

Name \_\_\_\_\_

**Kyle used text evidence from two different sources to respond to the prompt: *Add an event to the story. Describe what happens when Tomás visits Princess Paulina’s Pizza Palace to sell some grapes. Use details from both stories.***

After a long, exhausting walk, Tomás and his son, Luis, were at their destination. Now finally standing inside Princess Paulina’s Pizza Palace, Luis wearily dropped the giant burlap sack of grapes he had been carrying onto the counter. Then Paulina rushed out of the kitchen. “You’re finally here! I’ve been waiting weeks for your juicy grapes to make a new kind of pizza for Queen Zelda,” Paulina squealed.

“Yes, it was a long walk and we’re very tired. But we would do anything to help you cook for the queen,” replied Tomás.

Suddenly, Queen Zelda and Prince Drupert walked into the pizza shop for their weekly meal. Paulina introduced them to Tomás and Luis and then she ran back into the kitchen to start cooking the new style of pizza with grapes on top. While waiting for the pizza to cook, Luis took out his gourd drum and entertained the queen and prince with music. Finally, Paulina brought out the steaming, hot pizza covered in huge grapes and they all enjoyed it together.

**Reread the passage. Follow the directions below.**

1. **Circle** an example of dialogue in the story.
2. **Draw a box** around the descriptive details that Kyle uses to help the reader visualize the scene.
3. **Underline** sequence words that show the order of events in the story.
4. **Write** one of the exclamatory sentences that Kyle uses on the line.

\_\_\_\_\_

Name \_\_\_\_\_

accountable

desperately

humiliated

self-esteem

advise

hesitated

inspiration

uncomfortably

Finish each sentence using the vocabulary word provided.

1. **(desperately)** Even though the girl was very tired, \_\_\_\_\_  
\_\_\_\_\_
2. **(self-esteem)** After the boy's team won a soccer game, \_\_\_\_\_  
\_\_\_\_\_
3. **(inspiration)** The girl's amazing science fair project \_\_\_\_\_  
\_\_\_\_\_
4. **(accountable)** The teacher told the students \_\_\_\_\_  
\_\_\_\_\_
5. **(advise)** I know the dentist will \_\_\_\_\_  
\_\_\_\_\_
6. **(uncomfortably)** During the summer, \_\_\_\_\_  
\_\_\_\_\_
7. **(hesitated)** The child walked to the edge of the pool but \_\_\_\_\_  
\_\_\_\_\_
8. **(humiliated)** At her dance performance, the girl \_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Read the selection. Complete the problem and solution graphic organizer.

A graphic organizer for problem and solution. It consists of five rectangular boxes arranged vertically. The first box is labeled 'Character'. The second box is labeled 'Setting'. The third box is labeled 'Problem'. The fourth box is labeled 'Event'. The fifth box is labeled 'Solution'. A thick black arrow points from the 'Event' box to the 'Solution' box. A thick black line runs vertically along the left and right sides of the 'Problem', 'Event', and 'Solution' boxes, with arrows pointing from the 'Problem' box to the 'Event' box and from the 'Event' box to the 'Solution' box.

Character

Setting

Problem

Event

Event

Solution

Name \_\_\_\_\_

Read the passage. Use the make predictions strategy to check your understanding.

## The Cyber Bully

15 Every time I got on the school bus, I felt sick and got butterflies in  
30 my stomach. I had recently moved to a new school, and no one on the  
44 bus talked to me. I was certain I would never make any new friends.  
59 Right off the bat, the very first week of school, I was in deep trouble.

72 It all started when my teacher, Mr. Evers, took us to the computer  
85 lab to do an assignment. I was logging in when I noticed my  
96 classmate, Corey, watching my fingers on the keyboard. He looked at  
me and smirked. I could tell something was wrong.

105 "I know your password, Aaron," Corey said.

112 "Um...ok," I said.

116 Right away he logged into his computer using my password!  
126 I thought about telling Mr. Evers, but I didn't want the other kids to  
140 think I was a tattle-tale. After all, I was the new kid, and I didn't  
155 want to get off on the wrong foot or make a bad impression. I decided  
170 to just focus on my work.

176 A few minutes later I heard Mr. Evers say, "Aaron? Could you  
188 come here for a second?"

193 Just as I was getting up, I got a message. "You better keep your  
207 mouth shut," it said. I couldn't tell who it came from since it was from  
221 my own account.

225 "What is the meaning of this e-mail you sent me?" said Mr. Evers.  
238 I read it but couldn't believe my eyes!

246 "But I haven't been on e-mail at all!" I said. Then I realized that it  
261 was Corey using my e-mail!

Name \_\_\_\_\_

"I...I..." I said. I felt like I was stuck between a rock and a hard place. I wanted desperately to tell the truth, but that would mean getting Corey into trouble. I worried about what the other students would think of me. I hesitated, thinking about what to do.

"I'm sorry," I said, deciding not to tell what happened.

"I'm giving you detention after school today," said Mr. Evers. He pulled out a pink detention slip and wrote my name on it. I felt humiliated as I walked back to my seat.

When the bell rang at the end of school, everyone got up from their desks to leave. I stayed behind to serve detention.

"Too bad," Corey laughed as he was leaving. Then it hit me. Corey would continue to bully me if I let him. I decided to be brave. I got up and walked over to Mr. Evers.

"Mr. Evers," I said. "I have something to tell you." I told him the whole truth about Corey stealing my password and using my account, and that I was sorry for not saying so earlier.

"I see," said Mr. Evers. "I would advise you to always tell the truth, Aaron, even if it means someone else might get in trouble. I will have a talk with Corey tomorrow."

I was still worried that the other students would be mad at me for telling Mr. Evers what Corey had done. But on the bus that afternoon a girl I recognized from my class sat next to me.

"I heard about what happened," she said softly. "You know you could have told us. No one should have to face a bully alone."

Another kid from my class turned around with a big grin on his face.

"Alana is right," the boy said. "We would have helped you. What are friends for? Hi, my name is Quentin."



