Dear Garrett Families,

In light of schools closing, your teachers have prepared some materials and lessons/activities for your students while they are home. These have been sent home with your student. Please note that incentives will be given for returned work. The hope is that this will help enrich our students' learning during this time away from school. You will find a 10 day plan along with a packet of work on our school website that can be downloaded if your child was not able to bring it home from school. Resources for special areas and medical/food needs can also be found there. I know this is a strange and difficult time for us all but I feel confident that our community will come out of this stronger than ever. When we care for one another, we succeed in more than one part of life. If you have any questions regarding the work that has been prepared or if you need suggestions for your child, please feel free to dojo your child's teacher. They will do their best to respond in a timely manner. Take care.

Sincerely,

Dr. Erik Melton – Principal

emelton@hazelwoodschools.org

School Website (packets can be found here):
https://www.hazelwoodschools.org/Domain/13

Facebook:
https://www.facebook.com/GarrettElementarySchool/?ref=bookmarks
February 29, 2020

Talking to Children About COVID-19 (Coronavirus)
A Parent Resource

A new type of coronavirus, abbreviated COVID-19, is causing an outbreak of respiratory (lung) disease. It was first detected in China and has now been detected internationally. While the immediate health risk in the United States is low, it is important to plan for any possible outbreaks if the risk level increases in the future.

Concern over this new virus can make children and families anxious. While we don't know where and to what extent the disease may spread here in the United States, we do know that it is contagious, that the severity of illness can vary from individual to individual, and that there are steps we can take to prevent the spread of infection. Acknowledging some level of concern, without panicking, is appropriate and can result in taking actions that reduce the risk of illness. Helping children cope with anxiety requires providing accurate prevention information and facts without causing undue alarm.

It is very important to remember that children look to adults for guidance on how to react to stressful events. If parents seem overly worried, children's anxiety may rise. Parents should reassure children that health and school officials are working hard to ensure that people throughout the country stay healthy. However, children also need factual, age-appropriate information about the potential seriousness of disease risk and concrete instruction about how to avoid infections and spread of disease. Teaching children positive preventive measures, talking with them about their fears, and giving them a sense of some control over their risk of infection can help reduce anxiety.

Specific Guidelines

Remain calm and reassuring.
• Children will react to and follow your verbal and nonverbal reactions.
• What you say and do about COVID-19, current prevention efforts, and related events can either increase or decrease your children's anxiety.
• If true, emphasize to your children that they and your family are fine.
• Remind them that you and the adults at their school are there to keep them safe and healthy.
• Let your children talk about their feelings and help reframe their concerns into the appropriate perspective.

Make yourself available.
• Children may need extra attention from you and may want to talk about their concerns, fears, and questions.
• It is important that they know they have someone who will listen to them; make time for them.
• Tell them you love them and give them plenty of affection.
Avoid excessive blaming.
- When tensions are high, sometimes we try to blame someone.
- It is important to avoid stereotyping any one group of people as responsible for the virus.
- Bullying or negative comments made toward others should be stopped and reported to the school.
- Be aware of any comments that other adults are having around your family. You may have to explain what comments mean if they are different than the values that you have at home.

Monitor television viewing and social media.
- Limit television viewing or access to information on the Internet and through social media. Try to avoid watching or listening to information that might be upsetting when your children are present.
- Speak to your child about how many stories about COVID-19 on the Internet may be based on rumors and inaccurate information.
- Talk to your child about factual information of this disease—this can help reduce anxiety.
- Constantly watching updates on the status of COVID-19 can increase anxiety—avoid this.
- Be aware that developmentally inappropriate information (i.e., information designed for adults) can cause anxiety or confusion, particularly in young children.
- Engage your child in games or other interesting activities instead.

Maintain a normal routine to the extent possible.
- Keep to a regular schedule, as this can be reassuring and promotes physical health.
- Encourage your children to keep up with their schoolwork and extracurricular activities, but don’t push them if they seem overwhelmed.

Be honest and accurate.
- In the absence of factual information, children often imagine situations far worse than reality.
- Don’t ignore their concerns, but rather explain that at the present moment very few people in this country are sick with COVID-19.
- Children can be told this disease is thought to be spread between people who are in close contact with one another—when an infected person coughs or sneezes.
- It is also thought it can be spread when you touch an infected surface or object, which is why it is so important to protect yourself.
- For additional factual information contact your school nurse, ask your doctor, or check the https://www.cdc.gov/coronavirus/2019-ncov/index.html website.

Know the symptoms of COVID-19.
- The CDC believes these symptoms appear in a few days after being exposed to someone with the disease or as long as 14 days after exposure:
  - Fever
  - Cough
  - Shortness for breath
- For some people the symptoms are like having a cold; for others they are quite severe or even life threatening. In either case it is important to check with your child’s healthcare provider (or yours) and follow instructions about staying home or away from public spaces to prevent the spread of the virus.

Review and model basic hygiene and healthy lifestyle practices for protection.
- Encourage your child to practice every day good hygiene—simple steps to prevent spread of illness:
  - Wash hands multiple times a day for at least 20 seconds (singing Twinkle, Twinkle Little Star slowly takes about 20 seconds).
  - Cover their mouths with a tissue when they sneeze or cough and throw away the tissue immediately, or sneeze or cough into the bend of their elbow. Do not share food or drinks.
community leaders to prevent germs from spreading.

- Upper middle school and high school students are able to discuss the issue in a more in-depth (adult-like) fashion and can be referred directly to appropriate sources of COVID-19 facts. Provide honest, accurate, and factual information about the current status of COVID-19. Having such knowledge can help them feel a sense of control.

**Suggested Points to Emphasize When Talking to Children**

- Adults at home and school are taking care of your health and safety. If you have concerns, please talk to an adult you trust.
- Not everyone will get the coronavirus (COVID-19) disease. School and health officials are being especially careful to make sure as few people as possible get sick.
- It is important that all students treat each other with respect and not jump to conclusions about who may or may not have COVID-19.
- There are things you can do to stay healthy and avoid spreading the disease:
  - Avoid close contact with people who are sick.
  - Stay home when you are sick.
  - Cover your cough or sneeze into your elbow or a tissue, then throw the tissue in the trash.
  - Avoid touching your eyes, nose, and mouth.
  - Wash hands often with soap and water (20 seconds).
  - If you don’t have soap, use hand sanitizer (60–95% alcohol based).
  - Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.

**Additional Resources**


Coping With Stress During Infectious Disease Outbreaks, [https://store.samhsa.gov/product/Coping-with-Stress-During-Infectious-Disease-Outbreaks/sma14-4885](https://store.samhsa.gov/product/Coping-with-Stress-During-Infectious-Disease-Outbreaks/sma14-4885)


For more information related to schools and physical and mental health, visit [www.nasponline.org](http://www.nasponline.org) and [www.nasn.org](http://www.nasn.org).

© 2020, National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814, 301-657-0270
- Practice giving fist or elbow bumps instead of handshakes. Fewer germs are spread this way.
- Giving children guidance on what they can do to prevent infection gives them a greater sense of control over disease spread and will help to reduce their anxiety.
- Encourage your child to eat a balanced diet, get enough sleep, and exercise regularly; this will help them develop a strong immune system to fight off illness.

