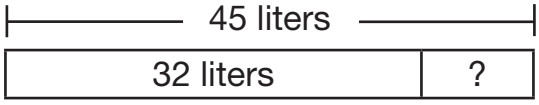
Name _____ 5/18/20

Reteaching
15-5

Problem Solving: Draw a Picture

Mrs. Jones bought 45 liters of juice for the school picnic. At the picnic teachers and students drank 32 liters of juice. How many liters of juice were left?

You can draw a picture of the information given in the problem to solve it.



To find the number of liters that were left, you can subtract 45 − 32.

$$\begin{array}{r} 45 \\ -\ 32 \\ \hline 13 \end{array}$$

So, 13 liters of juice were left.

For **1-2**, draw a picture to solve.

1. At the doctor's office Frank and Dino were each weighed on the scale. Frank weighed 93 pounds and Dino weighed 86 pounds. What is their total weight?

2. A small bicycle has a mass of 7 kilograms. The total mass of all the small bicycles at Mike's Bike Shop is 21 kilograms. How many small bicycles does Mike's Bike Shop have?

3. **Writing to Explain** How did you know which operation to use to solve Problem 2?

_____

_____

_____

Name _____ 5/18/20

Practice
15-5

Problem Solving: Draw a Picture

The table to the right shows the mass of fat in grams per serving for certain foods. Use the table for **1–2**. Draw a picture to solve.

Total Fat (per serving)

Food	Amount of Fat (g)
Cheddar Cheese	9
Honey Ham	2
Mixed Nuts	15

1. What is the sum of the number of grams of total fat per serving for cheddar cheese and mixed nuts.

2. A package of cheddar cheese has 8 servings. How many total grams of fat are in a package of cheese?

3. The capacity of a bottle of juice is 30 fluid ounces. Maggie wants to put the juice into 6 smaller containers. She wants each container to have the same amount of juice. How many ounces of juice should she put in each container? Draw a picture to solve.

4. **Write a Problem** Write a real-world problem that involves weight, mass, or capacity and can be solved by drawing a picture.

_____

_____

_____

Name _____ 5/18/20 Mr. Kang

Cause and Effect

- An **effect** is something that happens.
- A **cause** tells why that thing happens.
- An effect may have more than one cause.

Directions: Read the following passage.

No matter where you live, English sparrows probably live nearby. Like most of us, the ancestors of today's English sparrows were immigrants. The first family members came from England. They were set free in New York in the 1800s. Over the years, sparrows have moved to all parts of our country.

Americans have a love-hate relationship with sparrows. Some people dislike them because, they say, the sparrows push aside native birds and because they are messy.

Many people enjoy sparrows. They like them because they think they're cute and because sparrows eat harmful worms and insects.

Directions: Fill in the chart to identify cause and effect.

Effect: Some people dislike English sparrows

→ **1. Cause:** because

→ **2. Cause:** because

3. Effect: Other people

→ **4. Cause:** because

→ **5. Cause:** because

School + Home

Home Activity Your child identified cause and effect. With your child, talk about a wild bird or animal that lives near your home. Talk about causes and effects related to having the bird or animal nearby.

Cause and Effect

- A **cause** is why something happens. An **effect** is what happens.
- A **cause** may have more than one **effect.**
- An **effect** may have more than one **cause.**

Directions Read the following passage. Then answer the questions below.

Anthony was just a kid—a kid who had to make a big decision. Anthony's aunt wanted him to visit her in Italy because it was her 50th birthday. His parents kept telling him how wonderful it would be for him. "You'll make your aunt so happy!" they said. But Anthony didn't like to travel, so he was very nervous. Besides, how could he leave his family for two whole months?

Because Anthony was so worried, he wasn't sleeping well and he lost his appetite. Finally, he told his parents that he had decided not to go. As soon as he said that, he was calmer and happier. He felt better right away because he knew he had made the right decision!

1. Why did Anthony's aunt want him to come to Italy?

_____

2. When Anthony wasn't sleeping well or eating, what was the cause?

_____

_____

3. What was the effect of Anthony's decision?

_____

_____

4. Underline clue words for causes and effects.

Home Activity Your child learned about cause and effect. Think of simple experiments to do with your child to demonstrate cause and effect, such as putting an ice cube in the sunshine. Help your child determine the cause (sunshine) and the effect (melted ice cube).

Name _____ 5/19/20

Reteaching
16-1

Line Plots

A line plot is used in the same way as a tally chart. It is used to show numerical data. A line plot uses an X to show an outcome.

The data show the numbers spun in 30 spins.

Spinner Results

1	2	4	3	6	5	1	7	4	3
2	6	3	5	4	7	1	2	6	1
1	3	6	2	5	1	4	2	7	3

The line plot at the right can be used to show the data.

Number Cube Tosses

Mark played a game with two number cubes. He found the sum of the number cubes. The results are shown in the table.

1. Make a line plot to show the data.

Number Cube Tosses

Toss	Sum	Toss	Sum	Toss	Sum
1	7	11	6	21	7
2	4	12	9	22	10
3	6	13	9	23	9
4	8	14	10	24	7
5	5	15	10	25	5
6	5	16	5	26	12
7	6	17	8	27	7
8	2	18	5	28	9
9	10	19	3	29	8
10	8	20	8	30	12

2. How many Xs do you show for 8?

_____

3. Which sum from 2–12 did Mark not toss at all?

_____

Name _____ 5/19/20

Practice
16-1

Line Plots

For **1** through **4**, use the data at the right.

1. Make a line plot to show the data.

Number of Points Katie Scored

Game	Pts	Game	Pts	Game	Pts
1	23	11	25	21	24
2	25	12	30	22	26
3	30	13	27	23	25
4	25	14	22	24	28
5	21	15	26	25	27
6	26	16	21	26	26
7	21	17	29	27	29
8	24	18	25	28	30
9	28	19	21	29	22
10	20	20	23	30	24

2. How many Xs do you show for 24 points?

_____

3. Which number of points did Katie only score once?

_____

4. Which number of points did Katie score the most?

_____

5. Which two point totals did Katie score exactly four times each?

_____

For **6** and **7**, use the line plot at the right.

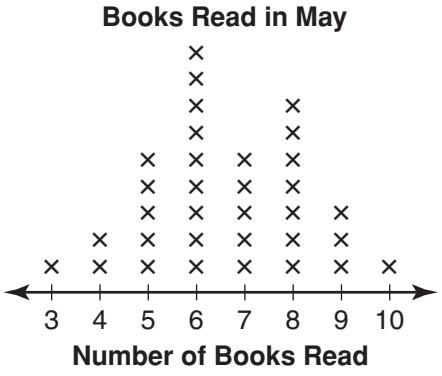
6. How many fewer students read 5 books than 8 books?

