COMPTON UNIFIED SCHOOL DISTRICT

Grade 5

My Summer Learning Packet

5th Grade Summer Learning Packet
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Recommended Online Usage	
❏ I-Ready Reading - 45 minutes per week	❏ I-Ready Math - 45 minutes per week
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COMPTON UNIFIED SCHOOL DISTRICT

Support Learning at Home

MESSAGE FOR PARENTS

Dear Parents and Guardians,

As summer break approaches, we would like to share with you some learning resources that we have available for our Compton USD students. From our Summer Learning Packets to our online programs, CUSD students have multiple opportunities to reinforce learning. We want our scholars to continue learning during vacation time!

Educational research consistently shows that summer learning programs help students better retain the information learned during the previous year and better prepares students for the upcoming grade level. We also know that when kids read over the summer, they are more likely to leap ahead when they return to school. This is often called the "summer leap."

Please visit our Distance Learning Platform (Parent Resources) in the Compton Unified School District website to access some of the resources that we have available for our students!

We hope that you have a restful and healthy summer break and we look forward to seeing everyone in August.

SUMMER LEARNING PACKETS

Our Common-Core aligned *Summer Learning Packets* offer our students the opportunity to review some of the most important concepts learned throughout this academic year. These activities mainly cover the areas of literacy and mathematics. Each packet contains student work that students can complete during the summer break.

In addition, we recommend that students engage in leisure reading for a minimum of 30 minutes daily! Encourage them to take home reading books from their classroom/school library!

Please know that these instructional activities and ideas are suggested and not required. Some children may need a combination of reading independently and having someone read to them. Some children prefer reading on the iPad or computer. If your child is struggling with a math page, please let your child's next year teacher know what concepts were difficult. If your child needs to skip problems, that is fine!

Our intention is to provide academic activities for children who would like to complete them, as well as for parents that find the review beneficial for their child. We hope each child finds the activities engaging.

Other academic summer activities could include journal writing, composing emails to family and friends, writing post cards while on a trip, sending thank-you notes, card games, Sudoku, word searches, crossword puzzles, arts and crafts, gardening, putting on plays/musicals, organizing a child-friendly garage sale, cooking, having a family game/puzzle night, etc.

HAVE A WONDERFUL SUMMER!!!

EDUCATIONAL SERVICES

PHONE:
(310) 639-3165

WEBSITE:
www.compton.k12.ca.us

SUMMER ENRICHMENT

DISTRITO ESCOLAR UNIFICADO DE COMPTON

Support Learning at Home

MENSAJE PARA LOS PADRES

Queridos padres y tutores,

A medida que se acerca el descanso de verano, nos gustaría compartir con ustedes algunos recursos de aprendizaje que tenemos disponibles para nuestros estudiantes. De nuestros *Paquetes de Aprendizaje de Verano* a algunos de nuestros programas en línea, los estudiantes de CUSD tienen múltiples oportunidades para reforzar el aprendizaje. Queremos que nuestros estudiantes continúen aprendiendo durante las vacaciones

La investigación educativa muestra consistentemente que los programas de aprendizaje de verano ayudan a los estudiantes a conservar mejor la información aprendida durante el año escolar anterior y prepara mejor a los estudiantes para el próximo nivel de grado. También sabemos que cuando los niños leen mucho durante el verano, con mayor probabilidad irán por delante cuando vuelvan a la escuela. Esto a menudo se llama el "salto de verano".
Visite nuestra Plataforma de Aprendizaje a distancia (Recursos para padres) en el sitio web del Distrito Escolar Unificado de Compton para tener acceso a algunos de los recursos que tenemos disponibles para nuestros estudiantes

Esperamos que tenga un descanso de verano relajante y saludable y esperamos ver a todos en agosto.

SERVICIOS EDUCATIVOS

TELEFONO:
(310) 639-3165

SITIO WEB:
www.compton.k12.ca.us

PAQUETES DE APRENDIZAJE DE VERANO

Nuestros paquetes de aprendizaje de verano ofrecen a nuestros estudiantes la oportunidad de revisar algunos de los conceptos más importantes aprendidos a lo largo de este año académico. Estas actividades abarcan principalmente las áreas de alfabetización y matemáticas. Cada paquete contiene el trabajo que los estudiantes pueden completar durante las vacaciones de verano.

Además, recomendamos que los estudiantes participen en lectura libre por un mínimo de 30 minutos diarios ¡Anímeles a llevar libros de lectura a casa de la biblioteca de su salón de clases/biblioteca de la escuela!

Por favor, sepa que estas actividades e ideas son sugeridas y no requeridas. Algunos niños pueden necesitar una combinación de lectura independiente y también que alguien les lea. Algunos niños prefieren leer en el iPad o en la computadora. Si su hijo/a tiene problemas con una página de matemáticas, por favor informe a la maestra del próximo año escolar sobre qué conceptos eran difíciles para su hijo/a. Si su hijo/a necesita saltarse los problemas, no pasa nada.

Nuestra intención es proporcionar actividades académicas para los estudiantes que deseen completarlas, así como para los padres que encuentren este repaso beneficioso para su hijo/a. Esperamos que cada niño/a encuentre actividades que en las que se puedan involucrar.

Otras actividades académicas de verano podrían incluir la redacción o escritura libre, escribir correos electrónicos a familiares y amigos, la redacción de tarjetas postales durante un viaje, enviar notas de agradecimiento, juegos de cartas, Sudoku, búsquedas de palabras, crucigramas, artes y artesanías, jardinería, poner juegos/música, organizar una venta de garaje para niños, cocinar, tener una noche de juegos/rompecabezas familiar, etc. ¡Disfrute con sus hijos/as las muchas oportunidades que ofrece el verano!

¡TENGAN UN AGRADABLE VERANO!

SUMMER ENRICHMENT

Summer Reading Log

NUMBER	TITLE	RATING
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Grade 5

ELA

COMPTON UNIFIED SCHOOL DISTRICT

Name _____

Read the passage. Use the visualizing strategy to help you picture what you are reading.

Pecos Bill's Wild Ride

	Pecos Bill was a cowboy. Perhaps it would be more accurate to say that
14	Pecos Bill was *the* cowboy. No one handled a rope faster or rode a bronco
29	longer than Bill. He could lasso a steer and have it trussed and ready
43	to brand before he'd even taken his lariat off the saddle horn. Once, he
57	straddled a wild mustang at dawn and was still astride when the tame beast
71	bedded down for the night a week later. Why, Bill himself would be glad
85	to tell you that he was the original cowboy and all the others were just
100	imitations—and he'd be saying it in all modesty!
109	Of course, there was one time Pecos Bill got thrown. No cowhand likes
122	to confess to being tossed off his mount, but even Bill would probably
135	admit to this particular occurrence. He might even tell the tale with pride.
148	It all happened on the day Pecos Bill invented the rodeo.
159	Bill was riding the trail with a group of cowherds and half listening to
173	them telling stories about the wild rides they'd had. To Bill, their accounts
186	had the taste of baloney about them. Still, he wasn't about to accuse
199	anyone of spreading hogwash, so he kept this impression to himself.
210	It was then that the weather changed. The wind picked up, and the sky
224	turned a peculiar shade of yellow. Turning in his saddle, Bill saw a big,
238	black twister bearing down on the herd. He could hear an odd sound like a
253	cross between a freight train and a bear's growl, and the noise was getting
267	louder as the storm approached. "I reckon there's a tornado coming our
279	way," he remarked. "You boys round up the herd. If you all don't mind,
293	I'm going to take a little ride of my own. Don't wait up."
306	With that, Bill headed back down the trail toward the roaring funnel.

3

Name _____

While he rode, he lifted his rope off the horn and began twirling the lasso above his head. As it spun, he kept playing out a little more rope and then a little more again. When the loop was almost as big as a Texas watermelon, he gave his wrist a snap, and the lasso sailed up till it was about level with a mountaintop. Bill flicked his wrist again, and the noose dropped down right over the neck of the twister.

With a shout, Bill executed a prodigious leap and landed squarely on the tornado's back. Right away, that whirlwind commenced rearing and bucking. It lost interest in the herd of cattle on the trail and took off in a northwesterly direction at a gallop. In its mad dash, it uprooted trees, flattened prairie grasses, and cut a trench across the dry flatlands. Later, water started flowing down that trench, and people took to calling it the Pecos River in honor of Bill's ride.

All the while, Bill maintained his seat. He pressed his knees into the sides of his stormy steed, gripped the rope in one hand, and held on to his hat with the other. The pair left Texas, crossed New Mexico, and entered Arizona. As they went, the storm bucked and roared. Bill hung on, whispering to his wild mount to gentle it. Despite the sweet nothings he murmured, it would not be tamed.

They were almost in Nevada when Bill sensed the storm was losing energy and relaxed his grip slightly. Right away, the tornado put out a burst of effort. It spun so furiously that its tail cut a broad, deep canyon in the rocks. (Today, folks call this the Grand Canyon.) Then, with a final surge of power, the storm threw Pecos Bill. He tumbled head over heels, flew over the Mojave, and landed in California with a mighty wallop. After he caught his breath, he saw he'd hit the ground so hard, he'd left a crater in it. "Hmm," he said to himself, "if anyone else took a fall like that, they might have died." (That's probably why nowadays, people call his landing place Death Valley.)

And that's how Pecos Bill created the rodeo.

Name _____

A. Reread the passage and answer the questions.

1. Who is the narrator of the text? _____

2. What point of view does the author use in the text? How do you know?

_____

_____

_____

3. How might this story be different if it were told from a different point of view?

_____

_____

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

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

Name _____

Read the selection. Complete the point of view graphic organizer.

Details		Point of View
	→	

Name _____

Stormie and the Octopus

Old Stormalong was sailing over the deepest part of the ocean when the anchor unexpectedly fell to the bottom of the ocean. It caught on something and stopped the ship, so Stormie the Brave dove to the depths of the water to untangle the anchor. Soon he popped up and told his men to haul in the anchor. "An old octopus was holding the anchor, and I had to arm wrestle him for it," he said. "Then I tied all his arms and legs in knots."

Answer the questions about the text.

1. **How do you know this text is a tall tale?**

   _____

   _____

2. **What passage from the text is an example of hyperbole? What is its effect on the text?**

   _____

   _____

3. **Write a description of Stormie the Brave that shows that he is a larger-than-life hero.**

   _____

   _____

Name _____

Underline the word in each passage that is the synonym or antonym for the word in bold. Then write a definition of each word in bold.

1. (antonym) Why, Bill himself would be glad to tell you that he was the **original** cowboy and all the others were just imitations.

   _____

2. (synonym) Of course, there was one time Pecos Bill got **thrown**. No cowhand likes to confess to being tossed off his mount.

   _____

3. (synonym) To Bill, their accounts had the taste of **baloney** about them. Still, he wasn't about to accuse anyone of spreading hogwash.

   _____

4. (synonym) All the while, Bill maintained his seat. He pressed his knees into the sides of his stormy steed, **gripped** the rope in one hand, and held on to his hat with the other.

   _____

5. (antonym) Bill hung on, whispering to his **wild** mount to gentle it. Despite the sweet nothings he murmured, it would not be tamed.

   _____

Name _____

A. Read the headings in the chart. Say the words in the box below and listen for the final /əl/ and /ən/ sounds. Then write the words in the correct column of the chart.

| abandon | barrel | mountain | frighten | global | identical |
| slogan | practical | lengthen | pretzel | ample | salmon |

/əl/ in *simple*	/ən/ in *soften*
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. Use your completed chart to write the different letter combinations that can be used to spell each sound.

1. words with /əl/ such as *simple* _____

2. words with /ən/ such as *soften* _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can enhance the style and tone to suit the text's purpose.

Draft Model

Haley, a soccer player, collected used soccer jerseys and sent them to Guatemalan children. Her efforts helped create a global soccer team.

---

1. What details would help clarify the author's purpose for writing?

2. What details would make the text more engaging?

3. What details would convey the author's attitude toward Haley? How else can you strengthen the tone?

B. Now revise the draft by adding details to strengthen the text's style and tone.

_____

_____

_____

_____

_____

_____

_____

_____

Name _____

Karim wrote the paragraphs below using text evidence from two different sources to respond to the prompt: *Write a narrative comparing the heroic characters, Davy Crockett and Buzzard. Use details from* **Davy Crockett Saves the World** *and "How Grandmother Spider Stole the Sun" in your writing.*

Davy Crockett and Buzzard are both heroes with extraordinary talents. Without them, Earth would not be the same.

In *Davy Crockett Saves the World*, Halley's Comet threatened Earth's existence. Yikes! The President of the United States needed someone to stop this crazy comet, and he knew Davy was his man. Faster than a jet plane and stronger than a hundred men, Halley's Comet stood no chance. Davy knew what he must do to defeat the comet. He climbed Eagle Eye Peak with one goal in mind—bring down this boiling ball of flying fire. Of course, Davy defeated the comet with his mighty strength and launched it back into space. Afterward, he was honored with a huge parade.

Buzzard also proved his heroism. With Grandmother Spider's help, he saved the day. After Grandmother stole the Sun, she needed an animal to place it at the top of the sky. All of the animals agreed Buzzard was the best choice because he could fly the highest. Despite the danger, Buzzard did not hesitate. He put the Sun on his head and flew up into the sky. Ignoring the intense heat that burned off all of his feathers, Buzzard would not quit. He is the reason the Sun sits at the top of the sky and lights all of Earth. Like Davy, the heroic Buzzard was also honored for his deeds.

Reread the passage. Follow the directions below.

1. **Circle** the interjection that shows Karim wrote with an informal voice.

2. **Draw a box** around two words that indicate comparison.

3. **Underline** one example of hyperbole that Karim uses.

4. **Write** the pronoun and antecedent found in this sentence in the model:

   Davy knew what he must do to defeat the comet.

   _____

Name _____

Read the passage. Use the visualizing strategy to check your understanding of the story.

A Penny Saved

	SETTING: A family living room in the evening. MOM and DAD sit
12	together on a couch while children REX and MANDY sit cross-legged on
24	the floor in front of them. TAD stands facing them with graphs and charts
38	posted on an easel behind him. A bright pink piggy bank sits on a small
53	table in the center of the stage.
60	TAD: You're all probably perplexed as to why I've called this
71	emergency family meeting. It is because of this! [points to the piggy bank]
84	It seems that someone, perhaps one of you, has been raiding our family's
97	vacation fund!
99	MOM [hiding a smile]: And what evidence, may I ask, has led you to be
114	so suspicious of your own family members, Tad?
122	TAD: Well, we all know that a penny saved is a penny earned, and
136	we've stashed away lots of spare change over these past months. We were
149	planning on using that money for an exciting summer adventure, but lately
161	I've observed that our piggy bank has been losing weight.
171	REX: It doesn't look any thinner to me.
179	TAD: Well, it may not have been losing inches; but, look at this chart
193	and spreadsheet [turns to point at the easel behind him]. You'll observe a
206	rather steady decline in the bank's weight over the past two weeks.
218	MOM [to DAD]: Did you help him make those on your computer?
230	DAD [to MOM]: You know that Tad enjoys spreadsheets and statistics
241	as much as I do. The acorn doesn't fall far from the tree.
254	MANDY: So you believe that one of us has been stealing money?
266	TAD: That is a precise summary of my conclusion based on the facts
279	and figures of my investigation.
284	MOM: Well, knowing what a great detective you are, I'm sure you left
297	no stone unturned. What other evidence do you have?

Name _____

TAD: As you all know, a previous incident [looks at REX] resulted in our placing a strip of security tape here across the bank's stopper. I cleverly marked the tape with indelible ink one day. On the very next day, I found that the original tape had been replaced!

MANDY: Rex, how did you figure out where Mom keeps the tape?

REX: Why are you blaming me? I didn't break into the bank!

The family's piggy bank was mysteriously losing weight.

MOM: Don't jump to a hasty conclusion, Mandy. You should look before you leap. We need to consider Tad's evidence first.

DAD: I'm sure there's a reasonable explanation for all of this.

MOM [stands up]: There is indeed an alternative explanation. After all, there are two sides to every coin. Tad, as it turns out, I'm your so-called "thief."

TAD [astounded]: You? But why would you take money from the piggy bank when you and Dad have lots of money already!

MOM: Well, it may seem as though we're rich to you, but sometimes we don't have as much money on hand as we need. And it's not as if I "stole" anything. Let me have you consider this: Every morning on your way to school, what do I give you kids?

REX [proudly]: Three quarters each for snacks!

MOM: Tad, pick up the piggy bank and give it a shake. [He does.] Now tell me what you hear.

TAD: Not as much change as two days ago, that's for sure. [shaking again] Maybe some rustling sounds, like paper.

MOM: Like dollar bills, perhaps? I've been taking out coins and replacing them with bills whenever I needed spare change for your snacks. That explains why the bank has been getting lighter.

TAD: Well, I guess all's well that ends well, then.

MOM: Tad, they say that a fool and his money are soon parted. If that's the truth, then a smart boy like you will never go broke!

Name _____

A. Reread the passage and answer the questions.

1. How many speakers are involved in the family meeting, and who are they?

   _____

   _____

2. Which speaker has called the family meeting, and what point of view has prompted it?

   _____

   _____

3. Which speaker implies that Rex has stolen money in the past? How does he or she imply that?

   _____

   _____

4. Which speaker offers an alternative point of view about what caused the piggy bank's weight loss? What is that point of view?

   _____

   _____

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

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

Name _____

Read the selection. Complete the point of view graphic organizer.

Details	Point of View

Name _____

A Surprise in the Attic

Scene One

(Setting: A family's attic. RON and JOHN, 10-year-old twins, are ransacking boxes.)

RON: We'll never get our historical costumes done on time!

JOHN: Let's keep looking. We'll find something here to give us an idea, right?

RON (finds a sheet of paper): Look! Someone concealed a telegram in this trunk. (He reads it.) It's dated April 10, 1912. It says, "I will not be there. I have missed Titanic's noon launch."

JOHN: An ancestor of ours missed the Titanic! Who, I wonder?

Answer the questions about the text.

1. **Of what fiction genre is this text an example? How do you know?**

   _____

   _____

2. **Why are the twins searching the attic? Explain how you can infer the reason.**

   _____

   _____

3. **Name the scene's setting, and tell why you think the author used it.**

   _____

   _____

4. **What else might you have the twins find that might make the story more interesting?**

   _____

Name _____

Restate each adage or proverb below in your own words. Then write a sentence or two that contains each proverb or adage and demonstrates its meaning.

1. **The acorn doesn't fall far from the tree.**

    meaning: _____

    sentence: _____

    _____

2. **Leave no stone unturned.**

    meaning: _____

    sentence: _____

    _____

3. **Look before you leap.**

    meaning: _____

    sentence: _____

    _____

4. **All's well that ends well.**

    meaning: _____

    sentence: _____

    _____

Name _____

miscalculated	nonspecific	inaccurate	overabundant
subaquatic	overwhelm	regain	submerge
misguided	repaired	impatiently	replenished

A. In the chart below, sort each word in the word box above by the meaning of its prefix.

not	again	wrongly
_____	_____	_____
_____	_____	_____
_____	_____	

under or beneath	too much	
_____	_____	
_____	_____	

B. Read each sentence. Replace the underlined words with a word from the word box above. Write your answer on the line.

1. She felt overwhelmed because she had <u>wrongly judged</u> the amount of time the work would take. _____

2. The report was <u>not correct</u> and its argument was illogical. _____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about what details you can add to develop the characters.

Draft Model

Rion told Zach to open it.
"I'm not touching it," responded Zach.
"Okay. I'll do it. Move over," said Rion.

---

1. What details can you add to make the characters more real? What details would help readers visualize the characters?

2. How can you adjust the dialogue to help it reveal what the characters are like?

3. What other details would help to show the characters' personalities? What details would show why they respond to each other as they do?

B. Now revise the draft by adding details to better develop the characters of Rion and Zach.

_____

_____

_____

_____

_____

_____

_____

_____

Name _____

Reggie wrote the scene below using text evidence from *A Window into History* and "A Second Chance for Chip" to respond to the prompt: *Write a scene between Jacob and Caleb. Have Jacob tell Caleb about his friend's dog, Chip.*

Caleb: Hey Jacob, what's up? I think I just saw that dog Chip that belongs to a friend of yours. He was getting chased through our backyard by a cat! It's not every day I see a big, muscular, black German shepherd being chased by a fluffy, little, orange cat.

