

Name: \_\_\_\_\_ Class: \_\_\_\_\_

# **Lewis and Clark: American Explorers**

By Barbara Radner  
2005

*The Lewis and Clark Expedition, also known as the Corps of Discovery Expedition, was the first effort by Americans to explore what is now the western United States. President Thomas Jefferson had just completed the Louisiana Purchase in 1803, in which the United States bought a great deal of land from the French. He wanted American travelers to map and characterize the newly acquired territory and establish an American presence there. As you read, identify the difficulties that Lewis and Clark faced on their journey, and how they overcame them.*

[1] More than 200 years ago, in 1804, two **explorers** made an important **journey**. They were named Meriwether Lewis and William Clark.<sup>1</sup> Today, people know a lot about the places they visited, but 200 years ago there were no maps of that part of the United States. They would travel by boat most of the way and they would make the first maps of that part of our country. They were going to **trace** where a great river went. The river they were mapping is a very big one called the Missouri River.<sup>2</sup> They wanted to find out where it went. They hoped it would take them to the ocean.



*"3113 Lewis and Clark with Sacagawea" by Bill McChesney is licensed under CC BY 2.0*

They took many people with them to help with the **exploration**. There were more than 40 people on the trip. They also carried many supplies, including a lot of food. They hoped they would find food along the way, but this was long ago and they did not know what the **territory** would be like. The **explorers** had three boats to carry them and their supplies. It was summer when they started on this long trip.

They traveled slowly, each day traveling a short distance because they had to row their boats on the river. They would only travel a few miles every day. They traveled for months and were still far from their **destination**. In winter it was difficult to travel, so they camped along the river. There they would wait for spring when traveling would be easier. Snow and ice made it very hard to travel in winter.

Native Americans helped them along the way. They helped them get food, and they showed them where places were. The **explorers** had never been to this area before, so they were not sure where to find food or even where the river went. The Native Americans had lived there for many years, so they knew the area and how to survive there, even in the hard winter.

1. Lewis and Clark were friends and officers in the army. The two men were accompanied by a group of U.S. Army volunteers.
2. The Missouri River is the longest river in North America. It runs through Montana, North Dakota, South Dakota, Nebraska, Iowa, Kansas, and Missouri.

- [5] A Native American woman named Sacajawea<sup>3</sup> helped them travel. She became their guide, and she traveled with them for months. It was hard work for everyone, including Sacajawea. The **explorers** needed her help to find their way to the West. They wanted to find out how to get to the ocean.

As they traveled, they made maps. Their maps showed the way the river went. It passed through grasslands, and then they were in mountains. When they got to the mountains, they had to leave their boats and walk.

It took more than a year for the **explorers** to get to the ocean. When they got there they had made maps that would help many people. But they had to bring the maps back. It had taken more than a year to make this first part of the trip. It also took a long time to get back. When the **explorers** came back, in 1806, they had been gone two years, and people said they were heroes. They would not make such a great **journey** again. They had done their job.

Their maps would help people settle in the new land. Long after their trip, people would build roads to the west. They would travel quickly by car. Today people can travel their route by plane. If you look out the window from the plane you will see those high mountains, you will see what a difficult **journey** it was.

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3. Sacajawea (1788-1812) was a Native American woman from the Lemhi Shoshone tribe who helped the Lewis and Clark expedition by guiding the men through unfamiliar territory, helping them communicate with other native populations, and explaining the environments they traveled through.

### Words to Know

**Explorer:** someone who travels in search of geographical (land) or scientific information

**Trace:** something (such as a line) drawn

**Journey:** an act of traveling from one place to another

**Exploration:** the act of exploring

**Territory:** a geographic area (land) belonging to someone or government

**Destination:** a place someone is journeying or trying to go to

Name: \_\_\_\_\_

Picture	Used in a sentence
<div>explorer</div>	
Synonym	Definition
<div>Antonym</div>	

Picture	Used in a sentence
<div>journey</div>	
Synonym	Definition
<div>Antonym</div>	

Picture	Used in a sentence
<div>territory</div>	
Synonym	Definition
<div>Antonym</div>	

Picture	Used in a sentence
<div>destination</div>	
Synonym	Definition
<div>Antonym</div>	

Name: \_\_\_\_\_

<b>Picture</b> <i>(pictures will vary)</i>	<b>Used in a sentence</b> <i>(answers will vary)</i>
<b>explorer</b>	
<b>Synonym</b> adventurer	<b>Definition</b> someone who travels in search of geographical (land) or scientific information
<b>Antonym</b> someone who is not curious	

<b>Picture</b> <i>(pictures will vary)</i>	<b>Used in a sentence</b> <i>(answers will vary)</i>
<b>journey</b>	
<b>Synonym</b> trip	<b>Definition</b> an act of traveling from one place to another
<b>Antonym</b> not going anywhere	

