



Choose 5 problems

Division (A)

Find each quotient.

$4\overline{)236}$

$5\overline{)165}$

$7\overline{)518}$

$6\overline{)516}$

$8\overline{)448}$

$8\overline{)720}$

$8\overline{)304}$

$9\overline{)774}$

$3\overline{)162}$

$5\overline{)285}$

$4\overline{)244}$

$9\overline{)765}$

$8\overline{)480}$

$8\overline{)192}$

$2\overline{)76}$

$6\overline{)312}$

$8\overline{)544}$

$5\overline{)50}$

$7\overline{)427}$

$4\overline{)108}$

# ONLY CHOOSE 7 Problems

## 2-Digit by 2-Digit Multiplication (A)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

only solve 7 problems

$$\begin{array}{r} 44 \\ \times 46 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ \times 19 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ \times 49 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ \times 90 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ \times 16 \\ \hline \end{array}$$

$$\begin{array}{r} 61 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ \times 55 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ \times 63 \\ \hline \end{array}$$

$$\begin{array}{r} 97 \\ \times 41 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ \times 56 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ \times 15 \\ \hline \end{array}$$

$$\begin{array}{r} 77 \\ \times 88 \\ \hline \end{array}$$

$$\begin{array}{r} 84 \\ \times 84 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ \times 18 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ \times 25 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ \times 30 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ \times 57 \\ \hline \end{array}$$

$$\begin{array}{r} 57 \\ \times 51 \\ \hline \end{array}$$

$$\begin{array}{r} 34 \\ \times 45 \\ \hline \end{array}$$

$$\begin{array}{r} 99 \\ \times 92 \\ \hline \end{array}$$

Score: /20

# SOLVING 2-STEP WORD PROBLEMS

## 1. Read and Understand.

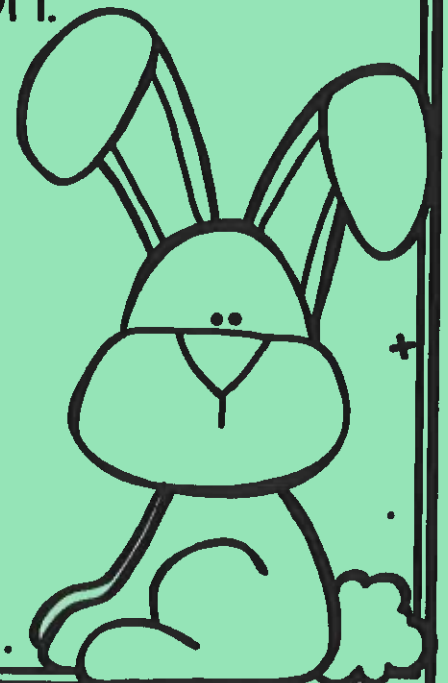
- \* Read the problem.
- \* Ask: Do I understand the questions?

## 2. Plan it out!

- \* Find the answer to the first question.
- \* Solve the second question.

## 3. Solve and Check.

- \* Solve both questions.
- \* Check your work.



# Solve the Problem

Name: \_\_\_\_\_

The Problem



Two pieces of information are missing.



1.

Step 1

2.

Step 2



1.

2.



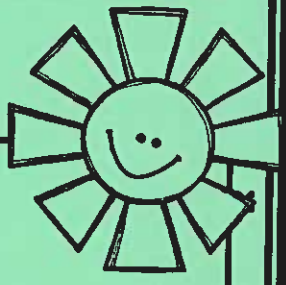
Solution:

# Solve the Problem I

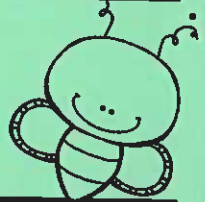
Name: \_\_\_\_\_

## The Problem

1. A female bunny gained one pound per week for six weeks. A male bunny gained two pounds per week for six weeks. How many more pounds did the male bunny gain than the female bunny?



Two pieces of information are missing.



1.



2.

Step 1

Step 2

1.

2.



Solution:

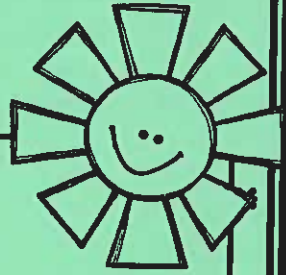


# Solve the Problem 2

Name: \_\_\_\_\_

## The Problem

1. Kamoria found seven frogs on Monday and eight frogs on Tuesday by the pond near her house. Each frog had five warts. How many more warts did the frogs have on Tuesday than on Monday?

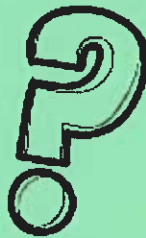


Two pieces of information are missing.



