

Student Name: _____

WVES 4th Grade Packet

Academic Homework Calendar

Week of: May 5- May 11

Theme: How do traditions connect people?

Date	Activities
Tuesday, May 5	Reading: Read chapter 1 and answer questions Writing: Complete Day 1 Math: 2 Digit by 1 Digit Multiplication (Vertical) Math Booklet Questions #46-#48 Science: Electrical Charges
Wednesday, May 6	Reading: Read chapter 2 and answer questions Writing: Complete Day 2 Math: 3 Digit by 1 Digit Multiplication (Vertical) Math Booklet Questions #49-#51 Science: Conductors and Insulators
Thursday, May 7	Reading: Read chapter 3 and answer questions Writing: Complete Day 3 Math: 4 Digit by 1 Digit Multiplication (Vertical) Math Booklet Questions #52-#54 Science/Social Studies: Series & Parallel Circuits
Friday, May 8	Reading: Read <u>Penobscot Nation</u> and answer questions Writing: Complete Day 4 Math: 2 Digit by 2 Digit Multiplication (Vertical) Math Booklet Questions #55-#57 Science: Series and Parallel Circuits
Monday, May 11	Reading: Read fluency passage twice and complete chart in part B. Writing: Complete Day 5 *Possible to type in Google Classroom Math: 2 Digit by 2 Digit Multiplication (Vertical) Math Booklet Questions #58-#60 Science: Electricity Quiz
Extra Online Options	
Wonders (Official Reading Program) Into Math (Official Math Program) Prodigy (Math Program) Xtra Math (Basic Facts- Math Program)	ReadWorks (Reading- Google Classroom) SpellingCity (Spelling and Vocabulary Words) Keyboarding without Tears (Typing Practice)

STRATEGIES & SKILLS

Comprehension

Strategy: Reread
Skill: Theme

Vocabulary Strategy

Connotation and
Denotation

Vocabulary

ancestors, despised,
endurance, forfeit,
honor, intensity,
irritating, retreated

Content Standards

Social Studies
History

Word Count: 1,798**

**The total word count is based on words in the running text and headings only. Numerals and words in captions, labels, diagrams, charts, and sidebars are not included.



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B

Genre Historical Fiction



Essential Question

How do traditions connect people?



Grandfather's Basket

by Lee DeCora Francis
Penobscot/HoChunk

illustrated by Anna Vojtech



Chapter 1	
Muhmum's Words.....	2
Chapter 2	
Baskets.....	6
Chapter 3	
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PAIRED READ Penobscot Nation.....	17
Focus on Genre	20

Genre Preview:

This story is an historical fiction story. Historical fiction is a made-up story that takes place in the past. It includes realistic characters, events, and settings. The story may include real people and actual events from the past.

Note Taking:

Take notes as they read.

Remember to record:

- ideas they think are important
 - unfamiliar words
 - sections of text that are unclear or confusing
 - any questions about the text they have
- Students can also fill in a graphic organizer, noting the important events for each section.



Chapter 1
Muhmum's Words

It was early morning on a summer day in 1960. *Doonk! Doonk! Doonk!* Rodney's eyes slowly opened as a small grin appeared on his face. He lay listening to the familiar sound that signaled it was time to begin his day. Sliding gently out of bed, he quietly grabbed his clothes, looked at his sleeping brothers, and tiptoed to the stairs. He splashed cool water on his face and brushed his teeth before heading out into the yard. His grandfather, Muhmum, was already hard at work. His grandmother, Nokomis, was busy scrubbing laundry on the washboard but stopped to give Rodney his hug as she did every morning.



Long strips of ash tied in bundles were piled near the entrance to the shed. Freshly cut ash trees waited along the riverbank for their turn. It was a beautiful sight and almost made Rodney forget his worries. He reached the area where he worked with Muhmum and sat on one of the logs that lined the shed.

Doonk! Doonk! Doonk! Rodney watched his grandfather raise the blunt side of the axe again, pounding the mark he made on the log. Muhmum glanced up. The intensity of Rodney's gaze told him that something was wrong. He put down his axe and rested on the log next to his grandson.

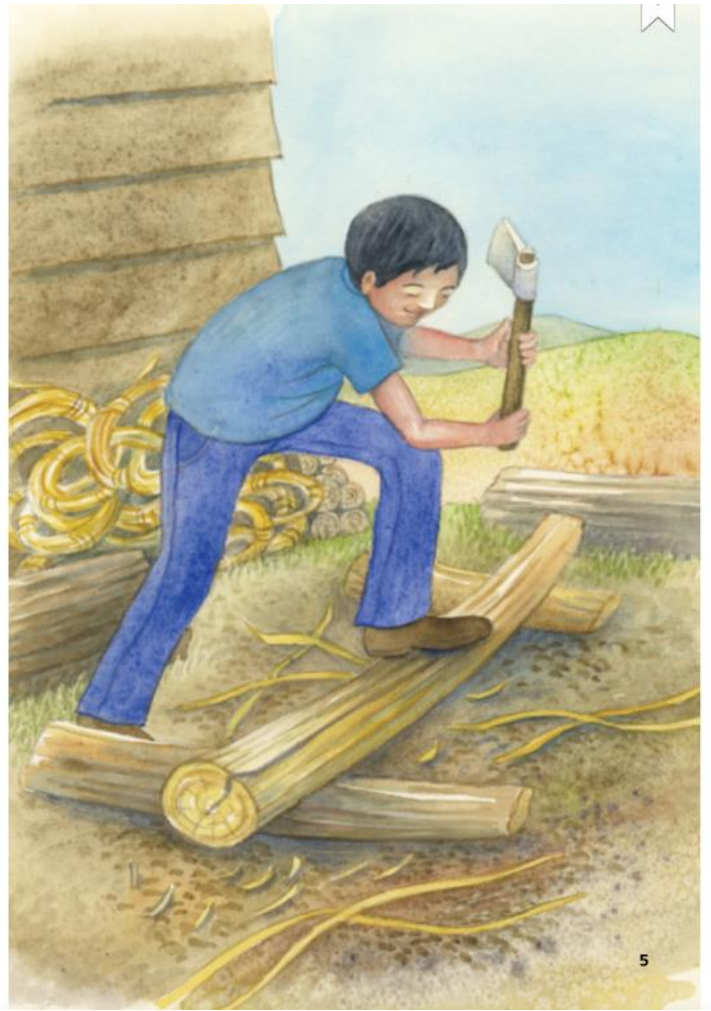
1. How is this story an example of historical fiction?



Muhmum knew Rodney was worried about leaving the reservation for school in the fall. It would be the first time he attended a school that wasn't full of his own people. Muhmum placed his hand on Rodney's shoulder and smiled. He reminded his grandson that he wouldn't be going far. The school was in the neighboring town just across the river. He'd be able to come home every afternoon.

They sat for a few moments more and soon Rodney held the axe in his hands. He took his spot next to the log and pounded it with the back of the axe like his grandfather taught him. With each swing, he thought about his Muhmum's words. When his grandfather was a boy, he had to go to a school far from home and wasn't able to return until he was older. At the school, he wasn't allowed to speak his language or play with his relatives. Rodney knew his school would be different but he still wished he could stay home and make baskets.

4



2. Fictional stories usually have a problem or conflict that the characters try to resolve. Reread the first paragraph on page 4. What is the problem or conflict in this story?

3. Review the second paragraph on page 4. How will Rodney's experience with school be different from his grandfather's? Use text evidence.

4. Why does Muhmum share his experience of attending school with Rodney? Use details from the text to support your answer.