Name \_\_\_\_\_

**A. Reread the passage and answer the questions.**

**1. What problem does Aaron face?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**2. Why is Aaron worried about telling Mr. Evers the truth?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. What is the solution to Aaron’s problem?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

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

Name \_\_\_\_\_

**A. Read the idioms in the box. Find and underline an idiom in each sentence below. Then circle the context clues that help you understand the idiom.**

butterflies in my stomach

between a rock and a hard place

right off the bat

get off on the wrong foot

1. Every time I got on the school bus, I felt sick, and got butterflies in my stomach. I had recently moved to a new school, and no one on the bus talked to me. I was certain I would never make any new friends.
2. Right off the bat, the very first week of school, I was in deep trouble.
3. I felt like I was stuck between a rock and a hard place. I wanted desperately to tell the truth, but that would mean getting Corey into trouble.
4. I didn't want to get off on the wrong foot or make a bad impression.

**B. Read the sentences below. Underline each idiom. For each idiom, write a definition in your own words.**

1. The test was a piece of cake because the questions were so easy.

\_\_\_\_\_

\_\_\_\_\_

2. He kept bothering me until I told him to cut it out.

\_\_\_\_\_

\_\_\_\_\_

Name \_\_\_\_\_

**A. Circle the word with a long *a* vowel sound to complete each sentence. Then write it on the line to complete the sentence.**

1. She had a big smile on her \_\_\_\_\_.  
face                  hand                  fan
2. The show will begin at \_\_\_\_\_ tonight.  
nine                  five                  eight
3. The drum \_\_\_\_\_ marched with the band.  
major                  manner                  jam
4. My feet \_\_\_\_\_ after walking so much!  
halt                  ache                  sleep
5. The cars stopped at the \_\_\_\_\_ crossing.  
cattle                  railway                  street

**B. Circle the correct form of the verb in the right column. Then match the verb in the left column to its correct form.**

- | Verb       | Verb + <i>-ed</i> or <i>-ing</i> |
|------------|----------------------------------|
| 1. dive    | createing / creating             |
| 2. shake   | carved / carveed                 |
| 3. believe | diving / diveing                 |
| 4. create  | shacking / shaking               |
| 5. carve   | believeed / believed             |

Name \_\_\_\_\_

Read the passage. Use the reread strategy to check your understanding.

## Rising Waters

12 Have you ever been in an earthquake or a tornado? These things  
13 may never happen where you live. But flooding is something that can  
24 happen in almost every part of the United States. Not all floods are  
37 alike. Some floods happen over many days. A flash flood can happen  
49 in minutes. Learning about floods can help you stay safe.

### 59 Why Do Floods Happen?

63 There are two types of floods. The first type happens when a river  
76 has too much water. The water in a river rises over the river's banks.  
90 This might happen because storms have caused too much rain to fall.  
102 In rivers near mountains, melting snow can also cause floods. Warm  
113 weather can quickly melt the snow. The water flows down to flood  
125 the rivers.

127 The second type of flood happens when seawater is pushed onto  
138 the land. This can happen during a hurricane. Strong winds blow  
149 water onto the land. Earthquakes can also cause this kind of flooding.  
161 The sudden movement of the ground can cause walls of water to rush  
174 toward the shore.

Name \_\_\_\_\_

**What Happens Next?**

There can be many problems after a flood. If a farm floods, the water can drown the crops. This means that there will be less food for people to eat. Floods also cause damage to buildings and bridges. They can even wash away entire roads! This can make it hard for rescue workers to help people who are trapped by the water. But it is important to get food and drinking water to people during a flood. Everything they own may have been washed away. Or it might be covered in dirt. Sewers can overflow and make drinking water dirty. This makes it unsafe. Without clean food and water, people can get sick.

**How Do People Avoid Floods?**

All over the world, people work to avoid flooding. In many countries, people build walls to keep water away from the land. In one part of England, there is a large metal wall across a river. The wall is raised when the sea level gets too high. This keeps the river from flooding.



Photo by Lynn Betts, courtesy of USDA  
Natural Resources Conservation Service

In the United States, many towns have sold part of their land. The government used that land to create wetlands. These wetlands act like sponges that absorb water from floods. This helps stop the water from reaching towns and damaging them.

Floods can be scary, but flooding does not last forever. People are working to make floods less harmful to buildings, land, and themselves. Knowing how floods happen can help keep you safe. Being ready can help you stay safe too.

Name \_\_\_\_\_

**A. Reread the passage and answer the questions.****1. What are the two things being compared in the second and third paragraphs?**


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**2. What do these two things have in common?**


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**3. How are these two things different?**


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

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

Name \_\_\_\_\_

famous	beside	demand	bison	clover
radar	beyond	prevent	diver	spoken
razor	defend	secret	cider	stolen
vacancy	delay	veto	silence	tulip

**A. Fill in the missing letters of each word to form a spelling word.**

- |                 |                  |
|-----------------|------------------|
| 1. s _____ ence | 11. f _____ ous  |
| 2. b _____ ond  | 12. c _____ er   |
| 3. cl _____ er  | 13. d _____ ay   |
| 4. r _____ or   | 14. r _____ ar   |
| 5. d _____ er   | 15. s _____ et   |
| 6. t _____ ip   | 16. d _____ end  |
| 7. v _____ o    | 17. sp _____ en  |
| 8. b _____ ide  | 18. v _____ ancy |
| 9. pr _____ ent | 19. d _____ and  |
| 10. st _____ en | 20. b _____ on   |

**B. Write these spelling words in alphabetical order. Alphabetize them to the third letter. *clover, delay, cider, defend, demand***

21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_

Name \_\_\_\_\_



## Homework & Practice 1-1

### Numbers Through One Million

#### Another Look!

A place-value chart can help you read greater numbers. This chart has three periods: millions, thousands, and ones.



According to a recent census, the city of Boston was home to 625,087 people. Each digit of 625,087 is written in its place on the chart.

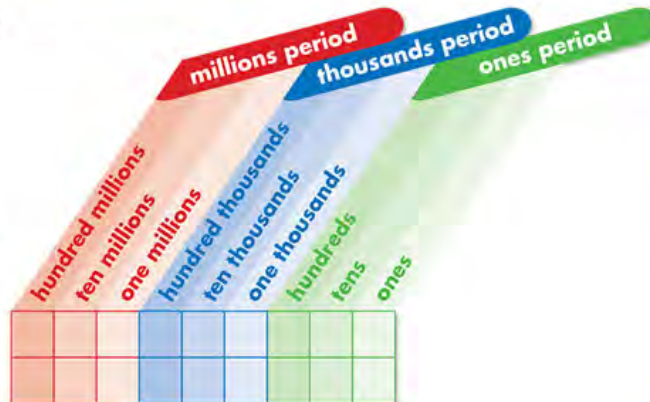
You can write the number in expanded form and using its number name.

$$600,000 + 20,000 + 5,000 + 80 + 7$$

six hundred twenty-five thousand,  
eighty-seven



- Write six hundred twelve thousand, three hundred in the place-value chart. Then write the number in expanded form.
- Write forty-one thousand, two hundred eleven in the place-value chart. Then write the number in expanded form.



