



CANYONS
SCHOOL DISTRICT

Home Learning Resources Grade 5



Home Learning with Digital Options: Grades 3-5

Listed below you will find options for students to review and practice previously learned content outside of school.

Subject	Menu of Learning Opportunities
ELA-Reading	<ul style="list-style-type: none"> • Read for 20-30 minutes. • Retell what was read to another person. • Write a summary of what was read. • 20 minutes of student reading: choral with another person, or individually read. • Read a difficult text aloud with an adult or sibling using dyad reading. Discuss what was read with another person and consider using 2-5 question prompts. • 20-30 minutes of Digital learning using Lexia, Imagine Learning, or iReady. • Access Pearson to review text, listen to text, view videos and play games.
ELA-Writing	<ul style="list-style-type: none"> • Write a summary of what was read. Consider using a four-square graphic organizer to build ideas before writing. • Respond to a generic prompt. • Tell, draw or act out a story you have read or created.
Math	<ul style="list-style-type: none"> • Practice multiplication and division facts using the linked activities (also available in printed form, see below) • Tell a multiplication and division story with objects • Measure objects in your environment • Cook or bake using a recipe • Access Pearson to view videos and play games • 20 -30 minutes a day for Digital Learning using; ST Math, iReady, Dreambox or Reflex
Science/Social Studies	<ul style="list-style-type: none"> • Cook or bake using a recipe with an adult • Read science or social studies books • Talk, draw, write about natural things in our world • Build a structure with items around you. • Read from the Open Educational Resource textbook • National Geographic for kids, videos • Digital Science Online videos/activities (login: online password: school) • Newsela article with writing or quiz on science/social studies topic work with another person

Special Education (Resource, ABS/ACC) and/or English Language Learners	<p>Consider scaffolds, accommodations, and/or modifications needed for specific student groups (i.e. special education, English language learners, etc.) including but not limited to:</p> <ul style="list-style-type: none"> references for prior knowledge to provide foundation for review sentence starters and frames for writing activities graphic organizers that support students visualize relationships between facts, concepts and ideas visuals to support language and comprehension
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Links and Log In Guidelines

Utah Education Network:

[Learn at Home](#)

[Utah's Online Library](#)

Utah's Online Library is a collection of electronic resources. It provides statewide access to newspaper articles, magazines, professional journals, encyclopedias, video, photographs, maps, charts, and graphics.

Home access: Go to <https://onlinelibrary.uen.org>

Login Name: online

Password: school

[Digital Text Resources](#) for all grades

[Wellness Resources link](#)

[Student Resources link](#)

[Open Educational Resource](#) <https://www.uen.org/oer/>

[National Geographic for kids, videos](#) <https://kids.nationalgeographic.com>

[Digital Science Online](#) <https://www.visuallearningsys.com/subscription-login>

User Name: online Password: school

[Newsela article](#) <https://newsela.com>

Current Classroom Practices

Your student can log into Clever to access most digital platforms that they regularly use. Current teacher communication practices will continue during the two week dismissal: (e.g. email, google classroom, Canvas, Remind, DoJo, etc.)

[Logging into Clever at home](#)

[Logging into Pearson at home](#)



CANYONS
SCHOOL DISTRICT

Home Learning Parent Resources All Grades

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Scaffolding Difficult Text for Student Access

The list below contains active reading strategies to support students accessing difficult text. The list of strategies is ordered from **most to least scaffolded**, allowing students to move through the activities to become independent. Download the poster for display in your classroom [here](#). Specific routines explaining each phase in a sequence [here](#). A [Fluency Expression Rubric is downloadable](#) for providing feedback to students using the pillars of fluency: expression (*prosody*), phrasing, smoothness, and pace.

Active Reading Strategies Scaffolding Descriptions

CLOZE

The **sun** is up.

Oral cloze reading involves the teacher reading aloud while students actively track the text and read words omitted by the teacher. The teacher leaves out a preselected number of words per paragraph for the students to chorally read, preferably nouns or key vocabulary. To implement, the teacher and students have a copy of the text. The teacher proceeds by reading the text aloud as the students follow along. When the teacher pauses the students say the next word to be read. The teacher continues reading and pauses throughout the text to engage students in the reading.

ECHO



Echo reading is when the teacher reads a phrase/sentence/paragraph/section of a text aloud and students repeat what the teacher read with the same prosody (expression, attention to punctuation, etc.). Depending on the age level of students and reading proficiency, longer segments of text may be read aloud before students repeat what the teacher has read.

DUET



Duet reading is when two students are reading the same passage aloud together. The two students share one text and the stronger reader does the pointing as the two students read simultaneously.

CHORAL



Choral reading is when the entire group (whole class or small group) reads a text aloud together at the same time. The goal is for all students to get an opportunity to read the text. It is recommended that if used in whole class settings that shorter paragraphs in a passage are used to ensure a demonstration of fluent reading as it is difficult for large groups of students to read at the same pace for sustained periods of time. Longer sections can be read in smaller group settings.

PARTNER



Partner reading is when two students are reading the same text, but take turns reading the passage. The stronger reader reads the sentence/paragraph/section first while the weaker reader follows along. The weaker reader then rereads what the stronger reader read. By having the stronger reader go first, the weaker reader will have greater access and improved fluency during their reading of the text.

WHISPER



Whisper reading is when all students in the class are reading a passage and each one is whisper reading the passage at their own pace. If students finish reading the assigned section of the text prior to the teacher calling time, then they are expected to go back to the beginning of the assigned section and reread again. This will allow all students to read the passage at least once.

Dyad Reading:

The following pages identify great oral reading practices that can easily be done at home.

Directions:

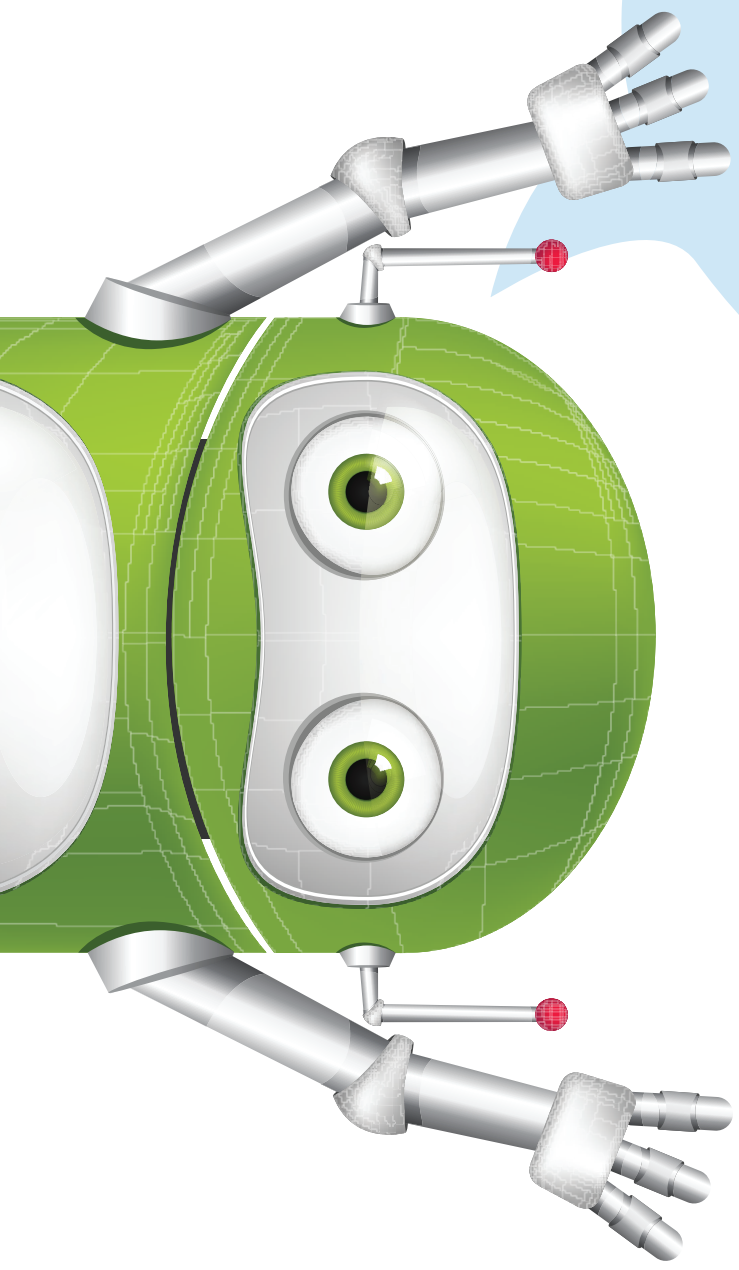
1. Share one book between two people.
2. Sit side-by-side.
3. Track the words with one smooth finger as you read.
4. Read aloud together.
5. Keep eyes on words.
6. Don't read too fast nor too slow.
7. Talk about unknown words.
8. Have fun!

“What a child can do in cooperation today he can do alone tomorrow.”
(Vygotsky, 1962, p. 104).

1. Revisit book or portion of text read

**Practice
helps me to
be a better
reader.**

Hurrah!!



1. Revisit book or portion of text read

1–2 minutes

MATERIALS:

Book from previous session, **Partners in Dyad Reading** lesson plan

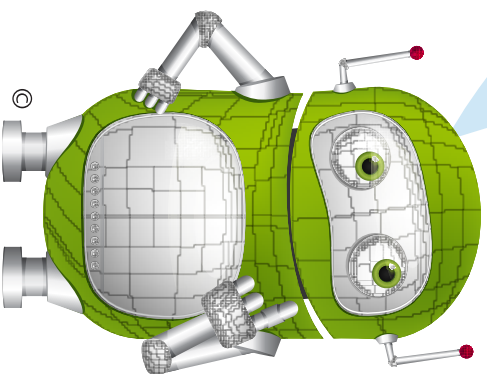
ACTIVITY:

1. Student and tutor revisit previously read text discussing things they remember, found interesting, or other things of note.



2. New Book Introduction

I wonder
what this
book will
be about?



2. New Book Introduction

1–2 minutes—Skip introduction if the student is reading a chapter book.

MATERIALS:

New book with appropriate level of challenge for the student, **Partners in Dyad**
Reading lesson plan

ACTIVITY:

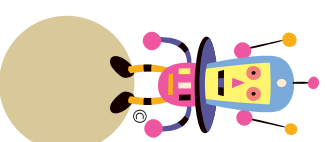
1. Tutor introduces the new book by reading the title, the author/illustrator, and pointing out tricky words in the text section to be read (character names and difficult vocabulary words).
2. Tutor asks the student to make some predictions about the text.

TIP:

Tutor gives the student an opportunity to share what he/she knows about the subject.

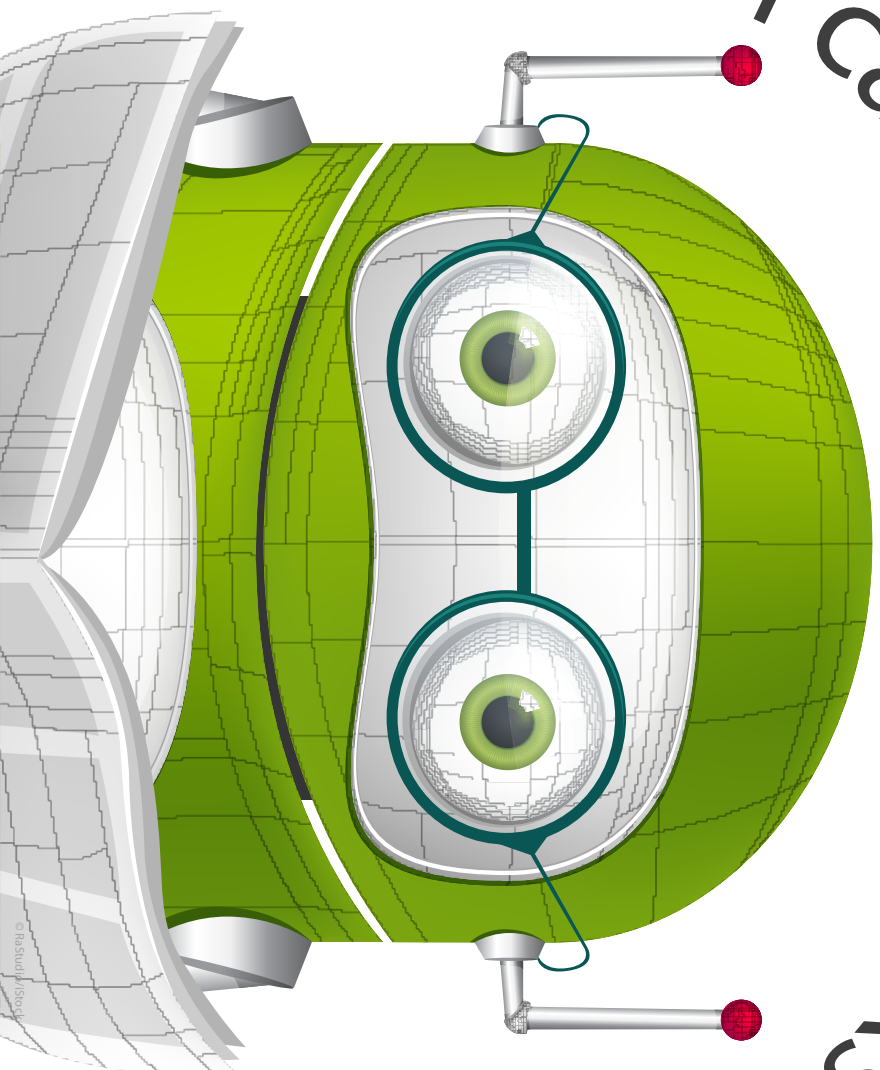
RECORD:

Tutor checks off *New Book Introduction* on the **Partners in Dyad**
Reading lesson plan.



3. Read new book/chapter and monitor comprehension.

I can read new books!



3. Read new book/chapter and monitor comprehension.

11–14 minutes

MATERIALS:

New book (or next portion of chapter book), *Partners in Dyad Reading* lesson plan, Story Face Chart for narrative text

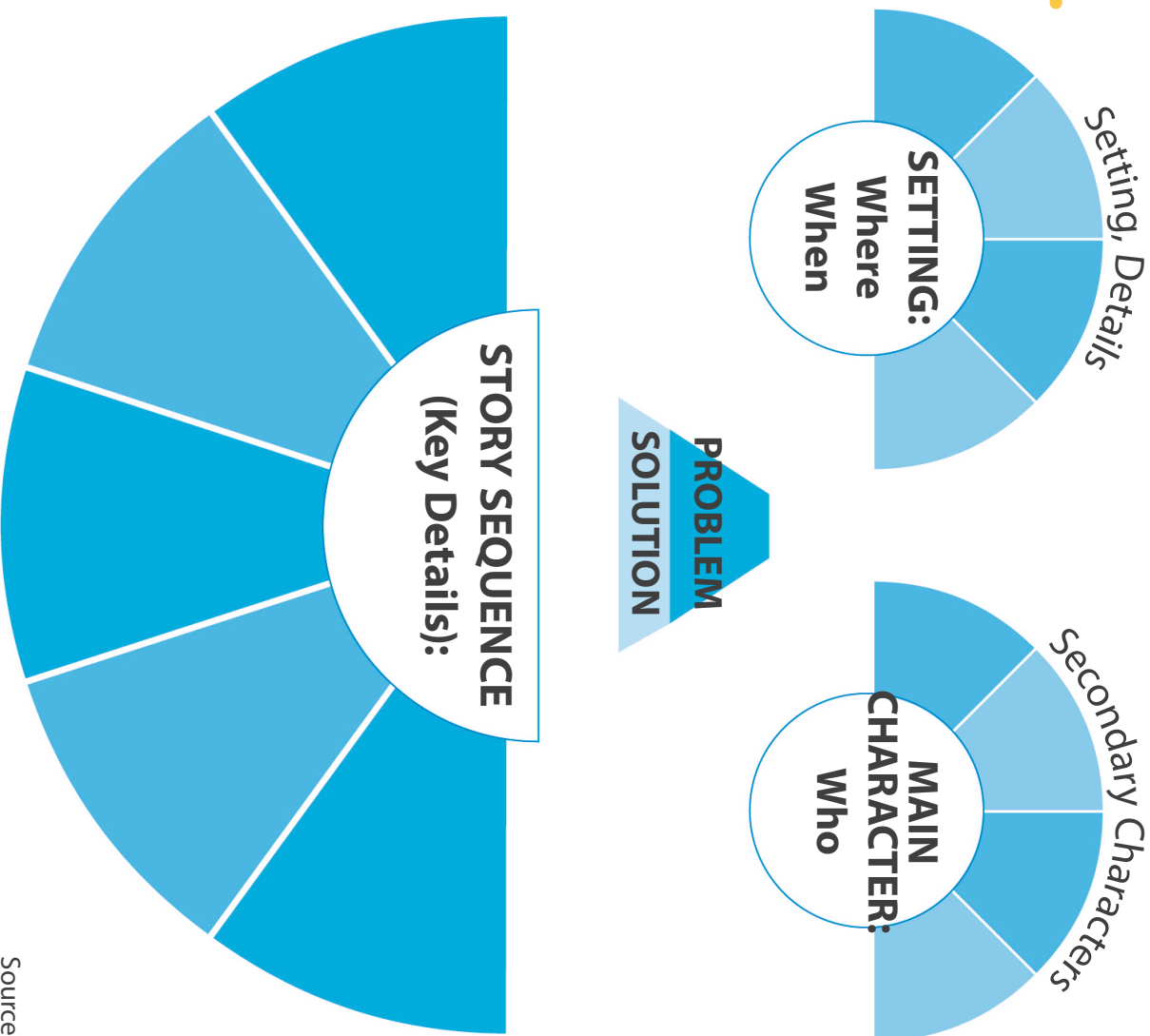
ACTIVITY:

1. The tutor and student read the new book aloud using the Dyad Reading Rules.
2. During reading, the tutor stops to ask the student comprehension questions about what has been read and explains unknown vocabulary. For narrative text, the tutor may use the story face graphic to ask questions about the text. For informational text, use the information text comprehension questions as a guide.
3. The tutor records where to pick up next time in the book, if needed, on the *Partners in Dyad Reading* lesson plan.

DYAD READING RULES:

1. Share one book.
2. Sit side-by-side.
3. Track the words with one smooth finger.
4. Read aloud together.
5. Keep eyes on words.
6. Don't read too fast nor too slow.
7. Talk about unknown words.
8. Have fun!

