At-Home Learning Packet #4

Grades 3–5

BELIEVE in the CHANGE℠

BC BATTLE CREEK PUBLIC SCHOOLS PS

BCPS Weekly Homework Calendar

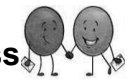
Week of: May 26-29 Grades 3-5

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Memorial Day	Complete one of the Bingo Activities every day. Can you get 5 in a row? Can you compete the entire sheet? Read **Explaining How Images Support Text**. Compete the Diagram on page 12.	Read for 30 minutes and enter the information on the Reading Log. Read the **Inclined Plane.** Complete questions 1-3 on page 14-15. Remember to use complete sentences.	Read for 30 minutes and enter the information on the Reading Log. Read **Wheels and Axels.** Complete questions 1-4 pages 19-20.	Read for 30 minutes and enter the information on the Reading Log. Read **Levers and Pulleys.** Complete questions 1-8 pages 25-27.

	Monday	Tuesday	Wednesday	Thursday	Friday
Writing		Using the vocabulary words support, diagrams, and images describe how the diagram makes the sentences easier to understand.	**Tasty Treats**. What is your favorite food? Describe it as if you were introducing it to someone who has never seen or tasted it.	**Upgrade Ahead**. You have an idea to improve your school. Explain it.	Using the story **Levers and Pulleys** explain how levers and pulleys are used to move things. Use your list and information from both the article and the diagrams in your answer. Page 27 #9

	Monday	Tuesday	Wednesday	Thursday	Friday
Math		Complete: **Measuring with a Ruler** worksheet.	**Measurement Project**: complete with household members. Score yourself with the grading sheet when you are finished. How did you do?	Complete: **Find the Missing Side** worksheet. Play **Playground Perimeters**? You can use the board several times.	Complete: **Working with Area** worksheet.

BCPS Weekly Homework Calendar

Social Emotional/PE	Monday	Tuesday	Wednesday	Thursday	Friday
	List three things you can do when you are feeling frustrated.	Tanya is sad and miser her friends. Give her some advice to help her manage her emotions during the day.	Take a hike or ride a bike. 	Journal about how you are feeling this week. What was your favorite thing that happened?	**Acts of Kindness**  Help with the yard work without being asked.

Practice using the following prefixes and suffixes in this week's writing and reading lessons.			
Prefix	***Suffix***	***Definition***	***Examples***
under-		too little/ below	underfed, underground
over-		too much/ above	overdone, overhead
non-		not	nonfat, nonsense
pre-		before	preplan, pretest
	-ion, –ation –sion, -tion	act of/ state of/ result of	attention, vision, invitation
	-ness	condition/ state of	darkness, fairness

BCPS Weekly Homework Calendar

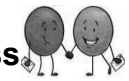
Week of: June 1-5 Grades 3-5

	Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Read for 30 minutes and enter the information on the Reading Log. Read the **Big Balloon Blow-Up: making a Gas to fill a Balloon.** Answer questions 6-10.	Read for 30 minutes and enter the information on the Reading Log. Read and complete **Distinguishing Between Fact and Opinion** part 1 & 2 pages 92-95.	Read for 30 minutes and enter the information on the Reading Log. Read and complete **Distinguishing Between Fact and Opinion** part 4 pages 98-99.	Read for 30 minutes and enter the information on the Reading Log. Read **Night Owl.** Answer comprehension questions 1-5.	Read for 30 minutes and enter the information on the Reading Log. Read **Climb to the Sky!** Answer comprehension questions 1-10.

	Monday	Tuesday	Wednesday	Thursday	Friday
Writing	**The Ultimate Game**. What is the best video game on the planet? Explain why it's better than similar games.	Write 5 fact and 5 opinions about your favorite activity to do.	**Role Model.** Think of a person who has made an impact on your life and describe the role they've played.	**Creepy Crawlies**. Compare and contrast two insects or animals that are similar, but have different characteristics such as a bumblebee and a yellow jacket or a horse and a mule. How are they alike and how are they different?	**Snappy Travel.** Imagine you could snap your fingers and be anywhere else in the world. Write about where you'd go.

	Monday	Tuesday	Wednesday	Thursday	Friday
Math	Play **Area Has Got You Covered.** Design your own Tic Tac Math board. Complete: **Perimeter and Area Zoo** worksheet.	Compete: **Break the Ice with Perimeter and Area Activy**.	Complete: **Number Patterns worksheet**. Complete: **Adding/ Subtraction 2-Digit Numbers** worksheet.	3rd Grade: **Division A** worksheet. 4th & 5th- : **Long Division** worksheet. You are welcome to complete either as review or for the challenge.	3rd Grade: **3-Digit by 1- Digit Multiplication** worksheet. 4th & 5th- : **Multiplication** worksheet. You are welcome to complete either as review or for the challenge.

BCPS Weekly Homework Calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
Social Emotional/PE	List all the words you can that relate to responsibility. How can being responsible help you feel proud of yourself? 	Spring into Action: Find 5 people! Do 60 jumping jacks together.	DANCE PARTY Put on some music and bust out your best dance moves. You can organize some dances too, like a conga line, the Chicken Dance and the limbo!	Take 32 imaginary dunks and 16 cross-over dribbles.	**Acts of Kindness**  Do something kind for someone. Write about how it made then (and you) fee!

Practice using the following prefixes and suffixes in this week's writing and reading lessons.			
Prefix	***Suffix***	***Definition***	***Examples***
bi-		two	bicycle, binocular
tri-		three	tricycle, triangle
quad-		four	quadrilateral, quadrant
oct-		eight	octagon, octopus
	-ly	characteristic of	badly, friendly, quickly
	-ment		act/ process
	-er, -or	one who/ that which	baker, boxer, conductor, survivor

Reading Comprehension Strategies

Make Connections

What connections do I make as I read?

Good readers notice pieces of text that relate to or remind them of:

- Their lives, past experiences, and prior knowledge
- Other books, articles, movies, songs, or pieces of writing
- Events, people, or issues

Tips:

- That reminds me of…
- This made me think of…
- I read another book that…
- This is different from…
- I remember when…

Visualize

Good readers create pictures in their minds while they read.

While reading, note places where you get a clear picture in your mind that helps you understand the text:

- I can picture…
- I can see the…
- I can visualize…
- The movie in my head shows…

Use your senses to connect the characters, events, and ideas to clarify the picture in your head.

- I can taste/hear/smell the…
- I can feel the…

Ask Questions

Good readers ask questions before, during, and after reading to better understand the author and the meaning of the text.

Ask questions of the author, yourself, and the text:

- What is the author trying to say?
- What is the message of this piece?
- Do I know something about this topic?
- What do I think I will learn from this text?
- How could this be explained to someone else?
- What predictions do I have about this reading?

Infer

How do I read between the lines?

When the answers are "right there," good readers draw conclusions based on background knowledge and clues in the text.

Ask yourself:

- I wonder why…
- I wonder how…
- I wonder if…

Find information from the text that might be clues to the answers and use these with your background knowledge for possible answers.

Determine Importance

What's the big idea?

So what?

Good readers look for things that help them identify big ideas and why they are important.

Look at text features for clues:

- Titles and headings
- Bold print
- Pictures and captions
- Graphs and charts
- Chapter objectives and questions

Tips:

- The big idea is…
- Most important information is...
- So far I've learned…
- The author is saying…
- This idea is similar to…

Synthesize

How do I use what I've read to create my own ideas?

Good readers combine new information from their reading with existing knowledge in order to form new ideas or interpretations.

Synthesis is creating a single understanding from a variety of sources.

Tips:

- Compare and contrast what I'm reading with what I already know or other sources of information.
- Think of new ways to use this information.
- Can connections I make across this text help me to create new generalizations or new perspectives?

