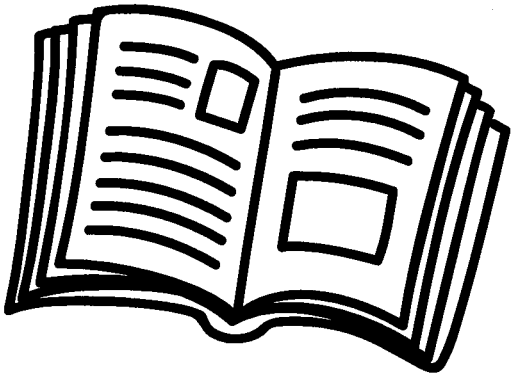
# School #29

# 3rd

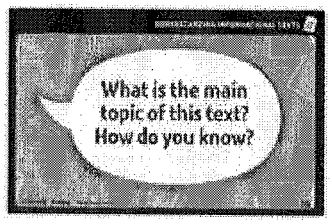
# ELA + Math

# Summer Learning Packet

# Independent Reading!



**See pages 57 and 58 of this packet.**




**Use the questions/ prompts on the Discourse Card resource to start a conversation about something the student has read.** You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

**Encourage daily reading.** And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

**Don't worry about right/wrong answers** when you talk about text—the important thing is that you and your student share a reading experience and have fun!

**Here are some websites that offer fun, free, high-quality material for kids:**

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

Genre: Fable

# The Girl and the Apples

by Tala Rutchel

1 One fall afternoon, a girl went to a farm to pick apples. She was in a hurry, so she picked carelessly both ripe apples and unripe ones. When she finished, her wagon was filled with a small mountain of apples.

2 The girl asked the farmer, "Quick, tell me how long you think it will take me to get back home."

3 The farmer thought carefully. Then he said, "Be patient. If you go slowly, you will be back soon. If you go fast, you will not get back until night. It's your choice."

4 The girl thought, "How can that be? How can it take so long if I go fast?"

5 The girl wanted to get back home as soon as possible, so she rushed her horse and wagon onto the road. She made her horse walk very fast.

6 And suddenly . . . bump! Off fell some apples.

7 Every time she hit a bump, more apples rolled off her wagon. Then she had to stop and put them back on the wagon. Because of all the delays, it was night before she got home.

**Close Reader Habits**

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

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

## Think

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

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

| Key Details (the Girl) | Key Details (the Farmer) |
| --- | --- |
| | |

**What Is the Central Message?**

## Talk

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

## Write

3 **Short Response** What is another lesson the girl might learn from what happened? Use the space provided on page 126 to write your answer.

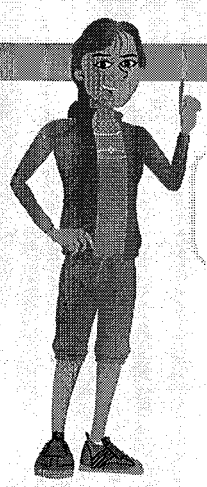
**HINT** What might the girl think about the farmer's advice by the end of the story?

**Write** **Use the space below to write your answer to the question on page 123.**

# The Girl and the Apples

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

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



Don't forget to check your writing.

# Sharing the Crops

a folktale from England

1 Once a farmer rented some land. "How much does it cost to use this land?" the farmer asked the landowner.

2 The owner wanted to get the better part of the deal. So he said, "I'll take the top half of the crop, and you can take the bottom half."

3 But the farmer was clever. He planted potatoes because they grow in the ground. At harvest time, he gave the owner the potato tops, which are not good for anything.

4 The owner knew he had been outsmarted. He said, "Next year, I want the bottom half of your crops."

5 So the next year the farmer planted oats, which grow at the top of long grasses. The bottom half is useless grassy straw. That's what the farmer gave to the owner.

6 This time the owner said, "Next year, I'll take the top and the bottom. You can have the middle."

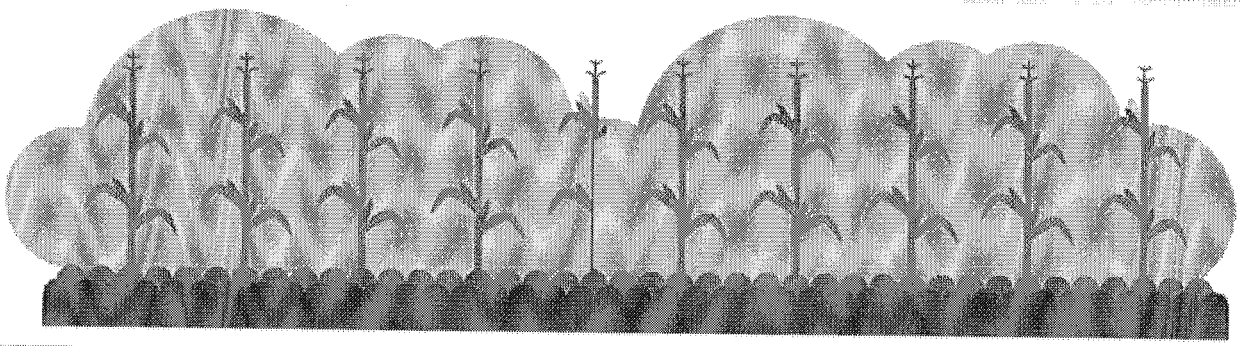
7 So this time, the farmer planted corn. At the top of each corn stalk are tassels. At the bottom are woody stalks. In the middle is where the tasty sweet corn grows.

