

Summer Resources for 3rd Grade Parents



- Use the following site to become familiar with the standards you will learn in 4th grade . The 4th grade standards begin on page 54. Standards determine the skills that students will need to master within the grade.

<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>

- Visit www.engageny.org

Once on this site, you can access state released test questions for **ELA** and **Math** from previous years. In the right hand corner (search this site), type in 4th grade test released questions. You can have your child read passages and answer multiple choice, short response, and extended response questions.





Please be sure to have your child read over the summer months. You may log onto the following websites for continued reading practice. Remember, your child needs to be able to read 30- 45 minutes every night in the fourth grade. Be sure to also access the IRLA Reading Level Summer Packets for your child's level.

- iReady (login for assignments)
<https://login.i-ready.com/>
- Lexia Core5
<https://www.lexiacore5.com/>
- IRLA Bookshelf
<https://www.arcbookshelf.com/>
- Epic
<https://www.getepic.com/sign-in>
- eSpark
<https://student.esparklearning.com/student/login>

Summer Reading Bingo:







Summer Reading Bingo is to be played all summer long to encourage reading in a fun and engaging way! Students can complete a summer activity and then color in the square. To get a bingo, complete five activities in a row (vertical, horizontal, or diagonal).

				
B I N G O				
Read for 20 minutes	Check out a book from the library	Read a biography	Read a fiction book	Read at a park
Read a newspaper	Read by a flashlight	Read for 10 minutes	Read a book that has won an award	Go outside and read
Read to a parent or adult	Read on the beach	Free Space	Read in your pajamas	Read a book with no pictures
Read a poetry book	Read a non-fiction book	Read 3 books by the same author	Read for 30 minutes	Read a chapter book
Read under a tree	Make a fort and read in it	Read for one hour	Read to a pet	Read with a friend or sibling
				

Roll and Retell Games

After reading a fictional text, play this roll and retell game to answer questions based on what you read. Then try playing the non-fiction roll and retell game.

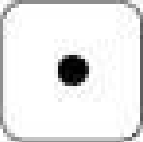




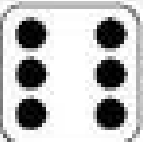
Roll & Retell

-  What is the story *mostly* about?
-  Who are the main characters?
-  Where did the story take place?
-  When does the story take place?
-  What happened in the *beginning, middle, and end*?
-  What questions do you have about the story?



Read Non-Fiction and Roll

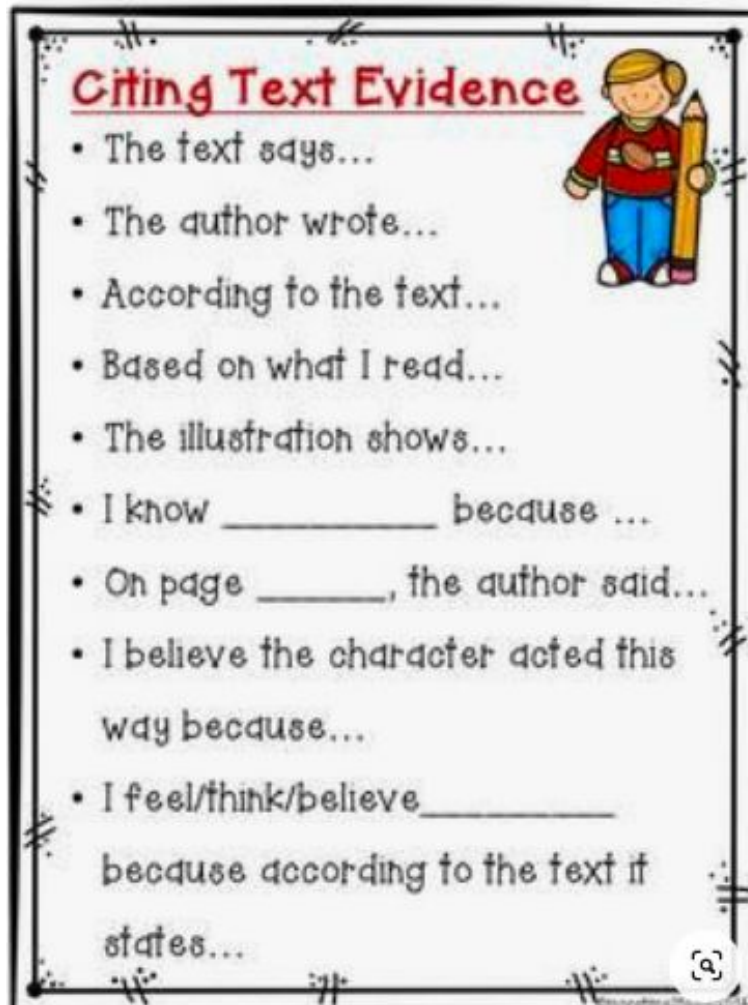
Read a non-fiction book and answer the questions.
Roll a die and complete the activity book you read.

	Write a heading from the book you read.
	Write 3 vocabulary words from the book.
	Write 3 questions you still have after reading the book.
	Write a summary of what you read.
	Write 3 facts you learned from the book.
	Find 3 non-fiction text features and write the page numbers you found them on.

Helpful Anchor Charts


The following anchor charts can be good resources to help students as they are reading.

Citing Text Evidence:



Citing Text Evidence

- The text says...
- The author wrote...
- According to the text...
- Based on what I read...
- The illustration shows...
- I know _____ because ...
- On page _____, the author said...
- I believe the character acted this way because...
- I feel/think/believe _____ because according to the text it states...



©

Stop and Jot:

My Mini Anchor Chart

Stop-and-Jot

Good readers will take time to stop and jot while they are reading. This means they pause to think about their reading and make a few notes.

When should I stop and jot?

Fiction	Non-Fiction
<ul style="list-style-type: none">• When a character's traits or feelings change• When you can make a personal connection to the text• When the climax of the story occurs• When the major problem is resolved• When you have a prediction about what will happen next	<ul style="list-style-type: none">• When you learn a new fact or detail• When you come to the end of a section• When you learn a new word• When you read something interesting• When you have a question about something you read

Don't stop and jot on every page!

Don't take too much time to jot down your thoughts. Make it quick!

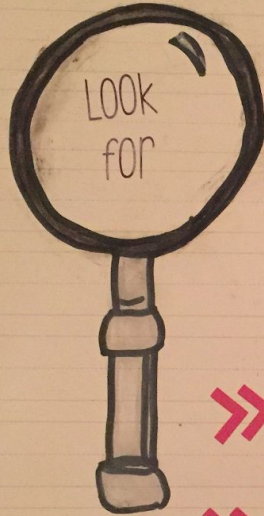
Don't worry about spelling.

[a]

Using Context Clues:

CONTEXT CLUES

Clues that good readers use to find the meaning of unknown words

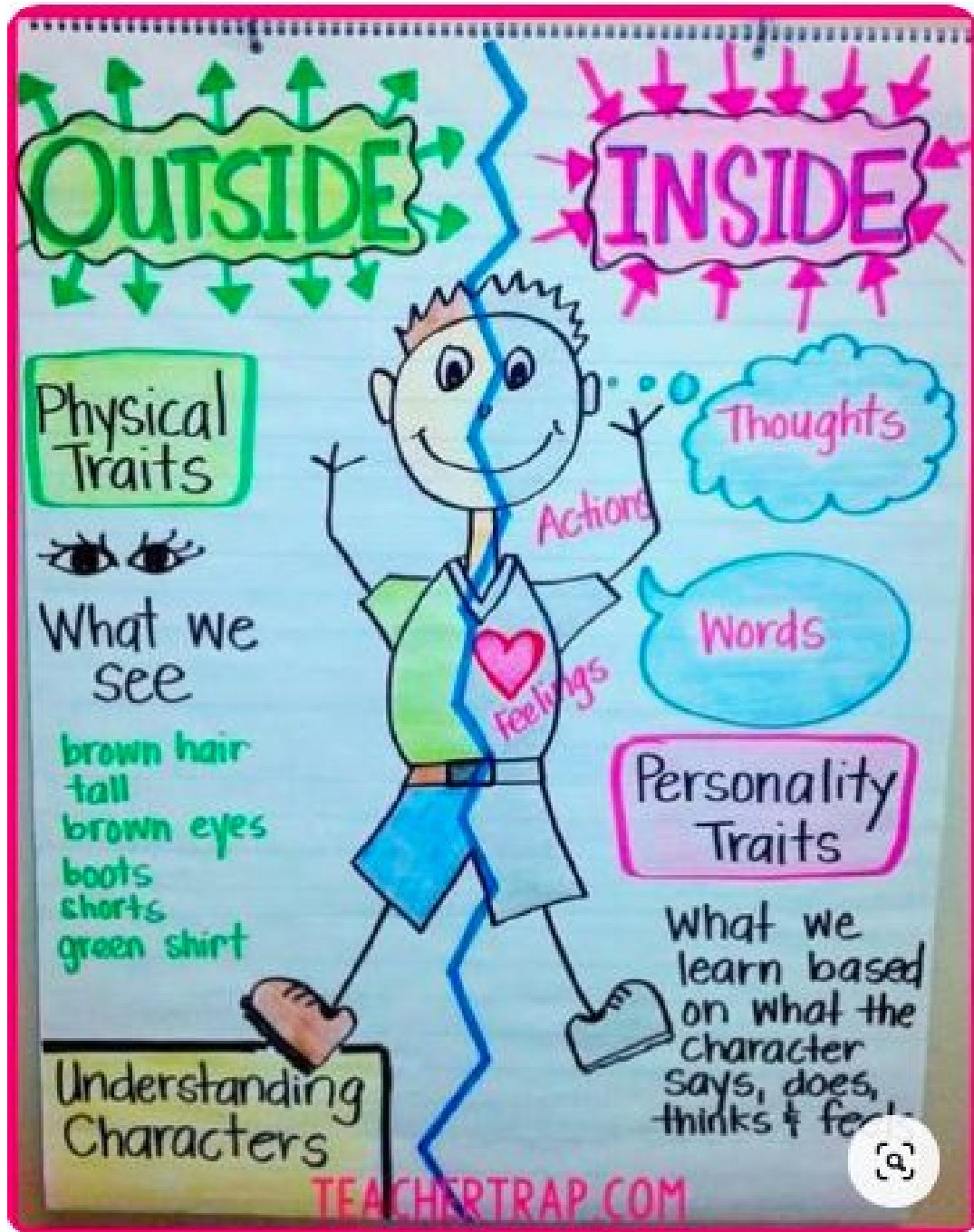


- » Pictures
- » Helping Words
- » Words you know
- » Examples and Definitions

» **Synonyms**
- words that mean the same

Antonyms
- words that mean the opposite

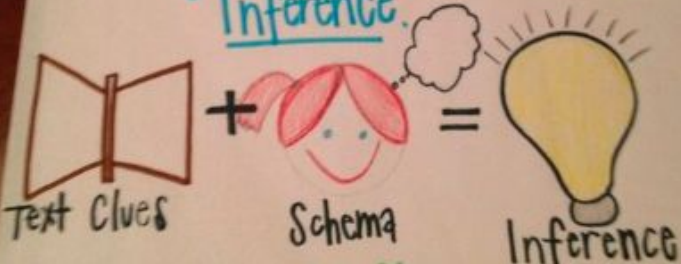
Character Traits:



Making Inferences:

Making Inferences

When authors of books don't tell everything about characters and events and readers have to use story clues and background knowledge (schema) to make an Inference.



Text Clues + Schema = Inference

Thinking Stems

- I can infer...
- This could mean...
- Perhaps...
- Maybe...

3

Third Grade Suggested Books

Wt	Andrew Lost	JC Greenburg	6
Wt	A to Z Mysteries	Ron Roy	6
Wt	Go Girl!	varies	6
Wt	Claudia Christina Cortez	Diana G. Gallagher	6
Wt	Judy Moody	Megan McDonald	10
Wt	My Weird School	Dan Gutman	6
Wt	Ruby and the Booker Boys	Derrick Barnes	9
Wt	Zack Files	Dan Greenburg	4
Wt	Miami Jackson	Patricia McKissack	6
Wt	Boxcar Children	Gertrude Chandler Warner	11
Wt	Katie Kazoo	Nancy Krulik	5
Wt	Sports Illustrated graphic novels	varies	4
Wt	Magic Tree House	Mary Pope Osbourne	5
Wt	Commander Toad	Jane Yolen	4
Wt	Field Trip Mysteries	Steve Brezenoff	6
Wt	Rainbow Fairies	Daisy Meadows	5

Tools for Instruction

Tools for Instruction

Understand Characters

Understanding characters is central to understanding a literary text. Students need to know why characters are in the story and how their words, actions, and choices affect the development of the plot. However, the leap from describing characters to making inferences about them can be challenging for students who may not think about characters as relatable people. To help students take this important step toward thinking critically about characters, teach them to use what characters say, do, and think as a bridge to inferring judgments about them.

Step by Step 20–30 minutes

1 Introduce and explain understanding characters.

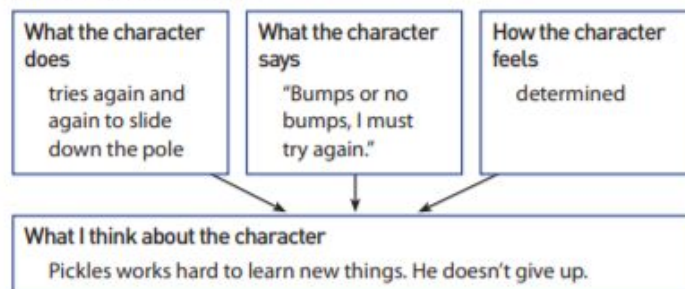
- Ask, *If you hear someone say “please” and “thank you,” and you see him share his toys with others, what is something you can tell about him? (He has good manners.)*
- Say, *Even if no one tells us that this boy has good manners, we can decide for ourselves that he does by thinking about what we see him say and do. This is also true for characters that we read about. Just like with people in real life, one of the ways we understand characters is by listening to what they say and watching what they do.*
- Use familiar stories or films to illustrate this point. For example, say, *In Beauty and the Beast, we see Belle offer to take her father’s place in the dungeon so that he can go free. We also hear her say that she loves him. These things tell us that Belle is a kind and loving person.*
- Invite students to share additional observations about characters in the same story.

2 Teach and model understanding characters.

- Select an on-level read aloud such as *The Fire Cat*, by Esther Averill, and display **Character Chart** (page 3).
- Say, *Good readers make sure they understand the characters they read about. As I read this story, I will stop from time to time to think about what certain characters say and do. This chart will help me organize my thoughts.*
- As you read aloud, pause to think about what a character says or does, and model how to make an inference based on those details.

Pickles tries to slide down the pole like the firemen, but it’s not easy. When Pickles says, “Bumps or no bumps, I must try again,” it reminds me of how hard it can be to learn something new. But Pickles doesn’t give up! I think this shows that he is a determined cat. He wants to learn everything he can about living in the firehouse.

- Record the details on the character chart.



Tools for Instruction

- Then think aloud about why it is important to understand this about the character. Say, *It is important to know that Pickles doesn't give up. This information helps us understand that Pickles will do whatever it takes to become the Fire Cat, which is his main goal in the story.*

3 Provide guided practice with understanding characters.

- Choose another character from the text, and select an event in which that character appears. Have students use the prompts in the chart to share their observations, and record them on the class chart.
- Guide students to make an inference about the character, based on their observations. Help them point to text or illustrations that support their observations.
- Then guide a brief discussion on how understanding the character in this way helps readers to better understand the story.
- Repeat for the remaining number of characters in the story.

Connect to Writing Distribute a copy of the character chart to each student. Have them complete the chart in their own words as you complete it with the group.

4 Provide independent practice with understanding characters.

- Have small groups of students practice understanding characters in a different story. Choose a story that is familiar, and provide the following questions to guide students in thinking about a character's words and actions. You might wish to assign one group member to be in charge of asking the question prompts.

Why do you think [character] did _____?

Why do you think [character] said _____?

If you were [character], how would you feel when _____ happened?

How would you describe [character] to someone who has not read this story? Why?

- Listen in on group discussions and provide support as needed.

Check for Understanding

If you observe...	Then try...
difficulty seeing characters, especially animals, as relatable people	taking a picture walk, using a story in which the characters are animals. Take turns with students pointing out details that make a character seem like a real person, such as wearing clothes or doing chores.
difficulty using details to support inferences about characters	rereading a passage and stating an inference based on a character's words or actions. Have the student point to details in the text that support the inference.

Name _____

Character Chart

What the character does	What the character says	How the character feels
What I think about the character		

What the character does	What the character says	How the character feels
What I think about the character		

Tools for Instruction

Make Inferences

When readers make inferences, they combine clues in the text with what they already know to understand information that is not explicitly stated. Even though students make inferences every day, such as looking outside for clues about the weather, they can struggle with knowing how or when to apply it as a reading strategy. Often what is hardest for students is understanding how to link what they already know with details in the text. To improve their ability to make inferences, students need plenty of teacher modeling with think alouds, followed by guided practice. Using a graphic organizer is also a helpful way to scaffold this kind of thinking.

Step by Step 30–45 minutes

1 Introduce making inferences.

- Connect making inferences to the kind of thinking students do in everyday life.

You take a brownie out of your lunch bag. Your friend stares at it while you both eat your lunches. Then your friend says, "I really like chocolate, too."

- Ask, *What does your friend want? (some of your brownie) How do you know? (stares at it while you both eat your lunches; says, "I really like chocolate, too.")*
- Point out that your friend did not say, "I want some of your brownie." Instead, you used clues to figure that out. Explain that this is called making inferences.
- Display the phrase *making inferences*, and read it aloud chorally. Then say, *We also make inferences when we read. Authors don't tell you everything. Sometimes readers have to use what they know and what they have read to make inferences about what the author does not say.*

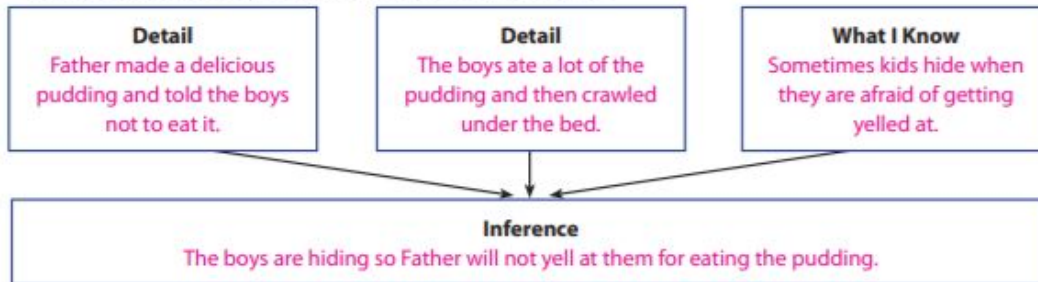
2 Model making inferences.

