

Grade 5

Dear Students and Families,

Welcome to the MCPS instructional resources for your child's grade level. All of the resources and materials in this course are available for students to work on while school is closed. Since these materials serve as review and practice of content, you may choose what experiences are most appropriate and meaningful for your child. Your child may work on any or all of the experiences, in any order. Feel free to modify the resources and provide your child with accommodations as necessary. Resources are intended to be completed with little or no adult support, but you are welcome to support your child as needed. Since these resources serve as review and practice, they do not need to be returned to school and will not be graded.

Literacy, mathematics, and science experiences have been designed for your child. A literacy experience requires students to engage with reading, writing, listening, speaking, and/or viewing and responding to literary or informational text. Mathematics experiences allow students to use multiple strategies in order to practice concepts that they have learned. Science experiences provide the opportunity for students to engage in a deeper exploration of real world phenomena, using the practices of scientists and engineers.

Literacy

Grade 5 Literacy Experiences #1-5

Literacy Experiences may be completed in one or multiple sittings. Keep track of the texts you are reading by filling in your Reading Log. You may record your responses to texts on paper, in a journal, or using a device.

Literacy Experience 1: Informational Text and Selected Response Questions

Read the text Bubbology and respond to the Bubbology selected response questions.

Literacy Experience 2: Informational Text and Evidence Based Writing

Reread Bubbology and write a multi-paragraph response to the prompt:

Using information from the article, describe what is the same and what is different about big bubbles and small bubbles. Be sure to use details from the article to support each part of your answer. Use the provided compare and contrast chart as your plan your writing.

Literacy Experience 3: Respond to Literary Text

Read or listen to a literary text and respond to the following prompt. Use text evidence to support your thinking.

What is the author's message or theme in this text? Use the Theme graphic organizer to help you plan your response.

Literacy Experience 4: Respond to Informational Text

Select an informational text to read or listen to. Prior to reading, list what you know and want to know about the topic of the text by completing the K and W columns of the provided KWLS chart. As you read, record what you learn about the topic by completing the L column and what you still want to know using the S column. Consider locating additional texts about your topic to answer the questions in the S column of your KWLS chart.

Literacy Experience 5: Informative Writing

Use the information from your KWLS chart in Literacy Experience 4 to write an informative paragraph or acrostic poem about your chosen topic. Consider locating additional texts about your topic to gather additional information for your paragraph or poem.

Name:

Home Reading Log

Read for at least 15-20 minutes and fill in the log below. Reading could include having someone read to you, reading to someone else, reading to yourself, and/or listening to a book.

[illegible]

Grade 5 MP 3 Written Response Text

Bubblology

(bŭb' l-ŏl -jē) n. The study of bubbles.

- 1 There is a lot to be learned from a bubble! Bubbles can teach us about life, light and strength. The wall of a bubble has three parts. There is an outer wall made of soap or detergent, a center wall made of water, and an inner wall that is also made of soap or detergent. The inside of the bubble is filled with air. This structure of the bubble's wall is very similar to that of membranes found in living creatures like us.

- 2 Did you ever wonder how the food you eat gets from inside your stomach to inside your muscles? To get to your muscles, the food must first be digested. Then it must pass through a set of membranes into your blood. The nutrients then circulate through your arteries to your muscles, where they pass through another set of membranes into your muscles. The next time that you blow bubbles, look for a cluster of them, and watch closely. If they don't pop too quickly, you will see that the air from the smaller bubbles will pass through the bubble wall into a larger bubble on the other side. This is very similar to the way that oxygen passes from your lungs through a membrane and into your blood stream. The larger bubbles are sturdier, because their walls are not curved as much as the walls of smaller bubbles.

- 3 Bubbles can also teach us about light. The light from the sun is made up of many different colors. Mixed together, they look white. However, it is possible to separate the different colors of light from each other with a prism. Small drops of water or ice crystals can work like a prism. You have seen this for yourself if you have ever seen a rainbow. The wall of a bubble can work the same way. That is why bubbles are iridescent. When light hits a bubble, it may look blue, or it may look red. The colors seem to dance around on the surface. The colors that we see depend upon the thickness of the wall of the bubble and how much it is bent. As water evaporates from the bubble, the bubble's wall becomes thinner, and the colors change. Also, as the wind blows a bubble around, its wall bends, changing the color.

- 4 Bubbles can also teach us how to make things stronger. Bubbles are usually very fragile. They can easily pop. But if we add sugar to the bubble solution, the bubbles are much sturdier. They will last for two or three times as long. This is because the sugar strengthens the wall of the bubble. The sugar dissolves in the water layer of the bubble's wall and takes the place of some of the water. Since the sugar does not evaporate as quickly as the water, the bubbles last longer. In addition, the sugar molecules are very large and stiff compared to water molecules. Like a large board nailed to the wall of a house, the sugar molecules brace the wall of the bubble to make it stronger.

