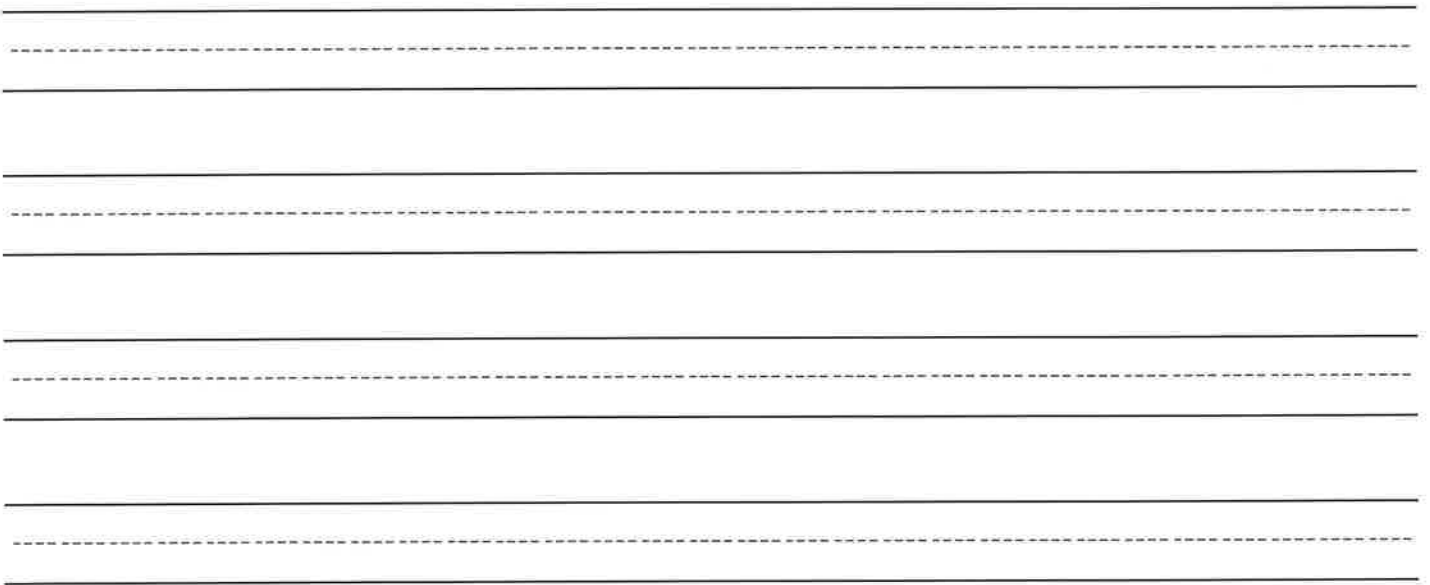
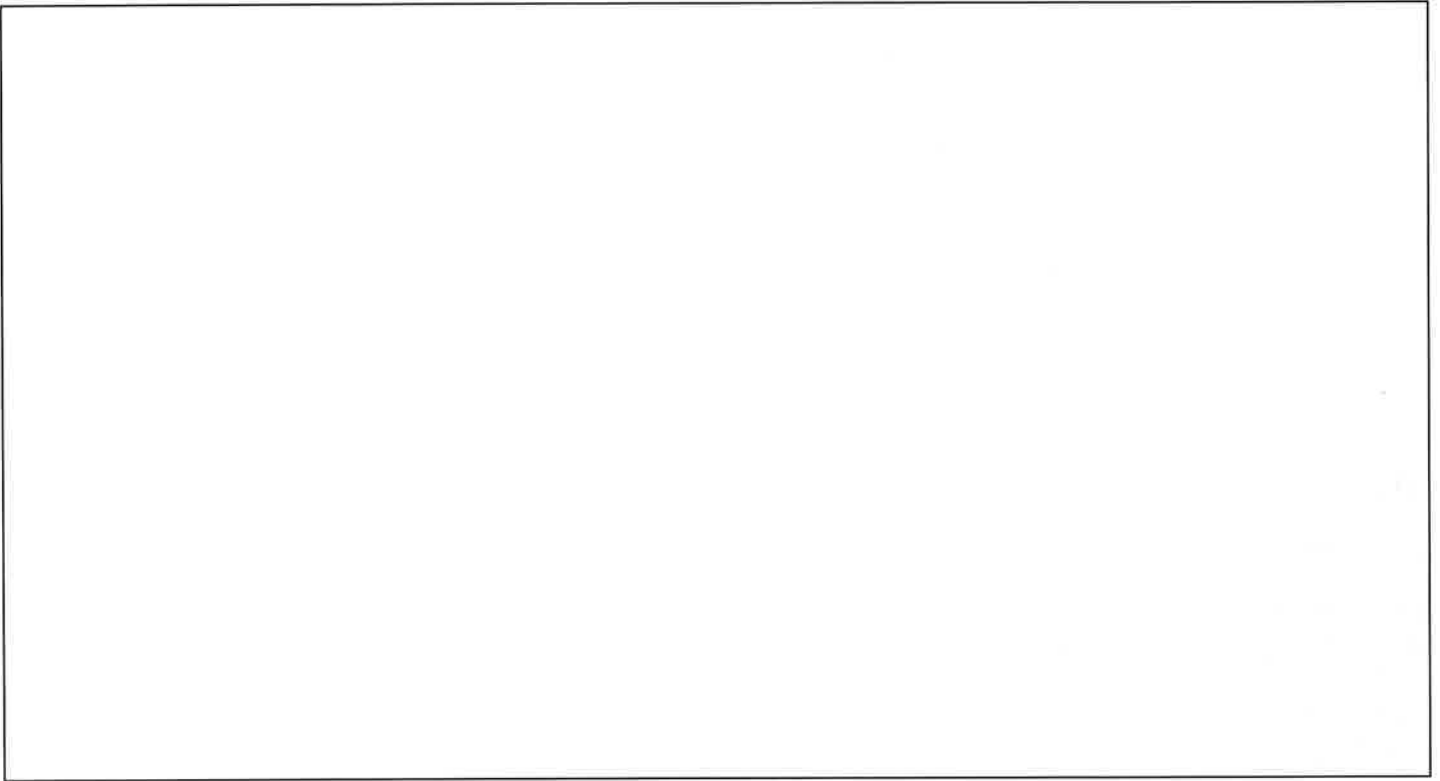
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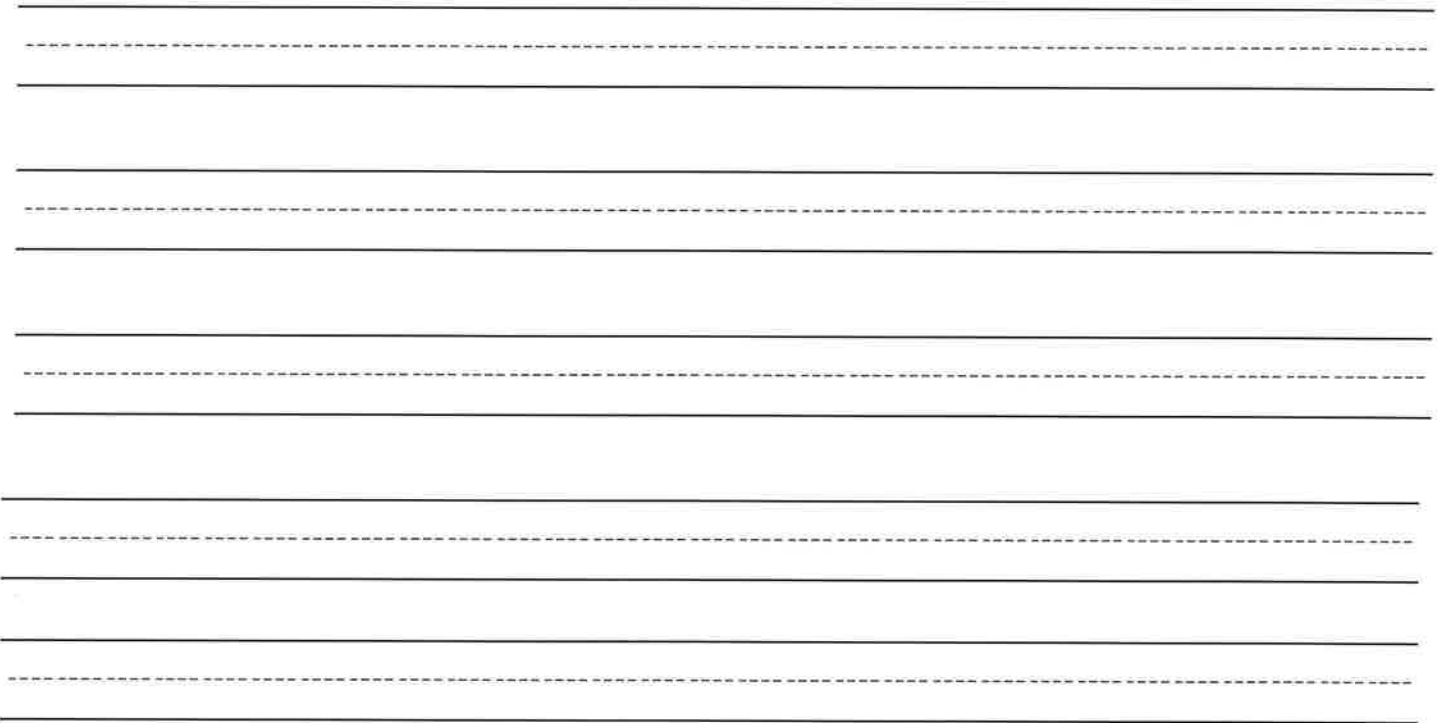
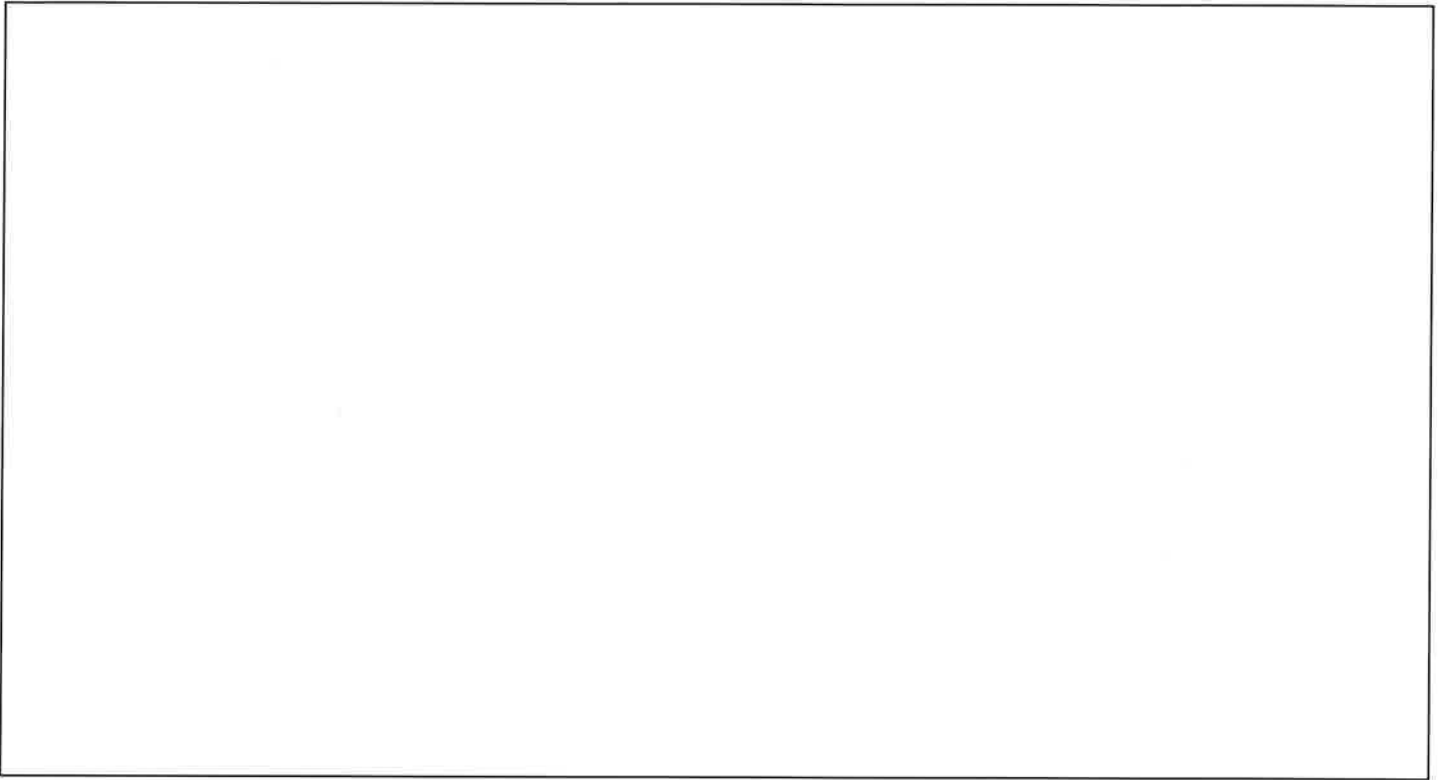
Week 1 Monday

Book Title:



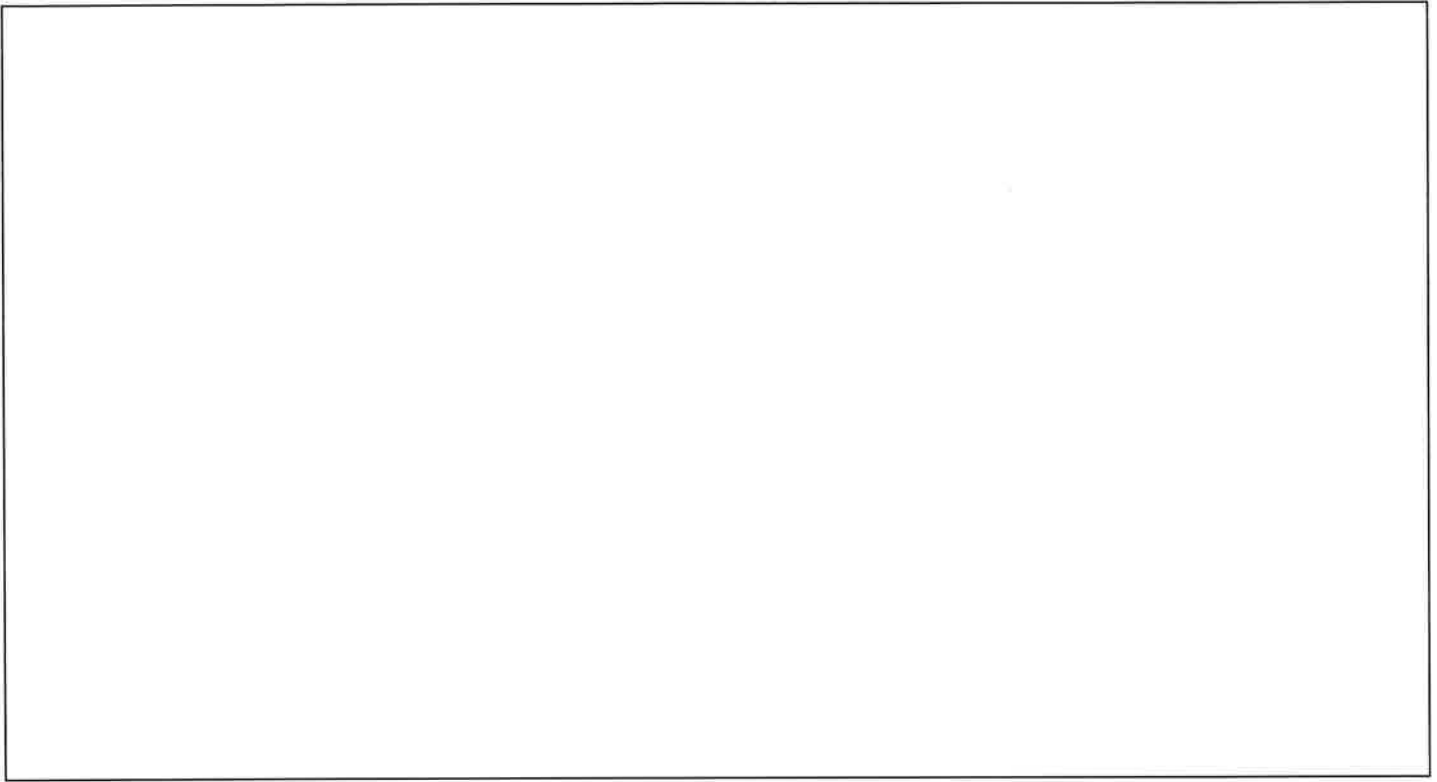
Week 1 Tuesday

Book Title:



Week 1 Wednesday

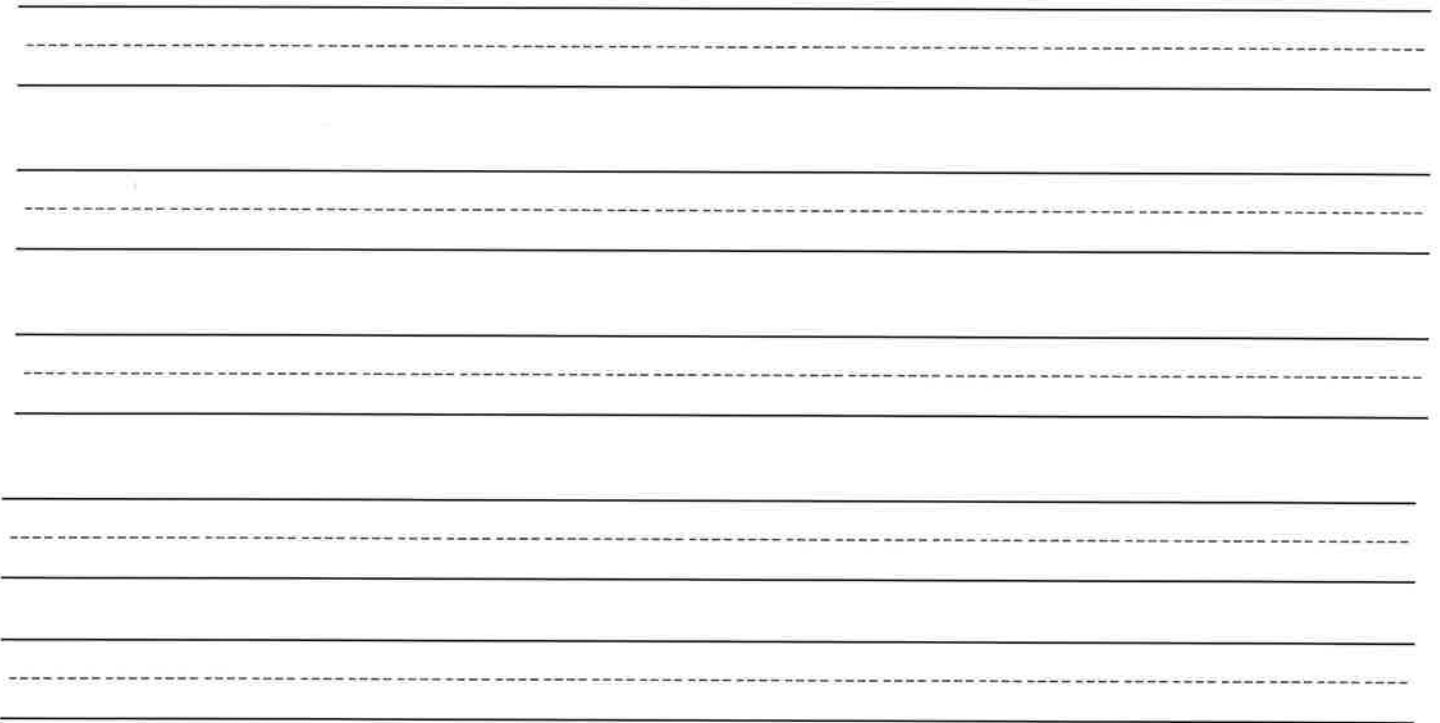
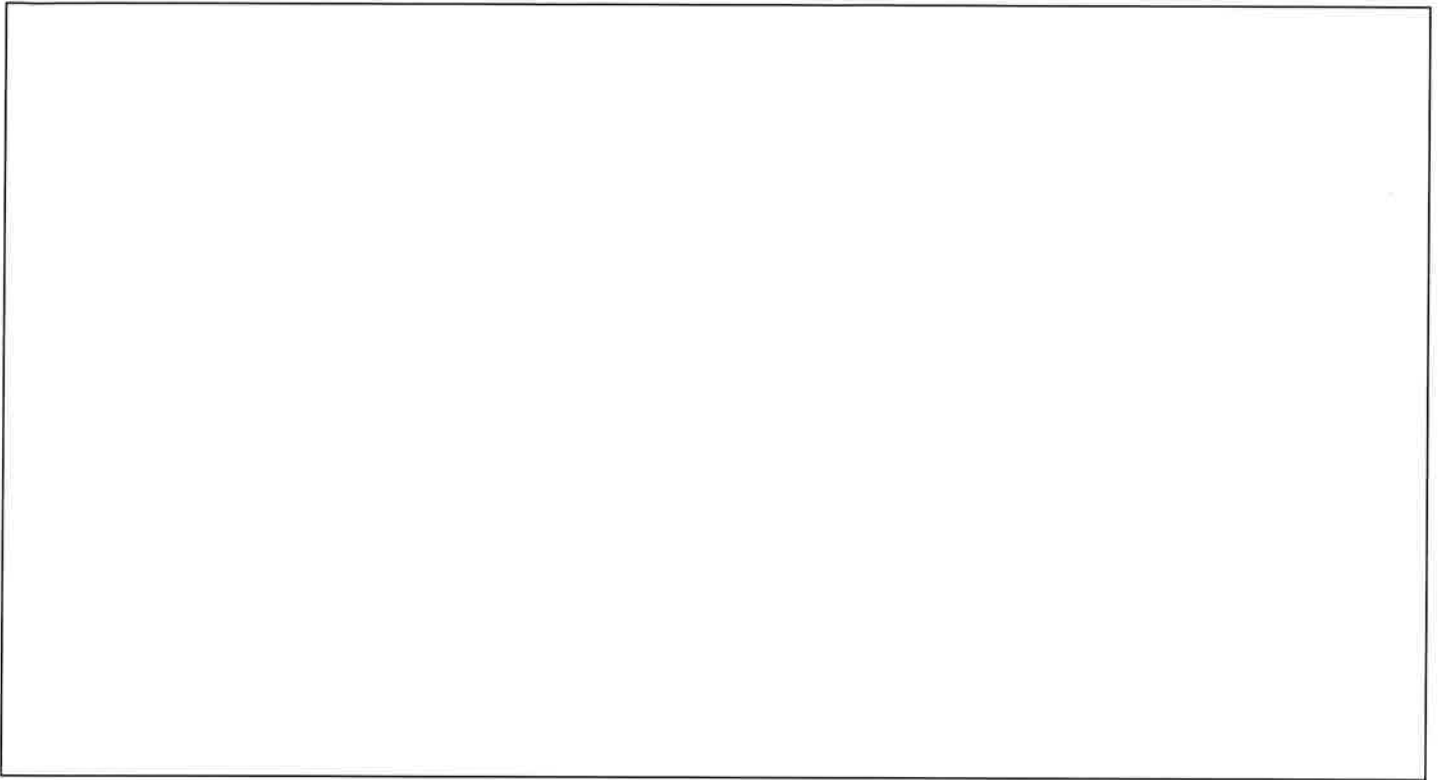
Book Title:



Handwriting practice lines consisting of six sets of three horizontal lines (top solid, middle dashed, bottom solid).

