SAMPLE

Student's Name: _____

Teacher: Joan C. Huell

iReady Incentive: Students please note the **Top 10 Students** per grade level with the most iReady Minutes will be invited to a Pizza Party!!!

iReady (Reading and Math) You can do this on your cell phone!

Go to: i-ready

Name	Grade	User name	Student ID	Password

Your goal for the week is 45 minutes in **reading** and **math** but if you want to attend the Pizza Party do more!!!

xtra Math

Go to: https://xtramath.org/

User Name: _____

Pin: _____

Use attached daily assignment sheet to complete your work.

FREQUENTLY USED WORDS

MACRO	ERROR	WARNING	WANTED	JAIL	POLICE
TILL	YET	WOW	GREAT	RIGID	FLEXIBLE
STILL	RECOVER	FROM	FARE	TREE	PUT
HAIR	BREAK	COVER	CYCLE	FIRM	BUSINESS
HISTORY	TALL	THIN	JOY	Week 1 ENJOY	JOURNEY
EXPAND	LIST	POINT	NOTE	DIAL	Week 4 HOLD
DIVERT	DRIVER	SEAT	AVAILABLE	STRONG	WEAK
WEEK	MONTH	YEAR	BIRTHDAY	DEAD	HOSPITAL
SCROLL	LOCK	NUMBER	MATHS	MYTHS	CLEBRATE
FESTIVAL	SOON	SO	BAG	VEHICLE	INSPECTOR
CONDUCTOR	CASHIER	COLLECT	DEPUTY	ASSIST	BOY
GIRL	LADY	MANUFACTURE	POLLUTE	WALL	FLOOR
STEP	REQUEST	OCCURED	PENDING	STATEMENT	LOAN
WITHDRAW	DEPOSITE	OPPOSITE	KEYBOARD	FUNCTION	HAVE
HAD	GAME	MATCH	Week 2 CATCH	RIGHT	WRONG
FALSE	TRUE	GAMBLE	CATROON	SETTING	Week 5 WAIT
WELCOME	ASK	SAY	CALL	BELT	SPIDER
SOUL	SING	SONG	INNING	SIZE	APPROXIMATE
PROPER	FIT	DIGITAL	IMAGE	DOWNLOAD	HARDWARE
FURNITURE	VACANCY	RECRUITMENT	SELECTION	INTRODUCTION	INNOVATION
INVENTION	TRADE	WEAR	GOLD	SILVER	COMMODITY
SHARE	EQUAL	HEADING	CONSTRUCTION	ESTATE	ESTEEM
LOVE	AFFECTION	PERFECTION	ALWAYS	EXCLUSIVE	RESULT
WAITING	TRAIN	WASH	POWDER	ANT	SAINT
PARAGRAPH	TAB	SIGNAL	RED Week 3	BROWN	GREEN
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SATURDAY	HOLIDAY	REAL	PROTECTION	FIX	AFFIX
ATTEND	ABSENT	AQUIRE	ATTENTION	PLEASE	LAND
INVISIBLE	VISIBLE	LIGHT	FREIGHT	EYE	EGG

Spelling Assignments

Date of the Week	Assignment(s)	Check when done
Monday	Study Words Write sentences	☐ ☐
Tuesday	Study Words Write the word meanings in your own words	☐ ☐
Wednesday	Study Words Write words in alphabetical order	☐ ☐
Thursday	Study Words Write story using this week's spelling words.	☐ ☐
Friday	Study Words Have your parent give them a spelling test and score it.	☐ ☐
Comments:		

newsela

Week 1: March 16-20
Complete Writing Assignment after the quiz.

Dr. Seuss exhibit will feature rooms based on books by the author

By Associated Press, adapted by Newsela staff on 09.03.19
Word Count **473**
Level **560L**

Image 1. This undated rendering provided by Dr. Seuss Enterprises shows a balloon maze that will be incorporated as part of a touring immersive attraction tied to the work of the famous late author and illustrator of children's books. Photo by: Kilburn Experiences, LLC/Dr. Seuss Enterprises via AP

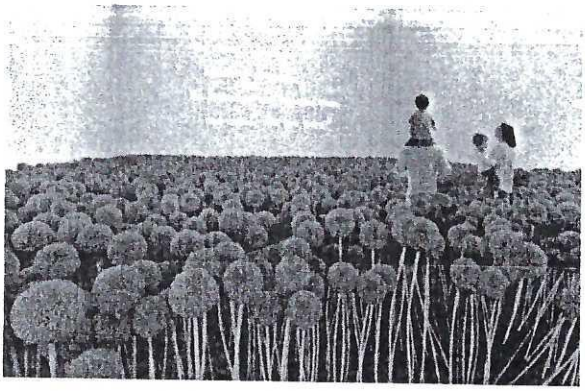
BOSTON, Massachusetts — Dr. Seuss was a famous children's writer. He wrote books such as "The Cat in the Hat." Now, people will get to experience his work in a new way. A show based on Dr. Seuss' books is opening in the fall of 2019. The project will travel around the country.

The show is centered on a maze. Thousands of balloons will hang above it. A maze is a set of paths. People have to find their way out of the maze. The feature is based on the Dr. Seuss book "Oh, the Places You'll Go." The book tells children to travel the world. They are taught to handle difficulties along the way.

Visitors will be able to explore other rooms. Each one will be based on other famous Dr. Seuss books. Some examples include "The Cat in the Hat" and "The Lorax."

