Reading, Writing, & Math

Complete one assignment for reading, writing, and math each day.

**Reading:** Read the selection and answer the questions. When you are finished, be sure to read a great book!

**Writing:** Read the prompt and respond in writing. This is a great opportunity to practice your best writing skills and good handwriting.

**Math:** Complete the standards practice page. Draw pictures or use objects to help you.
Gina looks around her new bedroom. Her family bought this old hotel last week. She's still getting used to living here. The sun is rising, and Gina pulls the covers over her head.

On her dresser, there's a porcelain doll in the shape of a fox. It's musical. It plays "Peter and the Wolf" when you wind a key in the back. It came with the hotel.

Gina dresses herself in jeans and her favorite sweatshirt. The hotel is quiet. Father is already out back. He's working on fixing the hotel so that guests can stay there soon. It's time to head to school.

As she leaves, she notices an old bicycle she's never seen before lying in the driveway. Gina shrugs and figures she'll get to school quicker this way. She puts her schoolbooks in the basket and hops on.

The hill is steep and rocky. Her bicycle quickly starts wavering. The front tire is moving back and forth. Suddenly, the bike veers off the road. It's as if someone else is steering the bike. And then, a tumble! Back tire over front tire, her books fly up in the air. Everything goes flying.

Thud! Her English book hits her right on top of the head. Thud! Thud! Down comes Math and then Biology. (Thankfully, those last two are softcover books!)

"Wooooahhh ohhhhh," she cries, her eyes rolling back up into her head. Everything gets dark and dizzy and feels like she's spinning around on a carousel. Perhaps she is.

Gina lies down in the grass and falls asleep for a while. It's starting to get dark when she lifts her head. The book that hit her on the temple is now lying below her like a pillow. She reads
That's funny, Gina thinks. I don't remember taking this book out of the library.

She's surely missed school now, and the bicycle is nowhere to be seen. Must be lying in a heap in the brambles. She stands and looks around, dusting off her jeans. There's a big hole in the sleeve of her favorite sweatshirt!

She's far behind the hotel, surrounded by blackberry bushes. There's a stone wall covered in moss and a heavy green door with a copper handle in the shape of a fox. She touches the fox head, and the door opens.

She walks through the door and sees the front of the hotel. And there's the bicycle! But this can't be the entrance to the hotel, can it?

She peers down a long hallway. It's longer than she remembers. Her head still hurts from being hit so hard. In her hand, she carries the book that attacked her from the air. She touches her forehead and winces.

"Ugh, I've got a lump on my head like a horn!"

At the end of the hallway is a room she has never seen before. She hears laughter and clinking glasses, and sees the flicker of a roaring fireplace.

In a strange room with oak walls and tapestries, three people are playing a board game. One man is wearing a tweed jacket and a monocle. One woman has a feather in her hair. The other woman wears a long string of pearls around her neck. They look like ghosts. They drink champagne and white tea, and pass around cherries on a silver platter.

"Hello, my dear," says the woman in the necklace of pearls. "Join our party. Don't look so scared."

"Who are you, and how did you get into the hotel?" Gina asks.

"I am Marilyn," she says. "And the young woman with the feather in her hair is Melinda. We have always lived here."

"Festive outfit!" Melinda quips.

Marilyn takes Gina by the hand and leads her to a chair. Now, Gina sees that her clothes have changed. She is no longer wearing the jeans and sweatshirt she put on earlier. She is wearing a red and green party dress with a black velvet bow in her hair.
"And finally, our guest is in matching holiday attire!" jokes Melinda.

The man stands and introduces himself. He places one hand in front of his stomach and bows. "Madame Gina, allow me to introduce myself. I am the fox hunter known as Gerard."

"Look here, Mr. Fox Hunter," Gina says. "We do not hunt or hurt foxes in my family!"

"I don't hurt them! I stuff them and hang them on my wall as art!" he bellows. "The foxes are ripe for the picking!"

Before Gina can scold him for this terrible comment, the old, oak library shelf begins to stir.

"What moves behind the leather-bound almanac?" asks the Fox Hunter.

The almanac begins to quiver. Gina moves closer to the bookcase to inspect the fluttering. At this moment, the book pops out of the shelf like a toy on a spring! And what appears in its place? None other than a fox!

The fox will not remain still, however. He is wriggling himself free. Frantic movements: a hard bearing-down on his front paws, and an occasional grunting.

Suddenly, the fox comes flying out of the hole and shoots like an arrow across the room. He lands on a bearskin rug and falls into a deep sleep.

Another fox appears! The animals plug the round hole perfectly, like a soft, red cork!

"But how can this be?" Gina rubs her eyes with her fist. "From a library shelf?"

When that fox jumps out, yet another fox appears. And again. Faster and faster. The hole becomes a momentous blur of orange and brown. Foxes are bubbling forth in a stream, like a faucet that won't turn off. All of them landing on the rug in a pile.

"The hole," Marilyn gasps. "It's a portal! A portal to foxes!"