8 For a third time, the owner had been outsmarted. Now it was the farmer's turn to suggest a deal. "From now on," he said, "why don't you take half of whatever I grow? Whatever I get, you will get the same."

9 This was a fair deal at last. From that day on, the owner and the farmer shared the crops equally.

**Close Reader Habits**

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



## Think

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

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

**Part A**

What is the central message of "Sharing the Crops"?

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

**Part B**

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

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

## Talk

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

## Write

3 **Short Response** Explain which character in "Sharing the Crops" learns a lesson. Use one detail from the folktale to support your response. Use the space provided on page 127 to write your answer.

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

**Write** **Use the space below to write your answer to the question on page 125.**

# Sharing the Crops

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

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

## Check Your Writing

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

Lesson 31

# Real-Life Connections

**Introduction** When reading, you can connect the words on the page to your own life or to the wider world. Connecting words with real-life events can make their meaning clearer.

- What do you think of when you read the word *friendly*? You might remember a time when a friendly classmate smiled at you.

  A friendly classmate smiled and said, "Hi."

- When you think about the word *friendly*, you might also remember what friendly people and animals in your town or city have done.

  A friendly lady in town gives neighbors vegetables from her garden.

  Friendly dogs wag their tails and want to be patted.

## Guided Practice

**Circle the correct words to complete each sentence. Then work with a partner to think of more ways to complete each sentence.**

**HINT** To help think of more ways to complete each sentence, ask your partner questions like these.

- When were you helpful?
- What do you do when you are curious about something?

1. A helpful person might _____.

   **do chores** **break a glass** **trip and fall**

2. If a person is curious, she might _____.

   **go to sleep** **read a book** **wrap a gift**

3. It would be selfish to _____.

   **take all the toys** **give presents** **help others**

4. A student could interrupt a class by _____.

   **writing a story** **doing math** **talking loudly**

## Independent Practice

**For numbers 1–5, choose the correct answer to each question.**

**1** How might a **patient** person act?

- **A** tell a friend to hurry up
- **B** run to be first in line
- **C** refuse to wait for someone
- **D** teach a baby something new

**2** What might a **stubborn** person say?

- **A** "I like this new food after all."
- **B** "I won't eat that even if it's good for me."
- **C** "I agree with you about that."
- **D** "I'll stay home because you need my help."

**3** What might a **generous** person do?

- **A** help a friend with homework
- **B** eat candy without sharing
- **C** disobey his parents
- **D** scare a friend's dog

**4** How might someone cause **confusion**?

- **A** by solving a problem
- **B** by telling the truth
- **C** by giving poor directions
- **D** by speaking clearly

**5** What is a **rude** thing to do?

- **A** invite a friend to a party
- **B** talk while others are talking
- **C** offer to wash the dishes
- **D** help a neighbor plant a garden

Read

Genre: Folktale

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

- **trotted/trotting**
- **stall**


# the Gentle Donkey

## A FOLKTALE FROM HAITI

1 Long ago, there was a gentle donkey named Zel. Everyone in town loved Zel because she was so pleasant and kind. But Zel's owner, Madame Charity, was angry and mean. She was so mean that she threw rocks at birds for singing too loud. She yelled at little boys when they laughed. But she was the meanest of all to poor Zel.

2 Every Saturday, Madame Charity sold sugar and rice at a market. Whoever arrived earliest sold the most. But Madame Charity always woke up late. Then she got angry and yelled at Zel, who had done nothing wrong.

3 In a huff, Madame Charity would then load heavy bags of rice and sugar onto Zel's back. Last, she climbed on top of it. "Hurry, Zel!" she yelled. "Get me to market as fast as you can!" Although Zel always trotted as fast as she could, it was never fast enough for Madame Charity.

4 One day, Zel's friend Touloulou the crab visited. "Did you have a good day at the market?" asked Touloulou.

5 "Madame Charity was mad at me all day. I work as hard as I can, but she is always mean to me."

6 "Madame Charity is always late. She won't blame herself, so she blames you," said Touloulou.

7 "Yes," said Zel. "And because everyone is afraid of her angry tongue, she never sells much at the market."

8 "I will help you," said Touloulou.

9 The next Saturday, Madame Charity woke up at 9 a.m. "Oh, no! I'm late again!" she yelled. As she tossed her heavy bags onto Zel's back, Touloulou the crab grabbed onto the hem of her long skirt. Madame Charity climbed on Zel's back. Touloulou held tightly to her skirt.

10 Zel started trotting. Madame Charity remembered how late she was. She opened her mouth to speak angrily, but Touloulou pinched her ankle.