Adapted from the work of Beal, Keene, and Tovani

SCHOLASTIC

http://www.scholastic.com

Name:_____

Reading Log

Read for 20 or 30 minutes each day and complete the boxes. **You must write in complete sentences with appropriate punctuation.**

Date	Reading Log
	Book Title: x_____ Parent Signature
List the characters and write about the setting.(when and where the story takes place)	_____ _____ _____ _____
	Book Title: x_____ Parent Signature
Write 2 wonderings about your story. (Questions you had while reading)	_____ _____ _____ _____
	Book Title: x_____ Parent Signature
Write about connections you can make to the text.	_____ _____ _____ _____
	Book Title: x_____ Parent Signature
Describe in detail your vivid mental images.	_____ _____ _____ _____

READING BINGO

Directions: *Complete the activities below independently or with an adult. Do five in a row to get B-I-N-G-O!*

B	I	N	G	O
Find a new or unique place to read, like outside.	Search in a book to find words with these prefixes: un-, dis-, re-.	Use a whisper voice while you read.	Look at the cover of a book and write three questions you have before reading.	Read a book you've never read before.
Read a book that someone in your home picks out for you.	Find one word you don't know the meaning of and ask someone what it means.	Read to someone who is older than you.	Tell a friend, family member, or teacher about a book you think they would like, too.	Search in a book to find words that have a double final letter and have one syllable. Hint: words like cliff or buzz.
Call a friend or family member and read to them. Ask them to read a story to you, too!	Re-read your favorite book.	**Free Space**	Make a list of three facts you learned from a nonfiction book.	Read a fiction book and make a list of ways you are similar to and different from the main character.
Listen to someone read to you.	Search in a book to find compound words. Hint: these have two or more words joined together with a single meaning.	Make a timeline for a fiction story. Hint: A timeline is a short list of events in the order they happen.	Read to someone who is younger than you.	Read a fiction book using different voices for each character.
After reading, write or tell something that surprised you.	Write or tell someone about what you learned from a book.	Read a book twice. The second time work on reading smoothly and with expression.	Read a nonfiction book.	Pick a word from a book and write two synonyms for the word.

Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. **Say the Word or Phrase Aloud.**

   Circle the word or phrase that you find confusing. Read the sentence aloud.

2. **Look Inside the Word or Phrase.**

   Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. **Look Around the Word or Phrase.**

   Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

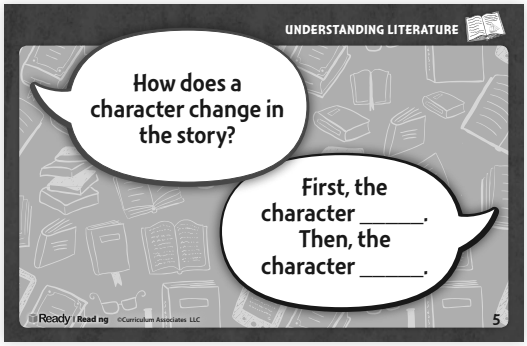
4. **Look Beyond the Word or Phrase.**

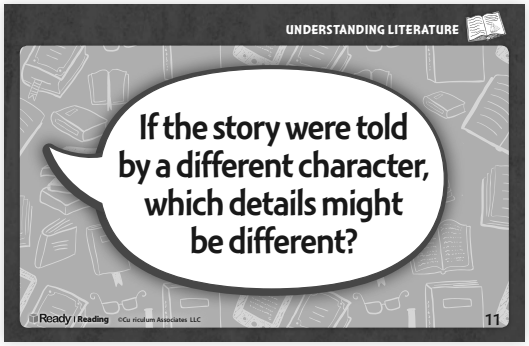
   Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

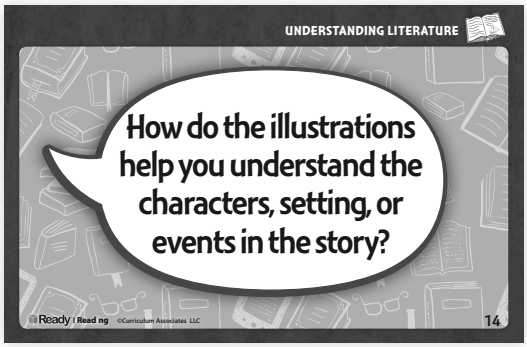
5. **Check the Meaning.**

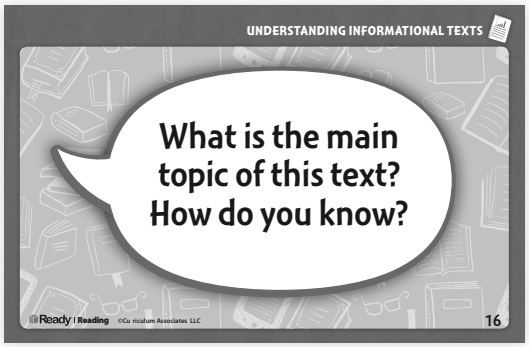
   Ask yourself, "Does this meaning make sense in the sentence?"