Jacob: Yep. That sounds about right for Chip. You'd think he'd be a good guard dog, but he's actually scared of his own shadow. Any sudden sound Chip hears makes him dive straight under the nearest bed.

Caleb: I hope you're kidding. As big as that dog is, he shouldn't be afraid of anything.

Jacob: Nope, I'm totally serious. Every time I go to my buddy's house and ring his doorbell, I hear Chip let out a yelp. Then I hear *pitter patter pitter patter* as he runs to hide somewhere.

Caleb: That poor dog. He looks so nice, too.

Jacob: Oh, he's definitely a friendly dog. He'll come right up and start licking your face after he gets to know you. Chip's as courageous as a ham sandwich though.

Caleb: Well, as for myself, I'd take a friendly dog over an angry watchdog any day.

Reread the passage. Follow the directions below.

1. **Circle** the sentence that has the *most* descriptive details.

2. **Draw a box** around the simile Reggie used in his writing.

3. **Underline** the reflexive pronoun in this passage.

4. **Write** an example of informal dialogue Reggie uses in his scene.

_____

Name _____

Read the passage. Use the summarize strategy to recognize and remember what you learned.

A Warrior for Women's Rights

	In January 1917, a group of women paraded silently in front of the
13	White House. Each carried a banner asking for the right to vote. One
26	banner read, "Mr. President, how long must women wait for liberty?"
37	These women, called Silent Sentinels, picketed outside the White House
47	almost every day for eighteen months. Passersby harassed the women and
58	called them names, but the demonstrators continued their silent march.
68	These women were the first ever to protest in front of the White House.
82	Their leader was a brave, determined young woman named Alice Paul.
93	**Becoming a Suffragette**
96	Alice Paul was born in 1885 in Moorestown, New Jersey, to a Quaker
109	family that believed in women's education and women's equality,
118	uncommon beliefs for the time. Her mother worked for women's suffrage
129	and brought young Alice to her suffrage meetings.
137	Paul graduated high school at the top of her class and went on to
151	college. She earned degrees in biology and sociology before traveling to
162	England to study social work.
167	Her stay in England transformed Paul. She met Emmeline and
177	Christabel Pankhurst, leaders of the women's suffrage movement
185	in England. The Pankhursts taught Paul a new way to fight for
197	women's equality.
199	American suffragists had chosen more passive ways to push for
209	women's rights. They wrote letters, passed around petitions, and held
219	private meetings with political leaders. English suffragists believed
227	in "deeds, not words." They went to great lengths to draw attention to
240	themselves. They held parades, formed picket lines, and went on hunger
251	strikes. Alice Paul returned to the United States with a militant spirit.

Name _____

Taking to the Streets

Alice Paul had always been shy, but she was not afraid of confrontation. Her experiences in England taught her that confrontation was the best way to bring attention to the issue of women's suffrage.

Women protested in front of the White House for their right to vote.

Her first task as a leader in the American suffrage movement was to organize a parade in Washington, D.C. She scheduled the parade for the day before President Woodrow Wilson took office. On March 3, 1913, thousands of women marched down Pennsylvania Avenue carrying banners demanding the right to vote. The marchers were attacked, and the police did very little to help them. Despite the violence, Paul got what she wanted: attention for her cause.

Four years later, when women still had not won the vote, Paul organized the Silent Sentinels. Again, the police did not protect the protestors. Instead, they arrested the women. Each day, a few more were arrested. At first, the women were released quickly. As their picketing continued, however, their jail sentences became longer.

In October 1917, Paul was arrested for organizing the protests. She and the other suffragists were mistreated in jail. Newspapers published stories about the women's treatment. The stories earned public sympathy for the women.

President Wilson announced that he supported Paul's cause. In 1918, he presented Congress with a constitutional amendment that would grant women the right to vote. Two years later, the amendment—the 19th—became law.

A Tireless Crusader

Paul's efforts to achieve women's equality did not end with the passage of the 19th Amendment. In 1921, she wrote the Equal Rights Amendment, which sought to protect women against discrimination. She fought for its passage until her death in 1977.

Name _____

A. Reread the passage and answer the questions.

1. **What alerts you to the author's point of view at the beginning of the passage?**

   _____

   _____

   _____

2. **What connections does the author make between Alice Paul's experiences in England and her role in the suffrage movement?**

   _____

   _____

   _____

3. **What other point of view might an author express in writing about Alice Paul's life story?**

   _____

   _____

   _____

   _____

B. Work with a partner. Read the passage aloud. Pay attention to phrasing. Stop after one minute. Fill out the chart.
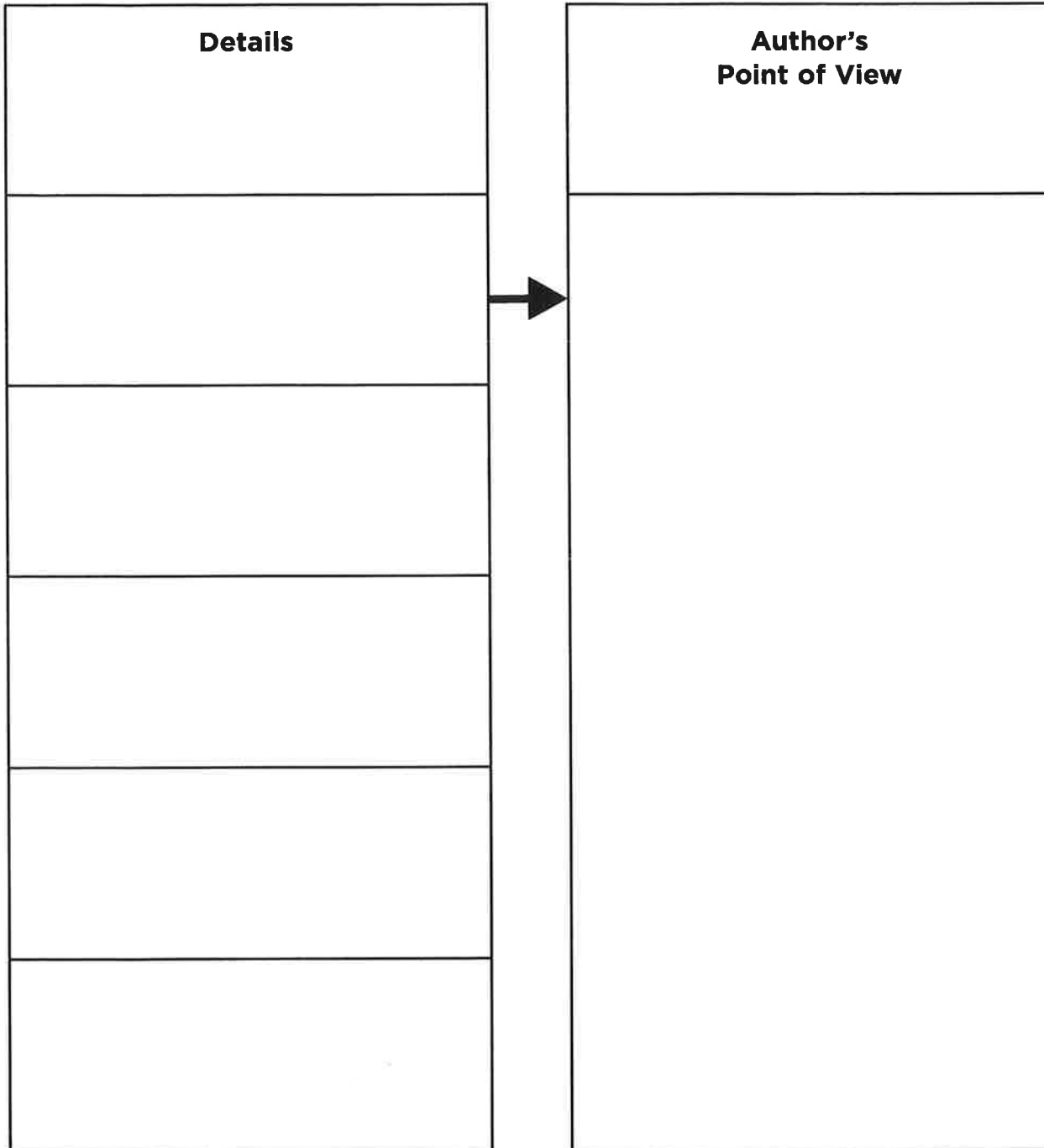
	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

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

Details	Author's Point of View

Name _____

A Rolling Movement

When he was 14 years old, Ed Roberts became paralyzed from polio. In his early twenties, he sought admission to college. At first he was told that his physical condition would make this too problematic, but Ed protested and gained acceptance. He started a group of physically challenged students called "The Rolling Quads" to improve access to services and facilities. Throughout his life, Ed founded and supported similar groups around the world. For that reason, he is remembered as the "father of the independent living movement."

In the United States there are laws and acts that protect the rights of all students.

Digital Vision

Answer the questions about the text.

1. **What genre of text is this? How do you know?**

_____

_____

2. **Based on the genre, why do you think the author wrote about Ed Roberts?**

_____

_____

3. **Why do you think the author chose this title for the text?**

_____

_____

4. **Why do you think the information in the caption is not included in the text?**

_____

_____

Name _____

A. Look at the word in bold in each sentence. On the first line, write the base word. On the next lines, add different prefixes and/or suffixes to the base word to create two new words.

1. Passersby harassed the women and called them names, but the **demonstrators** continued their silent march.

   _____   _____   _____

2. Alice Paul's family believed in women's **education** and women's equality.

   _____   _____   _____

3. Her stay in England **transformed** Paul.

   _____   _____   _____

4. The Pankhursts taught Paul a new way to fight for women's **equality**.

   _____   _____   _____

5. She and the other suffragists were **mistreated** in jail.

   _____   _____   _____

B. Write a short paragraph about Alice Paul that includes at least four of the new words you have created above.

   _____

   _____

   _____

   _____

Name _____

re<u>bel</u> / <u>re</u>bel	ex<u>tract</u> / <u>ex</u>tract	<u>re</u>fuse / re<u>fuse</u>
en<u>trance</u> / <u>en</u>trance	per<u>mits</u> / <u>per</u>mits	<u>sub</u>ject / sub<u>ject</u>
pro<u>test</u> / <u>pro</u>test	<u>ob</u>ject / ob<u>ject</u>	in<u>sert</u> / <u>in</u>sert

A. Sort the words in the box to show the correct pronunciation for each part of speech. Be sure to include the correct underlined accented syllable. Use a dictionary to help you.

Noun   **Verb**

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

B. Write three sentences. Use the homograph provided in two different ways within each sentence.

1. **refuse** _____

_____

2. **present** _____

_____

3. **content** _____

_____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about logical order.

Draft Model

The students went to the park. They made sandwiches before they came. They had learned about the many homeless people in the area. They saw it in the newspaper that morning.

---

1. How could ideas be reordered to make the text easier to follow?

2. What time-order words could be added to clarify the order of events?

3. What other details could be added or changed to make the organization of the text more logical?

B. Now revise the draft by reordering ideas to make the organization more logical.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name _____

Brandon wrote the paragraphs below using text evidence from two sources to answer the question: *How do the text structures in* **Rosa** *and "Our Voices, Our Votes" help you understand information about the struggle for equal rights?*

> Both authors use sequence and cause and effect to present the events that led to equal rights in America. The use of these text structures helps the reader see how each event is related to an earlier event.
>
> At the beginning of *Rosa*, the author discussed what everyday life was like for Rosa Parks in Montgomery, Alabama. One day, Rosa's daily routine quickly took an unexpected turn—she was arrested because she refused to give up her seat on the bus to a white person. Later that night, in peaceful protest, people decided not to ride Montgomery's buses. After nearly a year of more protests and rallies, the United States Supreme Court ruled that segregation was illegal.
>
> "Our Voices, Our Votes" details the long journey women and African Americans faced before they were allowed to vote in America. Initially, only men who owned land were allowed to vote. Finally, after more than a century of petitions, civil disobedience, and protests, the right to vote was granted to all citizens. They'd won a hard-fought battle.
>
> In conclusion, the text structures for both selections show how people engaged in important events over periods of time in a struggle for equal rights. Those events changed history.

Reread the passage. Follow the directions below.

1. **Circle** the transition that links the summary to the rest of the text.

2. **Draw a box** around the text evidence that Brandon used to show the first event in *Rosa* that led to other events.

3. **Underline** the text evidence that shows the final outcome of the Montgomery protests.

4. **Write** the pronoun-contraction included in this text.

_____

Name _____

Read the passage. Use the summarize strategy to help you understand what you read.

The Wonders of Water

Water as a Natural Resource

5	Water is a natural resource that makes life on Earth possible. People,
17	animals, and plants cannot live without it. In many places in the world,
30	however, people face shortages of clean water to meet their needs. More
42	and more people need larger amounts of water for drinking, energy
53	production, agriculture, and industry. These demands influence, or affect,
62	the availability of fresh water. Also, waste from farming, business, and
73	energy can pollute water in rivers, lakes, and the seas. Such pollution
85	reduces available water supplies even more.
91	It may seem strange that some people are running low on water to
104	meet their needs. Earth's surface is mostly composed of water. Seventy
115	percent of Earth's surface is ocean. Our planet's seas hold about 97 percent
128	of Earth's water. The salt content of ocean water is too high for many
142	human purposes, however. Therefore, people must look elsewhere for fresh
152	water. Fortunately, a natural process regularly transforms ocean water into
162	fresh water.

The Water Cycle

164	
167	Earth's water is constantly moving and changing in a circular process
178	called the water cycle. The water cycle plays a vital role in providing
191	living things with fresh water as a natural and renewable resource.
202	A renewable resource is one that can be replaced easily over a short period
216	of time.
218	The sun provides energy to the water cycle and heats ocean water.
230	As it does, some of the liquid evaporates, or changes into a gas, or vapor.
245	Wind carries this vapor high into the air, where much of it cools and
259	forms clouds.

Name _____

Some of Earth's water may get stored outside the water cycle. This storage affects how much water remains available as a resource. For example, when water freezes in cold weather, it stops taking part in the water cycle. When the weather gets warmer, the ice melts and returns as liquid water to the cycle.

Water is stored for longer periods of time in large ice floes called glaciers, as well as in polar ice. These kinds of ice are not affected much by the seasons. However, they have been melting in recent decades and growing smaller.

Water Above Earth

As the water vapor in the air cools, it condenses and changes to liquid water, forming tiny drops. These water droplets join with particles of dust, salt, and smoke to form clouds. The wind helps hold clouds aloft. It also circulates, or moves, them from one place to another. When a cloud has more water than it can hold, water drops fall from the cloud back to Earth.

The water cycle provides water that people use as a resource.

This precipitation may flow in streams and rivers back into the seas. Along the way, it provides people with fresh water.

Water In the Earth

Some of the water that falls to Earth is absorbed, or soaked up, by the ground. Some of this water will stay near the surface in the soil. This water may feed plants and trees. They, in turn, give off water vapor from their leaves.

However, gravity pulls some of the water deeper below the surface. There, it fills spaces between rocks and sand and forms bodies of water in the ground. Ground water may be stored in the Earth for a long time, or it may seep, or leak, into other bodies of water, such as rivers. In many places people drill wells down to the ground water and lift or pump it back to the surface for drinking or farming.

Name _____

A. Reread the passage and answer the questions.

1. What details in the first paragraph give clues about the author's point of view?

   _____

   _____

2. In describing the water cycle, what are one positive detail and one negative detail that the author provides?

   _____

   _____

   _____

3. Overall, how would you describe the author's point of view in this passage? Explain.

   _____

   _____

   _____

   _____

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

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

Name _____

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

Details		Author's Point of View
	→	

Name _____

Renewing the Future

As temperatures have been increasing in New Mexico, rainfall has been decreasing. For the Jemez Pueblo, plentiful sunshine is a valuable natural resource. The tribe is building a solar energy plant on their lands. They will sell the energy produced to outside consumers. The tribe will use the income from the plant to improve its drinking water system. Tribal leaders believe this project will benefit future generations while helping to protect the environment.

New Mexico August Temperatures

Dates	1900–1939	1940–1979	1980–2010
Range	68.5–74.4	68.8–73.5	69–76.5
Average	71.3	71.5	71.8

Answer the questions about the text.

1. **What genre of text is this? How do you know?**

   _____

   _____

2. **Based on the genre, what is the purpose of this text?**

   _____

   _____

3. **Name an important text feature and tell why you think the author included it.**

   _____

   _____

4. **What text features would you add to provide more information?**

   _____

   _____

Name _____

Look for context clues, such as restatements and definitions, in "The Wonders of Water" to write the meaning of each word below. Then write a sentence of your own using the word.

1. **influence** _____

    _____

    _____

    _____

2. **cycle** _____

    _____

    _____

    _____

3. **renewable** _____

    _____

    _____

    _____

4. **evaporates** _____

    _____

    _____

    _____

5. **circulates** _____

    _____

    _____

    _____

Name _____

disclosure	seizure	fractured	azure
feature	content	insert	legislature
entrance	discover	permits	architecture
protest	pleasure	exposure	repaired
lecture	contract	leisure	treasure

A. Read each word in the box and listen for the /zhər/ or /chər/ sounds in the final syllable. If the word has one of these sounds, write it under the correct heading below. If the word does not have the /zhər/ or /chər/ sounds, mark it out with an X.

/zhər/ sounds (-*sure*)	/zhər/ sounds (-*zure*)	/chər/ sounds (-*ture*)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

B. Read each sentence. Circle the words that have the /zhər/ or /chər/ sounds.

1. They took a leisurely walk through the forest over the weekend.

2. She uses lotion to moisturize her hands in the winter.

3. He is the only worker in the area that can manufacture the product.

4. It is a nice gesture to send a thank-you note when you receive a gift.

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can add transitions to connect ideas.

Draft Model

Water is necessary for life. Plants and animals need water to survive. People should conserve water.

---

1. What transitions can you add to help show the relationship between the ideas in the first and second sentences?

2. How does the idea in the last sentence relate to the other ideas? What transition could be added to express this relationship?

3. What other details can you add to help develop the ideas?

B. Now revise the draft by adding transition words to connect ideas.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name _____

Natalie wrote the paragraphs below using text evidence from *One Well* and "The Dirt on Dirt" to answer the question: *In your opinion, what is the best way to care for Earth's water supply? Use text evidence to support your answer.*

According to the author of *One Well,* 69 percent of the freshwater we use is used by farms to grow crops and raise livestock. According to the author of "The Dirt on Dirt," pesticides can pollute groundwater—the same groundwater used to grow crops. These facts show that the best way to protect and conserve our planet's water is to think carefully about the food we eat and how we produce it.

For example, according to *One Well,* drinking a glass of water instead of a glass of milk would actually save about 185 liters of water because that is the amount of water needed to produce just one glass of milk! Obviously people need a variety of healthy foods and some foods require more water to produce than others, but this example shows that small choices can have big consequences.

In addition to the kinds of food we eat, people should also pay close attention to the methods that farms use to produce their food. By choosing foods that are grown using less water and fewer harmful pesticides, people can help protect Earth's precious water supply.

Reread the passage. Follow the directions below.

1. **Circle** the phrase that Natalie uses to transition to a new idea.

2. **Draw a box** around each possessive pronoun used in this text.

3. **Underline** the text evidence from the second paragraph that *best* supports Natalie's opinion.

4. **Write** the text evidence Natalie used from "The Dirt on Dirt" to support her opinion.

_____

Name _____

affect   cycle   absorb   glaciers

seeps   circulates   conserve   necessity

Imagine that you have just returned from a trip to the mountains. On the lines below, write a journal entry describing the different things you saw while you were in the mountains. Include all of the vocabulary words above.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name _____

Read the passage. As you read, check your understanding by asking yourself what theme or message the author wants to convey.

