

Webster County Schools

95 CLARK AVENUE – EUPORA, MS 39744

Office of Curriculum

662-258-5551, Extension 15

packets@webstercountyschools.org

5th Grade

Packet 5

Me and My Habits

by ReadWorks



The first thing I do every morning, before I stretch or get out of bed, is rub my eyes three times with closed fists. Then I get out of bed and tap my right big toe on the floor three times before walking to the bathroom to brush my teeth.

It's not that I enjoy the odd habits or anything. I'm just used to them, and they're kind of a part of me. As I brush my teeth, I look at myself in the mirror. I like to inventory things about me that relate to my family. I have light green eyes and thick eyebrows like my dad's, a short nose like my mom's, and a ton of freckles, like my older brother Joey. If you look at my face closely, you will see that I am really not my own person. I'm just someone made up of the different parts of everyone else in my family.

My friend Susanna says that's kind of a morbid way of thinking about my life, but I don't think she knows the correct way to use the word "morbid."

After I'm done brushing my teeth, I walk back to my bedroom, toe-to-heel, very slowly. Then I get dressed for school. We have to wear a uniform, so I wear the same thing every day: a blue and green plaid skirt with a navy blue polo shirt and black loafers. Susanna finds the uniform boring (she says it infringes on her self-identity), but I don't mind it so much. It's just one less thing I have to worry about in the morning.

I eat the same thing for breakfast every day: oatmeal with bananas and a few spoonfuls of brown sugar. My mom prepares breakfast for Joey and me because our dad has usually already left for work by the time we're ready for breakfast.

Joey sits at the head of the table, and I sit at the foot of the table. He always reads the sports section of the newspaper, and I always get the front page.

On the way to school, I buckle and unbuckle the seat belt two times. My mom doesn't ever say anything, but my habit seems to really annoy Joey.

"Rose, *stop it!*" he says, turning around to glare at me from the front seat.

"Just ignore it!" I respond, and click once more.

"Settle down, settle down," Mom says.

We are all quiet on the rest of the way to school. My mom says it takes her a while to wake up in the morning; otherwise she'd be chattier. I don't mind though. It's sometimes nice just to watch the streets go by out the car window, with the people walking along the sidewalks. We always listen to the same radio show, "The Darnell Owens Show," whose emcees talk about movies. They especially love film noir.

When we get to school, Joey slams the door behind him, and I reach between the front seats to give my mom a kiss good-bye.

In school, I meet Susanna by our lockers. They're right next to each other in a prime spot by our classroom, because Susanna complained to the principal that she didn't feel comfortable "expressing herself" on the inside of her locker next to any other person in our grade. (Susanna's dad is a lawyer, and her mom is an artist.)

I open and close the locker three times before I reach inside to grab my books for social

studies and math.

Susanna is chattering on about this new painting she and her mom did in her mom's studio when the long shadow of William Jones crosses over us.

"Hey, freaks," he says.

Susanna and I glance at each other.

"What do you want, William?" Susanna says defiantly.

I'm always in such awe of her bravery. William started making fun of us when we were in first grade. That's when my habit really picked up, and he noticed that I was tapping the doorway three times every time we left the classroom or sneezing three times, even when I didn't have to. Well, Susanna started sticking up for me, which is how we became such great friends, but it only made things worse with William. Soon William started mimicking Susanna when she raised her hand to answer a question (which she did often), and mocking the way she walked, always with one hand on her hip.

"Just wanted to say good morning. Just wanted to say good morning. Just wanted to say good morning," he says, smiling and curling his lip. "Three times... Right, loser?"

I shake my head and turn back to my locker, like what he says doesn't hurt my feelings. I can't help my habit-it just pops up when I least expect it. My mom says the people who make fun of me are ignorant, but she still takes me to see Dr. P. every week to try to help me get over my habit.

"Doesn't it get old?" Susanna asks.

"Nope!" William bares his teeth at us and then walks into the classroom.

"Just forget him," Susanna says, patting me on the back. I'm glad Susanna is on my side.

Joey and I take the bus home together after school. At the bus stop, Joey always gets off first. He's supposed to wait for me to get off the bus before starting to walk home, but he rarely does. I end up walking a few yards behind him, watching his dirty backpack move up and down as he moves.

Mom has a snack waiting for us when we get home-carrots and ranch dressing-and every day we have to eat it and then do our homework right away. Joey says he does his homework in his room, but he's just playing video games. Mom lets him get away with it.

I sit down at the kitchen table and pull my worksheets out of my backpack to start in on my math homework. Mom sits next to me, takes a carrot out of the plastic dish, and dips it in ranch.

"How was school?"

"It was okay. William was teasing me again." Mom looks sad when I say this.

"I'm sorry, sweetie. Things will get better," she says.

"I know," I say. I do my homework and then go read in my room until it's time for dinner.

I wonder if I will ever "kick my habit," as Dr. P. likes to say. Dr. P. thinks that my habit is something I can train myself to give up. She thinks that with a little bit of effort on my part and with lots of help from her, I can learn not to need my habit to feel comfortable. Most of the time, I believe her and even want to kick my habit. Maybe then, Joey wouldn't be embarrassed of me, and William wouldn't tease me. But without my habit, I don't think that Susanna and I would have become friends. I also don't think that I'd feel the same sense of happiness I feel when I touch things or do things three times. There's something very back and forth about my relationship to my habit-I'm not sure I'm ready to give it up. Maybe someday in the future.

"Rose, dinner!" Mom calls.

I go to the bathroom, look at my face in the mirror, and wash my hands three times before going downstairs to eat.

Name: _____ Date: _____

1. Who is the narrator of this passage?

- A. William
- B. Rose
- C. Susanna
- D. Joey

2. Rose describes her "odd habits" throughout the passage. Which habit does she do each morning before brushing her teeth?

- A. rubs her eyes and taps her right big toe on the floor three times
- B. eats three bowls of oatmeal and bananas for breakfast
- C. buckles and unbuckles the seat belt three times
- D. opens and closes her locker three times

3. Rose shares a lot of information about Susanna, including things she has said, kind things she has done, and information about her life. Based on this, what conclusion can be made?

- A. Rose and Susanna are the same age.
- B. Rose and Susanna are close friends.
- C. Rose and Susanna have a lot in common.
- D. Rose and Susanna are strangers.

4. Rose experiences some negative consequences because of her habits. Which detail from the text supports this conclusion?

- A. Rose's friend Susanna thinks Rose has a morbid way of thinking about her life.
- B. William Jones makes fun of Rose.
- C. Rose's mother reassures Rose that things will get better.
- D. Rose thinks she wouldn't be friends with Susanna without her habit.

5. What is this passage mainly about?

- A. an argument between two close siblings
- B. how the narrator's habits affect her life
- C. a friendship between two classmates
- D. a visit to the principal's office

6. Read the following sentences: "I like to **inventory** things about me that relate to my family. I have light green eyes and thick eyebrows like my dad's, a short nose like my mom's, and a ton of freckles, like my older brother Joey."

As used in the passage, what does the word "**inventory**" mean?

- A. to ignore
- B. to criticize
- C. to make a list of
- D. to learn about

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

Rose thinks that if she kicked her habits, maybe Joey wouldn't be embarrassed of her and William wouldn't tease her. _____, she also thinks that without her habit, she wouldn't have become friends with Susanna or feel the same sense of happiness she feels when she touches things or does things three times.

- A. In conclusion
- B. However
- C. Frequently
- D. So

8. How have Rose's habits affected her relationship with her brother Joey? Use evidence from the passage to support your answer.