11 "Ouch!" Madame Charity rubbed her ankle. She forgot how late she was. But soon she remembered. "Faster, Zel! Faster!" she yelled.

12 Again Touloulou pinched Madame Charity's ankle.

13 "Ouch!" shouted Madame Charity.

14 When they got to the market, Madame Charity saw that someone had taken the stall she liked to use. In a fit of rage, Madame Charity opened her mouth to yell. For the third time, Touloulou pinched her ankle. Madame Charity screamed.

15 "What's wrong?" people asked.

16 "Hurrying to get to market, I must have hurt my ankle. It's very painful. Ouch! Ouch! Ouch!"

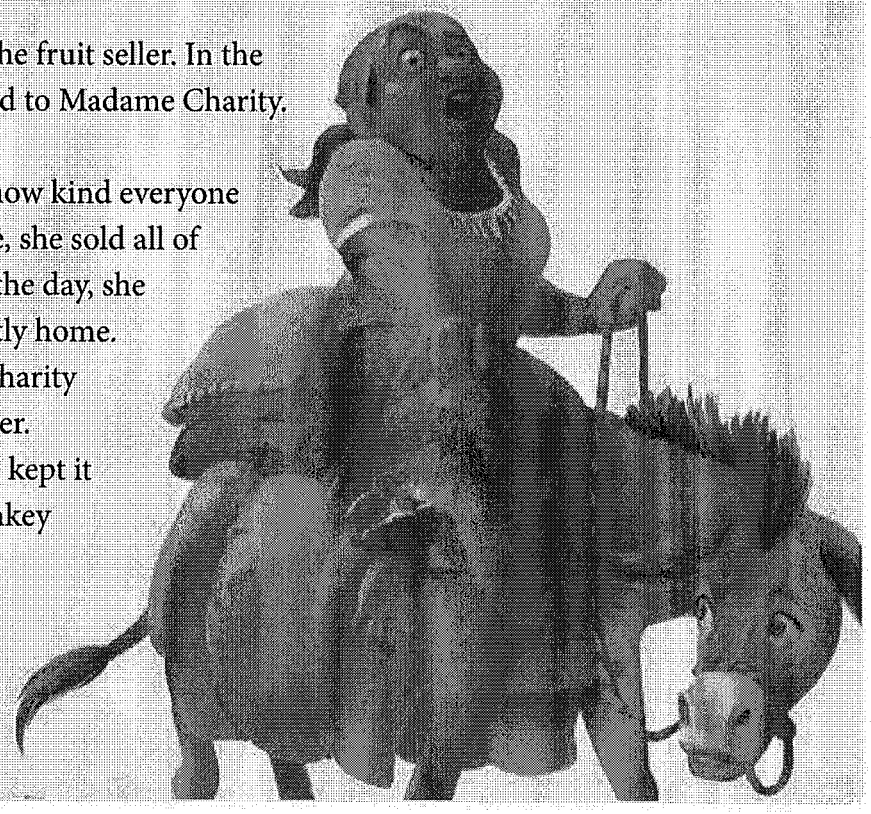
17 The fish seller said, "Madame Charity, you should get up earlier. Then you will not have to rush. Next week, I will wake you at 6 a.m."

18 "Thank you," said Madame Charity. She was surprised at the man's kindness.

19 "Let me fix your ankle," said the fruit seller. In the past, the fruit seller had not talked to Madame Charity. Today he felt sorry for her.

20 When Madame Charity saw how kind everyone was, she smiled. For the first time, she sold all of her rice and sugar. At the end of the day, she saddled Zel gently and rode quietly home.

21 From that day on, Madame Charity tried not to raise her voice in anger. Sometimes she got angry, but she kept it to herself. And Zel the gentle donkey was happy at last.



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

1. Which detail in the first part of the story explains why Madame Charity is cruel to Zel?

   **A** Zel does not walk to the market as fast as she is able to.

   **B** Madame Charity is always angry and mean.

   **C** Madame Charity does not have enough sugar and rice to sell.

   **D** Everyone in town loves Zel because she is pleasant and kind.

2. Describe how Touloulou helps Zel.

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

   **Part A**

   What is the central message of this story?

   **A** Honesty is the best policy.

   **B** Kindness gets better results than anger.

   **C** Things are not always as they appear.

   **D** Beware of strangers.

   **Part B**

   Which sentence from the story is **most** important to the central message of the story?

   **A** "'Madame Charity, you should get up earlier.'"

   **B** "Then she got angry and yelled at Zel. . . ."

   **C** "From that day on, Madame Charity tried not to raise her voice in anger."

   **D** "Today he felt sorry for her."

4 What is the meaning of the word *market* as it is used in this sentence from the story?

**Every Saturday, Madame Charity sold sugar and rice at a market.**

**A** a store where food and spices are bought

**B** a place where people buy and sell things

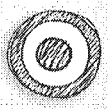
**C** a street fair where people gather

**D** a bank where money is exchanged

**Write** A central message of "Zel, the Gentle Donkey" is that being kind to others can cause good things to happen. Explain how the actions of the characters in the story show this central message.

