

Greeting lovies,

Well, it looks like it's going to be a while longer before I see you again. I have designed a packet to keep us on pace for the next 3 weeks. I strongly recommend following the suggested pacing chart to ensure your packet is completed by the next turn in date, which will be at the beginning of May.

Reading Pacing Sheet

Week 1

4/14- Complete vocabulary worksheet for chapters 9-12. This is a matching page. Please look up the definitions of the 10 vocabulary words before completing your worksheet. You may use an online dictionary with your parents' permission.

4/15- Read chapter 9. Answer reading comp. questions for the chapter. There are 2 questions. Remember reading comp. questions must be answered in a complete sentence. Lit skill- review onomatopoeia. Complete worksheet Sound Words. Answer journal chapter 9 question number 24. Use 3-4 complete sentences for your entry.

4/16- Read chapter 10. Answer reading comp. questions for chapter 10. There are 6 questions. After reading chapter 10, predict if Greta's arrival will help Captain Cook recover. Answer my question in 2-4 sentences.

4/17- Review chapter 9 and 10 before taking chapter 9-10 quiz. After you are done with the quiz go to Lit skills Cause and Effect. Complete worksheet What's the Cause. Complete worksheet What's the Effect, note these are two separate worksheets. Remember a Cause is the initial action that happens. The Effect is the result of the Cause. Example, beCause I didn't study for my test **then I did not get a good grade**. The Cause is underlined. The Effect is in bold. Example 2- BeCause Mrs. Phillips ate 20 pieces of pizza and 2 ice cream cones **then she had a really bad belly ache**. The Cause is underlined. The Effect is in bold.

Week 2:

4/20- You've completed the first half of Mr. Popper's Penguins. Reflect back on what has happened thus far. Review the idea of Cause and Effect. Remember the Cause sets something in motion the Effect is the result of the Cause. Fill out the Cause and Effect worksheet listing 6 causes and the effects that have occurred in the story chapters 1-10 only. You may complete the chart with illustrations or sentences.

4/21- Visual cues can be an important reading comprehension. Look at the picture opposite page 72. What do you think is happening in the picture? What is the setting? What clues give it away? Answer these questions in 3-4 complete sentences.

4/22- Read chapter 11. Answer chapter 11 reading comp questions. There are 5 questions. Complete the Visual Cues worksheet.

4/23- 1*- Complete journal entry question 31. This should be answered in 3-4 complete sentences. Then read chapter 12. Answer the reading comp questions. There are 4 questions.

4/24- Review chapters 9-12. Take unit test on chapter 9-12. Literary skill review- Cause and Effect Match Them worksheet.

Week 3

4/27-Complete vocabulary for chapters 13-16. Unscramble the letters to complete the word. Use the clues to help you. Write the vocab words in cursive on the line. Read chapters 13 and 14. Answer reading comp. questions. Chapter 13 has 2 questions and chapter 14 has 3 questions. Complete all 5 questions.

4/28- Complete chapters 13-14 quiz. Complete journal entry question number 37. Use 3-4 complete sentences. Complete middle box from your Synthesizing worksheet. The top box should have been completed on 4/1. Please fill in this box using 4-6 sentences.

4/29- Intro concept of Alliteration. Alliteration is using a series of words that have the same beginning sound when writing a sentence or a story. The purpose of Alliteration is to create a mood or rhythm while you read a text. Example- Mr. Popper's perfect perky penguins. The "p" sound at the beginning of each word almost creates a beat in your head you can march to as you're saying each word. When you use alliteration, you use the same beginning letter for a series of words. The sounds should be the same as well so you wouldn't use a soft "c" and a hard "c" together. Cindy's cakes is not an example of alliteration. Cathy colors crafty cookies would be an example of alliteration. Complete Alliterations and Tongue Twisters worksheet, and Warm up to Alliterations worksheet. Read chapter 15. Answer reading comp questions for chapter 15. There are 5 questions. Complete journal entry number 39. Use 3-4 complete sentences.

4/30- Complete an illustrated summary of chapter 15. Read chapter 16. Answer questions. There are 5 questions. Complete journal entry question number 40.

5/1- Review chapters 13-16. Take unit test. Literary skill- review visual cues. Complete the What Do You See worksheet.

- **Enrichment pages are not required. They are extra sheets to do if your child finishes early.**

Reading Comprehension Questions

(151)

Questions

Directions: Answer each question as completely as you can.
* Remember to answer in a complete sentence.

Chapter 1

1. Describe Mr. Popper.
2. What does Mr. Popper do for a living?
3. Why is he not working?
4. What is Mr. Popper interested in and why?

Chapter 2

1. Describe Mrs. Popper.
2. List 3 facts that Mr. Popper learns about penguins.
3. What show does Mr. Popper listen to?
4. What was special about the show?

Chapter 3

1. What was Admiral Drake's surprise?
2. How did Mr. Popper realize that the penguin was curious?
3. Why did the penguin like the bathroom?
4. How does Captain Cook get his name?

Chapter 4

1. How does Mrs. Popper react when she sees Captain Cook?
2. Why do you think Captain Cook didn't eat the food they first offered him.
3. Why does Captain Cook sleep in the refrigerator?

Illustration - Extra Credit.

Draw three illustrations with captions below, to show three major events from the section.

Reading Comprehension Questions



Questions

Directions: Answer each question as completely as you can.

Chapter 5

1. What food do they feed Captain Cook?
2. What does Mr. Popper want the service man to do and why?
3. Why is the serviceman reluctant to do what Mr. Popper wants?
4. How did the serviceman react when he saw Captain Cook/

Chapter 6

1. Why did the policeman come to the house?
2. Compare and contrast the policeman's reaction Captain Cook to the serviceman's,
3. Why did Mr. Popper have such a difficult time getting a license for Captain Cook?

Chapter 7

1. List 4 things that Captain Cook collected.
2. Why does Mr. Popper think Captain Cook needs some exercise?
3. Compare and contrast the descriptions of Mr. Popper in the beginning of the story to Mr. Popper now.
4. Why did Mr. Popper ask for clothesline?

Chapter 8

1. List the sequence of events for the chapter. Be sure to include at least 5 events.

Chapter 9 - 4/15

1. What did Captain Cook do in the barber shop?
2. How does Captain Cook react to stairs?

Illustration - Extra Credit

Draw three illustrations with captions below, to show three major events from the section.

Questions

Chapter 10 - 4/16

1. How do the Poppers know that something is wrong with Captain Cook?
2. What does the veterinarian say is wrong with Captain Cook?
3. How do the people in the neighborhood try to help?
4. To whom does Mr. Popper write for help?
5. What does the person say is wrong?
6. What is the solution?

Chapter 11 - 4/22

1. How does Captain Cook thank Mr. Popper for Greta?
2. How are the Poppers going to tell the two apart?
3. Why is Mrs. Popper concerned with the size of the refrigerator?
4. How does Mr. Popper decide he is going to keep the penguins cold?
5. What is your opinion of this solution?

Chapter 12 - 4/23

1. What did Mr. Popper have put in the cellar?
2. What was the problem Mr. Popper had with the changes?
3. How many eggs did Greta lay?
4. What were some more additions Mr. Popper made to the basement?

Chapter 13 - 4/27

1. What problem does Mrs. Popper present to Mr. Popper?
2. How does Mr. Popper plan to solve the problem?

Illustration

Draw three illustrations with captions below, to show three major events from the section.

Questions

Directions: Answer each question as completely as you can.

Chapter 14 4/27

1. Who is Mister Greenbaum?
2. How did they get to the bus line?
3. What happened on the bus?

Chapter 15 - 4/29

1. How does Mr. Greenbaum make the crowd happy even though the Marvelous Marcos weren't there?
2. How does Mrs. Popper play the piano? Why does she play this way?
3. How does Columbus win the sparing match? Is it fair?
4. What part of their act excites the penguins?
5. How much money does Mr. Greenbaum offer to pay the penguins?

Chapter 16 - 4/30

1. What do the Poppers do with the first check from Mr. Greenbaum?
2. Describe the trip to the train station.
3. Where did Mr. Popper and the penguins ride?
4. What distracts the penguins on the way to back of the train?
5. With what act did the penguins interfere? What happened?

Chapter 17

1. How did they interfere with the opera singer's act?
2. Why didn't the Poppers have to pay for shrimp anymore?
3. Why were the penguins growing irritable?

Illustration

Draw three illustrations with captions below, to show three major events from the section.

Questions

Directions: Answer each question as completely as you can.

Chapter 18

1. Why did Mr. Popper take the penguins to the roof garden?
2. What is the mistake Mr. Popper makes in the taxi?
3. What is the result of this mistake?

Chapter 19

1. How much money did Mr. Popper need for bail?
2. Why couldn't Mr. Greenbaum help?
3. How did Mr. Popper get out of jail?
4. What decision does Mr. Popper need to make?

Chapter 20

1. What decision does Mr. Popper make?
2. Why does Mr. Popper get \$25,000?
3. What surprise does Mr. Popper get?
4. What would you have done? Why?

Illustration

Draw three illustrations with captions below, to show three major events from the section.

Journal Questions - Pg 1
Mr. Popper's Penguins by Richard and Florence Atwater

Chapter 1

1. Mr. Popper was often forgetful. Explain why. Describe something you have forgotten. What happened?
2. Why does Mr. Popper wish he were a scientist rather than a painter? What would you like to be when you grow up and why?
3. Where would Mr. Popper like to visit most and why? Where would you like to visit (that you have not been to) and why?
4. Why do Mr. and Mrs. Popper have to change what they eat? If you could save up some money, what would you like to buy and why?
5. Mr. Popper is a dreamer. What does he dream about? What do you dream about doing and why?

Chapter 2

6. Mr. Popper would like a penguin as a pet. Why? What would you like as a pet and why?
7. Why does Mrs. Popper not want a penguin as a pet? If you have or had a pet, what do you think your family would need to care for it?
8. Mrs. Popper thinks penguins are heathens. A heathen is something or someone who is uncivilized or cruel. Why does Mrs. Popper think the penguins are cruel or mean? What type of behavior do you think is cruel or mean and why?
9. Mr. Popper wrote to Admiral Drake, a famous explorer. Why is Mr. Popper so excited to write to him? If you could write to someone famous, who would you choose and why?

Chapter 3

10. Why did Mr. Popper have trouble sleeping? Have you ever been so excited about something that you could not fall asleep easily? Explain such a time.
11. Mr. Popper is having trouble reading today. Why? Explain a time when you could not concentrate and why?
12. The penguin is curious. What did he do that tells you that he is curious? What are you curious about? What can you do to learn more about what interests you?

Chapter 4

13. (Note: Prediction Question — read only the first page of Chapter 4)
What do you think Mrs. Popper's reaction will be to having a penguin in her house? Pretend you are Mrs. Popper. What would you say and do if you found a penguin in your house?
14. Why did Mr. Popper name the penguin Captain Cook? What name would you have chosen for the penguin and why?
15. Captain Cook will be sleeping in the refrigerator. What changes will need to be made to the refrigerator? What do you like to have when you go to sleep?
16. Why does Mrs. Popper think the penguin will be a good example for her family? Another word for "good example" is role model. Who do you consider to be a good role model and why?

Chapter 5

17. (Note: Prediction Question — read only the first three paragraphs of Chapter 5)
What do you think the serviceman's reaction will be when he comes to the house and why? Pretend you are the serviceman. What would you say to Mr. Popper?
18. Why do you think the police are at Mr. Popper's house? When should you call the police and why?

Chapter 6

19. Mr. Popper wants to get a license for his pet. How do the people at City Hall react on the phone? How would you react if someone asked you for a penguin license? Why?

Chapter 7

20. What did Captain Cook use to build his rookery in the house? If you had to build a rookery for yourself, what would you like in your rookery?

Chapter 8

21. Mr. Popper took Captain Cook for a walk. How did people react to the sight of a penguin on the street? How would you react and why?
22. Does the reporter believe that Mr. Popper got the penguin from Admiral Drake? How do you know? Would you believe him? Why or why not?

Journal Questions - Pg 3

23. The author states that the man at the barbershop *had been* (clue) a good friend of Mr. Popper's. Predict what will happen at the barbershop? If you were a penguin, what would you like to do at the barbershop?

Chapter 9 Due 4/15

24. Why does Captain Cook climb the stairs? What types of activities do you like to do and why?
25. Why did Mr. Popper call a taxi? What do you do that makes you very tired?

Chapter 10 *Enrichment - Extra work Not required -

26. Why are the Poppers proud and happy? Describe a time when you were very proud about something you did.
27. People felt badly that Captain Cook was sick. What did people do to show their sympathy? What would you do to cheer up a sick friend?
28. Why does Dr. Smith think Captain Cook and Greta might be sick? Describe a time when you missed someone very much. How did you feel?

Chapter 11

29. Mr. and Mrs. Popper cannot tell the penguins apart. Think about what Mr. Popper does for work. What do you think Mr. Popper will do to tell them apart? What would you do to tell them apart?
30. (Note: Prediction Question — read up to the section where Mr. Popper tells Mama to put her food back in the icebox)
How will Mr. and Mrs. Popper keep the penguins cold in the house when they are not in the icebox? During the winter, how would you keep warm in your house?

Chapter 12 4/23

31. (Note: Prediction Question — read only the title to this chapter, "More Mouths to Feed")
What do you think is going to happen in this chapter? If you had company at your house, where would everyone sleep?
32. How does Mr. Popper solve the problem of keeping all the penguin eggs warm? Describe a problem you solved and how you did it.
33. Mr. Popper does not want spring to come. Why? Which season do you look forward to and why?

Journal Questions - (Pg 4)

Chapter 13

34. (Note: Prediction Question — read only the title to this chapter, "Money Worries")
What do you think is going to happen in this chapter? What are some ways you can earn money?
35. What will Mr. Popper train the penguins to do? If you owned a dog or cat, what could you train it to do?

Chapter 14

4/28

36. Why does Mr. Popper have to open the windows on the bus? When you go for a car ride, what do you like to do and why?
37. Mr. Greenbaum wants to change the name of the penguin's show to "Popper's Pink-toed Penguins." Why doesn't Mr. Popper like that title? What would you name the penguin's show and why?

Chapter 15

4/29

38. Why does Mr. Popper want to get the ladders off the stage? How does your teacher get everyone in your class to listen? Which way do you like the best and why?
39. Why did Janie and Bill cry? Describe a time when you were sad and why.

Chapter 16

4/30

40. What do the Poppers do before they leave their house for a long time? If you went away on a vacation, what would you and your family have to do before you left home?
41. What does Mr. Popper have to fit into the taxis? What do you take with you on vacation and why?
42. (Note: Prediction Question — read up to the following sentence: "The porters' ladders offered too much temptation to the penguins")
Why were the penguins excited to see the ladders? What do you like to do for a sport? Explain.
43. Why did Monsieur Duval fall off the high wire? When have you made a mistake? Describe what happened.

Chapter 17

44. Why is the lady opera singer annoyed that the penguins will be performing the same night as she? Describe a time when you were annoyed. How did you feel?

Journal Questions P55

45. Why do Poppers' penguins feel guilty? Describe a time when you felt badly about doing something you should not have.
46. Why don't hotels have rules about penguins? What types of rules do you think hotels should have?
47. What do the penguins like to eat? What do they not like to eat? What is your favorite meal and why?

Chapter 18

48. What was Mr. Popper busy doing at night? Mr. Popper is very tired. What do you do that makes you tired?
49. Why does the theater manager want to have Mr. Popper arrested? Pretend you are Mr. Popper. What will you tell the police?

Chapter 19

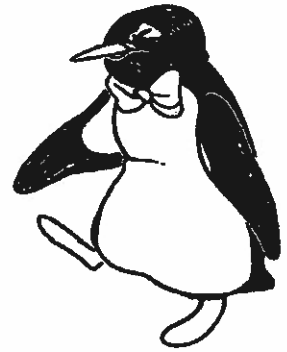
50. (Note: Prediction Question — read up to the following sentence: "It was not Mr. Greenbaum who stood there")
Who do you think may have freed Mr. Popper and the penguins from jail?
Why? When you have a problem, who do you call upon for help and why?
51. Describe the two choices Mr. Popper must think about. If you were Mr. Popper, what would you do with the penguins and why?

Chapter 20

52. Describe how Mr. Popper felt when he was saying good-bye to his penguins. Describe how you would feel if your best friend was moving far away.
53. Describe how Mrs. Popper feels knowing that her husband will not be back for a long time. Were you surprised by her reaction? Why?

Name: _____

Vocabulary
Mr. Popper's Penguins
 Chapters 9 - 12



Match each vocabulary word from the story, "Mr. Popper's Penguins" to the correct definition on the right. Write the letter on the line.

_____ 1. spectacle

a. unusually large

_____ 2. rotogravure

b. in the middle of

_____ 3. sympathetic

c. to box with someone in the form of training

_____ 4. tremendously

d. pouting

_____ 5. scarcely

e. amazed

_____ 6. astonished

f. feeling concern about someone in a bad situation

_____ 7. droll

g. barely; almost not enough

_____ 8. spar

h. an unusual thing to see

_____ 9. amid

i. an odd or amusing quality

_____ 10. sulking

j. a section of the newspaper

Onomatopoeia: Sound Words

Onomatopoeia is the use of a word or phrase that imitates the sound of something.

Example: sizzle. I heard the bacon sizzle in the pan.

Sizzle is a word that sounds like the bacon frying in the pan.

Each of the words in the word bank is an onomatopoeia. Complete each sentence by writing a word from the word bank in the blank. Use each word only once. in cursive

Word Bank

boom yowl hiss purr splash
hoot quack splot

1. The cat's _____ told me it was happy.
2. Jake made a big _____ when he jumped into the swimming pool.
3. The duck will _____ if it is hungry.
4. I laid in bed and listened to the thunder _____.
5. Suddenly she heard the _____ of a snake.
6. The lonesome _____ of the coyotes echoed through the hills.
7. My ice cream cone went _____ onto the sidewalk.
8. The _____ of the owl told him someone was coming.

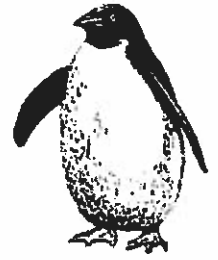
Name: _____

Date: 4/17

Mr. Popper's Penguins: Chapters 9-10

Instructions:

Read Chapters 9 and 10 of Mr. Popper's Penguins and answer the questions.



1.

What did Captain Cook do to the man getting a shave?

- a. smiled at him
 - b. slapped him with his wing
 - c. sat down in his lap and took a nap
 - d. tried to eat the shaving cream from his face
2. What did the barber do when he saw the penguin?
- a. called the police
 - b. cut off the man's mustache
 - c. asked where Mr. Popper got it
 - d. told Mr. Popper to get it out of his shop
3. What is one thing Captain Cook really liked to do?
- a. climb stairs
 - b. talk on the phone
 - c. go sledding in the snow
 - d. talk to the people he met
4. What happened when Captain Cook tobogganed down the stairs?
- a. He hit his head.
 - b. He pulled Mr. Popper with him.
 - c. He caused a commotion on the street.
 - d. He got stuck halfway down the staircase.
5. How did Mr. Popper and Captain Cook get home?
- a. They walked.
 - b. They took a taxi.
 - c. They rode a bicycle.
 - d. They got a ride from the police officer.
6. The story about Mr. Popper and Captain Cook appeared in the paper. What happened next?
- a. Captain Cook ran away.
 - b. The story spread to other papers.
 - c. Admiral Drake asked for the penguin back.
 - d. The kids took the penguin to school for show and tell.

-
7. How did Captain Cook change during this chapter? (Choose all that apply)
- a. He became very sick.
 - b. He started to make more noise.
 - c. He was mean to all the children.
 - d. He wanted to go outside all of the time.
8. What did the vet say about Captain Cook?
- a. He had the flu.
 - b. He was just bored.
 - c. He was a hopeless case.
 - d. He needed to stay in the freezer.
9. All of the neighbors _____ to help Captain Cook.
- a. brought food
 - b. raised money
 - c. wrote to Admiral Drake
 - d. made lots of phone calls
10. What did the curator of the aquarium think was wrong with Captain Cook?
- a. He was hot.
 - b. He was lonely.
 - c. He was pregnant.
 - d. He was sick with the flu.

Name: _____

Due 4/17 - Completion

Why: What's the Cause?

Read each sentence below. Write what you think might be the cause on the second line.

ilm cursive —

Example:

Cause:
The window
was open.

Effect:
The cold air
rushed into
the house.

1. Cause: _____

Effect: Jane fell down the stairs.

2. Cause: _____

Effect: The family bought a new car.

3. Cause: _____

Effect: The cat scratched Mitch.

4. Cause: _____

Effect: The lights went out.

5. Cause: _____

Effect: The train arrived late.

6. Cause: _____

Effect: Josh won the spelling bee.

7. Cause: _____

Effect: The chair fell over.

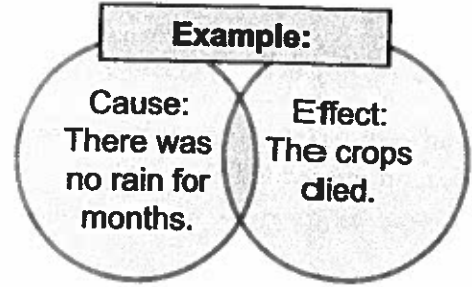
8. Cause: _____

Effect: Clara laughed out loud.

What's the Effect?

Read each sentence below. Write what you think might be an effect on the second line.

In cursive



1. Cause: Robbie's bicycle had a flat tire.

Effect: _____

2. Cause: Dark clouds appeared in the sky.

Effect: _____

3. Cause: Violet took swimming lessons.

Effect: _____

4. Cause: The dog barked for hours.

Effect: _____

5. Cause: Paul overslept.

Effect: _____

6. Cause: Mrs. Winston put a dish on the shaky table.

Effect: _____

7. Cause: The gate was open.

Effect: _____

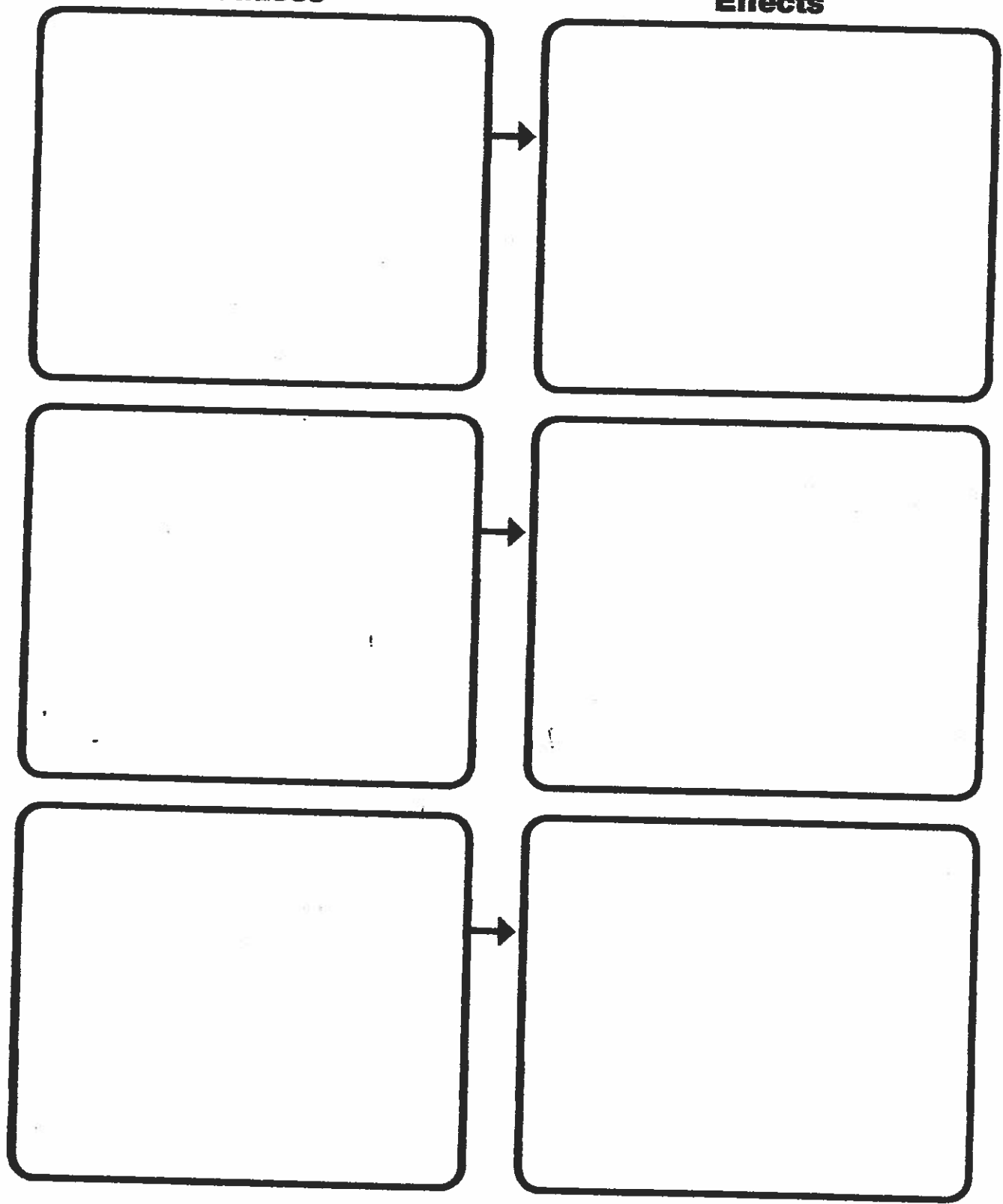
8. Cause: It snowed last night.