Chapter 2 Baskets



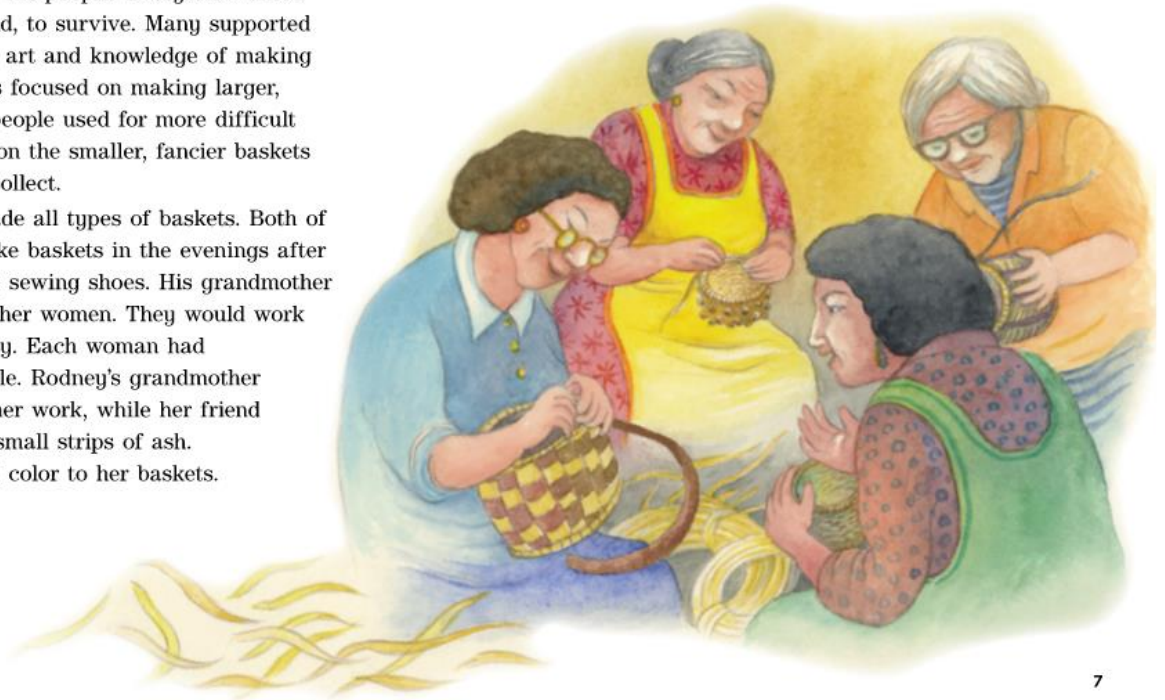
Most boys Rodney's age helped prepare the ash to make baskets. While Rodney continued to pound the ash, he remembered how difficult it was when he first started. But it was an important job, one he needed to learn how to do for his people. Everyone worked together, young and old, to survive. Many supported their families with the art and knowledge of making baskets. Some families focused on making larger, sturdier baskets that people used for more difficult work. Others focused on the smaller, fancier baskets that tourists liked to collect.

Rodney's family made all types of baskets. Both of his parents helped make baskets in the evenings after working in the factory sewing shoes. His grandmother often gathered with other women. They would work on their baskets all day. Each woman had her own particular style. Rodney's grandmother liked adding curls to her work, while her friend made points with the small strips of ash. Another woman added color to her baskets.

6



Rodney's grandfather made bigger baskets, as did many other men on the island. He made laundry baskets, potato baskets of all sizes, and pack baskets. His pack baskets were the best, and Rodney wanted to make packs just like his.



7

5. Why are the baskets so important to him, his family, and his community?



All week, Rodney helped his grandfather pound and split ash. There would be plenty for the baskets. More and more tourists took the ferry across the river now to buy baskets at the Penobscot Indian Basket Shop. Rodney's family had worked carefully making sure there were plenty of baskets. They placed some at the basket shop, and they sent many to the coast for other family members to sell.

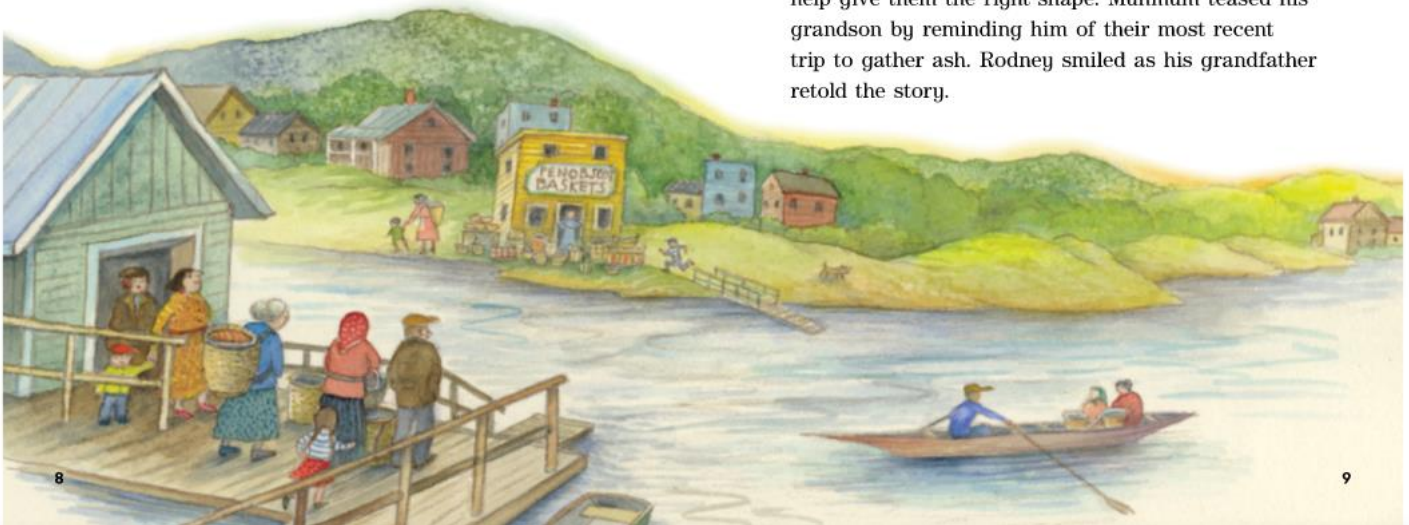
Rodney wondered about the people that bought those baskets. He thought about all the places their baskets might travel. He knew that his family needed to make more for the fall, and he worried about how his grandfather would keep up once he started school.



Rodney admired the way his grandfather Muhmum moved through his workshop. Paths had been worn into the floor. Every item had its place. His little brothers were not allowed into the workshop most of the time. Rodney was thankful for this because he found them irritating.

As a young boy, Rodney loved to sit on a stool and watch the baskets take form. He was fascinated at the way the strips went together. As Rodney grew older, Muhmum asked for his assistance, showing him how to construct the baskets.

Today, the two worked side by side. They placed basket bottoms onto wooden blocks that would help give them the right shape. Muhmum teased his grandson by reminding him of their most recent trip to gather ash. Rodney smiled as his grandfather retold the story.



6. Why does the author mention the different kinds of baskets various members of the community make? Use details from the text to support your answer.

7. On page 9, what is the denotation of fascinated? What is the connotation?



They had one log left to carry to the shore. Rodney bent down, reached under the tree, and hoisted it onto his shoulder. He felt something move along his neck and down his chest. He looked at the ground and screamed at the sight of a brown snake. He retreated from the woods as quickly as possible. There wasn't much that scared Rodney, but snakes definitely did. He despised them.



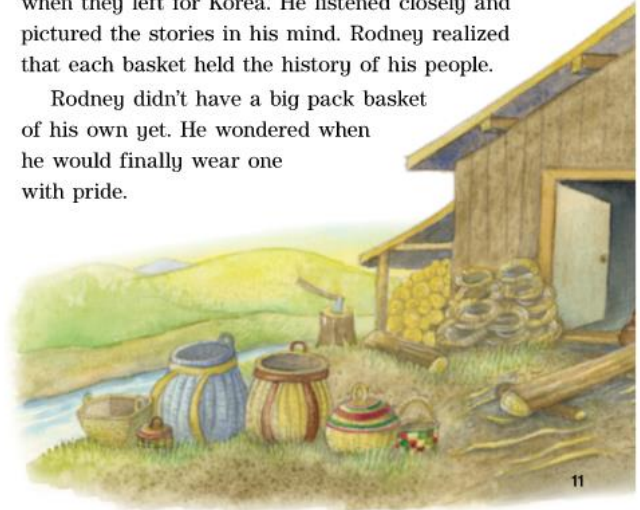
Chapter 3

New Shoes

The next day was spent weaving the baskets that sat waiting in the corner. Rodney loved weaving—he was especially skilled at it. Often, other men from the family would lend a hand. It was during these times that Rodney learned about his relatives through the stories they shared.

Many had left the reservation as young men. They had lied about their age to join the Army because they wanted to protect their homelands. His cousins, Claude and LeRoy, were both sixteen when they left for Korea. He listened closely and pictured the stories in his mind. Rodney realized that each basket held the history of his people.

Rodney didn't have a big pack basket of his own yet. He wondered when he would finally wear one with pride.



8. Reread the second paragraph on page 11. References to the Army and Korea are in regards to the Korean War, a conflict between North and South Korea lasting from 1950 to 1953 in which the United States was also involved. Which details in this paragraph are facts and which ones are made up by the author? How does the reference to the Korean War help you confirm this story is historical fiction?



When Rodney was a little boy, his grandfather would carry him on his back in a pack basket. Once he asked his grandfather if he would fall through. Muhmum replied, "Packs are strong like the endurance of our ancestors. It will hold you."

Rodney's favorite of his grandfather's packs was the one he rode in as a young boy. It had been painted a light blue many years ago. Some of the color had faded, but it was still Rodney's favorite.



The Saturday before school, Rodney came downstairs and greeted Nokomis. Two slices of toast waited for him at the table next to a cup of tea. Nokomis ate breakfast and talked about her plans for the day. She asked Rodney to go into town with her.



The Landing was busy that morning. People waited for the ferry with goods in hand. Canoes lined both shores.

At the store, Nokomis held a crisp, white shirt to Rodney's chest. Next, they found a proper pair of pants to fit his long legs. His grandmother then selected a pair of shiny leather shoes. Rodney knew she'd have to forfeit something she needed in order to buy the shoes. Rodney suggested a different pair, but his grandmother insisted on the shoes she held in her arms. She needed her grandson to look handsome at his new school. On the way home, Rodney wondered how he might pay her back.

