



Compton USD Learning Packet #6

Fifth Grade

Name _____

5th Grade Learning Packet

TABLE OF CONTENTS Week 7

Day	Lesson	Date Completed
1	Word Study: Suffix -ion Spelling: Suffix -ion Vocabulary	
	Complete Lesson 4.6: Decimal Multiplication	
	Social Studies: British Leaders of the American Revolution	
2	Read "Should Plants and Animals from Other Places Live Here?" and answer the questions that follow.	
	Complete Share & Show, Problem Solving, and Mathematical Practice (pg. 191-192)	
	Social Studies: American Victories of the Revolutionary War	
3	Read "What is the Future of the Rainforests?" and answer the questions. Read the story twice and fill out the chart.	
	Complete Lesson 4.7: Multiply Decimals	
	Social Studies: Independence from Great Britain	
4	Grammar: Comparing with Good, Comparing with Bad	
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	Social Studies: The Treaty of Paris	
5	Determine the Main Idea from Informational Text - Topic: Living on Mars	
	Complete Lesson 4.8: Zeros in the Product	
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Recommended Online Usage	
<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

Name _____

A suffix is a word part that is added to the end of a base word or root. When the suffix *-ion* is added to a verb, it changes the base word to a noun: *correct* (verb), *correction* (noun).

When a base word ends in silent *e*, drop the *e* before the suffix *-ion* is added: *narrate*, *narration*.

A. Draw a line to match the verb with the noun that is made from adding *-ion*. The first one has been done for you.

Verb

Noun

- | | |
|------------|------------|
| 1. confuse | election |
| 2. impress | location |
| 3. locate | exhaustion |
| 4. exhaust | confusion |
| 5. elect | impression |
-

B. Read each sentence and look at the underlined noun. Write the verb that is the base word. The first one has been done for you.

6. We traveled in the direction of the mountains. direct
7. Please make a correction in the spelling of this word. _____
8. Balloons are a common party decoration. _____
9. The students participated in a small group discussion. _____
10. Learning a few estimation strategies will help you with math. _____

Name _____

impress	locate	correct	concentrate	decorate
impression	location	correction	concentration	decoration
elect	confuse	discuss	estimate	exhaust
election	confusion	discussion	estimation	exhaustion

A. Write the spelling word that matches each definition below.**Use spelling words that do not end in *-ion*.**







1. to tire out _____
2. to make right _____
3. to choose by voting _____
4. a rough calculation _____
5. to find _____
6. to think; to focus _____
7. to talk about _____
8. have a favorable effect _____
9. to adorn, make pleasing _____
10. to mix up _____

B. Write the spelling word that best completes each sentence.**Use spelling words that end in *-ion*.**

11. We had a long _____ about the popular movie.
12. Do you know the _____ of the new restaurant?
13. The puzzle took _____, but I finally solved it.
14. I thought it would take two hours, but my _____ was wrong.
15. She dressed neatly to make a good _____.
16. The basket of shells made a nice _____ in the beach house.
17. A busy schedule and lack of sleep can lead to _____.
18. There was _____ because the directions were unclear.
19. Will the mayor run for office again in the next _____?
20. I made a _____ to my writing when I edited it.

Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
declined	The birds <u>declined</u> in number due to the loss of trees.	
disorder	A very bad headache may be a sign of a medical <u>disorder</u> .	
identify	The tourist asked the policeman to <u>identify</u> the hotel on the map.	
probable	The dark clouds make it <u>probable</u> that it will rain.	
unexpected	An <u>unexpected</u> guest came to the picnic.	
widespread	<u>Widespread</u> drought led to several forest fires.	

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Name _____

agricultural	declined	disorder	identify
probable	thrive	unexpected	widespread

Fill in the blanks with a vocabulary word from the box above to create a multiple-choice test. Then circle the correct answer.

- Which of these is a synonym for _____?
 - wilt
 - succeed
 - require
- Which of these is an antonym for _____?
 - improved
 - weakened
 - refused
- Which of these is the meaning of _____?
 - ignore
 - name
 - collect
- Which word means _____?
 - organization
 - broken
 - ailment
- Which word is most closely related to _____?
 - manufacturing
 - business
 - farming
- Which of these is an antonym for _____?
 - unplanned
 - predicted
 - surprising
- Which of these is a synonym for _____?
 - likely
 - unlikely
 - impossible
- Which word best describes the meaning of _____?
 - uncommon
 - limited
 - global

Name _____

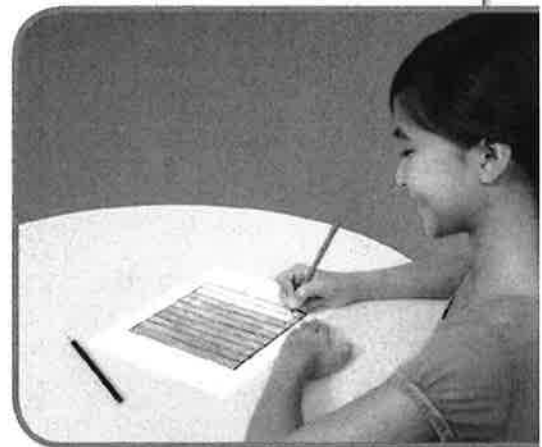
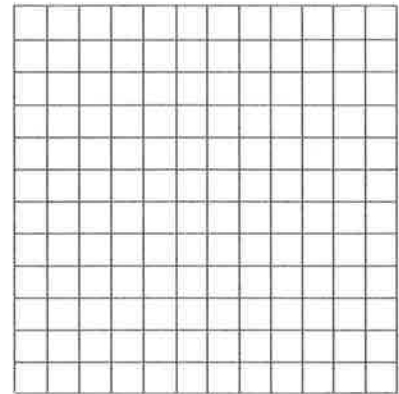
Decimal Multiplication**Essential Question** How can you use a model to multiply decimals?Number and Operations in Base
Ten—5.NBT.7MATHEMATICAL PRACTICES
MP.1, MP.5, MP.6**Investigate****Materials** ■ color pencils

The distance from Charlene's house to her school is 0.8 mile.
Charlene rides her bike 0.7 of the distance and walks the
rest of the way. How far does Charlene ride her bike to school?

You can use a decimal square to multiply decimals.

Multiply. 0.7×0.8

- A.** Draw a square with 10 equal columns.
- What decimal value does each column represent? _____
- B.** Using a color pencil, shade columns on the grid to represent the distance to Charlene's school.
- The distance to the school is 0.8 mile.
How many columns did you shade? _____
- C.** Divide the square into 10 equal rows.
- What decimal value does each row represent? _____
- D.** Using a different color, shade rows that overlap the shaded columns to represent the distance to school that Charlene rides her bike.
- What part of the distance to school does Charlene ride her bike? _____
 - How many rows of the shaded columns did you shade? _____
- E.** Count the number of squares that you shaded twice.
There are _____ squares. Each square represents _____.
Record the value of the squares as the product. $0.7 \times 0.8 =$ _____



So, Charlene rides her bike for _____ mile.

Draw Conclusions

1. Explain how dividing the decimal square into 10 equal columns and rows shows that tenths multiplied by tenths is equal to hundredths.

2. **MATHEMATICAL PRACTICE 8** Draw Conclusions Why is the part of the model representing the product less than either factor?

Make Connections

You can use decimal squares to multiply decimals greater than 1.

Multiply. 0.3×1.4

STEP 1

Shade columns to represent 1.4.

How many tenths are in 1.4?

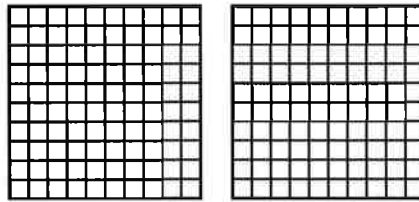
STEP 2

Shade rows that overlap the shaded columns to represent 0.3.

How many rows of the shaded columns did you shade? _____

STEP 3

Count the number of squares that you shaded twice. Record the product at the right.



$$0.3 \times 1.4 = \underline{\hspace{2cm}}$$

Math Talk

Mathematical Practices

Explain why the product is less than only one of the decimal factors.



British Leaders of the American Revolution

There are two sides to every story and the British leaders who were in power influenced the causes and eventual outcome of the Revolutionary War. Starting at the top, the King George III was King of England from 1760 until his death in 1820. The events of the Revolutionary War occurred during his reign. The Seven Years' War in Europe and the related French and Indian War in North America ended together in 1763. After the war Great Britain kept all its land in North America but had many debts to pay from these long wars. King George III issued the Royal Proclamation of 1763 that forbade any further westward expansion of the American colonies so England would not need to pay soldiers to defend more land. It was King George who decided that the tax on tea should remain to show the colonists that Great Britain had the right to tax the colonies. This tax was part of the cause of the Boston Tea Party in December 1773.

When the Revolutionary War began General Thomas Gage held two positions. He was appointed as the governor of Massachusetts and the commander-in-chief of the British forces in 1774. During colonial times the governor of a colony was appointed by British leaders. As governor, Gage was at the center of enforcing the Intolerable Acts that were unpopular with the colonists. As head of the military he fought the first battles of the Revolutionary War that occurred in Massachusetts. After these battles he resigned his positions and returned to England. General William Howe became the commander-in-chief. Under his leadership the British forces won significant victories but he did not pursue the defeat of the American forces. He favored a peaceful solution to the conflict. He resigned as commander-in-chief in 1778.

Henry Clinton was sent from England in 1775 and first saw action at the Battle of Bunker Hill in 1775. He became Commander-in-Chief for North America in 1778. His second-in-command was General Charles Cornwallis. General Cornwallis is famous for his surrender at the Siege of Yorktown in 1781. Even though this surrender is sometimes called the end of the Revolutionary War, the war did not end until 1783 when the Treaty of Paris was signed. Cornwallis returned to England in 1782 as part of a prisoner exchange and later became the governor-general of India, another colonial holding of the British Empire.

Name: _____ Date: _____

Multiple Choice Questions

Circle the correct answer.

1. The King of England during the Revolutionary War was
 - a. King George II
 - b. King George III
 - c. Queen Victoria
 - d. King Charles III

2. The Royal Proclamation of 1763
 - a. Forbade any further westward expansion of the American colonies
 - b. Extended the tax on tea
 - c. Denied the colonies any right to self-government
 - d. None of the above

3. During colonial times the governor of a colony was
 - a. Elected by the people living in the colony
 - b. Selected by the members of the legislature
 - c. Appointed by British leaders
 - d. Appointed by the Continental Congress

4. British General Thomas Gage
 - a. Was also governor of Massachusetts
 - b. Was responsible for enforcing the Intolerable Acts
 - c. Participated in the first battles of the Revolutionary War
 - d. All of the above

5. British General William Howe
 - a. Served as commander-in-chief of the British Army in India
 - b. Surrendered at Yorktown
 - c. Favored a peaceful solution to the Revolutionary War
 - d. Was relieved of his command

6. The Revolutionary War ended
 - a. When General Cornwallis surrendered at Yorktown
 - b. By royal proclamation
 - c. When the Treaty of Paris was signed
 - d. None of the above

Unit 5 Week 5

Essential Question
How do natural events and human activities affect the environment?
Read two different views on the arrival of new species into the United States.

It's hard to imagine life without oranges and chickens, which are examples of nonnative species.

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1. Claim 1, Target 9: Central Ideas, Standard: RI 5.2

The following question has **two** parts. First, answer part A. Then, answer part B.

Part A

Which sentence **best** tells the author's message in the section "New Arrivals Welcome" of the passage?

- (A) The author believes that nonnative species can be good for farmers and the economy.
- (B) The author believes nonnative species are bad for the environment.
- (C) The author believes America should ban nonnative species like dogs and cats.
- (D) The author believes introducing nonnative species such as insects are a bad thing.

Part B

Which detail from the passage **best** supports your answer in part A?

- (A) "Nonnative species help to control insects and other pests that harm crops."
- (B) "The population of some native species has declined because of a few newcomers."
- (C) "Not all new arrivals benefit humans."
- (D) "Invasive species often take over a widespread area and overwhelm native wildlife."

Should Plants and Animals from Other Places Live Here?



New Arrivals Welcome

Nonnative species are good for the economy—and they taste good, too!

Some of America's most important immigrants are plants and animals. Called *nonnative species*, these creatures arrive here from other regions or countries. Nonnative species are known as *invasive* when they harm the environment, our health, or the economy. Invasive species often take over a **widespread** area and overwhelm native wildlife. The population of some native species has **declined** because of a few newcomers, but the news is not all bad. We would be a lot worse off without some of them.

In Florida, for example, about 2,000 species of familiar plants and animals are nonnative. These include oranges, chickens, and sugarcane. In fact, 90 percent of farm sales can be traced directly to nonnative species.

Nonnative species help to control insects and other pests that harm crops. Some scientists **identify** a pest's natural enemy and bring in nonnative enemy species, such as insects, to kill the pests. Killing the pests is a good thing, and an even better result is that pesticide use is reduced. Vedalia beetles were transported here from Australia to eat insects that killed citrus fruit. The beetles completed their mission without any side effects. They also help keep citrus farmers in business!

Not all new arrivals benefit humans. However, many nonnative species are **just what** the doctor ordered. Many of the dogs and cats we love so much originated in other parts of the world. Would you want to ban Labrador retrievers and Siamese cats? Creatures like these surely make our lives and our nation better!



Gary John Herman/Digital Vision/Getty Images

2. Claim 1, Target 8: Key Details, Standard: RI 5.1

Which evidence from the passage **best** supports the conclusion that nonnative species are good for the economy? Select **two** answers.

- (A) "The beetles completed their mission without any side effects."
- (B) "Called *nonnative species*, these creatures arrive here from other regions or countries."
- (C) "In fact, 90 percent of farm sales can be traced directly to nonnative species."
- (D) "They also keep citrus farmers in business!"



A Growing Problem

Thousands of foreign plant and animal species threaten our country.

Visitors to the Florida

Everglades expect to see alligators, not pythons. These huge snakes are native to Southeast Asia. But about 150,000 of the reptiles are crawling through the Everglades. The **probable** reason they got there is that pet owners dumped the snakes in the wild. Now the nonnative pythons have become a **widespread** menace, threatening to reduce the population of endangered native species.

Some nonnative species may be useful, but others are harmful to the nation. It costs the U.S. \$137 billion each year to repair the damage these species cause to the environment. The trouble occurs when nonnative species become invasive. Invasive species are a nuisance just about everywhere in the nation. For example, the

Asian carp, which was introduced unintentionally to the U.S., has been able to **thrive** in the Mississippi River and now threatens the Great Lakes ecosystem. Because of its large appetite, the population of native fish has gone down.

Some germs are also invasive species, and they are especially harmful to humans. One, the avian influenza virus, came to the U.S. carried by birds. This microbe can cause a serious lung disorder in infected people.