9. According to Rose, how did she and Susanna become great friends?

10. At the end of the passage, Rose concludes, "There's something very back and forth about my relationship to my habit." Explain why Rose says this by using evidence from the text.

1. Who is the narrator of this passage?

- A. William
- B. Rose**
- C. Susanna
- D. Joey

2. Rose describes her "odd habits" throughout the passage. Which habit does she do each morning before brushing her teeth?

- A. rubs her eyes and taps her right big toe on the floor three times**
- B. eats three bowls of oatmeal and bananas for breakfast
- C. buckles and unbuckles the seat belt three times
- D. opens and closes her locker three times

3. Rose shares a lot of information about Susanna, including things she has said, kind things she has done, and information about her life. Based on this, what conclusion can be made?

- A. Rose and Susanna are the same age.
- B. Rose and Susanna are close friends.**
- C. Rose and Susanna have a lot in common.
- D. Rose and Susanna are strangers.

4. Rose experiences some negative consequences because of her habits. Which detail from the text supports this conclusion?

- A. Rose's friend Susanna thinks Rose has a morbid way of thinking about her life.
- B. William Jones makes fun of Rose.**
- C. Rose's mother reassures Rose that things will get better.
- D. Rose thinks she wouldn't be friends with Susanna without her habit.

5. What is this passage mainly about?

- A. an argument between two close siblings
- B. how the narrator's habits affect her life**
- C. a friendship between two classmates
- D. a visit to the principal's office

6. Read the following sentences: "I like to **inventory** things about me that relate to my family. I have light green eyes and thick eyebrows like my dad's, a short nose like my mom's, and a ton of freckles, like my older brother Joey."

As used in the passage, what does the word "**inventory**" mean?

- A. to ignore
- B. to criticize
- C. to make a list of**
- D. to learn about

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

Rose thinks that if she kicked her habits, maybe Joey wouldn't be embarrassed of her and William wouldn't tease her. _____, she also thinks that without her habit, she wouldn't have become friends with Susanna or feel the same sense of happiness she feels when she touches things or does things three times.

- A. In conclusion
- B. However**
- C. Frequently
- D. So

8. How have Rose's habits affected her relationship with her brother Joey? Use evidence from the passage to support your answer.

Students should indicate that her relationship with Joey has been negatively impacted by her habits. Students may note that Joey demands that Rose stop buckling and unbuckling the seat belt three times on the way to school. Students may also note that Rose says that Joey maybe wouldn't be embarrassed of her if she kicked her habit.

9. According to Rose, how did she and Susanna become great friends?

According to Rose, she and Susanna became great friends when Susanna started sticking up for her when William began making fun of Rose in the first grade.

10. At the end of the passage, Rose concludes, "There's something very back and forth

about my relationship to my habit." Explain why Rose says this by using evidence from the text.

Answers may vary and should be supported by the text. Students should indicate that the "back and forth" nature of her relationship with her habit is that she struggles with the decision to give it up because of both the positive and negative effects it has had on her life.

Students may explain that Rose wants to kick her habit because she doesn't want Joey to be embarrassed of her or for William to tease her. However, Rose also admits that she's not sure she is ready to give up her habit, presumably because of the positive effects it has had on her life. Rose explains that without her habit, she thinks that she and Susanna wouldn't have become friends. She also thinks that she wouldn't feel the same sense of happiness she feels when she touches things or does things three times.

These experiences and mixed feelings that she has account for the "back and forth" aspect of her relationship to her habit.

Reading Comprehension: The Secret Garden



Name: _____

Date: _____



The Secret Garden

by Frances Hodgson Burnett



The sun shone down for nearly a week on the secret garden. The Secret Garden was what Mary called it when she was thinking of it. She liked the name, and she liked still more the feeling that when its beautiful old walls shut her in no one knew where she was. It seemed almost like being shut out of the world in some fairy place. The few books she had read and liked had been fairy-story books, and she had read of secret gardens in some of the stories. Sometimes people went to sleep in them for a hundred years, which she had thought was rather foolish. She had no intention of going to sleep, and, in fact, she was becoming wider awake every day which passed at Misselthwaite. She was beginning to like to be out of doors; she no longer hated the wind, but enjoyed it. She could run faster, and longer, and she could skip up to a hundred. The bulbs in the secret garden must have been much astonished. Such nice clear places were made round them that they had all the breathing space they wanted, and really, if Mistress Mary had known it, they began to cheer up under the dark earth and work tremendously. The sun could get at them and warm them, and when the rain came down it could reach them at once, so they began to feel very much alive.

Mary was an odd, determined little person, and now she had something interesting to be determined about, she was very much absorbed, indeed. She worked and dug and pulled up weeds steadily, only becoming more pleased with her work every hour instead of tiring of it. It seemed to her like a fascinating sort of play. She found many more of the sprouting pale green points than she had ever hoped to find. They seemed to be starting up everywhere and each day she was sure she found tiny new ones, some so tiny that they barely peeped above the earth. There were so many that she remembered what Martha had said about the "snowdrops by the thousands," and about bulbs spreading and making new ones. These had been left to themselves for ten years and perhaps they had spread, like the snowdrops, into thousands. She wondered how long it would be before they showed that they were flowers. Sometimes she stopped digging to look at the garden and try to imagine what it would be like when it was covered with thousands of lovely things in bloom.



Match each word to its meaning.

1. Name two or more things that Mary enjoys about the outdoors.

2. Complete the analogy.

snowdrops : flowers :: _____ :

- A. a cold winter wind : a warm summer breeze
- B. grains of sand on the beach : stars in the sky
- C. raindrops : budding plants

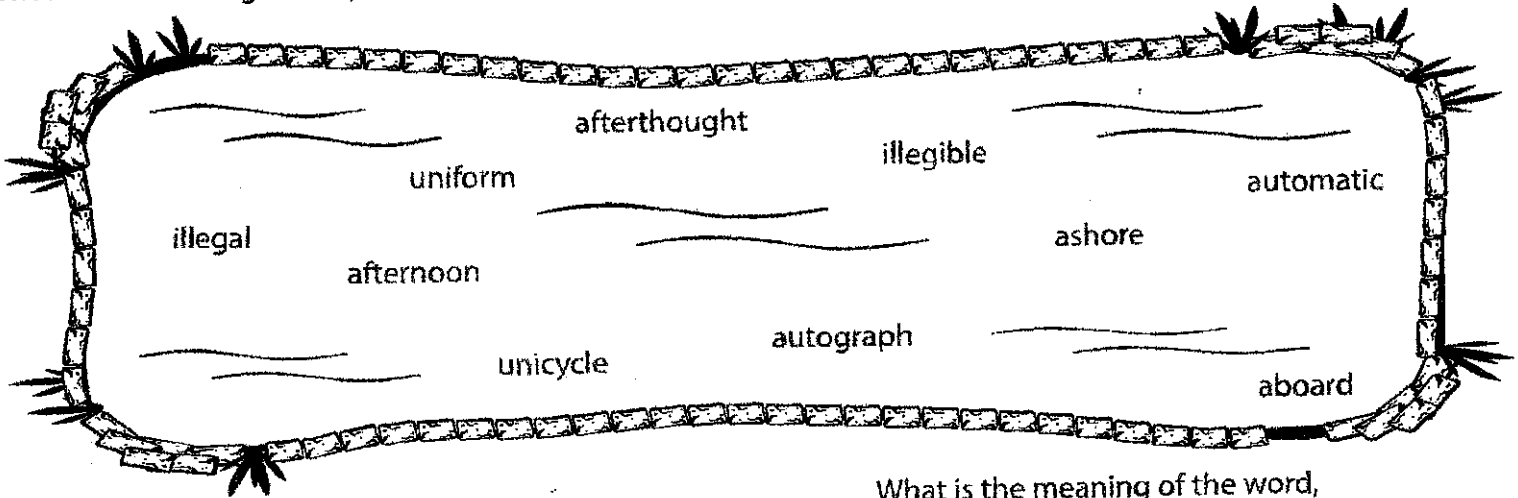
- | | |
|-------------|-----------------------------|
| astonished | a flower organ, like a seed |
| determined | surprised |
| intention | growing |
| bulb | plan |
| fascinating | resolved or purposeful |
| sprouting | interesting |

Name: _____

Date: _____

Prefix Pond

Look at all of the words in the prefix pond. Sort out the words and write the words that go together. Underline the prefix in each word. Next, explain what each word means in the second column. Underline the part that shows the meaning of the prefix.



