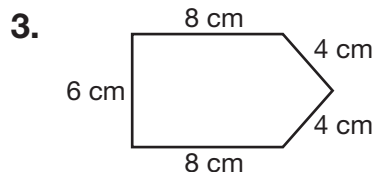# Understanding Perimeter
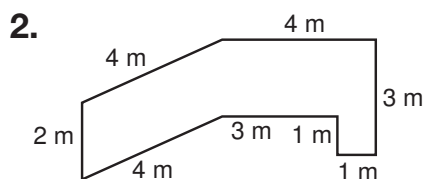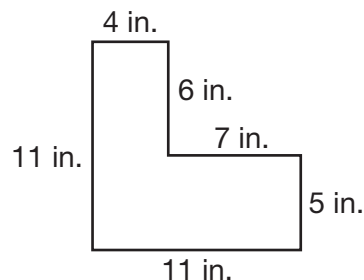
The **perimeter** of a figure is the distance around it.

The perimeter is found by adding the lengths of the sides.

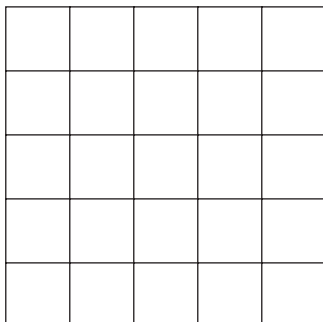4 in. + 6 in. + 7 in. + 5 in. + 11 in. + 11 in. = 44 in.

The perimeter of the figure is 44 inches.

1.
4 in. 10 in.
12 in.
_____

2.
4 m
4 m
2 m   3 m 1 m
4 m   1 m
4 m
3 m
_____

3.
8 cm
4 cm
6 cm
4 cm
8 cm
_____

Draw a figure with the given perimeter.

4. 6 units

5. 10 units
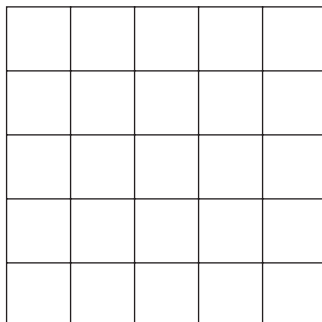
6. 12 units

7. A rectangle has a length of 5 yards and a width of 3 yards. What is its perimeter? Explain your answer.

_____

_____

Understanding Perimeter

Find the perimeter of each polygon.

1.

_____

2.

9 cm

6 cm

6 cm

9 cm
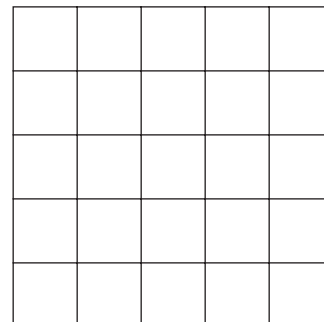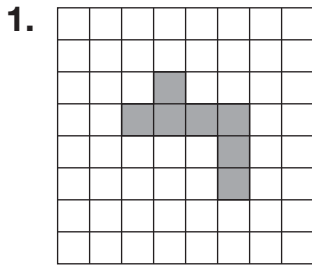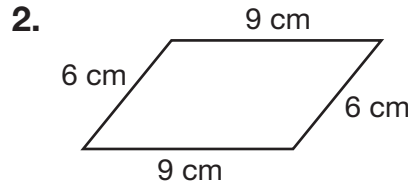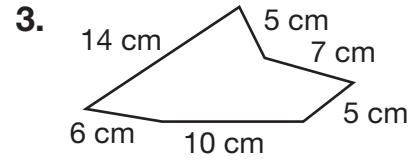
_____

3.

5 cm

14 cm

7 cm

6 cm

5 cm

10 cm

_____

Draw a figure with the given perimeter.

4. 10 units
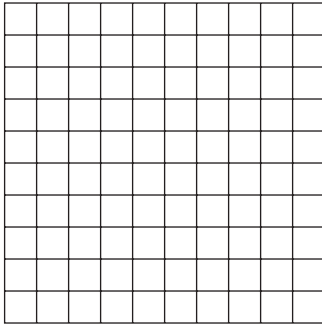
5. 22 units
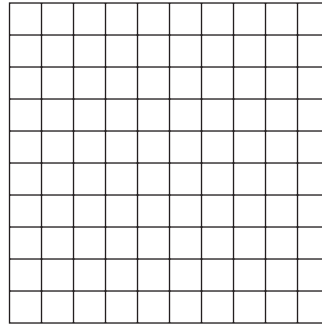
6. A park has the shape of a trapezoid. Two of the sides are 25 meters long. The other two sides are 40 meters and 20 meters long. What is the perimeter of the park?

_____

7. Mr. Anders wants to put a fence around his backyard. His backyard is rectangular. The lengths of the sides are 75 yards, 45 yards, 75 yards, and 45 yards. How much fencing will Mr. Anders need?

_____

8. Communicate When finding the perimeter of a figure on a grid, why do you not count the spaces inside the grid?

_____

_____

9. Which rectangle has a perimeter of 16 units?

A Length 5 units, width 3 units

B Length 10 units, width 6 units

C Length 8 units, width 1 unit

D Length 6 units, width 3 units

Sequence

- To tell the **sequence** in a story, tell the important events in the order in which they happened.
- Clue words such as *first, next, then,* and *finally* are often used to sequence in a story. Dates, days, and times can also be clues.

Directions Read the following passage.

The first clue that a big change was coming happened at dinner on Monday. Mom and Dad started talking about travel. They said travel would be a good experience for my sister and me. On Tuesday, Dad told us he would be working overseas for a year and the whole family would go along. From Wednesday to Friday we packed. Finally, the big day came. We flew for hours and hours on Saturday. We stepped out of the plane and into a new adventure.

Directions Fill in the graphic organizer to show the important story events in the correct sequence. Then answer the question.

Monday	Tuesday	Wednesday	Saturday
1.	2.	3.	4.

5. How did clue words help you fill in the organizer above?

_____

_____

_____

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Sequence of Events

- The **sequence of events** in a story is the order in which events happen.
- Clue words, such as *first, next, then,* and *finally* are often used to signal the sequence of events. Dates and times can also be clues. Sometimes, no clue words are used at all.

Directions Read the following passage.

First my parents told me they were going to start looking for a new house for us to live in. Did I want to move? No way! I was perfectly happy in our old house. I had friends next door and friends across the street, and I liked my room. I didn't want to go to a different school.

Then my parents said they'd look for a house in the same neighborhood so I didn't have to change schools. At least that was something. So after looking and looking, they finally found a house they liked. But it was in a different town. I had to change schools after all.

Directions Number the following three events in the order in which they happened.

1. _____ My parents found a house.

2. _____ My parents said we were going to move.

3. _____ My parents looked for a house in our neighborhood.

4. What, if anything, might have changed if the child's parents had said they were moving out of town right from the beginning?
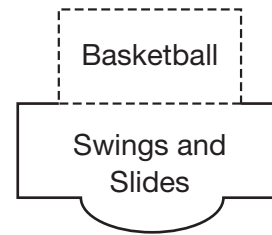
_____

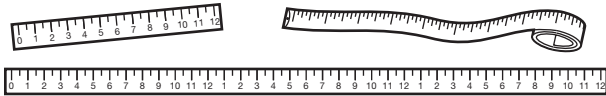_____

5. What happened at the end of the story?

_____

_____

_____

Tools and Units for Perimeter

Mrs. Ramirez is putting tape around a section of the playground that will be used for playing basketball. She needs to measure the perimeter.

Which tool should she use?

Mrs. Ramirez could use a ruler, a yardstick, or a measuring tape.

The part of the playground that Mrs. Ramirez is measuring is large, so she should use a yardstick or a measuring tape.

Basketball

Swings and Slides

Which unit should she use?

Mrs. Ramirez could use inches, feet, yards, or miles.