Effect: _____

Cause and Effect

"beCauses"

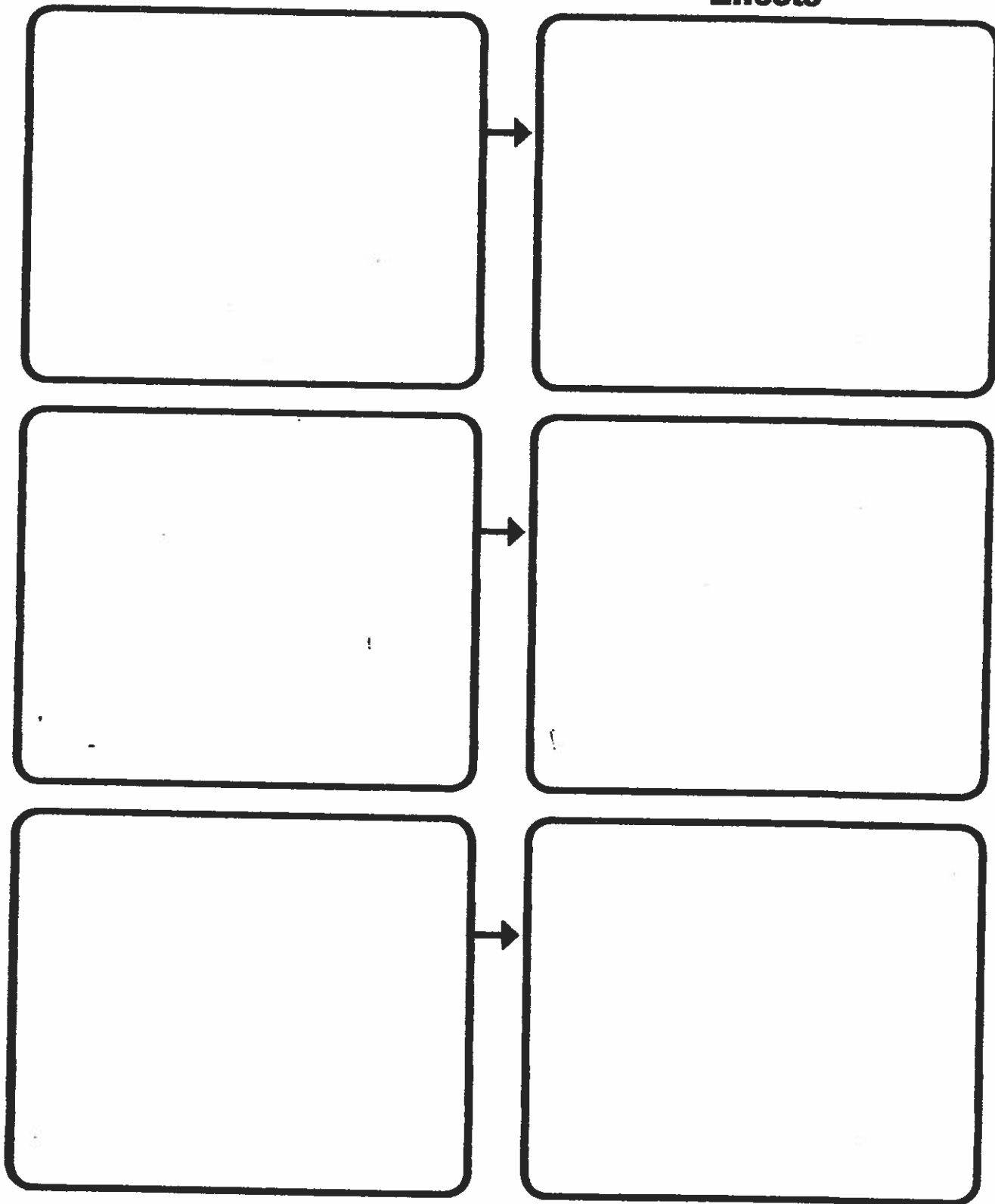
Effects



Cause and Effect

Causes

Effects



Picture opposite page 72



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Name: _____

Date - 4/22

Visual Clues

Look at the picture carefully. Answer the questions below by circling the best answer.

1. What season is it?

- A. winter
- B. summer

2. When is it?

- A. noon
- B. midnight
- C. morning or evening

3. Why do the trees look that way?

- A. The trees are dying.
- B. A storm covered them with ice and snow.
- C. They are blooming.

4. How would your footsteps sound if you were to walk on the ground?

- A. squish
- B. slurp
- C. crunch

5. What might live nearby?

- A. a wild moose
- B. a wild giraffe
- C. a wild alligator



Pick one of the answers you gave to a question and explain your answer. *No cursive required*

Name: _____

Due 4/24-

Mr. Popper's Penguins



Answer each question Chapters 9 - 12
in a complete sentence please!!

1. What happened when Captain Cook reached the top of the steps? What happened to Mr. Popper?

2. How did the Poppers feel after the newspaper articles were printed about them?

- a. angry
- b. proud
- c. upset
- d. embarrassed

3. Over the next few days Captain Cook started acting strange. What was different about him?

4. What upsetting news did the veterinarian have for the Poppers?

Name: _____

Mr. Popper's Penguins

Chapters 9 - 12



5. In search of help, The Poppers wrote to _____
curator of the largest aquarium in the world.

6. What was the curator's solution to their problem?

7. In the wild, what do penguins do to show friendship?

- a. toboggan together
- b. give stones from their rooks
- c. share fish
- d. walk in pairs

8. What dilemma did the Poppers face with Captain Cook and Greta? How did they fix this problem?

Name: _____

Mr. Popper's Penguins

Chapters 9 - 12



9. What was the Popper's final solution as to where in their home the penguins would live?

10. Why was it a good thing the Poppers moved the penguins when they did?

- | | |
|------------------------------|---|
| a. The penguins grew larger. | b. Greta began laying her eggs |
| c. They began hibernating. | d. Their home started smelling like fish. |

11. Why was it strange that Greta laid ten eggs?

12. Since penguin eggs are so large, how many eggs can a mother sit on at one time?

- | | |
|----------|---------|
| a. three | b. one |
| c. two | d. four |

Name: _____

Mr. Popper's Penguins

Chapters 9 - 12



13. How did Mr. Popper help Greta keep her eggs warm?

14. Explain what Mr. Popper did in the cellar after the chicks hatched.

15. One of the penguins, Louisa, enjoyed leading the other penguins in marching drills. Knowing this, what did Mrs. Popper train her to do?

- | | |
|-------------------|--------------------------|
| a. blow a whistle | b. clap her flippers |
| c. wear a top hat | d. hold an American flag |

Name: _____

Due 4/24

Cause and Effect: Match Them!

Match the cause to the effect.

Cause

Effect

- | | | |
|-----------|--------------------------------------|------------------------------------|
| 1. _____ | The car ran a red light. | A. The horses were thirsty. |
| 2. _____ | Ben stayed up late. | B. She fell down. |
| 3. _____ | The students were quiet in class. | C. She was hungry at lunch. |
| 4. _____ | It rained. | D. He was sleepy the next day. |
| 5. _____ | Lydia skipped breakfast. | E. It boiled over. |
| 6. _____ | It was very hot outside. | F. Everyone laughed. |
| 7. _____ | Lucy's shoes weren't tied. | G. It sank. |
| 8. _____ | The boat had a leak. | H. Chris got wet. |
| 9. _____ | The puppy chased its tail. | I. The teacher gave them a reward. |
| 10. _____ | There was too much water in the pot. | J. Another car hit it. |

Name: _____

4/27

Vocabulary

Mr. Popper's Penguins

Chapters 13 - 16



Fill in the missing letters to create a word from the story. Then, write the full word on the line. Be sure each word is spelled correctly. In Cursive

Unscramble letters

(i t e)

1. ___xh___bi___
clue: to show something

1. _____

(s r e)

2. r___ma___k___
clue: to make comments

2. _____

(o.s.st)

3. ___en___a___i___n
clue: a cause of excitement; a hit

3. _____

(e i i)

4. d___scr___pt___ve
clue: giving information about something

4. _____

(v l o)

5. n___e___ty
clue: something new or unusual

5. _____

(e n e n)

6. ___nfor___s___e___
clue: not expected

6. _____

(e n q)

7. u___i___u___
clue: unusual or different

7. _____

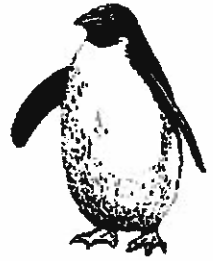
Name: _____

Date: 4/08

Mr. Popper's Penguins: Chapters 13-14

Instructions:

Read Chapters 13 and 14 of Mr. Popper's Penguins and answer the questions.



1. What was Mrs. Popper most worried about at the beginning of Chapter 13?

- a. money
- b. her health
- c. her icebox
- d. Mr. Popper's mind

2. What did Mrs. Popper suggest they do to help solve their problem?

- a. eat the penguins
- b. move to a new house
- c. write to Admiral Drake
- d. start working more hours

3. What was Mr. Popper's idea to solve their problem?

- a. buy a new house
- b. move to the South Pole
- c. begin to train the penguins
- d. ask the children to help out more

4. What did the penguins like to do most?

- a. eat fish
- b. drill like an army
- c. make lots of noise
- d. slide down the stairs

5. Who was Mr. Greenbaum?

- a. a man who liked penguins
- b. the police officer in the town
- c. a man who owned a lot of theaters
- d. the man who sent the penguins to Mr. Popper

6. Mr. Popper put the penguins on leashes to walk down the street.

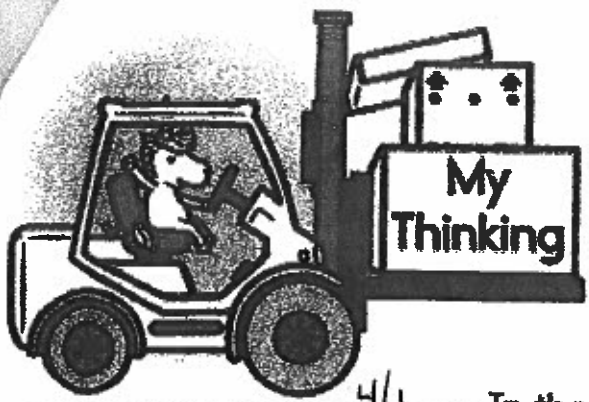
- a. True
- b. False

7. To get downtown, Mr. Popper and the penguins

- a. took a bus
- b. called a taxi
- c. walked the whole way
- d. made a lot of extra noise

8. What was the penguin show called?

- a. Popper's Ten Penguins
- b. Popper's Pink-toed Penguins
- c. Popper's Performing Penguins
- d. Plenty of Performing Penguins

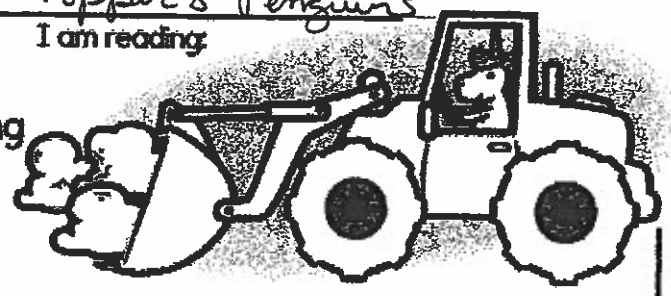


Synthesizing

Thinking Under Construction

Mr. Popper's Penguins
I am reading

4/1 In the beginning
I am thinking:



In the middle I am thinking: 4/28-



At the end I am thinking:



Warm Up to Alliteration!

Remember: an alliteration is multiple words in the same sentence that start with the same sound.

I. Circle the Alliteration

Circle the words that show an alliteration.

The ruby red rose lay on the table.

The girl watched the dirty dusty dog run in circles.

Happy and healthy, Harry laughed a lot.

Polly was a pretty parrot who couldn't speak.

My sister grows gorgeous grapes.

II. Fill in the Blank

Complete the sentence and make an alliteration.

Bobby talked about _____.

The cow in the barn was _____.

The _____ sun blazed in the sky.

Jean chose the _____ puppy.

The _____ men knocked on the door.

III. Write an Alliteration

Use the idea below to write a sentence using alliteration.

1. a big storm

2. a green car


3. a tree

Name: _____

Date: 4/30 —

Chapters: 15

Mr. Popper's
Penguins



Literature Circle: Illustrator

Draw an illustration of a scene from your reading assignment. Be sure your drawing includes lots of detail. Include characters and setting in your drawing.

See if your classmates can explain what's going on in the scene.

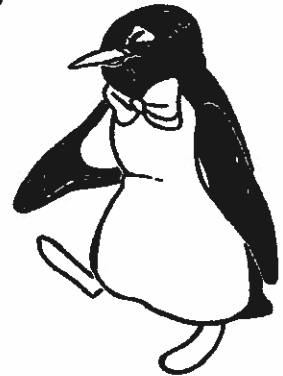
Name: _____

5/1

Mr. Popper's Penguins

*Please answer each question
in a complete sentence*

Chapters 13 - 16



1. In the beginning of Chapter 13, Mrs. Popper is worried. What is she worried about and why?

2. Mr. Popper had a good idea as to how the family would make money, what was it?

3. How did the penguins know when their acts began and ended?

- a. the music would change b. by looking at a hand signal
c. a colored flag d. a whistle

4. Why did the Poppers and their penguins go to see Mr. Greenbaum? What did they hope he could do for them?

Name: _____

Mr. Popper's Penguins

Chapters 13 - 16



10. What were the seating arrangements on the train?

11. What occurred when Mr. Popper and the penguins walked through one of the sleeping cars?

12. What happened when Monsieur Duval took the stage?

Name: _____

Mr. Popper's Penguins

Chapters 13 - 16



5. What did Mr. Popper do to get everyone kicked off of the bus?

- a. He was too loud.
- b. He let the penguins run wild.
- c. He practiced their routine.
- d. He opened all the windows.

6. The name of Mr. Popper's penguin act is _____.

7. How did the audience respond to the penguins' act? How do you know?

8. Mr. Greenbaum offered Mr. Popper a _____ week contract and \$_____ a week.

9. What was the first thing the Poppers did with the money they received from Mr. Greenbaum?

- a. paid bills
- b. bought a swimming pool
- b. took a trip
- d. bought a car

What Do You See?

Name: _____

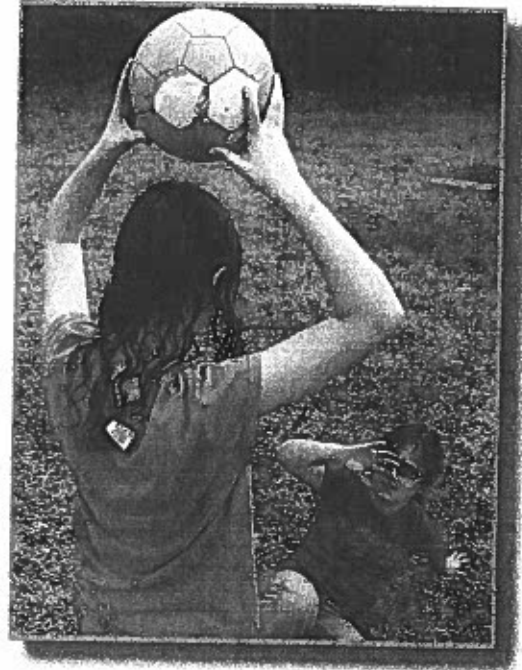
Due 5/1

Look at the picture carefully, then answer the questions below.

Answer in Cursive... using complete sentence

1. What do you think is happening in the picture?

What details in the picture make you think this?



2. How do you think the girl on the ground is feeling?

Explain your answer and include details from the picture.

3. What time of year do you think it is? Explain your answer.

MR. POPPER'S PENGUINS

VOCABULARY SENTENCES

Directions: Read the sentences and write the correct vocabulary word from the box below in the sentence to make it complete.

Expedition
Suitable
Bore
Inquisitive
Authority
Idle
Spectacle
Intention
Municipal
Astonishment
Sleek
Portable
Spar
Unique
Cease
Sulk
Curator
Blizzard
Sympathetic
Fond

1. The group from the school went on an _____ to the mountains.
2. Dinner at McDonald's was _____ for the family.
3. Sam was a _____ at the party.
4. Mark was very _____ and got into trouble for it.
5. The teacher had _____ in the classroom.
6. The car sat _____ in the intersection.
7. Joe fell down in front of the crowd and made a _____ of himself.
8. The _____ of the man was to marry the lady.
9. The local _____ stated they could not build the house.
10. There was _____ in the room after the present was opened.
11. The car was very _____ and pretty.
12. The toy car was _____ and easy to move.
13. The shirt was very _____ and hard to find.
14. Mr. Gorb told the students to _____ the game for five minutes.
15. The _____ was excited about the new exhibit.
16. The _____ lasted for five days and brought two feet of snow.
17. She was _____ to his feelings.
18. Rich was very _____ of his new dog.
19. The penguins _____ frequently.
20. He likes to _____ when he doesn't get his way on something.



Finding the Main Idea

Spots the Barn Cat

Spots was a large grey and white cat. Spots lived in a barn on a farm. Spots liked living in the barn. It was warm in the winter and cool in the summer. There were many mice for Spots to chase. Best of all, Spots had a soft place to sleep in the corner of the barn.



What is the main idea? Circle the correct answer.

- A. The barn was dirty.
- B. Spots was grey and white.
- C. The barn was a good place for Spots to live.
- D. Spots often slept outside when it rained.

Name: _____

Fact or Opinion: I Think and I Know

For each topic below, write one opinion and one fact.

in cursive

My home town:

Opinion _____

Fact _____

My house:

Opinion _____

Fact _____

Fruit:

Opinion _____

Fact _____

Summer:

Opinion _____

Fact _____

Lions:

Opinion _____

Fact _____

Name: _____

Enrichment Pg 4.

What Conclusion Can You Make?

Answer each question below. Be prepared to explain your answer.

1. The horse reared up on its hind legs, pawing the air and neighing loudly.

What conclusion can you draw from the sentence above?

- A. The horse was white. B. The horse was excited.
C. The horse was sleepy. D. The horse was calm.

2. As his mother honked the horn outside, Tom ran down the stairs, buttoning his shirt.

What conclusion can you draw from the sentence above?

- A. Tom liked to run. B. Tom was hungry.
C. Tom was hurrying. D. It was raining.

3. As she sat on the front porch, Lulu wiped the sweat from her face and took another drink of water.

What conclusion can you draw from the sentence above?

- A. It was cold. B. Lulu lives in Michigan.
C. A storm was coming. D. It was hot.

4. The line of voters at the voting place grew larger, but no one wanted to leave, although the wait would be very long.

What conclusion can you draw from the sentence above?

- A. The voters were interested in the election. B. The election workers were gone.
C. There was going to be a riot. D. The voters were being paid.

5. At the end of each school day, Miss Simmons would sweep the floor, empty the trash, arrange the desks and clean the board in her classroom.

What conclusion can you draw from the sentence above?

- A. The school was too poor to hire a janitor. B. Miss Simmons had nothing else to do.
C. Miss Simmons like to have her room clean. D. The students were messy.

Grammar is our second period subject. We are still working on our final part of speech for this year: Verbs.

4/14- Complete the Action Verb worksheet, page 31 a and 31 b.

4/15- Intro Present Tense Verb Rule: Verbs must agree with their subject. If a subject is singular you must add an "s" or "es" to the verb to help it agree with the subject. For example, The girl plays music. The subject in the sentence "the girl", is singular so we added an "s" to the action verb "play". It would sound weird saying, the girl play music. That's very choppy and not correct grammar. You also will add an "s" or "es" to a verb if your subject is a singular pronoun like: he, she, or it. Example: He laughs loudly. In this sentence, "he" is the subject, and since "he" is singular we had to add an "s" to the action verb "laugh" to help it agree with the subject. If your subject is plural or you use the pronoun I or you..... DO NOT add an "s" to the verb. Example: I laugh loudly. Note "I" is the subject, so I did not add an "s" to our action verb laugh. This skill takes a while to master, so we will be going over it and revisiting it over the next few weeks. In the meantime, if you get confused follow these simple steps: read the sentence out loud, circle the subject in the sentence, and then ask yourself if the subject is singular or plural. If the subject is singular, "you must make the verb plural by slapping an "s" on the butt". If the subject is plural, leave everything alone. Don't add an "s". Complete Present Tense Verb sheets page 82 a and b. Read the skill reminder at the top of the page. Both sheets are labeled 4/15.

4/16- Complete Subject Verb Agreement worksheet. Complete practice page 33.

4/17- You should know there are rules explaining when you add an "s" vs "es" to your verb. If your verb ends in sh, ch, ss, zz, or x you add an "es" to the ending instead of "s". If your verb ends in "y", drop that "y" and add an "ies" to make your verb agree. If your verb ends in any other consonant or vowel, simply add an "s" to make your verb agree. Example: Aunty washes her car, because wash is spelled w-a-s-h I had to add an es on the end to make it agree. If I say, Aunty cooks dinner, since the verb cook ends with a "k" I simply had to add the "s" to make it agree. If I say Aunty cries, because cry is spelled c-r-y to make that verb agree I have to drop the "y" and add "ies" to make that verb agree with the subject. Let's do some practice. Complete page 32 a and 32 b.

Week 2

4/20- Let's review Subject Verb Agreement. Complete pages 33 a and b.

4/21- Review es/ies rule. Complete pages 32 c and 35 a.

4/22- Complete page 35 b and 35 c.

4/23- We have been discussing verbs in the present tense now we are going to look at verbs in the past tense. A Past tense verb shows an action that has already happened. We indicate past tense by adding an "ed" to the verb. Complete Action Verb worksheet side e. Complete side f and g reviewing verbs, this is a graded assignment.

4/24- Complete page 40 and page 41.

Week 3

4/27- Complete Toucan coloring sheet.

4/28- Complete page 42 and page 43.

4/29- There are rules for making some verbs Past Tense. If a verb ends with a "y" drop that "y" and add an "ied". For example, I study a lot. I studied yesterday. The word study ended with "y". To make it past tense we drop the "y" and add an "ied". If a word ends in e, drop the e and add an ed on the ending. For example, I close the door today. I closed the door yesterday. Since the word "close" ends with "e" to make it past tense you drop the e and add an "ed". The final rule states, if you have a word that ends with a vowel (a,e,i,o,u) and a consonant, you double the consonant before adding "ed". For example: I hug my friend today. I hugged my friend yesterday. Since the word hug ends with (ug) you double the "g" and add an "ed" to make it past tense. Let's practice this concept doing page 36 a and 36 b.

4/30- Review Past tense verbs: page 36 c and page 36 d.

5/1- Complete graded assignment A.

- **Enrichment pages are not required. They are extra sheets to do if your child finishes early.**

Action Verbs

Cursive

Think of things people do in the summer. Create sentences with the words below. Use action verbs. Write about yourself or someone you know in your sentences. Underline the action verbs.

1. ice cream truck

2. swimming pool

3. at the picnic

4. computer games

5. vacation

6. at the beach

7. on an airplane

8. car



Name: _____

4/14

3

Action Verbs

An **action verb** is a word that shows what someone or something is doing. It is found in the predicate of a sentence.

Cursive



Draw a line under the predicate of each sentence.
Then, write the action verb on the line.

Ex-

1. The rocket blasts into the sky. blasts
2. The big, black bear growled. _____
3. The baby crawls across the floor. _____
4. The picture hung on the wall. _____
5. I searched for my missing sock. _____
6. Carlita's brother grilled a steak. _____
7. Ken clicked the computer mouse. _____
8. Dr. Kip examines his patient. _____
9. My red shirt shrank in the wash. _____
10. Mother hides the cookies. _____
11. Seven fish swim in the aquarium. _____
12. Amanda washes her car. _____

Skill Reminder

- A present-tense verb tells about action that is happening now.
- A verb must agree with its subject in number.
- Add -s or -es to most present-tense verbs when the subject of the sentence is *he, she, it*, or a singular noun. Do not add an ending when the subject is *I, you*, or a plural noun.

► Underline the verb. Label the subject *S* for singular or *P* for plural.

1. The boss makes a line across the river.
2. Papa follows the line with the ice cutter.
3. They cut the ice into huge, heavy blocks.



► Complete each sentence with the correct present-tense form of the verb in parentheses ().

4. The river _____ like a checkerboard. (look)
5. He _____ the snow on the ice. (watch)
6. I _____ about the weather. (worry)
7. Papa and Uncle Jacob _____ onto the ice. (step)
8. The ship _____ ice to warm countries far away. (carry)

► Use the verbs *freeze* and *freezes* in sentences of your own.

9. _____

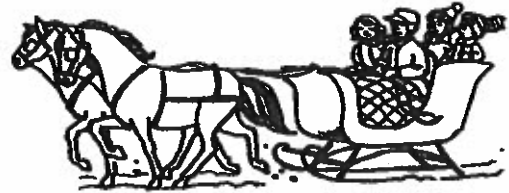
10. _____

Cursive _____

► Use the pronouns from the box as subjects of these sentences. Use each pronoun only once. Make sure your subjects and verbs agree.

I	you	he	she	we	they
---	-----	----	-----	----	------

1. _____ tap holes in the ice.
2. _____ skates along the river.
3. _____ follow the ice cutter.
4. _____ stops for hot chocolate.
5. _____ shiver in the cold.
6. _____ run indoors.



