

The Chocolate Touch Packet



- Includes worksheets for each chapter reviewing content and vocabulary.
 - Includes final comprehensive study guide and test.
- Answer keys included for all activities and assessments.

Name: _____

Date: _____

Chocolate Touch

Chapter 2 Questions



Match the vocabulary words from chapter 2 in the blanks below. The words in bold help give definitions to the matching words in the word bank.

Word Bank:

grasping	absentmindedly	sensible	beckoning	heartily	encountered
route	hastily	tonic	gleaming	assured	

1. John went to Susan's house using a different _____, or **path**.
2. John didn't want to lose his new coin, so he was _____, or **holding** it tightly in his hand.
3. John almost didn't notice the coin because he was walking _____ and **not really paying attention**.
4. He saw the coin because it was barely _____ and **shining**.
5. John went in the candy store when he saw the worker _____ or **pointing** for him to come inside.
6. The man **nicely** or _____ told John to come in to the store.
7. John _____ or **quickly** told the man his mom would let him have the chocolate.
8. The storekeeper _____ and **convinced** John he really could get the chocolate.
9. John thought it would be **smart** and _____ to come in his house quietly with the chocolate so his parents wouldn't notice.
10. John has to take _____, **medicine** so that he can get healthier.
11. The chocolate was the best John had ever **experienced** or _____.

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Chapter 3 Questions

Answer in complete sentences.

1. What unusual thing happened to John when he was in the bathroom the next morning?

2. How did John's sister, Mary, and his mom react when he told them about what happened in the bathroom?

3. If you could have your food taste like one thing only, what would you choose? Do you think you would ever get sick of it?

4. What do you think is causing everything John eats to turn to chocolate?

5. Do you think rewarding John for eating his breakfast and lunch is a good idea? Why or why not?

6. Why is Mrs. Midas surprised that John finished all of his orange juice?

Name: _____

Date: _____

Chocolate Touch

Chapter 4 Questions

Fill in the cause and effect boxes below. Remember, a “cause” is something that happens first. The “effect” is what happens next, as a result.

CAUSE		EFFECT
John bites his glove because he is thinking hard.	→	
John tells Spider his glove tastes like chocolate.	→	
	→	Susan is angry at John.

Match the vocabulary words to their synonyms by writing the correct letters in the blanks. You can use your book to help you find the words in the chapter by looking at the page numbers listed below.

1. _____ devouring (p. 29)

2. _____ sneered (p. 29)

3. _____ slyest (p. 29)

4. _____ pleased (p. 29)

5. _____ contentedly (p. 30)

6. _____ snatched (p. 30)

a. sneakiest

b. happily

c. eating quickly

d. grabbed

e. smiled meanly

f. satisfied





Try to explain in your own words what the following vocabulary words from chapter 1 mean in the sentences below.

9. Miss Plimsole sat at her high desk, blinking her eyes as she surveyed the room.

I think "surveyed" means: _____

10. Then she opened a little drawer in her desk and pulled out a spectacles case, from which she took her reading glasses.

I think "spectacles" means: _____

11. John gratefully slipped out of the room and walked quickly down the quiet corridor to a water fountain.

I think "corridor" means: _____

12. When John finally got back to his classroom, all the other pupils were bent over their tables.

I think "pupils" means: _____

Name: _____

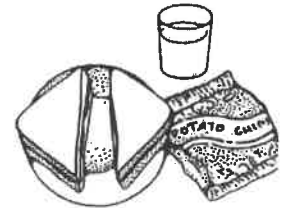
Date: _____

Chocolate Touch

Chapter 7 Questions

Circle the letter next to the correct answer.

1. Why is John jealous of the other kids in the lunchroom?
 - a. His mom didn't pack him a very good lunch.
 - b. He forgot his lunch money and can't get lunch.
 - c. He wishes he could taste food normally too.
 - d. He spilled his food out of his lunch box and can't eat it now.
2. What idea does John have to solve his problem?
 - a. He will try eating chocolate and see if it taste like another food.
 - b. He will try eating differently.
 - c. He will say a prayer for it to stop.
 - d. He will ask his teacher what he should do.
3. What food does John usually love at lunch, but doesn't want to eat today?
 - a. chocolate milk
 - b. candy bar
 - c. brownie
 - d. chocolate pie



Answer in complete sentences.

4. Would John's mom be happy with his choices of lunch food that day? Why or why not?

5. What happened when John tried to eat his food differently? Did it work?

6. How does John know his problem is getting worse?

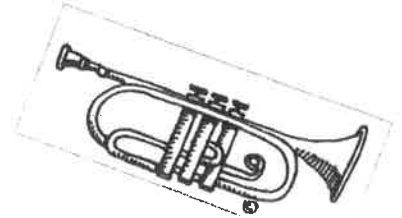
Name: _____ a handle _____ a point _____ a round part _____ a metal
Date: _____

Chocolate Touch

Chapter 8 Questions

Number the following events in order, using numbers 1-5.

- _____ John's trumpet turns into chocolate.
- _____ The orchestra laughed.
- _____ Mrs. Quaver tells John she is glad he isn't absent.
- _____ John feels confident about playing his solo because he practiced hard.
- _____ John ran out of the orchestra room.



6. What is the setting for most of chapter 8?

7. What would you have done if you had been John when the trumpet turned to chocolate?

Draw a line to match the vocabulary words from chapter 8 to their meanings. You can use your book to help you find the words in the chapter by looking at the page numbers listed. (Page numbers may vary, depending on the version of the book used.)

Group A

- 8. lively (p. 57)
- 9. recall (p. 56)
- 10. nimbly (p. 56)
- 11. distributed (p. 54)
- 12. promptly (p. 56)

Group B

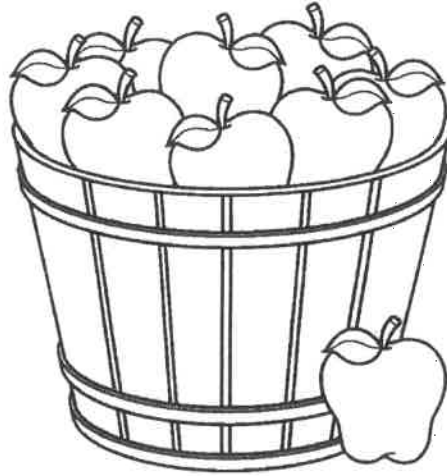
- 13. romping (p. 57)
- 14. properly (p. 57)
- 15. rapped (p. 57)
- 16. poised (p. 57)

Group A

- passed out
- cheerfully
- quickly
- like an expert
- remember

Group B

- correctly
- all together
- playing
- tapped



7. "On her feet were dainty little white socks and white shoes with straps that buttoned."

I think "dainty" means: _____

26. "John reached her side and crouched down for his apple."

I think "crouched" means: _____

9. "Their faces were drenched with chocolate syrup."

I think "drenched" means: _____

10. "Chocolate syrup dripped down all over her delicate pale-pink dress."

I think "delicate" means: _____

Name: _____

Date: _____

Chocolate Touch

Chapter 11 Questions

1. What happened that made John run quickly out of his house and back to the candy store?

2. Describe what John found when he reached the candy store.

3. Who did John blame for his chocolate touch? Why?

4. Do you think John learned a lesson? If so, what lesson?

5. What kind of person can find the special money that John had found on the sidewalk?

6. Predict: Do you think the chocolate touch will happen to other kids? Why or why not?

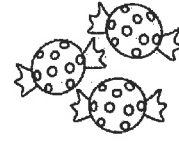
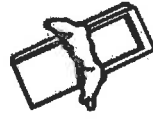
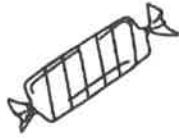
7. Use describing words to tell what John is like in chapter 11.

Name: _____

Date: _____

Chocolate Touch

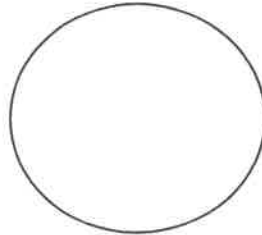
Chapter 12 Questions



1. Do you think these chocolate adventures really happened to John or was it just his imagination? Explain.

2. Think of a time when you act greedy. What could you do to practice being less selfish?

3. Design a coin to show something that you are greedy about.



4. Why did John run back out of the house?

5. Why do you think the shop disappeared?

6. Do you think John will have the same bad eating habits he used to? Will he ever eat chocolate again?

Date: _____

6. _____ John's mom gives him money for finishing his breakfast and he spends it on more chocolate.
7. _____ Susan tells John he can't go to her birthday party because he ruined her dress.
8. _____ When John's dad walks with him back to the candy store, it isn't there.
9. _____ Dr. Cranium's tonic medicine doesn't work on John.
10. _____ Only greedy kids can see the special coin and buy the chocolate.

Name: _____

Date: _____

The Chocolate Touch Test

Match the character names to their descriptions by writing the letters in the blanks.

- | | |
|------------------------|--|
| 1. _____ Cranium | a. doesn't believe main character turned toothpaste to chocolate |
| 2. _____ Susan | b. teacher who gives class a math test |
| 3. _____ John | c. steals a glove to see if it tastes like chocolate |
| 4. _____ Miss Plimsole | d. learns to think of others and not be so selfish |
| 5. _____ Mary | e. turns into chocolate |
| 6. _____ Mrs. Quaver | f. says a tonic medicine will solve the chocolate problem |
| 7. _____ Spider | g. has a birthday party |
| 8. _____ Mrs. Midas | h. music teacher |

Put these story events in order by writing numbers in the blanks, from 1-6.

9. _____ John and Susan's party outfits get dirty with chocolate.
10. _____ John tastes the most chocolately piece of chocolate he's ever had.
11. _____ John discovers a coin on the ground.
12. _____ John kisses his mother on the cheek to cheer her up about his chokolatitis.
13. _____ John runs back to the store to thank the shopkeeper for helping him.
14. _____ Susan's silver dollar coin gets ruined.

