i-Ready

Grade 5 Reading
Student At-Home Activity Packet

This At-Home Activity packet includes two parts, Section 1 and Section 2, each with approximately 10 lessons in it. We recommend that your student complete one lesson each day.

Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don’t worry! Just skip those lessons.

Encourage your student to just do the best they can with this content—the most important thing is that they continue to work on their reading!

Flip to see the Grade 5 Reading activities included in this packet!
# Grade 5 Reading Activities in Section 1

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Resource</th>
<th>Instructions</th>
<th>Answer Key</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Grade 5 Ready Reading Word Learning Routine</td>
<td>- Read the Word Learning Routine together. Keep it handy—you’ll need it later!</td>
<td>N/A</td>
<td>10</td>
</tr>
</tbody>
</table>
| 1      | Grade 5 Ready Language Handbook, Lesson 21 Homographs | - Read the Introduction.  
- Complete Guided Practice.  
- Complete Independent Practice. | Guided Practice:  
loaf; relax in  
loaf; piece of bread  
dove; type of bird  
dove; swooped down quickly  
present; gift  
present; give  
wound; injury  
wound; wandered  

Independent Practice:  
| 2      | Grade 5, Ready Reading Lesson 8 | - Read the Introduction.  
- Complete the Think and Talk activities. | Think (sample responses):  
**Say:** One person is stressed; the other person says he can help.  
**Do:** They sit and watch the sun set and the stars come out.  
**End:** The girl is no longer stressed.  
**Theme:** Night can ease the worries of the day. | 13–14 |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Resource</th>
<th>Instructions</th>
<th>Answer Key</th>
<th>Page(s)</th>
</tr>
</thead>
</table>
| 3      | Grade 5, Ready Reading Lesson 8 | • Read “Darkness in the Desert.”  
• Complete the Think and Talk activities. | Think (sample responses):  
**Topic:** How animals respond to day and night in the desert  
**Details:** desert animals, day, when it turns light they creep/beneath the ground to fall asleep, night, animals creep from their dens  
**Reflections:** In deserts, though, the times reverse:/The dark is good, the light is worse./The daytime is the time to rest./For desert creatures, night is best.  
**Theme:** For some, the night is a better time than the day. | 15–16 |
| 4      | Grade 5, Ready Reading Lesson 8 | • Reread “Darkness in the Desert.”  
• Complete the Write activity. | Write: Answers will vary. | 15–17 |
| 5      | Grade 5, Ready Reading Lesson 8 | • Read “Night Walk.”  
• Complete the Think activity. | Think:  
Part A: B  
Part B: B, F | 18–19 |
## Grade 5 Reading Activities in Section 1 (Cont.)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Resource</th>
<th>Instructions</th>
<th>Answer Key</th>
<th>Page(s)</th>
</tr>
</thead>
</table>
| 6      | Grade 5, Ready Reading Lesson 8 | • Reread “Night Walk.”  
• Complete the Talk and Write activities. | Talk: Answers will vary  
Write: Answers will vary | 18–20 |
| 7      | Grade 5 Ready Language Handbook, Lesson 2  
Prepositions and Prepositional Phrases | • Read the Introduction.  
• Complete Guided Practice.  
• Complete Independent Practice. | Guided Practice:  
• in the winter relates to breed  
• on the ice relates to lay  
• to the sea relates to travel  
• of the males' feathers relates to warmth  
• for the little chicks relates to food  
Independent Practice:  
| 8      | Grade 5, Ready Reading Lesson 8 | • Read “Anna's Monsters.”  
• Complete the Think activity. | Think:  
1. Part A: C, Part B: D  
2. C  
3. Part A: D, Part B: B, D  
4. A | 23–26 |
### Grade 5 Reading Activities in Section 1 (Cont.)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Resource</th>
<th>Instructions</th>
<th>Answer Key</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Grade 5, Ready Reading</td>
<td>• Read “Summer Night.”</td>
<td>Write: Answers will vary.</td>
<td>27-28</td>
</tr>
<tr>
<td></td>
<td>Lesson 8</td>
<td>• Complete the Write activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Practice Assessment</td>
<td>• Read “Climbing Mount Whitney.”</td>
<td>23. C</td>
<td>29-31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Complete items 23–26.</td>
<td>24. B</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>25. correct verb tense: “will avoid”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>26. D</td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Resource</td>
<td>Instructions</td>
<td>Answer Key</td>
<td>Page(s)</td>
</tr>
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</tbody>
</table>
| 1      | Grade 5 Ready Language Handbook, Lesson 15 | • Read the Introduction.  
• Complete Guided Practice.  
• Complete Independent Practice. | Guided Practice:  
1. but  
2. here to stay  
3. Scientific observations and tests offer some evidence that certain foods can help  
4. nothing can guarantee perfect health or cure every disease  
Independent Practice  
| 2      | Grade 5, Ready Reading Lesson 11 Part 1 | • Read the Introduction.  
• Complete the Think and Talk activities. | Shelter: a place that gives protection  
Donation: something you give to help  
Benevolence: generosity | 34–35 |
| 3      | Grade 5, Ready Reading Lesson 11 Part 2 | • Read “Here, Pyggy Pyggy.”  
• Complete the Think and Talk activities. | Peer into the past: look at what happened before  
Inventive potters: creative workers who made pots  
Contemporary: modern, or happening now  
Retrieved: took out | 36–37 |
## Grade 5 Reading Activities in Section 2 (Cont.)

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Resource</th>
<th>Instructions</th>
<th>Answer Key</th>
<th>Page(s)</th>
</tr>
</thead>
</table>
| 4      | Grade 5, Ready Reading Lesson 11 Part 3 | • Reread the passage “Here, Pyggy Pyggy.”  
• Complete the Write activity. | Responses will vary.                   | 36, 38  |
| 5      | Grade 5, Ready Reading Lesson 11 Part 4 | • Read “From Furs to Five-Dollar Bills.”  
• Complete Think and Talk activities. | Think:  
1. Part A: D, Part B: A  
2. bartered | 39–40   |
| 6      | Grade 5, Ready Reading Lesson 11 Part 5 | • Reread “From Furs to Five-Dollar Bills.”  
• Complete the Write activity. | Responses will vary.                   | 39, 41  |
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Resource</th>
<th>Instructions</th>
<th>Answer Key</th>
<th>Page(s)</th>
</tr>
</thead>
</table>
| 7      | Grade 5, Ready Reading Lesson 11, Part 6 | • Read “What Was the Great Depression?”  
• Complete the Think activity. | Think:  
1. Part A: A, Part B: B  
2. crisis  
3. Part A: A, Part B: C  
4. C | 42–46 |
| 8      | Grade 5, Ready Reading Lesson 11, Part 7 | • Reread “What Was the Great Depression?”  
• Complete the Write activity | Responses will vary. | 42–44, 47 |
| 9      | Can They Do It? | • Read “Can They Do It?”  
• Complete questions 23–26. | 23. B  
24. D  
25. C  
26. B | 48–50 |
| 10     | Tools For Instruction Use Context to Find Word Meaning | • Parent/Guardian: Read the instructions and guide the student through the activity. Use this with a text the student read in a previous lesson. | N/A | 51–52 |
Independent Reading!

