

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

# Target Vocabulary

**Tornadoes**  
Target Vocabulary

Fill in two more examples and non-examples for *ancient*. Then create your own Four-Square Maps for three of the remaining Target Vocabulary Words.

**Vocabulary**

|          |            |            |
|----------|------------|------------|
| whirling | rotating   | predict    |
| rapidly  | rage       | registered |
| condense | experience |            |
| source   | ancient    |            |

|   |  |
|---|--|
| <b>Definition</b><br>from a time long ago                           | <b>Example</b><br>• King Tut's tomb<br><hr/> <hr/> <hr/> |
| <b>ancient</b>  |  |
| <b>Sentence</b><br>The ancient statue was at least 2,000 years old. | <b>Non-example</b><br>• a football<br><hr/> <hr/> <hr/>  |



# Vocabulary

Answer Numbers 1 through 10. Choose the best answer for each question.

- 1 What does the word *whirling* mean in the sentence below?

**The hurricane's whirling winds are very destructive.**

- (A) dangerous
- (B) huge
- (C) spinning
- (D) strong

- 2 What does the word *condense* mean in the sentence below?

**I watched the moisture condense on the side of the cold glass.**

- (F) disappear
- (G) change color
- (H) start moving downward
- (I) change from a gas to a liquid

- 3 What does the word *ancient* mean in the sentence below?

**Ancient artists created paintings of animals on cave walls.**

- (A) from long ago
- (B) from another country
- (C) having advanced ideas
- (D) having little talent or skill

- 4 What does the word *source* mean in the sentence below?

**What is the source of your information?**

- (F) how something is used
- (G) when something is ended
- (H) why something is important
- (I) where something comes from

- 5 What does the word *registered* mean in the sentence below?

**The air temperature was registered on the thermometer.**

- (A) erased
- (B) heated
- (C) hidden
- (D) recorded

- 6 What does the word *enjoyment* mean in the sentence below?

**Good weather contributed to our enjoyment of the picnic.**

- (F) hunger
- (G) luck
- (H) pleasure
- (I) unhappiness

- 7 What does the word *suddenness* mean in the sentence below?

**The storm arose with great suddenness.**

- (A) quickness
- (B) rainfall
- (C) strength
- (D) windiness

- 8 What does the word *harmless* mean in the sentence below?

**Some snakes are harmless.**

- (F) growing very large
- (G) not living very long
- (H) eating plants and animals
- (I) not causing pain or injury

- 9 Which word means the OPPOSITE of the word *useless* in the sentence below?

**The broken bicycle is now useless.**

- (A) damaged
- (B) dusty
- (C) repaired
- (D) useful

- 10 Which word means the OPPOSITE of the word *careful* in the sentence below?

**The teacher praised me for my careful editing.**

- (F) careless
- (G) cautious
- (H) dutiful
- (I) precise



**Hurricanes: Earth's  
Mightiest Storms**

## Comprehension

# Comprehension

Answer Numbers 1 through 8. Base your answers on the article “Hurricanes: Earth’s Mightiest Storms.”

- 1 What is the MAIN cause of hurricanes?
- A low-pressure areas over cold oceans
  - B high-pressure areas over cold oceans
  - C low-pressure areas over warm oceans
  - D high-pressure areas over warm oceans
- 2 What causes the air in a hurricane to spiral?
- F the heat of the sun
  - G the rotation of the earth
  - H the ebb and flow of tides
  - I the condensation of moisture
- 3 Under which heading would you be MOST likely to find the causes of a hurricane?
- A “World Names”
  - B “Weather Instruments”
  - C “Into the Eye of the Storm”
  - D “The Making of a Hurricane”
- 4 How do the photos help the reader understand the ideas in the article?
- F They show important weather scientists.
  - G They show important weather instruments.
  - H They show the destructive effects of hurricanes.
  - I They show the differences between a hurricane and a tsunami.
- 5 What kind of text structure does the sentence below show?
- The low-pressure area acts like a chimney—warm air is drawn in at the bottom, rises in a column, cools, and spreads out. As the air rises and more is draw in, the storm grows.**
- A cause-and-effect
  - B order of importance
  - C problem-and-solution
  - D compare-and-contrast
- 6 Which graphic feature in the article is MOST helpful in showing the reader how a hurricane forms?
- F the map
  - G the photo
  - H the diagram
  - I the satellite image

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**Lesson 11**  
WEEKLY TESTS 11.5

**Hurricanes: Earth's  
Mightiest Storms**

**Comprehension**

- 7 Which graphic feature in the article is MOST helpful in showing the reader the paths of hurricanes?
- A the map
  - B the diagram
  - C the photograph
  - D the satellite image
- 8 Which of these is MOST responsible for improvements in the prediction of hurricanes?
- F airplanes
  - G anemometers
  - H hygrometers
  - I satellites

Use the articles “Hurricanes: Earth’s Mightiest Storms” and “Recovering from Katrina” to answer Numbers 9 and 10.

