



Problem-Solving Investigation

STRATEGY: Work Backward

Lesson 4

ESSENTIAL QUESTION ?

How are patterns used to solve problems?

Learn the Strategy

The Nature Club raised \$125 to buy and install bird houses at a wildlife site. Each house costs \$5. It costs \$75 to rent a bus so the members can travel to the site. How many boxes can the club buy?

HOME TWEET HOME



1 Understand

What facts do you know?

_____ is available to buy and install the nesting boxes.

Each box costs _____ and the bus rental costs _____.

What do you need to find?

How many _____ can the club buy?

2 Plan

I can work backward to solve the problem.

3 Solve

Subtract the cost of the bus. Then divide by the cost for each box.

$$\$125 - \$75 = \underline{\hspace{2cm}} \quad \underline{\hspace{2cm}} \div \$5 = \underline{\hspace{2cm}}$$

So, _____ boxes can be bought.

4 Check

Is my answer reasonable? Explain.

Multiply. _____ \times \$5 = _____ Add. _____ + \$75 = \$125

Practice the Strategy

Mr. Evans bought the items listed. He had \$5 left over. How much did Mr. Evans have to start with?

Items Purchased	
Toothpaste	\$4
Toothbrush	\$2
Floss	\$1



1 Understand

What facts do you know?

What do you need to find?

2 Plan

3 Solve

4 Check

Is my answer reasonable? Explain.

Apply the Strategy


Solve each problem by working backward.

1. Seth bought a movie ticket, popcorn, and a drink. After the movie, he played 4 video games that each cost the same. He spent a total of \$19. How much did it cost to play each video game?

Movie Costs	
Popcorn	\$4
Drink	\$3
Ticket	\$8

My Work!

2. Students sold raffle tickets to raise money for a field trip. The first 20 tickets sold cost \$4 each. To sell more tickets, they lowered the price to \$2 each. If they raise \$216, how many tickets did they sell in all?
3. Jeanette's sister charges \$5.50 per hour before 9:00 P.M. for babysitting and \$8 per hour after 9:00 P.M. She finished babysitting at 11:00 P.M. and earned \$38. At what time did she begin babysitting?

- Mathematical**  **2** **PRACTICE** Use Algebra Work backward to find the value of the variable in the equation below.

$$d + 4 = 19$$

5. Allie collected 15 more cans of food than Peyton. Ling collected 8 more than Allie. Ling collected 72 cans of food. How many cans of food did Peyton collect?



Review the Strategies

Use any strategy to solve each problem.

- Work backward.
- Make a table.
- Solve a simpler problem.
- Determine extra or missing information.

6. Rebecca sold 11 more magazine subscriptions than Chad. Laura sold 4 more than Rebecca. Laura sold 45 magazine subscriptions. How many magazine subscriptions did Chad sell?

Mathematical

7. PRACTICE



Look for a Pattern

Frankie is planning to buy a new MP3 player for \$90. Each month he doubles the amount he saved the previous month. If he saves \$3 the first month, in how many months will Frankie have enough money to buy the MP3 player?

My Work!

8. The table shows the number of miles Michael ran each day over the past four days. How many more miles did he run on day 3 than on day 2? Determine if there is extra or missing information.

Day	Miles
1	5
2	2
3	7
4	3

9. Mrs. Stevens is delivering flowers to a local flower shop. She delivers the same number of flowers with each delivery. The flower shop has ordered 2,050 flowers and it will take 5 trips to deliver all the flowers. How many flowers will Mrs. Stevens have delivered after 4 trips?
10. Admission to a car show costs \$5 for each ticket. After selling only 20 tickets, they decided to lower the price to \$3 each. If they raise \$217, how many tickets did they sell in all?

MY Homework

Lesson 4

Problem Solving: Work Backward

Homework Helper



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Peyton and his friends built an outdoor game board in the shape of a rectangle that has a length of 4 feet and a width of 2 feet. If they cut a circular hole that has an area of 1 square foot, what is the area of the game board that does not include the hole?

1 Understand

What facts do you know?

the length and width of the game board

the area the hole takes up

What do you need to find?

the area of the game board, not including the hole

2 Plan

I can work backward to solve the problem.

3 Solve

Find the area of the game board. (Hint: Area = length \times width)

$$4 \times 2 = 8 \text{ square feet}$$

Subtract the area of the hole from the area of the game board.

$$8 - 1 = 7 \text{ square feet}$$

So, the game board that Peyton and his friends built has an area of 7 square feet, not including the hole.

4 Check

Is my answer reasonable? Explain.

area of game board + area of hole = total area

7 square feet + 1 square foot = 8 square feet




Problem Solving

Solve each problem by working backward.

