

Southport Elementary School

Grade 4th

4th grade - 10 day Independent Study

Mr. Elliott's class

English Language Arts

- Please read Holes, Louis Sachar.
 - Complete both the Movie Poster Book Project & Book in a Box Project (see attached assignments and rubrics for details)
- Complete the 6 Weekly English Language Arts reading comprehension pages
- Log a minimum of 30-45 minutes a day on MyLexia
- If you have any ongoing projects, essays, or assignments that are available to you through your Google Drive, please log in and continue working on them

Math

- Complete the 10 Weekly Math Review pages. Attach any pages that you used to show your work
- Log a minimum of 30-45 minutes a day on Reflex Math, Think Central, or Prodigy

Please return to school with your completed Movie Poster Book Project, Book in a Box Project, and all of the English and Math work pages. If you have any questions about the assignments above, please contact your child's teacher.

Mrs. Hinz	tschilling@wusd.k12.ca.us
Mr. Elliott	melliott@wusd.k12.ca.us
Mrs. Webster	kwebster@wusd.k12.ca.us

4th grade - 10 day Independent Study Mrs. Hinz's class

English Language Arts

- Please read The BFG by Roald Dahl.
 - Complete both the Movie Poster Book Project & Book in a Box Project (see attached assignments and rubrics for details)
- Complete the 6 Weekly English Language Arts reading comprehension pages
- Log a minimum of 30-45 minutes a day on MyLexia
- If you have any ongoing projects, essays, or assignments that are available to you through your Google Drive, please log in and continue working on them

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Mrs. Hinz	tschilling@wusd.k12.ca.us
Mr. Elliott	melliott@wusd.k12.ca.us
Mrs. Webster	kwebster@wusd.k12.ca.us

4th grade - 10 day Independent Study ~~Mrs. Webster's class~~

English Language Arts

- Please read Hatchet, Gary Paulson.
 - Complete both the Movie Poster Book Project & Book in a Box Project (see attached assignments and rubrics for details)
- Complete the 6 Weekly English Language Arts reading comprehension pages
- Log a minimum of 30-45 minutes a day on MyLexia
- If you have any ongoing projects, essays, or assignments that are available to you through your Google Drive, please log in and continue working on them

Math

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Mr. Elliott	melliott@wusd.k12.ca.us
Mrs. Webster	kwebster@wusd.k12.ca.us

Movie Poster Book Project

The Project

Pretend the book is going to be made into a movie. Create a movie poster to promote the movie.



The Details

- Use a large piece of poster board for your poster.
- Your poster should include the following elements:
 - The title of the book in large letters and the author of the book.
 - A picture of an important scene from the book (do not duplicate the front cover of the book.)
 - A brief summary of the book, that will make people want to see the movie, but does not give too much away.
 - The names of the actors that will play the main characters (you can use real actors or you can make up names.)
 - 2-3 brief comments from critics (you can make these up.)

Tips for Success

- ✓ Look at movie posters, DVD covers, and advertisements to get ideas.
- ✓ Plan out your poster first so you will have room for everything.
- ✓ Use bright colors.
- ✓ You can write directly on the poster or type the elements out on the computer and cut out and glue the printouts to your poster board.

Name _____ Due Date _____

Title of Book _____



Movie Poster Book Project Rubric



Name _____ Book Title _____

Overall <ul style="list-style-type: none">Poster includes all the required elements: Large title, author, picture, summary, actors for main characters, comments from critics.	
Quality <ul style="list-style-type: none">Poster is detailed, colorful and visually appealing.Written parts are neat with proper spelling, grammar, and punctuation.	
Accuracy <ul style="list-style-type: none">Scene is relevant to the story and not taken from the cover of the book.Summary is accurate, but does not give too much away.Critics' comments are realistic.	
Teacher Comments: <div>Total Score</div>	



Movie Poster Book Project Rubric



Name _____ Book Title _____

Overall <ul style="list-style-type: none">Poster includes all the required elements: Large title, author, picture, summary, actors for main characters, comments from critics.	
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Teacher Comments: <div>Total Score</div>	

Book in a Box

The Project

Decorate a box to represent the book and fill it with objects that represent different parts of the book.



The Details

- You can use a shoebox, oatmeal canister, coffee can or other similarly sized container for this project.
- Decorate your box to go with the book. You can draw pictures yourself or use pictures from magazines or the internet. Be sure to include the title and author of the book on the box as well as your name.
- Find at least 8 different objects. You can use pictures if the object you want to use is too big to fit inside your box.
- For each object, make a note card that includes the name of the object at the top and a paragraph about how the object is an important part of the book.

Tips for Success

- ✓ As you read the book, keep a list of ideas for objects that you might want to use for this project.
- ✓ If you use pictures, glue them onto cardboard backings to make them more durable and appealing.
- ✓ Try to find at least one object for each chapter of the book.

Name _____ Due Date _____

Title of Book _____



Book in a Box Rubric



Name _____ Book Title _____

Overall <ul style="list-style-type: none">• At least 8 objects were included.• Each object has a note card with title and paragraph.• Shoe box is decorated.	
Quality <ul style="list-style-type: none">• Note cards are neat with correct paragraph form, spelling, grammar and punctuation.• Shoebox is appealing. Care was taken with work.	
Accuracy <ul style="list-style-type: none">• Objects represent important elements in the story.• Note cards explain importance of each object.• Shoebox is decorated appropriately; title and author are prominently displayed.	
Teacher Comments: <div style="text-align: right;">Total Score</div>	



Book in a Box Rubric



Name _____ Book Title _____

Overall <ul style="list-style-type: none">• At least 8 objects were included.• Each object has a note card with title and paragraph.• Shoe box is decorated.	
Quality <ul style="list-style-type: none">• Note cards are neat with correct paragraph form, spelling, grammar and punctuation.• Shoebox is appealing. Care was taken with work.	
Accuracy <ul style="list-style-type: none">• Objects represent important elements in the story.• Note cards explain importance of each object.• Shoebox is decorated appropriately; title and author are prominently displayed.	
Teacher Comments: <div style="text-align: right;">Total Score</div>	

Name:

Fiction: Compare & Contrast Stories from Different Cultures – Q4:1 Date:
As you answer this week's questions, highlight your evidence in the text.

Why the Bear Has a Stumpy Tail

A folktale from Norway

One day a hungry fox stole a string of fish from a fisherman. As he ran away with his stolen meal, he encountered a very large bear.

"Hold on there, Fox." Bear licked his lips as he blocked the fox's path. "Give me some of your fish."

Fox wanted to keep all the fish to himself. However, he was frightened by the bear's sharp teeth and claws.

"I'm happy to share," said the clever fox, "or I could teach you my secret to catching them. Then you could fill your belly with fish whenever you wanted."

"Teach me, now," demanded Bear.

Fox led Bear to an ice covered lake.

"First, cut a hole in the ice," said Fox.

Bear dug out a hole with his claws.

Fox continued. "Next, stick your tail in the hole and sit very still. Hold it there for as long as possible because the longer you wait, the more fish you'll catch. Don't worry if your tail starts to sting. That's how you know the fish are biting. Once you've waited a good long time, yank your tail out with a hard sideways pull."

In those days, bears had long beautiful tails. So Bear said to Fox "If you caught all those fish with your plain-looking tail, imagine how many fish a **glorious** tail like mine can reel in!"

"Exactly my thoughts." Fox smiled. "I'll be on my way, then. Don't want to disturb your fishing."

Fox scurried away, dragging his long string of fish behind him.

Bear did everything just as Fox said. When it came time to pull his tail out, he gave a strong sideways yank. The hole had frozen over, so when the bear pulled, his tail snapped off and stayed stuck in the ice.

Poor Bear's tail never grew back. And that is why bears have short, stumpy tails.

Name:

Fiction: Compare & Contrast Stories from Different Cultures – Q4:1 Date:
As you answer this week's questions, highlight your evidence in the text.

Clever Mrs. Fox

A folktale from India

One evening, when Mr. and Mrs. Fox were headed back to their burrow, a ferocious tiger leapt out in front of them.

Mr. Fox trembled with fear. Mrs. Fox was frightened, also, but she didn't let it show. Instead she looked the tiger right in the eye, saying, "Lord Tiger, we're so glad we found you!"

"You are?" asked the surprised tiger.

"Oh, yes," said Mrs. Fox. "Mr. Fox and I would be grateful for your advice. We can't agree on a solution to our problem."

"And what problem is that?" asked Lord Tiger.

"Sad as it may be, Mr. Fox and I have decided to end our marriage."

"We have?!" yipped Mr. Fox.

"Don't interrupt, dear." Mrs. Fox winked at her husband. Mr. Fox had no idea what his wife was up to, but he let her continue.

"When we part ways, we must divide our five children between us, but we are unsure how to do so fairly."

Lord Tiger licked his lips. "Five children, you say?"

"Five sweet, plump fox cubs," stated Mrs. Fox. "Can you help us?"

"There's nothing I'd like more." Lord Tiger could already taste their tender young meat on his tongue. "But to come up with the best solution, I'll need to see the cubs myself."

"A brilliant idea!" said Mrs. Fox.

As they headed toward home, Mr. Fox whispered to his wife. "Are you sure you know what you're doing?"

"Indeed. This is exactly the help we need," Mrs. Fox whispered back.

When they'd arrived back at their burrow, Mrs. Fox said to her husband. "Go inside and get our children ready to greet our visitor while I keep Lord Tiger company."

Mr. Fox disappeared down the hole.

