

Hi loviies,

Well we have about a month left of school so let's finish strong.

Reading

Last week in reading we finished up with the unit test on chapters 13-16. So, this week we will be starting off with vocab and the next chapters.

Week 1

5/4- Complete Mr. Popper's vocabulary pages 1 & 2. Please look up any words you are uncertain of. It covers vocabulary for chapters 17-20. Also, complete literary skills sheet Drawing Conclusions page 3 in your packet. Remember we use our prior knowledge, our experiences, and the evidence left behind like illustrations to draw conclusions and infer events/ predict outcomes. Complete page 4- Who Am I.

5/5- Read chapter 17. Answer reading comp. questions for chapter 17. There are 3 questions.

5/6- Read chapter 18. Answer the reading comp. questions for chapter 18. There are 3 questions. The Poppers have encountered many problems since chapter 1. Look over chapters 17 and 18. Make a list of 2-3 problems the Poppers have run into and give me possible solutions. Remember in reading the author introduces a problem or creates conflict to add excitement to the text. Conflicts normally indicate you're approaching the climax (the height of the story). Once the conflict is introduced, we are racing to solve the problems before the story ends. That's what makes cliff hangers in movies so wonderful and frustrating. Because we don't get the happy ending we expect. For example, Avengers Infinity Wars part 1 or Star Wars part 8. Your list should consist of 2-3 sentences per problem/ solution.

5/7- Review chapters 17 and 18. Take quiz on page 5. Then complete the Story Elements: Problems and Solutions worksheet on pg. 6. Look over journal question 46. Be prepared to discuss it at our next Zoom class.

5/8- Literary skill: Alliteration- Complete pg. 7, Adventures with Alliteration. Look for examples of Alliteration in chapter 18. Read chapter 19. Answer the reading comp. questions for Ch. 19. There are 4 questions.

Week 2

5/11- Review Ch. 19. Complete pg. 8. Read Ch. 20. Answer the reading comp. questions for Ch. 20. There are 4.

5/12- Review chapter 20. Complete page 9. Study for unit test. Answer journal questions 51 & 52.

5/13- Take unit test on chapters 17-20. This is on pages 10-13.

5/14- Study for whole book test on Mr. Popper's, and begin final project. Final Project: Create an alternate ending for Mr. Popper's Penguins. Your alternate ending will be the start of chapter 21 and will pick up when Mr. Popper arrives at the North Pole with Admiral Drake and his penguins. Please write me 2 paragraphs consisting of 4-6 sentences each. Tell me what happens once he gets to the North Pole. Be creative and have fun with this project! There really is not a right or wrong answer as long as your story flows and isn't chop chop choppy. Please check for spelling and grammar before you turn it in. You should have two illustrations. One for each paragraph. Your illustrations must be colored in. I will be collecting your hard copies at the final packet exchange. However, this project is due 5/22. On 5/22 I will be calling or scheduling one on one Zoom conferences so you can read me your story in advance. This is a major project like Charlotte's Web and will count for 100 pts towards your reading grade and 100 pts. towards your writing/research grade. I will be sending out suggestions for topic sentences for each paragraph to help get students started. Parents should expect those sent via email the week of 5/11.

5/15- Take your whole book test on Mr. Popper's Penguins, pages 14-16. Complete Mr. Popper's word search for extra credit if you would like to. It is on page 17.

Name: _____

Vocabulary
Mr. Popper's Penguins
Chapters 17 - 20



Choose the correct definition for each underlined vocabulary word.

1. The witch's shrieking laugh filled the night's sky.
 - a. quiet
 - b. high-pitched
 - c. deep
 - d. scary

2. My little brother can be quite a nuisance.
 - a. trouble maker
 - b. mean
 - c. funny
 - d. annoying

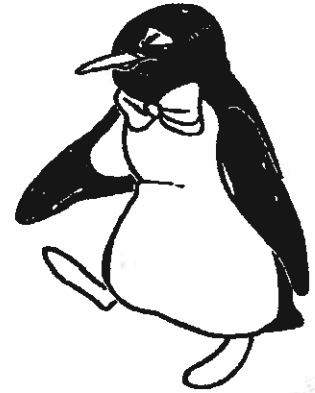
3. I was feeling vexed as I was doing my math homework last night.
 - a. frustrated
 - b. sad
 - c. excited
 - d. smart

4. My cat can cause a lot of mischief around the neighborhood.
 - a. trouble
 - b. damage
 - c. fear
 - d. happiness

5. My mother becomes very concerned if I'm not home on time.
 - a. angry
 - b. happy
 - c. excited
 - d. worried

Name: _____

Vocabulary
Mr. Popper's Penguins
Chapters 17 - 20



Choose the correct definition for each underlined vocabulary word.

6. There was much confusion during the play rehearsal.
- a. slowness
 - b. unsure of what to do
 - c. loud noises
 - d. having a fun time
7. It was very apparent that my mom did not like heights when we visited the Eiffel Tower.
- a. thick
 - b. a mom or dad
 - c. obvious
 - d. worried
8. My class has to be very quite when we are in the school's corridor.
- a. playground
 - b. classroom
 - c. hallway
 - d. cafeteria
9. I felt a little anxious before talking in front of my class.
- a. mad
 - b. sick
 - c. excited
 - d. nervous
10. The amusement park lived up to its reputation.
- a. beliefs
 - b. the quality of rides
 - c. safety standards
 - d. the way people think about something

Drawing Conclusions from Pictures

Name: _____

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

1. The girl with dark hair is decorating a gingerbread house. Is she:

- A. in the backyard?
- B. in the kitchen?
- C. at a birthday party?
- D. at a baking class?

Explain your answer using details from the picture.



2. Has the girl with dark hair:

- A. just started decorating the house?
- B. just finished decorating the house?
- C. in the middle of decorating the house?
- D. watching someone else decorate?

Explain your answer using details from the picture.

3. What time of year is it?

- A. Spring
- B. Summer
- C. Fall
- D. Winter

Explain your answer using details from the picture.

Inference Practice?

Who Am I?

Name _____?

Read each passage below. Write who the person is in the passage and explain your answer.

1. I had finally gotten used to being weightless. It became a comfortable feeling. I especially liked floating by the window to see the planet Earth below.

2. My father did not like to wear his crown. He said it was heavy and made his head hurt. While I did not have a crown, my parents made sure I had a silk dress with gold thread to wear for the coronation.

3. The crowd began to roar as I made a few practice swings with the bat. The umpire called to me sharply to hurry. I was not in any hurry to face the most famous pitcher in history.

4. I often work in the early morning when the light is best. The canvas has had time to dry over night. When I start, I make sure all of my brushes are clean.

5. I liked walking next to the covered wagon more than riding in it with my sisters. If I got tired, sometimes my father would let me ride horseback behind him. In the evening, Pa, my brothers and I would sleep under the wagon, while Ma and my sisters slept in the wagon. I hoped we would reach the West soon.

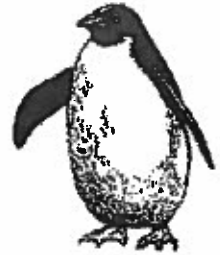
Name: _____

Date: _____

Mr. Popper's Penguins: Chapters 17-18

Instructions:

Read Chapters 17 and 18 of Mr. Popper's Penguins and answer the questions.



1. The penguin act was not very successful.

- a. True
- b. False

2.

The other performers loved the penguins.

- a. True
- b. False

3. What did the audiences do when they saw the penguins?

- a. They booed.
- b. They laughed.
- c. They screamed.
- d. They left the theater.

4. How much did the Poppers earn each week?

- a. \$100
- b. \$500
- c. \$5000
- d. \$10000

5. When the Poppers stayed in a hotel

- a. the penguins ruined the room.
- b. they had to pay a large hotel bill.
- c. other people came to the hotel to see the penguins.
- d. a special room was always prepared for the penguins.

6. Traveling as a performer was very

- a. boring.
- b. exciting.
- c. difficult.
- d. expensive.

7. Why didn't Mr. Popper get free spinach or oats for the penguins?

- a. They were not offered.
- b. They were cheap to buy.
- c. They were made with poor quality.
- d. The penguins refused to eat them.

8. Near the end of the tour, the penguins were becoming irritable.

What does irritable mean?

- a. very sick
- b. extremely happy
- c. proud of themselves
- d. easily annoyed or angry

9. What was the problem in New York?

- a. It was too hot.
- b. There were too many people.
- c. The other performers refused to perform.
- d. Mr. Popper ran out of money to buy food.

10. What act was performing at the theater?

- a. an opera singer
- b. a group of seals
- c. a tightrope walker
- d. a professional piano player

Name: _____



Story Elements

Problem and Solution

For each passage below, write the problem and solution in the correct column.

Passage	Problem	Solution
1. John didn't know what to take to school for Show and Tell. He asked his mother for an idea. She suggested he take the ribbon his dog won at the pet parade.		
2. Emily knew she had to get to school on time, but her mother said she couldn't drive her. Emily decided to leave early and walk to school.		
3. Mrs. Anderson wanted a fresh pineapple for her cake. The store near her did not have any fresh ones, so she went to another store and bought it there.		
4. Robert was afraid the flooding river would reach his home. His parents were away, and he was watching with his little sister. He saddled his horse, and he and his sister rode to the top of the hill.		

Name: _____

Adventures With Alliteration!

Adjectives

PART

1

Write a noun for each adjective below that creates an alliterative phrase.

EXAMPLE



1) purple _____

6) tired _____

2) soft _____

7) awesome _____

3) happy _____

8) wonderful _____

4) gentle _____

9) circular _____

5) empty _____

10) ugly _____

PART

2

Write an alliterative phrase for each letter below.

1) B _____

3) K _____

5) Q _____

2) L _____

4) N _____

PART

3

Write a sentence using the phrases you made in Part 2. Use additional alliterations if you can.

1) _____

2) _____

3) _____

4) _____

5) _____

Name: _____

Date: _____

Chapters: 20 _____

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: _____

Mr. Popper's Penguins

Chapters 17 - 20



1. How were people across the country reacting to Popper's Performing Penguins?

2. How did the audience react when the penguins interfered with the other performers' acts?

3. What was the weather like in New York?

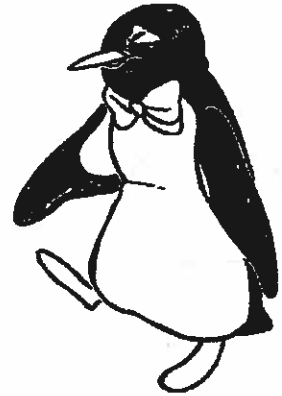
- a. unseasonably cold b. unseasonably rainy
c. unseasonably hot d. similar to the Arctic

4. What were the penguins doing on the rooftop garden to make Mr. Popper nervous?

Name: _____

Mr. Popper's Penguins

Chapters 17 - 20



5. What was Mr. Swenson's act?

- a. performing seals
- c. circus clowns

- b. performing dolphins
- d. trained monkeys

6. What did the fireman see through the window of Mr. Swenson's dressing room?

7. What surprising news did the theater manager deliver to Mr. Popper?

8. Why couldn't Mrs. Popper bail Mr. Popper and the penguins out of jail?

- a. she was mad
- c. she went home

- b. she didn't know they were there
- d. she didn't have the money

Name: _____

Mr. Popper's Penguins

Chapters 17 - 20



9. How did the birds change while they were in jail?

10. After a week, who bailed Mr. Popper and the penguins out of jail?

- | | |
|----------------|------------------|
| a. Mrs. Popper | b. Admiral Drake |
| c. Mr. Swenson | d. Mr. Greenbaum |

11. What did Admiral Drake want to do with the penguins? Why did he want Popper's penguins?

12. What did Mr. Klein want to do with the penguins?

- | | |
|-------------------------|-------------------------------------|
| a. put them in movies | b. take them back to the South Pole |
| c. keep them at the zoo | d. make them his pets |

Name: _____

Mr. Popper's Penguins

Chapters 17 - 20



13. Who did Mr. Popper choose to send the penguins with?
What was his reasoning?

14. How did Mr. Popper feel about saying goodbye to the penguins?

- a. happy b. angry
c. sad d. excited

15. Why was Admiral Drake surprised when Mr. Popper said goodbye to him?

Name: _____

Mr. Popper's Penguins

Whole Book Questions



**Part 1: Choose the best answer for each question.
Write the letter on the line.**

1. _____ What is Mr. Popper's profession, or job?
 - a. a house painter
 - b. a doctor
 - c. a dog walker
 - d. a lawyer

2. _____ In Chapter 3, Mr. Popper received a box in the mail, what did he discover was inside?
 - a. food for the winter
 - b. a penguin
 - c. canned shrimp
 - d. a family of penguins

3. _____ What was Mr. Popper's biggest regret?
 - a. not having kids
 - b. never going to college
 - c. not being rich
 - d. never seeing the Poles

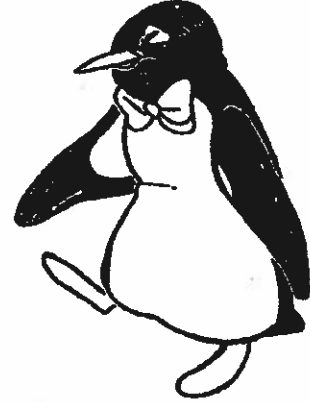
4. _____ What did Mr. Popper name his first penguin?
 - a. Captain Hook
 - b. Greta
 - c. Captain Cook
 - d. Nelson

5. _____ How many eggs did Greta lay?
 - a. ten
 - b. five
 - c. two
 - d. one

Name: _____

Mr. Popper's Penguins

Whole Book Questions



Part 2: Tell whether each sentence is true or false.
Write true or false on the line.

6. _____ A rookery is a collection of rocks that is used as a breeding place for animals such as penguins or seals.

7. _____ In Chapter 10, Captain Cook started acting strange because he had the flu.

8. _____ The penguins' show was a big failure.

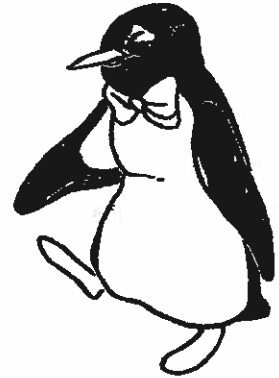
9. _____ Admiral Drake wanted to establish a breed of penguins at the North Pole.

10. _____ In the end, Mr. Popper wished he was able to go with Admiral Drake on his expedition.

Name: _____

Mr. Popper's Penguins

Whole Book Questions



**Part 3: Match each character to the correct description.
Write your answer on the line.**

11. _____ Mrs. Popper

a. intelligent, and very curious

12. _____ Admiral Drake

b. absent - minded; a dreamer

13. _____ Captain Cook

c. very tidy, and always worried about money

14. _____ Mr. Greenbaum

d. an Antarctic explorer

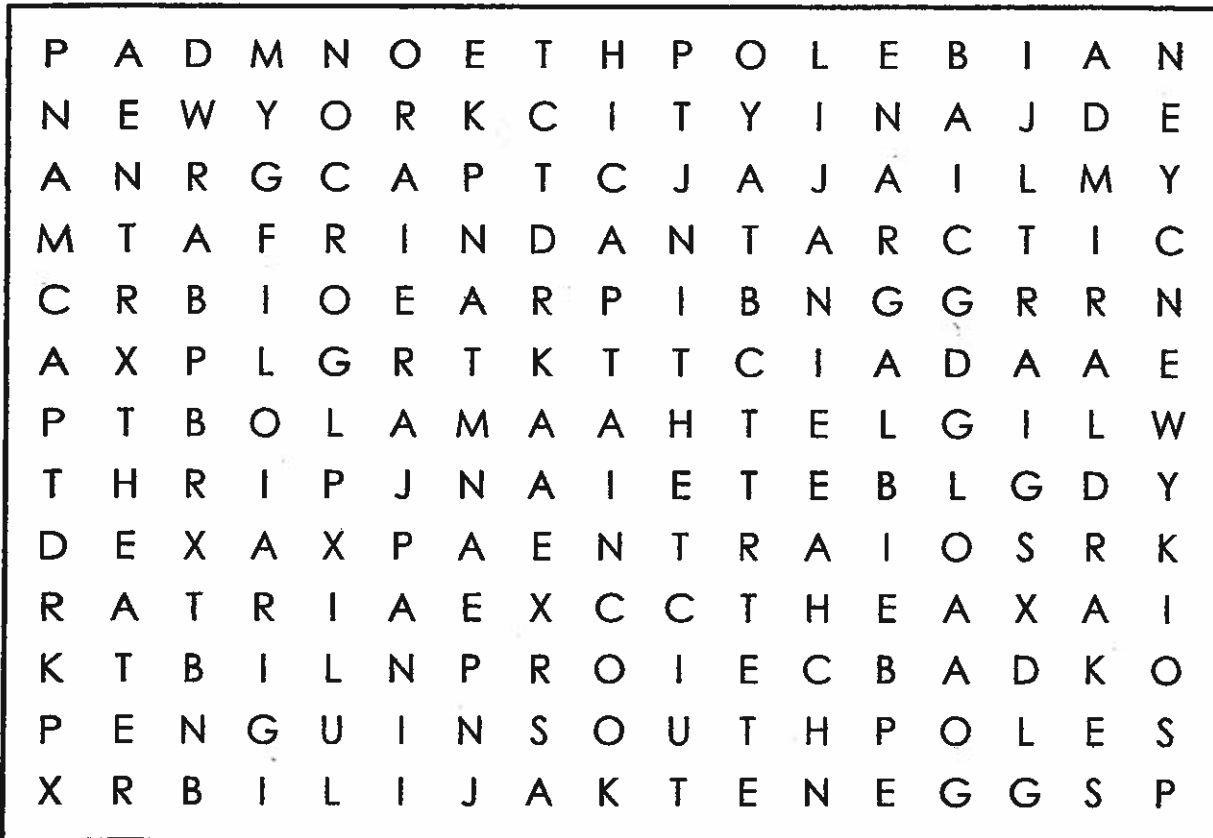
15. _____ Mr. Popper

e. an owner of theaters across the country

Name: _____



MR. POPPER'S PENGUINS



Find the words in the puzzle. Words are hidden →, ↓, and ↘.

ADMIRAL DRAKE

JAIL

SOUTH POLE

ANTARCTIC

JANIE

TEN EGGS

BILL

MR. POPPER

THEATER

CAPTAIN COOK

NEW YORK CITY

TRAIN

GRETA

PENGUINS

ICEBOX

PERFORMANCE



Grammar

For Grammar we will be doing a lot of review over the next 2 weeks.

Week 1

5/4- Complete pgs. 1-3.

5/5- Complete pgs. 4-6.

5/6- Complete pgs. 7-9.

5/7- Reviewing Irregular Verbs- Remember Irregular Verbs do not end in "ed". They must be changed in order to be made into their past tense form. Example: I sing today. I sung yesterday. Irregular Verbs sometimes get help from Helping Verbs. A Helping Verb is a verb that helps the main verb in the sentence. The words have, has, and had are often used as Helping Verbs. Example: I teach at the school today. In this sentence teach is your verb, it's a present tense verb. We could make this sentence past tense by saying, I had taught at the school for years before I moved. In this sentence, taught is your verb, but did you see how we had to completely change the spelling to make it past tense (teach/taught). Also, we added the helping verb had to the sentence which helped the helping verb taught along. Complete pgs. 10-12.

5/8- Complete pgs. 13-15.

Week 2

5/11- Complete pgs. 16-18.

5/12- Complete pgs. 19-21.

5/13- Complete pgs. 22&23.

5/14- Complete test on Irregular Verbs, pgs. 24&25.

5/15- Complete test on Action Verbs, pgs. 26-28.

Read and Discover

Making the Subject and Verb Agree

Lesson 36

Baby gorillas make different kinds of noises.


A scared baby gorilla makes a soft crying noise.

Circle the word in bold type that tells about one thing.

Does the verb that follows that word end in *s*? _____

Draw a box around the word in bold type that tells about more than one thing.

Does the verb that follows that word end in *s*? _____

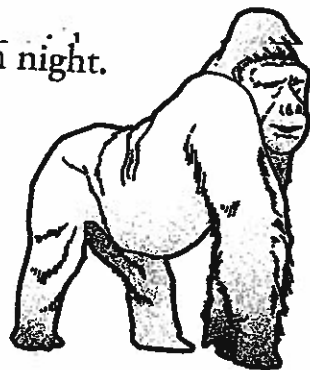
The **subject** and its **verb** must **agree**. Add *s* or *es* to a regular verb in the present tense when the subject is a singular noun or *he*, *she*, or *it*. Do not add *s* or *es* to a regular verb in the present tense when the subject is *I*, *you*, *we*, or *they*.  **Remember this information when you speak, too.**

See Handbook Section 16

Part 1

Underline the subject of each sentence. Decide whether it names one thing or more than one thing. Circle the verb in () that fits in each sentence.

1. Gorillas (live/lives) in groups in the rainforests of Africa.
2. An adult male gorilla (live/lives) with female gorillas and their young.
3. The male (protect/protects) the group.
4. The group members (find/finds) a new place to sleep each night.
5. Each adult (build/builds) a sleeping nest.
6. A baby (sleep/sleeps) in its mother's nest.
7. Baby gorillas (walk/walks) at the age of five months.
8. A female (care/cares) for her baby for three years.
9. These large mammals (eat/eats) fruit, leaves, and bark.
10. A gorilla (show/shows) affection by combing its fingers through another's fur.



An adult male gorilla

Part 2

Rewrite the sentences using the correct verb form in ().

11. The two-year-old gorilla (play/plays) with her younger sister. _____

12. They (tumble/tumbles) across the forest floor. _____

13. The little sister (run/runs) away. _____
14. She (go/goes) to the river for a drink of water. _____

Part 3

Unscramble each verb in () and write it on the lines. Be sure the verb agrees with the subject. Unscramble the circled letters to answer the question.

15. Two young gorillas ___ ___ in the forest. (yalp)
16. One of them ___ ___ ___ a tree. (lcibms)
17. The other one ___ ___ for something to eat. (shunt)
18. She ___ ___ a yellow treat. (difns)
19. Together they ___ ___ the snack. (hares)
20. It ___ sweet. (atesst)

What do the two gorillas eat? A _____

Name _____

Read and Discover

Action Verbs

Lesson 16

In 1997 Donna Shirley's invention rolled across Mars.
Which word in bold type tells what Donna Shirley's invention did? _____

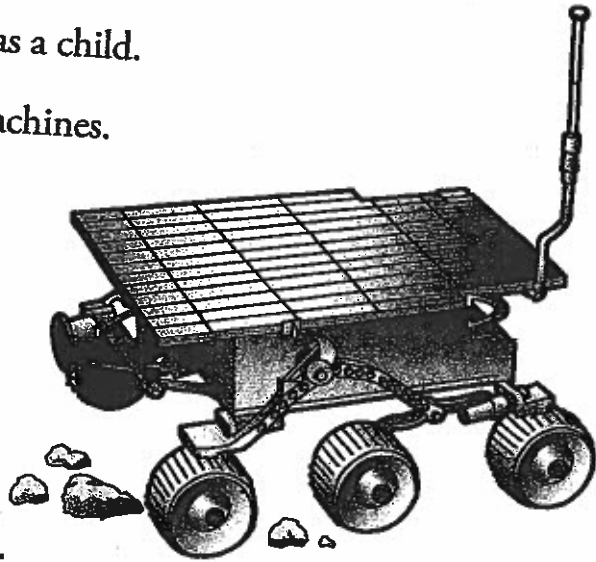
An **action verb** tells what the subject of a sentence does or did.

