Name _____

clerk	herd	first	skirt	stir
churn	hurt	burst	work	worse

A. Word Meaning

Write the spelling word for each definition.

1. popped _____
2. large group of animals _____
3. wounded or injured _____
4. shake or mix _____
5. before any others _____

B. Sentences to Complete

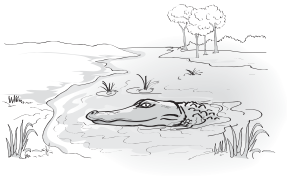
Write a spelling word on the line to complete each sentence.

6. Trish wore a _____ and a sweater to school.
7. A broken thumb is _____ than a scrape.
8. Use a spoon to _____ the soup.
9. Jake can help me finish my _____.
10. Mom paid the _____ in the store.

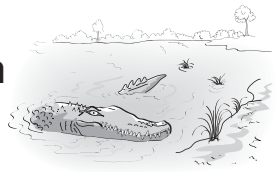
True of One? Or Both?

Let's read this short article. Think about how these two animals are alike and different. Then we'll complete the exercise below.

The Alligator and the Crocodile



The alligator is a large reptile that can grow up to fifteen feet. It can weigh up to 1,000 pounds. An alligator has a rounded snout. When its mouth is closed, you cannot see its teeth. Alligators live in swamps and rivers. They feed on small mammals, birds, and reptiles. In the wild, the alligator lives in only two places—Florida and China.



The crocodile is a large reptile that lives mostly in swamps and rivers. It can grow up to twenty-three feet and weigh 2,600 pounds. It lives in the U.S., Africa, Asia, and Australia. The crocodile's snout is long and thin. When its mouth is closed, you can see its upper teeth. Crocodiles feed on both small and large animals.

Let's read each statement below. If the statement is true only of the alligator, write **A** on the line. If the statement is true only of the crocodile, write **C**. If the statement is true of both animals, write both **A** and **C**.

_____ 1. The animal lives only in Florida and China.

_____ 2. The animal can feed on other large animals.

_____ 3. The animal is a reptile.

_____ 4. The animal's upper teeth can be seen when its mouth is closed.

_____ 5. The animal has a rounded snout.

Name _____

Mark the correct helping verb to complete each sentence. Then write the word on the line.

1. The fire _____ burning in the forest.

- ◯ are
- ◯ is
- ◯ has
- ◯ am

2. Firefighters _____ working to put it out.

- ◯ has
- ◯ is
- ◯ are
- ◯ am

3. Animals _____ hiding in the forest.

- ◯ are
- ◯ is
- ◯ am
- ◯ has

4. A firefighter _____ talked to our class last year.

- ◯ are
- ◯ is
- ◯ had
- ◯ am

5. She _____ helped fight many fires.

- ◯ were
- ◯ have
- ◯ are
- ◯ has

6. We _____ listening to her.

- ◯ had
- ◯ were
- ◯ has
- ◯ is

Word Workout

Words to Know

Let's discuss each word. Then answer each question I ask, using a complete sentence and the list word in your answer.

solid	steep	active	local
explode	island	properties	Earth

1. Which is *solid:* water or ice?
2. Which is *local:* your school, or a school in China?
3. Which is *Earth:* a planet or a star?
4. Which is *steep:* a hill or a desert?
5. Which is an *island:* Hawaii or Europe?
6. Which is *active:* someone sleeping or someone running?
7. Which might *explode:* a volcano or a river?
8. Which are *properties* of water: flowing and wet, or dry and sandy?

Spelling Words

Let's fold a piece of paper into four sections. Write a different word at the top of each section: *dirt, purse, word,* or *Bert*. Then write each of the list words in the appropriate section to show how the vowel sound is spelled. Underline the letters that spell the vowel sound in each word.

work	herd	churn	skirt	hurt
first	stir	burst	clerk	worse

Review: know wrist

WRITING

I Am Brave

I go to school on the bus

- Talk about a time when you were brave. COLLABORATE
- Tell a partner where the event was, when it was, and what happened.
- Draw a picture of the event. Share it with your partner.

20 Minutes

You need

- pencils, crayons, or markers
- paper

It Happened to Me

- Think of a time when something special happened to you. Write a paragraph that includes details of what happened.
- Draw a picture of the event.
- Read your paragraph aloud to a partner. Point to details in your picture as you describe the place. COLLABORATE

20 Minutes

You need

- pencils, crayons, or markers
- paper

WRITING

My Day

- Talk about something that happened yesterday. COLLABORATE
- Write a few sentences that tell what happened.
- Be sure to include important details in your sentences.

15 Minutes

You need

- pencils or pens
- paper

Under the Sea

- Talk about an animal that lives in the sea. Talk about why it's important for people to protect that sea animal. COLLABORATE
- Make a list of details that support your main idea.
- Use your details to write a letter, telling someone why it's important to protect that animal.

20 Minutes

You need

- pencil
- paper

Mario's Busy Day

Let's read each sentence below that describes an effect of Mario's day. Then find the cause for each event. Write the letter of the correct cause next to each numbered effect.

____ 1. Mario was late to school.

____ 2. Mario had to buy food at school.

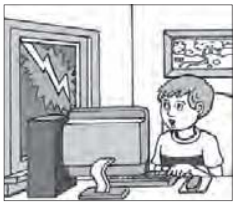
____ 3. Mario had to walk home.

____ 4. Mario had to give Rollo a bath.

____ 5. Mario couldn't do his homework.

a. Mario's bike had a flat tire.

b. A storm knocked out the power.



c. Rollo rolled in the mud.

d. Mario overslept.

e. Mario forgot his lunch.

Name _____

- An **action verb** tells about the action in the sentence.
- Some action verbs tell about actions that are hard to see.

  Jim <u>enjoys</u> that book about the weather.

