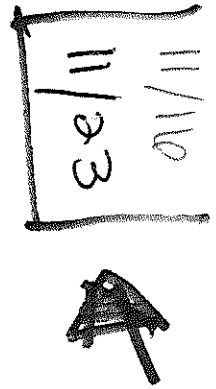
Journal Checklist

This Is part of your daily expectation. Each Day you should check off each box for completion.

Journal Checklist

Did you...	Mon	Tue	Wed	Thu	Fri
Write 5 or more complete sentences?	☐	☐	☐	☐	☐
Capitalize the beginning of each sentence?	☐	☐	☐	☐	☐
Capitalize any proper noun (name, place, etc.)	☐	☐	☐	☐	☐
Have each sentence include 7+ words?	☐	☐	☐	☐	☐
Include a hook? (Opening sentence to introduce interest)	☐	☐	☐	☐	☐
Include at least 3 supporting details	☐	☐	☐	☐	☐
Include a closing (Wrap up what you're talking about)	☐	☐	☐	☐	☐
Follow the prompt I gave	☐	☐	☐	☐	☐
Write or type in a readable way	☐	☐	☐	☐	☐
Check your spelling for errors	☐	☐	☐	☐	☐



m

Name _____ Date _____

Fact Families: Multiplication & Division

Find the missing digits.

7 × 5 = □ □ × 7 = 35 35 ÷ 5 = □ □ ÷ 7 = 5	□ × 6 = 48 6 × 8 = □ 48 ÷ 6 = □ 48 ÷ □ = 6	9 × □ = 36 4 × 9 = □ □ ÷ 4 = 9 36 ÷ 9 = □
□ × 3 = 18 3 × □ = 18 18 ÷ 3 = □ □ ÷ 6 = 3	9 × 7 = □ 7 × □ = 63 □ ÷ 7 = 9 63 ÷ 9 = □	□ × 2 = 10 2 × 5 = □ 10 ÷ □ = 5 □ ÷ 5 = 2

Write a fact family using these numbers: **8, 7, 56**

_____ x _____ = _____ _____ ÷ _____ = _____

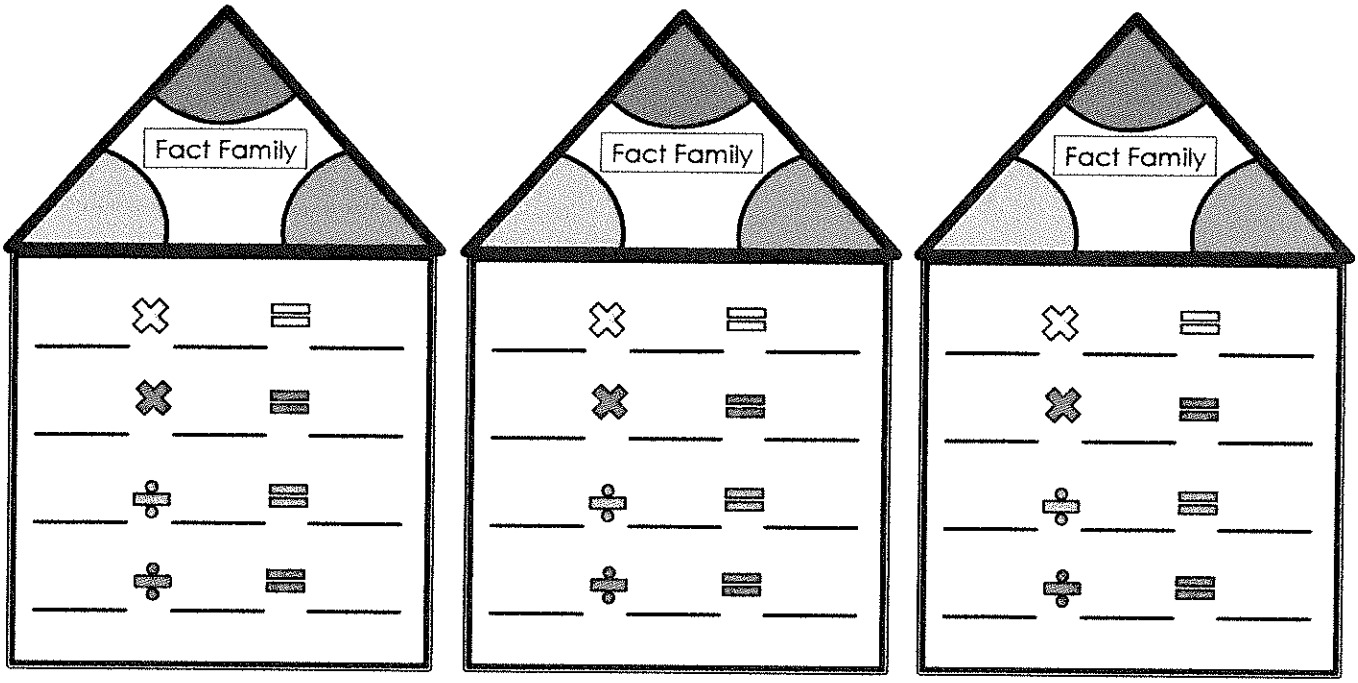
_____ x _____ = _____ _____ ÷ _____ = _____

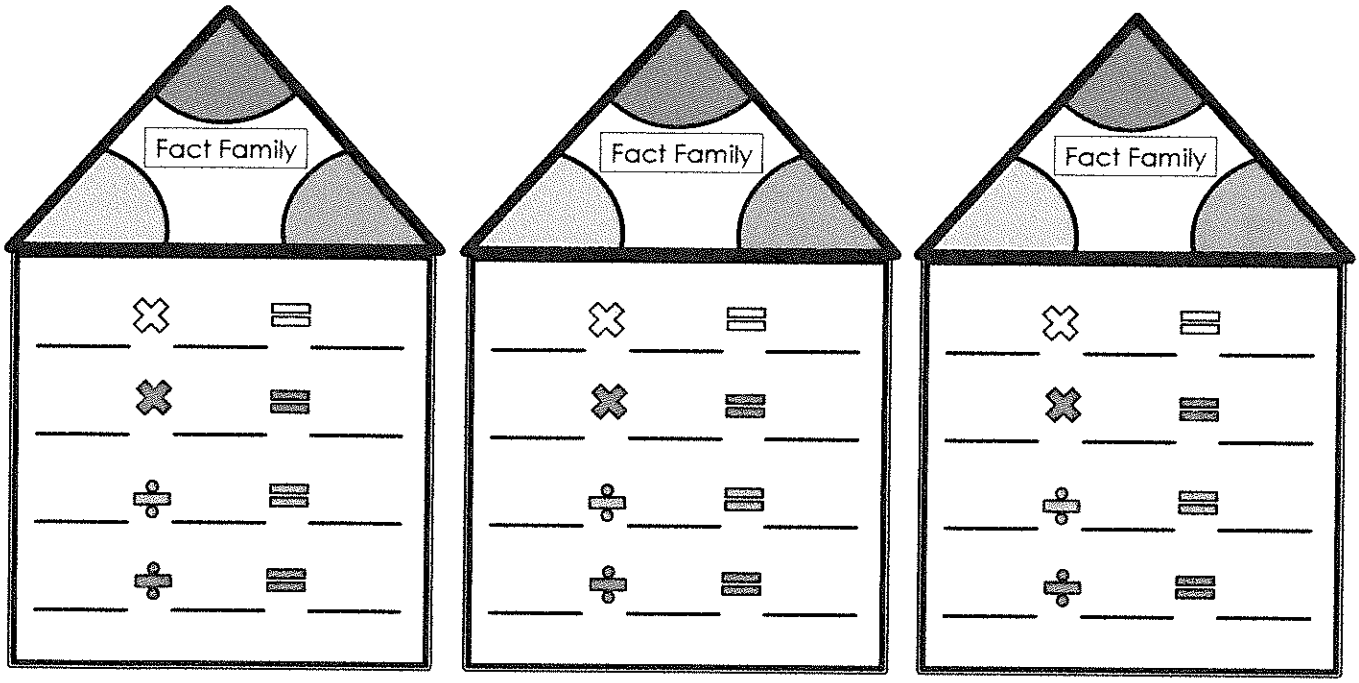
m

Name: _____ **Date:** _____

Fact Families- Multiplication/Division

Roll the dice and write in the triangle the 2 numbers. Multiply to get the 3rd number and write the result in the triangle. Write the complete fact family in the space provided.