Grandpa's Shed

	My grandpa is a mountain,
5	Brooding, looming, tall.
8	I stand in his shadow, silent as a stone.
17	Rattling rusty paint cans,
21	He gestures toward the shed. I gape.
28	That shed's a squat gray mushroom,
34	Needing more than paint to fix.
40	The old man's hands are vises,
46	Prying open paint cans lightning fast.
52	Astonished, awed, I gasp aloud,
57	"Red, yellow, green—and PURPLE!"
62	My words explode like fireworks.
67	Anticipating anger,
69	my mouth shuts like a trap.
75	Grandpa merely dips his brush,
80	Paints a horse and hound.
85	"The horse I harnessed as a boy,
92	Dog was mine too."
96	Impulse strikes—a flash of fire.
102	I seize a brush,
106	Soon swishing, swirling pictures.
110	With each stroke, a story,
115	My words painting pictures.
119	We share that shed like one vast canvas,
127	His strokes to mine, my words to his.
135	We step back, gazing at stories told.

Name _____

A. Reread the passage and answer the questions.

1. **What key details describe events in the poem? How would you summarize the events in one sentence?**

   _____

   _____

   _____

   _____

2. **What specific words or phrases give clues to the speaker's feelings? How do the speaker's feelings change?**

   _____

   _____

   _____

   _____

3. **How would you summarize the theme of the poem?**
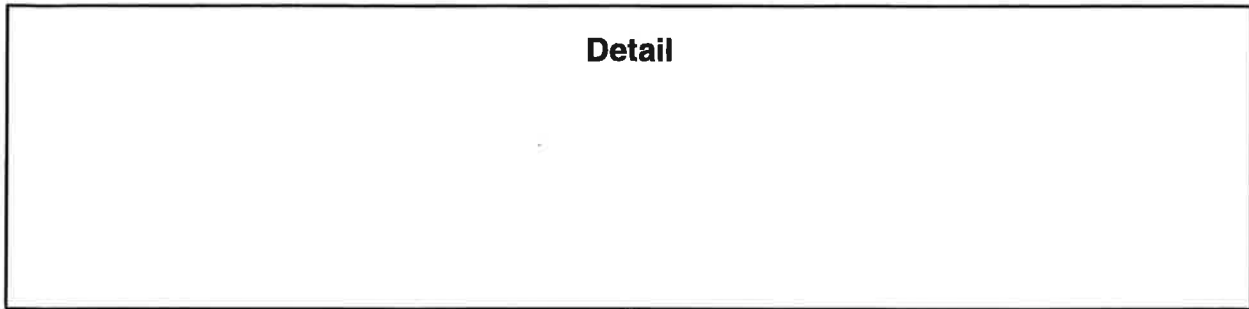
   _____

   _____

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

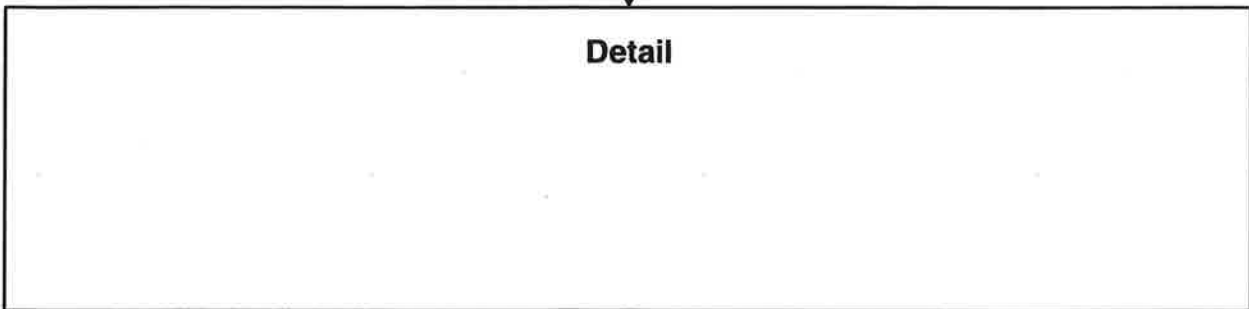|	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	

Name _____

Read the selection. Complete the theme graphic organizer.
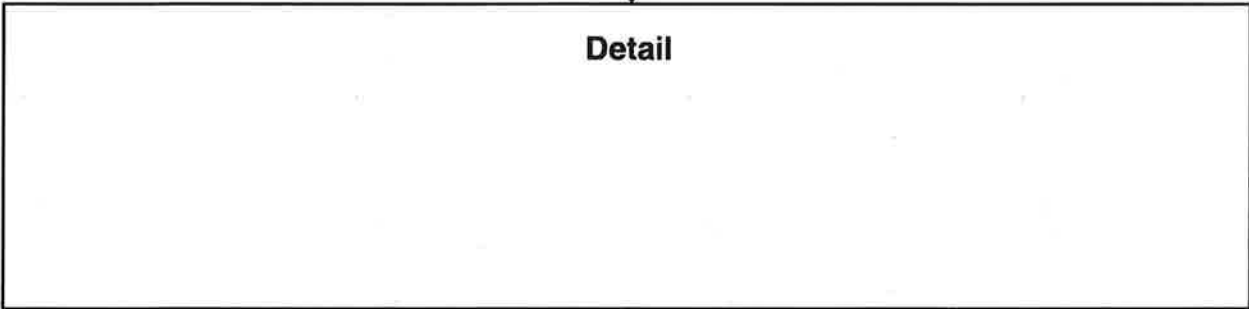
Detail

↓

Detail

↓

Detail

↓

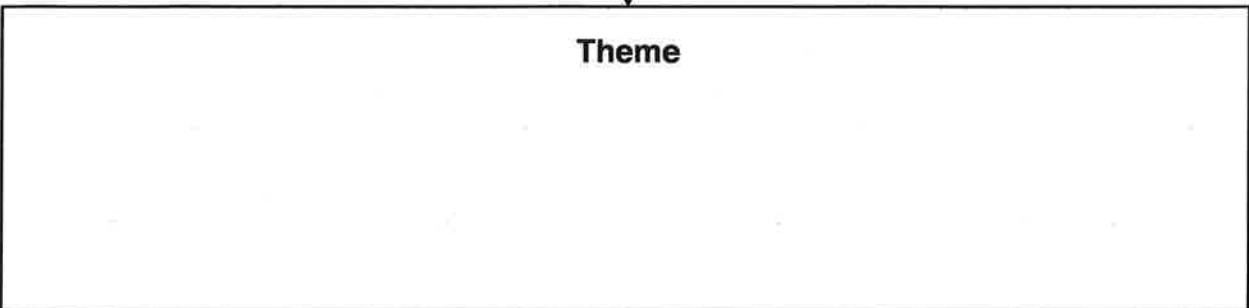| Theme |
|---|
| |

Name _____

Climbing a Hill

Hiking is like a roller coaster.
It's not just one long climb
and then the ride is over.

The dizzying drop after that first
climb sets in motion a wild journey—
bends, curves, smaller hills
that take me by surprise.

I don't want the ride—the climb—
to ever end. All too soon, the coaster
car glides to a stop, like loping down
that last stretch of steep hill.

A sense of accomplishment
dares me to climb again.

Answer the questions about the text.

1. **What genre of text is this? How do you know?**

   _____

   _____

2. **Basing your answer on the genre, explain the purpose of this text.**

   _____

3. **What is the purpose of organizing the poem into stanzas?**

   _____

4. **Identify two literary elements used in the poem.**

   _____

   _____

   _____

Name _____

Meter is a regular pattern of stressed sounds that forms the rhythm of the poem.

A **stanza** is a group of lines, or section of a poem that expresses a key idea.

Read the lines of the free verse poem below. Then answer the questions.

Grandpa's Shed

My grandpa is a mountain,
    Brooding, looming, tall.
I stand in his shadow, silent as a stone.
Rattling rusty paint cans,
    He gestures toward the shed. I gape.
That shed's a squat gray mushroom,
    Needing more than paint to fix.

---

1. **What is the key idea of this stanza?**

   _____

   _____

2. **What syllables are stressed in the first three lines of the stanza?**

   _____

   _____

3. **Choose a topic for a free verse poem. Then write a short free verse poem that uses irregular meter and more than one stanza.**

   _____

   _____

   _____

   _____

   _____

Name _____

Read each passage and the simile or metaphor it contains. Write two words or phrases that describe the item in bold in the comparison. Then write a new simile or metaphor using the item in bold.

1. My grandpa is a mountain, / Brooding, looming, tall.

   mountain: _____

   _____

2. I stand in his shadow, silent as a stone.

   stone: _____

   _____

3. The old man's hands are vises, / Prying open paint cans lightning fast.

   vise: _____

   _____

4. My words explode like fireworks.

   fireworks: _____

   _____

5. We share that shed like one vast canvas

   canvas: _____

   _____

Name _____

The suffixes -ance and -ence can mean "the action or act of" or "the state of." Add the correct suffix to the root word in bold and write the new word on the line. Then use what you know about the meaning of the suffix to write a sentence using the word.

1. **attend** _____

_____

2. **accept** _____

_____

3. **persevere** _____

_____

4. **depend** _____

_____

5. **disturb** _____

_____

6. **appear** _____

_____

7. **assist** _____

_____

8. **resident** _____

_____

Name _____

A. Read the draft model. Use the questions that follow the draft to help you think about how you can add sensory language to make the writing more interesting.

Draft Model

The word *imagine* is the best.
I like the way it looks.
It sounds nicer than the rest.

---

1. Which words could you use to create a clearer image of the word *imagine*?

2. Which words can you add to explain why the sound of the word is pleasing?

3. What other sensory details would help readers share the writer's experience?

B. Now revise the draft by rewriting sentences to include sensory details and to describe an experience or subject for the reader.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name _____

Esther wrote the poem below and studied the language in "Words Free as Confetti," "Dreams," and "A Story of How a Wall Stands" to respond to the prompt: *Write a free-verse poem about a favorite activity that you do in your spare time.*

Saturday afternoon, my favorite time is here.
Soon there will be tasty happiness.
Just Mom and I baking
Chewy, chunky, chocolate chip cookies!

We mix and stir and pour.
We laugh and stir some more.
Putting drops of dough on the sheet,
The oven's ready, can't miss a beat.

The kitchen is warm and cozy,
Cookies, gooey and sweet.
We keep checking every minute.
What a terrific tasty treat!

Reread the passage. Follow the directions below.

1. **Circle** the sensory language Esther used to describe the poem's setting.

2. **Draw a box** around the stanza that has no set patterns in it.

3. **Underline** one example of alliteration that Esther included.

4. **Write** two of the homophones found in the first stanza of Esther's poem.

_____

Darkness in the Desert

by Morena Sommers

For desert animals, the day
Is not a time for work or play.
There's little shade; the world is dry.
The clouds are absent from the sky.
5   Things sizzle in the searing heat,
The burning sands hurt creatures' feet—
And so when it turns light they creep
Beneath the ground to fall asleep.

But late in the day the sky grows dim.
10   The sun drops past the canyon rim.
The stars peek through, and very soon
The night replaces afternoon.
Inside their dens the creatures stir—
They like the cooler temperature.
15   By ones and twos, by fives and tens
The animals creep from their dens.

On mountain, prairie, plain, and hill,
The night is when the world is still.
In deserts, though, the times reverse:
20   The dark is good, the light is worse.
The daytime is the time to rest.
For desert creatures, night is best.

The desert fox, the mouse, the hare,
At night they scamper here and there.
25   Their claws scratch softly in the sand.
Their faint calls echo through the land.
From dusk to dawn, all through the night
They feed and play till morning light.

Close Reader Habits

When you reread the poem, **circle** words and phrases that tell the topic of the poem. Then **underline** details that show the speaker's reflections on the topic.

What details in the poem "Darkness in the Desert" develop its theme?

Think

Look for evidence of what the speaker thinks about day and night in the desert.

1 Complete the chart below. Identify the poem's topic, the details that develop the topic, and the speaker's reflections on the topic. Use this information to determine the theme of the poem.

What Is the Topic of the Poem?	What Are the Details About the Topic?	What Are the Speaker's Reflections on the Topic?	What Is the Theme of the Poem?

Talk

2 Share your charts. Did you and your partner identify the same theme? What details did you use to support your understanding of the poem's theme? If necessary, return to your chart to change or add details.

Write

3 **Short Response** What is the theme of the poem "Darkness in the Desert"? Use examples from the poem and your chart to support your response. Use the space provided on page 17 to write your answer.

HINT Start your response by stating the theme in one sentence.

Write Use the space below to write your answer to the question on page 16.

Darkness in the Desert

3 **Short Response** What is the theme of the poem "Darkness in the Desert"? Use examples from the poem and your chart to support your response.

HINT Start your response by stating the theme in one sentence.

Check Your Writing

☐ Did you read the prompt carefully?

☐ Did you put the prompt in your own words?

☐ Did you use the best evidence from the text to support your ideas?

☐ Are your ideas clearly organized?

☐ Did you write in clear and complete sentences?

☐ Did you check your spelling and punctuation?

Don't forget to check your writing.

NIGHT WALK

by Amy Saito

1 The sky above, the streets below,
The stars reflecting off the snow—
A lovely night for us to go
    Out for a walk, the puppy thinks.

5 The moon's a brilliant shade of gold,
And though she's just a few months old,
The puppy knows the night is cold—
    She leans into the wind and blinks.

What's that thing moving in the tree?
10 The puppy dashes up to see.
It's vanished! What a mystery!
    She sits beneath the tree to bark.

Her master guides her through the night
First turning left, then turning right
15 The dark is deep, there is no light
    She yanks her leash: is this the park?

The night's a lovely time to roam
But now it's time for heading home.
She's only little, after all,
20   Can't run all night when she's so small.

Someday she'll grow a little more
And when she's three, or maybe four
She'll run all night, and she'll be tough—
    Tonight, though, she's gone far enough.

25 Her master strokes her furry head,
And yawning, she goes off to bed.
But as she sleeps, the moonlight beams
    Will dart and dance inside her dreams.
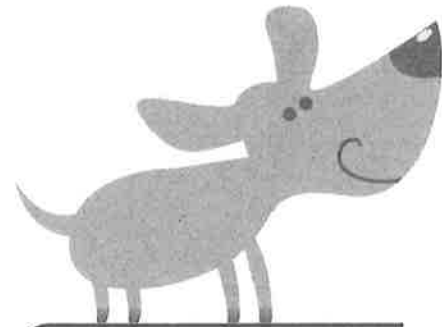
Close Reader Habits

What is the message of the poem? Reread the poem. **Underline** details showing what the puppy does. Use these details to identify the poem's theme.

▶ **Think** Use what you learned from reading the poem to answer the following questions.

1 This question has two parts. Answer Part A. Then answer Part B.

Part A
How are the events in stanzas three and four important to the theme of the poem?

   A The events show it is a good night for a walk.

   B The events show that puppy is young and active.

   C The events show the speaker is the puppy's master.

   D The events show that the night is dark and dangerous.

Part B
Select **one** choice from **each** stanza that **best** supports the answer to Part A.

   A "What's that thing moving in the tree?" (stanza three)

   B "The puppy dashes up to see." (stanza three)

   C ". . . sits beneath the tree. . . ." (stanza three)

   D "Her master guides her. . . ." (stanza four)

   E ". . . there is no light . . ." (stanza four)

   F "She yanks her leash: . . ." (stanza four)

▶ **Talk**

2 What details in the poem can help you identify the topic and the theme of "Night Walk"? Use the chart on page 20 to record such details.

▶ **Write**

3 **Short Response** Describe the topic and the theme of the poem "Night Walk." Use details from the poem and your chart to support your response. Use the space provided on page 20 to write your answer.

NIGHT WALK

2 **Use the chart below to organize your ideas.**

What Is the Topic of the Poem?	What Are the Details About the Topic?	What Are the Speaker's Reflections on the Topic?	What Is the Theme of the Poem?

▶ Write **Use the space below to write your answer to the question on page 19.**

3 **Short Response** Describe the topic and the theme of the poem "Night Walk." Use details from the poem and your chart to support your response.

_____

_____

_____

_____

_____

_____

_____

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.
• **assured**
• **complained**

Anna's MONSTERS

by Justin Nuñez

1   I'm scared of the darkness, I don't care who knows it,
    I don't like the darkness at all.
    I sleep with the lights on—two lights in my room,
    And a much brighter light in the hall.
5   I'm frightened of monsters that might come and get me,
    Whenever I climb into bed.
    My mother says, "Anna, you're just being silly,
    The monsters are all in your head!"

    But I don't think that's true, because of what happened
10   Last night, the first day of the week.
    I put on my nightgown, got under the covers—
    Rolled over, and heard a strange squeak.
    It wasn't a mouse, and it wasn't a rabbit,
    It wasn't a dog or a cat.
15   So I screamed out in terror. My mother came running!
    "Whatever," she asked me, "was that?"

    "I heard a strange noise!" I explained to my mother,
   I was almost too frightened to talk.
    I *knew* it was monsters, some big hungry monsters,
20   It was all I could do not to squawk!
    "I *don't* like the darkness," I said to my mother,
    "I don't like the dark and the night.
    Can't I get up and sit with you out on the couch,
    In a room that's all cheery and bright?"

25 "Oh, *Anna*," Mom said, and she looked at me sadly.
    "Do we need to go through this once *more*?
  Last night you assured me that you saw a monster—
    It turned out to be socks on the floor."
  "But this one was real!" I complained to my mother.
30   "I heard it squeak loudly and clear!
  I don't like the darkness, the monsters will eat me—
    Don't let them come anywhere near!"

  My mother explained that the noises weren't monsters;
    She showed me some interesting things.
35 For example, I learned that my bed makes a squeak
    When you push down too hard on the springs.
  So there *weren't* any monsters, they didn't exist,
    And I *know* that my mother was right…
  But what if those monsters that never existed
40   Come into my bedroom tonight?
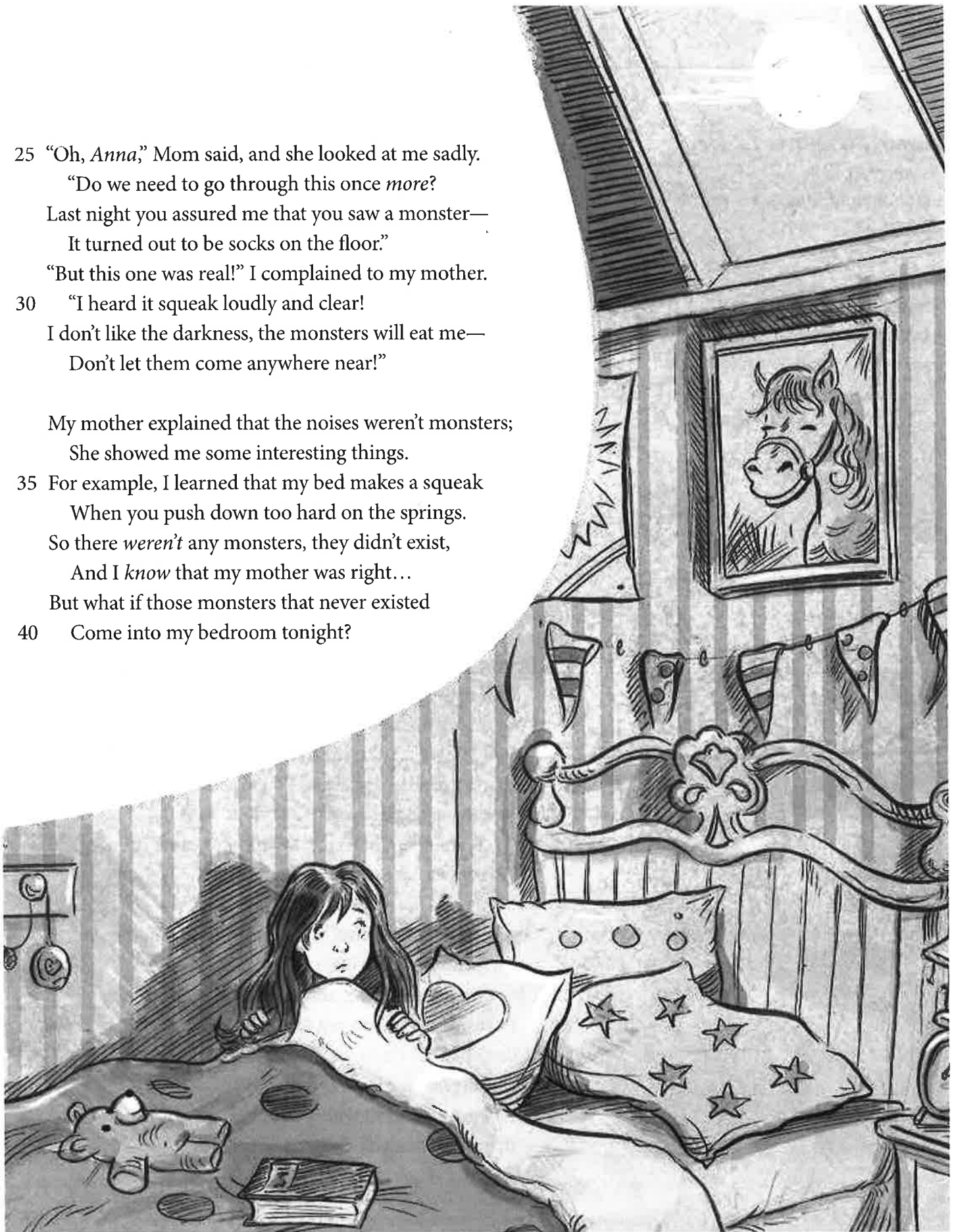
i-Ready

Think Use what you learned from reading the poem to answer the following questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A
Read the line from the first stanza of the poem.

