E-Learning Packet Round 2 YRES 5th Grade

Students please look at the date in order to know what your expectations are for what lessons/pages to complete. These same lessons/pages will be uploaded into Canvas for you to upload your work/answers into. Please log into Canvas and upload your work if at all possible as this is the best way possible for your teachers to monitor how you are doing with your assignments while you are at home. Also, your teachers will be scheduling Zoom sessions! This is a GREAT opportunity to get face-to-face time with your classmates and teacher and be able to ask questions as well as learn new content.

Date to Complete	Reading	Math
Wednesday April 1, 2020	iReady Lesson 2 pages 21-22	The * pages are review and the NEW learning is Geometry = Graphing *Understanding Place Value *Understanding Power of 10 New Learning Coordinate Planes page 4
Thursday April 2, 2020	iReady Lesson 2 pages 23-26	*Reading a Decimal in Word Form *Writing a Decimal in Standard Form New Learning Coordinate Planes page 8
Friday April 3, 2020	iReady Lesson 21 pages 11-12	*Comparing Decimals *Rounding Decimals New Learning Coordinate Planes page 2
Week of April 6- 10 SPRING BREAK!!!	NO WORK!	NO WORK!
Monday April 13, 2020	iReady Lesson 8 pages 13-14	*Multiplying Multi-Digit Whole Numbers New Learning Reading Coordinate planes page 3
Tuesday April 14, 2020	iReady Lesson 8 pages 18-20	*Multiplying with the Standard Algorithm New Learning Reading Coordinate planes page 7
Wednesday April 15, 2020	iReady Lesson 15 pages 32-33	*Using Estimation and Area Models to Divide New Learning Reading Coordinate planes page 9
Thursday April 16, 2020	iReady Pages 42-46	*Using Area Models and Partial Quotients to Divide **Quiz: 5-G-1 Form C**
Friday April 17, 2020	iReady Page 47	*Adding Decimals New Learning – Using Coordinate Graphs Independent Practice

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.**

1 Emperor penguins breed in the winter.

2 Female Emperor penguins lay eggs on the ice.

3 Males watch the eggs while the females travel to the sea.

4 The warmth of the males' feathers protects the eggs.

5 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 <u>to</u> 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 <u>of</u> the penguin keep out cold air and water.
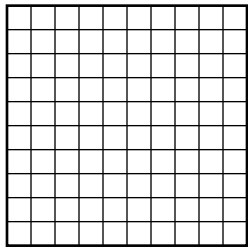
What is the purpose of the underlined preposition?

    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*
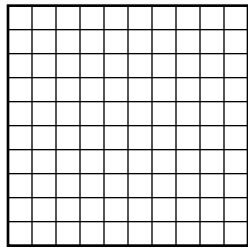
Understanding of Place Value

1 The decimal grid in each model represents 1 whole. Shade each model to show the decimal number below the model.

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.

$0.5 \div$ _____ $= 0.05$ $0.05 \times$ _____ $= 0.5$

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

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

Name: _____

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 0.3×10

_____

8 0.3×10^2

_____

9 0.3×10^3

_____

10 0.03×10^2

_____

11 0.003×10^2

_____

12 0.03×10^3

_____

13 $72 \div 10$

_____

14 0.72×10^2

_____

15 $7{,}200 \div 10^3$

_____

16 $20 \div 10^2$

_____

17 0.9×10^3

_____

18 0.001×10^2

_____

19 $54 \div 10$

_____

20 $150 \div 10^3$

_____

21 0.46×10^3

_____

22 What strategies did you use to solve the problems? Explain.

Draw a circle at the coordinates listed.

1) (9 , 4)
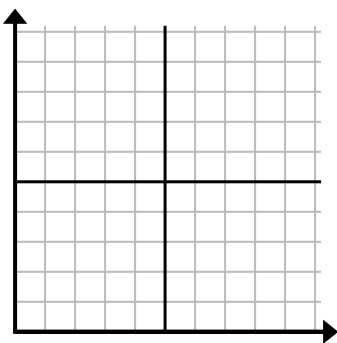
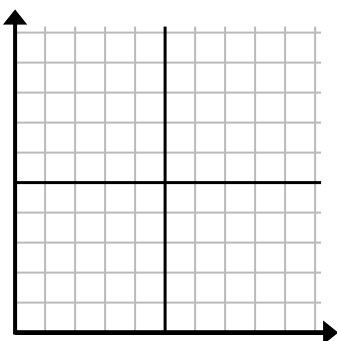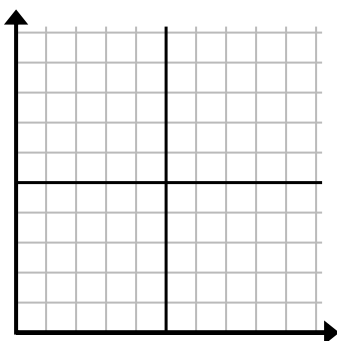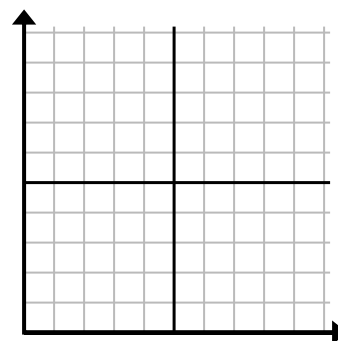**2)** (8 , 5)
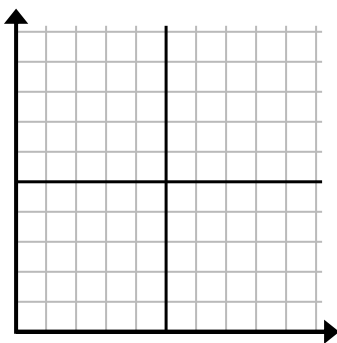
3) (2 , 0)
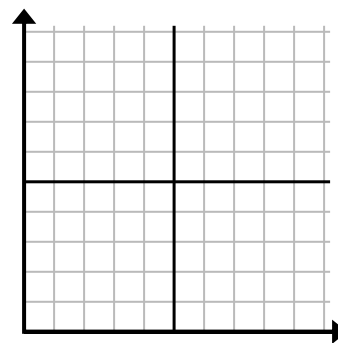
4) (2 , 10)

5) (8 , 3)

6) (3 , 6)

7) (5 , 1)

8) (4 , 1)

9) (7 , 7)

10) (1 , 8)

11) (8 , 0)

12) (2 , 1)

1-10	92	83	75	67	58	50	42	33	25	17
11-12	8	0								
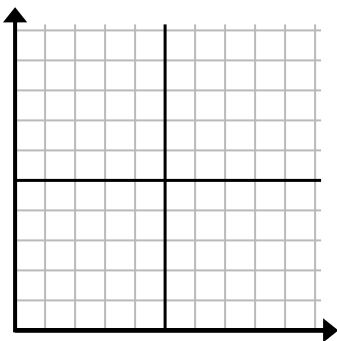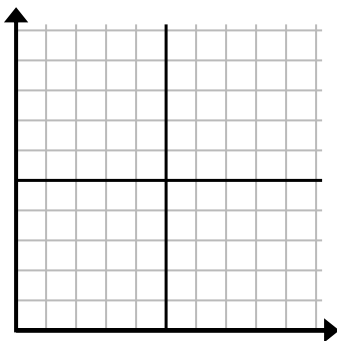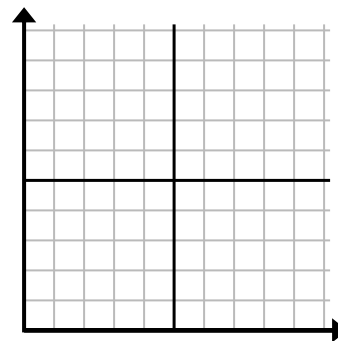
Anna's MONSTERS
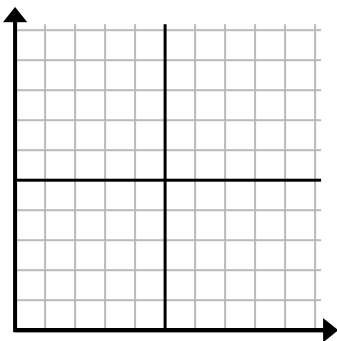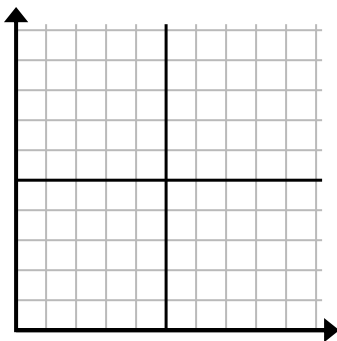
by Justin Nuñez