Time passed, and Lord Tiger grew impatient. "What's taking them so long? They should be out to greet me by now."

"Why don't I go inside and help my husband with the children?" Mrs. Fox suggested. "After all, there are some things only a mother can do for her children."

"Go!" Lord Tiger commanded.

Clever Mrs. Fox bowed to Lord Tiger, then backed her way down the hole safely into her burrow.

Lord Tiger waited and waited for the fox family to come out. He called to them, but there was no reply. Realizing he'd been tricked, Lord Tiger **slunk** away, hungry.

Mr. and Mrs. Fox raised their cubs together, and stayed married for the rest of their lives.

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Monday	Tuesday
Based on the titles, how are these two folktales similar? <hr/>	From what point of view are both stories being told? <hr/>
Who are the characters in "Why the Bear Has a Stumpy Tail"? <hr/>	Who are the characters in "Clever Mrs. Fox"? <hr/>
How are the settings in both folktales similar? <hr/>	What problem does the fox have in "Why the Bear Has a Stumpy Tail"? <hr/>
Determine the meaning of the word glorious in the story. <hr/>	How is the fox's problem in the first story different from the fox's problem in the second story? <hr/>
Wednesday	Thursday
Determine the meaning of the word slunk in the story. <hr/>	What question about bears did the folktale answer? <hr/>
Based on the evidence, what do these cultures believe to be true about foxes? <hr/>	How did Mrs. Fox signal her husband to go along with her plan? <hr/>
Why did the bear agree to not take all of fox's fish? <hr/>	<i>Lord Tiger licked his lips. "Five children, you say?"</i> Based on the evidence, what was Lord Tiger planning to do? <hr/>
Why did the bear feel he could catch more fish than the fox? <hr/>	How did Lord Tiger feel when he realized he had been tricked? Support your answer with evidence from the text. <hr/>

Name:

Nonfiction: Text Features – Q4:2

Date:

As you answer this week's questions, highlight your evidence in the text.

Hurricanes

A hurricane is a giant spinning rain storm. They form over very warm ocean water near the Equator. Water temperature is 80° or above. (How warm is that? The typical temperature of a heated swimming pool is 78°- 82°.)

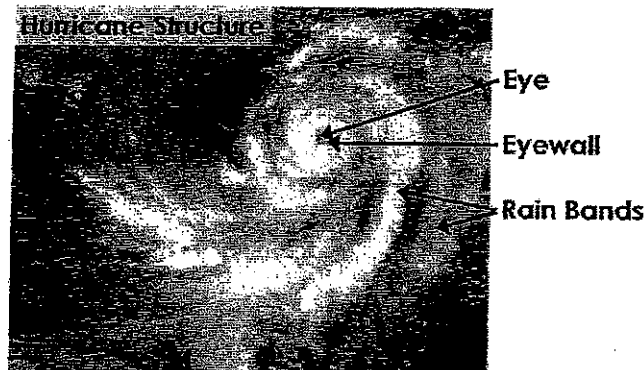
A tropical storm forms when strong winds swirl inward and up, creating a giant funnel of water. Not all tropical storms become hurricanes. That depends on the wind speed. Tropical storms can have wind speeds up to 73 mph. Once wind speeds hit 74 mph, the storm is classified as a hurricane.

Hurricanes are classified into five categories.

Category	Wind Speed	Storm Surge (how much the water rises above sea level)	Damage
1	74 to 95 mph	4-5 feet	Some Damage
2	96 to 110 mph	6-8 feet	Moderate Damage
3	111 to 130 mph	9-12 feet	Extensive Damage
4	131 to 155 mph	13-18 feet	Devastating Damage
5	> 155 mph	18 feet+	Catastrophic Damage

Most hurricanes, however, occur only at sea. They never get close enough to land to cause damage.

From above, a hurricane looks like a ring of clouds circling a center of calmer weather. This center is called the "eye". If you were in the eye of a hurricane, you might even see a blue sky. The eye of the storm is the warmest section. Just outside the eye, you will find the eyewall. The eyewall is made up of thunderclouds and connects to the outermost part of a hurricane, the rain bands.



In North America, we call tropical cyclones hurricanes. However, the exact same weather condition is known as a typhoon when it occurs in the Pacific Ocean off the coast of Asia. In other areas, tropical cyclones are just called tropical cyclones. Some regions of the world don't get any hurricanes due to colder water temperatures.

Although hurricanes can be dangerous, technology now allows us to predict where and when they may hit. Also, communities can now be told to evacuate or leave an area days before any rain even falls. While hurricanes can still be devastating to structures, people's lives can be saved.

Monday	Tuesday
<p>Before you read, look at the text features. What do you think you will read about?</p> <hr/>	<p>Why do authors use charts in a text?</p> <hr/>
<p>What is a Hurricane?</p> <hr/>	<p>Why do authors use diagrams in a text?</p> <hr/>
<p>According to the text, when does a tropical storm become a hurricane?</p> <hr/>	<p>According to the chart, if a hurricane has wind speeds of 103 miles per hour, which category will it be classified under?</p> <hr/>
<p>What information is included in the chart?</p> <hr/>	<p>Which category hurricane causes devastating damage?</p> <hr/>
Wednesday	Thursday
<p>According to the diagram, what are the three main parts of a hurricane?</p> <hr/>	<p>Write a short summary about this text.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>What is the main idea of the last paragraph?</p> <hr/>	
<p>If you were in the eye of a hurricane, what might you see?</p> <hr/>	
<p>What are tropical cyclones called near Asia?</p> <hr/>	

Name:

Nonfiction: Text Features – Q4:3 Date:

As you answer this week's questions, highlight your evidence in the text.

For Every Fruit, There is a Season

If you pack a lunch, you probably include a piece of fruit. Fresh fruit can be delicious! Although, you might not want to pack the same fruit throughout the school year. It could get pretty boring eating the same fruit every day. But there are even better reasons to change things up and eat fruit when it's in season. In season fruit is less expensive and tastes better. "In season" means that growers have just picked that ripe crop. Fruit that is not in season comes from far way. Some of our fruit comes all the way from Australia or China.

Eating fruits that are in season saves money at the grocery store. Let's look at the cost of blueberries. Peak blueberry season is May—August. A half-pint of blueberries in the summer costs about \$2. However, if you **crave** blueberries in the winter, they will cost you twice as much. Out of season fruits are more expensive because it costs more to ship them to your grocery store from far way. Is it really worth it to spend more money on fruit that won't taste as sweet?

In season fruit really does taste better. It's picked at the peak of ripeness and flavor. Out of season fruit is often picked before it's ripe. Why? Because if a ripe fruit was shipped thousands of miles to your store, it would be over-ripe by the time it got there. Fruit that ripens in the sun tastes so much better than fruit that ripens in a refrigerated truck.

When a fruit isn't in season it can taste very different. For example, apples ripen in the fall. So, an apple packed in your lunch box in October should be sweet and crispy. In March, when apples are out of season, the skin can be tough and the inside can be mushy.

How long a fruit is in season depends on the fruit. Bananas are in season year-round. Tangerines are only in season in December. Watermelons are summer fruits. They're in season May—August. When is your favorite fruit in season?

Seasonal Produce Guide

	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
Apples												
Bananas												
Blueberries												
Cherries												
Grapes												
Oranges												
Peaches												
Pears												
Plums												
Strawberries												
Tangerines												
Watermelon												

Nonfiction: Text Features – Q4:3

Monday	Tuesday
<p>Before you read, look at the text features. What do you think you will read about?</p> <hr/>	<p>Why did this author include a chart called "Seasonal Produce Guide"?</p> <hr/>
<p>What would be another good title for this text?</p> <hr/>	<p>If your fruit isn't in season, where might it be coming from?</p> <hr/>
<p>According to the text, what does "in season" mean when talking about fruit?</p> <hr/>	<p>What is the main idea of the second paragraph?</p> <hr/>
<p>Determine the meaning of the word crave.</p> <hr/>	<p>Give one detail that supports the main idea above.</p> <hr/>
Wednesday	Thursday
<p>If you are trying to save money on peaches, what months should you buy them?</p> <hr/>	<p>Write a short summary about this text.</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>According to the third paragraph, when should fruit be picked?</p> <hr/>	
<p>If you want to eat the sweetest strawberries, when should you buy them?</p> <hr/>	
<p>Why did the author write this text?</p> <hr/>	

Name:

Fiction: Review – Q4:4

Date:

As you answer this week's questions, highlight your evidence in the text.

The Butterfly Princess

Once upon a time, a poor young orphan girl named Eva lived alone in a tiny cottage in the forest. She was very good and very beautiful but she had only rags to wear and old wooden boxes for shoes. Despite her awkward footwear, Eva loved to dance. The boxes clumped on the floor when she imagined herself waltzing in a pretty gown. Every girl in the kingdom had heard the king was giving an enormous ball to find this son, Prince Arthur, a bride.

"I can't go to a ball in rags, wearing wooden boxes on my feet," she muttered to herself as she was working in her little garden, picking cabbages. A toad at her feet opened its mouth wide, and zapped out his tongue to catch a beautiful butterfly hovering over Eva's mint patch.

"No you don't" said Eva, swatting the toad away just in time.

The butterfly turned into a little fairy dressed all in silks the color of butterfly wings.

"I owe you my life," she told Eva. "For your kindness, I am going to help you go to the ball the Prince is having at the palace tonight. We're going to make a princess out of you. No more dancing in wooden boxes."

"But I am not really a princess!" said Eva.

"I've been watching you. You are every bit as much a princess as anyone else there. You are good and kind, and those are qualities every future queen must have."