The monsters are <u>all in your head</u>!

Which phrase **best** states the meaning of <u>all in your head</u>?

   A   easy to see

   B   ready to attack you

   C   only imagined

   D   giving you a headache

Part B
Which detail in the first stanza **best** helps the reader understand the meaning of <u>all in your head</u>?

   A   "I'm scared of the darkness, . . ."

   B   "I sleep with the lights on, . . ."

   C   "Whenever I climb into bed."

   D   "'Anna, you're just being silly, . . .'"

2 Which statement **best** summarizes the speaker's message about fears?

   A   For most people, nighttime is scary because it is dark and quiet and nobody is awake.

   B   Many people are much too fearful, and some are even afraid of their own surroundings.

   C   It can be hard to stop being afraid, even when someone proves that what you fear is not real.

   D   It is easy to get over a fear once someone shows you that your fear is based on something that is not real.

3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

How are the events in stanzas two and three important to the poem's theme?

- **A** These events show Anna doesn't like the dark of night because that is when she sees the monsters.
- **B** These events show Anna remembers it was last night that she heard a squeak.
- **C** These events show Anna's mother comes running in fear when Anna screams.
- **D** These events show Anna believes that monsters make the noises that scare her in the dark.

Part B

Select **one** choice from **each** stanza that **best** supports the answer to Part A.

- **A** "... because of what happened. ..." (stanza two)
- **B** "... I screamed out in terror." (stanza two)
- **C** "... 'Whatever,' she asked me, 'was that?'" (stanza two)
- **D** "I *knew* it was monsters, ..." (stanza three)
- **E** "It was all I could do. ..." (stanza three)
- **F** "... a room that's all cheery and bright?" (stanza three)

4 Which line from the poem **best** summarizes a theme of the poem?

- **A** "'The monsters are all in your head!'" (line 8)
- **B** "Rolled over, and heard a strange squeak." (line 12)
- **C** "So I screamed out in terror. My mother came running!" (line 15)
- **D** "'I *don't* like the darkness,' I said to my mother," (line 21)

From Furs to Five-Dollar Bills

by Jason Liu

1   Imagine paying for new sneakers with a handful of shells. In ancient times, people around the world paid for goods with commodity money. A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.

2   Gradually, ancient peoples stopped using cattle and crops as money. Around 1000 B.C.E., the Chinese began to exchange metal tools for what they needed. They also used copper and bronze coins. By 700 B.C.E., the first silver and gold coins were produced in Lydia (what is now Turkey). These coins were stamped with images of different gods or important rulers.

3   Paper money developed in China around 800 C.E. Paper was light and easy to carry. But the Chinese printed too much paper money, and it lost its value. In 1455, the Chinese stopped using paper money for several hundred years. Meanwhile, Europeans only began using paper money in the 1600s.

4   After the American Revolution, the Continental Congress established a national currency based on the dollar in 1785. The first American coins were minted in 1793. These copper cents were produced by hand. Nearly seventy years later, the U.S. government began to issue paper money for the first time in 1861. Since then, the appearance of American coins and bills has changed. For example, today's paper money in the United States has a new design every seven to ten years.

©BYP/Shutterstock

In China, knife money was used from 600 to 200 B.C.E.

©Ralph Loesche/Shutterstock

This is one of the earliest American silver dollars ever minted.

Close Reader Habits

How can you determine the meaning of *minted* in paragraph 4? Reread the text. **Underline** the sentence that gives a context clue.

▶ **Think** Use what you learned from reading the text to answer the following questions.

1 This question has two parts. Answer Part A. Then answer Part B.

Part A
What is the meaning of the word <u>currency</u> as it is used in paragraph 4?

    A goods used in trade

    B an idea accepted by many people

    C something that is up-to-date

    D the money used in a country

Part B
Which phrase from the passage helps the reader understand the meaning of <u>currency</u>?

    A "based on the dollar"

    B "produced by hand"

    C "lost its value"

    D "a new design"

2 Underline the word in the paragraph below that means "traded or exchanged one thing for another."

> A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.

▶ **Talk**

3 Discuss the meaning of <u>minted</u> as it is used in paragraph 4 of the text.

▶ **Write**

4 **Short Response** Define the word <u>minted</u>. Then describe what words or phrases helped you figure out the meaning of <u>minted</u>. Use the space provided on page 41 to write your answer.

A context clue may give a definition, an explanation, or an example. Sometimes an author will include a word with a similar meaning. Other times, the clue may be a word with an opposite meaning.

HINT Use quotes from the passage to show what words or phrases help you define *minted*.

From Furs to Five-Dollar Bills

> **HINT** Use quotes from the passage to show what words or phrases help you define *minted.*

4 **Short Response** Define the word <u>minted</u>. Then describe what words or phrases helped you figure out the meaning of <u>minted</u>.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Check Your Writing

☐ Did you read the prompt carefully?

☐ Did you put the prompt in your own words?

☐ Did you use the best evidence from the text to support your ideas?

☐ Are your ideas clearly organized?

☐ Did you write in clear and complete sentences?

☐ Did you check your spelling and punctuation?

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **financial**
- **economy**

WHAT WAS the Great Depression?

by Fran Severs

1   When World War I officially ended in 1919, Americans were tired of the war and ready for good times. In the early 1920s, there were plenty of jobs in the United States. People earned good incomes. Businesses grew quickly. During the Roaring Twenties, American consumers enjoyed spending money. Those who could not afford the most expensive items borrowed money so they could "buy now, pay later." They bought new homes. They purchased cars, washing machines, and other large items. They also bought smaller goods, such as toasters and irons. To meet the demand, factories rushed to make even more products. But companies made too many goods, and people stopped buying them. By the end of the 1920s, warehouses were filled up with merchandise that no one bought. Factory production slowed down. Many factory workers lost their jobs.

During the 1920s, many Americans grew wealthier. They spent their money on new inventions such as the electric refrigerator shown in this photograph.

2   At the same time, many Americans decided to invest money in the stock market. They hoped to get rich quickly. The stock market is a place where shares of stock in different companies are bought and sold. People hope to make a high return by buying stock at a low price and selling it at a higher price. From June through September 1929, the prices of stocks soared. Then prices began to dip slightly. Nervous investors began selling millions of stock shares for less than the purchase price, losing billions of dollars. On October 31, 1929, the stock market crashed when stock prices dropped sharply. The crash caused panic. People took their money out of banks, and banks were forced to close. More than 600 banks failed in 1929.

3   The stock market crash led to a financial crisis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.

4   Without an income, thousands of jobless Americans lost their homes because they did not have the money to pay rent. If they had borrowed money to buy a house, they could not pay their loans, so the bank took their homes. People were forced to live with friends or family members. If necessary, they stayed in churches or rooming houses. Sometimes, the homeless built shacks from old crates and scrap metal. These temporary homes lacked electricity or running water.

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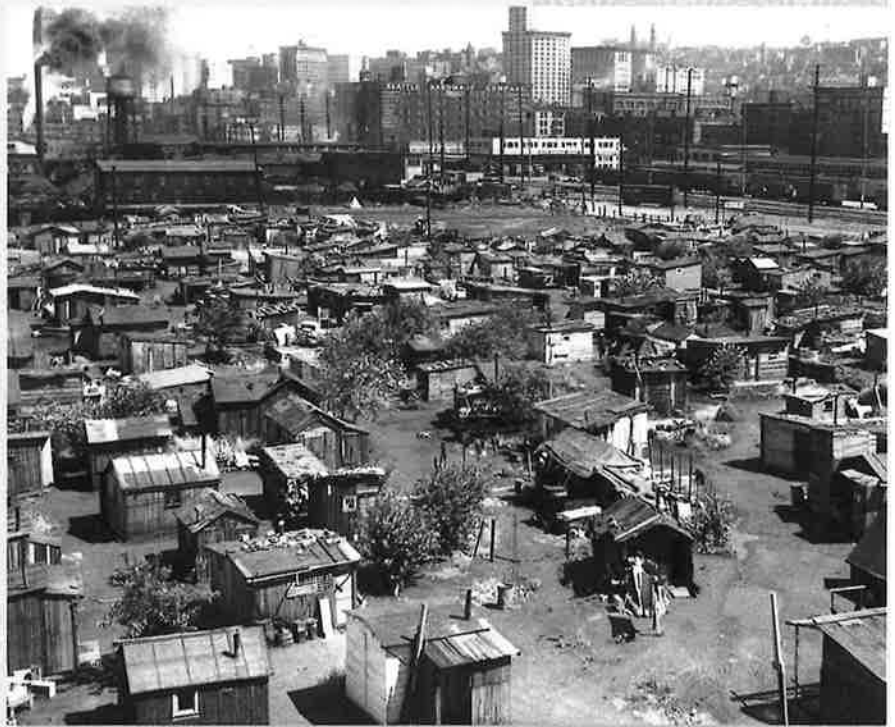
During the Great Depression, many Americans lost not just their jobs but also their homes. For shelter, these men and women built shacks on the outskirts of cities.
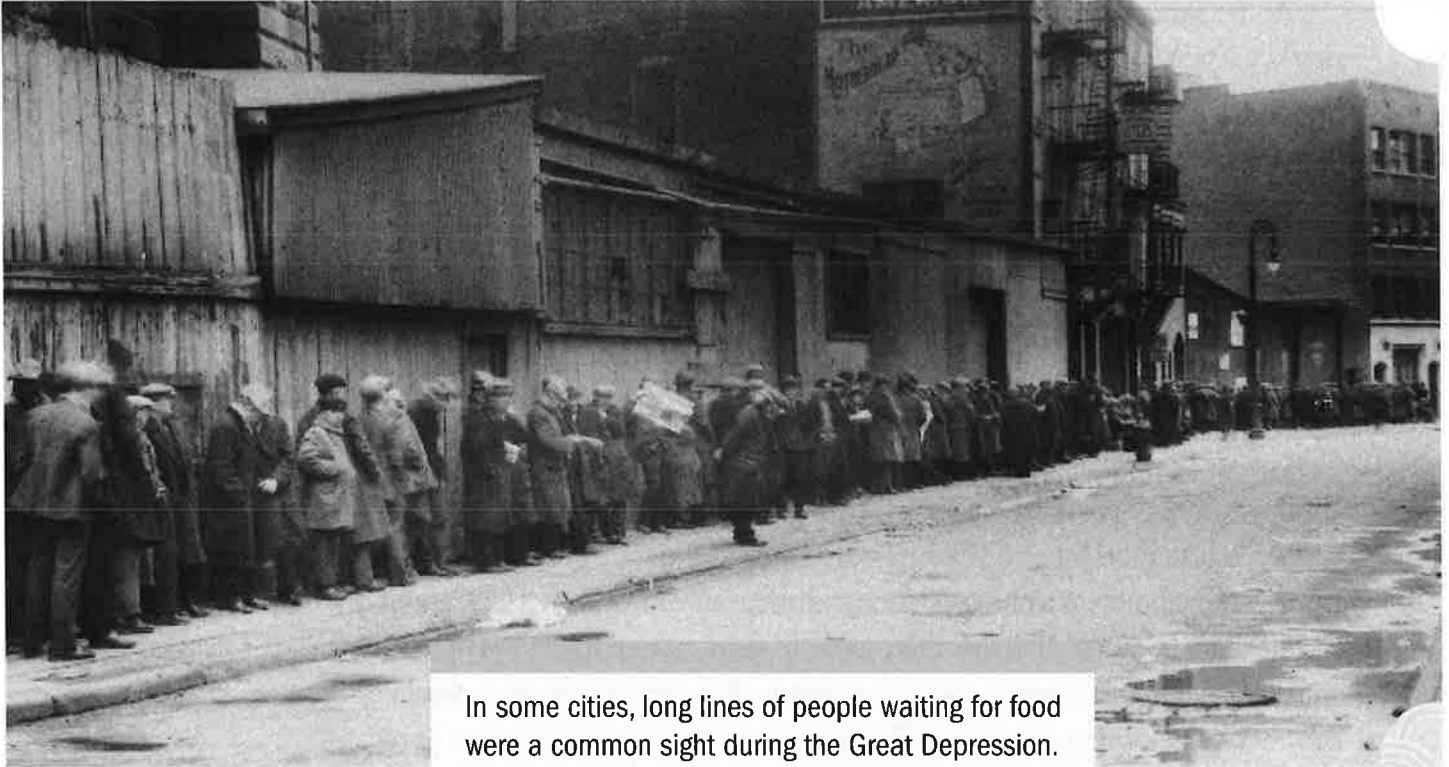
In some cities, long lines of people waiting for food were a common sight during the Great Depression. Charities gave bread and soup to people who could not pay to feed themselves.

5   About two million homeless men, women, and children drifted around the country. They broke the law by hitching free rides on trains. They rode from place to place looking for work, food, and shelter. Millions stood in lines for free bread or soup that charity groups provided. In 1931, charity groups in New York City served about 85,000 free meals every day.

6   Under President Franklin D. Roosevelt, America's economy slowly improved. Roosevelt's plan to fix the nation's money problems was called the New Deal. To improve the situation, the government passed laws that changed banking systems, provided the needy with aid, and created new jobs. In 1933, about 25 percent of Americans were jobless. By 1937, the unemployment rate had fallen to about 14 percent. Unfortunately, nearly 8 million Americans still did not have jobs.

7   The Great Depression lasted for more than ten years. In 1941, the United States entered World War II. Factories started making war supplies, such as airplanes, tanks, and ships. As the need for war supplies increased, businesses hired more and more people. America's hard times finally came to an end.

Think Use what you learned from reading the article to answer the following questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A
Read this sentence from paragraph 1.

> By the end of the 1920s, warehouses were filled up with me chandise that no one bought.

What does the word <u>merchandise</u> mean as it is used in this sentence?

   A goods

   B large items

   C shares of stock

   D jobs

Part B
Which detail from paragraph 1 **best** supports the answer to Part A?

   A "... that no one bought ..."

   B "... even more products ..."

   C "... factory production slowed ..."

   D "... lost their jobs ... "

2 The author uses a word that means "a time of intense difficulty, trouble, or danger." Underline a word in the paragraph below that **best** represents that idea.

> The stock market crash led to a financial c isis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.

3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the **best** meaning of the phrase hard times in paragraph 7 of "What Was the Great Depression?"

A   a period of great difficulty

B   a time when farmers couldn't grow crops

C   a time when jobs paid low wages

D   a period of mild sadness

Part B

Which sentence from the article helps the reader determine the meaning of the phrase hard times as it is used in paragraph 7?

A   "When World War I officially ended in 1919, Americans were tired of the war and ready for good times." (paragraph 1)

B   "From June through September 1929, the prices of stocks soared." (paragraph 2)

C   "About two million homeless men, women, and children drifted around the country." (paragraph 5)

D   "Roosevelt's plan to fix the nation's money problems was called the New Deal." (paragraph 6)

4 Read the sentence from paragraph 1.

To meet the demand, factories rushed to make even more products.

Which dictionary entry **best** defines demand

A   "forceful statement"

B   "wish"

C   "strong need"

D   "question"

5 **Short Response** Paragraph 6 of the passage states, "By 1937, the unemployment rate had fallen to about 14 percent." Define the phrase <u>unemployment rate</u>. Support your definition with at least **one** context clue from the passage.

_____

_____

_____

_____

_____

_____

_____

_____

Learning Target

In this lesson, you figured out the meanings of several challenging words and phrases. Explain how you can use these skills to help you better understand the texts you read in school.
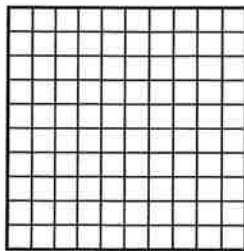
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COMPTON UNIFIED SCHOOL DISTRICT

Grade 5

MATH
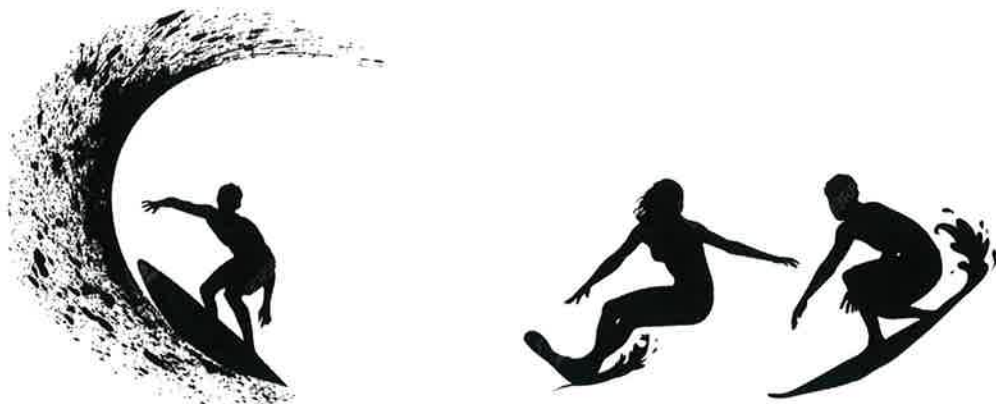
Name: _____

1 The decimal grid in each model represents 1 whole. Shade each model to show the decimal number below the model.
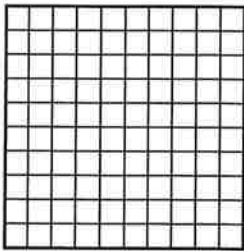
0.5   0.05

Complete the comparison statements.

0.05 is _____ of 0.5.   0.5 is _____ times the value of 0.05.

Complete the equations.

$0.5 \div$ _____ $= 0.05$ $0.05 \times$ _____ $= 0.5$

2 Draw a number line from 0 to 2. Then draw and label points at 2 and 0.2.

Use the number line to explain why 2 is 10 times the value of 0.2.

Complete the equations to show the relationship between 2 and 0.2.

$0.2 \times$ _____ $= 2$

$2 \div$ _____ $= 0.2$

3 Which type of model do you like best? Explain why.

Understanding Powers of 10

Multiply or divide.

1 $6 \div 10$

_____

2 $0.6 \div 10$

_____

3 $6 \div 10^2$

_____

4 $0.6 \div 10^2$

_____

5 $6 \div 10^3$

_____

6 $60 \div 10^3$

_____

7 0.3×10

_____

8 0.3×10^2

_____

9 0.3×10^3

_____

10 0.03×10^2

_____

11 0.003×10^2

_____

12 0.03×10^3

_____

13 $72 \div 10$

_____

14 0.72×10^2

_____

15 $7,200 \div 10^3$

_____

16 $20 \div 10^2$

_____

17 0.9×10^3

_____

18 0.001×10^2

_____

19 $54 \div 10$

_____

20 $150 \div 10^3$

_____

21 0.46×10^3

_____

22 What strategies did you use to solve the problems? Explain.

Reading a Decimal in Word Form

Name: _____

What is the word form of each decimal?

