scientific inquiry

Mikel Delgado gives a squirrel a nut to see where the critter will store it.

Nutty Behavior

How do squirrels organize the nuts they find?

SQUIRRELS ARE BUSY LITTLE CREATURES. You've probably seen them scampering up trees and hopping across lawns. The rodents are most active in the fall, collecting nuts to eat over the winter.

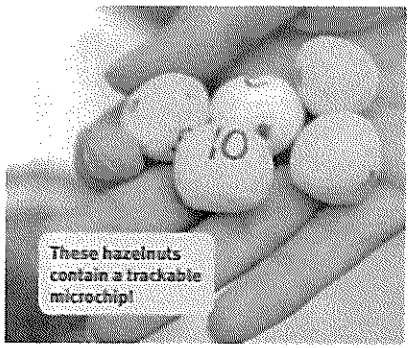
Squirrels bury their nuts in the ground. That keeps them hidden from other animals that might eat them. But squirrels have to remember where the nuts are buried so they can recover them later. "It's an interesting problem," says Mikel Delgado. She's an animal behavior expert at the University of California, Davis.

Mikel Delgado

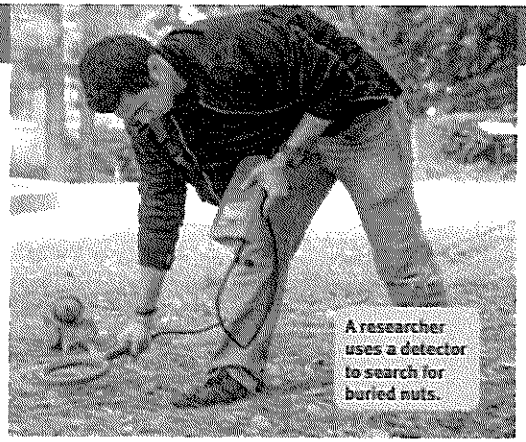
Delgado wanted to know if there's any **pattern** in the way squirrels bury their nuts. She set out to investigate the question.

Going Nuts

Delgado and a team of researchers gave 45 wild squirrels in Berkeley, California, four kinds of nuts: almonds, hazelnuts, pecans, and walnuts.



These hazelnuts contain a trackable microchip!



A researcher uses a detector to search for buried nuts.

The team then watched the squirrels to see where they buried the nuts. They used a handheld **GPS** tracker—a device that uses satellites to track objects on Earth—to record each nut's location. The team used that data to make a map showing where each nut was buried.

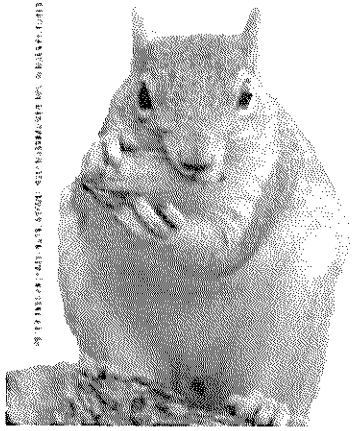
Keeping Track

Delgado found that squirrels didn't just bury nuts randomly. They hid them in different spots depending on what type they were. For example, squirrels put almonds in one place and walnuts in another. Delgado thinks the behavior might help squirrels remember where to find their meals.

In a related study, Delgado set out to learn what happened to the nuts over time. She gave squirrels nuts containing microchips. (Hungry squirrels could eat the nut around the chip.) Delgado's team used a detector to track the buried nuts. She found that squirrels often move nuts from place to place. She's not sure why.

"Animals do so many cool things that we don't realize," Delgado says.

—Alexa Kurzius



Investigate It!

Think about how Mikel Delgado followed the steps of scientific inquiry. Then answer the questions.

1. What question did Delgado want to answer?

2. How did Delgado and her team collect data about their question?

3. What pattern did Delgado notice in her data?

4. What does Delgado think her findings suggest about squirrels' behavior?

BEST FRIENDS

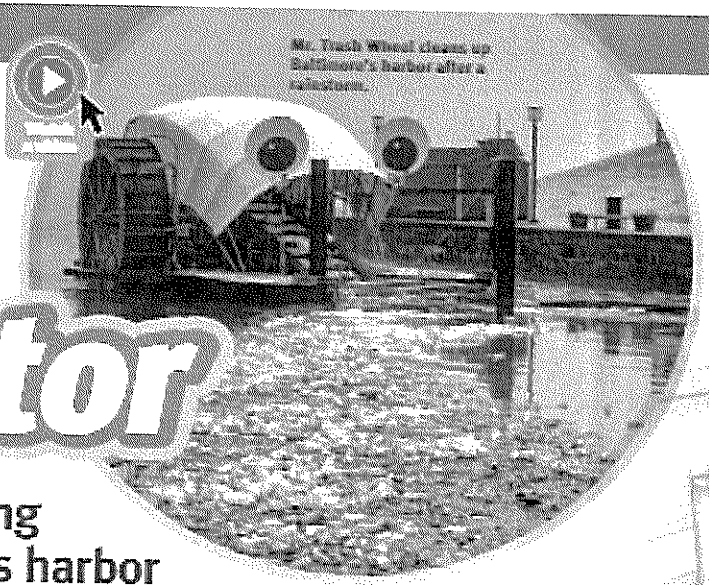
Question time!

- How did their friendship start?
- Where do you think they met?
- Why have they become such close friends?
- What do you think the girl has taught the giraffe?
- What has she been preparing him for?
- Where do you think she is leading him?
- How do you think they are both feeling?

Sick sentences!
These sentences are 'sick' and need help to get better. Can you help?! The girl led the giraffe He was brown and yellow He had long legs. They felt sad.

Perfect picture!
Think about where the girl is leading the giraffe. Can you draw where he will end up?

Trash Collector



Mr. Trash Wheel cleans up Baltimore's harbor after a collection.

Meet the litter-gobbling machine in Baltimore's harbor

SOMETHING WAS BOTHERING John Kellett. Every day for 20 years, he had walked across a bridge on his way to work as an engineer in Baltimore, Maryland. And every day, he saw trash littering the river below. That trash was harming local wildlife. Kellett wanted to help, but he didn't know what to do.

Then inspiration struck! Kellett came up with an idea for a solution: a trash collecting machine powered by the river's **current**. As the water wheel spun, it would scoop up the trash flowing toward the ocean.

Today, Kellett's invention is hard at work in Baltimore's harbor. Since it was installed in 2014, the device, known as Mr. Trash Wheel, has collected more than 680,000 kilograms (1.5 million pounds) of trash. Here's how Kellett turned his idea into a reality.

Test Wheel

Kellett started by making a **prototype**, or test version, of his invention. He had to get permission from local officials to install the test wheel alongside a dock.

The prototype consisted of a water wheel attached to a conveyor belt. As water turned the wheel, it also moved the belt. The conveyor belt carried the trash out of the water and into a large trash bin. When the current was weak, **solar panels** used the sun's energy to power the belt *(see How the Wheel Works, page 15)*.

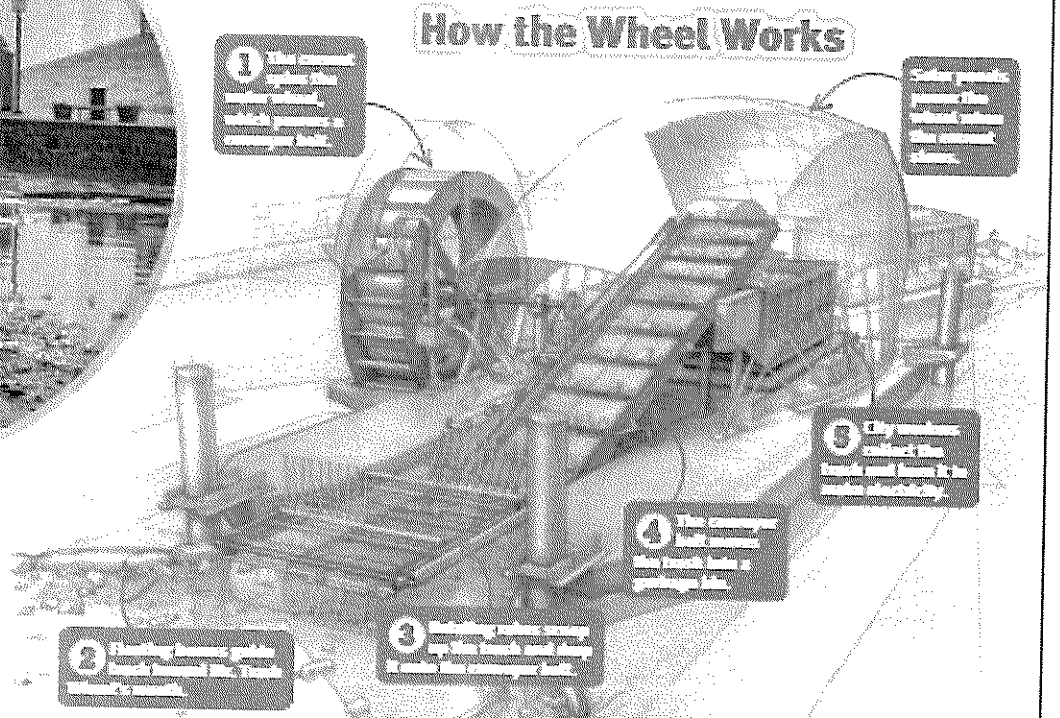
Soon after the wheel was in place, people began to notice the river was looking cleaner. The wheel was doing its job!

There was just one problem. The harbor had much more trash than anyone expected. The wheel was not big enough to handle it all. "The concept worked well," says Kellett, "but we realized we needed something bigger, stronger, and faster."

Eye-Opener

Kellett teamed up with the Baltimore Waterfront Partnership (BWP), a group that works to improve the harbor. BWP helped Kellett raise the money to build a second version of the wheel. This larger version had a 4-meter (14-foot) diameter.

Baltimore locals quickly embraced the trash wheel. But staff at the BWP wanted to spread the word even further.



So in 2015, they attached googly eyes to the device and gave it a silly name: Mr. Trash Wheel. The machine became a hit on social media! Its popularity has brought attention to the need to clean up the world's waterways.

Since then, two more wheels — Professor Trash Wheel and Captain Trash Wheel — have joined the cleanup effort. Kellett is currently working to set up similar garbage-collecting devices in other communities.

Jennifer Barone

Investigate It!

Think about how John Kellett and his partners at the BWP used the engineering design process to build Mr. Trash Wheel. Use that information to answer the questions.

1. What problem did Kellett set out to solve?

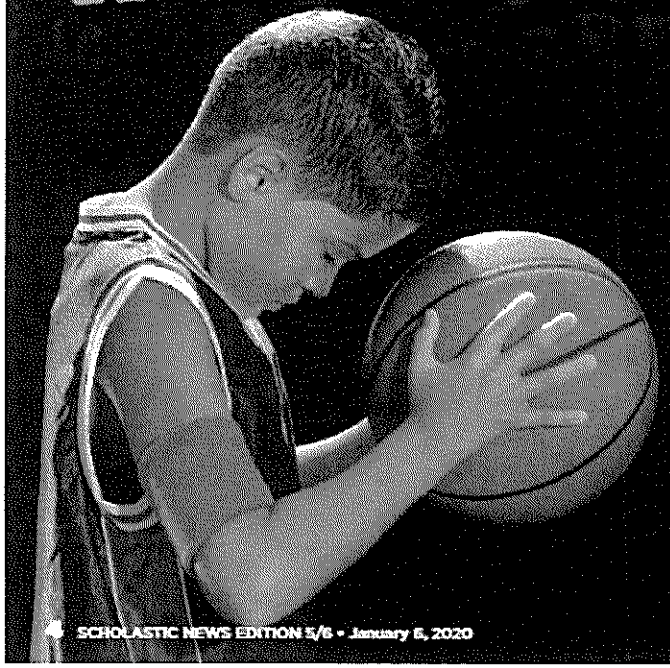
2. What constraints did the BWP help Kellett overcome?