Use the questions/prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the student read in one of the lessons above, or anything else the student is reading.

Encourage daily reading. And remember, reading isn’t just about the books on the shelves—it’s about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? Grab some sticky notes, and label household objects, or make up new, silly names for things! Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don’t worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com
www.storyplace.org
www.uniteforliteracy.com
www.storynory.com
www.freekidsbooks.org
en.childrenslibrary.org
Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. **Say the Word or Phrase Aloud.**
   Circle the word or phrase that you find confusing. Read the sentence aloud.

2. **Look Inside the Word or Phrase.**
   Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. **Look Around the Word or Phrase.**
   Look for clues in the words or sentences around the word you don’t know and the context of the paragraph or selection.

4. **Look Beyond the Word or Phrase.**
   Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. **Check the Meaning.**
   Ask yourself, “Does this meaning make sense in the sentence?”
Lesson 21

Homographs

Introduction  Homographs are words that have the same spelling but different meanings. Sometimes homographs have different pronunciations from one another.

- The word wind is a homograph.
  
  A brisk wind blew, so I buttoned my coat.
  Then I began to wind my way down the hill to the village.

- You can use a dictionary to check the meaning and pronunciation of homographs. Each homograph is a separate entry in the dictionary.

  wind\(^1\) (wind) n. 1. moving air
  2. breath, or breathing

  wind\(^2\) (wind) v. 1. to go along a twisty path
  2. to wrap something around another object

  The homograph's pronunciation is in parentheses after the entry word.

- To find the right meaning of a homograph, read the definitions for each entry. Then see which meaning makes sense in the sentence you are reading.

Guided Practice

Read the passage. Find each underlined homograph in a dictionary. With a partner, figure out how to pronounce it. Then write a short definition above each word.

The village was a perfect place to loaf for a few hours. I bought a fresh loaf of bread at a bakery near the beach. A dove was eating crumbs on the sidewalk. Across the street, a sea gull dove for food as I watched. Then I bought a present for my mom at a store. I planned to present it to her tonight at dinner. An old wound in my leg began to ache. So, I wound my way slowly along the streets.
Independent Practice

For numbers 1–5, choose the correct meaning of the underlined word as it is used in the sentence.

1. I wandered down to the **port** to watch cargoes being unloaded from boats.
   - **A** port¹ (pörť) n. a harbor
   - **B** port² (pörť) n. the left on a ship
   - **C** port³ (pörť) n. a valve, or opening that lets liquid out
   - **D** port⁴ (pörť) n. a person’s manner, or bearing

2. “Your ship looks **sound**,” I said to a fisherman.
   - **A** sound¹ (sōnd) n. a noise
   - **B** sound² (sōnd) adj. in good shape
   - **C** sound³ (sōnd) n. a long, wide body of water
   - **D** sound⁴ (sōnd) v. to measure how deep water is

3. “It has to be,” he said. “Tomorrow we’re **bound** for the fishing lanes.”
   - **A** bound¹ (bōnd) v. to leap or jump forward
   - **B** bound² (bōnd) n. border
   - **C** bound³ (bōnd) adj. tied
   - **D** bound⁴ (bōnd) adj. on the way to a particular place

4. “High winds and fierce storms are sure to **batter** us on the open seas,” he continued.
   - **A** batter¹ (ˈbātər) v. to hit, pound
   - **B** batter² (ˈbātər) n. a player at bat
   - **C** batter³ (ˈbātər) n. a liquid mixture, often of flour, eggs, and milk
   - **D** batter⁴ (ˈbātər) n. a sloping structure

5. “Fortunately, our **bow** is sturdy and true,” he finished.
   - **A** bow¹ (bō) v. to bend the head or upper body in greeting
   - **B** bow² (bō) v. to be pushed over with age or pressure
   - **C** bow³ (bō) n. the front of a ship’s hull
   - **D** bow⁴ (bo) n. a weapon for shooting arrows

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Lesson 8
Finding the Theme of a Poem

Learning Target
Studying how a poet reflects upon a topic and the details she includes will help you identify the theme of a poem.

Read
Poems can express feelings and ideas on many topics. The speaker in a poem reflects on a topic by saying what he or she thinks and feels about it. You can use these reflections and other details in a poem to figure out that poem's message, or theme.

Identify the theme of this comic strip by studying what the characters say and do. Also think about how the comic strip ends.

I'm stressed about my homework!

Here, let me show you what I do when I'm stressed.

What, you just...

Ssssh...

Wow...

Thanks, buddy—I needed that.
Think: What have you learned so far about using details to identify a theme? Complete the chart below, filling it out with details from the comic strip.

<table>
<thead>
<tr>
<th>What Do the Characters Say?</th>
<th>What Do the Characters Do?</th>
<th>How Does the Comic Strip End?</th>
<th>What Is the Theme?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Night can ease the worries of the day.</td>
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</table>

Talk: Share your chart with a partner.
- What is the topic of the comic strip?
- Did you describe in the same way what the friends say and do? How about the ending?
- Do the details you found support the theme? How do you know?

Academic Talk
Use these words to talk about the text.
- theme
- topics
- speaker
- reflect
Darkness in the Desert
by Morena Sommers

For desert animals, the day
Is not a time for work or play.
There's little shade; the world is dry.
The clouds are absent from the sky.

5  Things sizzle in the searing heat,
   The burning sands hurt creatures' feet—
   And so when it turns light they creep
   Beneath the ground to fall asleep.

But late in the day the sky grows dim.
10  The sun drops past the canyon rim.
   The stars peek through, and very soon
   The night replaces afternoon.
   Inside their dens the creatures stir—
   They like the cooler temperature.

15  By ones and twos, by fives and tens
   The animals creep from their dens.

On mountain, prairie, plain, and hill,
The night is when the world is still.
In deserts, though, the times reverse:

20  The dark is good, the light is worse.
   The daytime is the time to rest.
   For desert creatures, night is best.

The desert fox, the mouse, the hare,
At night they scamper here and there.

25  Their claws scratch softly in the sand.
   Their faint calls echo through the land.
   From dusk to dawn, all through the night
   They feed and play till morning light.

Close Reader Habits
When you reread the poem, circle words and phrases that tell the topic of the poem. Then underline details that show the speaker's reflections on the topic.
**Explore**

What details in the poem "Darkness in the Desert" develop its theme?

**Think**

1. Complete the chart below. Identify the poem’s topic, the details that develop the topic, and the speaker’s reflections on the topic. Use this information to determine the theme of the poem.