Name _____

Grammar 2.2.1

Singular Possessive Nouns

A **singular possessive** noun shows ownership of an object by one person or thing.
Adding an *apostrophe* and an *s* to a singular noun makes it possessive.

The **dog's** tail is wagging. (*dog's* is the singular possessive noun)
The **student's** homework is finished. (*student's* is the singular possessive noun)

Identify the singular possessive noun and write it correctly with an apostrophe on the line after the sentence.

1. My friends grandpa is a famous artist. _____
2. The chairs fabric is worn. _____
3. My moms favorite food is tomato soup. _____
4. We went to the game and saw the star players trophy. _____
5. The suns rays are bright. _____
6. The houses roof is in need of repair. _____
7. The sandwichs ingredients include turkey, lettuce, and cheese. _____
8. The restaurants best dish is apple pie. _____
9. The horses stall is right next to the tack room. _____
10. The childs mother is standing in line. _____

Revisit a piece of your writing. Edit the draft to make sure possessive nouns are written correctly.

Name _____

Grammar 2.2.2

Plural Possessive Nouns

A **plural possessive** noun shows ownership by more than one person or thing.

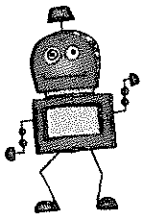
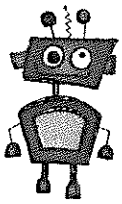
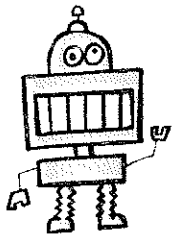
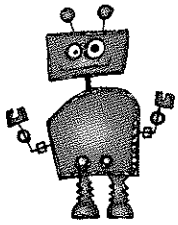
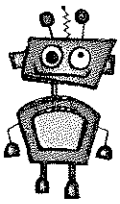
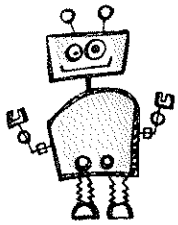
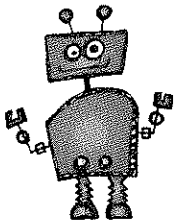
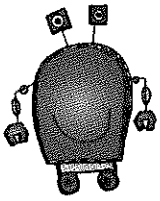
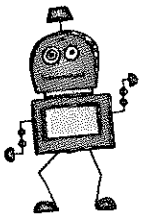
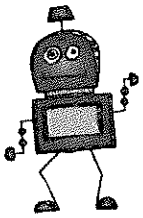
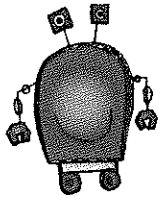
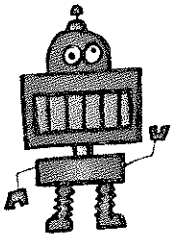
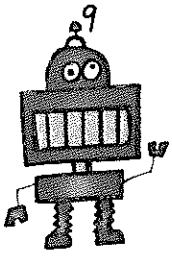
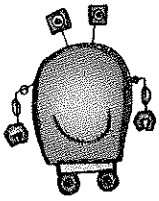
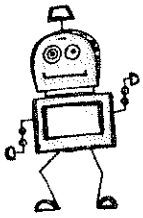
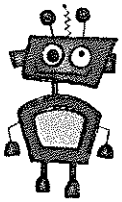
When a plural noun ends with *-s*, adding an apostrophe makes it possessive. However, for plural nouns that do not end in *-s*, such as men and children, add *-'s* to make the word possessive.

The **children's** schoolbooks were lost. (*children's* is the plural possessive noun)
The **dresses'** patterns were beautiful. (*dresses'* is the plural possessive noun)

Identify the plural possessive noun and place the apostrophe correctly in each sentence below.

1. The football players uniforms were dirty after the game. _____
2. The womens basketball team played well. _____
3. The cooks kitchens were a mess. _____
4. The mens bathroom is located down the hall. _____
5. The students computers are new. _____

Revisit a piece of your writing. Edit the draft to make sure possessive nouns are written correctly.

13 28  16 ÷ 2 18 ÷ 2	23 8  11 ÷ 1 5 ÷ 1	16 11  12 3	25 24 ÷ 2  20 1
9 19  8 12 ÷ 2	5 8 ÷ 1  10 ÷ 2 4	3 ÷ 1 5  1 ÷ 1 20 ÷ 2	2 ÷ 2 1  14 10 ÷ 1
6 24  6 ÷ 2 9 ÷ 1	4 ÷ 1 3  2 12	10 4 ÷ 2  8 ÷ 2 2	10 4  18 6 ÷ 1
9 21  22 ÷ 2 17	12 ÷ 1 11  7 26	2 ÷ 1 7 ÷ 1  7 15	6 14 ÷ 2  27 22

#6 Dividing by 1 and 2 (with pictures)

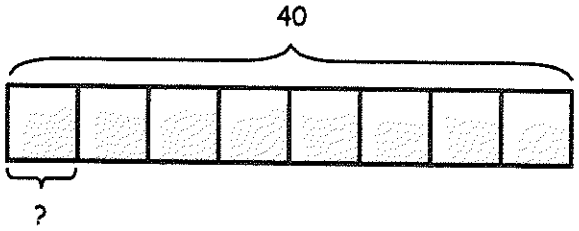
Created by Heather Whetham from HoJo's Teaching Adventures
http://www.teacherspayteachers.com/Store/Hojo

E-mail: HoJosTpTStore@yahoo.com
Follow by blog, become a fan on Facebook, or follow me on Pinterest!

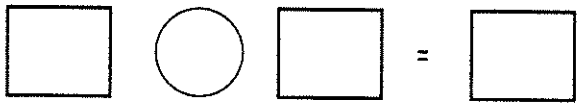
Name: _____ Date:_____

1. **Teacher Edward distributed 40 number cards equally to 8 groups of students. How many number cards did each group get?**

Fill in the math sentence to find the answer.



Solve with Math Sentence:



Each group got _____ number cards.

Name: _____ Date:_____

Solve the problem. Provide a diagram and math sentence representation in your working.

2. **Mom bought some chickens. I counted and found that there were 20 wings. If each chicken had 2 wings, how many chickens did Mom buy?**

Visual Representation

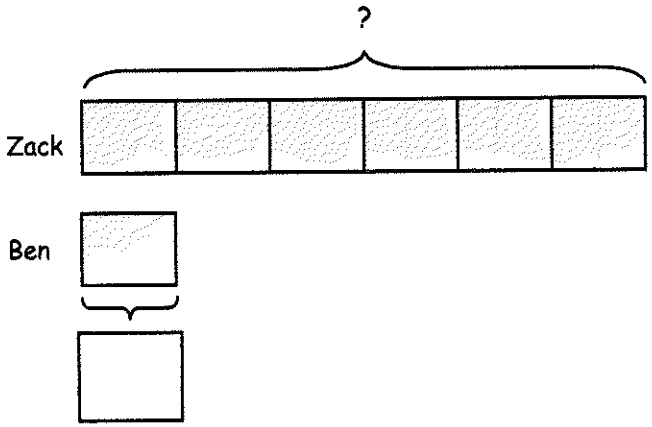
Math Sentence

Mom bought _____ chickens.

Name: _____ Date:_____

3. Ben planted 5 seeds for his science project. Zack planted 6 times as many seeds as Ben. How many seeds did Zack plant?

Fill in the boxes



Write the equation

Zack planted _____ seeds.

Name: _____ Date:_____

4. Brian bought 20 apples. He bought twice as many as Timmy. How many apples did Timmy buy?

Draw diagram

Write the equation

Timmy bought _____ apples.

Name: _____

Date: _____

On Your Own

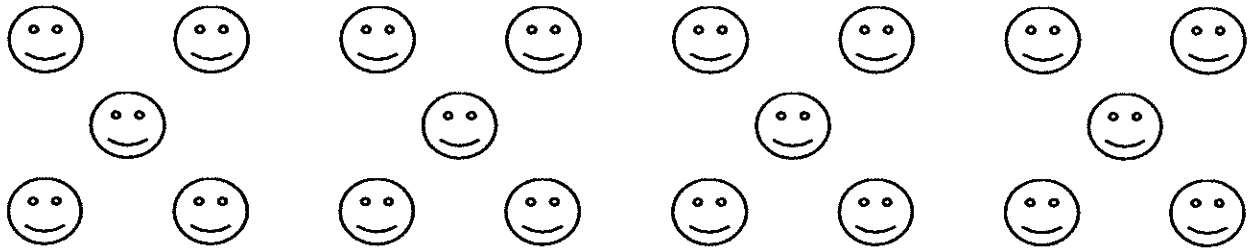
Partition the rectangle into 8 equal pieces.

