

My Digital Homework Log

Name: _____

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

All sites easily accessed from <https://msbinclass.com/sites-used-in-class/>

WEEKLY READING

Monday: Read the passage. Think about the character's thoughts. Record the information about the character's thoughts on the graphic organizer.

Tuesday: Reread the passage. Determine how the character is feeling in the story. Write this and your evidence in the correct section of the graphic organizer.

Wednesday: Reread the passage. Think about the character's actions. Record them in the graphic organizer. Make sure that you include how the character's thoughts and feelings affect his or her actions.

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

FIRST DAY BACK AT SCHOOL

Name: _____ Date: _____

Ms. Taylor greeted her class with a smile on her face.

“Good morning, boys and girls. I am so glad that we are back together again,” she said warmly.

Today was the first day back from winter break, and Ms. Taylor was very excited to see her students again. As the class settled down to begin the first assignment, she walked around and said hello to each one of them.

Suddenly, the class heard a knock at the door. When the door was opened, they saw the principal with a very nervous looking boy. Ms. Taylor opened the door with a huge grin on her face.

“You must be John,” she said to the boy, who looked as if he was going to cry. “We are so glad to have you join us this year.”

Ms. Taylor nodded to the principal, and he left the room. She then led John to his seat next to two other boys.

“I think that you will like sitting here. Frank and Tom are very helpful, and they can help you find your way around this year,” Ms. Taylor said. She smiled once more at John, who was now looking happy to be there.

Ms. Taylor didn't know it, but John was thinking that he was so lucky to have her as his teacher this year.

ANALYZING CHARACTERS

Name: _____ Date: _____

Fill in the organizer with information about the character from the story.

THOUGHTS

FEELINGS

ACTIONS

FIRST DAY BACK AT SCHOOL

Name: _____ Date: _____

1. Based on what you read in the story, which choice best describes Ms. Taylor?

- a. rude
- b. shy
- c. friendly
- d. disrespectful

2. What clues from the story made you choose the answer that you chose for the first question?

3. Why is the boy nervous in the story?

4. Why did Ms. Taylor sit John next to Frank and Tom?

Name _____



Another Look!

You can use multiplication facts you already know to find other multiplication facts.



Find 6×9 . Use a 3s fact.



$$3 \times 9 = 27$$



$$3 \times 9 = 27$$

$$27 + 27 = 54$$

$$\text{So, } 6 \times 9 = 54.$$

Find 7×5 . Use a 2s fact.



$$2 \times 5 = 10$$



$$5 \times 5 = 25$$

$$10 + 25 = 35$$

$$\text{So, } 7 \times 5 = 35.$$

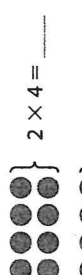
In 1 and 2, use known facts to find each product.

1. $6 \times 4 = ?$

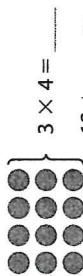


$$3 \times 4 = \underline{\hspace{2cm}}$$

2. $7 \times 4 = ?$



$$2 \times 4 = \underline{\hspace{2cm}}$$



$$3 \times 4 = \underline{\hspace{2cm}}$$

$$12 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

$$\text{So, } 6 \times 4 = \underline{\hspace{2cm}}.$$

$$\text{So, } 7 \times 4 = \underline{\hspace{2cm}}.$$

In 3–11, find each product.

3. $2 \times 7 = \underline{\hspace{2cm}}$

4. $6 \times 7 = \underline{\hspace{2cm}}$

5. $7 \times 9 = \underline{\hspace{2cm}}$

6. $6 \times 4 = \underline{\hspace{2cm}}$

7. $6 \times 8 = \underline{\hspace{2cm}}$

8. $7 \times 7 = \underline{\hspace{2cm}}$

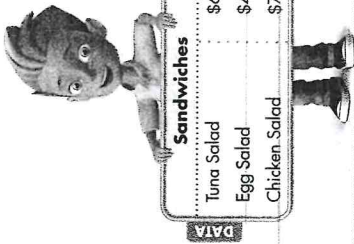
9. $6 \times 2 = \underline{\hspace{2cm}}$

10. $8 \times 7 = \underline{\hspace{2cm}}$

11. $3 \times 7 = \underline{\hspace{2cm}}$

12. Emmet buys 7 egg salad sandwiches at Sam's Café. How much money does Emmet spend?

13. © MP.1 Make Sense and Persevere Al buys 4 chicken salad sandwiches and 3 tuna salad sandwiches. How much money does Al spend? How did you find the answer?



14. Math and Science Raul's science class is studying chicken eggs. The eggs take 3 weeks to hatch. There are 7 days in each week. How many days does it take for the eggs to hatch?

