

Kinkajous

by ReadWorks



Photo Credit: MaRu180, CC BY 2.0

photograph of a baby kinkajou

Kinkajous are mammals that live in the tropical rainforests of Central and South America. They are small in size and have tiny webbed fingers. Their tails are not so tiny, however. In fact, their tails are longer than the combined length of their heads and bodies. The tail is long for one important reason: balance! Kinkajous look for food in trees, which means they need to have excellent balance in order to stay safe while performing this daily activity. They can even hang from branches by the tips of their tails. When they want to return back to the branches, all the kinkajous have to do is climb back up their tails!

Kinkajous are commonly referred to as honey bears because they love to steal honey from beehives. They also love to drink sweet nectar. This earned them the scientific name of *Potos flavus*, which translates to "golden drinker." Kinkajous are also nicknamed *la llorona*. This means 'the crying woman' in Spanish. Can you guess why kinkajous have this nickname? Their loud screeches and barks echo throughout the forest, which makes them sound like a woman crying.

Kinkajous are normally mild-mannered and sweet. That's why some people like to have them as pets. Their constant climbing and screeching can sometimes make them difficult to own, however. Kinkajous are also nocturnal, so sometimes they can be disruptive when you're

trying to sleep!

Would you want to own a pet kinkajou?

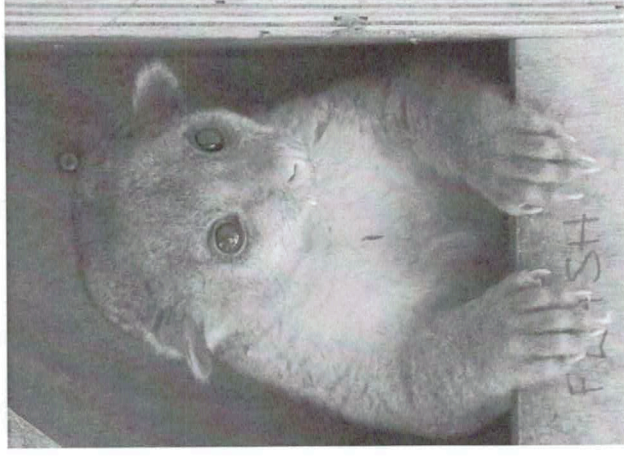


Photo Credit: Dick Culbert, CC BY 2.0

photograph of a kinkajou

Name: _____ Date: _____

- Where do kinkajous live?
 - in deserts
 - in dark places
 - in rainforests
 - underground
- In the text, the author describes kinkajous' tails and how they use them. What is one way a kinkajou uses its tail?
 - Kinkajous use their tails to hang from branches while looking for food.
 - Kinkajous climb their tails like ropes when they play together.
 - Kinkajous swing from their tails from tree to tree.
 - Kinkajous use their tails to steal honey from beehives.
- Kinkajous are very noisy animals. What evidence from the passage supports this conclusion?
 - "Kinkajous are commonly referred to as honey bears."
 - "Some people like to have them as pets."
 - "Kinkajous are normally mild-mannered and sweet."
 - "Their loud screeches and barks echo throughout the forest."
- Why do kinkajous have the scientific name *Potos flavus*, which mean golden drinker?
 - Kinkajous have long tails.
 - Kinkajous climb a lot of trees.
 - Kinkajous like nectar and honey.
 - Kinkajous are noisy and silly.
- What is the main idea of this text?
 - Kinkajous are small, noisy animals that like to climb and usually live in the rainforest.
 - Kinkajous' tails are longer than their bodies, and they are used for balance.
 - Kinkajous have many different names, such as honey bear, "golden drinker", and *la Ilorona*.
 - Kinkajous make great pets, if you don't mind that they make loud noises at night.

- Please read the following sentence from the text. "Their loud **screeches** and barks echo throughout the forest, which makes them sound like a woman crying."

Based on this sentence, what does the word **screeches** mean?

- scratches
- yells
- wishes
- songs

- Choose the answer that best completes the sentence below.

_____ kinkajous are small in size, their tails are longer than their heads and bodies combined!

- Although
- And
- Instead
- Last

- Why do kinkajous need excellent balance?

- Why are kinkajous sometimes called "honey bears?"

The Story of the Three Little Pigs

by ReadWorks



Once upon a time there was an old pig with three little pigs, and, as she had not enough to keep them, she sent them out to seek their fortunes.

The first that went off met a man with a bundle of straw, and said to him, "Please, man, give me that straw to build me a house," which the man did, and the little pig built a house with it.

Presently a big, bad wolf came along. He knocked at the door, and said, "Little pig, little pig, let me come in!"

To which the pig answered, "No, no, by the hair on my chinny-chin-chin!"

This made the wolf angry, and he said, "Then I'll huff, and I'll puff, and I'll blow your house in!"

So he huffed, and he puffed, and he blew his house in, and ate up the little pig.

The second little pig met a man who was chopping wood, and said, "Please, man, give me some of that wood to build me a house," which the man did, and the pig built his house with it.

Then along came the wolf, and said: "Little pig, little pig, let me come in!"

"No, no, by the hair on my chinny-chin-chin!"

"Then I'll puff, and I'll huff, and I'll blow your house in!"

So he huffed, and he puffed, and he puffed and he huffed, and at last he blew the house down and then ate up the little pig.

The third little pig met a man with a load of bricks, and said, "Please, man, give me those bricks to build a house with," so the man gave him the bricks, and he built his house with them.

Then the wolf came, as he did to the other little pigs, and said, "Little pig, little pig, let me come in!"

"No, no, by the hair on my chinny-chin-chin!"

"Then I'll huff, and I'll puff, and I'll blow your house in. Well, he huffed and he puffed, and he huffed and puffed, and he puffed and huffed; but he could not get the house down.

When he found that he could not, with all his huffing and puffing, blow the house down, he said, "Little pig, I know where there is a nice field of turnips."

"Where?" said the little pig.

"Oh, in Mr. Smith's homefield, and if you will be ready to-morrow morning, I will call for you, and we will go together, and get some for dinner."

"Very well," said the little pig, "I will be ready. What time do you mean to go?"

"Oh, at six o'clock."

Well, the little pig got up at five, and got the turnips before the wolf came-which he did about six-and said, "Little pig, are you ready?"

The little pig said, "Ready! I have been, and come back again, and got a nice potful for dinner!"

The wolf felt very angry at this, but thought he would be up to the little pig somehow or other, so he said, "Little pig, I know where there is a nice pear tree."

"Where?" said the pig.

"Down at Merry-Garden," replied the wolf, "and if you will not deceive me, I will come for you at five o'clock to-morrow, and we will go together and get some pears."

Well, the little pig bustled up the next morning at four o'clock, and went off for the pears, hoping to get back before the wolf came.

But he had further to go, and had to climb the tree, so that, just as he was getting down from

it, he saw the wolf coming, which, as you may suppose, frightened him very much.

When the wolf came up he said, "What! are you here before me? Are they nice pears?"

"Yes, very," said the little pig. "I will throw you down one," and he threw it so far that, while the wolf was going to pick it up, the little pig jumped down and ran home.

The next day the wolf came again, and said to the little pig, "Little pig, there is a fair at Shanklin this afternoon; will you go?"

"Oh, yes," said the pig, "I will be glad to go; what time will you be ready?"

"At three," said the wolf.

So the little pig went off before the time, as usual, and got to the fair, and bought a butter-churn, which he was taking home when he saw the wolf coming.

Then he could not tell what to do. So he got into the churn to hide, and by doing so turned it over, and it rolled down the hill with the pig in it, which frightened the wolf so much that he ran home without going to the fair.

He went to the little pig's house, and told him how he had been frightened by a great round thing that came down the hill past him. Then the little pig said, "Ha! I frightened you then. I had been to the fair and bought a butter-churn, and when I saw you I got into it and rolled down the hill."

Then the wolf was very angry, indeed, and declared he would eat up the little pig, and that he would get down the chimney after him.

When the little pig saw what he was about, he hung on a pot full of water, and made up a blazing fire, and, just as the wolf was coming down, took off the cover, and in fell the wolf! So the little pig put on the cover again in an instant, boiled up the wolf, and ate him for supper, and lived happy forever afterwards.

Name: _____ Date: _____

1. Which answer below reflects what each character ate?

- A. Two pigs eventually ate the wolf.
- B. The wolf ate all three pigs.
- C. The wolf ate two pigs, and the third pig ate the wolf.
- D. The mother pig ate the wolf.

2. During which part of the story did the old pig send out her three little pigs to seek their fortunes?

- A. after the wolf dies
- B. middle
- C. beginning
- D. end

3. Which sentences from the story could best support the statement: "The third pig was sneaky."

- A. "So the little pig put on the cover again in an instant, boiled up the wolf, and ate him for supper, and lived happy forever afterwards."
- B. "Well, the little pig bustled up the next morning at four o'clock, and went off for the pears, hoping to get back before the wolf came."
- C. "Then he could not tell what to do."
- D. "But he had further to go, and had to climb the tree, so that, just as he was getting down from it, he saw the wolf coming, which, as you may suppose, frightened him very much."

4. Read the sentence:

"Down at Merry-Garden," replied the wolf, "and if you will not **deceive** me, I will come for you at five o'clock to-morrow, and we will go together and get some pears."

What does the word **deceive** mean as used in this sentence?

