What's for Breakfast?

by ReadWorks

Of course Dad decided to blame *me* when he came downstairs this morning to make coffee and burn toast, and saw the mess in the kitchen and the living room. "DANIEL," I heard him from my post in the bathroom. I stood there on my toes to see what I'd look like if I were taller, brushing my teeth and wondering if I could get out the door with un-brushed hair, and without Miranda, my older and snottier sister, noticing.

"DANIEL!"

I came downstairs still wearing my pajamas and saw a bunch of magazines on the rug by the couch, toppled over from their usual stack on the coffee table. Then I saw the bad mess in the kitchen. The jars with Miranda's baking supplies are usually lined up along the counter, but one of them was on the floor in pieces, and there was flour everywhere. Dad was standing in the middle of it, wearing half of a suit: shiny black shoes and pressed work pants, but no shirt; and his hair still wet from the shower. I laughed. That was a mistake.

"Did you do this, funny man?" The coffeemaker sounded like it was gargling mouthwash. I guess Dad wasn't so mad that he couldn't make his java.

"No, Dad, I didn't." It was the truth, too. When I turned off the TV the night before, the magazines were still stacked. And when I got my nighttime cup of water from the kitchen, there was no flour on the floor.

"Really? Because we've had this problem before, with footballs and jump ropes, and indoor kite-flying." Dad obviously did not believe me.

"Really, Dad, I have no idea how this happened. I got some water in the middle of the night, but everything was clean then."

Dad turned around and got some bread and butter, and honey. The toaster sounded like it hurt when he pushed the lever down. It was old and never made toast right. I only ate toast when I slept over at other people's houses. Dad didn't really care what his toast tasted like, I guess.

"I don't have time to clean this up, Daniel, and I'm mad. Go upstairs and get ready for school." Dad filled a big bowl with water.

"Okay." I was halfway up the stairs when Miranda's cat, Oatmeal, shot up underneath my legs. "DAD!" I yelled. "I BET IT WAS OATMEAL!"

I don't think Dad heard me, but I got dressed and the more I thought about it, the more I just *knew* it had been Oatmeal. That cat always causes problems. At night he either fights things that can't fight back, like the couch or the cabinets or the laundry baskets downstairs, or he sits in the upstairs hallway and howls, trying to get into our rooms to show off the socks he hunts and kills. He's annoying, which means he's Miranda's perfect pet.

"Hey, Bozo." Miranda came out of her room dressed in high-tops and a red polka-dot dress. She had some bracelets on, which, plus the dress, made her look kind of like a girl, except that her bracelets had skulls on them and her sneakers were black.

She was a weird sister. She was in sixth grade and I was in fourth. I didn't understand why she didn't dress normally. Everything had to have something black or bone-y in it.

"Your stupid cat got me in trouble, Miranda."

"Maybe if you hadn't set precedent so many times, you wouldn't get blamed for wrecking the house."

"I didn't set president!" I didn't even know what that word meant.

"Precedent, dummy. And yes you did, every time you played ball or some other stupid game in the house." She walked past me and petted Oatmeal as he slithered toward her door. "Hurry up, or I'll eat all the cereal."

I didn't hurry up. I put on my shoes and was silently thankful that she hadn't noticed my messy hair. I walked back downstairs with heavy feet, and let my backpack hit the steps behind me.

Dad was eating his burned toast with honey, and trying to mop up a gloppy mess on the floor. He did not look happy. Miranda was at the table eating a bowl of Kix. She threw one at me. I decided to skip cereal.

"Daniel, this is unacceptable," Dad muttered.

"Dad, it was Oatmeal. He went on a night rampage and did this."

"MIRANDA!" Dad raised his voice.

"Dad, he's just being a cat. He has wild instincts." Miranda didn't even lift her head.

"You need to start keeping your cookie things in the pantry."

"They look good in the jars."

"Fine. They'll just have to look good in the jars in the pantry."

Miranda decided not to argue, I guess, because she shut up. Dad was struggling. The paper towels he was using to wipe up the wet flour weren't doing a good job. He threw two handfuls in the trash, but there were still smears of paste on the ground and some dry flour powdering the corners of the kitchen. Dad looked at the clock on the stove, and he said, "Look at the time! We have to go." Then he rushed to the laundry room to put on a work shirt.

"Get your school stuff together and get in the car," Dad said. He huffed his way out the door. Miranda got up and went back upstairs, leaving me in the kitchen by myself. I sidestepped the sticky streaks of flour on the ground and got a Popsicle from the freezer. Breakfast!

When I got outside, Dad was already waiting in the driveway. I got in the front seat (take that, Miranda!) and noticed some crusty flour on the back of his work jacket. I didn't say anything. He'd probably just get mad. He was already mad anyway and getting angrier, as he impatiently honked the horn for Miranda. She shuffled out the front door, holding her lumpy backpack in front of her with both arms. We pulled out and Dad turned on NPR.

"I hope you two packed lunch."

"I forgot," I said. "Can I have some money?"

"Here, take 10 bucks." Dad tossed his wallet into my lap. I looked back at Miranda. I was kind of disappointed that she hadn't gotten mad about me sitting in the front seat.

"Miranda, do you need money, too?" Dad asked.

"No."

"What did you bring for lunch?"

"Oatmeal."

"That's gross, weirdo." Who eats oatmeal for lunch, I thought.

"If you say so, kiddo." Dad rolled his eyes. "I hope you packed the instant stuff, because if you cooked oatmeal just now, it's going to get really cold and nasty, and I'm going to be really annoyed that you wasted time doing that while we were waiting outside for you."

Miranda just looked out the window. We didn't talk for a few minutes, and the radio droned on about the news.

"Yeah, we waited forever," I said, turning around to glare. When I did, I noticed something weird. Miranda's backpack moved. I opened my mouth to say something but Miranda made a mean face and mouthed, "*Don't say anything.*"

A little white paw poked out from under the flap on her bag. I turned around again. Unbelievable! How is it that I was the one who always got in trouble for what that cat did? Miranda was worse than I was!

Dad pulled up to our school. "Have a good day, guys," he said, and I still didn't tell him about the flour-paste on his coat.

I got out; Miranda didn't. I stood on the sidewalk for a moment wondering why she was just sitting there. And then I saw Oatmeal squeeze his way out of her bag, despite her struggle to keep him contained. I slammed the door shut so he wouldn't escape. I heard her shriek and my dad yell, while I watched the cat tear the leather as he clawed his way under the passenger seat.

"MIRANDA!!!" Dad's scream was muffled with all the doors closed. I could hear them arguing, and then Dad waved at me without looking and drove away.

I probably should have felt a little angry that Miranda got to be late to school, or that my dad just drove away like that. But as I walked into the building, I just could not stop smiling.

despite

de · spite

Definition

preposition

1. without being changed or stopped by.

He kept driving despite the blizzard.

Advanced Definition

preposition

1. notwithstanding; regardless of.

The wedding took place despite the bad weather.

He left school despite his parents' warnings and threats.

Despite the fact that she's allergic to dogs, she has two of them.

noun

1. insulting treatment.
2. insolence.

These are some examples of how the word or forms of the word are used:

1. Skin may cover a large area, but it is very thin. It is only about 1/8 inch thick. **Despite** being so thin, skin is made of three layers.
2. **Despite** their violent ways, the Vikings were very religious people. They worshiped several gods, who dwelled in a place called Asgard. Among the most important of the Viking gods were Thor, Odin, Frey and Freyja.
3. So which one is it, Sarah wondered. Is the Meadowlands a big, ugly, dangerous swamp? Or is it a beautiful oasis of birds and flowers? **Despite** her dad's warnings to stay away, Sarah wanted to see for herself.
4. The Pilgrims built very simple and practical houses for themselves. **Despite** a terrible first winter, they worked hard to create homes for everyone. Until then, most of the group lived on the Mayflower, the ship that had brought them there.
5. **Despite** its small size (about 3 pounds), the brain is able to receive and send an unlimited number of messages. It does this with the help of the spinal cord, the sense organs, and the autonomic (automatic) nervous system. The brain carries out this task by assigning jobs.
6. Young Jun is already prepared to visit. An American he met on his way to South Korea gave

him a U.S. dollar. **Despite** plenty of opportunities to spend the money in South Korea, Young Jun has kept it. After all, he tells me, he's going to need it when he gets to the United States.

7. To keep up with her assignments, she got used to studying calculus and chemistry textbooks on international flights. She'd surf all morning, take a study break for lunch, surf again, and then hit the books after dinner. **Despite** not being in the classroom, she managed to get good grades. She even got a few A's here and there.

8. Apple is hesitant; she really does not want to upset the girl, but she couldn't be more desperate for a treat. She finally agrees to the plan. What could go wrong? Plates are replaceable, and surely the girl won't mind. On the other hand, **despite** being the most loved, she is also likely to be the first blamed for the mishap.

precedent

prec · e · dent

Advanced Definition

noun

1. an act that serves or may serve as an example for future actions of a similar nature.

   Her high grades set a precedent for the class.

   There is no precedent for this new rule.

2. in law, a decision serving as a guidepost for future cases of a similar nature.

   The judge's decision was based on precedents rather than on legal theory.

adjective

1. going before; prior.

Spanish cognate

precedente: The Spanish word *precedente* means precedent.

These are some examples of how the word or forms of the word are used:

1. "They told me that I had no hope," says Summers. "My comment was, 'You don't know me very well. I'm going to fight until I get well again.'" Five years later, Summers has regained the ability to stand and can take steps on a treadmill. His recovery "remains **unprecedented**," European researchers commented in the British medical journal The Lancet. "We are entering a new era."

2. The government has tried to cut down on the number of protesters. In one attempt, it ordered all Russian students between the ages of 14 and 17 to attend school on a Saturday for hastily arranged tests during the hours of the protest. They were warned they would risk flunking their courses if they failed to attend the **unprecedented** Saturday exams.

Name: _____ Date: _____

1. During what time of day does the story take place?

A. afternoon

B. morning

C. evening

D. midnight

2. Why is Daniel's father upset at the beginning of the story?

A. Daniel and Miranda had gotten into a fight.

B. There was a bad mess in the kitchen.

C. Daniel and Miranda were running late for school.

D. Daniel's father was out of clean shirts.

3. Daniel's father appears very stressed throughout the passage. Which evidence from the passage best supports this conclusion?

A. Daniel's father suspects Daniel is responsible for the bad mess in the kitchen.

B. Daniel's father was eating burned toast with honey and trying to mop up the mess on the floor.

C. Daniel's father huffs his way out the door and honks the horn impatiently while waiting for Miranda in the car.

D. Daniel's father wishes Daniel and Miranda a good day at school.

4. Why does Daniel's father think it was Daniel who made the big mess in the kitchen?

A. Daniel has a history of making messes in the house.

B. Daniel always makes a mess when he cooks with flour.

C. Daniel was angry with his father and wanted to make him mad.

D. Daniel never cleaned up after himself.

5. What is this story mainly about?

A. the way Daniel and his family make breakfast

B. Daniel's difficult behavior

C. a troublemaking cat named Oatmeal

D. a morning incident that Daniel and his family experience

6. Read the following sentence from the story: "The toaster **sounded like it hurt** when he pushed the lever down. It was old and never made toast right."

Why does the author say that the toaster **"sounded like it hurt"**?