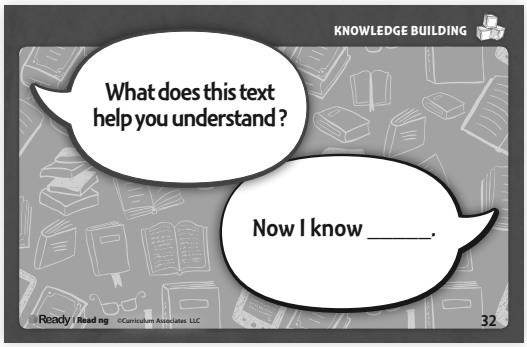
Reading Discourse Cards

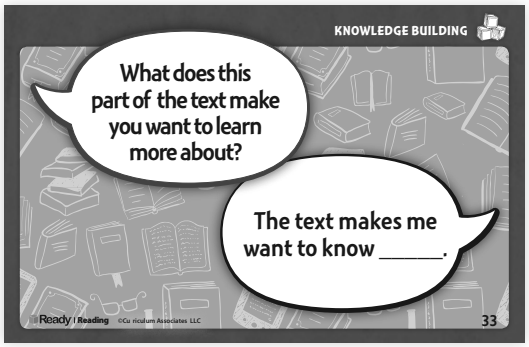


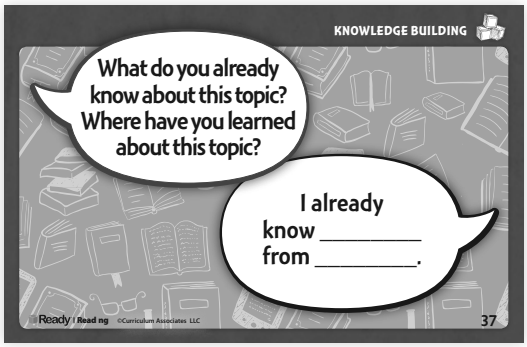


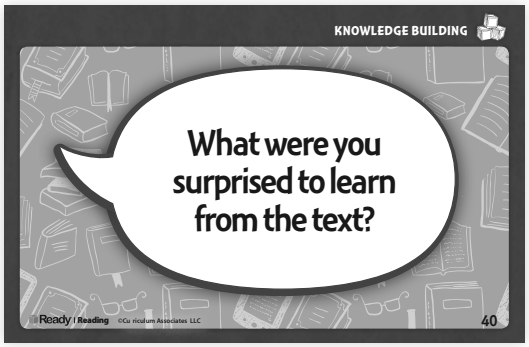


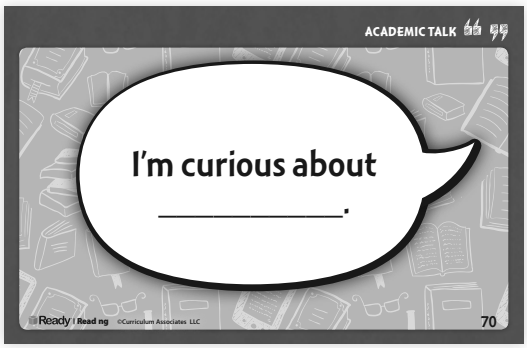


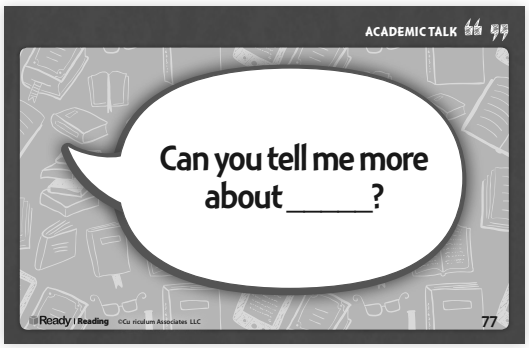












Lesson 18
Explaining How Images Support Text

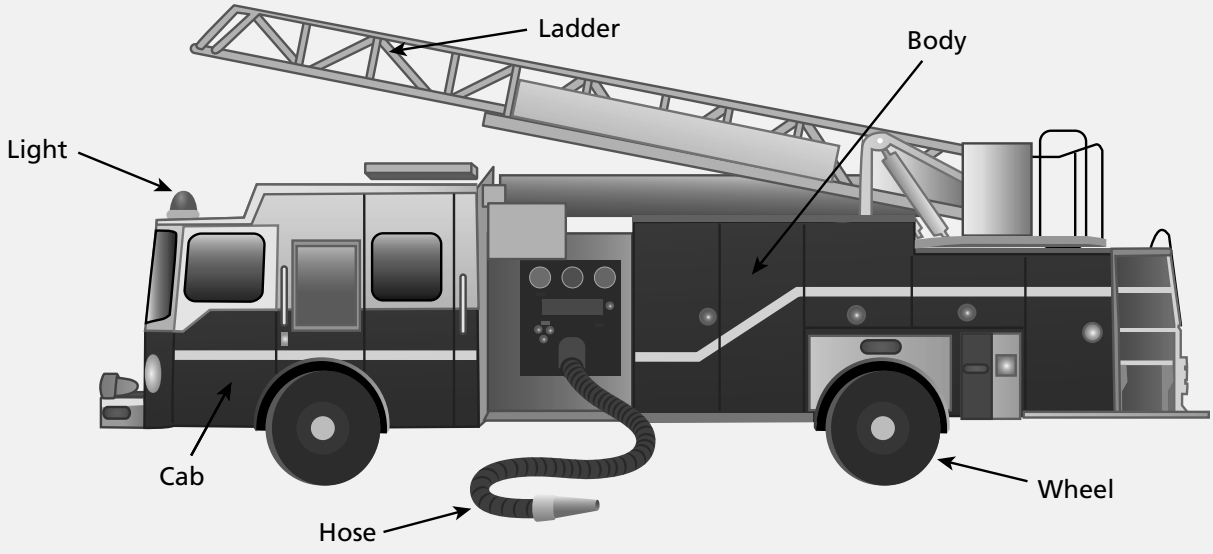
Learning Target

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

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

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

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



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

What the Text Tells	What the Diagram Shows

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

Academic Talk

Use these words to talk about the text.

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

Genre: Science Article

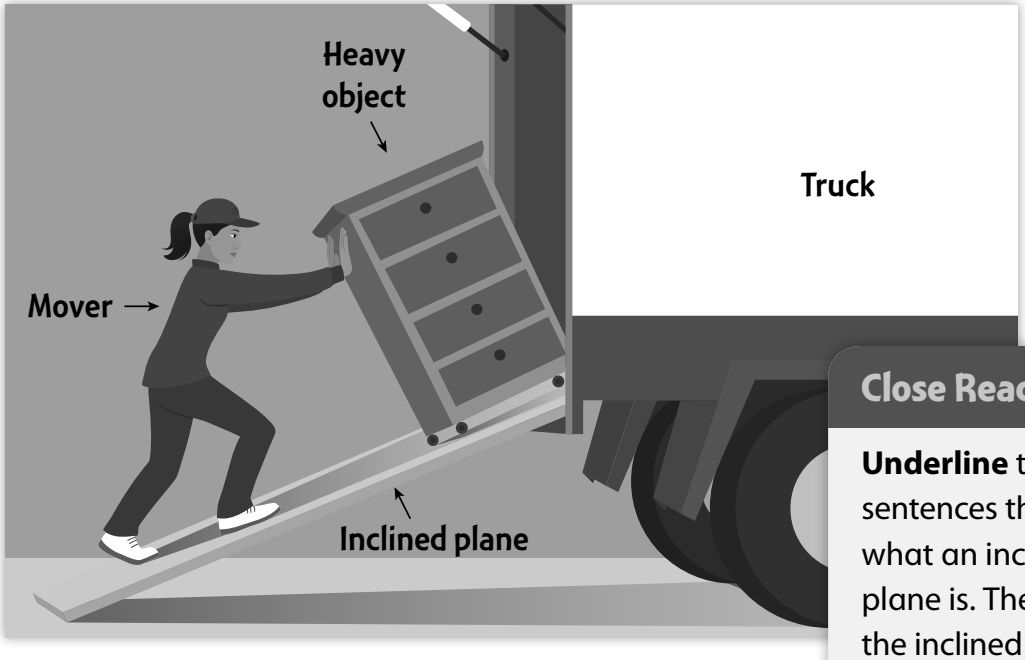
The Inclined Plane

by Sandra Brody

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

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

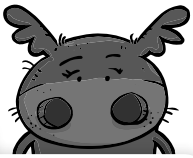
3 Today, we use inclined planes all the time. Wheelchair ramps are one example. Loading ramps for moving trucks are another. Boat ramps are another.



Close Reader Habits

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

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



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

Think

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

What the Text Tells	What the Diagram Shows

Talk

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

Write

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

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

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

The Inclined Plane

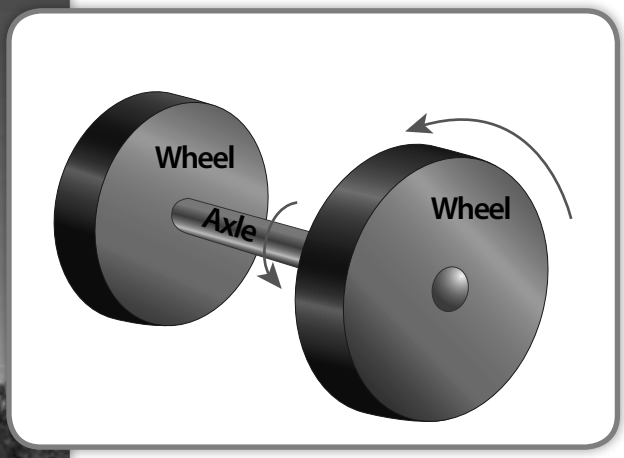
3 **Short Response** Look again at the diagram. How does it help you understand how an inclined plane works?

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

Don't forget to check your writing.

Wheels and Axles

by Ed Green



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

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

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

Close Reader Habits

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

Think

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

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

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

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

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

Talk

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

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

Write

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

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

Wheels and Axles

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

Check Your Writing

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

Read

Genre: Science Article

Levers and Pulleys

by Julian Green

WORDS TO KNOW

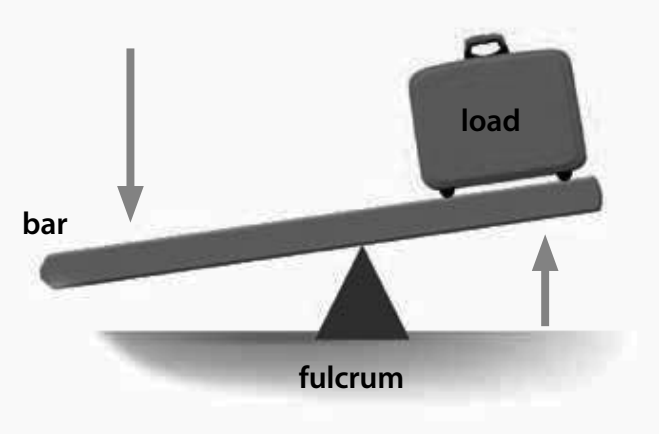
As you read, look inside, around, and beyond these words to figure out what they mean.

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

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

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

Using a Lever

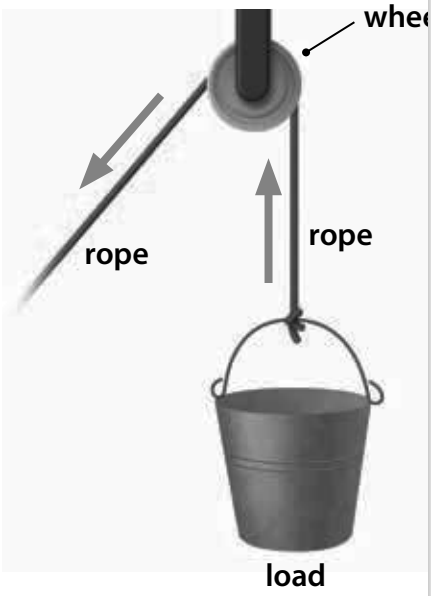


This boy uses a lever to lift a heavy rock.

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

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

Using a Pulley



A crane uses a pulley to lift heavy cargo.