Circle the action verb. Then write another sentence using that same verb.

1. Amy thinks about magnets.

_____

2. Tom loves books about space.

_____

3. Bill listens about motion.

_____

4. Cara enjoys experiments with gravity.

_____

5. Rita dreams about science.

_____

Name _____

The letters ***er***, ***ir***, ***ur***, and ***or*** can stand for the same sound. You can hear the sound as you say the words ***fern***, ***third***, ***burn***, and ***world***.

A. Circle the word that has the vowel sound spelled *er, ir, ur,* or *or*. Write the two letters that make the vowel sound on the line.

1.	cuts	curve	race	_____
2.	her	rub	ring	_____
3.	rise	worse	wrap	_____
4.	string	wrist	first	_____

Before adding ***-s***, ***-es***, ***-ed***, or ***-ing*** to some verbs with short vowels, double the final consonant.

Before adding ***-s***, ***-es***, ***-ed***, or ***-ing*** to some verbs with long vowels ending in *e*, drop the final *e*.

Before adding ***-s***, ***-es***, ***-ed***, or ***-ing*** to some verbs ending in *y*, change *y* to *i*.

B. Write each word with the ending shown.

5. race + ed = _____ **6.** keep + s = _____

7. hurry + es = _____ **8.** trip + ing = _____

Name _____

A. Read each sentence. Circle the compound word.

1. There are different kinds of forests throughout the world.

2. In a redwood forest, you will find some of the world's tallest trees.

3. That's as tall as a 35-story skyscraper.

4. Redwood forests are not found everywhere in the world.

B. Write your own sentences using each compound word you circled above.

5. _____

6. _____

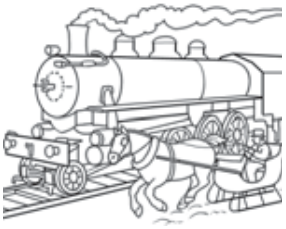
7. _____

8. _____

Name _____

A. Proofread

There are six spelling mistakes in the paragraph below. Circle the misspelled words. Write the words correctly on the lines.



There are many ways to travel. A sleagh ride is fun. Riding a horse can be exciting, but the horse will need to eat some hai. It is also fun to take a trayn. You don't have to stai in your seat the whole trip. At one time, the train was one of the mayn ways that people traveled. Some trains had dining cars where people could eat staik and other food.

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____

B. Writing

Write about a way to travel. Tell why it is a good way to travel. Use four spelling words in your paragraph.

_____

_____

_____

_____

_____

_____

Word Workout

Words to Know

I'll say a sentence using one of the words on the list. Then you make up a different sentence using the same word. We'll do this until all the words have been used.

objects	proved	amazing
true	weight	measure
force	speed	

Spelling Words

There are several ways to spell the sound of long *a* as in *pay*. I'm going to make a chart with five columns. At the top of each column are letters that show one of the ways to spell long *a*. I'll say a word on the list. You find that word on the list, say it aloud, and write it in the appropriate column. We'll do this for all the words.

stay	weigh	main
steak	nail	break
hay	sleigh	train
prey		

ai	ay	ea	eigh	ey

Review: scrape strange

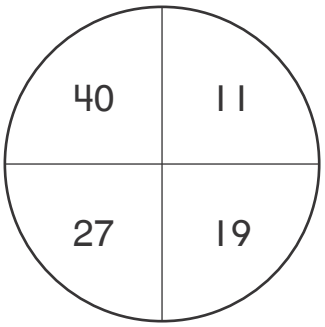
Name _____

Enrichment
3-1

Target Practice

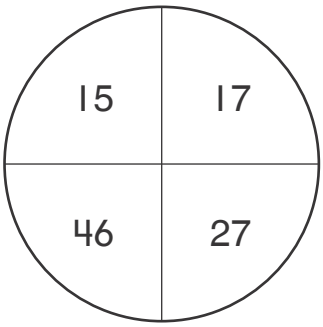
Each child threw two bean bags at the target.
Write the number the second bean bag landed on.

1. Allison scores 59 points. If one bean bag landed on 40, what number did the other bean bag land on?



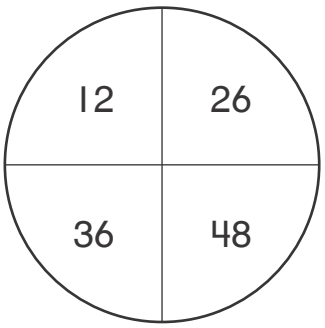
_____

2. Rico scores 63 points. If one bean bag landed on 46, what number did the other bean bag land on?



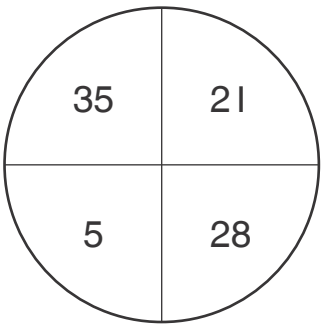
_____

3. Berto scores 38 points. If one bean bag landed on 12, what number did the other bean bag land on?



_____

4. Melissa scores 56 points. If one bean bag landed on 35, what number did the other bean bag land on?



_____

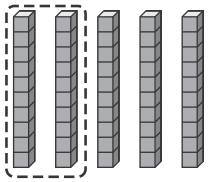
Name _____

Enrichment
3-2

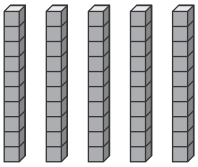
What's Missing?

Circle the tens that make each addition equation true.
Then complete each equation.