Although you may imagine our group to be in the midst of a commotion, the foxes are actually quite docile. First, they jump from the hole and run around the room. Quickly, though, their eyes close gently, and they settle down as if for a long winter's nap.

The floor, however, is now nowhere to be seen. Foxes are sleeping and snoring everywhere, without any regard for manners.

"Help! Help!" cries Melinda. She is trapped beneath a fuzzy pile of small, baby foxes sleeping all around her shoulders and head.
"Tragedy! What can we do?" they cry.

Just now, Gina remembers the book in her hand: *The Curious Situation of Foxes*. She opens to the first page and begins to read: "Chapter One: In Case Of Emergency. What to do when a fox portal is opened."

Melinda throws her arms in the air. "MRRPHN!" She pulls a sleeping baby fox out of her mouth. "Read it!"

"Well, it says here," Gina reads, "that the un-foxing spell must be chanted in unison. Now, everyone, try your best to grab each other's hand!"

"I can't reach!" Marilyn cries.

"Yes, you can!" says the Fox Hunter. He begins swimming around the room. He does the backstroke through foxes, gathering Marilyn and Melinda in each arm.

Marilyn's dainty fingers wrap around Gina's hand. They chant.

"Foxes of Nature, we beg for your forgiveness and beseech thee to return to the forest. This hotel is not where you should hibernate!"

Gina pauses for a second, and then says: "FOXEN BEGONEN BENEDICTEN FOXNOMORE!"

There is a lightning crash outside and all the windows rattle. And then, backwards, the way they came, the foxes are sucked back into the portal. One by one, tails first and heads last. They are sucked back into the hole, still sleeping soundly, to return to only the devil knows where.

When the last fox disappears, the book in Gina's hand begins to flutter. It's being pulled uncontrollably toward the portal now. She cannot control her arm, if she doesn't let go, she'll go flying across the room. And she does!

"AHHHH!" Gina screams, being pulled toward the hole. It feels like her arm will tear right off.

"Let go of the book!" Gina hears a voice cry. And she does that, too. The force pulling her is released and her body stops mid-air. She falls to the floor with a thud. Just like the foxes, she falls asleep.

"Gina, let go of the book," she hears. She opens her eyes, and her mother and father are standing above her. She's back in the bramble, the bicycle a twisted mess beside her. "Let go
of the book, Gina. We're going to take you inside and clean up all these scrapes and bruises.

"What happened?"

"You've fallen off this bike, dear. And it's no wonder; it had a completely rusted chain! Now, let go of the book."

She is clutching a book to her chest. The cover reads: *The Curious Situation of Boxes: How to Build a Box for Any Occasion*.

"What are you doing with this strange book, anyway? Planning to make a box?"

"I... don't really remember," Gina says, rubbing a painful lump on her forehead.

"Oh, will you look at that!" her mother says, pointing at the woods. "How sweet!"

On the dirt path behind her, a family of foxes is making their way into the woods. Gina squints and swears she sees Marilyn and Melinda, dressed in feathers and fineries, leading them home.
1. Where does Gina's family live?
   A. in the forest
   B. in an old hotel
   C. in an old school
   D. in a fox den

2. How does Gina deal with the problem of the fox portal?
   A. swimming through the foxes
   B. running out of the hotel
   C. chanting a spell from a book
   D. calling her parents for help

3. The hotel that Gina visits after falling off her bike is magical. What evidence from the story supports this conclusion?
   A. Foxes appear from a hole in the bookcase.
   B. The hallway is longer than Gina remembers.
   C. Gina walks through a door with a fox-shaped handle.
   D. Marilyn and Melinda drink champagne and white tea.

4. What can be inferred about Gina’s experience with Marilyn, Melinda, and the Fox Hunter?
   A. Gina’s experience with Marilyn, Melinda, and the Fox Hunter taught her to be careful around strangers.
   B. Gina does not want to see Marilyn, Melinda, and the Fox Hunter again.
   C. Gina experience with Marilyn, Melinda, and the Fox Hunter took place in reality.
   D. Gina imagined or dreamt her experience with Marilyn, Melinda, and the Fox Hunter.

5. What is this story mostly about?
   A. a mysterious hotel with a portal to foxes
   B. a family that moves to an old hotel
   C. a girl who crashes her bike and is late to school
   D. a book called *The Curious Situation of Foxes*
6. Read the following sentences: "The hill is steep and rocky. Her bicycle quickly starts **wavering**. The front tire is moving back and forth. Suddenly, the bike veers off the road."

What does "**wavering**" mean as used in this sentence?

A. moving in a straight line  
B. jumping up and down  
C. going off the road  
D. moving in different directions

7. Choose the answer that best completes the sentence below.

There are many foxes in this story, _________ the porcelain fox doll, the fox-shaped door handle, and the foxes that come from the portal.