Discuss new rules or practices at school.
- Many schools already enforce illness prevention habits, including frequent hand washing or use of alcohol-based hand cleansers.
- Your school nurse or principal will send information home about any new rules or practices.
- Be sure to discuss this with your child.
- Contact your school nurse with any specific questions.

Communicate with your school.
- Let your school know if your child is sick and keep them home. Your school may ask if your child has a fever or not. This information will help the school to know why your child was kept home. If your child is diagnosed with COVID-19, let the school know so they can communicate with and get guidance from local health authorities.
- Talk to your school nurse, school psychologist, school counselor, or school social worker if your child is having difficulties as a result of anxiety or stress related to COVID-19. They can give guidance and support to your child at school.
- Make sure to follow all instructions from your school.

Take Time to Talk

You know your children best. Let their questions be your guide as to how much information to provide. However, don’t avoid giving them the information that health experts identify as critical to ensuring your children’s health. Be patient; children and youth do not always talk about their concerns readily. Watch for clues that they may want to talk, such as hovering around while you do the dishes or yard work. It is very typical for younger children to ask a few questions, return to playing, then come back to ask more questions.

When sharing information, it is important make sure to provide facts without promoting a high level of stress, remind children that adults are working to address this concern, and give children actions they can take to protect themselves.

Information is rapidly changing about this new virus—to have the most correct information stay informed by accessing [https://www.cdc.gov/coronavirus/2019-ncov/index.html](https://www.cdc.gov/coronavirus/2019-ncov/index.html).

Keep Explanations Age Appropriate
- Early elementary school children need brief, simple information that should balance COVID-19 facts with appropriate reassurances that their schools and homes are safe and that adults are there to help keep them healthy and to take care of them if they do get sick. Give simple examples of the steps people take every day to stop germs and stay healthy, such as washing hands. Use language such as "adults are working hard to keep you safe."
- Upper elementary and early middle school children will be more vocal in asking questions about whether they truly are safe and what will happen if COVID-19 comes to their school or community. They may need assistance separating reality from rumor and fantasy. Discuss efforts of school and
Organizations that offer free food and meals (name and contact number).

<table>
<thead>
<tr>
<th>Organization</th>
<th>Telephone Number</th>
<th>Additional Information</th>
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</thead>
<tbody>
<tr>
<td>Hazelwood Baptist Church</td>
<td>731-2244</td>
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<tr>
<td>Operation Food Search-Hunger Hotline</td>
<td>726-5355 (x3)</td>
<td></td>
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<tr>
<td>TEAM</td>
<td>831-0879</td>
<td></td>
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<tr>
<td>Adventist Community Services</td>
<td>429-0216</td>
<td></td>
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<tr>
<td>Salvation Army (Mon and Wed 10-12)</td>
<td>423-7770</td>
<td></td>
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<tr>
<td>St. Louis Area Food Bank</td>
<td>(314) 292-6262—Has multiple food programs to meet food needs for wide variety of students &amp; families;</td>
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<tr>
<td>North County Meals on Wheels</td>
<td>(314) 953-6800</td>
<td></td>
</tr>
<tr>
<td>Zion United Church of Christ</td>
<td>314-741-1590 (Tuesday 9-12:30) photo ID, gross ID, live in St. Louis County</td>
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<tr>
<td>Food 4 Thought</td>
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<tr>
<td>Hazelwood Baptist Church - 731-2244</td>
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<tr>
<td>Trinity Church</td>
<td>314-838-8820</td>
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<tr>
<td>Urban League, CAASTL, Jewish Family Food Pantry</td>
<td></td>
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<tr>
<td>Ward Chapel AME, 11410 Old Halls Ferry Rd. 63033</td>
<td>314-741-0112</td>
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<tr>
<td>TEAM Food Pantry, 265 St. Catherine, 63033</td>
<td>314-831-0879</td>
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<tr>
<td>Community Helping Ministry, 3770 McKelvey, 63044</td>
<td>314-770-2216</td>
<td></td>
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<tr>
<td>Urban League, 8960 Jennings Station Rd., 63136</td>
<td>314-388-9840</td>
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<tr>
<td>Helping Hands Food Ministry, 5710 N. Highway 67, 63034</td>
<td>314-741-4222</td>
<td></td>
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<tr>
<td>Sts. John and James Church, 120 N. Elizabeth, 63135</td>
<td>314-524-0500</td>
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</table>
Hotlines for COVID

Missouri

St. Louis City Department of Health: (314) 612-5100
St. Louis County Department of Health: (314) 615-2660
Jefferson County Health Department: (636) 797-3737
St. Charles County Health Department: (636) 949-7400
Missouri State Health Department 24 hour COVID-19 Hotline: (877) 435-8411

Illinois

St. Clair County Health Department: (618) 233-7703 ext. 7 or DPH.SICK@ILLINOIS.GOV
AFTER SCHOOL MEALS

Operation Food Search will provide free meals to children Monday–Friday at select SLCL locations during the school year. Stop by after school and enjoy a nutritious meal along with activities for kids. Program begins August 12 and will run through the school year.

Meals will be available free of charge for children ages 5–18.

**LOCATIONS**

**FLORISSANT VALLEY BRANCH**
Monday–Friday, 3:30–4:30 p.m.

**INDIAN TRAILS BRANCH**
Monday–Friday, 3:30–4:30 p.m.

**JAMESTOWN BLUFFS BRANCH**
Monday–Friday, 3:30–4:30 p.m.

**LEWIS & CLARK BRANCH**
Monday–Friday, 3:30–4:30 p.m.

**NATURAL BRIDGE BRANCH**
Monday–Friday, 3:30–4:30 p.m.

**PRAIRIE COMMONS BRANCH**
Monday–Friday, 3:30–4:30 p.m.

**ROCK ROAD BRANCH**
Monday–Friday, 3:30–4:30 p.m.

**WEBER ROAD BRANCH**
Monday–Friday, 2:30–4:00 p.m.
FREE! MOBILE MARKET
Last Tuesday of Every Month 6-7:30pm
Trinity Church 3515 Shackelford Rd.

Possible items: fruit, veggies, bread, dairy, eggs, meat...

EMPOWER
North County

trinity
CHURCH
love God + love people + serve our community

Foodbank
St. Louis Area Foodbank

*while supplies last
Hazelwood School District  
Fourth Grade Activities

Directions: On the first day of school closures, students should complete activities for each day.  
Reading and math activity daily

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Math</th>
<th>Complete Day 1 of Math packet. Instructions and Examples are on each page.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Complete the “Before You Read” (page 12) of the Shiloh packet</td>
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<tr>
<td></td>
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<td>Read chapter 1 of Shiloh and begin the “Active Reading” (p. 13) and the</td>
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<td>Read chapter 2 of Shiloh and continue the “Active Reading” (p. 13) and</td>
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<td></td>
<td></td>
<td>the “Responding” pages (p.14-15).</td>
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<tr>
<th>Day 3</th>
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<td>Reading</td>
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<th>Day 4</th>
<th>Math</th>
<th>Complete Day 4 of Math packet. Instructions and Examples are on each page.</th>
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<tr>
<td></td>
<td>Reading</td>
<td>Read chapter 4 of Shiloh and continue the “Active Reading” (p. 13) and</td>
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<td>the “Responding” pages (p.14-15).</td>
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<tr>
<th>Day 5</th>
<th>Math</th>
<th>Complete Day 5 of Math packet. Instructions and Examples are on each page.</th>
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<td></td>
<td>Reading</td>
<td>Read chapter 5 of Shiloh and complete the “Active Reading” (p. 13) and</td>
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<tr>
<td></td>
<td></td>
<td>the “Responding” pages (p.14–15).</td>
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<th>Day 6</th>
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<tbody>
<tr>
<td></td>
<td>Reading</td>
<td>Complete the “Before You Read” (page 16) of the Shiloh packet</td>
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</tbody>
</table>
Read chapter 6 of *Shiloh* and **begin** the “Active Reading” (p. 17) and the “Responding” pages (p.18-19).