<b>Picture</b> <i>(pictures will vary)</i>	<b>Used in a sentence</b> <i>(answers will vary)</i>
<b>territory</b>	
<b>Synonym</b> land	<b>Definition</b> a geographic area (land) belonging to someone or government
<b>Antonym</b> place not owned by anyone	

<b>Picture</b> <i>(pictures will vary)</i>	<b>Used in a sentence</b> <i>(answers will vary)</i>
<b>destination</b>	
<b>Synonym</b> end point	<b>Definition</b> a place someone is journeying or trying to go to
<b>Antonym</b> not stopping	

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following best identifies the central idea of this article?
  - A. Lewis and Clark set out on their journey with hopes of becoming famous.
  - B. Lewis and Clark made an important trip west to help create one of the earliest maps of the United States.
  - C. The only goal of Lewis and Clark's journey was to discover the location of the Missouri River and where the river ended.
  - D. Before they began their journey, Lewis and Clark used maps of the western United States to decide the best route to take.
  
2. PART B: Which phrase from the text best supports the answer to Part A?
  - A. "They wanted to find out where it went. They hoped it would take them to the ocean." (Paragraph 1)
  - B. "They traveled slowly, each day traveling a short distance because they had to row their boats on the river." (Paragraph 3)
  - C. "The Native Americans had lived there for many years, so they knew the area and how to survive there, even in the hard winter." (Paragraph 4)
  - D. "It took more than a year for the explorers to get to the ocean. When they got there they had made maps that would help many people." (Paragraph 7)
  
3. How does the following phrase contribute to the development of a main idea in the passage: "200 years ago there were no maps of that part of the United States" (Paragraph 1)?
  - A. It shows that Lewis and Clark's journey would not have been possible without maps.
  - B. It shows that nobody in the entire country knew where the Missouri River ended.
  - C. It shows that Lewis and Clark were the first people to live in western America.
  - D. It shows that Lewis and Clark were on a journey to create maps of an unknown area.
  
4. What is the author's main purpose in writing the article?
  - A. to show readers that Native Americans were not very involved in making Lewis and Clark's journey successful
  - B. to teach readers the importance of Lewis and Clark's difficult journey
  - C. to show readers that very little has changed in America over time
  - D. to help readers think about how America would be different if Lewis and Clark had not completed their journey

5. How does the author describe the relationship between the American explorers and the Native Americans they met? Cite evidence from the text in your response.

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## Discussion Questions

**Directions:** *Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.*

1. Would you have participated in this expedition if you had been alive in the 1800s? Do you think the thrill of discovery would have outweighed the dangers and risks associated with the trip?
2. Do you think that Lewis and Clark were heroes? Why do you think America regarded them as heroes when they returned and still regards them as heroes today?
3. How do you think an expedition to explore another country or another part of the United States would be different if it were made today? What sort of advances in technology would make it easier?
4. A primary purpose of the journey was for the explorers to make detailed maps of the American West to bring back to the government. Why do you think this was so important?
5. The author emphasizes how differences between America today and the America of the 19th century made Lewis and Clark's journey difficult. In the context of this article, how has America changed over time? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

# ANSWER KEY > Lewis and Clark: American Explorers

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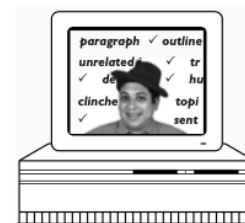
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1. PART A: Which of the following best identifies the central idea of this article? **RI.KID.2**
  - A. Lewis and Clark set out on their journey with hopes of becoming famous.
  - B. Lewis and Clark made an important trip west to help create one of the earliest maps of the United States.**
  - C. The only goal of Lewis and Clark's journey was to discover the location of the Missouri River and where the river ended.
  - D. Before they began their journey, Lewis and Clark used maps of the western United States to decide the best route to take.
  
2. PART B: Which phrase from the text best supports the answer to Part A? **RI.KID.1**
  - A. "They wanted to find out where it went. They hoped it would take them to the ocean." (Paragraph 1)
  - B. "They traveled slowly, each day traveling a short distance because they had to row their boats on the river." (Paragraph 3)
  - C. "The Native Americans had lived there for many years, so they knew the area and how to survive there, even in the hard winter." (Paragraph 4)
  - D. "It took more than a year for the explorers to get to the ocean. When they got there they had made maps that would help many people." (Paragraph 7)**
  
3. How does the following phrase contribute to the development of a main idea in the passage: "200 years ago there were no maps of that part of the United States" (Paragraph 1)? **RI.CS.5**
  - A. It shows that Lewis and Clark's journey would not have been possible without maps.
  - B. It shows that nobody in the entire country knew where the Missouri River ended.
  - C. It shows that Lewis and Clark were the first people to live in western America.
  - D. It shows that Lewis and Clark were on a journey to create maps of an unknown area.**
  