Sunday night, Rodney tried not to think about starting school the next day. *Tomorrow will be fine*, he thought. He'd been in town many times before. Last year, he went with his grandmother when his people were finally allowed the right to vote. He knew the town's people, and that was what bothered him. Some people there treated him differently because he was Penobscot. *You can do this. You can do this. You will do this*, he told himself as he settled into bed.

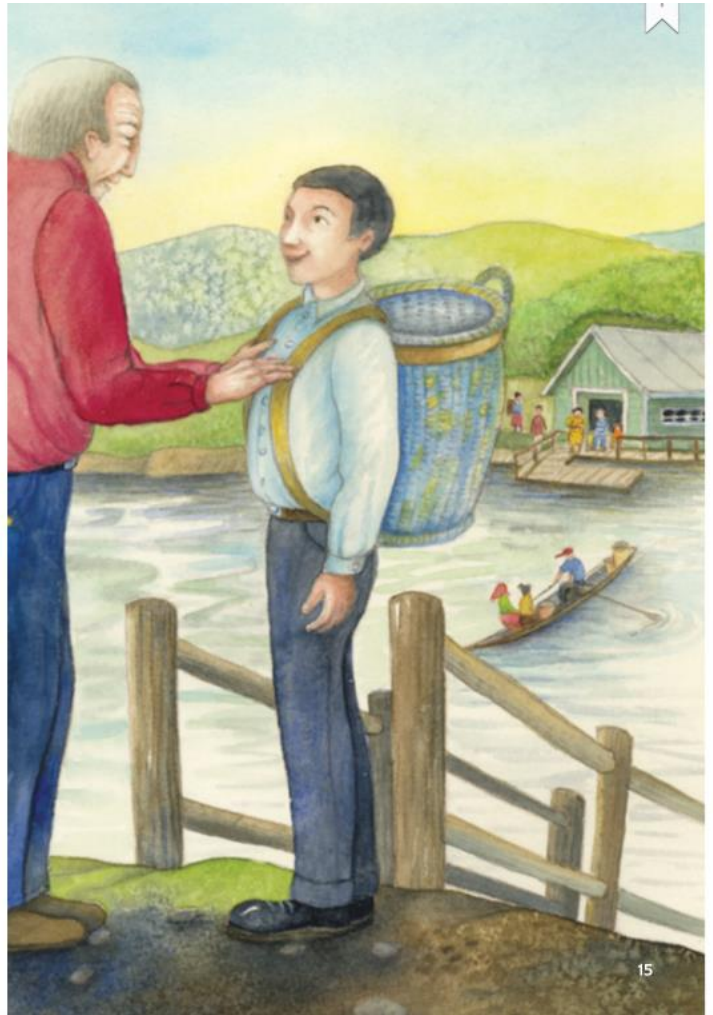
9. Has Rodney's problem been solved? If so, how was it solved?

10. Why is learning to make baskets important to Rodney?



Rodney looked at himself one more time before leaving. He strolled down the road toward the ferry. At the dock, he found his cousin waiting for her first day of school to begin too. They talked and laughed as they waited for the ferryman to arrive. Soon, he felt a familiar hand on his shoulder. He turned to see Muhmum smiling at him. Muhmum took off his pack and handed it to his grandson.

His grandfather adjusted the straps, saying, "This is your pack now. I've had this pack for many years. It's traveled with me to many places. No matter where I went, it connected me to home. That's what it'll do for you too." Rodney hugged his grandfather and thanked him. Then he climbed into the boat. Rodney wore the pack with honor. He felt the strength from his grandfather's basket against his back. He looked across the water to see his grandfather still standing on the shore watching him. Rodney waved goodbye before starting up the hill toward the school.



11. Why is the pack Muhmum gives to Rodney so important? What does it symbolize? Use evidence from the text to support your answer.

Respond to Reading



Summarize

Use the most important details from *Grandfather's Basket* to summarize the story. Your graphic organizer may help you.



Text Evidence



How is this story an example of historical fiction?

GENRE

- Why is learning to make baskets important to Rodney? **THEME**
- On page 9, what is the denotation of *fascinated*? What is the connotation? **CONNOTATION AND DENOTATION**
- What gives Rodney the confidence to face his first day of school? **WRITE ABOUT READING**



Genre Expository Text

Compare Texts

Read about the Penobscot Nation.

Penobscot Nation

The Penobscot people, or penewahbskew, come from what is now called Maine. Their main reservation is located in the Penobscot River watershed called Indian Island. Historically, the territory of the people included land and waterways in Maine and part of Massachusetts. The Penobscot are part of the Wabanaki Confederacy along with the Passamaquoddy, Micmac, and Maliseet people. The Wabanaki have inhabited this land for at least the past 10,000 years.

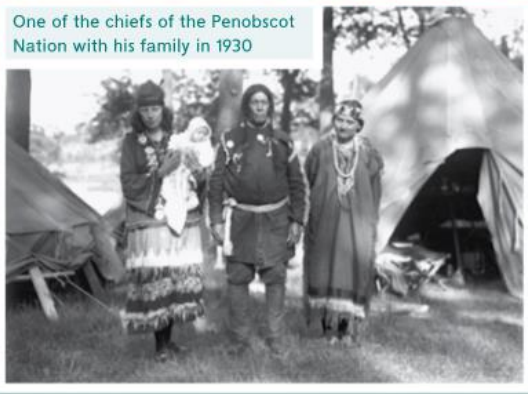


According to the latest U.S. Census in 2010, about 600 Penobscot people live on Indian Island.

12. What gives Rodney the confidence to face his first day of school?

13. How does the informational text help you better understand Rodney's story? What details in the informational text give you more information about what life was like for Rodney and his community? Have partners discuss their ideas, using text evidence from both the story and the article.

One of the chiefs of the Penobscot Nation with his family in 1930



The Penobscot people, along with other Wabanaki, had a deep knowledge of the waterways and land. They built and lived in sophisticated villages. They traveled freely throughout their homelands using their understanding of resources and seasonal changes. Today, the Penobscot still have that knowledge, but a much smaller land base. The people still carry on the traditions of their ancestors.

The Penobscot Nation also has a very old, independent government. Tribal leadership consists of a chief, vice chief, tribal council, and a tribal representative. The Nation has many important programs and departments such as education, healthcare, natural resources, and elder and youth services.



Every aspect of the Penobscot culture was and still is connected to the Penobscot River. The river is extremely important to the tribe. The Penobscot Nation focuses a lot of attention on protecting this body of water and its tributaries. There are many islands located within the river itself that are part of the tribe's reservation lands. The health of the water directly affects the health of the people and their culture. The Penobscot River is easily their most precious resource.

The Penobscot River provides food, water, and many other resources for the Penobscot.



Make Connections

Why is the Penobscot River important to the Penobscot Nation? **ESSENTIAL QUESTION**



What is a Penobscot tradition that Rodney learned from his grandfather? **TEXT TO TEXT**

14. Why is the Penobscot River important to the Penobscot Nation?

15. What is a Penobscot tradition that Rodney learned from his grandfather?

Name _____

Read the passage. Use the reread strategy to understand difficult parts of the text.

The Generation Belt

10 Kanti snuck behind her village's circle of wigwams. One Algonquin
 21 family was repairing their home with fresh birch bark strips. Kanti
 35 stayed in the shadow of the trees until she reached the lake. She could
 49 see her father's sleek canoe far off in the distance. He was fishing for
 60 their dinner. Her cousins were splashing merrily near the shore and
 68 waved to her. She stepped into the water.

68 "Kanti!" an irritated voice said.

73 Kanti felt her heart drop to her stomach. She was caught. Kanti's
 85 mother walked quickly toward her. "Kanti, you know that your
 95 grandmother is going to teach you today."

102 "It's so steamy outside. Why can't I swim with my cousins?"
 113 she whined.

115 Her mother looked sympathetic, but firm. "Sometimes we have to
 125 set aside play so we can learn. Come, I think you will like this lesson
 140 better than you predict."

144 Kanti's grandmother looked dignified sitting cross-legged in the
 152 center of their wigwam. Around her lay wide beaded belts of white
 164 and purple with all kinds of vivid designs. In front of her was a loom
 179 shaped like an archer's bow with a few rows of beads strung.

191 "Thanks for coming, Kanti." There was a mischievous glint in her
 202 grandmother's eye. She held a few small purple beads. "Do you know
 214 what these are?"

217 "That's easy, they're wampum." Sometimes Kanti would help
 225 collect the quahog, or clams, the beads were made from.

Name _____

"I actually meant, what do the beads stand for?" Kanti's grandmother said. "Here, let me show you."

She held out one of the most elaborate belts for Kanti to see. The purple beads made a pattern of triangles on the right side. On the left side, two figures stood holding hands next to a wigwam. "These people are your great-great grandmother and grandfather," she said. "They traveled over the mountains to find a place to settle." She traced the triangles with her fingers, stopping at one with the outline of a majestic bird hovering over it. "Your great-great grandmother saw an eagle that led them through the mountains."