See Handbook Section 16

Part 1

Circle the word in bold type in each sentence that is an action verb.

1. Donna Shirley loved stars and **planets** as a child.
2. In high school, she **drew** designs for machines.
3. At age sixteen, she **flew** an airplane.
4. Eventually, Donna moved to California for an exciting job.
5. She led a team on a project to send a machine to explore Mars.
6. Shirley **designed** a vehicle for the project.
7. On July 4, 1997, a machine **traveled** on another planet for the first time.
8. The Mars rover **rolled** a few feet across Mars.
9. It **collected** information.
10. The rover sent amazing pictures of Mars back to Earth.



Donna Shirley designed the Mars rover for NASA.

Part 2

Pick three action verbs from the word bank or think of your own. Use the verbs to write three sentences that tell what the Mars rover did. Underline the action verb in each sentence you write.

landed traveled photographed rolled gathered

11. _____

12. _____

13. _____

Part 3

Answer these riddles. Each answer is a boldfaced word from page 43. Write one letter on each blank to make a word.

14. What flies but is not a bird?

___ ○ ___ ○ ○ ___ ○ ___

16. What is a neighbor but is millions of miles away?

○ ○ ___ ___

15. What is round but cannot bounce?

○ ___ ○ ○ ___

Write three action verbs that you can make from the circled letters.

Name _____

Read and Discover

Verbs That Tell About the Past

Lesson 17

Today, Ling and her friend talk on the telephone. Alexander Graham Bell invented the telephone between 1874 and 1876.

Which word in bold type shows that the action happened in the past? _____

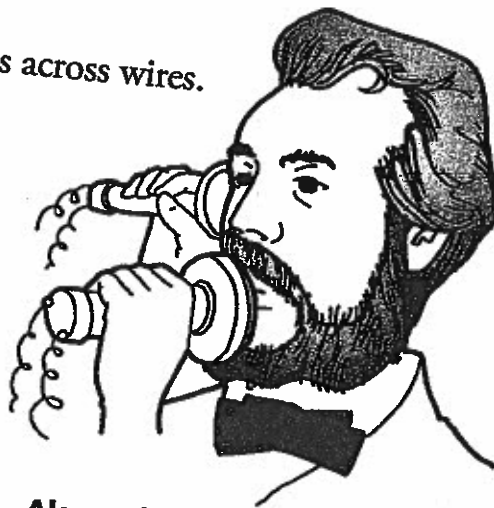
Past tense verbs show that the action happened in the past. Many past tense verbs end in **-ed**.

See Handbook Section 16

Part 1

Circle the verb that fits in each sentence.

1. In 1872, Alexander Graham Bell (**opens/opened**) a school in Boston.
2. He (**trained/trains**) teachers to help deaf children.
3. Bell also (**dreams/dreamed**) of sending sounds across wires.
4. Thomas A. Watson (**helps/helped**) him find a way to do this.
5. Bell and Watson (**work/worked**) for about two years on the invention.
6. They (**call/called**) the invention the telephone.
7. Bell and Watson (**show/showed**) their telephone at a fair in Philadelphia in 1876.
8. One British scientist (**calls/called**) it "the most wonderful thing in America."
9. Yesterday, our class (**visits/visited**) a science museum.
10. At the museum, we (**learn/learned**) how a telephone works.



Alexander Graham Bell was fascinated with sound.

Part 2

Answer these questions about you and your class. Write in complete sentences. Use the past tense form of the underlined verbs.

11. What did you learn this week? _____

12. What games did you play together last week? _____

13. What place did you visit together this year? _____

Part 3

Find seven hidden past tense verbs. Three go across and four go down. Write them on the lines. Circle the ending that shows they are past tense verbs.

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

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

Name _____

Read and Discover

Verbs and Time

Lesson 38

- Long ago, some sailors believed that manatees were mermaids.
- These large, blubbery marine animals live in warm waters

Which sentence tells about something that happened in the past? _____ Circle the last two letters in the boldfaced verb in that sentence.

The **tense** of a verb helps show when an action happens. A past tense verb shows that the action happened in the past. Many past tense verbs end in **-ed**.

See Handbook Section 16

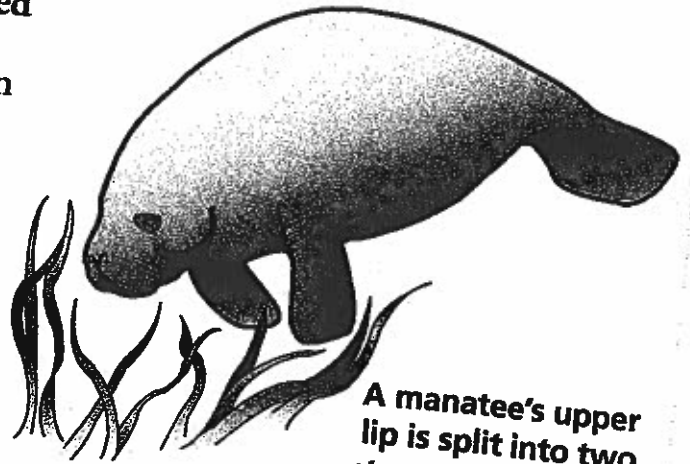
Part 1

The verbs in the paragraphs below are in bold type. Circle each past tense verb. (1–10)

Long ago, many manatees lived in the waters around Florida. They **grazed** on underwater plants. Each day, they ate a pound of food for every 10 pounds of their body weight.

In the 1990s, many manatees died. Boaters **zoomed** through the manatees' habitat at high speeds. Their boats **collided** with the slow-moving manatees. Pollution caused the deaths of other manatees.

Today the manatees still **swim** slowly in shallow water. But laws restrict boaters from going too fast. Boats hit them less frequently now.



A manatee's upper lip is split into two strong muscles that allow it to grab and eat aquatic plants.

Part 2

Rewrite each sentence. Change the underlined verb so it tells about an event that happened in the past.

11. Joan paddles up to the manatee in the lagoon. _____

12. She watches the fearless manatee. _____

13. It moves slowly through the water like an underwater blimp. _____

14. In shallow water, the manatee walks using its flippers. _____

15. The manatee surfaces for air every three or four minutes. _____

Part 3

Circle the past tense form of each of these verbs in the puzzle: *bow, jump, greet, perform, walk, watch.*

D	W	A	T	C	H	E	D	N
E	A	S	P	B	N	L	A	R
R	L	O	Q	E	I	J	S	J
I	K	A	U	B	C	U	G	O
P	E	R	F	O	R	M	E	D
F	D	I	R	W	O	P	D	F
S	G	R	E	E	T	E	D	G
A	N	E	D	D	Q	D	K	H

Name _____

Past and Present Tense Verbs

Verbs can tell about action in the present and the past.

Most past tense verbs end in *-ed*.

Present: walk walks

Past: walked



A. Circle the verb in each sentence. Write **present** or **past** to tell about the verb tense.

1. Fiona waits at the stoplight. _____

2. A police officer directs traffic. _____

3. Many people fill the busy sidewalk. _____

4. Once, Fiona arrived late for her music lesson. _____

5. She missed part of the lesson. _____

6. This week, Fiona enters the class on time. _____

B. Write one sentence with a verb in the present tense and one sentence with a verb in the past tense.

7. Present: _____

8. Past: _____

Read and Discover

Irregular Verbs: Bring, Sing, Ring

Lesson 26

Did you hear the school bell ring?

It rang late!

It has rung late only once before.

Circle the word in bold type that is used with *has*.

Some verbs do not add *-ed* to talk about the past. Their past tense forms are irregular and have **different forms**. Remember this information when you speak, too.

Present

bring(s)

sing(s)

ring(s)

Past

brought

sang

rang

With *have, has, or had*

brought

sung

rung

See Handbook Section 16

Part 1

Circle the word in () that completes each sentence correctly. (1–11)

As soon as the school bell had (rang/rung), Jamaal ran out to the soccer field. He loved soccer so much that he (sang/sung) on his way to practice. Jamaal had (brought/brung) his own ball to school so he could start practicing without waiting for his coach.

Jamaal had a strong kick. When a ball he kicked hit the goalpost, the post (rang/ringed) like a bell. When he sent a pass skimming across the grass, the ball (singed/sang) a humming song. His pal Brian had (bringed/brought) a ball to school sometimes in the past. When he saw that Jamaal always (brang/brought) his ball, Brian no longer (brung/brought) his.

Brian and Jamaal had practiced together a lot and had (sang/sung) songs while doing drills. When Brian (sang/singed), he felt more relaxed. When the coach arrived, she (rang/rung) a bell. That was a signal for the practice to start.

Part 2

Rewrite each sentence so it tells about the past.

12. The doorbell rings. _____

13. Jenny brings me a birthday present. _____

14. The doorbell rings. (This sentence needs *has*.) _____

15. My friends bring birthday presents. (This sentence needs *had*.) _____

16. They sing "Happy Birthday" to me. _____

Part 3

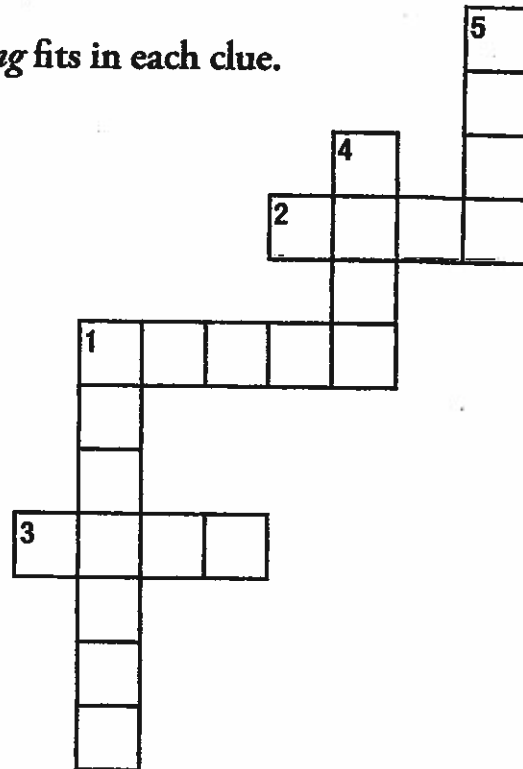
Decide which form of *bring*, *sing*, or *ring* fits in each clue.
Complete the puzzle.

Across

1. They always ___ me the phone.
2. The phone ___.
3. John had ___ the doorbell three times!

Down

1. He ___ me a birthday present.
4. He ___ "Happy Birthday."
5. Dolores had ___ it over the phone.



Name _____


Read and Discover

More Irregular Verbs: Come and Go

Lesson 27

My brother and I went to a powwow yesterday.
We had **gone** to the same gathering last year.

Underline the word in bold type that is used with *had*.

Some verbs do not add -ed to make the past tense. They have **different forms**.  **Remember this information when you speak, too.**

Present

come(s)

go(es)

Past

came

went

With have, has, or had

come

gone

See Handbook Section 16

Part 1

Circle the word in () that completes each sentence correctly.

1. We (went/gone) to a Maidu race at the powwow.
2. Someone had (came/come) early to set out rows of rocks.
3. The runners each (came/come) to the starting line, at the beginning of their row of rocks.
4. Suddenly the runners all (went/gone) full speed toward their farthest rock.
5. Before we could blink, they had (went/gone) past us!
6. They each grabbed their farthest rock and (came/come) back to the starting line.
7. The runners had (came/come) back to drop their rock at the line.
8. In a flash they (went/gone) back for the next farthest rock.
9. Our favorite runner (came/come) back first with her last rock.
10. She (went/gone) home with an award!

Part 2

Write a word from the word bank to complete each sentence correctly. (11–18)

come

came

go

went

gone

Marvin made a kite. He had _____ to the store to get strips of wood and some string. Then he had _____ home to build his kite. He used the string to make a kite shape around the wooden pieces. Next he needed a large piece of strong paper. His mom _____ to the closet and found some heavy paper.

“Perfect!” exclaimed Marvin. He glued the paper to the string. Then he _____ outside to let it dry.

“Mom, _____ here! Look what I’ve made!” Marvin shouted. His mom _____ outside and admired the kite. Then they _____ to the park to try it out. “Look how high it can _____!” Marvin yelled happily.

Part 3

Write a short paragraph about a time you went somewhere to play a game or fly a kite. Tell who else came along. Use the past tense forms of *come* and *go*.

Name _____


Read and Discover

More Irregular Verbs: Give and Take

Lesson 29

I **taken** my first lawn bowling lesson. _____
My grandfather gave me a gift. _____

Put an X by the sentence that uses a form of *give* or *take* incorrectly.

Some verbs do not add *-ed* to make the past tense. They have **different forms**.  **Remember this information when you speak, too.**

Present

give(s)

take(s)

Past

gave

took

With *have, has, or had*

given

taken

See Handbook Section 16

Part 1

Circle the word in () that belongs in each sentence. (1-13)

The gift was wrapped in green paper. I thanked my grandfather, and I (took/taken) the paper off. What was in the box? I (took/taken) a look inside. Wow! My grandfather had (gave/given) me four lawn bowling balls. I (gave/given) my grandfather a high five.

I have (took/taken) the balls to every lesson since then. These balls have (gave/given) me an advantage. I know how each one feels and rolls, so I play better.

How did I learn to play this game? My grandfather (took/taken) me to a match. He (gave/given) me a good sense of what the players were doing. The game began when a small white ball called the jack was rolled down the lawn. Then the players (took/taken) turns trying to roll their ball closest to the jack. Sometimes, though, a player (took/taken) a shot at the other player's ball. One player (gave/given) the other player's ball a knock that sent it to the edge of the lawn! When each player had (took/taken) four shots, the session was over. Players earned points for each ball closer to the jack than the opponent's closest ball. Several sessions were played. The first player with twenty-one points (took/taken) the prize.

Part 2

Write a word from the word bank to complete each sentence correctly.

give gave given take took taken

14. People have _____ lawn bowling seriously for a long time.
15. Historians say the ancient Egyptians _____ this game to the world.
16. Lawn bowling has _____ many different forms. France, Denmark, Italy, and Polynesia have their own ways to play.
17. Long ago, people from England and Scotland _____ this game with them when they left home for America.
18. Lawn bowling was so popular then that settlers _____ many new towns the name *Bowling Green*.
19. Lawn bowling has _____ a different form in Canada. It has become the sport of curling, which is played on ice.

Part 3

Decide which form of *give* or *take* belongs in each sentence.

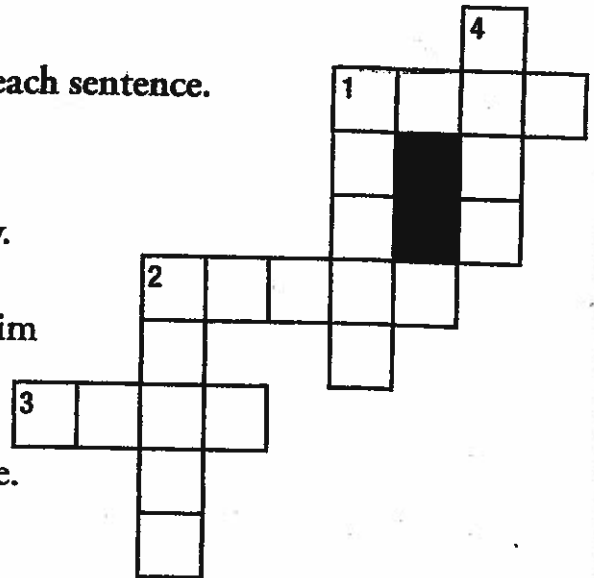
Write the words in the crossword puzzle.

Across

1. I ___ a picture of my grandfather yesterday.
2. He had ___ me a camera.
3. I posted the photo on a photo site. I ___ him the Web address.

Down

1. My sister has ___ pictures since she was five.
2. Grandpa had ___ her a camera.
4. She ___ a picture of her shoes.



Name _____

B15

Read and Discover


More Irregular Verbs: *Eat and Sleep*

Lesson 30

We **slept** in tents during our camping trip. ____

We **ate** hotdogs roasted over the campfire. ____

Put an X by the sentence that uses a form of *eat* or *sleep* incorrectly.

Some verbs do not add *-ed* to make the past tense. They have **different forms**.  **Remember this information when you speak, too.**

Present

eat(s)

sleep(s)

Past

ate

slept

With *have, has, or had*

eaten

slept

See Handbook Section 16

Part 1

Look at the verb in **bold type** in each sentence. Write *X* after the sentence if it is incorrect.

1. It was warm during the day, but it got cold outside while we **sleep**. ____
2. We **slept** in sleeping bags to stay warm. ____
3. I have **slept** under the stars many times. ____
4. Sometimes I think I **sleep** better outside than I do inside! ____
5. I like to **eaten** dinner outside, too. ____
6. We **ate** and told stories around the campfire every night of our trip. ____
7. I have **ate** very good meals while camping. ____
8. During one camping trip, we **eat** fish that we caught from the river! ____
9. It was the best fish I have **eaten** in my life! ____

Part 2

Rewrite correctly the sentences you identified as incorrect on page 77.

- 10. _____
- 11. _____
- 12. _____
- 13. _____
- 14. _____

Part 3

Circle the word that belongs in each sentence. Then add more words to complete the sentences.

Past

- 15. Yesterday I (slept/sleep) _____.
- 16. Yesterday I (ate/eat) _____.

Present

- 17. Every day I (ate/eat) _____.
- 18. Every day I (slept/sleep) _____.

With *have, has, or had*

- 19. I have (ate/eaten) _____.
- 20. I have (sleep/slept) _____.

Name _____

PS 17



- Read the passage and choose the word or group of words that belongs in each space. Fill in the oval for the correct answer.

Yesterday a store owner (1) _____ to talk to our class. I had (2) _____ her store on College Street. She (3) _____ maps and globes. She (4) _____ it was exciting to start a business. She has (5) _____ hard to make it a success.

- 1 came
 comes
 coming
 come

- 2 saw
 see
 seeing
 seen

- 3 selles
 selling
 selled
 sells

- 4 sayd
 say
 said
 saying

- 5 tryed
 tried
 tries
 trying

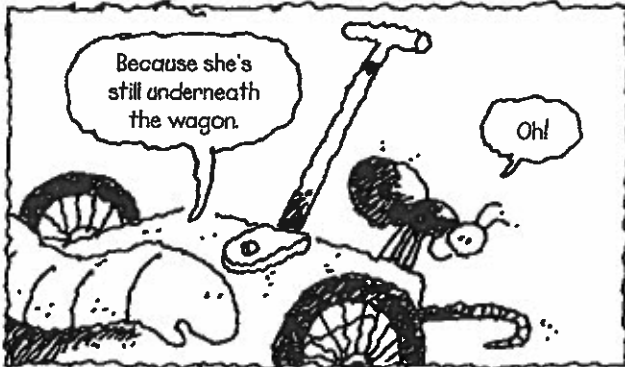
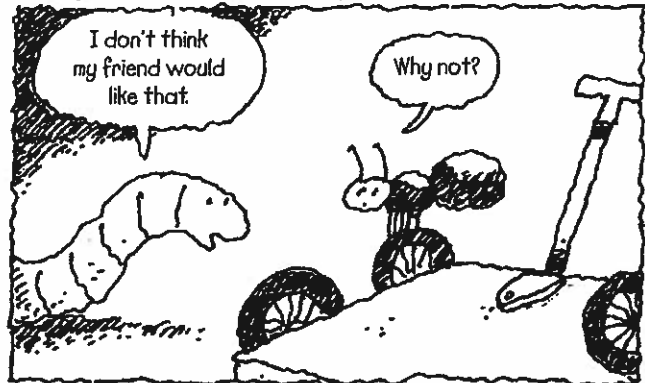
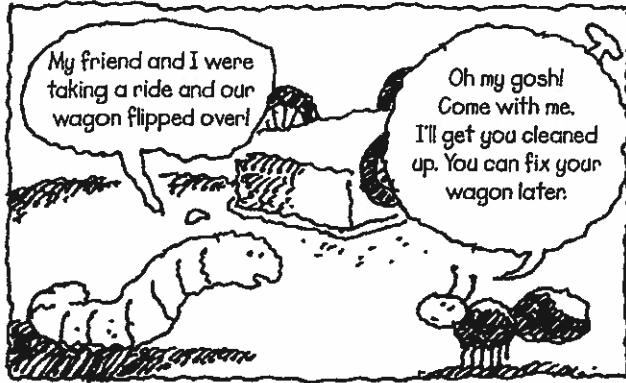
Circle the Verbs

Circle the verbs in the following sentences.

1. The dog slept under the bed.
2. Who is knocking on the door?
3. She ate the last cookie.
4. The car passed the house and stopped at the corner.
5. They will sing and dance in the show.
6. We met our friends at the movie theater.
7. Emma wants apples, but they only have pears.
8. The two children only talk when they are near the school.
9. The corn grew and grew until it was over the farmer's head.
10. Why did you lock the back door?

Name: _____

FIX YOUR WAGON featuring Squirmy and Ant Betty



YOU ANSWER IT!

Take action! Help rescue Molly. Then find all the verbs in the cartoon above.

GRAMMAR WORKSHOP



.....
What is a verb? A verb is a word that shows action or indicates a state of being. Some verbs are helping verbs that go along with other verbs.

Action verb:
 The wagon flipped over.

Mental action:
 Molly worried all day.

Verb of being:
 Squirmy was tired.

Helping verb:
 Molly must escape.

Circle the verb in each sentence. On the line provided, identify each verb as an action verb or a verb of being.

1. Molly and Ant Betty planned a ride to town. _____
2. On the way, just outside of town, the road curved sharply. _____
3. Molly and Ant Betty spilled over. _____
4. "Yow!" Ant Betty cried. _____
5. No one was hurt. _____

Write a verb in the space to complete each sentence.

6. After the wagon crash, Squirmy _____ into town to get supplies.
7. At the store, Squirmy _____ bandages and peanut butter sandwiches.
8. Squirmy _____ back to see how Molly was.

Name _____



Choosing the
correct verb

Banana-Rama



Color the word that is missing from each sentence.

1. We _____ a spelling test yesterday. taked took
2. There _____ frost on the ground. was were
3. Tommy _____ the Statue of Liberty. seen saw
4. How _____ elephants are at the zoo? much many
5. Claire _____ her lizard to school. brought brang
6. Have you _____ my dog? seen saw
7. Alyssa _____ a new pair of skates. gots has
8. You _____ supposed to finish your work. are is
9. We _____ standing near a snake! were was
10. They _____ a pig in the mud. seen saw
11. We _____ our winter boots. wore weared
12. Is she _____ to come over? gonna going
13. _____ your cat climb trees? Do Does
14. Rosie _____ cookies to the bake sale. brang brought



Name: _____

Verb Tense Stories

The story below is written in the present tense with the action happening now. Circle the verbs. Write each one in the past tense form. Then rewrite the story using the past tense verbs.

The Playground

It is time for recess. I am on the playground with my friends. First, we play hopscotch. Next, we throw a ball. Later, we see the swings, and we race over to them. I pump my swing faster and higher than my friends Jennifer and Peter. We get off and run to the slide. We have to wait in line for the slide. When my turn finally comes, I climb to the top of the ladder and sit down on the slide. I push off with my hands and go down very fast. I laugh because it is fun. Then the bell rings. I quickly drink some water and wave goodbye to Jennifer and Peter.