4. What is the author's main purpose in writing the article? **RI.CS.6**
  - A. to show readers that Native Americans were not very involved in making Lewis and Clark's journey successful
  - B. to teach readers the importance of Lewis and Clark's difficult journey**
  - C. to show readers that very little has changed in America over time
  - D. to help readers think about how America would be different if Lewis and Clark had not completed their journey

5. How does the author describe the relationship between the American explorers and the Native Americans they met? Cite evidence from the text in your response. **RI.KID.3**

**Answers will vary; students should emphasize the vital role Native Americans played in making the journey a success because of their superior knowledge of the land: "The Native Americans had lived there for many years, so they knew the area and how to survive there, even in the hard winter" (Paragraph 4). Students should also point out the particularly celebrated role played by Sacajawea serving as a guide and interpreter for the travelers, even though the work was taxing: "She became their guide, and she traveled with them for months. It was hard work for everyone, including Sacajawea" (Paragraph 5). Overall, Native Americans often knew what Lewis and Clark did not know, and helped them succeed.**

name \_\_\_\_\_



# The Perfect Paragraph

## Creating Colorful Paragraphs

### Practice Worksheet 9

*Read Paragraphs 1 and 2 below. Even though Paragraph 1 has the correct structure, it lacks flavor and detail. Notice that details and style are added to Paragraph 2. On the lines below, describe at least four changes that make Paragraph 2 better. Finally, rewrite Paragraph 3, adding your own details and style. Don't forget to vary your sentence beginnings and length and to add colorful descriptions.*

### Paragraph 1

My brother's room is always a mess. There are clothes on the floor. The bed isn't made. There is dust under the furniture. As you can see, my brother's room is really untidy.

### Paragraph 2

My brother's room is always a mess. Piles of dirty clothes and old magazines cover the floor. Rarely is the bed ever made. Instead, the blankets hang draped over the side of the bed, ending in a heap on the floor. Under the furniture, masses of inch-thick dust mingle with stale cookie crumbs. It's no wonder my brother has given up and asked to move in with me!

### Changes that Improved Paragraph 1

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### Paragraph 3

It's a wonderful day to be outside. The flowers are blooming. The sun is shining, and there isn't a cloud in sight. The birds are chirping. In conclusion, it's just gorgeous today!

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<b>Circle the subject/Underline the predicate in each sentence</b> School days are almost over. This summer we are going swimming every day. My family and I want to go to the beach.	<b>Synonyms</b> bewildered _____ concealed _____ quarrel _____	<b>Antonyms</b> timid _____ immense _____ construct _____	<b>Figurative Language-</b> <b>Mom made enough food to feed an entire army.</b> Metaphor simile personification hyperbole <b>My grandma is as sweet as honey.</b> Metaphor simile personification hyperbole
<b>Circle the verb(s) in each sentence</b> Tim is running all the way around the track. We want to go swim at the pool on Tuesday, so bring your swimsuit. The news ran a story about a girl in Alaska who lives in an igloo.	<b>Contractions- what two words make the contraction</b> won't _____ we've _____ haven't _____	<b>Alphabetical order</b> cobweb _____ Carter _____ cobras _____ cobblers _____	<b>Homophones- circle the correct word</b> The (night, knight) went jousting on his horse. We used the (flour, flower) to make a scrumptious cake. I wrote my best friend a letter on my new (stationary, stationery).

<b>Correct the sentences</b> prof poopypants is a character in captain underpants by Dav Pilkey. did the littel girl liked the smell of the tulips we can not wait to see you at school in august.	<b>Prefixes- write the prefix in the blank</b> mistaken _____ uncovered _____ nonsense _____ impatient _____	<b>Suffixes- write the suffix in the blank</b> safely _____ drummer _____ partial _____ grabbed _____	<b>Guide words- circle the word that can be found between the guide words</b> lamp- llama lad landscape love hedge – house hedgehog household hammer
<b>Past (P), Present (PR) or Future (F)</b> _____ Dad is working so hard on the lawn to make it look nice. _____ The class was running so fast in the race for field day. _____ I will be eating pizza for dinner and cake for dessert.	<b>Fact (F) or Opinion (O)</b> _____ Mrs. Smith is the best teacher ever. _____ Texas is one of the fifty United States. _____ Earth only has one moon. _____ Purple is my favorite color. _____ There are 60 seconds in a minute.	<b>Context clues- use the clues in the sentence to determine the meaning of underlined word</b> Regular exercise is <u>beneficial</u> to your body, but too much exercise is not good for you. harmful helpful pleasant I am different from my twin sister because she is <u>reticent</u> while I am friendly and outgoing. rude shy talkative	<b>Figurative Language- Idioms</b> <b>What is the meaning?</b> The video game cost me an arm and a leg. I am tickled pink you came to visit today.