Some **agricultural** experts have introduced nonnative species on purpose to improve the environment. However, this can sometimes create **unexpected** problems. A hundred years ago, melaleuca trees were brought to Florida from Australia to stabilize swampy areas. Now millions of the trees blanket the land, crowding out native plants and harming endangered plants and animals.

The facts about this alien invasion lead to one conclusion: We must remove invasive species and keep new ones from our shores.



3. Claim 1, Target 11: Reasoning and Evidence, Standard: RI 5.8

The following question has **two** parts. First, answer part A. Then, answer part B.

Part A

What inference can be made about the python population in the Everglades?

- (A) The python population has been useful to get rid of pests in the Everglades.
- (B) The python population is a big problem because these snakes are consuming endangered wildlife.
- (C) The python population has been decreasing since they were introduced into the Everglades.
- (D) The python population has decreased because alligators have been consuming them at a rapid pace.

Part B

Which sentence from the passage best supports your answer in part A?

- (A) "Everglades expect to see alligators, not pythons."
- (B) "Now the nonnative pythons have become a widespread menace, threatening to reduce the population of endangered native species."
- (C) "The probable reason they got there is that pet owners dumped the snakes in the wild."
- (D) "These huge snakes are native to Southeast Asia."



Nonnative Species: Benefits and Costs

Over the years, about 50,000 nonnative species have entered the U.S. These four examples show the positive and negative impacts they can have.

SPECIES	NATIVE LAND	WHEN AND HOW INTRODUCED TO U.S.	POSITIVE IMPACT	NEGATIVE IMPACT
 Horse	Europe	Early 1500s, on purpose	Used for work, transportation, and recreation	Made large-scale wars possible
 Kudzu	Asia	Early 1800s, on purpose	Stops soil erosion	Crowds out native plants
 Olives	Middle East and Europe	Early 1700s, on purpose, cultivation began in 1800s	Major food and cooking oil source, important industry in California	Most olives must be imported because they do not grow everywhere.
 Fruit Fly	Sub-Saharan Africa	1929 (first recorded), accidentally	May be a food source for creatures such as spiders	Destroys 400 species of plants, including citrus and vegetable crops



This community is trying to control the invasive melaleuca plant that has taken over this marsh.

Make Connections

Talk about the uses and harmful effects of species introduced into the United States.

ESSENTIAL QUESTION

Would you give up eating or using a species if you discovered it was nonnative? Explain your reasons. **TEXT TO SELF**

CAUTION
MELALEUCA CONTROL PROJECT
IN MARSH AREAS



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5. Claim 1, Target 12: Analysis within/across Texts, Standard: RI 5.1

Read the sentence.

Some nonnative species may be useful, but others are harmful to the nation.

What does the information in the first sentence in paragraph two of section one tell the reader about the author's point of view?

How does the sentence add to the development of the passage?

- A It asks the reader if he/she wants to do things to help nonnative species.
- B It makes the reader fantasize about nonnative species.
- C It connects the reader to the passage and make them think about how nonnative species can be both useful and harmful.
- D It gives a visual connection to the reader and shows them what nonnative species look like.

6. Claim 1, Target 13 Text Structures and Features, **Standard:** RI 5.7

What are the **most likely** reasons the author included a chart in the passage? Select **two** answers.

- (A) The chart shows how cats were introduced to the U.S.
- (B) The chart shows different species and their positive and negative impact on the environment.
- (C) The chart shows different species, where they came from, and when they were introduced to the U.S.
- (D) The chart shows how horses took over the U.S. destroyed a lot of land.

7. Claim 1, Target 14: Language Usage, **Standard:** L 5.5

Read the sentence.

Some germs are also invasive species, and they are especially harmful to humans.

How does the word “harmful” affect the reader’s understanding of the meaning of the passage?

- (A) It helps the reader understand that germs can cause harm to humans.
- (B) It helps the reader understand that germs are helpful to humans.
- (C) It helps the reader understand that germs can beat up humans.
- (D) It helps the reader understand that humans don’t understand germs.

8. Claim 2, Target 9: Edit Clarify (conventions), Standard: L 5.1

Choose the sentence with one grammar usage error with frequently confused words.

- Ⓐ The trouble occurs when nonnative species become invasive.
- Ⓑ The probable reason they got their is that pet owners dumped the snakes in the wild.
- Ⓒ We must remove invasive species and keep new ones from our shores.
- Ⓓ The beetles completed their mission without any side effects.

9. Claim 2, Target 9: Edit Clarify (conventions), Standard: L 5.2

Choose the sentence that is punctuated correctly.

- Ⓐ "The probable reason they got there is that pet owners dumped the snakes in the wild.
- Ⓑ But about 150,000 of the reptiles are crawling through the Everglades."
- Ⓒ These huge snakes, are native to Southeast Asia.
- Ⓓ Visitors to the Florida Everglades expect to see alligators, not pythons.

10. Claim 1, Target 11: Constructed Response Standard: RI 5.8

Based on the passage, what conclusion can be drawn about the author's thoughts about nonnative species being introduced into the U.S.? Use key details from the passage to support and explain your answer.

Response:

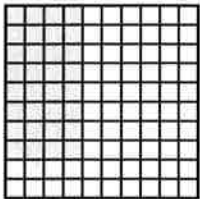
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Share and Show

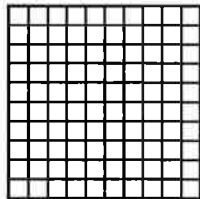


Multiply. Use the decimal model.

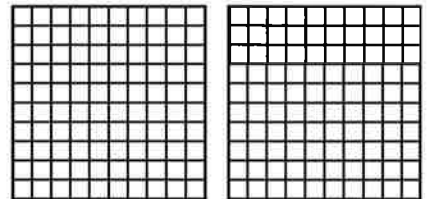
1. $0.8 \times 0.4 =$ _____



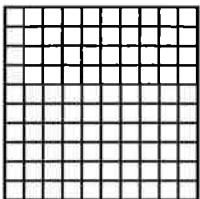
2. $0.1 \times 0.7 =$ _____



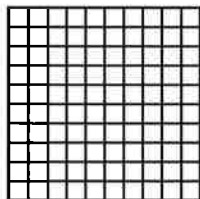
3. $0.4 \times 1.6 =$ _____



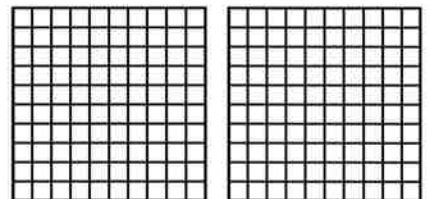
4. $0.3 \times 0.4 =$ _____



5. $0.9 \times 0.6 =$ _____



6. $0.5 \times 1.2 =$ _____



Problem Solving • Applications Real World

7. **GO DEEPER** Rachel buys 1.5 pounds of grapes. She eats 0.3 of that amount on Tuesday and 0.2 of that amount on Wednesday. How many pounds of grapes are left?

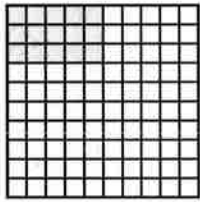
8. **THINK SMARTER** A large bottle contains 1.2 liters of olive oil. A medium-sized bottle has 0.6 times the amount of olive oil as the large bottle. How much more olive oil does the large bottle contain than the medium-sized bottle?



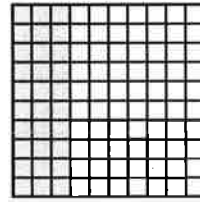
WRITE *Math* Show Your Work

9. **MATHEMATICAL PRACTICE 3** **Compare Representations** Randy and Stacy used models to find 0.3 of 0.5. Both Randy's and Stacy's models are shown below. Whose model makes sense? Whose model is nonsense? Explain your reasoning below each model. Then record the correct answer.

Randy's Model



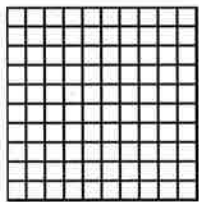
Stacy's Model



$0.3 \times 0.5 =$ _____

- For the answer that is nonsense, describe the error the student made.

10. **THINK SMARTER** Shade the model to show 0.2×0.6 . Then find the product.



$0.2 \times 0.6 =$ _____

FOR MORE PRACTICE:
Standards Practice Book



American Victories of the Revolutionary War

The Revolutionary War began in 1775 and the battles between British troops and the American Continental Army continued until 1781. Dozens of major battles were fought all across the colonies, from Massachusetts and Vermont, south to Georgia, and west to the area of Kentucky. Both sides won important victories but, as you well know, the colonies succeeded in gaining their independence from Great Britain when the Treaty of Paris was signed in 1783, officially ending the war. Some of the battles were critical to the American army in their final defeat of the British forces.

The opening battle of the Revolutionary War occurred at Lexington, Massachusetts on April 19, 1775. Since fighting also occurred in the nearby town of Concord the battle is named the Battle of Lexington and Concord. British military officers were planning a secret raid to destroy the supplies of American militia forces stored in Concord. However, an informer provided information about the raid to the militia. Paul Revere and William Dawes made their famous nighttime ride to warn the militia in the towns outside of Boston that the British troops would be marching. This first battle of the Revolutionary War was a surprise attack on British troops conducted by militiamen of Massachusetts and they were successful.

A turning point in the Revolutionary War was the Battles of Saratoga that were fought in New York 18 days apart in September and October 1777. British General John Burgoyne had a strategic plan to divide the colonies by controlling the land in New York and he had the Continental Army in retreat. After the battles at Saratoga, General Burgoyne surrendered his troops and the colonies remained united.

The last major battle of the Revolutionary War was the Battle of Yorktown in Virginia in October 1781. In this battle, British troops faced a combined army of American and French soldiers. The British troops, under the command of General Cornwallis, were pinned in Yorktown because the city is a port on the Atlantic Ocean. Once the combined American and French forces sealed off exit routes, the British troops had no place to retreat. General Cornwallis surrendered and this was the last major land battle of the Revolutionary War.

Name: _____ Date: _____

Multiple Choice Questions

Circle the correct answer.

1. How many battles were there in the Revolutionary War?
 - a. Only a few because the war didn't last long
 - b. Only a few even though it was a long war
 - c. There were many battles but they all occurred in New England
 - d. There were many battles across the colonies

2. The battles of the Revolutionary War
 - a. Were all won by American forces
 - b. Were all won by British forces
 - c. Sometimes were won by the British forces
 - d. Were won by French soldiers

3. The Battle of Lexington and Concord was fought between British soldiers and
 - a. French soldiers
 - b. The Continental Army
 - c. Militiamen
 - d. Reserve troops

4. By fighting in New York General Burgoyne wanted to
 - a. Control the large city of New York
 - b. Control the port of New York
 - c. Both a. and b. above
 - d. None of the above

5. The last major land battle of the Revolutionary War was the
 - a. Battle of Yorktown
 - b. Battles of Saratoga
 - c. Battle of Lexington and Concord
 - d. None of the above

6. The British general at one point who had the Continental Army in retreat in New York was
 - a. General Burgoyne
 - b. General Cornwallis
 - c. Both a. and b.
 - d. None of the above

Name _____

Read the two passages. Use the ask and answer questions strategy to help you understand what you read.

WHAT IS THE FUTURE OF THE RAIN FORESTS?

Rain Forests Support People

4 *People must make economic use of the rain forests.*

13 Cutting down rain forest trees has some negative effects, but it is
25 necessary for the survival of people and national economies. Therefore,
35 it is not realistic to try to stop the cutting of all rain forest trees. A better
52 plan is to manage rain forest use.

59 Farming in the Rain Forests

64 When part of a rain forest is cut down, subsistence agriculture usually
76 takes its place. Subsistence agriculture is farming or ranching that
86 produces only enough for a family to meet its daily needs. The families
99 need these farms in order to survive.

106 Commercial Use of Rain Forests

111 Commercial farms also make use of rain forest land. Lumber from rain
123 forest trees is used to make furniture, flooring, and paper. Many countries
135 buy beef that comes from cattle ranches on former rain forest land. Other
148 rain forest land becomes farms that grow coffee, soybeans, and palm
159 trees. Companies build roads through the forest to transport goods to and
171 from the farms. Often these businesses are important to their countries'
182 economies. Without them, their nations' economies would suffer.

190 Rain Forest Loss Can Be Controlled

196 The loss of rain forest trees does threaten wildlife habitats and the
208 quality of the soil. It makes sense to limit the damage to rain forests. But
223 a complete stop to rain forest cutting would cause other serious problems.
235 A more realistic goal is to manage the use of rain forest land so that the
251 negative outcomes are limited.

Name _____

The World Needs Rain Forests

People must save the rain forests for the sake of the planet.

Each day, thousands of acres of rain forest are destroyed. Cutting down the rain forest helps some economies, but it does long-term damage also.

Rain Forests and the Variety of Life

Most of Earth's plants and animals reside in forests. These life-forms lose their habitats when trees are cut down. Some plants and animals cannot survive that habitat loss. They become extinct. Extinctions reduce the variety of life on Earth. Science has shown that the survival of life depends on variety.

Earth's Water Cycle and Rain Forests

The rain forests play a key part in the water cycle. Rain forest plants send water vapor into the atmosphere. That water vapor becomes rain. As the rain forests disappear, less water vapor is released. This loss can change global rainfall patterns.

Rain Forests Affect the Air We Breathe

Rain forest loss affects the climate in other ways too. Trees release oxygen into the atmosphere. They also clean the air by absorbing greenhouse gases. Destroying rain forests increases global warming by adding greenhouse gases to the atmosphere. Increased global warming threatens life on Earth.

Thinking Globally

Nations must look past their own needs. They must adopt a global perspective. People need to preserve the rain forests for the sake of the planet.



Dr. Parvinder Sethi

Rain forests are ecosystems rich in plants and animals. Rain forests are also important economically to the countries they belong to.

Name _____

A. Reread the passages and answer the questions.

1. An author's point of view in a persuasive text is his or her position on a topic. What is the first author's point of view about rain forests?

2. What is one fact from the text that supports this author's point of view?

3. What is the second author's point of view about rain forests?

4. What is one fact from the text that supports this author's point of view?

B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

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Name _____

Multiply Decimals

Essential Question What strategies can you use to place a decimal point in a product?



Number and Operations in Base Ten—5.NBT.7 Also 5.NBT.2

MATHEMATICAL PRACTICES
MP.2, MP.6

CONNECT You can use what you have learned about patterns and place value to place the decimal point in the product when you multiply two decimals.

$$1 \times 0.1 = 0.1$$

$$0.1 \times 0.1 = 0.01$$

$$0.01 \times 0.1 = 0.001$$

Remember

When a number is multiplied by a decimal, the decimal point moves one place to the left in the product for each decreasing place value being multiplied.

Unlock the Problem



A male leopard seal is measured and has a length of 2.8 meters. A male elephant seal is about 1.5 times as long. What length is the male elephant seal?