Past tense form of the verbs:

1. _____

8. _____

15. _____

2. _____

9. _____

16. _____

3. _____

10. _____

17. _____

4. _____

11. _____

18. _____

5. _____

12. _____

19. _____

6. _____

13. _____

20. _____

7. _____

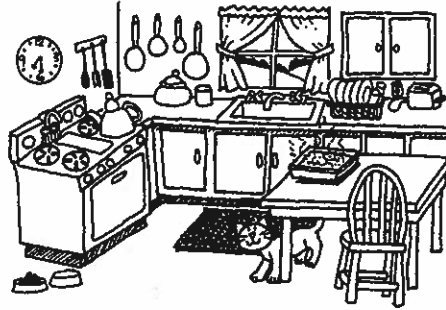
14. _____

Rewrite the story using the past tense verbs.

Name _____

► Fill in the blank with an action verb.

1. Leah _____ fresh coffee cake.
2. Papa _____ the pigs and some of the cattle.
3. Mama _____ dishwater on her petunias.
4. Leah _____ her pony.



► Find the action verb in each sentence, and write it on the line.

5. The neighbors said good-bye. _____
6. Papa borrowed money from the bank. _____
7. Leah clutched her dollar. _____
8. She bought the tractor. _____

► Choose two verbs from the box. Use each verb you choose in a sentence of your own.

dried	ruined	planted	saved
-------	--------	---------	-------

9. _____

10. _____

Harcourt

Name _____

Irregular verbs do not form the past tense by adding **-ed**. They change their form.

IRREGULAR VERBS

A. In each sentence, underline the past tense of the verb in (). Then, write the past-tense verb on the line.

1. Jessi told Jackie to be ready early. (tell) _____
2. He was nervous about his science fair project. (is) _____
3. Jackie's friends came to the table. (come) _____
4. They saw the volcano there. (see) _____
5. Jackie knew his speech by heart. (know) _____
6. The sign on the exhibit fell over. (fall) _____
7. The teacher lit the match for Jackie. (light) _____
8. Jackie threw his hands into the air. (throw) _____

B. Complete each sentence. Write the correct verb on the line.

fell threw saw knew

1. Jackie _____ all about volcanoes.
2. He once _____ a real volcano.
3. It _____ ashes and fire into the air.
4. The ashes _____ all over the ground.

C. Complete each sentence. Use the past form of *know* in one and the past form of *tell* in the other.

1. When I was five, I _____
2. My brother _____

Irregular verbs do not form the past tense by adding -ed. They change their form.

IRREGULAR VERBS

A. Complete each sentence. Write the past form of the verb in ().

1. Erin _____ dry lima beans at the store. (buy)
2. Her family _____ lima beans for dinner. (eat)
3. Erin _____ six lima bean plants for the science fair. (grow)
4. She _____ her project on Saturday. (begin)
5. Erin _____ three plants water and light. (give)
6. The other plants _____ all day in a dark closet. (sit)

B. Circle the past-tense form of the verb in () to complete each sentence.

1. The judges (come, came) to Erin's table.
2. She (won, win) a blue ribbon.
3. Erin's family (went, go) to the fair.
4. One lima bean plant (is, was) 6 inches tall.
5. Two plants (fall, fell) over in the pot.
6. Erin (said, say), "I learned a lot."

C. Write a sentence about growing something. Use a past-tense irregular verb in your sentence.

Name _____

Action verbs are words that tell what the subject of the sentence does.

ACTION VERBS

A. Underline the action verb in each sentence.

1. The villagers cheered loudly.
2. They added flavor to the cheese.
3. Please give them the milk.
4. He serves the cheese.
5. He emptied the buckets.

B. Circle the action verb in () that paints a more vivid picture of what the subject is doing.

1. The villagers (walked, paraded) across the floor.
2. Father (whispered, talked) to the baby.
3. The puppy (ate, gobbled) down his food.
4. The girl (skipped, went) to her chair.
5. The ball (fell, bounced) down the stairs.

C. Write an action verb from the box to complete each sentence.

whispered laughed sighed

1. We _____ at the playful kittens.
2. She _____ deeply and fell asleep.
3. Megan _____ to her friend in the library.

Action verbs are words that tell what the subject of the sentence does. Some action verbs help to paint a clearer picture in the reader's mind.

ACTION VERBS

A. On the line, write the action verb in () that paints a clearer picture.

1. A squirrel _____ an acorn. (took, snatched)
2. It _____ the acorn open. (cracked, broke)
3. The squirrel _____ the nut. (nibbled, ate)
4. Then it _____ up the tree. (went, scrambled)

B. Circle each verb in the sentences below. Then write the verb from the box that gives a livelier picture of the action.

shouted honked ran bounced grabbed

1. The bus driver blew the horn. _____
2. The girl got her books. _____
3. She said, "Good-bye," to her family. _____
4. She went to the bus. _____
5. The bus moved down the bumpy road. _____

C. Write two sentences that show action. Use the verb *dashed* in the first sentence. Use the word *tiptoed* in the second sentence. Underline the verbs.

1. _____
2. _____

ACTION VERBS

A. Fill in the bubble next to the action verb in each sentence.

1. Crystal's whole family arrived for dinner.
 dinner
 family
 arrived
2. Her grandmother hugged everyone.
 grandmother
 hugged
 everyone
3. Her aunt and uncle roasted a huge turkey.
 roasted
 turkey
 huge
4. Everyone ate the delicious meal.
 ate
 Everyone
 meal
5. They cheered for the cooks!
 cooks
 They
 cheered

B. Read each sentence. Fill in the bubble next to the more vivid verb.

1. The puppy _____ after the ball.
 went
 chased
2. She _____ all around the house and yard.
 dashed
 went
3. A yellow cat _____ through the wooden fence.
 looked
 peeked
4. Then the puppy _____ high into the air.
 leaped
 moved
5. She _____ the ball.
 got
 grabbed

Spelling

Week 1

Unit 31 words.

5/4- Complete page 1 of the packet.

5/5- Complete pg. 2 of the packet and page 204 of Spelling workbook.

5/6- Complete pgs. 3&4 of the packet, and page 205 of Spelling workbook.

5/7- Complete pgs. 5 &6 of the packet and pg. 206 of Spelling workbook.

5/8- Complete pg. 7 of the packet and take online spelling test.

Week 2

Unit 32 words

5/11- Complete page 1 of the packet.

5/12- Complete pg. 2 of the packet and page 210 of Spelling workbook.

5/13- Complete pgs. 3&4 of the packet, and page 211 of Spelling workbook.

5/14- Complete pgs. 5 &6 of the packet and pg. 212 of Spelling workbook.

5/15- Complete pg. 7 of the packet and take online spelling test.

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. As you work with your child to practice this week's spelling words, try the following activity.

Create flash cards for the vowels **a, e, i, o, u**. Make two more cards for the **s** and **es** plural endings. Place the cards faceup in front of your child. Shuffle the order of the spelling words and read each word aloud. Have your child repeat the word, then choose the card for the plural ending **s** or **es** and the other vowel that occurs in that word. Have your child write the word.

Example:

branches (a and es, branches)

1. *flags* flags
2. *inches* inches
3. *dresses* dresses
4. *pies* pies
5. *bushes* bushes
6. *classes* classes
7. *apples* apples
8. *colors* colors
9. *drums* drums
10. *branches* branches
11. *things* things
12. *buses* buses
13. *benches* benches
14. *tracks* tracks
15. *brushes* brushes

Name _____

My School Word List

1. flags
2. inches
3. dresses
4. pies
5. bushes
6. classes
7. apples
8. colors
9. drums
10. branches
11. things
12. buses
13. benches
14. tracks
15. brushes

Word Sort Practice

Unit 31

Name _____

WORD SORT

Use your Unit 31 Word List to complete the Word Sort.

add -s	add -es

Name: _____

Date: _____

unit 31

Alphabetize

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

- 1) classes
- 2) drums
- 3) buses
- 4) apples
- 5) tracks
- 6) bushes
- 7) dresses
- 8) things
- 9) inches
- 10) benches
- 11) pies
- 12) colors
- 13) branches
- 14) flags
- 15) brushes

Name: _____

Date: _____

unit 31

WhichWord? Definitions

Pick the correct word that belongs to the definition.

- | | |
|--|---|
| 1) round, red, or yellow tree fruit | 6) food with a crust surrounding a filling |
| A. apples | A. pies |
| B. inches | B. things |
| C. dresses | C. bushes |
| D. drums | D. dresses |
| 2) distinctive pieces of cloth used as symbols | 7) to clean or groom using a tool with bristles |
| A. flags | A. benches |
| B. things | B. brushes |
| C. brushes | C. bushes |
| D. pies | D. apples |
| 3) one-piece garments with skirt bottoms | 8) units used to measure length |
| A. things | A. pies |
| B. apples | B. things |
| C. drums | C. drums |
| D. dresses | D. inches |
| 4) unnamed objects, entities, or ideas | 9) a secondary limb growing from a tree |
| A. brushes | A. classes |
| B. buses | B. colors |
| C. classes | C. drums |
| D. things | D. branches |
| 5) different hues | 10) long seats for two or more people |
| A. bushes | A. branches |
| B. colors | B. things |
| C. buses | C. inches |
| D. apples | D. benches |

Name: _____

Date: _____

unit 31

WhichWord? Definitions

Pick the correct word that belongs to the definition.

11) large vehicles designed to carry many people

- A. apples
- B. benches
- C. buses
- D. tracks

12) shrubs often used in landscaping as hedges

- A. buses
- B. bushes
- C. drums
- D. dresses

13) pathways for trains

- A. tracks
- B. colors
- C. inches
- D. buses

14) organized learning courses, groups of students

- A. dresses
- B. classes
- C. things
- D. flags

15) percussion instruments played by hand or stick

- A. drums
- B. tracks
- C. branches
- D. dresses

Teacher: Calyta Phillips

List: unit 31

SpellingCity.com - Sentence Writing Practice

Write a sentence for each word on your list.

flags

pies

apples

colors

drums

things

tracks

inches

dresses

bushes

classes

branches

buses

benches

brushes

PK

Name _____

inches	dresses	classes	colors	branches
things	buses	tracks	flags	pies
bushes	apples	drums	benches	brushes

Add **-s** or **-es** to make each base word plural. Write the spelling word.

- | | | | |
|-----------|-------|-----------|-------|
| 1. apple | _____ | 2. track | _____ |
| | ----- | | ----- |
| | _____ | | _____ |
| 3. flag | _____ | 4. thing | _____ |
| | ----- | | ----- |
| | _____ | | _____ |
| 5. color | _____ | 6. inch | _____ |
| | ----- | | ----- |
| | _____ | | _____ |
| 7. brush | _____ | 8. bus | _____ |
| | ----- | | ----- |
| | _____ | | _____ |
| 9. branch | _____ | 10. bush | _____ |
| | ----- | | ----- |
| | _____ | | _____ |
| 11. dress | _____ | 12. class | _____ |
| | ----- | | ----- |
| | _____ | | _____ |
| 13. drum | _____ | 14. bench | _____ |
| | ----- | | ----- |
| | _____ | | _____ |
| 15. pie | _____ | | |
| | ----- | | |
| | _____ | | |

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. As you work with your child to practice this week's spelling words, try the following activity.

Pronounce a word and have your child spell the word and use it in a sentence. Encourage your child to make up a sentence that shows the meaning of the word.

Example:

My **hobbies** are collecting action figures and climbing rope.

1. *party* party
2. *baby* baby
3. *fairy* fairy
4. *parties* parties
5. *spy* spy
6. *babies* babies
7. *spies* spies
8. *fairies* fairies
9. *mystery* mystery
10. *factories* factories
11. *mysteries* mysteries
12. *hobby* hobby
13. *factory* factory
14. *ruby* ruby
15. *hobbies* hobbies

Name _____

My School Word List

1. party
2. baby
3. fairy
4. parties
5. spy
6. babies
7. spies
8. fairies
9. mystery
10. factories
11. mysteries
12. hobby
13. factory
14. ruby
15. hobbies



Word Sort Practice

Unit 32

Name _____

WORD SORT

Use your Unit 32 Word List to write the plural of each base word.

butterfly

sky

party

baby

fairy

spy

mystery

factory

hobby

ruby

lady

buddy

cavity

strawberry

Name: _____

Date: _____

unit 32

Alphabetize

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

- 1) baby
- 2) mystery
- 3) babies
- 4) fairy
- 5) factories
- 6) parties
- 7) hobby
- 8) ruby
- 9) fairies
- 10) hobbies
- 11) party
- 12) factory
- 13) spy
- 14) spies
- 15) mysteries

Name: _____

Date: _____

unit 32

WhichWord? Definitions

Pick the correct word that belongs to the definition.

1) pursuits performed for fun or relaxation

- A. mysteries
- B. hobbies
- C. party
- D. fairy

6) watches in secret

- A. party
- B. hobby
- C. spies
- D. hobbies

2) small mythical being with a human form

- A. hobby
- B. mysteries
- C. ruby
- D. fairy

7) very young children

- A. spies
- B. ruby
- C. babies
- D. baby

3) something that is unexplained, secret

- A. parties
- B. fairies
- C. party
- D. mystery

8) a fun event or celebration

- A. spy
- B. mysteries
- C. party
- D. hobbies

4) building with facilities for manufacturing

- A. factory
- B. spy
- C. parties
- D. factories

9) things that baffle or elude understanding

- A. ruby
- B. mysteries
- C. spy
- D. hobbies

5) activity one enjoys in their spare time

- A. babies
- B. mystery
- C. spy
- D. hobby

10) celebrations or fun events

- A. mysteries
- B. parties
- C. factory
- D. party

Name: _____

Date: _____

unit 32

WhichWord? Definitions

Pick the correct word that belongs to the definition.

11) places where products are mass-produced

- A. ruby
- B. factories
- C. baby
- D. fairies

12) a red-colored gemstone

- A. ruby
- B. mysteries
- C. babies
- D. factories

13) a person who finds out secret information

- A. hobbies
- B. party
- C. fairy
- D. spy

14) small flying good-natured imaginary creatures

- A. hobby
- B. fairies
- C. mystery
- D. factory

15) an infant or very young child

- A. fairy
- B. hobby
- C. baby
- D. mystery

SpellingCity.com - Sentence Writing Practice

Write a sentence for each word on your list.

party

parties

baby

babies

spy

spies

fairy

fairies

mystery

mysteries

factory

Name _____

party	baby	fairy	parties	spy
babies	spies	fairies	mystery	factories
mysteries	hobby	factory	hobbies	

Write the base word. Change **y** to **i** and add **-es** to write the plural.

- 1. party _____
- 2. mystery _____
- 3. fairy _____
- 4. spy _____
- 5. factory _____
- 6. baby _____
- 7. hobby _____

Bible

Week 1 and Week 2

In your Bible readers, read pgs. 87-95. Complete Daniel packet. This packet is due on 5/18.

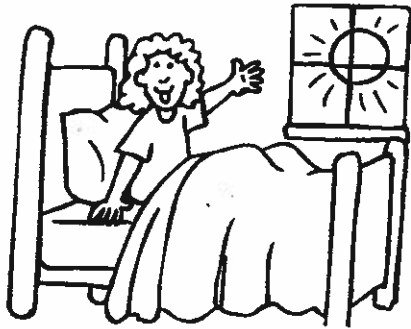
D

Name _____

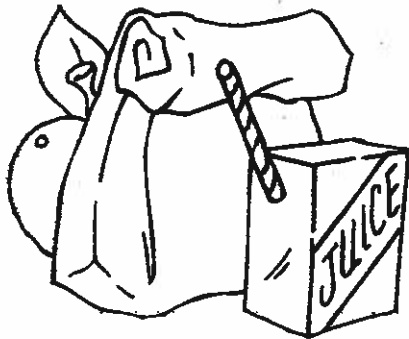
Time to Pray

You can pray many times each day—just like Daniel. Color the pictures. Cut out the clocks at the bottom of the page. Paste them in the matching boxes.

6:00



8:30



12:00

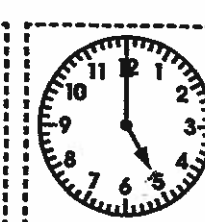
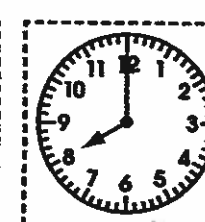
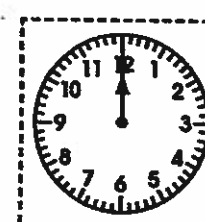
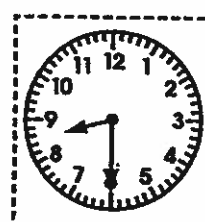
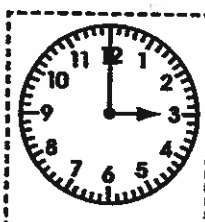
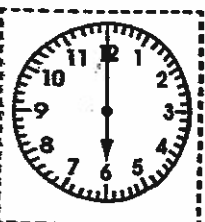
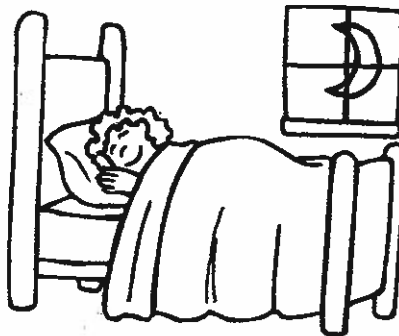


3:00

5:00



8:00



D

Name _____

D Is for Daniel

Color the lions that contain letters that spell DANIEL.



Trace and write.

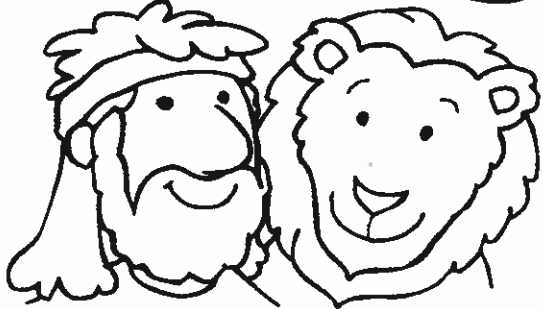
Daniel

D

Daniel

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

DANIEL



1



I can pray to God—just like Daniel.

2



I can love God—just like Daniel.

3



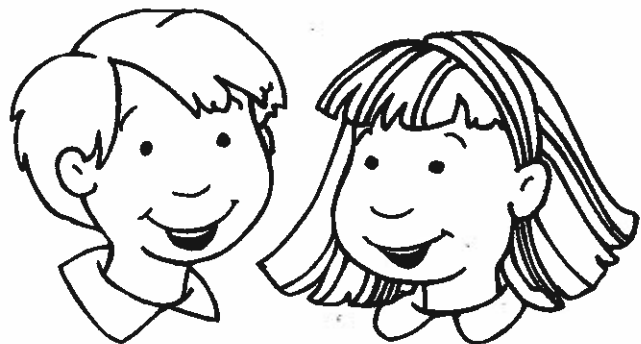
I can be brave—just like Daniel.

4



I can trust God—just like Daniel.

5



I can do all these things because God is always with me!

6

D

Daniel in the Lions' Den

Daniel was a good man and a prophet from God. Daniel prayed to God three times every day.

King Darius gave Daniel a very important job. The king liked Daniel a lot.

Some evil men were jealous of Daniel. They made a plan to trick the king into making a new law that would get Daniel into trouble. The new law said: "You can't pray to any god except the king. If anyone does, he will be killed."

The king passed the law. But Daniel was brave. He still prayed only to God three times a day. Daniel trusted God.

When the evil men saw that Daniel still prayed to God, they told the king. The king liked Daniel. He didn't want to have him killed, but he knew that he had to follow his own law. So Daniel was taken to the lions' den and thrown in. The king said to Daniel, "I hope your God rescues you from the lions!"

That night, the king couldn't sleep. He was worried about Daniel. In the morning, the king ran to the den of lions and called out, "Daniel, was your God able to save you?" Daniel answered, "God sent his angel to shut the mouths of the lions. They haven't hurt me because God knows I have done no wrong."

The king had Daniel taken out of the lions' den and the evil men who got Daniel into trouble were thrown in.

After that, the king wrote a letter. He said that everyone must worship Daniel's God for He is the true God.

Questions for Discussion

- Who liked Daniel?
- What did the king give Daniel?
- Who tricked the king?
- What was the king's new law?
- How did God take care of Daniel?

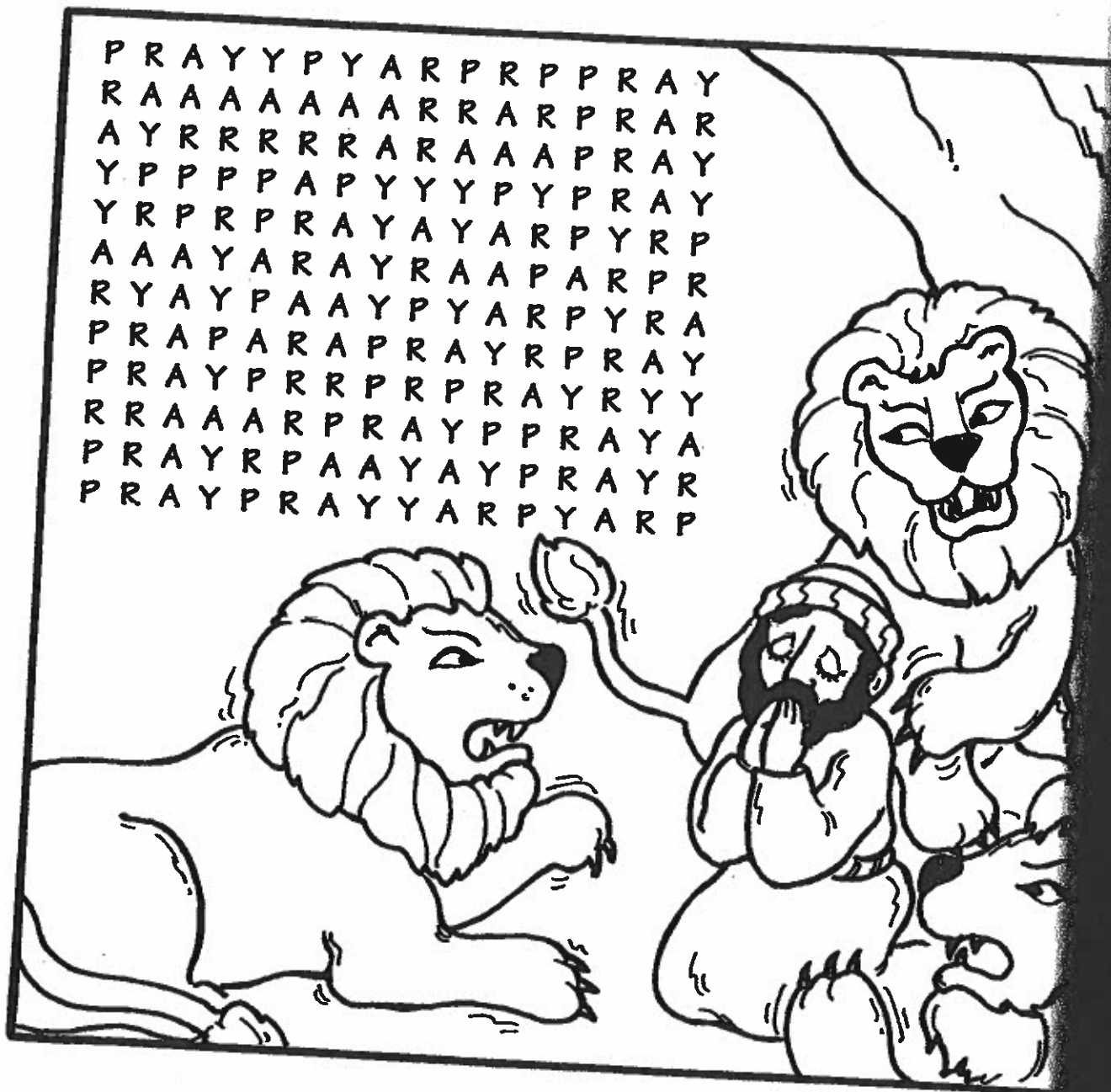


Name _____

Daniel in the Lions' Den

Read **Daniel 6** and **Hebrews 11:32-33**. King Darius enforced a decree that anyone who prayed to any god or man except him would be put into a den of lions. Daniel trusted God and God sent his angel to shut the mouths of the lions.