A. to emphasize how old and non-functional the toaster was

B. to show that the toaster had feelings

C. to emphasize how badly the family treated the toaster

D. to show that the toaster made the same sounds as a human

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

_____ Daniel is frustrated and annoyed by his sister Miranda, he doesn't tell his father that he saw Oatmeal in Miranda's backpack.

A. In summary

B. Even though

C. Because

D. Since

8. What does Miranda bring to school?

9. Why did Daniel think that Oatmeal made the big mess in the kitchen?

10. Explain why Daniel "just could not stop smiling" at the end of the story. Use information from the story to support your answer.

Happy Trails

by ReadWorks

The morning she left for Camp Kanawa, Maria awoke with a lump in her throat and an ache in her stomach. She had gone on plenty of sleepovers. She'd even spent a whole weekend at Aunt Jolie and Uncle Ed's. So why was she so nervous?

No breakfast today, she thought, imagining the ache turning into nausea and a horrible road trip after a full meal. Then the smell of French toast wafted upstairs. As usual, Maria's stomach grumbled as soon as the French toast-scented air hit her nostrils. *On the other hand, maybe a good breakfast is exactly what I need.*

She gave her arms and legs a good stretch and ambled downstairs.

"There's my big camper!" her mom said, squeezing Maria's shoulders with one arm the way she did when she wanted to give a hug, but was in too much of a rush for a full embrace. She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar snowing down.

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

Maria poured a puddle of maple syrup beside the toast and topped each piece with a little mountain of whipped cream.

"Get started while it's hot. Your father's coming down in a minute. I told him to shave. Don't want the grizzly bear-I mean, grizzly beard-to send your new bunkmates running for the woods."

"Okay, okay," Maria's dad said with a sneaky smile. "Clean as a whistle. Just like you ordered."

"*Just* like I ordered?"

"The mustache stays. Admit it, you love it."

Maria's mom shrugged.

"I think it's hip," Maria said, dipping a bite in some syrup.

"Well, your old man *is* hip," her dad said, moving his head the way he did when he wanted to look like a cool surfer dude but looked more like an Egyptian robot."In fact, I was the most popular kid at my camp."

"For the record, it was science camp," Maria's mother reminded her, "and his rise to fame was thanks to what was known as The Great Explosion."

"Accident or genius? The world may never know," Maria and her dad said in unison, using their deepest, most mysterious voices. They slowly broke out of character and into laughter.

"In all seriousness, Maria, popularity is not important," her mother said, looking her straight in the eyes. "Finding the people who like you for you-that's what matters."

"Your mom speaks the truth, Sugar," said Maria's dad, wiping his thick mustache with a napkin. "Just be yourself. You'll have a blast."

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Just be yourself. Just be yourself. Maria repeated the words like a mantra as she sat with her

new cabin mates in a circle on the grass.

"Cool bracelet," said the skinny, freckled redhead sitting next to her.

"Thanks. I made it in an embroidery class I took this winter."

"Whoa! That's impressive. Can you teach me how?"

"If you teach me how to do a braid just like the one in your hair. I've mastered the art of French toast eating, but *definitely* not French braiding."

A loud whistle hushed the girls' laughter and buzzing all around them. They looked up to see a beautiful older girl blowing into an acorn top between her thumbs. Her skin was tan and eyes were dark brown, like Maria's, but her dirty blonde hair made Maria feel bored of her plain, black hair.

"Hello! I'm Audrey, one of your two cabin counselors."

"And I'm Gina, your other cabin counselor," said the pale girl with curly, brown hair and eyes that were icy blue in color, yet warm.

"And you ladies are the Dragonflies!" Audrey lifted her arms in the air as she announced it."Each cabin here at Camp Kanawa is named after a different insect."

"The Cockroach boys-age twelve and thirteen like you-think they've got the best mascot. I beg to differ. Dragonfly girls are as tough as dragons and graceful as...well, dragonflies."

"That sounded better when we rehearsed it," Gina said lightheartedly.

The ache in Maria's stomach had officially turned into butterflies-the excited kind.

camp camp

Definition

noun

1. an outdoor area where tents or shelters are set up to live in for a time.

   We set up camp on a flat, clear place in the forest.

2. a place with activities for children when they are not in school. Children stay overnight at some camps.

   My son goes to camp for a few weeks every summer.

verb

1. to set up a temporary shelter, such as a tent.

   Let's camp here by the river.

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noun

1. an outdoor place where tents or temporary shelters are set up.

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   Our son did a lot of outdoor sports and made some good friends while he was at camp last summer.

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1. to establish a temporary shelter or camp.

2. to live in a camp (usu. fol. by out).

3. to establish oneself securely in a place.

We camped on her doorstep until she decided to appear.

Spanish cognate

campo: The Spanish word *campo* means camp.

These are some examples of how the word or forms of the word are used:

1. The **camp** was filled with sadness for those who had died. That night the bugler played the "Lights Out" call.
2. My grandmother said that all the Japanese Americans learned a very important lesson. "Even at internment **camp**, I was not alone. I made friends and had family. No matter how difficult times are, there is the goodness of people, the beauty of nature around us, and God."
3. Joey, once again, had taken his entire lunch plate and mixed all the food together. It was his favorite thing to do at **camp**.
4. When I was 7, I went to a violin **camp**. After class, some of the older kids would play fiddle music.
5. On the sixth day, the batteries in the rebels' walkie-talkies died. The leader said he and others would return to the climbers' **camp** to get fresh ones.
6. Ilsa smiled. She liked that her new **camp** friends' families were from so many different places and that she could learn about the weather and climate from them.
7. Disappointed, Fiennes knew he had only one real choice. He had to turn around and go back. This was no small chore either. The return trip to base **camp** was 12 hours long.
8. "Now, Sugar Plum," her mother said, rubbing Lizzie's back. "I know you don't want to go back to **camp**, but think how much fun you'll have. All your friends from last year will be there."

counselor

coun · se · lor

Definition

noun

1. a person who gives advice.

The school counselor helped my daughter choose her courses.

Advanced Definition

noun

1. someone who gives or is hired to give counsel.

a guidance counselor

2. someone hired to supervise children at a camp.

3. an attorney, esp. one who represents clients in court; lawyer.

Spanish cognate

consejero: The Spanish word *consejero* means counselor.

These are some examples of how the word or forms of the word are used:

1. Ilsa was excited to meet her camp **counselor** Itzel when she arrived for her first day at The International Camp in Forest Hills, Queens, in New York City.

2. Last year, Patrick saw a classmate getting pushed around at school. He immediately reported the incident to the principal and a guidance **counselor**. The school called the kids in to sort out the problem, he says.

3. Sometimes, relaxing outside can help calm ADHD behaviors. Scientists recently reported that kids with ADHD concentrate better after taking walks in a park. **Counselors** and therapists can help each person come up with strategies to calm down and focus.

4. It's hard to move and start going to a new school. It's even harder for the many children displaced from the states hit hardest by Hurricane Katrina. School guidance **counselors** say that relocating to an unfamiliar school is bound to affect many of the children.

5. After that, they met with the school **counselor**, whose job it was to think of good ideas to help kids who were having problems in school. The counselor suggested that Alex be given two sets of books, one for home and one for school. If his engine revved up after school and he took off without them, he wouldn't fail to do his homework.

6. Tell a trusted adult-such as a parent, a teacher, or a **counselor**-about the bullying. Adults can help by talking with other parents or school officials, or contacting Web sites or cell phone service providers to have messages removed, Hinduja says.

Name: _____ **Date:** _____

1. At the beginning of the story, where is Maria about to go?

A. a sleepover

B. Camp Kanawa

C. Aunt Jolie and Uncle Ed's

D. school

2. How do Maria's feelings about camp change in the story?

A. At first Maria is nervous, but then she is excited.

B. At first Maria is excited, but then she is nervous.

C. At first Maria is excited, but then she is bored.

D. At first Maria is nervous, but then she is sad.

3. Maria is anxious and nervous about going to camp. What evidence from the story best supports this statement?

A. Maria decides to eat French toast for breakfast before going to camp.

B. Maria's parents give her advice about making friends at camp.

C. Maria and her mom joke with her dad about being hip and cool.

D. The morning she leaves for camp, Maria wakes up with a stomach ache.

4. Read the following sentences: "*Just be yourself. Just be yourself.* Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass."

Based on this information, what conclusion can you make?

A. Maria is confident that she will make friends.

B. Maria is not sure if she will like her cabin mates.

C. Maria is nervous about making friends.

D. Maria has already made some new friends.

5. What is this story mostly about?

A. Maria goes to camp for the first time.

B. Maria really loves to eat French toast.

C. Maria discovers her love for dragonflies.

D. Maria jokes with her parents over breakfast.

6. Read the following sentences:

She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar **snowing down**.

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

What does the author mean when she describes the powdered sugar as "**snowing down**"?

A. The powdered sugar was cold like falling snow.

B. The powdered sugar was wet like falling snow.

C. The powdered sugar smelled like falling snow.

D. The powdered sugar looked like snow as it fell.

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

_____, Maria is nervous about camp, but soon after she arrives, she becomes excited instead.

A. Finally

B. Initially

C. Especially

D. Although

8. What advice does Maria's mom give her before going to camp?

9. Maria is nervous about going to camp, but after she arrives at camp she becomes more excited than nervous. What causes Maria's feelings to change?

10. Based on the information in the story, will Maria likely have a good time at camp? Support your answer using details from the story.

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6. Ilsa smiled. She liked that her new **camp** friends' families were from so many different places and that she could learn about the weather and climate from them.
7. Disappointed, Fiennes knew he had only one real choice. He had to turn around and go back. This was no small chore either. The return trip to base **camp** was 12 hours long.
8. "Now, Sugar Plum," her mother said, rubbing Lizzie's back. "I know you don't want to go back to **camp**, but think how much fun you'll have. All your friends from last year will be there."

counselor

coun · se · lor

Definition

noun

1. a person who gives advice.

The school counselor helped my daughter choose her courses.

Advanced Definition

noun

1. someone who gives or is hired to give counsel.

a guidance counselor

2. someone hired to supervise children at a camp.

3. an attorney, esp. one who represents clients in court; lawyer.

Spanish cognate

consejero: The Spanish word *consejero* means counselor.

These are some examples of how the word or forms of the word are used:

1. Ilsa was excited to meet her camp **counselor** Itzel when she arrived for her first day at The International Camp in Forest Hills, Queens, in New York City.

2. Last year, Patrick saw a classmate getting pushed around at school. He immediately reported the incident to the principal and a guidance **counselor**. The school called the kids in to sort out the problem, he says.

3. Sometimes, relaxing outside can help calm ADHD behaviors. Scientists recently reported that kids with ADHD concentrate better after taking walks in a park. **Counselors** and therapists can help each person come up with strategies to calm down and focus.

4. It's hard to move and start going to a new school. It's even harder for the many children displaced from the states hit hardest by Hurricane Katrina. School guidance **counselors** say that relocating to an unfamiliar school is bound to affect many of the children.

5. After that, they met with the school **counselor**, whose job it was to think of good ideas to help kids who were having problems in school. The counselor suggested that Alex be given two sets of books, one for home and one for school. If his engine revved up after school and he took off without them, he wouldn't fail to do his homework.

