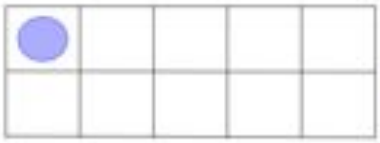
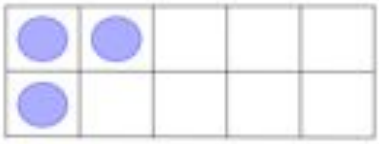
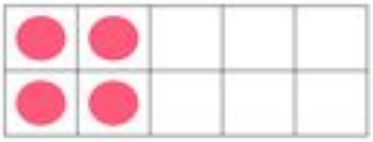
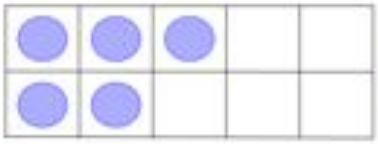
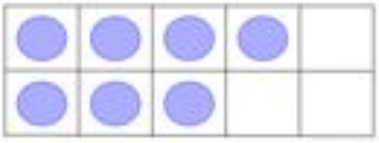
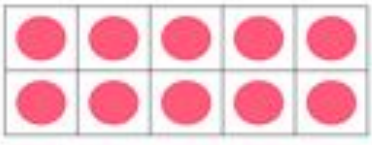
Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

Monday, June 14th

Name:

7 - 5 =	6 + 15 =	11 - 1 =	11 + 16 =	6 + 2 =
13 + 7 =	14 - 8 =	3 + 1 =	15 - 8 =	13 - 5 =
9 - 2 =	7 - 5 =	6 + 7 =	10 - 8 =	15 + 10 =
14 + 12 =	14 + 5 =	2 + 14 =	7 + 4 =	17 - 7 =
8 + 3 =	14 + 11 =	10 - 6 =	16 + 6 =	4 - 3 =
0 + 2 =	5 - 4 =	14 - 3 =	1 + 2 =	9 + 14 =
14 - 0 =	13 + 0 =	15 - 9 =	6 - 3 =	11 - 5 =
11 + 2 =	0 + 14 =	0 + 11 =	6 + 6 =	8 - 6 =

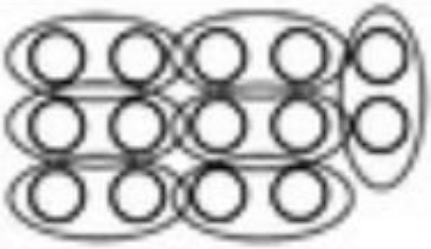
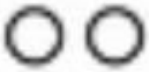
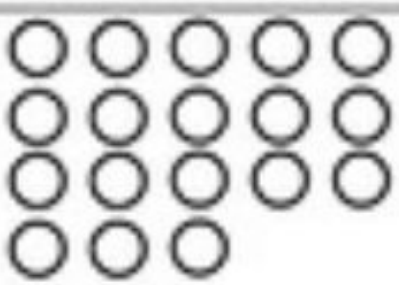
Even, Odd, and Doubles

			Doubles? Share?
1		odd	no
2		even	yes
3		odd	no
4		even	yes
5		odd	no
6		even	yes
7		odd	no
8		even	yes
9		odd	no
10		even	yes

Name: _____ Date: _____

Even and Odd- Groups of Two

Directions: Circle pairs to count by twos. Then, write if the number is even or odd.

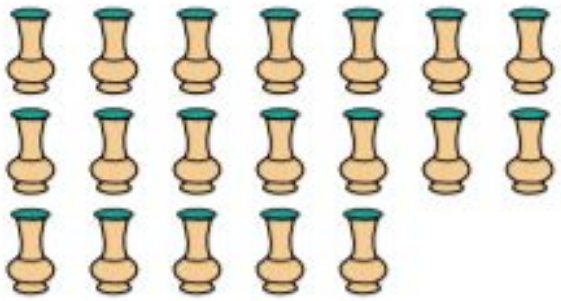
14  even	5  _____
9  _____	2  _____
18  _____	16  _____
15  _____	17  _____

Name : _____ Score : _____

Count and Identify

Sheet 1

Count the pictures. Classify the total as odd or even.

1) 

_____ vases

odd / even

2) 

_____ nail polishes

odd / even

3) 

_____ strawberries

odd / even

4) 

_____ candles

odd / even

5) 

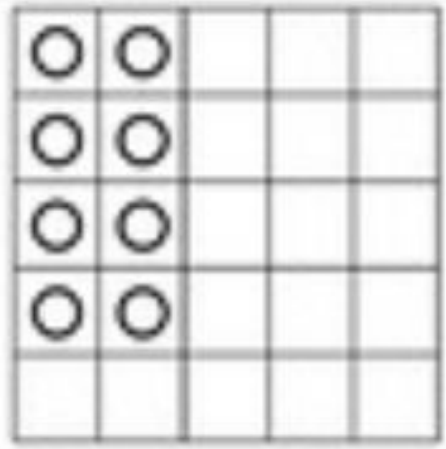
_____ doughnuts

odd / even

6) 