**Day 7**

Math  
- Complete Day 7 of Math packet. Instructions and Examples are on each page.

Reading  
- Read chapter 7 of *Shiloh* and **continue** the “Active Reading” (p. 17) and the “Responding” pages (p.18-19).

**Day 8**

Math  
- Complete Day 8 of Math packet. Instructions and Examples are on each page.

Reading  
- Read chapter 8 of *Shiloh* and **continue** the “Active Reading” (p. 17) and the “Responding” pages (p.18-19).

**Day 9**

Math  
- Complete Day 9 of Math packet. Instructions and Examples are on each page.

Reading  
- Read chapter 9 of *Shiloh* and **continue** the “Active Reading” (p. 17) and the “Responding” pages (p.18-19).

**Day 10**

Math  
- Complete Day 1 of Math packet. Instructions and Examples are on each page.

Reading  
- Read chapter 10 of *Shiloh* and **complete** the “Active Reading” (p. 17) and the “Responding” pages (p.18-19).

**Additional Learning**

- For Science, students may read from their *Xplor* magazine. This goes along with the 4th Quarter Science unit of “Structure, Function, and Survival.”
- For more math students may go to Redbird math, Prodigy, Numberrock.com, and kahnacadamey.org each day as well.
- For more writing students may keep a journal of each day they are off school.
- For Social Studies, students can go to Historyforkids.net and click American. From there they can choose the Declaration of Independence, American Government, and Bill of Rights.
- Students may go to typingclub.com to practice typing.

**Vooks** is a great resource to use in the home with your children. Vooks is a streaming library of ad-free, kid-safe animated read-aloud storybooks, trusted by teachers and enjoyed by millions of children around the world every week. It is an entire library of storybooks, brought to life, to help encourage the love of reading. You can
sign up for Vooks and use the take-home resources to help keep your children reading 20 minutes a day during these extraordinary times.
Sign Up Link: www.vooks.com/parent-resources
Meet Phyllis Reynolds Naylor

Phyllis Reynolds Naylor was born in 1933 in Anderson, Indiana. She was the middle child in her family of two girls and a boy. She writes of one of the family’s favorite activities, reading books together. 

Some of the best nights were the ones when my father did the reading. He could imitate all kinds of voices—the runaway Jim’s in Huckleberry Finn, Injun Joe’s in Tom Sawyer, and Marley’s ghost in A Christmas Carol.

In elementary school, Naylor was writing her own stories. Her love of writing was well known in her school, and she was sometimes asked to compose poems for special occasions. At home she wrote and illustrated mystery, adventure, and fantasy stories for herself and her family.

When Naylor was sixteen, a Sunday school teacher who knew how much Phyllis loved to write stories asked her to write for a church newspaper. Naylor’s first story, about a young baseball player, was published in the newspaper. Several weeks later, she received a check for $4.67—the first money that she earned as a writer.

As a teenager, Naylor continued writing. She published other pieces, including a humorous column in the church newspaper. During summers, the family visited grandparents in Iowa and in Maryland. Both locations would later appear as settings in Naylor’s books.

In 1951, when she was eighteen, Phyllis Reynolds married and moved to Chicago. Five years later, her husband became mentally ill and had to be hospitalized. After eight years of treatment, he did not recover, and the couple divorced. The experience of living with a mentally ill person is described in her novel The Keeper (1986). She later married Rex Naylor, a speech pathologist. They have two children and live in Bethesda, Maryland, outside Washington, D.C.

Naylor is known for the great variety of her books. She has written for both adults and children. Her children’s books are set in widely different locations—West Virginia, Florida, Iowa, and Maryland. She has written about a range of subjects, including the loss of religious faith (A String of Chances), the supernatural (her series of Witch and York books), divorce (The Solomon System), and the death of a parent (The Dark of the Tunnel).

Not all of Naylor’s novels focus on serious topics. A school contest to conserve natural resources is the setting for Beetles. Lightly Toasted. In this comic novel, Naylor mixes insects, imaginative recipes, and hungry students. Some of her books, like Shiloh and its two sequels (Shiloh Season and Saving Shiloh), are both serious and funny.

Naylor has written more than eighty books. In an interview, she explained: My biggest problem is that there are always four or five books waiting in the wings. Scarcely am I halfway through one book than another begins to intrude.
Introducing the Novel

. . . I’m thinking how nothing is as simple as you guess.

— Shiloh, chapter 15

Looking back on their childhoods, some people remember the time that they realized their world was far more complex than they had believed. For eleven-year-old Marty Preston, the hero of Shiloh, that moment comes when a thin, obviously mistreated beagle dog follows him home. From his parents, Marty has learned to tell the truth, be kind to animals, respect other people, and always try to do the right thing. When he realizes, however, that he must deceive others in order to protect the dog he calls Shiloh, Marty is unsure about what to do.

Author Phyllis Reynolds Naylor says that writing fiction begins with asking “what if” questions. In Shiloh the “what if” questions include these: What if being kind to animals means that one must keep secrets from one’s family and neighbors? What if respecting another person’s rights and property conflicts with doing what one believes is right? What happens when honesty and kindness clash? How can a young person choose among rules that seem to be in conflict?

Another question raised in the novel is what can be done about the abuse of animals. Naylor has no simple answer for her characters or for the readers. Marty wants to act at once when he first learns how Judd Travers treats his defenseless dog. Marty’s father reminds him that the dog is legally another person’s property.

Naylor had a real dog in mind as she wrote Shiloh:

I actually found such a dog in West Virginia, in the little community of Shiloh. That dog so haunted me that long after we came home, I knew I had to write about her.

The real Shiloh was adopted by some friends of the author. Named Clover, the dog frequently went on school visits to meet students who had read Shiloh. If you read the dedication page to the novel, you will find that Shiloh is dedicated to Clover. Naylor has written two more books about the shy beagle who changed so many lives. Shiloh Season and Saving Shiloh complete the trilogy, or series of three books.

THE TIME AND PLACE

Shiloh takes place in a rural community in West Virginia. The towns of Sistersville, Friendly, and Middlebourne that are mentioned in the story are real places. On a road map or in an atlas, you can locate the towns about halfway between the cities of Wheeling and Parkersburg, along the Ohio River in Tyler County.

Shiloh is set in the region of the United States known as Appalachia, named for the Appalachian Mountains. The Appalachian system stretches from Quebec to Alabama and includes the White, Green, Allegheny, Blue Ridge, Cumberland, and Great Smoky Mountains.