6. Tell a trusted adult-such as a parent, a teacher, or a **counselor**-about the bullying. Adults can help by talking with other parents or school officials, or contacting Web sites or cell phone service providers to have messages removed, Hinduja says.

Name: _____ **Date:** _____

1. At the beginning of the story, where is Maria about to go?

A. a sleepover

B. Camp Kanawa

C. Aunt Jolie and Uncle Ed's

D. school

2. How do Maria's feelings about camp change in the story?

A. At first Maria is nervous, but then she is excited.

B. At first Maria is excited, but then she is nervous.

C. At first Maria is excited, but then she is bored.

D. At first Maria is nervous, but then she is sad.

3. Maria is anxious and nervous about going to camp. What evidence from the story best supports this statement?

A. Maria decides to eat French toast for breakfast before going to camp.

B. Maria's parents give her advice about making friends at camp.

C. Maria and her mom joke with her dad about being hip and cool.

D. The morning she leaves for camp, Maria wakes up with a stomach ache.

4. Read the following sentences: "*Just be yourself. Just be yourself.* Maria repeated the words like a mantra as she sat with her new cabin mates in a circle on the grass."

Based on this information, what conclusion can you make?

A. Maria is confident that she will make friends.

B. Maria is not sure if she will like her cabin mates.

C. Maria is nervous about making friends.

D. Maria has already made some new friends.

5. What is this story mostly about?

A. Maria goes to camp for the first time.

B. Maria really loves to eat French toast.

C. Maria discovers her love for dragonflies.

D. Maria jokes with her parents over breakfast.

6. Read the following sentences:

She walked briskly to the stove, placed two pieces of French toast on a plate and tapped a canister above them, powdered sugar **snowing down**.

"Just like you like it: super fluffy, slightly crispy..."

"...and lightly dusted," said Maria, already in position, armed with knife, fork, napkin and full glass of milk.

What does the author mean when she describes the powdered sugar as "**snowing down**"?

A. The powdered sugar was cold like falling snow.

B. The powdered sugar was wet like falling snow.

C. The powdered sugar smelled like falling snow.

D. The powdered sugar looked like snow as it fell.

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

_____, Maria is nervous about camp, but soon after she arrives, she becomes excited instead.

A. Finally

B. Initially

C. Especially

D. Although

8. What advice does Maria's mom give her before going to camp?

9. Maria is nervous about going to camp, but after she arrives at camp she becomes more excited than nervous. What causes Maria's feelings to change?

10. Based on the information in the story, will Maria likely have a good time at camp? Support your answer using details from the story.

The Meadowlands

by ReadWorks

The Meadowlands in New Jersey

When they described the swamp at the end of Schuyler Avenue, the adults in Sarah's life seemed confused. Whenever she asked about it, Sarah's dad would chuckle.

"You'd better stay away from the Meadowlands," her father said.

Sarah's sixth grade teacher, Mr. Morrison, said only parts of the Meadowlands are swamps. He explained to the class that the Meadowlands are precious wetlands, one of the last places near New York City where birds migrating from Florida could stop and rest.

"The Meadowlands once had a lot of garbage dumps, which polluted the water pretty badly," Mr. Morrison said. "But most of the dumps are closed now. And the habitat for wild birds is recovering."

From her yard in the winter, the Meadowlands was as her dad described: brown, dead-looking weeds with Doritos bags lying at the water's edge. By springtime, however, the reeds turned green and flowers grew along the shoreline.

So which one is it, Sarah wondered. Is the Meadowlands a big, ugly, dangerous swamp? Or is it a beautiful oasis of birds and flowers? Despite her dad's warnings to stay away, Sarah

wanted to see for herself. She went under the porch and dragged out her dad's old fiberglass canoe. She threw the paddle and an old pink life jacket into the boat and dragged it across the yard, down Schuyler Avenue to the edge of the swamp.

Whatever it was, she saw now, the Meadowlands was big. Sarah always thought of it as the swamp at the end of her street. Now she realized that the wetlands actually stretched to the north and south, and she couldn't see either end. Directly across the water, the skyscrapers of Manhattan seemed to line the opposite shore, even though they were actually twelve miles away.

Sarah could feel the fear in her throat. But she didn't want to drag the canoe back up the hill. She zipped the life vest up to her neck, pushed the boat into the water and jumped in.

Past the reeds, she found herself paddling in a shallow pond surrounded by muddy islands. She saw ducks, swallows, yellow flowers, purple flowers, white egrets. A blue heron, disturbed by the splashes of Sarah's paddle, jumped into the air, uncurled its long wings and flapped away.

"This is all so beautiful!" Sarah thought.

The canoe slowed down, as if caught by invisible hands. Sarah looked down and saw the boat was scraping along the muddy bottom. Clouds of brown mud rose to the surface with every paddle stroke, and inside each cloud little bubbles of gas burst when they hit the surface. It smelled like a combination of old paint and rotting food. Sarah nearly threw up.

Soon she was stuck. She tried paddling backward to free the canoe from the mud, but each stroke released an overwhelming gas smell. She started to cry.

Just then something heavy and dark crashed through the weeds in front of the canoe.

A hand pulled the reeds apart, and out poked the head of Sarah's dad.

"Sarah! What are you doing out here?" he called.

Sarah tried to explain, but all she could do was cry.

"Well, it's a good thing you dragged the canoe-you left a trail in the gravel a mile wide," her dad said. "Here, take this rope."

He threw a yellow plastic rope, and after a few tries, Sarah grabbed it. Her dad pulled, and the boat skidded over the mud to shore.

Sarah worried that her father would be furious. But when he offered his hand to help her out of the boat, he laughed.

"I did the same foolish thing when I was your age," he said. "Did I ever show you the otter den?"

Sarah wiped tears from her cheek and shook her head no.

"Well, c'mon. I'll show you," her dad said. "The swamps can be pretty disgusting, but there's some beautiful stuff in here. You just have to know where to look."

recover re · cov · er

Definition

verb

1. to return to a normal or healthy condition.

It took a few weeks for Jean to recover from her illness.

Advanced Definition

transitive verb

1. to get back or regain.

She recovered her lost wallet.

It took him months to recover his health after the illness.

2. to receive in compensation for loss.

We recovered damages from our insurance company after the fire.

3. to gain back the former condition of (oneself).

He fell as he walked across the stage, but he quickly recovered himself.

She fortunately recovered herself after she broke into laughter during the wedding.

4. to gain (some usable material) from garbage or refuse.

I recovered this great old picture frame that was being thrown out.

intransitive verb

1. to return to a normal condition or state, esp. of health.

She is slowly recovering from her illness.

Spanish cognate

recuperar: The Spanish word *recuperar* means recover.

These are some examples of how the word or forms of the word are used:

1. Fortunately, science is finding ways to help more people prevent or **recover** from brain diseases.

2. After Springer had **recovered**, scientists decided that they should return the orca to the ocean. Before releasing her, they attached a radio transmitter to Springer. The radio allows scientists to track her.

3. Archaeologists (the folks who study the past by **recovering** fossil remains, monuments, etc.) have found buttons from many ancient civilizations. The Indus Valley people used them, as did the ancient Egyptians and the ancient Chinese.

4. More than 1,300 people died in the storm, and many more lost their homes. Hurricane Katrina is the costliest natural disaster in American history. Relief and **recovery** costs from the storm are nearing $100 billion.

5. Most people agree that the wolf's **recovery** is good news. But some people worry that if the government takes the eastern wolf population off the endangered species list too soon, it won't be able to make a comeback in states such as Maine.

6. "Now," The Muskrat said, his rich voice sounding uncharacteristically shaky, "they don't quite know what this disease is, but it's real bad. It's very contagious, and people who get it don't have a lot of luck **recovering**. Now, doctors are trying to figure out a cure, but there's been no luck yet."

7. When banks closed, several people lost their entire life savings. By 1932, one out of every four Americans was unemployed. By 1933, the money value of the New York Stock Exchange was only one fifth of what it had been in 1929. The United States did not fully **recover** from the Great Depression until the beginning of World War II.

swamp swamp

Definition

noun

1. a low area of land that is covered with water.

Snakes and turtles often live in swamps.

Advanced Definition

noun

1. a wet lowland area that is usu. covered with water; marsh; bog.

transitive verb

1. to flood or cover with water or other liquid, (esp. a piece of land).
2. to burden or overcome; overwhelm.

We were swamped with new accounts.

3. to cause to sink or fill with water.

The speedboat swamped our dinghy.

intransitive verb

1. to become flooded with water or sink, as a boat.

These are some examples of how the word or forms of the word are used:

1. Don't let its name fool you. The orange-spotted snakehead is actually a fish. The colorful creature lives in ponds and **swamps**.
2. The Florida Everglades once covered 11,000 acres across the southern end of the state. Wetlands are an important ecosystem. For centuries, however, humans thought of wetlands as unhygienic **swamps**. Draining the Everglades was suggested in the late 19th century.
3. Scientists asked Congress for $20 billion to help protect the lakes. Experts say the money would be used to clean polluted harbors. Scientists also want to restore wetlands, such as marshes and **swamps**. Because wetlands hold moisture and prevent erosion, they could help the lakes heal themselves.
4. Netty and her mom looked out, almost expecting to see nests everywhere among the trees. After a few minutes of searching the branches together they still didn't see anything, though. All they saw were the trees themselves, growing higher than some city buildings out of a patch of **swampy** waters.

5. Where do you find matter in the Everglades? Everywhere. In the air above the grasses, for instance, matter is found in the form of carbon dioxide. Furthermore, in the **swampy** soil, matter is found in the form of water, nitrogen and other nutrients. When saw grass sprouts out of the soil, it relies on this raw matter found in the soil and the air.

6. Fossil fuels were formed over millions of years ago when the remains and fossils of prehistoric plants and animals sank to the bottom of **swamps** and oceans. These animal and plant remains were slowly covered and crushed by layers of rock, mud, sand, and water. The pressure of all those layers caused the plants and animals to break down and change into coal, oil and natural gas.

wetland

wet · land

Advanced Definition

noun

1. (often pl.) low-lying land saturated with moisture, such as a marsh or swamp.

These wetlands are home to many kinds of aquatic species, including alligators.

These are some examples of how the word or forms of the word are used:

1. When Tommy Owen, a tour guide in the Everglades National Park, saw the animal, he immediately went after it. Owen was giving a tour of Florida's famous national park **wetlands**.
2. The Florida Everglades once covered 11,000 acres across the southern end of the state. **Wetlands** are an important ecosystem. For centuries, however, humans thought of wetlands as unhygienic swamps. Draining the Everglades was suggested in the late 19th century.
3. Scientists asked Congress for $20 billion to help protect the lakes. Experts say the money would be used to clean polluted harbors. Scientists also want to restore **wetlands**, such as marshes and swamps. Because wetlands hold moisture and prevent erosion, they could help the lakes heal themselves.

Name: _____ **Date:** _____

1. The adults in Sarah's life seem confused about what?

A. New York City

B. garbage dumps

C. birds and wildlife

D. the Meadowlands

2. Sarah takes her dad's canoe to explore the Meadowlands. What motivates Sarah's actions?

A. She wants to know if the Meadowlands are an ugly swamp or a beautiful oasis.

B. She wants to prove that her dad is wrong about the danger of the Meadowlands.

C. She wants to study the Meadowlands to complete a class project.

D. She wants to show her dad that she is brave and adventurous by exploring on her own.

3. There are different, contrasting opinions about the Meadowlands. What evidence from the story best supports this statement?