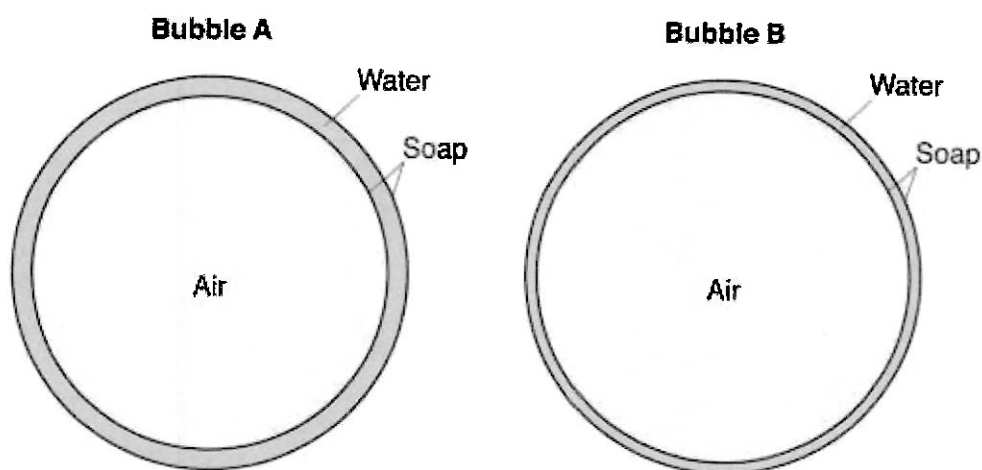


Figure 1: Bubble A and Bubble B were made from the same soapy water solution, but Bubble A is newer than Bubble B.

- 5 Bubbles are pretty incredible, but who knew? The observations that people have made about them have led to many questions and interesting answers that help explain the world around us.

Questions for *Bubblology*

After reading *Bubblology*, complete the selected response questions.

1. Based on information in the article, what are two ways that a bubble is like a membrane?

- A. It has walls that curve.
- B. It is very colorful.
- C. It is thin and delicate.
- D. It can separate light.
- E. It lets substances pass through.
- F. It lasts only a short time.

2. According to the article, which of the following bubbles would last the longest?

- A. A small bubble before the air inside passes to a larger bubble.
- B. A small bubble with thin, tightly curved walls.
- C. A large bubble made with soap or detergent and sugar.
- D. A large bubble with walls that bend in the wind and change colors.

3. In paragraph 4, the word *brace* means to _____ .

- A. Fasten
- B. Prepare
- C. Support
- D. Awaken

4. Which two phrases from paragraph 4 best help the reader understand the meaning of *brace*?

- A. "can easily pop"
- B. "two or three times"
- C. "strengthens the wall"
- D. "dissolves in the water"
- E. "does not evaporate as quickly"
- F. "very large and stiff"

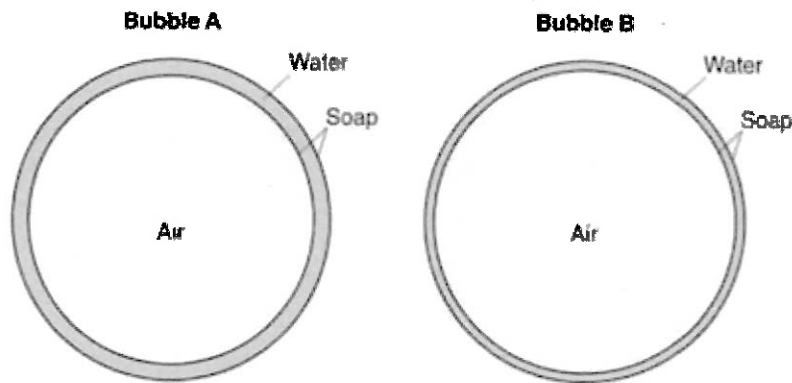


Figure 1: Bubble A and Bubble B were made from the same soapy water solution, but Bubble A is newer than Bubble B.

5. What does Figure 1 (see above) help the reader understand about bubbles?

- A. Figure 1 shows that Bubble B is likely to pop soon because some of the water has evaporated.
- B. Figure 1 shows that Bubbles are usually the same shape and size.
- C. Figure 1 shows that bubbles are fragile because they are made of only air, soap, and water.
- D. Figure 1 shows that air can move from one bubble to another.

The following question has two parts. Answer Part A and then answer Part B.

7. Part A: What is the main point the article makes?

- A. The structure of bubbles makes them quick to pop.
- B. Many things can affect a bubble's color and strength.
- C. Bubbles can be used to help explain several science concepts.
- D. Living creatures have bubble-like structures in their bodies.

7. Part B: How does the structure of the article help support the answer to Part A?

- A. The article demonstrates how bubble walls are like membranes, prisms, and the walls of houses.
- B. The article explains the causes and effects of making bubbles last longer.
- C. The article uses chronological order to examine the effect of light and wind on bubbles.
- D. The article presents the steps involved in the process of human digestion.

Compare and Contrast Chart

Item #1 _____

Item #2 _____



How are they alike?



How are they different?



Determining the Theme

Title: _____

What is the topic of this text?

What are the key details, including examples, related to the topic?

- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____
- ❖ _____

What do the key details tell you about the importance of the topic?