For much of its history, the Appalachian region was poor. Its geography made transportation difficult, and its farms were usually small. Beginning in the 1900s, the timber and mineral wealth of the region attracted lumber and mining companies. The scars of careless timbering and mining practices still remain. Today, many Appalachian people leave their homes to find work in industrial cities outside the region.

For the pioneers who settled in Appalachia, living in the isolated mountains created a sense of independence and self-reliance. It also created a unique culture. Today’s bluegrass music and some forms of country music are based on Appalachian folk music, which in turn can be traced back to the first Scottish, Irish,
and English settlers in the mountains. The square dance also originated in Appalachia. Today, the region hosts numerous storytelling festivals and craftspeople whose wood carvings, woven baskets, and pottery are much admired by collectors.

Did You Know?

The Appalachian Trail, one of the most famous hiking trails in North America, stretches 2,100 miles (3,400 kilometers) from Maine to Georgia, passing through fourteen states. Every year more than three million people visit some part of the Appalachian Trail to hike, bird watch, or photograph wildlife and wildflowers. Each year at least 1,600 hikers start out to walk the entire trail from beginning to end, but only about 300 actually succeed. Those who do succeed must walk an average of 14–25 miles a day and devote at least six months to the journey. Most carry packs weighing thirty to fifty pounds as they wind through forests and face the challenges of steep climbs and bad weather. Registers posted along the trail allow hikers to exchange messages and information with other hikers about their journeys.

The headquarters of the Appalachian Trail is in Harper’s Ferry, West Virginia. West Virginia is Marty Preston’s home state. You can learn more about the Appalachian Trail by visiting its Web site at www.nps.gov/aptr.
Before You Read

Shiloh Chapters 1-5

FOCUS ACTIVITY
Think of a time when you had a problem that challenged your sense of fair play or honesty.

Journal
Write in your journal about a time when you had to make a difficult decision. What did you do first? Did you make a plan? What challenges did you have to overcome? What strengths did you need to solve the problem?

Setting a Purpose
Read to discover how Marty Preston searches for a solution to an ethical problem.

BACKGROUND

Coming-of-Age Novel
Some book reviewers consider Shiloh an example of a coming-of-age novel. In a coming-of-age novel, the author describes how a character passes from childhood to adolescence or adulthood. In these novels, the characters have experiences that help them determine who they are and what they are capable of. Some coming-of-age novels are about journeys, geographical or spiritual. Marty does not make an actual journey, but his taking responsibility, making decisions, and weighing complicated questions of right and wrong all move him along in his development from childhood to adulthood.

Did You Know?
Even though the beagle can be traced to third-century Britain and fifth-century Greece, the breed first became popular in the 1300s and 1400s, when famous British monarchs—Edward II, Henry VII, and Elizabeth I—chose beagles as their hunting hounds. The breed’s popularity spread to France, Greece, and Italy; but by the 1700s, sportsmen hunters preferred the foxhound over the beagle. However, farmers in England, Ireland, and Wales continued to keep packs of beagles for hunting. In 1876 beagles were imported into the United States. They were recognized by the American Kennel Club in 1884.

Beagles are small dogs (weighing from eighteen to thirty pounds) and are popular as both pets and hunters. Typically, the beagle has a black, white, and tan coat. The beagle is solid, energetic, independent, attentive, and sociable. Its stubborn nature can make it more difficult to train than other breeds. Because the beagle is a scent hound and used to tracking prey, its essential function is to hunt, primarily rabbits.

VOCABULARY PREVIEW

abandoned [ə 'bændəd] adj. deserted, empty
commence [ka 'mens] v. to begin
grovel [gruvəl] v. to creep face down
jowls [ˈdɔulz] n. cheeks
sickle [sikəl] n. tool with crescent-shaped blade for cutting grass and weeds
ticks [tiks] n. bloodsucking insects that attach themselves to animals
Active Reading

*Shiloh Chapters 1-5*

What kind of person is Marty Preston? You can learn about his personal qualities from what he says and thinks, from what he does, and from what other characters say about him. Use the web diagram on this page to record Marty's personal qualities—both positive and negative—as you learn about them in these chapters. Identify the qualities and write any comments you may have about them on the lines connected to the circle.

- loves animals
- 
- 
- 
- 
- 
- 
- Marty Preston

*Shiloh Study Guide*
Responding

*Shiloh* Chapters 1-5

**Personal Response**
Recall a time when you wanted something that seemed impossible to have. What would you say to Marty to help him deal with his disappointment?

---

**Analyzing Literature**

**Recall and Interpret**

1. What is Marty's attitude toward animals? How do you know this?

---

2. Why can Marty not have a dog? What evidence can you find in the novel that getting a pet would not be a wise decision for the Prestons?

---

3. How does Marty answer when Judd and Mr. Preston ask whether he has seen the missing dog? In your opinion, were Marty's answers truthful? Explain your answer.
Responding
Shiloh Chapters 1-5

Analyzing Literature (continued)
Evaluate and Connect
4. Many novels are told in the past tense. Marty, the narrator in Shiloh, uses the present tense, telling things as they happen to him. Why do you think the author uses the present tense? How does it affect what the narrator knows?

5. In chapter 3, Marty explains why he has never asked to be paid for doing household chores. Reread this section. Do you agree or disagree with his conclusions about being paid for household chores? Give reasons to support your position.

Literature and Writing
Changing the Point of View
Point of view is the relationship of the narrator, or storyteller, to the events of the story. The narrator in Shiloh is Marty, a character in the story. He uses the words I, me, and we as he tells the story from the first-person point of view. The reader learns what Marty thinks and feels about events. We have no way of knowing what other characters are thinking unless they tell Marty. The story would be told differently if another character were the narrator. Choose an episode in the first section and retell it from the point of view of another character. For example, you might retell the episode at the end of chapter 5 from the first-person point of view of Judd or Mr. Preston, or the opening scene in chapter 1 from the first-person point of view of the dog.

Extending Your Response
Literature Groups
In chapter 2, Marty explains why he doesn’t like Judd Travers. Describing the incident in which Judd cheated the storekeeper, Marty says, “around here, folks keep to their own business.” Remember that “keep to” or “mind one’s own business” is a colloquialism for not interfering in others’ affairs. In your group, discuss under what conditions you think people in a community should “mind their own business.” Under what conditions should people take an interest in others’ lives? With members of your group, develop some pros and cons regarding minding your own business.

Learning for Life
In the Focus Activity, you wrote about solving problems. In chapter 5, Marty describes how he tries to solve his problems with Shiloh. Imagine that you have been asked to evaluate Marty’s way of solving problems and make suggestions to him. Write a short report on how Marty approaches his problems, and then make three suggestions.

Save your work for your portfolio.
Before You Read

Shiloh Chapters 6-10

FOCUS ACTIVITY
Do you think there is a difference between a lie and a fib? Why or why not?

Discuss
Think of an example—from real life or from something you have read or seen—of how telling a lie led a person deeper and deeper into trouble. Describe the situation to a partner and discuss ways the person might have avoided the trouble without telling the lie.

Setting a Purpose
Read to discover how lying complicates Marty's life.

BACKGROUND

Conflicts
Most stories contain a conflict, or struggle between opposing forces. In a novel, the conflict involves the main character. The conflict may be external or internal. An external conflict pits the main character against an outside force. This outside force may be another character, nature, society, or even fate. An internal conflict takes place in the main character's mind. A character may have both internal and external conflicts.