- Select a short, simple text. This can either be a text you read aloud or a text students read together in your class. It is best to use texts with topics familiar to your students, so everyone shares the same background knowledge.
- Display **Inference Chart** (page 3).
- As you read the story aloud, pause to question a detail in the text. Model how you connect what the author tells you and what you already know to make an inference. The following example is from *The Stories Julian Tells*, by Ann Cameron.

It says that the boys went and crawled under the bed. But why would they do that? I read that Father made delicious pudding and then told the boys not to eat any of it, but then the boys ate a lot of it. They knew that they were not supposed to do that. I know that sometimes kids hide when they do something wrong. I think the boys are hiding because they are afraid Father will yell at them for eating the pudding.

Tools for Instruction

- Record the details and your inference on the inference chart.



Support English Learners Pair students and encourage them to make inferences about pictures. Have them complete the inference chart for a picture or a series of related pictures. Guide them to find places in the text that tell more about the picture.

3 Guide practice in making inferences.

- As you continue reading, pause at other places where key idea or details are not directly stated.
- Ask questions that help students use details in the text and what they already know to make an inference.

It says they felt "like leaves in a storm." What does that mean? What do you know about leaves? And what do you know about the weather during a storm? How do you think the boys are feeling? What other clues in the text make you think that?

- Record new details and inferences on a blank inference chart.

4 Provide opportunities for additional practice.

- Continue to provide guided practice with inferential thinking. Use both read alouds and texts that students have read independently.
- Support practice by having students work in pairs to discuss responses to prompts such as these.

- How do you think _____ feels?
- Why does _____ feel that way?
- Why do you think _____ did that?
- What does the author want you to know about _____?
- What clues make you think _____?

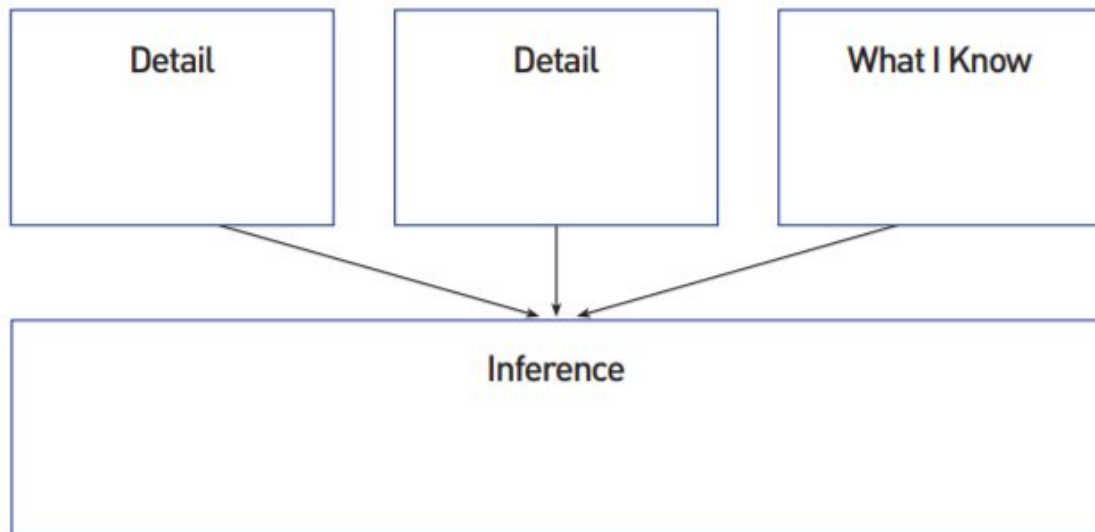
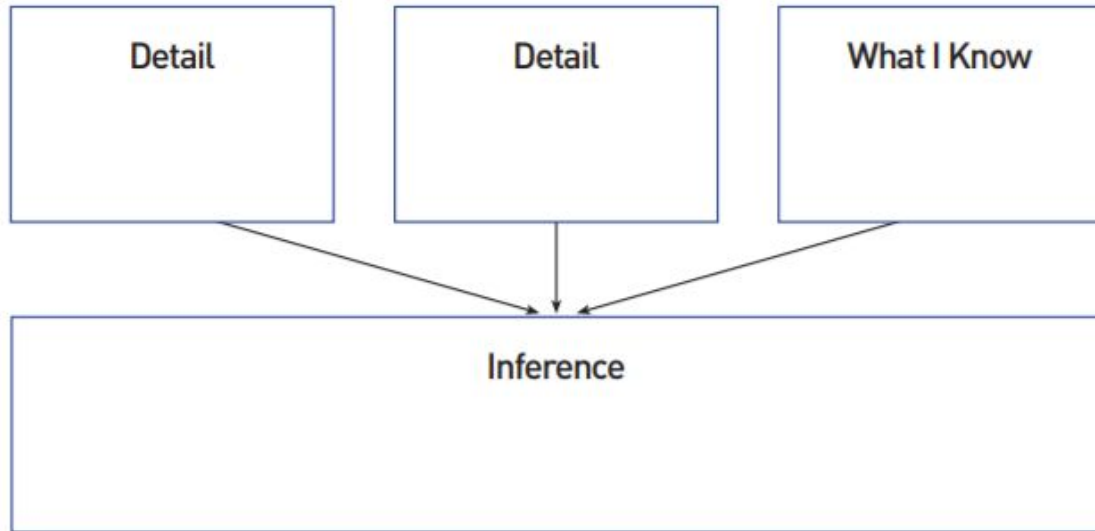
Check for Understanding

If you observe...	Then try...
difficulty making inferences while reading	modeling and providing practice with more visual, age-appropriate materials that have very little text and lead directly to inferential thinking. You might use cartoons or advertisements. Challenge students to inference guessing games. Ask, <i>How many inferences can you make from this one advertisement?</i>

Name _____

Inference Chart

Title _____



Tools for Instruction

Use Context to Find Word Meaning

Every encounter with an unfamiliar word is an opportunity for readers to expand their vocabularies. One way to learn the meaning of an unfamiliar word is to look for clues in the context. Context is made up of the words, phrases, sentences, and pictures that surround the unfamiliar word. Students are often told to “use the context” to figure out the meaning of an unfamiliar word, but implementing the strategy can be challenging. Help students use context effectively by modeling and guiding the process of finding helpful clues.

Step by Step 30–35 minutes

1 Introduce and teach context clues.

- Say, *Sometimes when we read, we come across a new word that we don't know. One way to figure out what it means is to look for clues in the words, phrases, or pictures around it. We call these context clues.*
- Display the following cloze sentence, and read it aloud.

I used a _____ to cut my sandwich in half.

- Ask partners to talk together about what word would make sense in the blank. (*knife*)
- Have students share how they guessed the correct word. Point out that the word *cut* is an important context clue because it tells what the missing word does. The phrase *cut my sandwich in half* narrows it down even further.

2 Model using context clues.

- Display and read aloud a sentence containing a challenging, above-level word that can be understood by looking closely at its context. Underline the target word.

The huge fire blazed until the whole room was warm and cozy.

- Think aloud as you use context clues to figure out the meaning of the target word. Point to the words and phrases you use as clues, and talk about the information they provide.

Context Clues *huge, fire, whole room, warm, cozy*

What do the clues tell me? *Blazing is something a huge fire does. Blazing makes things very warm. The things that get warm when something blazes can be as big as a whole room.*

What do I think the word means? *Blazed means “burned very fiercely.”*

- Check your definition by inserting it into the sentence in place of the unfamiliar word. *The huge fire burned very fiercely until the whole room was warm and cozy.* Ask students to verify if that sentence makes sense.

Fiction Reading Skills: Read the following passage, "The Perfect Camping Trip." Then answer the questions based on the text. Remember to go back into the text to help you answer the questions. Also, take notes or annotate the text as you are reading.

Name: _____

The Perfect Camping Trip

By Anita N. Amin

One Saturday evening, Bella and her friend Mia went camping. Mosquitoes snapped at them in the dewy air. Tall pine trees rustled in the soft wind and sprinkled down pine needles.

"It's like camping in the woods," Mia said. They were in Bella's back yard.

"Let's pitch our tent," Bella flung a sheet over two drooping branches on side-by-side trees. It was perfect! They laughed and crawled under the sheet.

But the wind grew stronger. The sheet flapped over and off the tree. They tried again, but the sheet wouldn't stay.

"Hmm," Mia said. "Let's roast marshmallows instead."

They hunted for sticks and broken pieces of bark. They made a pile on the ground, poking long sticks through their marshmallows. It was perfect!

Bella ran inside to ask Mom to start the campfire. But Mom said, "No, we can't start a campfire in our back yard. You or someone else could get hurt. Just pretend. Or you can use the microwave."

They pretended but it wasn't the same. And their marshmallows got dirt all over them.

"Hmm," Bella said. "Let's sit and look at the stars instead."

But when they looked up, Bella saw a black sky without any glowing stars. The moon was hazy and striped with tentacle-like clouds.

"The sky looks spooky," Mia said.

"It does look spooky," Bella smiled.

They told each other spooky ghost stories. It was perfect!



Then, Bella felt a drop. And another. And another.

Bella and Mia raced inside out of the rain.

Their camping trip was ruined! Bella frowned. Or was it? She remembered they could make s'mores in the microwave!

Bella and Mia devoured their graham cracker, chocolate, and marshmallow s'more sandwiches. Who knew s'mores could be so good without ashes and smoke?

Mom pulled two sleeping bags into Bella's bedroom. Bella and Mia snuggled deep down in them, staring up at the glowing sticker stars on Bella's bedroom ceiling.

"This is the best camping trip ever," Mia said.

"Let's do it again next weekend!" Bella smiled. "It was perfect!"

Name: _____

The Perfect Camping Trip

By Anita N. Amin

1. In the story, where do Bella and Mia go camping?

- a. on Bella's grandparents' farm
- b. in Mia's bedroom
- c. in Bella's backyard
- d. in the woods



2. Describe three things that go wrong during Bella and Mia's camping adventure.

3. What reason does Mom give for not starting the campfire?

- a. It's too windy.
- b. It's going to start raining.
- c. There is no firewood.
- d. Someone could get hurt.

4. In the story, how do the girls make their s'mores?

- a. over a campfire
- b. in the microwave
- c. using marshmallow spread
- d. they don't make s'mores

5. Read this sentence from the story:

"The moon was hazy and striped with tentacle-like clouds."

Which of the following words best describes the tone, or mood, of this sentence?

- a. mysterious
- b. confusing
- c. playful
- d. ordinary

Name: _____

The Perfect Camping Trip

By Anifa N. Amin



Unscramble the letters in the boxes in order to form vocabulary words from the story. Write the complete word on the line.

1. **n o d i o g r p**

hint: falling forward; hanging down limply

2. **h i p c t**

hint: set up; put in position

3. **s i m o q
t o e u s**

hint: tiny insects that leave behind itchy bumps on the skin when they bite

4. **d e n e l e s**

hint: slender, pointed leaves of a pine tree

5. **r t l u s d e**

hint: crackled like leaves on a tree

6. **s a e h s**

hint: powdery dust left behind from a fire

7. **o e d r e v u d**

hint: ate very quickly because of hunger

8. **o s y o k p**

hint: scary; ghostly

Non-fiction Reading Skills: Read the following passage, "Camouflage Creatures." Then answer the questions that follow. Remember to annotate the text and go back into the text to help you answer the questions.

Name: _____

Camouflaged Creatures

by Guy Belleranti

In nature, predators and prey seem to play a game of hide-and-seek. Prey need to hide, so predators do not find them and eat them. Predators need to hide too, so smaller prey cannot see them approaching. Some animals have special colors or marks on their bodies that help them hide among trees, rocks, and grass. This blending is called camouflage.

The earth tone colors of deer and squirrels help them hide from predators among the browns of trees, bushes and soil. A brown squirrel can be difficult to see when it is scampering among brown autumn leaves. A brown deer can be overlooked when it is hiding between tree trunks. The deer and squirrel's special coloring help them hide from predators.

African lions have a tan body coloring. However, lions use it not to hide from predators, but to hide in savanna grasses while watching for prey. A lion can sneak up on prey without being seen more easily by blending into the grassy environment.

Another popular animal camouflage color is green. The green tree frogs of Australia blend in and hide from predators better because of their color. Green tree pythons and emerald boas, meanwhile, are more like lions, using their green color to blend in. When a likely meal (a rodent, bird or lizard) comes along these snakes strike quickly, catching the prey.



Can you see the green snake in this picture? The snake's shape and color help it hide among the green forest leaves.



This owl sleeps during the day, so it does not want to be seen by other animals. Notice how its feather pattern and coloring match the tree trunk.



Is this polar bear camouflaged to protect itself from predators or to hunt prey?

The praying mantis takes things a step further. While its green to brown color helps it blend in with vegetation, the mantis also mimics the shape of a stem or leaf. The mantis uses these camouflage methods both to hide from predators like birds, frogs, snakes, spiders and bats, and to await prey such as insects (including other mantises!), spiders, hummingbirds, and small frogs and mice.



This praying mantis' body mimics its environment. It looks much like a leaf or twig. This type of blending is called mimicry.

Just as important as color camouflage and mimicry is pattern camouflage. Tiger stripes and leopard and jaguar spots are all patterns which help these cats hide among the plants and shadows when they search for prey.



A tiger has vertical stripes that help to hide it among tall grass. This is pattern camouflage.

In nature, hide-and-seek is a game of life and death. Pattern and color camouflage, and mimicry, can give predators and prey a survival advantage. Can you think of any other animals that have camouflage?

About the Author



Guy Belleranti is an author of fiction, poetry, articles, puzzles, and humor for children and adults. He also works as a docent at the Reid Park Zoo in Tucson, Arizona. The information in this article comes from his experiences teaching children about the wild animals at the zoo.

Name: _____

Camouflaged Creatures

by Guy Belleranti



1. How does a lion's special coloring help it survive?
 - a. It helps protect the lion from predators.
 - b. It helps the lion sneak up on predators without being heard.
 - c. It helps the lion hunt prey without being seen.
 - d. It makes the lion completely invisible.

2. Explain how a praying mantis uses more than just color to blend into its surroundings.

3. How does camouflage help a polar bear become a better predator?
 - a. It makes the polar bear more difficult to see in the woods.
 - b. It makes the polar bear more difficult to see on rocky ledges.
 - c. It makes the polar bear more difficult to see in a snowy environment.
 - d. It makes the polar bear more difficult to see underwater.

4. Read the following sentence from the article and choose the best definition for the underlined words.

The earth tone colors of deer and squirrels help them hide from predators.

- a. color of summer leaves
- b. color of the morning sky
- c. color of soil and ground
- d. color of the planet Earth

Challenge: Draw a picture of a scene in nature. Include several camouflaged animals in your picture.

Poetry Skills: Practice reading poetry with the poem "What to Feed a Dragon." Then answer the questions that follow.

Name: _____

What to Feed a Dragon

by Kimber Krochmal

I have a new pet dragon.
He followed me from a dream.
But I can't tell my mom,
It would only make her scream.



I tried to feed him fried rice,
But he didn't like the spice.

So I tried to feed him applesauce,
But he said it made his eyes cross.

I tried to feed him gingerbread,
But he said it only hurt his head.



So I tried to feed him peanut butter,
But it got stuck and made him stutter.

I tried to feed him watermelon pie,
But that, he said, he wouldn't try.

So I tried to feed him sprinkle cake,
But he said that would keep him awake.

I tried to feed him last night's dessert,
But he said it made his stomach hurt.

So I tried to feed him some fish,
But he really didn't like that dish.

Then I tried to feed him cheese,
That's when he said "more please."



Now my mom is wondering why,
We can't keep cheese in the house.
I heard her last night telling Dad,
She thinks we have a mouse.

Name: _____

What to Feed a Dragon

by Kimber Krochmal



1. Why wouldn't the dragon eat rice?

2. Why wouldn't the dragon eat sprinkle cake?

3. What type of poem is this?

- a. non-fiction
- b. fantasy
- c. science fiction
- d. biography

4. Lines 23 and 24 of the poem say:

*My mom is wondering why,
We can't keep cheese in the house.*

What does this mean?

- a. Mom wonders why the cheese smells rotten.
- b. Mom thinks the cheese needs to be kept outside.
- c. Mom wonders why the store is out of cheese.
- d. Mom wonders why the cheese keeps disappearing.



5. Which of these sentences describes something that could happen in real life?

- a. Last night's dessert made my dragon's stomach hurt.
- b. I told my mom that I have a pet dragon.
- c. I tried to feed my pet dragon applesauce.
- d. My pet dragon said, "More please."

Now try this: Read the poem aloud to a friend, parent, or teacher. practice reading with expression.

Name: _____

What to Feed a Dragon

Vocabulary



The words below are scrambled words from the poem.
Unscramble each word and write in on the line.
Be sure you spell the words correctly when you unscramble them.

1.

e	s	e	r
s	d	t	

Clue: sweet snack served after dinner

2.

a	e	l
e	p	s

Clue: polite word to use when you ask for something

3.

t	t	t	r
u	e	s	

Clue: to have trouble speaking

4.

c	o	t	h
m	s	a	

Clue: organ in your body that holds food

5.

d	m	a
r	e	

Clue: something your brain does while you sleep

6.

p	p	a	a	e
u	s	c	l	e

Clue: soft food made from a red fruit

Name: _____

What to Feed a Dragon

by _____
(Your Name)

I have a new pet dragon.