A. Sarah doesn't know what the Meadowlands are really like, so she decides to go and see for herself.

B. The Meadowlands used to be polluted by garbage dumps, but now the Meadowlands are recovering.

C. Some say the Meadowlands are a dangerous swamp; other say they are a precious habitat for birds.

D. Sarah's father warns her not to go to the Meadowlands, but Sarah ignores his warnings and visits them anyway.

4. Based on the story, what can you conclude about the Meadowlands?

A. The Meadowlands are dangerous and should be left alone.

B. The Meadowlands can be both beautiful and disgusting.

C. The Meadowlands are always a beautiful and flowering oasis.

D. The Meadowlands are still too polluted for animals to live there.

5. What is this story mostly about?

A. Sarah goes to the Meadowlands, and her father gets mad at her.

B. Sarah discovers that the Meadowlands are dangerous and ugly.

C. Sarah asks her teacher about the history of the Meadowlands.

D. Sarah goes to the Meadowlands to learn more about them.

6. Read the following sentences: "'Well, the Meadowlands once had a lot of garbage dumps that polluted the water pretty badly. But most of the dumps are closed now. And the habitat for wild birds is **recovering**.'"

As used in this sentence, what does the word "**recovering**" most nearly mean?

A. getting better

B. getting smaller

C. getting older

D. getting sick

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

Sarah wants to see what the Meadowlands are like, ____ she takes her dad's canoe and paddles into the swamp.

A. soon

B. namely

C. so

D. but

8. According to Mr. Morrison, why are the Meadowlands precious?

9. Why does Sarah start to cry in the Meadowlands?

10. In the story, there are two different views of the Meadowlands: 1) the Meadowlands are a dangerous and ugly swamp, and 2) the Meadowlands are a beautiful and precious oasis. Which of these views (if any) accurately describes the Meadowlands? Support your answer using information from the story.

Fossils tell us about the plants and animals that lived long ago.

Week 1

How does something become a fossil?

Students learn that fossils are the remains of living things from millions of years ago. The word *fossil* comes from the Latin word "to dig up." Fossils are formed when a plant or an animal is quickly covered by sediment after death. Living things with hard remains, such as bones, shells, or wood, can become cast fossils. Remains that decay away entirely can leave their imprint behind on rocks. These are mold fossils. Another type of fossil comes from amber, which is fossilized tree resin. And there are also trace fossils, which are fossils of animal activity, such as burrows, footprints, and droppings.

Day One

Vocabulary: *decay, fossil, sediment*

Materials: modeling clay, small objects such as buttons and paper clips

Distribute page 69 and introduce the vocabulary words. Then have volunteers read the introduction aloud. Demonstrate how fossils form by covering several small objects with the modeling clay. Say: **Imagine that the modeling clay is sediment and these objects are the remains of plants and animals.** Have students surmise how the sediment protects the remains. (It protects them from weathering, other animals, etc.) Have students complete the activities, and then review the answers together.

Day Two

Vocabulary: *cast, minerals*

Materials: plastic building blocks, modeling clay

Distribute page 70 and introduce the vocabulary. Then have volunteers read the introduction aloud. Use the plastic building blocks to explain how casts are made. Arrange the blocks to make a basic shape and say: **Imagine that the blocks are a bone and the clay is minerals.** Remove one of the blocks and replace it with some modeling clay. Say: **As the original bone decays, minerals take its place.** Have students complete the activities. For the last question, remind students that worms have no hard parts.

Day Three

Vocabulary: *mold, trace fossil*

Distribute page 71 and introduce the vocabulary. Have volunteers read the introduction aloud. Then direct students to complete the activities. For the last question, remind students what a cast fossil is. Consider giving students a hint by reminding them that only hard things can become casts, while both hard and soft things can become molds.

Day Four

Vocabulary: *amber, resin*

Materials: amber or resin (optional)

Distribute page 72 and introduce the vocabulary. Have volunteers read the introduction aloud. Show students the amber or resin if you have them. Direct students to complete the activities. For the last question, refer students to the picture of the insect trapped in amber. Then review the answers together.

Day Five

Tell students they will review what they have learned about how fossils are made. Have them complete page 73. Go over the answers together.

Name _____

Daily Science

Big Idea 3

WEEK 1

Weekly Question

Day 2 How does something become a fossil?

When living things die, they are buried by sediment. Water, which contains **minerals**, seeps into the remains. Over many years, as more layers of sediment pile up, the weight causes the sediment to harden into rock. These hardened minerals create fossils.

Most fossils are formed when minerals replace the hard parts of a plant or an animal, such as wood or bones. This is called a **cast**.

Vocabulary

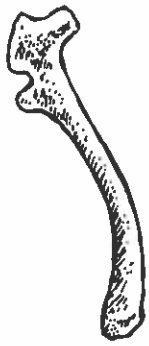
cast
a fossil made when minerals take the place of hard plant or animal parts

minerals
things found in nature that are not animal or plant

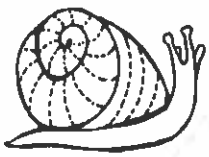
A. Which one of these is a cast? Circle it.

leaf

sand



dinosaur bone



snail

B. Answer each question.

1. What replaces the hard parts in plants and animals to create casts? _____

2. What do layers of sediment harden into over time? _____

3. Would a worm make a cast? Why or why not?

_____

Name _____

Daily Science
Big Idea 3
WEEK 1

Day 4

Weekly Question

How does something become a fossil?

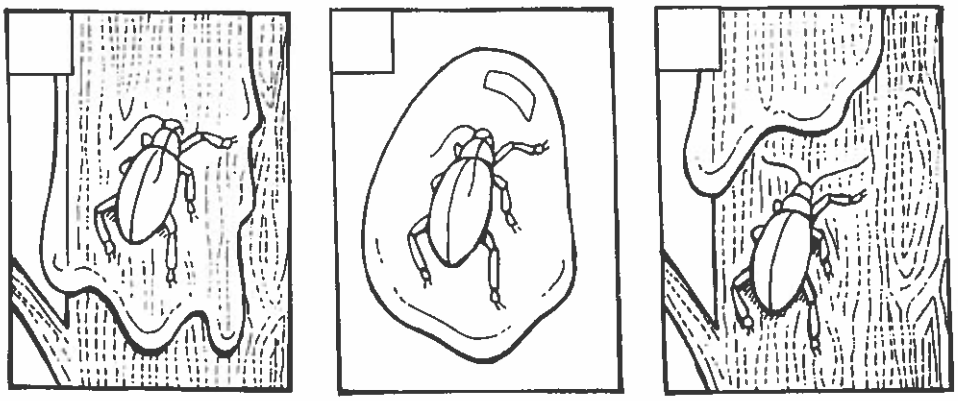
Imagine that it is 90 million years ago. A soft, sticky liquid called **resin** drips from a tree. A tiny insect lands on the tree trunk and becomes trapped in the resin. The insect dies, and more resin covers it so that the insect doesn't decay. Eventually the tree dies, falls into a swamp, and is covered by sediment. Millions of years pass. The resin has turned into a clear yellow fossil called **amber**. The tiny insect can still be seen inside!

Vocabulary

amber
a yellow or brownish-yellow fossil made from tree resin

resin
a soft, thick, sticky substance that flows from some trees

A. Number the pictures to show the order in which an amber fossil forms.



B. Write a vocabulary word to complete each sentence.

1. Resin pressed in sediment becomes _____.
2. Insects trapped in _____ may become fossils millions of years from now.

C. What is one thing an amber fossil can tell scientists that a trace fossil cannot?

_____

Week 2

Where is the best place to look for fossils?

Fossils tell us about the plants and animals that lived long ago.

Students learn that all fossils are found in sedimentary rocks, the most common type of rock found on Earth's surface. Fossils have been found on every continent, usually when rock is removed and exposes the fossil. This can happen naturally—through erosion, earthquakes, or weathering—or when people dig. Students will also learn about some different kinds of sedimentary rock (sandstone, limestone, and shale) and about different places on Earth that are good fossil sites.

Day One

Vocabulary: *preserve, sedimentary rock*

Materials: samples or pictures of sedimentary rock

Distribute page 75 and introduce the vocabulary. Remind students that one kind of sediment is sand. Ask: **Do you think that some kinds of sedimentary rock are made from sand?** (yes) Have volunteers read the introduction aloud. Show students pictures or samples of sedimentary rock. Be sure to point out the layers. Then have students answer the questions. Review the answers together.

Day Two

Vocabulary: *erodes, paleontologist*

Distribute page 76 and introduce the vocabulary. Have volunteers read the introduction aloud. Point out the pictures in activity A. Discuss some places where erosion occurs. (coastlines, riverbeds, etc.) Then invite students to guess where people dig and find fossils. (when building new buildings, farming, etc.) Have students complete the activities. Then review the answers together.

Day Three

Materials: samples or pictures of limestone, sandstone, and shale (optional)

Distribute page 77. Have volunteers read the introduction aloud. If you brought in samples or pictures of the different types of rocks, allow students to examine them. Then guide students through the chart. Explain that sea lilies are a type of ocean plant and that mollusks are underwater animals, such as clams and snails. Then have students answer the questions. Have volunteers share their answers for the last question.

Day Four

Distribute page 78. Have volunteers read the introduction aloud. Explain that some places on Earth experienced major events, such as massive floods, mudslides, or volcanic eruptions. Say: **These places became good locations for fossils because so many living things were buried so quickly.** Guide students through the chart and timeline before they complete the activities. Then review the answers together.

Day Five

Tell students they will review everything they have learned about fossils. Have students complete page 79. Go over the answers together.

Name _____

Daily Science
Big Idea 3
WEEK 2

Day 2

Weekly Question

Where is the best place to look for fossils?

Fossils are on every continent. They are actually easy to find because most of the rock we see is sedimentary rock. We find fossils when we dig up the rock or when the rock **erodes** and reveals buried layers.

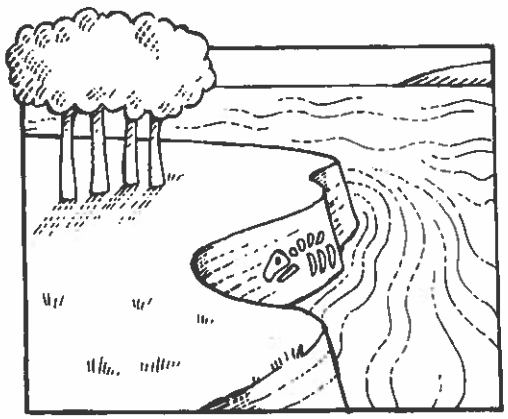
Scientists who study fossils are called **paleontologists**. When paleontologists find a fossil that they want to study, they use special tools to remove the layers of sedimentary rock from around the fossil. The paleontologists must be careful because fossils can be damaged easily.