► Write four sentences. For each sentence, use one present-tense verb from the box.

ride	rides	gallop	gallops
------	-------	--------	---------

7. _____

8. _____

9. _____

10. _____

Subject & Verb Agreement

Name: _____

Subject and verb agreement means matching the correct form of the subject with the correct form of the verb. Singular subjects go with the singular form of the verb. Plural subjects go with the plural form of the verb. If you say the sentence out loud, you may be able to tell if the subject and verb match.



CORRECT:
The puppies are cute.

(NOT

Since *puppies* is plural, it would sound funny to use the singular verb form, *is* correct): The puppies is cute.

Since boy is singular, it would sound funny to use the plural verb form, *walk* (NOT correct):
The boy walk home from school.

CORRECT:
The boy walks home from school.



** The subjects "You" and "I" do not follow the rule. Even though they are singular, they are matched with the same verb form as plural subjects.

Choose the correct form of the verb to match each subject.

- | | |
|-------------------------------|------------------------------------|
| 1. He (sing/sings) _____ | 11. The boys (see/sees) _____ |
| 2. They (talk/talks) _____ | 12. Sarah (read/reads) _____ |
| 3. My mom (sit/sits) _____ | 13. Jimmy (paint/paints) _____ |
| 4. Uncle Bob (eat/eats) _____ | 14. The dog (bark/barks) _____ |
| 5. We (play/plays) _____ | 15. My friend (visit/visits) _____ |
| 6. You (write/writes) _____ | 16. She (draw/draws) _____ |
| 7. They (clean/cleans) _____ | 17. It (work/works) _____ |
| 8. Jessica (walk/walks) _____ | 18. The car (run/runs) _____ |
| 9. The cats (nap/naps) _____ | 19. You (jump/jumps) _____ |
| 10. We (watch/watches) _____ | 20. I (travel/travels) _____ |

Subject-Verb Agreement

REMEMBER THE RULES

- A verb in the present tense must agree with its subject.
Hank works on a computer.
- Do not add **-s** or **-es** to a present-tense verb when the subject is **I** or **you** or is **plural**.
I work on a computer.
You work on a computer.
They work on a computer.

A. Draw a line under the subject. Circle the verb that agrees.

1. We learn in many ways.
2. Children listen to stories.
3. You ask questions.
4. Students read good books.
5. They also play computer games.

B. Write each sentence. Use the correct form of the verb in ().

6. Many people (work) on computers.

7. Artists (draw) pictures on computers.

8. Doctors (look) at the inside of patients.

9. A police officer (find) suspects.

10. A teacher (grade) students.

Present-Tense Verbs

REMEMBER THE RULES

- Add **-s** to most singular verbs in the present tense.
run runs
- Add **-es** to verbs that end in *sh, ch, ss, zz, or x*.
wash washes
- Change **y** to **i** and add **-es** to verbs that end with a consonant and **y**.
try tries

Write the verb in () in the present tense. Check the spelling of the verbs.

1. In fairy tales, the princess (find) her prince. _____
2. Even a frog (turn) into a prince. _____
3. Sometimes the princess (search) for her prince. _____
4. Sometimes she (wish) for the prince to come. _____
5. The witch (try) to keep them apart. _____
6. But a fairy godmother (help) them. _____
7. The prince (kiss) the princess. _____
8. The princess (marry) the prince. _____
9. The town (buzz) about the news. _____
10. The couple (live) happily ever after. _____
11. A fairy tale (tell) a make-believe story. _____
12. Someone in the story (use) magic powers. _____
13. The fairy godmother (fix) the problem. _____
14. The bad witch (lie) to the princess. _____
15. The princess (know) the truth in the end. _____

At Home: Tell a family member what a character does in a fairy tale or other story you have heard. Use present-tense verbs.

Present-Tense Verbs

RULES

- The **tense** of a verb tells when the action takes place.
- Verbs in the **present tense** tell what happens now.
- Follow these rules when you use present-tense verbs with singular subjects.
- Add **-s** to most singular verbs in → *Miss Muffet sits down.* the present tense.
- Add **-es** to verbs that end in *sh, ch, ss, s, zz, or x.* → *The spider watches Miss Muffet.*
- Change **y** to **i** and add **-es** to verbs that end in a consonant and a **y** together. → *Miss Muffet cries for help.*

Circle the verb in () that has the correct spelling.

1. The gingerbread man (runes, runs) away.
2. The fox (carrys, carries) him through the water.
3. Everyone (chases, chasies) after him.
4. Mama Bear (fixes, fixs) porridge.
5. Goldilocks (gets, getes) lost in the woods.
6. Baby Bear (watchs, watches) the girl sleep.
7. Gepetto (wishes, wishes) on a star.
8. Pinocchio (trys, tries) to be an actor.
9. Gepetto (misses, misss) Pinocchio.
10. Pinocchio (changes, changies) into a donkey.

At Home: Draw pictures of a favorite storybook character doing something. Tell a family member about the character, using present-tense verbs.

Subject-Verb Agreement

RULES

- A **present-tense** verb must agree with its subject.
- Do not add **-s** or **-es** to a present-tense verb when the subject is plural.
The children need a computer.
Computers change our lives.
- Do not add **-s** or **-es** to a present-tense verb when the subject is **I** or **you**.
You use computers for schoolwork.
I see computers every day.

Cursive

Write the correct form of the verb in ().

- Computers (give, gives) us information.

- The information (help, helps) us.

- We (know, knows) some things.

- A student (learn, learns) many new things.

- You (find, finds) interesting facts.

- Many people (buy, buys) computers.

- A teacher (load, loads) software into the computer.

- I (put, puts) in the disks.

- You (press, presses) the keys.

- The keys (give, gives) commands.

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Subject-Verb Agreement

Cursive

How many jobs can you describe? Complete the sentences below in your own words. Be sure to use the correct form of the verbs you choose. The first one is done for you.

- 1. Firefighters save people
- 2. A farmer _____
- 3. A baseball player _____
- 4. Chefs _____
- 5. Pilots _____
- 6. Computer _____
- 7. Teachers _____
- 8. A dentist _____
- 9. Authors _____
- 10. A carpenter _____

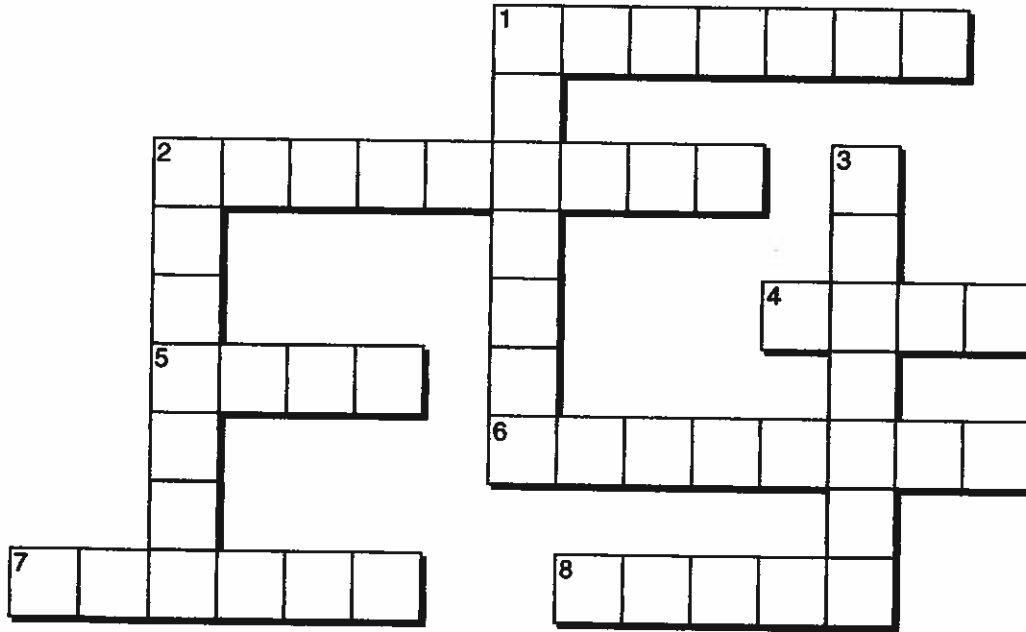
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Present-Tense Verbs

No Cursive

Verb Puzzle



Solve the crossword puzzle. Write the present-tense form of the verb in () that agrees with the subject.

Across

1. Little Red Riding Hood (carry) a basket.
2. The spider (frighten) Miss Muffet.
4. The goose (lay) golden eggs.
5. Puss 'n Boots (lie) to help his master.
6. The wolf (splash) in the water.
7. Georgie Porgie (kiss) the girls.
8. The cow (jump) over the moon.

Down

1. The fox (catch) the gingerbread man.
2. Mary's lamb (follow) her to school.
3. Humpty Dumpty (crash) on the floor.

At Home: Imagine you meet your favorite storybook character. Tell your family what happens. Use present-tense verbs.

► **Critical Thinking**

Mixed Review**REMEMBER THE RULES**

- An **action verb** shows action.
- Add **-s** or **-es** to most singular verbs in the present tense. If a verb ends with a consonant and **y**, change the **y** to **i** and add **-es**.
*My neighbor **builds** a fence.*
*He **studies** a plan to build it.*
- If the subject of a sentence is plural or is **I** or **you**, do not add **-s** or **-es** to the verb in the present tense.
*I **watch** him build the fence.*

A. Read each sentence. Circle the action verb.

1. Several people work on the new fence.
2. One man carries some long boards.
3. Another man stacks boards on the platform.
4. One worker places the boards side by side.
5. She quickly cuts the boards into thin pieces.
6. One worker finds the hammer and nails.
7. Another worker nails the boards in place.
8. Together, they build the fence quickly.
9. My friends and I paint the new fence.
10. We finish the job in two hours.




B. Read each sentence. Write the correct form of the verb on the line.

11. My cousin (repair) houses. _____
12. He (spread) new plaster on the walls. _____
13. He (fix) the doors and windows. _____
14. He and a friend (replace) the roof. _____
15. Then they (paint) the house inside and out. _____

Mixed Review

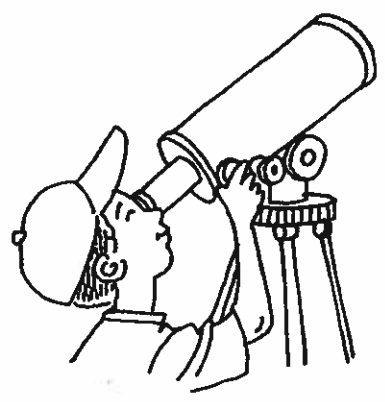
RULES

- An **action verb** shows action.
- Add **-s** or **-es** to most singular verbs in the present tense. If a verb ends with a consonant and **y**, change the **y** to **i** and add **-es**.
*My teacher **takes** us to the Sky Dome.*
*My class **studies** astronomy.*
- If the subject of a sentence is plural or is **I**, **you**, or **we**, do not add **-s** or **-es** to the verb in the present tense.
*We **look** through a telescope.*
*I **find** a star right away.*



Read each sentence. Write the correct form of the verb in () on the line. *Cursive*

1. We (watch, watches) the stars in the Sky Dome. _____
2. I (explore, explores) the night sky with a big telescope. _____
3. Tim (look, looks) at the stars. _____
4. He (see, sees) many stars and planets. _____
5. Our planet (move, moves) in space. _____
6. The planets (circle, circles) the sun. _____
7. Astronomers (work, works) when it's dark. _____
8. An astronomer (study, studies) the position of the stars. _____
9. A new star (appear, appears) suddenly in the sky. _____
10. Astronomers (take, takes) photos of these events. _____



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Mixed Review

A Tall Tale Cursive

Imagine being as tall as a building. Describe yourself by writing a present-tense action verb to complete each sentence. Use the correct form for each verb.



1. I _____ the tallest skyscraper.
2. I _____ in the deepest part of the ocean.
3. I _____ a bulldozer in my hand.
4. I _____ a pet elephant that fits in my pocket.
5. I _____ 50 pieces of toast for breakfast.
6. I _____ the clouds.
7. I _____ over a large bridge.
8. I _____ on top of buildings.

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At Home: With a family member, make up a list of other things you could do if you were as tall as a building. Be sure to write action words correctly.

Verb Endings: -ed



When something happened in the past, a verb should be in the past tense. For many words, adding the ending -ed to the verb makes it past tense. Example: talk talked

Change each of the following verbs to past tense.

- 1. walk _____
- 2. park _____
- 3. jump _____
- 4. work _____
- 5. pass _____
- 6. cook _____
- 7. play _____
- 8. climb _____
- 9. remember _____
- 10. thank _____

Name: _____

4/23

Side - F

Action Verbs

Graded Assignment

An action verb is a word that shows what someone or something is doing.

Examples: Mary sleeps on the couch.

Jason's best friend thinks of a plan.

Ken and his mother cook dinner.

Circle the action verb in each sentence below.

1. Sal listens to his favorite song.
2. Craig hits the baseball over the fence.
3. The little pig grunts.
4. The roof of the house leaks.
5. The hunter searches for a deer.
6. Dr. Gold examines his patient.
7. The bluebird in the tree sings beautifully.
8. The football team dashes out of the locker room.
9. Paul reads *The Adventures of Tom Sawyer*.
10. Mrs. Gray buys a roll of paper towels at the store.
11. Judy solves the mystery.
12. Harold finds a purple crayon.



Name: _____

Side-B

4/23

Action Verbs


Graded Assignment

Tell whether each word is an action verb or noun. Write the words action verb next to each action verb. Write the word noun next to each noun.

- | | | | |
|-------------|-------|----------------|-------|
| 13. swims | _____ | 20. basketball | _____ |
| 14. thinks | _____ | 21. plays | _____ |
| 15. sneezes | _____ | 22. relaxes | _____ |
| 16. clock | _____ | 23. grass | _____ |
| 17. tooth | _____ | 24. game | _____ |
| 18. drives | _____ | 25. writes | _____ |
| 19. takes | _____ | | |

Write a sentence with an action verb to describe each picture. Underline the action verb.

26.  _____

27.  _____

28.  _____

Name: _____

4/24

Action Verbs

An **action verb** tells what the subject of the sentence is doing.

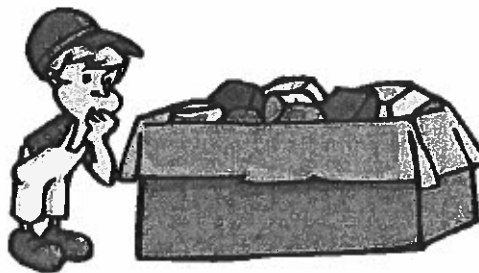
examples: run, talk, skip, sleep, jump, hop, snore, go, sleep

James **walked** to the store.

Walked is the action verb because it tells what James was doing.

Circle the action verb in each sentence.

1. James found a box of toys.
2. My cell phone rang.
3. I chopped down the old pear tree.
4. Callie dashed off to school.
5. Megan finds a dime between the couch cushions.
6. The youngest child cried loudly.
7. Carlton squeezed the oranges into the bowl.
8. She stopped her bicycle on the sidewalk.
9. The dog eats her food.
10. Chloe bought a lovely necklace for her mother.
11. Alex's basketball bounced off the garage door.
12. Ava poured a glass of milk for his brother.
13. Ryan usually arrives on time.
14. We all sang songs around the campfire.
15. The fastest runner on our team tripped on his shoelace.



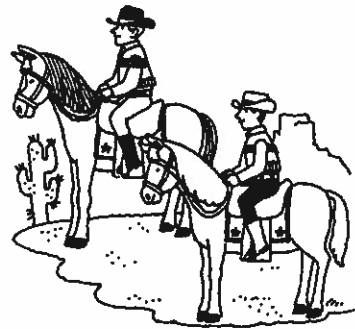
Skill Reminder

4/24

- **A past-tense verb** tells about action that happened in the past.
- **Add -ed** to most present-tense verbs to make them show past time.

► Draw one line under the present-tense verbs. Draw two lines under the past-tense verbs.

1. Cowboys depend on their horses.
2. That palomino pony jumped up.
3. The pony begged for apples.



► Complete each sentence with the correct past-tense form of the verb in parentheses ().

4. The rider _____ toward the black horse. (walk)
5. A spotted pony _____ nearby. (graze)
6. The cowboy _____ into the saddle. (hop)
7. The horse _____. (whinny)
8. Then it _____ around the corral. (trot)

► Use the past-tense form of each verb below in a sentence of your own.

9. follow _____
10. skip _____

Name _____

4/28

► Rewrite this present-tense paragraph in the past tense.
Cursive

The horses sniff the air as storm clouds float overhead. Suddenly raindrops pour down. Thunderclaps scare the horses. They press against the fence.

1.-5. _____

► Write the past-tense form of the underlined present-tense verb in each sentence. *Cursive*



- 6. The cowboys carry their plates to Cookie. _____
- 7. The flapjacks cook quickly. _____
- 8. The cooks flip them over. _____
- 9. They fry eggs and bacon, too. _____
- 10. The eggs and bacon taste great. _____
- 11. After breakfast, the cooks nap. _____
- 12. Meanwhile, the cowboys wash the dishes. _____

Harcourt

Harcourt

In the Past *Cursive*

Present tense verbs tell about actions happening now.
 Past tense verbs tell about actions that happened in the past.
 Most verbs are made past tense by adding **ed**.



Add **ed** to make these verbs past tense.

1. help	<u>helped</u>	5. ask	_____
2. play	_____	6. visit	_____
3. rain	_____	7. cook	_____
4. fix	_____	8. jump	_____

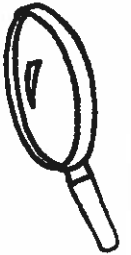


These verbs end in **e**. Just add **d** to make them past tense.

9. change	<u>changed</u>	13. hike	_____
10. rule	_____	14. dance	_____
11. joke	_____	15. divide	_____
12. live	_____	16. skate	_____

These verbs end in a consonant and **y**.
 Change the **y** to **i** and then add **ed** to make them past tense.

17. try	<u>tried</u>	20. multiply	_____
18. bully	_____	21. study	_____
19. spy	_____	22. marry	_____





Past-Tense Verbs

RULES

- A **past-tense verb** tells about an action that happened already.
Add **-ed** to most verbs to form the past tense.
We visited a science museum last week.
- When adding the **-ed** ending, some verbs change their spelling.
- For verbs that end with a consonant and **y**:
Change the **y** to **i** before adding **-ed**.
try → tried spy → spied
- For verbs that end in **e**:
Drop the **e** and add **-ed**.
close → closed bake → baked
- For verbs that end with one vowel and one consonant:
Double the consonant and add **-ed**.
hug → hugged pat → patted

Underline the past-tense verb in each sentence.

1. We explored the museum.
2. We stopped at every exhibit.
3. They showed us a lot about inventions.
4. The signs explained the inventions.
5. Inventions changed our lives.
6. We watched a movie about Thomas Edison.
7. It showed his invention of the light bulb.
8. I liked it a lot.
9. Then we shopped at the museum store.
10. We hurried back to the school bus just in time.

At Home: Talk with your family about what you learned or might have learned on a trip to a museum. Use past-tense verbs.

Past-Tense Verbs

Write the past-tense form of the verbs in the box that belong in *Cursive* each category below.

chew	hike	tape	flap	fry	cry	kick	carry
peel	plug	bake	rip	share	tip	worry	

Past-tense verbs formed by dropping the final *e* and adding *-ed*:

- 1. _____
- 2. _____
- 3. _____
- 4. _____

Past-tense verbs formed by changing the final *y* to *i* and adding *-ed*:

- 5. _____
- 6. _____
- 7. _____
- 8. _____

Past-tense verbs formed by doubling the final consonant before adding *-ed*:

- 9. _____
- 10. _____
- 11. _____
- 12. _____

Past-tense verbs formed by adding *-ed*:

- 13. _____
- 14. _____
- 15. _____

At Home: Find the past-tense words in your favorite story. Point out the words with *-ed* endings to a family member.
▶ **Critical Thinking**



Past-Tense Verbs

REMEMBER THE RULES

- A verb in the **past tense** tells about an action that has already happened.
- Add **-ed** to most verbs to form the past tense.
walk + ed = walked

Write the sentence using the past tense of the verb in ().

1. We (study) about inventions last month.

2. We (talk) about different ideas.

3. We (decide) on an invention.

4. We (work) together on it.

5. The teacher (help) us.

6. Ahmed (plan) the work.

7. I (create) the design.

8. We (gather) the materials.

9. Some of us (glue) the parts.

10. Jan (spill) the glue!

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At Home: Ask your family what inventions have changed their lives. Listen for past-tense verbs.

Spelling Past Tense Verbs

The past tense of most verbs ends in *-ed*.

For some verbs you have to change the spelling before adding *-ed*.

If a verb has one syllable and ends with a vowel followed by a consonant, double the final consonant before adding *-ed*.

drop → **dropped**

tag → **tagged**

If a verb ends with *e*, drop the *e* before adding *-ed*.

dance → **danced**

bake → **baked**

If a verb ends with a consonant and *y*, change the *y* to *i* before adding *-ed*.

hurry → **hurried**

worry → **worried**

Write the past tense for each verb.

- | | |
|-------------------|-------------------|
| 1. invade _____ | 11. clarify _____ |
| 2. multiply _____ | 12. grin _____ |
| 3. argue _____ | 13. deny _____ |
| 4. skid _____ | 14. fry _____ |
| 5. trip _____ | 15. rescue _____ |
| 6. carry _____ | 16. pat _____ |
| 7. escape _____ | 17. wiggle _____ |
| 8. dip _____ | 18. scurry _____ |
| 9. occupy _____ | 19. plan _____ |
| 10. notice _____ | 20. dry _____ |

5/1

Name _____

Verbs show action. A verb tells what a noun is doing, will do or did.

Write the verb in each sentence in the blank. Cursive

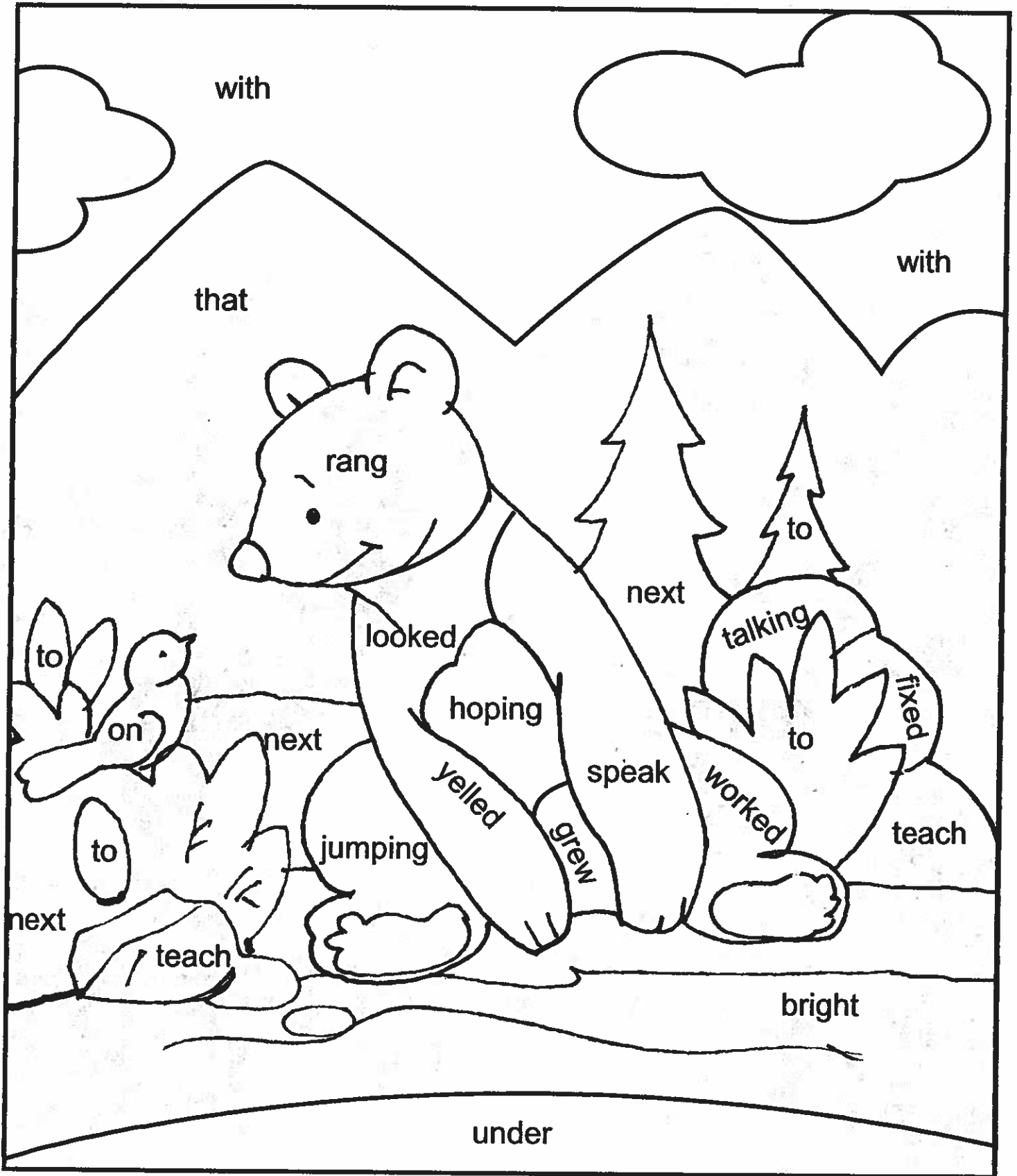


1. The bees buzzed around the flower. _____
2. Sidney climbed the ladder. _____
3. Jamie will write the letter. _____
4. The plane flew to Washington. _____
5. Shelby will go to the pet store. _____
6. Kelley loves the library. _____
7. Allison cut the ribbon. _____
8. Barbara drank all of the grape juice. _____
9. Debbie smelled the perfume. _____
10. John went to the house. _____
11. Amy fell down. _____
12. Karen cut the carrot. _____
13. Ms. Balbina taught Spanish. _____
14. Ben will pack his suitcase. _____
15. Joy sings softly. _____

Color the Verbs: Bear

Name: _____

Color any shape which has a verb in it tan. Color the other shapes any color you like.