Answer the following multiple-choice questions by circling the letter next to the correct answer choice.

15. What is the first thing John does when he buys the special box of chocolate?
a. He eats a little on the way home from the store. c. He shows it to Susan.
b. He breaks off a piece to share with his sister. d. He hides it in his room.
16. What is the first thing that turned into chocolate?
a. glove c. toothpaste
b. breakfast food d. silver dollar

Answer in complete sentences.

27. Why does John have to drink big spoonfuls of medicine every night?

21. Why did Susan tell John to bite her silver dollar coin?

22. Why does John run out of music practice early?

23. How does John ruin Susan's birthday party?

31. What do you think was the most embarrassing thing that happened to John because of his magic power? Why was this the worst?

32. What valuable lesson does John learn from his experiences?

17. Why is Susan first mad at John?
- a. He ruined her party dress.
 - b. He ruined her birthday present.
 - c. He said he didn't want to go to her party.
 - d. He didn't share his chocolate with her.
18. What is the best word to describe how John felt when his lunch turned into chocolate too?
- a. excited
 - b. frustrated
 - c. nervous
 - d. proud
19. Why does John chew on his glove, turning it into chocolate?
- a. He wanted to trick Spider into chewing on it.
 - b. He was hungry.
 - c. He was curious to see if the magic would work.
 - d. He has a bad habit of chewing on things.
20. Why doesn't John finish his math test?
- a. He was distracted thinking about his new powers.
 - b. He was trying to think of a way for Susan to forgive him about the silver dollar.
 - c. His pencil turned into chocolate and he couldn't write with it.
 - d. His teacher didn't give them enough time because she's strict.
21. Which of these strange descriptions of the candy store is NOT true?
- a. The chocolate ingredients come from Asia
 - b. It sometimes disappears.
 - c. The shopkeeper already knew John's name.
 - d. It had the items that turned to chocolate in the window.

Write "true" or "false" next to each statement.

22. _____ The special coin John found on the ground has his initials on it.
23. _____ The box of special chocolate only had a small piece of chocolate inside.
24. _____ John can't finish his spelling test because his pencil turns to chocolate.
25. _____ John loves chocolate pie and always wants it at lunch, except when he has his power.
26. _____ John turns his mother into chocolate when he gives her a hug.

Put these story events in order, from 1-5.

11. _____ John runs back to thank the storekeeper for his help, but the store is gone.
12. _____ Spider tries to bite John's glove, but it doesn't taste like chocolate for him.
13. _____ John's whole breakfast turns into chocolate.
14. _____ John tries to drink from the water fountains, but they're all chocolate.
15. _____ John ruins the bobbing for apples game by turning the water into chocolate.

Answer in complete sentences.

16. After John buys his chocolate, he hides it from his parents. Why does he do this?

17. Why was John's mom surprised by his behavior at breakfast?

18. Why does Susan say John can't come to her birthday party anymore?

19. Who did John first blame for his chocolate touch? Why?

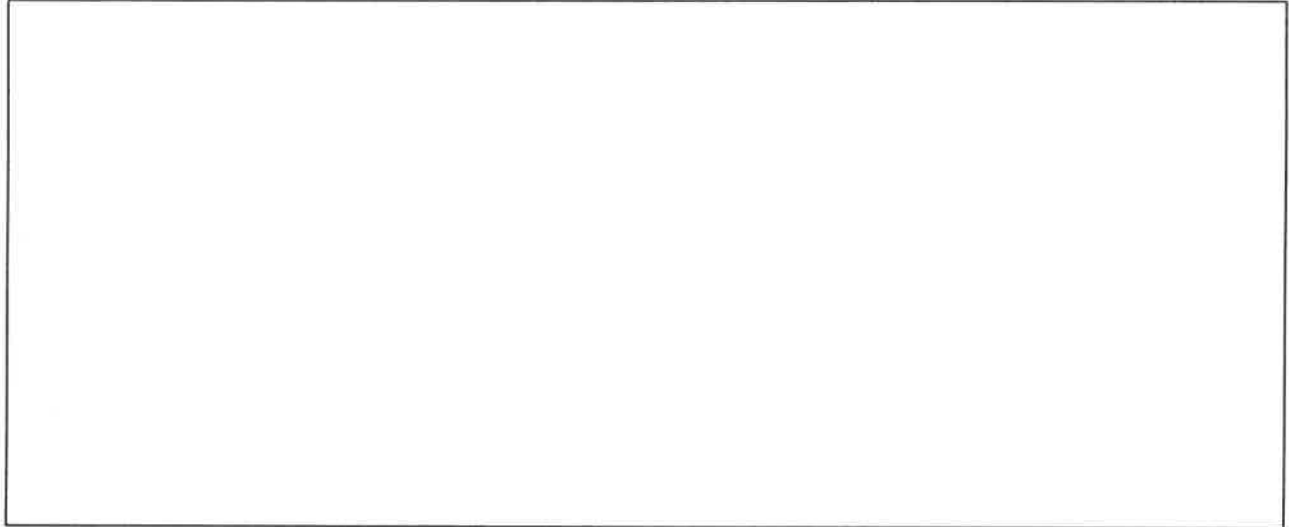
20. How do John's feelings about chocolate change from the beginning of the story to the end?

21. Do you think all of the events really happened, or do you think it was a dream? Explain.

Draw a line to match the chapter 12 vocabulary word with their meanings.

- | | |
|---------------|--------------------|
| 7. dashed | upsetting, strange |
| 8. disturbing | quickly |
| 9. briskly | ran |

10. Draw a picture of your favorite part of the book in the box below.

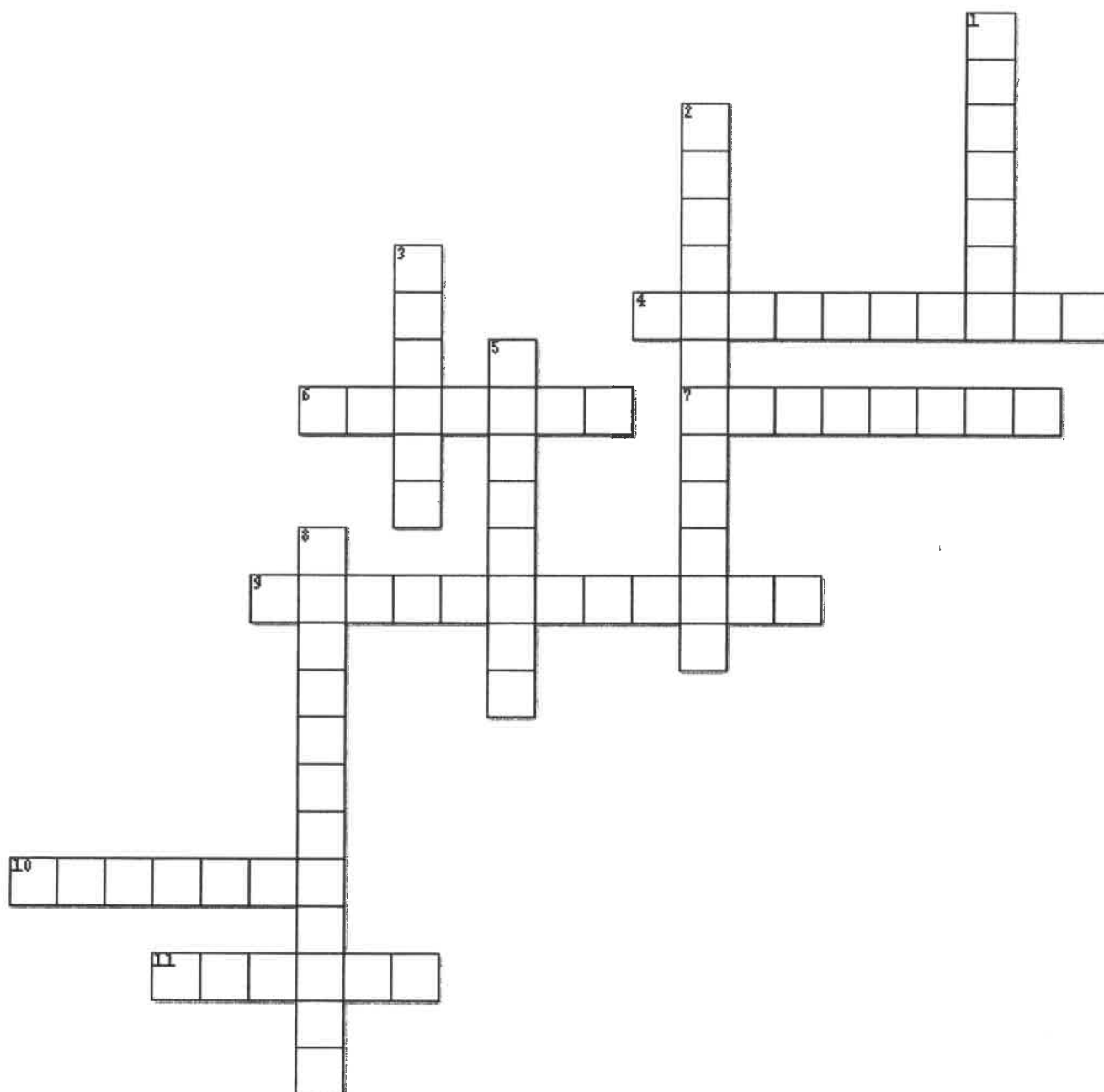


11. Why was this your favorite part?

12. Would you recommend this book to a friend? Why or why not?

Complete the crossword puzzle of vocabulary from Chapter 11 using the clues below.

Word Bank:					
satisfaction	acquire	babble	untidy	handkerchief	lifeless
chocolatitis	rubbish	abruptly	frantic	motionless	



Across

4. still, not moving
6. trash
7. to do something suddenly
9. a nice tissue
10. to be wild with excitement or fear
11. messy

Down

1. to get
2. disease John has
3. to talk quickly without making much sense
5. not alive
8. a feeling of happiness

Name: _____

Date: _____

Chocolate Touch

Chapter 10 Questions

Write "true" or "false" in the blanks next to each statement.