- 9 How are the two articles DIFFERENT in focus?
- A “Hurricanes” focuses on the effects of hurricanes.
  - B “Hurricanes” focuses on firsthand reports of hurricanes.
  - C “Recovering from Katrina” focuses on the causes of hurricanes.
  - D “Recovering from Katrina” focuses on the effects of one particular hurricane.
- 10 What conclusion can the reader make based on the facts presented in both articles?
- F Hurricane prediction is impossible, so there is no way to save lives during a hurricane.
  - G Hurricane prediction is improving, but these mighty storms still cause devastating damage.
  - H Climate change is creating stronger hurricanes, so hurricanes will cause much greater damage in the future.
  - I Hurricanes are not a major concern for citizens of the United States, so government research about them is not necessary.

Mark Student Reading Level:

\_\_\_ Independent \_\_\_ Instructional \_\_\_ Listening

Text and Graphic Features, Explain Scientific Ideas,  
Text Structure, Anchor Text

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# Decoding

Answer Numbers 1 through 10. Choose the best answer for each question.

1 Which words make up the compound word *thunderstorm*?

- (A) *thud* and *storm*
- (B) *unders* and *torm*
- (C) *under* and *storm*
- (D) *thunder* and *storm*

2 Which words make up the compound word *classmates*?

- (F) *lass* and *ate*
- (G) *lass* and *mate*
- (H) *class* and *mates*
- (I) *classm* and *mates*

3 Which words make up the compound word *rattlesnake*?

- (A) *rattle* and *ake*
- (B) *rat* and *snake*
- (C) *rattle* and *snake*
- (D) *ratt*, *les*, and *nake*

4 Which words make up the compound word *scarecrow*?

- (F) *scar* and *row*
- (G) *scar* and *crow*
- (H) *scare* and *crow*
- (I) *scar*, *rec*, and *row*

5 Which words make up the compound word *paperback*?

- (A) *pap* and *ack*
- (B) *ape* and *back*
- (C) *paper* and *back*
- (D) *pap*, *erb*, and *ack*

6 Which words tell the meaning of the compound word *oatmeal* in the sentence below?

**Mom cooked oatmeal yesterday morning.**

- (F) a food for horses
- (G) a time to eat oats
- (H) a food made from oats
- (I) a machine used to plant oats

- 7 Which words tell the meaning of the compound word *sidewalk* in the sentence below?

**Evelyn walked on the sidewalk on her way home from school.**

- (A) a path that leads to school
- (B) a place along a road where people walk
- (C) a path that passes through people's homes
- (D) a place where cars and other vehicles drive

- 8 Which words tell the meaning of the compound word *afternoon* in the sentence below?

**The club will have a meeting at 2:00 this afternoon.**

- (F) a time after lunch
- (G) happening after school
- (H) a room inside a building
- (I) wearing a watch to tell time

- 9 Which words tell the meaning of the compound word *wildcat* in the sentence below?

**A wildcat does not make a good pet.**

- (A) a house cat
- (B) an untamed cat
- (C) a lost cat in the woods
- (D) an animal from a pet store

- 10 Which words tell the meaning of the compound word *headlights* in the sentence below?

**The driver turned on the headlights when it grew dark outside.**

- (F) lights over your head
- (G) small lights you carry
- (H) glasses for night driving
- (I) lights on the front of the car





# Grammar

Answer Numbers 1 through 10. Choose the best answer for each question.

- 1 What change should be made in the sentence below?

If you're going to the mall, I will go their too.

- (A) change *you're* to *your*
- (B) change *mall* to *maul*
- (C) change *their* to *there*
- (D) change *too* to *two*

- 2 What change should be made in the sentence below?

I want to by a new fan because the old one broke.

- (F) change *to* to *too*
- (G) change *by* to *buy*
- (H) change *new* to *knew*
- (I) change *one* to *won*

- 3 What change should be made in the sentence below?

He was so hungry that he ate the hole pizza instead of just one piece.

- (A) change *so* to *sow*
- (B) change *ate* to *eight*
- (C) change *hole* to *whole*
- (D) change *piece* to *peace*

- 4 What change should be made in the sentence below?

It makes sense to change clothes if your going to be playing in the woods.