"I have nothing to wear," said Eva, shaking a boxed foot at the fairy.

"Makeovers are my specialty," said the fairy. "And you will finally have the right shoes for dancing."

She made over Eva, with a wave of her magic wand, putting her in a beautiful, shimmering blue gown, and arranging her long brown hair into lovely curls. Best of all, she gave Eva soft silver slippers that fit her feet perfectly. Then she summoned a fairy coach made of silver, drawn by fairy horses. Eva climbed inside and went to the palace ball.

When Prince Arthur saw Eva, he asked her to dance with him.

"You dance beautifully," he told her.

"It's so easy to dance in these shoes," she said, as she twirled in her new slippers. After learning to dance in wooden boxes, dancing in slippers was wonderful.

Prince Arthur was tall and handsome, and when he talked with Eva, she found that he was also intelligent and kind. They fell madly in love, and with the blessing of the king, who had worried his son would never find his future queen, Eva and Prince announced their engagement. Before the month was over, Eva became the wife of Prince Arthur.

At their wedding, guests were **astounded** to see clouds of beautiful butterflies following the bride. Eva was not surprised, for she knew the fairy was watching over her.

Name:

Fiction: Review – Q4:4

Date:

As you answer this week's questions, highlight your evidence in the text.

The Princess without a Gown

Tears filled Anna's eyes as she added the silver gown to one of the donation bags. Tomorrow was the school play and she now had no costume. She had planned to wear the expensive princess costume she had worn for Halloween last year, but when she tried it on, it was way too small! How had she grown so much since last October? It was too tight, too short, and impossible to zip. The only good thing was that while looking for the costume, she had collected four bags of things to donate to the local charity store.

"What is wrong?" Grandmother asked when Anna brought the bags out. Anna wiped away a **stray** tear that had been left behind.

"I need a princess costume for the school play tomorrow. I was counting on wearing my Halloween costume, but it is too small," Anna admitted. "I have the lead role and everyone at school will see me. How can the princess have nothing to wear? All I found were things to donate."

"No good deed goes unrewarded," said Grandmother. "You've gathered great things someone will be happy to use. And you just need to be a princess? Not a tree or a bear? Not a dragon?"

"Just a princess," said Anna, managing a smile.

"Princess is easy," said Grandmother. "Trees and bears and dragons would be a big challenge. Let's go take these things down to the charity store. We can make a princess out of you there in no time."

"The place I give my old clothes to?" asked Anna. "But I was hoping for something nice and sparkly and silver."

"They don't just have old clothes," said Grandmother. "They have old princess clothes too. We will find you something perfect."

Grandmother drove Anna to the local thrift store, and she led her to a whole row of beautiful, used, fancy dresses people had donated. They had every color and all kinds of styles.

"Here are some silver sparkles," said Grandmother, pulling out a few gowns decorated with shiny sequins. "I can make **alterations** to the dress on my sewing machine to make it fit better if we need to."

The third gown Anna tried on was perfect. It was too long, and a little too big in the waist, but it made her feel like a princess.

In the jumble of donated jewelry, Grandmother found a rhinestone necklace that made a perfect crown.

The next day, the other kids in the play couldn't believe Anna's new costume had come together so quickly.

"Where did you find the perfect dress so fast?" asked one of her friends.

"Give a little, get a little back," said Anna. "It works like magic."

Monday	Tuesday
What is the setting of "The Butterfly Princess"? _____	From what point of view are both stories being told? _____
Who is the main character in "The Butterfly Princess"? _____	Why does the fairy help Eva? _____
What problem does Eva have? _____	Determine the meaning of the word stray in the story. _____
Determine the meaning of the word astounded in the story. _____	How is "The Butterfly Princess" like other fairytales you've read? _____
Wednesday	Thursday
How are the two stories similar? _____	"Give a little, get a little back." Why does Anna say this? _____
How is Anna feeling at the beginning of the story? How do you know? _____	How are the fairy and the Grandmother similar in the stories? _____
What problem does Anna have? _____	Based on the evidence, how are Eva and Anna similar in the stories? _____
Determine the meaning of the word alterations in the story. _____	How is the theme in both stories similar? _____

Name:

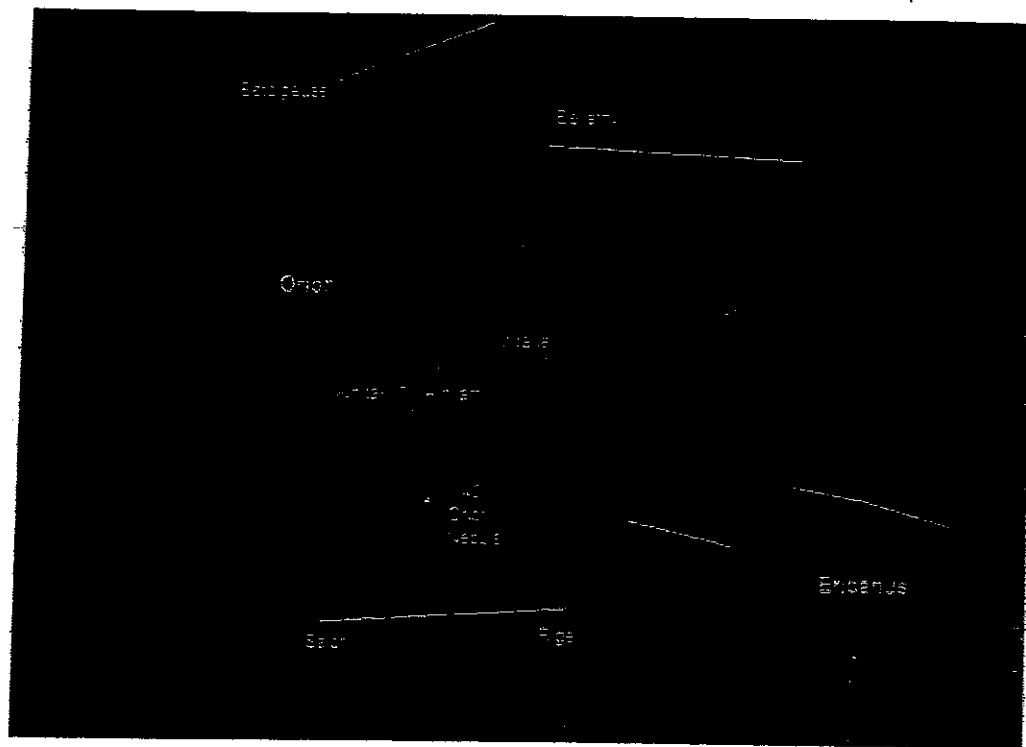
Nonfiction: Review – Q4:5 Date:

As you answer this week's questions, highlight your evidence in the text.

Stories in the Stars

Long ago, in the great darkness at night, people gazed at the stars. Before electricity and lights, the stars appeared very bright and big. They also seemed so close. All over the world, people looked up at the huge lights in the sky and made up stories about the patterns they traced. Everyone saw the same stars. However, each culture saw a different picture in the sky when they connected the shiny dots. The Ancient Greeks and Vikings each had their own story about the same **constellation**.

Ancient Greeks saw a giant hunter named Orion. Orion was the son of Poseidon, the god of the sea. Orion grew up to become a mighty hunter. He carried a huge club. His dog, Sirius, hunted alongside him. Orion was a very successful hunter—too successful. He **boasted** that he would hunt down every animal on earth. Mother Earth did not want that to happen. She sent a giant scorpion to kill Orion. When he died, he and his faithful dog were put among the stars. Three bright stars make up Orion's belt. Three other stars form the club he holds. The brightest star beside Orion is his dog, Sirius. The scorpion followed Orion up to the sky. It became the constellation called Scorpio. Scorpio still chases Orion across the night sky. He never catches him because the two constellations never appear in the sky at the same time.



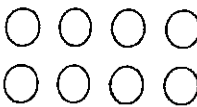
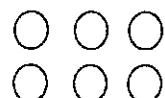
The Vikings did not see a hunter. They saw the goddess Frigg. Frigg was the wife of Odin, the chief of the gods. She was the goddess of many things, including love, marriage, destiny, weaving and spinning. Frigg weaved the clouds. She also weaved people's fate. That meant she decided how people's lives turned out. In Viking times, women wound wool around two different types of sticks to spin the wool into thread. One of these sticks was called a distaff. The other was known as a spindle. To the Vikings, the three stars that the Greeks thought made Orion's belt formed Frigg's distaff. They saw the three stars of Orion's club as Frigg's spindle.

