GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Elementary Education
Department of K-6 Instruction

# GRADE 5

# AT HOME LEARNING

## MARCH 2020

Name _____

## Joann and the Chipmunk

At nighttime, Joann looks out her window. Near the barnyard, by the evergreen trees, she sees a firefly blink. She hears tree frogs slurp and croak in the pond. Suddenly, she hears a yelp and a cry. She sees a mournful chipmunk drag itself slowly into the yard. "Yikes," Joann shrieks to her mom. "That chipmunk is hurt!"

It is bedtime, but Joann and Mom grab boots and coats and go outdoors. The chipmunk lies in the yard. "Is it dead?" Joann asks. Mom shakes her head.

Mom and Joann brainstorm. "We can get the vet," Mom tells Joann.

The vet comes and places the chipmunk in a cardboard box. He takes creams and tools out of his backpack to help the chipmunk. "This wee fur ball is just a baby," the vet tells them. "It has a bad injury, but it will get well because someone cared!"

## The Muskrat and the Motorboat

Martin and Grandpa Redman took the rowboat to the lake. Martin rowed and Grandpa Redman sat in the back. Martin saw an animal float by.

"It is a muskrat," Grandpa Redman told Martin. "Muskrats make homes from cattails and mud. They make burrows underground."

"I see," said Martin. "Oh, no. I hear a motorboat. I hope that muskrat will be safe."

"He needs our sympathy. Maybe we can help him," said Grandpa Redman. "We can help by delivering him to the wetlands. We can show him the way with our rowboat. The wetlands are protected. No motorboats can go there."

Martin rowed his boat to the wetlands. The muskrat followed and soon they did not hear the motorboat anymore. The muskrat shook his big tail underwater to show that he was happy.

"Look at that rainbow," Martin yelled. "Even the sky is happy that the muskrat is safe!"

☆ACTIVITY Write three sentences about an animal you have saved.☆

Name _____

**Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

**Review Words**

21. _____
22. _____
23. _____

**Challenge Words**

24. _____
25. _____

1. you've
2. she'd
3. that's
4. what's
5. doesn't
6. there's
7. you're
8. wasn't
9. we'll
10. we've
11. we're
12. couldn't
13. I've
14. didn't
15. they're
16. shouldn't
17. wouldn't
18. he'd
19. don't
20. isn't
21. dripping
22. applied
23. diaries
24. won't
25. aren't

Name _____

**A. Write the words each contraction stands for.**

1. you're _____
2. what's _____
3. wasn't _____
4. shouldn't _____
5. there's _____
6. didn't _____
7. doesn't _____
8. we're _____

**B. Circle the letter or letters left out of each contraction.**

| | | | |
|---|---|---|---|
| 9. that's | es | i | is |
| 10. we've | ive | ave | ha |
| 11. don't | o | it | not |
| 12. they're | are | a | i |
| 13. couldn't | nt | o | t |
| 14. he'd | ha | a | h |

Name _____

| | | | |
|---|---|---|---|
| assuring | pursuit | gratitude | emerging |
| detected | previous | outcome | guidance |

**Finish each sentence using the vocabulary word provided.**

1. **(gratitude)** He expressed _____

   _____.

2. **(guidance)** She learned how _____

   _____.

3. **(assuring)** Before the play, the drama teacher _____

   _____.

4. **(outcome)** I can predict _____

   _____.

5. **(previous)** I remember _____

   _____.

6. **(pursuit)** The dog ran quickly _____

   _____.

7. **(detected)** When I looked under the porch, _____

   _____.

8. **(emerging)** We saw a deer _____

   _____.

Name _____

Reteaching
**3-3**

# Multiplying 2-Digit Numbers by Multiples of 10

A bus service drives passengers between Milwaukee and Chicago every day. They travel from city to city a total of 8 times each day. The distance between the two cities is 89 mi. In the month of February, there are 28 days. The company's budget allows for 28,000 total miles for February. Is 28,000 mi a reasonable budget mileage amount?

**One Way to Estimate**

Estimate $28 \times 8 \times 89$.

Use rounding.

You can round 89 to 100 and 8 to 10. Then multiply.

$28 \times 10 \times 100 = 280 \times 100 = 28{,}000$

Because this is an overestimate, there are enough miles.

**Another Way to Estimate**

Estimate $28 \times 8 \times 89$.

Use compatible numbers.

Replace 28 with 30, 89 with 90, and 8 with 10. 30, 90, and 10 are compatible numbers because they are close to the actual numbers in the problem and they are easier to multiply. Now the problem becomes $30 \times 90 \times 10$.

| | |
|---|---|
| $30 \times 90 = 2{,}700$ | Multiply $3 \times 9$, then place two zeros after the product. |
| $2{,}700 \times 10 = 27{,}000$ | Multiply $27 \times 1$ using the Identity Property of Multiplication, then place three zeros after the product. |

In the estimate, we used numbers greater than the original numbers, so the answer is an overestimate.

28,000 total miles is a reasonable budget amount.

Find each product.

**1.** $42 \times 90 =$ _____

**2.** $270 \times 98 =$ _____

Mrs. Carter ordered new supplies for Memorial Hospital.

**3.** About how much will it cost to purchase 48 electronic thermometers?

_____

**4.** About how much will it cost to purchase 96 pillows?

_____

**Supplies**

| | |
|---|---|
| Electronic thermometers | $19 each |
| Pulse monitors | $189 each |
| Pillows | $17 each |
| Telephones | $19 each |



Name _____

Practice
**3-3**

# Multiplying 2-Digit Numbers by Multiples of 10

Find each product.

**1.** $68 \times 20 =$ _____

**2.** $55 \times 100 =$ _____

**3.** $150 \times 21 =$ _____

**4.** $90 \times 99 =$ _____

**5.** $87 \times 400 =$ _____

**6.** $19 \times 70 =$ _____

**7.** $39 \times 50 =$ _____

**8.** $47 \times 290 =$ _____

**9.** $70 \times 27 =$ _____

**10.** $60 \times 2{,}100 \times 23 =$ _____

**11.** $17 \times 610 =$ _____

**12.** $88 \times 300 =$ _____

**13.** Give three numbers whose product is 9,000.

_____

**14.** About how much would it cost to buy 4 CD/MP3 players and 3 MP3 players?

_____

**Electronics Prices**

| | |
|---|---|
| CD player | $ 74.00 |
| MP3 player | $ 99.00 |
| CD/MP3 player | $199.00 |
| AM/FM radio | $ 29.00 |

**15.** Which is the product of $2 \times 19 \times 50$?

**A** 1,900 **B** 1,800 **C** 190 **D** 185

**16.** Find the product of $27 \times 60$. Then explain how you would use mental math to find the product of $27 \times 600$.

_____

_____

_____



Name _____

| | | | | |
|---|---|---|---|---|
| you've | doesn't | we'll | I've | wouldn't |
| she'd | there's | we've | didn't | he'd |
| that's | you're | we're | they're | don't |
| what's | wasn't | couldn't | shouldn't | isn't |

**A. Combine the two words to make a contraction. Write the spelling word on the line.**

1. I + have = _____
2. could + not = _____
3. you + are = _____
4. was + not = _____
5. we + will = _____
6. they + are = _____
7. what + is = _____
8. you + have = _____
9. should + not = _____
10. he + would = _____
11. is + not = _____
12. we + are = _____
13. would + not = _____
14. we + have = _____
15. she + would = _____

**B. Write these spelling words on the lines in alphabetical order. Alphabetize them to the third letter.** ***doesn't, there's, don't, didn't, that's***

16. _____
17. _____
18. _____
19. _____
20. _____

Name _____

**Read the passage. Use the make, confirm, and revise predictions strategy to help you set a purpose for reading and to understand what you read.**

## How the Fly Saved the River

When the world was young, a long river wandered through a large forest. It offered its water freely to anyone who needed it.

Fish of all shapes and sizes lived in the river. Beavers built their dams and lodges in it. Muskrats swam there and built nests in its banks. Other animals visited the river. Bears, deer, birds, and even insects drank the delicious water and gossiped while relaxing among the sheltering trees on the river's shores.

One day, a giant moose heard about the river and how delicious and refreshing its water was. He decided to travel there and sample the water himself. When he arrived, the moose was extremely thirsty and immediately began to drink. Even after he quenched his thirst, the moose kept drinking. He decided he wanted all the water for himself. The other animals watched in horror. The moose was drinking so much the water was sinking! The more the moose drank, the more the water retreated.

The farther the river sank, the more the animals worried. "What will we drink?" asked the bear. "Where will we relax in the cool shade?" wondered the deer. The muskrats worried, too. Where would they swim and play? The beavers were even more worried. Where would they build their dams and their lodges? The fish were the most worried of all, desperately complaining to the other animals, "What if the river dries up? We can't live on land like you!"

That night, the animals convened a meeting to figure out a way to keep the greedy moose from drinking the river. The moose was so huge and so strong that they were all afraid of him. The bear exclaimed, "Have you seen his antlers? They're almost as gigantic as he is!" and he trembled as he said it.

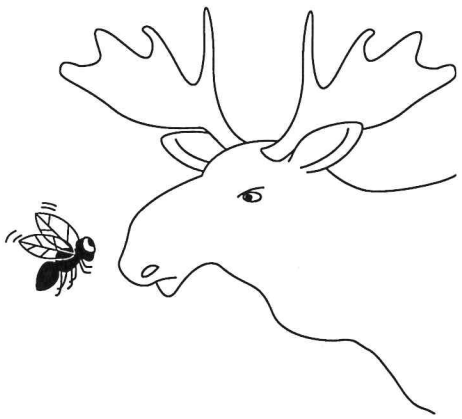
Then the silence was broken by a small voice: "I'll do it." The animals turned, wondering who this courageous creature might be.

Name _____

It was the fly. Despite their fear, the animals burst out laughing. "What a ridiculous idea!" the bear told the fly, "You're too small. You can't chase away such a big animal! Why, even I am afraid of him!"

"Someone has to stop him," said the fly, "and none of you are willing to try." With that, she flew off to make a plan.

The next morning the moose returned to the river and started drinking greedily. He didn't notice the fly hovering above him, selecting her first target. Suddenly, out of the sky she dove, landing on his leg and sinking her jaws into it. The moose stamped his foot, trying to throw her off, but the fly held on tight. He kept stamping his foot, and with every stamp, he left a hole in the ground. The river hurried to fill the holes. Soon, mud was grabbing at the moose's feet. Next, the fly landed on the moose's back. Again, she bit as hard as she could. The moose tossed his head, snapping at the fly. All he managed to do, though, was give himself some nasty scratches with his antlers. Then, the fly started a series of quick attacks. She darted in from one side to nip the moose's ear and then from the other to bite his nose.



The moose galloped frantically back and forth on the river bank, snapping wildly at the fly with his massive jaws. He thrashed his head from side to side and stamped his hooves so hard the ground shook. He snorted like thunder and blew like a hurricane. No matter what he did, though, he couldn't get rid of the little fly.

At last, the moose stopped fighting and started running. The fly pursued him, buzzing loudly. When she was sure he wasn't coming back, she finally flew home.

At the river, the other animals crowded around to thank her for banishing the moose. "The moose couldn't fight someone as small as you," the bear said. "By using your brain, you figured out a way to turn your weakness into a strength."

Name _____

**A. Reread the passage and answer the questions.**

1. **When the animals hold a meeting about the moose, what do they say and do?**

_____

_____

_____

2. **What does the fly do after the meeting? How do the animals react?**

_____

_____

3. **What is the message of this story?**

_____

_____

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

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

Name _____

Reteaching
**3-4**

# Multiplying 2-Digit by 2-Digit Numbers

Find 43 × 26.

**Step 1:**
Multiply by the ones.
Regroup if necessary.

**What You Think**
6 × 3 ones = 18 ones
Regroup 18 ones as 1 ten and 8 ones.

6 × 4 tens = 24 tens
24 tens + 1 ten = 25 tens
Regroup 25 tens as 2 hundreds and 5 tens.

**What You Write**

$$\begin{array}{r} {\scriptstyle 1\phantom{00}} \\ 43 \\ \times\ 26 \\ \hline 258 \end{array}$$

**Step 2:**
Multiply by the tens.
Regroup if necessary.

**What You Think**
20 × 3 ones = 60 ones
Regroup 60 ones as 6 tens.

20 × 4 tens = 80 tens
Regroup 80 tens as 8 hundreds.

$$\begin{array}{r} {\scriptstyle 1\phantom{00}} \\ 43 \\ \times\ 26 \\ \hline 258 \\ 860 \\ \hline \end{array}$$

**Step 3:**
Add the partial products.

**What You Think**
6 × 43 = 258
20 × 43 = 860

$$\begin{array}{r} {\scriptstyle 1\phantom{00}} \\ 43 \\ \times\ 26 \\ \hline 258 \\ +\ 860 \\ \hline 1{,}118 \end{array}$$

partial products

Find the product.

**1.** $\begin{array}{r} 38 \\ \times\ 12 \\ \hline \end{array}$

**2.** $\begin{array}{r} 64 \\ \times\ 33 \\ \hline \end{array}$

**3.** $\begin{array}{r} 49 \\ \times\ 27 \\ \hline \end{array}$

**4.** $\begin{array}{r} 85 \\ \times\ 15 \\ \hline \end{array}$

**5.** $\begin{array}{r} 26 \\ \times\ 21 \\ \hline \end{array}$

**6.** $\begin{array}{r} 73 \\ \times\ 19 \\ \hline \end{array}$

**7.** $\begin{array}{r} 57 \\ \times\ 28 \\ \hline \end{array}$

**8.** $\begin{array}{r} 91 \\ \times\ 86 \\ \hline \end{array}$

**9.** In the problem 62 × 45, what are the partial products?

_____



Name _____

Practice
**3-4**

# Multiplying 2-Digit by 2-Digit Numbers

Find each product. Estimate to check that your answer is reasonable.

**1.** 56 × 34

**2.** 45 × 76

**3.** 35 × 15

**4.** 47 × 94

**5.** 64 × 51

**6.** 47 × 30

**7.** 56 × 19

**8.** 92 × 49

**9.** To pay for a sofa, Maddie made a payment of 64 dollars each month for one year. How much did the sofa cost ? _____

**10.** Katie is in charge of buying juice for the teachers' breakfast party. If one teacher will drink between 18 and 22 ounces of juice, and there are 32 teachers, which is the best estimate for the amount of juice Katie should buy?

**A** about 200 ounces
**B** about 400 ounces
**C** about 600 ounces
**D** about 800 ounces

**11.** Is 7,849 a reasonable answer for 49 × 49? Why or why not?

_____

_____

_____



Name _____

| | | | | |
|---|---|---|---|---|
| you've | doesn't | we'll | I've | wouldn't |
| she'd | there's | we've | didn't | he'd |
| that's | you're | we're | they're | don't |
| what's | wasn't | couldn't | shouldn't | isn't |

**A. Write the spelling words that are formed using the words below.**

***is***

1. _____
2. _____
3. _____

***would***

4. _____
5. _____

***have***

6. _____
7. _____
8. _____

***will***

9. _____

***are***

10. _____
11. _____
12. _____

***not***

13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

**B. Compare the words *we'll* and *we're*. How are they alike? How are they different?**

_____

_____

Name _____

## The Hunter and the Doves

A flock of doves rested under a banyan tree, calmly eating grains of rice. Suddenly, a hunter's net descended and trapped them. The king of doves made an escape plan, "We will fly up together, clutching the net in our beaks. There is strength in unity. When we are safe from pursuit, we will find a way to get free from the net." The doves flew away from the hunter, clutching the net in their beaks. The king guided them to the home of his friend, the mouse. Mouse was known for helping others. The mouse nibbled the net and freed the doves. The doves expressed their gratitude to the mouse for his help and flew away.

**Answer the questions about the text.**

1. **How do you know this is a folktale?**

_____

_____

2. **What example of foreshadowing does this text include?**

_____

_____

3. **What lesson does the text contain?**

_____

_____

4. **What example of imagery does the text include? What is the effect of this imagery?**

_____

_____

Name _____

**Read each passage. Underline the word or words that show personification. Then write a sentence about the mental picture you have of the thing described.**

1. When the world was young, a long river wandered through a large forest.

_____

_____

2. The river offered its water freely to anyone who needed it.

_____

_____

3. The more the moose drank, the more the water retreated.

_____

_____

4. The river hurried to fill the holes.

_____

_____

5. Soon, mud was grabbing at the moose's feet.

_____

_____

Name _____

- When a singular noun ends in *-s,* show the **possessive form** by adding an apostrophe and *-s*.
- The possessive form of a plural noun that ends in -s adds only an **apostrophe**. To form the possessive of a plural noun that does not end in *-s*, add an apostrophe and *-s*.
- Do not confuse plural nouns with possessive nouns.

**Complete each sentence by writing the correct form of the noun in parentheses.**

1. The students waited for the (bus) door to open. _____
2. They lined up near the (circus) main entrance. _____
3. The teachers purchased the two (class) tickets. _____
4. An usher pointed toward the (child) seats. _____
5. Both (class) waited for the show to begin. _____
6. The (child) laughed when two clowns appeared. _____
7. The pair of (clown) wore oversized clothes. _____
8. The two (clown) costumes filled up with air. _____
9. One (clown) suit exploded with a burst of confetti. _____
10. Each (class) students laughed with delight. _____

Name _____

Reteaching
**3-6**

# Problem Solving: Draw a Picture and Write an Equation

A hardware store ordered 9 packs of screws from a supplier. Each pack contains 150 screws. How many screws did the store order?

**Read and Understand**

What do you know?

The store ordered nine packs of screws.

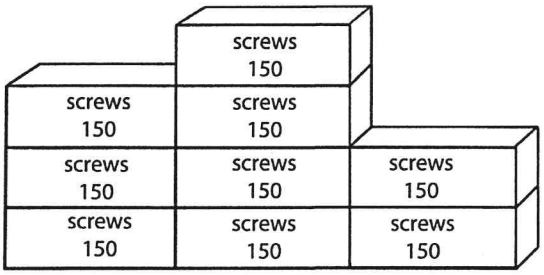
Each pack contained 150 screws.

What are you trying to find?

The total number of screws ordered

**Plan and Solve**

Draw a picture of what you know.




Write an equation.

Let $x$ = the total number of screws.

$9 \times 150 = x$

Multiply.

$$\begin{array}{r} {\scriptstyle 4} \\ 150 \\ \times\ 9 \\ \hline 1{,}350 \end{array}$$

The store ordered 1,350 screws.

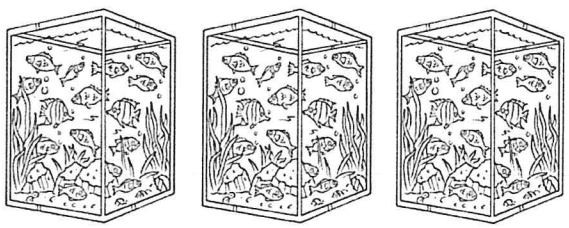
**Look Back and Check**

Is your answer reasonable?

Yes, $150 \times 10 = 1{,}500$.

A state aquarium has display tanks that each contains 75 fish. Three of these tanks are at the entrance. How many fish are on display at the entrance?

Draw a picture. Write an equation. Solve.



_____



Name _____

Practice
**3-6**

# Problem Solving: Draw a Picture and Write an Equation

Draw a picture and write an equation. Then solve.

1. When Mary was born, she weighed 8 pounds. When she was 10 years old, she weighed 10 times as much. How much did she weigh when she was 10 years old?

_____

2. Sandi is 13 years old. Karla is 3 times Sandi's age. How old is Karla?

_____

3. Hwong can fit 12 packets of coffee in a small box and 50 packets of coffee in a large box. Hwong has 10 small boxes and would like to reorganize them into large boxes. Which boxes should he use? Explain.

_____

_____

4. Daniel has 12 tennis balls. Manuel has twice as many tennis balls as Daniel. Kendra has twice as many balls as Manuel. How many tennis balls do they have in all?

**A** 24 **B** 36 **C** 84 **D** 96

5. William travels only on Saturdays and Sundays and has flown 400 miles this month. Jason travels every weekday and has flown 500 miles this month. Who travels more miles *per day* for this month? Explain.

_____

_____

_____



Name _____

| | | | | |
|---|---|---|---|---|
| you've | doesn't | we'll | I've | wouldn't |
| she'd | there's | we've | didn't | he'd |
| that's | you're | we're | they're | don't |
| what's | wasn't | couldn't | shouldn't | isn't |

**A. Write the spelling word that is the opposite of each word or phrase below.**

**1.** would _____

**2.** is _____

**3.** did _____

**4.** could _____

**5.** should _____

**6.** he would not _____

**7.** you are not _____

**8.** they are not _____

**B. Write the spelling word that best completes each sentence.**

**9.** Molly said that _____ help me with my homework.

**10.** The old car _____ have good brakes.

**11.** _____ tried my best to teach my dog to sit.

**12.** _____ be on vacation next week.

**13.** _____ the biggest pumpkin I've ever seen!

**14.** I had to study, so I _____ at the game.

**15.** _____ the answer to the last question?

**16.** Brett and I are in the contest, and _____ winning!

**17.** _____ touch that hot pan!

**18.** Did you say _____ never seen the Grand Canyon?

**19.** The reporter said _____ a chance of rain today.

**20.** We can rest now that _____ finished our work.

# From Tale to Table

1 Whether it's a princess turning into a dove or a frog turning into a prince, many folktales and fairy tales include a magical transformation of one thing into another. Though it seems like an impossible task that only a magician could do, transformations can in fact happen in real life—even in your own kitchen!

## A Wise Plan

2 Through the process of cooking and baking, individual ingredients can be transformed into something delicious. Did you know that the bread in the sandwich you had for lunch was probably made with only six basic ingredients: flour, water, oil, yeast, salt, and sugar? It may seem impossible, but by combining and heating these ingredients you can create something different: bread. It's not magic, but it does require a plan.

**Reread and use the prompts to take notes in the text.**

Reread paragraph 1. Circle clues that show what the author does to help you understand what a transformation is. Then underline what the author thinks of transformations. Write it here:


Reread paragraph 2. Talk with your partner about what you have to do to transform ingredients into bread. Write the numbers 1 to 6 beside each ingredient.

Then draw a box around what the author uses to foreshadow what information comes next.

## Too Hot, Too Cold, and Just Right

1 A recipe has usually been tried and tested previously, so it is important to follow the steps carefully to get the same result. Slight changes in temperature can affect the outcome. For example, in step 1, the water should be warm, not hot. Why? Though it's hard to tell by looking at it, yeast is a living organism. At the right temperature, it gives off gases that create bubbles in the dough. This is what makes the dough rise. If you use hot water in the recipe, you can kill the yeast. If you use cold water, the yeast may create very little or no gas. Without the gas that the yeast produces, the dough will not rise.

Dave King/Dorling Kindersley/Getty Images

Reread the excerpt. Underline what the author thinks is important to do when using a recipe. Circle something that might happen if you don't do it.

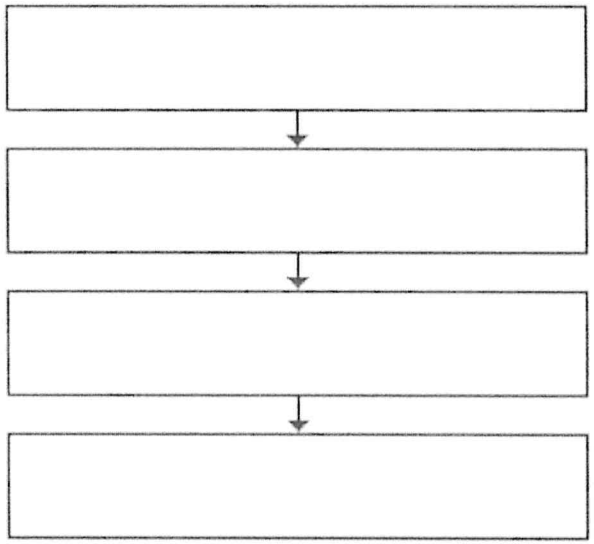

Talk with a partner about how the author uses cause and effect to organize information. Make a mark in the margin beside each cause-and-effect relationship in the paragraph. Write one of them here:

**Why is "From Tale to Table" a good title for this selection?**

COLLABORATE

Talk About It Reread paragraph 1 on page 58. Talk with a partner about how the author introduces the selection and why that introduction is important.

Cite Text Evidence How does the author connect tales and recipes? Write text evidence in the chart.



Write "From Tale to Table" is a good title for this selection because _____

_____

_____

**QUICK TIP**

When I reread, I can pay close attention to details that connect information.

Dave King/Dorling Kindersley/Getty Images

Name _____

Reteaching
**5-5**

# 1-Digit Quotients

Find 436 ÷ 53.

To find the answer, first estimate the quotient.

Think: 400 ÷ 50 = 8 or 450 ÷ 50 = 9

Try 9:

| | |
|---|---|
| 9 | Write 9 in the ones place. |
| 53)436 | Multiply, 9 × 53 = 477. |
| −477 | 477 > 436. |
| | This estimate is too high. |

Try 8:

| | |
|---|---|
| 8 | Write 8 in the ones place. |
| 53)436 | Multiply, 8 × 53 = 424. |
| −424 | Subtract, 436 − 424 = 12. |
| 12 | Compare, 12 < 53. Write the remainder in the quotient. |

436 ÷ 53 = 8 R12
Check:
8 × 53 = 424
424 + 12 = 436

Complete.

**1.** 7 R / 32)245

**2.** ___ R12 / 64)332

**3.** ___ R / 51)489

Divide. Check by multiplying.

**4.** 49)216

**5.** 79)698

**6.** 25)194

**7.** Explain how you know the answer to the problem below has an error.

2 R86
77)240
−154
86

_____

_____



Name _____

Practice
**5-5**

# 1-Digit Quotients

In **1** through **6**, find each quotient.

**1.** $37\overline{)120}$

**2.** $39\overline{)342}$

**3.** $62\overline{)338}$

**4.** $42\overline{)284}$

**5.** $82\overline{)599}$

**6.** $55\overline{)474}$

**7.** Solomon has $118. He wants to purchase concert tickets for himself and 5 friends. Each ticket costs $19. Does he have enough money? Explain.

_____

_____

**8.** Which problem will have the greater quotient, 376.0 ÷ 93 OR 376 ÷ 93.01? Explain how you know.

_____

_____

_____

**9.** Which is 458 ÷ 73?

**A** 5 R19 **B** 5 R20 **C** 6 R19 **D** 6 R20

**10.** A student solves the problem 354 ÷ 24. The student finds an answer of 13 R40. Explain how you can tell that the answer is incorrect just by looking at the remainder.

_____

_____

_____



Name _____

**A. Underline the six misspelled words in the paragraphs below. Write the words correctly on the lines.**

One day an old man decided hed make soup for dinner. He went out to his garden to pull up some carrots. He pulled up two small carrots without difficulty, but he had trouble with the third. It was huge and wouldn't come out of the ground. "Iv'e tried and tried," the old man said. "This carrot is'nt coming up!"

A chipmunk saw the old man struggling and offered to help. The old man just laughed. A little chipmunk could'nt do much! But the chipmunk didnt hesitate. It dug around the carrot to loosen it so the man could pluck it from the ground. "You're pretty smart!" said the old man. "Youv'e shown that two can work better than one."

1. _____ 4. _____
2. _____ 5. _____
3. _____ 6. _____

**Writing Activity**

**B. Write a passage for a folktale. It can be a new folktale or a retelling of an old tale you know. Use at least four spelling words in your writing.**

Name _____

**Callie wrote the paragraphs below using text evidence from two different sources to respond to the prompt: *Using details from* Blancaflor *and the selection "From Tale to Table," write a short narrative in which Blancaflor helps Alfonso bake bread.***

First, Blancaflor told Alfonso to fetch some wood for the oven. Then, while he was gone, she magically produced six ingredients: flour, water, oil, yeast, salt, and sugar. When Alfonso returned, Blancaflor told him to mix the ingredients together. As Alfonso stirred, Blancaflor explained that the water for the bread must be warm—not too hot and not too cold—in order for the dough to rise.

