Dear Teacher:

You have worked all year to instill the joy of learning in your students. By now, the standards have been met and summer is just around the corner. Here is a wonderful product that will keep that enthusiasm alive and help your students be prepared for the next step in their education: **Printables Summer Stay-on-Track Packs**.

These packs have been carefully compiled to present your students with a wide range of activities to assure that the skills you worked so hard to teach them during the school year will not be lost in the heat of the summer. Each activity is only one page long and all are matched to the Common Core State Standards for reading comprehension and math.

This packet is intended to be a review of skills presented during the regular school session, not new material, for the following reasons:

- These pages will be fun and easy for your students. We want them to enjoy this project and even to "play school" this summer.

- These lessons will evoke recall of your classroom instruction, which strengthens concepts you have already taught.

- Families will look at what the child is doing and be able to see how much he or she has learned. They will recognize how well you have taught these skills and will not be asked to teach brand-new skills to their child.

- Students will return to school ready to build on what you have already taught and what the summer activities have reinforced.

The Table of Contents divides the activities into a suggested week-by-week structure. We included 5 lessons each for weeks 1, 2, 3, 8, 9, and 10 and 6 lessons for weeks 4, 5, 6, and 7, thus putting the bulk of the work in the middle of the summer. This structure is intended to vary the targeted skills within each week and to maintain the child's interest and engagement over the entire summer.

The Standards and Skills pages provide short "family-friendly" explanations of each standard and tips to help them help their children. Some families may decide to focus on particular skills and standards, so pages that support each standard and skill are also listed with the standard for flexibility of use.

Because of the wide range of student abilities, it is likely that some pages will be quite easy for a given student and some may be a little challenging, but it is certain that every page has been selected for its fun factor, its appropriateness for the standards, and for its appeal to children.

Thank you for choosing Scholastic and Printables, and for all that you do for your students!

Welcome to the Summer Stay-on-Track Pack!

Between Grades 4–5

Dear Families,

We hope your child will enjoy these delightful activities from Scholastic's Printables website. Each page in this booklet has been especially selected to provide a review of the reading comprehension and math standards that your child's teacher likely covered in the past school year. Because this resource is designed to provide review and practice, we did not insert new concepts that you would have to introduce and explain to your child. There is great value to having your child practice and gain confidence on "secure skills."

We know that this material will be used in many ways: for children to play school, as rainy day fun, as serious "at-a-desk" lessons, and as independent work. We have suggested a week-by-week order, but you may choose to use the pages in any order that makes the most sense for you and your child. Because children have varied skills and school experiences, there are no strict guidelines for how much you should, or should not, help your child. The rule is to help as much as the child needs and to help where he or she needs it. Some pages will be quite easy; others will require some guidance. Students may need help in order to understand the directions. We have listed each standard and have provided a "Tip" to explain the standard or to offer a suggestion for further learning.

You may want to consider sending this completed booklet back to school in the fall. It will give your child's new teacher an idea of his or her skills and will help set the stage for upcoming instruction.

We wish you and your child a wonderful, fun, and productive summer!

Mary Rose and the Editors at Scholastic Printables

Table of Contents

Grade 4 Standards and Skills

READING AND LANGUAGE ARTS

The student will...	Activity	Tip
...include details and examples from the text when explaining the explicit and/or inferred concepts in an informational article.	• Around the World in a Bright Pink Boat (Week 1) • Invisible and Inaudible (Week 5)	Questions about what someone has read fall into two categories: literal (factual) and inference. A literal question can be answered by having the reader "go back to the text" and locate the exact answer. An inference question must be answered by "reading between the lines" and identifying something the author may have meant, but did not clearly state.
...include details and examples when explaining the explicit and/or inferred concepts in a literary text.	• The Sun and the Wind (Week 1) • Flower Fun (Week 10)	We make inferences based on the descriptions in a story. For example, we might infer that a character is naive when we read, "The little girl smiled happily at the menacing wolf and offered him a pastry." Help your child pay attention to details in order to better understand the characters in a story.
...build foundations of Language Arts.	• Comma Lesson (Week 1) • Piece of Cake! (Week 2) • On the Contrary (Week 6) • The Education of Snow White (Week 10)	Of course there are many reading and language skills that are not covered in this packet, but we have included a few activities that fall under the category of Foundations of Language Arts. These are lessons about how language works, rather than ones that build comprehension skills.
...summarize a text, determine the main idea, and explain how details support the main idea.	• Loch Ness Monster (Week 2) • The Star Spangled Banner (Week 7) • Finding Food (Week 9)	Because understanding what we read is important, this is one of the two most tested reading standards. Whenever your child is reading, make sure he or she recognizes the main idea of the text and can separate the main idea from minute or supporting details.
...determine how the author's details, logic, examples, and elaborations support the main concepts of a text.	• Charles Lindbergh (Week 2)	Writers use details, logic, or examples to support their main ideas. For instance, the introductory paragraph of an essay may claim that dogs make the best pets. Subsequent paragraphs (extensions) might each give a different reason why dogs are the best pets. This format is a popular and effective way to present support for a concept.
...determine the meaning of general vocabulary and domain-specific words and phrases in grade-level texts.	• Violent Storms (Week 3)	*Domain-specific* words are those that are integral to certain topics (for instance, baseball words include *error*, *single*, and *foul*). They may be challenging to read, spell, and understand, and they may have a far different meaning in a different context. Help your child use context to understand these words.
...summarize stories and identify theme(s) in stories, drama, or poetry.	• Sour Grapes (Week 3)	The *theme* is the major idea or lesson that a piece of literature conveys about life. There is no one right answer as long as your child can find details that relate to the theme. For example, a theme of the fairy tale *Cinderella* might be "kindness," but it might also be "meanness does not pay."

READING AND LANGUAGE ARTS

The student will...	Activity	Tip
...recognize similarities and differences in the focus and details of first-hand and second-hand accounts of the same topic.	• A Story Told Twice (Week 4)	The number one way for your child to improve reading comprehension is to read out loud. When reading aloud, he or she listens to each word and is keenly aware as to whether it makes sense. Encourage your child to read to you, to a younger sibling, or even to the dog or a stuffed animal.
...use information from two texts on the same topic in order to write knowledgably about the subject.	• Thanks to the Navajo Indians (Week 4)	When your child shows an interest in a topic—playing the piano, learning yo-yo tricks, the lives of astronauts or presidents—make sure you expose him or her to a variety of information on the subject. Help your child learn areas of interest and expertise well from a variety of sources.
...explain how a visual representation of a text reflects specific descriptions or directions contained in the text.	• Limericks (Week 4)	We want students to understand how illustrations contribute to a story. There is a reason that Winnie the Pooh is drawn as smiling and friendly and the Big Bad Wolf is drawn big and bad. His frightening teeth and menacing look clearly match his character. No matter what the story, do not overlook the value of the illustrations.
...use text features (e.g., charts, maps, sidebars, footnotes, captions) and explain what they contribute to the text in which they appear.	• Dining With Dinosaurs (Week 5) • Cleveland's Weather Update (Week 8)	If pages with a lot of text features are intimidating for your child, try folding the page or using a cover sheet to isolate a sidebar or footnote and have your child concentrate only a small "bite" of text at a time. Encourage your child to use this same technique in the classroom.
...know the difference first- and third-person narrations. The student will recognize similarities and differences when similar stories are told from different points of view.	• The Narrator (Week 5) • Tale From the Deep (Week 9)	When the author uses *I*, *me*, *we*, and *us*, that means the story is being told in "first person," that is the story happened to the person that is doing the telling. When the author uses *they*, *them*, *he*, and *she*, the story is being told in "third person." Point of view changes depending on who is telling the story.
...determine which text structure(s) the author has used in a text (e.g., sequence of events, cause and effect, problem and solution).	• The Silk Route (Week 6)	If the author uses *first*, *second*, and *third* or *then*, *after that*, and *finally* he or she is telling events in the order they happened (sequence of events, or chronological order). *Alike* and *different* or *however* and *on the other hand* indicate compare and contrast structure. Clue words let the reader know the structure the author used.
...use specific details in a story or play (including descriptions, thoughts, words, and actions) to describe characters, settings, or events.	• Chippy the Chimp (Week 6)	We want students to give more than just a physical description of characters. (The cat was black and white.) Accept almost any inference as long as the child can justify it with details from the story. (The Cat in the Hat was *neat* because he put all of the toys away. The Cat in the Hat was *sneaky* because he came when no one was home.)

READING AND LANGUAGE ARTS

The student will...	Activity	Tip
...use context clues and other reading skills to determine the meaning of unfamiliar words and phrases in a text, including those that allude to significant characters from mythology.	• Mythology Trivia (Week 7)	The English language draws words and ideas from many other cultures and languages, including Roman and Greek mythology. This resource will help your child build two important skills—understanding mythology and reading information presented in a chart or table.
...recognize similarities and differences in the treatment of themes (e.g., overcoming adversity, perseverance) common to literature from various cultures.	• The Elephant/The Truck (Week 7)	Almost every culture has stories with similar themes. For example, there are variations on the Cinderella story in Egyptian, Asian, European, African, Middle Eastern, and Native American cultures. Many themes are timeless human themes, not just cultural ones.
...recognize the differences among various forms of literature (e.g., poetry, drama, prose). The student will understand and use terms that are relevant to each form of literature (e.g., *stanza* and *rhyming schemes* for poetry; *cast*, *script*, and *stage directions* for plays).	• Block Boy (Week 8)	A *stanza* is a unit within a poem. It has two or more lines, sort of like a paragraph. *Free verse* is a poem that does not rhyme. *Meter* is the regularity of rhythm in a poem. (Think of the beat in a jump rope song.) Two words that sound alike *rhyme*. (Note that rhyming words do not have to have similar spellings: *chair/wear*.)
...determine how specific information in a text connects certain historical, scientific, or technical text to events, steps in a process, ideas, or concepts.	• Water (Week 10)	Draw connections between the beginnings of ideas or concepts and the progression of inventions or historical events. For instance, Alexander Graham Bell's telephone connects to the invention of smartphones. Help your child see these kinds of connections when he or she is reading historical or scientific texts.

MATH

The student will...	Activity	Tip
...use the four operations with whole numbers to solve problems.	• Checkmate (Week 1) • More Fun Sports (Week 2) • The Corner Candy Store (Week 3) • Safety First (Week 4) • Division Decoder (Week 6) • Greedy Gretchen (Week 7)	If you find that your child is often answering many of these problems incorrectly, there is probably a misunderstanding in the *process* (i.e., starting with the tens instead of the ones place; writing numerals in the wrong column). Have your child work a problem out loud and take that opportunity to clarify the correct way to calculate the answer.
...understand decimal notation for fractions, and compare decimals and fractions.	• Measure Mania (Week 1)	Teach decimals using money. Show your child that $0.25 (twenty-five cents) is $\frac{25}{100}$ (25 cents out of the 100 cents in a dollar). This number is read "twenty-five one hundredths." Say "and" *only* when there is a decimal point. "Four dollars AND fifty six cents." Do not say "and" any other time in order to avoid confusion.
...represent and interpret data.	• Skyscrapers Around the World (Week 2) • Finding the Range and Mode (Week 6) • Fun in the Orchard (Week 7) • Horseplay (Week 8) • Night-Light (Week 9)	When we use *arithmetic* operations to solve problems like measuring distances, calculating area, and graphing, it is called *mathematics*. Help your child look for relationships and patterns on these graphs. Students interpret data by making comparisons or seeing patterns. These skills will help them greatly as they learn to evaluate data in science classes.
...gain familiarity with factors and multiples.	• It's Great to Associate! (Week 3) • The Math Early Bird (Week 6)	The term *factors* refers to the two numbers that are multiplied together to get an answer, also called a *product*. For example, 3 and 6 are two factors of 18. (3 x 6 = 18) Help your child see factors and develop number sense by having him or her group numbers like 12, 18, and 24 into as many factors (or equal piles, like 2 piles of 12) as possible.
...extend understanding of fraction equivalence and ordering.	• Where Do Aliens Wash? (Week 3) • It's All the Same (Week 4) • Fractions Are a Breeze (Week 5)	Help your child learn more about fractions by taking a whole and dividing it into equal pieces. Fold a piece of paper in two equal sections and label each one $\frac{1}{2}$. Fold another sheet of paper into four equal sections and label each one $\frac{1}{4}$. Continue to $\frac{1}{8}$ and $\frac{1}{16}$. Then make equivalent fractions by stacking them so they are equal. ($\frac{2}{4} = \frac{4}{8} = \frac{8}{16}$)
...draw and identify lines and angles, and classify shapes by properties of their lines and angles.	• Naming Polygons (Week 4)	There are three kinds of angles: those less than 90 degrees are *acute* angles; those at 90 degrees are *right* angles; those more than 90 degrees are *obtuse* angles. Two lines that cross each other are called *intersecting lines*; two lines that run side by side and never intersect are called *parallel lines*. Help your child find examples of all of these around the house.
...use place value understanding and properties of operations to perform multi-digit arithmetic.	• Add It Up! (Week 5) • Kaleidoscope of Flowers (Week 10)	There are three basic properties of math: the distributive property: 2 (3 + 4) = 2 x 3 + 2 x 4; the associative property: 2 (3 x 4) = (2 x 3) 4; and the commutative property of addition 2 + 3 = 3 + 2. (Remember to complete any step inside parentheses first.) Mastering these properties will be key for more advanced classes like algebra and calculus.

MATH

The student will...	Activity	Tip
...generate and analyze patterns.	• Number Sequencing (Week 7) • Super Seven (Week 9)	Help your child find patterns by making a 100s chart (10 columns of numbers that count from 1-100). Then look for patterns together. Besides the obvious—all the numbers in one column begin with a 3—help your child find other patterns by having him or her color numbers while skip counting (counting by 5s or 2s, for instance). These exercises are fun and they help develop "number sense."
...generalize place value understanding for multi-digit whole numbers.	• Any Old Place Won't Do (Week 8)	The term *place value* means that the *place* in which a number is located, or the order in which numerals are written, determine the *value* of each one; 123 is different from 321. It is vital that your child understand this concept, as this is the foundation of our base-10 numbering system.
...understand concepts of angle and measure angles (geometric measurement).	• Measuring and Drawing Angles (Week 8)	There are 180 degrees in every triangle. To measure an angle, lay a protractor so that the 0 is where the two lines meet and the base line is along a straight line out from the 0. Read the number of degrees by finding the number where the second line crosses the arc of the protractor. When you measure all three angles of a triangle and add them together, you will get 180.
...use the four operations to solve problems involving intervals of time.	• What Is the Meanest Farm Animal? (Week 9)	Display a clock face and have your child watch while the minute hand ticks off one minute. Time how long it takes to wash the dishes or make a sandwich. Teach how to count by 5s in order to tell time, and use the terms *quarter past* and *half past*. Help your child see that 8:45 means 45 minutes have passed since it was eight o'clock.
...solve problems involving measurement and the conversion of measurements from a larger unit to a smaller unit.	• Fly the Coop (Week 10)	Many students do not have a lot of practice with measurement, so when they are asked to answer abstract questions on paper, they do poorly. Help your child weigh a bag of potatoes or a fire truck; check the length of a train or the height of a dollhouse; and see how much water cup, quart, and gallon containers can hold. (This is a great outside summer activity!) After taking measurements, help your child convert the data from inches to feet or from ounces to pounds.

JUST FOR FUN

| Activity	Tip
• 4th of July Visor (Week 5)	Allow your child to color this visor and cut it out. Glue it onto sturdy paper (even the inside of a cereal box will do!) and help cut the holes in the sides. Help your child add a string or piece of yarn through the holes. If you have a copy machine, make these for the whole family. You may have to help with cutting if you use a heavy cardboard.

Around the World in a Bright Pink Boat

Australian Jessica Watson is not your average teenager. At age 16, she sailed around the world. And she made the trip all by herself. She's the youngest person ever to sail the world solo.

She began her voyage in October 2009. She sailed out of Sydney Harbor in her bright pink boat. She completed the trip on May 15, 2010. She was at sea for 210 days.

Jessica had lots of sailing experience. She had been sailing since the age of eight. Even so, some people opposed the trip. They thought she was just too young. Naturally, her parents worried about her. But they trusted her skills. They believed she could safely make the trip. She was in radio contact in case anything went wrong.

Jessica said she made the trip to challenge herself. She said she wanted to achieve something to be proud of.

People have called Jessica a hero. "I don't consider myself a hero," she said. "I'm just an ordinary girl who believed in a dream." She added, "You've got to have a dream, believe in it, and work hard."
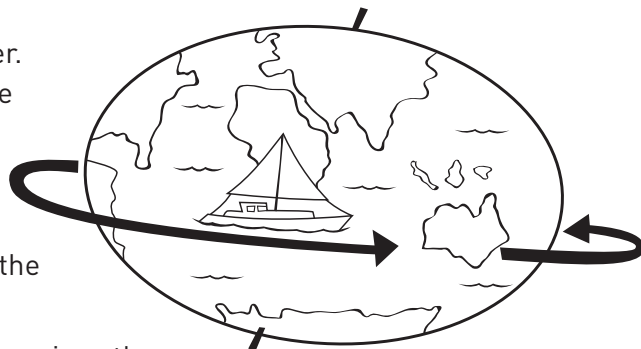
Comprehension Check

1. How old was Jessica when she sailed around the world?

   _____

   _____

2. What does the word *solo* mean in paragraph 1?

   Ⓐ as a teenager

   Ⓑ alone

   Ⓒ quickly

   Ⓓ in a boat

3. How long did Jessica's trip take?

   _____

   _____

4. Why did Jessica make the trip?

   Ⓐ All her friends had already done it.

   Ⓑ She wanted to improve her sailing skills.

   Ⓒ She wanted to do something she'd be proud of.

   Ⓓ Her friends dared her to do it.

