

# Webster County Schools

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# 5<sup>th</sup> Grade

## Packet 3

## May 4, 2020

Study the definitions of the words. Then do the exercises that follow.

**colony** *n.* 1. A group of people, animals, or plants living close together.  
 käl' ə nē We found a **colony** of ants in the yard.  
 2. A group of people who settle in a new land and have legal ties to the country they came from.  
 English people formed a **colony** at Jamestown, Virginia, in 1607.

**compensate** *v.* 1. To make up for, to be equivalent to.  
 kām' pən sāt My parents gave me another bike to **compensate** for the one that was stolen.  
 2. To pay for.  
 Our student council voted to **compensate** the students who help clean up the lunchroom.

**compensation** *n.* Payment to make up for something.  
 Isa received ten thousand dollars as **compensation** for injuries she suffered when her bike fell apart.



.....  
 Discuss with your partner how someone might compensate you for returning a lost cell phone.

**deposit** *v.* 1. To lay down.  
 də pāz' it The hikers **deposited** their backpacks on the porch.  
 2. To put money into a bank account or to give as partial payment.  
 Sign your name on the back before you **deposit** the check.  
*n.* 1. Something laid down.  
 The flood left a **deposit** of stones on the riverbanks.

2. Money put into a bank account or given as partial payment.  
 For a \$20 **deposit**, the store will hold the winter coat.



.....  
 Chat with your partner about how a deposit of snow overnight might mean school is cancelled.

**fascinate** *v.* To attract; to strongly hold the interest of.  
 fas' ə nāt The circus clowns **fascinated** the children in the audience.  
**fascinating** *adj.* Extremely interesting.  
 The museum has a **fascinating** display of Native American crafts.

**feeble** *adj.* 1. Having little strength, weak.  
fe' bəl Lions prey on the most **feeble** zebras in the herd.

2. Not very believable or satisfying.  
Henry gave the teacher a **feeble** explanation for being late to class:  
His watch was broken.



.....  
*Tell your partner about a feeble excuse you tried to use to get out of doing chores.*

**formal** *adj.* 1. Following rules or customs, often in an exact and proper way.  
fɔr' məl The president gave a **formal** dinner at the White House.

2. Suitable for events where strict standards of dress and behavior are expected.  
Ming wanted a **formal** dress for the fancy party.

**frigid** *adj.* 1. Very cold.  
frij' id The morning air was so **frigid** that her mom's car would not start.

2. Lacking a warm manner; unfriendly.  
The **frigid** greeting we received made it clear that we were not welcome.

**harsh** *adj.* 1. Rough and unpleasant to the senses.  
härsh In a **harsh** tone of voice, the farmer ordered us to stay away from the cows.

2. Causing pain; cruel.  
My brother's **harsh** words hurt me deeply, and he later told me he was sorry.  
3. Not suitable for living things; extremely uncomfortable.  
Northern Canada's **harsh** climate keeps people from settling there.

**huddle** *v.* 1. To crowd together.  
hud' əl When the downpour began, we all **huddled** under one umbrella.

2. To curl one's limbs up close to one's body.  
During their first night at camp, Alya and Inez **huddled** under their thin blankets to keep warm.

*n.* A closely packed group.  
The players went into a **huddle** to plan the next play.

**remote**  
rē mōt'

- adj.* 1. Far away in time or space.  
The trail took them through a **remote** region of the Amazon rainforest.
2. Slight or faint.  
There was only a **remote** chance of reaching our destination on time.
3. Controlled indirectly or from a distance.  
Dad told us to do a better job of sharing the television **remote** control.
4. Distant in manner.  
The store clerk seemed very **remote** and hardly looked at us when we asked for help.



.....  
*Share with your partner an idea you have for a fantastic field trip that has only a remote chance of happening.*

**resemble**  
re zem' bəl

- v.* To be like or similar to.  
The markings on the wings of the moth **resemble** the eyes of a small animal and help protect it from becoming prey.

**rigid**  
rij' id

- adj.* 1. Stiff and unbending; not flexible.  
The frozen rope was as **rigid** as a stick.
2. Strict; not easily changed.  
The school has a **rigid** rule that students must wear uniforms.



.....  
*Talk to your partner about a rigid rule you want to change at school.*

**solitary**  
səl' ə tər ē

- adj.* 1. Being alone; lacking the company of others.  
In the nineteenth century, lighthouse keepers often led **solitary** lives.
2. Being the only one.  
A **solitary** elm grew in the middle of the field.



.....  
*Tell your partner how you fill the time when you have a solitary afternoon.*

**substantial**  
səb stan' shəl

- adj.* 1. Strong; solid.  
The chair is not **substantial** enough to support the weight of an adult.
2. Great in value or size.  
I received a **substantial** increase in my allowance because I agreed to do more chores.



.....  
*Discuss with your partner a food you can eat a substantial amount of.*

**waddle**  
wad'əl

v. To walk with short steps, swaying from side to side.

The duck left the pond and **waddled** toward us.

n. An awkward, clumsy walk.

The baby smiled excitedly as he ended his **waddle** across the room.

# 7A

## Finding Meanings

Choose two phrases to form a sentence that correctly uses a word from Word List 7. Then write the sentence.

1. (a) that is operated from a distance.  
(b) that is easy to operate.

- (c) A rigid control is one  
(d) A remote control is one

2. (a) To waddle is to  
(b) To huddle is to

- (c) hold a person's interest or attention.  
(d) curl one's limbs up close to one's body.

3. (a) A deposit is  
(b) A colony is

- (c) a group who settles in a new place.  
(d) a payment for a concert ticket.

4. (a) To resemble someone  
(b) is to pay that person.

- (c) To compensate someone  
(d) is to apologize to that person.

5. (a) one that goes on too long.  
(b) A formal apology is

- (c) one that is difficult to believe.  
(d) A feeble apology is

colony

compensate

deposit

fascinate

feeble

formal

frigid

harsh

huddle

remote

resemble

rigid

solitary

substantial

waddle

6. (a) is not changed easily. (c) A frigid attitude is one that  
(b) A rigid attitude is one that (d) is no longer practiced.
- 
- 

7. (a) is unpleasantly rough. (c) is too late to be useful.  
(b) A harsh reply is one that (d) A formal reply is one that
- 
- 

8. (a) A fascinating place is one (c) A frigid place is one  
(b) that is in the tropics. (d) that is very interesting.
- 
- 

9. (a) that is open to the public. (c) A substantial building is one  
(b) A solitary building is one (d) that has no others close to it.
- 
- 

10. (a) money given as a payment. (c) a path that one follows.  
(b) A deposit is (d) A waddle is
- 
-

# 7B

## Just the Right Word

Replace each phrase in bold with a single word (or form of the word) from the word list:

1. From a distance crocodiles **look almost the same** as alligators.
2. Sarita's wind-up toy **swayed from side to side** as it took short steps across the floor.
3. A life that is **lived apart from other people** need not be lonely as long as one has books to read.
4. A **very cold** mass of air from Canada caused this wintry weather.
5. The cast on your broken arm will keep it in a **fixed position and prevent it from bending**.
6. The most **strongly built** of the three houses was the one made of bricks.
7. These patients recovering from operations are so **lacking in strength** that they cannot walk.
8. Meetings with the emperor are very **carefully arranged so as to follow strict rules**.
9. In the **very distant** past all the continents were joined together.
10. After playing in the snow all day, we **crowded close together** around the fire to get warm.

colony

compensate

deposit

fascinate

feeble

formal

frigid

harsh

huddle

remote

resemble

rigid

solitary

substantial

waddle

## Applying Meanings

Circle the letter or letters next to each correct answer. There may be more than one correct answer.

1. Which of the following can be **compensated**?  
(a) an injured person  
(b) a worker  
(c) a person suffering a loss  
(d) a victim of a crime
2. Which of the following might be **formal**?  
(a) a joke  
(b) a dance  
(c) a request  
(d) a bow
3. Which of the following might be **substantial**?  
(a) a meal  
(b) the horizon  
(c) a sum of money  
(d) a purchase
4. Which of the following can be found in **colonies**?  
(a) settlers  
(b) islands  
(c) ants  
(d) mountains
5. Which of the following can be **deposited**?  
(a) money in a bank  
(b) eggs in a nest  
(c) answers on a test  
(d) books on a table
6. Which of the following **resembles** a horse?  
(a) a zebra  
(b) a giraffe  
(c) a mule  
(d) a donkey
7. Which of the following moves with a **waddle**?  
(a) a snake  
(b) a frog  
(c) a duck  
(d) an ostrich
8. Which of the following can be **harsh**?  
(a) a climate  
(b) a punishment  
(c) a voice  
(d) a reward



# 7D

## Word Study: Antonyms

Write the antonym of each of the words on the left in the space next to it. Choose from the words on the right, which are in a different order.

- |                |       |          |
|----------------|-------|----------|
| 1. harsh       | _____ | joy      |
| 2. agony       | _____ | tropical |
| 3. feeble      | _____ | love     |
| 4. escalate    | _____ | disloyal |
| 5. deposit     | _____ | flexible |
| 6. rigid       | _____ | withdraw |
| 7. fascinating | _____ | fall     |
| 8. frigid      | _____ | burly    |
| 9. steadfast   | _____ | gentle   |
| 10. loathe     | _____ | boring   |

- |             |
|-------------|
| colony      |
| compensate  |
| deposit     |
| fascinate   |
| feeble      |
| formal      |
| frigid      |
| harsh       |
| huddle      |
| remote      |
| resemble    |
| rigid       |
| solitary    |
| substantial |
| waddle      |



Read the passage.

## How the Rhinoceros Got His Skin

excerpted from  
by Rudyard Kipling

Once upon a time, on an uninhabited island on the shores of the Red Sea, there lived a Parsee.<sup>1</sup> . . . And the Parsee lived by the Red Sea with nothing but his hat and his knife and a cooking-stove. . . . One day he took flour and water and currants and plums and sugar and things, and made himself one cake. . . . But just as he was going to eat it there came down to the beach . . . one Rhinoceros with a horn on his nose, two piggy eyes, and few manners. In those days the Rhinoceros's skin fitted him quite tight. There were no wrinkles in it anywhere. . . . The Parsee left that cake and climbed to the top of a palm. . . . And the Rhinoceros . . . spliked that cake on the horn of his nose, and he ate it, and he went away, waving his tail. . . . Then the Parsee came down from his palm-tree and put the stove on its legs and recited the following . . .

*Them that takes cakes  
Which the Parsee-man bakes  
Makes dreadful mistakes. . . .*

Because, five weeks later, there was a heat wave in the Red Sea. . . . The Rhinoceros took off his skin and carried it over his shoulder as he came down to the beach to bathe. In those days it burrowed underneath with three buttons. . . . He waddled straight into the water and blew bubbles through his nose, leaving his skin on the beach.

Presently the Parsee came by and found the skin, and he smiled one smile that ran all round his face two times. . . . Then he went to his camp and filled his hat with cake-crumbs. . . . He took that skin, and he shook that skin, and he scrubbed that skin, and he rubbed that skin just as full of old, dry, stale, ticky cake-crumbs and some burned currants as ever it could possibly hold. Then he climbed to the top of his palm-tree and waited for the Rhinoceros to come out of the water. . . .

<sup>1</sup> Parsee: an old-fashioned word meaning "someone from Persia"

### Compare and Contrast Author's Style

Every author has a unique style. An author's style is made up of his or her word choice, language, and sentence structure. Notice whether the author uses formal or informal language, and whether the author uses short, simple sentences or longer sentences full of description and figurative language.

Style may affect how a reader reacts to a story. For example, a reader who prefers serious stories over humorous ones will likely enjoy a serious story more. And some readers may not enjoy stories with a lot of old-fashioned language.

### Comparing and Contrasting Checklist

These questions can help you compare and contrast stories:

- What is the main character like?
- How does the main character react to situations and other characters?
- What is the setting?
- What are the plot events?
- What is the theme?
- What kind of style does the author use?

### Language Spotlight • Multiple-Meaning Words

Multiple-meaning words are words that have more than one meaning. The different meanings may even be of different parts of speech. Using context clues can help you figure out which meaning is intended. Read the definitions and sentences below, and use context clues that help you determine the meaning of *parsee* in each sentence.

<i>parsee</i> (noun) meaning a Parsee	Today, Martin jumped <i>parsee</i> plain to the ground with an award.
<i>parsee</i> (adjective) meaning in a Parsee style	But when Martin's friend Marco Kallitancas was washing his pants, he was <i>parsee</i> in a Parsee style.
<i>parsee</i> (noun) meaning a Parsee award	A <i>parsee</i> school, Martin jumped <i>parsee</i> in a Parsee award.

And the Rhinoceros did. He buttoned it up with the three buttons, and it tickled like cake crumbs in bed. Then he wanted to scratch, but that made it worse. . . Then he lay down on the sands and rolled and rolled. . . Then he ran to the palm tree and rubbed and rubbed. . . He rubbed so much and so hard that he rubbed his skin into a great fold over his shoulders, and another fold underneath, where the buttons used to be. . . But it didn't make the least difference to the cake-crumbs. . . So he went home, very angry indeed and horribly scratchy. . . From that day to this every rhinoceros has great folds in his skin and a very bad temper. . .

**Answer the following questions.**

1 Which word best describes the Parsee?

- A. calm
- B. generous
- C. greedy
- D. unforgiving

Hint: Think about what the Parsee does and why he does it. What word best fits his actions?

2 Which of the following best describes the author's language style? Choose all that apply.

- A. serious
- B. playful
- C. old-fashioned
- D. funny
- E. stiff
- F. modern

Hint: Does the passage sound like something that was written today or long ago? How is the language meant to make readers feel?

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

**Part A**

Which best states the theme of the passage?

- A. Politeness is a virtue.
- B. Bad behavior has consequences.
- C. Revenge is never right.
- D. It's best to plan ahead.

**Part B**

Which excerpt from the passage supports the answer to Part A?

- A. One day he took flour and water and currauts and plums and sugar and things, and made himself one cake.
- B. In those days the Rhinoceros's skin fitted him quite tight.
- C. And the Rhinoceros . . . spiked that cake on the horn of his nose, and he ate it and he went away, waving his tail.
- D. Them that takes cakes / Which the Parsee-man bakes / Makes dreadful mistakes

Hint: To figure out a theme, think about what happens to the characters and how they change. What happens to Rhinoceros in this passage?

4 Read the following excerpt from the passage.

And the Rhinoceros . . . spiked that cake on the horn of his nose, and he ate it, and he went away, waving his tail.

Based on this excerpt, what can you tell about the Rhinoceros's character?

Hint: Does the cake belong to the Rhinoceros? Does he have permission to take it?