1. _____ John was too embarrassed about his problem and didn't want to tell his dad about it.
2. _____ When John and his dad visited the location of the candy store, it wasn't there.
3. _____ Dr. Cranium and Mr. Midas finally saw proof of John's chocolate problem.
4. _____ Dr. Cranium fixed John's problem with his special medicine.
5. _____ Dr. Cranium has seen other children with this same problem.



Match the vocabulary words from chapter 2 in the blanks below. The words in bold help give definitions to the matching words in the word bank.

<u>Word Bank:</u>		
dreadful	cheery	peered
compound	stroll	

6. When Mr. Midas saw John coming home from the party, he called to him in a **happy** or _____ voice.
7. Many **awful** and _____ things have happened to John lately, making him feel sad about his new power.
8. Mr. Midas suggests that they go and a **walk**, or _____, to find the chocolate store.
9. The doctor **looked** and _____ into John's mouth to see what was wrong.
10. Dr. Cranium gives John a special **liquid medicine** or _____.
11. What does the doctor call John's disease? _____

Name: _____

Date: _____

Chocolate Touch

Chapter 9 Questions

1. As John walked home from orchestra practice, he felt like “the world had suddenly turned against him.” What do you think that means?

2. Compare how Susan felt about John at the beginning of chapter 9, compared to the end of the chapter.

3. If you had been John, what would you have done when the water turned to chocolate syrup?

4. Do you think Susan will forgive John again? Why or why not?

Try to explain in your own words what the following vocabulary words from chapter 1 mean in the sentences below.

5. *The humiliation! John wept breathlessly as he ran.*

I think “wept” means: _____

6. *John was halted by the softness of her (Mrs. Midas’s voice)*

I think “halted” means: _____

Chocolate Touch

Chapter 7 Questions, continued

Circle the answer choice that makes the most sense and shares the same meaning as each underlined vocabulary word.

7. John, alone, walked slowly in the throng hurrying along the corridors to the school cafeteria.

I think a “throng” is: _____

a student a crowd a backpack a line leader

8. The room was spacious and bright, with windows all the way along one side...

If something is “spacious” I think it is: _____

dark scary large quiet

9. Enviously, John noticed a boy at a nearby table suck at straws dipped in a milk bottle that was dull with frost.

If someone is “envious” I think they feel: _____

happy mad jealous smart

10. Until today Jon had always thought it was pretty dull to eat “sensible things” when there was sweeter food and drink to be had.

If something is “dull” I think it is: _____

boring neat smart cool

11. His fingers trembling slightly with eagerness, he cut a slice of lettuce.

If something is “trembling” I think it is: _____

still shaking grabbing closed

12. The prongs of his fork had turned brown.

I think a “prong” of something is: _____

a handle a point a round part a metal

Name: _____

Date: _____

Chocolate Touch

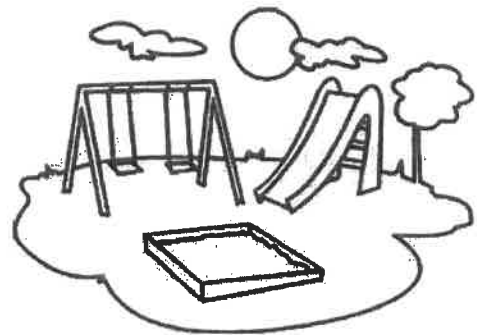
Chapter 6 Questions

Write "true" or "false" in the blanks next to each statement.

1. _____ Miss Plimsole believes John as soon as he shows her his chocolate pencil.
2. _____ Miss Plimsole thinks she needs to talk to the school nurse about John's strange behavior.
3. _____ John loves to skip rope and is excited to join Susan and her friends.
4. _____ At the playground, Susan forgives John for ruining her silver coin.
5. _____ John realizes he doesn't enjoy having everything he eats turn into chocolate.

Match the vocabulary words to their synonyms by writing the correct letters in the blanks. Use your book to help you find the words by looking at the page numbers listed below. (page numbers listed may vary, depending on the version of the book.)

- | | |
|----------------------------|--------------|
| 6. _____ scorned (p. 44) | a. laughed |
| 7. _____ spoiled (p. 44) | b. refused |
| 8. _____ protested (p. 45) | c. ruined |
| 9. _____ hooted (p. 45) | d. happiness |
| 10. _____ glee (p. 45) | e. argued |



Answer in complete sentences.

11. Predict: Do you think Susan will ever believe John and forgive him for ruining her silver dollar? Why or why not?

12. Do you think John likes chocolate as much as he used to before he had the magic power? Why or why not?

Name: _____

Date: _____

Chocolate Touch

Chapter 5 Questions

1. Describe what John's teacher, Miss Plimsole is like. Explain why you picked that word to describe her.

2. What makes the students nervous that day in class?

3. Do you have any bad habits?

- 4-5. What two things turn into chocolate while John is at school?

6. Why is John late starting his test?

7. Why can't John finish his test?

8. Do you think it would be fair for John's teacher to give him extra time to finish his test? Why or why not?

7. Which of these is NOT a food that John ate at breakfast that turned to chocolate?
- a. bacon
 - b. sausage
 - c. egg
 - d. toast
8. What does John say when his mom offers to pay him a dime if he eats all of his lunch?
- a. He gets excited because then he can buy more chocolate.
 - b. He asks if she can give him more than a dime so he can buy a big chocolate bar.
 - c. He says he doesn't need the dime.
 - d. He offers to share the money with Mary.

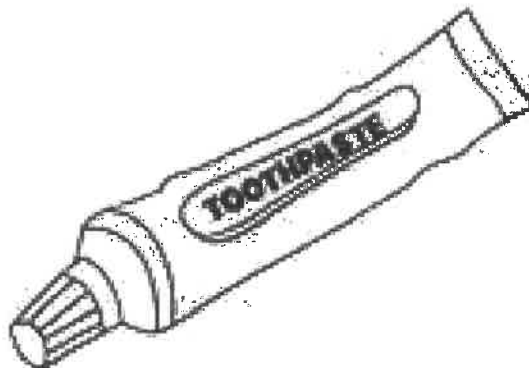
Try to explain in your own words what the following vocabulary words from chapter 3 mean in the sentences below.

9. "Come on Mary," he said a little crossly. "Don't take all morning."

I think "crossly" means: _____

10. After John said he didn't need a dime from his mother...
Mrs. Midas looked puzzled as she waved good-bye.

I think "puzzled" means: _____



Chocolate Touch

Chapter 2 Questions, continued

Circle the letter next to the correct answer.

12. How was the coin John found on the ground unusual?
- a. It was a quarter, but it was a different color than a regular quarter.
 - b. It was shining and made of real gold.
 - c. It had John's initials and a picture of a large boy on it.
 - d. It matched a coin from Susan's collection.
13. Why had John never seen that candy shop before?
- a. It was new and had just opened.
 - b. It was on a road that John doesn't usually take because he usually walks a different path.
 - c. It is small and hard to see when you're walking on the street.
 - d. It doesn't have a sign telling what kind of shop it is, so John never knew it was a candy shop.
14. Why was the shopkeeper strange?
- a. He looked unusual to John.
 - b. He knew John's name even though they'd never met.
 - c. He spoke a different language.
 - d. He looked like someone John already knew.
15. The shopkeeper says his chocolate is the best tasting. Why is this?
- a. His ingredients are the best and come from Africa.
 - b. He makes his chocolate a different way that takes longer.
 - c. His chocolate is bigger than regular chocolate bars.
 - d. His chocolate is the healthiest kind there is.
16. Why is John ready for bed earlier than usual that night?
- a. He is really sleepy from his trip to the candy store.
 - b. He can't wait to go visit Susan tomorrow.
 - c. He is feeling sick.
 - d. He wants to eat his chocolate late at night when his parents aren't around.
17. What does John think when he opens up the chocolate box?
- a. The chocolate looks gross and doesn't taste very good.
 - b. The piece of chocolate is small but the most chocolately he had ever had.
 - c. The chocolate has an unusual design on it.
 - d. The chocolate has yummy flavors of marshmallows, nuts, and fudge.

Name: _____

Date: _____

Chocolate Touch

Chapter 1 Questions

1. Do you think John's parents should be worried about his love of candy? Why or why not?

2-4. Write 3 character traits that describe John.

Match the characters to their descriptions by writing the letters in the blanks.

- | | |
|--------------------------|---|
| 5. _____ Mary | a. main character who loves chocolate |
| 6. _____ Miss Plimsole | b. teacher |
| 7. _____ Mrs. Quaver | c. doctor |
| 8. _____ Susan Buttercup | d. little sister |
| 9. _____ John Midas | e. music teacher |
| 10. _____ Cranium | f. friend and classmate of main character |

Explain in your own words what the following vocabulary words from chapter 1 mean in the sentences below.

11. He lived in a comfortable house surrounded by a green lawn and wide-spreading shade trees that were suitable for climbing.

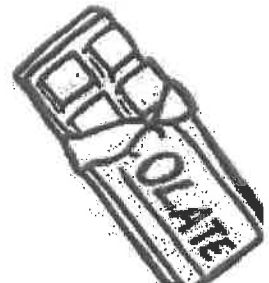
I think "suitable" means: _____

12. He had one bad fault: he was a pig about candy.

I think "fault" means: _____

13. "It may be measles," Mrs. Midas said anxiously.

I think "anxiously" means: _____





Summer Math Reinforcement Packet

Students Entering into 4th Grade

Dear Parents and Students,

Our third graders had a busy year learning new math skills. Mastery of all these skills is extremely important in order to develop a solid math foundation. The fourth-grade math program will add onto these third grade skills, so any time spent learning or reinforcing these concepts will be very beneficial for your child. Each year builds upon the previous year's skills in math. Any areas your child has difficulty, you may want to give them additional practice. Student mastery of the basic math skills is as important to success in future mathematical procedures and reasoning as learning the alphabet is to reading and writing.