15. Number Sense What multiplication fact can be found by using the arrays for 2×9 and 5×9 ?

16. © MP.5 Use Appropriate Tools Nan made an array to find $5 \times 3 = 15$. How can she use a tool to show 6×3 ?



17. Higher Order Thinking Harold says, "To find 6×8 , I can use the facts for 5×4 and 1×4 ." Do you agree? Explain

Common Core Assessment

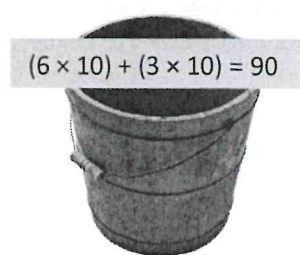
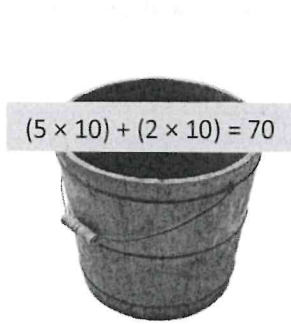
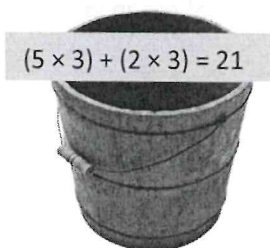
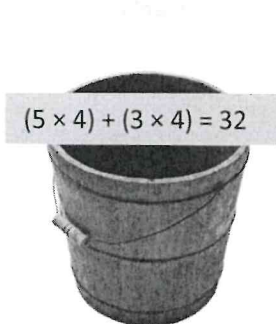
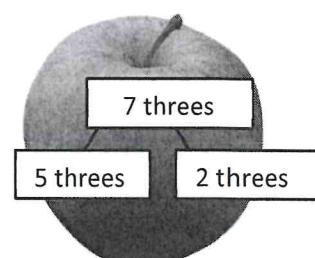
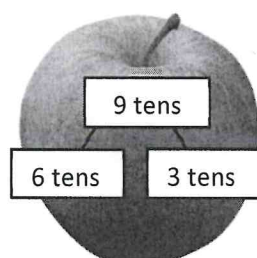
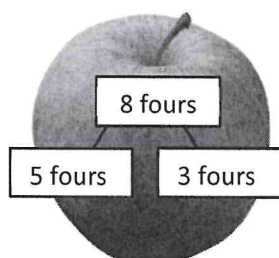
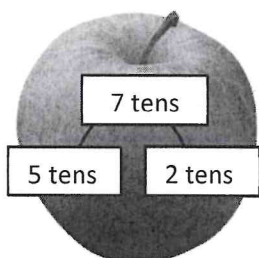
18. Emily has 7 apples. She cuts each apple into 6 slices. How many slices does Emily have? Write an equation to show how you solved the problem.



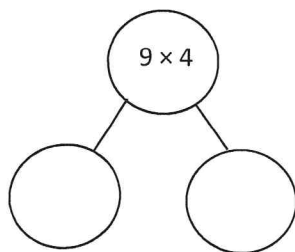
Name _____

Date _____

1. Match.



2. $9 \times 4 =$ _____



$$(\text{ } \times 4) + (\text{ } \times 4) = 9 \times 4$$

$$\text{ } + \text{ } = \text{ }$$

$$9 \times 4 = \text{ }$$

3. Lydia makes 10 pancakes. She tops each pancake with 4 blueberries. How many blueberries does Lydia use in all? Use the break apart and distribute strategy, and draw a number bond to solve.

Lydia uses _____ blueberries in all.

4. Steven solves 7×3 using the break apart and distribute strategy. Show an example of what Steven's work might look like below.

5. There are 7 days in 1 week. How many days are there in 10 weeks?

Name _____



Homework & Practice 3-5 Apply Properties: 8 as a Factor



Another Look!

You can double a 4s fact to multiply with 8.

Find 8×6 . Double a 4s fact.

$4 \times 6 = 24$

$4 \times 6 = 24$

$24 + 24 = 48$

$8 \times 6 = 48$.

4s Facts	
$4 \times 0 = 0$	$4 \times 5 = 20$
$4 \times 1 = 4$	$4 \times 6 = 24$
$4 \times 2 = 8$	$4 \times 7 = 28$
$4 \times 3 = 12$	$4 \times 8 = 32$
$4 \times 4 = 16$	$4 \times 9 = 36$

In 1 and 2, double a 4s fact to find the product.

1. $8 \times 5 = ?$

$4 \times 5 =$

$4 \times 5 =$

$20 + =$

So, $8 \times 5 =$.