The perimeter is not long enough to use miles. Yards and feet are longer than inches. Since the playground is big, yards or feet would be the best choice.

In **1** and **2**, circle the better tool for measuring the perimeter of each.

1. A room
Yardstick   Ruler

2. A curved window
Measuring tape   Yardstick

In **3** and **4**, circle the better unit for measuring the perimeter of each.

3. A photograph
Feet   Inches

4. A football field
Yards   Inches

In **5** and **6**, use the diagram. Circle the best answer.

5. Which is the better tool for measuring the distance around the edge of the fish pond?
Ruler   Measuring tape

6. Which is the better unit for measuring the perimeter of the play area?
Inches   Yards

Picnic Table	Picnic Table	Fish Pond
Play Area		Flower Garden
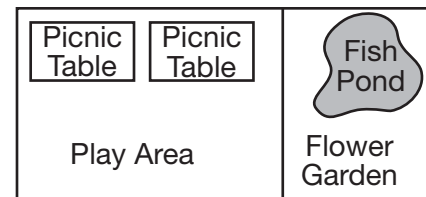
Main Street Park

7. Writing to Explain Why might you need to measure a perimeter with a measuring tape instead of a ruler?

Tools and Units for Perimeter

In **1** and **2**, circle the better tool for measuring the perimeter of each.

1. A round clock

Yardstick   Measuring tape

2. A square classroom

Ruler   Yardstick

In **3** and **4**, circle the best unit for measuring the perimeter of each.

3. A parking lot

Yards   Inches   Miles

4. The top of your desk

Yards   Miles   Inches

In **5** and **6**, choose the best tool and unit from the list.

5. Mrs. Lenz wants to put ribbon around the edge of a pillow. Which tool and unit should she use to measure the perimeter of the pillow?

_____

6. Mr. Paz wants to put a fence around a baseball field. Which tool and unit should he use to measure the perimeter of the baseball field?

_____

Tools
Measuring tape
Ruler
Yardstick

Units
Miles
Yards
Feet
Inches

7. Which tool and unit is the best choice for measuring the perimeter of a picture on the wall?

    A Ruler and inches

    B Yardstick and feet

    C Yardstick and yards

    D Measuring tape and yards

8. Which of these units could NOT be used to measure the perimeter of a gymnasium?

    A Feet

    B Inches

    C Miles

    D Yards

9. How are a ruler, a yardstick, and a measuring tape the same? How are they different?

_____

_____

Vocabulary

Check the Words You Know

___homesick   ___described   ___curious
___raindrops   ___airport   ___delicious
___farewell   ___memories   ___cellar

Directions Draw a line from the word to its definition.

1. homesick   parting

2. farewell   told what something looked like

3. memories   longing for home

4. delicious   things you remember

5. described   tasting very good

6. cellar   an underground room

Directions Write a word from the box that fits the meaning of the sentence.

7. I opened my umbrella when I felt _____ falling on my head.

8. At the _____ I wait to board the plane.

9. I enjoy social studies because I am _____ about the world.

10. I have many happy _____ of my summer vacation.

11. This Chinese restaurant has _____ food.

Write a Journal Entry

On a separate sheet of paper, write a journal entry about a happy memory you have.
Use as many vocabulary words as possible.

School +Home **Home Activity** Your child identified and used words from *Good-Bye, 382 Shin Dang Dong.* Read a story or poem that tells about feelings. Discuss the story or poem using this week's vocabulary words.

Adverbs

Directions Make each sentence more specific by adding an adverb from the box or an adverb of your own. Write the new sentence.

impressively	cautiously	always
really	outside	suddenly

1. Jonah practices Korean martial arts in the mornings.

_____

_____

2. He likes *tae kwon do*.

_____

3. Jonah kicks his legs.

_____

4. Jonah and the other class members jump.

_____

5. The teacher uses his feet.

_____

6. In warm weather, students practice in the courtyard.

_____

_____

Directions Write two sentences about actions you do in a sport or activity. Use at least two adverbs. Underline the adverbs.

_____

_____

School + Home **Home Activity** Your child learned how to use adverbs in writing. Have your child write a postcard to a friend or family member and include an adverb in the message.

DVD•314 Adverbs

Perimeter of Common Shapes

Use the properties of these common shapes to find the missing side lengths. Then find the perimeter.

Rectangle	**Square**	**Equilateral Triangle**
Two pairs of sides have the same length.	All 4 sides have the same length.	All 3 sides have the same length.
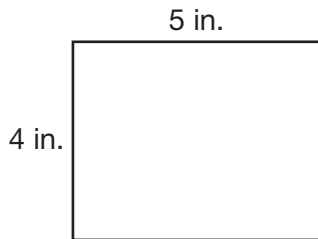
5 in.

4 in.

6 cm

5 ft

4 in. + 5 in. + 4 in. + 5 in. = 18 in.

6 cm + 6 cm + 6 cm + 6 cm = 24 cm
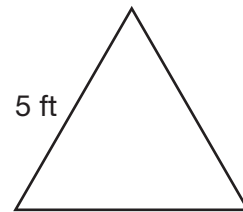
5 ft + 5 ft + 5 ft = 15 ft

Find the perimeter of each polygon.

1.

3 cm

_____

2.   4 cm

2 cm

_____

3.

2 in.

_____

4.   6 ft

5 ft

_____
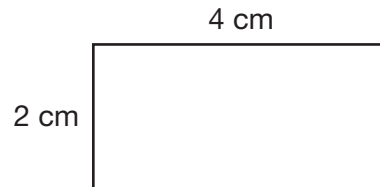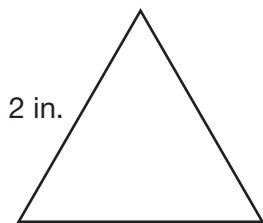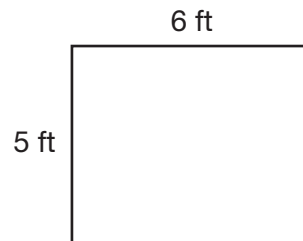
5. Reason Can two squares of different sizes have the same perimeter? Explain.

_____

_____

4/22/20

Perimeter of Common Shapes

Use an inch ruler to measure the length of the sides of each polygon. Find the perimeter.

1.

_____

2.

_____
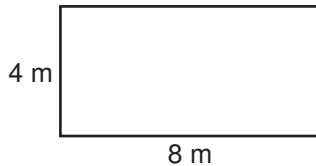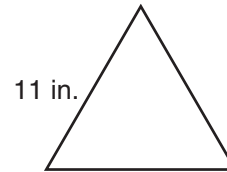
Find the perimeter of each shape.

3.

4 m

8 m

_____

4.

11 in.

_____

5. The largest room in Lauren's house is shaped like a square with sides of 6 yards. What is the perimeter of that room?

_____

6. The basketball court at Johnson Elementary School is in the shape of a rectangle. It is 92 feet long and 46 feet wide. What is the perimeter of the basketball court?

_____

7. A square has 9-inch sides. Every side of a pentagon is also 9 inches long. Are their perimeters the same? Explain your answer.

_____

_____

8. What is the perimeter of a hexagon that has equal sides of 12 inches?

A 60 inches   **B** 66 inches   **C** 72 inches   **D** 84 inches

Name _____

Adverbs

An **adverb** is a word that can tell when, where, or how something happens.

Now the movers pack the furniture. (when)
They carry the furniture outside. (where)
They carefully load the van. (how)

- Adverbs can come before or after the verbs they describe.
- Adverbs that tell how something happens often end in -*ly.*

Directions Underline the adverbs in the sentences.

1. Kim's mother often cooks Korean dishes.

2. She chops cabbage carefully.

3. She gently mixes more vegetables.

4. She quickly cooks the mixture on the stove.

Directions Choose the correct word in ( ) to write each new sentence.