Have your child complete at least one page (one side), three times a week of the math packet. Please return this completed packet in September to your fourth grade teacher. Remember this packet will be your first Math grade of the school year, so make sure you do your best and complete it with effort!

In addition, after you have completed the math problems and you feel you need more practice on a certain concept, you can visit some of the web sites listed on the next page. You can also make up problems of your own for additional practice.

If you have any questions, need anything, or just want to say hi you can email me over the summer Enuez@steliznyc.org.

Enjoy your summer!!

Reminder - Practicing multiplication (up to 12) and division facts are VERY important!

Best,

Mrs. Nuez

Excellent websites for fun learning and reinforcement of math skills:

www.multiplication.com

www.khanacademy.org

www.spalshmath.com

www.coolmath-games.com/

www.wildmath.com Select "Play the game". Select addition, subtraction or multiplication and grade. You can race to beat your time.

www.harcourtschool.com Click the red box, select math, select HSPMath, select New York, click on the "4" ball or "5" ball for a challenge. Select a game.

www.aplusmath.com Go under "Flashcards" or "Game Room" on the left side of the screen. You can practice adding, subtracting and multiplying. Very important to know the addition, subtraction and multiplication facts from memorization or within a couple seconds.

www.mathisfun.com Select numbers then Math Trainer for adding, subtracting and multiplication. Or at the home screen select games and pick a game to play.

www.eduplace.com Select your state – "New York" press submit. Select the student tab then click on the "mathematics" rectangle. Click in the center book "Houghton Mifflin Math 2007", Click on "Grade 4". Select any games. Extra Help and Extra Practice is good, also eGames.

www.illuminations.nctm.org Select activities then select grade level. Click on Search.

www.aaamath.com At the top pick "Fourth" or "Fifth" for a challenge. Choose any of the activities like multiplication then select "play" option toward the top of the screen. 20 Questions and Countdown games are good ones.

www.funbrain.com Lots of fun games to choose from.

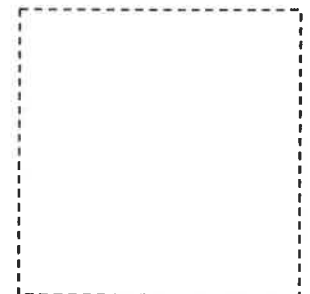
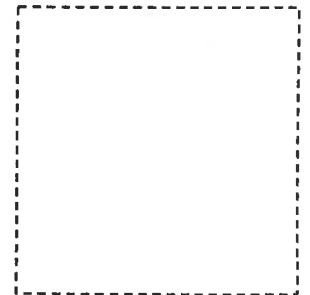
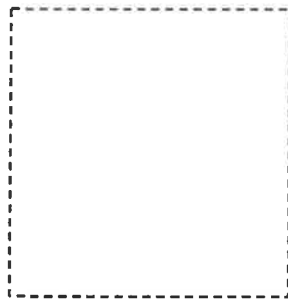
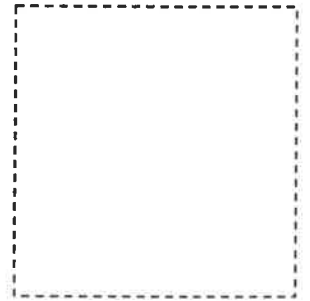
Other games and activities you can play:

- Take a deck of cards and remove the face cards (kings, queens, jacks). Aces are one. Divide the cards evenly among 2 players. Each player flips over a card. The first one to add the 2 numbers correctly the fastest wins the cards. After going through the pile of cards, the player with the most cards wins. You can do a multiplication version also.

Name: _____

HELP the crabs

Directions: Help the crabs by cutting and gluing the number that shows the other number rounded to the nearest ten.



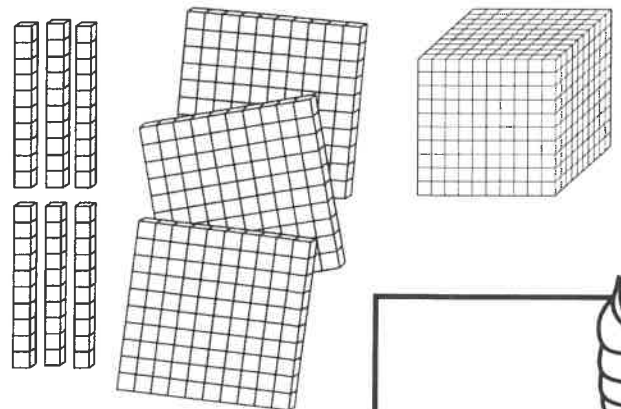
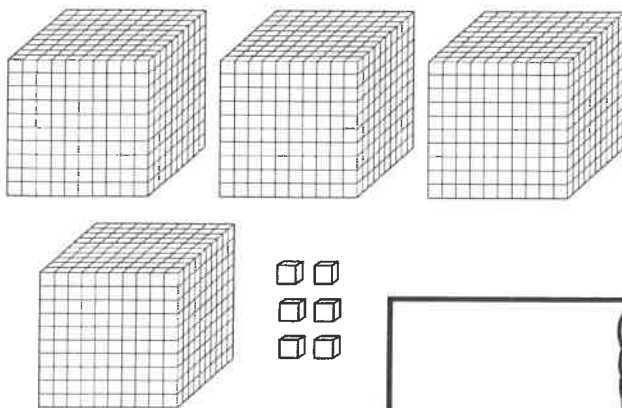
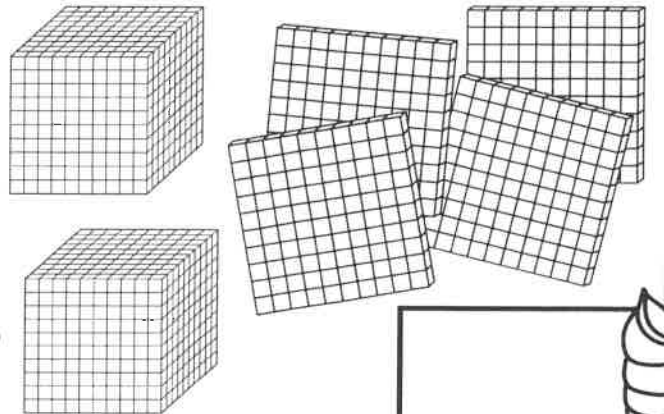
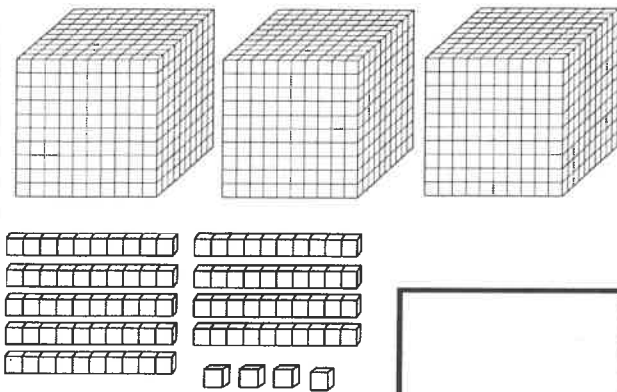
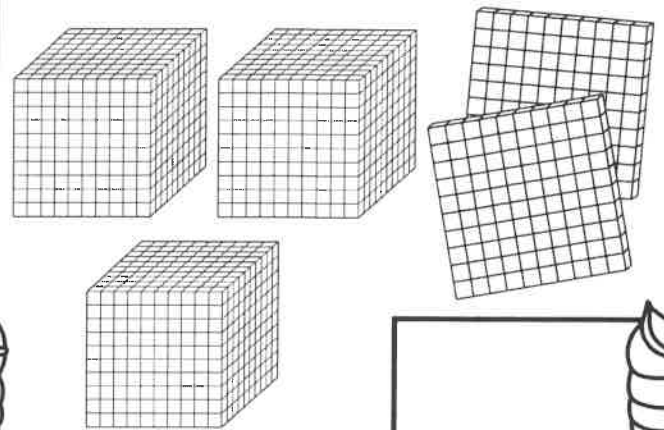
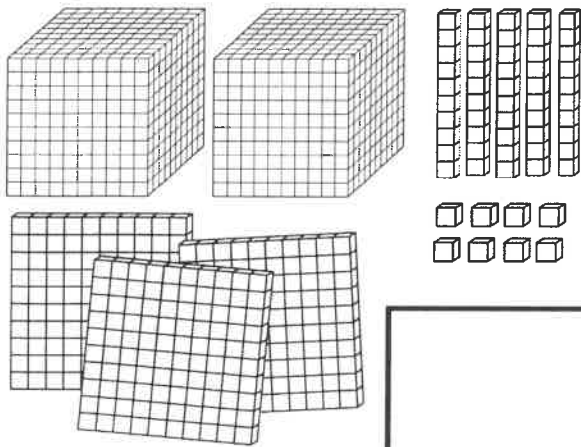
260 670 450 310 580



Name: _____

COLLECTING base ten blocks

Directions: Write the numeral that matches each representation.





Name: _____

DIGGING UP EQUAL GROUPS

Directions: Use the picture to determine the equations that match each description.