Name: _____ Date: _____

K-W-L-S

Topic: _____

K (What I know or think I know)	W (What I want to know)	L (What I learned)	S (What I still want to know)

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Name: _____ Date: _____

Acrostic Poem

You can easily write an acrostic poem! Use the guidelines below.

1. Select a topic for your poem.
2. Write the topic word vertically on your paper. (Be sure to capitalize each letter of the word.)
3. Start each line of the poem with the capital letters you wrote.
4. Each line of the poem should consist of a word or phrase related to the topic. See the example below using the word *poem*.

Play with words

Open your mind

Everything is possible

My, what a great poem I wrote!

Try your own acrostic poem below.

Grade 5 Literacy Experiences #6-10

Literacy Experiences may be completed in one or multiple sittings. Keep track of the texts you are reading by filling in your Reading Log. You may record your responses to texts on paper, in a journal, or using a device.

Literacy Experience 6: Informational Text and Selected Response Questions

Read the text Lunar Ice and respond to the Lunar Ice selected response questions.

Literacy Experience 7: Informational Text and Evidence Based Writing

Reread Lunar Ice and write a multi-paragraph response to the prompt:

Explain how scientists finally answered the question of whether or not there is water on the moon. Describe how the idea first came to the attention of scientists, how it was supported or challenged by evidence, and what scientists believe now. Be sure to use details from the article to support your response.

Literacy Experience 8: Respond to Literary Text

Read or listen to a literary text and respond to the following prompt. Use text evidence to support your thinking.

Compare two characters in the text. How are they alike? How are they different? Use the provided compare and contrast chart as your plan your writing.

Literacy Experience 9: Respond to Informational Text

Read or listen to an informational text and respond to the following prompt. Use text evidence to support your thinking.

What are the main ideas in this text? Use key details to support your answer. Use the Main Idea graphic organizer to plan your response.

Literacy Experience 10: Opinion Writing

Write a multi-paragraph opinion essay to respond to one of the questions below, or to share your opinion on an issue that is important to you. Use the provided Opinion Planner as you plan your writing.

Possible Opinion Writing Issues:

Should kids wear school uniforms?

Should kids be allowed to use cellphones in school?

Should kids have longer recess?

Should kids have homework?

What kind of field trip should your class take?

What is the best restaurant in your neighborhood?

What is one thing that should be free for everyone?

What is one place everyone should visit?

How much screen time should kids be allowed to have?

Grade 5 Written Response Text—“Looking for Lunar Ice”

Looking for Lunar Ice

from *Far-Out Guide to the Moon* by Mary Kay Carson

- 1 Lunar rocks lost their water long ago. So the Moon is a totally dry world, right? Not necessarily. Remember that the Moon is covered in impact craters. Many of those impacting comets, asteroids, and meteoroids delivered some water ice to the Moon. The ice carried by space rocks scattered across the lunar surface upon impact. Sunlight quickly evaporated most of the ice. But scientists suspect that some of that water ice still survives on the Moon.
- 2 “The only way water can be preserved on the Moon...is in extremely cold areas,” explains lunar scientist Alan Binder. The coldest places on the Moon are where the Sun never shines. Some of the Moon’s deep craters cast permanent shadows. The Moon’s north and south poles have some always-dark craters. How much ice survives in these “cold trap” craters? Scientists are working to find out. Finding a lot of ice on the Moon would be a big deal. If humans are going to build a moon base someday, they will need water. Not having to bring water from Earth would be a big help.

SEARCHING THE SHADOWS

- 3 Two decades passed without a single lunar visitor after the last astronaut walked on the Moon in 1972. Another spacecraft finally headed to our orbiting neighbor in 1994. No humans were aboard *Clementine* when it launched. It was a robotic space probe. *Clementine* mapped the Moon's surface. It found permanently dark craters near the Moon's poles. *Clementine's* radar also found hints of ice in those craters. But when radar telescopes on Earth looked, they could not find the lunar ice. So was it really there?
- 4 *Lunar Prospector* went to find out in 1998. The small space probe scanned the Moon's surface. Seven weeks after orbiting, *Lunar Prospector* scientists made a big announcement. "We have found water at both lunar poles," Alan Binder told reporters in March of 1998. He was in charge of the *Lunar Prospector* mission. Water ice crystals seemed to be mixed in with the dusty lunar soil. *Lunar Prospector* scientists said that a small lake's worth of water lay scattered as frost near the Moon's poles.
- 5 How could scientists be sure this time? They sacrificed their spacecraft to find out. In July of 1999, engineers sent *Lunar Prospector* crashing into a dark crater at the Moon's south pole. Scientists figured that the crash's dust cloud would have some water vapor in it. But no water showed up. The mystery of water of the Moon would take another ten years to solve.

MORE THAN EXPECTED

- 6 When the robotic explorer *Lunar Reconnaissance Orbiter* flew to the Moon in 2009, another spacecraft piggybacked on it. The *Lunar Crater Observation and Sensing Satellite (LCROSS)* aimed to finally answer whether or not there is ice on the Moon. Soon after launch, *LCROSS* separated from its ride and headed for crater Cabeus near the Moon's south pole. First *LCROSS* sent its booster rocket crashing into the crater. The spacecraft quickly radioed back what it saw in the debris cloud. Only minutes later *LCROSS* slammed itself into the crater, too, as astronomers on Earth searched the kicked-up cloud for water—and found it.



