Webster County Schools

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5th Grade

Packet 4

Solve each problem.

1)   7,269
   ×   89

2)   7,357
   ×   75

3)   7,574
   ×   68

4)   7,499
   ×   88

5)   4,889
   ×   63

6)   9,020
   ×   89

7)   9,879
   ×   33

8)   2,355
   ×   71

9)   9,301
   ×   34

10)   5,659
   ×   69

11)   6,928
   ×   86

12)   2,584
   ×   99

13)   8,760
   ×   49

14)   9,652
   ×   78

15)   8,132
   ×   38

16)   7,262
   ×   21

17)   7,158
   ×   72

18)   1,357
   ×   10

19)   8,554
   ×   35

20)   6,546
   ×   46

1. _____

2. _____

3. _____

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18. _____

19. _____

20. _____

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

Solve each problem.

1)　　7,269
× 　　89
　　65,421
+ 581,520
　646,941

2)　　7,357
× 　　75
　　36,785
+ 514,990
　551,775

3)　　7,574
× 　　68
　　60,592
+ 454,440
　515,032

4)　　7,499
× 　　88
　　59,992
+ 599,920
　659,912

5)　　4,889
× 　　63
　　14,667
+ 293,340
　308,007

6)　　9,020
× 　　89
　　81,180
+ 721,600
　802,780

7)　　9,879
× 　　33
　　29,637
+ 296,370
　326,007

8)　　2,355
× 　　71
　　2,355
+ 164,850
　167,205

9)　　9,301
× 　　34
　　37,204
+ 279,030
　316,234

10)　　5,659
× 　　69
　　50,931
+ 339,540
　390,471

11)　　6,928
× 　　86
　　41,568
+ 554,240
　595,808

12)　　2,584
× 　　99
　　23,256
+ 232,560
　255,816

13)　　8,760
× 　　49
　　78,840
+ 350,400
　429,240

14)　　9,652
× 　　78
　　77,216
+ 675,640
　752,856

15)　　8,132
× 　　38
　　65,056
+ 243,960
　309,016

16)　　7,262
× 　　21
　　7,262
+ 145,240
　152,502

17)　　7,158
× 　　72
　　14,316
+ 501,060
　515,376

18)　　1,357
× 　　10
　13,570

19)　　8,554
× 　　35
　　42,770
+ 256,620
　299,390

20)　　6,546
× 　　46
　　39,276
+ 261,840
　301,116

	Answers
1.	646,941
2.	551,775
3.	515,032
4.	659,912
5.	308,007
6.	802,780
7.	326,007
8.	167,205
9.	316,234
10.	390,471
11.	595,808
12.	255,816
13.	429,240
14.	752,856
15.	309,016
16.	152,502
17.	515,376
18.	13,570
19.	299,390
20.	301,116

1-10	95	90	85	80	75	70	65	60	55	50
11-20	45	40	35	30	25	20	15	10	5	0

Solve each problem.

316,234	551,775	659,912	167,205
308,007	255,816	326,007	390,471
515,032	595,808	646,941	802,780

1. _____

2. _____

3. _____

1) 7,269
×   89

2) 7,357
×   75

3) 7,574
×   68

4) 7,499
×   88

4. _____

5. _____

6. _____

7. _____

8. _____

5) 4,889
×   63

6) 9,020
×   89

7) 9,879
×   33

8) 2,355
×   71

9. _____

10. _____

11. _____

12. _____

9) 9,301
×   34

10) 5,659
×   69

11) 6,928
×   86

12) 2,584
×   99

| 1-10 | 92 | 83 | 75 | 67 | 58 | 50 | 42 | 33 | 25 | 17 |
| 11-12 | 8 | 0 | | | | | | | | |

Partial Eclipse
by Alizah Salario

Marcus tilted the telescope toward the sky. He was excited to watch the sun. He remembered that it is dangerous to look at the sun with the naked eye because it can damage unprotected eyes. So he placed a special glass filter on the front end of the telescope that would protect his eyes from the sun's rays. Then he carefully looked through the eyepiece and adjusted the focus so that the sun was smack in the middle of the lens. The first solar eclipse in years was about to darken the skies of Bloomfield, in the middle of a sunny Saturday afternoon, and Marcus wasn't going to miss it for the world.

He'd firmly planted the telescope tripod in the earth a few yards from the edge of the baseball diamond, not far from where his high school's junior varsity team was warming up for a game. Technically he was in the outfield, but the grass became wet and mushy further out in the park. Severe thunderstorms had nearly flooded every basement in town that week, but thankfully the sun came out again on the day of the eclipse.

A few geese had migrated from a nearby pond and squatted at the edge of the field. They flapped restlessly. Marcus knew animals had a sixth sense about nature's movements and wondered whether the geese were aware the sun would soon be stamped out from the sky.

As the JV players tossed pitches back and forth and practiced sliding into first base, Marcus did his best to ignore them. Yet he couldn't help but watch as they torqued their pitching arms back and let the balls go whizzing forth, then land softly in the cushion of a catcher's mitt. So what if he hadn't made the baseball team? Anyone could swing a bat, but not everyone could stare at the heavens and decipher the movement of planets. Thanks to his geometry teacher, Marcus finally felt like he was better at something than everyone else.

He thought back to Thursday's geometry class, when Mr. Baker had turned the lesson into an impromptu astronomy lecture. He'd even brought in an old telescope and was explaining the power of its usage.

"Eclipses are all about parabolas and angles," he'd explained. Half the class yawned as Mr. Baker waxed on about the elliptical shape of Earth's orbit and the penumbra and umbra-concentric circles of dark shadows created by an eclipse. Even though they'd had an official astronomy unit in fifth grade, by high school, most of his peers couldn't even recall what a solar eclipse was. That's when Marcus got annoyed. He raised his hand but spoke without being called on.

"Don't you remember? It's when the moon passes between the sun and Earth. So the moon blocks the sun, which means that light can't get to Earth, so a certain area of the earth will get dark as night in the middle of the day. Well, in this case only semi-dark. It's a partial eclipse," he said knowingly.

Taylor, the girl sitting in front of him, turned around and gave him a dirty look.

"What's your problem?" he whispered to her under his breath. He didn't know why he said it. He was secretly glad she even looked at him.

Marcus didn't understand why people seemed to find him annoying because he was smart. He wasn't trying to show off or anything. He was genuinely interested in learning just about everything, which was why he'd spend his lunch period talking to Mr. Baker.

"I'm glad at least one of my students takes an interest in the finer points of geometry-no pun intended," said Mr. Baker. "Marcus, if you promise to be careful, I'll let you borrow the telescope this weekend. I'll also lend you a special glass filter so that you can look at the sun safely. An eclipse is an incredible sight with this level of magnification."

For once, Marcus didn't have anything to say-besides thank you. He nodded heartily and watched as Mr. Baker pulled the tripod out from behind his desk. Even though there was a

box for the telescope, Marcus wrapped the delicate instrument in his hooded sweatshirt and held it protectively to his chest. He felt like he was harboring an important secret.

When he walked out of the classroom, Taylor was standing by the lockers, staring off into space. Her music was playing so loudly that he could hear it pulsing from her ear buds.

"What's in your sweatshirt?" she asked suspiciously, as she took out her headphones.

Marcus felt his cheeks grow warm. He probably did look ridiculous, cradling a telescope like a newborn.

"It's nothing. Just something that Mr. Baker let me take home."

"It's not that telescope, is it?" she asked.

Marcus nodded meekly.

"That's cool," she said. "But you know there's a smartphone app that calculates the circumference of both solar and lunar eclipses, right?"

"No," thought Marcus. He didn't know. He didn't have a smartphone.

"Who cares?" he told Taylor. His words came out harsher than he'd intended. Taylor put her ear buds back in her ears.

"I'm going to ignore you now," she said matter-of-factly.

Marcus thought back to the moment by the lockers as he stood in the field and began the five-minute-countdown until the eclipse. He wished, for a moment, that Taylor was there with him. An eclipse seemed so momentous, so awe-inspiring, it seemed a shame not to have anyone to share the experience with. No one else seemed to think it was anything more than a distraction. He glanced at the bleachers filling with parents and younger siblings, fans and groupies, all bubbling with anticipation for the big game. Marcus pushed the thought out of his head and checked the time on his boring old phone. Two minutes left.

"Attention in the outfield!" Coach Bernardi's booming voice echoed through a loudspeaker, and jolted Marcus out of his reverie.