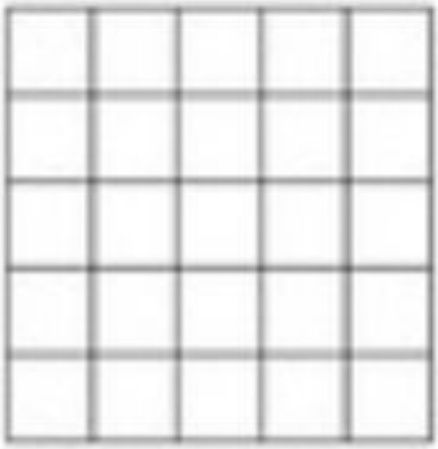
_____ cups

odd / even



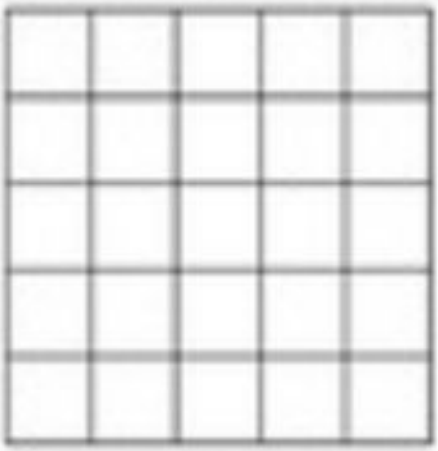
4 rows by 2 columns

Odd **Even**



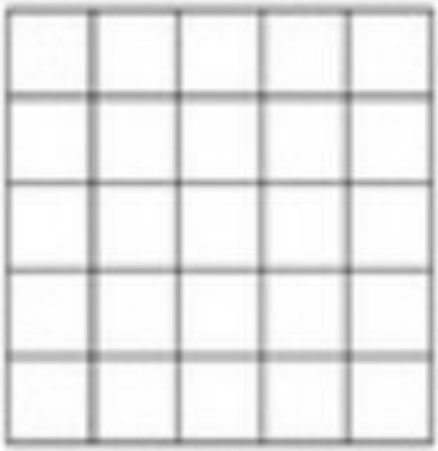
5 rows by 4 columns

Odd **Even**



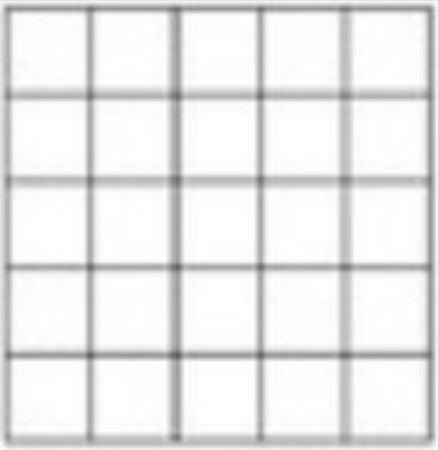
2 rows by 5 columns

Odd **Even**



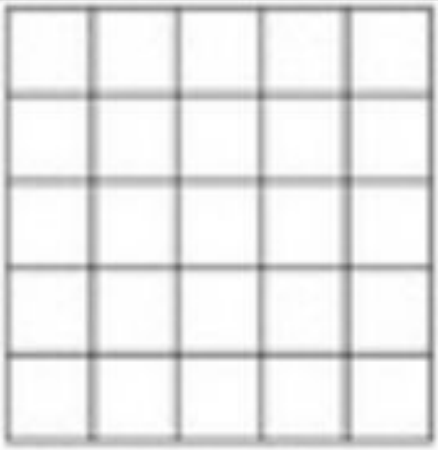
3 rows by 3 columns

Odd **Even**



5 rows by 3 columns

Odd **Even**



4 rows by 4 columns

Odd **Even**

Odd and Even Numbers

Name _____ Date _____

Odd numbers end in **1**, **3**, **5**, **7**, and **9**.

Even numbers end in **0**, **2**, **4**, **6**, and **8**.

Circle the **odd** numbers.

1.	142	157	423	916	235	374
2.	287	428	456	195	607	550
3.	121	169	176	724	930	173
4.	494	547	231	189	100	422

Circle the **even** numbers.

5.	765	810	973	522	436	343
6.	198	289	321	676	487	420
7.	222	121	549	853	950	678
8.	555	624	508	233	711	165

Count how many you circled for each. Write the number.

9. _____ odd numbers

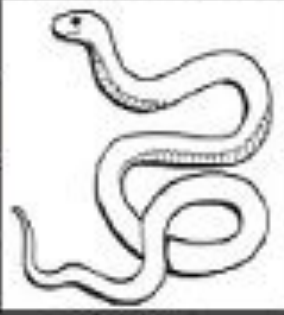
10. _____ even numbers

Name: _____

The Odd Mouse Path

Color the boxes with odd numbers in them.
Can you make a trail to help the mouse find the cheese?

				3	57	93	90	38	40	14	34	16	2	36
				46	8	51	42	10	28	50				2
				14	10	65	88	96	70	48				58
				2	87	79	30	20	8	20				22
24	56	78	34	42	1	80	16	26	18	24				4
40	50	72	54	6	55	44	34	20	38	64	70	46	2	58
84	51	9	97	43	31	40	22	6	99	29	53	13	14	42
26	13	74	82	8	50	68	0	66	79	18	0	27	40	10
76	49	32					4	78	57	16	92	1	62	58
28	7	60					12	64	59	12	8	17	60	2
81	21	72					80	76	31	86	90	99	94	58
47	74	6					62	34	87	22				
93	0	72					0	73	31	96				
25	36	52	4	38	70	66	28	29	48	4				
15	69	11	63	5	19	37	21	85	2	10				



Name: _____

The Even Baseball Path

Color the boxes with even numbers in them.
Can you make a trail from the batter to home plate?

1	32	11	43	1	96	76	51	49	42	21	61	21	72	11
3	80	19	31	3	56	41	95	1	20	38	43	88	14	65
53	10	22	34	78	2	71	13	47	39	90	59	89	51	5
11	99	63	83	13	69	5	25	3	16	36	65	21	9	97
15	7	51	27	59	38	58	20	18	70	11	97	1	79	19
1	29	9	3	71	18	7	89	35	97	5	23	73	35	75
67	5	61	57	97	6	95	9	53	15	77	95	7	13	1
17	21	92	40	8	60	11	26	22	6	26				
42	20	62	47	71	87	37	44	69	45	1				
32	71	85	1	67	30	64	66	57	65	21				
68	30	94	34	28	36	17	71	9	5	17				

9	54	2	98	0	52	5
45	12	49	13	9	84	93
17	82	24	85	61	78	55
21	15	10	7	33	4	41

1) 1217 – 700 = ____

2) 16 + 2 = ____

3) 126 – 20 = ____

4) 23 + 7 = ____

5) 112 – 90 = ____

6) 74 + 6 = ____

7) 10 – 8 = ____

8) 60 + 70 = ____

9) 99 – 90 = ____

10) 52 + 80 = ____

11) 19 – 10 = ____

12) 19 + 2 = ____

13) 84 – 1 = ____

14) 544 – 200 = ____

15) 54 + 50 = ____

Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

Tuesday, June 15th

15 - 5 =	15 + 10 =	1 + 10 =	7 + 11 =	15 - 13 =
9 - 8 =	16 - 15 =	7 - 7 =	1 + 2 =	9 + 13 =
9 - 3 =	1 + 14 =	15 + 1 =	17 + 1 =	5 - 5 =
16 + 1 =	17 - 8 =	1 + 4 =	11 - 10 =	11 - 6 =
11 + 8 =	8 + 4 =	8 - 4 =	8 - 4 =	8 + 17 =
14 - 6 =	9 - 1 =	12 - 6 =	5 - 2 =	2 + 14 =
15 - 13 =	16 + 11 =	16 + 15 =	8 - 3 =	12 + 3 =
12 + 5 =	1 + 13 =	6 + 10 =	11 + 5 =	3 + 0 =