<table>
<thead>
<tr>
<th>What Is the Topic of the Poem?</th>
<th>What Are the Details About the Topic?</th>
<th>What Are the Speaker’s Reflections on the Topic?</th>
<th>What Is the Theme of the Poem?</th>
</tr>
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</table>

Look for evidence of what the speaker thinks about day and night in the desert.

**Talk**

2. Share your charts. Did you and your partner identify the same theme? What details did you use to support your understanding of the poem’s theme? If necessary, return to your chart to change or add details.

**Write**

3. **Short Response** What is the theme of the poem "Darkness in the Desert"? Use examples from the poem and your chart to support your response. Use the space provided on page 140 to write your answer.

**HINT** Start your response by stating the theme in one sentence.
Write  Use the space below to write your answer to the question on page 137.

Darkness in the Desert

3  Short Response  What is the theme of the poem "Darkness in the Desert"? Use examples from the poem and your chart to support your response.

HINT  Start your response by stating the theme in one sentence.

Check Your Writing

☐ Did you read the prompt carefully?
☐ Did you put the prompt in your own words?
☐ Did you use the best evidence from the text to support your ideas?
☐ Are your ideas clearly organized?
☐ Did you write in clear and complete sentences?
☐ Did you check your spelling and punctuation?
NIGHT WALK
by Amy Saito

1 The sky above, the streets below,
The stars reflecting off the snow—
A lovely night for us to go
Out for a walk, the puppy thinks.

5 The moon's a brilliant shade of gold,
And though she's just a few months old,
The puppy knows the night is cold—
She leans into the wind and blinks.

What's that thing moving in the tree?
10 The puppy dashes up to see.
It's vanished! What a mystery!
She sits beneath the tree to bark.

Her master guides her through the night
First turning left, then turning right
15 The dark is deep, there is no light
She yanks her leash: is this the park?

The night's a lovely time to roam
But now it's time for heading home.
She's only little, after all,

20 Can't run all night when she's so small.
Someday she'll grow a little more
And when she's three, or maybe four
She'll run all night, and she'll be tough—
Tonight, though, she's gone far enough.

25 Her master strokes her furry head,
And yawning, she goes off to bed.
But as she sleeps, the moonlight beams
Will dart and dance inside her dreams.
Think  Use what you learned from reading the poem to answer the following questions.

1  This question has two parts. Answer Part A. Then answer Part B.

   Part A
   How are the events in stanzas three and four important to the theme of the poem?
     A  The events show it is a good night for a walk.
     B  The events show that puppy is young and active.
     C  The events show the speaker is the puppy's master.
     D  The events show that the night is dark and dangerous.

   Part B
   Select one choice from each stanza that best supports the answer to Part A.
     A  "What's that thing moving in the tree?" (stanza three)
     B  "The puppy dashes up to see." (stanza three)
     C  "...sits beneath the tree..." (stanza three)
     D  "Her master guides her..." (stanza four)
     E  "...there is no light..." (stanza four)
     F  "She yanks her leash:..." (stanza four)

Talk

2  What details in the poem can help you identify the topic and the theme of "Night Walk"? Use the chart on page 141 to record such details.

Write

3  Short Response  Describe the topic and the theme of the poem "Night Walk." Use details from the poem and your chart to support your response. Use the space provided on page 141 to write your answer.
Use the chart below to organize your ideas.

<table>
<thead>
<tr>
<th>What Is the Topic of the Poem?</th>
<th>What Are the Details About the Topic?</th>
<th>What Are the Speaker’s Reflections on the Topic?</th>
<th>What Is the Theme of the Poem?</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Use the space below to write your answer to the question on page 139.

**Short Response** Describe the topic and the theme of the poem “Night Walk.” Use details from the poem and your chart to support your response.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Lesson 2
Prepositions and Prepositional Phrases

Introduction A preposition is a word that shows how other words in a sentence are related. Words such as about, by, in, of, on, to, and under are prepositions.

- A prepositional phrase begins with a preposition and ends with a noun or a pronoun. The noun or pronoun is called the object of the preposition.

  preposition  object  preposition  object
  The Emperor penguins [of] [Antarctica] spend winter [on] the open [ice].

- A preposition tells about the relationship between the object of the preposition and another word in the sentence. Look at these sentences.

  Emperor penguins swim under the ice when they hunt.
  I recently saw a movie about these amazing penguins.

- In the first sentence, the preposition under tells about the relationship between ice and the verb swim. In the second sentence, the preposition about tells about the relationship between penguins and the noun movie.

- A prepositional phrase sometimes tells how, when, where, or what kind. In the sentences you just read, the prepositional phrase under the ice tells where the penguins swim. The prepositional phrase about these amazing penguins tells what kind of movie it was.

Guided Practice

Underline the prepositional phrase in each sentence and circle the preposition. Then draw an arrow from the object of the preposition to the word it relates to.

HINT Most prepositional phrases come after the noun or verb they describe.

Example:
I read a book about Emperor penguins.

Emperor penguins breed in the winter.
Female Emperor penguins lay eggs on the ice.
Males watch the eggs while the females travel to the sea.
The warmth of the males’ feathers protects the eggs.
The females return and provide food for the little chicks.
Independent Practice

For numbers 1–3, choose the prepositional phrase in each sentence.

1. Emperor penguins can be found on only one continent.
   A. found on only one continent
   B. can be found
   C. only one continent
   D. on only one continent

2. Antarctica’s winter begins in late March.
   A. winter begins
   B. begins in
   C. in late March
   D. begins in late March

3. There are 17 types of penguins, and the Emperor penguin is the largest.
   A. of penguins
   B. and the Emperor penguin
   C. is the largest
   D. are 17 types of

For numbers 4 and 5, answer the question.

4. Read this sentence.
   Most animals move to a warmer place each winter, but Emperor penguins do not.
   What is the purpose of the underlined preposition?
   A. to describe when animals move
   B. to connect warmer with animals
   C. to connect two phrases about winter
   D. to show a relationship between move and place

5. Read this sentence.
   The feathers of the penguin keep out cold air and water.
   What is the purpose of the underlined preposition?
   A. to connect feathers with cold
   B. to show a relationship between feathers and penguin
   C. to tell what a penguin’s feathers do
   D. to show a relationship between penguin and cold
Anna's MONSTERS

by Justin Nuñez

1 I'm scared of the darkness, I don't care who knows it,
   I don't like the darkness at all.
   I sleep with the lights on—two lights in my room,
   And a much brighter light in the hall.
5 I'm frightened of monsters that might come and get me,
   Whenever I climb into bed.
   My mother says, "Anna, you're just being silly,
   The monsters are all in your head!"

But I don't think that's true, because of what happened
10 Last night, the first day of the week.
   I put on my nightgown, got under the covers—
   Rolled over, and heard a strange squeak.
   It wasn't a mouse, and it wasn't a rabbit,
   It wasn't a dog or a cat.
15 So I screamed out in terror. My mother came running!
   "Whatever," she asked me, "was that?"