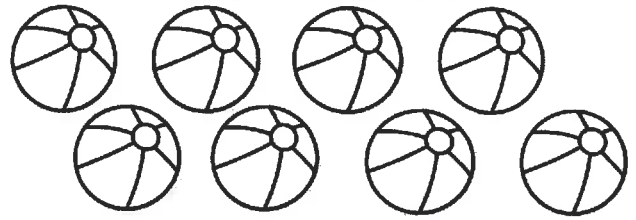


3 groups of 2

$$3 \times \square = \square$$

2 groups of 3

$$2 \times \square = \square$$

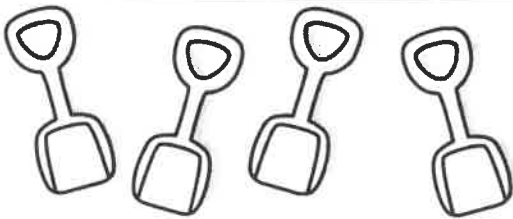


4 groups of 2

$$4 \times \square = \square$$

2 groups of 4

$$2 \times \square = \square$$

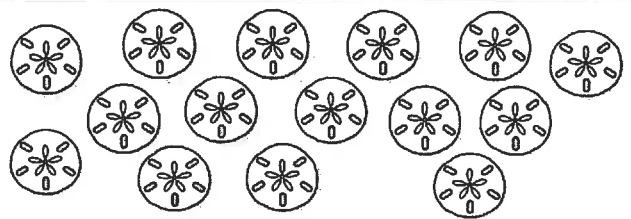


1 group of 4

$$1 \times \square = \square$$

4 groups of 1

$$4 \times \square = \square$$

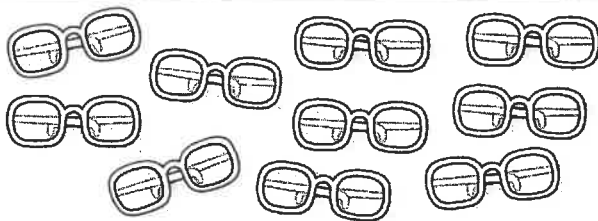


3 groups of 5

$$3 \times \square = \square$$

5 groups of 3

$$5 \times \square = \square$$



2 groups of 5

$$2 \times \square = \square$$

5 groups of 2

$$5 \times \square = \square$$



3 groups of 4

$$3 \times \square = \square$$

4 groups of 3

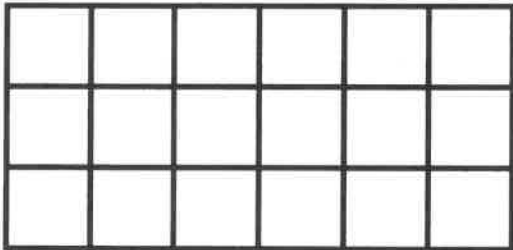
$$4 \times \square = \square$$



Name: _____

SPLASHING INTO MATRICES

Directions: Use the matrix to determine the total number of squares.



3 rows of 6

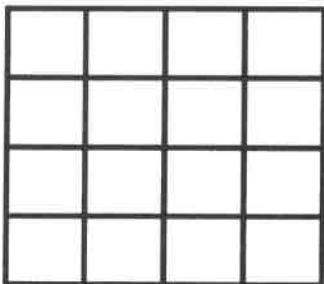
6 columns of 3

repeated addition

$$6+6+6=12$$

repeated addition

$$3+3+3+3+3+3=18$$

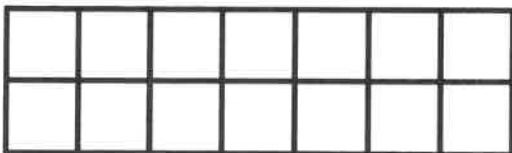


____ rows of ____

____ columns of ____

repeated addition

repeated addition

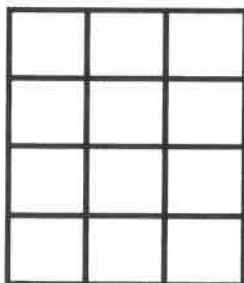


____ rows of ____

____ columns of ____

repeated addition

repeated addition

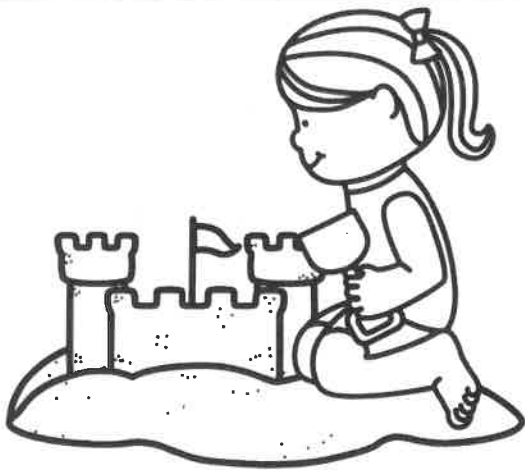


____ rows of ____

____ columns of ____

repeated addition

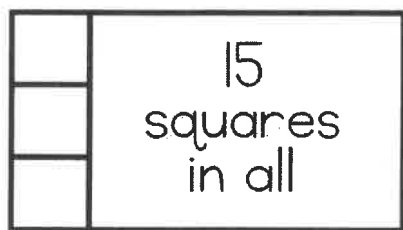
repeated addition



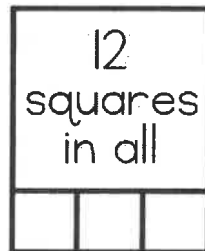
Name: _____

MATRIX MAYHAM

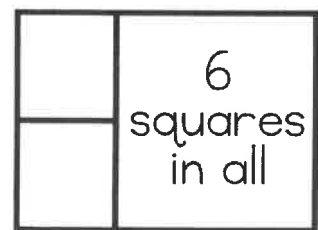
Directions: Use the matrix to determine the quotient.



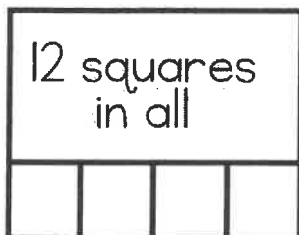
$$15 \div 3 = 5$$



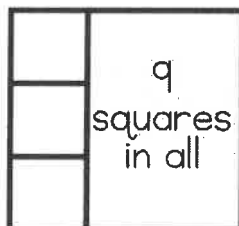
$$12 \div \square = \square$$



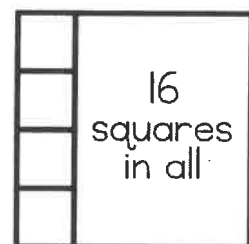
$$6 \div \square = \square$$



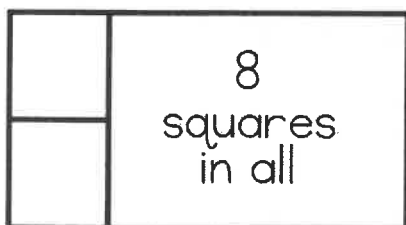
$$12 \div \square = \square$$



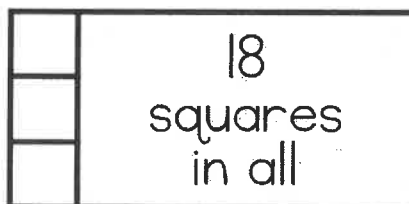
$$9 \div \square = \square$$



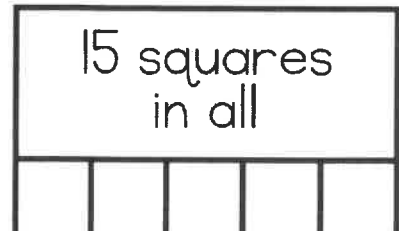
$$16 \div \square = \square$$



$$8 \div \square = \square$$



$$18 \div \square = \square$$



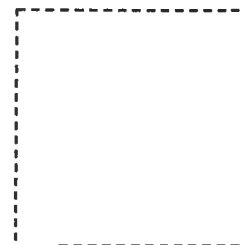
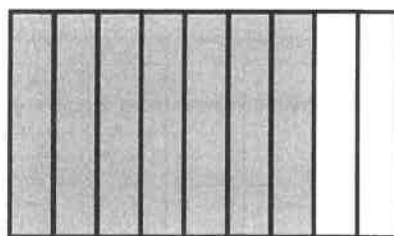
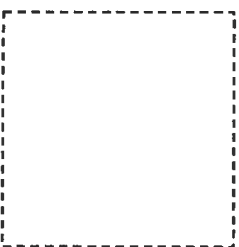
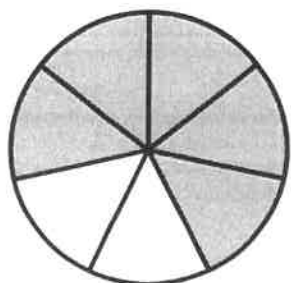
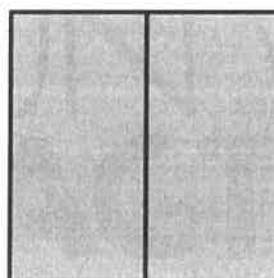
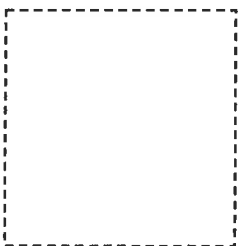
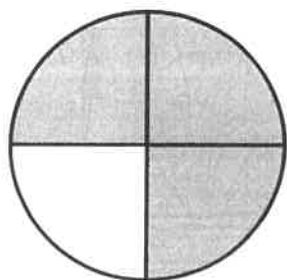
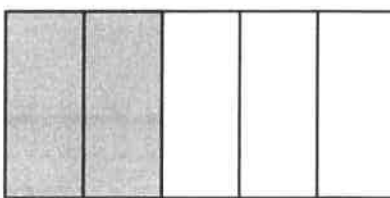
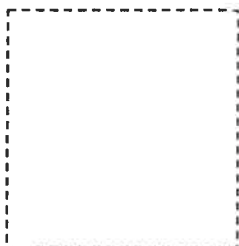
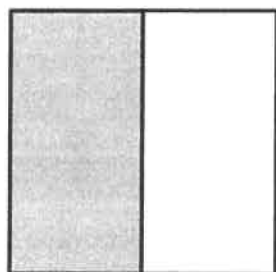
$$15 \div \square = \square$$



Name: _____

FUN WITH FRACTIONS

Directions: Cut and glue the fraction the picture represents.