Name _____ Date _____

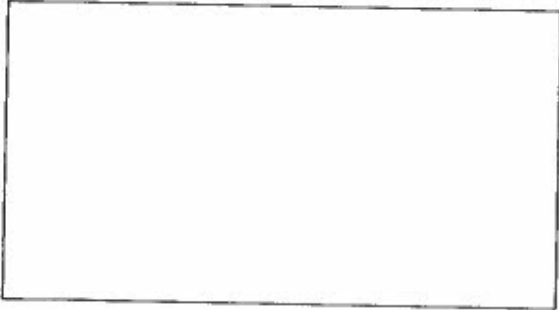
Show the Action

You can have fun by making an action word look like its meaning. Here are word pictures for *leap* and *love*. Can you make word pictures of the sentences below? Read each sentence and make a word picture that shows the action of the verb.

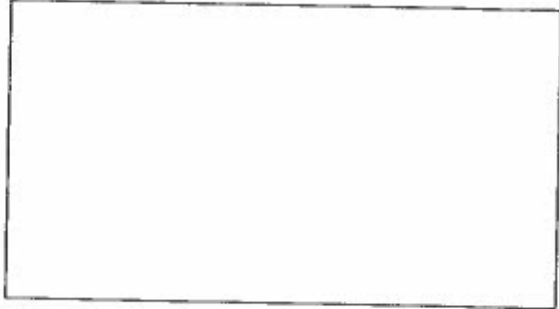
A verb is a word that shows what someone or something does. Most verbs show action.



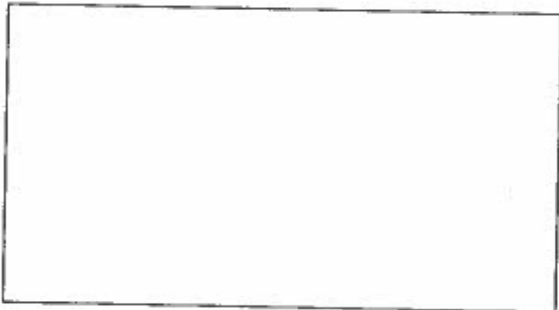
1. The elephants push the logs.



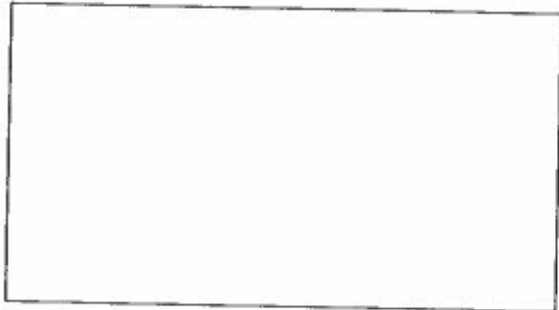
4. They run after the geese.



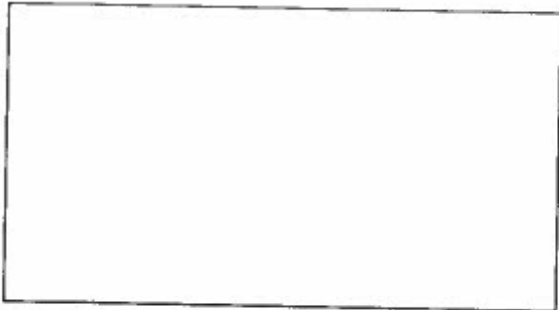
2. The bunnies hop away.



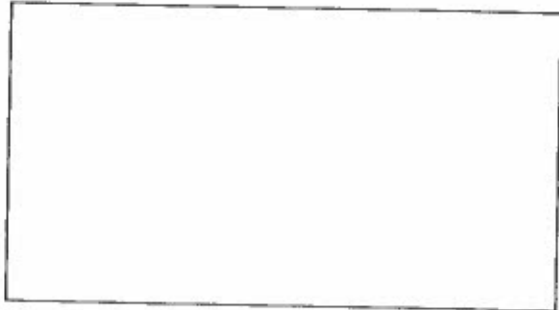
5. One boy jumps up and down.



3. The children look at the animals.



6. The tiger sleeps through all the fun.



Show your word pictures to a friend. Have your friend guess and write the verb.

Name _____ Date _____

Verbs in Verse *Cursive*

Read the verses below. Replace the underlined words with more interesting verbs.

A hippo by the name of Old Gert

Moved around quite a bit in the dirt.

1. _____

She went this way and that way

2. _____

On every single day

And said, "It's fun, and it does not hurt."

3. _____

A lion by the name of Lee

Sat comfortably in a tree.

4. _____

He made noise by the hour

5. _____

From his leafy green tower

Then left when the coast was free.

6. _____

Write your own verse. Underline the verbs you use.

➤ Read your verse to a friend. Have him or her identify the verbs you used.

Third period is Spelling.

All spelling pages should be done in cursive for both the packet and workbook. The only exceptions will be the shape worksheet page and the crossword puzzle/ sudoku page.

Week 1: We'll be working on unit 35 (and yes, I know we are hopping around).

4/14- Complete packet pages 1-3, and workbook page 228.

4/15- Complete workbook page 229, and packet pages 4-6.

4/16- Complete workbook page 230, and packet pages 7-9.

4/17- Review by completing pages 10-13. Take spelling test online through Spell City. This test will be graded. The deadline for taking this test is no later than 4/18.

Week 2: We will be working on Unit 33

4/20- Complete packet pages 1-3.

4/21- Complete workbook page 216, and packet pages 4-6.

4/22- Complete workbook page 217, and packet pages 7-9.

4/23- Complete workbook page 218, and packet pages 10-11.

4/24- Review by completing packet pages 12-14. Take test online through Spell City. This test will be graded. The deadline for taking this test is no later than the 4/25.

Week 3: We will be working on Unit 28

4/27- Complete packet pages 1-3.

4/28- Complete workbook page 184, and packet pages 4-6.

4/29- Complete workbook page 185, and packet pages 7-9.

4/30- Complete workbook page 186, and packet pages 10-11.

5/1- Review by completing pages 12-14 in the packet. This test will be graded. The deadline for taking this test is no later than the 5/2.

- **Enrichment pages are not required. They are extra sheets to do if your child finishes early.**

Home/School Spelling Practice

◆ Unit 35

◆ Unit 35

(4-14-18)

Name _____

My Home Word List

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper.

Thank You!

Thank you for helping your child practice spelling at home this year. We hope that you have enjoyed the activities as well as the knowledge that you have been an integral part of your child's progress in school. During the summer months, please continue to use the activities to help your child develop his or her writing skills.

1. *herself* herself
2. *nobody* nobody
3. *airplane* airplane
4. *grandfather* grandfather
5. *someone* someone
6. *rainbow* rainbow
7. *anything* anything
8. *grandmother* grandmother
9. *everything* everything
10. *afternoon* afternoon
11. *sunshine* sunshine
12. *himself* himself
13. *anybody* anybody
14. *something* something
15. *without* without

Name _____

My School Word List

1. herself
2. nobody
3. airplane
4. grandfather
5. someone
6. rainbow
7. anything
8. grandmother
9. everything
10. afternoon
11. sunshine
12. himself
13. anybody
14. something
15. without

Name _____

WORD SORT

Unit 35

Use your Unit 35 Word List to write a compound word that is built from each word below.

base

down

note

shoe

her

no

grand

some

any

every

after

with

air

rain

grand

sun

him

any

some

basket

every

news

seat

any

bath

every

paint

wash

2

Name: _____

Date: _____

unit 35

Missing Letter

Circle the letter that best completes the word.

1) nob_dy

o k
a z

7) rain_ow

b y
h c

2) grand_ather

f z
w t

8) hersel_

w f
n s

3) someo_e

n b
v h

9) everyt_ing

h c
g s

4) somethi_g

m s
n v

10) suns_ine

a t
h u

5) grand_ other

m h
z c

11) af_ernoon

o j
r t

6) anyb_dy

l o
k q

12) witho_t

u s
i o

Name: _____

Date: _____

unit 35

Missing Letter

Circle the letter that best completes the word.

13) airp_ane

p v

j l

14) hims_lf

x e

c a

15) an_thing

b x

y d

Name: _____

Week of April 12
Third Grade



*Cursive
for both*

Read the Word.

Copy the Word.

Copy the Word.

1. herself
2. rainbow
3. sunshine
4. nobody
5. anything
6. himself
7. airplane
8. grandfather
9. grandmother
10. anybody
11. without
12. everything
13. someone
14. afternoon
15. something

Name: _____

Week of April 12
Third Grade

Write the words into the boxes.

grandmother • herself • himself • everything • grandfather
afternoon • airplane • anybody

A grid of 16 empty boxes for writing words, arranged in four rows and two columns. The boxes are of varying lengths to accommodate the words listed above.

Circle the word spelled correctly. Cross out the misspelled word.

- | | | | |
|----------------|------------|----------------|------------|
| 1. herself | hersilf | 2. rayboh | rainbow |
| 3. sunhine | sunshine | 4. nobod | nobody |
| 5. anything | anthing | 6. himself | himsilf |
| 7. iurplane | airplane | 8. grandfather | grandothur |
| 9. grandmother | gradmother | 10. ehnebuhdee | anybody |
| 11. withuot | without | 12. evirything | everything |
| 13. someone | samoene | 14. afternoon | ufturnuon |

Teacher: Calyta Phillips
List: unit 35

SpellingCity.com - Sentence Writing Practice

Write a sentence for each word on your list. *Cursive*

herself

rainbow

sunshine

nobody

anything

himself

airplane

grandmother

grandfather

anybody

without

everything

someone

afternoon

something

Name: _____

Date: _____

unit 35

WhichWord? Definitions

Pick the correct word that belongs to the definition.

- | | |
|---|--|
| <p>1) an unidentified person</p> <p>A. someone
B. anybody
C. airplane
D. anything</p> | <p>6) an arch of colors that appear in the sky</p> <p>A. rainbow
B. something
C. everything
D. grandmother</p> |
| <p>2) referring to she or her, often with emphasis</p> <p>A. without
B. someone
C. himself
D. herself</p> | <p>7) all people or a group of people</p> <p>A. anybody
B. sunshine
C. someone
D. something</p> |
| <p>3) the female ancestor or matriarch of a family</p> <p>A. himself
B. grandmother
C. herself
D. anybody</p> | <p>8) vehicle using fixed wings to fly in the air</p> <p>A. everything
B. airplane
C. afternoon
D. grandmother</p> |
| <p>4) an unspecified object</p> <p>A. something
B. everything
C. grandmother
D. himself</p> | <p>9) in the absence of</p> <p>A. without
B. airplane
C. someone
D. everything</p> |
| <p>5) the time of day between noon and evening</p> <p>A. something
B. afternoon
C. himself
D. herself</p> | <p>10) all that exists or that relates to a subject</p> <p>A. himself
B. everything
C. herself
D. grandfather</p> |

Name: _____

Date: _____

unit 35

WhichWord? Definitions

Pick the correct word that belongs to the definition.

11) the warmth and light of the sun during the day

- A. airplane
- B. nobody
- C. sunshine
- D. grandfather

12) not one person

- A. himself
- B. nobody
- C. everything
- D. without

13) any object or thing

- A. grandfather
- B. airplane
- C. grandmother
- D. anything

14) the male parent of one of your parents

- A. himself
- B. grandfather
- C. without
- D. anybody

15) referring to he or him, often with emphasis

- A. herself
- B. himself
- C. someone
- D. anything

Name: _____

Date: _____

unit 35

level

rainbow

sunshine

nobody

anything

himself

airplane

grandmother

grandfather

Name: _____

Date: _____

unit 35

anybody

without

everything

someone

afternoon

something

Name _____

herself	nobody	grandfather	someone	anything
everything	afternoon	without	airplane	rainbow
grandmother	sunshine	himself	anybody	something

Match each word in Column A to a word in Column B to make a compound word. Write the compound word.

Column A	Column B	Spelling Word
air	one	1.
after	self	2.
with	shine	3.
some	bow	4.
rain	plane	5.
her	out	6.
sun	noon	7.
grand	thing	8.
any	body	9.
some	self	10.
any	thing	11.
grand	mother	12.
him	father	13.
every	body	14.
no	thing	15.

Enrichment Packet

Unit 35 - Spelling II

* Not required... only extra practice skills.

Name: _____

Date: _____

unit 35

Word-O-Rama

Read the clue and then choose the best match from the possible answers.

1) Pick the antonym for darkness

- A. sunshine
- B. airplane
- C. rainbow
- D. anybody

2) Pick the synonym for whatever

- A. anything
- B. without
- C. airplane
- D. sunshine

3) Pick the antonym for with

- A. herself
- B. without
- C. anything
- D. grandfather

4) Pick the word that fits this definition: an unspecified object

- A. something
- B. airplane
- C. nobody
- D. without

5) Pick the word that fits this definition: vehicle using fixed wings to fly in the air

- A. airplane
- B. anybody
- C. everything
- D. grandmother

6) Pick the word that fits this definition: the time of day between noon and evening

- A. without
- B. afternoon
- C. anybody
- D. sunshine

7) Pick the antonym for grandfather

- A. grandmother
- B. nobody
- C. everything
- D. without

Name: _____

Date: _____

unit 35

Word-O-Rama

Read the clue and then choose the best match from the possible answers.

8) Pick the word that fits this definition: all that exists or that relates to a subject

- A. something
- B. grandmother
- C. himself
- D. everything

9) Fill in the blank: She wrote her autobiography _____.

- A. afternoon
- B. herself
- C. anybody
- D. anything

10) Pick the antonym for nobody

- A. anything
- B. someone
- C. sunshine
- D. everything

11) Pick the synonym for grandpa

- A. anybody
- B. sunshine
- C. grandfather
- D. someone

12) Pick the word that fits this definition: referring to he or him, often with emphasis

- A. himself
- B. something
- C. herself
- D. sunshine

13) Fill in the blank: I don't care who you ask; ask _____.

- A. anybody
- B. something
- C. airplane
- D. grandmother

14) Pick the word that fits this definition: not one person

- A. rainbow
- B. sunshine
- C. herself
- D. nobody

Name: _____

Date: _____

unit 35

Word-O-Rama

Read the clue and then choose the best match from the possible answers.

15) Pick the word that fits this definition: an arch of colors that appear in the sky

A. afternoon

B. something

C. rainbow

D. anybody

Name: _____

Date: _____

unit 35

Parts of Speech

Circle the letter that indicates the correct part of speech for the underlined word.

- 1) A colorful rainbow appeared after the storm.
A. adjective B. noun
C. conjunction D. verb
- 2) My grandfather is my parent's dad.
A. abbreviation B. adjective
C. verb D. noun
- 3) I can be anything I choose when I grow up.
A. noun B. adjective
C. preposition D. pronoun
- 4) We flew across the country on an airplane.
A. verb B. adjective
C. pronoun D. noun
- 5) I know everything about him and nothing about her.
A. contraction B. noun
C. pronoun D. verb
- 6) The lonely boy ate lunch by himself.
A. verb B. interjection
C. pronoun D. noun
- 7) We swam in the afternoon before dinner.
A. noun B. adjective
C. preposition D. verb
- 8) My grandmother is the mother of my father.
A. adjective B. article
C. verb D. noun
- 9) There was something unknown inside the box.
A. pronoun B. interjection
C. noun D. adjective
- 10) I wear sunglasses out in the bright sunshine.
A. verb B. conjunction
C. noun D. adjective
- 11) I cannot see without my glasses.
A. adverb B. verb
C. adjective D. preposition
- 12) Nobody swam, but everybody played ball.
A. noun B. pronoun
C. verb D. adverb
- 13) She wrote her autobiography herself.
A. adjective B. pronoun
C. interjection D. noun
- 14) I don't care who you ask; ask anybody.
A. pronoun B. noun
C. article D. verb
- 15) If you cannot help me, I will ask someone else.
A. preposition B. adjective
C. pronoun D. verb

Name: _____

Week of April 12
Third Grade

You are the teacher. If a word is spelled correctly, put a checkmark next to it and rewrite the word.

If the word is misspelled, cross off the word and put an X. Then write the correct spelling.

Name: Peter

- | | | | |
|----------------------|-----------|-----------------|--------------|
| 1. airplane | _____ | 9. someone | _____ |
| 2. herslef | _____ | 10. rainbow | _____ |
| 3. something | _____ | 11. anything | _____ |
| 4. grandmother | _____ | 12. sunshine | _____ |
| 5. wihtout | _____ | 13. himself | _____ |
| 6. afternoon | _____ | 14. grandfather | _____ |
| 7. anyedy | X anybody | 15. everything | ✓ everything |
| 8. nobosy | _____ | | |

Name: Jack

- | | | | |
|----------------|-------|----------------|-------|
| 1. airplain | _____ | 9. someone | _____ |
| 2. herslef | _____ | 10. rianbow | _____ |
| 3. something | _____ | 11. anything | _____ |
| 4. grandmother | _____ | 12. sinshine | _____ |
| 5. without | _____ | 13. himsilf | _____ |
| 6. afernoon | _____ | 14. grandfthur | _____ |
| 7. anybody | _____ | 15. everything | _____ |
| 8. nobod | _____ | | |

Name: _____

Week of April 12
Third Grade

Write these spelling words in ABC order:

herself • airplane • grandmother • anything • rainbow • something

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

Unscramble the letters to spell a word.

esusnih _____

tshgmineo _____

ntayghin _____

nydyboa _____

yodobn _____

footnnare _____

bonrawi _____

anaerlip _____

godmraerhnt _____

greaahnfrda _____

emshifl _____

sreflhe _____

ttwiohu _____

egrviehytn _____

Fill in the missing vowels.

someone • sunshine • himself • airplane • rainbow • grandfather

s _ _ m _ _ _ n _ _ _

h _ _ ms _ _ lf

gr _ _ ndf _ _ th _ _ r

s _ _ nsh _ _ n _ _

_ _ _ rpl _ _ n _ _

r _ _ _ nb _ _ w



Name _____ Date _____

Third Grade Spelling: Week of April 12

Complete like a Sudoku using these spelling words: grandmother, nobody, himself, sunshine, anything, rainbow

			nobody	grandmother	
					sunshine
					rainbow
		sunshine			
anything			himself		
	himself	rainbow	grandmother		

Home/School Spelling Practice

◆ Unit 33

Name _____

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Encourage your child to say and spell each of the spelling words into a tape recorder. Replay the tape so that you and your child can check the spelling against the word list. If an audio recording device is not available, pronounce each spelling word and have your child spell it aloud. Write the words exactly as they are dictated. You and your child can check the spellings against the spelling list.

My Home Word List

1. *larger* larger
2. *sadder* sadder
3. *widest* widest
4. *sharper* sharper
5. *closest* closest
6. *hotter* hotter
7. *saddest* saddest
8. *redder* redder
9. *reddest* reddest
10. *wider* wider
11. *later* later
12. *largest* largest
13. *closer* closer
14. *hottest* hottest
15. *latest* latest

4/20 - 4/25

◆ Unit 33

Name _____

My School Word List

1. larger
2. sadder
3. widest
4. sharper
5. closest
6. hotter
7. saddest
8. redder
9. reddest
10. wider
11. later
12. largest
13. closer
14. hottest
15. latest

WORD SORT Use your Unit 33 Word List to complete the Word Sort.

Drop final e; add -er, -est	Double final consonant; add -er, -est	No change

Name: _____

Date: _____

unit 33

Missing Letter

Circle the letter that best completes the word.

1) lat_st

o v
l e

7) c_osest

z y
n l

2) la_gest

r i
v n

8) sa_der

u y
i d

3) c_oser

v l
a x

9) redde_t

a s
c z

4) shar_er

p m
n b

10) _idest

c w
j y

5) redde_

i r
m j

11) ho_ter

p z
t j

6) la_ger

d r
v f

12) hott_st

e t
f j

Name: _____

Date: _____

unit 33

Missing Letter

Circle the letter that best completes the word.

13) _ater

l	j
p	v

14) w_der

q	i
c	p

15) saddes_

m	t
w	g

Name: _____

Week of April 19
Third Grade

Write the words into the boxes.

larger • later • latest • sharper • closest • reddest • closer • largest
redder

A grid of 12 boxes for writing words. Each box is a rectangle with a height of 1 or 2 units and a width of 1 to 7 units. The boxes are arranged in four rows: Row 1 has two boxes of width 6; Row 2 has two boxes of width 7; Row 3 has two boxes of width 7; Row 4 has three boxes of widths 5, 6, and 7 respectively.

Circle the word spelled correctly. Cross out the misspelled word.

- | | | | |
|-------------|---------|-------------|---------|
| 1. larger | lenger | 2. widest | widet |
| 3. closist | closest | 4. wider | wiider |
| 5. later | lator | 6. largist | largest |
| 7. closer | cliser | 8. latest | letest |
| 9. sadder | saddor | 10. htur | hotter |
| 11. siddost | saddest | 12. reddest | redest |
| 13. redder | reddor | 14. hottist | hottest |

Teacher: Calyta Phillips

List: unit 33

SpellingCity.com - Sentence Writing Practice

Write a sentence for each word on your list.

larger

widest

closest

wider

later

largest

closer

latest

sadder

hotter

saddest

reddest

redder

hottest

sharper

Name: _____

Date: _____

unit 33

WhichWord? Definitions

Pick the correct word that belongs to the definition.

1) having more heat, in comparison

- A. wider
- B. sharper
- C. hotter
- D. reddest

6) at the highest described degree of heat

- A. redder
- B. wider
- C. hottest
- D. larger

2) after some time has passed

- A. latest
- B. later
- C. wider
- D. largest

7) being nearer in space or time

- A. saddest
- B. closest
- C. closer
- D. later

3) more broad in size from side to side

- A. closest
- B. sadder
- C. wider
- D. largest

8) more unhappy or upset

- A. latest
- B. wider
- C. sadder
- D. saddest

4) more ruby-like in color

- A. hottest
- B. redder
- C. reddest
- D. later

9) having the greatest distance between, breadth

- A. redder
- B. later
- C. hottest
- D. widest

5) greatest in size, quantity, or amount

- A. saddest
- B. larger
- C. largest
- D. reddest

10) the most unhappy

- A. hotter
- B. reddest
- C. saddest
- D. sadder

Name: _____

Date: _____

unit 33

WhichWord? Definitions

Pick the correct word that belongs to the definition.

11) bigger in comparison

- A. saddest
- B. redder
- C. larger
- D. reddest

12) more pointed, piercing, severe, or astute

- A. widest
- B. sharper
- C. larger
- D. hotter

13) nearest in proximity

- A. larger
- B. closest
- C. redder
- D. latest

14) most recent or last, tardiest

- A. latest
- B. sadder
- C. closest
- D. wider

15) the most like the color of a ripe cherry

- A. closest
- B. sadder
- C. reddest
- D. largest

Name: _____

Date: _____

unit 33

larger

wider

lower

water

later

largest

lower

latest

water

Name: _____

Date: _____

unit 33

hotter

coldest

wettest

coolest

hottest

sharper

Extra Pattern Practice

Name _____

sadder	widest	sharper	reddest	later
largest	closer	hottest	larger	closest
hotter	saddest	redder	wider	latest

Write the spelling words that follow each rule.

Drop **silent e** to add **-er**

1. _____

2. _____

3. _____

4. _____

Drop **silent e** to add **-est**

5. _____

6. _____

7. _____

8. _____

Double the consonant to add **-er**

9. _____

10. _____

11. _____

Double the consonant to add **-est**

12. _____

13. _____

14. _____

Base word does not change to add **-er**

15. _____

Enrichment Packet

Unit 33 - Spelling !!
😊

★ Not required ... only extra practice skills.

Name: _____

Date: _____

unit 33

Word-O-Rama

Read the clue and then choose the best match from the possible answers.

1) Pick the antonym for happiest

- A. saddest
- B. sharper
- C. closer
- D. largest

2) Fill in the blank: His face became _____ as his fever rose.

- A. later
- B. latest
- C. redder
- D. sadder

3) Pick the word that fits this definition: bigger in comparison

- A. reddest
- B. hotter
- C. largest
- D. larger

4) Pick the word that fits this definition: being nearer in space or time

- A. larger
- B. closer
- C. widest
- D. sharper

5) Pick the antonym for promptly

- A. latest
- B. later
- C. wider
- D. saddest

6) Fill in the blank: Her sorrow made me feel even _____ for her.

- A. sadder
- B. sharper
- C. latest
- D. hottest

Name: _____

Date: _____

unit 33

Word-O-Rama

Read the clue and then choose the best match from the possible answers.