_____

7. How many students read fewer than 7 books?

A 11 **C** 17

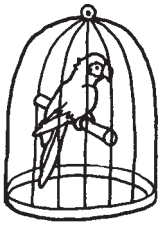
B 14 **D** 22



Name _____ 5/19/20 Mr. Kang

Vocabulary

Directions Match each word with its meaning. Draw a line to connect them.



Check the Words You Know

___narrow	___foolish
___perches	___bows
___recipe	___chilly
___foreign	

1. foolish	cool
2. recipe	from a different country
3. narrow	silly
4. chilly	directions for cooking food
5. foreign	skinny

Directions Write the word from the box that best completes each sentence below.

6. Watch the red bird as it _____ on the branch. _____

7. After he sings, he _____ to the audience. _____

8. The gap was too _____ for me to squeeze through. _____

9. He moved here from a _____ country called Sudan. _____

10. My stepmother wrote that _____ for beef stew. _____

Write a Recipe

On a separate sheet of paper, write a recipe for something you like to eat or drink. It can be something simple, like chocolate milk or a sandwich. Use as many vocabulary words as possible.

Home Activity Your child identified and used vocabulary words from *Happy Birthday Mr. Kang.* Have your child plan a menu for dinner or help you prepare food from a written recipe. Encourage your child to use vocabulary words in conversations.

Vocabulary

bows **chilly** **foolish** **foreign** **narrow** **perches** **recipe**

Directions Read each sentence. Write a definition of the underlined word.

1. You need blankets in the mountains because the nights are chilly even in summer.

_____

2. Fania often makes foolish mistakes when she gets angry.

_____

3. My mother had a recipe for the best biscuits and pie crust I ever tasted.

_____

4. Fred the Sparrow perches on the windowsill every morning and chirps until I feed him some crumbs. _____

5. A Japanese person always bows politely on meeting and parting.

_____

6. I live on an alley so narrow that only one car can drive down it at a time.

_____

7. Because he grew up far from Mexico, Oziel spoke Spanish with a slight foreign accent. _____

Directions Answer each riddle with one of the words from the box above.

8. Which word might describe a person from a faraway country? _____

9. Which word would you use if you were shivering in a wet bathing suit?

_____

10. Which word means that you should have known better? _____

Home Activity Your child defined and used vocabulary words from the story *Happy Birthday Mr. Kang.* Ask your child to write or tell a story about a beloved pet. Have your child use at least six of the vocabulary words from *Mr. Kang.*

Name _____ 5/20/20

Reteaching
16-2

Length and Line Plots

Dorothy measured the lengths of the fingers on her left hand. She also measured the length of her thumb.

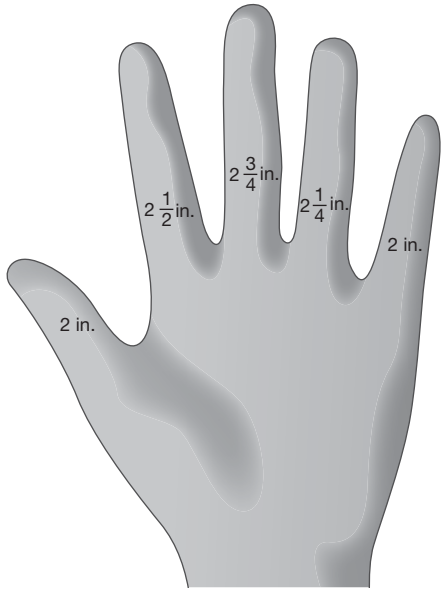
Dorothy wants to make a line plot to show the measurements. The line plot can organize the data of her finger and thumb measurements.

Remember the steps for making a line plot.

Draw a number line and choose a scale based on the data collected. The scale should show data values from the least to greatest.

Write a title for the line plot.

Mark an X for each length.



1. What numbers should Dorothy use as the scale of the line plot?

_____

2. How many Xs, or data points, should Dorothy have on the line plot?

_____

3. Complete this line plot to show Dorothy's data.

The Lengths of Dorothy's Fingers in Inches

Inches

4. How long is Dorothy's shortest finger?

_____

5. How long is her longest finger?

_____

6. **Use Tools** Which length is used more than once?

_____

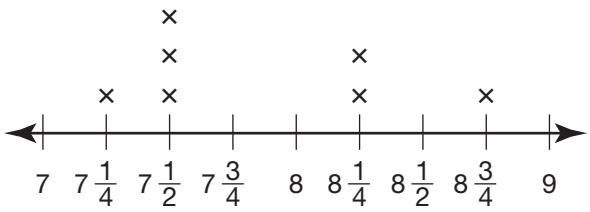
Name _____ 5/20/20

Practice
16-2

Length and Line Plots

Japera measured the lengths of the books in the top shelf of her bookcase. She made a line plot to show the data.

Lengths of Books on Top Shelf in Inches



1. How many books are on the top shelf?

_____

2. What length of book is shown most often?

_____

She measured the lengths of the books on the bottom shelf and listed their lengths.

$8\frac{3}{4}$ in. , $9\frac{1}{2}$ in. , $8\frac{1}{4}$ in. , $9\frac{1}{4}$ in. , 10 in. , $9\frac{1}{4}$ in. , $8\frac{1}{2}$ in.

3. Make a line plot that displays the lengths of the books on the bottom shelf.

_____

4. **Use Tools** Which shelf has the most books that are the same size?

_____

5. How many different lengths of books are on the bottom shelf?

_____

6. **Writing to Explain** Does Japera keep the longer books on the top or the bottom shelf? How do you know?

_____

_____

_____

7. Which length of book is most common on the bottom shelf?

A 2 inches

B $8\frac{3}{4}$ inches

C $9\frac{1}{4}$ inches

D 10 inches

Name _____ 5/20/20 Mr. Kang

Abbreviations

An **abbreviation** is a shortened form of a word. Many abbreviations begin with a capital letter and end with a period.

- Some titles used for names of people are abbreviations. For example, *Dr.* is the abbreviation for *Doctor*. The title *Miss* is not abbreviated.

  Mr. Don Lee Chang Ms. Lucy Ruiz Mrs. Maya Levin
- An **initial** is the first letter of a name. It is written with a capital letter and is followed by a period.

  Mr. Don L. Chang L. T. Ruiz M. E. Levin
- The names of days and months can be abbreviated. *May, June,* and *July* are not abbreviated.

Days of the Week
Sun. Mon. Tues. Wed. Thurs. Fri. Sat.
Months of the Year
Jan. Feb. Mar. Apr. Aug. Sept. Oct. Nov. Dec.

Directions Write each abbreviation. Be sure to capitalize letters and use periods correctly.

