Social 6-8
TRANSITIONING TO A NEW TOPIC:

Let's say your friend is talking about studying. You want to change topics and tell her about your new video game. You need to acknowledge what your friend said, respond on topic, and then transition to a new topic, as illustrated below:

I stayed up studying for hours last night!

Me too! I studied a lot!

"...but did you know what else I did?"

I started playing my new video game! It has robots and aliens. You'd love it!
WHAT IS THE TOPIC?

Read what the people are saying and determine the topic of their conversation. Cut and paste your answers in the boxes.

Gross! What is that on your shirt?

Eww, I don’t know! It’s sticky! Hand me a napkin!

My sister borrowed my scarf without asking!

Ugh! My sister does that too. My sister took my earrings!

Guess what? I got us tickets to see the new movie!

Awesome, thanks! I thought it would be hard to get tickets opening night!

VACATIONS  MOVIE TICKETS  SISTERS TAKING THINGS  A STICKY SPOT
WHAT IS THE TOPIC?

Read what the people are saying and determine the topic of their conversation. Cut and paste your answers in the boxes.

**Dialogue:**

Did you see that baseball game last night? Amazing!

Yes, I couldn't believe it! Three home runs in a row!

Should we see a scary movie?

I like funny movies better. Let's look for a funny movie.

You need to finish your homework before dinner.

This homework is hard! I still have ten problems to do.

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**Topics:**

- BASEBALL
- HOMEWORK
- MOVIES
- SWIMMING
USING OUR BODIES TO COMMUNICATE

We can use our words to communicate, but we can also use our bodies! We can say a lot without actually saying anything at all! Our facial expressions and body positions can give clues about our thoughts and feelings. It is helpful to be aware of the messages we send with our body language. It is also helpful to be able to tell how someone else is feeling based on their body language. Reading body language helps you become a better communicator.

Example:

Jack is feeling sad. He doesn’t have to use his words to tell us that. We know that he is sad because he is communicating it with his body.

BODY LANGUAGE CLUES:

- Jack’s head is lowered.
- Jack’s eyes are looking down and he is crying.
- Jack’s mouth is turned down into a frown.
- Jack’s shoulders are slumped forward.
Look at the pictures of the people below. Select the emotion word that matches their body language and glue it in the box by the corresponding character. Then write the body language clues in the space provided.

CONFUSED  ANGRY  CURIOUS  SHOCKED  BORED
Look at the pictures of the people below. Select the emotion word that matches their body language and glue it in the box by the corresponding character. Then write the body language clues in the space provided.

<table>
<thead>
<tr>
<th>Character</th>
<th>Body Language Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Character 1]</td>
<td>![Box]</td>
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<td>![Character 2]</td>
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<td>![Character 3]</td>
<td>![Box]</td>
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<tr>
<td>![Character 4]</td>
<td>![Box]</td>
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</tbody>
</table>

Options: SURPRISED, SILLY, SHY, SCARED, ANGRY
LISTENING WITH YOUR WHOLE BODY

It is important to listen carefully when you are having a conversation. You need to listen with your ears, of course, but you can also show you are listening with other parts of your body! Your body position and movement can show people that you are engaged in the conversation and listening politely.

If your body doesn’t show you are listening, your conversation partner might think you aren’t interested in what is being said. They might become frustrated or confused.

If your body shows you are listening, your conversation partner will feel like you care about what is being said. They will know you are listening and feel good about talking with you!
LISTENING WITH MY BODY: MATCHING

Draw a line from the body part on the left to the description on the right.

STILL HANDS AND FEET
Looking at your conversation partner shows them you are paying attention.

VOICE OFF
Listen to what your conversation partner is saying so you can respond on topic!

USE MY EYES
Stay quiet while your conversation partner is talking to show that you are listening. If you need to say something, politely say, "excuse me".

BRAIN FOCUSED
Turn your body toward your conversation partner to show you are interested in what is being said.

USE MY EARS
Keep your body calm to show you are listening. Keep hands and feet quiet and calm.

TURN MY BODY
Make sure that you are thinking about the conversation topic.
LISTENING: CUT AND PASTE

Cut out the pictures at the bottom of the page and glue them in the correct spot.
CONVERSATIONAL TURN TAKING: QUICK CHECK

Read the questions. Then mark the appropriate answers below.

WHAT IS CONVERSATIONAL TURN TAKING?

A △ B △ C

When everyone takes turns and gets a chance to participate in a conversation
When I tell all of my ideas to my friends
When I listen carefully to a presentation at school

WHY IS CONVERSATIONAL TURN TAKING IMPORTANT?

A △ B △ C

Taking turns is respectful and polite
Taking turns shows you value what other’s have to say
Both A and B

Illustrate: Draw a picture of people taking turns during a conversation.
Look at the examples below. Jack is discussing a book with Mary. Which picture shows good conversational turn taking? Why is it important to take turns when you are having a conversation?

I just finished reading my book. At the beginning, the hero thinks that the robot is just a regular robot. But then, they realize that the robot has actually come to life and it starts going around and making messes all over the city. It reminded me of another book I like called Space Bot, but that wasn’t as good as this other book I read last summer about robots taking over a city. I think that one was called City of Destruction but the robots didn’t actually destroy the city so they should have called it something else. But the book about the robot coming to life was...

I just finished reading by book about robots. I really liked it. I like a lot of robot books.

I like robot books too! Have you read Space Bot? That one is my favorite.
When you end a conversation, you don’t just walk away. You typically say something to let your conversation partner know that the conversation is over. For example, you could say:

- It was good to catch up with you. We’ll chat again soon.
- Well, I have to get going. See you later!
- Thanks for talking with me. Bye!
- It’s been nice talking with you.
- I’ll talk to you later. Have a good afternoon.

If someone ends a conversation, it’s polite to respond and acknowledge it.

- It’s been nice talking with you.
- Thanks for talking with me. Bye!
ENDING A CONVERSATION ACTIVITY

These conversations are coming to an end. Write an appropriate concluding sentence in each speech bubble below.

I'll see you next week!

It was great catching up with you!

It's getting late. I need to go.
<table>
<thead>
<tr>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>$20</td>
</tr>
<tr>
<td>$40</td>
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<tr>
<td>$60</td>
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<tr>
<td>$80</td>
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Select an amount and press Enter

<table>
<thead>
<tr>
<th>Amount</th>
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<tbody>
<tr>
<td>$100</td>
</tr>
<tr>
<td>$200</td>
</tr>
<tr>
<td>$300</td>
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</tbody>
</table>

Your withdrawal is complete
Thank you for using The Bank!

