

Vocabulary Check



Use context clues to write a description for each boldfaced vocabulary word.

1. The **numerical expression** $5 + 12$ represents the sum of 5 and 12.

2. Keira was asked why the **ordered pair** is important when plotting points on a graph.

3. Luis was given the expression $10 - (2 \times 6)$ to evaluate and asked to identify the **order of operations**.

4. The **coordinate plane** can be used to name ordered pairs.

5. Majorie was asked to name the **x-coordinate** on the coordinate plane for point A.

Concept Check

Evaluate each expression.

6. $(2 \times 2^2) \times (4 + 7) =$ _____

7. $10 \times [(7^2 + 3) - 9] =$ _____

8. $(21 \div 3) + (17 - 7) =$ _____

9. $\{[(66 \div 11) + 3] \times 2\} =$ _____

10. $6 \times [5 \times (3^3 - 17)] =$ _____

11. $\{[(18 - 3) + 3^2] - 14\} \times 3 =$ _____

Write each phrase as a numerical expression.

12. divide 18 by 3, then add 9 _____

13. subtract 5 from 13 then add the product of 3 and 7 _____

14. Compare the pair of numerical expressions without evaluating them.

Expression 1

$$12 \times 2$$

Expression 2

$$(12 \times 2) \times 2$$

Both expressions contain the same multiplication expression.

Write the expression. _____

In Expression 2, the product is multiplied by _____.

So, Expression 2 is _____ times as large as Expression 1.

Locate and name each ordered pair.

15. A _____

16. B _____

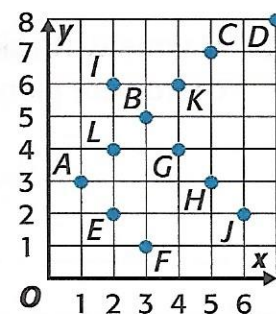
17. C _____

Locate and name each point.

18. (5, 3) _____

19. (4, 6) _____

20. (4, 4) _____





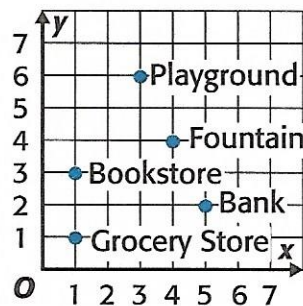
Problem Solving

- 21.** A store display will have 6 rows, with 12 containers in each row. If 39 containers has been set up so far, explain how to find the number of containers that still need to be set up. Then solve the problem.
-
- 22.** Fashion for All has jeans on sale for \$13. Designer Pants has jeans on sale for \$26. Write the total costs of 1, 2, 3, and 4 pairs of jeans for each store. Then compare the total cost of 4 pairs of jeans.
-
-
-
- 23.** Glenn swam 2 laps every morning for 7 days. In addition to the laps he swam each morning, he swam 3 laps with his friends on Tuesday and Thursday. Write the expression that shows the number of laps he swam during the week. Evaluate the expression to find the total number of laps he swam that week.
-

Use the graph for Exercises 24 and 25.

- 24.** What is located at (3, 6)?
-

- 25.** Write the ordered pair for the bookstore.
-



Test Practice

- 26.** Refer to the graph for Exercises 24 and 25. If the y-coordinate of the grocery store was moved up 4 units, what would be the ordered pair of the grocery store?
- (A) (1, 5) (C) (1, 7)
- (B) (5, 1) (D) (5, 5)

Name _____ Date _____

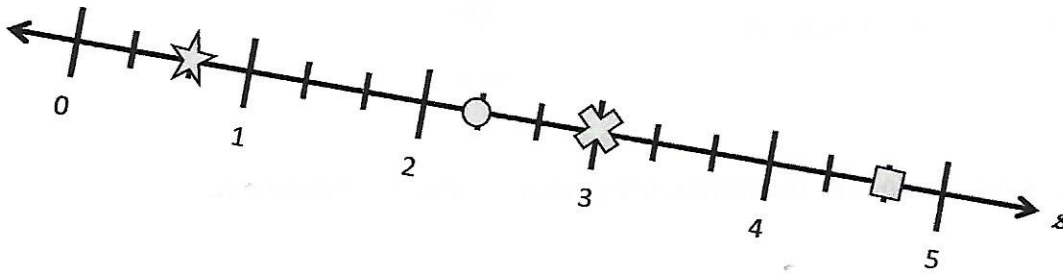
1. Each shape was placed at a point on the number line s . Give the coordinate of each point below.

a. ✕ _____

b. ☆ _____

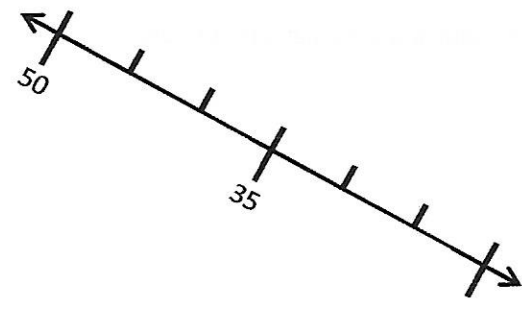
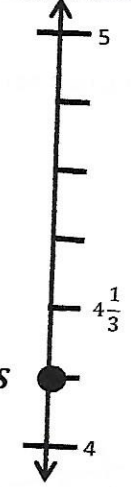
c. ○ _____

d. □ _____

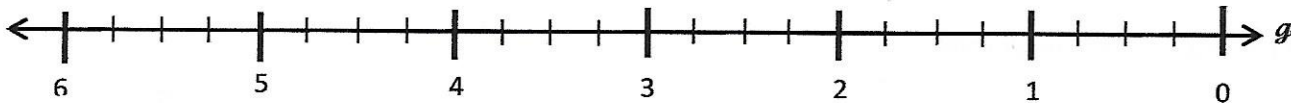


2. Plot the points on the number lines.

<p>a.</p> <p>Plot A so that its distance from the origin is 2.</p>	<p>b.</p> <p>Plot R so that its distance from the origin is $\frac{5}{2}$.</p>
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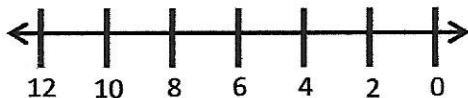
<p>c.</p>  <p>Plot L so that its distance from the origin is 20.</p>	<p>d.</p>  <p>Plot a point T so that its distance from the origin is $\frac{2}{3}$ more than that of S.</p>
--	--

