

Name _____

Date _____

Read the paragraph. Then fill in the bubble that best completes each sentence.

Many U.S. presidents have had nicknames. James Madison was sometimes called Jemmy. Honest Abe was a popular name for Abraham Lincoln. Dwight Eisenhower was known as Ike, and Theodore Roosevelt was Teddy. Several presidents have been called by their initials. John F. Kennedy was JFK, while Lyndon B. Johnson was LBJ.



1. The main idea of the paragraph is

- A. the nickname of President Eisenhower
- B. nicknames for some U.S. presidents
- C. how presidents got their nicknames

2. A detail that tells more about the main idea is

- A. not all U.S. presidents have had nicknames
- B. some nicknames have come from a president's initials
- C. only popular presidents have had nicknames

3. The best title for this paragraph would be

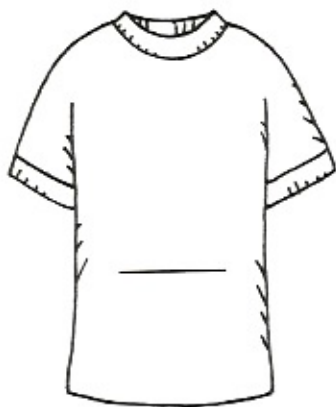
- A. Nicknames for Presidents
- B. Lincoln Was Honest Abe
- C. Who Was Jemmy?

Which Team?

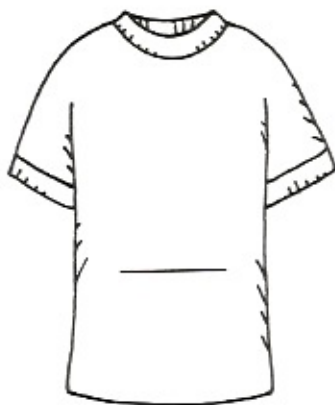
Decide if you need to regroup. Color the shirts red if you do. Color the shirts blue if you don't. Find each sum and write the number on the shirt.