Nonfiction: Review – Q4:5

Monday	Tuesday
<p>Before you read, look at the title and picture. What do you think you will learn about?</p> <hr/>	<p>Why did the author include a picture of the Orion constellation?</p> <hr/>
<p>What is the main idea of the second paragraph?</p> <hr/>	<p>Why do you think different cultures made up different stories about the stars?</p> <hr/>
<p>According to the text, what did people do a long time ago while looking at the stars?</p> <hr/>	<p>According to the text, who was Orion?</p> <hr/>
<p>Determine the meaning of the word boasted.</p> <hr/>	<p>How did Mother Earth feel about Orion? Support your answer with evidence from the text.</p> <hr/>
Wednesday	Thursday
<p>Will the scorpion ever catch Orion in the sky? Explain.</p> <hr/>	<p>Write a short summary about this text.</p> <hr/>
<p>How is the Greek's story different from the Viking's story?</p> <hr/>	<hr/>
<p>According to the text, who was Frigg?</p> <hr/>	<hr/>
<p>What text structure did the author use for this text?</p> <hr/>	<hr/>

Name: _____



Weekly Math Review - Q3:1 Date: _____

Monday	Tuesday	Wednesday	Thursday										
What is the VALUE of the underlined digit? 8,0 <u>9</u> 8,375 8,098,375	Write 2,000,947 in each form. Word: Expanded:	Round 543,829 to the nearest... 100: 1,000: 10,000:	Compare the numbers using >, <, or =. 1,309,754 _____ 1,093,888 984,764 _____ 1,232,430										
Find the Difference. 23,841 - 7,983	Find the Sum. 82,694 + 3,899	Find the Difference. 28,547 - 8,759	Find the Sum. 213,857 + 43,762										
Find the Quotient. 4,387 ÷ 6	Find the Product. 447 x 63	Find the Quotient. 8,275 ÷ 8	Find the Product. 7,549 x 8										
Nicholas has saved up \$6,482 from his last 7 birthdays. If he gets the same amount every year for his birthday, how much money does Nicholas get on one birthday?	Ms. Sharp baked 21 trays of cookies with 35 cookies on each tray. If she needs to bake 840 cookies, how many more trays will she need to make?	There are 35 rows in the stadium with 896 seats in each row. How many seats are there altogether in the stadium?	Mr. Rogers makes \$35,876 a year. His yearly living expenses are \$26,988. How much money does Mr. Rodgers have after he pays his living expenses?										
Complete the pattern. 67, 57, 47, 37, _____, _____	Find the factors of 45.	Create a pattern with the rule $n \times 2 + 1$ <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>10</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	10						Find the least common multiple of 3 and 4.
1	2	3	4	10									
Compare the fractions using >, <, or =. $\frac{4}{5}$ _____ $\frac{3}{7}$ $\frac{3}{5}$ _____ $\frac{8}{10}$	Rewrite the improper fraction as a mixed number. $\frac{8}{3}$ $\frac{15}{5}$	Find an equivalent fraction. $\frac{4}{7}$ $\frac{6}{12}$	Rewrite the mixed number as an improper fraction. $3\frac{2}{4}$ $4\frac{2}{5}$										
Solve. $\begin{array}{r} 1\frac{3}{4} \\ + 2\frac{3}{4} \\ \hline \end{array}$ $\begin{array}{r} 3\frac{1}{3} \\ - 1\frac{2}{3} \\ \hline \end{array}$	Solve. $\begin{array}{r} 1\frac{5}{6} \\ + 4\frac{3}{6} \\ \hline \end{array}$ $\begin{array}{r} 4\frac{2}{5} \\ - 2\frac{3}{5} \\ \hline \end{array}$	Solve. $\begin{array}{r} 2\frac{7}{8} \\ + 2\frac{3}{8} \\ \hline \end{array}$ $\begin{array}{r} 3\frac{1}{4} \\ - 1\frac{3}{4} \\ \hline \end{array}$	Solve. $\begin{array}{r} 2\frac{3}{7} \\ + 4\frac{6}{7} \\ \hline \end{array}$ $\begin{array}{r} 2\frac{1}{6} \\ - 1\frac{5}{6} \\ \hline \end{array}$										
Jonathan went to Publix with his mom. They bought $\frac{1}{8}$ pound of almonds, $\frac{2}{8}$ pound of cashews, and $\frac{5}{8}$ pound of walnuts. How many pounds of nuts did Jonathan and his mother purchase?	Ms. Rivera has a pack of pencils. $\frac{2}{10}$ of the pencils are red, $\frac{4}{10}$ are blue, and the rest are green. What fraction of the pencils are green?	Mary's house is $\frac{3}{4}$ of a mile from Kerry's house. Kerry's house is $\frac{1}{4}$ of a mile from Gina's house. How far is it from Mary's house to Gina's house?	Dan drank $\frac{3}{7}$ of his water bottle before lunch and $\frac{3}{7}$ of his water bottle after lunch. How much water is left?										
What is $\frac{1}{2}$ of 8? 	Draw a picture to answer. What is $\frac{1}{4}$ of 12?	 $\frac{1}{2}$ of 6 is _____ $6 \times \frac{1}{2} =$ _____	Solve. $4 \times \frac{1}{5} =$ $5 \times \frac{1}{3} =$										

Name:

Weekly Math Review - Q3:2 Date:

Weekly Main Review - Q3.2 Date: _____

Monday	Tuesday	Wednesday	Thursday										
<p>What is the <u>VALUE</u> of the underlined digit?</p> <p>3,4<u>2</u>8,085 3,428,0<u>8</u>5</p>	<p>Write 1,784,000 in each form.</p> <p>Word:</p> <p>Expanded:</p>	<p>Round 4,383,918 to the nearest...</p> <p>100:</p> <p>1,000:</p> <p>10,000:</p>	<p>Compare the numbers using >, <, or =.</p> <p>7,539,928 _____ 7,359,999</p> <p>338,840 _____ 284,499</p>										
<p>Find the Difference.</p> <p>48,007 - 9,758</p>	<p>Find the Sum.</p> <p>23,848 + 54,999</p>	<p>Find the Difference.</p> <p>30,280 - 3,895</p>	<p>Find the Sum.</p> <p>198,483 + 88,985</p>										
<p>Find the Quotient.</p> <p>5,487 ÷ 7</p>	<p>Find the Product.</p> <p>845 x 58</p>	<p>Find the Quotient.</p> <p>2,593 ÷ 4</p>	<p>Find the Product.</p> <p>9,488 x 6</p>										
<p>Every year Maria collects acorns. If she collects 1,378 acorns each year for 7 years, how many acorns will she have?</p>	<p>Andrea is having a snowball fight. She made 6 piles of snowballs with 36 in each pile. How many more piles of snowballs will she need to make to have 360 snowballs total?</p>	<p>Each classroom has 6 rows of 5 desks. How many desks are there in 45 classrooms?</p>	<p>Over the last 8 years, Mr. Rodriguez has collected 4,376 baseball cards. If he collected the same number of cards each year, how many did he collect in 1 year?</p>										
<p>Complete the pattern.</p> <p>17, 15, 13, 11, _____, _____</p>	<p>Find the factors of 21.</p>	<p>Create a pattern with the rule a x 7.</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>10</td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </table>	1	2	3	4	10						<p>Find the least common multiple of 5 and 3.</p>
1	2	3	4	10									
<p>Compare the fractions using >, <, or =.</p> <p>$\frac{7}{8}$ _____ $\frac{3}{4}$ $\frac{1}{2}$ _____ $\frac{2}{5}$</p>	<p>Find an equivalent fraction.</p> <p>$\frac{2}{3}$ $\frac{4}{8}$</p>	<p>Compare the fractions using >, <, or =.</p> <p>$\frac{8}{12}$ _____ $\frac{4}{7}$ $\frac{2}{3}$ _____ $\frac{4}{5}$</p>	<p>Find an equivalent fraction.</p> <p>$\frac{5}{15}$ $\frac{3}{9}$</p>										
<p>Solve.</p> <p>$\frac{4}{5}$ $\frac{7}{8}$</p> <p>+ $\frac{3}{5}$ - $\frac{5}{8}$</p> <p>_____</p>	<p>Solve.</p> <p>$2\frac{3}{4}$ $1\frac{1}{3}$</p> <p>+ $3\frac{2}{4}$ - $\frac{2}{3}$</p> <p>_____</p>	<p>Solve.</p> <p>$3\frac{4}{5}$ $4\frac{2}{5}$</p> <p>+ $2\frac{3}{5}$ - $2\frac{3}{5}$</p> <p>_____</p>	<p>Solve.</p> <p>$5\frac{6}{10}$ $4\frac{3}{5}$</p> <p>+ $3\frac{8}{10}$ - $2\frac{4}{5}$</p> <p>_____</p>										
<p>Are the two problems below equivalent?</p> <p>$3 \times \frac{3}{10}$ $\frac{3 \times 3}{10}$</p>	<p>What multiplication problem is being modeled?</p> 	<p>Solve.</p> <p>$\frac{2}{3} \times 2 =$</p> <p>$6 \times \frac{1}{5} =$</p>	<p>Solve.</p> <p>$7 \times \frac{6}{10} =$</p> <p>$\frac{4}{7} \times 3 =$</p>										
<p>What multiplication problem does this model represent?</p> 	<p>Write $4 \times \frac{3}{4}$ as a repeated addition problem.</p>	<p>Solve.</p> <p>$6 \times \frac{2}{7} =$</p> <p>$3 \times \frac{2}{3} =$</p>	<p>Solve.</p> <p>$4 \times \frac{4}{5} =$</p> <p>$5 \times \frac{5}{6} =$</p>										