- A. to wait
- B. to disrupt
- C. to disturb
- D. to trick

5. What is this passage mostly about?

- A. the foods that pigs and wolves like to eat
- B. a wolf that is able to eat two of three pigs
- C. the importance of solid building materials
- D. a clever pig that is able to trick a wolf

6. How was the pig able to capture the wolf at the end of the story?

7. What can be concluded about the wolf's character? Use evidence from the text.

8. The question below is an incomplete sentence. Choose the answer that best completes the sentence.

The pig rolled down the hill, scaring the wolf; _____, the wolf ran home.

- A. on the other hand
- B. instead
- C. consequently
- D. initially

Name: _____ Class: _____

Poppy's Jalopy

By Caroline Fignat
2008

Caroline Fignat is an Irish Canadian author who has written for Highlights. In this poem, a speaker describes their grandfather's car. As you read, take notes on the words that the speaker uses to describe the car.



"Poppy's Jalopy" by Paula Herker is used with permission.

- [3] Poppy's jalopy¹ is older than nit
The bumper's all busted.
The squirter won't squirt.
[5] But I can climb through the window and get in
just fine.
It's missing a hood.
The trunk doesn't close.
But the dice have some fuzz and the horn sort of
blows.
It's rusty and dusty.
[10] our trusty jalopy, just perfect for trips made by
me and my Poppy.

Poppy sticks in the key, shifts into gear,
turns the big wooden wheel that he uses to steer.
We chug down the lane through the sleepy old town,
past the "Thank you for visiting" sign that fell down,
[15] then ride the wide highway from all that we know
to places that Poppy and I want to go.

We drive out to see Niagara falls
and whether Old Faithful² is faithful at all.
Loop-the-loop in the canyon — it really is grand,
drive deep in the jungle,
[20] get stuck in quicksand.³

Do a dinosaur dig among red desert rocks,
tailgate some camels round pyramid blocks,
wake a volcano, find the lost city—twice,
[25] ride an iceberg ferry in oceans of ice.
Drive till north becomes south,
then we're headed back down,
Take a left at the fork —
and we're home in our town.

1. An old car.
2. A fountain like the one located in Yellowstone National Park.
3. Loose wet sand that can suck in anything resting on or falling into it.

- [30] Poppy's jalopy is battered and worn.
The rusty paint's chipped.
The leather is torn.
For years it's been sitting behind the woodshed.
The tires are flat.
[35] The motor is dead.
It's rusty and dusty,
our trusty jalopy.
Just right for those trips made by me and my Poppy.
- [40] Adventures galore,⁴ all in one afternoon...
Tomorrow we're planning to swing by the moon!

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Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which statement best expresses a theme in the poem?
 - A. Spending time with family can be an adventure.
 - B. With a strong imagination, you can go anywhere.
 - C. Some objects are more valuable than they appear.
 - D. It's important to always be open to adventure.

2. PART B: Which detail from the poem best supports the answer to Part A?
 - A. "It's rusty and dusty, / our trusty jalopy, just perfect for trips made by me and my Poppy." (Lines 9-10)
 - B. "Then ride the wide highway from all that we know / to places that Poppy and I want to go." (Lines 15-16)
 - C. "Wake a volcano, find the lost city...twice, / ride an iceberg ferry in oceans of ice." (Lines 24-25)
 - D. "Poppy's jalopy is battered and worn. / The rusty paint's chipped." (Lines 30-31)

3. How does stanza 4 contribute to the development of the poem?
 - A. It reveals that Poppy's jalopy does not run.
 - B. It emphasizes how dirty Poppy's jalopy is.
 - C. It shows why the speaker loves Poppy's jalopy.
 - D. It reveals that Poppy's jalopy is out of gas from their trip.

4. Explain what the speaker's point of view reveals about Poppy's jalopy. Cite evidence from the text in your response.

Name: _____ Class: _____

The Mysterious Egg

By Jennifer Mann
2015

Jennifer Mann has written for Highlights Magazine for Kids. In this poem, a group of farm animals waits for a mysterious egg to hatch. As you read, take notes on what the animals say and think about the egg.



"Whose egg are you?" by Lisa Chaunoy. Guido is used with permission.

- [1] The farm slept through the gusty¹ storm all tucked away inside and warm, while rafters shook and hinges squeaked, shutters banged and branches creaked.
- [5] The night was dark. The wind blew strong. A little egg was blown along. Small and silent, round and white, it rolled up to the barn that night. Bright sky, pink clouds, the rising sun — Rooster called, "The morning's come." But then he noticed things amiss.² He crowed, surprised, "Whose egg is this?"
- The chickens cackled from their pens, "If there's an egg, it's from us hens."
[15] "Don't be so quick," said Goose and Duck. "Perhaps that egg is mine," they clucked.
- Cow yawned and stretched and rolled from bed. "I might have lost an egg," she said. Then Rooster crowed, "Whose egg are you?"
[20] The little egg gave not a clue.
- The chickens ran to clean the roost.³ "I'll dig up tasty slugs," said Goose, while Duck fixed up a bed of reeds. Cow polished, vacuumed, dusted, sneezed.
- [25] Then all raced back to wait and see, each wondering, "Will it look like me?" Small and silent, round and white, the egg held to its secret tight.

1. related to strong, blowing winds
2. not quite right
3. a place where birds rest

- [30] "I think the egg looks very goosey," Goose declared.⁴ "I'll name it Lucy." But Duck believed the shape so neat was just the space for two webbed feet.

- [35] The chickens fluttered in a smt.⁵ "That egg says hen all over it." Cow, unsure of what to do, said she thought she heard it moo.

They huddled up all close together. No one moved beak, hoof, or feather. Small and silent, round and white, that egg was

- [40] watched all through the night. Then *clunk*, then *crunch*, then *crackie-crack*. Then *wiggle*, *woggle*, *woggle*, *whack*. And then a *snap* — the eggshell spread. Out popped a baby turtle's head.

- [45] They clapped and hugged and named her Sue. She loved her roost, and learned to moo. She found those slugs the best to eat, and thought her bed of reeds a treat.

The mystery's solved; the story's done. The egg belonged to everyone!

4. **Declare (verb):** to make something known
5. a state of irritation

Text-Dependent Questions

Directions: For the following questions, choose the best answer or respond in complete sentences.

1. PART A: What is the main theme of the poem?
 - A. Animals often love and support each other.
 - B. Nature is full of delightful surprises.
 - C. All creatures desire to have a family.
 - D. Mistakes have a way of working out.
2. PART B: Which detail from the poem best supports the answer to Part A?
 - A. "But then he noticed things amiss. / He crowded, surprised, 'Whose egg is this?' (Lines 11-12)
 - B. "Then all raced back to wait and see, each wondering, 'Will it look like me?' (Line 25)
 - C. "And then a snap — the eggshell spread. / Our popped a baby turtle's head." (Lines 41-42)
 - D. "the story's done. / The egg belonged to everyone!" (Lines 47-48)
3. Why is it important to the story that the storm takes place in lines 1-7?
 - A. The storm introduces the egg into the animals' lives.
 - B. The frightening storm teaches the animals to value life.
 - C. The storm brings the animals closer together.
 - D. The storm puts the mysterious egg in danger.

4. How do the animals feel when the egg hatches into a turtle?

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Before the egg hatches, all of the animals excitedly prepare for the baby to be born. What do you do to prepare when something exciting is coming? Have you ever prepared for a new family member? What did you do to prepare for that?
2. In the poem, the farm animals raise the turtle together. Would you consider them a family? Why or why not? What traits do you think make a family?

APACHE LANGUAGE LESSON PLAN

Teacher: M. Alsenay

The month of MAY 2020

Materials needed: blank whiter paper or lined paper and crayons

5th-3rd grade

2nd-Kindergarten

Spiral: Phrases and words say everyday by student as much as they can remember is sufficient

Da'gote-(how are you)? **Da'gostig**-(I am okay). **Shii' Indee is'shlee shil nzhoo**-(I love being Apache).
In Apache Language-The Pledge of Allegiance (hanging up by the flag).
Body Parts in Apache, Counting in Apache, Colors in Apache, Days of the Week in Apache,

LEARNING GOAL: Students will learn and/or demonstrate their mastery of the Apache Language lesson by reading, speaking, writing, or listening via vocabulary words, and/or phrases rehearsed:
Students should be able to read the following story and vocabulary words for a Mother's Day Card.

Mother's Day phrases for a card:

Shi' Maa-My Mother

Shi'maa shil nzhoo-I love My Mother

Shi'da'silij yé sha'aile'-She feeds me when I am hungry, **Shi'diyage aldo shá áyile'**-She provides my clothes,

Shi'Maa denzhoone'-my mother is beautiful

Shil Nzhoo Shi'maa-I Love You Mom

I DO/ADULT:

I will demonstrate how to read the story in Apache Language and in English.

I will demonstrate the pronunciation of each Apache Language phrase for the Mother's Day card

YOU DO TOGETHER: Say each word together and/or with other siblings at home.

I will demonstrate how to read the story in Apache Language and in English.

I will demonstrate the pronunciation of each Apache Language phrase for the Mother's Day card

I Do (Independent)

Student will color the picture and sign the card with their name.

On a separate piece of paper or lined paper the student will write the mother's day phrases in the Apache Language (use what is available at home).

Parents/Guardians: please use these words while at home as much as possible. Or pick a certain time of day to have the child repeat the words or phrases to you, sibling, or grandparent. So they can keep up and not loose what we have learned this year.