This illustration shows the *LCROSS* studying the debris plume from its crashed rocket booster.

(Courtesy of NASA)

- 7 “Yes, we found water,” *LCROSS* scientist Anthony Colaprete told reporters during the big announcement in late 2009. “And we didn’t find just a little bit.” They’d found enough water to fill a dozen two-gallon buckets. There’s likely a lot of ice on the Moon.
- 8 While *LCROSS* solved the Moon’s water mystery, it created another one. Scientists haven’t been able to identify some of the materials kicked-up into the debris cloud— yet. Scientists hope to find out what else might be hiding in them.

“Looking for Lunar Ice” from *Far-Out Guide to the Moon* by Mary Kay Carson; pgs 29-35 (text only); ©2011 by Mary Kay Carson; ISBN 978-0-7660-3189

Questions for *Lunar Ice*

After reading *Lunar Ice*, complete the selected response questions.

This question has two parts. First answer Part A and then answer Part B.

1. Part A: What is the best definition of the word impact as it is used in paragraph 1 of the article?

- A.** dangerous force
- B.** hard smash
- C.** sudden change
- D.** falling motion

1. Part B: What are two ways that the word impact helps develop important ideas in the article?

- A.** It shows that space is full of different types of debris.
- B.** It proves that the moon is made of soft material.
- C.** It explains how the moon's deep craters were formed.
- D.** It explains why there is little water on the moon's surface.
- E.** It tells how water was carried to the moon.
- F.** It tells how the moon is affected by the sun.

2. Based on the article, what were the two strongest reasons for investigating whether there is water on the moon?

- A.** to study how water differs from place to place
- B.** to solve an interesting mystery about the moon
- C.** to better understand how craters form
- D.** to prepare for the possibility of a base
- E.** to find new water sources for people on Earth
- F.** to test out the latest space probes

This question has two parts. First answer Part A and then answer Part B.

3. Part A: Why did scientists make the *Lunar Prospector* crash into a crater?

- A.** They wanted to dispose of the probe because it was no longer useful.
- B.** They wanted to know exactly how deep the crater was.
- C.** They wanted to see if it could locate the *Clementine* in the crater.
- D.** They wanted to create a dust cloud they could study.

3. Part B: In what way did the crash of the *Lunar Prospector* cause a problem for the scientists?

- A.** It failed to reveal water on the moon.
- B.** It resulted in the loss of a valuable spacecraft.
- C.** It revealed materials they did not recognize.
- D.** It made conditions on the moon bad for future probes.

4. How is the main idea in the first two paragraphs of the article related to the main idea in the rest of the article?

- A.** The first two paragraphs give reasons there could be water ice on the moon, and the rest of the article explains how scientists have explored this possibility.
- B.** The first two paragraphs describe which parts of the moon are the coldest, and the rest of the article explains how scientists have gathered data about temperatures of water on the moon.
- C.** The first two paragraphs show how water on the moon could help people, and the rest of the article explains why LCROSS was sent into space to help gather information about ice on the moon.
- D.** The first two paragraphs describe the problem scientists face in trying to collect information about water on the moon, and the rest of the article lists solutions that have helped overcome this problem.

5. Each spacecraft in the text had a role in helping scientists determine whether or not there is water on the moon. From the list of contributions below, draw a line to match each spacecraft with the most important way that it provided support for the exploration of the moon. Not all contributions will have a match.

Spacecraft	Biggest Contribution
<i>Clementine</i>	found hints of ice in dark craters
<i>Lunar Reconnaissance Orbiter</i>	sent booster rocket into crater
<i>Lunar Prospector</i>	scanned moon's surface
<i>LCROSS</i>	found ice crystals in soil near poles
	carried craft designed to solve water mystery
	revealed water by crashing into crater
	mapped moon's surface

6. Based on the article, what are two things we still do not know about the moon?

- A. Whether there is water anywhere but the poles
- B. Whether ice on the moon can melt
- C. Why certain craters are so cold and deep
- D. How much water is on the moon
- E. What some of the materials at the bottom of craters are
- F. How lunar rocks became scattered across the moon

This question has two parts. First answer Part A and then answer Part B.

7. Part A: Why did scientists choose the crater Cabeus as the site to crash the LCROSS and its booster rocket?

- A. The crater is an impact crater near the Moon's south pole, where more water ice is likely to have been scattered.
- B. The inside of the crater is always dark, making it cold enough to keep water ice from evaporating.
- C. The crater is one of the smaller ones on the Moon, where less evaporation of the water ice takes place.
- D. The outside of the crater is not in complete darkness, making it easier for scientists to see the water ice.

7. Part B: Which detail from the first two paragraphs of the article best supports the response to Part A?

A. "Remember that the Moon is covered in impact craters. Many of those impacting comets, asteroids, and meteoroids delivered some water ice to the Moon."

B. "The ice carried by space rocks scattered across the lunar surface upon impact. Sunlight quickly evaporated most of the ice."