5. People have called Jessica a hero. Does she agree?

   _____

   _____

The Sun and the Wind

One day the sun and the wind had an argument. The wind claimed that he was stronger than the sun. "Wrong," replied the sun. "I am stronger than you."

As they were arguing, a woman came down the road wearing a heavy woolen coat.

"Here's how we can decide who is stronger," shouted the wind. "See that woman? Let's see which of us can remove her coat."

"Good idea," the sun replied. "You go first." So the wind started to blow. He was sure he could blow the coat right off the woman's back. He blew and blew as hard as he could, but the woman only tightened the coat more tightly around her. She would not let it blow off.

Now the sun began to shine. It shone down hot on the woman and soon she grew warm and removed her coat.

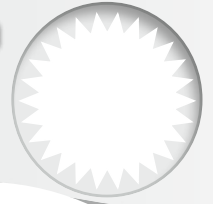"Alas, you win," said the wind to the sun. "because you persuaded the woman to do your work for you."

1. Who was having the argument?

_____

2. How were the methods of the sun different from those of the wind?

_____

3. What lesson did the wind learn from the sun?

Ⓐ Love conquers all.

Ⓑ Force is better than brains.

Ⓒ Don't wear a coat in the summer.

Ⓓ Persuasion is better than force.

Dear Families,

The comma is one of the most misused punctuation marks in the English language. Sometimes commas are scattered everywhere, as if it didn't matter where they landed. Whole books have been written about when and where to use a comma, but you will be happy to know we are going to focus only on comma rules that are appropriate for elementary school students. We will begin with these two easy rules.

✳ **Put a comma between a city and a state.**
(Camden, New Jersey; Dallas, Texas; New York, NY)

✳ **Put a comma between the day and year in a date.**
(October 12, 1492)

Since some of the questions on the homework may seem personal, please feel free to provide fictional answers to any of these. We are not seeking the information, but we do want your child to demonstrate that he or she understands the most basic uses of the comma.

Commas to separate city from state, and the day and year in a date

....
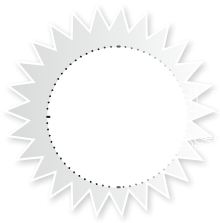
Directions: Write a complete sentence for each of the following questions.

1. Where do you live? (Include city and state.)

_____

2. Look at a book on your desk. Where was it published?

_____

3. In what city and state does your favorite sports team play?

_____

4. What was yesterday's date?

_____

5. On what date will school start?

_____

Checkmate

To subtract with regrouping, follow these steps.

1. Subtract the ones column. Regroup if needed.

2. Subtract the tens column. Regroup if needed.

3. Subtract the hundreds column. Regroup if needed.

```
      2 11
      4 3 1
   −  2 6 6
   ──────────
          5
```

```
        12
      3 2 11
      4 3 1
   −  2 6 6
   ──────────
        6 5
```

```
        12
      3 2 11
      4 3 1
   −  2 6 6
   ──────────
      1 6 5
```

Subtract. Cross out the chess piece with the matching difference.
The last piece standing is the winner of the match.

63

464

```
   956        239        842
 − 492      − 176      − 426
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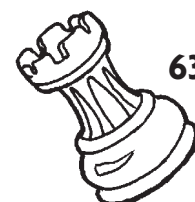
179