For 3–5, write each number in expanded form.

3. 500,000

4. 64,672

5. 327

For 6–8, write the number names.

6. 92,318

7. 428,737

8. 8,216

Name \_\_\_\_\_

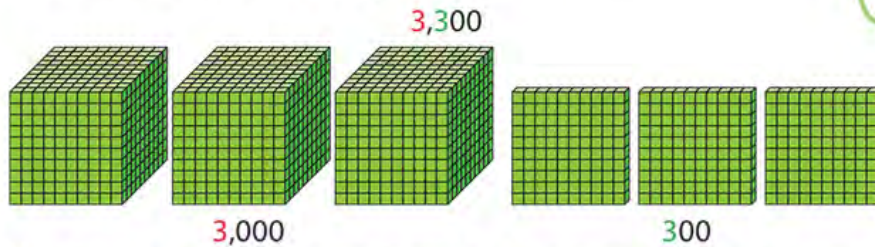


## Homework & Practice 1-2

### Place Value Relationships

### Another Look!

In 3,300, what is the relationship between the value of the digit 3 in each place?



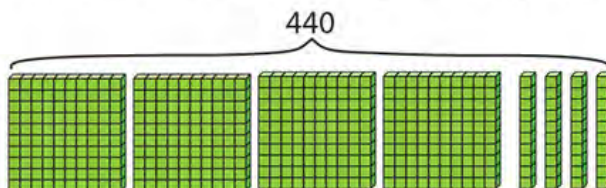
The first 3 is in the thousands place. Its value is 3,000. The second 3 is in the hundreds place. Its value is 300.

When two digits next to each other in a number are the same, the digit on the left is always 10 times as great as the digit on the right.

Since 3,000 is ten times as great as 300, the first 3 has a value 10 times as great as the second 3.



- Write the value of the digit in the hundreds place and the value of the digit in the tens place in 440. What is the relationship between the value of the digit in each place?



The \_\_\_\_ in the hundreds place has a value \_\_\_\_ times as great as the \_\_\_\_ in the \_\_\_\_ place.

For 2–3, write the values of the given digits.

- the 4s in 4,400

- the 8s in 88,000

For 4–5, describe the relationship between the values of the given digits.

- the 6s in 6,600

- the 4s in 44,000

Name \_\_\_\_\_



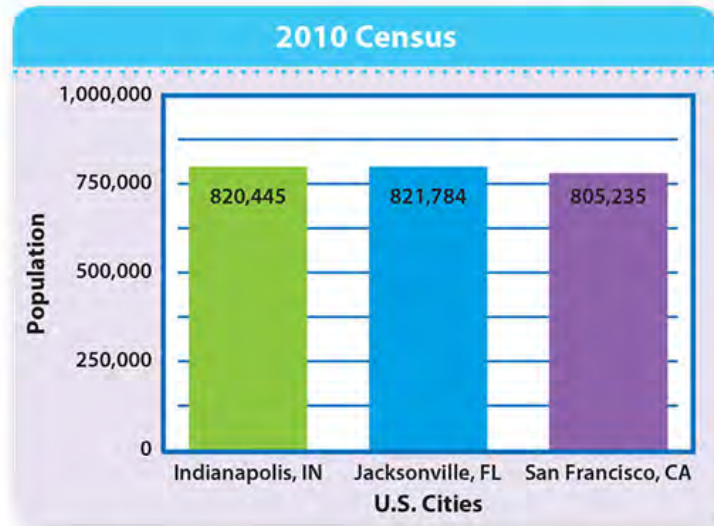
## Homework & Practice 1-4

### Round Whole Numbers

### Another Look!

The graph shows census data for three U.S. cities. Round each number to the nearest ten thousand.

To round numbers, look at the digit in the place to the right of the place value the number is rounding to.



ten thousands

↓  
820,445  
820,000

When the digit to the right is 0, change the rest of the digits to the right to 0.

821,784  
820,000

When the digit to the right is 1, 2, 3, or 4, change it and all the digits to the right to 0.

805,235  
810,000

When the digit to the right is 5 or greater, add one to the digit in the rounding place and change all the digits to the right to 0.

For 1–12, round each number to the place of the underlined digit.

1. 160,656

2. 149,590

3. 117,821

4. 75,254

5. 2,420

6. 900,985

7. 440,591

8. 205,000

9. 58,365

10. 1,876

11. 61,229

12. 7,849



## Homework & Practice 2-1

### Mental Math: Find Sums and Differences

#### Another Look!



There are different strategies for adding and subtracting with mental math.

#### Addition Strategies

Find  $3,728 + 2,420$ .

##### One Way

Break up the addends by place value.

$$\begin{array}{r} 3,000 + 2,000 = 5,000 \\ 700 + 400 = 1,100 \\ 20 + 20 = 40 \\ 8 + 0 = 8 \\ \hline 6,148 \end{array}$$

##### Another Way

Use compensation to find  $3,428 + 2,420$ .

2,400 is easier to add than 2,420.

$$3,728 + 2,400 = 6,128.$$

Add 20 to the answer because 20 was subtracted earlier.

$$6,128 + 20 = 6,148$$

#### Subtraction Strategies

Find  $40,000 - 7,985$ .

##### One Way

Use compensation.

8,000 is easier to subtract than 7,985.

$$40,000 - 8,000 = 32,000$$

Since you subtracted 15 too many, add 15 to your answer.

$$32,000 + 15 = 32,015$$

##### Another Way

Use counting on to find  $40,000 - 7,985$ .

$$7,985 + 15 = 8,000$$

$$8,000 + 2,000 = 10,000$$

$$10,000 + 30,000 = 40,000$$

Add the parts.

$$30,000 + 2,000 + 15 = 32,015$$

For 1–10, use mental math to solve.

1.  $4,576 + 2,842$

3.  $218,389 + 40,510$

5.  $46,524 + (37,824 + 2,176)$

7.  $(86,765 + 36,235) + 24,215$

9.  $8,452 + (917 + 0)$

2.  $56,211 - 6,189$

4.  $72,000 - 41,426$

6.  $658,843 - 7,635$

8.  $9,378 - 2,536$

10.  $12,211 + 11,298$

You can choose the mental math strategy you think will work best.



