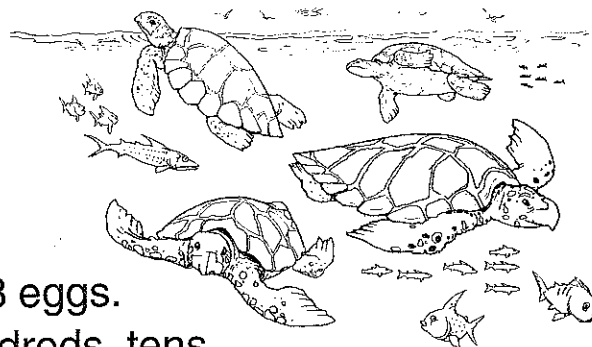


Summer Skills

Green Turtles

At the aquarium, there are many green turtles.



1. A green turtle can lay 118 eggs. Show the number as hundreds, tens, and ones. Then, write the number in expanded form. Finally, write the word name.

_____ hundreds _____ tens _____ ones

_____ + _____ = _____

2. Green turtles live about 62 years. Show the number as tens and ones. Then, write it in expanded form. Finally, write the word name.

_____ tens _____ ones

_____ + _____ = _____

3. Last year, 153 green turtles were returned to a natural habitat. Show the number as hundreds, tens, and ones. Write it in expanded form and then write the word name.

_____ hundreds _____ tens _____ ones

_____ + _____ = _____

4. One turtle lays 107 eggs. A second turtle lays 75 eggs. How many eggs do the two turtles lay in all?

$$\text{_____} + \text{_____} = \text{_____}$$

5. Show the number 174 as hundreds, tens and ones. Then, write it in expanded form and write the word name.

_____ hundreds _____ tens _____ ones

_____ + _____ + _____ = _____

6. The aquarium has two tanks. Each can hold 85 fish. How many fish can the two tanks hold?

$$\frac{1}{2} \left(\frac{1}{2} \right) + \frac{1}{2} \left(\frac{1}{2} \right) = \frac{1}{2}$$

7. Show the number 234 as hundreds, tens and ones. Then, write it in expanded form and write the word name.

_____ hundreds _____ tens _____ ones

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

Add Three Numbers • Algebra

Add.

1.	$\begin{array}{r} 3 \\ 2 \\ + 3 \\ \hline 8 \end{array}$	$\begin{array}{r} 4 \\ 5 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ 0 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ 3 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ 4 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ 1 \\ + 5 \\ \hline \end{array}$
----	--	--	--	--	--	--

2.	$\begin{array}{r} 4 \\ 8 \\ + 2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ 6 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ 1 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ 3 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ 3 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ 5 \\ + 5 \\ \hline \end{array}$
----	--	--	--	--	--	--

3.	$\begin{array}{r} 4 \\ 6 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ 5 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 0 \\ 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ 4 \\ + 8 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ 2 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ 6 \\ + 7 \\ \hline \end{array}$
----	--	--	--	--	--	--

4.	$\begin{array}{r} 6 \\ 5 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ 4 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ 2 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ 3 \\ + 5 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ 9 \\ + 6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ 8 \\ + 2 \\ \hline \end{array}$
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Problem Solving

Solve.

5. Bao has 4 stamps. Tim has 9 stamps. Ben has 4 stamps. How many stamps are there in all?

_____ stamps

6. There are 4 bear stamps, 6 wolf stamps, and 7 fox stamps. How many stamps are there in all?

_____ stamps

Dollar

Write how much.

Circle the coins that make one dollar.

1.  _____ ¢

2.  _____ ¢

3.  _____ ¢

4.  _____ ¢

5.  _____ ¢

6.  _____ ¢

Problem Solving

Solve.

7. Use at least one of each coin to make one dollar.
Draw the coins.

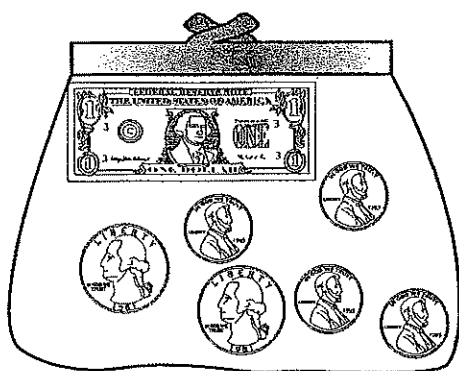


Dollars and Cents

Count the money.

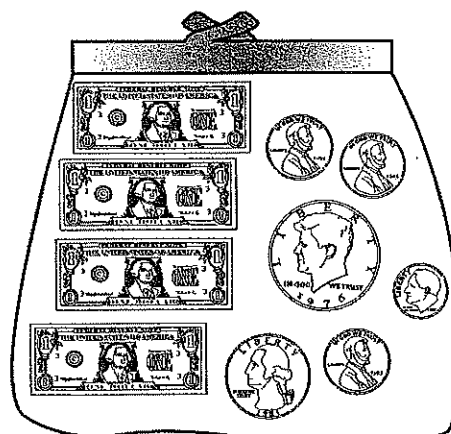
Write the total amount.

1. Marie has money to spend at the Book Fair. How much does she have?



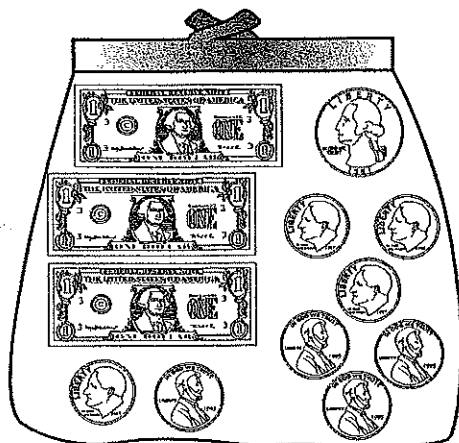
\$ _____

2. Tyler is saving his money to buy a new kite. How much money does he have?



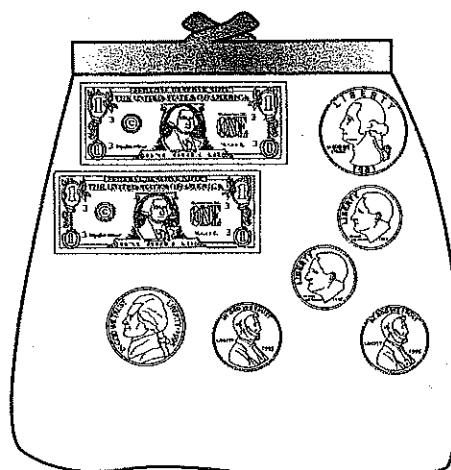
\$ _____

3. Kitty has money to spend at the Game Day. How much does she have to spend?



\$ _____

4. Sam is saving his money to buy some new blocks. How much does he have?



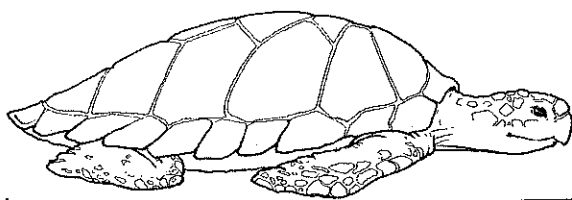
\$ _____

Summer Skills

Measuring Turtles and Other Water Animals

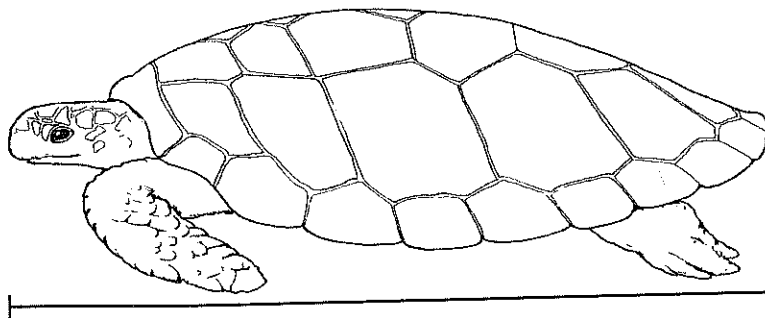
Five of the seven species of sea turtles can be found along the coast of the United States.

1. How long is the green turtle in the drawing below? Estimate, then measure.



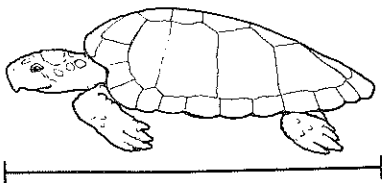
Estimate: _____ inches Measure: _____ inches

2. This is called the loggerhead turtle. How long is the turtle in the drawing below? Estimate, then measure.



Estimate: _____ inches Measure: _____ inches

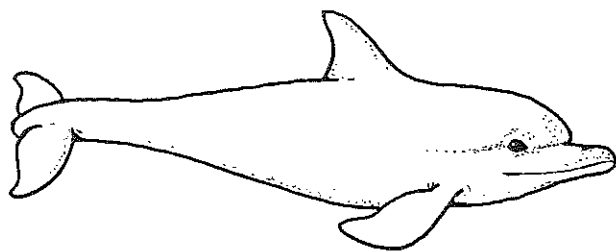
3. This is a drawing of the Atlantic ridley turtle. How long is the turtle in the drawing below? Estimate, then measure.



Estimate: _____ inches
Measure: _____ inches

Answers: 1. 3 inches; 2. 4 inches; 3. 2 inches

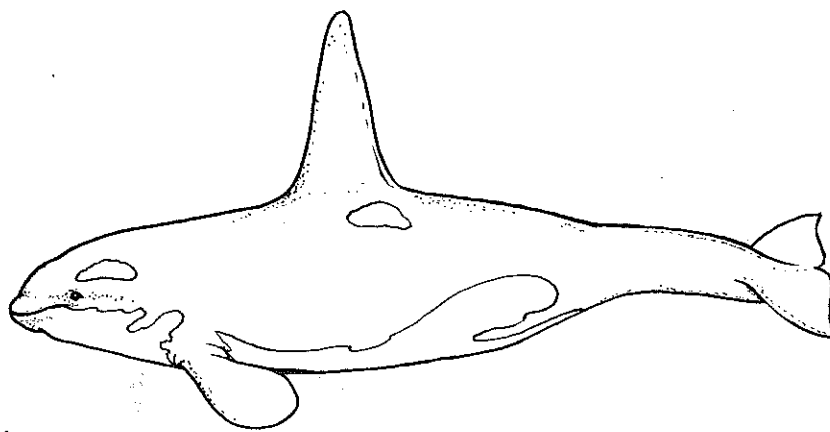
4. How long is the dolphin in the drawing below?
Estimate, then measure.



Estimate: _____ centimeters

Measure: _____ centimeters

5. How long is the killer whale in the drawing below? Estimate, then measure.



Estimate: _____ centimeters

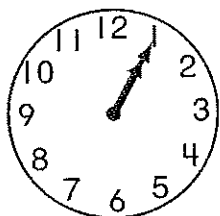
Measure: _____ centimeters

Answers: 4. Any estimate 7–9 centimeters; 8 centimeters; 5. Any estimate 10–12 centimeters; 11 centimeters

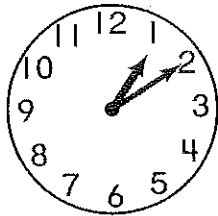
Time to Five Minutes

Write each time.

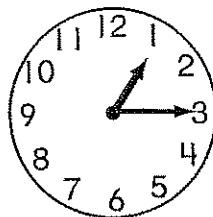
1.



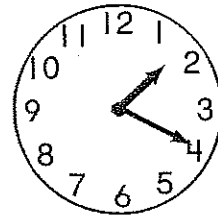
1:05



:

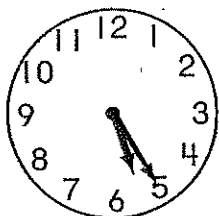


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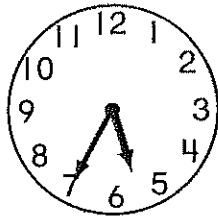


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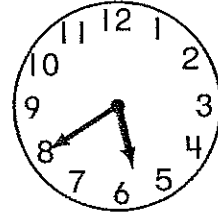
2.



