

Fifth Grade Instructional Packet



Informative/Explanatory Writing

Introduce text with NVF

Topic Sentence/ Thesis

Plan/Power number

Detail #1	<input type="checkbox"/> Evidence & source <input type="checkbox"/> OR explanation <input type="checkbox"/> Evidence & source <input type="checkbox"/> OR explanation
Detail #2	<input type="checkbox"/> Evidence & source <input type="checkbox"/> OR explanation <input type="checkbox"/> Evidence & source <input type="checkbox"/> OR explanation
Detail #3	<input type="checkbox"/> Evidence & source <input type="checkbox"/> OR explanation <input type="checkbox"/> Evidence & source <input type="checkbox"/> OR explanation

Conclusion

Restate your topic/thesis

Opinion/Argument Writing

Introduce the text/NVF

State your opinion/claim

Projected plan/power number

Reason #1	<input type="radio"/> Evidence/Explain/Elaborate <input type="radio"/> Evidence/Explain/Elaborate
Reason #2	<input type="radio"/> Evidence/Explain/Elaborate <input type="radio"/> Evidence/Explain/Elaborate
Reason #3	<input type="radio"/> Evidence/Explain/Elaborate <input type="radio"/> Evidence/Explain/Elaborate

Conclusion

Restate your claim/thesis

Narrative Writing

☐ BEGINNING (DRAWINGS)

BEGINNING (STORY ELEMENTS)

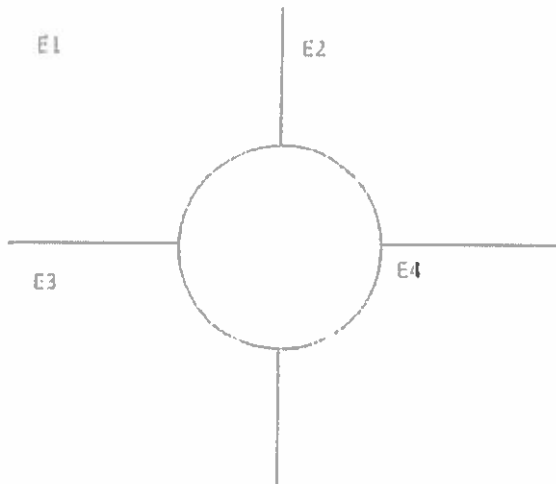
Characters:

Setting:

Plot

☐ STORY EVENTS—THE
MIDDLE (DRAWINGS)

STORY EVENTS



E1

E2

E3

E1

☐ STORY ENDING

STORY CLIMAX & SOLUTION

Customs & Traditions

Cross-Curricular Focus: History/Social Science



Native American Indian groups in North America lived in different cultural regions, each of which developed its own customs and traditions. A custom is the specific way in which a group of people does something. This can include how foods are prepared, what clothing is worn, the kinds of celebrations and much more. The set of customs developed and shared by a culture over time is a tradition.

A culture's customs are often determined by the natural resources found in their environment. In the Desert Southwest region, cloth weaving developed as a custom. The area has fewer large animals whose skins can be used for making clothing or blankets. Cloth weaving was a way of meeting the need for clothing without using animal skins. In the Eastern Woodlands area, however, hunting and fishing were daily activities. Since it was easy to get animal skins, developing skills like weaving were less important.

The traditional roles of men and women in the native tribes varied as well. In hunting cultures, men were often away from home during the day to hunt animals for food. Women did many chores around the village while they were gone. In cultures where crops were grown, it was usually the men who tended them.

Folklore was an important part of all Native American cultures. They had no written language. Telling the tribe's stories orally was the way they preserved them from generation to generation so they would not be lost. The tribe used chanting, storytelling and singing as a way to remember the tribe's folklore. The stories told the tribe's history, funny adventures and accomplishments. Folklore also helped unite the people of the tribe.

Religion was an important part of Native American cultures. The celebration of the tribe's faith and worship often involved special ceremonies. Harvest ceremonies were a common way to give thanks to the tribe's gods for a good crop. Other ceremonies combined religious songs and dances with social activities. The ceremonies reinforced the people's trust in their leaders' ability to provide for their needs.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is a custom? _____

2) What are the ways that Native Americans told their stories? _____

3) Contrast what you have learned about the historic Native American cultures and what you know about your own culture. How are they different? _____

4) In your own words, explain the importance of folklore. _____

5) Explain why some tribes developed weaving. _____

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Restate your topic / thesis

Name _____

- A **sentence** is a group of words that expresses a complete thought. It begins with a capital letter and ends with a punctuation mark.
- A **sentence fragment** is a group of words that does not express a complete thought.
- A **statement** is a sentence that tells something. It ends with a **period**.
- A **question** is a statement that asks something. It ends with a **question mark**.

Read each group of words. If it is a sentence, add the proper punctuation mark. If it is not a complete sentence, write *fragment*.

1. My mother walked into the kitchen _____
2. Looked out the window _____
3. One of my sisters _____
4. What were they looking at _____
5. A deer stood in the yard _____
6. Underneath the apple tree _____
7. We watched quietly _____
8. The deer looked up _____
9. Did it see us _____
10. Ran off across the lawn _____

Name _____

- A **command** is a sentence that tells or asks someone to do something. It ends with a **period** or an **exclamation point**.
- An **exclamation** expresses strong feeling. It ends with an **exclamation point**.

Add the proper punctuation to the end of each sentence. Then write whether the sentence is a *statement, question, command, or exclamation*.

1. Where are the maps _____
2. I had them in my backpack _____
3. Help me look for them _____
4. We don't want to get lost _____
5. I'm so angry about losing them _____
6. Can we find the way home on our own _____
7. Did we pass by that tree earlier today _____
8. I remember those strange rocks as well _____
9. Climb up that hill _____
10. The view from up there is amazing _____

Name _____

- A **sentence** is a group of words that expresses a complete thought. A sentence begins with a capital letter and ends with a punctuation mark.
- A **statement** ends with a **period**. A **question** ends with a **question mark**. A **command** can end with a **period** or an **exclamation point**. An **exclamation** ends with an **exclamation point**.

Rewrite each sentence by putting capital letters and punctuation marks where they belong.

1. did you hear about the elephants outside

2. they are coming to town for the fair

3. go over to the window to see them

4. this year's fair will be the best ever

5. how much do elephants eat each day

- Proofread the paragraph. On the lines below, correct any fragments or mistakes in sentence capitalization and punctuation.**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Name _____

1. Find the property that each equation shows.

Write the equation in the correct box.

$$15 \times (7 \times 9) = (15 \times 7) \times 9$$

$$23 + 4 + 109 = 4 + 23 + 109$$

$$13 + (3 + 7) = (13 + 3) + 7$$

$$87 \times 3 = 3 \times 87$$

$$1 \times 9 = 9$$

$$0 + 16 = 16$$

Identity Property of Addition	Commutative Property of Multiplication	Identity Property of Multiplication
Associative Property of Multiplication	Commutative Property of Addition	Associative Property of Addition

2. For numbers 2a–2b, select Yes or No to indicate whether the value of the equation is correct.

2a. $55 - (12 + 2)$, value: 41 ☐ Yes ☐ No

2b. $25 + (14 - 4) \div 5$, value: 27 ☐ Yes ☐ No

3. Carmine buys 8 plates for \$1 each. He also buys 4 bowls. Each bowl costs twice as much as each plate. The store is having a sale that gives Carmine \$3 off the bowls. Which numerical expression shows how much he spent?

(A) $(8 \times 1) + [(4 \times 16) - 3]$

(C) $(8 \times 1) + [(4 \times 2) - 3]$

(B) $(8 \times 1) + [4 \times (16 - 3)]$

(D) $(8 \times 4) + [(4 \times 2) - 3]$

GO ON 

Name _____

4. Valerie earns \$24 per hour. Which expression can be used to show how much money she earns in 7 hours?

- (A) $(7 + 20) + (7 + 4)$
(B) $(7 \times 20) + (7 \times 4)$
(C) $(7 + 20) \times (7 + 4)$
(D) $(7 \times 20) \times (7 \times 4)$

5. Evaluate the numerical expression.

$$2 + (65 + 7) \times 3 = \boxed{}$$

6. Jackie followed these steps to evaluate the expression $15 - (37 + 8) \div 3$.

$$37 + 8 = 45$$

$$45 - 15 = 30$$

$$30 \div 3 = 10$$

Mark looks at Jackie's work and says she made a mistake. He says she should have divided by 3 before she subtracted.

Part A

Which student is correct? Explain how you know.

Part B

Evaluate the expression.



Active & Passive Transport

Cross-Curricular Focus: Life Science

All living things are made up of tiny units called cells. The cells are surrounded by a covering called a **membrane**. The membrane controls what moves in and out of the cell.