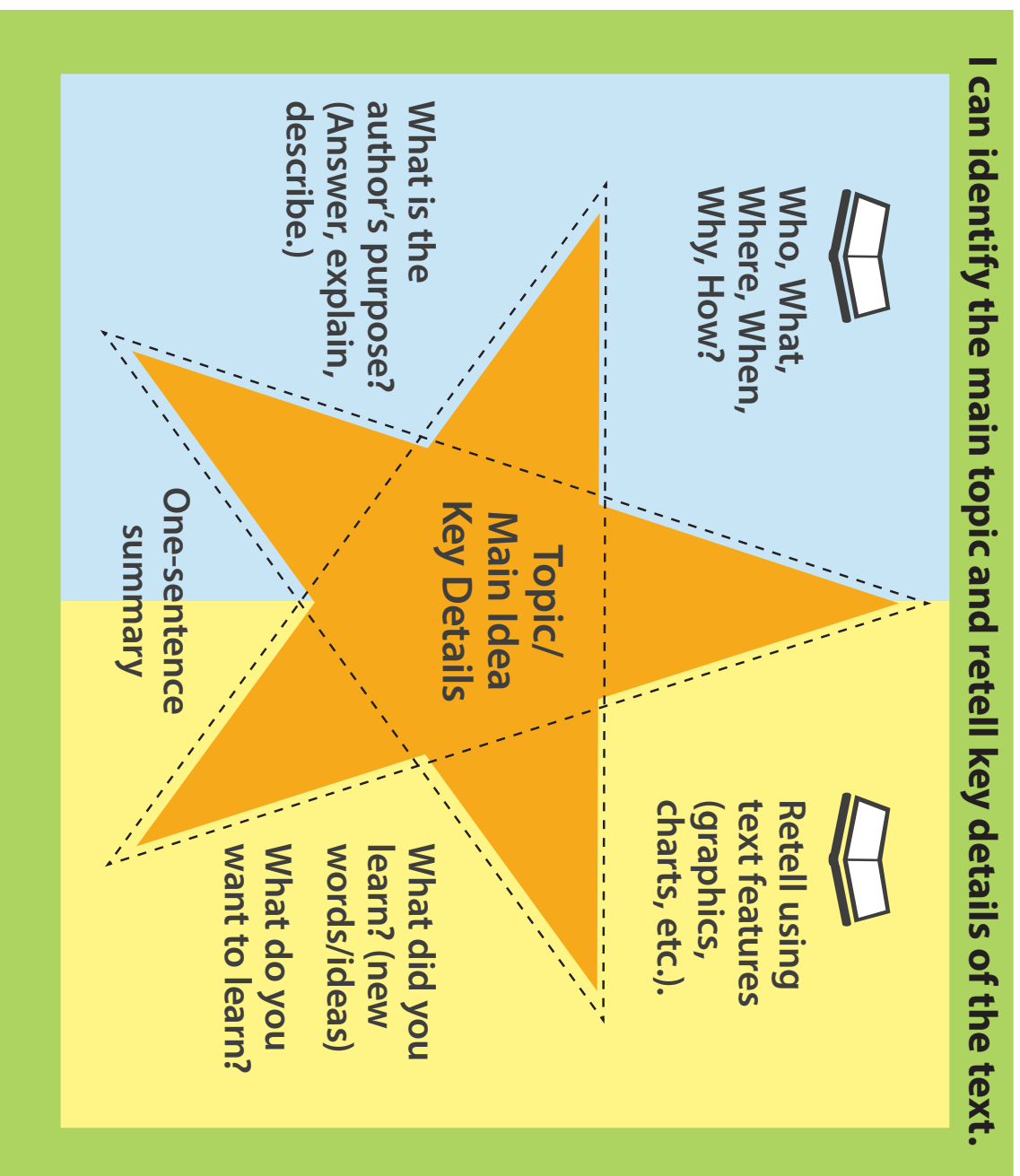
Story Face Chart



What does the author want us to understand?

Source: *The Reading Teacher*, Vol. 54, No. 1, September 2000.

Informational Comprehension Questions



TIP:

Tutor asks the student to use the text to talk about the key details.

Text Question Prompts

TEXT DEPENDENT QUESTIONS

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- What are the key ideas in this text/story?
- What can you infer from the title, headings, and anecdotes in this book?
- Who was the most important character in the story? What makes
- Who, what, where, when, how questions
- What key details help support the main idea of _____?
- What key details and/or examples support the main idea of _____?
- What have you learned from this [text]?

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- Retell the story.
- What is the story or article beginning to be about?
- What is the theme of the story?
- What message was the author trying to share?
- What could the main character have learned that I could also learn?
- What was a moral or lesson in the story?
- Summarize the text.
- Retell the (fables, folk tales from diverse cultures).
- What is the main idea of this text?
- What are the 2 or more main ideas in this text?
- What key supporting details did the author cite?

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- Identify characters, setting, major events,
- Explain key details that support the author's message.
- Compare and contrast (characters, setting, events, etc.).
- Explain how _____ and _____ interact in this story.
- Describe how (name of character) respond to (major event and/or challenge).
- Explain how (name of character) changed in the story.
- Why does _____ think about _____?
- How does _____ feel about _____?
- How does _____ show persistence (or other character trait) in _____?
- How does this help the reader learn more about _____'s character?
- What can we infer about the characters _____ and _____?
- What do readers learn about the family's relationship from this section?
- What does _____'s conversation with _____ reveal?
- What event did the author include to show the reader _____?
- Describe connections between _____.
- Explain relationships or interactions between 2 or more (individuals, events, ideas, concepts) in this text based on specific information in it.
- Explain the procedures described in this article.

TEXT DEPENDENT QUESTIONS

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- What does (word or phrase from the story, figurative language, sensory word,) mean?
- What does *Herculean* (or other Mythology vocabulary) mean in this story?
- Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song
- What kind of text is this? (poem, drama, prose, etc.) How do you know?
- Explain the meaning of (general academic vocabulary word).
- Explain what (domain/content specific word) means.
- Which words really call our attention here? What do we notice as we reread them?
- How does the author's choice of words, the tone of the language, illuminate the author's point of view on the topic?

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- What was the (problem, solution)?
- How do (series of chapters, scenes, stanzas) fit together to provide overall structure in this text?
- What text structure did the author use in this text?
- What kind of text is this? (story, article, etc.)
- Look back at the text and see if you can divide it into parts. What parts does the author include?
- Describe the story structure, including beginning, middle, and ending
- Describe the (action, setting) in the story.
- Explain the (structure elements: verse, rhythm, meter of this poem).
- Explain the (structure elements: cast of characters, settings, descriptions, dialogue, stage directions) of this drama/play.
- What might have happened if _____ hadn't happened first?
- How did the author organize the ideas in the (article, book, etc.)?
- Explain how you know that the author used a _____ text structure.
- What text structure did the author use?

6. Assess how point of view or purpose shapes the content and style of a text.

- From what point of view is this story told?
- Who is narrating the story? How do we know?
- Through whose eyes did you see this story?
- Read (two or more accounts of the same event/topic). Analyze the information the authors present.
- What similarities and/or differences are there in (titles of two texts on similar topics)?
- How does the author feel about (topic)?
- How did the graphics help you understand the section about _____?
- Distinguish between information provided by pictures and words in the text.
- How does your own point of view compare to the author of _____?

TEXT DEPENDENT QUESTIONS

Integration of Knowledge and Ideas

<p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*</p>	<ul style="list-style-type: none"> Describe (character, setting, event). Use specific examples from the illustrations and/or words. Use illustrations and words in print or digital text to demonstrate understanding of characters/setting/ plot. How did the author use illustrations to engage the reader in the events of the story? How do the (visual/multimedia elements) help the reader understand the author's message? Use illustrations and details in a text to describe key ideas. What text features (headings, table of contents, glossaries, electronic menus, icons) did the author include to help the reader? How did search tools (key words, side bars, hyperlinks) help the reader? How do the [pictures, etc.] help convey the mood of the story?
<p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<ul style="list-style-type: none"> Not applicable in Literature—Information Texts only Identify the reasons an author gives to support his key point(s). Explain how author uses reasons and evidence to support the main idea of ____. Identify which reasons/evidence support which point(s). What is the author's point of view on the topic? What in the text makes you say that? Describe logical connections between specific sentences and paragraphs. Explain cause and effect relationships in the story/text. What was the tone of the story/text?
<p>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<ul style="list-style-type: none"> Compare (characters, titles from the same genre, theme, topic, versions of the same story, etc.). Identify similarities and differences between two texts on the same topic. Read several texts on the same topic. Write a speech using information from each of source. Compare the text to: a movie, webpage, video game, piece of art or music, or other media. How does this selection connect to the theme of ____? How does this selection connect to (other text we have read, content area, etc.) How is ____ in paragraphs 1 and 2 like that same idea in paragraphs 3 through 6? How is ____ shown in paragraphs 7-11? What mood does the author create?

Four-Square Graphic Organizer

<p>The first key idea/event:</p> <p>Details</p> <ul style="list-style-type: none">▪▪▪	<p>Another key idea/event:</p> <p>Details</p> <ul style="list-style-type: none">▪▪▪
<p>Topic Sentence:</p>	
<p>Another key idea/event:</p> <p>Details</p> <ul style="list-style-type: none">▪▪▪	<p>Conclusion</p>

(For more information about the Four-Square approach see: *Four-Square Writing Method: A Unique Approach to Teaching Basic Writing Skills*, Gould, E.J and Gould, J.S., Teaching and Learning Company, 1999).

Possible Generic Writing Prompts

1. What is your earliest memory?
2. What do you want to be when you grow up?
3. Imagine you are building a spaceship to travel to the moon. What does it look like?
4. Imagine you are an inventor. What will you invent? How will you build it?
5. If you were given one super power, what would it be? What would you use this super power for?
6. If you could live anywhere in the world, where would you live? Why?
7. Describe one thing you are thankful for.
8. What would your life be like if you were born one hundred years ago?
9. What would you do if you had a million dollars?
10. Describe your favorite sport and why you like it.
11. Pretend you are a daring explorer. Where will you travel to? What will you see?
12. How are you similar to your parents? How are you different?
13. Describe one thing that makes you unique.
14. Imagine you wake up one morning and discover that you have been turned into a tyrannosaurus rex. What will you do?
15. What are three numbers that you like? How do these numbers relate to one another?
16. What is your favorite color? Your least favorite color?
17. Describe a job you would not like to have.
18. What is your favorite subject in school? Why do you like this subject?
19. Describe what your life would be like if you were 10 feet tall.
20. What is your favorite fairy tale? Write what happens in this story.
21. What's the most important thing you would like to do this summer?
22. Go for a walk. Write a sentence about the walk you went on.
23. Write about a trick you would like to play on your mom.
24. What is your favorite thing to do when you play outside?
25. What is your favorite thing to do when you play inside?
26. Tell about what you will be when you grow up.
27. Write about what you would like to do for your next birthday.
28. If you could go on a vacation anywhere in the world, where would you go?
29. Make a list of groceries that you think mom or dad should buy for you from the store.
30. Tell about an animal you would like to have for a pet.
31. What would you do if there was a dragon stuck under your bed?
32. What is the funniest thing that you have ever seen?
33. What did you do today?
34. What is something you would like to learn more about?
35. What kind of pet do you think a teacher should get for their classroom?
36. What is the best movie you have ever seen?
37. Tell about your most favorite book.

38. Tell about your favorite holiday. Tell why it is your favorite.
39. Tell about your favorite restaurant. Tell why it is your favorite.
40. Write a poem about what you think second grade will be like.
41. Do you think you will get married?? Write about what you think it will be like.
42. What is something you love about yourself?
43. If you could change anything about yourself, what would it be?
44. Make a list of the things you are most thankful for in your life.
45. Which season do you like the most?? Why??
46. Which season do you like the least, why????
47. You just won \$1,000,000. What are you going to do first?
48. Tell about a time when you were kind to someone.
49. Tell about your favorite song.
50. Write a story about the mysterious zizzybalooobuh that you just found in your bathtub.
51. What is something that makes you ANGRY!!!!
52. Tell about your favorite sport.
53. Tell about the last time you cried.
54. What are you scared of?
55. You found a magic wand! What would you do with it?
56. Tell about your favorite food and why it is so good.
57. Have a family member write something about you today.
58. What would happen to you if you never went to school?
59. In second grade, I want to learn about...
60. My favorite animal is a....
61. This is a list of things I like to do when I can't watch television or play video games.
62. What would you like to say to the President?
63. What is something you are really good at doing or creating?
64. What should you do if there is a bully on your bus?
65. When I'm 100 years old...
66. If a cat could talk, what would they say?

Addition and Subtraction Facts

Recommended Grades 1 - 3

NAME

DATE

Tens Go Fish Recording Sheet

My combinations of 10 in Game 1	My combinations of 10 in Game 2

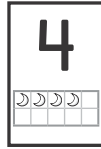
NAME _____

DATE _____

Tens Go Fish Directions

You need

- Deck of Primary Number Cards (without Wild Cards)
- Tens Go Fish* Recording Sheet (G45; 1 per player)



Play with a partner. Work together.

- Deal each player 5 cards.
- Players put down pairs of cards that make 10, and pick new cards to replace them.
- Then, players take turns asking each other for a card that will make 10 with a card in their own hand.
 - If a player gets the card, he or she puts the pair down and picks a new card from the deck.
 - If a player does not get the card, the player must “Go fish” and pick a new card from the deck.
 - If the new card makes 10 with a card in the player’s hand, he or she puts the pair down and picks another card.
 - If a player runs out of cards, the player picks two new cards.
 - A player’s turn is over when there are no more pairs that make 10.
- The game is over when there are no more cards.
- At the end of the game, players record their combinations of 10 on the *Tens Go Fish* Recording Sheet.

RESOURCE MASTERS, G45

NAME _____ DATE _____

Tens Go Fish Recording Sheet

My combinations of 10 in Game 1	My combinations of 10 in Game 2

G45 | © Pearson Education 1

Math Activities

Recommended Grades 3 - 5

Appendix A: Further Activities and Resources

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How Close to 100?

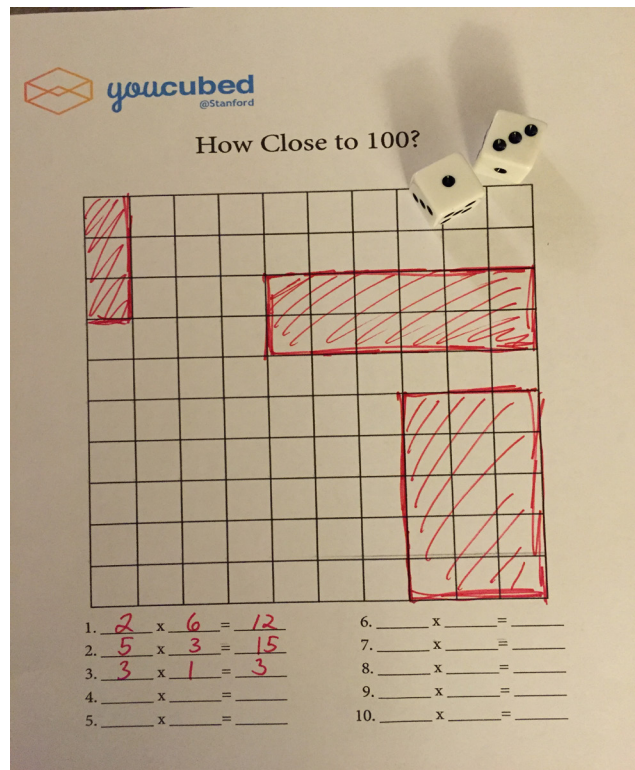
You need

- two players
- two dice
- recording sheet (see next page)

This game is played in partners. Two children share a blank 100 grid. The first partner rolls two number dice. The numbers that come up are the numbers the child uses to make an array on the 100 grid. They can put the array anywhere on the grid, but the goal is to fill up the grid to get it as full as possible. After the player draws the array on the grid, she writes in the number sentence that describes the grid. The second player then rolls the dice, draws the number grid and records their number sentence. The game ends when both players have rolled the dice and cannot put any more arrays on the grid. How close to 100 can you get?

Variation

Each child can have their own number grid. Play moves forward to see who can get closest to 100.



How Close to 100?

1. _____ x _____ = _____

2. _____ x _____ = _____

3. _____ x _____ = _____

4. _____ x _____ = _____

5. _____ x _____ = _____

6. _____ x _____ = _____

7. _____ x _____ = _____

8. _____ x _____ = _____

9. _____ x _____ = _____

10. _____ x _____ = _____

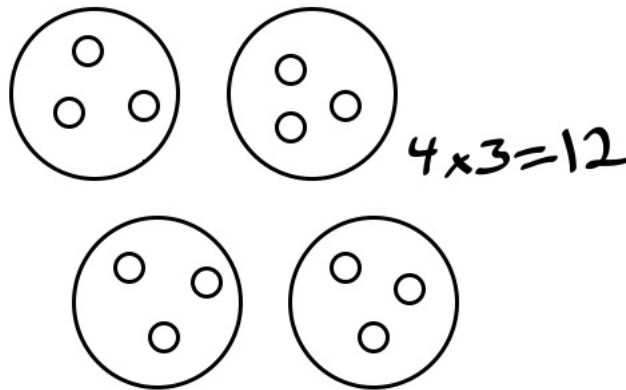
Pepperoni Pizza

You will need

- one or more players
- 2 dice per player
- 10 or more snap cubes per player

In this game, children roll a dice twice. The first roll tells them how many pizzas to draw. The second roll tells them how many pepperonis to put on EACH pizza. Then they write the number sentence that will help them answer the question, “How many pepperonis in all?”

For example, I roll a dice and get 4 so I draw 4 big pizzas. I roll again and I get 3 so I put three pepperonis on each pizza. Then I write $4 \times 3 = 12$ and that tells me that there are 12 pepperonis in all.

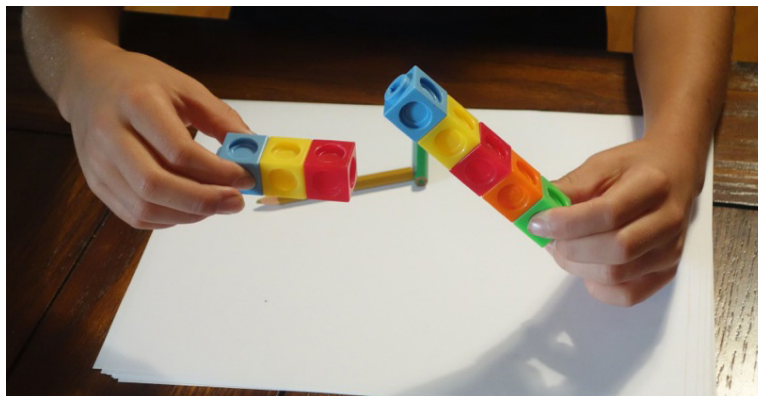


Snap It

You will need

- one or more players
- 10 or more snap cubes per player

This is an activity that children can work on in groups. Each child makes a train of connecting cubes of a specified number. On the signal “Snap,” children break their trains into two parts and hold one hand behind their back. Children take turns going around the circle showing their remaining cubes. The other children work out the full number combination.



How Many Are Hiding

You will need

- one or more players
- 10 or more snap cubes /objects per player
- a cup for each player

In this activity each child has the same number of cubes and a cup. They take turns hiding some of their cubes in the cup and showing the leftovers. Other children work out the answer to the question “How many are hiding,” and say the full number combination.

Example: I have 10 cubes and I decide to hide 4 in my cup. My group can see that I only have 6 cubes. Students should be able to say that I’m hiding 4 cubes and that 6 and 4 make 10.