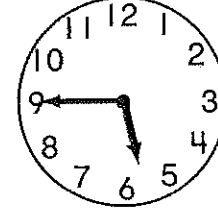
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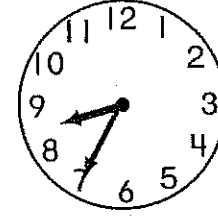
3.



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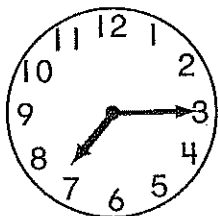


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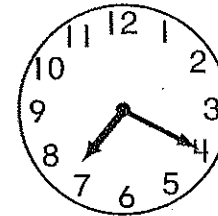


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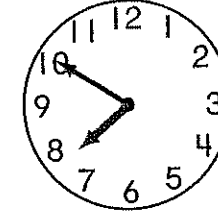
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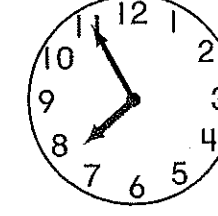
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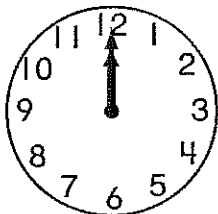


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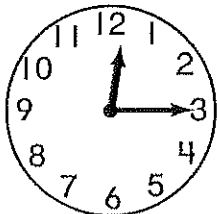
Time to the Quarter Hour

Write each time.

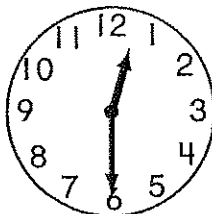
1.



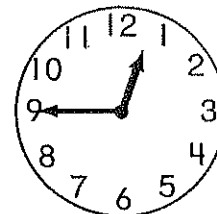
12:00



:

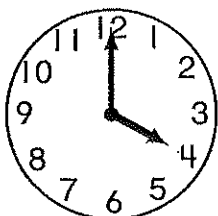


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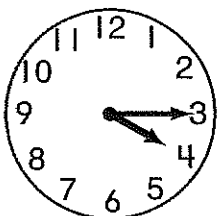


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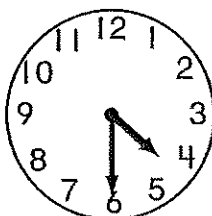
2.



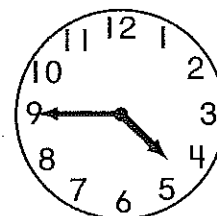
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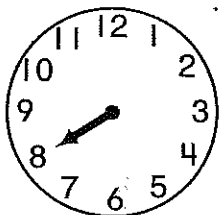


:

Draw the minute hand to show each time.

3.

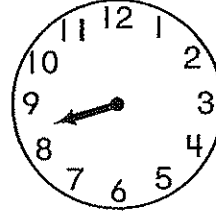
8:00



8:15

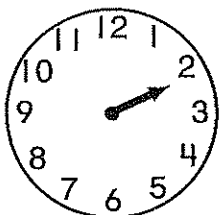


8:30

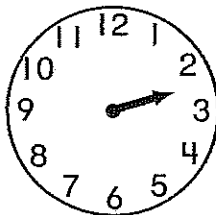


4.

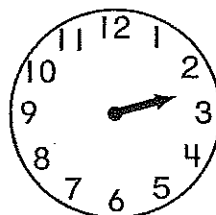
2:15



2:30



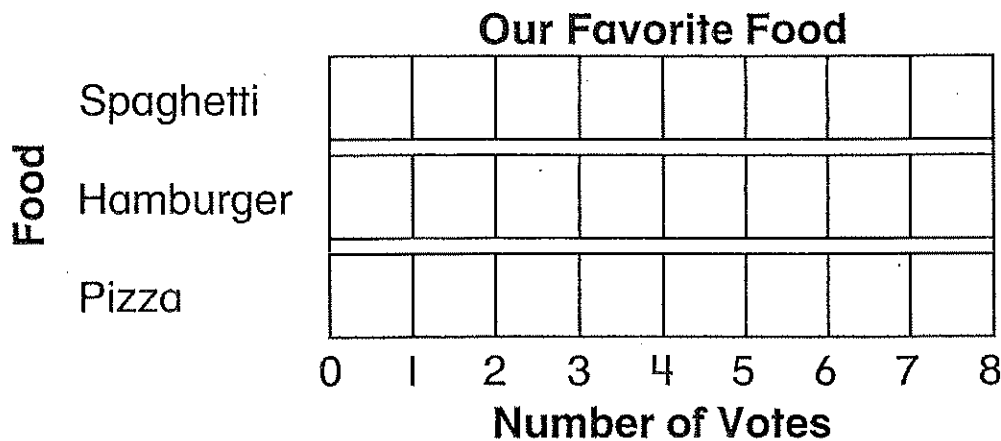
2:45




Different Ways to Show Data

Use the tally chart. Make a pictograph and a bar graph to show the data. Then answer the questions.

Our Favorite Food		
Food	Tally	Total
Spaghetti		6
Hamburger		
Pizza		



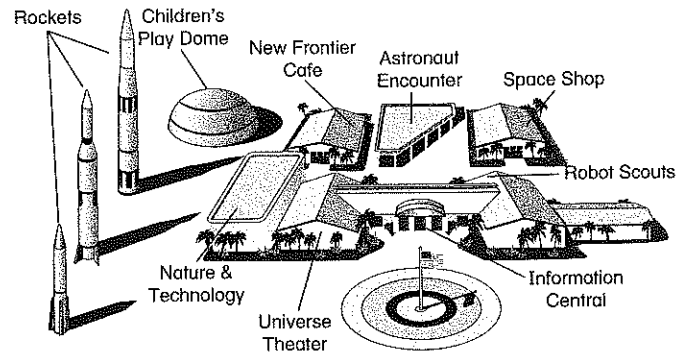
Our Favorite Food	
Spaghetti	
Hamburgers	
Pizza	
Key: Each  stands for 2 votes.	

- Which food got the most votes? _____
- Which food got the fewest votes? _____
- How many students voted? _____

Summer Skills

Out of This World

Florida is the home of the Kennedy Space Center at Cape Canaveral. The map shows the entrance.



1. Find a rectangle on the map. Make a red circle around the rectangle. Write the name of the building where you found the rectangle.

2. Find a cylinder on the map. Make a yellow circle around the cylinder. Write what you circled in yellow.

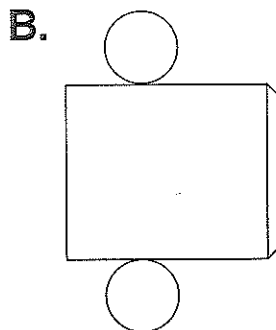
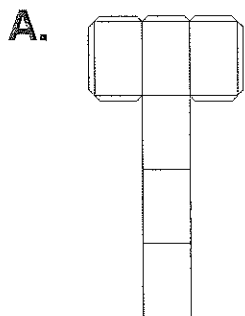
3. Find a circle on the map. Color the inside of the circle blue. What is in the center of your circle?

4. One building is shaped like a pentagon. Make a green circle around the building shaped like a pentagon. Write what you circled in green.

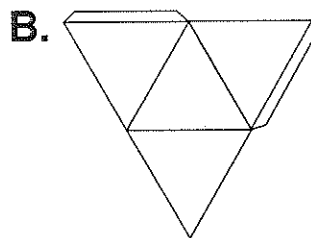
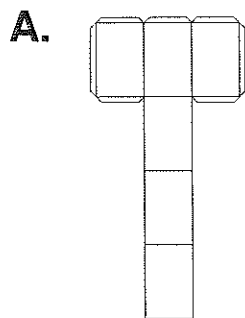
Answers: 1. Accept any rooftop or the Nature & Technology building; 2. A rocket should have been circled or the flagpole; 3. The ground below the flagpole; 4. The Astronaut Encounter should be circled. The ends of some buildings also.

Figures

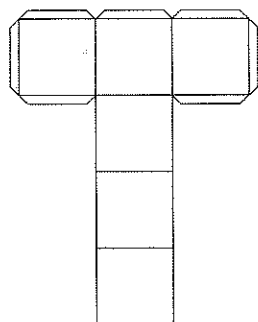
5. Circle the pattern that would make a cylinder.



6. Circle the pattern that would make a rectangular prism.



7. What figure would the pattern below make? Draw a picture of the figure and write the name.



Answers: 5. B; 6. A; 7. cube

Add Three Numbers

Add.

1.	$\begin{array}{r} 23 \\ 14 \\ + 29 \\ \hline 66 \end{array}$	$\begin{array}{r} 41 \\ 32 \\ + 16 \\ \hline \end{array}$	$\begin{array}{r} 35 \\ 18 \\ + 25 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ 24 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ 37 \\ + 14 \\ \hline \end{array}$
----	--	---	---	--	---

2	$\begin{array}{r} 8 \\ 20 \\ + 13 \\ \hline \end{array}$	$\begin{array}{r} 36 \\ 28 \\ + 32 \\ \hline \end{array}$	$\begin{array}{r} 55 \\ 13 \\ + 14 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ 63 \\ + 24 \\ \hline \end{array}$	$\begin{array}{r} 35 \\ 16 \\ + 34 \\ \hline \end{array}$
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3.	$\begin{array}{r} 14 \\ 18 \\ + 14 \\ \hline \end{array}$	$\begin{array}{r} 52 \\ 20 \\ + 11 \\ \hline \end{array}$	$\begin{array}{r} 44 \\ 16 \\ + 22 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ 68 \\ + 12 \\ \hline \end{array}$	$\begin{array}{r} 24 \\ 3 \\ + 25 \\ \hline \end{array}$
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4.	$\begin{array}{r} 21 \\ 18 \\ + 21 \\ \hline \end{array}$	$\begin{array}{r} 37 \\ 13 \\ + 27 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ 45 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 62 \\ 11 \\ + 23 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ 15 \\ + 22 \\ \hline \end{array}$
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Problem Solving

Solve.

5. There are 34 children in first grade. There are 27 in second grade. There are 31 in third grade. How many children are there in all?

_____ children

Show Your Work

Problem Solving: Strategy

Choose a Method



Choose a method to solve the problem.

Use mental math, paper and pencil, or a calculator.

Draw or write to explain.

1. The Community Center buys 27 adult tickets and 45 children's tickets for the circus. How many tickets were bought in all?

72 tickets

$$\begin{array}{r} 27 \\ + 45 \\ \hline 72 \end{array}$$

paper and pencil

2. There are 18 clowns on the stage. Then 22 more clowns come on the stage. How many clowns in all?

_____ clowns

3. The soda man sells 36 sodas on Monday. He sells 30 sodas on Tuesday. How many sodas does he sell in all?

_____ sodas

4. Laurie saw 18 monkeys during the show. She also saw 12 elephants and 10 seals. How many animals did she see in all?

_____ animals

Summer Skills

Flamingos

Flamingos are large pink birds. When flamingos rest, they stand on one leg.



- Each of eight flamingos are standing on one leg. Eight of their legs are hidden from sight. Use doubles to find how many legs there are in all.

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

- There are 30 flamingos in one flock. Skip-count by 2s to count to 30.

_____, _____, _____, _____, _____,

_____, _____, _____, _____, _____,

_____, _____, _____, _____, _____

- There are 115 flamingos standing near some palm trees. Only 86 can be seen. How many flamingos are hidden by the trees?

$$\underline{\hspace{2cm}} + 86 = 115$$

- One flock of flamingos has 346 birds. Another flock has 237 birds in it. How many more birds are there in the larger flock? Find the missing addend.

$$\underline{\hspace{2cm}} + 237 = 346$$

5. A flock of flamingos has 160 birds. One day, 79 flamingos left the flock. How many fewer birds are there now? Find the difference.

$$160 - \underline{\hspace{2cm}} = 79$$

6. The adult flamingo's legs are longer than its body. Some flamingos have legs that are 49 inches long. Other flamingos have legs that are 17 inches less than this. Find the length of the shorter legs.

$$\underline{\hspace{2cm}} + 17 = 49 \text{ inches}$$

7. A tall flamingo can be 130 centimeters tall. A short flamingo can be 50 centimeters less than the taller one. What is the height of the shorter flamingo?

$$130 - \underline{\hspace{2cm}} = 50 \text{ centimeters}$$





8. The wingspan of some flamingos is 39 inches. Other flamingos can have a wingspan that is 65 inches. How much wider is the larger wingspan? Find the missing addend.

$$39 + \underline{\hspace{2cm}} = 65 \text{ inches}$$



Subtract 2-Digit Numbers

Subtract. You can use  and  to help.