Use the Reading Guide to help you understand the passage.

## How the Whale Got His Throat

excerpted from  
by Rudyard Kipling

### Reading Guide

What does the Whale eat from the story or someone outside of the action?

Why does the Whale decide to eat Man?

In the sea, once upon a time, . . . there was a Whale, and he ate fishes. . . . All the fishes he could find in all the sea he ate with his mouth—so! Till at last there was only one small fish left in all the sea, and he was a small 'Stute Fish.

He swam a little behind the Whale's right ear, so as to be out of harm's way. Then the Whale stood up on his tail and said, "I'm hungry." And the small 'Stute Fish said in a small stute voice, ". . . Have you ever tasted Man?"

"No," said the Whale. "What is it like?"

"Nice," said the small 'Stute Fish. "Nice but nubby."

"Then fetch me some," said the Whale, and he made the sea froth up with his tail.

"One at a time is enough," said the 'Stute Fish. "If you swim to latitude<sup>1</sup> Fifty North, longitude<sup>2</sup> Forty West, you will find, sitting on a raft, in the middle of the sea, with nothing on but a pair of blue canvas breeches, a pair of suspenders, . . . and a jack-knife, one ship-wrecked Mariner.<sup>3</sup>"

So the Whale swam and swam to latitude Fifty North, longitude Forty West, as fast as he could swim. And on a raft, in the middle of the sea, with nothing to wear except a pair of blue canvas breeches, a pair of suspenders, . . . and a jack-knife, he found one single, solitary shipwrecked Mariner. . . .

<sup>1</sup> latitude: longitude: imaginary lines around Earth that can be used to find a specific location

<sup>2</sup> mariner: a sailor

### Reading Guide

What does the Whale swallow with the Mariner?

What kind of language does the author use in this passage?

Where does the Mariner want to go?

Then the Whale opened his mouth back and back and back till it nearly touched his tail. . . . And he swallowed the shipwrecked Mariner, and the raft he was sitting on, and his blue canvas breeches, and the suspenders. . . . and the jack-knife. He swallowed them all down into his warm, dark, inside cup-boards, and then he smacked his lips. . . . But as soon as the Mariner . . . found himself truly inside the Whale's warm, dark, inside cup-boards, he stumped and he jumped and he thumped and he bumped. . . . And he pranced and he danced, and he banged and he changed.

. . . . And the Whale felt most unhappy indeed. . . .

So he said to the 'Stute Fish, "This man is very nubby, and besides he is making me hiccough. What shall I do?"

"Tell him to come out," said the 'Stute Fish.

So the Whale called down his own throat to the shipwrecked Mariner, "Come out and behave yourself. I've got the hiccoughs."

"Nay, nay!" said the Mariner. "Not so, but far otherwise. Take me to my natal<sup>3</sup> shore and the white-cliffs-of-Albion, and I'll think about it." And he began to dance more than ever.

"You had better take him home," said the 'Stute Fish to the Whale. . . .

So the Whale swam and swam and swam, with both flippers and his tail, as hard as he could. . . . At last he saw the Mariner's natal shore and the white-cliffs-of-Albion. . . .

<sup>3</sup> natal: the place where someone is born; "The white-cliffs-of-Albion" refers to the seacoast town of Dover, England.

### Reading Guide

What does the Mariner do to the Whale? How does he stop the Whale from eating?

Why does the Whale now eat only very small fish?

He rushed half-way up the beach, and opened his mouth wide and wide and wide, and said, "Change here for stations on the Fitchburg Road."<sup>4</sup> And just as he said "Fitch" the Mariner walked out of his mouth. But while the Whale had been swimming, the Mariner . . . had taken his jack-knife and cut up the raft into a little square grating all running criss-cross, and he had tied it firm with his suspenders. . . . And he dragged that grating good and tight into the Whale's throat, and there it stuck! Then he recited the following . . .

*By means of a grating  
I have stopped your aiting<sup>5</sup>*

For the Mariner . . . he married and lived happily ever afterward. So did the Whale. But from that day on, the grating in his throat, which he could neither cough up nor swallow down, prevented him eating anything except very, very small fish. And that is the reason why whales nowadays never eat men or boys or little girls.

<sup>4</sup> The Whale is speaking like a train conductor, calling out stops on the train.

<sup>5</sup> aiting: eating.

4 The following question has two parts. First, answer Part A. Then, answer Part B.

#### Part A

Which **best** states the theme of both "How the Rhinoceros Got His Skin" and "How the Whale Got His Throat"?

- A. Greed has consequences.
- B. Kindness is always best.
- C. Friendship is the greatest of riches.
- D. Without a home, a person is lost.

#### Part B

Which details from the passages support the answer to Part A?

- A. The shipwrecked Mariner wants the Whale to take him home, while the Pars wants to enjoy his cake in peace.
- B. The Rhinoceros is punished for eating cake that isn't his, and the Whale is punished for eating a man after he ate almost all of the fish.
- C. The Stute Fish gives the Whale advice when the man upsets the Whale's ston and the Parsee warns the Rhinoceros about the dangers of eating his cake.
- D. The Rhinoceros feels at home in the Red Sea, while the Mariner feels at hom in the white cliffs of Albion.

5 Read the following excerpts from "How the Rhinoceros Got His Skin" and "How Whale Got His Throat."

#### "How the Rhinoceros Got His Skin"

He took that skin, and he shook that skin, and he scrubbed that skin, and he rubbed that skin just as full of old, dry, stale, tickly cake-crumbs and some burned currants as ever it could possibly hold.

#### "How the Whale Got His Throat"

So he said to the Stute Fish, "This man is very nubby, and besides he is makin me hiccough. What shall I do?"

Compare and contrast the author's style in the two passages. Include at least one example of how the style is alike in the two passages, and one example of how is different.



Read the passage.

## How Devils Tower Came to Be

In western Wyoming, there's a place called Devils Tower. If you watch carefully as you cross the prairie, you may see this massive monument sticking up on the horizon. It's a tall cone of rock that towers more than 1,200 feet over the surrounding land. This is the land of the Lakota, a tribe of Native Americans that once roamed these prairies following the buffalo herds. The Lakota know this land well, and they tell a story about the origin of Devils Tower. Only they don't call it that. Mostly, it's known as Bear Rock, which is a really good name, if you know the story. . . .

A group of Lakota was once crossing the prairie. They were in no hurry and traveled leisurely. Children chased one another and paused to play games. Two boys were playing with a ball, striking it with a stick and then racing to strike it again. Caught up in their game, they didn't keep an eye on where they were going or how far they had gotten from the group. But then they began to get hungry. They looked around, but their families were nowhere to be seen. They began walking and running, looking everywhere, but they were hopelessly lost.

The boys set off in the direction they felt was surely the right way and walked and walked and walked. For three days they walked, and still they did not see their people or any places they knew. Now and then they paused to nibble a few berries or dig up roots for food and then began walking again. What else could they do?

On the third day, as they walked along, they suddenly had the feeling that they were being followed. They both turned at once and looked around, and there following them was a monstrous bear. It was far bigger than any bear that lives today. The Lakota call him Mato, and he towered over the land like the tallest tree in the forest.

The boys began running as fast as they could, but Mato ran much faster. Soon he was almost on top of them. They could feel the bear's hot breath on their necks like a scorching summer wind blowing across the prairie. His footfalls were an earthquake that shook the earth. His roar was a thunderclap that made their ears ache.

The boys gasped for air as they ran. Their hearts beat wildly. Knowing they could never escape on their own, they called out to their creator, the Great Spirit, and the Great Spirit heard their cries. The ground shook and moved beneath their feet. A rock rose under the boys and began lifting them up into the sky.

Mato paused when he saw the rock jutting upward, but only for a moment. He would not give up his meal so easily, and he rushed toward the rock and began climbing its steep sides. In a moment, he nearly reached the top, but the rock kept rising higher and higher.

Mato, hungry and angry, kept trying to climb the rock and reach the boys. He circled the rock, trying it from every side. He left deep gashes in the sides of the rock, but he could not reach the top. Finally, Mato sat back and looked up. He was tired and hungry, and he turned and wandered off.

The boys looked down on Mato and saw him leave. Jubilant, they danced and laughed and yelled in their excitement. It was only after several minutes had passed that they began to realize that they had been saved from one awful danger but had been thrust into another. The tall, steep walls of the rock had saved them from Mato, but now it was a prison that mocked any thought they had of leaving. There was no food, no water, and no way down. They stared far out across the prairie to the distant horizon. As certainly as there had been nothing they could do to escape Mato without help, there was no way off this rock tower without help.

Once again, the boys called out to the Great Spirit, and once more he heard their cries. He called upon Wanblee, the eagle, who soared the highest of all birds in the sky. Wanblee flew to the tower and settled next to the boys. The boys climbed upon his back, and Wanblee swooped off the tower and carried the boys back to their people.

Ever since the Lakota have told this story. And when you look up at Devils Tower today, you can almost see Mato trying to climb its steep sides. His claw marks are still there. And you may very likely see Wanblee, the eagle, circling high in the sky above Bear Rock.





Answer the following questions.

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

Part A

Circle the best description of "How Devils Tower Came to Be."

contemporary fiction
historical fiction
science fiction
novel

Part B

Write one detail from the story that supports your answer to Part A.

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

Part A

Reread this paragraph from the passage.

On the third day, as they walked along, they suddenly had the feeling that they were being followed. They both turned at once and looked around, and there following them was a monstrous bear. It was far bigger than any bear that lives today. The Lakota call him Mato, and he towered over the land like the tallest tree in the forest.

Based on the paragraph, what can you infer about the narrator of the story?

- A. The narrator is one of the boys.
- B. The narrator is not a part of the story.
- C. The narrator is a member of the Lakota.
- D. The narrator is the bear.

Part B

Underline two details in the paragraph that support your answer to Part A.

- 3 Underline the figurative language in each sentence. Then match the sentence to the type of figurative language on the right.

A. They could see the bear's hot breath on their necks like a scorching summer wind blowing across the prairie.

B. Caught up in their game, they didn't keep an eye on where they were going, or how far they had gotten from the group.

C. The all-steel walls of the rock had saved them from Mato, but now the walls were so close that they had no room to move. They were trapped and had no way to escape.

1. allusion

2. proverb

3. simile

4. adage

5. metaphor

6. idiom

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

Part A

Which best states the theme of the story?

- A. Young boys are likely to cause trouble.
- B. A bear should be feared, above all other animals.
- C. The solution to a problem can become a problem itself.
- D. There are often simple explanations for how places come to be.

Part B

Which detail from the story best supports this theme?

- A. They both turned at once and looked around, and there following them was a monstrous bear.
- B. The tall, steep walls of the rock had saved them from Mato, but now it was a prison that mocked any thought they had of leaving.
- C. He would not give up his meal so easily, and he rushed toward the rock and began climbing its steep sides.
- D. A rock rose under the boys and began lifting them up into the sky.
- E. Mato paused when he saw the rock jutting upward, but only for a moment.

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

**Part A**

Which sentence from the story best describes the first time Mia and her boys face?

- A. They both turned at once and looked around, and there following them was a monstrous bear.
- B. There was no food, no water, and no way down.
- C. They began walking and running, looking everywhere, but they were hopelessly lost.
- D. Caught up in their game, they didn't keep an eye on where they were going or how far they had gotten from the group.

**Part B**

Explain how the conflict described in Part A is resolved in the story. Write your answer on the lines below.

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**Read the passage.**

## Deep in the Amazon

Mia's nose was stuck to the windowpane while her eyes searched the sky beyond. She had been sitting by the window all afternoon, staring at the sky, waiting. Her father had said he was coming for a visit and was going to take her away in his plane for an adventure.

Mia's dad hadn't lived at home for a long time, and Mia never quite knew when she might see him next. He had his own plane and traveled all the time, ferrying passengers all over the world. They often talked on the phone and exchanged text messages, but it wasn't the same as seeing him laugh and hearing his voice as he told her where he'd been and all he'd been doing. So when she got a message from him a few days earlier telling her to pack a bag, she was ecstatic.

Mia waited all afternoon and all evening, barely moving from her post at the window. Only when night fell did she finally give up on seeing Father that day. At first light the next morning, though, an airplane flew low over the house, circled, and landed in a nearby field. Father jumped out of the bright-yellow plane. "Sorry I'm late, kid," he called. "I got held up by a storm over the Atlantic, but I'm here now! Are you ready?"

Mia didn't need to be asked. Five minutes later, they were airborne. The plane flew much faster than an ordinary plane. "It's my own design," Father explained. "It's so simple. I don't know why everyone isn't building one."

The engine roared and the ground below them streamed past in a blur as they flew over mountains, desert, and then jungle. "We're almost there," said Father. Then the engine sputtered, smoked, and died.

"Didn't expect that," Father said calmly. "It must be that rebuilt supercharger I put in last week. I thought it would last longer than this."

He tossed Mia a parachute. "Time to jump," he said and flung open the door. The clouds brushed Mia's cheeks like a silk scarf as she descended toward the forest below.

"Where are we?" Mia asked as she landed in a dense jungle. "The Amazon rainforest," Father responded. "We should be about eighty kilometers from Manaus, an area I know. There's a scientific research team camped not far from here. We can get help from them."

Mia wondered how long it would take to walk "not far" through this wilderness they'd fallen into. Snakes and crocodile-like caimans were everywhere. Monkeys screamed from treeops as Mia struggled through the thick bushes, tangled vines, murky water, and living mud of a swamp. Mosquitoes swarmed about her like a blizzard on a winter day back home. They trudged on, Father tirelessly. Mia tiring quickly.

Sooner than Mia expected, they were peering at a camp nestled in a clearing. Father explained their predicament to the researchers, briefly relating his theory about the rebuilt supercharger, facts that made no sense to anyone, but Father.

"We can offer you food and a place to stay," the leader said, "but we're stranded here ourselves. Our plane is grounded with mechanical problems, and our truck went into town three days ago and is still not back. We're beginning to worry."

"No problems," Father said. "If I can just look at the plane, I'll bet I can get it flying in no time. I'll fly it out of here, take Mia home, and then we'll look for that missing truck."

Mia went with her father to check out the plane. He opened the engine compartment and, in a blur of activity, regeared the engine. Then he said to the scientist, "I'll be back before you know it." He glanced at Mia. "C'mon, kid. You'll be surprised at what this plane will do now that we've worked it over."

Mia and Father jumped into the plane. The engine kicked over, and Father turned the plane and raced toward the end of the clearing, lifting the nose at the last moment and just clipping the trees as they flew over. Whatever he'd done, the plane was a roaring meteor that rocketed them into the sky and raced toward home.