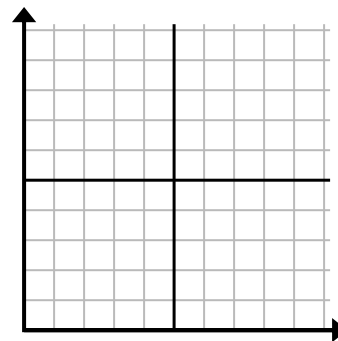**WORDS TO KNOW**
As you read, look inside, around, and beyond these words to figure out what they mean.
• **assured**
• **complained**

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.
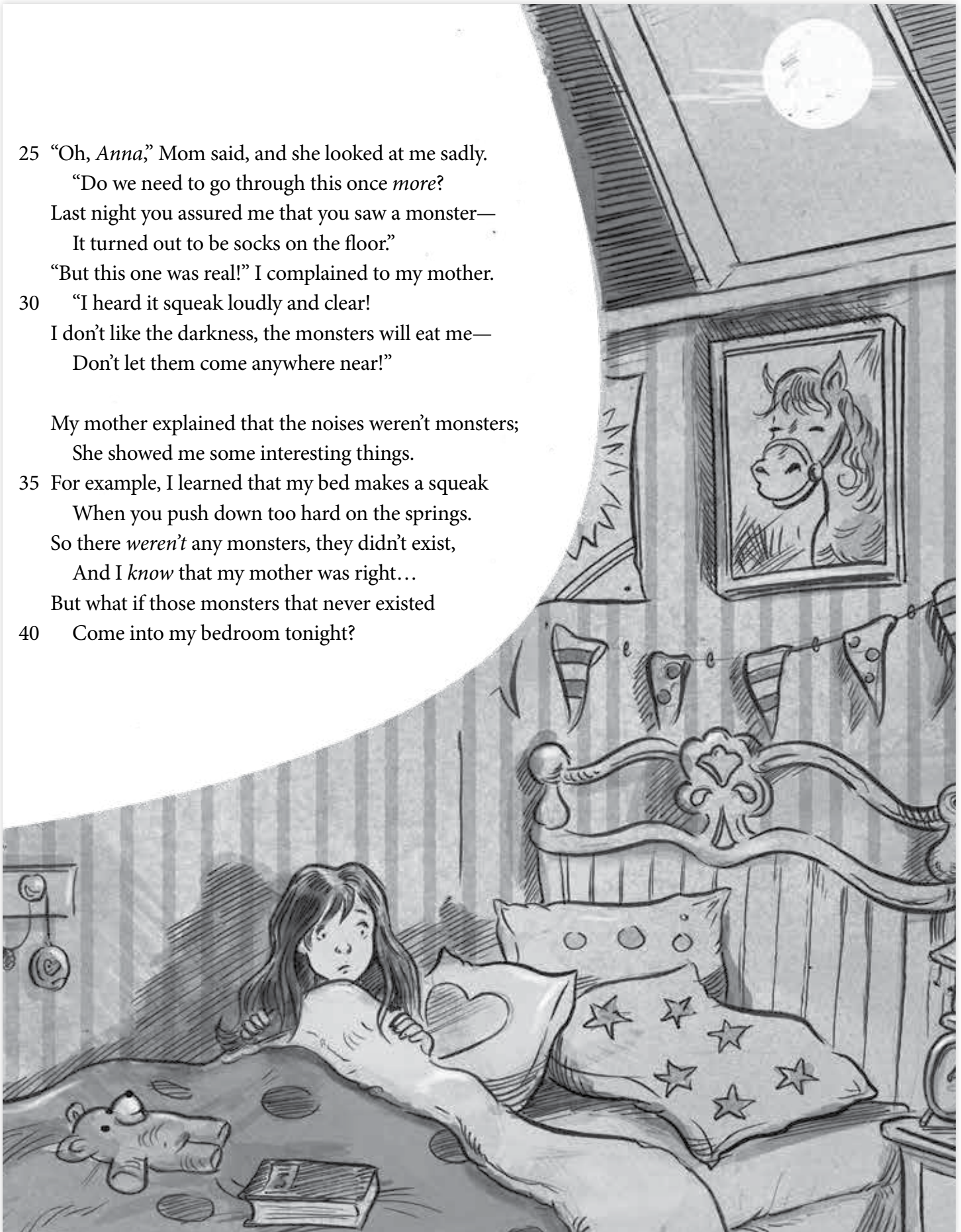35   For example, I learned that my bed makes a squeak
      When you push down too hard on the springs.
    So there *weren't* any monsters, they didn't exist,
      And I *know* that my mother was right…
    But what if those monsters that never existed
40   Come into my bedroom tonight?

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.

3 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)

4 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)

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.

i-Ready

Writing a Decimal in Standard Form

Name: _____

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 $7 \times 100 + 2 \times 10 + 3 \times 1 + 6 \times \frac{1}{10}$

_____

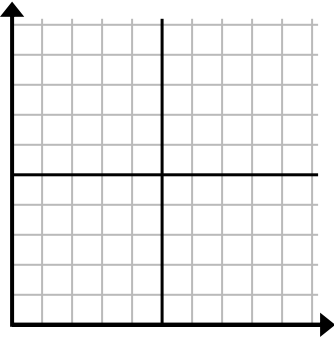**12** twelve and sixty-eight thousandths

_____

13 $3 \times 1,000 + 6 \times 100 + 3 \times 10 + 7 \times \frac{1}{10} + 2 \times \frac{1}{100} + 8 \times \frac{1}{1,000}$

_____

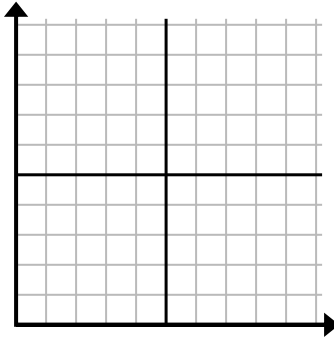**14** nine hundred fifty-six and four hundred twenty-seven thousandths

_____

15 How was writing decimals for numbers in word form different from numbers in expanded form?
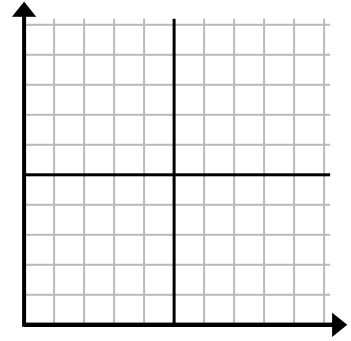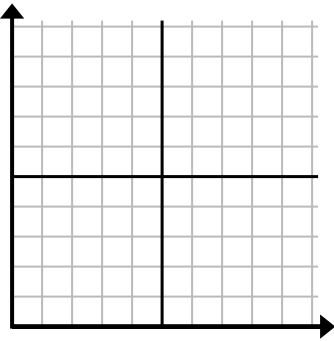
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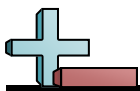
Draw a circle at the coordinates listed.
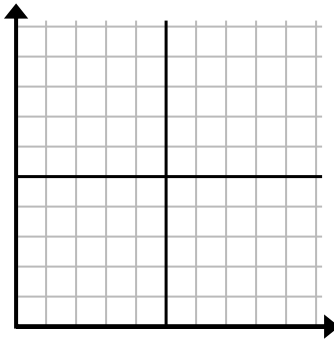
1) (3 , 6)

2) (5 , 2)

3) (9 , 9)

4) (9 , 1)

5) (3 , 3)

6) (6 , 5)
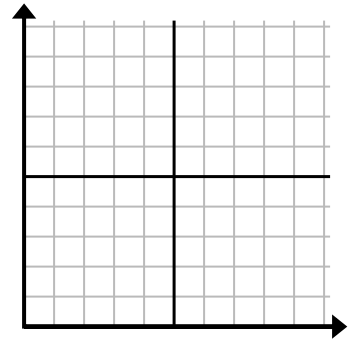
7) (9 , 3)
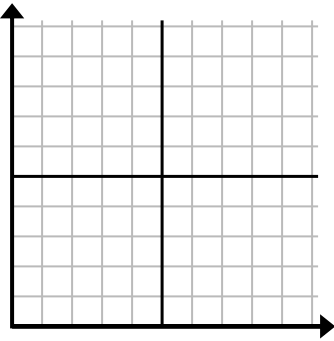
8) (5 , 1)
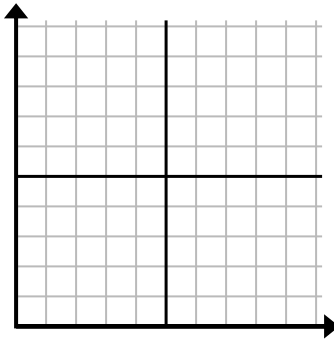
9) (0 , 4)