Multiply. 1.5×2.8

One Way Use place value.

STEP 1

Multiply as with whole numbers.

STEP 2

Place the decimal point.

Think: Tenths are being multiplied by tenths. Use the pattern 0.1×0.1 .

Place the decimal point so the value of the decimal is _____.

$$\begin{array}{r}
 28 \xrightarrow{\times 0.1} 2.8 \text{ 1 place value} \\
 \times 15 \xrightarrow{\times 0.1} \times 1.5 \text{ 1 place value} \\
 \hline
 140 \\
 + 280 \\
 \hline
 420 \xrightarrow{\times 0.01}
 \end{array}$$

1 + 1, or 2 place values

So, the length of a male elephant seal is about _____ meters.



Analyze What if you multiplied 2.8 by 1.74? What would be the place value of the product? Explain your answer.



Another Way Use estimation.

You can use an estimate to place the decimal point in a product.

Multiply. 7.8×3.12

STEP 1

Estimate by rounding each factor to the nearest whole number.

$$\begin{array}{ccc} 7.8 & \times & 3.12 \\ \downarrow & & \downarrow \\ \underline{\quad} & \times & \underline{\quad} = \underline{\quad} \end{array}$$

STEP 2

Multiply as with whole numbers.

STEP 3

Use the estimate to place the decimal point.

Think: The product should be close to your estimate.

$$7.8 \times 3.12 = \underline{\quad}$$

$$\begin{array}{r} 312 \\ \times 78 \\ \hline \end{array}$$

$$\begin{array}{r} 3.12 \\ \times 7.8 \\ \hline \end{array}$$

Share and Show



Place the decimal point in the product.

1. $\begin{array}{r} 3.62 \\ \times 1.4 \\ \hline 5068 \end{array}$ **Think:** A hundredth is being multiplied by a tenth. Use the pattern 0.01×0.1 .

2. $\begin{array}{r} 6.8 \\ \times 1.2 \\ \hline 816 \end{array}$ **Estimate:** $1 \times 7 = \underline{\quad}$

Find the product.

3. $\begin{array}{r} 0.9 \\ \times 0.8 \\ \hline \end{array}$

4. $\begin{array}{r} 84.5 \\ \times 5.5 \\ \hline \end{array}$

5. $\begin{array}{r} 2.39 \\ \times 2.7 \\ \hline \end{array}$

Math Talk

Mathematical Practices

Explain how you might know the place value of the product for Exercise 5 before you solve.



Independence from Great Britain

At the time of the Revolutionary War the King of England, King George III, had absolute power over the vast British Empire. Like other kings and queens of the European countries, he believed that he owned the lands under his control; they were his possessions. Historians tell us that when news of the Declaration of Independence reached King George III he stated that he would never acknowledge the independence of the colonies. He would engage in war with the colonists forever if needed to punish them for their action. Yet in February 1783 King George III issued a Proclamation of Cessation of Hostilities and this formally ended the fighting. The Treaty of Paris ending the war was signed on September 3, 1783 and the American colonies were officially independent.

Why would a king who stated he would never relinquish a large portion of his empire finally allow them their independence? Remember that in the 1700s the ability to communicate was vastly different than it is today. It would take two months for a message to cross the Atlantic Ocean between England and the American colonies. It was impossible for the governmental and military leaders in England to know what was really happening in the distant colonies.

When British General Cornwallis surrendered at Yorktown in October 1781, there were over 30,000 British troops in the American colonies. Troops and their supplies, even cannons, needed to cross the Atlantic Ocean, arrive at seaports and then travel across territory that had few roads before they could engage with the American army. Since the colonies were not united at the time, the British army had to fight in each of the thirteen colonies. It was an expensive war to keep fighting. After six years the cost of the war was bankrupting England.

Great Britain and France had fought many wars for control of Europe. France saw an opportunity to send troops to help the Americans while irritating their longtime enemy, Great Britain. French troops helped the American army to defeat General Cornwallis at Yorktown. Continuing the war in the colonies could possibly mean another costly war with France. Parliament had voted sometime before then to no longer support the war. Eventually King George III realized that it was not possible for Great Britain to continue the Revolutionary War and he acknowledged the independence of the former colonies.

Name: _____ Date: _____

Multiple Choice Questions

Circle the correct answer.

1. The American Revolution officially ended with the signing of the
 - a. Proclamation of Cessation of Hostilities
 - b. Declaration of Independence
 - c. Treaty of Paris
 - d. None of the above

2. The ruler of Great Britain during the American Revolution was
 - a. King George III
 - b. Queen Elizabeth
 - c. King Charles I
 - d. King Charles II

3. During the Revolutionary War how long did it take a message to travel between North America and Great Britain?
 - a. 2 days
 - b. 2 weeks
 - c. 2 months
 - d. 3 months

4. What difficulties did the British army face during the Revolutionary War?
 - a. All troops and supplies had to cross the ocean
 - b. There were thirteen separate colonies to fight in
 - c. The territory in North America was not developed
 - d. All of the above

5. What country's troops helped the American army defeat British General Cornwallis?
 - a. Canada
 - b. France
 - c. Germany
 - d. Italy

6. How did the Revolutionary War impact the economy of Great Britain?
 - a. It had no impact
 - b. It improved the economy by creating more jobs
 - c. It improved the economy by sending men out of the country
 - d. It was bankrupting the economy

Name _____

- **Good** and **bad** have irregular comparative and superlative forms.
- Use **better** to compare two people, places, or things. Use **best** to compare more than two.

Read each sentence. Choose which word in parentheses best completes the sentence. Write your answer on the line provided.

1. Mom wanted a (better, best) storage system for her tools. _____
2. She searched for the (better, best) carpenter in town. _____
3. Her plans called for using the (better, best) materials available. _____
4. She felt that oak was a (better, best) choice of wood than pine. _____
5. The carpenter had an even (better, best) suggestion. _____
6. Some recycled materials were (better, best) options than new wood. _____
7. The (better, best) thing of all was that they helped the environment. _____
8. Mom studied the data in order to make a (good, best) decision. _____
9. Some resources were (good, better) than others in providing help. _____
10. In the end, she had the (good, better, best) storage closet ever. _____

Name _____

- **Good** and **bad** have irregular comparative and superlative forms.
- Use **worse** to compare two people, places, or things. Use **worst** to compare more than two people, places, or things.

Read each sentence. Choose which word in parentheses best completes the sentence. Write your answer on the line provided.

1. "I've got some (bad, worst) news," my brother said. _____
2. "Your favorite band just put out their (worse, worst) song ever." _____
3. "It can't be (worse, worst) than 'Sippy-Sip-Sip,'" I replied. _____
4. "Well, that is the (worse, worst) song title they ever wrote," he admitted. _____
5. He continued, "But at least it wasn't a (bad, worst) melody." _____
6. "In the new song, the music is bad, and the lyrics are (worse, worst)." _____
7. The song is called "The (Worse, Worst) Hat I Ever Wore." _____
8. "It even has a (bad, worse) title," I said. _____
9. "The live version is (bad, worse) than the recorded version," he said. _____
10. I couldn't imagine how the song could be (worse, worst). _____

Name _____

On Your Own

Find the product.

$$\begin{array}{r} 6. \quad 7.9 \\ \times 3.4 \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 9.2 \\ \times 5.6 \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 3.45 \\ \times 9.7 \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 45.3 \\ \times 0.8 \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 6.98 \\ \times 2.5 \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 7.02 \\ \times 3.4 \\ \hline \end{array}$$

Practice: Copy and Solve Find the product.

$12. 3.4 \times 5.2$

$13. 0.9 \times 2.46$

$14. 9.1 \times 5.7$

$15. 4.8 \times 6.01$

$16. 7.6 \times 18.7$

$17. 1.5 \times 9.34$

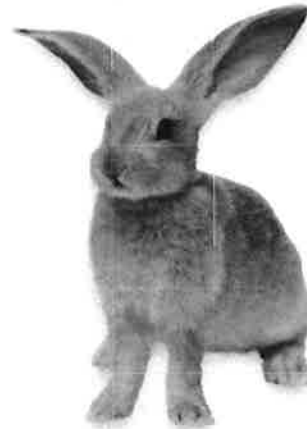
$18. 0.77 \times 14.9$

$19. 3.3 \times 58.14$

20. Charlie has an adult Netherlands dwarf rabbit that weighs 1.2 kilograms. Cliff's adult Angora rabbit weighs 2.9 times as much as Charlie's rabbit. How much does Cliff's rabbit weigh?
-

Problem Solving • Applications Real World

21. **GO DEEPER** John has pet rabbits in an enclosure that has an area of 30.72 square feet. The enclosure Taylor is planning to build for his rabbits will be 2.2 times as large as John's. How many more square feet will Taylor's enclosure have than John's enclosure?



22. **THINK SMARTER** A zoo is planning a new building for the penguin exhibit. First, they made a model that was 1.3 meters tall. Then, they made a more detailed model that was 1.5 times as tall as the first model. The building will be 2.5 times as tall as the height of the detailed model. What will be the height of the building?



23. **MATHEMATICAL PRACTICE 3** **Make Arguments** Leslie and Paul both solve the multiplication problem 5.5×4.6 . Leslie says the answer is 25.30. Paul says the answer is 25.3. Whose answer is correct? Explain your reasoning.

24. **THINK SMARTER** For 24a–24d select True or False to indicate if the statement is correct.

24a. The product of 1.3 and 2.1 is 2.73. True False

24b. The product of 2.6 and 0.2 is 52. True False

24c. The product of 0.08 and 0.3 is 2.4. True False

24d. The product of 0.88 and 1.3 is 1.144. True False

FOR MORE PRACTICE:
Standards Practice Book



The Treaty of Paris

The main fighting in the Revolutionary War lasted from the Battle of Lexington and Concord in April 1775 until the Battle of Yorktown in October 1781 when British General Cornwallis surrendered. Even though the major fighting stopped at that point there continued to be fighting for another two years. When General Cornwallis was defeated the British Parliament realized that the situation was no longer in Britain's favor and the Parliament stopped supporting the war. In April 1782 the House of Commons, the equivalent of the House of Representatives in the United States Congress, voted to end the war. Finally King George III issued a Proclamation of Cessation of Hostilities in February 1783 and this formally ended the fighting.

The peace treaty needed to be negotiated. A treaty formally puts down on paper what the parties who were fighting in the war agree to as the outcome of the conflict. The peace treaty usually specifies who owns what land as a result of the war since most wars are fought over control of territory. Negotiations of a peace treaty usually begin before the fighting stops. Benjamin Franklin, John Adams and John Jay were the colonial representatives who were in Paris to negotiate the peace settlement. Peace talks generally are held in a place away from the fighting and outside the countries involved in the war. In the case of the Revolutionary War France was fighting on the side of the colonists.

The Treaty of Paris of 1783 that formally ended the Revolutionary War was signed on September 3, 1783 by Franklin, Adams and Jay and David Hartley, the representative of Great Britain. Great Britain recognized that the United States of America was now a separate country and no longer under Britain's rule. The treaty set the boundaries of the United States, especially the boundary with British Canada. These boundaries were later adjusted because the maps used were not correct. There were other terms of the treaty regarding war debts and other matters.

Beginning on March 1, 1781 the United States had a temporary government that spoke for the thirteen colonies called the Congress of the Confederation. This group of delegates from all the former colonies ratified the Treaty of Paris on January 14, 1784.

Name: _____ Date: _____

Multiple Choice Questions

Circle the correct answer.

1. The last major battle of the American Revolution was the
 - a. Battle of Lexington and Concord
 - b. Battle of Yorktown
 - c. Battle of Princeton
 - d. Battle of Cowpens

2. Who voted to end the Revolutionary War?
 - a. The British House of Commons
 - b. The British House of Lords
 - c. The American Congress
 - d. The American House of Representatives

3. A peace treaty
 - a. Is negotiated
 - b. Is something the parties fighting the war agree to
 - c. Specifies who controls the land involved in the war
 - d. All of the above

4. Who were the American representatives who negotiated the Treaty of Paris?
 - a. Benjamin Franklin, Thomas Jefferson, George Washington
 - b. Benjamin Franklin, Thomas Jefferson, John Adams
 - c. Benjamin Franklin, John Jay, John Adams
 - d. Benjamin Franklin, John Jay, George Washington

5. The terms of the Treaty of Paris included defining the border between
 - a. Canada and the United States
 - b. Mexico and the United States
 - c. Alaska and Canada
 - d. France and England

6. The Treaty of Paris was ratified by the
 - a. United States House of Representatives
 - b. United States Senate
 - c. Congress of the Confederation
 - d. Second Continental Congress



Assignment

Determine a Main Idea from Informational Text

Topic: Living on Mars

Your Assignment:

Read the text. Then answer the question that follows.

The Exciting Mystery of Living on Mars

By Rony Gordon

Nobody really knows what life on another planet other than Earth would be like. But most people would agree that the idea of humans living on another planet, especially Mars, is likely to occur in the next 50 years. This means that scientists are busy figuring out how this may actually work while regular folks imagine what they think it may be!

People have always wondered about space and all that there is to know about it. Scientists, especially those at NASA, are busy researching and preparing for the possibility of people living on Mars. Travel to Mars would not be an easy journey. It is approximately 140 million miles from Earth. It would take six months to get to Mars, and another six months just to get back. The trips would vary in length, but the idea of a three-year journey is probably the starting average length of time a person would be gone from Earth.

There are many things to consider when thinking of sending people into space for three years or more. One is that nobody knows exactly how the human body will react to the different conditions. Scott Kelly is an astronaut who just recently returned from a one-year stint on the International Space Station. He went there to see how one year would affect people. This is only one-third of the amount of time that a Mars journey would take. What they found out when Kelly returned is that he had grown an inch while l

was away because of the lack of gravity. He literally stretched out! The body does have to readapt to Earth's conditions, though, upon return. Kelly shrunk back to his regular size within a few days. What would have happened if he had stayed for three years? Nobody is sure yet.

Another thing to consider with being on Mars for a few years would be the impact that being alone would have on the people. The first people who travel to Mars to live will likely be scientists who have to leave their families and friends behind on Earth for a very long time. Will they be okay out there on Mars? Nobody really knows yet.

While scientists are busy trying to figure all of this out, other people have been using their imaginations and creating movies that show people life on Mars as they think it may be! The Martian is a movie about a scientist who got stranded on Mars and had to figure out how to grow plants there to have food until a crew could return to pick him up. Another more recent movie is The Space Between Us. This movie tells the story of a young boy born on Mars and his quest to return to Earth. Both show images of what it might be like to really live there, but it is only imaginary at this point! Nobody is sure of what it will really be.

Some of the movie writers seem like they may have some contacts at NASA because the lifestyle that is portrayed is a reasonable rendition of what scientists are creating. In Hampton, Virginia, a team has created a "Mars Ice Dome", a house for people to live in on Mars. It is shaped like an igloo, covered in an ice shell, and is inflatable like an inner tube! This may or may not be the home of the future. Nobody really knows yet! It seems no matter what life on Mars will (or will not be), there are people ready to check it out!