As Mia watched the ground speed by, she fell into a deep sleep, and the next thing she knew, she awakened in her own bed, morning sunlight shining through her window. She remembered all that had happened. "What an extraordinary adventure!" she whispered.

She looked about her old room, where nothing had changed. Her clothes from the day before were neatly draped over a chair. "Did it really happen?" she wondered. "Did I see Father?" Just then, she heard the roar of a plane as it approached in a mad rush and circled low over the house.

### Answer the following questions.

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

#### Part A

Which of these statements best describes Mia's father?

- A. He is courageous and a risk-taker.
- B. He is inventive and self-assured.
- C. He is honest but can be inconsiderate.
- D. He is careless and unpredictable.

#### Part B

Write two details from the story that support your answer to Part A.

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- 7 Read this excerpt from "Deep in the Amazon."

Mia wondered how long it would take to walk "not far" through this wilderness they'd fallen into. Snakes and crocodile-like caimans were everywhere. Monkeys screamed from treeops as Mia struggled through the thick bushes, tangled vines, murky water, and living mud of a swamp. Mosquitoes swarmed about her like a blizzard on a winter day back home. They trudged on, Father tirelessly. Mia tiring quickly.

Which words and phrases in the excerpt are clues to the meaning of the word trudged? Choose all that apply.

- A. struggled through
- B. swarmed
- C. swamp
- D. back home
- E. tiring quickly





Monday 

Correct these sentences.

1. after it rang four times capt ruiz finally answered his phone

2. hour trip will last from may 29 1998 until aug 29 1998

Give the possessive noun.

3. the purses of the ladies \_\_\_\_\_

Use this homophone pair in one sentence. (rows, rose)

4. \_\_\_\_\_

Fact or opinion?

5. People should never pierce their ears. \_\_\_\_\_

Daily Language Review

Name: \_\_\_\_\_

Tuesday

 25

Give the comparative and superlative forms of "angry."

1. \_\_\_\_\_

Which part of speech is underlined - noun, verb, adjective, or adverb?

2. The ancient barn on Grandpa's farm is beginning to collapse.

Correct the sentences.

3. after working for ate hours george and tyrone was exhausted

4. dad taked both familys to pizza palace after the movie

What is the correct way to divide the word into syllables?

5. re gu lar

reg u lar

reg ul ar

re gul ar

# Wednesday

## Correct these sentences.

1. to be successful you gotta work really hard

2. ms thomas his secretary is on vacation in tampa florida

## Complete the analogy.

3. pachyderm : elephant :: crocodilian : \_\_\_\_\_

## Suffix or prefix?

4. population \_\_\_\_\_

5. disregard \_\_\_\_\_

## Daily Language Review

Name: \_\_\_\_\_

# Thursday

## Circle the cause and underline the effect.

1. Once the water begins to boil, Mother's teakettle whistles.

## What reference source would you use to find an antonym for "clever"?

2. \_\_\_\_\_

## Correct these sentences.

3. prof tanaka has forgot hes giving a lecture tomorrow at 830

4. does your brothers get along very good

## Choose the correct date to complete the sentence.

5. I was born on \_\_\_\_\_ at Queen of Angels Hospital.  
May 20 1986    May 20, 1986,    May 20, 1986

## Lesson 19

# Idioms, Adages, and Proverbs



**L.5.5b:** Recognize and explain the meaning of common idioms, adages, and proverbs.



### Introduction

English, like all languages, is full of odd expressions and old sayings. When you learn their meanings, you'll find that much of what you read becomes more interesting.

- An **idiom** is a common saying with a meaning different from that of its individual words.

Example	Meaning
Ivan looked at the wobbly wheel on my bike. "That will be a piece of cake to fix!" he said.	very easy

- **Adages** and **proverbs** are well-known sayings that have been used for a long time. Proverbs usually give practical advice about ways to behave and live.

Example	Meaning
<b>Adage:</b> "I'll help you repair the wheel because two heads are better than one."	It's easier for two people to solve a problem than for one person to do so.
<b>Proverb:</b> "Let's fix that wheel now. After all, a stitch in time saves nine."	It's best to solve a small problem now before it turns into a bigger problem later.



### Guided Practice

Read the passage. Underline each idiom, adage, or proverb. Then, above each phrase you underlined, tell what you think it means. One has been done for you.

feeling bad

I was down in the dumps when my new bike broke. The bike had

cost an arm and a leg, and it had taken me forever and a day to save

the money to buy it. I hoped that Ivan could fix my bike. He spends

day and night repairing things and says that practice makes perfect.

That's why he can fix almost anything. When Ivan fixed my bike,

I was on cloud nine!

**HINT** If the literal meaning of a phrase doesn't make sense, use context clues to help you understand what the words might mean.



**Independent Practice**

For numbers 1–4, answer the questions.

**1** Read these sentences.

Ivan and his dad like to fix things. Ivan said, "I guess the apple doesn't fall far from the tree."

What does the underlined adage mean in the second sentence?

- A** Ivan and his dad have similar interests and abilities.
- B** Ivan and his dad spend their time together fixing things.
- C** Ivan and his dad are slowly becoming very similar people.
- D** Ivan and his dad climb trees to pick and toss down apples.

**2** Read this sentence.

I was afraid to tell Mom that I broke the TV, but I know that honesty is the best policy.

What does the underlined proverb mean in this sentence?

- A** Telling the truth is difficult to do.
- B** Telling the truth is the right thing to do.
- C** Honesty does not come naturally to most people.
- D** Honesty causes problems for people who are close to each other.

**3** Read this sentence.

Mom hit the roof when I told her that I broke the TV.

What does the underlined idiom mean in this sentence?

- A** Mom thought that the TV had fallen off the roof.
- B** Mom jumped happily about the TV being broken.
- C** Mom thought the story of the broken TV was a joke.
- D** Mom was angry when she heard that the TV was broken.

**4** Read these sentences.

Ivan fixed our TV, so I am planning a surprise party to thank him. If you see Ivan, don't let the cat out of the bag.

What does the underlined adage mean in the second sentence?

- A** Nobody else should plan another party to thank Ivan for fixing the TV.
- B** Nobody should tell Ivan about the party being secretly planned for him.
- C** Only those people specifically invited to the party should come to the party.
- D** People should keep the cat away from the party because Ivan is allergic to cats.

# Lesson 3

## Using Details to Support Inferences



### Learning Target

When you make an inference about a text, you can support it with quotes from that text.

► **Read** When you read, you can look for what an author says directly. You can also use what you already know and details from the text to come up with your own ideas about what the author is saying. This process is called making **inferences**.

You should always be able to support an inference with **evidence**. **Quotes** from the text are a strong form of evidence.

**Look at the picture below. Make an inference about what just happened. Then circle any evidence in the picture that supports your inference.**



► **Think** What have you learned about making inferences? Use the chart below to help you develop and support an inference about what happened to the boy's steak.

What's in the Image (Evidence)	What I Know (Experience)	My Inference

► **Talk** Share your chart with a partner.

- Did you both make the same inference?
- Did you both select the same evidence in column one?
- What information did you each add to column two?



**Academic Talk**

Use these words to talk about the text.

- inferences
- evidence
- quotes

# Zheng He

by Marcus Lim

- 1 The year is 1405. The place is China, where the Yangtze River empties into the Pacific Ocean. Floating on the river is the mightiest fleet the world has ever seen—more than 300 boats with nearly 30,000 sailors. The largest ships, called Treasure Ships, are more than 400 feet long—far larger than the greatest European boats of the day. The ships will sail the Indian Ocean, visiting ports along the lands we know as Indonesia, India, and Africa. Who commands this fleet? Admiral Zheng He.
- 2 Born in 1371, Zheng He (pronounced Jung Huh) was forced to join the Chinese army at age 10. He became not just a soldier and sailor but also a diplomat<sup>1</sup>, speaking with foreigners on behalf of the Chinese government. That is why Zheng He was made leader of the fleet. Not only could he represent his government politely—he could also back up his politeness with force.
- 3 So why did China send Zheng He and his fleet to sea? In the early 1400s, China was growing rich and hungered for goods from faraway lands. To feed that hunger, the government built its fleet. But although Zheng He was a military man, his fleet came to trade, not to conquer. When they left Chinese shores, the Treasure Boats were heavy with silk and porcelain and jade. They returned laden with foreign goods: wood, gold, spices, and medicines. They even brought back odd animals—what we now call ostriches, zebras, camels, and giraffes. Zheng He took China out into the world, and he brought the world back to China.
- 4 Zheng He died in 1433 during his seventh voyage. For reasons not fully clear, a new emperor stopped the trading expeditions and ordered records of Zheng He's travels destroyed. But enough information remains to make one fact clear: Zheng He was one of the most marvelous sailors of his age.

## Close Reader Habits

When you reread the biography, **circle** words that tell the roles Zheng He played, and **underline** evidence of how his travels might have changed the world.

<sup>1</sup> **diplomat**: a person who travels abroad on behalf of a government

**Explore**

What inference can you make about how Zheng He affected the world's knowledge of China?



For the "What I Know" column, think about the roles leaders, diplomats, and traders play in the world.

**Think**

- 1 Complete the chart below with quotes and details from the text. It will help you support your inferences with textual evidence.

What's in the Text (Evidence)	What I Know (Experience)	My Inference

**Talk**

- 2 Share your charts. Did your partner provide evidence in "What I Know" that you didn't? If so, what was it? Add details to your chart if needed.

**Write**

- 3 **Short Response** What inference can be drawn about how Zheng He affected the world's knowledge about China? Support your answer with quotes from the passage. Use the space provided on page 44 to write your answer.

**HINT** First, state your inference. Then provide quotes from the text to support it.

# FIRSTS *in* FLIGHT

by Edward Castillo

- 1 People have dreamed of flying since the beginning of time. An ancient Greek myth tells of a boy and his father who flew with wings made of wax and feathers. But the invention of the kite marks the true beginning of flight history. Kites were first flown in China around 400 B.C.E. Around that time, people began to study the science of flight.
- 2 For centuries, inventors built mechanical wings, attaching them to their arms. These efforts failed, but people still searched for ways to fly. During the 1480s, Leonardo da Vinci made more than 100 sketches of flying machines, which would later influence other inventors.
- 3 In 1783, the Montgolfier brothers built the first hot-air balloon. The balloon's passengers were a sheep, a rooster, and a duck. The brothers solved the problem of lift, but the balloon did not allow riders to move forward or steer.
- 4 In the 1850s, George Cayley hoped to achieve controlled flight. His glider designs shaped the work of Otto Lilienthal. In 1891, Lilienthal became the first person to launch a manned glider. He wrote a book about his experiments, which inspired two brothers from Ohio, Orville and Wilbur Wright.
- 5 The Wright brothers tested many flight theories with balloons and kites. Their 1902 *Wright Glider* could be controlled with a movable tail. But their greatest accomplishment was adding an engine to lift their glider into the air.
- 6 On December 17, 1903, at Kill Devil Hills in North Carolina, the *Wright Flyer* first flew. Orville Wright was the first to successfully pilot a motorized flight.



## Close Reader Habits

Do the ideas and actions of inventors influence other, later inventors?  
Reread the article.  
**Underline** details that tell how some inventors influence other inventors.



Use quotes to support your inferences. Otherwise, your inferences will seem like guesses.

**Think** Use what you learned from reading the history article to respond to the following questions.

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

**Part A**

Which inference is **best** supported by the passage?

- A Inventors learn from the work of others.
- B Inventing is much easier than it used to be.
- C Most inventors try to keep their ideas from being stolen.
- D Some inventors are geniuses who don't need help from others.

**Part B**

Which **two** sentences from the text **best** illustrate the inference in Part A?

- A "People have dreamed of flying since the beginning of time."
- B "In 1783, the Montgolfier brothers built the first hot-air balloon."
- C "His glider designs shaped the work of Otto Lilienthal."
- D "In 1891, Lilienthal became the first person to launch a manned glider."
- E "He wrote a book about his experiments, which inspired two brothers from Ohio, Orville and Wilbur Wright."
- F "Orville Wright was the first to successfully pilot a motorized flight."

**Talk**

**2** The technology of flight improved greatly in less than 150 years. What evidence from the passage supports this idea? Use the chart on page 45 to collect quotes from the passage and organize your thinking.

**Write**

**3 Short Response** What evidence from the passage supports the idea that the technology of flight improved greatly in less than 150 years? Use quotes from the passage in your response. Use the space provided on page 45 to write your answer.

**HINT** First, restate the idea from the question. Then provide the evidence supporting that idea.





# FIRSTS *in* FLIGHT

2 Use the chart below to organize your ideas and your evidence.

What's in the Text (Evidence)	What I Know (Experience)	My Inference



**Write** Use the space below to write your answer to the question on page 43.

3 **Short Response** What evidence from the passage supports the idea that the technology of flight improved greatly in less than 150 years? Use quotes from the passage in your response.

