

Name _____
MONDAY

Part I: Use the number lines to help round the following numbers to the nearest TEN.

72 round to _____



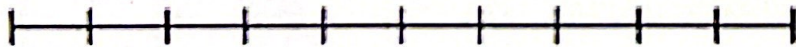
39 rounds to _____



65 rounds to _____



14 rounds to _____



Beth read 78 pages in her new book. Round 78 to the nearest ten.

- F 50
- G 60
- H 70
- J 80

TUESDAY

Part I: In your own words, explain how you would round the number 33 to the nearest ten:

Part II: Round the following numbers to the nearest TEN

9 rounds to _____

54 rounds to _____

31 rounds to _____

98 rounds to _____

75 rounds to _____

13 rounds to _____

Part III: Circle the numbers that do NOT round to 20 when rounding to the nearest ten.

11

25

23

16

21

14

Beth counted 678 beans in a jar. How many tens are in 678?

WEDNESDAY

Part 1: Circle all of the numbers that will round to 8,000.

7,692

7,134

7,619

7,499

7,832

7,398

Part 2: Round each of the following.

Round to the nearest hundred.

374 _____ 6,428 _____

Round to the nearest thousand.

3,719 _____ 9,982 _____

Round to the nearest hundred.

742 _____ 3,812 _____

Round to the nearest thousand.

4,512 _____ 7,391 _____

Part 1: Write each of the following in standard form.

1. Fifty-four thousand, six hundred nineteen

2. Two hundred seventeen thousand, four hundred six

3. Four hundred thousand, two hundred sixteen

4. Sixty-five thousand, nine hundred twenty-two

THURSDAY

Part I: Write the place of the underlined digit, then round to that place.

Number	Place	Rounded Number
Example <u>4</u> 2	Tens	40
<u>9</u> 6		
<u>1</u> 3		
<u>3</u> 85		
<u>4</u> 56		
<u>9</u> 53		
<u>2</u> 39		

Review: Write the following numbers in expanded form.

Ex) $63,082 = 60,000 + 3,000 + 80 + 2$

1) $533 =$ _____

2) $815 =$ _____

3) $8,407 =$ _____

4) $5,229 =$ _____

5) $29,992 =$ _____

Hysterical Handwriting

Name: _____

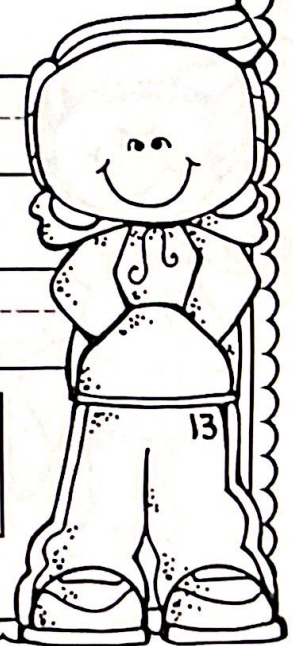
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I grow a monkey tail every

time I eat a banana!

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

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WMS

Hysterical Handwriting

Name: _____

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The principal said we must

always run in the hallways.

»»» Quick Check «««

☐

Finger Spaces

☐

Capital Letters

☐

Punctuation

☐

My Best Work



Name: _____ Class: _____

At the Pumpkin Patch

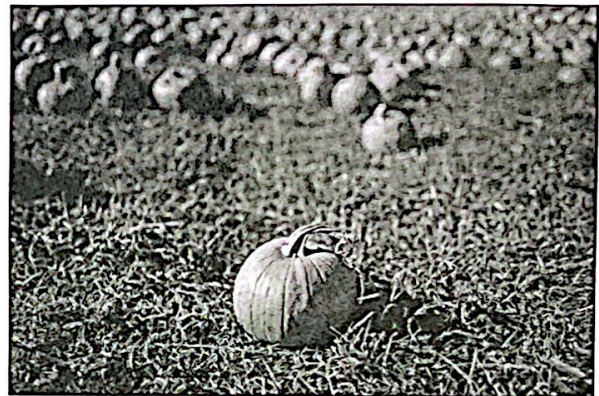
By Jenny Whitehead

2007

Jenny Whitehead is a poet and illustrator from the United States who uses creativity to find ideas for stories and poems in the world around her. In this poem, a speaker tries to pick the right pumpkin.

As you read, take notes on the speaker's point of view about the pumpkins in the patch.

- [1] Rows and rows of pumpkin heads
All sleep on vines¹ in farmers' beds.
I wander through the orange sea
To pick a pumpkin just for me.
- [5] "Now, this one has a bumpy chin —
Perfect for a witch's grin.
Those lumpy ones are shaped just fine.
Maybe I'll carve Frankenstein.²
I like that sunken³ pumpkin there.
- [10] He's a zombie⁴ without hair!"
So many pumpkins to pick through.
The perfect⁵ ones, I'll leave for you.



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1. **Vine** (*noun*) a part of a plant with a long, thin, woody stem
2. a monster in the shape of a man, based off a character in a popular book
3. **Sunken** (*adjective*) below the level of what is around it
4. a dead body that walks around because of magic
5. **Perfect** (*adjective*) as good as it can be; not having mistakes

Text-Dependent Questions

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

1. Which statement describes the central message of the poem?
 - A. It is better to wait for the perfect idea than to go along with something you are not sure about.
 - B. Always look carefully at each pumpkin in the patch before you decide which one to pick.
 - C. Choosing the right pumpkin can be hard because not many of them look scary.
 - D. Using your imagination can help you see what something could become.
2. How does the speaker seem to feel about the pumpkins?
 - A. sad that many of them are not perfect
 - B. excited about what they could be carved into
 - C. angry that there are not many to choose from
 - D. happy because many of them are the perfect shape
3. What does the poet mean when she describes the pumpkin patch as "an orange sea" in line 3?
 - A. The pumpkins are sitting in water.
 - B. There are many pumpkins in the patch.
 - C. The pumpkin patch is filled with oranges.
 - D. There is an ocean near the pumpkin patch.
4. How are lines 5-10 important to the poem?
 - A. They show that the speaker only wants to find a perfect pumpkin.
 - B. They explain that the speaker wants to give away a perfect pumpkin.
 - C. They share the speaker's ideas for how to use pumpkins that have funny shapes.
 - D. They help the reader learn that perfect pumpkins must look like scary characters.

5. How is the speaker's point of view about pumpkins different from most other people's view about pumpkins?