Cells need many kinds of materials in order to thrive. They must have water, oxygen, glucose (sugar), sodium, potassium and a variety of other minerals. The body has to have a delivery system to get these materials where they need to go. In addition, every cell produces waste materials that it needs to get rid of. The body has to have a method of waste collection and disposal. Like a fleet of trucks form a transport system to the pick up and deliver goods in the world, the body has a transport system, too. There are two types of transport: **active transport**, and **passive transport**.

Passive transport is easiest for the cells because they don't need to use any energy to make it happen. Diffusion is the simplest and most common form of passive transport. During the diffusion process, tiny particles of the materials that need to be delivered to the cells are spread through either a gas, like oxygen, or a liquid, like water. Areas with high concentrations of the materials slowly diffuse them to areas of low concentration of the materials. Osmosis is a unique form of passive transport that allows water to pass through the cell membrane but keeps most other materials out.

Active transport is used when the concentration of materials inside the cell is high, and the cell needs to push materials in to areas of high concentration of the materials. Unfortunately, this kind of transport requires the cell to work against the natural direction of diffusion. This causes the cell use energy. One example of this is how nerve cells work. They pump sodium out and pull potassium in. Although they must expend energy in this process, doing so allows them to thrive.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is the covering around a cell called?

2) How are active and passive transport different?

3) What is osmosis?

4) What comparison is made to help the reader of this passage better understand how materials are moved throughout the body?

5) Name one type of cell that uses active transport.

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Conclusion

Restate your topic / thesis

Name _____

- A **simple sentence** expresses one complete thought.
- A **compound sentence** contains two simple sentences joined by a comma and a conjunction.
- A **conjunction** joins words or groups of words. The words *and*, *but*, and *or* are conjunctions.

Write whether each sentence below is *simple* or *compound*. Circle each conjunction.

1. The dog barked, and I woke up instantly. _____
2. Something was tapping on my window. _____
3. Was the noise real, or was I still dreaming? _____
4. A bright light flashed, and I ducked under the covers. _____
5. The dog ran down into the basement. _____
6. I called the dog, but he wouldn't come back. _____
7. My parents heard me and came into my room. _____
8. They both seemed calm, or I would have kept hiding. _____
9. There were strong winds, and a power line had snapped. _____
10. That explained both the tapping and the bright light. _____

Name _____

- A **run-on sentence** joins together two or more sentences that should be written separately.
- You can correct a run-on sentence by rewriting it as a compound sentence.

Correct each run-on sentence below by writing it as a compound sentence.

1. The official waves the flag the race begins!

2. The driver pushes the gas pedal the car zooms forward.

3. She speeds around the curve she doesn't lose control.

4. The other racers chase her their cars can't catch up.

5. The race is soon over she wins another trophy.

Name _____

- When you correct a run-on sentence, use a comma before *and*, *but*, or *or* if the subject in each independent clause is different.
- To coordinate two closely related sentences without using a conjunction, use a **semicolon (;)**.

Correct each run-on sentence. Use commas and semicolons where needed.

1. There is a concert this weekend we want to go.

2. It's our favorite band we have to see them!

3. Will you buy the tickets should I pick them up?

4. We want seats in the front row they are sold out.

5. Our seats are in the back we'll have a great time anyway.

Name _____



5.OA.2

Write and interpret numerical expressions.

1. An adult elephant eats about 300 pounds of food each day. Write an expression to represent the number of pounds of food a herd of 12 elephants eats in 5 days.

2. Tara bought 2 bottles of juice a day for 15 days. On the 16th day, Tara bought 7 bottles of juice. Write an expression that matches the words.

3. Paul displays his sports trophies on shelves in his room. He has 5 trophies on each of 3 shelves and 2 trophies on another shelf. Write an expression to represent the number of trophies Paul displays.

4. Peter ran 3 miles a day for 17 days. On the 18th day, Peter ran 5 miles. Write an expression that matches the words.

GO ON 

Name _____

5. Daniel bought 30 tokens when he arrived at the festival. He won 8 more tokens for getting the highest score at the basketball contest, but lost 6 tokens at the ring toss game. Write an expression to find the number of tokens Daniel has left.

6. Write $12.9 + 8$ using words.

7. Write $8 \div (7 - 5)$ using words.

8. For numbers 8a–8e, select Yes or No to indicate whether the expression represents multiplying the sum of 8 and 2 by 6.

8a. $8 + 2 \times 6$

☐ Yes

☐ No

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

☐ Yes

☐ No

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

☐ Yes

☐ No

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

☐ Yes

☐ No

8e. $6 \times 8 + 2$

☐ Yes

☐ No



Bartering for Basics

Cross-Curricular Focus: History/Social Science

Early Native American groups lived in different cultural regions. Their environments had different resources. Each group **specialized** in making particular products or developing certain skills, based on their resources. As they perfected their techniques, something exciting began to happen. For the first time in their tribes' history, they had a **surplus** of materials. They had enough to meet their own needs with some left over. The conditions were perfect for an **economy** to develop. In an economy, goods, services and often money are organized into a system to manage those resources.

Native American groups began to work with each other to simplify their work and share items they wanted or needed. They began to barter as they began to **interact** with each other. Bartering is trading goods or services directly for other goods or services rather than using any form of money. Having the ability to **barter** with other tribes meant that it was easier on all the groups. No one group had to work as hard to make or find everything they needed for survival.

Native American tribes would often travel long distances for the opportunity to trade with each other. In between trading times, they would gather or create surplus products. They set things aside especially for the purpose of bartering with other tribes at their trade meetings.

An additional benefit of trading between cultural regions was the ability to enjoy products that were impossible to make with the resources in the tribe's home territory. Tribal members of the Desert Southwest region wanted tools fashioned from whalebone. There is no whalebone available in the desert. However, they could get it from the tribes of the Pacific Northwest region, who had access to resources found on the beach or in the sea.

Some people still use bartering today to get the something they need or want. For example, you might offer to do the dishes for your brother if he will take you to the movies. Especially in tough economic times, people return to this age-old way of getting things that they need. We will probably always have some form of money, but we don't always have to use it.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What is the purpose of this passage?

2) What was one advantage to bartering for the Native Americans?

3) What does it mean to specialize?

4) What is an economy?

5) Do you think that you would like to try bartering with someone in the future? Why, or why not?

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Conclusion

Restate your topic / thesis

Name _____

- The **simple subject** is the main noun or pronoun that names the subject of the sentence.
- The **complete subject** includes all of the words that tell whom or what the sentence is about.
- The **simple predicate** is the verb that tells exactly what the subject does or is.
- The **complete predicate** is the verb and all of the words that tell what the subject does or is.

After each sentence, write whether the underlined word or words are the *simple subject*, *complete subject*, *simple predicate*, or *complete predicate*.

1. My grandparents live on an island. _____
2. A small boat travels there every hour. _____
3. The entire ride takes about twenty minutes. _____
4. My family visits them every summer. _____
5. We stay for about a week. _____
6. My grandmother likes to paint the ocean. _____
7. I am learning how to paddle a kayak. _____
8. My oldest sister has started a shell collection. _____
9. I swim nearly every day. _____
10. Days at the beach are the best ever! _____

Name _____

- A **compound subject** is two or more subjects that share the same verb. The subjects are usually joined by a conjunction such as *and* or *or*.
- A **compound predicate** contains two or more predicates that have the same subject.
- Compound subjects and predicates can use **coordinating conjunctions** (*and*, *or*) or **correlative conjunctions** (*either/or*, *neither/nor*).

After each sentence, write whether the underlined words are a *compound subject* or *compound predicate*. Circle each conjunction.

1. The students arrive and sit down. _____
2. The teacher and the students open their books. _____
3. The boy or the girl will read first. _____
4. The class listens and takes notes. _____
5. Either the teacher or the principal will speak. _____
6. The cafeteria opens and serves lunch. _____
7. The students neither rush nor hurry. _____
8. The pizza and the pasta are the favorite meals. _____
9. Do you or your friends enjoy salads? _____
10. Can either my friend or I help clean up? _____

Name _____

- Use **commas** to separate three or more words or phrases in a series.
- **Appositives** are often set off by commas.
- Commas set off introductory words, such as *yes*, *no*, and *thank you*.

Rewrite each sentence correctly by putting commas where they belong.

1. The school's sports teams include baseball soccer and football.

2. My brother sister and father will attend today's game.

3. Mr. Tompkins our coach will lead the team onto the field.

4. Yes we love it when people sing the school song!

5. Our team got the ball raced down the field and scored a goal.



1. The table shows two sequences of numbers.

Day	1	2	3	4	5
Number of T-shirts sold	5	10	15	20	25
Amount earned (\$)	20	40	60	80	?

For numbers 1a–1b, choose the correct values to describe how one sequence is related to the other.