Bernardi was waving his arms wildly above his head, trying to get his team members to pay attention.

"Due to a solar eclipse, the game will be delayed approximately 30 minutes. I repeat: the JV baseball game will be delayed 30 minutes due to a solar eclipse."

The team stopped for moment, collectively shrugged, and then returned to whatever they'd been doing before.

Marcus was so distracted he hardly realized the eclipse had begun. He snapped back to the filtered telescope to watch the moon inch its way in front of the sun, making the sun look like a crescent.

As soon as he looked at the sky up-close through the telescope, the world around him went quiet. The moon crept on, covering a quarter and then nearly half of the sun. In mere minutes, the sky darkened. The sudden change felt odd and eerie, like a celestial power was using a remote control to shift the moon across the sky. But Marcus wasn't scared. He felt excitement surge through him, right down to his toes. "This is what I've been waiting for," he thought.

Marcus hardly blinked. He felt instantly transported high up into the heavens, floating across the clouds. The remaining crescent of sun was blazing while the moon seemed to be moving faster and faster. Then the darkness of the moon appeared closer and closer. Closer and closer until Marcus realized he was no longer looking at the moon, but something else fast-moving and round. He heard a startling crack. The telescope jolted and the eyepiece pressed hard against his socket. Marcus fell backwards onto his behind.

It was over before he realized what had happened. Marcus scrambled to his feet and held tightly to the tripod. When he looked through the eyepiece again, he only saw jagged shards. The lens was broken. Marcus began combing through the grass, searching frantically for whatever pieces of glass he could recover. That's when he came across the baseball.

"How could you do this to me?" he yelled at no one in particular. He grabbed the baseball and slammed it into the earth. What idiot had thrown a baseball at him? Then he picked up the ball again and headed toward the diamond. By that point, Marcus had all but forgotten about the eclipse.

His stomach lurched as he thought about telling Mr. Baker what had happened. Sure, it wasn't his fault, but he had positioned the telescope just so. He'd set up in a baseball field and been so focused he failed to notice an object heading toward him, even as he looked right at it. He should've been quicker, faster, and better. But he wasn't skilled enough to make the team, and he certainly wasn't fast enough to avoid the assault.

As Marcus stepped onto the baseball field, he realized he was the only one moving. Fans and players all stood still as statues. They were crowding around another filtered telescope that a parent brought to watch the eclipse. Each person was trying to get a chance to look through the telescope. There was still a sliver of sunshine remaining, but to Marcus, the moment felt like the depths of night.

Marcus squeezed the baseball in his hand and lifted it above his shoulder. It didn't matter whom he threw it at. He just needed a target, someone who-

"Hey man, you okay?" Marcus hardly noticed the first baseman jogging toward him. "Did I do that? Did we?" he asked, looking at the telescope by Marcus. "Bummer."

"Well, I certainly didn't do it myself," said Marcus.

"It...uh...was an accident. I guess we kind of weren't paying enough attention, with the eclipse happening and all. It's pretty awesome, isn't it?"

With that, they both joined the crowd, wanting their own chance to see the eclipse. Marcus softened. He was tired of getting wrapped up in petty problems when there were plenty of things in life that were far more important. He knew accidents happened. So much was beyond his control.

"Yeah," he said to the first baseman. "The eclipse is unbelievable."

As the moon blanketed the sun, Marcus's chance came up to look through the telescope, but he let the first baseman look through it first. And then, minutes later, everyone looked on as the moon moved past, letting the Saturday afternoon sun shine bright, once again.

Name: _____ **Date:** _____

1. According to the passage, what is a solar eclipse?

A. A solar eclipse is when the moon passes between the sun and the earth, blocking the light of the sun.

B. A solar eclipse is when the sun is focused in the middle of a telescope's lens.

C. A solar eclipse is when severe thunderstorms cause the sun to be hidden for several days at a time.

D. A solar eclipse is when an object such as the sun or moon appears larger because it is viewed through a telescope.

2. What is the climax of the action in this story?

A. Taylor tells Marcus about a smartphone app that calculates the circumference of eclipses.

B. A baseball hits the telescope Marcus is using to watch the solar eclipse.

C. Mr. Baker offers to let Marcus borrow his telescope to watch the eclipse.

D. The baseball game is delayed for 30 minutes because of the solar eclipse.

3. During a solar eclipse, the moon prevents sunlight from getting to earth.

What evidence from the passage supports this statement?

A. "The moon crept on, covering a quarter and then nearly half of the sun. In mere minutes, the sky darkened."

B. "Marcus didn't understand why people seemed to find him annoying because he was smart."

C. "Marcus thought back to the moment by the lockers as he stood in the field and began the five-minute-countdown until the eclipse."

D. "He carefully looked through the eyepiece and adjusted the focus so that the sun was smack in the middle of the lens."

4. How do Marcus's feelings change after the first baseman comes over and talks to him?

A. His feelings change from happiness to disappointment.

B. His feelings change from confidence to confusion.

C. His feelings change from anger to acceptance.

D. His feelings change from curiosity to fear.

5. What is a theme of this story?

A. Using a smartphone app to calculate the circumference of an eclipse is more fun than watching an eclipse through a telescope.

B. Some things in life are more important than others, and it is not worth getting upset over the little things.

C. Playing baseball is more important than being good at geometry.

D. Telescopes can teach people a lot about the movement of the moon.

6. Read the following sentences: "'So the moon blocks the sun, which means that light can't get to Earth, so a certain area of the earth will get dark as night in the middle of the day. Well, in this case only semi-dark. It's a **partial** eclipse,' he said knowingly."

What does the word **partial** mean in the sentence above?

A. long-lasting

B. bright green

C. dangerous

D. not complete

7. Choose the answer that best completes the sentence below.

Marcus shows an interest in astronomy; _____, Mr. Baker lets him borrow his telescope to watch the eclipse.

A. therefore

B. previously

C. in contrast

D. especially

8. What happens to Mr. Baker's telescope after the baseball hits it?

_____

_____

_____

9. After the first baseman comes over, Marcus softens. The author writes that Marcus

"was tired of getting wrapped up in petty problems when there were plenty of things in life that were far more important." Give an example of a petty, or unimportant, problem in Marcus's life and explain what makes it petty, using evidence from the story.

_____

_____

_____

10. Reread the quotation in the question above. Give an example of something in Marcus's life that is "far more important" than a petty problem. Explain what makes it important, using evidence from the story.

_____

_____

_____

1. According to the passage, what is a solar eclipse?

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    C. Playing baseball is more important than being good at geometry.

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Marcus shows an interest in astronomy; _____, Mr. Baker lets him borrow his telescope to watch the eclipse.

    A. therefore

    B. previously

    C. in contrast

    D. especially

8. What happens to Mr. Baker's telescope after the baseball hits it?

The lens of the telescope breaks.

9. After the first baseman comes over, Marcus softens. The author writes that Marcus "was tired of getting wrapped up in petty problems when there were plenty of things in life that were far more important." Give an example of a petty, or unimportant, problem in Marcus's life and explain what makes it petty, using evidence from the story.

Students may point out such problems as the telescope breaking and Marcus not making the baseball team. Next to the experience of watching the solar eclipse with another person, these problems seem petty to Marcus.

10. Reread the quotation in the question above. Give an example of something in Marcus's life that is "far more important" than a petty problem. Explain what makes it important, using evidence from the story.

Answers may vary, but students will likely cite the experience of watching a solar eclipse with the first baseman as an example of something that is "far more important" than a petty problem. For Marcus, the eclipse is an "awe-inspiring" experience that he wants to share with another person. Doing so helps him put his everyday frustrations in perspective.

Name: _____   Class: _____

A New Spin on a Space Horse
This cloud in outer space is turning to face us.

By Ken Croswell, Ph.D
2015

In this informational text, Ken Croswell, Ph.D. discusses the Horsehead Nebula, an interesting feature in space. As you read, take notes on what astronomers have observed about the Horsehead Nebula.

[1]   Clouds in the sky can look like rabbits, bears, and lions. They may even look like people. These clouds are made of water and ice.

Much farther away, other clouds are scattered through outer space. These clouds are not made of water. But like the clouds in the air, they can also make familiar shapes.

In fact, one space cloud looks like a horse.