Name \_\_\_\_\_



## Homework & Practice 2-3

### Add Whole Numbers

### Another Look!



You can add two or more numbers when you line up the numbers by place value. Add one place at a time.

Find  $3,456 + 2,139 + 5,547$ .Estimate:  $3,500 + 2,100 + 5,500 = 11,100$ 

#### Step 1

Line up the numbers by place value.

Add the ones.

Regroup if needed.

$$\begin{array}{r} 3,4\overset{2}{5}6 \\ 2,139 \\ + 5,547 \\ \hline 2 \end{array}$$

Regroup 22 ones as 2 tens and 2 ones.

#### Step 2

Add the tens and hundreds.

Regroup if needed.

$$\begin{array}{r} 1\ 12 \\ 3,4\overset{2}{5}6 \\ 2,139 \\ + 5,547 \\ \hline 142 \end{array}$$

Keep digits in columns as you add.

#### Step 3

Add the thousands.

Remember to regroup for ten thousands if necessary.

$$\begin{array}{r} 1\ 12 \\ 3,4\overset{2}{5}6 \\ 2,139 \\ + 5,547 \\ \hline 11,142 \end{array}$$

11,142 is close to the estimate of 11,100.

For 1–8, find each sum.

1. 
$$\begin{array}{r} 9,945 \\ + 3,343 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 12,566 \\ + 5,532 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 387,969 \\ + 562,031 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 629,979 \\ 294,116 \\ + 75,905 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 227,418 \\ 196,735 \\ + 48,062 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 82,011 \\ 96,489 \\ + 76,988 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 126,267 \\ 15,809 \\ + 8,764 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 45,101 \\ 35,099 \\ + 10,000 \\ \hline \end{array}$$

Use estimation to check if your answer is reasonable.



Name \_\_\_\_\_



## Homework & Practice 2-4

### Subtract Whole Numbers

### Another Look!



Follow these steps to  
subtract whole numbers.

Find  $7,445 - 1,368$ .Estimate:  $7,000 - 1,000 = 6,000$ 

#### Step 1

$$\begin{array}{r} 315 \\ 7,44\cancel{5} \\ - 1,368 \\ \hline 7 \end{array}$$

To subtract 8 ones from 5 ones, you must regroup.

Regroup 4 tens as 3 tens and 10 ones.

Subtract 8 ones from 15 ones.

#### Step 2

$$\begin{array}{r} 13 \\ 3\cancel{8}15 \\ 7,44\cancel{5} \\ - 1,368 \\ \hline 77 \end{array}$$

To subtract 6 tens from 3 tens, you must regroup.

Regroup 4 hundreds as 3 hundreds and 10 tens.

Subtract 6 tens from 13 tens.

#### Step 3

$$\begin{array}{r} 13 \\ 3\cancel{8}15 \\ 7,44\cancel{5} \\ - 1,368 \\ \hline 077 \end{array}$$

Subtract 3 hundreds from 3 hundreds.

#### Step 4

$$\begin{array}{r} 13 \\ 3\cancel{8}15 \\ 7,44\cancel{5} \\ - 1,368 \\ \hline 6,077 \end{array}$$

Subtract 1 thousand from 7 thousands.

Check your answer using addition.

$$\begin{array}{r} 11 \\ 6,077 \\ + 1,368 \\ \hline 7,445 \end{array}$$

For **1–8**, find the difference. Use inverse operations or estimate to check if your answer is reasonable.

1. 
$$\begin{array}{r} 8,737 \\ - 6,754 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 411,765 \\ - 402,120 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 43,429 \\ - 17,101 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 952,746 \\ - 184,524 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 17,863 \\ - 3,747 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 513,363 \\ - 382,895 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 4,226 \\ - 2,958 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 67,451 \\ - 29,609 \\ \hline \end{array}$$

Name \_\_\_\_\_



## Homework & Practice 2-5

### Subtract Across Zeros

### Another Look!

Find  $700,402 - 297,354$ .

Estimate:  $700,000 - 300,000 = 400,000$

#### Step 1

$$\begin{array}{r} 700,402 \\ - 297,354 \\ \hline \end{array}$$

You cannot subtract 4 ones from 2 ones, so you must regroup. Since there is a zero in the tens place, you must regroup 4 hundreds as 3 hundreds, 9 tens, and 10 ones.

$$\begin{array}{r} 700,402 \\ - 297,354 \\ \hline \end{array}$$

#### Step 2

$$\begin{array}{r} 6\cancel{0}^{10}0\cancel{3}^{30}12 \\ 700,402 \\ - 297,354 \\ \hline \end{array}$$

Since there are zeros in the thousands and ten thousands places, you can regroup 700 thousands as 6 hundred thousand 9 ten thousands, and 10 thousands.

#### Step 3

$$\begin{array}{r} 6\cancel{0}^{10}0\cancel{3}^{30}12 \\ 700,402 \\ - 297,354 \\ \hline 403,048 \end{array}$$

Now you can subtract.

#### Step 4

$$\begin{array}{r} 297,354 \\ + 403,048 \\ \hline 700,402 \end{array}$$

You can check your answer by using addition.

You can use these steps to subtract across zeros.



For 1–12, subtract.

1.  $\begin{array}{r} 61,070 \\ - 4,981 \\ \hline \end{array}$

2.  $\begin{array}{r} 5,707 \\ - 2,058 \\ \hline \end{array}$

3.  $\begin{array}{r} 815,950 \\ - 423,147 \\ \hline \end{array}$

4.  $\begin{array}{r} 90,800 \\ - 37,638 \\ \hline \end{array}$

5.  $\begin{array}{r} 102,604 \\ - 6,174 \\ \hline \end{array}$

6.  $\begin{array}{r} 22,700 \\ - 20,487 \\ \hline \end{array}$

7.  $\begin{array}{r} 40,200 \\ - 29,526 \\ \hline \end{array}$

8.  $\begin{array}{r} 600,470 \\ - 307,299 \\ \hline \end{array}$

9.  $8,106 - 2,999$

10.  $214,507 - 83,569$

11.  $10,400 - 6,392$

12.  $45,500 - 9,450$

Name \_\_\_\_\_



## Homework & Practice 3-1

**Mental Math:**  
Multiply by Multiples  
of 10, 100, and 1,000

### Another Look!

Use basic facts to multiply by multiples 10, 100, and 1,000.