5. Everyone (usual, usually) wears costumes to the school party.

_____

_____

6. Kim (happily, happy) wears her Korean outfit.

_____

7. The jacket fits (tight, tightly) around her shoulders.

_____

8. The skirt falls (loosely, loose) around her feet.

_____

Adverbs

Directions Underline the adverb in each sentence.

1. Often, moving to a new country is difficult.

2. You must leave your friends behind.

3. The houses are built differently.

4. The people dress strangely.

5. Soon you like your new home.

Directions Choose the correct word in ( ) to complete each sentence. Write the new sentence.

6. Kim's grandpa lived (peacefully, peaceful) with Kim's family in Korea.

_____

_____

7. Kim's grandpa moved (cheerful, cheerfully) to America with the family.

_____

_____

8. He (kindly, kind) tells Kim a story each night.

_____

9. He (usually, usual) tells stories about life in Korea.

_____

10. Kim looks forward (excited, excitedly) to her grandpa's stories.

_____

School + Home   **Home Activity** Your child reviewed adverbs. While playing actively, have your child demonstrate the following movements: running slowly, crawling quietly, and walking carefully.

DVD•318 Adverbs
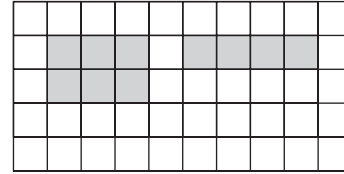
Different Shapes with the Same Perimeter

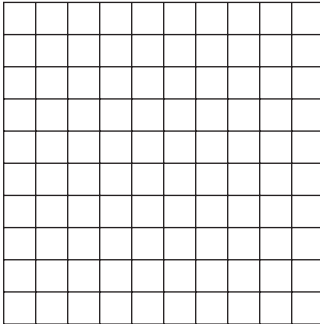Different shapes can have the same perimeter.

These shapes have the same perimeter.

Rectangles with different shapes can also have the same perimeter.
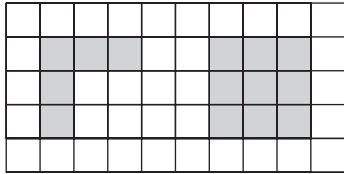
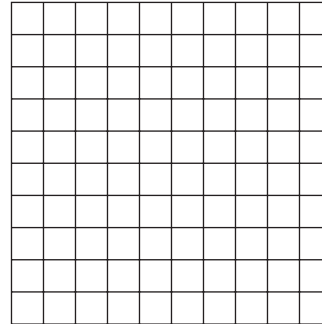Both of these shapes have perimeters of 12 units.

Both of these rectangles have perimeters of 10 units.

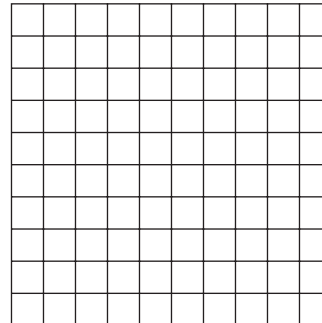Draw a figure with each perimeter.

1. 8 units

2. 12 units

3. 10 units
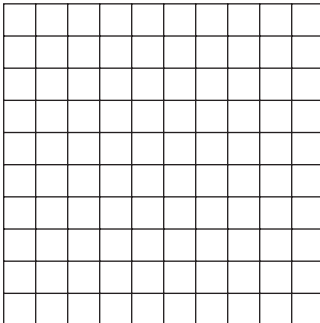
4. 14 units

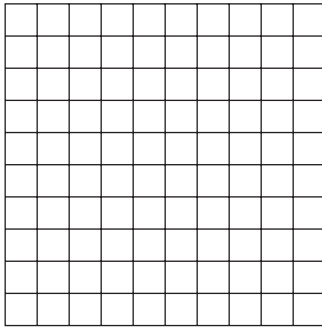**5.** Name the lengths of the sides of three rectangles that have perimeters of 14 units. Use only whole numbers.
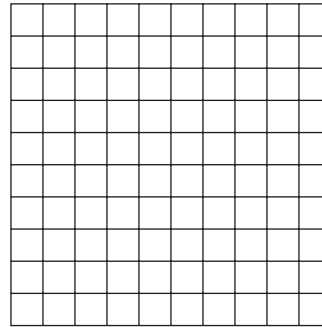
Different Shapes with the Same Perimeter

Draw a figure with the given perimeter on the grid paper.

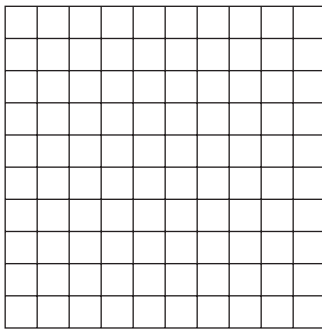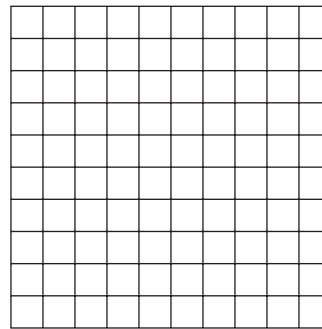**1.** 10 units

2. 16 units

3. 14 units
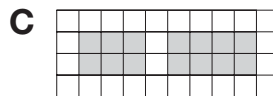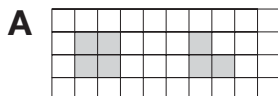
4. 18 units

5. Writing to Explain Can you draw a square with a perimeter of 20 units? Explain why or why not.

_____

_____

_____

6. Name the lengths of the sides of three rectangles with perimeters of 12 units. Use only whole numbers.

_____

_____

_____

7. Which figures have the same perimeter?

A

C

B

D

Sequence

- The **sequence** in a story is the order in which events happen.
- **Clue words,** such as *first, next, then,* and *finally,* are often used to signal the sequence in a story. Dates and times can also be clues. Sometimes, no clue words are used at all.

Directions Read the passage.

This morning, Mama ran into my room. She told me that a bad storm was coming and we had to leave home and go to my aunt's house. Then she told me to pack my things. I didn't want to leave, but I did as Mama asked. Next, we walked to the train station. We got on the train. I watched as our house got farther and farther away. It seemed like we were on the train forever. Finally we arrived at the station near my aunt's house.

Directions Circle the statements that best tell the beginning, middle, and end of the story.

Beginning
1. We had to leave our home.
   We walked to the station.
   My aunt lives far away.

Middle
2. It was a short trip.
   A bad storm was coming.
   We took a train ride.

End
3. I didn't want to leave.
   We got to a station near my aunt's house.
   I packed my things.

4. Circle clue words in the passage that tell the order of events. Then write them.

_____

Read the story. **Answer** the questions.

The Big Move

Moving from Colorado to Florida is like moving to another country, Will thought. He looked around his new neighborhood and tried to figure out what was so different. There were palm trees instead of pine trees. The air felt wet and sticky against his skin, instead of fresh and dry. He was sure there was something else, though. Suddenly, he knew. The mountains were missing! Almost everywhere he looked in Colorado, he could see the Rocky Mountains, often with snow on them. Florida was as flat as a pancake. There would be no more sled rides and no more snowball fights. Will felt sad and bored.

With nothing better to do, he reviewed what had brought them to Florida. First, there was the day his mom came home crying. She had lost her job as a chef in Denver. Then, for weeks, his mom tried to find a new job in Colorado. Nothing seemed as interesting as her old job, and nothing paid very well, either. Finally, his mom broke the news to him.

"Will, I can't find a job here in Colorado, so we'll have to move. We can't afford to live here without work for me."

Once Will's mom decided they should move, she learned about a few jobs she thought she would enjoy. The best one was in Miami, Florida. It sounded like a long way from Colorado, and it was. They packed all their belongings in a rental van. They said goodbye to all their friends, and then they were on the road.