3. Number line g is labeled from 0 to 6. Use number line g below to answer the questions.



- a. Plot point A at $\frac{3}{4}$.
- b. Label a point that lies at $4\frac{1}{2}$ as B .
- c. Label a point, C , whose distance from zero is 5 more than that of A .
The coordinate of C is _____.
- d. Plot a point, D , whose distance from zero is $1\frac{1}{4}$ less than that of B .
The coordinate of D is _____.
- e. The distance of E from zero is $1\frac{3}{4}$ more than that of D . Plot point E .
- f. What is the coordinate of the point that lies halfway between A and D ? _____
Label this point F .

4. Mrs. Fan asked her fifth-grade class to create a number line. Lenox created the number line below:



Parks said Lenox’s number line is wrong because numbers should always increase from left to right. Who is correct? Explain your thinking.

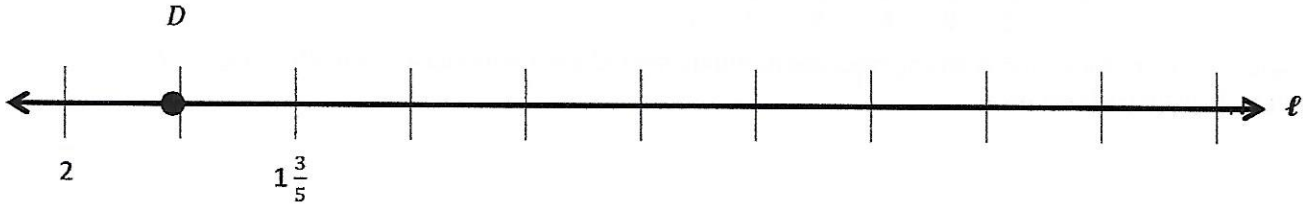
5. A pirate marked the palm tree on his treasure map and buried his treasure 30 feet away. Do you think he will be able to easily find his treasure when he returns? Why or why not? What might he do to make it easier to find?



Name _____

Date _____

Use number line ℓ to answer the questions.



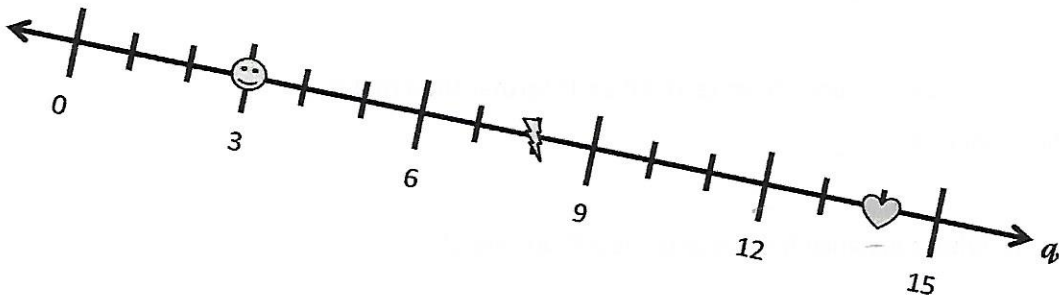
- a. Plot point C so that its distance from the origin is 1.
- b. Plot point E $\frac{4}{5}$ closer to the origin than C . What is its coordinate? _____
- c. Plot a point at the midpoint of C and E . Label it H .

Name _____

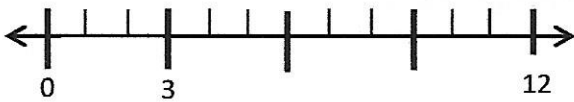
Date _____

1. Answer the following questions using number line *q* below.

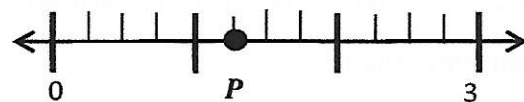
- a. What is the coordinate, or the distance from the origin, of the 😊 ? _____
- b. What is the coordinate of the ⚡ ? _____
- c. What is the coordinate of the ❤️ ? _____
- d. What is the coordinate at the midpoint of the ⚡ and the ❤️ ? _____



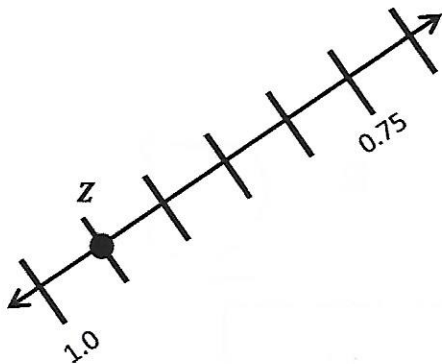
2. Use the number lines to answer the questions.



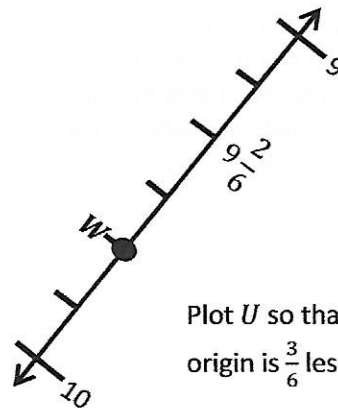
Plot *T* so that its distance from the origin is 10.