```
   153        351        983
 −  80      − 172      − 284
```

416

```
   526        643        258
 − 286      − 479      − 139
```

699

73

240

```
   932        852
 − 426      − 476
```

164

479
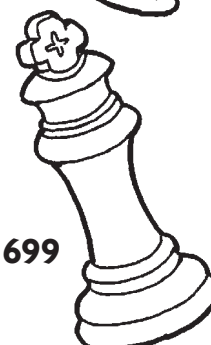
506

119

☐ **is left standing.**

376

Name _____ Date _____

Measure Mania

You may have heard of inches and yards, but you probably haven't heard of some of these wacky units! To find out more, convert each of the decimals to fractions. Then find that fraction in the list on the right. The correct unit of measure will be written next to the matching fraction. Write that unit of measure in the blank provided.
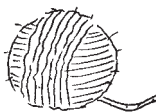
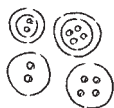**1.** A small bunch of bananas is called what?

.25 _____

47/100 a hank

2. 45 gallons of fresh herring is a what?

.0007 _____

4/100 a bind

3. 560 yards of wool is called a what?

.47 _____

2 75/100 glitches

4. Buttons are measured in units called what?

2.75 _____

1 2/10 a saros

7/100 a billet

5. 500 pounds of cotton is called a what?

.059 _____

7/10000 a pool

6. In England, a 40-inch stick of firewood is called what?

.07 _____

25/100 a hand

7. 6585.32 days are called what by astronomers?

1.2 _____

59/1000 a bale

8. 250 eels are called what?

.04 _____

Read the text and answer the questions.

Loch Ness Monster

In Scotland, residents have told tales for many years of the Loch Ness Monster, also affectionately called "Nessie." Loch Ness is a lake in northern Scotland. The story of the Loch Ness Monster dates back to 565 A.D. The creature supposedly has flippers and a long dinosaur-like neck and head.

In the 1930's, reported of sightings of the Loch Ness Monster increased. This was because a new highway had been built and the lake became more accessible to people. In 1934, a visiting doctor, Dr. Kenneth Wilson, claimed to have photographed Nessie. The photograph shows a large body with a tall neck arching above it. Evidence was later reported claiming that the photo was a hoax. The Loch Ness Phenomena Investigation Bureau was formed in 1961 to search for Nessie. Although this bureau found large moving objects in the lake, scientists were not sure if this was one large animal or a large school of fish. In the 1970's and in the 1990's, the area was again explored in search of the legendary monster. On these occasions, however, no credible evidence was found to support the existence of the Loch Ness Monster.
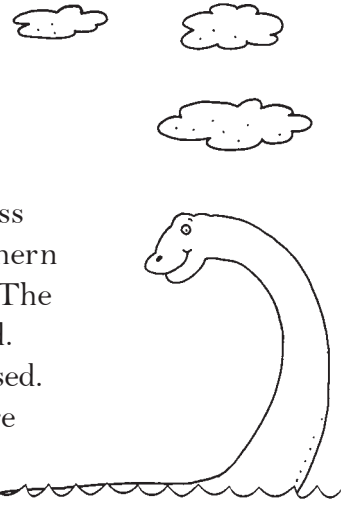
1. What is the main idea of this story? (Circle the answer)

   Ⓐ The Loch Ness Monster is a harmless sea creature.

   Ⓑ "Nessie" is a good nickname for the Loch Ness Monster.

   Ⓒ Stories of the Loch Ness Monster have been told for many years.

2. How do people describe the Loch Ness Monster?

   _____

3. Why did sightings of the Loch Ness Monster increase in the 1930's?

   _____

   _____

4. Who claimed to have photographed the Loch Ness Monster?

   _____

5. Why was the Loch Ness Phenomena Investigation Bureau formed?

   _____

6. What was the result of the searches for Nessie in the 1970's and 1990's?

   _____

Name _____   **Date** _____

Read the story and answer the questions.

Charles Lindbergh

The first person to fly across the Atlantic ocean was Charles Lindbergh. Lindbergh flew in a plane called the *Spirit of St. Louis*. The plane was built in San Diego, California. He tested the plane by flying from San Diego to New York, with an overnight stop in St. Louis. Although other pilots had tried to cross the Atlantic, their planes had crashed into the ocean and they were never seen again. Lindbergh left the United States in his plane on May 20, 1927. He departed from Long Island, New York. The trip over the Atlantic Ocean was a dangerous one. If there had been any problems with the plane, there would not have been any place to land. During the long journey, he had to force himself to stay awake. The total length of his flight was 33 hours. After crossing the ocean, the first land he saw was the coast of Ireland. When he landed near Paris, France, thousands of cheering people greeted his plane.
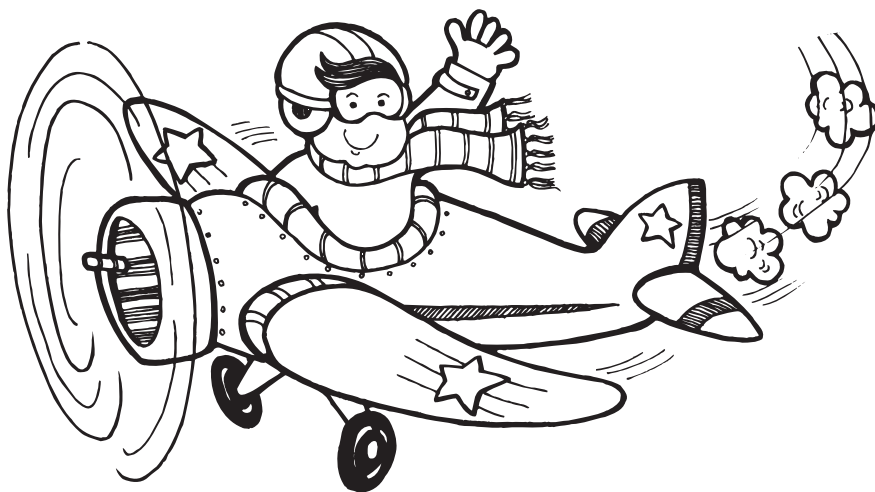
1. What is the main idea of this story?

Ⓐ Crossing the Atlantic Ocean in an airplane is dangerous.

Ⓑ Many people tried to cross the Atlantic Ocean.

Ⓒ Charles Lindbergh was the first person to cross the Atlantic Ocean in an airplane.

2. What two pieces of evidence does the author give to support the idea that this was a dangerous journey?
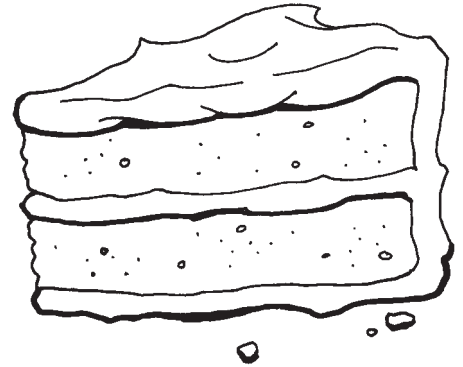
_____   _____

3. Lindbergh flew between what two locations?

_____   _____
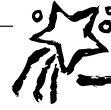
Piece of Cake!

Piece of cake *is an example of a common* **idiom**, *or expression. It means "an easy task." It is difficult to understand the meaning of the idiom by using the ordinary meaning of the words.*

What does the idiom in each sentence mean? Circle the letter of the meaning that makes the most sense.

1. Jason was so tired that he *hit the hay* right after dinner.
   a. went to bed　　　　**b.** went back to work　　　　**c.** cut the grass

2. Do not waste your money on this video because it is *for the birds*.
   a. worthless　　　　**b.** fantastic　　　　**c.** expensive

3. Jasmine was *down in the dumps* after losing the game.
   a. smelly　　　　**b.** excited　　　　**c.** sad

4. "Rap music is definitely *not my cup of tea*," said Jack's grandmother.
   a. not cheap　　　　**b.** not to my liking　　　　**c.** not hot enough

5. Ben and Lisa do not *see eye to eye* about which movie to watch.
   a. agree　　　　**b.** disagree　　　　**c.** argue

6. "I don't recall his name," said Kim, "but his face *rings a bell*."
   a. is unfamiliar　　　　**b.** stirs a memory　　　　**c.** appears

7. Carlos has been *on cloud nine* since winning the contest.
   a. very unhappy　　　　**b.** unfriendly　　　　**c.** joyous

8. The two old men were sitting on the park bench *chewing the fat.*
   a. feeding the squirrels　　**b.** having a friendly chat　　**c.** eating lunch

9. Although he was losing by 20 points, Alex refused to *throw in the towel.*
   a. give up　　　　**b.** take a shower　　　　**c.** do laundry

10. I *kept a straight face* when I saw Ann's wild new hairdo.
    a. poked fun　　　　**b.** kept from laughing　　　　**c.** stared

Listen for idioms in conversations you hear throughout the day. Write them down in a notebook. If you do not know what an idiom means, try to find out.

More Fun Sports

Add or subtract.

91 − 67	48 + 43	92 − 45	70 − 17	63 − 47	38 + 54	29 + 36	80 − 42
skating	football	hockey	volleyball	basketball	soccer	tennis	track

Complete the puzzle with the sport that goes with each answer.
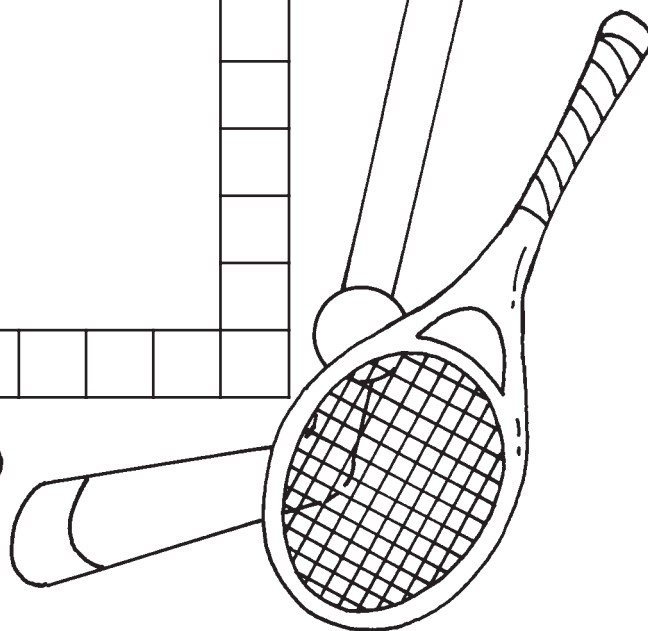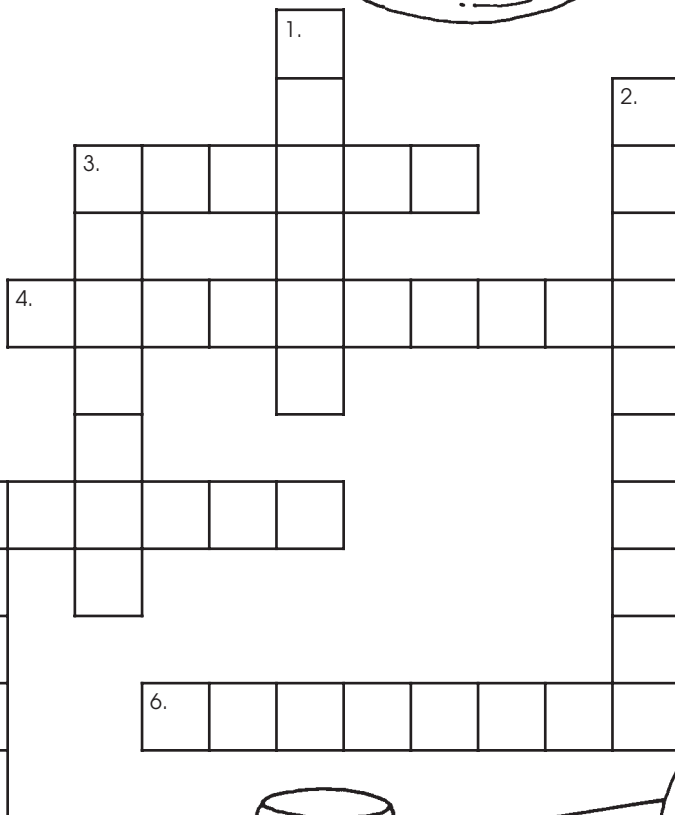
Across

3. 92

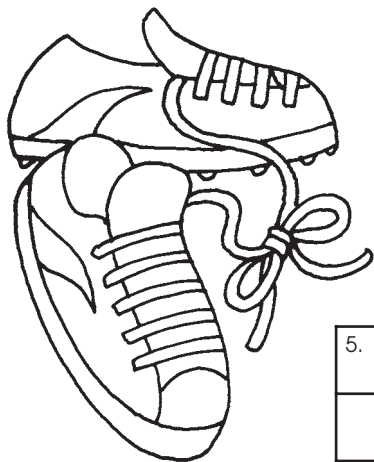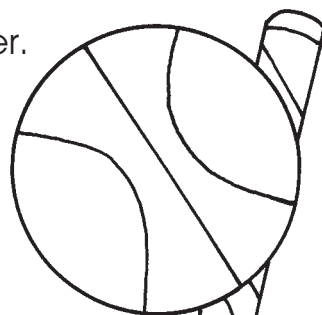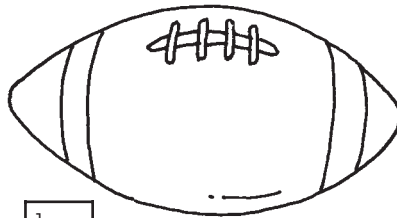4. 16

5. 65

6. 91

Down
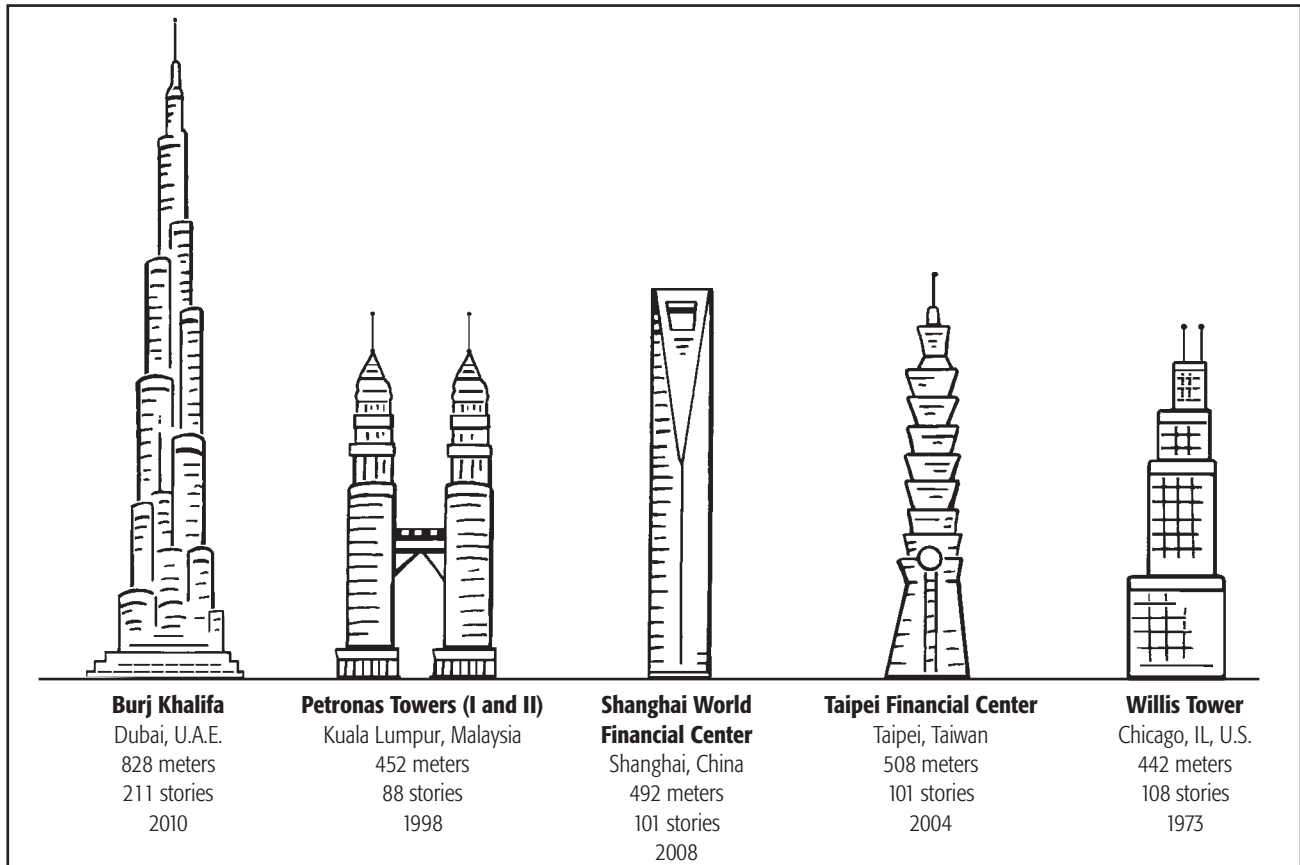
1. 47

2. 53

3. 24

5. 38

💡 **Choose your favorite sport from above. On another piece of paper, write a problem with its same answer. Try to write a problem that includes regrouping.**

Skyscrapers Around the World
CHART

Skyscrapers have been a dream of humankind for many years, and the results can be seen around the world. Here is a chart comparing some of the world's tallest buildings. Study the data in the chart. Then answer the questions.

Sky-High Skyscrapers

Burj Khalifa	**Petronas Towers (I and II)**	**Shanghai World Financial Center**	**Taipei Financial Center**	**Willis Tower**
Dubai, U.A.E.	Kuala Lumpur, Malaysia	Shanghai, China	Taipei, Taiwan	Chicago, IL, U.S.
828 meters	452 meters	492 meters	508 meters	442 meters
211 stories	88 stories	101 stories	101 stories	108 stories
2010	1998	2008	2004	1973

1. Which building has the most stories? _____

How tall is it? _____

2. Which building is the oldest? _____

Where is it located? _____

3. Which two buildings have the same number of stories? _____

_____ Which one is taller? _____

4. Which building has the fewest number of floors? _____

Is it the shortest building? _____

5. How much taller, in meters, is the tallest building than the shortest building? _____

Read the paragraph. Then answer the questions.

Violent Storms

Watch out for cyclones! These violent tropical storms can cause enormous destruction. Other names for cyclones are *hurricanes* and *typhoons*. They usually begin in areas of low pressure near the equator where the sea is especially warm. Warm air rushes toward these areas and swirls upward in circles over the sea. Within the center of this spinning mass is the eye of the storm. Around the eye, rage fierce winds and **torrential** rains. When cyclones hit land, they can flatten buildings, rip off roofs, and wash away roads.

1. What are the two other names we give to cyclones?

_____

2. What is the name for the center of a cyclone?

_____

3. What kind of damage might a cyclone cause?

_____

4. In this paragraph, the word **torrential** must mean

○ A. soft and gentle.   ○ B. slow and steady.

○ C. very heavy.   ○ D. really warm.

Sour Grapes Based on a Fable by Aesop

The fox felt and heard her empty stomach growl. It had been many days since she had caught anything to eat. She began to fear that she would soon die of starvation, but then she stumbled upon a lush garden. She snuck in for a closer look.

Following her nose, she looked up to see a twisty grape vine heavy with purple fruit. She licked her chops and extended her body upward, but the grapes hung far beyond her reach. She tried balancing on her hind legs, but still could not reach them. She gathered her strength, focused on her goal, and leapt as high in the air as she could. She jumped again and again, but still could not reach the fruit.

Tired and weary, she hung her tail in defeat and slunk out of the garden. "I don't care if you rot on the vine!" she cried. "You're not worth the trouble. Who wants to eat sour grapes, anyway?"

Moral: Speaking ill of what you cannot have makes you sound bitter.

1. Write a one-sentence summary of this story.

_____

_____

2. The phrase *sour grapes* comes from this ancient fable. In your own words, explain what you think this phrase means.

_____

_____

3. Which of the following could be another way to state the moral of this fable?

Ⓐ Honesty is the best policy.

Ⓑ Appearances may be deceiving.

Ⓒ Fools always mock what they cannot get.

Ⓓ There is always someone worse off than you are.

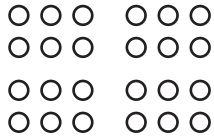**4.** What evidence in the text helped you choose your answer?
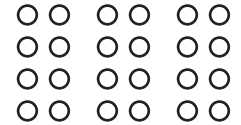
_____

_____

It's Great to Associate!

➡ *The **associative property**: Changing how the factors are grouped does not change the product.*