As you read Shiloh, look for external and internal conflicts. Try to identify the opposing forces. For example, what forces are opposing Marty in his struggle to help the dog? What internal force makes him feel uncomfortable about telling lies to his family and to others?

Did You Know?
A dialect is a regional variety of language distinguished by features of vocabulary, grammar, and pronunciation from other regional varieties of the language. Authors often write dialogue in the dialect of the region in which the novel is set. Marty and his family speak the Appalachian dialect of West Virginia. As you read, notice how the characters' spoken words and Marty's thoughts differ from standard English. For example, the characters often leave out the subject of the sentence. In chapter 6, Marty's mother says, "Eleven's a moody age. Was for me anyways." She leaves out the subject in the second sentence, It. At other times, the characters express themselves with words and phrases generally understood in their region but perhaps not familiar to outsiders. These differences in speech make the story seem more realistic.

VOCABULARY PREVIEW
frankfurter [frangkˈfær tər] n. hot dog
welts [welts] n. raised wounds
yowls [youlz] n. howls
Active Reading

*Shiloh* Chapters 6–10

In this section of *Shiloh*, the lies Marty tells begin to catch up with him. In chapter 6, he says, “Funny how one lie leads to another, and before you know it, your whole life can be a lie.” As you read this section, use the chart on this page to keep track of the lies Marty tells, the circumstances in which he tells them, and the results.

<table>
<thead>
<tr>
<th>Lie</th>
<th>Circumstance</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>He didn’t eat Dara Lynn’s chocolate rabbit.</td>
<td>Ma asks him because Dara Lynn is upset.</td>
<td>Marty feels bad, then tells the truth; he has to apologize to Dara Lynn.</td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Shiloh Study Guide
Responding
Shiloh Chapters 6-10

Personal Response
When Marty's mother discovers Marty and Shiloh in their hiding place, she says, "Don't you ever run away from a problem." Explain whether you think this is good advice.

Analyzing Literature
Recall and Interpret
1. Where does Marty stop on the way home from visiting David? What does he do? What happens later in the novel because of what he did?

2. How does Marty's mother figure out that Marty is hiding something? What is her reaction when she finds Shiloh and learns that Marty has not been telling the truth?

3. What agreement does Marty make with his dad about Shiloh? Why do you think his father makes this agreement?
Responding  
*Shiloh* Chapters 6–10

**Analyzing Literature (continued)**

**Evaluate and Connect**

4. When Marty hitchs a ride into town with Judd Travers, Naylor gives the reader some clues about Judd’s background. What are these clues? Do you think they help explain Judd’s personality? Why or why not?

5. In your opinion, why does Marty love Shiloh so much? What is Marty learning from taking care of a pet?

**Literature and Writing**

**Sharing a Problem**

After his mother finds out about Shiloh, Marty feels glad that someone knows his secret. He is relieved that he doesn’t have to tell lies anymore. However, he has only one day to figure out how to save Shiloh. Marty says that he has thought until his “brains are dry.” On a separate sheet of paper, recount in your own words some of the plans that Marty has thought of in the past week as well as the emotions and fears he has experienced. Then, imagine that Marty has asked you what he should do. Finish your summary of Marty’s plans with a few suggestions of your own on what he should do next.

**Extending Your Response**

**Literature Groups**

After taking Shiloh to Doc Murphy, Marty’s dad says, “The law says a man that pays money for a dog owns that dog. You don’t agree with the law, then you work to change it.” Reread this passage. In your group, talk about what Marty’s dad means. Then make a short list of real or fictional persons, who have worked to change laws with which they disagreed. Discuss the following questions:

- What actions did the persons take to change the law?
- How did other people feel about the actions?
- Did the people who opposed the law suffer hardships?

**Learning for Life**

What makes a family strong enough to endure hardships? Working with a partner, list characteristics of strong families. Then, examine the novel to see how well the Prestons match your list.

*Save your work for your portfolio.*
Solve each problem.

1) \( \frac{42}{6} \times 1500 \)

2) \( 95 \times 80 \)

3) \( 46 \times 50 \)

4) \( 720 \div 80 = 90 \)

5) \( 70 \times 80 = \) __________

6) \( 60 \times 70 = \) __________

7) In the number 6,565 the 6 in the thousands place is ______ the value of the 6 in the tens place.

\[
6000 + 500 + 60 + 5 = 660 = 6,605
\]

8) In the number 36,237 the 3 in the ten thousands place is ______ the value of the 3 in the tens place.

9) In the number 97,298 the 9 in the tens place is ______ the value of the 9 in the ten thousands place.

10) Write as a numeral:
    four thousand, four hundred fourteen

    \( 4,414 \)

11) Write as a numeral:
    one hundred seventy thousand, three hundred nine

12) Write as a numeral:
    seven hundred sixty-five thousand, three hundred thirty-five

13) Write in word form: 448,645
    Four hundred forty-eight thousand, six hundred forty-five

14) __________

15) __________

16) __________
14) Write in word form: 68,166

15) Write in word form: 783,451

16) Write as a numeral:
   1,000 + 600 + 40
   \[ 1,640 \]

17) Write as a numeral:
   1,000 + 300 + 80 + 7

18) Write as a numeral:
   3,000 + 900 + 50 + 3

19) Write in expanded form: 6,656
   \[ 6,000 + 600 + 50 + 6 \]

20) Write in expanded form: 165,068

21) Write in expanded form: 577,075

22) Use <, > or = to compare.
   \[ \frac{23}{50} \quad \geq \quad \frac{23}{60} \]

23) Use <, > or = to compare.
   80,346 \quad \_\_\_ \quad 80,346

24) Use <, > or = to compare.
   85,705 \quad \_\_\_ \quad 85,703
Solve each problem.

1) Round 824,432 to the nearest hundred.
   \[ 824,400 \]

2) Round 391 to the nearest ten.

3) Round 124 to the nearest ten.

4) Round 383 to the nearest ten.

5) Round 53,771 to the nearest ten.

6) \[
\begin{array}{c}
8,597 \\
+ 1,927 \\
\hline
10,524
\end{array}
\]

7) \[
\begin{array}{c}
8,262 \\
+ 5,006 \\
\hline
13,268
\end{array}
\]

8) \[
\begin{array}{c}
6,141 \\
+ 2,256 \\
\hline
8,467
\end{array}
\]

9) \[
\begin{array}{c}
4,724 \\
+ 3,493 \\
\hline
8,297
\end{array}
\]

10) \[
\begin{array}{c}
6,841 \\
+ 1,409 \\
\hline
8,250
\end{array}
\]

11) \[
\begin{array}{c}
4,005 \\
- 1,553 \\
\hline
2,452
\end{array}
\]

12) \[
\begin{array}{c}
90,004 \\
- 48,955 \\
\hline
41,049
\end{array}
\]

13) \[
\begin{array}{c}
50,003 \\
- 8,856 \\
\hline
41,147
\end{array}
\]

14) \[
\begin{array}{c}
30,003 \\
- 15,525 \\
\hline
14,478
\end{array}
\]

15) \[
\begin{array}{c}
40,005 \\
- 37,113 \\
\hline
2,892
\end{array}
\]

Answers

1. 824,400

2. 

3. 

4. 