- (F) change *sense* to *cents*
- (G) change *clothes* to *close*
- (H) change *your* to *you're*
- (I) change *be* to *bee*

- 5 What change should be made in the sentence below?

Next week our class is going to rite stories about fish and other sea creatures.

- (A) change *week* to *weak*
- (B) change *our* to *hour*
- (C) change *rite* to *write*
- (D) change *sea* to *see*

- 6 What change should be made in the sentence below?

**I bought to red balloons and four blue ones.**

- F change *to* to **two**
- G change *red* to **read**
- H change *four* to **for**
- I change *blue* to **blew**

- 7 What change should be made in the sentence below?

**Don't run too fast or you'll get a pane in your side and feel weak.**

- A change *too* to **to**
- B change *pane* to **pain**
- C change *your* to **you're**
- D change *weak* to **week**

- 8 What change should be made in the sentence below?

**My Ant Jenny lives by the ocean, about an hour away from here.**

- F change *Ant* to **Aunt**
- G change *by* to **buy**
- H change *hour* to **our**
- I change *here* to **hear**

- 9 What change should be made in the sentence below?

**Their house is the plain yellow won that has flowers growing by the mailbox.**

- A change *Their* to **There**
- B change *plain* to **plane**
- C change *won* to **one**
- D change *flowers* to **flours**

- 10 What change should be made in the sentence below?

**Turn left at the next rode and then stop at the fourth house on the right.**

- F change *rode* to **road**
- G change *then* to **than**
- H change *fourth* to **forth**
- I change *right* to **rite**



**Hurricanes: Earth's  
Mightiest Storms**  
Vocabulary Strategies:  
Suffixes *-ful, -less, -ness, -ment*

# Suffixes *-ful, -less, -ness, -ment*

cheer            use            assign            still  
success        dark            entertain

To complete each sentence below, select a word from the box and add the suffix *-ful, -less, -ness, or -ment*. Read the completed sentence to be sure it makes sense.

1. I have trouble being \_\_\_\_\_ when I hear a hurricane is coming.
2. The sudden \_\_\_\_\_ of the air told us the storm was approaching.
3. As the storm hit, doors and windows seemed \_\_\_\_\_ against a raging wind.
4. The storm knocked out our electricity, so we used candles and flashlights in the \_\_\_\_\_.
5. After the storm, my \_\_\_\_\_ was to take care of my little brother while the adults checked the storm damage.
6. I was \_\_\_\_\_ at keeping him busy for a while, but then he got bored.
7. It's difficult to find \_\_\_\_\_ for a five-year-old when you can't go outside and you don't have electricity!

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# Compound Words

**Hurricanes: Earth's Mightiest Storms**  
Spelling: Compound Words

**Basic 1–10.** Write the Basic Word that best replaces the underlined word or words.

My parents asked me to (1) look after my little sister. We waved (2) see you later as they drove down the (3) lane from our garage. Then we headed for town to get Amelia a (4) short trim. She was tired of always pushing her hair off her (5) part of the face above her eyes. Suddenly, it was like (6) a person we did not know had turned the sky green. People were yelling to get inside because a tornado was (7) in the area. We took shelter in a store's basement with (8) more than twenty other people. Fortunately, the storeowner kept a (9) small, battery-powered lamp in the basement, so we weren't stranded in the dark. In the end, the tornado missed our town, and we were (10) fine. Amelia and I had quite an adventure!

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

**Challenge 11–14.** Write a journal entry about taking a school trip with your class. Use four Challenge Words. Write on a separate sheet of paper.

## Spelling Words

1. somebody
2. fireplace
3. nearby
4. toothbrush
5. homesick
6. make-believe
7. anything
8. all right
9. goodbye
10. forehead
11. classmate
12. flashlight
13. haircut
14. twenty-two
15. driveway
16. alarm clock
17. baby-sit
18. airport
19. forever
20. mailbox

## Challenge

- field trip
- absent-minded
- life jacket
- skyscraper
- nevertheless

# To, Too, and Two

Do not confuse the words *to*, *too*, and *two*. They sound the same, but they have different spellings and meanings.

**Hurricanes: Earth's Mightiest Storms**

Grammar: Frequently Confused Words

**Thinking Question**

*Which word makes sense in the sentence?*

|  |  |
|--|--|
| <i>to</i> means "in the direction of"    | I ran <b>to</b> the porch when the rain started.   |
| <i>too</i> means "also" or "in addition" | I brought my bike up on the porch <b>too</b> .     |
| <i>two</i> is a number                   | My <b>two</b> brothers came out to watch the rain. |

Complete each sentence with *to*, *too*, or *two*, as appropriate. Write the correct sentence on the line.

