5th Grade- Mrs. Bishop & Mr. Goreham Week 5

Weekday Contact Hours

Mrs. Bishop: 1:30-3:30
Contact: cbishop@tusd.net and Class Dojo

Mr. Goreham: 11:00-1:00
Contact: dgoreham@tusd.net

Essential Question: What can our connections to the world teach us?

Unit 6 Week 5

Story
"You Are My Music"
"You and I"
Genre
Poetry

Story
"A Time to Talk"
Genre
Poetry

Story
"To Travel" "Wild Blossoms"
Genre
Poetry

Literary Elements
assonance and consonance

Comprehension Skill
point of view

Vocabulary Strategy
personification

Writing Traits
word choice-strong words

Grammar
prepositional phrases

Other Skills
fluency: expression and phrasing

Genre
Poetry

SPELLING/PHONICS
suffixes
-ible
-able

enjoyable
unreasonable
unbelievable
comfortable
convertible
respectable
affordable
possible
breakable
favorable
likable
usable
invisible
honorable
capable
sensible
laughable
bearable
collapsible
suitable

Vocabulary

blares- makes a loud, harsh sound

connection- relationship; association

errand- a short trip to do something

exchange- the act of giving one thing for another

assonance- repeating words with the same vowel sound

consonance- words that contain the same middle or final consonant sound

imagery- using words to create a picture

personification- giving human qualities to things that aren't human

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ASSIGNMENTS:

MATH: Estimation and Multiplication
Solve word problems involving (+/-) of fractions
M: L3 Two-Digit Dividends 169, 173-174
T: L8 3-4 digit division 201, 205, 206
W: Review Word Problems

READING: Daily Reading & Summary
Understands 5th literature/informational text
Text: Pick books you enjoy ☺
Please read 30 minutes M-Th and write a summary of what you've read.

WRITING:
Spelling, language conventions, and writes opinion, informative, and/or narrative piece.
Writing:
Text: "To Travel and Wild Blossoms" (in packet)
□ Write about the Text

Comprehension Skill/Strategy with Science:
Text: "Running" Answer Questions

Vocabulary Skill:
Suffixes

Vocabulary Meaning:
Definitions

Spelling:
Complete the spelling page.
Complete the spelling activities:
□ Break the words Suffixes.
□ Write spelling sentences or a story.

Science: "Magnetic Fields and Magnetic Compass" answer Questions

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Social Studies: Day of Infamy
Answer Questions

Name _____

Two-Digit Dividends

Lesson 3

ESSENTIAL QUESTION
What strategies can be used to divide whole numbers?

The **dividend** is the number that is being divided.
The **divisor** tells you how many groups.

Speeding to the
TOY DRIVE!

$$36 \div 3 \xleftarrow{\text{divisor}} 3\overline{)36}$$

dividend

The result of the division is called the **quotient.**

Math in My World

Tools   Watch   Tutor

Example 1

Eli donates his toys to 5 different charities. He has a total 75 toys to donate. Eli donates the same number of toys to each charity. How many toys does each charity receive?

Let t represent the number of toys each charity receives.

_____ $\div$ _____ $= t$

Find $75 \div 5$.

1 **Divide the tens.** $7 \div 5$
Write 1 in the quotient over the tens place.

2 **Multiply.** 5×1
Subtract. $7 - 5$

3 **Bring down the ones.**

$$
\begin{array}{r}
\square\ \square \\
5\overline{)7\quad 5} \\
-5 \\
\hline
2\quad 5 \\
-2\quad 5 \\
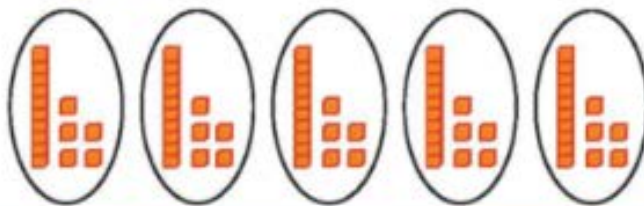\hline
0
\end{array}
$$

4 **Divide the ones.**
$25 \div 5$
Write 5 in the quotient over the ones place.

5 **Multiply.** 5×5
Subtract. $25 - 25$

The model shows 5 groups of fifteen.

So, $75 \div 5 =$ _____.

Each charity receives _____ toys.

MY Homework

Homework Helper

eHelp

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Find 87 ÷ 6.