Plot *M* so that its distance is $\frac{11}{4}$ from the origin. What is the distance from *P* to *M*?

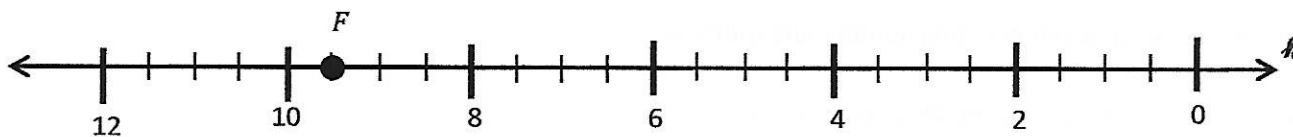


Plot a point that is 0.15 closer to the origin than *Z*.



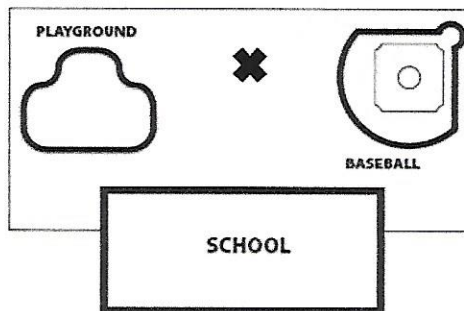
Plot *U* so that its distance from the origin is $\frac{3}{6}$ less than that of *W*.

3. Number line k shows 12 units. Use number line k below to answer the questions.



- a. Plot a point at 1. Label it A .
- b. Label a point that lies at $3\frac{1}{2}$ as B .
- c. Label a point, C , whose distance from zero is 8 units farther than that of B .
The coordinate of C is _____.
- d. Plot a point, D , whose distance from zero is $\frac{6}{2}$ less than that of B .
The coordinate of D is _____.
- e. What is the coordinate of the point that lies $\frac{17}{2}$ farther from the origin than D ?
Label this point E .
- f. What is the coordinate of the point that lies halfway between F and D ?
Label this point G .

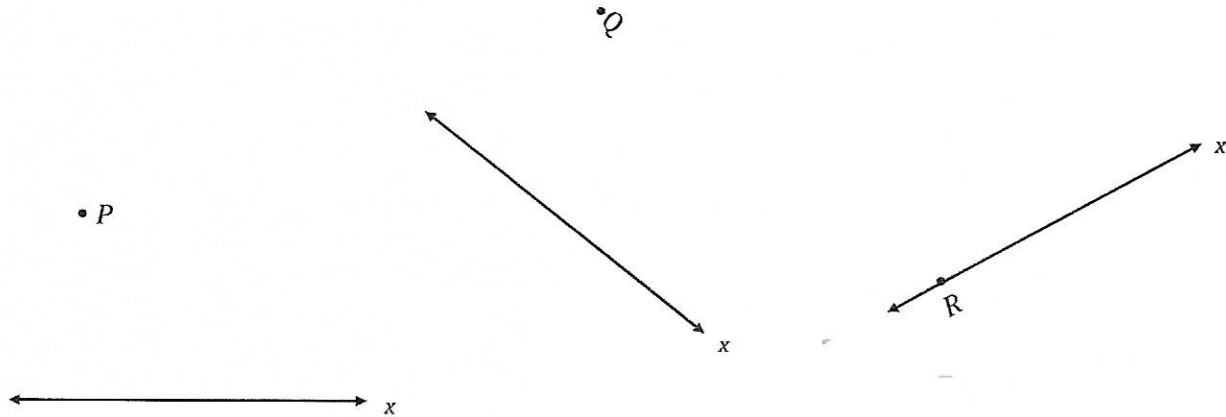
4. Mr. Baker’s fifth-grade class buried a time capsule in the field behind the school. They drew a map and marked the location of the capsule with an \times so that his class can dig it up in ten years. What could Mr. Baker’s class have done to make the capsule easier to find?



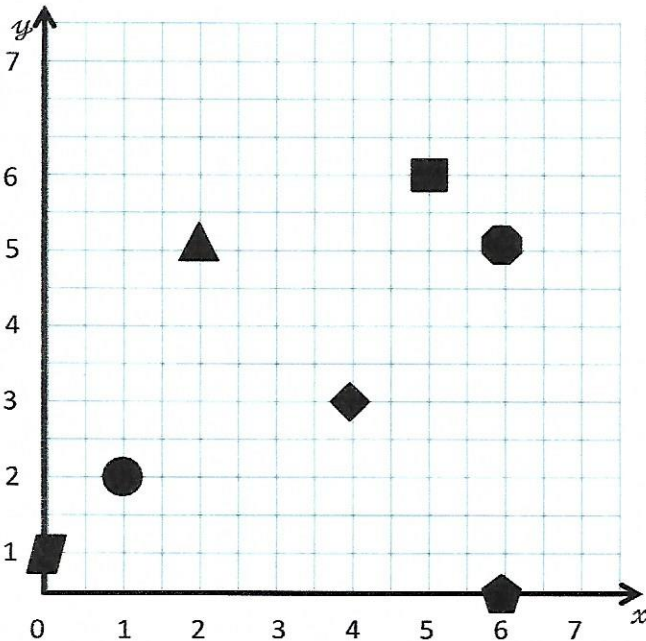
Name _____

Date _____

- 1.
- a. Use a set square to draw a line perpendicular to the x -axes through points P , Q , and R . Label the new line as the y -axis.