- The forecast says we will get (to, too, two) inches of rain.  
\_\_\_\_\_
- Lightning strikes are amazing, but they can be scary, (to, too, two).  
\_\_\_\_\_
- A storm with lightning has thunder (to, too, two).  
\_\_\_\_\_
- Between the (to, too, two), I prefer thunder with its deep rumbling sounds.  
\_\_\_\_\_
- I had planned on going (to, too, two) my friend's house until the storm was over.  
\_\_\_\_\_

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# There, They're, and Their

## Hurricanes: Earth's Mightiest Storms

Grammar: Frequently Confused Words

Do not confuse the words *there*, *they're*, and *their*. They sound the same, but they have different spellings and meanings.

|  |   |
|--|---|
| <i>There</i> means "in that place."                  | We go <b>there</b> to watch storms roll in. |
| <i>They're</i> is a contraction of <i>they are</i> . | <b>They're</b> my cousins.                  |
| <i>Their</i> means "belonging to them."              | I love to spend time at <b>their</b> house. |

### Thinking Question

Which word makes sense in the sentence?

Complete each sentence with *there*, *they're*, or *their*. Write the correct sentence on the line.

1. My friends Joe and Julie told me (there, they're, their) neighborhood was hit by the tornado.

\_\_\_\_\_

2. I went over (there, they're, their) to help clean up the damage.

\_\_\_\_\_

3. (There, They're, Their) house is still standing, but the roof is gone.

\_\_\_\_\_

4. It looks like (there, they're, their) in better shape than others in the neighborhood.

\_\_\_\_\_

5. "Pile the fallen tree limbs over (there, they're, their)," said my friends' father.

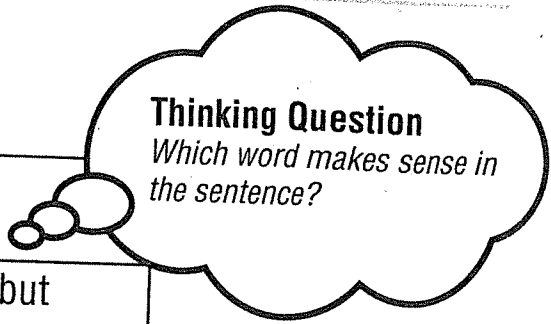
\_\_\_\_\_

# Its and It's

Do not confuse the words *its* and *it's*. They sound the same, but they have different spellings and meanings.

**Hurricanes: Earth's Mightiest Storms**  
Grammar: Frequently Confused Words

|   |   |
|---|---|
| <i>Its</i> means "belonging to it."                             | The dog hides in <b>its</b> bed during a storm. |
| <i>It's</i> is a contraction of <i>it is</i> or <i>it has</i> . | The storm was fierce, but now <b>it's</b> over. |



Complete each sentence with *its* or *it's*. Write the correct sentence on the line.

1. The storm did lots of damage on (its, it's) way through town.  
\_\_\_\_\_
2. The news said that (its, it's) been twenty years since we've had such a terrible storm.  
\_\_\_\_\_
3. The town garage had (its, it's) roof collapse.  
\_\_\_\_\_
4. The school district says all of (its, it's) school buses are stuck in the parking lot.  
\_\_\_\_\_
5. At my house, the snow is so deep that (its, it's) drifted up to our windows.  
\_\_\_\_\_

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**Hurricanes: Earth's  
Mightiest Storms**  
Grammar: Spiral Review

# Kinds of Verbs

| Action Verb                   | Helping Verb and Main Verb                     |
|-------------------------------|--|
| I <u>enjoy</u> thunderstorms. | The cats <u>are running</u> in from the storm. |

**1-4. Underline the action verb in each sentence.**

1. Little balls of ice battered everything in yesterday's hailstorm.
2. The hail broke several windows around town.
3. Cars suffer more damage than other things in a hailstorm.
4. Now, little round dents cover the top of our car.

**5-8. Underline the helping verb once and the main verb twice.**

5. Jamie is reading an article about extreme weather.
6. He has collected many books about storms.
7. For school, he will be writing a paper on lightning storms.
8. His science teacher had approved his topic last fall.