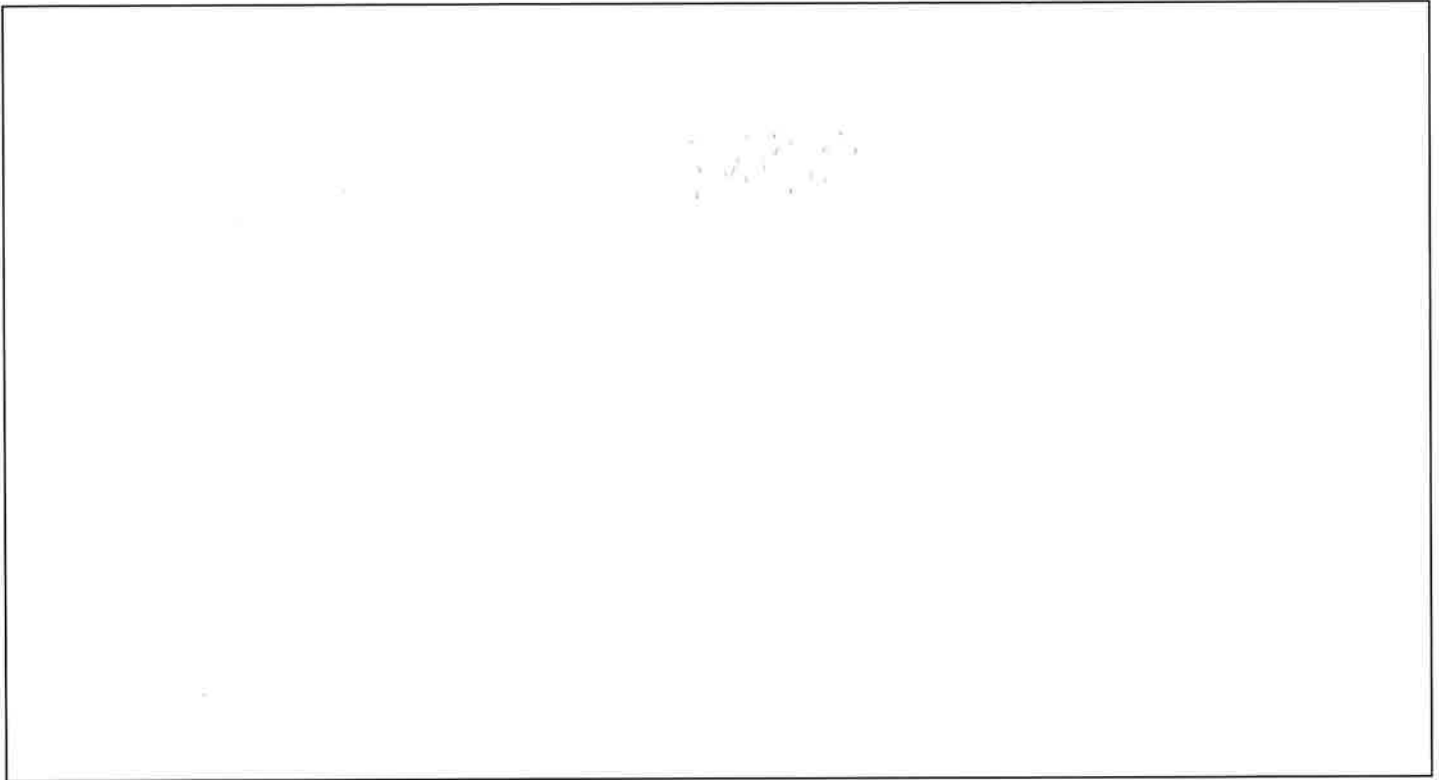
Week 1 Thursday

Book Title:



Week 1 Friday

Book Title:

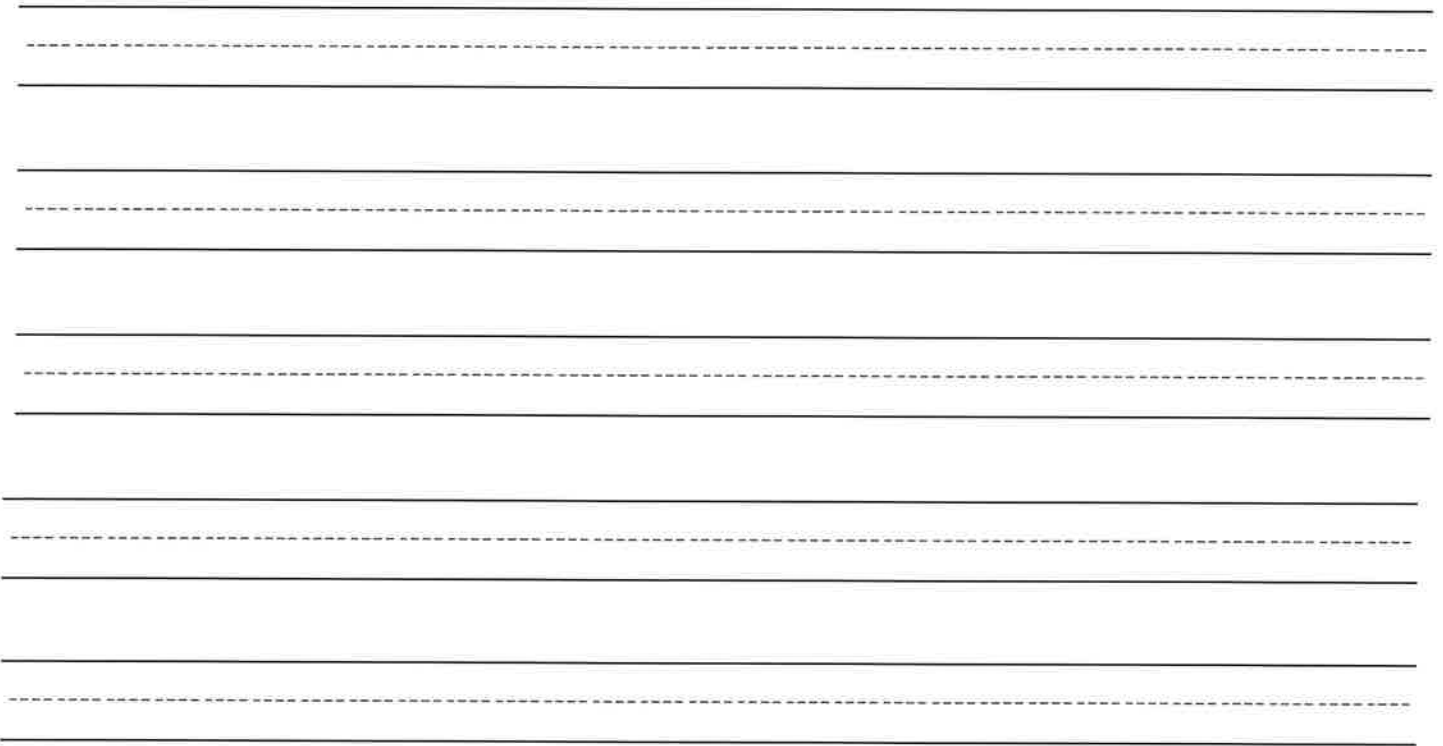
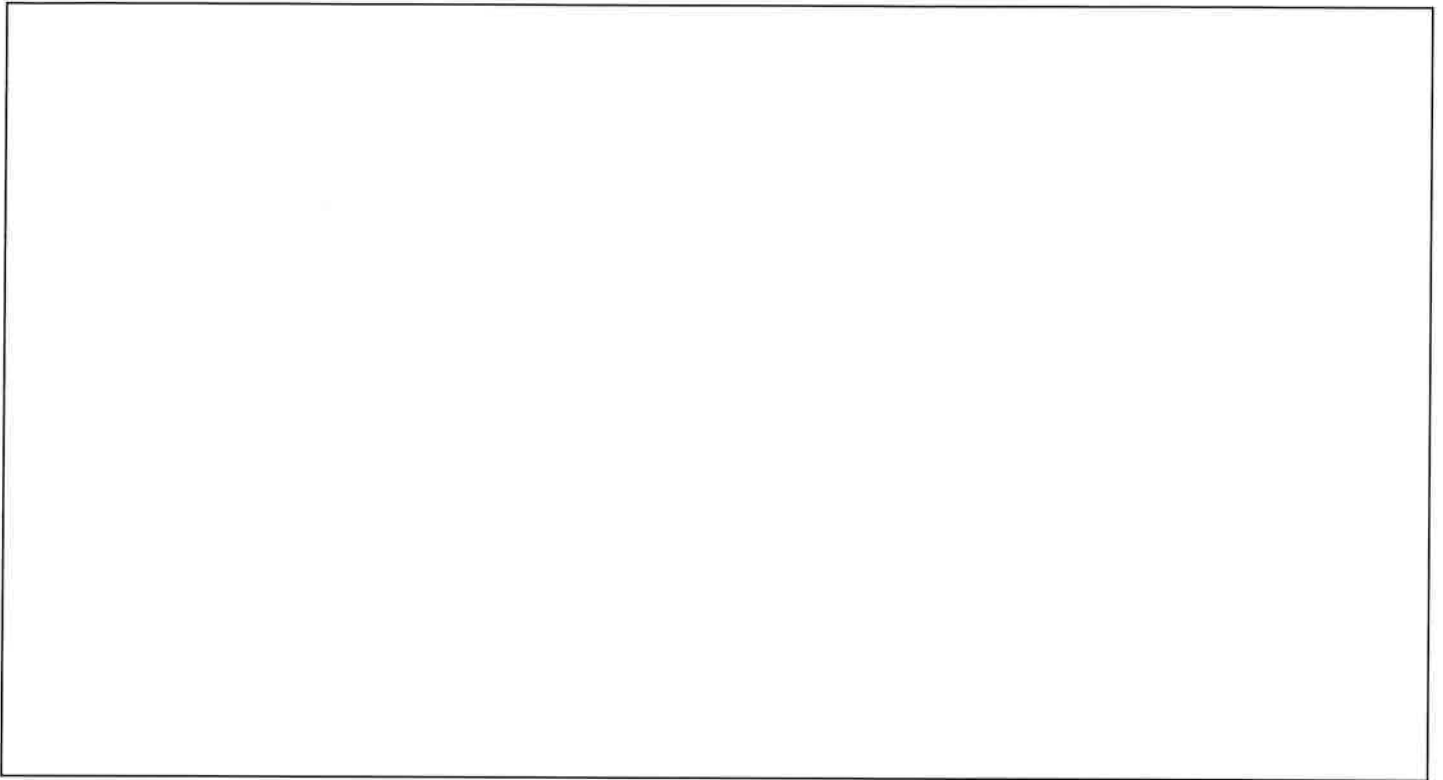


Handwriting practice lines consisting of six sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line.



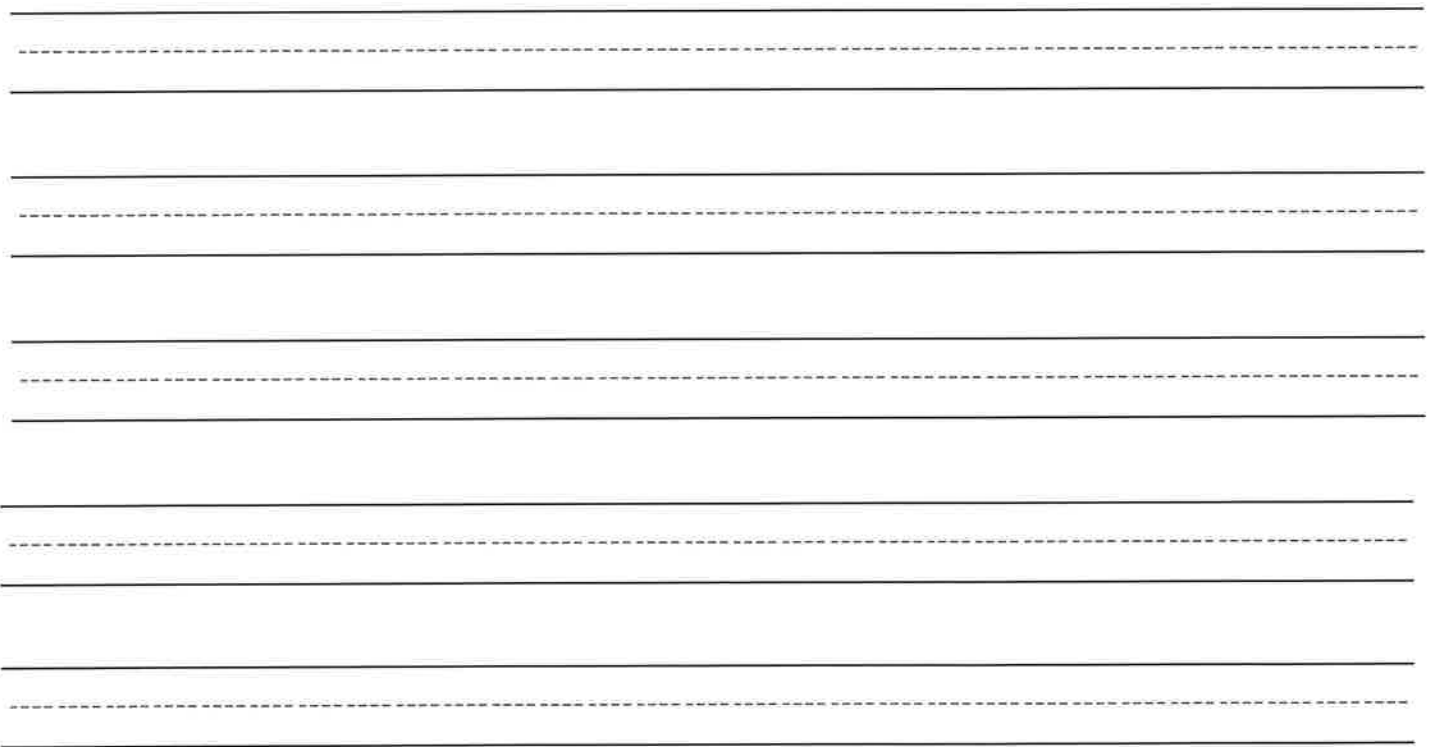
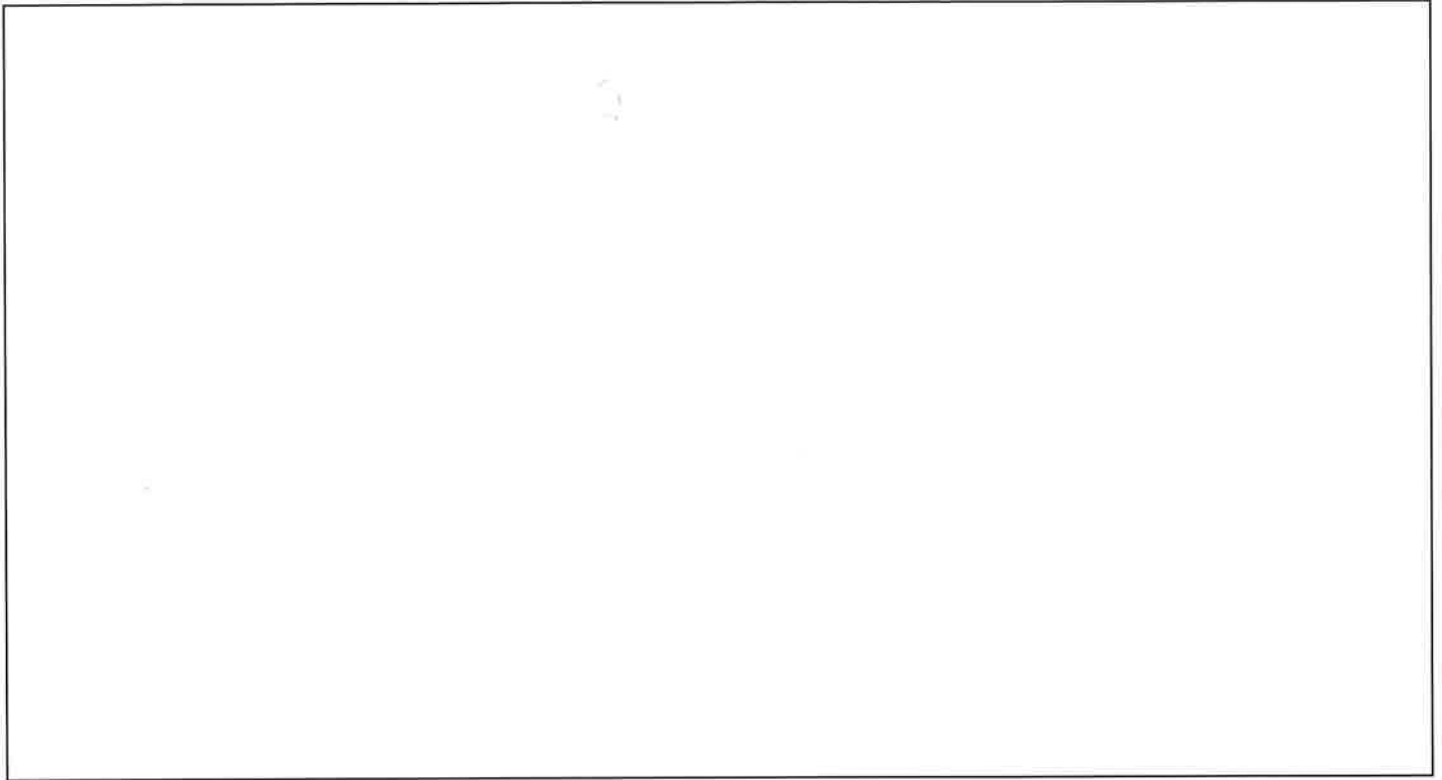
Week 2 Monday

Title:



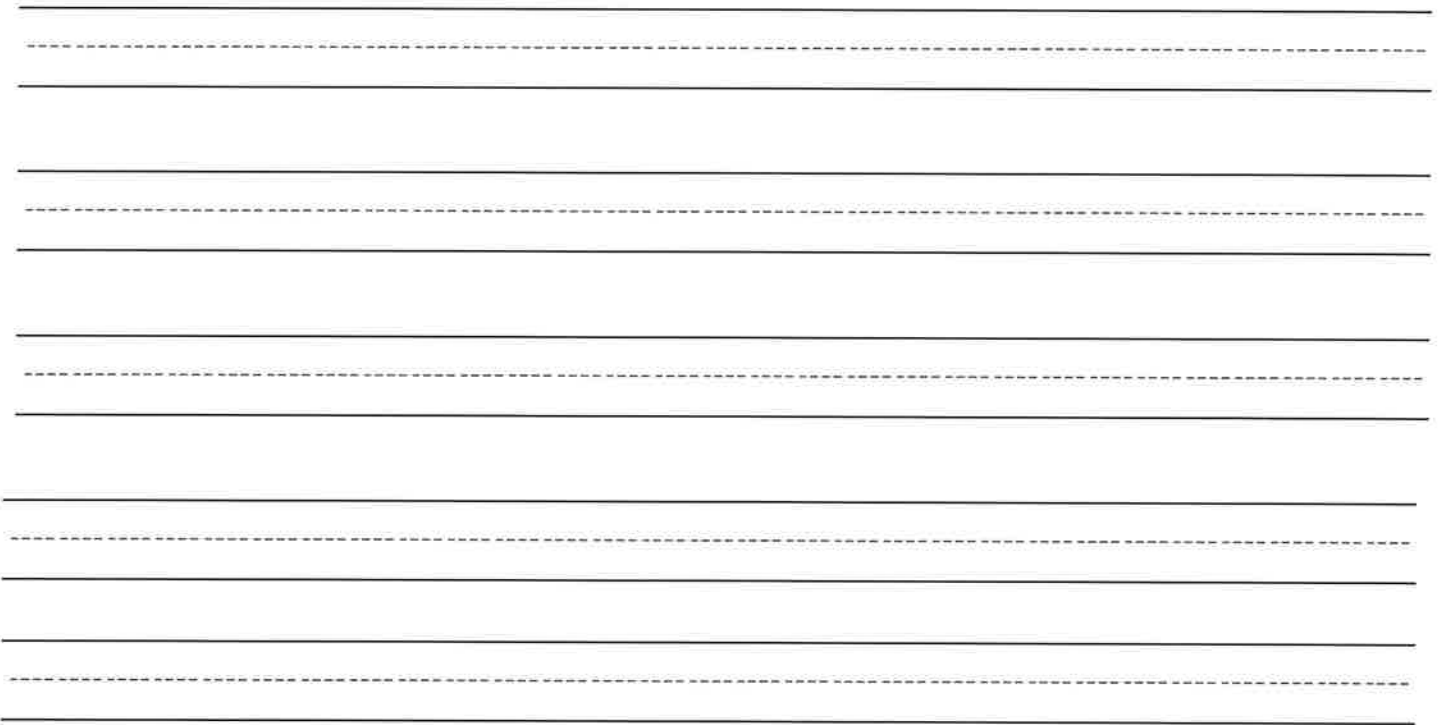
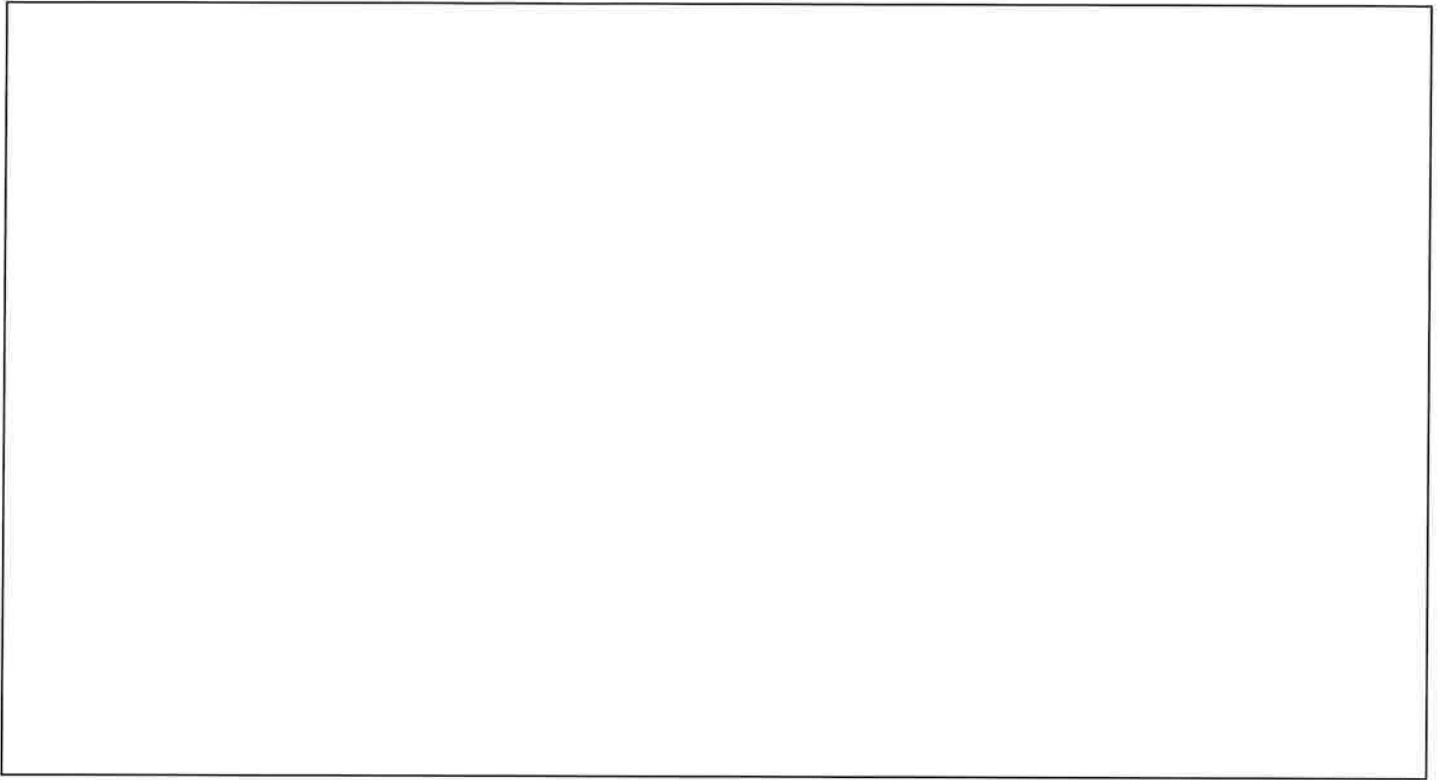
WEEK 2 TUESDAY