Answer this question:

What is the author's message about the mysteries of living on Mars? Explain using key details from the text to support your answer.

Stem Starters:

You may want to consider starting your response using one of these stems. You do not have to do so, but they are here to help you if you need them.

The author's main idea is...

The main idea is...

Your Response:



Name _____

Zeros in the Product**Essential Question** How do you know you have the correct number of decimal places in your product?**Number and Operations in Base Ten—5.NBT.7**
Also 5.NBT.2**MATHEMATICAL PRACTICES**
MP.2, MP.7, MP.8**Unlock the Problem** **CONNECT** When decimals are multiplied, the product may not have enough digits to place the decimal point. In these cases, you may need to write additional zeros as place holders.

Students are racing typical garden snails and measuring the distance the snails travel in 1 minute. Chris's snail travels a distance of 0.2 foot. Jamie's snail travels 0.4 times as far as Chris's snail. How far does Jamie's snail travel?

**Multiply.** 0.4×0.2 **STEP 1**

Multiply as with whole numbers.

STEP 2

Determine the position of the decimal point in the product.

Since tenths are being multiplied by tenths, the product will show _____.

STEP 3

Place the decimal point.

Are there enough digits in the product to place the decimal point? _____

Write zeros, as needed, to the left of the whole number product to place the decimal point.

So, Jamie's snail travels a distance of _____ foot.

- Using the given information, describe what you are being asked to find.

$$\begin{array}{r}
 2 \xrightarrow{\times 0.1} 02 \quad 1 \text{ place value} \\
 \times 4 \xrightarrow{\times 0.1} \times 0.4 \quad 1 \text{ place value} \\
 \hline
 8 \xrightarrow{\times 0.01} 8 \quad 1 + 1, \text{ or } 2 \text{ place values}
 \end{array}$$

Math Talk**Mathematical Practices**

Explain how you know when to write zeros in the product to place a decimal point.





Example Multiply money.

Multiply. $0.2 \times \$0.30$

STEP 1 Multiply as with whole numbers.

Think: The factors are 30 hundredths and 2 tenths.

What are the whole numbers you will multiply?

STEP 2 Determine the position of the decimal point in the product.

Since hundredths are being multiplied by tenths, the product will show _____.

STEP 3 Place the decimal point. Write zeros to the left of the whole number product as needed.

Since the problem involves dollars and cents, what place value should you use to show cents?

So, $0.2 \times \$0.30$ is _____.

$$\begin{array}{r}
 \$0.30 \\
 \times \quad 0.2 \\
 \hline
 \end{array}$$

Try This! Find the product.

$0.2 \times 0.05 =$ _____

What steps did you take to find the product?

**Math
Talk**

Mathematical Practices

Explain why the answer to the Try This! can have a digit with a place value of hundredths or thousandths and still be correct.



Articles of Confederation

How do people start a new country and a new government? It has been hard enough to establish new countries on the African continent in the Twentieth Century. It was even more difficult in the 1700s, with a lack of fast means of communication, to create a new country from thirteen colonies that were fighting for their freedom from Great Britain and not yet ready to give powers to a new federal government. This was the situation that delegates from each of the colonies faced when they assembled in attempts to govern the huge area from present-day Maine to Georgia.

The First Continental Congress met in Philadelphia in September 1774 to send a protest to King George III of England over the Intolerable Acts that had been passed by the British Parliament to punish the colonies for the Boston Tea Party and other actions. When the Second Continental Congress met again in Philadelphia in May 1775, the first battle of the Revolutionary War had already taken place in Massachusetts. This congress authorized the Continental Army in June 1775 and appointed George Washington as the leader of the army. The Second Continental Congress issued the Declaration of Independence in July 1776 and commissioned delegates to write a document organizing a government that would speak for all thirteen colonies as a whole called the United States of America. This governing document was called the Articles of Confederation.

The Articles of Confederation were written and revised by delegates to the Second Continental Congress from the colonies between June 1776 and November 1777. Once approved by the Congress the Articles of Confederation were sent to each colony (state) to be ratified or approved by the state legislature. The Articles of Confederation were finally approved by all of the states on March 1, 1781. Between 1777 and 1781 the Second Continental Congress governed the new country as if the Articles of Confederation were already ratified. After ratification the Congress was called the Congress of the Confederation.

The Articles of Confederation did not give much power to the central government and did not govern the country well. They were replaced by the U.S. Constitution in June 1788.

Name: _____ Date: _____

Multiple Choice Questions

Circle the correct answer.

1. What was the main purpose of the First Continental Congress?
 - a. To issue a Declaration of Independence
 - b. To protest the Intolerable Acts
 - c. Both a. and b. above
 - d. None of the above

2. The Second Continental Congress
 - a. Authorized the Continental Army
 - b. Issued the Declaration of Independence
 - c. Both a. and b. above
 - d. None of the above

3. The Continental Congresses met most of the time in
 - a. Washington, D.C.
 - b. Boston
 - c. New York
 - d. Philadelphia

4. Who did the Continental Congress appoint to head the Continental Army?
 - a. George Washington
 - b. Thomas Jefferson
 - c. John Adams
 - d. None of the above

5. The Articles of Configuration
 - a. Created the United States of America
 - b. Were ratified by each of the colonies (states)
 - c. Did not give much power to the central government
 - d. All of the above

6. What happened to the Articles of Confederation?
 - a. They are still in effect today
 - b. They were repealed
 - c. They were replaced by the U.S. Constitution
 - d. They were outlawed by the British government

Name _____

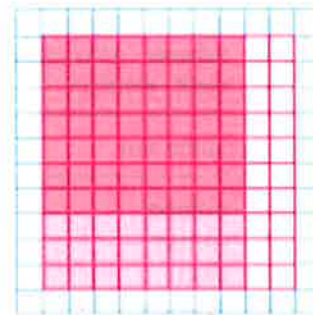
Decimal Multiplication**Essential Question** How can you use a model to multiply decimals?Number and Operations in Base
Ten—5.NBT.7**MATHEMATICAL PRACTICES**
MP.1, MP.5, MP.6**Investigate****Materials** • color pencils

The distance from Charlene's house to her school is 0.8 mile. Charlene rides her bike 0.7 of the distance and walks the rest of the way. How far does Charlene ride her bike to school?

You can use a decimal square to multiply decimals.

Multiply. 0.7×0.8

- A.** Draw a square with 10 equal columns.
- What decimal value does each column represent? 0.1
- B.** Using a color pencil, shade columns on the grid to represent the distance to Charlene's school.
- The distance to the school is 0.8 mile.
 - How many columns did you shade? 8 columns
- C.** Divide the square into 10 equal rows.
- What decimal value does each row represent? 0.1
- D.** Using a different color, shade rows that overlap the shaded columns to represent the distance to school that Charlene rides her bike.
- What part of the distance to school does Charlene ride her bike? 0.7
 - How many rows of the shaded columns did you shade? 7 rows
- E.** Count the number of squares that you shaded twice.
- There are 56 squares. Each square represents 0.01.
- Record the value of the squares as the product. $0.7 \times 0.8 =$ 0.56
- So, Charlene rides her bike for 0.56 mile.



Draw Conclusions

1. **Explain** how dividing the decimal square into 10 equal columns and rows shows that tenths multiplied by tenths is equal to hundredths.

Possible explanation: The columns and rows each represent tenths. The small squares created by the overlapping rows and columns show hundredths and represent the product of a tenth multiplied by a tenth.

2. **Mathematical Practice 3** **Draw Conclusions** Why is the part of the model representing the product less than either factor?

Possible answer: Both decimal factors are less than 1, so I am finding part of a part. The product will be less than 1 and less than both factors.

Make Connections

You can use decimal squares to multiply decimals greater than 1.

Multiply: 0.3×1.4

STEP 1

Shade columns to represent 1.4

How many tenths are in 1.4?

14 tenths

STEP 2

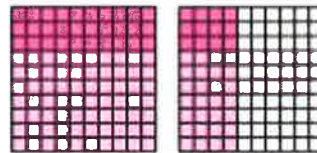
Shade rows that overlap the shaded columns to represent 0.3.

How many rows of the shaded

columns did you shade? 3 rows

STEP 3

Count the number of squares that you shaded twice. Record the product at the right.



$$0.3 \times 1.4 = 0.42$$

Math Talk

Mathematical Practices

Explain why the product is less than only one of the decimal factors.

Possible explanation: You are finding a part, 0.3, of 1.4. So, the product will be less than 1.4, but greater than 0.3.

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Multiple Choice

- 1. a.
- 2. a.
- 3. c.
- 4. d.
- 5. c.
- 6. c.

Short Answer

- 1. After the Seven Years' War and the French and Indian War ended, Great Britain kept all its land in North America but had many debts to pay from these long wars. King George III issued the Royal Proclamation of 1763 that forbade any further westward expansion of the American colonies so England would not need to pay soldiers to defend more land.
- 2. King George decided that the tax on tea should remain to show the colonists that Great Britain had the right to tax the colonies.

Questions 3-7: Answers will vary.

**Day
2**

ANSWER KEY	
Grade: 5	Unit: 5
Week: 5	Title: Should Plants and Animals from Other Places Live Here?
Question	Answer
1	A, A
2	B, C
3	B, B
4	A, B
5	C
6	B, C
7	A
8	B
9	D
10	Sample Response: Based on how the author presented the details in the text, I can infer that he wanted the readers to think about the positive and negative impact that nonnative species have on the U.S. First, he presented the positive impact nonnative species have had on the U.S. He mentions oranges, chickens, and sugarcane and that 90% of farm sales can be traced to nonnative species. These nonnative species have definitely benefited the U.S. Next, he presented the negative impact of nonnative species. He uses the example of pythons, and how they have taken over the Everglades and threatened endangered species. The author clearly explains to the reader that nonnative species can have both positive and negative benefits to the U.S.

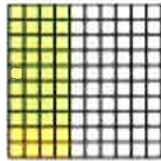
Name _____

Share and Show

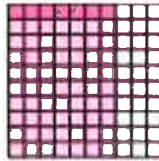


Multiply. Use the decimal model.

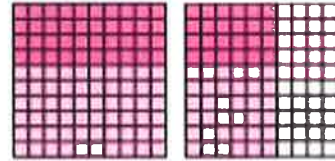
1. $0.8 \times 0.4 =$ 0.32



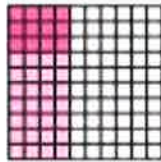
2. $0.1 \times 0.7 =$ 0.07



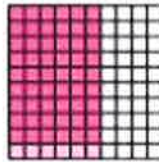
3. $0.4 \times 1.6 =$ 0.64



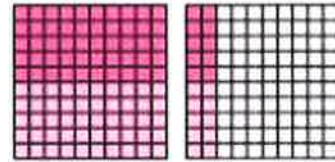
4. $0.3 \times 0.4 =$ 0.12



5. $0.9 \times 0.6 =$ 0.54



6. $0.5 \times 1.2 =$ 0.60



Problem Solving • Applications

7. **GO DEEPER** Rachel buys 1.5 pounds of grapes. She eats 0.3 of that amount on Tuesday and 0.2 of that amount on Wednesday. How many pounds of grapes are left?

0.75 pound

8. **THINK SMARTER** A large bottle contains 1.2 liters of olive oil. A medium-sized bottle has 0.6 times the amount of olive oil as the large bottle. How much more olive oil does the large bottle contain than the medium-sized bottle?

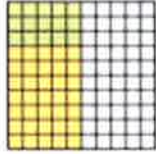


0.48 liter more

WRITE • Math • Show Your Work

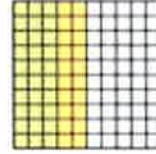
9. **MATHEMATICAL PRACTICE 3** **Compare Representations** Randy and Stacy used models to find 0.3 of 0.5. Both Randy's and Stacy's models are shown below. Whose model makes sense? Whose model is nonsense? Explain your reasoning below each model. Then record the correct answer.

Randy's Model



Check students' explanations. Students should identify that Randy's model makes sense. Possible explanation: Randy's model makes sense because it shows 3 shaded rows of the 5 shaded columns, or 0.3 of 0.5.

Stacy's Model



Check students' explanation. Students should identify that Stacy's model is nonsense. Possible explanation: The product of two decimals less than 1 should be less than both of the factors.

$0.3 \times 0.5 = \underline{0.15}$

- For the answer that is nonsense, describe the error the student made.

Possible answer: Stacy shaded the 5 columns correctly, but she shaded 3 columns to get the overlap instead of 3 rows.

10. **THINK SMARTER** Shade the model to show 0.2×0.6 . Then find the product.



$0.2 \times 0.6 = \underline{0.12}$

192

FOR MORE PRACTICE
Standards Practice Book

Social Studies: American Victories of the Revolutionary War

Multiple Choice

- d.
- c.
- c.
- d.
- a.
- a.

Short Answer Questions 1-7: Answers will vary.

Day 3
3

Comprehension: Author's Point of View and Fluency

Name _____

A. Reread the passages and answer the questions. Possible responses provided.

1. What is the first author's point of view about rain forests?

The author thinks that the removal of some trees is necessary for the survival of people and national economies.

2. What facts from the text support this point of view?

Cutting down part of a rain forest makes subsistence agriculture and commercial activities possible. These activities play vital roles in certain countries.

3. What is the second author's point of view about rain forests?

The author thinks that people need to preserve rain forests for the benefit of the world.

4. What facts from the text support this point of view?

Deforestation destroys habitats and decreases biodiversity, endangering the long-term survival of life on our planet; it changes global rainfall patterns; and it worsens global warming.

Lesson 4.7

Name _____

Multiply Decimals

Essential Question What strategies can you use to place a decimal point in a product?

CONNECT You can use what you have learned about patterns and place value to place the decimal point in the product when you multiply two decimals.

$$1 \times 0.1 = 0.1$$

$$0.1 \times 0.1 = 0.01$$

$$0.01 \times 0.1 = 0.001$$



Number and Operations in Base Ten—5.NBT.7 Also 5.NBT.2

MATHEMATICAL PRACTICES
MP.2, MP.6



Remember

When a number is multiplied by a decimal, the decimal point moves one place to the left in the product for each decreasing place value being multiplied.

Unlock the Problem

A male leopard seal is measured and has a length of 2.8 meters. A male elephant seal is about 1.5 times as long. What length is the male elephant seal?

Multiply: 1.5×2.8

One Way Use place value.

STEP 1

Multiply as with whole numbers.

STEP 2

Place the decimal point.

Think: Tenths are being multiplied by tenths. Use the pattern 0.1×0.1 .