1. Mrs W. Wenders _____

2. j r Burton _____

3. sat, aug 4 _____

4. ms T j. Matthews _____

Directions Some abbreviations can be used in sentences. Find the word that can be abbreviated in the sentence below. Write the sentence with the abbreviation.

5. Mister Alexis got a pet bird when he moved to this country.

_____

_____

Home Activity Your child learned about abbreviations. Look through the mail with your child. Have him or her identify abbreviations used for people's names and titles.

Abbreviations

Directions Write the answer to each question. Use abbreviations correctly.

1. What are your initials?

_____

2. What is the abbreviation for the month in which you were born?

_____

3. What are the titles and last names of the adults in your family?

_____

4. What is the abbreviation for your busiest day of the week?

_____

5. What is the abbreviation for the month in which your favorite holiday takes place?

_____

6. What is the abbreviation for today's day of the week?

_____

Directions Write two sentences about two adults besides your parents who have taught you important skills or lessons. Use at least two abbreviations.

_____

_____

_____

_____

_____

_____

Home Activity Your child learned how to use abbreviations in writing. With your child, list some adults who live in your neighborhood. Have your child write their names, using the correct abbreviations for their titles.

Name _____ Date _____ # _____

5/21/20

website: https://jr.brainpop.com/socialstudies/economics/goodsandservices/

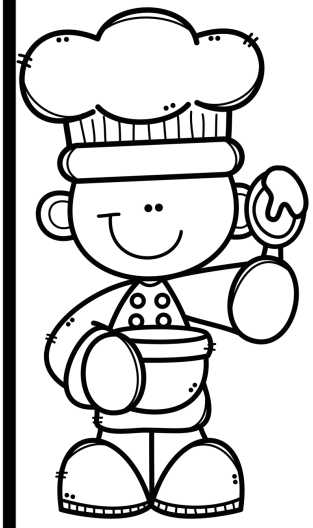
Brain Pop Jr: Goods and Services

Directions: Log into Brain Pop Jr.
Click Social Studies >> then Economics >> then Goods and Services. Watch the video. Answer the questions using complete sentences.

1. What are goods?

_____

_____



2. Name three things that are goods people sell.

*_____

*_____

*_____

3. Name three goods made from natural resources.

*_____

*_____

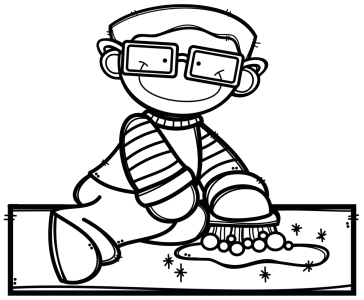
*_____

5/21/20

4. What are services?

---

5. Name three types of people who provide services.



*---

*---

*---

6. What is the difference between a producer and a consumer?

---

7. Name three goods that you like to purchase.

*---

*---

*---

8. Name a service you can provide to others.

---

9. Quiz Score: ____/5 Circle one: Easy or Hard

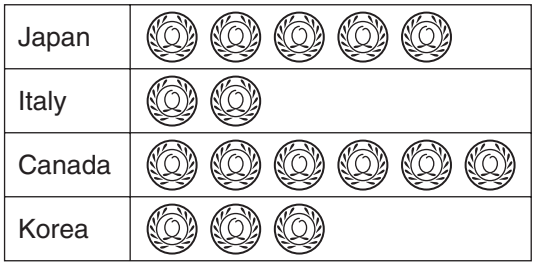
Name _____ 5/21/20

Reteaching
16-3

Reading Pictographs and Bar Graphs

Pictographs use pictures or parts of pictures to represent data.

Gold Medals Won at 1998 Winter Olympics



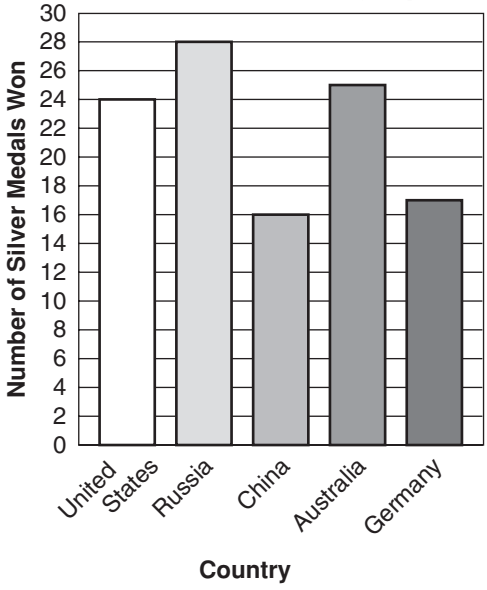
Each = 1 gold medal.

Look at the key to see what each symbol represents. Count the symbols next to a country to see how many medals were won.

Which country has the fewest symbols? Italy. How many gold medals did Italy win? 2 gold medals.

Bar graphs use bars set along a scale to represent data.

Silver Medals Won at 2000 Summer Olympics



Choose a country and use the scale to find how high the bar reaches. That number represents how many medals were won.

Which country has the tallest bar? Russia. How many silver medals did Russia win? 28 silver medals.

Use the pictograph to answer **1** and **2**.

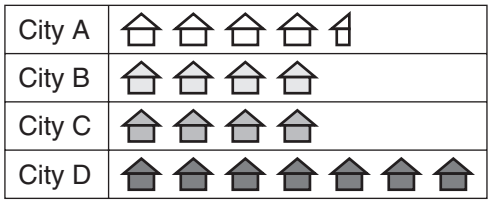
1. How many houses were built in City B in 2002?

_____

2. How many houses were built in City A in 2002?

_____

Number of Houses Built in 2002



Each = 10 houses.

Each = 5 houses.

Name _____ 5/21/20

Practice
16-3

Reading Pictographs and Bar Graphs

For **1** through **4**, use the pictograph at the right.

Books Read

Nancy	
Tamika	
Jamal	
Phil	

Each = 4 books Each = 2 books

1. Who read the most books?

_____

2. Who read exactly 18 books?

_____

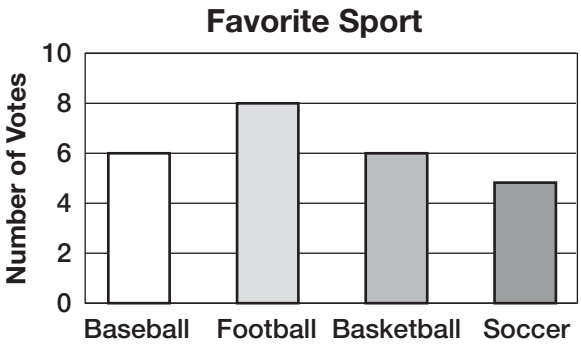
3. How many more books did Nancy read than Jamal?