5. 

6. 10,524

7. 

8. 

9. 

10. 8,452

11. 8,452

12. 

13. 

14. 

15. 

Math www.CommonCoreSheets.com
Solve each problem.

1) \[ \frac{42}{8} \times 3 = 336 \]
2) \[ 95 \times 8 = 760 \]
3) \[ 19 \times 3 = 57 \]
4) \[ \frac{641}{3} \times 9 = 1,823 \]

5) \[ 133 \times 7 = 931 \]
6) \[ 329 \times 6 = 1,974 \]
7) \[ 7,055 \times 3 = 21,165 \]
8) \[ 2,608 \times 5 = 13,040 \]

9) \[ 7,189 \times 6 = 43,134 \]
10) \[ 30 \times 62 = 1,860 \]
11) \[ 21 \times 37 = 777 \]
12) \[ 32 \times 99 = 3,168 \]
Solve each problem.

1) \[68 \div 2 = \underline{\hspace{1cm}}\]

2) \[39 \div 7 = \underline{\hspace{1cm}}\]

3) \[46 \div 2 = \underline{\hspace{1cm}}\]

4) \[84 \div 2 = \underline{\hspace{1cm}}\]

5) \[
\begin{array}{c}
\text{Dividend} \\
\text{Divisor} \\
\text{Quotient} \\
\text{Remainder}
\end{array} \\
\begin{array}{c}
6273 \\
-24 \\
60 \\
\underline{\hspace{1cm}} \\
5 \\
\underline{\hspace{1cm}} \\
\underline{\hspace{1cm}} \\
\underline{\hspace{1cm}}
\end{array}
\]

6) \[
\begin{array}{c}
\text{Dividend} \\
\text{Divisor} \\
\text{Quotient} \\
\text{Remainder}
\end{array} \\
\begin{array}{c}
7772 \\
7 \\
\underline{\hspace{1cm}} \\
\underline{\hspace{1cm}} \\
\underline{\hspace{1cm}} \\
\underline{\hspace{1cm}}
\end{array}
\]

7) \[
\begin{array}{c}
\text{Dividend} \\
\text{Divisor} \\
\text{Quotient} \\
\text{Remainder}
\end{array} \\
\begin{array}{c}
8142 \\
8 \\
\underline{\hspace{1cm}} \\
\underline{\hspace{1cm}} \\
\underline{\hspace{1cm}} \\
\underline{\hspace{1cm}}
\end{array}
\]

8) \[
\begin{array}{c}
\text{Dividend} \\
\text{Divisor} \\
\text{Quotient} \\
\text{Remainder}
\end{array} \\
\begin{array}{c}
9192 \\
9 \\
\underline{\hspace{1cm}} \\
\underline{\hspace{1cm}} \\
\underline{\hspace{1cm}} \\
\underline{\hspace{1cm}}
\end{array}
\]

9) A box can hold nine brownies. If a baker made eight hundred sixty brownies, how many full boxes of brownies did he make?

\[
\begin{array}{c}
\text{Dividend} \\
\text{Divisor} \\
\text{Quotient} \\
\text{Remainder}
\end{array} \\
\begin{array}{c}
860 \\
9 \\
\underline{\hspace{1cm}} \\
\underline{\hspace{1cm}} \\
\underline{\hspace{1cm}} \\
\underline{\hspace{1cm}}
\end{array}
\]

10) A truck can hold four boxes. If you needed to move three hundred forty-six boxes across town, how many trips would you need to make?

\[
\begin{array}{c}
\text{Dividend} \\
\text{Divisor} \\
\text{Quotient} \\
\text{Remainder}
\end{array} \\
\begin{array}{c}
3460 \\
45 \\
\underline{\hspace{1cm}} \\
\underline{\hspace{1cm}} \\
\underline{\hspace{1cm}} \\
\underline{\hspace{1cm}}
\end{array}
\]

11) It takes two grams of plastic to make a ruler. If a company had eight hundred thirty-seven grams of plastic, how many entire rulers could they make?
12) There are five hundred twenty students going to a trivia competition. If each school van can hold three students, how many vans will they need?
Solve each problem.

1) Kaleb bought 5 action figures at the toy store. If each action figure cost $3.15 and he paid with a twenty dollar bill, how much change should he get back?

\[
\begin{align*}
3.15 \times 5 &= 15.75 \\
\frac{15.75}{3.15} &= 5 \\
\text{Step 4} \quad &\frac{3.15}{15.75} \quad \text{Step 2} \quad \frac{28.88}{15.75} \\
\end{align*}
\]

\[\text{Step 2} \quad \frac{28.88}{15.75} = 1.8 \]

\[\text{Step 4} \quad \frac{3.15}{15.75} = 0.2 \]

\[\text{Change} = 28.88 - 15.75 = 13.13 \]

2) Faye bought 4 bookmarks at the school book fair. If each bookmark cost $1.45 and she paid with a twenty dollar bill, how much change should she get back?

3) Faye bought 2 chargers at the phone store. If each charger cost $6.80 and she paid with a twenty dollar bill, how much change should she get back?

4) Olivia bought 3 erasers at the school shop. If each eraser cost $0.60 and she paid with a twenty dollar bill, how much change should she get back?

5) Find the perimeter and area (in u).

\[
\begin{align*}
\text{Perimeter} &= 10 + 4 + 4 + 8 + 20 + 8 = 28 \\
\text{Area} &= 10 \times 4 = 40 \\
\end{align*}
\]

6) Find the perimeter and area (in u).

\[
\begin{align*}
\text{Perimeter} &= 10 + 4 + 4 + 6 + 8 + 6 = 30 \\
\text{Area} &= 3 \times 6 = 18 \\
\end{align*}
\]
7) Find the perimeter and area (in u).

\[
\begin{array}{c}
4 \\
8 \\
10
\end{array}
\]

8) Find the perimeter and area (in u).

\[
\begin{array}{c}
5 \\
10
\end{array}
\]

9) A window had a length of 8 feet and a width of 7 feet. What is the perimeter of the window?

\[
\begin{array}{c}
8 \quad 7 \\
+8 \quad 7 \\
16 \quad 14 \\
30 \text{ ft}
\end{array}
\]

\[
8 \times 2 = 16 \text{ ft} \\
7 \times 2 = 14 \text{ ft} \\
p = 30 \text{ ft}
\]

10) A piece of sheetrock was cut so its length was 6 feet by 3 feet. What is the area of the sheetrock?

11) George was painting a picture frame. The frame was 8 inches wide and 10 inches tall. What is the perimeter of the picture frame?

12) A piece of sheetrock was cut so its length was 8 feet by 8 feet. What is the perimeter of the sheetrock?
13) The line plot below shows the length (in feet) of the girls hair in Mr. Wood's class.

What is the difference in length between the girls with the shortest and longest hair?

\[ 2 \frac{5}{8} - 1 \frac{2}{8} = \frac{3}{8} \text{ ft} \]

14) The line plot below shows the length (in feet) of the girls hair in Mr. Wood's class.

What is the difference in length between the girls with the shortest and longest hair?

15) The line plot below shows the size (in inches) of several different frog species.

What is the difference in size between the shortest species and longest species of frog?

16) The line plot below shows the distance students lived from the school (in miles).

What is the difference in miles between the students who live closest and furthest away?