**9-10. Combine each pair of sentences to make one sentence with a compound predicate. Write the sentence on the line.**

9. The rain pours down. It soaks everyone.

\_\_\_\_\_

10. People in the desert suffer heat during the day. They enjoy cooler temperatures at night.

\_\_\_\_\_



# Conventions

|  |   |
|--|---|
| Use the correct words to make your writing clear. Avoid being confused by words that sound the same but have different spellings and meanings. |   |
| to, too, two   | I am going <b>to</b> Jenna's house before the storm. Shani will come <b>too</b> . The weather report says we have about <b>two</b> hours before the storm hits. |
| there, they're, their  | <b>There</b> are the umbrellas. <b>They're</b> going to come in handy today! Jenna and Shani are wearing <b>their</b> rain boots.                               |
| its, it's  | Check the car to make sure <b>its</b> windows are closed. It's going to be a very rainy day!  |

**1-10. Circle the correct word in parentheses.**

1. "Did you see the lightning over (there, they're)?"  
Shani asked.
2. "Yes, and I heard the thunder, (two, too)," I replied.
3. Shani thinks (its, it's) exciting to watch thunderstorms.
4. Jenna likes storms (too, two).
5. Jenna and Shani have agreed that (their, they're) going to stay on the porch and watch the storm come in.
6. The porch has glass windows, and (it's, its) roof will protect them from rain.
7. I really would rather go (too, to) the movies and avoid the storm!
8. However, those (two, to) are my friends, so I will watch the storm with them.
9. Maybe I will begin to agree with (there, their) opinion of storms.
10. (Its, It's) been a long time since I watched a storm.

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# Focus Trait: Ideas

**Hurricanes: Earth's Mightiest Storms**  
Writing: Opinion Writing

## Vivid Details

Use strong reasons and vivid details to support your opinion and make your writing more persuasive.

| Reason  | Vivid Detail   |
|---|--|
| Hurricanes bring winds and rain that cause terrible damage. | The wind howls like an angry monster and tosses things around. Metal scrapes along the roads like nails on a chalkboard. Rain lashes everything and turns streets into rivers. |

A. Fill in the blank with the title of your favorite book. Then write two vivid supporting details that would help persuade others that the book is good.

My favorite book is \_\_\_\_\_

I like this book because \_\_\_\_\_

Vivid supporting detail: \_\_\_\_\_

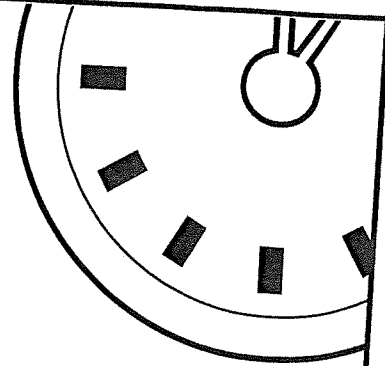
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Vivid supporting detail: \_\_\_\_\_

\_\_\_\_\_

B. Work with a partner. Choose the kind of storm you think is the most dangerous. Work together to write a paragraph to persuade others to agree. Start an opinion statement about the type of storm. Add your main reason for your opinion. Then include at least two vivid details that support your reason.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# MINUTE 24

NAME \_\_\_\_\_

1. Gary has 12 tickets to the game. He gives away 8 tickets. How many tickets does he have left? \_\_\_\_\_ tickets

2. 
$$\begin{array}{r} 847 \\ - 84 \\ \hline \end{array}$$

3. 
$$7 \overline{)37}$$

4. Chris had a tin of 24 cookies. He has eaten  $\frac{1}{4}$  of the cookies. How many cookies has he eaten? \_\_\_\_\_ cookies

5. Identify the mode of the following numbers: 18, 4, 20, 25, 20.  
\_\_\_\_\_

6. 
$$\begin{array}{r} 645 \\ + 78 \\ \hline \end{array}$$

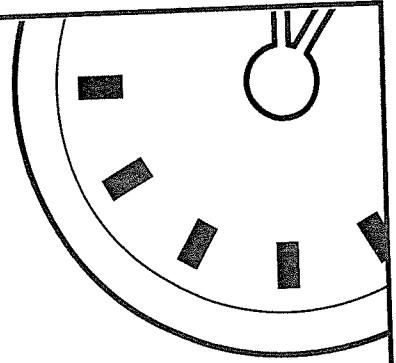
7. 
$$\begin{array}{r} 624 \\ \times 7 \\ \hline \end{array}$$

8.  $0.5 + 0.1 =$

For questions 9 and 10, write the value of the underlined digit.

9.  $\underline{5}46 =$  \_\_\_\_\_

10.  $94\underline{7} =$  \_\_\_\_\_



# MINUTE 25

NAME \_\_\_\_\_

1. The area of the shape is \_\_\_\_\_ square inches.

3 in.

5 in.