- 1a. The unknown number in Day 5 is

90

100

120

- 1b. The rule that describes how the number of T-shirts sold relates to the amount earned is

add 15

multiply by 5

multiply by 4

2. Jawan made a table to figure out how much he earns at his job.

Job Earnings						
Week	1	2	3	4	...	6
Hours Worked	6	12	18	24	...	36
Amount Earned (\$)	54	108	162	216	...	?

Part A

Write a rule that relates the amount Jawan earns to the number of hours worked. Explain how you can check your rule.

Part B

How much does he earn from his job by the end of Week 6?

\$ _____



Name _____

3. Look for a pattern.



Figure 1

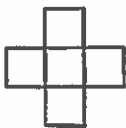


Figure 2

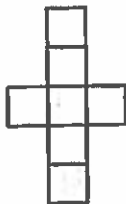


Figure 3

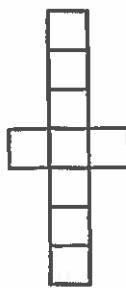


Figure 4

What is the rule? _____

How many squares will there be in Figure 5? _____ squares

4. Steven is buying a new mountain bike on layaway for \$272. If he pays \$34 each week, how many weeks will it take Steven to pay for the bike? How can making a table help you solve the problem?

--

5. Look for a pattern.

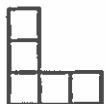


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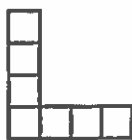


Figure 2

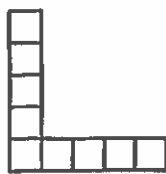


Figure 3

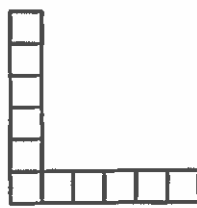


Figure 4

What is the rule? _____

How many squares will there be in Figure 5? _____ squares



Absolute Location

Cross-Curricular Focus: History/Social Sciences



Where on Earth are you? Navigators use lines of latitude and lines of longitude to locate places. Lines of latitude run east and west around Earth. On a map or globe, these lines appear as running sideways or horizontally. Lines of longitude run north and south around Earth. These lines go up and down or vertically on a map or globe. These lines create an imaginary graph paper on the Earth. They make it possible to find an absolute, or exact, location on Earth. They even allow us to give an absolute location to a place out in the middle of the ocean.

Lines of latitude tell us how far north or south of the Equator we are. Sailors have used primitive navigation tools, like astrolabes, since ancient times. The astrolabe uses the sun and stars to find an approximate location. Using such tools, they have been able to approximate their distance from the equator. Although their instruments may not have been the high quality we have now, they were incredibly accurate for their time.

Lines of longitude tell us how far east or west of the prime meridian we are. Sailors constantly looked for new ways to increase their navigation skills. Still, it wasn't until the 18th century they were able to measure degrees of longitude. They would have been very envious of the technology available to us today.

When we use lines of latitude and longitude together, we can get a very precise location. If we want to identify the absolute location of a point, we look where the latitude and longitude lines cross nearest to that point. We use the coordinates for that point as its address. Many maps today include degrees of latitude and longitude.

Another tool that helps us navigate is the **magnetic compass**. The magnetic compass was developed in China. In medieval times, sailors brought it from China to Europe during their regular trade **expeditions** to Asia. This technology made worldwide travel easier and encouraged more exploration.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

- 1) What is the function of lines of latitude and longitude? _____
- 2) Which imaginary lines run north and south? _____
- 3) Which imaginary lines are based on the Equator? _____
- 4) Explain what is meant by an absolute location. _____
- 5) In your opinion, which invention was more important: the astrolabe or the magnetic compass? Why? _____

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- Compound subjects and predicates can use **coordinating conjunctions** (*and, or*) or **correlative conjunctions** (*either/or, neither/nor*).
- Use **commas** to separate three or more words or phrases in a series.
- Use commas to set off **appositives** and **introductory words** in sentences.

Proofread the paragraph. On the lines below, correct mistakes in the use of conjunctions and commas.

My parents have hired a tutor to help me with my reading writing and spelling. I also need help with science my hardest subject. The tutor, and I work together most afternoons. We most often meet on Monday, Tuesday, and, Thursday. She and I either read together, or work on my homework problems. No she doesn't give me the answers. My teachers parents and tutor are all proud of my progress.

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Name _____

- A **simple sentence** expresses one complete thought.
- A **compound sentence** contains two simple sentences joined by a comma and a conjunction.
- A **conjunction** joins words or groups of words. The words *and*, *but*, and *or* are conjunctions.

Write whether each sentence below is *simple* or *compound*. Circle each conjunction.

1. The dog barked, and I woke up instantly. _____
2. Something was tapping on my window. _____
3. Was the noise real, or was I still dreaming? _____
4. A bright light flashed, and I ducked under the covers. _____
5. The dog ran down into the basement. _____
6. I called the dog, but he wouldn't come back. _____
7. My parents heard me and came into my room. _____
8. They both seemed calm, or I would have kept hiding. _____
9. There were strong winds, and a power line had snapped. _____
10. That explained both the tapping and the bright light. _____

Name _____

- A **run-on sentence** joins together two or more sentences that should be written separately.
- You can correct a run-on sentence by rewriting it as a compound sentence.

Correct each run-on sentence below by writing it as a compound sentence.

1. The official waves the flag the race begins!

2. The driver pushes the gas pedal the car zooms forward.

3. She speeds around the curve she doesn't lose control.

4. The other racers chase her their cars can't catch up.

5. The race is soon over she wins another trophy.

Name _____

5. Select other ways to write 50,897. Mark all that apply.

- (A) $(5 \times 10,000) + (8 \times 100) + (9 \times 10) + (7 \times 1)$
 (B) $50,000 + 800 + 90 + 7$
 (C) $5,000 + 800 + 90 + 7$
 (D) fifty thousand, eight hundred ninety-seven

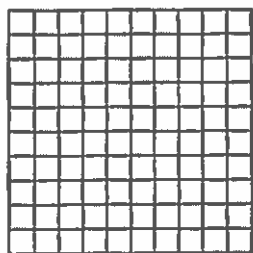
6. 0.84 is 10 times as much as

0.084
0.84
8.4
84

and $\frac{1}{10}$ of

0.084
0.84
8.4
84

7. Shade the model to show the decimal 0.674.



8. 0.92 is 10 times as much as

0.0092
0.092
0.92
9.2

and $\frac{1}{10}$ of

0.0092
0.092
0.92
9.2



Name _____



1. The table shows the equations Ms. Valez discussed in math class today.

Equations
$6 \times 10^0 = 6$
$6 \times 10^1 = 60$
$6 \times 10^2 = 600$
$6 \times 10^3 = 6,000$

Explain the pattern of zeros in the product when multiplying by powers of 10.

2. Omar is making a scale model of the Statue of Liberty for a report on New York City. The Statue of Liberty is 305 feet tall measuring from the ground to the tip of the torch. If the model is $\frac{1}{100}$ the actual size of the Statue of Liberty, how tall is the model?

_____ feet

3. For numbers 3a–3d, choose Yes or No to indicate whether the product is correct.

- | | | |
|------------------------------|---------------------------|--------------------------|
| 3a. $0.62 \times 10 = 62$ | <input type="radio"/> Yes | <input type="radio"/> No |
| 3b. $0.53 \times 10 = 5.3$ | <input type="radio"/> Yes | <input type="radio"/> No |
| 3c. $0.09 \times 100 = 9$ | <input type="radio"/> Yes | <input type="radio"/> No |
| 3d. $0.60 \times 1,000 = 60$ | <input type="radio"/> Yes | <input type="radio"/> No |

GO ON

Colonization: for Gold, God and Glory

Cross-Curricular Focus: History/Social Sciences



Historically, most explorations began as searches for new trade routes.

However, the discovery of the Americas changed all that. It created new desires in the hearts of kings, emperors and explorers. Land was hard to get in Europe as populations grew. Every bit of it had already been claimed.

The prospect of vast open lands in the Americas excited the sailors to action. The lands were also reportedly full of rich resources. The bountiful land also encouraged rulers to put up the money for sailing expenses in the hopes of receiving far more wealth in return.

Religion was another reason for exploration and colonization. When Protestants rebelled against the Catholic Church, calling for its reform, the Catholic Church launched the Counter-Reformation. This was a time when Catholic nations did everything they could to convert new believers to Catholicism. Establishing a new colony was an opportunity for the church to convert the natives.

Each time another explorer went to seek his fortunes, to convert natives to his religion or to make a name for himself as a brave adventurer, the face of the world changed again. Cartographers, the people who make maps, struggled to keep up with the new discoveries. In their hurry to publish "newer" and "better" maps, unknown areas were often filled in with things the cartographer imagined. Sometimes the cartographer decorated it with angels, spirits or demons to represent the unknown.