_____

4. Who read the fewest books?

_____

For **5** through **8**, use the bar graph at the right.



5. How many people chose soccer as their favorite sport?

_____

6. Which sport was voted as a favorite the most?

_____

7. **Reasonableness** Casey said that 40 people were surveyed. Is his answer reasonable? Explain.

_____

_____

_____

8. Which sentence is true?

A Baseball and basketball received the same number of votes.

B More people chose soccer than baseball.

C More people chose football than basketball and soccer combined.

D More people chose baseball than football.

Name _____ 5/21/20

Cause and Effect

- A **cause** is why something happens. An **effect** is what happens.
- A **cause** may have more than one **effect.**
- An **effect** may have more than one **cause.**

Directions Read the following passage.

Rosa wanted to learn how to draw and paint, so she signed up for an art class. The first day, the students tried out all kinds of pens, pencils, and chalk, because the teacher said they weren't ready for paintbrushes yet. The class was fun because everyone helped each other and shared their ideas. At the end of class, the teacher told everyone to bring colored pencils next time. Because of that, Rosa bought a set of pencils and sharpened each one. Rosa knew she was going to learn a lot about art and she was really excited.

Directions Fill in the empty boxes in the two diagrams below.

CAUSES: Why did it happen?		EFFECTS: What happened?
The students weren't ready to paint.	→	**1.**
2.	→	The art class was fun.
3.	→	**4.**

Home Activity Your child learned about cause and effect. Build a tower of blocks with your child. Have him or her pull out one of the bottom blocks and watch what happens. Have your child tell you why it happened (the cause) and what happened (the effect).

Name _____ 5/21/20

Mr. Kang

Vocabulary • Antonyms

- Sometimes when you read you see unfamiliar words. The **context**, or words around it, may help you figure out the meaning.
- Look to see if the author used an **antonym**, a word with the opposite meaning, and use that word to help you with the meaning of the unfamiliar word.

Directions Read the paragraph. Then answer the questions below.

My family wanted to eat at a Chinese food restaurant instead of the usual burger place. We had never been to a Chinese restaurant before and were excited to learn about a different culture. We walked in through a narrow hallway that didn't seem wide enough for us to fit.

We drank hot tea with dinner, which was perfect because I was chilly. I tried to eat with chopsticks, but felt foolish because I seemed clumsy with them. I thought it was sensible to ask for a fork! After this restaurant becomes an old favorite, maybe my family will again try something new—maybe Brazilian food!

1. What does the word *usual* mean in the passage? What context clue helps?

_____

2. What does the word *narrow* mean in the passage? What context clue helps?

_____

3. What does the word *chilly* mean in the passage? What context clue helps?

_____

4. What does the word *foolish* mean in the passage? What context clue helps?

_____

5. What does the word *old* mean in the passage? What context clue helps?

_____

School + Home

Home Activity Your child has identified and used context clues to understand new words. Read a story with your child and encourage looking for context clues to help her or him understand the meaning of unfamiliar words.

Name _____ Date 5/22/20

Words to Know

video: https://jr.brainpop.com/science/weather/watercycle/

Write the word next to the description it matches.

water cycle	precipitation	runoff

1. _____ water that falls to Earth, flows over land, and collects in streams, lakes, and oceans
2. _____ the movement of water from Earth's surface into the air and back again
3. _____ water that falls to Earth

Explain

Answer the questions on the lines below.

4. At what stage of the water cycle does water change from liquid water to water vapor, a gas?

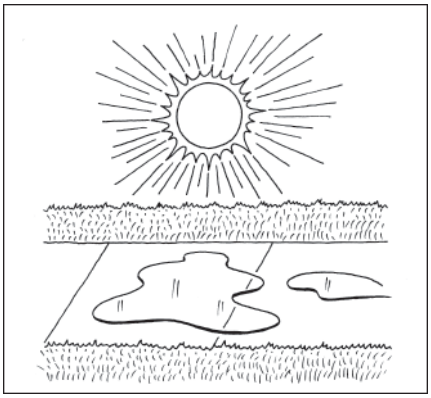
_____

5. What happens after water moves through all stages of the water cycle?

_____

Apply Concept

6. Look at the picture.
What stage of the water cycle is this?
What will happen to the water next?



_____

_____

_____

_____

Name _____ 5/22/20

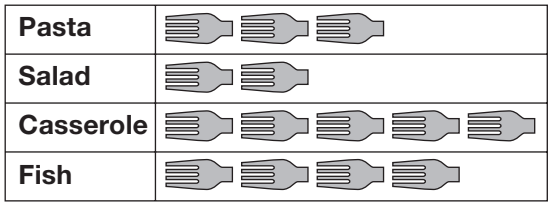
Reteaching
16-4

Making Pictographs

The tally table shows food items that were ordered for lunch.
Follow the steps below to make the pictograph.

Food	Tally	Number
Pasta	𝍸 I	6
Salad	IIII	4
Casserole	𝍸 𝍸	10
Fish	𝍸 III	8

Items Ordered



Each  = 2 meals

Step 1

Write a title that explains what the pictograph shows.

Step 2

Choose a symbol. For this pictograph, use a fork. Decide how many meals each fork will represent.

Step 3

Draw the number of symbols that are needed for each food.

The tally table shows how Ms. Hashimoto's class voted for their favorite types of movies to rent.

1. Complete the table.

Favorite Video	Tally	Number
Action	𝍸 III	
Comedy	III	
Drama	𝍸 I	
Animated	𝍸 𝍸	

2. Complete the pictograph.

_____

Action	
Comedy	
Drama	
Animated	

Each  = ____ votes.

3. Writing to Explain How did you choose the number that each symbol represents?

_____

_____

Name _____ 5/22/20

Practice
16-4

Making Pictographs

For **1** and **2**, use the chart.

1. Make a pictograph to show the data in the chart. Write a title. Choose the key.

Color of Cars

Color	Tally	Number
Red	𝍸 𝍸 𝍸 I	16
Green	𝍸 𝍸 𝍸 𝍸	20
Silver	𝍸 𝍸 𝍸 𝍸 IIII	24
Black	𝍸 𝍸 IIII	14

2. Reasonableness Why did you choose the number for each symbol that you chose?

_____

_____

_____

3. Fred is going to make a pictograph showing the number of tomatoes that he picked each day. He picked 30 Monday, 25 Tuesday, 35 Wednesday, and 40 Thursday. Which would be the best number to use for each symbol?

A 1 **C** 5

B 2 **D** 20

4. Explain It Pamela made a pictograph showing students' favorite drinks. Pamela drew 3 glasses to represent the 6 students who chose chocolate milk. Is her pictograph correct? Explain.