Draw an **array** with four equal rows.

Write the three **related facts** for the following equation: 7 x 2 = 14

1) _____ 2) _____ 3) _____

Circle **equal groups** of 4.



Circle the **dividend** with a blue crayon, the **divisor** with a red crayon, and the **quotient** with a green crayon.

18 ÷ 3 = 6

Name _____

Grammar
2.2.3

Apostrophe Use in Possessive Nouns

A **singular possessive** noun shows ownership of an object by one person or thing. Adding an apostrophe and an *s* to a singular noun makes it possessive.

A **plural possessive** noun shows ownership by more than one person or thing.
When a plural noun ends with *-s*, adding an apostrophe makes it possessive. However, for plural nouns that do not end in *-s*, such as men and children, add *-'s* to make the word possessive.

In the phrases below, identify the possessive nouns as singular or plural and correctly place the apostrophe in each word.

1. queens crowns _____
2. carrots tops _____
3. neighbors yard _____
4. mens suits _____
5. sisters sweater _____
6. pencils erasers _____
7. plants container _____
8. bears den _____
9. kitchens oven _____
10. houses mailboxes _____

Revisit a piece of your writing. Edit the draft to make sure apostrophes with possessive nouns are written correctly.

Name _____

Grammar 2.2.4

Review Possessive Nouns

A **singular possessive** noun shows ownership of an object by one person or thing. Adding an apostrophe and an s to a singular noun makes it possessive.

A **plural possessive** noun shows ownership by more than one person or thing.
When a plural noun ends with -s, adding an apostrophe makes it possessive. However, for plural nouns that do not end in -s, such as men and children, add -'s to make the word possessive.

Rewrite the possessive nouns that are in parentheses below, and correctly place the apostrophe in each word.

1. The (students) assignments were turned in yesterday. _____
2. Her (brothers) guitar is brand new. _____
3. We will find the (problems) solutions. _____
4. We could hear many (dogs) barks last night. _____
5. The (letters) stamps were peeling off the envelopes. _____
6. This (months) water bill is due in one week. _____
7. (Bobs) car window needs to be fixed. _____
8. All the (windows) glass was broken from the storm. _____
9. The (witnesss) testimony helped put the criminal in jail. _____
10. The computers keyboard was damaged. _____

Revisit a piece of your writing. Edit the draft to make sure possessive nouns are written correctly.

MODULE 1
WEEK 2

THE SPACE FLIGHT SIMULATOR

by Justin Shipley

Characters: Jen, Kristen, Rachel, Phil—Director of the Observatory, Mingling Students

SCENE I

Setting: Outside the space flight simulator at the Centerville Space Observatory in a crowd of students.

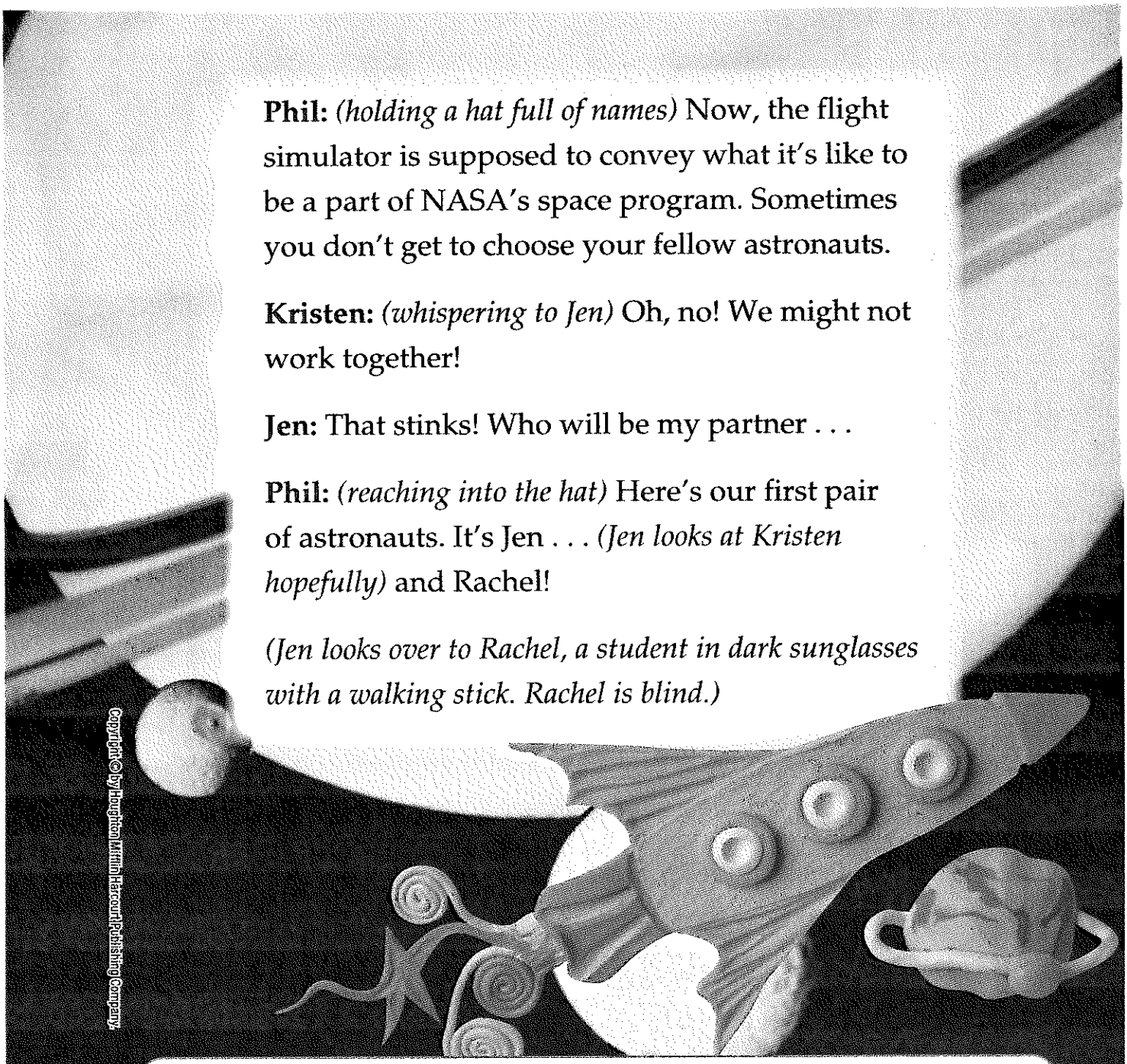
Phil: *(enters)* Hello, everybody! We hope you're ready for today's flight-simulator competition. The winners will be going to Space Camp.

Jen: *(squeezes best friend Kristen's arm)* Space Camp! Did you hear that, Kristen? We have to win!

READ & RESPOND

Characters

Who is the main character likely to be? What makes you think so?



Phil: *(holding a hat full of names)* Now, the flight simulator is supposed to convey what it's like to be a part of NASA's space program. Sometimes you don't get to choose your fellow astronauts.

Kristen: *(whispering to Jen)* Oh, no! We might not work together!

Jen: That stinks! Who will be my partner . . .

Phil: *(reaching into the hat)* Here's our first pair of astronauts. It's Jen . . . *(Jen looks at Kristen hopefully)* and Rachel!

(Jen looks over to Rachel, a student in dark sunglasses with a walking stick. Rachel is blind.)

READ & RESPOND

Characters

What do you learn about Rachel on this page?

(Phil announces the last pair.)

Jen: *(walks over to Rachel)* Hey, Rachel.

Rachel: Hey, Jen! I guess we'll be flying together today, huh?

Jen: Guess so.

Rachel: Is something wrong, Jen?

Jen: Nothing. I mean, I just really wanted to win.

Rachel: Why can't we win? We haven't even started!

Jen: Well, it's just that . . . how are we supposed to win if you can't see the simulation?

