



# Whiteriver Unified School District

## Fifth Grade Packet

Week 1

School:

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Teacher:

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	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Vocabulary</b>	Using the article, <u>Eagle and the Cactus</u> : - find unfamiliar words circle unfamiliar words and create a list for practice on a separate sheet of paper. Read each word aloud with help from an adult. -Define the word(s) define the unfamiliar word(s) and discuss definitions and usage as needed with an adult.	Using the article, <u>Aztec Warriors</u> : - find unfamiliar words circle unfamiliar words and create a list for practice on a separate sheet of paper. Read each word aloud with help from an adult. -Define the word(s) define the unfamiliar word(s) and discuss definitions and usage as needed with an adult.	Using the article, <u>Aztec Homes and Schools</u> : - find unfamiliar words circle unfamiliar words and create a list for practice on a separate sheet of paper. Read each word aloud with help from an adult. -Define the word(s) define the unfamiliar word(s) and discuss definitions and usage as needed with an adult.	Using the article, <u>Moctezuma II</u> : - find unfamiliar words circle unfamiliar words and create a list for practice on a separate sheet of paper. Read each word aloud with help from an adult. -Define the word(s) define the unfamiliar word(s) and discuss definitions and usage as needed with an adult.	Using the article, <u>The Aztec Religion</u> : - find unfamiliar words circle unfamiliar words and create a list for practice on a separate sheet of paper. Read each word aloud with help from an adult. -Define the word(s) define the unfamiliar word(s) and discuss definitions and usage as needed with an adult.
<b>Reading Comprehension</b>	<b>Read Eagle and the Cactus</b> <b>Independent/Partner Reading</b> Students and parents will read together and have a short discussion about the article before, during and after reading the article. <b>Parents:</b> Use attached, "Book Talk" to help you ask comprehension questions	<b>Read Aztec Warriors</b> <b>Independent/Partner Reading</b> Students and parents will read together and have a short discussion about the article before, during and after reading the article. <b>Parents:</b> Use attached, "Book Talk" to help you ask comprehension questions	<b>Read Aztec Homes and Schools</b> <b>Independent/Partner Reading</b> Students and parents will read together and have a short discussion about the article before, during and after reading the article. <b>Parents:</b> Use attached, "Book Talk" to help you ask comprehension questions	<b>Read Moctezuma II</b> <b>Independent/Partner Reading</b> Students and parents will read together and have a short discussion about the article before, during and after reading the article. <b>Parents:</b> Use attached, "Book Talk" to help you ask comprehension questions	<b>Read The Aztec Religion</b> <b>Independent/Partner Reading</b> Students and parents will read together and have a short discussion about the article before, during and after reading the article. <b>Parents:</b> Use attached, "Book Talk" to help you ask comprehension questions
<b>The Book of Knowledge</b>	Students will write 3 things that they learned from the article and would like to remember.	Students will write 3 things that they learned from the article and would like to remember.	Students will write 3 things that they learned from the article and would like to remember.	Students will write 3 things that they learned from the article and would like to remember.	Students will write 3 things that they learned from the article and would like to remember.
<b>Identify Information</b>	-Draw a triangle next to any information that surprised or interested you. -Draw a box around the setting in each of the stories. Example - <i>The story took place in Whiteriver, Arizona.</i>	-Draw a triangle next to any information that surprised or interested you. -Highlight words that describe a noun. Example - <i>A swampy island. A black cat.</i>	-Draw a triangle next to any information that surprised or interested you. -Draw a star next to the three you learned from the article and write it in your Book of Knowledge.	-Draw a triangle next to any information that surprised or interested you. -Draw a box around the setting in each of the stories. Example - <i>The story took place in Whiteriver, Arizona.</i>	-Draw a triangle next to any information that surprised or interested you. -Draw a line under each pronoun. Example - <i>He was so mad. She wrote a letter.</i>
<b>Art</b>	Complete the faces for 4 characters on the blank face worksheet. Use different expressions for each character. Example - Happy face, sad face, excited face, scared face, etc.	Complete the faces for 4 characters on the blank face worksheet. Use different expressions for each character. Example - Happy face, sad face, excited face, scared face, etc.	Complete the faces for 4 characters on the blank face worksheet. Use different expressions for each character. Example - Happy face, sad face, excited face, scared face, etc.	Complete a self-portrait using a pencil, colored pencils, or crayons. You may need a mirror to help create your portrait.	Complete a self-portrait using a pencil, colored pencils, or crayons. You may need a mirror to help create your portrait.

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

This is the list for April, there are 15 words, they need to write them down 5 times each, remember parents in Apache Language, the i in Apache language sounds like the long e sound, will every vowel will have the short sound to it. A, E, O, U, will all have the short sound.

The letter L,l, will look like this ł, you have that slur sound with it.

Since we are in Spring. Apache Grandparents, parents, almost everyone in the family are getting ready to plant, corn, squash, sugar cane, help they would get it done in a day, so I decided to have Aprils Apache words on planting. Here we go!

Write 5 times each, just the Apache words only.

Flower- Chil

Leaf- Bit'aá

Roots= Bike'ghad

Grow- Hajeeh

Soil- łeezh

Farm- Ki'yaa

Seed- K'edilzii

Peel- Bintdeh

Black Corn- Nadá' Dithit

Blue Corn- Nadá' Dot'izhi

Yellow Corn- Nadá' Łitsogi

White Corn- Nadá' Łigai

Red Corn- Nadá' Łich'i

Gray Corn- Nadá' Łibahi

Spotted or Stripe Corn- Nadá' Łik'izhi

Fun Music Company Curriculum-at-home

**Grade 5 - Lesson 2**  
**Write a four-line chant**

Teacher's note:

Dear Parents/Caregivers,  
This is a COMPOSE lesson, where students will create a four-line chant or poem, that they can later set to music if they wish. This is something they can do at home with very little technology necessary and provides the opportunity for me to send you specific feedback and improve the project over time.

Take care and stay safe!  
Mrs. Serrano

Dear Grade Five students,

In this lesson we will be creating a four-line chant, which we will set to music in other lessons.

**Step 1: Watch the instructional video.**

Watch this video:  
<https://funmusicmembers.com/at-home/5l2-1/>

**Step 2: Create your own four-line chant.**

Create a four-line chant based on the instructions contained in the video.  
The subject and language must be appropriate for school.

Write it down in a word-processor document or email. (rserrano@wusd.us)

**Step 3: Email your completed chant to me.**

Send your completed chant via email to me, and I will provide feedback so that you can refine it.

# The Eagle and the Cactus

This text is adapted from an original work of the Core Knowledge Foundation.

Between the years of 1325 and 1521 CE, a great civilization arose and thrived. They were the Aztec people, who lived in what is today central Mexico.