C. "But scientists suspect that some of that water ice still survives on the Moon."

D. "The coldest places on the Moon are where the Sun never shines. Some of the Moon's deep craters cast permanent shadows."

Compare and Contrast Chart

Item #1 _____

Item #2 _____

How are they alike?

How are they different?

Main Idea Graphic Organizer

Name _____ Date _____

Title _____

Topic: Main idea:		Evidence:
		Evidence:
		Evidence:

Opinion Planner

My Thesis (Opinion statement)	
Reason #1 (with details)	
Reason #2 (with details)	
Reason #3 (with details)	
Restate Thesis	

Grade 5 Literacy Experiences #11-15

Literacy Experiences may be completed in one or multiple sittings. Keep track of the texts you are reading by filling in your Reading Log. You may record your responses to texts on paper, in a journal, or using a device.

Literacy Experience 11: Literary Text and Selected Response Questions

Read the passage from Esperanza Rising and respond to the Esperanza Rising selected response questions.

Literacy Experience 12: Literary Text and Evidence Based Writing

Reread the passage from Esperanza Rising and respond to the following prompt:

This passage contains the themes of prejudice and discrimination (thinking less of or treating others poorly because they are different from you). Write an essay explaining how the themes are developed throughout the text. Use an essay map to plan your writing.

Literacy Experience 13: Two Versions of the Same Story and Selected Response Questions

Read two versions of the same story by reading The Town Mouse and The Country Mouse and The Tale of Johnny Town Mouse and answer the two versions of the same story selected response questions.

Literacy Experience 14: Two Versions of the Same Story and Evidence Based Writing

Reread The Town Mouse and The Country Mouse and The Tale of Johnny Town Mouse and respond to the following prompt:

You've read the original Aesop's fable and then a retelling of that story. Using details from both the fable and the story, write your own story telling what the Town Mouse/Johnny Town-mouse and the Country Mouse/Timmy Willie told their friends once they returned to their homes after their trips. What did they see? How did they feel about the experience? How do they feel about their homes now? Be sure to use details of the original texts as you write your own story. Use the provided story map to plan your writing.

Literacy Experience 15: Vocabulary

Read or listen to an informational or literary text and select an unfamiliar word from your reading. Complete a Frayer Model to define and describe the unknown word.

Grade 5 Mini-Assessment

***Esperanza Rising* by Pam Muñoz Bryan**

Today you will read an excerpt from the novel *Esperanza Rising*, which tells the story of a Mexican girl, Esperanza, and her mother. After difficult times and to escape Esperanza's mean Uncle Luis, they are forced to move to with their previous servants to America during the time called the Great Depression.

Now read the passage and answer the questions. I encourage you to write notes in the margin as you read.

EXCERPT FROM *ESPERANZA RISING*

1. They had been on the train for four days and nights when a woman got on with a wire cage containing six red hens. The chickens squawked and cackled and when they flapped their wings, tiny russet feathers floated around the car. The woman sat opposite Mama and Hortensia and within minutes she had told them that her name was Carmen, that her husband had died and left her with eight children, and that she had been at her brother's house helping his family with a new baby.
2. "Would you like *dulces*, sweets?" she asked Esperanza, holding open a bag.
3. Esperanza looked at Mama, who smiled and nodded her approval.
4. Esperanza hesitantly reached inside and took out a square of coconut candy. Mama had never permitted her to take candy from someone she didn't know before, especially from a poor person.
5. "Señora, why do you travel with the hens?" asked Mama.
6. "I sell eggs to feed my family. My brother raises hens and he gave these to me."
7. "And you can support your large family that way?" asked Hortensia.
8. Carmen smiled. "I am poor, but I am rich. I have my children, I have a garden with roses, and I have my faith and the memories of those who have gone before me. What more is there?"

9. Hortensia and Mama smiled, nodding their heads. And after a few thoughtful moments, Mama was blotting away stray tears.
10. The three women continued talking as the train passed fields of corn, orange orchards, and cows grazing on rolling hills. They talked as the train traveled through small towns, where peasant children ran after the caboose, just for the sake of running. Soon, Mama was confiding in Carmen, telling her all that had happened with Papa and Tio Luis. Carmen listened and made clucking noises like one of her hens, as if she understood Mama's and Esperanza's problems. Esperanza looked from Mama to Carmen to Hortensia. She was amazed at how easily Carmen had plopped herself down and had plunged into intimate conversation. It didn't seem correct somehow. Mama had always been so proper and concerned about what she said and not said. In Aguascalientes, she would have thought it was "inappropriate" to tell an egg woman their problems, yet now she didn't hesitate.
11. "Mama," whispered Esperanza, taking on a tone she had heard Mama use many times. "Do you think it is wise to tell a peasant our personal business?"
12. Mama tried not to smile. She whispered back, "It is all right Esperanza, because now we are peasants, too."
13. Esperanza ignored Mama's comment. What was wrong with her? Had all of Mama's rules changed since they boarded this train?
14. When they pulled into Carmen's town, Mama gave her three of the beautiful lace *carpetas* she had made. "For your house," she said.
15. Carmen gave Mama two chickens, in an old shopping bag that she tied with string. "For your future," she said.
16. Then Mama, Hortensia, and Carmen hugged as if they had been friends forever.
17. "*Buena suerte*, good luck," they said to one another.
18. Alfonso and Miguel helped Carmen with her packages and the cage of chickens. When Miguel got back on the train, he sat next to Esperanza, near the window. They watched Carmen greet her waiting children, several of the little ones scrambling into her arms.
19. In front of the station, a crippled Indian woman crawled on her knees, her hand outstretched toward a group of ladies and gentlemen who were finely dressed in clothes like the ones that used to hang in Esperanza's and Mama's closets. The people turned their backs on the begging woman but Carmen walked over and gave her a coin