1. The science club raised money to clean the beach. They spent \$29 on trash bags and \$74 on waterproof boots. They still have \$47 left. How much did they raise?
-

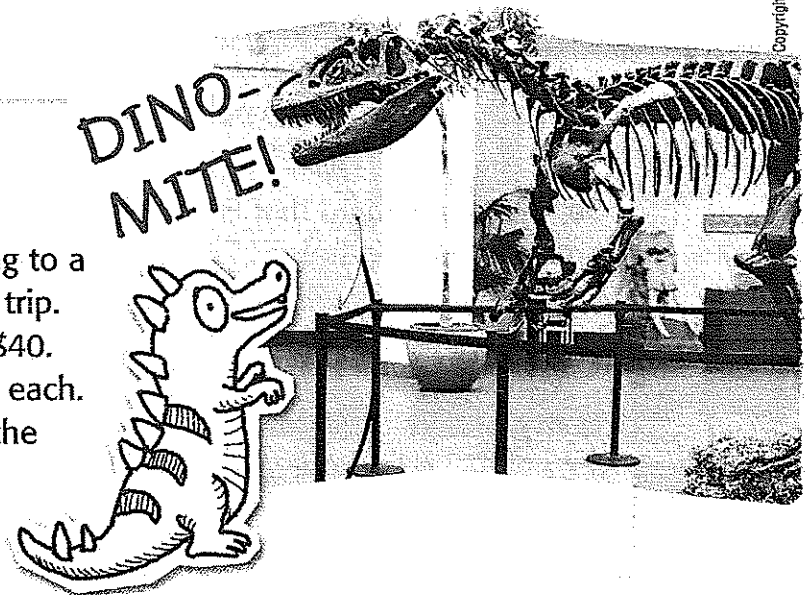
2. Mr. Charles cut fresh roses from his garden and gave 10 roses to his neighbor. Then he gave half of what was left to his niece. He kept the remaining 14 roses. How many roses did he cut?
-

Mathematical

3. **PRACTICE**  **Use Number Sense** A number is divided by 6. Then 8 is added to the quotient. Next 3 is subtracted from the sum. The result is 7. What is the number?
-

4. Hoover Dam, in the United States, is 223 meters high. Ertan Dam, in China, is 240 meters high. Write and evaluate a numerical expression to find the difference between the heights of the two dams.
-

5. Ms. Houston's fifth-grade class is going to a museum. The class raises \$68 for the trip. Transportation to the museum costs \$40. The museum sells small fossils for \$4 each. How many fossils can they buy with the money they have left?
-



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Check My Progress

Vocabulary Check



State whether each sentence is *true* or *false*. If *false*, replace the underlined word or number to make a true sentence.

1. A combination of numbers and operations is called a formula.
.....
2. The numerical expression of $(2 \times 4) + (3 \times 3)$ has a value of 33.
.....
3. The order of operations is a set of rules to follow when more than one operation is used in an expression.
.....

Concept Check



4. Find the value of $2 \times \{15 - [(12 \div 3) \times 2]\}$.

Write the expression.

$$\dots \times \{15 - [(\dots \div 3) \times \dots]\}$$

Divide 12 by 3.

$$2 \times \{15 - [\dots \times 2]\}$$

parentheses 1st

Multiply.

$$2 \times \{15 - \dots\}$$

brackets 2nd

Subtract.

$$2 \times \dots$$

braces 3rd

Multiply.

$$\dots$$

So, $2 \times \{15 - [(12 \div 3) \times 2]\} = \dots$

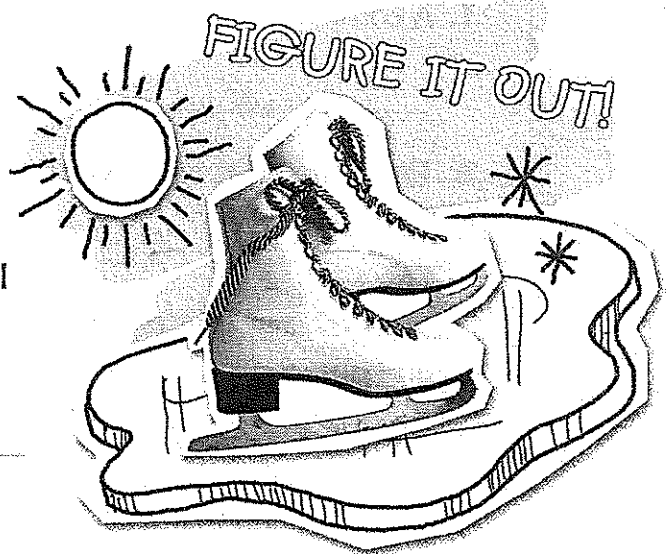
Write each phrase as a numerical expression.

5. multiply 4 and 7, then subtract 5 _____
6. add 3 to the product of 10 and 4 _____
7. subtract 8 from the quotient of 15 and 3 _____
8. subtract 9 from 13, then multiply the result by 2 _____



Problem Solving

9. Tia and her five friends are going to the ice skating rink. Each person pays \$5 for admission and \$5 for food. Write and evaluate a numerical expression to find the total cost for admission and food.



