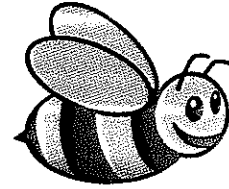


Ms. Perdisatt's  
December 2, 2016  
Classroom News



**Spelling Week 13 List 1**

- |           |             |             |
|-----------|-------------|-------------|
| 1. center | 8. circus   | 15. ounce   |
| 2. once   | 9. cement   | 16. ginger  |
| 3. dance  | 10. glance  | 17. wedge   |
| 4. germs  | 11. strange | 18. arrange |
| 5. spice  | 12. police  | 19. sponge  |
| 6. bridge | 13. certain | 20. village |
| 7. badge  | 14. orange  |             |

Challenge Words : 21. general 22. ceremony

**Upcoming Events:**

- ❖ Reading Portfolio Test: 12/8
- ❖ Math Quiz 6's: Thursday 12/8
- ❖ Reading & Spelling Test: 12/9

- This week we will be focusing on the 6's tables. Please be practicing at home. ☺
- Next Reading Portfolio is coming up - Dec. 8<sup>th</sup>
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**Our Focus this Week:  
December -**

**Reading:** Fables and Fairytales

**Writing:** Thankful Writing - Expository Writing

**Math:** Topic 4 - Fluently Multiply and Divide by 100

**Science:** Chapter 3 - Living Things and Ecosystems

**Social Studies:** Unit 2 Celebrating Culture

**Homework for This Week:**

**Reading Homework:**

Monday due 12/6: The Man, the Boy and the Donkey

Tuesday due 12/7: The Milkmaid and Her Pail

Wednesday due 12/8: Grammar Practice

Thursday due 12/9: Write a Fable

**Math Homework:**

Monday due 12/6: Homework & Practice 4-5

Tuesday due 12/7: Homework & Practice 4-6

Wednesday due 12/8: Homework & Practice 4-7

Thursday due 12/9: Homework & Practice 4-8

\*\*\*Although it is not part of the homework this week it is always excellent practice to read! ☺\*\*\*

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Email: [perdisattk@platoacademy.net](mailto:perdisattk@platoacademy.net)

Website: <http://perdisattk.weebly.com>

Signup genius and access to homework assignments are available on my website!

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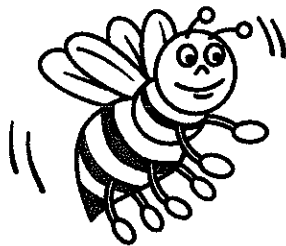
Parent's signature \_\_\_\_\_ Student Name: \_\_\_\_\_

# Spelling

Soft c and Soft g:  
Pretest

Name \_\_\_\_\_  
LIST 1 week 13

Fold back the paper along the dotted line. Write the words in the blanks as they are read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
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15. \_\_\_\_\_
16. \_\_\_\_\_
17. \_\_\_\_\_
18. \_\_\_\_\_
19. \_\_\_\_\_
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21. \_\_\_\_\_
22. \_\_\_\_\_
23. \_\_\_\_\_
24. \_\_\_\_\_
25. \_\_\_\_\_

1. center
2. once
3. dance
4. germs
5. spice
6. bridge
7. badge
8. circus
9. cement
10. glance
11. strange
12. police
13. certain
14. orange
15. ounce
16. ginger
17. wedge
18. arrange
19. sponge
20. village
21. combs
22. kneel
23. wrench
24. general
25. ceremony

## Review Words

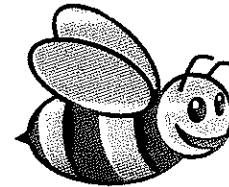
## Challenge Words

© Macmillan/McGraw-Hill



**At Home:** Help your child practice the words he or she missed to prepare for the Posttest.

Ms. Perdisatt's  
December 2, 2016  
Classroom News



Spelling Week 13 List 2

- |              |               |              |
|--------------|---------------|--------------|
| 1. hilltop   | 8. fairground | 15. dolphin  |
| 2. grassland | 9. address    | 16. orphan   |
| 3. footprint | 10. fiddler   | 17. concrete |
| 4. handsome  | 11. reckless  | 18. complain |
| 5. landlord  | 12. pilgrim   | 19. district |
| 6. partner   | 13. improve   | 20. although |
| 7. cockpit   | 14. instant   |              |

Challenge Words : 21. mischief 22. laughter

Upcoming Events:

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- ❖ Math Quiz 6's: Thursday 12/8
- ❖ Reading & Spelling Test: 12/9

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Science: Chapter 3 - Living Things and Ecosystems

Social Studies: Unit 2 Celebrating Culture

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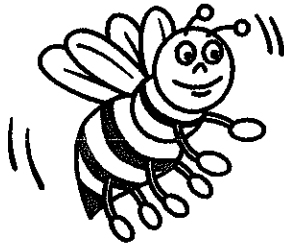
# Spelling