1 0.2

_____

2 0.02

_____

3 0.002

_____

4 0.12

_____

5 0.012

_____

6 0.102

_____

7 1.002

_____

8 9.4

_____

9 90.04

_____

10 0.94

_____

11 500.2

_____

12 8.008

_____

13 700.06

_____

14 6.335

_____

15 3,000.001

_____

16 What strategies did you use to help you read the decimals? Explain.

Writing a Decimal in Standard Form

Name: _____

What decimal represents each number?

1 one and six tenths

_____

2 eight and eleven hundredths

_____

3 $6 \times 1 + 5 \times \frac{1}{10}$

_____

4 thirteen and thirteen thousandths

_____

5 $2 \times 10 + 7 \times \frac{1}{10} + 3 \times \frac{1}{100}$

_____

6 $4 \times 1 + 1 \times \frac{1}{100} + 9 \times \frac{1}{1,000}$

_____

7 five hundred twelve thousandths

_____

8 $8 \times 100 + 2 \times \frac{1}{10} + 8 \times \frac{1}{1,000}$

_____

9 $2 \times 1 + 4 \times \frac{1}{100}$

_____

10 forty-two and forty-one hundredths

_____

11 $7 \times 100 + 2 \times 10 + 3 \times 1 + 6 \times \frac{1}{10}$

_____

12 twelve and sixty-eight thousandths

_____

13 $3 \times 1,000 + 6 \times 100 + 3 \times 10 + 7 \times \frac{1}{10} + 2 \times \frac{1}{100} + 8 \times \frac{1}{1,000}$

_____

14 nine hundred fifty-six and four hundred twenty-seven thousandths

_____

15 How was writing decimals for numbers in word form different from numbers in expanded form?

Comparing Decimals

Write the symbol <, =, or > in each comparison statement.

1 0.02 _____ 0.002

2 0.05 _____ 0.5

3 0.74 _____ 0.84

4 0.74 _____ 0.084

5 1.2 _____ 1.25

6 5.130 _____ 5.13

7 3.201 _____ 3.099

8 0.159 _____ 1.590

9 8.269 _____ 8.268

10 4.60 _____ 4.060

11 302.026 _____ 300.226

12 0.237 _____ 0.223

13 3.033 _____ 3.303

14 9.074 _____ 9.47

15 6.129 _____ 6.19

16 567.45 _____ 564.75

17 78.967 _____ 78.957

18 5.346 _____ 5.4

19 12.112 _____ 12.121

20 26.2 _____ 26.200

21 100.32 _____ 100.232

22 What strategies did you use to solve the problems? Explain.

Rounding Decimals

Round each decimal to the nearest tenth.

1 0.32

2 3.87

3 0.709

_____

_____

_____

4 12.75

5 12.745

6 645.059

_____

_____

_____

Round each decimal to the nearest hundredth.

7 1.079

8 0.854

9 0.709

_____

_____

_____

10 12.745

11 645.059

12 50.501

_____

_____

_____

Round each decimal to the nearest whole number.

13 1.47

14 12.5

15 200.051

_____

_____

_____

16 Write two different decimals that are the same value when rounded to the nearest tenth. Explain why the rounded values are the same.

17 Round 1.299 to the nearest tenth and to the nearest hundredth. Explain why the rounded values are equivalent.

i-Ready

Name: _____

Estimate. Circle all the problems with products between 3,000 and 9,000. Then find the exact products of only the problems you circled.

1   132
  × 34

2   247
  × 15

3   145
  × 23

4   308
  × 12

5   158
  × 41

6   364
  × 32

7   400
  × 29

8   254
  × 17

9   187
  × 42

10   216
  × 12

11   323
  × 18

12   194
  × 26

13   317
  × 14

14   385
  × 31

15   285
  × 27

16 What strategies did you use to solve the problems? Explain.

Multiplying with the Standard Algorithm

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1   580
    × 30

2   3,104
    ×   18

3   1,482
    ×   38

4   1,085
    ×   17

5   1,236
    ×   55

6   1,625
    ×   18

7   2,105
    ×   13

8   1,788
    ×   15

9   2,500
    ×   19

10   648
    × 32

11   2,409
    ×   23

12   306
    × 62

13   2,417
    ×   24

14   650
    × 35

15   962
    × 44

Answers

20,736	17,400	27,365	47,500	55,872
18,972	18,445	26,820	67,980	56,316
22,750	29,250	55,407	42,328	58,008

Using Estimation and Area Models to Divide

Name: _____

Check each answer by multiplying the divisor by the quotient. If the answer is incorrect, cross out the answer and write the correct answer.

Division Problems	Student Answers
$516 \div 12$	~~48~~ 43 Check: $12 \times 48 = 576$
$837 \div 31$	27
$351 \div 13$	57
$918 \div 54$	22
$896 \div 32$	23
$1,482 \div 78$	14
$1,012 \div 11$	82
$1,344 \div 56$	24

1 Explain how you could know that the answers to two of the problems are incorrect without multiplying.

Using Area Models and Partial Quotients to Divide

Name: _____

Estimate. Circle all the problems that will have quotients greater than 30. Then find the exact quotients of only the problems you circled.

1 540 ÷ 12

_____

2 798 ÷ 38

_____

3 429 ÷ 11

_____

4 931 ÷ 19

_____

5 925 ÷ 25

_____

6 390 ÷ 15

_____

7 1,071 ÷ 51

_____

8 1,326 ÷ 13

_____

9 1,856 ÷ 32

_____

10 2,952 ÷ 72

_____

11 1,869 ÷ 89

_____

12 1,798 ÷ 29

_____

13 Select a problem you did not circle. Describe two different ways you could use estimation to tell the quotient is not greater than 30.

i-Ready

Adding Decimals

Name: _____

Circle all the problems with sums less than 5.
Then find the exact sums of only the problems you circled.

1 0.24 + 4.25

_____

2 4.8 + 0.16

_____

3 2.31 + 2.075

_____

4 2.31 + 2.7

_____

5 0.909 + 4.09

_____

6 3.99 + 1.109

_____

7 2.675 + 2.325

_____

8 3.775 + 0.225

_____

9 2.06 + 2.933

_____

10 2.6 + 2.933

_____

11 1.809 + 3.091

_____

12 3.01 + 1.991

_____

13 1.83 + 3.1 + 0.1

_____

14 0.012 + 3.79 + 1.101

_____

15 2.6 + 2.04 + 0.099

_____

16 What strategies did you use to solve the problems?

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 7.5 − 1.2

_____

2 10.75 − 4.13

_____

3 20.2 − 14.8

_____

4 6.12 − 0.7

_____

5 41.5 − 33.25

_____

6 15.9 − 8.92

_____

7 105.53 − 99.28

_____

8 9.46 − 3.68

_____

9 74 − 65.9

_____

10 5.05 − 0.56

_____

11 31.27 − 23.67

_____

12 256.4 − 248.38

_____

13 12 − 4.39

_____

14 1,280.01 − 1,272.77

_____

15 500.2 − 494.94

_____

Answers

6.25	5.26	6.62	8.1	7.6
4.49	8.25	7.61	6.98	5.42
7.24	5.4	8.02	5.78	6.3

◆i-Ready

Name: _____

Solve the problems.

1 Lori needs at least 12 liters of water to fill a water cooler. She has a container with 4.55 liters of water, a container with 3.25 liters of water, and a container with 4.85 liters of water. Does she have enough water? Use estimation only to decide. Explain why you are confident in your estimate.

2 Nia wants the total weight of her luggage to be no more than 50 kilograms. She has three suitcases that weigh 15.8 kilograms, 17.42 kilograms, and 16.28 kilograms. Is the total weight within the limit? Use only estimation to decide. Explain how you know your estimate gives you the correct answer.

3 Omar measures one machine part with length 4.392 centimeters and another part with length 6.82 centimeters. What is the difference in length? Use estimation to check your answer for reasonableness.

i-Ready

Name: _____

4 Kyle wants to buy a hat for $5.75, a T-shirt for $7.65, and a keychain for $3.15. He has $16. Does he have enough money? Use estimation only to decide. Explain why you are confident in your estimate.

5 For his hiking club, Ricardo is making a container of trail mix with 3.5 kilograms of nuts. He has 1.78 kilograms of peanuts and 0.625 kilograms of almonds. The rest of the nuts will be cashews. How many kilograms of cashews does he need? Use estimation to check your answer for reasonableness.

6 Suppose you want to be sure that the total cost of three items does not go over a certain amount. How can you use estimation only to solve the problem?

Multiplying a Decimal by a Whole Number

Name: _____

Multiply.

1 3×0.2

_____

2 3×0.03

_____

3 3×0.23

_____

4 4×0.08

_____

5 4×1.1

_____

6 4×1.18

_____

7 6×0.07

_____

8 6×1.1

_____

9 6×1.17

_____

10 21×0.05

_____

11 21×1.05

_____

12 21×2.05

_____

13 9×3.25

_____

14 5×0.87

_____

15 11×3.68

_____

16 16×6.4

_____

17 7×6.89

_____

18 32×5.12

_____

19 How did you know where to put the decimal point in problem 6?

Multiplying Decimals Less Than 1

Name: _____

Multiply.

1 0.5×3

_____

2 0.5×0.3

_____

3 0.5×0.03

_____

4 6×0.2

_____

5 0.6×0.2

_____

6 0.06×0.2

_____

7 0.8×0.1

_____

8 0.8×0.2

_____

9 0.8×0.3

_____

10 0.4×0.02

_____

11 0.4×0.04

_____

12 0.4×0.12

_____

13 0.3×0.4

_____

14 0.6×0.4

_____

15 0.6×0.8

_____

16 0.01×0.5

_____

17 0.05×0.5

_____

18 0.25×0.5

_____

19 Describe a pattern you noticed when you were completing the problem set.

Name: _____

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 0.3×1.2

_____

2 1.2×0.4

_____

3 1.2×1.1

_____

4 0.3×12.1

_____

5 4.4×1.1

_____

6 0.02×1.8

_____

7 7.1×5.1

_____

8 6.6×0.02

_____

9 2.4×4.8

_____

10 9.2×5.24

_____

11 1.2×1.24

_____

12 8.4×6.2

_____

13 4.2×3.21

_____

14 4.25×8.5

_____

15 1.9×2.78

_____

Answers

0.132	1.32	13.482	1.488	48.208
4.84	0.48	52.08	11.52	5.282
36.125	0.036	0.36	3.63	36.21

Name: _____

Multiply to check if the student's answer is reasonable. If not, cross out the answer and write the correct quotient.

Division Problems	Student Answers	
0.88 ÷ 11	~~0.8~~ 0.08	Product: 11 × 0.8 = 8.8
5.6 ÷ 8	0.07	
7.2 ÷ 9	0.8	
25.35 ÷ 5	5.7	
21.7 ÷ 7	3.1	
14.4 ÷ 12	0.12	
96.16 ÷ 8	12.2	
60.18 ÷ 2	30.9	

1 Can an answer be incorrect even if it looks reasonable? Explain.

i-Ready

Dividing by Hundredths

Name: _____

Divide.

1 $1 \div 0.25$

_____

2 $4 \div 0.25$

_____

3 $3.75 \div 0.25$

_____

4 $6.5 \div 0.25$

_____

5 $1.8 \div 9$

_____

6 $1.8 \div 0.9$

_____

7 $1.8 \div 0.09$

_____

8 $225 \div 75$

_____

9 $22.5 \div 7.5$

_____

10 $2.25 \div 0.75$

_____

11 $0.36 \div 0.06$

_____

12 $6.36 \div 0.06$

_____

13 $36.36 \div 0.06$

_____

14 $9 \div 2.25$

_____

15 $13.5 \div 2.25$

_____

16 Describe a pattern you noticed when you were completing the problem set.

♦ i-Ready

Name: _____

Add.

1 $\frac{1}{2} + \frac{1}{4}$

2 $\frac{1}{2} + \frac{3}{8}$

3 $\frac{1}{2} + \frac{1}{3}$

_____

_____

_____

4 $\frac{1}{3} + \frac{1}{4}$

5 $\frac{5}{6} + \frac{1}{12}$

6 $\frac{1}{3} + \frac{2}{5}$

_____

_____

_____

7 $\frac{5}{6} + \frac{2}{3}$

8 $\frac{3}{4} + \frac{5}{6}$

9 $\frac{7}{9} + \frac{1}{6}$

_____

_____

_____

10 $\frac{7}{8} + \frac{2}{3}$

11 $\frac{3}{2} + \frac{3}{5}$

12 $\frac{9}{8} + \frac{5}{6}$

_____

_____

_____

13 What is a different common denominator you could use in problem 2? Describe how you would add the fractions using this different common denominator. Is the result equivalent to the sum found in problem 2?

Adding with Mixed Numbers

Name: _____

Add.

1 $4\frac{7}{8} + \frac{1}{8}$

2 $4\frac{7}{8} + \frac{1}{4}$

3 $4\frac{7}{8} + \frac{1}{2}$

_____

_____

_____

4 $2\frac{3}{4} + \frac{1}{3}$

5 $2\frac{3}{4} + \frac{2}{3}$

6 $2\frac{3}{4} + \frac{5}{6}$

_____

_____

_____

7 $1\frac{2}{5} + 1\frac{1}{2}$

8 $2\frac{4}{5} + 3\frac{1}{2}$

9 $3\frac{2}{3} + 3\frac{2}{5}$

_____

_____

_____

10 $4\frac{5}{8} + 2\frac{2}{3}$

11 $5\frac{3}{4} + 2\frac{3}{5}$

12 $3\frac{5}{6} + 2\frac{7}{8}$

_____

_____

_____

13 What strategy did you use to solve problem 3? Describe each step.

Subtracting Fractions with Unlike Denominators

Name: _____

Subtract.

1 $\dfrac{1}{2} - \dfrac{1}{4}$

_____

2 $\dfrac{1}{2} - \dfrac{3}{8}$

_____

3 $\dfrac{1}{2} - \dfrac{1}{3}$

_____

4 $\dfrac{1}{3} - \dfrac{1}{4}$

_____

5 $\dfrac{5}{6} - \dfrac{5}{12}$

_____

6 $\dfrac{3}{4} - \dfrac{1}{6}$

_____

7 $\dfrac{7}{8} - \dfrac{3}{4}$

_____

8 $\dfrac{1}{2} - \dfrac{2}{5}$

_____

9 $\dfrac{3}{4} - \dfrac{3}{5}$

_____

10 $\dfrac{2}{3} - \dfrac{3}{5}$

_____

11 $\dfrac{5}{6} - \dfrac{3}{8}$

_____

12 $\dfrac{7}{8} - \dfrac{2}{3}$

_____

13 How could you check your work in problem 4? Describe each step.

Subtracting with Mixed Numbers

Name: _____

Subtract.

1 $2\frac{1}{8} - \frac{1}{4}$

_____

2 $2\frac{1}{8} - \frac{1}{2}$

_____

3 $2\frac{1}{8} - \frac{3}{4}$

_____

4 $2\frac{1}{2} - \frac{2}{3}$

_____

5 $2\frac{1}{4} - 1\frac{1}{3}$

_____

6 $3\frac{1}{6} - 1\frac{3}{4}$

_____

7 $7\frac{2}{5} - 3\frac{1}{2}$

_____

8 $5\frac{3}{8} - 4\frac{1}{6}$

_____

9 $8\frac{2}{3} - 3\frac{4}{5}$

_____

10 $6\frac{2}{5} - 3\frac{3}{4}$

_____

11 $9\frac{3}{8} - 3\frac{2}{3}$

_____

12 $14\frac{1}{8} - 9\frac{5}{6}$

_____

13 What pattern did you notice in problems 1 through 3? Explain how this helped you subtract.

Estimating in Word Problems with Fractions

Solve the problems. Estimate to tell if your solution is reasonable. Show your work.

1 Jim mails one package that weighs $\frac{3}{8}$ pound and another that weighs $\frac{2}{3}$ pound. What is the total weight of both packages?

2 Rosa needs $5\frac{1}{4}$ yards of ribbon for a crafts project. She already has $2\frac{7}{8}$ yards of ribbon. How many more yards of ribbon does she need to buy?

3 To make fruit punch, Tyrone needs $3\frac{3}{8}$ quarts of orange juice and $3\frac{3}{4}$ quarts of cranberry juice. How many quarts of juice does he need in all?

Name: _____

4 Lin spent $\frac{5}{6}$ hour on math homework and $1\frac{3}{4}$ hours on science homework. How many hours in all did she spend on homework for both subjects?

5 Sandra rode her bike $9\frac{1}{3}$ miles on Monday and $6\frac{4}{5}$ miles on Tuesday. How many more miles did she ride on Monday than on Tuesday?

6 How can you make a high estimate for the sum of two fractions in a word problem?

i-Ready

Fractions as Division

Solve each problem.

1 Roger has 4 gallons of orange juice. He puts the same amount of juice into each of 5 pitchers. How many gallons of orange juice are in 1 pitcher?

2 Marta has 8 cubic feet of potting soil and 3 flower pots. She wants to put the same amount of soil in each pot. How many cubic feet of soil will she put in each flower pot?

3 Greg made 27 ounces of potato salad to serve to 10 guests at a picnic. If each serving is the same size, how much potato salad will each guest receive?

4 Chandra spends 15 minutes doing 4 math problems. She spends the same amount of time on each problem. How many minutes does she spend on each problem?

5 Taylor has 5 yards of gold ribbon to decorate 8 costumes for the school play. She plans to use the same amount of ribbon for each costume. How many yards of ribbon will she use for each costume?

6 DeShawn is using 7 yards of wire fencing to make a play area for his puppy. He wants to cut the fencing into 6 pieces of equal length. How long will each piece of fencing be?

7 What is a division word problem that can be represented by $\frac{4}{3}$?

Name: _____

1 Draw a number line model to represent each multiplication problem. Then solve the problem.

$\frac{2}{3} \times \frac{1}{2}$

$\frac{2}{3} \times \frac{1}{2} =$

$\frac{5}{6} \times \frac{3}{4}$

$\frac{5}{6} \times \frac{3}{4} =$

2 Draw an area model to represent each multiplication problem. Then solve the problem.

$\frac{4}{5} \times \frac{2}{3}$

$\frac{4}{5} \times \frac{2}{3} =$

$\frac{3}{4} \times \frac{1}{6}$

$\frac{3}{4} \times \frac{1}{6} =$

3 What type of model do you like best? Explain why.

Name: _____

Each multiplication problem is used to find the area of a rectangle. Write the missing digits in the boxes to make each multiplication problem true.

1 length: $\frac{1}{2}$ unit

width: $\frac{1}{8}$ unit

$\frac{1}{2} \times \frac{1}{8} = \frac{\Box}{\Box}$ square unit

2 length: $\frac{1}{3}$ unit

width: $\frac{1}{4}$ unit

$\frac{1}{3} \times \frac{1}{4} = \frac{\Box}{\Box}$ square unit

3 length: $\frac{1}{2}$ unit

width: $\frac{1}{3}$ unit

$\frac{1}{2} \times \frac{1}{3} = \frac{\Box}{\Box}$ square unit

4 length: $\frac{1}{2}$ unit

width: $\frac{1}{5}$ unit

$\frac{1}{2} \times \frac{1}{5} = \frac{\Box}{\Box}$ square unit

5 length: $\frac{1}{4}$ unit

width: $\frac{1}{4}$ unit

$\frac{1}{4} \times \frac{1}{4} = \frac{\Box}{\Box}$

6 length: $\frac{1}{3}$ unit

width: $\frac{1}{8}$ unit

$\frac{1}{3} \times \frac{1}{8} = \frac{\Box}{\Box}$

7 length: $\frac{1}{2}$ unit

width: $\frac{1}{7}$ unit

$\frac{1}{2} \times \frac{1}{7} = \frac{\Box}{\Box}$

8 length: $\frac{1}{3}$ unit

width: $\frac{1}{10}$ unit

$\frac{1}{3} \times \frac{1}{10} = \frac{\Box}{\Box}$ square unit

9 length: $\frac{1}{5}$ unit

width: $\frac{1}{6}$ unit

$\frac{1}{6} \times \frac{1}{5} = \frac{\Box}{\Box}$ square unit

10 Write missing digits in the boxes to make two different multiplication problems that are both true.

$\frac{1}{\Box} \times \frac{1}{4} = \frac{1}{\Box}$

$\frac{1}{\Box} \times \frac{1}{4} = \frac{1}{\Box}$

Tiling a Rectangle to Find Area

Name: _____

Each multiplication problem is used to find the area of a rectangle. Write each product.