○○○ ○○○   *4 x*   *(2 x 3) = (4 x 2)*   *x 3*   ○○ ○○ ○○
○○○ ○○○   *4 groups of*   *3 groups of*   ○○ ○○ ○○
○○○ ○○○   ○○ ○○ ○○
○○○ ○○○   ○○ ○○ ○○

4 x (2 x 3)   *equals*   *(4 x 2) x 3*
4 groups of the array (2 x 3)   *3 groups of the array (4 x 2)*

Finish each multiplication sentence and draw an array to show the associative property. Write the product in the circle.

A.

2 x (5 x 3) = *(2 x 5) x 3*

○○○○○   ○○○○○   ○○○○○   (30)
○○○○○   ○○○○○   ○○○○○

B.

(2 x 6) x 5   ◯

C.

(4 x 6) x 2 =   ◯

D.

3 x (2 x 8) =   ◯

E.

3 x (7 x 2) =   ◯

F.

8 x (1 x 5) =   ◯

G.

(4 x 3) x 2 =   ◯
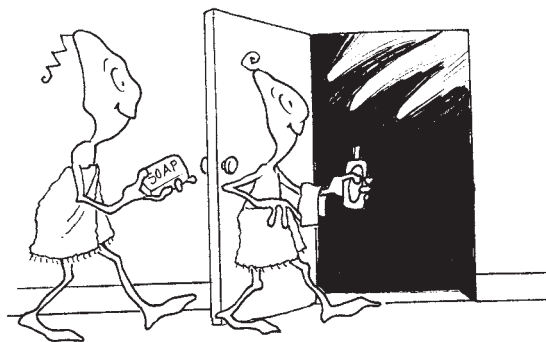
H.

(9 x 2) x 3 =   ◯

Name: _____ Date: _____

Riddle

Where do aliens wash?

Write the missing numerator.
Solve the riddle using your answers below.

$$\frac{1}{2} = \frac{}{4} \quad M$$

$$\frac{2}{6} = \frac{}{9} \quad O$$

$$\frac{2}{3} = \frac{}{9} \quad S$$

$$\frac{1}{2} = \frac{}{8} \quad E$$

$$\frac{3}{4} = \frac{}{12} \quad A$$

$$\frac{1}{3} = \frac{}{15} \quad I$$

$$\frac{1}{2} = \frac{}{22} \quad H$$

$$\frac{1}{2} = \frac{}{16} \quad T$$

$$\frac{3}{10} = \frac{}{100} \quad R$$

$$\frac{2}{3} = \frac{}{18} \quad N$$

$$\frac{1}{2} = \frac{}{14} \quad G$$

$$\frac{1}{2} = \frac{}{20} \quad W$$

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

___ ___ ___ ___ ___ ___ ___ ___
5   12   2   4   8   4   3   30

___ ___ ___ ___ ___ ___ ___
6   11   3   10   4   30   6

The Corner Candy Store

Word problems that suggest equal groups often require multiplication.

Write a number sentence for each problem. Solve.

A. Sam bought 4 candy bars at $1.23 each. How much did Sam spend altogether?	B. Mr. Johnson, the store owner, ordered 48 boxes of jawbreakers. Each box contained 392 pieces of candy. How many jawbreakers did Mr. Johnson order?
C. Carly's mom sent her to the candy store with 29 party bags. She asked Carly to fill each bag with 45 pieces of candy. How many pieces of candy will Carly buy?	D. Thirty-five children visited the candy store after school. Each child spent 57¢. How much money was spent in all?
E. Mr. Johnson keeps 37 jars behind the candy counter. Each jar contains 286 pieces of candy. How many pieces of candy are behind the counter altogether?	F. Nick bought each of his 6 friends a milk shake. Each milk shake cost $2.98. How much did Nick spend in all?

Read the passages. Then answer the questions.

A Story Told Twice

Off-Duty and On-Duty by Linda Ward Beech

Kato is a dog that likes to get around. Kato lives at an amusement park. Many of his hours are spent working as a guard dog on the night shift. But when Kato is off-duty, he likes to ride on the Ferris wheel. In fact, Kato has his own customized car. The benches have been removed so he has enough room, and bowls of food and water are provided. Sometimes Kato rides for hours. Other riders always ask about the Ferris wheel dog, but they aren't allowed to ride in his compartment.

Ferris Wheel Rider by Mary Rose

You will not believe what I just saw! My mom and I were about to get on the Ferris wheel at the amusement park. We watched the attendant unloading and loading the little seats. When it was our turn, the attendant moved the lever and moved an open seat right past us. I was about to ask why, when suddenly I saw a dog in it!

The dog seemed to look over the fairgrounds as he rose higher and higher into the air. The attendant said that it is the dog's special seat, and that he even has his own food and water. Who would have ever thought that a dog would enjoy a Ferris wheel ride?

1. What is the subject of both passages?

_____

2. What information can you get in the first passage that you cannot get in the second?

_____

3. How can you tell the second passage is a first-hand account?

_____

Read the passages. Then answer the questions.

Thanks to the Navajo Indians

Code Talkers by Linda Ward Beech

You should thank the Navajos. During World War II, 350 of them worked as code talkers. They sent messages in the Navajo language for the American military. Both sides used codes during the war, but most codes can eventually be broken. You have to be brilliant to break a code. However, little of the Navajo language had ever been written down. It was hard to learn, and it was very different from other languages. So although many radio messages were intercepted, the enemy could not break the Navajo code.

Creating a Code by Mary Rose

During World War II the American Armed Forces found they had a problem. Many of their Japanese enemies had been educated in America and spoke English very well. Therefore, it was difficult for the Americans to devise a code that the Japanese could not break, or figure out.

Phillip Johnson had lived on a Navajo Indian reservation since he was four and had grown up speaking Navajo with his playmates. He knew it was a difficult language that the enemy would not be able to understand. It had no alphabet and very little of it had ever been written down. He convinced his superiors to enlist the help of the Navajos for their coding. Their contributions were critical in helping America win the war.

1. Tell two things you learned in the second piece that were not in the first.

_____

_____

2. Tell two things that were stated in both articles.

_____

_____

Limericks

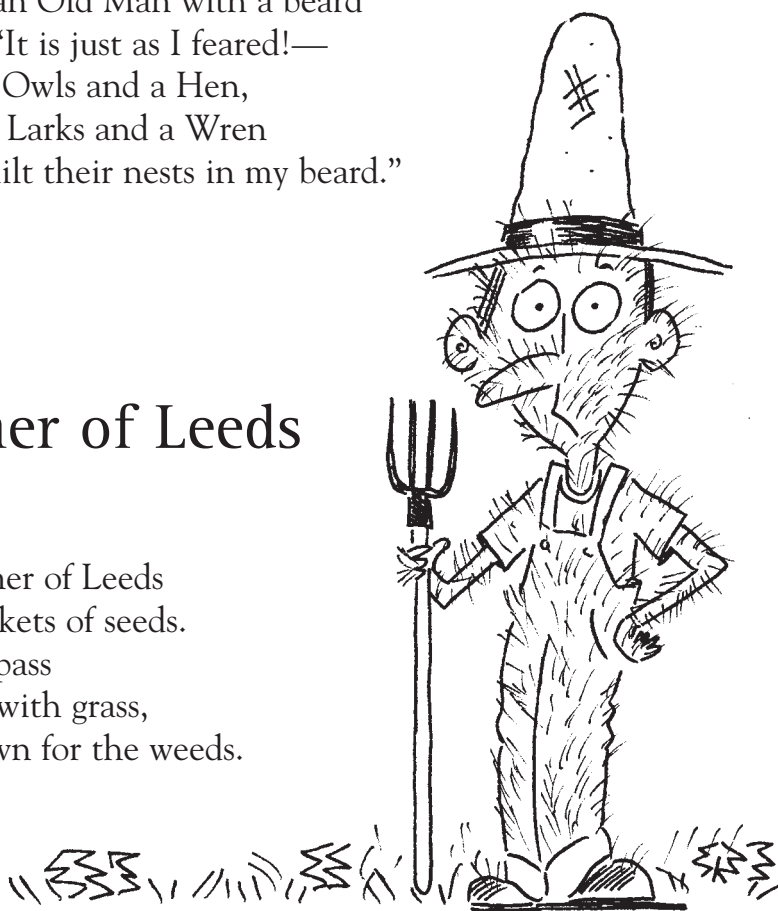## An Old Man With a Beard

BY EDWARD LEAR

There was an Old Man with a beard
Who said, "It is just as I feared!—
      Two Owls and a Hen,
      Four Larks and a Wren
Have all built their nests in my beard."

A Young Farmer of Leeds

—ANONYMOUS

There was a young farmer of Leeds
Who swallowed six packets of seeds.
      It soon came to pass
      He was covered with grass,
And he couldn't sit down for the weeds.

1. What part of the first limerick is illustrated?

_____

2. What part of the second limerick is illustrated?

_____

3. What parts of the second limerick do you have to imagine?

_____

Safety First

Multiply. Then use the code to answer the question below.

O. 142 x 21	**E.** 425 x 13	**V.** 123 x 28	**W.** 324 x 42
Y. 425 x 12	**R.** 123 x 19	**C.** 214 x 26	**A.** 314 x 13
I. 234 x 27	**L.** 134 x 52	**P.** 121 x 64	**!** 389 x 15
G. 248 x 51	**T.** 181 x 16	**S.** 341 x 14	

What should you remember when having fun on wheels?

4,082 6,968 13,608 4,082 5,100 4,774   13,608 5,525 4,082 2,337

7,744 2,337 2,892 2,982 5,525 5,564 2,896 6,318 3,444 5,525
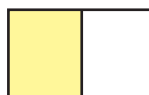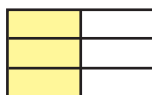
12,648 5,525 4,082 2,337 5,835

It's All the Same!
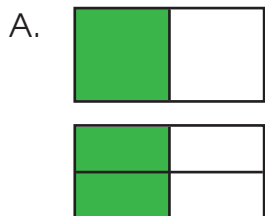
Equivalent fractions *have the same amount.*
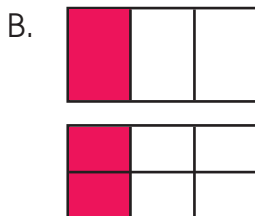
$\frac{1}{2} = \frac{4}{8}$ $\frac{3}{6} = \frac{1}{2}$
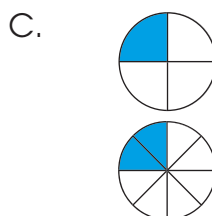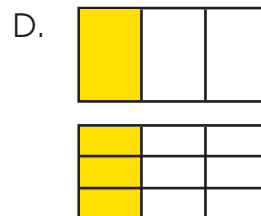
Write each missing numerator to show equivalent fractions.
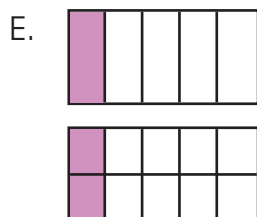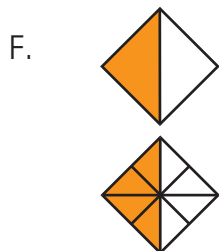
A.

$\frac{1}{2} = \frac{}{4}$

B.

$\frac{1}{3} = \frac{}{6}$

C.

$\frac{1}{4} = \frac{}{8}$

D.

$\frac{1}{3} = \frac{}{9}$

E.

$\frac{1}{5} = \frac{}{10}$

F.

$\frac{1}{2} = \frac{}{8}$

G.

$\frac{1}{2} = \frac{}{16}$

H.
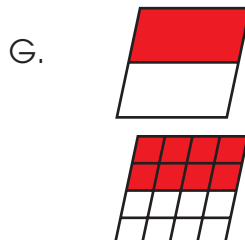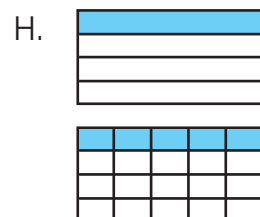
$\frac{1}{4} = \frac{}{20}$

Write the number sentence that shows each set of equivalent fractions.

I.

$\frac{}{} = \frac{}{}$

J.

$\frac{}{} = \frac{}{}$

K.

$\frac{}{} = \frac{}{}$

L.

$\frac{}{} = \frac{}{}$
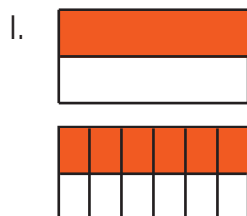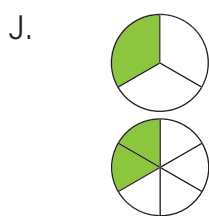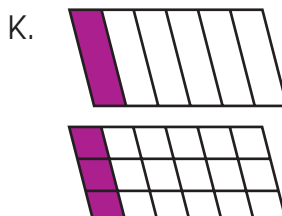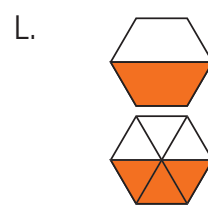
Raymond's pizza has been cut into fourths. Debbie's pizza has been cut into eighths. Raymond eats 2/4 of his pizza. Debbie eats 4/8 of her pizza. Did they eat the same amount of pizza? On another sheet of paper, draw a picture to show your answer.

Write the name of each shape and the number of sides.

1.
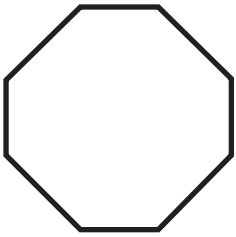
shape _____

sides _____

2.
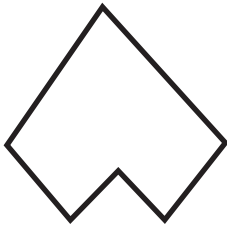
shape _____

sides _____

3.
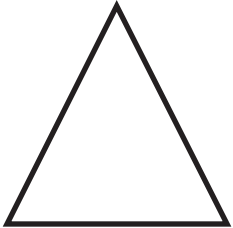
shape _____

sides _____

4.
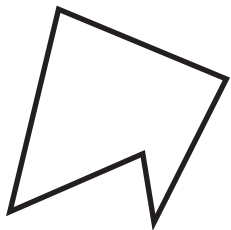
shape _____

sides _____

5.
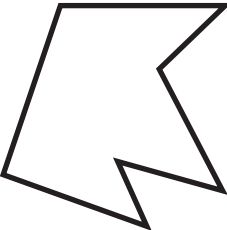
shape _____

sides _____

6.

shape _____

sides _____

Write the name of the type of angle shown.

7.
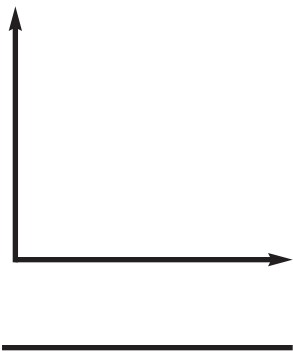
8.
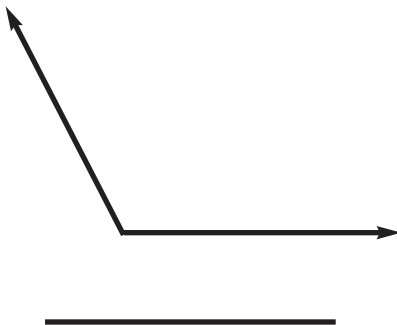
9.
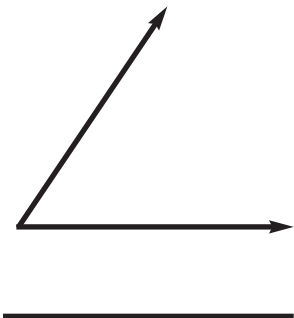
Read the story and answer the questions.

Invisible and Inaudible

Our experience of sights and sounds is affected by the limits of our eyes and ears. There are forms of light, such as infrared and ultraviolet, which our eyes cannot detect. The eyes of many animals can see these forms of light. Some animals can see well at light levels which are so low, we think it is completely dark. A cat may peer into the night, obviously watching something intently, yet we see only blackness. Also, there are sounds that are too quiet, or too low or high pitched for our ears to hear them. Dolphins, bats, and many other animals can hear and make these sounds that we cannot hear. Sometimes you may notice a dog, cat or horse may pointing their ears toward a sound that is so faint that we hear nothing.
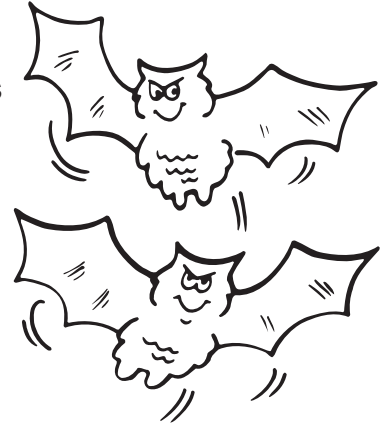
1. What is the main idea of this story? (Circle the answer)
    A. There are sights and sounds that are present that humans may not experience because of the limits of our sense organs.
   B. Cats can see in the dark much better than dogs.
    C. Dolphins and bats can see and hear better than any other animal.

2. What does the word "invisible" mean? (Circle the answer)
    A. not able to be seen
    B. hiding
    C. blurry

3. What does the word "inaudible" mean? (Circle the answer)
    A. not clean
    B. not able to cook
    C. not able to be heard

4. What are three examples of animals that can hear sounds that we cannot hear?

    _____

5. What are two forms of light that the human eye cannot see?

    _____

6. Name an animal that can see in the dark.

    _____

Dining with Dinosaurs

This "Dino" table provides specific information about different kinds of dinosaurs. Use the table to choose the best answer to each question below.

DINOSAUR FACTS				
Name	What It Means	Size	Weight	Food
Ankylosaurus	Crooked lizard	25 feet	3 tons	plants
Baryonyx	Heavy claw	30 feet	1–2 tons	fish
Eoraptor	Dawn thief	3 feet	22 pounds	meat, insects
Maiasaura	Good mother lizard	30 feet	3 tons	plants
Plateosaurus	Broad lizard	20–26 feet	2,000–4,000 lb.	plants
Seismosaurus	Earthquake lizard	120–150 feet	40 tons	plants
Spinosaurus	Spined lizard	40 feet	4 tons	fish, meat
Velociraptor	Fast thief	6 feet	30 pounds	meat

1. How much did the dinosaur called *Maiasaura* weigh?
    a. 30 pounds   c. 4 tons