17) What angle is shown below?

18) What angle is shown below?
19) What angle is shown below?

20) What angle is shown below?

21) What angle is shown below?

22) What angle is shown below?

23) What angle is shown below?

24) What angle is shown below?
Solve each problem.

1) Is the angle shown acute, obtuse, right or straight?
   
   [Diagram of an acute angle]
   acute

2) Is the angle shown acute, obtuse, right or straight?
   
   [Diagram of an obtuse angle]

3) Is the angle shown acute, obtuse, right or straight?
   
   [Diagram of a right angle]

4) Is the angle shown acute, obtuse, right or straight?
   
   [Diagram of an obtuse angle]

5) How many acute, obtuse and right angles are in the shape?
   
   [Diagram of a polygon with marked angles]

6) How many acute, obtuse and right angles are in the shape?
   
   [Diagram of a polygon with marked angles]

7) How many acute, obtuse and right angles are in the shape?
   
   [Diagram of a triangle]

8) How many acute, obtuse and right angles are in the shape?
   
   [Diagram of a right triangle]

9) inter

10.

11.

12. yes

13.

14.

15.

16.
9) Use 'parallel', 'perp' (perpendicular) and 'inter' (intersecting) to describe the lines.

10) Use 'parallel', 'perp' (perpendicular) and 'inter' (intersecting) to describe the lines.

11) Use 'parallel', 'perp' (perpendicular) and 'inter' (intersecting) to describe the lines.

12) Use 'parallel', 'perp' (perpendicular) and 'inter' (intersecting) to describe the lines.

13) Determine if the line through the figure is a line of symmetry (yes/no).

14) Determine if the line through the figure is a line of symmetry (yes/no).

15) Determine if the line through the figure is a line of symmetry (yes/no).

16) Determine if the line through the figure is a line of symmetry (yes/no).

parallel = \text{trair}
perpendicular = \text{cross at 90° angle}
intersecting = \text{at any ang}
Solve each problem.

1) 12 is \[ \frac{3}{4} \text{ times as many as 4.} \]

\[ 4 \times \_ = 12 \]

2) 36 is \[
\] \text{times as many as 6.}

3) 35 is 7 times as many as \[
\]

4) 81 is 9 times as many as \[
\]

5) Henry was collecting cans for recycling. He collected \[ \text{twenty-eight} \] cans on Saturday which is \[ \text{seven} \times \] times as many as he collected \[ \text{Sunday} \]. How many did he collect on Sunday?

\[ 28 \div 7 = 4 \]

6) Maria was playing basketball she missed four shots and made sixteen shots. How many times as many shots did she make as she missed?

7) It takes John nine oranges to make a small glass of orange juice. He uses \[ \text{four times as} \] many for a large glass. How many oranges does he use for a large glass?

8) There were nine adults and three children in line at a movie theater. How many times more adults were in the line than children?

9) John was trying on his old winter clothes. He tried on 7 sweaters, but 3 of them were too small. How many did he have that fit?
10) For a potluck lunch Bianca brought 7 bottles of soda. If someone else had already brought 6 sodas, how many were there total?

11) Tiffany had 9 quarters. If it costs 3 quarters for each coke from a coke machine, how many could she buy?

12) A contractor bought 78 boxes of nails at a price of $1 per box. Each box contained 48 nails. If he distributed the nails to the houses he was building and made sure each house received the same number of nails, how many nails would each house get?

13) At a potato chip factory there were 78 machines working with each machine able to produce 92 chips a minute. If this is enough potato chips to fill 4 shipping boxes, how many chips are there per box?

14) Vanessa was trying to save up $378. At her job she made $9 an hour and she worked 26 hours a week. After paying for her food and other expenditures she ended up only saving 1/9 of her weeks earnings. How much money did she save up each week?

15) At a potato chip factory there were 59 machines working with each machine able to produce 84 chips a minute. If this is enough potato chips to fill 4 shipping boxes, how many chips are there per box?
Solve each problem.

1) Which choice is a factor of 90?
   A. 8    B. 6
   C. 14   D. 12

2) Which choice is a factor of 22?
   A. 12    B. 20
   C. 3     D. 11

3) Which choice is a factor of 75?
   A. 6    B. 7
   C. 16   D. 75

4) Which choice is a factor of 75?
   A. 75    B. 11
   C. 14    D. 12

5) Is 46 a Prime(P) or a Composite(C) number?

   \[2 \times 23 = 46\]

6) Is 44 a Prime(P) or a Composite(C) number?

7) Is 4 a Prime(P) or a Composite(C) number?

8) Is 67 a Prime(P) or a Composite(C) number?

9) Which choice is a multiple of 3?
   A. 59    B. 42
   C. 43    D. 37

10) Which choice is a multiple of 5?
    A. 70    B. 72
    C. 74    D. 56

11) Which choice is a multiple of 5?
    A. 62    B. 85
    C. 69    D. 56

12) Which choice is a multiple of 9?
    A. 70    B. 126
    C. 178    D. 165

13) A pattern starts with 3. The second number is a 8. The third is a 13. Fourth is a 18 and fifth is 23. If the pattern continues will the 10th number in the pattern be even or odd?

   \[3, 8, 13, 18, 23, 28, 33, 38, 43, 48, \ldots\]

   [Rule: +5]
14) In a pattern the first number is a 5. The second number is a 10. The third is a 15. Fourth is a 20. If the pattern continues will the 16th number end in a 5 or a 0?

15) A pattern starts with 8. The second number is a 9. The third is a 10. Fourth is a 11 and fifth is 12. If the pattern continues will the 20th number in the pattern be even or odd?

16) In a pattern the first number is a 5. The second number is a 10. The third is a 15. Fourth is a 20. If the pattern continues will the 11th number end in a 5 or a 0?

17) Determine which numbers best complete the pattern below.

\[
\begin{array}{cccccc}
34 & 37 & 40 & 43 & 46 & \boxed{49} \\
45 & 45 & 45 & 45 & 43 & 52
\end{array}
\]

18) Determine which numbers best complete the pattern below.

\[
\begin{array}{cccccc}
44 & 48 & 52 & 56 & 60 & \boxed{64} \\
44 & 48 & 52 & 56 & 60 & 64
\end{array}
\]

19) Determine which numbers best complete the pattern below.

\[
\begin{array}{cccccc}
91 & 84 & 77 & 70 & 63 & \boxed{56} \\
45 & 48 & 52 & 56 & 60 & 64
\end{array}
\]

20) Determine which numbers best complete the pattern below.

\[
\begin{array}{cccccc}
17 & 24 & 31 & 38 & 45 & \boxed{52} \\
17 & 24 & 31 & 38 & 45 & 52
\end{array}
\]
Solve each problem.