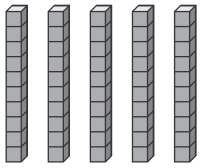
1. $35 + \underline{20} = 55$



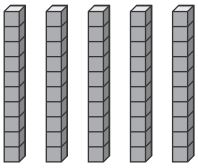
2. $28 + \_\_\_\_\_ = 68$



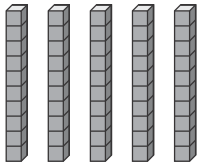
3. $42 + \_\_\_\_\_ = 72$



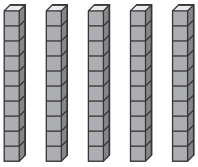
4. $53 + \_\_\_\_\_ = 63$



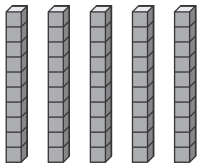
5. $31 + \_\_\_\_\_ = 81$



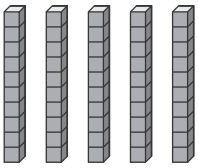
6. $36 + \_\_\_\_\_ = 76$



7. $73 + \_\_\_\_\_ = 93$



8. $18 + \_\_\_\_\_ = 48$



Name _____

Daily Common Core Review
3-1

1. Which addition fact can help you complete the subtraction fact below?

$12 - 4 = ?$

Ⓐ $4 + 4 = 8$

Ⓑ $8 + 4 = 12$

Ⓒ $6 + 6 = 12$

Ⓓ $4 + 10 = 14$

2. Which equations have a sum that is an odd number? Choose all that apply.

☐ $7 + 7 = ?$

☐ $3 + 3 = ?$

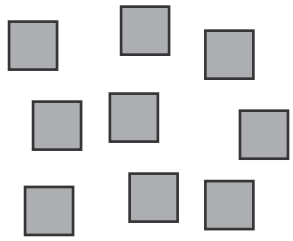
☐ $2 + 3 = ?$

☐ $8 + 7 = ?$

3. A year ago, Ray's puppy weighed 6 pounds. Now his puppy weighs 5 pounds more. How much does Ray's puppy weigh now?

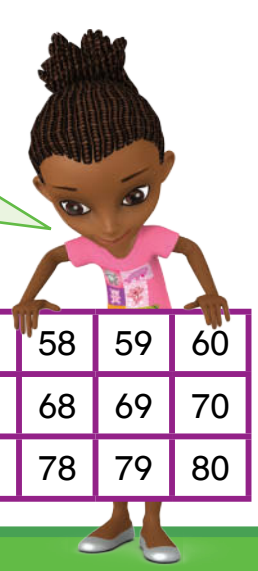
_____ pounds

4. How many squares are shown at the right? Is this an even or odd number of squares?



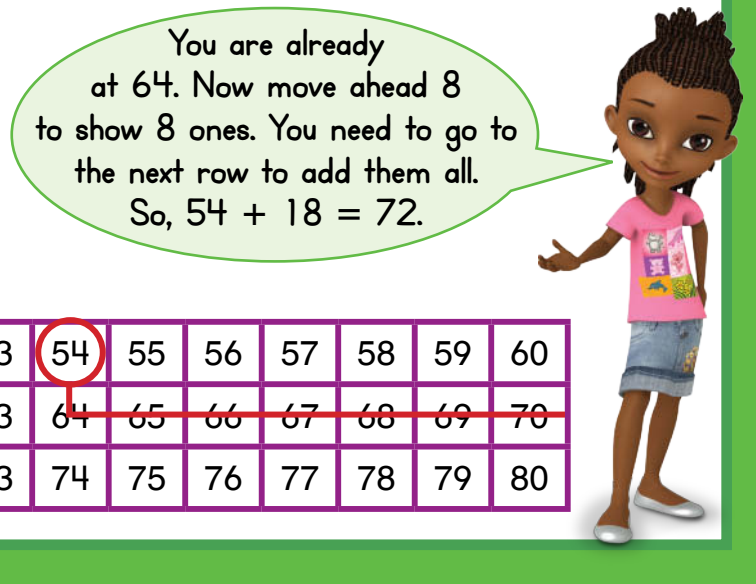
Draw a picture that shows how you know. Write an equation for your picture.

You can add on a hundred chart. Find 54 + 18.



51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

Now add the **ones.**



51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

Do You Understand?

Show Me! How can you use a hundred chart to find 53 + 24?

Guided Practice

Add using the hundred chart. Draw arrows on the chart if needed.

11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

1. 17 + 32 = 49

2. 28 + 21 = _____

3. _____ = 19 + 20

4. 18 + 8 = _____

Name _____

Tools Assessment

Independent Practice

Add using the hundred chart.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

5. $33 + 9 =$ _____

6. _____ $= 12 + 73$

7. $38 + 21 =$ _____

8. $56 + 42 =$ _____

9. $47 + 28 =$ _____

10. $39 + 17 =$ _____

11. _____ $= 61 + 19$

12. **Higher Order Thinking** Write the digit that makes each equation true.

$\square + 83 = 90$ $34 + 2\square = 57$ $1\square + 51 = 67$ $62 + \square 1 = 83$

Math Practices and Problem Solving

MP.5 Use Tools Use the hundred chart to solve the problems.

13. Sara has 48 buttons. Luis has 32 buttons. How many buttons do they have in all?

_____ buttons

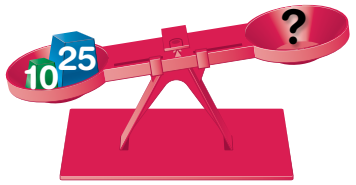
14. Mika had 70 buttons. Then she found 19 more buttons. How many buttons does Mika have now?

_____ buttons

31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

15. Higher Order Thinking Write the steps you take to add 43 and 39 on a hundred chart.

16. Assessment Which weights will balance the weights already on the scale? Use a hundred chart to help.



Ⓐ

Ⓒ

Ⓑ

Ⓓ

Name _____

Vocabulary

1. Move down each **row** on a hundred chart to add **tens**. Move to the right, across the **columns,** to add **ones**.