[Options]
- Main Menu
- Exit
- Print Receipt
- Exit
- No Receipt

[think]
## My Shopping List

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<tr>
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<th>Fruits</th>
<th>Vegetables</th>
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<td>Apples</td>
<td>Broccoli</td>
<td>Barley</td>
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<tr>
<td>Eggs</td>
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<td>Bananas</td>
<td>Cabbage</td>
<td>Bread</td>
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<td>Fish</td>
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<td>Berries</td>
<td>Carrots</td>
<td>Bagel</td>
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<td>Swiss</td>
<td>Strawberry</td>
<td>Cucumber</td>
<td>Wheat</td>
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<td>Cheddar</td>
<td>Blueberry</td>
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<td>Provolone</td>
<td>Raspberry</td>
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<td>Brie</td>
<td>Grapes</td>
<td>Mushrooms</td>
<td>Lima beans</td>
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<td>Milk</td>
<td>Oranges</td>
<td>Potatoes</td>
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<td>Spinach</td>
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<td>Wildrice</td>
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<td>Frozen</td>
<td>Beverages</td>
<td>Snacks</td>
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<td>Household /</td>
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<td>Coffee</td>
<td>Biscuits</td>
<td>Baking Soda</td>
<td>Personal Care</td>
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<td>Blueberries</td>
<td>Tea</td>
<td>Candy Bar</td>
<td>Canned Fruit</td>
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<tr>
<td>Mixed</td>
<td>Juice</td>
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<td>Jam</td>
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<td>Crackers</td>
<td>Ketchup</td>
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<td>Jerky</td>
<td>Mustard</td>
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<td>Mixed Nuts</td>
<td>Olive Oil</td>
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<td>Raisins</td>
<td>Salt &amp; Pepper</td>
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<td></td>
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<td>Hand Towels</td>
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<td>Soap</td>
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1. Why do you think it is important to have friends?

2. One way to make friends is to make the other person feel special.
   Think about someone you are friends with or would like to be friends with. How is that person special? What can you do to make that person feel special?

3. One way to make friends is to make the other person feel important.
   Think about someone you are friends with or would like to be friends with. How is that person important to you? What can you do to make that person feel important?

4. Friends are interested in each other.
   Think about someone you are friends with or would like to be friends with. What is that person interested in? Make a list of things about this person that you think are interesting.
Friends listen to each other.
How well do you listen? Think about a conversation you had with a friend. What were you talking about? How much did you remember? Who did most of the talking? Were you a good listener? Why or why not?

Friends are interested in each other.
Think about someone you are friends with. What could you say to show that you find him or her interesting? What are some things you could do?

One way to be a good listener is to encourage the other person to talk about things he or she is interested in. Think about someone you are friends with or would like to be friends with. Make a list of things that person would be interested in talking about.
How to Be a Stellar Student

VIDEO

**Assignment:** Create a video that shows others how to be a good student.

**Follow these steps.**
Have your teacher approve each step as you complete it.

- **Step 1:** Think of an example of how to be a good student.
- **Step 2:** Write a script for your video.
  
  Your script should include:
  
  - What to do to be a good student.
  
  - Why it’s important.
  
  - How to do it and what it looks like.

- **Step 3:** Practice your video.

- **Step 4:** Record your video.

- **Step 5:** Share your video with the class and your school!
Do your homework.
Chew with your mouth closed.
Help a classmate.
Play fair.
Take turns.
Wildcard!

Have all your supplies ready.
Be kind.
Wildcard!
Wave to someone in the hallway.
Clean up your lunch table.
Read a book.

Get a good night's sleep.
Eat breakfast before school.
Listen to your teacher.
Hold the door for someone.
Walk in the hallways.
Do your work quietly.
Facetime

Draw two facial expressions that show respect. Write what each person might be saying.

Draw two facial expressions that show disrespect. Write what each person might be saying.
Assignment:
Work with your group to write a report about an animal.

Steps:
1. Choose an animal.
2. Decide who is doing what.
3. Read about the animal.
4. Write your report.
5. Print a picture of your animal.
6. Display your report.

Give each other a HAND:

Help each other.
Act as a team.
Include everyone.
Do your best.
ANIMAL FACTS

Animal Name: _____________________________

bird  fish  insect
mammal  reptile
circle one

Color: _________________________________

fur  feather  skin
circle one

Size: _________________________________

BABIES

Name: _________________________________

eggs  live birth
circle one

DIET

What does your animal eat?

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Animal Name

paste picture of the animal here

HABITAT

Where does your animal live?
Communicating with RESPECT

- Respect is the belief that you and other are important.
- Respect shows you care about your feelings and the feelings of the other person.

Strategy 1: Speak your truth.
Say what you need to say.

Strategy 2: Use words that help.
Be kind.

Strategy 3: Watch your tone of voice.
Stay calm. Be strong.

Strategy 4: Look at the person.
Show respect and confidence.

Strategy 5: Listen to the other person.
Give the other person a chance to be heard.
ME
AS A FRIEND

I am

I like

I like to

I like to talk about

let's
A Negotiation Station is a designated space in your classroom where students can go when they need to deal with a conflict or discuss a situation they feel is unfair.

**Suggestions for your Negotiation Station**

- Consider adding this space within your Calm Corner. (See suggestions for a Creating a Calm Corner in the Self-Control lesson.) If you don’t have a Calm Corner, designate two chairs, stools, or tape lines on the floor for students to sit on while discussing the problem.
- Create and post a Negotiation Station sign.
- Post a copy of the Make It Fair Student Resource.
- Designate an object as tool to indicate whose turn it is to talk. (This is based on the Native American tradition of the Talking Stick.) You could use a toy microphone, puppet, a stick or ruler, a statue, or any object.

Negotiation Stations are designed to provide a safe place where students can resolve their conflict constructively. A few things to keep in mind:

- Don’t call attention to students or deny students from using the Negotiation Station in front of other students. If students are using the Negotiation Station inappropriately, talk with them privately to resolve the issue.
- Don’t tell students to go to the Negotiation Station. Instead, if students are experiencing a conflict, refer to the Make It Fair Student Resource to help the students identify some ways they can resolve their conflict constructively. Ask the students if they would like to talk it out in the Negotiation Station.
- When a Negotiation Station is first introduced, it may be a popular place to visit. Don’t worry. The novelty will wear off and it will become a safe place for students who need it.
Walk The Line

Line the students up at one end of an open area. Read each statement. Have the students move one step forward if the statement is true for them or stay where they are if the statement is not true for them.

English is my first language.

I live with two parents.

I feel safe in my neighborhood.

One of my parents went to college.

Both of my parents went to college.

My parents can pay for college if I decide to go.

No one has trouble pronouncing my name.

I am a proficient reader.