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$$\frac{2}{5}$$

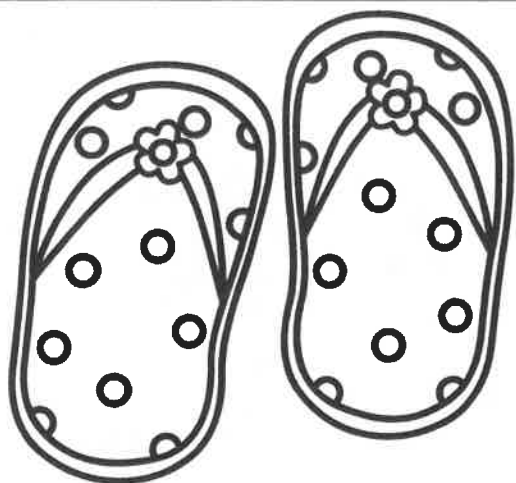
$$\frac{2}{2}$$

$$\frac{5}{7}$$

$$\frac{3}{4}$$

$$\frac{7}{9}$$

$$\frac{1}{2}$$



Name: _____

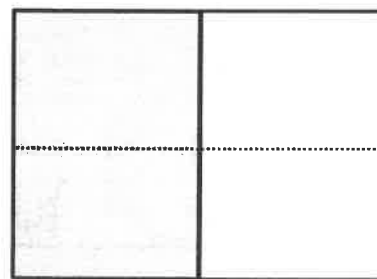
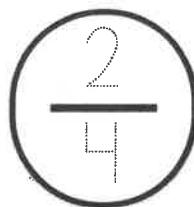
FRACTION FLIP FLOP

Directions: Color the fraction. Then, show an equivalent fraction.

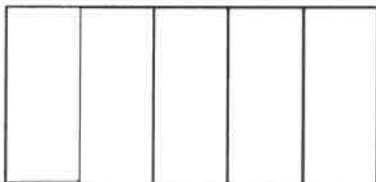
Show



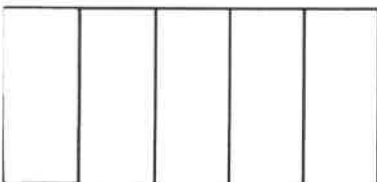
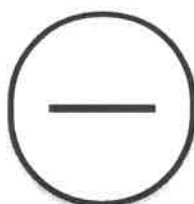
Show it in a
different way.



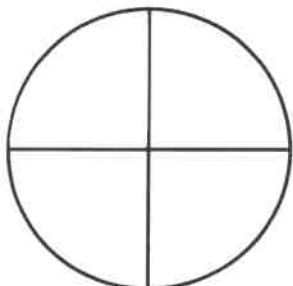
Show



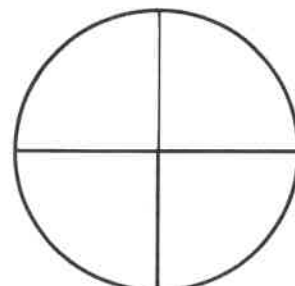
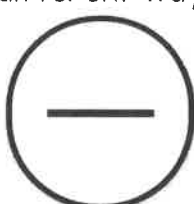
Show it in a
different way.



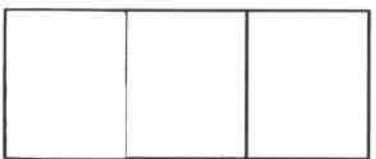
Show



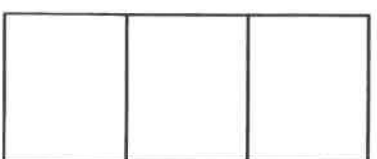
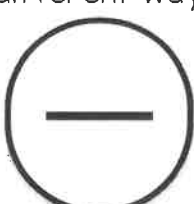
Show it in a
different way.

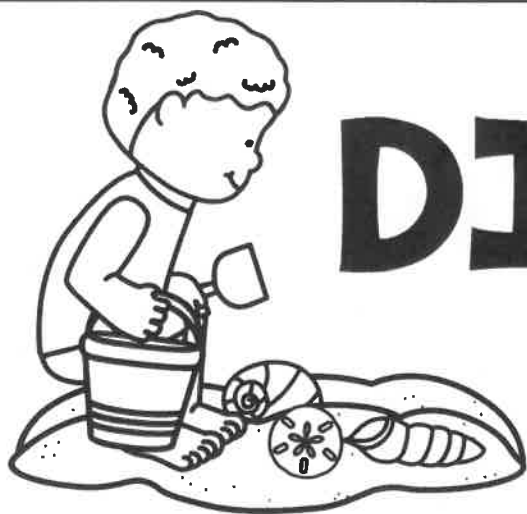


Show



Show it in a
different way.

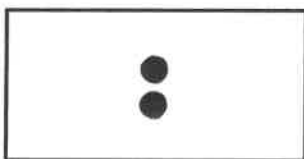
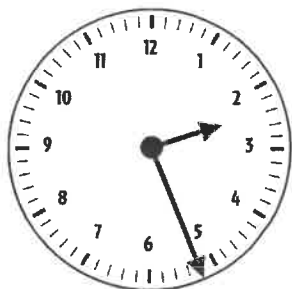


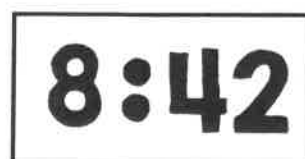
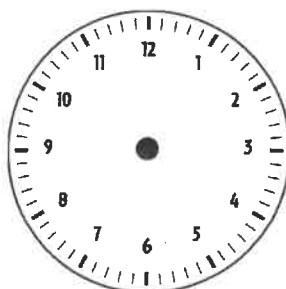


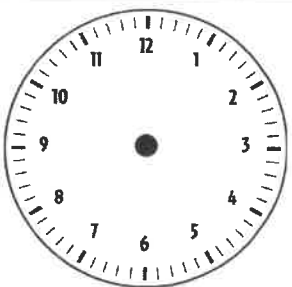
Name: _____

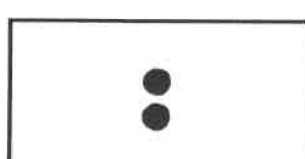
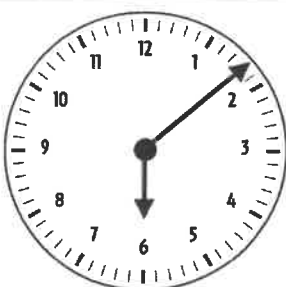
DIGGING UP THE time

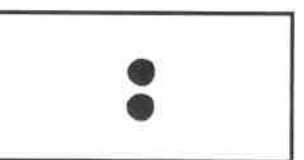
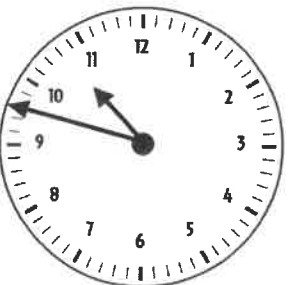
Directions: Write the digital or analog time. Then, write the time with words.

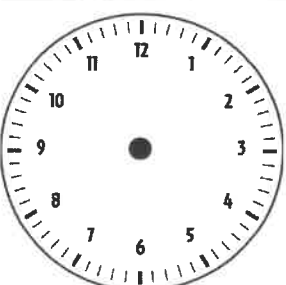














Name: _____

FUN with pictographs

Directions: Use the data to create a pictograph. Then, answer the questions.

Data:

June	15
July	20
August	35

Lemonade Sales

June	
July	
August	



= 5 lemonades

Which month received the most lemonade sales? _____

How many more lemonades were sold in August than July? _____

How many less lemonades were sold in June than August? _____

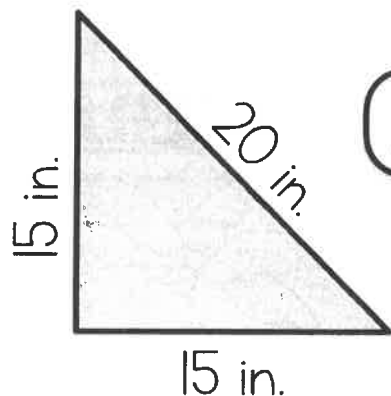
How many lemonades were sold this summer? _____



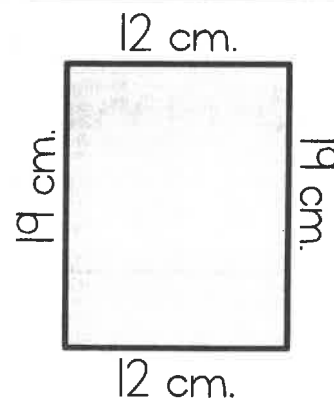
Name: _____

PERIMETERS & PALM TREES

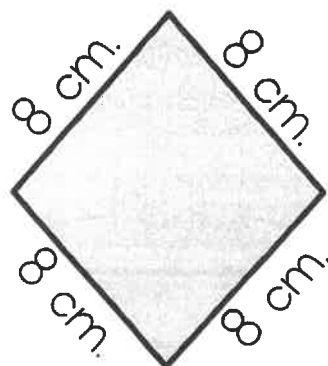
Directions: Find the perimeter of each shape.



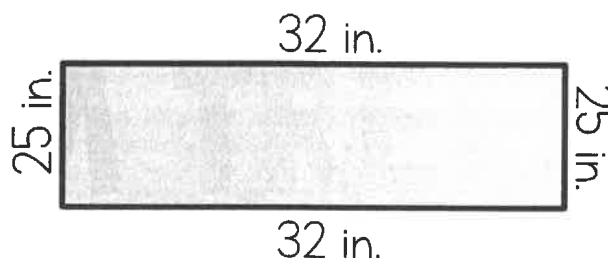
_____ in.