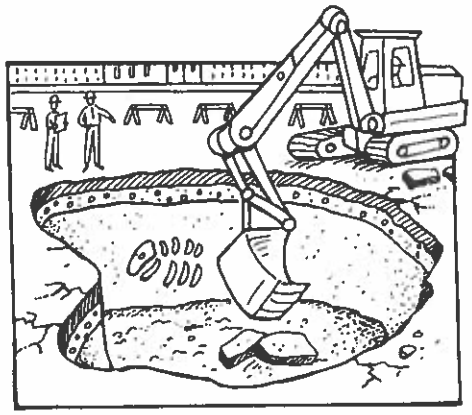
Vocabulary

erodes
wears away

paleontologist
a scientist who studies fossils

A. Circle the fossil in each picture. Write whether the picture shows **eroding** or **digging** to tell how the fossil was revealed.





_____ _____

B. Write **true** or **false**.

1. Fossils can be damaged easily. _____
2. Fossils are found in only some parts of the world. _____
3. A paleontologist mainly studies how rocks erode. _____

Name _____

Daily Science
Big Idea 3
WEEK 2

Day 4

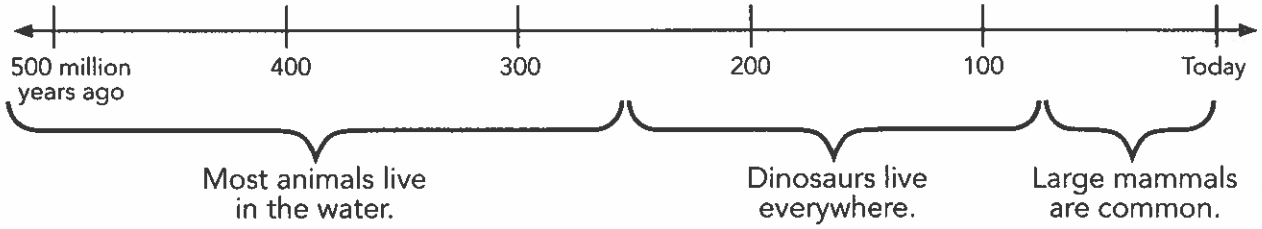
Weekly Question

Where is the best place to look for fossils?

Even though fossils exist everywhere, some places have many fossils clustered together. One place is called Burgess Shale. It is in Canada. Burgess Shale has fossils that are over 500 million years old. A lot of these are fossils of early marine animals.

A. The chart below tells about some other good places to find fossils. The timeline shows when animals at each site could have lived. Write the name of each site in the correct place above the timeline.

Site	Location	Types of Fossils
Pipe Creek Sinkhole	Swayzee, Indiana	early kinds of bears, fish, rodents, and a kind of rhinoceros
Dinosaur Cove	Victoria, Australia	dinosaurs, including one kind that probably lived in cold places
Falls of the Ohio Park	Clarksville, Indiana	marine animals, including early reptiles



B. Write **true** or **false**. Use the chart and timeline to help you.

1. The oldest fossils are found in Dinosaur Cove. _____
2. Dinosaurs are older than mammals. _____
3. Pipe Creek Sinkhole has the youngest fossils. _____

Week 3

How do scientists know how old a fossil is?

Students learn that the age of a fossil is determined by the layer of rock it is in. The layers above and below a rock help establish its relative age. Marker fossils are found in large numbers in certain layers. Scientists use marker fossils to determine the age of other kinds of fossils. Scientists know when dinosaurs became extinct because their fossils do not appear beyond a certain point in the fossil record.

Fossils tell us about the plants and animals that lived long ago.

Day One

Vocabulary: *fossil record*

Distribute page 81 and introduce the vocabulary word. Discuss different types of records that people keep. (e.g., medical records, reading records, scrapbooks, journals, etc.) Then say: **The fossil record is like nature's scrapbook—it shows us what has lived when and where on Earth.** Have volunteers read the introduction aloud. Then have students complete the activity. Review the answers together.

Day Two

Explain geological time by reviewing that Earth is billions of years old. This is such a large number that scientists have divided the time into smaller blocks, or periods, of time. Distribute page 82 and have volunteers read the introduction aloud. Guide students through the timeline on the page before having them complete the activity. For the oral activity, pair students or discuss as a group.

Day Three

Vocabulary: *marker fossil, trilobite*

Materials: sample or picture of a trilobite (optional)

Distribute page 83, introduce the vocabulary, and show students the trilobite fossil or picture if you have it. Then have volunteers read the introduction aloud. Ask students to think of plants or animals that live in great numbers on Earth today, such as ants, flies, grass, worms, etc. Say: **Some things that lived millions of years ago, such as trilobites, were just as common then as flies are today. Since there were so many of them, they had the best chance of becoming fossils. This makes them fairly common and easy to find, which is one reason scientists use them as marker fossils.** Then have students complete the activities.

Day Four

Distribute page 84 and have volunteers read the introduction aloud. Say: **Scientists work together to add to the fossil record. Whenever a scientist discovers a new fossil or new things about other kinds of fossils, the fossil record—and our understanding of Earth's history—becomes a little bit clearer.** Have students complete the activities.

Day Five

Tell students they will review everything they have learned about the ages of fossils. Have them complete page 85. Review the answers together.

Name _____

Daily Science

Big Idea 3

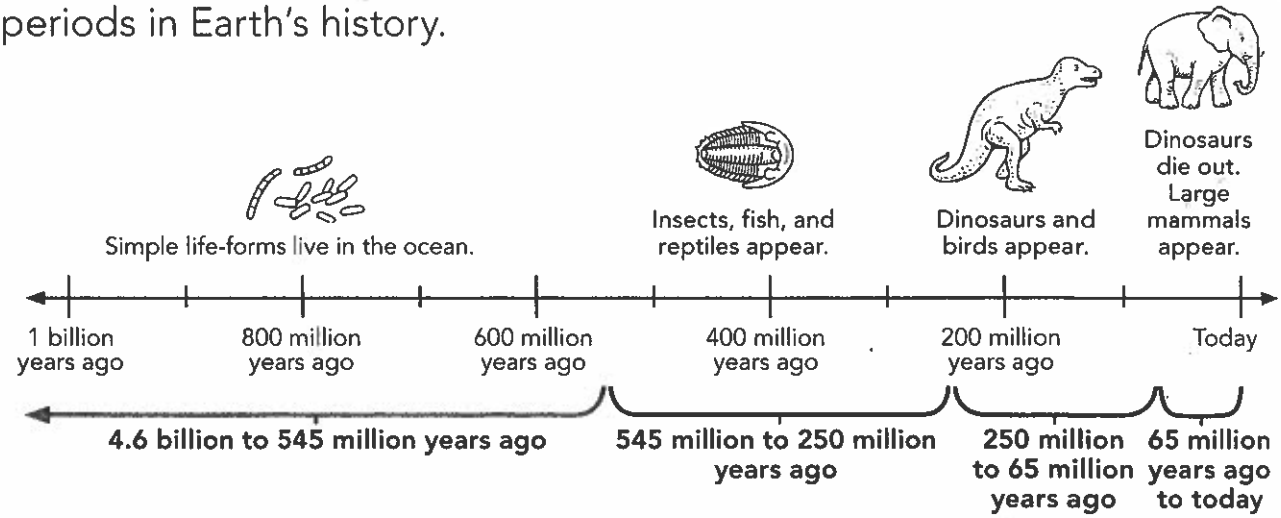
WEEK 3

Day 2

Weekly Question

How do scientists know how old a fossil is?

Scientists divide Earth's past into blocks of time. Each block of time, or period, is millions of years long. During each period, certain kinds of plants and animals lived. Not every plant or animal became a fossil, but enough did that scientists are able to draw conclusions about what lived during which period. The timeline below shows some of the periods in Earth's history.



Write **true** or **false**.

1. Reptile fossils are older than bird fossils. _____
2. Humans and dinosaurs lived during the same time. _____
3. The newest fossils are from ocean creatures. _____
4. Fish appeared on Earth after mammals did. _____

Talk

Which time period do you think scientists know more about, 500 million years ago or 65 million years ago? Why do you think that? Discuss it with your partner.

Name _____

Daily Science
Big Idea 3
WEEK 3

Day 4

Weekly Question

How do scientists know how old a fossil is?

Scientists study the fossil record to tell when different plants and animals lived. The fossil record also tells scientists when these plants and animals disappeared. For example, many different kinds of trilobites lived on Earth, but their fossils only appear in rocks that are more than about 250 million years old. This tells us that trilobites have been extinct for about 250 million years.

Dinosaur fossils are found only in rocks that are between 65 and 130 million years old. So we know that dinosaurs disappeared from Earth around 65 million years ago.

A. Answer the questions.

1. What can scientists learn by studying the fossil record?

_____

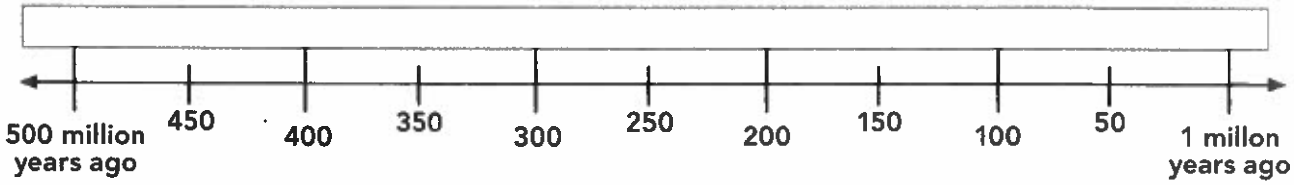
2. What kind of fossil could you find in a rock that is 100 million years old but not in a rock that is 50 million years old?

_____

3. If you found a rock with a dinosaur footprint in it, would you expect to find a trilobite fossil in the same rock? Why or why not?

_____

B. An ammonite (AM-uh-nite) was a tiny sea animal that lived between 65 million and 400 million years ago. Fill in the bar over the timeline to show when the ammonite lived.



Week 4

Why are fossils of ocean animals found on mountains today?

Fossils tell us about the plants and animals that lived long ago.

This week, students learn about why sea fossils are found in the mountains. Because Earth's surface is constantly in motion, the world looked very different hundreds of millions of years ago. The continents have been joined together several times over the past 4 billion years. As continents move together and drift apart, they create mountains and seas. Everything that is buried now travels with that continent.

Day One

Vocabulary: *crust, lava*

Materials: dough made from 1 cup flour, 1/2 cup salt, and 1 cup water

Prior to class, mix the dough and form a large ball. Place it in a well-ventilated area, as you want it to begin to dry and crack on the outside, while the center remains soft. Distribute page 87 and introduce the vocabulary. Have volunteers read aloud the introduction. Point out the picture and say: **Earth was a very different place 4 billion years ago. There were no plants or animals. Our planet was brand new.** Show students the ball of drying dough and let them examine it. Explain how Earth's crust cooled but the inside was still soft, like the ball of dough. Then have students complete the activities.

Day Two

Vocabulary: *faults, mantle*

Distribute page 88 and introduce the vocabulary. Have volunteers read the introduction aloud. Then point out the diagram and explain how Earth is divided into layers. Explain that the core is mostly liquid iron and is extremely hot. Have students complete the activity. For the oral activity, pair students or discuss the question as a class.

Day Three

Vocabulary: *collide, continents*

Distribute page 89 and introduce the vocabulary. Challenge students to name the seven continents. (Africa, Antarctica, Asia, Australia, Europe, North and South America) Then have volunteers read the introduction aloud. Guide students through the pictures in activity A. Have students number the sentences. Then have students complete activity B. Review the answers together.