A. on the other hand  
B. including  
C. therefore  
D. initially

8. What do the foxes do after coming through the portal?

9. What does Gina think that Marilyn, Melinda, and the Fox Hunter look like?

10. Explain whether this story is realistic or fantastical, and why. Use evidence from the story to support your answer.
Harriet Tubman lived during a time when it was illegal to help slaves escape to freedom, but she helped slaves escape anyway. Because of her efforts, she came to be known as "Moses," referring to an important figure in the Bible. The Moses of the Bible led the Jews, his own ethnic group, out of slavery in Egypt. Similarly, Tubman led African Americans out of slavery in the American South. She became the most well-known leader of the Underground Railroad. The Underground Railroad was a system of secret routes that helped slaves escape to free states.

Harriet Tubman was born a slave. She escaped slavery and made a promise to help others do the same. She made a total of 19 rescue trips back down south. She never lost one of the 300 slaves she saved. She was skillful and brave. She even led her parents to freedom in 1857.

Harriet Tubman continued to help other African American people. She was a nurse and a spy during the Civil War. In her later years, Tubman established a house for elderly African Americans who needed help. She was a beacon for the African American community and the United States.
Famous African Americans - Harriet Tubman and the Underground Railroad - Comprehension Questions

Name: ___________________________________ Date: _______________

1. How was Harriet Tubman most like Moses?
   A. They are both important figures in the Bible.
   B. They both saved people from slavery.
   C. They are both famous Americans.
   D. They both lived in Egypt.

2. What does the author describe in the passage?
   A. slavery in the United States
   B. how Harriet Tubman escaped from slavery
   C. how Moses led the Jews out of Egypt
   D. the life and works of Harriet Tubman

3. Harriet Tubman helped African Americans in more ways than just her role in the Underground Railroad. What evidence from the passage supports this conclusion?
   A. She never lost one of the 300 slaves she led to freedom.
   B. She made a total of 19 rescue trips to the South.
   C. She established a house to help elderly African Americans.
   D. She became the most famous leader of the Underground Railroad.

4. Why is Tubman most likely described as brave?
   A. She promised to help free slaves.
   B. She made 19 rescue trips back down south.
   C. She established a house for elderly African Americans who needed help.
   D. She is compared to Moses, an important figure in the Bible.

5. What is this passage mostly about?
   A. how Tubman helped slaves and other African Americans
   B. why the Underground Railroad was never discovered by police
   C. how Tubman trained to be a nurse in the Civil War
   D. similarities and differences between Tubman and Moses from the Bible
6. Read the sentences: "The Moses of the Bible led the Jews, his own ethnic group, out of slavery in Egypt. Similarly, Tubman led African Americans out of slavery in the American South."

As used in this sentence, what does the word "similarly" mean?

A. mysteriously  
B. very differently  
C. legally  
D. in about the same way

7. Choose the answer that best completes the sentence below.

Harriet Tubman wanted to continue helping African Americans, _______ she established a house for elderly African Americans who needed help.

A. because  
B. so  
C. earlier  
D. instead

8. What was the Underground Railroad?

9. Based on the passage, why did Harriet Tubman most likely want to help other slaves escape?

10. One of the definitions of the word "beacon" is someone or something that guides or gives hope to others. The text states that Harriet Tubman was a "beacon" for the African American community and the United States. Use information from the text to support this statement.
Conquering Fears and Phobias

Darla jumped when the "ghost" popped out of the bushes. "I can't believe I'm scared!" she thought, heart pounding. "It's Halloween! That's just someone dressed up like a ghost!"

Everyone gets scared sometimes. It's a normal reaction. You need that reaction to survive. When faced with a threat, it's useful to be afraid and get out of the way so that you won't get hurt.

You can also learn fears through experience. Greg, for example, once fell off a ladder. After that, he was afraid to climb a ladder. He finally realized all he had to do was be careful when using one.

As you get older, you may outgrow some fears. Maybe you used to be afraid of the dark or of spiders. Different people are afraid of different things over time.

Fear or Phobia?

Fears can be mild or severe. Mild fear just makes you feel slightly nervous. But intense fear can make you sweat. Your heart may beat faster. You may even have trouble breathing.

Sometimes fear becomes extreme and unreasonable. This is known as a phobia. Phobias are fears that make people feel out of control. Sometimes people with phobias feel sick. Some of them get headaches, high blood pressure, ulcers, skin rashes, nausea, or other medical problems.

Doctors believe that most of these phobias, like Greg's, are learned. But in some cases, a phobia follows an unrelated trauma, such as a death in the family. And the tendency to develop some phobias may run in families.

Extreme Fears

Phobias can be about things, activities, or situations. For example, people can have phobias about cats, storms, or heights. These are called specific phobias.

Other people may be afraid of going to parties or being with other people because they think they would feel judged, embarrassed, rejected, or scared of offending people. Such a phobia is known as social anxiety disorder, or social phobia. Tess, for instance, would not play with other kids. And she sweated, blushed, and stammered if she had to speak in school.

Still other people have a type of phobia called a panic disorder. They suddenly feel very frightened for no reason. They may sweat, tremble, faint, have trouble breathing, or get very sick. Worst of all, they never know when a panic attack will strike.
Phobias often have weird names. Some examples are **arachnophobia** (fear of spiders), **brontophobia** (fear of thunderstorms), **claustrophobia** (fear of enclosed spaces), **myxophobia** (fear of slime), and **arachibutyrophobia** (fear of peanut butter sticking to the roof of your mouth).