As Alfonso waited for the dough to rise, he began to worry. He knew the bread had to be ready by eleven o'clock, or else he would be food for the hounds, just as the voice told him. If he didn't make this loaf correctly, he wouldn't have enough time to make another. Once the dough had finished rising, Alfonso shaped it into a loaf, laid it in a greased pan, placed the pan in the oven, and hoped for the best.

Finally, Alfonso took the bread out of the oven. As he did, a huge weight fell from his shoulders. He felt so relieved. The bread was just perfect! Blancaflor had saved Alfonso's life!

**Reread the passage. Follow the directions below.**

1. **Circle** the time-order words in the passage that show the sequence of events.

2. **Draw a box** around the sentence that shows the conflict Alfonso faces.

3. **Underline** the sentence that includes figurative language.

4. **Write** an example of a possessive noun that appears in the passage.

_____

Name _____

**A. Read the draft model. Use the questions that follow the draft to help you think about what details you can add or change to make the story clear and easy to follow.**

## Draft Model

*Cinderella* has many features of a folktale. The fairy godmother does magic, like many folktales. We meet the good Cinderella and her wicked stepmother. Many folktales have a good and a wicked character.

1. What sequence words and phrases could be added to make events easier to follow?
2. How could sentences or ideas be rearranged to help logically organize the text?
3. What other changes could be made to improve the text's flow?

**B. Now revise the draft by adding words and rearranging sentences as necessary to make the story clear and easy to understand.**

Name _____

**A. Read each sentence. Circle the letter of the sentence that has a plural possessive noun.**

1. **a.** We have one week's passes to the state fair.
   **b.** One pass's corner was torn by accident.
   **c.** I can't make out the passes' expiration dates.
   **d.** I doubt the passes are good for more than two weeks.

2. **a.** Our school library owns three large atlases.
   **b.** One atlas contains mostly photographs.
   **c.** That atlas's cover shows Earth from outer space.
   **d.** The other atlases' covers are maps of the world.

**B. Complete each sentence by writing the correct form of the noun in parentheses.**

3. I am researching my (family) history for my homework. _____
4. First, I borrowed my (grandparents) photo albums. _____
5. Next, I sent e-mails to my three (cousins) addresses. _____
6. Dad let me read parts of his (father) journal. _____
7. He also told me some of (Uncle Gus) travel stories. _____
8. Mom had postcards from (Grandma) home country. _____
9. With my (parents) help, I created an amazing report. _____
10. I can't wait to hear all the other (families) stories! _____

Name _____

Quick Check
**3-4**

Find the product.

**1.** 24
$\times 41$

**A** 884

**B** 960

**C** 984

**D** 1,060

**2.** At a basketball game, there were 37 rows of bleachers. There were 28 people sitting in each row. How many people were in the 37 rows of bleachers?

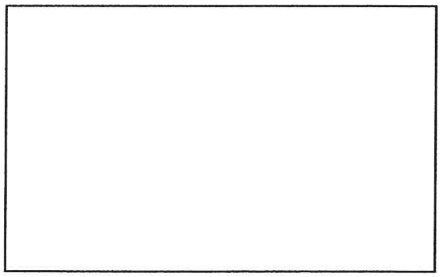
**A** 896

**B** 936

**C** 986

**D** 1,036

**3. Writing to Explain** Sharon is building a rectangular patio. The patio will be 18 bricks wide and 29 bricks long. She has 500 bricks. Does she have enough bricks to build the patio? Explain. Show your work.





Name _____

Quick Check
**5-6**

Divide.

**1.** $31\overline{)428}$

**A** 13 R 25

**B** 13 R 3

**C** 12 R 26

**D** 12 R 56

**2.** $44\overline{)912}$

**A** 20 R 32

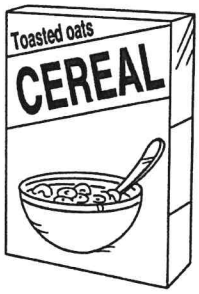
**B** 20 R 12

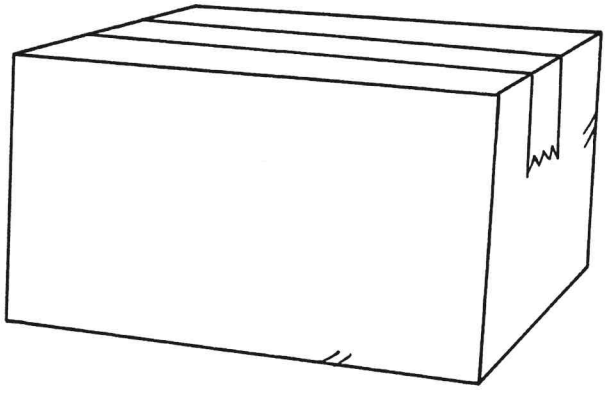
**C** 19 R 76

**D** 19 R 36

**3. Writing to Explain** A cereal company packs 24 boxes of cereal into one shipping box to be shipped. If they have 364 boxes of cereal to pack, how many complete shipping boxes will be filled? Explain.

**24 cereal boxes = 1 shipping box**





Geography

## READ & DO

# Where Geography Meets History

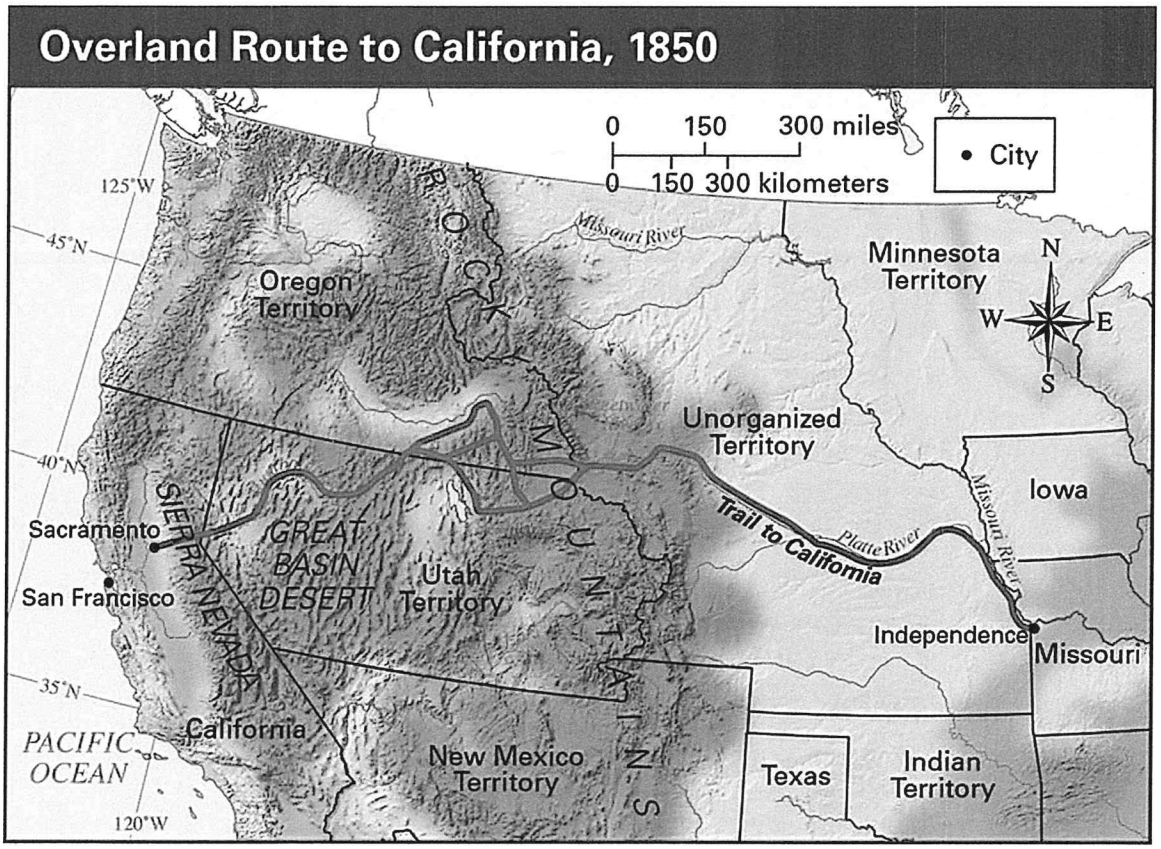
In the mid-1800s, thousands of people rushed to California, hoping to get rich by mining gold. Most were from the eastern United States, and many went west across the continent. What did people learn about the geography of the United States on their journey?

Luzena Stanley Wilson was sure of one thing: if her husband was setting off for California, so was she. The Wilsons' two children would also make the difficult trip.

Wilson was already used to the hardship of living in a log cabin in Missouri. For the past two years, they had struggled to carve a farm and a home out of their land on the plains. It had been backbreaking work.

Why would they give up what they had worked so hard to build just to undertake the grueling journey to the West Coast? They were in search of one of

the most precious metals: gold. In 1848, a man named James Marshall had discovered the yellow metal in a California stream. It had formed in the mountains long ago. Over the centuries, wind and rain wore away the mountain rock—and the gold. Streams then washed the gold away, collecting it in the streambeds.




Marshall's discovery touched off a frenzy. Around the United States—and around the world—people began dreaming of striking it rich in the California goldfields.

Luzena Stanley Wilson and her husband shared that dream. But first, they had to travel across many

kinds of land to get to California, which would be no easy task. Wilson was closer to California than many gold-seekers because Missouri was then one of the westernmost states. Many people heading to the West Coast in 1849 faced a long trip just to reach Missouri.

People with money could reach Missouri in some comfort in a matter of days. Railroads linked many eastern cities, and canals and steamboats provided water transportation. However, once the travelers made it to Missouri, the real trip began.

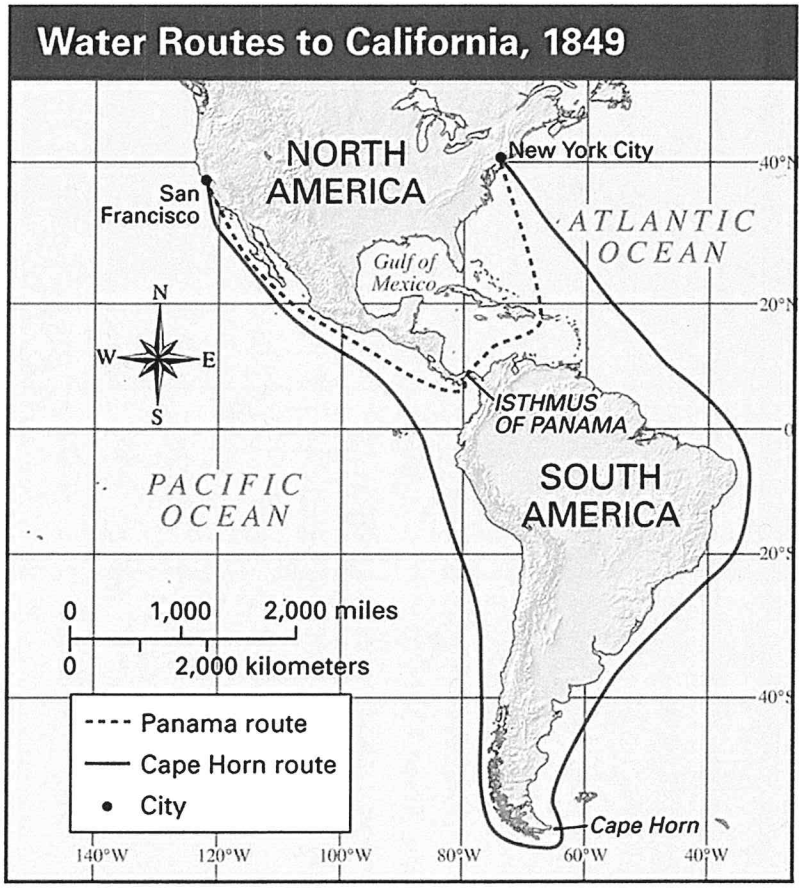
From Missouri, the trip west became much more difficult. Between Missouri and the goldfields stretched a twisting trail of some 2,000 miles. Wilson and others who took this route had to start in the spring. They clattered along dusty, bumpy trails in wagons drawn by oxen and spent much of the journey walking beside their wagons. They crossed rivers, mountains, and deserts, traveling around 15 miles on a good day.

But many days were far from good. Animals got hurt, wagons broke down, and tricky river crossings slowed progress. Weary travelers needed a day of rest now and then, too. The journey took months to complete. “Day after day, week after week, we went through the same weary routine,” Wilson later recalled. Each day meant “breaking camp at daybreak, yoking the oxen, cooking our meagre rations on a fire of sage-brush and scrub-oak;

packing up again."

Some gold-seekers traveled by water. Some took a ship around Cape Horn, on the southern tip of South America, while others sailed to the Isthmus of Panama. After crossing the isthmus (IS-mus) overland, they finished their trip by ship.

Sailing to California, like the trip by wagon, was a long and difficult journey. Going around South America could take six months or more. The trip across Panama was shorter, but both routes were challenging.




Luzena Stanley Wilson spent her first days on the

Luzena Stanley Wilson spent her first days on the overland trail on plains much like her Missouri farmland. These plains still held dangers for the Wilsons. River crossings were one of those dangers because there were no bridges or ferries. At Wilson's first crossing, she and her family made it safely to the other side, but the wagon behind her got stuck in the river. The oxen pulling the wagon sank into the sands of the riverbed, disappearing under the water and taking the loaded wagon with them.

The Wilsons would face more river crossings. They would also pass amazing sights but unfortunately could not enjoy them. “There was not time to note the great natural wonders that lay along the route,” Wilson later recounted. “Someone would speak of a remarkable valley, a group of cathedral-like rocks, some mineral springs, a salt basin, but we never deviated [strayed] from the direct route to see them.” After three months, the Wilsons had managed to cross the plains. Next, they made the grueling climb over the Rocky Mountains before they entered the most dangerous region yet—the desert.

In the desert, the trail was littered with abandoned wagons. Wilson saw animal bones and even some human bones, and she must have feared that her family would meet the same fate. A fine, dry dust covered them, and they were tormented by terrible heat and constant thirst. Their oxen seemed ready to collapse at any time, but the Wilsons kept going.

Finally, the ragged family reached a river. Their oxen drank eagerly. Wilson rejoiced for she and her family had survived the desert, meaning their exhausting trip would soon be over. Once they crossed the high Sierra Nevada, they would reach the goldfields of California!

Life in California differed from the life Wilson had known in Missouri. On her first night there, a miner paid her $10 for some bread, which was a great amount of money at the time. Wilson could see that she might get rich—but not in the goldfields.

"In my dreams that night," she wrote, "I saw

crowds of bearded miners striking gold from the earth with every blow of the pick, each one seeming to leave a share for me." She could earn her fortune by cooking for hungry miners.

Why was the miner willing to pay so much? It was a matter of supply and demand. There were tens of thousands of miners, most of whom were men that could not cook. What Wilson offered—home-cooked meals—was in short supply, so the men were willing to pay huge sums for her meals. Wilson spent her gold-rush years running a hotel and restaurant.

People kept coming, and cities quickly sprang up. Before the gold rush, San Francisco had fewer than 1,000 people. Soon, it had tens of thousands of residents, with many coming from foreign countries, such as China. The Chinese people have been an important part of California's population ever since.

Most of the gold-seekers did not strike it rich. Some went home, but many, like the Wilsons, stayed on in their new land. In fact, because so many newcomers stayed, California was able to become a state in 1850.

Two decades later, a railroad linked California to the eastern part of the country. No longer would travelers to the West Coast have to endure a long, dangerous journey like that of Luzena Stanley

Wilson and her family. Passengers could now watch the geographic wonders of the United States—broad plains, majestic mountains, deep rivers—rush by their train windows. California—and the rest of the country—had been transformed.

## Explore - How Geography Affects American Populations

Do you live in a city or a large town? The chances are good that you do. Today, more than 8 out of every 10 Americans live in a metropolitan area. A metropolitan area is made up of one or more cities along with nearby suburbs and towns.

The United States has become a nation of cities. But it wasn't always that way. Only 100 years ago,

most Americans lived on farms and in small towns. Historians say that the United States was born in the country, but moved to the city. Where did all those cities come from? And why are they located where they are? The answers have to do with geography.

## Physical Geography

Geography is the study of our natural surroundings and of the way humans interact with their environment. The physical features of our environment help to explain why cities are located where they are.

To see why this is so, try this little game. Look at the physical features in the U.S. maps in *Social Studies Alive! America's Past*. Now try playing a game of "pin the tail on the donkey." Imagine that you have lots of pins to stick in the map of the United States on page 17. Your task is to put the pins where you think people would build cities. Your only clues are the features you see on the map. When you study the map, can you predict where cities would grow up? Think about this question for a moment before you read on.

If you imagined putting pins near coasts and rivers, give yourself an A! You won't find many cities in deserts or on mountaintops. But you will find lots of cities near the sea or along rivers. In fact, 43 of the 50 state capitals in the United States are located on

a riverbank or a coast.

Why are coasts and rivers so important? One major reason is transportation. Cities grow up where people can start businesses and buy and sell goods. Often they want to sell their goods to people in other locations. Boats and ships are a good way to get goods from place to place.

In the United States, being near waterways was especially important before railroads and highways connected cities with one another. In 1800, the nation's three largest cities were New York, Boston, and Philadelphia. All three were busy seaports on the East Coast.

As Americans moved west, new cities often grew up near rivers. A good example is Cincinnati, Ohio. Cincinnati is located on the Ohio River. During the 1800s, many settlers traveling along the river passed through Cincinnati. Enough of them stayed to make Cincinnati the largest city beyond the East Coast during this time.

Other major cities grew up along the mighty Mississippi River. You can find these cities by tracing the Mississippi on a map with your finger. Starting from the north, you will pass through such cities as Minneapolis, St. Louis, Memphis, and New Orleans. When a city isn't near water, it is probably near some other important natural resource. For example, the discovery of gold brought people

flocking to Denver, Colorado; Sacramento, California; and Juneau, Alaska. Today these cities are the capital cities of their states.

In Texas, "black gold" (crude oil) helped to make Houston one of the nation's biggest cities in the second half of the 20th century. Houston is an inland seaport, but it is also located near rich oil fields. Houston's population boomed in part because of the growing demand for oil.

## Changes in the Environment and Human Activity

Over time, people change their environment and ways of living. As a result, new cities grow up, while older ones become larger or smaller. In the 1800s, Americans changed the environment through improvements in transportation. Because of these improvements, Americans did not have to depend on rivers as much to move goods and people.

For example, in the early 1800s, Cleveland, Ohio, was a small frontier community on the edge of Lake Erie. Then new canals were dug that put Cleveland in the center of a busy trade route. Canals connected Lake Erie with the Ohio River and cities in New York. In a few short years, the population of Cleveland tripled.

Other cities grew as railroads were built in the 1800s. Some cities, like Fargo, North Dakota, began

as railroad stops. Others, like Chicago, Illinois, became much larger after railroads connected them with the rest of the country.

Cities have also grown because of changes in the way people live and work. In 1900, nine of the 10 biggest cities in the United States were in the North or the East. Most of them were industrial cities with large factories, like Chicago and Cleveland.

By 2000, the list of the nation's biggest cities was very different. Today, six of the top 10 cities in the country are in the South and the West. These "Sun Belt" cities include Los Angeles and San Diego in California; Phoenix, Arizona; and the Texas cities of San Antonio, Houston, and Dallas.

Many changes encouraged the growth of Sun Belt cities. New highways made it easier for people to move to warmer climates. The invention of air conditioning made living in hot weather more comfortable. Water was piped into desert cities like Los Angeles and Phoenix from hundreds of miles away. Changes in the economy also affected where people lived. Starting in the 1800s, big factories in the North hired millions of workers. As a result, people moved from the country to find jobs in Northern cities.

After 1950, many of these factory jobs were lost. Companies moved their factories to new states or even to other countries. Some of the older cities in

the North began to lose population.

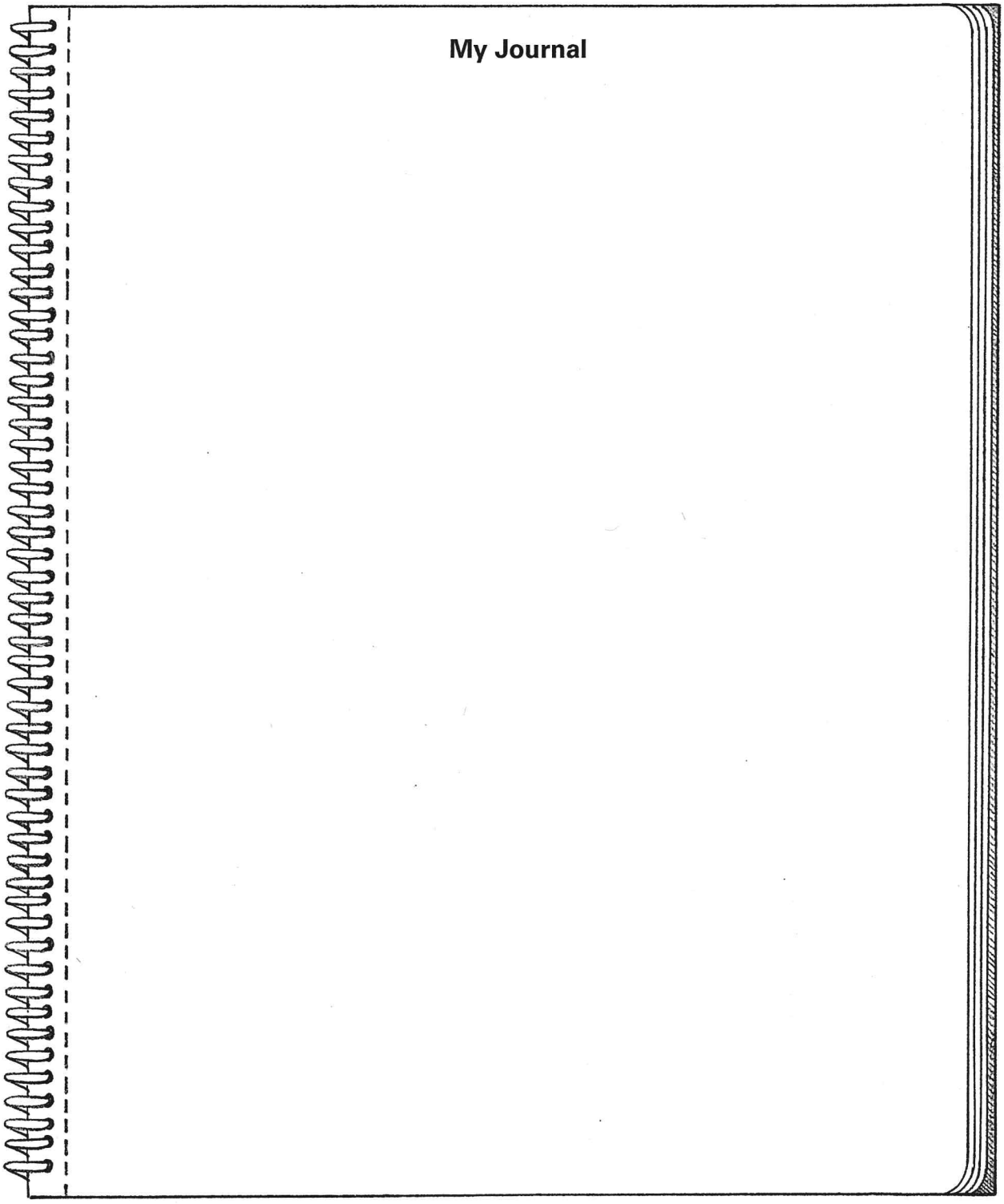
Meanwhile, new jobs were created by high technology. High technology includes computers and other new types of machines.

Today, some of the nation's fastest-growing cities are centers of high technology. Many of them are in the Sun Belt. Two examples are San Jose, California, and Austin, Texas.

Choose a route, overland or by water, that you would take from New York to the goldfields of California in 1849. Draw your route on the map below.

**My Route to California**

Write a journal entry about your trip to California. Include some details about how the geographic features along the way affected your journey. You may include an illustration to show one geographic feature you saw along the way.



# Grade 5 Twig Science

## Week 1

### Module 1: Matter Mysteries Hotline

This week you will read an exciting text and respond to some questions.

| Directions | |
|---|---|
| **Read the Prior-Knowledge Read-Aloud** | "Engineering the Next Step in Space" |
| **Answer these questions after reading:** | 1. What are the main ideas?<br>2. What is something interesting that you learned?<br>3. What is something you are wondering about? |

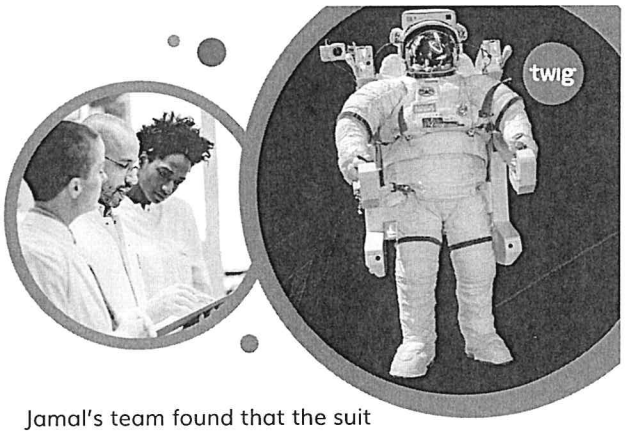
# Engineering the Next Step in Space

Jamal Taylor has been interested in space travel since he was just a boy. His interest led him to study aeronautical engineering in college. Studying hard helped him get an internship at New Space Technologies. Jamal is working hand-in-hand with the space division engineers there to develop the next generation of space suits.

The space suits that astronauts use were designed to be worn in the harsh conditions of outer space, where they are subjected to extreme temperatures during space walks. If an astronaut's back is to the Sun, the space suit must provide protection from a temperature difference of as much as 135°C between front and back! The space suit must also protect from the near-vacuum of space by providing both life-giving oxygen and the pressure required to keep the human body from exploding. The space suit's primary function is to let astronauts work safely as they make observations, and repair and make modifications to space vehicles.

Space suits were designed with mobility in the upper body (since astronauts move themselves using their arms) and a more rigid lower body for stability.

NASA asked the New Space Technology team to evaluate the current space suit and determine how it could be modified for NASA's new mission to explore the Moon, and eventually Mars. NASA gave the company information on the environmental extremes the suits would need to protect astronauts against as they work on the surface of a planet.



Jamal's team found that the suit needed greater mobility—astronauts on a planet's surface need the ability to easily move their upper and lower body. The team divided the project into manageable parts: redesign of the upper body system; redesign of the lower body system; and redesign of the helmet, gloves, and shoes.

The team's goal was to design a complete space suit that was lighter and easier to work in than the space suit that astronauts were currently using.

Jamal was tasked with working on a redesign of the shoe. He saw that the space suit shoe was actually made of three parts: the sole, the upper body, and the overshoe. Jamal established his design goal—decreasing the overall weight of the shoe and eliminating the need for the overshoe.

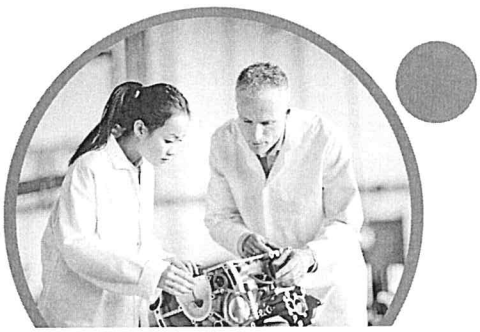
The design also had to protect against the extremes of temperature, the near-vacuum on the Moon, and the reduced atmosphere of Mars. The design goal also included protection against punctures because the shoe would now be used on the rocky surface of a planet. He reasoned that new materials and technologies should allow him to meet his goals.

Jamal divided his research into three parts. First, he would test the upper body of the shoe, then the sole, and finally the complete shoe.