Find 42 + 23. Start at 42. Move down 2 rows. Move right 3 spaces. At which number did you stop? _____

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

2. Find 27 + 34. Use the hundred chart above.

First find 27. Circle it.

Break apart 34.

34 has 3 tens and _____ ones.

Start at 27. Add 3 tens.

Move DOWN 3 rows. That takes you to _____.

Now you need to add 4 ones.

Move RIGHT 4 spaces to add _____ ones.
If you come to the end of a row, go DOWN to the next row.

Where did you stop? _____ So, 27 + 34 = _____.

On the Back!

3. Pick any number between 44 and 49.
Add to it any number between 47 and 51.
Use a hundred chart to find the sum.

Name _____

Daily Common Core Review
3-2

1. $6 + 3 + 4 =$ ____

Ⓐ 10 Ⓒ 12

Ⓑ 11 Ⓓ 13

2. $10 - 10 =$ ____

Ⓐ 20 Ⓒ 1

Ⓑ 10 Ⓓ 0

3. Melinda spins the number 14. Jim spins the number that is 5 less than 14.

Which equations could you use to find the number that Jim spins? Choose all that apply.

☐ $14 - 14 = 0$ ☐ $8 + 6 = 14$

☐ $14 - 5 = 9$ ☐ $5 + 9 = 14$

4. Use the chart below to find $28 + 16$.

11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60

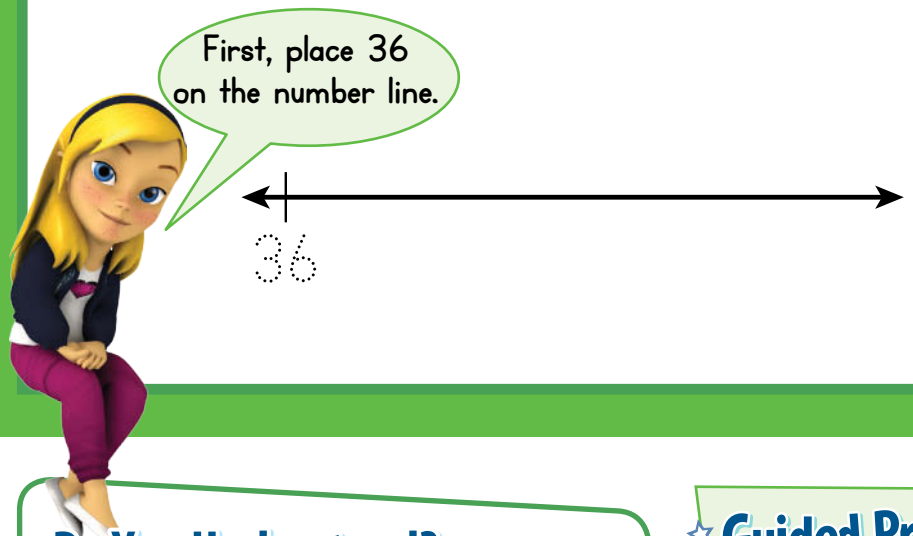
$28 + 16 =$ ____

5. Explain why you can use a hundred chart to find $28 + 16$.

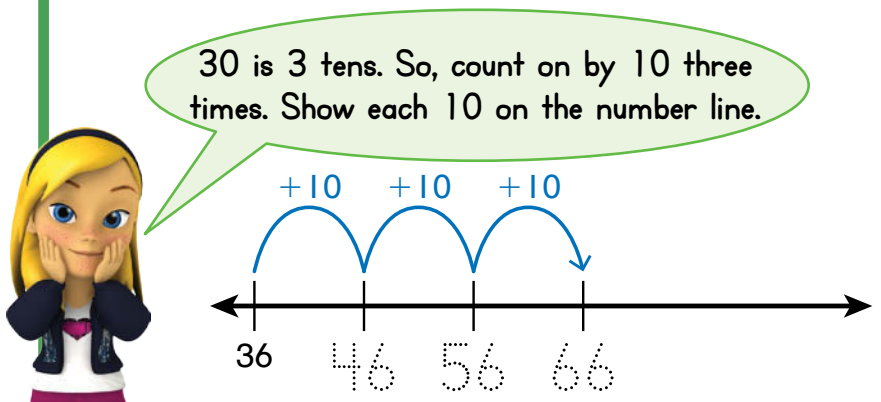
Learn Glossary

Find 36 + 30.

You can add tens on an **open number line.**



You need to add the tens in 30.



You land on 66. So, 36 + 30 = 66.

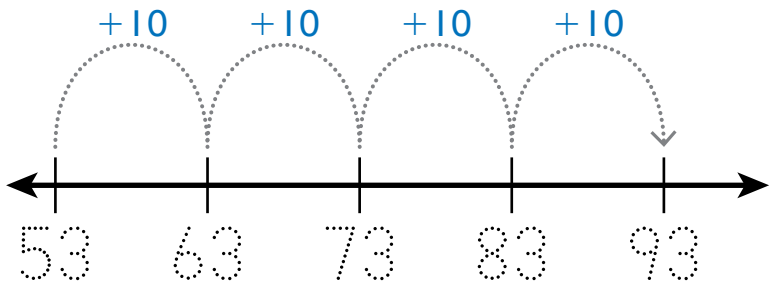
Do You Understand?

Show Me! How could you use an open number line to find 10 + 40?

Guided Practice

Use an open number line to find each sum.

1. 53 + 40 = _____



2. 35 + 20 = _____

Name _____

Tools Assessment

Independent Practice

Use an open number line to find each sum.