According to legend, the Aztec were once a nomadic tribe. They wandered the land, setting up temporary homes here and there, fighting off attackers, and surviving on snakes and lizards. The legend says that one day, the god of the sun spoke to the people. The god told the Aztec people to look for a sign—an eagle with a snake in its beak perched on a cactus. On the spot where the eagle perched, the Aztec were to build a great city.



*In legend, the Aztec built their capital on the spot where they saw an eagle perched on a cactus while holding a snake in its beak.*

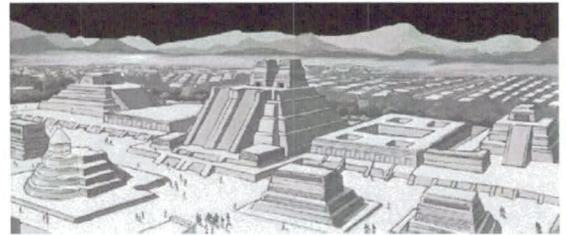
The legend goes on to describe how the Aztec finally received the sign the god had told them about. The eagle appeared on a swampy island in Lake Texcoco (/tesh\*koh\*koh/). On that day, the Aztec's wandering ended. They settled down and began building a city. The Aztec people called their new home Tenochtitlán (/tay\*noch\*tee\*tlahn/), which means "the place of the prickly pear." Even today the eagle and serpent are shown on the flag of Mexico.

# Aztec Warriors

This text is adapted from an original work of the Core Knowledge Foundation.

## Conquering City-States

The Aztec civilization arose in what is now known as central Mexico. The Aztec established Tenochtitlán, their capital, by the year 1325. By the 1400s, the Aztec civilization had begun to expand. The Aztec proved to be fearsome warriors. One by one they conquered neighboring city-states and added them to their empire. By the early 1500s, the Aztec Empire included four hundred to five hundred city-states and controlled much of present-day Mexico. The Aztec emperor ruled more than five million people. Tenochtitlán alone probably had between 150,000 and 200,000 residents, making it one of the largest cities in the world at this time. No city in the United States would grow so large until the 1800s.



*The Aztec capital Tenochtitlán was one of the largest cities in the world.*

The Aztec were well-known warriors. By conquering other people, they were able to gain wealth. Aztec warriors then forced conquered peoples to send their gold, silver, jade, and turquoise to Tenochtitlán. Those who had no valuables could send food, cloth, or other goods. People who lived by the ocean might also have to send seashells, fish, or turtles. Farmers might send corn, beans, peppers, squash, or fruit. Groups with access to specific environments might have to give animal skins and feathers. Craft-working communities might send pottery or blankets to Tenochtitlán.

## Success at War



As in many societies until recent times, Aztec people were born into a certain social class. Most people had relatively little chance to advance out of it. The army provided one opportunity for brave men to better themselves. Success in battle was rewarded with advancement and honor. The Aztec people believed there was no greater honor than to die in battle.

No doubt about it—the Aztecs were fierce warriors. But their capabilities in warfare and skill at fighting helped create a rich empire and a remarkable civilization.

*The Aztecs were fierce warriors ready to go to battle against their neighbors at a moment's notice. This is an Eagle warrior dressed for battle.*



# Aztec Homes and Schools

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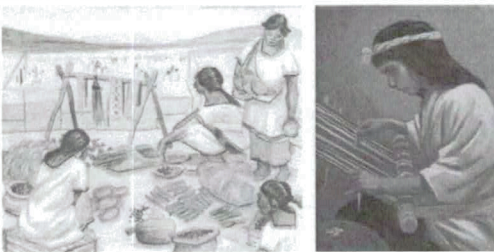
## A Lakeside Paradise

The first Europeans who came to America did not expect to find a great civilization. Imagine how surprised they must have been when they came upon the city of Tenochtitlán, with its towering pyramids and its population of perhaps two hundred thousand. This was the capital of the Aztec Civilization, built by the Aztec people in the year 1325.

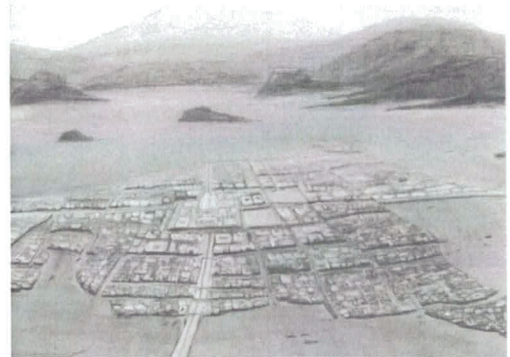
Tenochtitlán was more than the heart of a great civilization. It was unlike anything the Europeans had ever seen. The city was built on an island in the middle of a lake. Three wide causeways connected the city to the mainland. A network of canals linked different parts of the city. The Aztec traveled around their capital in canoes.

Imagine that you have hopped into a canoe to tour Tenochtitlán as it was in the early 1500s. First, you see the "gardens" on raised beds built on Lake Texcoco. The Aztec created these gardens by digging up mud from the bottom of the lake and piling it up in shallow areas. Then they shaped the piles into long narrow gardens. The gardens were surrounded by water, so they stayed moist. The Aztec also kept the soil fertile by scooping new mud onto the gardens every year. The rich soil was perfect for growing corn, squash, and beans.

## Aztec Home Life



*The lives of Aztec women usually revolved around caring for the family.*



*Tenochtitlán was built on an island on the waters of Lake Texcoco. It was connected to the mainland by causeways.*



*The gardens that surrounded Tenochtitlán appeared to be floating, but they were really built on the bottom of the shallow waters of Lake Texcoco.*

As you glide toward the center of Tenochtitlán, you see Aztec men dressed in loincloths and cloaks. Women wear long skirts, blouses, and ponchos. You also see hundreds of one-room houses with thatched roofs and mud walls. Inside one, you meet a girl who is learning to weave from her mother. A few houses away, mothers and daughters are preparing for a wedding feast. During the wedding ceremony, the bride's blouse will

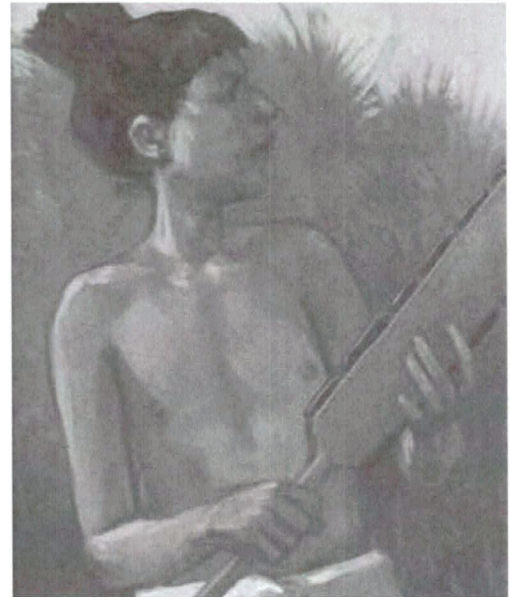
be tied to the groom's cloak. This tying together is a symbol of the connection between a husband and wife.