Day Four

Distribute page 90. Have volunteers read aloud the introduction. Guide students through the maps in activity A and reiterate that Earth's continents are always moving. Explain that scientists believe that one day, millions of years from now, the continents will come back together again. Distribute crayons and point out what happened to Europe, Asia, and India in the two maps. Then have students complete the activities.

Day Five

Tell students they will review what they have learned about how mountains form. Have them complete page 91. Go over the answers together.

Name _____

Daily Science

Big Idea 3

WEEK 4

Day 2

Weekly Question

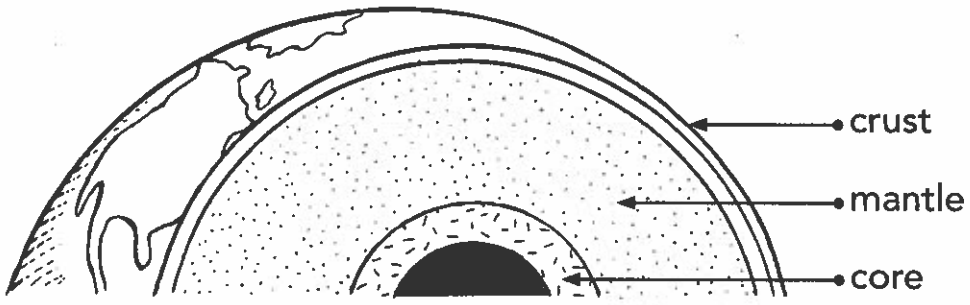
Why are fossils of ocean animals found on mountains today?

The ground beneath our feet is on the move! This movement is very slow, so we don't usually feel it unless we live along giant **faults**. People near faults feel the ground move during earthquakes. But scientists know that Earth's crust has always been moving. The crust is actually just a small part of the planet. Beneath the crust, Earth's hot, softer **mantle** moves, too. During the past 4 billion years, Earth's surface has moved a lot. That means any fossils buried in the crust at different times have also moved.

Vocabulary

faults
deep cracks in Earth's crust

mantle
the hot, softer rock beneath Earth's crust



Write **crust** or **mantle** to answer the questions.

1. Which layer of Earth do we live on? _____
2. Which layer of Earth is hotter? _____
3. Which layer of Earth has faults? _____
4. Which layer of Earth is thicker? _____

Talk

Do you think the crust would move more or less if the mantle were cool and hard? Discuss it with your partner.

Name _____

Daily Science
Big Idea 3
WEEK 4

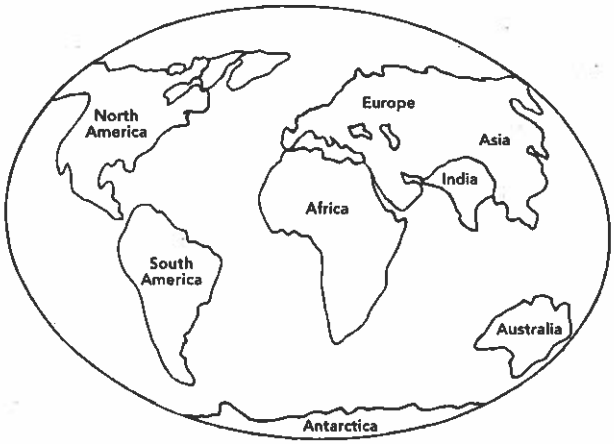
Day 4

Weekly Question

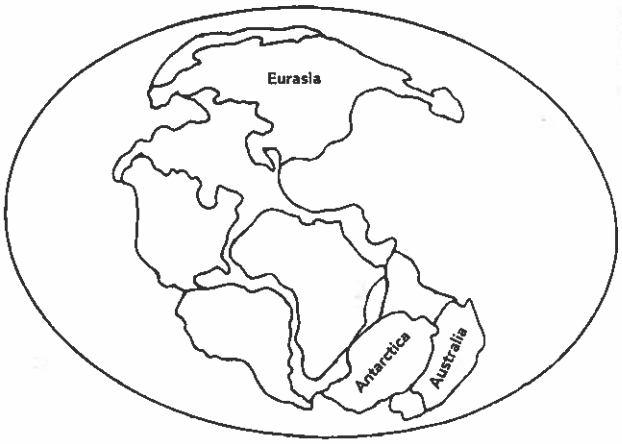
Why are fossils of ocean animals found on mountains today?

Scientists study fossils to learn how the continents have moved over time. For example, the same type of fern fossil has been found on every continent. This means that the continents must have been connected when that kind of fern was alive 250 million years ago. This giant landmass was called Pangaea (pan-JEE-uh).

A. Look at the map of Earth today. Color each continent a different color. Then find the matching continent shapes on Pangaea. Color them the same color.



The continents today



Pangaea 250 million years ago

B. Write **true** or **false**.

1. Earth has always looked the way it does now. _____
2. South America was once next to Africa. _____
3. Fossils can tell us what Earth looked like long ago. _____

Name _____

Daily Science
Big Idea 3
WEEK 5

Unit Review

Comprehension

Fossils and Earth's History

Fill in the bubble next to the correct answer.

1. Layers of mud or sand that become hard are called _____.

   Ⓐ sedimentary rock
   Ⓑ amber
   Ⓒ lava
   Ⓓ fossils

2. The layer of Earth where fossils are found is the _____.

   Ⓐ mantle
   Ⓑ core
   Ⓒ crust
   Ⓓ mountains

3. Earth's oldest fossils are from _____.

   Ⓐ early mammals
   Ⓑ ocean creatures
   Ⓒ dinosaurs
   Ⓓ birds

4. Mountains are formed when _____.

   Ⓐ water erodes rock
   Ⓑ sediment becomes rock
   Ⓒ fossils pile up
   Ⓓ continents collide

5. Cast fossils are made of _____.

   Ⓐ leaves
   Ⓑ minerals
   Ⓒ shells
   Ⓓ wood

6. Trilobites are examples of _____.

   Ⓐ amber
   Ⓑ marker fossils
   Ⓒ sedimentary rocks
   Ⓓ dinosaurs

Name _____

Daily Science
Big Idea 3
WEEK 5

Unit Review

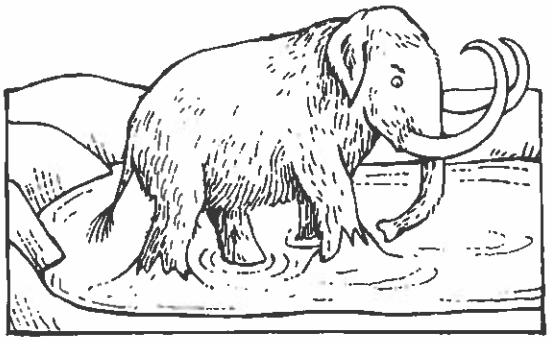
Visual Literacy

Stuck in Time

Scientists are digging up fossils even in the city of Los Angeles, California! The site is called the La Brea (lah BRAY-uh) Tar Pits. Scientists have found the bones of sabertooth cats and Columbian mammoths. These animals were trapped in the pits 30,000 years ago.

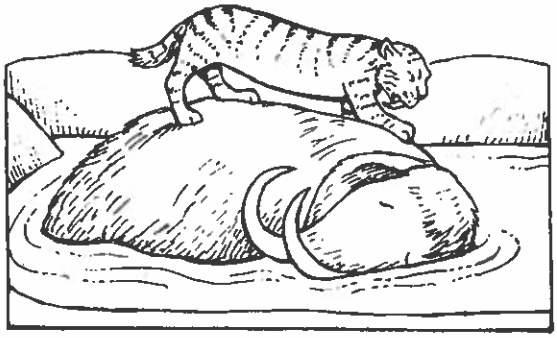
Write the letter of the caption that matches each picture.

1



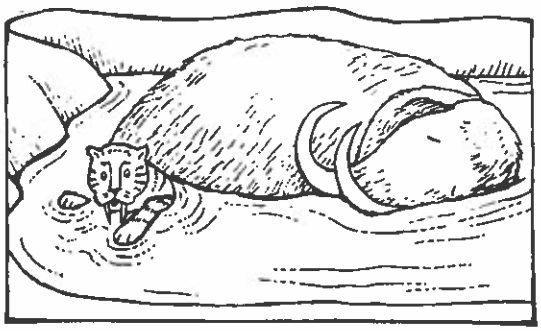
_____

2



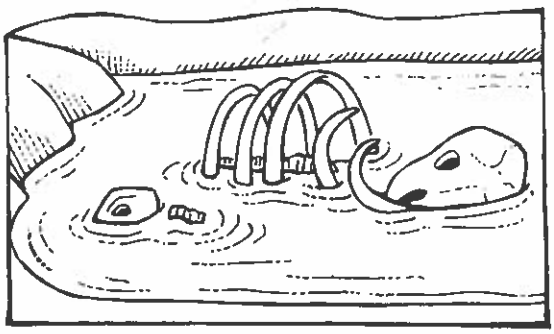
_____

3



_____

4



_____

a. A hungry sabertooth cat attacked the mammoth.

b. Over time, both animals were buried in the pit.

c. A mammoth wandered into a pool of sticky oil and sand.

d. The sabertooth cat was stuck, and died of hunger.

Name _____

Daily Review
1-1

1. Which of the following number sentences is true?

   Ⓐ $700 + 80 + 30 = 783$

   Ⓑ $7 + 8 + 3 = 783$

   Ⓒ $700 + 80 + 3 = 783$

   Ⓓ $700 + 8 + 3 = 783$

2. There are 16 students on a bus. At the next bus stop, 8 more students get on the bus. How many students are on the bus now?

   Ⓐ 24

   Ⓑ 25

   Ⓒ 26

   Ⓓ 27

3. Which comparison is false?

   Ⓐ $567 < 559$

   Ⓑ $432 > 356$

   Ⓒ $679 > 597$

   Ⓓ $255 < 261$

4. Justin has $75. He spends $35 on some shoes. How much money does he have left?

   Ⓐ $30

   Ⓑ $35

   Ⓒ $40

   Ⓓ $45

5. What number has 4 hundreds, 0 tens, and 0 ones?

   _____

6. Find the sum.

$$\begin{array}{r} 42 \\ +\ 36 \\ \hline \end{array}$$

7. Tom belongs to a book club. He receives the same number of books each month. How many books will he have received after 3 months?

Month	Number of Books Received
1	3
2	6
3	

   _____

8. Write 298 in word form.

   _____

   _____

9. Martha spends $15 on lunch. James spends $18 on lunch. How much money do they spend in all?

   _____

Name _____

Daily Review
1-3

1. What is the next number if Mike subtracts 10 from each number?

   70, 60, 50, 40, ...

   Ⓐ 80
   Ⓑ 70
   Ⓒ 50
   Ⓓ 30

2. Which is equal to 5 + 5 + 5 + 5?

   Ⓐ 3 × 5
   Ⓑ 4 × 5
   Ⓒ 5 × 3
   Ⓓ 5 × 5

3. One football team scored 49 points. The other team scored 21 points. How many more points did the winning team score?

   Ⓐ 23 more points
   Ⓑ 26 more points
   Ⓒ 28 more points
   Ⓓ 20 more points

4. Dexter makes an array with 24 bottle caps. Which multiplication facts could describe Dexter's array? Select all that apply.