End of the lesson ask the student: Two ways to say *Thank-you in Apache Language?*

And How do you say: *See you later in Apache Language?*

Review words:

Yaa-sky

Yaak'os-clouds,

Dzil Ligai Si'an-White Mountain

Zas-snow

tunlii-river

dzil K'ee-aspen tree

Dilchi-pine tree

gad-cedar tree

t'iis-cottonwood tree

Gowa-wickiup

kih-house

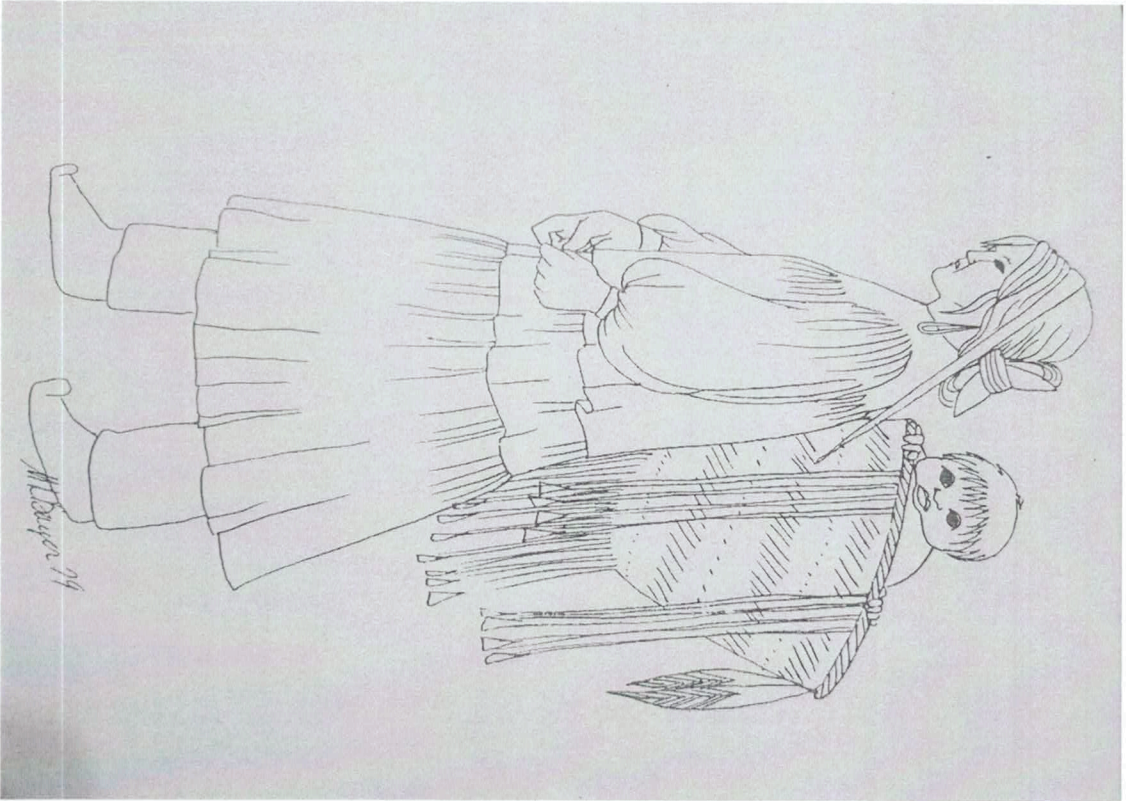
tal'toh-ramada

Shiima Ch'ich'it Nayilaa

Mother Gets Acorn

Shiima ta' íí bit'eké nzaagyú
onat'ash chich'il nadayilaago tats' aa'
yiyi hadayidibjh. Chich' il gał
nahásdllaago nt'éeego alde', hik'aa
áíye' hilzhó áíkédégo hik'azhgo
hik'aa. Isaa' biyi' chich'il hi itch'í'
nijah gonezk'azyu sine'go, áíye'
dak'íí hachit'í'ye hanáchijii.
Ch'ich'it hí, itoo' bit nadigeed Ndee
Bi'idan at'ée'.

My mother and her friend traveled far to pick
acorns to fill the basket.
After the acorns have been picked,
They are cleaned, shelled and ground
very fine. The ground acorn is
stored in a cool place in a container,
ready to be used anytime. Acorns are Apache
food and are used to flavor stew.



Shi'Maa (My Mother)

Shi'Maa

My Mother,

Shi'diyage' aldo shá ayile',

She provides my clothes,

Shi'maa

My Mother

Shi dá siljü ye' shá aile'

Feeds me when I'm hungry,

Shi'maa denzhoone'

My mother is beautiful

Shi'maa, shi' shit nzhoo

My Mother I love you,

Dear Parents/Guardians,

I'd like to thank you for your help in making sure our students remain creative during this time of school closures. Art is an important part of a child's growth, so it is great to know that they are continuing their art work at home. For this month of May, we have some artwork that has to do with summer activities as well as an opportunity to study another culture in a far away land. The projects for May require a specific set of materials that I hope you can help the students obtain. Having been closed for so long and with so many students, the Whiteriver Elementary School will need some assistance from you to ensure students acquire those materials. Some tools to keep on hand include scissors, markers, crayons, and glue. Construction paper and drawing paper are also always good to keep on hand. With this list of materials completed you can be sure that the children will have so much fun art to make. Once again, thank you for helping the students reach their academic and artistic goals from home.

Sincerely,

Mr. Rocky-WES Art Teacher

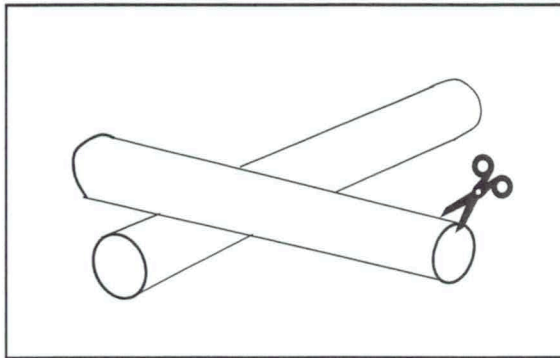
Secondary Grades Art lesson for May

Title: Marshmallows over fire

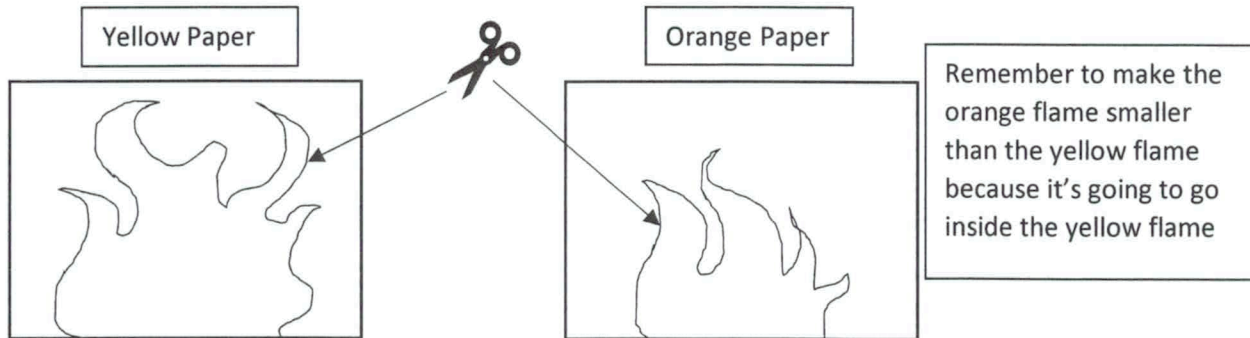
Materials: blue construction paper, brown construction paper orange construction paper, yellow construction paper, popsicle stick, 3 cotton balls, marker, scissors, glue.

Lesson: Summer is a time for fun activities we can do outside. One of my all-time favorite summer activities is roasting marshmallows. To celebrate the summer approaching we are going to make an art piece that represents roasting marshmallows.

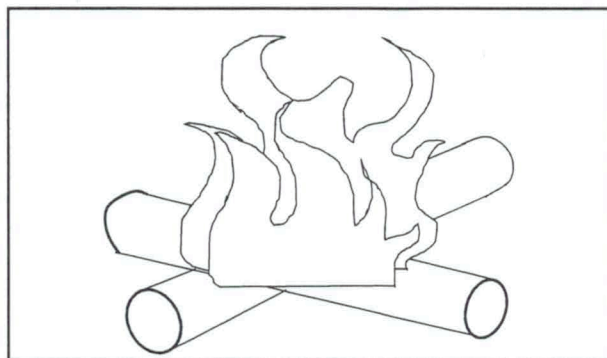
Step 1: To roast marshmallows we need a fire and a fire needs wood, so begin by drawing a stack of wood on your brown paper and cut it out.