### Taming the Fear

If a phobia interferes with daily life, it's time to do something about it. Psychologists have several suggestions for dealing with phobias.

- Talk about the phobia with someone you trust.
- Breathe deeply, and try to relax when you think about the thing you fear.
- Try to visualize what you fear to lessen the phobia.
- Try to think positive thoughts. Replace "I'm so scared" with "I'm going to be OK."
- Slowly count to 10. Tell yourself you will be all right when you reach 10.

If these things don't help, see your doctor. He or she may refer you to a psychologist or psychiatrist. These experts can help you learn to overcome a phobia. Sometimes they use a method called **systematic desensitization** (sis-tuh-MAT-ik dee-sens-ih-tuh-ZAY-shun). This involves getting used to something one step at a time. Hannah saw a psychologist about her fear of dogs. The psychologist had her face her fear in stages. First, Hannah relaxed. Then, she imagined she was near a friendly dog. Third, she looked at pictures of dogs. Finally, she went up to a real dog and patted its head.

Another useful technique is **virtual reality exposure**. Carl overcame his fear of flying this way. He sat in a computer-controlled "virtual plane" that never left the ground. He "experienced" takeoffs, landings, and flying in all kinds of weather.

It's important to realize that phobias can be treated. "Most people who seek treatment completely overcome their fears for life," according to the American Psychiatric Association. This is true even if your fears are worse than the usual Halloween jitters.
1. What is a phobia?
   A. a fear that is outgrown over time
   B. an extreme fear that makes a person feel out of control
   C. a fear of the dark or of spiders
   D. a type of fear that involves dogs or airplanes

2. One problem mentioned in the passage is that some people cannot get over their phobias on their own.

What is a solution to this problem?
   A. People can try to turn their phobia into a social anxiety or panic disorder.
   B. People can try new activities or situations that help them forget about their phobia.
   C. People can get help from a psychologist or psychiatrist to overcome a phobia.
   D. People can learn the names of their phobias.

3. Fear is not always a bad thing.

What evidence from the text supports this conclusion?
   A. Different people are afraid of different things over time.
   B. Some people have a fear of dentists, so they avoid going to see dentists.
   C. Sometimes fear becomes extreme and unreasonable. This is known as a phobia.
   D. Fear can be a normal reaction that helps us avoid harm and survive.

4. How can the treatment options for people with phobias be described?
   A. Most treatment options get rid of pain and sickness but not the phobia.
   B. Most treatment options involve getting used to friendly dogs.
   C. There are many different treatment options for people with phobias, and treatments are often effective.
   D. Some treatment options are helpful, but others can actually make phobias worse.
5. What is the main idea of this passage?
   A. Fears are most common during Halloween, but they can also occur at other times.
   B. Fears can sometimes be extreme, but they can also be treated and overcome.
   C. Everyone gets scared, so it shouldn't be embarrassing.
   D. Phobias can be about many things and have severe effects on people's health.

6. Read these sentences from the text.

"Doctors believe that most of these phobias, like Greg's, are learned. But in some cases, a phobia follows an unrelated trauma, such as a death in the family."

As used in the passage, what does the word "trauma" mean?
   A. a meeting
   B. a failure
   C. a difficult event
   D. an accident

7. Choose the answer that best completes the sentence.

Some phobias have weird names, _______ arachnophobia (fear of spiders) or brontophobia (fear of thunderstorms).
   A. however
   B. otherwise
   C. finally
   D. such as

8. What is the difference between regular fears and phobias?

9. What are three possible effects of phobias?
10. Read these sentences from the text.

"Everyone gets scared sometimes. It's a normal reaction. You need that reaction to survive. When faced with a threat, it's useful to be afraid and get out of the way so you won't get hurt."

Is this statement also true for phobias? Support your answer with evidence from the text.
Running a marathon is not easy. It takes hard work, practice, and patience. After all, to run a marathon, you have to run 26.2 miles by foot! Think about it this way: 26.2 miles is the same as running the length of a football field more than 460 times. It takes most people four or five hours to finish. In 2013, the world's fastest marathon runner finished the race in 2:03:23. Imagine running for over two hours without a break!

By the age of 30, Lea Tambellini had run more than five marathons and had no plans to stop. She had always been an athlete. When she was in high school, she swam on her school's swim team and ran to stay healthy and active. Her mom and dad ran marathons, and when she was 22, they helped her train for her first marathon.

Lea's first marathon took place in Cincinnati, Ohio, and was called "The Flying Pig."

"I was very nervous," she said, "but I had my mom there, so that helped."

Running the race was hard, but the hardest part was when she ran past a cookie factory and smelled cookies at mile 18. "I just wanted to be done," she said. "I was spent, but my mom kept me going. It was already her 15th marathon."
The word "marathon" comes from a Greek legend. In the legend, a brave soldier ran all the way from the battlefield of Marathon to Athens, Greece to tell everyone the Greeks had won the battle against the Persians. It is said that he ran the entire way without stopping—a distance equal to a modern marathon.