"I heard a strange noise!" I explained to my mother,
   I was almost too frightened to talk.
   I knew it was monsters, some big hungry monsters,
20 It was all I could do not to squawk!
   "I don't like the darkness," I said to my mother,
   "I don't like the dark and the night.
   Can't I get up and sit with you out on the couch,
   In a room that's all cheery and bright?"
25 "Oh, Anna," Mom said, and she looked at me sadly. "Do we need to go through this once more? Last night you assured me that you saw a monster— It turned out to be socks on the floor."
"But this one was real!" I complained to my mother.
30 "I heard it squeak loudly and clear! I don't like the darkness, the monsters will eat me— Don't let them come anywhere near!"

My mother explained that the noises weren't monsters; She showed me some interesting things.
35 For example, I learned that my bed makes a squeak When you push down too hard on the springs. So there weren't any monsters, they didn't exist, And I know that my mother was right... But what if those monsters that never existed
40 Come into my bedroom tonight?
Think  Use what you learned from reading the poem to answer the following questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

   Part A
   Read the line from the first stanza of the poem.
   
   The monsters are all in your head!
   
   Which phrase best states the meaning of all in your head?
   A   easy to see
   B   ready to attack you
   C   only imagined
   D   giving you a headache

   Part B
   Which detail in the first stanza best helps the reader understand the meaning of all in your head?
   A   “I’m scared of the darkness, . . .”
   B   “I sleep with the lights on, . . .”
   C   “Whenever I climb into bed.”
   D   “Anna, you’re just being silly, . . .”

2 Which statement best summarizes the speaker’s message about fears?
   A   For most people, nighttime is scary because it is dark and quiet and nobody is awake.
   B   Many people are much too fearful, and some are even afraid of their own surroundings.
   C   It can be hard to stop being afraid, even when someone proves that what you fear is not real.
   D   It is easy to get over a fear once someone shows you that your fear is based on something that is not real.
This question has two parts. First, answer Part A. Then answer Part B.

Part A
How are the events in stanzas two and three important to the poem’s theme?

A  These events show Anna doesn’t like the dark of night because that is when she sees the monsters.
B  These events show Anna remembers it was last night that she heard a squeak.
C  These events show Anna’s mother comes running in fear when Anna screams.
D  These events show Anna believes that monsters make the noises that scare her in the dark.

Part B
Select one choice from each stanza that best supports the answer to Part A.

A  “… because of what happened….” (stanza two)
B  “… I screamed out in terror.” (stanza two)
C  “… ‘Whatever,’ she asked me, ‘was that?’” (stanza two)
D  “I knew it was monsters…” (stanza three)
E  “It was all I could do….” (stanza three)
F  “… a room that’s all cheery and bright?” (stanza three)

Which line from the poem best summarizes a theme of the poem?

A  “The monsters are all in your head!” (line 8)
B  “Rolled over, and heard a strange squeak.” (line 12)
C  “So I screamed out in terror. My mother came running!” (line 15)
D  “I don’t like the darkness,’ I said to my mother,” (line 21)
SUMMER NIGHT

by Bianca Cappelletta

1 The city is full of streetlights, stoplights, floodlights
   making it hard to see the stars
   But Ben and Louie are out this summer night at ten PM
   in front of their apartment building, peering up at the sky anyway.
5 Ben asks if that’s the constellation Orion hovering over there just
   above that billboard
   Louie shrugs because he doesn’t know for sure
   He asks how many light-years to the edge of the universe
   and what’s beyond the edge when you get there
10 if you could get there (which you probably can’t, but if you could)
   Ben says he doesn’t know for sure either
   It’s a vast place, the universe, but what’s beyond it must be vaster still
   And they know they should go inside and get ready for bed
   but it’s too wonderful out here below the faint glow of the stars
15 and they just can’t
Write  Use what you learned from reading “Summer Night” to answer the following question.

Short Response  What is the theme of the poem “Summer Night”? Use details from the poem to support your answer.

Learning Target

In this lesson, you used details from poems to identify their themes. Explain why this activity is important for understanding poetry in general.
Writing and Research

This is a rough draft of an essay. It has some mistakes. Read the essay. Then answer the questions that follow.

Climbing Mount Whitney

California's Mount Whitney is the highest mountain in the United States, outside of Alaska. Mount Whitney is 14,496 feet high. That's high, but not so high that it can't be climbed by a fit hiker. I read all about it in a library book, Climbing Mount Whitney. Last summer I reached the summit of Mount Whitney. Yes you can also do it, but you'll need some preparation.

First of all, get in shape. The best training is climbing lower mountains or hills. Cycling, running, and walking up stairs are also good practice. Occasionally do some activity like biking or inline skating for a really long time. Try skating for 30 or 40 miles, or take a bike ride of four to five hours. Then try it with a backpack!

Lack of oxygen at high elevations makes it harder to breathe. Get used to this by spending some time at high elevations just before you climb. If you do this, you avoided the headaches and cramps that can trouble climbers at high elevations.

Go On
Now that you're in shape and used to the height, rest. The day before your climb, take it easy. The night before your climb, eat a dinner of spaghetti, rice, or noodles. Finally, climbing day is here! You're rested and ready. Eat a light breakfast. Then put on your sneakers, get your water and snacks, and head for the trail. Take it slow and steady. By the end of about eight hours, you will have reached the top of Mount Whitney. At that moment you'll be looking down on every other person in the continental United States. Wow, what could be cooler than that?

23  Read this sentence from the essay.
    I read all about it in a library book, Climbing Mount Whitney.

What is the correct way to write the title of the book?
A  'Climbing Mount Whitney'
B  "Climbing Mount Whitney"
C  Climbing Mount Whitney
D  "Climbing Mount Whitney"
24 Read this sentence from the essay.

Yes you can also do it, but you'll need some preparation.

Which of the following should replace the underlined part to make the sentence correct?

A Yes—you can also do it
B Yes, you can also do it,
C Yes you can also do it
D Yes! you can also do it,

25 Read this sentence from the essay.

If you do this, you avoided the headaches and cramps that can trouble climbers at high elevations.

On the lines below, rewrite the sentence with the correct verb tense for the underlined word.

________________________________________

________________________________________

________________________________________

26 Read this sentence from the essay.

By the end of about eight hours, you will had reached the top of Mount Whitney.

How should the underlined part be corrected?

A reached
B had been reaching
C have reached
D will have reached

Go On
Grade 5 Mathematics
Student At-Home Activity Packet

This At-Home Activity Packet includes 27 sets of practice problems that align to important math concepts your student has worked with so far this year.

We recommend that your student completes one page of practice problems each day.

Encourage your student to do the best they can with this content—the most important thing is that they continue developing their mathematical fluency and skills!