He followed me from a dream.

But I can't tell _____
(special person)

It would only make _____ scream.
(him or her)



I tried to feed _____
(Mention a food that the dragon does not like.)

But _____
(Tell why the dragon doesn't like it.)

So I tried to feed _____
(Mention a food that the dragon does not like.)

But _____
(Tell why the dragon doesn't like it.)

I tried to feed _____
(Mention a food that the dragon does not like.)

But _____
(Tell why the dragon doesn't like it.)

So I tried to feed _____
(Mention a food that the dragon does not like.)

But _____
(Tell why the dragon doesn't like it.)

Then I tried to feed _____
(Mention a food that the dragon does like.)

That's when _____
(Tell what the dragon did when it ate this food.)

Now _____ is wondering why
(special person; same as line 3)

We can't keep _____ in the house.
(food that the dragon likes)

I heard _____ last night telling _____
(him or her) (another special person)

_____ thinks _____
(he or she) (Why your special person thinks the food is disappearing)

Reader's Theater: Practice reading a play with the passage below.

Name: _____

The Case of the Missing Socks

by Lydia Lukidis

1

Oh no! Caleb's socks are missing, again! Will he be able to solve the mystery once and for all?

Characters (in order of appearance):

Caleb
Mom
Narrator 1
Narrator 2
Narrator 3
Melissa
Dryer



Caleb: Moooooooooom!

Mom: Yes dear?

Caleb: Where are my socks? You know, the new ones with the gray and yellow stripes?

Mom: I don't know dear. Why don't you check the dirty hamper?

Narrator 1: Caleb runs to the hamper, but it is empty.

Caleb: My socks aren't there! Where else can they be?

Mom: Well, maybe they're clean and you put them in your drawer?

Narrator 2: Caleb runs to his room. He tears open his drawers, one by one.

Caleb: They're not here!

Mom: Check everywhere in your room. I know how messy your room can be.

Narrator 3: Caleb goes through his entire bedroom. He looks under his bed. He looks in his closet. He even looks in his fish tank. But he cannot find his new socks. Caleb is frustrated.

Caleb: First one of my green socks went missing, then my blue polka dot sock disappeared...then my red sock...then my orange checkered sock.

Now both of my gray and yellow striped socks are gone!

2

Narrator 1: Every week, it seems some of his socks go missing. Sometimes he just loses one sock. But today he lost a whole pair. That is the last straw! He runs to the kitchen to talk to his mom.

Caleb: Okay Mom, we have a serious situation. There's something very mysterious going on here. My new socks have vanished. Every day, another sock goes missing. Pretty soon I'll have none left and I'll have to go to school barefoot!

Mom: Caleb, don't exaggerate. I'm sure your socks are somewhere. Why don't you check the dryer? Sometimes small items get left behind.

Caleb: The dryer! That's it! The dryer is eating my socks!

Mom: Don't be ridiculous. Dryers don't eat things! Especially dirty socks.

Caleb: Mom, it's the most reasonable explanation.

Mom: I'm sure the socks will turn up.

Narrator 2: But Caleb knows they won't. They never do. That's the problem with adults; sometimes they just don't get it! Caleb runs upstairs to his bedroom. He begins to talk to his stuffed bear, Snuffles.

Caleb: You believe me, right Snuffles? I knew you would. You always understand!

Narrator 3: Caleb pauses to think for a moment.

Caleb: Okay, so this is what I have so far. It's been happening for almost two weeks. I give my dirty socks to Mom and then they mysteriously go missing. I have eleven single socks missing, and now, my new favorite pair of gray and yellow striped socks is missing. I'm convinced that the dryer is some kind of alien monster sent here to eat my socks. Every time I go down to the basement, I hear all kinds of strange noises. All kinds of BEEPS and BOOPS and BE-BOPS. That's probably the alien monster communicating with its alien family!

Narrator 1: Meanwhile, Caleb's sister, Melissa, listens at the door. She bursts into his room.

Melissa: Haha! You've really gone bananas this time, Caleb. You actually believe the dryer is an alien monster?

Caleb: Hey, this is confidential!

Melissa: Then don't leave your door open.

Caleb: Well, do you have any better explanations?

Melissa: Caleb, you probably just lost your socks. That's all there is to it.

Narrator 2: But Caleb had enough of everyone making fun of him.

Caleb: I'm going to prove it to you! Then we'll see who has the last laugh.

Melissa: Yeah, we'll see! Just be careful that the alien monster doesn't eat you first!

Narrator 3: Melissa leaves the room. Caleb turns to his stuffed animal.

Caleb: Well, Snuffles, I guess it's just you and me. We can do this! What we need is...what we need is a plan. We need to get to the bottom of this!

Narrator 1: Caleb puts on his special Superman cape. Instantly, he feels braver.

Caleb: This is the plan: we will take the flashlight and go down to the dryer in the basement. We need to investigate.

Narrator 2: Caleb attaches Snuffles to his belt, picks up the flashlight, and goes downstairs with determination. But he suddenly stops. Caleb doesn't like going to the basement. It's dark and scary. There are all kinds of weird noises that come from the basement.

Dryer: BEEP! BOP! BE-BOP-A-LOP....

Narrator 3: Caleb wonders what the alien monster is trying to say. He pauses for a moment, then continues. He flies down the stairs and finds the dryer. He opens its door in a hurry and reaches his arm inside. He finds a piece of lint, but no socks. He looks behind the dryer, but no socks.

Caleb: Well Snuffles, looks like we're too late. The alien monster must have eaten them! Let's take a look around for clues.

Narrator 1: Caleb continues to look around. But the truth is, he doesn't know what he's looking for.

Mom: Caleb! Dinner!

Caleb: I'm coming! I guess I will have to take a break from the investigation. After all, even the biggest superheroes need to eat.



Narrator 2: Caleb starts to walk toward the basement stairs. Suddenly, a furry gray creature with a bushy tail slinks across his path. Caleb jumps out of fright, but the creature makes a "meow" sound.

Caleb: Oh! It's just you, Dusty. You scared me, silly cat.

Narrator 3: Caleb is about to step around the cat when he notices something strange.

Caleb: Hey...wait a minute...

Narrator 1: Caleb shines his flashlight toward the cat in the shadows and sees something dangling from Dusty's mouth. He looks harder at the familiar gray and yellow striped fabric. It's one of his missing socks!

Caleb: Dusty! What are you doing with my sock?

Narrator 2: The cat lazily walks into the shadows. But Caleb follows him with the flashlight. Sure enough, Dusty walks over to a pile of old cushions where he likes to sleep, and there are all Caleb's socks – a huge pile of them! Dusty looks up proudly.

Caleb: You are a sneaky cat, but I'm sure glad I finally solved the mystery of my missing socks!

Narrator 3: Once again, Caleb heads upstairs for dinner. But this time he feels proud. He's a real superhero after all!

About the Author



Lydia Lukidis is a published children's author with a multi-disciplinary background that spans the fields of literature, theater and puppetry.

Lydia's picture book, *Gerbs in the House: The Dilly Dally Bedtime Routine*, is now available. Find out if Mocha will ever get his silly son to sleep!

Lukidis, Lydia. *Gerbs in the House: The Dilly Dally Bedtime Routine* ISBN: 978-0-9917402-7-7

Name: _____

The Case of the Missing Socks

by Lydia Lukidis



1. In the story, "The Case of the Missing Socks," what does Caleb *think* is the cause of his disappearing socks?
- a. Caleb's sister, Melissa, is hiding them from him.
 - b. Caleb's mom loses them when she does laundry.
 - c. The dryer in the basement is an alien monster that is eating Caleb's socks.
 - d. The family's cat, Dusty, is taking Caleb's socks to the basement.

2. Why does Caleb put on his Superman cape before he investigates the basement?

3. What is Caleb afraid will happen if his socks keep disappearing?

- a. His feet will be cold at nighttime.
- b. His mom will not buy him any more socks.
- c. He will be teased at school.
- d. He will have to go to school barefoot.

4. Which word best describes how Caleb felt when he finally found his missing socks?

confused proud frustrated shocked

Name: _____

The Case of the Missing Socks

by Lydia Lukidis



Match each vocabulary word from "The Case of the Missing Socks" with the correct definition.

_____ 1. investigate

_____ 2. ridiculous

_____ 3. confidential

_____ 4. explanation

_____ 5. sneaky

_____ 6. exaggerate

_____ 7. determination

_____ 8. hamper

a. bravery or courage; not giving up

b. sly or tricky

c. to explore the facts in order to find an answer

d. a basket used for laundry

e. private or secret

f. very silly or unreasonable

g. to make something seem worse than it really is

h. a statement that describes why something is the way it is

Reading Fluency: Practice reading fluently with the poem below.

Name: _____

"My Phone" Poem

Reading Aloud

When you read a story aloud, you'll want to sound your very best. Here are three skills to focus on when you read.



- **Reading Accurately**
Be sure you read and pronounce words correctly.
- **Comfortable Speed**
Try to read at a speed that's easy to listen to and understand. Don't read too fast or too slow.
- **Expression**
Try not to read in a robotic, monotone voice. Vary the pitch, volume, and tone of your voice.

Directions

On the following page, you'll see a poem titled, "My Phone."

Read the poem aloud to a friend, classmate, family member, or your teacher. You may even choose to create an audio recording of the poem.

Focus on accuracy, speed, and expression.

Read it several times. Don't be discouraged if you struggle at first. Practice makes perfect!

How Did You Do?

Have your listener give you a score. He or she should rate each item on a scale of 1 to 5.

1 = Keep working on it.

3 = Not bad!

5 = You sounded amazing!

_____ **Accuracy.** Most words were read and pronounced properly.

_____ **Speed.** Words were read at a reasonable speed.

_____ **Expression.** Pitch, volume, and tone sounded appropriate.

My Phone

By Neal Levin

My phone has tons of gadgets,
A hundred-fifty rings,
Can store a thousand numbers
And other nifty things.

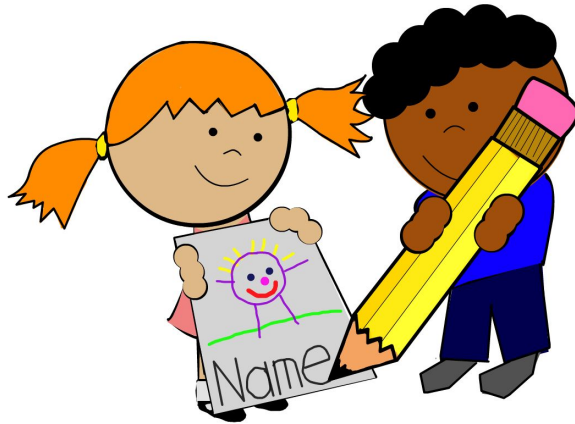
My phone can send me e-mail
And news from far away,
Predict tomorrow's weather,
And tell the time of day.

My phone can download music,
Take photos in a flash,
Make videos and movies,
And really make a splash.





I heard that in the old days
(I'm not sure what this means)
That people used their phones to talk
To other human beings.








Writing



July Writing Prompts

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 What are the three best things about summer vacation?	2 Describe what sights, sounds, or smells make you feel patriotic.	3 Write a letter to a student in another country explaining what you like about the United States.	4 To me, liberty means...
5 Do you enjoy fireworks? Why or why not?	6 One thing I think my best friend would enjoy doing this summer is...	7 It's National Ice Cream Month! Describe your favorite ice cream flavor.	8 What celebrity do you admire? Explain why you look up to this person.	9 On the perfect summer vacation, where would you go and what would you do?	10 If someone offered you flying lessons, would you want to learn to fly a plane? Explain.	11 Would you rather spend the day at the beach or at a water park? Explain.
12 Imagine it's a rainy summer day. Write a story about how you spend your day indoors.	13 Write about a time you felt relieved.	14 If I could go back and relive a day from last year, it would be...	15 Write a funny story about a summer vacation gone wrong!	16 Imagine you opened your own summer camp for kids. Describe what it is like.	17 Draw a plan for a new school playground. What equipment would you put on it?	18 If you could only choose one, would you rather have a cell phone or a television? Explain.
19 Draw a map of your home, school, or neighborhood. Describe your favorite place there.	20 It's National Zookeeper Week! What zoo animal would you want to care for? Why?	21 Do you think it is important to have good handwriting? Why or why not?	22 Is it better to be polite or assertive? Explain why you think so.	23 Imagine you had a summer business. What would you sell or do?	24 This summer, I really hope my parents don't...	25 Would you rather watch a baseball game or play on a baseball team? Explain.
26 Today is Parents' Day! What makes your parents special to you?	27 What are your three favorite ways to beat the heat?	28 Do you think kids should decide their own bedtime? Why or why not?	29 Would you rather be able to speak five languages or play five instruments? Why?	30 How much time do you think kids should spend outside on a summer day? Explain.	31 I laughed so hard the time I...	
						

August Writing Prompts

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 If you could be any book character, who would you be and why?
2 Write to your principal explaining why school should start later (or earlier) this year.	3 Explain three reasons why your family is important to you.	4 If you could trade places with a friend for a day, who would it be and why?	5 One thing about myself that makes me feel proud is the way I...	6 Would you rather be a lifeguard or a firefighter? Why?	7 What event in history has had the most significant impact on your life? Why?	8 If you could create a new holiday, what would it be and how would you celebrate?
9 Think of a pet you would never be allowed to have. Explain why you should have one!	10 Make a list of the places you would most like to visit on a class field trip.	11 Are tests a good way to evaluate what you know? Why or why not?	12 Write a story about finding a treasure map. Where does it lead and what do you do?	13 Think about something you have achieved. Explain how you reached your goal.	14 I've never laughed as hard as the time I...	15 What is one thing you would like to change about your bedroom?
16 Write about a time you were surprised by someone's actions.	17 Would you rather swim in a pool or swim in the ocean? Explain.	18 Of all the things I own, I really could not live without my _____ because...	19 If you had a magic power, what would it be and why?	20 Write a story about winning a contest! What was the prize and how did you win?	21 Think about a time you felt disappointed. What happened and how did you handle it?	22 The coolest thing I've ever seen was...
23 Would you rather spend all day reading books or watching movies? Why?	24 If you could choose anything, what would you do on the last day of summer? Explain.	25 At the start of a new school year, I often wonder...	26 What are three things that are important for every kid your age to know?	27 It's hard to believe that some people don't like to...	28 Five things I am looking forward to about this school year are...	29 Do you think it's more important to be good at spelling or math? Explain.
30 One thing I am glad I did this summer is...	31 I wish my parents thought I was old enough to...					

Grammar Skills

Daily Fix-It #1

The examples below are incorrect. Correct the mistakes.

DAI LY - FIX - IT

1. what hapened during the storm?
2. Charlie neded a battery
-
3. Isabel jane had a rite to cry.
4. big brothers can be mean
-
5. why did Isabel Jane cry
6. Charlie's remote control toies need batterys.
-
7. We has fun at the picnick before the rain began.
8. The bascket held our lunches.
-
9. charlie learned a leson when he lost power.
10. His mother ask Charlie to reed a book.

Daily Fix-It #2

The examples below are incorrect. Correct the mistakes so the sentence is correct.

DAILY - FIX-IT

1. What do peple need.
2. The puppys needs a pen.

3. The carpets is beautiful?
4. The woman needs supplys for the carpet

5. did the boy get his wishes?
6. He lerned sumthing from a wise man.

7. Now the man bring carpets too sell.
8. A carpenter make things out of would.

9. The man brung the goats hair to the spinner.
10. everyone was hapy at the end.

Daily Fix-It #3

The examples below are incorrect. Correct the mistakes.

DAI LY - FIX - IT

1. why was it a good day for fish
2. The villagers were plesed with the catch

3. the fishing line began to twich.
4. Did all the villagers help yanck in the fish

5. "Aana! help me pull this fish!
6. He packed his wifes' mother on the sledd.

7. Kumaks family and the villagers didn't give up
8. Did all the fishs come out of the water.

9. Kumak saw the sun through the wilow?
10. would Kumak have caught the fish without the villagers.

Sentences

A **simple sentence** tells a complete thought. It names someone or something and tells what that person or thing is or does. An incomplete sentence is called a **fragment**.

Sentence The power went out in the night.

Fragment The boy in the dark.

Words in a sentence are in an order that makes sense. A sentence always begins with a capital letter and ends with an end mark.

Directions Write *S* if the group of words is a sentence. Write *F* if the group of words is a fragment.

1. There is nothing to do now. _____
2. The old toy in the chest. _____
3. The battery in the doll. _____
4. My little sister watches me. _____
5. We have fun with make-believe. _____

Directions Underline the group of words in each pair that is a sentence.

6. The house was filled with laughter.

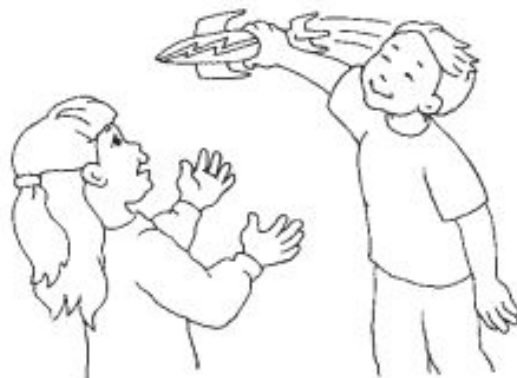
In the corner reading.

7. The blanket in the closet.

I built a big fort.

8. Playing with my little sister is fun.

When I play with my sister.



Common and Proper Nouns

A **common noun** names any person, place, or thing. A **proper noun** names a particular person, place, or thing. Proper nouns begin with capital letters.

Common Nouns These birds live in cold places.

Proper Nouns It is cold in Antarctica in July.

The names of days, months, holidays, historical periods, and special events are proper nouns. They begin with capital letters:

Colonial America, Thanksgiving, President Adams.

Directions Write *C* if the underlined noun is a common noun. Write *P* if the underlined noun is a proper noun.

1. Penguins have black and white feathers. _____
2. Some penguins live in zoos in the United States. _____
3. Penguins have webbed feet. _____
4. New Zealand has many penguins. _____
5. This penguin hatched in July. _____

Directions Underline the common nouns and circle the proper nouns in the sentences.