3. What did Kellett learn from testing his prototype?

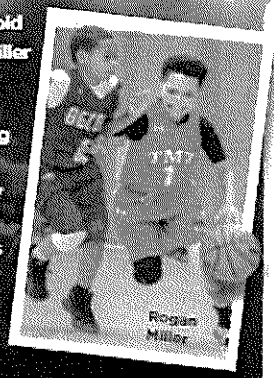
4. How did Kellett and the BWP improve the wheel?

BIG DEBATE

ARE YOUTH SPORTS TOO INTENSE?



Ten-year-old Rogan Miller spends nearly all of his free time playing basketball. Just about every day after school, Rogan practices at the gym near his home in Oklahoma City, Oklahoma. He spends hours shooting three-pointers, working on his defense, and copying the moves of his favorite professional players. On weekends, he sometimes travels hours to compete in tournaments and plays as many as five games. One website lists Rogan as the 24th-best basketball player in the U.S. among fifth-graders.



"I know one day if I keep practicing," says Rogan, "I can make it to the NBA."

Rogan is one of countless young athletes across the U.S. who dream of one day going pro. Many kids train and compete year-round in sports such as soccer, gymnastics, and tennis.

However, not everyone thinks all that intense competition is a good idea. Some people say it puts too much pressure on kids and takes the fun out of playing.

Here are two views about youth sports.

YES! Sports should be about having fun.

Youth sports can seem like a full-time job for many kids. Weekends and school breaks often revolve around traveling to faraway tournaments. That can mean giving up time with friends and family. Being so focused on one sport forces many young athletes to give up their hobbies and leaves them with little time to explore other interests.

Also, training to become a star athlete can be expensive. Parents pay for their kids to join top travel teams and hire personal coaches. Many people worry that kids and their parents are setting unrealistic goals. The chances of playing a sport professionally are extremely slim.

Many young athletes end up pushing themselves too hard and get injured. Others burn out from all the pressure. In fact, 7 out of 10 kids who play organized sports quit by age 13, according to the National Alliance for Youth Sports.

"When playing sports becomes a job or an **obligation**, kids lose interest," says Mark Hyman, a professor at George Washington University who has written three books about youth sports.

BY THE NUMBERS

Only 1 out of every 1,300 high school athletes make it to the pros.

— Serena Williams

3 years old
age when she began playing tennis

14 years old
age at which she turned pro

$92.5 million*
her career earnings to date

*Source: Women's Tennis Association

Serena Williams as a kid

NO! There's nothing wrong with working hard to reach your goals.

Many people argue that playing sports is similar to playing piano, chess, or anything else: To be your best, you must practice. They point out that top athletes like Serena Williams began serious training at a young age. Many kids know that facing the best competition often requires traveling to tournaments. They say it's also a great way to bond with teammates and meet kids from other states.

In addition, a lot of parents say they'd rather see their kids playing sports than spending their free time on their phones or playing video games. They say as long as kids are having fun and not being pushed too hard, where's the harm?

"I love the game," Rogan says. "It doesn't feel like work."

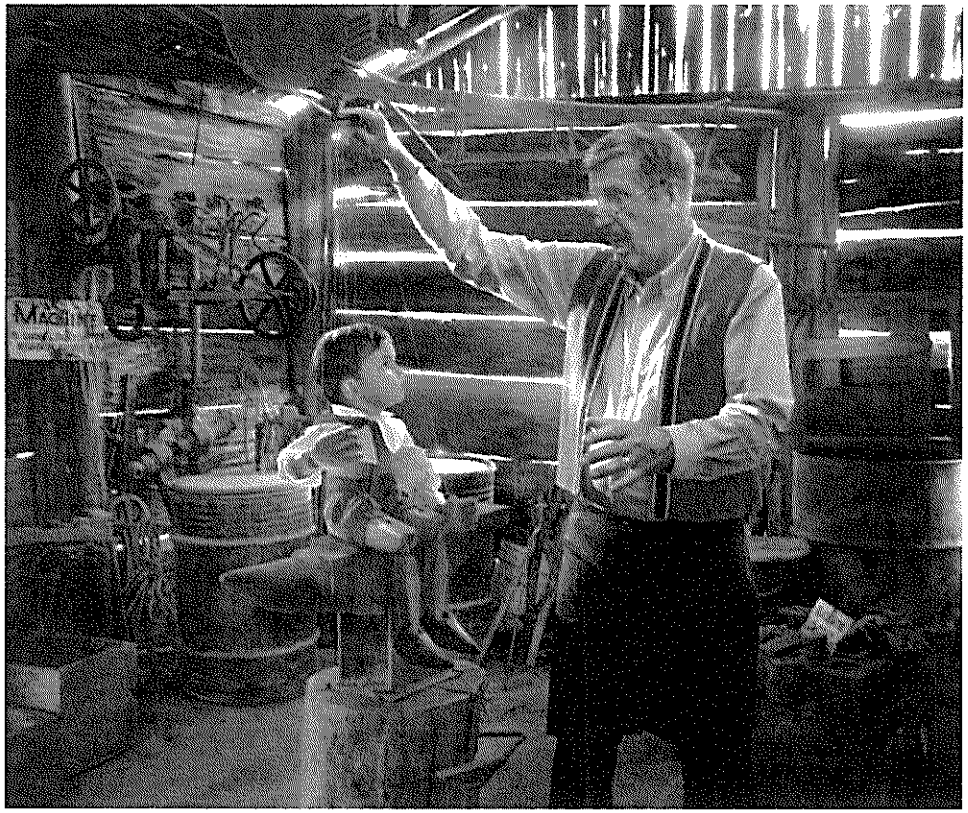
Plus, kids who are serious about sports learn the importance of hard work and determination, which can help them succeed as adults—and not just in sports.

—by Joe Buhar

WORDS TO KNOW

professional *adjective.* related to being paid to do something others do for fun, such as playing sports

obligation *noun.* a duty; something a person feels he or she must do



Question time!

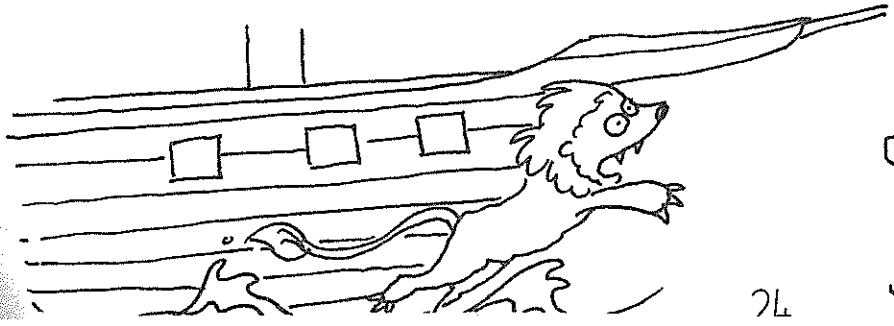
- What has Geppetto created?
- Why is he so surprised?
- What is the puppet's name?
- What do you think Geppetto will do next?
- Do you think he has made anything magical before?
- Can you make a list of all the things the woodcarver would normally make?
- Do you have anything that has been carved out of wood in your house?
- If you could carve something to come alive, what would it be?

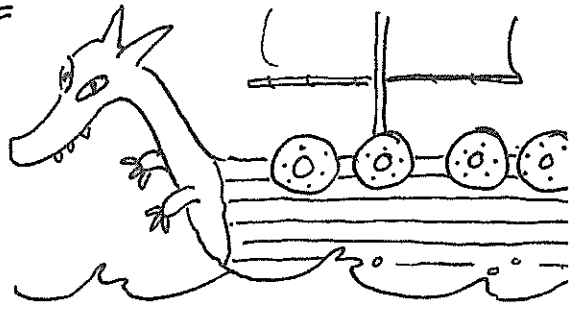
Sick sentences!	**Perfect picture!**
These sentences are 'sick' and need help to get better. Can you help? The man was amazed. The puppet looked at him. It was made out of wood. Its face moved.	The puppet is about to realise that it can move without being controlled by a human hand. Can you draw what it will do next?

Entries

Trace and copy.

Figureheads on sailing ships were common in ancient times. They were attached to the front of the ship. They were often in the shape of mermaids, dragons or lions.





Trace and copy.

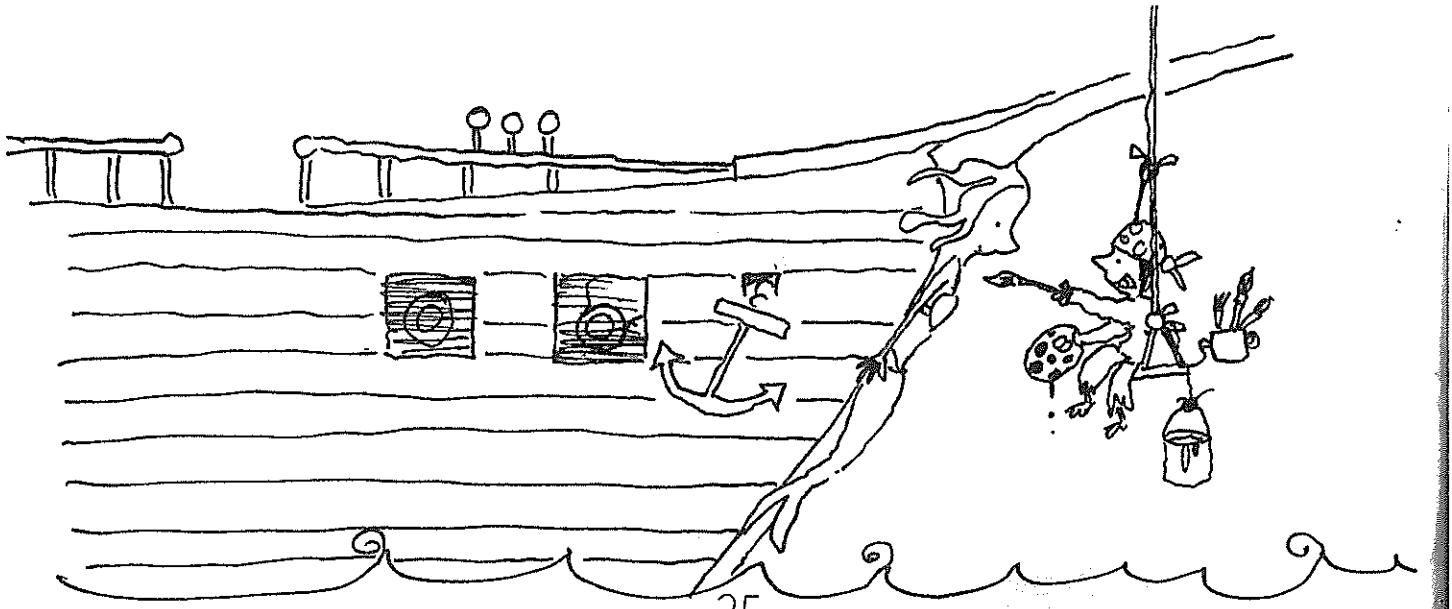
Figureheads were often carved

from wood, then painted.