A circle at the edge of the mountains represented the lake that fed the village. "When they found a wide lake, they knew it would support many people. This is how our village began."



Despite herself, Kanti was drawn in by the story the belt portrayed. Suddenly, the belts' patterns jumped out at her, all holding adventures of their own. She looked at the loom with a scant five rows completed. "What story will this belt tell?" she asked.

"This belt will tell your story," her grandmother said. "I started it for you and you can continue to add to it as you grow." With that, her grandmother carefully stacked the belts and left.

Kanti immediately set to work, concentrating on finding just the right shades of purple wampum before stringing together rows. The purple beads became a figure about to leap into a calm lake. She couldn't wait for her cousins to come back so she could show them her new belt.

Name _____

A. Reread the passage and answer the questions.**1. Why can't Kanti swim with her cousins?**

2. What does Kanti learn about the belts?

3. What is the theme of this story?

B. Work with a partner. Read the passage aloud. Pay attention to rate and accuracy. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Writing/Grammar Activities Checklist

Week of May 4th

A biography is a true story about someone's life. They can be about famous people or ordinary people. This week you will conduct an interview of a family member and write a biography about them using the information collected!

Day 1 (Grammar):

- Read about Adjectives That Compare in the box at the top of page 111
- Complete Color the Adjective first, Comparing Adjectives second, and finally complete #1-10 on page 111.

Day 2 (Prewrite):

- Choose any family member to interview. It may be completed in person or over the phone. Use the Interview with a Family Member worksheet to write your answers down.

Day 3 (Draft):

- Use the 3 paragraph outline to write your complete sentences. You don't have to include the answer for every question on the prewrite worksheet. Pick your favorites, but make sure to have an introduction, body details, and a conclusion

Day 4 (Revise and Edit):

- Reread your paragraph(s). Are there any ideas or words you should change or add? Try to include comparative or superlative adjectives to describe your family member
- Check for correct capitalization, punctuation, and spelling

Day 5 (Publish)

- Use the lined paper with the box to write your final copy in your nicest handwriting.
- Draw a picture of the family member you interviewed in the box.
- Read your biography to someone!

Extensions

- Underline any comparative or superlative adjectives in your final copy.
- Watch the biography about Walt Disney and Thomas Edison below:
<https://www.youtube.com/watch?v=WUGwSKKUA7M>
https://www.youtube.com/watch?v=KgSi_R1Wcyk

Name _____

- **Comparative adjectives** compare two things. They usually end in *-er* or include the word *more* or *less*.
- **Superlative adjectives** compare more than two things. They usually end in *-est* or include the word *most* or *least*.

Complete each sentence by circling the correct comparative or superlative adjective in parentheses.

1. My hair is (longer, longest) than yours.
2. This flower is the (prettier, prettiest) of all of them.
3. The turtle in the back is the (slower, slowest) in the group.
4. My father is (stronger, strongest) than I am.
5. This lake is the (more, most) peaceful place I have ever been.
6. I am (happier, happiest) to go here than my brother is.
7. It is (less, least) sunny today than yesterday.
8. The summer is (warmer, warmest) than the winter.
9. This is the (heavier, heaviest) piece of furniture in the house.
10. She is the (smarter, smartest) girl in our school.

Name: _____



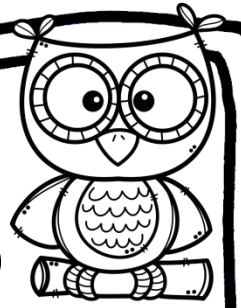
COLOR the Adjective

comparative = red

superlative = green



Name: _____



Comparing Adjectives

	Adjective	Comparative	Superlative
1	clean		
2		wiser	
3			simplest
4		bigger	
5			strongest
6	brave		
7	blue		
8			largest
9	heavy		
10		smaller	
11	good		

Interview with a Family Member!

Choose any family member to conduct an interview with. This interview can be completed in person or over the phone. Write down the complete answer so that you have the correct information to include in your biography. YOU need to write down the answers, not the person being interviewed.

What is your name? _____

Were you named after someone else? _____

How are we related? _____

Do you have a nickname? _____ Who calls you that? _____

What is your job? _____

What do you do at your job? _____

When is your birthday? _____

Where did you grow up? _____

What high school did you go to? _____ When did you graduate? _____

Did you go to college? If so, where and what major? _____

Who did you live with growing up? _____

Do you have a funny story from your childhood you could tell me about? (Listen to the story, and then just make some quick notes so that you'll remember some details later)

When you were my age, what was your favorite thing to do? _____

Did you have a favorite toy? _____

Who was your favorite teacher and why? _____

What subject in school was the easiest for you? Why? _____

What subject was the hardest for you? Why? _____

As a child, what did you want to be when you grew up? _____

Did you have any pets growing up? Any stories about them? _____

What is your favorite....

Food? _____

Sport? _____

Sports Team? _____

Book? _____

Animal? _____

Singer/band? _____

Color? _____

Hobby? _____

Do you have any suggestions for how I can be successful in school this year?

Anything else you would like me to include in my writing about you?

Do you have a picture I can have of you (better yet, of me AND you!) that I can use for my biography? This is optional!

Name

Date

Period

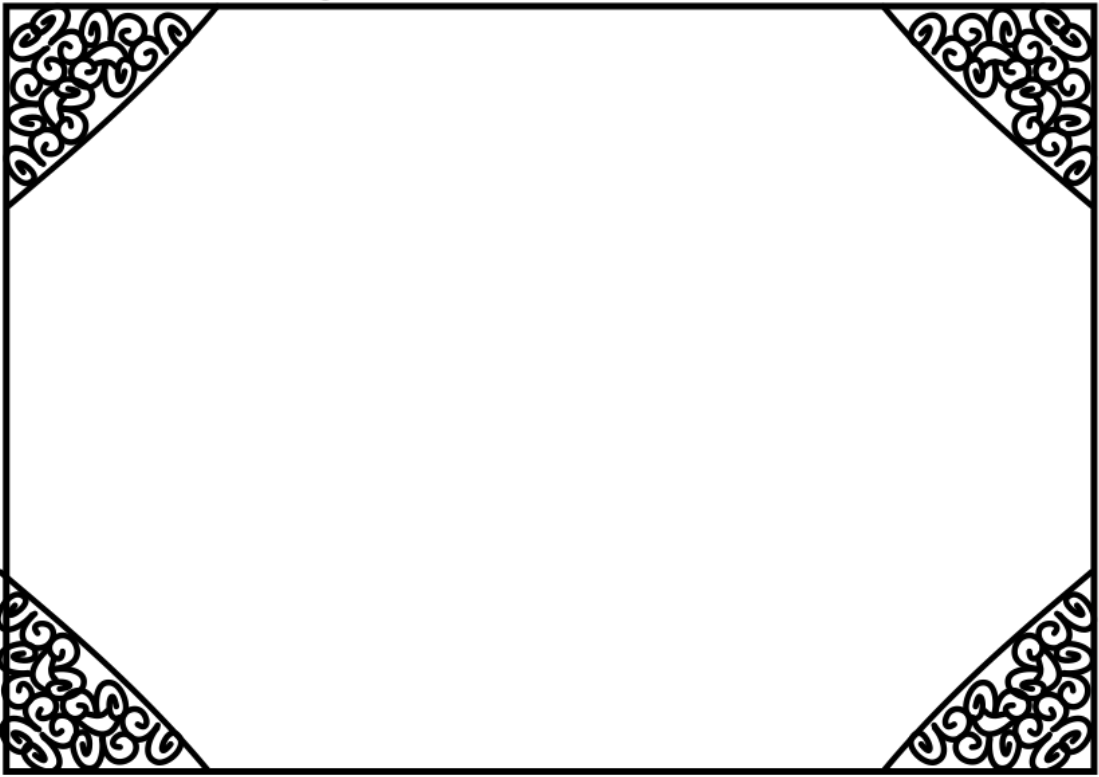
3 Paragraph Essay Outline

Introduction

Thesis

Body Paragraph

Conclusion



By: _____



Here are some strategies to help with the multiplication problems that are 1 digit by 2,3,4 digits

1. Area Model

Multiplying 3 x 1 and 4 x 1 Digit
ANSWER KEY

Example # 1: $248 \times 2 =$

	200	+	40	+	8	
2	400		80		16	

Estimate:
 $200 \times 2 = 400$

Add it up!

$$\begin{array}{r} 400 \\ 80 \\ +16 \\ \hline 496 \end{array}$$

2. Base Ten Blocks

multiply 10

multiply a multiple of 10

3×4

3×10

3×40

3. Standard

Mult. by 1 Digit Guide

Step 1: Mult. the ones place
Ex: $\begin{array}{r} 125 \\ \times 3 \\ \hline \end{array}$ ← Regroup if needed

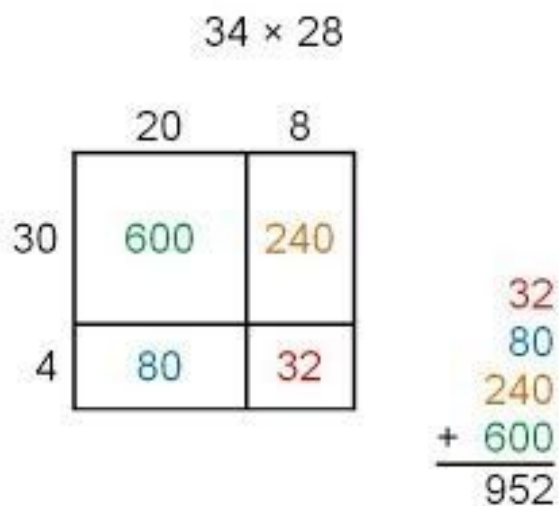
Step 2: Mult. the tens column
Ex: $\begin{array}{r} 125 \\ \times 3 \\ \hline 75 \end{array}$ ← Add + Regroup if needed!