$3 \times 7 = 21$

$8 \times 3 = 24$

$9 \times 5 = 45$

$3 \times 70 = 210$

$8 \times 30 = 240$

$9 \times 50 = 450$

$3 \times 700 = 2,100$

$8 \times 300 = 2,400$

$9 \times 500 = 4,500$

When one factor of a multiplication problem is a multiple of 10, first solve the basic multiplication fact. Then write the same number of zeros as in the factor that is a multiple of 10. For example:

$4 \times 5 = 20$

$4 \times 50 = 200$

$4 \times 500 = 2,000$

For **1–18**, find each product.

1.  $8 \times 20 =$  \_\_\_\_\_

2.  $9 \times 40 =$  \_\_\_\_\_

3.  $3 \times 90 =$  \_\_\_\_\_

$8 \times 200 =$  \_\_\_\_\_

$9 \times 400 =$  \_\_\_\_\_

$3 \times 900 =$  \_\_\_\_\_

$8 \times 2,000 =$  \_\_\_\_\_

$9 \times 4,000 =$  \_\_\_\_\_

$3 \times 9,000 =$  \_\_\_\_\_

4.  $7 \times 60 =$  \_\_\_\_\_

5.  $5 \times 70 =$  \_\_\_\_\_

6.  $2 \times 40 =$  \_\_\_\_\_

$7 \times 600 =$  \_\_\_\_\_

$5 \times 700 =$  \_\_\_\_\_

$2 \times 400 =$  \_\_\_\_\_

$7 \times 6,000 =$  \_\_\_\_\_

$5 \times 7,000 =$  \_\_\_\_\_

$2 \times 4,000 =$  \_\_\_\_\_

7.  $3 \times 40$

8.  $3,000 \times 9$

9.  $80 \times 3$

10.  $8,000 \times 5$

11.  $8 \times 7,000$

12.  $2 \times 90$

13.  $3,000 \times 4$

14.  $7 \times 6,000$

15.  $5,000 \times 6$

16.  $2 \times 800$

17.  $90 \times 8$

18.  $3,000 \times 6$

**Homework  
& Practice 3-2****Mental Math: Round  
to Estimate Products****Another Look!**

To estimate, round 3-digit numbers to the nearest hundred and round 4-digit numbers to the nearest thousand.

Use rounding to estimate  $7 \times 215$ .

First, round 215 to the nearest hundred.  
215 rounds to 200.

Then, multiply.  
 $7 \times 200 = 1,400$

So,  $7 \times 215$  is about 1,400.

Check if  $2,885 \times 4 = 11,540$  is reasonable.

First round 2,885 to the nearest thousand.  
2,885 rounds to 3,000.

Then, multiply.  
 $3,000 \times 4 = 12,000$

So,  $2,885 \times 4$  is about 12,000.

11,540 is a reasonable answer.

For 1–6, estimate the product.

1.  $4 \times 279$   
     ↓ Round 279 to \_\_\_\_\_.  
 $4 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

2.  $9 \times 4,720$   
     ↓ Round 4,720 to \_\_\_\_\_.  
 $9 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

3.  $8 \times 89$   
     ↓ Round 89 to \_\_\_\_\_.  
 $8 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

4.  $183 \times 4$

5.  $3 \times 1,675$

6.  $8,210 \times 2$

For 7–9, estimate to check if the answer is reasonable.

7.  $8 \times 578 = 4,624$   
     ↓ Round 578 to \_\_\_\_\_.  
 $8 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$   
 Reasonable   Not Reasonable

8.  $3 \times 8,230 = 2,469$   
     ↓ Round 8,230 to \_\_\_\_\_.  
 $3 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$   
 Reasonable   Not Reasonable

9.  $7 \times 289 = 2,023$   
     ↓ Round 289 to \_\_\_\_\_.  
 $7 \times \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$   
 Reasonable   Not Reasonable



## Homework & Practice 3-3

### The Distributive Property

### Another Look!

Hector's rock collection is stored in 7 cases. Each case holds 280 rocks. How many rocks are in Hector's collection?

You can use the Distributive Property to find the product of  $7 \times 280$ .



#### Step 1

Break apart 280 into  $200 + 80$  or  
 $7 \times 280 = 7 \times (200 + 80)$

Break apart 280 into  $300 - 20$   
 $7 \times 280 = 7 \times (300 - 20)$

#### Step 2

Multiply 7 times each part of the sum.  
 $(7 \times 200) + (7 \times 80)$   
 $1,400 + 560$

Multiply 7 times each part of the difference.  
 $(7 \times 300) - (7 \times 20)$   
 $2,100 - 140$

#### Step 3

Add.  
 $1,400 + 560 = 1,960$

or Subtract.  
 $2,100 - 140 = 1,960$

So,  $7 \times 280 = 1,960$ .  
 Hector has 1,960 rocks in his collection.

For 1–8, use the Distributive Property to find each product.

$$\begin{aligned} 1. \quad 8 \times 46 &= 8 \times (40 + \underline{\quad}) \\ &= (8 \times 40) + (\underline{\quad} \times \underline{\quad}) \\ &= \underline{\quad} + \underline{\quad} \\ &= \underline{\quad} \end{aligned}$$

$$\begin{aligned} 2. \quad 39 \times 5 &= 5 \times (\underline{\quad} - 1) \\ &= (5 \times \underline{\quad}) - (5 \times 1) \\ &= \underline{\quad} - \underline{\quad} \\ &= \underline{\quad} \end{aligned}$$

$$\begin{aligned} 3. \quad 6 \times 310 &= 6 \times (300 + \underline{\quad}) \\ &= (6 \times \underline{\quad}) + (\underline{\quad} \times 10) \\ &= \underline{\quad} + \underline{\quad} \\ &= \underline{\quad} \end{aligned}$$

$$\begin{aligned} 4. \quad 9 \times 895 &= 9 \times (\underline{\quad} - \underline{\quad}) \\ &= (9 \times \underline{\quad}) - (\underline{\quad} \times 5) \\ &= \underline{\quad} - \underline{\quad} \\ &= \underline{\quad} \end{aligned}$$

$$5. \quad 5 \times 108$$

$$6. \quad 2 \times 62$$

$$7. \quad 4 \times 1,554$$

$$8. \quad 2 \times 2,568$$



## Homework & Practice 3-4

### Mental Math Strategies for Multiplication

#### Another Look!

Use mental math to calculate  $4 \times 4,002$  and  $8 \times 60$ .