I have never felt like I couldn’t do something because of my gender.

I have never been teased because of my religion or lack of religion.

I was born in the United States.

I have never been the target of a racist comment.

I would never hesitate to call the police if I needed them.

I can hold hands in public with my partner without upsetting someone.

My family has never been forced to move because my city or town was unsafe.
Feeling Empathy for Another

Read a short story and empathize with the main character.

Watch and Wonder
How did the main character's experience differ from your own? Cite specific examples from the story.

Keep an Open Mind
What did you learn by reading a story from the perspective of a person different from yourself?

Connect with Others
How did reading this story from a different perspective change the way you will connect to others who are different from yourself?
Respect at School

Causing a Ripple of Respect.

In the Classroom

- Listen when others are talking.

In the Cafeteria

- Chew with your mouth closed.
- Clean up after yourself.
- Respect other people’s food choices.

In the Hallway

- Walk on the right side.
- Respect everyone’s personal space.
- Go with the flow!
- Watch out for those who might need a little extra space.
- Hold the door for anyone who’s behind you!

In the Restroom

- Get in. Do your business. Wash your hands. Get out!
It’s Not Fair

Directions: For each scenario, write what is unfair. Then, write suggestions for how the person can deal with that unfairness.

SCENARIO 1: Jerry

It is Saturday and Jerry really wants to play video games with his friends. But, his parents made him go with them to volunteer clean-up at the local park. Jerry is mad at his parents.

What is unfair to Jerry?

How can Jerry deal with the unfairness?

SCENARIO 2: Annabelle

Annabelle really wanted to go to a certain college. Today, she got a rejection letter from that college and feels sad.

What is unfair to Annabelle?

How can Annabelle deal with the unfairness?
SCENARIO 3: Everett

Everett just got back his history test and got a D. He thought that he did well on the test. His parents are going to be upset about his grade and he might not get to go bowling this weekend with his friends.

What is unfair to Everett?

How can Everett deal with the unfairness?

SCENARIO 4: Marilyn

Marilyn was so excited to see the cast list for the spring musical. She had a great audition and was sure that she'd get the lead role. She looked at the cast list in front of all her friends and saw that Donna got the lead role. She was embarrassed and upset about not getting the leading role.

What is unfair to Annabelle?

How can Annabelle deal with the unfairness?
SCENARIO 5: Tatum and Kristy

Tatum and Kristy were doing homework and Tatum's Mom handed them the newspaper and said that they should read it. They saw that their band teacher, who they both loved, died in a car accident. They were very sad and shocked.

What is unfair to Tatum and Kristy?

How can Tatum and Kristy deal with the unfairness?
Better Relationships

What can you do to make your relationships better?

Listen, even when it’s not something you love to talk about.

Do things that he or she likes to do, even if it is not your favorite thing.

Give him or her compliment.

Do something nice for him or her.

Show him or her support.

Offer to help him or her.
Better Relationships

Directions: Write down some things that you can do make your relationships better with people in your life outside of your family like teachers, coaches, therapists, friends, etc..

• His/Her Name

• Your Relationship To Him/Her

• What do you like about your relationship with him/her?

• What things do you do now that are good for your relationship with him/her?

• What can you do to improve your relationship with him/her?
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- His/Her Name ____________________________

- Your Relationship To Him/Her ____________________________

- What do you like about your relationship with him/her?

________________________________________
________________________________________
________________________________________

- What things do you do now that are good for your relationship with him/her?

________________________________________
________________________________________
________________________________________

- What can you do to improve your relationship with him/her?

________________________________________
________________________________________
________________________________________
Family Relationships

Directions: Write down some things that you can do make your relationships better with your family members.

· Family Members Name ________________________________

· Your Relationship To Him/Her __________________________

· What do you like about your relationship with him/her?
  ______________________________________________________
  ______________________________________________________
  ______________________________________________________

· What things do you do now that are good for your relationship with him/her?
  ______________________________________________________
  ______________________________________________________
  ______________________________________________________

· What can you do to improve your relationship with him/her?
  ______________________________________________________
  ______________________________________________________
  ______________________________________________________
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Directions: Write down some things that you can do make your relationships better with your family members.

- Family Members Name

- Your Relationship To Him/Her

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- Your Relationship To Him/Her ____________________________

- What do you like about your relationship with him/her?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

- What things do you do now that are good for your relationship with him/her?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

- What can you do to improve your relationship with him/her?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
Family Relationships

Directions: Write down some things that you can do make your relationships better with your family members.

- Family Members Name ____________________________

- Your Relationship To Him/Her ______________________

- What do you like about your relationship with him/her?
  
  __________________________________________
  __________________________________________
  __________________________________________

- What things do you do now that are good for your relationship with him/her?
  
  __________________________________________
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- What can you do to improve your relationship with him/her?
  
  __________________________________________
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- What do you like about your relationship with him/her?
  ______________________________________________________
  ______________________________________________________
  ______________________________________________________

- What things do you do now that are good for your relationship with him/her?
  ______________________________________________________
  ______________________________________________________
  ______________________________________________________

- What can you do to improve your relationship with him/her?
  ______________________________________________________
  ______________________________________________________
Strategies for Resolving Conflict

Conflict is a problem with another person.

When you have a conflict with another person:

Freeze! Calm down. Think.

Say the problem.

Listen to the other person.

Think of solutions with the other person.

Try the solution.
The I-Message

Strategies for Using the I-Message

State your frustration from your perspective and how you feel.

**Instead of:** You never listen to my ideas.

**Try:** I feel like my ideas aren’t important when you don’t respond to my suggestions.

Focus on the behavior, not the personality.

**Instead of:** You are so rude.

**Try:** I feel disrespected when you interrupt me when I’m talking.

Avoid the words always and never.

No one always or never does anything. Stick to the present behavior.

Watch for You-messages disguised as I-Messages.

**Instead of:** I feel like you never listen.

**Try:** I feel like you don’t hear me when you don’t respond to my suggestions.

Often when we’re upset with someone, we blurt out our frustration using You-Messages – You are rude! You never listen! You always have to have things your way! You-Messages often make the listener defensive, causing the conflict to become worse.
You are always putting people down.

You are so two-faced. You knew I liked him/her and yet you were flirting with him/her.

You are a total ball hog. All you care about is making yourself look good.

You think you’re the only one who matters. You never listen to anyone else.

You’re such a liar. You said you would come to my game, but you didn’t.

You never listen. You only want to talk about your problems.

You never think about how someone else might feel about your rude jokes.

You are always late. You don’t care about anyone else but yourself.

You are such a cheater. You were totally look at his test.

You are so annoying. You are always bossing everyone around.