10. Cameron has 2 video game holder stands. Each can hold 2 rows of 20 games. Write and evaluate a numerical expression to find the total number of games Cameron's video game holder stands can hold.

Test Practice

11. Arturo buys 3 containers of ice cream for \$5 each and a cake that costs \$8 to take to his friend's party. Which expression will allow you to find how much money Arturo spent on ice cream and cake?
(A) $\$8 \times 3 \times \5 (C) $(3 \times \$8) + \5
(B) $(3 \times \$5) + \8 (D) $3 \times (\$5 + \$8)$

Name _____

Hands On

Generate Patterns

Lesson 5

ESSENTIAL QUESTION ?

How are patterns used to solve problems?

Build It

The pattern below is made from toothpicks. The first figure uses 4 toothpicks, the second figure uses 7 toothpicks, and the third figure uses 10 toothpicks. Assume the pattern continues.



Figure 1



Figure 2



Figure 3



Use toothpicks to model the fourth figure.

How many toothpicks did you use? _____



Use toothpicks to model the fifth figure. Draw the result below.

How many toothpicks did you use? _____

My Drawing!

- 3 Complete the table to show the number of toothpicks needed if the pattern continues.

Figure Number	1	2	3	4	5	6	7
Number of Toothpicks	4	7	10				

What do you notice about the number of toothpicks needed for each new figure?

Talk About It

1. Using your rule, how many toothpicks would be needed for the eighth figure? ninth figure?

Figure 8 _____

Figure 9 _____


2. **PRACTICE**  **Use Math Tools** Create a new pattern. Start with Figure 1 again. Add 6 toothpicks for each new figure as shown. Complete the table to show the number of toothpicks used for each figure.



Figure 1

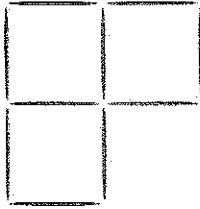


Figure 2

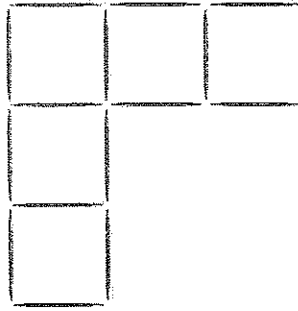


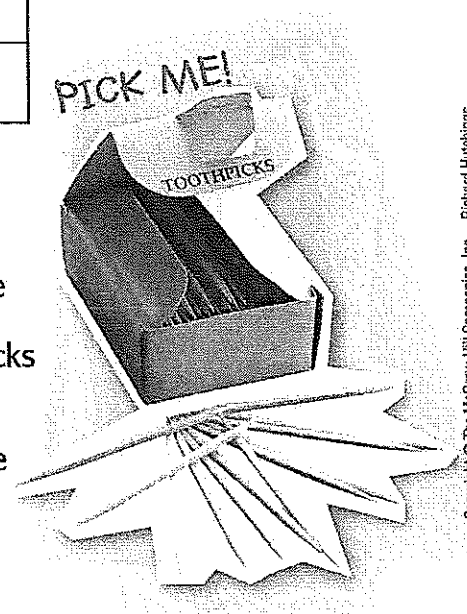
Figure 3

Figure Number	1	2	3	4	5	6	7
Number of Toothpicks	4	10	16				

3. Compare the pattern in Exercise 2 to the pattern in the activity on the previous page.

The number of toothpicks in Figure 2 for the pattern on the previous page is _____ less than the number of toothpicks in Figure 2 for the pattern in Exercise 2.

The number of toothpicks in Figure 3 for the pattern on the previous page is _____ less than the number of toothpicks in Figure 3 for the pattern in Exercise 2.





Practice It

Mathematical
PRACTICE



Look for a Pattern For each pattern, find the number of toothpicks needed for the next figure.

4.



Figure 1



Figure 2

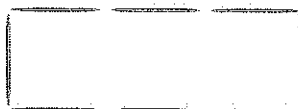


Figure 3

Figure 4 needs _____ toothpicks.

How is this pattern different than the pattern in the activity on the first page of this lesson?

5.



Figure 1



Figure 2



Figure 3

Figure 4 needs _____ toothpicks.

6.



Figure 1



Figure 2

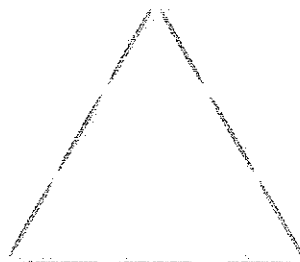


Figure 3

Figure 4 needs _____ toothpicks.

How does this pattern compare to the pattern for Exercise 5?



Apply It

7. The tables show the number of laps Tammi and Kelly swim each day. Complete each table if the patterns continue.

Compare the number of laps swam by each person on each day.


Tammi's Swimming Log	
Day	Number of Laps
1	0
2	6
3	12
4	
5	
6	

Kelly's Swimming Log	
Day	Number of Laps
1	0
2	3
3	6
4	
5	
6	

8. Two stores sell scented candles. Assume the pattern in the table below continues. Compare the price of candles sold by each store.