VCCCV Pattern:  
Pretest

Name \_\_\_\_\_

LIST 2 Week 13

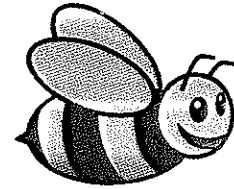
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- |                                  |               |
|----------------------------------|---------------|
| 1. _____                         | 1. hilltop    |
| 2. _____                         | 2. grassland  |
| 3. _____                         | 3. footprint  |
| 4. _____                         | 4. handsome   |
| 5. _____                         | 5. landlord   |
| 6. _____                         | 6. partner    |
| 7. _____                         | 7. cockpit    |
| 8. _____                         | 8. fairground |
| 9. _____                         | 9. address    |
| 10. _____                        | 10. fiddler   |
| 11. _____                        | 11. reckless  |
| 12. _____                        | 12. pilgrim   |
| 13. _____                        | 13. improve   |
| 14. _____                        | 14. instant   |
| 15. _____                        | 15. dolphin   |
| 16. _____                        | 16. orphan    |
| 17. _____                        | 17. concrete  |
| 18. _____                        | 18. complain  |
| 19. _____                        | 19. district  |
| 20. _____                        | 20. although  |
| <b>Review Words</b> 21. _____    | 21. ideas     |
| 22. _____                        | 22. piano     |
| 23. _____                        | 23. fuel      |
| <b>Challenge Words</b> 24. _____ | 24. mischief  |
| 25. _____                        | 25. laughter  |



Ms. Perdisatt's  
December 2, 2016  
Classroom News



**Spelling Week 13 List 3**

- |            |              |               |
|------------|--------------|---------------|
| 1. anagram | 8. detain    | 15. adequate  |
| 2. album   | 9. entertain | 16. advance   |
| 3. labor   | 10. cancel   | 17. elastic   |
| 4. caption | 11. obtain   | 18. container |
| 5. display | 12. mistake  | 19. ancestor  |
| 6. chapter | 13. trait    | 20. exclaim   |
| 7. survey  | 14. accent   |               |

Challenge Words : 21. complaint 22. biographer

**Upcoming Events:**

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Parent's signature \_\_\_\_\_ Student Name: \_\_\_\_\_

Name \_\_\_\_\_

## My Home Word List

### Spelling Practice Activity

#### Dear Family,

Accurate spelling is necessary for effective writing. Throughout *Zaner-Bloser's Spelling Connections*, your child will be encouraged to complete activities that will enable him or her to express thoughts, ideas, and feelings with ever-increasing skill.

Your child will benefit from any time you are able to spend with him or her in practicing spelling and writing at home. Therefore, throughout the school year you will periodically receive spelling lists and suggested activities that you can do with your child to help him or her learn spelling and writing skills.

Ask your child to write the spelling words correctly on a separate sheet of paper.

- |                      |           |
|----------------------|-----------|
| 1. <i>anagram</i>    | anagram   |
| 2. <i>album</i>      | album     |
| 3. <i>labor</i>      | labor     |
| 4. <i>caption</i>    | caption   |
| 5. <i>display</i>    | display   |
| 6. <i>chapter</i>    | chapter   |
| 7. <i>survey</i>     | survey    |
| 8. <i>detain</i>     | detain    |
| 9. <i>entertain</i>  | entertain |
| 10. <i>cancel</i>    | cancel    |
| 11. <i>obtain</i>    | obtain    |
| 12. <i>mistake</i>   | mistake   |
| 13. <i>trait</i>     | trait     |
| 14. <i>accent</i>    | accent    |
| 15. <i>adequate</i>  | adequate  |
| 16. <i>advance</i>   | advance   |
| 17. <i>elastic</i>   | elastic   |
| 18. <i>container</i> | container |
| 19. <i>ancestor</i>  | ancestor  |
| 20. <i>exclaim</i>   | exclaim   |
| 21. <i>complaint</i> | complaint |

Name \_\_\_\_\_

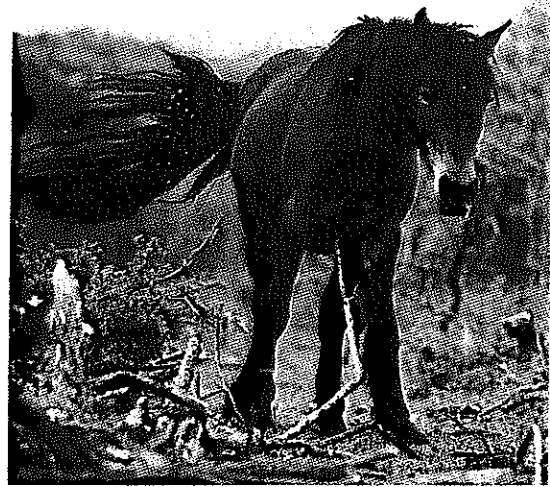
## My School Word List

- |                            |
|----------------------------|
| 1. anagram                 |
| 2. album                   |
| 3. labor                   |
| 4. caption                 |
| 5. display                 |
| 6. chapter                 |
| 7. survey                  |
| 8. detain                  |
| 9. entertain               |
| 10. cancel                 |
| 11. obtain                 |
| 12. mistake                |
| 13. trait                  |
| 14. accent                 |
| 15. adequate               |
| 16. advance                |
| 17. elastic                |
| 18. container              |
| 19. ancestor               |
| 20. exclaim <i>Bonus ↓</i> |
| 21. complaint              |
| 22. <i>biographer</i>      |