1 **Divide the tens.**

$8 \div 6$

Write 1 in the quotient over the tens place.

2 **Multiply.** 6×1
Subtract. $8 - 6$
Compare. $2 < 6$

3 **Bring down the ones.**

$$
\begin{array}{r}
14 \text{ R}3 \\
6\overline{)87} \\
-6\downarrow \\
\hline
27 \\
-24 \\
\hline
3
\end{array}
$$

4 **Divide the ones.**

$27 \div 6$

Write 4 in the quotient over the ones place.

5 **Multiply.** 6×4
Subtract. $27 - 24$
Compare. $3 < 6$
The remainder is 3.

Practice

Divide.

1. $3\overline{)63}$

2. $7\overline{)96}$

3. $5\overline{)68}$

Algebra Divide to find the unknown number in each equation.

4. $72 \div 6 = n$

$n = $ _____

5. $45 \div 3 = p$

$p = $ _____

6. $52 \div 2 = k$

$k = $ _____

Problem Solving

7. A book has 5 chapters and a total of 90 pages. If each chapter has the same number of pages, how many pages are in each chapter?

8. **Mathematical PRACTICE 2** **Reason** Caitlin divides a bag of fruit snacks with 4 friends. She divides the 89 snacks equally. How many fruit snacks does each person receive? How many fruit snacks will be left over?

9. Chet is camping with his after-school club. They have 9 tents and 72 people. The same number of campers will be in each tent. How many campers will be in each tent?

10. Isaiah helped pick 72 bananas on the weekend. There were a total of 6 people picking bananas. If they each picked an equal number of bananas, how many bananas did each person pick?

Bananas for MATH!

Test Practice

11. A box of granola bars has 26 bars. If 7 friends split the bars equally, how many bars will be left?

Ⓐ 2 bars Ⓒ 4 bars

Ⓑ 3 bars Ⓓ 5 bars

Need more practice? Download Extra Practice at connectED.mcgraw-hill.com

Name _____

Divide Three- and Four-Digit Dividends

Lesson 8

ESSENTIAL QUESTION
What strategies can be used to divide whole numbers?

To divide a greater dividend, use the same process as dividing a two-digit dividend.

Math in My World

Watch   Tutor

Example 1

In a 4-hour period, 852 people rode an amusement park ride. If the same number of people rode the ride each hour, how many people rode the ride in the first hour?

Let p represent the number of people.

_____ ÷ _____ = p

Find 852 ÷ 4.

Estimate 900 ÷ 4 = _____

1. **Divide the hundreds.**
   Divide. 8 ÷ 4
   Multiply. 2 × 4
   Subtract. 8 − 8
   Compare. 0 < 4

$$4\overline{)\ 8\ \ 5\ \ 2}$$

2. **Divide the tens.**
   Divide. 5 ÷ 4
   Multiply. 1 × 4
   Subtract. 5 − 4
   Compare. 1 < 4

3. **Divide the ones.**
   Divide. 12 ÷ 4
   Multiply. 3 × 4
   Subtract. 12 − 12
   Compare. 0 < 4

So, _____ people rode the ride in the first hour.

Check Multiply to check your answer.

_____ × 4 = 852

Name _____

MY Homework

Lesson 8

Divide Three- and Four-Digit Dividends

Homework Helper

Need help? connectED.mcgraw-hill.com

Find 630 ÷ 5.

Estimate 600 ÷ 5 = 120

1 **Divide the hundreds.**
Divide. 6 ÷ 5
Multiply. 1 × 5
Subtract. 6 − 5
Compare. 1 < 5

$$
\begin{array}{r}
126 \\
5\overline{)630} \\
-5 \\
\hline
13 \\
-10 \\
\hline
30 \\
-30 \\
\hline
0
\end{array}
$$

2 **Divide the tens.**
Divide. 13 ÷ 5
Multiply. 2 × 5
Subtract. 13 − 10
Compare. 3 < 5

3 **Divide the ones.**
Divide. 30 ÷ 5
Multiply. 6 × 5
Subtract. 30 − 30
Compare. 0 < 5

So, 630 ÷ 5 = 126.

Check Multiply to check your answer. 126 × 5 = 630

Practice

Divide.

1. 3)945

2. 3)493

3. 6,315 ÷ 5 = _____

Problem Solving

4. **Mathematical PRACTICE 2** **Use Number Sense** Mr. Peters has 80 sheets of colored paper. Seven of his students need the paper for a project. How many sheets does each student get? How many sheets are left over?

