

Your student does not need to complete paper homework if they complete this.

## My Digital Homework Log

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

| Day       | Time Spent (15 Min) | Subject | Description (Program: Freckle or ST Math/XtraMath/Prodigy Socrates) |
|-----------|---------------------|---------|---|
| Monday    |                     | Reading |   |
|           |                     | Math    |   |
| Tuesday   |                     | Reading |   |
|           |                     | Math    |   |
| Wednesday |                     | Reading |   |
|           |                     | Math    |   |
| Thursday  |                     | Reading |   |
|           |                     | Math    |   |
| Friday    |                     | Reading |   |
|           |                     | Math    |   |

# WEEKLY READING

**Monday:** Read the passage. Circle powerful words or phrases.

**Tuesday:** Reread the passage. Underline any words or parts that you do not understand.

**Wednesday:** Reread the passage. In the margins, write two of the following: connections to the text, questions you have, and/or personal feelings about the text.

**Thursday:** Answer the questions about the text. Use evidence from the text to support your thinking.

# PREPARED AS A PIG

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

Once upon a time, there were three little pigs. They were brothers, but each was very different. Jim, the first little pig, liked to sleep in the mud all day and do nothing. He was lazy. Jeff, the second little pig, sometimes worked, but he preferred to have fun. He'd chase chickens and splash mud all over the tractors. Now Jack, the third little pig, was the most intelligent of the brothers. He stayed busy, saved money, and never caused trouble.

The three pigs were worried about their farmhouse because a wolf had been sneaking around lately. The pigs knew that they needed to build themselves some shelters to protect them. However, they each had a different idea about what would keep them safe. This caused the three pigs to decide to each build their own shelters, separate from one another.

Jim built his shelter using hay and straw. It was small, but there was plenty of room for him to sleep inside. That's all he cared about- a great place to nap. Napping was more important than worrying about some silly old wolf.

Since Jeff loved the mud so much, he decided to build his shelter using mud. He was in a hurry, so he ended up with just a pile of mud and no way in! He was more concerned with having fun than with building a shelter to keep him from a wolf who was only lurking.

Because Jack was smart, he knew that the wolf was lurking for a reason. He was hungry, and he would soon strike. Jack knew that he had to build a strong home, so he planned it out and took his time. He used mud, sticks, and straw. As the mud dried, his home became like brick, tough and sturdy. When night fell, Jack felt safe inside his safety shelter.

That night, the wolf came knocking... knocking, as in he immediately knocked over the straw and hay house that Jim had built. Jim went running. Jeff saw this happen, and he ran, too. They both began banging on their brother's door. "Let us in! Let us in! The wolf is coming!" they shouted. Jack let them in and quickly slammed the door shut. He placed a board back across to seal it.

The shelter shook as the wolf slammed his body against it, trying to get it. Over and over again, the wolf kept trying to get in. Hours later, it was finally silent. The pigs slowly opened the door and stepped outside. The wolf had gotten hurt by slamming against the mud-brick home. He had whimpered off, and the pigs were safe. Jeff and Jim learned a lesson from their brother: put safety above all else, and always be prepared!

You must restate the question in each answer.

# PREPARED AS A PIG

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

1. What is the meaning of **lurking** as used in the following sentence?  
What clues help you determine the meaning?

*Because Jack was smart, he knew that the wolf was **lurking** for a reason.*

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2. Describe Jack's brothers.

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3. Why did Jack build a strong house?

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4. What lesson did Jim and Jeff learn?

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Name \_\_\_\_\_

Date \_\_\_\_\_

Use the arrays below to answer each set of questions.

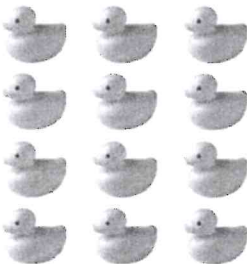
1.



a. How many rows of erasers are there? \_\_\_\_\_

b. How many erasers are there in each row? \_\_\_\_\_

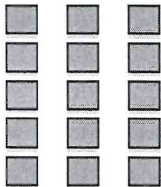
2.



a. What is the number of rows? \_\_\_\_\_

b. What is the number of objects in each row? \_\_\_\_\_

3.



a. There are 3 squares in each row. How many squares are in 5 rows? \_\_\_\_\_

b. Write a multiplication fact to describe the array. \_\_\_\_\_

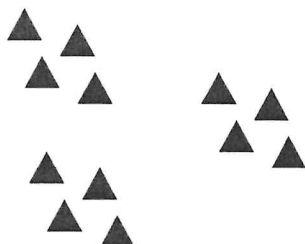
4.



a. There are 6 rows of stars. How many stars are in each row? \_\_\_\_\_

b. Write a multiplication fact to describe the array. \_\_\_\_\_

5. The triangles below show 3 groups of 4.



- a. Redraw the triangles as an array that shows 3 rows of 4.