5 **Plan Your Response** Make a list of things from the story that tell about the kindness of some of the characters.

6 **Write an Extended Response** Review the central message of "Zel, the Gentle Donkey." Explain how the characters in the story help deliver this message. Use details from the story to support your answer.



## Learning Target

**Explain why understanding the central message of a story will help you understand the text you read.**

Lesson 33

# Words for Time and Space

## Introduction

How can you help make your writing clear for readers? One way is to use words and phrases that explain when and where actions or events take place.

- Words and phrases that tell *when* show the time events happen or the order in which they happen. *First, second, next, often, at noon,* and *in the morning* are some words and phrases that tell when events happen.

| | |
|---|---|
| **When** | Plan your garden in the winter. |
| | First, decide what to grow. |

- Words and phrases that tell *where* show the position or direction of something. *Down, around, under, close to,* and *on the right* are some words and phrases that tell where.

| | |
|---|---|
| **Where** | Vegetables grow best in sunny areas. |
| | Some flowers can grow under trees or climb up walls. |

## Guided Practice

**Complete each sentence. If the parentheses ( ) say *when*, add a word or phrase that tells *when*. If they say *where*, add a word or phrase that tells *where*.**

**HINT** Think about what happens when you plant and care for a garden. What words and phrases that tell *when* or *where* will make the steps clear?

1. _____, get a shovel and loosen the soil. (when)
2. Plant your seeds, and be sure to water them _____ _____. (when)
3. The roots of the tiny seedlings will grow _____ _____ (where)
4. The stems and leaves will grow _____ _____. (where)
5. Don't forget to weed your garden _____ _____. (when)

## Independent Practice

**For numbers 1–5, complete each sentence by choosing the word or phrase that tells *when* or *where*.**

**1** If you have packets of seeds, _____ read the directions.

**A** slowly

**B** first

**C** carefully

**D** you must

**2** It's a good idea to plant _____.

**A** vegetables

**B** many seeds

**C** in the morning

**D** with a friend

**3** You can grow corn, squash, and beans _____.

**A** near one another

**B** if you want

**C** for food

**D** for your family

**4** Some seeds sprout _____.

**A** in just a few days

**B** with little water

**C** but others do not

**D** without much trouble

**5** Once your vegetables grow, you can share them _____.

**A** with neighbors

**B** easily

**C** too

**D** at school

## Reading

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

# Following the Stars

*by Krista O'Connell*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**A** "Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him."

**B** "They were completing the final test for their summer nature camp."

**C** "They had to find the North Star and follow it until they came to an open field."

**D** "Within minutes, they could see the warm glow of a campfire through the trees."

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

**A** to stop Jake from walking into a clump of poison ivy

**B** to get Jake to slow down and carefully find the North Star

**C** to ask Jake to blow the whistle to let everyone know they are lost

**D** to make Jake leave him alone in the woods

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

***Part A***

Read this sentence from the story.

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

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

**A** dimly lit

**B** blowing up

**C** flying apart

**D** completely filled

***Part B***

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

**A** "Jake stopped for a moment, letting his eyes adjust to the semi-darkness around him."

**B** "He had spent lots of time hiking, even at night."

**C** "They soon saw the star that shone brighter than many of the others around it."

**D** "He pointed to the picture, and then up into the sky."

**4** Which sentence **best** begins a retelling of "Following the Stars"?

**A** Jake and Robert are taking their final test at summer nature camp.

**B** Jake and Robert find the Big Dipper and the North Star.

**C** Jake and Robert proudly walk into the clearing following the stars.

**D** Robert is calm, but Jake is worried about passing the final test.

**5** Select the **two** sentences that **best** tell how the picture in "Following the Stars" helps readers better understand the story.

**A** It shows that Jake is walking much faster than Robert.

**B** It shows how far the boys had to walk to find the camp.

**C** It shows what Jake and Robert saw in the sky that night.

**D** It shows how Jake and Robert feel during the test.

**E** It shows that Robert is more at ease in the woods than Jake.

**F** It shows how alone Jake and Robert are out in the dark woods.

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** babie's'

**C** babies

**D** babie'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

# Understanding of Multiplication Models

Name: _____

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

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

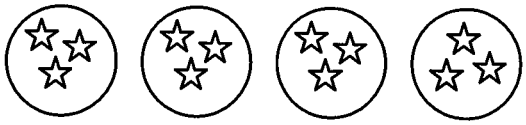
Complete the equation. $3 \times 5 =$ _____