See the Grade 5 Math concepts covered in this packet!
<table>
<thead>
<tr>
<th>Concept</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the Place Value System</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
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<td>6</td>
</tr>
<tr>
<td>Understanding Multiplication and Division with Whole Numbers</td>
<td>7</td>
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<tr>
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<td></td>
<td>10</td>
</tr>
<tr>
<td>Understanding Addition and Subtraction with Decimals</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>12</td>
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<td>13</td>
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<tr>
<td>Understanding Multiplication and Division with Decimals</td>
<td>14</td>
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<td>18</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Fluency and Skills Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
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</table>

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Grade 5 Math concepts covered in this packet (Continued)

<table>
<thead>
<tr>
<th>Concept</th>
<th>Practice</th>
<th>Fluency and Skills Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>19</td>
<td>Adding Fractions with Unlike Denominators</td>
</tr>
<tr>
<td>Understanding Addition and Subtraction with Fractions</td>
<td>20</td>
<td>Adding with Mixed Numbers</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Subtracting Fractions with Unlike Denominators</td>
</tr>
<tr>
<td></td>
<td>22</td>
<td>Subtracting with Mixed Numbers</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Estimating in Word Problems with Fractions</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Fractions as Division</td>
</tr>
<tr>
<td>Extending Multiplication and Division to Fractions</td>
<td>25</td>
<td>Understanding of Multiplying by a Fraction</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Multiplying Unit Fractions to Find Area</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Tiling a Rectangle to Find Area</td>
</tr>
</tbody>
</table>
1 The decimal grid in each model represents 1 whole. Shade each model to show the decimal number below the model.

![Decimal grids](image)

0.5  0.05

Complete the comparison statements.

0.05 is _______ of 0.5.  0.5 is _______ times the value of 0.05.

Complete the equations.

\[ 0.5 \div _______ = 0.05 \quad 0.05 \times _______ = 0.5 \]

2 Draw a number line from 0 to 2. Then draw and label points at 2 and 0.2.

![Number line](image)

Use the number line to explain why 2 is 10 times the value of 0.2.

Complete the equations to show the relationship between 2 and 0.2.

\[ 0.2 \times _______ = 2 \]
\[ 2 \div _______ = 0.2 \]

3 Which type of model do you like best? Explain why.
Understanding Powers of 10

Multiply or divide.

1. \(6 \div 10\)
   
2. \(0.6 \div 10\)
   
3. \(6 \div 10^2\)
   
4. \(0.6 \div 10^2\)
   
5. \(6 \div 10^3\)
   
6. \(60 \div 10^3\)
   
7. \(0.3 \times 10\)
   
8. \(0.3 \times 10^2\)
   
9. \(0.3 \times 10^3\)
   
10. \(0.03 \times 10^2\)
    
11. \(0.003 \times 10^2\)
    
12. \(0.03 \times 10^3\)
    
13. \(72 \div 10\)
    
14. \(0.72 \times 10^2\)
    
15. \(7,200 \div 10^3\)
    
16. \(20 \div 10^2\)
    
17. \(0.9 \times 10^3\)
    
18. \(0.001 \times 10^2\)
    
19. \(54 \div 10\)
    
20. \(150 \div 10^3\)
    
21. \(0.46 \times 10^3\)
    
22. What strategies did you use to solve the problems? Explain.
Reading a Decimal in Word Form

What is the word form of each decimal?

1. 0.2
2. 0.02
3. 0.002
4. 0.12
5. 0.012
6. 0.102
7. 1.002
8. 9.4
9. 90.04
10. 0.94
11. 500.2
12. 8.008
13. 700.06
14. 6.335
15. 3,000.001

16. What strategies did you use to help you read the decimals? Explain.
Writing a Decimal in Standard Form

What decimal represents each number?

1. one and six tenths

2. eight and eleven hundredths

3. \(6 \times 1 + 5 \times \frac{1}{10}\)

4. thirteen and thirteen thousandths

5. \(2 \times 10 + 7 \times \frac{1}{10} + 3 \times \frac{1}{100}\)

6. \(4 \times 1 + 1 \times \frac{1}{100} + 9 \times \frac{1}{1,000}\)

7. five hundred twelve thousandths

8. \(8 \times 100 + 2 \times \frac{1}{10} + 8 \times \frac{1}{1,000}\)

9. \(2 \times 1 + 4 \times \frac{1}{100}\)

10. forty-two and forty-one hundredths

11. \(7 \times 100 + 2 \times 10 + 3 \times 1 + 6 \times \frac{1}{10}\)

11. twelve and sixty-eight thousandths

12. \(3 \times 1,000 + 6 \times 100 + 3 \times 10 + 7 \times \frac{1}{10} + 2 \times \frac{1}{100} + 8 \times \frac{1}{1,000}\)

13. nine hundred fifty-six and four hundred twenty-seven thousandths

14. How was writing decimals for numbers in word form different from numbers in expanded form?
### Comparing Decimals

Write the symbol $<$, $=$, or $>$ in each comparison statement.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 1 | 0.02 | $<$ | 0.002 | 2 | 0.05 | $<$ | 0.5 | 3 | 0.74 | $<$ | 0.84 | 4 | 0.74 | $>$ | 0.084 | 5 | 1.2 | $<$ | 1.25 | 6 | 5.130 | $<$ | 5.13 | 7 | 3.201 | $<$ | 3.099 | 8 | 0.159 | $<$ | 1.590 | 9 | 8.269 | $<$ | 8.268 | 10 | 4.60 | $>$ | 4.060 | 11 | 302.026 | $>$ | 300.226 | 12 | 0.237 | $<$ | 0.223 | 13 | 3.033 | $<$ | 3.303 | 14 | 9.074 | $<$ | 9.47 | 15 | 6.129 | $<$ | 6.19 | 16 | 567.45 | $>$ | 564.75 | 17 | 78.967 | $>$ | 78.957 | 18 | 5.346 | $>$ | 5.4 | 19 | 12.112 | $>$ | 12.121 | 20 | 26.2 | $=$ | 26.200 | 21 | 100.32 | $<$ | 100.232 | 22 | What strategies did you use to solve the problems? Explain.
Rounding Decimals

Round each decimal to the nearest tenth.

1. 0.32
2. 3.87
3. 0.709
4. 12.75
5. 12.745
6. 645.059

Round each decimal to the nearest hundredth.

7. 1.079
8. 0.854
9. 0.709
10. 12.745
11. 645.059
12. 50.501

Round each decimal to the nearest whole number.

13. 1.47
14. 12.5
15. 200.051

16. Write two different decimals that are the same value when rounded to the nearest tenth. Explain why the rounded values are the same.

17. Round 1.299 to the nearest tenth and to the nearest hundredth. Explain why the rounded values are equivalent.
Estimate. Circle all the problems with products between 3,000 and 9,000. Then find the exact products of only the problems you circled.