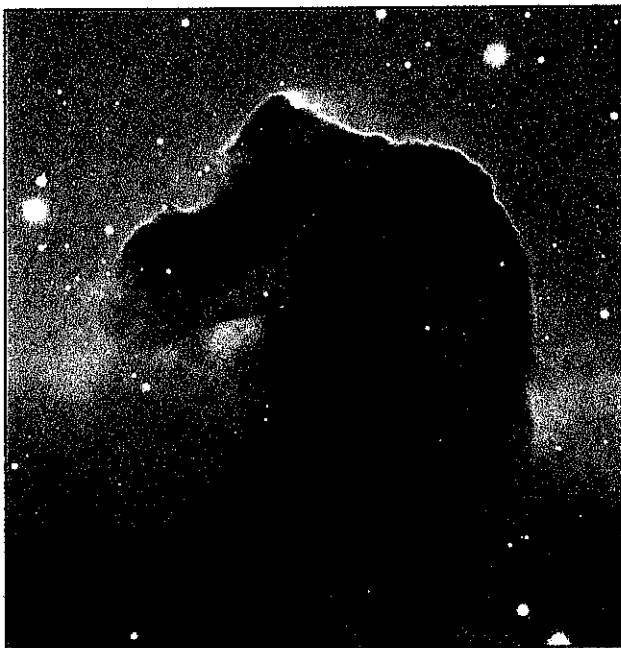Now astronomers may have found out why it has that shape: the cloud is spinning.

A Giant Game Piece

[5]   This cloud is the Horsehead Nebula. (*Nebula* is the Latin word for "cloud.") It looks like a black knight in a chess game. It's eerie[1] and haunting, one of the most famous clouds in space.

"This space object may look like a horse's head, but it's really a cloud of gas and dust. It's about 11 trillion (11,000,000,000,000) miles tall. Even if you traveled at the speed of light, it would take you nearly two years to go from top to bottom." by Very Large Telescope, European Southern Observatory is used with permission.

Like other space clouds, the Horsehead Nebula is made mostly of hydrogen and helium gas, the two lightest and most common elements in the universe. These gases are clear. Light goes right through them. So why is the Horsehead black? Dust particles, made mostly of heavier elements, pepper the clear gas and block visible light.

The gas and dust in the Horsehead Nebula do not make any light that your eye can see. But the gas makes radio waves, which we can detect using special telescopes called radio telescopes. You can't look through a radio telescope the way you would look through a normal telescope. Instead, the radio telescope is a giant, dish-shaped antenna.

In 2003, astronomers in Europe used a big radio telescope in Spain to observe the gas in the Horsehead Nebula. They made a big discovery. They found that the Horsehead Nebula is slowly spinning.

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1.   **Eerie** *(adjective):* strange and mysterious, causing unease or fear

Clues in the Waves

Here's how they did it. They observed changes in the radio waves from the Horsehead Nebula's gas.

[10]   When an object that gives off radio waves is moving toward us, its radio waves get scrunched up a little. So they have a shorter wavelength than usual.

We call this change to shorter waves a blueshift, because blue light waves are short.

In contrast, when an object that gives off radio waves is moving away from us, its radio waves are stretched out, so they're longer than usual. We call this change to longer waves a redshift, because red light has a longer wavelength than blue light.

You have probably heard blueshifts and redshifts, because sound waves make them, too. When a fire truck races toward you with its siren blaring, the siren's sound waves get scrunched up, making a shorter wavelength, and you hear a high-pitched siren: a blueshift. After the fire truck speeds by, the siren is moving away from you, so the sound waves get stretched out, making a longer wavelength, and the siren's pitch drops: a redshift.

Compared with the Horsehead's neck, the nose has scrunched-up radio waves, a blueshift, so it's moving toward us. Part of the horse's mane has stretched-out radio waves, a redshift, so it's moving away from us. Thus, the Horsehead is turning. It's as if the horse is trying to look our way!

Slowly Turning

[15]   Astronomers estimate that the horse will take four million years to spin once. In contrast, the Sun takes just a month to spin, and Earth takes just a day to spin.

But the Horsehead Nebula is much bigger than the Sun or Earth.

Furthermore, the Horsehead's spin may explain its unique[2] shape. To see how, imagine riding a merry-go-round. Now imagine that the merry-go-round started spinning really, really fast. It would fling you off.

In the same way, the nebula's spin may be flinging out two pieces of gas and dust from the horse's neck. One piece has become the horse's nose. The other piece has become the horse's mane.

So if the Horsehead Nebula were *not* spinning, it probably wouldn't look like a horse.

[20]   Then the nebula wouldn't be famous, and you wouldn't be reading this article, because it wouldn't exist!

2. **Unique** *(adjective):* unlike anything else

Text-Dependent Questions

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

1. PART A: Which pair of sentences provides the best summary of the article?
   A. The Horsehead Nebula is a unique nebula because it can be seen unassisted by technology.
   B. Astronomers have determined that the Horsehead Nebula is moving by observing its radio waves.
   C. The Horsehead Nebula is made up of gas and dust that doesn't emit light and can't be easily seen.
   D. Astronomers aren't entirely sure what the Horsehead Nebula looks like as it doesn't give off light.
   E. The Horsehead Nebula is named for its movement rather than its resemblance to a horse.
   F. Astronomers are curious to see what the Horsehead Nebula will turn into as it continues to move and evolve.

2. PART B: Which TWO details from the text best support the answers to Part A?
   A. "Much farther away, other clouds are scattered through outer space. These clouds are not made of water." (Paragraph 2)
   B. "So why is the Horsehead black? Dust particles, made mostly of heavier elements, pepper the clear gas and block visible light." (Paragraph 6)
   C. "After the fire truck speeds by, the siren is moving away from you, so the sound waves get stretched out, making a longer wavelength, and the siren's pitch drops: a redshift." (Paragraph 13)
   D. "Part of the horse's mane has stretched-out radio waves, a redshift, so it's moving away from us. Thus, the Horsehead is turning." (Paragraph 14)
   E. "Astronomers estimate that the horse will take four million years to spin once. In contrast, the Sun takes just a month to spin, and Earth takes just a day to spin." (Paragraph 15)

3. Which of the following describes the structure of the information in the text?
   A. The author describes what the Horsehead Nebula is and then what its radio waves have revealed to astronomers.
   B. The author describes how the Horsehead Nebula formed and then compares it to the formation of other nebulae.
   C. The author discusses various nebulae and then why the Horsehead Nebula is the most unique.
   D. The author discusses what radio waves are and then explains how they apply to the Horsehead Nebula.

4. Which of the following describes redshifts and blueshifts in the text?
   A. They are radio waves that can turn different colors.
   B. They are radio waves that can convey whether something is hot or cold.
   C. They are radio waves of the same lengths but convey different sounds.
   D. They are radio waves of different lengths that can indicate movement.

5. What is the relationship between radio waves and movement?

_____

_____

_____

_____

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_____

_____

Discussion Questions

Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.

1. Nebulae are one of the many amazing features in space. What is another natural feature in space that interests you? Why?

2. Astronomers have been able to use technology to learn more information about the Horsehead Nebula. How else has technology benefitted their knowledge of space? Has technology been able to help scientists discover new information about other places in the world? How?

3. The Horsehead Nebula cannot be easily seen. How have astronomers been able to learn more about the Horsehead Nebula? What are other tools that astronomers use to explore space? How do you learn about the natural world around you? Do you use any tools?

1 Leah bought 6 limes for a cost of $0.30 each. The model represents the situation.

KEY
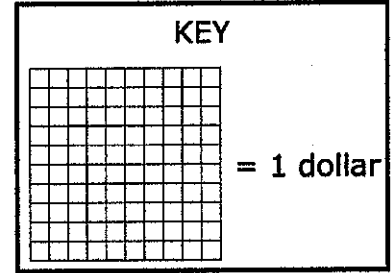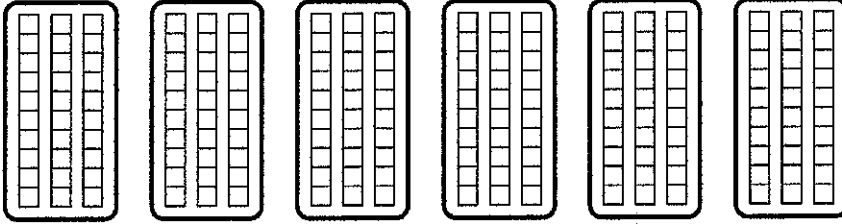
= 1 dollar

Which equation shows how to find the total cost in dollars and cents of the limes Leah bought?