Shut the Box

You will need

- one or more players
- 2 dice
- paper and pencil

Write the numbers 1 through 9 in a horizontal row on the paper. Player 1 rolls the dice and calculates the sum of the two numbers. Player 1 then chooses to cross out numbers that have the same sum as what was calculated from the dice roll. If the numbers 7, 8 and 9 are all covered, player 1 may choose to roll one or two dice. If any of these numbers are still uncovered, the player must use both dice. Player 1 continues rolling dice, calculating the sum and crossing out numbers until they can no longer continue. If all numbers are crossed out the player says “shut the box”. If not all numbers are crossed out player 1 determines the sum of the numbers that are not crossed out and that is their score. If “shut the box” is achieved, player 1 records a score of “0”.

Player two writes the numbers 1 through 9 and follows the same rules as player 1. The player with the lowest score wins.

Variation

Player 1 and 2 can choose to play 5 rounds, totaling their score at the end of each round. The player with the lowest total score wins the game.

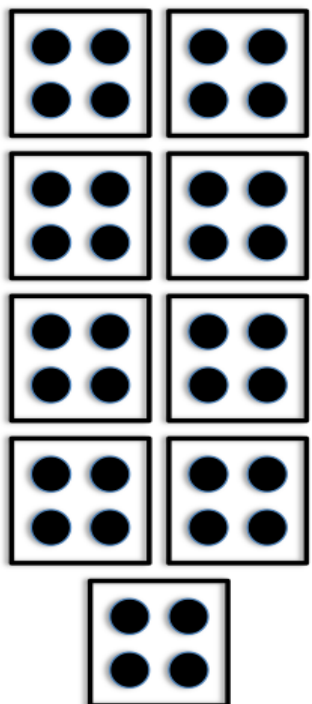
Math Cards

You will need

- one or more players
- 1 deck of cards (see next pages)

Many parents use ‘flash cards’ as a way of encouraging the learning of math facts. These usually include 2 unhelpful practices – memorization without understanding and time pressure. In our Math Cards activity we have used the structure of cards, which children like, but we have moved the emphasis to number sense and the understanding of multiplication. The aim of the activity is to match cards with the same numerical answer, shown through different representations. Lay all the cards down on a table and ask children to take turns picking them; pick as many as they find with the same answer (shown through any representation). For example 9 and 4 can be shown with an area model, sets of objects such as dominoes, and the number sentence. When students match the cards they should explain how they know that the different cards are equivalent. This activity encourages an understanding of multiplication as well as rehearsal of math facts.

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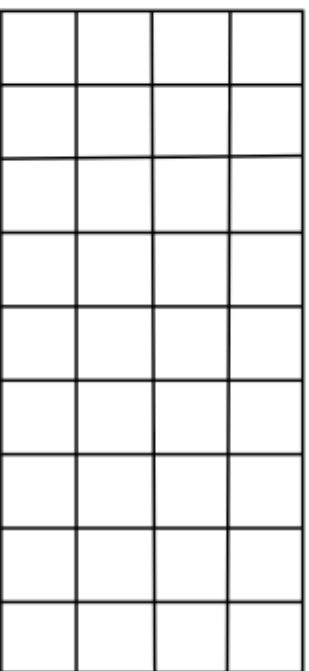
9×4

4×9

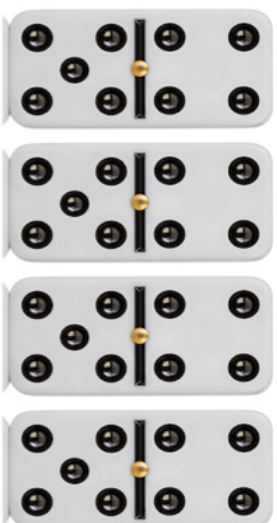
$$7 \times 9$$

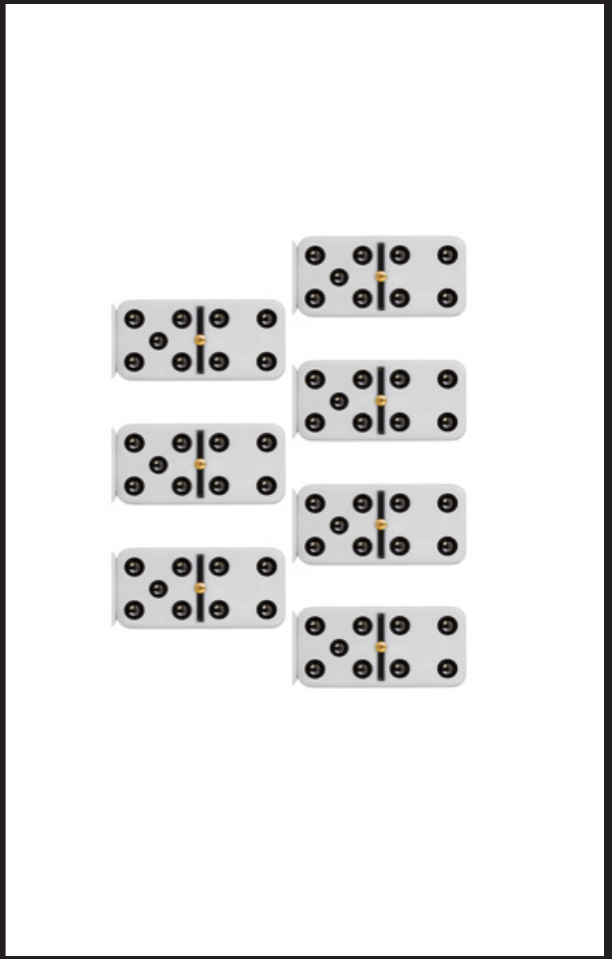
$$9 \times 7$$

9

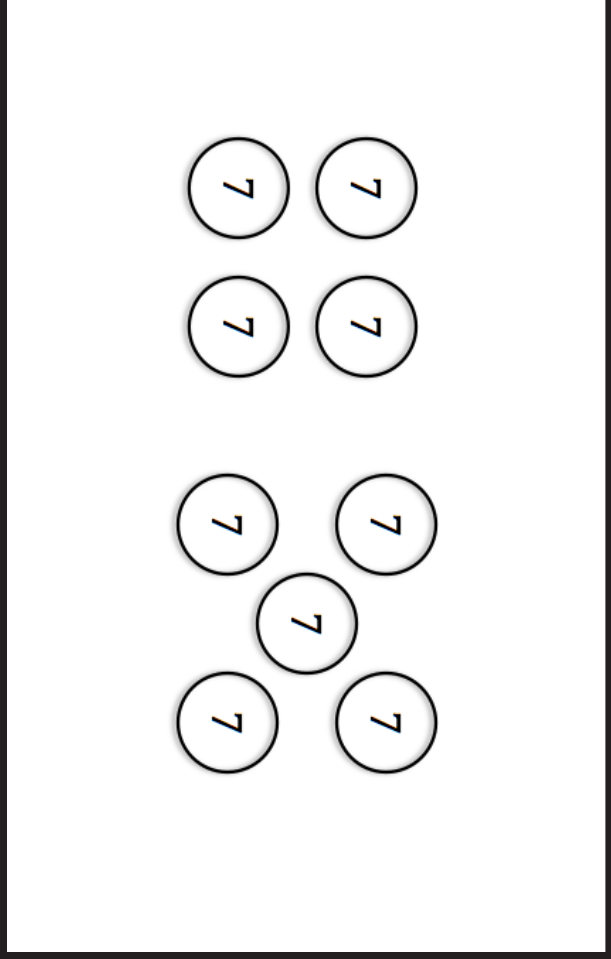


4



[illegible]

A 3x3 grid of circles, each containing the number 7. The circles are arranged in three rows and three columns. The top row has three circles, the middle row has three circles, and the bottom row has three circles. Each circle is white with a black outline and contains the number 7 in black.



42

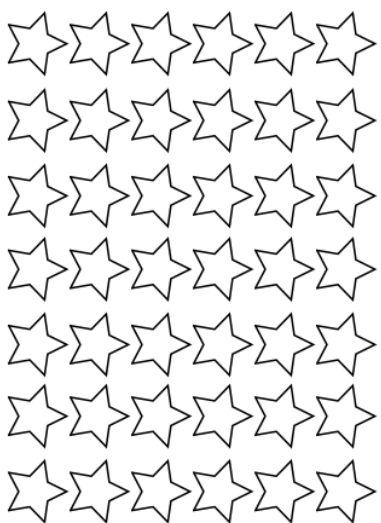
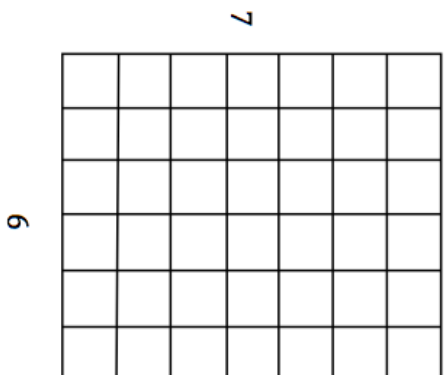


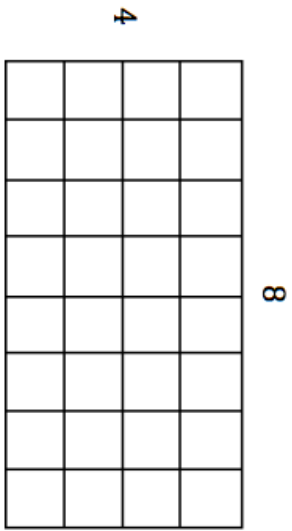
$$7 \times 6$$

$$6 \times 7$$

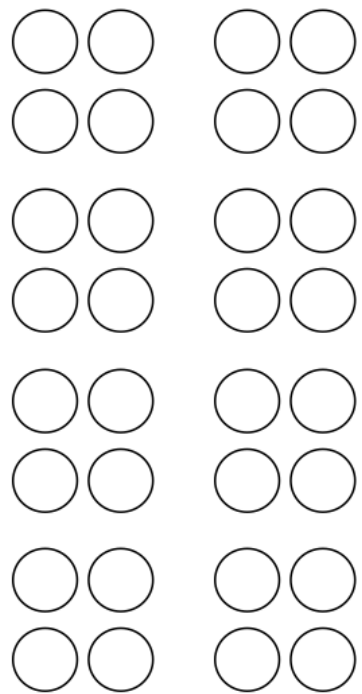
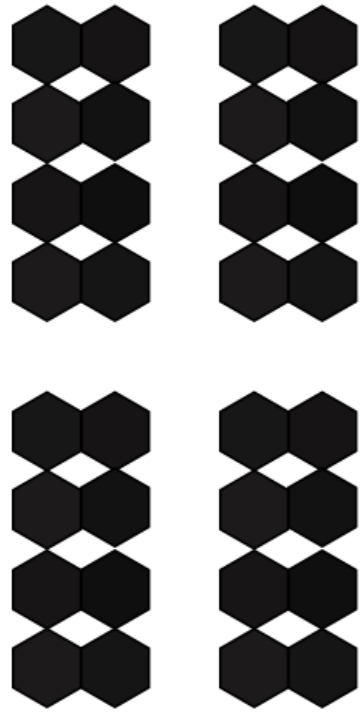
$$8 \times 4$$

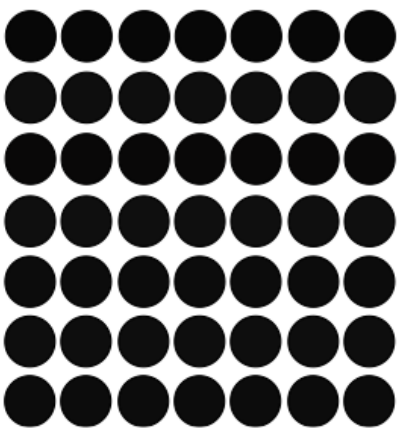
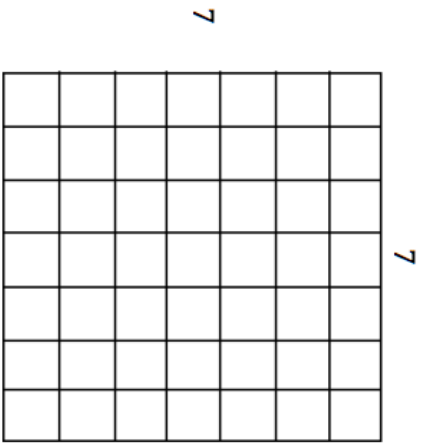
$$4 \times 8$$





32





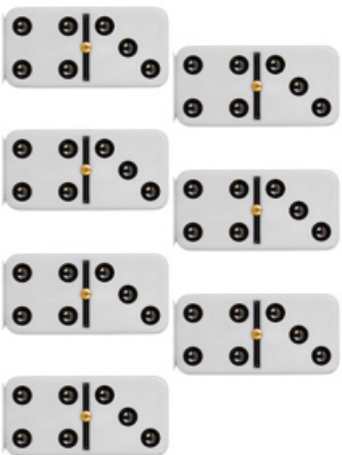
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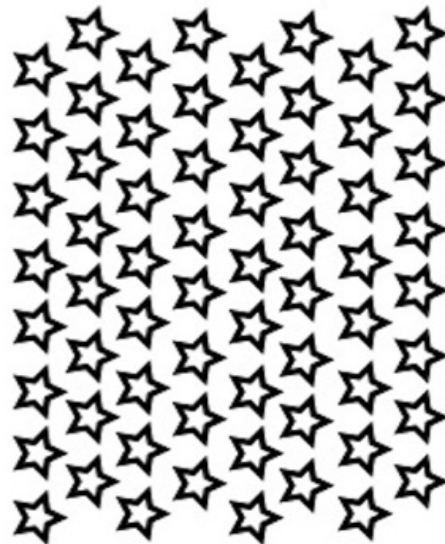
$$8 \times 8$$

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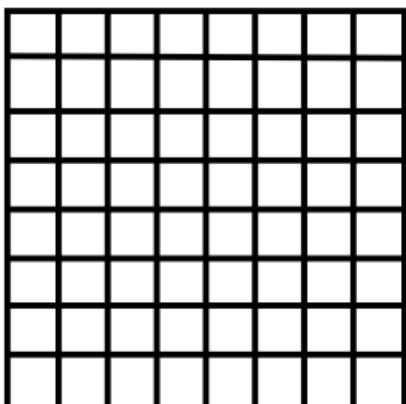
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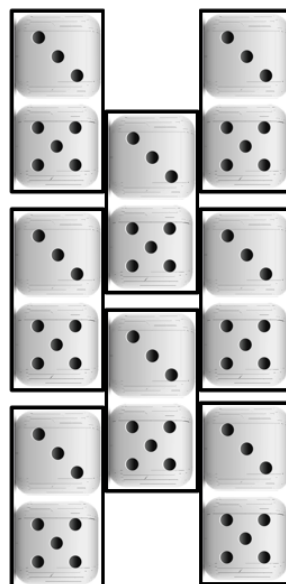
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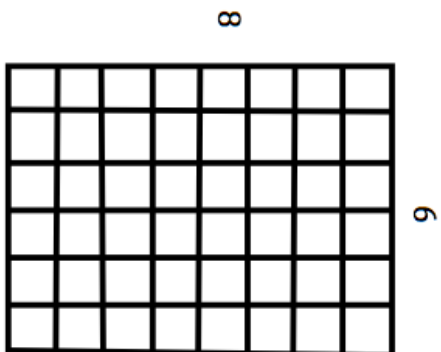
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8

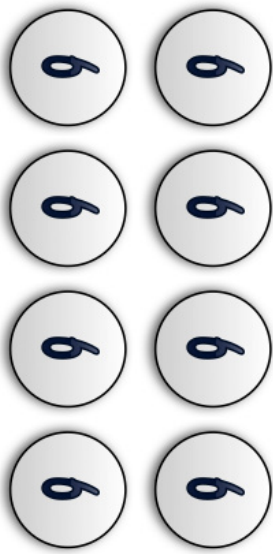


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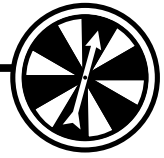
$$6 \times 8$$

$$8 \times 6$$



Name _____

Date _____

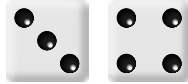


How Many of Each?

Roll and Record

You need

- 2 dot cubes
- recording sheet



Play alone.

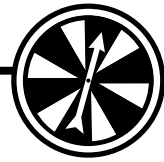
- 1 Roll 2 cubes.
- 2 Add the numbers. +
- 3 Write the sum on the recording sheet.
- 4 The game is over when one column is full.

More Ways to Play

- Play with 1 dot cube and 1 number cube.
- Play with 2 number cubes.

Name _____

Date _____



How Many of Each?

Roll and Record Recording Sheet

								2
								3
								4
								5
								6
								7
								8
								9
								10
								11
								12

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Evergreen

games

FOR ANY GRADE LEVEL AND ANY CONTENT

www.K-5MathAcademy.com

5 Evergreen Games

Evergreen games are games that have general rules that never change. Once you teach children those rules you can use the game for every math concept. For example, the rules of Memory never change....but what “matches” they are looking for can change with each new concept you want to focus on. This document gives you the general rules of the 5 Evergreen Games along with three examples for each game.

- 1) Bump
- 2) Memory
- 3) I Have/Who Has
- 4) Capture 4
- 5) Difference To...