<p><b>Circle the subject/Underline the predicate in each sentence</b></p> <p>School days <u>are</u> almost over.</p> <p>This summer <u>we</u> <u>are going swimming</u> every day.</p> <p><u>My family and I</u> <u>want</u> to go to the beach.</p>	<p><b>Synonyms</b></p> <p>bewildered <u>confused</u></p> <p>concealed <u>hide</u></p> <p>quarrel <u>fight</u></p>	<p><b>Antonyms</b></p> <p>timid <u>brave</u></p> <p>immense <u>small</u></p> <p>construct <u>destroy</u></p>	<p><b>Figurative Language-</b></p> <p>Mom made enough food to feed an entire army.</p> <p>Metaphor simile personification <u>hyperbole</u></p> <p>My grandma is as sweet as honey.</p> <p>Metaphor <u>simile</u> personification hyperbole</p>
<p><b>Circle the verb(s) in each sentence</b></p> <p>Tim <u>is running</u> all the way around the track.</p> <p>We <u>want</u> to go swim at the pool on Tuesday, so <u>bring</u> your swimsuit.</p> <p>The news <u>can</u> a story about a girl in Alaska who <u>lives</u> in an igloo.</p>	<p><b>Contractions- what two words make the contraction</b></p> <p>won't <u>will not</u></p> <p>we've <u>we have</u></p> <p>haven't <u>have not</u></p>	<p><b>Alphabetical order</b></p> <p>cobweb <u>Carter</u></p> <p>Carter <u>cobbler</u></p> <p>cobras <u>cobras</u></p> <p>cobbler <u>cobweb</u></p>	<p><b>Homophones- circle the correct word</b></p> <p>The (night, <u>knight</u>) went jousting on his horse.</p> <p>We used the (<u>flour</u>, flower) to make a scrumptious cake.</p> <p>I wrote my best friend a letter on my new (stationary, <u>stationery</u>).</p>

<p><b>Correct the sentences</b></p> <p><u>prof</u> poopypants is a character in captain <u>underpants</u> by Dav Pilkey.</p> <p>did the littel girl <u>liked</u> the smell of the tulips ?</p> <p>cannot <u>we can not</u> wait to see you at school in <u>augst</u>!</p>	<p><b>Prefixes- write the prefix in the blank</b></p> <p>mistaken <u>mis</u></p> <p>uncovered <u>un</u></p> <p>nonsense <u>non</u></p> <p>impatient <u>im</u></p>	<p><b>Suffixes- write the suffix in the blank</b></p> <p>safely <u>ly</u></p> <p>drummer <u>er</u></p> <p>partial <u>ial</u></p> <p>grabbed <u>ed</u></p>	<p><b>Guide words- circle the word that can be found between the guide words</b></p> <p>lamp- llama</p> <p><u>lad</u> landscape love</p> <p>hedge – house</p> <p><u>hedgehog</u> household hammer</p>
<p><b>Past (P), Present (PR) or Future (F)</b></p> <p>PR Dad is working so hard on the lawn to make it look nice.</p> <p>P The class was running so fast in the race for field day.</p> <p>F I will be eating pizza for dinner and cake for dessert.</p>	<p><b>Fact (F) or Opinion (O)</b></p> <p>O Mrs. Smith is the best teacher ever.</p> <p>F Texas is one of the fifty United States.</p> <p>F Earth only has one moon.</p> <p>O Purple is my favorite color.</p> <p>F There are 60 seconds in a minute.</p>	<p><b>Context clues- use the clues in the sentence to determine the meaning of underlined word</b></p> <p>Regular exercise is <u>beneficial</u> to your body, but too much exercise is not good for you.</p> <p>harmful <u>helpful</u> pleasant</p> <p>I am different from my twin sister because she is <u>reticent</u> while I am friendly and outgoing.</p> <p>rude <u>shy</u> talkative</p>	<p><b>Figurative Language- Idioms</b></p> <p><b>What is the meaning?</b></p> <p>The video game cost me an arm and a leg.</p> <p>The video game cost a lot of money.</p> <p>I am tickled pink you came to visit today.</p> <p>I am really excited that you came to visit today.</p>

## Dividing with Arrays and Area Models

Name: \_\_\_\_\_

The answers to problems 1–12 are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $606 \div 2 =$  \_\_\_\_\_