Book Title:



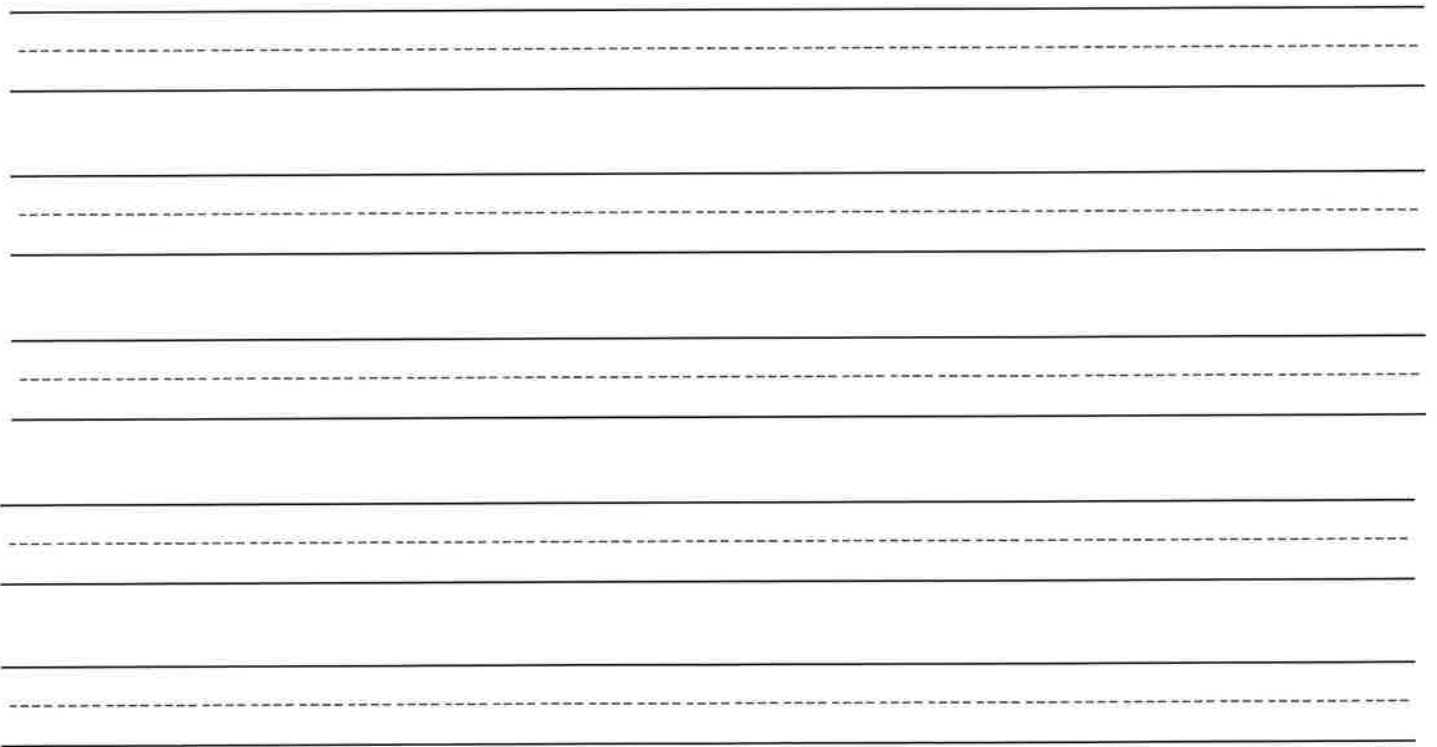
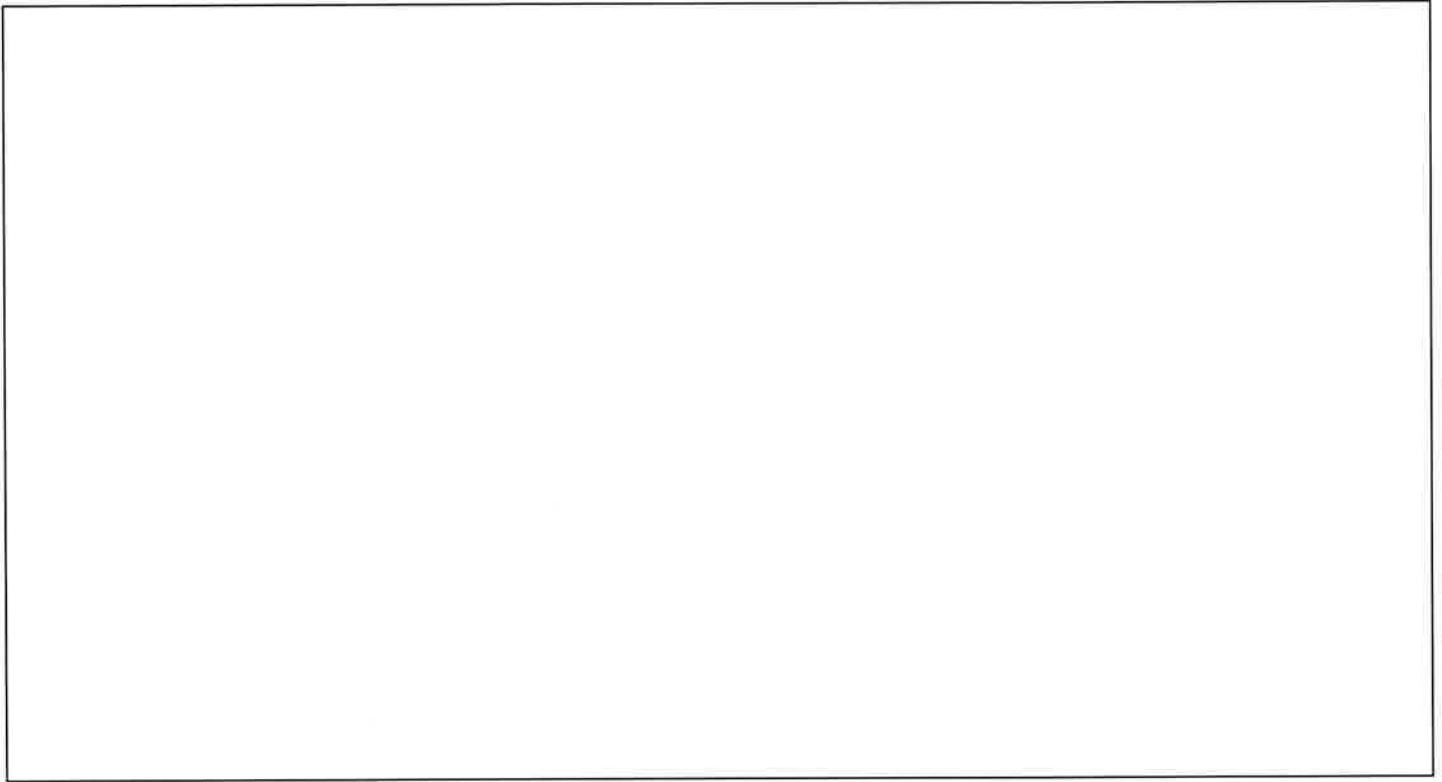
Week 2 Wednesday

Book Title:



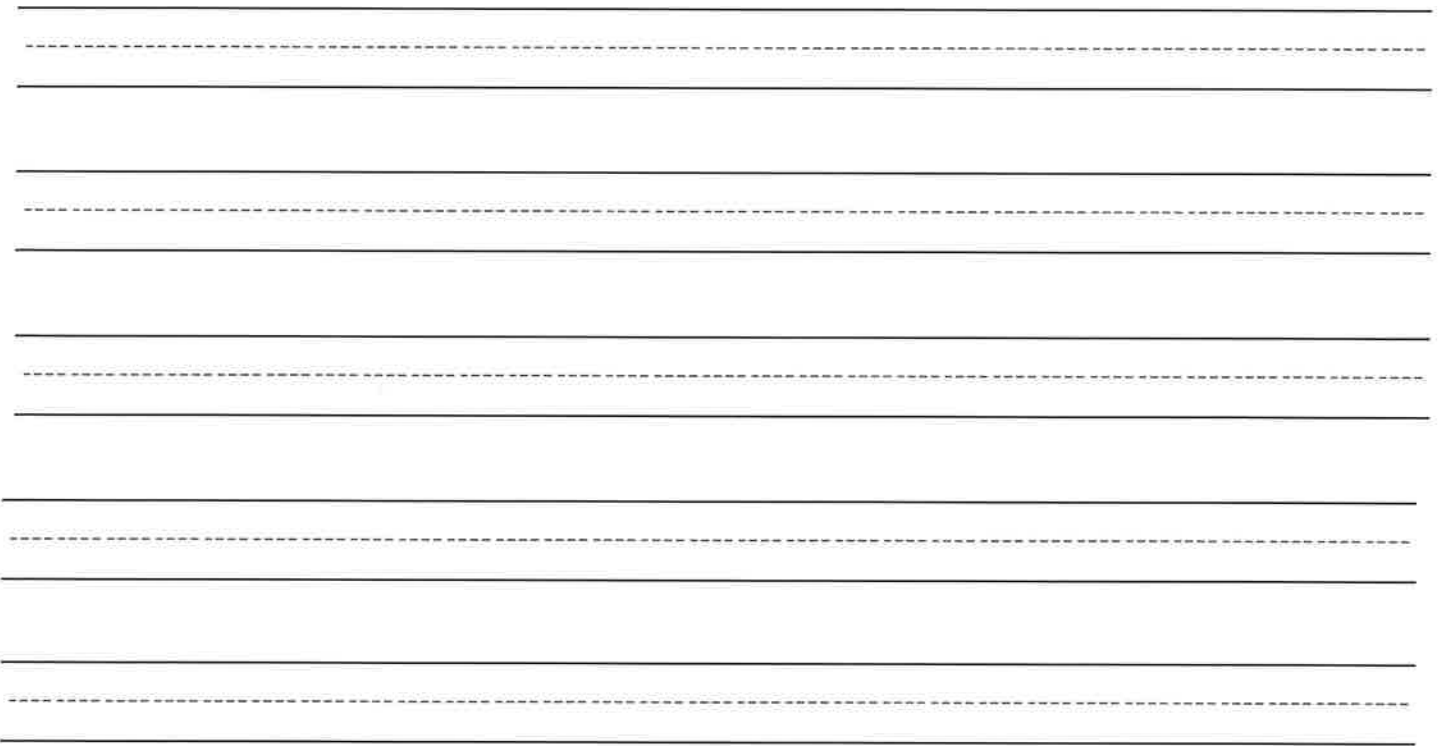
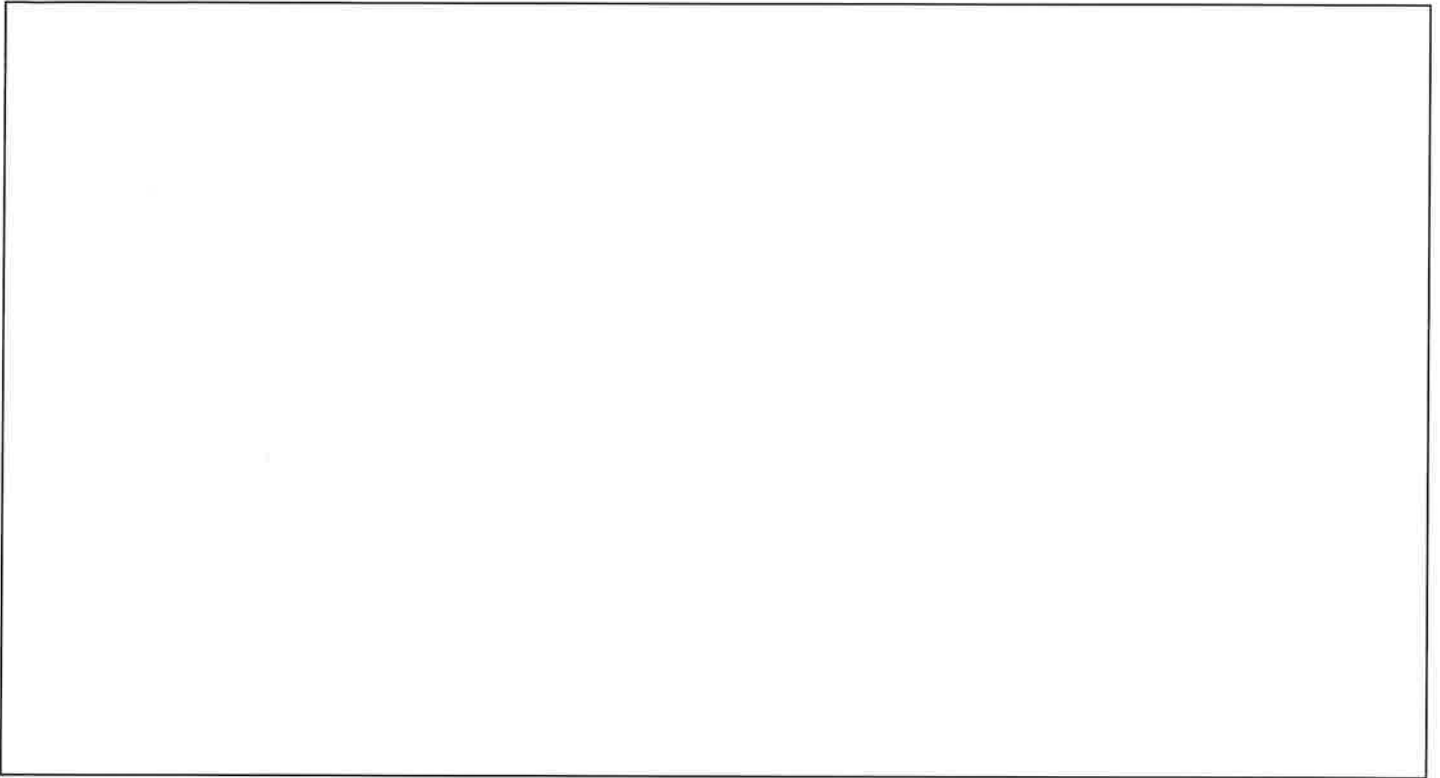
Week 2 Thursday

Book Title:



Week 2 Friday

Book Title:





# **Week 1**

# **Monday**

- Math worksheet pp. 5-7
- 2 reading comprehension passages and questions
  - 1 RACE writing worksheet
- 20 minutes of reading a night (for reading log)
  - 20-30 minutes on ELA iReady





## Multiplying with 2, 5, and 10

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

### Multiply.

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

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

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

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

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

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

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

## Multiplying with 0 and 1

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

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

$3 \times 1 = \square$

$0 \times 7 = \square$

$5 \times 1 = \square$

$1 \times 0 = \square$

$1 \times 7 = \square$

$4 \times \square = 0$

$4 \times \square = 4$

$9 \times \square = 0$

$\square \times 1 = 3$

$\square \times 9 = 9$

$\square \times 8 = 0$

$\square \times 6 = 0$

Write two factors to make each multiplication problem true.

$\square \times \square = 5$

$\square \times \square = 7$

$\square \times \square = 2$

$\square \times \square = 1$

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

$\square \times 0 = 0$

## Multiplying with 3

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

**Multiply.**

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

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

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

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

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

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

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



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

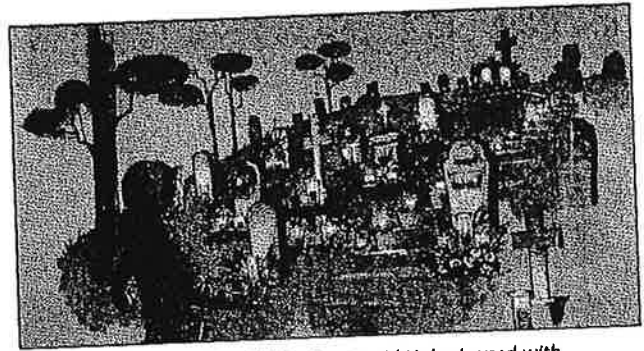
## All Saints' Day at Night

By Linda Rae Apolzon  
2010

*Linda Rae Apolzon is a children's author who has written for Highlights. In this short story, a boy celebrates All Saints' Day in Poland. All Saints' Day is a Roman Catholic holiday celebrated on November 1st. In Poland, it is traditional for people to leave candles at the graves of family members who have passed away. As you read, take notes on how Tomek feels about All Saints Day.*

- [1] The last place Tomek wanted to visit was a dark cemetery. Yet here he was, zipping up his coat, getting ready to go.

"But we already went today," Tomek said. Earlier, Tomek and his family had taken flowers and candles to his grandfather's grave for All Saints' Day. The cemetery had been filled with others doing the same thing. A priest<sup>1</sup> had said that all over Poland families were remembering those who had died.



*"It seemed to be getting lighter." by David Hohn is used with permission.*

"We go again after dinner," Mama said now.

"Is there a problem?" Tata asked. How could Tomek tell his father that he was afraid to go into the cemetery at night?

- [5] "I'm coming!" sang Babcia, his grandmother.

Mama whispered to Tomek, "You know this means a lot to Babcia."

Babcia entered the room and smiled at Tomek. "I want you to be warm," she said wrapping a red scarf around his neck. It smelled like her perfume. Babcia was always nice to him. Mama was right — Babcia would want him to be there.

"How about you walk with me, Tomek," said Aunt Dorota. She took his hand, and they went outside.

All the way to the cemetery, Tomek kept his eyes down. The light from houses helped them see their way. They'd be at the dark cemetery soon enough.

- [10] "Can you remember your grandfather?" asked Aunt Dorota.

"No," said Tomek without looking up. Aunt Dorota sighed. "He was so much fun!"

Tomek wanted to hear more. After all, he was named after his grandfather. "He was fun?"

1. a religious leader who can perform certain rituals



"He did magic tricks," said Aunt Dorota. "He would make a coin disappear and then find it in your pocket."

Tomek smiled. He watched his feet: left, right, left, right. Aunt Dorota chatted on about his grandfather. Then their path turned. They were at the cemetery. He just knew it.

[15] But it did not get dark! In fact, it seemed to be getting lighter.

Slowly, Tomek raised his eyes. Candles flickered<sup>2</sup> everywhere! The gravestones were covered with burning candles — candles in little jars or tall glasses, big pots of candles with several flames.

Together they filled the cemetery with brilliant<sup>3</sup> light.

Tomek blinked. As if in a dream, he followed his parents. Families nodded and greeted one another in hushed voices.

Tomek looked at this grandfather's grave, where Babcia was bowing her head in prayer. When she opened her eyes and saw Tomek, she smiled and beckoned<sup>4</sup> to him. "He was very proud that you had his name," she said.

[20] Tomek stood next to Babcia, and she hugged him. Then his smaller hand took her larger one, and they left the cemetery together.

When they arrived at the house, Tomek turned to look back at the cemetery. It glowed under the night sky.

"Isn't it beautiful?" said Babcia.

Tomek nodded. "I like All Saints' Day. Especially at night."

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2. **Flicker (verb):** to shine unsteadily
3. **Brilliant (adjective):** very bright
4. **Beckon (verb):** to signal for someone to come closer or to follow

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the theme of the short story?
  - A. You never truly recover after losing someone you love.
  - B. It's a family member's job to comfort you when you're scared.
  - C. Sometimes you have to do things you don't like for your family.
  - D. It brings families together to remember people they have lost.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "But we already went today," Tomek said. Earlier, Tomek and his family had taken flowers and candles to his grandfather's grave for All Saints' Day." (Paragraph 2)
  - B. "It smelled like her perfume. Babcia was always nice to him. Mama was right — Babcia would want him to be there." (Paragraph 7)
  - C. "Aunt Dorota chatted on about his grandfather. Then their path turned. They were at the cemetery. He just knew it." (Paragraph 14)
  - D. "Tomek stood next to Babcia, and she hugged him. Then his smaller hand took her larger one, and they left the cemetery together." (Paragraph 20)
  
3. Why does Tomek go to the cemetery?
  - A. He wants to honor his deceased grandfather.
  - B. He wants to be there for his grandmother.
  - C. He wants to conquer his fear of the cemetery.
  - D. He wants to learn more about All Saints' Day.
  
4. How does talking about his grandfather with his aunt affect Tomek?

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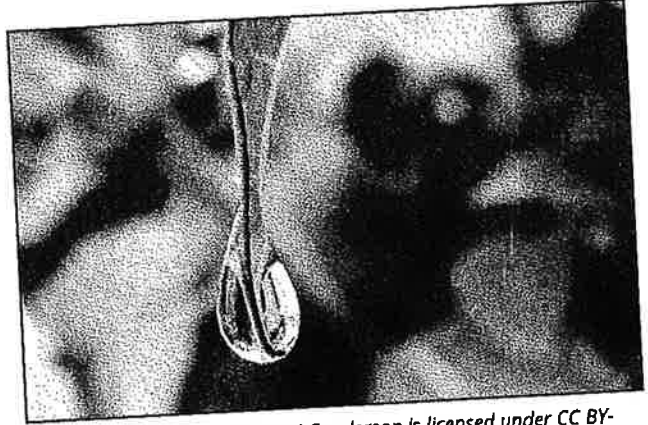
Class: \_\_\_\_\_

## Do What You Can

By Carolyn Sherwin Bailey  
1906

*Carolyn Sherwin Bailey (1875-1961) was a principal of an elementary school and wrote stories for her students. In this retelling of an old fable, one raindrop wishes to help a farmer water his crops. As you read, take notes on what happens after the raindrop decides to help the farmer.*

There was once a farmer who had a large field of corn. He harrowed[1] it and weeded it with the greatest care, for he wanted to sell the corn and buy good things for his family with the money. But after he had worked hard, he saw the corn wither[2] and droop, for no rain fell, and he began to fear that he was to have no crop.[3] He felt very sad, and every morning he went out to the field and looked at the thirsty stalks and wished for the rain to fall.



*"raindrop" by Virginia (Ginny) Sanderson is licensed under CC BY-NC-ND 2.0*

One day, as he stood looking up at the sky, two little raindrops saw him, and one said to the other: "Look at that farmer. I feel very sorry for him. He took such pains[4] with his field of corn, and now it is drying up. I wish I might help him."

"Yes," said the other, "but you are only a little raindrop. What can you do? You can't wet even one hill."