2. What is the difference of 8 and 22? \_\_\_\_\_

3.  $6 \overline{)38}$

4. 
$$\begin{array}{r} 945 \\ + 94 \\ \hline \end{array}$$

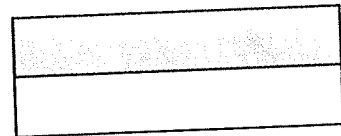
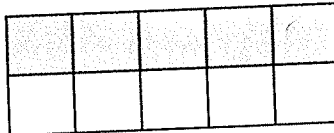
5.  $0.3 + 0.5 =$

6. 
$$\begin{array}{r} 845 \\ - 91 \\ \hline \end{array}$$

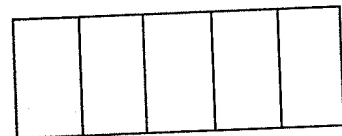
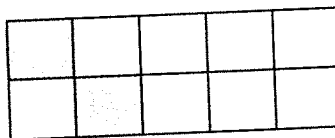
7. 
$$\begin{array}{r} 879 \\ \times 6 \\ \hline \end{array}$$

For questions 8–10, write the equivalent fraction.

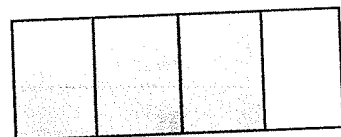
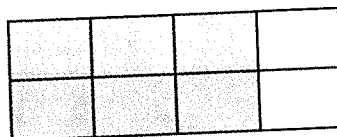
8.  $\frac{5}{10} =$  \_\_\_\_\_

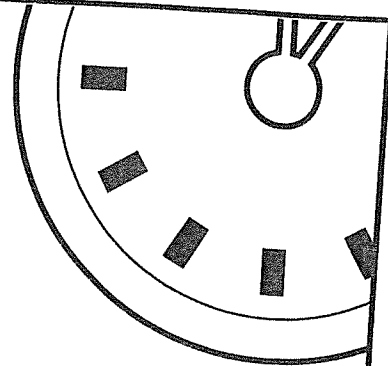


9.  $\frac{2}{10} =$  \_\_\_\_\_



10.  $\frac{6}{8} =$  \_\_\_\_\_





# MINUTE 26

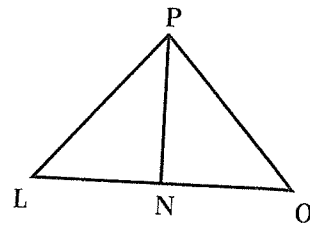
NAME \_\_\_\_\_

1. 
$$\begin{array}{r} 954 \\ - 39 \\ \hline \end{array}$$

2. What is the sum of 4 and 12? \_\_\_\_\_

For questions 3 and 4, name the two right angles.

3.  $\angle$  \_\_\_\_\_ 4.  $\angle$  \_\_\_\_\_



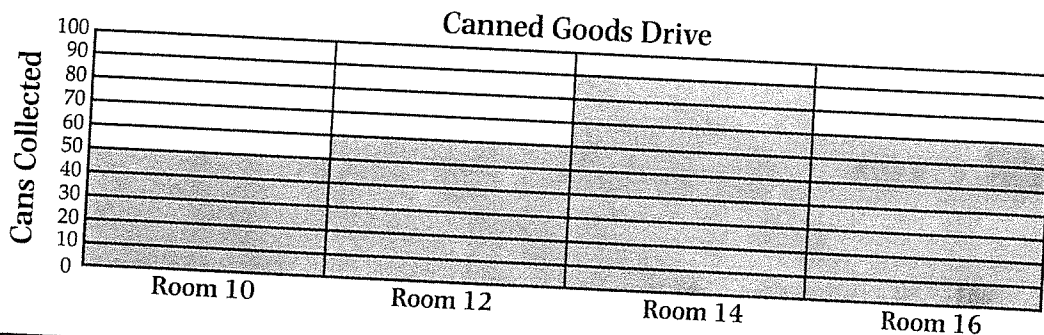
5. A heptagon has \_\_\_\_\_ sides and \_\_\_\_\_ angles.

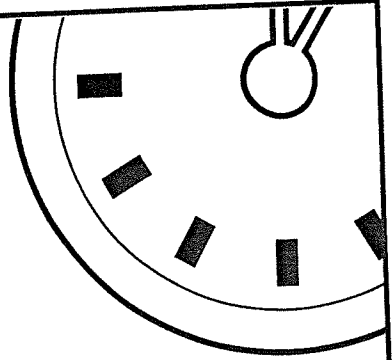
6. 
$$7 \overline{)67}$$

7. 
$$\begin{array}{r} 828 \\ \times 3 \\ \hline \end{array}$$

Use the bar graph to complete questions 8–10.