Bringing Dr. Seuss' Books To Life

The show was made public on Wednesday, August 28. The first opening will be in Toronto, Canada. It will take place in October. The show will travel to several North American cities. Some include Boston, Massachusetts; Seattle, Washington; and Houston, Texas.



"I wanted to explore the books and bring the characters to life in a new and engaging way," said Susan Brandt. She runs Dr. Seuss Enterprises. The California company protects the writer's work. It also helps bring the books to new settings. The company was founded by the late Audrey Geisel. She was the wife of Theodor Seuss Geisel. He wrote and drew under the name Dr. Seuss.

"The Lorax" room is full of truffula trees. Truffula trees are fictional. In the book, the Lorax tries to protect them. The "If I Ran the Circus" room will have a working merry-go-round. The "Horton Hears a Who!" room will have tall, pink clover.

Show Will Be Different In Each City

Dr. Seuss Enterprises has been working on the show for two years. The company partnered with Kilburn Live. It is part of an entertainment company in Los Angeles, California. The show is unlike anything Kilburn Live has done.

Mark Manuel helped start Kilburn. He said the show helps push the good messages in Dr. Seuss books. For example, "The Lorax" teaches people to protect the environment.

The show will change in every city. Some rooms will be replaced with new ones. The rooms will even change based on the time of year. A "How the Grinch Stole Christmas" room is planned for the holiday season.

Quiz

1 Which sentence explains where visitors can see the Dr. Seuss show in October?

(A) The first opening will be in Toronto, Canada.

(B) Some include Boston, Massachusetts; Seattle, Washington and Houston, Texas.

(C) The company partnered with Kilburn Live.

(D) It is part of an entertainment company in Los Angeles, California.

2 Read the section "Show Will Be Different In Each City."

Select the sentence from the section that explains why Mark Manuel thinks the Dr. Seuss show is important.

(A) The show is unlike anything Kilburn Live has done.

(B) Mark Manuel helped start Kilburn.

(C) He said the show helps push the good messages in Dr. Seuss' books.

(D) The show will change in every city.

3 What does Image 2 show about the Dr. Seuss show?

(A) what "The Cat in the Hat" room looks like

(B) what the "Oh, the Places You'll Go" room looks like

(C) what the "Horton Hears a Who!" room looks like

(D) what the "If I Ran the Circus" room looks like

4 How does Image 1 help the reader understand the Dr. Seuss show?

(A) It shows the maze that the Dr. Seuss show is centered around.

(B) It shows how many people have visited the Dr. Seuss show.

(C) It shows where the opening of the Dr. Seuss show will happen.

(D) It shows the reasons why the Dr. Seuss show was created.

Newsela's Writing Prompt

Name_____
Date_____

Pick a detail from this article. Explain how it helps you understand the bigger ideas in the article. Write out your answer.

March
Week: 23-27
2

Here's an approach to math phobia that could add up

Complete the writing assignment after test

By The Washington Post, adapted by Newsela staff on 09.29.19
Word Count **639**
Level **670L**