## 10. The Man, the Boy and the Donkey

### *Adaptation of an Aesop Fable*

One day, a Man and his son were traveling with their donkey to market. As they walked along the trail, a countryman passed them and said, "You fools, what is a Donkey for but to ride upon?" So the Man put the Boy on the Donkey and they continued on their way toward market.



Soon they passed a group of men, one of whom said, "See that lazy youngster. He lets his father walk while he rides." So the Man ordered his Boy to get off and he got on the donkey himself.

They hadn't gone much farther when they passed two women. One said to the other, "Shame on that lazy man to let his poor little son trudge along." Well, the Man didn't know what to do. At last, he placed his Boy with him on the Donkey and they both rode.

By this time they had come to town. The passersby began to jeer and point at them. The Man stopped and asked what they were scoffing at. The men said, "You should be ashamed of yourself for overloading that poor donkey!"

The Man and Boy got off and tried to think what to do. They thought and thought until, at last, they decided to cut down a pole and tie the donkey's feet to it. Then they each lifted an end of the pole to their shoulders and raised the Donkey off the ground. They walked along amid the laughter of all who met them until they came to Market Bridge. There, the Donkey got a foot loose, kicked out and broke free. He frantically ran away never to be seen again by the Man or his Boy.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## 10. They Man, the Boy and the Donkey - Questions

1. Read these sentences from paragraph 3 of the story.  
*They hadn't gone much farther when they passed two women. One said to the other, "Shame on that lazy man to let his poor little son trudge along." Well, the Man didn't know what to do.*  
Why was the man confused at what the women said?  
(A) The boy was already riding on the horse.  
(B) The boy didn't know how to ride a horse.  
(C) Earlier, others criticized him for letting the boy ride.  
(D) The man knew that the boy loved to walk.
2. Why did the donkey run away?  
(A) The people of the village were chasing him.  
(B) The Donkey thought the man and boy were mistreating him.  
(C) The Donkey was supposed to take the supplies home as quickly as possible.  
(D) He was scared from the loud yelling and commotion.
3. Based on the text, what word is a synonym for **jeer**?  
(A) cheer      (B) yell      (C) comfort      (D) mock
4. Why did the man and the boy decide to tie the donkey to the pole?  
(A) To make sure the donkey wouldn't escape.  
(B) So they could better carry him.  
(C) To make him stronger to carry more weight.  
(D) So the people wouldn't laugh at him anymore.
5. What is the best moral (theme) of this story?  
(A) Little by little does the trick.  
(B) Slow and steady wins the race.  
(C) United we stand, divided we fall.  
(D) Please all and you will please none.



# Homework & Practice 4-5

## Multiplication Patterns: Even and Odd Numbers

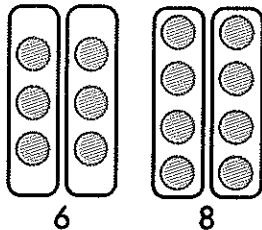
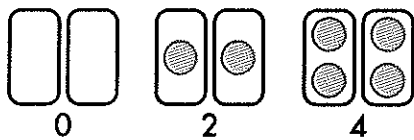
### Another Look!

Even numbers have 0, 2, 4, 6, or 8 in the ones place. Odd numbers have 1, 3, 5, 7, or 9 in the ones place.



Think about the numbers 0, 2, 4, 6, and 8. When you divide these numbers by 2, nothing is left over.

These numbers are even.



All even numbers can be shown as two equal groups. When multiplying, if one factor is even, the product will be even.

$$4 \times 5 = (2 \times 2) \times 5$$

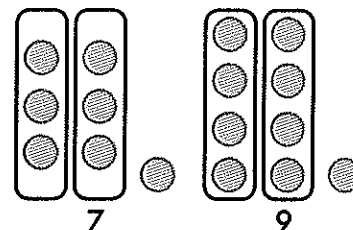
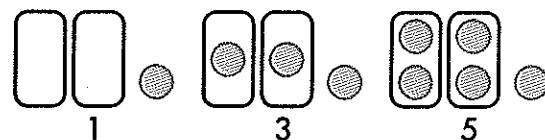
$$4 \times 5 = 2 \times (2 \times 5).$$

$$\text{So, } 4 \times 5 = 2 \times 10.$$

The product is 2 equal groups of 10.

Think about the numbers 1, 3, 5, 7, and 9. When you divide these numbers by 2, there is 1 left over.

These numbers are odd.



You cannot think of odd numbers as 2 equal groups with none left over.