1) 267 + 200 = ____

2) 542 – 400 = ____

3) 182 + 200 = ____

4) 13 – 10 = ____

5) 26 + 6 = ____

6) 19 + 80 = ____

7) 73 – 40 = ____

8) 91 – 3 = ____

9) 787 + 600 = ____

10) 94 – 1 = ____

11) 26 + 30 = ____

12) 15 – 10 = ____

13) 10 + 10 = ____

14) 40 – 30 = ____

15) 210 – 100 = ____

Barnard College	Columbia University	New York University
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Wednesday, June 16th

Name:

My ar Words

I got a new blue _____

Pavement is made of _____

He gave me a candy _____

The jam is in the _____

Look at that shiny _____

On my face is a _____

Name:_____

Find the Words That Rhyme with Car

Find the hidden words. The words are horizontal, vertical, or diagonal.

m	e	u	g	w	i	f	t	s	m	o	x
s	k	l	l	j	s	c	a	r	p	a	r
y	j	g	b	c	r	z	t	s	a	h	v
f	b	l	a	r	r	j	w	e	d	j	j
a	f	x	r	j	v	a	v	r	f	c	v
r	g	z	p	r	k	s	h	c	c	y	v
f	b	n	s	t	a	r	v	c	a	k	s
h	v	e	a	n	g	b	b	t	a	r	e
b	a	k	g	z	t	r	j	x	u	c	i
g	j	a	z	g	t	g	a	i	e	a	i
r	b	i	l	d	k	k	r	w	a	r	x

1.star
2.scar
3.par
4.war
5.jar
6.car
7.char
8.bar
9.tar
10.far

Name: _____ Date: _____

ir, er, ur, wor, ear

J F J N U R S E T C
F I R S T U R N O X
E C A R Z F T E E H
G I R L G O T U A E
F Z O X D B R M R R
M V E R B G C L L Y
B T Z J Q J M K Y O
E E A R T H A F K U
D Y L O W Y N Y X K
G W O R D W O R K S

bed Earth turn girl early works man word verb
nurse first her

R-Controlled Vowel IR Word Search

Write the words from the word bank under the correct pictures and then find them in the grid below.

Word Bank

bird	chirp	dirt	first
girl	shirt	skirt	third

M	K	C	Z	U	O	D	S	Y	D	G	C	H	I	R	P
F	A	Y	J	J	X	R	I	S	Y	I	W	P	X	N	A
Q	I	G	I	F	L	Z	I	R	B	R	M	W	P	Q	H
I	A	R	Z	E	Y	Z	Q	M	T	L	P	V	P	Q	M
Z	Z	I	S	Q	M	C	R	W	J	C	D	V	D	S	T
O	Q	T	W	T	N	U	E	N	D	R	N	X	W	H	X
T	F	X	Y	L	A	Y	Z	R	I	L	Z	D	B	I	P
E	T	U	P	T	K	S	I	H	P	N	C	P	Y	R	N
S	K	I	R	T	M	B	T	V	H	P	D	R	A	T	Y

10 - 0	10 + 13	13 - 8	5 + 3	13 + 9
10 - 8	10 - 2	9 - 4	12 + 9	13 + 4
4 + 9	12 + 15	11 - 7	8 + 12	14 - 4
13 - 1	1 + 6	13 + 11	6 - 1	2 + 14
7 - 5	11 - 5	15 + 12	8 - 4	14 + 3
10 - 0	5 + 1	13 - 0	6 - 0	8 + 9
13 - 6	3 + 11	12 + 9	13 - 2	13 - 11
14 - 11	10 - 7	6 + 1	12 - 11	8 - 1

Word Problems: Arrays

2 rows of apples. 3 apples in each row.
How many apples?

A

6 rows of cookies. 2 cookies per row.
How many cookies?

B

2 rows of crabs. 8 crabs in each row.
How many crabs?

C

7 rows of pumpkins. 2 pumpkins per row.
How many pumpkins?

D

Name:

3.OA.A.3

Directions: Draw a model. Write an equation for each. Use a ? for the missing value.

5 rows of cookies with 4 cookies in each row

24 cookies arranged in rows of 3

16 cookies arranged in 4 equal rows

Directions: Answer and explain your thinking.

Steven bought 8 packs of gum and had a total of 32 pieces. Taylor also bought some gum. She bought 8 packs of gum with 4 pieces in each pack. Did Steven and Taylor buy the same amount of gum? Explain your answer.

Directions: Read and solve.

Maggie wants to give stickers to 3 of her best friends. If she gives each friend 12 stickers, how many stickers will she need? Show two ways to find the answer.

2 rows of cars. 4 cars per row. How many cars?

E

9 rows of balls. 2 balls in each row. How many balls?

F

2 rows of hats. 5 hats per row. How many hats?

G

4 rows of girls. 5 girls in each row. How many girls?

H

Name:

3.OA.A.3

Directions: Read each story problem. Draw a model and write an equation to solve.

Score: _____

Marley loves to draw and color! She buys 6 boxes of crayons. There are 8 crayons in each box. What is the total number of crayons that Marley bought?

_____ _____ = _____

Josie went to the fair. She bought 36 tickets to go on the rides. It costs 4 tickets to go on one ride. How many rides was Josie able to go on?

_____ _____ = _____

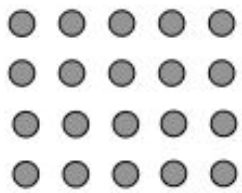
Nathan is planning his birthday party. He is going to invite 9 friends. He thinks that each friend will eat 3 slices of pizza. How many slices of pizza should Nathan order for the party?

_____ _____ = _____

The city zoo just opened a new snake exhibit. They have 27 snakes and 3 reptile rooms. How can they put an equal number of snakes in each of the rooms?

_____ _____ = _____

- Look carefully at what is being added in each problem. Write each problem as a repeated addition and as a multiplication. Solve the problem by drawing an array.

Four teams take part in a competition. There are five players in each team. How many players are there altogether?	Array: 
Rep. Addition:	
Multiplication:	

Marge takes three minutes to iron a shirt. How long will it take her to iron five shirts?	Array:
Rep. Addition:	
Multiplication:	

Batteries come in packs of four. How many batteries are there in three packs?	Array:
Rep. Addition:	
Multiplication:	

Rebecca has six pet rabbits. Each rabbit eats three carrots. How many carrots are eaten altogether?	Array:
Rep. Addition:	
Multiplication:	

Name Date

MULTIPLICATION PROBLEMS 3.1A

Have a go at solving these multiplication problems.
Can you spot the 'trick' problem which is not a multiplication problem?