and some *tortillas* from her bag. The woman blessed her, making the sign of the cross. Then Carmen took her children's hands and walked away.

20. "She has eight children and sells eggs to survive. Yet when she can barely afford it she gave your mother two hens and helped the crippled woman," said Miguel. "The rich take care of the rich and the poor take care of those who have less than they have."
21. "But why does Carmen need to take care of the beggar at all?" said Esperanza. "Look. Only a few yards away is the farmer's market with carts of fresh food."
22. Miguel looked at Esperanza, wrinkled his forehead, and shook his head. "There is a Mexican saying: 'Full bellies and Spanish blood go hand in hand.'"
23. Esperanza looked at him and then raised her eyebrows.
24. "Have you ever noticed?" he said, sounding surprised. "Those with Spanish blood, who have the fairest complexions in the land, are the wealthiest."
25. Esperanza suddenly felt guilty and did not want to admit that she had never noticed or that it might be true. Besides, they were going to the United States now and it certainly would not be true there.
26. Esperanza shrugged. "It is just something that old wives say."
27. "No," said Miguel. "It is something the poor say."

From *ESPERANZA RISING* by Pam Munoz Ryan. Copyright ©2000 by Pam Munoz Ryan. Reprinted by permission of Scholastic Inc.

QUESTIONS:

1. How do paragraphs 4 and 11 contribute to the overall structure of the story?

- A. They suggest that Esperanza and her mother are going to have to rely on strangers to thrive in their new homeland.
- B. They help develop the idea that Esperanza and her mother have a very close and comfortable relationship.
- C. They suggest that Esperanza and her mother are looking forward to learning about the customs in their new homeland.
- D. They help develop the idea that Esperanza and her mother are experiencing life in a completely different way than they have in the past.

2. The following question has two parts. Answer Part A and then answer Part B.

Part A: In paragraph 8, what is revealed about Carmen when she says, "I am poor, but I am rich."?

- A. She values kindness over possessions.
- B. She thinks possessions bring nothing but trouble.
- C. She knows that there are people with less money.
- D. She believes that she will eventually have enough money.

Part B: Which two sentences from the story best develop the correct answer to Part A?

- A. "Carmen listened and made clucking noises like one of her hens, as if she understood Mama's and Esperanza's problems." (paragraph 10)
- B. "When they pulled into Carmen's town, Mama gave her three of the beautiful lace *carpetas* she had made." (paragraph 14)
- C. "Carmen gave Mama two chickens, in an old shopping bag that she tied with string." (paragraph 15)
- D. "Then Mama, Hortensia, and Carmen hugged as if they had been friends forever." (paragraph 16)
- E. "They watched Carmen greet her waiting children, several of the little ones scrambling into her arms." (paragraph 18)
- F. "The people turned their backs on the begging woman but Carmen walked over and gave her a coin and some *tortillas* from her bag." (paragraph 19)

3. In paragraph 9, what is the most likely reason Mama cries?
- A. She is sad to have met someone as poor as Carmen.
 - B. She is deeply affected by how Carmen views the world.
 - C. She is missing her own family and rose gardens back at home.
 - D. She is frustrated that she cannot offer more to those less fortunate.
4. The following question has two parts. Answer Part A and then answer Part B.

Part A: What is the meaning of the word “intimate” in paragraph 10?

- A. private
- B. formal
- C. boring
- D. sincere

Part B: In the sentences below from paragraph 10, circle the three details that help the reader understand the meaning of “intimate” as used in the story.

Soon, Mama was confiding in Carmen, telling her all that had happened with Papa and Tío Luis. Carmen listened and made clucking noises like one of her hens, as if she understood Mama’s and Esperanza’s problems. Esperanza looked from Mama to Carmen to Hortensia. She was amazed at how easily Carmen had plopped herself down and had plunged into intimate conversation. It didn’t seem correct somehow. Mama had always been so proper and concerned about what she said and not said. In Aguascalientes, she would have thought it was “inappropriate” to tell an egg woman their problems, yet now she didn’t hesitate.

5. Miguel and Esperanza have different points of view about society. Complete the chart below by first choosing each character's point of view and writing it in the "Point of View" column. Then, choose the evidence from the story that best helps develop the character's point of view.