Favorite Drinks

Drink	Number of Students
Chocolate milk	
Fruit juice	

Key Each  = 2 students.

_____

_____

_____

Name _____ 5/22/20

Literary Elements • Theme

- To identify the **theme** of the story, or the story's message, do the following:
  Identify the main character and the main problem.
  Follow how the character solves the problem.
  Decide what the character learns from solving the problem.
  Figure out the story's message.

Directions Read the following story. Then fill in the diagram below.

The emperor of China loved the song of birds. His people combed the forests to capture the birds with the loveliest voices. They would bring the birds to the palace to win the emperor's favors.

The bird with the most beautiful song of all was the little brown nightingale. The emperor loved her song but did not like her plain brown feathers. He asked the jeweler to make a more beautiful nightingale. The jeweler made a mechanical musical bird of gold, rubies, and diamonds. The emperor was delighted with the music box, which glittered and gleamed. When the real nightingale saw and heard the music box, she flew quietly away.

One day the music box wore out, and would not play any more. The emperor grew very ill. As he lay dying, he heard the sweet and beautiful song of the real nightingale again. She had flown back to the palace to cheer the emperor with her song.

The emperor apologized to the nightingale. The nightingale promised to return every day and sing to him until he was well again.

Detail

Detail

Detail

Theme

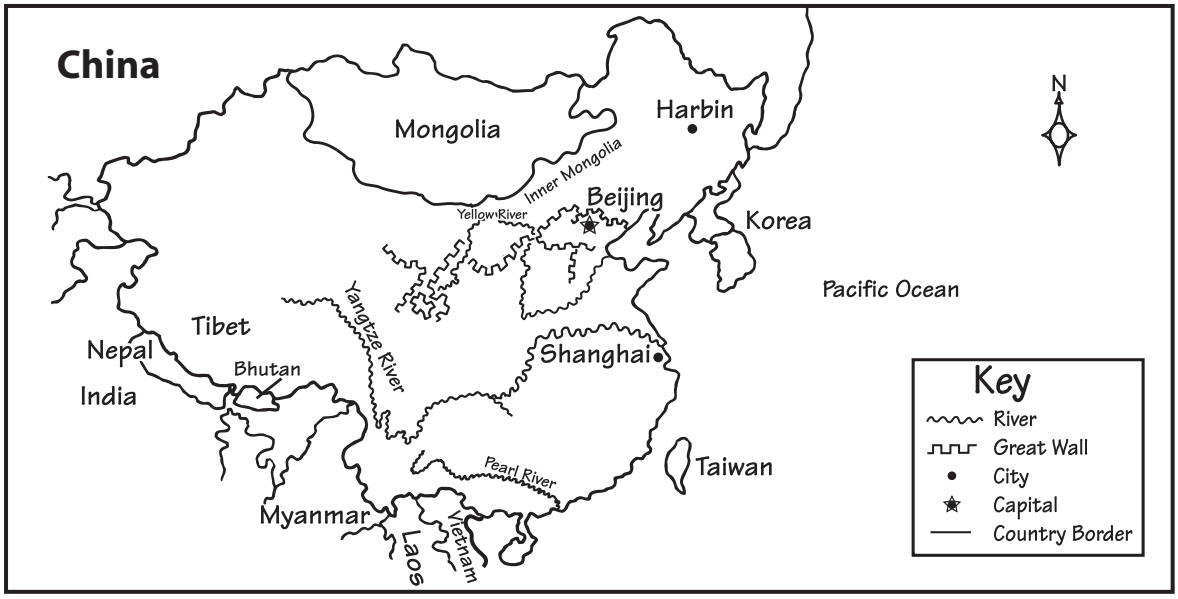
Home Activity Your child identified a story's theme. Read a folk tale or fairy tale with your child. Discuss the story's theme. Have your child identify details that explain the theme.

Name _____ 5/22/20 Mr. Kang

Maps

Maps are drawings of places that show cities, states, and countries. Maps can show the location of landforms, bodies of water, and other important places.

Directions Look at the map of China. Then answer the questions.



1. What are two countries that border China?

_____

2. Which river is located in southern China?

_____

3. The Great Wall runs along the border of which region?

_____

4. The capital of China is located close to which body of water?

_____

5. Is Mongolia a country, or is it part of China? How can you tell?

_____

Home Activity Your child answered questions about a map of China. Together, look at maps of different countries. Find countries that are divided into states, provinces, regions, and so on. Look for each country's landforms, bodies of water, cities, and the capital.

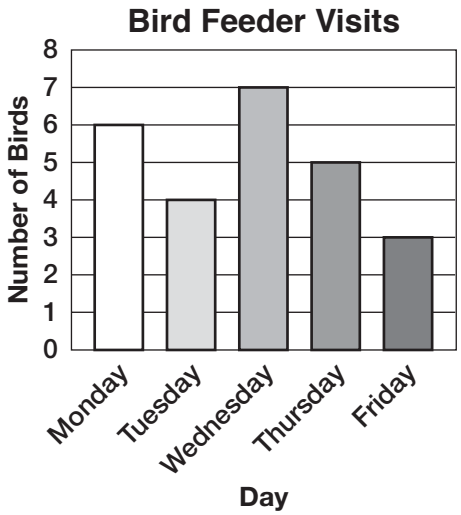
Name _____ 5/26/20

Reteaching
16-5

Making Bar Graphs

The table shows the number of birds that visited a bird feeder.

Day	Number of Birds
Monday	6
Tuesday	4
Wednesday	7
Thursday	5
Friday	3



Follow the steps below to make the bar graph at the right.

Step 1

Write each of the days and label the bottom of the graph "Day."

Step 2

Number the scale. Label the scale "Number of Birds."

Step 3

Make the bars for each day.

Step 4

Give the graph a title.

Use the table below for **1** and **2**.

Field Day Results

Team	Points
Bulls	45
Colts	30
Pigs	25
Rams	40

1. Make a bar graph. Remember to label your graph and add a title.

2. **Writing to Explain** Why did you choose the scale you did?

_____

_____

Name _____ 5/26/20

Practice
16-5

Making Bar Graphs

For **1** and **2**, use the chart at the right.

Favorite States to Visit

State	Number of Votes
New York	25
Florida	35
California	30
Hawaii	20

1. Make a bar graph to show the data in the chart.

2. **Reason** How can you use a bar graph to determine which state had the least number of votes?

_____

_____

3. **Explain It** Describe your process for determining the scale for a bar graph.

_____

_____

_____

4. The table at the right shows the number of phone calls Mrs. Walker made during 5 days of fundraising. Which is the scale you would use to make a bar graph of the data?