5. Tina has earned a total of 9,644 frequent flyer miles by traveling between Twin Falls and Preston. She has made this trip 4 times. How many miles is one trip between these two cities?

6. A family of 4 spent $104 for tickets to a concert. All of the tickets were the same price. What was the cost of each ticket?

7. On Monday, a concession stand manager ordered 985 popcorn bags. She splits the bags evenly among 5 concession stands. How many popcorn bags will each concession stand receive?

Popcorn for sale!

Test Practice

8. A great white shark weighed 4,302 pounds. This weight was 3 times the weight of a blue marlin fish. What was the weight of the blue marlin?

   Ⓐ 1,402 pounds

   Ⓑ 1,424 pounds

   Ⓒ 1,434 pounds

   Ⓓ 1,502 pounds

Mixed operations word problems

Read and answer each question:

During a normal day, there are 280 planes taking off from the airport, but the airport is a lot busier during Christmas. During the Christmas holidays, about 336 planes take off every day from the airport.

1.   During the Christmas holidays, the airport opens 12 hours during each day, how many planes take off from this airport in each hour?

2.   In average, each plane takes 240 passengers and 12 tons of cargo. How many passengers depart from the airport every hour during the Christmas holidays?

3.   Compared with a normal day, how many more passengers depart from the airport in a day during the Christmas holidays?

4.   During a normal day, there are 782 passengers in average that are late for their plane each day. However, during the Christmas holidays, there are 1,835 passengers that are late for their planes each day which caused delays of 14 planes. How many more passengers are late for their planes in each day during the Christmas holidays?

5.   The airport administration did a study and found that an additional 5 minutes of delay in the overall operation of the airport is caused for every 32 passengers that are late for their flights. What is the delay in the overall operation if there are 832 passengers late for their flights?

6.   Write an equation using "x" and then solve the equation.
      On the New Year Eve, there were 7,580 tons of cargo loaded in the morning. In the afternoon, there were x tons of cargos. The total weight of cargos loaded on the day weighed 12,997 tons.

To Travel

To Travel!

To travel! To travel!
To visit distant places;
To leave my corner of the world
To seek new names and faces.
Adventure! Adventure!
Exploring foreign lands;
If I can leap across the globe,
My universe expands!

A novel waves her arms to me,
"Come read! Come read!" she cries.
Her pages dance with ancient tales,
A feast for hungry eyes!
The paintings on museum walls
Are begging me to tour:
"Leave your home and live our scenes,
A grand exchange for sure!"

To travel! To travel!
Through timeless books and art,
I enter and experience
A life so far apart.

Essential Question

What can our connections to the world teach us?

Read two poems about connecting with other cultures and with nature.

I sail across the seven seas,
My heart soars like a bird.
And soon I'm hearing languages
I've never, ever heard.

Far across the seven seas,
Aromas fill the air.
Foods I've never, ever tried
Are eaten everywhere!
Music blares a different tune,
And strange, new clothes are worn.
Parents pass on customs
To the young ones who are born.

I've traveled! I've traveled!
It's left me more aware;
A valuable connection
To the universe we share.
By reading books and viewing art,
I've learned a thing or two:
The world was made not just for me,
But made for me and you!

— Jad Abbas

Wild Blossoms

One bright summer morning, my grandmother asked me to help her plant some flowers. I pedaled my bike downtown, wheels weaving between sunbeams. In the sky, clouds exchanged greetings, their language inaudible, while I, on my errand, brought a long list of seeds to the store. Back on my bike, I followed the same sensible route I always took to Grandmother's house. I watched with surprise as she tore off the tops of the seed packets and shook them willy-nilly around the backyard, then told me to do the same.

"I thought we were planting a garden," I told her,
"with row after row of flowers." She said, "Oh, no!
I prefer a mountain meadow, one with plenty
of variety." As she talked, bees buzzed about
in excitable flight, impatient for blossoms.
Quick swifts and happy sparrows dipped, dove, and darted
after the falling seeds. My grandmother and I
danced about the backyard, arms outstretched, letting seeds
loose on the wind, joyfully dreaming of the wild
beauty that would fill the yard, and us, all summer.