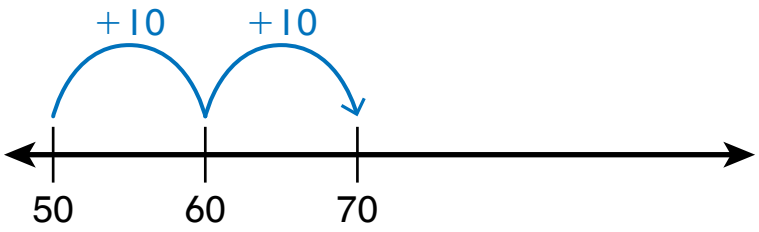
3. $30 + 10 =$ _____

4. $55 + 30 =$ _____

5. $23 + 20 =$ _____

6. $46 + 40 =$ _____

7. **Higher Order Thinking** Susan found $50 + 20$ using this open number line. She said that $20 + 50 = 70$, too. Is she correct? Explain.



Math Practices and Problem Solving

Solve each problem below.

8. **MP.5 Use Tools** Sam has 38 golf balls. He gets 20 more golf balls. How many golf balls does Sam have now? Use the open number line to solve.

_____ golf balls

9. **Vocabulary** Complete each sentence using one of the terms below.

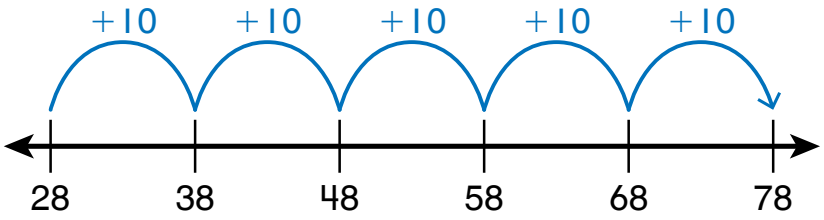
equation **open number line** **addend**

Numbers are written in order from left to right on an _____.

34 + 60 = 94 is an _____.

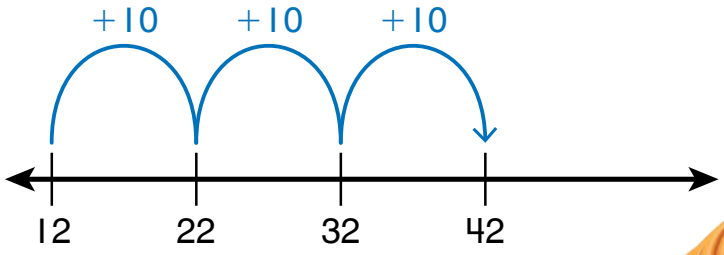
34 and 60 are _____.

10. **Higher Order Thinking** Geno used the open number line below to solve a problem. What is the missing number in the equation?



28 + _____ = 78

11. **Assessment** Which equation does this open number line show?

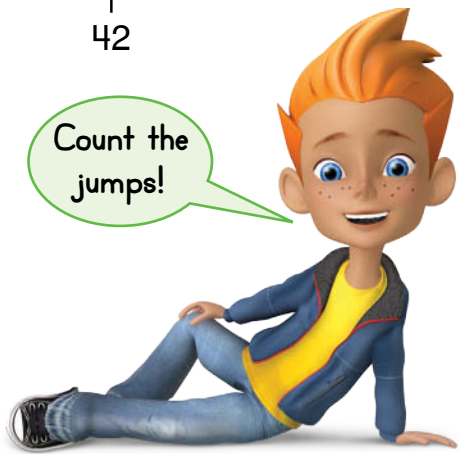


Ⓐ 12 + 20 = 32

Ⓑ 12 + 30 = 42

Ⓒ 12 + 40 = 52

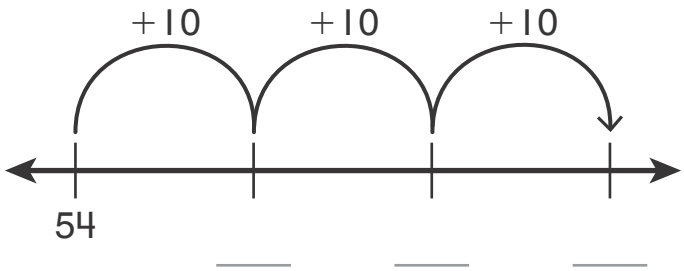
Ⓓ 12 + 50 = 62



Name _____

Vocabulary

1. You can add **tens** to 2-digit numbers on an **open number line**.



Find 54 + 30.

Start at 54 and add 30.

30 is _____ tens.

30 = 10 + _____ + _____

Count on by 10 three times.

Show each 10 on the number line.

So, 54 + 30 = _____.

2. Find 35 + 40. Use the open number line below.

40 is 4 tens.

40 = 10 + 10 + _____ + _____

Start at _____. Count on by 10 _____ times.

Label +10 above each jump you draw.

On the Back!

3. Find 27 + 30. Draw an open number line to find the sum.

TOPIC 6

Fluently Subtract Within 100

Essential Question: What are strategies for subtracting numbers to 100?

Digital Resources

Solve · Learn · Glossary · Tools · Assessment · Help · Games

More of Earth is covered with water than with land!

And some of the land is covered with snow and ice!

Wow! Let's do this project and learn more.

Math and Science Project: Finding Water and Finding Differences

Find Out Use globes, maps, books, and other sources to find out where water, snow, and ice can be found on Earth. Make a list of different names of bodies of water and names of bodies of snow and ice.

Journal: Make a Book Show what you learn in a book. In your book, also:

- Tell about how globes are models that show where water is found on Earth.
- Tell about how to use a subtraction model to find differences.

