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Name _____ Date _____

Model Auxiliary Series (L-LC)

*Choose the correct modal auxiliary verb to complete each sentence.

1. Tom is a fast runner. He _____ run 200 meters in 22 seconds.
a. may b. must c. can

2. I _____ get a haircut before I have my picture taken.
a. would b. cannot c. must

3. _____ I have another cookie?
a. May b. Would c. Must

4. We _____ go to the beach this weekend, but I don't know for sure.
a. should b. can't c. might

5. I _____ pass the test if I study hard.
a. could b. must c. have to

*Use any of these modal auxiliary verbs to complete these sentences:

can - may - must - could - might - should

6. Dad said I _____ clean my room before I can play.

7. A snake _____ swallow its prey whole.

8. We _____ stop by the library after school.

9. _____ I get a drink of water now?

10. Since mom is so busy, you _____ help her do the dishes.

MULTIPLICATION WORKSHEET

5 Minute Drill (100 Questions) - Single Digit Multiplication

Name: _____									
Date: _____									
1 $\times 4$	2 $\times 2$	9 $\times 3$	9 $\times 3$	9 $\times 5$	7 $\times 8$	4 $\times 9$	3 $\times 3$	7 $\times 2$	5 $\times 7$
4 —	4 —	27 —	27 —	45 —	56 —	36 —	9 —	14 —	35 —
9 $\times 1$	9 $\times 8$	6 $\times 6$	9 $\times 4$	3 $\times 2$	6 $\times 4$	4 $\times 7$	6 $\times 3$	6 $\times 4$	8 $\times 9$
9 —	72 —	36 —	36 —	6 —	24 —	28 —	18 —	24 —	72 —
3 $\times 8$	6 $\times 9$	5 $\times 8$	5 $\times 7$	6 $\times 7$	3 $\times 2$	3 $\times 3$	5 $\times 6$	8 $\times 1$	1 $\times 6$
24 —	54 —	40 —	35 —	42 —	6 —	9 —	30 —	8 —	6 —
1 $\times 6$	2 $\times 1$	3 $\times 5$	5 $\times 6$	2 $\times 9$	3 $\times 1$	5 $\times 8$	8 $\times 8$	2 $\times 7$	1 $\times 5$
6 —	2 —	15 —	30 —	18 —	3 —	40 —	64 —	14 —	5 —
2 $\times 6$	9 $\times 2$	5 $\times 9$	7 $\times 5$	4 $\times 7$	1 $\times 8$	7 $\times 5$	9 $\times 3$	9 $\times 5$	8 $\times 6$
12 —	18 —	45 —	35 —	28 —	8 —	35 —	27 —	45 —	48 —
6 $\times 6$	3 $\times 2$	2 $\times 8$	3 $\times 5$	8 $\times 3$	9 $\times 8$	2 $\times 7$	8 $\times 2$	5 $\times 9$	8 $\times 8$
36 —	6 —	16 —	15 —	24 —	72 —	14 —	16 —	45 —	64 —
8 $\times 3$	3 $\times 5$	8 $\times 2$	5 $\times 4$	1 $\times 3$	3 $\times 9$	2 $\times 4$	7 $\times 4$	7 $\times 2$	8 $\times 2$
24 —	15 —	16 —	20 —	3 —	27 —	8 —	28 —	14 —	16 —
1 $\times 8$	5 $\times 6$	9 $\times 7$	4 $\times 7$	1 $\times 9$	7 $\times 5$	5 $\times 1$	5 $\times 2$	5 $\times 3$	5 $\times 1$
8 —	30 —	63 —	28 —	9 —	35 —	5 —	10 —	15 —	5 —
6 $\times 7$	8 $\times 8$	9 $\times 1$	2 $\times 4$	2 $\times 7$	5 $\times 8$	3 $\times 2$	1 $\times 8$	8 $\times 7$	6 $\times 9$
42 —	64 —	9 —	8 —	14 —	40 —	6 —	8 —	56 —	54 —

Name: _____



Drawing Conclusions

Read the passage and draw conclusions to answer the questions.

Mary woke up to the smell of bacon, eggs and pancakes. Her stomach started to rumble, so she jumped out of bed and raced downstairs. In the kitchen, her mother greeted her with a hug and a "good morning." Breakfast was already on the table for Mary. She woofed down her food as fast as she could and yelled, "Thank you," as she went to get ready for school.