1. 132 × 34
2. 247 × 15
3. 145 × 23

4. 308 × 12
5. 158 × 41
6. 364 × 32

7. 400 × 29
8. 254 × 17
9. 187 × 42

10. 216 × 12
11. 323 × 18
12. 194 × 26

13. 317 × 14
14. 385 × 31
15. 285 × 27

16. What strategies did you use to solve the problems? Explain.
Multiplying with the Standard Algorithm

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. \(580 \times 30\)
2. \(3,104 \times 18\)
3. \(1,482 \times 38\)
4. \(1,085 \times 17\)
5. \(1,236 \times 55\)
6. \(1,625 \times 18\)
7. \(2,105 \times 13\)
8. \(1,788 \times 15\)
9. \(2,500 \times 19\)
10. \(648 \times 32\)
11. \(2,409 \times 23\)
12. \(306 \times 62\)
13. \(2,417 \times 24\)
14. \(650 \times 35\)
15. \(962 \times 44\)

Answers

\begin{align*}
20,736 & \phantom{0} & 17,400 & \phantom{0} & 27,365 & \phantom{0} & 47,500 & \phantom{0} & 55,872 \\
18,972 & \phantom{0} & 18,445 & \phantom{0} & 26,820 & \phantom{0} & 67,980 & \phantom{0} & 56,316 \\
22,750 & \phantom{0} & 29,250 & \phantom{0} & 55,407 & \phantom{0} & 42,328 & \phantom{0} & 58,008
\end{align*}
Check each answer by multiplying the divisor by the quotient. If the answer is incorrect, cross out the answer and write the correct answer.

<table>
<thead>
<tr>
<th>Division Problems</th>
<th>Student Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>$516 \div 12$</td>
<td>48, 43</td>
</tr>
<tr>
<td>$837 \div 31$</td>
<td>27</td>
</tr>
<tr>
<td>$351 \div 13$</td>
<td>57</td>
</tr>
<tr>
<td>$918 \div 54$</td>
<td>22</td>
</tr>
<tr>
<td>$896 \div 32$</td>
<td>23</td>
</tr>
<tr>
<td>$1,482 \div 78$</td>
<td>14</td>
</tr>
<tr>
<td>$1,012 \div 11$</td>
<td>82</td>
</tr>
<tr>
<td>$1,344 \div 56$</td>
<td>24</td>
</tr>
</tbody>
</table>

Check: $12 \times 48 = 576$

1. Explain how you could know that the answers to two of the problems are incorrect without multiplying.
Using Area Models and Partial Quotients to Divide

Estimate. Circle all the problems that will have quotients greater than 30. Then find the exact quotients of only the problems you circled.

1. $540 \div 12$
2. $798 \div 38$
3. $429 \div 11$

4. $931 \div 19$
5. $925 \div 25$
6. $390 \div 15$

7. $1,071 \div 51$
8. $1,326 \div 13$
9. $1,856 \div 32$

10. $2,952 \div 72$
11. $1,869 \div 89$
12. $1,798 \div 29$

13. Select a problem you did not circle. Describe two different ways you could use estimation to tell the quotient is not greater than 30.
Adding Decimals

Circle all the problems with sums less than 5. Then find the exact sums of only the problems you circled.

1. $0.24 + 4.25$
2. $4.8 + 0.16$
3. $2.31 + 2.075$

4. $2.31 + 2.7$
5. $0.909 + 4.09$
6. $3.99 + 1.109$

7. $2.675 + 2.325$
8. $3.775 + 0.225$
9. $2.06 + 2.933$

10. $2.6 + 2.933$
11. $1.809 + 3.091$
12. $3.01 + 1.991$

13. $1.83 + 3.1 + 0.1$
14. $0.012 + 3.79 + 1.101$
15. $2.6 + 2.04 + 0.099$

16. What strategies did you use to solve the problems?
Subtracting Decimals to Hundredths

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

1. 7.5 − 1.2
2. 10.75 − 4.13
3. 20.2 − 14.8

4. 6.12 − 0.7
5. 41.5 − 33.25
6. 15.9 − 8.92

7. 105.53 − 99.28
8. 9.46 − 3.68
9. 74 − 65.9

10. 5.05 − 0.56
11. 31.27 − 23.67
12. 256.4 − 248.38

13. 12 − 4.39
14. 1,280.01 − 1,272.77
15. 500.2 − 494.94

Answers
6.25  5.26  6.62  8.1  7.6
4.49  8.25  7.61  6.98  5.42
7.24  5.4   8.02  5.78  6.3
Solve the problems.

1. Lori needs at least 12 liters of water to fill a water cooler. She has a container with 4.55 liters of water, a container with 3.25 liters of water, and a container with 4.85 liters of water. Does she have enough water? Use estimation only to decide. Explain why you are confident in your estimate.

2. Nia wants the total weight of her luggage to be no more than 50 kilograms. She has three suitcases that weigh 15.8 kilograms, 17.42 kilograms, and 16.28 kilograms. Is the total weight within the limit? Use only estimation to decide. Explain how you know your estimate gives you the correct answer.

3. Omar measures one machine part with length 4.392 centimeters and another part with length 6.82 centimeters. What is the difference in length? Use estimation to check your answer for reasonableness.
4 Kyle wants to buy a hat for $5.75, a T-shirt for $7.65, and a keychain for $3.15. He has $16. Does he have enough money? Use estimation only to decide. Explain why you are confident in your estimate.

5 For his hiking club, Ricardo is making a container of trail mix with 3.5 kilograms of nuts. He has 1.78 kilograms of peanuts and 0.625 kilograms of almonds. The rest of the nuts will be cashews. How many kilograms of cashews does he need? Use estimation to check your answer for reasonableness.

6 Suppose you want to be sure that the total cost of three items does not go over a certain amount. How can you use estimation only to solve the problem?
Multiplying a Decimal by a Whole Number

Multiply.

1. $3 \times 0.2$
2. $3 \times 0.03$
3. $3 \times 0.23$

4. $4 \times 0.08$
5. $4 \times 1.1$
6. $4 \times 1.18$

7. $6 \times 0.07$
8. $6 \times 1.1$
9. $6 \times 1.17$

10. $21 \times 0.05$
11. $21 \times 1.05$
12. $21 \times 2.05$

13. $9 \times 3.25$
14. $5 \times 0.87$
15. $11 \times 3.68$

16. $16 \times 6.4$
17. $7 \times 6.89$
18. $32 \times 5.12$

19. How did you know where to put the decimal point in problem 6?
Multiplying Decimals Less Than 1

Multiply.