Today, thousands of people run marathons every year. Runners train for months to get ready. To prepare for one of the marathons, Lea ran four to five times every week. On weekdays, she completed shorter runs, five or six miles at most. But on the weekends she ran long distances—13 miles, 15 miles, and 20 miles!

"I don't mind training because I get excited about working toward something. And I love running with a group of friends and working toward the goal together. But it does take a lot of time."

Running a marathon is a great achievement. "It's a great feeling of accomplishment and nothing feels as wonderful as reaching my goal when I cross the finish line," Lea explained. "I can't wait for the next one!"
1. What did Lea Tambellini train for when she was 22?
   A. her first marathon
   B. her first relay race
   C. her first swim meet
   D. her first baseball season

2. What does this text describe?
   A. This text describes the fight between the Greeks and the Persians on the battlefield of Marathon.
   B. This text describes how the marathon known as "The Flying Pig" got its name.
   C. This text describes marathons and the experience of someone who runs them.
   D. This text describes what Lea Tambellini’s dad felt like when he ran his first marathon.

3. Running a marathon takes hard work, practice, and patience. What evidence in the text supports this statement?
   A. Runners train for months to get ready for a marathon.
   B. Lea Tambellini had run more than five marathons by the time she was 30 years old.
   C. There is a marathon in Ohio called "The Flying Pig."
   D. The word "marathon" comes from a Greek legend.

4. How did Lea’s feelings about running a marathon change?
   A. At first she felt excited, but later she felt nervous.
   B. At first she felt bored, but later she felt scared.
   C. At first she felt scared, but later she felt bored.
   D. At first she felt nervous, but later she felt excited.

5. What is the main idea of this text?
   A. It takes most people four or five hours to run a marathon.
   B. Running a marathon is hard work, but Lea Tambellini enjoys it.
   C. The hardest part of Lea Tambellini’s first marathon was running past a cookie factory.
   D. Lea Tambellini loves running with a group of friends and working toward a goal with them.
6. Read these sentences from the text.

To prepare for one of the marathons, Lea ran four to five times every week. On weekdays, she completed shorter runs, five or six miles at most. But on the weekends she ran long distances—13 miles, 15 miles, and 20 miles!

Why might the author have included an exclamation point here?

A. to help readers imagine what running 20 miles would be like
B. to show amazement at how far Lea was running on the weekends
C. to suggest that Lea should not have run so many miles on the weekends
D. to support the statement that running a marathon is not easy

7. Read these sentences from the text.

Running a marathon is not easy. It takes hard work, practice, and patience.

What does the pronoun "it" refer to here?

A. patience
B. practice
C. hard work
D. running a marathon

8. Describe what Lea did to prepare for one of the marathons.

9. Describe how Lea feels when she crosses the finish line of a marathon.

10. The author states that "running a marathon is a great achievement." Based on the information in this article, explain whether Lea would probably agree or disagree with that statement.
Here come real stars to fill the upper skies,
And here on earth come emulating flies,
That though they never equal stars in size,
(And they were never really stars at heart)
Achieve at times a very star-like start.
Only, of course, they can't sustain the part.
1. What kind of insect is this poem about?
   A. dragonflies
   B. ants
   C. fireflies
   D. grasshoppers

2. What does the poet compare and contrast fireflies with in this poem?
   A. planes
   B. planets
   C. comets
   D. stars

3. Read these lines from the poem:
   And here on earth come emulating flies,
   That though they never equal stars in size,
   (And they were never really stars at heart)
   Achieve at times a very star-like start.
   Only, of course, they can't sustain the part.
   What can you conclude from these lines?
   A. The fireflies cannot act like they are stars for very long.
   B. The fireflies do not want to be like stars.
   C. The fireflies are able to shine brightly like stars without ever stopping.
   D. The fireflies can grow to be the same size as stars.
4. Read these lines from the poem:

That though they never equal stars in size,

(And they were never really stars at heart)

Achieve at times a very star-like start.

Only, of course, they can't sustain the part.

Why might the poet have included the phrase "of course" in the last line?

A. to show that the poet does not really know much about fireflies
B. to show that the poet thought the fireflies would be able to sustain the part
C. to show that the poet wishes that fireflies could sustain the part
D. to show that the poet is not surprised that fireflies cannot sustain the part

5. What is the main idea of this poem?

A. Fireflies can seem very star-like, but only for a short time.
B. Although stars are larger in size, fireflies are more beautiful than stars.
C. Fireflies live in the garden, while stars appear in the sky.
D. Fireflies and stars are both interesting things to study.
6. Read these lines from the poem:

And here on earth come emulating flies,

That though they never equal stars in size,

(And they were never really stars at heart)

Achieve at times a very star-like start.

Why might the poet have chosen to use the word "achieve" in the last of these lines?