Scaled models would be used in all tests. All three phases of the testing would be subjected to temperature extremes, to mimic the environments the shoes would be worn in. The materials' strength, flexibility, resistance to tear/puncture, ability to insulate, and durability would be examined.

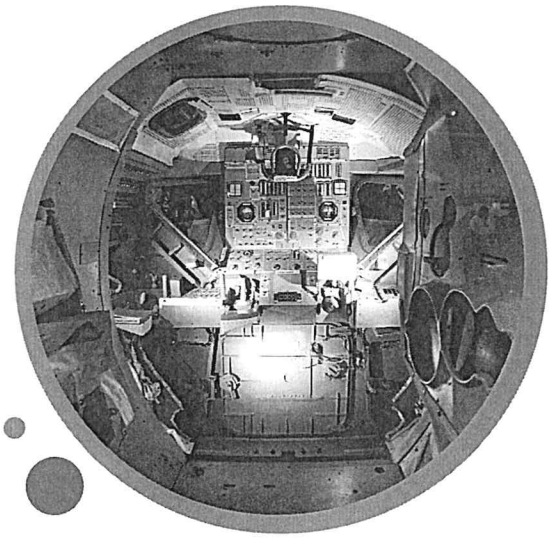
Jamal remembered studying composite materials. These are made from two or more materials, and when layered together, their properties are different from the individual materials. The composite materials Jamal identified were stronger, lighter, and less expensive compared to traditional materials.

After reviewing the characteristics of the new composite materials, Jamal determined that the upper body would need to be made using one of the fabrics, and the sole would need to be made using one of the thicker, denser composite materials.



However, none of the materials would protect the feet from frostbite or burns. Jamal was faced with his first engineering challenge, since no material that met the temperature requirements would provide enough insulation. He decided to use a layered upper body: an insulating material between an inner layer of spandex (a kind of stretchy fabric), and an outer layer of composite fabric.

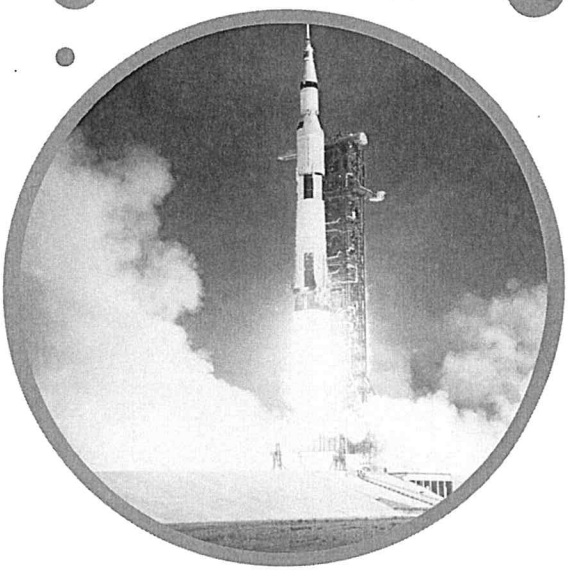
In his models, Jamal used combinations of the best composite fabrics and insulating materials with spandex in between. The models were placed in an environment chamber that would simulate the extreme temperature, atmosphere, and gravity of the Moon and Mars. Jamal's measurements of each model's strength, flexibility, resistance to tear/puncture, ability to insulate, durability, and reaction to temperature variations were recorded. Jamal followed the same basic design with the sole. For the sole, he decided to put the insulating material between layers of composite material. The testing models were constructed and tested using the same setup as the fabric tests.



Using his test results, Jamal had scaled models of space suit shoes manufactured with combinations of the best three fabrics and composite materials. To test the different materials under conditions that would mimic the environments on the Moon and Mars, a treadmill was placed in an environment chamber that would simulate the temperature, atmosphere, and gravity of both. Using a mechanical foot to simulate walking and then recording the movements, Jamal discovered that the motion was not like walking on Earth.

The current space suit shoe, used by astronauts to walk on the Moon in the

Apollo missions, was hard-soled. The hard sole required astronauts to use a jumping motion to move. But walking on a planetary surface isn't the same. The sole needs to let astronauts walk much like they would walk on Earth. Jamal thought about his hiking boots, with their combination of flexibility and stiffness in the sole. He decided to redesign his shoe models using soles made from combinations of materials with different amounts of stiffness. Retesting the new models, Jamal was surprised that the sole design used in his hiking boots was the best design for the astronaut shoes.



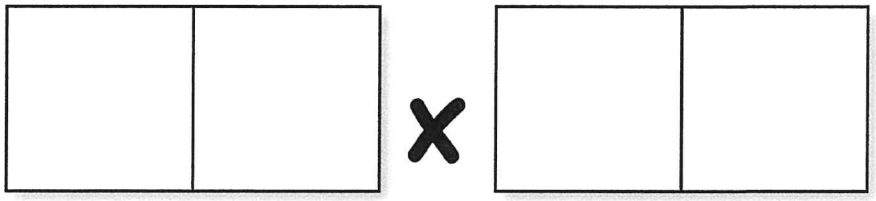
Jamal began to prepare the presentation for his team. He realized that, after looking at all the test results, he couldn't choose a best design. Several of his final models met the requirements he set himself—there wasn't one design that was clearly best. Jamal would need to present the best designs for further engineering review and testing.

After his presentation, Jamal was asked about the engineering skills he developed or the realizations he had that he could share with his peers back at college. Jamal said that he had a better appreciation for the design process. It involved research, decision-making, designing appropriate models, testing, and analyzing the test results. The simple tests he conducted in his classes didn't prepare him for the complexity and scale of the testing needed to design an object, or what to do when the testing failed. The real-world design process can be stressful—large projects have deadlines that need to be met. Jamal realized that he could summarize all of this into one sentence: learn as much as you can in school, but take every opportunity to use your knowledge outside of the classroom.

# Teamwork


**Get Started** (1 or 2)
Get 10 squares in one color and 10 in another color.
Get paper and a pencil.
Put 1 2 3 4 5 6 7 8 9 in a bag. Take turns.

**Repeat for Each Round**
Pick 4 tiles. Display two 2-digit numbers.
Every student multiplies and finds the product.
The student or team that chose the tiles covers the digit in the tens place in the product if it is available on the game board.
Put the tiles back in the bag.



☆ Cover the Digit ☆

| | | | | |
|---|---|---|---|---|
| 6 | 3 | 5 | 9 | 4 |
| 1 | 7 | 2 | 0 | 8 |

To win, be the first player or team to cover three digits in the same row.

**If you have more time** Play again. This time, cover the digit in the hundreds place in the product.



# Teamwork


**Get Started** (or)
Get paper and a pencil.
Get 0 1 2 3 4 5 6 7 8 9.

**Repeat for Each Round**
Choose **a**, **b**, **c**, **d**, **e**, **f**, **g**, **h**, **i**, or **j**.
Take turns as you do each step. Explain your thinking.

**STEP 1**
Explain how to estimate the quotient.

**STEP 2**
Explain how to find the quotient.

**STEP 3**
Find the remainder and check that it is less than the divisor.

**STEP 4**
Check the answer. Display a tile for the 1-digit quotient.

a. $332 \div 42 =$ ☐

b. $294 \div 47 =$ ☐

c. $277 \div 34 =$ ☐

d. $281 \div 29 =$ ☐

e. $193 \div 96 =$ ☐

f. $295 \div 97 =$ ☐

g. $423 \div 86 =$ ☐

h. $382 \div 76 =$ ☐

i. $0 \div 67 =$ ☐

j. $123 \div 92 =$ ☐

When you have completed all ten rounds correctly, each 0 – 9 tile will be displayed exactly once.

**If you have more time**
Pick any number tile. Divide a three-digit dividend by a two-digit divisor to get that number as the quotient.



## Four Corners

**Materials**

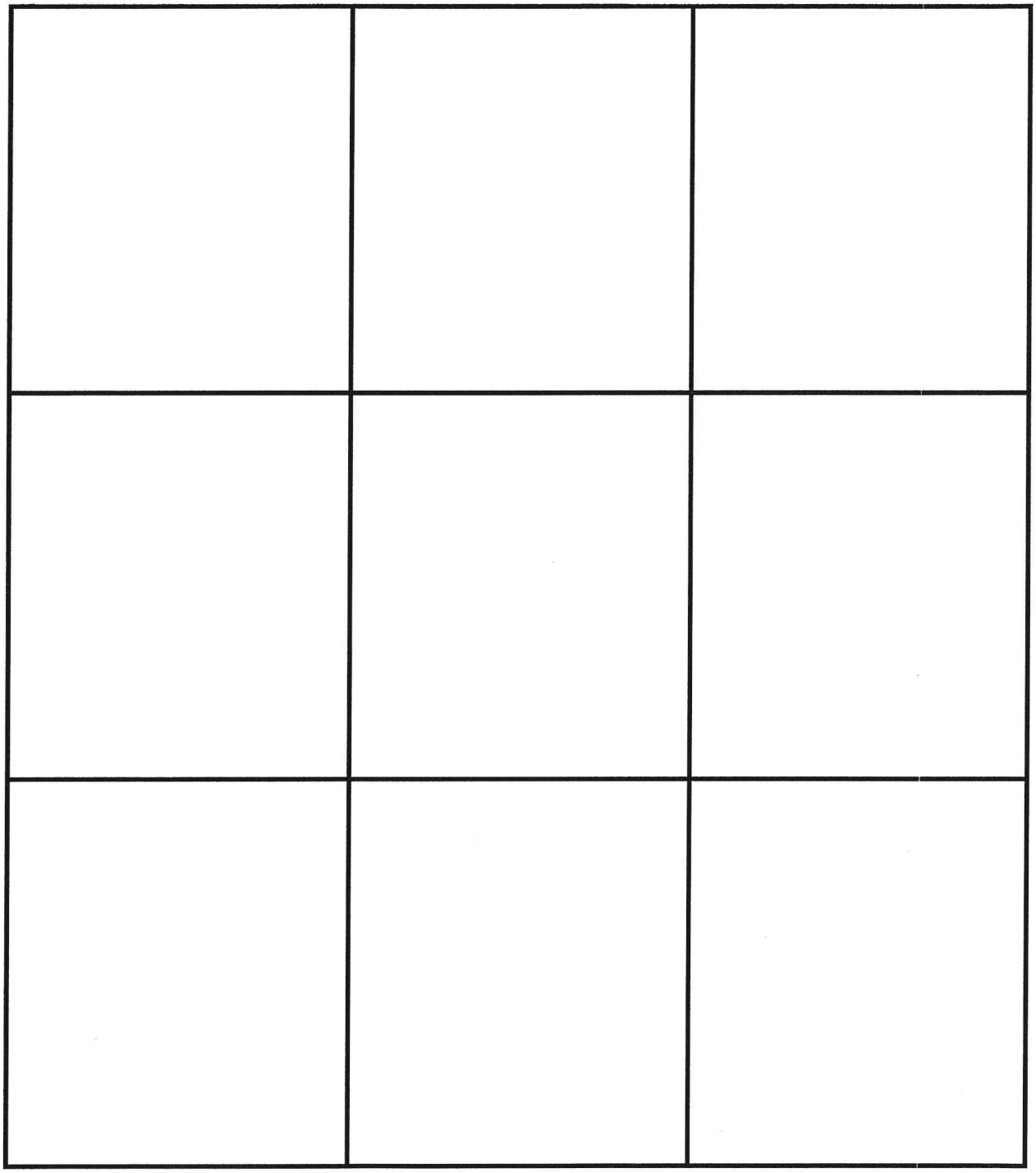
Tic-Tac-Toe grid (p. 80)
pencils
game markers

**Skill:** contractions

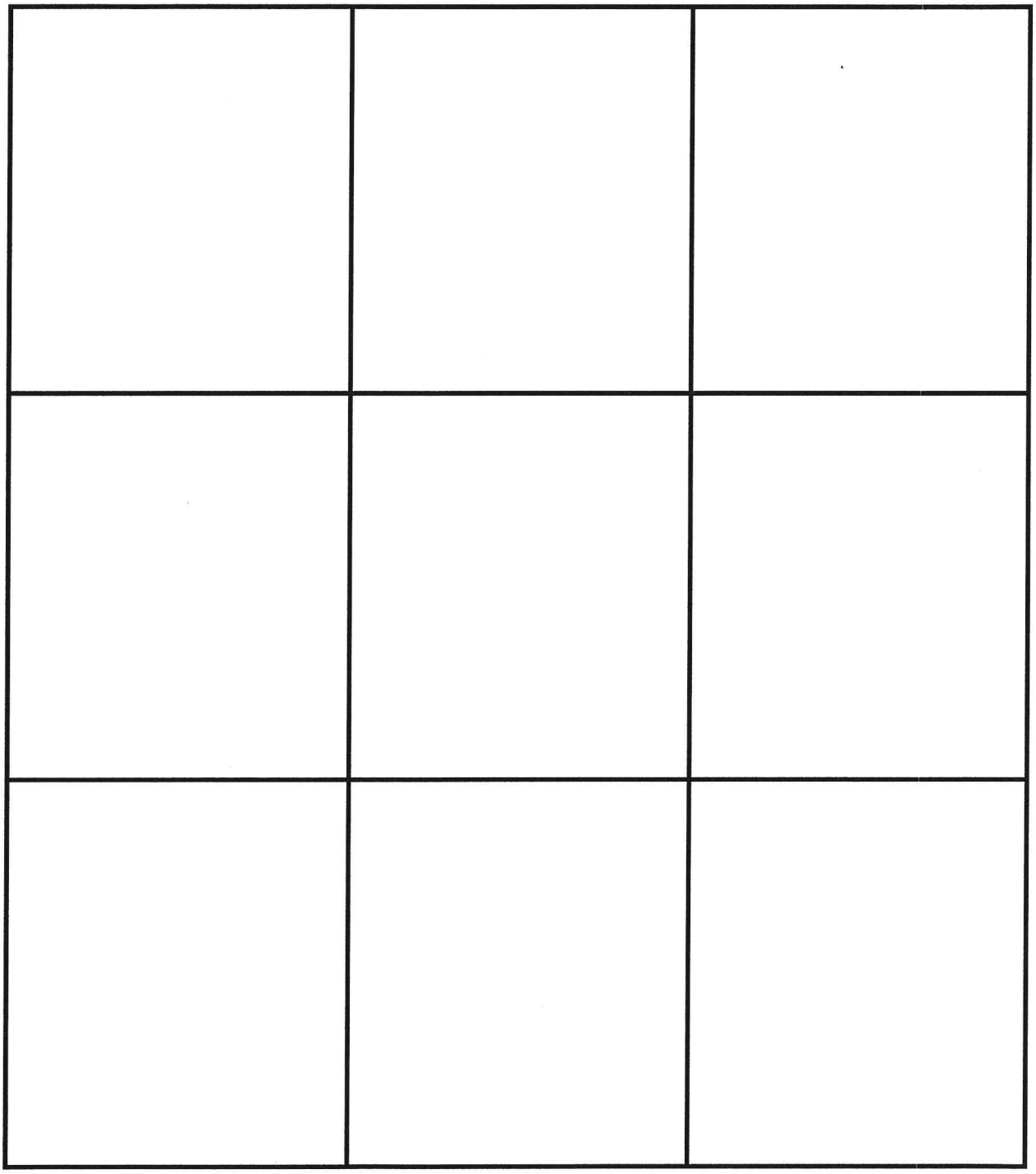
**Prepare:** Give each player a copy of the Tic-Tac-Toe grid. Have the players write a different contraction in each corner. You may want to write the following contractions on the board for reference: *won't, I've, wasn't, it's, doesn't, haven't, isn't, you'll, aren't, you've, let's, we're, that's, don't, couldn't, wouldn't, he's, she's*.

**Play:** Call out the two words that make the different contractions. Have players place a marker on the correct contraction. For example, if you call out *will + not,* the players place a marker on *won't*. The winner is the first player to place a marker in each of the four corners of the Tic-Tac-Toe grid.

# Tic-Tac-Toe



# Tic-Tac-Toe



# Learning with Games

## Root Word Find

**Materials**

Puzzle Pieces, three pieces (p. 84)
pencils

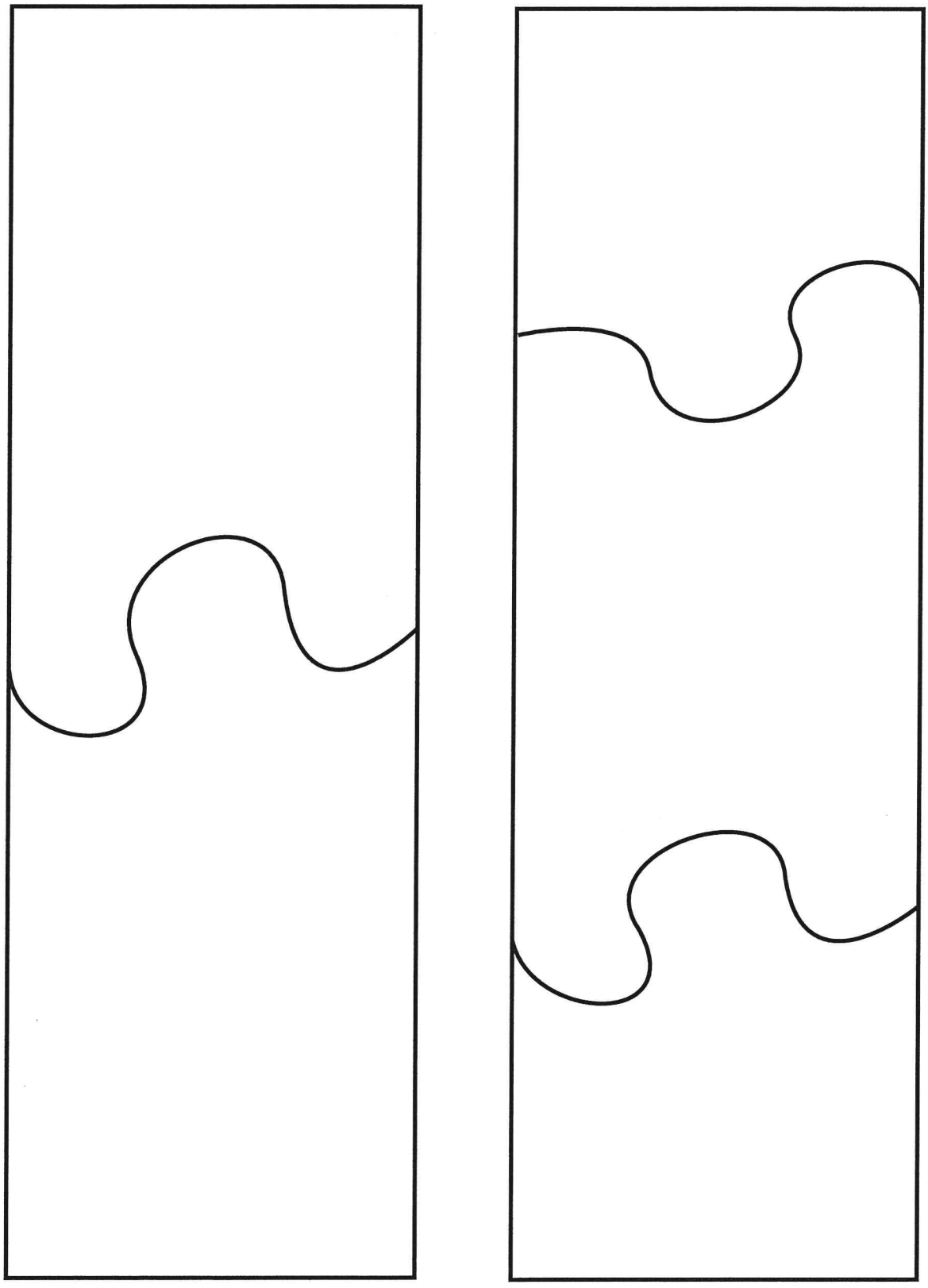
**Skill:** word parts

**Prepare:** Give players several copies of the three-part puzzle pieces. Have students write each of their vocabulary words onto the puzzle pieces, dividing the words into the appropriate word parts.

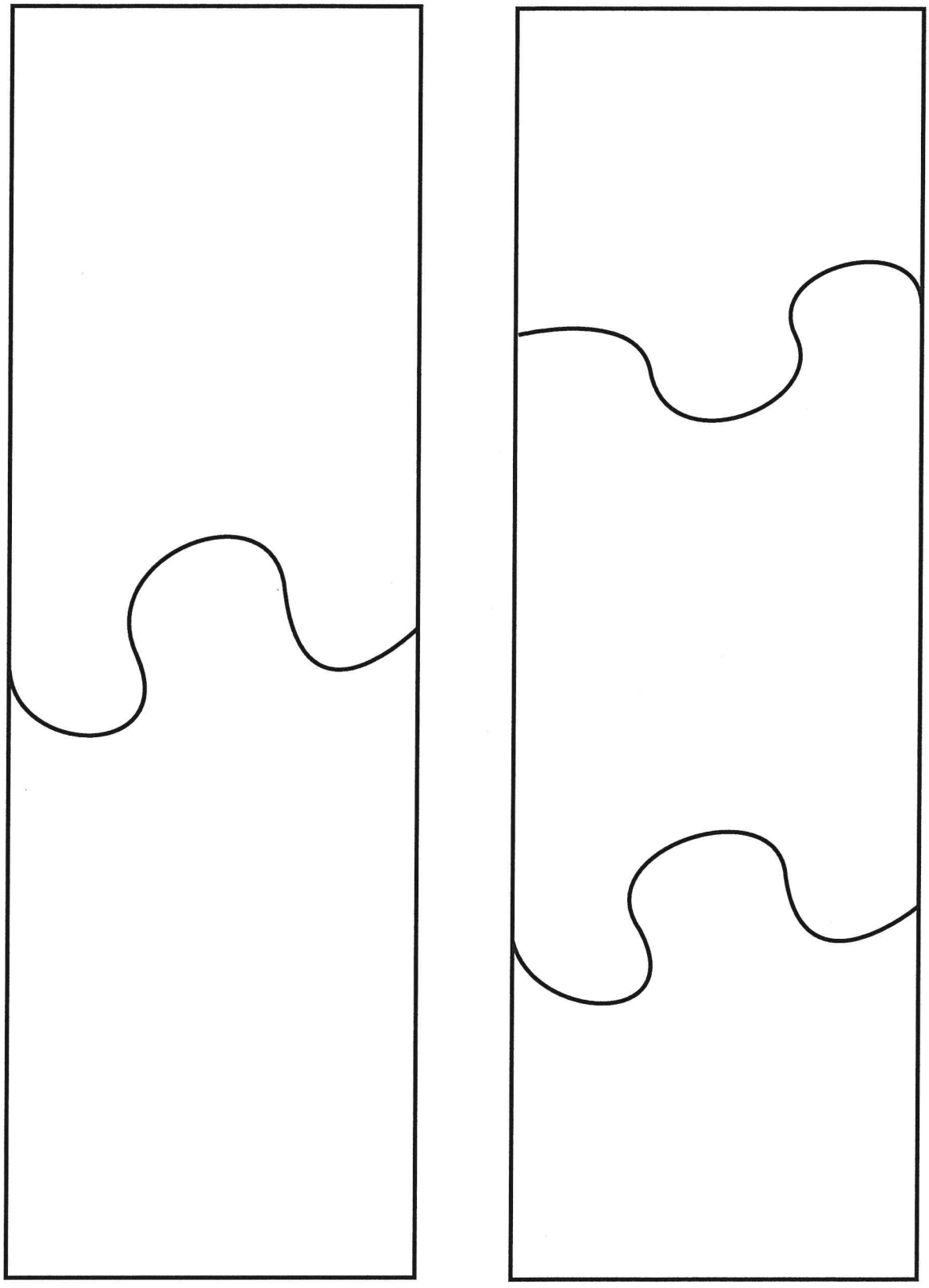
**Play:** Players name the root words, prefixes, suffixes, and/or endings of each word. Call on them or have them quiz each other in small groups.

If there is time, have players exchange their puzzle pieces with a partner. Have the partner sort the puzzle pieces and put them together to re-create the vocabulary words.

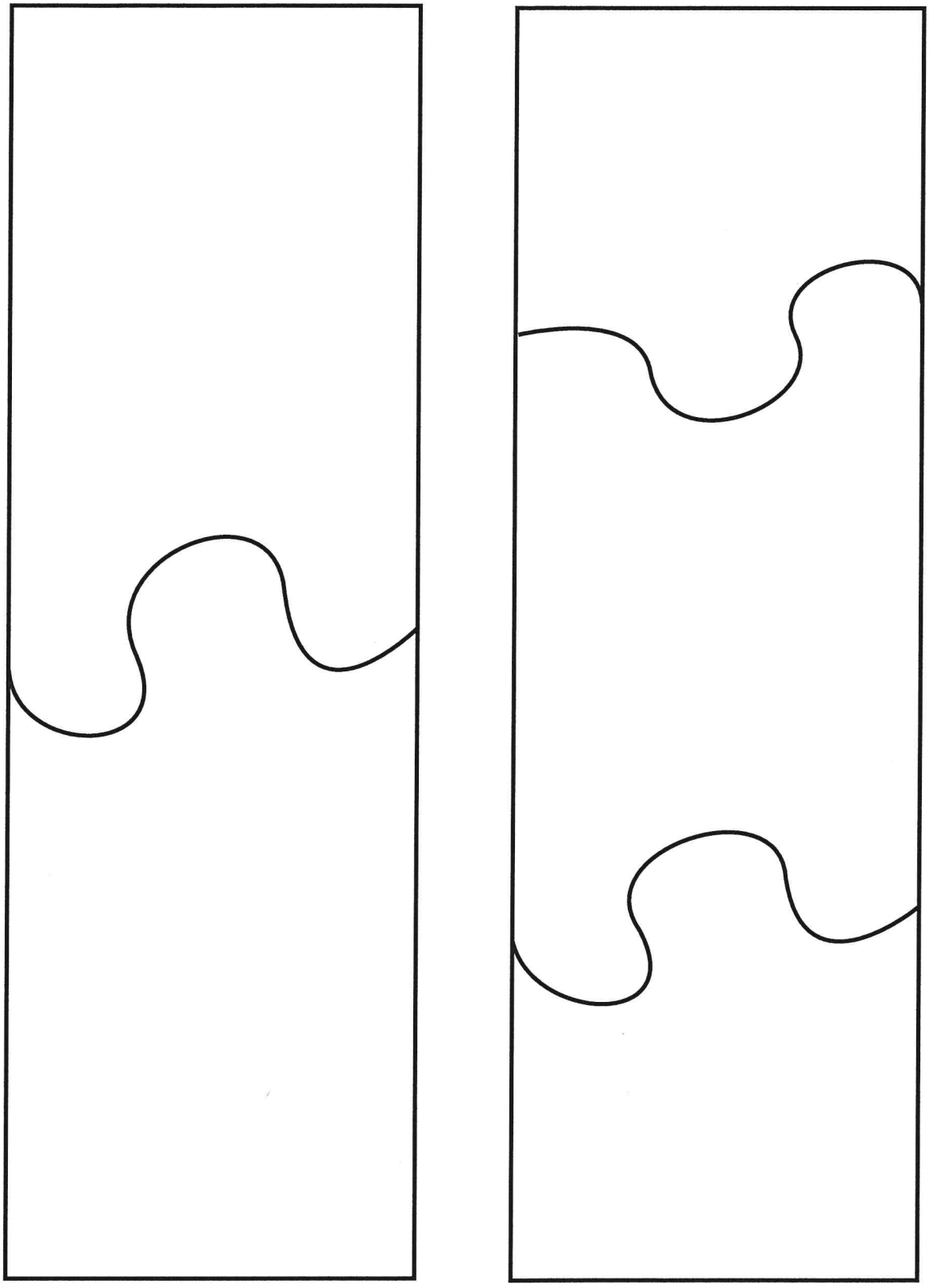
# Puzzle Pieces



# Puzzle Pieces



# Puzzle Pieces



## Coin Toss

**Materials**

4 x 4 or 5 x 5 grid (p. 81, p. 82)
pencil
penny

**Skill:** fact and opinion

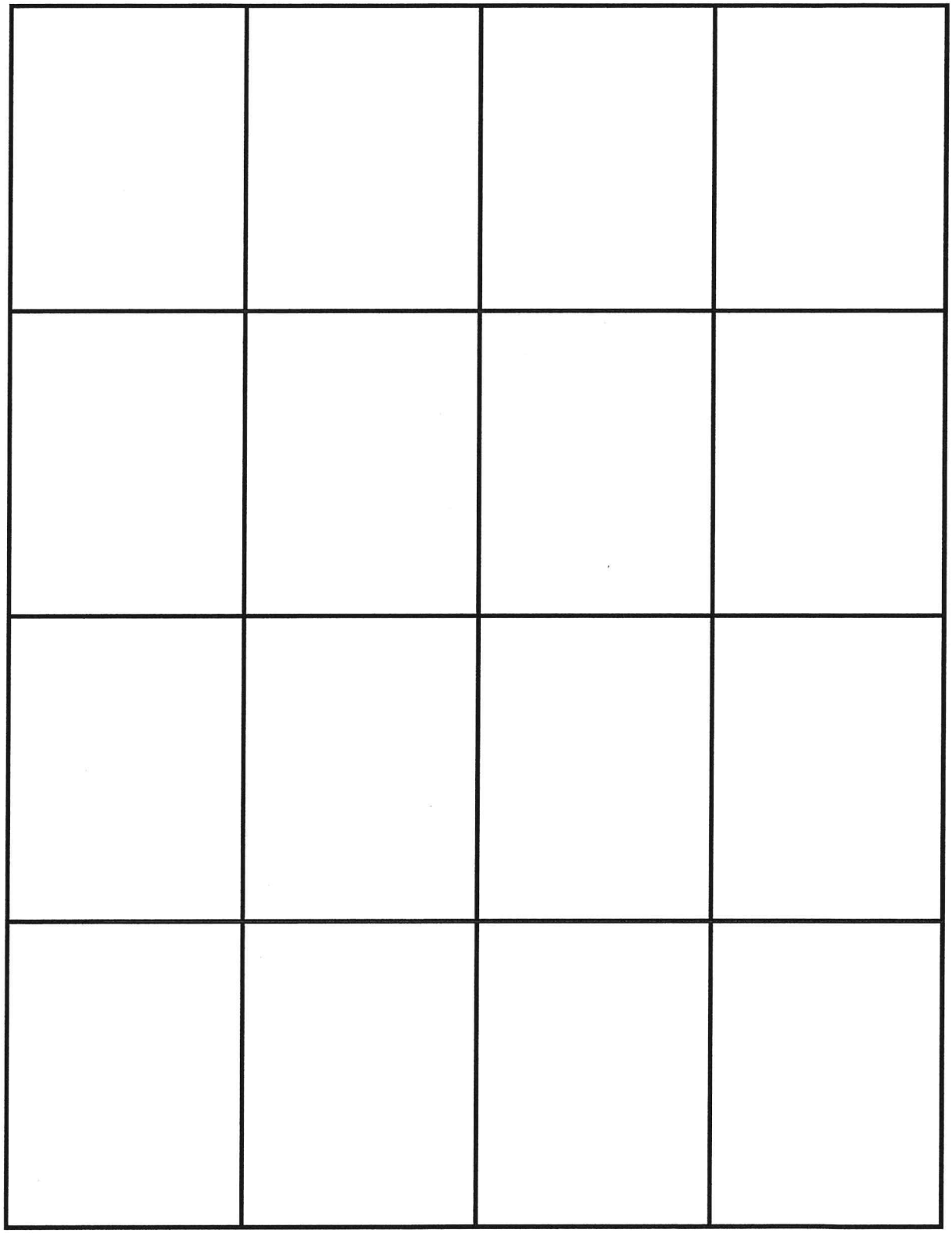
**Prepare:** This game is for four players. Give each group a copy of the 4 x 4 grid. Have each player write his or her name in the first square of one row.