Place the decimal point so the value of the decimal is **hundredths**.

$$\begin{array}{r}
 28 \xrightarrow{-0.1} 2.8 \text{ 1 place value} \\
 \times 15 \xrightarrow{-0.1} \times 1.5 \text{ 1 place value} \\
 \hline
 140 \\
 + 280 \\
 \hline
 420 \xrightarrow{-0.01} 4.20 \text{ 1, 1, or 2 place values}
 \end{array}$$



So, the length of a male elephant seal is about **4.2** meters.

- MATHEMATICAL PRACTICE 1 Analyze** What if you multiplied 2.8 by 1.74? What would be the place value of the product? Explain your answer.

Possible explanation: The product would be in the thousandths place. I can use the pattern $0.01 \times 0.1 = 0.001$ to remember.

Another Way Use estimation.

You can use an estimate to place the decimal point in a product.

Multiply. 7.8×3.12

STEP 1

Estimate by rounding each factor to the nearest whole number.

$$\begin{array}{r} 7.8 \times 3.12 \\ \downarrow \quad \downarrow \\ 8 \times 3 = 24 \end{array}$$

STEP 2

Multiply as with whole numbers

STEP 3

Use the estimate to place the decimal point.

Think: The product should be close to your estimate.

$$7.8 \times 3.12 = \underline{24.336}$$

$$\begin{array}{r} 312 \\ \times 78 \\ \hline 2,496 \\ + 21,840 \\ \hline 24,336 \end{array} \qquad \begin{array}{r} 3.12 \\ \times 78 \\ \hline 24.336 \end{array}$$

Share and Show



Place the decimal point in the product.

1. $\begin{array}{r} 3.62 \\ \times 1.4 \\ \hline 5.068 \end{array}$ **Think:** A hundredth is being multiplied by a tenth. Use the pattern 0.01×0.1 .

2. $\begin{array}{r} 68 \\ \times 12 \\ \hline 816 \end{array}$ Estimate: $1 \times 7 = \underline{7}$

Find the product.

3. $\begin{array}{r} 0.9 \\ \times 0.8 \\ \hline 0.72 \end{array}$

4. $\begin{array}{r} 84.5 \\ \times 5.5 \\ \hline 464.75 \end{array}$

5. $\begin{array}{r} 2.39 \\ \times 2.7 \\ \hline 6.453 \end{array}$

Possible explanation: I can use what I know about patterns and since a hundredth is being multiplied by a tenth, I can use the pattern $0.01 \times 0.1 = 0.001$. This shows me that the product will have thousandths.

Math Talk

Mathematical Practices

Explain how you might know the place value of the product for Exercise 5 before you solve.

Answer Key

Multiple Choice

1. c.
2. a.
3. c.
4. d.
5. b.
6. d.

Short Answer

1. Individual response
2. Individual response
3. Individual response
4. Troops and their supplies, even cannons, needed to cross the Atlantic Ocean, arrive at seaports and then travel across territory that had few roads before they could engage with the American army. Since the colonies were not united at the time, the British army had to fight in each of the thirteen colonies.
5. Individual response
6. Individual response
7. The French troops not only helped with the fighting but also brought the support of a longtime enemy of Britain into the war. By continuing to fight, Britain ran the risk of fighting France as well.

Day
4

Grammar: Comparing with Good

Name _____

- **Good** and **bad** have irregular comparative and superlative forms.
- Use **better** to compare two people, places, or things. Use **best** to compare more than two.

Read each sentence. Choose which word in parentheses best completes the sentence. Write your answer on the line provided.

1. Mom wanted a (better, best) storage system for her tools. **better**
2. She searched for the (better, best) carpenter in town. **best**
3. Her plans called for using the (better, best) materials available. **best**
4. She felt that oak was a (better, best) choice of wood than pine. **better**
5. The carpenter had an even (better, best) suggestion. **better**
6. Some recycled materials were (better, best) options than new wood. **better**
7. The (better, best) thing of all was that they helped the environment. **best**
8. Mom studied the data in order to make a (good, best) decision. **good**
9. Some resources were (good, better) than others in providing help. **better**
10. In the end, she had the (good, better, best) storage closet ever. **best**

Name _____

- **Good** and **bad** have irregular comparative and superlative forms.
- Use **worse** to compare two people, places, or things. Use **worst** to compare more than two people, places, or things.

Read each sentence. Choose which word in parentheses best completes the sentence. Write your answer on the line provided.

1. "I've got some (bad, worst) news," my brother said. bad
2. "Your favorite band just put out their (worse, worst) song ever." worst
3. "It can't be (worse, worst) than 'Sippy-Sip-Sip,'" I replied. worse
4. "Well, that is the (worse, worst) song title they ever wrote," he admitted. worst
5. He continued, "But at least it wasn't a (bad, worst) melody." bad
6. "In the new song, the music is bad, and the lyrics are (worse, worst)." worse
7. The song is called "The (Worse, Worst) Hat I Ever Wore." Worst
8. "It even has a (bad, worse) title," I said. bad
9. "The live version is (bad, worse) than the recorded version," he said. worse
10. I couldn't imagine how the song could be (worse, worst). worse

Name _____

On Your Own

Find the product.

$$\begin{array}{r} 6. \quad 7.9 \\ \times 3.4 \\ \hline 26.86 \end{array}$$

$$\begin{array}{r} 7. \quad 9.2 \\ \times 5.6 \\ \hline 51.52 \end{array}$$

$$\begin{array}{r} 8. \quad 3.45 \\ \times 9.7 \\ \hline 33.465 \end{array}$$

$$\begin{array}{r} 9. \quad 45.3 \\ \times 0.8 \\ \hline 36.24 \end{array}$$

$$\begin{array}{r} 10. \quad 6.98 \\ \times 2.5 \\ \hline 17.450, \text{ or } 17.45 \end{array}$$

$$\begin{array}{r} 11. \quad 7.02 \\ \times 3.4 \\ \hline 23.868 \end{array}$$

Practice: Copy and Solve Find the product.

$12. 3.4 \times 5.2 \quad 17.68$

$13. 0.9 \times 2.46 \quad 2.214$

$14. 9.1 \times 5.7 \quad 51.87$

$15. 4.8 \times 6.01 \quad 28.848$

$16. 7.6 \times 18.7 \quad 142.12$

$17. 1.5 \times 9.34 \quad 14.010, \\ \text{or } 14.01$

$18. 0.77 \times 14.9 \quad 11.473$

$19. 3.3 \times 58.14 \quad 191.862$

20. Charlie has an adult Netherlands dwarf rabbit that weighs 1.2 kilograms. Cliff's adult Angora rabbit weighs 2.9 times as much as Charlie's rabbit. How much does Cliff's rabbit weigh?

3.48 kilograms

Problem Solving • Applications



21. **GO DEEPER** John has pet rabbits in an enclosure that has an area of 30.72 square feet. The enclosure Taylor is planning to build for his rabbits will be 2.2 times as large as John's. How many more square feet will Taylor's enclosure have than John's enclosure?

36.864 more square feet

22. **THINK SMARTER** A zoo is planning a new building for the penguin exhibit. First, they made a model that was 1.3 meters tall. Then, they made a more detailed model that was 1.5 times as tall as the first model. The building will be 2.5 times as tall as the height of the detailed model. What will be the height of the building?



4.875 meters

23. **INTERMEDIATE PRACTICE** **Make Arguments** Leslie and Paul both solve the multiplication problem 5.5×4.6 . Leslie says the answer is 25.30. Paul says the answer is 25.3. Whose answer is correct? Explain your reasoning.

Both answers are correct. Possible

explanation: Leslie's answer shows

30 hundredths, which is the same as the

3 tenths used in Paul's answer.

24. **THINK SMARTER** For 24a-24d select True or False to indicate if the statement is correct.

24a. The product of 1.3 and 2.1 is 2.73. True False

24b. The product of 2.6 and 0.2 is 52. True False

24c. The product of 0.08 and 0.3 is 2.4. True False

24d. The product of 0.08 and 1.3 is 1.144. True False

Answer Key

Multiple Choice

1. b.
2. a.
3. d.
4. c.
5. a.
6. c.

Short Answer

1. When General Cornwallis was defeated the British Parliament realized that the situation was no longer in Britain's favor and the Parliament stopped supporting the war. In April 1782 the House of Commons, the equivalent of the House of Representatives in the United States Congress, voted to end the war.

2. Proclamation: a public or formal announcement
Cessation: end of
Hostilities: acts of war

3. Individual response

4. Individual response

5. The most important point in the Treaty of Paris is that Great Britain recognized that United States of America was now a separate country and no longer under Britain's rule.

6. Under the Constitution the Senate approves treaties.

7. Individual response

Day

Determine the Main Idea from Informational Text - Topic: Living on Mars
Answers will vary.

5

Name _____

Zeros in the Product

Essential Question How do you know you have the correct number of decimal places in your product?



Number and Operations in Base Ten—5.NBT.7
Also 5.NBT.2

MATHEMATICAL PRACTICES
MP.2, MP.7, MP.8

Unlock the Problem Real World

CONNECT When decimals are multiplied, the product may not have enough digits to place the decimal point. In these cases, you may need to write additional zeros as place holders.

Students are racing typical garden snails and measuring the distance the snails travel in 1 minute. Chris's snail travels a distance of 0.2 foot. Jamie's snail travels 0.4 times as far as Chris's snail. How far does Jamie's snail travel?

? Multiply. 0.4×0.2

STEP 1

Multiply as with whole numbers.

STEP 2

Determine the position of the decimal point in the product.

Since tenths are being multiplied by tenths, the product will show **hundredths**.

STEP 3

Place the decimal point

Are there enough digits in the product to place the decimal point? **no**

Write zeros, as needed, to the left of the whole number product to place the decimal point.

So, Jamie's snail travels a distance of **0.08** foot.

- Using the given information, describe what you are being asked to find.

Possible answer: I need to find

0.4 of 0.2 foot to determine the

distance Jamie's snail travels.

$$\begin{array}{r}
 2 \xrightarrow{0.1} 0.2 \quad \text{1 place value} \\
 \times 4 \xrightarrow{0.1} \times 0.4 \quad \text{1 place value} \\
 \hline
 8 \xrightarrow{0.01} 0.08 \quad \text{1 + 1 = 2 place values}
 \end{array}$$

Math Talk

Mathematical Practices

Explain how you know when to write zeros in the product to place a decimal point.

See below.



Math Talk: Possible explanation: The whole number product does not always have enough digits to place the decimal point. So, I can write zeros to the left of the product when needed.

Example Multiply money.

Multiply. $0.2 \times \$0.30$

STEP 1 Multiply as with whole numbers.

Think: The factors are 30 hundredths and 2 tenths.

What are the whole numbers you will multiply?

$$\underline{30 \times 2}$$

STEP 2 Determine the position of the decimal point in the product.

Since hundredths are being multiplied by tenths, the product will show thousandths.

STEP 3 Place the decimal point. Write zeros to the left of the whole number product as needed.

Since the problem involves dollars and cents, what place value should you use to show cents?

hundredths

So, $0.2 \times \$0.30$ is \$0.06.

$$\begin{array}{r} 30 \\ \times 2 \\ \hline 60 \end{array} \longrightarrow \begin{array}{r} \$0.30 \\ \times 0.2 \\ \hline \$0.060 \end{array}$$

Try This! Find the product.

$$0.2 \times 0.05 = \underline{0.010, \text{ or } 0.01}$$

$$\begin{array}{r} 5 \\ \times 2 \\ \hline 10 \end{array} \longrightarrow \begin{array}{r} 0.05 \\ \times 0.2 \\ \hline 0.010 \end{array}$$

What steps did you take to find the product?

Possible answer: First, I determined how many decimal places will be in the product. Then I multiplied as with whole numbers. Last, I placed the decimal point in the correct position. I had to write a zero to the left of the whole-number product to place the decimal point in the correct position.

Math Talk

Mathematical Practices

Explain why the answer to the Try This! can have a digit with a place value of hundredths or thousandths and still be correct.

Possible explanation: The answers 0.01 and 0.010 are equivalent. 10 thousandths can be renamed as 1 hundredth.

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Answer Key

Multiple Choice

1. b.
2. c.
3. d.
4. a.
5. d.
6. c.

Short Answer

1. The thirteen colonies were fighting for their freedom from Great Britain and they were not yet ready to give many powers to a new federal government.
 2. Confederation: a body comprising representatives of independent organizations that wish to cooperate for a common beneficial purpose
 3. The Second Continental Congress authorized the Continental Army in June 1775 and appointed George Washington as the leader of the army. The Second Continental Congress issued the Declaration of Independence in July 1776 and commissioned delegates to write a document organizing a government under the Articles of Confederation. The Second Continental Congress ran the United States until 1781 when the Articles of Confederation were ratified.
 4. When the Articles of Confederation and later the U.S. Constitution were ratified this means that the legislature of each state approved the documents and agreed to be governed by them.
 5. The Second Continental Congress that was running the United States during the Revolutionary War became the Congress of the Confederation once the Articles of Confederation were ratified by all the states.
 6. The Articles of Confederation did not give much power to the central government and did not govern the country well. They were replaced by the U.S. Constitution in June 1788.
7. Individual response



Compton USD

Learning Packet # 6

ELD

Grade 5

Name: _____

5th Grade-ELD Learning Packet

TABLE OF CONTENTS

Week 7







Day	Lesson	Date Completed
1	Vocabulary: complete the following steps: <ul style="list-style-type: none"> • Read the vocabulary words in the boxes. Follow these steps: • Read the sentences. • Write a sentence using the words in the boxes. 	
	Vocabulary: Root Words. Read the information in the box. Complete items 1-5.	
	Word Study: suffixes -ion. Read the information in the box. Then, complete questions 1-9.	
	Genre/Text Feature: Read the academic passage “Expand Our Urban Forests”. Answer questions 1-3.	
2	Comprehension and Fluency: Read the literary passages: “What is the Future of the Rain Forests?” and “The World Needs Rain Forests” Answer section A (questions 1-4). The complete the table of section B.	
	Comprehension and Fluency: Read the literary passages: “What is the Future of the Rain Forests?” and “The World Needs Rain Forests” again. Complete the Author’s Point of View Graphic Organizer.	
3	Writing Traits: Organization. Read the Draft Model. Use the questions to help you to revise the draft by rewriting sentences to restate the main idea and make the conclusion longer..	
	Write to Sources: Read the paragraph. Then, follow the directions below to mark the text.	
	Differentiated Text: Read the literary passage “Biofuels: Good or Bad?”. Respond to the text by reading and completing the sentence starters.	
4	Leveled Reader: Read the book “The Great Plains”. Then, complete the following: <ul style="list-style-type: none"> • Complete activities on page 18 	
5	Leveled Reader: Read the book “The Great Plains”. Then, complete the following: <ul style="list-style-type: none"> • Read the story “Save the Great Plains Wolves” pages 19-23 • Complete activities on pages 24-25 	

Recommended Online Usage

<input type="checkbox"/> I-Ready Reading - 45 minutes per week	<input type="checkbox"/> I-Ready Math - 45 minutes per week
<input type="checkbox"/> Imagine Learning for English Learners - 90 minutes per week	<input type="checkbox"/> Dreambox - 90 minutes per week

Name _____

Use the word chart to study this week's vocabulary words.
Write a sentence using each word in your writer's notebook.