READ & RESPOND

Characters

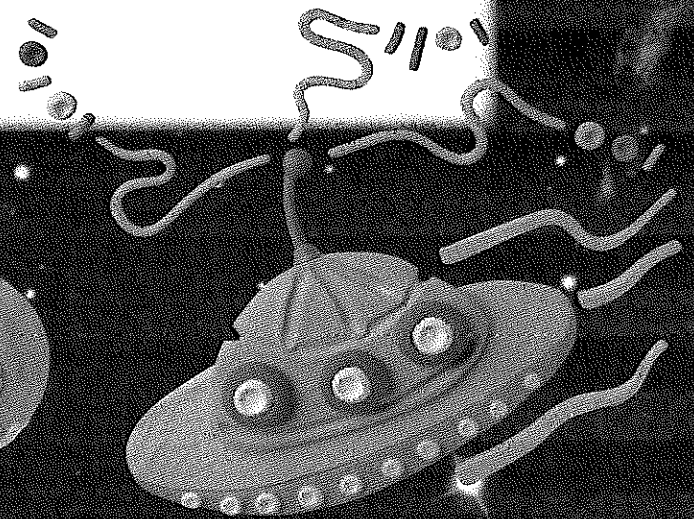
How might Rachel help Jen in the simulation other than by using her sense of sight?

Rachel: There's more to a simulation than just sight, Jen. Astronauts use all five senses.

Phil: *(calls out)* Okay, Jen and Rachel! *(explains)* During the simulation you'll receive an emergency broadcast. Now don't be alarmed, but just like on real missions, the broadcast might get distorted. You'll have to use your best judgment to complete the mission.

Rachel: Don't worry, Jen. We'll win!

Jen: *(doubtful)* I hope so.



READ & RESPOND

Characters

At the end of Scene I, does Jen think she and Rachel will win the competition? How do you know?

SCENE II

Setting: In the cockpit of the space flight simulator.

Rachel: Hey, we'll be great as long as we work together, okay?

Jen: You're right. I'm in! Set the boosters to full. It's the second button on your right.

Rachel: *(feels the buttons and presses one)* Got it!

Phil: *(speaking on a video screen inside the simulator)* Emergency! . . . must refuel! Head to the Space Station . . . on . . . quadrant . . . sector . . .

Jen: *(panicked)* Rachel, I can't understand what he's saying! I don't know where to refuel!

READ & RESPOND

Characters

How are Jen and Rachel working together on this page?

Rachel: *(listens intently)* Shhh . . . quiet! Let me listen! *(after a moment)* Quadrant six, sector two!

Jen: Are you sure?

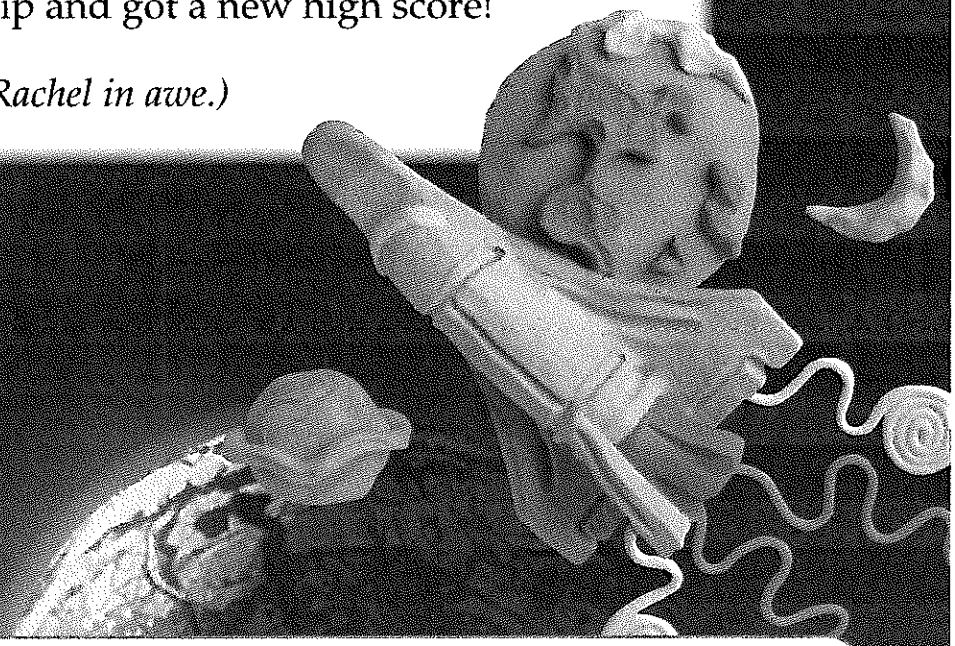
Rachel: Positive!

Jen: Heading to quadrant six, sector two!

(Jen punches in the coordinates.)

Phil: *(on screen)* Congratulations, astronauts, you saved the ship and got a new high score!

(Jen looks at Rachel in awe.)



READ & RESPOND

Characters

What does Rachel do that makes Jen feel awe toward her?

SCENE III

Setting: Outside the space flight simulator.

Jen: *(loudly, to be heard over cheering students)* Rachel, how did you know where to refuel? I couldn't understand the message at all!

Rachel: *(loudly)* I spend so much of my life listening, I just knew what the message meant!

Jen: I'm sorry I ever doubted you, Rachel. I would never have known where to refuel without your extraordinary sense of hearing.

Rachel: I couldn't have done it without you.

Jen: Space Camp, here we come!

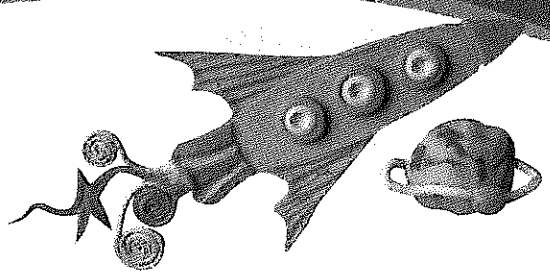
(Fade lights.)

READ & RESPOND

Characters

How do Jen's feelings about Rachel and her abilities change at the end of the play?

Reread and Respond



1 How does Jen feel when she finds out Rachel is her partner? How do you know?

Hint

For a clue, see page 12.

2 In Scene II, is Phil inside the cockpit with Rachel and Jen? How do you know?

Hint

For a clue, see page 14.

3 What is the most exciting part of the play?

Hint

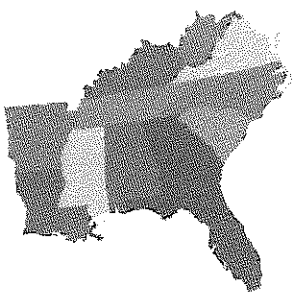
Think about what happens on pages 14 and 15.

4 How do you know Rachel's hearing is extraordinary?

Hint

For clues, see pages 15 and 16.

What I Know	What I Want to know.	What I Learned



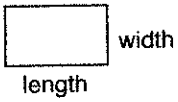
Name _____

Reteaching 21

• Triangles, Rectangles, Squares, and Circles

• **Triangle** → 3 sides

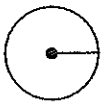
Rectangle → 4 sides



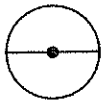
Square → a rectangle with 4 **equal** sides

• Measures of a **circle**:

Radius = $\frac{1}{2}$ × diameter

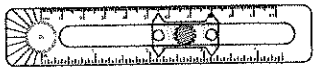


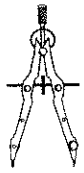
Diameter = 2 × radius



• To draw circles, we can use a tool called a **compass**.

Here are two types of compasses:





Practice:

1. Draw a triangle with no sides that are the same length.

2. Draw a rectangle that is about three times as long as it is wide.

3. Use a compass to draw a circle with a diameter of 2 inches.

4. Draw a square that has sides 2 inches long.

• Lines, Segments, Rays, and Angles

- A **line** extends in opposite directions with no end. Arrowheads show that it continues in both directions.

line

- A line **segment** is part of a line. It has **endpoints**, not arrowheads.

segment

- A **ray** begins at a point and continues in one direction without end. It has one arrowhead.

ray

- **Parallel** lines or segments never cross.
- When lines or segments cross, we say they **intersect**.
- Intersecting lines or segments that form "square corners" are **perpendicular**.