- a. Choose one of the sets of perpendicular lines above, and create a coordinate plane. Mark 7 units on each axis, and label them as whole numbers.
2. Use the coordinate plane to answer the following.

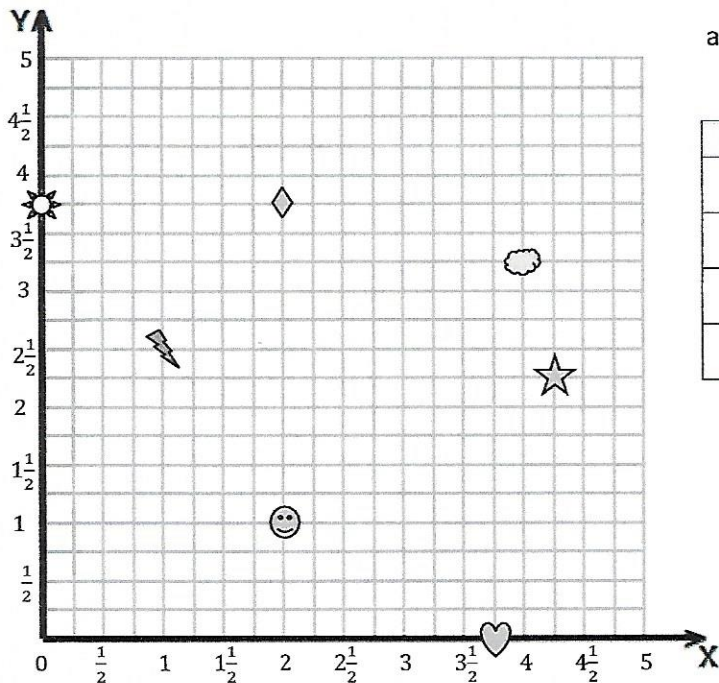


- a. Name the shape at each location.

x -coordinate	y -coordinate	Shape
2	5	
1	2	
5	6	
6	5	

- b. Which shape is 2 units from the y -axis?
- c. Which shape has an x -coordinate of 0?
- d. Which shape is 4 units from the y -axis and 3 units from the x -axis?

3. Use the coordinate plane to answer the following.



a. Fill in the blanks.

Shape	x-coordinate	y-coordinate
Smiley Face		
Diamond		
Sun		
Heart		

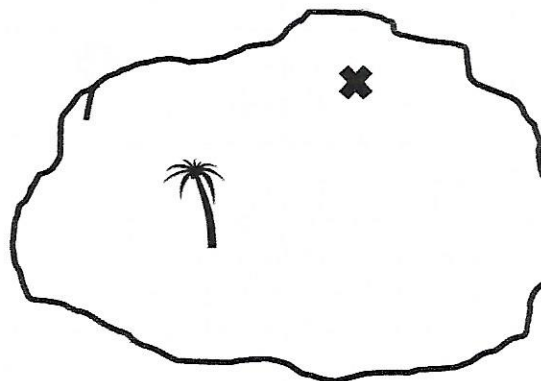
b. Name the shape whose x-coordinate is $\frac{1}{2}$ more than the value of the heart's x-coordinate.

c. Plot a triangle at (3, 4).

d. Plot a square at $(4\frac{3}{4}, 5)$.

e. Plot an X at $(\frac{1}{2}, \frac{3}{4})$.

4. The pirate's treasure is buried at the ✕ on the map. How could a coordinate plane make describing its location easier?

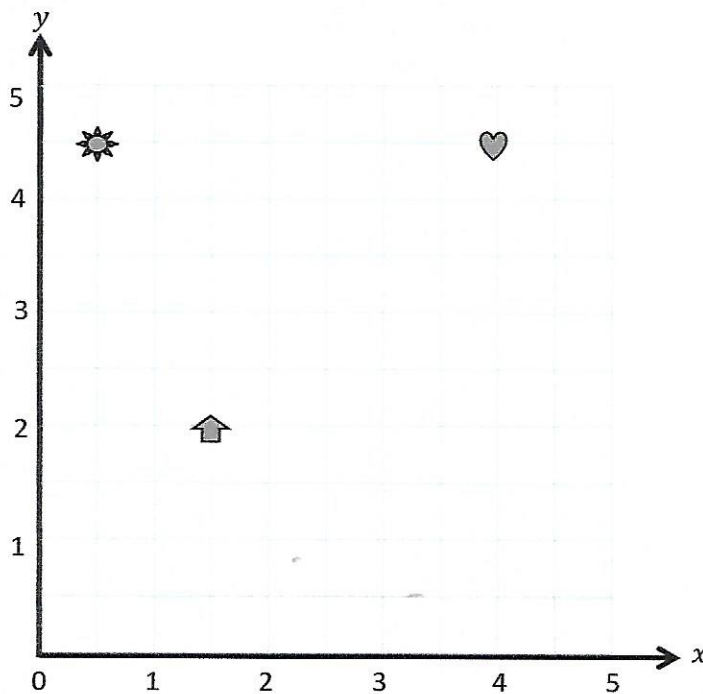


Name _____

Date _____

1. Name the coordinates of the shapes below.

Shape	<i>x</i> -coordinate	<i>y</i> -coordinate
Sun		
Arrow		
Heart		



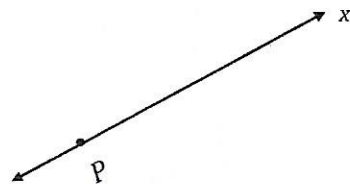
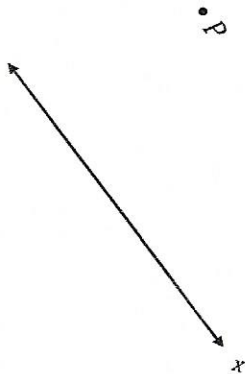
2. Plot a square at $(3, 3\frac{1}{2})$.