Word	Context Sentence	Illustration
declined	The birds <u>declined</u> in number due to the loss of trees.	
disorder	A very bad headache may be a sign of a medical <u>disorder</u> .	
identify	The tourist asked the policeman to <u>identify</u> the hotel on the map.	
probable	The dark clouds make it <u>probable</u> that it will rain.	
unexpected	An <u>unexpected</u> guest came to the picnic.	
widespread	<u>Widespread</u> drought led to several forest fires.	

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Name _____

A root word is the basic part of a word that gives the word its meaning. Many English words have roots that come from Latin. Knowing the meaning of a root word can help you understand the meaning of related words that contain the same root.

Latin root	Meaning	Examples
<i>vivere</i>	to live	sur <u>vi</u> val, sur <u>vi</u> ve
<i>cultura</i>	cultivation	agri <u>cul</u> ture
<i>merc/merx</i>	merchandise	com <u>me</u> rce, com <u>me</u> rcial
<i>portare</i>	to carry	trans <u>po</u> rt
<i>sedere</i>	to sit	resi <u>de</u>
<i>sorbere</i>	to suck in/suck up	abs <u>or</u> b
<i>specere</i>	to look at	pers <u>pe</u> ctive

The word in bold in each sentence below contains a Latin root. Circle the Latin root. Then write the word on the line.

- Often when rain forest trees are cut down, subsistence **agriculture** takes the trees' place.

- Commercial** farms use rain forest land to grow coffee, soybeans, and palm trees.

- Companies build roads through the forest to **transport** their goods.

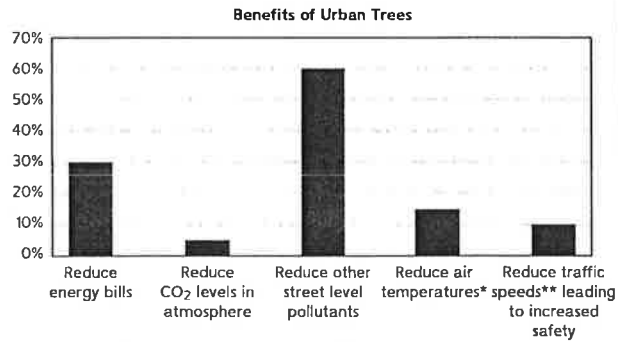
- Most of Earth's plants and animals **reside** in forests.

- Nations must look past their own needs. They must adopt a global **perspective**.

Name _____

Expand Our Urban Forests

Trees are important in cities. Noise levels and summer temperatures are higher in cities. Trees absorb noise and heat. They keep cities quieter and cooler. Urban planners plant trees to help keep the air clean and save energy. Trees take in pollutants from the air and give off oxygen. People are healthier when they are around green, wooded areas. All cities should plant more trees to expand their forests.



Answer the questions about the text.

1. A persuasive text expresses the author's opinion, or viewpoint. What tells you that this is persuasive text?

2. What is the title of the text? Why do you think the author chose it?

3. What information does the text feature provide?

Name _____

Read the two passages. Use the ask and answer questions strategy to check your understanding as you read.

WHAT IS THE FUTURE OF THE RAIN FORESTS?

Rain Forests Support People

4 *People must make economic use of the rain forests.*

13 Cutting down rain forest trees has harmful effects. It is necessary,
24 however, for the survival of people and nations. The best course of action
37 is to manage, or control, rain forest use.

45 Farming in the Rain Forests

50 Often when rain forest trees are cut down, subsistence agriculture takes
61 the trees' place. Subsistence agriculture is farming that produces only
71 enough for a family to survive.

77 Commercial, or money-making, farms use rain forest land to grow
87 coffee, soybeans, and palm trees. Companies build roads through the forest
98 to transport, or move, their goods. These commercial farms are important
109 to their countries' economies. Without them, their nations' economies
118 would suffer.

120 Rain Forest Loss Can Be Controlled

126 The loss of rain forest trees hurts
133 the environment. It makes sense to
139 protect the trees. But a complete
145 stop to rain forest cutting would
151 cause serious problems. It is better to
158 control the use of rain forest land and
166 limit the negative outcomes.



Rain forests are important economically to the countries where they are located.

Name _____

The World Needs Rain Forests

People must save the rain forests for the sake of the planet.

Each day, thousands of acres of rain forest are destroyed. Cutting down the rain forests helps some economies, but it does long-term damage to the planet.

Rain Forests and the Variety of Life

Most of Earth's plants and animals reside, or live, in forests. These living things lose their habitats, or living places, when trees are cut down. Some plants and animals cannot survive that habitat loss. They become extinct. Extinctions reduce the variety of life on Earth. Science has shown that the long-term survival of life depends on variety.

Earth's Water Cycle and Rain Forests

The rain forests are also important to the water cycle. Rain forest plants send water vapor into the air. That water vapor becomes rain. As the rain forests disappear, less water vapor is released. This loss can change global rainfall patterns.

Rain Forests Clean the Air

Rain forest loss affects the climate in other ways too. Rain forest trees clean the air by absorbing greenhouse gases. Greenhouse gases feed global warming. Destroying rain forests adds greenhouse gases to the atmosphere. This makes global warming worse. Increased global warming threatens life on Earth.

Thinking Globally

The rain forests affect life all over the planet. Nations must look past their own needs. They must adopt a global perspective. People need to preserve the rain forests for the sake of the planet.



Dr. Parvinder Sethi

Rain forests are ecosystems that have many different plants and animals.

Name _____

A. Reread the passages and answer the questions.

1. An author's point of view in a persuasive text is his or her position on a topic. What does the first author think about rain forests?

2. Write one fact from the text that supports this author's point of view.

3. What does the second author think about rain forests?

4. What is one fact from the text that supports this author's point of view?

B. Work with a partner. Read the passage aloud. Pay attention to expression and phrasing. Stop after one minute. Fill out the chart.

	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

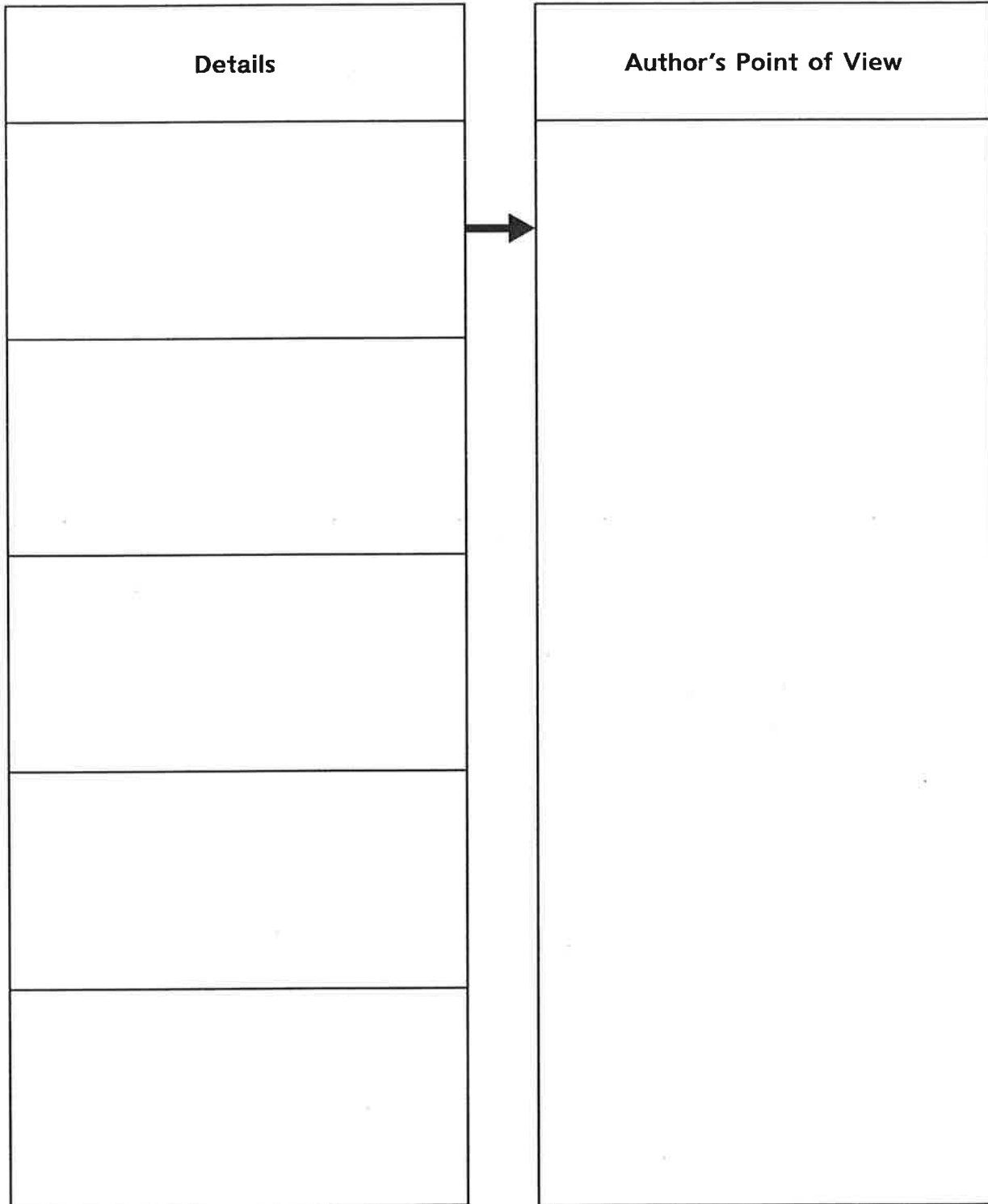
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Comprehension: Author's Point of View Graphic Organizer

Name _____

Read the selection. Complete the author's point of view graphic organizer.

Details	Author's Point of View



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Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can write a strong conclusion.

Draft Model

So that's why I think volunteering is important. Volunteering is a good thing to do. Learning new skills is good too, but try volunteering. You'll like it.

1. What is the most important point of the text?
2. What persuasive language might you use?
3. How can you restate the main idea in a way that persuades the reader to take action?
4. What final important or interesting thought can you present to the reader?

B. Now revise the draft by rewriting sentences to restate the main idea and make the conclusion stronger.

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Name _____

Vince wrote the paragraphs below using text evidence from two different sources to answer the question: *In your opinion, how would the disappearance of honeybees affect the way we eat? Use details from "The Case of the Missing Bees" and "Busy, Beneficial Bees" in your writing.*

If honeybees completely disappeared, we would have much less food to choose from at the grocery store. Sadly, this is a possibility. According to "The Case of the Missing Bees," the honeybee population has declined greatly in the past 50 years. Today, we have less than 50 percent of the honeybees that we used to have. Billions of bees have been flying away from their hives and not returning. This is caused by a terrible disease known as Colony Collapse Disorder, or CCD. The honeybee population is in danger of being wiped out if a cause for CCD is not found.

A lack of honeybees could greatly affect our food production. "Busy, Beneficial Bees" notes that many crops depend specifically on honeybees for pollination. In fact, bees are needed to pollinate one-third of the food in the human diet. Several crops have a high dependence on honeybees: apples, almonds, broccoli, and carrots, to name a few. Without honeybees to pollinate the plants that depend on them, these plants will not grow. Not only will we be left without honey, but even worse, the disappearance of honeybees could lead to the disappearance of many of our favorite natural and nutritious foods.

Reread the passage. Follow the directions below.

1. **Circle** the sentence that includes a list with text evidence.
2. **Draw a box** around an example of an irregular comparative adjective.
3. **Underline** the independent clause that Vince uses in his concluding sentence.
4. **Write** one piece of text evidence that Vince uses to support his opinion.



Essential Question

How do natural events and human activities affect the environment?

Use Graphic Organizer 117 to take notes while you read.

Biofuels: Good or Bad?

Persuasive Article

People use fossil fuels as resources for energy. Fossil fuels **originated** from plants and animals that died millions of years ago. The amount of fossil fuels on Earth is declining. It is probable that the decline will cause widespread problems. We need to replace fossil fuels, and biofuels is one resource that can replace fossil fuels.

Biofuels are renewable resources because they are made from plants. There are advantages and disadvantages to using biofuels. People have different opinions about using biofuels.

Biofuels Are Good

One advantage is that biofuels are cheaper to produce than fossil fuels. A second advantage is that it is easy to grow plants to make biofuels. A third advantage is that we do not need to depend on other countries to produce biofuels. By making biofuel ourselves, we create jobs and **benefit** our economy.

Biofuels Are Bad

One disadvantage is that biofuels make less energy than fossil fuels. It takes a lot of crops to make biofuels. Another disadvantage is that we use crops, such as corn, to make biofuels. However, we also need crops for food. Using biofuels will

decrease the amount of food people have to eat. Then, the demand for the food will increase, and food prices will go up. A third disadvantage is that it takes a lot of land to grow biofuels. This may cause a shortage of land for farming.



Photo by Bob Nichols, USDA-ARS

It takes a lot of corn to make biofuels.

Respond to the Text

Name _____


Read the text. Use Graphic Organizer 117 to record your ideas and notes. Have a collaborative conversation with your partner. Use the sentences below to start the conversation. Cite text evidence and record your ideas on the graphic organizer. Present your ideas to the class.

1. Explain why biofuels are renewable resources.

Biofuels are renewable because _____

2. Explain the advantages of using biofuels.

3. Describe the disadvantages of using biofuels.

 **Write** Work with a partner. Discuss your notes about “Biofuels: Good or Bad?” Then write your answer to the Essential Question.

How does using biofuels affect the environment? Describe advantages and disadvantages of using biofuels.

Biofuels are made from plants, which is an advantage to using biofuels because

_____. It is a
disadvantage that biofuels are made from plants because _____

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Expository
Text



The Great Plains

BY KEN BENN

Mc
Graw
Hill
Education

**PAIRED
READ**

Save the Great Plains Wolves

STRATEGIES & SKILLS

Comprehension

Strategy: Ask and Answer Questions

Skill: Author's Point of View

Vocabulary

agricultural, declined, disorder, identify, probable, thrived, unexpected, widespread

ELL Vocabulary

depleted, forces, native, restore

Content Standards

Science

Life Science

Word Count: 1,595**

Photography Credit: Tetra Images/Tetra Images/CORBIS

**The total word count is based on words in the running text and headings only. Numerals and words in captions, labels, diagrams, charts, and sidebars are not included.

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E



Essential Question

How do natural events and human activities affect the environment?