Bump

Directions

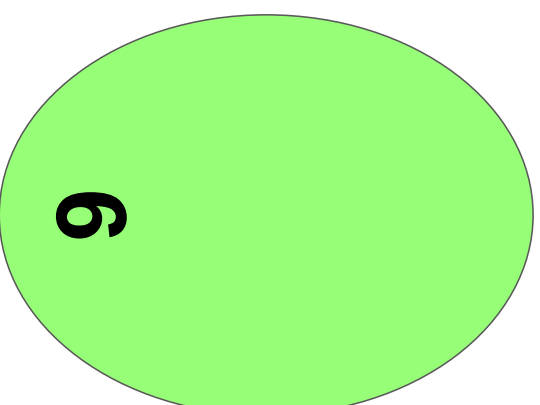
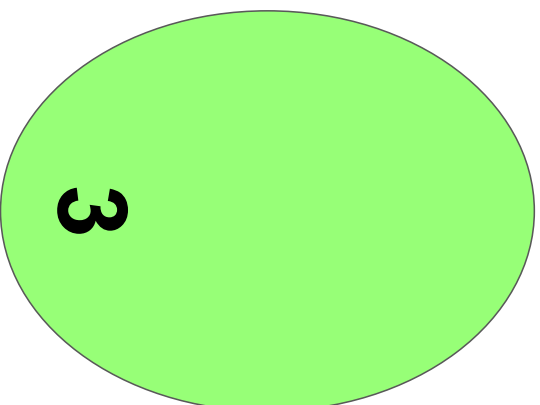
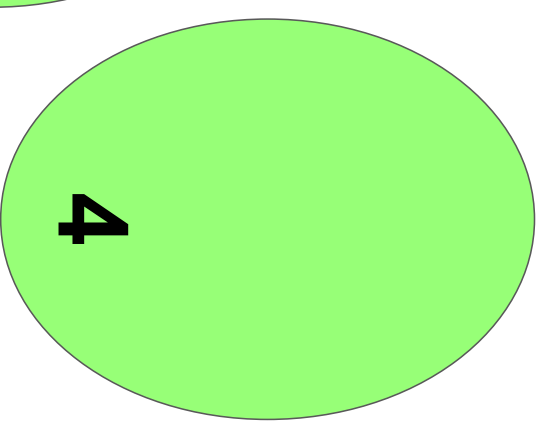
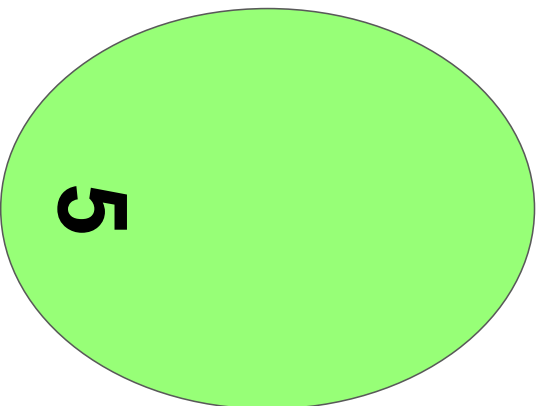
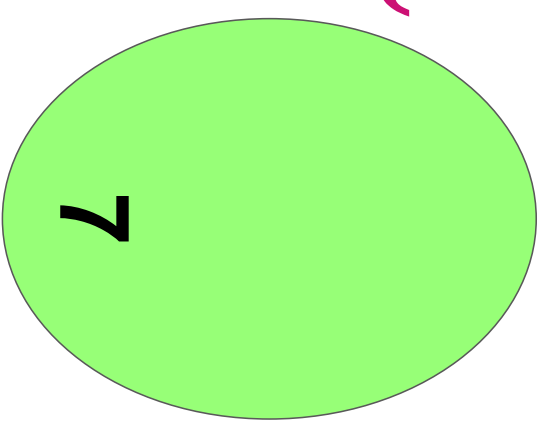
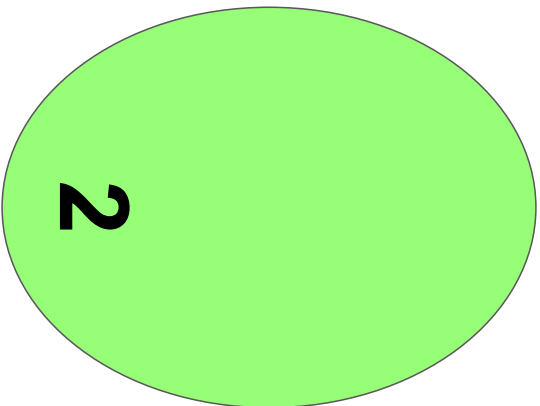
Each child takes 8 unifix cubes of one color. Their partner should have 8 of a different color. The first child rolls 2 dice (or 1, depending upon the game you are playing) and puts a cube on that number. If the other player's cube is on that number, they get to BUMP it off. If your own cube is already on that number, link another cube with it and it freezes that spot.

Any time there are two cubes of the same color on a spot, that freezes that spot and you cannot bump that person's marker off. The winner is the player that uses all of their markers first.

One More Than

BUMP

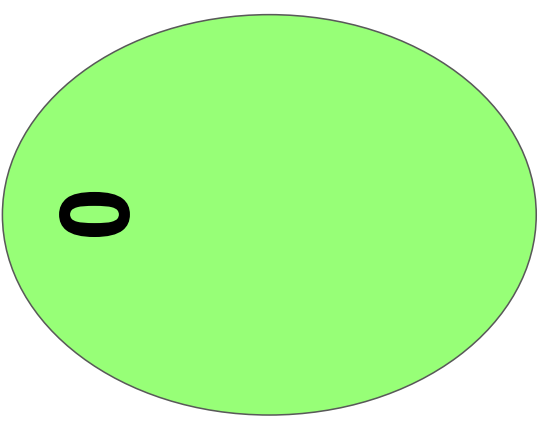
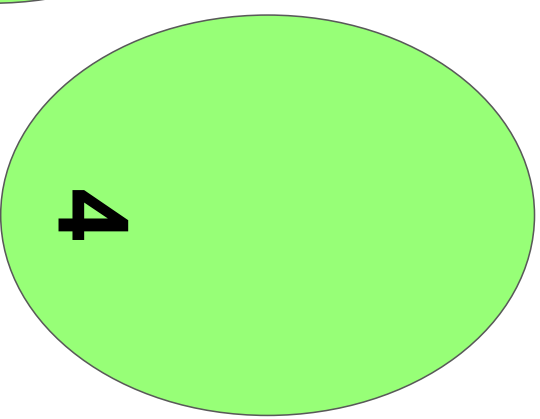
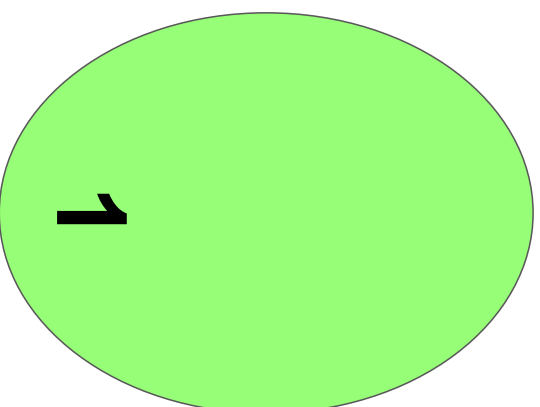
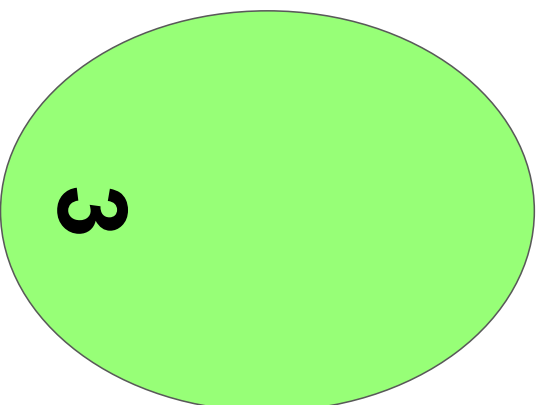
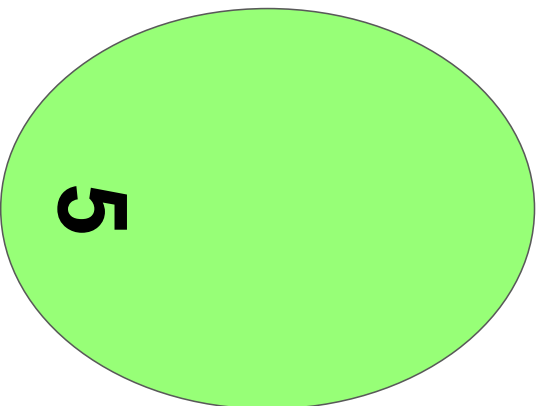
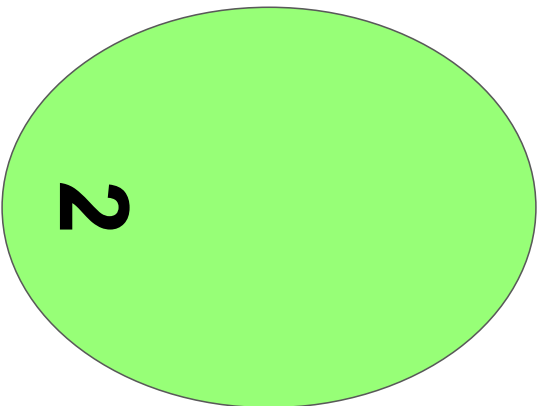
Roll the die. Then, put your marker on the spot that is “1 more than” the amount you rolled.



One Less Than

BUMP

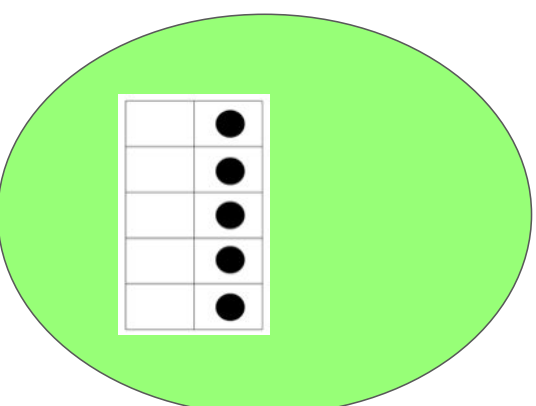
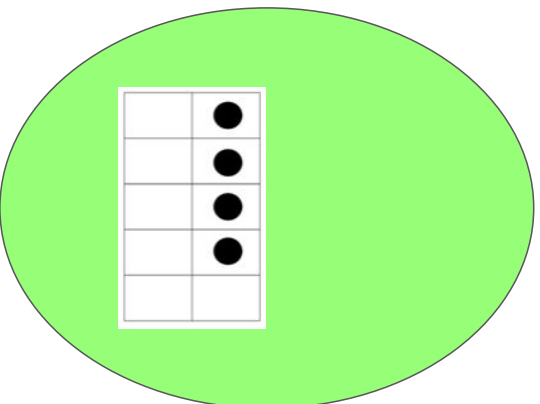
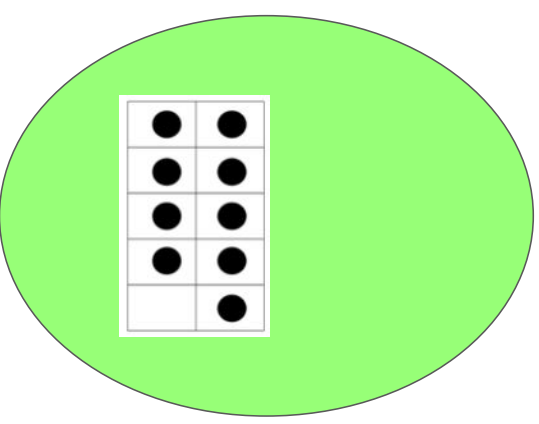
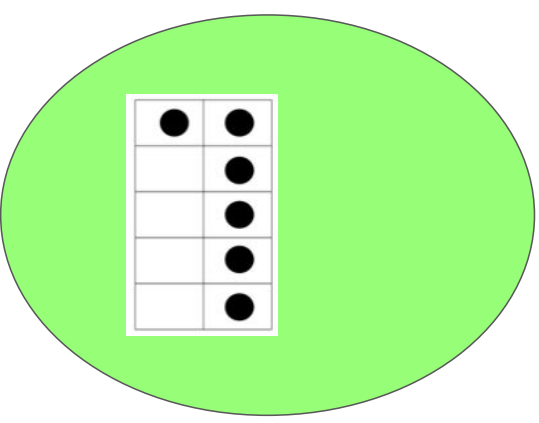
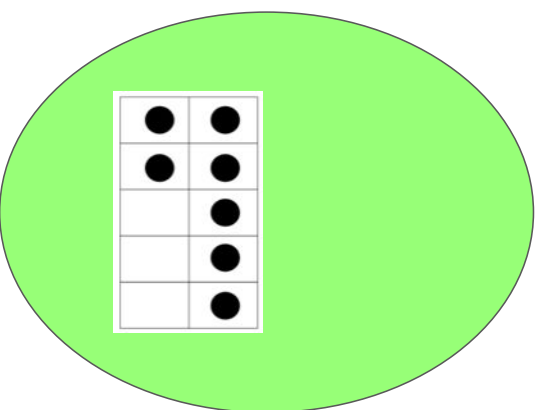
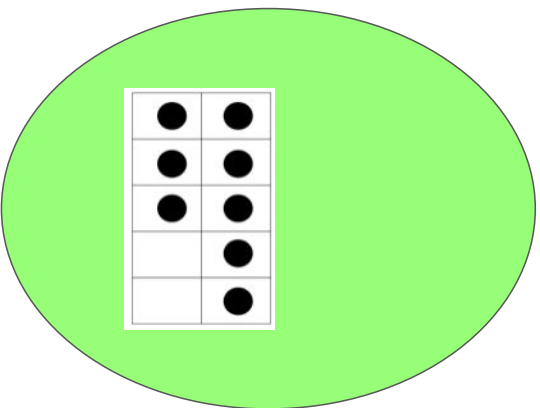
Roll the die. Then, put your marker on the spot that is “1 less than” the amount you rolled.



Make Ten

BUMP

Roll the die. Then, put your marker on the spot that has the ten frame you would need in order to “Make Ten.” For example, if I roll a 4, I would place my marker on the ten frame showing 6 because $4 + 6$ makes 10.



Memory

Directions

******Print the sheet out and cut the cards apart.

Lay the set of cards out, face down in columns & rows. Take turns flipping over 2 cards at a time to see if they make a “match.” If they do match, they keep the cards. If they do not match, they flip them back over and it is the next player’s turn.

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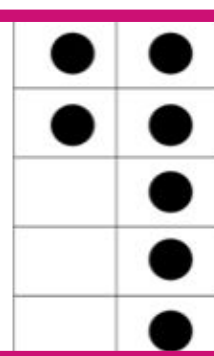
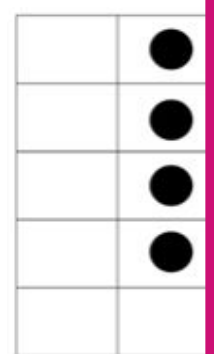
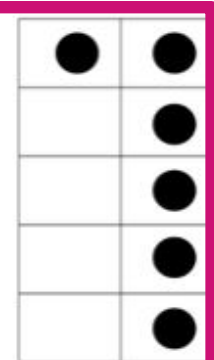
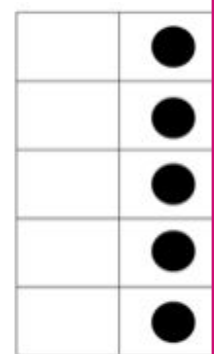
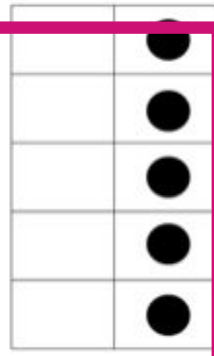
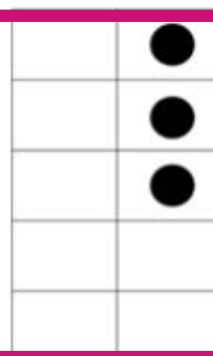
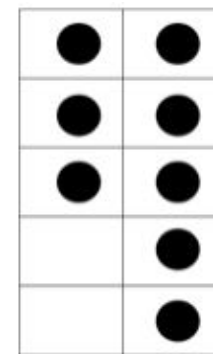
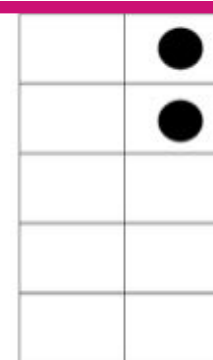
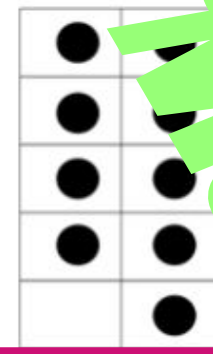
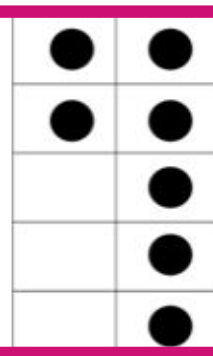
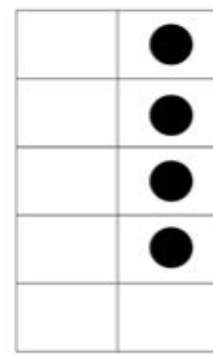
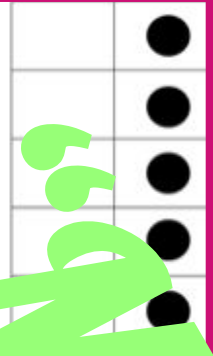
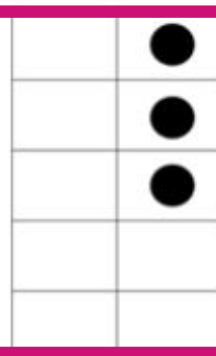
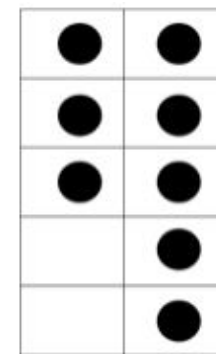
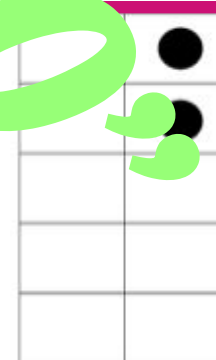
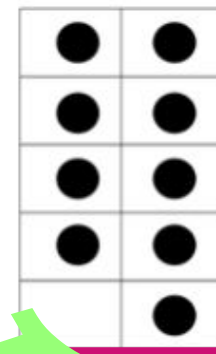
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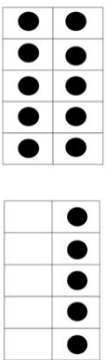
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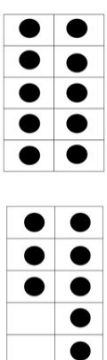
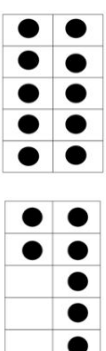
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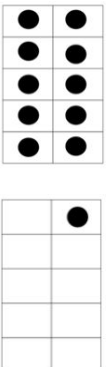
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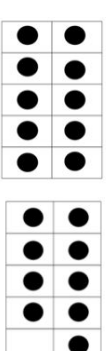
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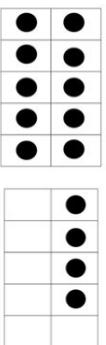
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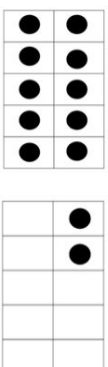
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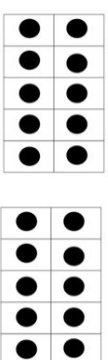
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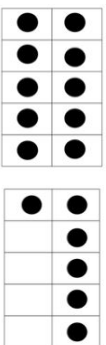
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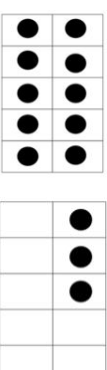
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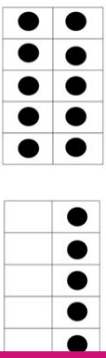


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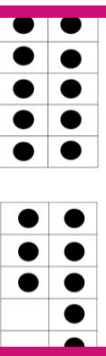
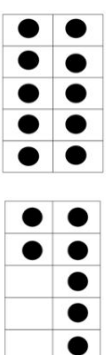


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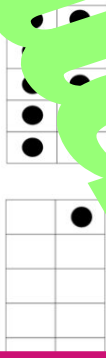
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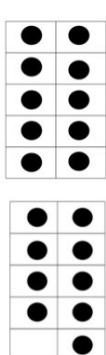
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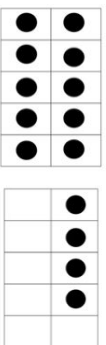
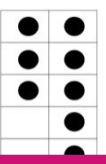
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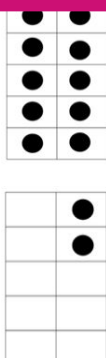
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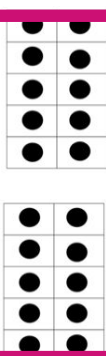
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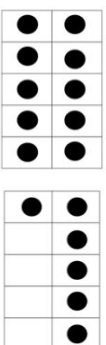
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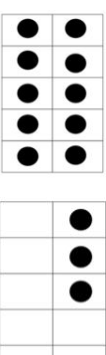
12



16



13



20

Montessori

32	$20 + 12$	13	$10 + 3$	$9 + 20$
----	-----------	----	----------	----------

33	$23 + 10$	69	$60 + 9$	29
----	-----------	----	----------	----

$43 + 10$	53	$24 + 20$	44	$58 + 10$
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35	$15 + 20$	66	$50 + 16$	68
----	-----------	----	-----------	----

32

$20 + 12$

13

$10 + 3$

$9 + 20$

$23 + 10$

69

$60 + 9$

29

$43 + 10$

53

$24 + 20$

44

$58 + 10$

35

$15 + 20$

66

$50 + 16$

68

1 Have/1 Who Has

Directions

Hand out a card to each student. There are 6 cards for 1 game as these are designed to be done in a small group setting. Some students may need to have 2 depending upon how many kids are in your group. It is important to use all the cards in a set or else it won't make it back around to the starting card

Choose a student to go first, and have her read her card aloud.