When multiplying, if both factors are odd, the product will be odd.

$$7 \times 5 = 35$$

$$1 \times 9 = 9$$

In 1–4, circle the digit in the ones place. Then write *even* or *odd*.

1. 36 is \_\_\_\_\_ .      2. 18 is \_\_\_\_\_ .      3. 83 is \_\_\_\_\_ .      4. 40 is \_\_\_\_\_ .

In 5–7, circle the factors that can be divided by 2. Then write *even* or *odd* to describe the product and solve.

5.  $7 \times 4 = ?$

$7 \times 4$  is \_\_\_\_\_ .

$7 \times 4 = 28$

6.  $6 \times 6 = ?$

$6 \times 6$  is \_\_\_\_\_ .

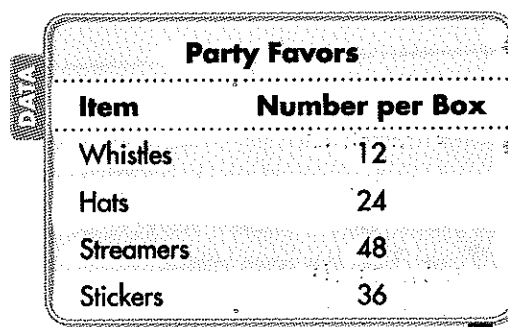
$6 \times 6 = 36$

7.  $5 \times 9 = ?$

$5 \times 9$  is \_\_\_\_\_ .

$5 \times 9 = 45$

8. Ted bought 1 box of whistles, 1 box of streamers, and 1 box of stickers. How many party favors did he buy in all? Show your work.



Item	Number per Box
Whistles	12
Hats	24
Streamers	48
Stickers	36

9. © MP.3 Critique Reasoning Don says that  $9 \times 9$  is even. Is he correct? Explain.

10. © MP.8 Generalize Explain why the product of 2 times any number is an even number.

11. © MP.4 Model with Math Sandra has 18 bags of peanuts to hand out to 9 friends. How many bags can she give each friend? Draw a bar diagram to help you solve.

12. Higher Order Thinking Explain whether the product of an **even number**  $\times$  **odd number**  $\times$  **odd number** is even or odd.

### © Common Core Assessment

13. Choose all of the equations with odd products.

- $7 \times 3 = ?$   
  $6 \times 2 = ?$   
  $1 \times 3 = ?$   
  $5 \times 7 = ?$   
  $9 \times 6 = ?$

14. Choose all of the equations with products that are **NOT** odd.

- $1 \times 3 = ?$   
  $3 \times 5 = ?$   
  $7 \times 1 = ?$   
  $8 \times 2 = ?$   
  $6 \times 6 = ?$

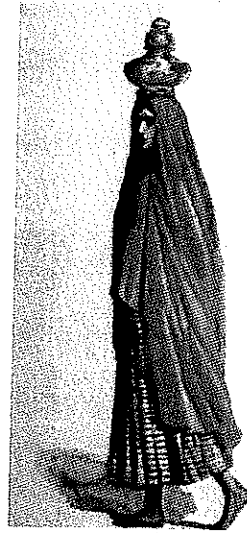
Tuesday (due wed.)

## 11. The Milkmaid and Her Pail

*Adaptation of an Aesop Fable*

A milkmaid was walking to market carrying a pail of milk on her head. As she walked along, she imagined what she would do with the money she would make from selling her milk.

"I'll buy some fowls from Farmer Brown," she said to herself, "and they will lay eggs each morning which I will sell to the parson's wife. And with the money that I get from the sale of the eggs, I'll buy myself a new long frock and hat. And when I go to market again all of the young men will admire me and come and speak to me! I can just imagine Polly Shaw being so jealous . . . but I won't care. I shall just look at her and toss my head like this." As she spoke, she tossed her head back which caused the Pail to fall from her head. All the milk splashed upon the ground. She was so disappointed and slowly lumbered back home to tell her mother what had happened.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## 11. The Milkmaid and Her Pail - Questions

1. Read this sentence from paragraph 2 of the story.

*And with the money that I get from the sale of the eggs, I'll buy myself a new frock and a new hat.*

How will the Milkmaid get eggs to sell?

- (A) The parson's wife would give them to her.
  - (B) Farmer Brown will give her eggs.
  - (C) Her chickens will lay eggs for her.
  - (D) She will buy them at the market from the money she makes from selling her milk.
2. Based on the text, who do you think is Polly Shaw?
- (A) a friend or acquaintance of the Milkmaid
  - (B) the Milkmaid's mother
  - (C) the parson's wife
  - (D) a woman who sells dresses and hats
3. What is likely the meaning of **frock**?
- (A) pail      (B) boots      (C) gloves      (D) dress
4. What happened right before she spilled her milk?
- (A) She tripped on some rocks.
  - (B) She jerked her head while daydreaming.
  - (C) She was taking the pail off her head.
  - (D) She was pushed by Polly Shaw.
5. What is the best moral (theme) of this story?
- (A) A person is better to mind her own business.
  - (B) Don't count your chickens before they are hatched.
  - (C) Fine clothes may disguise, but silly words will disclose a fool.
  - (D) There is always someone worse off than yourself.