6. There is much food in the Pacific Ocean.
7. The Phillip Island Nature Park in Australia has many penguins.
8. We watched a movie about animals in Africa on the Wednesday before Thanksgiving.
9. Were dolphins trained to help sailors during World War II?
10. Did you see penguins at the zoo on Labor Day?

Singular and Plural Nouns

A **singular noun** names only one person, place, or thing. A **plural noun** names more than one person, place, or thing.

Singular Nouns The cage is on the shelf.

Plural Nouns Iguanas are cuter than hamsters.

Most nouns add -s to form the plural. Add -es to a noun that ends in *ch, sh, s, ss, or x*: *benches, wishes, buses, glasses, foxes*. When a noun ends in a consonant and *y*, change the *y* to *i* and then add -es: *cities*.

Singular and plural nouns can have appositives. An appositive is a noun or phrase that tells more about the noun next to it.

Singular Nouns My brother, Joe, had an iguana.

Plural Nouns My friend's dog, Lurch, might eat the iguana.

Directions Write *S* if the underlined noun is singular. Write *P* if the underlined noun is plural. Circle any appositives in the sentences.

1. I would like an iguana for a pet. _____
2. Jeff, my friend's brother, said that lizards are quiet. _____
3. My mom thinks reptiles are ugly. _____
4. A baby iguana would not eat many vegetables. _____
5. My sister, Maria, likes my pet. _____

Directions Underline the singular nouns and circle the plural nouns in the sentences.

6. The boy wrote many letters to his mother.
7. Iguanas and tarantulas are quiet.
8. The cage, sized for gerbils, is near the trophies.
9. His brother is just a baby.
10. My mom says reptiles can grow so big, they may scare my friends.

Contractions

A **contraction** is a word made by putting two words together. When words are joined in a contraction, an apostrophe is used to show where a letter or letters have been left out.

- Some contractions combine a pronoun and a verb: *I + will = I'll*; *they + will = they'll*; *she + is = she's*; *it + is = it's*; *they + have = they've*; *you + are = you're*.

- Some contractions combine a verb and *not*: *has + not = hasn't*; *had + not = hadn't*; *was + not = wasn't*; *did + not = didn't*; *could + not = couldn't*; *should + not = shouldn't*.

- Some contractions combine two verbs: *should + have = should've*; *could + have = could've*; *would + have = would've*.

Contractions We've gone swimming every day, but we won't go tomorrow.

Directions Write the contraction in each sentence. Then write the words that make up the contraction.

1. Swimming was popular in ancient Greece, and it's still popular today.

2. Swimmers began competing in the 1896 Olympics, and they've competed ever since.

3. Women didn't compete in the Olympics until 1912.

4. Women should've competed sooner than 1912.

Directions Write the contraction for the underlined words.

5. I see that you are reading about Natalie Coughlin, my favorite athlete. _____

6. I had not heard of Janet Evans, who competed in 1988. _____

7. I could have read about Fanny Durack all afternoon. _____

Adjectives and Articles

An **adjective** is a word that can describe a person, place, or thing. Adjectives tell more about nouns. *A*, *an*, and *the* are special adjectives called **articles**.

Adjectives Many people wore bright clothes to the annual parade.

Articles The child wore an orange sweater and a blue jacket.

- The articles *a* and *an* are used only with singular nouns. *A* is used before a word that begins with a consonant sound: *a box*, *a red coat*. *An* is used before a word that begins with a vowel sound: *an egg*, *an empty box*, *an old coat*.
- Use *the* before singular or plural nouns: *the earring*, *the earrings*.

Directions Write the adjective that describes each underlined noun.

1. A kimono is made of vivid cloth. _____
2. The Japanese wear kimonos for special occasions. _____
3. They wear wide belts with their kimonos. _____
4. Lovely kimonos are fun to wear. _____
5. The Japanese wear wooden clogs too. _____

Directions Circle the article in () that correctly completes each sentence. Write the sentence.

6. I bought (a, an) attractive muumuu in Honolulu.

7. My dad bought (an, the) most expensive shirt.

8. (The, An) shirt has big purple flowers on it.

9. We can wear our Hawaiian clothes for (a, an) outdoor party.

Adverbs

An **adverb** is a word that can tell when, where, or how something happens.

Yesterday, the family moved into a new home. (*when*)

They carried boxes inside. (*where*)

They happily unpacked the boxes. (*how*)

- Adverbs can come before or after the verbs they describe.
- Adverbs that tell how something happens often end in *-ly*.
- Related sentences can be joined by using an adverb.

Jangmi packed her clothes. She was sad.

Jangmi sadly packed her clothes.

Directions Underline the adverb in each sentence. Decide what the adverb tells about what happens. On the line, write *when*, *where*, or *how*.

1. Recently Jangmi said good-bye to her house in Korea. _____
2. She walked outside for a while. _____
3. She looked at her bedroom and then sighed. _____
4. Snow was falling softly. _____
5. She hated the idea of moving before. _____

Directions Join the pairs of sentences. Change the underlined word to an adverb by adding *-ly*. Insert the new adverb in the first sentence. Then underline the adverb.

6. The boy wandered through the house. He was restless.

7. Painters had painted each room. They had been careful.

8. The boy thought about meeting new friends. He was eager.

Capital Letters

Use **capital letters** for proper nouns and proper adjectives. Proper nouns and proper adjectives include names, names with initials, days of the week, months of the year, holidays, most words in book titles, and names of some famous periods in history. Titles for people and abbreviations of the titles should be capitalized when they are used with a person's name. Do not capitalize titles when they are used by themselves.

Incorrect The fourth thursday in november is thanksgiving.

Correct The fourth Thursday in November is Thanksgiving.

Incorrect I read about a french sculptor named f. a. bartholdi.

Correct I read about a French sculptor named F. A. Bartholdi.

Directions If a sentence has capitalization mistakes, write correctly the words that should have capital letters. If a sentence has no capitalization mistakes, write *C*.

1. Today mr. chang said Americans have many symbols of freedom.

2. We eat special cakes at easter.

3. We can display american flags from january to december.

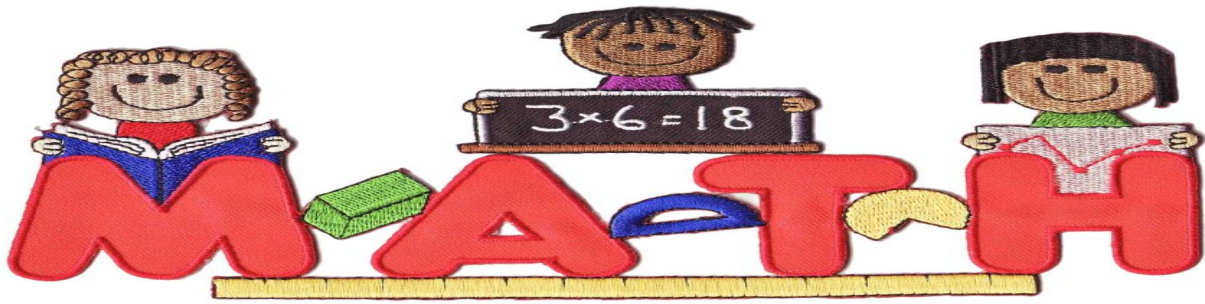
4. I read a book called *liberty's struggle*, which is about the revolutionary war.

5. Bald eagles are also a symbol of freedom in the United States.

Directions Write the sentences. Use capital letters correctly.

6. Last august my family visited Mount Rushmore.

7. In the summer, a ceremony is held there each night from monday through sunday.



Math:

It is important for students to be fluent in their math facts. Below are links for math fluency videos.

- Addition Facts:
<http://ntnmath.com/new/pages/factmastersaddition.php>
- Subtraction Facts:
<http://ntnmath.com/new/pages/factmasterssubtraction.php>
- Multiplication Facts:
<http://ntnmath.com/new/pages/factmastersmultiplication.php>
- Division Facts:
<http://ntnmath.com/new/pages/factmastersdivision.php>

iReady (login for assignments)

<https://login.i-ready.com/>

Mathletics

<https://student.mathletics.com/primary#/launch>

Practicing the Steps of S.O.L.V.E

Work through the following problems using the steps of S.O.L.V.E.

Directions: Complete the S Step for the following SOLVE problems with your teacher and partner.

- 1.** Mary Ann and LaQuisha helped clean their homes last weekend. They earned their allowance of \$5.00 per week cleaning their own living spaces. It took Mary Ann 4 hours to clean her living space. It took LaQuisha 3 hours to clean her living space. Together, how many hours did both girls work?

S Study the Problem

Underline the question.

This problem is asking me to find _____

_____.

- 2.** Ed collects toy cars. He has collected 20 of them over the last 2 years. He gave 4 of them to a friend last weekend. How many cars does Ed have left in his collection?

S Study the Problem

Underline the question.

This problem is asking me to find _____

_____.

- 3.** Terra reads every night before she goes to sleep. She tries to read at least 3 pages per night. On Monday night she read 7 pages, on Tuesday night she read 2 pages, and on Wednesday night she read 3 pages. How many pages did she read on all three nights?

S Study the Problem

Underline the question.

This problem is asking me to find _____

_____.

Direction: Complete the S and O Steps for the following SOLVE problems.

Boyd works at the car wash. He earns \$6.00 for every car he washes. On Friday, he washed 4 cars. On Saturday, he washed 11 cars. How many more cars did he wash on Saturday than on Friday?

1. S Underline the question.
This problem is asking me to find _____
_____.

2. O Identify the facts.
Eliminate the unnecessary facts.
List the necessary facts.

Carla's mother puts pictures in a special book. The pictures are of her friends and family. She has 30 pictures in one book and 20 pictures in another book. How many pictures does she have in the two books?

3. S Underline the question.
This problem is asking me to find _____
_____.

4. O Identify the facts.
Eliminate the unnecessary facts.
List the necessary facts.

Addition and Subtraction Practice

Practice your fluency of your addition and subtraction facts. Put three minutes on a timer and complete one of the following fluencies each day.

T906

Mathematics Success - Level C

Appendix A: Fact Masters - Addition

Addition: Day 1

- | | | |
|----------------------------|----------------------------|----------------------------|
| 1. $3 + 2 =$ _____ | 16. $4 + 1 =$ _____ | 31. $1 + 2 =$ _____ |
| 2. $2 + 0 =$ _____ | 17. $2 + 2 =$ _____ | 32. $4 + 2 =$ _____ |
| 3. $8 + 9 =$ _____ | 18. $9 + 8 =$ _____ | 33. $8 + 9 =$ _____ |
| 4. $1 + 3 =$ _____ | 19. $1 + 0 =$ _____ | 34. $1 + 4 =$ _____ |
| 5. $0 + 5 =$ _____ | 20. $3 + 1 =$ _____ | 35. $3 + 0 =$ _____ |
| 6. $9 + 8 =$ _____ | 21. $8 + 9 =$ _____ | 36. $9 + 8 =$ _____ |
| 7. $2 + 3 =$ _____ | 22. $3 + 3 =$ _____ | 37. $6 + 0 =$ _____ |
| 8. $5 + 1 =$ _____ | 23. $4 + 0 =$ _____ | 38. $1 + 5 =$ _____ |
| 9. $8 + 9 =$ _____ | 24. $9 + 8 =$ _____ | 39. $8 + 9 =$ _____ |
| 10. $7 + 0 =$ _____ | 25. $0 + 2 =$ _____ | 40. $0 + 1 =$ _____ |
| 11. $1 + 1 =$ _____ | 26. $0 + 4 =$ _____ | 41. $5 + 0 =$ _____ |
| 12. $9 + 8 =$ _____ | 27. $8 + 9 =$ _____ | 42. $9 + 8 =$ _____ |
| 13. $0 + 0 =$ _____ | 28. $2 + 1 =$ _____ | 43. $0 + 6 =$ _____ |
| 14. $0 + 3 =$ _____ | 29. $2 + 4 =$ _____ | 44. $6 + 1 =$ _____ |
| 15. $8 + 9 =$ _____ | 30. $9 + 8 =$ _____ | 45. $8 + 9 =$ _____ |

Addition: Day 2

- | | | |
|---------------------|---------------------|---------------------|
| 1. $3 + 2 =$ _____ | 16. $9 + 8 =$ _____ | 31. $8 + 9 =$ _____ |
| 2. $2 + 0 =$ _____ | 17. $1 + 1 =$ _____ | 32. $3 + 3 =$ _____ |
| 3. $7 + 6 =$ _____ | 18. $6 + 7 =$ _____ | 33. $7 + 6 =$ _____ |
| 4. $8 + 9 =$ _____ | 19. $0 + 0 =$ _____ | 34. $4 + 0 =$ _____ |
| 5. $1 + 3 =$ _____ | 20. $0 + 3 =$ _____ | 35. $9 + 8 =$ _____ |
| 6. $6 + 7 =$ _____ | 21. $7 + 6 =$ _____ | 36. $6 + 7 =$ _____ |
| 7. $0 + 5 =$ _____ | 22. $8 + 9 =$ _____ | 37. $0 + 2 =$ _____ |
| 8. $9 + 8 =$ _____ | 23. $4 + 1 =$ _____ | 38. $0 + 4 =$ _____ |
| 9. $7 + 6 =$ _____ | 24. $6 + 7 =$ _____ | 39. $7 + 6 =$ _____ |
| 10. $2 + 3 =$ _____ | 25. $2 + 2 =$ _____ | 40. $8 + 9 =$ _____ |
| 11. $8 + 9 =$ _____ | 26. $9 + 8 =$ _____ | 41. $2 + 1 =$ _____ |
| 12. $6 + 7 =$ _____ | 27. $7 + 6 =$ _____ | 42. $6 + 7 =$ _____ |
| 13. $5 + 1 =$ _____ | 28. $1 + 0 =$ _____ | 43. $2 + 4 =$ _____ |
| 14. $7 + 0 =$ _____ | 29. $3 + 1 =$ _____ | 44. $9 + 8 =$ _____ |
| 15. $7 + 6 =$ _____ | 30. $6 + 7 =$ _____ | 45. $7 + 6 =$ _____ |

Addition: Day 3

- | | | |
|---------------------|---------------------|---------------------|
| 1. $1 + 2 =$ _____ | 16. $6 + 7 =$ _____ | 31. $7 + 6 =$ _____ |
| 2. $4 + 2 =$ _____ | 17. $0 + 1 =$ _____ | 32. $2 + 0 =$ _____ |
| 3. $6 + 8 =$ _____ | 18. $8 + 6 =$ _____ | 33. $6 + 8 =$ _____ |
| 4. $7 + 6 =$ _____ | 19. $9 + 8 =$ _____ | 34. $1 + 3 =$ _____ |
| 5. $1 + 4 =$ _____ | 20. $5 + 0 =$ _____ | 35. $6 + 7 =$ _____ |
| 6. $8 + 6 =$ _____ | 21. $6 + 8 =$ _____ | 36. $8 + 6 =$ _____ |
| 7. $8 + 9 =$ _____ | 22. $7 + 6 =$ _____ | 37. $9 + 8 =$ _____ |
| 8. $6 + 7 =$ _____ | 23. $0 + 6 =$ _____ | 38. $0 + 5 =$ _____ |
| 9. $6 + 8 =$ _____ | 24. $8 + 6 =$ _____ | 39. $6 + 8 =$ _____ |
| 10. $3 + 0 =$ _____ | 25. $6 + 1 =$ _____ | 40. $7 + 6 =$ _____ |
| 11. $7 + 6 =$ _____ | 26. $6 + 7 =$ _____ | 41. $2 + 3 =$ _____ |
| 12. $8 + 6 =$ _____ | 27. $6 + 8 =$ _____ | 42. $8 + 6 =$ _____ |
| 13. $6 + 0 =$ _____ | 28. $3 + 2 =$ _____ | 43. $8 + 9 =$ _____ |
| 14. $1 + 5 =$ _____ | 29. $8 + 9 =$ _____ | 44. $6 + 7 =$ _____ |
| 15. $6 + 8 =$ _____ | 30. $8 + 6 =$ _____ | 45. $6 + 8 =$ _____ |
-

Addition: Day 4

- | | | |
|---------------------|---------------------|---------------------|
| 1. $8 + 9 =$ _____ | 16. $8 + 6 =$ _____ | 31. $6 + 8 =$ _____ |
| 2. $5 + 1 =$ _____ | 17. $0 + 3 =$ _____ | 32. $3 + 1 =$ _____ |
| 3. $8 + 7 =$ _____ | 18. $7 + 8 =$ _____ | 33. $8 + 7 =$ _____ |
| 4. $6 + 8 =$ _____ | 19. $6 + 7 =$ _____ | 34. $3 + 3 =$ _____ |
| 5. $7 + 0 =$ _____ | 20. $4 + 1 =$ _____ | 35. $8 + 6 =$ _____ |
| 6. $7 + 8 =$ _____ | 21. $8 + 7 =$ _____ | 36. $7 + 8 =$ _____ |
| 7. $7 + 6 =$ _____ | 22. $6 + 8 =$ _____ | 37. $6 + 7 =$ _____ |
| 8. $8 + 6 =$ _____ | 23. $2 + 2 =$ _____ | 38. $4 + 0 =$ _____ |
| 9. $8 + 7 =$ _____ | 24. $7 + 8 =$ _____ | 39. $8 + 7 =$ _____ |
| 10. $1 + 1 =$ _____ | 25. $8 + 9 =$ _____ | 40. $6 + 8 =$ _____ |
| 11. $6 + 8 =$ _____ | 26. $8 + 6 =$ _____ | 41. $9 + 8 =$ _____ |
| 12. $7 + 8 =$ _____ | 27. $8 + 7 =$ _____ | 42. $7 + 8 =$ _____ |
| 13. $9 + 8 =$ _____ | 28. $1 + 0 =$ _____ | 43. $7 + 6 =$ _____ |
| 14. $0 + 0 =$ _____ | 29. $7 + 6 =$ _____ | 44. $8 + 6 =$ _____ |
| 15. $8 + 7 =$ _____ | 30. $7 + 8 =$ _____ | 45. $8 + 7 =$ _____ |