Step 3: Mult. the hundreds column
Ex: $\begin{array}{r} 125 \\ \times 3 \\ \hline 375 \end{array}$ ← Add + Regroup if needed

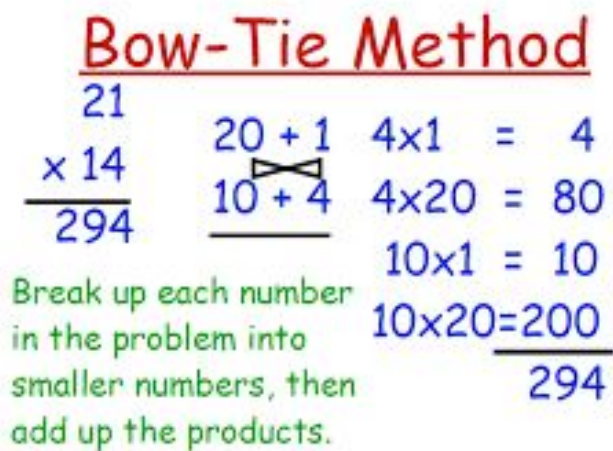
Step 4: Continue the pattern if needed!

Here are some strategies to help with the multiplication problems that are 2 digit by 2 digit

1. Area Model



2. Bow-Tie Method



3. Standard

Multiplication
2-digit by 2-digit

Step 1 Add 1
Step 2 Add 1

$$\begin{array}{r} 57 \\ \times 24 \\ \hline 228 \\ + 1140 \\ \hline 1,368 \end{array}$$

- ① multiply ones by ones
- ② multiply ones by tens
- ③ insert place holder
- ④ multiply tens by ones
- ⑤ multiply tens by tens
- ⑥ find sum



Solve each problem.

$$\begin{array}{r} 1) \quad 93 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 71 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 64 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 19 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 32 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 88 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 75 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 65 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 22 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 79 \\ \times 9 \\ \hline \end{array}$$

Answers

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



Solve each problem.

$$\begin{array}{r} 1) \quad 823 \\ \times \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 537 \\ \times \quad 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 251 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 107 \\ \times \quad 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 289 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 439 \\ \times \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 187 \\ \times \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 815 \\ \times \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 178 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 829 \\ \times \quad 5 \\ \hline \end{array}$$

Answers

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



Solve each problem.

1)
$$\begin{array}{r} 9,284 \\ \times \quad 8 \\ \hline \end{array}$$

2)
$$\begin{array}{r} 3,824 \\ \times \quad 6 \\ \hline \end{array}$$

3)
$$\begin{array}{r} 2,401 \\ \times \quad 9 \\ \hline \end{array}$$

4)
$$\begin{array}{r} 1,692 \\ \times \quad 8 \\ \hline \end{array}$$

5)
$$\begin{array}{r} 5,131 \\ \times \quad 8 \\ \hline \end{array}$$

6)
$$\begin{array}{r} 7,080 \\ \times \quad 6 \\ \hline \end{array}$$

7)
$$\begin{array}{r} 6,969 \\ \times \quad 8 \\ \hline \end{array}$$

8)
$$\begin{array}{r} 8,507 \\ \times \quad 7 \\ \hline \end{array}$$

9)
$$\begin{array}{r} 5,902 \\ \times \quad 8 \\ \hline \end{array}$$

10)
$$\begin{array}{r} 6,081 \\ \times \quad 8 \\ \hline \end{array}$$

Answers

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



Solve each problem.

$$\begin{array}{r} 1) \quad 98 \\ \times 15 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 51 \\ \times 51 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 78 \\ \times 38 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 59 \\ \times 23 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 40 \\ \times 32 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 30 \\ \times 92 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 31 \\ \times 85 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 82 \\ \times 89 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 17 \\ \times 26 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 89 \\ \times 56 \\ \hline \end{array}$$

Answers

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____



Solve each problem.

$$\begin{array}{r} 1) \quad 80 \\ \times 21 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 75 \\ \times 85 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 60 \\ \times 61 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 34 \\ \times 82 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 22 \\ \times 93 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 40 \\ \times 59 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 71 \\ \times 78 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 63 \\ \times 47 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 96 \\ \times 76 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 49 \\ \times 20 \\ \hline \end{array}$$

Answers

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name: _____

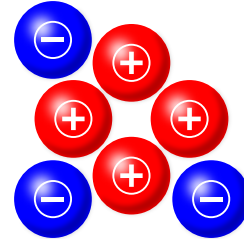
Electrical Charges

If an object has more positive charges (⊕) than negative charges (⊖), its electrical charge is positive (⊕).

If an object has more negative charges (⊖) than positive charges (⊕), its electrical charge is negative (⊖).

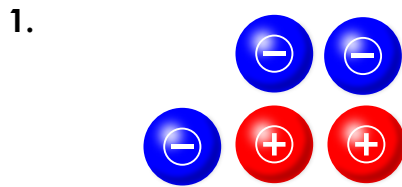
If an object has the same number of positive (⊕) and negative (⊖) charges, it has no electrical charge or is neutral.

Example:

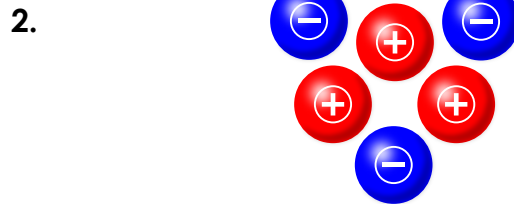


Electrical charge: **positive charge**

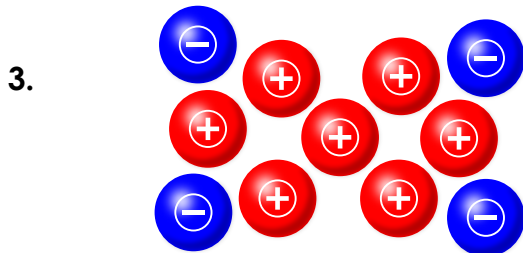
Count the positive and negative charges in each picture. Write positive charge, negative charge, or no charge on each line.



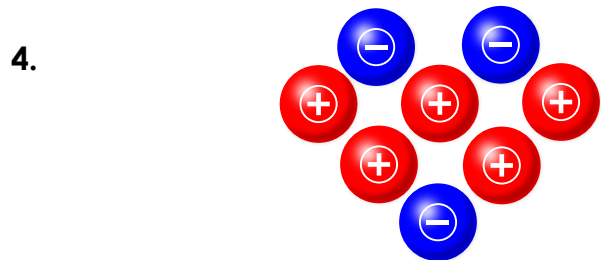
electrical charge: _____



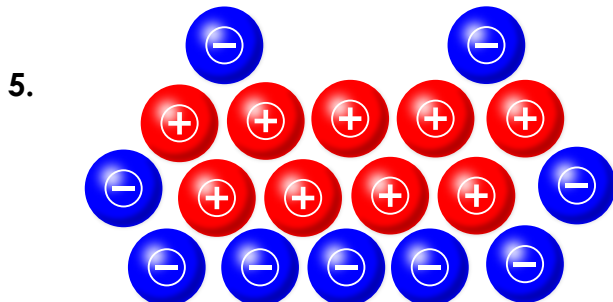
electrical charge: _____



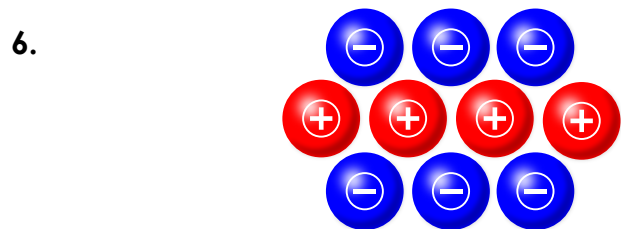
electrical charge: _____



electrical charge: _____



electrical charge: _____



electrical charge: _____

ANSWER KEY

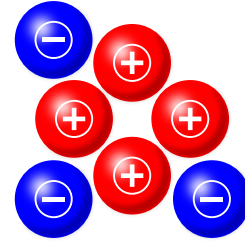
Electrical Charges

If an object has more positive charges (⊕) than negative charges (⊖), its electrical charge is positive (⊕).