Character	Point of View	Evidence
Miguel		
Esperanza		

Choices for Point of View	Choices for Evidence
Esperanza thinks people should be kind to everyone.	"Do you think it is wise to tell a peasant our personal business?" (paragraph 11)
Miguel thinks the poor can't be trusted.	"Alfonso and Miguel helped Carmen with her packages and the cage of chickens." (paragraph 18)
Esperanza thinks less of those with no money.	"The rich take care of the rich and the poor take care of those who have less than they have." (paragraph 20)
Miguel thinks wealthy people are greedy and unkind.	"Only a few yards away is the farmer's market with carts of fresh food." (paragraph 21)
	"Miguel looked at Esperanza, wrinkled his forehead, and shook his head." (paragraph 22)

6. The following question has two parts. Answer Part A and then answer Part B.

Part A: Which statement best describes Esperanza in this story?

- A. She is excited about starting over somewhere new.
- B. She is angry that her mother has made her move.
- C. She is grateful that she has loved ones with her.
- D. She is confused by the new experiences in her life.

Part B: Which sentence from the story best supports the correct answer in Part A?

- A. "What was wrong with her?" (paragraph 13)
 - B. "They watched Carmen greet her waiting children, several of the little ones scrambling into her arms." (paragraph 18)
 - C. "'But why does Carmen need to take care of the beggar at all?' said Esperanza." (paragraph 21)
 - D. "Besides, they were going to the United States now and it certainly would not be true there." (paragraph 25)
7. Which details from the story best develop the difference in Esperanza's old life compared to her new one?
- A. "four days and nights" in paragraph 1 compared to "after a few thoughtful moments" in paragraph 9
 - B. "Mama tried not to smile" in paragraph 12 compared to "Esperanza ignored Mama's comment" in paragraph 13
 - C. "tiny russet feathers floated around the car" in paragraph 1 compared to "finely dressed in clothes like the ones that used to hang in Esperanza's and Mama's closets" in paragraph 9
 - D. "hugged as if they had been friends forever" in paragraph 16 compared to "he sat next to Esperanza, near the window" in paragraph 18

8. Read the words in the box. Choose one word that best explains what the chickens symbolize for each character listed and write it in the blank.

poverty	freedom	forgiveness	innocence
loneliness	sadness	hope	

For Esperanza, the chickens symbolize _____.

For Mama, the chickens symbolize _____.

9. In paragraph 24, what does the word “complexions” mean?

- A. rules
- B. skin colors
- C. expressions
- D. personality traits

Name: _____ Date: _____

Essay Map

Introduction: Write one or two sentences that introduce your topic, including a brief description of the main ideas.

Main Ideas: List the main ideas about your topic that you will include in your essay. There can be important facts you'd like to describe, points you'd like to explain, or elements you'd like to define.

Supporting Details: Write at least three details for each main idea that can further describe, explain, or define it.

Conclusion: Write one or two sentences that will conclude your essay. These can summarize the main ideas, describe what is important about the topic, or talk about what the reader should take away from the essay.

Grade 5 Mini-Assessment – Two versions of Town Mouse/Country Mouse

Today you will read two stories: “The Town Mouse and the Country Mouse” by Aesop and an abridged version of “The Tale of Johnny Town-Mouse” by Beatrix Potter.

Now read the passages and answer the questions. I encourage you to write notes in the margin as you read.

Text 1: “The Town Mouse and the Country Mouse” by Aesop

Now you must know that a Town Mouse once upon a time went on a visit to his cousin in the country. He was rough and ready, this cousin, but he loved his town friend and made him heartily welcome. Beans and bacon, cheese and bread, were all he had to offer, but he offered them freely. The Town Mouse rather turned up his long nose at this country fare, and said: “I cannot understand, Cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the country. Come home with me and I’ll show you how to live. When you have been in town a week you will wonder how you could ever have stood a country life.” No sooner said than done: the two mice set off for the town and arrived at the Town Mouse’s residence late at night. “You will want some refreshment after our long journey,” said the polite Town Mouse, and took his friend into the grand dining room. There they found the remains of a fine feast, and soon the two mice were eating up jellies and cakes and all that was nice. Suddenly they heard growling and barking. “What is that?” asked the Country Mouse. “It is only the dogs of the house,” answered the other. “Only!” said the Country Mouse. “I do not like that music at my dinner.” Just at that moment the door flew open, and in came two huge dogs, and the two mice had to scamper down and run off. “Good-bye, Cousin,” said the Country Mouse. “What! Going so soon?” asked the other. “Yes,” he replied. “Better beans and bacon in peace than cakes and ale in fear.”

PUBLIC DOMAIN

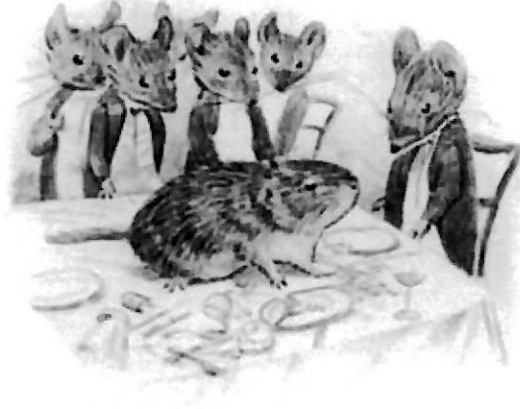
Text 2: "The Tale of Johnny Town-Mouse" by Beatrix Potter

- 1 Johnny Town-mouse was born in a cupboard. Timmy Willie was born in a garden. Timmy Willie was a little country mouse who went to town by mistake, in a hamper. The gardener sent vegetables to town once a week by carrier; he packed them in a big hamper.