    b. 3 tons   d. 40 tons

2. Which dinosaur's name means "broad lizard?"
    a. *Ankylosaurus*   c. *Plateosaurus*
    b. *Eoraptor*   d. *Spinosaurus*

3. How many feet long was the dinosaur called *Velociraptor*?
    a. 3 feet   c. 25 feet
    b. 6 feet   d. 30 feet

4. Which of these dinosaurs ate fish?
    a. *Ankylosaurus*   c. *Velociraptor*
    b. *Maiasaura*   d. *Spinosaurus*

5. Which is the largest, heaviest dinosaur listed in the chart?
    a. *Seismosaurus*   c. *Eoraptor*
    b. *Plateosaurus*   d. *Baryonyx*
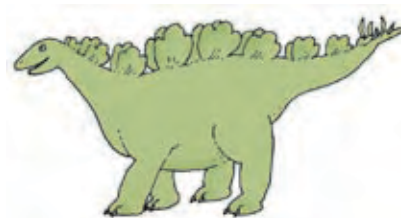
The Narrator

Every story, or narrative, has a narrator. When a story has a **first-person point of view**, *the narrator is a story character who uses the pronouns* I, me, *and* myself *to tell what he or she thinks, feels, and does. Readers see the story through the eyes of this character only.*

I tried to calm myself after looking down and seeing a scorpion crawling up my leg. I was terrified. "Matt," I croaked, barely able to speak, "please help me!" Matt turned around and raced to my side.

When a story has a **third-person point of view**, *the narrator is not a character but someone outside the story. The narrator reveals the actions and words of all the characters but tells the thoughts and feelings of only one main character.*

She tried to calm herself after looking down and seeing a scorpion crawling up her leg. She was terrified. "Matt," she croaked, barely able to speak, "please help me!" Matt turned around and raced to her side.

Rewrite the following passage from a first-person point of view.

Spotting the doe in a clearing, he froze in his tracks and quietly took out his camera. He didn't want to startle the animal before getting at least one shot. Sensing his presence, the doe looked up at him. "Don't be frightened," he said in his most soothing voice. "I won't hurt you. I just want to take your picture." The doe accommodated him for about five seconds before running off into the woods.

_____

_____

_____

_____

Rewrite the following passage from a third-person point of view.

After hiking for more than an hour up the steep trail, I decided to take a break because my feet were killing me. Although I had worn my new hiking boots around the house all week, I soon realized that they were not sufficiently broken in. "I should have listened to Beth and worn my old boots," I grumbled to myself.
"Did you say something, Jenny?" Beth asked.

_____

_____

_____

_____

Add It Up!

Using what you already know about addition with regrouping, solve the following problems. You may use such strategies as mental math, place value, and regrouping more than once, as needed.

1. 932
   + 168

2. 848
   + 254

3. 672
   + 288

4. 222
   + 688

5. 4,358
   + 257

6. 99
   + 387

7. 6,782
   + 19,803

8. 98,388
   + 65,973

9. 529
   1,140
   + 3,349

10. 3,009
    1,225
    + 17,791

11. 1,234
    5,678
    + 91,011

12. 4,562
    30,829
    + 16,049

Name_____ **Date** _____

Fractions Are a Breeze
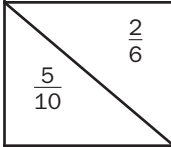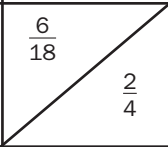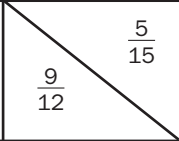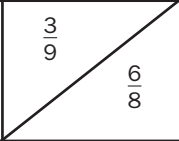
Sail into fractions by renaming each fraction below in lowest terms.
If the fraction is equal to 1/2 or 3/4, shade the box blue.
If the fraction is equal to 1/4, shade the box yellow.
If the fraction is equal to 1/3, shade the box green.
If the boxes are colored correctly, a picture will appear.

$\frac{3}{6}$	$\frac{2}{8}$	$\frac{21}{42}$	$\frac{75}{150}$	$\frac{31}{62}$	$\frac{11}{22}$	$\frac{7}{14}$
$\frac{50}{100}$	$\frac{9}{36}$	$\frac{11}{44}$	$\frac{32}{64}$	$\frac{30}{60}$	$\frac{6}{12}$	$\frac{60}{120}$
$\frac{4}{8}$	$\frac{7}{28}$	$\frac{16}{64}$	$\frac{3}{12}$	$\frac{8}{16}$	$\frac{40}{80}$	$\frac{12}{16}$
$\frac{9}{18}$	$\frac{25}{100}$	$\frac{6}{24}$	$\frac{8}{32}$	$\frac{19}{76}$	$\frac{48}{64}$	$\frac{5}{10}$
$\frac{10}{20}$	$\frac{17}{68}$	$\frac{12}{48}$	$\frac{13}{52}$	$\frac{20}{80}$	$\frac{25}{100}$	$\frac{14}{28}$
$\frac{35}{70}$	$\frac{8}{32}$	$\frac{10}{40}$	$\frac{15}{60}$	$\frac{40}{160}$	$\frac{14}{56}$	$\frac{5}{20}$
$\frac{21}{28}$	$\frac{12}{24}$	$\frac{40}{80}$	$\frac{15}{30}$	$\frac{33}{66}$	$\frac{15}{20}$	$\frac{75}{100}$
$\frac{5}{10}$ $\frac{2}{6}$	$\frac{12}{36}$	$\frac{9}{27}$	$\frac{30}{90}$	$\frac{20}{60}$	$\frac{11}{33}$	$\frac{6}{18}$ $\frac{2}{4}$
$\frac{18}{24}$	$\frac{9}{12}$ $\frac{5}{15}$	$\frac{15}{45}$	$\frac{8}{24}$	$\frac{10}{30}$	$\frac{3}{9}$ $\frac{6}{8}$	$\frac{30}{40}$

Bon Voyage!

4th of July Visor

Copy this "4th of July" visor onto sturdy index or construction paper. Children can do the coloring.

Punch holes at both ends and attach string elastic or mailing string. (With elastic, the students can easily remove the visors without retying.)

4th of July!

4th of July!
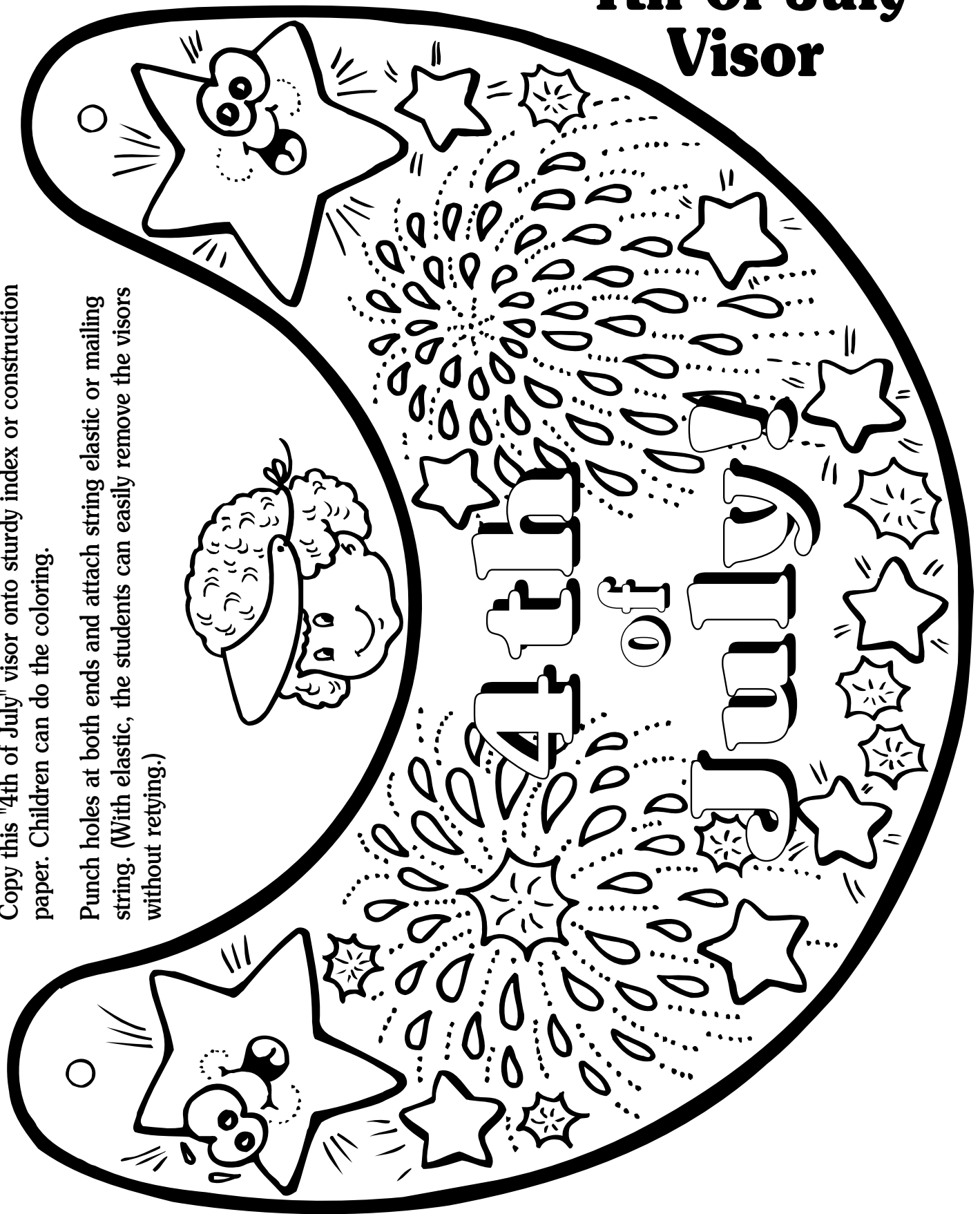
Read the paragraph. Then answer the questions.

The Silk Route

The Chinese learned to make silk cloth almost 5,000 years ago. At that time, they were the only ones who knew how to make it. Then traders from China found that people in the West would pay great prices for silk. Soon traders traveled long distances on camels across harsh deserts and over high mountains to sell their silk. They also brought styles of art and Chinese inventions, such as gunpowder, to the West. When they finally returned they brought gold, nuts, perfumes, and goods from the West. This route became known as the Silk Route. Later many of the stopping places on the route became great cities.

1. What text structure did the author use?
- ○ A. sequence of events
- ○ B. compare and contrast
- ○ C. cause and effect
- ○ D. problem and solution

2. What clue words did the author use?

_____

3. How long ago did the Chinese learn to make silk?

_____

4. What was the name of the route between the east (China) and the west (Europe)?

_____

5. What did traders bring back to China?

_____

Read the paragraph. Then answer the questions.

Chippy the Chimp

The phone at a zoo in Scotland kept ringing, but no one spoke when the employees answered. The only sound was a kind of snuffling noise. This went on for two nights. Everyone was mystified. Then an employee found the **prankster**. It was Chippy, an 11-year-old chimp who had snatched a cell phone from one of his keepers. To make his calls, Chippy had been hitting the "redial" button. Thanks to Chippy's cellular monkey business, the zookeeper's phone bill was rather high that month! Since then, the keeper stores his cell phone in a deep pocket.

1. From this paragraph, you can conclude that
   - ◯ A. Chippy was playing with the cell phone.
   - ◯ B. Chippy wanted to scare the zoo employees.
   - ◯ C. Chippy had to pay for all the calls he made.
   - ◯ D. Chippy knew the telephone number of the zoo.

2. In this paragraph, the word **prankster** means
   - ◯ A. problem.
   - ◯ B. trickster.
   - ◯ C. zookeeper.
   - ◯ D. criminal.

3. Which phrase best reflects the writer's point of view?
   - ◯ A. surprised by Chippy's behavior
   - ◯ B. unhappy with Chippy's actions
   - ◯ C. tickled by Chippy's story

4. The main idea of this paragraph is
   - ◯ A. a careless zookeeper.
   - ◯ B. a high phone bill.
   - ◯ C. snuffling noises on the phone.
   - ◯ D. a chimp's cell phone calls.

Name _____

On the Contrary

Antonyms *are words that have opposite or nearly opposite meanings. A* **suffix** *is added to the end of a word to change its meaning. The suffix* -ous *means "having" or "full of."*

Write a word from the box that is the antonym of the clue word to complete the crossword puzzle.

tiny	silly	unclear	unknown	stingy	tasteless
calm	few	rude	careless	safe	timid

Across
 1. delicious
 4. anxious
 5. numerous
 6. courteous
10. enormous
11. cautious

Down
1. courageous
2. dangerous
3. generous
7. famous
8. serious
9. obvious
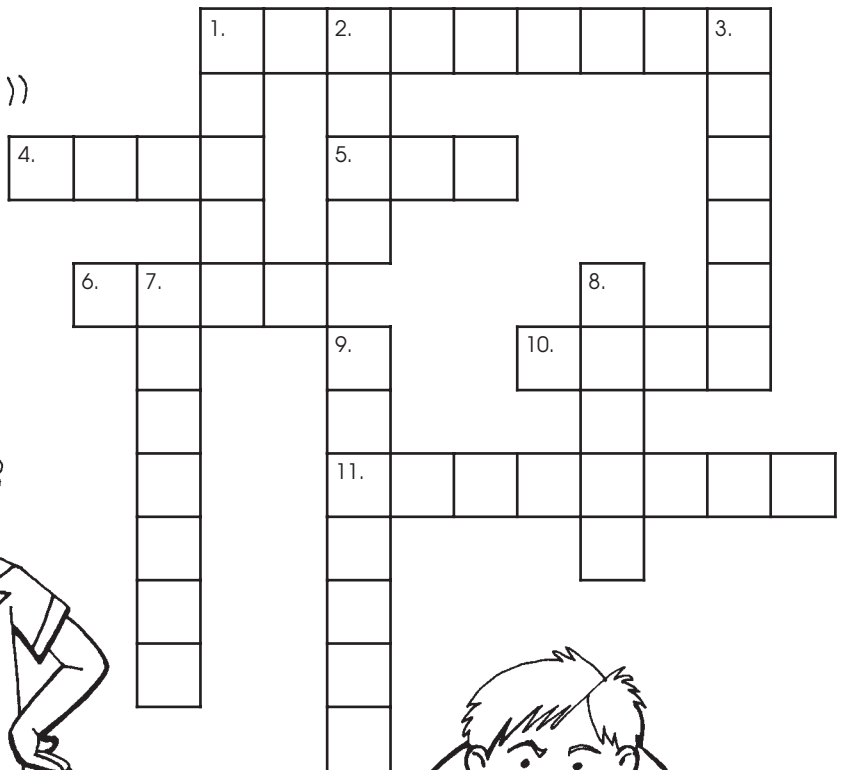
What other words do you know that end with *-ous*? **On another sheet of paper, make a list of five words. Write your own definition for each word.**

Division Decoder

Riddle: What kind of tools do you use for math?

Find each quotient. Then use the Decoder to solve the riddle by filling in the spaces at the bottom of the page.

1. $8 \div 2$ = _____

2. $10 \div 5$ = _____

3. $24 \div 4$ = _____

4. $50 \div 10$ = _____

5. $72 \div 9$ = _____

6. $32 \div 10$ = _____

7. $48 \div 7$ = _____

8. $29 \div 3$ = _____

9. $65 \div 8$ = _____

10. $92 \div 6$ = _____

Decoder

8	**I**
3 remainder 2	**L**
7	**W**
8 remainder 1	**S**
6	**U**
9	**A**
15 remainder 3	**B**
4	**L**
2 remainder 3.	**D**
9 remainder 2.	**T**
1	**F**
7 remainder 6.	**N**
6 remainder 6..	**I**
2	**E**
11	**O**
15 remainder 2	**P**
2 remainder 5.	**X**
10	**C**
5	**R**

"M ___ ___ ___ ___ " ___ ___ ___ ___ ___ ___
    3   1   8   5   10 6 7 2 4 9

Name _____   Date _____

Finding the Range and Mode

For problems on the left, find the range. For problems on the right, find the mode. Draw a line to match each answer on the left with one on the right.

LEFT   **RIGHT**

1. 6, 9, 12, 14, 3   **A.** 36, 37, 37, 37, 36

Range = _____   Mode = _____

2. 20, 45, 5, 20, 42   **B.** 6, 0, 4, 6, 16

Range = _____   Mode = _____

3. 16, 50, 47, 13, 25   **C.** 5, 6, 8, 11, 11

Range = _____   Mode = _____

4. 8, 2, 5, 5, 7   **D.** 19, 19, 21, 23, 30

Range = _____   Mode = _____

5. 27, 9, 8, 20, 14   **E.** 24, 30, 40, 20, 40

Range = _____   Mode = _____

TRIPLE MATCH Challenge

Below is a list of the low temperatures in St. Paul, Minnesota, for a week in January. What is the range of temperatures? _____

-3°, -2°, 0°, -1°, 5°, 5°, 8°

Circle the answers that match above.

The Math Early Bird

If you change the grouping of the addends, the sum will remain the same. This is called the **associative property**.

(4 + 2) + 1 = 4 + (2 + 1)

Solve each problem. Then use the code to answer the riddle below.

$(3 + 5) + 8 = \boxed{} + (5 + 8)$ **E**

$(8 + 2) + 9 = 8 + (\boxed{} + 9)$

$9 + (3 + 8) = (\boxed{} + 3) + 8$

$5 + (2 + 4) = (5 + 2) + \boxed{}$ **A**

$6 + (4 + 3) = (6 + \boxed{}) + 3$

$7 + (6 + 6) = (\boxed{} + 6) + 6$

$(10 + 2) + 4 = 10 + (\boxed{} + 4)$ **P**

$8 + (8 + 4) = (\boxed{} + 8) + 4$

$(10 + 3) + 2 = 10 + (\boxed{} + 2)$

$6 + (4 + 3) = (\boxed{} + 4) + 3$ **B**

$7 + (2 + 8) = (\boxed{} + 2) + 8$

$9 + (9 + 8) = (\boxed{} + 9) + 8$

$(9 + 8) + 2 = \boxed{} + (8 + 2)$

$(\boxed{} + 8) + 5 = 7 + (8 + 5)$

$7 + (8 + 4) = (\boxed{} + 8) + 4$ **K**

$7 + (2 + 6) = (\boxed{} + 2) + 6$

$(9 + 3) + 2 = \boxed{} + (3 + 2)$

$(\boxed{} + 8) + 3 = (9 + 8) + 3$ **O**

$7 + (7 + 3) = (7 + 7) + \boxed{}$

$8 + (\boxed{} + 2) = (8 + 9) + 2$

What game do birds play?

___ ___ ___ ___-___-___ ___ ___
2   3   3   7   4   6   9   9