A. to make it seem like fireflies do not want to look like stars
B. to make it seem like fireflies sometimes look like stars by accident
C. to make it seem like fireflies are very intelligent insects
D. to make it seem like fireflies are trying and succeeding at looking like stars

7. What does the word "they" refer to throughout the poem?

A. stars
B. skies
C. flies
D. parts

8. What are two ways that the poet contrasts flies and stars in this poem?

9. In what way are flies similar to stars, based on the poem?

10. "Emulating" means imitating, or trying to be like something else. Why might the poet have called fireflies "emulating flies" in this poem? Use evidence from the text to support your answer.
Choose a book you have read. Write about it. What is the book about? Who was your favorite character? Would you tell a friend to read this book? Why or why not?
Name:

What kinds of storms do you have where you live? Draw them. Label your pictures.
Name:

Write a letter. Ask a local weather reporter how he or she predicts the weather in your area.

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What did you do during the last storm? Write about it.

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Think about a favorite story you read. Draw your favorite part. Tell about your drawing. Then write a sentence about it.

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Distributive Property

Write one way to break apart the array. Then find the product.

1. \[(3 \times 7) + (3 \times 7)\]
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   \begin{array}{cccc}
   & & & \\
   & & & \\
   & & & \\
   & & & \\
   & & & \\
   & & & \\
   & & & \\
   \end{array}
   \]
   42

2. \[
   \begin{array}{cccc}
   & & & \\
   & & & \\
   & & & \\
   & & & \\
   & & & \\
   & & & \\
   & & & \\
   \end{array}
   \]

3. \[
   \begin{array}{cccc}
   & & & \\
   & & & \\
   & & & \\
   & & & \\
   & & & \\
   & & & \\
   & & & \\
   \end{array}
   \]

4. \[
   \begin{array}{cccc}
   & & & \\
   & & & \\
   & & & \\
   & & & \\
   & & & \\
   & & & \\
   & & & \\
   \end{array}
   \]

Problem Solving

5. There are 2 rows of 8 chairs set up in the library for a puppet show. How many chairs are there in all? Use the Distributive Property to solve.

6. A marching band has 4 rows of drummers with 10 drummers in each row. How many drummers are in the marching band? Use the Distributive Property to solve.
Lesson Check (CC.3.OA.5)

1. Which number sentence is an example of the Distributive Property?
   A. $7 \times 6 = 6 \times 7$
   B. $7 \times (2 \times 3) = (7 \times 2) \times 3$
   C. $7 \times 6 = (7 \times 3) + (7 \times 3)$
   D. $7 + 6 = 7 + 3 + 3$

2. What is one way to break apart the array?

   A. $(2 \times 6) + (2 \times 6)$
   B. $(4 \times 2) + (4 \times 2)$
   C. $(4 \times 4) + (4 \times 4)$
   D. $(6 \times 3) + (6 \times 3)$

Spiral Review (CC.3.NBT.1, CC.3.NBT.2, CC.3.MD.3)

3. The school auditorium has 448 chairs set out for the third-grade performance. What is 448 rounded to the nearest ten? (Lesson 1.2)
   A. 500
   B. 440
   C. 450
   D. 400

4. Find the difference. (Lesson 1.11)

   \[
   \begin{array}{c}
   \phantom{0}400 \\
   - \phantom{0}296 \\
   \hline
   \phantom{0}104
   \end{array}
   \]

   A. 104
   B. 114
   C. 204
   D. 296

5. There are 622 fruit snacks in one crate and 186 in another crate. How many fruit snacks are there in all? (Lesson 1.7)

   \[
   622 + 186 = \phantom{0}808
   \]

   A. 436
   B. 708
   C. 768
   D. 808

6. Which sport do 6 students play? (Lesson 2.4)

   A. Football
   B. Baseball
   C. Basketball
   D. Soccer
Lesson 4.5

Multiply with 7

Find the product.

1. \(6 \times 7 = \underline{42}\)  
2. \(\underline{\phantom{0}} \times 7 = 7 \times 9\)  
3. \(\underline{\phantom{0}} \times 1 = 1 \times 7\)  
4. \(3 \times 7 = \underline{\phantom{0}}\)

5. \(7 \times 7 = \underline{\phantom{0}}\)  
6. \(\underline{\phantom{0}} \times 2 = 2 \times 7\)  
7. \(7 \times 8 = \underline{\phantom{0}}\)  
8. \(\underline{\phantom{0}} \times 4 = 4 \times 7\)

9. \(\underline{\phantom{0}} \times 5\)  
10. \(\underline{\phantom{0}} \times 1\)  
11. \(6 \times \underline{\phantom{0}}\)  
12. \(7 \times \underline{\phantom{0}}\)  
13. \(2 \times \underline{\phantom{0}}\)

14. \(10 \times \underline{\phantom{0}}\)  
15. \(3 \times \underline{\phantom{0}}\)  
16. \(7 \times \underline{\phantom{0}}\)  
17. \(8 \times \underline{\phantom{0}}\)  
18. \(7 \times 0\)

Problem Solving

19. Julie buys a pair of earrings for $7. Now she would like to buy the same earrings for 2 of her friends. How much will she spend for all 3 pairs of earrings?