What is the meaning of the word, considering the prefix?

Example:	<u>un</u> icycle	A unicycle is like a bicycle, but only has <u>one</u> wheel.
Similar Word:	<u>un</u> iform	A uniform is <u>one</u> type of clothing for a group of people.

What is the meaning of the word, considering the prefix?

Word 1:	
Similar Word:	

What is the meaning of the word, considering the prefix?

Word 2:	
Similar Word:	

What is the meaning of the word, considering the prefix?

Word 3:	
Similar Word:	

Grammar: Suffixes



A **suffix** is added to the end of a root word to change the meaning of the word.

Draw a line from the suffix to its meaning. *Hint: If you're stuck, think of a word you know that ends with that suffix.*

- | | |
|------------------|--------------------------------|
| 1. -able | more than |
| 2. -ful or -full | characteristic or way of being |
| 3. -less | the most |
| 4. -y | action or state |
| 5. -ly | believes or does |
| 6. -ment | characterized by/inclined to |
| 7. -er | worthy of, able to |
| 8. -est | without |
| 9. -ness | full of |
| 10. -ist | is like |

Add a suffix to each root word so it matches the new definition.

Root words			
most	art	beauty	cost

Suffixes		
-ful	-ist	-ly

very pretty _____
 expensive _____

a person who makes art _____
 almost totally _____

Circle the words with suffixes in the paragraph below.

You don't have to be a botanist to grow your own food! The warmest time of year is best for planting some seeds, while others can only grow when planted during colder times. Some plants, like tomatoes, become droopy if you don't water them daily. You must make sure the soil has just the right amount of wetness for each type of plant. Gardening can be difficult, but the right knowledge can make it easier.

From Furs to Five-Dollar Bills

by Jason Liu

- 1 Imagine paying for new sneakers with a handful of shells. In ancient times, people around the world paid for goods with commodity money. A commodity is a product or raw material offered as payment for another thing. Cows, sheep, or other kinds of animals were bartered for what a person wanted. Furs, beads, grain, giant stones, or salt were also exchanged.
- 2 Gradually, ancient peoples stopped using cattle and crops as money. Around 1000 B.C.E., the Chinese began to exchange metal tools for what they needed. They also used copper and bronze coins. By 700 B.C.E., the first silver and gold coins were produced in Lydia (what is now Turkey). These coins were stamped with images of different gods or important rulers.
- 3 Paper money developed in China around 800 C.E. Paper was light and easy to carry. But the Chinese printed too much paper money, and it lost its value. In 1455, the Chinese stopped using paper money for several hundred years. Meanwhile, Europeans only began using paper money in the 1600s.
- 4 After the American Revolution, the Continental Congress established a national currency based on the dollar in 1785. The first American coins were minted in 1793. These copper cents were produced by hand. Nearly seventy years later, the U.S. government began to issue paper money for the first time in 1861. Since then, the appearance of American coins and bills has changed. For example, today's paper money in the United States has a new design every seven to ten years.



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



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

Close Reader Habits

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



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

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

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

Part A

What is the meaning of the word currency as it is used in paragraph 4?

- A goods used in trade
- B an idea accepted by many people
- C something that is up-to-date
- D the money used in a country

Part B

Which phrase from the passage helps the reader understand the meaning of currency?

- A "based on the dollar"
- B "produced by hand"
- C "lost its value"
- D "a new design"

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

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

► **Talk**

3 Discuss the meaning of minted as it is used in paragraph 4 of the text.

►  **Write**

4 **Short Response** Define the word minted. Then describe what words or phrases helped you figure out the meaning of minted. Use the space provided on page 195 to write your answer.

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



Write Use the space below to write your answer to the question on page 193.

From Furs to Five-Dollar Bills

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

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

Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?

WORDS TO KNOW

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

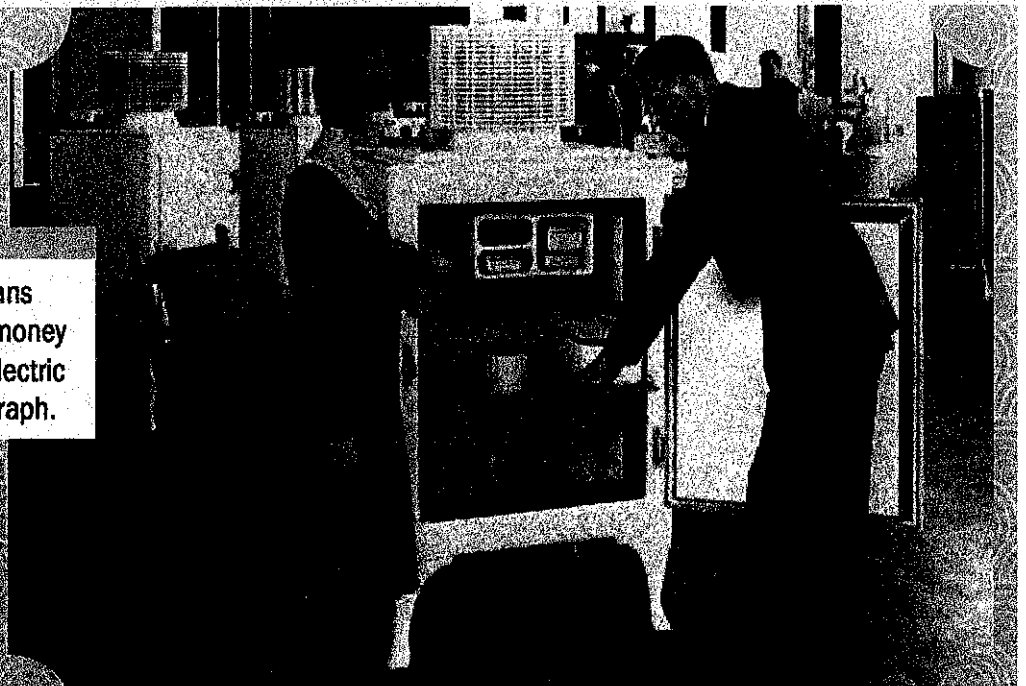
- financial
- economy

WHAT WAS THE GREAT DEPRESSION?