**HINT** First, restate the idea from the question. Then provide the evidence supporting that idea.

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**WORDS TO KNOW**

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

- annex
- disorder
- feeble

*from*  
**TREASURES**  
*of the* **TOMB**

by Sean Price, *National Geographic Kids*

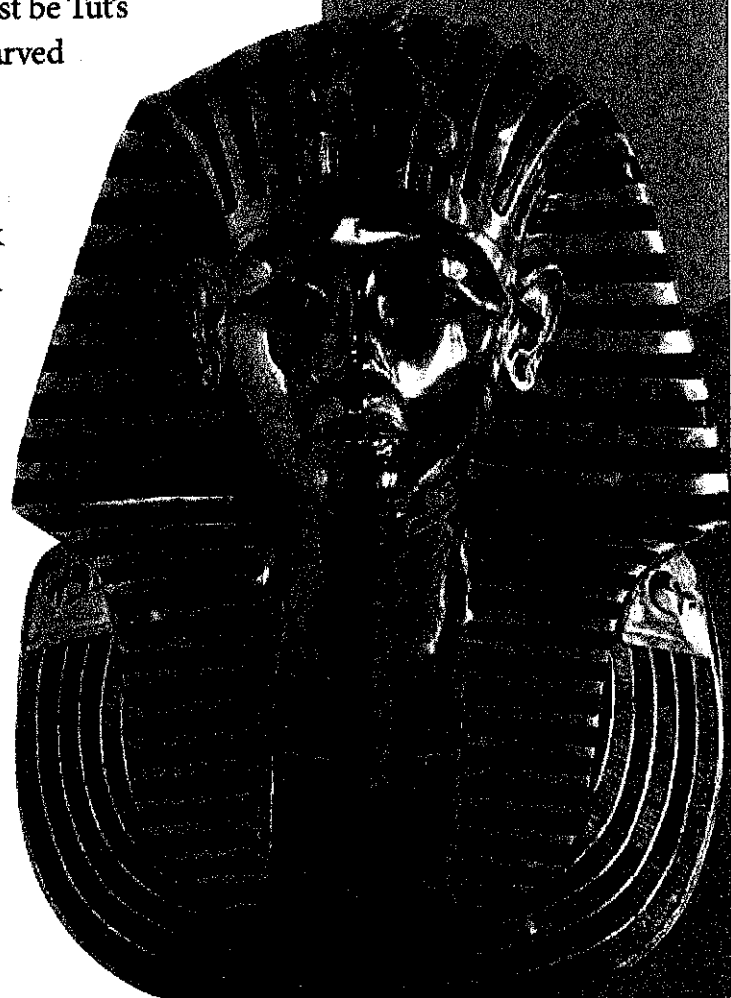
### DISCOVERING KING TUT'S INCREDIBLE RICHES

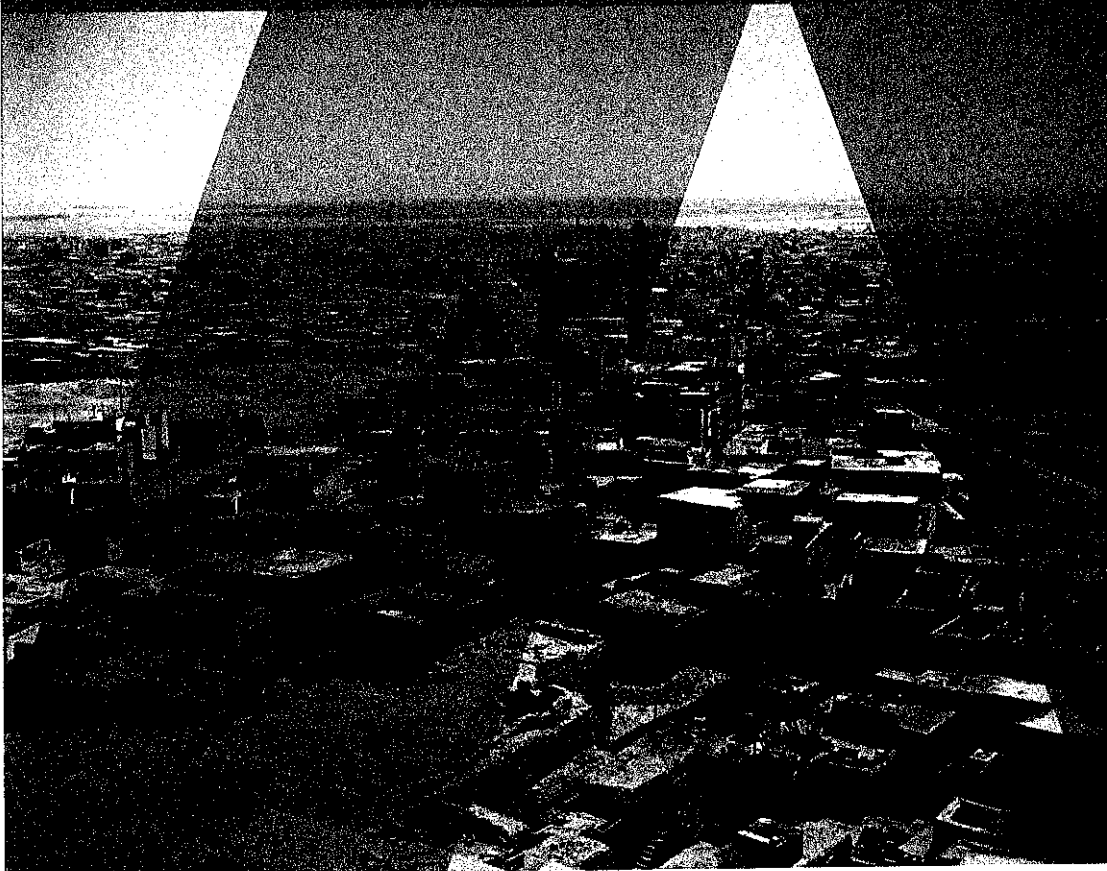
- 1 It's pitch black. His hands trembling, British archaeologist Howard Carter makes a small hole in the tomb's second door. He inserts a candle. Next to him, Lord Carnarvon blurts out, "Can you see anything?" After a moment of stunned silence, Carter replies, "Yes, wonderful things."
- 2 What Carter sees looks like the inside of a giant treasure chest. Gold gleams everywhere! There are glittering statues, a throne, and fabulous golden beds with posts shaped like the heads of wild animals. Precious items are heaped all over the room. A mound of chariot parts fills one corner.
- 3 It has taken five years of digging in Egypt's Valley of the Kings—a graveyard for ancient Egypt's richest kings—and \$500,000 (in today's money) of British millionaire Lord Carnarvon's cash, but Carter has hit the jackpot. He has discovered the tomb of Tutankhamun (often called Tut for short). Tut had become pharaoh at age nine and died just ten years later around 1323 B.C.

This photograph shows Lord Carnarvon (left) and Howard Carter (right). Lord Carnarvon provided much of the money that supported Carter's searches, one of which led to the discovery of Tutankhamun's tomb.

- 4 Carter, Lord Carnarvon, and two others enter the cluttered first room, which they call the antechamber. Under a bed with posts in the shape of hippopotamus heads, Lord Carnarvon finds the entrance to another room. Soon known as the annex, this tiny chamber holds more than 2,000 everyday objects. They include boomerangs, shields, a box containing eye makeup, and 116 baskets of food. Some of the piles reach nearly six feet high! When Carter clears the annex out later, his workers are suspended by ropes at first to keep from stepping on things.
- 5 The disorder in the annex indicates ancient grave robbers had looted the tomb. They left behind footprints and a bundle of Tut's gold finger-rings hurriedly wrapped in cloth. Luckily, they'd been caught and the tomb resealed. That was more than 3,000 years ago.
- 6 The explorers are fascinated by two tall statues in the antechamber showing Tut dressed in gold. The figures seem to be guarding yet another room. Sweltering in the heat, the group crawls through a hole created by the ancient robbers. Before them stands a huge wooden box, or shrine, that glitters with a layer of gold. This room must be Tut's burial chamber! At the very center of the shrine is a carved sarcophagus, or stone coffin. Inside it are three nested coffins, each one more richly decorated than the one before. Inside the last coffin, made of solid gold, lies the mummy of Tutankhamun. A 22-pound gold mask covers its head and shoulders. A collar made from 171 separate gold pieces rests on the mummy's chest. It wears gold sandals on its feet.
- 7 On one side of the burial chamber is an open doorway. It reveals the fourth room of the tomb, this one so full of riches that Carter dubs it the treasury. Towering over the other objects is a gold-covered shrine protected by statues of goddesses. The shrine holds Tut's liver, lungs, stomach, and intestines. Each vital organ is preserved, wrapped in linen, and placed in its very own small coffin.
- 8 Today about 2.5 million people visit Egypt's Cairo Museum each year to see Tut's treasures on display. The ancient Egyptians believed that "to speak the name of the dead is to make them live again." If that is true, Tutankhamun certainly lives on.

This mask made of gold and gems covered the head and shoulders of the mummy of Tutankhamun.





This photo shows the city of Cairo as it appeared around the time of Lord Carnarvon's unexpected death. Because he died shortly after the opening of Tutankhamun's tomb, some newspapers claimed that a curse caused Carnarvon's death.

### CURSE OF THE MUMMY

- 9 On April 5, 1923, Lord Carnarvon died suddenly in Egypt. At that same moment, lights went out all over Cairo. In England, Lord Carnarvon's dog, Susie, howled and died.
- 10 Newspapers claimed that these events were caused by King Tut's "curse." According to the newspapers, Tut's burial chamber contained a warning: "Death shall come on swift wings to him that toucheth the tomb of the Pharaoh."
- 11 It was a chilling story. But was it true? Actually, there was no warning in Tut's tomb. The papers made up that part. Skeptics<sup>1</sup> say the events have other explanations. Lord Carnarvon had been in poor health for years. Cairo's feeble electric system caused lights to wink out all the time. And dogs sometimes do die unexpectedly.
- 12 Only 6 of the 26 people who saw the opening of Tut's burial chamber died within the next ten years. Howard Carter, who should have been the most cursed of all, lived until 1939—17 years after coming face-to-face with Tutankhamun's mummy.

<sup>1</sup> **Skeptics:** people who doubt and have disbelief

**Think** Use what you learned from reading the history article to respond to the following questions.

- 1 Which sentence from the article **best** supports the inference that one custom of the ancient Egyptians was to preserve bodies after death?
- A "A mound of chariot parts fills one corner."
  - B "Soon known as the annex, this tiny chamber holds more than 2,000 everyday objects."
  - C "A collar made from 171 separate gold pieces rests on the mummy's chest."
  - D "The shrine holds Tut's liver, lungs, stomach, and intestines."

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

**Part A**

What is the meaning of suspended as it is used in paragraph 4 of the article?

- A floated
- B swung
- C carried
- D waited

**Part B**

Which phrase from paragraph 4 helps the reader understand the meaning of suspended?

- A "... Carter clears the annex out later, ..."
- B "... by ropes. ..."
- C "... which they call the antechamber."
- D "... a box containing eye makeup, and 116 baskets of food."

- 3 Which paragraph **best** supports the idea that finding King Tutankhamun's tomb required a lot of time and money?
- A paragraph 3
  - B paragraph 5
  - C paragraph 9
  - D paragraph 12

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

**Part A**

What can you infer about the author's point of view regarding the events of April 5, 1923, described in paragraph 9?

- A The events prove that King Tut's "curse" was real.
- B The events probably were a coincidence.
- C The events served as a warning about entering the tomb.
- D The events should have been investigated as crimes.

**Part B**

Which **two** sentences from the article **best** illustrate the inference you made in Part A?

- A "On April 5, 1923, Lord Carnarvon died suddenly in Egypt."
- B "Lord Carnarvon had been in poor health for years."
- C "Newspapers claimed that these events were caused by King Tut's 'curse.'"
- D "It was a chilling story."
- E "In England, Lord Carnarvon's dog, Susie, howled and died."
- F "Actually, there was no warning in Tut's tomb."

- 5 Read the sentence and the directions that follow.

The ancient Egyptians believed they could take the things they used in their daily lives with them to the grave.

Underline the sentence from the paragraph below that **best** shows this idea.

Carter, Lord Carnarvon, and two others enter the cluttered first room, which they call the antechamber. Under a bed with posts in the shape of hippopotamus heads, Lord Carnarvon finds the entrance to another room. Soon known as the annex, this tiny chamber holds more than 2,000 everyday objects. They include boomerangs, shields, a box containing eye makeup, and 116 baskets of food. Some of the piles reach nearly six feet high! When Carter clears the annex out later, his workers are suspended by ropes at first to keep from stepping on things.

 **Write**

**6 Short Response** What inference can be drawn about how ancient Egyptians felt about the bodies and belongings of their dead pharaohs? Support your answer with evidence from the text.

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 **Learning Target**

**In this lesson, you practiced making inferences and supporting them with quotes from the text. Explain how these skills can help you develop a better understanding of any informational text you read.**

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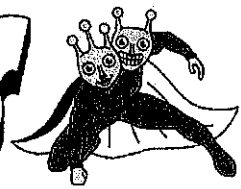
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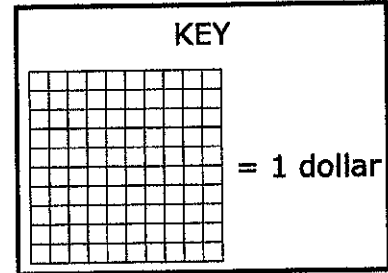
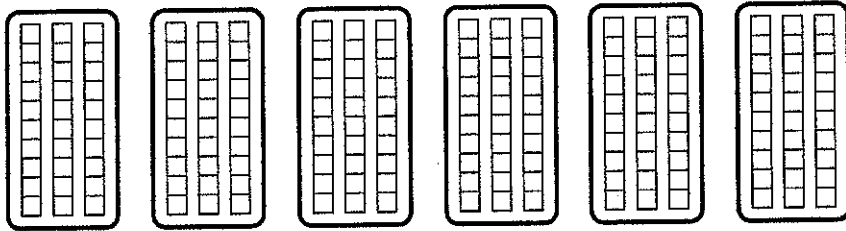
# SUPERSHEETS



**HERO:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

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



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

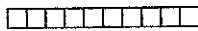
**A**  $6 \times 3 = 18.00$

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

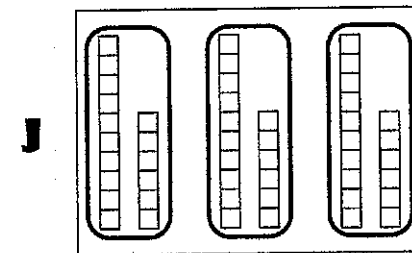
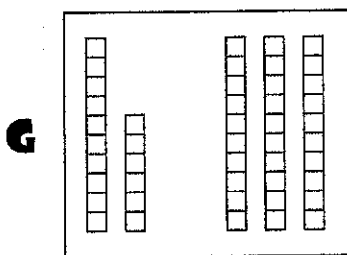
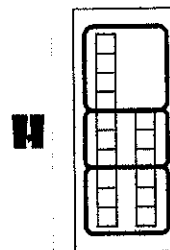
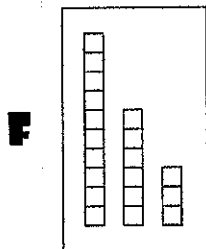
**B**  $6 \times 0.30 = 1.80$

**D**  $6 \times 0.30 = 0.18$

**2** Ralph used this model to represent 1 whole.



Which model represents  $1.6 \times 3$ ?



**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

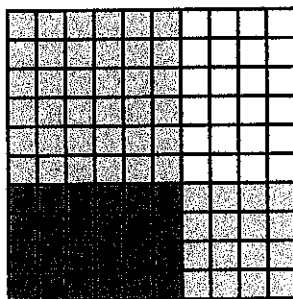
**6** Mrs. Fletcher bought 36 activity books for her prize box at school. Each activity book cost \$2.45. How much did Mrs. Fletcher spend on these activity books?

- 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.

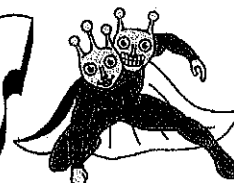


Which equation can be represented by the shaded parts of the model?

- 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**  $6 \times 4 = 24$



# SUPERSHEETS



**HERO:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

Use the table to answer questions 1 and 2.