1.

Tens	Ones
	
$\begin{array}{r} 4 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ - 5 \\ \hline \end{array}$
	



2.

Tens	Ones
	
$\begin{array}{r} 6 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 8 \\ \hline \end{array}$



3.

Tens	Ones
	
$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ - 7 \\ \hline \end{array}$



4.

Tens	Ones
	
$\begin{array}{r} 8 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ - 6 \\ \hline \end{array}$



5.

Tens	Ones
	
$\begin{array}{r} 7 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ - 3 \\ \hline \end{array}$



6.

Tens	Ones
	
$\begin{array}{r} 6 \\ - 5 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 4 \\ \hline \end{array}$

7.















































































Tens	Ones
	
$\begin{array}{r} 3 \\ - 1 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ - 4 \\ \hline \end{array}$

8.

Tens	Ones
	
$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ - 9 \\ \hline \end{array}$

Practice Subtraction

Subtract. You can use  and  to help.

1.	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th style="padding: 2px;">Tens</th><th style="padding: 2px;">Ones</th></tr> <tr><td style="text-align: center; padding: 5px;"></td><td style="text-align: center; padding: 5px;"></td></tr> <tr><td style="text-align: center; padding: 5px;">7</td><td style="text-align: center; padding: 5px;">1</td></tr> <tr><td style="text-align: center; padding: 5px;">- 4</td><td style="text-align: center; padding: 5px;">5</td></tr> <tr><td style="text-align: center; padding: 5px;"></td><td style="text-align: center; padding: 5px;"></td></tr> </table>	Tens	Ones			7	1	- 4	5			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th style="padding: 2px;">Tens</th><th style="padding: 2px;">Ones</th></tr> <tr><td style="text-align: center; padding: 5px;"></td><td style="text-align: center; padding: 5px;"></td></tr> <tr><td style="text-align: center; padding: 5px;">3</td><td style="text-align: center; padding: 5px;">8</td></tr> <tr><td style="text-align: center; padding: 5px;">-</td><td style="text-align: center; padding: 5px;">9</td></tr> <tr><td style="text-align: center; padding: 5px;"></td><td style="text-align: center; padding: 5px;"></td></tr> </table>	Tens	Ones			3	8	-	9			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th style="padding: 2px;">Tens</th><th style="padding: 2px;">Ones</th></tr> <tr><td style="text-align: center; padding: 5px;"></td><td style="text-align: center; padding: 5px;"></td></tr> <tr><td style="text-align: center; padding: 5px;">5</td><td style="text-align: center; padding: 5px;">4</td></tr> <tr><td style="text-align: center; padding: 5px;">- 2</td><td style="text-align: center; padding: 5px;">8</td></tr> <tr><td style="text-align: center; padding: 5px;"></td><td style="text-align: center; padding: 5px;"></td></tr> </table>	Tens	Ones			5	4	- 2	8			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th style="padding: 2px;">Tens</th><th style="padding: 2px;">Ones</th></tr> <tr><td style="text-align: center; padding: 5px;"></td><td style="text-align: center; padding: 5px;"></td></tr> <tr><td style="text-align: center; padding: 5px;">9</td><td style="text-align: center; padding: 5px;">8</td></tr> <tr><td style="text-align: center; padding: 5px;">- 3</td><td style="text-align: center; padding: 5px;">1</td></tr> <tr><td style="text-align: center; padding: 5px;"></td><td style="text-align: center; padding: 5px;"></td></tr> </table>	Tens	Ones			9	8	- 3	1		
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Problem Solving

Solve.

4. Li collects 62 sea shells. He gives 27 shells away. How many shells does he keep?

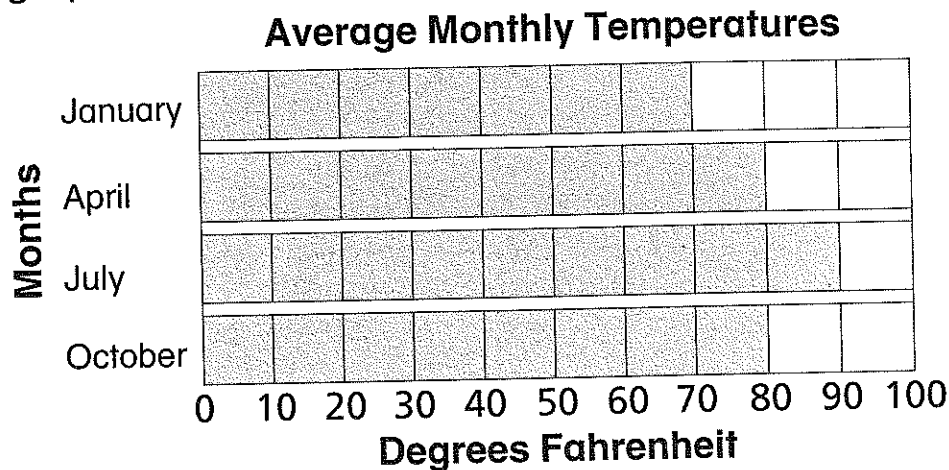
_____ shells

Show Your Work

Summer Skills

Beautiful Day

The weather in the southern part of the United States is pleasant most of the year. Use the graph to answer the questions.



1. Which month has the coolest temperatures?

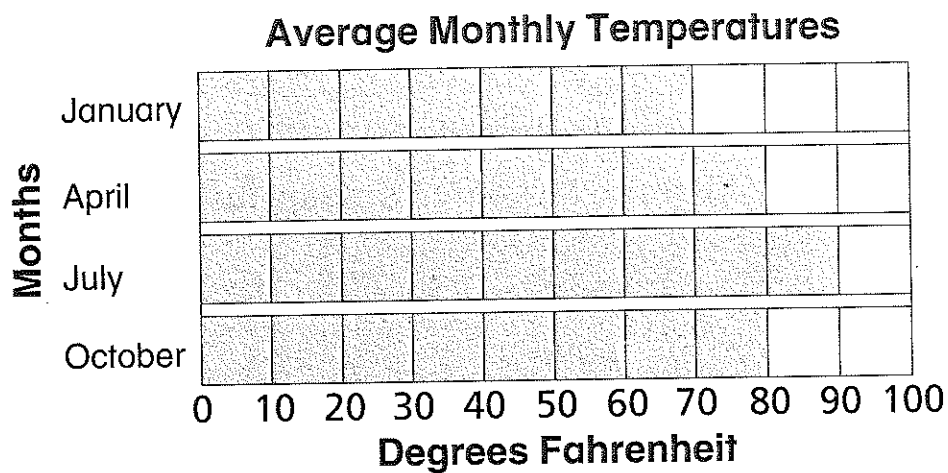
2. What is the average temperature during the coolest month?

_____°F

3. Which month is the warmest?

4. What is the average temperature during the warmest month?

_____°F



5. What is the average temperature in April?

_____ °F

6. What is the average temperature in October?

_____ °F

7. What is the range of the temperatures on the graph?

8. What is the mode of the temperatures on the graph?

Answers: 5. 80°F; 6. 80°F; 7. 20°F; 8. 80°

2-Dimensional Shapes

Color the shape named.

Tell how many sides and angles each has.

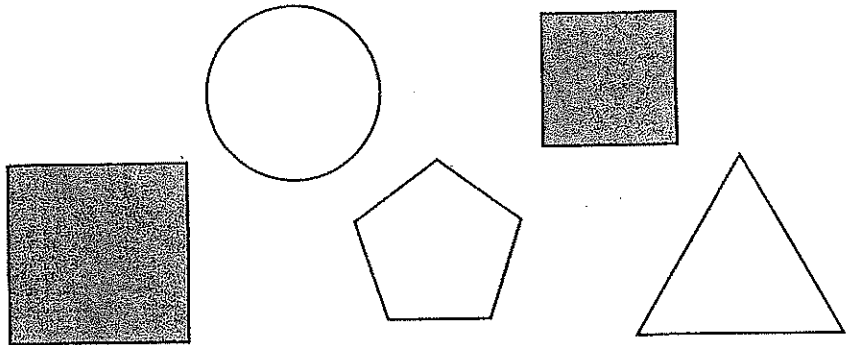
1. quadrilateral



sides



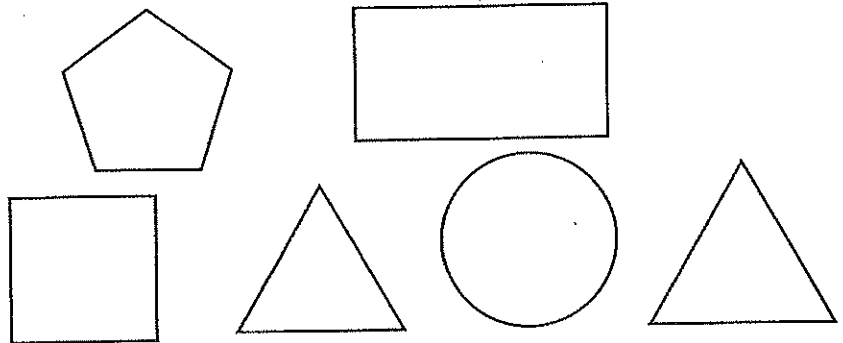
angles



2. parallelogram

_____ sides

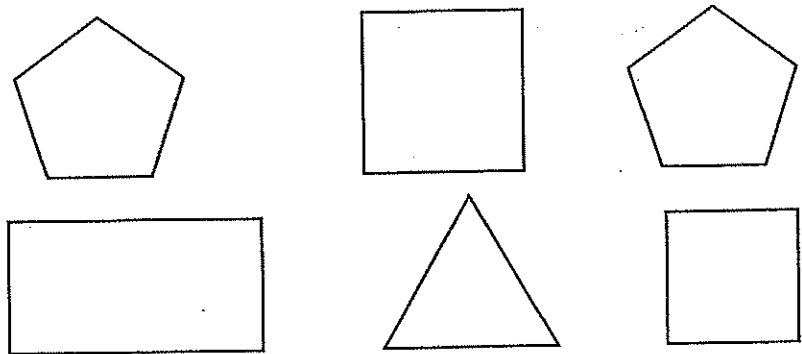
_____ angles



3. square

_____ sides

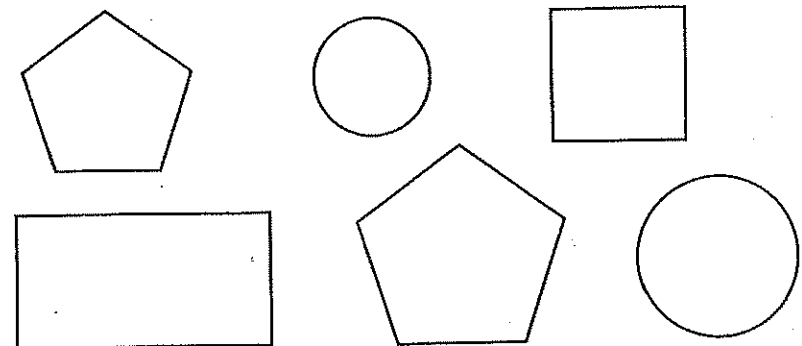
_____ angles



4. pentagon

_____ sides

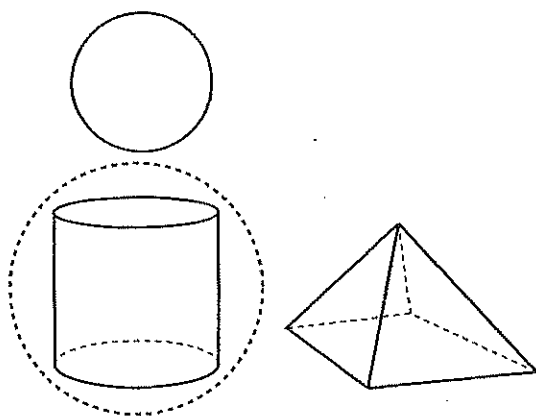
_____ angles



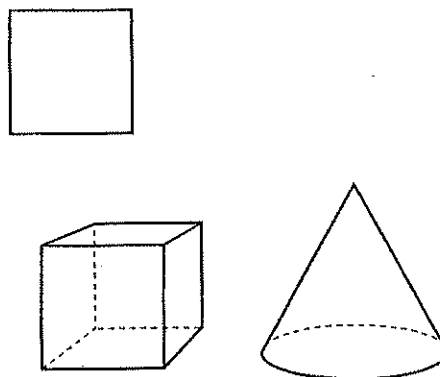
2-Dimensional and 3-Dimensional Relationships

Look at the 2-dimensional shape in each problem.
Circle the solid figure you could use to make that shape.