**Play:** The object of the game is to be the first player to color in each square in his or her row. Each player flips a penny. If the coin lands on "heads," then the player tells a fact about the school. The player also colors in a square. If the coin lands on "tails," then the player gives an opinion about the school. Players cannot color in a square if they get tails.

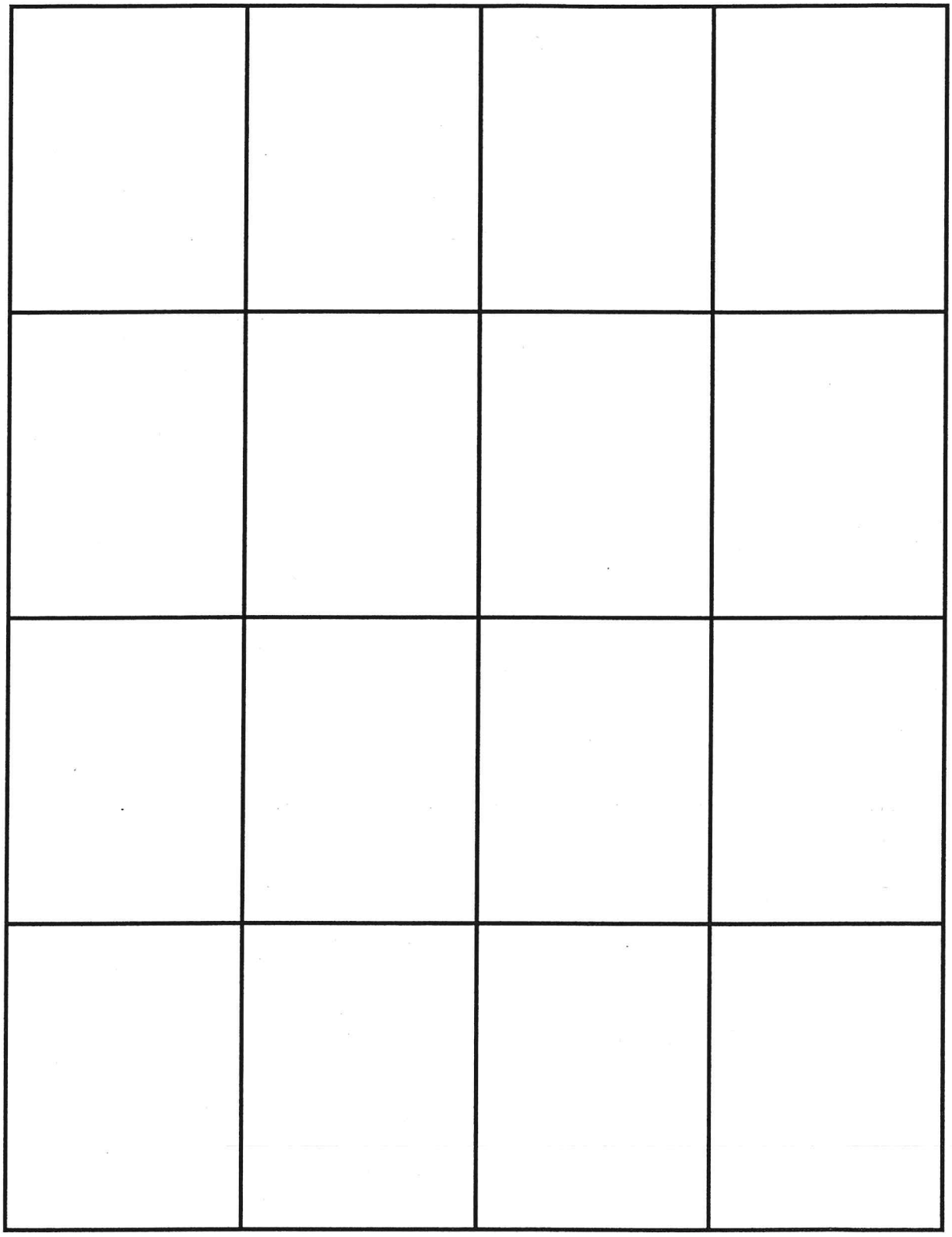
Use the 5 x 5 grid if there are five players in a group. To make the game more advanced, have players offer facts and opinions about stories or topics to complete the game.

| | | | |
|---|---|---|---|
| Chris | | | |
| Angelina | | | |
| Tisha | | | |
| Evin | | | |

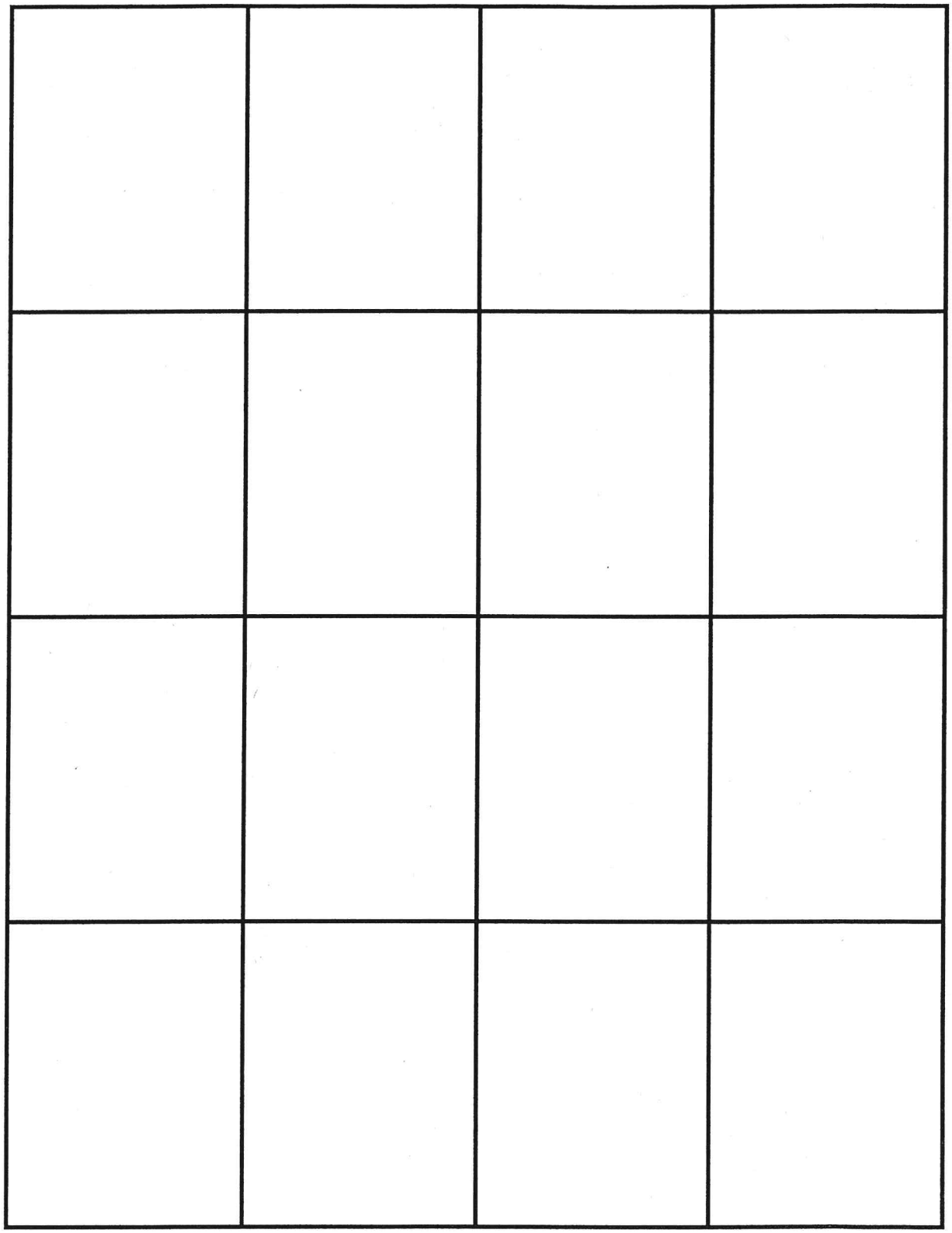
# 4x4 Grid



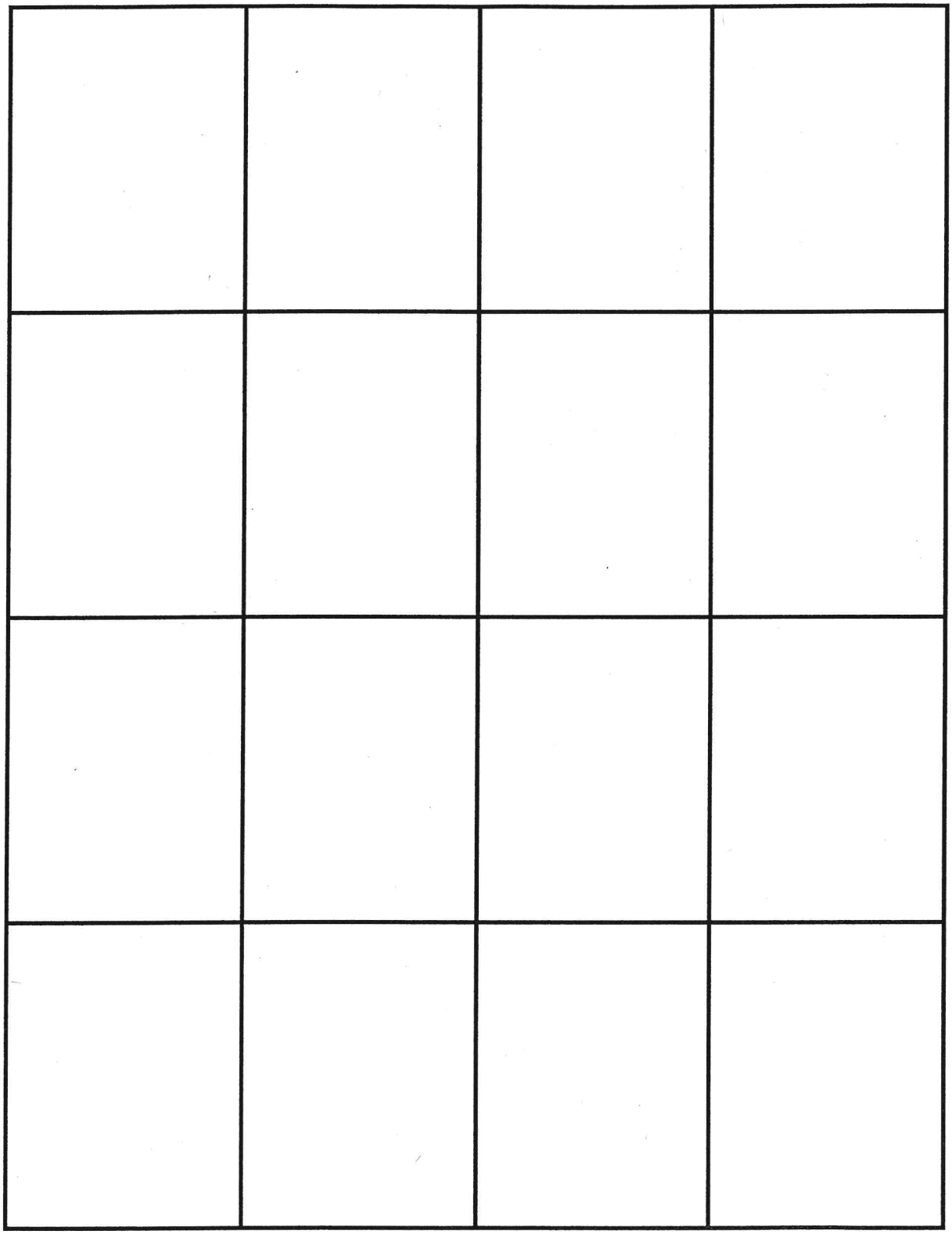
# 4x4 Grid



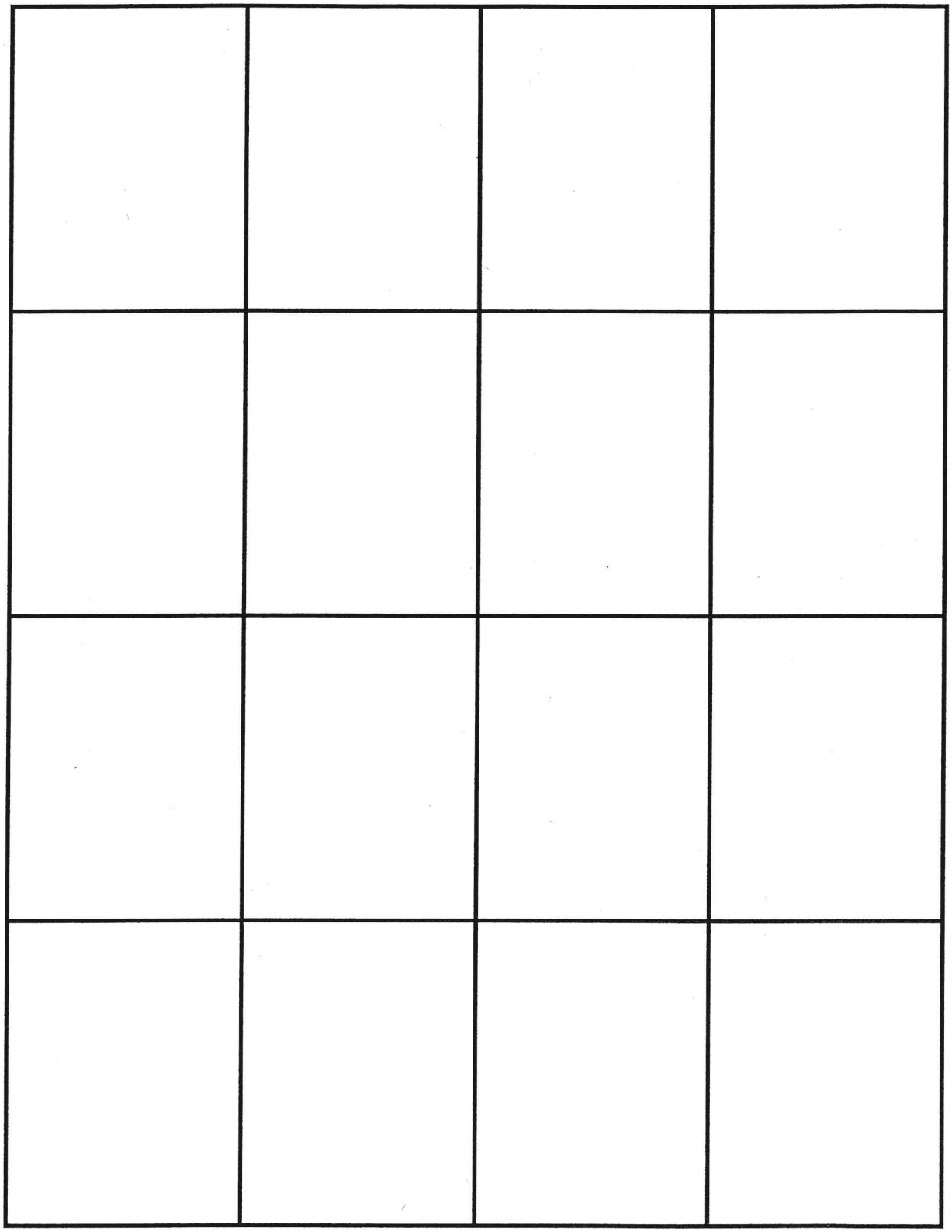
# 4x4 Grid



# 4x4 Grid



# 4x4 Grid



Name _____

## Cowgirl Carla

"Bandits stole my sheep again," yelled old Mr. Button at the town meeting.

"Bandits took my pigs, too," added Ms. Sutter. "We need to do something quickly."

"It will be a challenge, but I can take care of the bandits," said Cowgirl Carla. "By morning, the bandits will be trapped." The people heard her plan with enthusiasm.

That night, Cowgirl Carla clipped wool from ten sheep. Then she dipped the wool in sticky glue. She made the wool look like a very big sheep. Then she waited. Cowgirl Carla did not sleep. She dreamed of the adventure, and soon the bandits came.

"Look at that sheep!" said a bandit. "Help me put it into the bag."

"Oh!" yelled the other bandit. "My hands are stuck!"

"Yikes!" yelled the first bandit. "I am stuck, too!"

Cowgirl Carla nodded. Her plan had worked!

## Cowboy Bobby

Cowboy Bobby woke up and yawned. He felt cold in his sleeping bag. Camping was fun, but not when it was snowing so hard in the valley. He peeked out from his tent and scanned the horizon. He looked to see if Anna, his horse, was all right. "Oh no!" yelled Cowboy Bobby. "Anna is missing!"

Cowboy Bobby pulled on his boots and went looking for Anna. It was hard to tell where he was in all the snow. He turned this way and that, yelling for Anna. More snow fell, adding to the big piles in the ravine. Cowboy Bobby waded deep into the vastness of the snow, forgetting the presence of the cold, wet flakes. "Anna!" he yelled.

Suddenly, he felt a hand on his back. Cowboy Bobby jumped. Behind him was a man, and behind the man was Anna!

"She wanted to borrow my carrots," the man told Cowboy Bobby with a smile. "I never go camping without them!"

☆ACTIVITY Write about what Carla or Bobby did next.☆

Name _____

**Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.**

| | | |
|---|---|---|
| | 1. _____ | **1.** dentist |
| | 2. _____ | **2.** jogger |
| | 3. _____ | **3.** fifteen |
| | 4. _____ | **4.** flatter |
| | 5. _____ | **5.** submit |
| | 6. _____ | **6.** mustang |
| | 7. _____ | **7.** absent |
| | 8. _____ | **8.** hollow |
| | 9. _____ | **9.** empire |
| | 10. _____ | **10.** blizzard |
| | 11. _____ | **11.** culture |
| | 12. _____ | **12.** goggles |
| | 13. _____ | **13.** summon |
| | 14. _____ | **14.** excite |
| | 15. _____ | **15.** kennel |
| | 16. _____ | **16.** valley |
| | 17. _____ | **17.** fragment |
| | 18. _____ | **18.** gallop |
| | 19. _____ | **19.** vulture |
| | 20. _____ | **20.** pigment |
| **Review Words** | 21. _____ | **21.** won't |
| | 22. _____ | **22.** shouldn't |
| | 23. _____ | **23.** we're |
| **Challenge Words** | 24. _____ | **24.** clammy |
| | 25. _____ | **25.** hammock |

Name _____

**A. Read the words in each row. Underline the word that has two closed syllables.**

| | | | |
|---|---|---|---|
| **1.** | kennel | easy | local |
| **2.** | empire | diary | dentist |
| **3.** | hungry | flatter | lazy |
| **4.** | summon | sameness | mainly |
| **5.** | submit | retire | student |

**B. Divide the words into syllables by writing each syllable on the lines. Then circle the syllables that are closed syllables.**

| | | | |
|---|---|---|---|
| **6.** | jogger | _____ | _____ |
| **7.** | valley | _____ | _____ |
| **8.** | culture | _____ | _____ |
| **9.** | eager | _____ | _____ |
| **10.** | pigment | _____ | _____ |

Name _____

| | | | |
|---|---|---|---|
| memorized | shuddered | ambitious | satisfaction |

**Write a complete sentence to answer each question below. Use the vocabulary word in bold.**

1. Why might a student be proud if he or she **memorized** a famous speech?

_____

_____

2. What might it mean if you **shuddered** while reading a story?

_____

_____

3. What is an example of an **ambitious** project?

_____

_____

4. Why might someone feel **satisfaction** after completing a difficult report?

_____

_____

Name _____

Reteaching
**8-2**

# Order of Operations

If you do not use the proper order of operations, you will not get the correct answer.

Evaluate $8 \div 2 + 3 \times 6 - (1 \times 5)$.

**Step 1.** Do the operations inside the parentheses.

$(1 \times 5) = 5$
$8 \div 2 + 3 \times 6 - 5$

**Step 2.** Multiply and divide in order from left to right.

$8 \div 2 = 4$ and $3 \times 6 = 18$
$4 + 18 - 5$

**Step 3.** Add and subtract in order from left to right.

$4 + 18 = 22$
$22 - 5 = 17$
So, $8 \div 2 + 3 \times 6 - (1 \times 5) = 17$

---

Write which operation should be done first.

**1.** $6 + 3 \times 2$ _____

**2.** $13 - 1 + 4 \div 2$ _____

**3.** $5 \times (7 - 2) + 1$ _____

**4.** $(19 + 23) - (4 \times 5)$ _____

For questions **5** through **8**, evaluate the expression for $x = 6$ and $y = 17$.

**5.** $4x + 5y$ _____

**6.** $2x + (20 - y)$ _____

**7.** $x \div 3 + y$ _____

**8.** $4y \div 2 + (8x + 10)$ _____

**9.** Patty made $34 baby sitting on each of 3 weekends. If she spent $50 on gifts for her family, how much money does she have left?

_____

**10.** Carlos solved $20 - (2 \times 6) + 8 \div 4 = 29$. Is this the correct answer?

_____

_____



Name _____

Practice
**8-2**

# Order of Operations

Use the order of operations to evaluate each expression.

**1.** $4 \times 4 + 3 =$ _____

**2.** $3 + 6 \times 2 \div 3 =$ _____

**3.** $24 - (8 \div 2) + 6 =$ _____

**4.** $(15 - 11) \times (25 \div 5) =$ _____

**5.** $26 - 4 \times 5 + 2 =$ _____

**6.** $15 \times (7 - 7) + (5 \times 2) =$ _____

**7.** $(8 \div 4) \times (7 \times 0) =$ _____

**8.** $5 \times (6 - 3) + 10 \div (8 - 3) =$ _____

**9.** Which is a true statement, $5 \times 4 + 1 = 25$ or $3 + 7 \times 2 = 17$? Explain your answer.

_____

_____

Insert parentheses to make each statement true.

**10.** $25 \div 5 - 4 = 25$ _____

**11.** $7 \times 4 - 4 \div 2 = 26$ _____

**12.** $3 + 5 \times 2 - 10 = 6$ _____

**13.** Insert parentheses in the expression $6 + 10 \times 2$ so that:

**a.** the expression equals 32. _____

**b.** the expression equals $(12 + 1) \times 2$. _____

**14.** Solve $(25 - 7) \times 2 \div 4 + 2$.

A 18 B 11 C 6 D 5

**15.** Write two order-of-operation problems. Then trade with a classmate and solve the problems.

_____

_____



Name _____

| | | | | |
|---|---|---|---|---|
| dentist | submit | empire | summon | fragment |
| jogger | mustang | blizzard | excite | gallop |
| fifteen | absent | culture | kennel | vulture |
| flatter | hollow | goggles | valley | pigment |

**A. Fill in the missing letters of each word to form a spelling word. Then write the spelling word on the line.**

1. mu ___ ___ ang _____
2. e ___ ___ ire _____
3. vu ___ ___ ure _____
4. de ___ ___ ist _____
5. e ___ ___ ite _____
6. a ___ ___ ent _____
7. go ___ ___ les _____
8. cu ___ ___ ure _____
9. fra ___ ___ ent _____
10. bli ___ ___ ard _____
11. va ___ ___ey _____
12. pi ___ ___ ent _____
13. fla ___ ___ er _____
14. su ___ ___ on _____
15. su ___ ___ it _____

**B. Write these spelling words on the lines in reverse alphabetical order:** ***jogger, fifteen, hollow, gallop, kennel.***

16. _____ 18. _____ 20. _____
17. _____ 19. _____

Name _____

**Read the passage. As you read, ask yourself what message the author might want you to hear.**

## Blue Ribbon Dreams

Five a.m., I'm out of bed,
Trudging to the barn, feet like lead.
*Training, training every day,*
*County fair, I'm on my way!*
By the entrance hangs a bit,
A jingling bridle next to it.
I wind my way back to the stall
"Morning, Little Red," I softly call.
As always, he entrances me,
How lovely one young horse can be!
Red and I are not too tall.
(In fact, we're really rather small).
Some folks, neither fair nor wise,
Might judge us simply by our size.
But I intend to demonstrate
That small things can be truly great.
So every morning, and again at night
I train Little Red with all my might.
Again, again, and yet again
I lead him all 'round the pen.
I feel Red's muscles coiled and strong.
Raising my head, I break out in song
*Training, training every day,*
*County fair, we're on our way.*
I imagine us at the county fair
And think of all who'll see us there.
Will we win? Who can know?
I shrug, laugh. Blue ribbon or no,
Today I'm 10 feet tall, Red's 20 hands high.
We're champions, Little Red and I.

