Name _____

MONDAY – Review

Part I: Round each number to the nearest hundred.

1) 4,652　　　　2) 7,390　　　　3) 983

4) 8,344　　　　5) 1,296　　　　6) 9,381

Part II: Estimation

7. When rounding to the nearest hundred, what is the best estimate of 4,652 + 1,296?

A) 5,900　　B) 6,000　　C) 6,100　　D) 6,200

8. When rounding to the nearest hundred, what is the best estimate of 7,390 + 983?

A) 8,200　　B) 8,300　　C) 8,400　　D) 8,500

Part III: Addition/Subtraction

9) 3,348　　　　10) 7,201　　　　11) 5,000
+ 2,791　　　　　　+ 2,689　　　　　－ 2,157

12) 3,456　　　　12) 536　　　　13) 583
－ 1,654　　　　　+ 381　　　　　－ 392

TUESDAY
Part I: Vocabulary

survey	table	bar	data	axis

1) We use bars to show data in a _____ graph.

2) You can collect data to display in a graph by conducting a

_____.

3) Information collected in a survey and then displayed in a graph is called

_____.

4) Before I create my graph, I can organize data using a

_____.

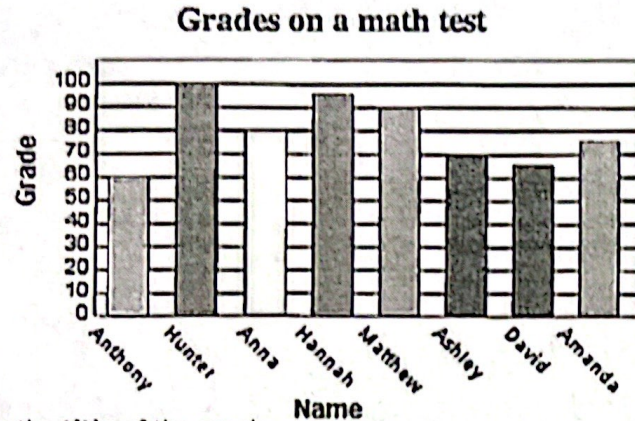**Part II: Analyzing (understanding) a bar graph.**

Grades on a math test
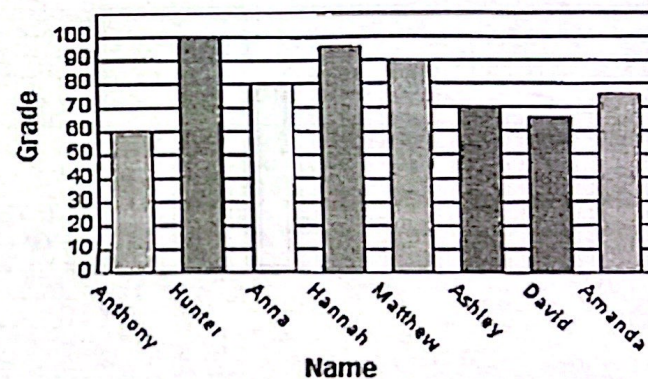
5. What scores did Hannah receive on her test? _____

6. How much higher did Matthew score than David? _____

7. What is the combined score for Anthony, Hunter, and Ashley?

_____

8. How many students took the test? _____

WEDNESDAY
Part I: Parts of a bar graph
Directions: Using the graph below, identify the following parts of a bar graph.

Grades on a math test

1) Circle the **title** of the graph
2) Put a box around the **axis labels**
3) Choose any color and shade the **bars** that show the **data**
4) Put a star by the **scale**. What **increment** is the scale counting by? _____

Part II: Analyzing (understanding) a bar graph.
Directions: Use the graph from Part I to answer the questions below. Write true (T) or false (F) for each of the following based on the information in the graph.

1. _____ Anna scored twenty points more than Anthony.

2. _____ Ashley scored thirty points less than Matthew.

3. _____ Hunter and Hannah had the two highest scores in the class.

4. _____ There is a larger difference between Hunter and Anna's test scores than between Matthew and Anthony's.

5. Write a TRUE statement comparing David and Hannah's test scores.

_____

_____

_____

THURSDAY
Part I: Create a bar graph
Directions: Using the information from the table, create a bar graph to show the data collected. Be sure to include the following parts of a bar graph: title, axis labels, bars (data), scale, and categories.

drink	votes
Apple Juice	ﬤﬤ ﬤﬤ ﬤﬤ
Pepsi	ﬤﬤ ﬤﬤ |
Coke	ﬤﬤ ﬤﬤ ﬤﬤ ||||
Milk	ﬤﬤ ﬤﬤ ﬤﬤ ||

Bar Graph

1. Which of the following survey questions could have been used to collect data for this graph? *Hint: there may be more than one correct answer choice*

- How many drinks did Sally have last Tuesday?
- What is your favorite drink to have at lunch?
- What drink goes best with pizza?
- Coke is better than Pepsi.
- How much does milk cost at lunch?

Name: _____   Class: _____

Inventing Bubble Gum

By Tracy Vonder Brink

2022

When someone invents something it means they think of or make something new. This informational text tells the story of how bubble gum was invented.

As you read, take notes on how bubble gum was first made.

[1]   Bubble gum is chewy. It's pink. It's fun! But did you know bubble gum was invented long after chewing gum?