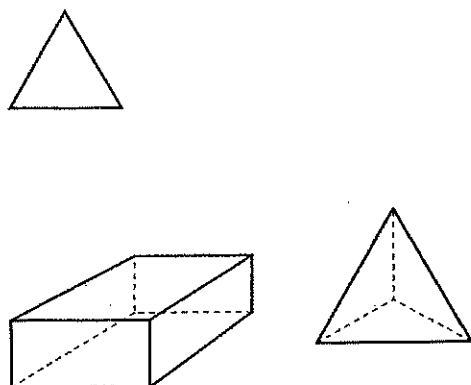
1.



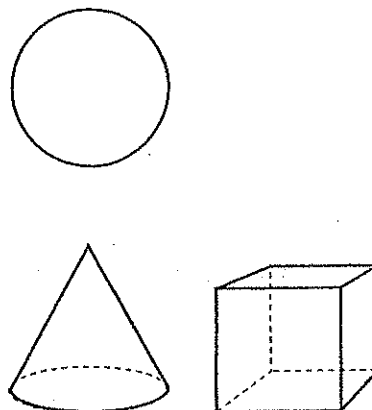
2.



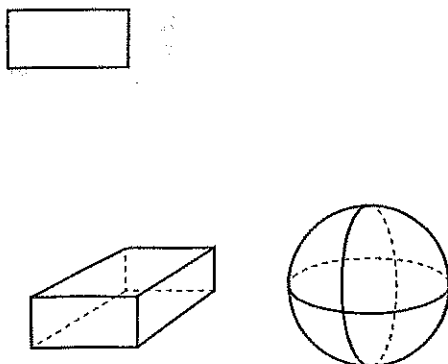
3.



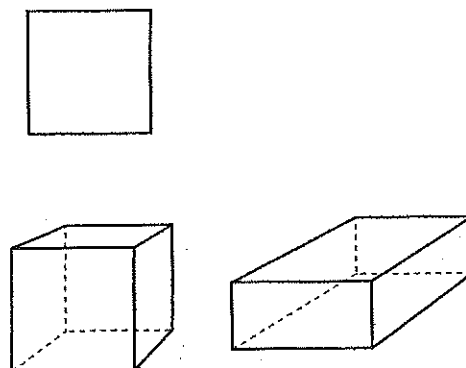
4.



5.



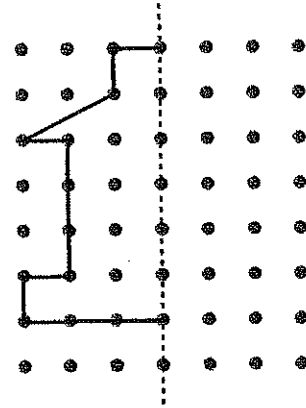
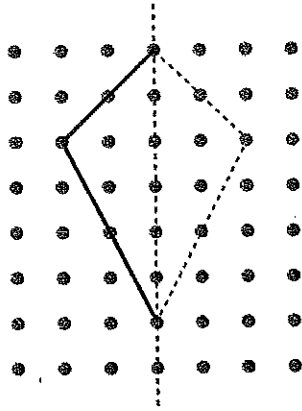
6.



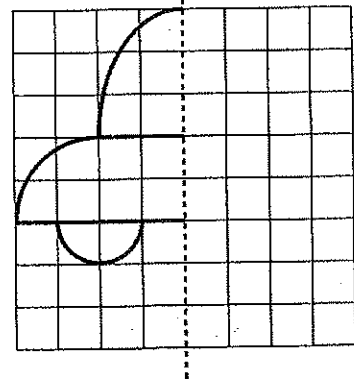
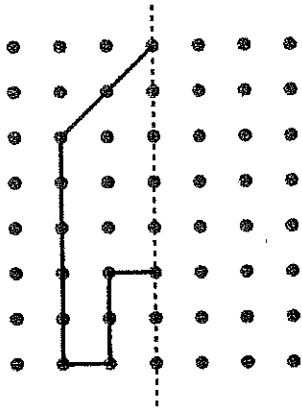
Symmetry

Draw a matching part for each shape.

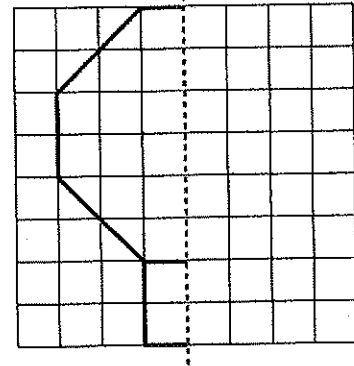
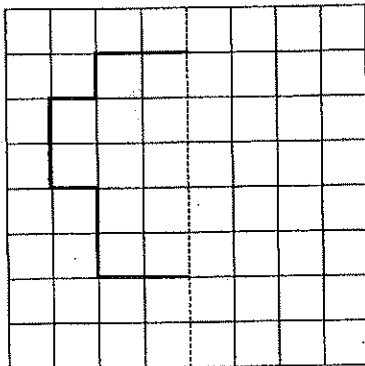
1.



2.



3.



Name _____

Compare Numbers • Algebra

P 22-1
PRACTICE

Compare. Write $>$, $<$, or $=$.

1. 415 451 623 678 730 830

2. 375 375 549 560 248 239

3. 109 111 382 379 445 545

4. 272 275 818 816 357 357

5. 643 637 256 261 429 421

6. 317 371 588 598 761 769

7. 285 287 638 632 954 957

8. 275 375 717 717 539 542

9. 827 789 690 711 431 438

10. 555 525 684 648 698 698

Name _____

Order Numbers

P 22-3
PRACTICE

Order the numbers from least to greatest.

1. 274, 248, 312, 291 248, 274, 291, 312

2. 682, 628, 631, 619 _____, _____, _____, _____

3. 485, 554, 444, 452 _____, _____, _____, _____

4. 712, 638, 824, 722 _____, _____, _____, _____

Order the numbers from greatest to least.

5. 387, 235, 412, 370 412, 387, 370, 235

6. 919, 901, 991, 109 _____, _____, _____, _____

7. 832, 328, 283, 823 _____, _____, _____, _____

8. 164, 192, 187, 148 _____, _____, _____, _____

Number Patterns • Algebra

Write the missing numbers.

Then circle the pattern.

Count by:

1. 715, 725, 735, 745, 755 hundreds tens ones

2. 673, _____, 675, _____, 677 hundreds tens ones

3. 491, _____, 691, _____, 891 hundreds tens ones

4. _____, 839, _____, 841, 842 hundreds tens ones

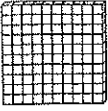


5. _____, 229, _____, 429, 529 hundreds tens ones

6. 548, 648, _____, _____, 948 hundreds tens ones

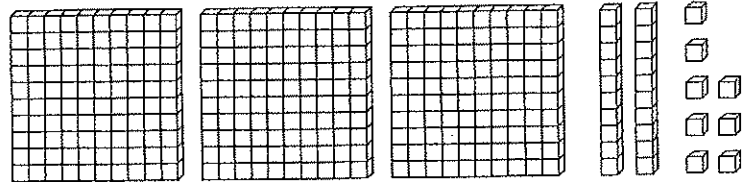
7. _____, 395, 495, 595, _____ hundreds tens ones

8. 579, 589, 599, _____, _____ hundreds tens ones

Regroup Hundreds as Tens

Use , , and  to subtract.

hundreds	tens	ones
$\begin{array}{r} 2 \\ 3 \\ - 2 \end{array}$	$\begin{array}{r} 2 \\ 7 \\ - 7 \end{array}$	$\begin{array}{r} 8 \\ 7 \end{array}$
	5	1



1.

hundreds	tens	ones
$\begin{array}{r} \square \\ 5 \\ - 2 \end{array}$	$\begin{array}{r} \square \\ 6 \\ 9 \end{array}$	$\begin{array}{r} 7 \\ 5 \end{array}$

2.

hundreds	tens	ones
$\begin{array}{r} \square \\ 9 \\ - 5 \end{array}$	$\begin{array}{r} \square \\ 1 \\ 6 \end{array}$	$\begin{array}{r} 2 \\ 2 \end{array}$

3.

hundreds	tens	ones
$\begin{array}{r} \square \\ 7 \\ - 3 \end{array}$	$\begin{array}{r} \square \\ 2 \\ 8 \end{array}$	$\begin{array}{r} 7 \\ 2 \end{array}$

4.

hundreds	tens	ones
$\begin{array}{r} \square \\ 8 \\ - 4 \end{array}$	$\begin{array}{r} \square \\ 3 \\ 4 \end{array}$	$\begin{array}{r} 8 \\ 5 \end{array}$

5.

hundreds	tens	ones
$\begin{array}{r} \square \\ 3 \\ - 1 \end{array}$	$\begin{array}{r} \square \\ 3 \\ 6 \end{array}$	$\begin{array}{r} 9 \\ 8 \end{array}$

6.

hundreds	tens	ones
$\begin{array}{r} 8 \\ - 6 \end{array}$	$\begin{array}{r} 9 \\ 4 \end{array}$	$\begin{array}{r} 7 \\ 6 \end{array}$

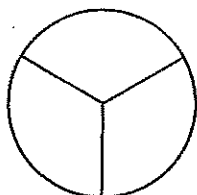
Name _____

Fractions Equal to 1

P 25-2
PRACTICE

Count the parts in each whole.
Color the parts using the same color crayon.
Then write the fraction for the whole.

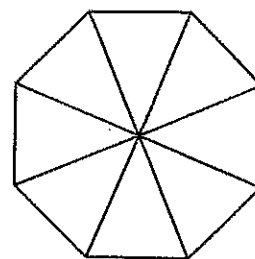
1.



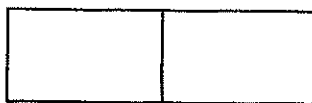
2.



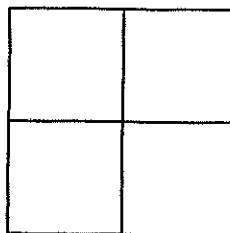
3.



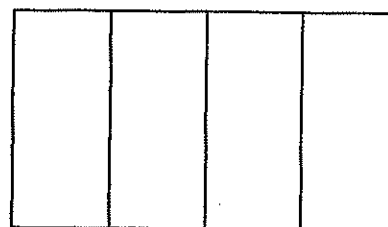
4.



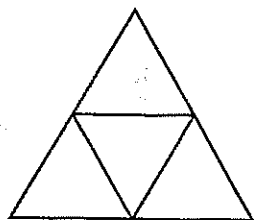
5.



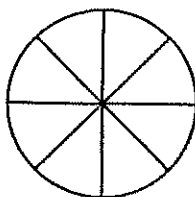
6.



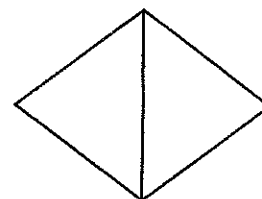
7.



8.



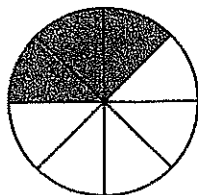
9.



Other Fractions

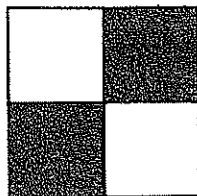
Write the fraction for the shaded part.