A $6 \times 3 = 18.00$

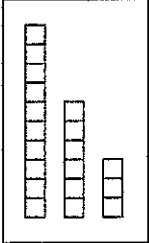**C** $6 \times 30 = 180.00$

B $6 \times 0.30 = 1.80$

D $6 \times 0.30 = 0.18$
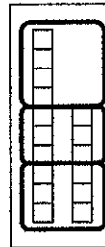
2 Ralph used this model to represent 1 whole.

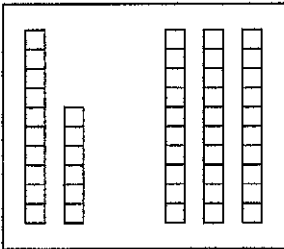Which model represents 1.6×3?
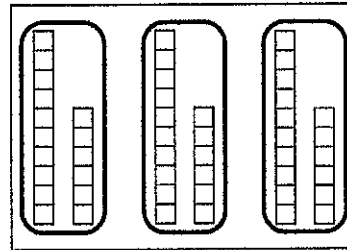
F

H

G

J

3 A bag of fertilizer has a mass of 6.25 kg. What is the mass of 20 bags of fertilizer in kilograms?

A 125 kg   **B** 134 kg   **C** 12.5 kg   **D** 26.25 kg

4 Noelia downloaded 14 music videos onto a device. Each video was 6.2 megabytes. How many megabytes of memory did these music videos use on Noelia's device?

F 84.28 megabytes

G 86.8 megabytes

H 84.2 megabytes

J 20.2 megabytes

5 Jared's little sister weighs 23.8 pounds. Jared weighs 4.6 times as much as his little sister. What is Jared's weight in pounds?

A 28.4 lb

B 92.48 lb

C 109.48 lb

D 1,094.8 lb

6 Mrs. Fletcher bought 36 activity books for her prize box at school. Each activity book cost $2.45. How much did Mrs. Fletcher spend on these activity books?

F $74.90

G $38.45

H $22.05

J $88.20

7 Aaron used 4.5 cans of tomato sauce in a pot of vegetable soup. Each can contained 1.4 cups of sauce. How many cups of tomato sauce did Aaron use in the vegetable soup?

A 6.3 cups

B 22.5 cups

C 5.9 cups

D 63 cups

8 The model is shaded to represent the multiplying of two numbers.
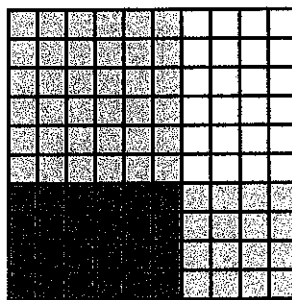
Which equation can be represented by the shaded parts of the model?

F $0.06 \times 0.04 = 0.024$

G $0.60 \times 0.40 = 0.24$

H $0.06 \times 0.04 = 0.24$

J $6 \times 4 = 24$

Multiplying Decimals

EDUCATION GALAXY

Grade 5
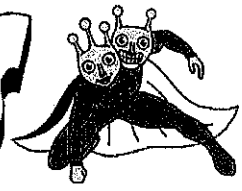
HERO:_____   **DATE:**_____

---

1 The shaded part of the model represents the fraction of a cake. Ricky ate a fraction of the cake, as shown by the **X** on the model.
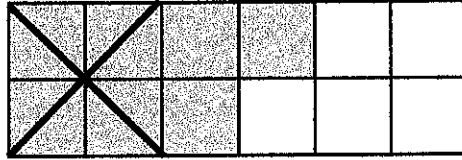
Which expression does the model represent?

A $\frac{9}{12} - \frac{1}{3}$

C $\frac{7}{8} - \frac{1}{4}$

B $\frac{7}{12} - \frac{1}{3}$

D $\frac{7}{12} + \frac{1}{3}$

---

2 Cameron bought a fence to enclose his rectangular yard. He put up $\frac{2}{3}$ of the fence on Tuesday. One Wednesday, he put up $\frac{1}{6}$ of the fence, and on Thursday, he put of the rest of the fence. What portion of the fence did he put up on Wednesday?

F $\frac{3}{9}$

H $\frac{5}{6}$

G $\frac{6}{9}$

J $\frac{2}{3}$

---

3 Last month Mr. Sims drove his school bus 3,597.8 miles. That brought the total mileage for the bus to 98,394 miles. What was the total mileage for the bus before last month?

A 94,796.2 mi   **B** 101,991.8 mi   **C** 95,203.8 mi   **D** 94,807.2 mi

---

4 On the playground a bench is located $18\frac{1}{2}$ feet due north of the slide. The swings are located $9\frac{3}{4}$ feet due south of the same slide.

What is the distance in feet between the bench and the swings on the playground?

F $8\frac{3}{4}$ feet   **G** $9\frac{1}{4}$ feet   **H** $28\frac{1}{4}$ feet   **J** $27\frac{4}{6}$ feet

---

Add and Subtract Rational Numbers

5 Nathan finished a cross-country race in 51.8 minutes. Jake finished the race $7\frac{1}{10}$ minutes sooner than Nathan finished it. How many minutes did it take Jake to finish the race?

A 44.7 minutes   **B** 58.9 minutes   **C** 56.7 minutes   **D** 45.7 minutes

---

6 Liz wants to buy a poster at the book fair that costs $5. Liz found 2 dollars and 9 cents in her purse and 85 cents in her backpack. How much more money does Liz need to buy the poster?

F $3.94   **G** $1.25   **H** $2.06   **J** $2.94

---

7 The table shows the heights and masses of a male red kangaroo and a female red kangaroo at a wildlife park.

Red Kangaroos

	Height (ft)	Mass (lb)
Male	4.8	143.75
Female	3.25	68.5

Based on the table, which statement is true?

A The combined height of the male kangaroo and female kangaroo is 7.05 ft.

B The mass of the female kangaroo is 125.25 lb less than the mass of the male kangaroo.

C The combined mass of the male kangaroo and female kangaroo is 150.6 lb.

D The male kangaroo is 1.55 ft taller than the female kangaroo.

---

8 Melinda bought a sandwich for $4.50, a banana for $1.99 and a bag of chips for $0.68. She paid with a $10 bill. How much change did Melinda get back?
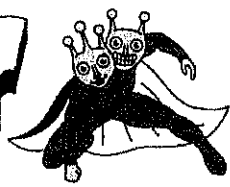
F $2.83   **G** $7.17   **H** $1.83   **J** $4.75

Item	Standard		Rationales
1	5.NF.1	A	Incorrect. The student likely has an incomplete understanding of how to use pictorial models to represent subtraction of fractions with unequal denominators referring to the same whole.
		B	Correct. The student likely understands how to use pictorial models to represent subtraction of fractions with unequal denominators referring to the same whole.
		C	Incorrect. The student likely has no understanding of how to use pictorial models to represent subtraction of fractions with unequal denominators referring to the same whole.
		D	Incorrect. The student likely understands how to use pictorial models to represent fractions with unequal denominators referring to the same whole, but the student did not recognize that the math action was subtraction and selected an addition expression with the same two fractions.
2	5.NF.2	F	Incorrect. The student likely did not get common denominators before adding the fractions.
		G	Incorrect. The student likely does not understand how to add and subtract fractions.
		H	Incorrect.The student likely added the fractions in the problem together but did not subtract their sum from 1.
		J	Correct. The student likely understands how to add and subtract fractions.
3	5.NBT.7	A	Correct. The student likely understands how to subtract multi-digit numbers, how to subtract a decimal from a whole number, and the math action of the situation.
		B	Incorrect. The student likely understands how to add multi-digit numbers and how to add a decimal to a whole number, but likely does not understand the math action of the situation.
		C	Incorrect. The student likely understands where the decimal is for a whole number, to line up decimal when subtracting, and the math action of the situation, but likely does not understand how to subtract numbers in general and simply started with the greater digit for each subtraction.
		D	Incorrect. The student likely understands where the decimal is for a whole number, to line up decimal when subtracting, and the math action of the situation, but made multiple mistakes when subtracting.
4	5.NF.2	F	Incorrect. The student likely understands how to subtract mixed numbers with unlike denominators (even when borrowing), but likely does not understand the math action of the situation or the phrases "due north" and "due south".
		G	Incorrect. The student likely does not understand the math action of the situation or the phrases "due north" and "due south". Furthermore, the student likely tried to subtract the mixed numbers and did this calculation incorrectly.
		H	Correct. The student likely understands how to add mixed numbers with unlike denominators, the phrases "due north" and "due south", and the math action of the situation.
		J	Incorrect. The student likely understands the phrases "due north" and "due south" and the math action of the situation, but likely does not understand how to add two fractions with unlike denominators.
5	5.NBT.7	A	Correct. The student likely understands how to write a mixed number with a denominator of 10 as a decimal, how to subtract decimals, and the math action of the situation.
		B	Incorrect. The student likely understands how to write a mixed number with a denominator of 10 as a decimal and how to add decimals, but likely does not understand the math action of the situation. This answer could be obtained by adding the two given numbers.
		C	Incorrect. The student likely understands how to write a mixed number with a denominator of 10 as a decimal and the math action of the situation, but likely does not understand how to subtract numbers and simply started with the greater digit for each subtraction.
		D	Incorrect. The student likely understands how to write a mixed number with a denominator of 10 as a decimal and the math action of the situation, but made a computation error when subtracting.