Fundraising Calls

Day	Phone Calls
Saturday	26
Sunday	19
Monday	20
Tuesday	24
Wednesday	16

A by 1s

B by 2s

C by 7s

D by 10s

Graphic Sources

- **Graphic sources** are ways of showing information visually, or in a way you can see.
- Charts, diagrams, maps, and graphs are examples of graphic sources.

Directions Read the following passage.

The principal made an exciting announcement. Students would be allowed to draw on the walls! But they couldn't just scribble any old thing. Each class would submit a plan for a mural that would express school pride.

Mrs. Maki's students held a meeting to decide what to show on their mural. The students suggested a school sports team in action, students working in the media center, or students participating in activities such as drama, choir, or band. After listing the possibilities, the class took a vote. Which idea do you think won?

Directions: Use information from the passage to create a graphic source that shows the information in a visual way. Then use the information in your graphic source to help explain the passage.

Home Activity Your child created a graphic source to show information from a passage visually. Read a newspaper or magazine article with your child. Ask your child to make a graphic source that shows information from the passage at a glance.

Graphic Sources

- **Graphic sources** are ways of showing information visually, or in a way you can see.
- **Charts, diagrams, maps,** and **graphs** are examples of graphics.
- **Graphic sources** make information easier to understand and find.

Directions Read the following passage and look at the map. Then answer the questions.

Oklahoma is in the central United States. Much of the state is flat grassland, or prairie. The name *Oklahoma* is taken from two Choctaw Indian words—*okla*, meaning "people," and *homma*, meaning "red." Its nickname is the Sooner State, named after settlers who grabbed the best land in the late 1880s. This state shares borders with six other states—Texas, Colorado, Kansas, Missouri, New Mexico, and Arkansas. Oklahoma is known for beef cattle and oil rigs.

1. What is this article about?

_____

2. Why did the author include a map in the article?

_____

_____

3. How does the map help the reader locate Oklahoma quickly?

_____

_____

4. What state is south of Oklahoma?

_____

5. Which two states share Oklahoma's northern border?

_____

Home Activity Your child used a graphic source to better understand the information in an article. Find another article that has a map, graph, or chart. Help your child use the graphic source to better understand the topic.

Name _____ 5/27/20

Reteaching
16-6

Problem Solving: Use Tables and Graphs to Draw Conclusions

Students were asked to name their favorite type of dog.
The pictograph shows the results of the survey.

Students' Favorite Dogs

Dog	Number Counted
Beagle	
Collie	
Shepherd	
Poodle	
Dalmatian	

Each = 2 votes.

Which dog was chosen by *exactly* 5 students? Shepherd

Which dog was chosen by 2 more students than a Dalmatian? Beagle

For **1** through **3**, use the chart below.

Quarter	Points Scored
1st	7
2nd	3
3rd	10
4th	6

1. The chart shows how many points a football team scored. How many points were scored altogether?

_____

2. **Write a Problem** Write a word problem that is different from Exercise 1 that can be solved by reading the chart.

_____

_____

3. Make a graph to represent the data in the chart. Choose a bar graph or a pictograph.

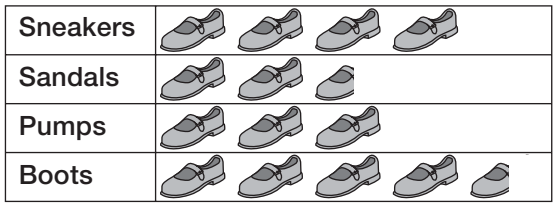
Name _____ 5/27/20

Practice
16-6

Problem Solving: Use Tables and Graphs to Draw Conclusions

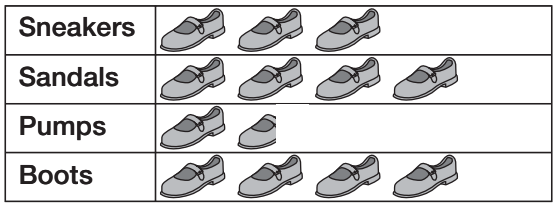
Use the pictographs for **1 through 4**.

Girls Shoes Sold at Just Shoes



Each  = 10 shoes.

Girls Shoes Sold at All Shoes



Each  = 5 shoes.

1. Which type of shoe was sold the most at Just Shoes?

_____

2. Which two types of shoes were sold equally at All Shoes?

_____

3. Which store sold the most pumps?

_____

4. How many sneakers were sold in all?

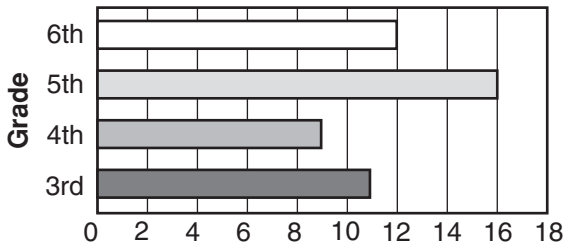
_____

For **5** and **6**, use the bar graph at the right.

5. How many cars were washed altogether?

_____

Cars Washed by Grade



6. Write a Problem Write a word problem different from Exercise 5 that can be solved by reading the graph.

_____

_____

Students Receiving an A or a B

Test	Tally
1	𝍸 𝍸 ||
2	𝍸 𝍸 𝍸 |
3	𝍸 𝍸 𝍸
4	𝍸 |||

7. According to the tally chart, how many more students received an A or a B in Test 2 than in Test 4?

_____

Vocabulary

Directions Match each word with its meaning. Draw a line to connect them.

Check the Words You Know

___encourages	___native
___settled	___social
___local	___expression
___support	

1. support	someone born in a place
2. native	a statement of an idea
3. social	provide help
4. encourages	having to do with other people
5. expression	urges

Directions Write the word from the box that best completes each sentence below.

6. We moved to the United States and _____ in Houston. _____

7. My father always _____ me to study hard. _____

8. My parents are active in _____ neighborhood sports. _____

9. My cousin was born in Madrid, so she is a _____ of Spain. _____

10. My parents _____ my team by cheering at all of my games. _____

Write a Description

On a separate sheet of paper describe a painting that you think would look good on the wall of a building in your neighborhood. Use as many vocabulary words as possible.

Home Activity Your child has identified and used vocabulary words from *Talking Walls: Art for the People.* Take a walking tour of your neighborhood. Encourage your child to use this week's vocabulary words as you talk about what you see.

Vocabulary

encourages expression local native settled social support

Directions Match each word on the right with its definition on the left.

1. made a home in a place
2. having to do with a certain nearby place
3. to help
4. gives hope or confidence to; urges on
5. a person who was born in a particular country
6. the act of putting thoughts into words or action
7. having to do with people as a group

encourages

expression

local

native

settled

social

support

Directions Each sentence contains two words in ( ). Circle the word that belongs in the sentence.