1.

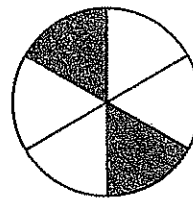


$\frac{3}{8}$

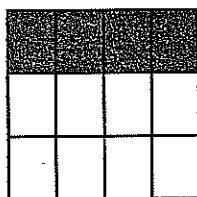
2.



3.



4.



5.

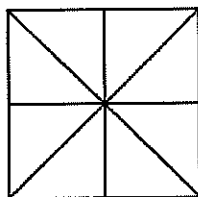


6.



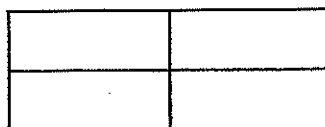
Color to show the fraction.

7.



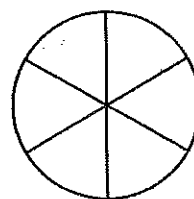
$\frac{5}{8}$

8.



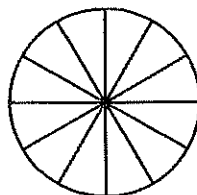
$\frac{3}{4}$

9.



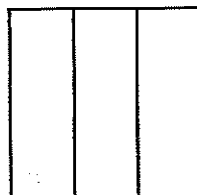
$\frac{3}{6}$

10.



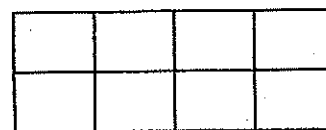
$\frac{9}{12}$

11.



$\frac{2}{3}$

12.



$\frac{2}{8}$

Name _____

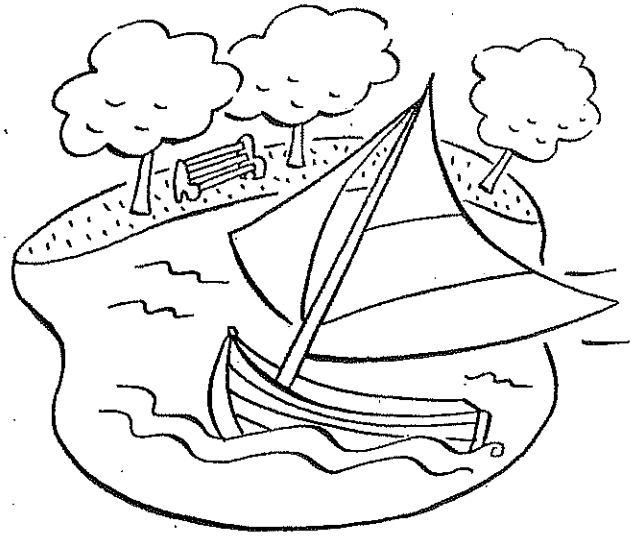
Common nouns

name people, places,
or things.

Common Nouns

► Read each sentence. Circle the common nouns.

- 1 The boy made a boat.
- 2 The brothers went to the park.
- 3 A girl was with her grandmother.
- 4 Two boats crashed in the lake.
- 5 Friends used a needle and thread to fix the sail.



► Write the common nouns you circled under the correct heading below.

People

Places

Things

Name _____

Special names of people and places always begin with capital letters. They are called **proper nouns**.

Capitalize Names and Places

- Read the postcard. Find the proper nouns. Write them correctly on the lines below.

Dear sue,

It's very hot here in california. We visited the city of los angeles. Then we swam in the pacific ocean. I miss you.

Love,
tonya



sue wong
11 shore road
austin, texas 78728

- 1 _____
- 3 _____
- 5 _____
- 7 _____

- 2 _____
- 4 _____
- 6 _____
- 8 _____

- Write a sentence with a proper noun. Underline the capital letter or letters in the proper noun. Then write whether it names a person or a place.
- _____
- _____

Name _____

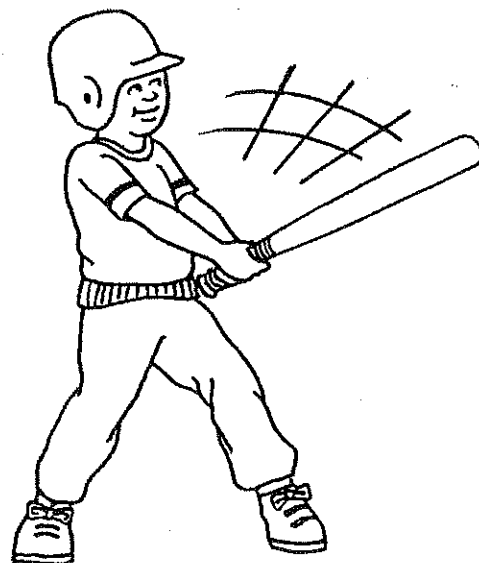
A **verb** is an action word. It tells what someone or something is doing.

Verbs

► Read each sentence. Write the action verb in the telling part of the sentence.

- 1 Ronald runs to the field.
- 2 Michael wears a batting helmet.
- 3 He smacks the ball hard.
- 4 Ronald holds the wrong end of the bat.
- 5 He misses the ball.
- 6 Ronald waits in left field.
- 7 He writes G for great.
- 8 Ronald's father helps him.

► Write a sentence about the picture.
Use an action verb and circle it.

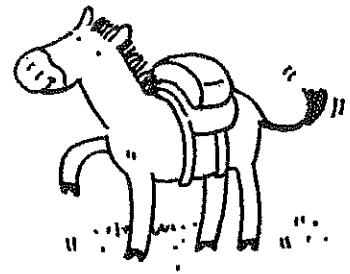


Adjectives

An **adjective** describes a person, place, or thing. Color, size, and number words are adjectives.

► Read each sentence. Underline the nouns. Write the adjective that tells about each noun.

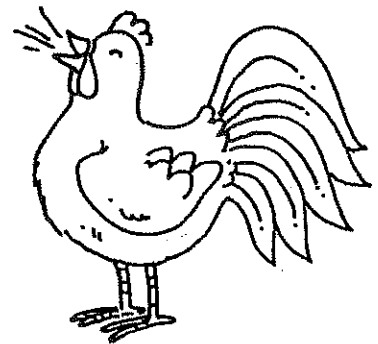
- ❶ The brown donkey carried the heavy sack.



- ❷ The striped cat chased two birds.



- ❸ The little rooster crowed six times.



► Write the adjectives from the sentences above.

- ❹ Write the adjectives that tell what kind.

- ❺ Write the adjectives that tell how many.

Irregular Verbs

go, do

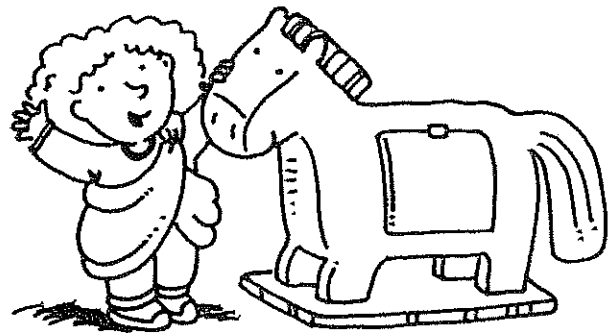
Irregular verbs change their spelling when they tell about the past.

Did is the past form of **do** and **does**.

Went is the past form of **go** and **goes**.

- Read each sentence. Write present if the underlined verb tells about action now. Write past if it tells about action in the past.

Present	Past
go, goes	went
do, does	did

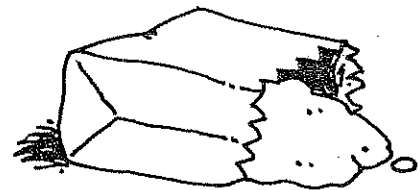
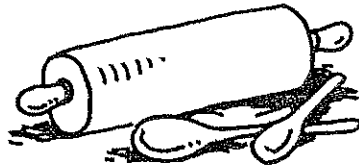
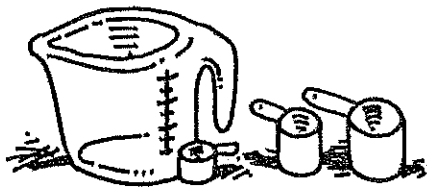


- 1 Grace goes to the playground.
- 2 Some other children go, too.
- 3 Grace does a scene from a story.
- 4 The children do the scene with her.
- 5 Grace went into battle as Joan of Arc.
- 6 She did the part of Anansi the Spider, too.
- 7 In another part, Grace went inside a wooden horse.
- 8 She did many other parts.

Contractions

With *not*

- Read each sentence. Write a contraction for the underlined words.



A **contraction** is two words made into one word. An apostrophe takes the place of the missing letter or letters. In a contraction, **not** becomes **n't**.

- 1 Cindy and Ed could not bake a cake.
- 2 There was not enough flour.
- 3 They are not happy.
- 4 They cannot surprise José.
- 5 Do not give up.
- 6 They did not give up.
They made cupcakes!

- Write a sentence using a contraction you wrote.

A **pronoun** takes the place of the name of a person, place, or thing.

Pronouns

- Read each pair of sentences. Circle the pronoun in the second sentence of each pair. Then write what the pronoun stands for. The first one has been done for you.

1 Wendell did not like to clean his room.

(He) liked a messy room.

Wendell

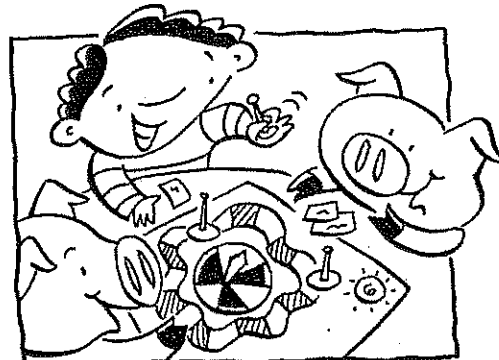
2 Mother wanted Wendell to do some work.
She handed Wendell a broom.

3 The pigs came into Wendell's room.
They helped Wendell clean the room.

4 Wendell and the pigs played a board game.
Wendell and the pigs had fun playing it.

5 The pigs and Wendell played for a long time.
They liked to play games.

6 Wendell was sad to see his friends go.
He liked playing with the pigs.



Name _____

Some verbs add **-ed** to tell about actions that happened in the past.

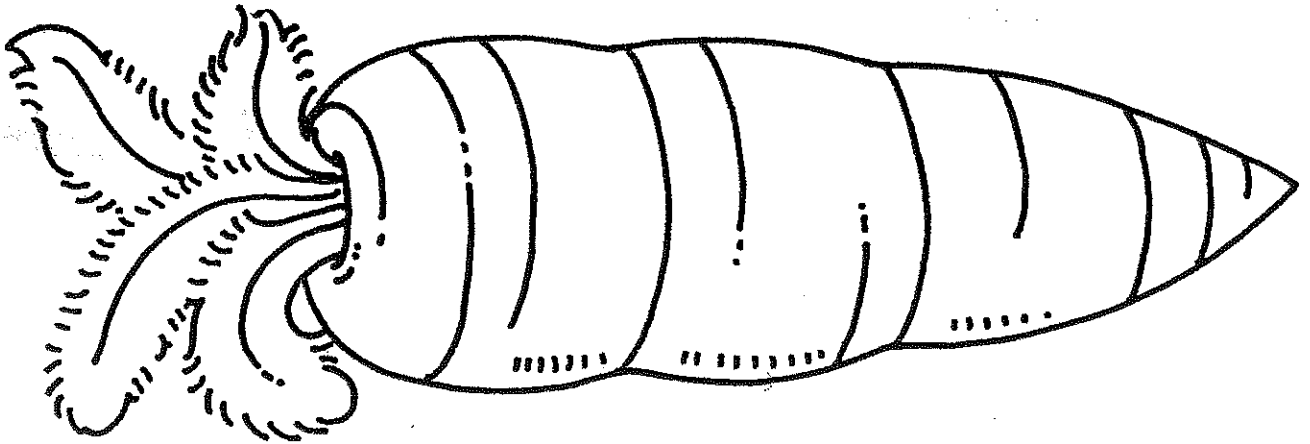
Past-Tense Verbs

► Find the past-tense verb in each sentence. Write it on the line.