## Suburbs and Schools

You also visit an Aztec school. There, boys receive moral instruction-rules about the right and wrong way to behave. They also learn military drills. The boys practice with miniature weapons. They throw spears and carry special wooden clubs studded with sharp pieces of a natural glass-like rock.

A visit to a school for the sons of Aztec nobles turns out to be a hair-raising experience. You quickly realize that the teachers in this school are Aztec priests. You've had some tough teachers over the years. But you've never had one who painted his face black, did not wash his hair for religious reasons, and performed human sacrifices!

The priests train their students to become priests and scribes. Students study Aztec religion and astronomy and learn how to read and write Aztec hieroglyphs. They also learn how to record information in a special kind of book called a codex. This is a long strip of tree bark that folds up like an accordion. The pages of the codex are covered with pictures and pictograms. The priest explains that the codices (/koh\*duh\*seez/) are used to keep lists of rulers, to record payments made by conquered people, and to keep track of religious holidays.



*Aztec boys were raised from an early age to be skilled and fearsome warriors.*

## Moctezuma II

This text is adapted from an original work of the Core Knowledge Foundation.

The Aztec civilization rose in the year 1325 and thrived for about two hundred years. Its capital city was Tenochtitlán, where the Aztec emperor lived. Moctezuma II (/mawk\*te\*soo\*mah/) (sometimes written as Montezuma) was the Aztec emperor in the early 1500s.

What was the court of Moctezuma II like? In the court of Moctezuma II, no one was allowed to look the emperor in the eye. When he entered the room, even the nobles threw themselves face down on the ground. When he left the palace, he was carried in a fancy litter. When Moctezuma wanted to walk, nobles laid mats on the ground so he would not dirty his golden sandals.

Moctezuma was a powerful leader. But during his reign, some disturbing things were happening. There was a drought. A comet appeared in the sky. Lightning struck one of the temples in Tenochtitlán. Fantastic rumors began to spread. Some people said that a ghostly woman was walking the streets of the capital at night. She wailed, "My children, we must flee far away from this city!"

The Aztec believed the world might end at any moment. Moctezuma and his priests worried that the strange events might be a warning from the gods. They feared that the end of the world might be near.

As it turned out, a form of doomsday was coming, but it was not coming from the gods. It was coming from across the Atlantic Ocean. Spanish soldiers were sailing from Europe in search of riches and glory. By 1521, they would defeat the mighty Aztec empire through a combination of armed force and disease.



*Moctezuma II ruled the Aztec Empire at the height of its great power.*

# The Aztec Religion

This text is adapted from an original work of the Core Knowledge Foundation.

## The Legend of the Five Suns

The Aztec were a civilization that thrived from 1325 to 1521 CE. Their capital was called Tenochtitlán, and was the center of an expanding empire in what is now central Mexico.

In Aztec society, religion was an important element of life. According to Aztec beliefs, life was uncertain. The one thing people could count on was that the world would one day come to a terrible, violent end. In fact, the Aztec believed that the world and the sun had been created and destroyed four times in the past. Under the first sun, a race of giants roamed the world. This world ended when a jaguar devoured the giants. The world under the second sun was swept away by a great wind. People under the third sun died in the fire and ash of volcanoes. Those living under the fourth sun drowned in floods.

The Aztec of Tenochtitlán believed they were living under the fifth sun. But they believed that this sun would also someday die: "There will be earthquakes and hunger, and then our end shall come," the priests said. The Aztec people believed these predictions. They planned their lives in response to them.

So the Aztec awaited their fate. But they did not simply accept it. They believed that each night, the sun god battled the forces of darkness. Each morning, the god had to find the strength to make the sun rise again. The Aztec believed they could help their god by offering human sacrifices in their temples.

The Aztec preferred to sacrifice someone other than their own friends and family. Most of their victims were foreign soldiers captured in war. Aztec priests believed that the heart was the most important thing to sacrifice. They preferred to offer up the strong heart of a soldier.

## Religious Sacrifice

The Aztec believed human sacrifices were necessary to keep the sun rising and moving across the sky. They could even point to events that seemed to prove that the sacrifices worked. Once, when a long drought threatened the Aztec corn harvest, priests offered a number of human sacrifices. A day or so later, rain came. To the Aztec, this was no coincidence. It was proof that the gifts of blood had saved the crop. Experiences like this convinced the Aztec of the power of human sacrifice. As a result, Aztec offerings to the gods were regular and generous.

# Traveling through Tenochtitlán

This text is adapted from an original work of the Core Knowledge Foundation.

In 1325, the Aztec people built their capital Tenochtitlán in what is now known as central Mexico. But Tenochtitlán was more than the heart of the great Aztec civilization. It was a feat of construction and a vibrant place filled with life.

The city was built on an island in the middle of a lake. Three wide causeways connected the city to the mainland. A network of canals linked different parts of the city. The Aztec traveled around their capital in canoes. Imagine that you have hopped into a canoe to tour a couple of parts of Tenochtitlán as it was in the early 1500s.

## The Market

The first stop on your tour is the central market. Here, people trade cacao (chocolate) beans and cotton blankets for other items. The sound of thousands of Aztec people trading creates a ruckus that can be heard a mile away.

In one corner of the market, a man is trading rabbits, deer, and small dogs that are bred for food. Across the way a woman displays pottery. You notice all sorts of other goods, including sandals, feathers, seashells, turkeys, wood, corn, bananas, pineapples, honeycombs, and fabrics.

One section of the market is set aside for trading enslaved people. Here you see human beings with wooden collars around their necks. Noblemen mill around, inspecting them.



*Tenochtitlán had a thriving market where people traded goods from around the empire.*

## The Ceremonial Center

In the heart of the city is the ceremonial center. Here you find the largest temple in the city, the Great Temple. This massive pyramid is almost one hundred yards wide at its base. That's roughly 3/4 the length of a football field! It rises almost ninety feet in the air. Surrounding the Great Temple are several smaller temples. Each of these is dedicated to a different god.

Not far from these religious buildings stands the palace of the Aztec emperor. You will have to admire the palace from the outside: commoners are not allowed to enter. The palace has hundreds of rooms and more than a thousand servants.

My "Book of Knowledge"

I learned and  
want to remember...