You can break numbers apart,  
use properties of operations, or use  
compensation to multiply mentally.



Use compensation to find  $4 \times 4,002$ .

4,000 is close to 4,002.

$$4 \times 4,000 = 16,000$$

$$4,000 + 2 = 4,002 \quad 4 \times 2 = 8$$

$$16,000 + 8 = 16,008$$

Use properties of operations to find  $8 \times 60$ .

$$\begin{aligned} 8 \times 60 &= (4 \times 2) \times 60 \\ &= 4 \times (2 \times 60) \\ &= 4 \times 120 \\ &= 480 \end{aligned}$$

For **1–18**, use mental math to find each product.

$$\begin{aligned} 1. \quad 5 \times 395 &= 5 \times (\underline{\quad} - \underline{\quad}) \\ &= (5 \times \underline{\quad}) - (5 \times \underline{\quad}) \\ &= \underline{\quad} - \underline{\quad} \\ &= \underline{\quad} \end{aligned}$$

$$\begin{aligned} 2. \quad 7 \times 312 &= 7 \times (\underline{\quad} + \underline{\quad}) \\ &= (7 \times \underline{\quad}) + (7 \times \underline{\quad}) \\ &= \underline{\quad} + \underline{\quad} \\ &= \underline{\quad} \end{aligned}$$

3.  $9 \times 898$

4.  $2 \times 144$

5.  $4 \times 408$

6.  $8 \times 15$

7.  $36 \times 9$

8.  $3 \times 496$

9.  $4 \times 509$

10.  $3,004 \times 6$

11.  $6 \times 198$

12.  $5 \times 999$

13.  $8 \times 250$

14.  $4 \times 525$

15.  $6 \times 28$

16.  $7 \times 156$

17.  $9 \times 1,276$

18.  $3 \times 1,607$

Name \_\_\_\_\_



## Homework & Practice 3-5

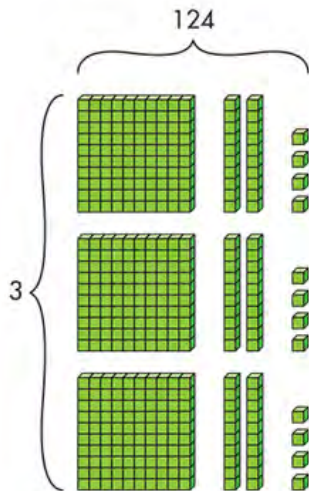
### Arrays and Partial Products

#### Another Look!

You can use place value, arrays, and properties of operations to help multiply.



Find  $3 \times 124$ .



$$\begin{aligned} 3 \times 124 &= 3 \times (100 + 20 + 4) \\ &= (3 \times 100) + (3 \times 20) + (3 \times 4) \\ &= 300 + 60 + 12 \\ &= 372 \end{aligned}$$

$$\begin{array}{r} 124 \\ \times 3 \\ \hline 12 \\ 60 \\ + 300 \\ \hline 372 \end{array}$$

$3 \times 4$  ones  
 $3 \times 2$  tens  
 $3 \times 1$  hundred

The partial products are modeled by the drawing.



For 1–8, complete each calculation. Use place-value blocks or draw arrays as needed.

1.  $\begin{array}{r} 218 \\ \times 4 \\ \hline \end{array}$

2.  $\begin{array}{r} 411 \\ \times 2 \\ \hline \end{array}$

3.  $\begin{array}{r} 223 \\ \times 5 \\ \hline \end{array}$

4.  $\begin{array}{r} 316 \\ \times 3 \\ \hline \end{array}$

5.  $\begin{array}{r} 1,178 \\ \times 5 \\ \hline \end{array}$

6.  $\begin{array}{r} 2,148 \\ \times 3 \\ \hline \end{array}$

7.  $\begin{array}{r} 1,116 \\ \times 2 \\ \hline \end{array}$

8.  $\begin{array}{r} 2,136 \\ \times 4 \\ \hline \end{array}$



## The Moon and the Earth

The Moon plays a big role in keeping the Earth both stable and liveable. You are probably already familiar with the fact that the Moon causes the ocean tides on Earth. But that's not the only affect of the Moon's gravity. The Moon's gravitational pull also keeps the Earth's climate stable. Without the presence of the Moon, Earth would be subject to the gravitational pulls of nearby planets like Venus and Jupiter. Such strong gravitational forces could cause the Earth's tilt on its axis to fluctuate, rather than remaining approximately  $23\frac{1}{2}$  degrees as it does today.

Scientists believe that the force of the Moon's gravitational pull on Earth counteracts the potentially devastating effects of these other planets' gravitational forces. For example, Mars only has two very small moons, and over the course of its existence, the tilt of Mars on its axis has varied as much as from 10 to 60 degrees. They believe that it may have been climate variations caused by such extreme variations in its tilt that cause Mars to lose its atmosphere, making it unsuitable for life.

The Moon is less than a third the width of the Earth. It is also very, very far away; about 238,855 miles. You could fit 30 Earths in the distance between Earth and the Moon. The Moon also gets about an inch farther away from the Earth every year.

Because the Moon rotates at the same rate that it orbits Earth, the same side of the Moon is always facing us. This is sometimes referred to as the "dark side of the moon," but it is not really always dark there. Different parts of the Moon are lit up and visible to us at different times, depending on the relationship between the Earth, the Sun, and the Moon at any given time. We call this change in the Moon's illumination that is visible on Earth the phases of the Moon.

Name \_\_\_\_\_ **The Moon**

### QUESTIONS: The Moon and the Earth

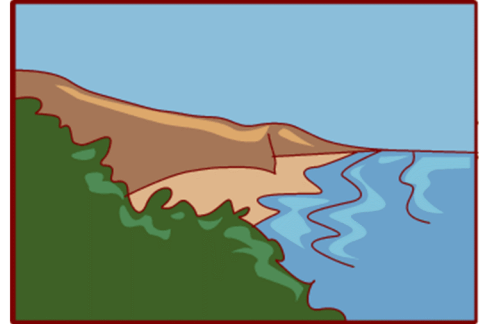
Circle the correct answer.