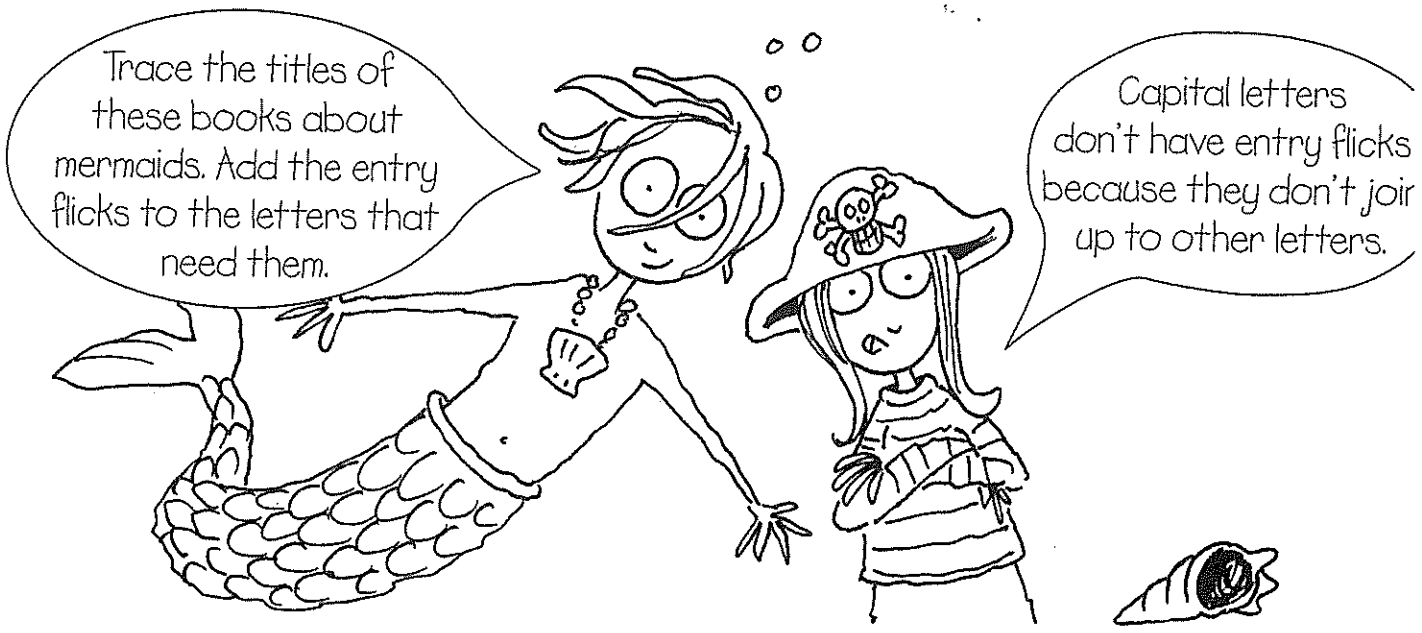
Some even had gold on them.

They were thought to bring

good luck or ward off evil.



Capitals and entries



"The Little Mermaid" by Hans Christian Andersen

"The Merman" by Dick King-Smith

"Aquamarine" by Alice Hoffman

"Deep Trouble" Goosebumps No. 14 by R. L. Stine

"A Treasury of Mermaids: Mermaid Tales from Around the World" by Shirley Climo

PODCAST response

Name:_____ Date:_____

Podcast title:_____

3 FACTS

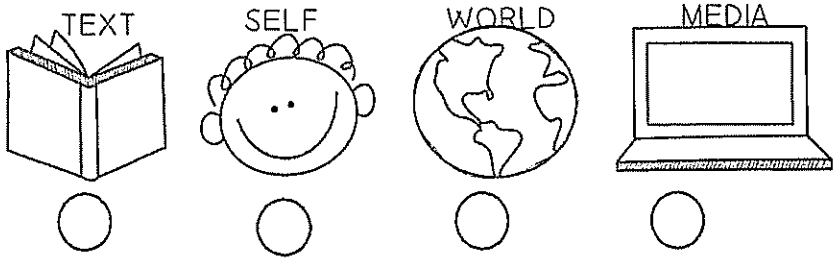
Just the facts!
Remember, this is NOT an opinion

1 _____

2 _____

3 _____

CONNECT



Bubble in which connection you are making. Explain on the lines below

_____

_____

_____

_____

AHA! MOMENT

What is ONE thing that stuck with you or blew you away?

_____

_____

_____

_____

RATE ME!

PODCAST response

Name:_____ Date:_____

Podcast title:_____

3 FACTS

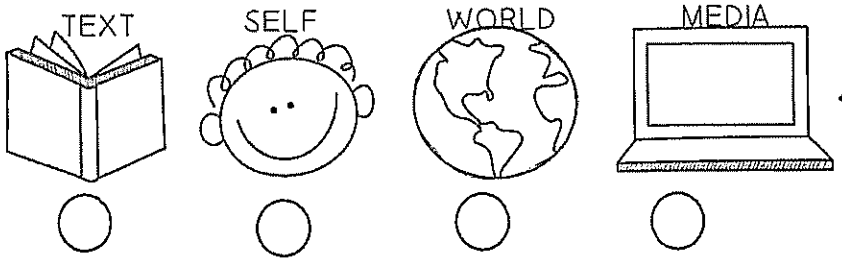
Just the facts!
Remember, this is NOT an opinion

1 _____

2 _____

3 _____

CONNECT



Bubble in which connection you are making. Explain on the lines below

_____

_____

_____

_____

AHA! MOMENT

What is ONE thing that stuck with you or blew you away?

_____

_____

_____

_____

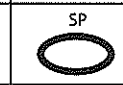
RATE ME!

Great Barrier Reef - Editing

Add editing marks to text. There are 20 errors.

The great barrier reef is the worlds lagest coral reef It is close too the coast of queensland australia. it is made up of nerly 3000 coral reefs and over 600 islands, streching over 2600 km long. It is so big, it can be scene from space!

The Great Barrier Reef is the largest structure maid by living things. because of it's enviromental significance, its has been listed as a important World Heritage Site by UNESCO.

Editing Marks:	
Capital letter	
End punctuation	
Insert a word	
Change to lower case	
Take something out	
Check spelling	
New paragraph	

Re-write the text correctly:

Dreaming - Editing

Add editing marks to text. There are 20 errors.

dreams are storys and pictures our brain's create when we are asleep Most dreams happen when we deeply asleep and our eyes begin to moove around quickly under our eyelids. This is called rapid Eye Movement!

Some dreams are just you're mind playing with thorts and images from life. other dreams are an oppertunity for you to make sense of your life dream experts also agree that recurring dreams (dreams that you keep having over and over propably have some sort of special meaning,

Although everbody dreams (including Animals), we will forget 90% them.

Editing Marks:	
Capital letter	≡
End punctuation	⊙ ! ?
Insert a word	ʎ
Change to lower case	/ l.c.
Take something out	⌀
Check spelling	SP ⬭
New paragraph	¶

Re-write the text correctly:

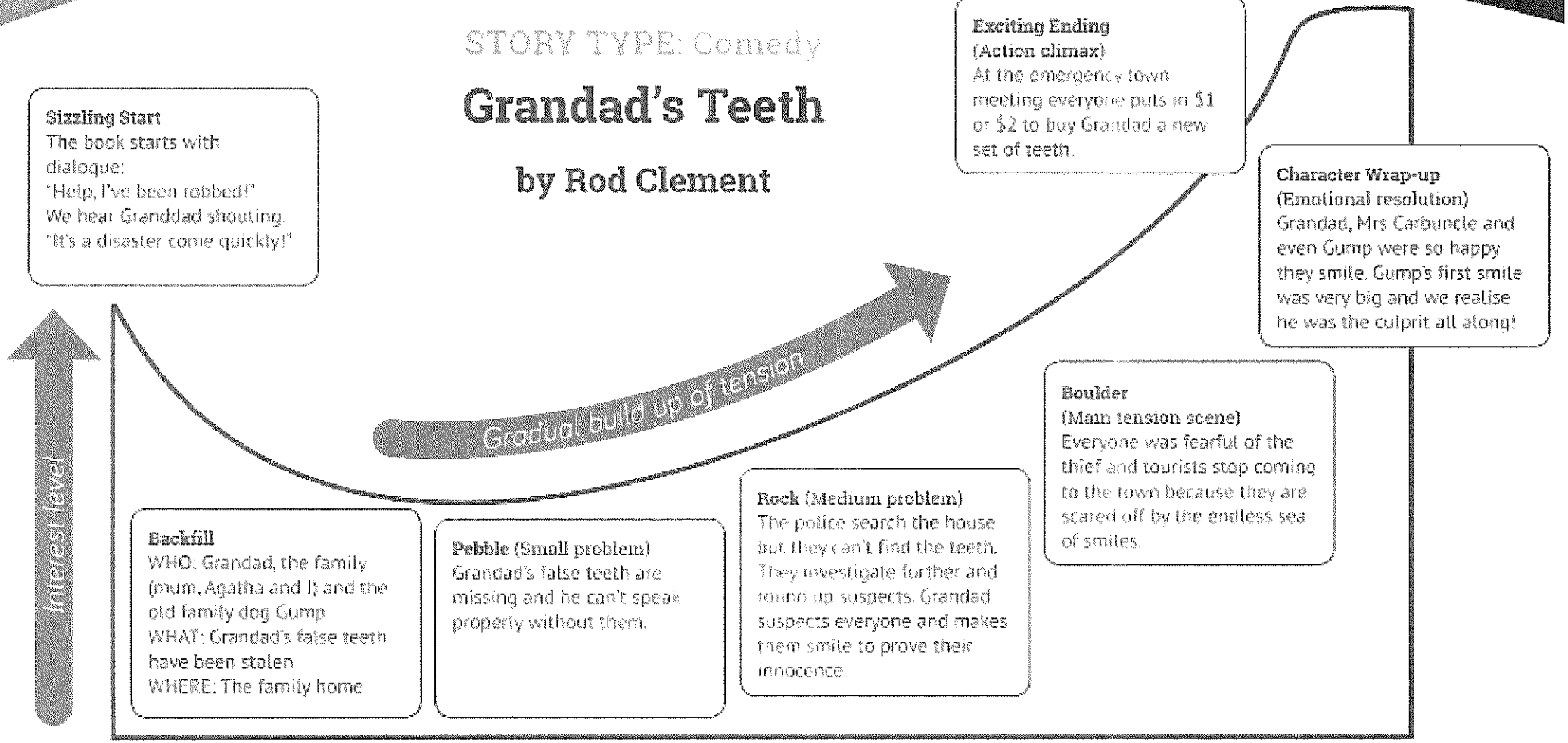
seven steps TO WRITING SUCCESS

Story Graphs

STORY TYPE: Comedy

Grandad's Teeth

by Rod Clement



Sizzling Start
The book starts with dialogue:
"Help, I've been robbed!"
We hear Granddad shouting "It's a disaster come quickly!"

Backfill
WHO: Grandad, the family (mum, Agatha and I) and the old family dog Gump
WHAT: Grandad's false teeth have been stolen
WHERE: The family home

Pebble (Small problem)
Grandad's false teeth are missing and he can't speak properly without them.

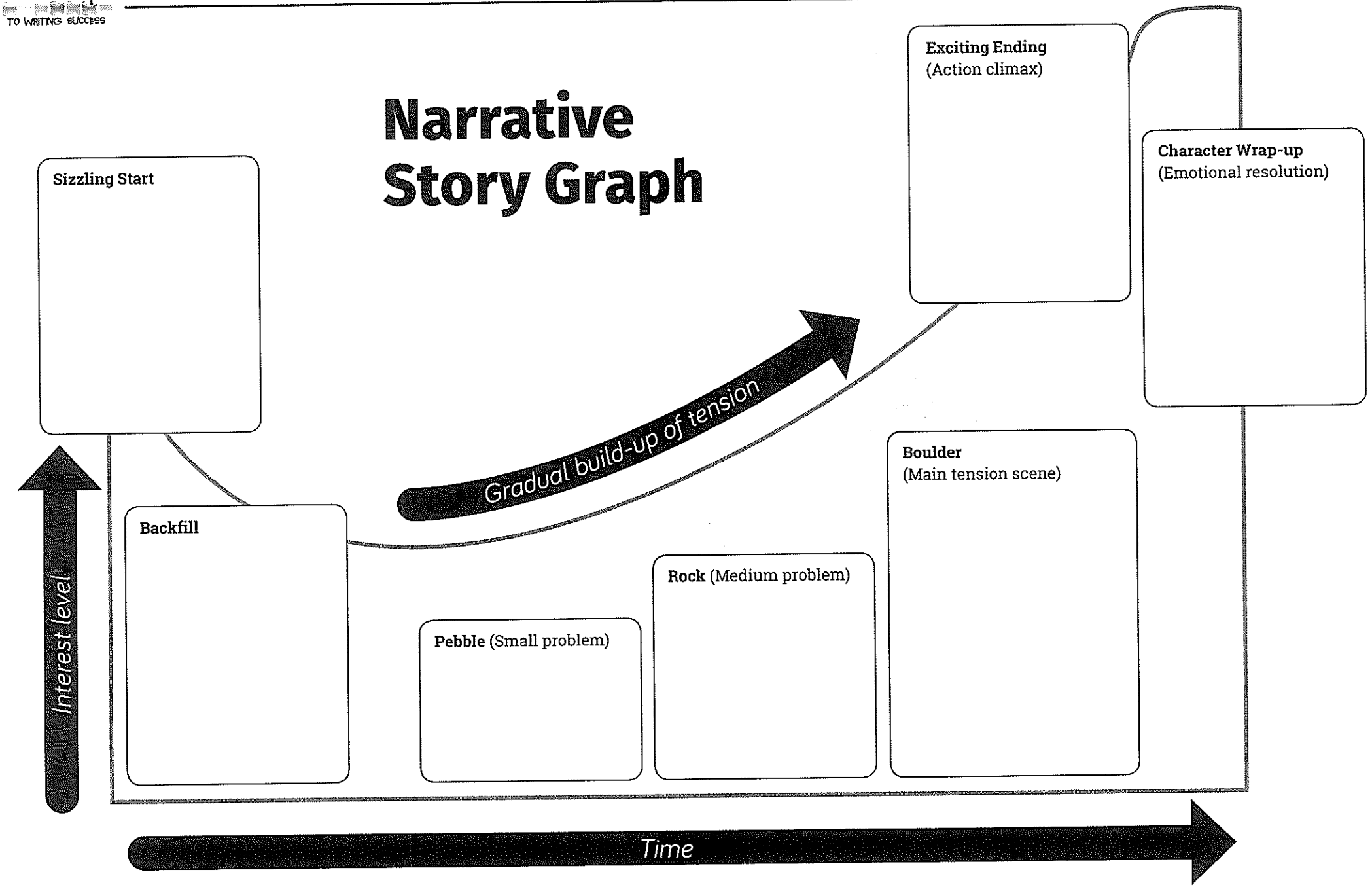
Rock (Medium problem)
The police search the house but they can't find the teeth. They investigate further and round up suspects. Grandad suspects everyone and makes them smile to prove their innocence.