BY KEN BENN

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Introduction

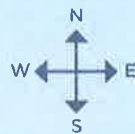
The Great Plains of North America cover more than a million square miles. The Great Plains extend from Canada in the north, through the United States, to Mexico in the south. The Rocky Mountains form the border in the west. The Missouri, Arkansas, and Mississippi rivers provide the border in the east.

(t) Tetra Images/Tetra Images/CORBIS, (b) Mountain High Maps/Digital Wisdom

THE GREAT PLAINS



■ The Great Plains



Scientists think that these vast prairies were under water long ago. When the water drained from the land, the Great Plains developed a range of ecosystems. Many plant and animal **species** thrived in these ecosystems.

Fossils and geological evidence suggest that there has been widespread change to the ecosystems over time.

Droughts and blizzards have always affected the ecosystems. Early Native American lifestyle did not harm the Great Plains. European settlers created changes to the **ecology** of the Great Plains.

The European settlers changed large areas of prairie grass for agricultural purposes. They also hunted some animal species until there were almost none left.

Many **conservationists** want to restore the ecology of the Great Plains. To do this successfully, we must understand the natural processes of this unique area.

The Great Plains cover large areas of 10 states.

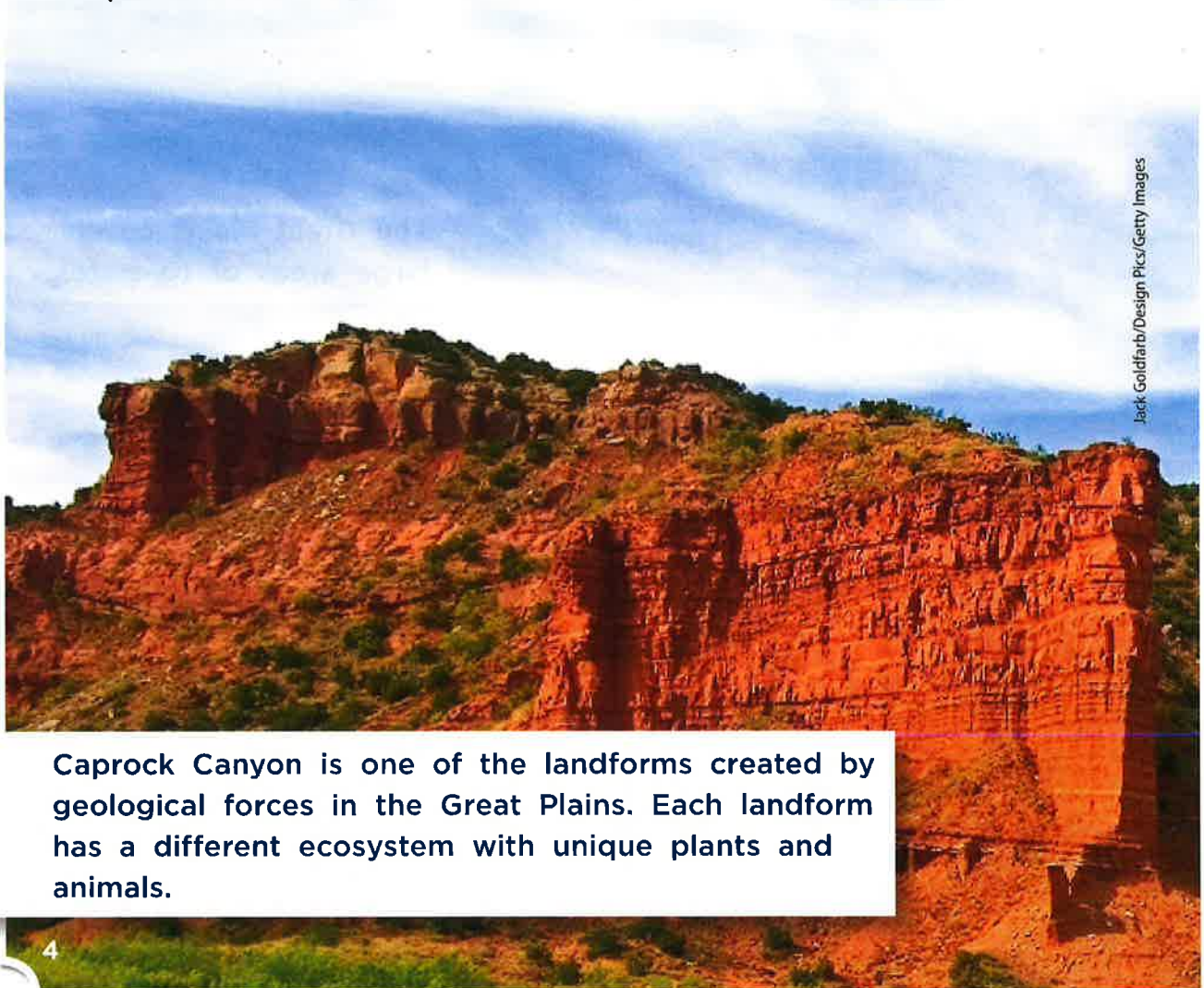
prairie grass

CHAPTER 1

Shaping the Great Plains

Scientists believe that about 70 million years ago, shallow seas covered the Great Plains. The land lifted slowly, and the waters drained away.

Many geological forces shaped the Great Plains. Streams carried rocks and soil down from the Rocky Mountains onto the plains. Rock and soil built up. The streams and rivers made new paths to the oceans. The water created canyons and eroded hills.



Jack Goldfarb/Design Pics/Getty Images

Caprock Canyon is one of the landforms created by geological forces in the Great Plains. Each landform has a different ecosystem with unique plants and animals.

The Great Plains have a variety of land. For example, the Black Hills, the High Plains, and Caprock Canyon are different from each other. Different ecosystems formed in each area and created **biodiversity** across the Plains.

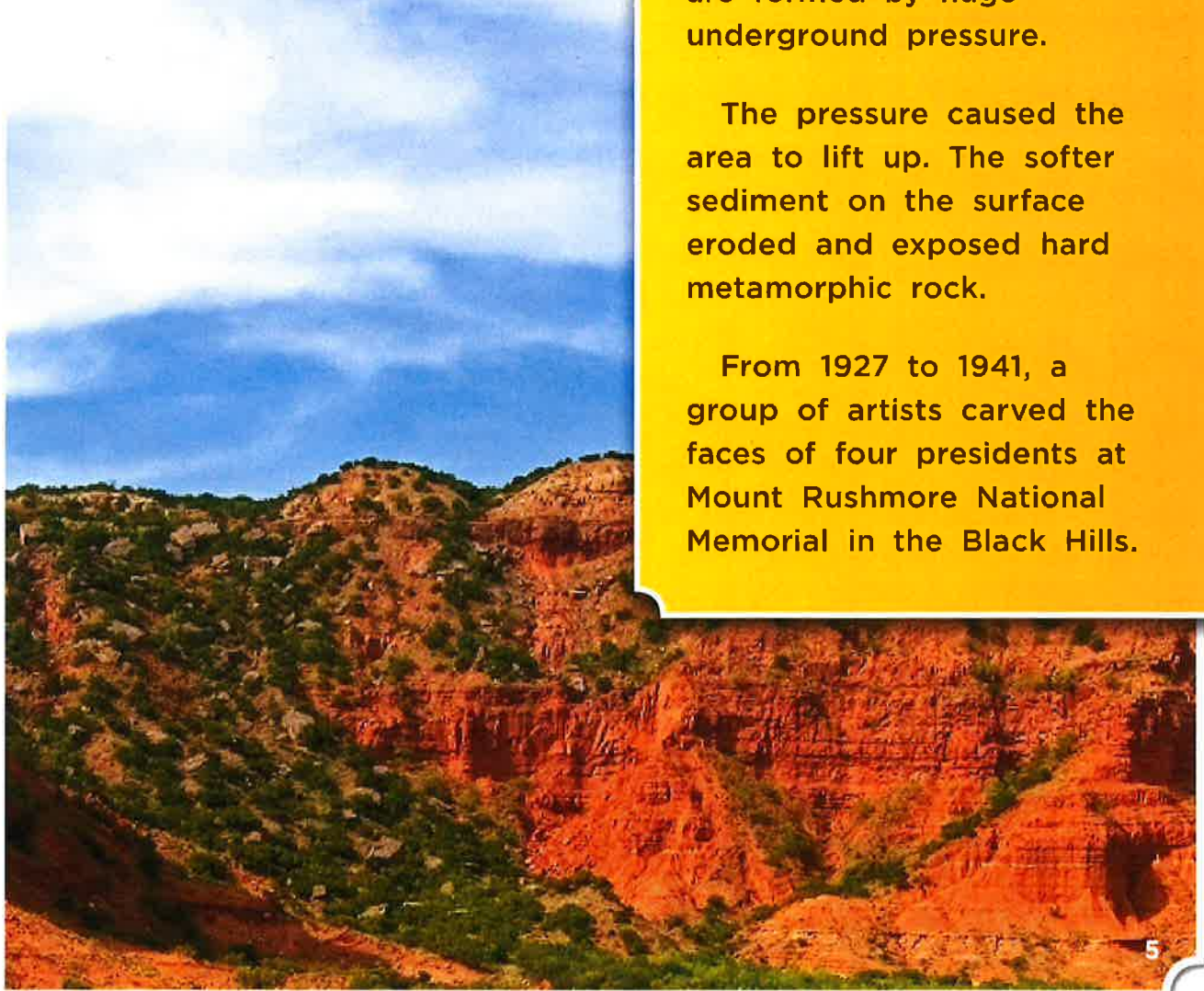
Many large animals, or megafauna, lived on the Great Plains thousands of years ago. These megafauna included the mammoth, a species of camel, and the short-faced bear. Now a wide variety of new species live on the Great Plains.

THE BLACK HILLS

The Black Hills are located in southwestern South Dakota and northeastern Wyoming. The peaks in the central part of the Black Hills are formed by huge underground pressure.

The pressure caused the area to lift up. The softer sediment on the surface eroded and exposed hard metamorphic rock.

From 1927 to 1941, a group of artists carved the faces of four presidents at Mount Rushmore National Memorial in the Black Hills.



The climate of the Great Plains has changed over time. During the Ice Age, there was more rain, so the Great Plains were covered with forest. There was also less difference between summer and winter.

The climate changed, and the Great Plains became drier. The Great Plains relied on winds from the west to bring rain. However, the Rocky Mountains stopped most of the moisture from reaching the plains.

The forests on the Great Plains changed to grasslands. Large animals, such as the mammoth, could not adapt. Mammoths died out, while bison adapted and flourished.

In Other Words became extinct.
En español, *died out* quiere decir *se extinguieron*.

Scientists look for evidence, such as fossils and bones, to learn about what the area was like long ago.



There have been many droughts on the Great Plains. Droughts can badly affect the ecosystems around rivers and other waterways.

When the water level of a stream or river is low, fish can often swim to other areas. In contrast, frogs and creatures such as shrimp and crabs cannot leave the area. It is probable that these creatures will die. As a result, the entire food web is affected. Birds, beavers, raccoons, and other animals must leave to find food and water in other areas.

MUSSELS AT RISK

The mussels in the waterways of the Great Plains are an important part of the food web. They provide **protein** for a variety of animals, including fish and birds. Floods, droughts, and human activity change the amount of water in the waterway. These forces can wash away mussels or leave the mussels without water.

STOP AND CHECK

How have the Great Plains changed over time?

When there is a disruption to the water flow, it can cause problems for mussels.



The Humans Arrive

When did the first people come to the Great Plains? Some evidence suggests that it was at least 12,000 years ago.

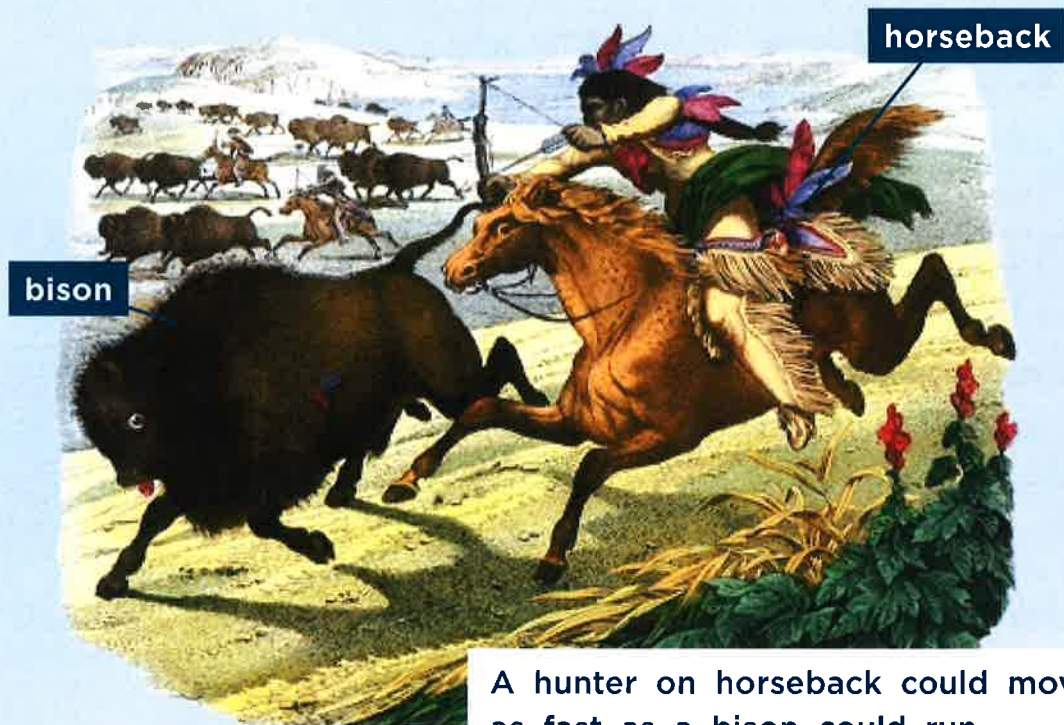
There is even more evidence that people were living on the Great Plains 10,000 years ago. These early Native Americans were mostly **nomadic** people. They hunted bison and followed them across the grasslands. Later Native Americans grew crops. They used fire to clear the grass from the land.

Early Native Americans used stone spear heads for hunting large animals.



In the early 1500s, Spanish explorers arrived on the Great Plains and brought horses with them. The Native Americans had not seen horses before. They traded goods with the Spanish for horses.

Horses made the Native Americans better hunters. They moved much faster on horses than on foot. As a result, they killed more bison than before.



Around the early 1600s, European fur trappers arrived on the Great Plains. Furs and pelts were popular clothing at that time. The trappers hunted animals for fur. There were no laws to protect the animals. As a result, some species, such as the beaver, declined drastically.

**Language
Detective**

Better is a comparative adjective.
What is the superlative form?