by Fran Severs

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

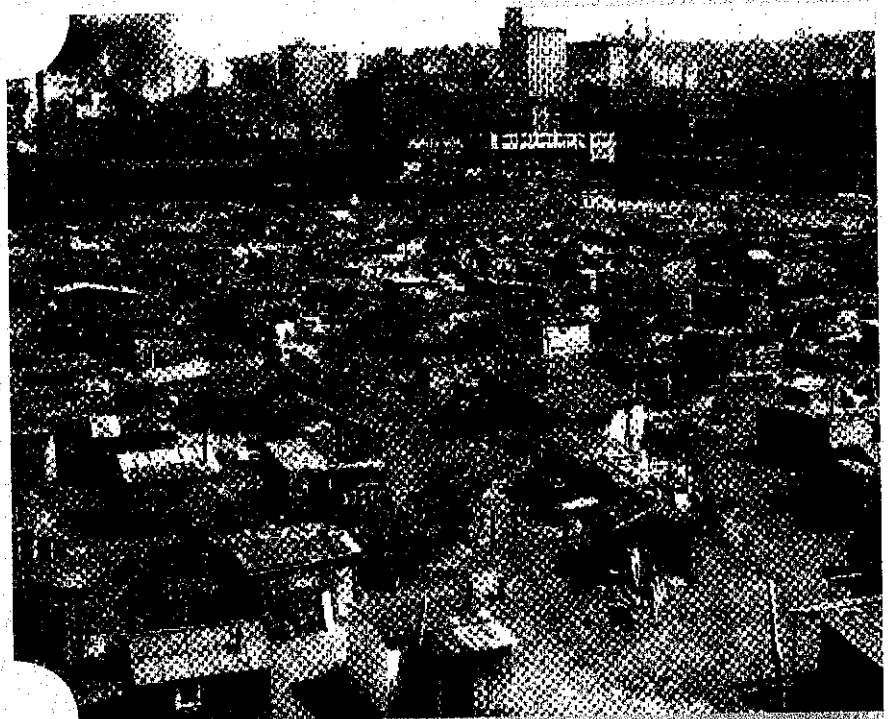
During the 1920s, many Americans grew wealthier. They spent their money on new inventions such as the electric refrigerator shown in this photograph.



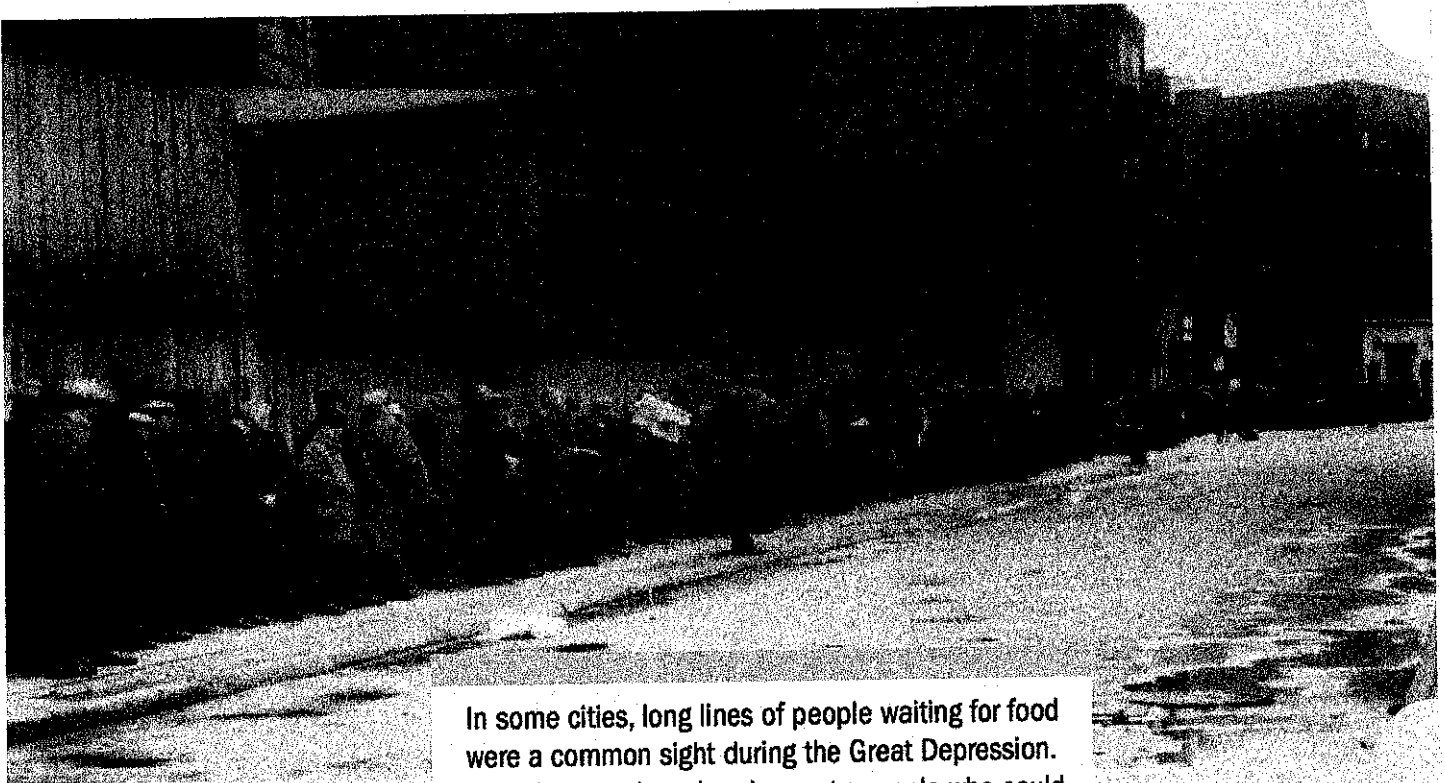
2 At the same time, many Americans decided to invest money in the stock market. They hoped to get rich quickly. The stock market is a place where shares of stock in different companies are bought and sold. People hope to make a high return by buying stock at a low price and selling it at a higher price.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

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

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



During the Great Depression, many Americans lost not just their jobs but also their homes. For shelter, these men and women built shacks on the outskirts of cities.



In some cities, long lines of people waiting for food were a common sight during the Great Depression. Charities gave bread and soup to people who could not pay to feed themselves.

- 5 About two million homeless men, women, and children drifted around the country. They broke the law by hitching free rides on trains. They rode from place to place looking for work, food, and shelter. Millions stood in lines for free bread or soup that charity groups provided. In 1931, charity groups in New York City served about 85,000 free meals every day.
- 6 Under President Franklin D. Roosevelt, America's economy slowly improved. Roosevelt's plan to fix the nation's money problems was called the New Deal. To improve the situation, the government passed laws that changed banking systems, provided the needy with aid, and created new jobs. In 1933, about 25 percent of Americans were jobless. By 1937, the unemployment rate had fallen to about 14 percent. Unfortunately, nearly 8 million Americans still did not have jobs.
- 7 The Great Depression lasted for more than ten years. In 1941, the United States entered World War II. Factories started making war supplies, such as airplanes, tanks, and ships. As the need for war supplies increased, businesses hired more and more people. America's hard times finally came to an end.

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

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

Part A

Read this sentence from paragraph 1.

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

What does the word merchandise mean as it is used in this sentence?

- A goods
- B large items
- C shares of stock
- D jobs

Part B

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

- A "... that no one bought ..."
- B "... even more products ..."
- C "... factory production slowed ..."
- D "... lost their jobs ..."

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

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

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

Part A

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

- A** a period of great difficulty
- B** a time when farmers couldn't grow crops
- C** a time when jobs paid low wages
- D** a period of mild sadness

Part B

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

- A** "When World War I officially ended in 1919, Americans were tired of the war and ready for good times." (paragraph 1)
- B** "From June through September 1929, the prices of stocks soared." (paragraph 2)
- C** "About two million homeless men, women, and children drifted around the country." (paragraph 5)
- D** "Roosevelt's plan to fix the nation's money problems was called the New Deal." (paragraph 6)

- 4** Read the sentence from paragraph 1.