13) Pick the word that fits this definition: at the highest described degree of heat

- A. hottest
- B. sharper
- C. sadder
- D. wider

14) Pick the antonym for duller

- A. saddest
- B. sharper
- C. wider
- D. reddest

15) Pick the antonym for smallest

- A. largest
- B. closer
- C. wider
- D. sadder

Name: _____

Date: _____

unit 33

Parts of Speech

Circle the letter that indicates the correct part of speech for the underlined word.

- 1) This store is closer than the one far away.
A. verb B. noun
C. adjective D. article
- 2) I awoke with the reddest, most bloodshot eyes.
A. adjective B. verb
C. noun D. conjunction
- 3) The weather is hottest in the summertime.
A. noun B. adjective
C. possessive noun D. verb
- 4) This pencil is sharper than that dull one.
A. noun B. verb
C. adjective D. contraction
- 5) The closest neighbor is next door.
A. adjective B. noun
C. verb D. pronoun
- 6) The latest arrival was the most recent.
A. conjunction B. noun
C. adjective D. verb
- 7) His dog is big, but our dog is even larger.
A. verb B. noun
C. article D. adjective
- 8) The high temperature made today even hotter.
A. adjective B. verb
C. article D. noun
- 9) It is the saddest and most gloomy day ever.
A. noun B. article
C. verb D. adjective
- 10) His face became redder as his fever rose.
A. article B. verb
C. adjective D. noun
- 11) The largest house is bigger than all others.
A. adjective B. adverb
C. noun D. verb
- 12) The widest board is the least narrow.
A. adjective B. noun
C. pronoun D. verb
- 13) I need a wider board; this one is too narrow!
A. verb B. noun
C. adjective D. interjection
- 14) Her sorrow made me feel even sadder for her.
A. noun B. verb
C. adjective D. pronoun
- 15) We will come back later and finish painting.
A. pronoun B. noun
C. adverb D. adjective

Name: _____

Week of April 19
Third Grade

You are the teacher. If a word is spelled correctly, put a checkmark next to it and rewrite the word.
If the word is misspelled, cross off the word and put an X. Then write the correct spelling.

Name: Anne

1. larger _____

9. largest _____

2. sader _____

10. wideer _____

3. latest ✓ latest _____

11. reddest _____

4. closer _____

12. hotte _____

5. wiest _____

13. ~~later~~ X later _____

6. sharper _____

14. closest _____

7. redur _____

15. saddest _____

8. hotttest _____

Name: Megan

1. larger _____

9. largets _____

2. sader _____

10. wder _____

3. latest _____

11. reddest _____

4. closer _____

12. hotte _____

5. widest _____

13. later _____

6. sharper _____

14. closest _____

7. redder _____

15. saddest _____

8. hottest _____

Name: _____

Week of April 19
Third Grade

Write these spelling words in ABC order:

closest • larger • closer • hottest • sadder • later

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

Unscramble the letters to spell a word.

arite _____

ssctelo _____

cerols _____

tsealt _____

thettso _____

ddeetrs _____

etidws _____

asdred _____

dtddaess _____

eddrer _____

rgrlae _____

tgslrea _____

othret _____

prerash _____

Fill in the missing vowels.

closest • sadder • wider • hottest • later • closer

h ____ t ____ st

cl ____ s ____ st

l ____ t ____ r

s ____ dd ____ r

cl ____ s ____ r

w ____ d ____ r

Name _____



Date _____

Third Grade Spelling: Week of April 19

Complete like a Sudoku using these spelling words: saddest, sadder, sharper, later, larger, wider

	larger		later		
		sharper			
	saddest				
				larger	wider
	sharper	saddest			
		wider	sadder		

Name _____

Spelling Practice Activity

Dear Family,

Ask your child to write the spelling words correctly on a separate sheet of paper. As you work with your child to practice this week's spelling words, try the following activity.

Help your child form generalizations that will help him or her remember the spellings of the words in this unit. One such generalization is that each of the words is made up of a word plus an ending (-ed or -ing). Have your child write each spelling word and circle the base word in each.

Example:
scrubbing (scrub)

My Home Word List

1. *stopped* stopped
2. *digging* digging
3. *rubbed* rubbed
4. *sitting* sitting
5. *planned* planned
6. *wrapping* wrapping
7. *sledding* sledding
8. *dropped* dropped
9. *scrubbing* scrubbing
10. *hopped* hopped
11. *putting* putting
12. *tripped* tripped
13. *swimming* swimming
14. *spotted* spotted
15. *running* running

Name _____

My School Word List

1. stopped
2. digging
3. rubbed
4. sitting
5. planned
6. wrapping
7. sledding
8. dropped
9. scrubbing
10. hopped
11. putting
12. tripped
13. swimming
14. spotted
15. running



Use your Unit 28 Word List to complete the Word Sort.

Double the consonant; add **-ed**

Double the consonant; add **-ing**

--	--

Name: _____

Date: _____

unit 28

Alphabetize

Write the words in the list in alphabetical order on the lines.

- 1) spotted
- 2) stopped
- 3) tripped
- 4) hopped
- 5) running
- 6) sitting
- 7) scrubbing
- 8) digging
- 9) dropped
- 10) sledding
- 11) planned
- 12) rubbed
- 13) putting
- 14) swimming
- 15) wrapping

Name: _____

Date: _____

unit 28

Missing Letter

Circle the letter that best completes the word.

1) hop_ed

p j
e g

7) drop_ed

g e
p x

2) diggin_

g v
b w

8) st_pped

d t
y o

3) run_ing

n f
o t

9) _crubbing

d t
s g

4) s_imming

w g
j m

10) sleddi_g

i n
g e

5) _potted

s c
h n

11) sitt_ng

b i
o v

6) _lanned

y g
p t

12) tr_pped

v r
m i

Name: _____

Date: _____

unit 28

Missing Letter

Circle the letter that best completes the word.

13) rubb_d

y	e
i	b

14) p_tting

h	v
z	u

15) w_apping

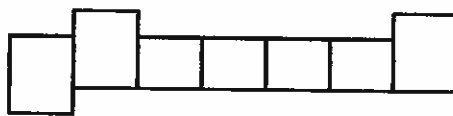
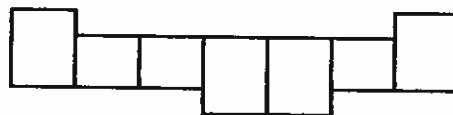
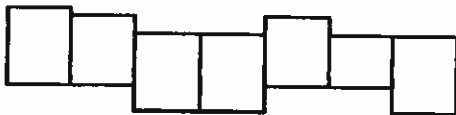
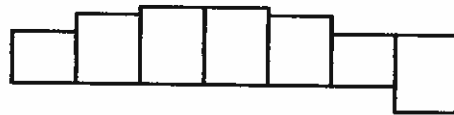
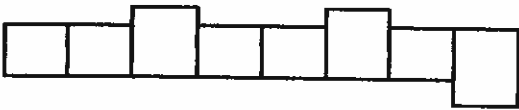
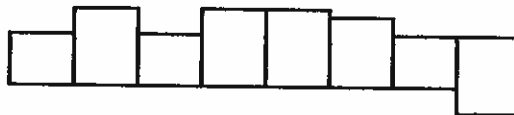
w	h
j	r

Name: _____

Week of April 26
Third Grade

Write the words into the boxes.

digging • stopped • sitting • sledding • planned • putting • dropped
swimming



Circle the word spelled correctly. Cross out the misspelled word.

- | | | | |
|--------------|----------|---------------|----------|
| 1. stopped | stoppedd | 2. ruhd | rubbed |
| 3. planned | plannid | 4. droped | dropped |
| 5. hopped | huppap | 6. tripped | tript |
| 7. spotted | spotted | 8. diggig | digging |
| 9. sitting | satting | 10. wrapping | wroppang |
| 11. slodding | sledding | 12. scrubbing | srubbing |
| 13. putting | puhtihn | 14. swimmin | swimming |

SpellingCity.com - Sentence Writing Practice

Write a sentence for each word on your list.

stopped

rubbed

planned

dropped

hopped

tripped

spotted

digging

sitting

wrapping

sledding

scrubbing

putting

swimming

running

Name: _____

Date: _____

unit 28

WhichWord? Definitions

Pick the correct word that belongs to the definition.

1) brushed against repeatedly, stroked

- A. planned
- B. tripped
- C. hopped
- D. rubbed

6) placing or positioning

- A. dropped
- B. putting
- C. swimming
- D. tripped

2) ended or brought to an end

- A. swimming
- B. sitting
- C. stopped
- D. scrubbing

7) to surround an item with a covering

- A. sledding
- B. running
- C. wrapping
- D. spotted

3) allowed to fall suddenly, fell suddenly

- A. dropped
- B. digging
- C. putting
- D. rubbed

8) saw or found visually

- A. planned
- B. spotted
- C. hopped
- D. rubbed

4) riding over snowy terrain on a light vehicle

- A. sledding
- B. sitting
- C. digging
- D. spotted

9) being in a seated position

- A. sledding
- B. sitting
- C. swimming
- D. hopped

5) jumped lightly and quickly, or on one leg

- A. wrapping
- B. sledding
- C. putting
- D. hopped

10) unearthing dirt, heaving up objects in search

- A. digging
- B. sledding
- C. stopped
- D. tripped

Name: _____

Date: _____

unit 28

WhichWord? Definitions

Pick the correct word that belongs to the definition.

11) stepped awkwardly or stumbled over something

- A. planned
- B. dropped
- C. wrapping
- D. tripped

12) arranged to carry out a process or intention

- A. digging
- B. swimming
- C. rubbed
- D. planned

13) cleaning thoroughly with vigorous rubbing

- A. swimming
- B. scrubbing
- C. rubbed
- D. hopped

14) propelling oneself through water

- A. scrubbing
- B. rubbed
- C. hopped
- D. swimming

15) moving swiftly on foot

- A. swimming
- B. running
- C. planned
- D. putting

Name: _____

Date: _____

unit 28

stopped

walked

planned

dropped

hopped

tripped

spotted

digging

sitting

Name: _____

Date: _____

unit 28

waiting

reading

counting

putting

swimming

running

Name _____

stopped	sitting	planned	dropped	putting
tripped	swimming	running	digging	rubbed
wrapping	sledding	scrubbing	hopped	spotted

Write the missing letters to complete each word. Then write the word.

- | | | | |
|-----------------|-------|------------------|-------|
| 1. sle ____ ing | _____ | 2. dro ____ ed | _____ |
| 3. wra ____ ing | _____ | 4. spo ____ ed | _____ |
| 5. ru ____ ed | _____ | 6. scru ____ ing | _____ |
| 7. pla ____ ed | _____ | 8. sto ____ ed | _____ |
| 9. tri ____ ed | _____ | 10. pu ____ ing | _____ |
| 11. si ____ ing | _____ | 12. swi ____ ing | _____ |
| 13. ru ____ ing | _____ | 14. ho ____ ed | _____ |
| 15. di ____ ing | _____ | | |

Enrichment Packet

Unit 28 - Spelling !!

* Not required... only practice
skills

Name: _____

Date: _____

unit 28

Word-O-Rama

Read the clue and then choose the best match from the possible answers.

- 1) Pick the word that fits this definition: stepped awkwardly or stumbled over something
 - A. tripped
 - B. dropped
 - C. sledding
 - D. wrapping

- 2) Pick the synonym for arranged
 - A. planned
 - B. scrubbing
 - C. swimming
 - D. putting

- 3) Pick the antonym for began
 - A. tripped
 - B. dropped
 - C. spotted
 - D. stopped

- 4) Pick the antonym for lifted
 - A. putting
 - B. tripped
 - C. dropped
 - D. sledding

- 5) Fill in the blank: I am _____ his gift with blue paper.
 - A. putting
 - B. digging
 - C. spotted
 - D. wrapping

- 6) Pick the word that fits this definition: unearthing dirt, heaving up objects in search
 - A. hopped
 - B. rubbed
 - C. digging
 - D. running

- 7) Pick the synonym for cleaning
 - A. hopped
 - B. tripped
 - C. scrubbing
 - D. sitting

Name: _____

Date: _____

unit 28

Word-O-Rama

Read the clue and then choose the best match from the possible answers.

8) Pick the word that fits this definition: being in a seated position

- A. swimming
- B. scrubbing
- C. sitting
- D. running

9) Pick the word that fits this definition: jumped lightly and quickly, or on one leg

- A. scrubbing
- B. spotted
- C. hopped
- D. running

10) Pick the synonym for placing

- A. digging
- B. putting
- C. stopped
- D. spotted

11) Pick the word that fits this definition: riding over snowy terrain on a light vehicle

- A. hopped
- B. stopped
- C. wrapping
- D. sledding

12) Pick the word that fits this definition: moving swiftly on foot

- A. running
- B. dropped
- C. tripped
- D. planned

13) Pick the antonym for overlooked

- A. running
- B. tripped
- C. swimming
- D. spotted

14) Pick the word that fits this definition: propelling oneself through water

- A. planned
- B. spotted
- C. swimming
- D. sledding

Name: _____

Date: _____

unit 28

Word-O-Rama

Read the clue and then choose the best match from the possible answers.

15) Fill in the blank: I _____ my head tenderly where I bumped it.

A. rubbed

B. sitting

C. digging

D. dropped

Name: _____

Date: _____

unit 28

Parts of Speech

Circle the letter that indicates the correct part of speech for the underlined word.

- 1) I planned what to wear to dinner tomorrow.
A. adjective B. verb
C. noun D. adverb
- 2) I tripped on the tree roots and almost fell.
A. verb B. contraction
C. adjective D. noun
- 3) I am putting my books in my backpack.
A. article B. noun
C. adjective D. verb
- 4) I stopped talking so I could listen.
A. adjective B. verb
C. noun D. conjunction
- 5) My brother is running a race on the track.
A. possessive noun B. verb
C. noun D. adjective
- 6) I scanned the crowd and finally spotted him.
A. verb B. interjection
C. noun D. adjective
- 7) She is swimming and splashing in the pool.
A. noun B. adverb
C. verb D. adjective
- 8) She dropped the box and it hit the floor.
A. noun B. adjective
C. contraction D. verb
- 9) I rubbed my head tenderly where I bumped it.
A. adjective B. verb
C. noun D. possessive noun
- 10) Chairs are made for sitting.
A. adjective B. article
C. noun D. verb
- 11) I went sledding down the hill on a toboggan.
A. adverb B. adjective
C. verb D. noun
- 12) Scrubbing dirt off the car took hours.
A. verb B. noun
C. adjective D. preposition
- 13) The dog is digging up dirt in the yard.
A. verb B. article
C. adjective D. noun
- 14) The frog hopped onto the lily pad.
A. noun B. possessive noun
C. adjective D. verb
- 15) I am wrapping his gift with blue paper.
A. noun B. adjective
C. article D. verb

Name: _____

Week of April 26
Third Grade

You are the teacher. If a word is spelled correctly, put a checkmark next to it and rewrite the word.
If the word is misspelled, cross off the word and put an X. Then write the correct spelling.

Name: Erin

- | | | | |
|-----------------------|-----------|--------------|-----------|
| 1. sleading | _____ | 9. sitting | _____ |
| 2. puting | _____ | 10. rubbed | _____ |
| 3. stopped | _____ | 11. digging | ✓ digging |
| 4. trapped | X tripped | 12. swimming | _____ |
| 5. wrapping | _____ | 13. droped | _____ |
| 6. hopped | _____ | 14. spotuhd | _____ |
| 7. plend | _____ | 15. runnung | _____ |
| 8. scrubbing | _____ | | |

Name: Maria

- | | | | |
|--------------|-------|-------------|-------|
| 1. sledding | _____ | 9. sittin | _____ |
| 2. puting | _____ | 10. rubbed | _____ |
| 3. stopped | _____ | 11. diggign | _____ |
| 4. tripped | _____ | 12. swiming | _____ |
| 5. wrapping | _____ | 13. dropped | _____ |
| 6. hepped | _____ | 14. spotuhd | _____ |
| 7. planned | _____ | 15. running | _____ |
| 8. scrubbing | _____ | | |

Name: _____

Week of April 26
Third Grade

Write these spelling words in ABC order:

planned • dropped • scrubbing • hopped • sledding • stopped

1. _____

4. _____

2. _____

5. _____

3. _____

6. _____

Unscramble the letters to spell a word.

digigng _____

uignbbrs _____

bebudr _____

opstdep _____

dpeanln _____

mmwgsini _____

rdopped _____

runngin _____

dietgsnd _____

otpedts _____

npwpgair _____

deophp _____

untpgti _____

peitprd _____

Fill in the missing vowels.

tripped • spotted • sitting • scrubbing • putting • swimming

tr ____ pp ____ d

s ____ tt ____ ng

p ____ tt ____ ng

scr ____ bb ____ ng

sw ____ mm ____ ng

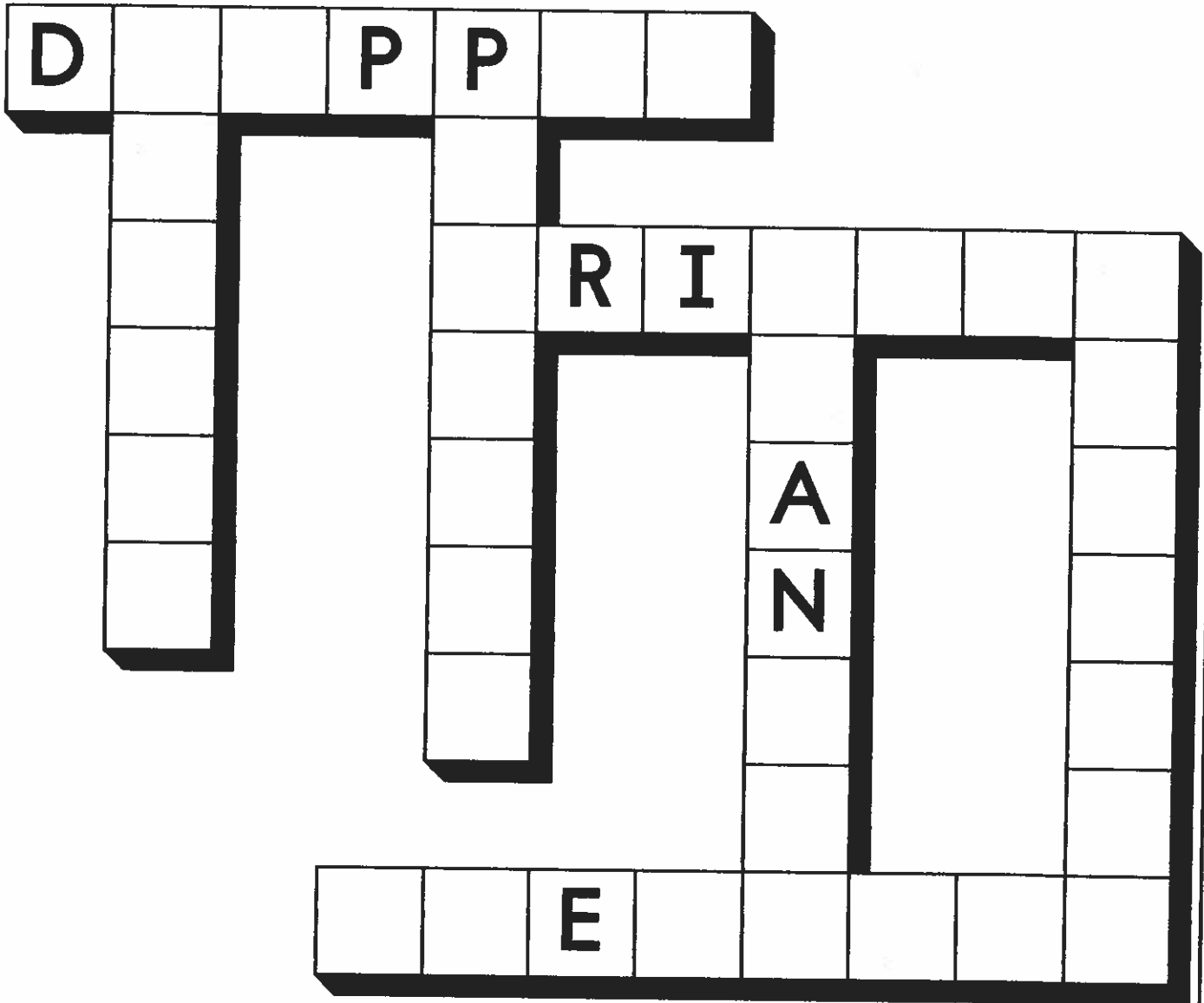
sp ____ tt ____ d

Name: _____

Week of April 26
Third Grade

PLANNED • DROPPED • PUTTING • RUBBED • DIGGING • SLEDDING
TRIPPED

Write each word into the puzzle.



Name _____



Date _____

Third Grade Spelling: Week of April 26

Complete like a Sudoku using these spelling words: scrubbing, dropped, digging, wrapping, sitting, stopped

				wrapping	sitting
dropped					digging
wrapping	scrubbing				
	stopped				dropped
scrubbing				dropped	

Bible

4/14-5/1 - Review Moses pages 40-49 in your Bible reader. Complete Moses worksheet packet.

Remember the same God that was faithful to his people in Moses' day... is the same God who is with us today. I know times are a little bit scary and crazy and different. But God has a plan and is always faithful to his people. We just have to obey and follow where God leads us... just like Moses and the children of Israel.

M

Moses' Life



The Israelites were forced to become slaves in Egypt. They were under the rule of Pharaoh. Pharaoh didn't want them to have more children because he was afraid that soon there would be too many Israelites. So Pharaoh made a new law. The law said that any Israelite baby boy was to be killed.

One Israelite woman had just given birth to a son. She knew that her son was very special, and she loved him very much. This mother wasn't going to let Pharaoh kill her son. So she hid him for three months. Then she thought of a plan. She made a basket from reeds. She covered it with tar so that no water could get inside. The mother placed her son inside the basket and set it in the river.

The baby's sister was named Miriam. Miriam watched as the basket floated away. Soon Pharaoh's daughter saw the basket in the river. When she looked inside, she saw the baby crying. She wanted to keep the baby. Miriam saw what happened, so she went up to the princess and said, "Would you like me to go and find a woman that will nurse the baby for you?"

The princess said, "Yes."

Miriam went and got her mother, who nursed him and raised him until he got older. Then she took him back to Pharaoh's daughter. The princess named the boy Moses.

Moses grew up in Pharaoh's home. Later on, Moses was chosen by God to deliver His people from slavery in Egypt.

Questions for Discussion

- Why did Pharaoh want to kill all the Israelite boys?
- How did the mother save her son?
- What did Moses do when he grew up?

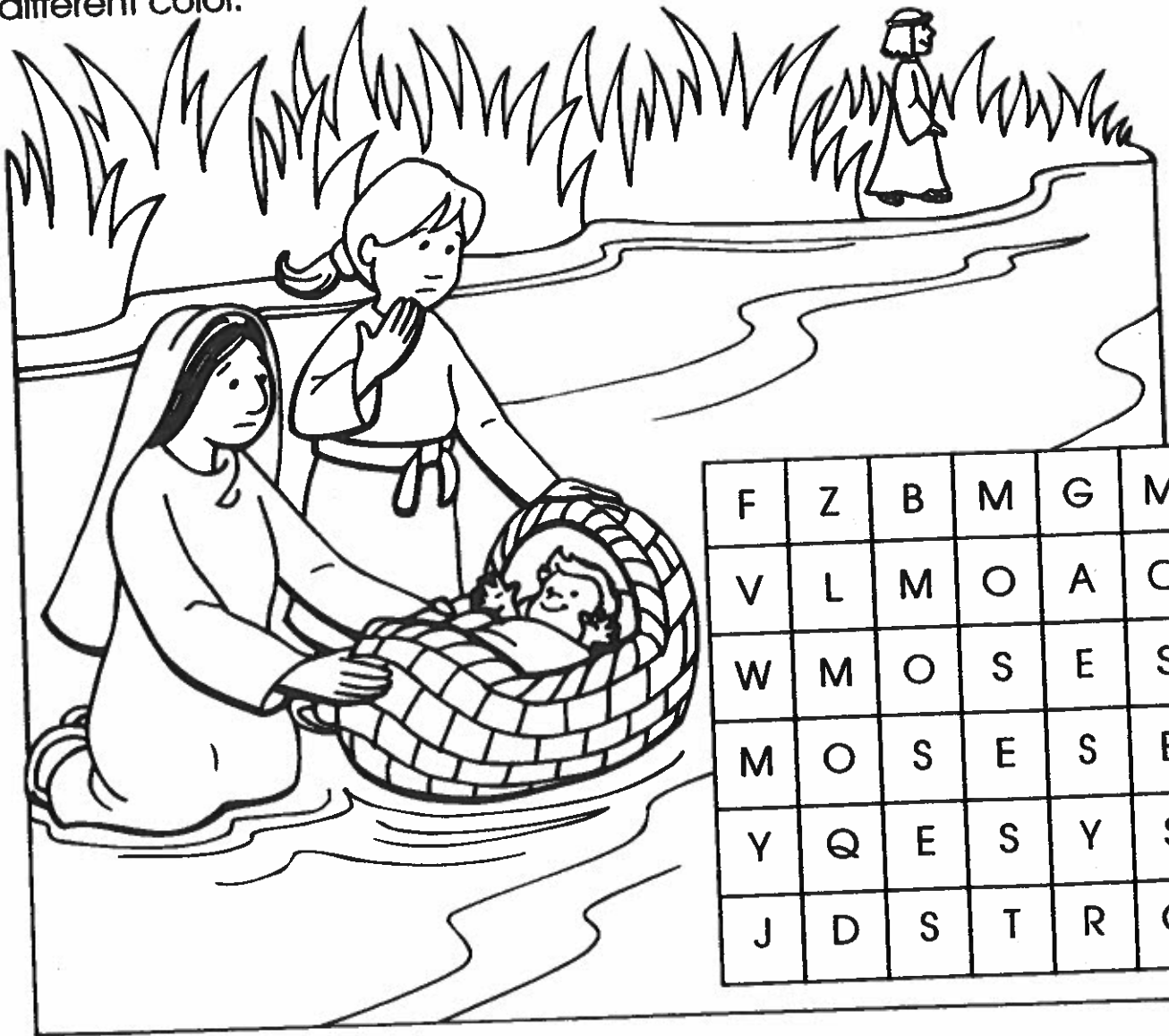


M

Name _____

M Is for Moses

Find the word **MOSES** 5 times in the puzzle. Color each one a different color.