1. $0.5 \times 3$

2. $0.5 \times 0.3$

3. $0.5 \times 0.03$

4. $6 \times 0.2$

5. $0.6 \times 0.2$

6. $0.06 \times 0.2$

7. $0.8 \times 0.1$

8. $0.8 \times 0.2$

9. $0.8 \times 0.3$

10. $0.4 \times 0.02$

11. $0.4 \times 0.04$

12. $0.4 \times 0.12$

13. $0.3 \times 0.4$

14. $0.6 \times 0.4$

15. $0.6 \times 0.8$

16. $0.01 \times 0.5$

17. $0.05 \times 0.5$

18. $0.25 \times 0.5$

19. Describe a pattern you noticed when you were completing the problem set.
# Multiplying with Decimals Greater Than 1

The answers are mixed up at the bottom of the page. Cross out the answers as you complete the problems.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>$0.3 \times 1.2$</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>$1.2 \times 0.4$</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>$1.2 \times 1.1$</td>
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<tr>
<td>4</td>
<td>$0.3 \times 12.1$</td>
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<td>5</td>
<td>$4.4 \times 1.1$</td>
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<td>6</td>
<td>$0.02 \times 1.8$</td>
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<td>7</td>
<td>$7.1 \times 5.1$</td>
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<tr>
<td>8</td>
<td>$6.6 \times 0.02$</td>
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<td>9</td>
<td>$2.4 \times 4.8$</td>
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<tr>
<td>10</td>
<td>$9.2 \times 5.24$</td>
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<tr>
<td>11</td>
<td>$1.2 \times 1.24$</td>
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<tr>
<td>12</td>
<td>$8.4 \times 6.2$</td>
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<td>13</td>
<td>$4.2 \times 3.21$</td>
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<td>14</td>
<td>$4.25 \times 8.5$</td>
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</tr>
<tr>
<td>15</td>
<td>$1.9 \times 2.78$</td>
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</table>

**Answers**

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</thead>
<tbody>
<tr>
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<td>1.32</td>
<td>13.482</td>
<td>1.488</td>
<td>48.208</td>
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<tr>
<td>4.84</td>
<td>0.48</td>
<td>52.08</td>
<td>11.52</td>
<td>5.282</td>
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<tr>
<td>36.125</td>
<td>0.036</td>
<td>0.36</td>
<td>3.63</td>
<td>36.21</td>
<td></td>
</tr>
</tbody>
</table>
### Dividing a Decimal by a Whole Number

Multiply to check if the student’s answer is reasonable. If not, cross out the answer and write the correct quotient.

<table>
<thead>
<tr>
<th>Division Problems</th>
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<tbody>
<tr>
<td>$0.88 \div 11$</td>
<td>$0.8$</td>
</tr>
<tr>
<td></td>
<td>$0.08$</td>
</tr>
<tr>
<td></td>
<td>Product: $11 \times 0.8 = 8.8$</td>
</tr>
<tr>
<td>$5.6 \div 8$</td>
<td>$0.07$</td>
</tr>
<tr>
<td>$7.2 \div 9$</td>
<td>$0.8$</td>
</tr>
<tr>
<td>$25.35 \div 5$</td>
<td>$5.7$</td>
</tr>
<tr>
<td>$21.7 \div 7$</td>
<td>$3.1$</td>
</tr>
<tr>
<td>$14.4 \div 12$</td>
<td>$0.12$</td>
</tr>
<tr>
<td>$96.16 \div 8$</td>
<td>$12.2$</td>
</tr>
<tr>
<td>$60.18 \div 2$</td>
<td>$30.9$</td>
</tr>
</tbody>
</table>

**1** Can an answer be incorrect even if it looks reasonable? Explain.
Dividing by Hundredths

Divide.

1. \(1 \div 0.25\)

2. \(4 \div 0.25\)

3. \(3.75 \div 0.25\)

4. \(6.5 \div 0.25\)

5. \(1.8 \div 9\)

6. \(1.8 \div 0.9\)

7. \(1.8 \div 0.09\)

8. \(225 \div 75\)

9. \(22.5 \div 7.5\)

10. \(2.25 \div 0.75\)

11. \(0.36 \div 0.06\)

12. \(6.36 \div 0.06\)

13. \(36.36 \div 0.06\)

14. \(9 \div 2.25\)

15. \(13.5 \div 2.25\)

16. Describe a pattern you noticed when you were completing the problem set.
Adding Fractions with Unlike Denominators

Add.

1. \( \frac{1}{2} + \frac{1}{4} \)

2. \( \frac{1}{2} + \frac{3}{8} \)

3. \( \frac{1}{2} + \frac{1}{3} \)

4. \( \frac{1}{3} + \frac{1}{4} \)

5. \( \frac{5}{6} + \frac{1}{12} \)

6. \( \frac{1}{3} + \frac{2}{5} \)

7. \( \frac{5}{6} + \frac{2}{3} \)

8. \( \frac{3}{4} + \frac{5}{6} \)

9. \( \frac{7}{9} + \frac{1}{6} \)

10. \( \frac{7}{8} + \frac{2}{3} \)

11. \( \frac{3}{2} + \frac{3}{5} \)

12. \( \frac{9}{8} + \frac{5}{6} \)

13. What is a different common denominator you could use in problem 2? Describe how you would add the fractions using this different common denominator. Is the result equivalent to the sum found in problem 2?
Adding with Mixed Numbers

Add.

1. $4\frac{7}{8} + \frac{1}{8}$

2. $4\frac{7}{8} + \frac{1}{4}$

3. $4\frac{7}{8} + \frac{1}{2}$

4. $2\frac{3}{4} + \frac{1}{3}$

5. $2\frac{3}{4} + \frac{2}{3}$

6. $2\frac{3}{4} + \frac{5}{6}$

7. $1\frac{2}{5} + 1\frac{1}{2}$

8. $2\frac{4}{5} + 3\frac{1}{2}$

9. $3\frac{2}{3} + 3\frac{2}{5}$

10. $4\frac{5}{8} + 2\frac{2}{3}$

11. $5\frac{3}{4} + 2\frac{3}{5}$

12. $3\frac{5}{6} + 2\frac{7}{8}$

13. What strategy did you use to solve problem 3? Describe each step.
Subtracting Fractions with Unlike Denominators

Subtract.

1. $\frac{1}{2} - \frac{1}{4}$
2. $\frac{1}{2} - \frac{3}{8}$
3. $\frac{1}{2} - \frac{1}{3}$
4. $\frac{1}{3} - \frac{1}{4}$
5. $\frac{5}{6} - \frac{5}{12}$
6. $\frac{3}{4} - \frac{1}{6}$
7. $\frac{7}{8} - \frac{3}{4}$
8. $\frac{1}{2} - \frac{2}{5}$
9. $\frac{3}{4} - \frac{3}{5}$
10. $\frac{2}{3} - \frac{3}{5}$
11. $\frac{5}{6} - \frac{3}{8}$
12. $\frac{7}{8} - \frac{2}{3}$

13. How could you check your work in problem 4? Describe each step.
### Subtracting with Mixed Numbers

Subtract.

1. \(2\frac{1}{8} - \frac{1}{4}\)

2. \(2\frac{1}{8} - \frac{1}{2}\)

3. \(2\frac{1}{8} - \frac{3}{4}\)

4. \(2\frac{1}{2} - \frac{2}{3}\)

5. \(2\frac{1}{4} - 1\frac{1}{3}\)

6. \(3\frac{1}{6} - 1\frac{3}{4}\)

7. \(7\frac{3}{5} - 3\frac{1}{2}\)

8. \(5\frac{3}{8} - 4\frac{1}{6}\)

9. \(8\frac{2}{3} - 3\frac{4}{5}\)

10. \(6\frac{2}{5} - 3\frac{3}{4}\)

11. \(9\frac{3}{8} - 3\frac{2}{3}\)

12. \(14\frac{1}{8} - 9\frac{5}{6}\)

13. What pattern did you notice in problems 1 through 3? Explain how this helped you subtract.
Estimating in Word Problems with Fractions

Solve the problems. Estimate to tell if your solution is reasonable. Show your work.