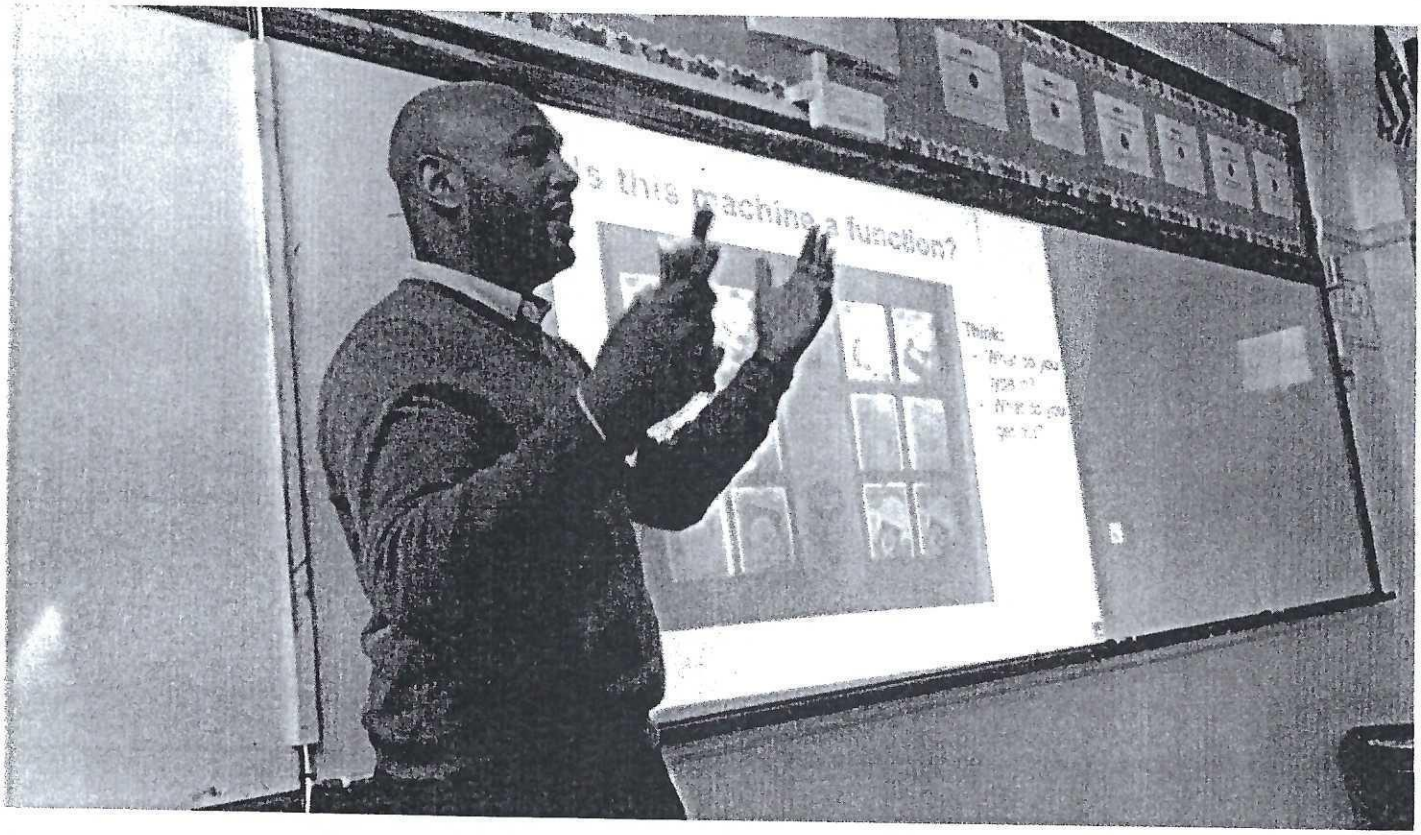


Image 1. Michael Gallin is a math teacher at Kappa International High School in the Bronx. Here, he works on a challenging problem with his students, hoping to alleviate some of their anxiety over math. Photo by: Kyle Spencer/The Hechinger Report

In 2015, just 1 out of 4 high school seniors were considered strong in math, studies said. To help, teachers are trying new learning methods. One way is to help students move past their bad emotions when solving a problem.

Michael Gallin is a math teacher at KAPPA International High School in the Bronx. That is a neighborhood in New York City. One day, Gallin walked through the classroom, looking for frustrated students.

When a student shouted, "Oh, my God. I'm so pathetic," Gallin responded, "Who's pathetic?" It was like he was offended by what the student said to herself.

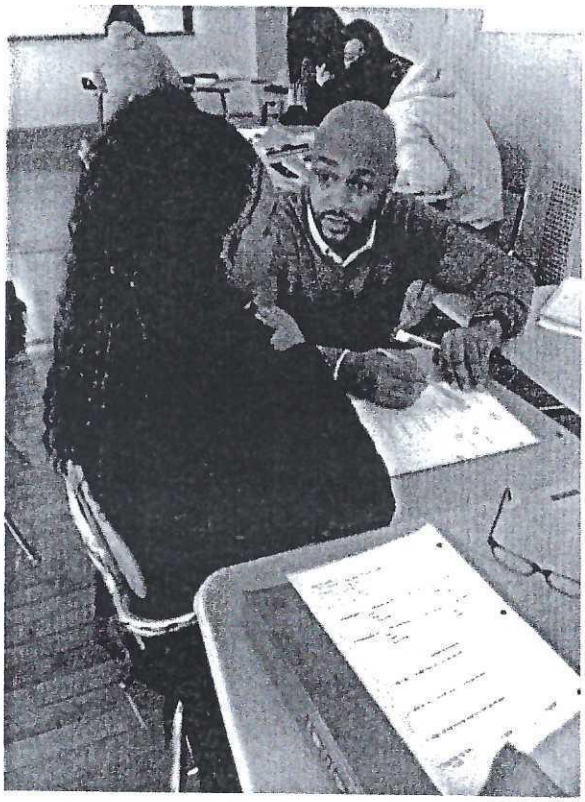
Later, when that same student finally understood the problem, he asked her to explain how she found the answer to a classmate. At one point, he said: "Not so scary, eh?"

It's hard to deal with failing over and over, Gallin and other teachers said. Bad feelings turn into bad thoughts. Students stop believing in themselves and don't even try. "They are afraid of being wrong," said Gallin.

Starting With The Hardest Problem

In 2016, the New York City government was working on a project. It was looking for new ways to motivate students. People from the project went to many schools, including Gallin's. They worked with him to figure out what his students were thinking.

That was when Gallin noticed a trend. In homework and classwork, his students didn't actually get hard problems wrong. They didn't even try to do them. So, in 2017, Gallin began to test some changes. He started showing the hardest problem of the day at the beginning of class, instead of waiting until the end. He told students they would soon know how to solve it. Then, Gallin took on the challenging problem himself. He asked for students' help as he went along. In the meantime, he recognized what they were feeling, calling the problem "scary."



Gallin told students it's OK to be nervous. But it was important "to stay open" and accept challenges, he said. Rather than praising students for getting a problem right, he praised them for trying. "I tell them: 'I want you to fail now! Get it wrong now, and get feedback.'" Gallin hoped students would stop avoiding the tough problems. Then, maybe they would be more open to picking up the math skills they needed to get them right.

When students did a problem, Gallin told them to read it a few times. This way, they'd see the question in a few different ways. He encouraged them to picture the problem in their heads. They should test many different ways of solving it. He told them to talk to other students about their methods.

New Approach Is Working

The small changes paid off. After an important New York state exam, more than half of the students who failed it before now passed. Another 12 students came really close to passing. In 2016, only about 1 out of 3 of the school's test-takers had passed.

It's not always easy to tell if the new approaches help students. But more teachers started doing what Gallin did. It seems to be working. In 2014, about 8 out of 10 students at Gallin's school graduated within four years. Last year, more than 9 out of 10 did. The school's average math scores also went up.