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

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

Part A

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

A anything that has a motor

B a tool that helps us move things

C tools made with wheels and fulcrums

D anything used to lift heavy loads

Part B

Write the words that name two simple machines.

motor lever fulcrum pulley load pivot

_____

_____

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

A a wheel

B the load

C the fulcrum

D the ground

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

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

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

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

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

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

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

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

- rope
- bar
- load
- wheel
- fulcrum

pulley	lever

Write How are levers and pulleys used to move things?

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

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

Learning Target

How does looking at the pictures that go with a text help you better understand what you read?

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

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

by Tina Frank

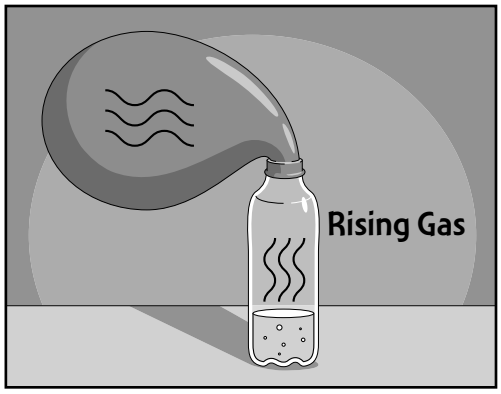
It's fun to blow up balloons. You've probably done it many times. And you used your breath to do it. But this time, you'll fill up a balloon without using your breath. You will make a gas that blows up the balloon. Let's get started.

What You Will Need

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

What to Do

1. Stretch out the balloon a few times. This will make it easier to blow up.



2. Pour the water into the bottle.

3. Add the baking soda to the water. Stir it around with the straw. Make sure the soda mixes with the water.

4. Pour the lemon juice into the bottle.

5. Pull the balloon over the mouth of the bottle. Do this as fast as you can. You won't have much time.

6. Watch what happens!

What Happened?

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

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

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

Go On

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

A Fill the balloon with some of the gas.

B Put the balloon on the top of the bottle.

C Add the lemon juice to the bottle.

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

7 What makes the gas form in the bottle?

A the water and air from the balloon

B the lemon juice and water in the bottle

C the water mixing with the baking soda

D the lemon juice mixing with the baking soda

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

A so nothing in the bottle will spill out

B so the gas cannot get loose into the air

C so all the things in the bottle mix together

D so no one breathes the gas from the bottle

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

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

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

C It shows how quickly the balloon fills up.

D It shows how much lemon juice to add.

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

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

Now write a sentence that tells about your picture.

_____

_____

_____

_____

Go On

Lesson 9 DISTINGUISHING BETWEEN FACT AND OPINION

PART **ONE:** Think About the Strategy

What Is a Fact?

Have you ever told someone your pet's name or what school you go to? If so, you were telling facts. A fact tells something that can be proved. If you say, "I had a math test today," you are telling a fact.

1 Write one fact about your bedroom.

_____

What Is an Opinion?

Have you ever told someone about something you like? If so, you were telling an opinion. An opinion tells something you think or believe. An opinion cannot be proved. If you say, "I liked the movie Space Games," you are expressing an opinion.

2 Write one opinion about your bedroom.

_____

_____

3 Write how your fact is different from your opinion.

_____

_____

Work with a Partner

- Take turns telling a fact about something, such as animals or sports.
- Then tell an opinion about the same thing.

How Do You Find Facts and Opinions?

Some reading passages contain details that tell facts. Some passages also contain details that are opinions. Some passages contain both facts and opinions. You can tell the difference between a fact and an opinion by asking yourself one question: "Does this detail tell about something that can be proved?" If your answer is "yes," then the detail is a fact. If your answer is "no," then the detail is an opinion.

Read the story below. See if you can tell the facts from the opinions.

> Cheng is the funniest kid ever. He tells the best jokes. We have been friends since first grade. We live near each other. I will never have a better friend than Cheng.

1. Think about what is a fact and what is an opinion in the story.
2. Let's find what can be proved and what cannot be proved.
3. Look at the chart below. Fill in the missing information.

Detail	Can this be proved?	Fact	Opinion
Cheng is the funniest kid ever.	No		✔
He tells the best jokes.	No		✔
We have been friends since first grade.	Yes	✔	
We live near each other.			
I will never have a better friend than Cheng.			

WHAT TO KNOW

If a statement is true and can be proved, it is a **fact**. If a statement tells what someone thinks or feels, it is an **opinion**. Facts can be proved. Opinions cannot. When you figure out if a statement is a fact or an opinion, you are **distinguishing between fact and opinion**.

- Facts are statements that can be checked or proved.
- Opinions are statements that cannot be proved. They tell what someone thinks or feels.
- Opinions often contain clue words. Some clue words are *think*, *feel*, *believe*, and *seem*. Other clue words are *always*, *never*, *all*, *none*, *most*, *least*, *greatest*, *best*, and *worst*.

Read this story about the beach. As you read, look for statements that tell something that can be proved. Also look for things that tell what someone thinks or feels.

I love the beach. The beach is the best place to take a vacation. There is lots of sand at the beach. I can make sand castles. There is also lots of water at the beach. I like to go swimming.

The statements that are true and can be proved are:
There is lots of sand at the beach.
I can make sand castles.
There is also lots of water at the beach.

The statements that tell what someone thinks or feels are:
I love the beach.
The beach is the best place to take a vacation.
I like to go swimming.

Read this ad for sneakers. As you read, ask yourself, "Which statements can be proved? Which statements cannot be proved?" Then answer the questions.

Buy a pair of High Jumpers today!

High Jumpers are the best sneakers ever made. They will make you jump higher and run farther than you ever have.

You will never want to buy another pair of sneakers again. Buy a pair today!

- High Jumpers come in sizes 2–7.
- High Jumpers come in four great colors: *black*, *white*, *blue*, and *red*.
- High Jumpers are on sale today and tomorrow.

1. Which of these is a *fact*?

Ⓐ High Jumpers are the best sneakers ever made.

Ⓑ They will make you jump higher and run farther.

Ⓒ You will never want to buy another pair of sneakers again.

Ⓓ High Jumpers come in sizes 2–7.

2. Which clue word tells an *opinion* about the color of High Jumpers?

Ⓐ best

Ⓑ great

Ⓒ never

Ⓓ seem

Work with a Partner

- Talk about your answers to the questions.
- Tell why you chose your answers.
- Then talk about what you have learned so far about distinguishing between fact and opinion.

MORE TO KNOW

- Facts can be checked. You can prove that a fact is true.
- Opinions tell what someone thinks, feels, or believes. An opinion can be about something that happened, an idea, a person, or a thing. Even if a person agrees with an opinion, it still cannot be proved.

Read the first part of a story about David, who is having a bad week. Then answer the questions.

David was a great brother. Mae felt sorry for him. First someone took his bike from the park. Then he got sick for three days. No one could have had a worse week than David.

"I think you are worried," said Mae. "Is something wrong at school?"

"Nothing could be more horrible. I failed my math test," David said.

"Failed!" Mae said.

"Shh!" said David. "I don't need the whole world to know."

5. Which of these is a *fact*?

Ⓐ David was a great brother.
Ⓑ Someone took David's bike from the park.
Ⓒ Nothing could be more horrible.
Ⓓ No one could have had a worse week than David.

6. Which clue word signals an *opinion* about David?

Ⓐ worse
Ⓑ think
Ⓒ great
Ⓓ best

7. Which of these tells what someone thinks or feels?

Ⓐ "Is something wrong at school?"
Ⓑ "I think you are worried."
Ⓒ "I failed my math test."
Ⓓ "Failed!"

8. Which of these can be proved?

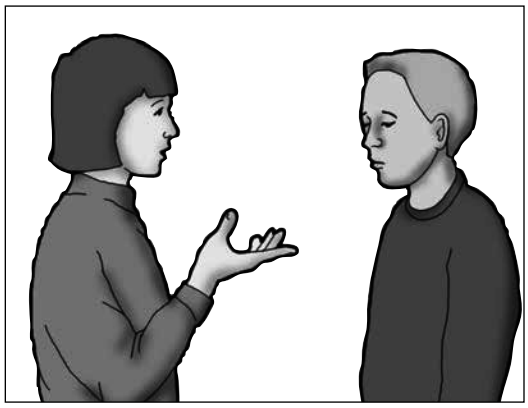
Ⓐ David got sick for three days.
Ⓑ David was a great brother.
Ⓒ No one could have had a worse week than David.
Ⓓ Nothing could be more horrible.