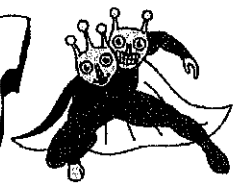| Item	Standard		Rationales
6	5.NF.1	F	Incorrect. The student likely understands how to correctly write dollars and cents as decimal numbers (even when there is less than 10 cents), how to add decimals involving money, the math actions of the situation, and multi-step problems; however, the student likely does not understand how to borrow when subtracting and simply started with the greater digit for each subtraction.
		G	Incorrect. The student likely understands how to add and subtract decimals involving money, the math actions of the situation, and multi-step problems; however, the student likely does not understand how to correctly write dollars and cents as decimal numbers when there is less than 10 cents. This answer can be obtained by writing the $2.09 as $2.90 and making no other mistakes in the actions needed for this problem.
		H	Correct. The student likely understands how to correctly write dollars and cents as decimal numbers (even when there is less than 10 cents), how to add and subtract decimals involving money, the math actions of the situation, and multi-step problems.
		J	Incorrect. The student likely understands how to correctly write dollars and cents as decimal numbers (even when there is less than 10 cents) and how to add decimals involving money; however, the student likely does not understand all of the math actions of this problem situation and may not understand multi-step problems. This answer is the money that Liz found.
7	5.NBT.7	A	Incorrect. The student likely has some understanding of adding and subtracting decimals, but made a calculation error by forgetting to add the one that was carried.
		B	Incorrect. The student likely has some understanding of adding and subtracting decimals, but does not understand how to borrow when needed for subtraction and simply started with the greater digit for each subtraction.
		C	Incorrect. The student likely does not understand that the decimal points must be lined up when adding or subtracting decimals.
		D	Correct. The student likely understands how to add and subtract decimal numbers with different place values and understands the math action associated with the words "taller than", "less than", and "combined".
8	5.NBT.7	F	Correct. The student likely understands how to solve problems involving adding and subtracting rational numbers.
		G	Incorrect. The student likely added Melinda's total, but did not subtract that total from $10.
		H	Incorrect. The student likely made a calculation error when subtracting the total from $20.
		J	Incorrect. The student likely does not understand how to add and subtract rational numbers

Item	Standard		Rationales
1	5.NBT.7	A	Incorrect. The student likely does not understand the relationship between the defined whole and the decimal pictorial models and likely has no understanding of the pictorial models used to represent decimals.
		B	Correct. The student likely understands the relationship of parts to a defined whole for decimals, how to represent multiplication of decimals using pictorial models, and how to connect a model to an equation.
		C	Incorrect. The student likely does not understand the relationship between the defined whole and the decimal pictorial models and is treating the decimal pictorial models as whole numbers.
		D	Incorrect. The student likely has some understanding of the relationship between the defined whole and the decimal pictorial models, but does not understand how the parts combine to form a whole or what to do with the decimal point in the answer.
2	5.NBT.7	F	Incorrect. The student may have some understanding of the relationship of parts to a defined whole for decimals, but has no understanding about how to represent multiplication of decimals using pictorial models.
		G	Incorrect. The student likely understands the relationship of parts to a defined whole for decimals, but has no understanding about how to represent multiplication of decimals using pictorial models.
		H	Incorrect. The student may have some understanding of the relationship of parts to a defined whole for decimals, but has no understanding about how to represent multiplication of any number using pictorial models.
		J	Correct. The student likely understands the relationship of parts to a defined whole for decimals and how to represent multiplication of decimals using pictorial models.
3	5.NBT.7	A	Correct. The student likely understands how to multiply a 3-digit number by a 2-digit number and how to multiply a whole number by a decimal.
		B	Incorrect. The student may have some understanding about how to multiply a 3-digit number by a 2-digit number and how to multiply a whole number by a decimal however, the student likely made a mistake in the process when carrying. Otherwise, the student simply guessed.
		C	Incorrect. The student likely understands how to multiply a 3-digit number by a 2-digit number, but does not understand how to multiply a whole number by a decimal.
		D	Incorrect. The student likely has no conceptual understanding of multiplication situations and may not understand how to multiply a 3-digit number by a 2-digit number or how to multiply with a decimal. The student likely simply added the two numbers given in the problem and likely understands how to add a whole number and a decimal number.
4	5.NBT.7	F	Incorrect. The student likely has no understanding about how to multiply a whole number by a decimal. The whole number portion of this answer is 14x6 and the decimal portion of this answer is 14x2.
		G	Correct. The student likely understands how to multiply a 2-digit number by a 2-digit number and how to multiply a whole number by a decimal.
		H	Incorrect. The student likely has no understanding about how to multiply a whole number by a decimal and may not understand multiplying a 2-digit number by a 2-digit number with or without decimals. The whole number portion of this answer is simply 14x6 and the decimal portion is simply the 0.2 of 6.2.
		J	Incorrect. The student likely has no conceptual understanding of multiplication situations and may not understand how to multiply a 3-digit number by a 2-digit number or how to multiply with a decimal. The student likely simply added the two numbers given in the problem and likely understands how to add a whole number and a decimal number.
5	5.NBT.7	A	Incorrect. The student likely has no conceptual understanding of multiplication situations and may not understand how to multiply a 3-digit number by a 2-digit number or how to multiply with decimals. The student likely simply added the two given numbers.
		B	Incorrect. The student likely has no understanding about how to multiply decimals. The whole number portion of this answer is 23x4 and the decimal portion of this answer is 8x6.
		C	Correct. The student likely understands how to multiply a 3-digit number by a 2-digit number and how to multiply a decimal by a decimal.

Item	Standard		Rationales
		D	Incorrect. The student likely understands how to multiply a 3-digit number by a 2-digit number, but does not understand how to multiply a decimal by a decimal and simply brought the decimal point down.

Item	Standard		Rationales
6	5.NBT.7	F	Incorrect. The student likely understands how to multiply a whole number by a decimal, but does not fully understand how to multiply a 3-digit number by a 2-digit number. This answer can be obtained by dropping digits that should have been carried when adding in the last step of the process.
		G	Incorrect. The student likely has no conceptual understanding of multiplication situations and may not understand how to multiply a 3-digit number by a 2-digit number or how to multiply a whole number by a decimal. The student likely simply added the two given numbers.
		H	Incorrect. The student likely understands how to multiply a whole number by a decimal, but does not fully understand how to multiply a 3-digit number by a 2-digit number. This answer can be obtained by not putting a zero or place holder when multiplying by the digit that is in the tens' place.
		J	Correct. The student likely understands how to multiply a 3-digit number by a 2-digit number and how to multiply a whole number by a decimal.
7	5.NBT.7	A	Correct. The student likely understands how to multiply a 2-digit number by a 2-digit number and how to multiply a decimal by a decimal.
		B	Incorrect. The student likely does not understand how to multiply a 2-digit number by a 2-digit number and does not understand how to multiply a decimal by a decimal. This answer can be obtained by not putting a zero or place holder when multiplying by the number that is in the tens' place and then simply bringing the decimal point down.
		C	Incorrect. The student likely has no conceptual understanding of multiplication situations and may not understand how to multiply a 2-digit number by a 2-digit number or how to multiply decimals. The student likely simply added the two given numbers.
		D	Incorrect. The student likely understands how to multiply a 2-digit number by a 2-digit number, but does not understand how to multiply a decimal by a decimal and simply brought the decimal point down to get 63.0.
8	5.NBT.7	F	Incorrect. The student likely has no understanding of the relationship of parts to a defined whole for decimals, no understanding about how to represent multiplication of decimals using pictorial models, or how to multiply a decimal by a decimal.
		G	Correct. The student likely understands the relationship of parts to a defined whole for decimals and how to represent multiplication of decimals using pictorial models.
		H	Incorrect. The student may have some understanding of the relationship of parts to a defined whole for decimals, but this understanding is incomplete and is applied inconsistently. The student likely has no understanding of how to multiply a decimal by a decimal.
		J	Incorrect. The student has no understanding of the relationship of parts to a defined whole for decimals or how to represent multiplication of decimals using pictorial models. The student likely just multiplied the number of columns shaded by the numbers of rows shaded.