Name _____

**A. Reread the poem and answer the questions.**

1. **When and why does the speaker in the poem get out of bed and go to the barn?**

_____

_____

2. **What important event is coming soon? How do you know?**

_____

_____

3. **How do you think the speaker will probably feel if her horse does not win a blue ribbon?**

_____

_____

4. **What is 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 _____

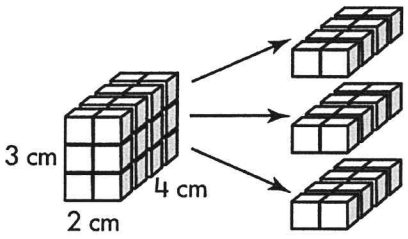
Reteaching
**12-2**

# Volume

**Volume** is a measure of the space inside a solid figure. It is measured in cubic units. A **cubic unit** is the volume of a cube that has edges that are each 1 unit.

How to find the volume of a rectangular prism

**Counting unit cubes:**




Count the cubes in each layer: 8 cubes.

Multiply by the number of layers.

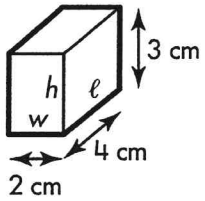
8 cubes × 3 = 24 cubes

The volume of each cube is 1 $cm^3$.

The volume of the prism is 24 $cm^3$.

**Using a formula:**

You know the length $\ell$, the width $w$, and the height $h$. Calculate the volume, $V$, using the formula $V = \ell \times w \times h$.

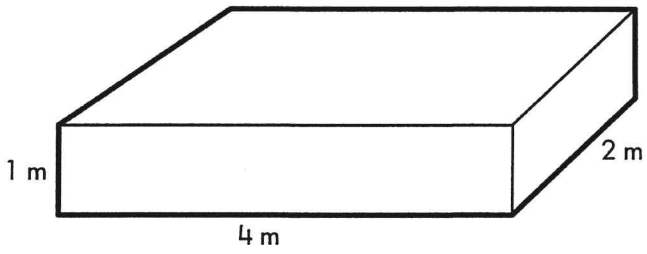



$V = 4 \text{ cm} \times 2 \text{ cm} \times 3 \text{ cm}$

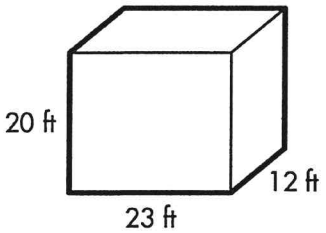
$V = 24 \text{ cm}^3$

Find the volume of each rectangular prism using a formula.

**1.**




**2.**





Name _____

Practice
**12-2**

# Volume

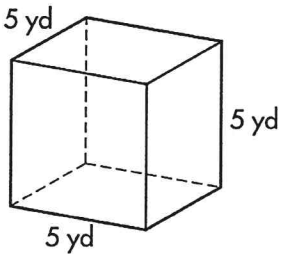
Find the volume of each rectangular prism.

**1.** base area 56 $in^2$, height 6 in. _____

**2.** base area 32 $cm^2$, height 12 cm _____

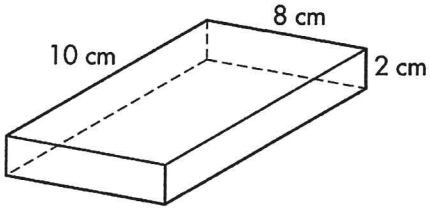
**3.** base area 42 $m^2$, height 8 m _____

**4.**




_____

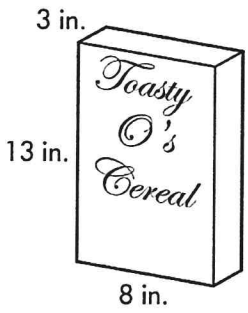
**5.**




_____

**6.** What is the volume of the cereal box?

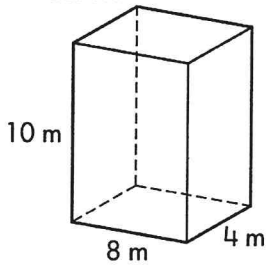
_____




**7.** What is the volume of this solid?

**A** 3.2 $m^3$ **C** 320 $m^3$

**B** 32 $m^3$ **D** 3,200 $m^3$




**8.** What is the height of a solid with a volume of 120 $m^3$ and base area of 30 $m^2$? _____

**9.** Bradford has an aquarium with a base that is 22 inches × 12 inches and a height that is 15 inches. What is the volume of the aquarium? Would the volume of the aquarium change if it did not have a lid? Explain.

_____

_____

_____



Name _____

| | | | | |
|---|---|---|---|---|
| dentist | submit | empire | summon | fragment |
| jogger | mustang | blizzard | excite | gallop |
| fifteen | absent | culture | kennel | vulture |
| flatter | hollow | goggles | valley | pigment |

**A. Write the spelling words that contain the matching syllable pattern.**

**words divided between a double consonant**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

**words divided between different consonants**

10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

**B. Compare the words *fifteen* and *flatter*. How are they alike? How are they different?**

_____

_____

_____

_____

Name _____

## Sammy's Day Out

Sammy the wolf cub lifted his head,
And looked at the litter-mates sharing his bed.
They were all sleeping, the way youngsters ought.
So he got up, quite quietly (lest he be caught).

He crept from the bedroom, and then down the hall.
He crept down the stairs, making no sound at all.
He crept to the fridge for a big junky snack.
(In his head, his mom scolded, "Your fangs will get plaque!")

He munched, munched, and munched, and he thought and he planned,
All the ways he might spend the free time now at hand,
With no one to scold him, or tell him "Behave!"
Or "Don't chase your tail, son!" or "Go clean your cave!"

But the junk food he wolfed down soon made him feel drowsy.
And worse than that even, his stomach felt lousy.
He went to his parents, though he knew what they'd say:
"That's what you get for eating in the middle of the day!"

**Answer the questions about the text.**

1. **How do you know that this is narrative poetry?**

_____

2. **Name literary elements that the writer uses in this text. Give an example of each.**

_____

_____

_____

3. **What would be different about this text if it were lyric poetry?**

_____

Name _____

**Repetition** is the repeated use of a word or phrase. Authors use repetition to emphasize an idea.

**Rhyme** is the repetition of a vowel sound. Authors often use rhyme at the ends of pairs of lines or alternating lines of a poem.

**Read these two excerpts from the narrative poem "Blue Ribbon Dreams." Then answer the questions.**

Five a.m., I'm out of bed,
Trudging to the barn, feet like lead.
*Training, training every day,*
*County fair, I'm on my way!*
By the entrance hangs a bit,
A jingling bridle next to it.

Again, again, and yet again
I lead him all 'round the pen.
I feel Red's muscles coiled and strong.
Raising my head, I break out in song
*Training, training every day,*
*County fair, we're on our way.*

1. **Find at least two examples of repetition in the excerpts. Write them below.**

_____

_____

2. **What are two examples of rhyme that appear in the excerpts?**

_____

3. **What idea does the repetition and rhyme of the poem help express?**

_____

_____

Name _____

**Read each pair of passages. Then, on the line below each pair, give the two definitions of the homographs in bold.**

1. Trudging to the barn, feet like **lead**

   I **lead** him all 'round the pen

   _____

   _____

2. *County **fair**, I'm on my way!*

   Some folks, neither **fair** nor wise

   _____

   _____

3. By the **entrance** hangs a bit

   As always, he **entrances** me

   _____

   _____

4. **Might** judge us simply by our size

   I train Little Red with all my **might**

   _____

   _____

Name _____

- Use **quotation marks** around the title of a song, part of a book, or a short story.
- Use **italics** or **underlining** with the title of a long work.
- Use **commas** after the **greeting** and **closing** in a friendly letter and in the date and address. In a business letter, use a **colon** after the greeting.

**Insert commas, quotation marks, or underlining where needed.**

1. June 5 2013
2. Dear Aunt Kay
3. Thank you for sending me A Treasury of New Tales.
4. The Haunted Window is one of my favorite stories.
5. We also read the story Race to the North in school.
6. Have you ever read the novel A Light on the River?
7. It was a lot like the song Catching the Sun on page 45.
8. My mother gave me the book Suncatcher to read.
9. Believe it or not, Chapter 2 is called Write to Your Relatives!
10. Sincerely yours

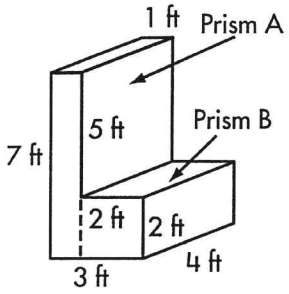
Name _____

Reteaching
**12-3**

# Combining Volumes

To find the volume of a solid made up of familiar parts, find the volume of each part and add the volumes.

**Step 1:** To find the volume of the figure at the right, separate the solid into two rectangular prisms. (See the dotted line in the figure.)




**Step 2:** Use the formula $V = \ell \times w \times h$ to find the volume of each prism.

**Volume of Prism A**

$V = 1 \times 4 \times 7 = 28 \text{ ft}^3$

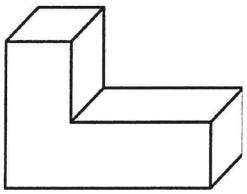
**Volume of Prism B**

$V = 2 \times 4 \times 2 = 16 \text{ ft}^3$

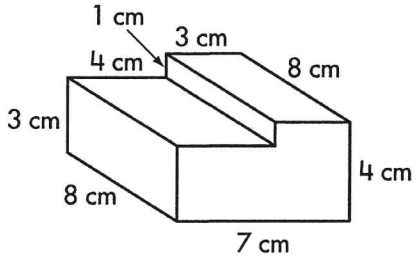
**Step 3:** Add the volumes of each prism.

The volume of the solid is $28 + 16 = 44 \text{ ft}^3$.

**1.** Show two ways of dividing the given solid into two rectangular solids.



**2.** Find the volume of the rectangular solid shown below. Show your work.





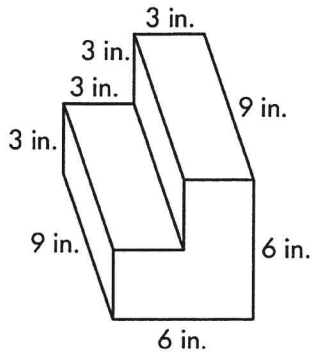
Name _____

Practice
**12-3**

# Combining Volumes

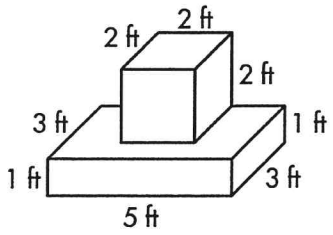
For **1** through **4**, find the volume of each solid figure.

**1.**



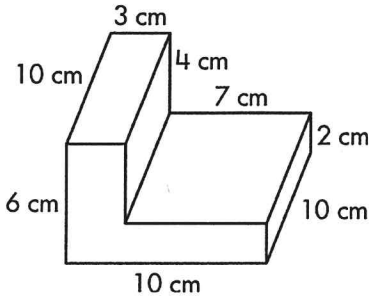

_____

**2.**



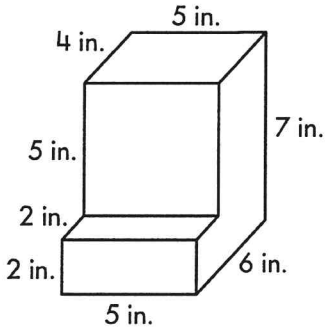

_____

**3.**



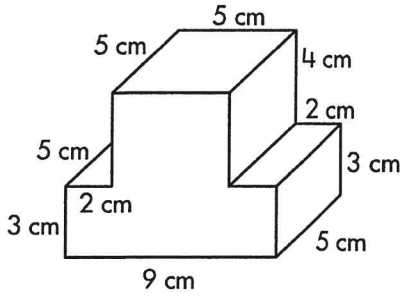

_____

**4.**




_____

**5.** Paul wants to build this model with clay, but he does not know how many cubic centimeters of clay to purchase. How much clay should he purchase?




**A** 235 $cm^3$

**B** 335 $cm^3$

**C** 405 $cm^3$

**D** 935 $cm^3$

**6.** Ashley is stacking two boxes on a shelf. The bottom box measures 6 inches × 5 inches × 5 inches. The top box is a cube with one edge measuring 4 inches. What is the volume of this stack? Explain how you found your answer.

_____

_____



Name _____

| | | | | |
|---|---|---|---|---|
| dentist | submit | empire | summon | fragment |
| jogger | mustang | blizzard | excite | gallop |
| fifteen | absent | culture | kennel | vulture |
| flatter | hollow | goggles | valley | pigment |

**A. Write the spelling word that matches each definition below.**

1. call for _____
2. eye protection _____
3. color in paint _____
4. bird of prey _____
5. not present _____
6. tooth doctor _____
7. praise or compliment _____
8. small wild horse _____
9. to hand in _____
10. place to board dogs _____
11. person who runs _____
12. one more than fourteen _____

**B. Write the spelling word that best completes each analogy.**

13. *All* is to *everything* as *piece* is to _____.
14. *Wind* is to *gust* as *snowstorm* is to _____.
15. *First* is to *last* as _____ is to *bore*.
16. *Empty* is to *full* as _____ is to *solid*.
17. *Kingdom* is to _____ as *nation* is to *country*.
18. *Walk* is to *stroll* as *run* is to _____.
19. *Low* is to *high* as _____ is to *hill*.
20. *Custom* is to *tradition* as _____ is to *society*.

# Parchment and Ink

1 The Declaration of Independence and the United States Constitution express our nation's most enduring ideas. However, both are also 200-year-old physical objects. Written in ink on parchment, they are fragile. Fire, water, sunlight, and air—these can damage documents. So it's amazing that we still can read the original Declaration and Constitution. It has taken the efforts of many people to preserve these treasures.

2 The Declaration was approved in July 1776. Soon afterward, Congress assigned someone to handwrite it in ink in clear letters. It was written with a quill pen, a pen made from the tip of a feather, on a sheet of parchment, a thin, strong material made from animal skin. This document was then signed by most members of Congress.

3 The Declaration was official and beautiful. It traveled with Congress from Philadelphia to Baltimore and back. At different times, it was housed in Pennsylvania and New Jersey. It was later moved to the nation's new capital in Washington, D.C. The document was moved a lot during the American Revolution in order to protect it.

National Archives and Records Administration

**Reread and use the prompts to take notes in the text.**

Reread paragraph 1. Circle what the Declaration of Independence and the United States Constitution have in common. Draw a box around the four things that can damage the documents. Write them here:

1. _____
2. _____
3. _____
4. _____

COLLABORATE

Talk with your partner about how the author feels about these original documents. Underline clues in the excerpt that support your ideas.

Audio

# In the Librarian's Care

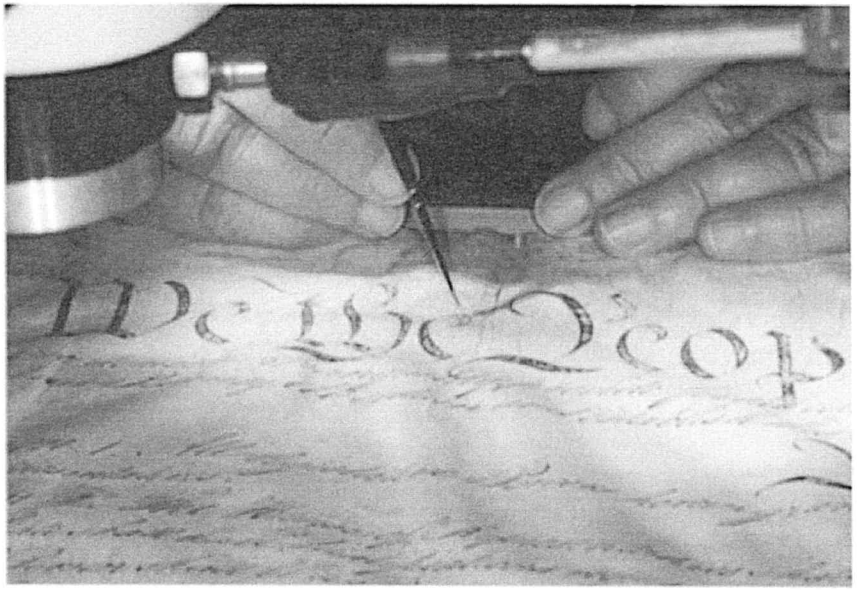
1 The Constitution was not damaged as much as the Declaration of Independence. It traveled with the Declaration through 1814. Then the Constitution remained in the care of the State Department until 1921. That year, both documents were given to the Library of Congress.

2 The Librarian of Congress treasured them. He wanted people to be able to see these important documents but also wanted people to make sure they were protected. He decided to place the documents in what he called a "shrine" or sacred space, surrounded by marble. The documents were framed but protected from natural light by double panes of glass. A special coating was added to the glass to further exclude light. A guard was posted to watch over both documents.

Reread paragraph 2. Circle how the Librarian of Congress felt about the documents. Mark in the margin the steps the librarian took to protect the documents.

COLLABORATE

With a partner, look at the photograph and read the caption. Talk about how the documents are being preserved. What new information did you learn? Underline text evidence in the caption and circle clues in the photograph that support your discussion.



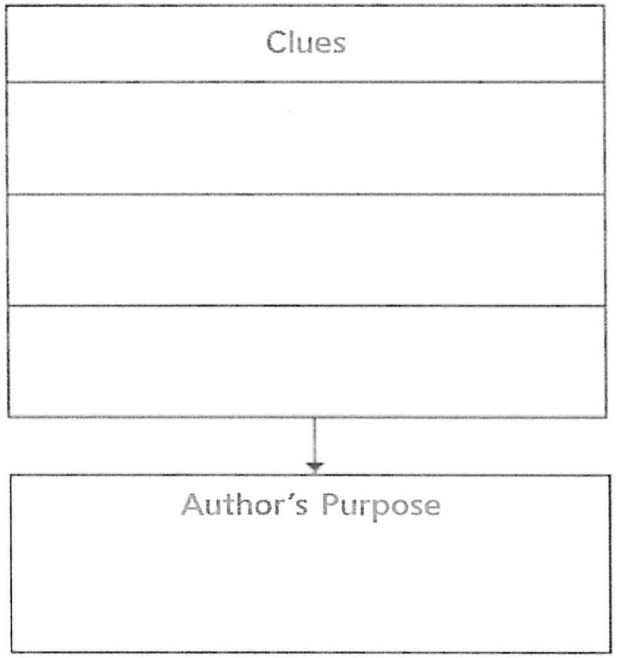
National Archives and Records Administration

In 1951, the Declaration and the Constitution were sealed in cases filled with helium gas. Later, these cases were carefully opened. The documents were studied before being placed in new cases. Experts took samples of the ink to learn how to better protect it.

## Why did the author write "Parchment and Ink"?


Talk About It Reread the excerpts on pages 37 and 38. Talk with a partner about how the documents were treated and preserved.

Cite Text Evidence What does the author want you to know about the documents? Write text evidence in the chart.




Write The author wrote "Parchment and Ink" to _____

_____

_____

**QUICK TIP**

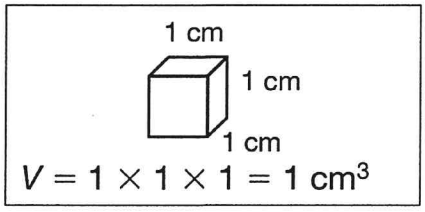
When I **reread**, I look for text evidence to figure out the author's purpose.

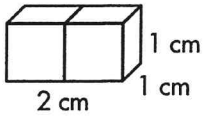
Name _____

Reteaching
**12-4**

# Problem Solving: Use Objects and Reasoning

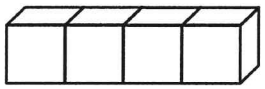
This cube has a volume of 1 $cm^3$.



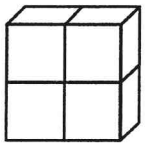




$V = 2(1 \times 1 \times 1) = 2\ cm^3$

The same number of cubes will always have the same volume.



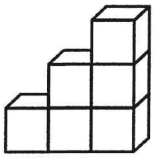
$V = 4\ cm^3$



$V = 4\ cm^3$

Each cube has a volume of 1 $cm^3$.

**1.** Find the volume of the figure.



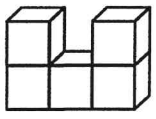
_____

**2.** Make and draw a figure of cubes that has a volume of 7 $cm^3$.

**3.** Explain how you knew how many cubes to use to draw the figure in Exercise 2.

_____

**4.** Find the volume.



_____

**5.** If the cubes in Exercise 4 were increased to 3 cm on a side, how would the volume be affected?

_____

_____



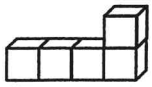
 

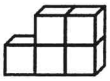
Name _____

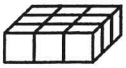
Practice
**12-4**

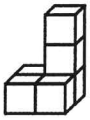
# Problem Solving: Use Objects and Reasoning

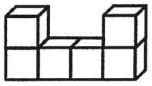
Find the volume of each figure of centimeter cubes.

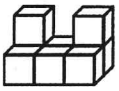
1. 

2. 

3. 

4. 

5. 

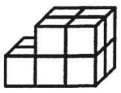
6. 

7. Make and draw a figure of cubes that has a volume of 6 $cm^3$.

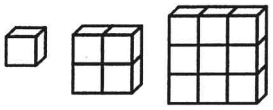
8. Without building a model, tell whether a long row of 8 cubes or a cube made from 8 cubes would have a greater volume. Explain.

_____

_____

9. Make and draw a figure that has the same volume as the diagram. 

10. Find the volume of these figures. Then describe the pattern(s) you see. Can you determine the volume of the next figure in the pattern? Explain.



_____

_____

_____

_____



Name _____

**A. Underline the six misspelled words in the paragraphs below. Write the words correctly on the lines.**

When Edgar was young, he was a sports chamion. He is now in his 60s, but he prides himself on staying in shape. Edgar is a daily joger. Each morning you will see him get up, stretch, and galop out the front door.

1. _____ 2. _____ 3. _____

Last week, Edgar awoke to a howling blizard. It was fiveteen degrees outside, and blowing snow made it impossible to see more than a few feet. "I can't let a little snow stop me!" Edgar said to himself. He got out his cross-country skis, put on his gogles, and went for a trek around the neighborhood.

4. _____ 5. _____ 6. _____

**Writing Activity**

**B. Write a passage for a story about another determined person. Use at least four spelling words in your writing.**

Name _____

**A. Read the draft model. Use the questions that follow the draft to help you think about what precise language you can add.**

## Draft Model

Dirty dishes are piled
In the kitchen.
Time to clean!

1. What kinds of dishes do you imagine when you read the first line?
2. What words would help readers visualize the kitchen?
3. What vivid language would help make the scene come to life?

**B. Now revise the draft by putting precise language into the description.**

Name _____

**Pete wrote the poem below after studying the language used in "Stage Fright," "Catching Quiet," and "Foul Shot" to respond to the prompt: *Write a narrative poem about what it feels like to accomplish something. Use figurative language.***

**Passing the Swim Test**

I had worked for so long,
Perfecting my stroke.
The day is now here,
This test is no joke!

Through the water I swim,
Like a fish in the sea.
What had once been a struggle,
Now comes naturally!

As I climb from the pool,
I hear Mom and Dad cheer.
I had worked for so long,
And that work brought me here.

**Reread the passage. Follow the directions below.**

1. **Circle** the simile in the poem.

2. **Draw a box** around an example of sensory language that directly refers to one of the five senses.

3. **Underline** the lines in the first stanza that rhyme.

4. **Write** the prepositional phrases that appear in the poem.

_____

_____

Name _____

**A. Read each sentence. Underline each prepositional phrase and circle the object of each preposition.**

**1.** I wrote an article about the new club.

**2.** The editor of the newspaper wanted to publish it.

**3.** We reviewed the article in her office.

**4.** Her comments on the first paragraph were helpful.

**5.** I revised the article during the weekend.

**6.** My friends from other states can read it online.

**B. Rewrite each sentence. Insert quotation marks or underlining where needed.**

**7.** The article will appear in The Five Lakes Herald.

_____

**8.** Look for the headline New Club Forms in City.

_____

**9.** The City Sentinel also features a story about the group.

_____

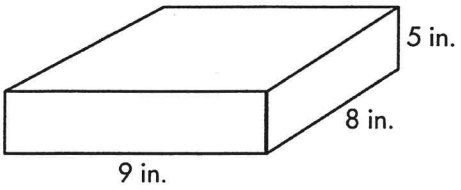
**10.** The group reads history books, such as The First President and Rising Tide.

_____

Name _____

Quick Check
**12-2**

**1.** What is the volume of the box?




**A** 720 $in^3$

**B** 360 $in^3$

**C** 72 $in^3$

**D** 45 $in^3$

**2.** What is the volume of a rectangular prism with a base area of 32 $cm^2$ and a height of 7 cm?

**A** 4 $cm^3$

**B** 39 $cm^3$

**C** 214 $cm^3$

**D** 224 $cm^3$

**3.** An aquarium is 30 inches long, 15 inches high, and 12 inches wide. What is the volume of the aquarium?

**A** 5,400 $in^3$

**B** 4,500 $in^3$

**C** 360 $in^3$

**D** 180 $in^3$

**4. Writing to Explain** A box is 42 inches long × 16 inches wide × 23 inches high. Draw and label the box.

Explain how you can use the area of the base and the height to find the volume.

_____

_____

_____

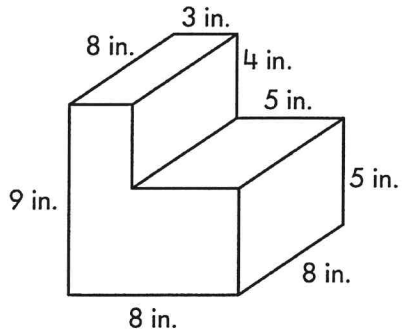


Name _____

Quick Check
**12-3**

**1.** Which is the volume of the solid?



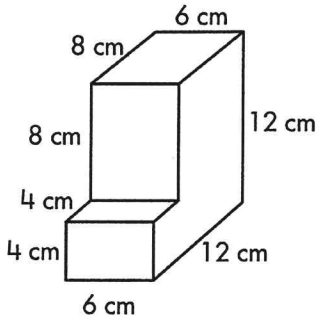

**A** 96 $in^3$

**B** 192 $in^3$

**C** 320 $in^3$

**D** 416 $in^3$

**2.** What is the volume of the solid?



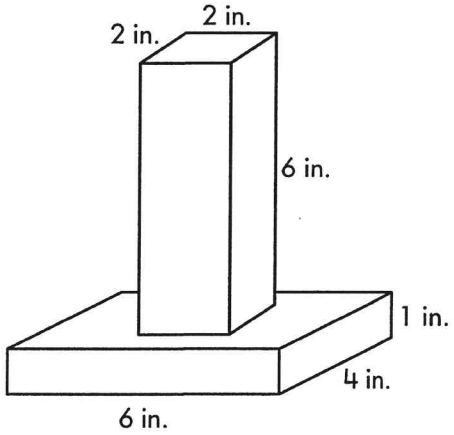

**A** 72 $cm^3$

**B** 432 $cm^3$

**C** 672 $cm^3$

**D** 864 $cm^3$

**3. Writing to Explain** Carlos is an architect. He wants to build a skyscraper and creates this model to help him plan. Carlos believes that the upper part of the building has a greater volume than the lower part of the building. Explain whether or not he is correct. How can this help you find the volume of the entire model? What is this volume?





Geography

## READ & DO

# Recording Lakota History

For a long time, American Indians did not write. They told stories about their history, and sometimes they made drawings to keep records. American Indians called the Lakotas (la-KOH-tahs) lived on the Great Plains. What do their drawings tell about their history and how their surroundings affected their lives?