Read the next part of the story about David.
Then answer the questions.

Mae hugged her brother. "You are the best student ever," she said. "What happened?"

"Mrs. Barros has been teaching lots of new things. I missed a lot when I was sick."

"You should talk to her," Mae said. "She might let you take the test again."



"Do you think so?" David asked, almost smiling.

"She once let me take a test twice. She is the most understanding teacher."

"I am so glad I talked to you!" David said. "You are the nicest sister."

9. Which of these can be *proved*?

Ⓐ David is the best student ever.
Ⓑ Mae is the nicest sister.
Ⓒ Mae hugged her brother.
Ⓓ Mrs. Barros is the most understanding teacher.

10. Which clue word tells an *opinion* about Mrs. Barros?

Ⓐ always
Ⓑ think
Ⓒ most
Ⓓ seem

11. Which of these tells what someone thinks or feels?

Ⓐ "Mrs. Barros has been teaching lots of new things."
Ⓑ "I am so glad I talked to you!"
Ⓒ "She once let me take a test twice."
Ⓓ "I missed a lot when I was sick."

12. Which of these tells a *fact*?

Ⓐ "You are the best student ever."
Ⓑ "She once let me take a test twice."
Ⓒ "I am so glad I talked to you!"
Ⓓ "She is the most understanding teacher."

Night Owl

People always said that Jamal was a "night owl." It's true. He did not like to go to sleep. But it was not that he liked to stay up late. He hated the nighttime. He wanted it to pass quickly. It never did. It wasn't just the darkness. He didn't like the sounds of night. It was a lonely sound--buzzing bugs, wind, the shouts of birds.

His house was in the desert. There were no trees to blanket the sounds. The sand didn't keep any secrets. The loudest sound was a hoot. It came in threes: hoo- hoo- hoo. There were sounds inside his room, too--the tick of his clock, even the sound of his own breath.

One night, he heard the flap of wings. He hopped out of bed. He peeked out the window. And there stood a large bird--an owl. Its eyes were green. Its feathers were brown. It had a white collar of feathers, too. They looked at each other. Then the owl took off, making a hoo- hoo-hoo sound. This time, it didn't sound so scary.

Name: _____ **Date:** _____

1. This story takes place

A. in 2007.

B. in March.

C. at night.

D. all of the above.

2. Jamal is

A. on a lake.

B. in the city.

C. in a forest.

D. none of the above.

3. The title, *Night Owl*, refers to

A. both.

B. Jamal.

C. neither.

D. an owl.

4. The author writes, "It came in threes." *It* refers to

A. Jamal.

B. the sand.

C. the owl's sound.

D. the owl.

5. What are some supporting details that the author gives to describe the setting?

_____

_____

_____

Climb to the Sky!

by W.M. Akers

There was one tree in Doug's backyard. Only one tree, but it was enough. It was the biggest tree Doug had ever seen. His dad called it a magnolia. Doug thought that was a pretty good word. It sounded strong. It sounded old. This tree was strong. This tree was old. Doug was young. He was not very strong. But he knew he could climb that tree.

He waited until the weather was perfect: early autumn-crisp, but not cold. He wore a blue sweater and beat-up old shoes. His gloves were thick, to protect him from the bark. He was ready.

"Wait here," he told his dog, Harvey. "I'll be back later."

As Harvey watched, Doug leapt for the lowest branch. He nearly slipped, but held on. Using all his strength, he pulled himself up. He could not do a pull-up in gym class, but when it counted, he could lift himself.

He continued slowly. Doug was careful. He did not want to fall and embarrass himself in front of his dog. He looked for a good handhold before letting go of the one he had. He watched his feet as they moved. He was in no hurry. He had all day.

Halfway up the tree, Doug took a break. He did not feel tired but wanted to rest before he got exhausted. This is what mountain climbers did. Doug was not a mountain climber, but he wanted to be one someday.

"Hello," he said to a passing ladybug. "Any advice for my final ascent?"

The ladybug said nothing. Doug did not need her help. It was time to continue. He was just a few branches from the top when something terrible happened.

He lifted his left leg and placed it onto the next branch. The wood was old but not strong. It split down the side and fell to the earth with a horrible crack. Doug was watching. He was prepared. As his left foot slipped, he squeezed tight with his arms. For a terrifying moment, he dangled in air. Breathing slowly, he swung his legs forward and found a foothold. He was secure again.

"That's far enough for today," he said. "The summit can wait."

He wrapped his legs around the strongest branch he could see and leaned against the trunk. His heart slowed as he reached into his pocket and took out a book. It was time to do some reading. Doug had all afternoon.

Name: _____ **Date:** _____

1. What does Doug climb?

A. a tree at a park

B. a tree in a schoolyard

C. a tree in his backyard

D. a tree in his neighbor's backyard

2. The most exciting part of a story is the climax. What is the climax of this story?

A. Doug asks a ladybug whether it has any advice for him as he climbs.

B. Doug takes out a book and starts to read in the tree.

C. A branch near the top of the tree splits and falls when Doug steps on it.

D. Doug pulls himself up onto the lowest branch of the tree.

3. Doug is careful as he climbs the tree. What evidence from the story supports this statement?

A. Doug climbs the tree wearing a blue sweater and beat-up old shoes.

B. Doug cannot do a pull-up in gym class, but he is able to pull himself up onto the lowest branch of the tree.

C. A branch near the top of the tree breaks when Doug places his left leg on it.

D. Doug climbs slowly and looks for a good handhold before letting go of the one he has.

4. Doug is patient as he climbs the tree. What evidence from the story supports this statement?

A. Doug does not want to fall and embarrass himself in front of his dog.

B. Doug takes a break halfway up the tree even though he does not feel tired.

C. After a branch cracks and falls, Doug dangles in the air for a moment.

D. Doug nearly slips after leaping for the lowest branch of the tree.

5. What is a theme of this story?

A. No one should start something that he or she is not able to finish.

B. People should put more trust in animals and less trust in themselves.

C. Being careless and impatient can help someone deal with danger.

D. Being careful and patient can help someone deal with danger.

6. Read these sentences from the text.

He waited until the weather was perfect: early autumn-crisp, but not cold. He wore a blue sweater and beat-up old shoes.

What does the word "crisp" mean here?

A. dry and crunchy
B. sunny and hot
C. pleasant and cool
D. firm but easy to break

7. Read these sentences from the text.

He was not very strong. But he knew he could climb that tree.

How could the author connect these two sentences?

A. He was not very strong: but he knew he could climb that tree.
B. He was not very strong but he knew he could climb that tree.
C. He was not very strong; but he knew he could climb that tree.
D. He was not very strong, but he knew he could climb that tree.

8. "Something terrible" happens to Doug when he is a few branches from the top of the tree. Support this statement with evidence from the text.

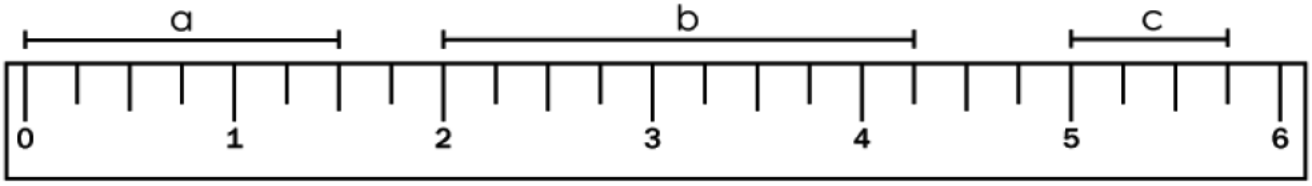
9. Describe what Doug does to make himself secure after a branch breaks under his left leg. Include at least two details from the story in your answer.

10. Doug is careful and patient as he climbs up the tree. Explain whether he remains careful and patient when a branch breaks under his left leg. Support your answer with evidence from the text.