— Amelia Campos

Make Connections

Describe how the speakers in the poems connect to their worlds. **ESSENTIAL QUESTION**

How do the connections described in the poems compare with your own experiences? **TEXT TO SELF**

Write About the Text

I responded to the prompt: *Write a narrative poem about a thunderstorm.*

Frank

Student Model: *Narrative Text*

Under the Thunder

Thunder is nature's clatter

that vibrates in my ears.

Thunder is the rumble

that sparks some people's fears.

Me, I often listen

as thunder shakes the night.

It echoes off the buildings

and growls with all its might.

The racket of thunder's grumble

slowly starts to fade.

Another roar breaks the silence—

a beating drum the skies have made.

Grammar

A prepositional **phrase** can act as an adverb that tells how, when, or where.

Grammar Handbook

See page 472.

Strong Words

My poem includes sensory language to help readers experience the scene.

Personification

I described the thunder with human characteristics.

Figurative Language

I used a metaphor to help readers think about thunder in a new way.

Your Turn

Write a narrative poem about the neighborhood you live in.

Go Digital!
Write your response online.
Use your editing checklist.

WRITING:

Use the writing page before this, titled "Write About the Text" as a guide to answer the following question.

Write a narrative poem about a thunderstorm

Name _____

| blares | errand | exchange | connection |

Finish each sentence using the vocabulary word provided.

1. **(blares)** He covers his ears _____

_____

2. **(errand)** My grandmother _____

_____

3. **(exchange)** This sweater is nice, but _____

_____

4. **(connection)** The refrigerator did not work because _____

_____

Comprehension Skill:

Your Turn Practice Book

Name _____

Read the poem. Check your understanding as you read by asking yourself how the speaker thinks and feels.

Running

Feet pound the pavement,
4   Arms pump up and down,
9 Sun's up and smiling,
13   As I jog through the town.

19 Neighbors out raking,
22   Look up, holler, "Hi!"
26 Trees all wave to me,
31   As I dash on by.

36 Wind kicks up its heels,
41   And gives playful chase.
45 Whooshing and whirling,
48   "Come, let's have a race."

53 I round the corner,
57   Delighted to meet,
60 Two other runners,
63   Who sprint down the street.

68 What is it we share?
73   Well, I think I know—
78 All the world's moving,
82   With places to go.

86 An inch or a mile, jet-fast or snail-slow,
94 We share the journey, together we go.

Name _____

A. Reread the poem and answer the questions.

1. **Is this poem a lyric or a narrative poem and how do you know?**

_____

_____

2. **Write two examples of personification from the poem.**

_____

_____

3. **What point of view is used in the poem? Write a line that shows the 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		–		=	

Vocabulary SKILL:

Your Turn Practice Workbook

Name _____

A. Add the suffix in parentheses to the word in bold.

New Word

1. (able) **enjoy**   _____

2. (able) **use**   _____

3. (ible) **convert**   _____

4. (able) **comfort**   _____

5. (ible) **force**   _____

6. (ible) **sense**   _____

B. Add the suffix *-ible* or *-able* to create a new word. Write the new word on the first line. Then write the meaning of the word on the second line.

	New Word	**Meaning**
7. afford	_____	_____
8. respect	_____	_____
9. collapse	_____	_____
10. honor	_____	_____

Name _____

blares	errand	exchange	connection

A. Write each word next to its definition.

1. relationship or bond _____

2. short trip to do or get something _____

3. act of giving one thing for another _____

4. makes a loud, harsh sound _____

B. Write four sentences. Use one vocabulary word in each sentence.

5. _____

_____

6. _____

_____

7. _____

_____

8. _____

_____

Name _____

enjoyable	usable	unreasonable	invisible	unbelievable
breakable	respectable	laughable	honorable	bearable
favorable	affordable	comfortable	capable	collapsible
likable	possible	convertible	sensible	suitable

A. Add the suffix to form a spelling word. Write the spelling word on the line.

1. break + able = _____

2. sens + ible = _____

3. cap + able = _____

4. honor + able = _____

5. convert + ible = _____

6. afford + able = _____

7. favor + able = _____

8. suit + able = _____

9. comfort + able = _____

10. poss + ible = _____

11. respect + able = _____

12. bear + able = _____

13. collaps + ible = _____

14. enjoy + able = _____

15. invis + ible = _____

B. Write these spelling words on the lines in alphabetical order. Alphabetize them to the third letter.   *unreasonable, laughable, usable, likable, unbelievable*

16. _____   18. _____   20. _____

17. _____   19. _____

Magnetic Fields and the Magnetic Compass

If you were in a forest, chances are there wouldn't be any street signs to help direct you! That's why you need a compass to help you find your way using the power of a magnetic field.