The world became a smaller place with each exploration. Finally, in 1519, Ferdinand Magellan began his historic voyage. He became the first explorer to realize the original dream of sailing west to Asia. In the name of Spain, Magellan's crew did something else remarkable in the process, as well. They were the first people ever to circumnavigate the globe. Circumnavigation means to sail completely around the entire world. Sadly, Magellan did not live to see the three-year journey completed. He died during battle with natives in Asia in 1521. Only one of his five ships and 18 of his 250 men returned home in 1522.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Do you think it was moral for European nations to claim lands in the Americas that were already inhabited by natives? Why or why not?

2) Why did cartographers add artistic pictures, like angels, to their maps?

3) Gold, God, and glory were three reasons for exploration. Which of these might motivate you to go exploring? Why?

4) Considering that so many died, was Magellan's voyage a success? Why or why not?

5) What does circumnavigate mean?

Informative / Explanatory Writing

Introduce text with NVF

Topic Sentence / Thesis

Plan / Power number

Detail #1

Evidence & source OR explanation

Detail #2

Evidence & source OR explanation

Detail #3

Evidence & source OR explanation

Conclusion

Restate your topic / thesis

Name _____

- When you correct a run-on sentence, use a comma before *and*, *but*, or *or* if the subject in each independent clause is different.
- To coordinate two closely related sentences without using a conjunction, use a **semicolon (;)**.

Correct each run-on sentence. Use commas and semicolons where needed.

1. There is a concert this weekend we want to go.

2. It's our favorite band we have to see them!

3. Will you buy the tickets should I pick them up?

4. We want seats in the front row they are sold out.

5. Our seats are in the back we'll have a great time anyway.

Name _____

- **Coordinating conjunctions** join two words or word groups of the same grammatical rank or importance (e.g., two nouns, two independent clauses). The coordinating conjunctions *and*, *but*, and *or* can be used to create a **compound sentence**.
- **Subordinating conjunctions** tell where, when, why, or how. Some common subordinating conjunctions are *after*, *although*, *as*, *because*, *before*, *if*, *since*, *so that*, *until*, *when*, and *while*.

Circle the conjunction in each sentence below. Then write whether it is a *coordinating* or *subordinating* conjunction.

1. My dad looks great when he wears a suit. _____
2. I gave him a tie, and he wears it all the time. _____
3. It's his favorite because it reminds him of home. _____
4. He took me to work one day, and I sat at his desk. _____
5. I wanted to attend a meeting, but he wouldn't let me. _____
6. I stayed in his office until he returned. _____
7. After we ate lunch, we went on a sales call. _____
8. He gave me some advice before we went inside. _____
9. I had to be polite, or he would send me to the car. _____
10. We both laughed since I'm always polite to everyone. _____

Name _____

- A **complex sentence** is a sentence that contains two related clauses joined by a conjunction other than *and*, *but*, or *or*.
- **Subordinating conjunctions** can appear at the beginning or in the middle of a complex sentence. If the sentence begins with a subordinating conjunction, a comma should follow the last word of the **dependent clause**.

Use the subordinating conjunction in parentheses to combine the two simple sentences into one complex sentence.

1. I was worried about the dog. She wouldn't eat. (because)

2. I told my mother. We called the vet. (after)

3. The dog walked away. We were still on the phone. (while)

4. She was acting suspicious. I followed her. (since)

5. I was concerned. She led me to a bag of food she had eaten. (until)

Name _____

4. Nicole is making 1,000 bows for people who donate to the library book sale. She needs a piece of ribbon that is 0.75 meter long for each bow. How many meters of ribbon does Nicole need to make the bows? Explain how to find the answer.

5. Rita is hiking along a trail that is 13.7 miles long. So far she has hiked along one-tenth of the trail. How far has Rita hiked?

_____ miles

6. Use the numbers on the tiles to write the value of each expression. You can use a tile more than once or not at all.

$35.5 \div 10^0$	=	<div style="border: 1px solid black; height: 25px; width: 100%;"></div>
$35.5 \div 10$	=	<div style="border: 1px solid black; height: 25px; width: 100%;"></div>
$35.5 \div 10^2$	=	<div style="border: 1px solid black; height: 25px; width: 100%;"></div>

.	0	3	5
---	---	---	---

7. Select other ways to express 10^4 . Mark all that apply.

- ☐ (A) 10×4
☐ (B) $10 + 4$
☐ (C) 1,000
☐ (D) 10,000
☐ (E) $10 + 10 + 10 + 10$
☐ (F) $10 \times 10 \times 10 \times 10$





1. What is the value of the underlined digit? Mark all that apply.

0.679

- (A) 0.6 (D) six hundredths
(B) 0.06 (E) $6 \times \frac{1}{10}$
(C) six tenths

2. Choose the value that makes the statement true.

In the number 1.025, the value of the digit 2 is

ones
tenths
hundredths
thousandths

2

, and the value of the digit 5 is 5

ones
tenths
hundredths
thousandths

3. What is the value of the underlined digit? Mark all that apply.

0.589

- (A) 0.8 (D) eight hundredths
(B) 0.08 (E) $8 \times \frac{1}{10}$
(C) eight tenths

4. What is the value of the underlined digit? Mark all that apply. 0.283

- (A) 0.8 (D) $8 \times \frac{1}{100}$
(B) 0.08 (E) eight hundredths
(C) $8 \times \frac{1}{10}$

Conflict Over North American Lands

Cross-Curricular Focus: History/Social Sciences



The Age of Exploration lasted from the early 15th century until the middle of the 17th century. During this time period, European nations explored the world by sea. They wanted to trade goods with other people to make a profit. They also wanted to find shorter routes to their existing trade partners. Some adventurers wanted to find out information about the world. Cartographers were constantly revising maps based on the latest travels. Through the maps and journals of explorers, people of the known world improved their knowledge of geography.

Spain was the first European nation to claim land in the Americas in the 1560s. They were eager to get as much land as possible for Spain. Much of Mexico, South America, and Florida once belonged to Spain. England wanted to claim its share as well, arriving in North America in 1607. France claimed land in the area that is now Canada. Settlers from the Netherlands claimed the area that is now New York. The Spanish began claiming Californian land. They built the first mission in 1769 on the site that became the city of San Diego.

Why was there so much interest in the Americas? Many Native Americans were already living in the Americas. The area was rich in desirable resources. European nations valued the many raw materials that seemed to be in never-ending supply in North America. The English discovered tobacco, a crop that would finance the success of the early colonies. The Dutch from the Netherlands made a lot of money in the fur trade. They sold beaver furs at trading posts that were established along commonly traveled river and land routes. Spain claimed gold and silver from Aztec resources in Mexico.

With so many valuable resources to be had, there were many conflicts over North American lands. Colonies founded by different countries were located near each other. There were disagreements and fears between the settlers. Wars were fought to control areas that were particularly rich in resources. Native Americans were caught between the warring colonists. They were often seen as obstacles to be conquered.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Why did European nations send out so many explorers during the Age of Exploration?

2) Why do you think French is spoken in some parts of Canada?

3) Who were the early settlers of New York?

4) Which European nation was the first to claim land in the Americas?

5) Why were the Americas so desirable to the Europeans?

Informative / Explanatory Writing

Introduce text with NVF

Topic Sentence / Thesis

Plan / Power number

Detail #1

Evidence & source OR explanation

Detail #2

Evidence & source OR explanation

Detail #3

Evidence & source OR explanation

Conclusion

Restate your topic / thesis

Name _____

- Use a **comma** before a conjunction to separate two independent clauses in compound sentences.
- In complex sentences that begin with dependent clauses, add a **comma** after the last word of the dependent clause.

Use the conjunction in parentheses to create one compound or complex sentence from the two simple sentences. Use commas correctly.

1. My grandmother called. No one was home. (but)

2. I had a spare moment. I called her back. (when)

3. She had exciting news. I begged her to tell me. (and)

4. She wanted it to be a surprise. I promised to keep it secret. (because)

5. She had won a contest. She was taking us all on a trip! (since)

Name _____

- A **sentence fragment** is a group of words that does not express a complete thought.
- A **run-on sentence** joins together two or more sentences that should be written separately.

After each sentence, write whether it is a *sentence fragment* or a *run-on sentence*.

1. She was born in 1945 she grew up in Maine. _____
2. Took long walks along the shore. _____
3. After moving from place to place. _____
4. She studied biology it interested her. _____
5. One of her most trusted friends. _____
6. She went to Africa she made a huge discovery. _____
7. The scientist wrote a book it was very popular. _____
8. Made a movie about her adventures. _____
9. Winning all sorts of prizes and awards. _____
10. Now she lives in Iowa her family is nearby. _____

Name _____

- You can correct a **sentence fragment** by adding a **subject**, a **predicate**, or both.
- You can correct a **run-on sentence** by rewriting it as two separate sentences or as one **compound** or **complex sentence**.