Marisol has three containers with different types of juice. The table shows the volume of juice in each container.

Marisol's Juice

Juice	Volume (L)
Apple	0.758
Grape	0.739
Orange	0.8

- 1** Which list shows the juices in order from least to greatest volume in liters?
- A** Apple, Grape, Orange
  - B** Orange, Apple, Grape
  - C** Grape, Apple, Orange
  - D** Orange, Grape, Apple
- 2** What comparison of Marisol's juice volume is NOT true?
- F** Apple juice < Orange juice
  - G** Grape juice > Apple juice
  - H** Orange juice > Grape juice
  - J** Apple juice > Grape juice

- 3** Which comparison is NOT true?

- A**  $7.482 > 7.396$
- B**  $4.793 < 4.8$
- C**  $2.573 < 2.64$
- D**  $8.629 > 8.71$

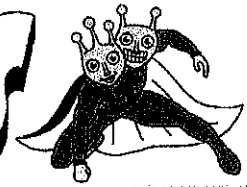
- 4** Mrs. Graham's house payment was two thousand four hundred seven dollars and thirty-eight cents. How is this number written in expanded notation?

- F**  $(2 \times 1,000) + (4 \times 100) + (7 \times 1) + (3 \times 0.01) + (8 \times 0.001)$
- G**  $(2 \times 1,000) + (4 \times 100) + (7 \times 10) + (3 \times 1) + (8 \times 0.1)$
- H**  $(2 \times 1,000) + (4 \times 100) + (7 \times 1) + (3 \times 0.1) + (8 \times 0.01)$
- J**  $(2 \times 1,000) + (4 \times 10) + (7 \times 1) + (3 \times 0.01) + (8 \times 0.001)$





# SUPERSHEETS



- 5 The table shows the length of four great white sharks.

Great White Shark Lengths

Shark	R	S	T	U
Length (feet)	21.35	21.5	21.09	21.4

Which inequality correctly compares two of these shark lengths?

- A**  $21.09 > 21.5$       **B**  $21.35 < 21.4$       **C**  $21.35 < 21.09$       **D**  $21.4 > 21.5$

- 6 Molly, a Shar-Pei dog, weighs 60.75 pounds. Which expression shows 60.75 in expanded form?

- F**  $6 \times 10 + 7 \times \left(\frac{1}{100}\right) + 5 \times \left(\frac{1}{1,000}\right)$       **H**  $6 \times 1 + 7 \times \left(\frac{1}{10}\right) + 5 \times \left(\frac{1}{100}\right)$   
**G**  $6 \times 10 + 7 \times 1 + 5 \times \left(\frac{1}{10}\right)$       **J**  $6 \times 10 + 7 \times \left(\frac{1}{10}\right) + 5 \times \left(\frac{1}{100}\right)$

- 7 Which comparison is correct?

- A**  $5.029 >$  five and four-hundredths  
**B**  $9 \times 100 + 4 \times 1 + 2 \times \frac{1}{10} + 8 \times \frac{1}{1,000} < 904.076$   
**C**  $7 \times 10 + 3 \times \frac{1}{100} + 2 \times \frac{1}{1,000} <$  seventy and one-tenth  
**D** Eighty-three and forty-two hundredths = 83.042

- 8 Emile is comparing four recipes for homemade bread.

- The recipe for white bread calls for 0.4 kg of flour.
- The recipe for wheat bread calls for 0.395 kg of flour.
- The recipe for rye bread calls for 0.385 kg of flour.
- The recipe for sourdough bread calls for 0.04 kg of flour.

Which bread recipe takes the greatest amount of flour?

- F** White bread      **G** Wheat bread      **H** Rye bread      **J** Sourdough bread

- 9 Lindsay compared the values of these decimals.

0.3      0.003      0.03      0.030

Which statement correctly compares two of these numbers?

- A**  $0.003 = 0.030$       **B**  $0.3 < 0.03$       **C**  $0.03 < 0.003$       **D**  $0.3 > 0.030$



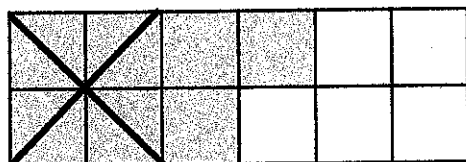
# SUPERSWEETS



**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



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.

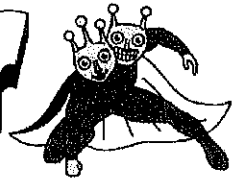
8 Melinda bought a sandwich for \$4.50, a banana for \$1.99 and a bag of chips for \$0.68. She paid with a \$10 bill. How much change did Melinda get back?

- F** \$2.83      **G** \$7.17      **H** \$1.83      **J** \$4.75





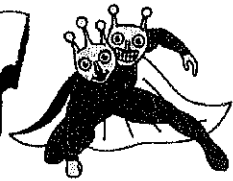
# SUPERSHEETS



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.



# SUPERSHEETS



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 "tailer 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



# SUPERSHEETS



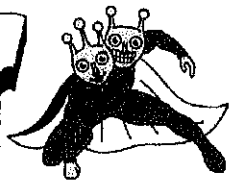
Item	Standard	Rationales	
1	5.NBT.7	A	Incorrect. The student likely does not understand the relationship between the defined whole and the decimal pictorial models and likely has no understanding of the pictorial models used to represent decimals.
		B	Correct. The student likely understands the relationship 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 $14 \times 6$ and the decimal portion of this answer is $14 \times 2$ .
		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 $14 \times 6$ 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 $23 \times 4$ and the decimal portion of this answer is $8 \times 6$ .
		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.







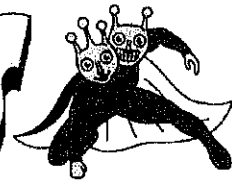
# SUPERSHEETS



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.



# SUPERSHEETS



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.



Monday

$$\begin{array}{r} 1) \quad 912 \\ \times \quad 64 \\ \hline \end{array}$$

2)  $700 \div 700 =$  \_\_\_\_\_

3)  $(1 + 7) - 5 =$  \_\_\_\_\_

4) If  $7 \times 6 = 42$ ,  
then  $70 \times 6 =$  \_\_\_\_\_

5) Use  $<$ ,  $>$  or  $=$  to compare.  
 $6.725$  \_\_\_\_\_  $6.275$

6) Write the expression below.  
Find  $\frac{1}{4}$  of 8 less than 13

7) Reduce if possible.

$$\frac{3}{2} \times \frac{1}{4} =$$

8) Answer as a mixed number (if possible).

$$\frac{7}{3} + \frac{5}{4} =$$

9) Debby was trying to put some files on her flash drive. If she had one file that was 1.90 mb and another file that was 4.7 mb what is their combined file size?

10) Use the visual model to solve:  $3 \div \frac{1}{3} =$ 

1 Whole	1 Whole	1 Whole

Answers

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



Tuesday

$$\begin{array}{r} 1) \quad 738 \\ \times \quad 43 \\ \hline \end{array}$$

2)  $100 \div 50 = \underline{\hspace{2cm}}$

3)  $(1 + 3) \times 2 = \underline{\hspace{2cm}}$

4) If  $7 \times 7 = 49$ ,  
then  $70 \times 7 = \underline{\hspace{2cm}}$

5) Use  $<$ ,  $>$  or  $=$  to compare.  
 $5.19 \underline{\hspace{0.5cm}} 5.190$

6) Write the expression below.  
Find take 1 from 14 and then take  
the difference from 29

7) Answer as an improper fraction (if  
possible). Reduce if possible.

$$\frac{2}{4} \times \frac{15}{4} =$$

8) Answer as a mixed number (if  
possible).

$$\frac{13}{3} + \frac{6}{4} =$$

9) Mike bought 8.12 lbs of cherry and lime jelly beans for his birthday party. If 2.92 lbs were cherry flavor, how many pounds were lime flavor?

10) Use the visual model to solve:  $4 \div \frac{1}{2} =$

1 Whole	1 Whole	1 Whole	1 Whole

Answers

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



Wednesday

$$\begin{array}{r} 1) \quad 932 \\ \times \quad 99 \\ \hline \end{array}$$

2)  $6,000 \div 3,000 =$  \_\_\_\_\_

3)  $(10 \times 6) + 4 =$  \_\_\_\_\_

4) If  $5 \times 5 = 25$ ,  
then  $500 \times 5 =$  \_\_\_\_\_

5) Use  $<$ ,  $>$  or  $=$  to compare.  
 $1.33$  \_\_\_\_\_  $1.330$

6) Write the expression below.  
Find 9 more than, 6 plus 5

7) Answer as an improper fraction (if possible). Reduce if possible.

$$\frac{1}{2} \times 3 \frac{3}{4} =$$

8) Answer as a mixed number (if possible).

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

9) Paul was weighing the amount of candy he received for Halloween. If he received 1.48 kg and his brother received 8.1 kg, how much candy did they get all together?

10) Use the visual model to solve:  $3 \div \frac{1}{4} =$

1 Whole	1 Whole	1 Whole

Answers

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



Thursday

$$\begin{array}{r} 1) \quad 910 \\ \times \quad 95 \\ \hline \end{array}$$

2)  $180 \div 60 =$  \_\_\_\_\_

3)  $(4 + 2) \div 3 =$  \_\_\_\_\_

4) If  $5 \times 2 = 10$ ,  
then  $50 \times 2 =$  \_\_\_\_\_

5) Use  $<$ ,  $>$  or  $=$  to compare.  
 $3.2$  \_\_\_\_\_  $3.6$

6) Write the expression below.  
Add 8 and 2 and then multiply by 5

7) Answer as an improper fraction (if possible). Reduce if possible.

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

8) Answer as a mixed number (if possible).

$$2 \frac{1}{2} - \frac{7}{4} =$$

9) During a science experiment, Mary found the mass of two rocks to be 42.91 grams and 58.8 grams. What is the total mass of these two rocks?

10) Use the visual model to solve:  $5 \div \frac{1}{3} =$

1 Whole	1 Whole	1 Whole	1 Whole	1 Whole

Answers

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



Friday

$$\begin{array}{r} 1) \quad 279 \\ \times \quad 36 \\ \hline \end{array}$$

2)  $4,500 \div 500 =$  \_\_\_\_\_

3)  $(4 \times 3) \div 4 =$  \_\_\_\_\_

4) If  $6 \times 9 = 54$ ,  
then  $600 \times 9 =$  \_\_\_\_\_

5) Use  $<$ ,  $>$  or  $=$  to compare.  
 $6.532$  \_\_\_\_\_  $6.235$

6) Write the expression below.  
Find the product of 6 times 2 less  
than 9

7) Answer as an improper fraction (if  
possible). Reduce if possible.

$$3 \frac{1}{4} \times 3 \frac{1}{2} =$$

8) Answer as a mixed number (if  
possible).

$$\frac{19}{5} - 2 \frac{1}{3} =$$

9) Frank was training for a marathon. On his first day he ran 1.49 kilometers. On the second day he ran 1.9 kilometers. How far did he run altogether?

10) Use the visual model to solve:  $3 \div \frac{1}{2} =$

1 Whole	1 Whole	1 Whole

Answers

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

**Monday**

$$\begin{array}{r} 1) \quad 912 \\ \times \quad 64 \\ \hline 3,648 \\ +54,720 \\ \hline 58,368 \end{array}$$

2)  $700 \div 700 = \underline{1}$

3)  $(1 + 7) - 5 = \underline{3}$

4) If  $7 \times 6 = 42$ ,  
then  $70 \times 6 = \underline{420}$

5) Use  $<$ ,  $>$  or  $=$  to compare.  
 $6.725 \underline{>} 6.275$

6) Write the expression below.  
Find  $\frac{1}{4}$  of 8 less than 13

7) Reduce if possible.

$$\frac{3}{2} \times \frac{1}{4} =$$

$$\frac{3}{2} \times \frac{1}{4} = \frac{3}{8}$$

8) Answer as a mixed number (if possible).

$$\frac{7}{3} + \frac{5}{4} =$$

$$\frac{28}{12} + \frac{15}{12} = 3 \frac{7}{12}$$

9) Debby was trying to put some files on her flash drive. If she had one file that was 1.90 mb and another file that was 4.7 mb what is their combined file size?

10) Use the visual model to solve:  $3 \div \frac{1}{3} =$ 

1 Whole	1 Whole	1 Whole

**Answers**

1. 58,368

2. 1

3. 3

4. 420

5. >

6.  $(13 - 8) \div 4$

7.  $\frac{3}{8}$

8.  $3 \frac{7}{12}$

9. 6.6

10. 9





Tuesday

$$\begin{array}{r} 1) \quad 738 \\ \times \quad 43 \\ \hline 2,214 \\ +29,520 \\ \hline 31,734 \end{array}$$

2)  $100 \div 50 = \underline{2}$

3)  $(1 + 3) \times 2 = \underline{8}$

4) If  $7 \times 7 = 49$ ,  
then  $70 \times 7 = \underline{490}$

5) Use  $<$ ,  $>$  or  $=$  to compare.  
 $5.19 \underline{=} 5.190$

6) Write the expression below.  
Find take 1 from 14 and then take  
the difference from 297) Answer as an improper fraction (if  
possible). Reduce if possible.

$$\frac{2}{4} \times \frac{15}{4} =$$

$$\frac{2}{4} \times \frac{15}{4} = \frac{30}{16}$$

8) Answer as a mixed number (if  
possible).

$$\frac{13}{3} + \frac{6}{4} =$$

$$\frac{52}{12} + \frac{18}{12} = 5 \frac{10}{12}$$

9) Mike bought 8.12 lbs of cherry and lime jelly beans for his birthday party. If 2.92 lbs were cherry flavor, how many pounds were lime flavor?

10) Use the visual model to solve:  $4 \div \frac{1}{2} =$ 

1 Whole	1 Whole	1 Whole	1 Whole

**Answers**

1. 31,734

2. 2

3. 8

4. 490

5. =

6.  $29 - (14 - 1)$

7.  $\frac{30}{16} = \frac{15}{8}$

8.  $5 \frac{10}{12}$

9. 5.2

10. 8



Wednesday

$$\begin{array}{r} 1) \quad 932 \\ \times \quad 99 \\ \hline 8,388 \\ +83,880 \\ \hline 92,268 \end{array}$$

2)  $6,000 \div 3,000 = \underline{2}$

3)  $(10 \times 6) + 4 = \underline{64}$

4) If  $5 \times 5 = 25$ ,  
then  $500 \times 5 = \underline{2500}$

5) Use  $<$ ,  $>$  or  $=$  to compare.  
 $1.33 \underline{=} 1.330$

6) Write the expression below.  
Find 9 more than, 6 plus 5

7) Answer as an improper fraction (if possible). Reduce if possible.

$$\frac{1}{2} \times 3 \frac{3}{4} =$$

$$\frac{1}{2} \times \frac{15}{4} = \frac{15}{8}$$

8) Answer as a mixed number (if possible).