   ☐ 3 × 8
   ☐ 4 × 6
   ☐ 4 × 8
   ☐ 6 × 4
   ☐ 8 × 3

5. A scientist counted 41 monkeys in one forest. She counted 49 monkeys in a different forest. How many monkeys did she count in all?

   _____

6. Andy did 43 sit-ups. Harley did 57 sit-ups. How many more sit-ups did Harley do than Andy?

   _____

7. Duane has the coins shown below in his pocket. What is the total value of Duane's coins?

   _____

8. Find the sum.

   $$\begin{array}{r} 34 \\ 28 \\ +\ 11 \\ \hline \end{array}$$

9. Write 763 in expanded form.

   _____

Name _____

Daily Review
1-6

1. About how long is a school desk?
   - Ⓐ about 1 centimeter
   - Ⓑ about 1 inch
   - Ⓒ about 1 foot
   - Ⓓ about 1 meter

2. What is the value of the 9 in 439?
   - Ⓐ 9,000
   - Ⓑ 900
   - Ⓒ 90
   - Ⓓ 9

3. Rob had 67 trading cards before he gave 11 to his sister. He then bought 22 more trading cards. How many trading cards does Rob have now?
   - Ⓐ 100 cards
   - Ⓑ 89 cards
   - Ⓒ 78 cards
   - Ⓓ 34 cards

4. Which of the following statements are true? Select all that apply.
   - ☐ $876 > 876$
   - ☐ $492 < 499$
   - ☐ $201 > 202$
   - ☐ $551 > 515$
   - ☐ $381 > 383$

5. Marcus buys 6 boxes of 5 crayons each. He writes the multiplication equation below. Which addition equation can also represent this situation?

   $6 \times 5 = 30$

6. Rosaline and Victor each have 12 action figures. Rosaline puts her action figures into 4 equal groups. Victor puts his action figures into 3 equal groups. Who has more action figures in each group? Explain.

7. Draw a number line to compare skip counting by 2s five times, and skip counting by 5s two times. How are they alike?

Name _____

Daily Review
5-2

1. There are 18 volunteers to clean the park. They want to divide into equal teams to complete the work. Which could **NOT** be the number of volunteers in each team?

   Ⓐ 9 volunteers
   Ⓑ 6 volunteers
   Ⓒ 5 volunteers
   Ⓓ 3 volunteers

2. Janis uses 16 counters in an array. How many rows and columns are in her array?

   Ⓐ 10 rows, 6 columns
   Ⓑ 8 rows, 8 columns
   Ⓒ 4 rows, 4 columns
   Ⓓ 1 row, 6 columns

3. Randy has 9 shelves of books. Each shelf has 8 books. How many books does Randy have on his shelves?

   Ⓐ 17
   Ⓑ 72
   Ⓒ 82
   Ⓓ 98

4. Crystal writes these equations to solve a problem.

   $32 - 8 = 24$ $16 - 8 = 8$
   $24 - 8 = 16$ $8 - 8 = 0$

   Which could be the original problem Crystal is trying to solve?

   Ⓐ $32 \div 8 = ?$
   Ⓑ $32 - 8 = ?$
   Ⓒ $16 + 16 = ?$
   Ⓓ $8 \times 2 = ?$

5. Lauren spends 9 hours practicing music each week. She will spend 9 weeks practicing for the next concert. How many hours will Lauren practice for the concert?

6. A shop has 9 bicycles (2 wheels), and 7 tricycles (3 wheels) on the showroom floor. How many wheels are there in all? Show your work.

7. Show how to use the Distributive Property to break apart one of the factors and solve the equation as two simpler problems.

   $3 \times 7 = ?$

8. Show how to use the Commutative and Associative Properties to find the product.

   $3 \times 9 \times 2$

Name _____

5-4

1. Which number makes the equation true?

$28 = 4 \times ?$

Ⓐ 6
Ⓑ 7
Ⓒ 8
Ⓓ 9

2. Choose the greatest product.

Ⓐ 2×5
Ⓑ 3×2
Ⓒ 4×1
Ⓓ 7×0

3. Which statement is always false?

Ⓐ An even number times an even number has an even product.
Ⓑ An even number times an odd number has an even product.
Ⓒ An odd number times an odd number has an even product.
Ⓓ An odd number times an even number has an even product.

4. Luisa buys 3 packages of tomatoes. Each package contains 4 tomatoes. Which expressions represent 3 packages of 4 tomatoes? Select all that apply.

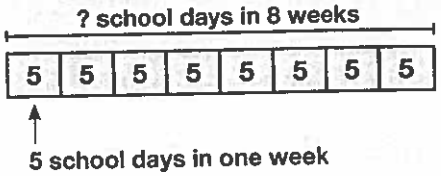
☐ $3 + 3 + 3$
☐ $4 + 4 + 4$
☐ $3 + 4$
☐ 3×4
☐ $2 \times 3 \times 4$

5. What number makes both equations true?

$63 \div 7 =$ _____

$7 \times$ _____ $= 63$

6. There are 5 school days in each week. How many school days are in 8 weeks?



7. Explain how to find $3 \times 5 \times 2$.

8. A group of 9 students want to share 72 trading cards equally. How many trading cards should each student get? Show your work.

Name _____

Daily Review
5-6

1. Timothy breaks a large array into two smaller arrays. One array is 2×6 and the other is 3×6. What size is the original array?

   Ⓐ 5×6
   Ⓑ 6×6
   Ⓒ 5×12
   Ⓓ 6×12

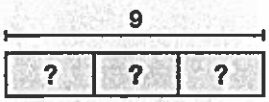
2. Which equations are true? Select all that apply.

   ☐ $0 \div 6 = 6$
   ☐ $3 \div 3 = 1$
   ☐ $8 \div 1 = 1$
   ☐ $9 \div 0 = 0$
   ☐ $0 \div 5 = 0$

3. Two friends divide a bowl of grapes into 2 equal groups. There is one grape left in the bowl. What was the original number of grapes?

   Ⓐ 14 Ⓒ 25
   Ⓑ 22 Ⓓ 30

4. Which equation is represented by the bar diagram?



   Ⓐ $3 \times 9 = ?$
   Ⓑ $? \div 3 = 9$
   Ⓒ $9 \div ? = 3$
   Ⓓ $3 \div ? = 9$

5. A page has 4 rows of 5 stamps. Draw an array to show the total number of stamps on the page. How many stamps are on the page?

6. Pedro has 28 books. He puts an equal number of books into each of 4 boxes. Write and solve an equation to find how many books he puts in each box.

7. Explain how you can use the Distributive Property to solve 9×4.

8. Peter jogs 2 miles every day. Dalia jogs 3 miles every day. How many miles does Peter jog in one week?

Name _____

Daily Review
1-1

1. Which of the following number sentences is true?

   Ⓐ $700 + 80 + 30 = 783$

   Ⓑ $7 + 8 + 3 = 783$

   Ⓒ $700 + 80 + 3 = 783$

   Ⓓ $700 + 8 + 3 = 783$

2. There are 16 students on a bus. At the next bus stop, 8 more students get on the bus. How many students are on the bus now?

   Ⓐ 24

   Ⓑ 25

   Ⓒ 26

   Ⓓ 27

3. Which comparison is false?

   Ⓐ $567 < 559$

   Ⓑ $432 > 356$

   Ⓒ $679 > 597$

   Ⓓ $255 < 261$

4. Justin has $75. He spends $35 on some shoes. How much money does he have left?

   Ⓐ $30

   Ⓑ $35

   Ⓒ $40

   Ⓓ $45

5. What number has 4 hundreds, 0 tens, and 0 ones?

   _____

6. Find the sum.

$$\begin{array}{r} 42 \\ +\ 36 \\ \hline \end{array}$$

7. Tom belongs to a book club. He receives the same number of books each month. How many books will he have received after 3 months?

Month	Number of Books Received
1	3
2	6
3	

   _____

8. Write 298 in word form.

   _____

   _____

9. Martha spends $15 on lunch. James spends $18 on lunch. How much money do they spend in all?

   _____

1. Isabelle scored 32 points and Brandy scored 49 points in the same game. How many points did Isabelle and Brandy score in all?

   Ⓐ 17

   Ⓑ 71

   Ⓒ 81

   Ⓓ 101

2. Joylin is subtracting 43 from 97. She adds 4 + 43 before subtracting. What will she need to do?

   Ⓐ Subtract 4 from the difference.

   Ⓑ Add 4 to the difference.

   Ⓒ Just find the difference.

   Ⓓ Subtract 2 from the difference.

3. What number makes the comparison true?

   298 < _____

   Ⓐ 299

   Ⓑ 298

   Ⓒ 289

   Ⓓ 288

4. What is the expanded form of 506?

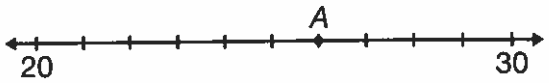
   Ⓐ 50 + 6

   Ⓑ 5 + 6

   Ⓒ 500 + 6

   Ⓓ 50 + 60

5. What number does point *A* represent on the number line below?



_____

6. Find the value of the missing number.

   65 = _____ + 5

7. Tamara scored 28 points on Monday, 18 points on Tuesday, and 20 points on Wednesday. How many points did she score in all?

_____

8. Traffic control counted the number of cars that passed through an intersection each day over a holiday weekend. Write the number of cars that passed on Saturday if there were 10 more cars on Saturday than on Friday.

Day	Number of Cars
Friday	73
Saturday	?
Sunday	70

_____

Name _____

Daily Review
1-3

1. What is the next number if Mike subtracts 10 from each number?

70, 60, 50, 40, ...

Ⓐ 80
Ⓑ 70
Ⓒ 50
Ⓓ 30

2. Which is equal to 5 + 5 + 5 + 5?

Ⓐ 3 × 5
Ⓑ 4 × 5
Ⓒ 5 × 3
Ⓓ 5 × 5

3. One football team scored 49 points. The other team scored 21 points. How many more points did the winning team score?

Ⓐ 23 more points
Ⓑ 26 more points
Ⓒ 28 more points
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4. Dexter makes an array with 24 bottle caps. Which multiplication facts could describe Dexter's array? Select all that apply.

☐ 3 × 8
☐ 4 × 6
☐ 4 × 8
☐ 6 × 4
☐ 8 × 3

5. A scientist counted 41 monkeys in one forest. She counted 49 monkeys in a different forest. How many monkeys did she count in all?

_____

6. Andy did 43 sit-ups. Harley did 57 sit-ups. How many more sit-ups did Harley do than Andy?

_____

7. Duane has the coins shown below in his pocket. What is the total value of Duane's coins?

_____

8. Find the sum.

$$\begin{array}{r} 34 \\ 28 \\ +\ 11 \\ \hline \end{array}$$

9. Write 763 in expanded form.

_____

Name _____

Daily Review
1-5

1. Three friends want to share 9 marbles equally. How many marbles will each friend get?

   Ⓐ 2
   Ⓑ 3
   Ⓒ 4
   Ⓓ 5

2. What are the next three numbers in the pattern below?

   65, 70, 75, 80, ____, ____, ____

   Ⓐ 85 90 95
   Ⓑ 90 100 110
   Ⓒ 75 70 65
   Ⓓ 90 95 100

3. What is the value of the 6 in 625?

   Ⓐ 6,000
   Ⓑ 600
   Ⓒ 60
   Ⓓ 6

4. Leila has 12 fish. Bryant has 5 fish. Which equation can be used to find how many fewer fish Bryant has than Leila?

   Ⓐ $12 + 5 = 17$
   Ⓑ $5 + 12 = 17$
   Ⓒ $12 - 5 = 7$
   Ⓓ $7 - 5 = 2$

5. Ben has 8 rows of math problems to answer. Each row has 5 problems. How many problems does Ben have to answer?

   _____

6. Find the sum.

$$\begin{array}{r} 57 \\ +\ 26 \\ \hline \end{array}$$

7. Luisa wants to find 3×5. What other fact could she use to solve?

   _____

8. Jayden sells 420 tickets. Michelle sells 424 tickets. Who sells more tickets? Write a comparison to justify your answer.