Store 1 Candles	
Number of Candles	Cost (\$)
2	8
3	12
4	16

Store 2 Candles	
Number of Candles	Cost (\$)
2	4
3	6
4	8

9. **Mathematical PRACTICE**  **Model Math** Use Figure 1 of Exercise 5 to create a different pattern using toothpicks. Draw the pattern below. How does your pattern compare to the pattern in Exercise 5?

Write About It

10. How can models be used to generate and analyze patterns?

MY Homework

Lesson 5

Hands On:
Generate Patterns

Homework Helper



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The pattern below is made from toothpicks. Figure 1 uses 4 toothpicks, Figure 2 uses 8 toothpicks, and Figure 3 uses 12 toothpicks. How many toothpicks will be needed for Figures 4, 5, 6, 7 and 8?



Figure 1

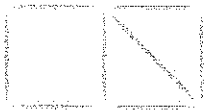


Figure 2

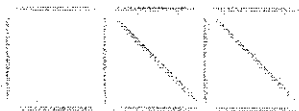


Figure 3



Use toothpicks to model Figure 4.

Sixteen toothpicks were used.

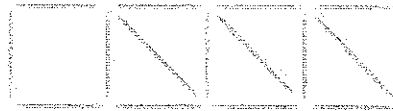


Figure 4



Use toothpicks to model Figure 5.

Twenty toothpicks were used.

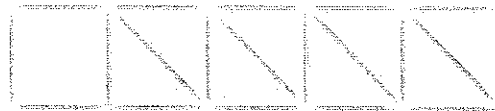


Figure 5



Complete the table. The number of toothpicks increases by 4.

Figure Number	1	2	3	4	5	6	7	8
Number of Toothpicks	4	8	12	16	20	24	28	32

So, Figure 4 uses 16 toothpicks, Figure 5 uses 20 toothpicks, Figure 6 uses 24 toothpicks, Figure 7 uses 28 toothpicks, and Figure 8 uses 32 toothpicks.

Practice

Mathematical PRACTICE 8

Look for a Pattern For each pattern, draw toothpicks to find the number of toothpicks needed for the next figure.

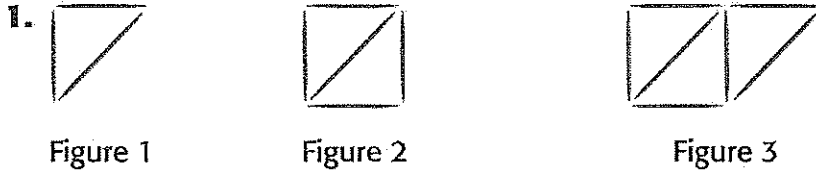


Figure 4 uses _____ toothpicks.

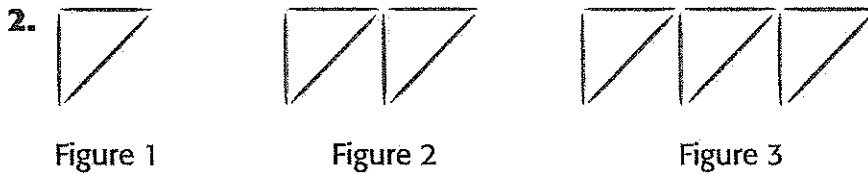


Figure 4 uses _____ toothpicks.

How does this pattern compare to the pattern for Exercise 1?



Problem Solving

3. The tables show the height in centimeters each plant grew during a week. Assume the patterns continue. Compare the growth in height of each plant.

Plant A	
Day	Height (cm)
1	0
2	2
3	4
4	6
5	8
6	10
7	12

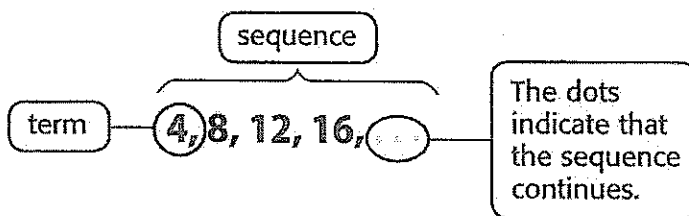
Plant B	
Day	Height (cm)
1	0
2	6
3	12
4	18
5	24
6	30
7	36

Patterns

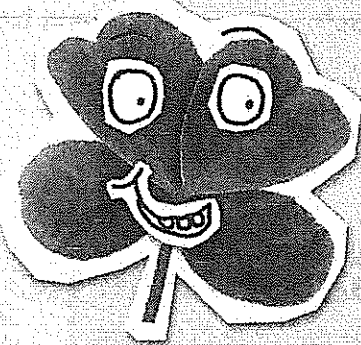
Lesson 6

ESSENTIAL QUESTION ?
How are patterns used to solve problems?

A **sequence** is a list of numbers that follow a specific pattern. Each number in the list is called a **term**.



I'M A
LUCKY KID!