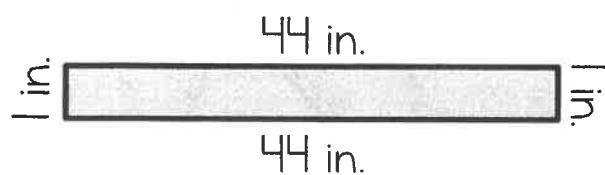
_____ cm.



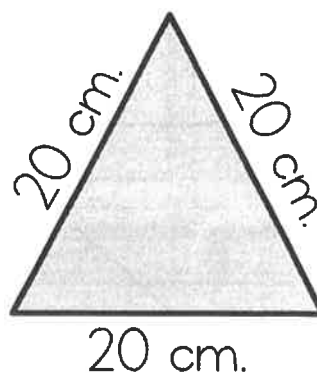
_____ cm.



_____ in.



_____ in.

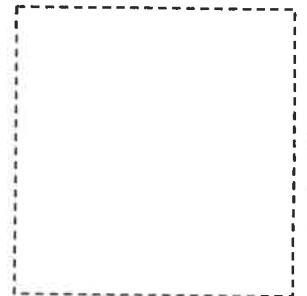
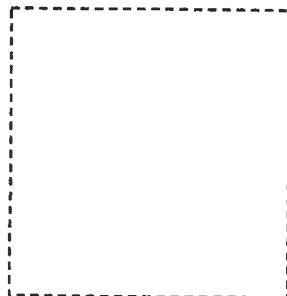
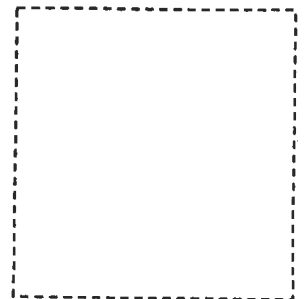
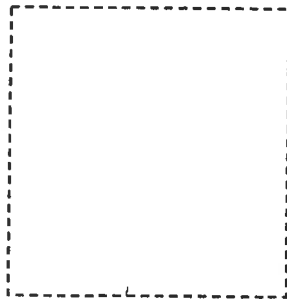
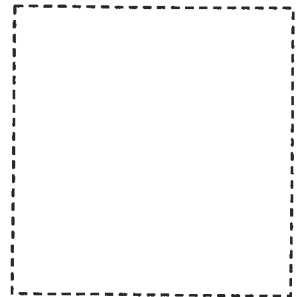


_____ cm.

Name: _____

HELP the crabs

Directions: Help the crabs by cutting and gluing the number that shows the other number rounded to the nearest hundred.



400 300 800 500 400



Name: _____

STRATEGIES

under the palm trees

Directions: Choose and show a strategy that can be used to solve the following addition and subtraction problems.

$$552 + 250 = \square$$

$$\square = 322 + 99$$

$$\square = 993 - 342$$

$$670 - 328 = \square$$

$$562 + 392 = \square$$

$$\square = 823 - 499$$



Name: _____

SPLASHING INTO REPEATED ADDITION

Directions: Use repeated addition to represent the following expressions.

$$2 \times 3$$

is the same as

$2+2+2$ **or** $3+3$

$$5 \times 3$$

is the same as

or

$$6 \times 4$$

is the same as

or

$$4 \times 2$$

is the same as

or

$$3 \times 3$$

is the same as

or

$$2 \times 5$$

is the same as

or

$$4 \times 4$$

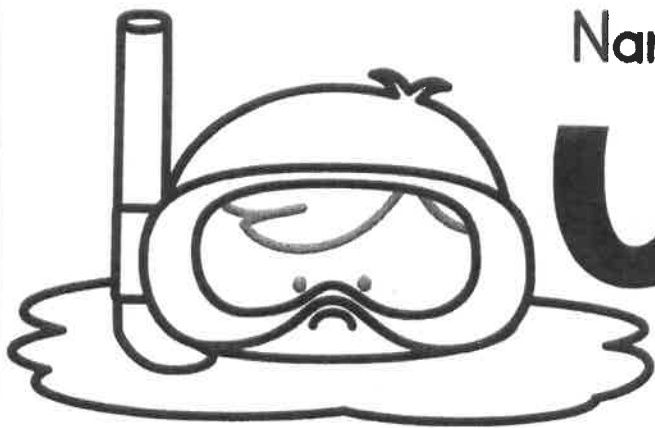
is the same as

or

$$2 \times 2$$

is the same as

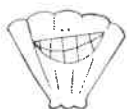
or



Name: _____

UNDER the sea

Directions: Match the quotient that answers each description.



56 seashells
separated equally
into groups of 8



8 flip flops
separated equally
into pairs



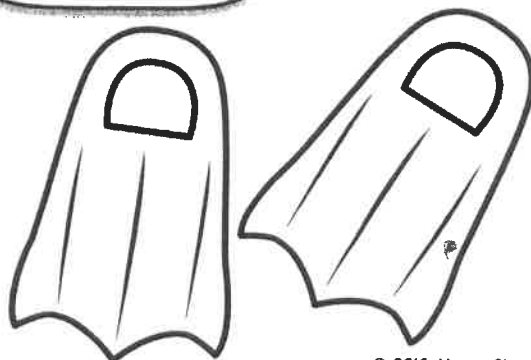
24 ice
cubes
separated
equally into
4 glasses



100 seagulls
separated equally at
10 different beaches



18 sand dollars
separated equally
into 3 buckets



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4

6

7

10

6



Name: _____

SOLVE IT

Directions: Use a picture to represent each word problem. Then, use that picture to solve it.

If 7 friends are each wearing a pair of flip flops at the beach, how many flip flops are being worn in all?

Max has 25 ice cubes to chill lemonade. If he shares them equally among 5 friends, how many ice cubes does each friend get?

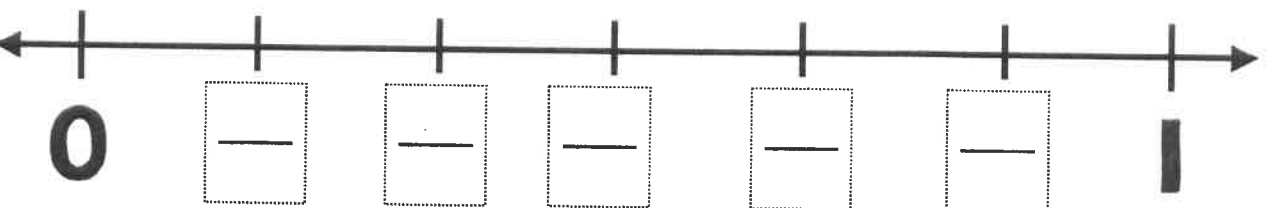
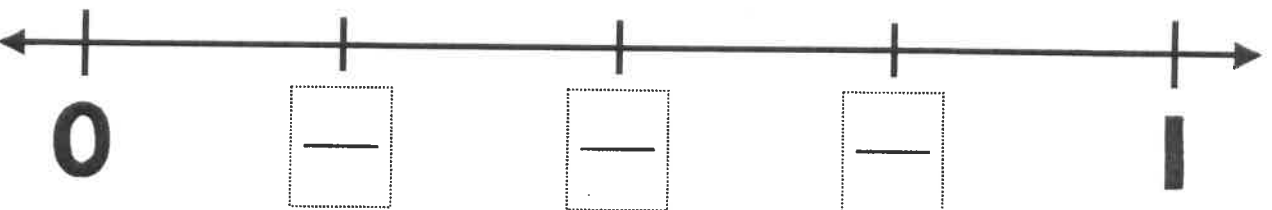
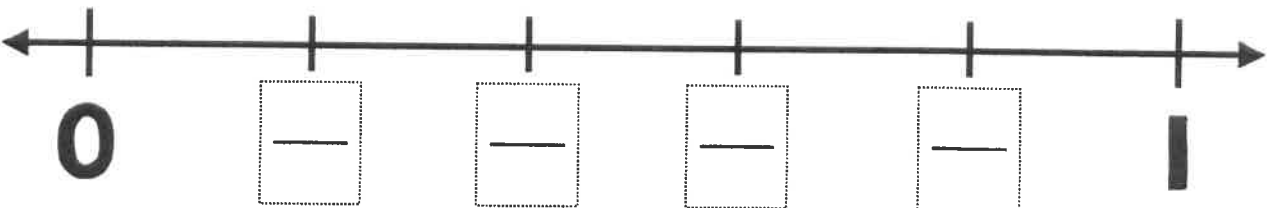
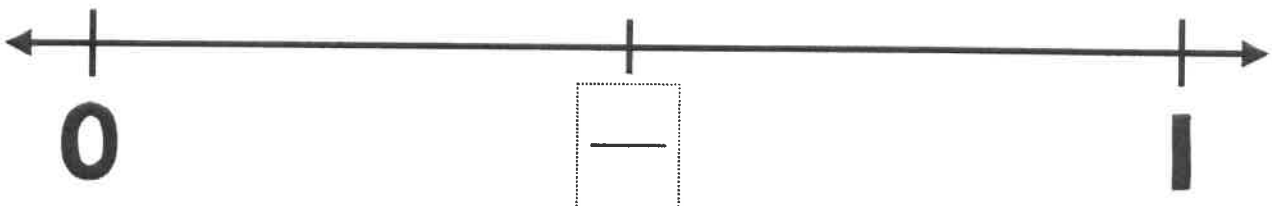
Lisa collected 4 pails of seashells. If each pail contains 6 seashells, how many seashells did Lisa collect?

Pedro and 23 of his friends want to play volleyball on the beach. If Pedro wants to make two teams, how many friends would play on each team?