Number Sense

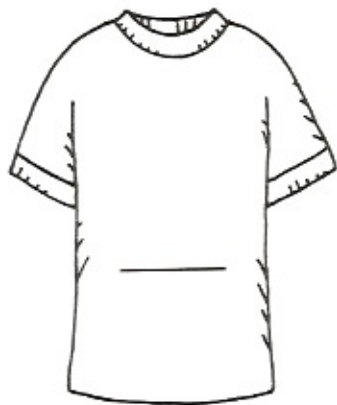
1. $34 + 9 =$ _____



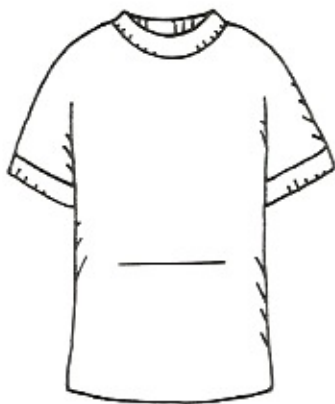
2. $42 + 7 =$ _____



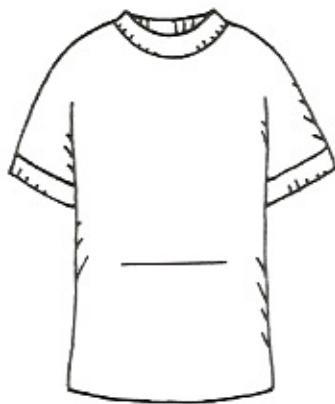
3. $57 + 4 =$ _____



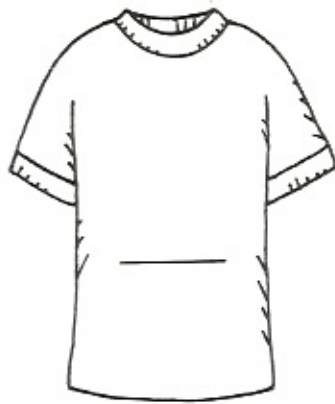
4. $71 + 6 =$ _____



5. $64 + 4 =$ _____



6. $89 + 7 =$ _____

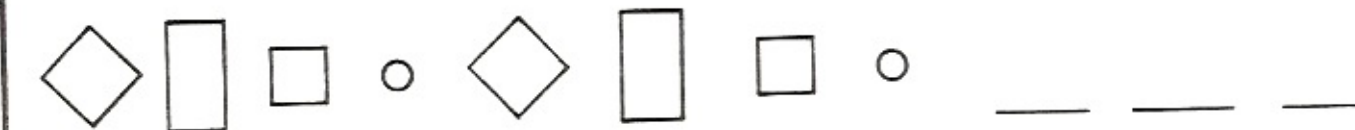
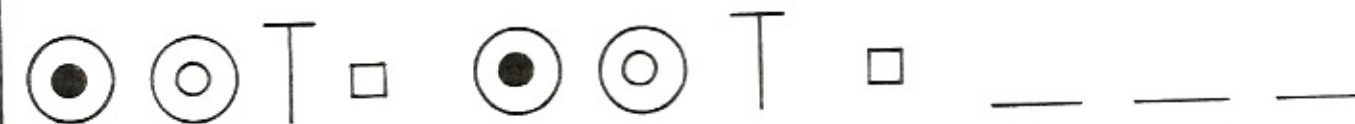


7. Write the numbers of each shirt under the correct team.

Red Team	Blue Team

Name _____

Finish each pattern.





Name _____ Date _____

Read each paragraph. Then fill in the bubble that best completes each sentence.

The Eagle

The eagle is a powerful bird. It is also the national **symbol** of the United States. The bald eagle appears on different things that stand for our country. One of these is the Great Seal. You have probably seen the eagle in other places too. It is on U.S. dollar bills. It is also on U.S. coins such as quarters and half dollars.



1. In this paragraph, the word **symbol** must mean
- A. a picture that stands for something else
 - B. a strong bird that flies around the country
 - C. a kind of coin used in the United States

A Good Plan

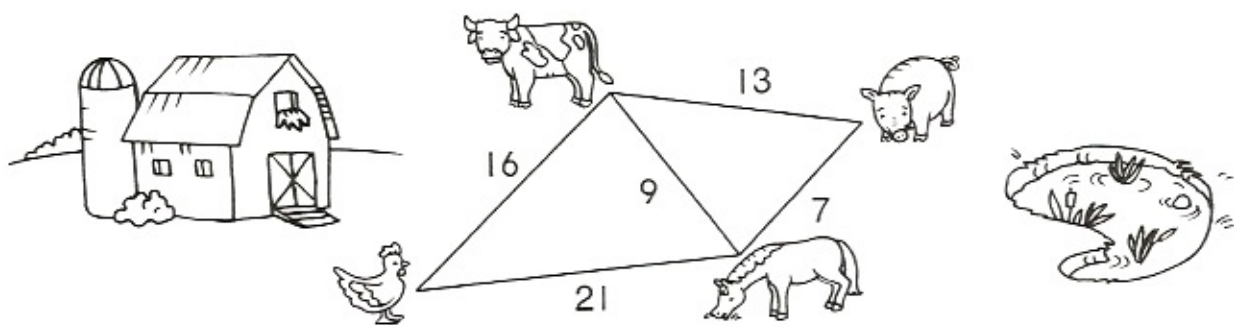
Jane's little brother wanted to see the fireworks. But it was hard for him to stay awake. Last year he fell asleep before they began. This year he was worried the same thing would happen. Jane had an idea. "Why don't you take a nap in the afternoon? Then you won't **doze** off so early tonight."

2. In this paragraph, the word **doze** must mean
- A. miss
 - B. sleep
 - C. worry

Pathways Through the Farm

Use the map to write each problem. Add.
Use connecting cubes if you like.

Visual Thinking



1. How long is the path from the pig to the cow to the horse?

	Tens	Ones
pig to cow →		
cow to horse →		
	+	
—		

2. How long is the path from the chicken to the horse to the pig?

	Tens	Ones
chicken to horse →		
horse to pig →		
	+	
—		

3. How long is the path from the chicken to the cow to the horse?

	Tens	Ones
chicken to cow →		
cow to horse →		
	+	
—		

4. Use the map to write your own problem. Add.

	Tens	Ones
_____ to _____ →		
_____ to _____ →		
	+	
—		

Name: _____ #: _____ Date: _____

Equivalent 6

Use = or \neq to fill in the blank. Show your thinking.