**2** Write an equation that matches the array.

△△△△△△
△△△△△△

_____

**3** Write an equation that matches the picture.



_____

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

# Multiplying with 2, 5, and 10

Name: _____

**Multiply.**

1. $5 \times 2 =$ _____
2. $2 \times 5 =$ _____
3. $2 \times 10 =$ _____
4. $10 \times 2 =$ _____
5. $10 \times 5 =$ _____
6. $5 \times 10 =$ _____
7. $6 \times 2 =$ _____
8. $2 \times 6 =$ _____
9. $3 \times 10 =$ _____
10. $10 \times 3 =$ _____
11. $7 \times 2 =$ _____
12. $2 \times 7 =$ _____
13. $4 \times 10 =$ _____
14. $10 \times 4 =$ _____
15. $5 \times 4 =$ _____
16. $4 \times 5 =$ _____
17. $2 \times 2 =$ _____
18. $5 \times 5 =$ _____
19. $10 \times 10 =$ _____

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

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

# Multiplying with 0 and 1

Name: _____

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

$3 \times 1 = \square$ $0 \times 7 = \square$ $5 \times 1 = \square$ $1 \times 0 = \square$

$1 \times 7 = \square$ $4 \times \square = 0$ $4 \times \square = 4$ $9 \times \square = 0$

$\square \times 1 = 3$ $\square \times 9 = 9$ $\square \times 8 = 0$ $\square \times 6 = 0$

**Write two factors to make each multiplication problem true.**

$\square \times \square = 5$ $\square \times \square = 7$ $\square \times \square = 2$ $\square \times \square = 1$

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

$\square \times 0 = 0$

# Multiplying with 3

Name: _____

**Multiply.**

1. $2 \times 3 =$ _____
2. $3 \times 2 =$ _____
3. $10 \times 3 =$ _____
4. $3 \times 10 =$ _____
5. $5 \times 3 =$ _____
6. $3 \times 5 =$ _____
7. $4 \times 3 =$ _____
8. $3 \times 4 =$ _____
9. $9 \times 3 =$ _____
10. $3 \times 9 =$ _____
11. $1 \times 3 =$ _____
12. $3 \times 1 =$ _____
13. $8 \times 3 =$ _____
14. $3 \times 8 =$ _____
15. $6 \times 3 =$ _____
16. $3 \times 6 =$ _____
17. $7 \times 3 =$ _____
18. $3 \times 7 =$ _____
19. $0 \times 3 =$ _____
20. $3 \times 3 =$ _____

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

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

# Multiplying with 4

Name: _____

**Multiply.**

1. $2 \times 4 =$ _____
2. $3 \times 4 =$ _____
3. $10 \times 4 =$ _____
4. $5 \times 4 =$ _____
5. $7 \times 4 =$ _____
6. $6 \times 4 =$ _____
7. $8 \times 4 =$ _____
8. $9 \times 4 =$ _____
9. $1 \times 4 =$ _____
10. $4 \times 5 =$ _____
11. $0 \times 4 =$ _____
12. $4 \times 10 =$ _____
13. $4 \times 3 =$ _____
14. $4 \times 2 =$ _____
15. $4 \times 1 =$ _____
16. $4 \times 4 =$ _____

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

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

# Multiplying with 6

Name: _____

**Multiply.**

1. $5 \times 6 =$ _____
2. $3 \times 6 =$ _____
3. $10 \times 6 =$ _____
4. $2 \times 6 =$ _____
5. $7 \times 6 =$ _____
6. $4 \times 6 =$ _____
7. $8 \times 6 =$ _____
8. $1 \times 6 =$ _____
9. $9 \times 6 =$ _____
10. $6 \times 5 =$ _____
11. $0 \times 6 =$ _____
12. $6 \times 10 =$ _____
13. $6 \times 3 =$ _____
14. $6 \times 2 =$ _____
15. $6 \times 5 =$ _____
16. $6 \times 6 =$ _____

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

18. Explain how problem 2 and problem 13 are related.

# Multiplying with 7

Name: _____

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

1. $3 \times 7 =$ _____
2. $6 \times 7 =$ _____
3. $8 \times 7 =$ _____
4. $2 \times 7 =$ _____
5. $9 \times 7 =$ _____
6. $1 \times 7 =$ _____
7. $7 \times 0 =$ _____
8. $10 \times 7 =$ _____
9. $4 \times 7 =$ _____
10. $5 \times 7 =$ _____
11. $7 \times 3 =$ _____
12. $0 \times 7 =$ _____
13. $7 \times 2 =$ _____
14. $7 \times 10 =$ _____
15. $7 \times 4 =$ _____
16. $7 \times 1 =$ _____
17. $7 \times 5 =$ _____
18. $7 \times 7 =$ _____

**Answers**

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

# Multiplying with 8

Name: _____

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

1. $2 \times 8 =$ _____
2. $6 \times 8 =$ _____
3. $7 \times 8 =$ _____
4. $3 \times 8 =$ _____
5. $9 \times 8 =$ _____
6. $1 \times 8 =$ _____
7. $0 \times 8 =$ _____
8. $10 \times 8 =$ _____
9. $4 \times 8 =$ _____
10. $5 \times 8 =$ _____
11. $8 \times 3 =$ _____
12. $8 \times 0 =$ _____
13. $8 \times 2 =$ _____
14. $8 \times 10 =$ _____
15. $8 \times 4 =$ _____
16. $8 \times 7 =$ _____
17. $8 \times 5 =$ _____
18. $8 \times 8 =$ _____