- 1 Last spring, Daisy planted a garden. _____
- 2 Floyd watered the garden. _____
- 3 Together they weeded their garden. _____
- 4 One day they discovered a big carrot. _____

► Read each sentence. If the sentence has a past-tense verb, write it on the line. If the sentence does not have a past-tense verb, leave the line blank.

- 5 They like to eat carrots. _____
- 6 They pulled on the carrot. _____

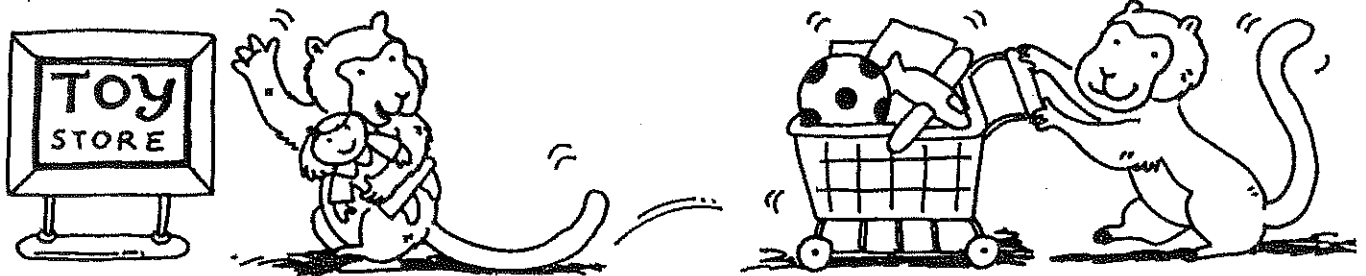


Subject/Verb Agreement

If the naming part of a sentence names one, add **-s** to the action word. If the naming part names more than one, do not add **-s** to the action word.

► Read each sentence. Underline the word in parentheses () that correctly completes it. Write the word on the line.

- 1 Kim _____ a story about a monkey. (write, writes)
- 2 The monkey _____ his friend in the city.
(meet, meets)
- 3 The two friends _____ on the bus. (ride, rides)
- 4 The monkeys _____ for toys and presents.
(shop, shops)
- 5 The store _____ at 7 o'clock. (close, closes)
- 6 The monkeys _____ the time. (forget, forgets)
- 7 The owner _____ the door. (lock, locks)
- 8 The friends _____ on the window. (bang, bangs)
- 9 Many people _____ for help. (call, calls)
- 10 Finally the monkeys _____ the door open.
(hear, hears)



More About Subject/Verb Agreement

► Fill in the bubble next to the verb that correctly completes the sentence.

- 1 Bobby _____ a sandwich for lunch.

☐ bring ☐ brings

- 3 Bobby and Maria _____ lunches.

☐ trade ☐ trades

- 5 The children _____ milk with their lunches.

☐ drink ☐ drinks

- 7 Jill _____ for a ripe, yellow banana.

☐ ask ☐ asks

- 9 Nathan _____ grapes on his tray.

☐ put ☐ puts

- 2 Maria _____ rice and black beans.

☐ like ☐ likes

- 4 The twins _____ fish sandwiches.

☐ eat ☐ eats

- 6 They _____ fresh fruit for dessert.

☐ buy ☐ buys

- 8 Aki _____ strawberries and blueberries.

☐ want ☐ wants

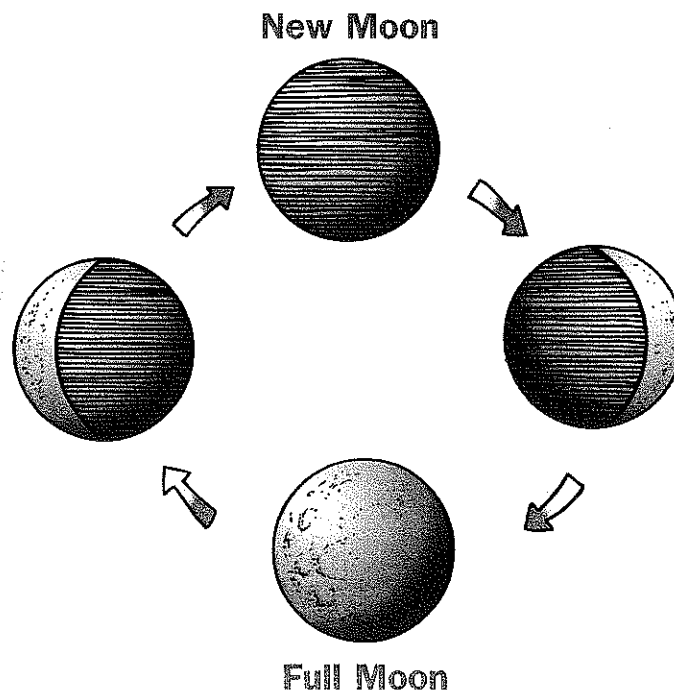
- 10 Paulo and Sylvia _____ seats at the table.

☐ find ☐ finds

The Shapes of the Moon

Think about the moon. What shape does it have? The moon seems to have different shapes. Some nights you can see just a little bit of the moon. Other nights you can see the whole moon. We call this a full moon.

Why doesn't the moon always look the same? The moon is always moving around. Light from the sun hits the moon and bounces off. The lighted part is what we see from Earth. As the moon moves, the sun shines on different parts of it. That is why the moon seems to change shape. But it really doesn't. It just moves. Have you seen the moon's shapes?





Make a Puppet

Have you ever made a puppet? You may have used a sock or a bag. But you can make a puppet from many other things, too. Find a small box or a paper cup. You can make a fun puppet from these. Your puppet can be anything you like.

Make a face for your puppet. Cut shapes from paper. Then glue the shapes on the puppet. Use the shapes for eyes, ears, a mouth, or anything else. You can color or paint the box or cup, too. If you want, you can cut a hole for the nose.

Put the box or cup over your hand. Put your finger in the hole. Then your puppet will have a long nose!

Have fun with your puppet. You can use it to tell a story. What else can you do with it?





Think About It

1. Write three things you can use to make a puppet.

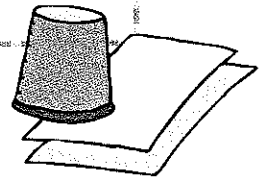
2. How do you make a long nose for your puppet?

3. Write something you can do with a puppet.



Get Ready

Draw a puppet you would like to make.



Tell About It

Tell about your puppet.

a. What is it made from? _____

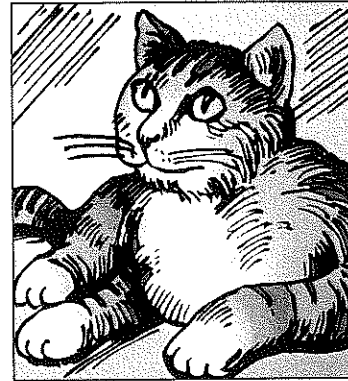
b. How does it look? _____

c. What is its name? _____

The Town News

Cat Comes Back

Skittles is an orange cat. He has had an exciting life. In 2001, his family went to Wisconsin. They took Skittles with them. The family stayed all summer.



In September, it was time to go home. No one could find Skittles. The family looked all over. Skittles was gone. The family left. They went back to Minnesota. They were sad because they missed their pet.

A few months later, the family got a surprise. A cat came to their door. Its paws were raw. The cat was very hungry. The cat was Skittles! He had found his way home. He had walked 350 miles all by himself. It had taken 140 days. That is more than four months.

The family was so surprised. But they were also happy. Now Skittles naps and plays with his pals. He is glad to be home.



Think About It

1. Number these steps 1, 2, 3 to show the order.

_____ Skittles found his way home by himself.

_____ The family was in Wisconsin all summer.

_____ The family went back home without Skittles.

2. How far did Skittles have to go to get home?



Get Ready

How do you think Skittles felt on his trip home?

Write a list of his feelings.



Tell About It

Help Skittles write in a journal. Tell about his long trip home.

Dear Journal,

Skittles



Dr. Mae C. Jemison

What do you want to be when you grow up? Mae Jemison knew when she was just a little girl. She wanted to work in a science lab. Mae Jemison was smart. She worked hard.

She got the job she wanted. Mae Jemison became a doctor. She helped sick people.

Later, Dr. Jemison had another dream. It



was to be an astronaut. Many people had the same dream. In fact, 2,000 people wanted the job! Only 15 people got it. Dr. Jemison was one of them.

In 1992, Dr. Jemison shot into space. She looked down on Earth. What do you think she saw? She saw the town where she grew up. It looked the same as it did on a map. Dr. Jemison flew above Earth for eight days. She was the first African American woman in space.



Think About It

- Evaluating
- Summarizing
- Understanding Vocabulary in Context
- Using Writing Skills

1. What does shot into space mean?

2. How do you know Dr. Jemison had the skills that are needed to be an astronaut?

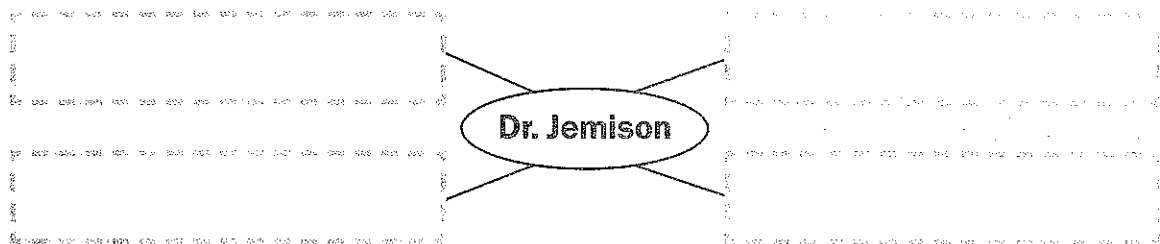
3. Do you think being an astronaut would be hard? _____

Why or why not? _____



Get Ready

Think about Dr. Jemison. Write words that tell about her.



Tell About It

Write about Dr. Jemison. Pretend you are telling someone who does not know about her.

Two Silly Bears

One day, two bear cubs went for a walk. They were hungry. They saw some cheese. They knew they had to share. But each cub was afraid the other would get a bigger part of the cheese. They wanted the parts to be the same. The cubs did not know how to do this. They talked about it. They began to get angry.

Just then, a fox came by. The fox said she could help. She broke the cheese into two parts. She made sure one part was bigger. The bears were not happy about this.

The fox said she could fix it. She took a big bite of the bigger part. The bears said now the other part was bigger. This went on and on until the fox could eat no more. She left two parts for the cubs. They were just the same size. They were tiny. The fox had eaten most of the cheese!





Think About It

1. What would be another good title for this story?

2. What clue told you the fox was going to play a trick?

3. How do you think the bears felt at the end of the story?

Why do you think they felt that way?



Get Ready

What do you think the bears learned? Write your ideas.



Tell About It

Help the bears write a letter to the fox.

Dear Fox,

The Bear Cubs

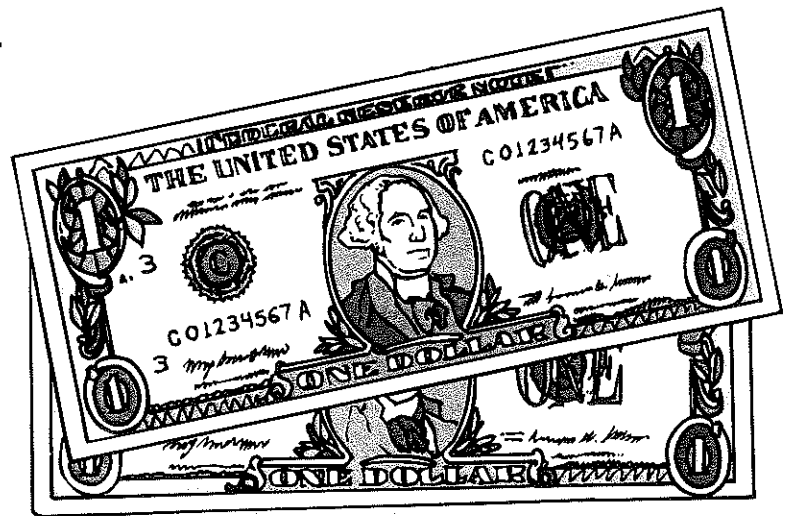


Our First Leader

Who was the first leader of our country? George Washington was. He helped our country get its start.

