Academic Enhancement

Please log into your Splash Learn Account
https://www.splashlearn.com/classes/Academic-Enhancement/students/add

Class code: **YXGVPI**
Password: **pink27**

Please complete two Reading and two Math Lessons.
Remember that the amount of time spent for each lesson is recorded. You will receive a grade based upon how much time you used to complete the lesson as well as the actual grade that you have earned.

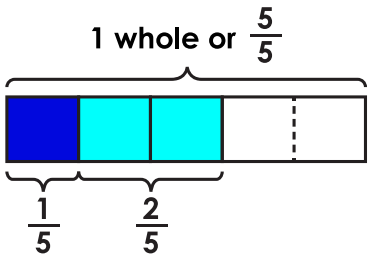
If you are not able to access the site, please complete the attached worksheets in either a word document or on notebook paper. Submit the assignment when you return to school.

Name: _____

Adding Fractions

with the Same Denominators, No Simplifying

$$\begin{array}{r} \frac{1}{5} \\ +\frac{2}{5} \\ \hline \frac{3}{5} \end{array}$$



$$\begin{array}{r} \frac{1}{5} \\ +\frac{2}{5} \\ \hline \end{array} \qquad \begin{array}{r} \frac{1}{5} \\ +\frac{2}{5} \\ \hline \frac{5}{5} \end{array} \text{ same} \qquad \begin{array}{r} \frac{1}{5} \\ +\frac{2}{5} \\ \hline \frac{3}{5} \end{array}$$

a. $\begin{array}{r} \frac{3}{6} \\ +\frac{2}{6} \\ \hline \end{array}$ b. $\begin{array}{r} \frac{5}{8} \\ +\frac{2}{8} \\ \hline \end{array}$ c. $\begin{array}{r} \frac{1}{4} \\ +\frac{2}{4} \\ \hline \end{array}$ d. $\begin{array}{r} \frac{4}{7} \\ +\frac{2}{7} \\ \hline \end{array}$ e. $\begin{array}{r} \frac{5}{9} \\ +\frac{2}{9} \\ \hline \end{array}$

f. $\begin{array}{r} \frac{4}{12} \\ +\frac{3}{12} \\ \hline \end{array}$ g. $\begin{array}{r} \frac{1}{9} \\ +\frac{3}{9} \\ \hline \end{array}$ h. $\begin{array}{r} \frac{1}{8} \\ +\frac{4}{8} \\ \hline \end{array}$ i. $\begin{array}{r} \frac{3}{5} \\ +\frac{1}{5} \\ \hline \end{array}$ j. $\begin{array}{r} \frac{5}{10} \\ +\frac{2}{10} \\ \hline \end{array}$

k. $\begin{array}{r} \frac{3}{7} \\ +\frac{2}{7} \\ \hline \end{array}$ l. $\begin{array}{r} \frac{1}{3} \\ +\frac{1}{3} \\ \hline \end{array}$ m. $\begin{array}{r} \frac{2}{9} \\ +\frac{3}{9} \\ \hline \end{array}$ n. $\begin{array}{r} \frac{5}{11} \\ +\frac{5}{11} \\ \hline \end{array}$ o. $\begin{array}{r} \frac{1}{10} \\ +\frac{6}{10} \\ \hline \end{array}$

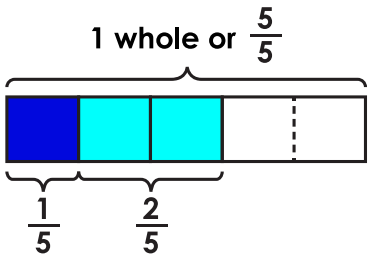
p. $\begin{array}{r} \frac{4}{9} \\ +\frac{3}{9} \\ \hline \end{array}$ q. $\begin{array}{r} \frac{1}{8} \\ +\frac{2}{8} \\ \hline \end{array}$ r. $\begin{array}{r} \frac{4}{11} \\ +\frac{5}{11} \\ \hline \end{array}$ s. $\begin{array}{r} \frac{2}{12} \\ +\frac{3}{12} \\ \hline \end{array}$ t. $\begin{array}{r} \frac{1}{7} \\ +\frac{1}{7} \\ \hline \end{array}$