You always are losing things. That’s why I didn’t want to loan you my book.

You’re not pulling your weight on this project. You haven’t done anything!

You’re so rude. Why do you think it’s okay to cut in front of everyone else in line?

You think you’re so much smarter than everyone else, so we always have to do things your way.

You are so ridiculous. Your think you’re so funny, but you’re not.

You’re so selfish. You never share any of your art supplies and you have enough to supply the whole class.
Rubic

20 points
20 points
40 points
40 points

neatness
completeness
use of visuals
clarity

Your poster should include:

- Create a poster to encourage students to show more respect
- Assign and distribute a poster to demonstrate respect
- Information about the importance of respect in the classroom
- A headline telling students what you want them to do

Assignment

Respect on Schooled On

Respect on Schooled On
Reading 6-8

Directions: Read the passage. As you read, pause briefly to review the meaning of each highlighted word. Then complete the follow-up questions and the assigned graphic organizer(s). Remember to use your strategies to comprehend and justify responses.

Doctor Salk’s Treasure

Imagine being afraid that a fever or a sore throat could mean something far worse than a cold or flu. Not long ago, children would go to sleep feeling a little sick and wake up unable to move their legs. Sometimes they could not even breathe. Some of these children could not walk for the rest of their lives.

These horrible things happened because of a disease called polio. Luckily, we don’t have to worry about polio today. Why, you wonder? You are safe because of Dr. Jonas Salk.

Jonas Salk taught at a school for doctors. He was interested in keeping people well by helping them fight diseases like polio. In the 1950’s, he worked at finding a way to make the terrible disease go away forever.

After working long and hard, Dr. Salk and his team made a medicine to protect children from polio. At first they were not sure if it would work. The medicine had to be tested before it was accepted for human use. Imagine Dr. Salk’s heart fluttering with nervousness as he waited for the test results. Imagine the look on his face when the results showed that the medicine worked. Dr. Salk’s treatment kept children safe from polio! People all over the world called to express an interest in this new vaccine.

Dr. Salk never stopped trying to help people. He spent the rest of his life working to find cures for other diseases. In 1956, he won an important prize for his work, the Albert Lasker Award. Dr. Salk would go on to earn many other awards.

During your free time, do you ever act like a pretend doctor? Do you ever help others in different ways? It is a grand feeling to know that you can do something to make the world a better place.
Target Vocabulary

wonder - to think about something you are not sure about

taught - to have helped someone learn something

accepted - to have agreed with something

fluttering - wavering or moving rapidly

express - to show or describe something

prize - an award

pretend - not real

grand - big or impressive
Questions:

1. What words help you imagine the way Dr. Salk felt as he waited for test results?

2. By analyzing and evaluating the passage, tell one reason Dr. Salk was able to succeed.

3. Why did the author write this biography?

4. Write two new things you learned from reading this passage.
   •
   •

5. Write a summary statement about the passage.
What *questions* did you have before, during, and/or after reading this text?

<table>
<thead>
<tr>
<th>Who</th>
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<tr>
<td>In what ways</td>
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</table>

What *thoughts* did you have before, during, and/or after reading this text?

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Adapted from the NPS LMC Handbook, 2013
Vocabulary

Directions: Complete the chart.

<table>
<thead>
<tr>
<th>Definition or Description:</th>
<th>Facts/Characteristics:</th>
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<th>Examples:</th>
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<tr>
<th>Non-examples:</th>
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<tr>
<th>Sentence:</th>
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<tr>
<td>Sentence</td>
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</table>

**prize**
Main Idea/Details

Directions: Complete the chart.
Fact and Opinion

**Directions:** Complete the chart.

<table>
<thead>
<tr>
<th>Statement:</th>
<th>Fact or Opinion?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Salk won several awards for his work.</td>
<td></td>
</tr>
<tr>
<td>He was believed to be the best doctor in the world.</td>
<td></td>
</tr>
<tr>
<td>Dr. Salk and his team created a cure for polio.</td>
<td></td>
</tr>
<tr>
<td>Dr. Salk probably thought other doctors should help.</td>
<td></td>
</tr>
</tbody>
</table>

Write one opinion about Dr. Salk.
Wild Friends, Wow!

Do you need friends? I bet your answer is, “Yes! Of course!” Everybody needs friends. Animals do, too. Animals in New Mexico are very lucky. They have Wild Friends. Wild Friends is a group of students and teachers who have agreed to help wildlife.

Whooping Cranes, huge snow-white birds, were in trouble. Marshes where they made their nests were being drained and cleared for houses and other buildings. Whooping Cranes needed a friend.

The Wild Friends worked hard to help the Whooping Cranes. If they had failed, New Mexico could have lost this beautiful bird forever. Many students wrote polite letters to lawmakers. They told others about what was happening to the Whooping Cranes. In other words, each student became the Whooping Crane’s personal assistant. Because of their hard work, Whooping Cranes have returned to New Mexico, and October 21st is now Whooping Crane Day!

On October 21, 1998, people in New Mexico celebrated the first Whooping Crane Day. They gathered in front of the state capitol in Santa Fe with a five-foot crane they had made out of paper. It was windy, so students stood around it in a circle to protect it from tearing. Then, three students danced in Whooping Crane costumes.

Since then, hundreds of students in New Mexico (and other states, too!) have become Wild Friends. Every Wild Friends member makes a pledge similar to the one below.

I am a friend of wild creatures.
I support the Earth’s wildlife.
I promise to study wildlife and to learn others’ opinions
and points of view.
I will work to write laws that help wildlife and talk to lawmakers about their needs.

Acting with **wisdom** will help us to protect life on Earth. The Wild Friends organization urges “all citizens to study ways to be friends with each other and to protect the wild creatures among us.” As any Wild Friends member could tell you, helping someone in need gives you a great feeling—kind of like flying in a clear, blue sky surrounded by graceful, snow-white birds.

**Target Vocabulary**

- **agreed** - to have said yes to something
- **trouble** - problems
- **cleared** - to have taken things away from someplace
- **failed** - not succeeded
- **polite** - respectful
- **assistant** - someone who helps another person
- **tearing** - damaging something by pulling it apart
- **wisdom** - good sense of judgment
What *questions* did you have before, during, and/or after reading this text?

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<th>Who</th>
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<td>How</td>
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<tr>
<td>In what ways</td>
</tr>
</tbody>
</table>

What *thoughts* did you have before, during, and/or after reading this text?

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Adapted from the NPS LMC Handbook, 2013
Questions:

1. How do the “Wild Friends” feel after taking the pledge and helping someone in need?

2. What characteristics identify the friends?

3. What questions do you have that a photograph might have helped you answer?

4. Write a summary statement about the passage.

5. Write three new things you learned from reading the passage.
   - 
   - 
   - 
Vocabulary:

Directions: Complete the chart.