Addition: Day 5

- | | | |
|---------------------|---------------------|---------------------|
| 1. $7 + 6 =$ _____ | 16. $7 + 9 =$ _____ | 31. $9 + 7 =$ _____ |
| 2. $6 + 0 =$ _____ | 17. $0 + 1 =$ _____ | 32. $6 + 1 =$ _____ |
| 3. $5 + 9 =$ _____ | 18. $9 + 5 =$ _____ | 33. $5 + 9 =$ _____ |
| 4. $9 + 7 =$ _____ | 19. $7 + 8 =$ _____ | 34. $9 + 8 =$ _____ |
| 5. $7 + 6 =$ _____ | 20. $6 + 7 =$ _____ | 35. $7 + 8 =$ _____ |
| 6. $7 + 9 =$ _____ | 21. $9 + 7 =$ _____ | 36. $7 + 9 =$ _____ |
| 7. $6 + 8 =$ _____ | 22. $8 + 7 =$ _____ | 37. $8 + 6 =$ _____ |
| 8. $7 + 8 =$ _____ | 23. $1 + 2 =$ _____ | 38. $8 + 9 =$ _____ |
| 9. $9 + 7 =$ _____ | 24. $7 + 9 =$ _____ | 39. $9 + 7 =$ _____ |
| 10. $0 + 4 =$ _____ | 25. $6 + 7 =$ _____ | 40. $8 + 7 =$ _____ |
| 11. $8 + 7 =$ _____ | 26. $7 + 8 =$ _____ | 41. $7 + 6 =$ _____ |
| 12. $7 + 9 =$ _____ | 27. $9 + 7 =$ _____ | 42. $7 + 9 =$ _____ |
| 13. $6 + 7 =$ _____ | 28. $4 + 2 =$ _____ | 43. $6 + 8 =$ _____ |
| 14. $2 + 1 =$ _____ | 29. $6 + 8 =$ _____ | 44. $7 + 8 =$ _____ |
| 15. $9 + 7 =$ _____ | 30. $7 + 9 =$ _____ | 45. $9 + 7 =$ _____ |
-

Addition: Day 6

- | | | |
|---------------------|---------------------|---------------------|
| 1. $6 + 8 =$ _____ | 16. $7 + 9 =$ _____ | 31. $9 + 7 =$ _____ |
| 2. $6 + 0 =$ _____ | 17. $0 + 1 =$ _____ | 32. $6 + 1 =$ _____ |
| 3. $5 + 9 =$ _____ | 18. $9 + 5 =$ _____ | 33. $5 + 9 =$ _____ |
| 4. $9 + 7 =$ _____ | 19. $7 + 8 =$ _____ | 34. $9 + 8 =$ _____ |
| 5. $7 + 6 =$ _____ | 20. $6 + 7 =$ _____ | 35. $7 + 9 =$ _____ |
| 6. $9 + 5 =$ _____ | 21. $5 + 9 =$ _____ | 36. $9 + 5 =$ _____ |
| 7. $8 + 7 =$ _____ | 22. $9 + 7 =$ _____ | 37. $7 + 8 =$ _____ |
| 8. $7 + 9 =$ _____ | 23. $5 + 0 =$ _____ | 38. $7 + 6 =$ _____ |
| 9. $5 + 9 =$ _____ | 24. $9 + 5 =$ _____ | 39. $5 + 9 =$ _____ |
| 10. $8 + 9 =$ _____ | 25. $6 + 8 =$ _____ | 40. $9 + 7 =$ _____ |
| 11. $9 + 7 =$ _____ | 26. $7 + 9 =$ _____ | 41. $8 + 6 =$ _____ |
| 12. $9 + 5 =$ _____ | 27. $5 + 9 =$ _____ | 42. $9 + 5 =$ _____ |
| 13. $8 + 6 =$ _____ | 28. $0 + 6 =$ _____ | 43. $8 + 7 =$ _____ |
| 14. $1 + 5 =$ _____ | 29. $8 + 7 =$ _____ | 44. $7 + 9 =$ _____ |
| 15. $5 + 9 =$ _____ | 30. $9 + 5 =$ _____ | 45. $5 + 9 =$ _____ |

Addition: Day 7

- | | | |
|---------------------|---------------------|---------------------|
| 1. $8 + 7 =$ _____ | 16. $9 + 5 =$ _____ | 31. $5 + 9 =$ _____ |
| 2. $8 + 9 =$ _____ | 17. $2 + 0 =$ _____ | 32. $9 + 8 =$ _____ |
| 3. $6 + 9 =$ _____ | 18. $9 + 6 =$ _____ | 33. $6 + 9 =$ _____ |
| 4. $5 + 9 =$ _____ | 19. $7 + 9 =$ _____ | 34. $6 + 7 =$ _____ |
| 5. $6 + 8 =$ _____ | 20. $8 + 6 =$ _____ | 35. $9 + 5 =$ _____ |
| 6. $9 + 6 =$ _____ | 21. $6 + 9 =$ _____ | 36. $9 + 6 =$ _____ |
| 7. $9 + 7 =$ _____ | 22. $5 + 9 =$ _____ | 37. $7 + 9 =$ _____ |
| 8. $9 + 5 =$ _____ | 23. $1 + 3 =$ _____ | 38. $6 + 8 =$ _____ |
| 9. $6 + 9 =$ _____ | 24. $9 + 6 =$ _____ | 39. $6 + 9 =$ _____ |
| 10. $7 + 6 =$ _____ | 25. $8 + 7 =$ _____ | 40. $5 + 9 =$ _____ |
| 11. $5 + 9 =$ _____ | 26. $9 + 5 =$ _____ | 41. $7 + 8 =$ _____ |
| 12. $9 + 6 =$ _____ | 27. $6 + 9 =$ _____ | 42. $9 + 6 =$ _____ |
| 13. $7 + 8 =$ _____ | 28. $0 + 5 =$ _____ | 43. $9 + 7 =$ _____ |
| 14. $3 + 2 =$ _____ | 29. $9 + 7 =$ _____ | 44. $9 + 5 =$ _____ |
| 15. $6 + 9 =$ _____ | 30. $9 + 6 =$ _____ | 45. $6 + 9 =$ _____ |
-

Appendix B: Fact Masters - Subtraction

Subtraction: Day 1

- | | | |
|----------------------|----------------------|----------------------|
| 1. $6 - 3 =$ _____ | 16. $7 - 4 =$ _____ | 31. $6 - 1 =$ _____ |
| 2. $8 - 2 =$ _____ | 17. $6 - 2 =$ _____ | 32. $6 - 4 =$ _____ |
| 3. $13 - 6 =$ _____ | 18. $13 - 4 =$ _____ | 33. $13 - 6 =$ _____ |
| 4. $5 - 1 =$ _____ | 19. $8 - 1 =$ _____ | 34. $4 - 1 =$ _____ |
| 5. $3 - 0 =$ _____ | 20. $7 - 3 =$ _____ | 35. $8 - 3 =$ _____ |
| 6. $13 - 4 =$ _____ | 21. $13 - 6 =$ _____ | 36. $13 - 4 =$ _____ |
| 7. $5 - 2 =$ _____ | 22. $5 - 3 =$ _____ | 37. $8 - 6 =$ _____ |
| 8. $7 - 5 =$ _____ | 23. $8 - 4 =$ _____ | 38. $3 - 1 =$ _____ |
| 9. $13 - 6 =$ _____ | 24. $13 - 4 =$ _____ | 39. $13 - 6 =$ _____ |
| 10. $8 - 7 =$ _____ | 25. $6 - 0 =$ _____ | 40. $7 - 0 =$ _____ |
| 11. $7 - 1 =$ _____ | 26. $4 - 0 =$ _____ | 41. $8 - 5 =$ _____ |
| 12. $13 - 4 =$ _____ | 27. $13 - 6 =$ _____ | 42. $13 - 4 =$ _____ |
| 13. $8 - 0 =$ _____ | 28. $7 - 2 =$ _____ | 43. $2 - 0 =$ _____ |
| 14. $5 - 0 =$ _____ | 29. $4 - 2 =$ _____ | 44. $7 - 6 =$ _____ |
| 15. $13 - 6 =$ _____ | 30. $13 - 4 =$ _____ | 45. $13 - 6 =$ _____ |
-

Subtraction: Day 2

- | | | |
|----------------------|----------------------|----------------------|
| 1. $6 - 3 =$ _____ | 16. $13 - 4 =$ _____ | 31. $13 - 6 =$ _____ |
| 2. $8 - 2 =$ _____ | 17. $7 - 1 =$ _____ | 32. $5 - 3 =$ _____ |
| 3. $16 - 7 =$ _____ | 18. $16 - 9 =$ _____ | 33. $16 - 7 =$ _____ |
| 4. $13 - 6 =$ _____ | 19. $8 - 0 =$ _____ | 34. $8 - 4 =$ _____ |
| 5. $5 - 1 =$ _____ | 20. $5 - 0 =$ _____ | 35. $13 - 4 =$ _____ |
| 6. $16 - 9 =$ _____ | 21. $16 - 7 =$ _____ | 36. $16 - 9 =$ _____ |
| 7. $3 - 0 =$ _____ | 22. $13 - 6 =$ _____ | 37. $6 - 0 =$ _____ |
| 8. $13 - 4 =$ _____ | 23. $7 - 4 =$ _____ | 38. $4 - 0 =$ _____ |
| 9. $16 - 7 =$ _____ | 24. $16 - 9 =$ _____ | 39. $16 - 7 =$ _____ |
| 10. $5 - 2 =$ _____ | 25. $6 - 2 =$ _____ | 40. $13 - 6 =$ _____ |
| 11. $13 - 6 =$ _____ | 26. $13 - 4 =$ _____ | 41. $7 - 2 =$ _____ |
| 12. $16 - 9 =$ _____ | 27. $16 - 7 =$ _____ | 42. $16 - 9 =$ _____ |
| 13. $7 - 5 =$ _____ | 28. $8 - 1 =$ _____ | 43. $4 - 2 =$ _____ |
| 14. $8 - 7 =$ _____ | 29. $7 - 3 =$ _____ | 44. $13 - 4 =$ _____ |
| 15. $16 - 7 =$ _____ | 30. $16 - 9 =$ _____ | 45. $16 - 7 =$ _____ |

Subtraction: Day 3

- | | | |
|----------------------|----------------------|----------------------|
| 1. $6 - 1 =$ _____ | 16. $16 - 9 =$ _____ | 31. $16 - 7 =$ _____ |
| 2. $6 - 4 =$ _____ | 17. $7 - 0 =$ _____ | 32. $8 - 0 =$ _____ |
| 3. $15 - 9 =$ _____ | 18. $15 - 6 =$ _____ | 33. $15 - 9 =$ _____ |
| 4. $16 - 7 =$ _____ | 19. $13 - 4 =$ _____ | 34. $5 - 1 =$ _____ |
| 5. $4 - 1 =$ _____ | 20. $8 - 5 =$ _____ | 35. $16 - 9 =$ _____ |
| 6. $15 - 6 =$ _____ | 21. $15 - 9 =$ _____ | 36. $15 - 6 =$ _____ |
| 7. $13 - 6 =$ _____ | 22. $16 - 7 =$ _____ | 37. $13 - 4 =$ _____ |
| 8. $16 - 9 =$ _____ | 23. $2 - 0 =$ _____ | 38. $3 - 0 =$ _____ |
| 9. $15 - 9 =$ _____ | 24. $15 - 6 =$ _____ | 39. $15 - 9 =$ _____ |
| 10. $8 - 3 =$ _____ | 25. $7 - 6 =$ _____ | 40. $16 - 7 =$ _____ |
| 11. $16 - 7 =$ _____ | 26. $16 - 9 =$ _____ | 41. $5 - 2 =$ _____ |
| 12. $15 - 6 =$ _____ | 27. $15 - 9 =$ _____ | 42. $15 - 6 =$ _____ |
| 13. $8 - 6 =$ _____ | 28. $6 - 3 =$ _____ | 43. $13 - 6 =$ _____ |
| 14. $3 - 1 =$ _____ | 29. $13 - 6 =$ _____ | 44. $16 - 9 =$ _____ |
| 15. $15 - 9 =$ _____ | 30. $15 - 6 =$ _____ | 45. $15 - 9 =$ _____ |
-

Subtraction: Day 4

- | | | |
|----------------------|----------------------|----------------------|
| 1. $13 - 6 =$ _____ | 16. $15 - 6 =$ _____ | 31. $15 - 9 =$ _____ |
| 2. $7 - 5 =$ _____ | 17. $5 - 0 =$ _____ | 32. $7 - 3 =$ _____ |
| 3. $15 - 8 =$ _____ | 18. $15 - 7 =$ _____ | 33. $15 - 8 =$ _____ |
| 4. $15 - 9 =$ _____ | 19. $16 - 9 =$ _____ | 34. $5 - 3 =$ _____ |
| 5. $8 - 7 =$ _____ | 20. $7 - 4 =$ _____ | 35. $15 - 6 =$ _____ |
| 6. $15 - 7 =$ _____ | 21. $15 - 8 =$ _____ | 36. $15 - 7 =$ _____ |
| 7. $16 - 7 =$ _____ | 22. $15 - 9 =$ _____ | 37. $16 - 9 =$ _____ |
| 8. $15 - 6 =$ _____ | 23. $6 - 2 =$ _____ | 38. $8 - 4 =$ _____ |
| 9. $15 - 8 =$ _____ | 24. $15 - 7 =$ _____ | 39. $15 - 8 =$ _____ |
| 10. $7 - 1 =$ _____ | 25. $13 - 6 =$ _____ | 40. $15 - 9 =$ _____ |
| 11. $15 - 9 =$ _____ | 26. $15 - 6 =$ _____ | 41. $13 - 4 =$ _____ |
| 12. $15 - 7 =$ _____ | 27. $15 - 8 =$ _____ | 42. $15 - 7 =$ _____ |
| 13. $13 - 4 =$ _____ | 28. $8 - 1 =$ _____ | 43. $16 - 7 =$ _____ |
| 14. $8 - 0 =$ _____ | 29. $16 - 7 =$ _____ | 44. $15 - 6 =$ _____ |
| 15. $15 - 8 =$ _____ | 30. $15 - 7 =$ _____ | 45. $15 - 8 =$ _____ |

Subtraction: Day 5

- | | | |
|----------------------|----------------------|----------------------|
| 1. $16 - 7 =$ _____ | 16. $15 - 7 =$ _____ | 31. $15 - 8 =$ _____ |
| 2. $6 - 0 =$ _____ | 17. $4 - 2 =$ _____ | 32. $4 - 1 =$ _____ |
| 3. $17 - 9 =$ _____ | 18. $17 - 8 =$ _____ | 33. $17 - 9 =$ _____ |
| 4. $15 - 8 =$ _____ | 19. $15 - 6 =$ _____ | 34. $8 - 3 =$ _____ |
| 5. $13 - 6 =$ _____ | 20. $13 - 4 =$ _____ | 35. $15 - 7 =$ _____ |
| 6. $17 - 8 =$ _____ | 21. $17 - 9 =$ _____ | 36. $17 - 8 =$ _____ |
| 7. $15 - 9 =$ _____ | 22. $15 - 8 =$ _____ | 37. $15 - 6 =$ _____ |
| 8. $15 - 7 =$ _____ | 23. $6 - 1 =$ _____ | 38. $13 - 6 =$ _____ |
| 9. $17 - 9 =$ _____ | 24. $17 - 8 =$ _____ | 39. $17 - 9 =$ _____ |
| 10. $4 - 0 =$ _____ | 25. $16 - 9 =$ _____ | 40. $15 - 8 =$ _____ |
| 11. $15 - 8 =$ _____ | 26. $15 - 7 =$ _____ | 41. $16 - 7 =$ _____ |
| 12. $17 - 8 =$ _____ | 27. $17 - 9 =$ _____ | 42. $17 - 8 =$ _____ |
| 13. $16 - 9 =$ _____ | 28. $6 - 4 =$ _____ | 43. $15 - 9 =$ _____ |
| 14. $7 - 2 =$ _____ | 29. $15 - 9 =$ _____ | 44. $15 - 7 =$ _____ |
| 15. $17 - 9 =$ _____ | 30. $17 - 8 =$ _____ | 45. $17 - 9 =$ _____ |
-

Subtraction: Day 6

- | | | |
|----------------------|----------------------|----------------------|
| 1. $15 - 9 =$ _____ | 16. $17 - 8 =$ _____ | 31. $17 - 9 =$ _____ |
| 2. $8 - 6 =$ _____ | 17. $7 - 0 =$ _____ | 32. $7 - 6 =$ _____ |
| 3. $14 - 9 =$ _____ | 18. $14 - 5 =$ _____ | 33. $14 - 9 =$ _____ |
| 4. $17 - 9 =$ _____ | 19. $15 - 7 =$ _____ | 34. $13 - 4 =$ _____ |
| 5. $16 - 7 =$ _____ | 20. $16 - 9 =$ _____ | 35. $17 - 8 =$ _____ |
| 6. $14 - 5 =$ _____ | 21. $14 - 9 =$ _____ | 36. $14 - 5 =$ _____ |
| 7. $15 - 8 =$ _____ | 22. $17 - 9 =$ _____ | 37. $15 - 7 =$ _____ |
| 8. $17 - 8 =$ _____ | 23. $8 - 5 =$ _____ | 38. $16 - 7 =$ _____ |
| 9. $14 - 9 =$ _____ | 24. $14 - 5 =$ _____ | 39. $14 - 9 =$ _____ |
| 10. $13 - 6 =$ _____ | 25. $15 - 9 =$ _____ | 40. $17 - 9 =$ _____ |
| 11. $17 - 9 =$ _____ | 26. $17 - 8 =$ _____ | 41. $15 - 6 =$ _____ |
| 12. $14 - 5 =$ _____ | 27. $14 - 9 =$ _____ | 42. $14 - 5 =$ _____ |
| 13. $15 - 6 =$ _____ | 28. $2 - 0 =$ _____ | 43. $15 - 8 =$ _____ |
| 14. $3 - 1 =$ _____ | 29. $15 - 8 =$ _____ | 44. $17 - 8 =$ _____ |
| 15. $14 - 9 =$ _____ | 30. $14 - 5 =$ _____ | 45. $14 - 9 =$ _____ |

Subtraction: Day 7

- | | | |
|-----------------------------|-----------------------------|-----------------------------|
| 1. $15 - 8 =$ _____ | 16. $14 - 5 =$ _____ | 31. $14 - 9 =$ _____ |
| 2. $13 - 6 =$ _____ | 17. $8 - 2 =$ _____ | 32. $13 - 4 =$ _____ |
| 3. $14 - 8 =$ _____ | 18. $14 - 6 =$ _____ | 33. $14 - 8 =$ _____ |
| 4. $14 - 9 =$ _____ | 19. $17 - 8 =$ _____ | 34. $16 - 9 =$ _____ |
| 5. $15 - 9 =$ _____ | 20. $15 - 6 =$ _____ | 35. $14 - 5 =$ _____ |
| 6. $14 - 6 =$ _____ | 21. $14 - 8 =$ _____ | 36. $14 - 6 =$ _____ |
| 7. $17 - 9 =$ _____ | 22. $14 - 9 =$ _____ | 37. $17 - 8 =$ _____ |
| 8. $14 - 5 =$ _____ | 23. $5 - 1 =$ _____ | 38. $15 - 9 =$ _____ |
| 9. $14 - 8 =$ _____ | 24. $14 - 6 =$ _____ | 39. $14 - 8 =$ _____ |
| 10. $16 - 7 =$ _____ | 25. $15 - 8 =$ _____ | 40. $14 - 9 =$ _____ |
| 11. $14 - 9 =$ _____ | 26. $14 - 5 =$ _____ | 41. $15 - 7 =$ _____ |
| 12. $14 - 6 =$ _____ | 27. $14 - 8 =$ _____ | 42. $14 - 6 =$ _____ |
| 13. $15 - 7 =$ _____ | 28. $3 - 0 =$ _____ | 43. $17 - 9 =$ _____ |
| 14. $6 - 3 =$ _____ | 29. $17 - 9 =$ _____ | 44. $14 - 5 =$ _____ |
| 15. $14 - 8 =$ _____ | 30. $14 - 6 =$ _____ | 45. $14 - 8 =$ _____ |
-

Addition and Subtraction Problems

Directions: Complete the following SOLVE problem with your teacher.