The student who has the card with the answer then reads that answer aloud: "I have ____". This student will then read the question at the bottom of their card – 'Who has ____?' Then the student with the card that answers the question responds. Every card in the set is connected to a card before it and a card after it.

Play continues in this fashion until all of the cards have been played. The game will end with the same student who started play.

I have

32

Who has

$30 + 18$

I have

48

Who has

$16 + 10$

I have

26

Who has

$10 + 15$

I have

25

Who has

$24 + 10$

I have

34

Who has

$20 + 9$

I have

29

Who has

$20 + 12$

I have

16

Who has

$10 + 2$

I have

12

Who has

$10 + 1$

I have

11

Who has

$10 + 5$

I have

15

Who has

$10 + 3$

I have

13

Who has

$10 + 4$

I have

14

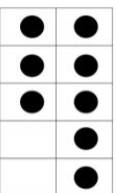
Who has

$10 + 6$

I have

6

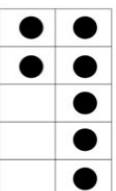
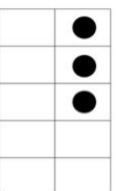
Who has



I have

9

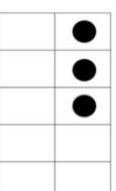
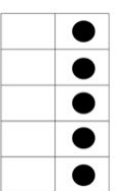
Who has



I have

10

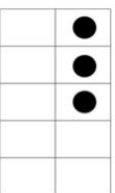
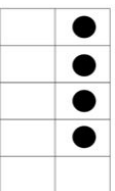
Who has



I have

8

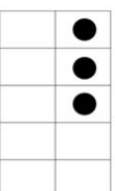
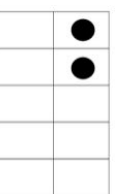
Who has



I have

7

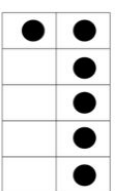
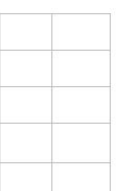
Who has



I have

5

Who has



Capture 4

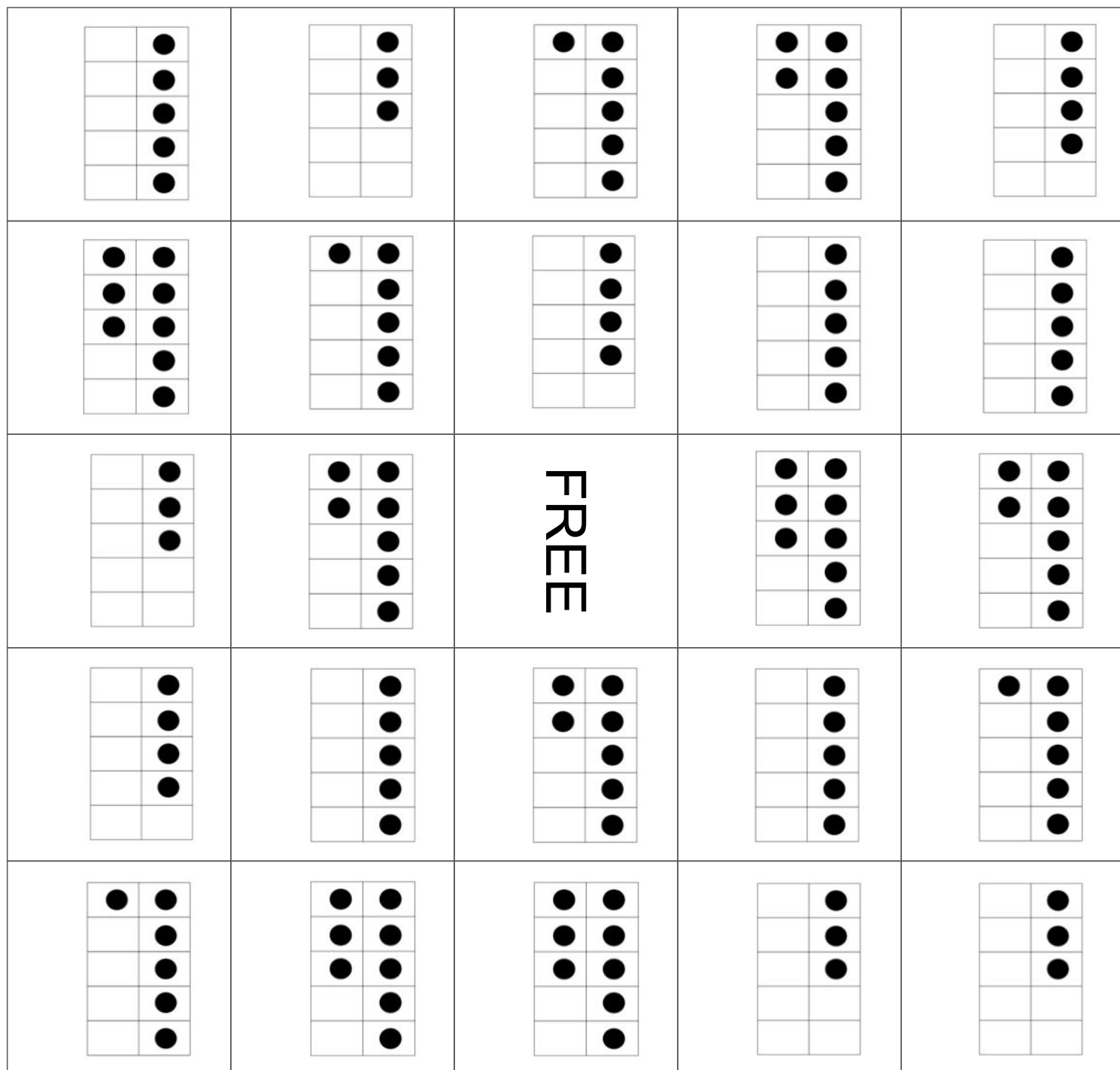
Directions

These are meant to be played with a partner, but you could also do students versus teacher.

Students have to think strategically to capture 4 spaces in a row, either horizontally, diagonally, or vertically.

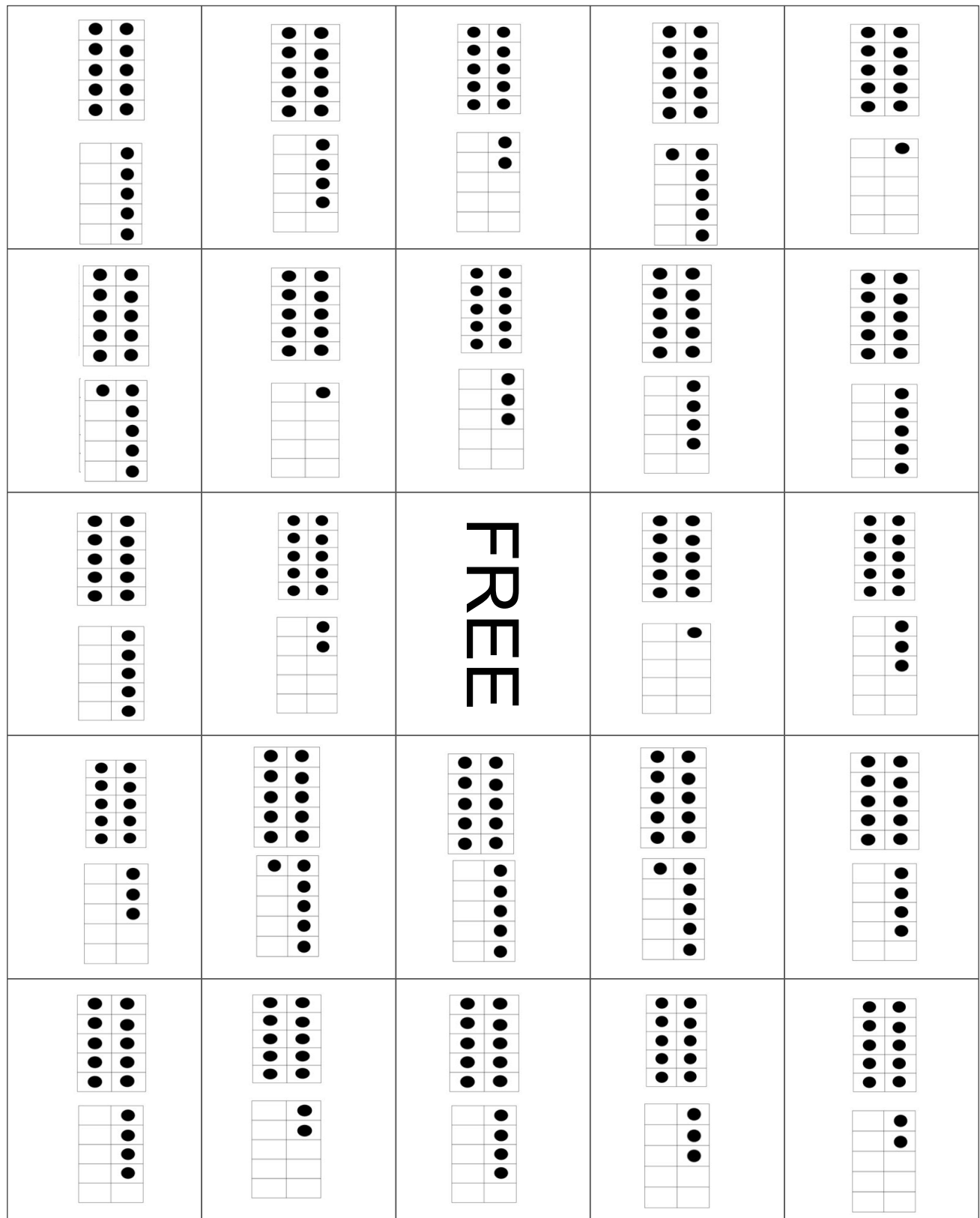
*Print these off and then students can place cubes on the spots they capture (each student would need their own color) or you can put it in a sheet protector and have them mark off the spots they capture with whiteboard markers (each student would need their own color).

Capture 4: Add 2



Roll the die. Then, put your marker on the spot that is “2 more than” the amount you rolled.

Capture 4: Add 10



Roll a regular die, then add 10 to the amount you rolled. Then place your marker on that amount to capture it. Play moves to the other player. First person to capture 4 in a row (horizontal, vertical, or diagonal) wins.

Capture 4: Roll two, Add 20

24	26	29	26	31
22	27	32	25	28
28	29	FREE	24	30
25	26	27	23	29
32	28	29	30	27

Roll 2 regular dice, then add 20 to it. Place your marker on that amount to capture it. Play moves to the other player. First person to capture 4 in a row (horizontal, vertical, or diagonal) wins.

Difference To...

Directions

Students roll dice, add amounts together, and then find the difference to a predetermined number.

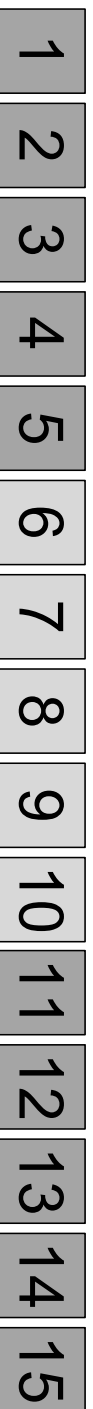
The sheets for this game are designed to be printed out and slipped into sheet protectors.

There are blank parts in the directions of each game to allow you to change certain parts of the game depending upon what you want your students to focus on. Plus, students can write on the sheet protector with whiteboard markers and wipe it off for each new game.

Player 1



Player 2



- 1) **Roll the dice ____ times.**
- 2) **Use the number path to record the amount you rolled.**
- 3) **Find the difference from ____.**
- 4) **The player with the smallest difference wins.**
- 5) **Wipe off your work and PLAY AGAIN.**

Player 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

Player 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----

- 1) Roll the dice 1 times.
- 2) Use the number path to record the amount you rolled.
- 3) Find the difference from 8.
- 4) The player with the smallest difference wins.
- 5) Wipe off your work and **PLAY AGAIN**.

Player 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

Player 2

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

- 1) **Roll the dice ____ times.**
- 2) **Use the number path to record the amount you rolled.**
- 3) **Find the difference from ____.**
- 4) **The player with the smallest difference wins.**
- 5) **Wipe off your work and PLAY AGAIN.**

Player 1

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

Player 2

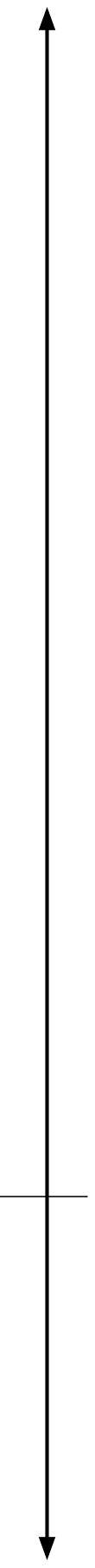
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----

- 1) Roll the dice 2 times.
- 2) Use the number path to record the amount you rolled.
- 3) Find the difference from 10.
- 4) The player with the smallest difference wins.
- 5) Wipe off your work and **PLAY AGAIN**.

Player 1



Player 2



- 1) **Roll the dice ____ times.**
- 2) **Use the number line to record the amount you rolled.**
- 3) **Find the difference from ____.**
- 4) **The player with the smallest difference wins.**
- 5) **Wipe off your work and PLAY AGAIN.**

Player 1



Player 2



Example

- 1) Roll the dice 3 times. *Add them, then add 50.*
- 2) Use the number line to record your total amount.
- 3) Find the difference from 100.
- 4) The player with the smallest difference wins.
- 5) Wipe off your work and **PLAY AGAIN**.



CANYONS
SCHOOL DISTRICT

Home Learning Student Resources Grade 5

Use Equivalent Fractions to Add and Subtract Fractions

Topic 7 Standards

5.NF.A.1, 5.NF.A.2

See the front of the Student's Edition for complete standards.

Dear Family,

In this topic, your student is learning how to add and subtract fractions with unlike denominators. He or she will learn how to replace given fractions with equivalent fractions with like denominators. To add $\frac{1}{2}$ and $\frac{1}{3}$, for example, first rename $\frac{1}{2}$ as $\frac{3}{6}$ and $\frac{1}{3}$ as $\frac{2}{6}$, and then add the numerators 3 and 2. The sum of $\frac{1}{2}$ and $\frac{1}{3}$ is $\frac{5}{6}$. Your student will also learn how to estimate sums and differences of fractions.

You can help your student practice renaming fractions as equivalent fractions by playing a game together in which the players add fractions with unlike denominators.

Fraction Add-Up

Materials paper and pencil, index cards

Step 1 Make a set of fraction cards with one fraction shown on each card. Use fractions with numerators of 1 through 5 and denominators of 2 through 6.

Step 2 Player 1 turns over two cards and finds the sum of the two fractions shown. Then Player 2 turns over two cards and finds the sum of those two fractions. The player whose fractions have the greater sum wins.

Another Way to Play

- Both players turn over three cards and find the sum of their fractions.
- Each player records their sum.
- After 5 rounds, add each player's sums for each of the rounds.
- The player with the greater sum wins.

Observe Your Child

Focus on Mathematical Practice 2

Reason abstractly and quantitatively.

Help your child become proficient with Mathematical Practice 2. Turn over two cards and find an estimate of the sum of the fractions. Ask your student to explain how he or she used number sense to estimate.

Usar fracciones equivalentes para sumar y restar fracciones

Estándares del Tema 7

5.NOFA.1, 5.NOFA.2

Los estándares completos se encuentran en las páginas preliminares del Libro del estudiante.

Estimada familia:

En este tema, su niño(a) está aprendiendo a sumar y restar fracciones con distinto denominador. Aprenderá a reemplazar fracciones dadas con fracciones equivalentes con el mismo denominador. Por ejemplo, para sumar $\frac{1}{2}$ y $\frac{1}{3}$, primero se convierte $\frac{1}{2}$ en $\frac{3}{6}$ y $\frac{1}{3}$ en $\frac{2}{6}$, y, luego, se suman los numeradores 3 y 2. La suma de $\frac{1}{2}$ y $\frac{1}{3}$ es $\frac{5}{6}$. Su niño(a) también aprenderá a estimar sumas y diferencias de fracciones.

Usted puede ayudar a su niño(a) a practicar la conversión de fracciones en fracciones equivalentes con el siguiente juego en el que los jugadores suman fracciones con distinto denominador.

Suma de fracciones

Materiales papel y lápiz, tarjetas de fichero

Paso 1 Haga un conjunto de tarjetas de fracciones con una fracción por tarjeta. Use fracciones con numeradores del 1 al 5 y denominadores del 2 al 6.

Paso 2 El Jugador 1 da vuelta dos tarjetas y halla la suma de las dos fracciones de las tarjetas. Luego, el Jugador 2 da vuelta dos tarjetas y halla la suma de esas dos fracciones. Gana el jugador cuyas fracciones tienen la suma mayor.

Otra manera de jugar

- Los dos jugadores dan vuelta tres tarjetas y hallan la suma de sus fracciones.
- Cada jugador anota la suma.
- Después de 5 rondas, se suman los resultados de los jugadores en cada ronda.
- Gana el jugador que obtiene la suma mayor.

Observe a su niño(a)

Enfoque en la Práctica matemática 2

Razonar de manera abstracta y cuantitativa.

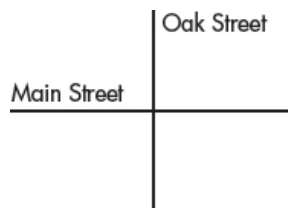
Ayude a su niño(a) a adquirir competencia en la Práctica matemática 2. Den vuelta dos tarjetas y hagan una estimación de la suma de las fracciones. Pida a su niño(a) que explique cómo usó el sentido numérico para hacer la estimación.