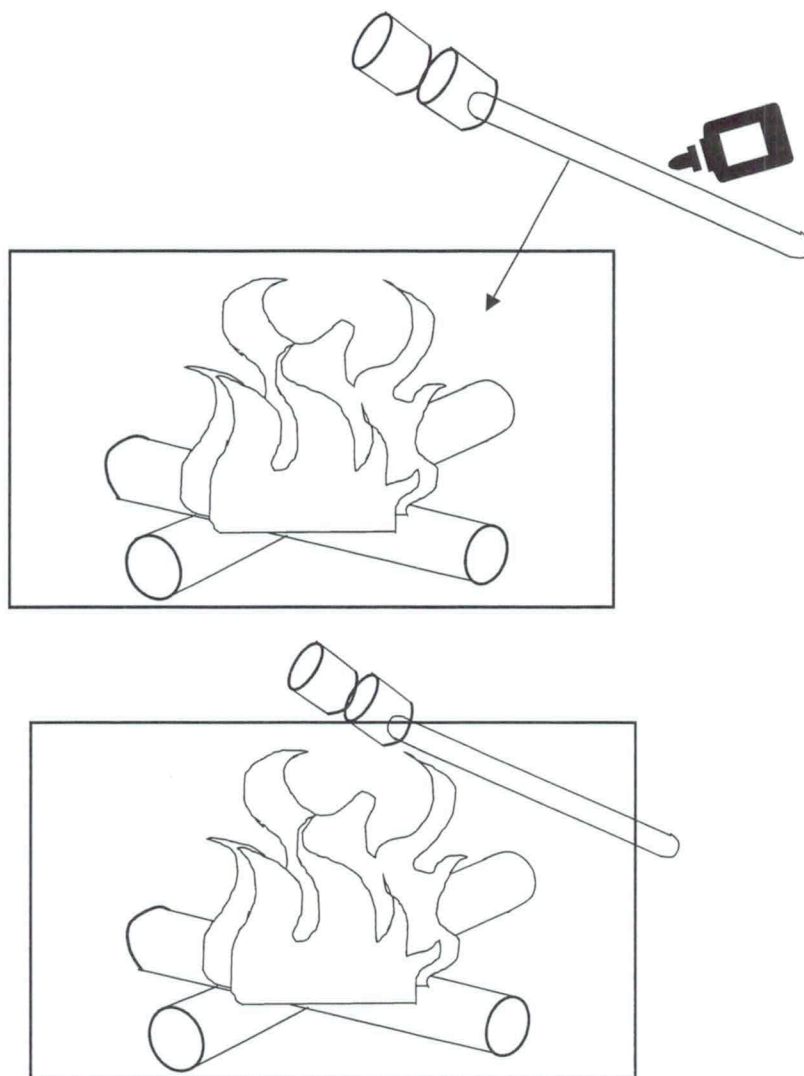
Step 2: Now we build the fire, so draw your flames on the yellow paper and the orange paper the cut them out.



Step 3: Now we take our fire and wood and glue them to our blue paper to make a campfire.



Step 4: All that is left now is the marshmallows on a skewer. Write your name on the popsicle stick then glue it with the cotton balls onto to blue paper to make the marshmallow stick.



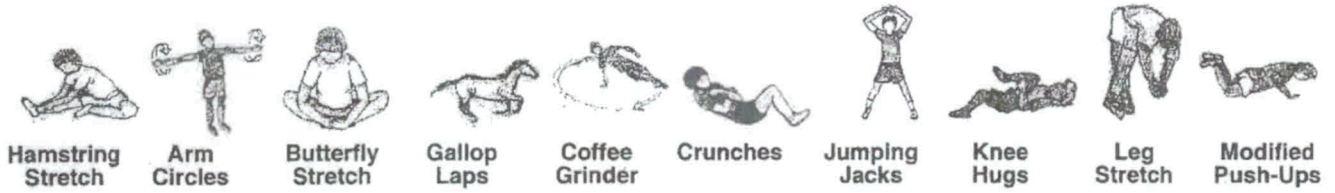
Congratulations! Great job on this summer art work. I hope your summer is full of fun activities like roasting marshmallows!

Attention WUSD Secondary Students

This is Mr. Taylor again. Here with some fun activities you can do from home. Spring is here and I hope you are going outside, staying in your yard and being safe and healthy. Have fun with these activities and be safe.

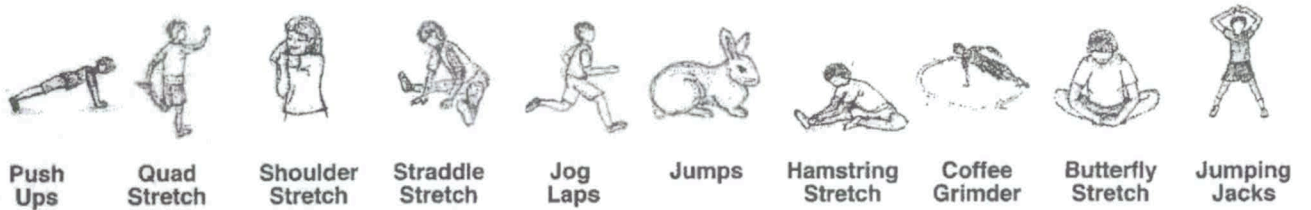
1. On the following page is an activity you can do from home. You put in your phone number three different times and that will tell you how many of each exercise you need to do. The picture will show you what activity you need to do.
2. The next page is called graph fitness. I want to cut up 6 pieces of paper and on each piece of paper I want you to write a letter. The first piece of paper you can write the letter A. The next piece, write the letter B. Keep going until you reach the letter F. Put the pieces of paper in a bag. Pick out a letter and get a dice and roll it. Scan over in the letter row and scan down in the number column. Wherever the letter row and the number column meet, look at the picture and do the exercise.
3. I want you to practice kicking a ball. In your yard, I want you to set up two large objects about 4 feet apart. Find a ball. I want you to pick out two numbers and multiply them. The two numbers should be between 2 and 10. I then want you to multiply the numbers and walk the amount of steps away from the two objects carrying the ball. I want you to try to kick the ball between the two objects to score a point. Do this a number of times to see how many points you can get. To make it more of a challenge, please choose higher numbers.

Phone Number Fitness



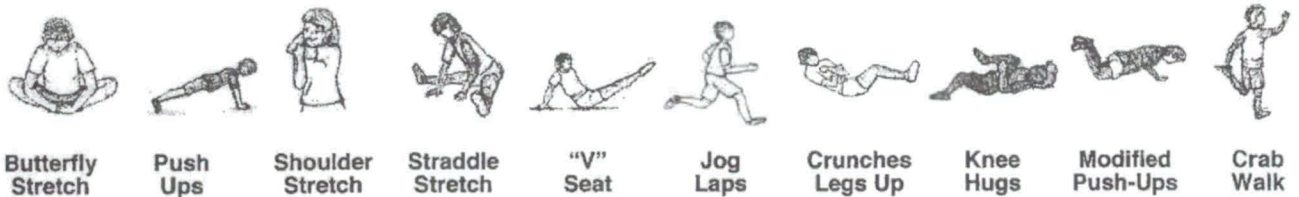
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Phone Number Fitness



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Phone Number Fitness



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THIRD GRADE
HOME-BASED LEARNING
PACKET

WEEK OF
May 18 – May 22, 2020

NAME: _____
(First) **(Last)**

MY SCHOOL: _____

Prior Knowledge on words students have learned during the school year.

Greeting Parents and students as we enter into T'iannachil (April or end of month) and Shii' (springtime), we will review the words in the next lesson. Today you will learn on what was taught to your child prior on body parts. PLEASE write in the words from head to toe in Apache. (Attached a sheet for your to fill in) Here are the words:

Hair – shilsizil

Foot –shikee'

Head – shisits'in

Shoulders- shiwos

Mouth – shize'

Hands and Arms – shi'gan

Chin –shiyidaa

Fingers - shilagan

Chest- shiltil

Legs - shijag

Stomach – shibag

Ankles – shikets'in

Heels – shiketel

Underneath foot- shi ketal bi'gal yu

Toe – shikecho

Parents please do help your students with the assignment. Working together to sound out Apache words and they will build their use in it on a daily base.

Nii ganihi' ta'angis daa' jii wai!! (**WASH your hands everyday**) . Ashoog.

NIZHI' (NAME) :

DATE :

physical education



"every child is a winner when they try their very best!"

PE Choice Boxes for May 18-22, 2020

Choose one box each day.

Cross out the boxes when you have completed the task.

| | | |
|---|---|---|
| <p>How Fast Can You Go?</p> <p>Pick a distance and see how fast you can run the distance.</p> | <p>Wild Arms</p> <p>As fast as you can complete:</p> <p>10 Arm Circles front & back</p> <p>10 Forward punches</p> <p>10 Raise the Roof's</p> | <p>Jumping Jacks</p> <p>Do 20, take a break, do 20 more.</p> |
| <p>Step Jumps</p> <p>Find a step and jump up and down 50 times. Be careful. Take a break if you need to.</p> | <p>Sit Ups</p> <p>Do 20, take a break, do 20 more.</p> | <p>Crawl Like a Seal</p> <p>Lie on your stomach, arms straight out front. Use your arms to pull your lower body along keeping your legs and back straight.</p> |
| <p>Wake and Shake</p> <p>As soon as you get out of bed shake your body any way you like for 10 seconds. Are you up now? Good! Now jump up and down 10 times.</p> | <p>Play Catch</p> <p>Grab any kind of ball and play catch with a family member. Keep your eyes on the ball and catch it with your hands not your body.</p> | <p>Push-Ups</p> <p>Do 20, take a break, do 20 more.</p> |



Writing Choice Boxes for May 18-22, 2020

Choose 5 that interest you. Cross out the boxes when you have completed the task.

| | | |
|---|--|---|
| Write about a special family event or tradition. | Write about a day when nothing seemed to go right. | There are four seasons. Which season is better? Why? |
| You are the smallest fish in the ocean. What would you see? | What is your favorite sport to play? Watch on TV? | Many adults have jobs. What kind of job do you want to have someday? |
| What is your favorite pet? Why? | Which is worse to lose eyesight or hearing? Why? | Describe the weather outside your window right now. |
| If you could turn into any zoo animal, what would it be? Explain. | Explain the steps to playing your favorite game of choice. | You are taking a trip to outer space. Write about your journey as you travel. |