Maria and Lamisha collect bracelets. Maria has collected bracelets for 3 years, and Lamisha has collected bracelets for 2 years. If Maria has 138 bracelets and Lamisha has 209 bracelets, how many bracelets do the girls have in all?

S Underline the question.

This problem is asking me to find _____
_____.

O Identify the facts.

Eliminate the unnecessary facts.
List the necessary facts.

L Choose an operation or operations.

Write in words what your plan of action will be.

V Estimate your answer.

Carry out your plan.

E Does your answer make sense? (Compare your answer to the question.)

Is your answer reasonable? (Compare your answer to the estimate.)

Is your answer accurate? (Check your work.)

Write your answer in a complete sentence.

Directions: Solve the following problems.

1.

	H	T	O	
	4	3	8	Addend
+	1	5	7	Addend
				SUM

2.

	H	T	O	
	8	7	6	Minuend
-	6	8	4	Subtrahend
				DIFFERENCE

3. $56 + 35 =$

4. $93 - 74 =$

5.
$$\begin{array}{r} 482 \\ - 191 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 47 \\ + 38 \\ \hline \end{array}$$

7. $312 + 491 =$

8. $87 - 48 =$

9.
$$\begin{array}{r} 563 \\ + 138 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 37 \\ + 19 \\ \hline \end{array}$$

Addition and Subtraction Games

Clip and Cover



Get Started



Get 10 squares in one color and 10 in another color, one paper clip, and one number cube. Take turns.

At Your Turn

Toss one cube to find your oval. **EXAMPLE:** Choose the 3rd oval on the left, **or** choose the 3rd oval on the right. Mark your oval with a paper clip.

How to Play

Find two addends on the game board for the number you chose. Tell a story to explain why someone might need to add the numbers you found. Cover those addends. Lose your turn if the answer is taken.

How to Win

The first player or team to get any three connected rectangles in a row or column wins.

405	$\begin{array}{r} 378 \\ + 599 \\ \hline \end{array}$	$\begin{array}{r} 155 \\ + 527 \\ \hline \end{array}$	$\begin{array}{r} 129 \\ + 759 \\ \hline \end{array}$	$\begin{array}{r} 289 \\ + 435 \\ \hline \end{array}$	977
724	$\begin{array}{r} 543 \\ + 247 \\ \hline \end{array}$	$\begin{array}{r} 289 \\ + 116 \\ \hline \end{array}$	$\begin{array}{r} 378 \\ + 527 \\ \hline \end{array}$	$\begin{array}{r} 805 \\ + 166 \\ \hline \end{array}$	971
494	$\begin{array}{r} 327 \\ + 327 \\ \hline \end{array}$	$\begin{array}{r} 464 \\ + 199 \\ \hline \end{array}$	$\begin{array}{r} 289 \\ + 599 \\ \hline \end{array}$	$\begin{array}{r} 214 \\ + 757 \\ \hline \end{array}$	790
816	$\begin{array}{r} 289 \\ + 527 \\ \hline \end{array}$	$\begin{array}{r} 378 \\ + 116 \\ \hline \end{array}$	$\begin{array}{r} 355 \\ + 435 \\ \hline \end{array}$	$\begin{array}{r} 378 \\ + 599 \\ \hline \end{array}$	682
888					654
905					663







Tic-Tac-Toe

Directions

1. The two players decide who will be X's and O's.
2. Player X goes first by rolling the die.
3. Player X may choose any available space under the number rolled. You do NOT have to choose the available spaces in a certain order.
4. If player X correctly answers the question in the space, place an X on the box.
5. To be correct, both players must agree on the answer. If you disagree, each person must defend their answer and listen to the other answer until you agree on a correct answer.
6. Player O follows the same rules.
7. The first player to get Tic-Tac-Toe (3 in a row) is the winner.
8. For a challenge, you may decide to get 4 or 5 in a row OR black out the entire board and see who has the most spaces.

Addition within 1,000

Tic-Tac-Toe

					
$\begin{array}{r} 507 \\ + 86 \\ \hline \end{array}$	$\begin{array}{r} 283 \\ + 15 \\ \hline \end{array}$	$\begin{array}{r} 938 \\ + 11 \\ \hline \end{array}$	$\begin{array}{r} 325 \\ + 55 \\ \hline \end{array}$	$\begin{array}{r} 437 \\ + 49 \\ \hline \end{array}$	$\begin{array}{r} 643 \\ + 27 \\ \hline \end{array}$
$\begin{array}{r} 761 \\ + 164 \\ \hline \end{array}$	$\begin{array}{r} 473 \\ + 319 \\ \hline \end{array}$	$\begin{array}{r} 638 \\ + 361 \\ \hline \end{array}$	$\begin{array}{r} 587 \\ + 122 \\ \hline \end{array}$	$\begin{array}{r} 602 \\ + 289 \\ \hline \end{array}$	$\begin{array}{r} 378 \\ + 451 \\ \hline \end{array}$
$\begin{array}{r} 199 \\ + 492 \\ \hline \end{array}$	$\begin{array}{r} 578 \\ + 202 \\ \hline \end{array}$	$\begin{array}{r} 363 \\ + 147 \\ \hline \end{array}$	$\begin{array}{r} 669 \\ + 223 \\ \hline \end{array}$	$\begin{array}{r} 743 \\ + 248 \\ \hline \end{array}$	$\begin{array}{r} 571 \\ + 363 \\ \hline \end{array}$
$\begin{array}{r} 185 \\ + 737 \\ \hline \end{array}$	$\begin{array}{r} 672 \\ + 294 \\ \hline \end{array}$	$\begin{array}{r} 354 \\ + 556 \\ \hline \end{array}$	$\begin{array}{r} 472 \\ + 498 \\ \hline \end{array}$	$\begin{array}{r} 797 \\ + 133 \\ \hline \end{array}$	$\begin{array}{r} 295 \\ + 655 \\ \hline \end{array}$
$\begin{array}{r} 648 \\ + 293 \\ \hline \end{array}$	$\begin{array}{r} 415 \\ + 489 \\ \hline \end{array}$	$\begin{array}{r} 584 \\ + 416 \\ \hline \end{array}$	$\begin{array}{r} 863 \\ + 137 \\ \hline \end{array}$	$\begin{array}{r} 264 \\ + 636 \\ \hline \end{array}$	$\begin{array}{r} 137 \\ + 863 \\ \hline \end{array}$

Subtraction with Regrouping Game

Directions: Select one number each from row A and subtract it by a number from row B. Find the difference on the game board and place your chip there to mark your spot. The first player to get four in a row wins!

Note: If your answer is not on the board, check your math! If your answer is already covered up, you lose your turn. Also, be careful! There are some numbers in row B that are too big to subtract from some of the numbers in row A!

Tip: Use estimation to help you decide which numbers to subtract to help you get a winning 4 in a row!!

A	6437	4577	9654	3567	7804	
B	3589	1467	3822	2906	2689	1996

7658	1671	FREE!	2615	755	4441
1888	4970	8187	6337	6748	3748
3110	4898	2100	2581	5832	1571
4215	3982	2848	FREE!	3531	5808
988	6965	661	6065	878	5115

Display the Digits



Get Started



Explain how to subtract. Find the missing digits.
Display each 0–9 tile exactly once.
If you have a partner, take turns.

a.
$$\begin{array}{r} 504 \\ - 419 \\ \hline 8\Box \end{array}$$

b.
$$\begin{array}{r} 301 \\ - 178 \\ \hline 1\Box3 \end{array}$$

c.
$$\begin{array}{r} 703 \\ - 65 \\ \hline \Box38 \end{array}$$

d.
$$\begin{array}{r} 605 \\ - 513 \\ \hline \Box2 \end{array}$$

e.
$$\begin{array}{r} 802 \\ - 738 \\ \hline 6\Box \end{array}$$

f.
$$\begin{array}{r} 908 \\ - 158 \\ \hline \Box5\Box \end{array}$$
 and

g.
$$\begin{array}{r} 400 \\ - 244 \\ \hline \Box56 \end{array}$$

h.
$$\begin{array}{r} 206 \\ - 67 \\ \hline 1\Box9 \end{array}$$

i.
$$\begin{array}{r} 607 \\ - 319 \\ \hline 2\Box8 \end{array}$$

Place Value

Thousands, Hundreds, Tens and Ones

a. $5,465 =$ _____ thousands, _____ hundreds, _____ tens, _____ ones

b. $2,304 =$ _____ thousands, _____ hundreds, _____ tens, _____ ones

c. $570 =$ _____ thousands, _____ hundreds, _____ tens, _____ ones

d. $8,804 =$ _____ thousands, _____ hundreds, _____ tens, _____ ones

e. _____ = 2 thousands, 3 hundreds, 4 tens, 4 ones

f. _____ = 7 thousands, 7 tens, 9 ones

g. _____ = 6 thousands, 4 hundreds, 8 ones

h. _____ = 9 thousands, 2 tens, 9 ones

i. _____ = 1 thousands, 6 hundreds, 8 tens

j. Which one is the greatest? Circle it. 9 thousands, 8 tens, 8 ones

9 thousands, 8 hundreds, 8 tens

9 hundreds, 9 tens, 9 ones



Rounding

- | | |
|--|----------|
| a. What is 33 rounded to the nearest ten? | a. _____ |
| b. What is 850 rounded to the nearest hundred? | b. _____ |
| c. What is 429 rounded to the nearest ten? | c. _____ |
| d. What is 923 rounded to the nearest hundred? | d. _____ |
| e. What is 248 rounded to the nearest ten? | e. _____ |
| f. What is 160 rounded to the nearest hundred? | f. _____ |
| g. What is 57 rounded to the nearest ten? | g. _____ |
| h. What is 47 rounded to the nearest hundred? | h. _____ |
| i. What is 52 rounded to the nearest hundred? | i. _____ |
| j. What is 845 rounded to the nearest ten? | j. _____ |
| k. What is 953 rounded to the nearest hundred? | k. _____ |
| l. What is 2,345 rounded to the nearest ten? | l. _____ |
| m. What is 1,468 rounded to the nearest hundred? | m. _____ |
| n. What is 6,789 rounded to the nearest ten? | n. _____ |
| o. What is 9,032 rounded to the nearest hundred? | o. _____ |
| p. What is 5,565 rounded to the nearest ten? | p. _____ |
| q. What is 888 rounded to the nearest hundred? | q. _____ |
| r. What is 8,699 rounded to the nearest ten? | r. _____ |
| s. What is 9,990 rounded to the nearest hundred? | s. _____ |
| t. What is 3,419 rounded to the nearest ten? | t. _____ |

Multiplication and Division Fluency

Practice your fluency of your multiplication and division facts. Put three minutes on a timer and complete one of the following fluencies each day.

LESSON 8: Fact Masters – Multiplication

Multiplication: Day 1

1. $3 \cdot 2 =$ _____

2. $2 \cdot 0 =$ _____

3. $8 \cdot 6 =$ _____

4. $1 \cdot 3 =$ _____

5. $0 \cdot 5 =$ _____

6. $6 \cdot 8 =$ _____

7. $2 \cdot 3 =$ _____

8. $5 \cdot 1 =$ _____

9. $8 \cdot 6 =$ _____

10. $7 \cdot 0 =$ _____

11. $1 \cdot 1 =$ _____

12. $6 \cdot 8 =$ _____

13. $0 \cdot 0 =$ _____

14. $0 \cdot 3 =$ _____

15. $8 \cdot 6 =$ _____

16. $4 \cdot 1 =$ _____

17. $2 \cdot 2 =$ _____

18. $6 \cdot 8 =$ _____

19. $1 \cdot 0 =$ _____

20. $3 \cdot 1 =$ _____

21. $8 \cdot 6 =$ _____

22. $3 \cdot 3 =$ _____

23. $4 \cdot 0 =$ _____

24. $6 \cdot 8 =$ _____

25. $0 \cdot 2 =$ _____

26. $0 \cdot 4 =$ _____

27. $8 \cdot 6 =$ _____

28. $2 \cdot 1 =$ _____

29. $2 \cdot 4 =$ _____

30. $6 \cdot 8 =$ _____

31. $1 \cdot 2 =$ _____

32. $4 \cdot 2 =$ _____

33. $8 \cdot 6 =$ _____

34. $1 \cdot 4 =$ _____

35. $3 \cdot 0 =$ _____

36. $6 \cdot 8 =$ _____

37. $6 \cdot 0 =$ _____

38. $1 \cdot 5 =$ _____

39. $8 \cdot 6 =$ _____

40. $0 \cdot 1 =$ _____

41. $5 \cdot 0 =$ _____

42. $6 \cdot 8 =$ _____

43. $0 \cdot 6 =$ _____

44. $6 \cdot 1 =$ _____

45. $8 \cdot 6 =$ _____

Multiplication: Day 2

- | | | |
|-------------------------|-------------------------|-------------------------|
| 1. $3 \cdot 2 =$ _____ | 16. $6 \cdot 8 =$ _____ | 31. $8 \cdot 6 =$ _____ |
| 2. $2 \cdot 0 =$ _____ | 17. $1 \cdot 1 =$ _____ | 32. $3 \cdot 3 =$ _____ |
| 3. $8 \cdot 7 =$ _____ | 18. $7 \cdot 8 =$ _____ | 33. $8 \cdot 7 =$ _____ |
| 4. $8 \cdot 6 =$ _____ | 19. $0 \cdot 0 =$ _____ | 34. $4 \cdot 0 =$ _____ |
| 5. $1 \cdot 3 =$ _____ | 20. $0 \cdot 3 =$ _____ | 35. $6 \cdot 8 =$ _____ |
| 6. $7 \cdot 8 =$ _____ | 21. $8 \cdot 7 =$ _____ | 36. $7 \cdot 8 =$ _____ |
| 7. $0 \cdot 5 =$ _____ | 22. $8 \cdot 6 =$ _____ | 37. $0 \cdot 2 =$ _____ |
| 8. $6 \cdot 8 =$ _____ | 23. $4 \cdot 1 =$ _____ | 38. $0 \cdot 4 =$ _____ |
| 9. $8 \cdot 7 =$ _____ | 24. $7 \cdot 8 =$ _____ | 39. $8 \cdot 7 =$ _____ |
| 10. $2 \cdot 3 =$ _____ | 25. $2 \cdot 2 =$ _____ | 40. $8 \cdot 6 =$ _____ |
| 11. $8 \cdot 6 =$ _____ | 26. $6 \cdot 8 =$ _____ | 41. $2 \cdot 1 =$ _____ |
| 12. $7 \cdot 8 =$ _____ | 27. $8 \cdot 7 =$ _____ | 42. $7 \cdot 8 =$ _____ |
| 13. $5 \cdot 1 =$ _____ | 28. $1 \cdot 0 =$ _____ | 43. $2 \cdot 4 =$ _____ |
| 14. $7 \cdot 0 =$ _____ | 29. $3 \cdot 1 =$ _____ | 44. $6 \cdot 8 =$ _____ |
| 15. $8 \cdot 7 =$ _____ | 30. $7 \cdot 8 =$ _____ | 45. $8 \cdot 7 =$ _____ |