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

Which dictionary entry **best** defines demand?

- A** "forceful statement"
- B** "wish"
- C** "strong need"
- D** "question"



Write

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



Learning Target

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

Writing and Research

This is a rough draft of a story. It has some mistakes. Read the story. Then answer the questions that follow.

Can They Do It?

Sunday, March 25. Everyone at Westfield Elementary School approached the date with fear and dread. The servers in the cafeteria prepared meals with worried looks and shaking hands. Teachers buzzed about it in the teachers' room. Students whispered about the approaching date in hallways. The date was so terrifying that some Westfield students break into tears at the mention of it. Others simply sat at their desks, stunned. Sunday, March 25, was the first day of Turn-Off-the-Television-and-Keep-It-Off-for-the-Whole-Week Week.

Mr. Humphrey Blodgett had graduated from Westfield Elementary School before television was even invented. He promised to take the entire school to Wacky World Water Park. In order to win the trip everyone had to turn off his or her television set for a week. Would either Westfield students and Westfield teachers be up to the challenge?

"Does that include basketball games?" Mrs. Travis asked. Mrs. Travis was a huge sports fan.

"What about educational television Mr. Blodgett?" Ms. Morgan, the school librarian, wondered. Mr. Kramer thought he should be able to watch his favorite show "for health reasons."

"No, there will be no television of any kind," Mr. Blodgett answered. "Read a book, take a walk; or play a game." Then, looking right at Mr. Kramer, he added, "Learn to knit. It's very good for the nerves."

"Boy, how tough will this be?" Mr. Kramer complained after Mr. Blodgett had left. But it turned out that it wasn't as difficult as everyone had thought. By the end of the week, the school was buzzing with excitement over having won a wonderful trip.

23 Read this sentence from the story.

In order to win the trip everyone had to turn off his or her television set for a week.

Which of the following should replace the underlined part to make the sentence correct?

- A** In order to win the trip everyone,
- B** In order to win the trip, everyone
- C** In order, to win the trip everyone
- D** In order to win, the trip everyone

Go On

24 Read this sentence from the story.

The date was so terrifying that some Westfield students break into tears at the mention of it.

Which word or words should replace the underlined verb to make the sentence correct?

- A** have broken
- B** will be breaking
- C** will break
- D** broke

25 Read this sentence from the story.

Would either Westfield students and Westfield teachers be up to the challenge?

Which of the following should replace the underlined part to make the sentence correct?

- A** either Westfield students nor
- B** neither Westfield students or
- C** either Westfield students or
- D** neither Westfield students and

26 Read this sentence from the story.

"Read a book, take a walk; or play a game."

Which of the following should replace the underlined part to make the sentence correct?

- A** book take, a walk, or
- B** book, take a walk, or
- C** book; take a walk; or
- D** book, take a walk or,

Tools for Instruction

Use Context to Find Word Meaning

Using context to determine a word's intended meaning is an essential reading strategy. Although students are often told to "use the context" to figure out the meaning of an unfamiliar word, they may need more specific guidance. To help students use context effectively, introduce specific types of context clues that they can look for in sentences and paragraphs.

Three Ways to Teach

Identify Sentence-Based Context Clues 20–30 minutes

Connect to Writing Explicitly teach students about the different types of context clues that can be used to determine meanings for unknown words. Then have students develop their own sentences with clues that help classmates guess above-level missing words.

- Display the following chart. Name the first type of clue, and read aloud the example sentence. Help students figure out a meaning for the italicized word and identify the (highlighted) context clues in the sentence, which give a definition for the word. Then guide students to tell how they can recognize definition clues in other sentences. Record a simple explanation in the "What It Does" column.
- Repeat the process to introduce the remaining types of clues. Each time, note signal words that emphasize the clue, including *is*, *or*, *and other*, and *but*.

Type of Clue	Example Sentence	What It Does
Definition	An <i>asteroid</i> is a rocky body that orbits the Sun.	Tells the meaning of the unfamiliar word explicitly
Appositive	An animal that is a <i>carnivore</i> , or meat eater, may hunt for its food.	Tells the meaning of the unfamiliar word beside it, marked off by commas or dashes
Examples	The streets were filled with buses, taxis, and other <i>vehicles</i> .	Describes the unfamiliar word by naming types of it
Contrast	Lush, green forests receive steady rains, but deserts are bare and <i>arid</i> .	Tells the meaning of an unfamiliar word by describing its opposite

- For independent practice, give each student two words likely to have known meanings, such as *skyscraper*, *meal*, *author*, and *study*.
- Tell students to write a sentence with their word, leaving a blank in its place. Challenge them to write a sentence with such strong context that listeners will easily guess the word.
- As students read aloud their sentences (saying "blank" for the word), talk about the context clues that helped listeners figure out the missing word. Repeat the activity, challenging students to write a sentence that uses a different type of context clue for their second word.

Identify Paragraph or Text-Based Context Clues 10–15 minutes

Explain that sometimes readers have to read the sentences before and after an unfamiliar word to determine its meaning. Choose a passage with a challenging, above-level word that is not defined in the same sentence but can be understood by rereading the paragraph. Display the paragraph with the word underlined, and model asking and answering questions such as these to determine the word's meaning:

- *What is this paragraph about?*
- *Do the sentences around the unfamiliar word describe it in a different way, by giving a synonym or example or by showing a contrast?*
- *Can I make an educated guess about what the word could mean?*
- *If I replace the word with what I think it might mean, does the sentence make sense with the topic or purpose of the paragraph?*

For independent practice, have partners choose another paragraph that includes one or two unfamiliar words. Have them use the questions above to search for context clues that will help them figure out the meaning of the unfamiliar words.

Use Multiple-Meaning Words to Highlight Context 10–15 minutes

- Explain to students that context clues can help readers clarify the intended meaning of a multiple-meaning word. Say, *Although looking up a word in a dictionary can be helpful, it can sometimes be hard to know which meaning was used in the text when a word has several definitions.*
- Display a list of multiple-meaning words. Then provide sentences using varied meanings for the words.

fan	The <u>fan</u> cheered for her team.	There was only a <u>fan</u> to keep us cool.
fry	The <u>fry</u> swim downstream right after hatching.	My dad will <u>fry</u> potatoes for dinner.
lap	I held the plate in my <u>lap</u> .	We ran one <u>lap</u> around the track.
strike	Watch the hammer <u>strike</u> the nail.	That pitch looks like a <u>strike</u> .

- Discuss how the context clues in each sentence clarify the intended meaning of the word. Provide independent practice by suggesting other multiple-meaning words and asking students to give oral sentences that make each of the word meanings clear. Then ask students to choose one word and draw each of its meanings.

Check for Understanding

If you observe...	Then try...
difficulty using context to define an unfamiliar word	confirming that students have sufficient background knowledge to understand the context. Ask students to briefly summarize the paragraph in their own words. Correct any misunderstandings, and proceed to model using the context to define the unfamiliar word.
errors in determining word meanings based on context	substituting students' definitions for the unfamiliar word, and verifying whether the inserted meaning makes sense.

Reading Discourse Cards

UNDERSTANDING LITERATURE

How does a character change in the story?

First, the character _____.
Then, the character _____.