1. Eli's family starts with 2 whole pizzas. They eat $1\frac{3}{8}$ pizzas. How much pizza do they have left?
A $\frac{3}{8}$ pizza
B $\frac{5}{8}$ pizza
C $1\frac{3}{8}$ pizzas
D $3\frac{3}{8}$ pizzas
2. Barbara spent \$3,825 for care of her pets last year. Sam spent \$2,450 last year. How much more than Sam did Barbara spend?
A \$1,375
B \$1,400
C \$2,000
D \$6,275
3. Which fraction is less than $\frac{3}{8}$?
A $\frac{3}{5}$
B $\frac{5}{8}$
C $\frac{3}{10}$
D $\frac{4}{9}$
4. Which of the following numbers are prime?
☐ 21
☐ 23
☐ 25
☐ 27
☐ 29

5. Mr. Martin worked 9 hours last week. Mr. Stevens worked 5 times as many hours as Mr. Martin. Write an equation to find how many hours Mr. Stevens worked.

6. Jan is painting on a rectangular canvas. The length of the rectangle is 6 feet. The area of the canvas is 24 square feet. What is the width of the rectangle?

7. This drawing shows two streets that cross each other.



What kind of angle is formed where Main Street and Oak Street cross?

1. Find the product.

9×10^5

- A** 9,000
B 90,000
C 900,000
D 9,000,000

2. Which number is
- $\frac{1}{10}$
- as great as 0.7?

- A** 70
B 7
C 0.07
D 0.007

3. The table shows the thicknesses of four kinds of paper.

Paper Thicknesses

Kind of Paper	Thickness (in millimeters)
Book	0.147
Cover	0.152
Index	0.216
Rag	0.081

Which lists the kinds of paper in order from thinnest to thickest?

- A** Book, Cover, Index, Rag
B Book, Cover, Rag, Index
C Rag, Cover, Index, Book
D Rag, Book, Cover, Index

4. Complete the boxes in the decimal grid below.

0.345			0.348
-------	--	--	-------

5. Write the number in expanded form using exponents.

2,036,017

6. Write 45.803 in expanded form.

7. Order the numbers from greatest to least.

12.012 12.001 12.102 12.01

8. Round 13.467 to the nearest hundredth.

1. Ryan finds a video game and a movie DVD that he wants to buy.

Item	Price with tax
Video game	\$33.85
DVD	\$16.29

He wants to know how much it will cost to buy both items. Since \$33.85 is about \$34 and \$16.29 is about \$16, he added \$34 and \$16 mentally and got \$50. How should Ryan compensate to get the exact sum of the two prices?

- A** Add 15 cents and add 29 cents.
B Subtract 15 cents and subtract 29 cents.
C Add 15 cents and subtract 29 cents.
D Subtract 15 cents and add 29 cents.
2. Which is another way to represent five hundred six and ninety-two thousandths? Select all that apply.

- ☐ $(5 \times 100) + (6 \times 1) + \left(9 \times \frac{1}{10}\right) + \left(2 \times \frac{1}{100}\right)$
- ☐ $(5 \times 100) + (6 \times 1) + \left(9 \times \frac{1}{100}\right) + \left(2 \times \frac{1}{1,000}\right)$
- ☐ 506.092
☐ 506.902
☐ 506.92

3. Emily buys a CD for \$12.07, including tax. She gives the clerk a \$20 bill. How much change should she receive?

A \$8.93 **C** \$7.93
B \$8.07 **D** \$7.07

4. Write a number that is greater than 8.604 but less than 8.643.

5. Use the Commutative Property and compatible numbers to calculate the sum. Explain how you used mental math.

$$23.3 + 12 + 36.7$$

6. Order the numbers from least to greatest.

$$99.98 \quad 100.1 \quad 98.89 \quad 100.01$$

7. 0.002 is $\frac{1}{100}$ of what decimal?

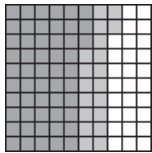
1. If you multiply 738 by 45, what will be the partial products?

A 2,952 and 36,900
B 3,690 and 29,520
C 3,690 and 2,952
D 36,900 and 29,520

2. Which of the following numbers are prime? Select all that apply.

☐ 41
☐ 43
☐ 45
☐ 47
☐ 49

3. Which expression is represented by the model below?



A $0.60 + 0.12$
B $0.70 + 0.02$
C $0.63 + 0.09$
D $0.53 + 0.19$

Find the product.

4. $75 \times 10,000$

5. $4,892 \times 10^0$

6. 83×10^5

7. Olivia exercises for 45 minutes each day. How many minutes will she exercise during the month of July? (July has 31 days.)

8. A group of 106 campers sits in a big circle. The camp leader tells them to say "hello" to each camper sitting to their left and right. What is the total number of times the campers say "hello"?

1. The product below is shown without the decimal point. Use number sense to place the decimal point correctly.

$$29.3 \times 3.66 = 107238$$

- A** Place the decimal point between 0 and 7.
- B** Place the decimal point between 7 and 2.
- C** Place the decimal point between 2 and 3.
- D** Place the decimal point between 3 and 8.
2. Select all the expressions that are equivalent to 0.8×7.56 .

☐ $(8 \times 756) \times \left(\frac{1}{100} \times \frac{1}{100}\right)$

☐ $\left(8 \times \frac{1}{10}\right) \times \left(756 \times \frac{1}{100}\right)$

☐ $(8 \times 756) \times \left(\frac{1}{10} \times \frac{1}{10}\right)$

☐ $(8 \times 756) \times \left(\frac{1}{10} \times \frac{1}{100}\right)$

☐ $(8 \times 756) \times (10 \times 100)$

3. Find the product.

$$631.07 \times 10^4$$

- A** 6,310.7
- B** 63,107
- C** 631,070
- D** 6,310,700

4. Juanita earns \$8.75 per hour. How much will she earn next week if she works 23 hours?

- A** \$191.25
- B** \$200.25
- C** \$201.25
- D** \$437.50

5. Estimate the product by rounding each number to the nearest ten. Then find the product.

$$228 \times 11.4$$

Estimate: _____

Actual product: _____

6. What is the area of a room that measures 14.3 feet by 10.8 feet?

7. The table shows the thicknesses of different brands of plastic bags.

Brand	Thickness (centimeters)
Iron Sides	0.023
Mighty Hold	0.003
Steely Bags	0.032
Super XX	0.004

List the brands of bags in order from thinnest to thickest.

1. A school auditorium has 966 seats in 42 equal rows. How many seats are in each row?

A 23
B 24
C 42
D 43

2. A store clerk makes a display with 36 bags of beads. Each bag has 48 beads. How many beads are in the display?

A 1,728
B 1,488
C 432
D 372

3. A jar of jelly contains 510 grams of jelly. There are about 26 servings in one jar. How much is one serving?

A About 15 g
B About 20 g
C About 10,000 g
D About 12,500 g

4. Find the product.

$$38.72 \times 10^4$$

A 3,827
B 38,720
C 387,200
D 3,872,000

5. Tell whether or not the decimal point has been placed correctly in the product. If not, rewrite the product with the decimal point correctly placed.

$$67.9 \times 8.4 = 5703.6$$

6. Fill in the missing numbers.

$$19 \overline{)646}$$

$$\begin{array}{r} -570 \\ \hline 76 \end{array}$$
 Multiply _____ by 19.

$$\begin{array}{r} -76 \\ \hline 0 \end{array}$$
 Multiply _____ by 19.

Add the partial quotients:

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\text{So, } 646 \div 19 = \underline{\hspace{2cm}}$$

7. Josh bought 4.4 pounds of green beans for \$1.65 per pound. How much did he pay for the green beans?

8. Fill in the boxes to estimate the quotient.

$$\begin{array}{cc} 8,521 \div & 48 \\ \downarrow & \downarrow \\ 8,500 \div & \boxed{} = \boxed{} \end{array}$$

1. A school's Parent-Teacher Club raises \$280 by washing and waxing cars. Each car wash and wax costs \$14. How many cars did the club wash and wax?

A 2
B 20
C 200
D 2,000

2. An online game awards players 12 points for every puzzle solved correctly. Bryce correctly solved 98 puzzles. How many points was Bryce awarded?

A 1,176
B 1,172
C 1,066
D 294

3. Mr. Lopez buys shoes for his two children, Maria and Juan. Maria's shoes cost \$28.35 with tax. Juan's shoes cost \$30.97 with tax. How much did Mr. Lopez pay for Maria's and Juan's shoes?

A \$57.05
B \$58.22
C \$59.32
D \$68.05

4. A flour mill produces the same amount of flour every hour. At the end of 16 hours, the mill has produced 48,000 pounds of flour. How many pounds of flour does the mill produce in 1 hour?

5. Fill in the blanks to complete the table.

0.738×10^0	=	_____
0.738×10^1	=	_____
0.738×10^2	=	_____
0.738×10^3	=	_____
0.738×10^4	=	_____

6. Isabel opens a savings account. She saves \$5.35 each school day by taking her own lunch and riding a bike to college. Every Saturday, she earns \$36.25 working at her family's restaurant. She puts all her savings and earnings in her new bank account. How much money is in her account after 10 weeks? Assume she has been in school 5 days each week and working every Saturday.

7. Find the quotient of $\$68.20 \div 3.1$

1. Which sum is equivalent to $\frac{7}{9} + \frac{5}{6}$?

A $\frac{7}{18} + \frac{5}{18}$
B $\frac{7}{6} + \frac{5}{9}$
C $\frac{14}{12} + \frac{10}{18}$
D $\frac{14}{18} + \frac{15}{18}$

2. Estimate the sum by rounding the mixed numbers to the nearest whole numbers.

$$9\frac{4}{5} + 24\frac{3}{10} + 16\frac{17}{20}$$

A 49
B 50
C 51
D 52

3. Marco planted 288 strawberry plants in 12 rows. If each row had the same number of plants, how many plants were in each row?

A 24
B 26
C 27
D 28

4. Over the last four weeks, Lydia worked 16 hours, 20 hours, 14 hours, and 15 hours. She earns \$9 per hour. How much did she earn over the last four weeks?

A \$395
B \$441
C \$585
D \$1235

5. The table shows the distances that Leah and Lee hiked last weekend.

Day	Distance (Miles)
Saturday	$7\frac{3}{4}$
Sunday	$5\frac{2}{5}$

How much farther did Leah and Lee hike on Saturday than on Sunday?

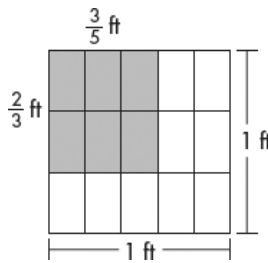
6. Is the quotient for $405.6 \div 0.8$ greater than or less than 405.6? Explain.

7. Find $\frac{7}{12} + (\frac{5}{6} - \frac{2}{9})$.

8. Fill in the blanks to complete the table.

0.392×10^0	=	_____
0.392×10^1	=	_____
0.392×10^2	=	_____
0.392×10^3	=	_____
0.392×10^4	=	_____

1. Find the shaded area.



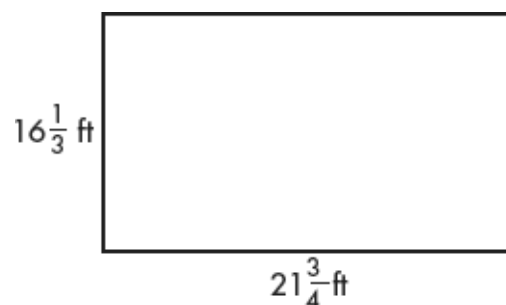
- A $\frac{1}{3}$ square foot
 B $\frac{2}{5}$ square foot
 C $\frac{3}{4}$ square foot
 D $1\frac{4}{15}$ square foot
2. During Primrose School's annual Walk for Education, Reba walked $5\frac{5}{6}$ laps around the track. Holt walked $1\frac{3}{5}$ more laps than Reba did. How many laps did Holt walk?
- A $6\frac{13}{30}$
 B $7\frac{13}{30}$
 C $7\frac{13}{15}$
 D $7\frac{1}{2}$
3. A chemistry experiment calls for no more than 0.225 ounce of acid. Which number below is less than 0.225?
- A 0.31
 B 0.28
 C 0.25
 D 0.22

4. The candidates for mayor had 2 debates. The first debate lasted $\frac{2}{3}$ hour. The second debate was 3 times as long as the first one. How many hours long was the second debate?
- _____

5. During a field trip, 168 students were divided into 14 equal groups. How many students were in each group?
- _____

6. Matt bought 6 puzzles for \$5.98 each. How much did he spend in all?
- _____

7. A neighborhood playground is built on a rectangular piece of land. What is the perimeter of the playground?



DINOSAUR TIME LINE

by Carl Escobedo
Illustrated by Gary Torrisi



Genre	Build Background	Access Content	Extend Language
Poetry	<ul style="list-style-type: none">• Dinosaurs• Extinction• Climate Change	<ul style="list-style-type: none">• Captions• Labels• Time Line• Fact Box• Pronunciations in Text	<ul style="list-style-type: none">• Dinosaur Names• Greek Roots

Scott Foresman Reading Street 5.3.3

Scott Foresman
is an imprint of

PEARSON

ISBN-13: 978-0-328-49975-5
ISBN-10: 0-328-49975-7



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Question of the Week
How can paleontologists help us understand the past?

High Frequency Words

today name
big body
plants

Concept Words

reptiles horns
spikes meat-eater
attack volcano

Learning Goals

- Paleontologists are scientists who study dinosaurs.
- Dinosaurs lived millions of years ago.
- Scientists do not know why all the dinosaurs died.



DINOSAUR TIME LINE

by Carl Escobedo

Illustrated by Gary Torrisi



Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona
Upper Saddle River, New Jersey



LONG AGO

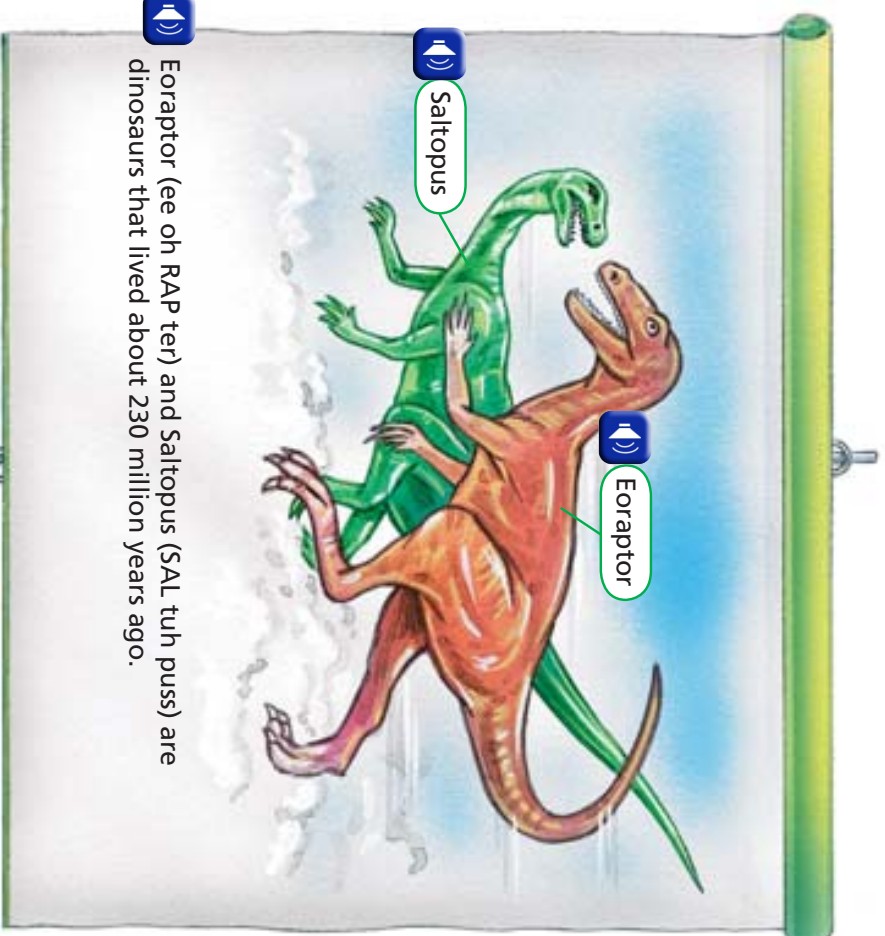
This poem is not about now.
It is not about a cat or a cow.
It is about dinosaurs long ago.
How did they die? We do not know.



Did You Know?

Alligators

Alligators live today. They are like dinosaurs. Both are cold-blooded. Both are reptiles.

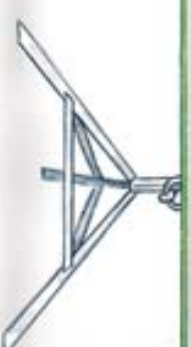


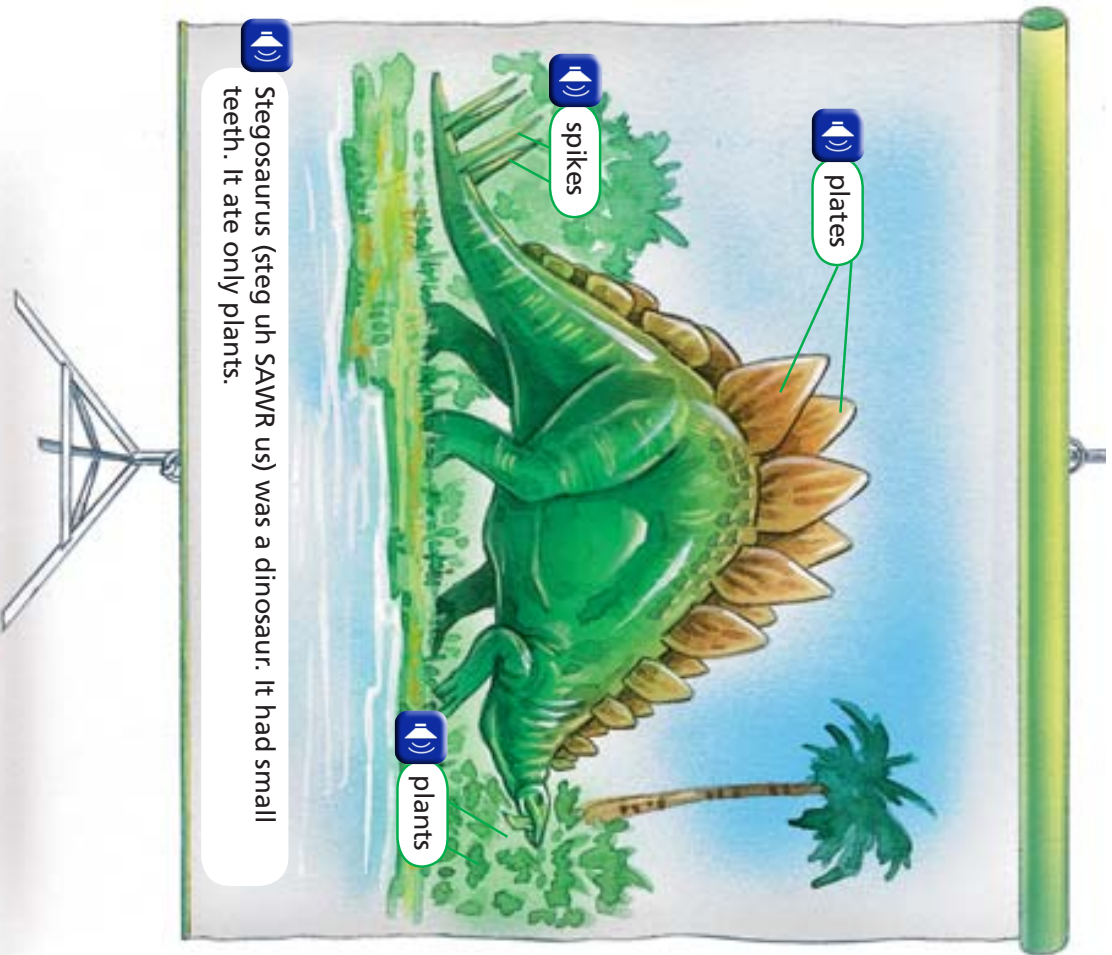
Eoraptor (ee oh RAP ter) and Saltopus (SAL tuh puss) are dinosaurs that lived about 230 million years ago.