## Homework & Practice 4-6

### Division Involving 0 and 1

### Another Look!

There are special rules to follow when dividing with 0 or 1.



Rule	Example	What You Think	What You Write
When any number is divided by 1, the quotient is that number.	$7 \div 1 = ?$	1 times what number is 7? $1 \times 7 = 7$ So, $7 \div 1 = 7$ .	$7 \div 1 = 7$ or $1 \overline{)7}$
When any number (except 0) is divided by itself, the quotient is 1.	$8 \div 8 = ?$	8 times what number is 8? $8 \times 1 = 8$ So, $8 \div 8 = 1$ .	$8 \div 8 = 1$ or $8 \overline{)8}$
When zero is divided by a number (except 0), the quotient is 0.	$0 \div 5 = ?$	5 times what number is 0? $5 \times 0 = 0$ So, $0 \div 5 = 0$ .	$0 \div 5 = 0$ or $5 \overline{)0}$
You cannot divide a number by 0.	$9 \div 0 = ?$	0 times what number is 9? There is no number that works, so $9 \div 0$ cannot be done.	$9 \div 0$ cannot be done

In 1–8, write the quotient.

1.  $5 \div 1 =$  \_\_\_\_\_      2.  $9 \div 9 =$  \_\_\_\_\_      3.  $0 \div 8 =$  \_\_\_\_\_      4.  $6 \div 6 =$  \_\_\_\_\_
5.  $4 \div 1 =$  \_\_\_\_\_      6.  $1 \overline{)7}$       7.  $8 \overline{)8}$       8.  $7 \overline{)0}$

In 9 and 10, use the sign at the right.

9. © MP.6 Be Precise Aiden has \$20. He spends all of his money on ride tickets. How many ride tickets does Aiden buy?

10. Tanji spends \$8 on ride tickets and gives an equal number of tickets to 8 friends. How many tickets does each friend get?



11. Explain which of these has the greatest quotient.  $6 \div 6$ ,  $5 \div 1$ ,  $0 \div 3$ ,  $8 \div 8$

12. Number Sense Place the numbers 0, 1, 3, and 3 in the blanks so that the number sentence is true.

$$\underline{\quad} \div \underline{\quad} > \underline{\quad} \div \underline{\quad}$$

13. The number of students at Netherwood Elementary School is an odd number between 280 and 300. List all the possible numbers of students there could be.

14. Higher Order Thinking Write and solve a story problem that goes with  $6 \div 6$ .

### © Common Core Assessment

15. Lazaar shares 6 pencils equally with himself and 5 friends. Write an equation and solve to show the number of pencils each friend receives.

16. There are 7 ducklings. They sleep in 1 large nest. Write and solve an equation that shows how many ducklings sleep in the nest.

wednesday  
(due Thursday)

nd

# Contractions

Lesson 46

Name: \_\_\_\_\_

# Discover

We are studying the Danakil Desert in Africa.  
We're learning about the harsh environment there.

Look at the words in bold type in each sentence.  
Do they have the same meaning, or a different meaning?

\_\_\_\_\_ What letter is left out of *we're*? \_\_\_\_\_

What mark replaces this letter? \_\_\_\_\_

A **contraction** is made of two words put together. An **apostrophe** takes the place of one or more letters in a contraction.

*I + am = I'm*

*is + not = isn't*

*are + not = aren't*

*we + have = we've*

*you + will = you'll*

*she + is = she's*

See Handbook Sections 7 and 22

## Part 1

Circle each contraction. Write the words that were joined to make the contraction.

1. The Danakil Desert **doesn't** have a mild climate. \_\_\_\_\_
2. It's one of the hottest, driest places on Earth. \_\_\_\_\_
3. You'll never guess that it used to lie at the bottom of the sea. \_\_\_\_\_
4. The sea **isn't** there anymore, but when it dried it left a shallow lake and tons of salt. \_\_\_\_\_
5. I've read that the salt deposits look like snow. \_\_\_\_\_
6. Don't miners gather the salt to sell? \_\_\_\_\_
7. Some huts look like snow houses, but they **aren't** made of snow. \_\_\_\_\_
8. They're made out of salt bricks! \_\_\_\_\_