What Is a Magnetic Field?

Magnets are objects that produce an area of magnetic force called a magnetic field. Magnetic fields by themselves are invisible to the human eye. Magnets attract, or pull, objects made of materials that are very attracted to magnets. These materials include iron and nickel. A magnet also reacts to another magnet when they are close enough to each other.

What Are Magnetic Poles?

Magnets come in different shapes, strengths, and sizes. However, they all have a north pole and a south pole. The south pole of one magnet is attracted to another magnet's north pole. However, the north poles of both magnets would repel, or push, each other away.

What Are the Earth's Poles?

The earth is like a huge magnet. It has a magnetic field, and it has magnetic North and South Poles. The earth's magnetic poles are not to be confused with its geographic poles, though.

The earth is tilted on an axis. The geographic North Pole is located at the most northern end of the axis. This place is in the middle of the Arctic Ocean. The geographic South Pole is located at the most southern end of the axis, and this can be found in Antarctica.

The earth's magnetic poles are in the general direction of the planet's geographic poles. However, unlike the geographic poles, the magnetic poles are not always in the same place. They are moving slowly.

How Does a Compass Work?

A compass is used to show direction. There are different types of compasses. They include the magnetic compass, the solar compass, and the gyro compass. When people talk about a compass, they often think of the magnetic compass.

A magnetic compass is usually comprised of a magnetized needle and a card with north, south, east, and west printed on it. One end of the needle is attracted to the earth's magnetic north pole. This end is often painted red. With one end showing you the direction of north, you can use the compass to figure out the other directions, too.

Name: _____ **Date:** _____

1. What is a magnetic field?

    A. the geographic poles of the earth

    B. the shape, strength, and size of a magnet

    C. an area of magnetic force around a magnet

    D. a street sign to help direct you

2. What does the author describe?

    A. the characteristics of magnets and magnetic fields

    B. the reasons why some materials are attracted to magnets

    C. the different shapes, strengths, and sizes of magnets

    D. the ways different compasses work to tell direction

3. Read these sentences from the text.

> Magnets are objects that produce an area of magnetic force called a magnetic field. Magnetic fields by themselves are invisible to the human eye. Magnets attract, or pull, objects made of materials that are very attracted to magnets. These materials include iron and nickel. A magnet also reacts to another magnet when they are close enough to each other.

Based on these sentences, what can you conclude about the attraction of iron to a magnet?

    A. When the iron is farther from the magnet, the attraction is stronger.

    B. When the iron is closer to the magnet, the attraction is stronger.

    C. When the iron is closer to the magnet, the attraction is weaker.

    D. When the iron is close to the magnet, there is no attraction.

4. Read these sentences from the text.

> The earth's magnetic poles are in the general direction of the
> planet's geographic poles. However, unlike the geographic poles,
> the magnetic poles are not always in the same place. They are
> moving slowly.
>
> [. . .]
>
> A magnetic compass is usually comprised of a magnetized needle
> and a card with north, south, east, and west printed on it. One end
> of the needle is attracted to the earth's magnetic north pole. This
> end is often painted red. With one end showing you the direction
> of north, you can use the compass to figure out the other
> directions, too.

Based on these sentences, what does a magnetic compass show someone?

    A. the exact direction of the earth's geographic South Pole

    B. the general direction of the earth's geographic South Pole

    C. the exact direction of the earth's geographic North Pole

    D. the general direction of the earth's geographic North Pole

5. What is the main idea of the text?

    A. There are different shapes and sizes of magnets. Iron and nickel are some of the materials that are very attracted to magnets, so they can get pulled toward magnets.

    B. The earth is like a big magnet. People can figure out directions by using a magnetic compass, which has a needle that is attracted to the earth's magnetic North Pole.

    C. The earth has a geographic North Pole, which is located in the middle of the Arctic Ocean. The planet also has a magnetic North Pole, but it is always moving slowly.

    D. There are different types of compasses. One type of compass is the magnetic compass, and it is made up of a magnetized needle and a card with directions printed on it.

photo from a Japanese plane shortly after the Pearl Harbor attack began

Carissa Lee
Central Elementary School
Jerome, Idaho

World War II, which had been raging in Europe since 1939, hit home for many Americans when the Japanese launched a sneak attack on Pearl Harbor on Dec. 7, 1941.