If an object has more negative charges (⊖) than positive charges (⊕), its electrical charge is negative (⊖).

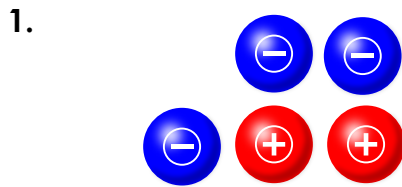
If an object has the same number of positive (⊕) and negative (⊖) charges, it has no electrical charge or is neutral.

Example:

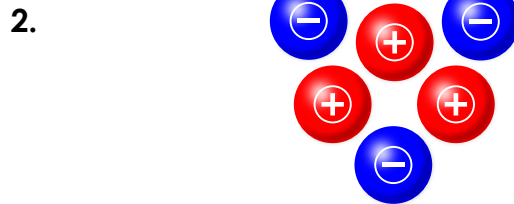


Electrical charge: positive charge

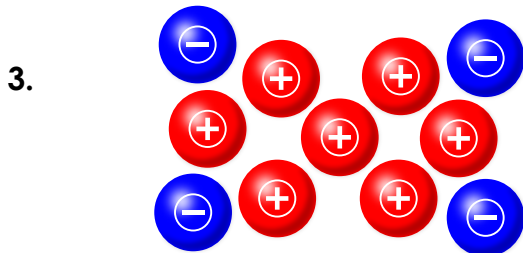
Count the positive and negative charges in each picture. Write positive charge, negative charge, or no charge on each line.



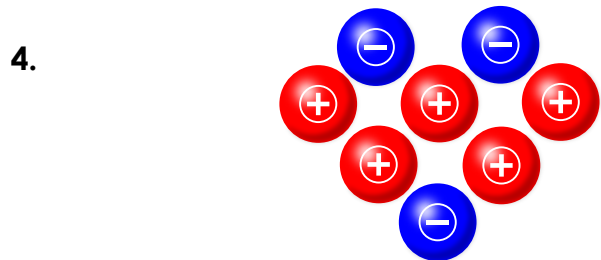
electrical charge: negative charge



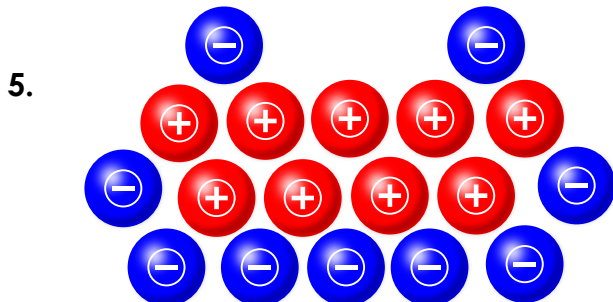
electrical charge: no charge



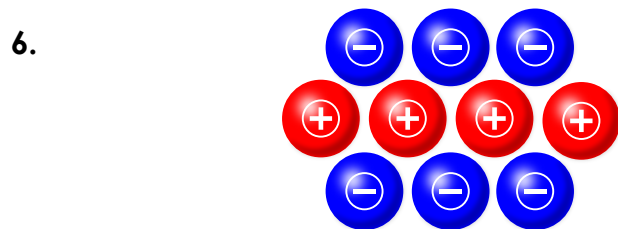
electrical charge: positive charge



electrical charge: positive charge



electrical charge: no charge



electrical charge: negative charge

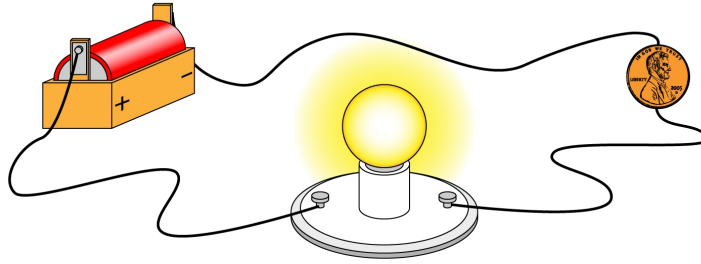
Name: _____

Conductors and Insulators

A **conductor** is a material that allows electricity to flow through it.

An **insulator** is a material that electricity cannot flow through.

To determine whether an object is a conductor or insulator, you can build a simple circuit with a battery, light bulb, and three pieces of wire.



Touch the free ends of the wire to the object you are testing. If the light bulb lights up, the object is made from a conductor. If it does not, the object is made from an insulator.

Complete the table. Predict whether each item is made from a material that is a conductor or insulator. Then test each item to determine if it is made from a conductor or insulator.

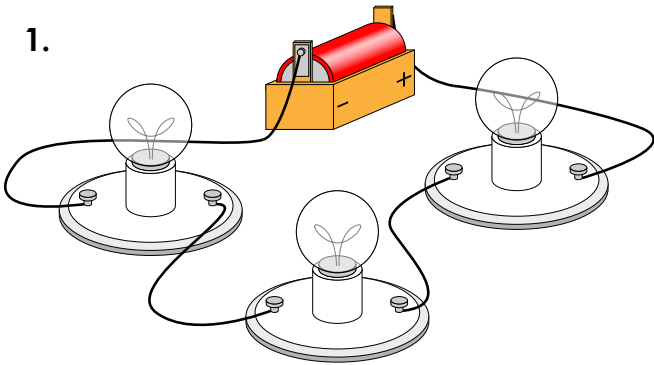
Object	Prediction: Conductor or Insulator?	Result: Conductor or Insulator?
rubber band		
penny		
nickel		
toothpick		
key		
paper clip		
brass paper fastener		
glass microscope slide		
(your choice)		
(your choice)		

Name: _____

Series & Parallel Circuits

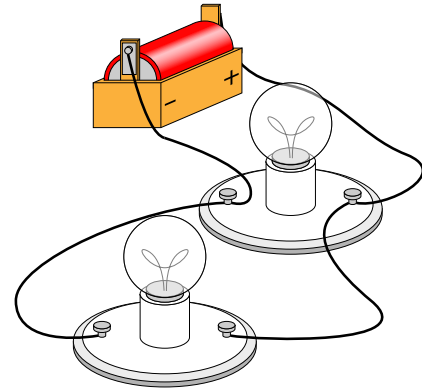
Tell whether each picture shows a **series circuit** or **parallel circuit**.

1.



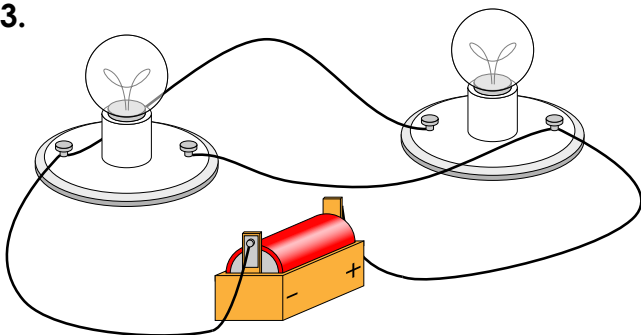
type: _____

2.



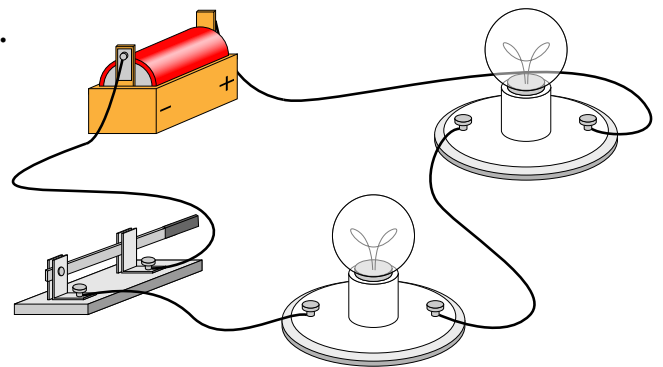
type: _____

3.



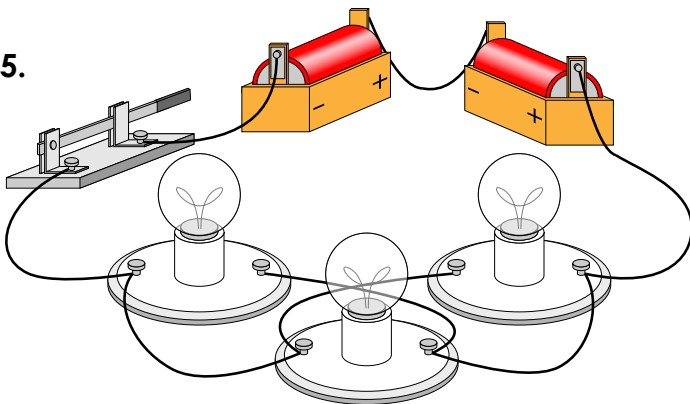
type: _____

4.