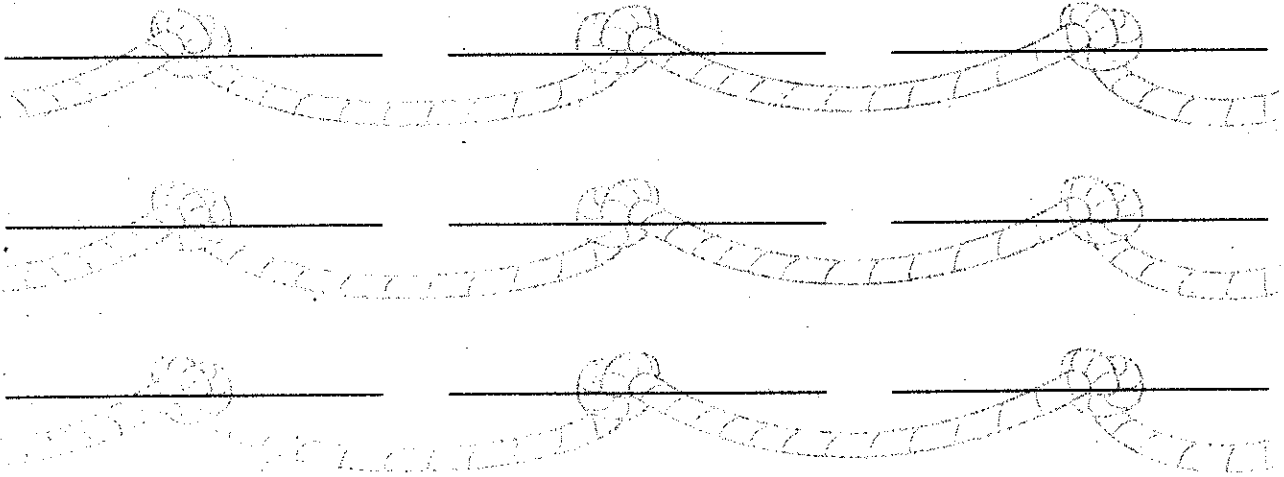
## Part 2

Rewrite the underlined words in each sentence as a contraction.

9. Alicia and I sometimes pretend that we are traveling across the Danakil Desert. \_\_\_\_\_
10. We could not get very far without supplies. \_\_\_\_\_
11. She will pack bottles of water. \_\_\_\_\_
12. I am in charge of food and the tent. \_\_\_\_\_
13. When we get to the salt deposits, we cannot see anything but white.  
\_\_\_\_\_
14. We have traveled as far as we can go. \_\_\_\_\_

## Part 3

On each knot below, write a contraction that is formed using the word *not*. Can you tie all nine "nots"?



Name \_\_\_\_\_



## Homework & Practice 4-7

### Practice Multiplication and Division Facts

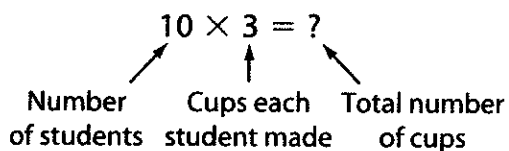
### Another Look!

A class is making popcorn for a carnival. 10 students each made 3 cups of popcorn. The students put the popcorn in bags that hold 6 cups each. Find the total number of cups. Then find how many bags of popcorn the students made.

You can solve the problems using multiplication and division.

#### Multiplication

How many total cups of popcorn did they make?

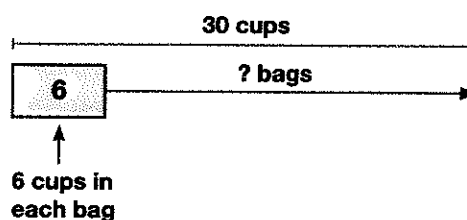


$$10 \times 3 = 30$$

The students made a total of 30 cups of popcorn.

#### Division

How many groups of 6 are in 30?



Divide the total number of cups by the number of cups in each bag:

$$30 \div 6 = 5 \leftarrow \text{Number of bags}$$

The students made 5 bags of popcorn.

In 1–9, use multiplication and division to complete the fact family.