Bug Power

Teamwork

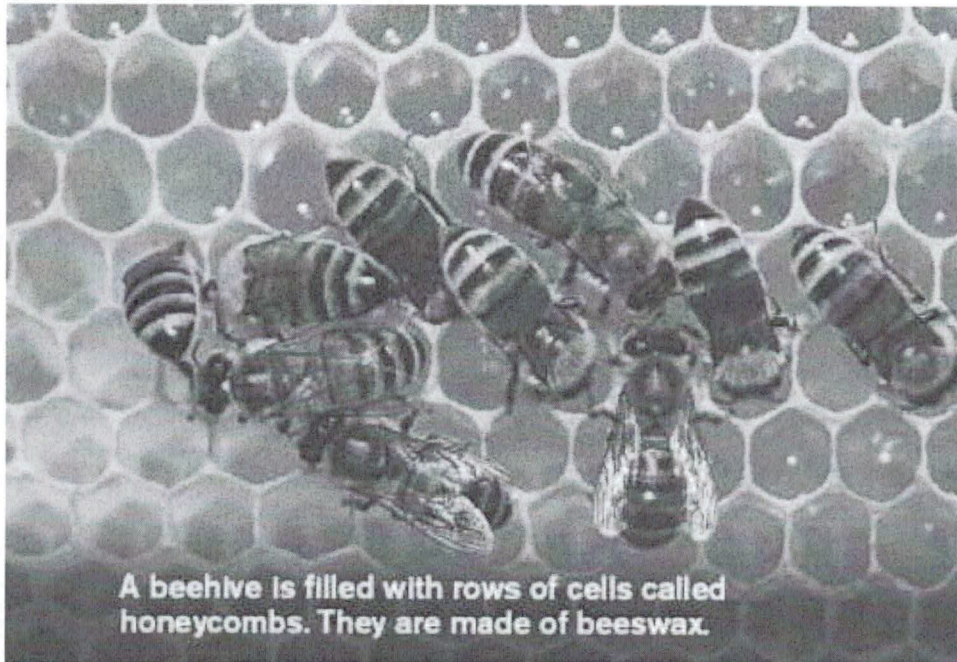
How do some insects work together?

What do termites, ants, and honeybees have in common? They are all **social (SOH-shuhl) insects**. Social insects live together in large groups called **colonies**. Social insects always have at least one queen. The queen is the mother. She lays the eggs. The rest of the group divides the work.

Amazing Ants

Ants often live in underground nests. The nests have thousands of rooms connected by tunnels. Millions of ants may live together in a nest. It can contain more than one queen. Worker ants take care of all the other ants. Larger worker ants are called soldier ants. Their job is to guard the nest.

Busy Bees



Gerry Ellis/Getty Images

Life in a honeybee hive is busy. Up to 60,000 bees may live together. Only one queen bee lives in a hive. Worker bees do all the chores. They care for the young bees and the queen. They clean and guard the hive and control the hive's temperature. The workers also make food for all the bees in the hive.

Talented Termites



Oxford Scientific/Jupiter Images

Termites build tall nests in wood or soil. A nest can be up to 40 feet high. Millions of termites may live in one nest. Every colony has a king and a queen. They make the eggs. Worker termites build the nest and care for the eggs. Soldier termites protect the colony.

Name: _____ Date: _____

1. According to the text, what do termites, ants, and honeybees have in common?

- A. They are all social insects.
- B. They are all antisocial insects.
- C. They are all worker insects.
- D. They are all soldier insects.

2. To organize this text, the author divides it into sections with subheadings. What does the author describe in the section with the subheading "How do some insects work together?"

- A. what social insects are
- B. an ant colony's underground nest
- C. all of the chores that worker bees do
- D. the job of soldier termites

3. Read these sentences from the text.

"Ants often live in underground nests. The nests have thousands of rooms connected by tunnels. Millions of ants may live together in a nest.

[...]

Termites build tall nests in wood or soil. A nest can be up to 40 feet high. Millions of termites may live in one nest."

Based on this information, how are ants and termites different?

- A. Ants live underground, whereas termites live above ground.
- B. Ants live in nests, whereas termites live in hives.
- C. Ants only have one queen, whereas termites can have more than one queen.
- D. Ants have soldier ants that protect the colony, whereas termites do not.

4. Based on the information in the text, how are worker ants and worker bees similar?
- A. Worker ants and worker bees both care for the other insects in their colonies.
 - B. Worker ants and worker bees both lay eggs for their colonies.
 - C. Worker ants and worker bees both build homes for their colonies.
 - D. Worker ants and worker bees both make food for their colonies.

5. What is a main idea of this text?
- A. Soldier termites protect the colony.
 - B. Social insects always have at least one queen.
 - C. Social insects live and work together in colonies.
 - D. Ants often live in underground nests.

6. Read this sentence from the text.

"How do some insects work together?"

Why might the author have begun the text with this question?

- A. to introduce a key question that the text will answer
 - B. to signal an argument that the text will be making
 - C. to persuade readers to answer the question
 - D. to show the author's confusion about how insects work together
7. Choose the answer that best completes the sentence.

An ant nest can contain more than one queen, _____ a beehive only contains one queen.

- A. like
 - B. if
 - C. but
 - D. then
8. Social insects always have at least one queen. What does the queen do?

9. Describe the work of worker ants, worker bees, and worker termites.

Support your answer with evidence from the text.

10. Worker insects are just as important as queen insects.

Form an argument for or against this statement.

Support your answer with evidence from the text.

Monkey Business

Going Bananas

A group of monkeys runs wild in India's capital.

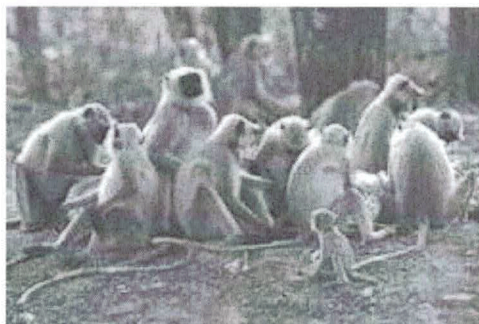
Monkeys are making mischief in New Delhi. That is the capital of India, a country in Asia.

Monkeys have always lived freely in India. The number of rhesus monkeys in New Delhi is growing. Thousands of rhesus monkeys live there.

The monkeys are causing many problems. They take baths in public fountains. They bite people who will not give them food. The animals also steal food from people.

Why are so many monkeys running wild in the city? The animals have lost much of their forest **habitat**. A habitat is a place in nature where a plant or an animal lives. People have cut down trees to make room for homes and shopping centers.

Monkey Fun Facts



Patricio Robles Gil/Sierra Madre/Getty Images

Monkeys travel together to find food. A group of monkeys is called a **troop**.



David A. Northcott/Corbis

Don't be fooled by a smiling monkey. When monkeys show their teeth, it is a sign of anger.



Cyrill Ruso/JH Editorial/Getty Images

Monkeys can make friends with other troop members by **grooming** them. They use their fingers to comb and clean each other's fur.

Name: _____ Date: _____

1. According to the text, why do monkeys travel in groups?

- A. Monkeys travel in groups to groom each other.
- B. Monkeys travel in groups to take baths together.
- C. Monkeys travel in groups to find new homes.
- D. Monkeys travel in groups to look for food.

2. What problem and solution are described in this text?

- A. The problem is monkeys are everywhere in India and the solution is to send them all to New Delhi.
- B. The problem is monkeys biting people and the solution is to give medicine to the people with monkey bites.
- C. The problem is monkeys who are very dirty and the solution is the monkeys combing and cleaning each other's fur.
- D. The problem is monkeys running wild in New Delhi and the solution is to stop destroying their habitat.

3. Read these sentences from the text.

[Monkeys] take baths in public fountains. They bite people who will not give them food. The animals also steal food from people.

Based on this evidence, what conclusion can you draw about the monkeys?

- A. The monkeys are actually very friendly.
- B. The monkeys cause many problems for people.
- C. The monkeys only bite people who are mean to them.
- D. It's unhealthy for monkeys to eat human food.

4. What does the text imply?

- A. The plan that the mayor of New Delhi has to control the monkeys will definitely work.
- B. The monkeys in New Delhi will soon go live somewhere else where they can be wild and free.
- C. The monkey problem in New Delhi may get worse if more trees are cut down.
- D. The monkeys in New Delhi should be allowed to do whatever they like.

5. What would be another good title for this text?

- A. Monkeys in India
- B. Monkeys Taking Baths
- C. Monkeys Gone Wild
- D. Monkeys Lose Their Homes

6. Read these sentence from the text.

A group of monkeys runs wild in India's capital.

Monkeys are making **mischief** in New Delhi.

In these sentences, what does the word "**mischief**" mean?

- A. food
- B. trouble
- C. noise
- D. joy

7. Choose the word that best completes the sentence.

_____monkeys have lost their homes in the forest, they are running wild in New Delhi.

- A. Although
- B. Since
- C. So
- D. Then

8. Name two problems caused by the increase of rhesus monkeys in New Delhi.

9. What suggestions might you have for living peacefully with the monkeys? Use evidence from the text to support your answer.

Looking for a Bear

by W.M. Akers



"I want to see the bears!"

"I don't care. I want to see the whales first."

"But bears are so much better."