Boulder
(Main tension scene)
Everyone was fearful of the thief and tourists stop coming to the town because they are scared off by the endless sea of smiles.

Character Wrap-up
(Emotional resolution)
Grandad, Mrs Carbuncle and even Gump were so happy they smile. Gump's first smile was very big and we realise he was the culprit all along!

Exciting Ending
(Action climax)
At the emergency town meeting everyone puts in $1 or $2 to buy Grandad a new set of teeth.

Narrative Story Graph

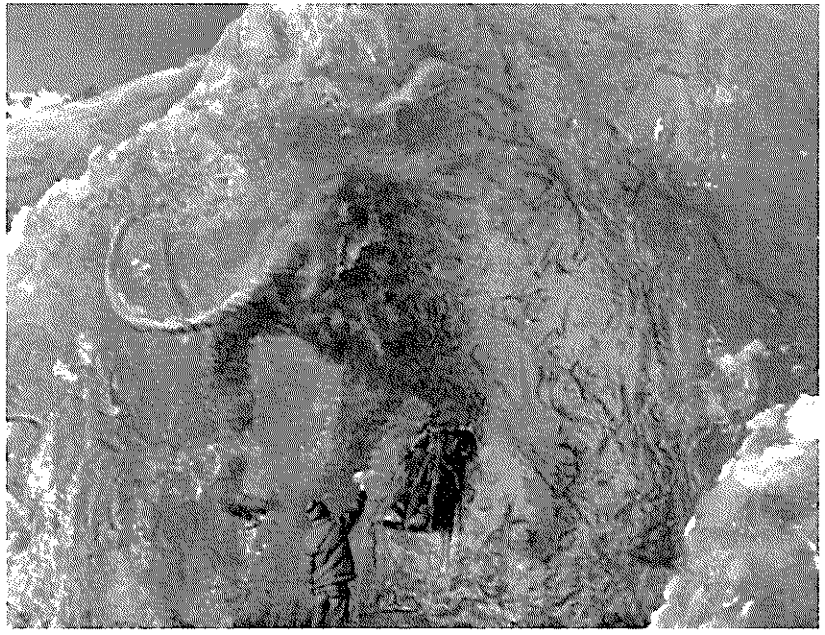


The Story Starter Shed

We've been collecting story starters, you can use them with your class.

1. I didn't mean to kill her.
2. The air turned black all around me.
3. Icy fingers gripped my arm in the darkness.
4. Wandering through the graveyard it felt like something was watching me.
5. The eyes in the painting follow him down the corridor.
6. A shrill cry echoed in the mist.
7. Icy wind slashed at his face and the rain danced its evil dance upon his head as he tried to get his bearings on the isolated beach.
8. Footsteps slowly creaked on every step of the stairs. The bedroom door handle turned slowly.
9. Death lurked in every doorway with hell at one dark window. Inspired by A. Noyes 'The Highwayman'
10. My hair stood on end, a shiver raced down my spine and a lump came to my throat. It was him...

11. Slowly, a foot moved, then the trunk, then a loud growl shook the cavern.

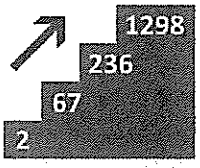


Story Starter Story:

Looking at whole numbers – ordering numbers to 9 999

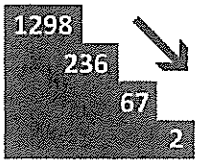
Ascending means going up. When we put numbers in ascending order it means we put them in order smallest to largest.

For example:



Descending means going down. When we put numbers in descending order it means we put them in order largest to smallest.

For example:



1 **Write the numbers which come before and after the given number:**

a ☐ 1 093 ☐ b ☐ 6 529 ☐

2 **Circle the smallest number and underline the largest number in each group:**

a 837 542 261 b 999 909 929

c 1 024 3 852 7 203 d 5 469 5 117 5 078

3 **Re-write the following sets of numbers in ascending order:**

a 3 203 2 033 2 303 _____

b 6 660 6 066 6 606 _____

4 **Re-write the following sets of numbers in descending order:**

a 4 156 4 651 4 561 _____

b 7 891 7 981 7 356 _____

5 **Below is a number grid with some numbers missing. Look closely at the grid and fill in the missing spaces with the correct numbers.**

a

515	516				
525		527			
			538	539	540
				549	550

b

863	864	
873		
883		

c

986		988
1 006		

Looking at whole numbers – reading and writing numbers to 999

We read and write numbers in the order that we say them.

Hundreds	Tens	Units
7	1	5

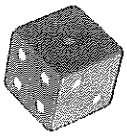
seven hundred and fifteen

1 **Match the numbers with the words.**

a 848	nine hundred and ninety three
b 327	eight hundred and forty eight
c 901	three hundred and twenty seven
d 993	nine hundred and one

2 **Create a table of 3 digit numbers by rolling a die 3 times. For example if you rolled a 4 then a 5 then a 2 you would write it in the table like this:**

Hundreds	Tens	Units
4	5	2



a What was the largest number that you made?

b What was the smallest number that you made?

c Write each of these numbers in words:

_____

_____

_____

3 **Figure out the number from the clues:**

a There is a 6 in the hundreds column, a 2 in the tens column and a 1 in the units column.

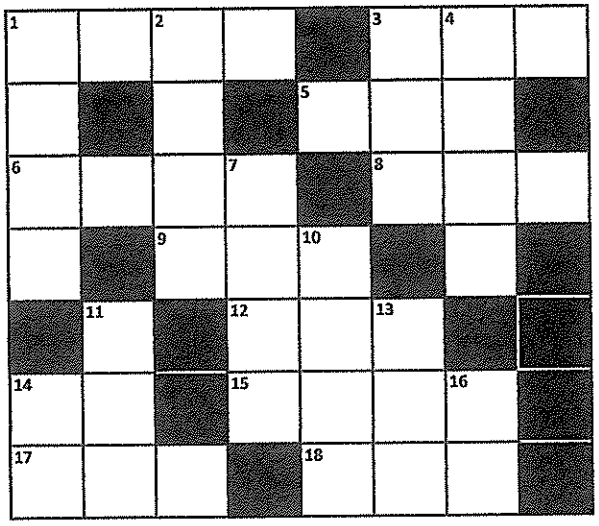
b There is an 8 in the tens column, a 3 in the hundreds column and a zero in the units column.

Looking at whole numbers – reading and writing numbers to 999

4 **Are the following statements true or false (T or F)?**

Statement	True/False
a six hundred and twenty one = 621	
b five hundred and two = 520	
c eight hundred and fifty two dollars = $852	
d two hundred and three dollars = $230	
e nine hundred and ninety nine = 991	
f one hundred and five = 105	

5 **Complete this crossword by writing the digits:**

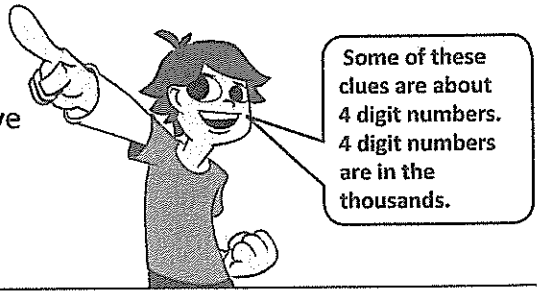


Across

1 Four thousand, six hundred and eighty two
3 Number before 926
5 Seven hundred and thirty two
6 Three thousand, one hundred and forty four
8 Add 6 to 600
9 Nine hundred and forty three
12 1 less than 530
14 Thirteen
15 Six thousand, four hundred and sixty three
17 7 less than 700
18 Five hundred and twenty four

Down

1 Four thousand, eight hundred and thirty six
2 1 less than 8 650
3 Nine hundred and thirty six
4 2 200 plus 9
7 Four thousand, four hundred and fifty six
10 Three thousand, two hundred and forty five
11 1 less than six hundred and forty
13 Nine hundred and sixty two
16 Thirty four



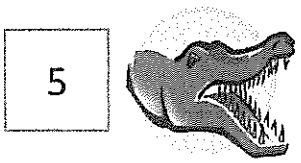
Looking at whole numbers – create and compare numbers

When we compare numbers we use these symbols:

> This symbol means is greater (more) than

< This symbol means is less than

An easy way to remember this is to think of Crandall the crocodile who is always hungry and will always eat the BIGGER number! We always read the number sentence from left to right.



5 is less than 54

5 is < 54

124 is greater than 92

124 is > 92

1 **Use the correct < or > symbol to connect these numbers:**

a 26 ☐ 41 b 94 ☐ 89 c 104 ☐ 106 d 962 ☐ 991

e 397 ☐ 372 f 722 ☐ 728 g 442 ☐ 440 h 87 ☐ 266

2 **Mitch wrote these number sentences. Are they correct? Tick or cross them.**

a 614 > 687 b 61 < 90 c 703 > 54

d 532 < 888 e 889 > 999 f 206 < 260

3 **Use these numbers to write some number sentences following the directions. Use the symbols < or >:**

314 250 720 567 412

a Write three *greater than* number sentences:

b Write three *less than* number sentences:

Looking at whole numbers – create and compare numbers

4 **Use these digits to create the following numbers:**

a A 3 digit number with a 5 in the tens place. ☐

b A 3 digit number that has an even number in the units place. ☐

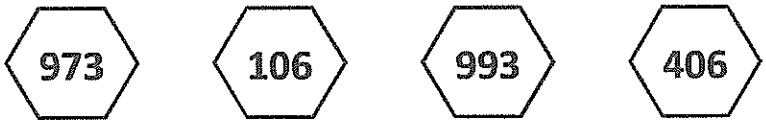
c As many numbers as possible that fall between 500 and 800.

d The smallest 3 digit number. ☐

e The largest 3 digit number. ☐

f As many numbers as you can where the thousands digit is smaller than the hundreds digit and the hundreds digit is greater than the units digit.