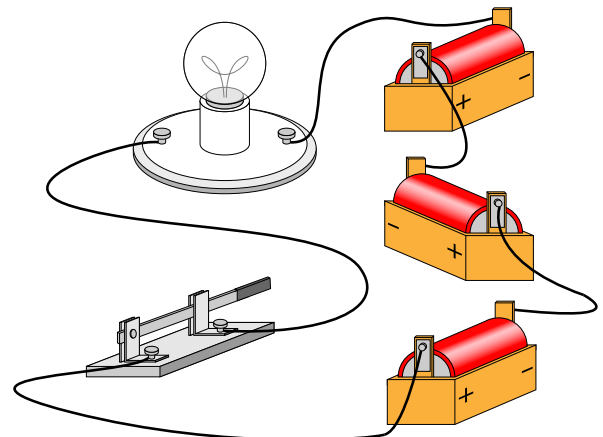
type: _____

5.



type: _____

6.



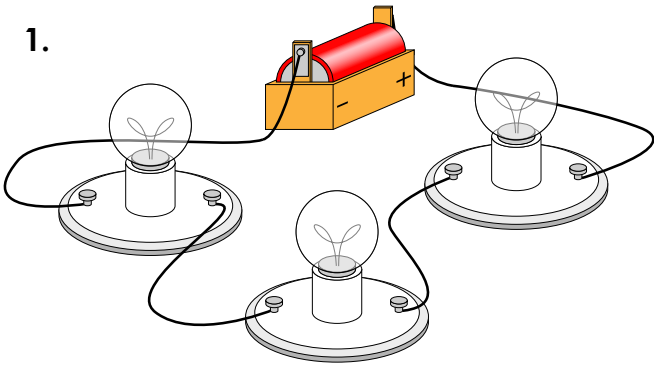
type: _____

ANSWER KEY

Series & Parallel Circuits

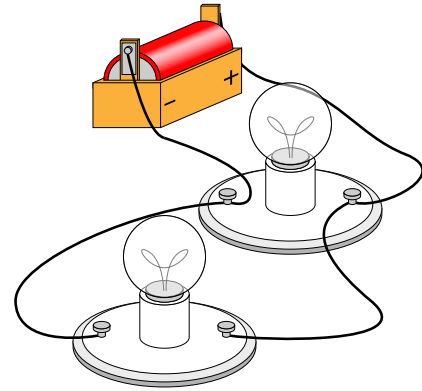
Tell whether each picture shows a series circuit or parallel circuit.

1.



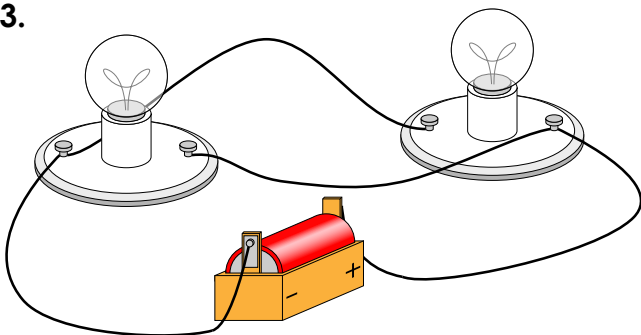
type: series circuit

2.



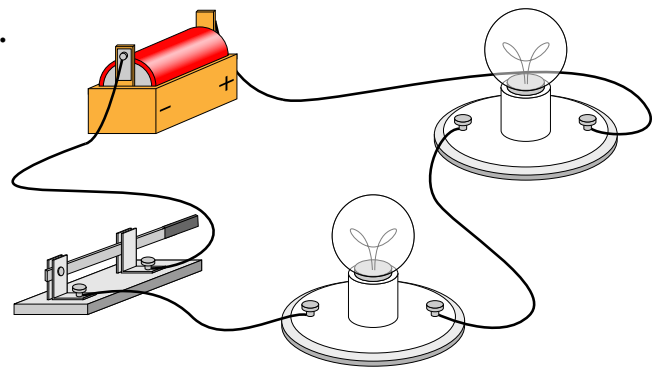
type: parallel circuit

3.



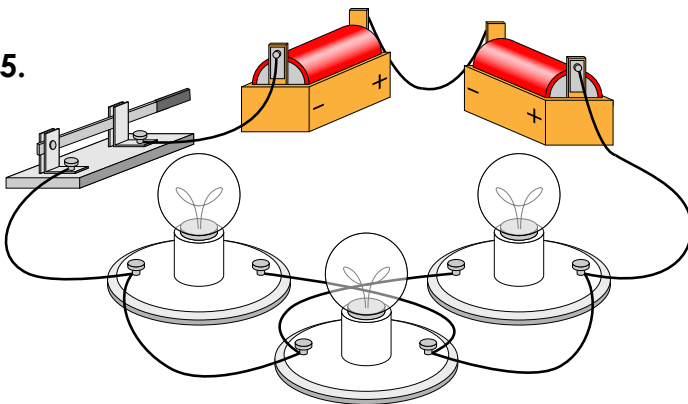
type: parallel circuit

4.



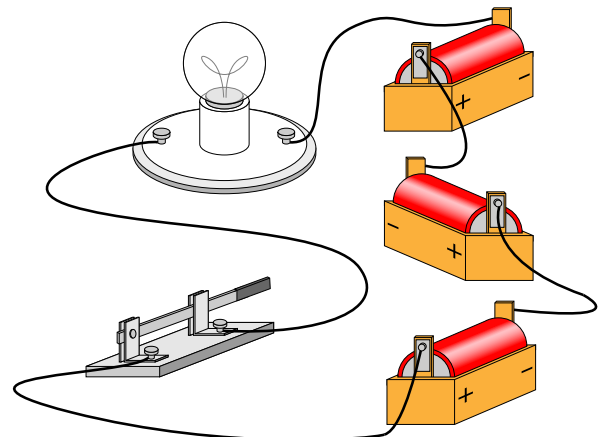
type: series circuit

5.



type: parallel circuit

6.



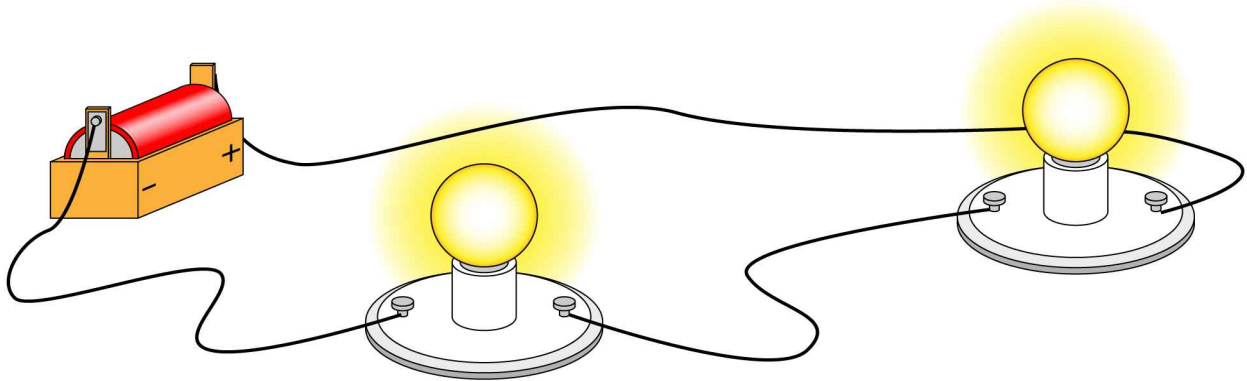
type: series circuit

Name: _____

Series and Parallel Circuits

In a **series circuit** electricity has only one path to follow. All parts are connected one after another. Electrons flow from the negative side of the battery around in a loop to the positive side.

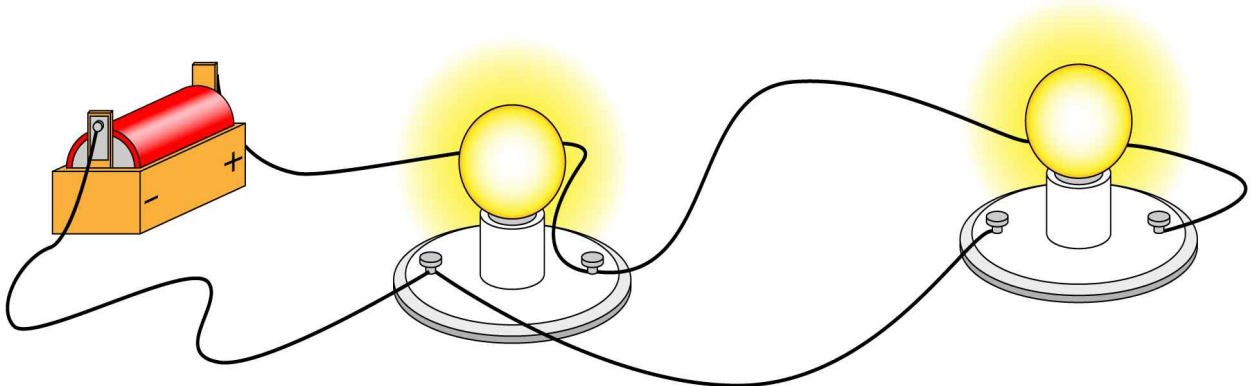
Draw arrows to show the path the electrons move in this series circuit.