People have loved to chew gum for 11,000 years. Prehistoric[1] peoples in Europe made it from the bark of birch trees. The Indigenous peoples of North America made theirs from spruce tree sap.[2] The ancient[3] Maya and Aztecs added the sap of the sapodilla tree to their gum. In 1859, sapodilla sap also became the base of chewing gum made in the United States. By the late 1800s, the largest chewing gum factory[4] in the world was in New York City.
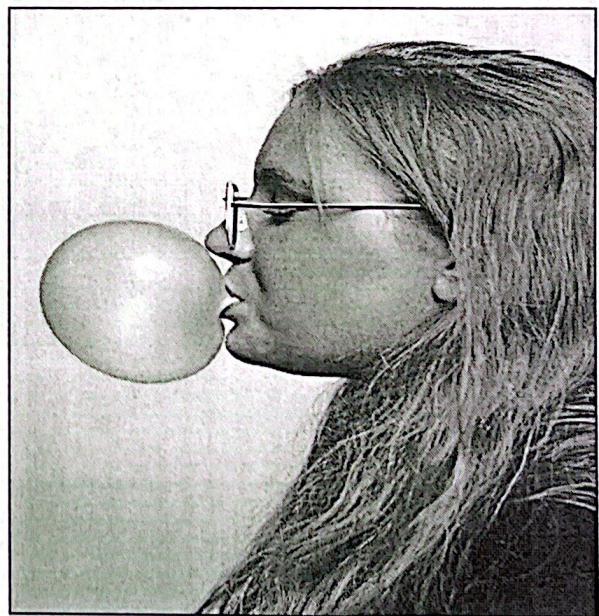
"Untitled" by Marlene Bauer is licensed under CC0.

In 1906, the Fleer Chewing Gum Company tried to make bubble gum. It was called Blibber Blubber. It was not very good. It was too sticky to blow a big bubble. When Walter Diemer went to work at Fleer in the 1920s, the company was still trying to make bubble gum. He was an accountant, the person who looked after the company's money. Walter worked with numbers, not candy, but sometimes he was asked to watch batches[5] of gum as they cooked. Soon Walter wanted to make gum himself.

1.   from a time before history was written
2.   **Sap** *(noun)* the liquid that carries food and water to all parts of a plant
3.   **Ancient** *(adjective)* very old; from long ago
4.   **Factory** *(noun)* a building where things are made
5.   a set of something created at one time

Walter didn't mean to invent bubble gum. He was experimenting with a gum base, the part that makes the gum chewy. Walter tried different ingredients[6] and boiled mix after mix. One day he noticed one batch was surprisingly bubbly. Walter discovered he could blow bubbles with it. Walter had created bubble gum!

[5] When Walter tried to make it again the next morning, it didn't work. It took him four more months to create another bubbly batch. He asked the people in his company to test it. They loved blowing bubbles. Would everybody else? It was time to try it in the real world.

Walter made 300 pounds (136 kg) of his gum around Christmas in 1928. He almost forgot to add color to it. Walter grabbed the only food coloring he had. It happened to be bright pink.

The Fleer Chewing Gum Company named Walter's gum Dubble Bubble. They sent five pounds of Dubble Bubble to a small candy store in Philadelphia. It cost one penny per piece. Dubble Bubble sold out right away.

Everyone wanted bubble gum. Dubble Bubble was a hit. Soon other companies made their own. Today you can find Dubble Bubble, Bazooka, Bubble Yum, and many more in stores. They're all pink, just like Walter's first bubble gum.

Walter worked for Fleer for the rest of his life, and he never told anybody but his company the secret to his bubble gum recipe.[7] He also never made any money from his invention. He didn't seem to mind. Creating something kids loved was more important to him. In 1998, his wife told The Capital Times newspaper that Walter often said, "I've done something with my life. I've made kids happy around the world."

6. one of the parts of a mix
7. a list of ingredients and directions for making a food

Text-Dependent Questions

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

1. What is the main idea of the text?
   A. The first form of bubble gum was invented thousands of years ago.
   B. People invented chewing gum when they got tired of bubble gum.
   C. Bubble gum was not well-liked when it was first invented.
   D. It took many years of tests to finally invent bubble gum.

2. Which sentence shows that Walter was a surprising person to invent bubble gum?
   A. "When Walter Diemer went to work at Fleer in the 1920s, the company was still trying to make bubble gum." (Paragraph 3)
   B. "He was an accountant, the person who looked after the company's money." (Paragraph 3)
   C. "Walter discovered he could blow bubbles with it." (Paragraph 4)
   D. "When Walter tried to make it again the next morning, it didn't work." (Paragraph 5)

3. In paragraph 4, "experimenting" means —
   A. filling something
   B. staying away from
   C. adding up numbers
   D. doing a careful test
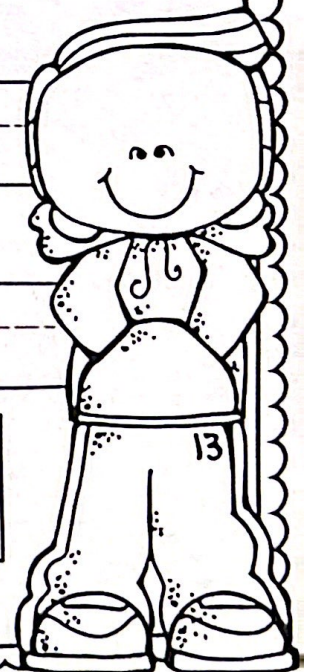
4. What do paragraphs 7 and 8 help readers understand?
   A. They show how Walter invented bubble gum.
   B. They show that people liked Walter's bubble gum.
   C. They show that people at Walter's company were smart.
   D. They show how Fleer Company failed to sell Dubble Bubble.

Hysterical Handwriting

Name: _____

The superhero crashed into

a pile of sparkling glitter!

»»» Quick Check ««««

☐ Finger Spaces ☐ Capital Letters ☐ Punctuation ☐ My Best Work

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Hysterical Handwriting

Name: _____

I taught a purple alien how to play the piano.

>>> Quick Check <<<

☐ Finger Spaces ☐ Capital Letters ☐ Punctuation ☐ My Best Work

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