20. Owen and his family will go camping in 8 weeks. There are 7 days in 1 week. How many days are in 8 weeks?
Lesson Check  (CC.3.OA.7)

1. Find the product.
   \[7 \times 8\]
   \[\text{A} \ 54\]
   \[\text{B} \ 56\]
   \[\text{C} \ 64\]
   \[\text{D} \ 66\]

2. What product does the array show?
   \[
   \begin{array}{cccc}
   \square & \square & \square & \square \\
   \square & \square & \square & \square \\
   \square & \square & \square & \square \\
   \end{array}
   \]
   \[\text{A} \ 14\]
   \[\text{B} \ 17\]
   \[\text{C} \ 21\]
   \[\text{D} \ 24\]

Spiral Review  (CC.3.OA.3, CC.3.OA.9, CC.3.NBT.1, CC.3.MD.3)

3. Which statement is true about the numbers below? (Lesson 1.1)
   \[6, 12, 18, 24, 30\]
   \[\text{A} \ All \ of \ the \ numbers \ are \ odd.}\]
   \[\text{B} \ Some \ of \ the \ numbers \ are \ odd.}\]
   \[\text{C} \ All \ of \ the \ numbers \ are \ even.}\]
   \[\text{D} \ Some \ of \ the \ numbers \ are \ even.}\]

4. How many more people chose retriever than poodle? (Lesson 2.1)

<table>
<thead>
<tr>
<th>Favorite Breed of Dog</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shepherd</td>
<td>58</td>
</tr>
<tr>
<td>Retriever</td>
<td>65</td>
</tr>
<tr>
<td>Poodle</td>
<td>26</td>
</tr>
</tbody>
</table>

   \[\text{A} \ 31\]
   \[\text{B} \ 39\]
   \[\text{C} \ 41\]
   \[\text{D} \ 49\]

5. What is 94 rounded to the nearest ten? (Lesson 1.2)
   \[\text{A} \ 90\]
   \[\text{B} \ 94\]
   \[\text{C} \ 95\]
   \[\text{D} \ 100\]

6. Jack has 5 craft sticks. He needs 4 times that number for a project. How many craft sticks does Jack need altogether? (Lesson 4.2)
   \[\text{A} \ 9\]
   \[\text{B} \ 16\]
   \[\text{C} \ 20\]
   \[\text{D} \ 24\]
Associative Property of Multiplication

Write another way to group the factors. Then find the product.

1. \((3 \times 2) \times 5\)  
   \(3 \times (2 \times 5)\)  
   \(30\)

2. \((4 \times 3) \times 2\)  
   \(\ldots\)

3. \(2 \times (2 \times 8)\)  
   \(\ldots\)

4. \(9 \times (2 \times 1)\)  
   \(\ldots\)

5. \(2 \times (3 \times 6)\)  
   \(\ldots\)

6. \((4 \times 2) \times 5\)  
   \(\ldots\)

Use parentheses and multiplication properties. Then, find the product.

7. \(9 \times 1 \times 5 = \ldots\)

8. \(3 \times 3 \times 2 = \ldots\)

9. \(2 \times 4 \times 3 = \ldots\)

10. \(5 \times 2 \times 3 = \ldots\)

11. \(7 \times 1 \times 5 = \ldots\)

12. \(8 \times 2 \times 3 = \ldots\)

13. \(7 \times 2 \times 3 = \ldots\)

14. \(4 \times 1 \times 3 = \ldots\)

15. \(10 \times 2 \times 4 = \ldots\)

Problem Solving

16. Beth and Maria are going to the county fair. Admission costs $4 per person for each day. They plan to go for 3 days. How much will the girls pay in all?

17. Randy’s garden has 3 rows of carrots with 3 plants in each row. Next year he plans to plant 4 times the number of rows of 3 plants. How many plants will he have next year?
Lesson Check (CC.3.OA.5)

1. There are 2 benches in each car of a train ride. Two people ride on each bench. If a train has 5 cars, how many people in all can be on a train?
   
   A 4
   B 9
   C 10
   D 20

2. Crystal has 2 CDs in each box. She has 3 boxes on each of her 6 shelves. How many CDs does Crystal have in all?
   
   A 6
   B 12
   C 18
   D 36

Spiral Review (CC.3.OA.3, CC.3.NBT.1, CC.3.NBT.2, CC.MD.3)

3. Find the sum. (Lesson 1.7)
   
   \[
   \begin{array}{c}
   472 \\
   + 186
   \end{array}
   \]

   A 658
   B 648
   C 558
   D 286

4. Trevor made a picture graph to show how many minutes each student biked last week. This is his key.
   
   Each \(\bigcirc\) = 10 minutes.
   
   What does \(\bigcirc\) \(\bigcirc\) \(\bigcirc\) stand for? (Lesson 2.2)
   
   A 2 minutes
   B 10 minutes
   C 20 minutes
   D 25 minutes

5. Madison has 142 stickers in her collection. What is 142 rounded to the nearest ten? (Lesson 1.2)
   
   A 40
   B 140
   C 150
   D 200

6. There are 5 pages of photos. Each page has 6 photos. How many photos are there in all? (Lesson 4.2)
   
   A 12
   B 20
   C 24
   D 30
Patterns on the Multiplication Table

Is the product even or odd? Write even or odd.