8. If you were born in Ohio, you are (native, support) to the Midwest.
9. Fans go to games to show their (encourages, support) for the team.
10. Two of the major (local, settled) crops in the region are tomatoes and blueberries.
11. History and geography are part of the program in (social, support) studies.
12. Our family first (social, settled) in Pennsylvania in the 1700s.
13. A true friend always (encourages, expression) you to do your best.
14. My cat often had an alert (expression, support) on her face.

Home Activity Your child defined and used vocabulary words from *Talking Walls*. Ask your child to write a letter to a friend or relative, describing a special neighborhood event or project. Have your child use as many of the vocabulary words as possible.

Name _____ Date _____5/28/20_____ # _____

video: https://jr.brainpop.com/socialstudies/economics/needsandwants/

Brain Pop Jr: Needs and Wants

Directions: Log into Brain Pop Jr.
Click Social Studies >> then Economics >>
then Needs and Wants. Watch the video.
Answer the questions using complete sentences.

1. What is a need?

_____

_____

2. What are some needs people must have in order to live?

_____

_____

3. Why do some people have different needs?

_____

_____

_____

_____

4. What is a want? **5/28/20**

---

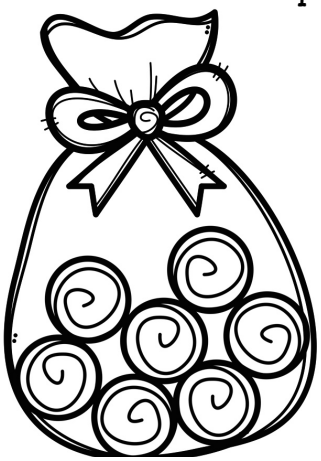
5. Name three things people want but don't need.

*_____

*_____

*_____

6. What is the purpose of commercials on TV and ads in magazines?



_____

_____

7. How do people get what they need or want?

_____

_____

_____

8. Quiz Score: ____/5 Circle one: Easy or Hard

Name _____ 5/28/20

Step-Up 1
Reteaching

Arrays and Multiplying by 10 and 100

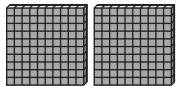
You can use addition to help you multiply.

Find 2 × 10.

There are two groups of 10.

Add 10 two times.
10 + 10 = 20
or
Multiply 2 groups of 10.
2 × 10 = 20

Find 2 × 100.

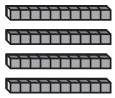


There are two groups of 100.

Add 100 two times.
100 + 100 = 200
or
Multiply 2 groups of 100.
2 × 100 = 200

Find each product.

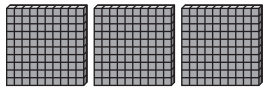
1. Find 4 × 10.



Add: 10 + 10 + 10 + 10 = _____

So, 4 × 10 = _____.

2. Find 3 × 100.



Add: 100 + 100 + 100 = _____

So, 3 × 100 = _____.

3. **Reasonableness** Michael used addition to find 8 × 100 and he said the product is 80. What did he do wrong?

_____

4. Draw two sets of arrays to represent 6 × 10 and 5 × 100. Then show how to use addition and multiplication to find each product.

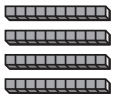
Name _____ 5/28/20

Step-Up 1
Practice

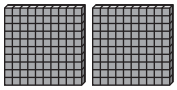
Arrays and Multiplying by 10 and 100

Find each product.

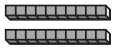
1. $4 \times 10 =$ _____



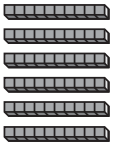
2. $2 \times 100 =$ _____



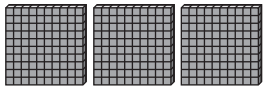
3. $2 \times 10 =$ _____



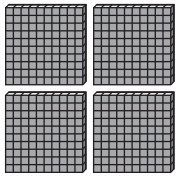
4. $6 \times 10 =$ _____



5. $3 \times 100 =$ _____



6. $4 \times 100 =$ _____



7. **Reason** What whole number could you use to complete $\square \times 100 = \square 00$ so that $\square 00$ is greater than 500 but less than 700?

_____

8. Mr. Mitchell does 100 sit-ups every morning. How many sit-ups will he do in 9 days?

A 90 **B** 100 **C** 109 **D** 900

9. Jackie has 10 groups of pennies with 3 pennies in each group. Carlos has 5 groups of pennies with 100 pennies in each group. Who has more pennies? Explain how you know.

_____

_____

_____

_____

Combining Sentences

When you **combine sentences,** you join two sentences that are about the same topic. You make them into one sentence.

- You can join two simple sentences and make a compound sentence. Add a comma and a conjunction such as *and, but,* or *or.*

  Jen drew a tree. I drew a bird. Jen drew a tree, and I drew a bird.
- You can combine two sentences that have the same subject.

  Jen got blue paint. Jen painted the sky. Jen got blue paint and painted the sky.
- You can combine two sentences that have the same predicate.

  Jen painted. I painted. Jen and I painted.
- You can combine two sentences by using an appositive.

  We made a mural. A mural is a wall painting. We made a mural, a wall painting.
- You can combine two sentences by using adjectives or adverbs.

  That mural is big. Our mural is bigger. Our mural is bigger than that mural.
  We painted the mural. We painted it quickly. We painted the mural quickly.
- You can combine two sentences by using prepositional phrases.

  They saw the mural. It was on Main Street. They saw the mural on Main Street.

Directions Combine each pair of sentences into a compound sentence. Use a comma and the conjunction in ( ).

1. Some murals show famous people. Our mural shows ordinary people. (but)

_____

_____

2. I will show you the mural. You can find it yourself. (or)

_____

_____

Directions Combine the sentences. Use the underlined words only once in the new sentence.

3. Diego Rivera came from Mexico. Diego Rivera painted murals in America.

_____

_____

Home Activity Your child learned about combining sentences. Point out two short related sentences in a book you are reading with your child. Have your child combine the sentences.

Name _____ 5/28/20

Combining Sentences

Directions Combine each pair of sentences. Use the way shown in ( ).

1. Many painters create murals. Most painters create smaller paintings. (but)

_____

_____

2. You can paint a mural on canvas. You can use oil paints. (prepositional phrase)

_____

_____

3. The people gazed at the mural. They were excited. (adverb)

_____

_____

Directions Combine each pair of sentences. Use the underlined words only once in your new sentence.

4. <u>That mural</u> shows many different people. <u>That mural</u> pictures several events.

_____

_____

5. <u>A mural can</u> entertain people. <u>A mural can</u> teach people.

_____

_____

6. Public buildings <u>are good places for murals</u>. Parks <u>are good places for murals</u>.

_____

_____

Home Activity Your child reviewed combining sentences. While looking at a magazine or newspaper, ask your child to combine pairs of related sentences in two different ways.