Use three dice. Roll two of the dice. Write as an addition problem in parentheses. Roll the other die. Add to the sum in the parentheses. Now switch the parentheses. Add. Does it still add up to the same sum?

Read the story and answer the questions.

"The Star Spangled Banner"

"The Star Spangled Banner" written by Francis Scott Key, is the national anthem of the United States of America. Key wrote the song during the War of 1812. He was being held prisoner aboard a ship in Baltimore Harbor and watched the British bomb Fort McHenry. He paced across the deck and grew angrier and angrier while watching the battle. He knew that many Americans were being killed. All night long he waited for the sun to rise to see if the American flag was still flying over Fort McHenry. At times during the night, the light from the rockets and bombs lit up the flag. Happily, the American flag was still flying over the fort the next morning. The words to "The Star Spangled Banner" were inspired by what Key saw during the battle. "Oh, say can you see..."
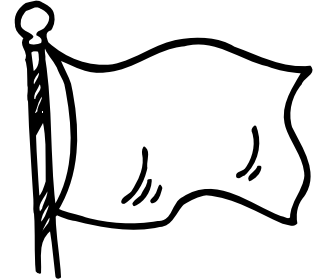
1. What is the main idea of this story? (Circle the answer)
  A. Key knew a lot about battles.
  B. The story relates the history of the writing of the national anthem.
  C. The song was written during the War of 1812.

2. What country did the United States fight during the War of 1812?

_____

3. A word that means "to influence" is: (Circle the answer)
  A. national
  B. aboard
  C. inspire

4. Read line eight of this paragraph. It begins, " At times..." Can you find a line in the "Star Spangled Banner" that refers to this line of the paragraph?

_____

5. Why did Key grow angry during the bombing?

_____

6. What does the term "star spangled banner" refer to?

_____

Name _____ Date _____

Mythology Trivia

In ancient times, both the Romans and Greeks believed in gods and goddesses. The duties of these gods and goddesses were similar, but the names were different. Use the chart to answer the questions.

GODS AND GODDESSES		
Roman Names	**Duties**	**Greek Names**
Jupiter	Lord of the sky and ruler of all the gods	Zeus
Juno	Wife of Jupiter/Zeus and protector of marriage	Hera
Mars	God of war	Ares
Minerva	Goddess of wisdom, arts, and battle	Athena
Neptune	Ruler of the seas	Poseidon
Pluto	Ruler of the underworld and wealth	Hades
Diana	Goddess of hunting and youth	Artemis
Venus	Goddess of love and beauty	Aphrodite
Mercury	Messenger of the gods	Hermes

1 For the Romans, who was the leader of all the gods?

_____

2 What was Minerva's function?

_____

3 In ancient Greece, who was the ruler of the underworld?

_____

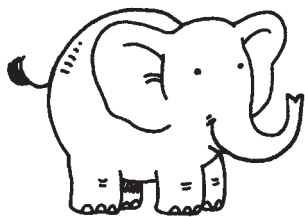**4** For the Greeks, who was the goddess of love?

_____

5 Who was the messenger of the gods in these two different cultures?

_____

6 What was Diana's duty in ancient Rome?

_____

The Elephant

In ancient China, there was an emperor who was very curious. One day a friend from India sent him an elephant.

"How much does he weigh?" asked the emperor. "Tell me immediately or you will all be sent to jail!"

The ministers and servants and wise men talked together. They agreed they could not weigh the elephant on their small scales.

As the men were worrying about being sent to jail, a young boy stopped by. He heard about their problem. He told the men to load the elephant into a boat. Then he painted a red line all around the boat exactly where the water stopped.

The men removed the elephant. Then they filled the boat with rocks until it floated at the red line. Then they weighed each rock and added the numbers together. At last they reported to the emperor.

The emperor made the young boy a prince. No one went to jail. All of the men became life-long friends of the young boy.

The Truck

In modern Chicago, a huge tractor-trailer truck was stuck under an overpass. Because the road below had been recently paved, the sign that read "Clearance 11' 4"" was no longer true. The top of the trailer hit the bottom of the road above and became lodged there. The embarrassed driver could go neither forward nor back. The road was blocked with hundreds of cars. Fuming, impatient drivers were stuck in the traffic jam. Amid the honking horns, the police and fire trucks came with sirens wailing. They tried pushing with trucks and pulling with wreckers, but the truck would not move. The mayor said the driver should be sent to jail.

A little boy had watched the whole thing. He called to a police officer. "Hey mister, why don't you just let the air out of the tires?"

And that is exactly what they did. It lowered the truck about six inches, but that was enough to allow the truck to move. The next week, the mayor gave the little boy the key to the city and allowed him to be "Mayor for a Day."

1. Write two ways in which the events in these two stories are the same.

_____

_____

2. Write two ways in which the events in these two stories are different.

_____

_____

3. What is the theme of both of these pieces?

_____

Name _____

Fill in the blanks to complete the number sequences.

1. 150   200   _____   300   _____   400   450   500   _____
                       O   **T**   **G**

2. 12   18   24   _____   36   42   _____   54   _____
                            E   **I**   **N**

3. 120   _____   116   114   _____   110   108   _____   104
                  R   **W**   **A**

4. 4   8   12   _____   20   _____   28   _____   36
                  P   **S**   **D**

5. 45   60   75   _____   105   120   _____   150   _____
                  L   **U**   **H**

Use the letters underneath the numbers you have filled in to find the answer to the following riddle.

What did the vacuum cleaner say to the broom?
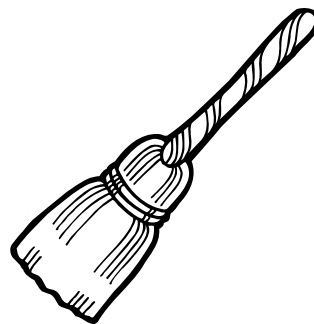
_____   _____ _____ _____ _____
 48   112   48   24   165

_____ _____ _____ _____ _____ _____
 16   30   250   16   90   30

_____ _____ _____ _____ _____   _____ _____ _____ _____
 112   250   135   90   32   24   350   250   16

_____ _____ _____ _____ _____ _____ _____   _____ _____
 16   135   24   165   48   60   550   135   24

_____ _____ _____ _____ _____ _____
 106   118   250   135   60   32
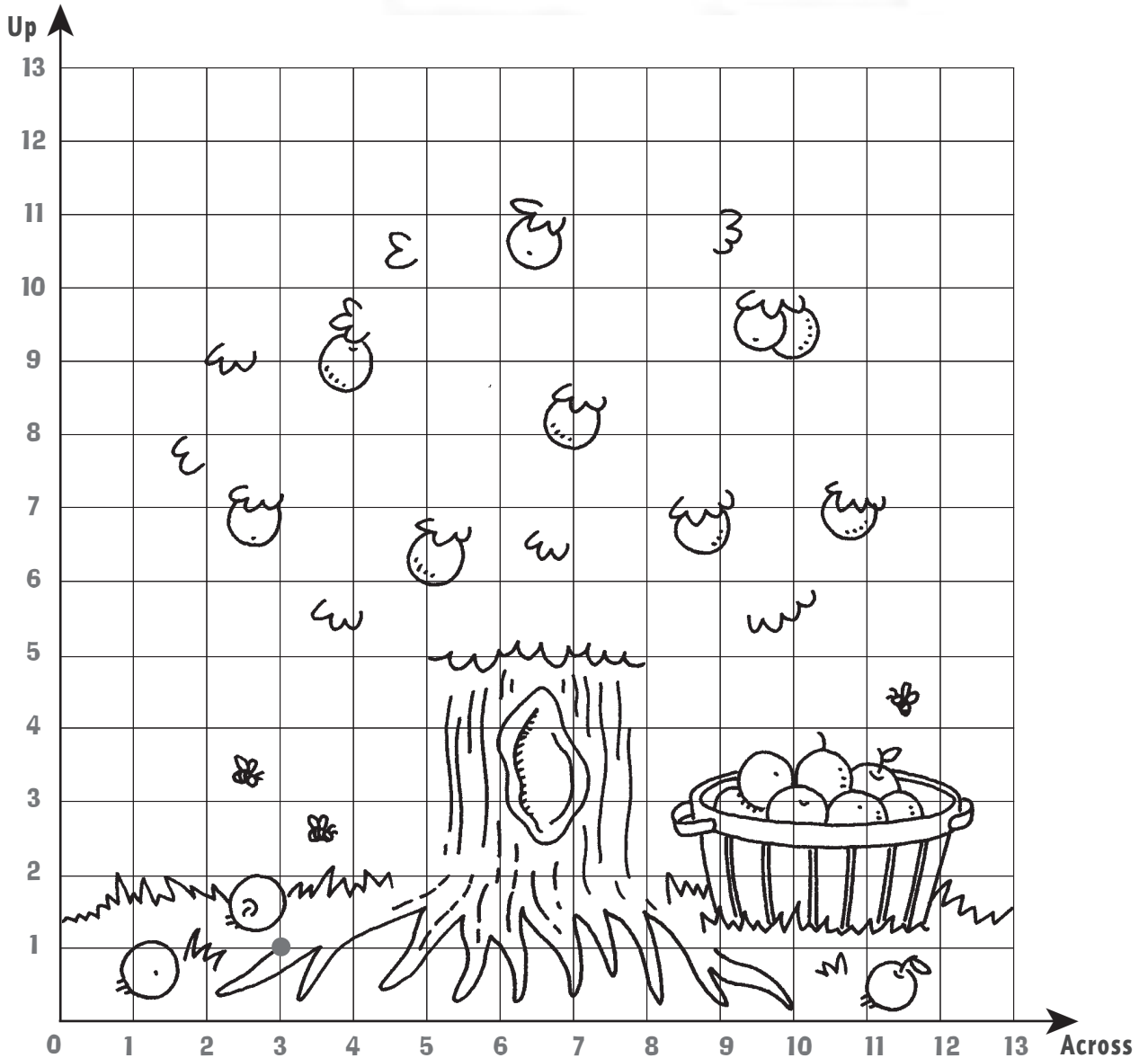
Coordinate Graphing

Fun in the Orchard

1. Find each number pair on the graph. Make a dot for each. The first one has been done for you.

2. Connect the dots in the order that you make them.

3. What picture did you make?

_____

	Across	Up
1.	3	1
2.	5	2
3.	5	5
4.	3	5
5.	1	7
6.	1	9
7.	2	11
8.	4	12

	Across	Up
9.	9	12
10.	11	11
11.	12	9
12.	12	7
13.	10	5
14.	8	5
15.	8	2
16.	9	1

46

Greedy Gretchen

Gold! Gold! Gold! Help Greedy Gretchen find the path through Nottingham Forest from her house to the bank. On which path can she collect the most gold? Draw a line to show that path. On another sheet of paper, explain your answer.

path 1 — $2.10

$8.00

$22.56

$37.02

$22.99

$4.06

$0.99

path 2

$29.10

path 3

path 4

$12.33

$14.25

$8.00

$34.50

$30.33

$3.80

$18.34

$9.75

$9.80

$7.00

$2.00

$42.00
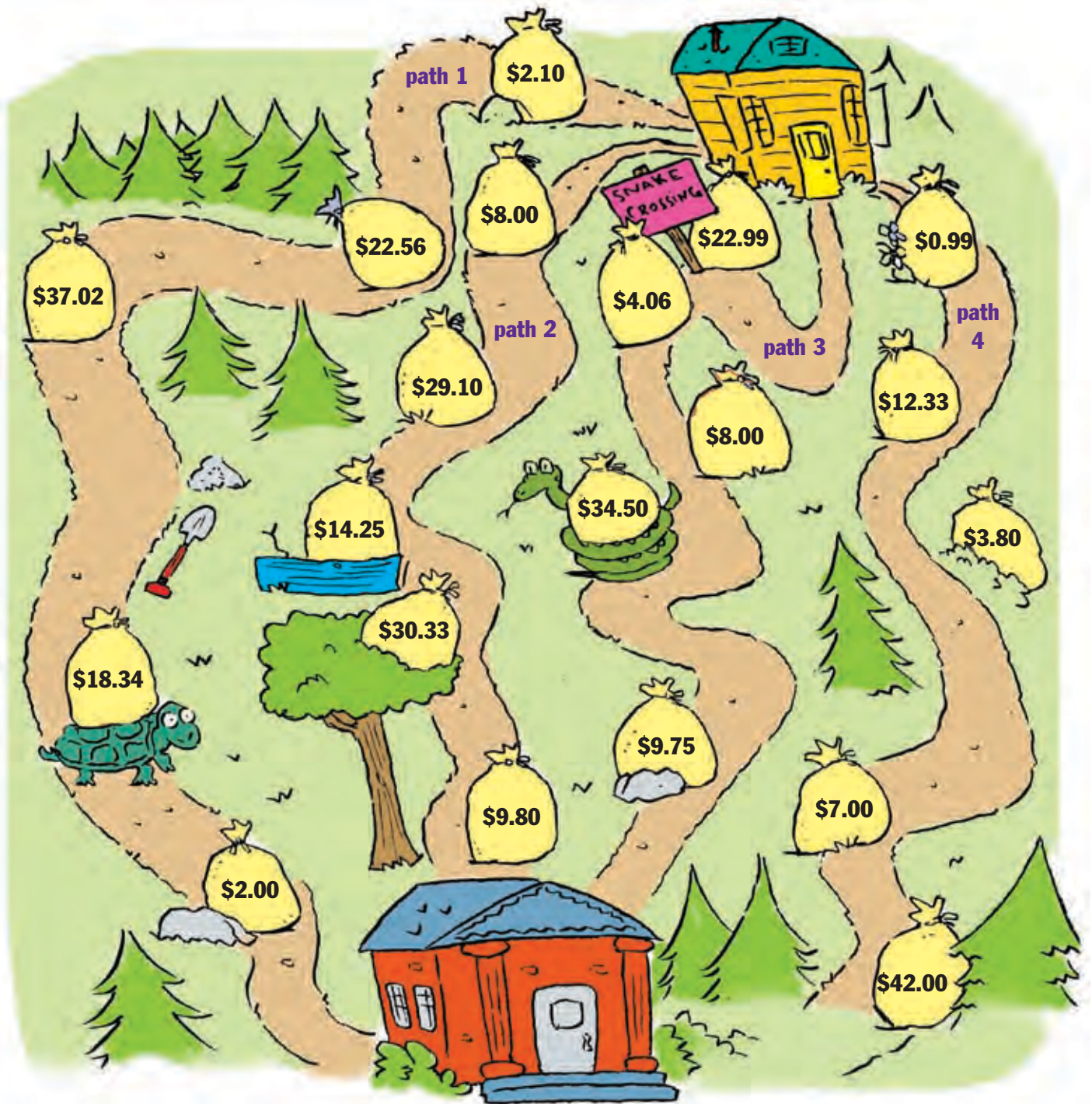
Name _____ Date _____

Cleveland's Weather Update

The line graph below shows the average temperature each month in Cleveland, Ohio. Use the graph to answer the questions.

AVERAGE TEMPERATURES IN CLEVELAND, OHIO
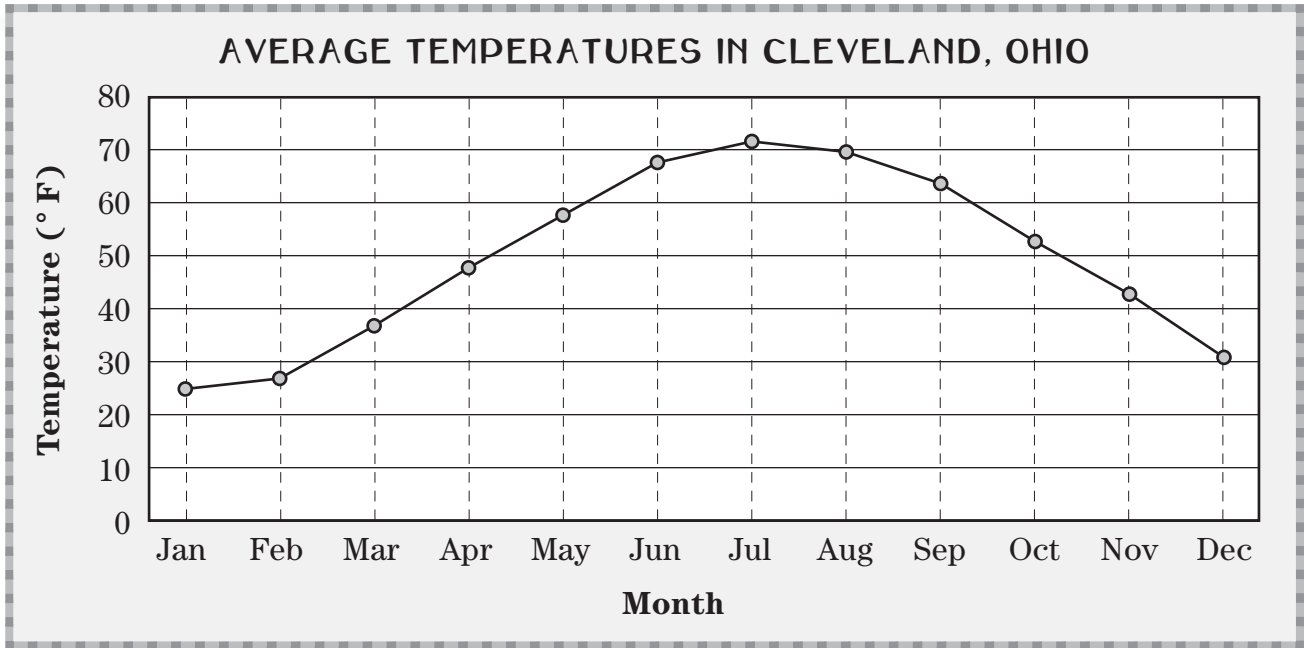
1 What is the average temperature in Cleveland in March? _____

2 What is the average temperature in Cleveland in September? _____

3 Which is the warmest month? _____

4 Which is the coldest month? _____

5 What is the difference in average temperature
   between the warmest month and the coldest? _____

6 Write one or two sentences that describe the changes in temperature during
   the year.

   _____

   _____

   _____

Block Boy by Mary Rose
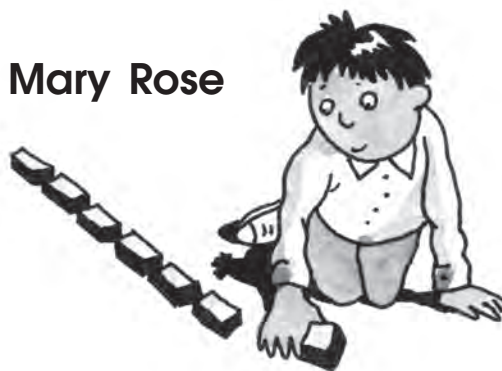
There once was a young man from Maine,
Who loved only one toy, it was plain.
He cast aside games on boards
And toy lions that roared
He built blocks come sun or come rain.

"I need blocks for ships, get them soon!
And for rockets that soar to the moon,
Block towns, castles, and stores
Block trains, banks, and more
Just blocks from night until noon."

His bedroom was full to the brim,
And his bathtub clear up to the rim
Every cranny and nook
Blocks wherever you look
At last there was no room for him.

He called, "Oh, mom, please come here!
I'm stuck and I really do fear."
But his mom said, "It's bad,
Wait till I tell your dad,
'Til then, build something, my dear."

And Dad, at last, did home come
And he gazed, amazed at his son,
"I'll save you right now,
Get you out somehow,
And then we'll have some new fun."

They went out in the sunshine so bright
And sailed to the sky a blue kite.
A baseball they threw,
They rowed a canoe,
And were gone 'til late in the night.

The next day the young man from Maine
Was out of his room, it was plain
That he found something new
Hundreds of things he could do
Till he played with his blocks once again.

1. How many stanzas are in this poem?

_____

2. Each stanza in this poem is written like a limerick. What is the pattern of
rhyming words in each stanza?

_____

3. How do you know this is not a free verse poem?

_____

4. What was the problem the boy had when there were too many blocks in his room?

_____

Name _____

Date _____

Any Old Place Won't Do

Draw a line from a place value in the left column to a number in the right column that has a digit with that place value.

Hint
The place value of a digit in a number is determined by where it is in the number.

1. four tens   **a.** 11,708

2. eight ten thousands   **b.** 748,910

3. nine hundreds   **c.** 30,246

4. five ones   **d.** 14,861

5. eight hundred thousands   **e.** 426,379

6. six tens   **f.** 81,392

7. seven thousands   **g.** 917,573

8. zero ten thousands   **h.** 2,685

9. seven hundreds   **i.** 908,839

10. four hundred thousands   **j.** 869,554

Bonus! What is the largest number in the right column? _____

PLACE VALUE

Here are the place values for the number 659,432.

hundred thousands	ten thousands	thousands	hundreds	tens	ones
6	5	9	4	3	2

Skill: Measuring and Drawing Angles

Use a protractor to find the measurement of each of the following angles.
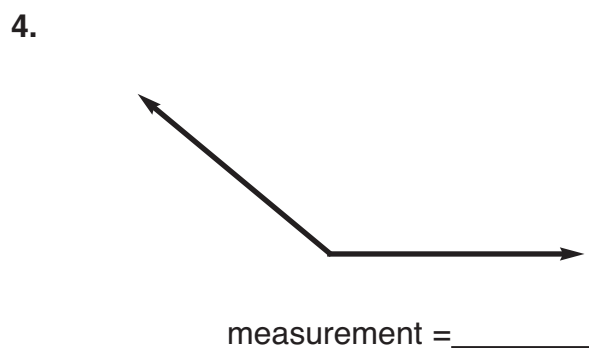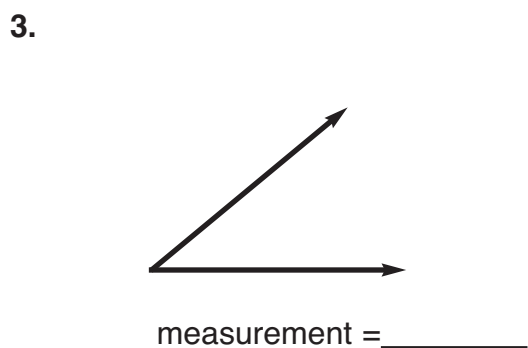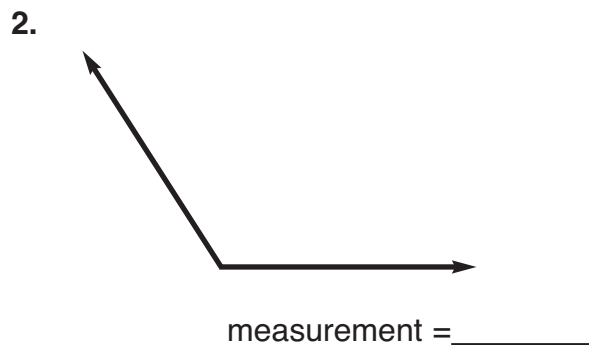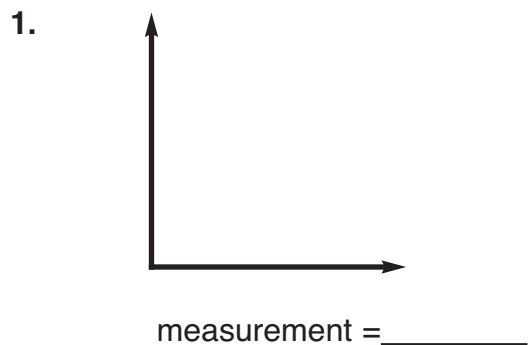
1.

measurement =_____

2.

measurement =_____

3.

measurement =_____

4.

measurement =_____

Use a protractor to draw an angle equal to the measurement given.

1. 33 degrees

2. 49 degrees

3. 25 degrees

4. 72 degrees

Horseplay

Name _____ Date _____

Why did the horse sneeze?

KACHOO!
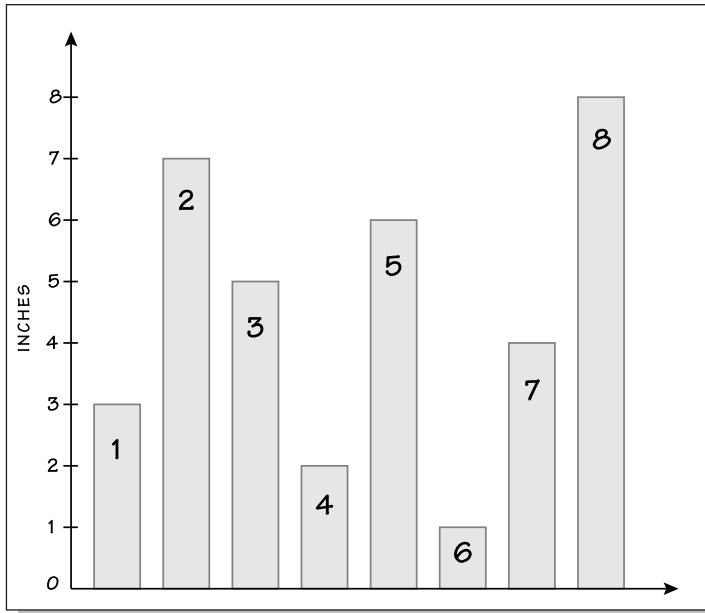
Decoder

4 bars .... **T**
6 inches .... **K**
bar 5 .... **L**
bar 2 .... **A**
bar 6 .... **L**
2 inches .... **U**
2 bars .... **P**
5 inches .... **L**
bar 8 .... **T**
7 inches .... **W**
bar 3 .... **O**
bar 1 .... **S**