Multiplication: Day 3

- | | | |
|-------------------------|-------------------------|-------------------------|
| 1. $1 \cdot 2 =$ _____ | 16. $7 \cdot 8 =$ _____ | 31. $8 \cdot 7 =$ _____ |
| 2. $4 \cdot 2 =$ _____ | 17. $0 \cdot 1 =$ _____ | 32. $2 \cdot 0 =$ _____ |
| 3. $7 \cdot 7 =$ _____ | 18. $8 \cdot 8 =$ _____ | 33. $7 \cdot 7 =$ _____ |
| 4. $8 \cdot 7 =$ _____ | 19. $6 \cdot 8 =$ _____ | 34. $1 \cdot 3 =$ _____ |
| 5. $1 \cdot 4 =$ _____ | 20. $5 \cdot 0 =$ _____ | 35. $7 \cdot 8 =$ _____ |
| 6. $8 \cdot 8 =$ _____ | 21. $7 \cdot 7 =$ _____ | 36. $8 \cdot 8 =$ _____ |
| 7. $8 \cdot 6 =$ _____ | 22. $8 \cdot 7 =$ _____ | 37. $6 \cdot 8 =$ _____ |
| 8. $7 \cdot 8 =$ _____ | 23. $0 \cdot 6 =$ _____ | 38. $0 \cdot 5 =$ _____ |
| 9. $7 \cdot 7 =$ _____ | 24. $8 \cdot 8 =$ _____ | 39. $7 \cdot 7 =$ _____ |
| 10. $3 \cdot 0 =$ _____ | 25. $6 \cdot 1 =$ _____ | 40. $8 \cdot 7 =$ _____ |
| 11. $8 \cdot 7 =$ _____ | 26. $7 \cdot 8 =$ _____ | 41. $2 \cdot 3 =$ _____ |
| 12. $8 \cdot 8 =$ _____ | 27. $7 \cdot 7 =$ _____ | 42. $8 \cdot 8 =$ _____ |
| 13. $6 \cdot 0 =$ _____ | 28. $3 \cdot 2 =$ _____ | 43. $8 \cdot 6 =$ _____ |
| 14. $1 \cdot 5 =$ _____ | 29. $8 \cdot 6 =$ _____ | 44. $7 \cdot 8 =$ _____ |
| 15. $7 \cdot 7 =$ _____ | 30. $8 \cdot 8 =$ _____ | 45. $7 \cdot 7 =$ _____ |
-

Multiplication: Day 4

- | | | |
|-------------------------|-------------------------|-------------------------|
| 1. $8 \cdot 6 =$ _____ | 16. $8 \cdot 8 =$ _____ | 31. $7 \cdot 7 =$ _____ |
| 2. $5 \cdot 1 =$ _____ | 17. $0 \cdot 3 =$ _____ | 32. $3 \cdot 1 =$ _____ |
| 3. $9 \cdot 7 =$ _____ | 18. $7 \cdot 9 =$ _____ | 33. $9 \cdot 7 =$ _____ |
| 4. $7 \cdot 7 =$ _____ | 19. $7 \cdot 8 =$ _____ | 34. $3 \cdot 3 =$ _____ |
| 5. $7 \cdot 0 =$ _____ | 20. $4 \cdot 1 =$ _____ | 35. $8 \cdot 8 =$ _____ |
| 6. $7 \cdot 9 =$ _____ | 21. $9 \cdot 7 =$ _____ | 36. $7 \cdot 9 =$ _____ |
| 7. $8 \cdot 7 =$ _____ | 22. $7 \cdot 7 =$ _____ | 37. $7 \cdot 8 =$ _____ |
| 8. $8 \cdot 8 =$ _____ | 23. $2 \cdot 2 =$ _____ | 38. $4 \cdot 0 =$ _____ |
| 9. $9 \cdot 7 =$ _____ | 24. $7 \cdot 9 =$ _____ | 39. $9 \cdot 7 =$ _____ |
| 10. $1 \cdot 1 =$ _____ | 25. $8 \cdot 6 =$ _____ | 40. $7 \cdot 7 =$ _____ |
| 11. $7 \cdot 7 =$ _____ | 26. $8 \cdot 8 =$ _____ | 41. $6 \cdot 8 =$ _____ |
| 12. $7 \cdot 9 =$ _____ | 27. $9 \cdot 7 =$ _____ | 42. $7 \cdot 9 =$ _____ |
| 13. $6 \cdot 8 =$ _____ | 28. $1 \cdot 0 =$ _____ | 43. $8 \cdot 7 =$ _____ |
| 14. $0 \cdot 0 =$ _____ | 29. $8 \cdot 7 =$ _____ | 44. $8 \cdot 8 =$ _____ |
| 15. $9 \cdot 7 =$ _____ | 30. $7 \cdot 9 =$ _____ | 45. $9 \cdot 7 =$ _____ |

Multiplication: Day 5

- | | | |
|-------------------------|-------------------------|-------------------------|
| 1. $8 \cdot 7 =$ _____ | 16. $7 \cdot 9 =$ _____ | 31. $9 \cdot 7 =$ _____ |
| 2. $0 \cdot 2 =$ _____ | 17. $2 \cdot 4 =$ _____ | 32. $1 \cdot 4 =$ _____ |
| 3. $6 \cdot 9 =$ _____ | 18. $9 \cdot 6 =$ _____ | 33. $6 \cdot 9 =$ _____ |
| 4. $9 \cdot 7 =$ _____ | 19. $8 \cdot 8 =$ _____ | 34. $3 \cdot 0 =$ _____ |
| 5. $8 \cdot 6 =$ _____ | 20. $6 \cdot 8 =$ _____ | 35. $7 \cdot 9 =$ _____ |
| 6. $9 \cdot 6 =$ _____ | 21. $6 \cdot 9 =$ _____ | 36. $9 \cdot 6 =$ _____ |
| 7. $7 \cdot 7 =$ _____ | 22. $9 \cdot 7 =$ _____ | 37. $8 \cdot 8 =$ _____ |
| 8. $7 \cdot 9 =$ _____ | 23. $1 \cdot 2 =$ _____ | 38. $8 \cdot 6 =$ _____ |
| 9. $6 \cdot 9 =$ _____ | 24. $9 \cdot 6 =$ _____ | 39. $6 \cdot 9 =$ _____ |
| 10. $0 \cdot 4 =$ _____ | 25. $7 \cdot 8 =$ _____ | 40. $9 \cdot 7 =$ _____ |
| 11. $9 \cdot 7 =$ _____ | 26. $7 \cdot 9 =$ _____ | 40. $8 \cdot 7 =$ _____ |
| 12. $9 \cdot 6 =$ _____ | 27. $6 \cdot 9 =$ _____ | 42. $9 \cdot 6 =$ _____ |
| 13. $7 \cdot 8 =$ _____ | 28. $4 \cdot 2 =$ _____ | 43. $7 \cdot 7 =$ _____ |
| 14. $2 \cdot 1 =$ _____ | 29. $7 \cdot 7 =$ _____ | 44. $7 \cdot 9 =$ _____ |
| 15. $6 \cdot 9 =$ _____ | 30. $9 \cdot 6 =$ _____ | 45. $6 \cdot 9 =$ _____ |
-

Multiplication: Day 6

- | | | |
|-------------------------|-------------------------|-------------------------|
| 1. $7 \cdot 7 =$ _____ | 16. $9 \cdot 6 =$ _____ | 31. $6 \cdot 9 =$ _____ |
| 2. $6 \cdot 0 =$ _____ | 17. $0 \cdot 1 =$ _____ | 32. $6 \cdot 1 =$ _____ |
| 3. $4 \cdot 8 =$ _____ | 18. $8 \cdot 4 =$ _____ | 33. $4 \cdot 8 =$ _____ |
| 4. $6 \cdot 9 =$ _____ | 19. $7 \cdot 9 =$ _____ | 34. $6 \cdot 8 =$ _____ |
| 5. $8 \cdot 7 =$ _____ | 20. $7 \cdot 8 =$ _____ | 35. $9 \cdot 6 =$ _____ |
| 6. $8 \cdot 4 =$ _____ | 21. $4 \cdot 8 =$ _____ | 36. $8 \cdot 4 =$ _____ |
| 7. $9 \cdot 7 =$ _____ | 22. $6 \cdot 9 =$ _____ | 37. $7 \cdot 9 =$ _____ |
| 8. $9 \cdot 6 =$ _____ | 23. $5 \cdot 0 =$ _____ | 38. $8 \cdot 7 =$ _____ |
| 9. $4 \cdot 8 =$ _____ | 24. $8 \cdot 4 =$ _____ | 39. $4 \cdot 8 =$ _____ |
| 10. $8 \cdot 6 =$ _____ | 25. $7 \cdot 7 =$ _____ | 40. $6 \cdot 9 =$ _____ |
| 11. $6 \cdot 9 =$ _____ | 26. $9 \cdot 6 =$ _____ | 41. $8 \cdot 8 =$ _____ |
| 12. $8 \cdot 4 =$ _____ | 27. $4 \cdot 8 =$ _____ | 42. $8 \cdot 4 =$ _____ |
| 13. $8 \cdot 8 =$ _____ | 28. $0 \cdot 6 =$ _____ | 43. $9 \cdot 7 =$ _____ |
| 14. $1 \cdot 5 =$ _____ | 29. $9 \cdot 7 =$ _____ | 44. $9 \cdot 6 =$ _____ |
| 15. $4 \cdot 8 =$ _____ | 30. $8 \cdot 4 =$ _____ | 45. $4 \cdot 8 =$ _____ |

Multiplication: Day 7

- | | | |
|-------------------------|-------------------------|-------------------------|
| 1. $9 \cdot 7 =$ _____ | 16. $8 \cdot 4 =$ _____ | 31. $4 \cdot 8 =$ _____ |
| 2. $8 \cdot 6 =$ _____ | 17. $2 \cdot 0 =$ _____ | 32. $6 \cdot 8 =$ _____ |
| 3. $9 \cdot 8 =$ _____ | 18. $8 \cdot 9 =$ _____ | 33. $9 \cdot 8 =$ _____ |
| 4. $4 \cdot 8 =$ _____ | 19. $9 \cdot 6 =$ _____ | 34. $7 \cdot 8 =$ _____ |
| 5. $7 \cdot 7 =$ _____ | 20. $8 \cdot 8 =$ _____ | 35. $8 \cdot 4 =$ _____ |
| 6. $8 \cdot 9 =$ _____ | 21. $9 \cdot 8 =$ _____ | 36. $8 \cdot 9 =$ _____ |
| 7. $6 \cdot 9 =$ _____ | 22. $4 \cdot 8 =$ _____ | 37. $9 \cdot 6 =$ _____ |
| 8. $8 \cdot 4 =$ _____ | 23. $1 \cdot 3 =$ _____ | 38. $7 \cdot 7 =$ _____ |
| 9. $9 \cdot 8 =$ _____ | 24. $8 \cdot 9 =$ _____ | 39. $9 \cdot 8 =$ _____ |
| 10. $8 \cdot 7 =$ _____ | 25. $9 \cdot 7 =$ _____ | 40. $4 \cdot 8 =$ _____ |
| 11. $4 \cdot 8 =$ _____ | 26. $8 \cdot 4 =$ _____ | 41. $7 \cdot 9 =$ _____ |
| 12. $8 \cdot 9 =$ _____ | 27. $9 \cdot 8 =$ _____ | 42. $8 \cdot 9 =$ _____ |
| 13. $7 \cdot 9 =$ _____ | 28. $0 \cdot 5 =$ _____ | 43. $6 \cdot 9 =$ _____ |
| 14. $3 \cdot 2 =$ _____ | 29. $6 \cdot 9 =$ _____ | 44. $8 \cdot 4 =$ _____ |
| 15. $9 \cdot 8 =$ _____ | 30. $8 \cdot 9 =$ _____ | 45. $9 \cdot 8 =$ _____ |
-

LESSON 10: Fact Masters - Division

Division: Day 1

- | | | |
|-------------------------|-------------------------|-------------------------|
| 1. $6 \div 2 =$ _____ | 16. $4 \div 1 =$ _____ | 31. $2 \div 2 =$ _____ |
| 2. $0 \div 2 =$ _____ | 17. $4 \div 2 =$ _____ | 32. $8 \div 2 =$ _____ |
| 3. $48 \div 6 =$ _____ | 18. $48 \div 8 =$ _____ | 33. $48 \div 6 =$ _____ |
| 4. $3 \div 3 =$ _____ | 19. $0 \div 1 =$ _____ | 34. $4 \div 4 =$ _____ |
| 5. $10 \div 5 =$ _____ | 20. $3 \div 1 =$ _____ | 35. $0 \div 3 =$ _____ |
| 6. $48 \div 8 =$ _____ | 21. $48 \div 6 =$ _____ | 36. $48 \div 8 =$ _____ |
| 7. $6 \div 3 =$ _____ | 22. $9 \div 3 =$ _____ | 37. $0 \div 6 =$ _____ |
| 8. $5 \div 1 =$ _____ | 23. $0 \div 4 =$ _____ | 38. $5 \div 1 =$ _____ |
| 9. $48 \div 6 =$ _____ | 24. $48 \div 8 =$ _____ | 39. $48 \div 6 =$ _____ |
| 10. $0 \div 7 =$ _____ | 25. $0 \div 2 =$ _____ | 40. $1 \div 1 =$ _____ |
| 11. $1 \div 1 =$ _____ | 26. $0 \div 4 =$ _____ | 41. $0 \div 5 =$ _____ |
| 12. $48 \div 8 =$ _____ | 27. $48 \div 6 =$ _____ | 42. $48 \div 8 =$ _____ |
| 13. $0 \div 3 =$ _____ | 28. $2 \div 1 =$ _____ | 43. $8 \div 8 =$ _____ |
| 14. $3 \div 3 =$ _____ | 29. $8 \div 4 =$ _____ | 44. $6 \div 1 =$ _____ |
| 15. $48 \div 6 =$ _____ | 30. $48 \div 8 =$ _____ | 45. $48 \div 6 =$ _____ |

Division: Day 2

- | | | |
|-------------------------|-------------------------|-------------------------|
| 1. $6 \div 2 =$ _____ | 16. $48 \div 8 =$ _____ | 31. $48 \div 6 =$ _____ |
| 2. $0 \div 2 =$ _____ | 17. $1 \div 1 =$ _____ | 32. $9 \div 3 =$ _____ |
| 3. $56 \div 7 =$ _____ | 18. $56 \div 8 =$ _____ | 33. $56 \div 7 =$ _____ |
| 4. $48 \div 6 =$ _____ | 19. $6 \div 6 =$ _____ | 34. $0 \div 4 =$ _____ |
| 5. $3 \div 3 =$ _____ | 20. $0 \div 3 =$ _____ | 35. $48 \div 8 =$ _____ |
| 6. $56 \div 8 =$ _____ | 21. $56 \div 7 =$ _____ | 36. $56 \div 8 =$ _____ |
| 7. $0 \div 5 =$ _____ | 22. $48 \div 6 =$ _____ | 37. $2 \div 2 =$ _____ |
| 8. $48 \div 8 =$ _____ | 23. $4 \div 1 =$ _____ | 38. $4 \div 4 =$ _____ |
| 9. $56 \div 7 =$ _____ | 24. $56 \div 7 =$ _____ | 39. $56 \div 7 =$ _____ |
| 10. $6 \div 3 =$ _____ | 25. $4 \div 2 =$ _____ | 40. $48 \div 6 =$ _____ |
| 11. $48 \div 6 =$ _____ | 26. $48 \div 8 =$ _____ | 41. $2 \div 1 =$ _____ |
| 12. $56 \div 8 =$ _____ | 27. $56 \div 7 =$ _____ | 42. $56 \div 8 =$ _____ |
| 13. $5 \div 1 =$ _____ | 28. $6 \div 2 =$ _____ | 43. $8 \div 4 =$ _____ |
| 14. $0 \div 7 =$ _____ | 29. $3 \div 1 =$ _____ | 44. $48 \div 8 =$ _____ |
| 15. $56 \div 7 =$ _____ | 30. $56 \div 8 =$ _____ | 45. $56 \div 7 =$ _____ |

Division: Day 3

- | | | |
|-------------------------|-------------------------|-------------------------|
| 1. $2 \div 1 =$ _____ | 16. $56 \div 8 =$ _____ | 31. $56 \div 7 =$ _____ |
| 2. $8 \div 2 =$ _____ | 17. $0 \div 1 =$ _____ | 32. $0 \div 1 =$ _____ |
| 3. $49 \div 7 =$ _____ | 18. $64 \div 8 =$ _____ | 33. $49 \div 7 =$ _____ |
| 4. $56 \div 7 =$ _____ | 19. $48 \div 8 =$ _____ | 34. $3 \div 3 =$ _____ |
| 5. $4 \div 4 =$ _____ | 20. $0 \div 3 =$ _____ | 35. $56 \div 8 =$ _____ |
| 6. $64 \div 8 =$ _____ | 21. $49 \div 7 =$ _____ | 36. $64 \div 8 =$ _____ |
| 7. $48 \div 6 =$ _____ | 22. $56 \div 7 =$ _____ | 37. $48 \div 8 =$ _____ |
| 8. $56 \div 8 =$ _____ | 23. $0 \div 6 =$ _____ | 38. $0 \div 5 =$ _____ |
| 9. $49 \div 7 =$ _____ | 24. $64 \div 8 =$ _____ | 39. $49 \div 7 =$ _____ |
| 10. $0 \div 6 =$ _____ | 25. $6 \div 1 =$ _____ | 40. $56 \div 7 =$ _____ |
| 11. $56 \div 7 =$ _____ | 26. $56 \div 8 =$ _____ | 41. $6 \div 3 =$ _____ |
| 12. $64 \div 8 =$ _____ | 27. $49 \div 7 =$ _____ | 42. $64 \div 8 =$ _____ |
| 13. $0 \div 6 =$ _____ | 28. $6 \div 2 =$ _____ | 43. $48 \div 6 =$ _____ |
| 14. $5 \div 5 =$ _____ | 29. $48 \div 6 =$ _____ | 44. $56 \div 8 =$ _____ |
| 15. $49 \div 7 =$ _____ | 30. $64 \div 8 =$ _____ | 45. $49 \div 7 =$ _____ |