- b. Compare the drawing to your array. How are they the same? How are they different?

6. Roger has a collection of stamps. He arranges the stamps into 5 rows of 4. Draw an array to represent Roger's stamps. Then write a multiplication sentence to describe the array.
7. Kimberly arranges her 18 markers in an array. Draw an array that Kimberly might make. Then write a multiplication sentence to match your array.



Name \_\_\_\_\_

# Homework & Practice 1-4

## The Commutative Property

### Another Look!

This array shows 2 rows of 3 pennies.



$$2 \times 3 = 6$$

This array shows 3 rows of 2 pennies.



$$3 \times 2 = 6$$

An array shows objects in equal rows.



You can use the **Commutative Property of Multiplication** to multiply the numbers in any order.

$$2 \times 3 = 6 \quad \text{so} \quad 3 \times 2 = 6$$

In **1** and **2**, draw an array to show each equation. Write the products.

1.  $2 \times 8 = \underline{\quad}$      $8 \times 2 = \underline{\quad}$

2.  $4 \times 4 = \underline{\quad}$

In **3–10**, complete each multiplication equation. You may use counters or draw pictures to help.

3.  $3 \times 4 = 12$ , so  $\underline{\quad} \times 3 = 12$ .

4.  $5 \times 6 = 30$ , so  $\underline{\quad} \times 5 = 30$ .

5.  $5 \times 2 = 10$ , so  $2 \times \underline{\quad} = 10$ .

6.  $4 \times 8 = 32$ , so  $\underline{\quad} \times 4 = 32$ .

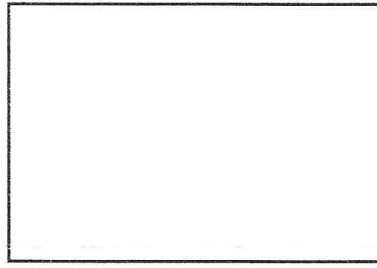
7.  $7 \times 9 = 63$ , so  $\underline{\quad} \times \underline{\quad} = 63$ .

8.  $7 \times 8 = 56$ , so  $\underline{\quad} \times \underline{\quad} = 56$ .

9.  $3 \times 8 = 24$ , so  $\underline{\quad} \times \underline{\quad} = 24$ .

10.  $5 \times 3 = 15$ , so  $\underline{\quad} \times \underline{\quad} = 15$ .

11. © MP.7 Use Structure Use the Commutative Property of Multiplication to draw the second array. Complete the multiplication equations.



$7 \times 3 = \underline{\quad}$        $3 \times \underline{\quad} = \underline{\quad}$

12. © MP.3 Construct Arguments Scott puts some sports stickers in rows. He makes 6 rows with 5 stickers in each row. If he puts the same number of stickers in 5 equal rows, how many stickers would be in each row? How do you know?

A good math explanation can include words, numbers, and symbols.



13. Karen arranges 24 star stickers in the array shown below.

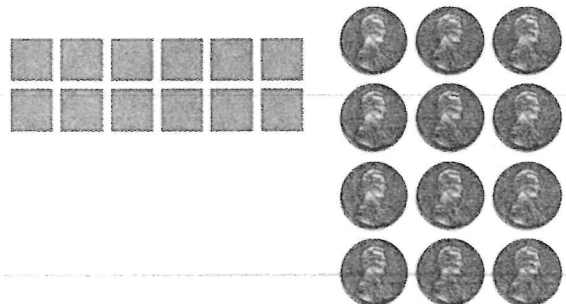
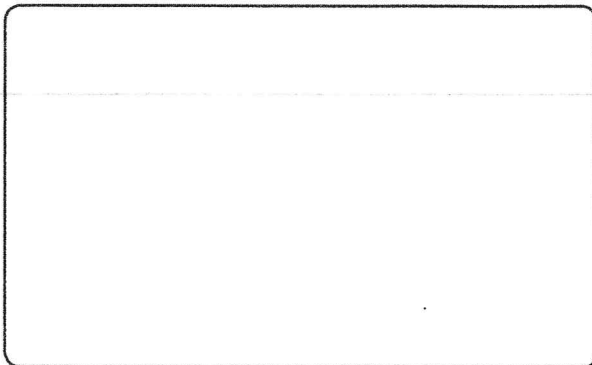


What other array could the same number of stickers be arranged in?