Gallin's approach has changed what some students tell themselves during a tough problem. "I don't like math," said Genesis Hernandez. "I see these equations and graphs, and before I was like, 'Nope, I'm not doing that.' Now, I say, 'I can do this. I just need to look at it really hard.'"

Quiz

1 How does Gallin teach math?

(A) He begins class with the hardest problem and then assigns only challenging problems for homework.

(B) He begins class with the hardest problem and then solves it all by himself without talking.

(C) He begins class with the hardest problem and praises students when they finally get it right by themselves.

(D) He begins class with the hardest problem and praises students for working through challenges.

2 How did Gallin FIRST become involved with changing the way math was taught in his school?

(A) He realized that most of his students had stopped trying to do all of the hardest math problems.

(B) The school realized that more students in his class passed or came close to passing a state math exam.

(C) People from the New York City government worked with him to figure out how to motivate students.

(D) Many frustrated students began staying after class to ask for extra help understanding math problems.

3 Which statement would Gallin be MOST LIKELY to agree with?

(A) There are many students who will never be good at solving math problems, but that is OK.

(B) Students have an easy time keeping bad feelings away after failing at math over and over.

(C) There is no math problem that is so hard that students should think it is scary or challenging.

(D) Students need to know that it is OK to fail as long as they accept challenges and keep on trying.

4 Read the selection from the section "New Approach Is Working."

In 2014, about 8 out of 10 students at Gallin's school graduated within four years. Last year, more than 9 out of 10 did. The school's average math scores also went up.

What is the author's point of view about Gallin's changes?

(A) They have helped make an important difference in the school's performance.

(B) They get too much credit since the school was already improving.

(C) They should also be used to improve student test scores in reading.

(D) They will be equally important for teachers in all other schools.

Newsela's Writing Prompt

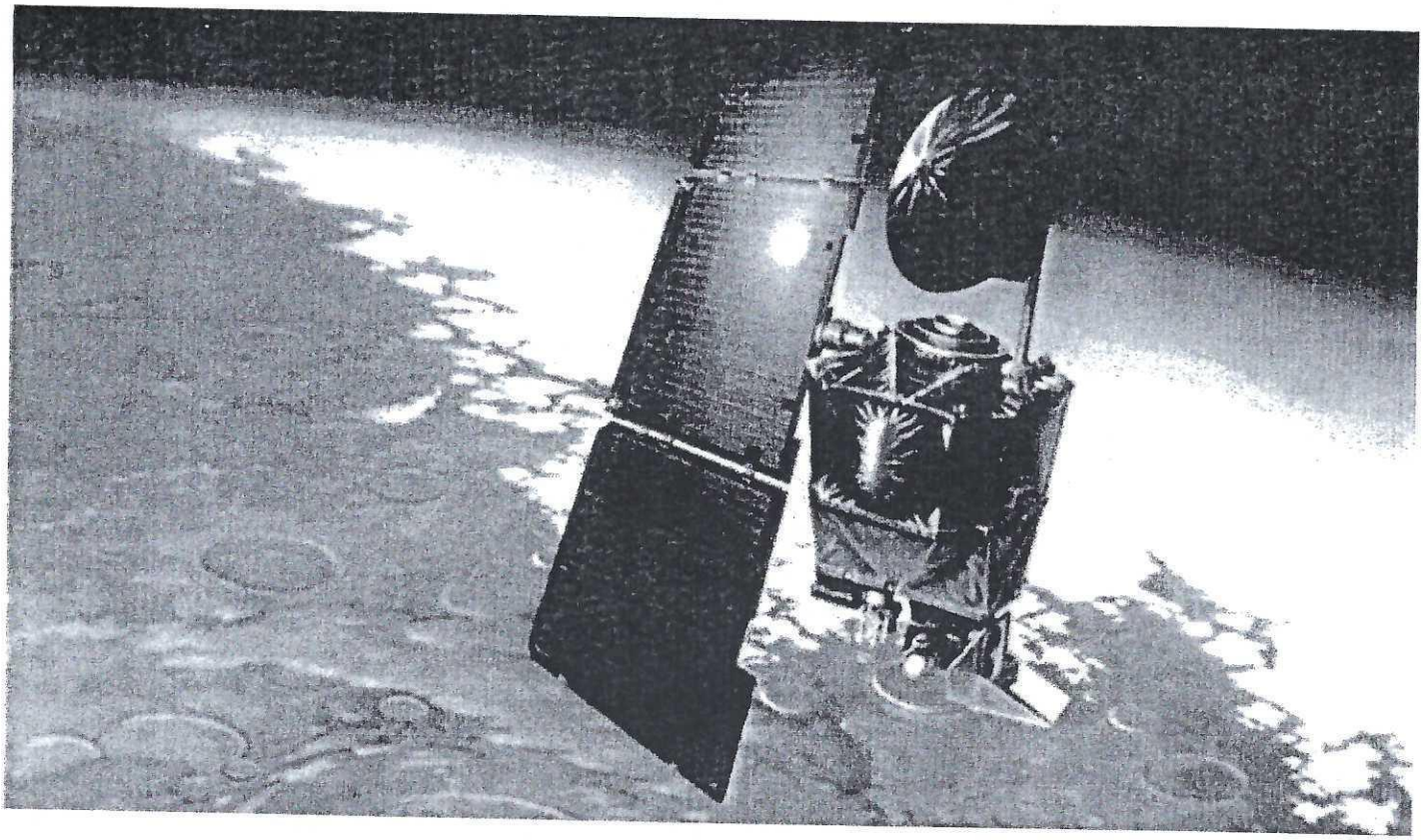
Name_____
Date_____

Pick a detail from this article. Explain how it helps you understand the bigger ideas in the article. Write out your answer.