Will enjoyed seeing new places on the trip to Florida. The first night away from home, they spent at Will's cousin's house. Will and his cousin stayed up late playing games and talking. The second night, his mom treated them to a stay in a motel with a swimming pool. The next morning, they crossed the state line. They were finally in Florida!

That far south, Will started to notice that the nights don't cool off as they do in Colorado. It is hot and humid all day in Florida and can be hot and humid all night, too. The heat made Will and his mom grumpy. So far, the move didn't feel very good to Will. Then they stopped for lunch in a beach town. Will had never seen the ocean or tasted its salty water. After an afternoon of playing in the waves, he decided that maybe Florida wasn't so bad after all!

1. Reread paragraph 2. Underline the time-order words that give clues about the order of events *before* the move.

2. What did Will and his mom do with all their belongings?

_____

3. What happened first, next, and last during the trip to Florida?

_____

_____

_____

4. What did Will do after lunch in the beach town?

_____

Problem Solving: Try, Check, and Revise

Bryce, Julie, and Katie saved a total of $50 to buy a gift for their mother. Julie and Katie saved the same amount of money. Bryce saved $5 more. How much money did Bryce save?

$50 saved in all

Bryce:?	Julie:?	Katie:?

↑ $5 more   ↑ Same as Katie   ↑ Same as Julie
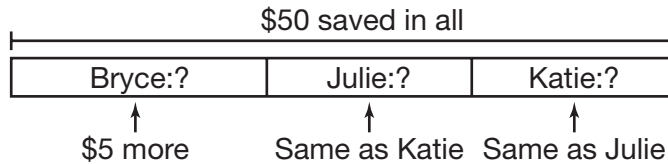
Try three numbers that add to 50. Julie and Katie saved the same amount, so their numbers are equal. Bryce's amount is $5 more.

| **Try #1**	**Try #2**
Try: $15 + $10 + $10 = $35	Revise by adding $5 more for each person.
Check: $35 is too low.	**Try:** $20 + $15 + $15 = $50
You need $15 more.	**Check:** This is correct.
	Bryce saved $20 for the gift.

1. Ben and Cole have 36 airplane models all together. Ben has 8 more than Cole. How many airplane models does Ben have?

   _____

   36 models in all

Ben:?	Cole:?

   ↑ 8 more than Cole

2. Jan, Mya, and Sara ran a total of 64 miles last week. Jan and Mya ran the same number of miles. Sara ran 8 less miles than Mya. How many miles did Sara run?

   _____

   64 miles in all

Jan	Mya	Sara

   ↑ Same as Mya   ↑ Same as Jan   ↑ 8 less
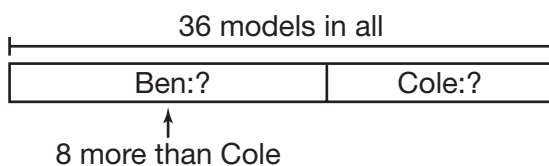
3. Sven is thinking of two numbers. The sum is 12. The difference is 4. What are the two numbers?

   _____
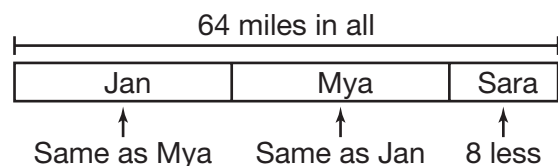
4. Lee is thinking of two numbers. The product is 18. The quotient is 2. What are the two numbers?

   _____

Problem Solving: Try, Check, and Revise

1. Carly and Rob combined their DVD collections. Now they have 42 DVDs all together. Carly had 4 more DVDs than Rob. How many DVDs did Carly have?

_____

| 42 DVDs in all	
Carly:?	Rob:?

↑
4 more than Rob
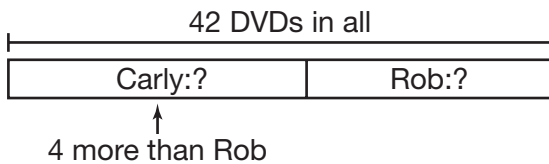
2. There are 33 students in the band. There are 6 more 5th-grade students than 3rd-grade students. There is an equal number of 3rd-grade and 4th-grade students. How many 3rd-grade students are in the band?

_____

33 students in all		
3rd:?	4th:?	5th:?

↑	↑	↑
Same as Grade 4	Same as Grade 3	6 more than Grade 3
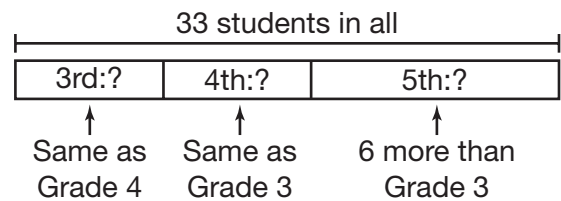
3. Dave delivered 52 newspapers in all on Saturday and Sunday. He delivered 8 more newspapers on Sunday than on Saturday. How many newspapers did Dave deliver on Sunday? Explain how you solved.

52 newspapers in all	
Saturday:?	Sunday:?

↑
8 more than
Saturday

_____

_____

_____
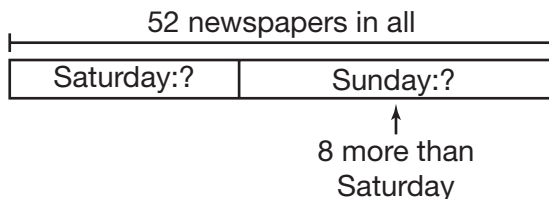
4. There are 24 students in Ms. Messing's class. Six more students walk to school than ride their bikes. The number of students who ride their bikes is the same as the number of students who are driven to school. How many students walk to school?

_____

24 students in all		
Driven:?	Bike:?	Walk:?

↑	↑	↑
Same as Bike	Same as Driven	6 more than Bike
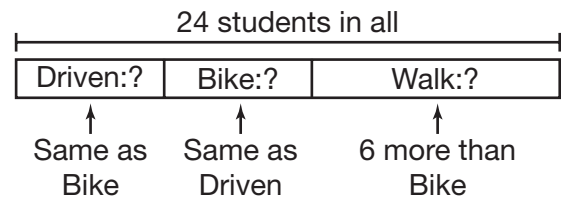
5. Jill is thinking of two numbers. They have a sum of 27 and a difference of 7. What are the two numbers?

A 27 and 7   **B** 20 and 7   **C** 15 and 12   **D** 17 and 10

Vocabulary

airport	curious	delicious	described	farewell
homesick	memories	raindrops	cellar	

Directions Read the question. Fill in the bubble next to the answer that makes the most sense.

1. Where is the cellar in a house?

   ⬭ on the ground floor
   ⬭ right below the roof
   ⬭ below ground level

2. What should you do if you start to feel raindrops?

   ⬭ open your umbrella
   ⬭ put on a sweater
   ⬭ wash your clothes

3. Which of the following is delicious?

   ⬭ a bucket of sand
   ⬭ apple pie and ice cream
   ⬭ a sunny day

4. What can you do if you are curious about something?

   ⬭ forget about it
   ⬭ pretend that you know
   ⬭ ask a question

Directions Use the words in the box above to complete the sentences.

Jimmy was visiting his friend Al. For the first few days, Jimmy was excited about being in a new place. He e-mailed his family and friends every day.

He _____ things that he and Al did. He also told about all the

_____ foods he was eating. After a few days, Jimmy started to

miss his family. He got _____. Al and his dad drove Jimmy to the

_____ to get on a plane. Al and Jimmy said _____ to

each other. On the flight home, Jimmy thought about the happy _____

of his visit.

Homophones

Directions Circle the homophone that matches the definition.