Types of Lines

Parallel Lines			Parallel Segments			Intersecting Perpendicular		Intersecting Oblique	
Horizontal	Vertical	Oblique	Horizontal	Vertical	Oblique	Lines	Segments	Lines	Segments

- **Angles** are formed where lines or segments intersect or where two or more rays or segments begin.

Types of Angles

Obtuse Acute Right Straight

Practice:

1. Draw two segments that intersect and are perpendicular.

2. Draw a ray.

3. Describe something in the real world that can represent a pair of parallel lines.

Multiply & Divide by 5 Maze

Name: _____

5 x 5	15	5 x 10	10	**Start:** 2 x 5	25	60 ÷ 5	12	8 x 5
30		50		20		11		40
5 x 4	30	6 x 5	60	**End**	45	5 x 9	20	20 ÷ 5
20		6		25		8		5
45 ÷ 5	8	25 ÷ 5	20	5 x 4	30	40 ÷ 5	60	12 x 5
9		8		6		7		11
20 ÷ 5	4	7 x 5	30	11 x 5	55	15 ÷ 5	4	55 ÷ 5
5		35		2		3		7
50 ÷ 5	9	30 ÷ 5	6	10 ÷ 5	8	5 x 5	20	35 ÷ 5
8		30		11		25		40
10 x 5	50	5 x 6	25	55 ÷ 5	10	60 ÷ 5	12	8 x 5

Th

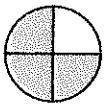
Name _____ Reteaching 22

- **Naming Fractions**
- **Adding Dollars and Cents**

Naming Fractions

- To find the fraction of a shape that is shaded:
  1. Count the number of shaded parts. → top number
  2. Count the total number of parts. → bottom number

Example:



$$\frac{\text{parts shaded}}{\text{total number of parts}} \qquad \frac{3}{4} \qquad \frac{\textbf{numerator} \text{ (top number)}}{\textbf{denominator} \text{ (bottom number)}}$$

 $\frac{1}{3}$ one third

 $\frac{1}{4}$ one fourth

 $\frac{1}{10}$ one tenth

 $\frac{3}{5}$ three fifths

 $\frac{5}{6}$ five sixths

 $\frac{7}{8}$ seven eighths

Adding Dollars and Cents

- To add dollars and cents, start with pennies.

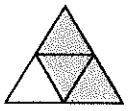
Example: 1. Add pennies.
2. Add dimes.
3. Add dollars.

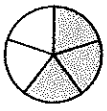
```
  1 1
 $3.56   Line up the
+$3.54   decimal points.
------
 $7.10
```

- Remember to write the dollar sign and decimal point in the sum.

Practice:

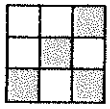
What fraction of each shape is shaded?

1.  _____

2.  _____

3.  _____

4.  _____

5.  _____

6.  _____

7. $1.25 + $2.68

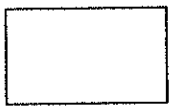
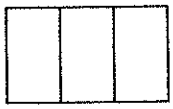
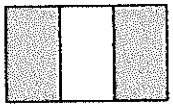
8. $4.74 + $3.96

Name _____ Reteaching 26

• Drawing Pictures of Fractions

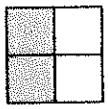
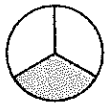
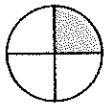
- To draw a picture of a fraction:
  1. Draw the figure.
  2. Divide into **equal parts.**
  3. Shade the correct number of parts.

Examples:

$\frac{2}{3}$ →  →  → 

Rectangle 3 equal parts 2 parts shaded

Other examples:

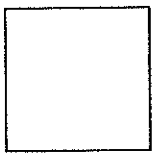
  

$\frac{1}{2}$ $\frac{1}{3}$ $\frac{1}{4}$

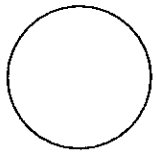
- To divide a circle into equal **thirds:**
  1. Draw a dot in the center.  These are not equal parts: 
  2. Make a "Y" from the dot. 

Practice:

1. Shade one fourth of the square.

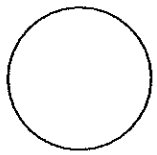


2. Shade two thirds of the circle.



3. Shade two fifths of the rectangle.

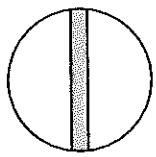
4. Shade three fourths of the circle.



5. Is one fifth of this circle shaded? _____

Why or why not? _____

_____



Th

Name _____

Grammar
2.2.5

Connect to Writing: Using Possessive Nouns

Read the selection and choose the best answer to each question.
Read the following paragraph about being at school. Look for any revisions that should be made. Then answer the questions that follow.

(1) On Monday, Sarahs project was due. (2) She had to present her project to the class. (3) Marks project was not done. (4) He had to stay in at lunch to finish his project.

1. What change should be made in sentence 1?

A. "Sarahs" should have an apostrophe *s* – *Sarah's.*
B. Sentence 1 should end with a question mark.
C. Sentence 1 should end with an exclamation point.
D. Make no changes.

2. What change should be made in sentence 3?

A. The sentence should be written with a question mark.
B. "Marks" should have an apostrophe *s* – *Mark's.*
C. Sentence 3 should end with an exclamation point.
D. Make no changes.

Write about an important project or presentation you gave in school. Be sure to include proper punctuation when using possessive nouns.

_____

_____

_____

_____

Th

Name _____

Baseline Test

Intermediate 4

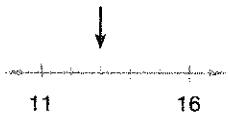
1. 7 + 8 equals

A. 8 **B.** 16 **C.** 15 **D.** 64

2. 12 − 5 equals

A. 2 **B.** 5 **C.** 7 **D.** 17

3. The arrow is pointing to



A. 12 **B.** 8 **C.** 11 **D.** 13

4. What is the next number in this counting sequence?
5, 10, 15, 20, __, ...

A. 5 **B.** 25 **C.** 30 **D.** 35

5. 25 + 10 equals

A. 15 **B.** 30 **C.** 35 **D.** 26

6. 37 is closest to

A. 30 **B.** 40 **C.** 50 **D.** 60

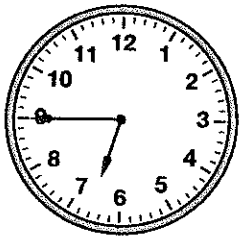
7. Which of these numbers is greatest?

A. 324 **B.** 423 **C.** 234 **D.** 432

38. A square tile has sides 4 inches long. What is the area of the tile?

A. 8 sq. inches **B.** 16 sq. inches **C.** 20 sq. inches **D.** 12 sq. inches

39. What time is shown by this clock?



A. 6:45 **B.** 7:15 **C.** 7:45 **D.** 6:15

40. $1.25 + $2.35 equals

A. $1.15 **B.** $3.06 **C.** $3.50 **D.** $3.60

41. 6 × 3 equals

A. 5 × 5 **B.** 2 × 9 **C.** 6 × 4 **D.** 2 × 10

42. 14 × 2 equals

A. 142 **B.** 28 **C.** 24 **D.** 42

43. The pint of milk cost $0.63. Jim paid $1.00. How much money should Jim get back?

A. $0.47 **B.** $0.37 **C.** $0.43 **D.** $1.63

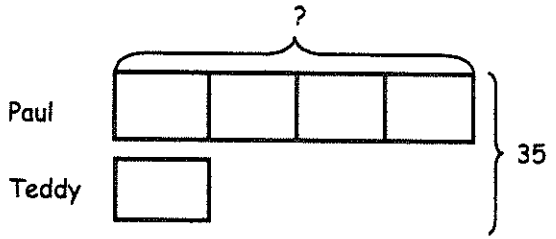
44. 4 × 20 equals

A. 24 **B.** 420 **C.** 80 **D.** 240

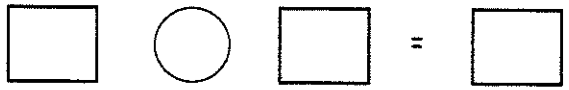
Name: _____ Date:_____

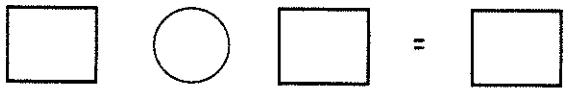
5. Paul and Teddy have a total of 35 stamps. Paul has four times as many stamps as Teddy. How many stamps does Paul have?

Fill in the math sentence to find the answer.