After each group of words, circle the letter of the strategy that would best correct the sentence error.

- My new model airplane kit. _____
 a. Add a subject. b. Add a predicate. c. Make a complex sentence.
- Inside the box on the kitchen table. _____
 a. Add a subject. b. Add a predicate. c. Add both subject and predicate.
- Found all kinds of small parts and pieces. _____
 a. Add a subject. b. Add a predicate. c. Make a compound sentence.
- There were no instructions I didn't know what to do. _____
 a. Add a subject. b. Add a comma. c. Make a compound sentence.
- I asked Mom for help she fixes things all the time. _____
 a. Add a comma. b. Add a semicolon. c. Add a subject.

Name _____

5. Choose the value that makes the statement true.

In the number 2.175, the value of the digit 2 is 2

ones
tenths
hundredths
thousandths

, and

the value of the digit 7 is 7

ones
tenths
hundredths
thousandths

6. Write 9.57 in word form.

--

7. Jon is not sure how to write 81.402 in expanded form using powers of ten. Copy and complete the expanded form of the number.

$$(8 \times \boxed{}) + (1 \times 1) + (4 \times \boxed{}) + (2 \times \boxed{})$$

8. Write $(2 \times 100) + (9 \times 1) + (7 \times \frac{1}{10}) + (8 \times \frac{1}{1,000})$ in standard form.

--



Name _____



1. Chaz kept a record of how many gallons of gas he purchased each day last week.

Day	Gas (In gallons)
Monday	4.5
Tuesday	3.9
Wednesday	4.258
Thursday	3.75
Friday	4.256

Order the days from least amount of gas Chaz purchased to greatest amount of gas Chaz purchased.

--	--	--	--	--

Least

Greatest

2. The four highest scores on the floor exercise at a gymnastics meet were 9.675, 9.25, 9.325, and 9.5 points. Choose the numbers that make the statement true.

The lowest of these four scores was

9.675

9.25

9.325

9.5

points. The highest

of these four scores was

9.675

9.25

9.325

9.5

points.

GO ON 

Broken Promises

Cross-Curricular Focus: History/Social Sciences



History is often the story of the never-ending struggle for control over land. People have traveled great distances for land. They have endured pain and suffering for the chance to get land. They have fought in bloody battles and wars to claim their own little corner of Earth.

Stories of explorers claiming new lands for their countries have one stunning thing in common. In culture after culture, native peoples have been overlooked and abused. Indigenous people have often lived in a country for thousands of years before it was "discovered." In Africa, it was the native African tribes who were abused. In Australia it was the Aborigines and Torres Strait Islanders. In the Americas, it was the Native Americans, who were called "Indians" by mistake.

The U.S. government signed many peace treaties with Native Americans when the nation was young. A peace treaty is a document in which both sides agree on the terms for peace. Unfortunately, these treaties were often unfair to Native Americans. Many natives did not understand English well. They did not understand the treaty. Some native leaders signed away their rights to land in order to get personal wealth. They neglected the needs of their people. The ultimate purpose of the treaties was to push Native Americans off their lands. These were the lands where their people had lived long before the arrival of European explorers.

During the 1830s, the U.S. government forced the Choctaw, Cherokee, Creek, Seminole and other tribes off their land on the east side of the Mississippi River. They were marched around 1,200 miles to eastern Oklahoma, then known as Indian Territory. Thousands died from disease and exposure on the way. This was such a devastating event to the Native Americans that it became known as the Trail of Tears.

Once that had been accomplished, settlers decided they should be able to have any land on the west side of the Mississippi River, too. Several hundred Cheyenne were killed in the Sand Creek Massacre of 1864. In 1890, Lakota people were killed by soldiers at Wounded Knee, South Dakota. Sadly, they were killed even though they had already surrendered.

Many Americans are shocked and ashamed of the way native peoples were treated. We cannot change what has been. However, we can learn from our past and never treat people this way again.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What was the Trail of Tears?

2) Name one reason that the Native Americans agreed to treaties that were unfair to them.

3) Members of which tribe were killed by soldiers at Wounded Knee?

4) What is a peace treaty?

5) What is the main purpose of this reading passage?

Informative / Explanatory Writing

Introduce text with NVF

Topic Sentence / Thesis

Plan / Power number

Detail #1

Evidence & source OR explanation

Detail #2

Evidence & source OR explanation

Detail #3

Evidence & source OR explanation

Conclusion

Restate your topic / thesis

Name _____

- You can correct a **run-on sentence** by rewriting it as two separate sentences using **periods** or as either a compound or complex sentence. You can also use a **semicolon** to connect the sentences.
- Use a **comma** before a conjunction to separate two independent clauses in compound sentences.
- In complex sentences that begin with dependent clauses, add a **comma** after the last word of the dependent clause.

Rewrite each run-on sentence as instructed in the parentheses. Add any conjunctions or punctuation that is needed.

1. The ship left at dawn it sailed to the east. (separate sentences)

2. The voyage would be long there was plenty of food. (compound sentence)

3. We spotted a storm ahead we tried to sail around it. (complex sentence)

4. I stayed in my cabin the crew raced about. (complex sentence)

5. We found calm seas we had clear sailing all the way home. (compound sentence)

Name _____

- You can correct a **run-on sentence** by rewriting it as a **compound** or **complex sentence**.
- Use a **comma** before a conjunction to separate two independent clauses in compound sentences.
- In complex sentences that begin with dependent clauses, add a **comma** after the last word of the dependent clause.

Proofread the paragraph. On the lines below, correct any fragments and run-on sentences. Use commas and conjunctions properly where needed.

Our class would like to make a movie we need a few supplies. A video camera and a computer. My classmates are writing a script I will help out with costumes. Wants to be an actor some day. All of us worked on the scenery. We wanted the room to look like a cave we made rocks and boulders out of plaster. Sheets with streaks of black and gray. We will work all week long. Opening night of our blockbuster movie!

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Name _____

A. Write *fragment* if the words form a sentence fragment or *run-on* if they form a run-on sentence.

1. Want to learn more about space travel. _____
2. The library had some books I found articles online. _____
3. A television show about the space station. _____
4. Do you want to see it can you come over tonight? _____
5. It starts at eight o'clock don't be late. _____

B. Circle the letter of the best way to rewrite each fragment or run-on sentence.

6. All different kinds of jobs.
 - a. I read a book about all different kinds of jobs.
 - b. I read a book; about all different kinds of jobs.
 - c. All kinds of jobs.
7. Firefighters often face danger they have to be alert.
 - a. Firefighters often face danger, they have to be alert.
 - b. They have to be alert. Firefighters often face danger.
 - c. Firefighters often face danger; they have to be alert.
8. Medicine is complicated doctors must study hard.
 - a. Medicine is complicated, doctors must study hard.
 - b. Because medicine is complicated, doctors must study hard.
 - c. Medicine is complicated, but doctors must study hard.

Name _____

3. Jasmine kept a record of how many miles she ran each week during one month.

Week	Distance (in miles)
Week 1	4.754
Week 2	4.752
Week 3	5.19
Week 4	5.75

Order the weeks from the least amount of miles Jasmine ran to the greatest amount of miles Jasmine ran.

Least			Greatest

4. The four highest scores at a diving meet were 9.08, 9.1, 9.15, and 9.06 points. Choose the numbers that make the statement true.

The lowest of these four scores was

9.08
9.1
9.15
9.06

points.

The highest of these four scores was

9.08
9.1
9.15
9.06

points.

5. In which number is the value of the digit 5 greater? Write the number in the box.

3.514

25

--



Name _____



1. For numbers 1a–1c, select Yes or No to indicate whether each statement is correct.

1a. 16.437 rounded to the nearest whole number is 16. ☐ Yes ☐ No

1b. 16.437 rounded to the nearest tenth is 16.4. ☐ Yes ☐ No

1c. 16.437 rounded to the nearest hundredth is 16.43. ☐ Yes ☐ No

2. Rafael bought 2.15 pounds of potato salad and 4.2 pounds of macaroni salad to bring to a picnic. For numbers 2a–2c, select Yes or No to indicate whether each statement is true.

2a. Rounded to the nearest whole number, Rafael bought 2 pounds of potato salad. ☐ Yes ☐ No

2b. Rounded to the nearest whole number, Rafael bought 4 pounds of macaroni salad. ☐ Yes ☐ No

2c. Rounded to the nearest tenth, Rafael bought 2.1 pounds of potato salad. ☐ Yes ☐ No

3. Michelle records the value of one Euro in U.S. dollars each day for her social studies project. The table shows the data she has recorded so far.

Day	Value of 1 Euro (in U.S. dollars)
Monday	1.448
Tuesday	1.443
Wednesday	1.452
Thursday	1.458

On which two days was the value of 1 Euro the same when rounded to the nearest hundredth of a dollar?