1. a number between seven and nine	ate	eight
2. belonging to us	hour	our
3. two of a kind	pair	pear
4. to be aware of sounds	hear	here
5. just and right	fair	fare
6. big strong animal covered in fur	bare	bear
7. precious and beloved	dear	deer

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

8. A bicycle has (too, two) wheels and a tricycle has three.

9. Vegetable gardens need a lot of (rain, reign) to grow.

10. My mother likes to add a pinch of (thyme, time) to her stew recipe.

11. Ti Su and Jacques invited us to (there, their) party.

12. The first flower to bloom in my garden was a pink (rose, rows).

Directions Choose three words from the above list and write a sentence for each word.
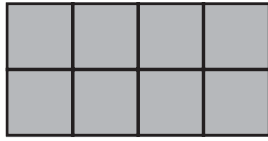
13. _____

_____

14. _____

_____

15. _____

_____

School + Home **Home Activity** Your child used context clues to choose the correct homophone. Read a folk tale aloud to your child. When you come to a homophone, have your child spell and define it.

Covering Regions

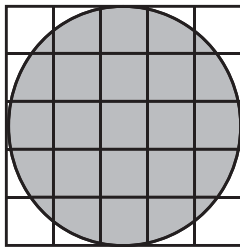Area is the number of square units used to cover a region.

In the shape above, you can find the exact area by counting the number of square units that make up the rectangle.

There are 8 squares in the shape.

So, the area of the shape is 8 square units.
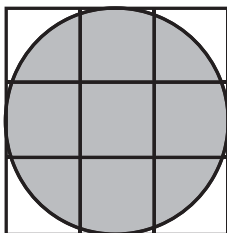
Sometimes you can estimate the area.

There are about 20 squares in the shape.
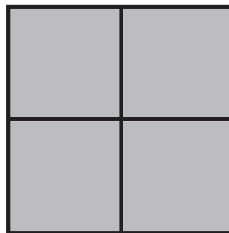
So, the area of the shape is about 20 square units.

Count to find the area of the shapes below.
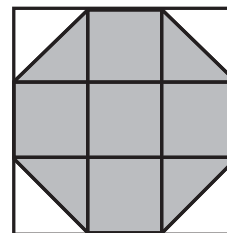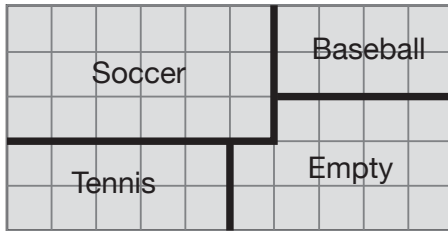Tell if the area is exact or an estimate.

1.

2.

3.

_____   _____   _____

_____   _____   _____

4/27/20

Covering Regions

For **1** through **4**, use the diagram below.

Athletic Field

1. What is the area of the soccer section of the field? _____

2. What is the area of the field that is NOT being used? _____

3. How many square units of the field are being used?_____

4. If the school used the soccer and baseball fields to build a football stadium, how large could the area of the stadium be?

   _____

5. What is the area of the shaded section?
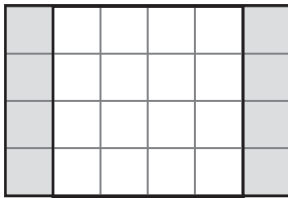
   A 16 square units   **B** 12 square units **C** 8 square units   **D** 4 square units

6. What is the area of the hexagon shown below? Explain.
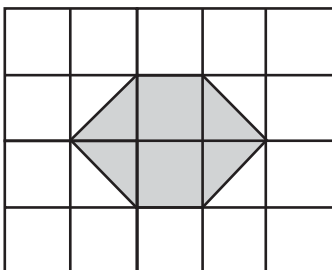
   _____

   _____

Draw Conclusions

- A **conclusion** is a decision or opinion that makes sense based on facts and details.
- You can also use what you **already know** to draw a conclusion.

Directions Read the following passage and use the information to complete the chart below.

My dad is a baker. He works right around the corner from our house. He leaves our house in the morning, when it is still very, very dark out. He has to start early so people can have fresh baked goods when the bakery opens.

Dad doesn't mind getting up so early. He says it's really quiet outside when he goes to work. And he especially likes the smiles on people's faces when they bite into something good that he has made.

Directions Write a fact from the story in boxes 1–3. Write something you know about that relates to the story in box 4. Then write a conclusion in box 5.

1. Fact:	2. Fact:	3. Fact:	4. What I Know:

5. Conclusion:

School + Home Home Activity Your child learned about drawing conclusions. Tell your child about something that you did today. Ask him or her to draw a conclusion based on what you've said and what he or she already knows about you or the thing you did.

Draw Conclusions

- A **conclusion** is a decision or opinion that makes sense based on facts and details.
- You can also use what you **already know** to draw a conclusion.

Directions Read the following passage.

My mom is making crepes for breakfast. My dad said that crepes are the same things as blintzes. *Crepe* is a French word, so I guess crepes are the French version of blintzes. He said that blintzes are from Europe. A blintz is a thin pancake that's rolled around a filling. Dad likes cheese in his, but I like mine with strawberries and sour cream. Mom likes hers with cheese and blueberries.

To make crepes or blintzes, first you have to make the pancake. Then you fill it and either fry it or bake it—we like ours fried. You can put whatever topping you want on them. Dad says they're good with whipped cream, but Mom won't let me have whipped cream for breakfast. I love crepes! I love blintzes too!

Directions Answer the questions in boxes 1–4. Then write a conclusion about what you read.

1. Fact:	**2. Fact:**	**3. Fact:**	**4. What I Know:**
True or false? Crepes and blintzes are the same thing.	Blintzes are from which part of the world?	What's one thing you can put on or in a blintz or crepe?	

5. Conclusion:

School + Home **Home Activity** Your child learned about drawing conclusions. Have your child tell you about something that happened to him or her during the school day. Then help your child summarize what happened and draw a conclusion from it.

DVD•322 Comprehension

Area and Units

A square unit is a square with sides that are each 1 unit long.
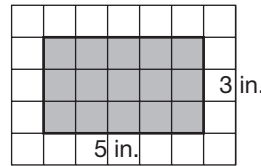
□ = 1 square unit

The number of square units needed to cover the region inside a figure is its area.

Pam wants to make flash cards for her study group. She wants each flash card to have an area of 15 square units. Should she use square centimeters or square inches as a unit?

3 cm
5 cm
□ = 1 square centimeter

3 in.
5 in.
□ = 1 square inch
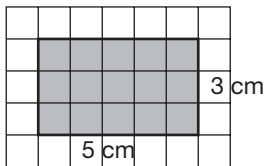
A square centimeter is a square that has a length of 1 cm on each side. If Pam uses square centimeters the area would be 15 square centimeters. That seems too small for a flash card.
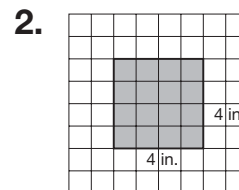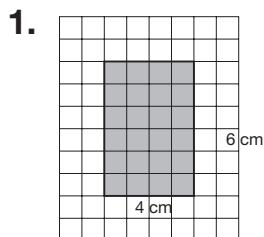
A square inch is a square that has a length of 1 inch on each side. If Pam uses square inches the area would be 15 square inches. That seems a reasonable size for a flash card.

Pam should use square inches as the unit.

What is the area of each figure shown below?

1.

6 cm
4 cm

_____

2.

4 in.
4 in.

_____

3. Is the area of a paperback book cover closer to 28 square inches or 28 square centimeters? Tell how you decided.

_____

_____

_____

4. Maria wants to draw a painting with an area of 40 square inches. If she drew her painting on 1-inch grid paper how many squares would the painting cover? Tell how you know.

_____

_____

4/28/20

Area and Units

1. Use a ruler to draw a figure with an area of 3 square centimeters.

2. Which of these figures has an area of 16 square inches?
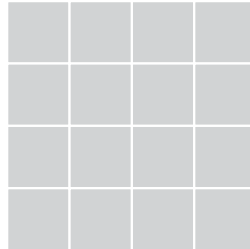
Figure A   Figure B
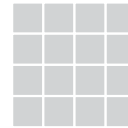
☐ = 1 square inch

Figure _____

3. **Draw a Picture** Maya made a sign with an area of 48 square centimeters. Use centimeter grid paper to draw a shape that shows what her sign could look like.