1.

2.



Step 1

Step 2

1.

2.



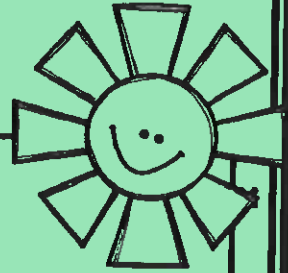
**Solution:**

# Solve the Problem 3

Name: \_\_\_\_\_

## The Problem

1. Bryson grew 10 tulips and 12 daffodils in his garden. Each tulip has six petals. Each daffodil has six petals. How many petals are there altogether?

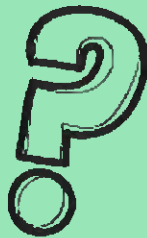


Two pieces of information are missing.



1.

2.



Step 1

Step 2

1.

2.



**Solution:**



# Word Problems

Name: \_\_\_\_\_

Solve each word problem below by showing your work in the boxes. Then write your answer in the box.

1. Imad and Amra are butterflies. Imad drinks 3 grams of nectar a week. Amra drinks 2 grams of nectar a week. How many grams of nectar do they drink altogether after 4 weeks?

1.

2.

**Solution:**

2. Javier loves flying kites. He flies his kite for 1 hour on Monday, 2 hours on Tuesday, 4 hours on Wednesday, and 3 hours on Thursday. How many more hours did Javier fly his kite on Wednesday and Thursday than Monday and Tuesday?

1.

2.

**Solution:**

# Writing Prompt Board: Imagination

Read the prompts and choose one. Write or discuss your answer to the prompt. Color the checkmark when you are done!

<input checked="" type="checkbox"/> Include description and details! You are able to travel to any place in the world! Where would you go? Explain.	<input checked="" type="checkbox"/> Include description and details! If you woke up one day and had wings, what would you do? Explain.	<input checked="" type="checkbox"/> Include description and details! If you shrunk to the size of an ant, what would life be like? Explain.
<input checked="" type="checkbox"/> Include description and details! You get to meet any famous person, past or present! Who will you choose? Explain.	<input checked="" type="checkbox"/> Include description and details! If you could turn into any zoo animal, what animal would you be? Explain.	<input checked="" type="checkbox"/> Include description and details! You are the smallest fish in the sea. What would life be like from your eyes?
<input checked="" type="checkbox"/> Include description and details! You are taking a trip to outer space. Write about your journey as you travel.	<input checked="" type="checkbox"/> Include description and details! You find an envelope that has \$1,000 inside of it! What do you do? Explain.	<input checked="" type="checkbox"/> Include description and details! You find a secret door in your classroom! Where does the secret door lead? Explain.
<input checked="" type="checkbox"/> Include description and details! You are invisible for 24 hours. What would you do while no one could see you? Explain.	<input checked="" type="checkbox"/> Include description and details! You are able to be a character in any book. Who will you be? What would you do? Explain.	<input checked="" type="checkbox"/> Include description and details! If you could turn into a fruit or vegetable, what would you be? Explain why.





# Editing Checklist



I have made sure each sentence starts with a capital and ends with an appropriate end mark. I have also capitalized proper nouns.



I have corrected run on sentences and sentence fragments.



I have made sure to add quotation marks where people are speaking.



I have corrected incorrect spelling, including words that sound the same but are spelled differently such as their, they're, and there.



I have made sure that all sentences are in the same tense by changing verb tense where necessary.



I have made sure that contractions are used appropriately by adding apostrophes where necessary; including showing ownership.



I have added commas after transitional words and phrases, when separating lists, and to separate compound sentences.

Name \_\_\_\_\_

As you read the passage, notice how the author uses the features of realistic fiction.

## Stormy Weather

12        "This is going to be a nightmare!" Marta Ramirez said to herself.  
 24        The Science Fair was next week, and her teacher Mr. Mitchell had  
 35        assigned her a project about the weather. Eddie Lewis was her  
 47        partner. Eddie was always making fun of her. He called her "Big  
 53        Brain" because she liked to study.

67        Marta knew she would have to make the best of it. She made a  
 80        plan to meet Eddie at the library after school to discuss their project.

93        It was raining cats and dogs as Marta ran from the main school  
 105        building to the library, and she arrived soaking wet. As she and  
 119        Eddie sat at a table, Marta reviewed a list of topics. "What about a  
 123        study of the atmosphere?"

128        Eddie shook his head. "Lame."

140        "How about a diorama of animals that live in a desert climate?"  
 148        Marta asked, but Eddie shook his head again.