<table>
<thead>
<tr>
<th>Definition or Description:</th>
<th>Facts/Characteristics:</th>
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</table>

<table>
<thead>
<tr>
<th>Examples:</th>
<th>Non-examples:</th>
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</thead>
</table>

marsh

Sentence:
Causes and Effect

Directions: Complete the chart.

Cause:

Marshes were being drained and cleared for houses and buildings.

Effect:
Directions: Complete the chart. Match the heading to each section of the article.

<p>| | | | |</p>
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</table>

- Paragraph 2
- Paragraph 4
- Paragraph 6

Wild Friend Pledge

A Beautiful Friend

Whooping Crane Day in New Mexico
From Duckling to Duck

A mother mallard duck waddles to the edge of a small pond. Silently and oh-so-carefully, she lays her eggs in the dense growth near the pond. The mother duck sits gently on the eggs and waits. It seems to take a long time, but in the spring, each tiny duckling pecks a hole in the shell of its egg.

Finally, the duckling pushes its way out and into the fresh air.

Have you ever seen a newborn duckling? It looks like a tiny ball of fuzz. Each duckling is covered with fluffy feathers called down. It is the mother duck’s job to keep her ducklings warm. Otherwise, the ducklings might be cold until their other feathers grow in. Some mother ducks take down from their bodies and line their nests. Mallard mothers cover the ducklings with their warm bodies.

When the ducklings grow a little older, they grow larger feathers. These junior ducks start to peck at their new, large feathers. This is called preening. Ducks preen in order to spread the oil their bodies make over their feathers. This makes their feathers waterproof.

Their feathers are now slippery, and water slides off them when the junior ducks go swimming.

When the time is right, the mother teaches her ducklings how to paddle in the water with their webbed feet. She also teaches them how to steer with their tails and how to catch food. When they’re about two months old, the mother teaches the junior ducks to fly.

The mother duck quacks to communicate with her ducklings. The male simply gives a whistle and a grunt. Either way, getting the ducklings to obey instructions is key to their survival.
Mallard ducks migrate in the winter to warmer places. When spring comes around again, the ducks fly back to their nesting ground to find mates and to lay eggs. The eggs hatch, the ducklings grow up, and the cycle continues.

Target Vocabulary

**finally** - after a long time

**otherwise** - if things were different

**junior** - younger or having a lower rank

**waterproof** - something that doesn’t allow water through it

**slippery** - difficult to hold on to

**webbed** - having skin between the toes

**steer** - to control the direction in which something is going

**whistle** - a high musical sound
What *questions* did you have before, during, and/or after reading this text?

<table>
<thead>
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<th>Who</th>
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<td>How</td>
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<tr>
<td>In what ways</td>
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</tbody>
</table>

What *thoughts* did you have before, during, and/or after reading this text?

Since the founding of the National Park Service in 1916, the United States has been home to many national parks. Each National Park Service member makes a pledge similar to the one below:

- **By example, I will:**
  - Protect the beauty of the parks
  - Preserve the parks' integrity

Adapted from the NPS LMC Handbook, 2013
Questions:

1. What is the main idea of paragraph 2?
   A. how newborn ducklings look
   B. mother duck's job to keep her ducklings warm
   C. mother duck shares feathers
   D. each duckling is covered with feathers

2. What can you conclude about ducks from the last paragraph?

   ____________________________________________________________

3. How is the male mallard duck different from the mother mallard duck?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

4. Write a summary statement about the passage.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

5. Write three new things you learned from reading the passage.
   - ___________________________________________________________
   - ___________________________________________________________
   - ___________________________________________________________
Vocabulary

Directions: Complete the chart.

<table>
<thead>
<tr>
<th>Definition or Description:</th>
<th>Facts/Characteristics:</th>
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</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Examples:</th>
<th>Non-examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

| junior                   |                         |

Sentence:

- 

Frayer Model
Directions: Complete the chart.

<table>
<thead>
<tr>
<th>Definition or Description:</th>
<th>Facts/Characteristics:</th>
</tr>
</thead>
<tbody>
<tr>
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waterproof

<table>
<thead>
<tr>
<th>Examples:</th>
<th>Non-examples:</th>
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<tbody>
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<td></td>
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</table>

Sentence:  

Frayer Model
Main Idea/Details

Directions: Circle the two notes that do not belong.

<table>
<thead>
<tr>
<th>Junior Ducks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• have waterproof feathers</td>
</tr>
<tr>
<td>• covered with down feathers</td>
</tr>
<tr>
<td>• preen themselves</td>
</tr>
<tr>
<td>• pecks a hole in its shell and pushes its way out</td>
</tr>
<tr>
<td>• grow larger feathers</td>
</tr>
</tbody>
</table>
Compare and Contrast

Directions: Complete the chart.

Mother Ducks

Lays eggs and gently sits on them.

paddles on water and flies in air

Learns from the mother duck

Junior Ducks

Peck at their new, large feathers

Cycle starts as an egg

Covers the ducklings with their warm bodies

Both
## Synonyms/Antonyms

**Directions:** Complete the chart.

<table>
<thead>
<tr>
<th>Synonym</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>silent</td>
<td></td>
</tr>
<tr>
<td>noisy</td>
<td>talkative</td>
</tr>
<tr>
<td>humorous</td>
<td>loud</td>
</tr>
<tr>
<td></td>
<td>mute</td>
</tr>
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<td></td>
<td>quiet</td>
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</table>

A Beautiful Friend
Ordinary Heroes

One chilly, fall, Friday afternoon, Meghan sat at her desk gazing out the window. The trees were shedding their leaves like confetti, and the leaves rained down to the ground below, making a quilt of bright orange, red, yellow, and brown. Meghan wanted so badly to go out and play in the leaves, but the school bell would not ring for one more hour. Meghan sighed.

Her ears perked up as her teacher, Mrs. Blais, announced the homework assignment for the weekend.

“Class, this weekend I want you to write a paragraph about your hero. Tell me who this person is and what makes you look up to him or her.”

Meghan’s mind sprang to action. She started to think of all the posters she had hanging on her bedroom wall. On the wall behind her bed, she had a poster of Babe Ruth, the famous baseball player. She thought about all the records Ruth set during his career and how much the fans loved him. “Was he a hero?” she wondered. She thought about the poster beside her bed. It was a picture of Olympic figure skater Kristy Yamaguchi landing after a big jump. The crowd in the background is clapping wildly. “Is she a hero?” Meghan wondered. She considered that both athletes needed exercise every day in order to do their jobs. They probably had to play or perform when their muscles were sore and tired. Meghan thought about how hard that must have been, but she still wasn’t sure if they were heroes. She was stumped.