Name: _____

Weekly Math Review - Q3:3

Date: _____

Weekly Math Review - 45.5 Date: _____

Monday	Tuesday	Wednesday	Thursday										
What is the VALUE of the underlined digit? 7,083,482 7,083,482	Write 3,005,480 in each form. Word: Expanded:	Round 3,844,287 to the nearest... 100: 1,000: 10,000:	Compare the numbers using >, <, or =. 3,483,920 _____ 3,483,099 482,399 _____ 482,399										
Find the Difference. 8,400 - 4,847	Find the Sum. 74,309 + 8,388	Find the Difference. 43,001 - 38,126	Find the Sum. 482,049 + 88,593										
Find the Quotient. 8,487 ÷ 8	Find the Product. 928 x 47	Find the Quotient. 6,584 ÷ 6	Find the Product. 2,948 x 9										
There are 8,427 trees in the state park. The governor is planning to plant 3 times as many trees over the next few years. How many trees will there be when she is done?	Ms. Carter cut 1,874 strips of paper for a craft project she is doing with a group of students. If there are 8 students in the group, how many strips of paper will each student receive?	There are 8 buckets of crayons in the classroom. Each bucket has 36 crayons. One of the students took 10 crayons out of each bucket. How many total crayons are there now?	Each of the 4 elementary schools in the city has 1,875 students. Both middle schools have 3,124 students. The high school has 7,943 students. How many students are there altogether?										
Complete the pattern. 3, 9, 27, 81, _____, _____	Find the factors of 28.	Create a pattern with the rule a x 4. <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>10</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	10						Find the least common multiple of 2 and 5.
1	2	3	4	10									
Compare the fractions using >, <, or =. $\frac{3}{5}$ _____ $\frac{2}{7}$ $\frac{4}{5}$ _____ $\frac{8}{10}$	Find an equivalent fraction. $\frac{2}{5}$ $\frac{1}{3}$	Compare the fractions using >, <, or =. $\frac{9}{10}$ _____ $\frac{3}{5}$ $\frac{1}{5}$ _____ $\frac{2}{9}$	Find an equivalent fraction. $\frac{10}{20}$ $\frac{6}{12}$										
Solve. $\frac{1}{4}$ $\frac{6}{10}$ + $\frac{2}{4}$ - $\frac{5}{10}$ _____	Solve. $3\frac{1}{6}$ $2\frac{1}{4}$ + $2\frac{5}{6}$ - $1\frac{3}{4}$ _____	Solve. $3\frac{2}{7}$ $3\frac{3}{8}$ + $4\frac{5}{7}$ - $1\frac{7}{8}$ _____	Solve. $3\frac{4}{5}$ $8\frac{1}{3}$ + $5\frac{3}{5}$ - $3\frac{2}{3}$ _____										
Solve. $\frac{4}{5} \times 5 =$ $7 \times \frac{2}{3} =$	Draw a model and solve. $3 \times \frac{5}{6} =$	Solve. $\frac{8}{10} \times 4 =$ $5 \times \frac{3}{7} =$	Draw a model and solve. $4 \times \frac{1}{3} =$										
Last week Ann ran 4 miles a day. Kristin ran $\frac{1}{3}$ the amount that Ann ran. How many miles did Kristin run?	7 people are coming to Karla's house to watch a football game. She wants to make sure each person, including herself, will get $\frac{1}{2}$ of a Subway sandwich. How many sandwiches will she need to buy?	Jeff's cookie recipe calls for 3 cups of flour. If Jeff wants to cook only $\frac{2}{3}$ of the recipe, how many cups of flour will he need?	Sandra is setting up a party. She has 7 bowls to put candy in. If she wants to put $\frac{1}{5}$ of a bag of candy in each bowl, how many bags of candy will she use?										

Name: _____

Weekly Math Review - Q3:4

Date: _____

Weekly Main Review - Q3:4

Date:

Monday	Tuesday	Wednesday	Thursday										
What is the <u>VALUE</u> of the underlined digit? 2, <u>3</u> 84,958 2,384, <u>9</u> 58	Write 78,930 in each form. Word: Expanded:	Round 48,382 to the nearest... 100: 1,000: 10,000:	Compare the numbers using >, <, or =. 538,299 _____ 1,122,323 281,493 _____ 199,599										
Find the Difference. 49,002 - 5,398	Find the Sum. 29,450 + 9,999	Find the Difference. 27,539 - 2,857	Find the Sum. 398,944 + 27,959										
Find the Quotient. 3,489 ÷ 6	Find the Product. 492 x 45	Find the Quotient. 9,588 ÷ 7	Find the Product. 4,389 x 8										
Frank exercises 60 minutes a day. If he does this every day for 1 year, how many minutes will he have exercised?	Every year Ethan earns \$38,428. Each year he spends \$21,728 on expenses. How much money should he have leftover?	There are 1,348 trays of food at the Royal Ball. If the trays of food are spread out evenly onto 8 different tables, how many trays of food will there be on each table?	Last year, Luis read 187 books. This year he read 224 books. Next year he wants to read 285 books. If Luis reaches his goal, how many books will Luis have read?										
Complete the pattern. 33, 44, 55, 66, _____, _____	Find the factors of 56.	Create a pattern with the rule $n \times 3$. <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>10</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	10						Find the least common multiple of 4 and 7.
1	2	3	4	10									
Compare the fractions using >, <, or =. $\frac{8}{10}$ _____ $\frac{63}{100}$ $\frac{3}{12}$ _____ $\frac{4}{10}$	Write the fractions in simplest form. $\frac{10}{12}$ $\frac{4}{12}$	Compare the fractions using >, <, or =. $\frac{9}{10}$ _____ $\frac{78}{100}$ $\frac{3}{15}$ _____ $\frac{1}{3}$	Write the fractions in simplest form. $\frac{6}{18}$ $\frac{8}{20}$										
$1\frac{3}{4}$ $1\frac{4}{5}$ + $2\frac{3}{4}$ - $\frac{3}{5}$ _____ _____	$3\frac{3}{7}$ $2\frac{1}{6}$ + $4\frac{5}{7}$ - $1\frac{5}{6}$ _____ _____	$2\frac{8}{10}$ $7\frac{4}{5}$ + $1\frac{6}{10}$ - $4\frac{3}{5}$ _____ _____	$1\frac{3}{4}$ $5\frac{4}{9}$ + $8\frac{1}{4}$ - $1\frac{7}{9}$ _____ _____										
Solve. $\frac{7}{8} \times 3 =$	Solve. $5 \times \frac{2}{3} =$	Solve. $\frac{9}{12} \times 5 =$	Solve. $8 \times \frac{6}{11} =$										
Jason baked 7 pans of brownies. He gave $\frac{1}{4}$ of the brownies to his two sisters. How many pans of brownies did he give to his sisters?	Ella filled a bucket $\frac{7}{10}$ of the way with water. She then poured out $\frac{2}{10}$ of the water. How much water remains in the bucket?	8 students were invited to a pizza party. If each student is going to get $\frac{1}{4}$ of a pizza, how many pizzas will they eat?	During a pie eating contest, Madison ate $\frac{3}{4}$ of a cherry pie, and $\frac{1}{4}$ of a cream pie. How much pie did she eat in all?										
Find the missing number. $\frac{7}{10}$ _____ $\frac{?}{100}$ $\frac{?}{10}$ _____ $\frac{30}{100}$ $\frac{5}{10}$ _____ $\frac{?}{100}$	Find the sum by first making the denominators the same. $\frac{2}{10} + \frac{36}{100} =$	Find the difference by first making the denominators the same. $\frac{7}{10} - \frac{44}{100} =$	Solve. $\frac{8}{100} + \frac{9}{10} =$ $\frac{4}{10} - \frac{28}{100} =$										

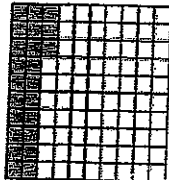
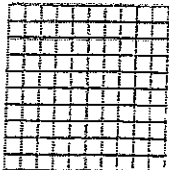
Name: _____

Weekly Math Review - Q3:5

Date: _____

Weekly Math Review - Q3.3

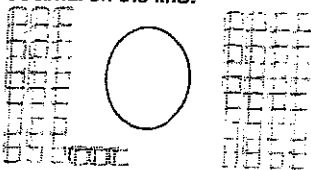
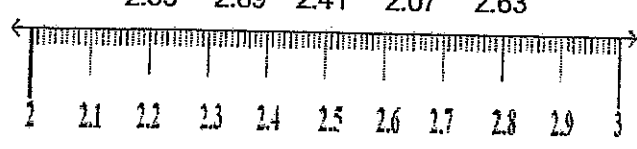
Date: _____