Example: $4 + 4 = 8$
 $8 = 8$

1. 3 _____ $6 - 4$

2. $9 - 2$ _____ $12 - 3$

3. $10 + 4$ _____ $0 + 9$

4. $13 + 5$ _____ $16 - 4$

5. $2 + 14$ _____ $20 - 6$

Read each paragraph. Then fill in the bubble that best answers each question.

Numbers

The earliest people didn't have numbers. They probably knew that there were more of some things than others. But people wanted to keep track of what they had. How many sheep did they have? How many spears?

At first people made marks on a stick or wall to count things. Later they invented symbols for different amounts. We call these numbers.



1. Which sentence is most likely true?

- A. People invented numbers to keep records.
- B. People had too many things to count.
- C. People had no reason to count things.

Dale's Day

Dale sat at his desk and sharpened a pencil. He stared at the blank pad. No ideas. Sighing, Dale played with his eraser. He looked out the window. He gazed around his room. Maybe a snack would help. Dale ran down to the kitchen for some cookies. Then he called his friend Jack to talk about the assignment. By six o'clock, Dale was getting worried.

2. Which sentence is most likely true?

- A. Jack will do the assignment for Dale.
- B. Dale can't get started writing.
- C. Dale finds it easy to write papers.

Which Number Will You Add?

Look for a pattern in each row. Circle the number that will make each addition problem true.

Patterns

1.	$\begin{array}{r} 46 \\ + \square \\ \hline 52 \end{array}$	$\begin{array}{r} 56 \\ + \square \\ \hline 62 \end{array}$	$\begin{array}{r} 66 \\ + \square \\ \hline 72 \end{array}$	$\begin{array}{r} 76 \\ + \square \\ \hline 82 \end{array}$	6 7
----	---	---	---	---	--------

2.	$\begin{array}{r} 21 \\ + \square \\ \hline 26 \end{array}$	$\begin{array}{r} 31 \\ + \square \\ \hline 36 \end{array}$	$\begin{array}{r} 41 \\ + \square \\ \hline 46 \end{array}$	$\begin{array}{r} 51 \\ + \square \\ \hline 56 \end{array}$	4 5
----	---	---	---	---	--------









3.	$\begin{array}{r} 35 \\ + \square \\ \hline 44 \end{array}$	$\begin{array}{r} 45 \\ + \square \\ \hline 54 \end{array}$	$\begin{array}{r} 55 \\ + \square \\ \hline 64 \end{array}$	$\begin{array}{r} 65 \\ + \square \\ \hline 74 \end{array}$	8 9
----	---	---	---	---	--------

4.	$\begin{array}{r} 58 \\ + \square \\ \hline 65 \end{array}$	$\begin{array}{r} 68 \\ + \square \\ \hline 75 \end{array}$	$\begin{array}{r} 78 \\ + \square \\ \hline 85 \end{array}$	$\begin{array}{r} 88 \\ + \square \\ \hline 95 \end{array}$	7 8
----	---	---	---	---	--------

5.	$\begin{array}{r} 49 \\ + \square \\ \hline 53 \end{array}$	$\begin{array}{r} 59 \\ + \square \\ \hline 63 \end{array}$	$\begin{array}{r} 69 \\ + \square \\ \hline 73 \end{array}$	$\begin{array}{r} 79 \\ + \square \\ \hline 83 \end{array}$	3 4
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ACTIVITY 11

DIRECTIONS: Fill in the chart using Y for yes or N for no as you solve the puzzle.

Two students and two teachers have favorite fruits. Find each person's favorite fruit.

1. The name of the boy's favorite fruit has the most syllables, and Mr. Fox's has the fewest syllables.
2. Ms. Sharp's fruit grows larger than the girl's fruit.