1. $2 \times 7 = \underline{\text{even}}$  
   Think: Products with 2 as a factor are even.

2. $4 \times 6 = \underline{\text{odd}}$

3. $8 \times 3 = \underline{\text{even}}$

4. $2 \times 3 = \underline{\text{even}}$

5. $9 \times 9 = \underline{\text{odd}}$

6. $5 \times 7 = \underline{\text{odd}}$

7. $6 \times 3 = \underline{\text{even}}$

Use the multiplication table. Describe a pattern you see.

8. in the column for 5
   
   
   
   
   

9. in the row for 10
   
   
   
   
   

10. in the rows for 3 and 6
   

Problem Solving

11. Carl shades a row in the multiplication table. The products in the row are all even. The ones digits in the products repeat 0, 4, 8, 2, 6. What row does Carl shade?

12. Jenna says that no row or column contains products with only odd numbers. Do you agree? Explain.
Lesson Check (CC.3.OA.9)

1. Which has an even product?
   - A 1 × 9
   - B 3 × 3
   - C 5 × 7
   - D 4 × 9

2. Which describes this pattern?
   - 10, 15, 20, 25, 30
   - A Even and then odd
   - B Add 10.
   - C Subtract 5.
   - D Multiply by 5.

Spiral Review (CC.3.OA.3, CC.3.OA.5, CC.3.NBT.2, CC.3.MD.3)

3. Lexi has 2 cans of tennis balls. There are 3 tennis balls in each can. She buys 2 more cans. How many tennis balls does she now have in all? (Lesson 4.6)
   - A 12
   - B 9
   - C 7
   - D 6

4. Use the picture graph.

   **Color of Eyes**

<table>
<thead>
<tr>
<th>Color</th>
<th>Graph</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blue</td>
<td>🌈</td>
</tr>
<tr>
<td>Green</td>
<td>🌈🌈</td>
</tr>
<tr>
<td>Brown</td>
<td>🌈🌈🌈</td>
</tr>
</tbody>
</table>

   Key: Each 🌈 = 4 students.

   How many students have green eyes? (Lesson 2.2)
   - A 4
   - B 8
   - C 12
   - D 16

5. Sasha bought 3 boxes of pencils. If each box has 6 pencils, how many pencils did Sasha buy in all? (Lesson 4.3)
   - A 9
   - B 12
   - C 18
   - D 24

6. Find the sum. (Lesson 1.7)
   \[
   219 
   + 763 
   \]
   - A 992
   - B 982
   - C 976
   - D 972
Lesson 4.8

Multiply with 8

Find the product.
1. $8 \times 10 = \underline{80}$
2. $8 \times 8 = \underline{____}$
3. $8 \times 5 = \underline{____}$
4. $3 \times 8 = \underline{____}$

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

9. $8 \times 2$
10. $6 \times 8$
11. $8 \times 7$
12. $0 \times 8$
13. $8 \times 5$

14. $8 \times 8$
15. $9 \times 8$
16. $8 \times 3$
17. $8 \times 1$
18. $4 \times 8$

Problem Solving

19. There are 6 teams in the basketball league. Each team has 8 players. How many players are there in all?

20. Lynn has 4 stacks of quarters. There are 8 quarters in each stack. How many quarters does Lynn have in all?

21. Tomas is packing 7 baskets for a fair. He is placing 8 apples in each basket. How many apples are there in all?

22. There are 10 pencils in each box. If Jenna buys 8 boxes, how many pencils will she buy?
Lesson Check (CC.3.OA.7)

1. Find the product.
   \[ 5 \times 8 = \square \]
   - A 30
   - B 32
   - C 42
   - D 40

2. There are 7 tarantulas in the spider exhibit at the zoo. Each tarantula has 8 legs. How many legs do the 7 tarantulas have in all?
   - A 15
   - B 49
   - C 56
   - D 63

Spiral Review (CC.3.OA.3, CC.3.NB.1, CC.3.NBT.2, CC.3.MD.3)

3. Find the difference. (Lesson 1.9)
   \[ 652 - 99 \]
   - A 99
   - B 552
   - C 553
   - D 653

4. The school library received an order of 232 new books. What is 232 rounded to the nearest ten? (Lesson 1.8)
   - A 200
   - B 230
   - C 240
   - D 300

5. Sam’s picture graph shows that 8 students chose pizza as their favorite lunch. This is the key for the graph.
   - Each \( \odot \) = 2 students.
   - How many \( \odot \) should be next to pizza on Sam’s graph? (Lesson 2.2)
     - A 2
     - B 4
     - C 6
     - D 8

6. Tashia buys 5 packages of oranges. Each package has 4 oranges. How many oranges in all does Tashia buy? (Lesson 4.2)
   - A 1
   - B 9
   - C 20
   - D 25