When Meghan got home from school, she tossed her backpack on the chair and went to find a snack. She saw her brother Kevin’s social studies test taped to the refrigerator. At the top, it said, “100! Excellent work!”
Meghan smiled. She knew that Kevin had studied very hard before that test, and she was happy for him.

On the counter, Meghan saw a note from her mother. It said, “Meg, I bought the materials for your science project. We will work on it together tomorrow. Love, Mom.” Meghan smiled again. Her mom always came through when she depended on her for help.

Just then a light bulb lit up over Meghan’s head. She knew that she had overlooked the most obvious heroes: her family members! Meghan realized that even though they weren’t famous, she looked up to everyone in her family and, in some way, she wanted to be like each one of them. Now her biggest problem was deciding which one of them to write her paragraph about!

Target Vocabulary

gazing - looking at something fondly

hero - someone who is looked up to for doing something important or brave

sprang - jumped up quickly

exercise - activity that moves the body

sore - a feeling of pain or discomfort

studied - learned about a subject

depended - counted on; relied on

overlooked - didn’t see; not noticed; looked past
What **questions** did you have before, during, and/or after reading this text?

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<th>Who</th>
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<tr>
<th>In what ways</th>
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</table>

What **thoughts** did you have before, during, and/or after reading this text?

- A  
- B  
- C  
- D  
- E

Adapted from the NPS LMC Handbook, 2013
Questions:

1. Why do you think the title of the story is “Ordinary Heroes?”

2. How has Meghan’s character changed since the beginning of the passage?

3. What do you think the author means when he says Meghan’s mind sprang to action?

4. Which is the best summary for paragraph 4?
   
   A. Distracted by nature, Megan was anxious for school to end so she could play in the leaves.
   B. Megan sat in her bedroom and wondered if the athletes posted on her walls were heroes.
   C. Babe Ruth was a famous baseball player who set several records.
   D. Megan realized that her family members were heroes.
5. Which words from paragraph 1 help the reader understand the meaning of the word **shedding**?

| confetti    | gazing       | leaves rained down | quilt of bright orange, red, yellow, and brown |

6. What is the theme of the passage?

7. What connections can you make to the passage?
Write a summary of this story in your own words. Include the important characters, events, and details.

In the beginning,


Next,


Then,


After that,


In the end,
Vocabulary

Directions: Complete the chart.

<table>
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<tr>
<th>Definition or Description:</th>
<th>Facts/Characteristics:</th>
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<tr>
<td><strong>overlooked</strong></td>
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<table>
<thead>
<tr>
<th>Examples:</th>
<th>Non-examples:</th>
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<table>
<thead>
<tr>
<th>Sentence:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>they were not seen</em></td>
<td><em>they are invisible</em></td>
</tr>
</tbody>
</table>
Compare and Contrast

Directions: Complete the chart.

<table>
<thead>
<tr>
<th>Athletes</th>
<th>Both</th>
<th>Family</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Item Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>they need to exercise</td>
</tr>
<tr>
<td>purchased materials for project</td>
</tr>
<tr>
<td>they play with sore and tired muscles</td>
</tr>
<tr>
<td>they were not famous</td>
</tr>
<tr>
<td>she looks up to them</td>
</tr>
<tr>
<td>they all worked hard</td>
</tr>
<tr>
<td>ordinary people</td>
</tr>
<tr>
<td>they are famous</td>
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</tbody>
</table>
MAIN IDEAS AND SUPPORTING IDEAS

MAIN IDEA:

SUPPORTING IDEA:

SUPPORTING IDEA:

SUPPORTING IDEA:

DETAILS:

DETAILS:

DETAILS:

DETAILS:

DETAILS:
Math U-8
1. A 8 + 8 + 8  
   B 3 × 8  
   C 24 ÷ 3  
   D A, B, and C

2. ___ and ___  
   ___ and ___  
   A - and ÷  
   B - and +  
   C × and ÷  
   D A, B, and C

3. 27 - x = 27  
   A Identity  
   B Distributive  
   C Commutative  
   D A, B, and C

4. 6 × 8 = 8 × ___  
   A 4  
   B 6  
   C 1  
   D 14

5. 21 ÷ 7  
   A <  
   B >  
   C =

6. 63 ÷ x = 7  
   A 9  
   B 7  
   C 6  
   D 1 r 2

7. A 4 × 4  
   B 4 × 5  
   C 4 + 5  
   D 5 - 4

Sara has chickens. She has 14 hens and 56 baby chicks.

8. To find how many chicks there are for each hen, _____.  
   A 56 + 14  
   B 56 - 14  
   C 56 ÷ 14  
   D 56 × 14

9. There are _____ chicks for each hen.  
   A 4  
   B 44  
   C 42  
   D 24
10. \( \frac{48}{3} \)
   - A 124
   - B 134
   - C 144
   - D 154

11. \( \sqrt[8]{70} \)
   - A 9
   - B 8r6
   - C 8r5
   - D 8r4

12. \( 605 - 18 \)
   - A 587
   - B 593
   - C 597
   - D 577

13. \( 194 + 36 \)
   - A 230
   - B 220
   - C 122
   - D 212

14. \( \frac{68}{2244} \)
   - A 43
   - B 42
   - C 35
   - D 33

15. \( \frac{609}{580} \)
   - A 348,220
   - B 353,229
   - C 353,220
   - D 243,220

16. \( \frac{580}{699} \)
   - A 1r19
   - B 1r119
   - C 1r219
   - D 1r319

17. \( \frac{4082}{3709} \)

18. \( 7501 - 2655 \)
   - A 4846
   - B 4754
   - C 5756
   - D 5846

19. \( 4784 + 2696 \)
   - A 6370
   - B 6480
   - C 7480
   - D 7490
20.  
\[ 57 \times 1 \bigcirc \ 57 \div 1 \]
A <
B >
C =

21.  
\[ 634 + 66 \bigcirc 800 - 101 \]
A <
B >
C =

22.  
\[ 5830 \times 2 \bigcirc 5280 \times 3 \]
A <
B >
C =

23.  
\[ 66 \div 8 \bigcirc 100 \div 9 \]
A <
B >
C =

### Boats at the Marina

<table>
<thead>
<tr>
<th>Type</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speed Boats</td>
<td>341</td>
</tr>
<tr>
<td>House Boats</td>
<td>85</td>
</tr>
<tr>
<td>Pontoons</td>
<td></td>
</tr>
<tr>
<td>Row Boats</td>
<td></td>
</tr>
</tbody>
</table>