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

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

9) Paul was weighing the amount of candy he received for Halloween. If he received 1.48 kg and his brother received 8.1 kg, how much candy did they get all together?

10) Use the visual model to solve:  $3 \div \frac{1}{4} =$

1 Whole				1 Whole				1 Whole			

Answers

1. 92,268

2. 2

3. 64

4. 2,500

5. =

6.  $(6 + 5) + 9$

7.  $\frac{15}{8}$

8.  $3 \frac{1}{6}$

9. 9.58

10. 12



Thursday

$$\begin{array}{r} 1) \quad 910 \\ \times \quad 95 \\ \hline 4,550 \\ +81,900 \\ \hline 86,450 \end{array}$$

2)  $180 \div 60 = \underline{3}$

3)  $(4 + 2) \div 3 = \underline{2}$

4) If  $5 \times 2 = 10$ ,  
then  $50 \times 2 = \underline{100}$

5) Use  $<$ ,  $>$  or  $=$  to compare.  
 $3.2 \underline{<} 3.6$

6) Write the expression below.  
Add 8 and 2 and then multiply by 5

7) Answer as an improper fraction (if possible). Reduce if possible.

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

$\frac{11}{3} \times \frac{3}{4} = \frac{33}{12}$

8) Answer as a mixed number (if possible).

$2 \frac{1}{2} - \frac{7}{4} =$

$2 \frac{2}{4} - \frac{7}{4} = \frac{3}{4}$

9) During a science experiment, Mary found the mass of two rocks to be 42.91 grams and 58.8 grams. What is the total mass of these two rocks?

10) Use the visual model to solve:  $5 \div \frac{1}{3} =$ 

1 Whole	1 Whole	1 Whole	1 Whole	1 Whole

**Answers**

1. 86,450

2. 3

3. 2

4. 100

5. <

6.  $(8 + 2) \times 5$

7.  $\frac{33}{12} = \frac{11}{4}$

8.  $\frac{3}{4}$

9. 101.71

10. 15



Friday

$$\begin{array}{r} 1) \quad 279 \\ \times \quad 36 \\ \hline 1,674 \\ +8,370 \\ \hline 10,044 \end{array}$$

2)  $4,500 \div 500 = \underline{9}$

3)  $(4 \times 3) \div 4 = \underline{3}$

4) If  $6 \times 9 = 54$ ,  
then  $600 \times 9 = \underline{5400}$

5) Use  $<$ ,  $>$  or  $=$  to compare.  
 $6.532 \underline{>} 6.235$

6) Write the expression below.  
Find the product of 6 times 2 less  
than 9

7) Answer as an improper fraction (if  
possible). Reduce if possible.

$$3 \frac{1}{4} \times 3 \frac{1}{2} =$$

$$\frac{13}{4} \times \frac{7}{2} = \frac{91}{8}$$

8) Answer as a mixed number (if  
possible).

$$\frac{19}{5} - 2 \frac{1}{3} =$$

$$\frac{57}{15} - 2 \frac{5}{15} = 1 \frac{7}{15}$$

9) Frank was training for a marathon. On his first day he ran 1.49 kilometers. On the second day he ran 1.9 kilometers. How far did he run altogether?

10) Use the visual model to solve:  $3 \div \frac{1}{2} =$

1 Whole	1 Whole	1 Whole

**Answers**

1. 10,044

2. 9

3. 3

4. 5,400

5. >

6.  $9 - (6 \times 2)$

7.  $\frac{91}{8}$

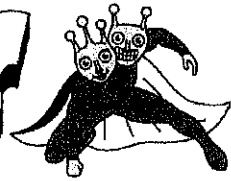
8.  $1 \frac{7}{15}$

9. 3.39

10. 6



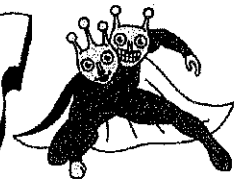
# SUPERSHEETS



Item	Standard	Rationales	
1	5.NBT.3b	A	Incorrect. The student likely has no understanding of how to compare and order decimals.
		B	Incorrect. The student likely understands how to compare two decimals, but selected the answer choice that was ordered greatest to least.
		C	Correct. The student likely understands how to compare and order decimals to the thousandths.
		D	Incorrect. The student likely has no understanding of how to compare and order decimals.
2	5.NBT.3b	F	Incorrect. The student likely has no understanding of how to compare decimals.
		G	Correct. The student likely understands how to compare decimals.
		H	Incorrect. The student likely has no understanding of how to compare decimals.
		J	Incorrect. The student may understand how to compare decimals and simply confused the meaning of the inequality symbols.
3	5.NBT.3b	A	Incorrect. The student likely has no idea how to compare decimals and/or represent comparisons using symbols. The symbol is most likely the point of confusion for students who selected this answer choice.
		B	Incorrect. The student likely has no idea how to compare decimals and/or represent comparisons using symbols. The student likely does not understand place value for tenths, hundredths, and thousandths.
		C	Incorrect. The student likely has no idea how to compare decimals and/or represent comparisons using symbols. The student likely does not understand place value for tenths, hundredths, and thousandths.
		D	Correct. The student likely understands how to compare decimals and represent comparisons using symbols.
4	5.NBT.3a	F	Incorrect. The student likely understands how to write whole numbers using expanded notation, but does not understand decimal place value or how to write decimals to the thousandths using expanded notation.
		G	Incorrect. The student may have some understanding of expanded notation, but does not understand how to correctly represent place value of whole numbers or decimals to the thousandths.
		H	Correct. The student likely understands place value and how to write a number that includes decimals to the thousandths using expanded notation.
		J	Incorrect. The student may have some understanding of expanded notation, but does not understand how to correctly represent place value of whole numbers or decimals to the thousandths.
5	5.NBT.3b	A	Incorrect. The student likely does not understand decimal place value.
		B	Correct. The student likely understands how to compare decimals to the hundredths and how to represent that comparison using symbols.
		C	Incorrect. The student likely does not understand inequality symbols used to compare two numbers.
		D	Incorrect. The student likely does not understand inequality symbols used to compare two numbers.



# SUPERSHEETS



Item	Standard	Rationales	
6	5.NBT.3a	F	Incorrect. The student likely understands how to write whole numbers using expanded notation, but does not understand decimal place value or how to write decimals to the thousandths using expanded notation.
		G	Incorrect. The student may have some understanding of expanded notation, but does not understand how to correctly represent place value of whole numbers or decimals to the thousandths.
		H	Incorrect. The student does not understand how to correctly represent place value of whole numbers or decimals to the thousandths.
		J	Correct. The student likely understands place value and how to write a number that includes decimals to the thousandths using expanded notation.
7	5.NBT.3b	A	Incorrect. The student likely does not understand decimal place value and likely gets confused when given the word representation of a decimal number.
		B	Incorrect. The student likely does not understand decimal place value or how to represent decimals in expanded form.
		C	Correct. The student likely understands how to represent decimals in expanded form and words, how to compare decimals to the thousandths, and how to represent those comparisons with symbols.
		D	Incorrect. The student likely does not understand decimal place value and likely gets confused when given the word representation of a decimal number.
8	5.NBT.3b	F	Correct. The student likely understands decimal place value and how to compare decimals.
		G	Incorrect. The student likely understands how to compare whole numbers, but has no understanding of decimal place value or how to compare decimals.
		H	Incorrect. The student likely has no understanding of decimal place value or how to compare decimals.
		J	Incorrect. The student likely has no understanding of decimal place value or how to compare decimals.
9	5.NBT.3b	A	Incorrect. The student likely does not understand decimal place value.
		B	Incorrect. The student likely does not understand decimal place value and may not understand how to use symbols to represent comparisons.
		C	Incorrect. The student likely does not understand decimal place value and may not understand how to use symbols to represent comparisons.
		D	Correct. The student likely understands decimal place value, how to compare and order decimals to the thousandths, and how to represent those comparisons with symbols.





Solve each problem.

- 1) If  $9 \times 3 = 27$ , then  $90 \times 3 =$  \_\_\_\_\_
- 2) If  $3 \times 2 = 6$ , then  $300 \times 2 =$  \_\_\_\_\_
- 3) If  $10 \times 6 = 60$ , then  $10,000 \times 6 =$  \_\_\_\_\_
- 4) If  $6 \times 9 = 54$ , then  $6,000 \times 9 =$  \_\_\_\_\_
- 5) If  $3 \times 9 = 27$ , then  $300 \times 9 =$  \_\_\_\_\_
- 6) If  $2 \times 5 = 10$ , then  $200 \times 5 =$  \_\_\_\_\_
- 7) If  $3 \times 4 = 12$ , then  $3,000 \times 4 =$  \_\_\_\_\_
- 8) If  $5 \times 4 = 20$ , then  $5,000 \times 4 =$  \_\_\_\_\_
- 9) If  $10 \times 9 = 90$ , then  $10,000 \times 9 =$  \_\_\_\_\_
- 10) If  $5 \times 2 = 10$ , then  $50 \times 2 =$  \_\_\_\_\_
- 11) If  $8 \times 2 = 16$ , then  $8 \times 20 =$  \_\_\_\_\_
- 12) If  $4 \times 3 = 12$ , then  $4 \times 3,000 =$  \_\_\_\_\_
- 13) If  $4 \times 10 = 40$ , then  $4 \times 100 =$  \_\_\_\_\_
- 14) If  $1 \times 3 = 3$ , then  $1 \times 300 =$  \_\_\_\_\_
- 15) If  $9 \times 1 = 9$ , then  $9 \times 100 =$  \_\_\_\_\_
- 16) If  $5 \times 8 = 40$ , then  $5 \times 80 =$  \_\_\_\_\_
- 17) If  $3 \times 10 = 30$ , then  $3 \times 10,000 =$  \_\_\_\_\_
- 18) If  $3 \times 3 = 9$ , then  $3 \times 30 =$  \_\_\_\_\_
- 19) If  $7 \times 5 = 35$ , then  $7 \times 500 =$  \_\_\_\_\_
- 20) If  $4 \times 6 = 24$ , then  $4 \times 600 =$  \_\_\_\_\_

**Answers**

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



Solve each problem.

$$5.47 \times 10^4$$

This is the same as saying:  
 $5.47 \times (10 \times 10 \times 10 \times 10)$   
 And because the base is 10 you can just move the decimal 4 places to the right to solve.

$$\underline{54700.}$$

$$5.47 \times 10^4 = 54,700$$

$$2.36 \div 10^2$$

Division is the same way. Only instead of moving the decimal right, you move it left.

$$\underline{.0236}$$

You can also multiply a negative exponent, which means the same thing.

$$2.36 \times 10^{-2} = 2.36 \div 10^2$$

**Answers**

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

1)  $743.6 \div 10^3$

2)  $551.958 \times 10^4$

3)  $75.675 \div 10^4$

4)  $5.3 \times 10^2$

5)  $3.3 \div 10^2$

6)  $36.2 \times 10^1$

7)  $233.556 \div 10^3$

8)  $992.84 \times 10^2$

9)  $538.1 \div 10^4$

10)  $828.3 \times 10^2$

11)  $7.2 \div 10^1$

12)  $89.565 \times 10^1$

13)  $52.55 \div 10^3$

14)  $21.45 \times 10^4$

15)  $1.5 \div 10^3$

16)  $858.42 \times 10^2$

17)  $47.315 \div 10^3$

18)  $54.57 \times 10^4$

19)  $432.291 \div 10^3$

20)  $678.11 \times 10^3$





Solve each problem. Include as many decimal places as possible.

- 1) A round trip from Emily's house to the grocery store is 7.10 miles. Emily estimates since she moved into her house she has gone 1,000 times. How many miles would that mean Emily has travelled?
- 2) Janet was looking on the internet for packing paper. She found a seller that was offering 100 linear feet of paper for \$4.55. What is the price per linear foot?
- 3) At the hardware store Tiffany bought a box with 1,000 nails and paid \$20.14 total. What is the price per nail?
- 4) An internet company offers internet service with a cap of 100 gb for \$9.36 per month. What is the price per gb?
- 5) A fair food booth was having a sell on burger combos. Each combo cost \$5.91. If they estimate they will sell 10,000 combos over the course of the fair, how much money will they make?
- 6) A toy company paid \$42,742.70 for a 30 second TV ad. Later they learned that an estimated 10,000 children had viewed the ad. How much money did they pay per viewer?
- 7) An electrician paid \$218.15 total for 1,000 feet of wire. How much does he pay per foot of wire?
- 8) A ticket to the carnival cost \$8.90. If there is going to be an estimated 1,000 people attending the carnival, how much money will be made in ticket sales?
- 9) Paul has put 1,000 hours into playing an online video game. He has paid \$971.94 over the course of the entire game. How much did he pay per hour played?
- 10) A bag of 100 cherries weighs 69.30 ounces. How many ounces does each cherry weigh?
- 11) Robin's mom decided to wallpaper the living room. At the store, the wallpaper was selling for \$14.78 for a roll with 100 linear feet. What is the price per linear foot of the wallpaper?
- 12) A typical business card is 0.275 mm thick. If a company ordered 10,000 business cards and placed them all into a single stack how tall would the stack be (in mm)?

**Answers**

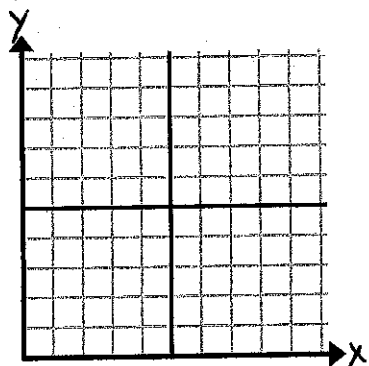
1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_



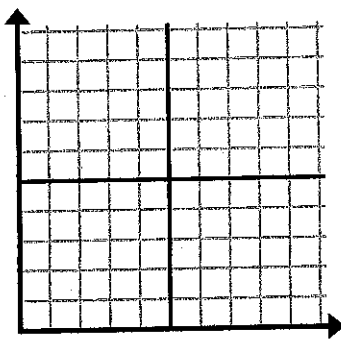
Draw a circle at the coordinates listed.