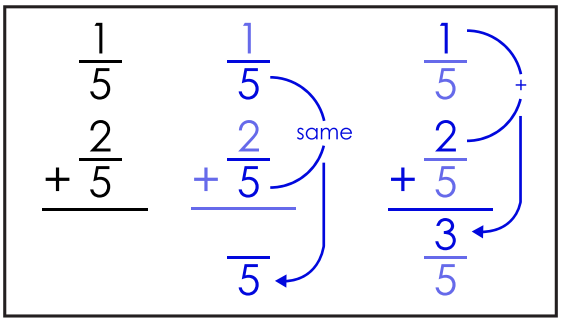
ANSWER KEY

Adding Fractions

with the Same Denominators, No Simplifying

$$\begin{array}{r} \frac{1}{5} \\ +\ \frac{2}{5} \\ \hline \frac{3}{5} \end{array}$$





a. $\begin{array}{r} \frac{3}{6} \\ +\ \frac{2}{6} \\ \hline \frac{5}{6} \end{array}$

b. $\begin{array}{r} \frac{5}{8} \\ +\ \frac{2}{8} \\ \hline \frac{7}{8} \end{array}$

c. $\begin{array}{r} \frac{1}{4} \\ +\ \frac{2}{4} \\ \hline \frac{3}{4} \end{array}$

d. $\begin{array}{r} \frac{4}{7} \\ +\ \frac{2}{7} \\ \hline \frac{6}{7} \end{array}$

e. $\begin{array}{r} \frac{5}{9} \\ +\ \frac{2}{9} \\ \hline \frac{7}{9} \end{array}$

f. $\begin{array}{r} \frac{4}{12} \\ +\ \frac{3}{12} \\ \hline \frac{7}{12} \end{array}$

g. $\begin{array}{r} \frac{1}{9} \\ +\ \frac{3}{9} \\ \hline \frac{4}{9} \end{array}$

h. $\begin{array}{r} \frac{1}{8} \\ +\ \frac{4}{8} \\ \hline \frac{5}{8} \end{array}$

i. $\begin{array}{r} \frac{3}{5} \\ +\ \frac{1}{5} \\ \hline \frac{4}{5} \end{array}$

j. $\begin{array}{r} \frac{5}{10} \\ +\ \frac{2}{10} \\ \hline \frac{7}{10} \end{array}$

k. $\begin{array}{r} \frac{3}{7} \\ +\ \frac{2}{7} \\ \hline \frac{5}{7} \end{array}$

l. $\begin{array}{r} \frac{1}{3} \\ +\ \frac{1}{3} \\ \hline \frac{2}{3} \end{array}$

m. $\begin{array}{r} \frac{2}{9} \\ +\ \frac{3}{9} \\ \hline \frac{5}{9} \end{array}$

n. $\begin{array}{r} \frac{5}{11} \\ +\ \frac{5}{11} \\ \hline \frac{10}{11} \end{array}$

o. $\begin{array}{r} \frac{1}{10} \\ +\ \frac{6}{10} \\ \hline \frac{7}{10} \end{array}$

p. $\begin{array}{r} \frac{4}{9} \\ +\ \frac{3}{9} \\ \hline \frac{7}{9} \end{array}$

q. $\begin{array}{r} \frac{1}{8} \\ +\ \frac{2}{8} \\ \hline \frac{3}{8} \end{array}$

r. $\begin{array}{r} \frac{4}{11} \\ +\ \frac{5}{11} \\ \hline \frac{9}{11} \end{array}$

s. $\begin{array}{r} \frac{2}{12} \\ +\ \frac{3}{12} \\ \hline \frac{5}{12} \end{array}$

t. $\begin{array}{r} \frac{1}{7} \\ +\ \frac{1}{7} \\ \hline \frac{2}{7} \end{array}$

Crazy Camouflage

This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.