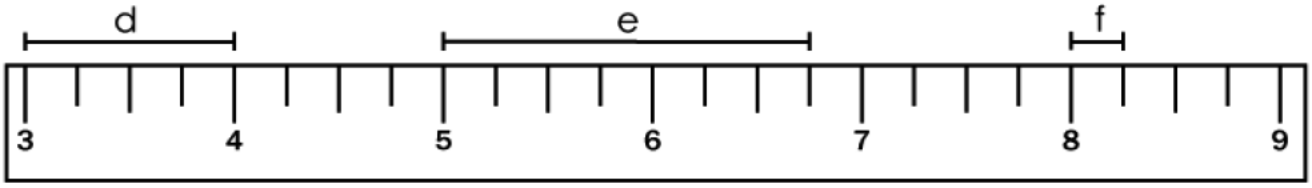
Name: _____

Measuring With a Ruler

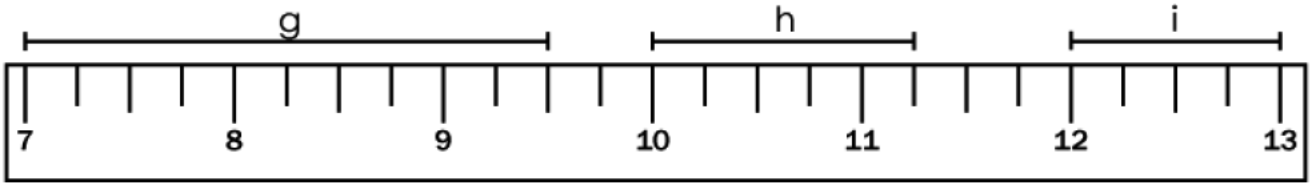
Measure to the nearest $\frac{1}{4}$ inch for each line segement using the ruler shown.



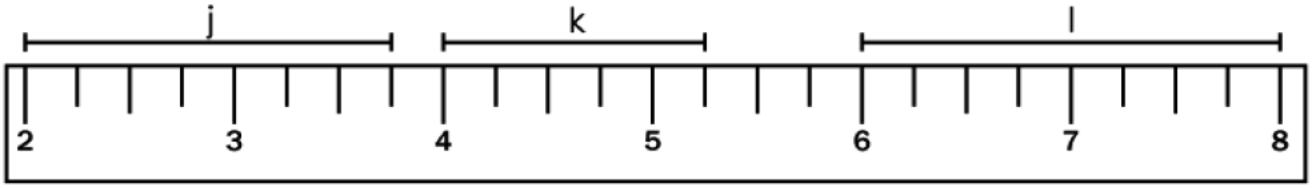
a = _____ b = _____ c = _____



d = _____ e = _____ f = _____

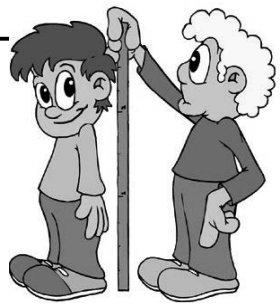


g = _____ h = _____ i = _____



j = _____ k = _____ l = _____

Name: _____



Measurement Project

With a tape measure or yard stick, measure the heights of five different people.
You can measure parents, siblings, friends, or family members.
You can even measure yourself.

Make a chart to show the heights, in order from tallest to shortest. Your chart should include:

- Each person's name and a picture of each person's face. (Faces can be neatly drawn, or photographed.)

- Each person's height in inches, as well as feet and inches. (For example, you might list someone as 5', 9" tall and 69" tall)

- Each person's signature, to verify that you have measured them carefully and accurately. (Everything else should be in your own handwriting.)

At the top of your chart, list the tallest person. Below that, list the second tallest. Then, list the third tallest, and so on.

In class, you will be given a blank measuring table that you can use for this project.

Your measuring project is due on _____.

Your project may be on display at school, so do your very best work!

Measurement Project - Grading Sheet

_____ (10 points)	The project has been brought to school on-time.
_____ (15 points)	Chart includes the height measurements of five different people.
_____ (15 points)	Each person signed the chart to show that they were measured carefully and accurately.
_____ (15 points)	Each person's height is written as feet and inches and just inches. All conversions are correct.
_____ (15 points)	The heights have been arranged from tallest to shortest.
_____ (15 points)	Each person's face is drawn or photographed.
_____ (15 points)	Handwriting is neat. Pictures are neatly drawn or photographed. Paper is returned relatively wrinkle-free. Each person's name is spelled correctly and begins with a capital letter.

Total - _____ (out of 100 points)

Name: ________________________ Date: ________________________

Measurement Project

name of person being measured: ________________________

height (inches only): ________________________

height (feet & inches): ________________________

My height has been measured carefully and accurately.

signature: ________________________

name of person being measured: ________________________

height (inches only): ________________________

height (feet & inches): ________________________

My height has been measured carefully and accurately.

signature: ________________________

name of person being measured: ________________________

height (inches only): ________________________

height (feet & inches): ________________________

My height has been measured carefully and accurately.

signature: ________________________

name of person being measured: ________________________

height (inches only): ________________________

height (feet & inches): ________________________

My height has been measured carefully and accurately.

signature: ________________________

name of person being measured: ________________________

height (inches only): ________________________

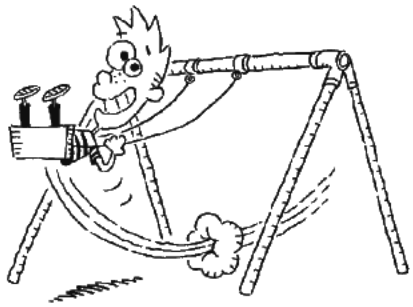
height (feet & inches): ________________________

My height has been measured carefully and accurately.

signature: ________________________

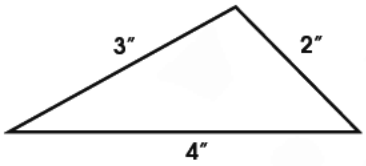
Name(s): _____

Playground Perimeters

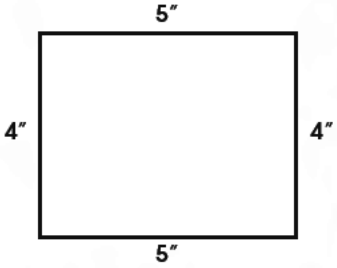


Some playground equipment and sandboxes look like the shapes below. Solve three perimeter problems to get Tic-Tac-Math!

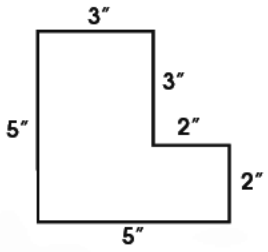
What is the perimeter of this triangle?



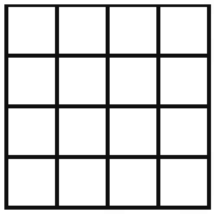
What is the perimeter of this rectangle?



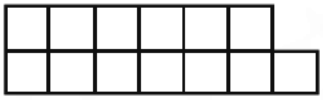
What is the perimeter of this shape?



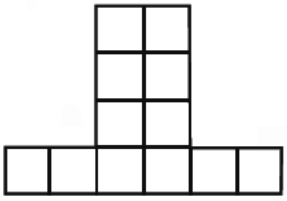
What is this shape's perimeter?



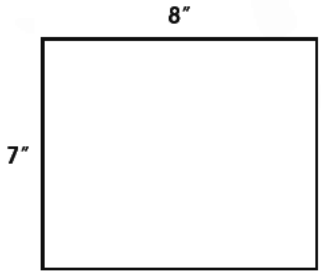
What is this shape's perimeter?



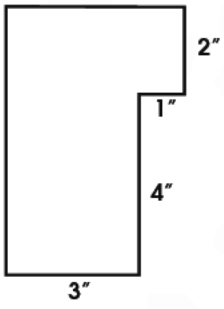
What is this shape's perimeter?



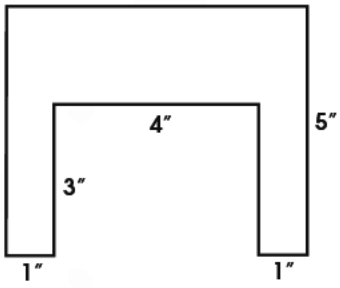
What is this shape's perimeter?



What is this shape's perimeter?



What is this shape's perimeter?

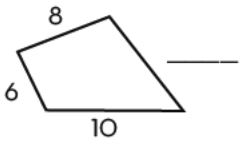


Name _____ Date _____

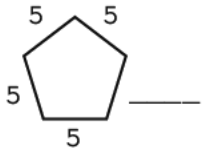
Find the Missing Side

Find the length of the missing side. Draw a line to match each answer on the left with one on the right.

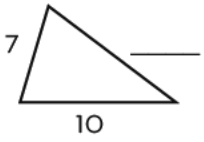
LEFT

1. 