Monday	Tuesday	Wednesday	Thursday																				
<p>What is the <u>VALUE</u> of the underlined digit?</p> <p>7,32<u>9</u>,006 7,329,00<u>6</u></p>	<p>Write 483,928 in each form.</p> <p>Word:</p> <p>Expanded:</p>	<p>Round 238,098 to the nearest...</p> <p>100:</p> <p>1,000:</p> <p>10,000:</p>	<p>Compare the numbers using >, <, or =.</p> <p>823,940 _____ 823,940</p> <p>1,279,403 _____ 1,287,954</p>																				
<p>Find the Difference.</p> <p>78,000 - 9,743</p>	<p>Find the Sum.</p> <p>23,017 + 78,947</p>	<p>Find the Difference.</p> <p>90,387 - 8,428</p>	<p>Find the Sum.</p> <p>438,490 + 874,489</p>																				
<p>Find the Quotient.</p> <p>7,345 ÷ 8</p>	<p>Find the Product.</p> <p>876 x 66</p>	<p>Find the Quotient.</p> <p>9,287 ÷ 7</p>	<p>Find the Product.</p> <p>3,284 x 9</p>																				
<p>There are 1,375 students in one elementary school. If all elementary schools have the same number of students, how many students are there in 7 schools?</p>	<p>There are 9,485 elementary school students in the surrounding cities. If there are 5 elementary schools and each school has the same number of students, how many students does each school have?</p>	<p>Ms. Smith's class collected 2,478 cans for the food drive. Ms. Carter's class collected 8,677 cans. How many more cans did Ms. Carter's class collect than Ms. Smith's?</p>	<p>Kristy earns \$134 each day she works. Every day she spends \$8 on breakfast and \$12 on lunch. How much money will she have in 25 days? 50 days?</p>																				
<p>Complete the pattern.</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>8</td> </tr> <tr> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td></td> </tr> </table>	1	2	3	4	8	3	4	5	6		<p>Find the GCF of 8 and 12.</p>	<p>Create a pattern for the rule a x 3.</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>10</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>	1	2	3	4	10						<p>Find the least common multiple of 2 and 5.</p>
1	2	3	4	8																			
3	4	5	6																				
1	2	3	4	10																			
<p>Compare the fractions using >, <, or =.</p> <p>$\frac{20}{100}$ _____ $\frac{2}{10}$ $\frac{4}{10}$ _____ $\frac{5}{8}$</p> <p>$\frac{5}{12}$ _____ $3\frac{7}{8}$</p> <p>$+\frac{8}{12}$ _____ $-\frac{3}{8}$</p>	<p>Solve.</p> <p>$\frac{20}{100} + \frac{8}{10} =$</p> <p>$5\frac{2}{5}$ _____ $7\frac{1}{4}$</p> <p>$+8\frac{2}{5}$ _____ $-3\frac{3}{4}$</p>	<p>Compare the fractions using >, <, or =.</p> <p>$\frac{7}{10}$ _____ $\frac{9}{100}$ $\frac{12}{13}$ _____ $\frac{11}{12}$</p> <p>$4\frac{5}{10}$ _____ $4\frac{4}{9}$</p> <p>$+6\frac{9}{10}$ _____ $-2\frac{7}{9}$</p>	<p>Solve.</p> <p>$\frac{45}{100} + \frac{5}{10} =$</p> <p>$8\frac{2}{3}$ _____ $6\frac{7}{11}$</p> <p>$+4\frac{2}{3}$ _____ $-4\frac{9}{11}$</p>																				
<p>Solve.</p> <p>$\frac{3}{4} \times 7 =$</p>	<p>Solve.</p> <p>$3 \times \frac{4}{5} =$</p>	<p>Solve.</p> <p>$\frac{10}{12} \times 5 =$</p>	<p>Solve.</p> <p>$4 \times \frac{7}{9} =$</p>																				
<p>Each day Kerry jogs $\frac{3}{4}$ miles. If she jogs the same distance for 6 days, how many miles will she have jogged?</p>	<p>Kevin has a rope that is $3\frac{3}{4}$ feet long. He wants to shorten it by $1\frac{1}{4}$ feet. How long will his new rope be?</p>	<p>Melissa buys $2\frac{5}{8}$ pounds of bananas, and $3\frac{7}{8}$ pounds of grapes. How many pounds of fruit did she buy?</p>	<p>8 friends go to Subway and each get $\frac{1}{2}$ of a sandwich. How many sandwiches did they get altogether?</p>																				
<p>What decimal is being modeled? _____</p> 	<p>Draw a model for $\frac{8}{10}$.</p> 	<p>Convert each fraction to a decimal.</p> <p>$\frac{43}{100} =$ $\frac{3}{10} =$</p> <p>$\frac{70}{100} =$ $\frac{85}{100} =$</p>	<p>Convert each decimal to a fraction.</p> <p>0.9 = 0.40 =</p> <p>0.38 = 0.84 =</p>																				
<p>Write it as a fraction. _____</p>	<p>Write it as a decimal. _____</p>																						

Name: _____

Weekly Math Review - Q3:6

Date: _____

Monday	Tuesday	Wednesday	Thursday																				
What is the <u>VALUE</u> of the underlined digit? 3,000, <u>4</u> 83 2, <u>8</u> 49,008	Write 1,003,498 in each form. Word: Expanded:	Round 189,039 to the nearest... 100: 1,000: 10,000:	Compare the numbers using >, <, or =. 389,029 _____ 389,290 3,290,400 _____ 3,290,004																				
Find the Difference. 32,758 - 2,998	Find the Sum. 49,388 + 65,795	Find the Difference. 34,509 - 2,495	Find the Sum. 349,599 + 294,766																				
Find the Quotient. 3,928 ÷ 6	Find the Product. 287 x 75	Find the Quotient. 8,429 ÷ 8	Find the Product. 5,495 x 6																				
There were 8,428 people at the holiday concert on Monday night. If the same number of people go to the concert on Tuesday, Wednesday, and Thursday, how many people will have attended the concert altogether?	Ms. Perkins needs to order art supplies for the entire school. She would like to get at least 8,000 pieces of construction paper. If each pack of construction paper has 495 pieces, about how many packs will she need to order?	Your school principal would like to make a Valentine's Day card for every student in the school. There are 1,484 students. If she has 7 days to finish making the cards, how many cards will she need to make each day?	Your school is going to start offering after school clubs. There will be 9 clubs to choose from. To have clubs, at least 23 students will need to sign up for each one. What is the least number of students that must sign up to have all 9 clubs?																				
Complete the pattern. <table border="1" style="display: inline-table;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>8</td> <td></td> </tr> <tr> <td>3</td> <td>5</td> <td>7</td> <td></td> <td>21</td> </tr> </table>	1	2	3	8		3	5	7		21	Find the GCF of 32 and 24.	Create a pattern for the rule a +4. <table border="1" style="display: inline-table;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>											Find the least common multiple of 6 and 4.
1	2	3	8																				
3	5	7		21																			
$\begin{array}{r} \frac{4}{6} \\ + \frac{5}{6} \\ \hline \end{array}$ $\begin{array}{r} 2\frac{4}{5} \\ - \frac{3}{5} \\ \hline \end{array}$	$\begin{array}{r} 4\frac{8}{10} \\ + 6\frac{7}{10} \\ \hline \end{array}$ $\begin{array}{r} 4\frac{3}{8} \\ - 2\frac{7}{8} \\ \hline \end{array}$	$\begin{array}{r} 5\frac{11}{12} \\ + 4\frac{9}{12} \\ \hline \end{array}$ $\begin{array}{r} 7\frac{1}{7} \\ - 3\frac{4}{7} \\ \hline \end{array}$	$\begin{array}{r} 4\frac{2}{3} \\ + 8\frac{1}{3} \\ \hline \end{array}$ $\begin{array}{r} 8\frac{4}{15} \\ - 3\frac{9}{15} \\ \hline \end{array}$																				
Solve. $\frac{5}{7} \times 4 =$	Solve. $5 \times \frac{9}{10} =$	Solve. $\frac{6}{12} \times 3 =$	Solve. $7 \times \frac{2}{5} =$																				
Erin has a set of 10 index cards. Each index card is $3\frac{1}{2}$ inches long. If she were to lay the index cards in one long row, how long would the row be?	Every day Sandra eats $\frac{1}{8}$ pound of blueberries. If she does this for 9 days, how many pounds of blueberries will she have eaten?	In Ms. Sander's class, $\frac{1}{6}$ of the students received A's and $\frac{2}{6}$ of the students received B's. What fraction of the students received either A's or B's?	A worm crawled $3\frac{3}{5}$ inches. After resting for a minute, it crawled another $2\frac{1}{5}$ inches. How many inches did the worm crawl altogether?																				
Convert. $\frac{3}{10} =$ $0.40 =$	Convert. $\frac{88}{100} =$ $0.75 =$	Convert. $\frac{6}{10} =$ $0.07 =$	Convert. $\frac{9}{100} =$ $0.5 =$																				
Use >, <, or = to compare the decimals below. Write the decimal on the line. 	Place the following decimals on the number line below ordering them from least to greatest. 2.35 2.89 2.41 2.07 2.63 	Use the place value chart to order the decimals from least to greatest. 0.45 0.6 0.37 0.09 <table border="1" style="display: inline-table;"> <thead> <tr> <th>Ones</th> <th>Tenths</th> <th>Hundredths</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </tbody> </table>	Ones	Tenths	Hundredths																		
Ones	Tenths	Hundredths																					






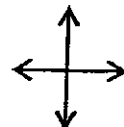






Name: _____

Weekly Math Review - Q3:7

Date: _____

Weekly Math Review - Q3:7

Date:

Monday	Tuesday	Wednesday	Thursday																				
<p>What is the PLACE VALUE of the underlined digit?</p> <p>7,493,<u>5</u>03 <u>7</u>,493,503</p>	<p>Write 539,035 in each form.</p> <p>Word:</p> <p>Expanded:</p>	<p>Round 2,493,493 to the nearest...</p> <p>100:</p> <p>1,000:</p> <p>10,000:</p>	<p>Compare the numbers using >, <, or =.</p> <p>148,503 _____ 148,390</p> <p>2,493,459 _____ 2,493,492</p>																				
<p>Find the Difference.</p> <p>34,042 - 28,493</p>	<p>Find the Sum.</p> <p>299,593 + 596,099</p>	<p>Find the Difference.</p> <p>48,503 - 9,638</p>	<p>Find the Sum.</p> <p>284,409 + 596,598</p>																				
<p>Find the Quotient.</p> <p>8,489 ÷ 9</p>	<p>Find the Product.</p> <p>958 x 45</p>	<p>Find the Quotient.</p> <p>2,958 ÷ 6</p>	<p>Find the Product.</p> <p>5,489 x 7</p>																				
<p>Ms. Nancy receives one newspaper every day (365 days a year). How many newspapers will she get over the next 36 years if she continues to get one a day?</p>	<p>Each fourth grader was asked to buy 4 boxes of crayons for the class. If each box of crayons holds 295 crayons. How many crayons did each student buy?</p>	<p>Last year our city had 3,483 children. This year the number of children doubled. How many children are there now?</p>	<p>There are 4,387 trees in the state park. After a strong storm 799 trees fell down. How many trees are there now?</p>																				
<p>Complete the pattern.</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>10</td> <td></td> </tr> <tr> <td>6</td> <td>7</td> <td>8</td> <td></td> <td>20</td> </tr> </table>	1	2	3	10		6	7	8		20	<p>Find the GCF of 56 and 42.</p>	<p>Create a pattern for the rule $a \times 3$.</p> <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>											<p>Find the least common multiple of 2 and 7.</p>
1	2	3	10																				
6	7	8		20																			
$\begin{array}{r} 3\frac{8}{9} \\ + 3\frac{7}{9} \\ \hline \end{array}$ $\begin{array}{r} 4\frac{2}{5} \\ - 1\frac{4}{5} \\ \hline \end{array}$	$\begin{array}{r} 3\frac{7}{10} \\ + 5\frac{4}{10} \\ \hline \end{array}$ $\begin{array}{r} 3\frac{1}{8} \\ - 1\frac{3}{8} \\ \hline \end{array}$	$\begin{array}{r} 3\frac{7}{12} \\ + 5\frac{11}{12} \\ \hline \end{array}$ $\begin{array}{r} 4\frac{3}{7} \\ - 1\frac{6}{7} \\ \hline \end{array}$	$\begin{array}{r} 5\frac{2}{3} \\ + 5\frac{2}{3} \\ \hline \end{array}$ $\begin{array}{r} 4\frac{10}{15} \\ - 1\frac{12}{15} \\ \hline \end{array}$																				
<p>Solve.</p> $\frac{4}{9} \times 2 =$	<p>Grace is taking $\frac{7}{8}$ of a tablespoon of cold medicine 3 times a day. How much cold medicine is she taking in one day?</p>	<p>Solve.</p> $6 \times \frac{2}{5} =$	<p>4 students each run $\frac{5}{6}$ of a mile in PE class. How many miles did they run altogether?</p>																				
<p>Convert (decimal/fraction).</p> $\frac{7}{10} =$ $0.2 =$	<p>Convert.</p> $\frac{33}{100} =$ $0.85 =$	<p>Convert.</p> $\frac{1}{10} =$ $0.08 =$	<p>Convert.</p> $\frac{4}{100} =$ $0.3 =$																				
<p>Use >, <, or = to compare the decimals below?</p> <p>0.04 _____ 0.4</p> <p>0.72 _____ 0.8</p>	<p>Use >, <, or = to compare the decimals below?</p> <p>0.30 _____ 0.3</p> <p>0.49 _____ 0.5</p>	<p>Use >, <, or = to compare the decimals below?</p> <p>0.7 _____ 0.70</p> <p>0.16 _____ 0.40</p>	<p>Use >, <, or = to compare the decimals below?</p> <p>4.39 _____ 4.28</p> <p>5.55 _____ 5.85</p>																				
<p>Draw a line to match the object to the word.</p> <p>Point</p> <p>Line</p> <p>Line segment</p> <p>Ray</p>    	<p>Label the lines below perpendicular or parallel.</p>  	<p>Label the angles acute, obtuse, or right.</p>   	<p>Circle the shape with 2 sets of parallel lines. Box the shape with 2 obtuse angles.</p>   																				

Name: _____

Weekly Math Review - Q3:8

Date: _____

Monday	Tuesday	Wednesday	Thursday																						
<p>What is the PLACE VALUE of the underlined digit?</p> <p>3,4<u>9</u>3,584 3,493,584</p>	<p>Write 382,004 in each form.</p> <p>Word:</p> <p>Expanded:</p>	<p>Round 7,284,392 to the nearest...</p> <p>100:</p> <p>1,000:</p> <p>10,000:</p>	<p>Compare the numbers using >, <, or =.</p> <p>384,509 _____ 384,285</p> <p>3,593,509 _____ 3,594,905</p>																						
<p>Find the Difference.</p> <p>74,230 – 8,498</p>	<p>Find the Sum.</p> <p>284,599 + 58,490</p>	<p>Find the Difference.</p> <p>23,594 – 7,598</p>	<p>Find the Sum.</p> <p>854,855 + 580,688</p>																						
<p>Find the Quotient.</p> <p>5,403 ÷ 4</p>	<p>Find the Product.</p> <p>458 x 57</p>	<p>Find the Quotient.</p> <p>9,498 ÷ 3</p>	<p>Find the Product.</p> <p>8,580 x 6</p>																						
<p>A salesman sold 345 iPods this month. If he sells this amount every month for the next 12 months, how many iPods will he sell?</p>	<p>In the month of January, the store sold 3,496 greeting cards. In February, the store sold 8,529 cards. How many more cards did the store sell in February than January?</p>	<p>The Coca-Cola factory makes 8,547 liters of Coke in one day. How many liters will they make in 8 days?</p>	<p>In 7 days, a clothing store sold 2,877 pieces of clothing. If they sold the same amount of clothes each day, how many pieces of clothes did they sell in one day?</p>																						
<p>Complete the pattern.</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>10</td> <td></td> </tr> <tr> <td>4</td> <td>8</td> <td>12</td> <td></td> <td>60</td> </tr> </table>	1	2	3	10		4	8	12		60	<p>Find the GCF of 18 and 28.</p>	<p>Create a pattern for the rule $a \times 2 + 3$.</p> <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>													<p>Find the least common multiple of 3 and 9.</p>
1	2	3	10																						
4	8	12		60																					
<p>On Monday, Chris ran for 10 $\frac{3}{4}$ minutes. On Tuesday, he ran 12 $\frac{1}{4}$ minutes. How many minutes did he run altogether?</p>	<table> <tr> <td>$4\frac{4}{7}$</td> <td>$5\frac{2}{6}$</td> </tr> <tr> <td>$+ 3\frac{6}{7}$</td> <td>$- 2\frac{5}{6}$</td> </tr> <tr> <td><hr/></td> <td><hr/></td> </tr> </table>	$4\frac{4}{7}$	$5\frac{2}{6}$	$+ 3\frac{6}{7}$	$- 2\frac{5}{6}$	<hr/>	<hr/>	<p>There were 4 $\frac{1}{5}$ cups of orange juice in the refrigerator. Chelsea drank 1 $\frac{3}{5}$ cups for breakfast. How many cups of orange juice are left?</p>	<table> <tr> <td>$7\frac{8}{10}$</td> <td>$6\frac{7}{12}$</td> </tr> <tr> <td>$+ 7\frac{7}{10}$</td> <td>$- 3\frac{9}{12}$</td> </tr> <tr> <td><hr/></td> <td><hr/></td> </tr> </table>	$7\frac{8}{10}$	$6\frac{7}{12}$	$+ 7\frac{7}{10}$	$- 3\frac{9}{12}$	<hr/>	<hr/>										
$4\frac{4}{7}$	$5\frac{2}{6}$																								
$+ 3\frac{6}{7}$	$- 2\frac{5}{6}$																								
<hr/>	<hr/>																								
$7\frac{8}{10}$	$6\frac{7}{12}$																								
$+ 7\frac{7}{10}$	$- 3\frac{9}{12}$																								
<hr/>	<hr/>																								
<p>Solve.</p> <p>$\frac{5}{7} \times 4 =$</p>	<p>Catherine talks on the phone for $\frac{3}{4}$ of an hour every night. How many hours does she talk on the phone in 7 nights?</p>	<p>Solve.</p> <p>$5 \times \frac{9}{10} =$</p>	<p>Carlos reads for $\frac{1}{2}$ hour every night. How many hours will he read in 11 nights?</p>																						
<p>Use >, <, or = to compare the decimals below?</p> <p>0.63 _____ 0.49</p> <p>0.03 _____ 0.3</p>	<p>Convert (decimal/fraction).</p> <p>$\frac{2}{10} =$ $0.02 =$</p>	<p>Use >, <, or = to compare the decimals below?</p> <p>0.89 _____ 0.58</p> <p>0.5 _____ 0.50</p>	<p>Convert (decimal/fraction).</p> <p>$\frac{43}{100} =$ $0.72 =$</p>																						
<p>Circle the shapes that have all of the following attributes.</p> <p>2 sets of parallel lines 4 right angles</p>	<p>Circle the shapes that have all of the following attributes.</p> <p>2 obtuse angles 2 acute angles</p>	<p>Draw a triangle in each section of the chart below that matches the attributes listed. If you are unable to draw the triangle described, put an x in the box.</p> <table border="1"> <tr> <th></th> <th>Equilateral</th> <th>Isosceles</th> <th>Scalene</th> </tr> <tr> <th>Acute</th> <td></td> <td></td> <td></td> </tr> <tr> <th>Right</th> <td></td> <td></td> <td></td> </tr> <tr> <th>Obtuse</th> <td></td> <td></td> <td></td> </tr> </table>			Equilateral	Isosceles	Scalene	Acute				Right				Obtuse									
	Equilateral	Isosceles	Scalene																						
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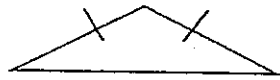
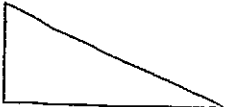

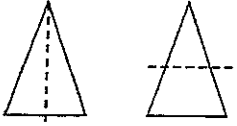
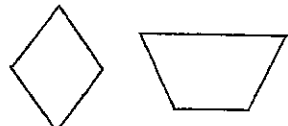
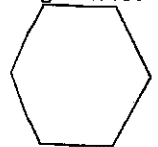
Name: _____

