NAME:_____ **DATE:**_____

DIRECTIONS   Read the text and then answer the questions.

Tim had to learn his multiplication facts, so his mom spent time with him each day working on his goal. He used flash cards and practiced really hard. He wanted to know his facts better than anyone else in his class, so he kept it up for weeks. After about two months, Tim took a timed test at school. He did very well, so his hard work had paid off!

1. Ⓨ Ⓝ

2. Ⓨ Ⓝ

3. Ⓨ Ⓝ

1. Which best summarizes the text?

Ⓐ Tim learns his multiplication facts.

Ⓑ Tim does well in school.

Ⓒ Hard work pays off.

Ⓓ Time studied for months.

3. Which word from the text could have an *–ing* ending added to make a new word?

Ⓐ goal

Ⓑ work

Ⓒ paid

Ⓓ fact

4. Ⓨ Ⓝ

5. Ⓨ Ⓝ

2. How does the main character change from the beginning to the end of the text?

Ⓐ He forgets his multiplication facts after studying.

Ⓑ He studies for a test, so he does well on it.

Ⓒ He spends more time with his mother.

Ⓓ He becomes discouraged over his multiplication facts and fails his math test.

4. Using context clues, what is the meaning of the word *goal* in the text?

Ⓐ score

Ⓑ the end of a race

Ⓒ something that someone wants to achieve

Ⓓ target area

___ / 5

Total

5. What does the phrase *had paid off* mean?

Ⓐ cost a lot of money

Ⓑ was worth it and worked out well

Ⓒ was too exhausting

Ⓓ owed some change

NAME:_____ **DATE:**_____

SCORE

1. Ⓨ Ⓝ

2. Ⓨ Ⓝ

3. Ⓨ Ⓝ

4. Ⓨ Ⓝ

5. Ⓨ Ⓝ

___ / 5

Total

My teacher says that math is all related. She says that addition and multiplication are similar. I do not see how that is possible. Then she uses pictures to show us. She shows us how to count groups together. Multiplication is about adding groups together. That makes a lot of sense. I will remember this when I have to solve math problems on my homework!

1. Which title best fits the text?

- Ⓐ Counting Numbers
- Ⓑ Groups
- Ⓒ Multiplication Facts
- Ⓓ Connections in Math

2. Who is the narrator?

- Ⓐ a teacher
- Ⓑ a parent
- Ⓒ a student
- Ⓓ a math expert

3. Which suffix can be added to *count* to make a new word?

- Ⓐ –ly
- Ⓑ –ed
- Ⓒ –en
- Ⓓ –ion

4. What is the definition of *solve* as it is used in this text?

- Ⓐ find an answer to a math problem
- Ⓑ unscramble
- Ⓒ find an answer to a puzzle
- Ⓓ deal with a problem

5. What other type of text is most similar to this text?

- Ⓐ a gossip magazine
- Ⓑ a newspaper
- Ⓒ a textbook
- Ⓓ a personal journal or diary

NAME:_____ DATE:_____

> **DIRECTIONS** Read the text and then answer the questions.

Hannah was at the carnival with her family. She wanted to play the games with her dad. She really wanted to win a prize! Her dad tried hard, and finally, he was a winner! Hannah got to pick a prize, but she could not decide between the tall box or the flat box of candies. Her dad told her that the two boxes held the same amount. One had two rows of six, and the other had three rows of four. Both boxes had twelve candies!

1. Ⓨ Ⓝ

2. Ⓨ Ⓝ

3. Ⓨ Ⓝ

4. Ⓨ Ⓝ

5. Ⓨ Ⓝ

1. Which statement shows a reader using the first sentence to accurately preview the text?

- Ⓐ This story is about a girl going to a carnival by herself.
- Ⓑ This story is about a girl in charge of a carnival.
- Ⓒ This story is about a girl going to a party with her family.
- Ⓓ This story is about a girl going to a carnival with her family.