10) (10 , 7)

11) (0 , 10)

12) (8 , 10)

1-10	92	83	75	67	58	50	42	33	25	17
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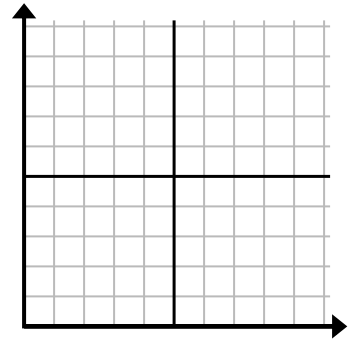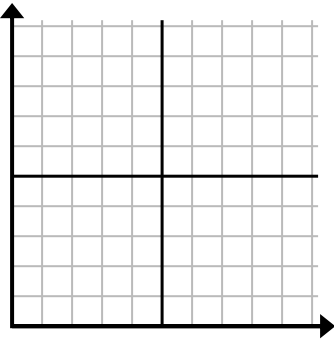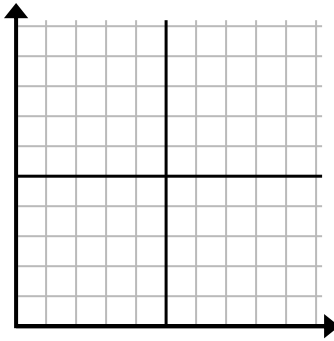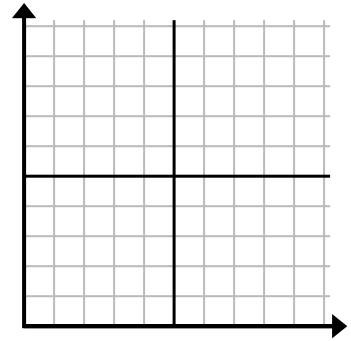
👥 Introduction

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.

  | Each homograph has a raised number after the entry word. |

  wind¹ (wĭnd) *n.* **1.** moving air **2.** breath, or breathing

  wind² (wīnd) *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.

HINT Homographs are spelled the same but are not necessarily pronounced the same.

    The village was a perfect place to <u>loaf</u> for a few hours. I bought

a fresh <u>loaf</u> of bread at a bakery near the beach. A <u>dove</u> was eating

crumbs on the sidewalk. Across the street, a sea gull <u>dove</u> for food as

I watched. Then I bought a <u>present</u> for my mom at a store. I planned

to <u>present</u> it to her tonight at dinner. An old <u>wound</u> in my leg began

to ache. So, I <u>wound</u> my way slowly along the streets.

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** (pôrt) *n.* a harbor

   B **port²** (pôrt) *n.* the left on a ship

   C **port³** (pôrt) *n.* a valve, or opening that lets liquid out

   D **port⁴** (pôrt) *n.* a person's manner, or bearing

2 "Your ship looks sound," I said to a fisherman.

   A **sound¹** (sound) *n.* a noise

   B **sound²** (sound) *adj.* in good shape

   C **sound³** (sound) *n.* a long, wide body of water

   D **sound⁴** (sound) *v.* to measure how deep water is

3 "It has to be," he said. "Tomorrow we're bound for the fishing lanes."

   A **bound¹** (bound) *v.* to leap or jump forward

   B **bound²** (bound) *n.* border

   C **bound³** (bound) *adj.* tied

   D **bound⁴** (bound) *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** ('batər) *v.* to hit, pound

   B **batter²** ('batər) *n.* a player at bat

   C **batter³** ('batər) *n.* a liquid mixture, often of flour, eggs, and milk

   D **batter⁴** ('batər) *n.* a sloping structure

5 "Fortunately, our bow is sturdy and true," he finished.

   A **bow¹** (bou) *v.* to bend the head or upper body in greeting

   B **bow²** (bou) *v.* to be pushed over with age or pressure

   C **bow³** (bou) *n.* the front of a ship's hull

   D **bow⁴** (bo) *n.* a weapon for shooting arrows

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

Name: _____

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

_____

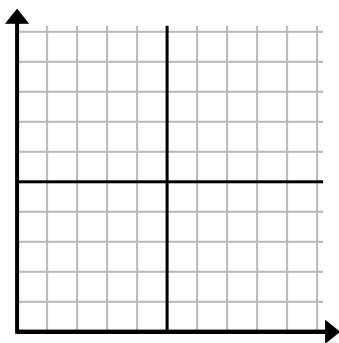**16** Write two different decimals that are the same value when rounded to the nearest tenth. Explain why the rounded values are the same.
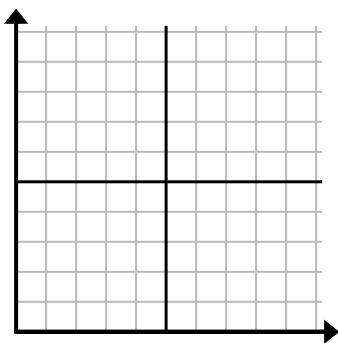
17 Round 1.299 to the nearest tenth and to the nearest hundredth. Explain why the rounded values are equivalent.
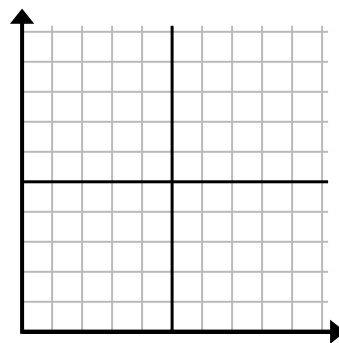
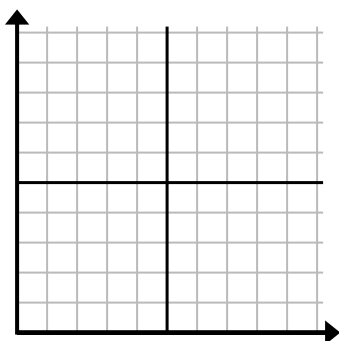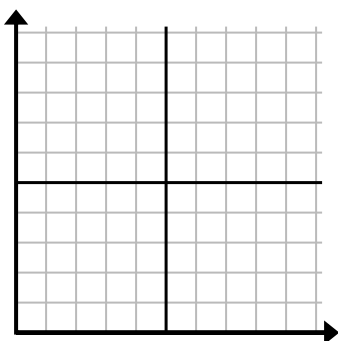**Draw a circle at the coordinates listed.**

1) (2 , 9)

2) (2 , 8)

3) (5 , 3)

4) (7 , 1)

5) (3 , 4)

6) (10 , 3)
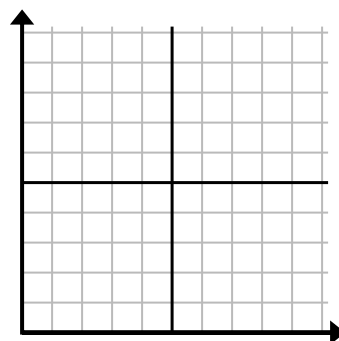
7) (6 , 6)

8) (9 , 4)

9) (1 , 3)

10) (8 , 9)

11) (9 , 0)

12) (4 , 3)