   _____

   _____

9. Write 975 in expanded form and in word form.

   _____

   _____

   _____

Name _____

Daily Review
1-6

1. About how long is a school desk?

Ⓐ about 1 centimeter
Ⓑ about 1 inch
Ⓒ about 1 foot
Ⓓ about 1 meter

2. What is the value of the 9 in 439?

Ⓐ 9,000
Ⓑ 900
Ⓒ 90
Ⓓ 9

3. Rob had 67 trading cards before he gave 11 to his sister. He then bought 22 more trading cards. How many trading cards does Rob have now?

Ⓐ 100 cards
Ⓑ 89 cards
Ⓒ 78 cards
Ⓓ 34 cards

4. Which of the following statements are true? Select all that apply.

☐ $876 > 876$
☐ $492 < 499$
☐ $201 > 202$
☐ $551 > 515$
☐ $381 > 383$

5. Marcus buys 6 boxes of 5 crayons each. He writes the multiplication equation below. Which addition equation can also represent this situation?

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6. Rosaline and Victor each have 12 action figures. Rosaline puts her action figures into 4 equal groups. Victor puts his action figures into 3 equal groups. Who has more action figures in each group? Explain.

7. Draw a number line to compare skip counting by 2s five times, and skip counting by 5s two times. How are they alike?

Name _____

Daily Review
5-1

1. Each sweater has 6 buttons. How many buttons are on 4 sweaters?

   Ⓐ 10 buttons
   Ⓑ 12 buttons
   Ⓒ 18 buttons
   Ⓓ 24 buttons

2. In the past 3 months, the Electronic Experts store sold 6 tablets each month. How many total tablets did the store sell?

   Ⓐ 18 tablets
   Ⓑ 9 tablets
   Ⓒ 6 tablets
   Ⓓ 3 tablets

3. Georgia made $63 mowing 7 lawns. She was paid the same amount for each lawn. How much money did Georgia make for mowing each lawn?

   Ⓐ $3
   Ⓑ $6
   Ⓒ $7
   Ⓓ $9

4. Which statement is **NOT** true?

   Ⓐ The product of two even numbers is an even number.
   Ⓑ The product of an even number and an odd number is an even number.
   Ⓒ The product of two odd numbers is an odd number.
   Ⓓ The product of an odd number and an even number is an odd number.

5. Draw an array of 12 circles. Write a multiplication and a division equation to describe the array.

6. Daniel and Tyrus agree that the number 5 makes these equations true. Daniel says all of the equations are in the same fact family. Tyrus says they are not in the same fact family. Who is correct? Why?

   $30 \div ? = 6$ $8 \times ? = 40$

   $45 \div 9 = ?$ $2 \times ? = 10$

7. A gift pack contains 8 model cars. Rita and James buy 6 gift packs for their cousins. How many model cars do Rita and James buy? Write and solve an equation.

8. Angelica has 72 strawberries to share with her family. Each family member gets 9 strawberries. How many members are in Angelica's family? Write two equations to find the answer.

Name _____

Daily Review
5-2

1. There are 18 volunteers to clean the park. They want to divide into equal teams to complete the work. Which could **NOT** be the number of volunteers in each team?

   Ⓐ 9 volunteers
   Ⓑ 6 volunteers
   Ⓒ 5 volunteers
   Ⓓ 3 volunteers

2. Janis uses 16 counters in an array. How many rows and columns are in her array?

   Ⓐ 10 rows, 6 columns
   Ⓑ 8 rows, 8 columns
   Ⓒ 4 rows, 4 columns
   Ⓓ 1 row, 6 columns

3. Randy has 9 shelves of books. Each shelf has 8 books. How many books does Randy have on his shelves?

   Ⓐ 17
   Ⓑ 72
   Ⓒ 82
   Ⓓ 98

4. Crystal writes these equations to solve a problem.

   $32 - 8 = 24$
   $24 - 8 = 16$
   $16 - 8 = 8$
   $8 - 8 = 0$

   Which could be the original problem Crystal is trying to solve?

   Ⓐ $32 \div 8 = ?$
   Ⓑ $32 - 8 = ?$
   Ⓒ $16 + 16 = ?$
   Ⓓ $8 \times 2 = ?$

5. Lauren spends 9 hours practicing music each week. She will spend 9 weeks practicing for the next concert. How many hours will Lauren practice for the concert?

6. A shop has 9 bicycles (2 wheels), and 7 tricycles (3 wheels) on the showroom floor. How many wheels are there in all? Show your work.

7. Show how to use the Distributive Property to break apart one of the factors and solve the equation as two simpler problems.

   $3 \times 7 = ?$

8. Show how to use the Commutative and Associative Properties to find the product.

   $3 \times 9 \times 2$

Name _____

Daily Review
5-3

1. Mr. Robertson drove 56 miles in 7 days. If he drove the same number of miles each day, how many miles did Mr. Robertson drive each day?

   Ⓐ 9 miles
   Ⓑ 8 miles
   Ⓒ 7 miles
   Ⓓ 6 miles

2. Each roller coaster car holds 4 riders. One roller coaster holds 28 riders when full. How many roller coaster cars are there?

   Ⓐ 4 cars
   Ⓑ 6 cars
   Ⓒ 7 cars
   Ⓓ 8 cars

3. Three salesmen sell 2 books each. Each book costs $9. What is the total cost of the books?

   Ⓐ $18
   Ⓑ $27
   Ⓒ $45
   Ⓓ $54

4. Which number will make this equation true?

   $4 \times 8 \times 2 = 8 \times ? \times 2$

   Ⓐ 2
   Ⓑ 4
   Ⓒ 8
   Ⓓ 16

5. Write the missing factors and products in the table.

×	□	6
3	24	
□		42

6. Use the Distributive Property to find 7×9. Show your work.

7. Use the Commutative Property of Multiplication to find $3 \times 7 \times 2$. Explain your reasoning.

Name _____

Daily Review 5-4

1. Which number makes the equation true?

$28 = 4 \times ?$

Ⓐ 6
Ⓑ 7
Ⓒ 8
Ⓓ 9

2. Choose the greatest product.

Ⓐ 2×5
Ⓑ 3×2
Ⓒ 4×1
Ⓓ 7×0

3. Which statement is always false?

Ⓐ An even number times an even number has an even product.
Ⓑ An even number times an odd number has an even product.
Ⓒ An odd number times an odd number has an even product.
Ⓓ An odd number times an even number has an even product.

4. Luisa buys 3 packages of tomatoes. Each package contains 4 tomatoes. Which expressions represent 3 packages of 4 tomatoes? Select all that apply.

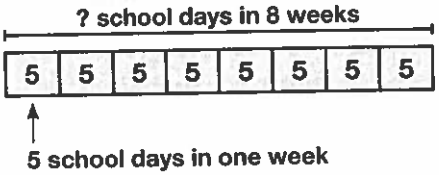
☐ $3 + 3 + 3$
☐ $4 + 4 + 4$
☐ $3 + 4$
☐ 3×4
☐ $2 \times 3 \times 4$

5. What number makes both equations true?

$63 \div 7 =$ _____

$7 \times$ _____ $= 63$

6. There are 5 school days in each week. How many school days are in 8 weeks?



7. Explain how to find $3 \times 5 \times 2$.

8. A group of 9 students want to share 72 trading cards equally. How many trading cards should each student get? Show your work.

Name _____

Daily Review
5-5

1. Which shows the product of 8 and 4?

   Ⓐ $8 + 4 = 12$

   Ⓑ $8 - 4 = 4$

   Ⓒ $8 \times 4 = 32$

   Ⓓ $8 \div 4 = 2$

2. Which is **NOT** in the fact family for 3, 4, and 12?

   Ⓐ $4 \div 12 = 3$

   Ⓑ $4 \times 3 = 12$

   Ⓒ $12 \div 4 = 3$

   Ⓓ $12 \div 3 = 4$

3. Which equation is true?

   Ⓐ $4 \times 2 = 4 \div 2$

   Ⓑ $4 \times 2 \times 8 = 6 \times 8$

   Ⓒ $6 \div 2 = 6 \div 3$

   Ⓓ $6 \times 5 \times 5 = 30 \times 5$

4. Tomas has 36 paper airplanes to give to his friends. How many friends can share the paper airplanes equally with no paper airplanes left over?

   Ⓐ 9 friends

   Ⓑ 8 friends

   Ⓒ 7 friends

   Ⓓ 5 friends

5. What number makes the multiplication equation true?

   $9 \times 7 = 63$

   $7 \times 9 =$ _____

6. Mr. Gifford's class borrows 18 books from the library. The books are placed in equal stacks on a table. There is more than 1 stack and more than 1 book in each stack. List the different ways the books can be stacked.

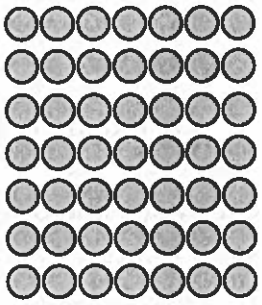
   _____

   _____

   _____

   _____

7. Divide the array into two smaller groups. Then write two equations to find the total counters in the array.



   _____

   _____

   _____

Name _____

Daily Review
5-6

1. Timothy breaks a large array into two smaller arrays. One array is 2×6 and the other is 3×6. What size is the original array?

   Ⓐ 5×6
   Ⓑ 6×6
   Ⓒ 5×12
   Ⓓ 6×12

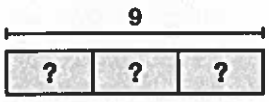
2. Which equations are true? Select all that apply.

   ☐ $0 \div 6 = 6$
   ☐ $3 \div 3 = 1$
   ☐ $8 \div 1 = 1$
   ☐ $9 \div 0 = 0$
   ☐ $0 \div 5 = 0$

3. Two friends divide a bowl of grapes into 2 equal groups. There is one grape left in the bowl. What was the original number of grapes?

   Ⓐ 14
   Ⓑ 22
   Ⓒ 25
   Ⓓ 30

4. Which equation is represented by the bar diagram?



   Ⓐ $3 \times 9 = ?$
   Ⓑ $? \div 3 = 9$
   Ⓒ $9 \div ? = 3$
   Ⓓ $3 \div ? = 9$

5. A page has 4 rows of 5 stamps. Draw an array to show the total number of stamps on the page. How many stamps are on the page?

6. Pedro has 28 books. He puts an equal number of books into each of 4 boxes. Write and solve an equation to find how many books he puts in each box.

7. Explain how you can use the Distributive Property to solve 9×4.

8. Peter jogs 2 miles every day. Dalia jogs 3 miles every day. How many miles does Peter jog in one week?