160        Marta tried to flip through her science book to look for more  
 176        ideas, but it was too soggy. "Wish I had known it was going to rain. I  
 187        would have brought an umbrella. Hey, what about a presentation on  
 188        meteorologists?"

191        "What's a meteorologist?"

200        "That's a weather reporter," she said with a smile.

209        "You would know something boring like that, Big Brain!"

224        Marta's smile fell from her face. "Do you want to do a good job on  
 234        this project? Maybe win a prize? The whole nine yards?"

237        "Yeah," Eddie answered.

248        "Mr. Mitchell made us partners, so we have to work together."

257        "Fine, we'll do the weather people idea," Eddie said.

Name \_\_\_\_\_

Marta and Eddie spent the next week as busy as bees. They learned about the tools meteorologists use. They learned how meteorologists make predictions and how they make weather maps.

At first, Eddie was mostly bored. As the week went on, he became more and more interested. He still called Marta "Big Brain" though, and she didn't like that very much.

"Meteorologists use maps, charts, and satellite images on TV. How do they work all together?" Eddie asked.

"Your guess is as good as mine," Marta replied.

"How can we figure it out?" he asked. "Have any big ideas, Big Brain?"

Marta thought for a minute. "I think I might."

The next day was Saturday. Eddie got a text from Marta asking him to meet her at a building downtown. Eddie and his father met Marta and her mother, and they took an elevator up to a TV studio.

"What are we doing here?" Eddie asked.

"I e-mailed Stormy Weathers, the meteorologist from the news. I asked if we could visit to get the answer to our question."

"You're so smart!" Eddie said.

Stormy Weathers showed them the screen she stood in front of to give reports on TV. It was all green and could be used to project any image. As she talked, the kids took notes.

That Monday, Marta and Eddie gave their presentation at the Science Fair and won first prize. As the teachers and students clapped, they held up their trophies.

"Maybe it's not such a bad thing to have a big brain," Eddie said to Marta.

"Not at all," she replied.





Name \_\_\_\_\_

**A. Use text evidence to answer the questions.****1. What does Marta and Eddie's dialogue in the library tell you about Eddie?**

The dialogue shows that \_\_\_\_\_

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**2. How does the author show that Marta is a problem solver?**

Marta solves a problem with the presentation by \_\_\_\_\_

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**3. How does Eddie's attitude toward Marta change by the end of the story?**

By the end of the story, Eddie \_\_\_\_\_

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**B. Work with a partner. Read the passage aloud. Pay attention to accuracy. Stop after one minute. Fill out the chart.**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name \_\_\_\_\_

As you read the passage, notice how the author uses the features of expository texts.

## The Birds

12 Why do some birds have bright feathers? Why do some birds swim  
23 better than others? Different features make life easier for birds. These  
32 features are physical adaptations birds have made to survive.

### 34 The Web

45 Many birds living near water have webbed feet. Why do webs  
58 help? Webbed feet are like the paddles on a boat. These feet help  
66 birds like ducks move through the water faster.

### 68 Big Mouth

82 The shape of a bird's beak helps it eat. The spoonbill has a spoon-  
94 shaped beak. Why a spoon? This bird spends a lot of time wading  
108 in the water, looking for food. It stirs the water with its beak, which  
119 causes little whirlpools. Small fish get pulled into the whirlpool. This  
131 makes it easy for the bird to snap up a meal. Gulp!

### 135 Light As a Feather

146 It is not uncommon to see birds with pretty feathers. Feathers  
158 are for more than looking good, though. For the penguin, they do  
170 two things. The outer part of the feather is waterproof. This keeps  
183 the bird dry. The inner part traps air, which keeps the bird warm.  
192 Penguins don't fly; they swim. Without warm and waterproof  
200 feathers, this bird would be at a disadvantage.

Name \_\_\_\_\_

### True Colors

Bright colors help some birds stand out. The golden pheasant is red, green, and gold. The toucan's beak can be many colors at once. These bright colors help them attract mates more easily. Look at the toucan's beak in the photograph.

There are some birds that do not want to be seen at all! The potoo's colors make it look just like part of a tree. This helps the bird avoid unwanted attention.

### Voices Carry

Birds have different kinds of calls they use to talk to one another. The killdeer has a special reason for one of its calls. This bird builds its nest on the ground. This can be unsafe, as it is easy for predators to find the nest. However, when a predator is too close to the nest, the bird gives a loud call. It begins to hop away from its nest.



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The toucan's beak can be many colors.

This noise distracts the predator. It now goes after the bird. When the predator moves closer, the bird flies to safety. Later, it returns to its nest.

The club-winged manakin has an unusual way of talking. It "talks" by moving its feathers back and forth over one another. The wings make a humming sound. It can sound like a violin.