"Yeah, if you're seven. I'm ten now. I like whales."

"So what? I want to see the bears."

"I don't care! Coming to the museum was my idea, and we're seeing the whales first."

"Bears!"

"Whales!"

"Bears!"

"Whales!"

"Mommmy! Graham is being mean!" shouted Sarah. Everyone in the main lobby of the Museum of Natural History turned to look at her. Mom turned around with an embarrassed look on her face—the one that she called mortified.

"What did he do?" whispered Mom.

"He said that bears are for little kids, and that we have to see the whales first."

"We're going to see everything in the museum. We have all afternoon."

"But I want to start with the *bears*."

"Then you should have asked nicely instead of shouting. Graham, take us to the whales."

Sarah's heart sank. Graham didn't even have to say anything. The look he gave her was bad enough. He was smiling ear to ear like one of the chimpanzees in the Africa exhibit. She dragged her feet all the way to Ocean Life. She knew she shouldn't have shouted, but Graham made her so angry. And the simple fact was, they didn't have all afternoon. It was 3:00 PM now, and the museum closed at 5:15 PM. Sarah had seen the sign. She had read her mother's watch. She knew there was not much time left for bears.

Ever since they started learning about them the year before at school, Sarah had had bears on the brain. She had paid extra close attention during that unit and now knew all sorts of facts about bears. Grizzly bears were some of the biggest in the world, and they were her favorite.

"Did you know," she asked her mother, "that grizzly bears can get as big as 850 pounds?"

"I did, Sarah. You mentioned that several times in the car."

"Well, did you know they can run 35 miles an hour?"

"Yes, I did."

"That's speeding in some places!" said Sarah, but Mom didn't seem to care.

"Whales are way bigger than bears," said Graham. "That means they're better."

"Yeah, but whales live in the ocean."

"So what's wrong with the ocean?"

"It means they're wet all the time. And they smell like fish."

"You smell like fish!" Graham cracked up. Clearly, he thought he was very clever.

"How big are whales?" asked Sarah.

"What do you mean?"

"Grizzly bears weigh 850 pounds. How much do whales weigh?"

"Uh...I don't know. A whole lot."

Sarah scoffed. Graham didn't even know anything about whales. He just wanted to make sure she was unhappy. She had been looking forward to this trip for months. She read about the museum online, about all the dioramas that were built in the 1940s. They were a very old-fashioned kind of exhibit, but they looked beautiful in the pictures. It was as close as she could get to a real bear, and she had stayed up all the night before thinking about it. And now Graham was ruining the fun.

The Ocean Life exhibit was dark and quiet. Spooky sounds filtered down from the speakers which were supposed to make them feel like they were underwater. Sarah didn't feel underwater. She just felt grumpy.

"Oh look," she said. "A whale."

"That's a humpback whale," said Graham, doing his best to show off.

"No, it's not. It's a beluga whale. Read the sign."

The model of the beluga was one of the ugliest animals she had ever seen. It had a smooshed-up face and a sad grey color, and it looked like it definitely smelled like fish.

"Well I think it's so good that I'm going to stand here and appreciate it," said Graham. "For a while."

"Mom-can I please just go look at the bears by myself?" asked Sarah.

"No," said Mom. "You have to stay in this room."

As Graham pretended to be interested in the whale, Sarah watched the seconds tick by on her mother's watch. Finally, she couldn't take the beluga any longer. She stomped away, her arms swinging at her side, looking desperately for something in the Ocean Life exhibit that

wasn't ugly, boring, or stinky. And then, from across the room, she saw it.

It was a diorama of Alaskan seals swimming just below a sheet of ice. Above them, peering hungrily into the water was a polar bear, looking so real that Sarah flinched when she saw it. It had snow-white fur, a wet-looking, black nose, and claws as sharp as razor blades. As Sarah pressed her face up against the glass to look at it, she forgot about the whales behind her. The polar bear was the most beautiful thing she had ever seen.

Name: _____ Date: _____

1. What does Sarah want to see?

- A. ocean life
- B. whales
- C. bears
- D. African mammals

2. What is the main conflict in the story?

- A. Sarah wants to see the bears, but Graham wants to see the whales.
- B. Sarah wants to see the whales, but Graham wants to see the bears.
- C. Sarah does not want to be at the Museum of Natural History.
- D. Sarah has been at the Museum of Natural History for too long.

3. Read the following sentences about Sarah: "She read about the museum online, about all the dioramas that were built in the 1940s. They were a very oldfashioned kind of exhibit, but they looked beautiful in the pictures. It was as close as she could get to a real bear, and she had stayed up all the night before thinking about it."

What conclusion can be drawn about Sarah based on this evidence?

- A. Sarah had never been to a museum before visiting the Museum of Natural History.
- B. Sarah became interested in bears when she started preparing for her trip to the Museum of Natural History.
- C. Sarah probably wants to work at a museum when she grows up.
- D. Sarah's trip to the museum meant a lot to her.

4. Read the following sentences: "She stomped away, her arms swinging at her side, looking desperately for something in the Ocean Life exhibit that wasn't ugly, boring or stinky."

How is Sarah feeling at this point in the story?

- A. sad
- B. angry
- C. tired
- D. excited

5. What is this story mostly about?

- A. Sarah's relationship with her brother
- B. Sarah's knowledge about bears
- C. Sarah's trip at the Museum of Natural History
- D. dioramas at the Museum of Natural History

6. Read the following sentences:

"Grizzly bears weigh 850 pounds. How much do whales weigh?"

"Uh...I don't know. A whole lot."

Sarah **scoffed**. Graham didn't even know anything about whales.

As used in the passage, what does "**scoffed**" most nearly mean?

- A. made fun of
- B. knew a lot
- C. shouted
- D. mumbled

7. Choose the answer that best completes the sentence below.

_____ Sarah is dragged to the Ocean Life exhibit, she gets to see a bear.

- A. As a result
- B. Above all
- C. Previously
- D. Even though

8. Which exhibit does Sarah's family visit first?

9. How do Sarah's feelings change when she sees the polar bear?

10. Explain whether Sarah has a good time at the Museum of Natural History. Use information from the passage to support your answer.

Rachel Meets Harry



trapdoor spider nest open

Rachel Spider lived in a garage. She was very happy there. She spun a web in the corner of the garage every morning. Then she waited. Sometimes a juicy fly flew into her web. Moths and gnats got caught in her web, too. Rachel liked to eat them all.

The garage was always very dark and quiet. Tools hung on the walls. There was an old motorcycle there, too. It was very dusty. Humans hardly ever came into the garage. There was a dirty window on the wall near Rachel's web. Rachel never looked outside. She had everything she wanted in her little corner.

One morning there was a terrible storm outside. The wind blew open the garage window. The strong wind reached Rachel's corner. She tried to cling to her web, but it was no use. The wind carried her away. The wind dropped Rachel on a piece of dusty ground. She was very scared. She didn't know where she was. Cold raindrops began to fall.

"Over here!" someone called out. The voice came from a hairy spider. He was sticking his head out of the ground. "You'll be safe from the rain!" said the spider. Rachel wasn't sure what to do. But she didn't like the rain at all. She hurried to the spider. He lived in a strange hole in the ground. A lid of dirt covered the hole.

"Hi," Rachel said. "I'm Rachel." "I'm Harry," said the spider. Rachel looked around. Harry's hole was dark and quiet. The wall and floor was made of dirt. But Rachel didn't see a web anywhere.

"Where is your web?" Rachel asked. "I don't need a web," Harry said. "I'm a trapdoor spider. I trap bugs in my hole here. The hole keeps me nice and safe, too." "That's very interesting," Rachel said. She had never met a spider like Harry before!

Name: _____ Date: _____

1. This passage is

- A. historical fiction.
- B. realistic fiction.
- C. science fiction.
- D. fantasy.

2. The author describes the garage with a lot of detail. Which of the following is true about the garage?

- A. The garage is bright and loud.
- B. The garage has a window.
- C. Humans constantly enter the garage.
- D. Tools are scattered on the garage floor.

3. Which statement accurately describes Harry's hole?

- A. The hole is large and cold.
- B. The hole is wet and dark.
- C. The hole is bright and loud.
- D. The hole is dark and quiet.

4. Harry seems

- A. very hungry.
- B. dangerous.
- C. kind.
- D. lazy.

5. How are Rachel and Harry's homes similar? Explain.

All in a Week

On Monday I rode a rocket ship away to outer space.

On Tuesday I ran my heart out in a mile-long foot race.

On Wednesday I taught a purple baby dragon how to fly.

On Thursday I flew in a big balloon across the sunny sky.

On Friday I swam the ocean blue atop a friendly whale.

On Saturday I climbed a mountain up a rocky trail.

How did I go on a great adventure every day?

Easy-I just read a book, and words took me away!

Name: _____ Date: _____

1. This passage is a poem. We know this because
 - A. it has rhythm and rhyme.
 - B. it is about reading.
 - C. the author mentions something for everyday of the week.
 - D. it is imaginative.

2. The theme of this passage is
 - A. reading is relaxing.
 - B. reading is difficult.
 - C. reading is exhausting.
 - D. reading is adventurous.

3. Which of the following sentences supports the theme of the poem?
 - A. Reading lets you experience many things.
 - B. Once you start reading a book, you are forced to travel.
 - C. You will be tired after you read a book.
 - D. You can travel to a new place everyday.

4. This poem is written in the
 - A. second person.
 - B. third person.
 - C. first person.
 - D. None of the above.

5. What could someone learn from this poem? Explain.

Using the 10 times table



How many altogether?