4. Suppose Maya made another sign with an area of 48 square inches. Would this sign be larger or smaller than the sign with an area of 48 square centimeters? Explain how you know.

_____

_____

_____

5. What is the area of this figure in square centimeters?
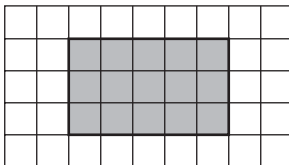
☐ = 1 square centimeter

A 12   **B** 14   **C** 15   **D** 17

Vocabulary

Directions Write the word from the box that fits the meaning of each sentence.

Check the Words You Know
___bakery   ___dough
___batch   ___braided
___mixture   ___boils
___ingredients

1. I walked to the _____ to buy bread.

2. Mom and I made a _____ of 24 muffins for the bake sale.

3. Flour is one of the main _____ in baking.

4. My father _____ water when he makes tea.

Directions Read the definition. Write **true** next to the word with that meaning. Write **false** next to the word that does not have that meaning.

5. several things blended together

   _____ mixture   _____ braided

6. a place where breads are made and sold.

   _____ batch   _____ bakery

7. made into a twisted shape

   _____ braided   _____ boiled

8. a mix of flour and other ingredients that you bake

   _____ bakery   _____ dough

Write a Menu

On a separate sheet of paper, create a menu for a restaurant. Your menu may include foods for breakfast, lunch, or dinner. Use as many vocabulary words as possible.

School +Home **Home Activity** Your child identified and used words from *Jalepeño Bagels*. Read a recipe or magazine article about food. Discuss the recipe or article using the vocabulary words.

352 **Vocabulary**

Vocabulary

```
bakery    batch    boils    braided    dough    ingredients    mixture
```

Directions Write the answer to each question.

1. What part of your body do you use to knead bread dough?

_____

2. What kinds of things can you see in a bakery?

_____

3. What are some ingredients a baker might use?

_____

4. What would you do with a batch of cookies?

_____

Directions Write the meaning of the underlined word on the line.

5. Sandra braided her long hair into two long braids.

_____

6. Kevin made a batch of rolls for the picnic.

_____

7. Lee made a mixture of different juices.

_____

8. Uncle Joe boils some soup to eat.

_____

Directions On a separate piece of paper, write a recipe using as many of the words in the box above as you can.

School + Home **Home Activity** Your child identified and used words from *Jalapeño Bagels*. Go with your child to the local bakery, or the bakery department of a grocery store. Talk about all the different baked goods you see there. Your child might ask the baker what ingredients are in a specific item.

4/29/20
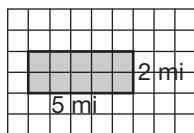
Standard Units

You can use the standard units of length shown below to measure area.

Customary Units of Length

Unit	Square Unit
inch (in.)	square inch
foot (ft)	square foot
yard (yd)	square yard
mile (mi)	square mile

Metric Units of Length

Unit	Square Unit
centimeter (cm)	square centimeter
meter (m)	square meter
kilometer (km)	square kilometer

Count how many square units this figure covers.

☐ = 1 square mile

- The figure covers 10 square units.
- Each unit equals 1 square mile.

The area of the figure is 10 square miles.
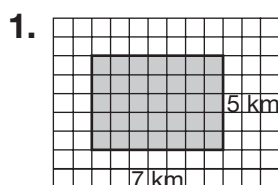
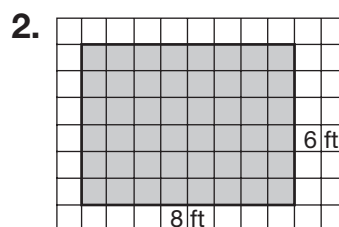Count how many square units this figure covers.
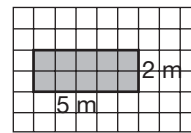
☐ = 1 square meter

- The figure covers 10 square units.
- Each unit equals 1 square meter.
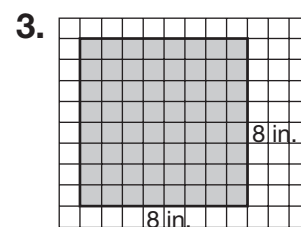
The area of the figure is 10 square meters.

For **1** through **3**, count the square units. Then write the area.

1.

5 km

7 km

☐ = 1 square kilometer

_____

_____

2.

6 ft

8 ft

☐ = 1 square foot
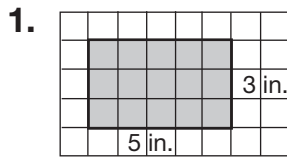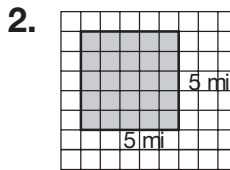
_____

_____
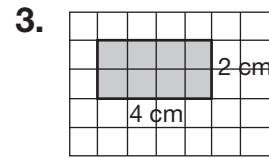
3.

8 in.

8 in.

☐ = 1 square inch

_____

_____

4. **Use Tools** Use grid paper to show how to find the area of a garden that measures 6 feet by 4 feet.

_____

Standard Units

For **1** through **3**, count the square units. Then write the area.

1.

3 in.

5 in.

_____

_____

2.

5 mi

5 mi

_____

_____

3.

2 cm

4 cm

_____

_____

Use the diagram of the bulletin board for **4** through **6**.

4. What is the area of each student's photo?

_____

_____

_____

_____

Sue's photo

Ali's photo

Tom's photo

Nan's photo

□ = 1 square inch

5. What is the area of Sue's photo and Tom's photo?

A 80 square inches

C 90 square inches

B 81 square inches

D 91 square inches
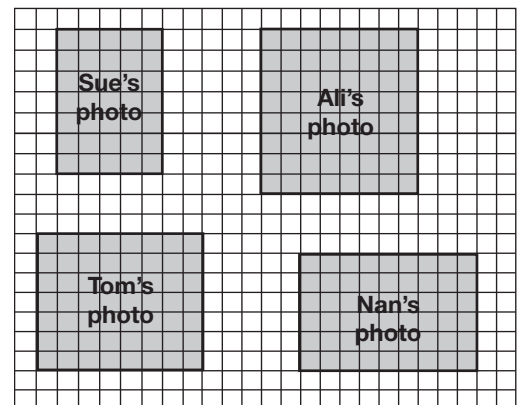
6. Colleen's photo is 9 inches long and 7 inches wide. Is it larger or smaller than Ali's photo? Explain how you know.

_____

_____

_____

Comparative and Superlative Adverbs

You can use **adverbs** to compare actions. The *-er* form of an adverb compares two actions. This is a **comparative adverb.** The *-est* form of an adverb compares three or more actions. This is a **superlative adverb.**

    Jeremy works <u>hard</u>.
    Jeremy works <u>harder</u> than Tom does.
    Jeremy works <u>hardest</u> of all the students.

Most adverbs that end in *-ly* use *more* and *most* to make comparisons.

    The truck moved <u>slowly</u>.
    The truck moved <u>more slowly</u> than the car.
    The truck moved <u>most slowly</u> of all.

Directions Underline the adverb that compares in each sentence.

1. Mrs. Alvarez sings the loudest of all the employees at the bakery.

2. She bakes faster than Mr. Lane does.

3. The bread dough rises most quickly of all.

4. You must knead bread dough more carefully than other kinds of dough.

5. Mrs. Alvarez has been baking longer than you have.

Directions Circle the correct word in ( ) to complete each sentence.

6. The muffins bake (slower, slowest) than the cinnamon rolls.

7. Mr. Costa works the (faster, fastest) of all the bakers.

8. Of all the workers, Tony sings (more cheerfully, most cheerfully).

9. Mr. Costa mixes sweet roll dough (most rapidly, more rapidly) than Tony.

10. The sweet rolls are done (sooner, soonest) of all.

School + Home   **Home Activity** Your child learned about adverbs that compare. Ask your child to compare how he or she rides a bicycle to the way a friend rides, using an adverb that compares.