230 MILLION YEARS AGO

The Eoraptor was fast and small.
Maybe it's the first dinosaur of all.
Saltopus was smaller than that.
It was as big as a house cat.



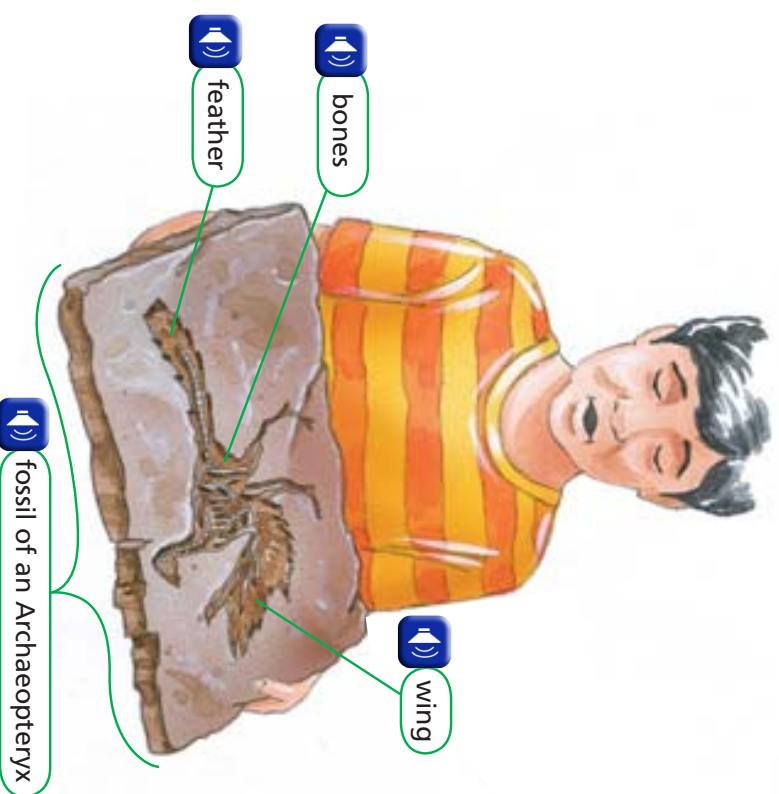


150 MILLION YEARS AGO

A long time later, a new dinosaur came.
Stegosaurus was its name.
It had spikes and plates on its back
To keep it safe from an attack.

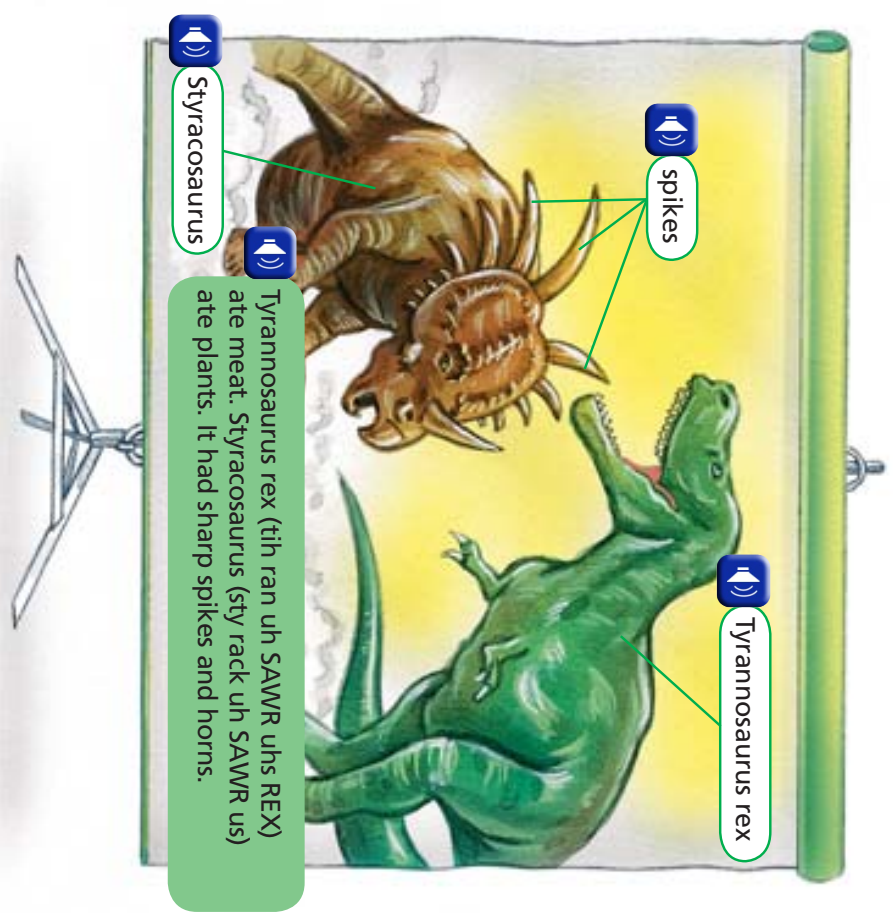


Allosaurus lived at this time or later.
It lived long before the alligator.
It had very sharp teeth.
It ate dinosaur meat!



Archaeopteryx (ar kee OP ter iks) had wings. It had feathers too. But scientists are not sure it could fly.

Now think of a dinosaur in the sky. It is hard to tell if this one could fly. It had wings. It might have flown. But it had big and heavy bones!



100 MILLION YEARS AGO

A scary dinosaur came later with teeth like an alligator. It was called Tyrannosaurus. If we met one, it would scare us. Spyracosaurus would also give us a scare. She had spikes on her body, and needed them there. Tyrannosaurus wanted to eat her, But her horns scared the meat-eater.



DINOSAUR TIME LINE

- 230 Million Years Ago: Eoraptor
- 150 Million Years Ago: Stegosaurus
- 100 Million Years Ago: Tyrannosaurus rex
- Styrcosaurus
- 65 Million Years Ago: Dinosaurs died
- Today: Alligator; Bird

65 MILLION YEARS AGO

What killed dinosaurs? Scientists don't know.
Some of them think it was a great volcano.
Some think a big, hot rock from space
Hit the Earth and heated up the place.
Others think it was the cold
That killed the dinosaurs of old.
Something changed the Earth's weather,
So the dinosaurs died off forever.



Talk About It

1. How do scientists think the dinosaurs died?
2. Which dinosaur do you like best? Why? List some facts about that dinosaur.

Write About It

3. What is your favorite dinosaur? On a separate sheet of paper, write a few sentences telling why you like it.

Extend Language

The word *dinosaur* comes from two Greek words: *deinos* and *sauros*. *Deinos* means "terrible." *Saurus* means "lizard." A dinosaur might be called a "terrible lizard."
Some dinosaurs ate meat. Some ate plants. Copy the chart on a separate sheet of paper. Write the names of the dinosaurs in the correct box.

Meat-eaters	Plant-eaters

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ISBN-13: 978-0-328-49975-5

ISBN-10: 0-328-49975-7

1 2 3 4 5 6 7 8 9 10 VOG1 13 12 11 10 09



Consonant Sounds /j/, /ks/, /sk/, and /s/

- **Generalization** The sound /j/ can be spelled **g**, **j**, and **dge**: **g**inger, **j**ournal, **dge**dge. The sound /ks/ can be spelled **x**: **ex**cuse. The sound /sk/ can be spelled **sch**: **sch**edule. The sound /s/ can be spelled **sc**: **sc**ene.

Word Sort Sort words by the spelling of the consonant sounds.

g

1. _____

2. _____

dge

3. _____

4. _____

5. _____

x

6. _____

7. _____

8. _____

9. _____

j

10. _____

11. _____

sch

12. _____

13. _____

14. _____

15. _____

sc

16. _____

17. _____

18. _____

19. _____

20. _____

Spelling Words

- excuse
- scene
- muscle
- explore
- pledge
- journal
- science
- schedule
- gigantic
- scheme
- Japan
- excellent
- exclaim
- fascinate
- ginger
- scholar
- scent
- dodge
- smudge
- schooner



Home Activity Your child is learning to spell words with consonant sounds /j/, /ks/, /sk/, and /s/. Have your child name one list word with each of these sounds.

Family Times

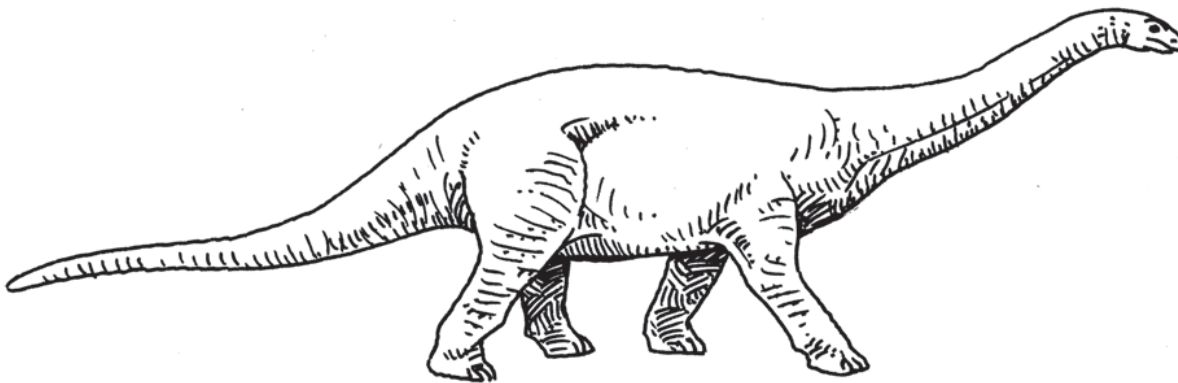
Summary

The Dinosaurs of Waterhouse Hawkins

The year is 1853. The place is London. Waterhouse Hawkins has created the first-ever dinosaur models in his workshop. Afterward, he holds a great party to celebrate with guests such as Queen Victoria and Prince Albert. No one has ever seen a model of a dinosaur, and they are all astonished.

Activity

Artist's Workshop Find books about dinosaurs and look through them. Compare illustrations of the various dinosaurs. Select one that you and a family member like and draw your own versions of it.



Comprehension Skill

Fact and Opinion

You can prove a **statement of fact** true or false. A **statement of opinion** cannot be proved true or false. Statements of opinion express somebody's thoughts or feelings.

Activity

Can you prove it? State a fact about something you know. *For example: Our dog is a golden retriever.* Have others suggest how that fact could be stated as an opinion. *For example: Our retriever is the best dog ever!* Then turn it around and start with an opinion.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *The Dinosaurs of Waterhouse Hawkins*. Practice using these words.

Vocabulary Words

erected put up; built

foundations parts on which the other parts rest for support; bases

mold a hollow shape in which anything is formed, cast, or solidified

occasion a special event

proportion a proper relation among parts

tidied put in order

workshop space or building where work is done

Conventions

Principle Parts of Irregular Verbs

An **irregular verb** is one that does not add *-ed* to form the past tense. Most irregular verbs have different spellings for the past and the past participle. For example, for the verb *buy*, *bought* is the past tense, and *has*, *have*, or *had bought* is the past participle.

Activity

Irregular Verb Charts Work with a family member to make a graphic organizer of irregular verbs. Write an irregular verb in a central square, the past tense and the past participles in the circles around the square, and then write a sentence using each form of the verb in a rectangle next to each circle. Create more charts using new irregular verbs such as *write* and *know*.

Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Name _____

Fact and Opinion

- You can prove a **statement of fact** true or false. You can do this by using your own knowledge, asking an expert, or checking a reference source such as an encyclopedia or a nonfiction text.
- A **statement of opinion** gives ideas or feelings, not facts. It cannot be proved true or false.
- A sentence may contain both a statement of fact and a statement of opinion.

Directions Read the following passage and answer the questions below.

Dinosaurs are really interesting. I wanted to find out what happened to them so I went to the library to read some articles and books. This is what I found out: About 65 million years ago, dinosaurs became extinct. They had lived on Earth for about 165 million years. That's much longer than humans have been around! Suddenly, they all began to die off. No one knows for sure why this happened.

According to many scientists, an asteroid believed to be about 4.9 miles wide crashed to Earth and caused the extinction. When it crashed it might have scattered dust into the atmosphere, created tidal waves, and caused huge fires. This could have caused sunlight to be blocked for months and for the temperature to drop. Living things on Earth would have had difficulty surviving.

1. Give an example of an opinion from the passage.

2. How can you tell this is an opinion?

3. Give an example of a fact from the passage.

4. How would you prove that this is a fact?

5. Select one statement of fact from the passage. On a separate piece of paper, list as many ways as you can think of to verify it.

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Home Activity Your child read a short passage and identified facts and opinions. Together, read an editorial from a newspaper or magazine. Identify facts and opinions in the editorial. Ask your child how he or she can tell the difference between the facts and opinions.

Main Idea and Details

Directions Read the following passage. Then answer the questions below.

As a young girl, Mary Nicol was interested in prehistory and fossils. When she was a child, she had a difficult time in school. But as soon as she was old enough, she began attending classes about prehistory at the University of London. She was a talented illustrator and soon had a chance to illustrate a book by a famous researcher, Louis Leakey. They married, and she changed her name to Mary Leakey. The Leakeys went to Africa to find fossils in 1935.

While in Africa, Mary made several important discoveries that changed how scientists thought about early humans. In 1948, she found the first skull of a fossil ape. It was twenty million years old. In 1959, she found a two-million-year-old fossilized skull of an early human. In 1978 she uncovered a footprint trail. It was left in volcanic ash nearly 2.3 million years ago. This proved that there were humanlike beings in those days that walked upright on two feet.

1. What is the topic of the passage?

2. What is the passage's main idea?

3. Give an example of a detail.

4. Give another example of a detail.

5. Summarize the passage in a few sentences.



Home Activity Your child has read a short passage and answered questions about its main ideas and details. Read a nonfiction story with your child. Ask him or her to identify the main idea of a paragraph and the details.

Name _____

Principal Parts of Irregular Verbs

Directions Write a complete sentence using the past participle form of the verb in () with *has* or *have*.

1. Mr. Hancock (run) the museum for five years.

2. He (choose) May as membership drive month.

3. He (speak) to many organizations.

4. The membership list (grow) quite large.

5. I (do) it!

6. The new dinosaur education wing (draw) new members.

Directions Write a paragraph about dinosaurs. Include some past and past participle forms of such irregular verbs as *be*, *find*, *come*, *know*, and *think*.



Home Activity Your child learned how to write principal parts of irregular verbs correctly. Ask your child to write about a favorite prehistoric animal. Encourage him or her to use forms of *become*, *is*, *see*, *think*, *go*, and *eat* when writing.

Consonant Sounds /j/, /ks/, /sk/, and /s/**Spelling Words**

excuse	scene	muscle	explore	pledge
journal	science	schedule	gigantic	scheme
Japan	excellent	exclaim	fascinate	ginger
scholar	scent	dodge	smudge	schooner

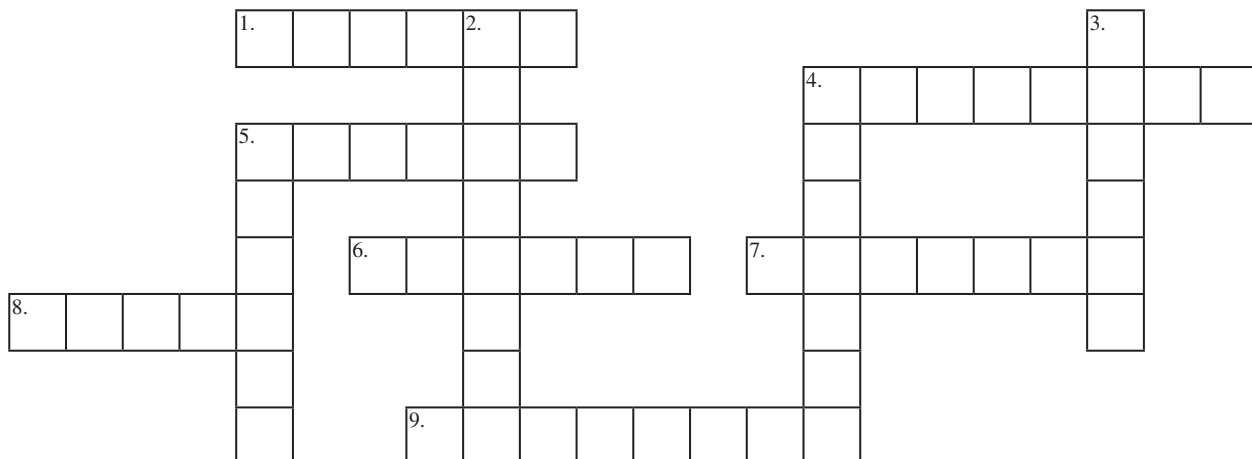
Crossword Puzzle Use the clues to find the list words. Write each letter in a box.

Across

1. promise
4. timetable
5. smear
6. spice
7. log
8. avoid
9. boat

Down

2. huge
3. a strong ____
4. student
5. plan



Words in Context Finish the story using list words.

Some foods from (10)_____ are flavored with (11)_____. The

(12)_____ of the cooking is delicious. The tasty foods will surely

(13)_____ your taste buds. It is a great experience to (14)_____ the

foods of different countries.

10. _____

11. _____

12. _____

13. _____

14. _____



Home Activity Your child has learned to read, write, and spell words with consonant sounds spelled in special ways. Take turns spelling aloud the list words with your child.