1.  $21 \div 3 =$  \_\_\_\_\_

$3 \times$  \_\_\_\_\_  $= 21$

$21 \div$  \_\_\_\_\_  $= 3$

\_\_\_\_\_  $\times 3 = 21$

2.  $36 \div 6 =$  \_\_\_\_\_

$6 \times$  \_\_\_\_\_  $= 36$

3.  $18 \div 9 =$  \_\_\_\_\_

$9 \times$  \_\_\_\_\_  $= 18$

$18 \div$  \_\_\_\_\_  $= 9$

\_\_\_\_\_  $\times 9 = 18$

4.  $54 \div 9 =$  \_\_\_\_\_

$9 \times$  \_\_\_\_\_  $= 54$

$54 \div$  \_\_\_\_\_  $= 9$

\_\_\_\_\_  $\times 9 = 54$

5.  $18 \div 6 =$  \_\_\_\_\_

$6 \times$  \_\_\_\_\_  $= 18$

$18 \div$  \_\_\_\_\_  $= 6$

\_\_\_\_\_  $\times 6 = 18$

6.  $40 \div 5 =$  \_\_\_\_\_

$5 \times$  \_\_\_\_\_  $= 40$

$40 \div$  \_\_\_\_\_  $= 5$

\_\_\_\_\_  $\times 5 = 40$

7.  $14 \div 2 =$  \_\_\_\_\_

$2 \times$  \_\_\_\_\_  $= 14$

$14 \div$  \_\_\_\_\_  $= 2$

\_\_\_\_\_  $\times 2 = 14$

8.  $25 \div 5 =$  \_\_\_\_\_

$5 \times$  \_\_\_\_\_  $= 25$

9.  $32 \div 4 =$  \_\_\_\_\_

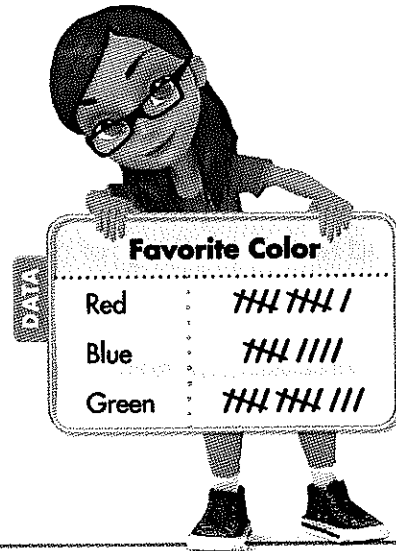
$4 \times$  \_\_\_\_\_  $= 32$

$32 \div$  \_\_\_\_\_  $= 4$

\_\_\_\_\_  $\times 4 = 32$

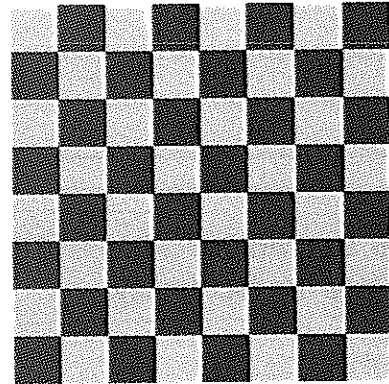
In 10 and 11, use the chart at the right.

10. © MP.1 Make Sense and Persevere Ellis asks some classmates to name their favorite color. He records the information in this chart. How many classmates answered the question?
11. Suppose Ellis asked more classmates to name their favorite color. If 4 more classmates named blue this time, how many classmates named blue in all?



12. At a music recital, there are 30 chairs. They are set up in 6 equal rows. Find the number of columns.
13. A music teacher has 4 drum kits. Each kit has 2 drumsticks. Each drumstick costs \$3. How many drumsticks does she have? What is the cost to replace them all?

14. Higher Order Thinking A chessboard has 8 rows of squares with 8 squares in each row. Two players each put 16 chess pieces on the board, with each piece on its own square. How many squares are empty now? Explain your answer.



### © Common Core Assessment

15. Tolen has 18 dog treats. He gives the same number of treats to 6 dogs at the animal shelter. Which two equations could be used to find the number of treats each dog gets?
- (A)  $18 + 6 = 24$  and  $24 - 6 = 18$
  - (B)  $18 \div 6 = 3$  and  $6 \times 3 = 18$
  - (C)  $18 \div 18 = 1$  and  $1 \times 18 = 18$
  - (D)  $6 \div 3 = 2$  and  $6 \div 2 = 3$
16. A pack of pens costs \$3. Lynn spent \$12 on pens. Each pack has 5 pens. How many packs did she buy? How many pens does she have?
- (A) 3 packs; 15 pens
  - (B) 4 packs; 20 pens
  - (C) 5 packs; 20 pens
  - (D) 6 packs; 30 pens

Thursday (due Fri.)

Name \_\_\_\_\_ Date \_\_\_\_\_ Approved \_\_\_\_\_

## Fable-Making Worksheet (Rough Draft)

**Directions:** Using a list of morals to help you choose, carefully choose and write on the lines below the moral (or lesson) you would like to use.

1. What is the moral of your fable? \_\_\_\_\_

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**Directions:** Identify and write the characters you will have in your story. Remember, most fables use animals or plants as main characters.

2. What are the main characters of your fable? \_\_\_\_\_

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**Directions:** Write a *few sentences* that give the plot or summary of what your fable will be about.

3. What is the plot of your fable? \_\_\_\_\_

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**Directions:** Write the title of your fable below. Try not to give away too much information. Keep it short.

**4. What is the title of your fable?** \_\_\_\_\_

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**Directions:** Write your entire fable from start to finish. Attach another lined paper if needed to finish your fable.

**2. What is the content of your fable?** \_\_\_\_\_

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# How to Make Your Own Fable - Example

## *A Short Guide to Fable-Making*

*Fables are usually short and easy to read. However, they can be challenging to write. Following the steps outlined in this guide will help you create a successful fable.*

*It's best to write a fable knowing what the moral (or lesson) is going to be beforehand. So, the first step is to decide on a moral. You can look at a list of popular morals, or you can simply make up the moral that the fable is going to teach. In this example, I have chosen the moral: Signs are made for a reason.*

**What is the moral of your fable?** Signs are made for a reason.

*The next step involves deciding on the characters you will use for your fable. The main characters are usually animals, but they can also be plants. Some of the minor characters can certainly include people, if you wish. In this example, I have chosen the characters of two Swans and an Alligator.*

**What are the main Characters of your fable?** Elder Swan, Younger Swan, Alligator

*Next, I will write a short plot or summary of what I want the story to be about. This should just be a few sentences.*

**What is the plot of your fable?** Two swans go to a pond to swim. A sign reads, "No Swimming." The Younger Swan ignores the sign and gets caught by the alligator.