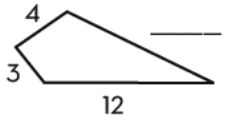
Perimeter = 33

2. 

Perimeter = 25

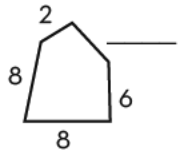
3. 

Perimeter = 27

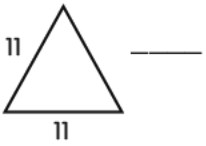
4. 

Perimeter = 30

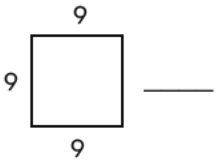
RIGHT

A. 

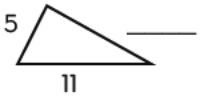
Perimeter = 29

B. 

Perimeter = 33

C. 

Perimeter = 36

D. 

Perimeter = 26

TRIPLE MATCH Challenge

A regular hexagon has six equal sides. If the perimeter of a regular hexagon is 66, what is the length of each side? _____

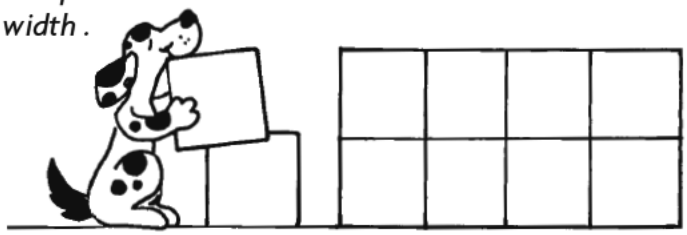
Circle the answers that match above.

Name _____ **Understanding area**

Working With Area

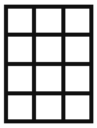
The **area** *of an object is the number of square units needed to cover its surface. To find the area, multiply the length by the width .*

4 x 2 = 8 square units



Write a multiplication sentence to figure the area of each object. Multiply.

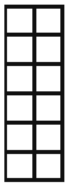
A.



A = _____

square units

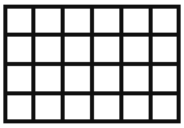
B.



A = _____

square units

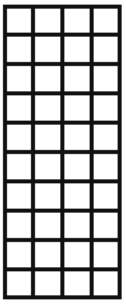
C.



A = _____

square units

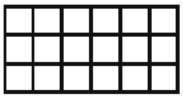
D.



A = _____

square units

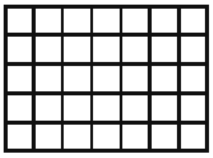
E.



A = _____

square units

F.



A = _____

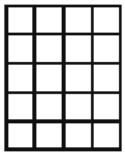
square units

G.

A = _____

square units

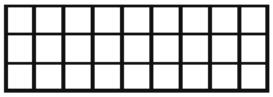
H.



A = _____

square units

I.



A = _____

square units

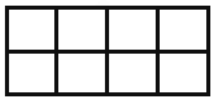
The playground at school is 36 yards long and 9 yards wide. What is the area of the playground?

Name(s): _____

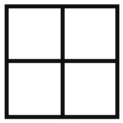
Area Has Got You Covered

How many square feet of wallpaper do you need to cover these walls? Learn about area when you solve three problems and get Tic-Tac-Math!

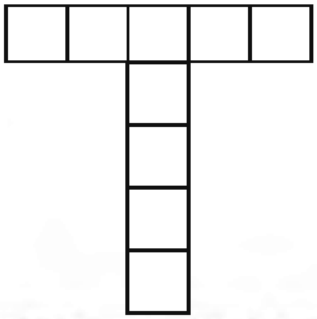
What is the area of this shape?



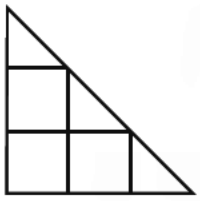
What is the area of this shape?



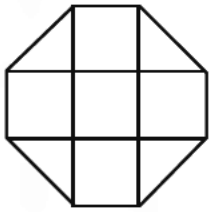
What is the area of this shape?



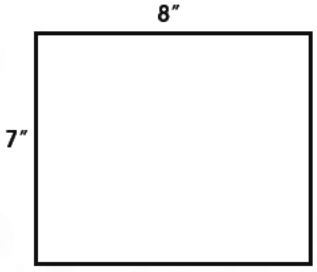
What is the area of this shape?



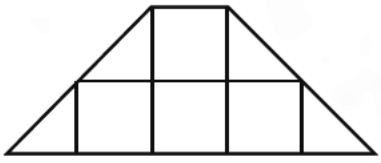
What is the area of this shape?



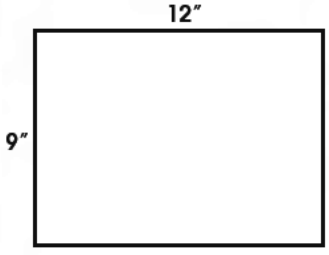
What is the area of this rectangle?



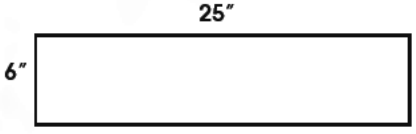
What is the area of this shape?



What is the area of this rectangle?



What is the area of this rectangle?

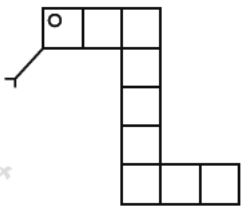


Perimeter and Area Zoo

Name _____ Date _____

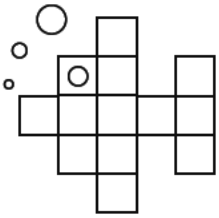
A shape doesn't have to be a square or a rectangle to have perimeter and area. The animals in this zoo are different shapes. Can you find each animal's perimeter and area?

Remember: To find perimeter, count the sides of the units. To find area, count the number of whole units.



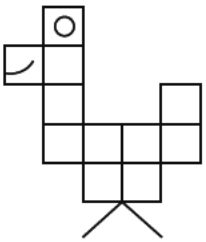
1. Perimeter_____

Area _____



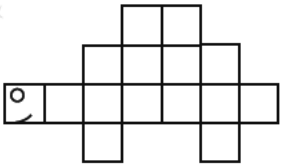
2. Perimeter _____

Area _____



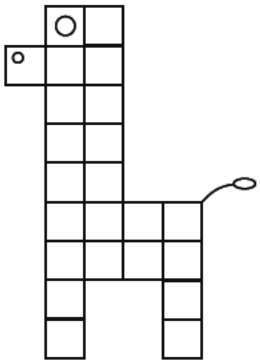
3. Perimeter _____

Area _____



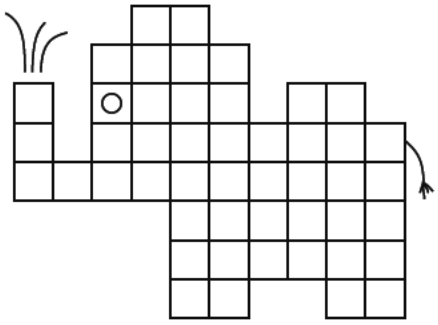
4. Perimeter _____

Area _____



5. Perimeter _____

Area _____



6. Perimeter _____

Area _____

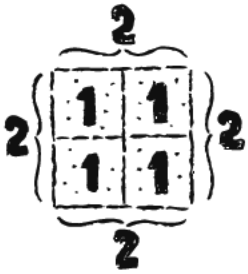
Break the Ice With Perimeter and Area

Name _____ Date _____

Jessie is building ice skating rinks for her friends. She measures the size of each rink in two ways—**perimeter** and **area**. Perimeter tells the measurement **around** the rink. Area tells how many square units fit **inside** each rink. Some rinks have the same area but different perimeters. Try some building yourself!

You Need:
square crackers or square counters

Here's the rink Jesse built for Shawn. Its area is 4. Its perimeter is 8.



What to Do:

Use the square crackers to help you answer the questions. Then draw how the crackers look.

1. Shawn wants a bigger rink. He wants it to have a perimeter of 12 and an area of 8. What can you add to Shawn's rink? Draw what it will look like.

2. Gil also wants a rink with a perimeter of 12. But he wants it to be square. What will it look like? What will its area be? Draw what it will look like.