1 length: $\frac{1}{2}$ unit

width: $\frac{1}{3}$ unit

$\frac{1}{2} \times \frac{1}{3}$

_____ square unit

2 length: $\frac{2}{3}$ unit

width: $\frac{1}{2}$ unit

$\frac{2}{3} \times \frac{1}{2}$

_____ square unit

3 length: $\frac{3}{2}$ unit

width: $\frac{2}{3}$ unit

$\frac{3}{2} \times \frac{2}{3}$

_____ square unit

4 length: $\frac{1}{3}$ unit

width: $\frac{1}{4}$ unit

$\frac{1}{3} \times \frac{1}{4}$

_____ square unit

5 length: $\frac{3}{4}$ unit

width: $\frac{1}{3}$ unit

$\frac{3}{4} \times \frac{1}{3}$

_____ square unit

6 length: $\frac{5}{3}$ unit

width: $\frac{3}{4}$ unit

$\frac{5}{3} \times \frac{3}{4}$

_____ square unit

7 length: $\frac{3}{5}$ unit

width: $\frac{1}{2}$ unit

$\frac{3}{5} \times \frac{1}{2}$

_____ square unit

8 length: $\frac{3}{2}$ unit

width: $\frac{3}{5}$ unit

$\frac{3}{2} \times \frac{3}{5}$
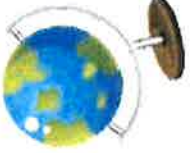
_____ square unit

9 length: $\frac{3}{2}$ unit

width: $\frac{6}{5}$ unit

$\frac{3}{2} \times \frac{6}{5}$

_____ square unit

10 Describe how you could modify one tiling diagram to solve problems 1 through 3.

Certificate of Completion
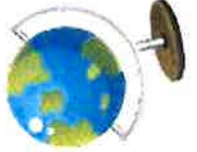
This Award Is Presented to

for completing the
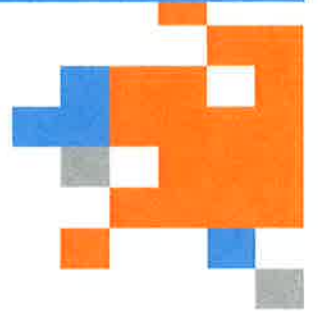
Summer Learning Packet

Date

Signature

Grade 5

Learning Packet
Answer Key

5th Grade Summer Learning Packet
ANSWER KEY

Subject	Lesson

English Language Arts	**Week 1**
	• **Comprehension and Fluency: Pecos Bill's Wild Ride (Possible Responses)**
	
	    1. The narrator is someone outside the story.
	    2. The author uses the third-person point of view. The narrator is an outsider who does not take part in the story. The author uses third-person pronouns when writing about Pecos Bill.
	    3. If the story were told from the first-person point of view, we might gain more insight into Bill's feelings.
	
	• **Genre/Literary Element**
	
	    1. Stormie the Brave is a larger-than-life character and a hero; the story includes exaggeration; the events could not happen in real life.
	    2. Example: Stormie untangling an anchor.
	    3. Answers will vary.
	
	• **Vocabulary Strategy: Synonyms and Antonyms (Possible Responses)**
	
	    1. imitations - the first of its kind
	    2. tossed - was sent into the air
	    3. hogwash - nonsense
	    4. held - held on tightly
	    5. tamed - uncontrolled
	
	• **Phonics: Words with Final /əl/ and /ən/**
	
	<table><tr><td>/əl/ in simple</td><td>/ən/ in soften</td></tr><tr><td>barrel</td><td>abandon</td></tr><tr><td>global</td><td>mountain</td></tr><tr><td>identical</td><td>frighten</td></tr><tr><td>practical</td><td>slogan</td></tr><tr><td>pretzel</td><td>lengthen</td></tr><tr><td>ample</td><td>salmon</td></tr></table>
	B. Use your completed chart to write the different letter combinations that can be used to spell each sound.
	
	1. words with /əl/ such as *simple* <u>-el, -al, -le</u>
	
	2. words with /ən/ such as *soften* <u>-on, -ain, -an, -en</u>
	
	• **Writing Traits: Voice** - Answers will vary.

- **Write to Sources**

> Davy Crockett and Buzzard are both heroes with extraordinary talents.
> Without them, Earth would not be the same.
>
> In *Davy Crockett Saves the World*, Halley's Comet threatened Earth's existence.
> Yikes! The President of the United States needed someone to stop this crazy comet,
> and he knew Davy was his man. Faster than a jet plane and stronger than a hundred
> men, Halley's Comet stood no chance. Davy knew what he must do to defeat the
> comet. He climbed Eagle Eye Peak with one goal in mind—bring down this boiling
> ball of flying fire. Of course, Davy defeated the comet with his mighty strength and
> launched it back into space. Afterward, he was honored with a huge parade.
>
> Buzzard also proved his heroism. With Grandmother Spider's help, he saved the
> day. After Grandmother stole the Sun, she needed an animal to place it at the top
> of the sky. All of the animals agreed Buzzard was the best choice because he could
> fly the highest. Despite the danger, Buzzard did not hesitate. He put the Sun on his
> head and flew up into the sky. Ignoring the intense heat that burned off all of his
> feathers, Buzzard would not quit. He is the reason the Sun sits at the top of the sky
> and lights all of Earth. Like Davy, the heroic Buzzard was also honored for his deeds.

4. pronoun: he; antecedent: Davy

Week 2

- **Comprehension and Fluency: A Penny Saved**
    1. There are five speakers. They are Mom, Dad, Rex, Mandy, and Tad.
    2. Tad has called the meeting. He believes someone has been raiding the family vacation fund.
    3. Tad implies that Rex has done it. He refers to a "previous incident" and looks at Rex as he speaks.
    4. Mom explains that she has taken change out of the piggy bank and replaced it with paper money, which weighs less.

- **Genre/Literary Element**
    1. It is from a mystery play. It has stage directions and is mostly dialogue. At the end, a mystery is presented.
    2. They are looking for old clothes. The first line of dialogue states that they have to make historical costumes.
    3. It is set in the twins' family's attic. That is a logical place to find a telegram from an ancestor.
    4. Possible response: the actual unused ticket for the ancestor's Titanic cruise

- **Vocabulary Strategy: Adages and Proverbs (Possible Responses)**
    1. The acorn doesn't fall far from the tree.
       meaning: Children are often similar to their parents.
       sentence: My mother and I both like suspenseful movies. The acorn doesn't fall far from the tree.
    2. Leave no stone unturned.
       meaning: investigate the matter thoroughly.
       sentence: She will leave no stone unturned in investigating who stole her gym shoes.
    3. Look before you leap.
       meaning: Investigate a situation before getting involved in it.
       sentence: You shouldn't spend a lot of money on a car if you don't know its history. You should look before you leap.
    4. All's well that ends well.
       meaning: When something bad turns out all right, everything's fine.
       sentence: The tornado frightened us all, but it did no damage. All's well that ends well, we decided.

- **Word Study: Prefixes**

  A. In the chart below, sort each word in the word box above by the meaning of its prefix.

not	again	wrongly
nonspecific	regain	miscalculated
inaccurate	repaired	misguided
impatiently	replenished	

under or beneath	too much	
subaquatic	overabundant	
submerge	overwhelm	

  B. Read each sentence. Replace the underlined words with a word from the word box above. Write your answer on the line.

  1. She felt overwhelmed because she had wrongly judged the amount of time the work would take. **miscalculated**

  2. The report was not correct and its argument was illogical. **inaccurate**

- **Writing Traits: Ideas** - Answers will vary.

- **Write to Sources**

  > **Caleb:** Hey Jacob, what's up? I think I just saw that dog Chip that belongs to a friend of yours. He was getting chased through our backyard by a cat! It's not every day I see a big, muscular, black German shepherd being chased by a fluffy, little, orange cat.
  >
  > **Jacob:** Yep. That sounds about right for Chip. You'd think he'd be a good guard dog, but he's actually scared of his own shadow. Any sudden sound Chip hears makes him dive straight under the nearest bed.
  >
  > **Caleb:** I hope you're kidding. As big as that dog is, he shouldn't be afraid of anything.
  >
  > **Jacob:** Nope, I'm totally serious. Every time I go to my buddy's house and ring his doorbell, I hear Chip let out a yelp. Then I hear *pitter patter pitter patter* as he runs to hide somewhere.
  >
  > **Caleb:** That poor dog. He looks so nice, too.
  >
  > **Jacob:** Oh, he's definitely a friendly dog. He'll come right up and start licking your face after he gets to know you. Chip's as courageous as a ham sandwich though.
  >
  > **Caleb:** Well, as for myself, I'd take a friendly dog over an angry watchdog any day.

  4. Sample Answer: Hey Jacob, what's up?

Week 3

- **Comprehension and Fluency: A Warrior for Women's Rights (Possible Responses)**

    1. The title sets up the idea of Alice Paul as a "warrior." The author then describes a scene of protesters marching despite being attacked and later describes Alice Paul as a "brave, determined" woman.
    2. The author describes how Alice Paul changed from being a rather shy student to realizing during her experiences in England that confrontation and protest might best serve the cause of women's rights.
    3. An author might express the point of view that other, more lawful activities might have achieved quicker results for the suffrage movement.

- **Genre/Text Feature**

    1. It is a biography. It Tells facts about the life of Ed Roberts, a real person.
    2. Possible Response: The author chose Ed Roberts because he took action to bring about positive change that improved the lives of many people.
    3. Possible Response: The title uses the word "rolling" to refer to people in wheelchairs and "movement' to refer to the independent living movement.
    4. The photo and caption are among more general, whereas the text focuses on the life of Ed Roberts.

- **Vocabulary Strategy: Prefixes and Suffixes**

    1. Passersby harassed the women and called them names, but the **demonstrators** continued their silent march.

        demonstrate _____ _____

        Possible responses: demonstration, demonstrative

    2. Alice Paul's family believed in women's **education** and women's equality.

        educate _____ _____

        Possible responses: uneducated, educator

    3. Her stay in England **transformed** Paul.

        form _____ _____

        Possible responses: reform, formally

    4. The Pankhursts taught Paul a new way to fight for women's **equality**.

        equal _____ _____

        Possible responses: unequal, equally

    5. She and the other suffragists were **mistreated** in jail.

        treat _____ _____

        Possible responses: untreated, treatable

    B. Write a short paragraph about Alice Paul that includes at least four of the new words you have created above.

    Answers will vary, but students should include at least four of their new words

    containing prefixes or suffixes.

- **Word Study: Homographs**

  A. Sort the words in the box to show the correct pronunciation for each part of speech. Be sure to include the correct underlined accented syllable. Use a dictionary to help you.

Noun	Verb
rebel	rebel
entrance	entrance
protest	protest
extract	extract
permits	permits
object	object
refuse	refuse
subject	subject
insert	insert

  B. Write three sentences. Use the homograph provided in two different ways within each sentence. **Possible responses provided.**

  1. refuse Don't *refuse* to put the *refuse* in the proper place.

  2. present We have to be *present* in order to *present* him with the prize.

  3. content The teacher was *content* with the *content* of the students' essays.

- **Writing Traits: Organization** - Answers will vary.

- **Write to Sources**

  Both authors use sequence and cause and effect to present the events that led to equal rights in America. The use of these text structures helps the reader see how each event is related to an earlier event.

  At the beginning of *Rosa*, the author discussed what everyday life was like for Rosa Parks in Montgomery, Alabama. One day, Rosa's daily routine quickly took an unexpected turn—she was arrested because she refused to give up her seat on the bus to a white person. Later that night, in peaceful protest, people decided not to ride Montgomery's buses. After nearly a year of more protests and rallies, the United States Supreme Court ruled that segregation was illegal.

  "Our Voices, Our Votes" details the long journey women and African Americans faced before they were allowed to vote in America. Initially, only men who owned land were allowed to vote. Finally, after more than a century of petitions, civil disobedience, and protests, the right to vote was granted to all citizens. They'd won a hard-fought battle.

  In conclusion, the text structures for both selections show how people engaged in important events over periods of time in a struggle for equal rights. Those events changed history.

  Reread the passage. Follow the directions below.

  1. **Circle** the transition that links the summary to the rest of the text.

  2. **Draw a box** around the text evidence that Brandon used to show the first event in *Rosa* that led to other events.

  3. **Underline** the text evidence that shows the final outcome of the Montgomery protests.

  4. **Write** the pronoun-contraction included in this text.

     They'd

Week 4

- **Comprehension and Fluency: The Wonders of Water** (Possible Responses)
    1. Details about how waste from farming, business, and energy contribute to water shortages give clues about the author's point of view.
    2. Positive: The water cycle provides fresh water to living things as a natural and renewable resource. Negative: Glaciers have been melting in recent decades, so they are not storing as much water as they have in the past.
    3. The author presents a balanced, or unbiased, point of view. The word choice is neutral. Some details point to human activity as a reason for water shortages, but this is balanced by the details about the water cycle showing that water is a renewable resource.

- **Genre/Text Feature**
    1. It is expository text because it gives facts and information about how people are solving an actual problem.
    2. The purpose is to inform readers about the problem and how people will solve it.
    3. Possible Response: The chart is an important text feature and the author included it to show how temperatures have increased over the years.
    4. Possible Response: I would add a chart to show how rainfall has been decreasing over time.

- **Vocabulary Strategy: Context Clues** (Possible Responses)
    1. affect
    2. circular process or pattern; series of events
    3. something that can be replaced easily over a short period of time.
    4. changes into a gas or vapor
    5. moves from one piece to another

- **Word Study: Words with /chər/ and /zhər/**

disclosure	seizure	fractured	azure
feature	~~content~~	~~insert~~	legislature
~~entrance~~	~~discover~~	~~permits~~	architecture
~~protest~~	pleasure	exposure	~~repaired~~
lecture	~~contract~~	leisure	treasure

A. Read each word in the box and listen for the /zhər/ or /chər/ sounds in the final syllable. If the word has one of these sounds, write it under the correct heading below. If the word does not have the /zhər/ or /chər/ sounds, mark it out with an X.

/zhər/ sounds (-sure)	/zhər/ sounds (-zure)	/chər/ sounds (-ture)
disclosure	seizure	feature
pleasure	azure	lecture
exposure		fractured
leisure		architecture
treasure		legislature

B. Read each sentence. Circle the words that have the /zhər/ or /chər/ sounds.

1. They took a (leisurely) walk through the forest over the weekend.
2. She uses lotion to (moisturize) her hands in the winter.
3. He is the only worker in the area that can (manufacture) the product.
4. It is a nice (gesture) to send a thank-you note when you receive a gift.

- **Writing Traits: Word Choice** - Answers will vary.

- **Write to Sources**

> According to the author of *One Well*, 69 percent of the freshwater we use is used by farms to grow crops and raise livestock. According to the author of "The Dirt on Dirt," pesticides can pollute groundwater—the same groundwater used to grow crops. These facts show that the best way to protect and conserve our planet's water is to think carefully about the food we eat and how we produce it.
>
> For example, according to *One Well*, drinking a glass of water instead of a glass of milk would actually save about 185 liters of water because that is the amount of water needed to produce just one glass of milk! Obviously people need a variety of healthy foods and some foods require more water to produce than others, but this example shows that small choices can have big consequences.
>
> In addition to the kinds of food we eat, people should also pay close attention to the methods that farms use to produce their food. By choosing foods that are grown using less water and fewer harmful pesticides, people can help protect Earth's precious water supply.

4. Pesticides can pollute groundwater.

- **Vocabulary** - Answers will vary.

Week 5

- **Comprehension and Fluency: Grandpa's Shed** (Possible Responses)

   A. **Reread the passage and answer the questions.**
   Possible responses provided.
   1. **What key details describe events in the poem? How would you summarize the events in one sentence?**
   Key details: "Prying open paint cans"; "Grandpa merely dips his brush,/Paints

   a horse and hound"; "I seize a brush,/Soon swishing, swirling pictures."

   Grandpa and the speaker start to paint the shed, but instead they paint

   pictures.

   2. **What specific words or phrases give clues to the speaker's feelings? How do the speaker's feelings change?**
   "brooding, looming," "silent," "astonished, awed," "anticipating anger,"

   "impulse," "each stroke, a story," "We share that shed," "His strokes to mine,

   my words to his"; At first, the speaker is almost afraid to talk to grandpa, but

   after they begin to paint, the speaker relaxes and has fun.

   3. **How would you summarize the theme of the poem?**
   Sharing a love of something such as art can open doors of communication.

- **Genre/Literary Elements**
   1. This is a free verse poem. It does not have a set pattern of rhyme, meter, or line length.
   2. It expresses the poet's thoughts and feelings.
   3. The poem is divided into stanzas to group related thoughts together.
   4. Possible Response: A simile compares hiking to riding on a roller coaster (whole poem). Alliteration is also used: *dizzying drop* (line 4) and *like loping down that last* (lines 10-11).

- **Literary Elements: Stanza and Meter**
  1. The speaker feels timid in the presence of his grandpa.
  2. grand-, is, moun-, Brood-, loom-, tall, stand, shad-, si-, as, stone
  3. Answers will vary.

- **Vocabulary Strategy: Simile and Metaphor**

  Read each passage and the simile or metaphor it contains. Write two words or phrases that describe the item in bold in the comparison. Then write a new simile or metaphor using the item in bold.
  Possible responses provided.

  1. My grandpa is a mountain. / Brooding, looming, tall.

     mountain: huge, overwhelming

     The shop owner is dealing with a mountain of debt.

  2. I stand in his shadow, silent as a stone.

     stone: cold, hard

     When I heard the bad news, my heart sank like a stone.

  3. The old man's hands are vises, / Prying open paint cans lightning fast.

     vise: strong, clamped tightly

     The winter cold held the city in a vise.

  4. My words explode like fireworks.

     fireworks: loud, attention-getting

     Their argument soon erupted like fireworks.

  5. We share that shed like one vast canvas

     canvas: artist's medium, painting

     Her garden is like a canvas on which she paints what she imagines.

- **Word Study: Suffixes -ance, -ence**

  The suffixes -ance and -ence can mean "the action or act of" or "the state of." Add the correct suffix to the root word in bold and write the new word on the line. Then use what you know about the meaning of the suffix to write a sentence using the word. Possible responses provided.

  1. attend _attendance_

     The *attendance* at the concert set a record.

  2. accept _acceptance_

     When you sign your name, you acknowledge your *acceptance* of the rules.

  3. persevere _perseverance_

     The athletes showed great *perseverance* as they trained for the competition.

  4. depend _dependence_

     The country's *dependence* on electricity will require new sources of energy.

  5. disturb _disturbance_

     There was a *disturbance* last night when all the dogs began to bark.

  6. appear _appearance_

     The singer's *appearance* onstage was greeted with wild applause.

  7. assist _assistance_

     We will need *assistance* moving these boxes of books.

  8. resident _residence_

     She recently began her *residence* in our apartment building.

- **Writing Traits: Word Choice** - Answers will vary.

- **Write to Sources**

> Saturday afternoon, my favorite time is here.
> Soon there will be tasty happiness.
> Just Mom and I baking
> Chewy, chunky, chocolate chip cookies!
>
> We mix and stir and pour.
> We laugh and stir some more.
> Putting drops of dough on the sheet,
> The oven's ready, can't miss a beat.
>
> The kitchen is warm and cozy,
> Cookies, gooey and sweet.
> We keep checking every minute.
> What a terrific tasty treat!

   4. Possible answers: time, here, there, I

Week 6
- **Read "Darkness in the Desert" and answer the questions.** (Sample Responses)

   1. **Topic:** How animals respond to day and night in the desert.
   2. **Details:** desert animals, day, when it turns light they creep/beneath the ground to fall asleep, night, animals creep from their dens
   3. **Reflections:** In deserts, though, the times reverse:/ The dark is good, the light is worse./ The daytime is the time to rest./ For desert creatures, night is best.
   4. **Theme:** For some, the night is a better time than the day.
   5. Short Response: Answers will vary.