Solve with Math Sentence:





Paul has _____ stamps.

Name: _____ Date:_____

6. Sam has 24 comics. He has 3 times as many comics as Norman.
   a) How many comics does Norman have?
   b) How many more comics does Sam have than Norman?

Draw diagram.

Solve with Math Sentence:

a) Norman has _____ comics.

b) Sam has _____ more comics than Norman.

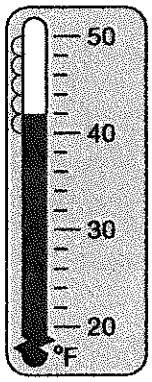
FBM 11-23

Name _____ Reteaching 18

• Temperature

- A **scale** is a type of number line often used for measuring. Scales are found on rulers, gauges, thermometers, speedometers, and many other instruments.
- We use a thermometer to measure **temperature**. Temperature is usually measured in **degrees Fahrenheit (°F)** or in **degrees Celsius (°C)**.
- To read the temperature on a thermometer, try different skip counts to find the interval. On a thermometer, **tick marks** are often two degrees apart.

Example: What temperature is shown by this thermometer?

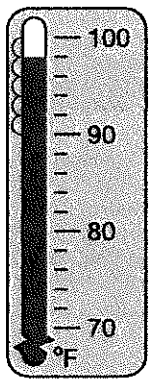


First, find the interval. Counting by 2s matches the marking on the scale.

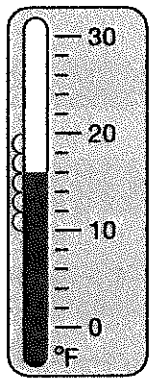
Count up by 2s. The temperature is 42°F.

Practice:

What measurement is shown on each of these scales? Remember to write the units.

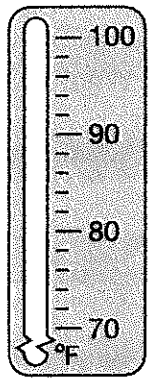
1. 

_____

2. 

_____

3. Jeremy reads the thermometer at 8:00 a.m. and records a temperature of 68°F. At 9:00 a.m., the temperature is 14° warmer. Shade in the thermometer to show the temperature at 9:00 a.m.



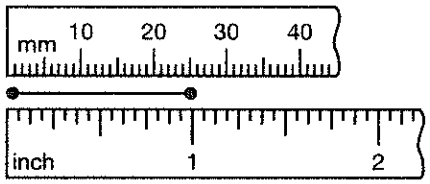
Units of Length and Perimeter

- Two systems of units are used to measure length:

U.S. Customary
Some of the units in this system are inches, feet, yards, and miles.

Metric
Some of the units in this system are millimeters, centimeters, meters, and kilometers.

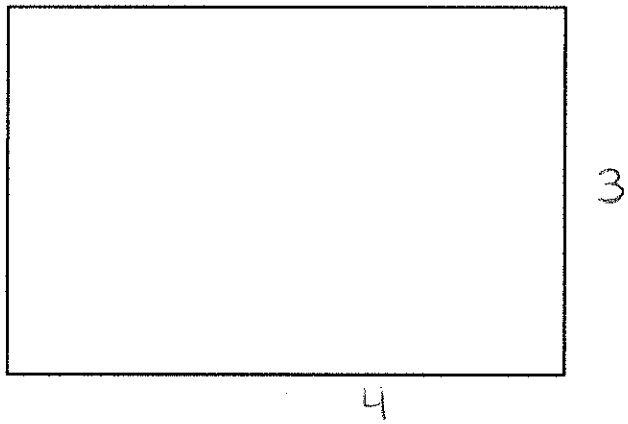
Example: This line segment measures 25 mm on a metric ruler and about 1 inch on a customary ruler.



- Perimeter is the distance around a shape.
- Add all sides $P = l + w + l + w$

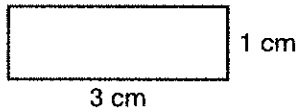
Practice:

1. Using your ruler, how many inches long and wide is this rectangle below?



2. What is the perimeter of this rectangle?

3. What is the perimeter of this rectangle?



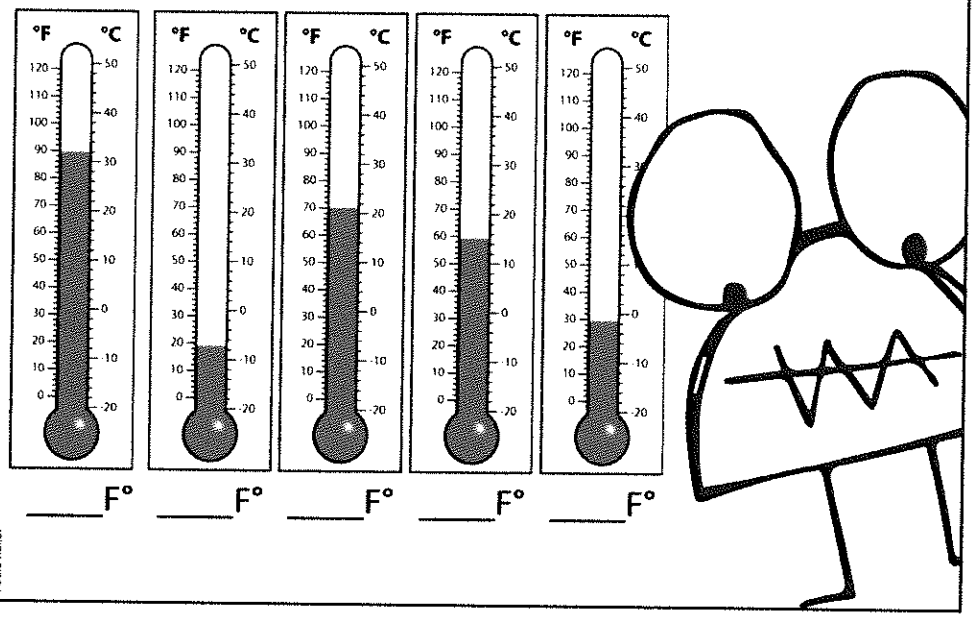
4. What is the perimeter of a square that has sides 5 inches long?

Name_____

MEASURING temperature

We use a **thermometer** to measure temperature.

What is the temperature in **FAHRENHEIT** on these thermometers?



_____F° _____F° _____F° _____F° _____F°

Paula Keller

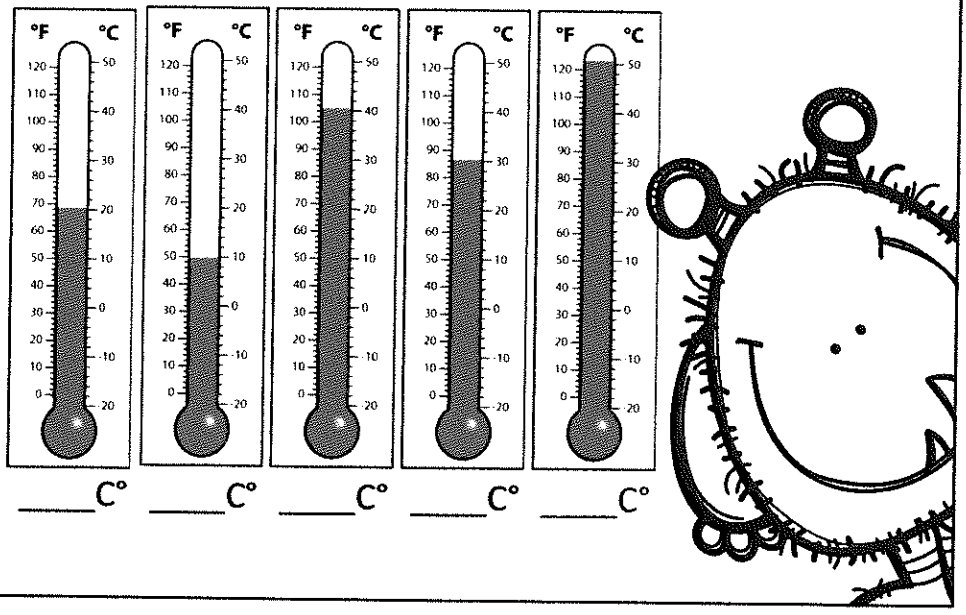
19

Name_____

MEASURING temperature

We use a **thermometer** to measure temperature.

What is the temperature in **Celcius** on these thermometers?