**Answers**

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

# Multiplying with 9

Name: _____

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

1. $1 \times 9 =$ _____
2. $6 \times 9 =$ _____
3. $7 \times 9 =$ _____
4. $2 \times 9 =$ _____
5. $8 \times 9 =$ _____
6. $3 \times 9 =$ _____
7. $0 \times 9 =$ _____
8. $10 \times 9 =$ _____
9. $4 \times 9 =$ _____
10. $5 \times 9 =$ _____
11. $9 \times 3 =$ _____
12. $9 \times 8 =$ _____
13. $9 \times 2 =$ _____
14. $9 \times 10 =$ _____
15. $9 \times 4 =$ _____
16. $9 \times 7 =$ _____
17. $9 \times 5 =$ _____
18. $9 \times 9 =$ _____

**Answers**

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

# Using Order to Multiply

Name: _____

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

$5 \times 6 = \square$
$6 \times 5 = \square$

$2 \times 6 = \square$
$6 \times 2 = \square$

$4 \times 5 = \square$
$5 \times 4 = \square$

$3 \times 8 = \square$
$8 \times 3 = \square$

$4 \times 7 = \square$
$7 \times 4 = \square$

$5 \times 9 = \square$
$9 \times 5 = \square$

$9 \times 2 = \square$
$2 \times \square = 18$

$\square \times 5 = 15$
$5 \times 3 = \square$

$7 \times 8 = \square$
$\square \times 7 = 56$

$\square \times 10 = 70$
$10 \times \square = 70$

$\square \times 5 = 10$
$5 \times \square = 10$

$3 \times \square = 12$
$\square \times 3 = 12$

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

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

## Using Grouping to Multiply

Name: _____

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

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

$6 \times (3 \times 2)$

$6 \times 6 = 36$

Sample Student Work:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Using Order and Grouping to Multiply

Name: _____

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

**1** $5 \times 7 \times 2$

$5 \times 2 \times 7$

$(5 \times 2) \times 7$

$10 \times 7 = 70$

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

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

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

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

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

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

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

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

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

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

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

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

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

# Understanding of Division Models

Name: _____

**1** Draw a model to show 12 ÷ 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 ÷ 6 = _____

**2** Draw a model to show 12 ÷ 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 ÷ 6 = _____

**3** Draw an array to find 21 ÷ 3.

21 ÷ 3 = _____

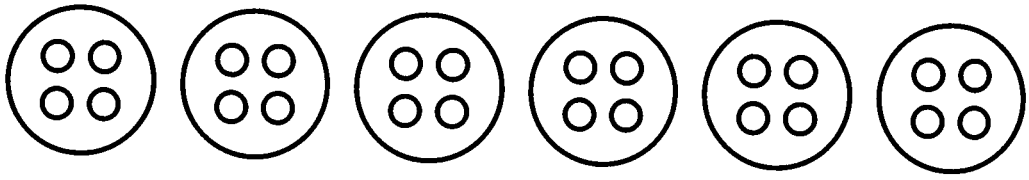
**4** Draw an array to find 20 ÷ 4.

20 ÷ 4 = _____

**5** What situation could be modeled with the equation 40 ÷ 8 = 5?

# Understanding of How Multiplication and Division Are Connected

Name: _____



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

Write an equation that shows the number of bags.

_____

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

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

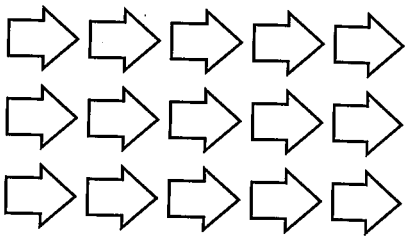
_____

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

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

_____ _____

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



_____ _____

_____ _____

Find the value of ? to complete each fact.

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

$48 \div 6 = ?$

$? =$ _____

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

$45 \div ? = 5$

$? =$ _____

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

$? \times 9 = 63$

$? =$ _____

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

$8 \times ? = 32$

$? =$ _____

## Working with Division Facts

Name: _____

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

1. $40 \div 4 =$ _____
2. $18 \div 3 =$ _____
3. $24 \div 4 =$ _____
4. $24 \div 8 =$ _____
5. $14 \div 2 =$ _____
6. $40 \div 8 =$ _____
7. $42 \div 7 =$ _____
8. $64 \div 8 =$ _____
9. $32 \div 8 =$ _____
10. $56 \div 8 =$ _____
11. $27 \div 9 =$ _____
12. $28 \div 7 =$ _____
13. $72 \div 8 =$ _____
14. $90 \div 9 =$ _____
15. $54 \div 9 =$ _____
16. $48 \div 8 =$ _____
17. $49 \div 7 =$ _____
18. $27 \div 3 =$ _____

**Answers:**

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

# Using a Multiplication Table

Name: _____

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

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

$5 \times 7 = \square$ $\quad$ $32 \div 8 = \square$ $\quad$ $4 \times 7 = \square$ $\quad$ $27 \div \square = 9$