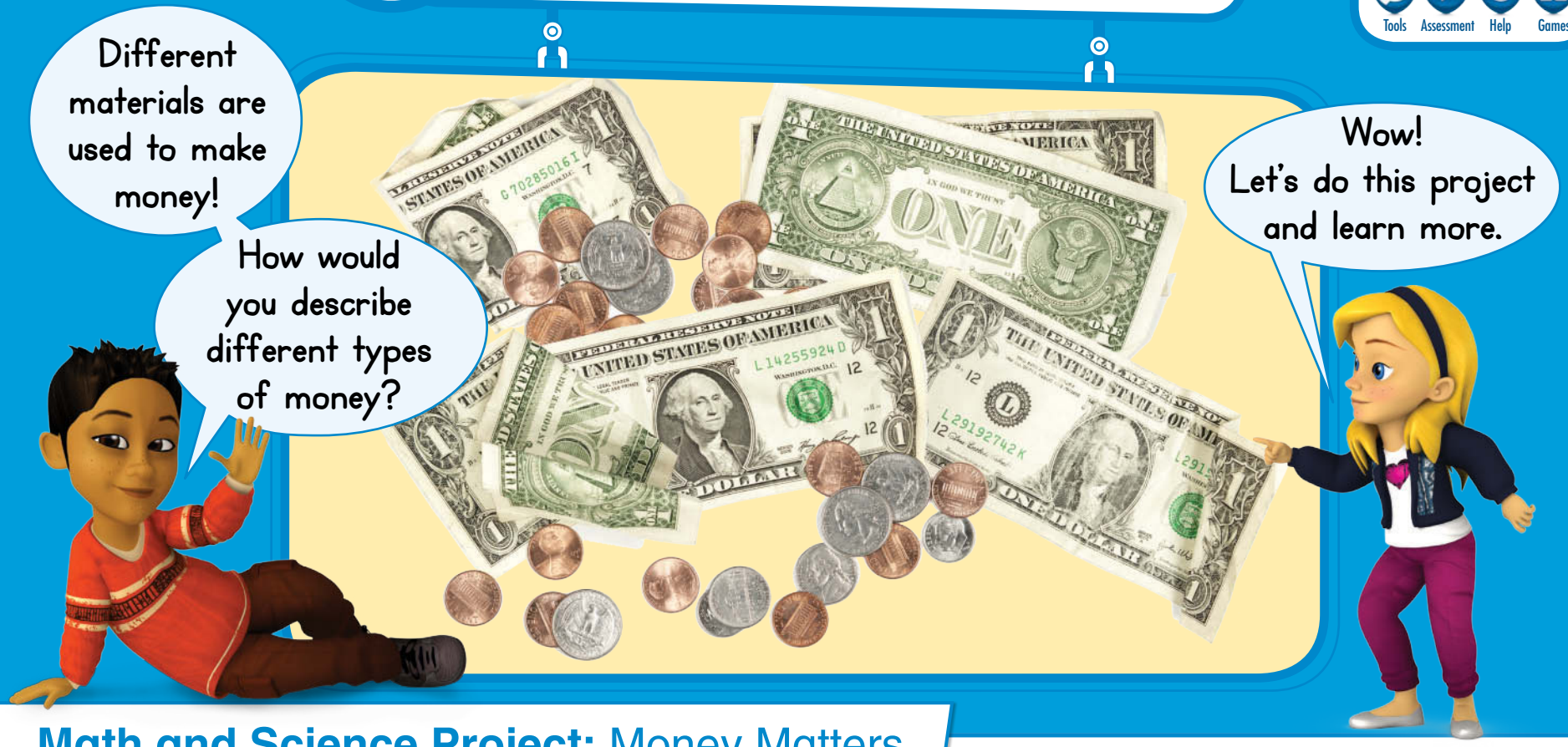
TOPIC 8

Work with Time and Money

Essential Question: How can you solve problems about counting money or telling time to the nearest 5 minutes?

Digital Resources

Solve · Learn · Glossary · Tools · Assessment · Help · Games



Math and Science Project: Money Matters

Find Out Collect examples of different types of coins and dollar bills. Describe how different coins and bills look and feel. Sort the money by size, color, and whether or not you can bend it.

Journal: Make a Book Show what you find out in a book. In your book, also:

- Tell how different types of coins are alike. Tell how they are different.
- Show as many different ways as you can to make 25¢.