Week 3: March 31
Complete your writing assignment

Primary Sources: Math error led to loss of NASA's Mars Climate Orbiter

By Douglas Isbell, Mary Hardin and Joan Underwood, adapted by Newsela staff on 01.27.20
Word Count **493**
Level **870L**



An artist's concept of the Mars Climate Orbiter. Graphic: Jet Propulsion Laboratory, NASA

Editor's Note: The Mars Climate Orbiter was a spacecraft launched by NASA in 1998. Its goal was to orbit Mars to study the Martian climate, atmosphere, and changes on the surface. On September 23, 1999, NASA lost communication with the spacecraft. Experts thought that the spacecraft either burned up in the Martian atmosphere or was flung out into space. An investigation showed that the spacecraft's failure was due to a calculation mistake. More specifically, one team used the metric system and another team used English units. The following text is a press release issued by NASA's Office of Space Science on September 30, 1999.

"People Sometimes Make Errors"

NASA's Jet Propulsion Laboratory has looked into the loss of the Mars Climate Orbiter. The group has concluded that the loss of the spacecraft was due to a communication failure. Specifically, there was a failure to recognize and correct an error in a transfer of information. This error involved two teams. One was the Mars Climate Orbiter spacecraft team in Colorado. The other was the mission navigation team in California.

The findings show that one team used English units for a key spacecraft operation. English units include inches, feet and pounds. The other team used metric units. Metric units include millimeters, meters and kilograms. These units of measurement were very important to the calculations required to place the spacecraft in the proper Mars orbit. The two teams should have used the same units.

"People sometimes make errors," said Dr. Edward Weiler. He is NASA's Associate Administrator for Space Science. The problem here was not the error itself, he says. Instead, it was the failure to notice the mistake. "That's why we lost the spacecraft."

The error itself was simple, said Dr. Edward Stone. He is the leader of the Jet Propulsion Laboratory. But the fact that they did not spot it and correct it was a huge problem. Stone says they have started a serious investigation. They will try to see where things went wrong.

"The Lessons From These Reviews Will Be Applied"

Two separate review committees have already been formed to take a hard look at the loss of Mars Climate Orbiter. There is an internal JPL peer group. There is also a special review board of JPL and outside experts. An independent NASA failure review board will be formed shortly.

The next mission is the Mars Polar Lander, which is scheduled to land on December 3, said Weiler. Its success is our most pressing goal. The Mars Polar Lander is designed to gather climate data from the planet's south pole. Weiler says the lessons they learned from the past will be used in future missions. "The lessons from these reviews will be applied across the board in the future," Weiler said.

The Mars Climate Orbiter was one of a series of missions in a long-term program of Mars exploration. This program was managed by JPL for NASA's Office of Space Science.

Quiz

1 Read the section "People Sometimes Make Errors."

Which selection from this section supports the conclusion that the loss of the Mars orbiter was due to not noticing an error?

(A) The group has concluded that the loss of the spacecraft was due to a communication failure. Specifically, there was a failure to recognize and correct an error in a transfer of information.

(B) This error involved two teams. One was the Mars Climate Orbiter spacecraft team in Colorado. The other was the mission navigation team in California.

(C) The findings show that one team used English units for a key spacecraft operation. English units include inches, feet and pounds. The other team used metric units.

(D) These units of measurement were very important to the calculations required to place the spacecraft in the proper Mars orbit. The two teams should have used the same units

2 Read the section "The Lessons From These Reviews Will Be Applied."

Select the sentence from the section that shows NASA will continue to send missions to Mars.

(A) Two separate review committees have already been formed to take a hard look at the loss of Mars Climate Orbiter.

(B) The next mission is the Mars Polar Lander, which is scheduled to land on December 3, said Weiler.

(C) "The lessons from these reviews will be applied across the board in the future," Weiler said.

(D) The Mars Climate Orbiter was one of a series of missions in a long-term program of Mars exploration.

3 Why did Dr. Edward Weiler feel disappointed after the loss of the Mars Climate Orbiter?

(A) because they would not be able to gather any more data about Mars

(B) because the person who made the mistake would have to be punished

(C) because as the person in charge he would be punished for the mistake

(D) because the systems they had in place to find errors had failed

4 What is the relationship between JPL and NASA?

(A) JPL is leading the investigation teams that are looking into NASA's lost Mars orbiter.

(B) NASA and JPL were founded at the same time and sometimes work together to complete missions.

(C) JPL is the part of NASA in charge of managing the Mars exploration missions.

(D) NASA and JPL are separate companies that both complete missions to outer space.

Newsela's Writing Prompt

Name_____
Date_____

Pick a detail from this article. Explain how it helps you understand the bigger ideas in the article. Write out your answer.