Weekly Math Review - Q3:9

Date: _____

Weekly Math Review - Q3.7

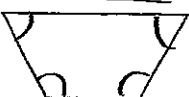

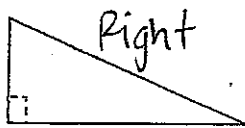
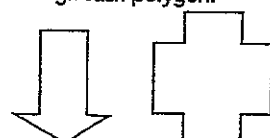
Date: _____

Monday	Tuesday	Wednesday	Thursday																				
<p>What is the VALUE of the underlined digit?</p> <p>8,048,275 8,04<u>8</u>,275</p>	<p>Write 54,872 in each form.</p> <p>Word:</p> <p>Expanded:</p>	<p>Round 1,400,890 to the nearest...</p> <p>100:</p> <p>1,000:</p> <p>10,000:</p>	<p>Compare the numbers using >, <, or =.</p> <p>1,379,493 _____ 999,999</p> <p>6,592,480 _____ 6,499,978</p>																				
<p>Find the Difference.</p> <p>48,690 – 9,583</p>	<p>Find the Sum.</p> <p>584,398 + 39,594</p>	<p>Find the Difference.</p> <p>25,003 – 23,324</p>	<p>Find the Sum.</p> <p>483,593 + 382,459</p>																				
<p>Find the Quotient.</p> <p>9,458 ÷ 6</p>	<p>Find the Product.</p> <p>857 x 69</p>	<p>Find the Quotient.</p> <p>3,758 ÷ 4</p>	<p>Find the Product.</p> <p>6,593 x 7</p>																				
<p>A shipment of XBOXs was sent to the Game Stop warehouse. The shipment had 3,478 XBOXs. Game Stop already has 974. How many XBOXs do they have now?</p>	<p>At the beginning of the year, Ms. Malik had 8,450 pieces of paper. At the end of the year she only had 654 pieces left. How many pieces of paper did her class use?</p>	<p>During the holiday season, 9,456 people visit the mall every day. How many people visit the mall in 7 days?</p>	<p>Over 5 days, 5,385 people went to Chick-Fil-A. If the same number of people went each day, how many people went on one day?</p>																				
<p>Complete the pattern.</p> <table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>10</td> <td></td> </tr> <tr> <td>4</td> <td>7</td> <td>10</td> <td></td> <td>46</td> </tr> </table>	1	2	3	10		4	7	10		46	<p>Find the GCF of 40 and 30.</p>	<p>Create a pattern for the rule $a \times 3 + 2$.</p> <table border="1"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>											<p>Find the least common multiple of 4 and 10.</p>
1	2	3	10																				
4	7	10		46																			
<p>Roger made $3\frac{2}{3}$ batches of cookies for the bake sale. He sold $1\frac{1}{3}$ batch of cookies. How many batches does he have left over?</p>	$\begin{array}{r} 2\frac{7}{14} \\ + 4\frac{10}{14} \\ \hline \end{array}$ $\begin{array}{r} 4\frac{4}{7} \\ - 1\frac{6}{7} \\ \hline \end{array}$	<p>Ms. Mathews received $2\frac{3}{8}$ pounds of chocolate for her birthday. She then received $1\frac{7}{8}$ pounds of chocolate for Valentine's Day. How many pounds of chocolate did she receive?</p>	$\begin{array}{r} 10\frac{3}{4} \\ + 3\frac{3}{4} \\ \hline \end{array}$ $\begin{array}{r} 5\frac{1}{9} \\ - 2\frac{5}{9} \\ \hline \end{array}$																				
<p>Solve.</p> <p>$\frac{9}{10} \times 3 =$</p>	<p>It costs $\frac{3}{4}$ of a dollar to buy a soda. How much will it cost to buy 12 cans of soda?</p>	<p>Solve.</p> <p>$5 \times \frac{4}{20} =$</p>	<p>A paper clip measures $\frac{7}{8}$ of an inch long. How many inches long would 9 paperclips be?</p>																				
<p>Use >, <, or = to compare the decimals below?</p> <p>0.08 _____ 0.11</p> <p>0.84 _____ 0.48</p>	<p>Convert.</p> <p>$\frac{8}{10} =$ 0.30 =</p>	<p>Use >, <, or = to compare the decimals below?</p> <p>0.30 _____ 0.3</p> <p>0.74 _____ 0.8</p>	<p>Convert (decimal/fraction).</p> <p>$\frac{83}{100} =$ 0.06 =</p>																				
<p>Draw a quadrilateral with 2 sets of parallel lines and no right angles.</p>	<p>Draw a quadrilateral with only one set of parallel lines.</p>	<p>Name the triangle.</p> 	<p>Name the triangle.</p> 																				
<p>Draw the other half of the polygon.</p> 	<p>Circle the line of symmetry that is drawn correctly.</p> 	<p>Draw a line of symmetry through each polygon.</p> 	<p>How many lines of symmetry does a hexagon have?</p> 																				

Name:

Weekly Math Review - Q4:1

Date:

Monday	Tuesday	Wednesday	Thursday																																										
What is the <u>VALUE</u> of the underlined digit? 1,2 <u>8</u> 4,590 4,3 <u>8</u> 4,488	Write 1,000,678 in each form. Word: Expanded:	Round 7,548,392 to the nearest... 100: 1,000: 10,000:	Compare the numbers using >, <, or =. 4,389,005 ____ 4,389,500 4,233,495 ____ 4,233,495																																										
Find the Difference. 58,439 – 53,897	Find the Sum. 483,985 + 28,498	Find the Difference. 27,005 – 18,126	Find the Sum. 985,498 + 487,595																																										
Find the Quotient. 8,209 ÷ 4	Find the Product. 375 x 74	Find the Quotient. 6,594 ÷ 6	Find the Product. 2,744 x 8																																										
On the first day of December, 34,789 people went to the mall. On the second day 63,587 people went to the mall. How many people went to the mall over the two days?	At the beginning of the month, Lily has \$4,578. By the end of the month, she only has \$947 left over. How much money did she spend?	There are 25 boxes of paper. Each box has 789 pieces of paper. How many pieces of paper are there in all?	During a 3-day event a total of 7,458 people attended. If the same number of people attended each day, how many people attended on one day?																																										
Cassie has 2 boxes of markers. The first box is 7/10 full, and the second box is 6/10 full. How many total markers does Cassie have?	$\begin{array}{r} 10\frac{9}{12} \\ + 13\frac{9}{12} \\ \hline \end{array}$ $\begin{array}{r} 7\frac{2}{5} \\ - 2\frac{3}{5} \\ \hline \end{array}$	Dan drank 7/8 of a bottle of water during basketball practice. He then drank another 4/8 of a bottle after practice. How much water did he drink altogether?	$\begin{array}{r} 5\frac{7}{9} \\ + 4\frac{5}{9} \\ \hline \end{array}$ $\begin{array}{r} 8\frac{2}{7} \\ - 3\frac{6}{7} \\ \hline \end{array}$																																										
Solve. $\frac{7}{8} \times 4 =$	There are 3 cups. Each cup is 5/8 full of water. How many cups of water are there altogether?	Solve. $7 \times \frac{3}{12} =$	It takes Jose 1/8 of an hour every day to clean his room. What fraction of an hour does he spend cleaning his room over 4 days?																																										
Use >, <, or = to compare the decimals below? 0.93 ____ 0.39 0.9 ____ 0.09	Convert. $\frac{2}{10} =$ 0.7 =	Use >, <, or = to compare the decimals below? 0.81 ____ 0.79 0.17 ____ 0.33	Convert (decimal/fraction). $\frac{55}{100} =$ 0.07 =																																										
Label each angle in the figure acute, obtuse, or right. 	How many lines of symmetry does a Pentagon have? 	Name the triangle. 	Draw a line of symmetry through each polygon. 																																										
Circle the answer that makes sense. How much does a cat weigh? 3 pounds or 3 ounces How long is a pencil? 19 centimeters or 19 meters How much water is in a fish tank? 40 liters or 40 milliliters	Fill in the missing numbers. <table border="1"> <thead> <tr> <th colspan="2">Length Conversions</th> </tr> <tr> <th>inches</th> <th>feet</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>1</td> </tr> <tr> <td>24</td> <td></td> </tr> <tr> <td></td> <td>3</td> </tr> <tr> <td>48</td> <td></td> </tr> <tr> <td></td> <td>5</td> </tr> </tbody> </table>	Length Conversions		inches	feet	12	1	24			3	48			5	Fill in the missing numbers. <table border="1"> <thead> <tr> <th colspan="2">Time Conversions</th> </tr> <tr> <th>Seconds</th> <th>Minutes</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>1</td> </tr> <tr> <td>120</td> <td></td> </tr> <tr> <td></td> <td>3</td> </tr> <tr> <td></td> <td>4</td> </tr> <tr> <td>300</td> <td></td> </tr> </tbody> </table>	Time Conversions		Seconds	Minutes	60	1	120			3		4	300		Fill in the missing numbers. <table border="1"> <thead> <tr> <th colspan="2">Capacity Conversions</th> </tr> <tr> <th>Milliliters</th> <th>Liters</th> </tr> </thead> <tbody> <tr> <td>1000</td> <td>1</td> </tr> <tr> <td>2000</td> <td>2</td> </tr> <tr> <td></td> <td>3</td> </tr> <tr> <td>4000</td> <td></td> </tr> <tr> <td></td> <td>5</td> </tr> </tbody> </table>	Capacity Conversions		Milliliters	Liters	1000	1	2000	2		3	4000			5
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