Circle the word pray in the puzzle as many times as you can. (It is in the puzzle 54 times)
The word can be found across, down, diagonally, and backward.

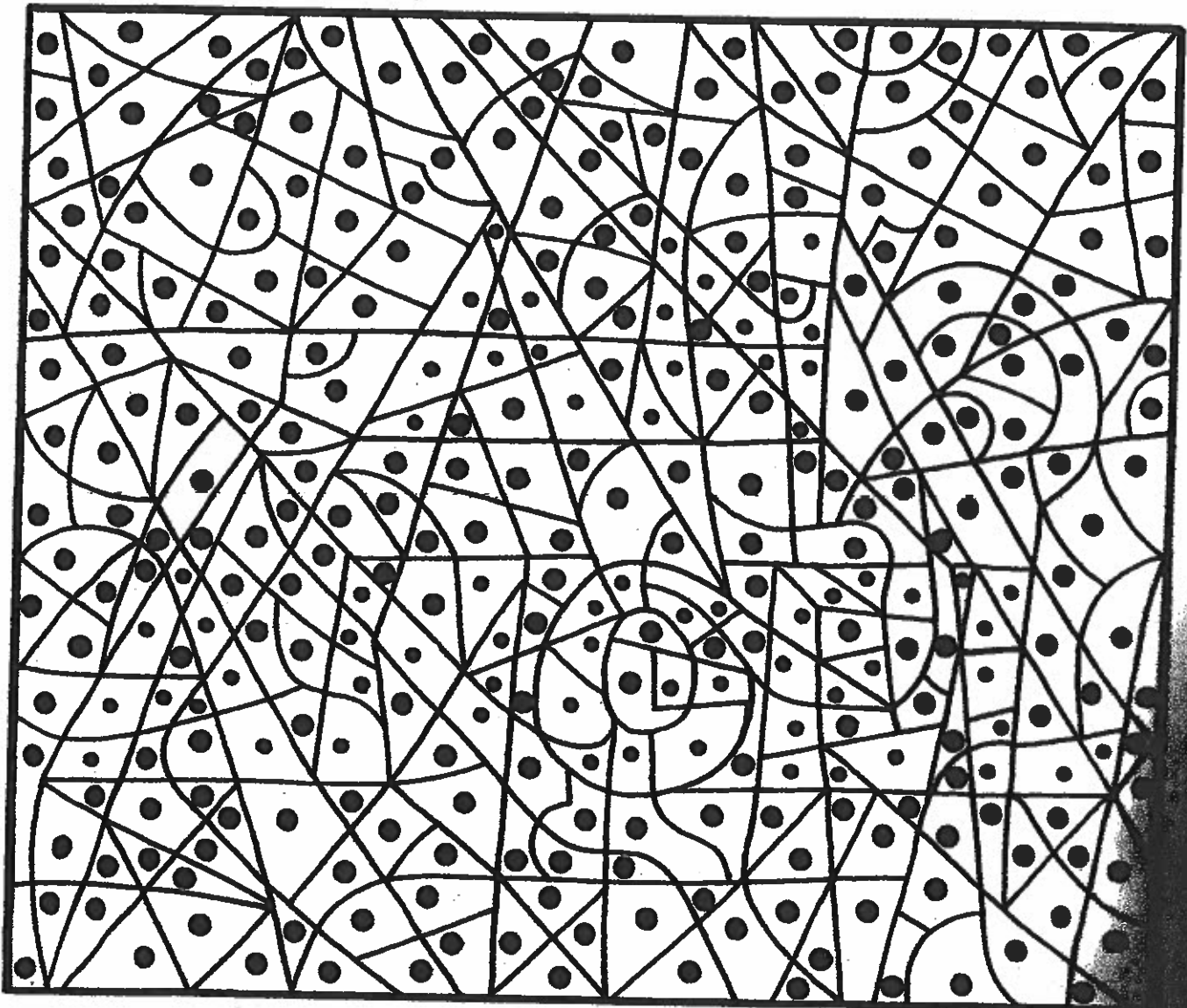


Name _____

Daniel in the Lions' Den

Read **Daniel 6** The Bible tells us that someone had a hard time sleeping the night Daniel was in the lions' den. But, guess what? It wasn't Daniel; it was the king who sent him there! What made the difference? Daniel knew the Lord, and the king didn't!

Color the shapes with ● one color and the shapes with ● another color. Find out who God sent to close the lions' mouths.



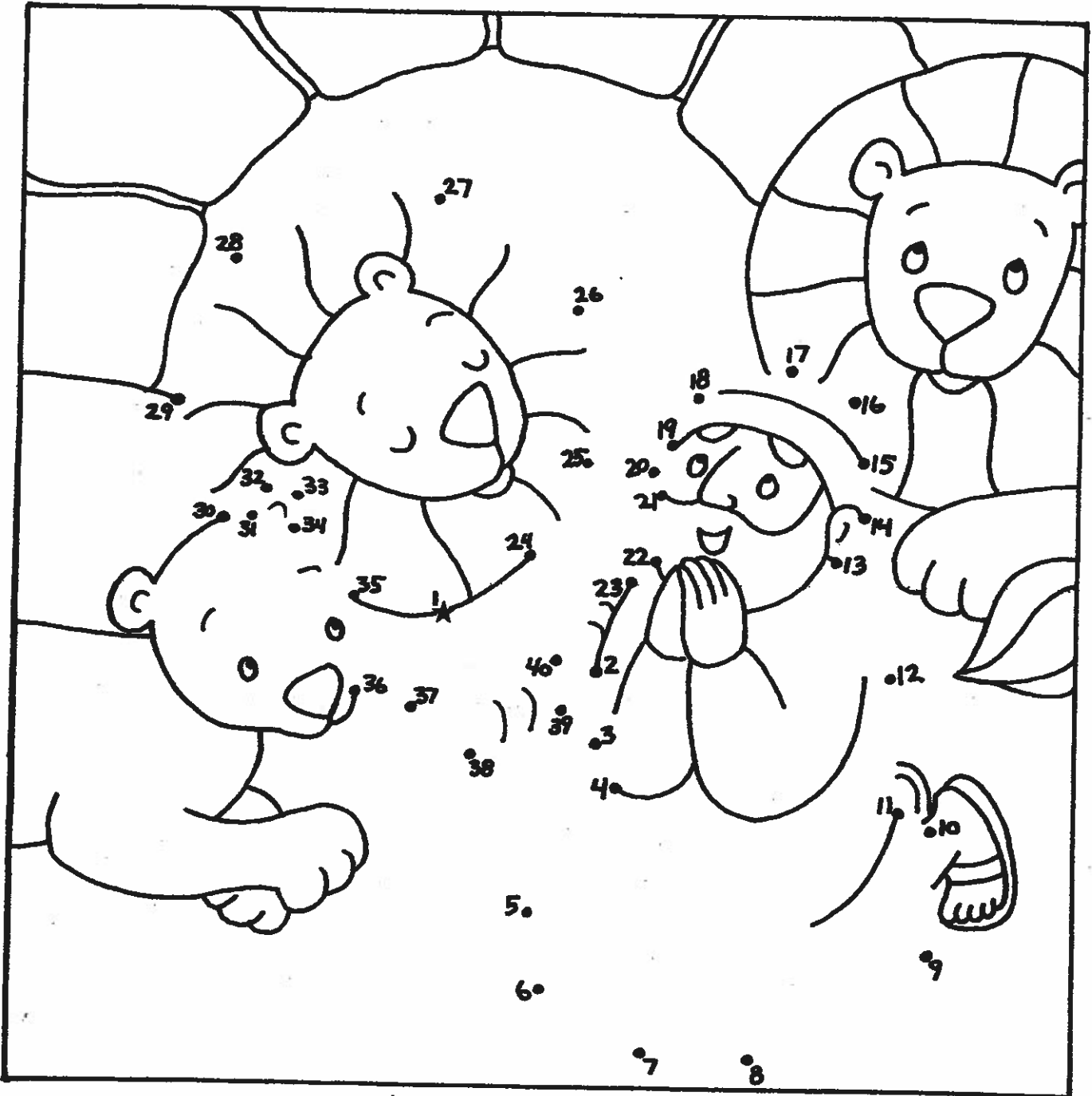
Name _____

True to God

Daniel 6

Daniel kept praying even when the king and the law told him not to pray. When the king tried to punish Daniel, the Lord protected him from the hungry lions.

Dare to be like Daniel!



History

Week 1

5/4- Review chapters 1&2. Answer the following journal questions: How would you describe Lincoln's early years? Give evidence to support your opinion. Write me a 4 sentence paragraph. Your topic sentence should start off... I would describe Lincoln's early years as...

This paragraph should be written using complete sentences and have at least one example from the book to support your description. This is a graded assignment.

5/5- Complete activity 12 in Reading Comp. Journal. This is a 2-page interactive.

5/6- Complete activities 13 and 14 in Reading Comp. Journal. These are each 2 page interactives.

5/7- Read chapter 3. Complete the vocabulary worksheet Interesting Words.

5/8- Free day.

Week 2

5/11- Read chapter 4. Complete vocabulary worksheet Interesting Words.

5/12- Review Ch. 3 &4. Complete summary on chapters 3 &4.

5/13- Read Ch. 5. Complete vocabulary worksheet Interesting Words. Complete Think About It worksheet. Fill in 3 of the 7 bubbles.

5/14 & 5/15 - Free days.

Name: _____

Date: _____

Abraham
Lincoln

Journal Question - How would you describe Lincoln's early years? Give evidence to support your description.

I would describe Lincoln's early years as

Please check spelling & grammar.
Please write at least 3-4 sentences.

Reading Comprehension Interactive Journal

40

Interactive Reading Comprehension Activities!



strong

welcoming

nervous

Activity 3 PRACTICE

Character Traits

FOLLOW DIRECTIONS

The New Kid

Henry watched Chris, the new boy at school, as he sat by himself during recess. Chris was staring down at the ground shyly. It was the middle of the school year. Henry was sure Chris was feeling nervous on his first day. It wasn't easy being the new kid.

Henry knew all about that. He had once been the new kid in school. He thought his first day would never end. But a boy named Joey had come up to him and asked him to play baseball. It had made him feel welcome. All Chris needed was someone to make him feel welcome.

When it was time to choose kickball teams, Henry said, "I want Chris on my team."

Chris turned around. "Me?" he asked, confused. Henry nodded, and Chris ran over with a big smile on his face.

During the game, Chris kicked the ball, sending it soaring across the playground. "Great kick, Chris!" Henry said. "Welcome to our school!"

ADDITIONAL DIRECTIONS: Place strips in the correct pockets.

kind

friendly

shy

Henry

Chris

Reading Comprehension

Interactive Journal

40

Interactive Reading Comprehension Activities!



strong

welcoming

nervous

Activity 3 PRACTICE

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During the game, Chris kicked the ball, sending it soaring across the playground. "Great kick, Chris!" Henry said. "Welcome to our school!"

ADDITIONAL DIRECTIONS

kind

friendly

shy

Henry

Chris



Place the strips in the correct pockets.

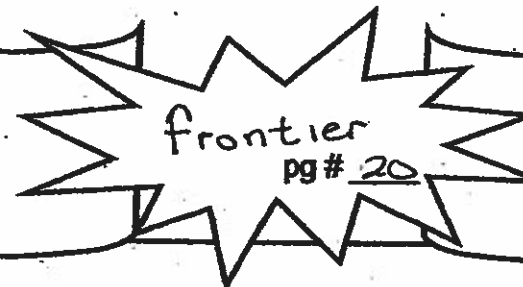
Name _____

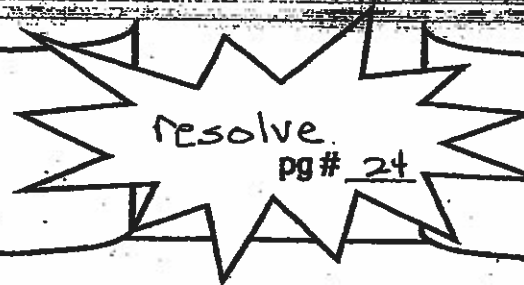
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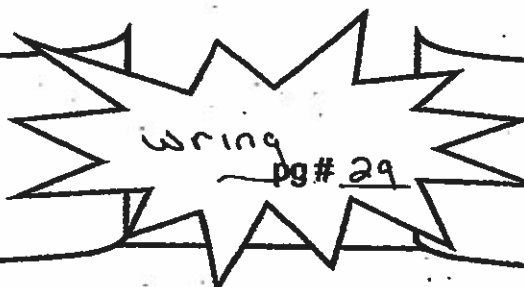
Interesting Words

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 3 - A Member of Congress

What I think it means	 <p>frontier pg # 20</p>	Dictionary definition
My sentence		

What I think it means	 <p>resolve pg # 24</p>	Dictionary definition
My sentence		

What I think it means	 <p>wring pg # 29</p>	Dictionary definition
My sentence		

Frid - Fre

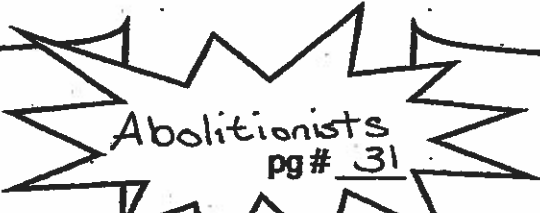
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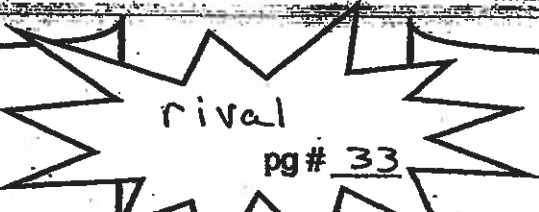
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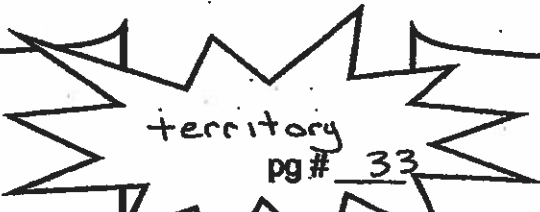
Interesting Words

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 4 - The Great Debater

What I think it means	 <p>Abolitionists pg # 31</p>	Dictionary definition
My sentence		

What I think it means	 <p>rival pg # 33</p>	Dictionary definition
My sentence		

What I think it means	 <p>territory pg # 33</p>	Dictionary definition
My sentence		

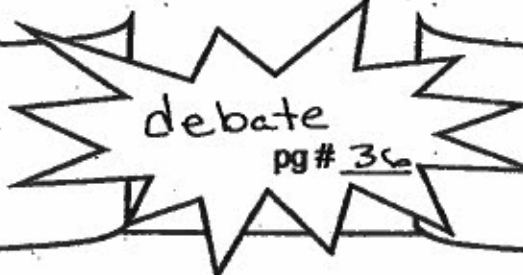
Name _____

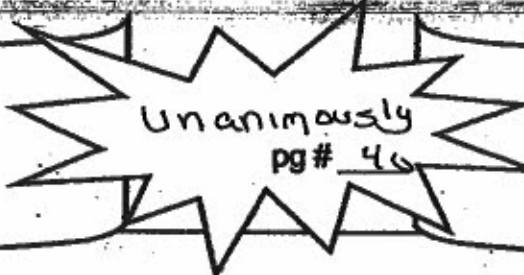
Date _____

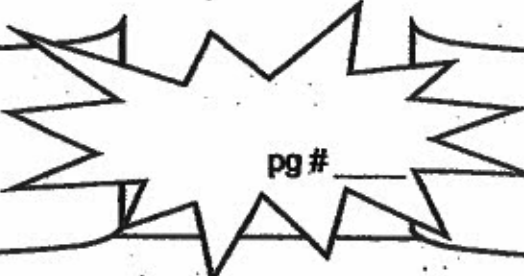
Interesting Words

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 4- The Great Debater

What I think it means	 <p>debate pg # 36</p>	Dictionary definition
My sentence		

What I think it means	 <p>unanimously pg # 46</p>	Dictionary definition
My sentence		

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

Name _____

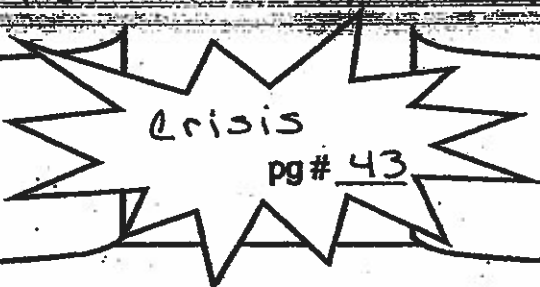
Date _____

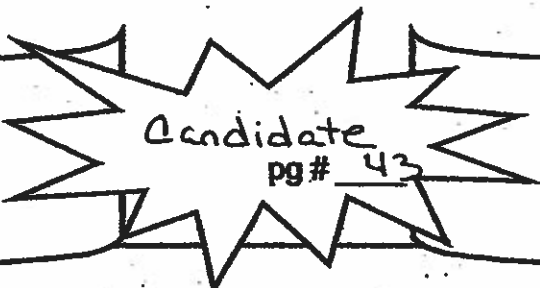
Interesting Words

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 5- Mr. President

What I think it means	 <p>dignified pg # 41</p>	Dictionary definition
My sentence		

What I think it means	 <p>Crisis pg # 43</p>	Dictionary definition
My sentence		

What I think it means	 <p>Candidate pg # 43</p>	Dictionary definition
My sentence		

Name _____

Date _____

Think About It

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

Title or Chapter Chapter 5

I think

I know

I don't like

I am glad that

I like

I hope

I wonder

Science

Week 1

5/4- Read B42- B45. Complete pg. 2 of the science packet, How the Animals Get Their Food.

5/5 and 5/6 Free day.

5/7- Read B48-B51. Complete worksheet, What Are Food Chains.

5/8- Free day.

Week 2

5/11- Read B54- B57. Answer the worksheet, What Are Food Webs.

5/12- Complete worksheet, Recognizing Vocabulary.

5/13- Complete Chapter Review. Questions 1-20.

5/14- Free day. Study for test.

5/15- Test on Unit B Chapter 2. This is an open book test.

Living Things Depend on One Another

LESSON 1 HOW DO LIVING THINGS GET FOOD?

They Interact with their environment to get What they need

Producers interact with sunlight, Animals are Consumers. Decompose
air, and water to make their own They eat other living things. eat other living things that have
food. died.

LESSON 2 MODELS OF THESE INTERACTIONS ARE

Food Chains, Energy Pyramid
which show how food and energy which shows how energy decreases at
move from one living thing to another. each level of the food chain.

LESSON 3 WHICH IN TURN LEAD TO FOOD WEBS

A food web is made of food chains that overlap & link together
Members of the Food Web Are

Plants, Predators, Preys
which are animals that hunt which are animals that are hunted
and eat other animals. and used as food.

Name _____

Date _____



Concept Review

How Do Animals Get Food?

Lesson Concept

Plants and animals depend on their environment and on one another to get the food they need.

Vocabulary

interact (B42)

producer (B43)

consumer (B43)

decomposer (B44)

As you read the summary, fill in each blank with a vocabulary term from above. Answer the questions that follow.

Plants and animals work together, or _____ with the environment to get what they need. Plants are _____.

They make their own food. Animals are _____. They must eat plants or other animals. A _____ is a living thing that breaks down once-living things for food.

Make a check mark in front of the statements that agree with your reading.

- _____ All living things need food.
- _____ All living things have teeth.
- _____ Plants interact with sunlight, air, and water to make food.
- _____ Animals interact with only living things to get their food.
- _____ Consumers can be grouped by the kind of food they eat.
- _____ Animals that hunt and kill their food have body parts that help them get their food.

Name _____

Date _____



What Are Food Chains?

Lesson Concept

A food chain is the path of food in an ecosystem from one living thing to another.

Vocabulary

food chain (B48)

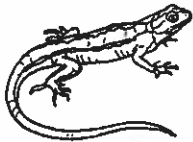
energy pyramid (B50)

Read the summary, and fill in the blanks with vocabulary terms from above.

All living things need energy to live. Living things get their energy from food. Producers get energy from sunlight and store energy in the food they make. Animals cannot make their own food, so they eat other living things.

A _____ shows how energy moves through the environment. An _____ is a model that shows how the amount of energy in an ecosystem goes down for each higher animal in the food chain.

1. Underline the correct answer. A rabbit nibbles on grass. A bird eats a worm. Both animals are _____, which get energy from the food they eat.
consumers producers observers meat-eaters
2. Put the stages of this food chain in the correct order by numbering each living thing with a 1, 2, 3, or 4, beginning with the blades of grass.



3. Suppose you have a peanut butter and jelly sandwich for lunch. Do the fillings of your sandwich come from producers or consumers?

Name _____

Date _____



What Are Food Webs?

Lesson Concept

A food web is a model that shows how food chains overlap and link together.

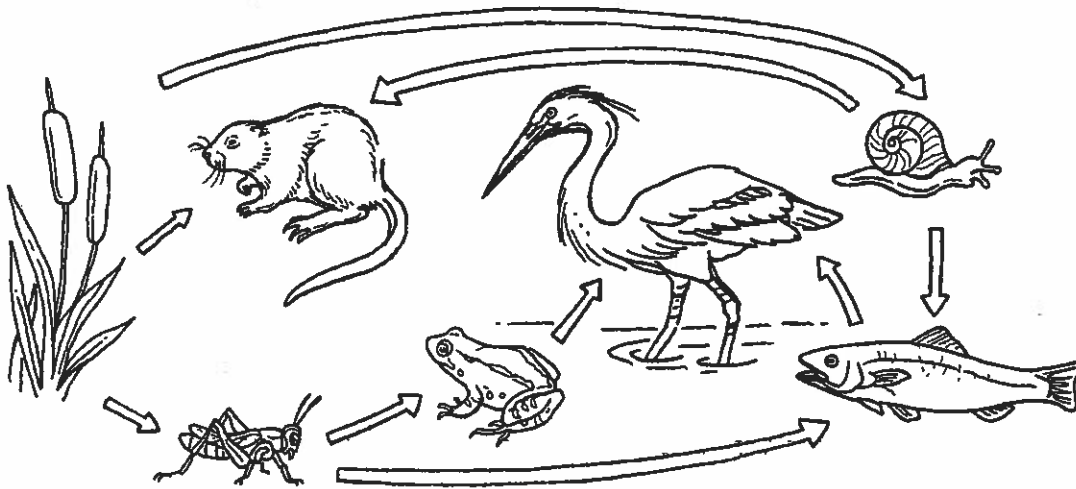
Vocabulary

food web (B54)

predator (B54)

prey (B54)

Look at the food web. Answer the questions that follow.