Lesson 15
Using Context Clues

Introduction You can use **context clues** to figure out the meaning of an unfamiliar word. The chart below gives examples of different types of context clues.

Type of Clue	Example
Definition	Superfoods, or natural foods that may prevent disease, have become popular.
Cause/Effect	Some superfoods, such as blueberries and red beans, contain antioxidants. These can help remove harmful substances from the human body.
Comparison	Some experts look dubiously on claims about superfoods, but other experts believe strongly that these foods can improve health.

Context clues can also help you figure out words with more than one meaning. For example, the table below has two sentences with the word *source*. What does *source* mean in each sentence? You can use the underlined context clues to figure out which meaning of *source* is being used.

Sentence	Context Clues	Definition
Choosing high-sugar drinks can be a source of health problems.	A problem has a cause. Therefore, the source of a problem is its cause.	the cause of something
The website MyPlate.gov is a source for facts about food choices.	A website can have information such as facts. Therefore, a source is something that gives information.	something that gives information

The sentences before and after the sentence with an unfamiliar word can also hold context clues.

Guided Practice Determine the meanings of *fleeting, empirical,* and *panacea.* Then underline the words or phrases that helped you determine their meaning.

HINT The phrases *as a result of, because of,* and *thanks to* all signal cause-and-effect relationships. Words such as *but, too, also,* and *as well as* all indicate comparisons.

Some fads are **fleeting**, but more than a few people feel that superfoods are here to stay. The idea of superfoods isn't new, but the amount of **empirical** information we have about them is. Scientific observations and tests offer some evidence that certain foods can help people stay healthy. Nobody claims that these foods are a **panacea**—nothing can guarantee perfect health or cure every disease—but they can be part of a sensible diet.

Independent Practice

For numbers 1 and 2, read the paragraph. Then answer the questions.

For centuries, people in coastal areas of China and Japan have harvested a superfood found in <u>marine</u> environments. Recent studies show that eating seaweed protects against infection. It also might reduce the risk of serious diseases and extend peoples' life spans. If true, these would be important benefits.

1 What does the word <u>marine</u> mean in this paragraph?

  A very nutritious

  B dark blue in color

  C having to do with the ocean

  D member of the armed forces

2 Which two words from the paragraph help you understand the meaning of <u>marine</u>?

  A "China" and "Japan"

  B "coastal" and "seaweed"

  C "centuries" and "people"

  D "superfood" and "studies"

For numbers 3 and 4, read the paragraph. Then answer the questions.

Closer to home, you can find superfoods right in your garden or local store. Think "crisp and crunchy." Cabbage, broccoli, cauliflower, and kale <u>detoxify</u> harmful substances. As a result, they may help to prevent some forms of cancer. These veggies also are low in calories and have lots of vitamins A, C, and K.

3 What does the word <u>detoxify</u> mean in this paragraph?

  A to move in a wide circle

  B to chew food slowly

  C to make a difficult decision

  D to remove bad effects

4 Which two words from the paragraph help you understand the meaning of <u>detoxify</u>?

  A "crisp" and "crunchy"

  B "prevent" and "cancer"

  C "veggies" and "substances"

  D "calories" and "vitamins"

Lesson 11
Unfamiliar Words

Learning Target

Figuring out the meanings of unfamiliar words will help you better understand the texts you read and discuss in school.

▶ **Read** When you read, you probably come across words you do not know. Some of these unfamiliar words may be **academic vocabulary,** or general words that are found in a variety of subjects you study in school. Other words may be found only in a particular **subject area,** such as science, social studies, or economics. A subject area can have many topics. For example, money is one **topic** in the subject area of economics.

Read the poster below. Underline any words you might not know.

The Westfield Animal Shelter Needs Your Help!

We have outgrown our space here. Can you help us build a new shelter to protect our pets?

Please make a donation to the Westfield Animal Shelter today. Even a small amount of money will help. Once we raise $10,000, we'll be able to begin construction.

We at the shelter will be grateful for your generosity in giving. The animals will thank you for your kindness. Remember that each act of benevolence counts!

Think Use the chart below to help determine the meanings of unfamiliar words. The word's context has been provided for you. In the "Possible Meaning" column, write what you think the word means. Then go back to the text, find **context clues** that tell you about the word's meaning, and write them in the "Clues" column.

Unknown Word	Context	Possible Meaning	Clues
Shelter	"... build a new <u>shelter</u> to protect our pets?"		
Donation	"Please make a <u>donation</u> ..."		
Benevolence	"... each act of <u>benevolence</u> counts!"		

Talk Share your chart with a partner.
- Did you come up with similar meanings?
- Did you find the same clues to the words' meanings?
- Are there any school subjects for which figuring out words is especially important? If so, which subjects?

Academic Talk
Use this word and these phrases to talk about the text.
- **academic vocabulary**
- **topic**
- **subject area**
- **context clues**

Here, Pyggy Pyggy

by Gail Hutter

1   The first time you heard about or saw a piggy bank, you might have wondered: Why a pig? Why not some other animal? Wouldn't a bear or a wolf be a more appropriate guard of a person's money? To understand how the pig became the animal of choice for a small, personal bank, we need to peer into the past—all the way back to England in the Middle Ages.

2   During the Middle Ages, people in England used dishes, pots, and bowls made of clay. Clay was an ideal substance for such objects because it was cheaper than metal and easier to shape than wood. One type of orange-colored clay was particularly inexpensive and easy to mold into shapes. The name of this clay was "pygg."

3   So pygg was used to make common household objects—but what's the connection between pygg and piggy banks? Hundreds of years ago, banks did not exist as they do today, but people still needed to keep their coins in a place from which they could be easily removed. So, they put them into pygg jars, which later became known as "pygg banks." In the 1800s, some inventive potters began making pygg banks in the form of a pig with a slot in the back. Not only were these "piggy banks" more pleasing to look at than regular jars, potters could charge more money for them. Thus the piggy bank was born.

4   For centuries, most piggy banks were made of clay and could be opened only by shattering them. Today's piggy banks are made from clay, metal, glass, or plastic, and most contemporary piggy banks have a hole in the bottom for taking out money easily. Most people agree that the hole in the bottom was a good addition to the piggy bank. Otherwise, every time you retrieved your money, you'd have to spend some of it on a new piggy bank.
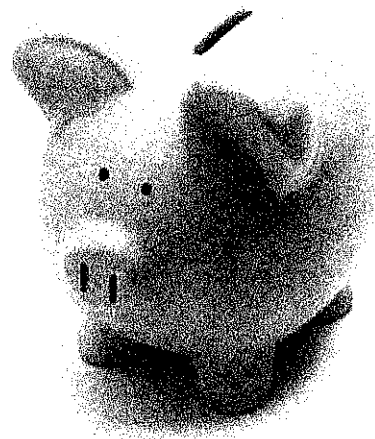
Close Reader Habits

Are there any unfamiliar words or phrases in this article? When you reread, **underline** context clues that can help you figure out what they mean.

What context clues can help you understand unfamiliar words and phrases in the text?

► Think

1 Complete the chart below by telling the context of each unfamiliar word or phrase, its possible meaning, and the clues that led you to that definition.

Look for context clues in the same sentence or nearby sentences.

Unfamiliar Word or Phrase	Context	Possible Meaning	Clues
Peer into the past (paragraph 1)			
Inventive potters (paragraph 3)			
Contemporary (paragraph 4)			
Retrieved (paragraph 4)			

► Talk

2 Use context clues to determine why clay was an "ideal substance" for making certain objects.

► Write

3 **Short Response** Define the phrase <u>ideal substance</u>. Support your definition with context clues from the passage. Use the space provided on page 194 to write your answer.