1-10	92	83	75	67	58	50	42	33	25	17
11-12	8	0								
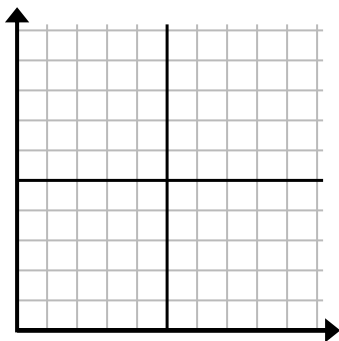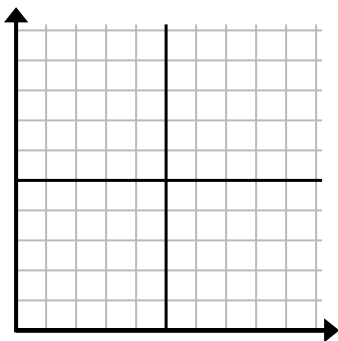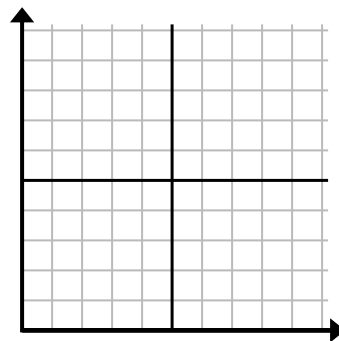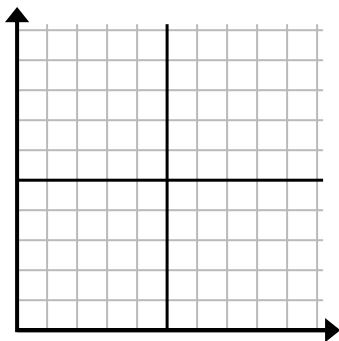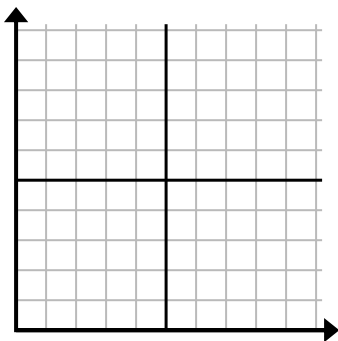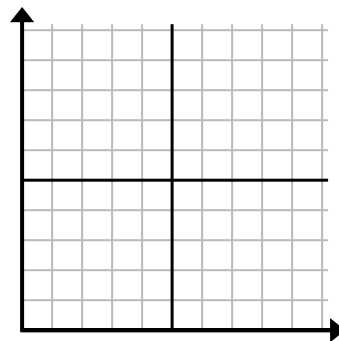
Lesson 8
Finding the Theme of a Poem

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.

▶ **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.

What Do the Characters Say?	What Do the Characters Do?	How Does the Comic Strip End?	What Is the Theme?
			Night can ease the worries of the day.

▶ **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**
- **speaker**
- **topics**
- **reflect**

Multiplying Multi-Digit Whole Numbers

Name: _____

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
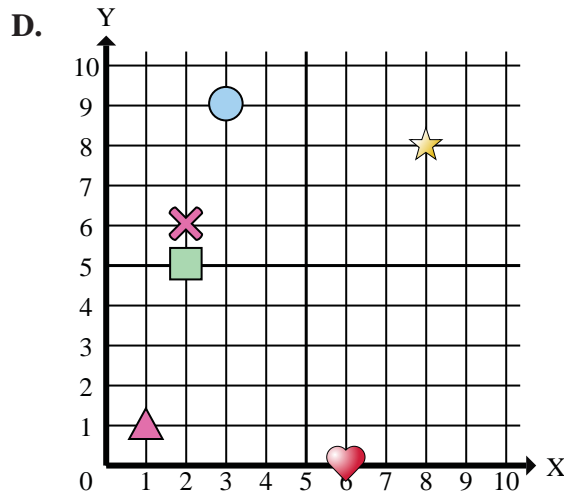   × 26

13   317
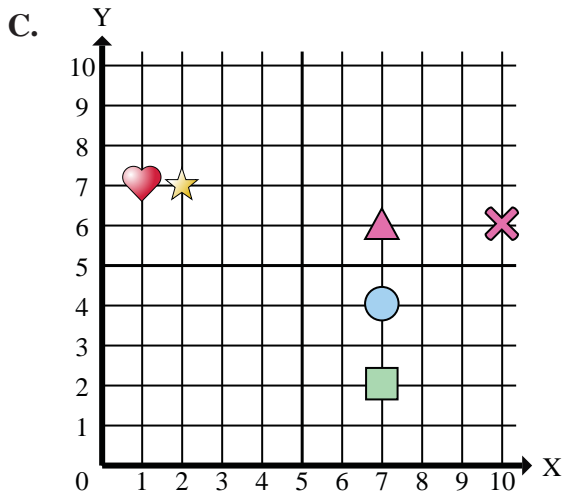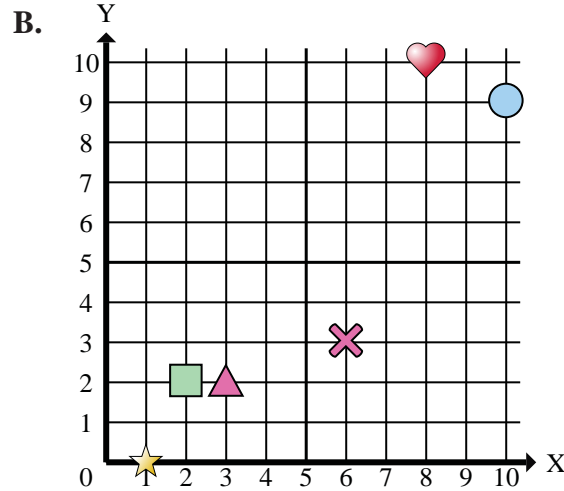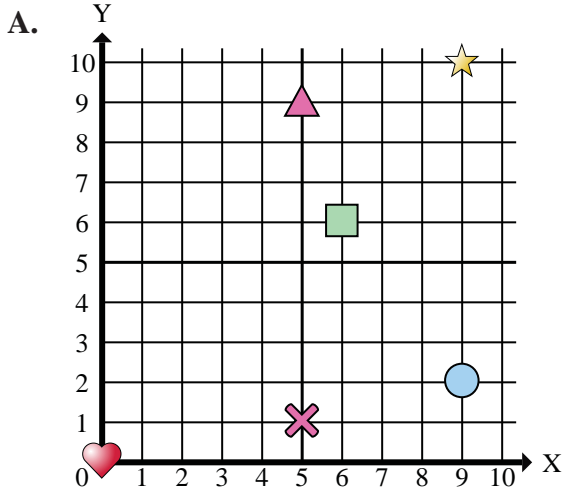   × 14

14   385
    × 31

15   285
    × 27

16 What strategies did you use to solve the problems? Explain.

Name: _____

Determine which coordinate plane answers each question.

Answers

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

1) Which coordinate plane has a shape at (2 , 5)?

2) Which coordinate plane has a shape at (6 , 6)?

3) Which coordinate plane has a shape at (6 , 3)?

4) Which coordinate plane has a shape at (2 , 2)?

5) Which coordinate plane has a shape at (0 , 0)?

6) Which coordinate plane has a shape at (1 , 7)?

7) Which coordinate plane has a shape at (1 , 0)?

8) Which coordinate plane has a shape at (3 , 9)?

9) Which coordinate plane has a shape at (3 , 2)?

10) Which coordinate plane has a shape at (9 , 10)?

11) Which coordinate plane has a shape at (7 , 2)?

12) Which coordinate plane has a shape at (10 , 6)?

13) Which coordinate plane has a shape at (7 , 6)?

14) Which coordinate plane has a shape at (2 , 6)?

15) Which coordinate plane has a shape at (1 , 1)?

1-10	93	87	80	73	67	60	53	47	40	33
11-15	27	20	13	7	0					

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.
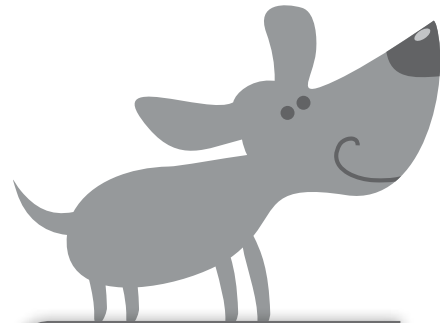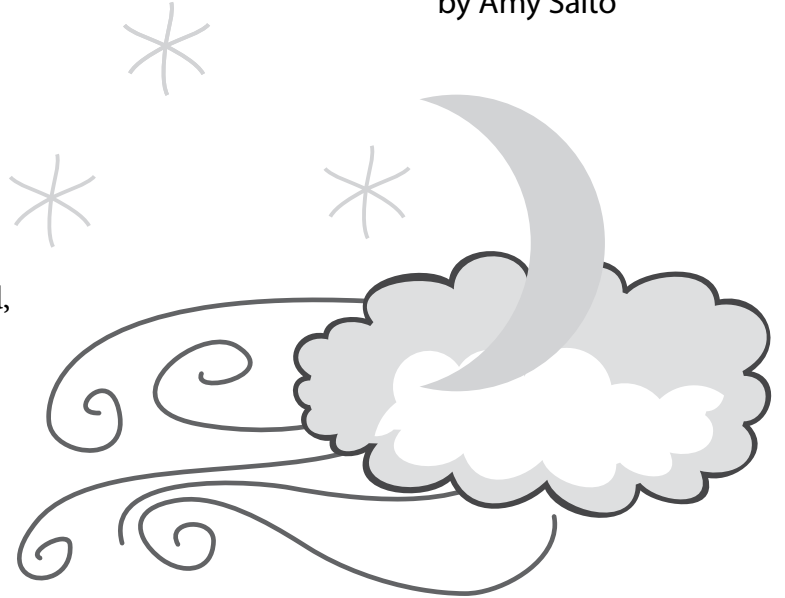
Close Reader Habits

What is the message of the poem? Reread the poem. **Underline** details showing what the puppy does. Use these details to identify the poem's theme.