"Well," said the first, "I know, to be sure, I cannot do much; but perhaps I can cheer the farmer a little, and I am going to do my best. I'll go to the field to show my good will,[5] if I can't do anything more. Here I go!"

The first raindrop had no sooner started for the field than the second one said:

"Well, if you really insist[6] upon going, I think I will go, too. Here I come!" And down went the raindrops. One came — pat — on the farmer's nose, and one fell on a thirsty stalk of corn.

"Dear me," said the farmer, "what's that? A raindrop! Where did it come from? I do believe we shall have a shower."

By this time a great many raindrops had come together to see what all the commotion[7] was about. When they saw the two kind little drops going down to cheer the farmer, and water his corn, one said:

"If you two are going on such a good errand, I'll go, too!" And down he came. "And I!" said another. "And I!" And so said they all, until a whole shower came and the corn was watered. Then the corn grew and ripened[8] — all because one little raindrop tried to do what it could.

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main theme of the story?
  - A. One person can make a big difference by inspiring others.
  - B. It is better to be a leader than a follower.
  - C. Sometimes people just need kind words.
  - D. Nature is more connected than we realize.
  
2. PART B: Which detail from the story best supports the answer to Part A?
  - A. "but you are only a little raindrop. What can you do? You can't wet even one hill." (Paragraph 3)
  - B. "I'll go to the field to show my good will, if I can't do anything more." (Paragraph 4)
  - C. "'Dear me,' said the farmer, 'what's that? A raindrop! Where did it come from?'" (Paragraph 7)
  - D. "Then the corn grew and ripened-all because one little raindrop tried to do what it could." (Paragraph 9)
  
3. Why does the first raindrop decide to drop down to the field?
  - A. The raindrop wants to help in any way it can.
  - B. The raindrop believes it can water the field by itself.
  - C. The raindrop hopes other raindrops will join it.
  - D. The raindrop is curious to learn more about the farmer.
  
4. Why is it important to the story that the first raindrop decides to help the farmer?

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# **Week 1**

# **Tuesday**

- Math worksheet pp. 8-10
- 2 reading comprehension passages and questions
  - 1 RACE writing worksheet
- 20 minutes of reading a night (for reading log)
  - 20-30 minutes on ELA iReady



## Multiplying with 4

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

**Multiply.**

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

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

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

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

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

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





## Multiplying with 6

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

### Multiply.

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

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

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

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

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

18 Explain how problem 2 and problem 13 are related.

## Multiplying with 7

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Answers

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

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

Class: \_\_\_\_\_

## Earth Day Birthday

By Jody Jenson Shaffer  
2017

*Jody Jenson Shaffer is the author of over 27 books of fiction and nonfiction for children. In this short story, a girl celebrates her birthday on Earth Day. As you read, take notes on how April feels about celebrating Earth Day on her birthday.*

- [1] "I just want a normal birthday party," April told Bailey as they walked home from school.

Bailey knew what April meant. April's parents loved the environment. And because April happened to be born on Earth Day,<sup>1</sup> all her parties had an Earth Day theme. "Remember when you turned seven?" Bailey said.



*"The kids fanned out across the parking lot" by Roger Simó is used with permission.*

"How could I forget the Throw-Out Blowout?" said April.

"We helped out at your garage sale and donated the money to charity. And when you turned eight — "

- [5] "It was a Tree Spree," finished April. "We planted maples."

"Last year, we all collected newspapers to recycle," said Bailey.

"The Print Sprint." April groaned.

Bailey giggled. "I thought it was fun."

Later that night, as April loaded the dishwasher, she said, "I'd like to plan my own party this year."

- [10] "Sure," said Mom. "We could have a Compost<sup>2</sup> Carnival."

"Great idea!" said Dad.

April cleared her throat. "I'd like to go to Maze Craze instead."

"Really?" said Dad, surprised.

"I guess we could do that," said Mom.

1. Earth Day is celebrated on April 22 and is a day to show one's support for the protection of the environment.  
2. decaying plant material (such as leaves, grass, and vegetable peels) used to help live plants grow

- [15] April couldn't wait for her birthday! She and her friends would have so much fun. And they wouldn't have to think one bit about the earth.

At school the next day, April told her friends. "I'm having my birthday party at Maze Craze!"

"You are?" said Josie. "But we always do something earthy on your birthday."

"Remember that salamander we found two years ago?" said Tyler.

"Yeah," said April. "This year, we're not even going outside."

- [20] "Oh," Tyler said.

The following weekend, everyone gathered in the parking lot outside of Maze Craze. "Thanks for coming," said April. "I've been so excited about my party. No shovels. No collecting recyclables. Nothing earthy about it." She shifted her feet. "Then I got here this morning and saw this parking lot."

April's friends glanced around. Plastic bottles bounced across the cement. Newspapers and fast-food sacks clogged the storm drain. Shopping bags rustled in the trees.

"Even though I wanted a non-Earth Day birthday, I couldn't have fun knowing this mess was out here. Can we pick up the garbage in the parking lot first, then go through the maze?"

"Of course!" said her friends. April's parents grabbed some gloves and trash bags from the trunk of their car.

- [25] The kids fanned out<sup>3</sup> across the parking lot while their parents watched for traffic. Before long, they had filled three bags with bottles, cans, and paper to recycle.

April looked at the bags and smiled. It felt good to do something for the earth. And with everyone pitching in, it didn't take long.

"Happy Earth Day, everyone," said April. "Now I'm ready for Maze Craze."

"Happy birthday, April!" shouted her friends.

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence best describes the theme of the short story?
  - A. While it's not fun to take care of the Earth, it is necessary.
  - B. It feels good to do important things like take care of the earth.
  - C. Sharing your birthday with someone else can be difficult.
  - D. Earth Day is a holiday that people should celebrate every day.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "April's parents loved the environment. And because April happened to be born on Earth Day, all her parties had an Earth Day theme." (Paragraph 2)
  - B. "April couldn't wait for her birthday! She and her friends would have so much fun. And they wouldn't have to think one bit about the earth." (Paragraph 15)
  - C. "'Thanks for coming,' said April. 'I've been so excited about my party. No shovels. No collecting recyclables. Nothing earthy about it.'" (Paragraph 21)
  - D. "'Even though I wanted a non-Earth Day birthday, I couldn't have fun knowing this mess was out here.'" (Paragraph 23)
  
3. Which of the following best explains why April's earlier birthdays involved helping the environment?
  - A. April wanted her birthday parties to be more exciting than all of her friends' parties.
  - B. April's parents cared more about the environment than April having fun.
  - C. April's parents cared about the earth and wanted April to care about it as well.
  - D. April wanted to show her friends that taking care of the earth can be fun.
  
4. How do April's friends respond when she tells them they won't be doing something "earthy" for her birthday?
  - A. They are surprised that April isn't having a party with an Earth Day theme.
  - B. They are relieved that they won't have to go outside for April's birthday.
  - C. They are excited to go to the Maze Craze, rather than having to help the earth.
  - D. They are disappointed in April for not wanting to spend time helping the earth.

5. Why is it important to the story that April decides to clean up the parking lot before going to Maze Craze?

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

# Tsunami

By JonArno Lawson  
2008

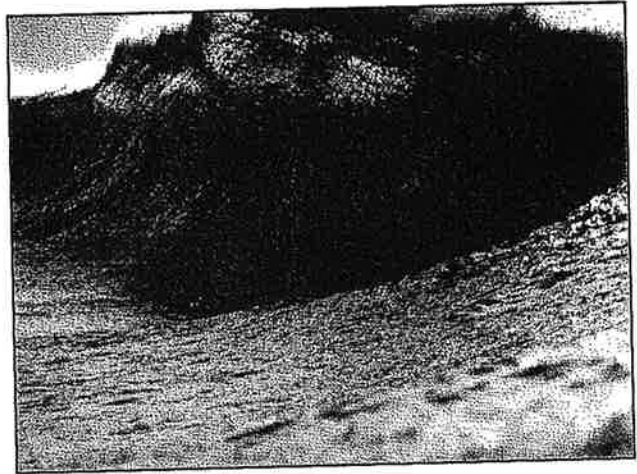
*JonArno Lawson is an author of books for both children and adults. In this poem, a speaker describes a tsunami wave. As you read, take notes on what words the speaker uses to describe the tsunami.*

[1] The wave travels silently,  
without companions,<sup>1</sup>  
gathering them into itself.

[5] Passing through  
everything  
like a ghost,

it rushes with something  
to tell the shore.  
But by the time it arrives

[10] it can only roar.



*"Untitled" by WikImage is licensed under CC0.*

*From Black Stars in a White Night Sky by JonArno Lawson. Copyright © 2008 by JonArno Lawson. Published by WordSong, an Imprint of Boyds Mills Press. Used by permission.*

1. **Companion (noun):** one who keeps company with another

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence best describes the theme of the poem?
  - A. Tsunamis are powerful and sometimes quiet.
  - B. Tsunamis are strong and happen again and again.
  - C. Tsunamis are an example of the beauty of nature.
  - D. Tsunamis are the single most powerful force of nature.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "without companions/ gathering them into itself" (Lines 2-3)
  - B. "Passing through / everything" (Lines 4-5)
  - C. "It rushes with something / to tell the shore." (Lines 7-8)
  - D. "But by the time it arrives" (Line 9)
  
3. How is the tsunami described in Lines 1-3 of the poem?
  - A. It shows that tsunamis are dangerous because they are quiet.
  - B. It describes the wave of a tsunami as alone on the water.
  - C. It describes a tsunami as larger than other waves.
  - D. It shows that tsunamis take a long time to gather strength.
  
4. What does it mean when the speaker compares the wave's movement to a ghost (Lines 4-6)?

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# **Week 1**

# **Wednesday**

- 2 Math worksheet pp. 11-13
- 2 reading comprehension passages and questions
  - 1 RACE writing worksheet
- 20 minutes of reading a night (for reading log)
  - 20-30 minutes on ELA iReady



## Multiplying with 8

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Answers

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

## Multiplying with 9

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Answers

63	45	18	81	90	36
72	54	27	36	72	63
90	0	18	9	27	45

## Using Order to Multiply

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

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

$5 \times 6 = \square$

$2 \times 6 = \square$

$4 \times 5 = \square$

$6 \times 5 = \square$

$6 \times 2 = \square$

$5 \times 4 = \square$

$3 \times 8 = \square$

$4 \times 7 = \square$

$5 \times 9 = \square$

$8 \times 3 = \square$

$7 \times 4 = \square$

$9 \times 5 = \square$

$9 \times 2 = \square$

$\square \times 5 = 15$

$7 \times 8 = \square$

$2 \times \square = 18$

$5 \times 3 = \square$

$\square \times 7 = 56$

$\square \times 10 = 70$

$\square \times 5 = 10$

$3 \times \square = 12$

$10 \times \square = 70$

$5 \times \square = 10$

$\square \times 3 = 12$

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

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





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

## Jasmine Girl

By Jey Manokaran  
2017

*Jey Manokaran has written for Highlights. In this short story, a girl works hard to make enough money to buy a doll. As you read, take notes on Shanti and Jodi's friendship.*

- [1] Shanti wanted the wooden doll in Ramu's toy shop. "The one with the red dress," she told her best friend, Jodi.

"How will you afford it?" Jodi asked.

Shanti smiled. "I asked my mom if I could make jasmine garlands<sup>1</sup> and sell them at my aunt's market stall. Want to do that, too?"

"Good idea!" said Jodi.



*"Here, keep this." by Hatem Aly is used with permission.*

- [5] Early the next morning, the girls met at the jasmine bushes outside of Shanti's house. Delicate white flowers surrounded them with fresh scent. They nipped<sup>2</sup> blossoms with their fingers and dropped them into a basket. Then the girls sat under a mango tree and knotted the flowers into garlands. Shanti could already see herself hugging that beautiful doll.

"If we sell enough garlands, we can each get a doll," said Shanti.

Jodi shook her head. "My family is low on money this week. I'll use my money to pay for Kiran's medicine." Kiran was Jodi's little brother.

"Is he sick?" Shanti asked.

"He is. But when he gets his medicine, he'll be fine." Jodi picked up her garlands. "My mother is expecting me. I'll meet you at the market."

- [10] Shanti spent the afternoon selling garlands at her aunt's market stall. But where was Jodi? By early evening, Shanti had sold all her flowers.

Shanti was on her way home when she saw Jodi heading to the market with her garlands. "Why are you so late?" Shanti asked.

"I had to watch Kiran while my mother ran an errand,"<sup>3</sup> Jodi said.

1. an arrangement of flowers and leaves, worn on the head or hung as a decoration
2. to remove something by pinching
3. **Errand (noun):** a short journey to complete a task or chore

"Why didn't you take him with you?" Shanti said.

Jodi shook her head. "He's too sick to go out. He coughs and coughs."

- [15] Shanti knew Jodi wouldn't make enough money for the medicine now. The market would be closing soon.

Shanti looked at the money pouch clutched<sup>4</sup> in her hand. It was *supposed* to be for the beautiful doll she'd been dreaming of for so long. Then she looked at her friend's tired face. "Here. Keep this for the medicine." Shanti put her money into Jodi's hands.

That night, Shanti cried, thinking about the doll. What if someone bought it before she'd saved up enough again?

The next week, while Shanti and Jodi gathered blossoms, Kiran came, too. The medicine had cured his cough, and he ran about laughing and throwing flowers into the air.

Jodi said, "Now you're Kiran's best friend. Your money made him well."

- [20] The three of them sold garlands at the market that afternoon. After Shanti helped her aunt pack up the stall, she ran to Ramu's shop. She burst in and spilled her money across the counter. "My doll!" she cried. "The one in the red dress!"

Ramu said, "I'm sorry, Shanti. Someone bought it."

Shanti gasped. She gathered up her money and ran out the door before Ramu could see her tears.

"What's wrong, sweetheart?" her mother asked when she ran inside.

"My doll is gone!" Shanti sobbed.

- [25] Her mother hugged her, then handed her a bumpy package wrapped in paper. "Jodi dropped this off for you."

On the front of the package was a note: *For our best friend, Shanti. From Jodi and Kiran.* With shaking hands, Shanti unwrapped it.

Her doll! Jodi had bought the doll for Shanti! The dress glowed a rich red, and the hair was braided with tiny white flowers.

Shanti hugged the doll. "I'll call her Jasmine," she said.

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the theme of the short story?
  - A. Toys are never as important as friends and family.
  - B. If someone gives you something, you must repay them.
  - C. People learn the value of money by earning it themselves.
  - D. When you are kind to others, they are often kind to you in return.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "Shanti could already see herself hugging that beautiful doll." (Paragraph 5)
  - B. "'I'll use my money to pay for Kiran's medicine.' Kiran was Jodi's little brother." (Paragraph 7)
  - C. "What if someone bought it before she'd saved up enough again?" (Paragraph 17)
  - D. "Her doll! Jodi had bought the doll for Shanti!" (Paragraph 27)
  
3. How do Jodi and Kiran respond to Shanti giving them her money?
  - A. They show how much they appreciate Shanti by buying her the doll.
  - B. They reveal how guilty they feel and give Shanti her money back.
  - C. They spend more time with Shanti and decide to be better friends to her.
  - D. They tell Shanti over and over again how much they value her friendship.
  
4. How does Shanti feel after she gives Jodi her money? Why? Give evidence from the text to support your response.

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

## Kissy Face

By Nancy Jean Northcutt  
2008

*Nancy Jean Northcutt has written for Highlights. In this short story, a boy doesn't want to receive kisses from his grandmas and aunts. As you read, take notes on how James feels about his new sibling.*

- [1] James did not like to be kissed. But people loved to kiss James!

Both of his grandmothers and all of his aunts would tweak<sup>1</sup> his cheek or forehead and say "You are just the cutest thing." Then they would kiss him on his cheek or forehead. James could not get away fast enough.



*"Kissy Face" by Jenny Mattheson is used with permission.*

James's best friend, Ben, lived next door. Ben would always tease James. "Kissy Face! Kissy Face!" he'd say.

James didn't know what to do. He tried hiding when family came to visit. But his father always called him in to say hello.

- [5] He tried wearing an old Halloween mask, but his mother made him take it off so his grandmothers and aunts could see his "cute little face."

James even tried eating a peanut butter-and-jelly sandwich when he knew they were coming. He thought that if his face and hands were sticky, no one would want to kiss him.

But the grandmothers and aunts just found napkins and wiped off the stickiness. They kissed his forehead and tweaked his cheek even harder.

One day, James's mother told him she had a wonderful surprise. There was going to be a new baby in the family. James was going to be a big brother. James listened but didn't say anything. He wasn't sure if a baby was a wonderful surprise or not.

James told Ben about the new baby.

- [10] "Will it be fun?" asked Ben, who was not a big brother.

"I don't know," said James. He thought he would wait and see the baby before deciding whether it was fun.

1. **Tweak (verb):** to pinch or pull something

On the day James's parents brought the new baby home, there were balloons and streamers everywhere. But the party wasn't for James. There were lots of wrapped presents. But they were all for the new baby, not for James.

His mother put the baby in a rocking basket. James looked in. The baby was asleep. Its face was red and wrinkly. James thought it smelled funny. So far, the baby did not seem to be a wonderful surprise.

Soon the whole family arrived. James cringed.<sup>2</sup>

[15] Now, on top of everything else, he was going to get kissed and tweaked.

But the grandmothers and aunts barely looked at James. They all went straight to the new baby and said, "Oh, you are just the cutest thing!" They leaned over the baby's basket and kissed its little face.

Then one of the aunts came over to James. "Looks like you're a big brother now," she said. Instead of kissing his cheek, she just patted his shoulder and smiled.

James smiled, too. Maybe his days of being Kissy Face were over. It turned out that having a new baby in the family was a wonderful surprise after all.

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2. **Cringe (verb):** to shrink or bend in fear

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the theme of the short story?
  - A. Having a new baby can make older siblings feel ignored.
  - B. It's difficult to allow someone else to be babied by the rest of the family.
  - C. Having a younger sibling can help adults realize that you're growing up.
  - D. No matter how old you get, your family will always treat you like a baby.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "James's best friend, Ben, lived next door. Ben would always tease James. 'Kissy Face! Kissy Face!' he'd say." (Paragraph 2)
  - B. "He tried wearing an old Halloween mask, but his mother made him take it off so his grandmothers and aunts could see his 'cute little face.'" (Paragraph 5)
  - C. "On the day James's parents brought the new baby home, there were balloons and streamers everywhere. But the party wasn't for James." (Paragraph 12)
  - D. "'Looks like you're a big brother now,' she said. Instead of kissing his cheek, she just patted his shoulder and smiled." (Paragraph 17)
  
3. Which of the following describes why the aunts and grandmas kiss James and tweak his cheeks?
  - A. He is a cute kid and the youngest in the family.
  - B. He pretends to like being kissed and pinched.
  - C. They know it bothers him to be treated like a baby.
  - D. They think it is funny to kiss and pinch him.
  
4. How do paragraphs 4-6 contribute to the story?
  - A. James doesn't like his grandmas and aunts very much.
  - B. James is good at avoiding kisses and cheek tweaks.
  - C. James can't escape kisses and cheek tweaks from his family.
  - D. James doesn't mind the kisses and cheek tweaks from his family.
  
5. Why is it important to the story that James has a new baby sibling?

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# **Week 1**

# **Thursday**

- Math worksheet pp. 14-16
- 2 reading comprehension passages and questions
  - 1 RACE writing worksheet
- 20 minutes of reading a night (for reading log)
  - 20-30 minutes on ELA iReady



## Using Grouping to Multiply

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

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

**1**  $6 \times 3 \times 2$

$$6 \times (3 \times 2)$$

$$6 \times 6 = 36$$

Sample Student Work:

$$3 \times 2 = 6; 6 \times 6 = 36$$

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

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

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

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

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

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

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

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

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

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

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

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

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



## Using Order and Grouping to Multiply

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Understanding of Division Models

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

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

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

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

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

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

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

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

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

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

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

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

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

Class: \_\_\_\_\_

## Learning about the Solar System

By Barbara Radner  
2005

*Earth is a part of a solar system that includes seven other planets and their moons, all of which orbit around the sun. In this informational text, Barbara Radner provides additional information about what scientists have learned about our solar system. As you read, take notes on the different planets and stars that the author discusses.*

- [1] When scientists looked at the stars long ago, they saw patterns. They did not understand everything about what they saw. So they kept looking to learn more. That is what scientists do. They ask questions and look for information to answer their questions. They are like explorers. They do not travel far the way explorers do. But they do make a kind of journey. They want to learn more. They go from what they know to what they discover.



*"New Mysteries Surround New Horizons' Next Flyby Target" by NASA is licensed under CC BY-NC 2.0.*

Scientists have learned about our planet. It is very big. It is very diverse.<sup>1</sup> There are places that are hot. There are places that are freezing. There are mountains and plains.<sup>2</sup> There are hills and valleys. There are deep oceans. There are great rivers and waterfalls. There are rainforests. There are deserts. Those are all parts of our planet. There is much more to learn about what is here on Earth. A scientist dedicates<sup>3</sup> much time to learning. The scientist works hard. The scientist helps us all find out more about our world.

Our planet is in a galaxy<sup>4</sup> called the Milky Way. The sun is a big star in our part of this giant galaxy. Our galaxy holds millions of other stars. The sun is very important to our planet. The sun gives us light during the day. It gives us heat, too. Two other planets are closer to the sun than Earth: Mercury and Venus.

Scientists figured out how the Earth changes. Earth orbits the sun once each year. It travels once around the sun every 365 days. The other seven planets in our solar system also orbit around the sun. All travel in a pattern called an ellipse, which is a kind of oval. So at times Earth is farther from the sun. Scientists figured out that made it cooler on Earth then. But they also figured out that it is the tilt of the Earth's axis,<sup>5</sup> however, that has the greatest effect on temperatures.

1. **Diverse (adjective):** very different
2. a large area of flat land with few trees
3. **Dedicate (verb):** to set aside time to do something
4. a system of millions or billions of stars held together by gravity
5. the invisible line that goes through the north and south poles, on which Earth spins

- [5] Scientists are still learning about our galaxy. There is much to discover. Today astronauts travel into space. They are explorers. It is dangerous to travel in space, but they are dauntless.<sup>6</sup> They bravely travel thousands of miles to learn.

*"Learning about the Solar System" by Barbara Radner. Copyright © 2005 by Barbara Radner. Reprinted with permission, all rights reserved.*

6. **Dauntless** (*adjective*): refusing to give into fear or to give up



## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main idea of the text?
  - A. Scientists and astronauts have given up on fully understanding our galaxy.
  - B. Astronauts provide us with more information about space than scientists.
  - C. Scientists spend their time learning about our planet and solar system.
  - D. Scientists learn about our planet so we can save it from pollution.
  
2. PART B: Which detail from the article best supports the answer to Part A?
  - A. "The scientist works hard. The scientist helps us all find out more about our world." (Paragraph 2)
  - B. "Our planet is in a galaxy called the Milky Way. The sun is a big star in our part of this giant galaxy." (Paragraph 3)
  - C. "Earth orbits the sun once each year. It travels once around the sun every 365 days." (Paragraph 4)
  - D. "Today astronauts travel into space. They are explorers. It is dangerous to travel in space, but they are dauntless." (Paragraph 5)
  
3. Which of the following best describes how the text is organized?
  - A. The author describes what scientists do and then what they have learned about our planet and solar system.
  - B. The author discusses our solar system and then compares it to other solar systems in our galaxy.
  - C. The author describes what scientists know about our solar system today and then what they hope to discover in the future.
  - D. The author discusses the jobs of scientists and then advises readers on how they can become a scientist.