24. The number of pontoons is 50 more than the difference between the speed boats and house boats.

\[ \underline{\text{Boats at the Marina}} \]

25. The difference between the number of speed boats and house boats is \(4\) times the number of row boats.
26. $17x = 289$  
   $x = \begin{array}{l} \text{A} \ 17 \\ \text{B} \ 212 \\ \text{C} \ 306 \\ \text{D} \ \text{None} \end{array}$

27. $4407 - x = 4298$  
   $x = \begin{array}{l} \text{A} \ 211 \\ \text{B} \ 119 \\ \text{C} \ 109 \\ \text{D} \ 101 \end{array}$

28. $x + 275 = 1000$  
   $x = \begin{array}{l} \text{A} \ 1275 \\ \text{B} \ 875 \\ \text{C} \ 825 \\ \text{D} \ 725 \end{array}$

29. $\frac{x}{63} \div 6700$  
   $x = \begin{array}{l} \text{A} \ 160 \\ \text{B} \ 106r22 \\ \text{C} \ 106r18 \\ \text{D} \ 100r6 \end{array}$

---

### Birds

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ducks</td>
<td>26</td>
</tr>
<tr>
<td>Geese</td>
<td>78</td>
</tr>
<tr>
<td>Swans</td>
<td></td>
</tr>
<tr>
<td>Pelicans</td>
<td></td>
</tr>
<tr>
<td>Hummingbirds</td>
<td></td>
</tr>
</tbody>
</table>

---

30. The number of geese is _____ times as many as the number of ducks.
   $\begin{array}{l} \text{A} \ 52 \\ \text{B} \ 104 \\ \text{C} \ 3 \\ \text{D} \ 4 \end{array}$

---

31. The number of swans is half the number of ducks. How many swans are there?
   $\begin{array}{l} \text{A} \ 13 \\ \text{B} \ 52 \\ \text{C} \ 39 \\ \text{D} \ 104 \end{array}$

---

32. The number of pelicans is 11 less than the sum of the number of geese and swans. How many pelicans are there?
   $\begin{array}{l} \text{A} \ 89 \\ \text{B} \ 80 \\ \text{C} \ 67 \\ \text{D} \ 15 \end{array}$

---

33. The total number of birds is 13 less than 225. How many hummingbirds are there?
   $\begin{array}{l} \text{A} \ 12 \\ \text{B} \ 13 \\ \text{C} \ 14 \\ \text{D} \ 15 \end{array}$
1. The commutative property applies to ______.
   A. + and −  
   B. + and ×  
   C. − and ÷  
   D. × and ÷  

2. ______ shows the associative property for (7 × 6) × 5.
   A. 7 × (6 × 5)  
   B. (7 × 5) × 6  
   C. (6 × 7) × 5  
   D. 5 × (7 × 6)  

3. 8 − x = 8 shows the ______ property.
   A. identity  
   B. commutative  
   C. distributive  

4. 9 + x = 9 shows the ______ property.
   A. identity  
   B. commutative  
   C. distributive  

5. 8 + 8 > 7 + 7  
   T. True  
   F. False  

6. 12 − 6 > 12 − 5  
   T. True  
   F. False  

7. 6 × 8 > 8 × 6  
   T. True  
   F. False  

8. 6 × 9 > 9 + 9 + 9 + 9 + 9 + 9  
   T. True  
   F. False  

9. 24 ÷ 6 = 24  − 6  − 6  − 6  
   T. True  
   F. False  

10. 4 × 3 = 6 × 2  
    T. True  
    F. False  

11. 2 × 7 = 7 + 7  
    T. True  
    F. False  

12. 3 + x = 10  
    x = A. 3  B. 7  

13. x × 6 = 0  
    x = A. 0  B. 6  

14. 48 ÷ x = 6  
    x = A. 6  B. 8  

15. 13 − x = 9  
    x = A. 9  B. 4
16.  
\[ \star \star \star \star \star \star \star \star \star \star \star \]  
\[ A \quad 3 \times 4 = 12 \]  
\[ B \quad 12 \div 3 = 4 \]  
\[ C \quad A \text{ and } B \]  

17.  
\[ \begin{array}{|c|c|c|c|c|c|} \hline \ 0 \ & \ 5 \ & \ 10 \ & \ 15 \ & \ 20 \ & \ 25 \ & \ 30 \ & \ 35 \ \hline \end{array} \]  
\[ A \quad 4 \times 7 = 28 \]  
\[ B \quad 28 \div 6 = 4 \]  
\[ C \quad 7 \times 7 + 7 = 28 \]  

18.  
\[ A \quad 5 \times 7 = 35 \]  
\[ B \quad 7 \times 7 = 49 \]  
\[ C \quad \text{None} \]  

Marie sells balloons. The balloons are in sets of 6. She sells 42 balloons. How many sets does she sell? Choose the expression and the solution.  

19.  
\[ A \quad 42 - 6 \]  
\[ B \quad 42 \div 6 \]  
\[ C \quad 42 \times 6 \]  

20.  
\[ A \quad 36 \text{ sets} \]  
\[ B \quad 7 \text{ sets} \]  
\[ C \quad 252 \text{ sets} \]  

21. Jon ran the football for 37 yards. On the football field, this would be _______.  
\[ A \quad (3 \times 10) + 7 \]  
\[ B \quad 3 \times (10 \times 7) \]  
\[ C \quad (3 + 7) \times 10 \]  
\[ D \quad \text{None} \]  

22. How many more yards does he need to reach the next 10-yard marker?  
\[ A \quad 7 \text{ yds.} \]  
\[ B \quad 37 \text{ yds.} \]  
\[ C \quad 3 \text{ yds.} \]  
\[ D \quad 4 \text{ yds.} \]  

23. Jugo works 4 hours a day. How many hours does he work in 7 days?  
\[ A \quad 20 \]  
\[ B \quad 24 \]  
\[ C \quad 27 \]  
\[ D \quad \text{None} \]  

24. In how many days does he work 36 hours?  
\[ A \quad 9 \]  
\[ B \quad 8 \]  
\[ C \quad 7 \]  
\[ D \quad 6 \]
When **adding**, combine parts to make a whole.

\[
\begin{array}{c}
\text{parts} \\
\hline
5 \\
\hline
3 \\
\hline
\text{whole}
\end{array}
\quad + \quad \begin{array}{c}
\text{parts} \\
\hline
\end{array}
\quad = \quad \begin{array}{c}
\text{whole} \\
\hline
\end{array}
\]

\[
5 + 3 = 8
\]

When **subtracting**, take a part from the whole to find the other part.

\[
\begin{array}{c}
\text{whole} \\
\hline
8 \\
\hline
\text{parts}
\end{array}
\]

\[
8 - 3 = 5
\]

When solving for an **unknown** in **addition**, find the missing part.