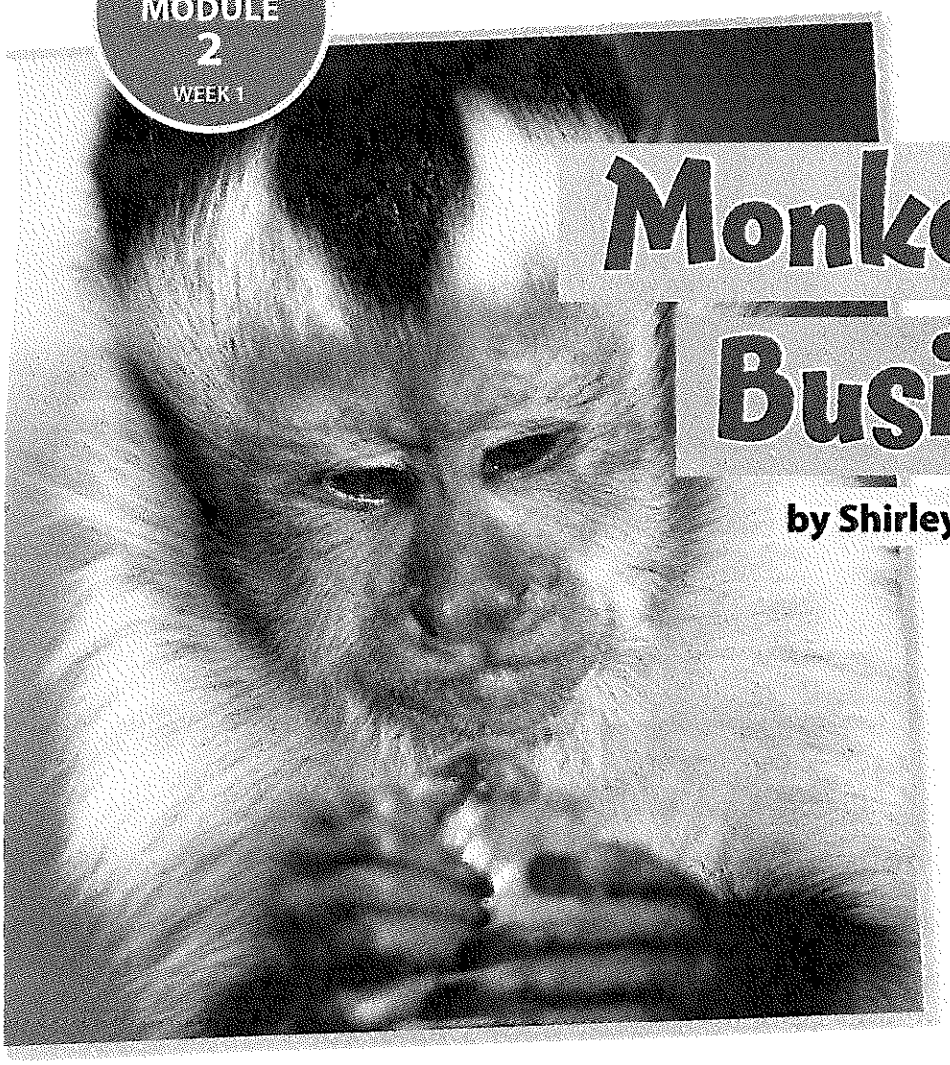
_____C° _____C° _____C° _____C° _____C°

Paula Keller

20

M 11-23

MODULE 2
WEEK 1



Monkey Business

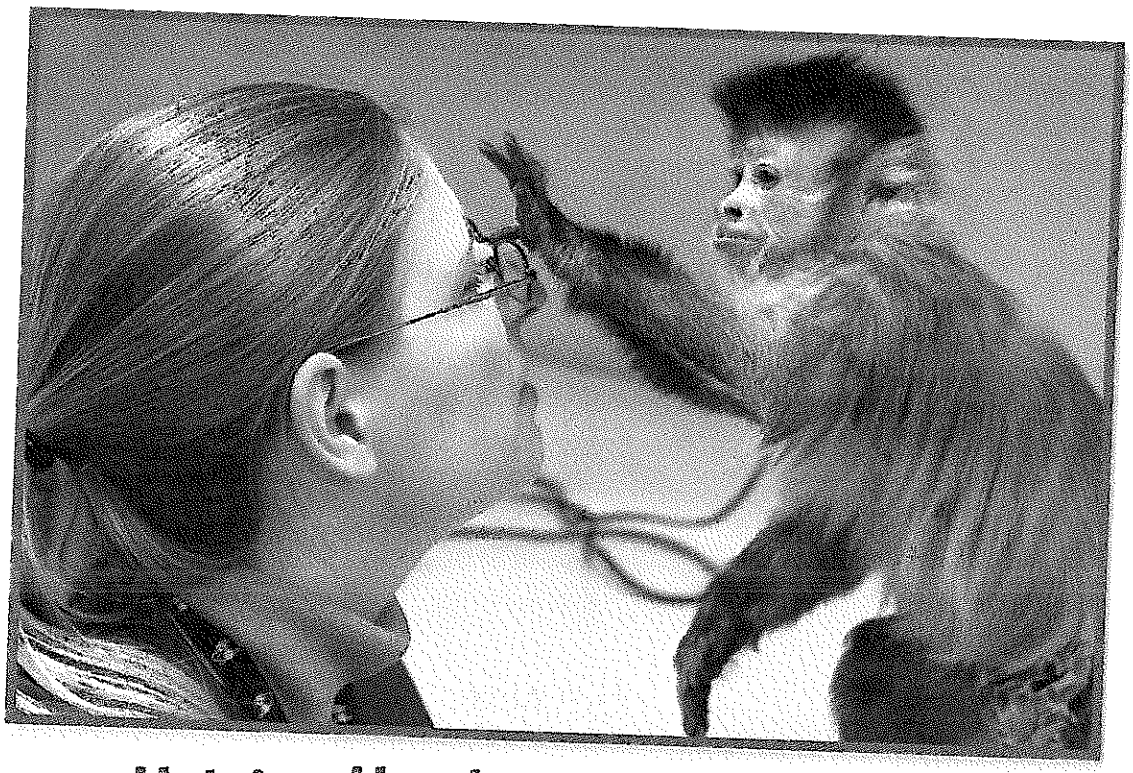
by Shirley Granahan

What do you do if you drop something? You pick it up. What if you could not pick it up yourself? Who would give you a helping hand? Sometimes a monkey can help!

READ & RESPOND

Central Idea

Look at the title of this text. What do you think it will be about?



Helping Hands

Some people are not able to move their arms or legs. Some monkeys can learn to help. They can pick up things. They can open doors. They can turn lights on and off. They can even feed a person!

A tiny capuchin monkey makes a good helper. It can sit up on a person's shoulder. It can get into very small places. So it easily performs many jobs for people who need help.

READ & RESPOND

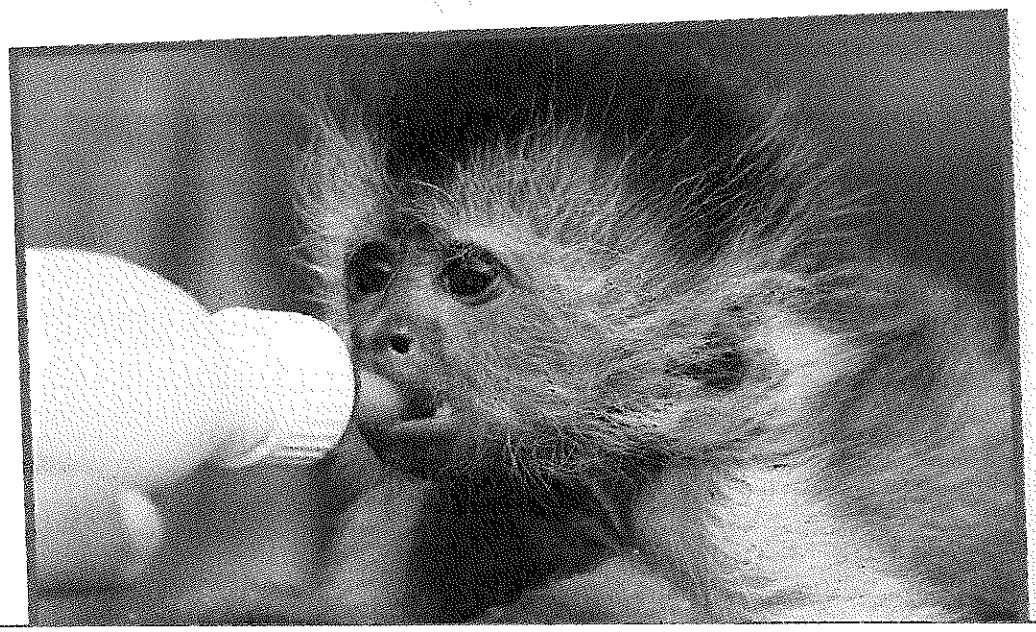
Text Structure

How can a monkey help people?