1. Who made breakfast?
a. Mary
b. Her dad
c. Her mom

How do you know? _____

2. What was the setting for this passage?

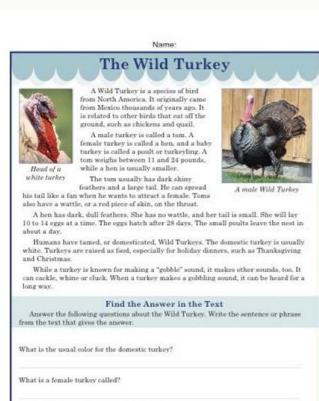
 - a. Mary's school
 - b. Mary's home
 - c. Mary's bus stop

How do you know? _____

3. What does "woofed" mean?
a. Ate
b. Hungry
c. Dog-like barked

How do you know?

4. What do you think Mary ate first? (There might be a couple different answers.)



Grade 3	Week 1	Write It Two Times!
Spelling Words		Write each of the spelling words two times.
1. high	_____	
2. every	_____	
3. near	_____	
4. west	_____	
5. dress	_____	
6. best	_____	
7. next	_____	
8. else	_____	
9. checked	_____	
10. grand	_____	
11. stand	_____	
12. punish	_____	
13. monarch	_____	
14. migrate	_____	
15. butterfly	_____	
16. nectar	_____	

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Making inferences worksheets grade 4. Making inferences 4th grade worksheets.

You will need to really read into some of these. Why would you think something like that? Inference makes writing more interesting, because it closely engages the reader, who has to make connections and draw conclusions as he or she reads. Draw a picture of where you think Tommy is and something else he might watch while there. Write an explanation for where this all goes and where it is headed. Look at the picture. Then answer the questions. When you are writing, it is not necessary to tell the reader every detail about what is going on. What else can you grasp from the passage? With this skill the readers are to draw a conclusion based on the evidence you have available. Write your answer on the line. Why? Indicate details from the text to support your answer. Read each postcard and infer where the writer is taking his or her vacation. These reading worksheets ask students to think about and interpret what they are reading. When you are writing, there is no need to hit your reader over the head with what you are trying to say. Read each passage. Briefly explain your answer. Where is the passage taking place? Do not use the words swim or swimming pool. What other animals do you think Mike might see? The worksheet in this section is very straight forward and doesn't use too much imagination. Read the passage below. This classroom activity is great for students looking to practice their reading and inferring skills. Then make at least five inferences based on what you have read. What is the setting? Write a clear and concise interpretation of what is happening here. What do you think is inside the box? Write a short story that describes what it is going on. Let your readers figure some things out for themselves! Practice by writing a brief passage that doesn't directly give the reader the sense of the following locations. Answer the questions. Try to think of at least one thing for each of the five senses. Then, explain why you think your answer makes sense. Use details from the text to support your answer. Download and print for use both at home or in the classroom. Write down as many concrete things about your topic as you can think of. Where is it taking place? What is happening in this seemingly summer tale? Do not mention your topic outright. What do you think Whitney is getting ready to do? Read each passage below. What conclusion can you determine about the man? Use the various sets and messages as you read your latest body of work. Learn about indirect characterization with this printable worksheet on making inferences and understanding character traits. What do you think Taylor will say when she opens the box and sees her perfect gift? Where do you think Mike went to see all of the animals? Draw your own answers to the questions. What is going on? See if you can grasp the account of this story from the character's perspective. After reading a short story, students will think about how they can connect with the text and use sentence frames to explain their thinking. 4th grade Reading & Writing Posted in 4th Grade, Reading Writing Tagged Comprehension Questions, Making Inferences, Making Inferences In Fiction, Reading, Reading Comprehension Strategies, Reading Fiction, Reading Genres And Types We continually make inferences and draw conclusions as we read a text, based on what we have read and our knowledge of the world around us. Read each sentence and choose the logical explanation. Now write a short, descriptive paragraph using your details. The Aspirations of Sonia Sotomayor The Aspirations of Sonia Sotomayor In this biography worksheet, children discover the challenges Supreme Court Justice Sonia Sotomayor faced in her childhood, and read about how she used those obstacles to become a good lawyer and judge. Read about Jenny and Pat and answer the questions. Part 1: Making Connections with Texts This resource helps ELs make strong connections with a simple fiction text. Read the passage.

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