During the nineteenth century, settlers established farms on the Great Plains. They plowed large areas of the prairie grasslands and planted crops. This created disorder for the local ecology. The grasses' roots had held the soil in place and prevented soil erosion. The grasslands had also provided a **habitat** for many birds and animals.

In Other Words in the same spot.
En español, *in place* quiere decir *en el lugar*.

OGALLALA AQUIFER

The Ogallala Aquifer is a huge supply of water that is under the Great Plains. The water is between layers of rock.

It takes a long time to collect water in an aquifer. Water seeps down slowly from the surface of the land. People are using up the supply of water at a faster rate than water is seeping down to refill the aquifer.

Farmers on the Great Plains use a huge amount of water to irrigate crops.



©Royalty-Free/Corbis

The settlers tilled the plains year after year. By the 1930s, most of the soil's natural nutrients were depleted.

The farmers started to use fertilizers to make their crops grow faster. They used toxic pesticides to kill the insects that ate the crops. This was bad for the land. The fertilizers and pesticides also killed beneficial insects.

Things got worse when a terrible drought hit the Great Plains during the 1930s. The prairie grass and the farmers' crops died, and there were no plant roots to hold the soil in place. Winds blew the topsoil away in thick dust clouds. People call this period of time the Dust Bowl.

**Language
Detective**

Bad is an adjective. Find a comparative form on this page.

dust storm

The wind carried the soil across the country in thick clouds of dust.

NOAA George E. Marsh Album

Recently, some farmers have recognized that using too many fertilizers and pesticides causes problems. These farmers have been planting crops such as grain, sorghum, and sunflowers that are **crossbred** with prairie grasses.

Prairie grasses thrive in the environmental conditions of the Great Plains. They do not need chemicals or irrigation to grow well. The crossbred crops do not need a lot of fertilizers and pesticides. They are better for the ecosystems of the Great Plains.

STOP AND CHECK

What happened to the Great Plains in the 1930s?

HUMAN IMPACT ON THE GREAT PLAINS

DATE	PEOPLE	ACTIVITY	EFFECT
Around 10,000 years ago -1000 B.C.	First Native Americans	<ul style="list-style-type: none"> • Cleared small areas for growing vegetables • Hunted bison on foot 	<ul style="list-style-type: none"> • Burned some areas of natural vegetation • Killed some bison
Early 16th century	Spanish explorers	<ul style="list-style-type: none"> • Introduced horses 	<ul style="list-style-type: none"> • Many more bison killed
16th–19th century	European fur trappers	<ul style="list-style-type: none"> • Hunted animals for skins and pelts 	<ul style="list-style-type: none"> • Many animal species declined rapidly, some nearly dying out
19th–20th century	European settlers	<ul style="list-style-type: none"> • Plowed up large areas of grassland • Grazed a lot of livestock • Used fertilizers and toxic sprays 	<ul style="list-style-type: none"> • Unstable soil • Nutrients lost • Insects killed, affecting other animals in the food web

Rebuilding the Great Plains' Ecosystems

Conservationists are trying to restore the Great Plains. Many conservationists want to restore the prairie grasses first. Prairie grasses are the basis for many of the food webs in the Great Plains' ecosystems.

Conservationists learn more about the Great Plains' ecosystems all the time. In the past, people thought prairie fires were bad. They used to put out fires as quickly as possible. However, research has shown that fire helps the ecology of the Great Plains. Fires clear old growth, add nutrients to the soil, and kill invasive, non-native plants.



The roots of prairie plants can stretch much farther underground than the part of the plant that grows above ground.

Other conservationists are working to increase the populations of animals that lived on the Great Plains long ago, including prairie dogs, black-footed ferrets, bison, and wolves. First, they need to ensure there is enough food for the animals.

THE BLACK-FOOTED FERRET AND THE PRAIRIE DOG

The black-footed ferret is one of the most endangered animals in North America. One reason is that its main food source, the prairie dog, has greatly declined.

Prairie dogs are important to the ecology of the Great Plains. They eat grasses and turn the soil when they dig. Their burrows lead water into underground aquifers.

However, most farmers do not like prairie dogs. Farmers want the grass for their livestock. Also, people and animals can get injured when they step in prairie dog burrows.

Unless the prairie dog (below) is saved, the black-footed ferret will probably not survive.

Purestock/PunchStock



Bison are important to the Great Plains' ecosystems. Bison help spread prairie grass seeds and keep the grass short. This benefits prairie dogs, which eat only short grass.

There are only a few small herds of bison today. Some conservationists want to restore bison across the plains. However, conservationists have some problems. In the past, some bison crossbred with cattle. Now it can be difficult to identify purebred bison.

Some farmers worry that bison might carry diseases that are bad for cattle. Conservationists will need the farmers' support to restore bison to the Great Plains.

STOP AND CHECK

What issues are conservationists working on in the Great Plains?

There are approximately 500,000 bison in North America today. There were once about 30 million bison.



Conclusion

The Great Plains formed over tens of millions of years. The plains are now home to a large variety of **interconnected** ecosystems.

Over time, climate change, droughts, fires, and human activity have affected the Great Plains' ecology.

Many of the animal species that lived on the Great Plains have become **extinct**. Other species are endangered because of changes to their natural habitats and sources of food.

Some people want to protect the plains by restoring the grasslands. After all, the prairie grasses are the foundation for the complex food webs of the Great Plains.

(b) Gary Irving/Photodisc/Getty Images; (t) Tetra Images/Tetra Images/CORBIS

However, restoring the Great Plains' ecology is complicated. All of the different ecosystems are closely linked, so it is difficult to figure out which species of animals or plants should be restored first.

We need to understand the biodiversity of the Great Plains better. Then we'll find the best way to restore the Great Plains. The people who live in the region also need to understand the issues and help to protect their environment.

Respond to Reading

Summarize

Use important details from *The Great Plains* to summarize the text. Your graphic organizer may help you.

Details	Author's Point of View

Text Evidence

1. What features of *The Great Plains* help you identify it as expository text? **GENRE**
2. What is the author's point of view about the Great Plains? What evidence does the author include to support this position? **AUTHOR'S POINT OF VIEW**
3. The word *toxic* on page 11 contains the root *tox*, meaning "poison." Use the root word and context clues to tell the meaning of *toxic*. **ROOT WORDS**
4. Reread Chapter 2. What is the author's point of view about the human impact on the Great Plains? Use details from the text as evidence. **WRITE ABOUT READING**

Compare Texts

Read about the return of wolves to the Great Plains.

Save the Great Plains Wolves

The Great Plains wolves once roamed across the prairie. However, many farmers, ranchers, and hunters did not like the wolves. Wolves attacked their cattle and killed deer and elk. Some people decided to hunt and poison the wolves. The wolves could not fight against these unexpected attacks, and they nearly became extinct.

Recently, scientists have made some amazing discoveries about wolves. The discoveries have made us realize that it is important to save the Great Plains wolves.

The Great Plains wolf once roamed throughout the United States and southern Canada.

Wolves are important to the Great Plains' ecosystem. Scientists have discovered that wolves keep deer and elk populations at a manageable size. Without wolves to hunt them, the populations of deer and elk become too large. Then there is not enough food for the many deer and elk.

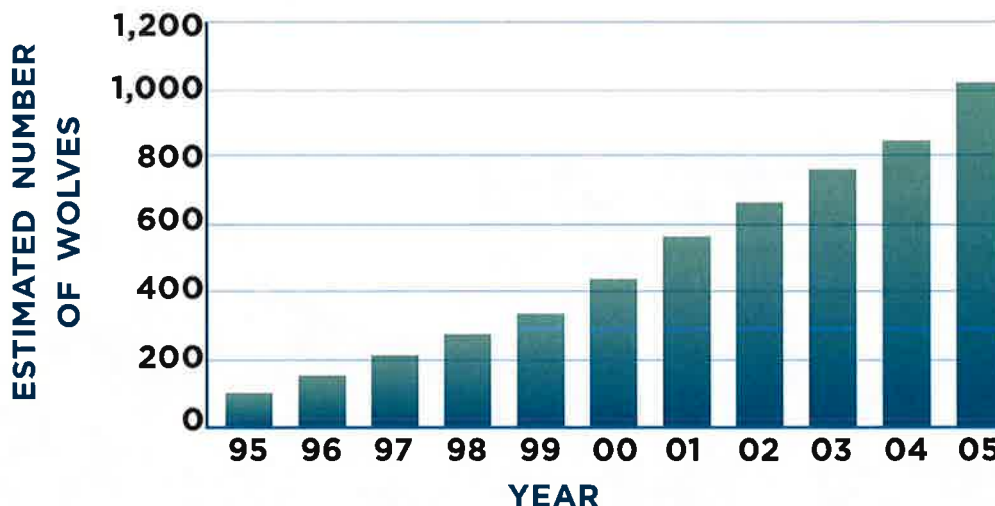
Also, when there are no wolves, deer and elk herds stay in one place over winter. They graze on the same young trees until the trees cannot grow anymore.

Wolves force deer and elk to move around. This gives the trees a chance to grow. Birds and insects live in the trees. Other animals live in and around the trees, too. Deer and elk movement helps the whole ecosystem.

Reintroducing Wolves

Wolves have been reintroduced in other parts of the United States. The northern Rocky Mountain wolf was successfully reintroduced in the Yellowstone area in 1995.

Northern Rocky Mountain Wolf Population, 1995-2005



Wolves can help ranchers and farmers. Wolves pick out weak and sick animals when they hunt. If cattle ranchers take care of their cattle, wolves will not hunt them.

Wolves can also help people earn money. Tourists spend money to see these incredible creatures in their natural habitat.

Humans almost made the Great Plains wolves extinct and put other plants and animals on the plains in danger. Now we understand the importance of the wolves in the prairie ecosystem. Saving the wolves will help save the Great Plains!



Ranchers and farmers can help save the Great Plains wolf by taking good care of cattle.

rancher

cattle



Make Connections

What have scientists learned about the role of wolves on the Great Plains? **ESSENTIAL QUESTION**

What do Great Plains wolves and prairie dogs have in common? How are they important to the Great Plains? **TEXT TO TEXT**

Glossary

biodiversity many different types of plants and animals in an area (*page 5*)

conservationists people who want to protect things, especially natural things in the environment such as animals and plants (*page 3*)

crossbred crossed two different breeds of an animal or a plant to produce an animal or plant that is a mixed breed (*page 12*)

crustaceans animals that mainly live in water and have hard shells; for example, lobsters, crabs, shrimp, and barnacles (*page 7*)

ecology an area of science that looks at how living things relate to their environment (*page 3*)

extinct a plant or animal that is no longer alive on Earth (*page 16*)

habitat the natural environment of a living thing (*page 10*)

interconnected joined or related in some way (*page 16*)

nomadic moving from place to place with no permanent home (*page 8*)

protein a rich food that is found in plants and animals and is a necessary part of every animal's diet (*page 7*)

species a group of plants or animals that share the same features, come from the same family, and are able to breed together (*page 2*)

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Focus on Science

Purpose To understand the impact that the extinction of an animal has on the environment

Procedure

Step 1

With a partner or a group, choose one Great Plains animal that you'd like to learn more about.

Step 2

Research the animal. Identify its role in the ecosystem. Think about what would happen if the animal became extinct. How would the food web be affected? How would the environment the animal lives in be affected?

Step 3

Make a list of reasons why the animal should be protected.

Step 4

Make a poster to convince people that your animal needs to be saved. Make sure to include information on how the animal benefits the environment.

Conclusion How would the extinction of the animal affect the environment? Is it possible for humans to live in harmony with the animal you researched? Why or why not?

Thinkmark

The Topic

What is *The Great Plains* mostly about?

Text Structure

How does the author organize information in *The Great Plains* and *Save the Great Plains Wolves*?

Vocabulary

What new words did you learn in the text?
What helped you understand their meanings?

Conclusions

What is the most important thing you learned in *The Great Plains*?

Author's Purpose

What is the author's purpose for writing this text?

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5th Grade-ELD Learning Packet

ANSWER KEY

Week 7

Day	Lesson										
1	Vocabulary: <ol style="list-style-type: none">1. The number of students in the classroom declined due to the COVID-19.2. Having a dizziness may be a sign of a medical disorder.3. I could identify my house in a Google map.4. The cold weather made it probably to snow.5. An unexpected teacher came when the teacher was absent.6. The virus widespread made everyone sick.										
	Vocabulary: Root Words. <ol style="list-style-type: none">1. agro2. commerce3. trans-4. sed-5. per-										
	Word Study: suffixes -ion. <table border="0"><tr><td>A. 1. elect</td><td>2. relat-</td><td>3. locat-</td><td>4. predict</td><td>5. confus</td></tr><tr><td>B. 6.direction</td><td>7. correction</td><td>8. decoration</td><td>9. discussion</td><td></td></tr></table>	A. 1. elect	2. relat-	3. locat-	4. predict	5. confus	B. 6.direction	7. correction	8. decoration	9. discussion	
	A. 1. elect	2. relat-	3. locat-	4. predict	5. confus						
B. 6.direction	7. correction	8. decoration	9. discussion								
Genre/Text Feature: <ol style="list-style-type: none">1. The author's point of view2. Expand Our Urban Forests. To express his/her opinion.3. The benefits of urban trees.											
2	Comprehension and Fluency: <p>A.</p> <ol style="list-style-type: none">1. It is better to control the use of rain forest land and limit the negative outcomes.2. Often when rain forest trees are cut down, subsistence agriculture takes the tree's place.3. People need to preserve the rainforest for the sake of the planet.4. Plants and animals that live in the rainforest lose their habitats when trees are cut down. <p>B. Open response</p>										
	Comprehension and Fluency: <p>Author's Point of View Graphic Organizer: Open response</p>										
3	Writing Traits: Organization. <p>A.</p> <ol style="list-style-type: none">1. Volunteering is important2. Anecdotes and evidence3. Utilizing emotive sentences4. Open response <p>B. Open response</p>										
	Write to Sources: Open response										

	<p>Differentiated Text: Read the literary passage “Biofuels: Good or Bad?”</p> <ol style="list-style-type: none"> 1. They are made from plants that we can grow again. 2. Biofuels are cheaper than fossil fuels. It is easy to grow things that are needed to make biofuels. We don't need to depend on other countries to produce biofuels. People can get jobs making biofuels. 3. Biofuels make less energy than fossil fuels. People eat the crops that are used to make biofuels. The demand to grow more crops for food and biofuels may cause a shortage of land. <p>Write: Open response</p>
<p>4</p>	<p>Leveled Reader: Read the book “The Great Plains”. Then, complete the following:</p> <p>Summarize: Open response</p> <p>Text Evidence:</p> <ol style="list-style-type: none"> 1. Organization, clarity, impersonal 2. Open response 3. poisonous 4. Open response
<p>5</p>	<p>Leveled Reader: Read the story “Save the Great Plains Wolves” pages 19-23</p> <p>Focus on Science: Open response</p> <p>Thinkmark: Open response</p>