1) A pack of pens contains 3 pens. How many pens in 2 packs?

2) How many wheels on 3 cars?

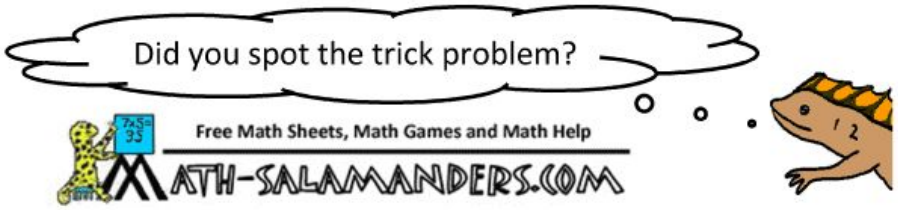
3) A paperclip is made from 10cm of wire. How much wire would I need for 3 paperclips?

4) Sally runs for 3 miles a day. How far will she run in 3 days?

5) I buy 5 apples on Monday, and 7 more on Tuesday. How many have I bought in total?

6) A multipack bag of crisps holds 6 packets. How many packs of crisps in 2 multipacks?

7) It takes a rocket 7 seconds to travel a mile. How long would it take the rocket to go 2 miles at that speed?



1) 68 + 2 = ____

2) 43 – 4 = ____

3) 887 + 100 = ____

4) 89 – 6 = ____

5) 433 – 400 = ____

6) 744 – 500 = ____

7) 67 + 0 = ____

8) 737 + 500 = ____

9) 48 – 4 = ____

10) 95 – 90 = ____

11) 51 + 40 = ____

12) 26 + 50 = ____

13) 76 – 20 = ____

14) 304 + 100 = ____

15) 21 – 4 = ____

Barnard College	Columbia University	New York University
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Thursday, June 17th

6 + 10 =	3 - 2 =	13 - 12 =	9 + 6 =	13 + 10 =
17 - 3 =	15 + 2 =	7 + 8 =	19 - 10 =	5 - 1 =
12 + 2 =	2 + 14 =	19 + 2 =	13 + 12 =	17 - 12 =
7 + 8 =	17 - 5 =	11 + 5 =	16 - 8 =	4 + 9 =
6 - 5 =	15 - 15 =	13 + 13 =	16 - 0 =	2 + 4 =
18 - 4 =	10 + 9 =	10 - 7 =	3 + 12 =	13 + 19 =
15 - 13 =	17 - 0 =	8 + 1 =	11 + 2 =	16 - 4 =
17 - 2 =	15 - 11 =	16 - 7 =	13 - 6 =	7 + 8 =

Name _____ Date _____

1. Fill in the blanks to make true statements.

a. 3 groups of five = _____

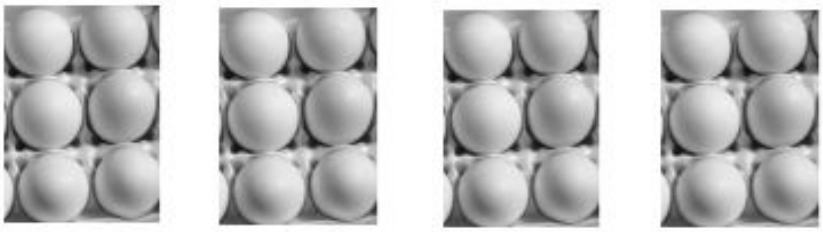
3 fives = _____

3 × 5 = _____

b. 3 + 3 + 3 + 3 + 3 = _____

5 groups of three = _____

5 × 3 = _____



c. 6 + 6 + 6 + 6 = _____

_____ groups of six = _____

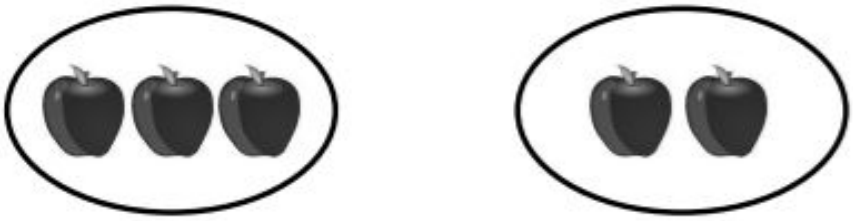
4 × _____ = _____

d. 4 + ____ + ____ + ____ + ____ + ____ = _____

6 groups of _____ = _____

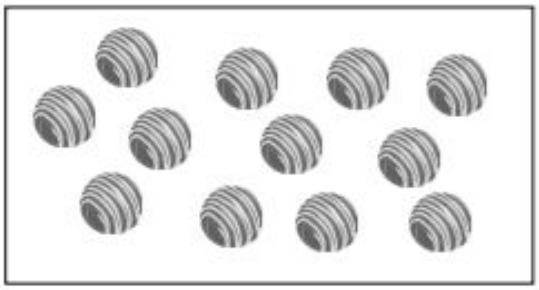
6 × _____ = _____

2. The picture below shows 2 groups of apples. Does the picture show 2 × 3? Explain why or why not.



3. Draw a picture to show 2 × 3 = 6.

4. Caroline, Brian, and Marta share a box of chocolates. They each get the same amount. Circle the chocolates below to show 3 groups of 4. Then, write a repeated addition sentence and a multiplication sentence to represent the picture.



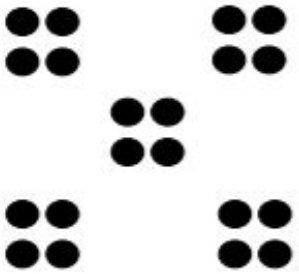
Name _____ Date _____

1. Fill in the blanks to make true statements.

a. 4 groups of five = _____

4 fives = _____

4 × 5 = _____



b. 5 groups of four = _____

5 fours = _____

5 × 4 = _____

c. 6 + 6 + 6 = _____

_____ groups of six = _____

3 × _____ = _____

d. 3 + ____ + ____ + ____ + ____ + ____ = _____

6 groups of _____ = _____

6 × _____ = _____

2. The picture below shows 3 groups of hot dogs. Does the picture show 3 × 3? Explain why or why not.

3. Draw a picture to show 4 × 2 = 8.

4. Circle the pencils below to show 3 groups of 6. Write a repeated addition and a multiplication sentence to represent the picture.