© i-Ready / Reading © Curriculum Associates, LLC

5

UNDERSTANDING LITERATURE

If the story were told by a different character, which details might be different?

© i-Ready / Reading © Curriculum Associates, LLC

11

UNDERSTANDING LITERATURE

How do the illustrations help you understand the characters, setting, or events in the story?

© i-Ready / Reading © Curriculum Associates, LLC

14

UNDERSTANDING INFORMATIONAL TEXTS

What is the main topic of this text?
How do you know?

© i-Ready / Reading © Curriculum Associates, LLC

16

KNOWLEDGE BUILDING

What does this text help you understand?

Now I know _____.

© i-Ready / Reading © Curriculum Associates, LLC

32

KNOWLEDGE BUILDING

What does this part of the text make you want to learn more about?

The text makes me want to know _____.

© i-Ready / Reading © Curriculum Associates, LLC

33

KNOWLEDGE BUILDING

What do you already know about this topic?
Where have you learned about this topic?

I already know _____
from _____.

© i-Ready / Reading © Curriculum Associates, LLC

37

KNOWLEDGE BUILDING

What were you surprised to learn from the text?

© i-Ready / Reading © Curriculum Associates, LLC

40

ACADEMIC TALK 66 99

I'm curious about _____.

© i-Ready / Reading © Curriculum Associates, LLC

70

ACADEMIC TALK 66 99

Can you tell me more about _____?

© i-Ready / Reading © Curriculum Associates, LLC

77

Tarjetas de discusión

TEXTOS LITERARIOS

¿Cómo cambia un personaje a lo largo de la historia?

Primero, el personaje ____.

Luego, el personaje ____.

5

TEXTOS LITERARIOS

Si la historia la contara un personaje diferente, ¿qué detalles podrían ser distintos?

11

TEXTOS LITERARIOS

¿Cómo te ayudan las ilustraciones a comprender los personajes, el escenario o los sucesos de la historia?

14

TEXTOS INFORMATIVOS

¿Cuál es el tema principal de este texto? ¿Cómo lo sabes?

16

ASIMILAR CONOCIMIENTOS

¿Qué te ayuda a entender este texto?

Ahora sé ____.

32

ASIMILAR CONOCIMIENTOS

¿Sobre qué te anima a aprender más esta parte del texto?

El texto hace que quiera saber ____.

33

ASIMILAR CONOCIMIENTOS

¿Qué sabes ya sobre este tema? ¿Dónde has aprendido sobre este tema?

Ya sé ____.

Lo aprendí ____.

37

ASIMILAR CONOCIMIENTOS

¿Qué aprendiste en el texto que te haya sorprendido?

40

LENGUAJE ACADÉMICO 6^{ta} 49

Siento curiosidad por ____.

70

LENGUAJE ACADÉMICO 6^{ta} 49

¿Puedes decirme algo más sobre ____?

77

Webster County Schools

95 CLARK AVENUE – EUPORA, MS 39744

Office of Curriculum

662-258-5551, Extension 15

packets@webstercountyschools.org

SHAPE

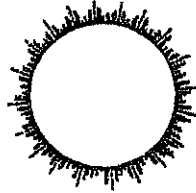
Packet 5

NAME _____

More Practice in June

Fluency

List ways to stay cool on a hot day.



















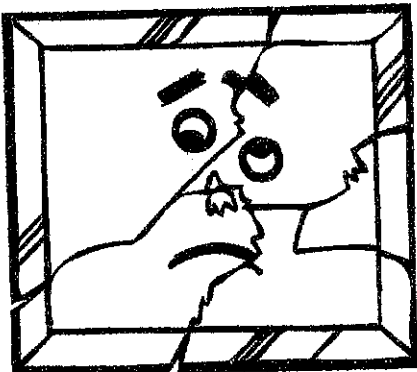






Flexibility

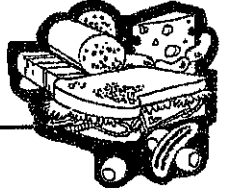
What if there were no mirrors around? What else could you use to see your reflection?



NAME _____

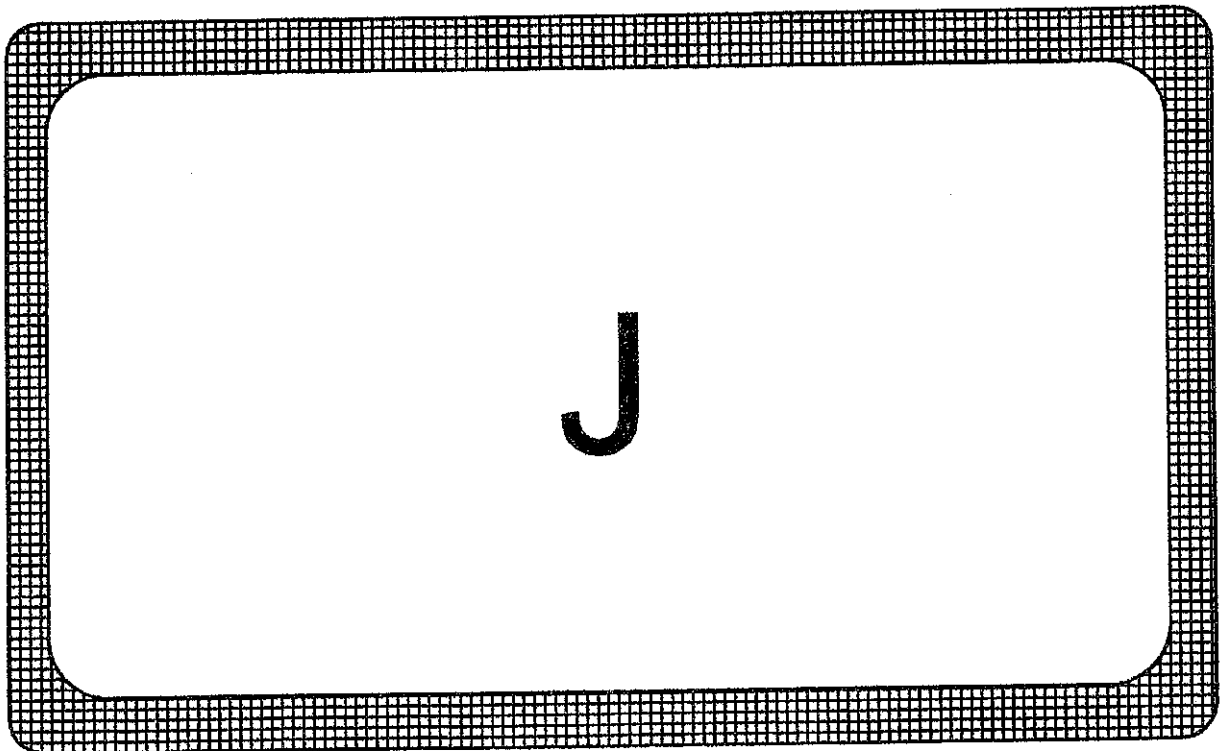
Originality

Think about lunchtime. What would the perfect lunchbox be like? Describe below the perfect lunchbox, including any new additions or special adaptations it may have. You may draw a diagram of it on the back. Give your new idea a catchy name.



Elaboration

Make a picture out of the J below. Turn the page in any direction. Add a creative title.



NAME _____

July

Fluency

List games that you play outside, but would never play inside.