The squirrels had 4 food dens. Each den had 10 acorns. How many acorns were there altogether?

$$\boxed{4} \times \boxed{10} = \boxed{40} \text{ acorns}$$

How many altogether?

The monkeys had 6 trees. There were 10 bananas in each tree. How many bananas did they have altogether?



$$\boxed{} \times \boxed{} = \boxed{} \text{ bananas}$$



The frogs had 2 ponds. Each pond had 10 lily pads. How many lily pads were there altogether?

$$\boxed{} \times \boxed{} = \boxed{} \text{ lily pads}$$

The snakes had 5 nests. Each nest had 10 eggs in it. How many eggs were there altogether?



$$\boxed{} \times \boxed{} = \boxed{} \text{ eggs}$$



The lions had 7 cubs. Each cub already had 10 teeth. How many teeth did the cubs have altogether?

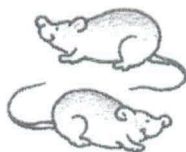
$$\boxed{} \times \boxed{} = \boxed{} \text{ teeth}$$

How many in each?

The crows had 40 eggs and 10 nests. How many eggs were in each nest?

$$\boxed{40} \div \boxed{10} = \boxed{4} \text{ eggs}$$

How many in each?



There were 90 mice living in 10 nests. How many mice were in each nest?

$$\boxed{} \div \boxed{} = \boxed{} \text{ mice}$$

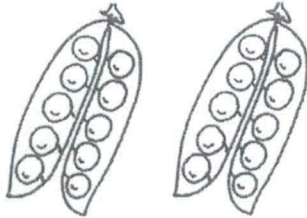
There were 60 foxes hiding in 10 dens. How many foxes were in each den?

$$\boxed{} \div \boxed{} = \boxed{} \text{ foxes}$$

Multiplying and dividing



Each pod contains 10 peas. How many peas are there altogether?



How many pods?

$$\boxed{2} \times 10 = \boxed{20} \text{ peas}$$

Write how many peas.



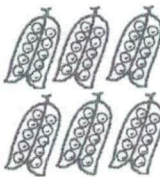
How many pods?

$$\boxed{} \times 10 = \boxed{} \text{ peas}$$



How many pods?

$$\boxed{} \times \boxed{} = \boxed{} \text{ peas}$$



How many pods?

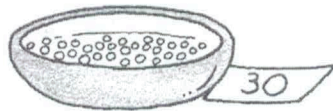
$$\boxed{} \times \boxed{} = \boxed{} \text{ peas}$$



How many pods?

$$\boxed{} \times \boxed{} = \boxed{} \text{ peas}$$

How many pods did the peas come from?

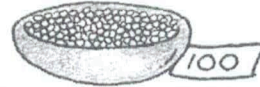


$$\boxed{30} \div 10 = \boxed{3} \text{ pods}$$

Write how many pods.



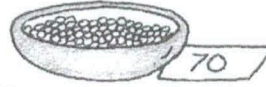
$$\boxed{} \div 10 = \boxed{} \text{ pod}$$



$$\boxed{} \div 10 = \boxed{} \text{ pods}$$



$$\boxed{} \div 10 = \boxed{} \text{ pods}$$



$$\boxed{} \div 10 = \boxed{} \text{ pods}$$

All the 3s



You will need to know these:

$1 \times 3 = 3$

$2 \times 3 = 6$

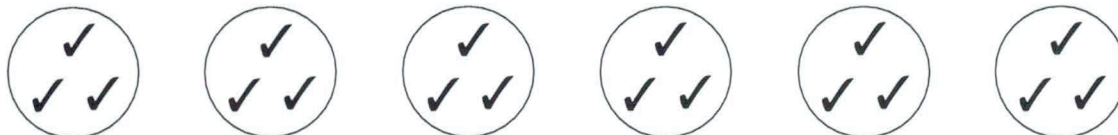
$3 \times 3 = 9$

$4 \times 3 = 12$

$5 \times 3 = 15$

$10 \times 3 = 30$

How many altogether?

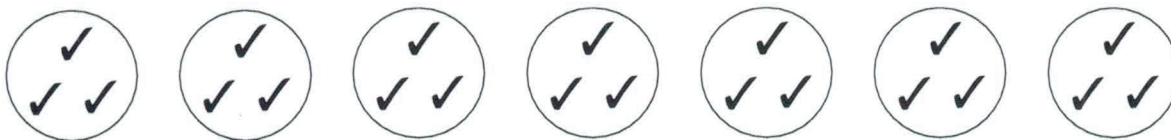


6 sets of three are

six threes are

$6 \times 3 =$

How many altogether?

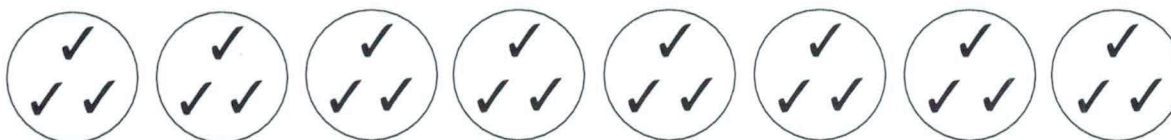


7 sets of three are

seven threes are

$7 \times 3 =$

How many altogether?

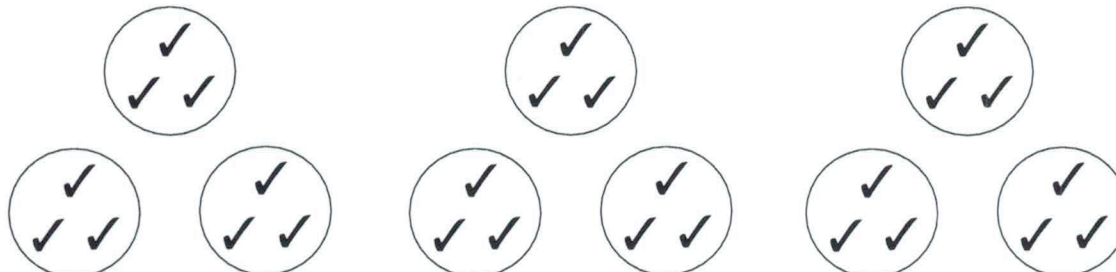


8 sets of three are

eight threes are

$8 \times 3 =$

How many altogether?



9 sets of three are

nine threes are

$9 \times 3 =$



All the 3s again

You should know all of the three times table by now.

$1 \times 3 = 3$

$2 \times 3 = 6$

$3 \times 3 = 9$

$4 \times 3 = 12$

$5 \times 3 = 15$

$6 \times 3 = 18$

$7 \times 3 = 21$

$8 \times 3 = 24$

$9 \times 3 = 27$

$10 \times 3 = 30$

Say these to yourself a few times.

Cover the three times table with a sheet of paper so you can't see the numbers.
Write the answers. Be as fast as you can, but get them right!

$1 \times 3 =$

$5 \times 3 =$

$6 \times 3 =$

$2 \times 3 =$

$7 \times 3 =$

$9 \times 3 =$

$3 \times 3 =$

$9 \times 3 =$

$4 \times 3 =$

$4 \times 3 =$

$4 \times 3 =$

$5 \times 3 =$

$5 \times 3 =$

$6 \times 3 =$

$3 \times 7 =$

$6 \times 3 =$

$8 \times 3 =$

$3 \times 4 =$

$7 \times 3 =$

$10 \times 3 =$

$2 \times 3 =$

$8 \times 3 =$

$1 \times 3 =$

$10 \times 3 =$

$9 \times 3 =$

$3 \times 3 =$

$3 \times 9 =$

$10 \times 3 =$

$2 \times 3 =$

$3 \times 6 =$

$3 \times 1 =$

$3 \times 5 =$

$3 \times 5 =$

$3 \times 2 =$

$3 \times 7 =$

$3 \times 8 =$

$3 \times 3 =$

$3 \times 9 =$

$7 \times 3 =$

$3 \times 4 =$

$3 \times 4 =$

$3 \times 2 =$

$3 \times 5 =$

$3 \times 6 =$

$3 \times 10 =$

$3 \times 6 =$

$3 \times 8 =$

$8 \times 3 =$

$3 \times 7 =$

$3 \times 10 =$

$3 \times 0 =$

$3 \times 8 =$

$3 \times 1 =$

$1 \times 3 =$

$3 \times 9 =$

$3 \times 0 =$

$3 \times 3 =$

$3 \times 10 =$

$3 \times 2 =$

$3 \times 9 =$

All the 4s



You should know these:

$1 \times 4 = 4$

$2 \times 4 = 8$

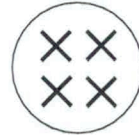
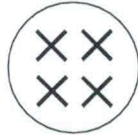
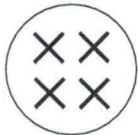
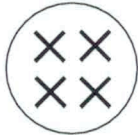
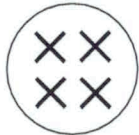
$3 \times 4 = 12$

$4 \times 4 = 16$

$5 \times 4 = 20$

$10 \times 4 = 40$

How many altogether?

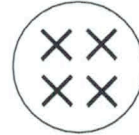
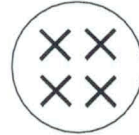
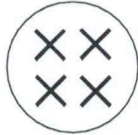
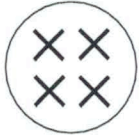
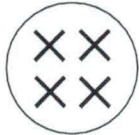


6 sets of four are

six fours are

$6 \times 4 =$

How many altogether?