If a light bulb is missing or broken in a series circuit, will the other bulb light? Explain.

In a **parallel circuit**, electricity has more than one path to follow. Electrons can follow different paths as they flow from the negative side of the battery to the positive side.

Draw arrows to show the different paths electrons can travel in this parallel circuit.



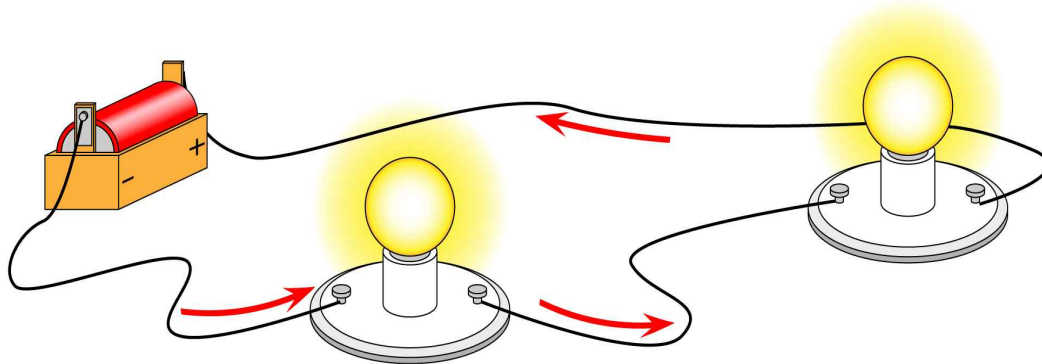
If a light bulb is missing or broken in a parallel circuit, will the other bulb light? Explain.

ANSWER KEY

Series and Parallel Circuits

In a **series circuit** electricity has only one path to follow. All parts are connected one after another. Electrons flow from the negative side of the battery around in a loop to the positive side.

Draw arrows to show the path the electrons move in this series circuit.

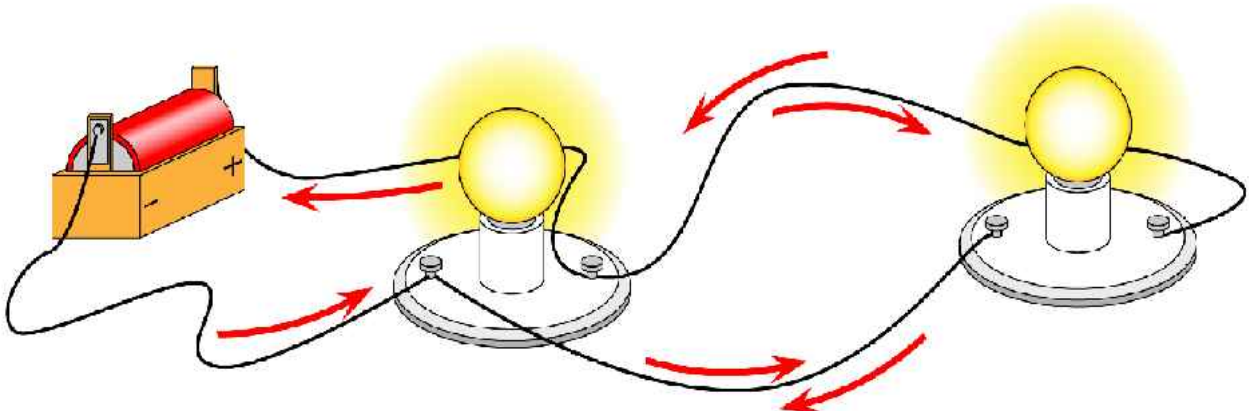


If a light bulb is missing or broken in a series circuit, will the other bulb light? Explain.

No because the path the electricity needs to follow is broken.

In a **parallel circuit**, electricity has more than one path to follow. Electrons can follow different paths as they flow from the negative side of the battery to the positive side.

Draw arrows to show the different paths electrons can travel in this parallel circuit.



If a light bulb is missing or broken in a parallel circuit, will the other bulb light? Explain.

Yes because the electricity can travel along a different path and avoid the broken bulb.

Name: _____

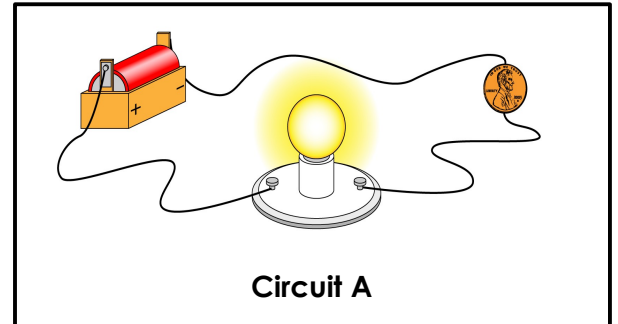
Electricity

Choose the best answer for each question. Write the letter on the line.

- _____ 1. What supplies energy in an electric circuit?
- a. a conductor
 - b. light bulb
 - c. a wire
 - d. a battery

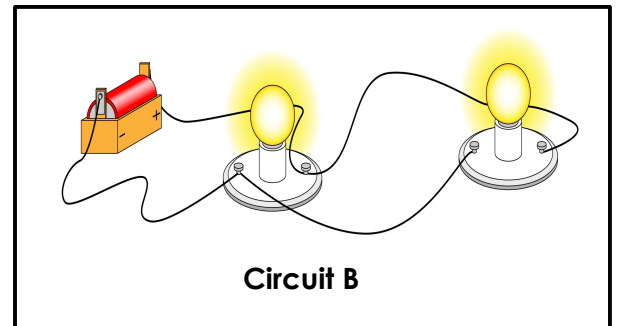
- _____ 2. Which material is a conductor?
- a. plastic
 - b. silver
 - c. glass
 - d. wood

- _____ 3. Which type of circuit is Circuit A?
- a. series
 - b. parallel
 - c. perpendicular
 - d. current



Circuit A

- _____ 4. Which item is a resistor in Circuit B?
- a. light bulb
 - b. wire
 - c. battery
 - d. screws



Circuit B

- _____ 5. Why did the person who made Circuit A probably connect the wires to a penny?
- a. They needed to use a penny to make the bulb light.
 - b. They were testing to see if the penny conducts electricity.
 - c. They used the penny to supply extra power.
 - d. The penny will prevent sparks.

- _____ 6. Which of these could be used as a resistor in a circuit?
- a. a pencil
 - b. a gas engine
 - c. a rubber eraser
 - d. an electric motor

ANSWER KEY

Electricity

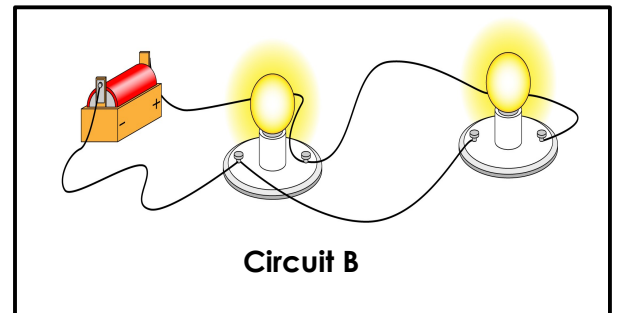
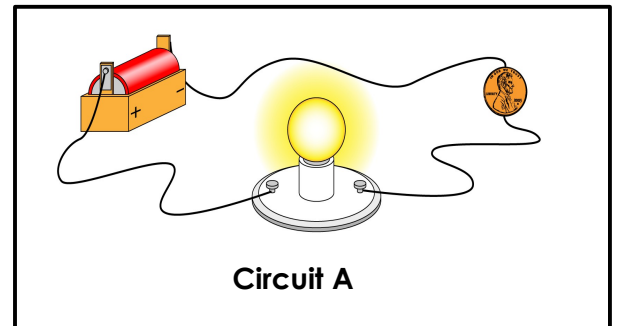
Choose the best answer for each question. Write the letter on the line.

- d** 1. What supplies energy in an electric circuit?
a. a conductor
b. light bulb
c. a wire
d. **a battery**

- b** 2. Which material is a conductor?
a. plastic
b. **silver**
c. glass
d. wood

- a** 3. Which type of circuit is Circuit A?
a. **series**
b. parallel
c. perpendicular
d. current

- a** 4. Which item is a resistor in Circuit B?
a. **light bulb**
b. wire
c. battery
d. screws



- b** 5. Why did the person who made Circuit A probably connect the wires to a penny?
a. They needed to use a penny to make the bulb light.
b. **They were testing to see if the penny conducts electricity.**
c. They used the penny to supply extra power.
d. The penny will prevent sparks.

- d** 6. Which of these could be used as a resistor in a circuit?
a. a pencil
b. a gas engine
c. a rubber eraser
d. **an electric motor**