Monday

Tuesday

Wednesday

Thursday

Friday



Here are some questions you can ask your child about their reading; choose a few each night to engage in conversation with your child about their nightly independent reading.

**Before reading:**

- Looking at the title, cover and illustrations/pictures, what do you think will happen in this book?
- What makes you think that?
- What characters do you think might be in the book?
- Do you think there will be problem in the story? Why?
- What do you already know about the topic of this book?
- Does the topic or story relate to you or your family? How?
- Do you think it will be like any other book you've read? If so, which one, and how do you think it will be similar?

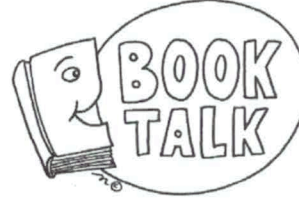
**During reading:**

- What has happened so far in the story? Can you tell me using sequence words? (first, then, next, after, finally, etc.)
- What do you predict will happen next?
- How do you think the story will end?
- Why do you think the character did \_\_\_\_\_?
- What would you have done if you were the character?
- How would you have felt if you were the character?
- When you read, what pictures did you see in your head? How did you imagine it looked like?
- What are you wondering about as you read? What questions do you have?
- Think about the predictions you made before reading; do you still think the story will go that way? Why or why not? How do you think it will go now?

**After reading:**

- Why is the title a good title for the book/story? If you had to give it a different title, what would be another good title for it?
- Were your predictions correct? Where did you have to fix your prediction as you read?
- If there was a problem, did it get solved? How did the character try to solve the problem?
- What happened because of the problem?
- Did any of the characters change through the story? Who changed, and how did they change?
- Why do you think the author wrote this?
- What is the most important point that the author is trying to make in his/her writing?
- What was your favorite part? Why?
- If you could change one part, what would you change?
- If you could ask the author a question, what would you ask?
- Can you retell the story in sequence order (use your fingers and sequence words: first, second, then, next, etc.)
- Is there a character in the story that reminds you of someone you know? If so, who are they like, and why do you think that?
- Does this book remind you of another book you know? Does it remind you of something you've experienced in real life?

**For fun:** Have them act out a scene from the book, draw you a picture of their favorite part to decorate the refrigerator, or write a follow-up story. They can pretend they are a book reviewer reviewing the book on TV, or they can write a letter or postcard to the author. There are many creative ways to engage students in reading and have them share their reading with you!



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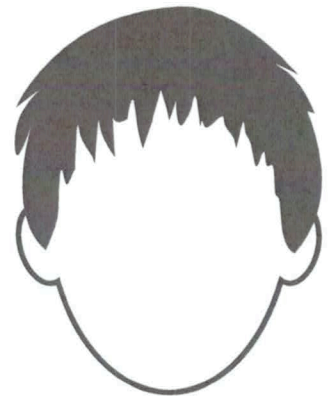
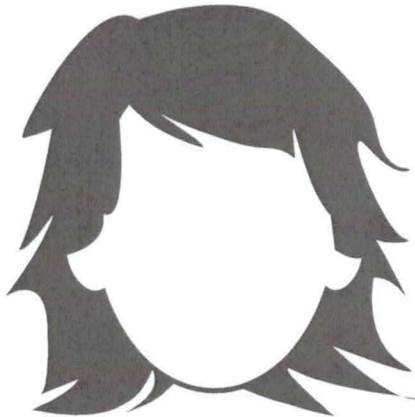
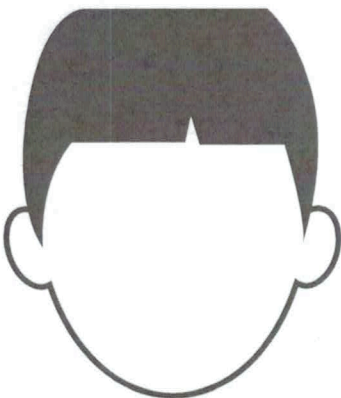
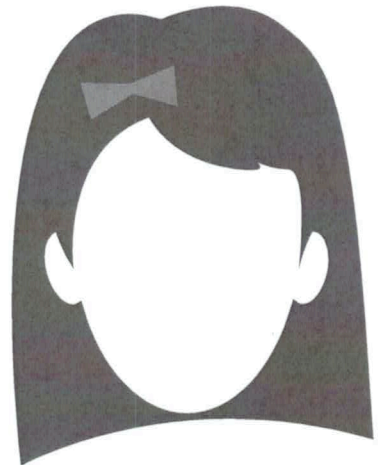
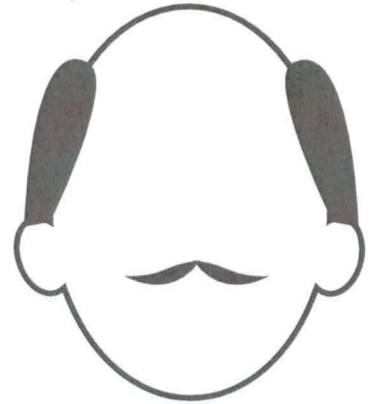
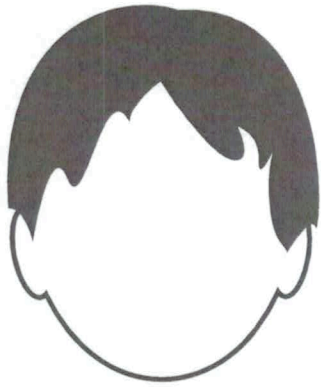
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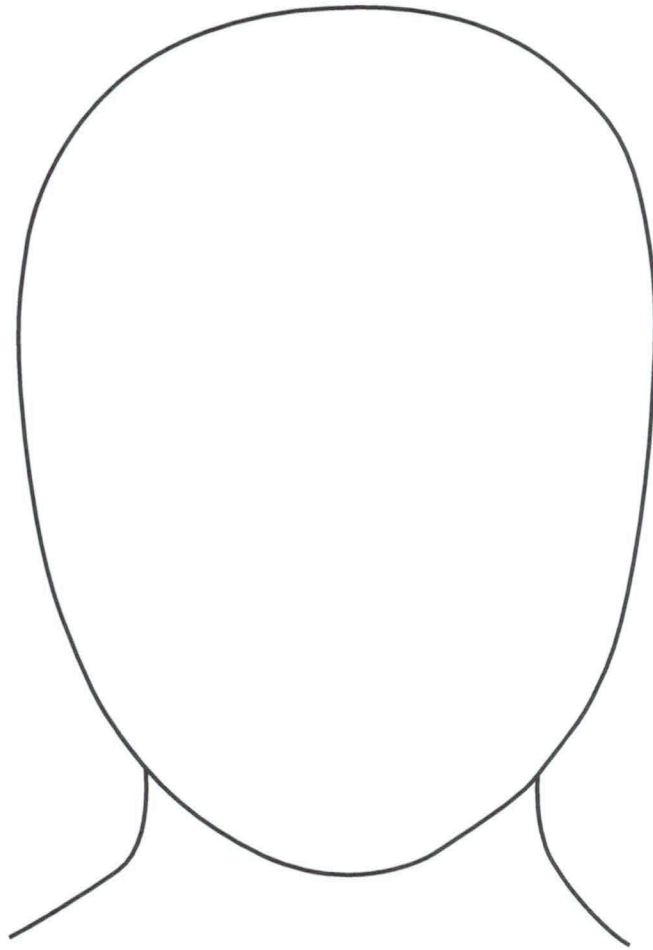
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Draw a Self portrait