2  $606 \div 3 =$  \_\_\_\_\_

3  $903 \div 3 =$  \_\_\_\_\_

4  $408 \div 8 =$  \_\_\_\_\_

5  $243 \div 3 =$  \_\_\_\_\_

6  $721 \div 7 =$  \_\_\_\_\_

7  $545 \div 5 =$  \_\_\_\_\_

8  $488 \div 8 =$  \_\_\_\_\_

9  $816 \div 4 =$  \_\_\_\_\_

10  $728 \div 8 =$  \_\_\_\_\_

11  $459 \div 9 =$  \_\_\_\_\_

12  $366 \div 6 =$  \_\_\_\_\_

13 What strategies did you use to solve the problems?

14 Explain how to use multiplication to check your answer to problem 10.

### Answers

91	303	61	202	204	109
81	51	301	103	51	61

The answers to problems 1–12 are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1  $606 \div 2 =$  303

2  $606 \div 3 =$  202

3  $903 \div 3 =$  301

4  $408 \div 8 =$  51

5  $243 \div 3 =$  81

6  $721 \div 7 =$  103

7  $545 \div 5 =$  109

8  $488 \div 8 =$  61

9  $816 \div 4 =$  204

10  $728 \div 8 =$  91

11  $459 \div 9 =$  51

12  $366 \div 6 =$  61

13 What strategies did you use to solve the problems?

**Answers will vary. Possible answer: I used an area model strategy, breaking the problem apart into smaller parts and using repeated subtraction.**

14 Explain how to use multiplication to check your answer to problem 10.

**Possible answer: Multiply  $90 \times 8 = 720$  and  $8 \times 1 = 8$ . Then add:  $720 + 8 = 728$**

## Answers

91	303	61	202	204	109
81	51	301	103	51	61

# Dividing with Estimation and Area Models

Name: \_\_\_\_\_

Check the student's answer by multiplying the quotient by the divisor and adding the remainder. If an answer is incorrect, cross out the answer and write the correct quotient, including the remainder.

Division Problems	Student Answers	
637 ÷ 4	<del>149 R 1</del> 159 R 1	Check: $149 \times 4 = 596$ $596 + 1 = 597$
139 ÷ 2	69 R 1	
188 ÷ 5	38 R 2	
344 ÷ 6	57 R 3	
458 ÷ 9	58 R 8	
222 ÷ 7	31 R 5	
692 ÷ 8	85 R 4	
479 ÷ 3	169 R 2	

Check the student's answer by multiplying the quotient by the divisor and adding the remainder. If an answer is incorrect, cross out the answer and write the correct quotient, including the remainder.

Division Problems	Student Answers	
$637 \div 4$	<del>149 R 1</del> 159 R 1	Check: $149 \times 4 = 596$ $596 + 1 = 597$
$139 \div 2$	69 R 1	Check: $69 \times 2 = 138$ $138 + 1 = 139$
$188 \div 5$	<del>38 R 2</del> 37 R 3	Check: $38 \times 5 = 190$ $190 + 2 = 192$
$344 \div 6$	<del>57 R 3</del> 57 R 2	Check: $57 \times 6 = 342$ $342 + 3 = 345$
$458 \div 9$	<del>58 R 8</del> 50 R 8	Check: $58 \times 8 = 464$ $464 + 8 = 472$
$222 \div 7$	31 R 5	Check: $31 \times 7 = 217$ $217 + 5 = 222$
$692 \div 8$	<del>85 R 4</del> 86 R 4	Check: $85 \times 8 = 680$ $680 + 4 = 684$
$479 \div 3$	<del>169 R 2</del> 159 R 2	Check: $169 \times 3 = 507$ $507 + 2 = 509$

## Dividing with Estimation and Area Models *continued*

Name: \_\_\_\_\_

- 1 Write a word problem that could be solved by one of the problems.
- 2 Can an answer be incorrect even if it looks reasonable? Explain.

- 1** Write a word problem that could be solved by one of the problems.

**Answers will vary. Possible answer:** Micah has 188 rocks in his collection. He displays an equal amount of rocks on each of 5 shelves. How many rocks are on each shelf? Are there any rocks left over?

- 2** Can an answer be incorrect even if it looks reasonable? Explain.

**Answers will vary. Possible answer:** Yes. In these problems, the incorrect answers were close to the correct answers. You had to multiply to check to know if an answer was incorrect.