1. Jim mails one package that weighs \( \frac{3}{8} \) pound and another that weighs \( \frac{2}{3} \) pound. What is the total weight of both packages?

2. Rosa needs \( 5\frac{1}{4} \) yards of ribbon for a crafts project. She already has \( 2\frac{7}{8} \) yards of ribbon. How many more yards of ribbon does she need to buy?

3. To make fruit punch, Tyrone needs \( 3\frac{3}{8} \) quarts of orange juice and \( 3\frac{3}{4} \) quarts of cranberry juice. How many quarts of juice does he need in all?
4. Lin spent \( \frac{5}{6} \) hour on math homework and \( 1 \frac{3}{4} \) hours on science homework. How many hours in all did she spend on homework for both subjects?

5. Sandra rode her bike \( 9 \frac{1}{3} \) miles on Monday and \( 6 \frac{4}{5} \) miles on Tuesday. How many more miles did she ride on Monday than on Tuesday?

6. How can you make a high estimate for the sum of two fractions in a word problem?
Fractions as Division

Solve each problem.

1. Roger has 4 gallons of orange juice. He puts the same amount of juice into each of 5 pitchers. How many gallons of orange juice are in 1 pitcher?

2. Marta has 8 cubic feet of potting soil and 3 flower pots. She wants to put the same amount of soil in each pot. How many cubic feet of soil will she put in each flower pot?

3. Greg made 27 ounces of potato salad to serve to 10 guests at a picnic. If each serving is the same size, how much potato salad will each guest receive?

4. Chandra spends 15 minutes doing 4 math problems. She spends the same amount of time on each problem. How many minutes does she spend on each problem?

5. Taylor has 5 yards of gold ribbon to decorate 8 costumes for the school play. She plans to use the same amount of ribbon for each costume. How many yards of ribbon will she use for each costume?

6. DeShawn is using 7 yards of wire fencing to make a play area for his puppy. He wants to cut the fencing into 6 pieces of equal length. How long will each piece of fencing be?

7. What is a division word problem that can be represented by \( \frac{4}{3} \)?
Understanding of Multiplying by a Fraction

1. Draw a number line model to represent each multiplication problem. Then solve the problem.
   \[ \frac{2}{3} \times \frac{1}{2} \]
   \[ \frac{2}{3} \times \frac{1}{2} = \]

   \[ \frac{5}{6} \times \frac{3}{4} \]
   \[ \frac{5}{6} \times \frac{3}{4} = \]

2. Draw an area model to represent each multiplication problem. Then solve the problem.
   \[ \frac{4}{5} \times \frac{2}{3} \]
   \[ \frac{4}{5} \times \frac{2}{3} = \]

   \[ \frac{3}{4} \times \frac{1}{6} \]
   \[ \frac{3}{4} \times \frac{1}{6} = \]

Each multiplication problem is used to find the area of a rectangle. Write the missing digits in the boxes to make each multiplication problem true.

1. length: $\frac{1}{2}$ unit
   width: $\frac{1}{8}$ unit
   $\frac{1}{2} \times \frac{1}{8} = \square$ square unit

2. length: $\frac{1}{3}$ unit
   width: $\frac{1}{4}$ unit
   $\frac{1}{3} \times \frac{1}{4} = \square$ square unit

3. length: $\frac{1}{2}$ unit
   width: $\frac{1}{3}$ unit
   $\frac{1}{2} \times \frac{1}{3} = \square$ square unit

4. length: $\frac{1}{2}$ unit
   width: $\frac{1}{5}$ unit
   $\frac{1}{2} \times \frac{1}{5} = \square$ square unit

5. length: $\frac{1}{4}$ unit
   width: $\frac{1}{4}$ unit
   $\frac{1}{4} \times \frac{1}{4} = \square$

6. length: $\frac{1}{3}$ unit
   width: $\frac{1}{8}$ unit
   $\frac{1}{3} \times \frac{1}{8} = \square$

7. length: $\frac{1}{2}$ unit
   width: $\frac{1}{7}$ unit
   $\frac{1}{2} \times \frac{1}{7} = \square$

8. length: $\frac{1}{3}$ unit
   width: $\frac{1}{10}$ unit
   $\frac{1}{3} \times \frac{1}{10} = \square$ square unit

9. length: $\frac{1}{5}$ unit
   width: $\frac{1}{6}$ unit
   $\frac{1}{6} \times \frac{1}{5} = \square$ square unit

10. Write missing digits in the boxes to make two different multiplication problems that are both true.

\[
\square \times \frac{1}{4} = \frac{1}{\square}
\]

\[
\square \times \frac{1}{4} = \frac{1}{\square}
\]
Tiling a Rectangle to Find Area

Each multiplication problem is used to find the area of a rectangle. Write each product.

1. length: $\frac{1}{2}$ unit  
   width: $\frac{1}{3}$ unit  
   $\frac{1}{2} \times \frac{1}{3}$  
   ______ square unit

2. length: $\frac{2}{3}$ unit  
   width: $\frac{1}{2}$ unit  
   $\frac{2}{3} \times \frac{1}{2}$  
   ______ square unit

3. length: $\frac{3}{2}$ unit  
   width: $\frac{2}{3}$ unit  
   $\frac{3}{2} \times \frac{2}{3}$  
   ______ square unit

4. length: $\frac{1}{3}$ unit  
   width: $\frac{1}{4}$ unit  
   $\frac{1}{3} \times \frac{1}{4}$  
   ______ square unit

5. length: $\frac{3}{4}$ unit  
   width: $\frac{1}{3}$ unit  
   $\frac{3}{4} \times \frac{1}{3}$  
   ______ square unit

6. length: $\frac{5}{3}$ unit  
   width: $\frac{3}{4}$ unit  
   $\frac{5}{3} \times \frac{3}{4}$  
   ______ square unit

7. length: $\frac{3}{5}$ unit  
   width: $\frac{1}{2}$ unit  
   $\frac{3}{5} \times \frac{1}{2}$  
   ______ square unit

8. length: $\frac{3}{2}$ unit  
   width: $\frac{3}{5}$ unit  
   $\frac{3}{2} \times \frac{3}{5}$  
   ______ square unit

9. length: $\frac{3}{2}$ unit  
   width: $\frac{6}{5}$ unit  
   $\frac{3}{2} \times \frac{6}{5}$  
   ______ square unit

10. Describe how you could modify one tiling diagram to solve problems 1 through 3.