1. The Moon's \_\_\_\_\_ keeps the Earth's climate stable.
  - A. tilt
  - B. size
  - C. gravitational pull
  - D. rotation
  
2. Which planet(s) has only two small moons?
  - A. Venus
  - B. Mars
  - C. Jupiter
  - D. Mars and Jupiter
  
3. What do scientists think caused Mars to lose its atmosphere?
  - A. climate variations caused by such extreme variations in its tilt
  - B. the Moon's gravitational pull
  - C. its two small moons
  - D. a 10 degree tilt in its axis
  
4. How many Earths could you fit in the distance between the Earth and the Moon?

A. 23 ½	B. 10
C. 30	D. 60
  
5. Why is the same side of the Moon always facing us?
  - A. because the Moon is less than a third the width of the Earth
  - B. because the Moon rotates at the same rate that it orbits Earth
  - C. because it is one of two small moons
  - D. because different parts of the Moon are lit up and visible to us at different times

## The Moon and the Tides

The rising and falling of the surface of a body of water is called the tide. When the water level rises on a beach over a period of time, we say that the tide is coming in. When the water level falls again, we say that the tide has gone out. This cycle of high and low tides is caused by the action of the Moon's gravity upon Earth.



The Moon is only about 10% of the size of the Earth, but because it is so close to us, its gravity still affects the Earth. In fact, as the Earth rotates, the Moon's gravity is constantly pulling on different parts of the Earth's surface. We don't notice it when the Moon's gravity pulls on areas of land, although this pull can be measured using special and super-precise instruments. But we notice it when the Moon's gravity pulls on the water in the ocean. This is because water moves around much more easily, so we can actually see its response to the Moon's gravitational pull.

As the Moon passes over a particular part of the ocean, a swell or a bulge occurs in the sea level on the side of the Earth closest to the Moon and also on the opposite side of the Earth farthest from the moon. We call these swells high tides. As the Moon moves over different parts of the Earth, the sea swell moves too. The areas of the Earth that are not experiencing this swell experience low tides, as the water in the swelling area is being pulled away from other locations. Most coastlines on Earth experience two high tides and two low tides on most days.

We call this tendency of water to bulge outwards in response to the pull of the Moon's gravity the tidal force. But the tidal force is not the same everywhere, since the ocean is broken up by the massive areas of land we call continents. The continents get in the way of the water following the pull of the Moon. For this reason, the difference between high and low tide is very obvious in some places and barely noticeable in others.

Name \_\_\_\_\_ **The Moon**

### **QUESTIONS: The Moon and the Tides**

Circle the correct answer.

1. The rising and falling of the surface of a body of water is called:  
A. high tide  
B. low tide  
C. the tides  
D. tidal force
  
2. Why does the Moon's gravity affect Earth?  
A. because it is so close to us  
B. because it is only about 10% of the size of the Earth  
C. because the Moon orbits the Earth  
D. because Earth has continents
  
3. Where do high tides occur?  
A. on the side of the Earth closest to the Moon  
B. on the opposite side of the Earth farthest from the moon  
C. both A and B  
D. both A and B are where low tides occur
  
4. Most coastlines on Earth experience \_\_\_\_\_ on most days.  
A. two high tides  
B. two low tides  
C. one high tide and one low tide  
D. two high tides and two low tides
  
5. We call the tendency of water to bulge outwards in response to the pull of the Moon's gravity:  
A. high tide  
B. low tide  
C. the tides  
D. tidal force

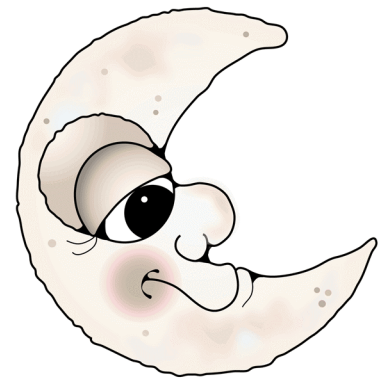
## Phases of the Moon

Although seen from Earth the Moon appears to glow in the sky, the Moon does not actually emit any light. The light we see coming from the Moon at night is in fact the reflection of sunlight off of the Moon's surface.

Except during an eclipse, half of the Moon is always lit up by the Sun. However, we can only see a part of the Moon on any given day. We call the different ways that the Moon looks as it orbits Earth over the course of about a month the phases of the moon. The four primary phases occur about a week apart.

It takes exactly 29.53 days for the phases of the Moon to go through a complete cycle. A new cycle begins with a New Moon (sometimes also called a Dark Moon). In this phase, we can't see any of the lit-up side of the Moon from Earth, since the Moon is between us and the Sun.

As the Moon moves through its orbit, gradually more and more of the lit-up part of the Moon becomes visible to us in the following phases: waxing crescent, first quarter, waxing gibbous. When the Moon reaches the opposite side of the Earth from the Sun, the full Moon is visible.



As the Moon continues along its orbit, we once again see a smaller and smaller portion of the lit-up side in the following phases: waning gibbous, third quarter, waning crescent. Waxing means the part of the Moon that we see is getting bigger. Waning means the part of the Moon that we see is getting smaller. At the end of the cycle the Moon is once again not visible at all; the new moon/dark Moon phase is both the end of one cycle and the beginning of the next occurring at the same time.

Name \_\_\_\_\_ **The Moon**

### **QUESTIONS: Phases of the Moon**

1. Where does the light we see coming from the Moon come from?
2. When is half the Moon NOT lit up by the sun?
3. What do we call the different ways that the Moon looks as it orbits Earth over the course of about a month?
4. How long does it take the different ways that the Moon looks as it orbits Earth to go through a full cycle?
5. Why can't we see any of the lit-up side of the Moon from Earth?
6. What does it mean when the Moon is waxing?
7. What does it mean when the Moon is waning?
8. When the Moon is not visible at all, is it the beginning of the Moon's cycle or the end of it?

# The California Gold Rush

The California Gold Rush was a period between 1848 and 1855 when gold was discovered in California. The first gold was found by a man named James Marshall at Sutter's Mill near Coloma. John Sutter had hired Marshall to build a sawmill. While he was working, Marshall found shiny flakes of gold in the river. Marshall and Sutter tried to keep the gold a secret, but soon word got around. Before the Gold Rush was over, 300,000 people would "rush" to California in hopes of getting rich by finding gold. Because the rush to California really began to grow in 1849, the prospectors were nicknamed "the forty-niners."

Some of these first prospectors did find gold and make some significant money — up to ten times a day what they might have made working regular jobs. But these prospectors needed both food and supplies, and the business owners that provided these necessities often made more money than the miners.