3. Plot a triangle at $(4\frac{1}{2}, 1)$.

Name _____

Date _____

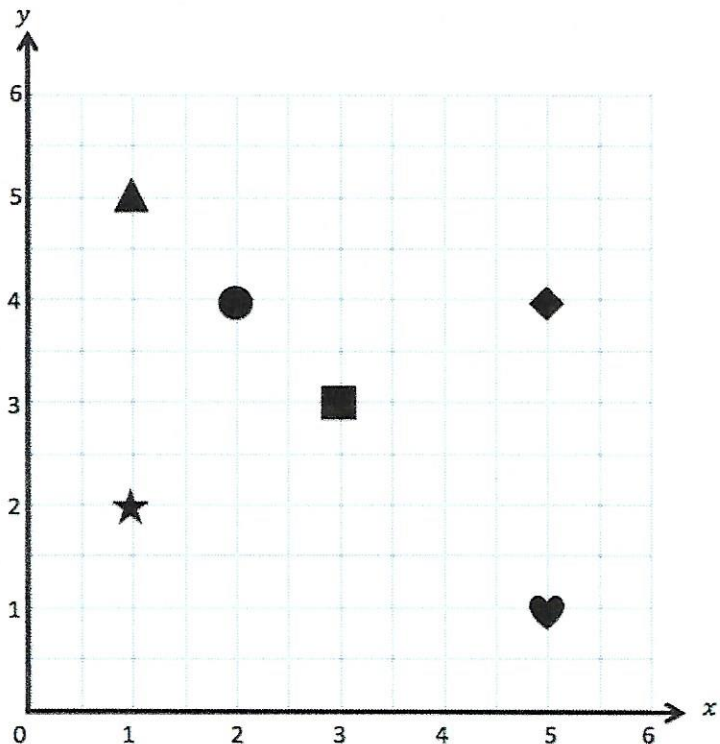
1.
 - a. Use a set square to draw a line perpendicular to the x -axis through point P . Label the new line as the y -axis.



- b. Choose one of the sets of perpendicular lines above, and create a coordinate plane. Mark 5 units on each axis, and label them as whole numbers.
2. Use the coordinate plane to answer the following.

- a. Name the shape at each location.

x -coordinate	y -coordinate	Shape
2	4	
5	4	
1	5	
5	1	

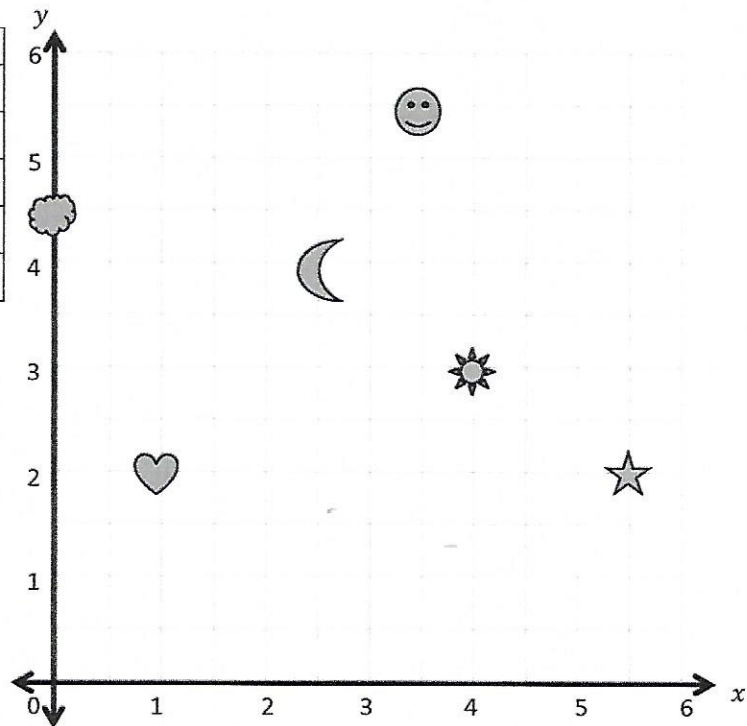


- b. Which shape is 2 units from the x -axis?
 - c. Which shape has the same x - and y -coordinate?

3. Use the coordinate plane to answer the following.

a. Name the coordinates of each shape.

Shape	x-coordinate	y-coordinate
Moon		
Sun		
Heart		
Cloud		
Smiley Face		



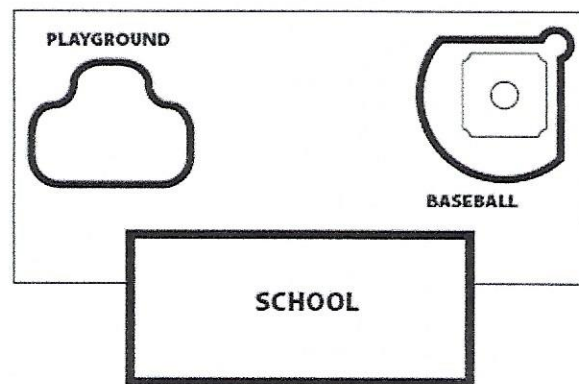
b. Which 2 shapes have the same y-coordinate?