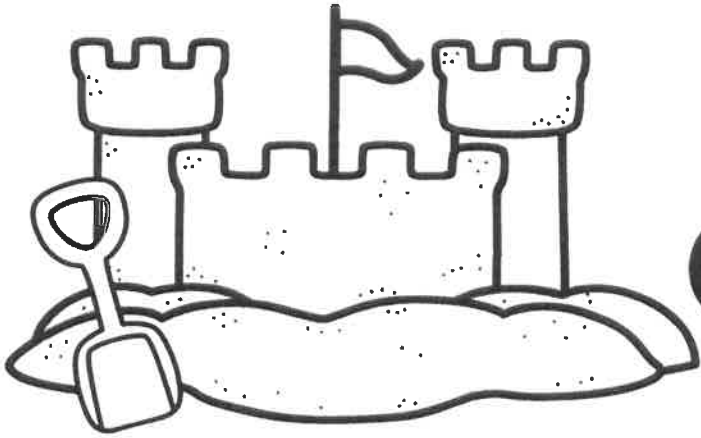


NUMBER LINES IN THE SAND

Directions: Write the missing fractions that are represented on the number line.

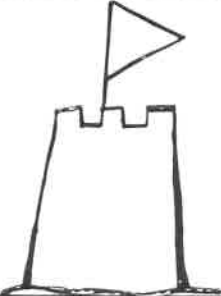
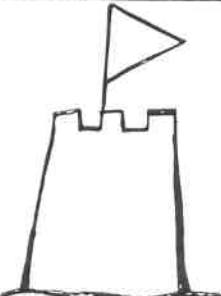
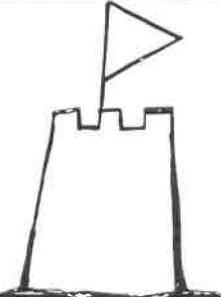
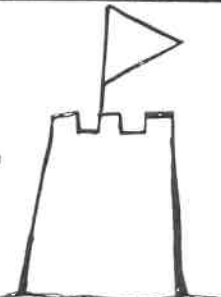
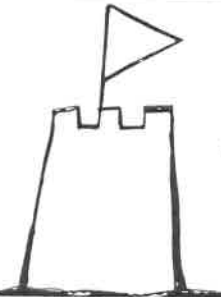
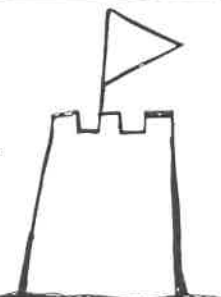
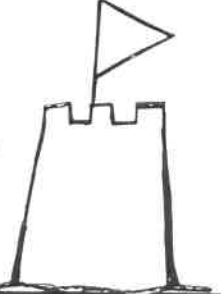
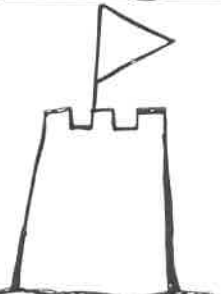


Name: _____



SAND CASTLE comparisons

Directions: Write $<$, $>$ or $=$ in the sand castle to compare the fractions.

$\frac{2}{5}$  $\frac{3}{5}$	$\frac{4}{1}$  $\frac{8}{1}$
$\frac{8}{8}$  $\frac{7}{8}$	$\frac{2}{7}$  $\frac{3}{7}$
$\frac{1}{1}$  $\frac{5}{5}$	$\frac{1}{2}$  $\frac{2}{4}$
$\frac{2}{3}$  $\frac{4}{6}$	$\frac{4}{4}$  $\frac{3}{4}$



Name: _____

ENJOYING ELAPSED TIME

Directions: Use the number line to determine the elapsed time.

Colton and his family went to the beach at 11:00 a.m. and left after 6 hours. At what time did he and his family leave the beach?



Rubi was at the pool for 2 hours and 30 minutes. If she left the pool at 2:00 p.m., at what time did she arrive at the pool?

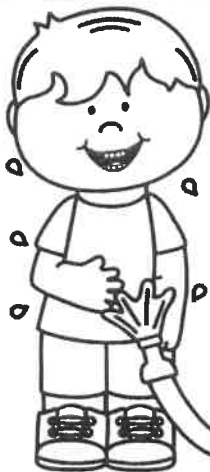


Miguel played at his friend's house for 4 hours. It is now 5:05 p.m. At what time did Miguel get to his friend's house?



Britney went to take her dog for a walk at 9:20 a.m. If she got back at 9:55 a.m., for how long did Britney walk her dog?





Name: _____

PLAYING AROUND WITH AREA

Directions: Find the area of each shape.

5 in.



2 in.

____ square inches

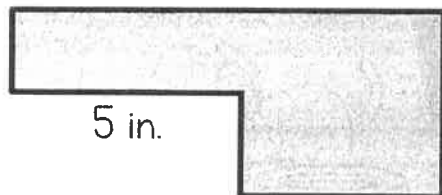
3 in.



3 in.

____ square inches

2 in.



5 in.

5 in.

5 in.

____ square inches

2 in.



9 in.

____ square inches

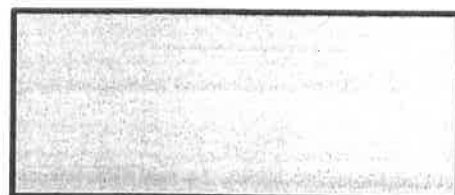
2 in.



2 in.

____ square inches

9 in.



4 in.

____ square inches



Name: _____

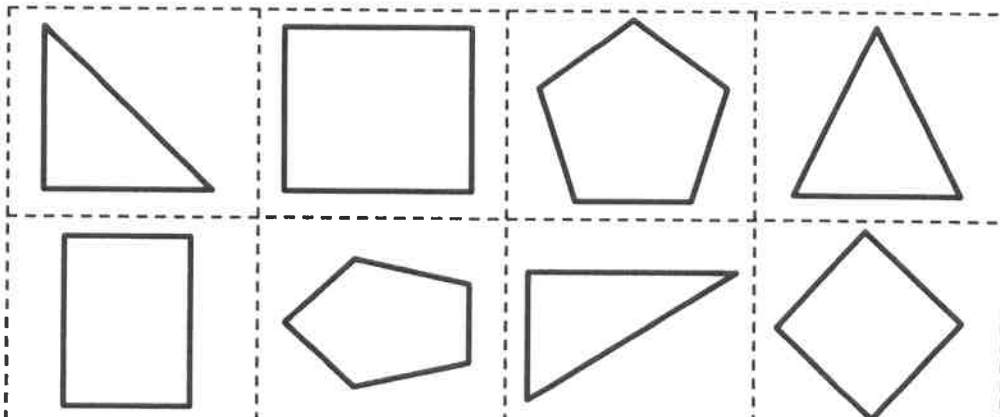
SHAPES in the SUMMER

Directions: Cut and glue the following shapes underneath the correct category.

Shapes that ARE
QUADRILATERALS

Shapes that ARE NOT
QUADRILATERALS

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Multiplication Madness	Multiplication Madness	Multiplication Madness	Multiplication Madness
$--- \times 0 = ---$ $--- \times 1 = ---$ $--- \times 2 = ---$ $--- \times 3 = ---$ $--- \times 4 = ---$ $--- \times 5 = ---$ $--- \times 6 = ---$ $--- \times 7 = ---$ $--- \times 8 = ---$ $--- \times 9 = ---$ $--- \times 10 = ---$ $--- \times 11 = ---$ $--- \times 12 = ---$	$--- \times 11 = ---$ $--- \times 2 = ---$ $--- \times 9 = ---$ $--- \times 3 = ---$ $--- \times 7 = ---$ $--- \times 12 = ---$ $--- \times 10 = ---$ $--- \times 1 = ---$ $--- \times 8 = ---$ $--- \times 4 = ---$ $--- \times 5 = ---$ $--- \times 0 = ---$ $--- \times 6 = ---$	$--- \times 6 = ---$ $--- \times 3 = ---$ $--- \times 2 = ---$ $--- \times 0 = ---$ $--- \times 5 = ---$ $--- \times 1 = ---$ $--- \times 12 = ---$ $--- \times 8 = ---$ $--- \times 3 = ---$ $--- \times 7 = ---$ $--- \times 8 = ---$ $--- \times 4 = ---$ $--- \times 9 = ---$	$--- \times 6 = ---$ $--- \times 5 = ---$ $--- \times 10 = ---$ $--- \times 0 = ---$ $--- \times 1 = ---$ $--- \times 7 = ---$ $--- \times 4 = ---$ $--- \times 8 = ---$ $--- \times 12 = ---$ $--- \times 3 = ---$ $--- \times 11 = ---$ $--- \times 9 = ---$ $--- \times 2 = ---$
$0 \times --- = ---$ $1 \times --- = ---$ $2 \times --- = ---$ $3 \times --- = ---$ $4 \times --- = ---$ $5 \times --- = ---$ $6 \times --- = ---$ $7 \times --- = ---$ $8 \times --- = ---$ $9 \times --- = ---$ $10 \times --- = ---$ $11 \times --- = ---$ $12 \times --- = ---$	$5 \times --- = ---$ $8 \times --- = ---$ $10 \times --- = ---$ $9 \times --- = ---$ $3 \times --- = ---$ $6 \times --- = ---$ $4 \times --- = ---$ $2 \times --- = ---$ $1 \times --- = ---$ $7 \times --- = ---$ $11 \times --- = ---$ $0 \times --- = ---$ $12 \times --- = ---$	$10 \times --- = ---$ $3 \times --- = ---$ $12 \times --- = ---$ $4 \times --- = ---$ $6 \times --- = ---$ $7 \times --- = ---$ $8 \times --- = ---$ $2 \times --- = ---$ $0 \times --- = ---$ $11 \times --- = ---$ $1 \times --- = ---$ $5 \times --- = ---$ $9 \times --- = ---$	$5 \times --- = ---$ $10 \times --- = ---$ $9 \times --- = ---$ $11 \times --- = ---$ $2 \times --- = ---$ $6 \times --- = ---$ $1 \times --- = ---$ $8 \times --- = ---$ $3 \times --- = ---$ $12 \times --- = ---$ $0 \times --- = ---$ $4 \times --- = ---$ $7 \times --- = ---$