Division: Day 4

- | | | |
|-------------------------|-------------------------|-------------------------|
| 1. $48 \div 6 =$ _____ | 16. $64 \div 8 =$ _____ | 31. $49 \div 7 =$ _____ |
| 2. $5 \div 1 =$ _____ | 17. $3 \div 3 =$ _____ | 32. $3 \div 1 =$ _____ |
| 3. $63 \div 7 =$ _____ | 18. $63 \div 9 =$ _____ | 33. $63 \div 7 =$ _____ |
| 4. $49 \div 7 =$ _____ | 19. $56 \div 8 =$ _____ | 34. $9 \div 3 =$ _____ |
| 5. $3 \div 3 =$ _____ | 20. $4 \div 1 =$ _____ | 35. $64 \div 8 =$ _____ |
| 6. $63 \div 9 =$ _____ | 21. $63 \div 7 =$ _____ | 36. $63 \div 9 =$ _____ |
| 7. $56 \div 7 =$ _____ | 22. $49 \div 7 =$ _____ | 37. $56 \div 8 =$ _____ |
| 8. $64 \div 8 =$ _____ | 23. $4 \div 2 =$ _____ | 38. $4 \div 2 =$ _____ |
| 9. $63 \div 7 =$ _____ | 24. $63 \div 9 =$ _____ | 39. $63 \div 7 =$ _____ |
| 10. $1 \div 1 =$ _____ | 25. $48 \div 6 =$ _____ | 40. $49 \div 7 =$ _____ |
| 11. $49 \div 7 =$ _____ | 26. $64 \div 8 =$ _____ | 41. $48 \div 8 =$ _____ |
| 12. $63 \div 9 =$ _____ | 27. $63 \div 7 =$ _____ | 42. $63 \div 7 =$ _____ |
| 13. $48 \div 8 =$ _____ | 28. $5 \div 1 =$ _____ | 43. $56 \div 7 =$ _____ |
| 14. $4 \div 2 =$ _____ | 29. $56 \div 7 =$ _____ | 44. $64 \div 8 =$ _____ |
| 15. $63 \div 7 =$ _____ | 30. $63 \div 9 =$ _____ | 45. $63 \div 7 =$ _____ |

Division: Day 5

- | | | |
|-------------------------|-------------------------|-------------------------|
| 1. $56 \div 7 =$ _____ | 16. $63 \div 9 =$ _____ | 31. $63 \div 7 =$ _____ |
| 2. $0 \div 3 =$ _____ | 17. $8 \div 4 =$ _____ | 32. $4 \div 4 =$ _____ |
| 3. $54 \div 9 =$ _____ | 18. $54 \div 6 =$ _____ | 33. $54 \div 9 =$ _____ |
| 4. $63 \div 7 =$ _____ | 19. $64 \div 8 =$ _____ | 34. $0 \div 3 =$ _____ |
| 5. $48 \div 6 =$ _____ | 20. $48 \div 8 =$ _____ | 35. $63 \div 9 =$ _____ |
| 6. $54 \div 6 =$ _____ | 21. $54 \div 9 =$ _____ | 36. $54 \div 6 =$ _____ |
| 7. $49 \div 7 =$ _____ | 22. $63 \div 7 =$ _____ | 37. $64 \div 8 =$ _____ |
| 8. $63 \div 9 =$ _____ | 23. $2 \div 2 =$ _____ | 38. $48 \div 6 =$ _____ |
| 9. $54 \div 9 =$ _____ | 24. $54 \div 6 =$ _____ | 39. $54 \div 9 =$ _____ |
| 10. $0 \div 4 =$ _____ | 25. $56 \div 8 =$ _____ | 40. $63 \div 7 =$ _____ |
| 11. $63 \div 7 =$ _____ | 26. $63 \div 9 =$ _____ | 41. $56 \div 7 =$ _____ |
| 12. $54 \div 6 =$ _____ | 27. $54 \div 9 =$ _____ | 42. $54 \div 6 =$ _____ |
| 13. $56 \div 8 =$ _____ | 28. $8 \div 2 =$ _____ | 43. $49 \div 7 =$ _____ |
| 14. $2 \div 1 =$ _____ | 29. $49 \div 7 =$ _____ | 44. $63 \div 9 =$ _____ |
| 15. $54 \div 9 =$ _____ | 30. $54 \div 6 =$ _____ | 45. $54 \div 9 =$ _____ |

Division: Day 6

- | | | |
|-------------------------|-------------------------|-------------------------|
| 1. $49 \div 7 =$ _____ | 16. $54 \div 6 =$ _____ | 31. $54 \div 9 =$ _____ |
| 2. $0 \div 3 =$ _____ | 17. $0 \div 1 =$ _____ | 32. $6 \div 1 =$ _____ |
| 3. $32 \div 8 =$ _____ | 18. $32 \div 4 =$ _____ | 33. $32 \div 8 =$ _____ |
| 4. $54 \div 9 =$ _____ | 19. $63 \div 9 =$ _____ | 34. $48 \div 8 =$ _____ |
| 5. $56 \div 7 =$ _____ | 20. $56 \div 8 =$ _____ | 35. $54 \div 6 =$ _____ |
| 6. $32 \div 4 =$ _____ | 21. $32 \div 8 =$ _____ | 36. $32 \div 4 =$ _____ |
| 7. $63 \div 7 =$ _____ | 22. $54 \div 9 =$ _____ | 37. $63 \div 9 =$ _____ |
| 8. $54 \div 6 =$ _____ | 23. $0 \div 3 =$ _____ | 38. $56 \div 7 =$ _____ |
| 9. $32 \div 8 =$ _____ | 24. $32 \div 4 =$ _____ | 39. $32 \div 8 =$ _____ |
| 10. $48 \div 6 =$ _____ | 25. $49 \div 7 =$ _____ | 40. $63 \div 9 =$ _____ |
| 11. $54 \div 9 =$ _____ | 26. $54 \div 6 =$ _____ | 41. $64 \div 8 =$ _____ |
| 12. $32 \div 4 =$ _____ | 27. $32 \div 8 =$ _____ | 42. $32 \div 4 =$ _____ |
| 13. $64 \div 8 =$ _____ | 28. $0 \div 6 =$ _____ | 43. $63 \div 7 =$ _____ |
| 14. $5 \div 5 =$ _____ | 29. $63 \div 7 =$ _____ | 44. $54 \div 6 =$ _____ |
| 15. $32 \div 8 =$ _____ | 30. $32 \div 4 =$ _____ | 45. $32 \div 8 =$ _____ |

Division: Day 7

- | | | |
|--------------------------------|--------------------------------|--------------------------------|
| 1. $63 \div 7 =$ _____ | 16. $32 \div 4 =$ _____ | 31. $32 \div 8 =$ _____ |
| 2. $48 \div 6 =$ _____ | 17. $0 \div 5 =$ _____ | 32. $48 \div 8 =$ _____ |
| 3. $72 \div 8 =$ _____ | 18. $72 \div 9 =$ _____ | 33. $72 \div 8 =$ _____ |
| 4. $32 \div 8 =$ _____ | 19. $54 \div 6 =$ _____ | 34. $56 \div 8 =$ _____ |
| 5. $49 \div 7 =$ _____ | 20. $64 \div 8 =$ _____ | 35. $32 \div 4 =$ _____ |
| 6. $72 \div 9 =$ _____ | 21. $72 \div 8 =$ _____ | 36. $72 \div 9 =$ _____ |
| 7. $54 \div 9 =$ _____ | 22. $32 \div 8 =$ _____ | 37. $54 \div 6 =$ _____ |
| 8. $32 \div 4 =$ _____ | 23. $3 \div 3 =$ _____ | 38. $49 \div 7 =$ _____ |
| 9. $72 \div 8 =$ _____ | 24. $72 \div 9 =$ _____ | 39. $72 \div 8 =$ _____ |
| 10. $56 \div 7 =$ _____ | 25. $63 \div 7 =$ _____ | 40. $32 \div 8 =$ _____ |
| 11. $32 \div 8 =$ _____ | 26. $32 \div 4 =$ _____ | 41. $63 \div 9 =$ _____ |
| 12. $72 \div 9 =$ _____ | 27. $72 \div 8 =$ _____ | 42. $72 \div 9 =$ _____ |
| 13. $63 \div 9 =$ _____ | 28. $0 \div 5 =$ _____ | 43. $54 \div 9 =$ _____ |
| 14. $6 \div 2 =$ _____ | 29. $54 \div 9 =$ _____ | 44. $32 \div 4 =$ _____ |
| 15. $72 \div 8 =$ _____ | 30. $72 \div 9 =$ _____ | 45. $72 \div 8 =$ _____ |

Extra Multiplication Practice

Fill in the missing factors.

Multiplication Fluency 2's

$2 \times \underline{\quad} = \underline{\quad}$

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Multiplication Fluency 3's

$3 \times \underline{\quad} = \underline{\quad}$

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Multiplication Fluency 4's

$4 \times \underline{\quad} = \underline{\quad}$

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Multiplication Fluency 5's

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Multiplication Fluency 6's

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Multiplication Fluency 7's

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Multiplication Fluency 8's

$8 \times \underline{\quad} = \underline{\quad}$

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Multiplication Fluency 9's

$9 \times \underline{\quad} = \underline{\quad}$

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Multiplication Fluency 10's

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Multiplication Fluency 11's

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Multiplication Fluency 12's

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$\underline{\quad} \times 12 = \underline{\quad}$

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$12 \times \underline{\quad} = \underline{\quad}$

$\underline{\quad} \times 12 = \underline{\quad}$

Multiplication and Division Games

Toss and Talk



Get Started



or



Get 10 squares in one color and 10 in another color.
Get two number cubes. Take turns with another player or team.
Talk about math as you play!

At Your Turn

Toss two number cubes. Add the dots. Find your toss below.
Follow the directions. Explain your thinking. Cover the answer.
If the answer is taken, lose your turn. Have fun!

Toss	Match each product with its factors. Explain how to find a match.		
2	The product is 6.	7	The product is 24.
3	The product is 30.	8	The product is 27.
4	The product is 9.	9	The product is 42.
5	The product is 21.	10	The product is 15.
6	The product is 18.	11	The product is 10.
		12	The product is 3.

8 times 3	7 groups of 6	3×7	6×5
3×9	3 groups of 3	6 times 3	6 times 7
3×8	2×3	5 groups of 3	3×6
7 groups of 3	2 times 5	9 groups of 3	1×3

Toss and Talk



Get Started



Get 10 squares in one color and 10 in another color.
Get two number cubes. Take turns with another player or team.
Talk about math as you play!

At Your Turn

Toss two number cubes. Add the dots. Find your toss below.
Follow the directions. Explain your thinking. Cover the answer.
If the answer is taken, lose your turn. Have fun!

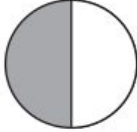
Toss	Explain how to solve by sharing equally. Use paper and a pencil to draw a picture.	7	36 peaches, 4 baskets How many peaches in each basket?
2	16 apples, 4 bags How many apples in each bag?	8	16 chairs, 2 rows How many chairs in each row?
3	10 oranges, 2 bags How many oranges in each bag?	9	1 dozen eggs, 2 rows How many eggs in each row?
4	18 points, 2 teams How many points for each team if the teams are tied?	10	12 eggs, 4 omelets How many eggs in each omelet?
5	\$15.00, 3 people How many dollars for each person?	11	12 roses, 3 vases How many roses in each vase?
6	12 people, 2 cars How many people in each car?	12	18 pictures, 6 pages How many pictures on each page?

3	9	6	8
6	4	9	5
5	3	6	5
8	9	6	4

Fractions

Label the parts of the fraction.

Directions: Complete this page with your teacher and partner.

<hr style="width: 15%; display: inline-block; vertical-align: middle;"/> $\frac{1}{2}$ <hr style="width: 15%; display: inline-block; vertical-align: middle;"/>	
What does the fraction $\frac{1}{2}$ mean? _____	
	The circle is divided into _____ equal parts. How many parts are shaded? _____ The denominator tells _____ The numerator tells _____

Numerators and Denominators

Part 1: Circle the numerator in each fraction below.

$\frac{3}{4}$ $\frac{1}{9}$ $\frac{7}{8}$ $\frac{7}{16}$ $\frac{2}{3}$ $\frac{6}{11}$ $\frac{1}{100}$ $\frac{5}{6}$

Part 2: Circle the denominator in each fraction below.

$\frac{1}{7}$ $\frac{2}{7}$ $\frac{1}{2}$ $\frac{5}{12}$ $\frac{3}{3}$ $\frac{8}{13}$ $\frac{1}{9}$ $\frac{4}{5}$

Part 3: Tell whether the arrow is pointing to the numerator or denominator.

$\rightarrow \frac{3}{8}$ _____ $\rightarrow \frac{7}{20}$ _____ $\rightarrow \frac{3}{6}$ _____

$\rightarrow \frac{6}{18}$ _____ $\rightarrow \frac{1}{5}$ _____ $\rightarrow \frac{7}{9}$ _____

$\rightarrow \frac{1}{6}$ _____ $\rightarrow \frac{2}{10}$ _____ $\rightarrow \frac{2}{9}$ _____

Part 4: Continue the pattern.

$\frac{1}{3}$, $\frac{2}{6}$, $\frac{3}{9}$, $\frac{4}{12}$, _____ , _____ , _____ , _____ , _____

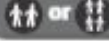
Explain how you figured out the pattern above: _____

Fraction Games

Toss and Talk



Get Started



Get 10 squares in one color and 10 in another color.

Get two number cubes. Take turns with another player or team.

Talk about math as you play!

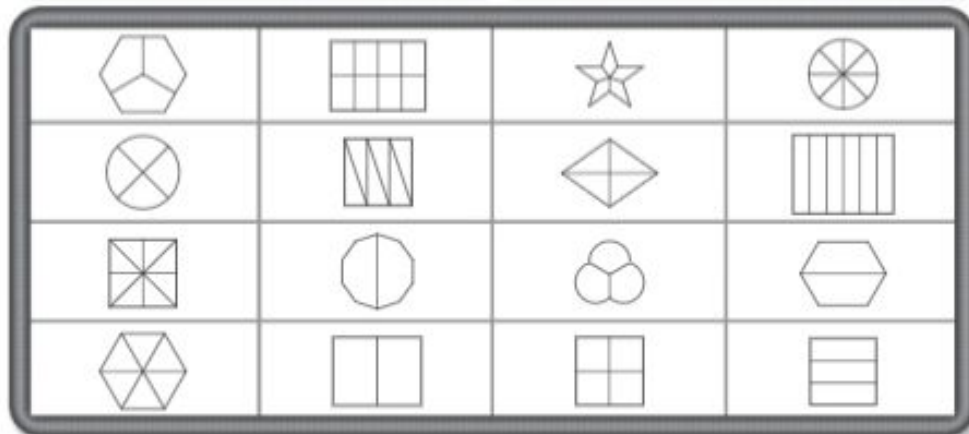
At Your Turn

Toss two number cubes. Add the dots. Find your toss below.

Follow the directions. Explain your thinking. Cover the answer.

If the answer is taken, lose your turn. Have fun!

Toss	Say the fraction. What figure has equal parts that represent this fraction?
2	$\frac{1}{2}$
3	$\frac{1}{6}$
4	$\frac{1}{4}$
5	$\frac{1}{8}$
6	$\frac{1}{3}$
7	$\frac{1}{2}$
8	$\frac{1}{6}$
9	$\frac{1}{8}$
10	$\frac{1}{3}$
11	$\frac{1}{4}$
12	$\frac{1}{5}$



Helpful Anchor Charts

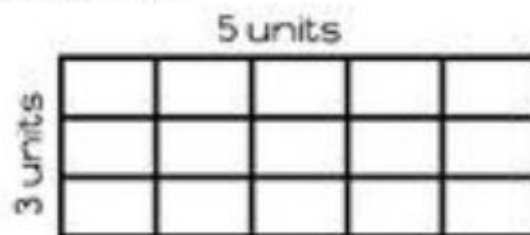


Perimeter: the measurement around the outside of an object.

$$\text{Perimeter} = L + L + W + W \text{ or } 2L + 2W$$

Area: The measurement of space (square units) inside an object.

$$\text{Area} = L \times W$$



Perimeter

$$P = 5 + 5 + 3 + 3$$

$$P = 16 \text{ units}$$

Area

$$A = 5 \times 3$$

$$A = 15 \text{ square units or } 15 \text{ units}^2$$

Summer Fun Activities

Create a summer scrapbook. Save postcards and movie tickets, record family stories or interesting events from each day, whether you're going on vacation or just going to your neighborhood park.

Sell summer: Try a new product or activity and write about it. How would you describe it? Would you recommend it? Create an advertisement to sell it to others.

Summer sleuth: Follow a story in a newspaper during the summer, or investigate a local story (e.g., an upcoming fair). Tell kids: Write about the event as it unfolds so that you have it documented from start to finish.

How many ways? As you're exploring your neighborhood during the summer, how many routes can you take to the school, the grocery store, the mall, or your friend's house? The catch: No backtracking, and you must take a new route each time.

Let's eat: Prepare a meal or dish for the family. Before you go to the supermarket, find a recipe, write what you need and how much. At the supermarket, choose the best-priced option.

Record-breakers: Use a stopwatch to time yourself running, roller blading, swimming, or biking. Then try to beat your time. Be sure to keep the distance you're moving the same for each trial. Graph the results. (You may need a partner for this.)

Napkin fractions: Fold paper towels or napkins into large and small fractions, from one-half to $1/16$. Use markers to label and decorate the different fractions.

Change it up: Start collecting change in a jar on the first day of summer. On the last day, estimate your change, count it, and plan a special purchase.

Shopaholic: What can you buy for \$5 at the corner store? From the ice cream truck? In a hardware store? At the beach?

Make a Timeline of an Influential Person: A helpful way to learn facts and important information about people is to create a timeline. As you read a biographical text, you

can use a thinking map to draw and record important information or dates about the person. Then, you can place the dates and events in a timeline to show your understanding of important facts in chronological order. Challenge yourself to support your choice of details to critically think about them.

Superhero Research Project: Research a favorite superhero and discuss which of their powers are real and not real. Complete a simple research chart or thinking map.

Create care packages and thank-you cards for local service people in your community.

Our firemen, police officers, paramedics, and other Good Samaritans don't get nearly all the accolades they deserve. So bake them some cookies, send them some adorable kid-created art, and write some notes of thanks. Then deliver them by hand making sure to wear a mask. You will be thrilled to meet these real-life heroes (the feeling will be mutual!).