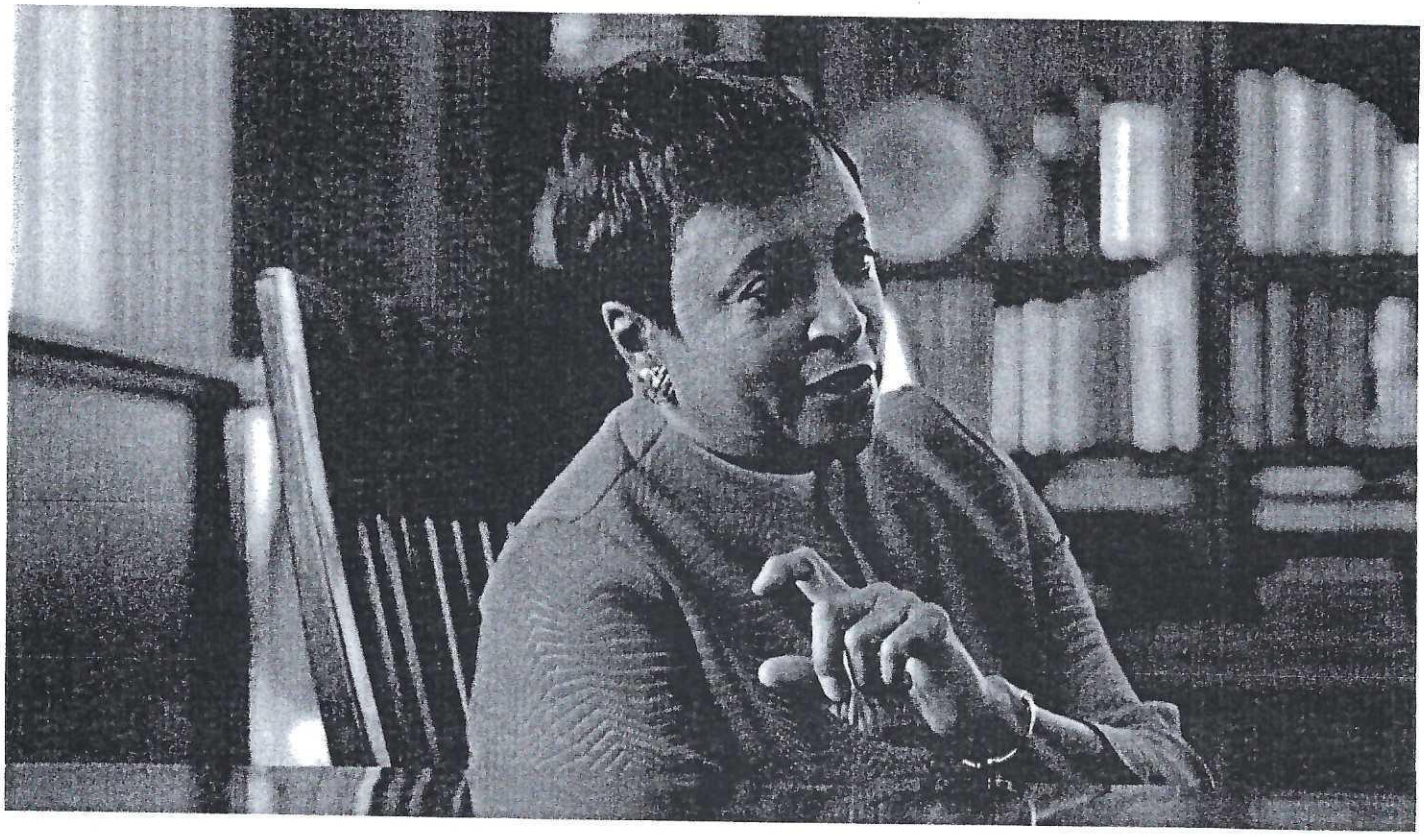
newsela

Extra Assignment

Writing Assignment

Black History Month: Librarian of Congress on her trailblazing role

By CQ-Roll Call, adapted by Newsela staff on 02.20.20
Word Count **412**
Level **610L**



Librarian of Congress Carla Hayden at the Library of Congress. Hayden, a former Chicago children's librarian, is the first woman and African American to serve in the role. Photo: Pablo Martinez Monsivais/AP Photo

Carla Hayden is the librarian of Congress. She is the first African American and the first woman to have this job. The Library of Congress is the official library of the U.S. Congress. Hayden was named librarian of Congress in 2016.

Roll Call is a newspaper. A reporter from the paper interviewed Hayden. They discussed Black History Month. They also talked about how African American history is an important part of American history.

Roll Call: There have been many important African American figures in American history. For example, Frederick Douglass played a key role in the fight against slavery. Which of these figures speaks to you most?

Carla Hayden: Frederick Douglass is a big reason why I am a librarian. Douglass understood that reading was an important skill to have. It was a step toward freedom. Douglass said "once you learn to read, you will be forever free." We sell this quote in the library gift shop.

RC: You are part of history, too. You came to your position at an important time in history. It was right after the first black president left office. Talk a little about that.

CH: It is very scary to think that you might be remembered as the first person to do something. Still, it is inspiring for me to work with young people. The Library of Congress just opened the Young Readers Center for Saturdays. I think about how young people can make their own history. Maybe one of our young readers could become president.

RC: Some people ask if we need a Black History Month. What would you say to those people?

CH: That question comes up during Women's History Month, too. These special months give people the chance to learn about a specific group or time in our history. Almost every school and library teaches about these months. It's a wonderful thing. It could get young people thinking about making history themselves. I keep talking about young people because they really are the future.

RC: The Library of Congress holds many aspects of American history. It really seems like African-American history is connected to American history. You can tell by looking at books and paintings around the library.

CH: African American history is American history. African Americans were brought to the United States to help build the country. You can see this in the library's documents and photographs. They show how much African American history is an important part of American history.

Quiz

1 Which sentence explains WHY Carla Hayden respects Frederick Douglass?

(A) Frederick Douglass is a big reason why I am a librarian.