▶ **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.

> A narrative poem tells a story. Identifying how characters respond to events will help you figure out the theme of the poem.

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.

> **HINT** Think about the speaker's reflections on how the puppy will change over time.

▶ **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.

NIGHT WALK

What Is the Topic of the Poem?	What Are the Details About the Topic?	What Are the Speaker's Reflections on the Topic?	What Is the Theme of the Poem?

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

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.

_____

_____

_____

_____

_____

_____

_____

Multiplying with the Standard Algorithm

Name: _____

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

1   580
   × 30

2   3,104
   × 18

3   1,482
   × 38

4   1,085
   × 17

5   1,236
   × 55

6   1,625
   × 18

7   2,105
   × 13

8   1,788
   × 15

9   2,500
   × 19

10   648
   × 32

11   2,409
   × 23

12   306
   × 62

13   2,417
   × 24

14   650
   × 35

15   962
   × 44

Answers

20,736	17,400	27,365	47,500	55,872
18,972	18,445	26,820	67,980	56,316
22,750	29,250	55,407	42,328	58,008

Name:

Determine which coordinate plane answers each question.

A.

B.

C.

D.
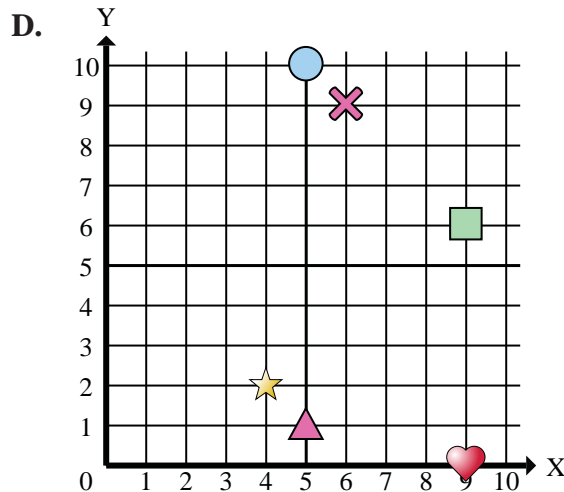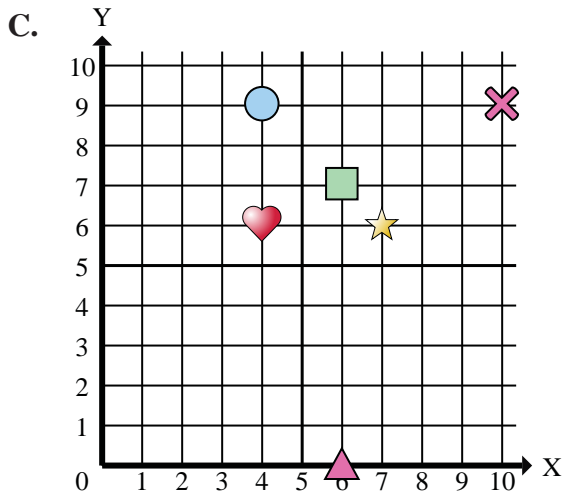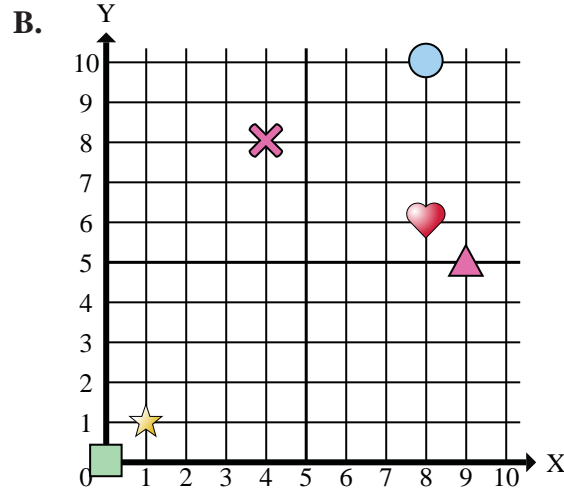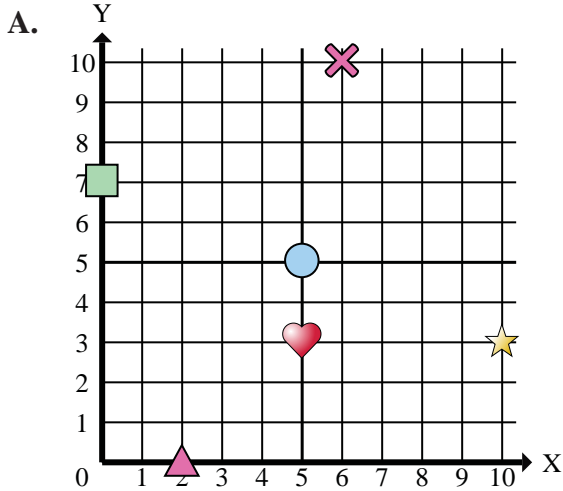
1) Which coordinate plane has a shape at (0 , 0)?

2) Which coordinate plane has a shape at (4 , 2)?

3) Which coordinate plane has a shape at (5 , 10)?

4) Which coordinate plane has a shape at (10 , 3)?

5) Which coordinate plane has a shape at (6 , 10)?

6) Which coordinate plane has a shape at (1 , 1)?

7) Which coordinate plane has a shape at (8 , 10)?

8) Which coordinate plane has a shape at (10 , 9)?

9) Which coordinate plane has a shape at (2 , 0)?

10) Which coordinate plane has a shape at (8 , 6)?

11) Which coordinate plane has a shape at (4 , 6)?

12) Which coordinate plane has a shape at (5 , 1)?

13) Which coordinate plane has a shape at (0 , 7)?

14) Which coordinate plane has a shape at (4 , 9)?

15) Which coordinate plane has a shape at (9 , 6)?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

1-10	93	87	80	73	67	60	53	47	40	33
11-15	27	20	13	7	0					

Lesson 15

Using Context Clues

👥 Introduction
You can use **context clues** to figure out the meaning of an unfamiliar word. The chart below gives examples of different types of context clues.

Type of Clue	Example
Definition	Superfoods, or natural foods that may prevent disease, have become popular.
Cause/Effect	Some superfoods, such as blueberries and red beans, contain antioxidants. These can help remove harmful substances from the human body.
Comparison	Some experts look dubiously on claims about superfoods, but other experts believe strongly that these foods can improve health.

Context clues can also help you figure out words with more than one meaning. For example, the table below has two sentences with the word *source*. What does *source* mean in each sentence? You can use the underlined context clues to figure out which meaning of *source* is being used.

Sentence	Context Clues	Definition
Choosing high-sugar drinks can be a source of health problems.	A problem has a cause. Therefore, the source of a problem is its cause.	the cause of something
The website MyPlate.gov is a source for facts about food choices.	A website can have information such as facts. Therefore, a source is something that gives information.	something that gives information

The sentences before and after the sentence with an unfamiliar word can also hold context clues.

👥 Guided Practice
Determine the meanings of *fleeting*, *empirical*, and *panacea*. Then underline the words or phrases that helped you determine their meaning.

HINT The phrases *as a result of*, *because of*, and *thanks to* all signal cause-and-effect relationships. Words such as *but*, *too*, *also*, and *as well as* all indicate comparisons.