2. Who are the two main characters?

- Ⓐ Hannah and her sister
- Ⓑ Hannah and her mom
- Ⓒ Hannah and her dad
- Ⓓ Hannah's mother and father

3. Which word from the text could have an *re–* prefix added to make a new word?

- Ⓐ family
- Ⓑ win
- Ⓒ fat
- Ⓓ play

4. Which is a synonym for the word *decide?*

- Ⓐ postpone
- Ⓑ determine
- Ⓒ accept
- Ⓓ rearrange

5. Which word is used to emphasize how much Hannah wanted to win a prize?

- Ⓐ really
- Ⓑ dad
- Ⓒ tall
- Ⓓ play

___ / 5
Total

NAME:_____ DATE:_____

The Crayon Factory

The manager of a crayon factory had to design new crayon boxes. She had to choose how many crayons should go in each box. This also meant choosing how many rows were in each box. This was hard. She had to decide on four designs. Each design had to use the same number of crayons!

The factory crew gave the manager some ideas. They told her that they used multiplication to figure them out. They decided to start by having each box hold forty-eight crayons. Then, they figured out how forty-eight crayons would fit in boxes of different sizes.

First, Bob suggested a box with six rows. He said that there would be eight crayons in each row. The group checked Bob's work. They learned that his box would have forty-eight crayons. They kept his idea.

Next, Mei suggested a box with four rows. She said that there would be twelve crayons in each row. Some people did not believe that this would hold the same number of crayons as Bob's box. After doing the math, everyone realized that Mei's idea was correct, too.

Alberto decided to share his idea. He wanted to create a longer box for the crayons. He wanted only three rows for the box. He thought it would hold sixteen crayons in each row. The group liked this idea.

No one was sure if there were any other options. How else could they include forty-eight crayons? Sam had one more idea. He thought about it and realized that another longer box could hold two rows with twenty-four crayons in each row. Everyone agreed that this box may look odd, but it sure did hold forty-eight crayons.

The crew was proud of their ideas, and their manager was happy to have some feedback from others. Now they had to decide how to make these new types of boxes. At least the hard part was over!

NAME:_____ DATE:_____

DIRECTIONS Read "The Crayon Factory" and then answer the questions.

1. What could a reader learn from reading this text?

Ⓐ Crayons are hard to make.

Ⓑ Certain multiplication problems are equivalent.

Ⓒ A factory crew works for a manager.

Ⓓ Working on a team is not fun.

2. Why did the author include math in this text?

Ⓐ to make the story funnier

Ⓑ to compare multiplication to subtraction

Ⓒ to explain a real problem at the local crayon factory

Ⓓ to show how math relates to real life

3. Which statement shows a connection to the text?

Ⓐ I added my markers, and I have 213.

Ⓑ My dad works on a crew.

Ⓒ This reminds me of making arrays for multiplication facts.

Ⓓ I like red.

4. Which word best describes the crew that works at the factory?

Ⓐ angry

Ⓑ lazy

Ⓒ cooperative

Ⓓ mean

5. What important theme is shared in this text?

Ⓐ A team working together can solve a lot of problems.

Ⓑ A factory crew has to make big decisions.

Ⓒ Crayons are very popular.

Ⓓ Coworkers are not your friends.

6. Which well-known story is also about teamwork?

Ⓐ "The Three Little Pigs"

Ⓑ "The Frog Prince"

Ⓒ "Cinderella"

Ⓓ "Jack and the Beanstalk"

1. Ⓨ Ⓝ

2. Ⓨ Ⓝ

3. Ⓨ Ⓝ

4. Ⓨ Ⓝ

5. Ⓨ Ⓝ

6. Ⓨ Ⓝ

___ / 6

Total

SCORE

___ / **4**

NAME:_____ **DATE:**_____

DIRECTIONS Reread "The Crayon Factory." Then, read the prompt and respond on the lines below.

Think about how the workers at the crayon factory use math to help solve a problem. Explain in your own words how their solutions make sense. How do you know the math they used is correct?

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