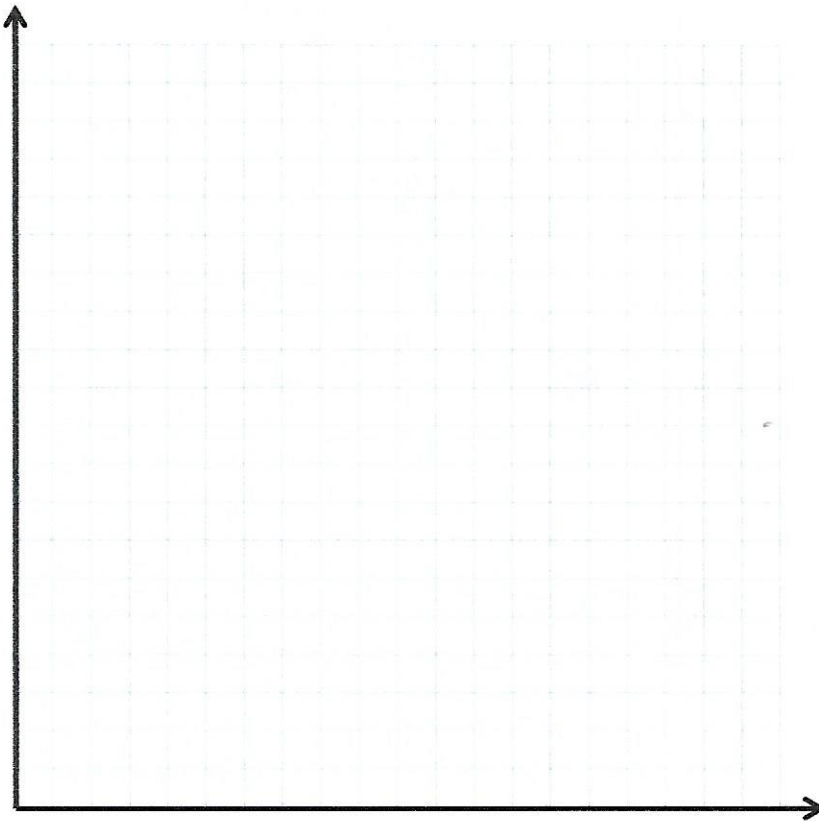
c. Plot an X at (2, 3).

d. Plot a square at $(3, 2\frac{1}{2})$.

e. Plot a triangle at $(6, 3\frac{1}{2})$.

4. Mr. Palmer plans to bury a time capsule 10 yards behind the school. What else should he do to make naming the location of the time capsule more accurate?





coordinate plane

Chapter Test, Form 2A

Read each question carefully. Write the letter for your answer on the line provided.

Identify the next three terms in each sequence.

1. 3, 9, 27, 81, ...

A. 162, 324, 872	C. 162, 486, 1,458
B. 243, 729, 2,187	D. 243, 486, 972

2. 81, 90, 99, 108, ...

F. 118, 128, 138	H. 118, 127, 136
G. 117, 128, 139	I. 117, 126, 135

3. 95, 88, 81, 74, ...

A. 69, 64, 59	C. 64, 54, 44
B. 67, 59, 51	D. 67, 60, 53

1. _____

2. _____

3. _____

Use the coordinate plane for Exercises 4-6.

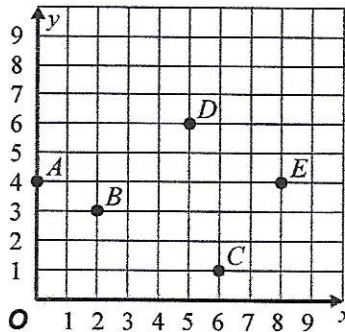
What is the name of each point?

4. (2, 3)

F. A	H. C
G. B	I. D

5. (6, 1)

A. D	C. C
B. B	D. E



4. _____

5. _____

6. Name the coordinate for point A.

F. (0, 4)	H. (6, 1)
G. (2, 3)	I. (5, 6)

6. _____

What is the value of each expression?

7. $15 + (12 \div 3)$

A. 8	C. 19
B. 10	D. 21

8. $45 - (6 \times 6)$

F. 9	H. 46
G. 87	I. 234

7. _____

8. _____

Chapter Test, Form 2A *(continued)*

Read each question carefully. Write your answer on the line provided.

Evaluate each expression.

9. $3 \times 8 \div 4 =$

9. _____

10. $4 \times 4 - 8 =$

10. _____

11. What are the next three terms in the following sequence? 3, 6, 12, 24,...

11. _____

12. Paulette started with \$105 in her savings account. She deposited \$45, withdrew \$50, and then deposited \$20. How much money is in Paulette's savings account now?

12. _____

13. The tallest building in the United States is the Willis Tower located in Chicago, Illinois. The Willis Tower is 1,451 feet tall. The tallest building in the world is Taipei 101 located in Taipei, Taiwan. Taipei 101 is 1,671 feet tall. How many feet taller is Taipei 101 than the Willis Tower?

13. _____

Write each phrase as a numerical expression.

14. add 8 and 32, then divide by 5

14. _____

15. multiply 6 and 7, then subtract 4

15. _____

16. divide 36 by 3, then add 9

16. _____

17. subtract 4 from 39, then divide by 5

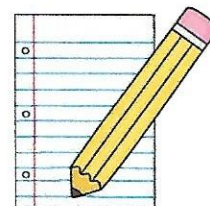
17. _____

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 or not you think there is too much violence on television. What do you consider too much? What impact does violence on TV have on others? What can we do to change it or do we even need to? 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

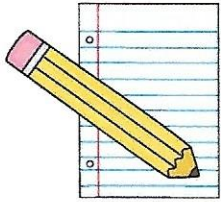
	Topic is narrow and manageable.
	The sentences are varied (complex, compound, simple)
	The sentences have different beginnings.
	The details support the main idea/topic sentence.
	The spelling, punctuation, and capitals are correct.
	Specific descriptive words are used to enhance the writing (ie: WOW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

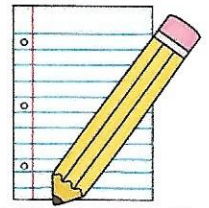
Brainstorm your thoughts on whether or not you think there is too much violence on television. What do you consider too much? What impact does violence on TV have on others? What can we do to change it or do we even need to? There is no right or wrong, just list your opinions and evidence to back them up!