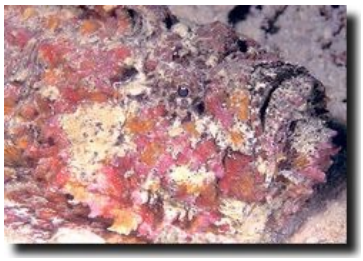
If you were in the ocean, could you spot the mimic octopus, sea dragon, stonefish, or flounder?



The coloring of the mimic octopus matches the sandy area it is lying on.
Courtesy of NOAA, Susan Ritman Macdonald



This flounder can look like a sandy seafloor one minute, and a rocky bottom the next!
© Robert S. Michelson/AGE Fotostock



The stonefish looks like a harmless stone, but it's covered with venomous spikes!
Jeffrey Rosenfeld



The body of the sea dragon resembles the algae in its environment.
Courtesy of California Academy of Sciences, John White

These marine animals all use camouflage (KAM-uh-flahj), the ability to blend in or **resemble** an element of the surroundings.

© 2024 American Museum of Natural History. All rights reserved. Used by Permission

Camouflage helps animals survive in different ways.

Some animals use camouflage to help them sneak up on their prey. By the time an unsuspecting prey notices its **disguised** predator-CHOMP!-it's too late.

Camouflage also helps some animals hide from their predators. They can instantly change the coloring and pattern on their skin if they need to hide against a different background.

How does a flounder blend in with its environment?



Some flounders are masters of disguise, able to blend into a variety of backgrounds.
Courtesy of NOAA Sea Grant Program, James P. McVey

Some flounders have a kind of skin cells called chromatophores (krow-MAT-uh-forz). Chromatophores contain colors, or pigments, that can change the skin's appearance. These cells change because they get a message from the brain. When flounders swim near the surface to feed, their skin becomes almost see-through. This helps them **avoid** predators below them. When they swim near the bottom, their skin can **imitate** the different colors and textures found on the seafloor. They can look like sand one minute, and a rocky bottom the next! One scientist even put a flounder against a checkerboard to see what would happen. In less than a minute, the flounder's body started to **resemble** the black and white squares of the gameboard!

Why can't humans change their skin to match

© 2024 American Museum of Natural History. All rights reserved. Used by Permission

their surroundings?

Unlike some lucky sea animals, humans cannot change the color or pattern of their skin. (If we could, Halloween would never be the same!) Like all mammals, humans have only a single chromatophore, called a melanophore, which contains a colored chemical called melanin (MEH-la-nuhn). Melanin causes the skin to darken and creates skin colors from pink to brown to black. It also protects the skin from the Sun's harmful ultraviolet (UV) radiation. When the skin is exposed to the Sun , more melanin is produced.

© 2024 American Museum of Natural History. All rights reserved. Used by Permission

Vocabulary

avoid

verb

definition: to keep away from.
He avoided the other car by swerving.

Spanish: eludir, evadir, evitar
forms: avoided, avoiding, avoids

disguise

verb

definition: When you disguise yourself, you change how you look so that no one will know who you are.
Dad disguised himself as a clown for Ben's birthday, and Ben never even guessed!
Spanish: disfrazar, disimular
forms: disguised, disguises, disguising

imitate

verb

definition: When you imitate something or someone, you copy or try to be like them.
Small children imitate words that they hear around them.
When my aunt imitates my mom sneezing, it's very funny. She sounds just like her.
Spanish: imitar, remedar, arremedar
forms: imitated, imitates, imitating

resemble

verb

definition: to be similar to or to look like.
They both have brown eyes but do not otherwise resemble each other.
Spanish: parecerse
forms: resembled, resembles, resembling

ReadWorks.org · © 2025 ReadWorks®, Inc. All rights reserved.
Definitions and sample sentences within definitions are provided by Wordsmyth. © 2025 Wordsmyth. All rights reserved.

1. Before you start reading...

Here are the vocabulary words that will be in this reading. Let's see how well you already know them.

Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
avoid				
imitate				
resemble				

---

2. Word Builder

Words are made of smaller parts that are called syllables. Some words have one syllable, but many have two or more. Draw lines to show how the syllables build each vocabulary word.

void im sem ble re i tate a

1. _____ 2. _____ 3. _____

---

3. After reading and exploring the words through some activities...

Do you know these words better? Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
avoid				
imitate				
resemble				

ReadWorks.org · © 2025 ReadWorks®, Inc. All rights reserved.
Vocabulary powered by WordSmyth. © 2025 Wordsmyth. All rights reserved.