$\square \div 5 = 7$ $\quad$ $8 \times \square = 32$ $\quad$ $\square \div 4 = 7$ $\quad$ $9 \times \square = 27$

$4 \times 4 = \square$ $\quad$ $9 \times 6 = \square$ $\quad$ $6 \times 6 = \square$ $\quad$ $81 \div \square = 9$

$\square \div 4 = 4$ $\quad$ $54 \div \square = 6$ $\quad$ $63 \div \square = 9$ $\quad$ $40 \div 8 = \square$

$\square \div 8 = 6$ $\quad$ $56 \div \square = 8$ $\quad$ $45 \div 5 = \square$ $\quad$ $\square \div 7 = 7$

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

## Understanding of Patterns

Name: _____

**Solve. Look for patterns.**

**1** Subtract.

$10 - 1 =$ _____ $20 - 1 =$ _____ $30 - 1 =$ _____

$100 - 1 =$ _____ $200 - 1 =$ _____ $300 - 1 =$ _____

$200 - 100 =$ _____ $300 - 100 =$ _____ $400 - 100 =$ _____

$200 - 101 =$ _____ $300 - 101 =$ _____ $400 - 101 =$ _____

**2** Multiply.

$2 \times 10 =$ _____ $2 \times 9 =$ _____

$3 \times 10 =$ _____ $3 \times 9 =$ _____

$4 \times 10 =$ _____ $4 \times 9 =$ _____

$5 \times 10 =$ _____ $5 \times 9 =$ _____

$6 \times 10 =$ _____ $6 \times 9 =$ _____

$7 \times 10 =$ _____ $7 \times 9 =$ _____

$8 \times 10 =$ _____ $8 \times 9 =$ _____

$9 \times 10 =$ _____ $9 \times 9 =$ _____

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

# Solving Problems About Equal Groups

Name: _____

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

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

There will be _____ photographs on each wall.

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

The coach can make _____ teams.

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

There are _____ paintings.

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

Jasmine will read for _____ minutes.

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

Rhonda plants _____ rows.

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

Mr. Jones buys _____ pencils.

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

# Solving Problems About Arrays

Name: _____

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

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

There are _____ parking spaces.

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

Jack will need _____ shelves.

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

There are _____ dancers in each row.

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

Emily puts away _____ plates.

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

There are _____ pumpkins in each wagon.

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

There are _____ rows.

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

# Solving Problems About Area

Name: _____

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

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

There are _____ tiles in each row.

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

Hirami can make _____ batches of bread.

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

Cassi can fill _____ pots.

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

Becky can make _____ bowls.

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

Marc collects $ _____ for all the pies.

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

# Solving Two-Step Word Problems Using One Equation

Name: _____

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

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

Mrs. Nelson can buy _____ tickets.

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

Daisy will have to read _____ more minutes.

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

Mr. Garcia bought _____ pounds of cat food.

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

There are _____ cards in each stack.

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

# Estimating Solutions to Word Problems

Name: _____

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

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

*Estimate:* There are about _____ toothpicks left.

Marie has _____ toothpicks left.

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

*Estimate:* There are about _____ students.

There are _____ students.

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

*Estimate:* There are about _____ trees.

There are _____ trees in all.

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

*Estimate:* They traveled about _____ miles.

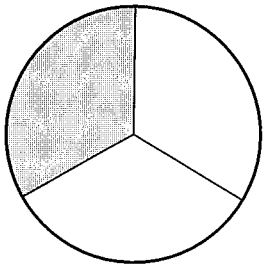
They traveled _____ miles.

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

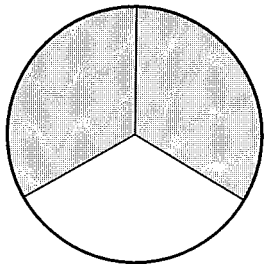
# Describing Parts of a Whole with Fractions

Name: _____

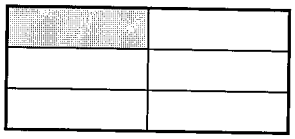
**Write the fraction of the figure that is shaded.**