Some fads are **fleeting**, but more than a few people feel that superfoods are here to stay. The idea of superfoods isn't new, but the amount of **empirical** information we have about them is. Scientific observations and tests offer some evidence that certain foods can help people stay healthy. Nobody claims that these foods are a **panacea**—nothing can guarantee perfect health or cure every disease—but they can be part of a sensible diet.

For numbers 1 and 2, read the paragraph. Then answer the questions.

For centuries, people in coastal areas of China and Japan have harvested a superfood found in <u>marine</u> environments. Recent studies show that eating seaweed protects against infection. It also might reduce the risk of serious diseases and extend peoples' life spans. If true, these would be important benefits.

1 What does the word <u>marine</u> mean in this paragraph?

   A very nutritious

   B dark blue in color

   C having to do with the ocean

   D member of the armed forces

2 Which two words from the paragraph help you understand the meaning of <u>marine</u>?

   A "China" and "Japan"

   B "coastal" and "seaweed"

   C "centuries" and "people"

   D "superfood" and "studies"

For numbers 3 and 4, read the paragraph. Then answer the questions.

Closer to home, you can find superfoods right in your garden or local store. Think "crisp and crunchy." Cabbage, broccoli, cauliflower, and kale <u>detoxify</u> harmful substances. As a result, they may help to prevent some forms of cancer. These veggies also are low in calories and have lots of vitamins A, C, and K.

3 What does the word <u>detoxify</u> mean in this paragraph?

   A to move in a wide circle

   B to chew food slowly

   C to make a difficult decision

   D to remove bad effects

4 Which two words from the paragraph help you understand the meaning of <u>detoxify</u>?

   A "crisp" and "crunchy"

   B "prevent" and "cancer"

   C "veggies" and "substances"

   D "calories" and "vitamins"
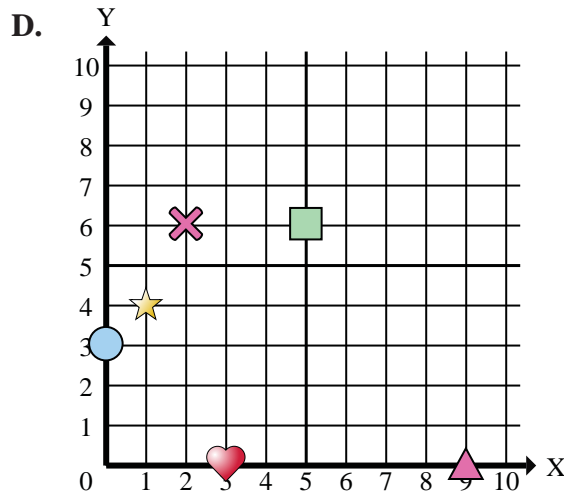
Using Estimation and Area Models to Divide

Check each answer by multiplying the divisor by the quotient. If the answer is incorrect, cross out the answer and write the correct answer.

Division Problems	Student Answers
$516 \div 12$	~~48~~ Check: $12 \times 48 = 576$ 43
$837 \div 31$	27
$351 \div 13$	57
$918 \div 54$	22
$896 \div 32$	23
$1,482 \div 78$	14
$1,012 \div 11$	82
$1,344 \div 56$	24

1 Explain how you could know that the answers to two of the problems are incorrect without multiplying.

Name:

Determine which coordinate plane answers each question.

A.

B.

C.

D.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____
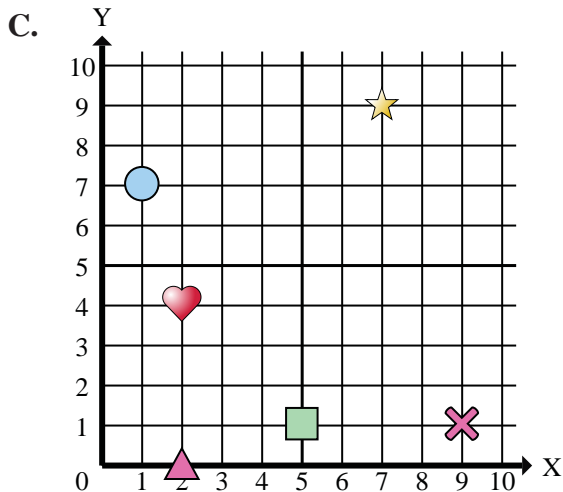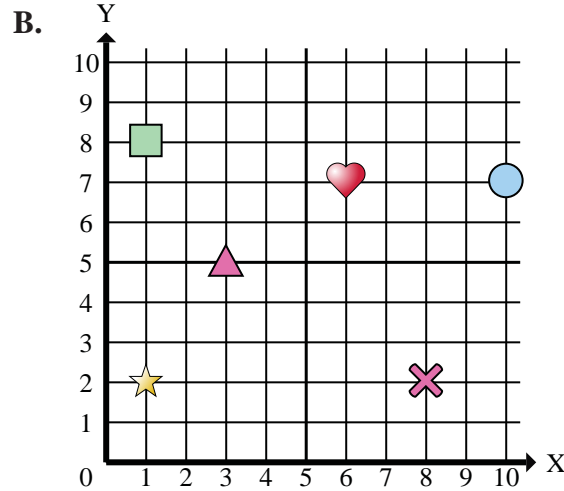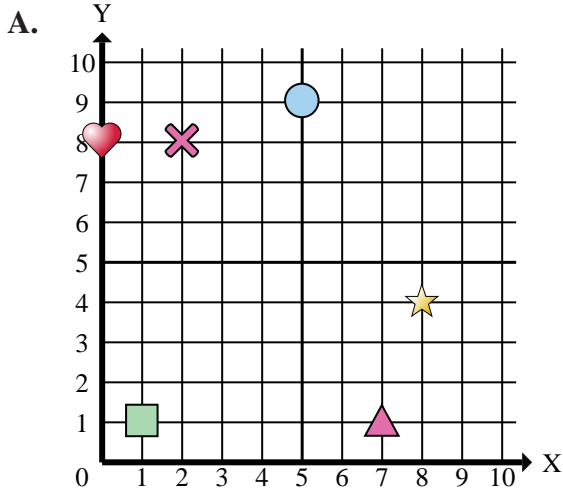
1) Which coordinate plane has a shape at (9 , 0)?

2) Which coordinate plane has a shape at (2 , 0)?

3) Which coordinate plane has a shape at (1 , 1)?

4) Which coordinate plane has a shape at (3 , 5)?

5) Which coordinate plane has a shape at (8 , 2)?

6) Which coordinate plane has a shape at (2 , 4)?

7) Which coordinate plane has a shape at (7 , 1)?

8) Which coordinate plane has a shape at (5 , 1)?

9) Which coordinate plane has a shape at (2 , 8)?

10) Which coordinate plane has a shape at (7 , 9)?

11) Which coordinate plane has a shape at (10 , 7)?

12) Which coordinate plane has a shape at (9 , 1)?

13) Which coordinate plane has a shape at (1 , 8)?

14) Which coordinate plane has a shape at (2 , 6)?

15) Which coordinate plane has a shape at (8 , 4)?

Math

www.CommonCoreSheets.com

9

1-10	93	87	80	73	67	60	53	47	40	33
11-15	27	20	13	7	0					

WHAT WAS the Great Depression?

by Fran Severs

1   When World War I officially ended in 1919, Americans were tired of the war and ready for good times. In the early 1920s, there were plenty of jobs in the United States. People earned good incomes. Businesses grew quickly. During the Roaring Twenties, American consumers enjoyed spending money. Those who could not afford the most expensive items borrowed money so they could "buy now, pay later." They bought new homes. They purchased cars, washing machines, and other large items. They also bought smaller goods, such as toasters and irons. To meet the demand, factories rushed to make even more products. But companies made too many goods, and people stopped buying them. By the end of the 1920s, warehouses were filled up with merchandise that no one bought. Factory production slowed down. Many factory workers lost their jobs.

During the 1920s, many Americans grew wealthier. They spent their money on new inventions such as the electric refrigerator shown in this photograph.

2   At the same time, many Americans decided to invest money in the stock market. They hoped to get rich quickly. The stock market is a place where shares of stock in different companies are bought and sold. People hope to make a high return by buying stock at a low price and selling it at a higher price. From June through September 1929, the prices of stocks soared. Then prices began to dip slightly. Nervous investors began selling millions of stock shares for less than the purchase price, losing billions of dollars. On October 31, 1929, the stock market crashed when stock prices dropped sharply. The crash caused panic. People took their money out of banks, and banks were forced to close. More than 600 banks failed in 1929.