Name: _____ **Date:** _____

1. How does camouflage help animals?

A. It lets them choose what they look like.

B. It helps them survive.

C. It helps them hear prey.

D. It helps them talk to other animals.

2. Some predators use camouflage to sneak up on prey. How does the text contrast the way prey might use camouflage against predators?

A. They can use it to trap their predators.

B. They can use it to call others for protection.

C. They can use it to hide from predators.

D. They can use it to find food to eat.

3. Read the following sentences from the text.

"Some flounders have a kind of skin cells called chromatophores (krow-MAT-uh-forz). Chromatophores contain colors, or pigments, that can change the skin's appearance. These cells change because they get a message from the brain. When flounders swim near the surface to feed, their skin becomes almost see-through. This helps them avoid predators below them. When they swim near the bottom, their skin can imitate the different colors and textures found on the seafloor. They can look like sand one minute, and a rocky bottom the next!"

What conclusion can you draw from this evidence?

A. Flounders can play games like checkers because they are able to look like the gameboard.

B. Humans have chromatophores that can make then almost see-through when they are swimming.

C. Flounders do not have predators they need to avoid and only use camouflage to hunt their prey.

D. A flounder's brain sends a message to its chromatophores to change colors depending on where it is.

ReadWorks.org · © 2025 ReadWorks®, Inc. All rights reserved.

4. Based on the text, why might someone say that humans probably need protection from the Sun more than they need to be able to look like their environment?

A. because human skin camouflages to the color of the moon when the Sun is out

B. because human skin cannot camouflage but it can protect them from the Sun

C. because human skin is the same color as the Sun and does not change colors

D. because human skin is on the Sun more often than any other environment

5. What is the main idea of this text?

A. When flounders swim near the bottom of the ocean, they can change color and texture quickly to look like whatever is there.

B. Chromatophores are a special kind of skin cell found in flounders that have different colors and help change what their skin looks like.

C. Human skin only has one type of chromatophore with melanin that causes the skin to darken and protects it from the Sun.

D. Animals, like flounders, can change their skin by camouflaging to survive, while human skin only changes for protection from the Sun.

ReadWorks.org · © 2025 ReadWorks®, Inc. All rights reserved.

The Striped Bass

This text is provided courtesy of OLogy, the American Museum of Natural History's website for kids.

The striped bass has been a popular catch for fishermen for centuries. These fishes are known for their spiny fins and the dark lines along their sides. Adult striped bass live in rivers, along coastlines, and in estuaries. But they all spawn (breed) in the same place: freshwater rivers. Some travel as far as 100 miles to spawn.

Striped Bass Stats

Scientific name: *Morone saxatilis*

Size: females are about 24 inches long, males about 11 inches long

Habitat: the coasts, estuaries, and rivers of the western Atlantic Ocean

Diet: crustaceans and fish

Characteristics: silvery body with stripes that run from gills to tail, and a spiny dorsal (back) fin

Disappearing Act

At one time, almost all the striped bass in the Atlantic Ocean were hatched in Maryland's Chesapeake Bay. Then, about 30 years ago, the number of striped bass living near the bay started to drop. This worried biologists and environmentalists, but it also spelled trouble for the **local** economy. Many people made their living by fishing striped bass. By 1980, so many striped bass had disappeared that thousands of fishermen lost their jobs.

What happened to all those striped bass? One of the main reasons for the drop in bass **population** was overfishing: so many fish were taken from the bay, they couldn't **reproduce** fast enough to keep up. But this was just part of the story.**Pollution** was also getting into the water and killing fish. And one of the threats came from Mother Nature: water temperatures along the Atlantic coast were rising, and striped bass couldn't survive in the warmer water.

In the 1980s, laws were passed to protect the striped bass from the effects of **pollution** and overfishing. Today, striped bass are still threatened, but their numbers are slowly growing.