1 

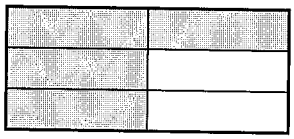
_____

2 

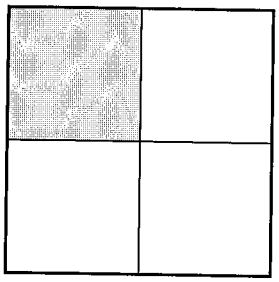
_____

3 

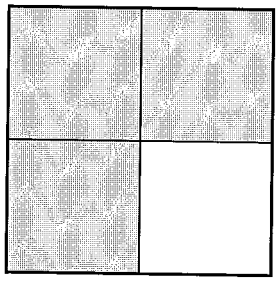
_____

4 

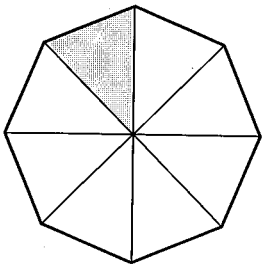
_____

5 

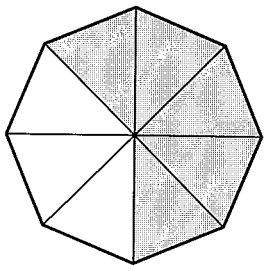
_____

6 

_____

7 

_____

8 

_____

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

Name: _____

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

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

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

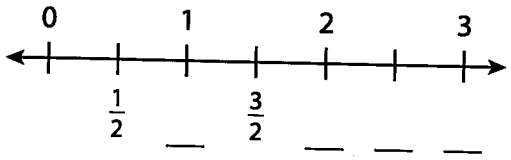
**12** Draw a circle that shows 6 equal parts. Then shade to show $\frac{5}{6}$.

# Understanding of Fractions on a Number Line

Name: _____

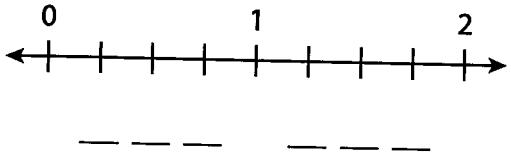
## Set A

**Write the missing labels on the number line.**




## Set B

**Use this number line to solve problems 1–4.**

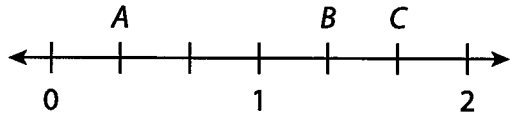



1. How many equal parts are between 0 and 1? _____
2. How many equal parts are between 1 and 2? _____
3. What fraction does each part show? _____
4. Write fractions to label the marks.

Name: _____

## Set C

**Use this number line to solve problems 5–7.**



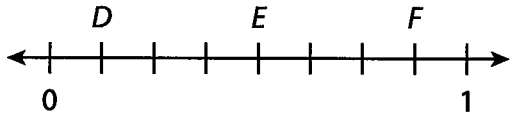

5 ***A*** is _____.

6 ***B*** is _____.

7 ***C*** is _____.

## Set D

**Use this number line to solve problems 8–10.**




8 ***D*** is _____.

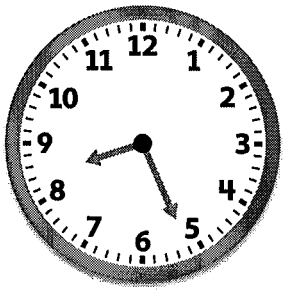
9 ***E*** is _____.

10 ***F*** is _____.

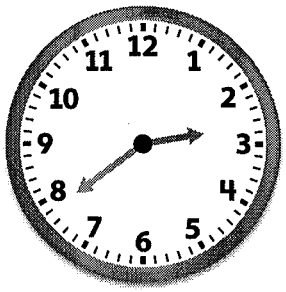
# Telling Time to the Minute

Name: _____

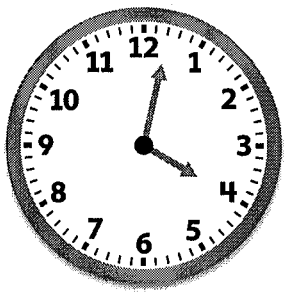
**Write the time the clock shows.**

1 

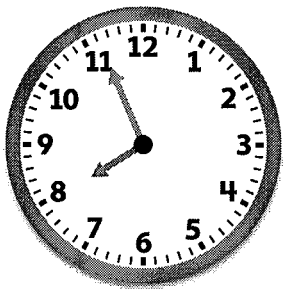
_____

2 

_____

3 

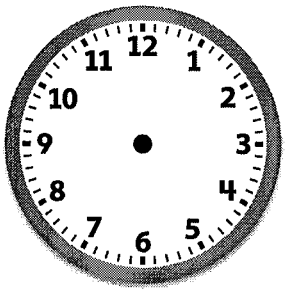
_____

4 

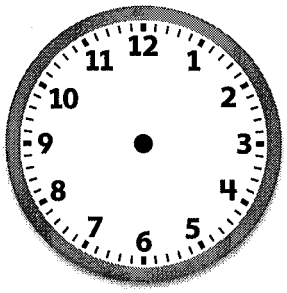
_____

**Draw hands on the clock to show the given time.**

5 16 minutes after 1

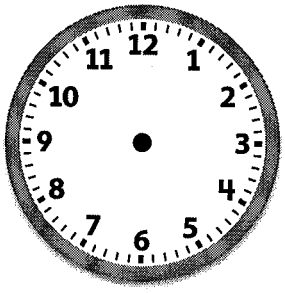


6 7 minutes before 9

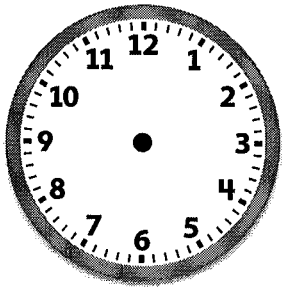


Name: _____

**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.