3. The area of Rita's rink is 12. Its perimeter is 14. What does her rink look like? Draw it.

4. Sonia wants her rink to have an area of 16. She says it can be shaped like a square or a rectangle. What could the rink look like? What will its perimeter be? Draw it.

5. José wants a rink with an area of 24. It can be any shape. What are some of the shapes it could be? What are their perimeters? Draw one example.

Brain Power
Draw a shape whose perimeter and area are the same number.

Number Patterns (A)

Name: _____ Date: _____

Identify, continue and describe each number pattern.

1. ← 100 — 90 — 80 — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ →

2. ← 2 — 27 — 52 — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ →

3. ← 161 — 152 — 143 — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ →

4. ← 97 — 105 — 113 — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ →

5. ← 938 — 838 — 738 — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ →

6. ← 26 — 37 — 48 — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ →

7. ← 108 — 102 — 96 — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ →

8. ← 57 — 64 — 71 — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ →

9. ← 195 — 183 — 171 — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ →

10. ← 31 — 46 — 61 — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ — ☐ →

Adding/Subtracting 2-Digit Numbers (A)

Name: _____ Date: _____

Calculate each sum or difference.

21 + 41	75 − 29	87 − 72	49 + 82	36 + 22
87 − 47	63 − 39	31 + 70	91 + 38	43 + 66
61 + 34	78 − 36	86 + 24	35 + 63	88 − 70
26 + 77	39 + 53	42 + 97	55 − 46	43 − 36
62 + 80	76 − 51	84 + 10	82 + 59	74 − 15

Division (A)

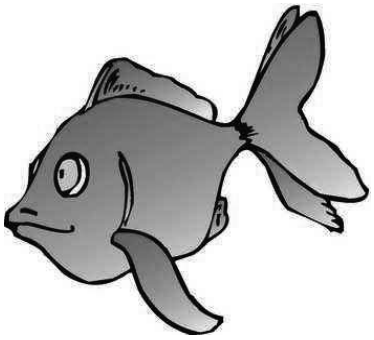
Find each quotient.

$2\overline{)6}$	$3\overline{)21}$	$8\overline{)40}$	$8\overline{)48}$	$8\overline{)56}$
$8\overline{)48}$	$3\overline{)6}$	$7\overline{)35}$	$7\overline{)7}$	$2\overline{)6}$
$1\overline{)2}$	$6\overline{)18}$	$9\overline{)27}$	$6\overline{)36}$	$3\overline{)27}$
$9\overline{)9}$	$7\overline{)49}$	$1\overline{)5}$	$4\overline{)24}$	$9\overline{)9}$
$9\overline{)63}$	$9\overline{)72}$	$4\overline{)4}$	$3\overline{)6}$	$4\overline{)12}$

Name: _____

Long Division

Three Digit Dividends, 2 and 3-Digit Quotients, Remainders



a. $6\overline{)939}$

b. $4\overline{)1\,5\,4}$

c. $4\overline{)2\,9\,5}$

d. $3\overline{)3\,2\,8}$

e. $7\overline{)7\,5\,0}$

f. $3\overline{)7\,4\,3}$

g. $9\overline{)8\,4\,0}$

h. $8\overline{)4\,2\,9}$

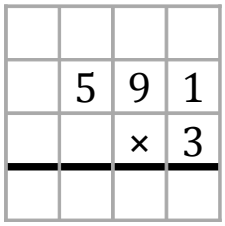
i. **There are 8 fish tanks in the pet shop. They just received an order of 216 goldfish. The owner of the pet shop wants each tank to have the same number of fish. How many goldfish will each tank have in it?**

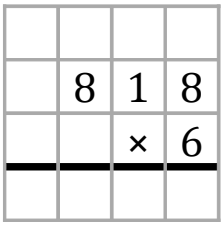
Show your work and label your answer.

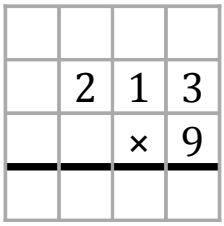
ans: _____

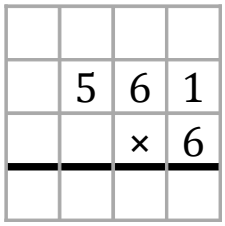
3-Digit by 1-Digit Multiplication (A)

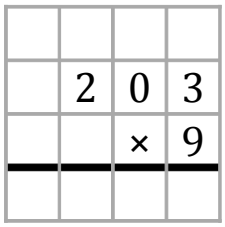
Use the grid to help you multiply each pair of factors.

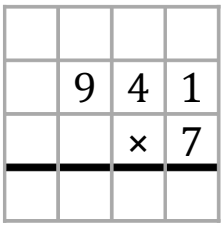


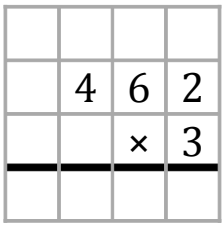


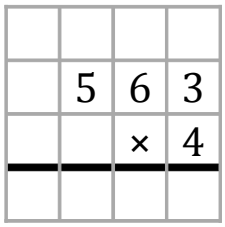


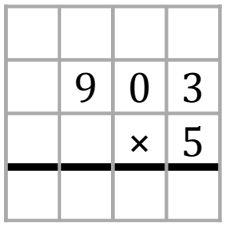


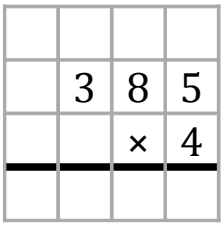


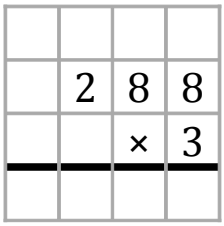


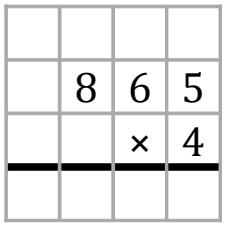


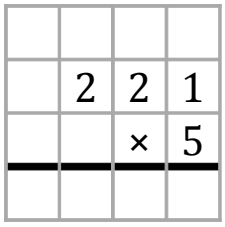


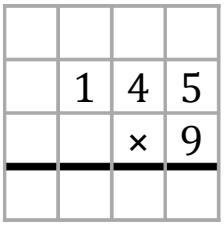


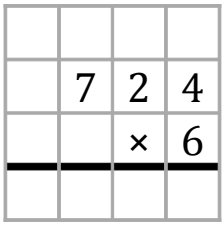


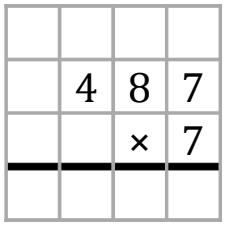


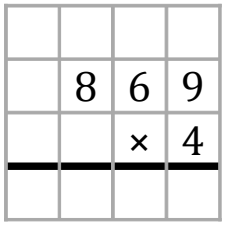


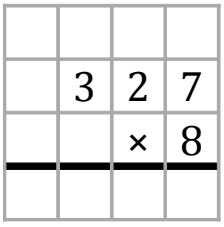


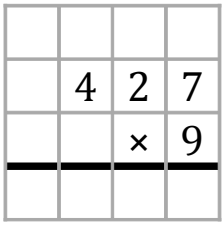


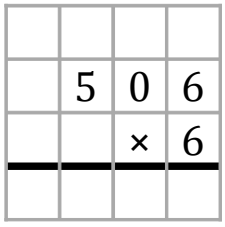


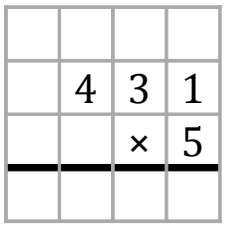


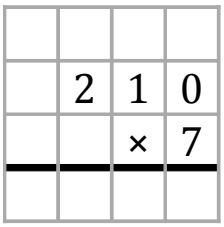


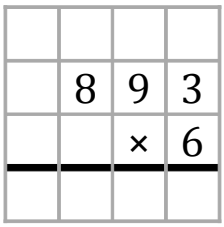


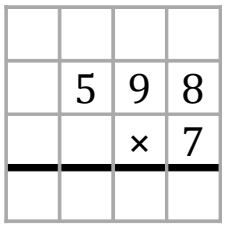












Name: _____

Multiplication

32 x 36	712 x 55	313 x 29
887 x 34	31 x 10	26 x 53
69 x 54	12 x 71	58 x 93
88 x 31	36 x 67	27 x 64