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

Hello Parents and Students, I hope you are all doing well and staying safe during this time! All of the work inside this weeks math packet is a combination of what the students have been learning over the past few months. The packet consists of work pages that include: Addition, Subtraction, Fractions, Decimals, Multiplication, Division, Geometry, and Word Problems.

Please take the time to read the directions to your Student and have them complete one to two pages every day. If students feel the need to do extra math please have them log in to some of their online resources for some extra practice and Math Fun! \*If you're not sure what these are please contact your school.

Also please remind your student that math can be frustrating and take patience. If one problem is giving them trouble have them skip it, move to the next and come back to it later. Use real world connections to help your Student understand why math is important. I tell my Students that "Math is Money and if you want to be good with money, you have to be good at math." You can also use baking or cooking to help explain fractions better.

If you need extra assistance please reach out to your Students Teacher or use available online resources such as "Youtube" for tutorials and refreshers.

Once your Student has completed their work for the day please make sure to keep it all in one place so they can turn it in at the designated place and time.

Once again, please have students complete one to two pages per day and please feel free to reach out to your Students Teacher if your child needs any assistance. Good Luck and Happy Learning!

16	$+\frac{3}{6}$		$+7\frac{5}{6}$		$+\frac{3}{5}$		-22		+11
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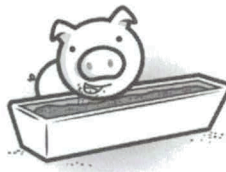
Name: \_\_\_\_\_

# Challenge Math Book 1

Pick 17 to do:

Skip 2 pages.

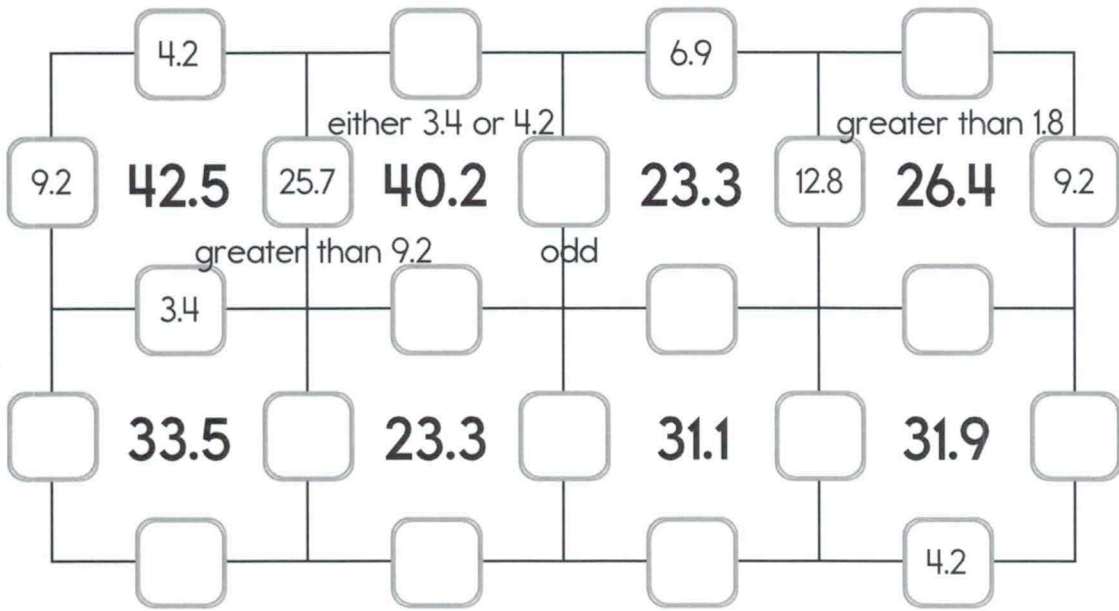
- |                                 |                                  |                                  |                                  |
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| <input type="checkbox"/> page 1 | <input type="checkbox"/> page 6  | <input type="checkbox"/> page 11 | <input type="checkbox"/> page 16 |
| <input type="checkbox"/> page 2 | <input type="checkbox"/> page 7  | <input type="checkbox"/> page 12 | <input type="checkbox"/> page 17 |
| <input type="checkbox"/> page 3 | <input type="checkbox"/> page 8  | <input type="checkbox"/> page 13 | <input type="checkbox"/> page 18 |
| <input type="checkbox"/> page 4 | <input type="checkbox"/> page 9  | <input type="checkbox"/> page 14 | <input type="checkbox"/> page 19 |
| <input type="checkbox"/> page 5 | <input type="checkbox"/> page 10 | <input type="checkbox"/> page 15 |                                  |



$55\frac{1}{3}$
+30
$+6\frac{1}{5}$
+14
$-\frac{1}{6}$
-5
-46

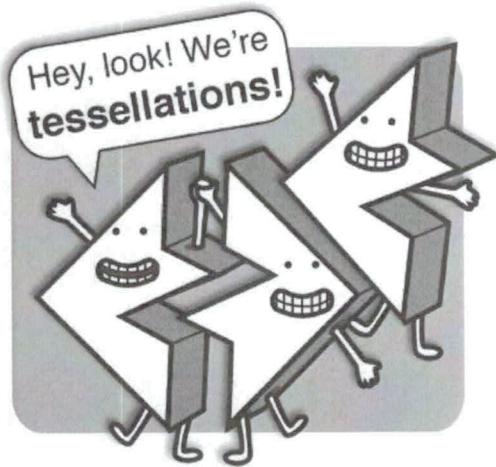
+52
$-1\frac{3}{5}$
+4
+9
$-\frac{2}{5}$
-47
$29\frac{14}{15}$
$-\frac{1}{6}$

Fill in the missing numbers. How? The sum of the four surrounding numbers is in the center of each square.  
 Exactly one of the four numbers has to be one of these numbers: 12.8, 27.8, or 25.7.  
 The other three numbers have to all be DIFFERENT and must be from these: 3.4, 4.2, 6.9, 9.2, 0.2, 5.6, or 1.8.