## Dividing Four-Digit Numbers

Name: \_\_\_\_\_

**Estimate. Circle all the problems with quotients between 500 and 1,500.  
Then find the exact quotients of only the problems you circled.**

**1**  $2,508 \div 4 =$  \_\_\_\_\_

**2**  $7,058 \div 9 =$  \_\_\_\_\_

**3**  $2,726 \div 9 =$  \_\_\_\_\_

**4**  $7,429 \div 5 =$  \_\_\_\_\_

**5**  $3,506 \div 9 =$  \_\_\_\_\_

**6**  $8,318 \div 8 =$  \_\_\_\_\_

**7**  $7,645 \div 2 =$  \_\_\_\_\_

**8**  $4,113 \div 4 =$  \_\_\_\_\_

**9**  $3,196 \div 5 =$  \_\_\_\_\_

**10**  $5,018 \div 7 =$  \_\_\_\_\_

**11**  $8,127 \div 6 =$  \_\_\_\_\_

**12**  $6,155 \div 3 =$  \_\_\_\_\_

**13** What strategies did you use to estimate the quotients? Explain.

**14** Check one of your answers by solving it with a different strategy. Show your work.

**Estimate. Circle all the problems with quotients between 500 and 1,500.  
Then find the exact quotients of only the problems you circled.**

1  $2,508 \div 4 = \underline{627}$

2  $7,058 \div 9 = \underline{784 \text{ R } 2}$

3  $2,726 \div 9 = \underline{\hspace{2cm}}$

4  $7,429 \div 5 = \underline{1,485 \text{ R } 4}$

5  $3,506 \div 9 = \underline{\hspace{2cm}}$

6  $8,318 \div 8 = \underline{1,039 \text{ R } 6}$

7  $7,645 \div 2 = \underline{\hspace{2cm}}$

8  $4,113 \div 4 = \underline{1,028 \text{ R } 1}$

9  $3,196 \div 5 = \underline{639 \text{ R } 1}$

10  $5,018 \div 7 = \underline{716 \text{ R } 6}$

11  $8,127 \div 6 = \underline{1,354 \text{ R } 3}$

12  $6,155 \div 3 = \underline{\hspace{2cm}}$

- 13 What strategies did you use to estimate the quotients? Explain.

**Answers will vary. Possible answer: I rounded each dividend to the nearest hundred.  
Then used basic facts and place value to estimate the quotient.**

- 14 Check one of your answers by solving it with a different strategy. Show your work.

**Answers will vary.**

Number Correct: \_\_\_\_\_

## A

## Division with Remainders

1.	$8 \div 2$	Q = _____ R = _____
2.	$9 \div 2$	Q = _____ R = _____
3.	$4 \div 4$	Q = _____ R = _____
4.	$5 \div 4$	Q = _____ R = _____
5.	$7 \div 5$	Q = _____ R = _____
6.	$8 \div 5$	Q = _____ R = _____
7.	$5 \div 3$	Q = _____ R = _____
8.	$6 \div 3$	Q = _____ R = _____
9.	$8 \div 4$	Q = _____ R = _____
10.	$9 \div 4$	Q = _____ R = _____
11.	$2 \div 2$	Q = _____ R = _____
12.	$3 \div 2$	Q = _____ R = _____
13.	$7 \div 3$	Q = _____ R = _____
14.	$8 \div 3$	Q = _____ R = _____
15.	$9 \div 3$	Q = _____ R = _____
16.	$8 \div 6$	Q = _____ R = _____
17.	$9 \div 6$	Q = _____ R = _____
18.	$5 \div 5$	Q = _____ R = _____
19.	$6 \div 5$	Q = _____ R = _____
20.	$8 \div 8$	Q = _____ R = _____
21.	$9 \div 8$	Q = _____ R = _____
22.	$9 \div 9$	Q = _____ R = _____

23.	$6 \div 2$	Q = _____ R = _____
24.	$7 \div 2$	Q = _____ R = _____
25.	$3 \div 3$	Q = _____ R = _____
26.	$4 \div 3$	Q = _____ R = _____
27.	$6 \div 4$	Q = _____ R = _____
28.	$7 \div 4$	Q = _____ R = _____
29.	$6 \div 6$	Q = _____ R = _____
30.	$7 \div 6$	Q = _____ R = _____
31.	$4 \div 2$	Q = _____ R = _____
32.	$5 \div 2$	Q = _____ R = _____
33.	$9 \div 3$	Q = _____ R = _____
34.	$9 \div 5$	Q = _____ R = _____
35.	$7 \div 7$	Q = _____ R = _____
36.	$9 \div 9$	Q = _____ R = _____
37.	$13 \div 4$	Q = _____ R = _____
38.	$18 \div 5$	Q = _____ R = _____
39.	$21 \div 6$	Q = _____ R = _____
40.	$24 \div 7$	Q = _____ R = _____
41.	$29 \div 8$	Q = _____ R = _____
42.	$43 \div 6$	Q = _____ R = _____
43.	$53 \div 6$	Q = _____ R = _____
44.	$82 \div 9$	Q = _____ R = _____