A group of Lakota families watched the night sky, certain that the world was coming to an end. Streaks of bright light darted above the Great Plains before falling into the blackness. Then new streaks flashed and fell across the sky—so many that one could not count them.

What was this grand display of fire in the heavens? Historians now know the Lakotas observed the Leonid meteor shower in November 1833. Scientists say that hundreds of thousands of shooting stars fell toward Earth on that cold, clear night.

The Lakotas who watched this amazing natural event would never forget it. They wanted to be sure that their children and grandchildren would know about it, so they made a record of the meteor shower for future generations.

To do this, the Lakotas would make a **pictograph**—such as a star—on an animal skin, or hide. The hide might already have other pictographs that represented memorable events from earlier years. One pictograph might show a buffalo hunt, or perhaps a war dance. Another image shows the meteor shower and stands for the year 1833. The Lakotas began calling this year the Year the Stars Fell.

Nature was important to the Lakotas. For example, they used the first snowfall of winter to mark the start of each year. These records are called "winter counts" and were made with pictographs. Each pictograph on a winter count showed a key event from a different year.

Many Lakota pictographs show how the climate, natural resources, and geography of the Great Plains affected their lives. For instance, some pictographs tell of heavy snowfalls or long periods without rain, while others show animal hunts in the Great Plains. Several images represent visits to nearby hills, forests, and waterholes to gather wood and water.

Winter counts are **primary sources** because the people who created them witnessed the events depicted in the pictographs. Historians study primary sources to learn about past events. They also study **secondary sources**, or records of events created by people who were not there. A painting of the 1833 Leonid meteor shower by an artist who was not around during the event is an example of a secondary source. Those who create secondary sources often analyze primary sources. For example, a historian might study Lakota pictographs and write a book about it. The book would be a secondary source.

A man named Lone Dog painted a winter count that spans over 70 years of Lakota history. Each pictograph on it represents what he felt was the most memorable event of that year. One pictograph shows two hands coming together. It represents making peace with the Cheyenne tribe. Another one shows a man with lines coming from his mouth, representing a case of whooping cough that caused many deaths within the tribe.

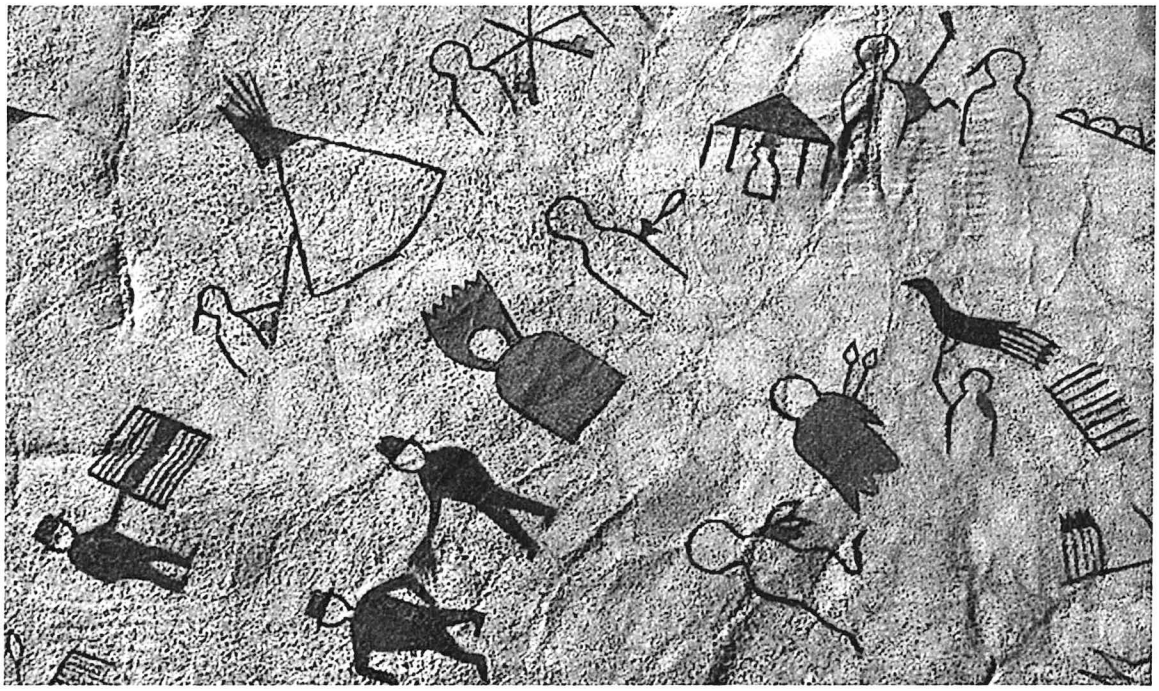
In each band of Lakota, one individual called the keeper had the honor of painting the pictographs on the winter count. Lone Dog was a keeper. For a long time, only a man could be the keeper. However, by the 1900s, women were occasionally allowed to take on this role.

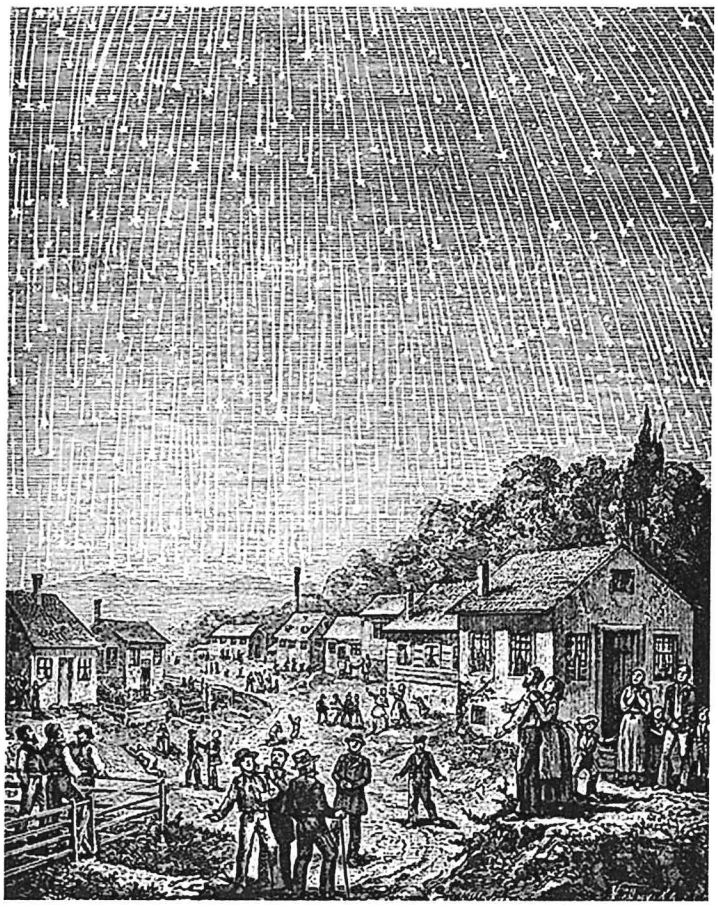
The keeper paints a new symbol on hide from

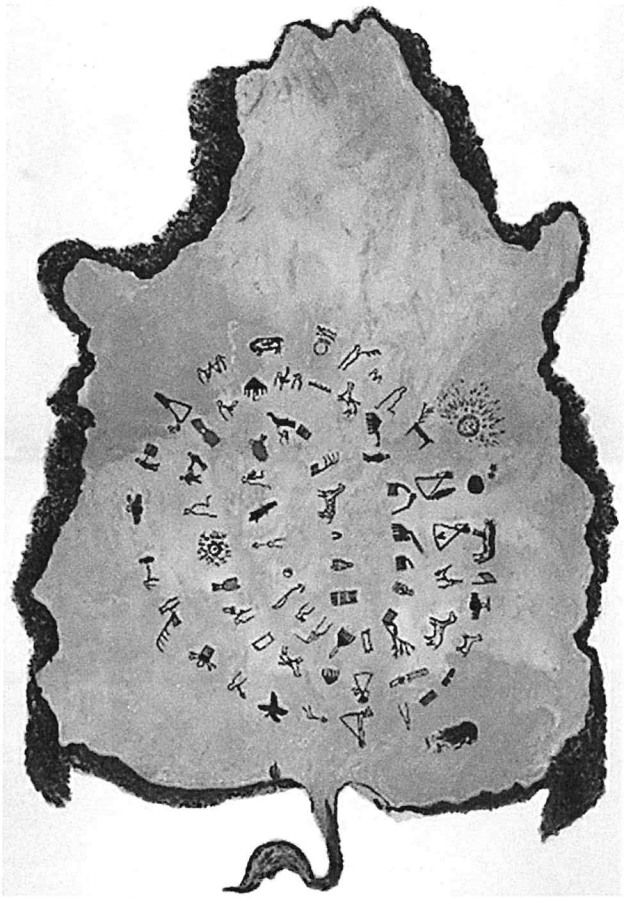
animals that they hunted on the plains. The Lakotas used many different parts of the animal for food, clothing, and shelter, and to meet other needs.

The hides wore out over time, forcing the keeper to repaint the winter counts onto other hides. He might use cloth or perhaps paper if it was available.

The Lakotas made winter counts for many generations. But once they began to write in the 1800s, many Lakotas stopped using pictographs to keep records. Today, some Lakotas use new forms of communication—like video and the Internet—to record their history.



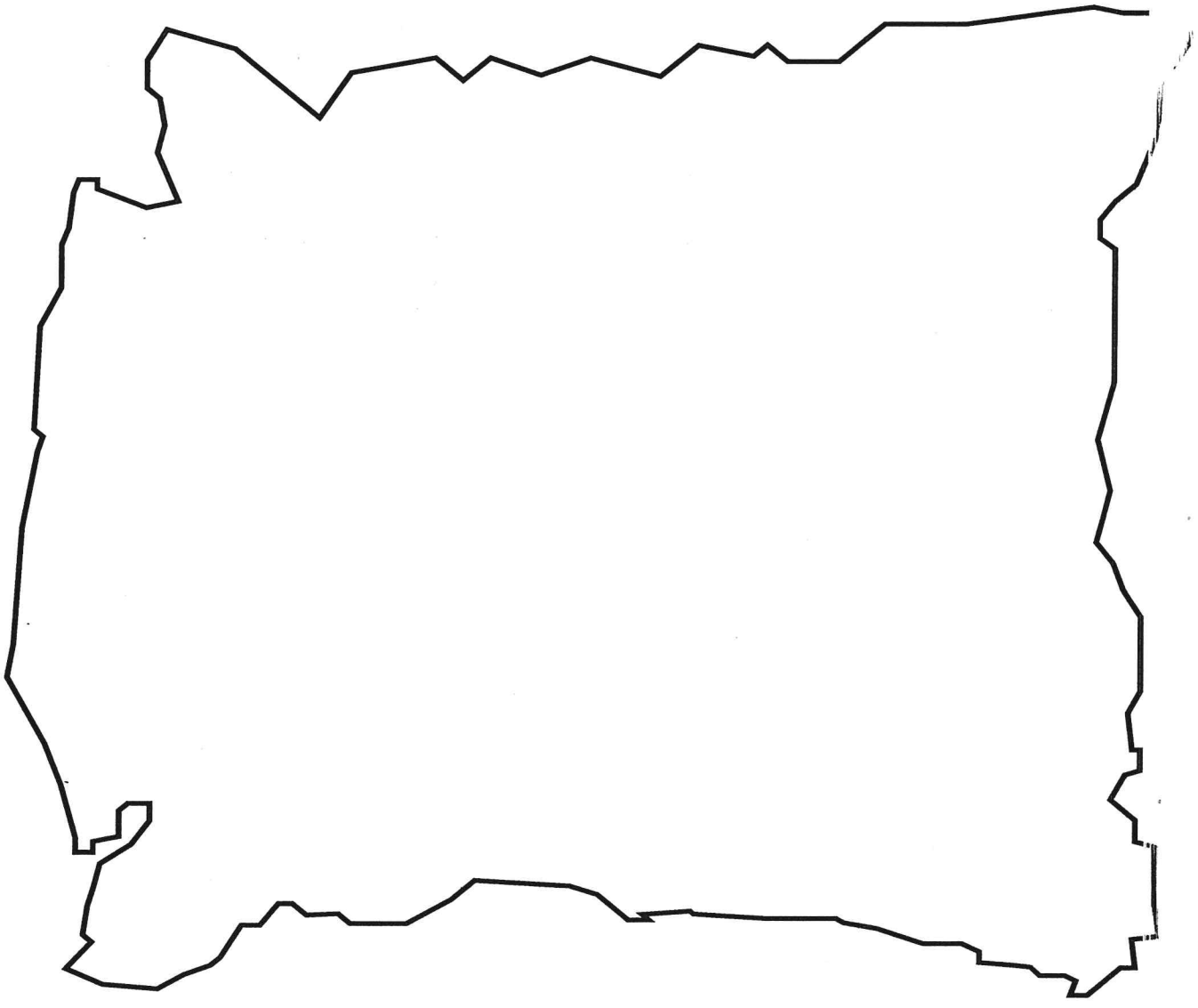




Create your own winter count to show how your environment affects your life.

- Think of five key events in your life or the life of someone you know that have been influenced by your natural surroundings. Choose events that you would like others to remember. For example, going on a family vacation to the mountains or seashore near your home might be one event that you think is memorable.
- Think of a pictograph, or picture, for each event. Arrange your five winter count pictographs in a circle. Pick a start point and an end point, and draw the pictographs in the space provided below.
- Exchange winter counts with a classmate and try to figure out what each other's five pictographs represent. How are your winter counts alike? How are they different? What do the events show about the environment in which you live?

**My Winter Count**



# Grade 5 Twig Science

## Week 2

### Module 1: Matter Mysteries Hotline

This week you will read an exciting text and respond to some questions. It's only available online.

| | **To access science reading online:** |
|---|---|
| **Step 1** | Type this in your Internet browser:<br><br>**http://bit.ly/g5m1science** |
| **Step 2** | Scroll to the bottom |
| **Step 3** | Choose your reading level:<br>Diamond: ◆ On Level<br>Triangle: ▲ Advanced Level<br>Circle: ● Below Level<br>Square: ■ English Learner |
| **Step 4** | Click on the word "Read" |

| **Book Title: "Absolute Zero"** | |
|---|---|
| **Read Chapter 1 and Chapter 2** | |
| **Answer these questions after reading:** | What are the main ideas?<br><br>What was something interesting that you learned?<br><br>What is something you are wondering about? |

# Teamwork


**Get Started** (or )
Get paper and a pencil.
Put 1 2 3 4 5 6 7 8 9 in a bag.

**Repeat for Each Round**
Choose **A**, **B**, **C**, or **D**. Take turns.
On your turn, pick tiles from the bag until you fill each blank space.
Explain how to use the order of operations.
Tell your team the value of the expression. Put the tiles back in the bag.
After every team member has taken a turn, begin a new round.

A $\square + \square \times \square - 1$

B $20 \times \square \div 2 - \square$

C $\square \times \square + \square \div 2$

D $8(\square + \square) - 2 \times \square$

**If you have more time**
Play again! This time, use mental math. Or make up an order of operations puzzle like one of these. Ask your partner to pick tiles and solve your puzzle.

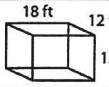
# Toss and Talk


**Get Started** (or)

Get 10 squares in one color and 10 in another color.
Get two number cubes. Take turns with another player or team.
Talk about math as you play!

**At Your Turn**

Toss two number cubes. Add the dots. Find your toss below.
Follow the directions. Explain your thinking. Cover the answer.
If the answer is taken, lose your turn. Have fun!

| Toss | Explain how to find the volume of a rectangular prism with these dimensions. Use paper and pencil if needed. |
|---|---|
| 2 | length = 13 feet<br>height = 2 feet<br>width = 5 feet |
| 3 | length = 9 yards<br>width = 5 yards<br>height = 4 yards |
| 4 | length = 9 meters<br>width = 5 meters<br>height = 7 meters |
| 5 | length = 7 centimeters<br>width = 4 centimeters<br>height = 6 centimeters |
| 6 | length = 9 inches<br>width = 5 inches<br>height = 11 inches |
| 7 |   |
| 8 | Area of the base: 38 square centimeters<br>Height: 17 centimeters |
| 9 | Base area: 47 square meters<br>Height: 16 meters |
| 10 | Base area: 59 square inches<br>Height: 6 inches |
| 11 | length = 28 feet<br>width = 12 feet<br>height = 10 feet |
| 12 | length = 8 feet<br>width = 4 feet<br>height = 7 feet |

| | | | |
|---|---|---|---|
| 315 cubic meters | 646 cubic centimeters | 180 cubic yards | 168 cubic centimeters |
| 495 cubic inches | 354 cubic inches | 2,808 cubic feet | 752 cubic meters |
| 224 cubic feet | 168 cubic centimeters | 3,360 cubic feet | 130 cubic feet |
| 2,808 cubic feet | 752 cubic meters | 495 cubic inches | 646 cubic centimeters |

**How to Win**

You win if you are the first to get four connected rectangles, like:

**If you have more time**

Play again!



Name _____

## The Stolen Gear

In the cabin, Cora helped Mama make an evening meal for the soldiers. It was amazing to hear the Patriots speak about the war. "I will never pay taxes to the British king," yelled a man. "I am an American!" Cora agreed with the man. It was not right for a British king to try and rule the thirteen colonies. They were all Americans now.

Cora had spunk. She wished she could fight in the war and defend her land. When the men slept, Cora saw a pile of gear in an isolated corner of the cabin. In a flash, Cora grabbed the gear and ran to her room.

Even though she might have gotten punished, Cora put on the man's jacket. She undid the satin ribbon from her hair and put on the army cap. Then, one moment before the men awoke, Cora ran off to join General Washington's troops.

## Before the United States

Before America became the United States, it was a land of colonies. The first British colony was formed in 1607 in Jamestown, Virginia. Later, as more colonies were formed, the British king kept trying to control them. He made them pay taxes on items like tea and stamps.

Rebels protested the king's tax laws. A number of these rebels pretended to be Indians and went aboard a boat filled with cartons of tea. These rebels dumped the tea overboard at the famous Boston Tea Party.

More and more people began to promote the right to defend the colonies against the British. They did not want to be ruled by a tyrant. Fighting began and kept on until finally the thirteen colonies won the war and became the United States.



☆ACTIVITY Write a story as if you were a person at the Boston Tea Party.☆

Name _____

**Fold back the paper along the dotted line. Use the blanks to write each word as it is read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.**

| | | |
|---|---|---|
| | 1. _____ | **1.** minus |
| | 2. _____ | **2.** loser |
| | 3. _____ | **3.** humor |
| | 4. _____ | **4.** closet |
| | 5. _____ | **5.** recent |
| | 6. _____ | **6.** student |
| | 7. _____ | **7.** equal |
| | 8. _____ | **8.** profile |
| | 9. _____ | **9.** local |
| | 10. _____ | **10.** comet |
| | 11. _____ | **11.** vacant |
| | 12. _____ | **12.** punish |
| | 13. _____ | **13.** cavern |
| | 14. _____ | **14.** shiver |
| | 15. _____ | **15.** decent |
| | 16. _____ | **16.** linen |
| | 17. _____ | **17.** legal |
| | 18. _____ | **18.** panic |
| | 19. _____ | **19.** smoky |
| | 20. _____ | **20.** tyrant |
| **Review Words** | 21. _____ | **21.** valley |
| | 22. _____ | **22.** fifteen |
| | 23. _____ | **23.** culture |
| **Challenge Words** | 24. _____ | **24.** fatigue |
| | 25. _____ | **25.** fugitive |

Name _____

**A. Read each word. Then write each word using a slanted line (/) to divide it into syllables. Circle the open syllables.**

| | Syllables |
|---|---|
| 1. local | _____ |
| 2. comet | _____ |
| 3. decent | _____ |
| 4. panic | _____ |
| 5. humor | _____ |
| 6. linen | _____ |
| 7. shiver | _____ |
| 8. vacant | _____ |
| 9. profile | _____ |
| 10. closet | _____ |
| 11. punish | _____ |
| 12. smoky | _____ |

**B. Write a sentence using at least two of the words above with a V/CV syllable pattern.**

_____

_____

Name _____

| | | | |
|---|---|---|---|
| misunderstanding | contradicted | complimenting | congratulate |
| critical | blurted | appreciation | cultural |

**Finish each sentence using the vocabulary word provided.**

1. **(congratulate)** If she wins the election, _____

   _____.

2. **(appreciation)** I received this gift _____

   _____.

3. **(complimenting)** He spends too much time _____

   _____.

4. **(cultural)** The holiday we celebrate is _____

   _____.

5. **(misunderstanding)** The two friends were unhappy because _____

   _____.

6. **(critical)** Some people are _____

   _____.

7. **(blurted)** Before he realized what he was saying, _____

   _____.

8. **(contradicted)** What she said _____

   _____.

Name _____

| | | | | |
|---|---|---|---|---|
| minus | recent | local | cavern | legal |
| loser | student | comet | shiver | panic |
| humor | equal | vacant | decent | smoky |
| closet | profile | punish | linen | tyrant |

**A. Write the missing letters to form a spelling word. Then write the spelling word.**

**1.** c _____ _____ et _____

**2.** h _____ _____ or _____

**3.** c _____ _____ ern _____

**4.** pr _____ _____ ile _____

**5.** p _____ _____ ic _____

**6.** m _____ _____ us _____

**7.** d _____ _____ ent _____

**8.** cl _____ _____ et _____

**9.** l _____ _____ al _____

**10.** r _____ _____ ent _____

**11.** _____ _____ ual _____

**12.** p _____ _____ ish _____

**13.** t _____ _____ ant _____

**14.** v _____ _____ ant _____

**15.** st _____ _____ ent _____

**B. Write these spelling words on the lines in alphabetical order. Alphabetize them to the third letter.** ***local, smoky, linen, shiver, loser***

**16.** _____

**17.** _____

**18.** _____

**19.** _____

**20.** _____

Name _____

Reteaching
**9-5**

# Adding Fractions with Unlike Denominators

Danisha ate $\frac{2}{3}$ cup of yogurt at breakfast. She ate $\frac{1}{4}$ cup of yogurt at lunch. How much yogurt did she eat today?

You can add fractions with unlike denominators.

| **Step 1:** Find the least common denominator of the two fractions. | **Step 2:** Once you have equivalent fractions with the same denominator, add the numerators. | **Step 3:** Place the sum over the common denominator and simplify your fraction if possible. |
|---|---|---|
| **multiples of 3:** 3, 6, 9, 12, 15<br>**multiples of 4:** 4, 8, 12, 16, 20<br><br>$\frac{2}{3} = \frac{8}{12}$ and $\frac{1}{4} = \frac{3}{12}$ | $8 + 3 = 11$<br><br>So, $\frac{8}{12} + \frac{3}{12} = \frac{11}{12}$. | Danisha ate $\frac{11}{12}$ cup of yogurt today. |

For **1** through **5**, find each sum. Simplify if possible.

**1.** $\frac{3}{5} + \frac{1}{6}$ = _____

**2.** $\frac{2}{9} + \frac{2}{6}$ = _____

**3.** $\frac{3}{8} + \frac{3}{12}$ = _____

**4.** $\frac{1}{4} + \frac{1}{6} + \frac{3}{4} =$

**5.** $\frac{2}{9} + \frac{1}{9} + \frac{1}{6} =$

**6.** Kevin and some friends baked different loaves of bread and cut them into different numbers of slices. They ate $\frac{1}{4}$ of one loaf, $\frac{1}{4}$ of another, $\frac{5}{12}$ of another, and $\frac{1}{12}$ of another. Did they eat the equivalent of a whole loaf?

_____

**7.** Cathy wakes up at 7:00 A.M. each morning. She spends $\frac{1}{10}$ hour making her bed, $\frac{1}{5}$ hour eating breakfast, and $\frac{1}{2}$ hour getting ready for school. How long does Cathy spend doing these things each morning?

_____



Name _____

Practice
**9-5**

# Adding Fractions with Unlike Denominators

Find each sum. Simplify if necessary.

**1.** $\frac{2}{9} + \frac{1}{3}$ _____ **2.** $\frac{1}{7} + \frac{3}{21}$ _____ **3.** $\frac{2}{3} + \frac{1}{5}$ _____

**4.** $\frac{1}{4} + \frac{2}{3}$ _____ **5.** $\frac{1}{12} + \frac{4}{6}$ _____ **6.** $\frac{1}{2} + \frac{2}{5}$ _____

**7.** $\frac{1}{6} + \frac{5}{12}$ _____ **8.** $\frac{4}{6} + \frac{1}{3}$ _____ **9.** $\frac{1}{5} + \frac{1}{8}$ _____

**10.** $\frac{3}{4} + \frac{1}{9}$ _____ **11.** $\frac{6}{12} + \frac{1}{3}$ _____ **12.** $\frac{4}{8} + \frac{1}{2}$ _____

Jeremy collected nickels for one week. He is making stacks of his nickels to determine how many he has. The thickness of one nickel is $\frac{1}{16}$ inch.

**13.** How tall is a stack of 16 nickels?

_____

**14.** What is the combined height of 3 nickels, 2 nickels, and 1 nickel?

_____

**15.** What is the sum of $\frac{5}{30} + \frac{4}{6}$?

**A** $\frac{5}{6}$ **B** $\frac{7}{9}$ **C** $\frac{2}{3}$ **D** $\frac{9}{12}$

**16.** How do you rename $\frac{2}{5}$ so you can add it to $\frac{11}{25}$? What is the sum?

_____

_____

_____



Name _____

**Read the passage. Use the summarizing strategy to make sure you understand what you have read.**

## Potluck or Potlatch?

Alex wasn't ready to go into the house. "Are you sure that I'm supposed
14 to bring something to eat?" he asked his mother, eyeing the plate of
27 brownies in his lap. "Yuma told me I didn't have to bring anything."
40 Mrs. Martin nodded. "The purpose of a potluck is for everyone to come
53 together and share food," she reassured him, patting his leg. "Have a good
66 time, sweetie."
68 Alex exited the car and waved good-bye to his mother. Two weeks
80 ago at the bus stop, Yuma had given Alex a bundle of sticks wrapped in
95 colorful ribbons strung with beads. Yuma explained that his family was
106 hosting a potluck in honor of his new baby sister, and the sticks were a
121 traditional Native American invitation. Alex was flattered that he had
131 been invited, but he was also nervous because he had never been to a
145 potluck before.
147 Yuma greeted Alex at the door and Alex gave him the plate of brownies.
161 "What are these for?" Yuma asked, looking puzzled. He glanced up at his
174 mother, who had come over to say hello.
182 Alex looked down at his feet, embarrassed. "They're, um, for
192 the potluck," he said hesitantly. He had never felt so mortified in his
205 entire life.
207 Mrs. Wright placed a warm hand on Alex's shoulder, which made him
219 feel a little less nervous. He looked into her smiling face; she was short,
233 just about his height. "What a lovely thought," she said. "I think there may
247 have been a miscommunication, though. We're having a potlatch today, not
258 a potluck."
260 Alex didn't know what to say.

Name _____

Mrs. Wright laughed gently. "It's a common mistake," she said. "*Potluck* and *potlatch* sound a lot alike, don't they? A potlatch is a traditional celebration of our people, the Kwakiutl. The difference is that the hosts share food and gifts with the guests, not the other way around."

**Alex learns that a potlatch is very different from a potluck.**

Alex looked around; there had to be at least a hundred people inside the house. "You're going to give gifts to all of these people?"

Yuma's face lit up. "We've been working on gifts for months! Come see them!" He grabbed Alex's sleeve and dragged him across the room to a large table overflowing with packages. "My mother and aunts have been weaving blankets and beading jewelry since before the baby was born. I made bracelets." Yuma held out his wrist to show Alex soft strips of finely braided leather.