Is there too much violence on 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.

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.

Topic Sentence : _____

Detail One : _____

Explanation : _____

Detail Two : _____

Explanation : _____

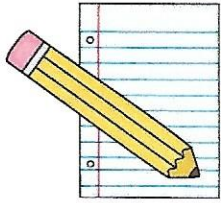
Detail Three : _____

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.

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.

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)

	Topic is narrow and manageable.
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	The spelling, punctuation, and capitals are correct.
	Specific descriptive words are used to enhance the writing (ie: WOW words instead of BLAH words)

Original Sentence : _____

Revision : _____

When Volcanoes Erupt

1 On the morning of May 18, 1980, gray ash drifted from the sky near Mount Saint Helens, Washington, turning day into night. A volcano had erupted, sending an ash cloud thousands of feet into the sky. Rock debris and ice fell from the mountain and was pushed by the eruption across nearby lakes and ridges. The eruption went on for just nine hours, but in that time the surrounding landscape completely changed.

Vents in the Earth

2 What causes a volcano like Mount Saint Helens to erupt? Beneath Earth's rocky crust, there is a layer that consists partly of hot, melted rock. This molten rock is called magma. A gradual buildup of pressure caused by gases within Earth can cause magma to burst or seep through vents, or openings, in Earth's surface.

Reread and use the prompts to take notes in the text.

Reread paragraph 1. Draw a box around the words that show the visual impact of the volcanic eruption.



Reread paragraph 2. Talk with a partner about what causes a volcanic eruption. Underline text evidence to support your discussion.

Why is "Vents in the Earth" a good heading for this section? Use text evidence.

The Impact of Volcanoes

- 1 There are about 50 volcanic eruptions that occur somewhere in the world every year. Many are concentrated in an area of the Pacific Ocean known as the "Ring of Fire." The most frequent volcanoes in the United States occur in Hawaii and in the southwestern island chain off of Alaska. Volcanoes in the Cascade Range, the mountain range that runs from western Canada south through California, are less frequent but can be more dangerous.
- 2 Eruptions can devastate surrounding areas. An eruption can spew lava, ash, rocks, mud, and poisonous gases in to the air and harm nearby plants, animals, and people. Crops and property can be destroyed.

In paragraph 1, underline words and phrases that tell where volcanoes erupt most frequently.



Reread paragraph 2. With a partner, discuss the immediate effects that an eruption has on the landscape around the volcano. Circle text evidence that supports your discussion.

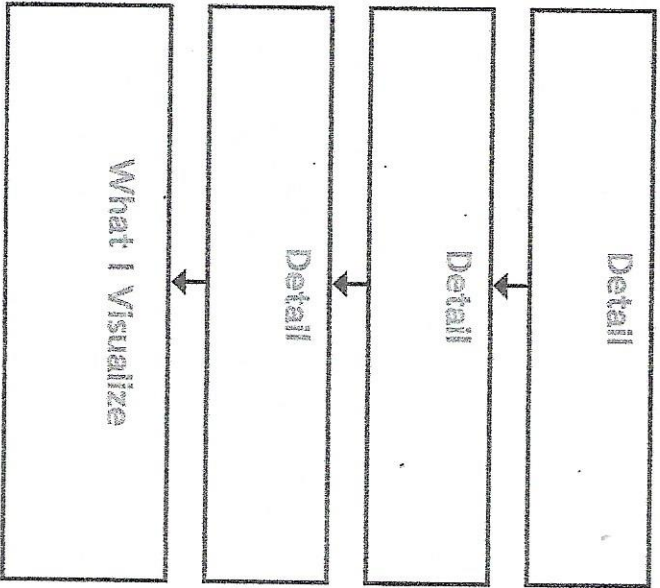
How does the author help you understand the effects of a volcanic eruption? Use text evidence to help support your response.

? Why does the author use vivid language to describe volcanic eruptions?



Talk About It Reread the excerpts on pages 150 and 151. Talk with a partner about how vivid language helps you visualize volcanic eruptions.

Cite Text Evidence What words and phrases help you picture what volcanic eruptions are like? Write text evidence.



Write The author uses vivid language to describe volcanic eruptions _____



When I reread, I can use words and phrases to help me visualize information.



Allies in Action

Joining the Allies

1 Many men left the United States to fight in the war. Women also enlisted, often serving in the Army Nurse Corps. The large number of recruits that went overseas caused a worker shortage back home. In response, many women took jobs previously held by men. They held positions in government and worked in factories. They also raised funds and collected materials that would be recycled into supplies for the troops.

2 The shortage of workers in agriculture led the United States to institute the Bracero Program with Mexico. *Bracero* is the Spanish word for laborer. This program encouraged Mexican workers to offer assistance to farm owners in the United States. These skilled workers helped maintain crops, keeping the country's economy productive during the war.

Reread and use the prompts to take notes in the text.

Underline a sentence in paragraph 1 that explains why help from women was needed.



Talk with a partner about why the United States needed the help of women and people from other countries.

Underline the words in paragraph 2 that explain how the Bracero Program worked. Explain why the author included this information in the text.