4. How does the sun affect the earth and the other planets in our solar system?

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

## Seeking a Hidden Hive

By Jocelyn Rish  
2011

*Jocelyn Rish is a writer and filmmaker. In this short story, a boy and his grandfather search for a beehive to collect the honey from inside. As you read, take notes on how Guyo feels about his size.*

Guyo kicked the ground, stirring up a cloud of red dust.

"What's wrong, Guyo?"

Guyo looked up to see his grandfather.

"Father won't let me herd[1] the cattle. He says I'm too little," said Guyo.

"Your father has a lot on his mind. Times are tough," said Grandfather.

"That's why I want to help! But every time I try, people say I'm too small."

"You can help your mother by getting honey."

Guyo jangled the few coins in his pocket. "But I don't have enough money."

His grandfather smiled. "We'll gather honey the way Borana tribe[2] has gathered honey for years." He opened his hand. It held a snail shell with a hole cut in it.

"What's that, Grandfather?"

"It's a *fuulido*. When we use it, a honey guide will come and lead us to a hidden beehive." He handed Guyo the shell. "Call one."

Guyo blew through the hole, creating a high-pitched whistle. When nothing happened, he whistled again. Before long, a gray-brown bird fluttered to a nearby branch. She called *tirr tirr* many times, then turned and flashed the white patches on her tail feathers. Once she had the attention of Grandfather and Guyo, she flew off toward the west.

Guyo was eager to follow. His grandfather picked up a tin pail and said, "Let's go."

They hurried through the dry brush,[3] always keeping the honey guide in view. But when they came to a high ledge, they paused so Grandfather could help Guyo scramble over it. They lost sight of the bird. "I'm sorry, Grandfather," Guyo said.



*"The honey guide will make sure we go the right way." by Erin Bennett Banks is used with permission.*

"Don't worry. She'll be back."

Soon Guyo heard the trilling call again. The honey guide landed on a limb, waving her tail feathers.

Grandfather said, "She will make sure we go the right way. This has been the custom between our tribe and the honey guides for hundreds of years."

The bird flew into the air.

"Why do they help us?" Guyo asked.

"The honey guides are experts at finding hives. But because they're small, bee stings would kill them. They need our help to get what's inside the hive."

Guyo and his grandfather followed the bird for half an hour. Each time the bird returned, she perched closer to the ground. Grandfather said, "That means we're getting closer."

Finally the honey guide's call changed. She swooped toward a crack in a cliff wall. "We're here," said Grandfather.

Guyo's heart beat faster as they approached the crack. An army of angry bees guarded the entrance. The buzzing tickled his ears.

Grandfather gathered small sticks and started rubbing them together. "Help me build a fire in front of the crack. The smoke will calm the bees."

Guyo was afraid he might get stung. But he had to prove he was big enough to help. He kept an eye on the bees as Grandfather blew on the smoky bundle of sticks. When the smoke drifted over the bees, the buzzing got quiet.

Grandfather tried to push his hand into the crack, but it wouldn't fit. He said to Guyo, "You should be able to reach the honeycomb."<sup>[4]</sup>

Guyo trembled. He couldn't reach into that dark hole! What if the bees stung him? He looked at his grandfather. He couldn't disappoint him.

Guyo took a deep breath and stretched out his arm. Then he jerked back in fear. *I can do this, I can do this*, he repeated to himself. He closed his eyes and thrust his fingers into the crack. No stings! The smoke worked.

Reaching as far as he could, he tugged out chunk after chunk of honeycomb dripping with sticky amber<sup>[5]</sup> honey.

Grandfather said, "That's plenty. We need to leave enough for the bees."

They backed away from the hive just as the bees started to buzz again.

Grandfather put most of the honeycomb inside his tin pail. He handed Guyo a piece. "Give this to the honey guide, with the thanks of the Borana tribe."

Guyo placed the honeycomb at the base of the tree where the honey guide perched. "Thank you for sharing this treasure with us."

The honey guide trilled and dropped to the ground to eat her reward. As they started walking home, Grandfather placed a hand on Guyo's shoulder. "You were able to reach so much honey that we'll be able to sell the extra in the village. That will be a big help to our family."

Guyo smiled. "I guess being little is sometimes a good thing."

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. Why is it important to the story that Guyo's father won't let him herd cattle to help his family?
  - A. It explains why collecting the honey at the end of the story made Guyo happy.
  - B. It helps the reader understand why Guyo's family was going through a tough time.
  - C. It shows why Guyo is so frustrated and upset with his father.
  - D. It tells why Guyo doesn't want to help his father or the rest of his family.
  
2. PART A: Which sentence describes the main theme of the short story?
  - A. Strength is more important than bravery.
  - B. Honey is one of nature's greatest gifts to mankind.
  - C. All animals are naturally helpful to humans.
  - D. The things that we think are weaknesses can be strengths.
  
3. PART B: Which detail from the text best supports the answer to Part A?
  - A. "She will make sure we go the right way. This has been the custom between our tribe and the honey guides for hundreds of years." (Paragraph 17)
  - B. "Guyo was afraid he might get stung. But he had to prove he was big enough to help. He kept an eye on the bees as Grandfather blew on the smoky bundle of sticks." (Paragraph 25)
  - C. "Grandfather tried to push his hand into the crack, but it wouldn't fit. He said to Guyo, "You should be able to reach the honeycomb." (Paragraph 26)
  - D. "He handed Guyo a piece. 'Give this to the honey guide, with the thanks of the Borana tribe.'" (Paragraph 32)
  
4. What motivates Guyo to stick his hand in the crack for the honeycomb?
  - A. Guyo's grandfather promises that he will not be hurt.
  - B. Guyo wants to prove to his grandfather that he is helpful.
  - C. Guyo knows that the smoke has frightened the bees buzzing and he won't be stung.
  - D. Guyo fears his grandfather will be upset with him if he doesn't.

5. What happens to make Guyo change how he feels about his small size?

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# **Week 1**

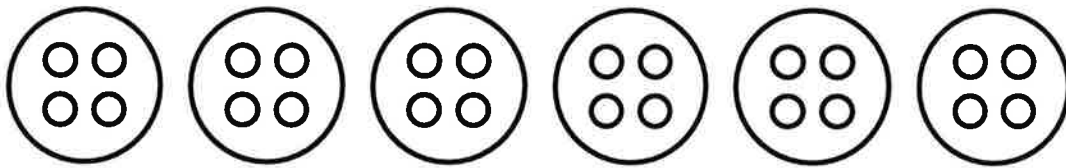
# **Friday**

- Math worksheet pp. 17-19
- 2 reading comprehension passages and questions
  - 1 RACE writing worksheet
- 20 minutes of reading a night (for reading log)
  - 20-30 minutes on ELA iReady



# Understanding of How Multiplication and Division Are Connected

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



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

Write an equation that shows the number of bags.

\_\_\_\_\_

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

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

\_\_\_\_\_

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

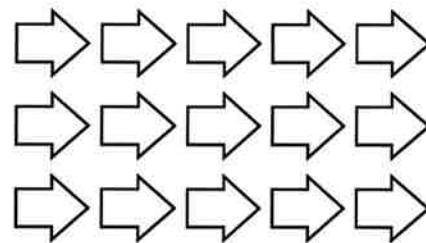
Write two different equations that show the total number of marbles.

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_



Find the value of ? to complete each fact.

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

$48 \div 6 = ?$

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

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

$45 \div ? = 5$

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

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

$? \times 9 = 63$

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

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

$8 \times ? = 32$

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

## Working with Division Facts

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Answers:**

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

## Using a Multiplication Table

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

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

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

$5 \times 7 = \square$

$32 \div 8 = \square$

$4 \times 7 = \square$

$27 \div \square = 9$

$\square \div 5 = 7$

$8 \times \square = 32$

$\square \div 4 = 7$

$9 \times \square = 27$

$4 \times 4 = \square$

$9 \times 6 = \square$

$6 \times 6 = \square$

$81 \div \square = 9$

$\square \div 4 = 4$

$54 \div \square = 6$

$63 \div \square = 9$

$40 \div 8 = \square$

$\square \div 8 = 6$

$56 \div \square = 8$

$45 \div 5 = \square$

$\square \div 7 = 7$

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



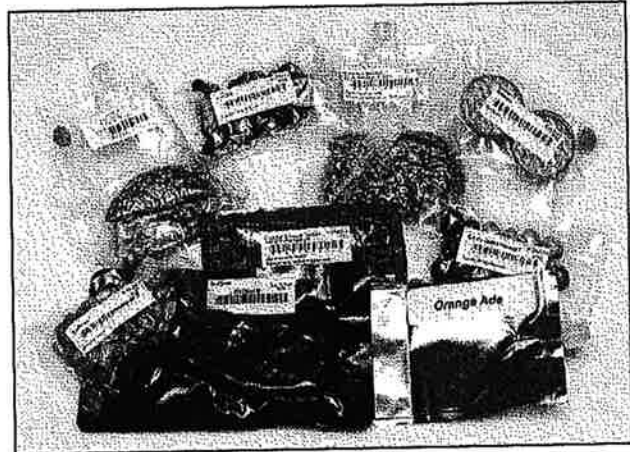
Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Space Food

By Barbara Radner  
2005

*Life in space is very different from life on Earth. When people living in space need to eat, it's a different experience than when you eat. In this informational text, Barbara Radner describes how astronauts take food into space. As you read, take notes on what kinds of foods astronauts eat in space.*

- [1] You really know how important a clean kitchen is if you live in the same small place for weeks. Everyone needs to have a clean kitchen so they are healthy. A dirty kitchen can make people sick. Astronauts are people who travel on spaceships. They need to have a very clean home. They travel far from Earth. We need clean kitchens everywhere on earth and in space.



*"ISS Space Foods Assortment" by NASA is in the public domain.*

Astronauts have to solve two problems: how to get food and how to keep their spaceship clean. They need to solve them in order to stay alive. They are in a spaceship far from Earth, and they need to take care of everything themselves. They need to be sure they have what they need to live there, because the astronauts may be in space for weeks.

Here is how they solved the food problem. At first, the astronauts took tubes of food with them into space. They would squeeze a tube and eat semi-liquid food. It did not taste great, but since they did not need to take dishes or silverware with them, they had no dishes to wash.

Today's spaceships have a bigger menu. Astronauts can eat from bowls. In fact, they take cereal and other standard<sup>1</sup> foods with them. The foods are packaged in special containers to keep them fresh. They use knives, forks, and spoons. One unusual item on their table is a pair of scissors. They use the scissors to open the food packages. They can eat right from the package.

- [5] They have a kitchen on the spaceship. Its oven can heat food to 170 degrees. The kitchen has water and sets of meals that come on trays. The astronauts choose their menu before they go into space. They take a lot of food with them.

The astronauts keep bread and fresh fruits and vegetables in a special food locker. Most flights take tortillas. They package the tortillas in an oxygen-free wrap so they stay safe.

How do they keep the kitchen clean? They do not have to worry about mice or other rodents.<sup>2</sup> They make sure that there are no rodents before the ship leaves. But sometimes mice travel on the ship. Those mice are part of experiments. They live in cages.

1. **Standard (adjective):** very familiar and widely used
2. small mammals

How do astronauts keep their trays clean? That is another health problem the astronauts solve. They need to stay healthy in space. To carry a lot of water to wash trays would be a lot of extra weight. They pack wet wipes in plastic bags. They use them to clean trays. So, their kitchen is clean and they stay healthy.

*"Space Food" by Barbara Radner. Copyright © 2005 by Barbara Radner. Reprinted with permission, all rights reserved.*



## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main idea of the article?
  - A. Astronauts must take special steps to eat in space and keep their kitchen clean.
  - B. When astronauts are in space, they don't worry about eating right or cleaning.
  - C. Eating and cleaning the kitchen in space is no different than doing so on Earth.
  - D. Astronauts are more active in space and therefore have to eat more food.
  
2. PART B: Which paragraph from the text best supports the answer to Part A?
  - A. Paragraph 1
  - B. Paragraph 2
  - C. Paragraph 3
  - D. Paragraph 5
  
3. Which of the following describes how the text is organized?
  - A. The author discusses how astronauts keep their kitchens clean and then how they get food in space.
  - B. The author describes what astronauts do for food today and what they plan to do for food in the future.
  - C. The author discusses how astronauts keep their kitchens clean in space and then what happens if they don't.
  - D. The author describes two problems that astronauts have in space and then goes into detail about how they solve them.
  
4. Which of the following must happen before astronauts can eat food in space?
  - A. The food must be packed up and brought with them.
  - B. The food must be looked over for mold or bugs.
  - C. The food must be turned into a semi-liquid form.
  - D. The food must be put into small and easy-to-use tubes.
  
5. How is keeping the kitchen clean related to health in the text?

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

## The Champion of Quiet

By Tracy Stewart  
2015

*Tracy Stewart has written for Highlights. In this short story, a quiet girl volunteers to be a team captain in gym class. As you read, identify who Maggie chooses as teammates and the different reasons for choosing them.*

[1] It was a Tuesday, and Maggie hated Tuesdays.

Tuesdays meant one thing: gym class.

Gym class meant one thing: picking teams.

Picking teams meant one thing: Maggie would be picked last.

[5] As always.

Maggie was a new student that year in a class of champions. To help herself remember the other kids, she'd come up with a special title for each one.

There was Kevin, Champion of the Clean Desk; and Linnie, Champion of Knowing the Answer First; and Caroline, Champion of Tardy.<sup>1</sup> And so on.

She'd had to think long and hard to figure out her own special title. After five whole weeks of school, Maggie had decided.

She was the Champion of Quiet.

[10] The Champion of Quiet sat on the gym floor, sandwiched between the Champion of Daydreaming and the Champion of Goofy Jokes. Maggie felt blue. She knew what was coming. She considered changing her title to Champion of Last Pick.

Mr. Murphy, the gym teacher, asked for volunteers to pick the basketball teams.

The usual hands shot into the air.

Maggie sighed and glanced to her right. She caught the eye of Jasmine, Champion of Cursive J's. Maggie thought she might like to be Jasmine's friend but never felt brave enough to talk to her.



*"I pick Jasmine" by Paula Becker is used with permission.*

Looking at Jasmine, Maggie realized that Jasmine seemed a little blue, too. Maggie thought, I'm not the only one picked last. Sometimes Jasmine is picked last, too.

[15] With that, the Champion of Quiet had an idea.

Mr. Murphy asked, "Anyone else want to volunteer today?"

Maggie felt her hand slowly rise. She looked again at Jasmine and took a big breath.

Maybe it was time for the Champion of Quiet to use her voice.

"Maggie?" Mr. Murphy smiled. "You want a turn?"

[20] Do I? Maggie wondered. "Yes," she said.

The class murmured. Maggie leading a team?

"Yes," she answered again, louder this time. Her voice shook just a little.

"What's stopping you, then?" Mr. Murphy waved Maggie to the front of the gym, where the other three captains — Champion of Jumping Rope on One Foot, Champion of Never Misses a Shot, and Champion of Doesn't Know How to Lose — stood, ready to choose their teams.

"Maggie, you get first pick," said Mr. Murphy.

[25] "Jasmine," announced the Champion of Quiet.

The class snickered.<sup>2</sup> Was this a joke? More than once, Jasmine had tried to score on the wrong basket.

Maggie smiled and repeated, "Jasmine."

Eyes wide, Jasmine took her place beside Maggie.

The other three captains called out familiar names — the best players on the basketball court.

[30] It was Maggie's turn again. "I choose Jamie."

Jamie, Champion of the Untied Shoelace. Jamie could not dribble, throw, or catch. He knew what it felt like to be the last pick.

But not today.

Jamie jogged to stand next to Jasmine. He tripped only once. The class sat in shock.

So it went. The names flowed from Maggie's mouth, sounding sure and strong. The stronger she sounded, the stronger she felt.

[35] Three very talented teams took shape.

And then there was Maggie's team.

Maggie looked at her teammates. There stood Jasmine and Jamie, plus Gillian (Champion of Hugs) and George (Champion of Very Big Musical Instrument). They were grinning at Maggie.

Maggie grinned back. I have chosen the worst team in the history of the world, she thought.

The Champion of Quiet walked onto the court with her team close behind, ready to face players who were bigger and better.

[40] Game on!

The basketball slipped through Jamie's fingers, skated around Jasmine, dribbled itself away from George and Gillian, and bounced off Maggie's head — twice. Their laughter echoed throughout the gym.

Clutching the ball and out of breath from running and giggling, Maggie heard Jasmine call out, "Mags! Pass the ball to me!"

I have a nickname, Maggie thought happily. She threw the ball to Jasmine.

Of course, Jasmine missed. They were indeed the Worst Team in the History of the World.

[45] And they did what any Worst Team would do. They lost. They lost big.

But losing a basketball game doesn't make you a loser; Maggie knew that much. Maggie grinned at her team. We are, officially, the Champions of No Score, she thought. Awesome.

The Champion of Quiet walked off the court with her new friends. And as the group made plans to sit together at lunch, Maggie was no longer surprised to hear her own voice joining the noisy chorus.<sup>3</sup>

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3. something spoken by many people at the same time

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which sentence describes the main theme of the short story?
  - A. It can be frightening to be the new kid at school.
  - B. Taking a chance and being brave can lead to making new friends.
  - C. People who have things in common make good friends.
  - D. If you want to stop something that is unfair, it's important to speak up.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "Maggie was a new student that year in a class of champions. To help herself remember the other kids, she'd come up with a special title for each one." (Paragraph 6)
  - B. "She caught the eye of Jasmine, Champion of Cursive J's. Maggie thought she might like to be Jasmine's friend but never felt brave enough to talk to her." (Paragraph 13)
  - C. "Jamie, Champion of the Untied Shoelace. Jamie could not dribble, throw, or catch. He knew what it felt like to be the last pick." (Paragraph 31)
  - D. "Maggie grinned at her team. We are, officially, the Champions of No Score, she thought. Awesome." (Paragraph 46)
  
3. PART A: What does it mean that Maggie feels "blue" in paragraph 10?
  - A. She is sad about the idea of being picked last.
  - B. She is embarrassed that she is going to be picked last.
  - C. She is out of breath from participating in gym class.
  - D. She is afraid to speak up and talk to others.
  
4. PART B: Which detail from the text best supports the answer to Part A?
  - A. "Picking teams meant one thing: Maggie would be picked last." (Paragraph 4)
  - B. "Maggie was a new student that year in a class of champions." (Paragraph 6)
  - C. "She'd had to think long and hard to figure out her own special title. After five whole weeks of school, Maggie had decided." (Paragraph 8)
  - D. "The Champion of Quiet sat on the gym floor, sandwiched between the Champion of Daydreaming and the Champion of Goofy Jokes." (Paragraph 10)
  
5. Which of the following best describes what motivated Maggie to choose her teammates?
  - A. She thinks they will be good friends and wants to get to know them.
  - B. She believes that they are better at sports than her classmates realize.
  - C. She wants her classmates to know that she is a good person.
  - D. She understands how they feel always being picked last for teams.

6. Why is it important to the story that Maggie decides to speak up and volunteer to be a team captain?

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# **Week 2**

# **Monday**

- 2 Math worksheet pp. 20-22
- 2 reading comprehension passages and questions
  - 1 RACE writing worksheet
- 20 minutes of reading a night (for reading log)
  - 20-30 minutes on ELA iReady



# Understanding of Patterns

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

**Solve. Look for patterns.**

**1** Subtract.

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

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

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

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

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

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

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

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

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

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

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

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

**2** Multiply.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## Solving Problems About Equal Groups

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Solving Problems About Arrays

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

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

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

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

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

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

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

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

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

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

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

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

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

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

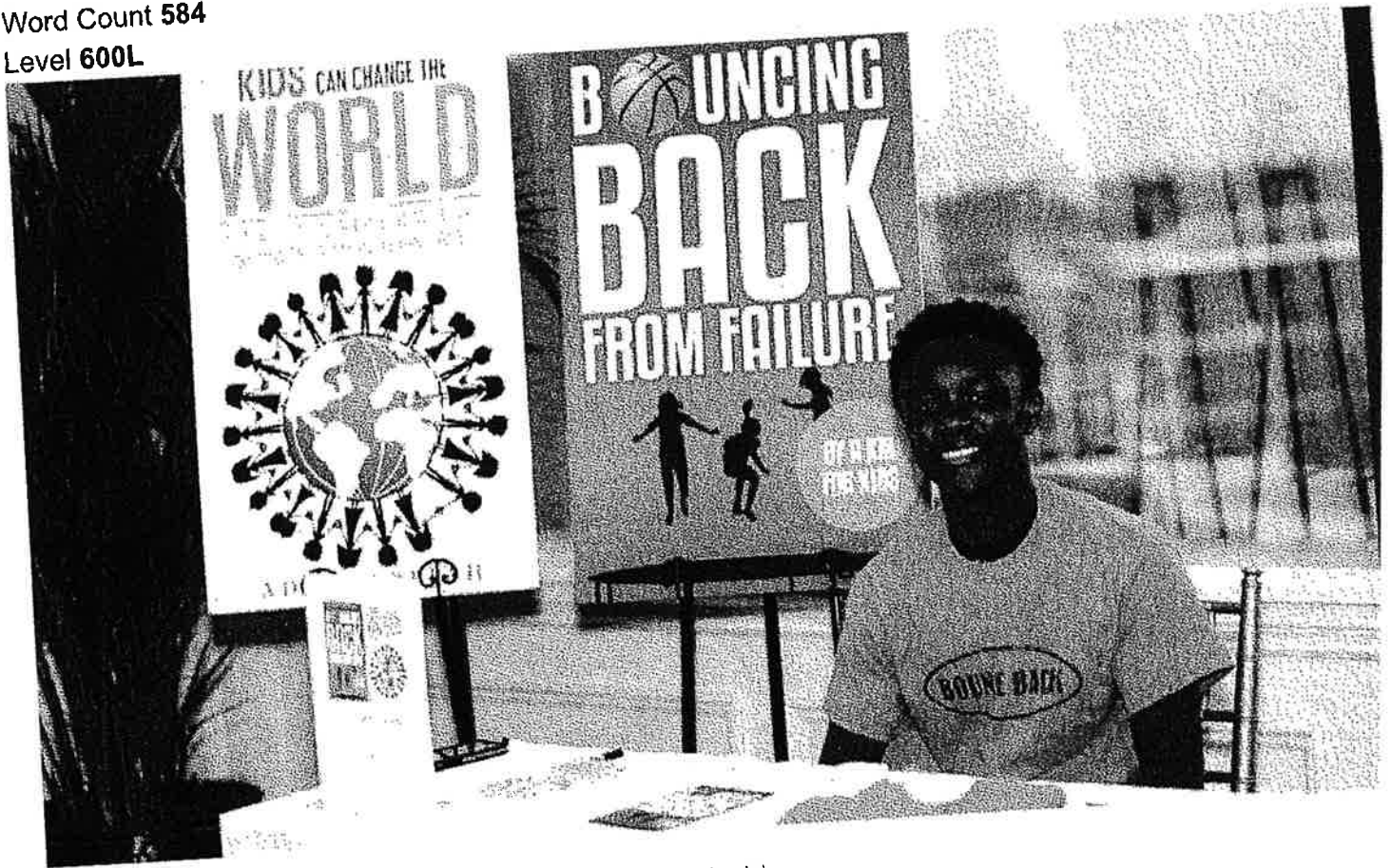
- 7** Choose one problem. Describe and use a strategy to check your answer.