3   The stock market crash led to a financial crisis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.

4   Without an income, thousands of jobless Americans lost their homes because they did not have the money to pay rent. If they had borrowed money to buy a house, they could not pay their loans, so the bank took their homes. People were forced to live with friends or family members. If necessary, they stayed in churches or rooming houses. Sometimes, the homeless built shacks from old crates and scrap metal. These temporary homes lacked electricity or running water.

During the Great Depression, many Americans lost not just their jobs but also their homes. For shelter, these men and women built shacks on the outskirts of cities.
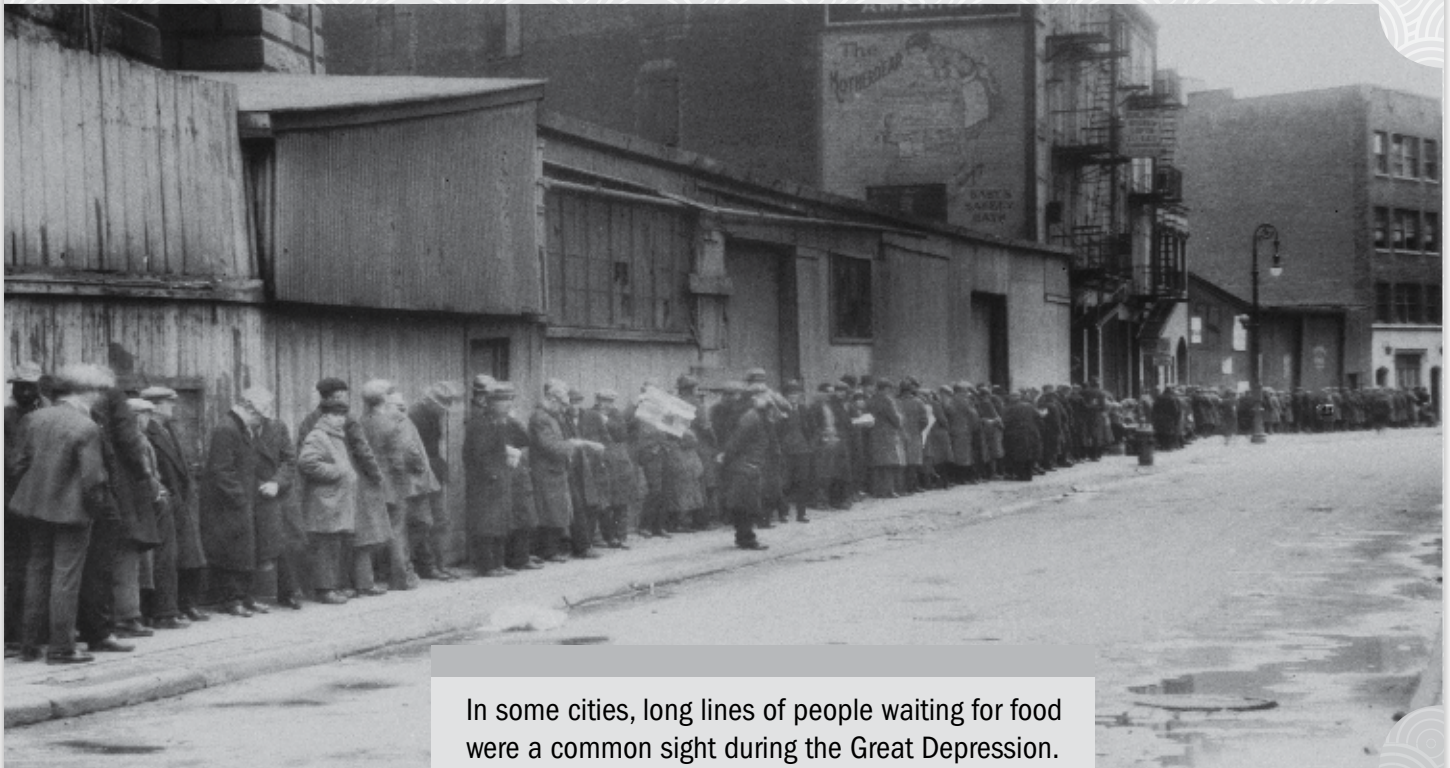
In some cities, long lines of people waiting for food were a common sight during the Great Depression. Charities gave bread and soup to people who could not pay to feed themselves.

5 About two million homeless men, women, and children drifted around the country. They broke the law by hitching free rides on trains. They rode from place to place looking for work, food, and shelter. Millions stood in lines for free bread or soup that charity groups provided. In 1931, charity groups in New York City served about 85,000 free meals every day.

6 Under President Franklin D. Roosevelt, America's economy slowly improved. Roosevelt's plan to fix the nation's money problems was called the New Deal. To improve the situation, the government passed laws that changed banking systems, provided the needy with aid, and created new jobs. In 1933, about 25 percent of Americans were jobless. By 1937, the unemployment rate had fallen to about 14 percent. Unfortunately, nearly 8 million Americans still did not have jobs.

7 The Great Depression lasted for more than ten years. In 1941, the United States entered World War II. Factories started making war supplies, such as airplanes, tanks, and ships. As the need for war supplies increased, businesses hired more and more people. America's hard times finally came to an end.

Think Use what you learned from reading the article to answer the following questions.

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

Part A
Read this sentence from paragraph 1.

By the end of the 1920s, warehouses were filled up with <u>merchandise</u> that no one bought.

What does the word <u>merchandise</u> mean as it is used in this sentence?

   A goods

   B large items

   C shares of stock

   D jobs

Part B
Which detail from paragraph 1 **best** supports the answer to Part A?

   A ". . . that no one bought . . ."

   B ". . . even more products . . ."

   C ". . . factory production slowed . . ."

   D ". . . lost their jobs . . . "

2 The author uses a word that means "a time of intense difficulty, trouble, or danger." Underline a word in the paragraph below that **best** represents that idea.

The stock market crash led to a financial crisis called the Great Depression. A depression is a serious slowdown in the economy that causes people to lose their jobs and businesses to fail. At the start of the Great Depression, about 1.5 million Americans were out of work. By 1933, about 13 million Americans had lost their jobs. To earn money, jobless people sold apples, pencils, and other items on the streets. They shined shoes or washed and mended clothing for others. They sold their personal belongings. Some were forced to beg for money.

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

Part A

What is the **best** meaning of the phrase <u>hard times</u> in paragraph 7 of "What Was the Great Depression?"

    A   a period of great difficulty

    B   a time when farmers couldn't grow crops

    C   a time when jobs paid low wages

    D   a period of mild sadness

Part B

Which sentence from the article helps the reader determine the meaning of the phrase <u>hard times</u> as it is used in paragraph 7?

    A   "When World War I officially ended in 1919, Americans were tired of the war and ready for good times." (paragraph 1)

    B   "From June through September 1929, the prices of stocks soared." (paragraph 2)

    C   "About two million homeless men, women, and children drifted around the country." (paragraph 5)

    D   "Roosevelt's plan to fix the nation's money problems was called the New Deal." (paragraph 6)

4 Read the sentence from paragraph 1.

    To meet the <u>demand</u>, factories rushed to make even more products.

Which dictionary entry **best** defines <u>demand</u>?

    A   "forceful statement"

    B   "wish"

    C   "strong need"

    D   "question"

Using Area Models and Partial Quotients to Divide

Name: _____

**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 ÷ 12

_____

2 798 ÷ 38

_____

3 429 ÷ 11

_____

4 931 ÷ 19

_____

5 925 ÷ 25

_____

6 390 ÷ 15

_____

7 1,071 ÷ 51

_____

8 1,326 ÷ 13

_____

9 1,856 ÷ 32

_____

10 2,952 ÷ 72

_____

11 1,869 ÷ 89

_____

12 1,798 ÷ 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.