## B

## Division with Remainders

Number Correct: \_\_\_\_\_

Improvement: \_\_\_\_\_

1.	$9 \div 8$	Q = _____ R = _____
2.	$8 \div 8$	Q = _____ R = _____
3.	$9 \div 6$	Q = _____ R = _____
4.	$8 \div 6$	Q = _____ R = _____
5.	$5 \div 5$	Q = _____ R = _____
6.	$6 \div 5$	Q = _____ R = _____
7.	$7 \div 4$	Q = _____ R = _____
8.	$6 \div 4$	Q = _____ R = _____
9.	$5 \div 3$	Q = _____ R = _____
10.	$6 \div 3$	Q = _____ R = _____
11.	$2 \div 2$	Q = _____ R = _____

12.	$3 \div 2$	Q = _____ R = _____
13.	$3 \div 3$	Q = _____ R = _____
14.	$4 \div 3$	Q = _____ R = _____
15.	$8 \div 7$	Q = _____ R = _____
16.	$9 \div 7$	Q = _____ R = _____
17.	$4 \div 4$	Q = _____ R = _____
18.	$5 \div 4$	Q = _____ R = _____
19.	$6 \div 2$	Q = _____ R = _____
20.	$7 \div 2$	Q = _____ R = _____
21.	$8 \div 5$	Q = _____ R = _____
22.	$7 \div 5$	Q = _____ R = _____

23.	$4 \div 2$	Q = _____ R = _____
24.	$5 \div 2$	Q = _____ R = _____
25.	$8 \div 4$	Q = _____ R = _____
26.	$9 \div 4$	Q = _____ R = _____
27.	$9 \div 3$	Q = _____ R = _____
28.	$8 \div 3$	Q = _____ R = _____
29.	$9 \div 5$	Q = _____ R = _____
30.	$6 \div 6$	Q = _____ R = _____
31.	$7 \div 6$	Q = _____ R = _____
32.	$9 \div 9$	Q = _____ R = _____
33.	$7 \div 7$	Q = _____ R = _____

34.	$9 \div 2$	Q = _____ R = _____
35.	$8 \div 2$	Q = _____ R = _____
36.	$37 \div 8$	Q = _____ R = _____
37.	$50 \div 9$	Q = _____ R = _____
38.	$17 \div 6$	Q = _____ R = _____
39.	$48 \div 7$	Q = _____ R = _____
40.	$51 \div 8$	Q = _____ R = _____
41.	$68 \div 9$	Q = _____ R = _____
42.	$53 \div 6$	Q = _____ R = _____
43.	$61 \div 8$	Q = _____ R = _____
44.	$70 \div 9$	Q = _____ R = _____

## Lesson 21

### Sprint

#### Side A

- |          |          |          |          |
|----------|----------|----------|----------|
| 1. 4     | 12. 1 R1 | 23. 3    | 34. 1 R4 |
| 2. 4 R1  | 13. 2 R1 | 24. 3 R1 | 35. 1    |
| 3. 1     | 14. 2 R2 | 25. 1    | 36. 1    |
| 4. 1 R1  | 15. 3    | 26. 1 R1 | 37. 3 R1 |
| 5. 1 R2  | 16. 1 R2 | 27. 1 R2 | 38. 3 R3 |
| 6. 1 R3  | 17. 1 R3 | 28. 1 R3 | 39. 3 R3 |
| 7. 1 R2  | 18. 1    | 29. 1    | 40. 3 R3 |
| 8. 2     | 19. 1 R1 | 30. 1 R1 | 41. 3 R5 |
| 9. 2     | 20. 1    | 31. 2    | 42. 7 R1 |
| 10. 2 R1 | 21. 1 R1 | 32. 2 R1 | 43. 8 R5 |
| 11. 1    | 22. 1    | 33. 3    | 44. 9 R1 |

#### Side B

- |         |          |          |          |
|---------|----------|----------|----------|
| 1. 1 R1 | 12. 1 R1 | 23. 2    | 34. 4 R1 |
| 2. 1    | 13. 1    | 24. 2 R1 | 35. 4    |
| 3. 1 R3 | 14. 1 R1 | 25. 2    | 36. 4 R5 |
| 4. 1 R2 | 15. 1 R1 | 26. 2 R1 | 37. 5 R5 |
| 5. 1    | 16. 1 R2 | 27. 3    | 38. 2 R5 |
| 6. 1 R1 | 17. 1    | 28. 2 R2 | 39. 6 R6 |
| 7. 1 R3 | 18. 1 R1 | 29. 1 R4 | 40. 6 R3 |
| 8. 1 R2 | 19. 3    | 30. 1    | 41. 7 R5 |
| 9. 1 R2 | 20. 3 R1 | 31. 1 R1 | 42. 8 R5 |
| 10. 2   | 21. 1 R3 | 32. 1    | 43. 7 R5 |
| 11. 1   | 22. 1 R2 | 33. 1    | 44. 7 R7 |

## Counselor's Corner

Mrs. Dingess, Ms. Green, Mrs. Jenkins, Mrs. Miller

### Weekly Focus

#### *Cell Phone Safety*

Dear Parent,

Having a cell phone has become a milestone for most kids these days. As a parent, it can be difficult to know how to help your child be responsible with this costly and powerful piece of technology. There are many websites that can help parents establish rules for cell phone use to help kids learn this responsibility. Here are a few ideas of rules to establish with your child regarding responsible cell phone use, as well as a sample contract you can use.