Atmospheric Layers

Cross-Curricular Focus: Earth Science

The atmosphere surrounding Earth is made up of several layers of gas mixtures. The most common gases in our atmosphere are nitrogen, oxygen and carbon dioxide. The amount of the gases in the mixture varies above the different places on Earth.

The atmosphere puts pressure on the planet. The amount of pressure becomes less and less the further away from Earth's surface you are. When we think of the atmosphere, we mostly think of the part that is closest to us. At any moment in time, the overall condition of Earth's atmosphere, including the part we can see and the parts we cannot, is called weather. Weather can change, and it frequently does. That is because the conditions of the atmosphere can change.

The four main layers in Earth's atmosphere are the troposphere, the stratosphere, the mesosphere and the thermosphere. The layer that is closest to the surface of Earth is called the **troposphere**. It extends up from the surface of Earth for about 11 kilometers. This is the layer where airplanes fly. We experience almost all weather in this layer. About three-fourths of our atmosphere's air is also found in the troposphere.

Just above the troposphere is the **stratosphere**. It extends to about 50 kilometers above Earth's surface. Most of our planet's ozone layer is in this colder, drier layer. Ozone is important to the health of our planet because it helps keep some of the sun's dangerous radiation from reaching the Earth's surface.

If we continue upward, the next layer is the **mesosphere**, which extends up to about 80 kilometers above Earth's surface. The mesosphere is extremely cold. It is within this layer that you are most likely to find meteors. Most meteors will completely burn up before they reach Earth's surface.

The final layer is the **thermosphere**, the layer that is closest to the sun. Temperatures in the thermosphere can be over 1,500° Celsius.

Together, the layers of our atmosphere protect Earth. The atmosphere provides the conditions needed to support life.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Which layer of the atmosphere has most of the air?

2) If you were to send a bottle rocket 15 kilometers up into the air, which layer of the atmosphere would it be in?

3) What are the most common gases in Earth's atmosphere?

4) Why is it important to protect the stratosphere?

5) Why aren't there many meteors in the troposphere?

Informative / Explanatory Writing

Introduce text with NVF

Topic Sentence / Thesis

Plan / Power number

Detail #1

Evidence & source OR explanation

Detail #2

Evidence & source OR explanation

Detail #3

Evidence & source OR explanation

Conclusion

Restate your topic / thesis

Name _____

- A **noun** names a person, place, thing, event, or idea.
- A **common noun** names any person, place, thing, or event.
- A **proper noun** names a specific person, place, or thing and begins with a capital letter. Some proper nouns may contain more than one word. Days of the week, months of the year, and holidays are proper nouns.

Read each sentence. Underline each common noun and circle each proper noun.

1. Hillside Library has many books.
2. The entrance is on Spring Street.
3. Our class visited on Tuesday.
4. Each student received a card for checking things out.
5. Mrs. Young gave a tour of the sections.
6. Does the library subscribe to many magazines?
7. My friend asked for novels by Louisa May Alcott.
8. Students could also read articles on the computer.
9. When will the borrowed books be due?
10. The materials must be returned by the end of October.

Name _____

- A **concrete noun** names a person, place, or thing. It is something you can see, hear, smell, taste, or feel.
- An **abstract noun** is an idea or concept. You cannot see, hear, smell, taste, or feel it.

Read each sentence. Write whether the underlined noun is *concrete* or *abstract*.

1. The new factory will open in June. _____
2. My brother will look for a job there. _____
3. He has a good understanding of machinery. _____
4. The company makes engines for airplanes. _____
5. Our neighbor has worked for them before. _____
6. She was a manager during the construction process. _____
7. We liked to watch the tractors and cranes at the site. _____
8. The main building was finished in three months. _____
9. The workers gave a cheer when the job was finished. _____
10. The new jobs will bring great joy to our town. _____

Name _____

- A **proper noun** always begins with a capital letter. When proper nouns contain more than one word, capitalize each important word.
- Capitalize the names of days, months, holidays, historical events, geographical names, nationalities, and titles. Capitalize abbreviations of days and months.

Rewrite each sentence correctly by capitalizing any proper nouns.

1. My family will travel to mexico next july.

2. Our flight takes off from midway airport in chicago.

3. We will leave on a monday and return the next thursday.

4. The hansons will take care of our cat teddy while we are gone.

5. We plan to go hiking in copper canyon on independence day.

Name _____

4. The price of a certain brand of cereal at the grocery store is \$0.258 per ounce. For numbers 4a–4c, select Yes or No to indicate whether each statement is correct.

- 4a. Rounded to the nearest whole number, the price is \$1 per ounce. ☐ Yes ☐ No
- 4b. Rounded to the nearest tenth, the price is \$0.3 per ounce. ☐ Yes ☐ No
- 4c. Rounded to the nearest hundredth, the price is \$0.26 per ounce. ☐ Yes ☐ No

5. For numbers 5a–5c, select Yes or No to indicate whether each statement is correct.

- 5a. 1.682 inches rounded to the nearest whole number is 1 inch. ☐ Yes ☐ No
- 5b. 1.682 inches rounded to the nearest tenth is 1.6 inches. ☐ Yes ☐ No
- 5c. 1.682 inches rounded to the nearest hundredth is 1.68 inches. ☐ Yes ☐ No

6. Trudy is going to London next summer. Each week, she records the value of one British pound in U.S. dollars. The table shows the data she has recorded so far.

Week	Value of 1 British Pound (in U.S. dollars)
1	1.598
2	1.616
3	1.634
4	1.623

For which two weeks was the value of 1 British pound the same when rounded to the nearest hundredth of a dollar?



Name _____



1. It is 3,452 miles round trip to Craig's aunt's house. If he travels to her house 3 times this year, how many miles did he travel in all?

_____ miles

2. Lindsey earns \$33 per day at her part-time job. Complete the table to show the total amount Lindsey earns.

Lindsey's Earnings	
Number of Days	Total Amount
3	
8	
14	

3. Jeannette eats a breakfast sandwich that has 345 calories. If she eats the same kind of sandwich every day for 12 days, how many calories would she have for breakfast?

_____ calories

4. There are 8 teachers going to the science museum. If each teacher pays \$15 to get inside, how much did the teachers pay?

\$ _____

5. For numbers 5a–5b, select Yes or No to indicate whether each equation is correct.

5a. $1,205 \times 3 = 3,605$

☐ Yes

☐ No

5b. $1,362 \times 5 = 6,810$

☐ Yes

☐ No

GO ON 



Extreme Weather

Cross-Curricular Focus: Earth Science

Severe storms happen in low-pressure weather systems. Warm, wet air begins rising into the air. The higher it rises, the cooler it becomes. Water vapor in the air forms drops. This process is called condensation. The drops join together to form clouds. Precipitation in the form of rain, sleet, snow or hail falls down to Earth's surface.

Conditions must be very specific for a thunderstorm to develop. Even so, thunderstorms remain the most common kind of extreme weather. Before a thunderstorm can develop, there have to be three conditions present. First, the air has to be full of moisture. Next, there must be either an approaching cold front or an intensely heated piece of Earth's surface sending warm air up quickly. Finally, the warm air that rises must be warm enough to stay warmer than the air it passes through. When these conditions are met, the moisture in the rising air condenses. Clouds form, and a storm begins.

A cold front happens when cold air is moving near the surface of Earth, and it pushes warm air up very quickly. This is often the beginning of a thunderstorm. Clouds form, and heavy rains begin falling. Opposite electrical charges inside storm clouds separate. This causes lightning to flash towards Earth. Lightning has enough energy to heat the air all around it. This sudden burst of heat is what causes the noise we know as thunder.

Thunderstorms often bring disasters with them. This can be in the form of floods, fires caused by lightning, damage from hailstones or strong winds, and even tornadoes. A **tornado** is a spinning mass of air over land that can destroy virtually everything in its path.

A **blizzard** is a combination of strong winds and extremely low temperatures. Snowfall increases until it is so heavy it is difficult or impossible to see. People can become lost in the snow and freeze to death. Homes can be covered over with snow, trapping people indoors.

A **hurricane** is the most powerful storm known on Earth. It forms over warm ocean waters off the coast of the tropics, becoming a gigantic swirling mixture of air and water. It can grow to between 100 and 900 miles wide. Wind speeds can average 75 miles per hour or more. Hurricanes do the most damage to coastal cities because they quickly lose their strength as they move over land. Hurricanes are so large and powerful that their swirling clouds can be seen from space.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) What kind of weather system encourages a thunderstorm to develop?

2) Why does thunder usually occur during storms that have lightning?

3) What is one of the conditions necessary for a thunderstorm to develop?

4) Name one danger associated with blizzards.

5) Which kind of extreme weather do you think would be the most difficult to face? Why?