5 **Fill in the empty boxes with the correct numbers:**



a 406 > ☐

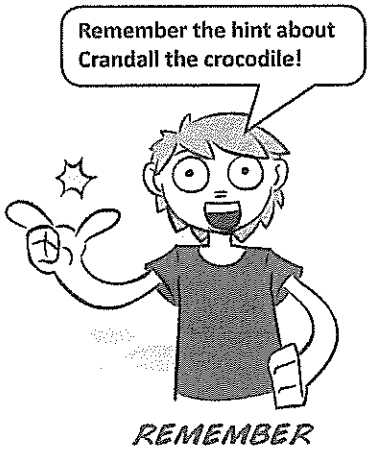
b 973 < ☐

c ☐ < 973 but > than 106

d 973 < ☐ by 20

e ☐ > 106 by 300

f ☐ > 106 < 973



Name: _____ Date: _____

Addition Strategies

1. Find the Total

a) 2 + 2 =

b) 6 + 4 =

c) 8 + 7 =

d) 12 + 6 =

e) 12 + 10 =

f) 40 + 20 =

g) 41 + 20 =

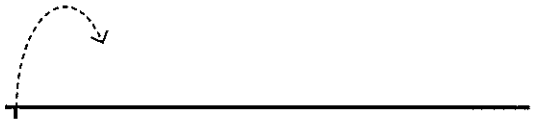
h) 41 + 21 =

i) 56 + 42 =

j) 35 + 28 =

2. Jump Strategy

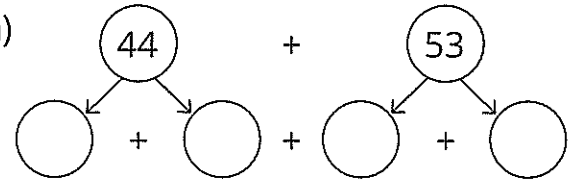
a) 63 + 26 =



b) 38 + 84 =

3. Split Strategy

a)



4. Linking Addition and Subtraction

a) Write as many number sentences as you can using these numbers.

16 31 47

5. Find the Total

a) 100 + 40 =

b) 150 + 40 =

c) 168 + 30 =

d) 342 + 167 =

e) 2497 + 1201 =

6. Word Problems

A town is building 42 houses this year and 15 houses next year. The town already has 856 houses. How many houses will there be in total?

Name: _____ Date: _____

Subtraction Strategies

1. Find the answer.

   a) 28 – 3 =

   b) 39 – 35 =

   c) 40 – 6 =

   d) 18 – 9 =

   e) 57 – 10 =

   f) 30 – 7 =

2. Aim for a Zero-Tail (Make Tens)

   a) 43 – 6

   43 – ☐ – ☐ = ☐

   b) 54 – 7 =

   54 – ☐ – ☐ = ☐

3. Think 'Addition' to Subtract

   a) 36 – ☐ = 5

   Fact Family

   ☐ + ☐ = ☐

   ☐ + ☐ = ☐

   ☐ – ☐ = ☐

   ☐ – ☐ = ☐

   b) ☐ – 35 = 6

   Fact Family

   ☐ + ☐ = ☐

   ☐ + ☐ = ☐

   ☐ – ☐ = ☐

   ☐ – ☐ = ☐

Name: _____ Date: _____

Subtraction Strategies

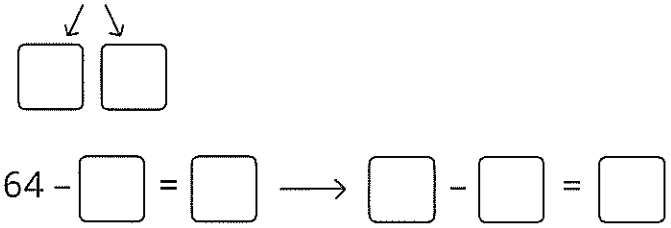
4. Jump Strategy

a) 62 – 24 =

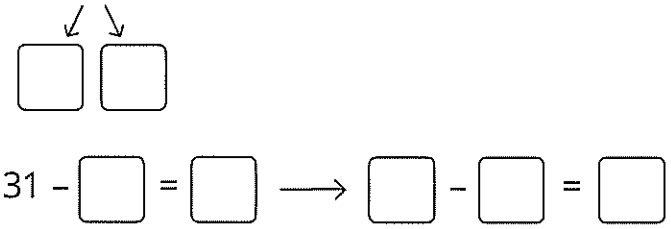
b) 53 – 17 =

5. Split Strategy

a) 64 – 26



b) 31 – 19



6. Trading

Use the Trading Chart and MAB blocks to work out the answers.

a) 32 – 23 =

b) 45 – 16 =

Introducing multiplication – 5 times table

3 **Write a 5 times table fact for each set of 5 cent coins. The first one has been done for you.**

a 

4 × 5¢ = 20¢

b 

□ × □ = □

c 

□ × □ = □

4 **Times tables are a set of multiplication facts from 1 to 10 based on multiplying by the same number each time. Write the answers for the 5 times table.**

1 × 5 = □

2 × 5 = □

3 × 5 = □

4 × 5 = □

5 × 5 = □

6 × 5 = □

7 × 5 = □

8 × 5 = □

9 × 5 = □

10 × 5 = □

5 **Now answer the mixed up 5 times table.**

a 2 × 5 = □

b 8 × 5 = □

c 9 × 5 = □

d 10 × 5 = □

e 3 × 5 = □

f 6 × 5 = □

g 7 × 5 = □

h 5 × 5 = □

i 1 × 5 = □

j 4 × 5 = □

6 **Write the missing number in each 5 times table fact.**

a □ × 5 = 35

b □ × 5 = 20

c □ × 5 = 50

d □ × 5 = 15

e □ × 5 = 40

f □ × 5 = 10

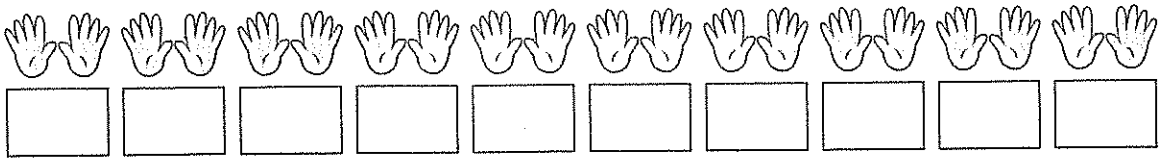
g □ × 5 = 30

h □ × 5 = 45

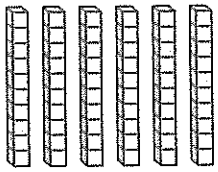
Introducing multiplication – 10 times table

If you can skip count in 10s, you know your 10 times table.

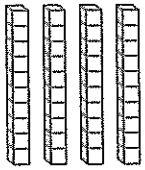
1 **Complete this sequence by counting in 10s:**



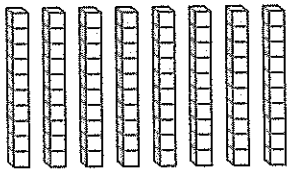
2 **Count the longs and then complete the multiplication fact:**

a 

□ × 10 = □

b 

□ × 10 = □

c 

□ × 10 = □

3 **Complete the 10 times table:**

1 × 10 = □

2 × 10 = □

3 × 10 = □

4 × 10 = □

5 × 10 = □

6 × 10 = □

7 × 10 = □

8 × 10 = □

9 × 10 = □

10 × 10 = □

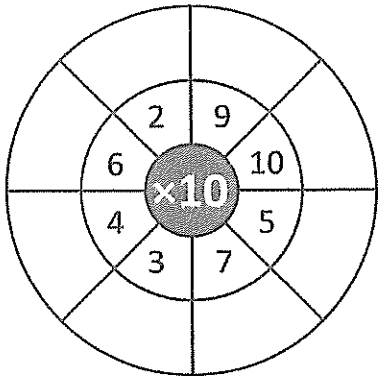
4 **Write the missing number in each 10 times table fact:**

a □ × 10 = 50

b □ × 10 = 80

c □ × 10 = 70

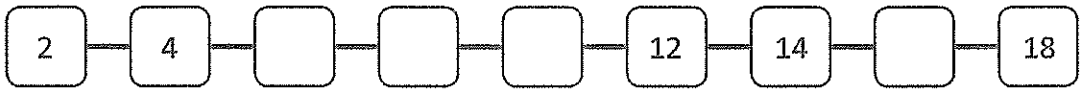
5 **Complete this × 10 wheel:**

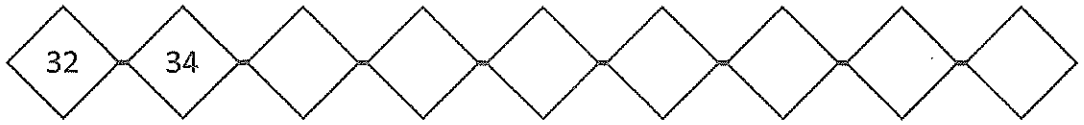


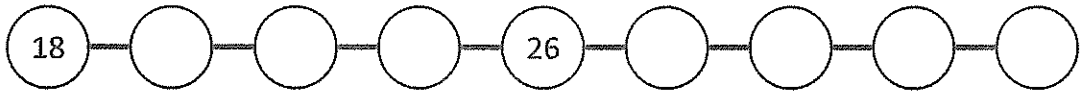
Multiplication facts – 2 times table

Counting in 2s, will help you know many times table facts.

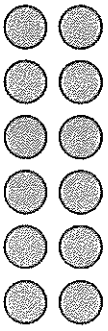
1 **Complete each pattern by counting in 2s:**

a 

b 

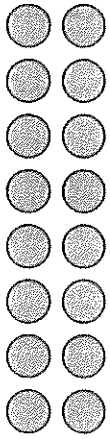
c 

2 **Show how many dots there are in each array by counting in 2s. Then write the times table fact below:**



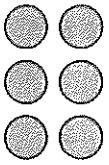
a 6 twos

□ × 2 = □



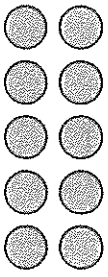
b 8 twos

□ × 2 = □



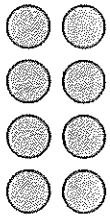
c 3 twos

□ × 2 = □



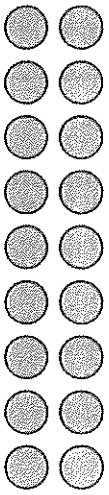
d 5 twos

□ × 2 = □



e 4 twos

□ × 2 = □



f 9 twos

□ × 2 = □

Multiplication facts – 2 times table

3 **How many straws are in:**

a 3 drinks?

☐ × 2 = ☐

b 10 drinks?

☐ × 2 = ☐

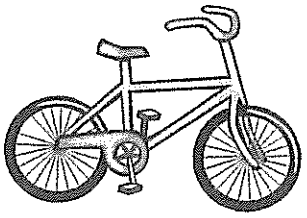
c 5 drinks?

☐ × 2 = ☐

d 2 drinks?

☐ × 2 = ☐

4 **How many wheels have:**



a 4 bikes?

☐ × 2 = ☐

b 9 bikes?

☐ × 2 = ☐

c 7 bikes?

☐ × 2 = ☐

d 3 bikes?