HINT First, define *ideal substance*. Then explain how clay fit that definition.

Here, Pyggy Pyggy

3 **Short Response** Define the phrase <u>ideal substance</u>. Support your definition with context clues from the passage.

Don't forget to check your writing.
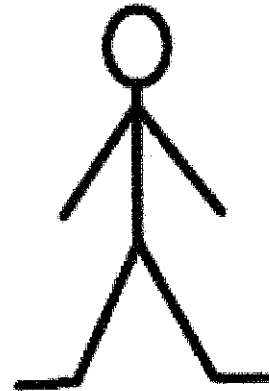
36. R-P-S (ROCK-PAPER-SCISSORS)
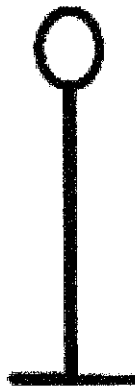
ROCK   PAPER   SCISSOR

The following are descriptions for three movement activities for R-P-S: Rock = Crouch low into a ball, touching hands to knees. Paper = Stand straight, with your feet together and hands at your sides. Scissors = Legs straddle shoulder width apart and arms move away from your sides. Add a jump into each movement. For example, two foot jump into the 'Rock' activity, then jump to 'Paper', and then jump to 'Scissors'. Key Phrase: "Jump-Rock, jump-Paper, jump-Scissors". Repeat R-P-S sequence. As a variation, find a partner and play active R-P-S. Partners start by facing one another. Both partners jump twice then on the third jump show either rock, paper, or scissor. Play best of three rounds then find a new partner. Key Phrase: "Jump, jump, show".

KIDS 7 MINUTE HIIT WORK OUT FOR SELF-REGULATION

Set an interval timer and complete each animal movement for 45 seconds, with 15 seconds of rest in between. Do as many as you can!

FROG JUMPS
Hop, hop, back and forth like a frog

BEAR WALK
Hands & feet on the floor, hips high – walk left and right

GORILLA SHUFFLE
Sink into a low sumo squat, with hands on the floor, shuffle around the room.

STARFISH JUMPS
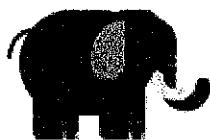Jumping jacks as fast as you can, with arms and legs spread wide.

CHEETAH RUN
Run in place, as FAST as you can! Just like the fastest animal in the Sahara.

CRAB CRAWL
Sit and place your palms flat on the floor behind you near your hips. Lift up off the ground and crawl.

ELEPHANT STOMPS
March in place lifting your knees as high as you can and stomping the ground as hard as you can!

Daily Fitness Challenge
for Kids

o ˙ ●. o ˙ ●. o ˙ ●. o ˙ ●. o ˙ ●. o ˙ ●. o ˙ ●. o ˙ ●. o ˙ ●. o ˙ ●

A: 10 Jumping Jacks

B: 30 Second Plank

C: Crab Walk

D: 10 Push Ups

E: 10 Sit Ups

F: 5 Cartwheels

G: Headstand

H: 4 Somersaults

I: Duck Walk

J: Jump In Air 5 Times

K: Touch Toes 6 Times

L: Spin Around 3 Times

M: 10 Leg Kicks

N: 4 Lunges

O: 3 Burpees

P: 10 Second Butterfly

Q: Run in Place 1 Min

R: 7 Jumping Jacks

S: 4 Leg Kicks

T: 5 Sit Ups

U: 15 Second Plank

V: 3 Cartwheels

W: Crab Walk

X: 2 Somersaults

Y: 5 Lunges

Z: Duck Walk

Spell each day of the week for a daily workout!

o ˙ ●. o ˙ ●. o ˙ ●. o ˙ ●. o ˙ ●. o ˙ ●. o ˙ ●. o ˙ ●. o ˙ ●. o ˙ ●

OUTDOOR
ADVENTURE HUNT

{ } Something colorful.

{ } A pinecone.

{ } An acorn.

{ } Something smooth.

{ } Something rough.

{ } Two kinds of leaves.

{ } Two kinds of sticks.

{ } Something bumpy.

{ } A flat rock.

{ } Something fuzzy.

{ } Something pretty.

{ } A chewed leaf.

{ } A flower or petal.

{ } A piece of litter.

{ } Something you think is
a treasure.

Webster County Schools

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SHAPE

Packet 4

THE STORY

Five children named Abby, Arthur, Alicia, Arlene and Albert were trying to be helpful and used various machines that they had been told they were too young to handle. As a result, they all received very minor injuries to various parts of their bodies, which luckily required no medical treatment. The body parts which received slight scratching or bruising were a nose, an ear, a finger, a toe and an upper lip. The machines the children should not have been using were a blender, a lawn mower, a power saw, a pencil sharpener and a hedge clipper. Based on the clues, match the children with the body parts that suffered a boo-boo and the machines that caused the injury.

THE CLUES

1. Abby and Alicia received slight injuries to body parts below the neck.
2. Arthur, Alicia and Arlene did not use a blender, and neither did the child who received a finger injury.
3. The child who suffered a minor lip injury was using an electric pencil sharpener.
4. The power saw only slightly scratched a toe, but it could have been much worse.
5. Arthur's lip was not injured at all.
6. The child who scratched a finger did not use a lawn mower.
7. Albert received no injury at all to his ear.

Abby	Arthur	Alicia	Arlene	Albert
nose	nose	nose	nose	nose
ear	ear	ear	ear	ear
finger	finger	finger	finger	finger
toe	toe	toe	toe	toe
upper lip	upper lip	upper lip	upper lip	upper lip
blender	blender	blender	blender	blender
lawn mower	lawn mower	lawn mower	lawn mower	lawn mower
power saw	power saw	power saw	power saw	power saw
pencil sharpener	pencil sharpener	pencil sharpener	pencil sharpener	pencil sharpener
hedge clipper	hedge clipper	hedge clipper	hedge clipper	hedge clipper

THE STORY

Five children named Delilah, Donald, Deidre, Dennis and Doris each had an unusual pet. Their pets were a three-toed sloth, a snail, a turtle, an earthworm and a slug. The names of their pets were Lightning, Speedo, Flyer, Duster and Zippy. The children were always disagreeing about which pet could move the fastest. Finally, to settle the disagreement, they decided to have a race. Naturally enough, when the race was over, they had finished in 1st, 2nd, 3rd, 4th and 5th places. Based on the clues, match the children with their pets, the names of their pets and their order of finish.

THE CLUES

1. Donald's three-toed sloth finished after the turtle, but in front of the snail, the earthworm and the slug.
2. Lightning, who did not belong to Deidre, Dennis or Doris, finished last.
3. Speedo the turtle did not belong to either Deidre or Dennis.
4. Zippy the slug finished in the place right after Duster the three-toed sloth, but Zippy finished one place in front of Deidre's pet.
5. Delilah's pet was not the snail.

Delilah	Donald	Deidre	Dennis	Doris
three-toed sloth	three-toed sloth	three-toed sloth	three-toed sloth	three-toed sloth
snail	snail	snail	snail	snail
turtle	turtle	turtle	turtle	turtle
earthworm	earthworm	earthworm	earthworm	earthworm
slug	slug	slug	slug	slug
Lightning	Lightning	Lightning	Lightning	Lightning
Speedo	Speedo	Speedo	Speedo	Speedo
Flyer	Flyer	Flyer	Flyer	Flyer
Duster	Duster	Duster	Duster	Duster
Zippy	Zippy	Zippy	Zippy	Zippy
1st place	1st place	1st place	1st place	1st place
2nd place	2nd place	2nd place	2nd place	2nd place
3rd place	3rd place	3rd place	3rd place	3rd place
4th place	4th place	4th place	4th place	4th place
5th place	5th place	5th place	5th place	5th place

WORD ANALOGIES

Name,
Date,   Class,

1. TIE : BIND : :
- Ⓐ wealthy : poor
- Ⓑ eat : consume
- Ⓒ live : cry
- Ⓓ rush : slow
  Relationship/Type:

Key Words Bridge Sentence:
Tie is a synonym for bind.

Answer Bridge Sentence:

2. ACCOMPLISHMENT : PROUD : :
- Ⓐ defeat : happy
- Ⓑ crime : courageous
- Ⓒ honor : successful
- Ⓓ failure : frustrated
  Relationship/Type:

Key Words Bridge Sentence:
An accomplishment would make a person feel proud.