Long ago, many people moved here from England. The king of England still told the people who moved what to do. Some people wanted to change that. George Washington was one of them.

George Washington led the people in a war and won. He was a good leader in the war. Then the people picked him to be the leader of the new country.



Today, the leaders of our country meet in a city named Washington, D.C. You can see George Washington's picture on some of our money. These are two ways we show how we think about our first leader.



Think About It

- Identifying Cause and Effect Relationships
- Recalling Facts and Details
- Summarizing
- Understanding Sequence
- Using Writing Skills

1. What happened after people moved here from England?

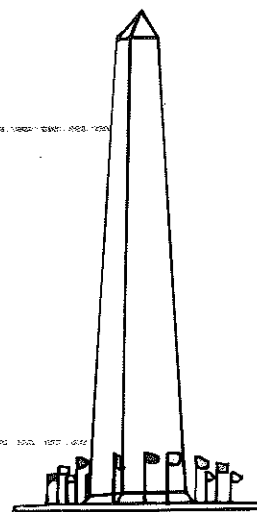
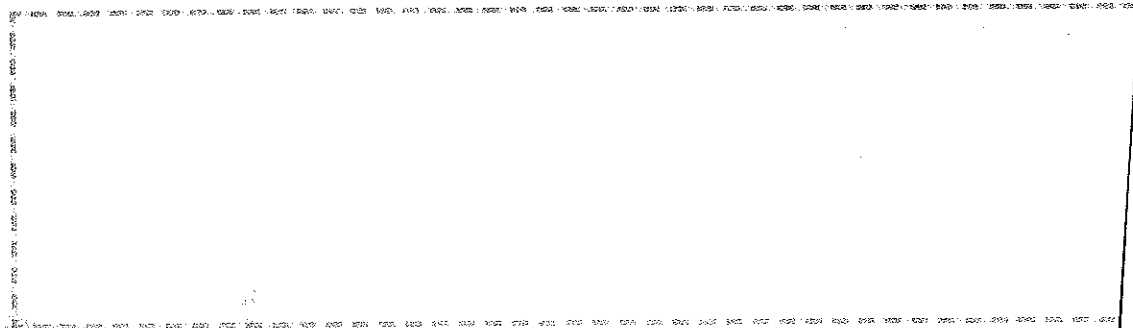
2. Why did the people pick George Washington to be the leader of their new country?

3. What is one way we show how we think of George Washington today?



Get Ready

Draw a sign for the city of Washington, D.C.
Include pictures that tell about George Washington.



Washington Monument



Tell About It

Tell about your sign.

String Music

What You Need

- string
- 2 chairs
- metal fork and spoon
- ruler
- pencil
- metal clothes hanger

What To Do

1. Get a long string and some short strings.
2. Tie one end of the long string to each chair.
3. Tie some things to the long string.

Use the short strings.

4. Move the chairs to make the long string tight. (Sound will go through a tight string better.)
5. Hold the string to your ear.
6. Have a friend tap the things on the string with a spoon.
7. Listen to the string music.





Think About It

1. Which step comes first? Circle it.

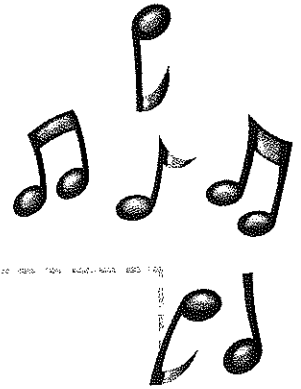
- Hold part of the long string to your ear.
- Tie one end of the long string to each chair.

2. Why does the string have to be tight?



Get Ready

Think of another way to make music or sounds.
Draw a picture of your idea.





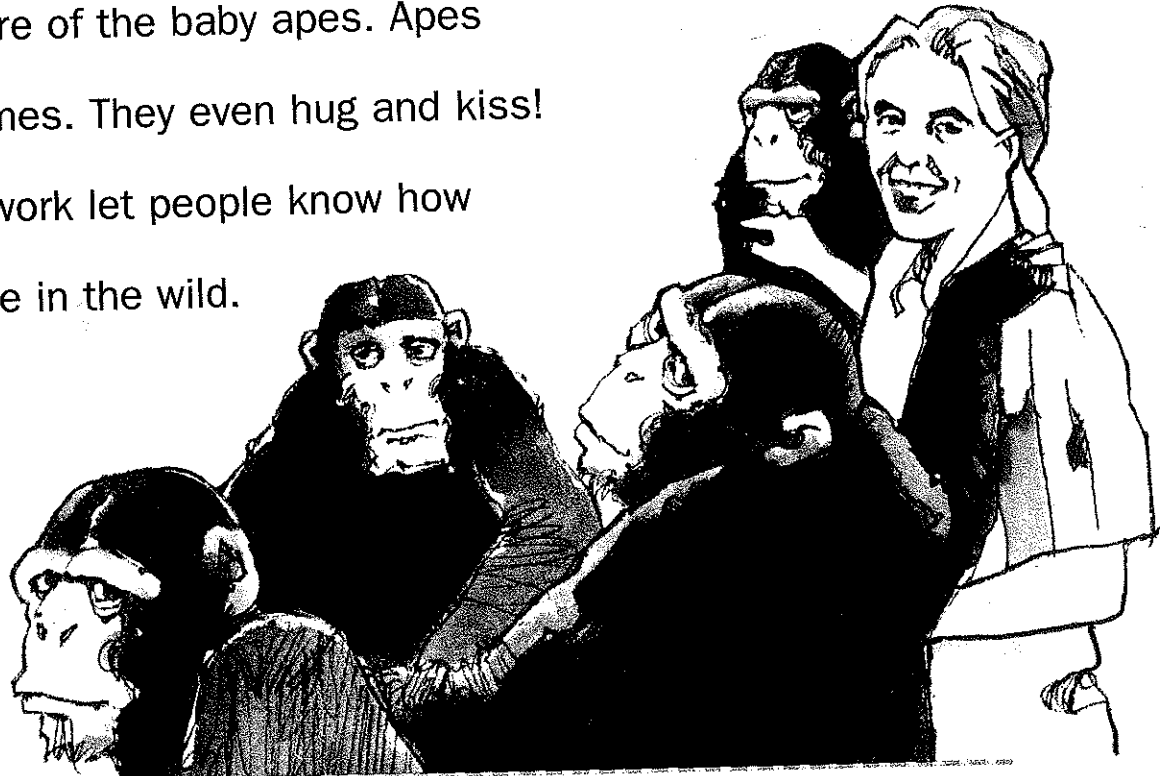
Tell About It

Write about your idea. Tell how to make music.

Jane Goodall's Work

Have you ever seen an ape at the zoo? Did you look at it for a long time? Jane Goodall did. But she went to Africa to do it. She sat and looked at the wild apes there. She took notes about what they did. She did this every day for a long time. She learned about the animals. She cared much about them.

From Jane Goodall's work, we know more about how apes live. She saw that apes nod and pat to say hello to each other. Jane watched the apes use tools to get food. She learned that there is a boss ape. The mothers take good care of the baby apes. Apes play games. They even hug and kiss! Jane's work let people know how apes live in the wild.





Think About It

- Distinguishing Fantasy from Reality
- Drawing Conclusions
- Recalling Facts and Details
- Summarizing
- Synthesizing
- Using Writing Skills

1. Is this article real or make-believe?

How do you know?

2. How did Jane feel about the apes?

What clues tell you this?



Get Ready

Write two things you learned about Jane Goodall.

a. _____

b. _____



Tell About It

What else would you like to learn about Jane Goodall and her work? Write three questions you would like to ask her.

a. _____

b. _____

c. _____

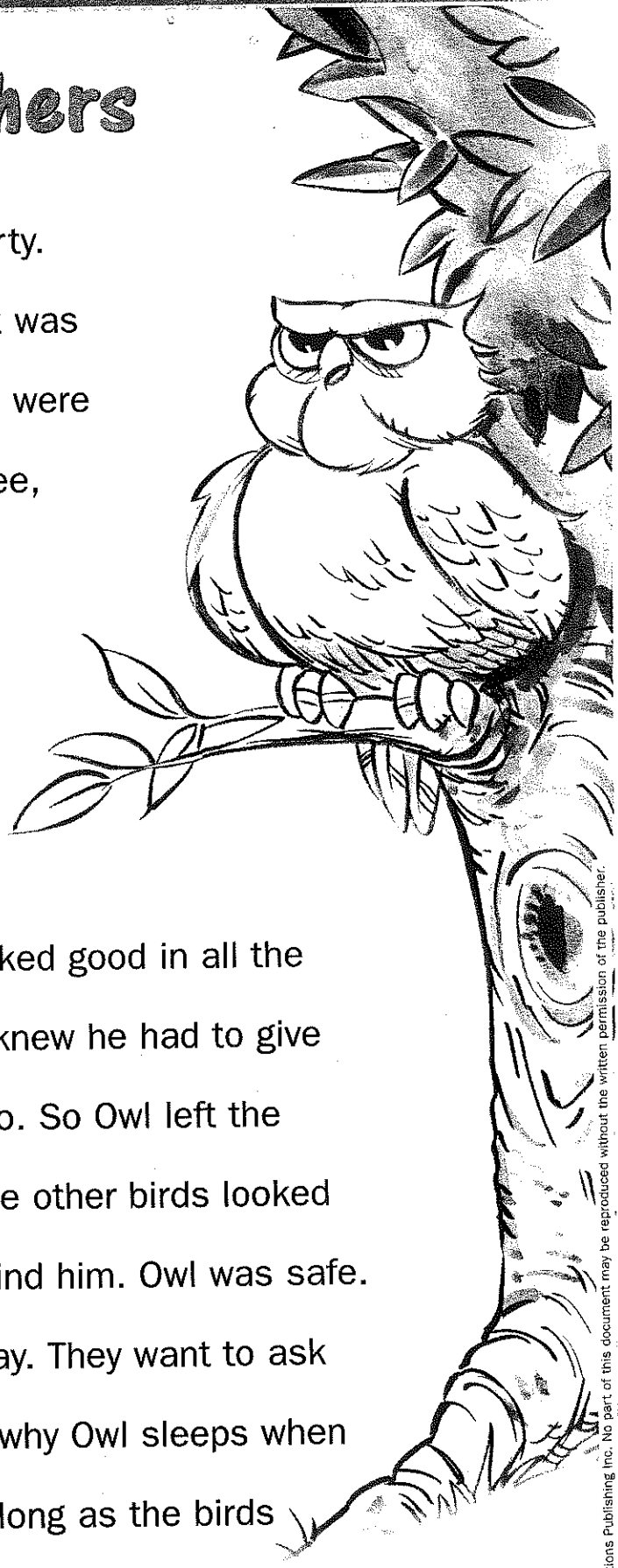
Owl Feathers

The birds wanted to have a party. They would all look their best. Hawk was picked to invite each bird. The birds were very excited. But Owl wasn't. You see, Owl had no feathers. Not even one!

"Please come," said Hawk.
"The birds will lend you feathers."
One by one the birds gave Owl two of their bright feathers.

The night of the party, Owl looked good in all the feathers. But he wasn't happy. He knew he had to give the feathers back. He didn't want to. So Owl left the party. He hid in a hole in a tree. The other birds looked and looked for him. They couldn't find him. Owl was safe.

Birds still look for Owl each day. They want to ask him for their feathers back. That's why Owl sleeps when it's light and goes out at night. As long as the birds are asleep, Owl can keep his feathers.





Think About It

- Evaluating
- Identifying Cause and Effect Relationships
- Making Inferences
- Predicting Outcomes
- Using Writing Skills

1. Why didn't Owl want to go to the party?

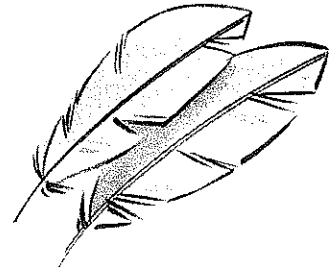
2. Why did Owl look good on the night of the party?