Say the given addend.
Count on. Stop at the sum.
Write the missing part.

\[
\begin{array}{c}
9 \quad + \quad x \\
\hline
13 \quad = \quad 4
\end{array}
\]

When solving for an **unknown** in **subtraction**, find the missing part.

Say the whole.
Subtract the given part.
Write the missing part.

\[
\begin{array}{c}
13 \quad - \quad x \\
\hline
9 \quad = \quad 13
\end{array}
\]

\[
\begin{array}{c}
13 \quad - \quad 4 \\
\hline
x
\end{array}
\]
## Properties

### Addition
- \(4 + 7 = 11\)
- \(7 + 4 = 11\)
- \(3 + (3 + 4) = 10\)
- \((3 + 3) + 4 = 10\)
- \(6 + 0 = 6\)

### Commutative (order)
- \(4 + 8 = 8 + 4\)
- \(7 + 0 = 7\)
- \(9 + 0 = 0 + 9\)
- \(2 + x = x + 2\)

### Associative (grouping)
- \(10 = (3 + 3) = 10\)
- \((10 + 3) - 3 = 10\)
- \(5 + (4 + 3) = (5 + 4) + 3\)
- \((0 + 1) + 9 = 0 + (1 + 9)\)

### Identity
- \(6 - 0 = 6\)
- \(0 - 0 = 0\)
- \(5 + (6 + 7) = (5 + 6) + 7\)
8 + 9  ○  20
7 + 4  ○  9
6 + 3  ○  8
5 + 8  ○  15
9 + 2  ○  10

20 – 8  ○  9
9 – 4  ○  7
8 – 3  ○  6
15 – 5  ○  8
10 – 2  ○  9

8 + 7  ○  8 + 8
3 + 6  ○  6 + 5
9 + 9  ○  8 + 9
5 + 7  ○  5 + 8
4 + 6  ○  7 + 4

16 – 8  ○  16 – 7
11 – 5  ○  11 – 3
18 – 8  ○  18 – 9
15 – 7  ○  15 – 8
13 – 7  ○  13 – 6
6 + x = 8
x + 5 = 5
2 + x = 11
x + 4 = 10
0 + x = 4
x + 7 = 12
9 + x = 17
x + 2 = 5
3 + x = 4
2 + x = 9

13 - x = 4
12 - 7 = x
11 - x = 8
10 - 3 = x
8 - x = 8
8 - 4 = x
7 - x = 6
6 - 4 = x
8 - x = 0
6 - 0 = x
Sally has 17 bars of soap. 5 bars are green, 6 are yellow, and the rest are white. How many bars of soap are white?

___ white bars

Farmer Cadberry raises 19 chickens. 7 of the chickens are sitting on nests, 3 are running around the coop, and the rest are eating. How many chickens are eating?

___ chickens are eating

There are 16 people in the room. 9 people are short, 4 are tall, and the rest are very short. How many people are very short?

___ very short people

There were 18 people at dinner, but there weren't enough chairs for everyone to eat at the same time. 6 people ate at 5:00 p.m., 8 people ate at 6:00 p.m., and the rest ate at 7:00 p.m. How many people ate at 7:00 p.m.?

___ people at 7:00 p.m.

Mr. Jackson had 15 books to read. He read 6 in July and 4 in August. He read the rest of the books in September. In which month did he read the most books?

He read the most books in _____.
17 $\bigcirc$ 9 = 8
6 $\bigcirc$ 7 = 13
7 $\bigcirc$ 4 = 3
8 $\bigcirc$ 7 = 15
18 $\bigcirc$ 9 = 9
16 $\bigcirc$ 3 = 13
14 $\bigcirc$ 5 = 19
5 $\bigcirc$ 6 = 11
12 $\bigcirc$ 5 = 7
9 $\bigcirc$ 0 = 9

9 $\bigcirc$ 8 = 17
3 $\bigcirc$ 4 = 7
13 $\bigcirc$ 7 = 6
15 $\bigcirc$ 7 = 8
9 $\bigcirc$ 9 = 18
13 $\bigcirc$ 3 = 16
19 $\bigcirc$ 5 = 14
11 $\bigcirc$ 6 = 5
7 $\bigcirc$ 5 = 12
9 $\bigcirc$ 0 = 9
Name ___________________________ Date ________

\[ 2 \times 3 = \_ \]
\[ _ + _ + 2 \]

\[ 6 \times 5 = \_ \]
\[ _ + _ + _ + _ + _ \]

\[ 4 \times 8 = \_ \]
\[ _ + _ + _ + _ + _ + _ + _ \]

\[ 7 \times 6 = \_ \]
\[ _ \times _ = \_ \]

\[ 8 \times 7 = \_ \]
\[ _ \times _ = \_ \]
# Properties

<table>
<thead>
<tr>
<th>Addition</th>
<th>Multiplication</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 + 6 = 6 + 7</td>
<td>7 \times 6 = 6 \times 7</td>
</tr>
<tr>
<td>2 + (3 + 4) = (2 + 3) + 4</td>
<td>2 \times (3 \times 4) = (2 \times 3) \times 4</td>
</tr>
<tr>
<td>8 + 0 = 8</td>
<td>8 \times 1 = 8</td>
</tr>
</tbody>
</table>

A. **Commutative**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 + 6 = 6 + 9</td>
<td>4 \times 6 = (4 \times 3) + (4 \times 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 + 0 = 6</td>
<td>5 \times (2 \times 0) = (5 \times 2) \times 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 + 0 = 8</td>
<td>9 \times 1 = 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 + (7 + 8) = (6 + 7) + 8</td>
<td>8 \times 7 = 7 \times 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 \times x = x + 4</td>
<td>4 \times (2 \times 3) = (4 \times 2) \times x</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The commutative property applies to ______.
Give an example:
A +  
B ×  
C A and B  
D none of the choices

The associative property applies to ______.
Give an example:
A +  
B ×  
C A and B  
D none of the choices

The distributive property applies to ______.
Give an example:
A × and +  
B + and −  
C A and B  
D none of the choices

The addition identity property is ______.
Give an example:
A 1  
B 0  
C A and B  
D none of the choices

The properties that apply to addition are ______.
A Commutative  
B Associative  
C Distributive  
D A and B

Hoa has 8 red marbles, 7 blue marbles, and 0 green marbles. Sue has the same number of red and blue marbles as Hoa. She has 3 times as many green marbles. How many marbles does Sue have? ______ marbles
A 31  
B 29  
C 18  
D 15