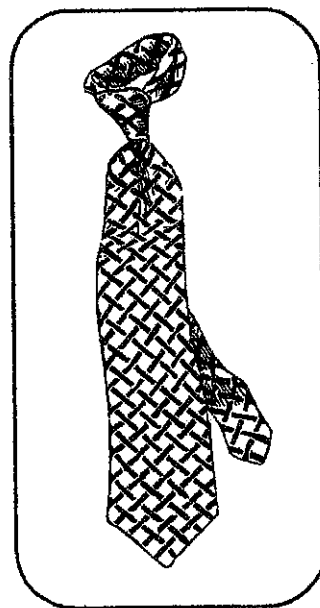


Two columns of horizontal lines for writing. The left column has six lines, and the right column has six lines.

Flexibility

Fathers often get neckties as gifts. If Dad has extra ties, what else could he do with them?

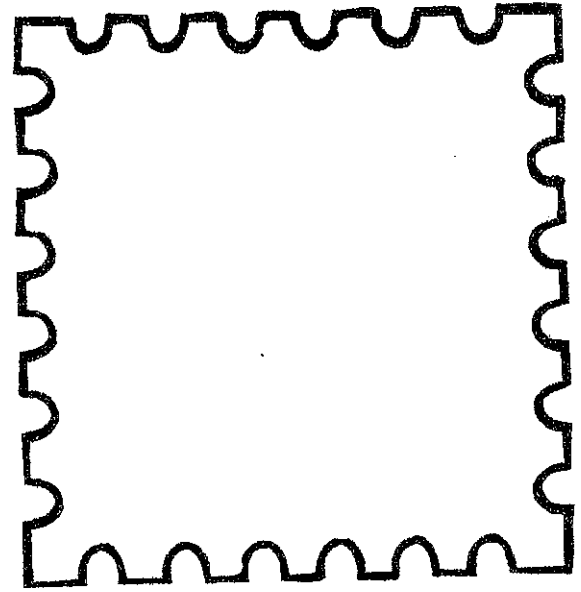
Eight horizontal lines for writing, arranged in a single column on the left side of the page.



NAME _____

Originality

The United States Postal Service creates new stamp designs every year. Some designs are patriotic; some are of famous people or places. What design would you like to see on a stamp? Draw it below and explain your reasons for choosing it.



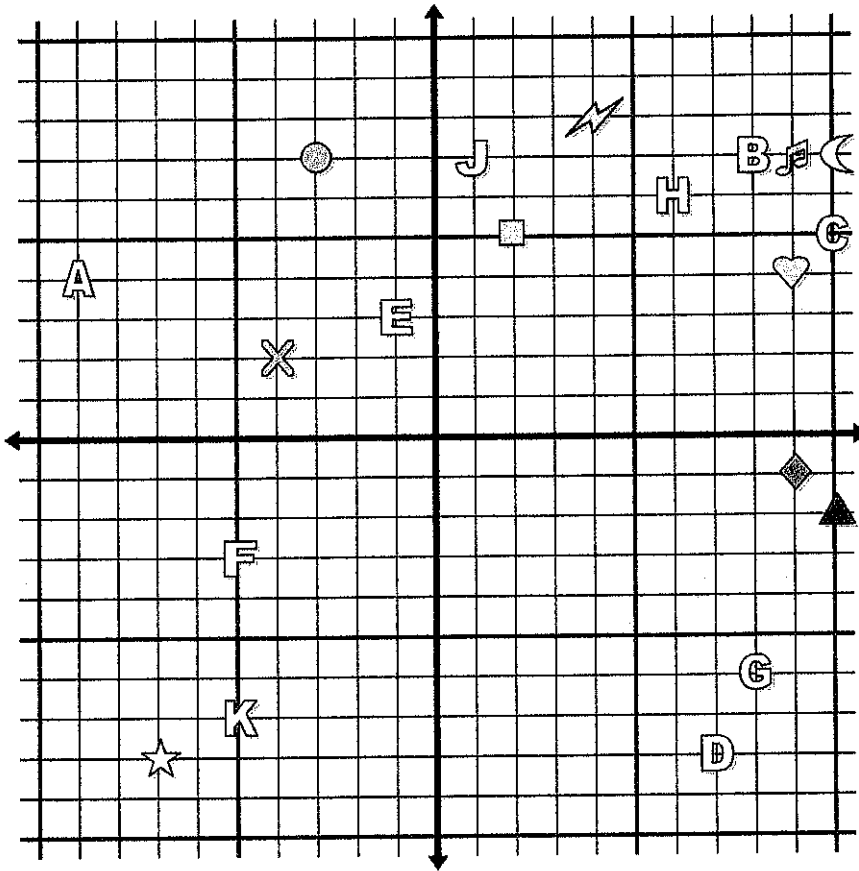
Elaboration

Add details to the open lines below. Give your picture a creative title.

A large rectangular box for drawing and writing. It contains two vertical lines on the left side and two horizontal lines on the right side, providing a space for a drawing and a title.



Answers



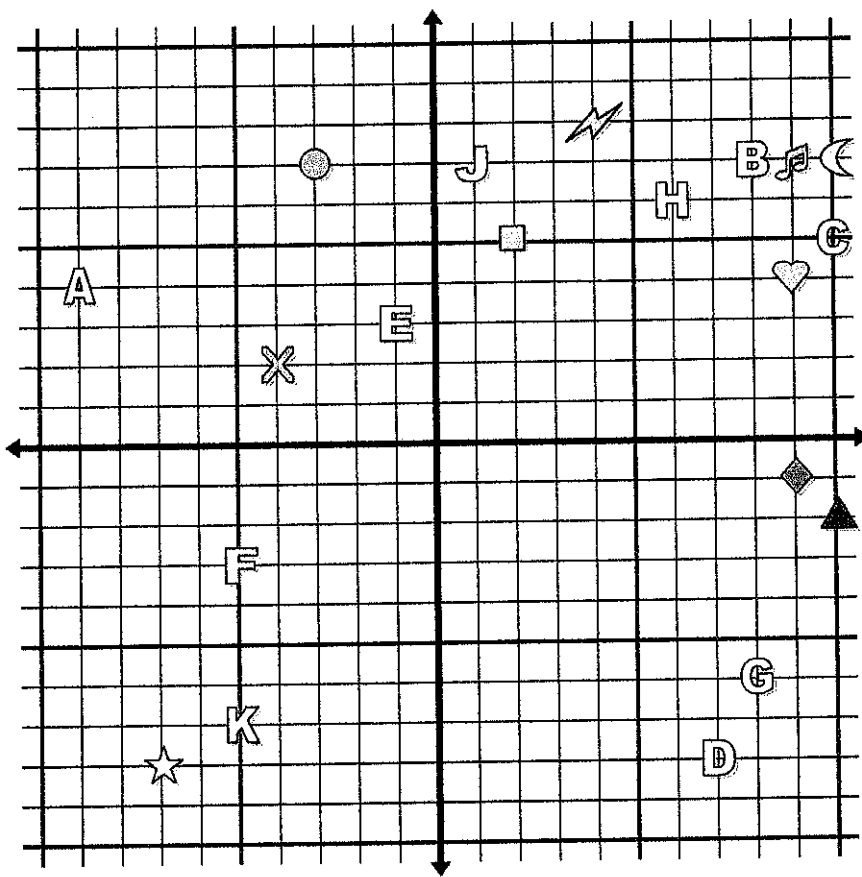
Determine the coordinates of each figure.

- 1) Star
- 2) Lightning
- 3) Circle
- 4) Heart
- 5) Cross
- 6) Triangle
- 7) Moon
- 8) Square
- 9) Diamond
- 10) Music Note

Determine which letter is at each coordinate.