Math in My World



Example 1

Mary and her friends find a four-leaf clover during lunch. A four-leaf clover has four leaves. The table shows the total number of leaves for several four-leaf clovers. Extend the pattern to find the next three terms.

Number of Four-Leaf Clovers	1	2	3	4
Number of Leaves	4	8	12	16

$$4, 8, 12, 16, \dots$$

$+4 +4 +4$

Each term in the sequence can be found by adding _____ to the previous term.

$$16 + 4 = \quad \quad \quad + 4 = \quad \quad \quad + 4 = \quad \quad \quad$$

The next three terms are _____.



Example 2

Maria and Jeong are training to run a half-marathon. A half-marathon is about 13 miles. Their weekly training plans are shown in the table. Use the information to write a sequence to represent each person's weekly training plan. Then compare the plans.

Runner	Starting Miles	Training Plan
Maria	2	Add 2 miles per week for each of the next 4 weeks.
Jeong	4	Add 4 miles per week for each of the next 4 weeks.

Each week, Maria will run two more miles and Jeong will run four more miles than the previous week.

Write a sequence with 5 terms for Maria's training plan. _____

Write a sequence with 5 terms for Jeong's training plan. _____

Compare the training plans.

Each week, Jeong plans to run _____ as many miles as Maria.

Talk MATH

How are the sequences 2, 5, 8, 11, ... and 2, 6, 18, 54, ... alike? How are they different?

Guided Practice



1. Write the next three terms in the sequence 1, 4, 7, 10,

Each term in the sequence can be found

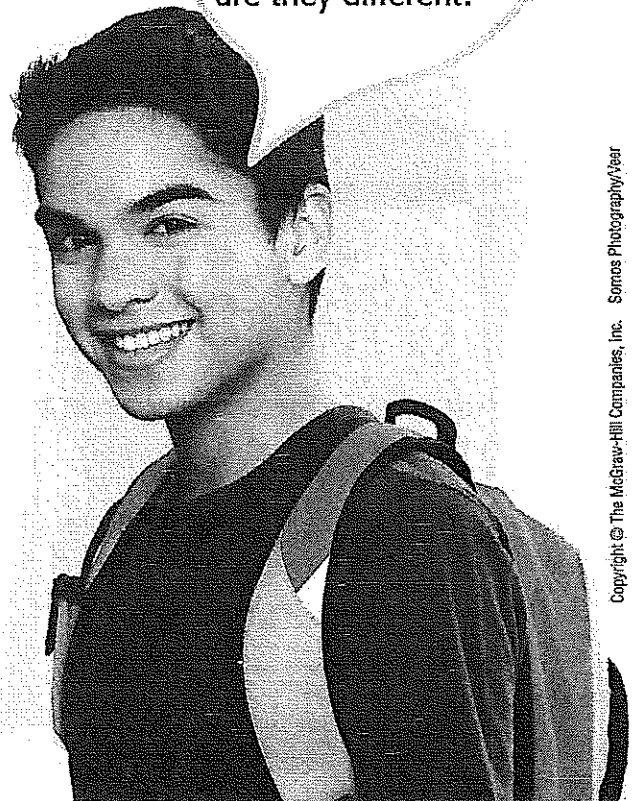
by adding _____ to the previous term.

$$10 + 3 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} + 3 = \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} + 3 = \underline{\hspace{2cm}}$$

The next three terms are _____



Independent Practice

Algebra Identify the pattern. Then write the next three terms in each sequence.

2. $0, 7, 14, 21, \dots$

3. $1,458, 486, 162, 54, \dots$

4. $72, 66, 60, 54, \dots$

5. $1, 3, 9, 27, \dots$

6. $2, 4, 8, 16, \dots$

7. $94, 88, 82, 76, \dots$

8. $12, 24, 36, 48, \dots$

9. $512, 256, 128, 64, \dots$

10. $8, 13, 18, 23, \dots$

11. $11, 24, 37, 50, \dots$

12. $83, 75, 67, 59, \dots$

13. $2, 8, 32, 128, \dots$



Problem Solving

14. An amusement park offers discounted tickets after 4 P.M. Both ticket prices are shown to the right. Write the total cost of 1, 2, 3, and 4 tickets for each time period. Compare the cost of 4 tickets before 4 P.M. to 4 tickets after 4 P.M.

Admission Tickets	
Time	Cost (\$)
Before 4 P.M.	45
After 4 P.M.	15

My Work!

HOT Problems

15. **Mathematical PRACTICE** **Which One Doesn't Belong?** Circle the sequence that does not belong with the other three. Explain your reasoning.

2, 5, 8, 11, ...

3, 6, 12, 24, ...

4, 14, 24, 34, ...

7, 12, 17, 22, ...

16. **Building on the Essential Question** How can we extend patterns?

MY Homework**Lesson 6****Patterns****Homework Helper**Need help? connectED.mcgraw-hill.com

Tom is allowed to download 3 new songs each week. The table shows the total number of songs he can download for several weeks. Extend the pattern to find the next three terms.