2. $8 \times 3 = ?$

$4 \times 3 =$

$4 \times 3 =$

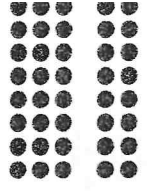
$+ =$

So, $8 \times 3 =$.

In 3-9, find the products.

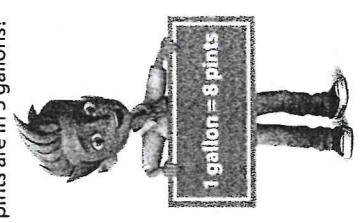
- $2 \times 8 =$
- $7 \times 8 =$
- $4 \times 8 =$
- $8 \times 1 =$
- $8 \times 5 =$
- $7 \times 9 =$
- $8 \times 1 =$
- $9 \times 8 =$

- Luis made the arrays shown at the right to find 5×8 . Explain how he could change the arrays to find 7×8 . Add to Luis's drawing to show your solution.



- Math and Science** An octopus has 8 arms. At the aquarium there are 3 octopuses in one tank. How many arms do the octopuses have all together? What are two strategies you can use to find the answer?
- MP.7 Use Structure** During the California Gold Rush, miners sometimes paid \$10 for a glass of water. What was the total cost if 8 miners each bought one glass of water? How can you use fact to find the answer?

- How many pints are in 5 gallons?
- Higher Order Thinking** Lani said all of the multiples of 8 are also multiples of 2. Jamila said all of the multiples of 8 are also multiples of 4. Who is correct? Explain.



Common Core Assessment

- Ted works in a store where rolls are sold in packages of 8. Customers came in asking Ted for 16, 48, 8, and 40 rolls. Draw lines to connect each quantity of rolls to the number of packages Ted should tell the customers to buy.

Name _____



Homework & Practice 3-8

Repeated Reasoning

Another Look!

John used facts he knows to solve 6×7 and 6×5 . He wrote these equations.

$$6 \times 7 = (5 \times 7) + (1 \times 7) = 42$$

$$6 \times 5 = (5 \times 5) + (1 \times 5) = 30$$

Tell how you can use repeated reasoning to find multiplication facts.

- I can look for repeated calculations.
- I can make generalizations about the repeated calculations.

Make a generalization.

Test whether this is true for other facts.

I can break facts with 6 into 5s and 1s facts.

This is true for other facts with 6: $6 \times 9 = (5 \times 9) + (1 \times 9) = 54$

This generalization is a statement based on examples and is true about a larger group of facts.



MP.8 Generalize

Pam wrote the equations below.

1. Tell how you can use repeated reasoning to find multiplication facts.

2. Which factors did Pam use repeatedly?

Make a generalization.

$$7 \times 6 = (5 \times 6) + (2 \times 6) = 42$$

$$7 \times 9 = (5 \times 9) + (2 \times 9) = 63$$

$$7 \times 7 = (5 \times 7) + (2 \times 7) = 49$$

3. Complete this equation to test whether your generalization is true for other facts. Explain.

$$7 \times 8 = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad}) = \underline{\quad}$$

Common Core Performance Assessment

Julia puts her stickers into arrays in an album. Some of her stickers are animal stickers. There are a different number of stickers on each page. The table at the right shows information about the stickers in Julia's album.

DATA

Julia's Stickers			
Page Number	Animal Stickers	Rows of Stickers	Column of Stickers
1	7	4	7
2	4	4	6
3	9	8	9
4	9	8	6

4. **MP.5 Use Appropriate Tools** Explain how you can use one of these tools to find the number of stickers on each page: a number line, counters, a hundreds chart.

5. **MP.1 Make Sense and Persevere** Julia multiplies to find the total number of stickers on each page. For each page, tell the factors that she multiplies.

6. **MP.7 Use Structure** Look at the facts you wrote for 5. Break these facts into 1s, 2s, 3s, and 5s facts to find the total number of stickers on each page.

Page 1

$$(\underline{\quad} \times \underline{\quad}) = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad}) =$$

Page 2

$$(\underline{\quad} \times \underline{\quad}) = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad}) =$$

Page 3

$$(\underline{\quad} \times \underline{\quad}) = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad}) =$$

Page 4

$$(\underline{\quad} \times \underline{\quad}) = (\underline{\quad} \times \underline{\quad}) + (\underline{\quad} \times \underline{\quad}) =$$

7. **MP.8 Generalize** Look at the 1s, 2s, 3s, and 5s facts above. What generalizations can you make? Test each generalization with another fact.

You can generalize by thinking about the factor that you use repeatedly to solve problems.