*\* X comes before y.*

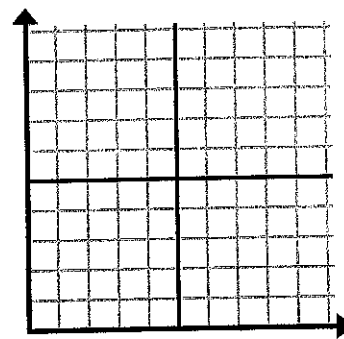
1)  $(5, 0)$



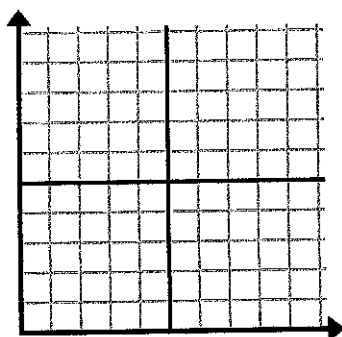
2)  $(0, 3)$



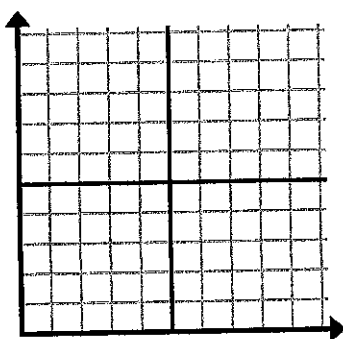
3)  $(8, 4)$



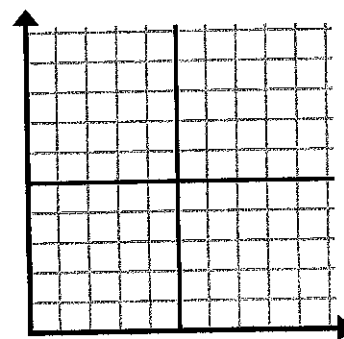
4)  $(2, 6)$



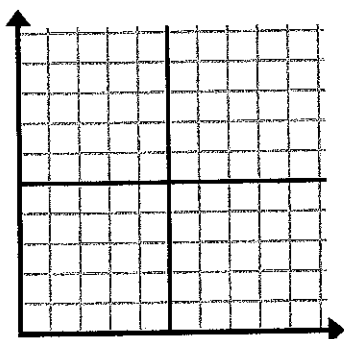
5)  $(7, 6)$



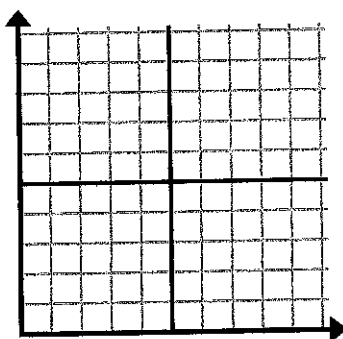
6)  $(1, 3)$



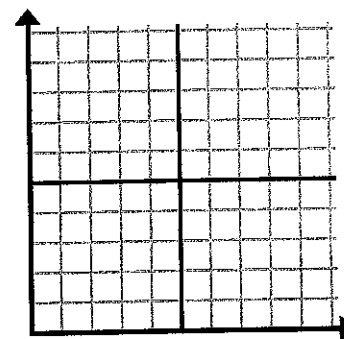
7)  $(9, 6)$



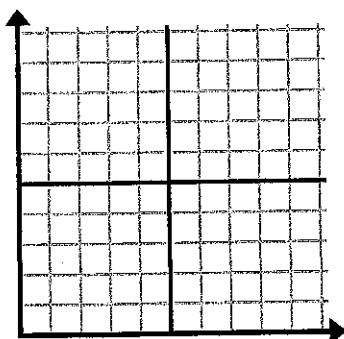
8)  $(4, 1)$



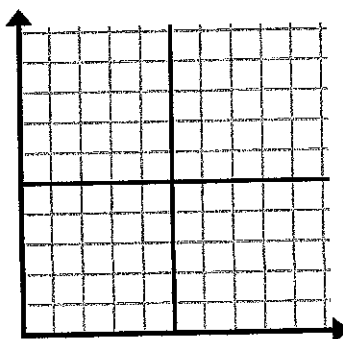
9)  $(8, 9)$



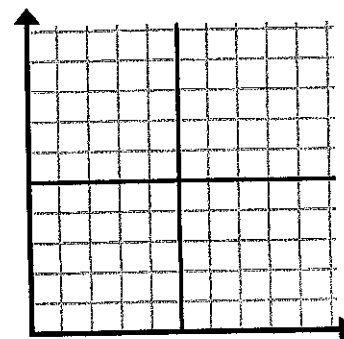
10)  $(3, 4)$



11)  $(8, 5)$

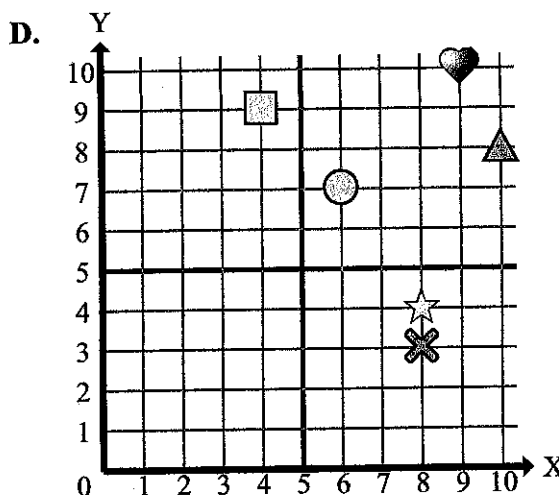
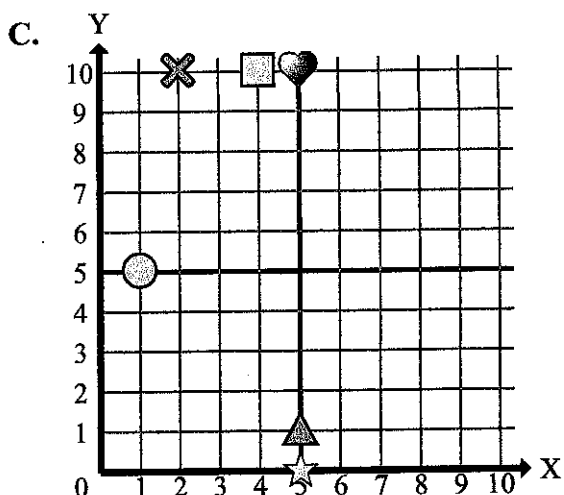
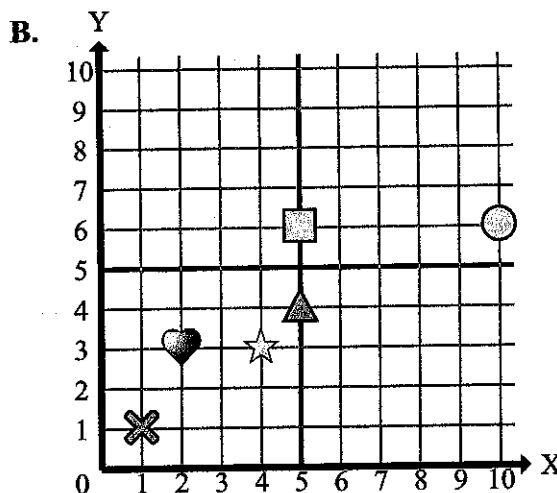
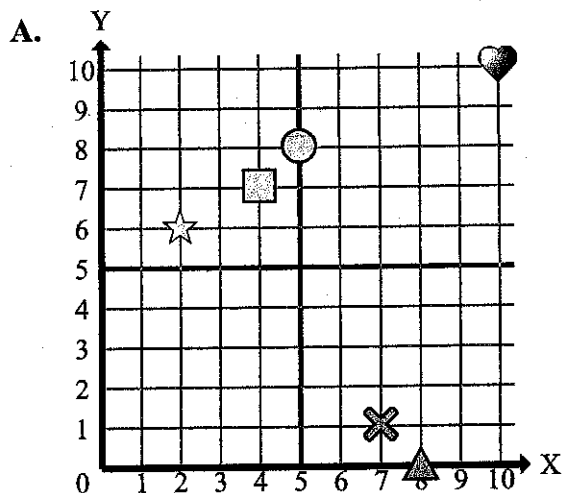


12)  $(7, 7)$





Determine which coordinate plane answers each question.



**Answers**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

- 1) Which coordinate plane has a shape at (1 , 1)?
- 2) Which coordinate plane has a shape at (8 , 3)?
- 3) Which coordinate plane has a shape at (7 , 1)?
- 4) Which coordinate plane has a shape at (1 , 5)?
- 5) Which coordinate plane has a shape at (5 , 10)?
- 6) Which coordinate plane has a shape at (2 , 6)?
- 7) Which coordinate plane has a shape at (4 , 7)?
- 8) Which coordinate plane has a shape at (9 , 10)?
- 9) Which coordinate plane has a shape at (2 , 10)?
- 10) Which coordinate plane has a shape at (8 , 0)?
- 11) Which coordinate plane has a shape at (6 , 7)?
- 12) Which coordinate plane has a shape at (10 , 10)?
- 13) Which coordinate plane has a shape at (10 , 8)?
- 14) Which coordinate plane has a shape at (8 , 4)?
- 15) Which coordinate plane has a shape at (5 , 6)?

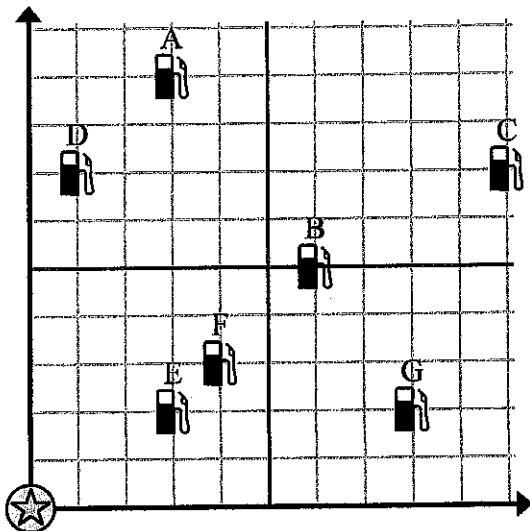


Use the grid to solve each problem.

= Gas Station

= Mall

= 1 Square Mile



- 1) Which gas station is closest to the mall?
- 2) Which gas station is furthest from the mall?
- 3) If you were to go 3 miles east and 2 miles north from the mall which gas station would you end up at?
- 4) Which gas station is further east? Station G or Station D?
- 5) Investors wanted to build a new gas station, but wanted to make sure it was at least 2 miles from a pre-existing station. Should they build a gas station 8 miles east and 10 miles north of the mall?

**Answers**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

6) Which well is closest to the water tower?

= Well

= Water Tower

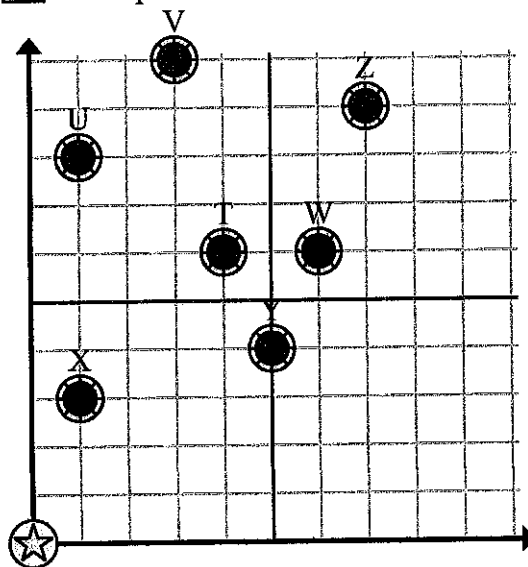
= 1 Square Mile

7) Which well is furthest from the water tower?

8) If you were to go 1 miles east and 8 miles north from the water tower which well would you end up at?

9) Which well is further north? Well W or well V?

10) A new law says you can't build a well within 2 miles a pre-existing well. If you wanted to build a well 8 miles east and 9 miles north of the water tower, would you be allowed to?





Fill in the blank to make each conversion true.

## Answers

One trick to remember the American Capacity conversions is to remember the numbers:

8 2 2 4

These correspond to the measurement units needed for the next higher measurement unit (see the example to the right).

8 Ounces = 1 Cup

2 Cups = 1 Pint

2 Pints = 1 Quart

4 Quarts = 1 Gallon

- 1) \_\_\_\_\_ ounces = 2 cups
- 2) \_\_\_\_\_ ounces = 9 cups
- 3) \_\_\_\_\_ ounces = 5 cups
- 4) \_\_\_\_\_ cups = 32 ounces
- 5) \_\_\_\_\_ cups = 80 ounces
- 6) \_\_\_\_\_ cups = 8 pints
- 7) \_\_\_\_\_ cups = 5 pints
- 8) \_\_\_\_\_ cups = 2 pints
- 9) \_\_\_\_\_ pints = 12 cups
- 10) \_\_\_\_\_ pints = 18 cups
- 11) \_\_\_\_\_ pints = 7 quarts
- 12) \_\_\_\_\_ pints = 4 quarts
- 13) \_\_\_\_\_ quarts = 18 pints
- 14) \_\_\_\_\_ quarts = 4 pints
- 15) \_\_\_\_\_ quarts = 12 pints
- 16) \_\_\_\_\_ quarts = 5 gallons
- 17) \_\_\_\_\_ quarts = 4 gallons
- 18) \_\_\_\_\_ quarts = 9 gallons
- 19) \_\_\_\_\_ gallons = 24 quarts
- 20) \_\_\_\_\_ gallons = 32 quarts

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



Fill in the blank to make the conversion true.

- 1) 8 feet = \_\_\_\_\_ inches
- 2) 9 feet = \_\_\_\_\_ inches
- 3) 10 feet = \_\_\_\_\_ inches
- 4) 3 feet = \_\_\_\_\_ inches
- 5) 5 feet = \_\_\_\_\_ inches
- 6) 10 yards = \_\_\_\_\_ feet
- 7) 6 yards = \_\_\_\_\_ feet
- 8) 1 yard = \_\_\_\_\_ feet
- 9) 2 yards = \_\_\_\_\_ feet
- 10) 9 yards = \_\_\_\_\_ feet
- 11) \_\_\_\_\_ feet = 3 yards
- 12) \_\_\_\_\_ feet = 7 yards
- 13) \_\_\_\_\_ feet = 8 yards
- 14) \_\_\_\_\_ feet = 5 yards
- 15) \_\_\_\_\_ feet = 4 yards
- 16) \_\_\_\_\_ inches = 7 feet
- 17) \_\_\_\_\_ inches = 2 feet
- 18) \_\_\_\_\_ inches = 1 foot
- 19) \_\_\_\_\_ inches = 4 feet
- 20) \_\_\_\_\_ inches = 6 feet

**Answers**

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



Solve each problem.