Week	1	2	3	4
Number of Songs	3	6	9	12

$$3, 6, 9, 12, \dots$$

$$+3 \quad +3 \quad +3$$

Each term in the sequence can be found by adding 3 to the previous term.

$12 + 3 = 15$

$15 + 3 = 18$

$18 + 3 = 21$

The next three terms are 15, 18, and 21.

Practice

Algebra Identify the pattern. Then write the next three terms in each sequence.

1. 5, 10, 20, 40, . . .

2. 63, 58, 53, 48, . . .

3. 192, 96, 48, 24, . . .

4. 4, 11, 18, 25, . . .

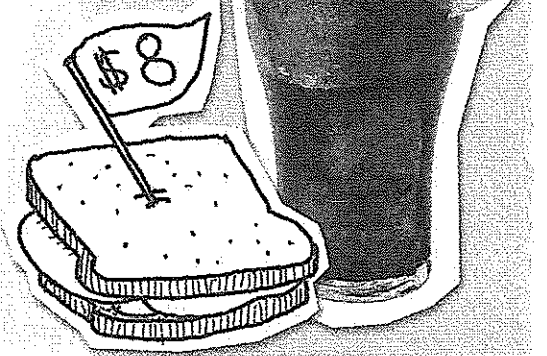


Problem Solving

Mathematical

5. **PRACTICE** **Make a Plan** Dino's Diner charges \$4 for each sandwich. Carla's Café charges \$8 for each sandwich. Write the total costs of 1, 2, 3, and 4 sandwiches for each restaurant. Then compare the total cost of 4 sandwiches at each restaurant.

\$8?
You're full of BOLOGNA!



6. Luke always runs 1 lap to warm up for track practice. Alex always runs 3 laps to warm up for track practice. Write the number of total laps ran for 1, 2, 3, and 4 practices for each student. Then compare the total number of laps ran for 3 practices by both students.

Vocabulary Check



7. Fill in each blank with the correct word to complete each sentence.

A sequence is a list of numbers that follow a specific _____.

Each number in the list is called a _____.

Test Practice

8. Which represents the next three terms in the sequence 8, 16, 24, 32, ... ?

- (A) 36, 40, 44 (C) 40, 48, 56
(B) 64, 128, 256 (D) 72, 216, 648

Name _____

Read the two articles. Use the summarizing strategy to help you understand each author's point of view.

WHAT WAS THE PURPOSE OF THE NAZCA LINES?

Ancient Images

2 *The Nazca Lines are related to objects in the sky.*

12 The Nazca Lines are huge drawings found in the desert of southern Peru.
25 The Nazca people and earlier groups made the images 2,000 years ago
37 by removing dark gravel to show the light sand underneath. Some of the
50 drawings are shapes, like long lines or spirals. Other drawings are of animals
63 or plants. The drawings range in size from 150 feet to 950 feet. They are best
79 seen from a high altitude, such as from an airplane flying overhead.

91 The Answer Is in the Stars

97 Some people think that the Nazca Lines are related to astronomy.
108 Astronomy is the study of objects in the sky, such as planets or stars. One
123 twentieth-century scientist stated that some of the animal drawings looked
133 like constellations. She thought that the Nazca people drew patterns of
144 stars in the sky.

148 A Calendar for All Seasons

153 Another scientist agreed that the lines were related to the stars. He
165 believed the lines were a giant calendar. He noticed that the sun set over one
180 group of lines on the first day of winter each year. Noticing that sunrise and
195 sunset lined up with different lines during the year, he decided that the Nazca
209 used the lines to keep track of the months and seasons. By following the
223 movements of the sun and stars, they knew when to plant and harvest crops.

237 Research shows that there is a connection between the stars and
248 the Nazca Lines. Some of the Nazca sand patterns look like certain
260 constellations and the lines serve as a calendar when the sun lines up with
274 different drawings during the year. Scientists may not know exactly what
285 the Nazca used these lines for, but some are certain it relates to the stars.

Name _____

Ritual Paths

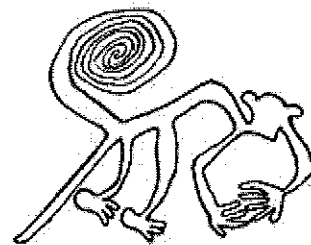
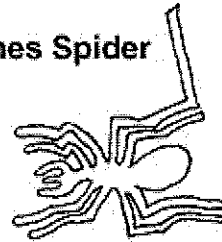
The Nazca Lines were used as ceremonial paths.

There is good reason to believe that the Nazca Lines had spiritual meaning for the Nazca people. They were a people of deep religious and cultural beliefs. We know of their beliefs from ancient artwork found on pottery and cloth. Many scientists think that the Nazca Lines were made for ceremonies related to the belief system of the Nazca. Since the desert land was so dry, these ceremonies were probably related to water.