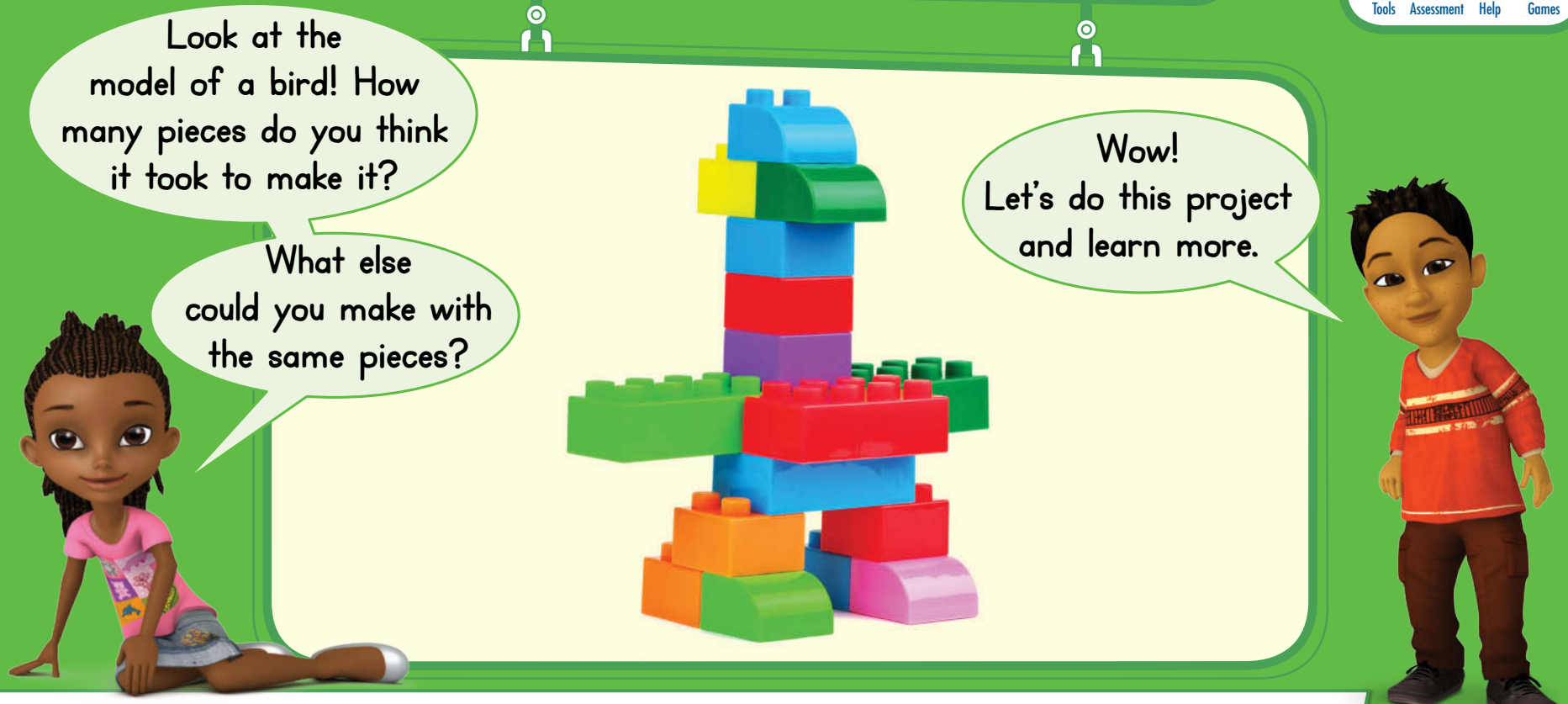
TOPIC 9

Numbers to 1,000

Essential Question: How can you count, read, and show numbers to 1,000?

Digital Resources

Solve | Learn | Glossary | Tools | Assessment | Help | Games



Math and Science Project: Breaking Apart and Putting Together

Find Out Collect sets of building blocks. Take turns and work together. Use the blocks to build a model. Then take that model apart and use the same blocks to build a different model.

Journal: Make a Book Show your models in a book. In your book, also:

- Tell how many pieces you used to build your models.
- Show how to use place-value blocks to model different names for the same number.

TOPIC 7

More Solving Problems Involving Addition and Subtraction

Essential Question: How can you solve word problems that use adding or subtracting?

Digital Resources

Solve · Learn · Glossary · Tools · Assessment · Help · Games

This row of trees can help slow down the wind!

This is only one of the ways to help protect land from wind or water.

Wow! Let's do this project and learn more.

Math and Science Project: Solving Problems

Find Out Find and share books that tell about ways to protect land from damage that wind or water can cause. Compare the different ways to protect the land.

Journal: Make a Book Show what you learn in a book. In your book, also:

- Show ways to solve problems caused by wind or water.
- Show ways to solve problems using addition or subtraction.

TOPIC 5

Subtract Within 100 Using Strategies

Essential Question: What are strategies for subtracting numbers to 100?

Digital Resources

Solve | Learn | Glossary | Tools | Assessment | Help | Games

Math and Science Project: Heating, Cooling, and Subtraction

Find Out Have an adult help you heat and cool water and other materials. Find out if water and ice can change back and forth. Find out if heating and cooling an egg can change it back and forth.

Journal: Make a Book Show what you learn in a book. In your book, also:

- Tell about how heating and cooling are related.
- Tell about how addition and subtraction are related.