- 11) (10, 5)
- 12) (-5, -3)
- 13) (7, -8)
- 14) (1, 7)
- 15) (-5, -7)
- 16) (6, 6)
- 17) (-1, 3)
- 18) (8, -6)
- 19) (8, 7)
- 20) (-9, 4)

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



Determine the coordinates of each figure.

- | | |
|------------|----------------|
| 1) Star | 2) Lightning |
| 3) Circle | 4) Heart |
| 5) Cross | 6) Triangle |
| 7) Moon | 8) Square |
| 9) Diamond | 10) Music Note |

Determine which letter is at each coordinate.

- | | |
|--------------|--------------|
| 11) (10, 5) | 12) (-5, -3) |
| 13) (7, -8) | 14) (1, 7) |
| 15) (-5, -7) | 16) (6, 6) |
| 17) (-1, 3) | 18) (8, -6) |
| 19) (8, 7) | 20) (-9, 4) |

Answers

1. (-7, -8)
2. (4, 8)
3. (-3, 7)
4. (9, 4)
5. (-4, 2)
6. (10, -2)
7. (10, 7)
8. (2, 5)
9. (9, -1)
10. (9, 7)
11. C
12. F
13. D
14. J
15. K
16. H
17. E
18. G
19. B
20. A



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) $100 \div 50 =$ _____

3) $(1 + 3) \times 2 =$ _____

4) If $7 \times 7 = 49$,
then $70 \times 7 =$ _____

5) Use $<$, $>$ or $=$ to compare.
 5.19 _____ 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) $180 \div 60 = \underline{\hspace{2cm}}$

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

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

5) Use $<$, $>$ or $=$ to compare.
 $3.2 \underline{\hspace{0.5cm}} 3.6$

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 $1/4$ 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 29

7) 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. $9\frac{1}{8}$

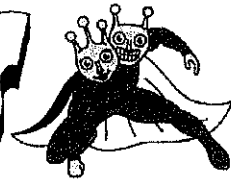
8. $1\frac{7}{15}$

9. 3.39

10. 6



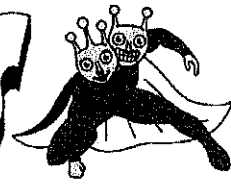
SUPERSHEETS



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.

Organization of Matter and Chemical Interactions Vocabulary

Student Name: _____

Date: _____

Teacher Name: Robin Hunter

Score: _____

1. Atom This is the basic building block of all matter.
2. Boiling This is the change from a liquid to a gas.
3. Buoyancy This is the ability of an object to float in a liquid, such as water.
4. Burning This is the chemical reaction between a flammable material and oxygen that usually produces fire and smoke.
5. Chemical Change This is a change in both form and nature of substance in which bonds are broken. (new)
6. Classify This is to order or group by like or different properties.
7. Color This is created when white light is passed through a prism; the wavelength of light that is reflected back to your eye.
8. Compound This is two or more elements chemically combined in a fixed ratio.
9. Concentrated Solution A solution containing a large amount of solute for the amount of solvent.
10. Concentration A measurement of the amount of solute that is dissolved in a given quantity of solvent; usually expressed as mol/L.
11. Condensation This is the process of matter changing from a gaseous state to a liquid state.
12. Conductor This is a material that allows heat/electricity to transfer.
13. Conservation Of Matter In any chemical process, matter is neither lost nor gained.
14. Cooking This is a type of chemical change that includes the practice or skill of preparing food by combining and heating ingredients.
15. Decaying This is a type of chemical change where organic material rots or decomposes through the action of bacteria and fungi.
16. Density This is a measure of mass per unit volume.
17. Design This is the process of giving form to an idea. Form for an idea could be a plan of action or a description of a physical thing.
18. Dilute Solution A solution that contains only a low concentration of solution.
19. Dissolve This is to become or cause to become incorporated into a liquid so as to form a solution.
20. Element This is a substance that cannot be broken down further by chemical means.
21. Evaluate This is to judge the value or worth of something in a careful, thoughtful manner.
22. Evaporation This is another term for vaporization, the part of the water cycle in which water changes from a liquid to a gas. Water moves from bodies of water on Earth to water vapor in the atmosphere.
23. Filter In this process, a piece of paper with small holes in it separates a heterogeneous mixture by letting through the small particles and keeping out the big ones.
24. Float This is to rest or move on the surface of a liquid without sinking.
25. Freezing This is the process of matter changing from the liquid to the solid state.
26. Graph This is the image obtained by plotting dots, bars or lines to show scientific data.
27. Hardness This is a characteristic of minerals. It describes the mineral's resistance to fractures or scratches.
28. Liquid This is the phase of matter with no fixed shape but fixed volume.
29. Magnetism A force of attraction/repulsion due to the spin of electrons.
30. Mass This is a measure of the quantity of matter.
31. Matter This is anything with mass that occupies space.
32. Measurement This is collection of data made by comparing objects in standard units. In science, the units are metric.

33. Melting This is the process of matter changing from solid to liquid state.
34. Metals This is a group of elements with few valence electrons that conducts heat and electricity.
35. Mixture A physical combination of two or more substances that can be separated by physical means.
36. Modify This is to make partial or minor changes to something, a model, theory, or conclusion, based on additional evidence.
37. Molecular Motion This is the speed at which molecules or atoms move dependent on temperature and state of matter.
38. Molecule This is a compound made from a group of covalently bonded atoms.
39. Object This is anything that can be seen or touched.
40. Observation This is a process of watching an experiment and noting what occurs.
41. Particle Size When making a solid-liquid solution, this is a property of the solid that determines how fast it will dissolve in the liquid. How big or small it is.
42. Parts Of A Whole This is a way to describe a fraction. A whole object can be divided into smaller portions.
43. Phase Change This is what occurs when matter transitions between solid, liquid and gas.
44. Phase Of Matter Composition of matter which depends on temperature.
45. Physical Change This is a change in the form, but not nature, of a substance; bonds are not broken.
46. Physical Property This is a property of matter that can be identified without changing the identity of the substance.
47. Problem This is a question proposed for solution or discussion. In math, this is a statement requiring a solution by means of a mathematical operation or geometric construction.
48. Product This is the substance(s) formed in a chemical reaction.
49. Property This is a quality that can be observed with any of the five senses and can sometimes be measured.
50. Rate Of Solution The rate at which a solute will dissolve into a solvent. Some factors that increase this include: surface area, temperature, pressure, and stirring.
51. Reactants These are the elements or compounds that enter into a chemical reaction.
52. Rusting This is the chemical reaction between iron and oxygen in the air that degrades iron objects.
53. Separate This means divide or to take apart the pieces.
54. Shape This is the form of an object; how it is laid out in space.
55. Sifting This is a method used to separate parts of a mixture. Large and small particles are separated using a screen.
56. Similar Alike; having some or all of the same properties.
57. Sink This means go down below the surface of something. Not float.
58. Size This is how big or small something is.
59. Solid This is the phase of matter with fixed shape and volume.
60. Solute The substance that is being dissolved by a solvent.
61. Solution This is a physical combination of one substance dissolved in another.
62. Solvent The substance that dissolves the solute.
63. Stir This is to move a spoon or other implement around in a liquid or other substance in order to mix it thoroughly.
64. Sum This means to add up. The answer in an addition problem.
65. Surface Area This is a measure of the number of square units needed to cover the outside of a solute.
66. Temperature The measure of how hot or cold something is.
67. Texture This is the feel or appearance of something, usually of the surface.
68. Volume This is the measure of the amount of space that matter takes up.