☐ × 2 = ☐

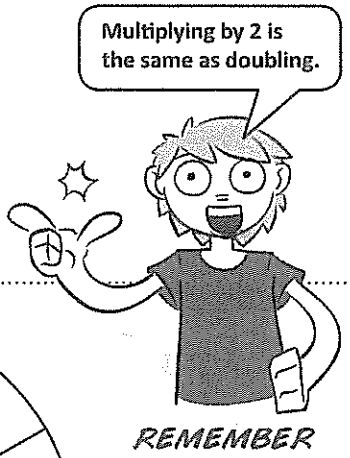
5 **Double each number:**

a 6 × 2 = ☐

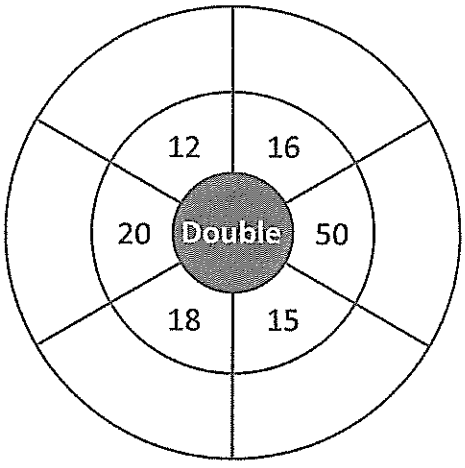
b 9 × 2 = ☐

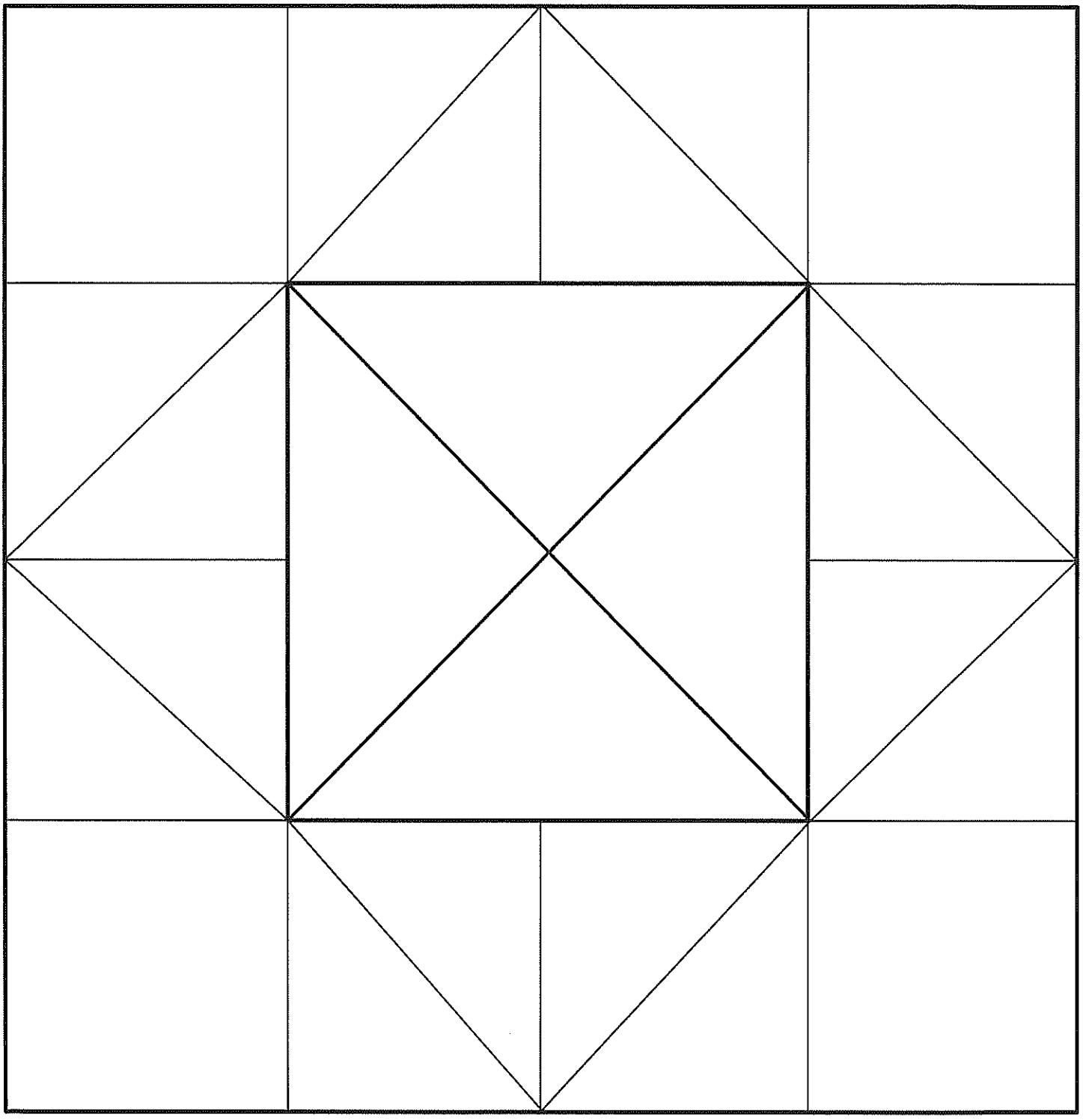
c 8 × 2 = ☐

d 7 × 2 = ☐



6 **Complete this doubling wheel. These facts are not in the 2 times table, but they are facts that are useful to know.**





Cootie Catcher Editable Flippable Template

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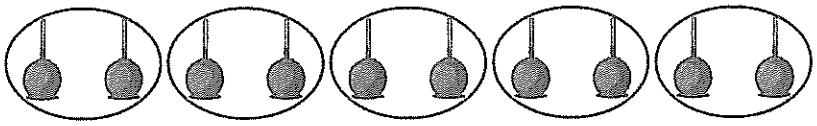
Send pictures of your Flippable creations to 4mulaFun@gmail.com

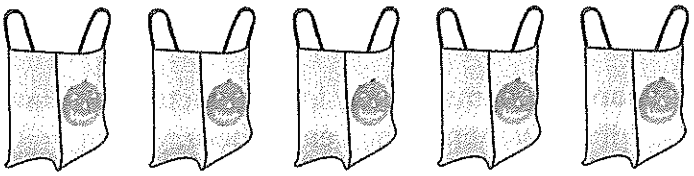
Division – sharing and grouping

Division is also when we make equal groups.

Here are 10 candy apples. How many bags do we need if we put 2 in each bag?



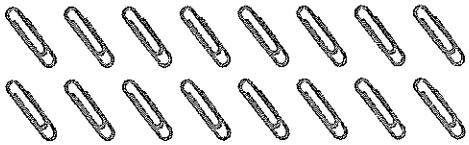
If we circle 2 candy apples in each group, we can make 5 groups. So, we need 5 bags.



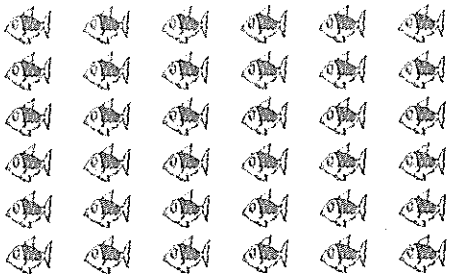
2 **Circle equal groups in each picture and write how many are in each share:**

a 

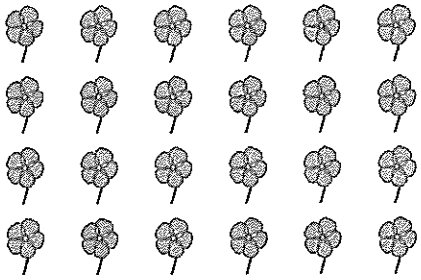
Out of 9 strawberries, how many groups are there if there are 3 in each group? ☐

b 

Out of 16 paper clips, how many groups are there if there are 4 in each group? ☐

c 

Out of 36 fish, how many groups are there if there are 6 in each group? ☐

d 

Out of 24 flowers, how many groups are there if there are 4 in each group? ☐

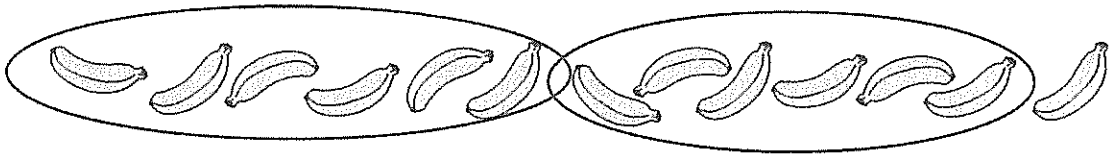
3 **Draw a picture to show 7 groups with 5 in each share.**

How many in total? ☐

Division – left overs

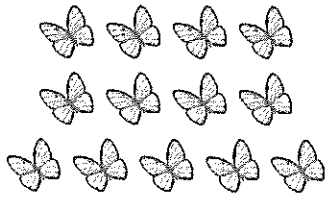
Sometimes when we make equal groups there are some left over.

Here are 13 bananas. If we make 2 equal groups of 6, there is 1 banana left over.



1 **Make groups of each of the following items and show the left overs:**

a Here are 13 butterflies:



If we make _____ equal groups

of 3 there is _____ left over.

b Here are 16 apples:

If we make _____ equal groups

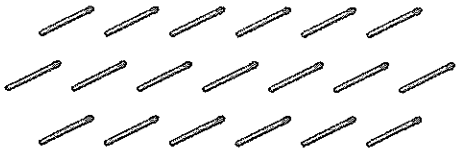
of 7 there are _____ left over.

c Here are 21 paper planes:

If we make _____ equal groups

of 6 there are _____ left over.

d Here are 19 match sticks:



If we make _____ equal groups

of 5 there are _____ left over.

2 **Draw a picture to show 12 groups of 2 with 1 left over.**

How many are there in total? ☐

Addition and Subtraction Word Problems - Number Facts

Enter your answer in the space provided.

1. Ned rode his bike 7 miles to the library.
   He took a shortcut on the way home which was only 5 miles long.
   How many miles did Ned ride altogether?

2. Anne ate 6 cookies.
   Samantha ate 4 more cookies than Anne.
   How many cookies did Samantha eat?

3. Henry gave 5 stickers to his younger brother.
   Now he only has 9 stickers.
   How many stickers did Henry have at first?

4. Derek and Larry have 15 books together.
   6 of the books belong to Derek.
   How many books does Larry have?

5. Angela had 8 computer games.
   She got 3 more for her birthday.
   How many computer games did Angela have then?

Multiplication and Division - Level 1

Enter your answer in the space provided.

1. Dean had 30 toy whistles.
   He gave 2 whistles to each of his 6 friends.
   How many whistles did Dean have left?

2. I have 45 cents in nickels.
   A nickel weighs 3 grams.
   What is the total weight of my nickels?

3. Evan and Brin are building a wall with blocks.
   Evan's wall was 3 blocks high and 6 blocks long.
   Brin's wall is 5 blocks high and 4 blocks long.
   How many more blocks did Brin use?

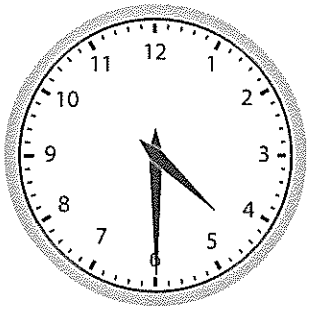
4. Red blocks weigh three times as heavy as blue blocks.
   There are 5 red blocks on one side of a seesaw.
   How many blue blocks are needed to balance the seesaw?

5. Alexa has 92 cents in her pocket.
   She wants to buy 3 pencils at the school supply store.
   Each pencil costs 8 cents.
   How much money will Amy have left?

Name: _____ Date: _____

Telling the Time

Write the time displayed on the clock faces below.