# South Carolina teen raises \$70,000 for community by organizing basketball games

By Washington Post, adapted by Newsela staff on 12.16.19

Word Count 584

Level 600L



Adom Appiah of South Carolina in 2018. Photo courtesy of Marjorie Appiah

Adom Appiah is just 15 years old. Yet, he is already making a big difference in his community.

Adom learned about volunteering from his parents. When he was young, they organized book drives for kids and served food to the hungry. They also delivered Christmas presents to children with parents in jail. Adom would join his parents while they volunteered.

Adom lives in Spartanburg, South Carolina. Now, Adom chooses how to spend his time. He still continues to volunteer.

## Raising Money Through Basketball Games

Over the past three years, he has raised over \$70,000 for charity. Charity is freely giving time or money to help those in need. Adom raises money through basketball games.

"It's always been instilled in me to volunteer," Adom said. He named his charity project Ball4Good. He donates the money he raises to various causes, including autism, the homeless :

abused children.

Adom was awarded a 2019 Gloria Barron Prize for Young Heroes. He received \$10,000. He is giving half of the money to his charity. The other half will help pay for his college.

Every year, the Ball4Good games sell out of tickets. This year, the men's and women's Ball4Good games raised more than \$30,000. The money will go to community groups that help students and others.

The first Ball4Good game in 2017 went really well. It led to the start of Adom's nonprofit.

"He represents hope for the future," Mary Thomas said. She advises Adom.

Adom uses his connections to get people to play in his games. He also calls people and uses social media. He used Twitter to connect with one Ball4Good player. His name is Anthony Ianni. Adom admired Ianni. Ianni has autism. He is the first player known to have autism and play college basketball. Adom admired Ianni for how Ianni speaks out about his autism.

"I tweeted him and somehow he responded," Adom said.

### **Hands-On Way Of Helping**

Ianni said he liked Adom's hands-on way of helping others. He wanted to be a part of it. It was a great chance for Ianni to spread his message of hope.

"I couldn't say no," Ianni said. "I wanted to help be a part of his mission."

Ianni was honored to speak at Ball4Good's event.

Ball4Good started as Adom's community service project in seventh grade.

Ball4Good connects two things Adom is passionate about: Sports and community.

"He found that sweet spot that drove him to work so hard at it," Kelsea Turner said. She was Adom's seventh-grade history teacher. "He's a deeply purposeful guy."

Adom is involved in many activities. He is also in student government, band and a video game club. He participated in the nationwide spelling bee twice. He speaks at schools and events to encourage people to volunteer. He has even written a children's book.

### **Supported 18 Charity Groups**

Since 2017, Adom and Ball4Good have given money to 18 charity groups. They range from helping the homeless to supporting families of young people fighting cancer.

Adom does more than just deliver the money to these groups. He still volunteers.

"Adom is a doer," Greg Tolbert said. Tolbert works with Adom at the Boys & Girls Club.

Adom says he wants Ball4Good to go beyond his community. By getting others to join, his work can reach more people.

"Adom sets out to make a difference in the world and help kids who are not as fortunate as he is, Adom's 16-year-old friend, Maxwell Booker said. "He aims high and dreams big."



## Quiz

- 1 How did Adom Appiah's parents have an impact on him?
- (A) They taught him how to be a good basketball player.
  - (B) They taught him the importance of volunteering.
  - (C) They showed him how to connect with people on Twitter.
  - (D) They showed him how to win a spelling bee.

- 2 WHY did Adom start his Ball4Good charity project?
- (A) to get a spot in student government
  - (B) to teach people how to play basketball
  - (C) to raise money for various causes
  - (D) to win the Gloria Barron Prize for Young Heroes

- 3 Read the selection below from the section "Raising Money Through Basketball Games."

*His name is Anthony Ianni. Adom admired Ianni. Ianni has autism. He is the first player known to have autism and play college basketball. Adom admired Ianni for how Ianni speaks out about his autism.*

What does the word "admired" mean?

- (A) is scared of
- (B) has respect for
- (C) is friends with
- (D) has controlled

- 4 Read the selection below from the section "Hands-On Way Of Helping."

*He participated in the nationwide spelling bee twice. He speaks at schools and events to encourage people to volunteer. He has even written a children's book.*

Which word could replace "encourage" WITHOUT changing the meaning of the selection?

- (A) inspire
- (B) prevent
- (C) ignore
- (D) copy

# Surprise: Elephants comfort upset friends

By National Geographic, adapted by Newsela staff on 09.25.19

Word Count 471

Level 510L

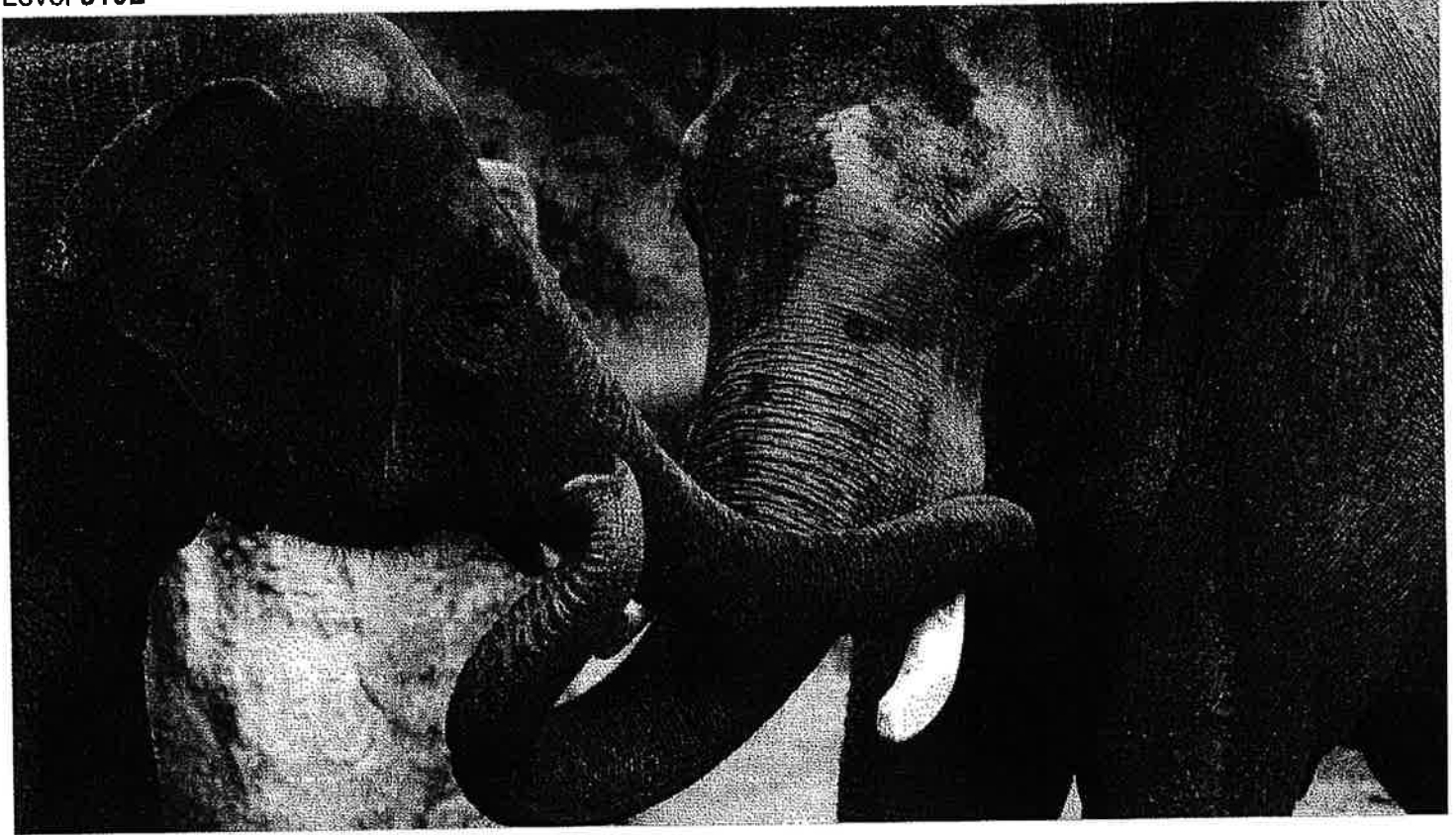


Image 1. Asian elephants recognize stress and offer a helping trunk, scientists say. Photo by: Wrangel/Getty Images

Everybody feels stressed out now and then. Imagine one of your friends is stressing out. You would try to make them feel better, right? As it turns out, elephants do the same thing!

A team of scientists studied Asian elephants in 2014. They found that elephants can tell when their friends are upset. They even try to cheer their buddies up! That's something only a few animals were thought to be capable of.

The study was led by two scientists. Their names were Joshua Plotnik and Frans de Waal. They are experts on animal behavior.

## Rumbling And Roaring

The study was done using 26 elephants in Thailand. To do the study, the scientists had to watch them while they were sad or scared. It would be mean to make the elephants freak out. So the scientists had to be patient. They waited for stressful situations to happen naturally.

Elephants can be spooked by all kinds of things. How do you know when an elephant is upset? It is easy to tell! They stick their tails out. They fan out their ears. They trumpet, rumble and roar. They

even poop.

### **A Friendly Touch**

The study took a whole year. The scientists watched the elephants carefully. Over time, they noticed a pattern. When an elephant was stressed, the others reacted. They gave their upset buddy a friendly touch.

Nearby elephants also made noises. They rumbled and chirped. Those are the sorts of sounds elephants make to calm each other down. Sometimes the animals formed a circle around their stressed-out friend.

A bad mood can spread, too. Sometimes the stressed-out elephants would make their buddies upset. Other members of the herd would start to copy the freaked-out elephants. Then they would all comfort one another.



### **Similar To Humans**

This ability to feel as others do is called empathy. Most animals do not have it, but apes and humans do. Now it seems like elephants have empathy, too. It's possible they really understand each others' emotions. That would make them more similar to humans than we think.

Plotnik was surprised by the study. The elephants cared for each other so much! Scared elephants were almost never left alone. There was always a friend there for them.



There are not many studies like de Waal and Plotnik's. There is plenty of research to do. Still, Plotnik is excited. His study could mean that "the buck does NOT stop with us humans when it comes to smarts!"

The same seems to be true for kindness.

## Quiz

- 1 The main idea of the article is that elephants comfort each other.
- Which key detail from the article BEST supports this idea?
- (A) The study took a whole year. The scientists watched the elephants carefully. Over time, they noticed a pattern.
  - (B) When an elephant was stressed, the others reacted. They gave their upset buddy a friendly touch.
  - (C) A bad mood can spread, too. Sometimes the stressed-out elephants would make their buddies upset.
  - (D) Other members of the herd would start to copy the freaked-out elephants.

- 2 Read the paragraph from the section "Similar To Humans."

*This ability to feel as others do is called empathy. Most animals do not have it, but apes and humans do. Now it seems like elephants have empathy, too. It's possible they really understand each others' emotions. That would make them more similar to humans than we think.*

What is the MAIN idea of the paragraph?

- (A) Humans, apes and elephants are animals that have empathy.
  - (B) Humans have more empathy than apes and elephants do.
  - (C) Empathy is something most animals have but cannot show.
  - (D) Empathy allows humans to feel what elephants and apes feel.
- 3 Which section from the article gives information about what elephants do when they are upset?
- (A) Introduction [paragraphs 1-3]
  - (B) "Rumbling And Roaring"
  - (C) "A Friendly Touch"
  - (D) "Similar To Humans"

- 4 What information will the reader find in the introduction [paragraphs 1-3]?
- (A) a description of the ways different animals comfort each other
  - (B) an explanation of what noises stressed-out elephants make
  - (C) a description of the ways that elephants cheer each other up
  - (D) an explanation of what two scientists learned about elephants





# **Week 2**

# **Tuesday**

- 2 Math worksheet pp. 23-25
- 2 reading comprehension passages and questions
  - 1 RACE writing worksheet
- 20 minutes of reading a night (for reading log)
  - 20-30 minutes on ELA iReady





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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Solving Two-Step Word Problems Using Two Equations

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

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

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

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

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

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

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

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

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

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

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

## Solving Two-Step Word Problems Using One Equation

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

**Read and solve each problem by writing one equation. Show your work.**

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

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

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

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

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

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

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

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

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



# Shrinking freshwater resources

By National Geographic Society, adapted by Newsela staff on 04.24.19

Word Count **483**

Level **570L**



Image 1. Iguazu Falls, border of Brazil and Argentina at dawn on 06/23/2017. Up to 1.6 million gallons of water a second pours over Iguazu Falls. Photo by Wolfgang Kaehler/LightRocket via Getty Images

In America, we have access to fresh water every day. All we have to do is turn on the tap. Fresh water is rare, though. Only a small part of all the water on Earth is fresh water. Most of it is salt water, such as what is found in the ocean.



**NATIONAL  
GEOGRAPHIC**

Most of the world's fresh water is hard to access. Much of it is locked away in the form of ice. It is found in glaciers and polar ice caps. Still more is found underground in the soil. Only a small part of Earth's fresh water is easy for humans to use.

This fresh water is not equally spread around the world. A small group of countries has most of it. Some people live in areas with little fresh water. This lack of water creates many problems.

## Drinking Water

Many people do not have safe drinking water. Instead, their water is dirty. Drinking dirty water often makes people sick. More than 3 million people die every year because they lack clean water.

Charity groups want this to change. They have helped countries that are poor gain access to clean water. Some groups still need help, though. About 1 billion people are still without clean water.

### **Fishing And Farming**

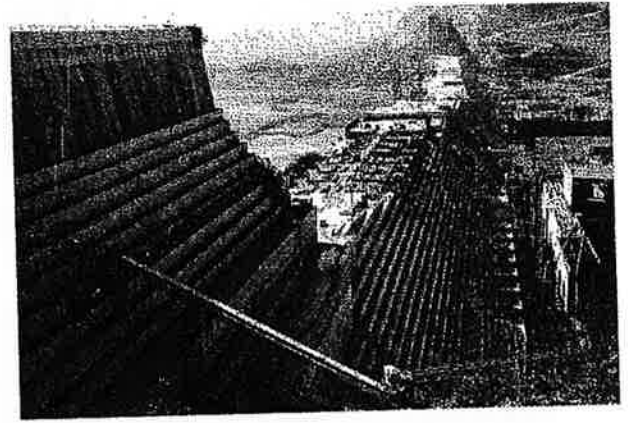
Fresh water is also important for business. For example, freshwater sources allow people to develop fisheries. People harvest fish from these habitats. They provide food for many people. Fisheries are both a source of food and a source of income.

Fresh water is also important for farming. Much of the world's fresh water is used for farming. In the future, populations will continue to grow. That will create more demand for fresh water.

### **Fighting Over Water**

The fight over fresh water can be seen in politics. For example, Ethiopia and Egypt share the Nile River. They have fought over its water for a long time. Ethiopia is planning to dam part of the river. It wants to use the water to create electricity. Egypt is worried about this. The country fears it might lose access to the Nile's waters.

Fights over water are common. They even happen in the United States. One major debate concerns the Colorado River system. It supplies water to seven states. A recent drought has reduced water flow. The states now have less water to share. Population growth will create additional challenges. Fights over water will become even more common in the future.



## Quiz

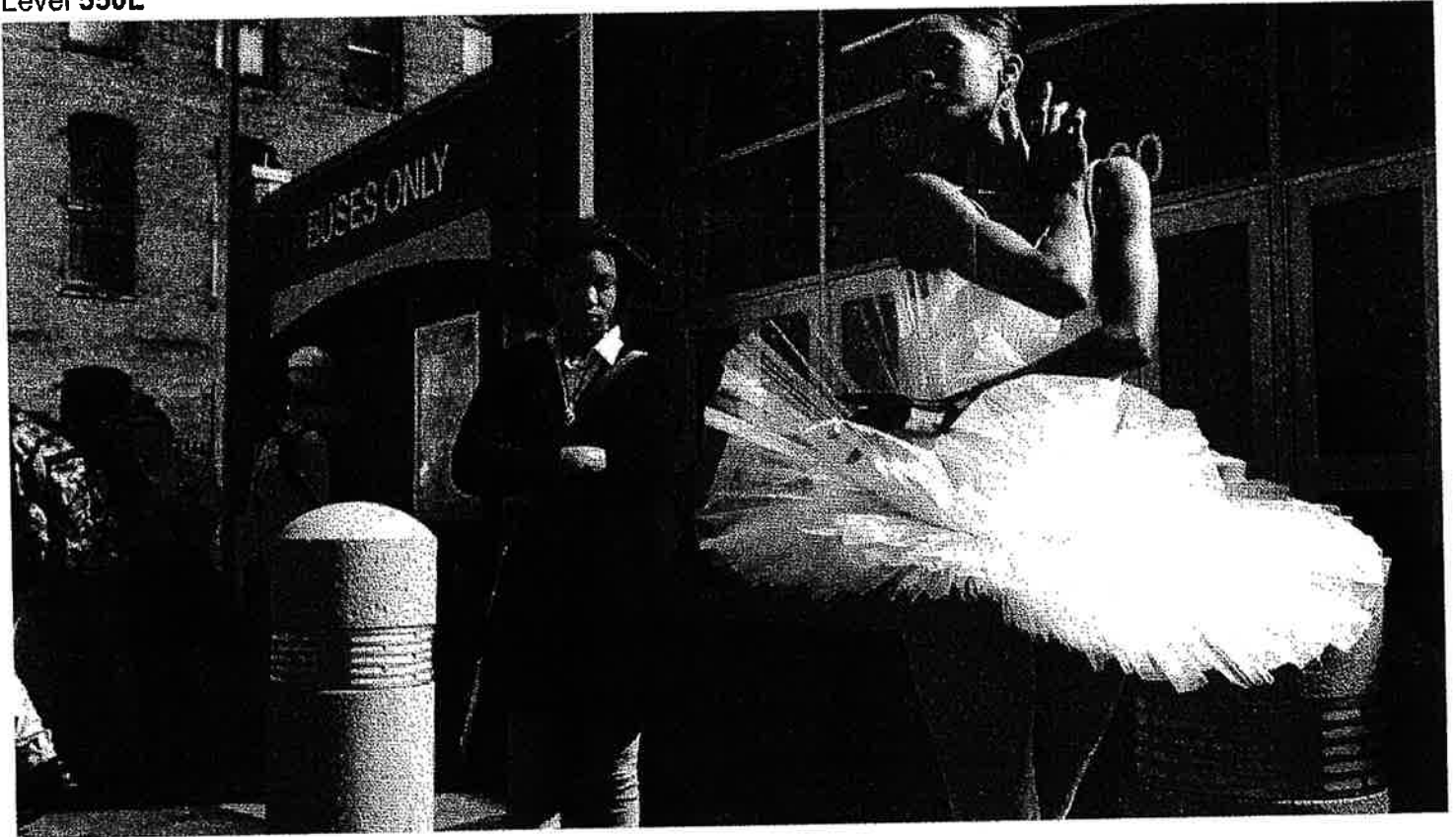
- 1 Read the introduction [paragraphs 1-3].  
Which sentence from the section states the MAIN idea about fresh water?
- (A) In America, we have access to fresh water every day.
  - (B) Only a small part of all the water on Earth is fresh water.
  - (C) Most of it is salt water, such as what is found in the ocean.
  - (D) Still more is found underground in the soil.
- 2 What is the MAIN Idea of the section "Fighting Over Water"?
- (A) Ethiopia and Egypt are fighting over the fresh water from the Nile River.
  - (B) The Colorado River system gives fresh water to seven states.
  - (C) People around the world are having fights about sharing fresh water.
  - (D) A recent drought is leading to less water for people to use.
- 3 According to the section "Fishing And Farming," WHY do people think there will be a bigger demand for fresh water?
- (A) because clean water is hard to find
  - (B) because farms are disappearing
  - (C) because many fish live in salt water
  - (D) because populations are growing
- 4 How does a lack of clean water affect people around the world?
- (A) Millions of people are dying every year.
  - (B) People are starting to use salt water more.
  - (C) Farms and fisheries have closed.
  - (D) Countries are learning to share water better.

# No side-stepping: Black ballerina urges kids to chase their dreams

By Washington Post, adapted by Newsela staff on 02.27.19

Word Count 424

Level 550L



Aesha Ash poses in costume in Rochester, New York. Photo by: Thaler Photography

Growing up, Aesha Ash did not feel like she fit in. Now she is a famous African-American ballet dancer. Ballet is a classical kind of dance. Ash went to suburban schools, but she was from the city of Rochester, New York. Sometimes, the suburban kids could be mean to her. Ash learned how to be strong. She became proud of who she was.

As a child, Ash loved all kinds of dances. She did ballet. She also did jazz and tap dancing. When she was 10, her ballet school told her she had to choose. She could only do one kind of dance.

Ash talked to her mom. Her mother warned her that there were only a few black ballet dancers. Ash decided to prove that she could become a ballerina.

## Hard Work, Determination Pays Off

Ash entered a new school. It was the School of American Ballet. It is a famous ballet school in New York City. She worked hard toward her dream. Any time she felt bullied, she tried to stand up for herself. She never stopped working



At 18 years old, her dream came true. She joined the New York City Ballet. It is a famous dance company. Ash did well. She danced many solos and had lead roles. Only some of the best dancers get lead roles and solos. Then she moved to Europe to dance with a company in Switzerland. Later, she returned to work in the United States.

### **Swan Dreams Project Helps Kids**

In 2011, Ash started the Swan Dreams Project. The program teaches dance and other arts to kids. It shows them how to dream big no matter who they are or where they come from.

She said that in life, people will tell you no. Still, you need to be firm and love what you are doing. "Know that nothing will take your dreams from you," she said. "Give it your all, and you will reach your goal."

### **"Believe It With All Of Your Heart"**

The National Women's History Museum is a website honoring great women. In 2016, they featured Ash. They praised her for being one of the first African-American ballet dancers. They also honored her for the Swan Dreams Project. The program runs a summer camp in Rochester. It also teaches classes after school in San Jose, California.

Ash most treasures the honor of making her family proud.

"All of the hard work and sacrifice paid off," she said. "When you have a dream, believe it with all of your heart."

## QUIZ

- 1 Finish the sentence below.  
One main idea of the article is that \_\_\_\_.
- (A) only Rochester and San Jose have Swan Dreams
  - (B) only some ballet dancers get lead roles and solos
  - (C) Aesha Ash worked hard to be a professional ballerina
  - (D) Aesha Ash danced with a company in Switzerland
- 2 What is the main idea of the section "Swan Dreams Project Helps Kids"?
- (A) Ash started the Swan Dreams Project in 2011 to show kids what a good dancer she is.
  - (B) Ash started the Swan Dreams Project because she had to work hard to be a ballet dancer.
  - (C) Ash started the Swan Dreams Project because she loves doing many kinds of dance and art.
  - (D) Ash started the Swan Dreams Project to teach dance and show kids to go for their dreams.
- 3 What did Aesha Ash do FIRST in the article?
- (A) Ash tried learning tap and jazz.
  - (B) Ash decided to prove she could be a ballet dancer.
  - (C) Ash moved to Europe to dance.
  - (D) Ash went to the School of American Ballet.
- 4 Why did the National Women's History Museum praise Ash?
- (A) because she honored her family by making them proud of her
  - (B) because she became one of the first African-American ballet dancers
  - (C) because she stood up for herself whenever she felt bullied in school.
  - (D) because she learned how to also dance tap and jazz later in life





# **Week 2**

# **Wednesday**

- Math worksheet pp. 26-29
- 2 reading comprehension passages and questions
  - 1 RACE writing worksheet
- 20 minutes of reading a night (for reading log)
  - 20-30 minutes on ELA iReady



## Estimating Solutions to Word Problems

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

**Read each problem. Estimate the answer by rounding to the nearest ten.**

**Then find the actual answer. Show your work.**

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

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

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

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

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

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

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

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

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

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

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

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

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



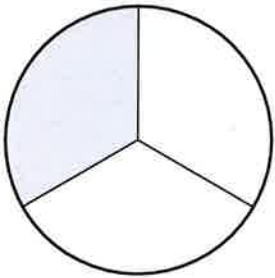


# Describing Parts of a Whole with Fractions

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

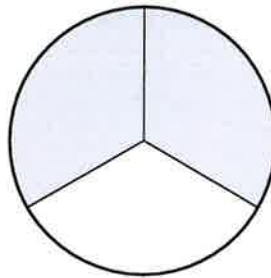
Write the fraction of the figure that is shaded.