The first miners "panned" for gold in water. They would scoop alluvial deposits from the river or creek bed (which could include fine particles of silt and clay and larger particles of sand and gravel) into the pan and then gently shake it. Because gold has a higher specific gravity than some of the other materials, which would spill out over the edge, any gold in the deposit would remain in the bottom of the pan. Later miners use more complex methods that required them to work together.

When many miners showed up at one place where gold was rumored to have been found, their camps sometimes grew quickly into towns called Boomtowns. The current city of San Francisco, a small town of 1,000 people, became a boomtown as its population grew to 30,000. But not all boomtowns survived beyond the gold rush and some of them became ghost towns — buildings stood, but no one lived there anymore.

Name \_\_\_\_\_ **The Gold Rush**

### QUESTIONS: The California Gold Rush

Circle the correct answer.

1. Who first discovered the gold at Sutter's Mill?
  - A. John Sutter
  - B. James Marshall
  - C. the forty-niners
  - D. Coloma
  
2. Who often made the most money during the Gold Rush?
  - A. the forty-niners
  - B. those who strictly panned for gold
  - C. business owners who sold supplies to the miners
  - D. John Sutter
  
3. Why does panning for gold work?
  - A. most gold was found in the water
  - B. gold has a higher specific gravity than some of the other materials
  - C. people could do it without help
  - D. it didn't require expensive tools
  
4. Camps that grew quickly into towns were called:
  - A. ghost towns
  - B. rumor mills
  - C. boomtowns
  - D. forty-niners
  
5. What is a ghost town?
  - A. buildings stand but no one lives there anymore
  - B. camps that grew quickly into towns
  - C. towns filled with forty-niners
  - D. towns whose population grew dramatically



# The Forty-Niners

The California Gold Rush was a period between 1848 and 1855 when gold was discovered in California. An estimated 300,000 people moved to California during this time. Because the migration really took off in 1849, the prospectors were nicknamed “the forty-niners.”

The first forty-niners were California residents who began searching for gold in the spring of 1848. In many cases, entire families panned for gold together. News about the Gold Rush spread slowly. The first to arrive from outside of California came from Oregon, the Sandwich Islands, Mexico, Peru, and Chile — about 6,000 people by the end of 1848. These first prospectors found a lot of easily accessible gold, and it was not uncommon for them to make 10 to 15 times a day what they might have made at their ordinary jobs.

By 1849, news of the Gold Rush had gone global. People began arriving from all over the world. An estimated 90,000 forty-niners migrated to California in 1849. Over half of the forty-niners were Americans. Some of the forty-niners were women, but not many. Only 700 of the 40,000 people who came to San Francisco in 1849 were women. Some came with their husbands; others came for adventure and economic opportunity. In the first years, over 20,000 people arrived in San Francisco. Once a small town of 1,000 people, San Francisco became a boomtown as its population grew. By 1855, an estimated 300,000 people — prospectors, businessmen, and immigrants — had arrived in California.

The Gold Rush was also a dangerous time. Many of the forty-niners died from accidents and disease. Chinese miners were frequently victims of racism and violence, and animosity that began during this time led to the Foreign Miner’s Tax (a twenty-dollar-per-month tax on each foreigner engaged in mining) and eventually to the Chinese Exclusion Act (an 1882 law that prohibited immigration from China for 10 years).

Name \_\_\_\_\_ **The Gold Rush**

### QUESTIONS: The Forty-Niners

Circle the correct answer.

1. Why were the people who looked for gold called forty-niners?
  - A. forty-nine percent of them got rich
  - B. 49,000 people rushed to California in 1849
  - C. gold was first discovered in 1849
  - D. the migration to California to look for gold really took off in 1849
  
2. The first forty-niners were from:
  - A. Oregon
  - B. California
  - C. Mexico
  - D. Peru and Chile
  
3. Many of the early prospectors made \_\_\_\_\_ times a day what they might have made at their ordinary jobs.
  - A. 10
  - B. 15
  - C. 10 to 15
  - D. 20
  
4. Of the 40,000 people who came to San Francisco in 1849, how many were women?
  - A. 20,000
  - B. 1,000
  - C. 400
  - D. none
  
5. What dangers did the miners face during the Gold Rush?
  - A. accidents and disease
  - B. racism and violence
  - C. animosity
  - D. all of the above

## Sutter's Mill and the California Gold Rush

The California Gold Rush began at Sutter's Mill near Coloma, California. John Sutter had left a wife, children, and financial failure behind in his native Switzerland in search of a better life. After arriving in California in 1839, Sutter talked the Mexican governor into granting him lands where the Sacramento River met the American River. There, he established a colony named Nueva Helvetia (New Switzerland), which would eventually become Sacramento. Though in enormous debt, he built "Sutter's Fort" (1841), set up frontier industries, and provided both hospitality and employment to traders, trappers, and immigrants.

In 1848, John Marshall was a foreman working to build a water-powered sawmill for James Sutter when he spotted shiny flakes of gold on the banks of the nearby American River. He took the flakes to Sutter, and they tested it to confirm that it was real gold. Anxious that his land not be overrun and destroyed by opportunists, Sutter tried to keep the gold a secret. But rumors spread through the Coloma and eventually through the state. Soon, prospectors were showing up in the area around Sutter's Mill with pickaxes and pans.



While many people — both prospectors and the merchants who supplied them — profited during the Gold Rush, the discovery of gold on his land eventually ruined Sutter. Workers abandoned the colony. Prospectors and squatters stole and destroyed his property and his livestock. The U.S. courts refused to recognize Sutter's title to the land Mexico had granted him, and he was bankrupt by 1852.

In 1864, Sutter was granted a monthly pension by the California legislature as a reimbursement for the taxes he had paid on the land. The following year, however, his home was destroyed by arsonists. By 1871 Sutter had settled in Pennsylvania. From there he continued — unsuccessfully — to petition the U.S. Congress to compensate him for his losses.

Name \_\_\_\_\_ **The Gold Rush**

### **QUESTIONS: Sutter's Mill and the California Gold Rush**

1. Where did the California Gold Rush begin?
2. How did Sutter come by the land he owned in California?
3. The colony Sutter established eventually became what city?
4. Who was John Marshall?
5. Why did Sutter want to keep the gold a secret?
6. What was the effect on Sutter of the discovery of gold on his land?
7. Why did Sutter lost his land?
8. Why was Sutter was granted a monthly pension by the California legislature?
9. Did Sutter ever get compensated for his losses?