Comparative and Superlative Adverbs

Directions Answer each question. Use a comparative or superlative form of an adverb in the box or an adverb of your own in each answer.

> quickly   soon   hard   long   slowly

1. How hard did Carlos and Tara work in cooking class compared to all the other students?

   _____

   _____

2. How long did Carlos stay in the kitchen compared to Tara?

   _____

3. How quickly did Tara mix her cake batter compared to all the other students?

   _____

   _____

4. How soon was Tara's cake done compared to Carlos's cake?

   _____

5. How slowly did Tara's cake rise compared to all the other students' cakes?

   _____

Directions Write two sentences about experiences you have had helping in the kitchen. Use two adverbs that compare. You may use adverbs from the box above or think of your own. Underline the adverbs.

_____

_____

_____

School + Home **Home Activity** Your child learned how to use adverbs that compare in writing. Have your child write two sentences giving advice about cooking or another activity to someone younger. Have your child use at least one adverb that compares in the sentences.

DVD•324 Comparative and Superlative Adverbs

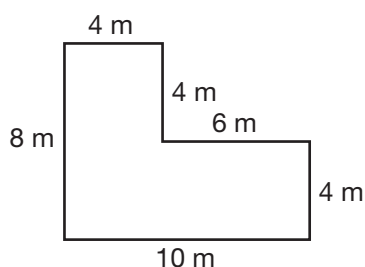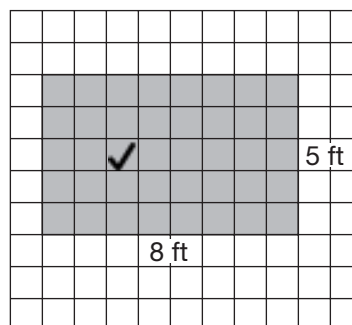# Area of Squares and Rectangles

What is the area of this rectangle?

Use the formula $A = \ell \times w$:

$A = 8 \times 5$

$A = 40$

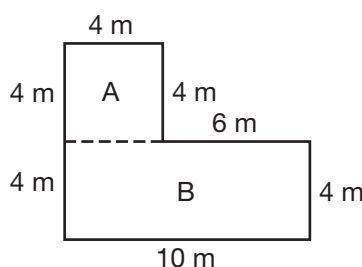The area is 40 square feet.

5 ft

8 ft

What is the area of this figure?

4 m

4 m

6 m

8 m

4 m

10 m

You can draw segments to divide the figure into rectangles. Then find the area of each rectangle and add.

4 m

4 m   A   4 m

6 m

4 m   B   4 m

10 m

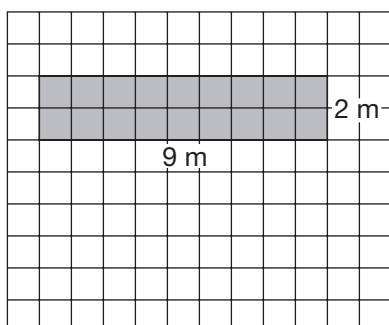| Rectangle A	Rectangle B
$A = \ell \times w$	$A = \ell \times w$
$A = 4 \times 4$	$A = 4 \times 10$
$= 16$	$= 40$

$16 + 40 = 56$, so the area of the original figure is 56 square meters.

Find the area of each figure.

1.

2 m

9 m

_____

2.
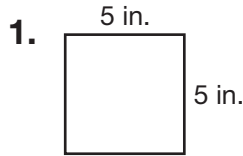
4 m

6 m

10 m   10 m

10 m   10 m

6 m

4 m

_____
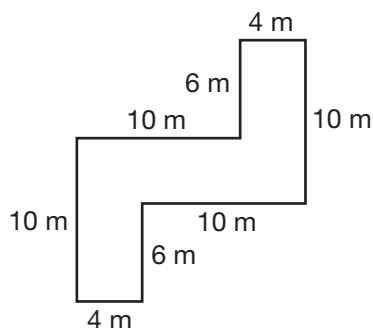
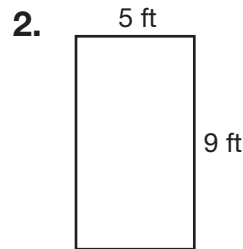**3. Reason** The area of a rectangle is 56 square inches. The width of the rectangle is 7 in. What is the length? _____

4/30/20

Area of Squares and Rectangles
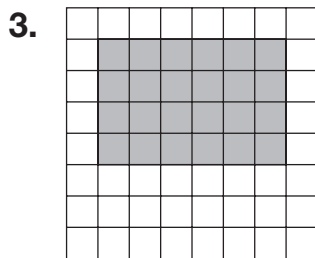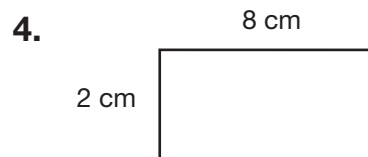
Find the area of each figure.

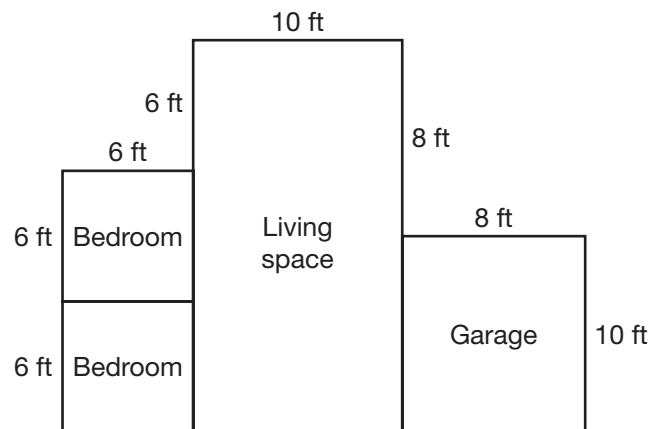**1.** 5 in.

5 in.

_____

2. 5 ft

9 ft

_____

3.

_____

4. 8 cm

2 cm

_____

5. What is the area of one bedroom?

_____

6. What is the area of the garage?

_____

10 ft

6 ft

6 ft

8 ft

6 ft | Bedroom

Living space

8 ft

6 ft | Bedroom

Garage | 10 ft

7. Which is the area of a rectangle with a length of 6 cm and a width of 9 cm?

   A 63 square cm   **B** 54 square cm   **C** 45 square cm   **D** 36 square cm

8. Writing to Explain Explain how you would find the length of one side of a square if the area is 16 square units.

_____

Draw Conclusions

- When you draw a **conclusion,** you reach a decision or opinion that makes sense based on facts and details.

- You can also use what you **already know** to draw a conclusion.

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

You can eat a bagel for breakfast or have a bagel sandwich for lunch. You can eat a bagel plain, toasted, or seasoned. You might wonder how and when the bagel was invented. Some say that a baker invented the bagel in 1683 for the king of Poland. The king had just won a battle. The baker made dough into the shape of the king's stirrup. No one knows exactly what the first bagel tasted like, but we do know that bagels are here to stay.

1. Why might people want to know when and how bagels were invented?

_____

_____

2. How do you think the baker felt about the king's victory? How do you know?

_____

_____

3. What does the passage suggest about the popularity of bagels?

_____

_____

4. What would be a good conclusion to draw about bagels?

_____

_____

Home Activity Your child learned about drawing conclusions. Briefly research and read about another popular food item. Ask your child to draw some conclusions about the item based on your reading and what he or she already knows about it.

Read the story. Then follow the directions and answer the questions.

A Very Bad Day

Kiran walked home glumly. It had been a very bad day and he was not in a good mood. He pushed open the front door and started up the stairs.