1



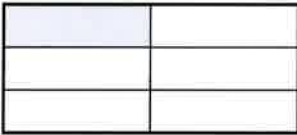
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2



\_\_\_\_\_

3



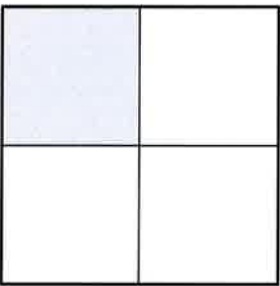
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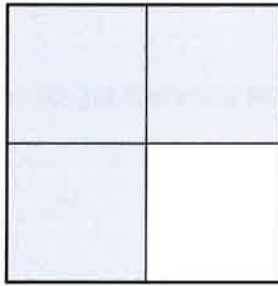
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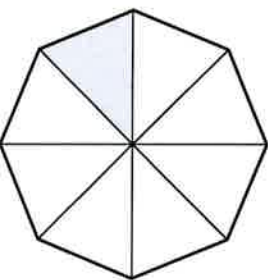
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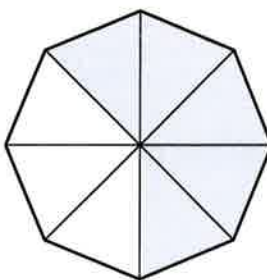
\_\_\_\_\_

7



\_\_\_\_\_

8



\_\_\_\_\_

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

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

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

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

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

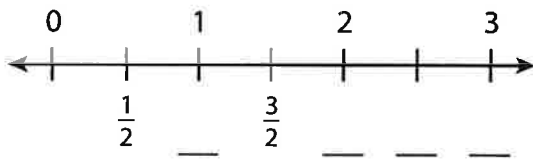
12 Draw a circle that shows 6 equal parts. Then shade to show  $\frac{5}{6}$ .

# Understanding of Fractions on a Number Line

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

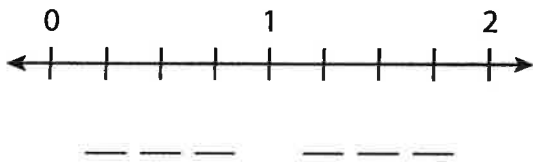
## Set A

Write the missing labels on the number line.



## Set B

Use this number line to solve problems 1–4.



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



# Do we have different laughs for different people?

By Atlas Obscura, adapted by Newsela staff on 10.20.19

Word Count 471

Level 560L



Image 1. A young man bursting out into laughter. Photo: Jordan Whitfield / Public Domain

Imagine being at a stuffy office job. Your coworker sends you something funny. You might laugh quietly to yourself. You wouldn't burst out laughing, though. Now imagine you are out with friend at a restaurant. That's when you laugh loudest, right?

That's something language experts have wondered about for a while. Do we have "proper" laughs and "rude" laughs? How many laughs can one person have?

## It Is Normal To Code-Switch

This idea is called code-switching. It's how we change our language to match each situation. When you talk with family or friends, do you sound different? You might roll your R's or speak English mixed with another language. In school, you might use "standard" or "proper" English instead. Not everybody code-switches the same amount. It depends on what kind of background you come from and who you are talking to. But everyone code-switches from time to time. It's totally normal.

Phillip Glenn is a professor at Emerson College in Boston, Massachusetts. He says that our laughter follows certain patterns. Imagine you get tickled at a funeral. You would probably cover your mouth and try not to laugh. That's because you know you shouldn't be laughing, Glenn said. It's all about the situation.



"Identity



categories" also play a role. Those are things you cannot change, like your race, gender or country. They are always connected to the way you behave.

### **Speak "Properly"? You Laugh "Properly," Too**

Betsy Rymes teaches at the University of Pennsylvania. She studies how we learn what it means to speak "properly." What groups you belong to may affect how "proper" you sound. The most "proper" speakers wind up at the top of the language ladder. Over time, these "proper" speakers decide what else is "proper." That includes how to laugh "properly."

Here's an example. If you speak "proper" English, like a teacher, that might put you in a high place on the ladder. You might not need to have a whole range of laughs. Why? Since you speak "properly," your normal laugh is also "proper." But what if you use a lot of slang? You probably have to switch between "proper" English and the way you usually talk. You might have to laugh differently, too.

No one can say for sure yet if we code-switch our laughter or not. What is clear is that nobody has just one laugh. We all have a handful of laughs to pick from.



## Quiz

1 Read the section "It Is Normal To Code-Switch."

Select the sentence from the section that explains what code-switching is.

- (A) It's how we change our language to match each situation.
- (B) When you talk with family or friends, do you sound different?
- (C) In school, you might use "standard" or "proper" English instead.
- (D) Not everybody code-switches the same amount.

2 Read the following paragraph from the section "Speak 'Properly'? You Laugh 'Properly,' Too."

*Betsy Rymes teaches at the University of Pennsylvania. She studies how we learn what it means to speak "properly." What groups you belong to may affect how "proper" you sound. The most "proper" speakers wind up at the top of the language ladder. Over time, these "proper" speakers decide what else is "proper." That includes how to laugh "properly."*

Which sentence from this paragraph explains what makes people speak differently?

- (A) She studies how we learn what it means to speak "properly."
- (B) What groups you belong to might affect how "proper" you sound.
- (C) The most "proper" speakers wind up at the top of the language ladder.
- (D) Over time, these "proper" speakers decide what else is "proper."

3 Read the following paragraph from the introduction [paragraphs 1-2.]

*Imagine being at a stuffy office job. Your coworker sends you something funny. You might laugh quietly to yourself. You wouldn't burst out laughing, though. Now imagine you are out with friends at a restaurant. That's when you laugh loudest, right?*

Which word could replace "stuffy" WITHOUT changing the meaning of the sentence?

- (A) modern
- (B) warm
- (C) strict
- (D) quiet

4 Read the following selection from the section "Race, Gender And Country Play A Role."

*Imagine you get tickled at a funeral. You would probably cover your mouth and try not to laugh.*

What is the BEST definition of "tickled" based on the context clues?

- (A) you feel a light touch on your skin
- (B) you feel upset about something
- (C) you think something is creepy
- (D) you think something is funny

# Astronauts on the way to Mars will have to know a few good jokes

By Ian Sample, The Guardian, adapted by Newsela staff on 03.15.19

Word Count 453

Level 580L

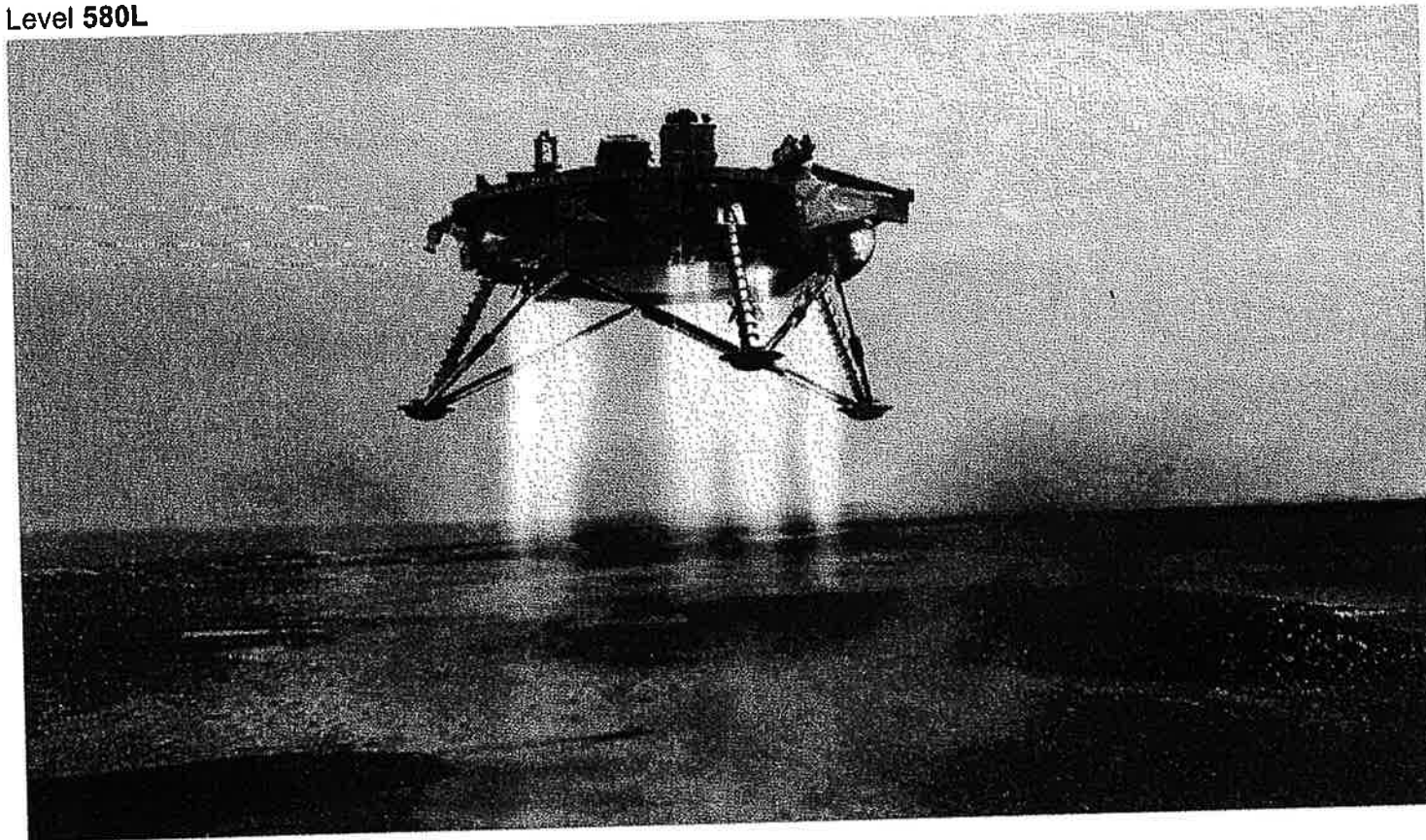


Image 1. An artist's concept of Phoenix landing on Mars. Photo from NASA/JPL-Caltech/University of Arizona

Going to space can be scary. Having someone around who makes other people laugh can help. The first trip to Mars might need someone funny.

Scientists studied this. They found that a trip to Mars might go better if it has a clown onboard. It will not be a real clown, just a funny person.

Funny people can join others together, studies show. They can unite teams in hard times.

## Space Ships Can Get Crowded

Jeffrey Johnson is a scientist at the University of Florida. He said funny people can "pull everyone together."

Astronauts live in small spaces with other people. They would have to do that for a long time to go to Mars. That can make people feel nervous, Johnson said.



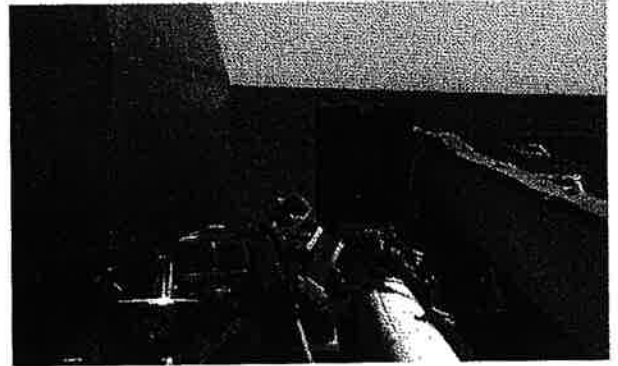
It is important to have someone who helps everyone get along, he said. That can help them to get back to Earth safely, Johnson said.

Johnson studied groups in Antarctica. There were groups of people who worked together. He saw that clowns, leaders and others were important for teams.

If you have the right mix, the group does very well, he said. If you do not, the group does badly, he said.

### **Mars Trips Are Already Being Planned**

NASA is the U.S. space group. It wants to send people to Mars in 2033. Space agencies in Russia and China might take trips in 2040. Companies like SpaceX also want to take people to Mars.



A trip to Mars is not easy, though. It is so far away that it takes eight months to get there. The distance is expected to be hard on people.

It also will be difficult for astronauts to talk to people back on Earth. They will have to wait to get instructions from NASA. If they need help, it will not happen quickly.

### **Jokes Are OK In Space**

Johnson is working with NASA. They want to see if funny people are important for space trips. He has watched astronauts who stayed in a place that is set up to be like space. They stayed for up to 60 days. It is in Houston, Texas.

Johnson found that clowns were willing to be part of jokes. In Antarctica, a clown joined scientists and others together.

Roald Amundsen was an explorer. In 1910, he was planning a trip to the South Pole. He picked a jolly cook, Adolf Lindstrøm, to go with him. He knew that Lindstrøm's funny ways would help people. Amundsen wrote later that Lindstrøm had been more helpful to the trip than anyone else.

1 Finish the sentence below.

One MAIN idea of the article is that \_\_\_\_\_.

- (A) Roald Amundsen was an explorer who went to the South Pole
- (B) groups in China and Russia also want to take trips to Mars
- (C) bringing someone funny can help the team going to Mars
- (D) the trip to Mars may take astronauts about eight months

2 Read the section "Mars Trips Are Already Being Planned."

Which sentence from the section states the MAIN idea about the trip to Mars?

- (A) It wants to send people to Mars in 2033.
- (B) Companies like SpaceX also want to take people to Mars.
- (C) The distance is expected to be hard on people.
- (D) They will have to wait to get instructions from NASA.

3 What does the section "Jokes Are OK In Space" show the reader?

- (A) ways clowns affected past astronauts and explorers
- (B) problems that explorers had at the South Pole
- (C) events in order that happen on the way to Mars
- (D) ideas astronauts want to learn from going to Mars

4 Select the paragraph in the section "Space Ships Can Get Crowded" that explains how the wrong team members can negatively affect a group.

- (A) Jeffrey Johnson is a scientist at the University of Florida. He said funny people can "pull everyone together."
- (B) It is important to have someone who helps everyone get along, he said. That can help them to get back to Earth safely, Johnson said.
- (C) Johnson studied groups in Antarctica. There were groups of people who worked together. He saw that clowns, leaders and others were important for teams.
- (D) If you have the right mix, the group does very well, he said. If you do not, the group does badly, he said.





# **Week 2**

# **Thursday**

- Math worksheet pp. 31-36
- 2 reading comprehension passages and questions
  - 1 RACE writing worksheet
- 20 minutes of reading a night (for reading log)
  - 20-30 minutes on ELA iReady



# Telling Time to the Minute

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

Write the time the clock shows.

1



2



3

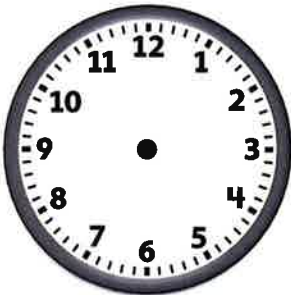


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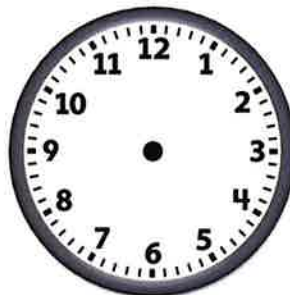


Draw hands on the clock to show the given time.

5 16 minutes after 1



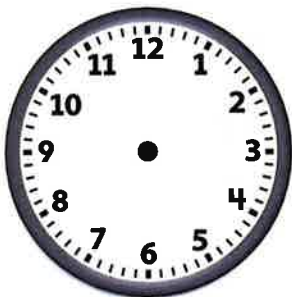
6 7 minutes before 9



## Telling Time to the Minute *continued*

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

**7** 35 minutes after 3



**8** 26 minutes before 8



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



5. Write the addend that correctly completes the equation.

$$219 + \boxed{\phantom{000}} = 573$$

6. There are 518 books in the library. There are 327 fiction books. How many books are **not** fiction?

- (A) 111  
(B) 191  
(C) 211  
(D) 845

7. **Part A**

Vale finds the value of the expression  $12 + 29 + 188$ .

She used the Commutative Property of Addition in her first step and the Associative Property of Addition in her second step.

Show the steps that Vale could have used to find the value of the expression. Be sure to label each property in your work shown.

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**Part B**

Show another strategy that can be used to solve Vale's problem. Name the strategy you used.

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**HINT, HINT**

The total is 573. You know one addend is 219. What number added to 219 is 573? Use subtraction to help you.

WORK SPACE

# INDEPENDENT PRACTICE

Answer the questions.

## TIPS AND TRICKS

Think about the answer choices in question 1. Do any not make sense as the sum of 82 and 49? If so, you can cross that answer choice out.

WORK SPACE

1. What is  $82 + 49$ ?

(A) 33

(B) 121

(C) 127

(D) 131

2. Pete has 197 beads. He gives 39 away. How many beads does Pete have remaining?

Write your answer in the box.

beads

3. Think about the problem  $530 + 156$ . Use the break-apart strategy to solve. Draw a line to show each step in order from 1–4.

$0 + 6 = 6$	1
$600 + 80 + 6 = 686$	2
$30 + 50 = 80$	3
$500 + 100 = 600$	4

4. Circle the number that correctly completes the subtraction equation.

$427 - 199 =$

128

130

228

230

238

## INDEPENDENT PRACTICE

Answer the questions.

WORK SPACE

1. Compare. Use  $>$ ,  $<$ , or  $=$ . Write your answer in the circle.

$$\frac{5}{8} \bigcirc \frac{5}{6}$$

2. Which comparison is **not** true?

(A)  $\frac{1}{2} > \frac{1}{4}$

(B)  $\frac{2}{8} < \frac{5}{8}$

(C)  $\frac{1}{6} = \frac{1}{6}$

(D)  $\frac{1}{8} > \frac{1}{3}$

3. Is the fraction greater than  $\frac{2}{4}$ ? Choose Yes or No.

a.  $\frac{2}{3}$   Yes  No

b.  $\frac{3}{4}$   Yes  No

c.  $\frac{2}{2}$   Yes  No

d.  $\frac{1}{4}$   Yes  No

4. Circle the phrase that correctly completes the statement.

When two fractions have the same numerator, compare the denominators. The fraction with the greater denominator is \_\_\_\_\_ the fraction with the lesser denominator.

greater than

less than

equal to

### HINT, HINT

The *greater than* or *less than* sign always "points" at the number that is less.

WORK SPACE

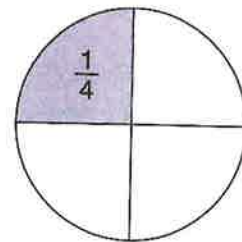
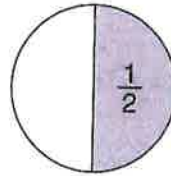
5. Use the symbols in the box to compare the fractions. Symbols can be used more than once. Write each symbol in the appropriate box.

>	<	=
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$$\frac{1}{8} \quad \boxed{\phantom{0}} \quad \frac{1}{6} \quad \boxed{\phantom{0}} \quad \frac{3}{6}$$

6. Jon says  $\frac{1}{4} > \frac{1}{2}$ , and he made the drawing below to show that he is right.

What is John's error? Explain your answer.




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

Class: \_\_\_\_\_

## Working at the Hospital

By Barbara Radner  
2008

*Have you ever visited the hospital? If you have, you've likely met doctors and nurses; but did you know there are other jobs that need to be completed at the hospital? In this informational text, Barbara Radner discusses who works at the hospital. As you read, take notes on what jobs are important at the hospital.*

- [1] There are many jobs at the hospital. Some people work as nurses. Some people work as doctors. You probably know about those jobs. There are many other jobs at the hospital. If you are a patient in a hospital, you will meet different workers. It might start with the ambulance driver. That worker helps people get to the hospital quickly.



*"Doctor at Fallujah hospital" by PBS NewsHour is licensed under CC BY-NC 2.0*

Some workers take care of visitors to the hospital. The visitors have to sign in. The receptionist signs them in. The receptionist makes sure they can find the right places in the building. They are the first workers you will see when you come into a hospital.

Some workers make food at the hospital. They have a big kitchen. They cook food for the patients. Some patients need a special diet.<sup>1</sup> The cooks need to plan their meals carefully. They need to make sure they get good food.

Some workers help keep the hospital clean. It is very important that the building is clean. They clean all the rooms every day. People who are sick need to have really clean rooms. That helps them get better.

- [5] Some workers run a cafeteria. That is a place where people can get food. Patients get their food delivered to their rooms. The people who work at the hospital need to eat. They go to the cafeteria to get their food. There workers cook and serve food.

Some workers help with computers. Doctors need to use computers. So do most of the other workers. The people who help with computers show them how to use them. They fix the computers, too.

Each of these workers needs to learn skills. They keep learning even after they get their job. Doctors have the most to learn. They need to keep learning because medicine keeps changing.

*"Working at the Hospital" from Center for Urban Education at DePaul University by Barbara Radner © 2008 Used with permission. All rights reserved.*

<sup>1</sup> **Diet** (noun): the kinds of food that a person eats regularly

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main idea of the article?
  - A. The most important workers at the hospital are nurses and doctors.
  - B. Working at a hospital is a difficult job that few people can do.
  - C. Some of the jobs at the hospital are more necessary than others.
  - D. A hospital needs people to do many different types of jobs to run successfully.
  
2. PART B: Which quote from the text best supports the answer to Part A?
  - A. "There are many other jobs at the hospital. If you are a patient in a hospital, you will meet different workers." (Paragraph 1)
  - B. "They have a big kitchen. They cook food for the patients. Some patients need a special diet." (Paragraph 3)
  - C. "Patients get their food delivered to their rooms. The people who work at the hospital need to eat." (Paragraph 5)
  - D. "Doctors have the most to learn. They need to keep learning because medicine keeps changing." (Paragraph 7)
  
3. Which of the following happens between arriving at the hospital and seeing a doctor?
  - A. The patient talks with a receptionist.
  - B. The patient goes to the cafeteria.
  - C. The patient rides in an ambulance.
  - D. The patient recovers in a hospital room.