F	Z	B	M	G	M
V	L	M	O	A	O
W	M	O	S	E	S
M	O	S	E	S	E
Y	Q	E	S	Y	S
J	D	S	T	R	C

Trace and write.

Moses

Name _____

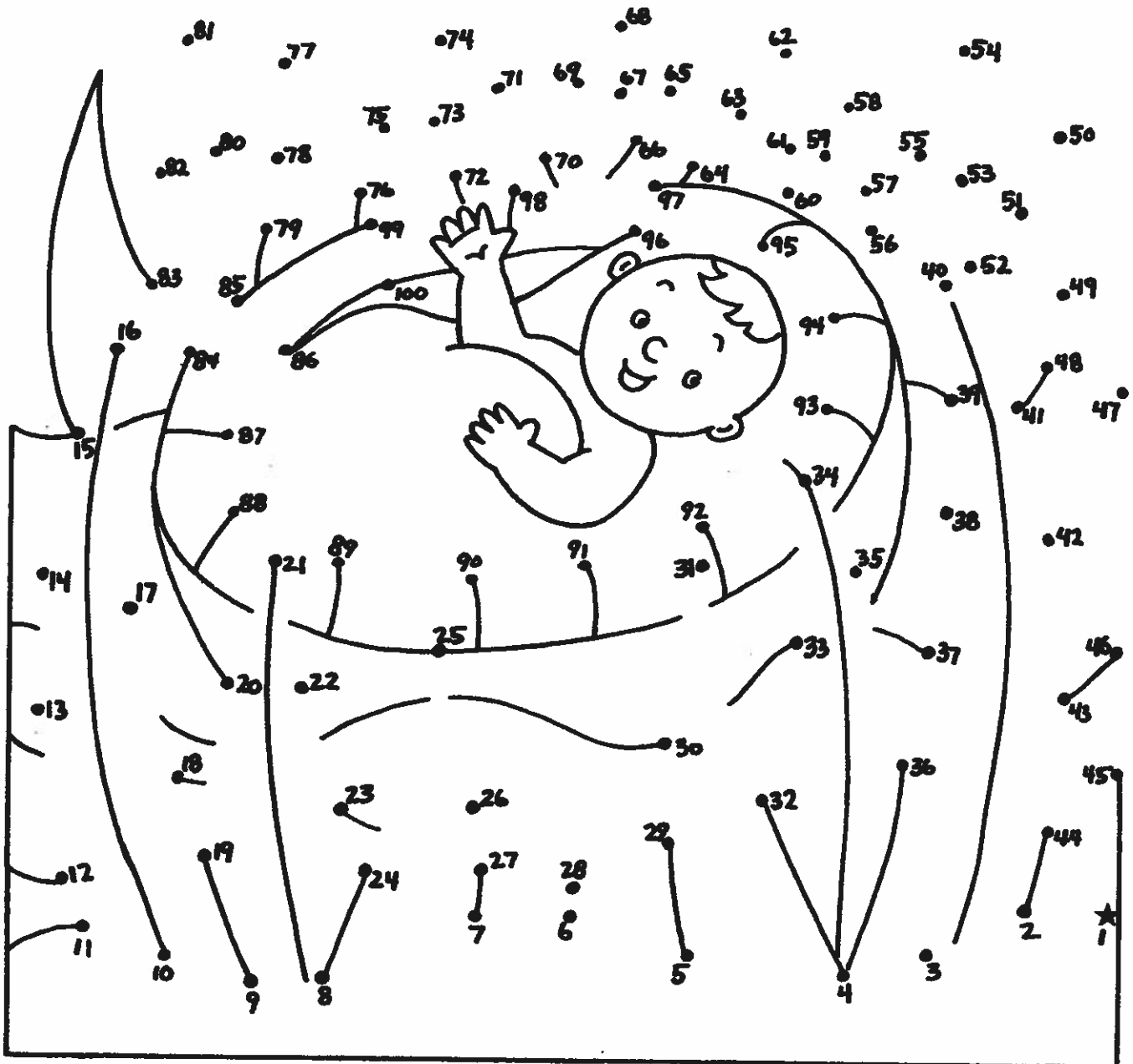
Baby Moses in a Basket

Exodus 2:1-10

Baby Moses was hidden in the river and found by the Pharaoh's daughter.

God watched over and protected Moses.

God is watching over you every day!



M

Moses' Life

Take-Home Story

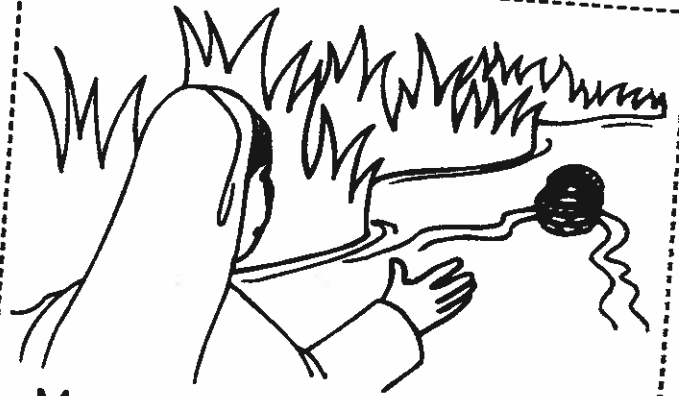
Color and cut out the pages. Staple them in order.

MOSES



Pharaoh wanted to kill all the Israelite baby boys.

1



Moses' mother hid him in a basket in the river.

2



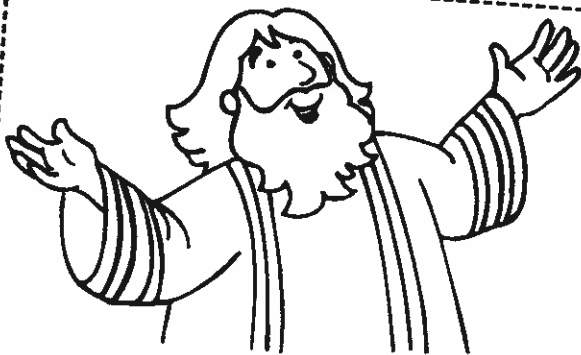
God saved Moses.

3



Moses grew up in Pharaoh's house.

4



God had a special plan for Moses' life.

5



God has a special plan for your life, too.

6

Name _____

Water from a Rock

Exodus 17:1-7

When God's people were traveling in the desert, they became thirsty. God told Moses to strike a rock with his staff. When Moses obeyed, water came out. God took care of His people in an unusual way.

You can trust God to supply all of your needs!



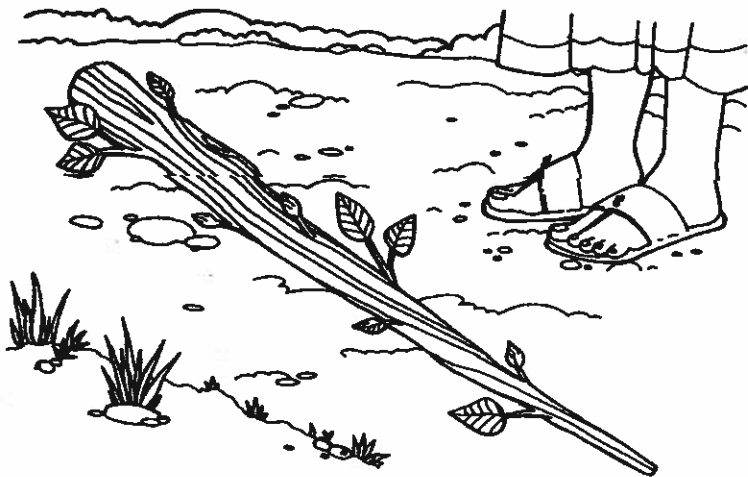
Name _____

Aaron's Staff

Read about Aaron in **Exodus 7:1-13** and fill in the lines below. Use the coded numbers to solve the riddle.

1. God told Moses that He made him like _____ and that Aaron would be his _____
_____ (Exod. 7:1)
2
2. Aaron was told to tell Pharaoh to let the _____ go.
(Exod. 7:2)
3. Moses and Aaron did as the Lord _____ them. (Exod. 7:6)
4. The Lord told Aaron to throw down his _____ and it would turn into a _____
_____ (Exod. 7:9)
4
1
5. Pharaoh had _____ do the same thing. (Exod. 7:11)
6. But, Aaron's staff swallowed their _____. (Exod. 7:12)
7. Pharaoh's _____ became hard just as the Lord said it would. (Exod. 7:13)
3

Why was Aaron able to finish a lot of work?



He had a
well-trained

“ _____ ”!
1 2 3 4 4

Name _____

The Plagues

Read **Exodus 7-12**. Even though the plagues became more and more severe, Pharaoh refused to allow the Jewish people to leave Egypt. His heart became harder and harder every time he didn't listen to God. Hear and obey God. Obedience will keep your heart nice and soft!

Use the code to decipher each of the ten plagues that occurred before Pharaoh agreed to let God's people leave Egypt.

Code	
A	→ W
B	→ X
C	→ Y
D	→ Z
E	→ A
F	→ B
G	→ C
H	→ D
I	→ E
J	→ F
K	→ G
L	→ H
M	→ I
N	→ J
O	→ K
P	→ L
Q	→ M
R	→ N
S	→ O
T	→ P
U	→ Q
V	→ R
W	→ S
X	→ T
Y	→ U
Z	→ V



F P S S H

J V S K W

K R E X W

J P M I W

P M Z I W X S G O

F S M P W

L E M P

P S G Y W X W

H E V O R I W W

J M V W X F S V R

Name _____

Crossing the Sea

Read about Moses and the Red Sea in **Exodus 13:17-14:31** and fill in the lines below. Use the coded numbers to solve the riddle.

1. Finally, _____ let the people go. (Exod. 13:17)
2. Moses took the bones of _____ with him. (Exod. 13:19)
1
3. The Lord preceded the Israelites in a pillar of _____ by day. (Exod. 13:21)
4. By night, He guided them in a pillar of _____ to give them light. (Exod. 13:21)
2
5. The _____ were pursued by the Egyptians. (Exod. 14:10)
3
6. When Moses stretched out his hand, the Lord drove the sea back, leaving _____ land. (Exod. 14:21)
7. When Moses stretched out his hand a second time, the _____ went back to its place, covering the Egyptians. (Exod. 14:27)
4

What did Moses use to part the Red Sea?



A
“ _____ ”
1 2 3 1 3 4

T

Ten Commandments

God helped Moses free the Israelites from slavery in Egypt. They were going to the Promised Land. After they had been traveling for about three months, God spoke to Moses. He told Moses that He would come to the people in a dense cloud. The people would hear Him speaking. They would put their trust in Moses.

God loved His people. He wanted them to be good and holy people. So He prepared for them a set of commandments to follow. God told Moses to gather all the people at the foot of the mountain. The people gathered, but they were frightened. They had never heard God speak before. God said if the people touched the mountain they would be killed. God told Moses to come up the mountain. Moses went. God told Moses 10 rules that the people were to follow to show their love for God. He wrote them on two stone tablets. Moses was on the mountain for forty days. The people got tired of waiting for him to come down. So they made a golden calf and worshiped it instead of the one true God.

When Moses came down from the mountain, He saw the people dancing, singing, and worshipping the golden calf. Moses was very angry. He threw down the stone tablets, and they broke into pieces. Many people were punished or killed for worshipping the golden calf.

God wrote the Ten Commandments a second time on two stone tablets. Then Moses took the tablets to the people. He read them God's commandments: Love God with all your heart; worship only God; keep God's name holy; keep the Lord's day special. These first four commandments taught the people how to show love for God.

The next six commandments taught the people how to show love for each other: Obey your father and mother; do not kill; be faithful in marriage; do not steal; do not lie; do not be jealous of what others have. The people heard all God's commands. They promised to obey the Lord.



Questions for Discussion

- Why were the people afraid to hear God speak?
- What did the people do while Moses was up on the mountain with God?
- Why did Moses break the stone tablets?
- What are some of the rules God gave the people to follow?

Name _____

Holy Ground

When the Lord spoke to Moses from the burning bush and told him to bring His people out of Egypt, Moses asked what he should say if the Israelites asked who sent him. Read **Exodus 3:14** to learn how God answered Moses' question.

Circle the items hidden in the picture. Color the picture.

Bible

match

sandals

stick

bush

Moses

sheep

sun

cloud

rock

staff

tent



Name _____

The Two Tablets

Exodus 20:1-17

God gave Moses the Ten Commandments written on two stone tablets.
The Ten Commandments teach us what is right and wrong.



Name _____

Ten Good Rules

Read **Exodus 20**. God did not write the Ten Commandments to keep you from having fun. He wrote them so that you would know how to reject evil and choose good. The Lord wants you to enjoy the good things in life and live free from sin! (Romans 8:2) Remember that Jesus paid the full penalty for your sins. Live free!

Color the boxes that contain a square or a triangle. Write the remaining letters on the lines below to learn what Moses carried down from Mount Sinai.



■	▲	■	●	●	▲	●	▲	●	▲	■	●	■	▲	
B	A	M	M	O	W	S	S	R	E	T	T	S	O	W
▲	■	●	▲	■	●	▲	■	▲	■	●	▲	■	▲	
X	Y	B	W	T	R	U	S	R	M	O	O	V	R	N
■	▲	■	■	■	●	▲	●	●	▲	●	▲	■	▲	
B	W	R	O	W	U	U	N	G	H	O	T	D	W	S
▲	■	▲	▲	●	■	■	▲	■	●	■	■	▲	▲	▲
T	S	B	P	D	M	N	T	R	O	B	V	X	U	T
■	■	▲	■	▲	▲	■	▲	■	■	■	●	■	▲	▲
A	C	F	E	D	H	D	I	O	T	O	W	N	S	N
■	▲	■	●	▲	▲	■	■	▲	■	▲	▲	▲	▲	▲
T	S	B	T	U	B	X	G	A	J	L	N	N	O	R
▲	▲	■	▲	●	▲	■	■	▲	■	■	●	▲	■	■
W	U	T	D	H	A	E	O	R	T	C	E	H	J	Y
▲	●	▲	■	■	■	●	▲	▲	●	▲	▲	■	■	▲
B	T	P	N	S	T	E	E	G	N	L	L	O	M	E
■	●	▲	●	▲	▲	■	▲	■	■	■	▲	▲	▲	▲
C	C	E	O	H	J	M	X	E	L	M	L	P	S	T
●	■	▲	■	▲	▲	■	■	▲	●	▲	●	■	■	▲
A	C	O	A	M	M	S	A	Z	N	Y	D	U	E	R
■	▲	▲	●	■	▲	■	▲	●	●	■	■	■	●	■
C	D	N	M	A	R	M	T	E	N	W	T	S	S	X

T

Ten Commandments



Prayer

Pray this prayer or a prayer of your own asking God to help you obey His commands.

Dear Lord,

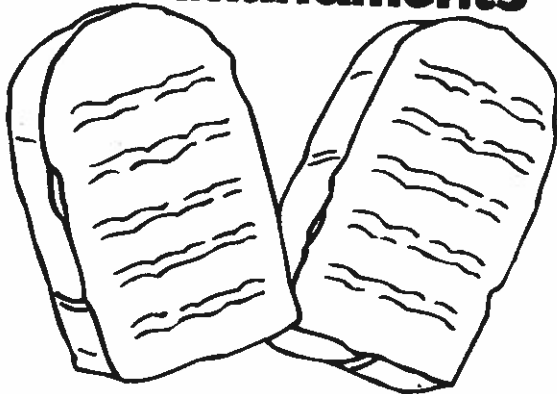
Thank You for the Bible that teaches how You want us to live. Help us, Father, to obey the Ten Commandments that You gave to Moses and the Israelites. Help us also to obey the other things You tell us in Your Word.

Amen.



Color and cut out the pages below and on page 107. Staple them in order.

The Ten Commandments



1

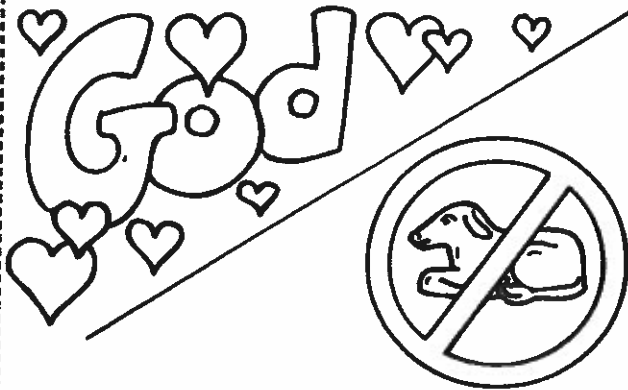


God gave us 10 rules to obey. We can follow them and walk in God's way.

2

T

Ten Commandments



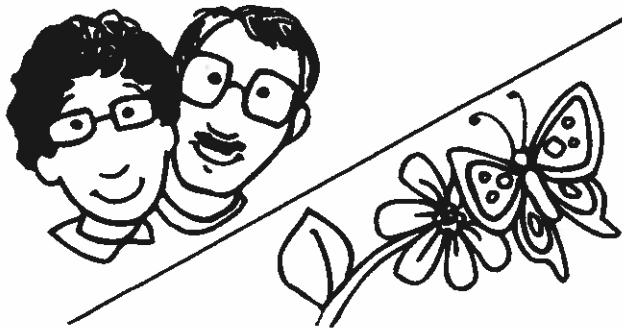
- 1. Love God with all your heart.
- 2. Worship only God.

3



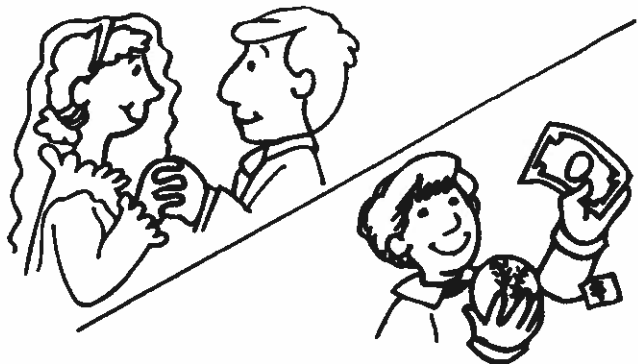
- 3. Keep God's name holy.
- 4. Keep the Lord's day special.

4



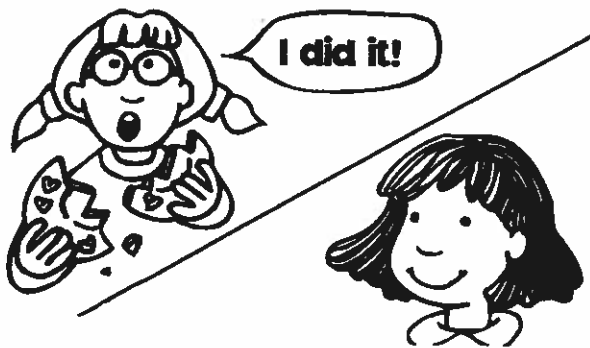
- 5. Always obey your mom and your dad.
- 6. Do not kill.

5



- 7. Be faithful in marriage.
- 8. Do not steal.

6



- 9. Do not tell a lie.
- 10. Do not be jealous of what other people have.

7



God gave us 10 rules to obey. We can follow them and walk in God's way.

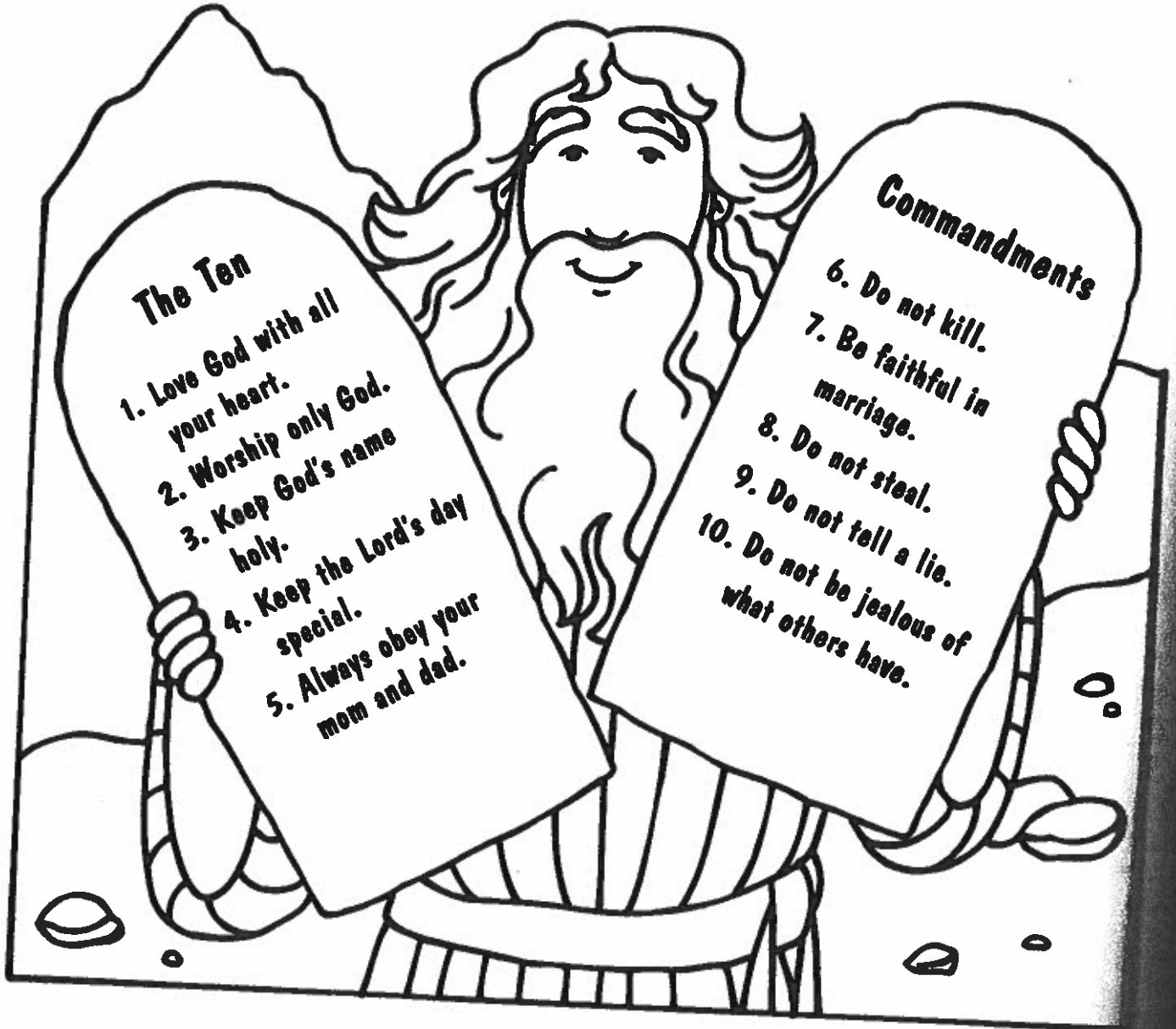
8

T

Name _____

T Is for Ten Commandments

Color the picture.



Trace and write.

ten

T

Name _____

Ten Commandments Number Match

Practice matching each commandment to its number words. Cut out the cards below and glue on a sheet of construction paper.

1. Love God with all your heart.	2. Worship only God.	3. Keep God's name holy.
4. Keep the Lord's day special.	5. Always obey your mom and dad.	6. Do not kill.

7. Be faithful in marriage.	8. Do not steal.	9. Do not tell a lie.	10. Do not be jealous of what others have.
--------------------------------------	------------------------	-----------------------------	--

one	two	three	four
five	six	seven	
eight	nine	ten	

The Ten Commandments

Read about Moses on Mount Sinai in **Exodus 20:1-21** and fill in the lines below. Use the coded numbers to solve the riddle.

1. We should have no other _____ before God. (Exod. 20:3)
2. We should not make _____₃ for ourselves. (Exod. 20:4)
3. God does not want us to misuse His _____. (Exod. 20:7)
4. The _____₁ day should be _____₄ holy. (Exod. 20:8)
5. We should _____ our fathers and mothers. (Exod. 20:12)
6. We should not _____. (Exod. 20:13)
7. We should not commit _____₂. (Exod. 20:14)
8. God does not want us to _____. (Exod. 20:15)
9. We should not give _____₅ testimony against our neighbors. (Exod. 20:16)
10. We should not _____ any of our neighbors' things. (Exod. 20:17)

Who sinned the most in the Bible?