© 2024 American Museum of Natural History. All rights reserved. Used by Permission

Vocabulary

local

adjective

definition: having to do with a particular place such as a neighborhood or town.

They called the local police for help.

Spanish: local

pollution

noun

definition: Dirty material in air, water, or soil is called pollution. When there is pollution, water may not be healthy to drink. Air may be bad to breathe. People may not be able to use the soil for growing things.

The beach was closed because there was too much pollution on it.

Spanish: contaminación, polución

population

noun

definition: A population is a particular group of people or animals that live in a place.

The researchers are studying the elephant population within the nature reserve.

reproduce

verb

definition: to have young or offspring.

Many animals reproduce once a year.

Spanish: reproducir

forms: reproduced, reproduces, reproducing

ReadWorks.org · © 2025 ReadWorks®, Inc. All rights reserved.
Definitions and sample sentences within definitions are provided by Wordsmyth. © 2025 Wordsmyth. All rights reserved.

1. Before you start reading...

Here are the vocabulary words that will be in this reading. Let's see how well you already know them.

Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
local				
pollution				
population				
reproduce				

---

2. Word Builder

Words are made of smaller parts that are called syllables. Some words have one syllable, but many have two or more. Draw lines to show how the syllables build each vocabulary word.

pro	tion	tion	pop	lo			re
		lu	u	pol		la cal	
	duce						

1. _____ 2. _____ 3. _____

4. _____

---

3. After reading and exploring the words through some activities...

Do you know these words better? Check the box that shows how well you know each word. It's ok if you don't know them yet (this is not graded)!

	Don't know it	Have heard of it but not sure of its meaning	Know something about its meaning	Know it well
local				
pollution				
population				
reproduce				

ReadWorks.org · © 2025 ReadWorks®, Inc. All rights reserved.
Vocabulary powered by WordSmyth. © 2025 Wordsmyth. All rights reserved.

Name: _____ **Date:** _____

1. Where do striped bass spawn?

A. in manmade lakes

B. in freshwater rivers

C. along coastlines

D. in estuaries

2. How does the text describe the way striped bass look?

A. as silvery with stripes and a spiny dorsal fin

B. as flat and bright blue, with yellow tails

C. as bright orange with white and black stripes

D. as dark blue and black with short fins

3. Read the following sentences from the text.

"At one time, almost all the striped bass in the Atlantic Ocean were hatched in Maryland's Chesapeake Bay. Then, about 30 years ago, the number of striped bass living near the bay started to drop. This worried biologists and environmentalists, but it also spelled trouble for the local economy. Many people made their living by fishing striped bass. By 1980, so many striped bass had disappeared that thousands of fishermen lost their jobs.

What happened to all those striped bass? One of the main reasons for the drop in bass population was overfishing: so many fish were taken from the bay, they couldn't reproduce fast enough to keep up."

What conclusion can you draw from this evidence?

A. Some fisherman put their own jobs at risk by fishing for striped bass faster than the fish could reproduce.

B. Striped bass dropped in number because Maryland decided to get rid of Chesapeake Bay.

C. When striped bass disappeared from Chesapeake Bay, scientists were able to bring in more from somewhere else.

D. The fisherman who lost their jobs eventually started fishing in different places for striped bass.

ReadWorks.org · © 2025 ReadWorks®, Inc. All rights reserved.

4. According to the passage, why were the laws passed in the 1980s to protect striped bass about pollution and overfishing?

A. In the 1980s, people in Maryland were tired of so many fisherman living in the state and did not want more to move there.

B. Pollution was becoming a big issue in Maryland and many people were wrongfully blaming fisherman for it.

C. There was a company that gave visitors tours of the fish in Maryland and they were upset about overfishing.

D. Pollution and overfishing were some of the main reasons striped bass were disappearing from the Atlantic Ocean.

5. What is the main idea of this text?

A. Until about 30 years ago, many people made their living by fishing for striped bass in the Chesapeake Bay and this was a big part of the local economy in Maryland.

B. Striped bass are popular fish that dropped in number because of overfishing, pollution, and rising water temperatures, but are growing again today because of new laws that protect them.