Alex still looked confused, so Yuma explained that the Kwakiutl people believe that wealth should be shared. Potlatches are held to honor important events, like births or marriages. A potlatch starts with a huge feast, which is followed by storytelling and traditional dances. A family works for years to save money for a potlatch, all so they can give it to friends. "To us," Yuma finished, "true wealth comes from giving, not having."

Alex considered this. "I think that's pretty cool," he said, a smile spreading across his face.

Yuma grinned back. "I do, too."

The feast was delicious, and Alex was having so much fun that he lost track of time. He was startled to see his mother at the front door because he felt as if she had just dropped him off. Alex wasn't ready to go home; the dancing and storytelling were about to start. He was relieved to see Mrs. Wright take his mother's coat. Mrs. Martin stood in the entryway, looking nervous. Alex could tell that she felt out of place, so he went over and took her hand. "Can we stay?" he asked. She nodded, a smile playing on her lips. Grinning, he eagerly led his mother to the table. He couldn't wait to tell her all about the potlatch.

Name _____

**A. Reread the passage and answer the questions.**

1. **How does Alex feel when he arrives at Yuma's house?**

_____

_____

2. **Why does he feel that way?**

_____

_____

3. **What does Alex learn from his experience? What might be the theme, or message, of this story?**

_____

_____

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

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

Name _____

Reteaching
**9-6**

# Subtracting Fractions with Unlike Denominators

You can subtract fractions with unlike denominators by using the least common multiple (LCM) and the least common denominator (LCD).

Beth wants to exercise for $\frac{4}{5}$ hour. So far, she has exercised for $\frac{2}{3}$ hour. What fraction of an hour does she have left to go?

**Step 1:** Find the LCM of 5 and 3.

**multiples of 5:** 5, 10, 15, 20

**multiples of 3:** 3, 6, 9, 12, 15

Since 15 is the LCM, it is also your LCD.

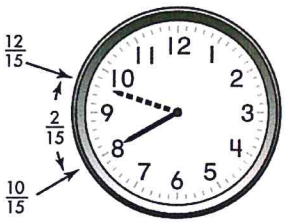
**Step 2:** Using your LCD, write the equivalent fractions.

$\frac{4}{5} \xrightarrow{\times 3} \frac{12}{15}$ $\quad \frac{2}{3} \xrightarrow{\times 5} \frac{10}{15}$

$\frac{4}{5} = \frac{12}{15}$ and

$\frac{2}{3} = \frac{10}{15}$

**Step 3:** Subtract the numerators. Place the difference over the LCD. Simplify if possible.




$\frac{12}{15} - \frac{10}{15} = \frac{2}{15}$

Beth has $\frac{2}{15}$ hour left.

In **1** through **7**, find each difference. Simplify if possible.

**1.** $\frac{3}{4} - \frac{2}{5} =$ ____

**2.** $\frac{7}{10} - \frac{1}{5} =$ ____

**3.** $\frac{8}{8} - \frac{4}{9} =$ ____

**4.** $\frac{17}{18} - \frac{2}{3} =$ ____

**5.** $\frac{7}{12} - \frac{1}{4} =$ ____

**6.** $\frac{5}{6} - \frac{3}{8} =$ ____

**7.** $\frac{23}{24} - \frac{7}{8} =$ ____

**8.** Natasha had $\frac{7}{8}$ gallon of paint. Her brother Ivan took $\frac{1}{4}$ gallon to paint his model boat. Natasha needs at least $\frac{1}{2}$ gallon to paint her bookshelf. Did Ivan leave her enough paint?

_____



Name _____

Practice
**9-6**

# Subtracting Fractions with Unlike Denominators

Find the difference. Simplify if necessary.

**1.** $\frac{10}{12} - \frac{1}{4}$ _____ **2.** $\frac{9}{10} - \frac{3}{5}$ _____ **3.** $\frac{7}{8} - \frac{2}{6}$ _____

**4.** $\frac{7}{12} - \frac{1}{4}$ _____ **5.** $\frac{4}{5} - \frac{1}{3}$ _____ **6.** $\frac{2}{3} - \frac{1}{6}$ _____

**7.** $\frac{4}{8} - \frac{1}{4}$ _____ **8.** $\frac{4}{10} - \frac{1}{5}$ _____ **9.** $\frac{9}{9} - \frac{2}{3}$ _____

**10.** $\frac{9}{15} - \frac{1}{3}$ _____ **11.** $\frac{4}{12} - \frac{1}{6}$ _____ **12.** $\frac{14}{20} - \frac{3}{5}$ _____

**13.** The pet shop owner told Jean to fill her new fish tank $\frac{3}{4}$ full with water. Jean filled it $\frac{9}{12}$ full. What fraction of the tank does Jean still need to fill? _____

**14.** Paul's dad made a turkey potpie for dinner on Wednesday. The family ate $\frac{4}{8}$ of the pie. On Thursday after school, Paul ate $\frac{2}{16}$ of the pie for a snack. What fraction of the pie remained? _____

**15.** Gracie read 150 pages of a book. The book is 227 pages long. Which equation shows the amount she still needs to read to finish the story?

**A** $150 - n = 227$ **C** $n - 150 = 227$

**B** $227 + 150 = n$ **D** $n + 150 = 227$

**16.** Why do fractions need to have a common denominator before you add or subtract them?

_____

_____

_____

_____



Name _____

| | | | | |
|---|---|---|---|---|
| minus | recent | local | cavern | legal |
| loser | student | comet | shiver | panic |
| humor | equal | vacant | decent | smoky |
| closet | profile | punish | linen | tyrant |

**A. Write the spelling words that match each syllable pattern.**

**long vowel sound in first syllable**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

**short vowel sound in first syllable**

13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

**B. Compare the words *local* and *linen*. How are they alike? How are they different?**

_____

_____

_____

_____

Name _____

## The Wedding

Cindy's oldest sister, Becca, went to a wedding last weekend. Becca is telling Cindy about her friend's wedding traditions.

"The ceremony took place beneath a chuppa."

"What is a chuppa?" Cindy asked.

"A chuppa is an open tent, which stands for a new home. Then the groom gave the bride a solid gold ring, which stands for the hope that they will be together always," Becca said. "Finally, they had a party and danced a special dance called the Hora."

"That sounds like a great wedding!" exclaimed Cindy.

**Answer the questions about the text.**

1. **How do you know this text is realistic fiction?**

_____

_____

2. **Write one example of realistic dialogue found in the text. Explain why it is realistic.**

_____

_____

3. **How does Becca describe the chuppa and what it stands for?**

_____

4. **Write another descriptive detail from the text. How does this detail help you experience the text as realistic?**

_____

_____

Name _____

**Read each passage. Underline the context clues that help you figure out the meaning of each word in bold. Then tell what the word means.**

1. Mrs. Wright placed a warm hand on Alex's shoulder, which made him feel a little less **nervous**.

_____

_____

2. Alex still looked **confused**, so Yuma explained that the Kwakiutl people believe that wealth should be shared.

_____

_____

3. He was **startled** to see his mother at the front door because he felt as if she had just dropped him off.

_____

_____

Name _____

- A verb must **agree** with its subject.
- Add *-s* or *-es* to most verbs in the present tense if the subject is singular. If the subject is *I* or *you*, do not add *-s* or *-es* to the verb.
- If the subject is plural, the verb must be plural. Do not add *-s* or *-es* to the verb.

**Read each sentence. Write the correct form of the verb in parentheses on the line.**

1. The helicopter (lift) off the ground. _____
2. The pilot (bring) gallons of water to the fire. _____
3. Flames (leap) up from the treetops. _____
4. The water (gush) out of two huge containers. _____
5. Steam and smoke (fill) the air. _____
6. On the ground, firefighters (battle) the blaze. _____
7. The captain (shout) new instructions to the crew. _____
8. The fire (cover) the entire hillside. _____
9. A nearby town (prepare) to evacuate. _____
10. The weather report (promise) that rain is on the way. _____

Name _____

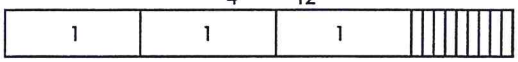
Reteaching
**10-3**

# Adding Mixed Numbers

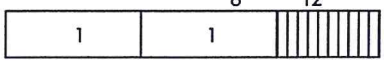
Randy talks on the telephone for $2\frac{5}{6}$ hours, and then surfs the Internet for $3\frac{3}{4}$ hours. How many hours does he spend on the two activities?

**Step 1.** Write equivalent fractions with the least common denominator. You can use fraction strips to show the equivalent fractions.

$3\frac{3}{4} = 3\frac{9}{12}$




$2\frac{5}{6} = 2\frac{10}{12}$




**Step 2.** Add the fraction part of the mixed number first. Then add the whole numbers.

$\frac{9}{12} + \frac{10}{12} = \frac{19}{12}$ $\quad 3 + 2 = 5$

$\frac{19}{12} + 5 = 5\frac{19}{12}$

**Step 3.** Simplify the sum if possible.

$5\frac{19}{12} = 6\frac{7}{12}$ hours

So, $2\frac{5}{6} + 3\frac{3}{4} = 6\frac{7}{12}$.

In **1** through **6**, find each sum. Simplify if possible.

**1.** $2\frac{5}{6} + 3\frac{1}{4}$

**2.** $1\frac{3}{8} + 6\frac{3}{4}$

**3.** $5\frac{2}{5} + 4\frac{1}{2}$

**4.** $10\frac{1}{3} + \frac{7}{9} =$ _____

**5.** $3\frac{1}{4} + 6\frac{2}{3} =$ _____

**6.** $1\frac{5}{7} + 3\frac{1}{2} =$ _____

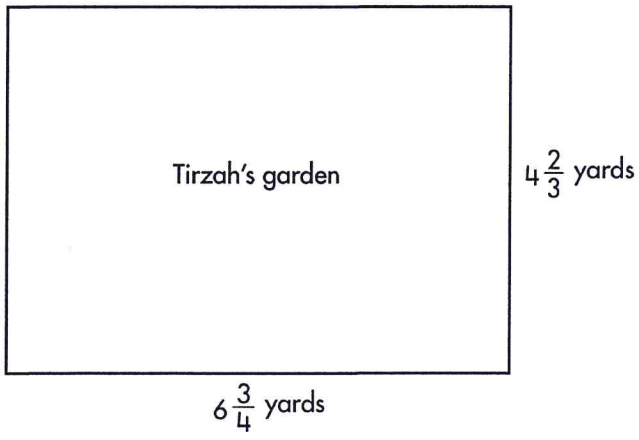
**7.** Tirzah wants to put a fence around her garden. She has 22 yards of fence material. Does she have enough to go all the way around the garden?

_____

_____

_____

_____





Name _____

Practice
**10-3**

# Adding Mixed Numbers

In **1** through **6**, find each sum. Simplify, if possible. Estimate for reasonableness.

**1.** $7\frac{2}{3} + 8\frac{5}{6}$ _____

**2.** $4\frac{3}{4} + 2\frac{2}{5}$ _____

**3.** $11\frac{9}{10} + 3\frac{1}{20}$ _____

**4.** $7\frac{6}{7} + 5\frac{2}{7}$ _____

**5.** $5\frac{8}{9} + 3\frac{1}{2}$ _____

**6.** $21\frac{11}{12} + 17\frac{2}{3}$ _____

**7.** Write two mixed numbers that have a sum of 3.

_____

**8.** What is the total measure of an average man's brain and heart in kilograms (kg)?

_____

**Vital Organ Measures**

| | | |
|---|---|---|
| Average woman's brain | $1\frac{3}{10}$ kg | $2\frac{4}{5}$ lb |
| Average man's brain | $1\frac{2}{5}$ kg | 3 lb |
| Average human heart | $\frac{3}{10}$ kg | $\frac{7}{10}$ lb |

**9.** What is the total weight of an average woman's brain and heart in pounds (lb)? _____

**10.** What is the sum of the measures of an average man's brain and an average woman's brain in kilograms? _____

**11.** Which is a good comparison of the estimated sum and the actual sum of $7\frac{7}{8} + 2\frac{11}{12}$?

**A** Estimated < actual

**B** Actual = estimated

**C** Actual > estimated

**D** Estimated > actual

**12.** Can the sum of two mixed numbers be equal to 2? Explain why or why not.

_____

_____

_____



Name _____

| | | | | |
|---|---|---|---|---|
| minus | recent | local | cavern | legal |
| loser | student | comet | shiver | panic |
| humor | equal | vacant | decent | smoky |
| closet | profile | punish | linen | tyrant |

**A. Write the spelling word that is the opposite of each word below.**

1. reward _____
2. national _____
3. full _____
4. outdated _____
5. clear _____
6. teacher _____
7. disgraceful _____
8. calm _____

**B. Write the spelling word that best completes each sentence.**

9. We keep our umbrellas in the hall _____.
10. Is it _____ to park on the street overnight?
11. My younger brother has a childish sense of _____.
12. Kim turned to the side so we could see her _____.
13. She came in third, but she didn't feel like a _____.
14. It was cold and damp in the underground _____.
15. He acts like a _____ when he wants to get his way.
16. The icy winter wind made Jason _____.
17. How much is ninety _____ forty-five?
18. You can see the bright _____ in the sky at night.
19. Her blouse is made of the finest _____.
20. How many ounces are _____ to one pound?

Reread

# Where Did That Come From?

## From Bite...

1 Food is one of the most common ways people have shared cultures. Dishes we think of as American have in fact come from all over the world. Hamburgers were crafted by German immigrants. Macaroni was rolled out by Italians. Apple pie was first served not in America but England.

## ...To Beat

2 People from different backgrounds have also drummed distinct sounds into the music we hear today. Hip hop and rap, for example, have been traced to West African and Caribbean storytelling. Salsa music comes from a type of Cuban music called "son," which has been linked to both Spanish and African cultures. These unique genres owe their rhythms to the drum. This instrument can be found in nearly every culture in the world.

**Reread and use the prompts to take notes in the text.**

Reread the first heading. Underline clues in paragraph 1 that show this is a good heading for the section.


Reread the second heading. Talk about how the author shows that both paragraphs are related. Circle what the author does to help you see that.

In paragraph 2, draw a box around the sentence that helps you understand the heading. How does the author support his choice for the heading? Circle the text evidence. Write it here:

1. _____

2. _____

3. _____

## United in Sports

3 Even the sports we play have come from other places. Soccer's origins have been connected with a number of countries, including Italy and China. Tennis likely came from France, but some think it may have even been played in ancient Egypt. While no one may know the exact origin of some of these sports, there is no doubt they are now considered popular American activities.

4 Our nation has been enriched by a diversity of cultures. Learning the origins of what makes up American culture can lead to a new appreciation for the people and places from which they came.

Reread the excerpt. Circle two examples the author uses to support the heading of this section.


Talk with a partner about why "United in Sports" is a good heading. Make a mark in the margin beside the text evidence that supports your discussion.

Reread paragraph 4. Underline two benefits of diversity in our country. Write them here:

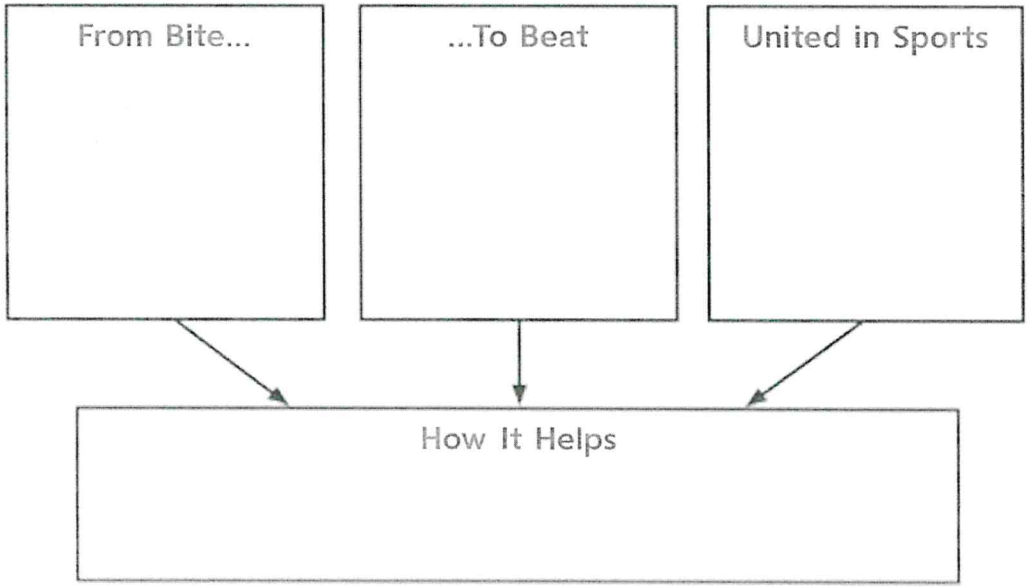
1. _____

2. _____

**How do the headings help you understand the influence of other cultures on America?**


Talk About It Reread the headings on pages 70–71. With a partner, talk about how they are related and what the author wants you to understand.

Cite Text Evidence What text evidence shows that the headings and text are related? Write it in the chart.




Write The headings help me understand _____

_____

_____

_____

**QUICK TIP**

When I **reread**, I can use headings to help me understand the topic.

Name _____

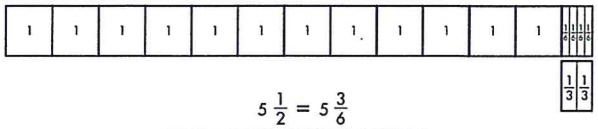
Reteaching
**10-4**

# Subtracting Mixed Numbers

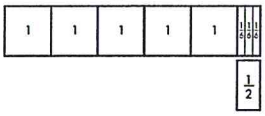
The Plainville Zoo has had elephants for $12\frac{2}{3}$ years. The zoo has had zebras for $5\frac{1}{2}$ years. How many years longer has the zoo had elephants?

**Step 1:** Write equivalent fractions with the least common denominator. You can use fraction strips.

$12\frac{2}{3} = 12\frac{4}{6}$



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



**Step 2:** Find the difference of $12\frac{4}{6} - 5\frac{3}{6}$. Subtract the fractions. Then subtract the whole numbers. Simplify the difference if possible.

$\frac{4}{6} - \frac{3}{6} = \frac{1}{6}$ $\qquad$ $12 - 5 = 7$

So, $12\frac{2}{3} - 5\frac{1}{2} = 7\frac{1}{6}$ years.

**Example:** Sometimes you may have to rename a fraction so you can subtract. Find the difference of $6 - 2\frac{3}{8}$.

$6 \longrightarrow$ rename $\longrightarrow 5\frac{8}{8}$

$$\begin{array}{r} 6 \\ -\ 2\frac{3}{8} \\ \hline \end{array} \qquad \begin{array}{r} 5\frac{8}{8} \\ -\ 2\frac{3}{8} \\ \hline 3\frac{5}{8} \end{array}$$

For **1** through **4**, find each difference. Simplify, if possible.
Remember: You may have to rename a fraction in order to subtract.

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

**2.** $5\frac{6}{7} - 1\frac{1}{2}$

**3.** $3 - 1\frac{3}{4}$

**4.** $6\frac{5}{6} - 5\frac{1}{2}$

**5.** To find the difference of $7 - 3\frac{5}{12}$, how do you rename the 7?

_____

**6.** Robyn ran $5\frac{3}{4}$ miles last week. She ran $4\frac{1}{10}$ miles this week. How many more miles did she run last week?

_____



Name _____

Practice
**10-4**

# Subtracting Mixed Numbers

For **1** through **10**, find each difference. Simplify, if possible.

**1.** $10\frac{3}{4} - 7\frac{1}{4}$ _____

**2.** $7\frac{3}{7} - 2\frac{8}{21}$ _____

**3.** $3 - 2\frac{2}{3}$ _____

**4.** $17\frac{7}{8} - 12\frac{3}{12}$ _____

**5.** $9\frac{5}{9} - 6\frac{5}{6}$ _____

**6.** $4\frac{3}{4} - 2\frac{2}{3}$ _____

**7.** $6\frac{1}{4} - 3\frac{1}{3}$ _____

**8.** $5\frac{1}{5} - 3\frac{7}{8}$ _____

**9.** $8\frac{2}{7} - 7\frac{1}{3}$ _____

**10.** $2\frac{9}{10} - 2\frac{1}{3}$ _____

The table shows the length and width of several kinds of bird eggs.

**Egg Sizes in Inches (in.)**

| Bird | Length | Width |
|---|---|---|
| Canada goose | $3\frac{2}{5}$ | $2\frac{3}{10}$ |
| Robin | $\frac{3}{4}$ | $\frac{3}{5}$ |
| Turtledove | $1\frac{1}{5}$ | $\frac{9}{10}$ |
| Raven | $1\frac{9}{10}$ | $1\frac{3}{10}$ |

**11.** How much longer is the Canada goose egg than the raven egg?

_____

**12.** How much wider is the turtledove egg than the robin egg?

_____

**13.** Which is the difference of $21\frac{15}{16} - 18\frac{3}{4}$?

**A** $2\frac{7}{16}$ **B** $2\frac{9}{16}$ **C** $3\frac{3}{16}$ **D** $3\frac{9}{16}$

**14.** Explain why it is necessary to rename $4\frac{1}{4}$ if you subtract $\frac{3}{4}$ from it.

_____

_____

_____



Name _____

**A. Underline the six misspelled words in the paragraphs below. Write the words correctly on the lines.**

Miles loved working with animals. When a part-time job opened up at a locale vet clinic, he applied for it. He had read a rescent story about the clinic owner, Dr. Susan Hoffman. Dr. Hoffman sounded like a desant person who offered animal care at prices that everyone could afford.

**1.** _____ **2.** _____ **3.** _____

Dr. Hoffman knew that Miles was a stoodent who needed time for homework and soccer practice. She didn't act like a tirant by demanding that he work long hours. And she had a good sense of huemor. It was the perfect job for Miles!

**4.** _____ **5.** _____ **6.** _____

**Writing Activity**

**B. Write a passage for a story about a student who works at another part-time job. Use at least four spelling words in your writing.**

Name _____

**A. Read the draft model. Use the questions that follow the draft to help you think about how to revise the draft to make the voice more informal.**

## Draft Model

My relatives and I celebrate Thanksgiving as if it were a family reunion. Every member of my family attends. We all cook, eat, and spend time together.

1. How could sentences be shortened or rearranged to make them less formal?
2. What formal vocabulary could be removed? What everyday vocabulary could be added?
3. What contractions could be added?

**B. Now revise the draft by adding or changing details to make the voice more informal.**

Name _____

**Chen wrote the paragraphs below using text evidence from two different sources to respond to the prompt: *Write a dialogue between Mary Yang and her best friend, Kim O'Meara, about a Celebration of Cultures party that they are planning for their school. Use details from* They Don't Mean It! *and "Where Did That Come From?" in your writing.***

"Your dinner was delicious," said Kim to her best friend, Mary. "My mom wants the recipe for the ten-vegetable salad. My brother was still talking about it the day after we ate dinner at your house."

"I'm glad Jason liked it," replied Mary. "I'll write it down for you. It takes a while to prepare though. Now let's talk about the party."

"Okay," Kim said, looking at her list, "I talked to Emma. She's bringing hamburgers to celebrate her German heritage, and Tony is going to bring a macaroni dish in honor of his Italian heritage."

"Are you going to bring that awesome chocolate cake your mom made last week? It was so yummy," Mary said, licking her lips.

"Yep," answered Kim, "I asked my mom, and she said she'll teach me how to make it."

"Cool!" exclaimed Mary. "Oh yeah, Carlos is going to play salsa music at the party. He dances salsa, too. Maybe he can teach us."

"This is going to be a fun party," said Kim.

"Definitely," agreed Mary.

**Reread the passage. Follow the directions below.**

1. **Circle** an example of Kim's dialogue that shows Chen used an informal tone to make the conversation more realistic.

2. **Draw a box** around the sentence that sums up Kim's feelings about the party.

3. **Underline** a sentence that provides text evidence about different cultures.

4. **Write** all of the action verbs that Chen used in the first paragraph.

_____

Name _____

**A. Read each sentence. Write each verb on the line provided.**

**1.** The surfers paddle out toward the waves. _____

**2.** A lifeguard watches from his tall chair. _____

**3.** A man jogs along the shore with his dog. _____

**4.** The dog chases after a seagull. _____

**5.** The bird flies out toward the surfers. _____

**B. Read each sentence. Choose the correct verb to complete the sentence. Write it on the line.**

**6.** The surfer (sits, sets) on her board in the water. _____

**7.** She (watch, watches) the waves coming in. _____

**8.** The waves (raise, rise) her up as they pass. _____

**9.** The woman (choose, chooses) the tallest one. _____

**10.** She and another surfer (ride, rides) it back to shore. _____

Name _____

Quick Check
**9-7**

**1.** What is the sum of $\frac{1}{3} + \frac{1}{3} + \frac{1}{8}$?

**A** $\frac{3}{14}$

**B** $\frac{3}{11}$

**C** $\frac{19}{24}$

**D** $\frac{6}{8}$

**2.** What is the difference of $\frac{7}{8} - \frac{1}{3}$?

**A** $\frac{6}{5}$

**B** $\frac{8}{11}$

**C** $\frac{6}{8}$

**D** $\frac{13}{24}$

**3.** A recipe for crumb cake says to mix $\frac{3}{8}$ cup of brown sugar and $\frac{1}{3}$ cup of white sugar. From this sugar mixture, set aside $\frac{1}{4}$ cup for the crumb topping. The remaining sugar mixture is used to make the cake. What amount of the sugar mixture is used to make the cake?

**A** $\frac{11}{24}$ cup

**B** $\frac{1}{2}$ cup

**C** $\frac{7}{12}$ cup

**D** $\frac{17}{24}$ cup

**4. Writing to Explain** Owen and Bella shared a granola bar. Bella ate $\frac{1}{4}$ of the granola bar. Owen ate $\frac{1}{3}$ of the bar.

**a** Explain how to find the fraction of the granola bar that Owen and Bella ate.

_____

_____

**b** Explain how to find the fraction of the granola bar that is left.

_____

_____



Name _____

Quick Check
**10-3**

1. What is the sum of $4\frac{1}{5}$ and $2\frac{3}{4}$?

   **A** $6\frac{7}{8}$
   **B** $6\frac{19}{20}$
   **C** $7\frac{1}{10}$
   **D** $7\frac{1}{20}$

2. Find the sum of $3\frac{3}{8} + 1\frac{5}{6}$.

   **A** $4\frac{5}{12}$
   **B** $4\frac{5}{24}$
   **C** $5\frac{5}{24}$
   **D** $5\frac{1}{4}$

3. Mr. Romano walks $1\frac{7}{10}$ miles from his home to the train station. Then he takes the train $9\frac{5}{6}$ miles to work. How many total miles does Mr. Romano travel to get to work?

   **A** $11\frac{8}{15}$
   **B** $11\frac{1}{5}$
   **C** $10\frac{3}{4}$
   **D** $10\frac{8}{15}$

4. **Writing to Explain** A recipe calls for bread flour and whole-wheat flour. What is the total amount of flour used in the recipe? Express your answer as a mixed number in simplest form. Show your work.

| Recipe | |
|---|---|
| bread flour | $1\frac{3}{4}$ cups |
| whole-wheat flour | $1\frac{2}{3}$ cups |
| milk | 1 cup |
| water | 2 cups |
| sugar | $1\frac{1}{4}$ cups |
| yeast | 2 tablespoons |



## READ & DO

# Four Young American Indians

American Indian groups had different ways of living. Their cultures reflected the land and the history of their people. Read about the lives and thoughts of these four young men and women of the late 1400s, before the arrival of Europeans in North America. In what ways were their cultures alike and different?

## The Makahs

The young Makah (mah-KAH) girl knew she was fortunate. Her father was a headman in her village on the northwest coast of North America, which meant he was wealthy and powerful. He was a whale hunter, a job handed down to him from his father that required skill and courage. All the people in the village looked up to the whale hunter as a leader.

These days the young woman was especially busy with her own work. For soon, her father was hosting a potlatch, which was a special ceremony for the Makah people. At a potlatch, the host gave many of his most valuable possessions to others. The upcoming potlatch was a chance for the girl's father to demonstrate his wealth and power in the village.