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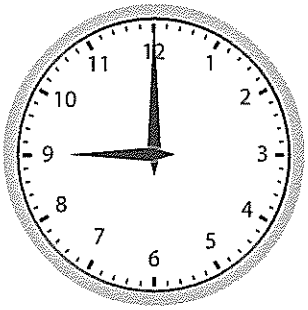

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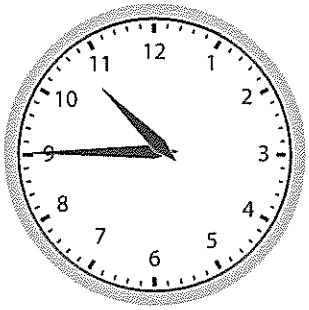

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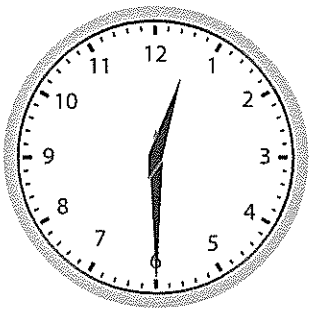

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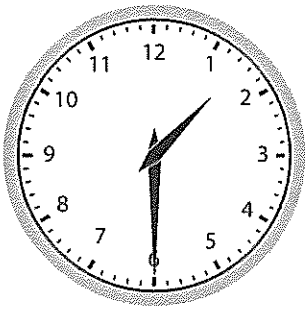

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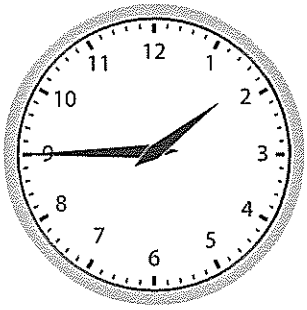

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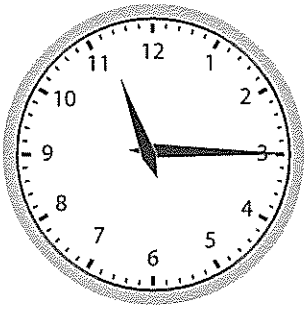

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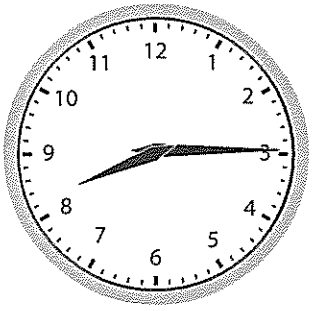

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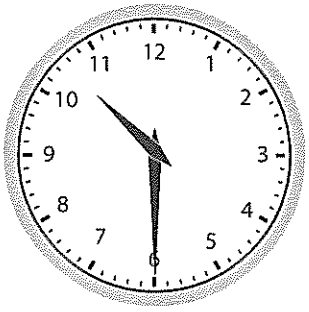

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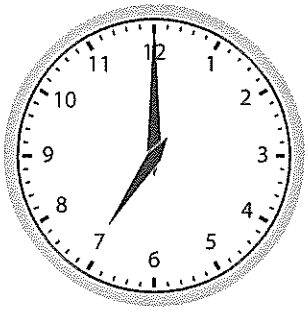

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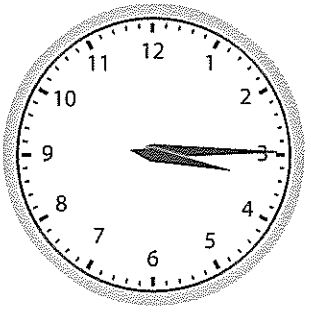

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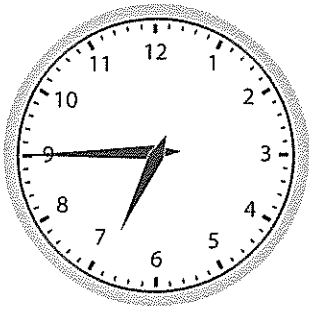

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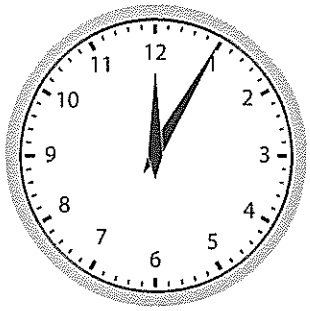
Name: _____ Date: _____

Telling the Time

Write the time displayed on the clock faces below.



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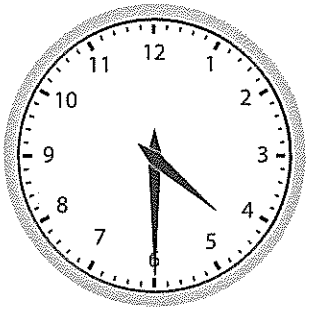

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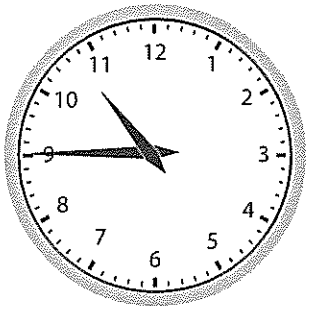

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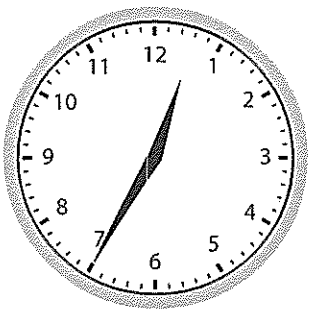

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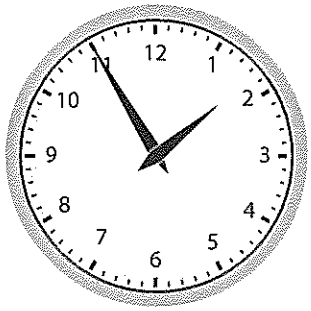

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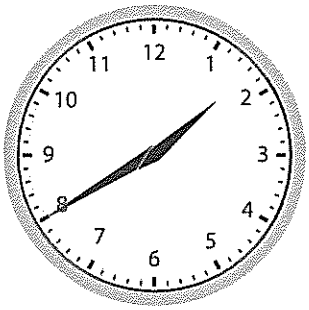

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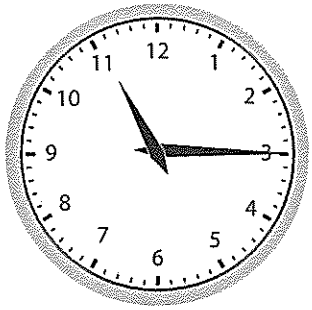

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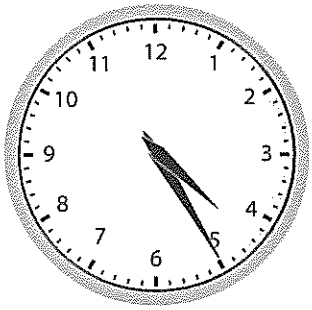

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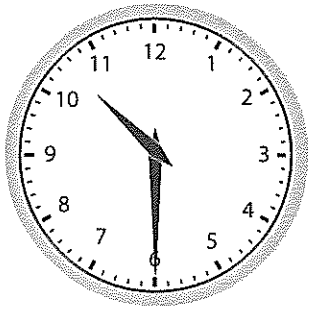

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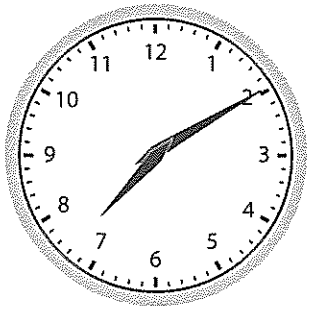

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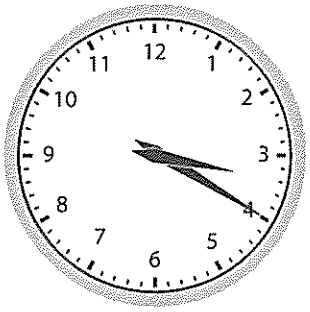

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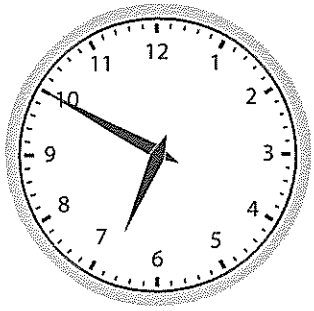

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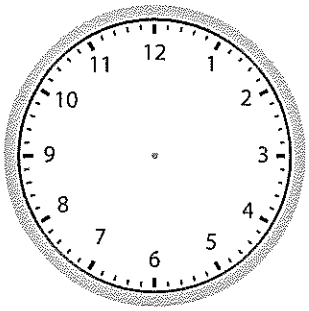
Name: _____ Date: _____

Telling the Time

Draw in the big hand and little hand to display the correct time on the clocks below.



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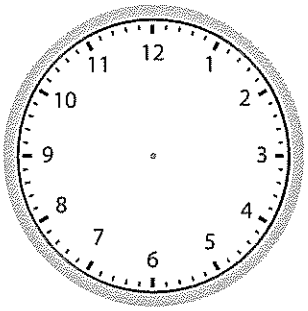

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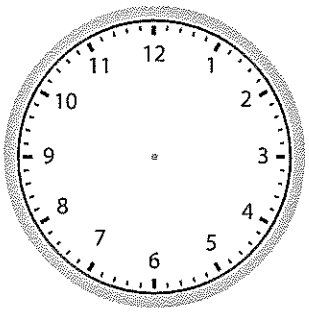

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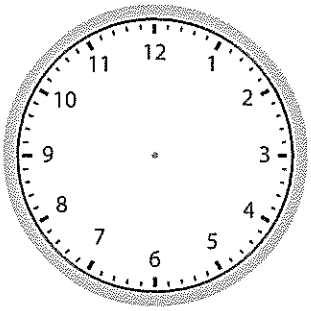

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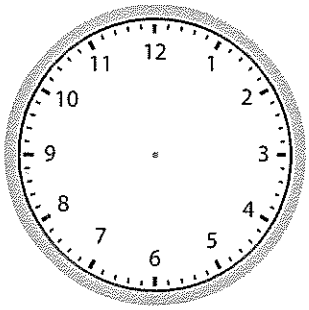

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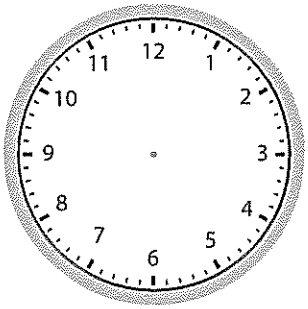

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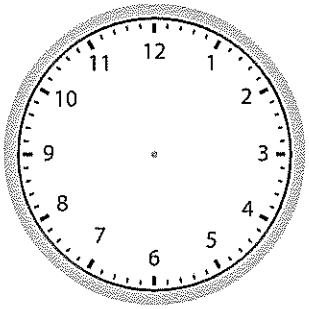

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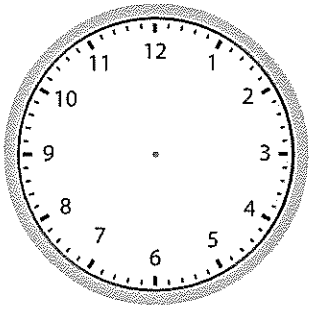

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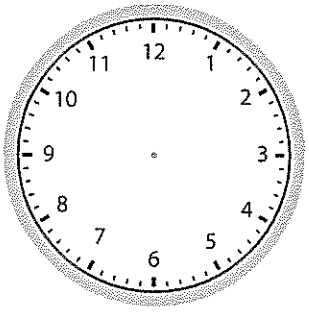

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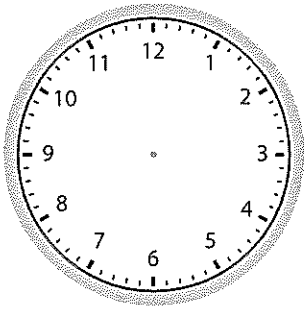

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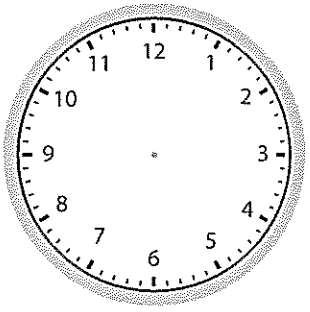

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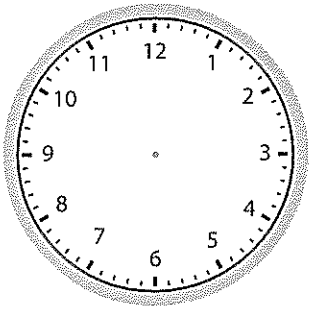
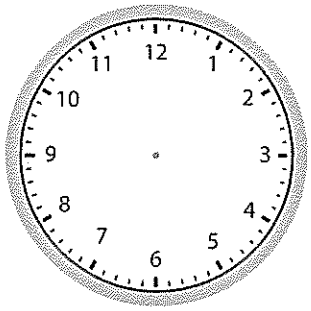


7:45

Name: _____ Date: _____

Telling the Time

Draw in the big hand and little hand to display the correct time on the clocks below.