(title) _____

Basketball was first played in 1891. A college teacher from Canada invented it. His name was James Naismith. James had a reason for making up this game. He had to think of a game to play indoors in winter. His idea for basketball came from a children's game. It was called "Duck on a Rock." James changed it a little. He got peach baskets. They were used to hold peaches. He nailed the empty baskets to the walls of the gym. Later on, James cut the bottoms out of the baskets. This way the balls would go through.

Main Idea

1. What is this story mostly about? _____
 - a. the first basketball game
 - b. how basketball was invented
 - c. the game "Duck on a Rock"

Details

2. What were the baskets in James' game used for before he got them?

Locating the Answer

3. Write the sentence that tells when basketball was first played.

Cause and Effect

4. Why did James invent basketball? _____
 - a. He was bored with all the other games.
 - b. He didn't like the game "Duck on a Rock."
 - c. He had to think of an inside game to play during the winter.

Fact or Opinion

5. Basketball is the best game ever invented. _____

Title

6. Give the story a title. Write the title on the line above the story.

Empty Circles

Write the number in the circle to complete each addition problem. You can use connecting cubes to help.

Algebra

1.

Tens	Ones
<input type="text"/>	
5	<input type="text"/>
+ 2	7
8	4

2.

Tens	Ones
<input type="text"/>	
<input type="text"/>	2
+ 1	5
7	7

3.

Tens	Ones
<input type="text"/>	
<input type="text"/>	9
+ 3	3
5	2

4.

Tens	Ones
<input type="text"/>	
2	7
+ <input type="text"/>	8
4	5

5.

Tens	Ones
<input type="text"/>	
2	<input type="text"/>
+ 5	7
8	0

6.

Tens	Ones
<input type="text"/>	
5	3
+ <input type="text"/>	8
7	1

7.

Tens	Ones
<input type="text"/>	
2	2
+ 7	<input type="text"/>
9	8

8.