4. How is a clean hospital related to healthy patients?

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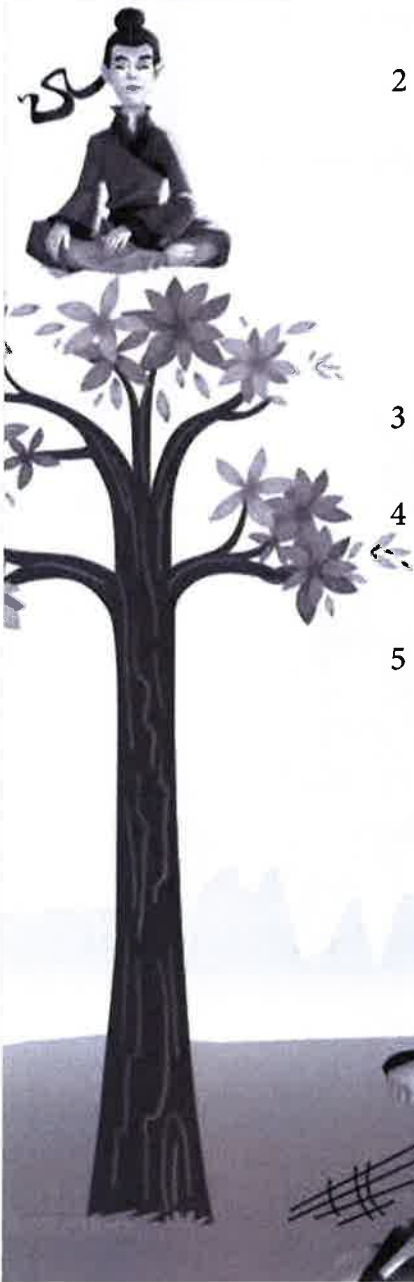
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**WORDS TO KNOW**

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

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



# True or False

a folktale from Myanmar (Burma)

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



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





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

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

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

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

**Part A**

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

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

**Part B**

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

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

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

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

6 Reread these sentences from paragraph 2.

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

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

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

 **Write**

**7 Short Response** Use your own words to recount the folktale. Be sure to write about the events in the sequence that they happen in the story.

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 **Learning Target**

**Explain why recounting the events in a story will help you understand it.**

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# **Week 2**

# **Friday**

- Math worksheet pp. 37-42
- 2 reading comprehension passages and questions
  - 1 RACE writing worksheet
- 20 minutes of reading a night (for reading log)
  - 20-30 minutes on ELA iReady





2

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

3

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

4

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

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$$\begin{array}{r} 11 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 6 \\ \hline \end{array}$$

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$$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 11 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 7 \\ \hline \end{array}$$

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

3

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

4

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

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10

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

11

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

$$\begin{array}{r} 12 \\ \times 7 \\ \hline \end{array}$$

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$$\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 11 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 8 \\ \hline \end{array}$$

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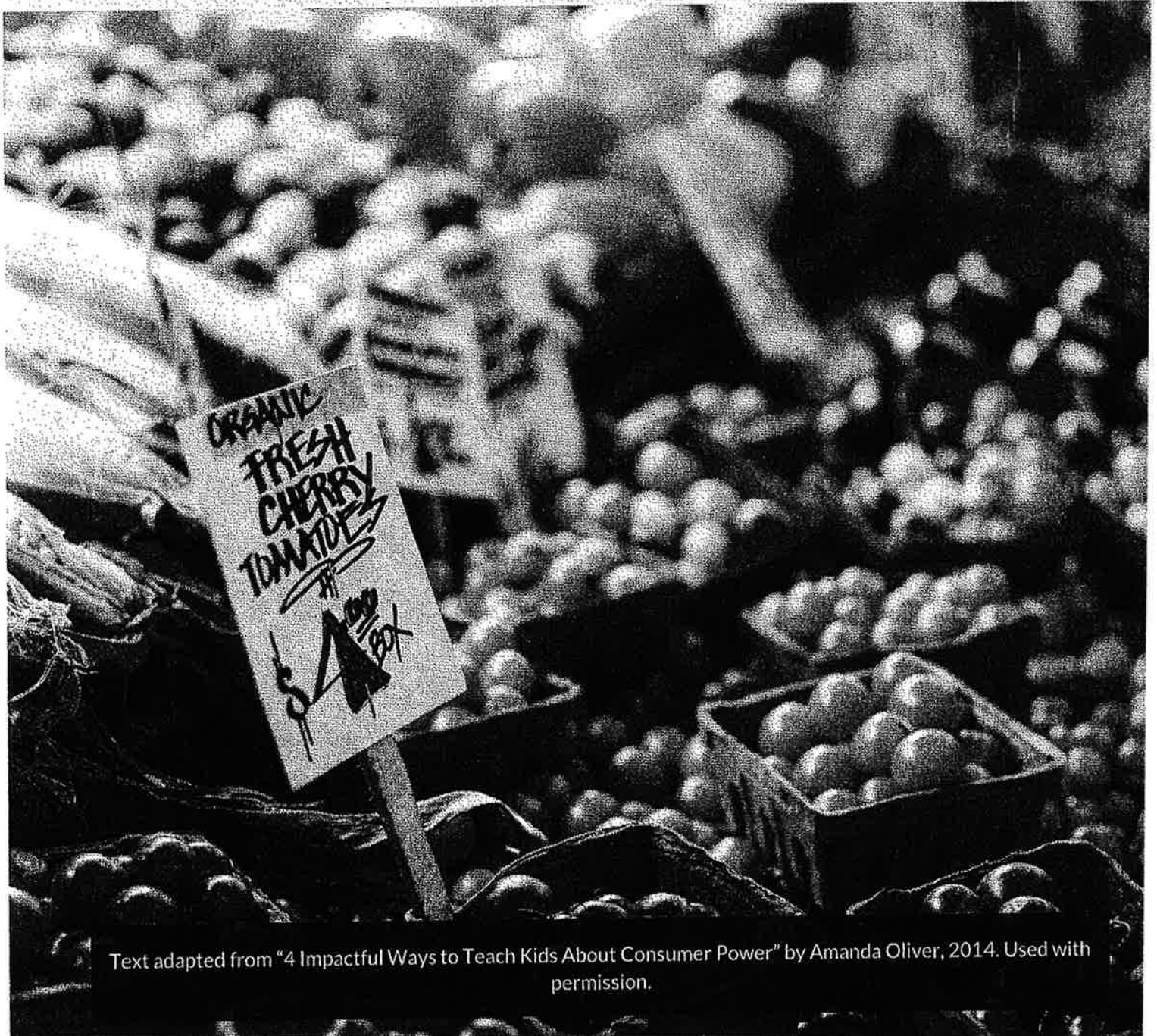
$$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$



# 3 WAYS TO LEARN ABOUT CONSUMER POWER

by Amanda Oliver



Text adapted from "4 Impactful Ways to Teach Kids About Consumer Power" by Amanda Oliver, 2014. Used with permission.

**This text explains how to make better choices the next time you buy something.**

*As you read, highlight ways to make a positive difference when choosing what to buy.*

What is consumer power? Think about your favorite store, toy, or food. The ability to decide what you and your family buy is called consumer power. By buying certain products instead of others, you can help make a positive difference in the world.

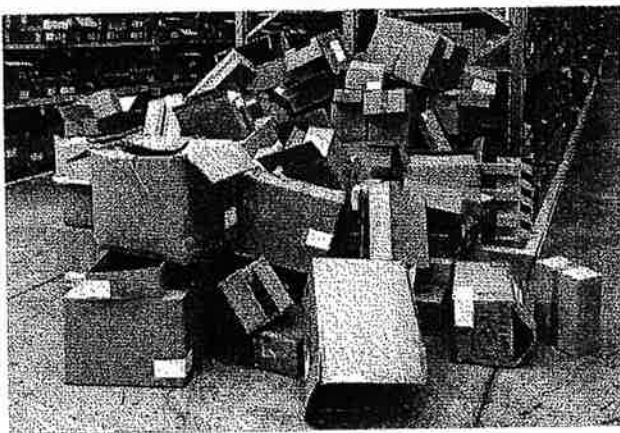
How can you become a more conscious **1** consumer?

## 1. At the Shop

Every time you have a say in which products you buy, you are exercising **2** your buying power.



## CHOOSE PRODUCTS WITH LESS PACKAGING



Once upon a time, the world believed that extra packaging was a sign of quality and importance.

We now know that packaging is mostly waste. Next time you look at a product, look at the package it comes in.

- 1** aware
- 2** using



Does a single pen really need all of that packaging? Does your new toy really need that huge box?

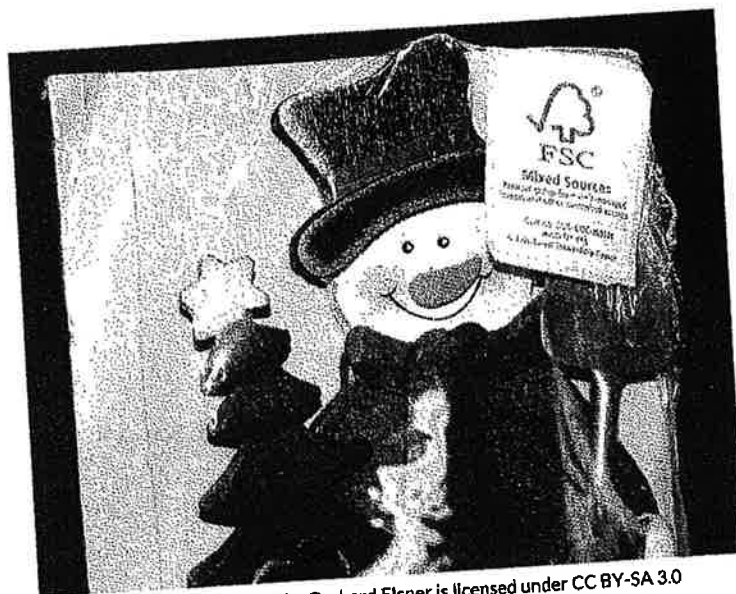
Thinking about these questions can help us cut down on waste.



"Pixel Pals Packaging" by Brendan Cosgrove is licensed under CC BY-NC-ND 4.0

## BUY FSC PAPER PRODUCTS

The Forest Stewardship Council (FSC) is an organization that makes sure wood and paper products come from forests that are responsibly managed. It is easy to check for the FSC label on pencils and paper. By looking for this label, you are exercising your buying power. You have a choice in what you buy and where the products come from.



"File:FSC-Product.jpg" by Gerhard Elsner is licensed under CC BY-SA 3.0

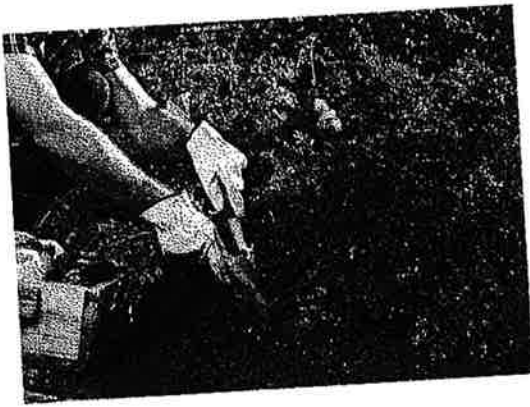
## 2. The Source

Do you know where your food comes from? How about your favorite toys?



Your favorite snacks don't come from the aisles of the grocery store. Your favorite toys don't come from Target or Toys R Us. Learning about where our products really come from can help us make decisions.

### VISIT A LOCAL FARM

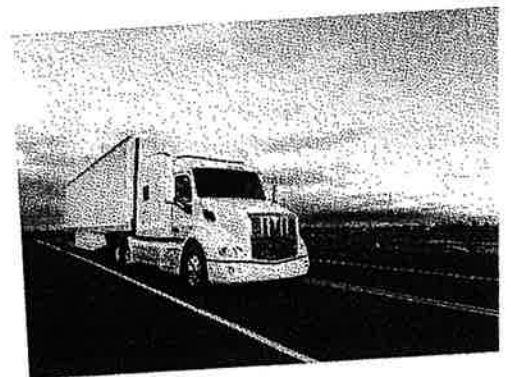




You can visit a local farm to learn more about where our food comes from and what is healthy to eat.

### SUPPORT LOCAL FOOD PRODUCERS

A lot of trucks are needed every day to move vegetables and fruits from farms to grocery stores. This is a big problem! These trucks release carbon dioxide and other harmful gases into the air.

That is why you should purchase food items from local producers. Look for farmer's markets or grocery stores that carry local products.




 person or company that makes or grows  
 Local (adjective): from a certain area or neighborhood, usually one that is close by

### 3. Believe in your Power

You have the power to change the neighborhood and world you live in. The choices you make as a consumer can make a difference. They can change the future of our planet for the better.



#### A GOLDEN RULE

Whether it's choosing eco-friendly products  at the store or writing letters to local politicians about topics that matter to you, your voice makes a difference.



 products that are better for the environment

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

Date: \_\_\_\_\_

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

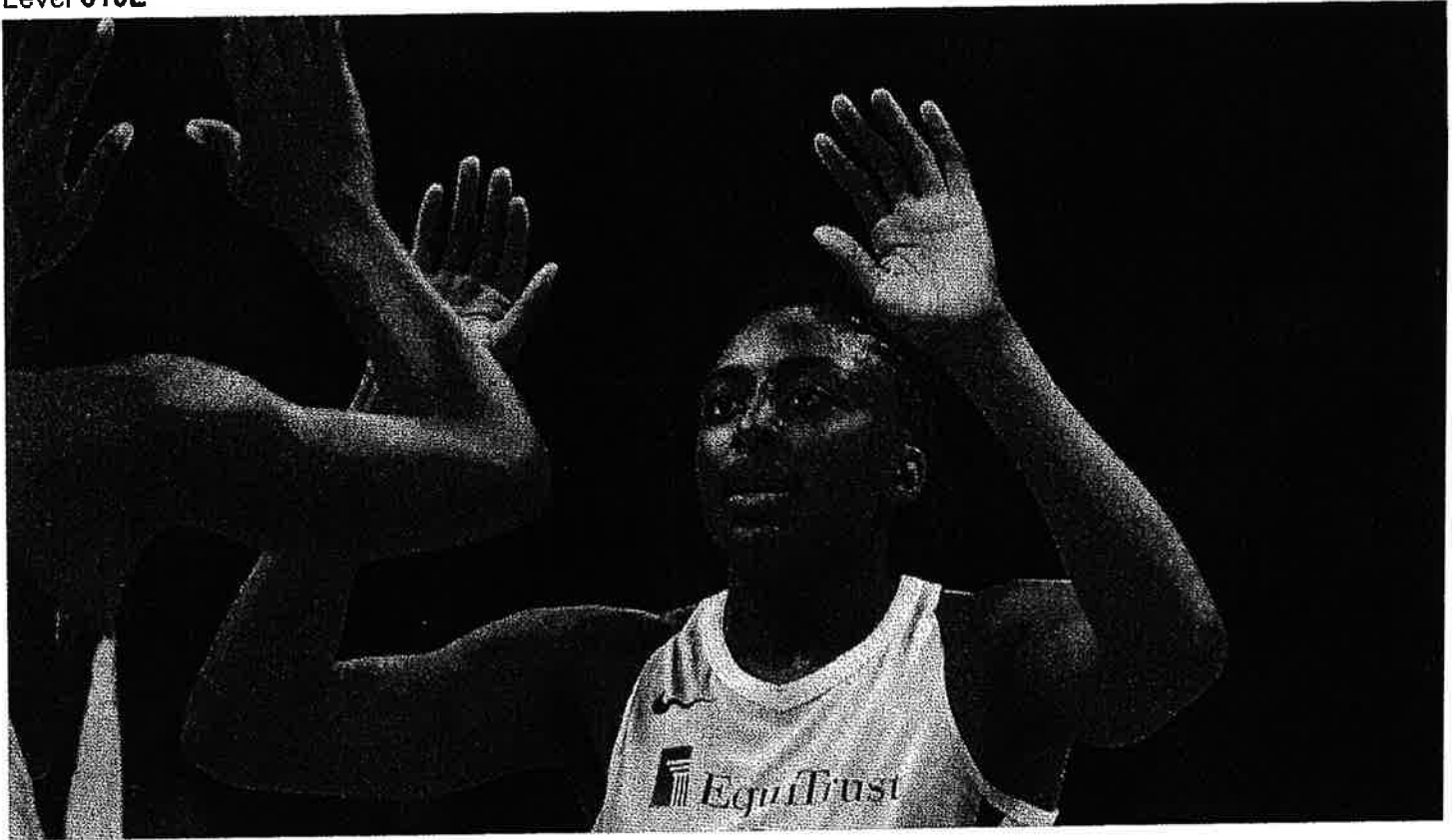
1. PART A: What is the main idea of the text?
  - A. You and your family can start a garden to make the world better.
  - B. You and your family cannot make a big difference in the world by yourselves.
  - C. You and your family can get sick if you don't know where your food comes from.
  - D. You and your family can make a positive difference by carefully choosing what you buy.
  
2. PART B: Which detail from the text best supports the answer to Part A?
  - A. "Once upon a time, the world believed that extra packaging was a sign of quality and importance." (Paragraph 3)
  - B. "Does a single pen really need all of that packaging? Does your new toy really need that huge box?" (Paragraph 5)
  - C. "Your favorite snacks don't come from the aisles of the grocery store. Your favorite toys don't come from Target or Toys R Us." (Paragraph 9)
  - D. "The choices you make as a consumer can make a difference. They can change the future of our planet for the better." (Paragraph 13)
  
3. How do subheadings, like "CHOOSE PRODUCTS WITH LESS PACKAGING" and "SUPPORT LOCAL FOOD PRODUCERS", help readers better understand the information in the article?
  - A. They give readers advice for how to make a positive difference with their buying choices.
  - B. They give readers information about what to include in a letter to politicians.
  - C. They give readers definitions of important words in the text.
  - D. They give readers examples of harmful actions.
  
4. What does an FSC label do?
  - A. An FSC label warns buyers to stay away.
  - B. An FSC label tells buyers what types of trees were cut down for the product.
  - C. An FSC label shows buyers that paper and wood were made in a responsible way.
  - D. An FSC label helps buyers pay for the trees that got cut down for what they're buying.

# WNBA's 8-year labor deal to hike average salary to \$130,000

By Associated Press, adapted by Newsela staff on 01.28.20

Word Count 407

Level 610L



Nneka Ogwurnike (right) of the Los Angeles Sparks celebrates after a win over the Connecticut Sun in a WNBA basketball game in Los Angeles in May 2019. The WNBA and its union announced a tentative eight-year labor deal January 14, 2020, that will allow top players to earn more than \$500,000 while the average annual compensation for players will surpass six figures for the first time. Photo: Marcio Jose Sanchez/AP Photo

The Women's National Basketball Association (WNBA) is the women's basketball league in the United States. On January 14, 2020, the WNBA said it made a new deal. The best players will be able to make over \$500,000 a year. Other players will make an average of \$130,000. It is the first time WNBA players will make more than \$100,000.

The deal begins in the 2019-2020 season. It will end in 2027. The deal means players can make more money. It will help them in other ways, too. For example, players who have a child can take time off. They will continue to be paid while they do this. They will get nicer flights when they travel. Other programs will help players take care of their health.

## Helping Players Make More Money

Cathy Engelbert is in charge of the WNBA. She says the agreement will help us pay money.

The WNBA has already approved the deal. The deal demands equal revenue sharing. Revenue is how much money the league makes. With equal revenue sharing, the players get half of the money that the WNBA makes.

Engelbert wanted equal revenue sharing for the players. The players help make money for the WNBA. Engelbert believes they should get more of this money.

Before the deal, WNBA teams could not spend more than \$996,000 a year on players' salaries. Now, teams can spend \$1,300,000 a year on players' salaries.

Nneka Ogwumike works with WNBA players. She helped the players make the deal. Ogwumike says the deal will encourage players to stay in the country after the U.S. basketball season is over. Many players play in other countries during this time. They do this to make more money. If the WNBA pays them more, they will not have to leave.

### **Lifting All Women**

The new deal is helping WNBA players. However, Engelbert says the WNBA wants to lift all women.

The WNBA will also work with the National Basketball Association (NBA). The NBA is a men's basketball league. The WNBA wants to help WNBA players become coaches. Sometimes, WNBA assistant coaches do not get paid much money. WNBA rules can cause this to happen.

Kristi Toliver is a WNBA player. In 2019, Toliver was an assistant coach in the NBA. NBA assistant coaches make between \$100,000 and \$1 million a year. However, Toliver had to follow the WNBA rules. This meant she could only make \$10,000 a year.

## Quiz

1

Read the paragraph below from the introduction [paragraphs 1-2].

*The deal begins in the 2019-2020 season. The deal will end in 2027. The deal will help players make more money. The deal will help them in other ways, too. For example, players who have a child can take time off and still get paid. They will get nicer flights when they travel. Other programs will help players take care of their health.*

Which question is answered by this paragraph?

- (A) Who helped to create the new deal with the WNBA?
- (B) What are the ways the new deal will help the players?
- (C) Where do players live because of the new deal?
- (D) Why does the new deal for the players end in 2027?

2

Read the section "Helping Players Make More Money."

Which sentence from the section explains HOW the new deal helps WNBA players make more money?

- (A) She says the agreement will help all players make more money.
- (B) The WNBA has already approved the deal.
- (C) With equal revenue sharing, the players get half of the money that the WNBA makes.
- (D) Before the deal, WNBA teams could not spend more than \$996,000 a year on players' salaries.

3

WHY does Nneka Ogwumike like the WNBA deal?

- (A) because it will let her start playing basketball in other countries
- (B) because it will work with the men's National Basketball Association
- (C) because it will help players to stay in the United States after basketball season
- (D) because it will let more women become assistant coaches

4

How did the old WNBA rules affect Kristi Toliver?

- (A) The rules said she could make \$100,000 to \$1 million a year.
- (B) The rules said she will make an average of 130,000 a year.
- (C) The rules said she could never be an NBA assistant coach.
- (D) The rules said she could make much less than other NBA coaches.










## Lesson 20

# Possessive Nouns

 **Introduction** Some nouns show that a person or animal owns something. A noun that shows ownership is called a **possessive noun**. For example, *the girl's hat* means that the girl owns or has the hat. *The tiger's fur* means that the fur belongs to the tiger.

- To form the possessive of a singular noun, add an **apostrophe (')** and then an **-s**.

seller + 's

The ticket seller's booth is at the front of the zoo.

- To form the possessive of a plural noun, add an apostrophe (') *after* the **-s**.

lions + '

The lions' area is near the back of the zoo.

## Guided Practice

Write the possessive form of the noun in parentheses ( ) to complete each phrase.

**HINT** How can you tell if the possessive noun should be singular or plural? Look at the ending of the noun in ( ). Also look for clue words, such as *a*, *one*, *several*, and *few*.

1 a \_\_\_\_\_ key (zookeeper)

2 several \_\_\_\_\_ ears (bunnies)

3 one \_\_\_\_\_ flippers (penguin)

4 a few \_\_\_\_\_ tails (foxes)

5 three \_\_\_\_\_ brooms (cleaners)

6 a \_\_\_\_\_ tickets (guest)

7 some \_\_\_\_\_ nests (cranes)

8 an \_\_\_\_\_ egg (emu)

## Independent Practice

For numbers 1–5, choose the correct way to write each underlined noun.

1 Several workers pails had food for the animals.

- A worker's'
- B workers
- C worker's
- D workers'

2 The workers put bottles in a few babies mouths.

- A babies'
- B babies's'
- C babies
- D babies's

3 The zookeeper pointed out three ostriches strong legs.

- A ostriche's's
- B ostriches
- C ostriches'
- D ostriche's

4 There was a big spray of water from an elephants trunk.

- A elephants
- B elephant's
- C elephants's
- D elephants'

5 We loved seeing one peacocks colorful feathers.

- A peacocks'
- B peacocks
- C peacock's
- D peacocks's