C. Striped bass are also known as*morone saxatilis*, eat crustaceans and fish, have silvery bodies with stripes that go from their gills to their tail, and have a spiny dorsal fin.

D. Striped bass are fish that can live in rivers, along coastlines, and in estuaries as adults, but only spawn in freshwater rivers, so some travel as far as 100 miles to spawn.

ReadWorks.org · © 2025 ReadWorks®, Inc. All rights reserved.

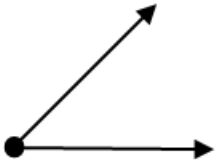
Estimating angles

Grade 5 Geometry Worksheet

Choose the best estimate of the size of the angles shown.

1)

a. 45°
b. 90°
c. 5°
d. 135°



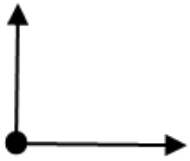
2)

a. 180°
b. 90°
c. 120°
d. 170°



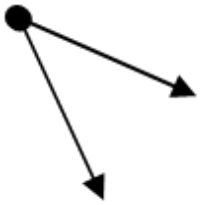
3)

a. 15°
b. 75°
c. 105°
d. 90°



4)

a. 25°
b. 70°
c. 165°
d. 135°



5)

a. 105°
b. 90°
c. 150°
d. 45°



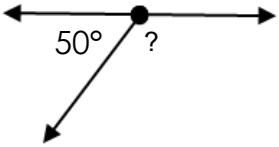
6)

a. 180°
b. 110°
c. 90°
d. 140°



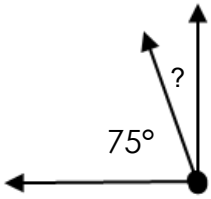
7)

a. 75°
b. 110°
c. 130°
d. 85°



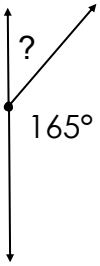
8)

a. 5°
b. 10°
c. 15°
d. 25°



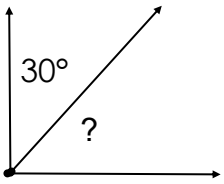
9)

a. 10°
b. 15°
c. 20°
d. 25°



10)

a. 65°
b. 70°
c. 60°
d. 50°



© www.k5learning.com

Answers

1. a
2. c
3. d
4. a
5. c
6. a
7. c
8. c
9. b
10. c

© www.k5learning.com

Name: _____

Secret Code Math

Order of Operations

Decode the numbers.
Then evaluate the expressions.

1	2	3	4	5	6	7	8	9	0
									

a. Code Numbers



Regular Numbers ***Answer***

15 + 6 ÷ 3
15 + 2

b. Code Numbers



Regular Numbers ***Answer***

c. Code Numbers



Regular Numbers ***Answer***

d. Code Numbers



Regular Numbers ***Answer***

e. Code Numbers



Regular Numbers ***Answer***

f. Code Numbers



Regular Numbers ***Answer***

g. Code Numbers



Regular Numbers ***Answer***

h. Code Numbers



Regular Numbers ***Answer***

ANSWER KEY

Secret Code Math

Order of Operations

Decode the numbers.
Then evaluate the expressions.

1	2	3	4	5	6	7	8	9	0
									

a. Code Numbers



Regular Numbers	*Answer*
15 + 6 ÷ 3 15 + 2	17

b. Code Numbers



Regular Numbers	*Answer*
9 − 3 × 2 9 − 6	3

c. Code Numbers



Regular Numbers	*Answer*
12 × 2 + 7 24 + 7	31

d. Code Numbers



Regular Numbers	*Answer*
50 ÷ 5 − 3 10 − 3	7

e. Code Numbers



Regular Numbers	*Answer*
7 + 42 ÷ 6 7 + 7	14

f. Code Numbers



Regular Numbers	*Answer*
8 + 9 × 4 8 + 36	44

g. Code Numbers



Regular Numbers	*Answer*
48 ÷ 6 + 31 8 + 31	39

h. Code Numbers



Regular Numbers	*Answer*
45 − 100 ÷ 5 45 − 20	25

KH