1. What is a predator? _____

2. Which of the animals on the food web are predators?

3. What is prey? _____

4. Which of the animals are prey? _____

5. How can an animal, like the frog, be both predator and prey?

Name _____

Date _____



Vocabulary Review

Recognize Vocabulary

Use the terms below to complete each sentence. The capital letters will spell a hidden word. Unscramble the capital letters to spell out the hidden word.

decompoSer

energy pyraMid

foOd chain

food wEb

conSUMER

preY

produCer

prEdator

interact

1. An animal that hunts another animal is called a _____.
2. A model that shows how energy is lost for each higher animal in a food chain is called an _____.
3. The path of food from one living thing to another is a _____.
4. An animal that is hunted is called _____.
5. Overlapping food chains are called a _____.
6. A living thing that breaks down the wastes of another living thing is a _____.
7. When plants and animals work together, they _____.
8. A living thing that eats other living things is a _____.
9. A living thing that makes its own food is a _____.

Bonus → Hidden Word: All plants and animals interact together to form an ecosystem. _____

Chapter 2 Review and Test Preparation

Vocabulary Review

Use the terms below to complete the sentences 1 through 9. The page numbers in () tell you where to look in the chapter if you need help.

- | | |
|-------------------------|-----------------------|
| interact (B42) | energy |
| producer (B43) | pyramid (B50) |
| consumer (B43) | food web (B54) |
| decomposer (B44) | predator (B54) |
| food chain (B48) | prey (B54) |

1. A ____ feeds on the wastes of other living things.
2. A fish that is hunted and eaten by another consumer is called ____.
3. The path of food in an ecosystem from one living thing to another can be shown as a ____.
4. A ____ makes its own food.
5. A living thing that eats other living things is called a ____.
6. The living things in a community ____ with each other and with nonliving things.
7. Several linked food chains make up a ____.
8. A shark is a ____ because it hunts its food.
9. A model of how energy moves through a food web is called an ____.

Connect Concepts

Use the words listed below to complete the concept map.

- | | |
|-------------------|-----------------|
| consumer | horse |
| decomposer | mushroom |
| grass | producer |

An example of
Number 10

11. ____

A 10. ____
is a living
thing that
makes its
own food.

An example of
Number 12

13. ____

A 12. ____
is a living
thing that
uses another
living thing
for food.

A 14. ____ is a living
thing that uses as food
living things that have
died.

An example of
Number 14

15. ____

Multiple Choice

Write the letter of the best choice.

16. Which is **NOT** a producer?
A tree C grass
B flower D bird
17. A model that shows how energy moves through a food chain is —
F a decomposer
G an ecosystem
H an energy pyramid
J a food web
18. A spider hunts and kills other animals for food. It is —
A prey
B a decomposer
C a predator
D a producer
19. Producers get their energy from —
F other living things
G the soil
H an energy pyramid
J the sun

Critical Thinking

20. A bear lives in the woods near a river. How might the bear interact with its environment to get food?

21. Where do you fit into a food chain? Draw a food chain that includes a plant or animal you ate for lunch.

Process Skills Review

22. How can you use **observation** to find out what a goat eats? How might you **infer** what the goat eats?
23. Use what you know about **models** to draw a food web that includes a bear, a water plant, berries, a big fish, a small fish, and a mouse.

Performance Assessment

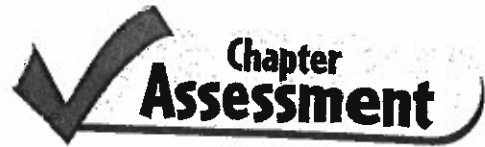
Diagram a Food Web

Work with a partner. Choose an animal with which you are familiar. Draw a food web that includes the animal. Identify the producers and the consumers in each food chain. Identify predators and prey in as many food chains as you can.



Name _____

Date _____



Living Things Depend on One Another

Part I Vocabulary

Use the letters of the terms in the Word Bank to complete the sentences.

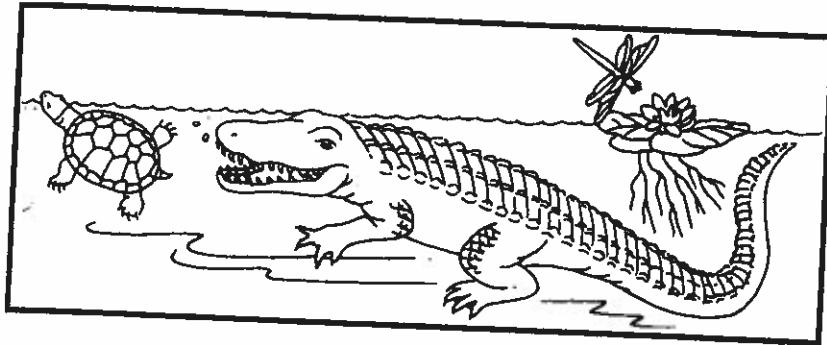
A prey	D food web	G food chain
B producer	E decomposer	H consumer
C interact	F energy pyramid	I predator

All living things need food. Plants and animals 1. _____, or work together, with the environment to get what they need. A plant is a 2. _____ because it makes, or produces, its own food. An animal that eats, or consumes, other living things as food is a 3. _____. Some animals hunt other animals for food. When a snake attacks a mole, the snake is the 4. _____ and the mole is the 5. _____. A living thing that feeds on dead, or once-living, things is called a 6. _____. It helps clean the environment.

Living things need energy to live. Plants get their energy from sunlight. Animals get energy by eating other living things. A 7. _____ shows the energy path of living things. In an ecosystem, some of these paths connect with one another. A group of paths that link together is called a 8. _____. The movement of energy through an ecosystem is shown in a model called an 9. _____.

Name _____

Use the following picture to answer Questions 17–20.
Answer on a separate sheet of paper.

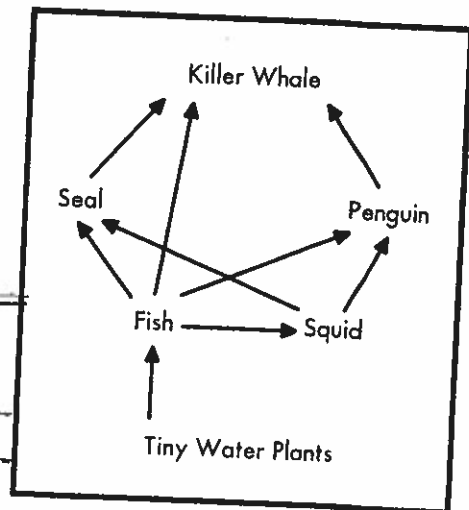


17. Number the picture from 1 to 4 to show how these living things might connect in a food chain.
18. Name the producers. _____
19. Name the consumers. _____
20. Name the living thing that is the bottom-level consumer. _____

Part III Critical Thinking

Answer the following on a separate sheet of paper.

21. The diagram at the right shows living things in a food web. Write the number of consumers that are shown in the diagram. Then list the consumers that eat more than one kind of living thing.



1. Number of Consumers _____
2. Consumers that eat more than one kind of living thing. _____

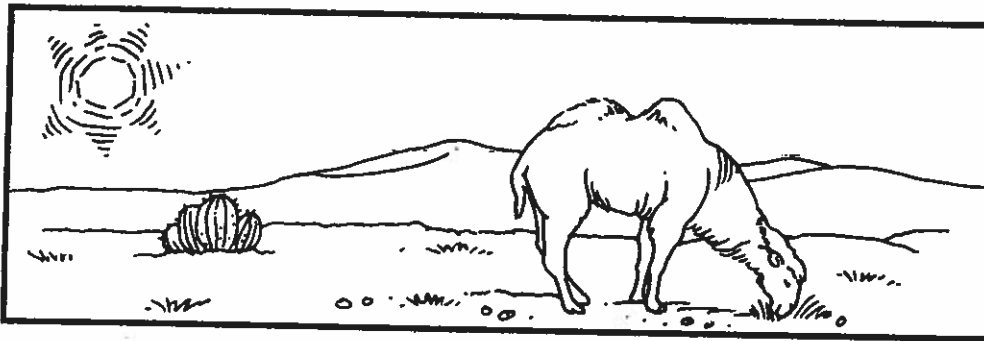
22. Explain how the loss of a forest might affect a food chain. _____

Name _____

23. If you remove a predator from an ecosystem, what might happen? _____

Part IV Process Skills Application

Observe the picture below and read the sentences that follow. If the sentence is an *observation*, write an *O*. If the sentence is an *inference*, write an *I*.



- ___ 24. The desert is dry.
- ___ 25. Camels get water from plants.
- ___ 26. Camels store food and energy in their humps.
- ___ 27. Energy from the sun is taken in by the plants.
- ___ 28. Camels eat plants.

Which material would make the best *model*? Match each term in Column A with the correct material in Column B.

Column A

- ___ 29. food web
- ___ 30. energy pyramid
- ___ 31. food chain
- ___ 32. predator

Column B

- A necklace
- B blocks
- C scissors
- D yarn

Math

Week 1

5/4- Complete pgs. 1-3. These are review sheets before we start unit 6.

5/5- 6.1 Intro read pg. 4. Complete odd numbers on pg. 5. We will review in Zoom class on 5/6.

5/6- Review pg. 5 in Zoom class. Complete pgs. 6, 7, and Intro pages 8 and 9: complete even problems 1-38.

5/7- Complete pgs. 10 -12.

5/8- Complete pgs. 13-14.

Week 2

5/11- Complete pg. 15, and Intro pgs. 16 &17: complete problems 1-28 evens.

5/12-Complete pgs. 18-20.

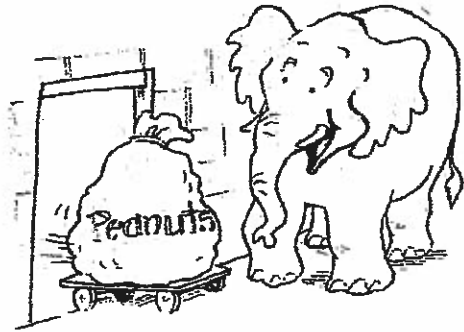
5/13- Complete pgs. 21-22.

5/14- Intro pgs. 23 & 24: complete problems 1-6. Also, complete pg. 25.

5/15- Complete pgs. 26 &27. This is a 2-page quiz.

Riddle 4

**What do you get when you put
a 100-pound bag of peanuts
in an elephant's cage?**



Find the missing factor.

Solve the riddle using your answers below.

$$3 \times \frac{\quad}{O} = 9$$

$$3 \times \frac{\quad}{L} = 3$$

$$3 \times \frac{\quad}{S} = 36$$

$$3 \times \frac{\quad}{N} = 15$$

$$3 \times \frac{\quad}{A} = 24$$

$$3 \times \frac{\quad}{R} = 30$$

$$3 \times \frac{\quad}{P} = 18$$

$$3 \times \frac{\quad}{H} = 27$$

$$3 \times \frac{\quad}{Y} = 21$$

$$3 \times \frac{\quad}{T} = 6$$

$$3 \times \frac{\quad}{E} = 12$$

$$3 \times \frac{\quad}{D} = 33$$

Solve the Riddle! Write the letter that goes with each number.

<u>3</u>	<u>5</u>	<u>4</u>	<u>9</u>	<u>8</u>	<u>6</u>	<u>6</u>	<u>7</u>
<u>4</u>	<u>1</u>	<u>4</u>	<u>6</u>	<u>9</u>	<u>8</u>	<u>5</u>	<u>2</u>

Multiplication Printout
Multiplying Two 1-Digit Numbers

Name _____

Multiply the following pairs of numbers.

$\begin{array}{r} 1 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 1 \\ \hline \end{array}$
$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 7 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$

® Multiplication Printout
Multiplying Two 1-Digit Numbers

Name _____

Multiply the following pairs of numbers.

$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ \times 3 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$
$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ \times 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$

Family Letter

Dear Family,

During the next few weeks, our math class will be learning more about multiplication of whole numbers.

You can expect to see work that provides practice in multiplying with 6, 8, 7, and 9.

As we learn about the Associative Property, you may wish to keep the following sample in mind.

The Associative Property of Multiplication

The way factors are grouped does not change the product. Do the operations in parentheses first.

$6 \times 3 \times 3 = n$	$6 \times 3 \times 3 = n$
$(6 \times 3) \times 3 = n$	$6 \times (3 \times 3) = n$
$18 \times 3 = 54$	$6 \times 9 = 54$

Using the Associative Property can make finding the product of three factors easier. Look at the examples above.

- If you find 6×3 first, you have to then find 18×3 which is not a basic fact.
- If you find 3×3 first, you have to then find 6×9 which is a basic fact.

As you can see in the examples above, we will be introducing the variable n in this chapter. You may wish to remind your child that n is just a symbol used to show a missing number.

Sincerely,

Your Child's Teacher

Vocabulary

multiple A number that is the product of the given number and a number.

square number The product of a whole number multiplied by itself.

Associative Property The property that states that the order in which factors are grouped does not change the product. It is also called the *Grouping Property*.

Safe Site



Multiplication Facts

	0	1	2	3	4	5	6	7	8	9	10	11	12
0x	0	0	0	0	0	0	0	0	0	0	0	0	0
1x	0	1	2	3	4	5	6	7	8	9	10	11	12
2x	1	2	4	6	8	10	12	14	16	18	20	22	24
3x	0	3	6	9	12	15	18	21	24	27	30	33	36
4x	0	4	8	12	16	20	24	28	32	36	40	44	48
5x	0	5	10	15	20	25	30	35	40	45	50	55	60
6x	0	6	12	18	24	30	36	42	48	54	60	66	72
7x	0	7	14	21	28	35	42	49	56	63	70	77	84
8x	0	8	16	24	32	40	48	56	64	72	80	88	96
9x	0	9	18	27	36	45	54	63	72	81	90	99	108
10x	0	10	20	30	40	50	60	70	80	90	100	110	120
11x	0	11	22	33	44	55	66	77	88	99	110	121	132
12x	0	12	24	36	48	60	72	84	96	108	120	132	144

LESSON
1
Hands-On Activity

Using a Multiplication Table

You will learn how to find patterns by using a multiplication table.

grid paper or Teaching Tool 3
multiplication factors product

Learn About It

Use a multiplication table to find patterns.

Step 1 Use grid paper to make a **multiplication table** like the one on the right. Include the numbers shown.

grid paper or Teaching Tool 3

column ↓

0	0	0	0	0	0	0	0	0	0	0
0	1	2	3	4						
0	2	4	6	8						
0										
0										
0										
0										
0										
0										
0										
0										
0										
0										
0										
0										
0										

row →

$2 \times 4 = 8$

Step 2 The numbers in the purple squares are **factors**. Find the row for 2. Find the column for 4. Then find the square where the row and column meet. Write the **product** of 2×4 in that square.

Step 3 Fill in all the other squares that have products you know.

- Step 4** Look for patterns in the table.
- Which row and column have the same number in every square?
 - Which row has the same numbers as the column for 4?
 - Which row and column have products that increase by 2 each time?
 - Which rows and columns have even numbers only?



It Out - ODD Problems Only

Use your multiplication table to answer each question.

- When you multiply a number by 0, what is the product?
- When you multiply a number by 1, what is the product?
- What do all the products in Column 10 have in common?
- Look for other patterns in the table. Describe two patterns that you find.

These are parts of a multiplication table. Match each row or column is each part found?

5.

16	20	24	28
----	----	----	----

6.

10	15	20	25
----	----	----	----

7.

30	40	50
----	----	----

8.

0	0	0
---	---	---

9.

6
9
12
15

10.

3
4
5
6

11.

18
24
30

12.

32
36
40

Write true or false for each statement. Give examples to support your answers.

- The product will always be 0 when you multiply by 0.
- The product will always be 1 when you multiply by 1.
- Each product appears at least two times in the multiplication table.

Write about it! Talk about it!

- Use what you have learned to answer these questions.
- How could you use the products in the Row for 2 to help you find the products in the Row for 4?
- For each row, is there a column that has the same products? Explain why or why not.

Name _____

Date _____

Using a Multiplication Table

Example

	8	12	16	20
--	---	----	----	----

Row 4

In which row or column is each part of the multiplication table found?

1.

	25	30	35	40
--	----	----	----	----

2.

	18
	21
	24
	27

3.

	18	24	30	36
--	----	----	----	----

4.

	18
	27
	36
	45

5.

	0	8	16
--	---	---	----

Problem Solving • Reasoning

6. Name the row in the multiplication table in which all the numbers end in a five or a zero.

7. Name the column in the multiplication table that contains the number 49.

Name _____

Date _____

Using a Multiplication Table

You can find patterns in a multiplication table.

×	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0					
1	0	1	2	3	4	5					
2	0	2	4	6	8	10					
3	0	3	6	9	12	15					
4	0	4	8	12	16	20					
5											
6											
7											
8											
9											
10											

Step 1 Look for a pattern in each row and column. Then complete the table.

Step 2 Check that you have written numbers in their correct boxes by finding the product of the row number and the column number.

For example, the number in row 4 and column 5 should be $4 \times 5 = 20$.

$4 \times 5 = 20$

In which row or column is each part of the multiplication table found?

1.

7	14	21	28
---	----	----	----

2.

12	14	16
----	----	----

3.

30
35
40
45

4.

16
24
32

5.

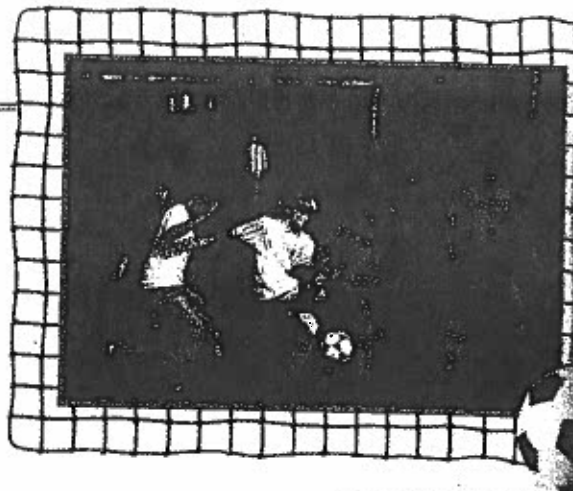
27
36
45
54

6.

6	7	8	9
---	---	---	---

Multiply with 6

You will learn different ways to multiply when 6 is a factor.



Learn About It

During a soccer drill, each team has 6 players on the field. There are 7 teams in all. How many players are on the field?

Multiply. $7 \times 6 = \blacksquare$ or $\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$

Different Ways to Multiply

You can use doubling.

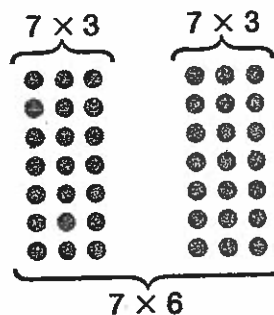
7×6 is double 7×3 .

$$7 \times 3 = 21$$

$$7 \times 6 = 21 + 21$$

$$21 + 21 = 42$$

So $7 \times 6 = 42$.



You can use repeated addition.

$$6 + 6 + 6 + 6 + 6 + 6 + 6 = 42$$

You can write a multiplication sentence.

$$7 \times 6 = \blacksquare$$

$$7 \times 6 = 42$$

Think: 7 groups of 6 = 42

Solution: There are 42 players on the field.

Explain Your Thinking

► Why is 6×8 greater than 5×8 ?

Guided Practice

Multiply.

$$1. \begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

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

$$3. \begin{array}{r} 6 \\ \times 4 \\ \hline \end{array}$$

$$4. \begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$

$$5. 3 \times 6$$

$$6. 6 \times 1$$

$$7. 6 \times 8$$

$$8. 10 \times 6$$

Ask Yourself

- What 3s fact can I use to find the product?
- Is there another fact I can use?

Dependent Practice - Even

Find each product.

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

$$\begin{array}{r} 10. \quad 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 5 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 10 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 6 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 6 \\ \times 8 \\ \hline \end{array}$$

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

$$\begin{array}{r} 16. \quad 6 \\ \times 0 \\ \hline \end{array}$$

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

$$\begin{array}{r} 18. \quad 1 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 19. \quad 6 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 20. \quad 9 \\ \times 6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 22. \quad 2 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 23. \quad 5 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 24. \quad 4 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 25. \quad 10 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 26. \quad 3 \\ \times 0 \\ \hline \end{array}$$

8×6

$28. \quad 6 \times 3$

$29. \quad 9 \times 6$

$30. \quad 1 \times 6$

$31. \quad 6 \times 7$

4×6

$33. \quad 2 \times 6$

$34. \quad 6 \times 0$

$35. \quad 6 \times 9$

$36. \quad 5 \times 6$

Choose a Method

1. Choose a method.

Computation Methods

• Mental Math

• Estimation

• Paper and Pencil

• Calculator 

There are 48 players signed up for a soccer clinic. Each player will get a pair of kneepads. About how many kneepads will be given out to the players?

38. Money There are 6 players on a volleyball team. It costs \$4 for each player to play in a tournament. How much will it cost the team to play in the tournament?

Compare Mark made 8 baskets in a basketball game. In the next game he made 6 baskets. Each basket was worth 2 points. How many more points did Mark make in the first game than in the second?

40. There are 16 games on the first day of a tournament. There are 8 games on the second day and 4 on the third day. If the pattern continues, on what day will there likely be one game?

Fixed Review • Test Prep

Round each number to the nearest hundred. (pages 8-10, 24-26)

41. 258

42. 417

43. 850

44. 3,251

45. 1,620

46. 9,473

47. Which number sentence is true? (pages 108-109)

A $28 + 17 = 11$

B $106 = 54 + 62$

C $98 + 27 = 115$

D $121 = 63 + 58$

Name _____

Date _____

Multiply With 6

Example

$$\begin{array}{r} 8 \\ \times 6 \\ \hline 48 \end{array}$$

Find each product.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

18. 3×6 _____

19. 6×5 _____

Problem Solving • Reasoning

20. A camp has 6 volleyball games each day. How many games will be played in 5 days?

21. There are 6 players on a volleyball team. How many players are there in a game between 2 teams?

Name _____

Modeling Multiplication 0-6

Vocabulary

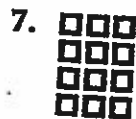
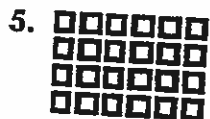
Complete.

1. An _____ shows objects in rows and columns. In arrays for multiplication, the first factor is the number of rows, and the second factor is the number of columns.

Use tiles to make arrays. Find the product.

2. $5 \times 3 =$ _____ 3. $2 \times 6 =$ _____ 4. $4 \times 5 =$ _____

Write the multiplication fact that is shown by each array.



Complete the table.

8.

\times	1	2	3	4	5	6	7	8	9
6	_____	_____	_____	_____	_____	_____	_____	_____	_____

Name all the arrays you can make with each set of tiles.