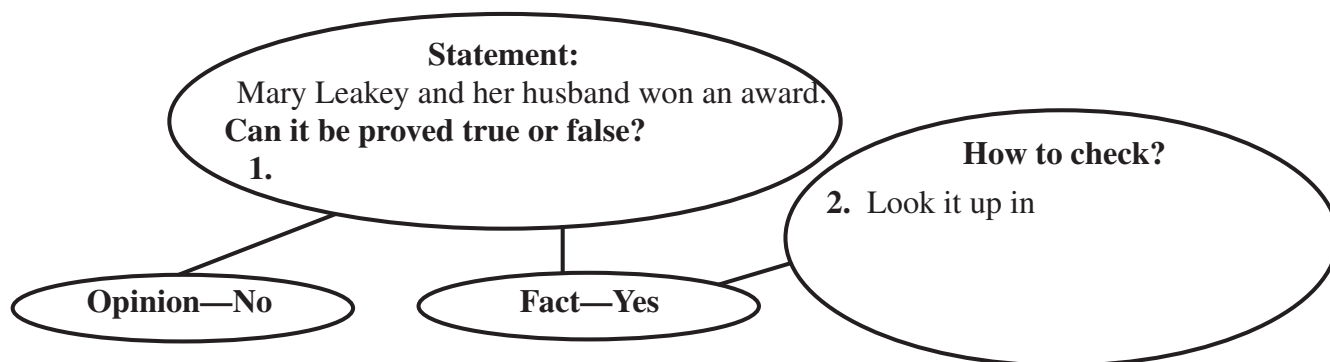
Fact and Opinion

- You can prove a **statement of fact** true or false. You can do this by using your own knowledge, asking an expert, or checking a reference source such as an encyclopedia or a nonfiction text.
- A **statement of opinion** gives ideas or feelings, not facts. It cannot be proved true or false.
- A sentence may contain both a statement of fact and a statement of opinion.

Directions Read the following passage. Then complete the diagram and answer the questions below.

When I grow up, I want to hunt for fossils like Mary Leakey. We seem to be a lot alike. She wanted to find fossils. So do I. She wanted to learn about early humans. So do I. I read all about her discoveries in Africa. I think her most exciting discovery was the skull from the

Stone Age, which was almost two million years old. Her work in Africa gave us new information about stone tools and Stone Age cultures. In 1962, she and her husband, Louis Leakey, won the National Geographic Society's highest honor.



3. How do you know “We seem to be a lot alike” is a statement of opinion?

Because there is no way to

4. Which sentence contains both a fact and an opinion?

5. In the eighth sentence, the author expresses an opinion that the discovery of the Stone Age skull was the most exciting. What kind of details would support this opinion?

Details about how other people



Home Activity Your child read a short passage and identified facts and opinions. Read a news article and have your child make a list of facts and opinions in the passage.

Principal Parts of Irregular Verbs

Directions Write *present*, *present participle*, *past*, or *past participle* to identify the underlined verb form.

1. The diners eat for eight hours. _____
2. Each diner has told at least one story. _____
3. Hawkins chose the iguanodon model. _____
4. He had set a dining table inside it. _____
5. His guests became excited. _____
6. Hawkins thought they would be. _____
7. The guests told about this event for years. _____
8. The dinosaur fad had begun. _____
9. Today we find Hawkins's models odd. _____
10. We are making more discoveries about dinosaurs. _____

Directions Write the sentence using the principal part of the underlined verb indicated in ().

11. We know a great deal about the past. (present)

12. In 1850, scientists know much less. (past)

13. They find some fossils of dinosaur bones. (past participle)

14. Sometimes animals freeze in glaciers. (present)

15. Explorers find the remains of these animals. (present participle)

16. A little of Earth's history freeze with them. (past participle)



Home Activity Your child reviewed principal parts of irregular verbs. Have your child identify examples of the use of present, present participle, past, and past participle forms in a cookbook or history book.

Name _____

Homophones

- **Generalization** A homophone is a word that sounds exactly like another word but has a different spelling and meaning: **cent**, **sent**.

Word Sort Sort the list words by words you know how to spell and words that you are learning to spell. Write every word.

words I know how to spell

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

words I am learning to spell

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Spelling Words

1. cent
2. sent
3. scent
4. threw
5. through
6. weather
7. whether
8. their
9. there
10. they're
11. chili
12. chilly
13. tide
14. tied
15. pale
16. pail
17. aloud
18. allowed
19. course
20. coarse



Home Activity Your child is learning about homophones. Ask your child to look at the word, say it, and then spell it.

Family Times

Summary

Exploding Ants: Amazing Facts About How Animals Adapt

Animals adapt in many ways. They adapt to escape, trick, or overpower enemies. Some animals use their bodies to help out their species. Some adapt in order to survive. The soldier ants of the *Camponotus saundersi* burst in order to defend their colony. An owl eats its dinner whole and then spits up the bones and excess material the next day. More adaptations and interesting facts can be found in this selection.

Activity

Animal Magic What is the strangest fact you know about an animal? Talk with members of your family about interesting animal facts.



Butterflies taste with their feet.

Comprehension Skill

Graphic Sources

Graphic sources are visual ways of showing information. They include charts, graphs, maps, and time lines. You'll understand what you read better if you preview graphic sources. During reading, you should compare any graphic sources with the text. To help you remember what you read, create your own graphic source, such as a diagram or time line.

Activity

What's Coming Up? Look at the graphs, charts, and photographs that go with a magazine article. Discuss with a family member what you think the article is about, based on the information you have learned from the graphic sources.

Lesson Vocabulary

Words to Know

Knowing the meanings of these words is important to reading *Exploding Ants: Amazing Facts About How Animals Adapt*. Practice using these words.

Vocabulary Words

critical being important to the outcome of a situation

enables gives ability, power, or means to; makes able

mucus a slimy substance produced in the nose and throat to moisten and protect them

scarce hard to get; rare

specialize to develop in a special way

sterile free from germs

Conventions

Possessive Pronouns

A **possessive pronoun** is used in place of a possessive noun. Like the possessive noun, it shows who or what owns something. Like a pronoun, it takes the place of a noun, such as a person, animal, or thing. *For example: my/mine, your/yours, his, her/hers, its, our/ours, their/theirs*. Remember that possessive pronouns do not take apostrophes. *For example: its head, its handle.*

Activity

Pronoun Exchange With a family member, look for sentences in a book or newspaper that use possessive nouns. Then substitute a possessive pronoun for each possessive noun. Be sure you check each other's ideas!

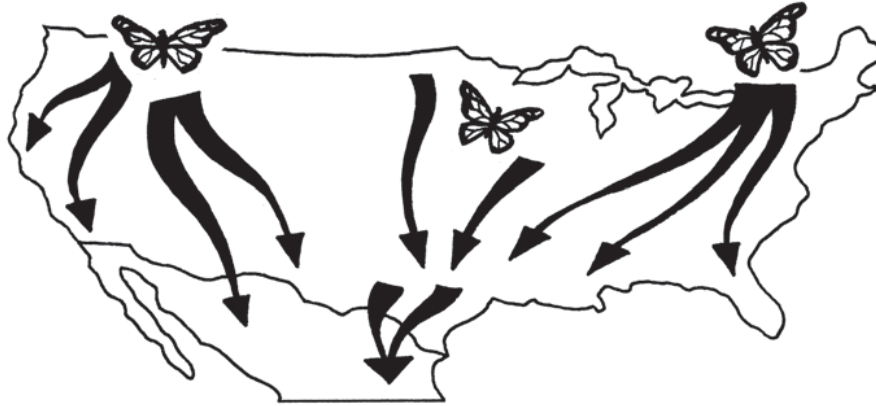
Practice Tested Spelling Words

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Graphic Sources

- A **graphic source**, such as a picture, diagram, or chart, organizes information visually.
- Preview the graphic sources to help you predict what you will be reading about.

Directions Study the following map. Then answer the questions below.



The Fall Migration of Monarch Butterflies (September – November)

1. What does the map show you?

2. In what kind of article might you see this graphic source?

3. In what main direction do the butterflies migrate?

4. How many months does the process of migration take? How do you know?

5. Good readers make sure they understand what they read, including graphic sources. If you were confused by something in this graphic source, what could you do?



Home Activity Your child used a graphic source to find information, and he or she also suggested how to respond to confusion about some part of the graphic source. Read a nonfiction article about animals with your child. Discuss what steps he or she could take to clear up confusion about some aspect of the article.

Name _____

Author's Purpose

Directions Read the following passage. Then answer the questions below.

Temperatures in the Arctic are rising ten times faster than elsewhere. The change is caused by the increasing amount of carbon dioxide in the air. Melting ice in Greenland and elsewhere could cause sea levels to rise. This would disturb ocean currents. Arctic warming could lead to the extinction of polar bears and some seals by the year 2100.

These are the findings of a four-year study made by over three hundred scientists of the American Meteorological Society.

They examined the issue at the request of the Arctic Society. This group includes members from the United States, Canada, Denmark, Norway, Sweden, Russia, Finland, Iceland, and native communities.

It is clear that people have caused the air pollution that threatens our environment. Now it is time for people to take responsibility and to take action to stop global warming.

Will you help the effort?

1. What do you think is the author's purpose in this passage?

2. What could be affected by rising temperatures in the Arctic?

3. How does the information about the American Meteorological Society and the Arctic Society support the author's purpose?

4. Why do you think the author mentions Canada, Russia, and other countries?

5. In your opinion, does the author achieve his or her purpose? Why or why not?



Home Activity Your child analyzed the author's purpose in a nonfiction passage about global warming. Challenge him or her to make a persuasive argument to you or another family member about helping your community in some way.

Name _____

Homophones

Spelling Words

cent	sent	scent	threw	through
weather	whether	their	there	they're
chili	chilly	tide	tied	pale
pail	aloud	allowed	course	coarse

Word Search Circle ten list words that are hidden in the puzzle. Words are down, across, and diagonal. Write each word you find.

B	T	J	A	H	Z	T	Z	C	Q	I	D	1.	_____
L	W	H	E	T	H	E	R	O	E	M	Y	2.	_____
T	X	F	R	U	Y	P	O	U	G	N	C	3.	_____
H	M	C	Q	O	Z	F	S	R	N	J	T	4.	_____
E	I	T	L	A	U	R	M	S	V	B	E	5.	_____
R	Z	A	H	B	T	G	A	E	G	E	M	6.	_____
E	W	I	V	E	L	S	H	B	R	H	A	7.	_____
U	P	Y	K	A	I	T	D	P	A	I	L	8.	_____
T	I	E	D	H	Y	R	O	M	K	E	O	9.	_____
D	L	R	L	A	I	L	N	E	D	X	U	10.	_____
H	Q	Y	J	S	O	E	R	Y	A	G	D		
W	K	G	D	C	H	I	L	L	Y	N	T		

Words in Context Write a list word to complete each sentence.

- | | |
|--|-----------|
| 11. I'm worried because ____ late getting here. | 11. _____ |
| 12. The pitcher ____ the ball over the plate. | 12. _____ |
| 13. We had ____ with our hot dog. | 13. _____ |
| 14. The ____ was perfect for the beach. | 14. _____ |
| 15. The boy needs sunscreen on his ____ skin. | 15. _____ |
| 16. Swimming is not ____ when the lifeguard is off duty. | 16. _____ |
| 17. She ____ her classmate a party invitation. | 17. _____ |
| 18. The rose had a wonderful ____. | 18. _____ |
| 19. We looked for seashells when the ____ was out. | 19. _____ |
| 20. The ____ fabric was itchy. | 20. _____ |



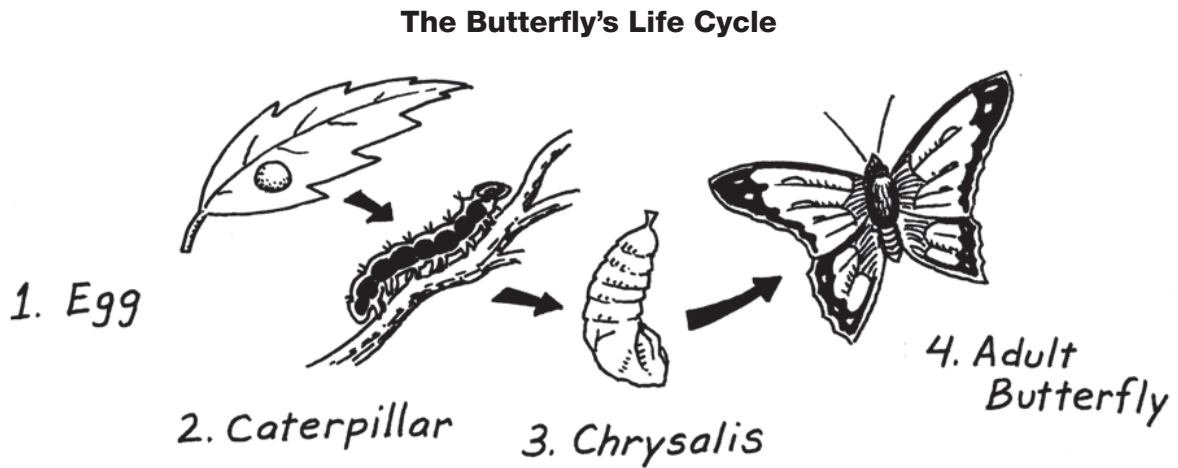
Home Activity Your child has learned to read, write, and spell homophones. Say a homophone and spell it. Ask your child to say and spell the other homophone or homophones.

Name _____

Graphic Sources

- A **graphic source**, such as a picture, diagram, or chart, organizes information visually.
- Preview the graphic sources to help you predict what you will be reading about.

Directions Study the following diagram. Then answer the questions below.



1. What tells you the topic of this graphic source?

2. What is the second stage of a butterfly's life?

The second stage is _____

3. How does the diagram tell you the different stages in the life of a butterfly?

To show the different stages, the diagram uses _____

4. How does the diagram help you to understand the life cycle of the butterfly?

The diagram helps you picture _____

5. Where might you see a graphic source like this?



Home Activity Your child answered questions using a graphic source. Find a nonfiction article that includes a diagram or illustrations. Together, examine the graphic source and make predictions about what the article will be about. Then read the article to check your predictions.

Name _____

Possessive Pronouns

Directions Write the letter of the possessive pronoun that can replace the underlined word or words in each phrase.

- | | |
|---|----------------|
| _____ 1. <u>Aaron's and Mike's</u> question | A her |
| _____ 2. <u>Mr. Shaefer's</u> lesson | B their |
| _____ 3. the <u>book's</u> index | C our |
| _____ 4. <u>Sam's and my</u> interest | D its |
| _____ 5. <u>Mom's</u> degree | E his |

Directions Underline the pronoun that correctly completes each sentence.

6. We will catch fireflies in (theirs, our) hands.
7. Which of these jars is (your, yours)?
8. Be sure to punch air holes in (it's, its) top.
9. Dusk is (their, theirs) time to glow and flash.
10. I have ten fireflies in (my, mine) jar.
11. The light flashes from (their, it's) abdomen.
12. We let the fireflies go. Our friends released (their, theirs) later.

Directions Write the possessive pronoun that can replace the underlined word or words.

13. A snake sheds a snake's skin when it outgrows it.

14. This bleached-out turtle shell is the one belonging to me.

15. Zara and Ted explained that the rat was Zara's and the hamster was Ted's.



Home Activity Your child reviewed possessive pronouns. Ask your child to list the possessive pronouns on this page, use each one in an example sentence, and tell you what possessive noun the possessive pronoun replaces.

Surprising Insects Magazine *Masters of Disguise*

by Amanda Adams

Genre	Build Background	Access Content	Extend Language
Expository Nonfiction and a Poem	<ul style="list-style-type: none"> • Insect Adaptations • Survival • Animal Habitats 	<ul style="list-style-type: none"> • Captions • Definitions • Graphic Aids 	<ul style="list-style-type: none"> • Butterfly Names • Irregular Plurals

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ISBN-13: 978-0-328-49980-9
ISBN-10: 0-328-49980-3



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Question of the Week

How do animals adapt to survive?

High Frequency Words

today	different
read	color
nature	hard

Concept Words

surprising	adapting
magazine	harmful
survived	blend in

Learning Goals

- The way insects look can help them survive.
- Camouflage helps insects blend with their surroundings.
- Some insects pretend to be other insects to avoid being eaten.



Surprising Insects Magazine

Masters of Disguise

by Amanda Adams



Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona
Upper Saddle River, New Jersey





Introduction

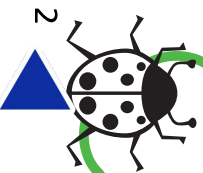
Hello, readers! This is *Surprising Insects Magazine*. Today you will read about insects. Some of these bugs will fool your eyes!

One story is "Surprise!" You will see special insects. They look like other things in nature.

You will also read about two butterflies. They look alike, but they are different.

You will read a poem about an insect on page 8 too.

Get ready to see some great bugs!



Do you see big, scary eyes on this moth? Many animals do. They stay away. But the eyes are just spots!



Surprise!

Insects have survived for millions of years. They did this by adapting. One way to adapt is to look different. The way insects look helps them. Insects that hide do not get eaten. It also helps them get food.



Caption: This fly looks like a bee. But it cannot hurt you. Its looks keep it safe from predators.



Some insects look like other insects. They can look scary or harmful. This keeps predators away. Predators hunt other animals for food.

A predator can look safe too. It surprises its prey. Prey is the animal that is hunted and eaten.



Can you see the camouflaged African praying mantis?



Some insects survive because of their color. They blend in to the things around them. It is hard for predators to see them. These insects do not get eaten.

A predator that blends in can surprise an insect. The insect does not see the predator. Then the predator eats the insect.





This insect looks like a tree branch.



This insect looks like leaves and stems.



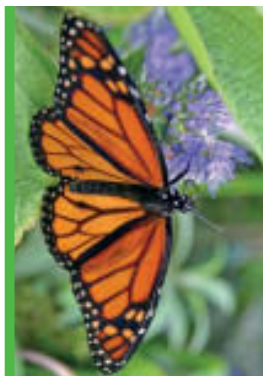
Some insects look like other things. Some look like twigs or leaves. Others look like tree bark or flowers. This is called a disguise.

The insect does not move. It stays still for hours. Its disguise helps it survive.

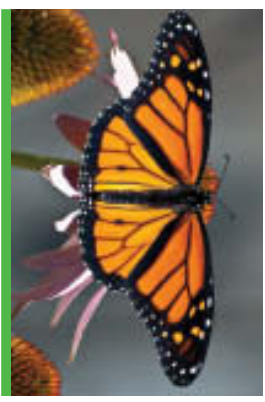


See the Difference?

These two butterflies look alike. One is a Monarch. The other is a Viceroy.



Monarch butterfly



Viceroy butterfly

Both are the same colors. But the Viceroy has a thin stripe. It is on its bottom wing. The Monarch does not have a stripe.

Both butterflies are poisonous to other animals. Birds and other predators stay away from them!



Extend Language

Butterfly Names

Monarch is another word for *king* or *queen*. A *viceroy* is a person who takes the place of a king or queen in a new land. The name *Viceroy* is a good name for this butterfly. It looks like a Monarch butterfly. It could take the Monarch's place.





To a Leafhopper

I look at leaves with my eyes
To see your smart, green disguise.
Now I wish that I were green.
I wish I too could be unseen.
Up against leaf, stem, and grass,
I would blend in with all I pass.



Talk About It

1. What are some things insects look like?

Write About It

2. Think of animals with spots or stripes. Think of animals with colors that are hard to see. Draw a picture of an animal that blends in. Write its name on the page.

Extend Language

Singular nouns name one thing. Some singular nouns end in *f* or *fe*. *Plural* means more than one. The plural form of these words is different. The plural form ends in *ves*. For example: one *life*, many *lives*. Fill in the chart below with the correct plural noun.

Singular Nouns	Plural Nouns
leaf	leaves
wife	
shelf	

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ISBN-13: 978-0-328-49980-9
ISBN-10: 0-328-49980-3

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