Water was very important to the Nazca. The arid, or dry, desert land was not good for growing food. Without water, their crops would die. The people needed water to survive. They might have performed spiritual ceremonies to appeal for water.

Ceremonial Paths Formed Images

Up close, the Nazca Lines look like dusty trails. Anthropologists who study the history and culture of the Nazca people think that's exactly what they are. Most of the drawings are formed of one single line or path. The Nazca could follow the paths to ceremonial locations.

Nazca Lines Spider**Nazca Lines Monkey**

Some researchers think the Nazca Lines were paths to ceremonial locations.

The Gift of Water

Archaeologists have studied fossils near the Nazca Lines. They have discovered piles of rocks at the ends of some of the lines. They think the piles were altars. People could leave ceremonial gifts there. The archaeologists have found seashell fossils near the altars. They think that the shells were used in rituals, or ceremonies. The Nazca believed that if their ceremonies were successful, they would get more water. Unfortunately, the Nazca ceremonies did not bring water. Eventually the Nazca people died out.

Religion and water were both important in Nazca culture. The Nazca people took part in water-related rituals. Remains of these rituals have been found near some Nazca Lines. This tells us that the Nazca Lines had a ceremonial purpose.

Name _____

A. Reread the passages and answer the questions.

1. What is the first author's position, or point of view, about the Nazca Lines?

2. What facts from the text support this point of view?

3. What is the second author's position, or point of view, about the Nazca Lines?

4. What facts from the text support this point of view?

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

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

Name _____

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

The Cup that Shines at Night

12 Ann's eyes fluttered open and she found herself lying in a moonlit
grassy field by her friend Mia who was slowly waking up.

23 "Where are we?" Mia asked groggily. "How did we get here?"

34 "I don't know," Ann replied. "I wonder how we'll get home."

45 An odd purple house with a crooked front door stood nearby. Spying a
58 note tacked to the door, Ann got up and pried it loose. It read: "The cup
74 that shines at night will show the way home."

83 "What in the world is the cup that shines at night?" asked Mia.

96 "Do you think maybe it's inside this weird-looking house?"

105 As if the house understood them, the door creaked open. Creeping
116 inside, they saw a table whose surface was covered with all kinds of cups.
130 A tall crystal cup waited to be filled with water. A hefty mug sat next to a
147 delicate china coffee cup, making it appear even more fragile. Towering
158 over the others was a polished silver cup. It looked like the trophy Ann had
173 won in the school science fair.

179 Puzzled, they went outside and collapsed on the porch. They had seen
191 dozens of cups, but none of them was shining. Mia asked if Ann thought
205 they'd ever get home.

209 As she considered Mia's question, Ann sighed sadly. She gazed at the
221 moonlit sky, hoping desperately that an answer might suddenly appear
231 above them.

233 Then she leapt up, gesturing eagerly skyward. "Look, it's the Big
244 Dipper! A dipper is a kind of cup, and that dipper is certainly shining! The
259 Big Dipper is made up of seven stars!"

267 "How will the Big Dipper help us get home?" demanded Mia.

278 Ann explained that drawing a line through the two stars at the front of
292 the dipper leads to Polaris, the North Star.

300 "I'll bet that's what the note means," she exclaimed. "We should let
312 Polaris lead us home."

Name _____

Keeping their eyes glued to Polaris, they started walking north. Soon they found themselves on the steep banks of a wide, rolling river. There was no visible means of getting across.

Ann wondered if they had made a mistake. Then she spotted a scrap of paper beside the road. Another note, it read: "The wrongly named bird will carry you across."

Mia knew several different types of birds, such as cardinals, seagulls, and hummingbirds. However, she believed none of them was wrongly named. What could be the meaning of the note?

Then, from the shadows, a bat flapped silently toward them. Mia turned to run away. She had heard that bats were blind and got tangled in people's hair.

Ann told her that many bats can see as well as people can. They can also find their way by using echoes.

By this time, the bat had vanished quietly in the distance.

Rounding a curve in the road, they discovered an old covered wooden bridge. A weathered sign said "Bald Eagle River Bridge."

"That's it!" cried Ann. "The bald eagle is a wrongly named bird! It isn't bald at all. Its body is covered in brown feathers and it has white feathers on its head. The contrast makes it look bald."

Mia doubtfully eyed the ancient bridge. However, Ann grinned confidently. She was sure the bridge was their route home, and reminded Mia that they would have missed it if she had run away from the bat.

They raced eagerly over the bridge. On the other side stood their houses gleaming coldly in the moonlight.

Mia wondered why they hadn't noticed the bridge before.

"I don't know," mused Ann. "Maybe it's because we're . . ."

Suddenly her eyes popped open, and she found herself in her suburban backyard as the sun began climbing over the horizon. Snoring at a tremendous volume, Mia lay twitching, then shuddered, and struggled to sit up. Wearing a dazed expression she stammered, "I just had the strangest dream!"



Ann and Mia believed following Polaris, the North Star, would help them find their way home.