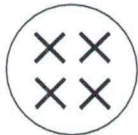
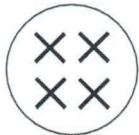
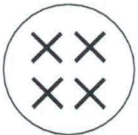
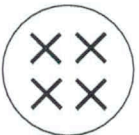
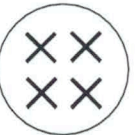
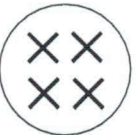
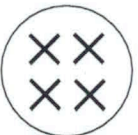
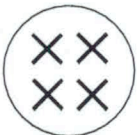


7 sets of four are

seven fours are

$7 \times 4 =$

How many altogether?

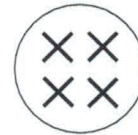
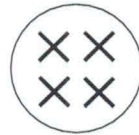
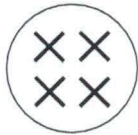
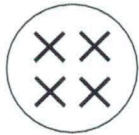
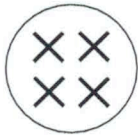
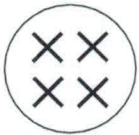
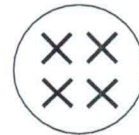
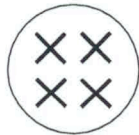
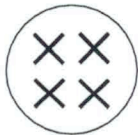


8 sets of four are

eight fours are

$8 \times 4 =$

How many altogether?



9 sets of four are

nine fours are

$9 \times 4 =$



Practice the 8s

You should know all of the 8 times table now, but how quickly can you remember it?
Ask someone to time you as you do this page.
Be fast but also correct.

$1 \times 8 =$

$2 \times 8 =$

$8 \times 6 =$

$2 \times 8 =$

$4 \times 8 =$

$3 \times 8 =$

$3 \times 8 =$

$6 \times 8 =$

$9 \times 8 =$

$4 \times 8 =$

$8 \times 8 =$

$8 \times 4 =$

$5 \times 8 =$

$10 \times 8 =$

$1 \times 8 =$

$6 \times 8 =$

$1 \times 8 =$

$8 \times 2 =$

$7 \times 8 =$

$3 \times 8 =$

$7 \times 8 =$

$8 \times 8 =$

$5 \times 8 =$

$0 \times 8 =$

$9 \times 8 =$

$7 \times 8 =$

$8 \times 3 =$

$10 \times 8 =$

$9 \times 8 =$

$5 \times 8 =$

$8 \times 1 =$

$8 \times 3 =$

$8 \times 8 =$

$8 \times 2 =$

$8 \times 5 =$

$2 \times 8 =$

$8 \times 3 =$

$8 \times 8 =$

$8 \times 9 =$

$8 \times 4 =$

$8 \times 9 =$

$4 \times 8 =$

$8 \times 5 =$

$8 \times 2 =$

$8 \times 6 =$

$8 \times 6 =$

$8 \times 4 =$

$10 \times 8 =$

$8 \times 7 =$

$8 \times 6 =$

$8 \times 5 =$

$8 \times 8 =$

$8 \times 8 =$

$8 \times 0 =$

$8 \times 9 =$

$8 \times 10 =$

$8 \times 1 =$

$8 \times 10 =$

$8 \times 0 =$

$6 \times 8 =$



Some of the 8s

You should already know some of the 8 times table because it is part of the 1, 2, 3, 4, 5, 6, 7, and 10 times tables.

$$\begin{array}{cccc} 1 \times 8 = 8 & 2 \times 8 = 16 & 3 \times 8 = 24 & 4 \times 8 = 32 \\ 5 \times 8 = 40 & 6 \times 8 = 48 & 7 \times 8 = 56 & 10 \times 8 = 80 \end{array}$$

Find out if you can remember them quickly and correctly.

Cover the 8 times table with paper so you can't see the numbers.
Write the answers as quickly as you can.

What is three eights?

What is ten eights?

What is two eights?

What is four eights?

What is six eights?

What is five eights?

Write the answers as quickly as you can.

How many eights equal 16?

How many eights equal 40?

How many eights equal 32?

How many eights equal 24?

How many eights equal 56?

How many eights equal 48?

Write the answers as quickly as you can.

Multiply eight by three.

Multiply eight by ten.

Multiply eight by two.

Multiply eight by five.

Multiply eight by six.

Multiply eight by four.

Write the answers as quickly as you can.

$6 \times 8 =$

$2 \times 8 =$

$10 \times 8 =$

$5 \times 8 =$

$7 \times 8 =$

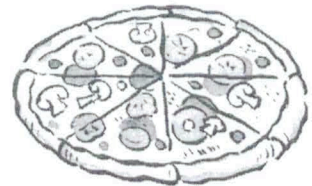
$3 \times 8 =$

Write the answers as quickly as you can.

A pizza has eight slices. John buys six pizzas.

How many slices does he have?

Which number multiplied by 8 gives the answer 56?



The rest of the 8s



You need to learn only these parts of the eight times table.
 $8 \times 8 = 64$ $9 \times 8 = 72$

This work will help you remember the 8 times table.

Complete these sequences.

8 16 24 32 40 48

$7 \times 8 = 56$ so $8 \times 8 = 56$ plus another 8 =

24 32 40

$8 \times 8 = 64$ so $9 \times 8 = 64$ plus another 8 =

8 16 24 64 80

8 24 40

Test yourself on the rest of the 8 times table.
Cover the section above with a sheet of paper.

What is seven eights?

What is eight eights?

What is nine eights?

What is eight nines?

$8 \times 8 =$

$9 \times 8 =$

$8 \times 9 =$

$10 \times 8 =$

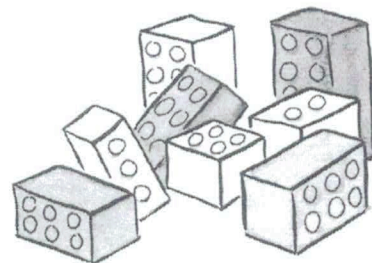
What number multiplied by 8 gives the answer 72?

A number multiplied by 8 gives the answer 80. What is the number?

David puts out building bricks in piles of 8.
How many bricks will there be in 10 piles?

What number multiplied by 5 gives the answer 40?

How many 8s make 72?





Practice the 9s

You should know all of the 9 times table now, but how quickly can you remember it?
Ask someone to time you as you do this page.
Be fast and correct.

$1 \times 9 =$

$2 \times 9 =$

$9 \times 6 =$

$2 \times 9 =$

$4 \times 9 =$

$3 \times 9 =$

$3 \times 9 =$

$6 \times 9 =$

$9 \times 9 =$

$4 \times 9 =$

$9 \times 7 =$

$9 \times 4 =$

$5 \times 9 =$

$10 \times 9 =$

$1 \times 9 =$

$6 \times 9 =$

$1 \times 9 =$

$9 \times 2 =$

$7 \times 9 =$

$3 \times 9 =$

$7 \times 9 =$

$8 \times 9 =$

$5 \times 9 =$

$0 \times 9 =$

$9 \times 9 =$

$7 \times 9 =$

$9 \times 3 =$

$10 \times 9 =$

$9 \times 9 =$

$5 \times 9 =$

$9 \times 1 =$

$9 \times 3 =$

$9 \times 9 =$

$9 \times 2 =$

$9 \times 5 =$

$2 \times 9 =$

$9 \times 3 =$

$0 \times 9 =$

$8 \times 9 =$

$9 \times 4 =$

$9 \times 1 =$

$4 \times 9 =$

$9 \times 5 =$

$9 \times 2 =$

$9 \times 7 =$

$9 \times 6 =$

$9 \times 4 =$

$10 \times 9 =$

$9 \times 7 =$

$9 \times 6 =$

$9 \times 5 =$

$9 \times 8 =$

$9 \times 8 =$

$9 \times 0 =$

$9 \times 9 =$

$9 \times 10 =$

$9 \times 1 =$

$9 \times 10 =$

$9 \times 0 =$

$6 \times 9 =$





Some of the 9s

You should already know nearly all of the 9 times table because it is part of the 1, 2, 3, 4, 5, 6, 7, 8, and 10 times tables.

$$1 \times 9 = 9 \quad 2 \times 9 = 18 \quad 3 \times 9 = 27 \quad 4 \times 9 = 36 \quad 5 \times 9 = 45$$
$$6 \times 9 = 54 \quad 7 \times 9 = 63 \quad 8 \times 9 = 72 \quad 10 \times 9 = 90$$

Find out if you can remember them quickly and correctly.

Cover the nine times table so you can't see the numbers.

Write the answers as quickly as you can.

What is three nines?

What is ten nines?

What is two nines?

What is four nines?

What is six nines?

What is five nines?

What is seven nines?

What is eight nines?

Write the answers as quickly as you can.

How many nines equal 18?

How many nines equal 54?

How many nines equal 90?

How many nines equal 27?

How many nines equal 72?

How many nines equal 36?

How many nines equal 45?

How many nines equal 63?

Write the answers as quickly as you can.

Multiply nine by seven.

Multiply nine by ten.

Multiply nine by two.

Multiply nine by five.

Multiply nine by six.

Multiply nine by four.

Multiply nine by three.

Multiply nine by eight.

Write the answers as quickly as you can.

$6 \times 9 =$

$2 \times 9 =$

$10 \times 9 =$

$5 \times 9 =$

$3 \times 9 =$

$8 \times 9 =$

$0 \times 9 =$

$7 \times 9 =$

$4 \times 9 =$