- **Always answer your phone when I (your parent/guardian) call.** If you are unable to answer, send a text to let me know. The exception would be during school (which I shouldn't be calling during that time anyway).
- **Follow rules for cell phones wherever you are.** Put it away at school unless you have adult permission to use it, turn it off at the movies, put away when crossing the street, etc.
- **Use your manners!** No bringing it to the dinner table, talking loudly on your phone in a place of business, or looking at your phone when someone is trying to have a conversation with you. Never answer mean or rude texts or text or email mean or rude comments to anyone.
- **Ask permission to download anything on your phone.** Some downloads are not safe for your phone and others cost money or may have hidden costs.
- **Turn off your phone at night by 9:00 p.m. (the curfew given) and put it in a central location.**
- **Hand over your phone whenever asked.** As your parent, I have the right to check it at any time.

**Websites for setting rules, choosing the right phone and service plan for your child, staying on top of what your child is doing on his/her phone, etc.**

[Commonsensemedia.org](http://Commonsensemedia.org)

[todaysparent.com](http://todaysparent.com)


[childmind.org](http://childmind.org)

[Pinterest.com](https://www.pinterest.com) (lots of printable cell phone contracts)

# Special Forces Choice Board

3-5

Color each square that you complete

<b>Art:</b> Design a rocket using an empty toilet paper tube. Use things in your house for the extras. Example: Cut pieces from cereal boxes.	<b>Physical Education:</b> <a href="https://www.youtube.com/watch?v=swUGtEpazY">https://www.youtube.com/watch?v=swUGtEpazY</a> Or Dance to your favorite music for 10 minutes.	<b>Music:</b> Indoor Ice Skating: Grab a pair of paper plates or use socks on the hardwood. Pretend to indoor ice skate to your favorite song.	<b>Media:</b> Write a short story about your experience launching your paper tube rocket. Share with your family!
<b>Physical Education:</b> Dribble a ball for at least five minutes Do a side plank on both sides for at least one minute per side	<b>Music:</b> What are 15 words you can write on a music staff using only the letters in our musical alphabet (A,B,C,D,E,F, and G)? Can you draw a music staff (5 lines) and show where those notes go on the treble clef? (remember G is on line 2!)	<b>Media:</b> Search your home for a non-fiction book or article. Your Studies Weekly is good for this activity too! Share 3 facts you learned with your family.	<b>Art:</b> Rainbow Paper Towel Fold a paper towel. Color the edges with markers, using the colors of a rainbow. Dip the colored edges into a glass of water and watch as you create your own rainbow.
<b>Music:</b> Musical Charades: See if you can act out the title of your favorite songs to your family without using any words!	<b>Media:</b> Find your favorite hat or sunglasses to wear outside while you enjoy reading! 	<b>Art:</b> Make a Positivity Banner Hang it in your window to encourage neighbors, mail carriers, UPS, etc.	<b>Physical Education:</b> <a href="https://app.gonoodle.com/activities/indoor-recess-you-pick-number-2?s=category&amp;t=Workout&amp;sid=4">https://app.gonoodle.com/activities/indoor-recess-you-pick-number-2?s=category&amp;t=Workout&amp;sid=4</a> 2 Play outside for 15 minutes
<b>Media:</b> Write a poem about the book you are reading! You can make it rhyme, write in free verse, or other styles you have learned in class!	<b>Art:</b> Grocery Store Ad Create an advertisement for a new food you invent. Try to convince people to buy your food.	<b>Physical Education:</b> Do as many burpees as you can in 3 minutes Or Go for a walk with your family	<b>Music:</b> See how many different items around the house you can use as an instrument (pots, pans, cans, spices etc.) BE CREATIVE!
<b>Art:</b> Leaf People Gather leaves from trees and flowers. Arrange on a piece of paper in the shape of a person. Draw clothes, shoes, and a hat.	<b>Physical Education:</b> <a href="https://www.youtube.com/watch?v=z0evAuWFIPs">https://www.youtube.com/watch?v=z0evAuWFIPs</a> Or Jump rope for 5 minutes and jog 5 laps around your house or property	<b>Music:</b> Musical Interview: Ask an adult what kind of music their parents listened to. Does that adult still listen to the music they grew up with? Is that adult's current favorite type of music related to the music their parents listened to (is it the same style)?	<b>Media:</b> Write about your favorite memories of your current grade level. Share these good memories with someone younger. 