(B) Douglass understood that reading was an important skill to have.

(C) We sell this quote in the library gift shop.

(D) Still, it is inspiring for me to work with young people.

2 Read the paragraph below from the article.

African American history is American history. African Americans were brought to the United States to help build the country. You can see this in the library's documents and photographs. They show how much African American history is an important part of American history.

Which question is answered in this paragraph?

(A) What is in documents and photographs of African American history?

(B) Who is in documents and photographs of African American history?

(C) Why is African American history an important part of American history?

(D) How is African American history connected to American history?

3 According to Carla Hayden, WHY is Black History Month important?

(A) It is a good way to remember various parts of America's past.

(B) It helps young people to prepare to be president one day.

(C) It helps young people to think about how they can make history.

(D) It is a busy time for the Library of Congress.

4 How does being the first African American librarian of Congress affect Carla Hayden?

(A) It both scared and inspired her.

(B) It both upset and educated her.

(C) It made her recognize the importance of reading.

(D) It made her open the Young Readers Center.

Newsela's Writing Prompt

Name_____
Date_____

Pick a detail from this article. Explain how it helps you understand the bigger ideas in the article. Write out your answer.

Name : _____ Score : _____

Teacher : _____ Date : March 16, 2020

$(9)^2 = 9 \times 9 = 81$

Evaluate the Exponents

1) $(9)^2$ = _____

2) $(12)^3$ = _____

3) $(10)^3$ = _____

4) $(6)^3$ = _____

5) $(2)^3$ = _____

6) $(4)^2$ = _____

7) $(9)^2$ = _____

8) $(8)^2$ = _____

9) $(12)^2$ = _____

10) $(7)^3$ = _____

11) $(4)^3$ = _____

12) $(8)^2$ = _____

13) $(5)^2$ = _____

14) $(2)^2$ = _____

15) $(3)^2$ = _____

16) $(6)^3$ = _____

17) $(5)^3$ = _____

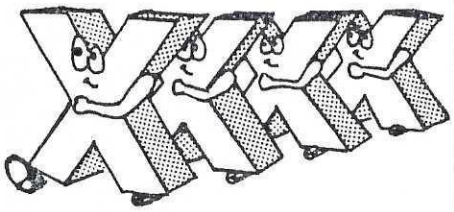
18) $(3)^3$ = _____

19) $(7)^3$ = _____

20) $(3)^2$ = _____

Multiplication Drill

Name_____



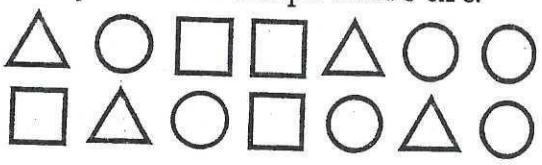
457 × 34	457 × 34 1828	457 × 34 1828 1371	457 × 34 1828 1371 15,538

364 × 45	524 × 38	351 × 65	724 × 49	367 × 88
211 × 26	744 × 75	648 × 89	472 × 84	438 × 95
682 × 95	553 × 64	861 × 44	789 × 23	123 × 45

Minute 99

Name _____

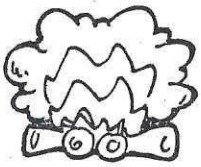
1. Color in the graph to show how many of each shape there are.



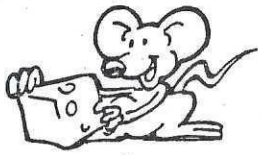
Favorite Shape		
7		
6		
5		
4		
3		
2		
1		
0		
△	□	○

2. Circle *hot* or *cold*.

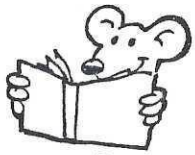
hot cold



3. Which picture shows what is sure to happen? Circle *A* or *B*.

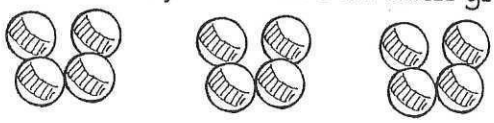


A



B

4. How many balls are in each group? _____ balls



5. How many groups are there? _____ groups

6. How many balls are there in all? _____ balls

Write the number.

7. ninety-eight = _____ **8.** fifty-seven = _____

Use >, <, or =.

9. 40 _____ 20 + 20 **10.** 30 _____ 10 + 10

common multiples

Complete the multiples.

1. multiples of 2: 2, 4, 6, 8, 10, 12, 14, 16, ____, ____.
2. multiples of 3: 3, 6, 9, 12, ____, ____, ____, ____, ____, ____.
3. multiples of 4: 8, 12, ____, ____, ____, ____, ____, ____, ____.
4. multiples of 6: 6, 12, 18, ____, ____, ____, ____, ____, ____, ____.
5. multiples of 7: 7, 14, ____, ____, ____, ____, ____, ____, ____.
6. multiples of 8: 8, 16, ____, ____, ____, ____, ____, ____, ____.
7. multiples of 9: 9, 18, ____, ____, ____, ____, ____, ____, ____.

Common multiples of 2 and 3:

Multiples of 2: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20

Multiples of 3: 3, 6, 9, 8, 12, 15, 18, 21, 24, 27, 30

Least common multiple of 2 and 3 = 6

Common multiples of 6 and 8:

8. multiples of 6: ____, ____, ____, ____, ____, ____, ____.
9. multiples of 8: ____, ____, ____, ____, ____, ____, ____.
10. Least common multiple of 6 and 8 = ____.

Write the LCM (least common multiple).