- **Read "Night Walk" and answer the questions.**

   1. Part A: B   Part B: B, F
   2. Answers will vary.
   3. Answers will vary.

- **Read "Anna's Monsters" and answer the questions.**

   1. Part A: C   Part B: D
   2. C
   3. Part A: D   Part B. B, D
   4. A

- **Read "From Furs to Five-Dollar Bills" and answer the questions.**
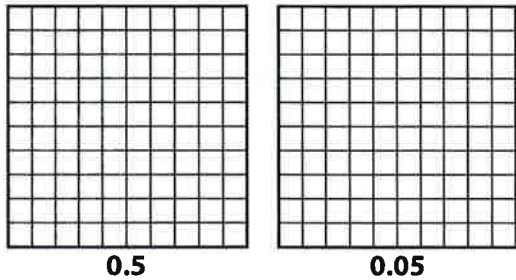
   1. Part A: D   Part B: A
   2. bartered
   3. Answers will vary.

4. Answers will vary.

- **Read "What Was the Great Depression?" and answer the questions.**

   1. Part A: A   Part B: B
   2. crisis
   3. Part A: A   Part B: C
   4. C
   5. Answers will vary.

1 The decimal grid in each model represents 1 whole. Shade each model to show the decimal number below the model.

0.5   0.05

Complete the comparison statements.

0.05 is $\dfrac{1}{10}$ of 0.5.

0.5 is __10__ times the value of 0.05.

Complete the equations.

$0.5 \div$ __10__ $= 0.05$

$0.05 \times$ __10__ $= 0.5$

2 Draw a number line from 0 to 2. Then draw and label points at 2 and 0.2.

0   0.2   2
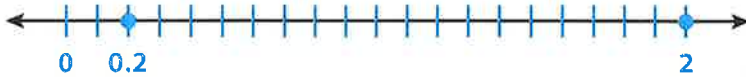
Use the number line to explain why 2 is 10 times the value of 0.2.

Answers will vary.
Possible answer: The number 2 is 10 times the value of 0.2 because 2 is 10 times as far from 0 as the distance from 0.2 to 0.

Complete the equations to show the relationship between 2 and 0.2.

$0.2 \times$ __10__ $= 2$
$2 \div$ __10__ $= 0.2$

3 Which type of model do you like best? Explain why.

Answers will vary.
Possible answer: I liked using decimal grids to see the relationship between each decimal number and 1 whole, but I thought it was easier to show the distance of numbers from 0 on a number line.

Multiply or divide.

1 $6 \div 10$
0.6

2 $0.6 \div 10$
0.06

3 $6 \div 10^2$
0.06

4 $0.6 \div 10^2$
0.006

5 $6 \div 10^3$
0.006

6 $60 \div 10^3$
0.06

7 0.3×10
3

8 0.3×10^2
30

9 0.3×10^3
300

10 0.03×10^2
3

11 0.003×10^2
0.3

12 0.03×10^3
30

13 $72 \div 10$
7.2

14 0.72×10^2
72

15 $7,200 \div 10^3$
7.2

16 $20 \div 10^2$
0.2

17 0.9×10^3
900

18 0.001×10^2
0.1

19 $54 \div 10$
5.4

20 $150 \div 10^3$
0.15

21 0.46×10^3
460

22 What strategies did you use to solve the problems? Explain.

Answers will vary.
Possible answer: In problem 2, I divided a decimal by 10, so I moved the decimal point one place to the left. In problem 7, I multiplied a decimal by 10, so I moved the decimal point one place to the right.

What is the word form of each decimal?

1 0.2

two tenths

2 0.02

two hundredths

3 0.002

two thousandths

4 0.12

twelve hundredths

5 0.012

twelve thousandths

6 0.102

one hundred two thousandths

7 1.002

one and two thousandths

8 9.4

nine and four tenths

9 90.04

ninety and four hundredths

10 0.94

ninety-four hundredths

11 500.2

five hundred and two tenths

12 8.008

eight and eight thousandths

13 700.06

seven hundred and six hundredths

14 6.335

six and three hundred thirty-five thousandths

15 3,000.001

three thousand and one thousandth

16 What strategies did you use to help you read the decimals? Explain.

Answers will vary.
Possible answer: I read the digits to the right of the decimal point and used the name of the least place value.

What decimal represents each number?

1 one and six tenths

<u>**1.6**</u>

2 eight and eleven hundredths

<u>**8.11**</u>

3 $6 \times 1 + 5 \times \frac{1}{10}$

<u>**6.5**</u>

4 thirteen and thirteen thousandths

<u>**13.013**</u>

5 $2 \times 10 + 7 \times \frac{1}{10} + 3 \times \frac{1}{100}$

<u>**20.73**</u>

6 $4 \times 1 + 1 \times \frac{1}{100} + 9 \times \frac{1}{1,000}$

<u>**4.019**</u>

7 five hundred twelve thousandths

<u>**0.512**</u>

8 $8 \times 100 + 2 \times \frac{1}{10} + 8 \times \frac{1}{1,000}$

<u>**800.208**</u>

9 $2 \times 1 + 4 \times \frac{1}{100}$

<u>**2.04**</u>

10 forty-two and forty-one hundredths

<u>**42.41**</u>

11 $7 \times 100 + 2 \times 10 + 3 \times 1 + 6 \times \frac{1}{10}$

<u>**723.6**</u>

12 twelve and sixty-eight thousandths

<u>**12.068**</u>

13 $3 \times 1,000 + 6 \times 100 + 3 \times 10 + 7 \times \frac{1}{10} + 2 \times \frac{1}{100} + 8 \times \frac{1}{1,000}$

<u>**3,630.728**</u>

14 nine hundred fifty-six and four hundred twenty-seven thousandths

<u>**956.427**</u>

15 How was writing decimals for numbers in word form different from numbers in expanded form?

Answers will vary.
Possible answer: For numbers in word form, I had to know what digits the words represent. In expanded form, the digits are given.

Write the symbol <, =, or > in each comparison statement.

1 0.02 __>__ 0.002

2 0.05 __<__ 0.5

3 0.74 __<__ 0.84

4 0.74 __>__ 0.084

5 1.2 __<__ 1.25

6 5.130 __=__ 5.13

7 3.201 __>__ 3.099

8 0.159 __<__ 1.590

9 8.269 __>__ 8.268

10 4.60 __>__ 4.060

11 302.026 __>__ 300.226

12 0.237 __>__ 0.223

13 3.033 __<__ 3.303

14 9.074 __<__ 9.47

15 6.129 __<__ 6.19

16 567.45 __>__ 564.75

17 78.967 __>__ 78.957

18 5.346 __<__ 5.4

19 12.112 __<__ 12.121

20 26.2 __=__ 26.200

21 100.32 __>__ 100.232

22 What strategies did you use to solve the problems? Explain.

Answers will vary.
Possible answer: I looked at the greatest place value for which the numbers had different digits. I compared these digits to tell whether the first number was greater or less than the second number.

Round each decimal to the nearest tenth.

1 0.32
0.3

2 3.87
3.9

3 0.709
0.7

4 12.75
12.8

5 12.745
12.7

6 645.059
645.1

Round each decimal to the nearest hundredth.

7 1.079
1.08

8 0.854
0.85

9 0.709
0.71

10 12.745
12.75

11 645.059
645.06

12 50.501
50.50

Round each decimal to the nearest whole number.

13 1.47
1

14 12.5
13

15 200.051
200

16 Write two different decimals that are the same value when rounded to the nearest tenth. Explain why the rounded values are the same.

Answers will vary.
Possible answer: The decimals 2.73 and 2.74 are both 2.7 when rounded to the nearest tenth. Both decimals are between 2.7 and 2.8, and both are closer to 2.7.

17 Round 1.299 to the nearest tenth and to the nearest hundredth. Explain why the rounded values are equivalent.

Answers will vary.
Possible answer: Use a place value chart. Consider the hundredths place (9) to round 1.299 to the nearest tenth, 1.3. Consider the thousandths place (9) to round to the nearest hundredth. In this case the hundredth would be rounded up, 1.30; which is equivalent to 1.3.

Estimate. Circle all the problems with products between 3,000 and 9,000. Then find the exact products of only the problems you circled.

1 $\begin{array}{r} 132 \\ \times\ 34 \\ \hline \end{array}$
4,488

2 $\begin{array}{r} 247 \\ \times\ 15 \\ \hline \end{array}$
3,705

3 $\begin{array}{r} 145 \\ \times\ 23 \\ \hline \end{array}$
3,335

4 $\begin{array}{r} 308 \\ \times\ 12 \\ \hline \end{array}$
3,696

5 $\begin{array}{r} 158 \\ \times\ 41 \\ \hline \end{array}$
6,478

6 $\begin{array}{r} 364 \\ \times\ 32 \\ \hline \end{array}$

7 $\begin{array}{r} 400 \\ \times\ 29 \\ \hline \end{array}$

8 $\begin{array}{r} 254 \\ \times\ 17 \\ \hline \end{array}$
4,318

9 $\begin{array}{r} 187 \\ \times\ 42 \\ \hline \end{array}$
7,854

10 $\begin{array}{r} 216 \\ \times\ 12 \\ \hline \end{array}$

11 $\begin{array}{r} 323 \\ \times\ 18 \\ \hline \end{array}$
5,814

12 $\begin{array}{r} 194 \\ \times\ 26 \\ \hline \end{array}$
5,044

13 $\begin{array}{r} 317 \\ \times\ 14 \\ \hline \end{array}$
4,438

14 $\begin{array}{r} 385 \\ \times\ 31 \\ \hline \end{array}$

15 $\begin{array}{r} 285 \\ \times\ 27 \\ \hline \end{array}$
7,695

16 What strategies did you use to solve the problems? Explain.

Answers will vary. Possible answer: In #2, I used the distributive property to find the partial products and then added them to find the product.

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The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1
$$580$$
$$\times\ \ 30$$
17,400

2
$$3,104$$
$$\times\ \ \ \ 18$$
55,872

3
$$1,482$$
$$\times\ \ \ \ 38$$
56,316

4
$$1,085$$
$$\times\ \ \ \ 17$$
18,445

5
$$1,236$$
$$\times\ \ \ \ 55$$
67,980

6
$$1,625$$
$$\times\ \ \ \ 18$$
29,250

7
$$2,105$$
$$\times\ \ \ \ 13$$
27,365

8
$$1,788$$
$$\times\ \ \ \ 15$$
26,820

9
$$2,500$$
$$\times\ \ \ \ 19$$
47,500

10
$$648$$
$$\times\ \ 32$$
20,736

11
$$2,409$$
$$\times\ \ \ \ 23$$
55,407

12
$$306$$
$$\times\ \ 62$$
18,972

13
$$2,417$$
$$\times\ \ \ \ 24$$
58,008

14
$$650$$
$$\times\ \ 35$$
22,750

15
$$962$$
$$\times\ \ 44$$
42,328

Answers

20,736	17,400	27,365	47,500	55,872
18,972	18,445	26,820	67,980	56,316
22,750	29,250	55,407	42,328	58,008

Check each answer by multiplying the divisor by the quotient. If the answer is incorrect, cross out the answer and write the correct answer.

Division Problems	Student Answers	
516 ÷ 12	~~48~~ 43	Check: 12 × 48 = 576
837 ÷ 31	27	**Check: 31 × 27 = 837**
351 ÷ 13	~~57~~ **27**	**Check: 13 × 57 = 741**
918 ÷ 54	~~22~~ **17**	**Check: 54 × 22 = 1,188**
896 ÷ 32	~~23~~ **28**	**Check: 32 × 23 = 736**
1,482 ÷ 78	~~14~~ **19**	**Check: 78 × 14 = 1,092**
1,012 ÷ 11	~~82~~ **92**	**Check: 11 × 82 = 902**
1,344 ÷ 56	24	**Check: 56 × 24 = 1,344**

1 Explain how you could know that the answers to two of the problems are incorrect without multiplying. **Answers will vary. Possible answer: I can estimate 351 ÷ 13 using the compatible numbers 350 and 10, with a result of 35. The divisor 13 is greater than 10, so I know the quotient is less than 35 and cannot be 57. I can also estimate 896 ÷ 32 using the compatible numbers 900 and 30, with a result of 30. I know the quotient is closer to 30 than 20.**

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Estimate. Circle all the problems that will have quotients greater than 30. Then find the exact quotients of only the problems you circled.

1 $540 \div 12$
_____45_____

2 $798 \div 38$
_____

3 $429 \div 11$
_____39_____

4 $931 \div 19$
_____49_____

5 $925 \div 25$
_____37_____

6 $390 \div 15$
_____

7 $1,071 \div 51$
_____

8 $1,326 \div 13$
_____102_____

9 $1,856 \div 32$
_____58_____

10 $2,952 \div 72$
_____41_____

11 $1,869 \div 89$
_____

12 $1,798 \div 29$
_____62_____

13 Select a problem you did not circle. Describe two different ways you could use estimation to tell the quotient is not greater than 30.

Answers will vary.
Possible answer: In problem 2, I divided the compatible numbers 800 and 40 to estimate a quotient of 20. A different way would be to multiply the divisor by multiples of 10, resulting in $38 \times 10 = 380$, $38 \times 20 = 760$, and $38 \times 30 = 1,140$. The dividend 798 is less than 1,140, so the quotient is less than 30.

Circle all the problems with sums less than 5.
Then find the exact sums of only the problems you circled.

1 0.24 + 4.25
    4.49

2 4.8 + 0.16
    4.96

3 2.31 + 2.075
    4.385

4 2.31 + 2.7
    _____

5 0.909 + 4.09
    4.999

6 3.99 + 1.109
    _____

7 2.675 + 2.325
    _____

8 3.775 + 0.225
    4

9 2.06 + 2.933
    4.993

10 2.6 + 2.933
    _____

11 1.809 + 3.091
    4.9

12 3.01 + 1.991
    _____

13 1.83 + 3.1 + 0.1
    _____

14 0.012 + 3.79 + 1.101
    4.903

15 2.6 + 2.04 + 0.099
    4.739

16 What strategies did you use to solve the problems?

Answers will vary.
Possible answer: In problem 1, I used place value to find the sum of 4 ones, 4 tenths, and 9 hundredths. In problem 2, I stacked the decimals vertically, aligning the 8 in 4.8 with the 1 in 0.16.

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The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 $7.5 - 1.2$

6.3

2 $10.75 - 4.13$

6.62

3 $20.2 - 14.8$

5.4

4 $6.12 - 0.7$

5.42

5 $41.5 - 33.25$

8.25

6 $15.9 - 8.92$

6.98

7 $105.53 - 99.28$

6.25

8 $9.46 - 3.68$

5.78

9 $74 - 65.9$

8.1

10 $5.05 - 0.56$

4.49

11 $31.27 - 23.67$

7.6

12 $256.4 - 248.38$

8.02

13 $12 - 4.39$

7.61

14 $1,280.01 - 1,272.77$

7.24

15 $500.2 - 494.94$

5.26

Answers

6.25	5.26	6.62	8.1	7.6
4.49	8.25	7.61	6.98	5.42
7.24	5.4	8.02	5.78	6.3

Solve the problems.

1 Lori needs at least 12 liters of water to fill a water cooler. She has a container with 4.55 liters of water, a container with 3.25 liters of water, and a container with 4.85 liters of water. Does she have enough water? Use estimation only to decide. Explain why you are confident in your estimate.

Yes, Lori has at least 12 liters of water. Answers will vary. Possible answer: For my estimate, I added 4.5 + 3 + 4.5, for a total of 12 liters. Since the actual amounts are all greater, I am confidant that she has more water than I estimated.

2 Nia wants the total weight of her luggage to be no more than 50 kilograms. She has three suitcases that weigh 15.8 kilograms, 17.42 kilograms, and 16.28 kilograms. Is the total weight within the limit? Use only estimation to decide. Explain how you know your estimate gives you the correct answer.

Yes, the total weight is within the limit. Answers will vary. Possible answer: For my estimate, I added 16 + 17.5 + 16.5, for a total of 50 kilograms. Since the actual weights are all less than the numbers I added, the actual total weight will be less than 50 kilograms.

3 Omar measures one machine part with length 4.392 centimeters and another part with length 6.82 centimeters. What is the difference in length? Use estimation to check your answer for reasonableness.

The difference in length is 6.82 − 4.392, or 2.428 centimeters. Answers will vary. Possible answer: To estimate, I subtract 6.8 − 4.4 to find a difference of about 2.4 centimeters. Since 2.4 is close to 2.428, my answer is reasonable.

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4 Kyle wants to buy a hat for $5.75, a T-shirt for $7.65, and a keychain for $3.15. He has $16. Does he have enough money? Use estimation only to decide. Explain why you are confident in your estimate.

No, Kyle does not have enough money. Answers will vary. Possible answer: For my estimate, I added $5.50 + $7.50 + $3, for a total of $16. Since the actual amounts are all greater, the actual cost will be greater than $16.

5 For his hiking club, Ricardo is making a container of trail mix with 3.5 kilograms of nuts. He has 1.78 kilograms of peanuts and 0.625 kilograms of almonds. The rest of the nuts will be cashews. How many kilograms of cashews does he need? Use estimation to check your answer for reasonableness.

The total weight of the peanuts and almonds is 1.78 + 0.625, or 2.405 kilograms. He will need 3.5 − 2.405, or 1.095 kilograms of cashews. Answers will vary. Possible answer: To estimate, I add 1.8 + 0.6 to find a total of about 2.4 kilograms for the peanuts and almonds. Then I subtract 3.5 − 2.4 to estimate that he needs about 1.1 kilograms of cashews. Since 1.1 is close to 1.095, my answer is reasonable.

6 Suppose you want to be sure that the total cost of three items does not go over a certain amount. How can you use estimation only to solve the problem?

Answers will vary. Possible answer: When I estimate, I use amounts that are greater that the actual amounts for all three items.

Multiply.

1 3×0.2

__0.6__

2 3×0.03

__0.09__

3 3×0.23

__0.69__

4 4×0.08

__0.32__

5 4×1.1

__4.4__

6 4×1.18

__4.72__

7 6×0.07

__0.42__

8 6×1.1

__6.6__

9 6×1.17

__7.02__

10 21×0.05

__1.05__

11 21×1.05

__22.05__

12 21×2.05

__43.05__

13 9×3.25

__29.25__

14 5×0.87

__4.35__

15 11×3.68

__40.48__

16 16×6.4

__102.4__

17 7×6.89

__48.23__

18 32×5.12

__163.84__

19 How did you know where to put the decimal point in problem 6?

Answers will vary. Possible answer: I used partial products. The product was 472 hundredths. To show hundredths, I placed the decimal point so that there are 2 digits after the decimal point, resulting in the product 4.72.

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Multiply.

1 0.5×3

_____1.5_____

2 0.5×0.3

_____0.15_____

3 0.5×0.03

_____0.015_____

4 6×0.2

_____1.2_____

5 0.6×0.2

_____0.12_____

6 0.06×0.2

_____0.012_____

7 0.8×0.1

_____0.08_____

8 0.8×0.2

_____0.16_____

9 0.8×0.3

_____0.24_____

10 0.4×0.02

_____0.008_____

11 0.4×0.04

_____0.016_____

12 0.4×0.12

_____0.048_____

13 0.3×0.4

_____0.12_____

14 0.6×0.4

_____0.24_____

15 0.6×0.8

_____0.48_____

16 0.01×0.5

_____0.005_____

17 0.05×0.5

_____0.025_____

18 0.25×0.5

_____0.125_____

19 Describe a pattern you noticed when you were completing the problem set.

Answers will vary. Possible answer: In problem 7 through problem 9, one factor was always 0.8 while the other factor increased by 0.1 each time. The result was that the product increased by 0.8×0.1, or 0.08, each time.

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1 0.3×1.2

_____0.36_____

2 1.2×0.4

_____0.48_____

3 1.2×1.1

_____1.32_____

4 0.3×12.1

_____3.63_____

5 4.4×1.1

_____4.84_____

6 0.02×1.8

_____0.036_____

7 7.1×5.1

_____36.21_____

8 6.6×0.02

_____0.132_____

9 2.4×4.8

_____11.52_____

10 9.2×5.24

_____48.208_____

11 1.2×1.24

_____1.488_____

12 8.4×6.2

_____52.08_____

13 4.2×3.21

_____13.482_____

14 4.25×8.5

_____36.125_____

15 1.9×2.78

_____5.282_____

Answers

0.132	1.32	13.482	1.488	48.208
4.84	0.48	52.08	11.52	5.282
36.125	0.036	0.36	3.63	36.21

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Multiply to check if the student's answer is reasonable. If not, cross out the answer and write the correct quotient.