3 inches .... **E**
8 inches .... **C**
8 bars .... **M**
4 inches .... **T**
3 bars .... **H**
bar 4 .... **N**
bar 7 .... **I**

Answer each question about the graph. Then use the Decoder to solve the riddle by filling in the blanks at the bottom of the page.

❶ Which is the tallest bar on the graph? _____

❷ Which is the shortest bar on the graph? _____

❸ How tall is bar 1? _____

❹ How much taller is bar 5 than bar 4? _____

❺ How much shorter is bar 4 than bar 2? _____

❻ How tall is bar 8? _____

❼ Which bar is taller: bar 1 or bar 7? _____

❽ Which bar is shorter: bar 2 or bar 3? _____

❾ Which bar is twice the size of bar 1? _____

❿ How many of bar 4 would equal bar 8? _____

IT HAD A __ __ __ __ __ __ "__ __ __ __."
      2   7 10 4   9 3   6   8   5   1

Read the paragraph. Then answer the questions.

Finding Food

When the first English settlers arrived in America, they were amazed at the foods they found. The Indians had developed **techniques** for growing corn, squash, watermelons, and other crops. The settlers also found blueberries, cranberries, wild rice, and pumpkin. They learned to eat lobster and crab as well as cod and striped bass. Still other foods included nuts such as cashews, black walnuts, hickory nuts, and pecans. Wild turkeys were also a first for the settlers.

1. The main idea of this paragraph is
   - ○ A. local foods found by English settlers.
   - ○ B. a variety of new nuts to eat.
   - ○ C. how Indians caught seafood.
   - ○ D. berries were plentiful.

2. A supporting detail is
   - ○ A. a new menu for the settlers.
   - ○ B. kidney and lima beans were good.
   - ○ C. the settlers ate their first turkey.
   - ○ D. native foods were delicious.

3. In this paragraph, the word **techniques** means
   - ○ A. farming tools.
   - ○ B. ways of doing things.
   - ○ C. kinds of plants.
   - ○ D. special containers.

4. A title that best summarizes this paragraph is
   - ○ A. Blueberries and Cranberries.
   - ○ B. Food From the Sea.
   - ○ C. English Settlers in America.
   - ○ D. Plentiful Produce for Settlers.

1. Main Idea   2. Details   3. Context Clues   4. Summarize

Read the paragraph. Then answer the questions.

Tale From the Deep

Scientists say that nature is really amazing. Recently, some scientists were studying a strange sponge found deep in the Pacific Ocean. They insisted that filaments on the sponge were much like optical fibers used in telecommunication systems. Their somewhat dubious plan was to study the sponge with the hope of **duplicating** its features for future uses. What those uses are, the scientists haven't said. Stay tuned!
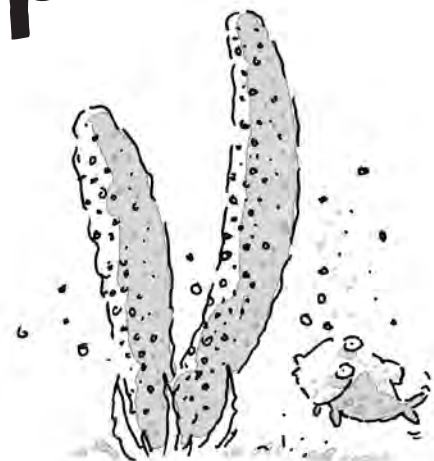
1. Which word in the passage is a clue to how the writer feels about the scientists' plan of study?
- ○ A. dubious
- ○ B. amazing
- ○ C. hope

2. In this paragraph, the word **duplicating** means
- ○ A. changing.
- ○ B. copying.
- ○ C. studying.
- ○ D. catching.

3. Which phrase best reflects the writer's point of view?
- ○ A. awed by scientists and nature
- ○ B. skeptical about the sponge study
- ○ C. excited about the sponge project

4. The title that best summarizes this paragraph is
- ○ A. Scientists Study Sponge.
- ○ B. From the Pacific Ocean.
- ○ C. A Sponge in Your Future.
- ○ D. Filaments and Fibers.

1. Point of View   2. Context Clues   3. Point of View   4. Summarize

Super Seven

Name _____   Date _____
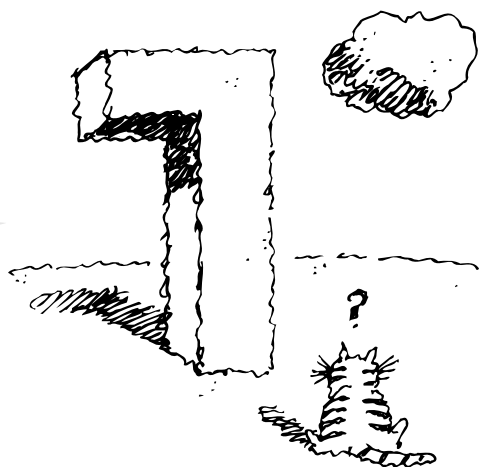
How can you make the number seven even?

Find the answer by completing the next step in the pattern. Then use the Decoder to solve the riddle by filling in the blanks at the bottom of the page.

Decoder

5 .... B
1 .... A
97 .... D
215 .... Y
22 .... W
124 .... H
31 I
2 .... P
115 .... A
120 C
50 .... N
4 .... E
60 .... S
232 .... M
26 .... T
100 .... R
32 .... F
57 .... E
34 .... K

❶ 10, 7, 4, ___

❷ 19, 13, 8, ___

❸ 42, 40, 36, 30, ___

❹ 56, 54, 50, 42, ___

❺ 33, 32, 34, 33, 35, ___

❻ 117, 97, 77, ___

❼ 205, 175, 150, 130, ___

❽ 344, 274, 214, 164, ___

❾ 760, 660, 540, 400, 240, ___

❿ 512, 490, 457, 413, 358, 292, ___

TA __ __   __ __ __ __   __ __ __   " __ ".
     5 2   7 3 1 10   4 8 6   9

Name: _____   Date: _____

Riddle

What is the meanest farm animal?

Read the clocks. Write the times.
Solve the riddle using your answers below.
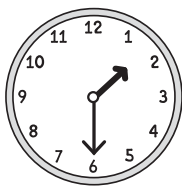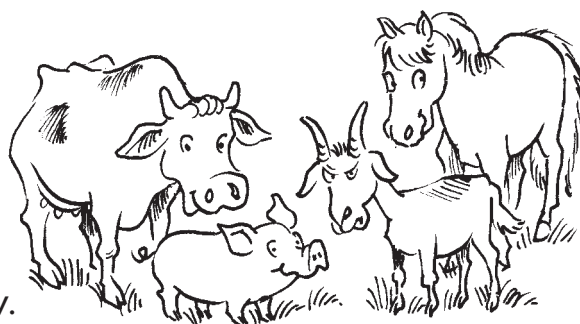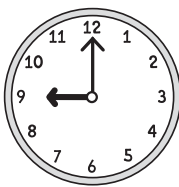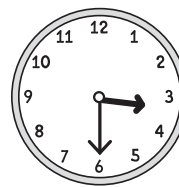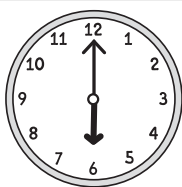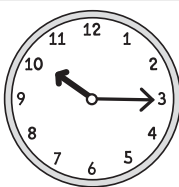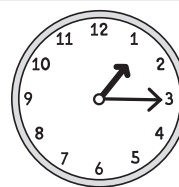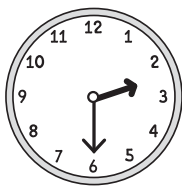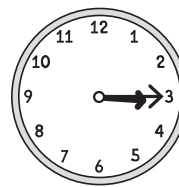
___:___ L	___:___ B	___:___ G
___:___ T	___:___ A	___:___ U
___:___ O	___:___ Y	___:___ R

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

___   ___   ___   ___   ___   ___   ___   ___   ___   ___
10:15   9:00   1:15   1:30   1:30   12:45   3:30   2:30   10:15   6:00

Night-Light

Name _____ Date _____

1. Find each number pair on the graph. Make a dot for each.
2. Connect the dots in the order that you make them.
3. What picture did you make?

_____

	Across	Up
1.	6	11
2.	5	7
3.	1	7
4.	4	5
5.	3	0
6.	6	3
7.	9	0
8.	8	5
9.	11	7
10.	7	7
11.	6	11

Up △

11
10
9
8
7
6
5
4
3
2
1
0
   1 2 3 4 5 6 7 8 9 10 11 ▷ **Across**
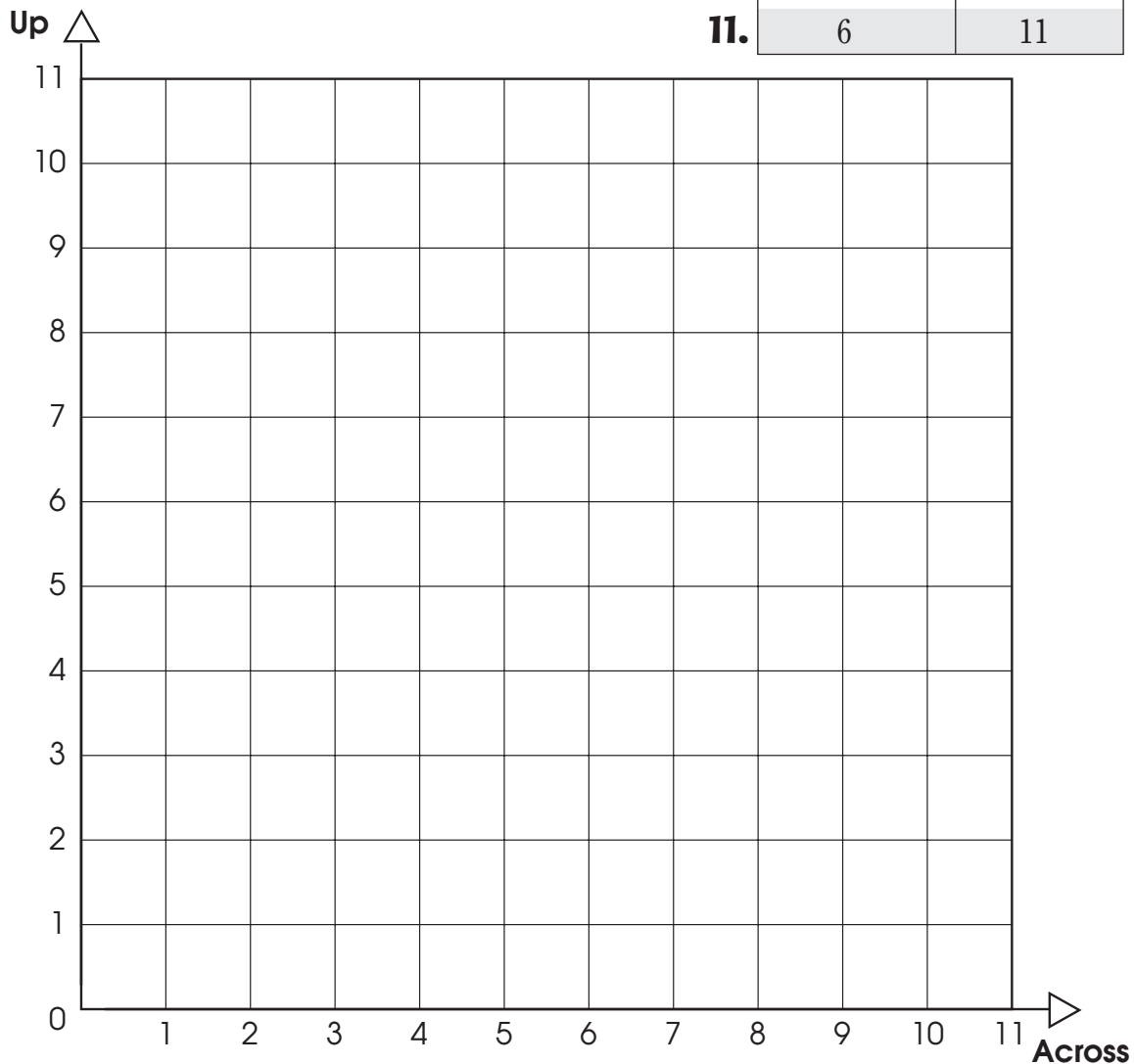
Read the story and answer the questions.

Water

Water is vital, or needed, for life on earth. All animals and plants need water to survive. Plants and animals that live on "dry" land can get water from soil, streams, rivers, lakes, puddles, dew, or rain. Water is also vital for human life. People collect and store water for drinking and washing, for our pets and farm animals, and for supplying water to crops. Each person needs to take in about two quarts of water daily to stay alive and healthy. Like many other substances, water can exist in more than one form. It can exist as a solid, liquid or gas. All of these forms occur naturally. The liquid form is the one we think of most often. This is simply water as in the water that we drink or that comes out of a hose. The solid form, which is ice, exists in very cold places and the gaseous form, which is water vapor, exists in the air around us. Water vapor also exists in steam produced from hot springs or geysers.
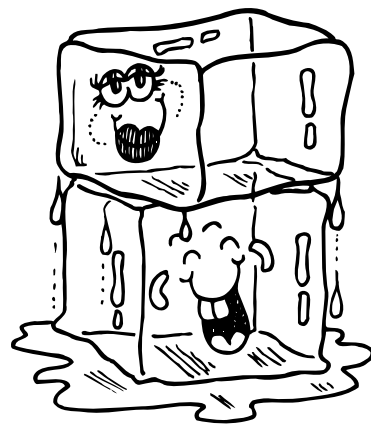
1. What is the main idea of this story? (Circle the answer)
    A. Water is needed for life on earth.
    B. Each person needs to drink about two quarts of water each day.
    C. Water on dry land comes from soil, streams, rivers, lakes, puddles, dew, or rain.

2. Name three different forms of water.

_____

3. Water vapor is what form of water? (Circle the answer)
    A. solid
    B. liquid
    C. gas

4. What form of water is ice?

_____

5. Where are some example of places that you might find water vapor?

_____

6. The word "vital" means: (Circle the answer)
    A. friendly
    B. needed
    C. not very good
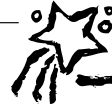
Flower Fun

To **draw conclusions** *is to use the information in a story to make a logical assumption.*

Aaaaaahhhhh! It was that time of year again— time to plant flowers. Christina and her dad were trying to decide what kind of flowers to plant this year. Her dad showed her an ad in the morning paper. He wanted Christina to check it out so she could help him determine what they should buy. The two always like to surprise Christina's mom with beautiful flowers before her "big day" in May. Christina was surprised to see Flower Power was having a sale. She knew they had better hurry to the store.

> FLOWER POWER SALE
> Beautiful flowers of all kinds
> — annuals and perennials—
> are all on sale — 25% OFF!
> All pots and hanging baskets
> are on sale, too
> Buy one, get one FREE!
> Reg. $3.99 to $49.99
> Hurry! Sale ends Tuesday!
> Flower Power
> 2418 Harbor Ave.

1. **What time of year is it?** _____

2. **Circle the day in May on which Christina and her dad want her mother to enjoy beautiful flowers.**

   Father's Day   **Earth Day**   **Mother's Day**   **Easter**

3. **Circle why Christina and her dad will probably go to Flower Power today.**

   because they are having a sale

   because they want to plant today

   because the two always plant flowers together

4. **Why was Christina surprised that Flower Power was having a sale?** _____

   _____

5. **Why might Christina and her dad want to buy new pots or hanging baskets?** _____

   _____
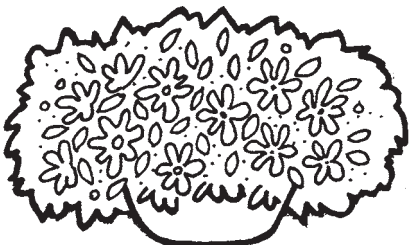
6. **Why does the ad say to hurry?** _____

   _____

   _____

Your/You're

The Education of Snow White

Snow White has left the seven dwarfs' cottage. She wants to explain her disappearance, but she doesn't really understand the difference between *your* and *you're*. Can you help her fill in the blanks?

Directions: The word *your* or *you're* belongs on each of the lines below. Choose the correct word and write it in.

Dear Dwarfs,

_____ probably wondering why I left. I have to admit, I have gotten tired of _____ strange habits. It seems like if _____ not sneezing, then _____ sleeping, or _____ acting grumpy.

Also, it turned out the prince wasn't for me. As I said to him, "_____ really nice, but I don't want to sit around _____ castle all day while _____ off slaying dragons."

The other day, I took a good look in the mirror. Sure it said, "_____ the fairest of them all." But it also said, "Plan for _____ future. What about _____ education? _____ career?"

That was it. "Snow," I said, "say good-bye to _____ dwarfs. _____ going back to school."

I hope I haven't hurt _____ little feelings. I appreciate _____ kindness. _____ all very generous. But for now, _____ on _____ own.

_____ friend,
Snow White

Grammar Cop's Clues

Remember these basic laws of *your* and *you're*:

- ***Your* is the possessive form of *you*. Use it when you are talking about something that belongs to the person with whom you are speaking.** (Example: I really like *your* new jeans. Where did you get them?)

- ***You're* is a contraction of *you are*. Here's a tip: Whenever you write *you're*, read over the sentence again and substitute the words *you are* for *you're*. If the sentence makes sense, you've made the right choice.** (Example: I always tell people that *you're* the best dancer in our grade.)

Kaleidoscope of Flowers

If the number has a 5 in the ones place, color the shape green.
If the number has a 5 in the tenths place, color the shape pink.
If the number has a 5 in the hundredths place, color the shape yellow.
Finish the design by coloring the other shapes with colors of your choice.
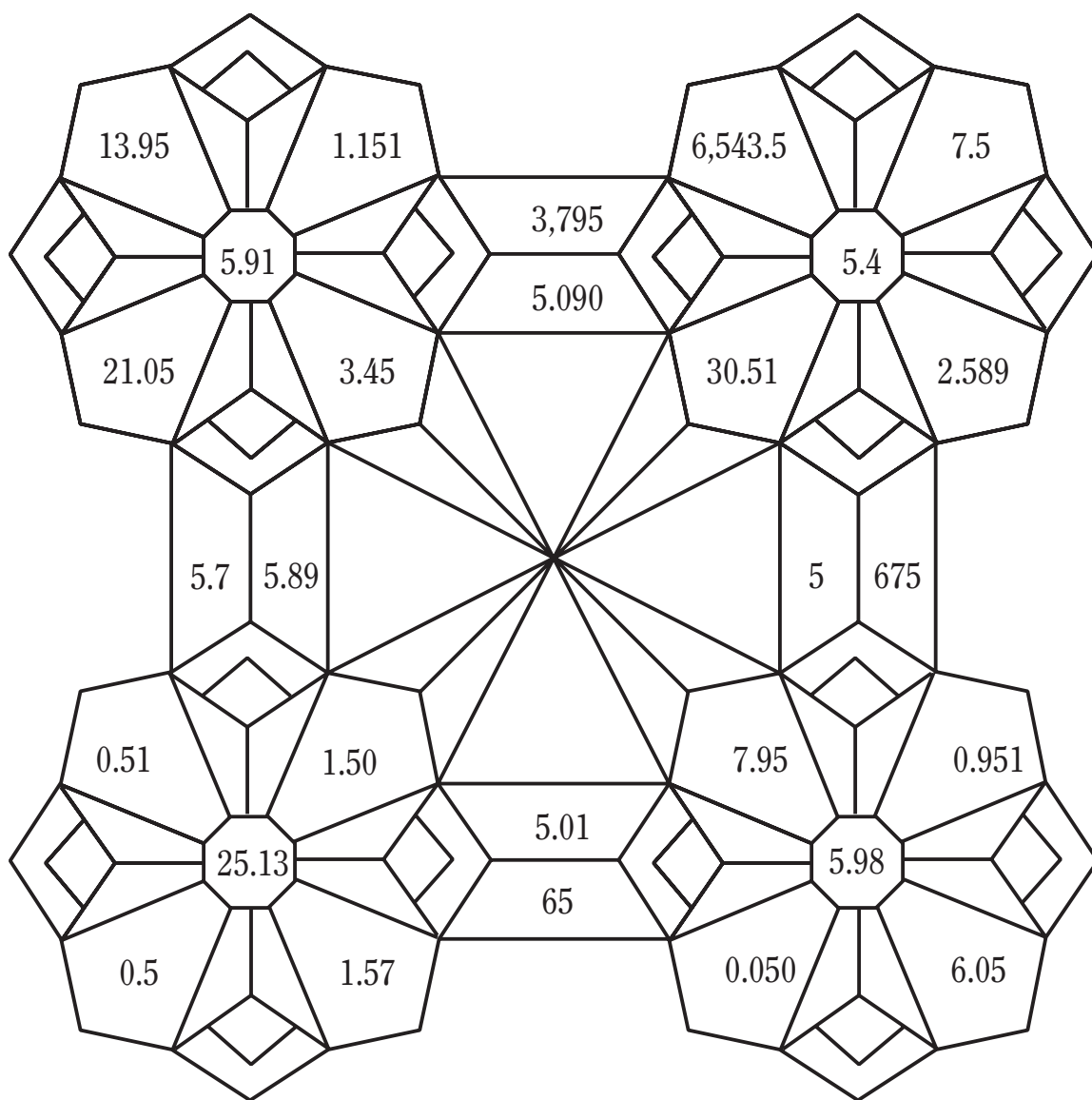
13.95 1.151   6,543.5 7.5

3,795

5.91   5.090   5.4

21.05 3.45   30.51 2.589

5.7 5.89   5 675

0.51 1.50   7.95 0.951

5.01

25.13   5.98

65

0.5 1.57   0.050 6.05