Name _____ Date _____

1. The picture below shows 4 groups of 2 slices of watermelon. Fill in the blanks to make true repeated addition and multiplication sentences that represent the picture.

2 + ____ + ____ + ____ = _____

4 × _____ = _____

2. Draw a picture to show 3 + 3 + 3 = 9. Then, write a multiplication sentence to represent the picture.

1) 78 + 6 = ____

2) 310 + 500 = ____

3) 542 – 100 = ____

4) 355 – 100 = ____

5) 21 – 10 = ____

6) 81 + 30 = ____

7) 74 + 7 = ____

8) 81 – 6 = ____

9) 27 + 6 = ____

10) 32 – 20 = ____

11) 57 + 4 = ____

12) 58 – 1 = ____

13) 98 – 10 = ____

14) 173 + 800 = ____

15) 1193 – 100 = ____

Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

Friday, June 18th

5 - ☐ = 4	5= ☐ - 6	6 - 2 = ☐	4 + 11 = ☐	☐ = 6 + 1
☐ + 7 = 20	12= ☐ - 2	17 = 19 - ☐	☐ = 4 - 4	12= ☐ - 8
☐ + 9 = 25	☐ = 16 - 4	☐ + 11 = 28	6 - 5 = ☐	3 = 9 - ☐
22 = 15 + ☐	11 - 10 = ☐	18 - 7 = ☐	16 + ☐ = 29	10 + 18 = ☐
19= ☐ + 1	15= ☐ + 10	12 = 13 - ☐	15 + ☐ = 21	☐ = 19 + 16
22 = 8 + ☐	2 + ☐ = 2	4 + ☐ = 6	12 - 1 = ☐	☐ = 13 - 0
6 = 20 - ☐	☐ = 18 - 15	☐ = 1 + 17	☐ = 16 + 11	☐ = 8 - 3
19= ☐ + 3	16 - 6 = ☐	19= ☐ + 18	2 + ☐ = 3	☐ + 17 = 27

Name _____ Date _____

Use the arrays below to answer each set of questions.

1. 

a. How many rows of cars are there? _____

b. How many cars are there in each row? _____

2. 

a. What is the number of rows? _____

b. What is the number of objects in each row? _____

3. 

a. There are 4 spoons in each row. How many spoons are in 2 rows? _____

b. Write a multiplication expression to describe the array. _____

4. 

a. There are 5 rows of triangles. How many triangles are in each row? _____

b. Write a multiplication expression to describe the total number of triangles.

_____

5. The dots below show 2 groups of 5.

a. Redraw the dots as an array that shows 2 rows of 5.

b. Compare the drawing to your array. Write at least 1 reason why they are the same and 1 reason why they are different.

6. Emma collects rocks. She arranges them in 4 rows of 3. Draw Emma's array to show how many rocks she has altogether. Then, write a multiplication equation to describe the array.

7. Joshua organizes cans of food into an array. He thinks, "My cans show 5 × 3!" Draw Joshua's array to find the total number of cans he organizes.

Name _____ Date _____

Use the arrays below to answer each set of questions.

1. 

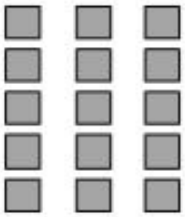
a. How many rows of erasers are there? _____

b. How many erasers are there in each row? _____

2. 

a. What is the number of rows? _____

b. What is the number of objects in each row? _____

3. 

a. There are 3 squares in each row. How many squares are in 5 rows? _____

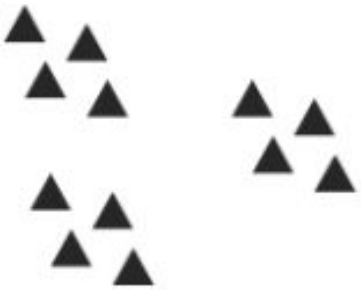
b. Write a multiplication expression to describe the array. _____

4. 

a. There are 6 rows of stars. How many stars are in each row? _____

b. Write a multiplication expression to describe the array. _____

5. The triangles below show 3 groups of four.



a. Redraw the triangles as an array that shows 3 rows of four.

b. Compare the drawing to your array. How are they the same? How are they different?

6. Roger has a collection of stamps. He arranges the stamps into 5 rows of four. Draw an array to represent Roger's stamps. Then, write a multiplication equation to describe the array.

7. Kimberly arranges her 18 markers as an array. Draw an array that Kimberly might make. Then, write a multiplication equation to describe your array.

Name _____ Date _____

1. 

a. There are 4 rows of stars. How many stars are in each row? _____

b. Write a multiplication equation to describe the array. _____

2. Judy collects seashells. She arranges them in 3 rows of 6. Draw Judy's array to show how many seashells she has altogether. Then, write a multiplication equation to describe the array.

1) 72 + 70 = ____

2) 13 − 8 = ____

3) 62 + 60 = ____

4) 93 − 8 = ____

5) 39 + 5 = ____

6) 62 + 4 = ____

7) 949 − 800 = ____

8) 70 − 3 = ____

9) 974 + 800 = ____

10) 1182 − 400 = ____

11) 22 + 90 = ____

12) 202 − 100 = ____

13) 86 + 9 = ____

14) 1067 − 400 = ____

15) 1173 − 700 = ____

Barnard College	Columbia University	New York University
Ms. Park	Ms. Hildebrand	Ms. Severino

ELA

Week of 6/14

Name:

Pollinator Adaptations

After you watch the *Beauty of Pollination* clip or additional film clips from Disneynature **WINGS OF LIFE**, record the adaptations you saw. Use the word bank below to help you identify the adaptations of each animal. Then match the pollinator to the flower it pollinates.

POLLINATOR ADAPTATION WORD BANK

long nose • wings • long tongue • long beak

Long-nose bat

Observations:
Eyes: _____
_____
Mouth and Nose: _____
_____
Body: _____
_____
Other Observations: _____
_____
_____
The Flower I Pollinate is: _____
_____

Hummingbird

Observations:
Eyes: _____
_____
Mouth and Nose: _____
_____
Body: _____
_____
Other Observations: _____
_____
_____
The Flower I Pollinate is: _____
_____

Firebush

Milkweed

Saguaro Cactus

Tomato Plant

PROTECTING POLLINATORS

Get people "buzzing!" Check out wildlife field guides, visit your library and contact your local or state wildlife department to learn more about the pollinators in your area. Then, share this knowledge to inspire others to care!