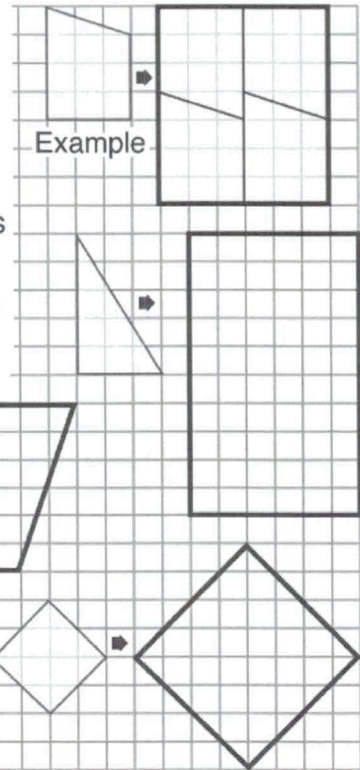


	-18		$+\frac{3}{5}$		+35		$+\frac{2}{6}$		$+8\frac{3}{5}$
--	-----	--	----------------	--	-----	--	----------------	--	-----------------

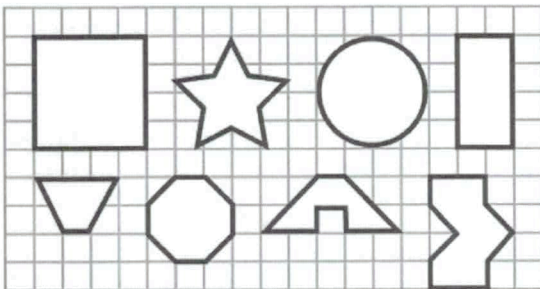
Name: \_\_\_\_\_



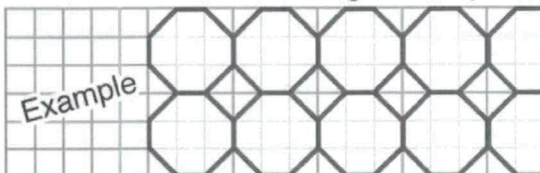
Use each shape to create a pattern that fills the entire box. The shapes cannot overlap, and there can be no spaces.



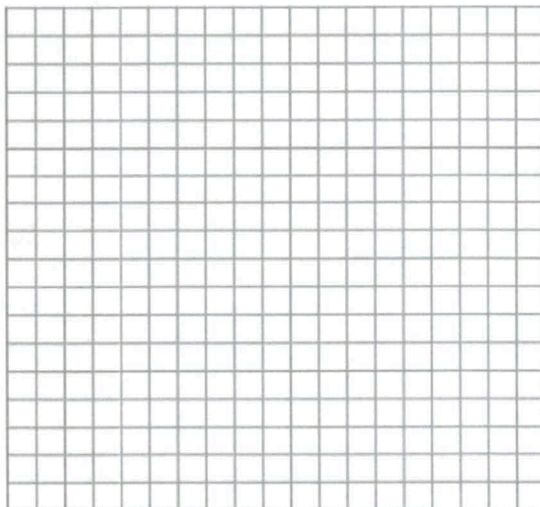
Shade the shapes that will **tessellate**; repeat to form a pattern without leaving any gaps or overlapping.



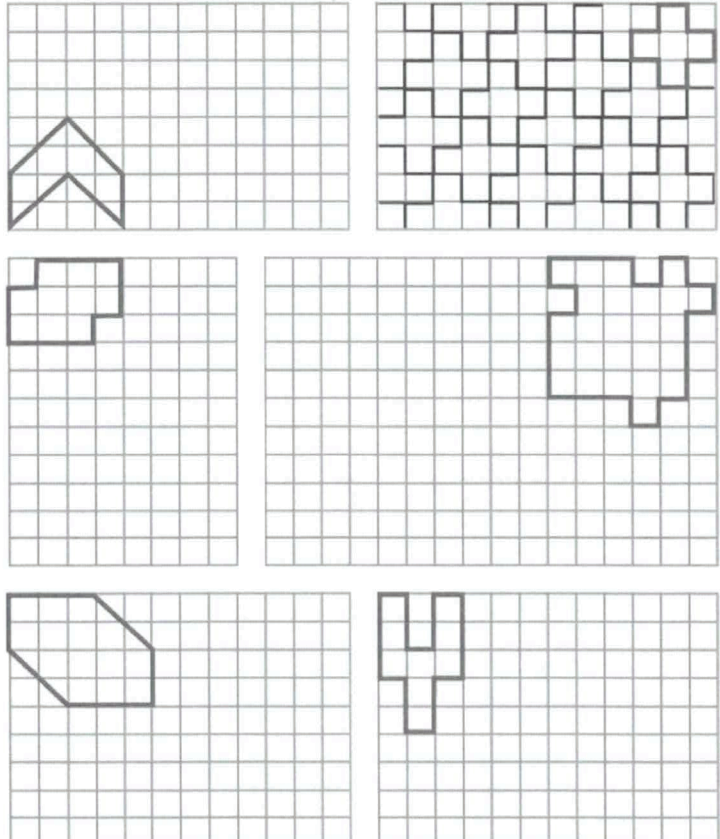
Create a tessellation using two shapes:



Create and Color

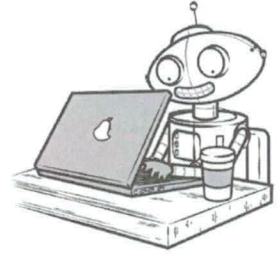


**Tessellate** each shape to fill the area. Example:



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

edHelper



Dr. Programmer loves to type on his computer. But his darn monitor is sometimes broken. Fill in what the computer should print.

Dr. Programmer typed:

The computer replied:

```
A = 7087
B = 100
C = A + B
print ("The number that is ",
       B," more than ",A," is ",C)
```

```
The number that is
100 more than 7087
is 7187
```

```
A = 1726
B = 10
C = A + B
print ("The number that is ",
       B," more than ",A," is ",C)
```

```
The number that is
10 more than 1726 is
1736
```

```
A = 4301
B = 100
C = A + B
print ("The number that is ",
       B," more than ",A," is ",C)
```

```
-----
-----
-----
```

```
A = 5062
B = 10
C = A + B
print ("The number that is ",
       B," more than ",A," is ",C)
```

```
-----
-----
-----
```

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

edHelper

$A = 27778$

$B = 1000$

$C = A + B$

print ("The number that is ",  
B," more than ",A," is ",C)

---

---

---

$A = 68035$

$B = 10000$

$C = A + B$

print ("The number that is ",  
B," more than ",A," is ",C)

---

---

---

$A = 8720$

$B = 100$

$C = A + B$

print (B," more than ",A," is ",C)

---

---

$A = 4367$

$B = 10$

$C = A + B$

print (B," more than ",A," is ",C)

---

---

$A = 62202$

$B = 1000$

$C = A + B$

print (B," more than ",A," is ",C)

---

---

A book has 5 pages. Each page has 12 dimes. How many dimes in the book?