Growing up with Humans

How does a monkey learn to help people? First, it must get used to living with people. So when a monkey is two months old, it moves into a home with a human foster family.

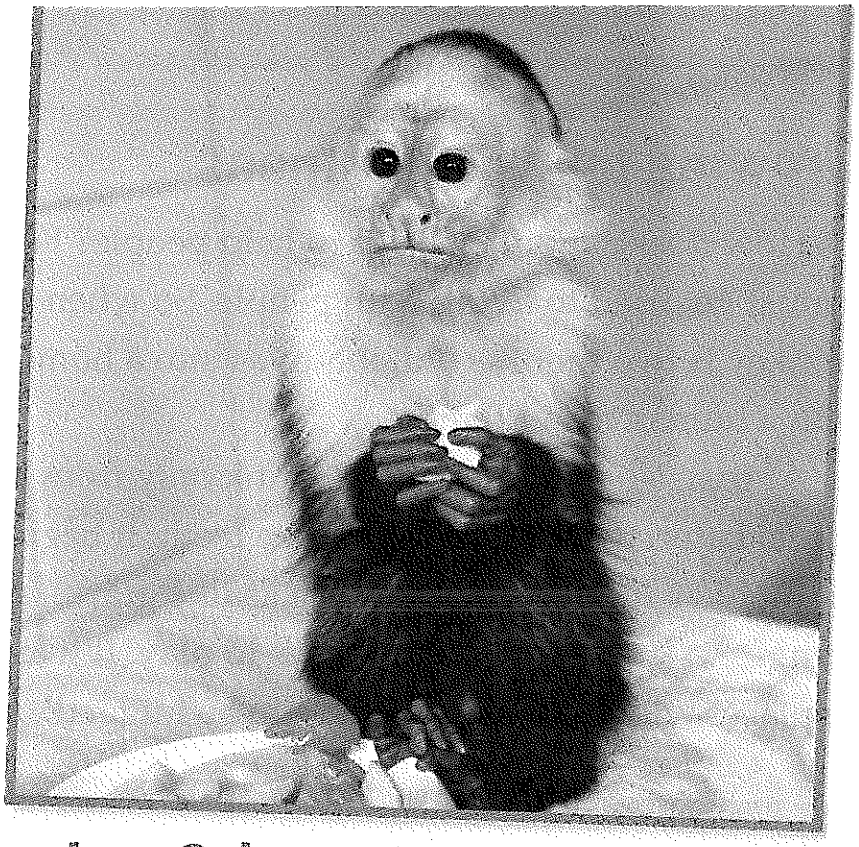
At first, a baby monkey can drink only from a bottle. Later, the baby monkey gets teeth. It begins to eat monkey food. It also gets snacks like grapes and oranges. A growing monkey loves to play. It likes to go places with the family. It likes to be hugged!



READ & RESPOND

Text Structure

What is the first thing a monkey must do before becoming a helper?



Monkey School

The monkey lives with its foster family for about four years. Then it's time for school!

People teach the monkeys to follow orders. Some monkeys learn fast. Others may need more time. The teachers work patiently with each animal.

The monkeys work hard at school. They also have time to monkey around and have fun!

READ & RESPOND

Text Structure

Where do the monkeys go after leaving their foster family?

Monkeys can learn to bring things to people. The teacher points a special light stick. A dot of red light shines on something. The monkey must get the thing and bring it back.

If the monkey does a good job, the teacher will reward it with a yummy treat! Soon the monkey learns to spot the dot every time. The furry helper brings the object back—even without getting a treat!

READ & RESPOND

Text Structure

What does the monkey have to do before it is rewarded?

_____

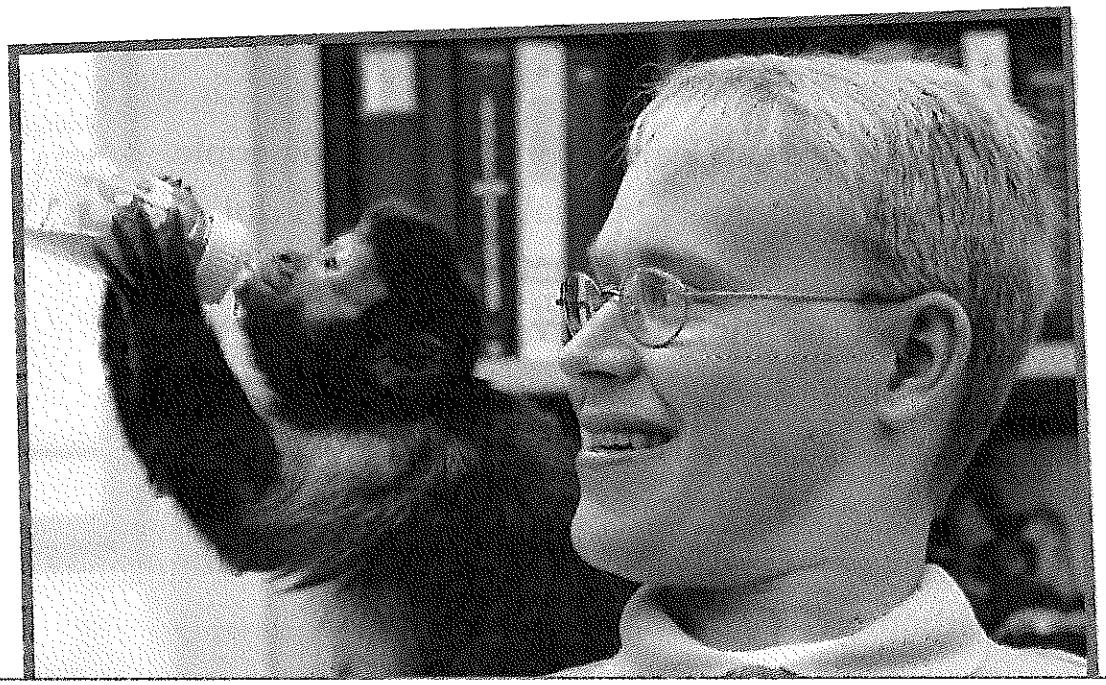
_____

_____

Off to Work

Now the teacher takes the monkey to its new home. The monkey and its owner learn to work together.

The monkey does many things to make life easier for the person. The person feeds and cares for the furry friend. The person has confidence that the monkey will always be there to help. The monkey has someone to hug for many years.



READ & RESPOND

Central Idea

Describe the relationship between a monkey and its owner.

Tiny Helpers

An Important Digit

Most animals don't have thumbs. Monkeys do! Thumbs help monkeys do many tasks. A monkey can even open a bottle.

Monkeys, Big and Small

Capuchin monkeys are very small. Some other monkeys are big. Mandrills are the biggest monkeys of all. They are not used for helping people.

Tasks a Monkey Can Do

- comb someone's hair
- put a straw in a drink
- put a CD in a player
- dial 911 on the phone

READ & RESPOND

Central Idea

Write three ways a monkey can help someone.

_____

_____

_____

Reread and Respond

1. **Why do some people need monkeys?**

_____

_____

_____

Hint

For a clue, see page 27.

2. **Where does a monkey live before it goes to school?**

_____

_____

_____

Hint

For a clue, see page 28.

3. **What happens to a monkey after it has lived with its foster family for four years?**

_____

_____

_____

Hint

For a clue, see page 29.

4. **What other jobs do you think a monkey might do to help people?**

_____

_____

_____

Hint

Think about times that you could use a helping hand!

Name _____ *The Doorbell Rang* by Pat Hutchins

total number of cookies (dividend)	number of plates at the table (divisor)	division problem	illustration	number of cookies each (quotient)

The Doorbell Rang activity plates

each student needs 2 pages