Name _____

A. Reread the passage and answer the questions.

1. How does Ann figure out the meaning of the first note, "The cup that shines at night will show the way home"?

2. How does Ann figure out the meaning of the second note, "The wrongly named bird will carry you across"?

3. What might be the theme, or message, of this story?

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

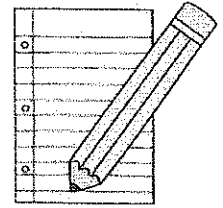
	Words Read	-	Number of Errors	=	Words Correct Score
First Read		-		=	
Second Read		-		=	

Name #: _____

Date: _____

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Paragraph of the Week



Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!

Monday

Brainstorm your thoughts on whether books or television is better. What is the advantage to one over the other? Why would people prefer one over the other? There is no right or wrong, just list your opinions and evidence to back them up!

Tuesday

Using the brainstorm you created yesterday, choose 3 of your reasons for your opinion. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Wednesday

Now that your paragraph is written, choose at least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Thursday

It is time to put all of your work together in the form of a final draft. This is where you take your revisions, polish them up, and create a final product for your readers. Be sure to write neatly and check the rubric.

Revising Checklist

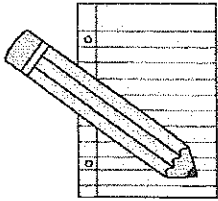
	Topic is narrow and manageable.
	The sentences are varied (complex, compound, simple)
	The sentences have different beginnings.
	The details support the main idea/topic sentence.
	The spelling, punctuation, and capitals are correct.
	Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)

Paragraph Rubric

4	Complete sentences, topic sentence, 3 supporting details with evidence sentence, closing sentence, vivid adjectives, engaging beginning, a great deal of varied sentence structure, correct punctuation, correct spelling, neat and legible, on topic.
3	Complete sentences, topic sentence, 3 supporting details with evidence sentence, adjectives, engaging beginning, some varied sentence structure, closing sentence, correct punctuation, correct spelling, neat and legible, on topic.
2	Mostly complete sentences, topic sentence, 3 supporting details which may contain evidence sentence, closing sentence, may or may not include adjectives and engaging beginning, a few varied sentence structure, mostly correct punctuation and correct spelling, somewhat neat and legible, somewhat on topic.
1	Some complete sentences, may or may not contain the following: topic sentence, 3 supporting details with evidence sentence, vivid adjectives, engaging beginning, varied sentence structure, closing sentence, incorrect punctuation, incorrect spelling, not really neat or legible, off topic.

Name #: _____

Date: _____



Paragraph of the Week

Over the course of this week, you will be writing a paragraph. You will choose a topic (within the given parameters) and will brainstorm, draft, revise, and write a complete paragraph. Be sure to use all that we have learned in class when writing this paragraph. So let's get started!

Monday

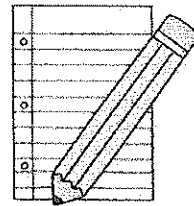
Brainstorm your thoughts on whether books or television is better. What is the advantage to one over the other? Why would people prefer one over the other? There is no right or wrong, just list your opinions and evidence to back them up!

Are books better than television?

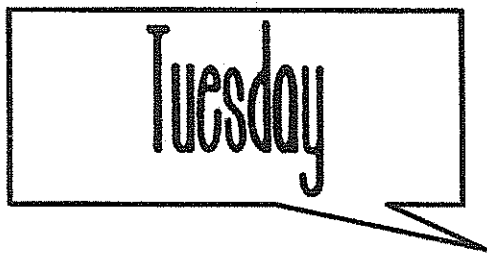
Name #: _____

Date: _____

Paragraph of the Week



Now that you have the topic of your paragraph, you will write the topic sentence, main body sentences (with explanations) and your closing sentence. Be sure that they are all on topic, as this is the rough draft of your paragraph.



Using the brainstorm you created yesterday, choose 3 of your reasons for your opinion. They will become the three details about the topic. Write a sentence for each. Then, write an explanation sentence for each. Then write the topic/closing sentences to create an entire paragraph about your topic.

Topic Sentence : _____

Detail One : _____

Explanation : _____

Detail Two : _____

Explanation : _____

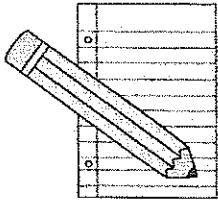
Detail Three : _____

Explanation : _____

Closing Sentence : _____

Name #: _____

Date: _____



Paragraph of the Week

When you revise and edit, you take what you have and "make it better".
 Use vivid adjectives, vary your types of sentences, and make your writing interesting to read.



Now that your paragraph is written, choose at least two sentences to enhance and revise. Using the revision checklist, make sure that the two sentences add more to your writing. You may also go back to Tuesday's page and revise on there as well.

Original Sentence : _____

Revision : _____

Topic is narrow and manageable.
The sentences are varied (complex, compound, simple)
The sentences have different beginnings.
The details support the main idea/topic sentence.
The spelling, punctuation, and capitals are correct.
Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)

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