Name _____ Date 5/29/20

Chapter 6
Lesson 2
Check

Words to Know

videos: https://www.brainpop.com/science/weather/weather/

https://www.brainpop.com/science/weather/climatetypes/

Write the word next to the description it matches.

weather	climate

1. _____ what the air is like in a place in a single moment

2. _____ pattern of weather in a place over many years

Explain

Answer the questions on the lines below.

3. What factors affect climate?

_____

_____

4. What can weather data help you infer?

_____

_____

Apply Concept

5. Maria lives in a town that has year-long warm temperatures and gets a lot of rain. What factors are most likely affecting where Maria lives? Explain.

_____

_____

_____

_____

Name _____ 5/29/20

Step-Up 2
Reteaching

Breaking Apart Arrays

You can use arrays of place-value blocks to multiply.

Find the product for 4×16.

What You Show

$4 \times 10 = 40$ $4 \times 6 = 24$

$40 + 24 = 64$

Use the array to find the partial products and the product.

1.

$$\begin{array}{r} 12 \\ \times\ \ 3 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 22 \\ \times\ \ 6 \\ \hline \end{array}$$

Complete the calculation.

3. $\begin{array}{r} 15 \\ \times\ \ 4 \\ \hline \end{array}$

4. $\begin{array}{r} 22 \\ \times\ \ 4 \\ \hline \end{array}$

5. $\begin{array}{r} 14 \\ \times\ \ 6 \\ \hline \end{array}$

6. $\begin{array}{r} 16 \\ \times\ \ 6 \\ \hline \end{array}$

7. $\begin{array}{r} 12 \\ \times\ \ 5 \\ \hline \end{array}$

8. $\begin{array}{r} 13 \\ \times\ \ 4 \\ \hline \end{array}$

9. $\begin{array}{r} 15 \\ \times\ \ 5 \\ \hline \end{array}$

10. $\begin{array}{r} 16 \\ \times\ \ 7 \\ \hline \end{array}$

11. **Reason** What two simpler problems can you use to find 4×22? (Hint: Think about tens and ones.)

_____

_____

Name _____ 5/29/20

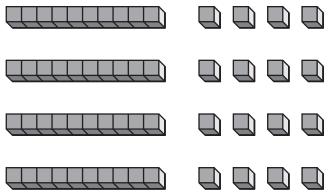
Step-Up 2
Practice

Breaking Apart Arrays

Use the array to find the partial products and the product.

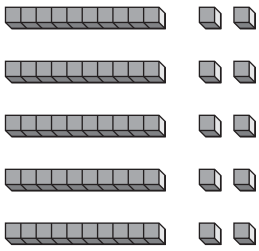
Complete the calculation.

1.



$$\begin{array}{r} 14 \\ \times\ 4 \\ \hline + \begin{array}{r} \square\,\square \\ \square\,\square \end{array} \\ \hline \square\,\square \end{array}$$

2.



$$\begin{array}{r} 12 \\ \times\ 5 \\ \hline + \begin{array}{r} \square\,\square \\ \square\,\square \end{array} \\ \hline \square\,\square \end{array}$$

3.

$$\begin{array}{r} 17 \\ \times\ 4 \\ \hline + \begin{array}{r} \square\,\square \\ \square\,\square \end{array} \\ \hline \square\,\square \end{array}$$

4.

$$\begin{array}{r} 25 \\ \times\ 3 \\ \hline + \begin{array}{r} \square\,\square \\ \square\,\square \end{array} \\ \hline \square\,\square \end{array}$$

5.

$$\begin{array}{r} 21 \\ \times\ 4 \\ \hline + \begin{array}{r} \square\,\square \\ \square\,\square \end{array} \\ \hline \square\,\square \end{array}$$

6. $4 \times 17 =$ _____

7. $5 \times 24 =$ _____

8. $3 \times 18 =$ _____

9. $5 \times 29 =$ _____

10. $23 \times 3 =$ _____

11. $21 \times 6 =$ _____

12. Clyde planted 4 rows of tomato seeds. Each row has 12 seeds. How many tomato seeds did Clyde plant? _____

13. Find 7×22.

A 54 **B** 144 **C** 152 **D** 154

14. Write a description of an array of stickers using the product of 3×15.

_____

_____

_____

_____

Graphic Sources

- **Graphic sources** are ways of showing information visually, or in a way you can see. Graphic sources make information easier to find and understand.
- **Charts, diagrams, maps,** and **graphs** are examples of graphic resources.

Directions Read the following chart. Then answer the questions.

U.S. Museums

Museum	Location	What You Can See or Hear	Museum Store?
Museum of Modern Art	New York City, NY	modern art, sculpture, photography	yes
National Air and Space Museum	Washington, D.C.	largest collection of aircraft in the world	yes
California State Railroad Museum	Sacramento, CA	railroad artifacts, locomotives	yes
Rock and Roll Hall of Fame	Cleveland, OH	photographs, guitars, early recordings	yes

1. What is the topic of this chart?

_____

2. What can you see or hear at the National Air and Space Museum?

_____

3. Which museum is located in Cleveland, Ohio?

_____

4. Which museum sounds most interesting to you? Why?

_____

Home Activity Your child used a graphic source to understand information about different kinds of museums. With your child, create a similar chart that gives information about something that interests him or her. Invite another family member to locate information about the topic in the chart.

Fact and Opinion

- A statement of **fact** can be proved true or false.
- A statement of **opinion** gives someone's thoughts or feelings about something.
- Feeling words, such as *favorite* and *wonderful*, are clues that a sentence is an opinion.

Directions Read the following passage and answer the questions.

One of my favorite types of paintings is called *fresco*. Fresco is a way of creating wall murals that has been used for hundreds of years. A fresco artist mixes dry colors with water and then quickly paints them on damp plaster. The paint becomes part of the wall.

José Clemente Orozco was born in Mexico in 1883. Orozco painted bold, colorful murals of people that showed how they lived. Many of his murals showed humans and machines, and explored the good and the bad parts of modern life. I believe that Orozco expressed emotion in his frescoes better than any other mural painter did.

1. Is the first sentence a fact or an opinion? How do you know? _____

2. Write two facts that tell how artists make a fresco painting. _____

3. What was the author's opinion about José Clemente Orozco? _____

4. Reread the first sentence in the second paragraph. Does it state a fact or an opinion? How do you know? _____

5. Write an opinion that states your opinion about the best or the worst kind of artwork. Include at least one reason for your thinking. _____

School + Home

Home Activity Your child identified facts and opinions in an article. Read aloud another passage about an artist or a kind of artwork. Ask your child to identify statements of fact and opinion in the passage, and give reasons for his or her thinking.