Informative / Explanatory Writing

Introduce text with NVF

Topic Sentence / Thesis

Plan / Power number

Detail #1

Evidence & source OR explanation

Detail #2

Evidence & source OR explanation

Detail #3

Evidence & source OR explanation

Conclusion

Restate your topic / thesis

Name _____

- A **proper noun** always begins with a capital letter. When proper nouns contain more than one word, capitalize each important word.
- Capitalize the names of days, months, holidays, historical events, geographical names, nationalities, and titles.

Proofread the paragraph. On the lines below, correct mistakes in the use of proper nouns and capitalization.

The band township tunes will perform a benefit concert at cascade arena next tuesday, may 23, at 7:30. Mayor alice lee will introduce the group. All proceeds from the Event will be donated to the falls village foundation. This group will help rebuild areas of falls village that were destroyed by flooding along the wells river in april. For more information, read the article in this week's *falls village times*.

Name _____

A. Read each sentence. Underline each common noun and circle each proper noun.

1. The author of *Camper Comedy* visited our class.
2. Mr. Binkle read the first chapter aloud.
3. The main characters are Sid and Sally.
4. The writer used his own family for inspiration.
5. The author grew up in Texas, but the story is set in Maine.

B. Rewrite each sentence correctly by capitalizing any proper nouns.

6. Our team plays the conway cougars on saturday.

7. The game will take place in dover stadium.

8. To get there, take elm street across flint river.

9. The dover brass attack will perform at halftime.

10. The winner takes home the walt ellis trophy.

Name _____

- A **singular noun** names one person, place, idea, or thing.
- A **plural noun** names more than one person, place, idea, or thing. Most plural nouns are formed by adding -s or -es.
- A noun can function in a sentence as a subject, a direct object of an action verb, or an object of a preposition.

Read each sentence. Draw one line under each singular noun. Draw two lines under each plural noun.

1. The campers told stories around the campfire.
2. Bright sparks drifted up into the sky.
3. The wind blew through the branches of the trees.
4. A full moon peeked above the top of the mountain.
5. The first story was about two boys on a raft.
6. My friend told a tale about knights and dragons.
7. Two girls spoke about training horses on a ranch.
8. The counselors added more logs to the flames.
9. Another hour passed before the fire went out.
10. The campers headed back to the cabins beside the lake.

Name _____

6. Rachel earns \$21 per day. For numbers 6a–6d, select Yes or No to indicate whether each statement is correct.

6a. Rachel earns \$421 for 20 days of work. ☐ Yes ☐ No

6b. Rachel earns \$315 for 15 days of work. ☐ Yes ☐ No

6c. Rachel earns \$273 for 13 days of work. ☐ Yes ☐ No

6d. Rachel earns \$250 for 13 days of work. ☐ Yes ☐ No

7. It is 1,325 feet from Kinsey's house to her school. Kinsey walks to school each morning and gets a ride home each afternoon. How many feet does Kinsey walk to school in 5 days?

_____ feet

8. Liam saves \$12 of his allowance each week. Complete the table to show the total amount Liam saves.

Liam's Savings	
Number of Weeks	Total Amount
4	
9	
15	

9. Marlene can type 157 words per minute. If she types at the same rate, how many words can she type in 25 minutes?

_____ words



Name _____



1. Jill wants to find the quotient. Use multiplication and the Distributive Property to help Jill find the quotient.

$$144 \div 8 = \boxed{}$$

Multiplication

Distributive Property

2. Choose the word that makes the sentence true.
The first digit in the quotient of $1,875 \div 9$

will be in the

ones
tens
hundreds
thousands

 place.

3. Dana is making a seating chart for an awards banquet. There are 184 people coming to the banquet. If 8 people can be seated at each table, how many tables will be needed for the awards banquet?

_____ tables

4. For numbers 4a–4d, select Yes or No to indicate whether the quotient is correct.

4a. $225 \div 9 = 25$

☐ Yes ☐ No

4b. $154 \div 7 = 22$

☐ Yes ☐ No

4c. $312 \div 9 = 39$

☐ Yes ☐ No

4d. $412 \div 2 = 260$

☐ Yes ☐ No

GO ON

The Apprentice System

Cross-Curricular Focus: History/Social Sciences



European colonists left behind all the comforts of home to come to North America. There was no longer a corner store where they could shop for groceries or get a newspaper. If their tools or equipment broke, there was no place to buy new ones. This was a harsh reality in a world where they had to fight for their own survival.

More settlers came to the English colonies than to the French or Spanish colonies. When the settlers arrived, they were ready to work hard for themselves and their community members. They had to help each other, or they would surely die. Families up to that point were mostly self-sufficient. All of the family members helped each other get what they needed. In the colonies, they had to reinvent some of that family-style teamwork and join together for the good of the entire group.

It was not long before people began to take on new work responsibilities. Those who knew how to make things by hand were called **artisans**. Their work on things such as nails, horseshoes, barrels and even homes was critical to the success of their colony. Because their skilled work was so necessary, they began to train younger workers. They needed others who could take over their duties if death, disease or old age made them unable to continue. Artisans often had several such helpers of different ages. These helpers were called **apprentices**.

Apprentices were commonly sent to live with the artisan. The young apprentices provided their labor in exchange for food, shelter, clothing and training in the craft. Experienced apprentices became artisans and took apprentices of their own to train. In this way, the colony would have skilled workers long into the future.

Name: _____

Answer the following questions based on the reading passage. Don't forget to go back to the passage whenever necessary to find or confirm your answers.

1) Most apprentices were between eight and 10 years old when they went to live with an artisan. How would you feel about becoming an apprentice now? Why?

2) What is an artisan?

3) What did an apprentice receive in exchange for his labor?

4) What was the goal for an apprentice?

5) How did the apprentice system help the community?

Informative / Explanatory Writing

Introduce text with NVF

Topic Sentence / Thesis

Plan / Power number

Detail #1

Evidence & source OR explanation

Detail #2

Evidence & source OR explanation

Detail #3

Evidence & source OR explanation

Conclusion

Restate your topic / thesis

Name _____

- Add -es to form the plural of singular nouns that end in *s*, *sh*, *ch*, or *x*.
- To form the plural of nouns ending in a consonant and the letter *y*, change the *y* to *i* and add -es.
- To form the plural of nouns ending in a vowel and *y*, add -s.

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

1. My father worked at two different (ranch) last year. _____
2. One had many cattle, horses, and (donkey). _____
3. I spent several (day) working with him. _____
4. We saw two baby (fox) playing in a field. _____
5. They disappeared into the (bush) after a while. _____
6. Both of my dad's (boss) watched the weather. _____
7. There were some snow (flurry) early one morning. _____
8. The tree (branch) were laced with white. _____
9. We ate breakfast and helped wash the (dish). _____
10. Then Dad took me to see the (pony) in the corral. _____

Name _____

- Add -es to form the plural of singular nouns that end in *s*, *sh*, *ch*, or *x*.
- To form the plural of nouns ending in a consonant and the letter *y*, change the *y* to *i* and add -es.
- To form the plural of nouns ending in a vowel and *y*, add -s.

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

1. The explorer shared (picture) of his trip to the rain forest. _____
2. The first slide showed two (monkey) in a tree. _____
3. He wanted to photograph (gorilla) as well. _____
4. He showed us some close-ups of (butterfly). _____
5. Many had colorful (patch) on their wings. _____
6. Did he see any scary (snake) on his visit? _____
7. Some slithered along the leaves and (moss). _____
8. The explorer put five (box) on the table. _____
9. Each was filled with samples from his (study). _____
10. If I had three (wish), one would be to visit the rain forest. _____

Name _____

- Add **-es** to form the plural of singular nouns that end in **s, sh, ch,** or **x.**
- To form the plural of nouns ending in a consonant and the letter **y,** change the **y** to **i** and add **-es.**
- To form the plural of nouns ending in a vowel and **y,** add **-s.**

Proofread the paragraph. On the lines below, correct mistakes in plural nouns and their endings.

Most homes should have one or two toolboxes on hand in case of emergencies. Hammeres and screwdrivers are the most useful tools. A good set of wrenchs is helpful for fixing sinks and faucets. Power tool, such as drills and sawes, can solve many problems. Some appliancees run on batterys and can be used outdoors. Many hobby require an assortment of tools. A toolbox is one of the best wayes to store them.

Blank lined paper.