$7 \times 7 + 1$

In the equation  $27 \times 305 = 8,235$ , which number is the product?

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

edHelper

"It's simple," said Jack. "I purchased a container of 500 sprinkles, and there are 227 sprinkles left. So how many cookies did I make?"

All Hannah could do was stare at her brother until she finally had the courage to say, "8?"

"Nope," replied Jack.

"Not fair! You didn't tell me how many sprinkles go into each cookie," whined Hannah.

"Fine," said Jack. "I used a half-teaspoon of butter for each cookie, 7 chocolate chips in each cookie, and for each chocolate chip I used 3 sprinkles. I also put 2 raisins into each cookie."

How many cookies did Jack make?

Show your work.

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

Ready to make equations? There is a missing equation in each box.

Circle the numbers once you find it!

**A**

<b>17</b>	31	16
<b>4</b>	60	11
<b>13</b>	79	88
55	37	78

Find an addition fact.

**B**

99	52	15
<b>75</b>	73	4
79	50	98
10	8	36

Find an addition fact.

**C**

62	23	7
<b>89</b>	81	94
31	84	80
33	68	21

Find an addition fact.

Equations:

Write the equation facts you found.

A	4	+	13	=	17
B		+	75	=	
C		+		=	89

$11 \times 7 =$

1 km = 1,000 m

22 km = \_\_\_\_\_ m

Circle the word that is spelled correctly.  
My family raises sheep, and I spin their (fleece/fleese) into yarn!

$$\begin{array}{r} 28 \\ + 31 \\ \hline \end{array}$$

How far do you think it is from the ground to your chin? Write an estimate of the distance you think it could be.

$42 \div 7 =$

$$\begin{array}{r} 881 \\ - 408 \\ \hline \end{array}$$

$$\begin{array}{r} 450 \\ + 496 \\ \hline \end{array}$$





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

edHelper

Mrs. Davis sent an e-mail out to parents asking them if they could each send in 12 packs of pocket tissues. In her e-mail she said, "We have 182 days of school this year. In my experience, we go through an average of one-and-a-half packs of pocket tissues a day. I'd appreciate it if you could give 12 packs of pocket tissues to your child so that we will have plenty of tissues to go around."

There are 18 kids in the class. At the end of the week, 14 of the kids followed directions and brought 12 packs of tissues to class. Mrs. Davis picked up a case of pocket tissues, which has 72 packs, at the store.

Do you think the class will have enough tissues to last the entire year?

Show your work.

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

Ready to make equations? There is a missing equation in each box.  
Circle the numbers once you find it!

**A**

$$\begin{array}{r} 52 \quad 41 \quad 97 \\ - \quad 26 \quad \textcircled{28} \quad 8 \\ 9 \quad 25 \quad 37 \end{array}$$

Find a subtraction fact.

**B**

$$\begin{array}{r} 20 \quad 80 \quad 48 \\ - \quad 23 \quad \textcircled{15} \quad 52 \\ 37 \quad 70 \quad 9 \end{array}$$

Find a subtraction fact.

**C**

$$\begin{array}{r} 37 \quad 70 \quad 59 \\ - \quad 93 \quad 63 \quad \textcircled{2} \\ 62 \quad 67 \quad 69 \end{array}$$

Find a subtraction fact.

Equations:

Write the equation facts you found.

<b>A</b>	-	28	=	
<b>B</b>	-	15	=	
<b>C</b>	-	2	=	

How many yards are in 24 feet?

\_\_\_\_\_ yards

For 8,828,146,684, write the digit that is in the hundred thousands place.

\_\_\_\_\_



Write a letter that has a line of symmetry.

\_\_\_\_\_

22 kg = \_\_\_\_\_ g

5 x 4 =

$$\begin{array}{r} 82 \\ - 23 \\ \hline \end{array}$$

In the number 87,607,517, the digit 8 is in what place?

\_\_\_\_\_

















20 ÷ 4 =

word root **act** can mean **drive or do**

**actor, action**

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


Puzzle:

			b		42
					42
	15		15		70
b	15			15	48
		15	15	b	53
47	60	47	53	48	+


Work Area:


					42
					42
	15		15		70
	15			15	48
		15	15		53
47	60	47	53	48	+

The sum for each column and row is given.

 = \_\_\_\_\_

















 = \_\_\_\_\_

 = \_\_\_\_\_

 = \_\_\_\_\_

b = \_\_\_\_\_

Puzzle:


				36
				22
				44
				21
18	35	32	38	+


Work Area:


				36
				22
				44
				21
18	35	32	38	+

The sum for each column and row is given.


 = \_\_\_\_\_

 = \_\_\_\_\_

 = \_\_\_\_\_

 = \_\_\_\_\_

 = \_\_\_\_\_

 = \_\_\_\_\_

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

edHelper

You are given a secret number of 8,936,175.

Psst. Whisper the number in the millions place: \_\_\_\_\_

Psst. Whisper the number in the thousands place: \_\_\_\_\_

Psst. Whisper the number in the ten millions place: \_\_\_\_\_

What's the value of the number  
in the ten thousands place? \_\_\_\_\_

For some reason Mr. Harris has 3 chairs. The students in the class each have one chair. Why else would they need more? All of the chairs have 4 legs. All of the kids and Mr. Harris have 2 legs. There is a total of 98 legs in the classroom (including human legs and chair legs). How many students are there?

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

Each box needs a number from 1 to 9. You may re-use numbers.  
One set of sums has been done for you.

		sum of 5 →					
sum of 3 ↓	sum of 9 ↓	sum of 5 →				sum of 7 ↓	
		sum of 6 ↓		sum of 10 ↓			sum of 10 ↓
					sum of 5 →		
			sum of 4 ↓		sum of 5 →		
					sum of 4 ↓		
				sum of 5 →			
sum of 5 →			sum of 8 →	2	2	4	

sum of 7 ↓			sum of 12 →				
	sum of 5 ↓		sum of 8 ↓		sum of 10 →		
		sum of 8 →	3		sum of 6 ↓		sum of 4 ↓
		sum of 6 →	4				
		sum of 8 →	1		sum of 10 ↓		
							sum of 8 ↓
	sum of 6 →						
sum of 9 →					sum of 7 →		

$7 \div \frac{1}{4}$

Yummy Donuts gave three dozen chocolate donuts and five dozen jelly donuts to the school. How many donuts did they give?