11. 2
    6
    LCM = ____

12. 3
    8
    LCM = ____

13. 4
    5
    LCM = ____

14. 6
    9
    LCM = ____

1. Complete the multiples:

2: 2, 4, 6, ____, ____, ____, ____, ____, ____, ____

5: 5, 10, 15, ____, ____, ____, ____, ____, ____, ____

Circle the common multiples. LCM = ____

2. Complete the multiples:

3: 3, 6, ____, ____, ____, ____, ____, ____, ____

4: 4, 8, ____, ____, ____, ____, ____, ____, ____

Circle the common multiples. LCM = ____

Add.

3.

$\frac{2}{5}$	$\frac{1}{9}$	$\frac{1}{2}$	$\frac{3}{7}$	$\frac{1}{8}$
$+\frac{2}{5}$	$+\frac{7}{9}$	$+\frac{1}{2}$	$+\frac{2}{7}$	$+\frac{6}{8}$
$\frac{}{}$	$\frac{}{}$	$\frac{}{}$	$\frac{}{}$	$\frac{}{}$
$\frac{}{5}$	$\frac{}{9}$	$\frac{}{2}$	$\frac{}{7}$	$\frac{}{8}$

Subtract.

4.

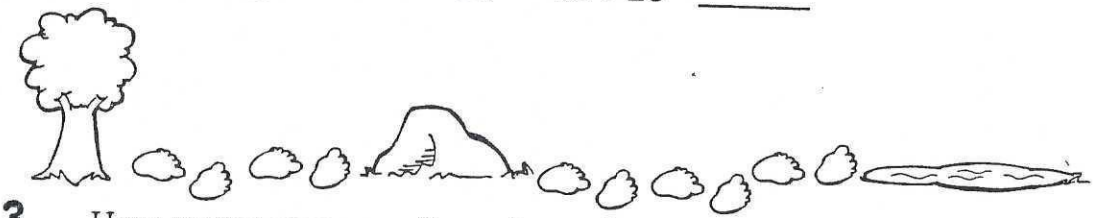
$\frac{9}{10}$	$\frac{7}{12}$	$\frac{3}{4}$	$\frac{8}{11}$	$\frac{7}{8}$
$-\frac{2}{10}$	$-\frac{2}{12}$	$-\frac{2}{4}$	$-\frac{5}{11}$	$-\frac{2}{8}$
$\frac{}{}$	$\frac{}{}$	$\frac{}{}$	$\frac{}{}$	$\frac{}{}$
$\frac{}{10}$	$\frac{}{12}$	$\frac{}{4}$	$\frac{}{11}$	$\frac{}{8}$

Minute 100

Name _____

1. 6 + _____ = 12

2. 30 + 20 = _____



3. How many steps are there from the rock to the pond? _____ steps

4. How many steps are there from the tree to the pond? _____ steps

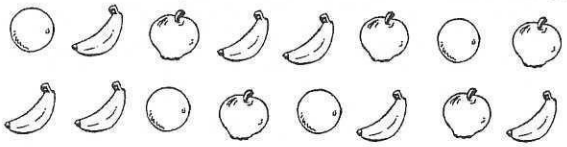
5. Circle *hot* or *cold*.

hot cold

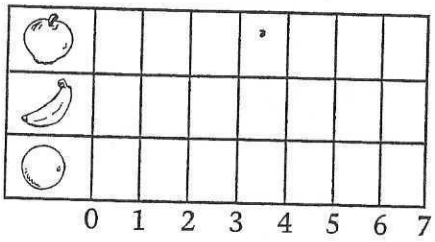
6. 11 + _____ = 6 + 11

7. 12 – 2 = _____

8. Color in the graph to show how many of each fruit there are.



Favorite Fruit



9. Which picture shows what is sure to happen? Circle *A* or *B*.

A

B

10.

A

B

Baseball Riddle

Two baseball teams played a game. One team won but no man touched the base. How could that be? To find the answer to the riddle, you must first solve the problems. Next, match your answers to the letters in the answer key and write the letters in the blanks .

1. $500 - 225$

2. $243 - 132$

3. $7.6 + 5.4$

4. $6009 - 4502$

5. $\$5.69 - 2.40$

6. $1261 + 1091$

7. $15.26 + 2.74$

8. $5607 - 3255$

9. $13.91 + 2.09$

10. $3.06 - 8.94$

11. $60\overline{)720}$

12. $5\overline{)40}$

13. $5\overline{)75}$

14. 9×2

15. $8\overline{)96}$

16. $13\overline{)169}$

17. 42×56

18. $4\overline{)64}$

19. $5\overline{)510}$

20. $78 + 305$

ANSWER KEY

A = 16	G = 8	L = 12	R = 18
B = 275	H = 1507	M = 102	S = 383
E = 2352	I = 15	O = 111	T = 13
			W = $3.29

ANSWER

B								A						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

16	17	18	19	20

Read About It

During World War II, the ranks of the baseball leagues shrank as more and more players went off to war. The solution to keep fans ~~coming to the parks~~? Women's professional baseball. Read all about it in *A Whole New Ball Game* by Sue Macy.

Bell Work

Solve the following. Show your work.

1. 165 ÷ 5 =

2. 207 ÷ 9=

3. 52 ÷ 4=

4. 41 X 9=

5. 23 x 75=

6. 15 x 32=

7. 256 – 143=

8. 7,260 – 463=

9. 12.5 - 4.2=

10. 5.04 – 1.2=

11. 4.3. + 5 + 6.2 =