Richard Hansing joined the U.S. Navy in 1939, when he was 19 years old. Richard always knew he would enlist in the Navy. His grandfather, who had fought in the Civil War, had joined when he was 16.

Richard served with the Pacific Fleet based in Pearl Harbor, Hawaii. He served on the battleship USS *Nevada*. Richard's job was to "jump the burners," which meant that he had to heat the oil before it could be used in the ship's engine.

Richard was stationed on the *Nevada* when the Japanese attacked Pearl Harbor on Dec. 7, 1941. When the bombs started falling just before 8 a.m., Richard was below decks on the *Nevada*.

A group of Japanese planes had orders to bomb the *Nevada*, which was docked at the northern end of Battleship Row, east of Ford Island. The *Nevada* was docked near the USS *Arizona*, which was heavily damaged in the attack.

Japanese bombers tried to hit the *Nevada* but had a hard time seeing the ship because of all the smoke coming from the sinking *Arizona*. The Japanese launched 21 bombs, eight of which hit the *Nevada*. The remaining 13 went into the water. A torpedo also hit the *Nevada*, opening a large hole in the ship's *port*, or left, side. The *Nevada's* crew fought many fires. Although the ship was badly damaged, it managed to steam down the channel toward the open sea. The slow-moving *Nevada* was an attractive target for the Japanese planes.

The planes dropped bombs on the moving battleship, hoping to sink it in the channel to block the entrance to Pearl Harbor. The commander of the *Nevada* beached the ship at Hospital Point, keeping the channel clear.

Although he was never injured in the war, Richard said Pearl Harbor was the worst day of the conflict. Of the *Nevada's* crew of about 1,500 men, 50 were killed. Richard's friend Glen Shape was killed.

On Nov. 30, 1942, at 11:25 p.m., two enemy torpedoes hit Richard's new ship, the USS *North Hampton*. The crew abandoned the sinking ship on December 1 at 3 a.m. The water was smooth and warm. There were no sharks in the area. He was in the water for about one and a half hours. Eleven hundred men were picked up and taken back to Pearl Harbor. Once there, Richard came home on the USS *Bernet*.

Name: _____ **Date:** _____

1. According to the text, which of the following ships did Richard serve on first?

    A. USS *Nevada*

    B. USS *North Hampton*

    C. USS *Bernet*

    D. USS *Arizona*

2. According to the description in the text, how many men were saved after torpedoes hit the USS *North Hampton*?

    A. 50 men

    B. 1,500 men

    C. 1,100 men

    D. 1,125 men

3. When the Japanese bombed Pearl Harbor, Americans experienced the war differently than before.

What evidence from the text supports this conclusion?

    A. "The planes dropped bombs on the moving battleship, hoping to sink it in the channel to block the entrance to Pearl Harbor."

    B. "On Nov. 30, 1942, at 11:25 p.m., two enemy torpedoes hit Richard's new ship, the USS North Hampton. The crew abandoned the sinking ship on December 1 at 3 a.m."

    C. "A group of Japanese planes had orders to bomb the Nevada, which was docked at the northern end of Battleship Row, east of Ford Island."

    D. "World War II, which had been raging in Europe since 1939, hit home for many Americans when the Japanese launched a sneak attack on Pearl Harbor on Dec. 7, 1941."

4. What can be inferred from the text?

    A. Richard could not swim.

    B. Being in the Navy was an easy job.

    C. Richard always wanted to join the Navy.

    D. Richard was unsure about joining the army.

5. What is this text mainly about?

      A. how to survive a ship that is sinking

      B. why Richard Hansing joined the U.S. Navy

      C. Japanese attacks on Pearl Harbor during World War II

      D. the types of ships in the Navy during World War II

6. Read this sentence from the text.

    The Nevada was docked near the USS *Arizona*, which was heavily **damaged** in the attack.

As used in this sentence, what does the word "**damaged**" mean?

      A. armed

      B. floating

      C. injured

      D. hidden

7. Choose the word that best completes the sentence.

Japanese planes dropped bombs on the U.S. ships _____ they wanted to sink them.

      A. because

      B. but

      C. after

      D. although

8. What ships did Richard Hansing serve on while in the U.S. Navy?

9. Explain whether or not the Japanese were able to see the U.S.S. *Nevada* clearly when they were attacking. Use evidence from the text to support your answer.