9. 8 tiles

10. 9 tiles

11. 16 tiles

Mixed Applications

12. Al bought 4 rows of stamps, with 5 stamps in each row. How many stamps did he buy?

13. Jo had 100 stamps. He used 12 of them. How many are left?

P511

How Many Can You Find?

Complete each multiplication sentence. Then circle each answer in the picture.

- A. $2 \times 5 =$ _____
- B. $5 \times$ _____ $= 5$
- C. _____ $\times 5 = 35$
- D. $10 \times 5 =$ _____
- E. _____ $\times 5 = 60$
- F. $5 \times 6 =$ _____
- G. _____ $\times 5 = 55$
- H. $5 \times 3 =$ _____
- I. $8 \times 5 =$ _____
- J. _____ $\times 5 = 45$
- K. $2 \times$ _____ $= 10$
- L. _____ $\times 5 = 25$
- M. $7 \times 5 =$ _____
- N. $5 \times 12 =$ _____
- O. $5 \times$ _____ $= 20$



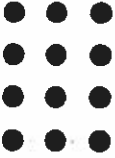
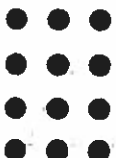

Squeaky Squirrel lived in a tree with 4 squirrel friends. If each squirrel collected 12 nuts, how many nuts altogether did the squirrels collect?

B12

Name _____ Date _____

Multiply With 6

You can use doubles to find a product when one factor is 6.

<p>Use Doubles</p> <p>$4 \times 6 = \blacksquare$</p> <p>$4 \times 6$ is double 4×3.</p>	<p style="text-align: center;">THINK</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>4×3</p> <p>↑</p>  <p>12</p> </div> <div style="text-align: center;"> <p>4×3</p> <p>↑</p>  <p>12</p> </div> </div> <p style="text-align: center; margin-top: 10px;">  $4 \times 6 = 24$ </p>
---	--

Find each product.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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R14

Name _____

Using 6 as a Factor

Find each product.

1.
$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

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

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

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

8.
$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 0 \\ \times 6 \\ \hline \end{array}$$

11. $6 \times 2 = \underline{\quad}$

12. $7 \times 6 = \underline{\quad}$

13. $1 \times 6 = \underline{\quad}$

14. $\underline{\quad} = 4 \times 6$

15. $\underline{\quad} = 6 \times 6$

16. $\underline{\quad} = 8 \times 6$

17. $6 \times 3 = \underline{\quad}$

18. $6 \times 2 = \underline{\quad}$

19. $9 \times 6 = \underline{\quad}$

Solve.

20. Lyla pasted 5 pictures on each poster. She has 6 posters. How many pictures does Lyla have?

21. Terry has 6 plants. He put 3 drops of plant food in each pot. How many drops of plant food did he use?

Review and Remember

Add or subtract.

1.
$$\begin{array}{r} 6 \\ 2 \\ +3 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 5 \\ 1 \\ +8 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 6 \\ 0 \\ +7 \\ \hline \end{array}$$

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

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

6.
$$\begin{array}{r} 9 \\ 0 \\ +5 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 621 \\ -189 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 333 \\ -145 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 412 \\ -143 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 622 \\ -153 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 294 \\ -187 \\ \hline \end{array}$$

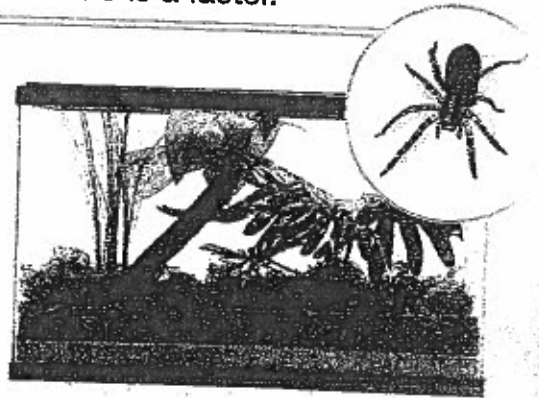
12.
$$\begin{array}{r} 721 \\ -539 \\ \hline \end{array}$$

Multiply With 8

You will learn different ways to multiply when 8 is a factor.

Learn About It

Did you know that a spider has 8 legs? This terrarium has 6 spiders in it. How many legs do the 6 spiders have altogether?



Multiply. $6 \times 8 = \square$ or $\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$

Different Ways to Multiply

You can use doubling.

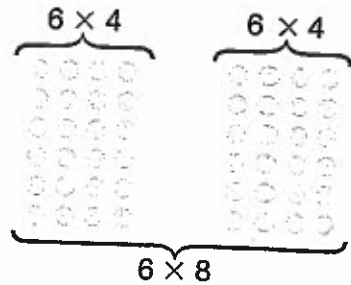
6×8 is double 6×4 .

$$6 \times 4 = 24$$

$$6 \times 8 = 24 + 24$$

$$24 + 24 = 48$$

So $6 \times 8 = 48$.



You can use repeated addition.

$$8 + 8 + 8 + 8 + 8 + 8 = 48$$

You can use a fact you know.

You know that $8 \times 6 = 48$,
so $6 \times 8 = 48$.

Remember:

Changing the order of the factors does not change the product.

Solution: The 6 spiders have 48 legs altogether.

Explain Your Thinking

► How can you use $3 \times 8 = 24$ to find 3×16 ?

Guided Practice

Find each product.

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

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

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

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

- Ask Yourself**
- What 4s fact can I use to find the product?
 - Is there another fact I can use?

Independent Practice - Evens

Multiply.

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

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

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

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

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

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

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

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

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

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

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

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

17. 3×8

18. 7×8

19. 5×8

20. 8×9

21. 10×8

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

22. $5 \times 4 \odot 5 \times 8$

23. $10 \times 8 \odot 9 \times 8$

24. $3 \times 8 \odot 8 \times 3$

25. $6 \times 4 \odot 3 \times 8$

26. $7 \times 5 \odot 6 \times 5$

27. $2 \times 5 \odot 3 \times 5$

Problem Solving • Reasoning

28. An ant has 6 legs. Which have more legs in all, 7 spiders or 9 ants? How many more?
29. Cara, Andy, and Brett are studying ants. Cara has 9 ants. Andy has twice as many ants as Cara. Brett has 5 fewer ants than Andy. How many ants do they have in all?
30. Analyze Elena made up this problem: "I have some ants and spiders. There are 34 legs in all. How many ants do I have?" What is the answer to her problem?
31. Write Your Own Write a word problem that can be solved by multiplying by 8. Give your problem to a classmate to solve.

Mixed Review • Test Prep

Write the next 3 numbers that would likely continue each pattern. Explain why. (pages xxvi-xxvii, 28-29)

32. 3, 6, 9, 12, \square , \square , \square

33. 4, 8, 12, 16, \square , \square , \square

34. 8, 16, 24, 32, \square , \square , \square

35. What is the value of 3 quarters, 1 dime, and 6 pennies? (pages 56-57)

A 91¢


B 86¢

C 82¢

D 10¢

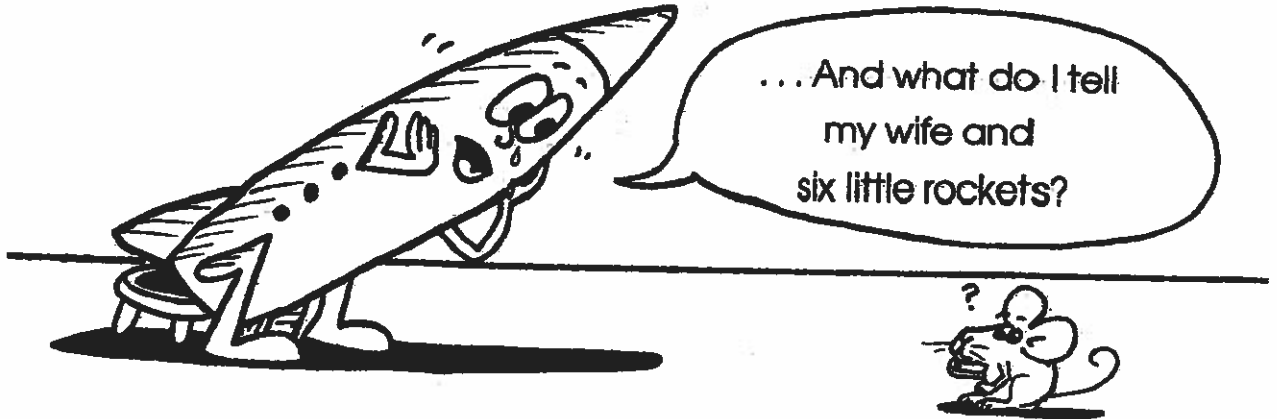
Math

Is Everywhere!



SCIENCE Ants live together in colonies. Some colonies may have 10 ants. Other colonies have thousands of ants. Suppose one ant colony has 38 ants and another has 21 ants. About how many ants do the two colonies have in all?

Name _____

A Riddle**Why did the rocket lose its job?**

$$\overline{24} \quad \overline{42} \quad \overline{18} \quad \overline{12} \quad \overline{54} \quad \overline{36} \quad \overline{24} \quad \overline{6} \quad \overline{48} \quad \overline{30}$$

$$\overline{72} \quad \overline{60} \quad \overline{0} \quad \overline{30} \quad \overline{12} \quad \overline{y}$$

A $\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$	D $\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$	E $\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$	F $\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$
I $\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$	M $\begin{array}{r} 12 \\ \times 6 \\ \hline \end{array}$	N $\begin{array}{r} 0 \\ \times 6 \\ \hline \end{array}$	O $\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$
R $\begin{array}{r} 1 \\ \times 6 \\ \hline \end{array}$	S $\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$	T $\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$	W $\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$

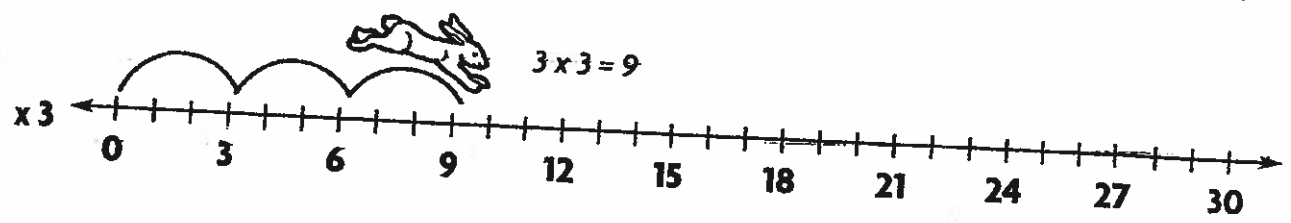
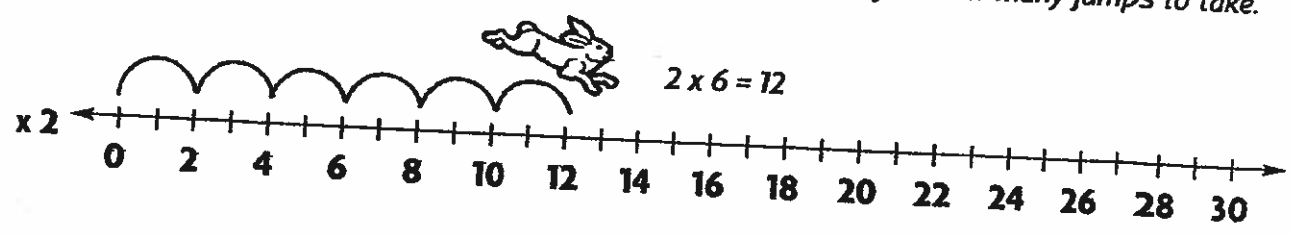
Name _____

 Multiplying by 2s and 3s using a number line

Hopping Along

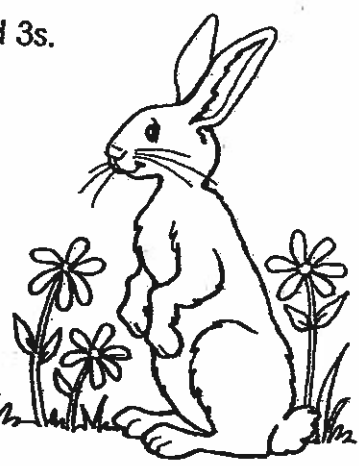


A number line can be used to help you multiply. One factor tells you how long each jump should be. This is like skip-counting. The other factor tells you how many jumps to take.



Use the number lines above to help you multiply by 2s and 3s.

- A. $2 \times 2 =$ _____ $3 \times 3 =$ _____ $6 \times 2 =$ _____
- B. $4 \times 3 =$ _____ $9 \times 2 =$ _____ $7 \times 3 =$ _____
- C. $7 \times 2 =$ _____ $6 \times 3 =$ _____ $5 \times 2 =$ _____



When multiplying by 0, the product is always 0. When multiplying by 1, the product is always the other factor.

- D.
$$\begin{array}{r} 1 \\ \times 2 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 0 \\ \times 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$
- E.
$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

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

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

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

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

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

P519

Name _____ Date _____

Multiply With 8

Example

$$\begin{array}{r} 8 \\ \times 8 \\ \hline 64 \end{array}$$

Find each product.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

16. 7×8 _____

17. 6×8 _____

18. 8×2 _____

19. 8×9 _____

Problem Solving • Reasoning20. Spiders have 8 legs. How many legs do 3 spiders have?
_____21. Ants have 6 legs. Which have more legs, 3 spiders or 4 ants?

Name _____ Date _____

Multiply With 8

There are many different ways to multiply.

You can use doubling.

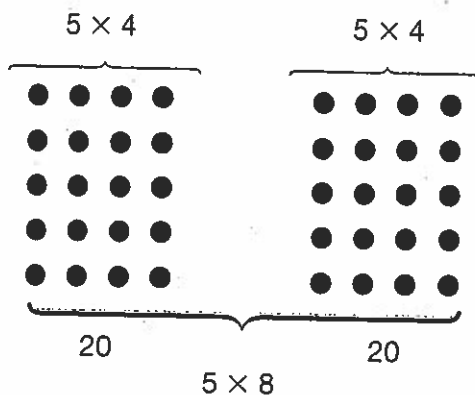
5×8 is double 5×4 .

$$5 \times 4 = 20$$

$$5 \times 8 = 20 + 20$$

$$20 + 20 = 40$$

So $5 \times 8 = 40$.



You can use repeated addition.

$$8 + 8 + 8 + 8 + 8 = 40$$

You can use a fact you know.

You know that $8 \times 5 = 40$,
so $5 \times 8 = 40$.

Remember:

Changing the order of
the factors does not
change the product.

Find each product.

1.
$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

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

3.
$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 8 \\ \times 7 \\ \hline \end{array}$$

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

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

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

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

Multiplication Facts Practice

Be sure you memorized your facts. Then find each product as quickly as you can.

- | | | | | |
|--|--|--|--|--|
| 1. $\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$ | 2. $\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$ | 3. $\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$ | 4. $\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$ | 5. $\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$ |
| 6. $\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$ | 7. $\begin{array}{r} 1 \\ \times 7 \\ \hline \end{array}$ | 8. $\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$ | 9. $\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$ | 10. $\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$ |
| 11. $\begin{array}{r} 3 \\ \times 7 \\ \hline \end{array}$ | 12. $\begin{array}{r} 0 \\ \times 6 \\ \hline \end{array}$ | 13. $\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$ | 14. $\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$ | 15. $\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$ |
| 16. $\begin{array}{r} 4 \\ \times 0 \\ \hline \end{array}$ | 17. $\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$ | 18. $\begin{array}{r} 1 \\ \times 9 \\ \hline \end{array}$ | 19. $\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$ | 20. $\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$ |
| 21. $\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$ | 22. $\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$ | 23. $\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$ | 24. $\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$ | 25. $\begin{array}{r} 6 \\ \times 0 \\ \hline \end{array}$ |
| 26. $\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$ | 27. $\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$ | 28. $\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$ | 29. $\begin{array}{r} 0 \\ \times 1 \\ \hline \end{array}$ | 30. $\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$ |
| 31. 4×2 | 32. 0×3 | 33. 8×1 | 34. 3×6 | 35. 10×6 |
| 36. 10×3 | 37. 5×5 | 38. 1×6 | 39. 6×8 | 40. 5×2 |
| 41. 4×7 | 42. 6×4 | 43. 3×9 | 44. 10×5 | 45. 1×3 |
| 46. 8×3 | 47. 7×6 | 48. 9×8 | 49. 6×9 | 50. 8×5 |

Copy and complete each table.

51.

number of marker boxes	1	2	3	4	5	6	7	8	9	10
number of markers	6	12								

52.

number of crayon boxes	1	2	3	4	5	6	7	8	9	10
number of crayons	8	16								



P. 22

Problem-Solving Skill: Multistep Problems

You will learn how to solve problems that have more than one step.

Sometimes you must do two or more steps to solve a problem. Then you need to decide what steps to do and in what order to do them.

Problem: Eric has 9 pictures from a trip to Maine. He has twice as many pictures from a trip to California. How many pictures does Eric have from his 2 trips?

Read the problem carefully.

- First, find the number of pictures Eric has from California.
- Then find the total number of pictures from his 2 trips.

Use what you know to solve.

Step 1 Eric has twice as many California pictures as Maine pictures. Multiply the number of Maine pictures by 2 to find the number of California pictures.

$$\begin{array}{r} 9 \leftarrow \text{Maine pictures} \\ \times 2 \\ \hline 18 \leftarrow \text{California pictures} \end{array}$$

Eric has 18 California pictures.

Step 2 Now add the number of California pictures and the number of Maine pictures.

$$\begin{array}{r} 18 \leftarrow \text{California pictures} \\ + 9 \leftarrow \text{Maine pictures} \\ \hline 27 \leftarrow \text{total number of pictures} \end{array}$$

Eric has 27 pictures from his 2 trips.

Look Back Could you have done the steps in a different order? Explain why or why not.



In Riverside, California, in 1998, over 100 children took part in a free day of picture taking. After receiving a quick photography lesson, the children walked around town taking pictures with their new cameras.



Guided Practice

Solve.

- 1 Amy put 47 photos in her album. The album has 10 pages. Each page holds 6 photos. How many more photos can Amy put in the album?

Think: How many photos can fit in the album?

- 2 Dana has 8 state patches. Daryl has 13 more patches than Dana. How many patches do the two friends have in all?

Think: How many patches does Daryl have?

Choose a Strategy

Solve. Use these or other strategies.

Problem-Solving Strategies

• Act It Out

• Write a Number Sentence

• Find a Pattern

- 1 Eliza is arranging 20 trip pictures in an array. The array has one more column than it has rows. How many pictures will be in each row of the array?

- 2 Pam brought in 8 post cards to show her class. She has three times as many post cards at home. How many post cards does Pam have altogether?

- 3 Nim received 3 letters with stamps on them. The letters had a total of 7 stamps. No letter had the same number of stamps. How many stamps were on each letter?

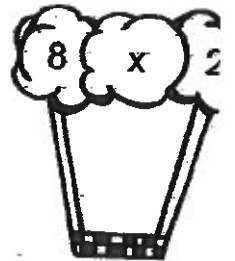
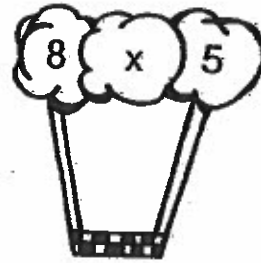
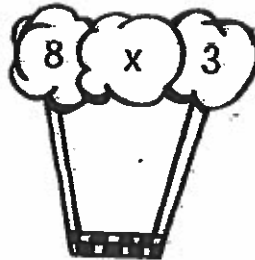
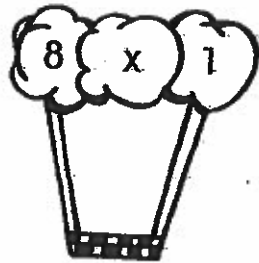
- 4 A map collector has 2 old maps. Each map is worth \$1,500. He paid \$428 for each map. How much more are the 2 maps worth now than when he bought them?

- 5 Leo put a roll of film in his camera. He took 13 pictures of a hike and 16 pictures of a picnic. He can take 7 more pictures before the film runs out. How many pictures can be taken with the roll of film?

- 6 Tory made a poster of state flags. The first row had 2 flags. Each row after that had 3 more flags than the row before it. If there were 5 rows in all, how many flags were on Tory's poster?

Pop! Pop! Pop!

Popcorn is fun to eat at the circus. Draw lines to match the popcorn factors with the correct products.



40

24

16

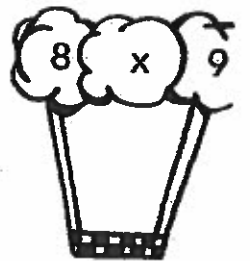
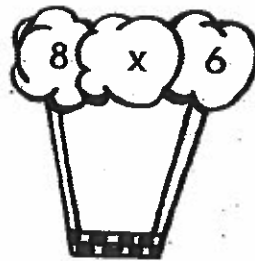
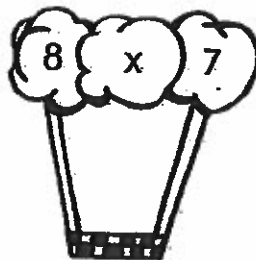
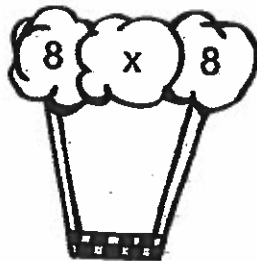
8

64

48

56

72



P325

Quick Check

Check Your Understanding of Lessons 1-4

Multiply.

1.
$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

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

3.
$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$

5. $8 \times 7 = \square$

6. $8 \times 6 = \square$

7. $4 \times 8 = \square$

8. $8 \times 9 = \square$

9. $8 \times 8 = \square$

10. $5 \times 8 = \square$

Solve.

11. Harry arranged his picture collection in 6 rows. He put 7 pictures in each row. Then he gave 6 pictures to his friend Tina. How many pictures does Harry have left?
12. Jessica collected 123 cans for recycling. Ashley collected 35 more cans than Jessica. How many cans did the two children collect in all?

~~Now did you do?~~

~~If you had difficulty with any items in the Quick Check, you can use the following pages for review and extra practice.~~

ITEMS	REVIEW THESE PAGES	DO THESE EXTRA PRACTICE ITEMS
1-4	pages 258-259	Set A, page 284
5-10	pages 260-261	Set B, page 284
11-12	pages 264-265	1-2, page 287

Write the number sentence and label your answer.

13 There are 3 spiders. If each spider has 8 legs, how many legs are there in all?

$$3 \times 8 = 24$$

There are 24 legs.

14 There are 3 dogs. If each dog has 4 legs, how many legs are there altogether?

There are _____.

15. If there are 5 ants, each with 6 legs, how many legs are there?

There are _____.

16 Ducks have 2 feet. If there are 7 ducks, how many feet are there in all?

There are _____.