- 1)  $16 \div (10 - 5)$
- 2)  $(42 - 2) \div 9$
- 3)  $(28 + 33) \div 6$
- 4)  $4 \times (9 \div 3)$
- 5)  $105 - (8 \times 4)$
- 6)  $9 \times (4 \times 10)$
- 7)  $74 + (4 \times 3)$
- 8)  $(6 \times 4) - 18$
- 9)  $(71 - 42) - 9$
- 10)  $(9 \times 7) \times 6$
- 11)  $(67 - 56) \times 10$
- 12)  $(8 \div 2) \times 4$
- 13)  $27 + (10 \div 2)$
- 14)  $(93 - 7) + 64$
- 15)  $(56 \div 7) + 18$
- 16)  $(5 \times 4) \div 2$
- 17)  $43 + (26 + 37)$
- 18)  $(7 \times 7) \div 4$
- 19)  $5 \times (2 + 8)$
- 20)  $49 + (83 - 59)$

**Answers**

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



Solve each fraction as though it were a division problem. Write your answer as a fraction.

Answers

Ex)  $\frac{38}{10} = 3\frac{8}{10}$

1)  $\frac{13}{2} =$

2)  $\frac{5}{2} =$

Ex.  $3\frac{8}{10}$

3)  $\frac{9}{2} =$

4)  $\frac{14}{3} =$

5)  $\frac{51}{5} =$

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

6)  $\frac{23}{3} =$

7)  $\frac{75}{7} =$

8)  $\frac{7}{3} =$

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

9)  $\frac{57}{6} =$

10)  $\frac{48}{10} =$

11)  $\frac{20}{6} =$

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

12)  $\frac{11}{3} =$

13)  $\frac{34}{5} =$

14)  $\frac{27}{6} =$

11. \_\_\_\_\_

12. \_\_\_\_\_

13. \_\_\_\_\_

15)  $\frac{9}{4} =$

16)  $\frac{13}{5} =$

17)  $\frac{14}{5} =$

14. \_\_\_\_\_

15. \_\_\_\_\_

16. \_\_\_\_\_

18)  $\frac{23}{4} =$

19)  $\frac{47}{10} =$

20)  $\frac{18}{5} =$

17. \_\_\_\_\_

18. \_\_\_\_\_

19. \_\_\_\_\_

20. \_\_\_\_\_



# Identify the Eclipse



Name:

Class:

Teacher:

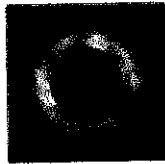
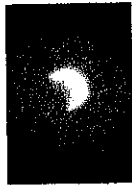
Date:

Directions: Match the correct term with the description given.

Solar eclipse? Lunar eclipse? Can you tell the difference between these?

TERMBANK:

- Lunar eclipse
- Lunar eclipse
- Partial solar eclipse
- Solar Eclipse
- Total solar eclipse



# Our Sun is a STAR!

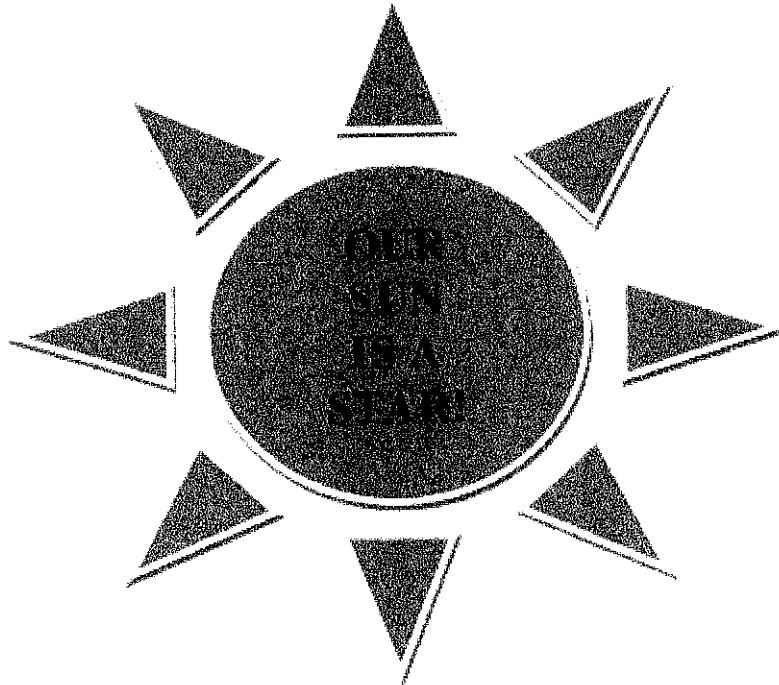
Name:  
Teacher:

Class:  
Date:

**Directions:** Read the paragraph. While you read circle at least eight **characteristics or words we can use to describe stars**. Write one of the eight different characteristics in each of the rays of the sun picture.

\*\*\*\*\*

Our sun is really a star. The Sun has the same characteristics as the other stars that we can see in the sky. Because the Sun is the closest star to Earth, the sun looks much larger than the other stars. The other stars in the night sky look like small points of light. The distance of stars from an observer affects the apparent size of the stars. The Sun is the only star in our solar system. The Earth and our other planets in our solar system revolve around the Sun.



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# Phases of the Moon

Name:

Class:

Teacher:

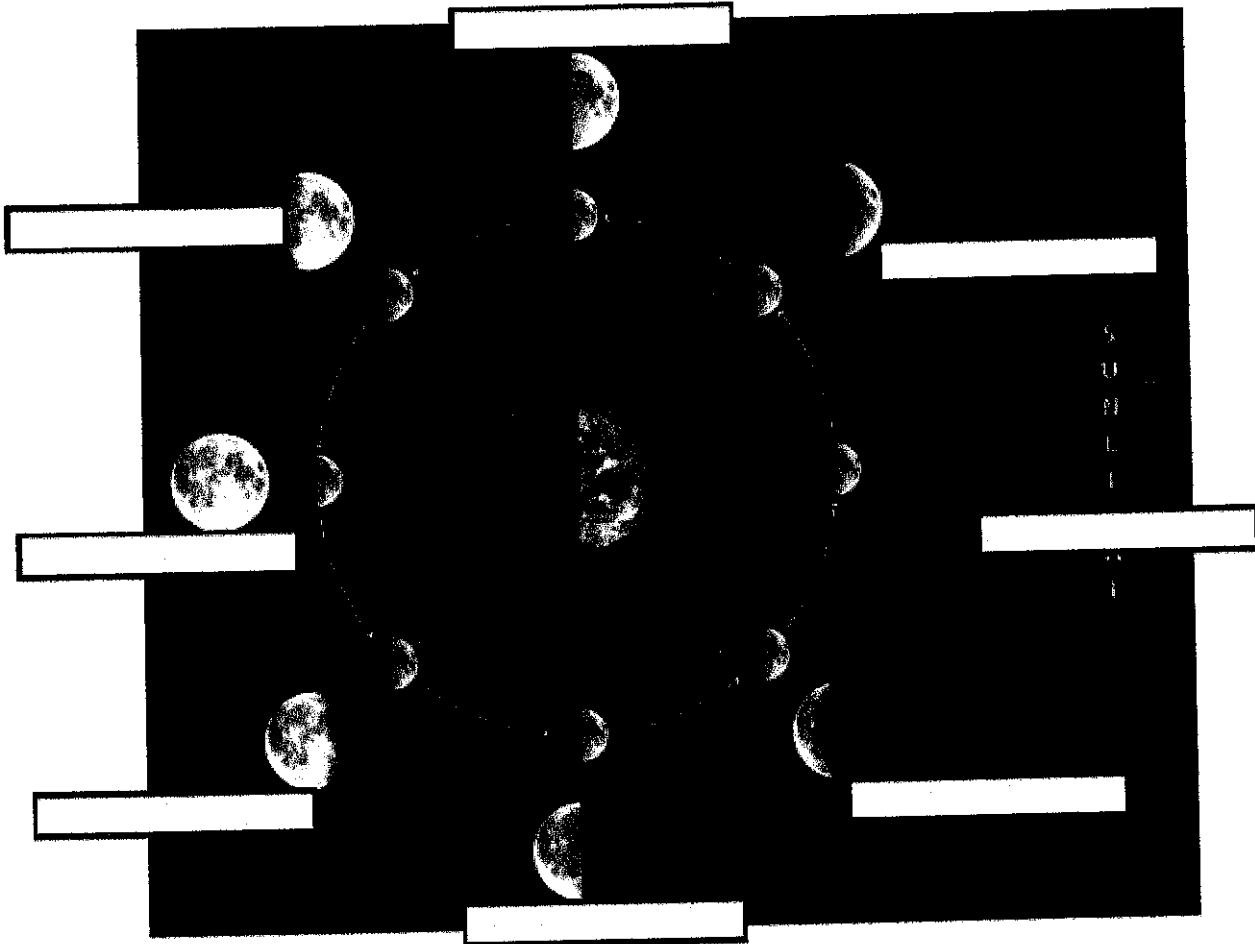
Date:

Directions: Match each item to its corresponding space below.

**ITEM BANK:**

First quarter	Full moon	New moon	Third quarter	Waning crescent	Waning gibbous	Waxing crescent
Waxing gibbous						





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## *Seasons*

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

**Directions:** Complete each sentence with a word from the bank.

### Word Bank

greatest	North Star	summer	opposite
axial tilt	decreased		
increased	least	winter	seasonal

1. Earth orbits the Sun every 365 days, causing \_\_\_\_\_ patterns that vary by location.
2. Earth's \_\_\_\_\_ is most responsible for seasonal changes.
3. Earth's axis is always pointing toward the \_\_\_\_\_ during its orbit.
4. Throughout the year, Northern and Southern Hemispheres experience \_\_\_\_\_ seasons and different day lengths.
5. During the summer, the Northern Hemisphere is tilted toward the Sun, receiving the \_\_\_\_\_ amount of solar energy than any other time of the year.
6. During the summer, warmer temperatures and \_\_\_\_\_ daylight can be expected.
7. During the winter, the Northern Hemisphere is tilted away from the Sun, receiving the \_\_\_\_\_ amount of solar energy than any other time of the year.
8. During the summer, cooler temperatures and \_\_\_\_\_ daylight can be expected.
9. \_\_\_\_\_ in the Southern Hemisphere is around December to March.
10. \_\_\_\_\_ in the Southern Hemisphere is around June to September.



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# The Sun is a Star

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## Teacher Key

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Our sun is really a **star**. The Sun has the same characteristics as the other stars that we can see in the **sky**. Because the Sun is the **closest** star to Earth, the **Sun** looks much larger than the other stars. The other stars in the **night** sky look like small points of **light**. The **distance** of stars from an observer affects the apparent **size** of the stars. The Sun is the only star in our solar system. The Earth and our other planets in our **solar** system **revolve** around the Sun.



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# Phases of the Moon - Key

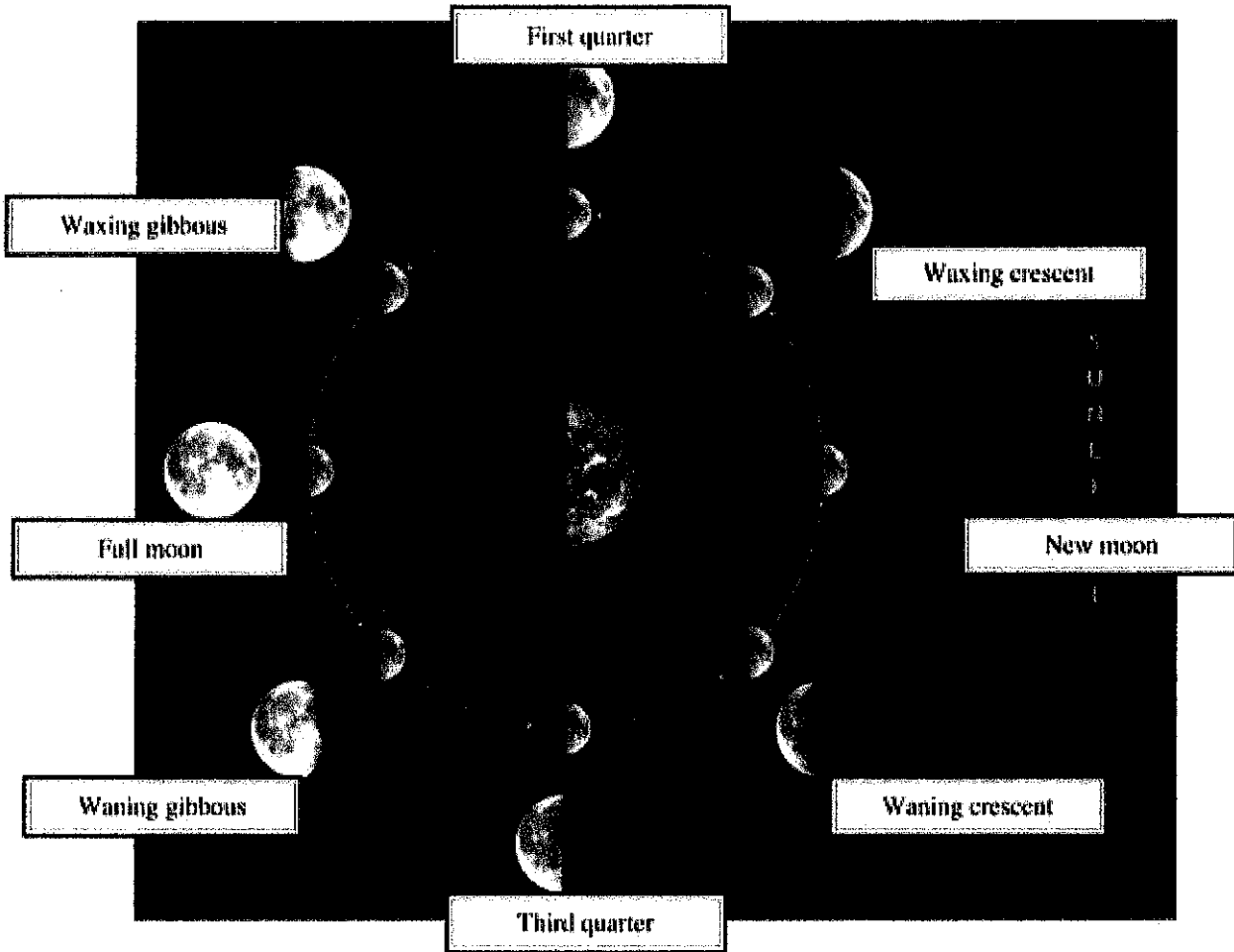
Name:

Class:

Teacher:

Date:

Directions: Match each item to its corresponding space below.



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