Answer Bridge Sentence:

3. WORSHIP : ADMIRE : :
- Ⓐ love : adore
- Ⓑ spy : sneak
- Ⓒ panic : worry
- Ⓓ trust : doubt
  Relationship/Type:

Key Words Bridge Sentence:
To worship is to really admire.

Answer Bridge Sentence:

4. ORPHAN : PARENTS : :
- Ⓐ child : relatives
- Ⓑ elder : youth
- Ⓒ fruit : seeds
- Ⓓ alarm : sounds
  Relationship/Type:

Key Words Bridge Sentence:
An orphan lacks parents.

Answer Bridge Sentence:

5. ROAD : ROWED : :
- Ⓐ rode : load
- Ⓑ ride : rides
- Ⓒ sole : soul
- Ⓓ rein : lane
  Relationship/Type:

Key Words Bridge Sentence:
Road is a homophone of rowed.

Answer Bridge Sentence:

WORD ANALOGIES

Name, _____

Date, _____ Class, _____

6. TROPICS : HUMID : :
- Ⓐ lake : dry
- Ⓑ city : small
- Ⓒ storm : rain
- Ⓓ mayor : elected
- *Relationship/Type:* _____

Key Words Bridge Sentence:
A characteristic of the <u>tropics</u> is that they are <u>humid</u>.

Answer Bridge Sentence:
_____

7. SEQUEL : AFTER : :
- Ⓐ preview : during
- Ⓑ preface : before
- Ⓒ forward : book
- Ⓓ movie : ending
- *Relationship/Type:* _____

Key Words Bridge Sentence:
A <u>sequel</u> comes <u>after</u> a movie.

Answer Bridge Sentence:
_____

8. SIREN : ALERT : :
- Ⓐ news : inform
- Ⓑ accident : heal
- Ⓒ play : actress
- Ⓓ wrench : hit
- *Relationship/Type:* _____

Key Words Bridge Sentence:
The purpose of a <u>siren</u> is to <u>alert</u> people.

Answer Bridge Sentence:
_____

9. ART : SCULPTURE : :
- Ⓐ daffodil : flower
- Ⓑ dog : pet
- Ⓒ painter : mural
- Ⓓ literature : fantasy
- *Relationship/Type:* _____

Key Words Bridge Sentence:
A type of <u>art</u> is <u>sculpture</u>.

Answer Bridge Sentence:
_____

10. THEATER : STAGE : :
- Ⓐ actor : play
- Ⓑ boat : bow
- Ⓒ flag : pole
- Ⓓ office : school
- *Relationship/Type:* _____

Key Words Bridge Sentence:
Part of a <u>theater</u> is a <u>stage</u>.

Answer Bridge Sentence:
_____

39. Shoemaker's Shoe Store

Bob	Cathy	Don	Suzy	Pierre
Miller	Carter	Porter	Garner	Barstow
18	15	19	17	16
heel cleaner	duster	size arranger	inspector	sock hanger

40. Clothes Shopping

Faith	Farah	Fran	Fern	Fawn
blue top	white top	red top	green top	aqua top
green shorts	red shorts	blue shorts	aqua shorts	white shorts
sandals	boots	high heels	loafers	tennis shoes

41. Mixed-Up Purses

Paula	Pat	Pam	Penny	Peggy
compact	comb	lipstick	file	key ring
Jones	Smith	Dixon	Johnson	Doe
lawyer	teacher	doctor	pilot	judge

42. Chinese Food Fanatic

Monday	Tuesday	Wednesday	Thursday	Friday
sour soup	chow mein	Peking duck	fried rice	egg roll
fried rice	Peking duck	egg roll	chow mein	sour soup
milk	coffee	tea	water	cola

43. Chop Chop!

Abby	Arthur	Alicia	Arlene	Albert
finger	ear	toe	upper lip	nose
hedge clipper	lawnmower	power saw	pencil sharpener	blender

44. Speed Demons

Delilah	Donald	Deidre	Dennis	Doris
earthworm	three-toed sloth	snail	slug	turtle
Lightning	Duster	Flyer	Zippy	Speedo
5th place	2nd place	4th place	3rd place	1st place

45. School Bus Woe!

Lizzy	Lorna	Larry	Louis	Lydia
Mr. Shore	Ms. Sheen	Mr. Shade	Mrs. Shelp	Mr. Shipp
breakdancing	jumping jacks	card tricks	telling jokes	singing

46. Tree Climbing Fun

Sara	Sam	Sophie	Sandra	Sal
1st to fall	2nd to fall	4th to fall	3rd to fall	5th to fall
8 feet	30 feet	6 feet	24 feet	7 feet

47. Petting Zoo

Mark	Mary	Margie	Melvin	Mike
gopher	lamb	piglet	goat	monkey
"Drat"	"Whoa, Nellie"	"Yikes"	"Yowser"	"Jeepers"

48. Camping Delights

Polly	Paul	Peter	Patricia	Prudence
ants	leeches	bees	raccoon	coyote
6 hours	3 hours	8 hours	2 hours	5 hours

Grade 5 Perplexor Key

WORD ANALOGIES

1. TIE : BIND : :
Ⓐ wealthy : poor
Ⓑ eat : consume
Ⓒ live : cry
Ⓓ rush : slow
Relationship/Type:

Synonym

Key Words Bridge Sentence:
Tie is a synonym for bind.

Answer Bridge Sentence:
Eat is a synonym for consume.

2. ACCOMPLISHMENT : PROUD : :
Ⓐ defeat : happy
Ⓑ crime : courageous
Ⓒ honor : successful
Ⓓ failure : frustrated
Relationship/Type:

Other

Key Words Bridge Sentence:
An accomplishment would make a person feel proud.

Answer Bridge Sentence:
A failure would make a person feel frustrated.

3. WORSHIP : ADMIRE : :
Ⓐ love : adore
Ⓑ spy : sneak
Ⓒ panic : worry
Ⓓ trust : doubt
Relationship/Type:

Degree

Key Words Bridge Sentence:
To worship is to really admire.

Answer Bridge Sentence:
To panic is to really worry.

4. ORPHAN : PARENTS : :
Ⓐ child : relatives
Ⓑ elder : youth
Ⓒ fruit : seeds
Ⓓ alarm : sounds
Relationship/Type:

Lack

Key Words Bridge Sentence:
An orphan lacks parents.

Answer Bridge Sentence:
An elder lacks youth.

5. ROAD : ROWED : :
Ⓐ rode : load
Ⓑ ride : rides
Ⓒ sole : soul
Ⓓ rein : lane
Relationship/Type:

Other

Key Words Bridge Sentence:
Road is a homophone of rowed.

Answer Bridge Sentence:
Sole is a homophone of soul.

WORD ANALOGIES

Name: ANSWER KEY

Date: _____ Class: _____

6. TROPICS : HUMID : :
- Ⓐ lake : dry
- Ⓑ city : small
- Ⓒ storm : rain
- ● mayor : elected

Relationship/Type:

Characteristic

Key Words Bridge Sentence:
A characteristic of the tropics is that they are humid.

Answer Bridge Sentence:
A characteristic of a mayor is that he is elected.

7. SEQUEL : AFTER : :
- Ⓐ preview : during
- ● preface : before
- Ⓒ forward : book
- Ⓓ movie : ending

Relationship/Type:

Other

Key Words Bridge Sentence:
A sequel comes after a movie.

Answer Bridge Sentence:
A preface comes before a novel.

8. SIREN : ALERT : :
- ● news : inform
- Ⓑ accident : heal
- Ⓒ play : actress
- Ⓓ wrench : hit

Relationship/Type:

Function/Purpose

Key Words Bridge Sentence:
The purpose of a siren is to alert people.

Answer Bridge Sentence:
The purpose of news is to inform people.

9. ART : SCULPTURE : :
- Ⓐ daffodil : flower
- Ⓑ dog : pet
- Ⓒ painter : mural
- ● literature : fantasy

Relationship/Type:

Type/Kind

Key Words Bridge Sentence:
A type of art is sculpture.

Answer Bridge Sentence:
A type of literature is fantasy.

10. THEATER : STAGE : :
- Ⓐ actor : play
- ● boat : bow
- Ⓒ flag : pole
- Ⓓ office : school

Relationship/Type:

Part/Whole

Key Words Bridge Sentence:
Part of a theater is a stage.

Answer Bridge Sentence:
Part of a boat is a bow.