17. An octopus has 8 arms. How many arms would there be if you had 4 octopuses?

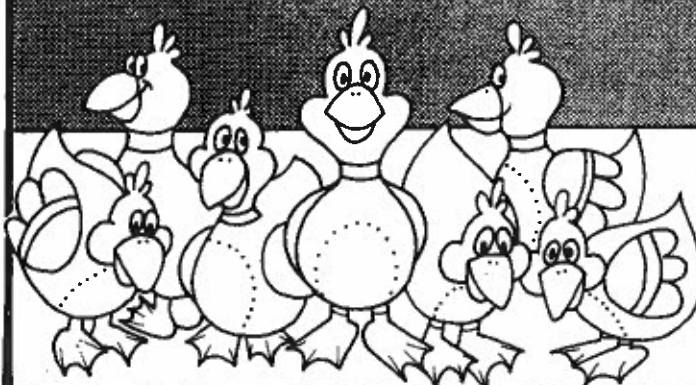
There would be _____.

18 Snakes don't have legs. If there are 3 snakes, how many legs are there?

There are _____.

19. If one cricket has 6 legs, how many legs would 3 crickets have altogether?

There would be _____.



Enrichment

Packet —

Name _____



Multiply.

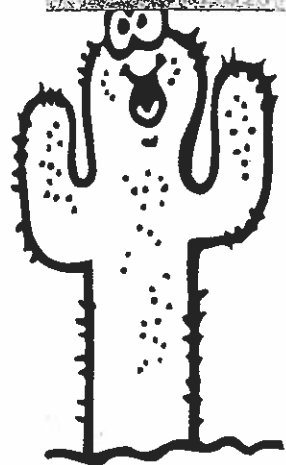
Do These Carefully!

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

2. $\begin{array}{r} 0 \\ \times 3 \\ \hline \end{array}$

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

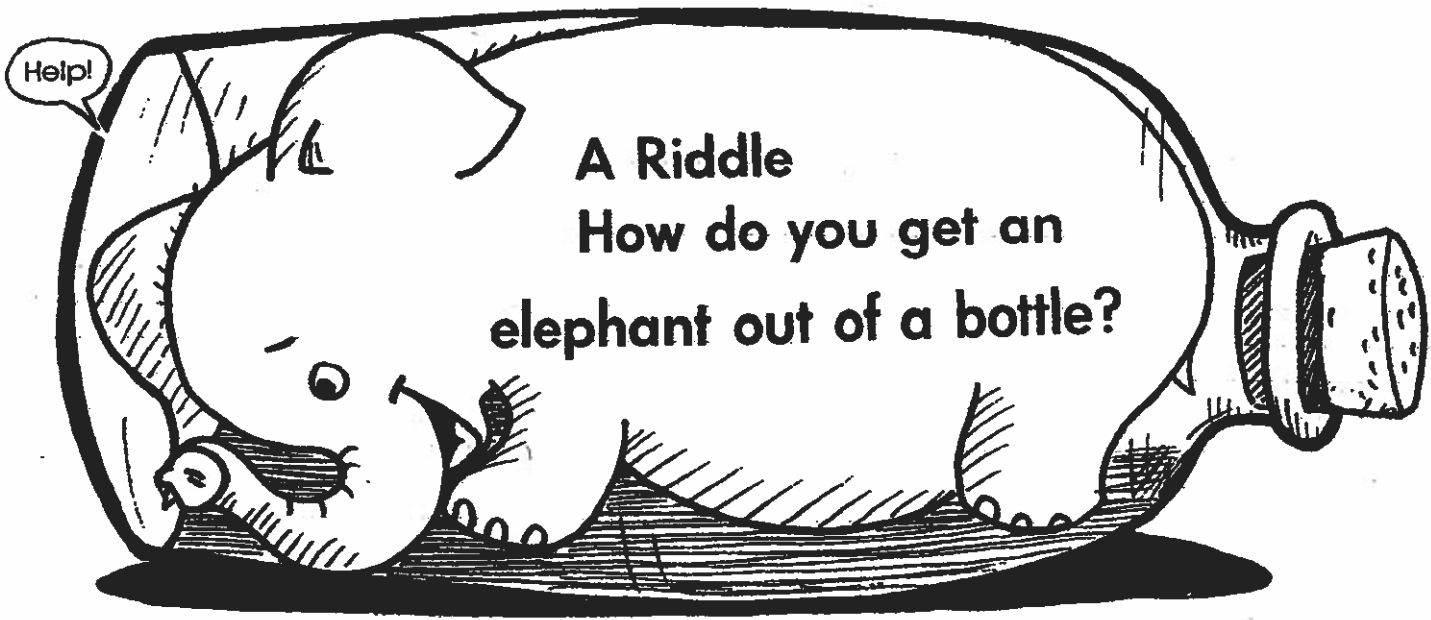
23. $\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$

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

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

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

Name _____



$$\overline{8} \quad \overline{32} \quad \overline{15} \quad \overline{16} \quad \overline{45} \quad \overline{10} \quad \overline{15} \quad \overline{25} \quad \overline{8} \quad \overline{45} \quad \overline{45} \quad \overline{27} \quad \overline{15}$$

$$\overline{32} \quad \overline{8} \quad \overline{40} \quad \overline{21} \quad \overline{10} \quad \overline{24} \quad \overline{9} \quad \overline{8} \quad \overline{40} \quad \overline{45}$$

B 5 <u>X 5</u>	E 3 <u>X 5</u>	H 2 <u>X 5</u>	I 6 <u>X 4</u>
L 9 <u>X 3</u>	M 3 <u>X 3</u>	N 4 <u>X 4</u>	O 2 <u>X 4</u>
P 8 <u>X 4</u>	R 7 <u>X 3</u>	T 9 <u>X 5</u>	U 10 <u>X 4</u>

Name _____

Date _____

Think 6!

Write a multiplication sentence for each question.

1. Ants have 6 legs.

How many legs do 9 ants have?

3. In football, each touchdown is worth 6 points.

How many points are 4 touchdowns worth?

5. Small cupcake pans hold 6 cupcakes.

How many cupcakes can 3 cupcake pans hold?

7. Since there are 12 donuts in a dozen, there are 6 donuts in a half dozen.

How many donuts are in 7 half dozen?

2. Pencils often come in packages of 6.

How many pencils are in 5 packs?

4. A cube has 6 sides. A photo cube holds a photo on each side.

How many photos can 2 photo cubes hold?

6. There are 6 players on a volleyball team.

How many players are on 8 volleyball teams?

8. Tickets cost \$6.00 each.

How much will 6 tickets cost?

Multiply With 7

Multiply.

$$3 \times 7$$

You can use a fact you know.

Remember that numbers can be multiplied in any order.

You know that $7 \times 3 = 21$, so $3 \times 7 = 21$.

$$3 \times 7 = 21$$

$$1. \begin{array}{r} 7 \\ \times 0 \\ \hline \end{array}$$

$$2. \begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$$

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

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

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

$$6. \begin{array}{r} 7 \\ \times 4 \\ \hline \end{array}$$

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

$$8. \begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

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

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

$$11. 5 \times 7 = \underline{\quad}$$

$$12. 7 \times 7 = \underline{\quad}$$

$$13. 3 \times 7 = \underline{\quad}$$

$$14. 7 \times 2 = \underline{\quad}$$

$$15. 7 \times 6 = \underline{\quad}$$

$$16. 7 \times 9 = \underline{\quad}$$

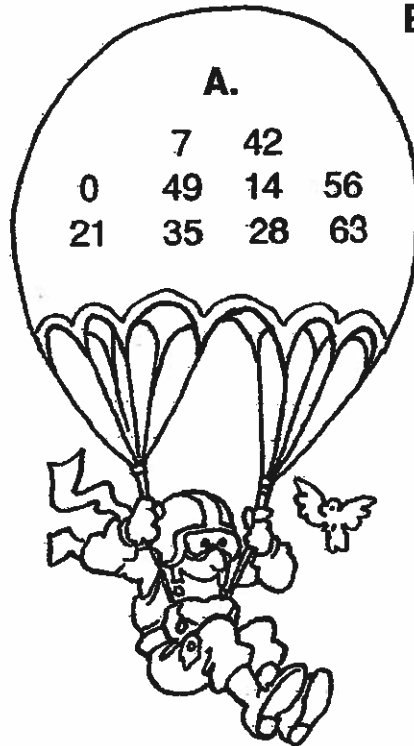
Problem Solving

17. Tom's birthday is 4 weeks away. How many days away is Tom's birthday? Hint: Think about the number of days in one week.
- _____

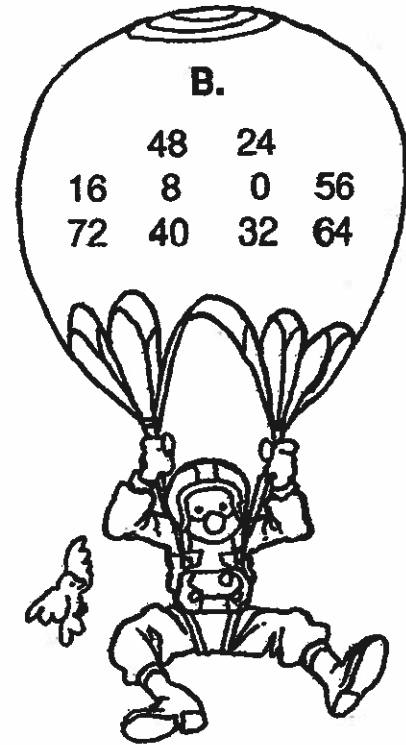
Skydiving

Write each product. Cross off the answer on the matching parachute.


- 4 x 7 = _____
- 7 x 7 = _____
- 1 x 7 = _____
- 3 x 7 = _____
- 5 x 7 = _____
- 6 x 7 = _____
- 0 x 7 = _____
- 2 x 7 = _____
- 9 x 7 = _____
- 8 x 7 = _____



- B. 8 x 8 = _____
- 3 x 8 = _____
- 0 x 8 = _____
- 7 x 8 = _____
- 4 x 8 = _____
- 1 x 8 = _____
- 6 x 8 = _____
- 9 x 8 = _____
- 2 x 8 = _____
- 5 x 8 = _____



Solve each problem.

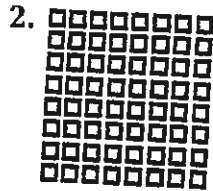
C. $\begin{array}{r} 8 \\ \times 6 \\ \hline \end{array}$	D. $\begin{array}{r} 7 \\ \times 1 \\ \hline \end{array}$	E. $\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$	F. $\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$	G. $\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$	H. $\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$
I. $\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$	J. $\begin{array}{r} 8 \\ \times 0 \\ \hline \end{array}$	K. $\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$	L. $\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$	M. $\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$	N. $\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$
O. $\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$	P. $\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$	Q. $\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$	R. $\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$	 <p>Score _____ 36</p>	

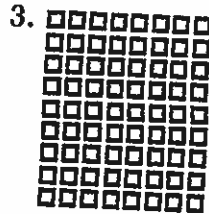
Brainwork! Write a word problem that can be solved using this fact: $7 \times 8 = 56$

Multiplying with 8

Write two smaller arrays for each array. Find the product.







Complete the table.

4.	×	1	2	3	4	5	6	7	8	9
	8	_____	_____	_____	_____	_____	_____	_____	_____	_____

Find the product.

5. $3 \times 6 = \underline{\quad}$ 6. $8 \times 7 = \underline{\quad}$ 7. $9 \times 3 = \underline{\quad}$ 8. $4 \times 7 = \underline{\quad}$

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

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

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

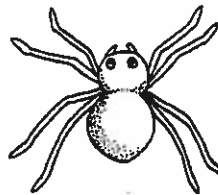
12. $\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$

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

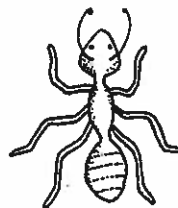
Mixed Applications

For Problems 14–15, use the picture.

14. How many legs do 3 spiders have in all? 3 ants?



15. How many ants in all does it take to have as many legs as 3 spiders? 6 spiders?



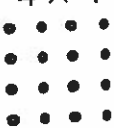
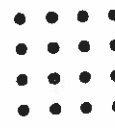
Multiply With 8

Multiply.

4×8

You can use doubling.

4×8 is double 4×4 .

4×4	4×4
	

} 4×8

$4 \times 4 = 16$

$16 + 16 = 32$

$4 \times 8 = 32$

1.
$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$

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

4.
$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 8 \\ \times 1 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

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

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

9.
$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 8 \\ \times 0 \\ \hline \end{array}$$

11. $7 \times 8 = \underline{\hspace{2cm}}$

12. $8 \times 3 = \underline{\hspace{2cm}}$

13. $8 \times 8 = \underline{\hspace{2cm}}$

14. $0 \times 8 = \underline{\hspace{2cm}}$

15. $6 \times 8 = \underline{\hspace{2cm}}$

16. $10 \times 8 = \underline{\hspace{2cm}}$

Problem Solving

17. Spiders have 8 legs. How many legs do 5 spiders have?

Name _____ Date _____

BASIC FACTS**Multiplying by 9**

Complete the chart below, using what you know about nines facts.

1.	1×9	=	
2.	2×9	=	
3.	3×9	=	
4.	4×9	=	
5.	5×9	=	
6.	6×9	=	
7.	7×9	=	
8.	8×9	=	
9.	9×9	=	

Multiply.

$$\begin{array}{r} 10. \quad 9 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 9 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 4 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 7 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 7 \\ \times 9 \\ \hline \end{array}$$

15. $9 \times 5 = \underline{\quad}$

16. $9 \times 1 = \underline{\quad}$

17. $0 \times 9 = \underline{\quad}$

Fill in the blanks.

18. $2 \times \underline{\quad} = 18$

19. $3 \times 9 = \underline{\quad}$

20. $9 \times \underline{\quad} = 9$

21. $\underline{\quad} \times 9 = 36$

22. $\underline{\quad} \times 9 = 9$

23. $9 \times \underline{\quad} = 45$

Name _____

Date _____

Problem-Solving Skill: Multistep Problems

Solve. Use these or other strategies.

Problem-Solving Strategies

• Act It Out

• Write a Number Sentence

• Find a Pattern

1. Ed had some shells from the seashore. When he put them in groups of 8 he had one left over. When he put them in groups of 5 there were none left over. Ed had fewer than 50 shells. How many shells did Ed have?

2. Jason says he is thinking of two numbers. When multiplied, their product is 24. When added, their sum is 11. What are Jason's numbers?

Use the chart below for Exercises 4-6.

3.

Number of Shelves	Number of Tapes
2	12
3	18
4	24

How many tapes fit on 6 shelves?

Number of CDs	
Bob	13
Betty	11
Suzanne	3

4. Todd has 2 more CDs than Amy and he has twice as many CDs as Suzanne. How many CDs does Amy have?

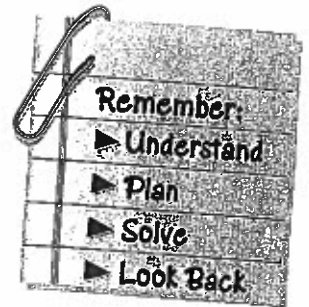
5. If Betty puts her CDs in 2 small cases, she has room for 1 more. A large case holds 4 more CDs than a small one. How many CDs does a large case hold?

6. **Write Your Own Problem** Bob has 4 CD holders. Six CDs can fit in each holder. Write a problem that has multiple steps.

Name _____

Date _____

Problem-Solving Strategy: Choose a Strategy



You can often use more than one strategy to solve a problem.

Susan bought 3 orange beads and 2 white beads. The beads cost \$7.00 in all. If the orange beads cost \$1.00 each, how much did each of the white beads cost?

Write a number sentence.

Find how much the orange beads cost.
 $3 \times \$1.00 = \3.00

Find how much the white beads cost.
 $\$7.00 - \$3.00 = \$4.00$

Find how much each white bead costs.
 $\blacksquare \times 2 = \4.00

The white beads cost \$2.00 each.

Guess and check.

1st Guess: \$1 each

$2 \times \$1.00 = \2.00
 $\$3.00 + \$2.00 = \$5.00$

2nd Guess: \$2 each

$2 \times \$2.00 = \4.00
 $\$3.00 + \$4.00 = \$7.00$

The white beads cost \$2.00 each

Solve.

1. Paula bought some black and green beads for \$0.20 each. She bought 1 green bead. She spent \$0.80 in all. How many black beads did she buy?

Think: How much did she spend on black beads?

2. Caroline gave 5 green beads each to Damon, Noel, and Tracey. She had 3 left over. How many beads did she have to start with?

Think: How many beads did she give away in all?

3. Robin has 3 more beads than Fiona. Belinda has 1 less bead than Fiona. Robin has 10 beads. How many beads does Belinda have?

Think: How many beads does Fiona have?

4. Mike would like to make a string of beads for his sister. He will need 6 green beads, 2 orange beads, and 1 white bead. How much will all the beads cost?

Think: What step can I do first to solve this problem?

Multiplication Facts

	0	1	2	3	4	5	6	7	8	9	10	11	12
0x	0	0	0	0	0	0	0	0	0	0	0	0	0
1x	0	1	2	3	4	5	6	7	8	9	10	11	12
2x	1	2	4	6	8	10	12	14	16	18	20	22	24
3x	0	3	6	9	12	15	18	21	24	27	30	33	36
4x	0	4	8	12	16	20	24	28	32	36	40	44	48
5x	0	5	10	15	20	25	30	35	40	45	50	55	60
6x	0	6	12	18	24	30	36	42	48	54	60	66	72
7x	0	7	14	21	28	35	42	49	56	63	70	77	84
8x	0	8	16	24	32	40	48	56	64	72	80	88	96
9x	0	9	18	27	36	45	54	63	72	81	90	99	108
10x	0	10	20	30	40	50	60	70	80	90	100	110	120
11x	0	11	22	33	44	55	66	77	88	99	110	121	132
12x	0	12	24	36	48	60	72	84	96	108	120	132	144

Patterns on a Multiplication Table

You will learn how to find patterns using a multiplication table.

Use patterns to complete the table.

×	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0		0	0	0	0	0		
1	0	1	2	3	4		6	7	8	9	10		
2	0	2	4	6	8		12	14	16	18	20		
3	0	3	6	9	12		18	21	24	27	30		
4	0	4	8	12	16		24	28	32	36	40		
5													
6	0	6	12	18	24		36	42	48	54	60		
7	0	7	14	21	28		42	49	56	63	70		
8	0	8	16	24	32		48	56	64	72	80		
9	0	9	18	27	36		54	63	72	81	90		
10	0	10	20	30	40		60	70	80	90	100		
11													
12													

You can skip count by 5s to find all the multiples of 5.

A **multiple** of 5 is any product that has 5 as a factor.

A product having two factors that are the same is called a **square** number.

Which multiple of 5 is a square number?

Think: $5 \times 5 = 25$

Complete each multiplication sentence by looking at the completed multiplication table above.

1. $4 \times \underline{\quad} = 20$

2. $2 \times 9 = \underline{\quad}$

3. $12 \times \underline{\quad} = 72$

4. $\underline{\quad} \times 2 = 22$

5. $6 \times \underline{\quad} = 48$

6. $3 \times \underline{\quad} = 0$

7. $11 \times 6 = \underline{\quad}$

8. $\underline{\quad} \times 5 = 60$

9. $\underline{\quad} \times 7 = 49$

10. $3 \times \underline{\quad} = 15$

11. $12 \times \underline{\quad} = 12$

12. $6 \times \underline{\quad} = 18$

13. Is 36 a square number? Explain why or why not.

Name _____

Date _____

Multiply Three Numbers

Factors can be multiplied in any order.

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

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

Associative Property of Multiplication

The way factors are grouped does not change the product.

You can multiply 2 x 3 first.

$$(2 \times 3) \times 3 = \blacksquare$$

$$6 \times 3 = 18$$

You can multiply 3 x 3 first.

$$2 \times (3 \times 3) = \blacksquare$$

$$2 \times 9 = 18$$

No matter which two factors are multiplied first, the product will be the same.

Remember:

The parentheses () tell you which factors to multiply first.

Find each product. Multiply factors in parentheses first.

1. $(2 \times 4) \times 3$

2. $4 \times (2 \times 5)$

3. $(9 \times 0) \times 8$

4. $7 \times (1 \times 6)$

5. $(3 \times 2) \times 8$

6. $(3 \times 3) \times 6$

7. $(7 \times 7) \times 1$

8. $4 \times (3 \times 2)$

9. $(2 \times 2) \times 9$

10. $(2 \times 4) \times 8$

11. $8 \times (8 \times 0)$

12. $2 \times (4 \times 2)$

13. $(3 \times 1) \times 9$

14. $(0 \times 9) \times 9$

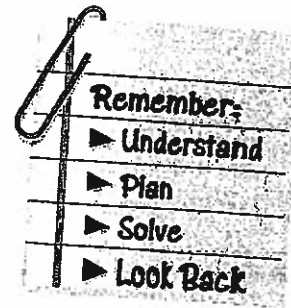
15. $7 \times (1 \times 8)$

16. $(3 \times 2) \times 8$

Name _____

Date _____

Problem-Solving Application: Use Operations



You will learn how to use operations to help you solve problems.

Vicky is at a theme park. To enter a ride, she has to pay with tickets. She has decided that she wants to go on the Viper ride three times, on the Ladybug four times, and on the Sprinter two times. How many tickets will she need?

<p>Think</p> <p>Use the sign to find how many tickets she will need for each ride.</p> <p>3 rides on the Viper: $3 \times 3 = 9$ tickets</p> <p>4 rides on the Ladybug: $4 \times 2 = 8$ tickets</p> <p>2 rides on the Sprinter: $2 \times 5 = 10$ tickets</p>	<p>Solve the Problem</p> <p>Add the number of tickets needed for each ride to find the total number of tickets needed.</p> <p>Viper: 9 tickets Ladybug: 8 tickets Sprinter: + 10 tickets <hr style="width: 100px; margin-left: 0;"/> 27 tickets</p> <p>Vicky needs 27 tickets.</p>	<table border="1"> <thead> <tr> <th colspan="2">RIDES</th> </tr> </thead> <tbody> <tr> <td>Viper</td> <td>3 tickets</td> </tr> <tr> <td>Ladybug</td> <td>2 tickets</td> </tr> <tr> <td>Sprinter</td> <td>5 tickets</td> </tr> <tr> <td colspan="2">3 tickets for \$1.00</td> </tr> </tbody> </table>	RIDES		Viper	3 tickets	Ladybug	2 tickets	Sprinter	5 tickets	3 tickets for \$1.00	
RIDES												
Viper	3 tickets											
Ladybug	2 tickets											
Sprinter	5 tickets											
3 tickets for \$1.00												

Solve. Use the information above for Problems 1-4.

1. The price for 3 tickets is \$1. How much money did Vicky spend on all the rides?

Think: How many threes are in 27?

2. If Vicky wanted to go on the Ladybug 5 times instead of 4 times, how many more tickets would she need?

Think: How many tickets does she need for one Ladybug ride?

3. Which needs more tickets: 4 rides on the Ladybug or 3 on the Sprinter?

Think: How many tickets will she need for each ride?

4. What is the cost for Vicky to ride the Viper 3 times?

Think: How much does 1 ride cost?

Name _____

FAST FACTS PRACTICE

Multiply as fast as you can.