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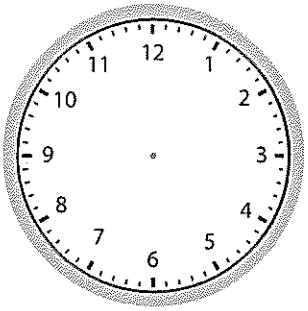

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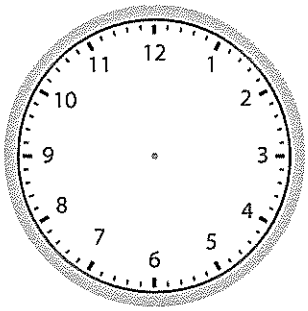

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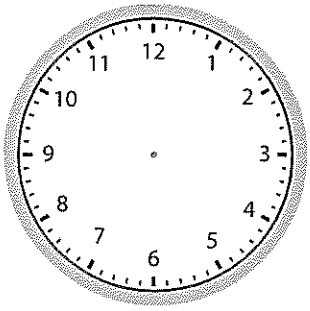

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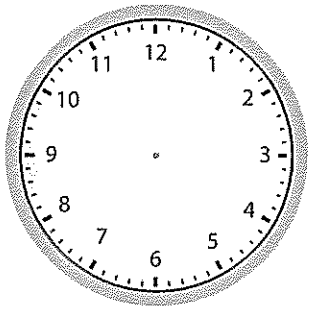

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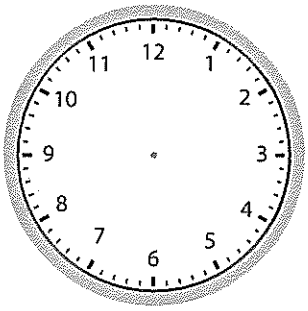

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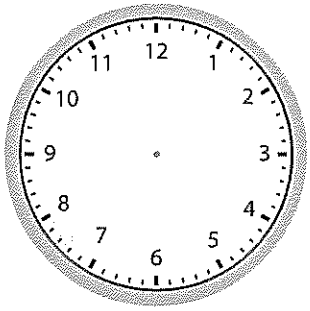

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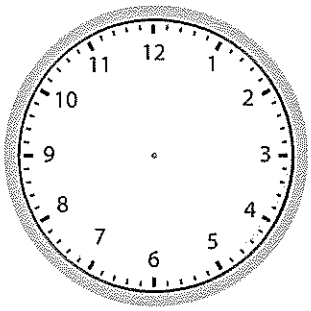

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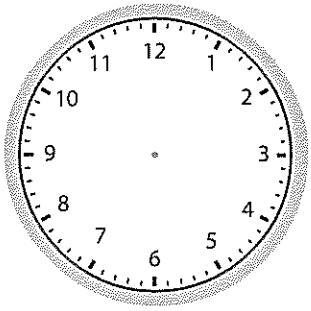

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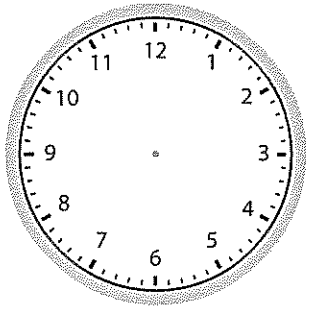

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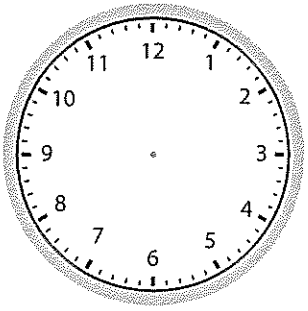

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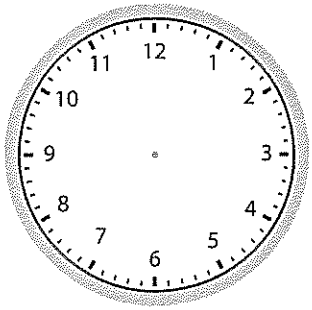
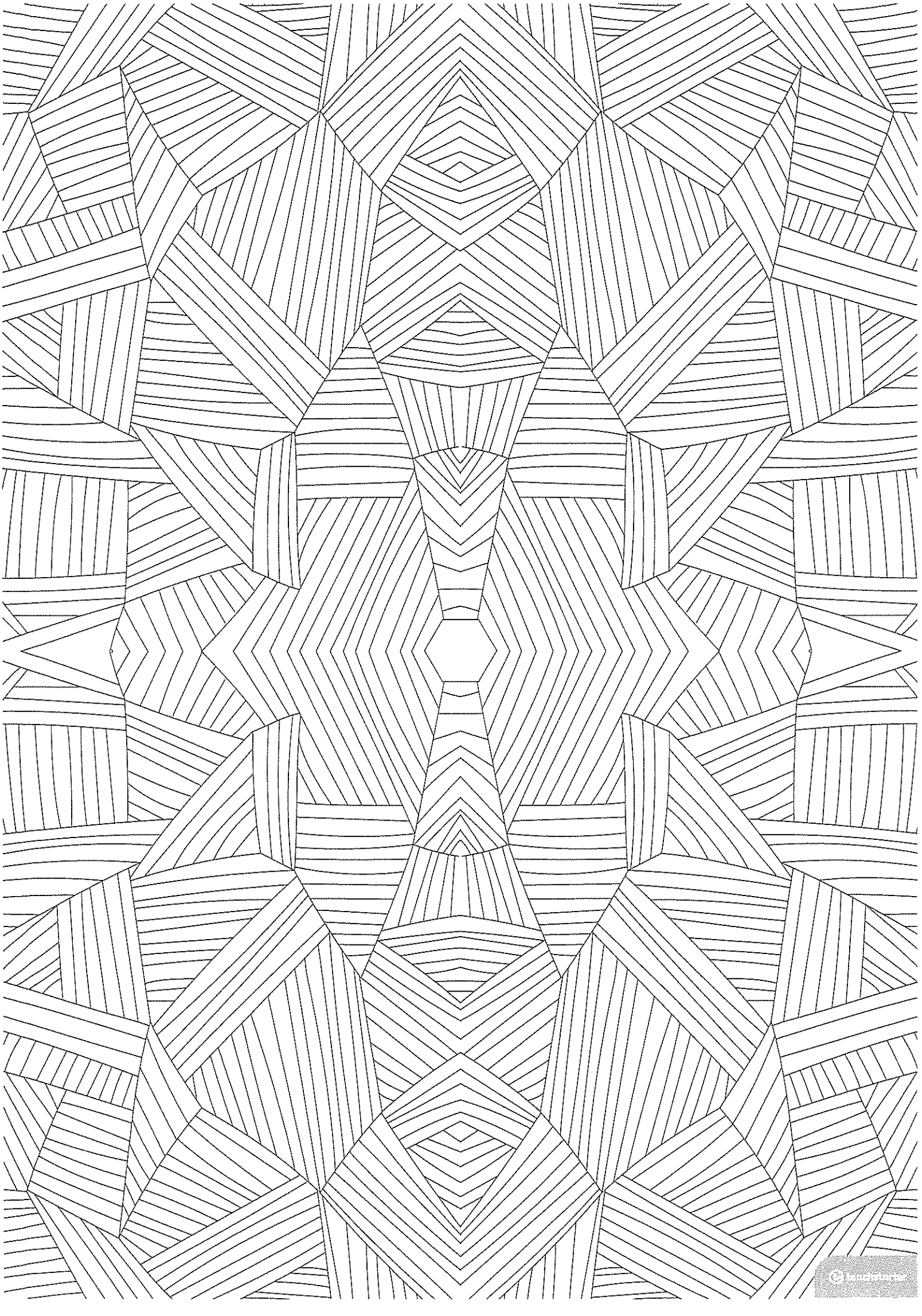


6:50


EVERY DAY
MAY NOT be
GOOD BUT THERE
IS SOMETHING
good IN EVERY
DAY



20 Minute Workout Blast

Complete as many arounds as possible in 20 minutes. Take breaks when necessary!

50 Jumping Jacks

25 Squats

50 High Knees

25 Push-Ups

50 Butt Kicks

25 Tricep Dips

50 Jump Squats

25 High Plank w/Shoulder Taps

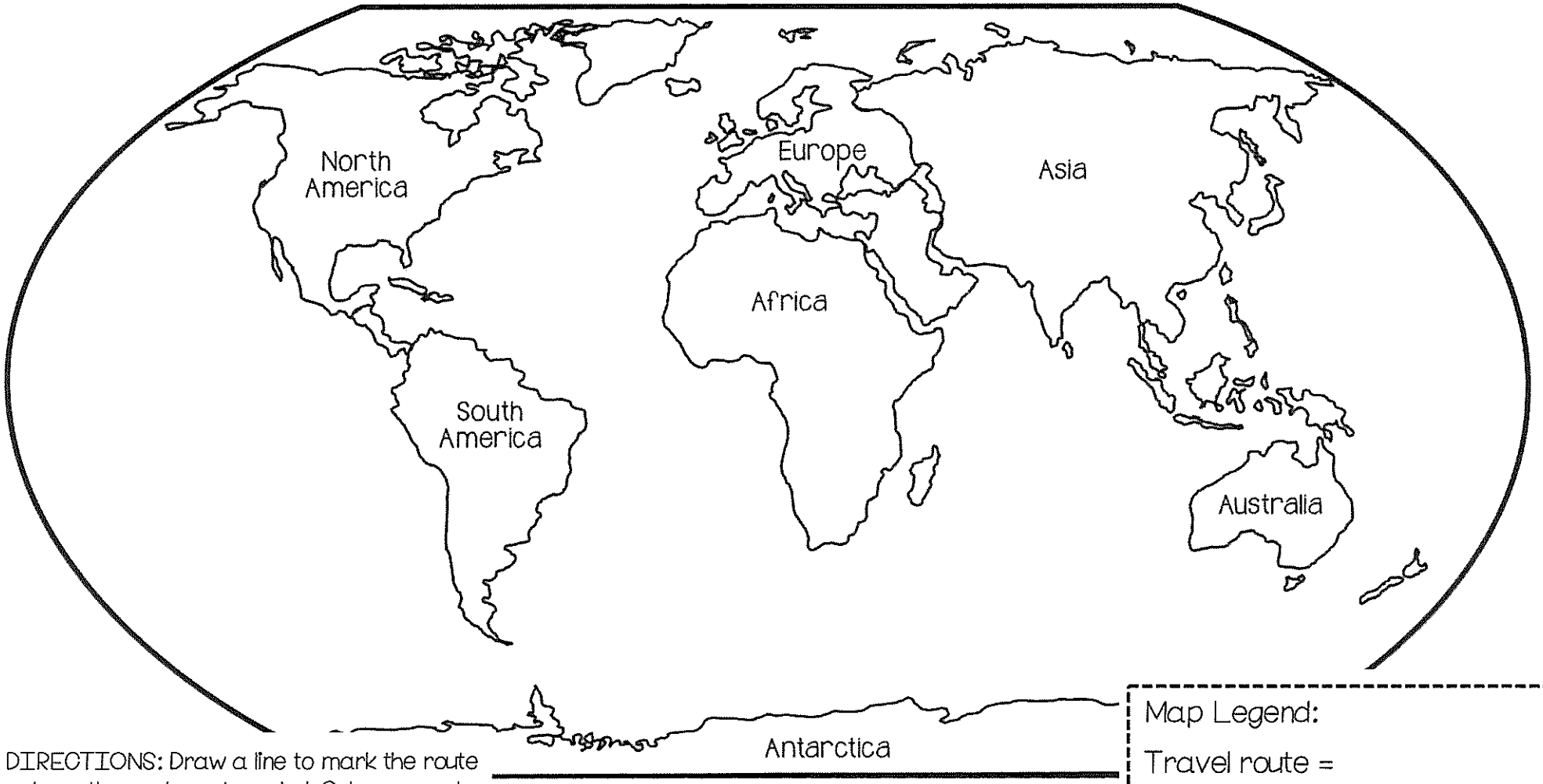
50 Burpees

25 Full Sit-Ups

Explorer Name:

Student Name:_____

Class:_____



DIRECTIONS: Draw a line to mark the route where the explorer traveled. Color or mark the country where he traveled from and the area where he landed. Create a map legend to show what your colors or symbols mean.

Map Legend:

Travel route =

Country traveled from =

Area where he landed =

Why did your explorer begin their voyage? What was the purpose?

What problems did they face along the way?

Why was their voyage so important? What did they find?

What was the effect of their voyage? What trade opened up as an effect of their voyage?

Any extra information you would like to add?

Name: _____ Date: _____

Compare and Contrast Venn Diagram