The girl's family had been preparing for the potlatch for many months. After all they had to collect fancy gifts for each guest, such as baskets, woven blankets, or decorated pieces of copper. The Makahs made a variety of useful and beautiful things from the parts of whales and other animals they caught.

Another Makah talent was wood carving. They made their whale-hunting canoes by hollowing out long trees, and they also made totem poles and other carvings. Some potlatch guests might receive a skillfully carved object as a gift.

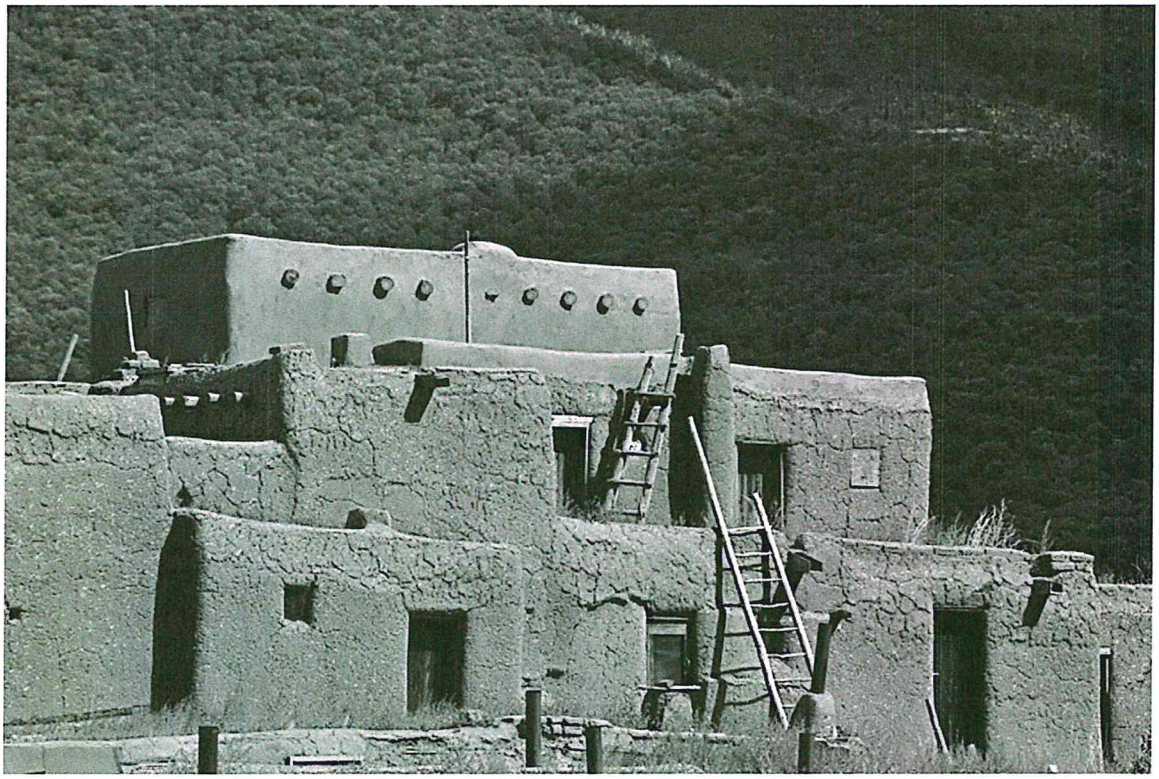
There was more to a potlatch than gift giving, because the event also featured a great feast. Most of the food for the potlatch had already been prepared. And there was a lot of food. The girl's Makah village was located between a river and an ocean in the area that we now call the Northwest Coast, which is home to a variety of food sources. The men hunted for whales and seals, caught fish, and sometimes hunted in the woods for deer and bears.

The Makah women also gathered food. This morning, for example, the girl was going out with some other women to collect shellfish and plants to eat.

They had to work quickly though, because later, the seal hunters were supposed to return from a

hunting trip. Then the girl had to help the other women cut up the men's catch and bring it back to the village. This would take a long time and would also make quite a mess. The Makahs did not let anything go to waste, using all parts of the seal for meat, tools, and clothing. For example, the Makahs made inflatable floats out of seal skins and used these floats during the whale hunt.

“Well,” the girl said to herself with a sigh, “I had better start my chores. Today will be a long day.”



## The Taos

The Taos boy was excited. After months of training, he was ready. Soon, he would be made a full

member of his people's religion. His father had told him this important step usually took place as a boy neared age ten, an age he would reach next month.

The Taos lived in a mountainous area of what is today New Mexico. They practiced their religion in special meeting rooms called kivas, where the Taos gathered to take part in secret religious ceremonies. Kivas were built near the multi-level pueblos in which the people lived.

To become a full member of the Taos religion was a great honor. Only members could hope to sit on the council that governed the tribe, but this privilege was given only to boys. Furthermore, not every boy was selected.

The boy was impatient to begin the upcoming ceremony, which would take place at a sacred lake high in the mountains. The Taos believed that their people were created from these waters, so it was forbidden to take fish from this lake.

However, the men could fish in other waters near the Taos pueblo. Fish, such as trout, were part of the Taos diet. The men hunted wild animals, and the women gathered food, which was a major activity. The Taos also farmed. But unlike many other American Indian people of the Southwest, they did not grow cotton near their pueblo, nor did they keep sheep. They relied on neighboring groups in the Southwest to provide them with

woven blankets of cotton and wool.

The Taos skillfully used animal hides to make leather, which they used to make clothing, drums, and other items. They also kept birds, including eagles, whose feathers were highly prized.

Hunting, farming, or making leather would likely be this boy's job when he got older. For now, though, all he could think of was the upcoming religious ceremony. Then he would take his place as an adult —and, perhaps, a future leader of his people.

## The Iowas

Finally, it was warm again. The young Iowa woman loved this time of year best.

She had spent the long winter traveling over the plains that stretched thousands of miles across the middle part of North America. In the cold weather, plants did not grow, so her people followed the roaming bison herds, which the Iowas relied on for food and other necessary materials. The bison provided leather for clothing, bones and horns for tools, and hair for ropes.

But now the season for planting had begun. The Iowa woman had returned to her people's camp near a river in what is today the state of Iowa. For a few months, she and her family would put away their tepees, which were the portable homes they

used when they followed the bison. Here, in camp, the Iowas lived in large dome-shaped lodges, which would be their homes until the fall. Then they would break camp once again.

Life in the camp brought a welcome change. For one thing, the women had different jobs. In the winter, some spent their time breaking or setting up camp, but in the growing season, they worked at planting and tending crops.

Also, camp life meant more friends and neighbors. All the Iowa families gathered in camp during the warm months. The men formed large hunting parties in order to safely hunt the huge herds of bison that gathered in the warm weather. When the weather turned cool, the herds scattered. It was then that the tribe separated into smaller groups. These groups headed in different directions, following the animals.

The Iowa women also had to work as a team in camp. The big hunts meant large numbers of bison to butcher and process. Women performed this task.

Camp life was not perfect. This year, the Iowas had a new tribal leader. The most powerful men among the Iowas took turns filling this role. The young woman had heard some grumbling about their new leader.

For now, though, she did not care because she was happy to be back in camp. She was looking forward to the summer.

## The Senecas

These were anxious but exciting days for the young Seneca man of the Eastern Woodlands. He and the rest of his people lived in what is today New York state. He was the son of a great and beloved man among his people. His father's acts of strength and courage on the battlefield had won him fame as a warrior. As a result, these achievements had earned his father the title of war chief in his village and brought great honor to his family.

But now it was time for the young man to build his own reputation. He had heard that the Senecas

might soon be going to war. Like other Seneca boys, he had been training for this moment since he was very young. He had learned how to use a war club and a bow and arrow, and he knew how to behave on the battlefield. He had survived months of living nearly alone in the forest—part of his training to become a man. This war could be the opportunity he had been preparing for.

The young man understood what was at stake. His father's position as war chief would not be automatically passed down to him. He would have to earn it. The Senecas did have chiefs called sachems who inherited their power. However, they inherited their positions from their mothers. His mother had not passed such power on to him.

Indeed, the Seneca women held great power. They named the sachems, ruled village life, and grew the crops that helped feed the village of several hundred people.

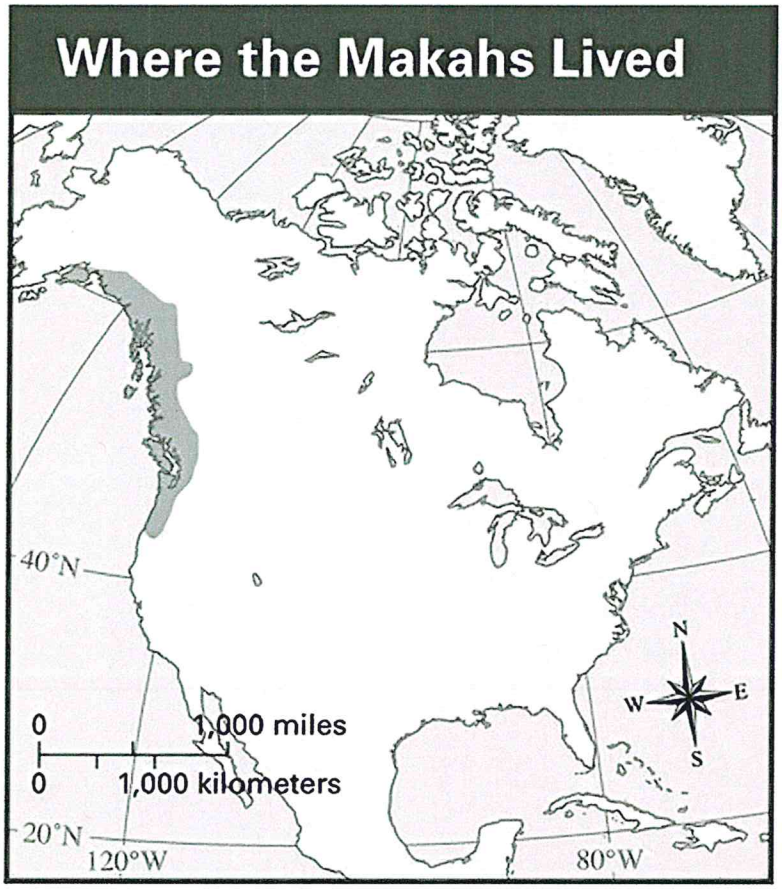
The Seneca men held other responsibilities. They were expert hunters who spent many months of the year away from the village on hunting expeditions. Seneca men were also ferocious warriors who took pride in their fighting skills. People throughout the Eastern Woodlands feared them.

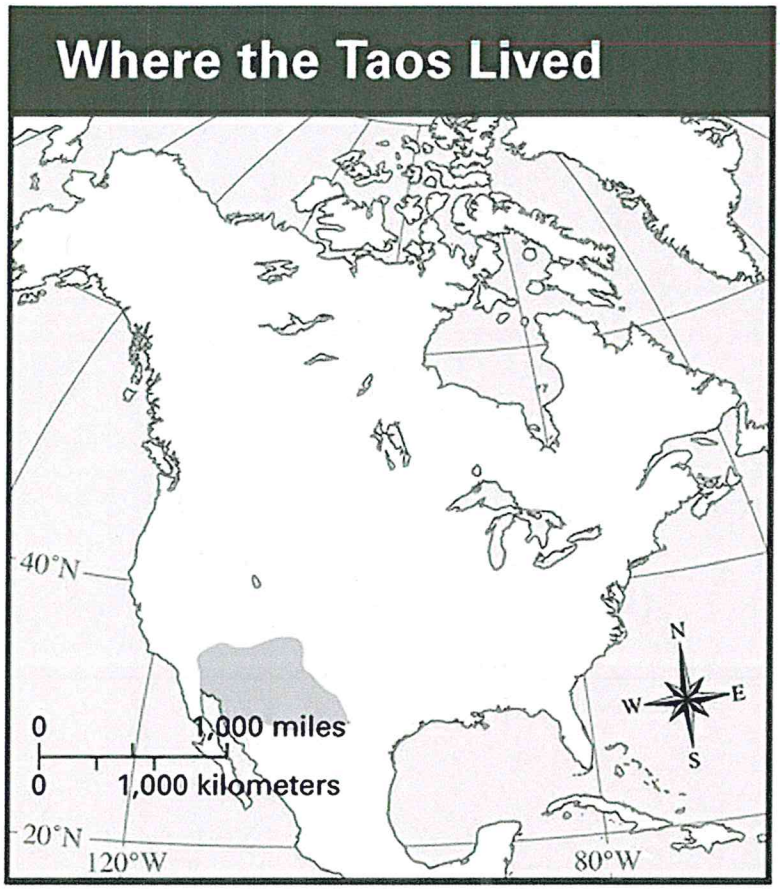
In the recent past, the Senecas had often fought with their neighbors. There had been terrible bloodshed and many deaths. Then five of the tribes

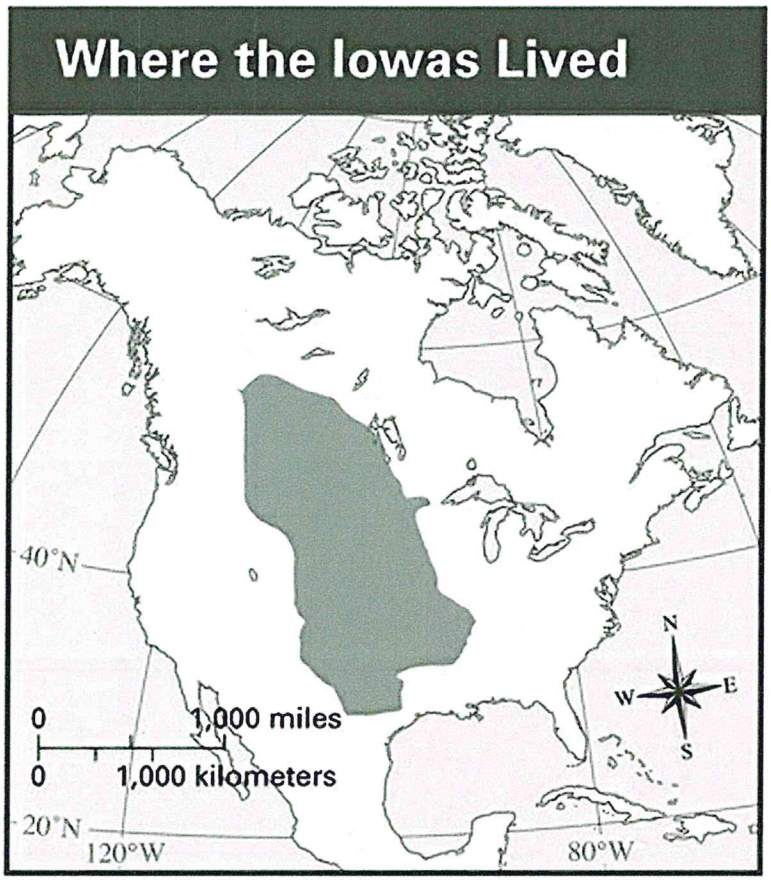
had gathered to end the wars. In addition to the Senecas, the Mohawks, the Cayugas (KAYyoo-guhs), the Onandagas, and the Oneidas joined together to form a government called the League of the Iroquois. An Iroquois legend tells of the forming of this great league by two men named Hiawatha and Dekanahwida.

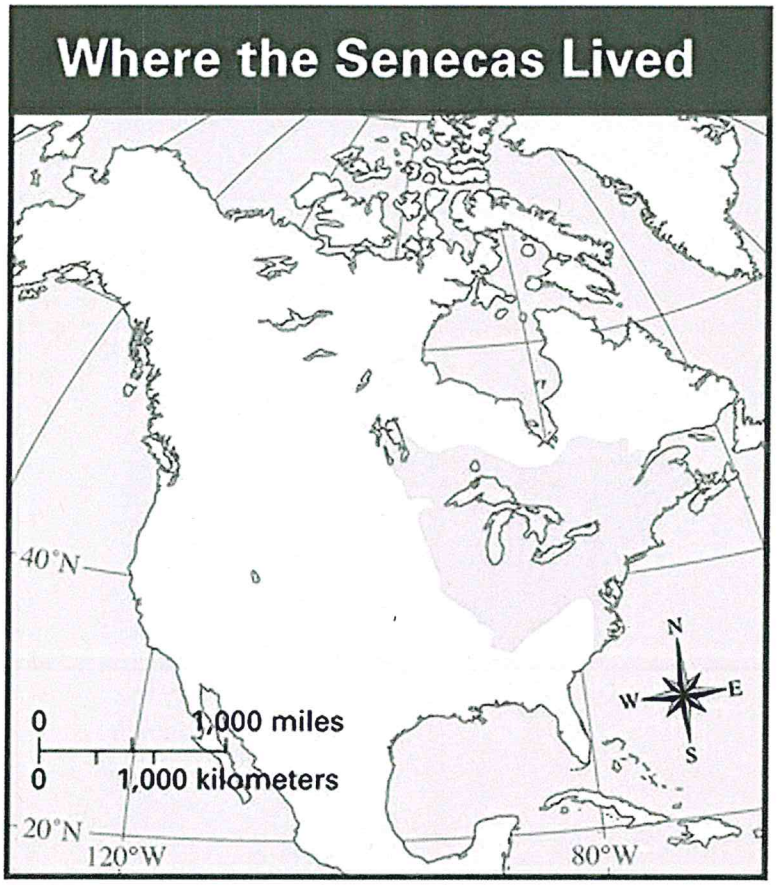
The Iroquois were proud of their government. Each tribe had representatives at the great council and its own special role. All the members of the league had to agree on major decisions. Best of all, members agreed not to fight among themselves, which is why the people called the league the Great Peace. They also called it the Great Peace of the Longhouse People, which referred to the type of large houses in which families live together.

But on this day, peace was not on the mind of the young Seneca man. Today, he was thinking of glory on the battlefield and how he might get the chance to gain power and honor among his people.


Where the Makahs Lived
40°N
20°N
120°W
80°W
N
W
E
S
0
1,000 miles
0
1,000 kilometers






Where the Senecas Lived
40°N
20°N
120°W
80°W
N
W
E
S
0
1,000 miles
0
1,000 kilometers

Fill in the column of the table with information about the American Indian tribe your group represents. Use Read & Do, *Four Young American Indians,* to help you.

| Cultural Features | Makahs of the Northwest Coast | Taos of the Southwest |
|---|---|---|
| Men's work | | |
| Women's work | | |
| Food | | |
| Crafts | | |
| Homes | | |
| Other | | |

| Cultural Features | Iowas of the Great Plains | Senecas of the Eastern Woodlands |
|---|---|---|
| Men's work | | |
| Women's work | | |
| Food | | |
| Crafts | | |
| Homes | | |
| Other | | |

**Role Play** Be sure that all members of your group are familiar with the information in the table about your tribe. Brainstorm some questions you can ask members of other groups to help you fill in the rest of the table.

# Grade 5 Twig Science

## Week 3

### Module 1: Matter Mysteries Hotline

This week you will read an exciting text and respond to some questions. It's only available online.

| | **To access science reading online:** |
|---|---|
| **Step 1** | Type this in your Internet browser:<br><br>**http://bit.ly/g5m1science** |
| **Step 2** | Scroll to the bottom |
| **Step 3** | Choose your reading level:<br>Diamond: ◆ On Level<br>Triangle: ▲ Advanced Level<br>Circle: ● Below Level<br>Square: ■ English Learner |
| **Step 4** | Click on the word "Read" |

| **Book Title: "Absolute Zero"** | |
|---|---|
| **Read Chapter 3** | |
| **Answer these questions after reading:** | What are the main ideas?<br>What is something interesting that you learned?<br>What is something you are wondering about? |
| **Optional:** | What's Next on page 32<br>(only if materials are available at home) |

# Think Together


**Get Started** (or)

Put 1 2 3 4 in a bag.

Get paper and a pencil.

**For Each Round**

**Choose A, B, C, D, E,** or **F**. Read the directions.

**Pick a tile.** Pick two tiles if your group has only two students.

**Explain** how to find the sum or difference of the fractions that are next to the number you chose.

**Discuss** Which three problems have the same answer?

**Decide** Which problem has a different answer?

| A Find the sum or the difference | |
|---|---|
| 1 | $\frac{1}{2} + \frac{1}{8}$ |
| 2 | $\frac{3}{4} - \frac{1}{8}$ |
| 3 | $\frac{1}{4} + \frac{3}{8}$ |
| 4 | $\frac{7}{16} + \frac{1}{4}$ |

| B Find the sum or the difference | |
|---|---|
| 1 | $\frac{5}{6} - \frac{1}{3}$ |
| 2 | $\frac{3}{5} - \frac{1}{10}$ |
| 3 | $\frac{8}{10} - \frac{1}{5}$ |
| 4 | $\frac{1}{6} + \frac{1}{3}$ |

| C Find the sum or the difference | |
|---|---|
| 1 | $\frac{1}{5} + \frac{8}{20}$ |
| 2 | $\frac{9}{10} - \frac{1}{5}$ |
| 3 | $\frac{17}{20} - \frac{1}{4}$ |
| 4 | $\frac{1}{3} + \frac{4}{15}$ |

| D Find the sum or the difference | |
|---|---|
| 1 | $\frac{6}{12} + \frac{1}{4}$ |
| 2 | $\frac{2}{3} + \frac{1}{12}$ |
| 3 | $\frac{4}{5} - \frac{1}{10}$ |
| 4 | $\frac{19}{20} - \frac{1}{5}$ |

| E Find the sum or the difference | |
|---|---|
| 1 | $\frac{7}{12} + \frac{1}{3}$ |
| 2 | $\frac{23}{24} - \frac{1}{8}$ |
| 3 | $\frac{17}{18} - \frac{1}{9}$ |
| 4 | $\frac{2}{3} + \frac{1}{6}$ |

| F Find the sum or the difference | |
|---|---|
| 1 | $\frac{11}{12} - \frac{1}{4}$ |
| 2 | $\frac{5}{9} + \frac{1}{3}$ |
| 3 | $\frac{13}{15} - \frac{1}{5}$ |
| 4 | $\frac{1}{6} + \frac{1}{2}$ |

**If you have more time**

Make up a "Think Together" activity like **A, B, C, D, E,** or **F** above. Challenge your classmates to think together to complete your activity.



# Display the Digits

0 1 2 3 4 5 6 7 8 9


**Get Started** or

Explain how to compute with mental math to find the sum.
Display each 0–9 tile exactly once. If you have a partner, take turns.

$$1\frac{1}{2} + 3\frac{1}{3} = 4\frac{\boxed{a}}{\boxed{b}}$$

$$9\frac{1}{2} + 5\frac{1}{6} = 14\frac{\boxed{c}}{\boxed{d}}$$

$$12\frac{3}{4} + 9\frac{3}{8} = 22\frac{1}{\boxed{e}}$$

$$4\frac{1}{2} + 4\frac{5}{10} = \boxed{f}$$

$$15\frac{1}{7} + 5\frac{3}{7} = 20\frac{\boxed{g}}{\boxed{h}}$$

$$11\frac{1}{2} + 10\frac{3}{5} = 22\frac{1}{\boxed{i}\boxed{j}}$$

| | | | | |
|---|---|---|---|---|
| a | b | c | d | e |
| f | g | h | i | j |

**If you have more time**

Make up another addition puzzle with mixed numbers.
Ask your partner to display the answers with 0–9 tiles.



GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Elementary Education
Department of K-6 Curriculum

# At Home Learning - Digital Resources

*Note: some of these free resources require a login. If you see a login button for Google, your child should be able to use their Google login.*

**ClassLink**
Access GGUSD curriculum textbooks and resources Online. See attached instructions on how to log-in at home.
portal.ggusd.us

**Orange County Department of Education**
These webpages have been curated by the Orange County Department of Education to help families transition from a learning in a classroom setting to an online learning environment.
https://ocde.instructure.com/courses/224/pages/start-here

**Learning Heroes**
Resources from trusted organizations to help your child succeed in school.
https://bealearninghero.org/learning-tools/students/

**Khan Academy**
Offers practice exercises and instructional videos in math, science, computer programming, history, art history, economics, and more that empower learners to study at their own pace.
https://www.khanacademy.org/

**Splash Learn**
Personalized learning path for catching up, enrichment or practice of grade level standards.
https://www.splashlearn.com/

**Prodigy**
Curriculum-aligned math content designed by trained, certified educators.
https://www.prodigygame.com/

**Design Squad Global**
Teaches kids about science and engineering through fun games and activities.
https://pbskids.org/designsquad

**PBS KIDS**
An educational site with games, videos, and quests featuring PBS television show characters that provide information on animals, math, habitats and other topics.
https://pbskids.org/

# ClassLink Quick Guide

portal.ggusd.us

## 1. Sign In

Sign in by using your school login.


## 2. My Apps

The My Apps screen is where all of your online resources will be located. Enter your username and password once (if prompted) and ClassLink will remember it for you!


## 3. Update Password

Right click an app and choose 'Update Password' to update or change your stored username and passwords for your applications. This is if you have entered your username or password incorrectly or if something has changed/updated.


## 4. App Library

The library contains many educational resources to choose from. Click the Plus **(+)** on the top left of the My Apps screen. Click Add on any app to place it on your My Apps screen.

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Elementary Education
Department of K-6 Curriculum

# At Home Learning - Digital Resources

*Note: some of these free resources require a login. If you see a login button for Google, your child should be able to use their Google login.*

**ClassLink**
Access GGUSD curriculum textbooks and resources Online. See attached instructions on how to log-in at home.
portal.ggusd.us

**Orange County Department of Education**
These webpages have been curated by the Orange County Department of Education to help families transition from a learning in a classroom setting to an online learning environment.
https://ocde.instructure.com/courses/224/pages/start-here

**Learning Heroes**
Resources from trusted organizations to help your child succeed in school.
https://bealearninghero.org/learning-tools/students/

**Khan Academy**
Offers practice exercises and instructional videos in math, science, computer programming, history, art history, economics, and more that empower learners to study at their own pace.
https://www.khanacademy.org/

**Splash Learn**
Personalized learning path for catching up, enrichment or practice of grade level standards.
https://www.splashlearn.com/

**Prodigy**
Curriculum-aligned math content designed by trained, certified educators.
https://www.prodigygame.com/

**Design Squad Global**
Teaches kids about science and engineering through fun games and activities.
https://pbskids.org/designsquad

**PBS KIDS**
An educational site with games, videos, and quests featuring PBS television show characters that provide information on animals, math, habitats and other topics.
https://pbskids.org/

# ClassLink Quick Guide

portal.ggusd.us

## 1. Sign In

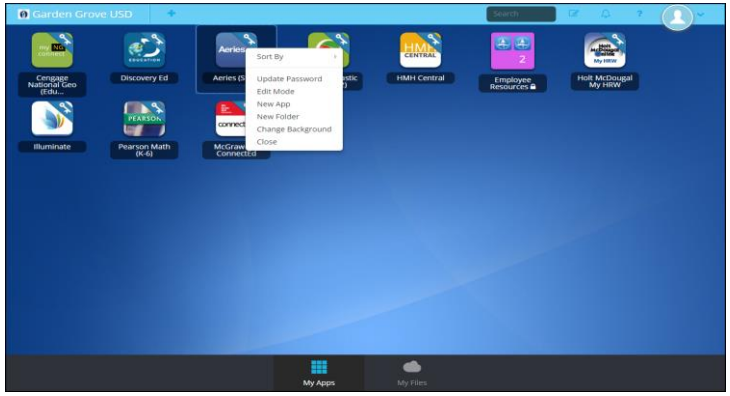
Sign in by using your school login.


## 2. My Apps

The My Apps screen is where all of your online resources will be located. Enter your username and password once (if prompted) and ClassLink will remember it for you!


## 3. Update Password

Right click an app and choose 'Update Password' to update or change your stored username and passwords for your applications. This is if you have entered your username or password incorrectly or if something has changed/updated.




## 4. App Library

The library contains many educational resources to choose from. Click the Plus **(+)** on the top left of the My Apps screen. Click Add on any app to place it on your My Apps screen.