1) Use <, > or = to compare.
   \[
   \frac{7 \times 3}{10 \times 3} \quad \frac{1 \times 10}{3 \times 10} \\
   \frac{21}{30} > \frac{16}{30}
   \]

2) Use <, > or = to compare.
   \[
   \frac{3}{4} \qquad \frac{1}{6}
   \]

3) Use <, > or = to compare.
   \[
   \frac{2}{3} \quad \frac{4}{5}
   \]

4) Use <, > or = to compare.
   \[
   \frac{4}{6} \quad \frac{5}{10}
   \]

5) Answer \text{ as a mixed number}.
   \[
   \frac{2}{5} - \frac{2}{5} = \frac{4}{5} \\
   \frac{7}{5} - \frac{4}{5} = \frac{3}{5}
   \]

6) Answer \text{ as a mixed number}.
   \[
   5 \frac{6}{12} + 7 \frac{1}{12} = \frac{12}{12}
   \]

7) Answer \text{ as a mixed number}.
   \[
   1 \frac{3}{4} + 6 \frac{3}{4} = 
   \]

8) Answer \text{ as a mixed number}.
   \[
   8 \frac{2}{5} + 1 \frac{3}{5} = 
   \]

9) \[
   2 \frac{1}{7} - 1 \frac{3}{7} = 
   \]

10) \[
    4 \frac{1}{4} - 3 \frac{2}{4} = 
    \]

11) \[
    9 \frac{3}{5} - 3 \frac{4}{5} = 
    \]

12) \[
    \frac{1}{6} - 1 \frac{3}{6} = \\
    2 \frac{7}{6} - 1 \frac{3}{6} = \frac{4}{6} = \frac{1}{3}
    \]
13) An empty bulldozer weighed \( 10 \frac{1}{2} \) tons. If it scooped up \( 6 \frac{1}{2} \) tons of dirt, what would be the combined weight of the bulldozer and dirt? Answer as a mixed number.

\[
10 \frac{1}{2} + 6 \frac{1}{2} = 16 \frac{2}{2} \text{ or } 17
\]

14) In December it snowed \( 9 \frac{1}{4} \) inches. In January it snowed \( 2 \frac{3}{4} \) inches. What is the combined amount of snow for December and January? Answer as a mixed number.

15) Olivia's new puppy weighed \( 9 \frac{1}{4} \) pounds. After a month it had gained \( 3 \frac{1}{4} \) pounds. What is the weight of the puppy after a month? Answer as a mixed number.

16) Vanessa walked \( 3 \frac{3}{4} \) miles in the morning and another \( 5 \frac{3}{4} \) miles in the afternoon. What was the total distance she walked? Answer as a mixed number.
Solve each problem.

1) Write as a mixed number.
\[ \frac{46}{7} = 6 \frac{4}{7} \]

2) Write as a mixed number.
\[ \frac{38}{4} = 9 \frac{2}{4} \]

3) Write as a mixed number.
\[ \frac{20}{6} = 3 \frac{1}{3} \]

4) Write as a mixed number.
\[ \frac{46}{7} = 6 \frac{4}{7} \]

5) Write as a mixed number.
\[ \frac{15}{2} = 7 \frac{1}{2} \]

6) Write as an improper fraction.
\[ \frac{6}{5} + \frac{3}{10} = \frac{60 + 3}{10} = \frac{63}{10} \]

7) Write as an improper fraction.
\[ \frac{6}{5} + \frac{9}{1} = \frac{60 + 9}{1} = \frac{69}{1} \]

8) Write as an improper fraction.
\[ \frac{6}{3} \times \frac{7}{9} = \frac{63}{27} = \frac{9}{3} \]

9) Write as an improper fraction.
\[ 10 \times \frac{6}{10} = 2 \times \frac{4}{5} = 2 \times \frac{1}{4} = \]

10) Write as an improper fraction.
\[ \frac{1}{5} \times \frac{3}{1} = \frac{3}{5} \]

11) Write as an improper fraction.
\[ \frac{1}{12} \times 4 = \frac{4}{12} = \frac{1}{3} \]

12) Write as an improper fraction.
\[ \frac{1}{10} \times 2 = \frac{2}{10} = \frac{1}{5} \]

13) Write as an improper fraction.
\[ 10 \times \frac{1}{6} = \frac{10}{6} = \frac{5}{3} \]

14) Write as an improper fraction.
\[ \frac{1}{12} \times 4 = \frac{4}{12} = \frac{1}{3} \]

15) Write as an improper fraction.
\[ \frac{1}{10} \times 2 = \frac{2}{10} = \frac{1}{5} \]

16) Write as an improper fraction.
\[ \frac{1}{5} \times 5 = \frac{5}{5} = 1 \]
All About Me and PE

**About Me**

My name: ____________________________

My age: ________ My height: __________ My weight: ______

The color of my hair: ________________________

The color of my eyes: ________________________

My grade this year: ________________________

My classroom teacher: ________________________

My favorite food: ________________________

My favorite animal: ________________________

My favorite subject in school: ________________________

My favorite sportsperson or team: ________________________

My favorite sport/activity to play: ________________________

**About PE**

What I look forward to most about PE: ________________________

What I least like about PE: ________________________

What I most want to get better in during PE this year: ________________________

Keep this page in your portfolio or at home. Look it over at the end of the year!
SPORTS WRITER

Write a story about your favorite sport, team, or athlete.

Physical Education Homework is a supplement to Teaching Elementary Physical Education.

This sheet was created by Monica Mize. Teachers may reproduce this page for their students.
Drawing a 3-D illusion Cube

1. Trace the hexagon. Use a ruler to connect the opposite corners.
2. Make a dot 2 inches in from the outside on each line.
3. Connect those dots to make a smaller hexagon.
4. Erase every other line in the smaller hexagon.
5. Erase the opposite every other line in the bigger hexagon.
6. Color opposite sides to match. You will need 3 values: a tint, your color and a shade.


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SPELL A STORY

DIRECTIONS: Spell the following words by filling in the blanks with the correct pitch letter names from the C Major Scale CLUES below. Next, read the story. Then, show what you know about science!

On ___ there was ___og ___m___ ino. H___ lov___ to ___t, ___rk ___t_h. ut mostly, h___ lik___ to i

On ___y, ___o uru___ six tr___sur___ in th___y___r:

___mpl___, ___n ___thworm, ___mu___n, ___trpill___

___snow___l, ___n his ___n. L___r___ in___u___ up his tr___sur___s. Surpris___! ___rythin___ w___on___, ___pt or

his ___n! Wh___h___n___ to th___othr tr___sur___s?

CLUES: C Major Scale pitch letter names

C D E F G A B C

SHOW WHAT YOU KNOW: Draw a line from each treasure to the sentence that tells what happened to it.

- [Image of leaf] It melted.
- [Image of worm] It decomposed and became part of the soil.
- [Image of moldy food] It grew stale and moldy, decomposed, and then became part of the soil.
- [Image of bug] It crawled away to a different underground place.
- [Image of skull] It was in the ground right where Bingo buried it!
- [Image of bone] It crawled through the soil, shed its skin, formed a chrysalis, and became a butterfly.
Rocket Rhythms

Understanding rhythms can really be a “blast!” Study these note values to help you get started.

♩ Quarter Note = 1 beat
♩ Half Note = 2 beats
♩ Dotted Half Note = 3 beats
♩ Whole note = 4 beats (in ⁴/₄ time)

There is a note pictured on each rocket. First, fill in the number of beats each note receives. An example is given. Then, count how many rockets are traveling to each of the four planets shown at the bottom of the page. The quarter-note rockets are going to Saturn. The half-note rockets are going to Jupiter. The dotted-half-note rockets are going to Mars, and the whole-note rockets are going to Neptune.

Number of rockets: Saturn, Jupiter, Mars, Neptune

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