Pollinator Adaptations

After you watch the *Beauty of Pollination* clip or additional film clips from Disneynature **WINGS OF LIFE**, record the adaptations you saw. Use the word bank below to help you identify the adaptations of each animal. Then match the pollinator to the flower it pollinates.

POLLINATOR ADAPTATION WORD BANK

antennae • wings • proboscis • pollen baskets
hair • long legs • buzz pollination

Bumblebee

Observations:
Eyes: _____
_____
Mouth and Nose: _____
_____
Body: _____
_____
Other Observations: _____
_____
_____
The Flower I Pollinate is: _____
_____

Monarch Butterfly

Observations:
Eyes: _____
_____
Mouth and Nose: _____
_____
Body: _____
_____
Other Observations: _____
_____
_____
The Flower I Pollinate is: _____
_____

Firebush

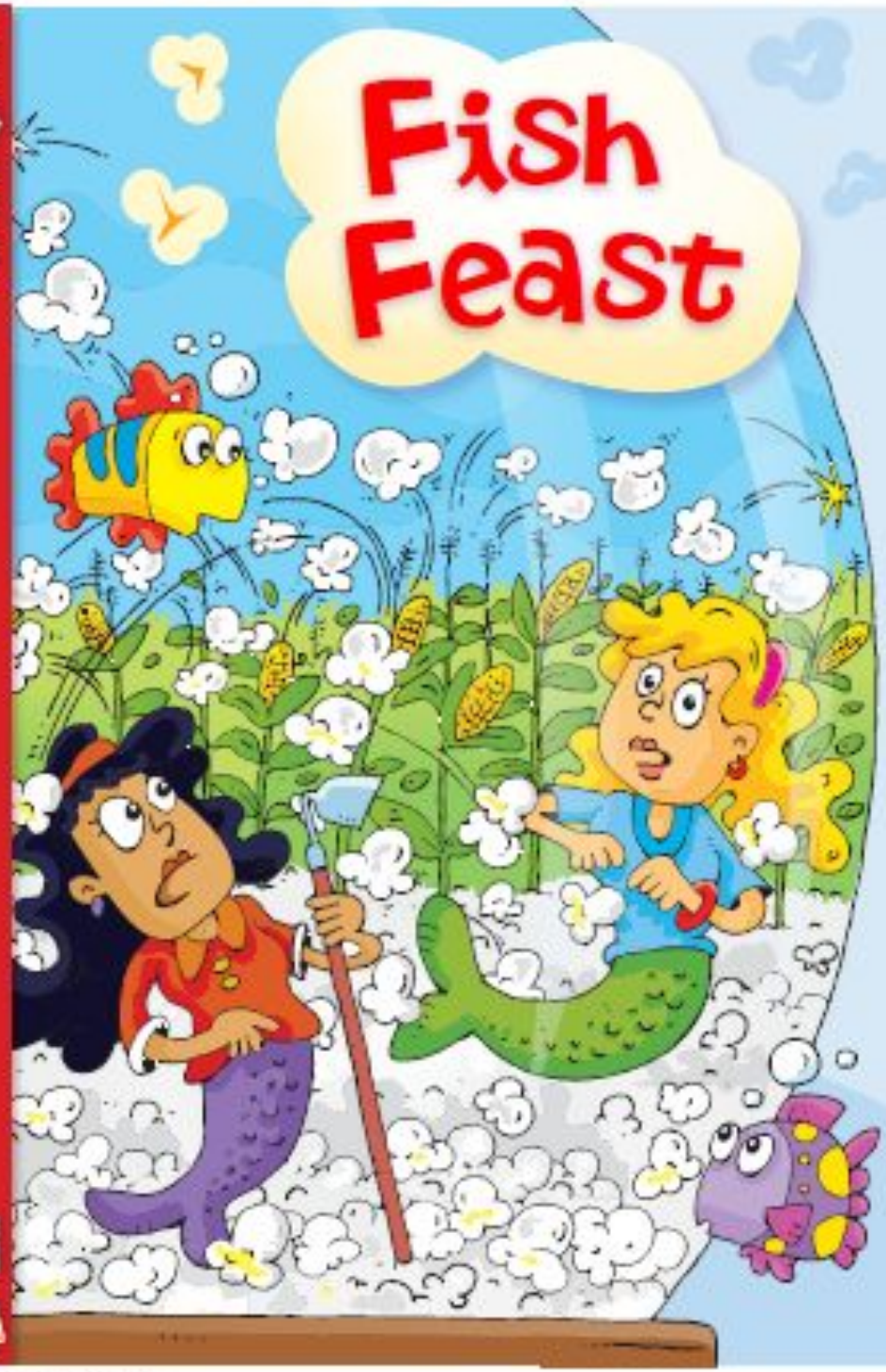
Milkweed

Saguaro Cactus

Tomato Plant

PROTECTING POLLINATORS

Get people "buzzing!" Download a free booklet on bees. *Bee Basics – An Introduction to Our Native Bees* by Beatriz Moisset and Stephen Buchmann at www.pollinator.org/PDFs/BeeBasicsBook.pdf.



Fish Feast

"Wake up, Sheena!" shouts Pixy.

Sheena yawns. Then she rubs her eyes. "What's the matter?"

"We have a problem! The corn in the Center Field has started popping. How can we make it stop?"

Pixy and Sheena are part fish and part people. They can breathe on land. They can breathe underwater. They live in a special dome. The dome is found at the bottom of the ocean. Their job is to grow crops for the others who live with them.

"Oh, no!" cries Sheena. "I fell asleep. Something is wrong. Let me think of ways to fix this problem."

Sheena was able to see Center Field on her TV. The popcorn was hitting the top of the dome.

"Maybe it is getting too much water. No, the water level is fine. Maybe the corn seeds are magic seeds. Let me check. No, they are not. Oh, I see what is wrong. I know a creative solution to this problem."

DID YOU KNOW?

Fun Facts About Popcorn

- Popcorn can pop three feet into the air.
- The largest popcorn ball weighed 5,000 pounds!

Sheena shows Pixy the button that controls how much sunlight reaches the corn. "The air in the dome is too hot. It is popping the corn. It works just like a big hot air popper. I can turn the sunlight down. There. See. The popping has stopped."

"You did it, Sheena. Good job!" said Pixy. "And I think I know what to do with all of that yummy popcorn. If I tell you, will you help me make a sign?"