Division Problems	Student Answers	
$0.88 \div 11$	~~0.8~~ 0.08	Product: $11 \times 0.8 = 8.8$
$5.6 \div 8$	~~0.07~~ **0.7**	**Product: $8 \times 0.07 = 0.56$**
$7.2 \div 9$	0.8	**Product: $9 \times 0.8 = 7.2$**
$25.35 \div 5$	~~5.7~~ **5.07**	**Product: $5 \times 5.7 = 28.5$**
$21.7 \div 7$	3.1	**Product: $7 \times 3.1 = 21.7$**
$14.4 \div 12$	~~0.12~~ **1.2**	**Product: $12 \times 0.12 = 1.44$**
$96.16 \div 8$	~~12.2~~ **12.02**	**Product: $8 \times 12.2 = 97.6$**
$60.18 \div 2$	~~30.9~~ **30.09**	**Product: $2 \times 30.9 = 61.8$**

1 Can an answer be incorrect even if it looks reasonable? Explain.

Answers will vary. Possible answer: Yes, an answer that looks reasonable can be incorrect. For example, in a problem such as $60.18 \div 2$, I could estimate that 60.18 is close to 60 and $60 \div 2 = 30$. Since 30.9 is close to 30, it appears to be a reasonable answer, even though it is incorrect.

Divide.

1 $1 \div 0.25$

4

2 $4 \div 0.25$

16

3 $3.75 \div 0.25$

15

4 $6.5 \div 0.25$

26

5 $1.8 \div 9$

0.2

6 $1.8 \div 0.9$

2

7 $1.8 \div 0.09$

20

8 $225 \div 75$

3

9 $22.5 \div 7.5$

3

10 $2.25 \div 0.75$

3

11 $0.36 \div 0.06$

6

12 $6.36 \div 0.06$

106

13 $36.36 \div 0.06$

606

14 $9 \div 2.25$

4

15 $13.5 \div 2.25$

6

16 Describe a pattern you noticed when you were completing the problem set.

Answers will vary. Possible answer: In problems 5 through 7, the value of the divisor was reduced by one place value, (9, 0.9, and 0.09) while the dividend remained the same. The value of the quotient was increased by one place value (0.2, 2, 20). So when a divisor is smaller, it makes the quotient larger.

Adding Fractions with Unlike Denominators

Add.

1 $\frac{1}{2} + \frac{1}{4}$

$\frac{3}{4}$

2 $\frac{1}{2} + \frac{3}{8}$

$\frac{7}{8}$

3 $\frac{1}{2} + \frac{1}{3}$

$\frac{5}{6}$

4 $\frac{1}{3} + \frac{1}{4}$

$\frac{7}{12}$

5 $\frac{5}{6} + \frac{1}{12}$

$\frac{11}{12}$

6 $\frac{1}{3} + \frac{2}{5}$

$\frac{11}{15}$

7 $\frac{5}{6} + \frac{2}{3}$

$\frac{9}{6}$

8 $\frac{3}{4} + \frac{5}{6}$

$\frac{19}{12}$

9 $\frac{7}{9} + \frac{1}{6}$

$\frac{17}{18}$

10 $\frac{7}{8} + \frac{2}{3}$

$\frac{37}{24}$

11 $\frac{3}{2} + \frac{3}{5}$

$\frac{21}{10}$

12 $\frac{9}{8} + \frac{5}{6}$

$\frac{47}{24}$

13 What is a different common denominator you could use in problem 2? Describe how you would add the fractions using this different common denominator. Is the result equivalent to the sum found in problem 2?

Answers will vary.

Possible answer: I could use 16 as a common denominator. To add, I would replace $\frac{1}{2}$ and $\frac{3}{8}$ with equivalent fractions with the common denominator of 16. The result would be $\frac{8}{16} + \frac{6}{16} = \frac{14}{16}$. The sum is equivalent to the one found above, because $\frac{14}{16}$ has the same value as $\frac{7}{8}$.

Add.

1 $4\frac{7}{8} + \frac{1}{8}$

5

2 $4\frac{7}{8} + \frac{1}{4}$

$5\frac{1}{8}$

3 $4\frac{7}{8} + \frac{1}{2}$

$5\frac{3}{8}$

4 $2\frac{3}{4} + \frac{1}{3}$

$3\frac{1}{12}$

5 $2\frac{3}{4} + \frac{2}{3}$

$3\frac{5}{12}$

6 $2\frac{3}{4} + \frac{5}{6}$

$3\frac{7}{12}$

7 $1\frac{2}{5} + 1\frac{1}{2}$

$2\frac{9}{10}$

8 $2\frac{4}{5} + 3\frac{1}{2}$

$6\frac{3}{10}$

9 $3\frac{2}{3} + 3\frac{2}{5}$

$7\frac{1}{15}$

10 $4\frac{5}{8} + 2\frac{2}{3}$

$7\frac{7}{24}$

11 $5\frac{3}{4} + 2\frac{3}{5}$

$8\frac{7}{20}$

12 $3\frac{5}{6} + 2\frac{7}{8}$

$6\frac{17}{24}$

13 What strategy did you use to solve problem 3? Describe each step.

Answers will vary. Possible answer: I used a number line. I know $\frac{1}{2}$ equals $\frac{4}{8}$, so I divided the number line into eighths, started at $4\frac{7}{8}$, and jumped right four eighths to $5\frac{3}{8}$.

Subtracting Fractions with Unlike Denominators

Subtract.

1 $\dfrac{1}{2} - \dfrac{1}{4}$

$\dfrac{1}{4}$

2 $\dfrac{1}{2} - \dfrac{3}{8}$

$\dfrac{1}{8}$

3 $\dfrac{1}{2} - \dfrac{1}{3}$

$\dfrac{1}{6}$

4 $\dfrac{1}{3} - \dfrac{1}{4}$

$\dfrac{1}{12}$

5 $\dfrac{5}{6} - \dfrac{5}{12}$

$\dfrac{5}{12}$

6 $\dfrac{3}{4} - \dfrac{1}{6}$

$\dfrac{7}{12}$

7 $\dfrac{7}{8} - \dfrac{3}{4}$

$\dfrac{1}{8}$

8 $\dfrac{1}{2} - \dfrac{2}{5}$

$\dfrac{1}{10}$

9 $\dfrac{3}{4} - \dfrac{3}{5}$

$\dfrac{3}{20}$

10 $\dfrac{2}{3} - \dfrac{3}{5}$

$\dfrac{1}{15}$

11 $\dfrac{5}{6} - \dfrac{3}{8}$

$\dfrac{11}{24}$

12 $\dfrac{7}{8} - \dfrac{2}{3}$

$\dfrac{5}{24}$

13 How could you check your work in problem 4? Describe each step.

Answers will vary. Possible answer: I could add $\dfrac{1}{12} + \dfrac{1}{4}$ to check that the sum is $\dfrac{1}{3}$. When I replace $\dfrac{1}{4}$ with an equivalent fraction with the common denominator of 12, the result is $\dfrac{1}{12} + \dfrac{3}{12} = \dfrac{4}{12}$. I know $\dfrac{4}{12}$ and $\dfrac{1}{3}$ are equivalent fractions, so my work is correct.

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Subtract.

1 $2\frac{1}{8} - \frac{1}{4}$

$1\frac{7}{8}$

2 $2\frac{1}{8} - \frac{1}{2}$

$1\frac{5}{8}$

3 $2\frac{1}{8} - \frac{3}{4}$

$1\frac{3}{8}$

4 $2\frac{1}{2} - \frac{2}{3}$

$1\frac{5}{6}$

5 $2\frac{1}{4} - 1\frac{1}{3}$

$\frac{11}{12}$

6 $3\frac{1}{6} - 1\frac{3}{4}$

$1\frac{5}{12}$

7 $7\frac{2}{5} - 3\frac{1}{2}$

$3\frac{9}{10}$

8 $5\frac{3}{8} - 4\frac{1}{6}$

$1\frac{5}{24}$

9 $8\frac{2}{3} - 3\frac{4}{5}$

$4\frac{13}{15}$

10 $6\frac{2}{5} - 3\frac{3}{4}$

$2\frac{13}{20}$

11 $9\frac{3}{8} - 3\frac{2}{3}$

$5\frac{17}{24}$

12 $14\frac{1}{8} - 9\frac{5}{6}$

$4\frac{7}{24}$

13 What pattern did you notice in problems 1 through 3? Explain how this helped you subtract.

Answers will vary. Possible answer: Each time I subtracted $\frac{2}{8}$ more from $2\frac{1}{8}$. This helped me subtract because the difference was $\frac{2}{8}$ less each time.

Solve the problems. Estimate to tell if your solution is reasonable. Show your work.

1 Jim mails one package that weighs $\frac{3}{8}$ pound and another that weighs $\frac{2}{3}$ pound. What is the total weight of both packages?

Estimate: $\frac{3}{8}$ is close to $\frac{1}{2}$ and $\frac{2}{3}$ is close to $\frac{1}{2}$. I add $\frac{1}{2} + \frac{1}{2}$ to estimate a total weight of about 1 pound.

Solve: $\frac{3}{8} + \frac{2}{3} = \frac{9}{24} + \frac{16}{24} = \frac{25}{24}$, or $1\frac{1}{24}$ pounds. Since 1 is close to $1\frac{1}{24}$, my solution is reasonable.

2 Rosa needs $5\frac{1}{4}$ yards of ribbon for a crafts project. She already has $2\frac{7}{8}$ yards of ribbon. How many more yards of ribbon does she need to buy?

Estimate: $5\frac{1}{4}$ is a benchmark and $2\frac{7}{8}$ is close to 3. She needs $5\frac{1}{4} - 3$, or about $2\frac{1}{4}$ more yards.

Solve: $5\frac{1}{4} - 2\frac{7}{8} = 5\frac{2}{8} - 2\frac{7}{8} = 2\frac{3}{8}$ yards of ribbon. Since $2\frac{1}{4}$ is close to $2\frac{3}{8}$, my solution is reasonable.

3 To make fruit punch, Tyrone needs $3\frac{3}{8}$ quarts of orange juice and $3\frac{3}{4}$ quarts of cranberry juice. How many quarts of juice does he need in all?

Estimate: $3\frac{3}{8}$ is close to $3\frac{1}{2}$ and $3\frac{3}{4}$ is a benchmark. So, $3\frac{1}{2} + 3\frac{3}{4} = 3\frac{2}{4} + 3\frac{3}{4} = 6\frac{5}{4}$, or about $7\frac{1}{4}$ quarts.

Solve: $3\frac{3}{8} + 3\frac{3}{4} = 3\frac{3}{8} + 3\frac{6}{8} = 6\frac{9}{8}$, or $7\frac{1}{8}$ quarts. Since $7\frac{1}{4}$ is close to $7\frac{1}{8}$, my solution is reasonable.

4 Lin spent $\frac{5}{6}$ hour on math homework and $1\frac{3}{4}$ hours on science homework. How many hours in all did she spend on homework for both subjects?

Estimate: $\frac{5}{6}$ is close to 1 and $1\frac{3}{4}$ is close to 2. I add $1 + 2$ to estimate about 3 hours.

Solve: $\frac{5}{6} + 1\frac{3}{4} = \frac{10}{12} + 1\frac{9}{12} = 1\frac{19}{12}$, or $2\frac{7}{12}$ hours. Since 3 is close to $2\frac{7}{12}$, my solution is reasonable.

5 Sandra rode her bike $9\frac{1}{3}$ miles on Monday and $6\frac{4}{5}$ miles on Tuesday. How many more miles did she ride on Monday than on Tuesday?

Estimate: $9\frac{1}{3}$ is close to $9\frac{1}{2}$ and $6\frac{4}{5}$ is close to 7. She rode about $9\frac{1}{2} - 7$, or $2\frac{1}{2}$ miles more.

Solve: $9\frac{1}{3} - 6\frac{4}{5} = 9\frac{5}{15} - 6\frac{12}{15} = 2\frac{8}{15}$ miles. Since $2\frac{1}{2}$ is close to $2\frac{8}{15}$, my solution is reasonable.

6 How can you make a high estimate for the sum of two fractions in a word problem?

Answers will vary. Possible answer: For each fraction, I can use a benchmark fraction that is greater than that fraction when I estimate the sum. The estimated sum will be greater than the actual sum.

Solve each problem.

1 Roger has 4 gallons of orange juice. He puts the same amount of juice into each of 5 pitchers. How many gallons of orange juice are in 1 pitcher?

$\frac{4}{5}$ **gallon**

2 Marta has 8 cubic feet of potting soil and 3 flower pots. She wants to put the same amount of soil in each pot. How many cubic feet of soil will she put in each flower pot?

$\frac{8}{3}$ **or** $2\frac{2}{3}$ **cubic feet**

3 Greg made 27 ounces of potato salad to serve to 10 guests at a picnic. If each serving is the same size, how much potato salad will each guest receive?

$\frac{27}{10}$ **or** $2\frac{7}{10}$ **ounces**

4 Chandra spends 15 minutes doing 4 math problems. She spends the same amount of time on each problem. How many minutes does she spend on each problem?

$\frac{15}{4}$ **or** $3\frac{3}{4}$ **minutes**

5 Taylor has 5 yards of gold ribbon to decorate 8 costumes for the school play. She plans to use the same amount of ribbon for each costume. How many yards of ribbon will she use for each costume?

$\frac{5}{8}$ **yard**

6 DeShawn is using 7 yards of wire fencing to make a play area for his puppy. He wants to cut the fencing into 6 pieces of equal length. How long will each piece of fencing be?
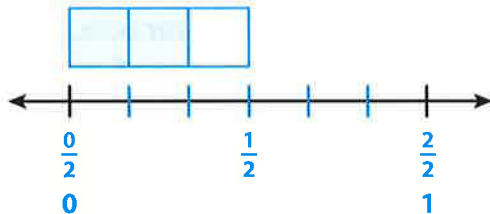
$\frac{7}{6}$ **or** $1\frac{1}{6}$ **yards**

7 What is a division word problem that can be represented by $\frac{4}{3}$?

Answers will vary. Possible answer: Three friends share 4 ounces of sunflower seeds equally. How many ounces of sunflower seeds does each friend get?

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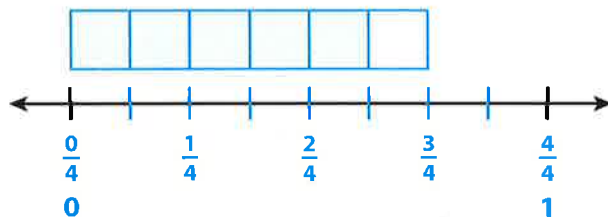**1** Draw a number line model to represent each multiplication problem. Then solve the problem.

$\frac{2}{3} \times \frac{1}{2}$

$\frac{2}{3} \times \frac{1}{2} = \frac{2}{6}$

$\frac{5}{6} \times \frac{3}{4}$

$\frac{5}{6} \times \frac{3}{4} = \frac{5}{8}$

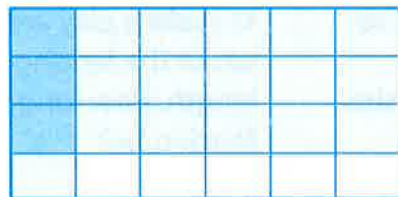**2** Draw an area model to represent each multiplication problem. Then solve the problem.

$\frac{4}{5} \times \frac{2}{3}$

$\frac{4}{5} \times \frac{2}{3} = \frac{8}{15}$

$\frac{3}{4} \times \frac{1}{6}$

$\frac{3}{4} \times \frac{1}{6} = \frac{3}{24}$

3 What type of model do you like best? Explain why.

Answers will vary. Possible answer: I like using area models because I can see the number of parts in 1 whole, which helps me to write the product.

Multiplying Unit Fractions to Find Area

Teacher Packet

Each multiplication problem is used to find the area of a rectangle. Write the missing digits in the boxes to make each multiplication problem true.

1 length: $\frac{1}{2}$ unit

width: $\frac{1}{8}$ unit

$\frac{1}{2} \times \frac{1}{8} = \frac{1}{16}$ square unit

2 length: $\frac{1}{3}$ unit

width: $\frac{1}{4}$ unit

$\frac{1}{3} \times \frac{1}{4} = \frac{1}{12}$ square unit

3 length: $\frac{1}{2}$ unit

width: $\frac{1}{3}$ unit

$\frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$ square unit

4 length: $\frac{1}{2}$ unit

width: $\frac{1}{5}$ unit

$\frac{1}{2} \times \frac{1}{5} = \frac{1}{10}$ square unit

5 length: $\frac{1}{4}$ unit

width: $\frac{1}{4}$ unit

$\frac{1}{4} \times \frac{1}{4} = \frac{1}{16}$

6 length: $\frac{1}{3}$ unit

width: $\frac{1}{8}$ unit

$\frac{1}{3} \times \frac{1}{8} = \frac{1}{24}$

7 length: $\frac{1}{2}$ unit

width: $\frac{1}{7}$ unit

$\frac{1}{2} \times \frac{1}{7} = \frac{1}{14}$

8 length: $\frac{1}{3}$ unit

width: $\frac{1}{10}$ unit

$\frac{1}{3} \times \frac{1}{10} = \frac{1}{30}$ square unit

9 length: $\frac{1}{5}$ unit

width: $\frac{1}{6}$ unit

$\frac{1}{6} \times \frac{1}{5} = \frac{1}{30}$ square unit

10 Write missing digits in the boxes to make two different multiplication problems that are both true. **Answers will vary. Possible answer:**

$\frac{1}{5} \times \frac{1}{4} = \frac{1}{20}$

$\frac{1}{2} \times \frac{1}{4} = \frac{1}{8}$

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Each multiplication problem is used to find the area of a rectangle. Write each product.

1 length: $\frac{1}{2}$ unit

width: $\frac{1}{3}$ unit

$\frac{1}{2} \times \frac{1}{3}$

$\underline{\quad \frac{1}{6} \quad}$ square unit

2 length: $\frac{2}{3}$ unit

width: $\frac{1}{2}$ unit

$\frac{2}{3} \times \frac{1}{2}$

$\underline{\quad \frac{2}{6} \quad}$ square unit

3 length: $\frac{3}{2}$ unit

width: $\frac{2}{3}$ unit

$\frac{3}{2} \times \frac{2}{3}$

$\underline{\quad \frac{6}{6} \quad}$ square unit

4 length: $\frac{1}{3}$ unit

width: $\frac{1}{4}$ unit

$\frac{1}{3} \times \frac{1}{4}$

$\underline{\quad \frac{1}{12} \quad}$ square unit

5 length: $\frac{3}{4}$ unit

width: $\frac{1}{3}$ unit

$\frac{3}{4} \times \frac{1}{3}$

$\underline{\quad \frac{3}{12} \quad}$ square unit

6 length: $\frac{5}{3}$ unit

width: $\frac{3}{4}$ unit

$\frac{5}{3} \times \frac{3}{4}$

$\underline{\quad \frac{15}{12} \quad}$ square unit

7 length: $\frac{3}{5}$ unit

width: $\frac{1}{2}$ unit

$\frac{3}{5} \times \frac{1}{2}$

$\underline{\quad \frac{3}{10} \quad}$ square unit

8 length: $\frac{3}{2}$ unit

width: $\frac{3}{5}$ unit

$\frac{3}{2} \times \frac{3}{5}$

$\underline{\quad \frac{9}{10} \quad}$ square unit

9 length: $\frac{3}{2}$ unit

width: $\frac{6}{5}$ unit

$\frac{3}{2} \times \frac{6}{5}$

$\underline{\quad \frac{18}{10} \quad}$ square unit

10 Describe how you could modify one tiling diagram to solve problems 1 through 3.

Answers will vary. Possible answer: I could use rectangular tiles that are each $\frac{1}{2}$ unit by $\frac{1}{3}$ unit. The rectangle for problem 1 would be 1 tile. The rectangle for problem 2 would be 1 tile long and 2 tiles wide. The rectangle for problem 3 would be 3 tiles long and 2 tiles wide.