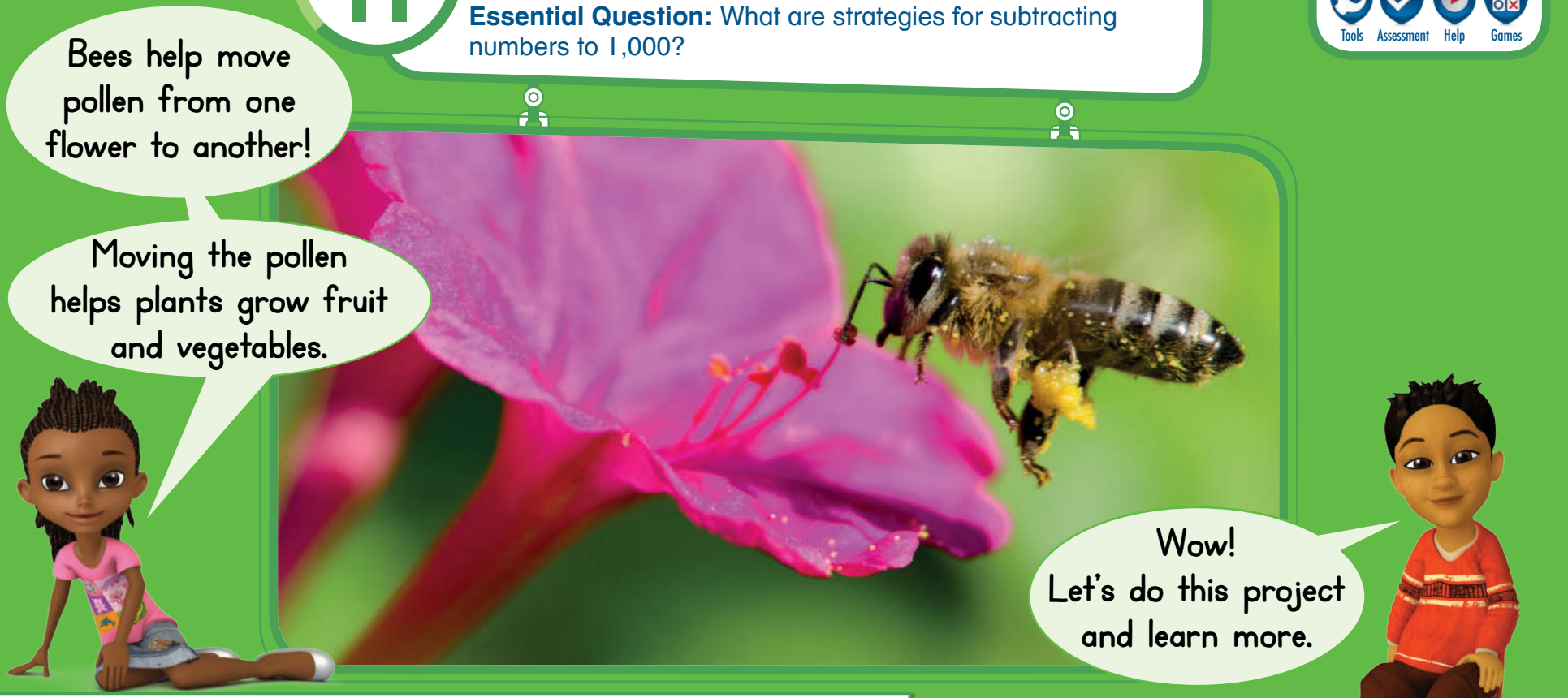
TOPIC 11

Subtract Within 1,000 Using Models and Strategies

Essential Question: What are strategies for subtracting numbers to 1,000?

Digital Resources

Solve · Learn · Glossary · Tools · Assessment · Help · Games



Math and Science Project: Making Models

Find Out Use a paintbrush as a model of a bee's leg. Dip the brush in a bowl of sugar. Then dip the brush in a bowl of pepper. Take turns. What happens to the sugar? What happens to the pepper?

Journal: Make a Book Show what you learn in a book. In your book, also:

- Tell how bees help move pollen between plants.
- Show how to use a model to help subtract three-digit numbers.

TOPIC 12

Measuring Length

Essential Question: What are ways to measure length?

Digital Resources

Solve Learn Glossary

Tools Assessment Help Games

Math and Science Project: Growing and Measuring

Find Out Grow bean plants. Give them numbers. Put some in sunlight. Put some in a dark place. Water some of the plants. Do not water some of the plants. See how the plants in each group grow.

Journal: Make a Book Show what you learn in a book. In your book, also:

- Tell if plants need sunlight and water to grow.
- Find plants to measure. Draw pictures of the plants. Tell how tall each plant is.

TOPIC 10

Add Within 1,000 Using Models and Strategies

Essential Question: What are strategies for adding numbers to 1,000?

Digital Resources

Solve · Learn · Glossary · Tools · Assessment · Help · Games

Look at all the tall buildings!

It takes a lot of planning to build a tall building. Would you like to try?

Wow! Let's do this project and learn more.

Math and Science Project: Building Up to 1,000

Find Out Use spaghetti sticks and mini marshmallows. The total for both cannot be more than 1,000. First, decide how many of each to use. Then share. Build the tallest buildings you can.

Journal: Make a Book Describe your building in a book. In your book, also:

- Tell how many spaghetti sticks and mini marshmallows you used.
- Tell how you would make a better building if you did it again.

Name _____ Date _____

UNIT 1 Geography Where You Live

How do people in your community use the land? Is anyone planting a garden, building a road, or creating a park? What are the natural resources in your community? Geography affects your life everyday.

Getting Started

1. Research the answers to the questions to learn more about your community.
2. Start by looking at some of the resources in the Find Out section below.
3. Use these resources and others to answer the questions on the next three pages.

Find Out

There are many ways to explore the geography of your community.

- **Start with maps.** Look for landform maps at your library.
- **Check the weather.** Go to a weather website.
- **Visit the Chamber of Commerce.** Ask about community plans.
- **Go to the Nature Conservancy's website.** Find out about their projects.

Name _____ Date _____

UNIT 4 Government Where You Live

Think about who leads your community. Who is on the town or city council? What services does the council give to your community? Community government affects your life every day.

Getting Started

1. Research the answers to the questions to learn more about your community.
2. Start by looking at some of the resources in the Find Out section below.
3. Use these resources and others to answer the questions on the next three pages.

Find Out

There are many ways to explore your local government.

- **Start with the phone book.** Study local government listings.
- **Use your town's website.** Look up local services and programs.
- **Go to the library.** Find the section about your community.
- **Read a community newspaper.** Find out about local news and events.

Name _____ Date _____

UNIT 1 Weather and Climate

Find Out Visit the website for the National Weather Service or visit your local library. Look up information about your community and your region.

1. Describe the kind of weather your community usually has in summer and winter.

_____

_____

2. In what ways is the climate of your community different from the climate of another community in your state?

_____

_____

3. Was the Internet a good source for information? Did you use other sources to learn more about the community?

_____

_____

4. **Critical Thinking: Synthesize** In what ways does the local climate affect the different businesses in your community?

_____

_____

Name _____ Date _____

UNIT 5 Producers

Find Out Look around your town or city and note the different kinds of businesses that are there.

1. What kinds of goods or services are produced in your community?

_____

_____

2. List some of the businesses in your community that sell the same kinds of goods and services.

_____

_____

3. What other sources might you use to find out more information about the businesses in your community?

_____

_____

4. **Critical Thinking: Analyze** In what ways do you think the businesses in your community changed over the past 20 years?

_____

_____

_____