- 8. Which classroom collected the greatest number of cans? \_\_\_\_\_
- 9. How many cans did Room 12 collect? \_\_\_\_\_ cans
- 10. Which classroom collected 70 cans? \_\_\_\_\_

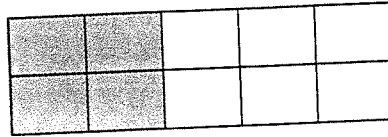




# MINUTE 27

NAME \_\_\_\_\_

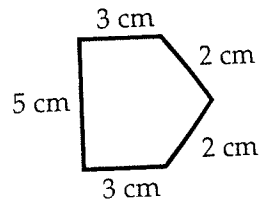
1. Write the fraction that names the shaded portions. \_\_\_\_\_



2.  $3 \overline{)24}^8$  Which number is the quotient? \_\_\_\_\_

3. 
$$\begin{array}{r} 268 \\ + 14 \\ \hline \end{array}$$

4. The perimeter of the shape is \_\_\_\_\_ centimeters.



5.  $8 \overline{)60}$

6. The expanded form of 504 is \_\_\_\_\_.

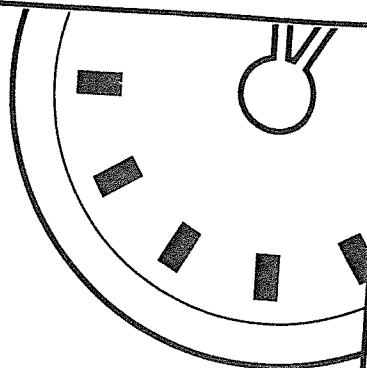
7. 
$$\begin{array}{r} 612 \\ - 81 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 256 \\ \times 8 \\ \hline \end{array}$$

For questions 9 and 10, circle the digit in the thousands place.

9. 87,465

10. 4,974



# MINUTE 28

NAME \_\_\_\_\_

1.  $24 \div 8 =$

2. 
$$\begin{array}{r} 875 \\ - 93 \\ \hline \end{array}$$

3. 40 nickels = \_\_\_\_\_ dimes

4. 
$$\begin{array}{r} 758 \\ + 29 \\ \hline \end{array}$$

5.  $547 \times 100 =$

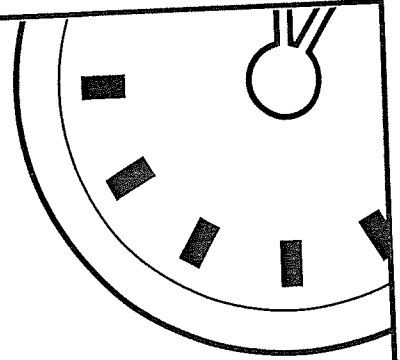
6. There are 12 ice-cream cups in a box. If the box costs \$9.60, how much does each cup of ice cream cost? \_\_\_\_\_

7. 
$$\begin{array}{r} 654 \\ \times 6 \\ \hline \end{array}$$

8. There are \_\_\_\_\_ minutes in  $1\frac{1}{2}$  hours.

9.  $17 + 42 =$

10. 
$$8 \overline{)68}$$



# MINUTE 29

NAME \_\_\_\_\_

1. Cara has 5 boxes with 100 sheets of paper in each. How many sheets of paper does she have in all? \_\_\_\_\_ sheets of paper

2. Twenty-three is an odd number. Circle: True or False

3. 
$$\begin{array}{r} 864 \\ - 84 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 564 \\ + 86 \\ \hline \end{array}$$

5. 
$$9 \overline{)48}$$

6. The expanded form of 845 is \_\_\_\_\_.

7. 
$$\begin{array}{r} 232 \\ \times 7 \\ \hline \end{array}$$

8.  $24 \div 8 = 3$  Which number is the dividend? \_\_\_\_\_

For question 9 and 10, write +, -, or x to make the sentence true.