Moses—he

“ _____ ”

1 2 3 4 5

all Ten

Commandments

at once! (Exod. 32:19)

Name _____

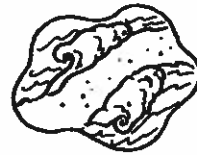
Moses

Read **Deuteronomy 28:1-2**. God used Moses to lead His people out of Egypt and to deliver His laws to them. God wants His people to have His laws so that they are blessed and set high above all the nations on the earth.

Use the clues to complete the crossword puzzle.

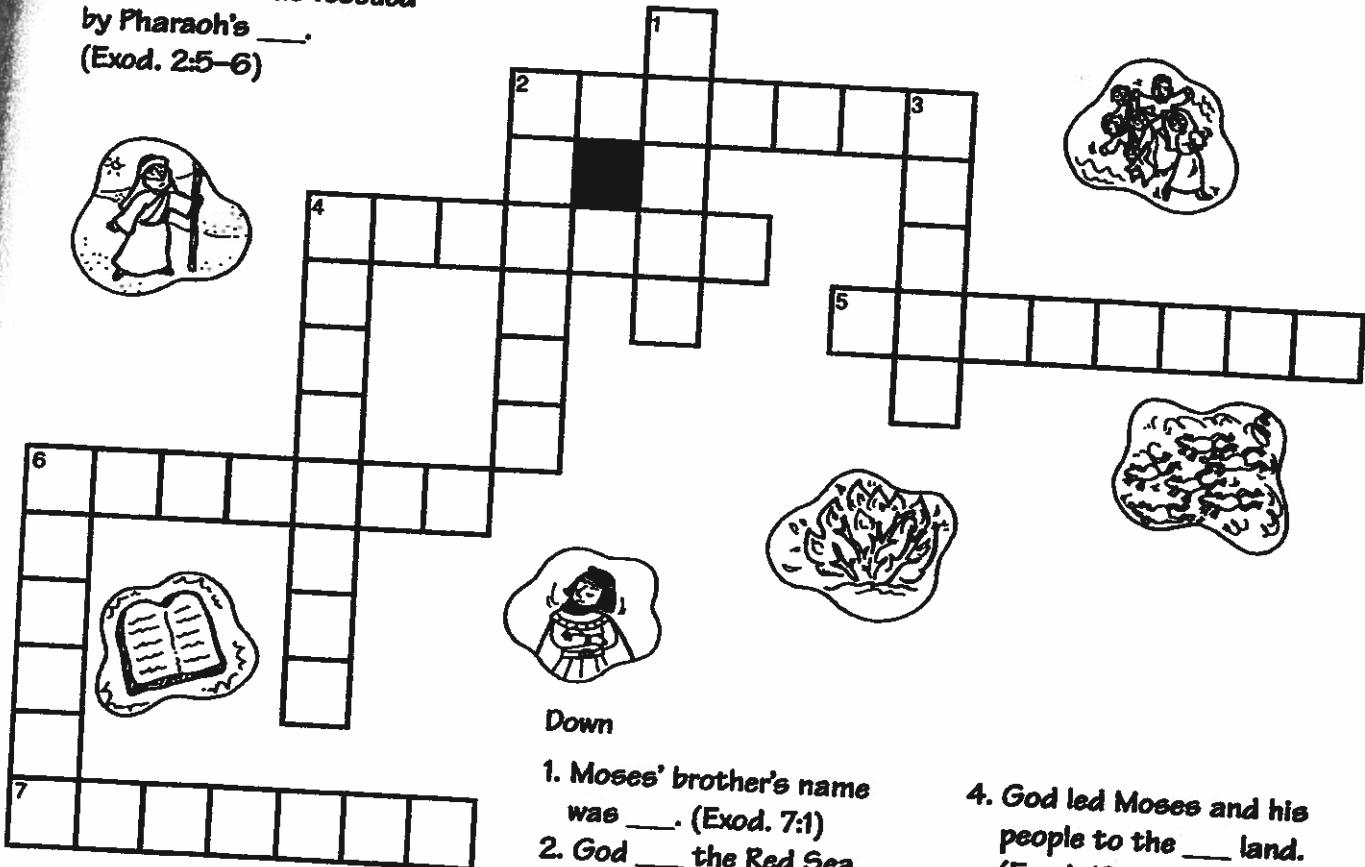
Across

- 2. To show Pharaoh's people His might, God sent _____ upon Egypt. (Exod. 9:13-14)
- 4. The title of Egypt's ruler at this time was _____. (Exod. 3:10)
- 5. Baby Moses was rescued by Pharaoh's _____. (Exod. 2:5-6)
- 6. The angel of the Lord appeared to Moses in a _____ bush. (Exod. 3:1-3)
- 7. Moses brought the commandments down on two _____ of stone. (Exod. 32:15)



Down

- 1. Moses' brother's name was _____. (Exod. 7:1)
- 2. God _____ the Red Sea. (Exod. 14:21-22)
- 3. The name of the mountain where Moses received the Ten Commandments was _____. (Exod. 19:20)
- 4. God led Moses and his people to the _____ land. (Exod. 12:25)
- 6. Moses' mother placed him in a _____ among the reeds. (Exod. 2:3)



Science

Continue to work on your animal project. You should be almost done, if not completely finished filling in the graphic organizer. I will send out the finalized animal report template. When you complete your research, you may transfer your information onto your animal report. You're still required to provide illustrations of your animal and its habitat. You may print copies online, make copies of animals from books, or draw and color your own pictures. Be creative and have fun! This report is due back at the beginning of May at the next packet exchange. Remember you must hand in your animal graphic organizer as well. I will upload that in case anyone has lost their copy or needs an extra one. That will be included as a part of your Science and research grade.

Complete the graphic organizer. Answer the questions to help you finish your animal report. These page will be turned in as part of your overall grade. Answer these questions in 2 sentences (min).

Student Name _____ Animal Name _____

Animal Research Graphic Organizer: Animal Facts

What does the animal look like? (ex: size, body, teeth, claws, beak, color, fur/feathers)

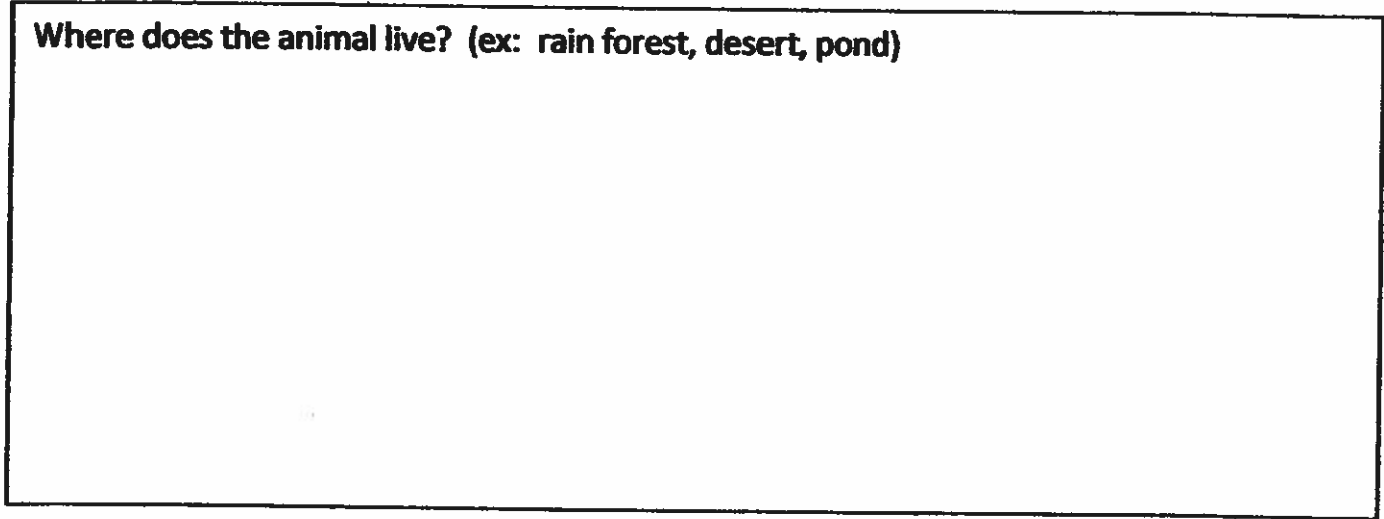
How does the animal move? (ex: hop, slither) What sounds does it make?

What does the animal eat? When does it eat (ex: nocturnal, how often)? How does it get its food (ex: chase, browse, dig)?

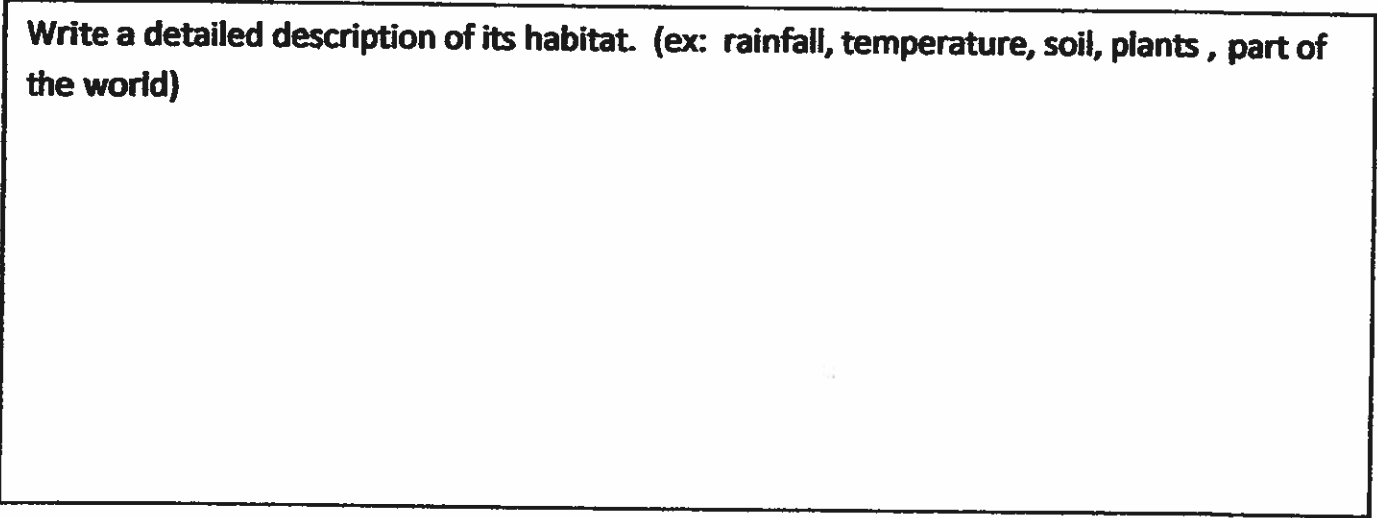
Student Name _____ Animal Name _____

Animal Research Graphic Organizer: Habitat

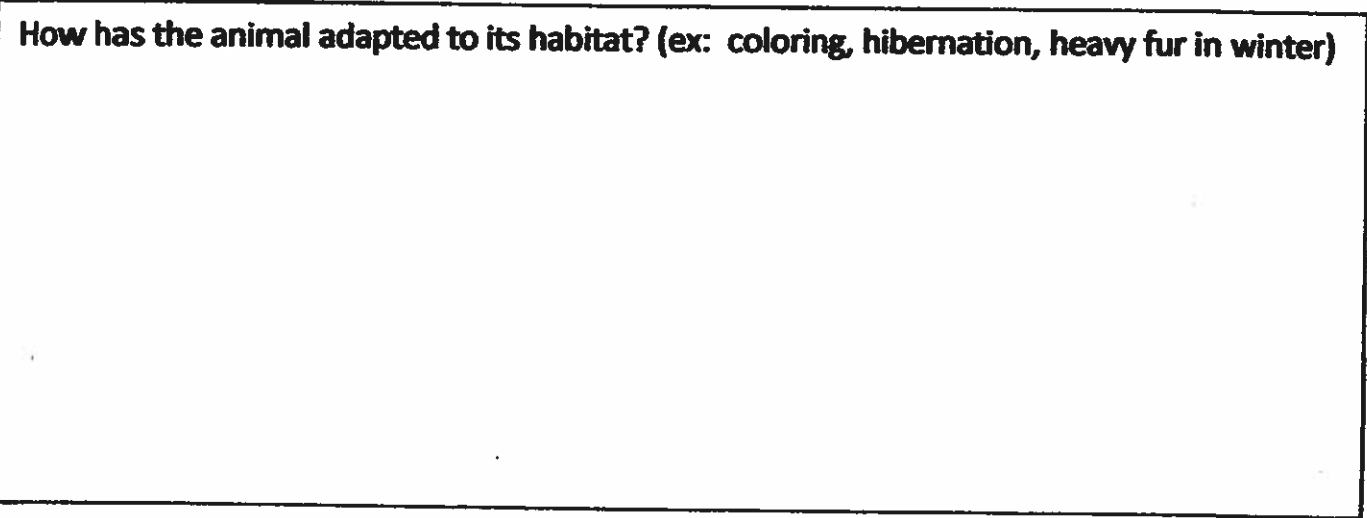
Where does the animal live? (ex: rain forest, desert, pond)



Write a detailed description of its habitat. (ex: rainfall, temperature, soil, plants , part of the world)



How has the animal adapted to its habitat? (ex: coloring, hibernation, heavy fur in winter)



Student Name _____ Animal Name _____

Animal Research Graphic Organizer: Animal Interactions

How does the animal communicate?

Who are the animals' enemies?

How does the animal protect itself?

Student Name _____ Animal Name _____

Animal Research Graphic Organizer: Animal Babies

How is the animal born? (ex: hatches from an egg, born alive)

How does the baby change as it grows into an adult? (ex: sheds skin, loses tail, pupa)

What does the young animal look like?

Animal Report

Draw the animal in its natural habitat.

Animal name _____

Describe the animal's habitat _____

Does the animal have any predators? _____

What does the animal eat? _____

Does the animal have any special or unusual features? _____

Is your animal endangered? _____

Animal Facts

Height/Size: _____

Weight: _____

Color: _____

It has fur/feathers/skin: _____

It moves by: _____

Where it lives: _____

Predators: _____

Lifespan: _____

* Attach this sheet to your poster. (Cut out along the border)
- These facts do not have to be in complete sentences. (on this one and 11)

Name: _____

Date: _____

Animal Research Report

I chose this animal because -

My animal sleeps -

My animal communicates by -

Name: _____

Date: _____

Animal Research Report

My animal protects itself by -

Two examples of how my animal has adapted to his habitat

are -

Name: _____

Date: _____

Animal Research Report

12 horizontal lines for writing the report.

History

If you did not take your unit test on Thomas Jefferson and Daniel Boone, please do so no later than 4/15.

Week 1

4/16- Read pages 122-131 on Noah Webster.

4/17 -Complete comp. check questions on page 131. Remember to answer the questions in complete sentences.

Week 2

4/20- Read pages 132-141 on John Greenleaf Whittier.

4/21- Complete comp. checks 140 and 141.

4/22- Begin study guide. Complete study guide by 4/24.

Week 3

4/27- Take unit test on Webster/ Whittier. Complete test no later 4/28.

4/29- Begin Abraham Lincoln Nonfiction book. Prior to starting, fill out KWL chart. Complete K section listing at least 3 facts you know about Abraham Lincoln. Complete section W of the chart, asking 3 questions you want to know or learn about Abraham Lincoln. Save this chart; we will revisit it. Read pages 1-12 of your book.

4/30- Complete Ch 1 Interesting Word worksheet and pick 3 bubbles to complete from the Think About It worksheet. These worksheets should be kept. They will be handed in upon completion of the book.

5/1- Read Ch 2, pages 13-20. Complete Ch 2 Interesting Word worksheet.

Over one hundred years have passed since Noah Webster's death. Many Americans have almost forgotten the work that Noah Webster did. But somewhere in almost every American home, there is a gentle reminder of the hard

work of a Christian man who did his best to give Americans their own dictionary.

How many times have you asked, "Mom, what does this word mean?"

And how many times has she answered, "Look it up in the dictionary"?

Comprehension Check ✓ Write your answers below or on paper.

Fill in the blank with the correct answer.

1. When Noah Webster was a young boy, why couldn't he read as much as he wanted to? _____
2. What kinds of books would you find in a colonial school? _____
3. Who was willing to sell their farm so that Noah Webster could have a college education? _____
4. What war was America fighting while Noah was in college? _____
5. For what reason did Mr. Webster write *The Blue-Backed Speller*? _____
6. What was the biggest job Noah Webster ever did? _____
7. In writing *The American Dictionary*, Noah Webster studied _____ different languages.
8. What was the most important decision Noah Webster ever made? _____
9. Why did Americans need their own dictionary? _____

The poem continues to tell how members of his family amused each other until a team of oxen plowed through to push the snow out of the roads.

The poem "Snow-Bound" is several pages of good reading. Perhaps you or your teacher will go to the library and find "Snow-Bound." Then you can enjoy reading the entire poem.

Perhaps reading such fond memories of another man's family will make you think of the good times you have had with your own family. Just as John Greenleaf Whittier did, you may hold the memories of your own family dear to your heart for as long as you live.

Pleasant family memories are part of being an American!

Comprehension Check ✓ Write your answers below or on paper.

I. Multiple Choice Write the letter of the correct answer in the blank.

- _____ 1. Whittier liked to write ____?____.
a. stories b. letters c. poems
- _____ 2. His family were ____?____.
a. Baptists b. Quakers c. Methodists
- _____ 3. When he was a boy on his father's farm, Whittier beat the grain from stalks of wheat with a ____?____.
a. flail b. fan c. hammer

II. Matching Write the letter of the correct answer to match the authors with what they wrote.

- _____ 4. Benjamin Franklin A. Declaration of Independence
- _____ 5. John Greenleaf Whittier B. *The American Dictionary*
- _____ 6. Thomas Jefferson C. *Poor Richard's Almanack*
- _____ 7. Noah Webster D. "Snow-Bound"

III. Fill in the blank with the correct answer.

8. What was Whittier's most famous poem? _____

9. Can you tell in one sentence what this poem is about? _____

IV. Matching Write the letter of the correct answer that matches each work with its description.

_____ 10. Declaration of Independence

_____ 11. *The Blue-Backed Speller*

_____ 12. "Snow-Bound"

_____ 13. *The American Dictionary*

_____ 14. *Poor Richard's Almanack*

A. The first American school textbook

B. Nearly twenty years passed before the last word of this book was written

C. A calendar for the year filled with information and wise sayings

D. A paper written to tell the world why the American colonies wanted their freedom from England

E. A poem describing the author's fond memories of his family during a blizzard

Name: _____ Date: _____

Noah Webster/ John Greenleaf Whittier
Study Guide

1. A _____ was a member of a religious group that did not believe in wars or fighting.
2. A _____ is a textbook for young children.
3. Homes in the thirteen American colonies had _____ books.
4. The _____ is the first American textbook written for American children. The children were _____ with their new textbook.
5. _____ is the writer of the first American textbooks and the first American dictionary.
6. _____ is a poet who was a member of the Quakers religious group.
7. Noah's _____ were willing to sell their farm so that Noah could go to college.
8. The biggest job that Noah Webster ever did was write the _____.
9. Noah Webster studied _____ different languages while writing the American dictionary.
10. It took Noah about _____ years to write his dictionary.
11. When Whittier was a young boy he used a _____, which is a hand tool used to beat grain from the stalks of wheat or oats.
12. After Noah graduated college he decided to _____ even though he really wanted to be a _____.
13. What three books did Noah Webster have in the one room schoolhouse?
 1. _____
 2. _____
 3. _____

14. Noah Webster married _____ and they had seven children together.

15. John Greenleaf Whittier was born in _____.

16. Whittier's _____ and _____ enjoyed hearing his poems but his _____ thought there were other more important things he should be doing.

17. John Greenleaf Whittier wrote many poems, but his most loved poem is _____ . He wrote it when he was _____ years old. He wrote it in memory of his _____ .

*** Answer the following questions using complete sentences.**

18. Can the American dictionary ever be finished? Why?

19. What was the most important decision that Noah Webster ever made? Why did he make that decision?

20. What was the name of the first American dictionary? _____

21. Why did Noah Webster think that America needed their own new American textbook?

22. What is John Greenleaf Whittier's poem "Snow Bound" about?

Name: _____ Date: _____

Social Studies Test: Webster/ Whittier

Directions: Fill in the blank. Chose a word from the word box that best completes each sentence. Write the word in the blank. *There will be a word that you will not use.*

Primer	Flail	Parents	Doctor	Teacher	Family
Quakers	Sisters	Lawyer	Mother	Father	Fifty
Twenty	American Dictionary	Blue Backed Speller			

1. A _____ is a hand tool used to beat grain from the stalks of wheat or oats.
2. A _____ was a member of a religious group that did not believe in wars or fighting.
3. A _____ is a textbook for young children.
4. The biggest job that Noah Webster ever did was write the _____
_____.
5. Noah's _____ were willing to sell their farm so that Noah could go to college.
6. The _____ is the first American textbook written for American children.
7. After Noah graduated college he decided to become a _____ even though he really wanted to be a _____.
8. Whittier's _____ and _____ enjoyed hearing his poems but his _____ thought there were other more important things he should be doing.
9. John Greenleaf Whittier wrote his poem in memory of his _____.
10. It took Noah about _____ years to write his dictionary.

Directions: Multiple Choice. Circle the letter for the answer that best completes the sentence.

11. _____ is the writer of the first American textbooks and the first American dictionary.
A. John Greenleaf Whittier
B. Noah Webster
C. Thomas Jefferson
12. _____ is a poet who was a member of the Quakers religious group.
A. Noah Webster
B. John Greenleaf Adams
C. John Greenleaf Whittier
13. Noah Webster married _____ and they had seven children together.
A. Rebecca Greenleaf
B. Rebecca Boone
C. Elizabeth Greenleaf
14. John Greenleaf Whittier wrote many poems, but his most loved poem was _____.
A. Snow Blizzard
B. Snowbound
C. Snowy Night
15. John Greenleaf Whittier wrote his poem when he was _____ years old.
A. 49
B. 99
C. 59
16. Homes in the thirteen American colonies had _____ books.
A. A few
B. Many
C. Twenty
17. Noah Webster studied _____ different languages while writing the American dictionary.
A. Twenty
B. Many
C. Thirty
18. _____ is where John Greenleaf Whittier was born.
A. Hopewell, Massachusetts
B. Hartford, Connecticut
C. Haverhill, Massachusetts

Directions: Short Answer. Answer the following questions using complete sentences.

19. What three books did Noah Webster have in the one room schoolhouse?

20. Can the American dictionary ever be finished? Why? (

21. What was the most important decision that Noah Webster ever made? "

22. What was the name of the first American dictionary?

23. Why did Noah Webster think America needed there own new American textbook? (

24. What is John Greenleaf Whittier's poem "Snow Bound" about?

Name: _____

K

What I know

W

What I want to know

L

What I learned

Name _____

Date _____

Interesting Words

Find an interesting word in your story or chapter. Write it in the middle shape along with the page number where you found it. Then fill in the rest of the shapes.

Title Chapter 1 - Who was Abraham Lincoln

What I think it means	Rebel pg # <u>1</u>	Dictionary definition
My sentence		

What I think it means	Remarkable pg # <u>2</u>	Dictionary definition
My sentence		

What I think it means	Crude pg # <u>3</u>	Dictionary definition
My sentence		

Name _____

Date _____

Think About It

Pick 3
bubbles to
complete

Use the writing prompts in each thought bubble to write a statement about a thought you have about your reading.

Title or Chapter Chapter 1 - Who was Abraham Lincoln

I think

I know

I don't like

I am glad that

I like

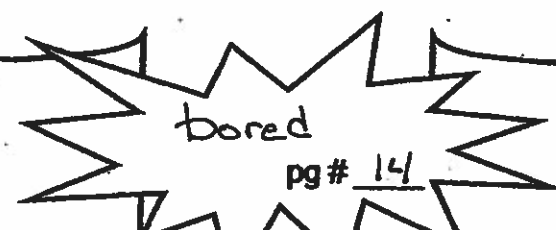
I hope

I wonder

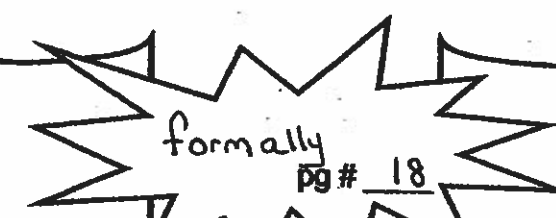
Interesting Words

Find an interesting word in your story or chapter. Write it in the middle shape along with the page number where you found it. Then fill in the rest of the shapes.

Title Chapter 2 - The Wider World

What I think it means	 <p>bored pg # 14</p>	Dictionary definition
My sentence		

What I think it means	 <p>militia pg # 17</p>	Dictionary definition
My sentence		

What I think it means	 <p>formally pg # 18</p>	Dictionary definition
My sentence		

Math

Week 1

4/14- Review multiples of 0 and 1. Complete page 36 of math workbook, and page 27 of math hardback book.

4/15- Intro to multiplying by 3s math hardback book pages 28 and 29. Complete page 30 of math hardback book.

4/16- Math review: math workbook complete pages 37-40.

4/17- More review: practice, pages 41 and 42 of math workbook, and page 31 of math hardback book.

Week 2

4/20- Working on Word Problem Strategies lesson 9: pages 32& 33 of math hardback book. Complete page 33.