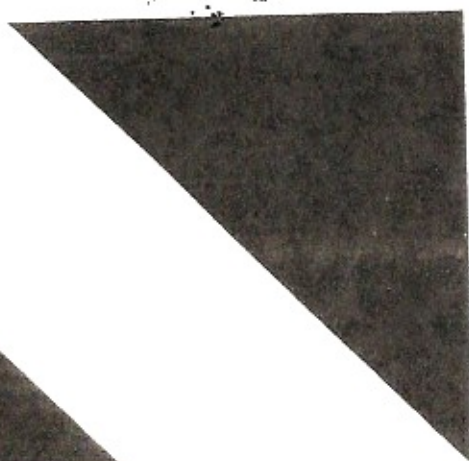
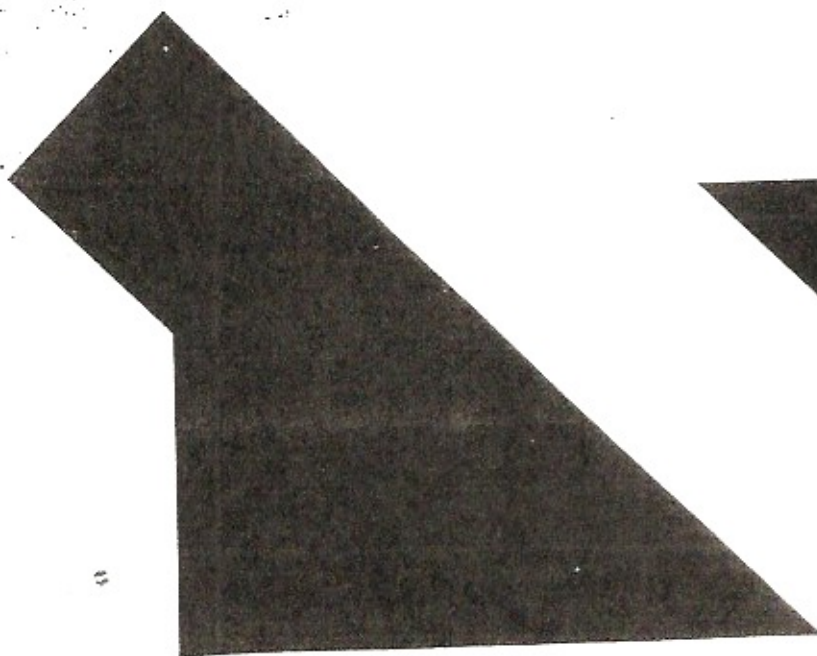
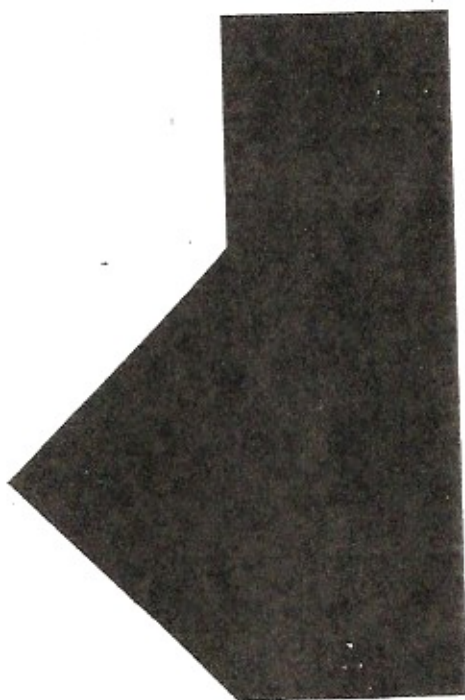
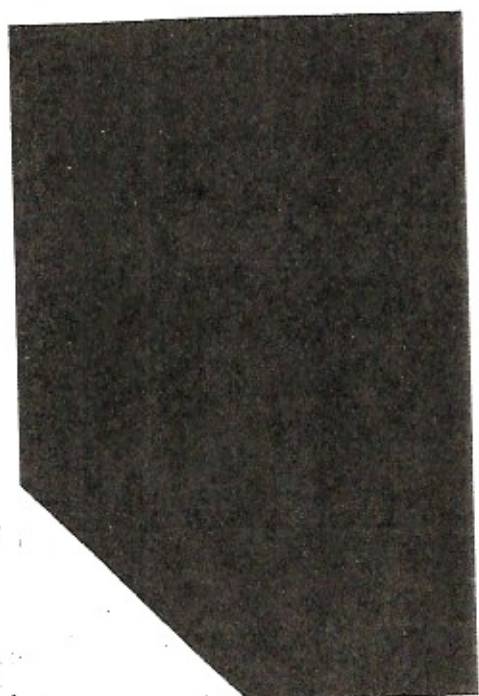
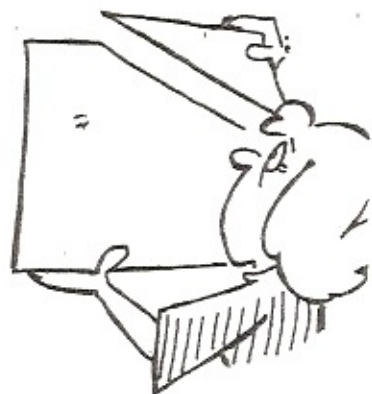
Tens	Ones
<input type="text"/>	
1	5
+ <input type="text"/>	8
5	3

9.

Tens	Ones
<input type="text"/>	
4	7
+ <input type="text"/>	2
6	9

SQUARE PUZZLE

Have a copy of this page made. Cut out each of the four shapes below and place the pieces together in the shape of a square.



Name:

#:

Date:

Syllabication Practice 6

Task: Divide each word by putting a slash (/) symbol between each syllable. Then write how many syllables each word has. Use a dictionary if you're not sure where to divide the syllables.

Example: c o f / f e e 2 syllables

1. t r e e h o u s e

2. b a n k e r

3. u n l o c k

4. d o z e n

5. p i l l o w

Standards Addressed:

Decoding and Word Recognition

- 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings)
- 1.2 Apply knowledge of basic syllabication rules (e.g., vowel-consonant-vowel = su/per; vowel-consonant/consonant-vowel = sup/per).
- 1.3 Decode two-syllable nonsense words and regular multisyllable words.

Mrs. Kennedy

2012-2013