Name _____

A. Read each sentence. Draw one line under each singular noun and two lines under each plural noun.

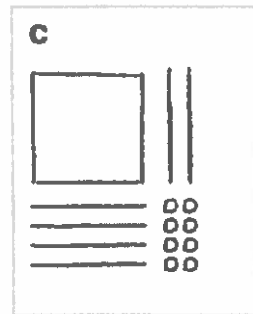
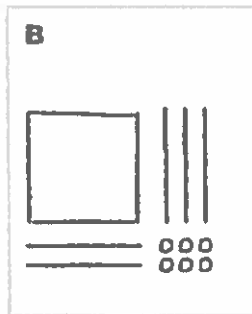
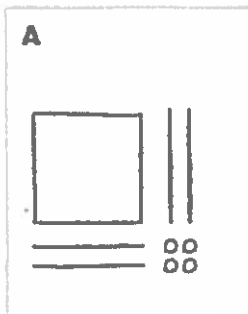
1. The fans cheer for the players on the field.
2. Their team is behind by two points.
3. The winner of the game goes on to the finals.
4. The bases are loaded, and Big Bill steps up to the plate.
5. Bill swings and misses the first two pitches.

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

6. The pitcher has heard (story) about Bill's home runs. _____
7. Bill sends the next ball soaring up into the (cloud). _____
8. He smiles as he runs around the (base). _____
9. The (coach) jump up and down with joy. _____
10. There will be many (party) in town tonight! _____

Name _____

5. Write the letter for each quick picture under the division problem it represents.



$$156 \div 12 = 13$$

$$168 \div 12 = 14$$

$$144 \div 12 = 12$$

6. Divide 575 by 14 by using partial quotients. What is the quotient? Explain your answer using numbers and words.



Name _____

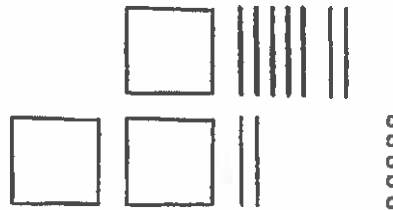
Practice Test



5.NBT.7

Perform operations with multi-digit whole numbers and with decimals to hundredths.

1. Clayton Road is 2.25 miles long. Wood Pike Road is 1.7 miles long. Kisha used a quick picture to find the combined length of Clayton Road and Wood Pike Road. Does Kisha's work make sense? Explain why or why not.



2. The school is 3.65 miles from Tonya's house and 1.28 miles from Jamal's house. How much farther from school is Tonya's house than Jamal's house? Explain how you can use a quick picture to solve the problem.

3. A vet measured the mass of two birds. The mass of the robin was 76.64 grams. The mass of the blue jay was 81.54 grams. Estimate the difference in the masses of the birds.

about _____ grams

4. Ken and Leah are trying to solve a science homework question. They need to find out how much a rock that weighs 4 pounds on Earth would weigh on Venus. They know they can multiply the amount the rock weighs on Earth by 0.91 to find its weight on Venus. Select the partial products Ken and Leah would need to add to find the product of 4 and 0.91. Mark all that apply.

☐ A 0.95

☐ B 0.04

☐ C 3.65

☐ D 3.6

☐ E 0.36

GO ON

Name _____

5. Write each number in a box next to the expression that has the same value. A number may be used more than once.

8.99

89.9

899

$29 \times 31 =$

$29 \times 3.1 =$

$0.29 \times 31 =$

$2.9 \times 31 =$

6. Melinda, Zachary, and Heather went to the mall to shop for school supplies. Melinda spent \$14.25 on her supplies. Zachary spent \$2.30 more than Melinda spent. Heather spent 2 times as much money as Zachary spent. How much did Heather spend on school supplies?

\$ _____

7. Draw a model to show $5.5 \div 5$.

$5.5 \div 5 =$

8. Emma, Brandy, and Damian will cut a rope that is 29.8 feet long into 3 jump ropes. Each of the 3 jump ropes will be the same length. Write a division sentence using compatible numbers to estimate the length of each rope.



Narrative Writing



BEGINNING (DRAWINGS)

BEGINNING (STORY ELEMENTS)

Characters:

Setting:

Plot



**STORY EVENTS—THE
MIDDLE (DRAWINGS)**

STORY EVENTS

E1

E2

E1

E2

E3

E4

E3

E4



STORY ENDING

STORY CLIMAX & SOLUTION

Narrative Writing

☐ BEGINNING (DRAWINGS)

BEGINNING (STORY ELEMENTS)

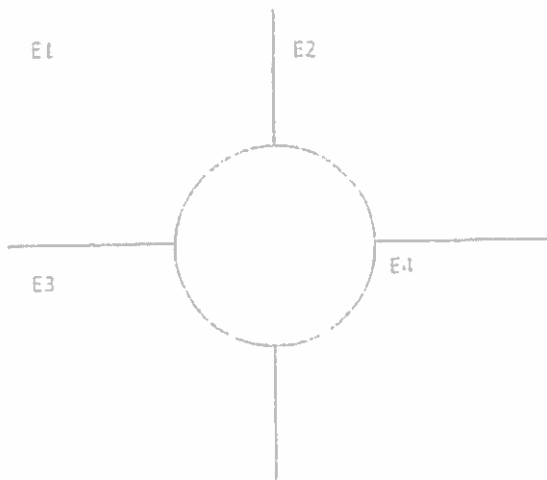
Characters:

Setting:

Plot

☐ STORY EVENTS—THE
MIDDLE (DRAWINGS)

STORY EVENTS



E1

E2

E3

E4

☐ STORY ENDING

STORY CLIMAX & SOLUTION

Narrative Writing

☐ BEGINNING (DRAWINGS)

BEGINNING (STORY ELEMENTS)

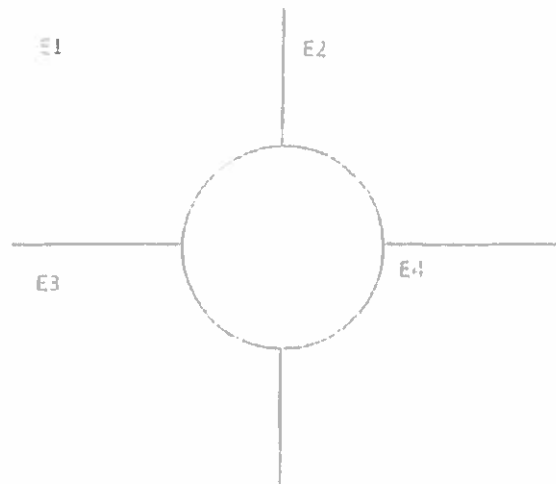
Characters:

Setting:

Plot

☐ STORY EVENTS—THE
MIDDLE (DRAWINGS)

STORY EVENTS



E1

E2

E3

E4

☐ STORY ENDING

STORY CLIMAX & SOLUTION

Narrative Writing

☐ BEGINNING (DRAWINGS)

BEGINNING (STORY ELEMENTS)

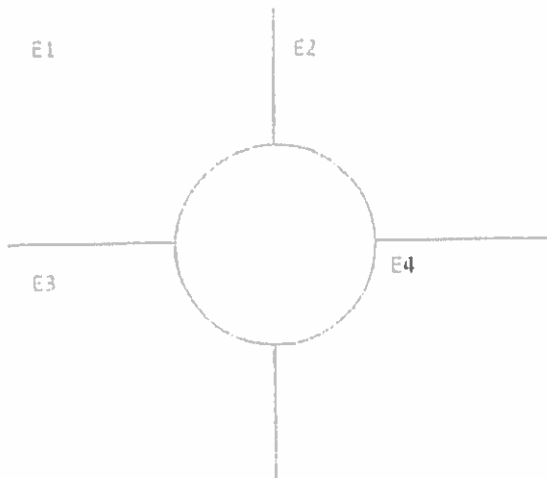
Characters:

Setting:

Plot

☐ STORY EVENTS—THE
MIDDLE (DRAWINGS)

STORY EVENTS



E1

E2

E3

E1

☐ STORY ENDING

STORY CLIMAX & SOLUTION

Narrative Writing

☐ BEGINNING (DRAWINGS)

BEGINNING (STORY ELEMENTS)

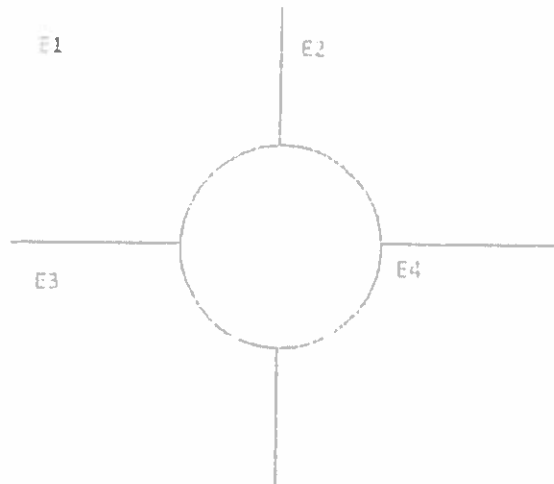
Characters:

Setting:

Plot

☐ STORY EVENTS—THE
MIDDLE (DRAWINGS)

STORY EVENTS



E1

E2

E3

E4

☐ STORY ENDING

STORY CLIMAX & SOLUTION