4/21- Review math workbook: pages 45 & 46.

4/22- Intro to multiplying by 4s lesson 10: pages 34 & 35 of math hardback book. Complete page 35.

4/23- Math workbooks complete pages 47-48.

4/24- Review: Complete workbook page 49, and hardback book pages 36-37.

Week 3 – This is a new packet that will be uploaded. All pages prior to week 3 were enclosed in your original packet

4/27- Intro to Pictographs lesson 11: pages 1 and 2.

4/28- Complete page 3 in math workbooks. Take quiz on page 4.

4/29 & 4/30 – Complete pages 5-12 odd problems only.

5/1- Take test: unit 5, on pages 14-15. Please show your work.





- **Enrichment activities complete even problems on pages 5-12 for additional practice. I am also enclosing login information for the website [know.com](https://www.know.com). Students may utilize the assignments on this website to practice their math skills.**


Problem-Solving Applications: Use a Pictograph

You will learn how to use pictographs to solve problems.

Problem The pictograph on the right shows the number of computers that schools in Bayville have ordered. How many computers did the elementary schools order?

School Computer Orders

Alden Elementary School	
Maple Elementary School	
Bayville Middle School	
Bayville High School	


Each  stands for 5 computers.

Understand

What is the question?



How many computers did the elementary schools order?

What do you know?


The pictograph shows the number of computers each school has ordered. Each  stands for 5 computers.



Plan

How can you solve the problem?

Count the number of  next to the two elementary schools. Multiply each school's number of  by 5. Then add the products.

Solve

Find the number of  for each school.

- Alden has 4 .
- Maple has 6 .

Multiply each number by 5.

$$4 \times 5 = 20$$

$$6 \times 5 = 30$$

Add the products.

$$\begin{array}{r} 20 \\ + 30 \\ \hline 50 \end{array}$$

The elementary schools ordered 50 computers.

Look Back

Look back at the question.

How can you use skip counting to decide whether your answer is reasonable?

Remember:

- ▶ Understand
- ▶ Solve
- ▶ Look Back

Guided Practice

Use the data in the pictograph on page 238 to solve each problem.

1 Which school ordered the most computers? How many computers did that school order?

Think: Which row next to the name of a school has the most pictures?

2 How many more computers did the middle school order than the high school?

Think: How many more pictures are there in the third row than in the fourth?

Choose a Strategy

The graph shows the number of CDs each grade at Maple Elementary School ordered. Choose a strategy to solve each problem.

Problem-Solving Strategies

- Write a Number Sentence
- Work Backward
- Use Logical Thinking

1 Write a number sentence to show the number of CDs Grade 3 ordered.






2 Janna's grade ordered the fewest CDs. How many more CDs did Grade 4 order than Janna's grade?


3 Darren's grade ordered more CDs than the grade below it but fewer CDs than the grade above it. What grade is Darren in?

4 There is a 98¢ shipping charge for every 10 CDs mailed to the school. About how much will Grade 3 spend on shipping?

5 Suppose each picture in the pictograph stood for 5 CDs. How many pictures would have to be added to show the number of CDs the second grade ordered?

Maple Elementary School
Number of CDs Ordered

Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	

Each  stands for 10 CDs.

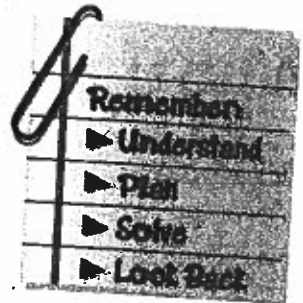
6 Karyn's grade ordered twice as many CDs as one grade but only half as many CDs as another grade. What grade is Karyn in?

7 After the fifth-graders receive their order of CDs, they will need only 8 more CDs to have 100 CDs in all. How many CDs did the fifth grade have before placing the order?

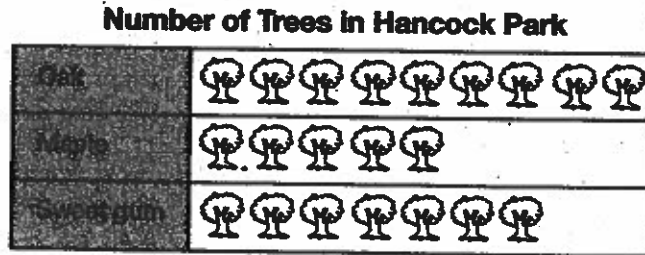
Name _____

Date _____

Problem-Solving Application: Use a Pictograph



You must analyze the information in a pictograph to help you solve the problem.



Each stands for 5 trees.

Solve.

1. Which kind of tree is most common in Hancock Park? How many of those trees are in the park?

Think: Which row has the most pictures?

2. Which kind of tree is least common in Hancock Park? How many of those trees are in the park?

Think: Which row has the least number of pictures?

3. How many more oaks than sweet gums are there in Hancock Park?

4. How many maples and oaks are in Hancock Park?

Solve. Use these and other strategies.

Problem-Solving Strategies

- Write a Number Sentence
- Work Backward
- Use Logical Thinking

5. Lucy and Charlie each bought a book for \$3. Then Lucy bought a scarf for \$5 and Charlie bought gloves for \$6. How much money did Lucy spend?

6. Charlene made 8 gallons of orange drink. She needed to put the orange drink into quart containers. How many containers will she need?

Quick Check

Check Your Understanding of Lessons 7-11

Multiply.

1. $5 \times 0 = \blacksquare$

2. $8 \times 1 = \blacksquare$

3. $1 \times 4 = \blacksquare$

4. $0 \times 9 = \blacksquare$

5.
$$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

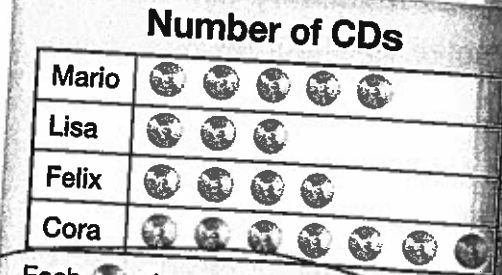
13.
$$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$


14.
$$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$$

Solve.

15. The pictograph shows how many CDs a group of friends have. Who has the most CDs? How many CDs does that friend have?

16. How many fewer CDs does Lisa have than Mario?



Each  stands for 3 CDs.

hint - what should you skip count by?

Test Prep • Cumulative Review

Maintaining the Standards

Write the letter of the correct answer. If a correct answer is *not here*, choose NH.

- 1 Which number sentence could be used to find the number of pints in 2 quarts?

- A \square pints = 2×2
- B \square pints = 2×3
- C \square pints = 2×4
- D \square pints = 2×5

- 2 Which number sentence is modeled by this array?



- F $2 \times 10 + 20$
- G $10 + 10 = 20$
- H $5 + 4 = 9$
- J $5 \times 4 = 20$

- 3 Suppose a Beluga whale weighs 2,107 pounds. Which of the following is equal to 2,107?

- A $200 + 10 + 7$
- B $2,000 + 100 + 70$
- C $2,000 + 100 + 7$
- D $2,000 + 100 + 10 + 7$

- 4 Look at the table.

Input	Output
1	3
2	6
3	9
4	\square

Which number sentence would you use to find the missing number?

- F $8 + 4 = 12$
- G $4 \times 3 = 12$
- H $6 \times 2 = 12$
- J $10 + 2 = 12$

- 5 What symbol makes the number sentence true?

$$3 \bullet 0 = 0$$

- A +
- B -
- C \times
- D <

- 6 Mrs. Holt baked 120 muffins for the bake sale. Mr. Jenkins baked 96 muffins. How many more muffins did Mrs. Holt bake?

- F 24
- G 76
- H 176
- J NH

- 7 Tim bought 10 packs of gum. Each pack had 5 sticks of gum. How many sticks of gum did Tim buy?

Explain How did you find your answer?

Safe Site



Internet Test Prep

Visit www.eduplace.com/kids/mhm
for more Test Prep Practice

Extra Practice

Set A (Lesson 2, pages 214-217)

Write a multiplication sentence for each array.



Fill in the missing numbers.

3. $8 \times 3 = 24$
 $3 \times 8 = \blacksquare$

4. $9 \times 2 = 18$
 $2 \times \blacksquare = 18$

5. $5 \times 4 = 20$
 $\blacksquare \times 5 = 20$

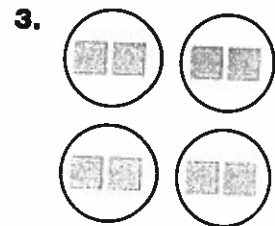
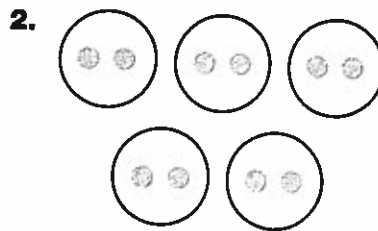
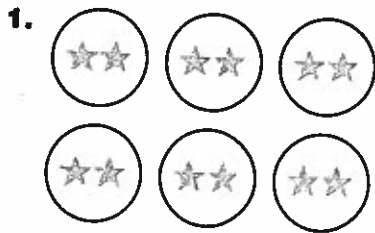
6. $6 \times 5 = 30$
 $5 \times \blacksquare = 30$

7. $3 \times \blacksquare = 24$
 $8 \times 3 = 24$

8. $4 \times 8 = 32$
 $8 \times 4 = \blacksquare$

Set B (Lesson 3, pages 218-219)

Write a multiplication sentence for each picture.



Multiply.

4.
$$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

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

8.
$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

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

10.
$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 10 \\ \times 2 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

14. 3×2

15. 2×2

16. 9×2

17. 2×10

18. 5×2

19. 4×2

20. 2×7

21. 2×10

22. 8×2

23. 2×6

Extra Practice

Set C (Lesson 4, pages 220-221)

Multiply.

$$\begin{array}{r} 1. \quad 2 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 5 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 5 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 5 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 5 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 5 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 10 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 5 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 8 \\ \times 5 \\ \hline \end{array}$$

11. 5×8

12. 4×5

13. 6×5

14. 9×5

15. 5×5

Set D (Lesson 5, pages 222-223)

Find each product.

$$\begin{array}{r} 1. \quad 10 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 10 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 7 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 10 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 3 \\ \times 10 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7. \quad 2 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 10 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 10 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 5 \\ \times 10 \\ \hline \end{array}$$

11. 2×10

12. 4×10

13. 8×10

14. 5×10

15. 10×10

Fill in the missing numbers.

16. $5 \times \blacksquare = 10$

17. $10 \times \blacksquare = 70$

18. $40 = 5 \times \blacksquare$

19. $10 \times 6 = \blacksquare$

20. $4 \times \blacksquare = 20$

21. $10 = 10 \times \blacksquare$

22. $\blacksquare = 10 \times 10$

23. $5 \times \blacksquare = 30$

Set E (Lesson 7, pages 228-229)

Find each product.

$$\begin{array}{r} 1. \quad 0 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 0 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 1 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 5 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 9 \\ \times 0 \\ \hline \end{array}$$

6. 0×3

7. 4×1

8. 0×10

9. 6×1

10. 0×7

11. 1×8

12. 1×1

13. 5×0

14. 0×4

15. 10×1

Extra Practice

Set F (Lesson 8, pages 230-231)

Find each product.

$$\begin{array}{r} 1. \quad 3 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 4 \\ \times 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4. \quad 5 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 3 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 10 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 3 \\ \times 7 \\ \hline \end{array}$$

$$11. 3 \times 3$$

$$12. 0 \times 3$$

$$13. 4 \times 3$$

$$14. 7 \times 3$$

$$15. 6 \times 3$$

Compare. Write $>$, $<$, or $=$ for each \odot .

$$16. 3 \times 2 \odot 2 \times 3$$

$$17. 3 \times 3 \odot 5 \times 2$$

$$18. 3 \times 6 \odot 3 \times 5$$

$$19. 3 \times 9 \odot 8 \times 3$$

$$20. 3 \times 4 \odot 2 \times 6$$

$$21. 10 \times 2 \odot 3 \times 7$$

Set G (Lesson 10, pages 236-237)

Find each product.

$$\begin{array}{r} 1. \quad 6 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 9 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 4 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 0 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 2 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 10 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 4 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 3 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 4 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 1 \\ \times 4 \\ \hline \end{array}$$

$$11. 4 \times 5$$

$$12. 0 \times 4$$

$$13. 9 \times 4$$

$$14. 4 \times 4$$

$$15. 4 \times 7$$

Follow the rule to complete each table.

Rule: Multiply by 4

	Input	Output
16.	3	■
17.	6	■
18.	■	20
19.	■	36

Rule: Multiply by 3

	Input	Output
20.	5	■
21.	■	30
22.	8	■
23.	■	21

Extra Practice • Problem Solving

Solve. (Lesson 6, pages 224–225)

- 1 Bill's dog is 5 years old. Bill buys food and a new leash for his dog. The leash costs \$7. A can of food costs \$2. Bill buys 10 cans. How much does he spend on dog food?
- 2 Jessie wants to buy 7 angelfish and 3 guppies. Angelfish cost \$3 each. Guppies cost \$1.50 each. How much money will Jessie spend on the angelfish?
- 3 There are 22 students in the art class. Ten of the students each used 3 sheets of red paper and 2 sheets of blue paper. How many sheets of paper were used?
- 4 Jerry has 3 different types of marbles. He puts 4 marbles in each of 5 bags to give to his friends. How many marbles does Jerry give to his friends in all?

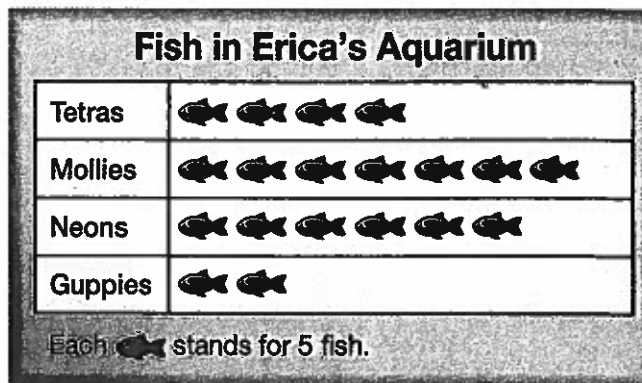
Solve each problem using the Act It Out strategy. (Lesson 9, pages 234–235)

- 5 There are 12 dogs in a dog show. They need to be in equal groups of 2 or more. What are the different ways 12 dogs can be grouped?
- 6 Jenny, Al, Rita, and Len are performing in a talent show. Al will sing after Len but before Jenny. Rita will sing before Len. In what order will the 4 friends sing?

Use the data in the pictograph to solve each problem.

(Lesson 11, pages 238–239)

- 7 How many guppies and tetras are in Erica's aquarium?
- 8 Does Erica have more mollies or neons? How many more?
- 9 How many more neons are there than tetras?
- 10 If Erica buys 10 more guppies, how will the graph change?



Chapter Review

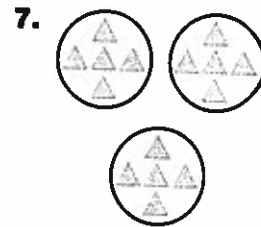
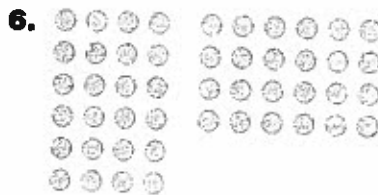
Reviewing Vocabulary

Write *true* or *false* for each statement. Explain your answers.

1. An array is the answer in a multiplication problem.
2. The numbers you multiply are called factors.
3. Rows and columns make up an array.
4. Changing the order of factors in multiplication will change the product.

Reviewing Concepts and Skills

Write a multiplication sentence for each array or picture. (pages 214–217, 220–221)



Fill in the missing numbers. (pages 214–217)

8. $7 \times 3 = 21$
 $3 \times 7 = \blacksquare$

9. $9 \times 5 = 45$
 $5 \times \blacksquare = 45$

10. $6 \times 4 = 24$
 $\blacksquare \times 6 = 24$

11. $4 \times 8 = 32$
 $8 \times 4 = \blacksquare$

12. $1 \times 5 = 5$
 $5 \times \blacksquare = 5$

13. $3 \times 8 = 24$
 $8 \times 3 = \blacksquare$

Multiply. (pages 218–223, 228–231, 236–237)

14.
$$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$$

19.
$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

20.
$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

21.
$$\begin{array}{r} 1 \\ \times 3 \\ \hline \end{array}$$

22.
$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$

23.
$$\begin{array}{r} 0 \\ \times 8 \\ \hline \end{array}$$

24.
$$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$$

25.
$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

26.
$$\begin{array}{r} 10 \\ \times 9 \\ \hline \end{array}$$

27.
$$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$$

28.
$$\begin{array}{r} 7 \\ \times 1 \\ \hline \end{array}$$

29. 8×2

30. 4×9

31. 8×1

32. 7×0

33. 3×3

34. 10×8

35. 9×3

36. 7×10

37. 5×9

38. 3×10

Find the missing factors. (pages 220–223, 228–231, 236–237)

39. $5 \times \blacksquare = 0$

40. $45 = \blacksquare \times 5$

41. $60 = \blacksquare \times 10$

42. $\blacksquare \times 4 = 24$

43. $\blacksquare \times 5 = 15$

44. $\blacksquare \times 9 = 36$

Solve. (pages 224–225, 234–235)

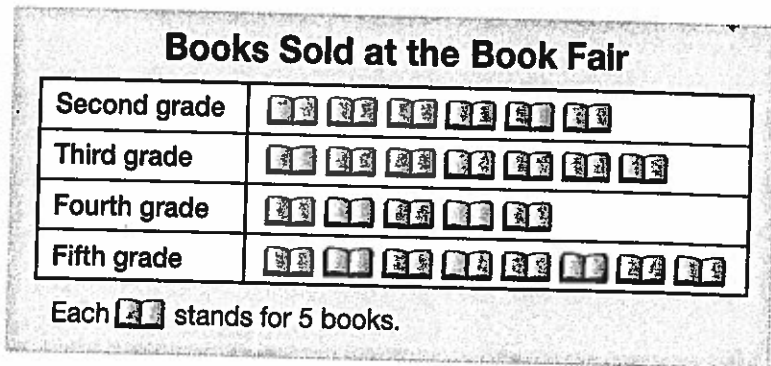
45. Molly is buying T-shirts at a sale. Small T-shirts cost \$6. Large T-shirts cost \$8. She buys 4 small T-shirts. How much money does Molly spend?

46. Roberto has 18 sports trophies. He wants to arrange them into equal rows on a table. In what ways can Roberto arrange the trophies?

Use the data in the pictograph to solve Problems 47–48. (pages 238–239)

47. Write a number sentence to show how many books the fourth grade bought.

48. Any grade that buys 30 or more books will receive a prize. Which of the grades will receive a prize?



Brain Teasers Math Reasoning

WORKING BACKWARD

Jane chose two different one-digit numbers. She multiplied one of them by 10. She multiplied the other by 2. Then she added the products. Her answer was 78. What numbers did Jane choose?

NICKELS AND DIMES

Peter has 16 coins. The coins are all nickels and dimes. The value of his coins is \$1.15. How many of each coin does Peter have?

Safe Site

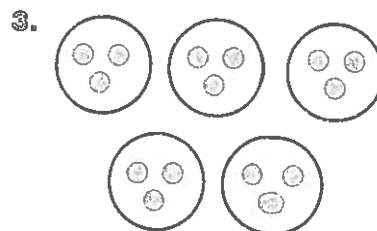
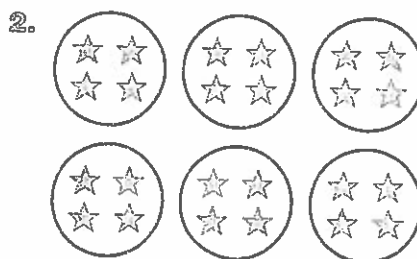
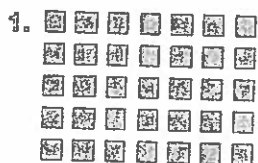


Internet Brain Teasers

Visit www.eduplace.com/kids/mhm

Chapter Test

Write a multiplication sentence for each array or picture.



Multiply.

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

5.
$$\begin{array}{r} 1 \\ \times 6 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 10 \\ \times 9 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 5 \\ \times 0 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

15.
$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

16.
$$\begin{array}{r} 1 \\ \times 10 \\ \hline \end{array}$$

17.
$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

18.
$$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$$

19.
$$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$$

20.
$$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$$

21.
$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

22.
$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$

23.
$$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$$

24. 5×6

25. 8×4

26. 3×10

27. 0×4

28. 3×4

29. 2×2

30. 2×0

31. 4×5

32. 4×9

33. 6×3

34. 7×10

35. 9×3

Fill in the missing numbers.

36. $5 \times \square = 15$

37. $9 \times \square = 0$

38. $4 \times \square = 28$

39. $1 \times \square = 8$

40. $80 = \square \times 10$

41. $\square \times 2 = 8$

42. $\square = 8 \times 4$

43. $\square \times 5 = 5$

44. $\square = 6 \times 2$

45. $10 \times 10 = \square$

46. $7 \times \square = 21$

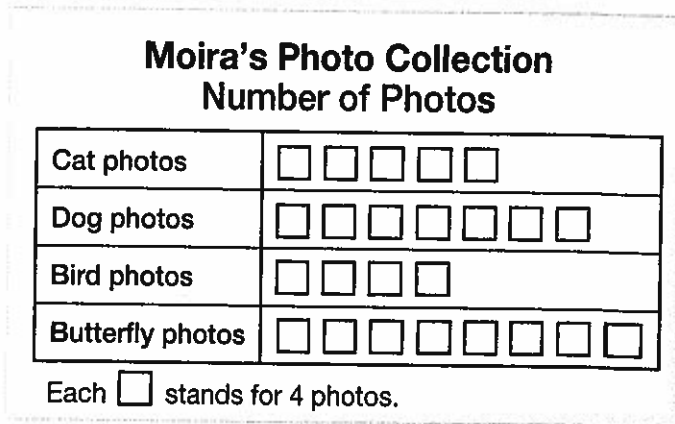
47. $10 \times \square = 40$

Solve.

48. Beth has \$40. She buys 8 books. Each book costs \$4.
How much does she spend on books?

Use the data in the pictograph to solve Problems 49 and 50.

49. How many more butterfly photos than cat photos does Moira have?
50. Moira wants to put bird photos in her album. Up to 8 photos can fit on each page. She wants to put the same number of photos on each page. How many different ways can Moira arrange the photos?



Write About It

Solve each problem. Use correct math vocabulary to explain your thinking.

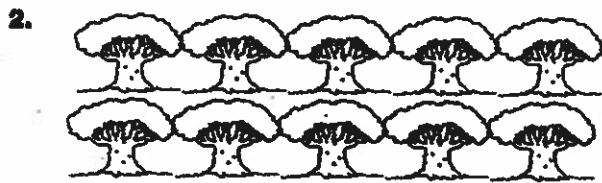
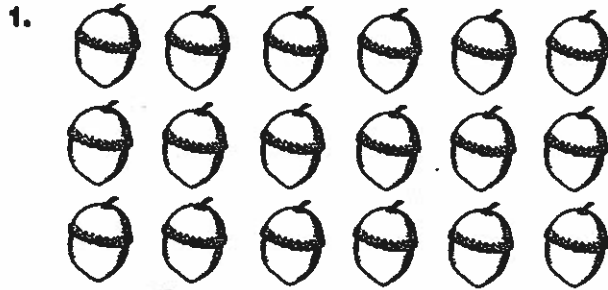
- Alex helps his father arrange dishes in the kitchen cabinet. His father wants to make 3 stacks of dishes. He wants 8 dishes in each stack. How many dishes is that in all?
 - Draw a picture to solve the problem.
 - Write an addition sentence to solve the problem.
 - Write a multiplication sentence to solve the problem.
- Andy wrote the multiplication sentence shown at the right.
 - How can you check his answer?
 - Write the correct multiplication sentence.

$$6 \times 5 = 20$$

Name _____ Date _____

Write the correct answer.

Write two multiplication sentences for each array.



Finish the multiplication sentence.

3. $3 \times 7 = 21$ _____ $\times 3 = 21$

4. $2 \times 6 = 12$ _____ $\times 2 = 12$

Write each product.

5.
$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 5 \\ \times 10 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 10 \\ \times 2 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 1 \\ \times 10 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 0 \\ \times 4 \\ \hline \end{array}$$

12. $3 \times 9 =$ _____

13. $8 \times 4 =$ _____

14. $4 \times 3 =$ _____

15. $1 \times 5 =$ _____

16. $7 \times 0 =$ _____

17. $3 \times 7 =$ _____

18. $10 \times 0 =$ _____

19. $5 \times 2 =$ _____

20. $4 \times 6 =$ _____

Name _____ Date _____

Use the following information to answer each question.

Manuel bought a turkey for \$10.00, 2 bags of potatoes for \$2.50 a bag, and 3 pies for \$3.00 each.

21. How much did Manuel spend on the 2 bags of potatoes and the 3 pies?

22. What information is not needed?

Solve.

23. There are 16 runners. They need to be in equal groups of 2 or more. What different ways can the runners be grouped?

Use the pictograph to answer Questions 24 and 25.

The pictograph shows the number of apples picked in one day from 4 different apple trees.

24. Write a number sentence to show how many apples were picked from Mark's tree.

25. The fewest apples were picked from Chen's tree. How many more apples were picked from Anthony's tree?