9.  $20 \times 4$  \_\_\_\_\_  $80 = 0$

10.  $100 \times 100$  \_\_\_\_\_  $1 = 10,001$



Name:

Division with No Remainders

1)

$$3 \overline{) 63}$$

2)

$$8 \overline{) 128}$$

3)

$$7 \overline{) 420}$$

4)

$$8 \overline{) 656}$$

5)

$$6 \overline{) 876}$$

6)

$$5 \overline{) 735}$$

7)

$$4 \overline{) 664}$$

8)

$$9 \overline{) 513}$$

9)

$$2 \overline{) 926}$$



# Painless Long Division

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

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

Directions: Solve the problems below using long division. Then use your answers to find the answer to the riddle.

$$2 \overline{) 74}$$

**T**

$$4 \overline{) 64}$$

**U**

$$3 \overline{) 51}$$

**O**

$$5 \overline{) 98}$$

**Y**

$$6 \overline{) 94}$$

**R**

$$7 \overline{) 85}$$

**H**

**What time is it to go to the dentist?**



|  |   |
|--|---|
| <p><b>A.</b><br/>A squirrel collected 45 acorns for winter and can hide 4 acorns in a single hole. How many holes will the squirrel need to dig to hide all of its acorns?</p>   | <p><b>B.</b><br/>Christavious is sharing his 45 marbles between himself and three friends. He wants every friend to have the same amount of marbles. How many marbles will each friend get?</p>   |
| <p><b>C.</b><br/>Miss. Jones baked 45 cupcakes and will split them up equally among her four classes. She wants to keep any leftover cupcakes for herself. Will she have any cupcakes leftover and if so, how many will she get?</p> | <p><b>D.</b><br/>Kelis had \$14 to spend at the school store. Over time she purchased 30 different items and spent the same amount on each item. Kelis' mother made her save any extra money she had leftover. How much money did Kelis spend on each item?</p> |



|   |  |
|---|--|
| <p><b>E.</b><br/>Demetrius is stacking 114 cups. He wants to equally place the cups into 30 rows. Extra cups will not be used. How many cups will Demetrius not use?</p>          | <p><b>F.</b><br/>The 4th grade is preparing for its trip to the Georgia Aquarium. There are 114 students, teachers, and parents going on the trip. If one bus holds 30 people how many buses will they need to take?</p> |
| <p><b>G.</b><br/>Lailah has 124 ounces of nail polish. She uses 3 ounces of polish to paint her fingernails and toenails. How many times will she be able to paint her nails?</p> | <p><b>H.</b><br/>Cannati has 124 medals to pack and is placing them in sandwich bags. One sandwich bag can hold 3 medals. How many sandwich bags will Cannati need?</p>  |





|   |   |
|---|---|
| <p><b>I.</b><br/>Akira's mom said she can place her pictures on three of the walls in room. Akira has 124 pictures to hang, but wants to put the same amount of pictures on each wall and place the extra pictures in a photo album. How many photos will Akira place in the photo album?</p> | <p><b>J.</b><br/>Sarah needs to bake 204 slices of cake. If one cake will give her 8 slices, how many cakes will she need to bake to have enough?</p>   |
| <p><b>K.</b><br/>Beth works at an ice cream shop. She and her seven coworkers received \$204 in tips. If they plan on splitting the money evenly, how much will everyone get?</p>   | <p><b>L.</b><br/>Eight of the students in Ms. Alexander's homeroom brought in the same amount of cans for the can food drive and Ms. Alexander donated the rest. If the students brought a total of 204 cans, how many cans did Ms. Alexander donate?</p> |



## A Changing Land Word Scramble

Unscramble the words below using the clues to help.

|           |          |         |               |             |
|-----------|----------|---------|---------------|-------------|
| Word List |          |         |               |             |
| agents    | military | profits | relationships | tributaries |

1. s s h t i r l e a o p n i

\_\_\_\_\_

For trade to work, the fur traders and the Indian nations had to form good

\_\_\_\_\_.

2. t i l m r a y i

\_\_\_\_\_

Trading posts were not \_\_\_\_\_ bases because the army did not run them.

3. g n e t s a

\_\_\_\_\_

One of the British fur trade \_\_\_\_\_ was Robert Dickson.

4. t r b t u i i a s e r

\_\_\_\_\_

The Big Sioux and the James Rivers are \_\_\_\_\_ of the Missouri River.

5. f o r i t p s

\_\_\_\_\_

The fur trade made high \_\_\_\_\_ for fur trade companies.



4.2

## A Changing Land Crossword Puzzle

Use the words on the list to complete the puzzle

|                  |            |         |           |              |
|------------------|------------|---------|-----------|--------------|
| <u>Word List</u> |            |         |           |              |
| booming          | commission | dwindle | legendary | missionaries |

1. \_\_\_\_\_ teach their religion to other people.
2. Jedediah Smith and Hugh Glass were famous or \_\_\_\_\_  
fur traders.
3. For many years the fur trade was a \_\_\_\_\_ business.
4. A \_\_\_\_\_ from the United States met with the Indian tribes to  
sign treaties of goodwill.
5. As buffalo herds began to \_\_\_\_\_, the fur trade died out.