"Sure," said Sheena.

The two creatures made a large sign that lit up. They placed it on the outside of the dome.

Later that night a special hole in the dome opened up. Sheena pushed a button and all of the popcorn shot out of the hole. Sheena, Pixy, and their fish friends had fun. They had a popcorn party until the popcorn was all gone.

"This is a nice problem to have," laughed Sheena.

Name: _____

Problem - Solution Chart

_____

Story Title

Problem: _____

_____

_____

Steps taken to solve problem:

_____

_____

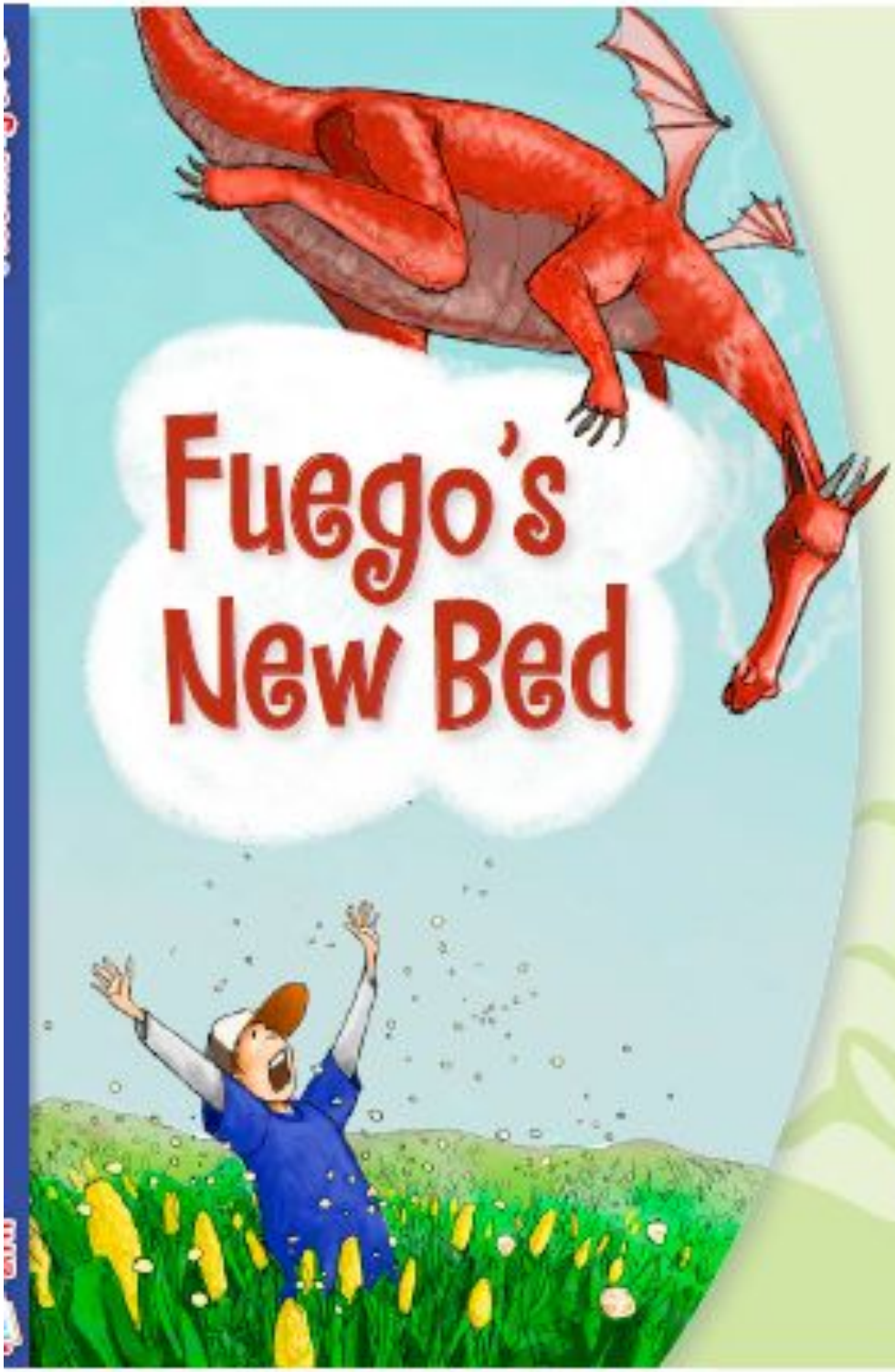
_____

Solution: _____

_____

_____

What made the character good at solving a problem?



Fuego's New Bed

Fuego is a very old dragon. He lives in a cave high above the ground. He is the leader of a large family of fire-breathing dragons.

Fuego's best human friend is Casper. Fuego often helps Casper pick the corn in his fields. Sometimes Fuego's back hurts. It is from sleeping on the floor of the cave.

Fuego looks down at the fields of corn that are planted in rows. He can see Casper calling to him and waving his arms.

Fuego flies over the fields. He can see why Casper is calling him. The corn from Casper's plants is popping all around them.

DID YOU KNOW?

Fuego means "fire" in Spanish. Why is Fuego a good name for a dragon?

An accidental fire snort from a flying dragon started all of the popping. Now popcorn fills the air. It covers the ground. From above, it looks like stripes of white and green.

"You have a problem, " shouts Fuego. "All of this corn is popping. You have to think of ways to deal with it!"

"I know!" shouts Casper above the loud popping noise. "I'm going to have to get creative! I can store it and eat it all winter. We can have a giant popcorn party with all of the dragons. Or..."

Casper looks at Fuego rubbing his sore back. Then he makes a decision.

"Fuego, help me carry this popcorn up to your cave. It will make nice soft beds. What do you think?"

Fuego flops down on a pile of popcorn. He sinks down into it. Casper can tell by Fuego's happy face that he loves the idea.

Fuego asks all of his family to help Casper carry the popcorn to the caves. Each dragon makes a bed out of the fluffy stuff. Everyone sleeps well after that. No more sore backs.

Sometimes the popcorn beds need some extra fluff. Casper just points a dragon to a part of his corn field that is ready to be picked. Fire-breathing dragons are good at popping popcorn!