Name _____

Use the grid below to identify to location of the dots using the x,y coordinate. Fill in the correct letter for the coordinate listed.
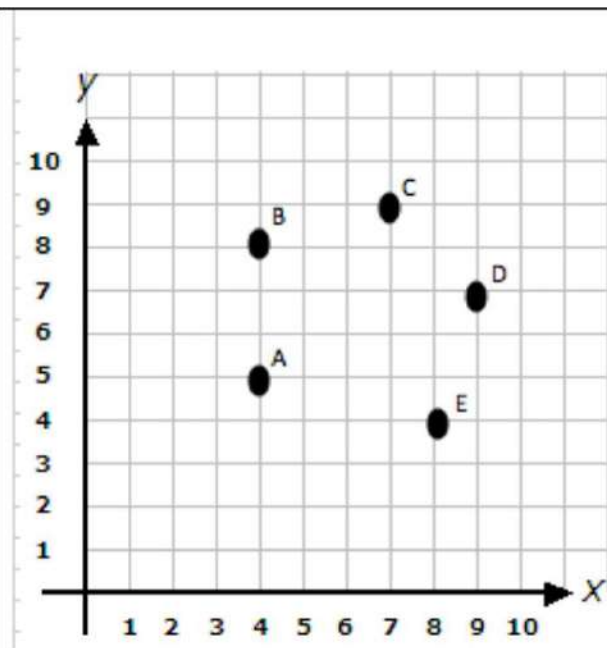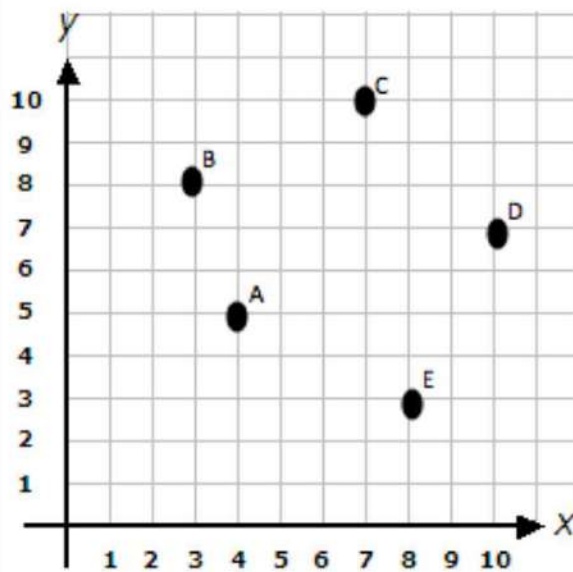

1. (8, 4) _____

2. (4, 8) _____

3. (7, 9) _____

4. (4, 5) _____

5. (9, 7) _____

6. (7, 10) _____

7. (3, 8) _____

8. (10, 7) _____

9. (4, 5) _____

10. (8, 3) _____

5 **Short Response** Paragraph 6 of the passage states, "By 1937, the unemployment rate had fallen to about 14 percent." Define the phrase <u>unemployment rate</u>. Support your definition with at least **one** context clue from the passage.

_____

_____

_____

_____

_____

_____

_____

◎ Learning Target

In this lesson, you figured out the meanings of several challenging words and phrases. Explain how you can use these skills to help you better understand the texts you read in school.

_____

_____

_____

_____

Adding Decimals

Name: _____

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?

Name _____   Date _____

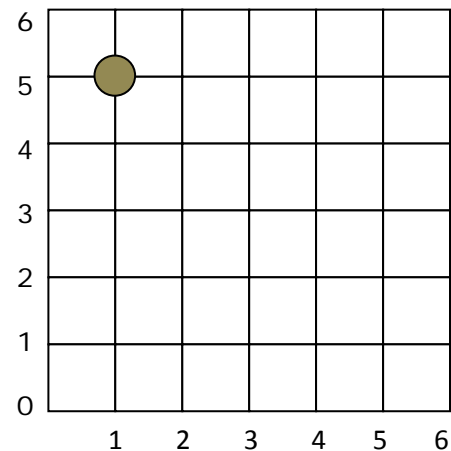## Using Coordinate Graphs - Independent Practice Worksheet

Solve all the questions given below.

Q-1 Tell us the point that locates the shape on each coordinate plane.
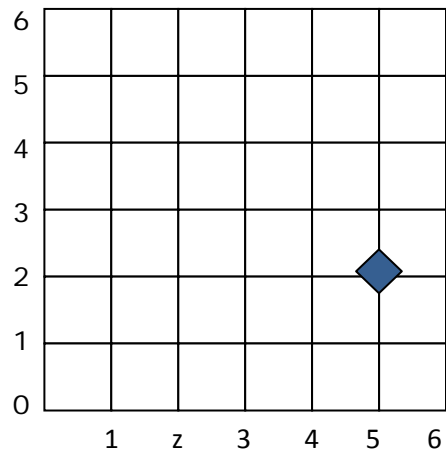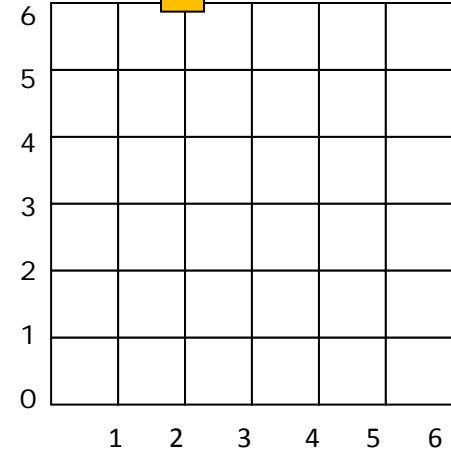
1.
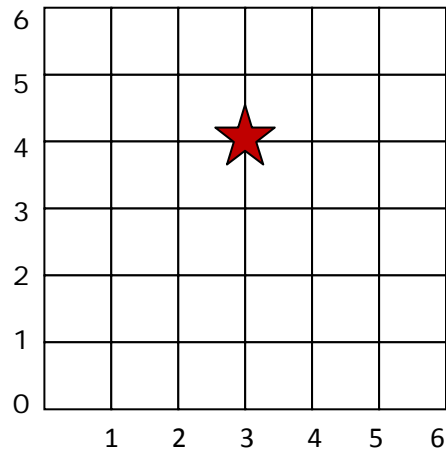
4.

2.

5.

3.

Name _____   Date _____
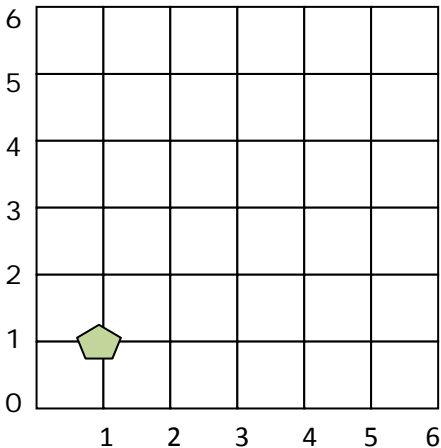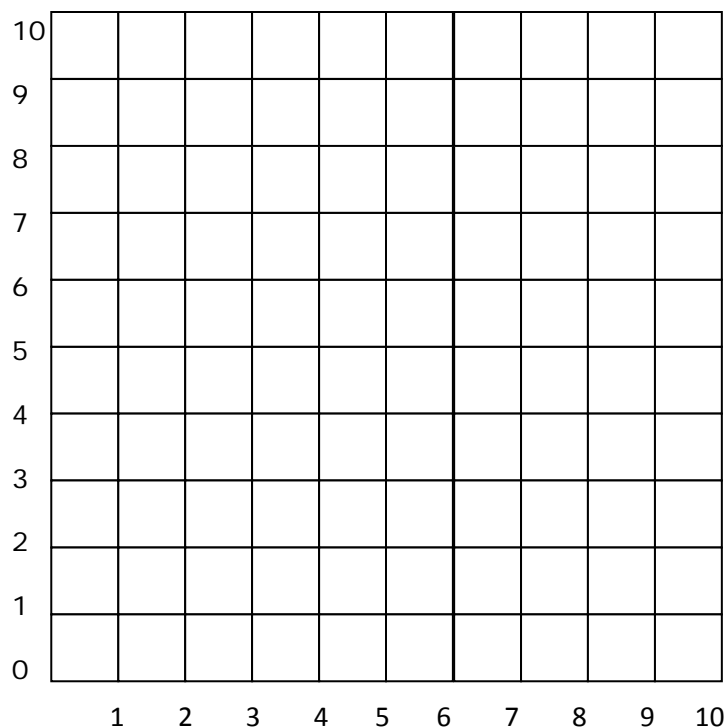
Plot the points below on the coordinate graph.

10
9
8
7
6
5
4
3
2
1
0

     1   2   3   4   5   6   7   8   9   10

6.   8, 7

7.   9, 9

8.   7, 3

9.   6, 8

10.   2, 5