$(7 - 3) + 10 + 6$

Write  $\frac{4}{6}$  in lowest terms.

A rectangle is 42 cm on one side and 9 cm on another side. What is the perimeter?

Round the decimal 0.545 to the nearest hundredth.

How many meters are there in 174 kilometers?

A toy car can go 3 mph. How long would it take to go 4 miles?

What 5 coins add up to 36 cents?

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

edHelper

Find 2 equations hidden in each box. Good luck!

5  
3 - 1  
6 - 1

1<sup>2</sup>

8 - 1  
8 - 0  
4

Write 2 equations: \_\_\_\_\_

8 + 7  
15

2 + 7

1 + 6  
13  
2 + 1

16  
10

1 + 1  
12  
9  
9 + 9

Write 2 equations: \_\_\_\_\_

3 x 4  
3  
5 x 7  
7 x 2  
3 x 1  
2

6 x 9  
49

0 x 2  
0

5 x 6  
7 x 9  
21  
8 x 1

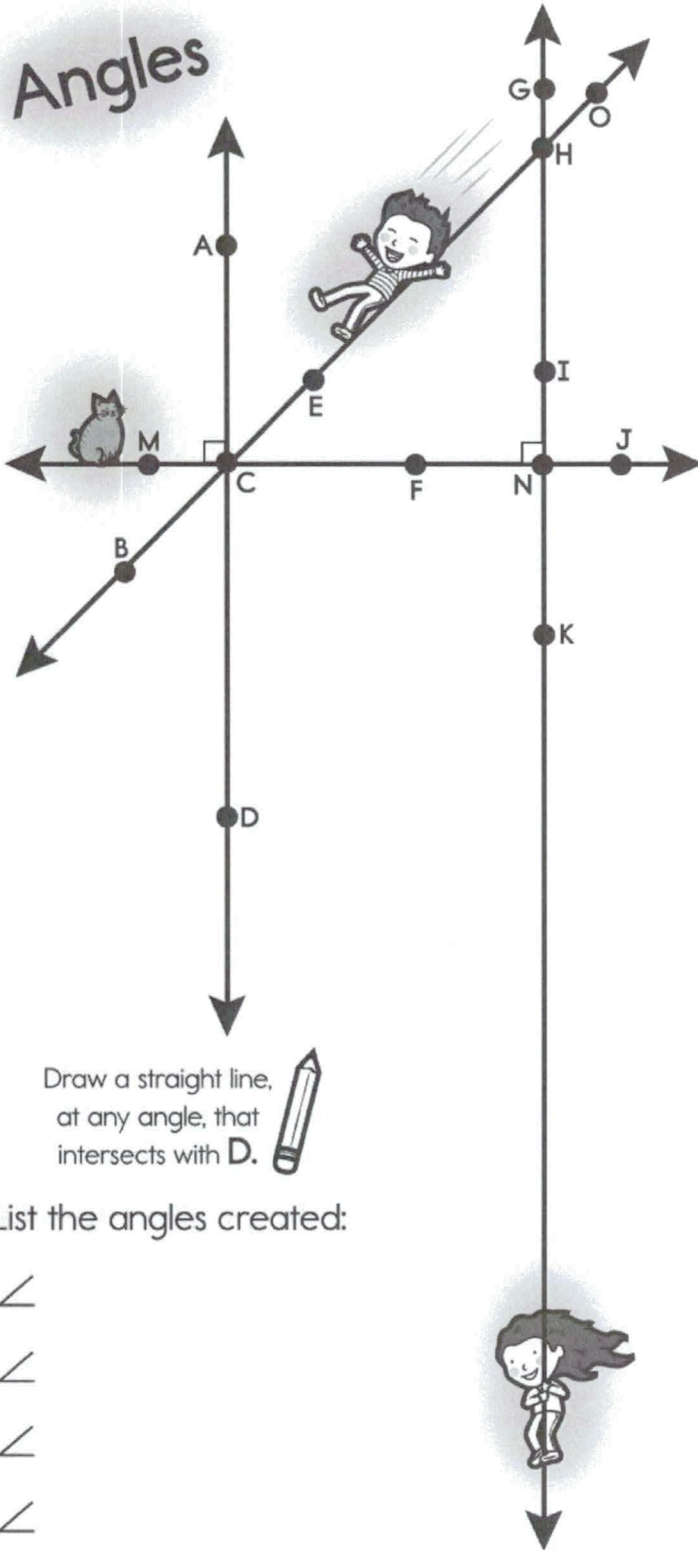
16  
32  
24

Write 2 equations: \_\_\_\_\_

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

edHelper

# Angles



Draw a straight line, at any angle, that intersects with D.

List the angles created:

- ∠
- ∠
- ∠
- ∠

What is another angle that shares a vertex with  $\angle FCE$ ?

**right angle**  
90°

Vertex

**acute angle**  
less than 90°

**obtuse angle**  
more than 90°

**straight angle**  
180°

What kind of angle is  $\angle ACE$ ?

\_\_\_\_\_

What kind of angle is  $\angle INJ$ ?

\_\_\_\_\_

What kind of angle is  $\angle GHE$ ?

\_\_\_\_\_

What kind of angle is  $\angle INK$ ?

\_\_\_\_\_

Name another **ACUTE** angle:

Name another **OBTUSE** angle:

Name another **RIGHT** angle:

Name another **STRAIGHT** angle:

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

edHelper

Robert and Nathan are BFFs, so of course, they were fighting over a game of shuffleboard.

"I win!" yelled Robert.

"No, clearly, I win. I have 2 pucks on 10 off, 1 puck on 8, and 1 puck on 7."

How many points does Robert have?

"I'm not sure why you are fighting," interrupts Sally. "Nathan doesn't even have any pucks on the board. He has three pucks off the board, and each puck off the board is 5 off."

How many points does Nathan have?

Who won?

"Wait!" says Nathan. "I didn't know we lose 5 points for each puck off the board. I thought it just is 0."

If a puck off the board is just 0, then how many points would Nathan have? Does this change who wins?



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

edHelper

April was curious about what day will be her teacher's birthday. Today is Wednesday, and it is the 59th day of school.

"My birthday will be celebrated in 48 school days. There are 5 days each week for school, and I counted 3 holidays when we will not have school. Anyone know on what day of the week will be my birthday?" asked Mrs. Lee.

Sally bought a kit to make fidgets. The box says that you can make up to 36 fidgets. Sally tried to make one. It took her 36 seconds to make. How many fidgets can she make in an hour? Assume she takes a 10-second break after making each fidget.