Different environments require different traits. This is why birds have to adapt. Whether it is a certain way of moving, eating, or talking, adaptations help birds survive.

Name \_\_\_\_\_

**A. Use text evidence to answer the questions.**

1. Reread "True Colors" on page A2. How do the potoo's colors help it?

The potoo's colors help it to \_\_\_\_\_  
\_\_\_\_\_

2. What text feature does the author use to organize the information in the passage? How are all the sections alike?

The author uses \_\_\_\_\_

All of the sections are about \_\_\_\_\_

3. What was the author's main purpose for writing "The Birds"?

The author wanted to explain that \_\_\_\_\_  
\_\_\_\_\_**B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.**

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	

Name \_\_\_\_\_

**Multi-Syllable Words**

The short e sound is spelled with the letter e.

bedrocksmellingdentist**A. Underline the word with the short e sound in each row. Write the word on the line.**

- |                    |          |         |                 |
|--------------------|----------|---------|-----------------|
| 1. <u>spending</u> | granting | hinting | <u>spending</u> |
| 2. dismiss         | bobcat   | dentist | _____           |
| 3. content         | picnic   | rapid   | _____           |
| 4. rabbit          | mattress | panic   | _____           |
| 5. sandbank        | napkin   | bedpost | _____           |

**B. Underline the word with the short e sound that completes each sentence. Write the word on the line to complete the sentence.**

1. Frogs live in wetlands.
- landmasses    flatlands    wetlands
2. I will be in a spelling \_\_\_\_\_.
- clinic    contest    topic
3. I see the \_\_\_\_\_ on the grass.
- robin    tomcat    insect
4. It was a \_\_\_\_\_ day in class.
- hectic    frantic    spinning

Name \_\_\_\_\_

**Multi-Syllable Words**The short *i* sound is spelled with the letter *i*.lipstickrabbitadmit**A. Read the words in each row. Underline the word that has the short *i* sound. Write the word on the line.**

- |             |          |               |               |
|-------------|----------|---------------|---------------|
| 1. flapjack | sandman  | <u>zigzag</u> | <u>zigzag</u> |
| 2. napkin   | landmass | backtrack     | _____         |
| 3. slanted  | clinic   | handstand     | _____         |
| 4. flatland | granddad | mimic         | _____         |
| 5. plastic  | catnap   | backpack      | _____         |

**B. Read each sentence. Underline the word or words that have a short *i* sound. Then write the word or words on the line.**

- |  |                |                |
|--|----------------|----------------|
| 1. Ants are <u>sitting</u> on the <u>anthill</u> . | <u>sitting</u> | <u>anthill</u> |
| 2. Frank and Pip had a picnic.                     | _____          | _____          |
| 3. Windmills are big.                              | _____          | _____          |
| 4. Tim puts down the kickstand on his bike.        | _____          | _____          |
| 5. I gave my cat Flip some catnip.                 | _____          | _____          |
| 6. Miss Black may dismiss us soon.                 | _____          | _____          |



Name \_\_\_\_\_ Week of \_\_\_\_\_

Directions: Read the passage for a minute. Record how many words you read in a minute. Then, read the entire passage. Record how long it takes to read the passage. *Practice reading this passage. Time for one minute.*

	1 <sup>st</sup> Read	2 <sup>nd</sup> Read	3 <sup>rd</sup> Read	4 <sup>th</sup> Read
1 minute				
Entire passage				

### Changes in Landforms- Weathering, Erosion and Deposition

7

What causes changes in landforms? Changes can be caused by wind and moving water. Weathering and Erosion cause changes in landforms. Weathering is the breaking down of materials by wind, water and even plant roots. Weathered rock can have an odd shape. A flowing river can weather a hole in a rock that was once solid. Erosion is the movement of the weathered materials. An example of erosion is when sediment from a weathered rock is washed away to another area. Wind, water and ice can cause erosion.

Fast winds and fast moving water has more energy than slow winds and slow moving waters. More sediment can be carried away with faster winds and faster moving water. Therefore, the faster the moving water or winds, the faster erosion will take place. Rain and ocean waves can cause erosion. As rain runs down a hill, it carries sediment away that over time may leave gullies, or ditches in the ground. The waves at the ocean may carry away rock pieces from the shore that could form cliffs.

Deposition is the process by which sediment drops out of the water. This happens when the water slows down. In a river, this happens at the mouth of the river, where the river meets the ocean. New land can be formed by deposition at a river's mouth called a delta. A river delta is a landform that forms from the deposition of sediment carried by a river as the flow leaves its mouth and enters slower moving or standing water. This happens where a river enters an ocean, sea, lake, or other river.