Taking It Further: Place the following decimals in the correct places on the lines below the dots: 4.9, 1.7, 2.5, and 0.2.

0   1   2   3   4   5
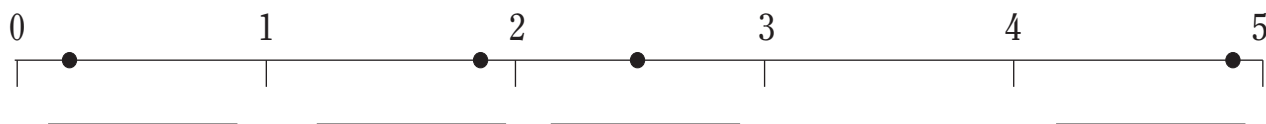
Name_____ Date_____
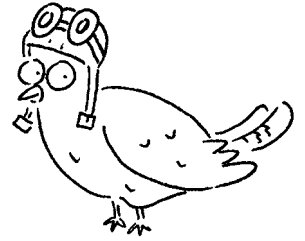
Fly the Coop

These birds have flown the coop! Luckily, they didn't get too far before they returned home. How many yards, feet, or inches did the homing pigeons put on their wings? Answer the questions below to find out.
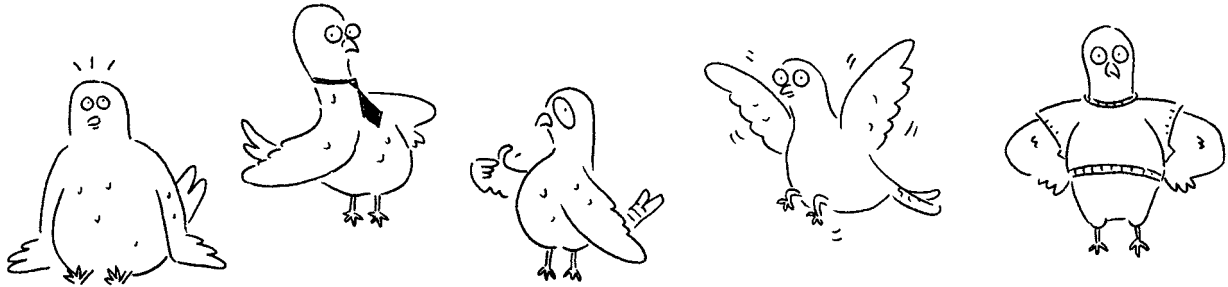
How far is that in . . .

1. Flyer flew 150 yards.   feet _____   inches _____

2. Feathers McGee flew 2,100 inches.   feet _____   yards _____

3. Claws flew 36 feet.   inches _____   yards _____

4. Ruthie the Rambler flew 57 yards.   feet _____   inches _____

5. Beatrice Birdbrain flew 126,720 inches. feet _____   yards _____

6. Wendy Wings flew 80 yards.   feet _____   inches _____

7. Lucy Landingpad flew 243 feet.   yards _____   inches _____

8. Coop Cooper flew 1,800 inches.   feet _____   yards _____

Challenge:

Perry Pigeon flew 2 miles.   **feet** _____   **inches** _____

Answer Key

Around the World in a Bright Pink Boat, Page 9

1. sixteen
2. B
3. 210 days
4. C
5. No

The Sun and The Wind, Page 10

1. Sun and Wind
2. The wind tried to remove the coat by force; the sun just shone and waited until the woman removed it herself.
3. D

Checkmate, Page 12

464, 63, 416; 73, 179, 699; 240, 164, 119; 506, 376;
479 is left standing.

Measure Mania, Page 13

1. $\frac{25}{100}$ a hand
2. $\frac{7}{10000}$ a pool
3. $\frac{47}{100}$ a hank
4. $2\frac{75}{100}$ glitches
5. $\frac{59}{1000}$ a bale
6. $\frac{7}{100}$ a billet
7. $1\frac{2}{10}$ a saros
8. $\frac{4}{100}$ a bind

WEEK 2

Loch Ness Monster, Page 14

1. C
2. It has flippers and a long dinosaur-like head and neck.
3. Because a highway had been built, giving more access to the area
4. Dr. Kenneth Wilson
5. to search for Nessie
6. No credible evidence was found to support its existence.

Charles Lindbergh, Page 15

1. C
2. (Answers may vary, but should include two of the following:) Other pilots had crashed and were never seen again; there were no places to land if the plane had problems; it was a long journey and the pilot had to stay alert.
3. Long Island, New York and Paris, France

Piece of Cake, Page 16

1. a; 2. a; 3. c; 4. b; 5. a; 6. b; 7. c; 8. b; 9. a; 10. b

More Fun Sports, Page 17

24, 91, 47, 53, 16, 92, 65, 38
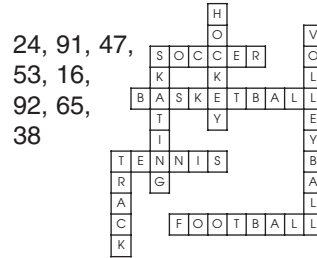
Skyscrapers Around the World, Page 18

1. Burj Khalifa, 828 meters
2. Willis Tower, Chicago
3. Shanghai World Financial Center and Taipei Financial Center, Taipei Financial Center
4. Petronas Towers, no
5. 386 meters

WEEK 3

Violent Storms, Page 19

1. Hurricanes and typhoons
2. The eye
3. Flatten buildings, rip off roofs and wash away roads.
4. C

Sour Grapes, Page 20

1. Sample answer: A hungry fox tried to get some grapes, but when she wasn't successful, she said they were sour.
2. Sample answer: When you can't have something you want, your frustration may turn you against it. You pretend that you don't care, but you really do.
3. C
4. Sample answer: The tale is not about honesty or appearances. There might be another worse off than the fox, but C most closely fits the fable.

It's Great to Associate!, Page 21

Check students' arrays.
A. (2 x 5) x 3, 30; B. 2 x (6 x 5), 60; C. 4 x (6 x 2), 48; D. (3 x 2) x 8, 48; E. (3 x 7) x 2, 42; F. (8 x 1) x 5, 40; G. 4 x (3 x 2), 24; H 9 x (2 x 3), 54

Where Do Aliens Wash?, Page 22

M-2, O-3, S-6, E-4, A-9, I-5, H-11, T-8, R-30, N-12, G-7, W-10
in meteor showers

The Corner Candy Store, Page 23

A. $4.92   D. $19.95
B. 18,816   E. 10,582
C. 1,305   F. $17.88

WEEK 4

A Story Told Twice, Page 24

1. A dog that rides a Ferris wheel
2. The dog's name, the fact that he is a guard dog on the night shift, and the fact that he rides for hours at a time.
3. The second passage uses the words I, we, and our.

Thanks to the Navajo Indians, Page 25

Two of the following answers should be given for each question:
1. It was Phillip Johnson's idea to use the Navajos. We were fighting the Japanese. It was easy for the Japanese to break American codes. The Navajo language had no alphabet.
2. The stories are both about World War II. They are both about the Navajo code talkers. The Navajo language is very difficult to learn.

Answers, continued

Limericks, Page 26

1. The illustration shows all eight birds nesting in the man's long beard.
2. The illustration shows the man covered with grass.
3. You have to imagine the man swallowing packets of seeds and you have to imagine him trying to sit down.

Safety First, Page 27

O. 2,982; E. 5,525;
V. 3,444; W. 13,608;
Y. 5,100; R. 2,337;
C. 5,564; A. 4,082;
I. 6,318; L. 6,968; P. 7,744;
! 5,835; G. 12,648;
T. 2,896; S. 4,774; ALWAYS WEAR PROTECTIVE GEAR!

It's All the Same, Page 28

A. 2	G. 8
B. 2	H. 5
C. 2	I. 1/2; 6/12
D. 3	J. 1/3; 2/6
E. 2	K. 1/6; 3/18
F. 4	L. 1/2; 3/6

Naming Polygons, Page 29

1. octagon; 8
2. hexagon; 6
3. triangle; 3
4. pentagon; 5
5. heptagon; 7
6. quadrilateral; 4
7. right angle
8. obtuse
9. acute

WEEK 5

Invisible and Inaudible, Page 30

1. A
2. A
3. C
4. dolphins, bats, cats
5. infrared and ultraviolet
6. cat, bat

Dining with Dinosaurs, Page 31

1. b	4. d
2. c	5. a
3. b	

The Narrator, Page 32

Spotting the doe in a clearing, I froze in my tracks and quietly took out my camera. I didn't want to startle the animal before getting at least one shot. Sensing my presence, the doe looked up at me. "Don't be frightened," I said in my most soothing voice. "I won't hurt you. I just want to take your picture." The doe accommodated me for about five seconds before running off into the woods.

After hiking for more than an hour up the steep trail, she decided to take a break because her feet were killing her. Although she had worn her new hiking boots around the house all week, she soon realized they weren't sufficiently broken in, "I should have listened to Beth and worn my old boots, she grumbled to herself. "Did you say something, Jenny?" Beth asked.

Add It Up!, Page 33

1. 1,100	7. 26,585
2. 1,102	8. 164,361
3. 960	9. 5,018
4. 910	10. 22,025
5. 4,615	11. 97,923
6. 486	12. 51,440

Fractions are a Breeze, Page 34

The picture shows a sailboat on the water.

WEEK 6

The Silk Route, Page 36

1. A
2. At that time, then, soon, finally, later
3. 5,000 years ago
4. The Silk Route
5. gold, nuts, perfumes

Chippy the Chimp, Page 37

1. A
2. B
3. C
4. D

On the Contrary, Page 38
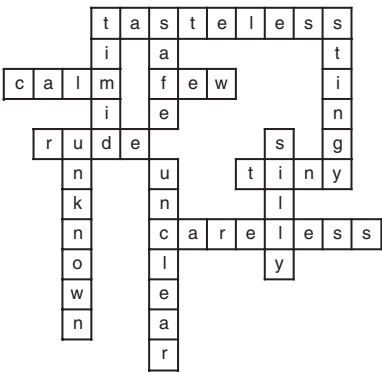
Division Decoder, Page 39

1. 4
2. 2
3. 6
4. 5
5. 8
6. 3, remainder 2
7. 6, remainder 6
8. 9, remainder 2
9. 8, remainder 1
10. 15, remainder 2

What kind of tools do you use for math? "Multi" pliers

Finding the Range and Mode, Page 40

1. 11	A. 37
2. 40	B. 6
3. 37	C. 11
4. 6	D. 19
5. 19	E. 40
	TMC: 11

Answers, continued

WEEK 6

The Math Early Bird, Page 41

3, 2; 9, 4; 4, 7; 2, 8; 3, 6; 7,
9; 9, 7; 7, 7; 9, 9; 3, 9
PEEK-A-BOO

WEEK 7

The Star Spangled Banner, Page 42

1. B
2. England
3. C
4. "And the rockets' red glare, the bombs bursting in air..."
5. because many Americans were being killed
6. the United States' flag

Mythology Trivia, Page 43

1. Jupiter
2. Goddess of wisdom, arts, and battle
3. Hades
4. Aphrodite
5. Mercury in Rome; Hermes in Greece
6. Goddess of hunting and youth

The Elephant / The Truck, Page 44

1. Answers will vary, but should mention that both stories have a problem that adults cannot solve, but a child can; both have a threat of jail time; and/or both have a happy ending.
2. One is set in ancient China; the the other in modern-day Chicago. One is about an elephant; the other a truck; one has ministers and wise men; the other has police. One has an emperor; the other a mayor. In one they need to determine weight; in the other, they need to reduce height.
3. Children are smarter than you think, or sometimes a child can see things an adult misses.

Number Sequencing, Page 45

1. 250, 350, 550
2. 30, 48, 60
3. 118, 112, 106
4. 16, 24, 32
5. 90, 135, 165
What did the vacuum cleaner say to the broom? I wish people would stop pushing us around.

Fun in the Orchard, Page 46

Greedy Gretchen, Page 47

Path 2 contains the most gold.
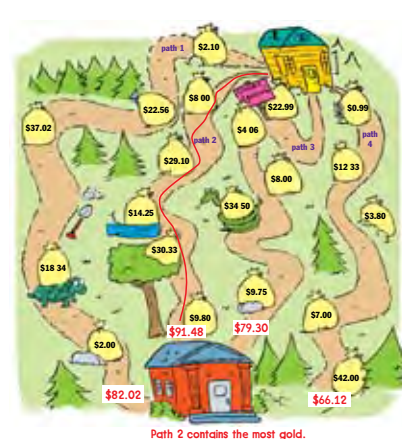
WEEK 8

Cleveland's Weather Update, Page 48

1. 37°F
2. 64°F
3. July
4. January
5. 47°F
6. Example: The average temperature rises steadily each month from January through July, and then it drops steadily from July through December.

Block Boy, Page 49

1. 7
2. The first, second and fifth lines rhyme. The third and fourth lines rhyme.
3. Free verse does not rhyme.
4. The room was so full he could not get out.

Any Old Place Won't Do, Page 50

Across
1. c
2. f
3. b
4. h
5. j
6. d
7. g
8. i
9. a
10. e
BONUS! 917,573

Measuring and Drawing Angles, Page 51

1. 90 degrees
2. 120 degrees
3. 40 degrees
4. 140 degrees

Use a protractor to draw an angle equal to the measurement given.
1. 33 degrees
2. 49 degrees
3. 25 degrees
4. 72 degrees
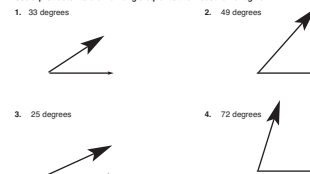
Horseplay, Page 52

1. bar 8; 2. bar 6; 3. 3 inches; 4. 4 inches; 5. 5 inches 6. 8 inches; 7. bar 7; 8. bar 3; 9. bar 5; 10. 4
Why did the horse sneeze?
It had a little "colt."

WEEK 9

Finding Food, Page 53

1. A
2. C
3. B
4. D

Answers, continued

Tale From the Deep, Page 54

1. A
2. B
3. B
4. A

Super Seven, Page 55

1. 1; **2.** 4; **3.** 22; **4.** 26; **5.** 34
6. 57; **7.** 115; **8.** 124; **9.** 60; **10.** 215
How can you make the number seven
even? Take away the "s."

What Is the Meanest Farm Animal?, Page 56

a bully goat
L-1:30, B-9:00, G-3:30, T-6:00,
A-10:15, U-1:15, O-2:30, Y-12:45,
R-3:15

Night-Light, Page 57

Star
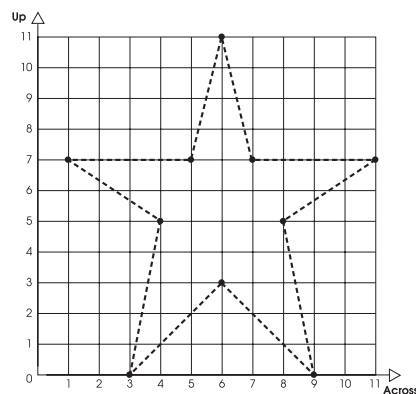
WEEK 10

Water, Page 58

1. A
2. Solid, liquid, and gas
3. C
4. Solid
5. In the air and in steam
6. B

Flower Fun, Page 59

1. spring; 2. Mother's Day;
3. because they are having
a sale; 4. Answers will vary.
Possible answer: It was
spring. Many people shop
for plants in the spring, so
a sale would not be needed.
5. because they are buy
one get one free; 6. because
the sale ends Tuesday

The Education of Snow White, Page 60

You're; your; you're; you're; you're; You're;
your; you're; You're; your; your; Your; your;
You're; your; your; You're; you're; your; Your

Kaleidoscope of Flowers, Page 61
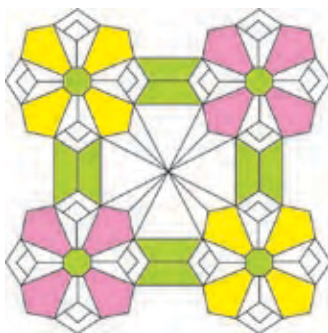
Taking It Further: Place the following decimals in the correct places on the lines below the dots: 4.9 1.7 2.5 and 0.2

0.2   1.7   2.5   4.9
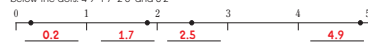
Fly the Coop, Page 62

1. 450 feet; 5,400 inches
2. 175 feet; 58 1/3 yards
3. 432 inches; 12 yards
4. 171 feet; 2,052 inches
5. 10,560 feet; 3,520 yards
6. 240 feet; 2,880 inches
7. 81 yards; 2,916 inches
8. 150 feet; 50 yards

Challenge: 10,560 feet;
                3,520 yards