"Kiran, is that you?" his mom called from the kitchen.

Kiran didn't answer her. He went into his room and shut the door. He decided he might as well start on his homework. He didn't have anything better to do. Normally, he would go over to Pedro's house to play, but not today. Today he wasn't going anywhere near Pedro.

Kiran got out his math homework and stared at it. His bad day had all started with math. He had gotten a math test back. Now he pulled the test out of his folder and looked at it.

"Kiran, I'm disappointed in you," Mr. Murch had said as he handed Kiran back the test. "I know you can do better."

Kiran knew he could do better, too. That's why he was so mad at himself. Plus, everything had just gone downhill from there. It happened like that sometimes. One bad thing would just lead to another, until the whole day was ruined.

Kiran crumpled up the math test and threw it into the wastebasket. That was one test that wasn't going on the fridge. He lay back on his bed and put his arms under his head, staring at the ceiling.

Then he heard his mom calling. "Kiran, why don't you come down for a snack?" she yelled.

Kiran was feeling hungry. He got off his bed and trudged down the stairs. His mom had put samosas out on the table. Samosas were Kiran's favorite snack. He loved the crispy dough pieces filled with spicy potatoes and peas.

"Wow, thanks Mom," he said as he bit into one. Somehow, she could always make him feel better.

1. Why caused Kiran's bad day?

_____

2. Underline two sentences in the story that help you draw that conclusion.

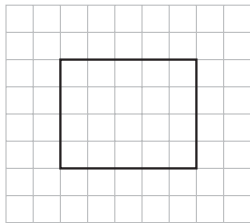3. Why do you think Kiran's mom made him his favorite snack?
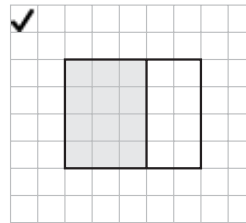
_____

_____

Area and the Distributive Property

Suppose you separate a rectangle into two smaller rectangles.
The area of the large rectangle is equal to the sum of the areas of
the two small rectangles. You can use the Distributive Property to
break apart facts to find the product.

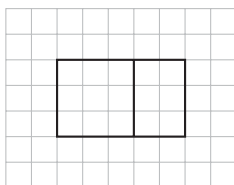|	
	✓
Write the multiplication fact that represents the area of the large rectangle. $4 \times 5 = 20$	Write multiplication facts that represent the areas of each of the smaller rectangles. $4 \times 3 = 12 \qquad 4 \times 2 = 8$ $\qquad 12 + 8 = 20$

You can write an equation to show that the area of the large
rectangle is equal to the sum of the areas of the two small
rectangles.

$4 \times 5 = 4 \times (3 + 2) = (4 \times 3) + (4 \times 2)$
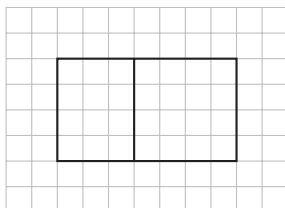
Write the equation that represents the picture.

1.

$\underline{\quad 3 \quad} \times \underline{\qquad} = \underline{\qquad} \times (\underline{\quad 2 \quad} + \underline{\qquad}) =$

$(\underline{\quad 3 \quad} \times \underline{\qquad}) + (\underline{\qquad} \times \underline{\quad 3 \quad})$

2.

$\underline{\qquad} \times \underline{\quad 7 \quad} = \underline{\qquad} \times (\underline{\qquad} + \underline{\quad 4 \quad}) =$

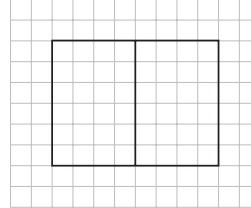$(\underline{\qquad} \times \underline{\quad 3 \quad}) + (\underline{\quad 4 \quad} \times \underline{\qquad})$

R 14·5

Area and the Distributive Property

Write the equation that represents the picture.

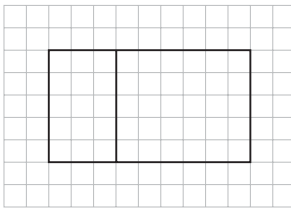**1.**

_____

_____
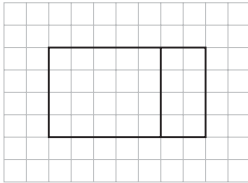
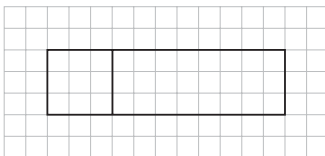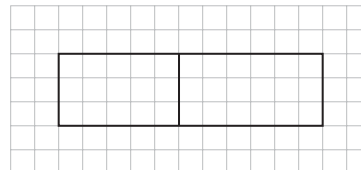**2.**

_____

_____

3.

_____

_____

Choose the picture the equation represents.

4. $3 \times 9 = 3 \times (3 + 6) = (3 \times 3) + (3 \times 6)$
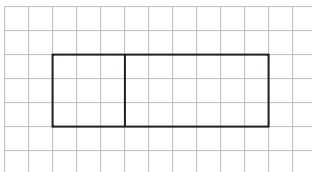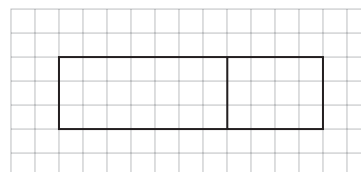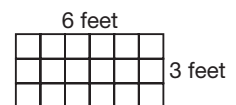
A

C

B

D

5. Reason Lee wants to cut this piece of canvas into two rectangles that are 3×2 and 3×5. He wants the sum of the areas of the two small rectangles to be the same as the area of the large rectangle. Can he do this? Explain.

6 feet
3 feet

_____

_____

_____

Outlining

Summarizing is finding the most important ideas about a topic. You can summarize when you read sources during research. One way to summarize is by making an outline. An **outline** shows a main idea and details, like the one shown below.

Favorite Mexican Dishes

I. Meat
   A. Beef
      1. Dried beef
      2. Grilled beef steak
   B. Poultry
      1. Chicken
      2. Chicken enchiladas

II. Vegetables
   A. Beet salad
   B. Zucchini with corn

III. Fruit
   A. Grapefruit salad
   B. Mango salsa

Directions Write the words from the box in the outline. Use the outline above as a guide.

> Shrimp   Peppers   Spaghetti   Parmesan   Vegetables

Common Italian Ingredients

I. Cheese
   A. Mozzarella
   B. _____

II. _____
   A. Mushrooms
   B. Onions
   C. _____

III. Pasta
   A. Rigatoni
   B. _____

IV. Fish
   A. Salmon
   B. Sea bass
   C. _____

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School + Home **Home Activity** Your child learned how to make an outline to summarize ideas. Write the names of several different foods. Ask your child to organize the food names in an outline by food groups.

Sequence

- **Sequence** is the order in which things happen in a story—what happens first, next, and last.
- Sometimes a writer uses **clue words** such as *first, then,* and *after.*

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

My grandma woke me up this morning. She wanted me to help her make lasagna for our family dinner. First, I helped her mix the ingredients for the sauce, which cooked slowly for a long time on the stove. We kept taking little tastes as it cooked. When the sauce was about done, Grandma put water on the stove for the pasta. After the water came to a boil, I added the pasta and cooked it just enough. Then Grandma and I started to put together the sauce, noodles, and cheeses. Last, we popped the lasagna in the oven to bake for about 45 minutes. It smelled delicious! Everyone loves Grandma's lasagna.

1. What is the first thing grandma has the writer do?

_____

_____

2. Did Grandma make the sauce before or after she cooked the noodles?

_____

3. Underline clue words in the story.

4. What is the last thing they did to finish the lasagna?

_____

5. What do you think happened after the lasagna came out of the oven?

_____

_____

School + Home **Home Activity** Your child answered questions about the sequence of events in a story. Have your child help you prepare a meal. Take turns asking and answering questions about the order of events during the process.