The Tuskegee Airmen

- 3 By the start of the war, a number of African American men were already active in the military. However, their positions were limited. They were rarely given opportunities for advancement and special military operations.
- 4 Many civil rights groups had protested these restrictions on African Americans. In response, the U.S. Army Air Corps began a new training program in 1941. They taught African Americans how to become pilots and navigators. This program was based in Tuskegee, Alabama. Those who completed aeronautic, or pilot, training there became known as "The Tuskegee Airmen."
- 5 The Tuskegee Airmen flew many missions during World War II. Over time, they gained a strong reputation for their skills. Their success would lead the U.S. military to recognize African American service and offer them more training opportunities in different fields.



Circle the words that tell you that African Americans did not have the same opportunities as white soldiers.

Draw a box around the sentence that explains what happened as a result.



Reread the excerpt on this page. With a partner, talk about what the text says in reference to African Americans in the military.

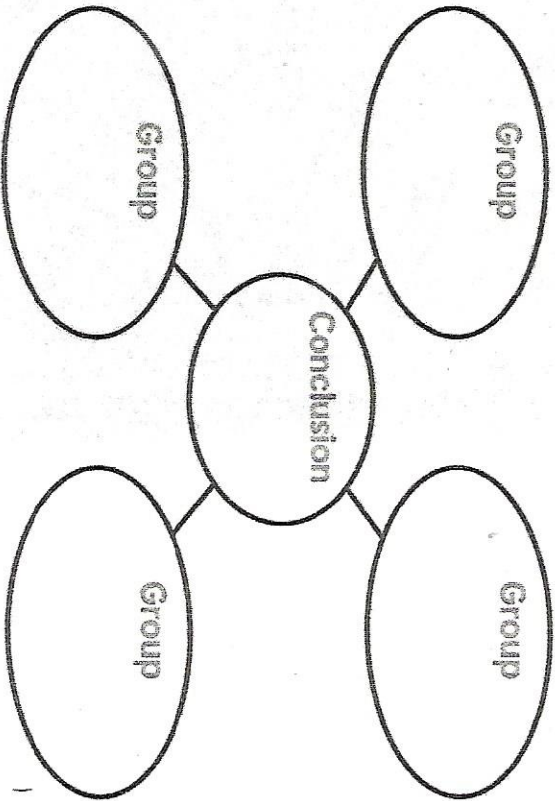
Why is it important to know that there were restrictions on African Americans during the war? Use text evidence to support your response.

? What do these passages suggest about the challenge the United States faced in World War II?



Talk About It Reread the excerpts on pages 169 and 170. With a partner, talk about all the different groups that helped the United States win the war.

Cite Text Evidence Which groups helped contribute to the war effort and what conclusion can we draw by studying these groups?



Write The contributions of different groups during the war were needed because _____

QUICK TIP
When I reread, I will pay close attention to the information that the author includes.

Choose Your Strategy:

A Guide to Getting Along

- 1 *Tap. Tap. Tap.* Your classmate is tapping her foot on your desk and you are—tap, tap, tap—having a hard time concentrating. *What do you do?*
- 2 *Ha. Ha. Ha.* Your mismatched socks sent your friends into giggles, and the teasing hasn't stopped. Now your face is turning red and pink too. *What can you do?*
- 3 *Silence.* You and your best friend were chatting all morning, but at lunch, she is silent and decides to sit with another girl. *What will you do?*
- 4 *Snap.* You hear the sharp snap of a pencil behind you. Those two boys have started to pick on your classmate again. *What do you decide to do?*

Reread and use the prompts to take notes in the text.

Reread the excerpt. Circle the words the author uses to describe sounds. Describe the effect these words have on you.



Talk with your partner about why the author might have used those words.

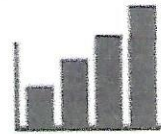
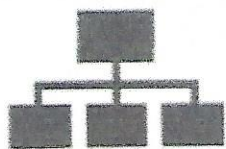


EGG-TASTIC EGG DROP STEM



Challenge

Challenge: Design and build a device that will hold an egg that when dropped from a height the egg in the device doesn't break.



Name _____

EGG-CELLENT EGG DROP CHALLENGE SUPPLY LIST

Baggies	Lollipop sticks	Sponges
Balloons	Magnets	Stapler
Boxes	Needle and thread	Straws
Cardboard	Newspaper	String
Cereal	Paper	Styrofoam balls
Coffee filters	Paper cups	Tape
Cornstarch	Paper clips	Tape measure
Cotton balls	Paper towels	Tennis balls
Cotton swabs	Paper towel rolls	Tin can
Craft paper	Pencil	Toilet paper rolls
Craft sticks	Ping pong balls	Toothpicks
Cup cake liners	Pipe cleaners	Twine
Duct tape	Plastic eggs	Twist ties
Easter grass	Plastic jars	Vegetable containers
Faux plants	Play dough	Washi Tape
Feathers	Pom-poms	Water
Felt	Pool noodles	Wire
Flour	Raffia	Wooden planks
Foam core	Ribbon	Yarn
Glue	Rubber bands	Zip ties
Grocery sacks	Rubber cement	
Hosiery	Scissors	
Leaves	Shredded paper	
LEGO® bricks	Skewers	



My STEM Challenge:

? ASK

What is the problem?



Collect Information

What information & resources will I need?

Imagine

How can I solve the problem?



Plan



What materials do I have/need?
What steps do I take?

Plan #1



Create

I will test my solution,
and take or draw notes

Test



Improve

What changes can I make
to improve my plan?

Plan #2

My First Plan



Draw It (label parts)

plan #1

Testing My Egg-mazing Device

	Height (from where?)	Device type (describe)	Success? Y/N (describe/draw)
1st Drop			

Draw It (label parts)

plan #2

My Next Plan



Test #2 (plan #2)

2nd Drop	Height	Device Type	Success? Y/N
			