Name: _____

Problem - Solution Chart

_____

Story Title

Problem: _____

_____

_____

Steps taken to solve problem:

_____

_____

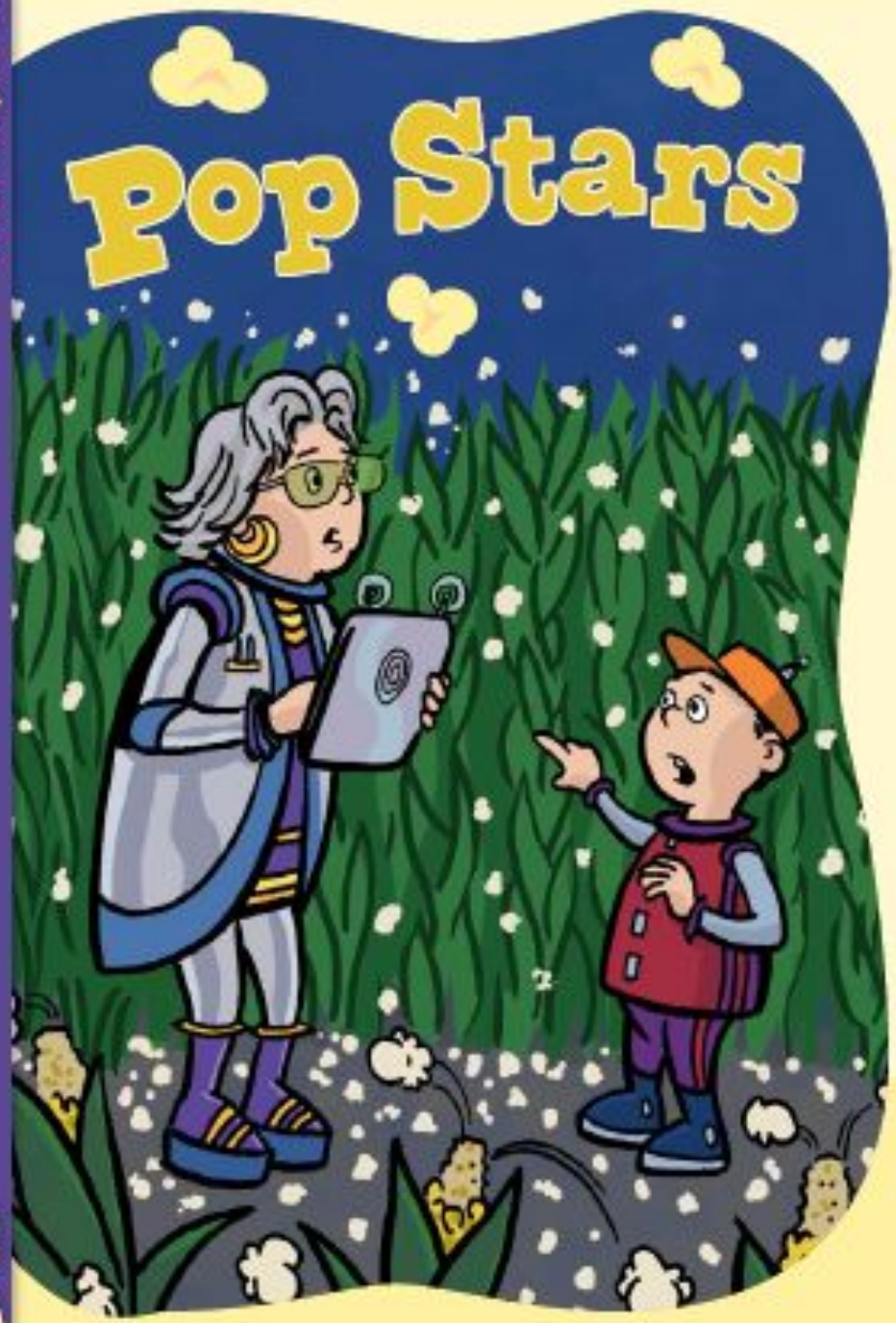
_____

Solution: _____

_____

_____

What made the character good at solving a problem?



"What's wrong, Granna?" asked Rex.

Rex and his Granna were working in the Corn Zone on Planet Utok. Granna was a scientist. She worked hard to find food that would grow on cold dark Utok. Rex liked to help her.

"I was just remembering what it was like when I grew up," said Granna. "I come from the planet Earth. At night millions of stars shine in the sky, but not here. I guess I just miss my old home."

"Granna, look over there," shouted Rex. "What is going on?"

"Oh my! Let me define our problem for you, Rex. That new kind of corn is popping way too soon! It is covering the ground."

"What are we going to do?" asked Rex.

"We have to think of ways to solve this problem. Let's try to come up with some fun ideas," said Granna.

"We can pull up all of these new corn plants. Then throw away all of the popcorn," said Rex.

"That would be wasteful," said Granna. "What else can we do? Use good judgment."

Rex looked up into the dark sky. He knew how sad his Granna felt about missing the stars. "I have an idea, Granna. Just give me a few hours to make it happen."

Rex's dad helped him get all the popcorn into a huge bag. They tied the

DID YOU KNOW?

Our sun is a star. It is not the biggest star. Mu Cephi is a star that is more than 1500 times larger than the sun!

bag to a rocket. Then the rocket shot into outer space.

Rex asked Granna to come to the rocket control room. "I have a surprise for you, Granna. All you have to do is turn this knob. You will see how I solved the problem."

When Granna turned the knob, the bag of popcorn exploded. The dark sky was filled with floating white popcorn.

"I made you pop stars, Granna," laughed Rex.

"You made me happy!" smiled Granna. "Come on, Rex. Let's go do some 'star' gazing! Don't forget to bring some popcorn."

Name: _____

Problem - Solution Chart

_____

Story Title

Problem: _____

_____

_____

Steps taken to solve problem:

_____

_____

_____

Solution: _____

_____

_____

What made the character good at solving a problem?

Name _____

Key Question

What makes a person good at solving problems?

Share Your Ideas

Meet with your team. Talk about each story your team read.

1. Tell the team what happens in the story you read. Show the chart you made.
2. Look at the charts your team made. Compare the key ideas or steps in each of your stories by looking at all the charts you made. Answer these questions together.
   - ***Why aren't the solutions in each story the same?***
   - ***What steps do all of the characters do to create good problem solving?***

   Next, write the steps that answer the Key Question on the chart below. Write only the steps that are in every story your team read.

What makes a person good at solving problems?
1.
2.
3.
4.

Answer the Key Question

Review the steps on your team's chart. As a team, write an answer to the Key Question. Use the information from the stories to support your answer.

What makes a person good at solving problems?

Our Team's Answer

_____

_____