3. How do you think Owl felt at the party? Why?



Get Ready

Owl left the party and hid. Make a list of three other things Owl could have done.



a.

b.

c.



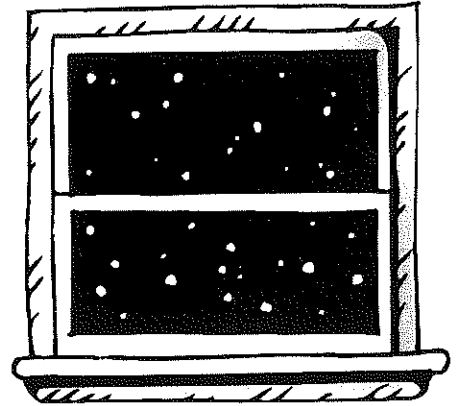
Tell About It

Write a new ending for the story. Tell what might have happened if Owl had not left the party early.

Good Night, Justin!

Justin was in his room. It was time for bed. He didn't want to go to sleep yet.

"The stars are out, Justin," Mom said. "It's time to rest."



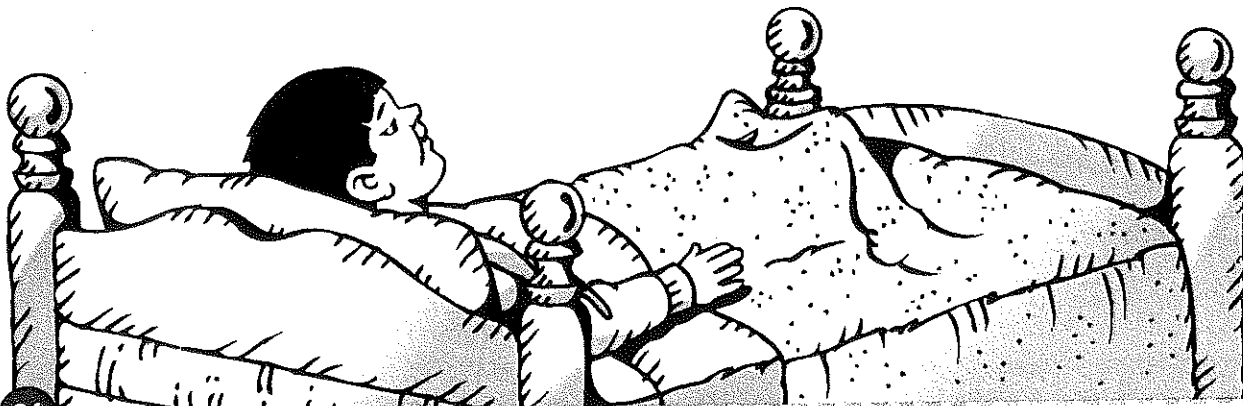
Justin hopped into bed. "I can't be still," he said.

"Even when you lie down, you are moving. You're spinning!" Mom said. Justin didn't understand.

"Earth is spinning all the time," Mom said. "So are you."

"Are you sure, Mom?" Justin asked. "I can't feel it."

"Earth spins very slowly," Mom said. "But it turns all the way around every 24 hours. As Earth turns, the sun shines on different parts of it. That's how we get day and night. So, good night, Justin!"



- Identifying Characters
- Identifying Setting
- Summarizing
- Understanding Sequence
- Using Writing Skills



Think About It

1. Who is this story mostly about?

2. Where does the story take place?

3. What does Justin learn about Earth?



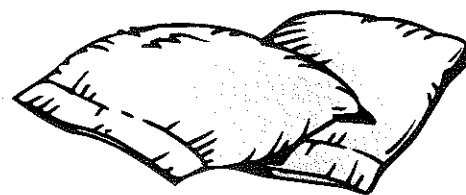
Get Ready

What do you do to get ready for bed? Tell what steps you take. Use the clue words *First*, *Next*, and *Last*.



Tell About It

Write a story about going to bed.



Brave Firefighters

Do you smell smoke? Do you hear the sirens? Here comes the fire truck!

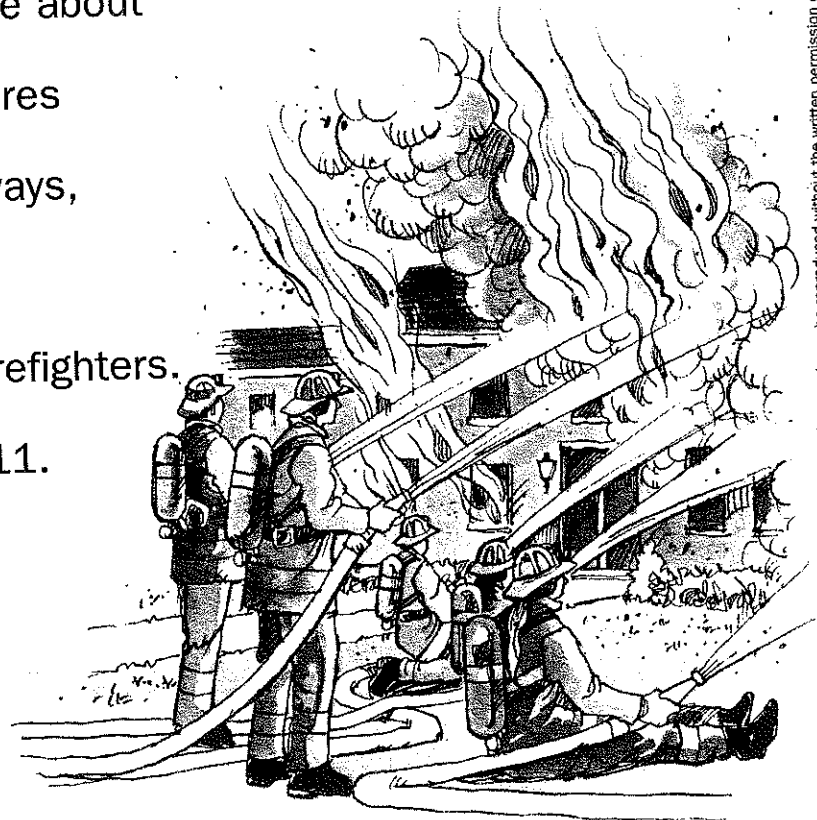
When there is a fire, firefighters put it out. They try to save homes and other places. Firefighters wear big coats, hats, and boots. These things help keep firefighters safe.

Fires burn quickly. That's why firefighters must work quickly. Firefighters might get hurt. They are brave.

Firefighters help get people out of burning buildings. They use ladders and hoses.

Firefighters teach people about fires. They tell how to stop fires before they start. In these ways, firefighters help people.

Neighborhoods need firefighters.
If you ever need one, call 911.





Think About It

- Drawing Conclusions
- Identifying Cause and Effect Relationships
- Making Inferences
- Recalling Facts and Details
- Understanding Facts and Opinions

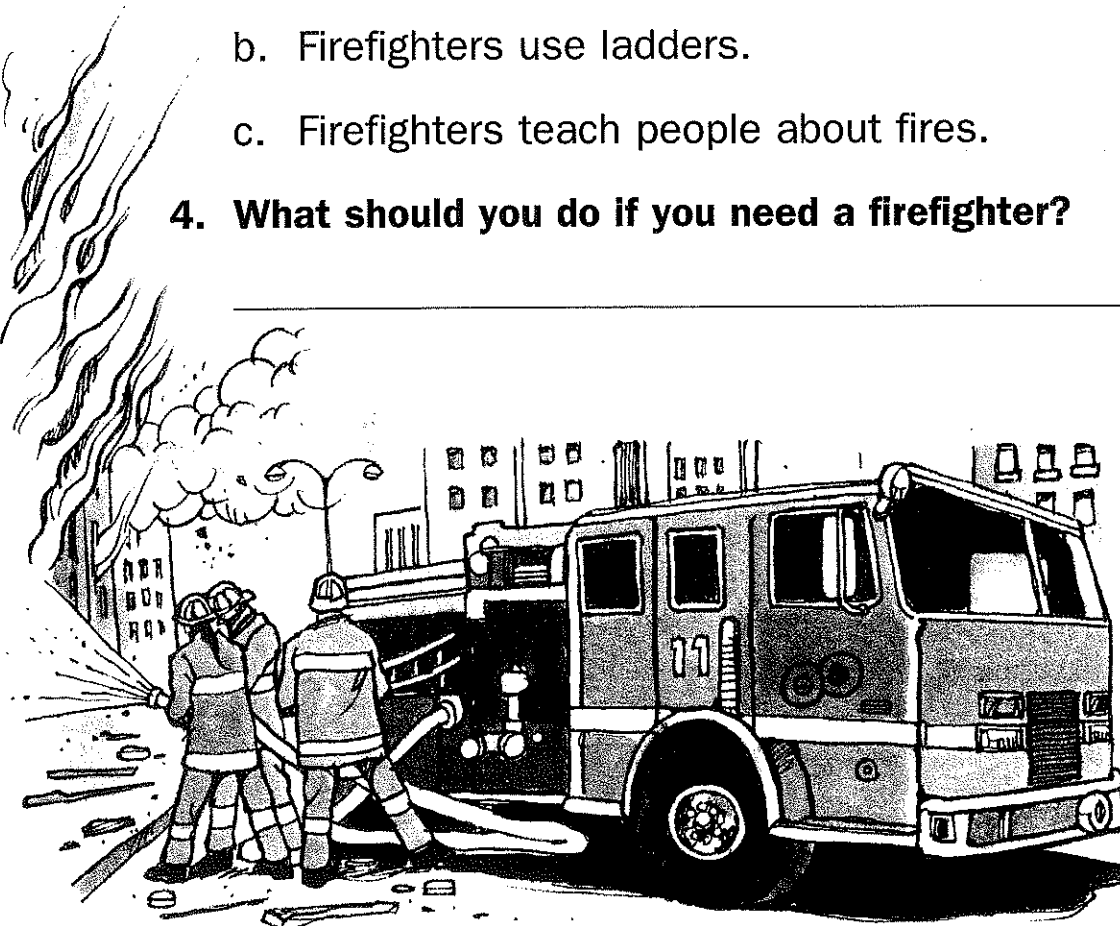
1. What might happen if there were no firefighters?

2. Why do firefighters have to work quickly?

3. Circle the sentence that tells how someone feels about firefighters.

- a. Firefighters are brave.
- b. Firefighters use ladders.
- c. Firefighters teach people about fires.

4. What should you do if you need a firefighter?



- Synthesizing
- Evaluating
- Using Writing Skills



Get Ready

Write things you would like about being a firefighter.
Tell things you would not like.

Being a Firefighter



Things I Would Like

Things I Would Not Like



Tell About It

Would you like to be a firefighter? Tell why or why not.



Test Prep

- Drawing Conclusions
- Identifying Cause and Effect Relationships
- Recalling Facts and Details
- Understanding Vocabulary in Context

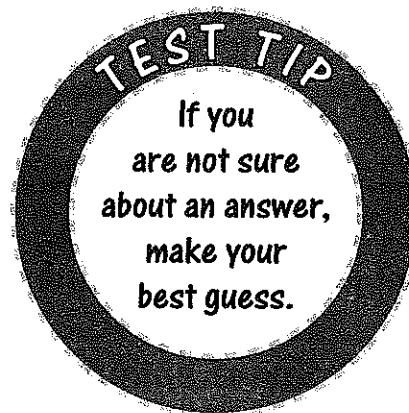
Fill in the bubble for each answer.

1. Which of these is a clue that there is a fire?

- (A) You have to work quickly.
- (B) You see the sun.
- (C) You wear a hat, coat, and boots.
- (D) You smell smoke.

2. Which of these is NOT something a firefighter uses on the job?

- (F) truck
- (G) ladder
- (H) paintbrush
- (J) hose



3. Firefighters wear hats, coats, and boots to _____.

- (A) look good
- (B) keep safe
- (C) keep warm
- (D) keep clean

4. In the article, hoses are _____.

- (F) water
- (G) trucks
- (H) wheels
- (J) tubes

5. A firefighter is a kind of neighborhood _____.

- (A) building
- (B) helper
- (C) problem
- (D) doctor