14. Higher Order Thinking Ed arranged some tiles in different arrays. One array has 3 rows with 6 tiles in each row. The other array has 2 rows with 9 tiles in each row. Ed says that he can use the Commutative Property to show that the arrays both have 18 tiles. Is he correct? Explain.

## © Common Core Assessment

15. Taylor made these arrays to show the Commutative Property of Multiplication. Is that what the arrays show? Why or why not?





Wednesday

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

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

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### Complete the Skip Counting Series

- 1) 7 , 14 , 21 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- 2) \_\_\_\_\_ , \_\_\_\_\_ , 33 , \_\_\_\_\_ , 55 , \_\_\_\_\_ , 77 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- 3) \_\_\_\_\_ , 18 , 27 , \_\_\_\_\_ , \_\_\_\_\_ , 54 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- 4) 3 , \_\_\_\_\_ , 9 , \_\_\_\_\_ , \_\_\_\_\_ , 18 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- 5) 4 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , 24 , \_\_\_\_\_ , 32 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- 6) 10 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , 60 , \_\_\_\_\_ , 80 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- 7) \_\_\_\_\_ , \_\_\_\_\_ , 18 , 24 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , 48 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- 8) 2 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , 12 , 14 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- 9) \_\_\_\_\_ , \_\_\_\_\_ , 24 , 32 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , 64 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- 10) \_\_\_\_\_ , 10 , \_\_\_\_\_ , 20 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , 40 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_
- 11) 12 , \_\_\_\_\_ , \_\_\_\_\_ , 48 , \_\_\_\_\_ , 72 , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_



# Homework & Practice 2-2

## 9 as a Factor

### Another Look!

#### 9s Facts

$0 \times 9 = 0$

$1 \times 9 = 9$

$2 \times 9 = 18$

$3 \times 9 = 27$

$4 \times 9 = 36$

$5 \times 9 = 45$

$6 \times 9 = 54$

$7 \times 9 =$

$8 \times 9 =$

$9 \times 9 =$

The table shows patterns in the 9s facts.

- The tens digit in a product will be 1 less than the factor being multiplied by 9.
- The sum of the digits of the product will always be 9 or a multiple of 9, unless the other factor is 0.

Find  $9 \times 7$ .

The tens digit must be 1 less than 7.

The tens digit is 6.

The sum of the digits is 9.

$6 + 3 = 9$ , so the ones digit is 3.

The product is 63.

You can use patterns to help remember 9s facts.



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

5.  $9 \times$  \_\_\_\_\_  $= 54$

6.  $81 = 9 \times$  \_\_\_\_\_

7. 
$$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$$

11. Find 6 times 9.

12. Find 5 times 9.

13. Find 0 times 9.

14. © **MP.2 Reasoning** Paula's hair was put into 9 braids. Each braid used 4 beads. How many beads were used? Explain how you found the product.

15. **Algebra** Tony has 9 sets of baseball cards. Each set contains 6 cards. Write 2 equations that Tony could use to find how many cards he has.

16. © **MP.3 Critique Reasoning** Sasha says if she knows the product of  $9 \times 8$ , she also knows the product of  $8 \times 9$ . Is Sasha correct? Why or why not?

17. © **MP.1 Make Sense and Persevere** Dustin had \$52. He got \$49 more and then he spent some money. Dustin has \$35 left. How much money did Dustin spend?

18. **Higher Order Thinking** Jordan received 9 text messages last week. She received 3 times more text messages this week than last week. How many text messages did Jordan receive this week?

19. © **MP.3 Construct Arguments** Rita bought 5 pairs of socks. Each pair cost \$4. How much did Rita spend on socks? Explain how you know.



## © Common Core Assessment

20. Which numbers are factors of 45?  
Choose all that apply.

$$\underline{\quad} \times \underline{\quad} = 45$$

- ☐ 4  
☐ 5  
☐ 6  
☐ 8  
☐ 9

21. Which numbers are factors of 18?  
Choose all that apply.

$$\underline{\quad} \times \underline{\quad} = 18$$

- ☐ 2  
☐ 3  
☐ 6  
☐ 8  
☐ 9