*The title is next. I don't want to give too much away in the title, so I will just mention the Swans and the sign.*

**What is the title of your fable?** The Swans and the Sign



*Now you need to spend time writing the complete fable. Several drafts may be needed until you get it just right. Don't be afraid to erase or delete and change things around. Remember that you're telling a short story - just long enough to get the lesson across. You need to give your characters personality. In fables, characters often speak, so you'll need to give them voices. Characters in fables are often capitalized as if they are names. Here is the entire text of the short fable I created:*

### **What is the content of your fable?**

Two Swans arrived at a pond they have never been to before. They noticed a sign on the bank. "No swimming," read the Elder Swan. "We better find a different pond."

"Nonsense," said the Younger Swan. "The others just want the pond for themselves." He walked past the sign and jumped in the refreshing water with a splash. "See, it's wonderful!" he shouted to the Elder Swan who was watching from the shore.

Suddenly, a large alligator surfaced from the pond water and snatched the Younger Swan in its powerful jaws. It submerged below the surface leaving only ripples in its wake.

## Homework & Practice 4-8

### Solve Multiplication and Division Equations

#### Another Look!

Remember that an equation uses an equal sign ( $=$ ) to show the value on the left is the same as the value on the right.

Equations have unknown numbers. These numbers may be represented by question marks.

$$10 = 40 \div ?$$

This equation means 10 is equal to 40 divided by some number. You know  $40 \div 4 = 10$ , so  $? = 4$ .

You can write equations to represent math problems.



1. Frankie has some nickels. His nickels have a value of 45 cents. How many nickels does Frankie have? Complete the table to write an equation to represent the problem.

Use a ? to represent the number of nickels Frankie has.	?
Nickels are worth 5 cents. You can multiply the number of nickels by 5 to find the total value of the coins.	? $\times$
Frankie's nickels are worth 45 cents.	? $\times$ 5 = _____

To solve the problem, find the value of ? that makes the equation true: \_\_\_\_\_  $\times$  5 = 45. Frankie has \_\_\_\_\_ nickels.

In 2–5, find the value of ? that makes the equation true.

2.  $? \div 5 = 6$

3.  $36 = 6 \times ?$

4.  $14 = ? \times 2$

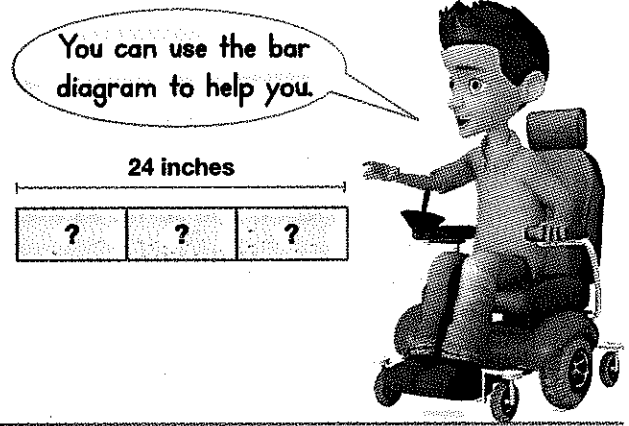
5.  $81 \div ? = 9$

In 6 and 7, write and solve an equation for each problem.

6. A restaurant has 24 chairs and some tables. There are 4 chairs at each table. How many tables are there?

7. Suzanne buys 6 paint sets. Each set contains the same number of brushes. She buys 18 brushes. How many brushes are in each paint set?

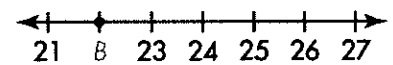
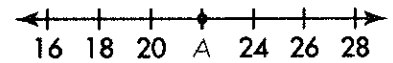
8. Carlos has a string that is 24 inches long. He wants to divide it into 3 equal parts. Write an equation to find how long each part will be. Use ? to represent the unknown number. Then solve your equation.



9. **Higher Order Thinking** Hector spent from Sunday to the following Saturday at the beach. Each day he found an equal number of shells. If Hector found 63 shells, how many shells did he find on Tuesday? Explain your answer.

10. © MP.1 Make Sense and Persevere Ella solves the equation  $32 \div ? = 8$ . She says the value of ? is 4. Does Ella's answer make sense? Explain.

11. © MP.2 Reasoning Do points A and B represent the same number, or do they represent different numbers? Explain.



### © Common Core Assessment

12. Bruce arranges 35 pencils on his desk into equal groups of 7. How many groups of pencils are on Bruce's desk? Bruce says he can write a multiplication equation and a division equation using ? for the unknown value.

#### Part A

Write and solve a multiplication equation to find the number of groups of pencils.

#### Part B

Write and solve a division equation to find the number of groups of pencils.