1. $10 \times 8 = \underline{\quad}$ $10 \times 7 = \underline{\quad}$ $4 \times 9 = \underline{\quad}$ $8 \times 9 = \underline{\quad}$

2. $3 \times 8 = \underline{\quad}$ $3 \times 9 = \underline{\quad}$ $5 \times 6 = \underline{\quad}$ $9 \times 7 = \underline{\quad}$

3. $5 \times 9 = \underline{\quad}$ $2 \times 6 = \underline{\quad}$ $2 \times 7 = \underline{\quad}$ $6 \times 8 = \underline{\quad}$

4. $7 \times 9 = \underline{\quad}$ $3 \times 7 = \underline{\quad}$ $8 \times 8 = \underline{\quad}$ $7 \times 7 = \underline{\quad}$

5. $7 \times 6 = \underline{\quad}$ $6 \times 9 = \underline{\quad}$ $6 \times 6 = \underline{\quad}$ $4 \times 7 = \underline{\quad}$

6. $4 \times 6 = \underline{\quad}$ $5 \times 7 = \underline{\quad}$ $4 \times 8 = \underline{\quad}$ $9 \times 8 = \underline{\quad}$

7. $5 \times 8 = \underline{\quad}$ $9 \times 6 = \underline{\quad}$ $7 \times 8 = \underline{\quad}$ $6 \times 7 = \underline{\quad}$

8. $9 \times 9 = \underline{\quad}$ $8 \times 7 = \underline{\quad}$ $3 \times 6 = \underline{\quad}$ $8 \times 6 = \underline{\quad}$

Name _____ Skill: Multiplying by 7

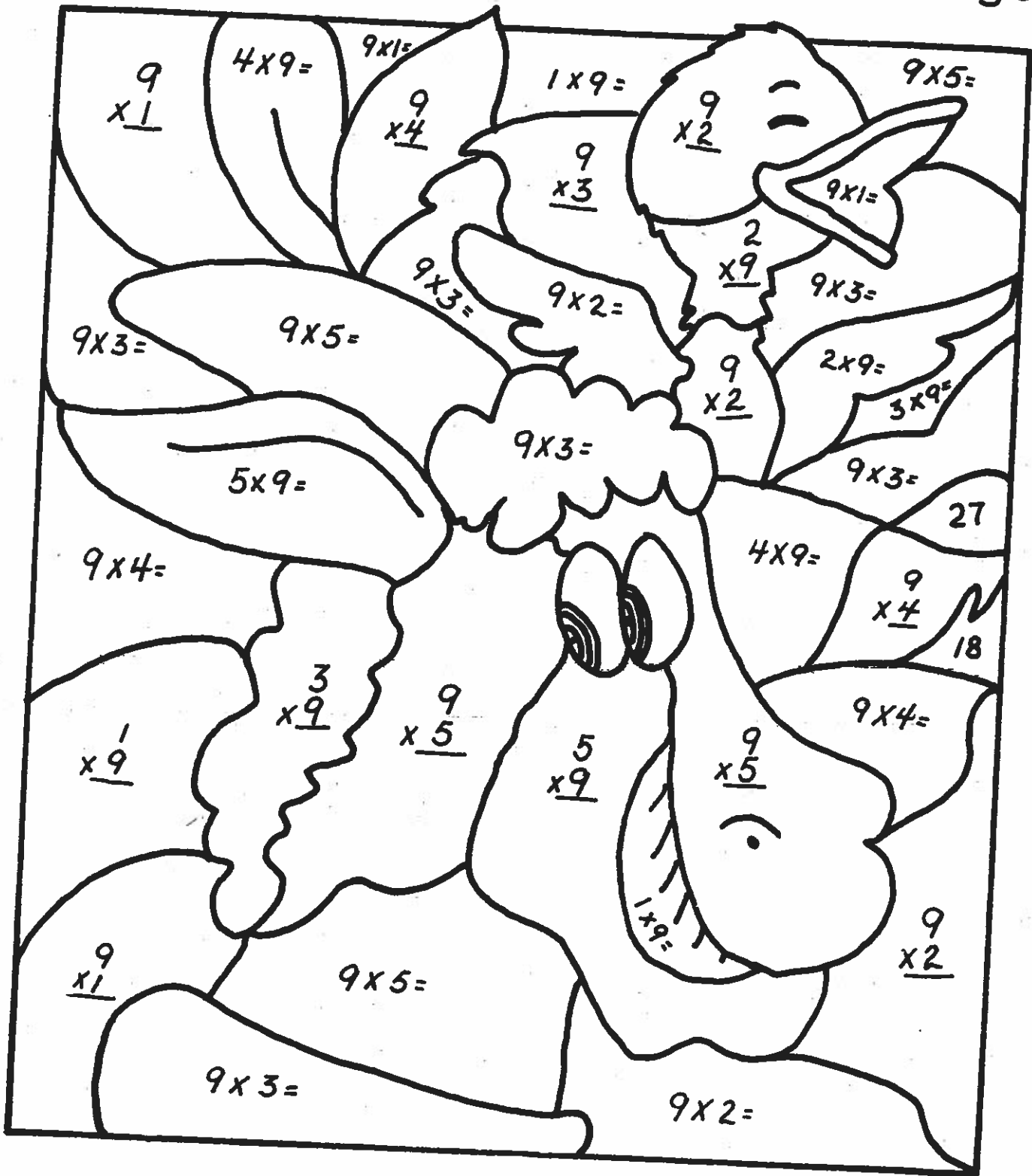
7 14 21 28 35
yellow blue red orange black

7 x 3 = 2 x 7 = 3 x 7 =
7 x 1 = 7 x 2 = 7 x 2 =
2 x 7 = 7 x 3 = 7 x 4 = 3 x 7 =
7 x 5 = 7 x 2 = 7 x 4 = 7 x 2 =
7 x 2 = 3 x 7 = 7 x 4 = 7 x 4 =
7 x 4 = 7 x 1 = 7 x 1 = 7 x 4 =
7 x 5 = 7 x 4 = 7 x 4 = 7 x 4 =
7 x 3 = 4 x 7 = 7 x 3 = 4 x 7 = 1 x 7 = 2 x 7 =
7 x 5 = 4 x 7 = 7 x 3 = 4 x 7 = 1 x 7 = 2 x 7 =
7 x 5 = 4 x 7 = 7 x 3 = 4 x 7 = 1 x 7 = 2 x 7 =
7 x 5 = 4 x 7 = 7 x 3 = 4 x 7 = 1 x 7 = 2 x 7 =

Name _____

Skill: Multiplying by 9

9 18 27 36 45
red yellow brown green orange



Name _____

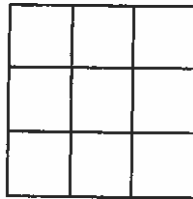
Date _____

Multiplication and Square Numbers

×	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

When two factors of a product are the same number, the product is called a **square number**. Find the square numbers on the multiplication table and circle them.

Square numbers can be modeled with a picture or an array. Look at the number 9. The factors of 9 are 3 and 3. The array is 3 units long and 3 units wide.



1. Draw an array to model 36.

Its dimensions are _____ units long and _____ units wide.

2. Draw an array to model 25.

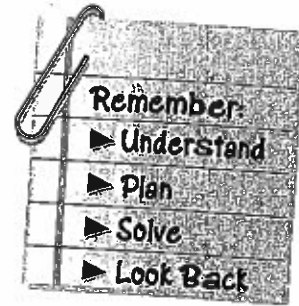
Its dimensions are _____ units long and _____ units wide.

3. Draw an array to find the next square number after 144.

Name _____

Date _____

Problem-Solving Application: Use Operations



Solve. Use these or other strategies:

Problem-Solving Strategies

- Write a Number Sentence
- Work Backward
- Draw a Picture

1. Paul bought two bagels for \$2 each and three drinks for \$1 each. Paul started with a \$10 bill. How much money does Paul have left?

2. Donna practiced piano for one hour after doing her homework. She did her homework for 2 hours. Donna finished her piano practice at 5:00 P.M. At what time did she start her homework?

3. Jamie ate twice as many pickles as Benjamin. Benjamin ate four more pickles than Val. Val ate one pickle. How many pickles did Jamie eat?

4. Richard bought 12 tickets for rides at the festival. He has enough for 3 rides on the Twister and 3 rides on the Mountain Top. The Mountain Top costs 1 ticket for 1 ride. How much does the Twister cost for 1 ride?

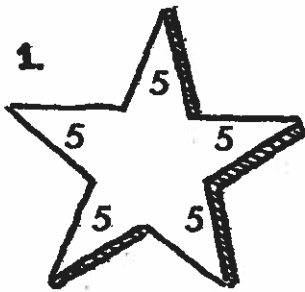
5. Suzanne is sitting next to Mary. Mary and Brad are not sitting next to one another. Mary, Suzanne, and Brad are sitting in a line of 3. What are the possible ways they can be sitting?

6. **Write Your Own Problem** Tickets to the Railroad Museum cost \$7 for adults and \$3 for children. In the Parsons family, there are two adults and three children. Write a problem using this information that can be solved by using operations.

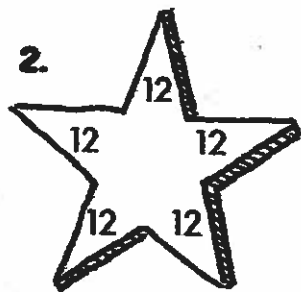
Name _____ Date _____

Multiplication Is in the Stars

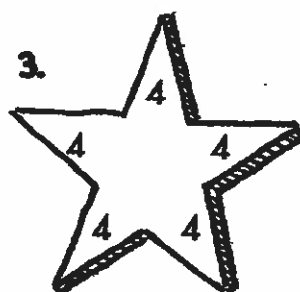
Look at each picture and answer the multiplication question. Write your answer in the blank. Then use your answers to solve the riddle below.



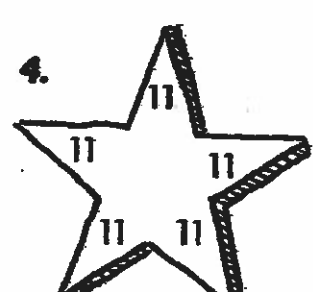
$5 \times 5 = \underline{\quad}$ (I)



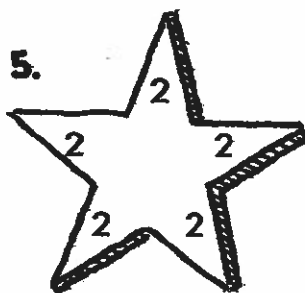
$5 \times 12 = \underline{\quad}$ (O)



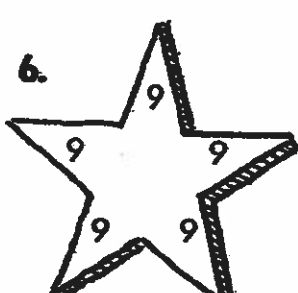
$5 \times 4 = \underline{\quad}$ (T)



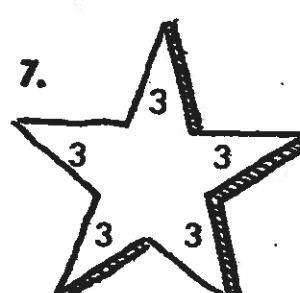
$5 \times 11 = \underline{\quad}$ (A)



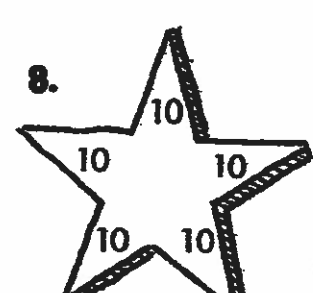
$5 \times 2 = \underline{\quad}$ (B)



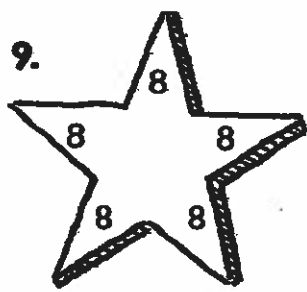
$5 \times 9 = \underline{\quad}$ (E)



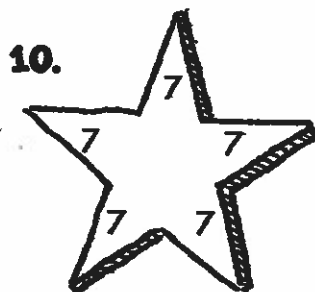
$5 \times 3 = \underline{\quad}$ (R)



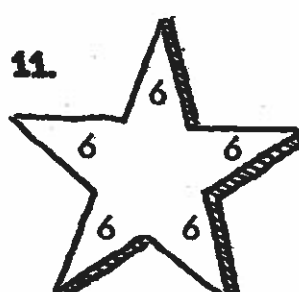
$5 \times 10 = \underline{\quad}$ (V)



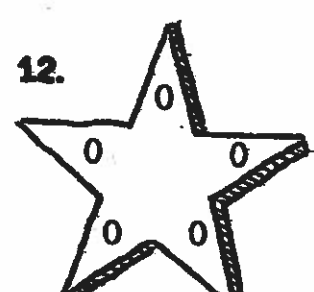
$5 \times 8 = \underline{\quad}$ (S)



$5 \times 7 = \underline{\quad}$ (M)



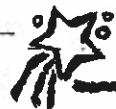
$5 \times 6 = \underline{\quad}$ (L)



$5 \times 0 = \underline{\quad}$ (Q)

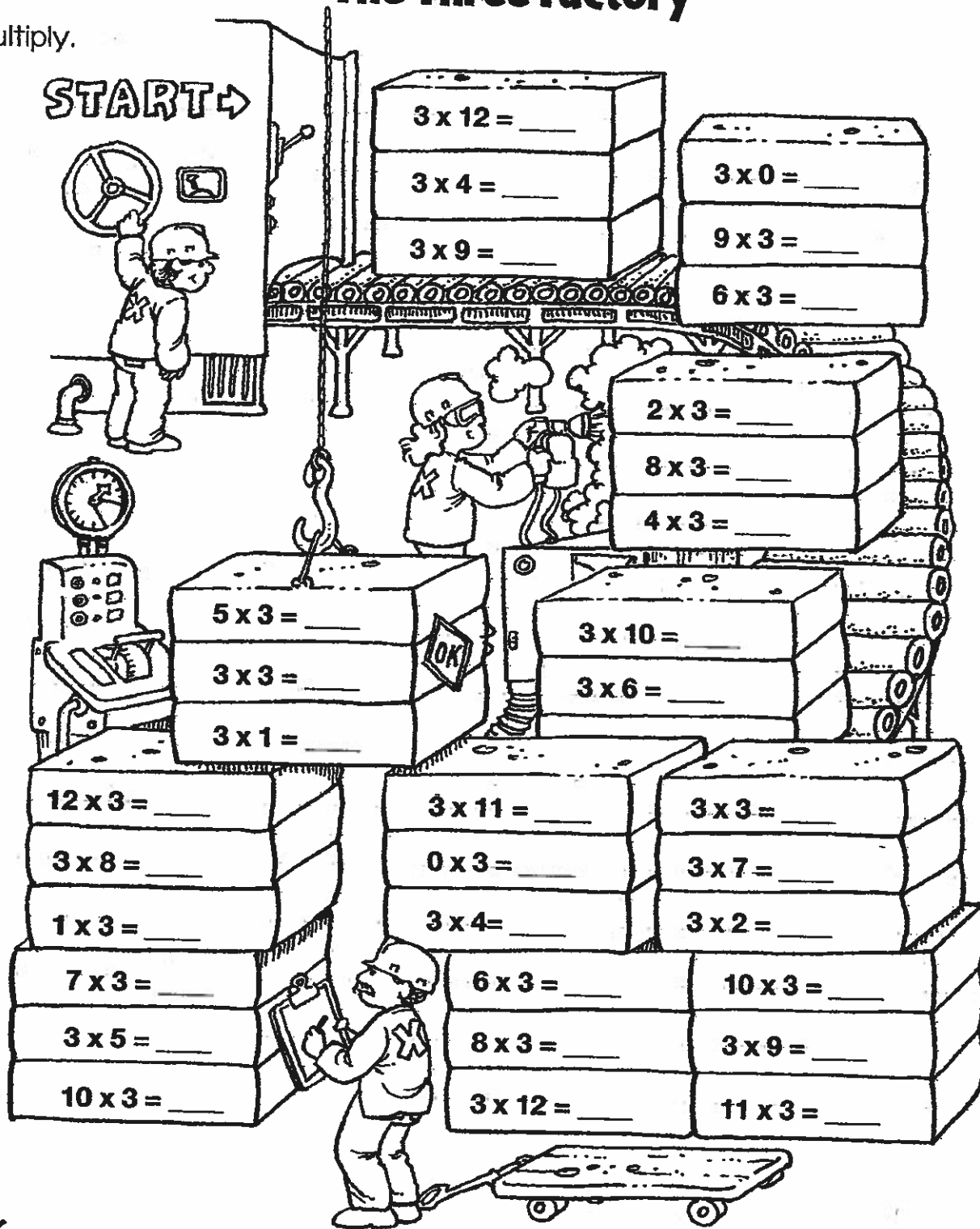
Q: What kind of stars wear sunglasses?

A: 35 60 50 25 45 stars!



The Three Factory

Multiply.



The Three Factory paints one stack of boxes every three minutes. How many minutes does it take the factory to paint nine stacks of boxes?

✓ CHECK UNDERSTANDING


1. **VOCABULARY** An shows objects in rows and columns.

Make two smaller arrays to find each product.


2. 9

6 

3. 8

8 

4. 9

7 

Copy and complete the tables.

5.

×	4	5	6	7
7	?	?	?	?

6.

×	5	6	7	8
6	?	?	?	?

7.

×	6	7	8	9
8	?	?	?	?

✓ CHECK SKILLS

Find the product.

8.
$$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$$

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

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

11.
$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$

✓ CHECK PROBLEM SOLVING

Solve.

CHOOSE A STRATEGY

- Make a Model
- Write a Number Sentence
- Act It Out
- Work Backward

13. Joe's dad is putting tiles on the bathroom wall. He has put up 7 rows of 9 tiles. How many tiles has Joe's dad used so far?

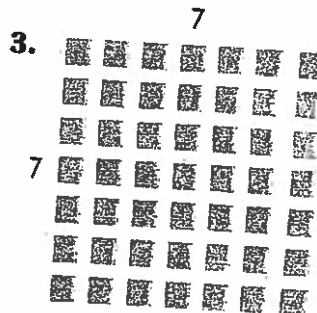
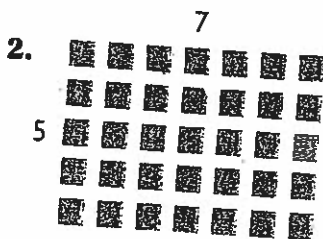
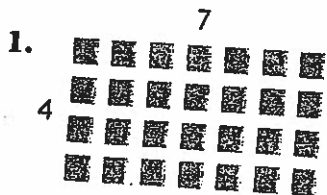
14. At 3 o'clock Dana began to play the piano. She played for 45 minutes. Then she had a snack for 15 minutes. At what time did she finish her snack?

15. There are 7 desks in each row. There are 5 rows. How many desks are there?

16. There are 4 softball teams with 9 players on each team. How many softball players are there?

PRACTICE

Make two smaller arrays to find each product.



Copy and complete the table.

4.

\times	1	2	3	4	5	6	7	8	9
7	?	?	?	?	?	?	?	?	?

Find the product.

5. $3 \times 8 = ?$

6. $6 \times 6 = ?$

7. $6 \times 9 = ?$

8. $5 \times 5 = ?$

Mixed Applications

9. A movie is shown 6 times each day. How many times is the movie shown in 1 week?

10. The room has 7 rows of seats with 9 seats in each row. How many seats are in the room?

For Problems 11–12, use the schedule.

11. How long is the program *The Night Sky*? *Exploring Space*?
12. How many times is the program *The Night Sky* shown each day?
13. Write a problem that uses this information. In a book about space, Joe read 7 pages each day for 7 days.

The Night Sky	9:00 - 9:30
Exploring Space	9:45 - 10:30
The Night Sky	11:00 - 11:30
Exploring Space	11:45 - 12:30
The Night Sky	1:30 - 2:00
Exploring Space	2:15 - 3:00
The Night Sky	3:30 - 4:00

Mixed Review

Write the value of the blue digit.

14. 42,8 5

15. 3 ,154

16. 85, 71

17. 8,326

Round to the nearest hundred.

18. 184

19. 452

20. 559

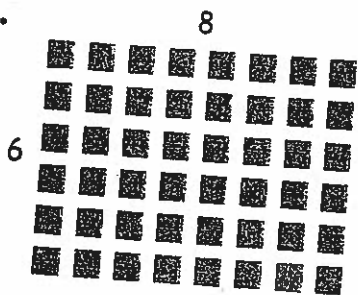
21. 335

22. 819

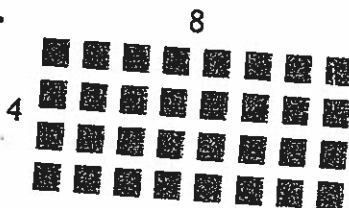
PRACTICE

Write two smaller arrays for each array. Find the product.

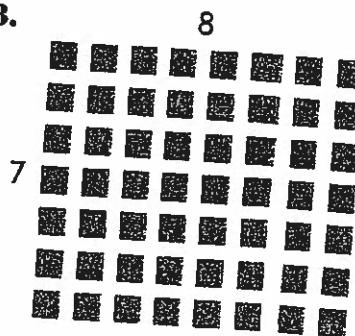
1.



2.



3.



Copy and complete the table.

4.

$\cdot \times$	1	2	3	4	5	6	7	8	9
8	<u> ?</u>	<u> ?</u>	<u> ?</u>	<u> ?</u>	<u> ?</u>	<u> ?</u>	<u> ?</u>	<u> ?</u>	<u> ?</u>

Find the product.

5. $2 \times 7 = \underline{\quad ? \quad}$

6. $4 \times 6 = \underline{\quad ? \quad}$

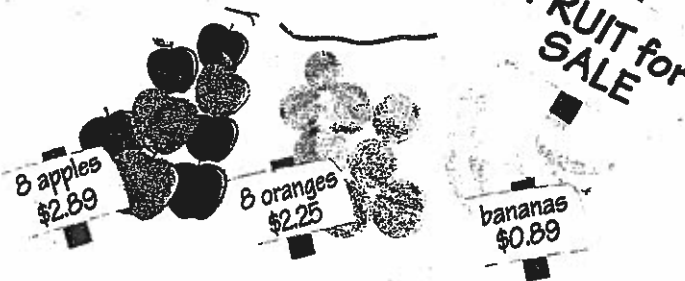
7. $9 \times 5 = \underline{\quad ? \quad}$

8. $6 \times 7 = \underline{\quad ? \quad}$

Mixed Applications

For Problems 9–11, use the picture.

9. Joy bought 1 bag of apples, 1 bag of oranges, and 1 bunch of bananas. How many pieces of fruit did she buy?



10. Andrew bought 1 bag of apples and 1 bag of oranges. How much change did he receive from \$6.00?

11. Write a problem about the number of apples Jeff bought if he bought 5 bags of apples.

Mixed Review

Find the sum.

12. $\begin{array}{r} \$2.43 \\ + 3.54 \\ \hline \end{array}$

13. $\begin{array}{r} \$5.72 \\ + 1.26 \\ \hline \end{array}$

14. $\begin{array}{r} \$6.45 \\ + 5.61 \\ \hline \end{array}$

15. $\begin{array}{r} \$5.38 \\ + 7.42 \\ \hline \end{array}$

Write how many hundreds, tens, and ones.

16. 432

17. 168

18. 593

19. 732

20. 905

Name: _____

Count by 6s

Count by 6s and fill in the missing numbers on the number lines.