- 2 The gardener left the hamper by the garden gate, so that the carrier could pick it up when he passed. Timmy Willie crept in through a hole in the wicker-work, and after eating some peas-- Timmy Willie fell fast asleep.
- 3 He awoke in a fright, while the hamper was being lifted into the carrier's cart. Then there was a jolting, and a clattering of horse's feet; other packages were thrown in; for miles and miles--jolt--jolt--jolt! and Timmy Willie trembled amongst the jumbled up vegetables. At last the cart stopped at a house, where the hamper was taken out, carried in, and set down.
- 4 Timmy Willie, who had lived all his life in a garden, was almost frightened to death. Presently the cook opened the hamper and began to unpack the vegetables. Out sprang the terrified Timmy Willie.
- 5 Up jumped the cook on a chair, exclaiming "A mouse! A mouse! Call the cat! Fetch me the poker, Sarah!" Timmy Willie did not wait for Sarah with the poker; he rushed along the skirting board till he came to a little hole, and in he popped.

- 6 He dropped half a foot, and crashed into the middle of a mouse dinner party, breaking three glasses. "Who in the world is this?" inquired Johnny Town-mouse. But after the first exclamation of surprise he instantly recovered his manners.



- 7 With the utmost politeness he introduced Timmy Willie to nine other mice, all with long tails and white neckties. Timmy Willie's own tail was insignificant. Johnny Town-mouse and his friends noticed it; but they were too well bred to make personal remarks; only one of them asked Timmy Willie if he had ever been in a trap?
- 8 The dinner was eight courses; not much of anything, but truly elegant. All the dishes were unknown to Timmy Willie, who would have been a little afraid of tasting them; only he was very hungry, and very anxious to behave with company manners.
- 9 "Why don't those youngsters come back with the dessert?" It should be explained that two young mice, who were waiting on the others, went skirmishing upstairs to the kitchen between courses. Several times they had come tumbling in, squeaking and laughing; Timmy Willie learned with horror that they were being chased by the cat. His appetite failed, he felt faint.



10 "Try some jelly?" said Johnny Town-mouse. "No? Would you rather go to bed? I will show you a most comfortable sofa pillow."

11 The sofa pillow had a hole in it. Johnny Town-mouse quite honestly recommended it as the best bed, kept exclusively for visitors. But the sofa smelt of cat. Timmy Willie preferred to spend a miserable night under the fender.

12 It was just the same the next day. Timmy Willie longed to be at home in his peaceful nest in a sunny bank. The food disagreed with him, and the noise prevented him from sleeping. In a few days he grew so thin that Johnny Town-mouse noticed it and questioned him. He listened to Timmy Willie's story and inquired about the garden. "It sounds rather a dull place. What do you do when it rains?"

13 "When it rains, I sit in my little sandy burrow and shell corn and seeds from my autumn store. And when the sun comes out again, you should see my garden and the flowers--roses and pinks and pansies--no noise except the birds and bees and the lambs in the meadows."



14 "There goes that cat again!" exclaimed Johnny Town-mouse. When they had taken refuge in the coal-cellar he resumed the conversation. "I confess I am a little disappointed; we have endeavored to entertain you, Timothy William."

15 "Oh yes, yes, you have been most kind; but I do feel so ill," said Timmy Willie.

16 "It may be that your teeth and digestion are unaccustomed to our food; perhaps it might be wiser for you to return in the hamper."

17 "Oh? Oh!" cried Timmy Willie.

18 "Why of course! We could have sent you back last week," said Johnny rather huffily. "Did you not know that the hamper goes back empty on Saturdays?"

- 19 So Timmy Willie said good-bye to his new friends and hid in the hamper with a crumb of cake and a withered cabbage leaf; and after much jolting, he was set down safely in his own garden.
- 20 Sometimes on Saturdays he went to look at the hamper lying by the gate, but he knew better than to get in again. And nobody got out, though Johnny Town-mouse had half promised a visit.
- 21 The winter passed; the sun came out again; Timmy Willie sat by his burrow warming his little fur coat and sniffing the smell of violets and spring grass. He had nearly forgotten his visit to town. When up the sandy path all spick and span with a brown leather bag came Johnny Town-mouse!
- 22 Timmy Willie received him with open arms. "You have come at the best of all the year. We will have herb pudding and sit in the sun."
- 23 "H'm'm! It is a little damp," said Johnny Town-mouse, who was carrying his tail under his arm, out of the mud. "What is that fearful noise?" he started violently.
- 24 "That?" said Timmy Willie, "that is only a cow; they are quite harmless, unless they happen to lie down upon you. How are all our friends?"
- 25 Johnny explained why he was paying his visit so early in the season; the family had gone to the sea-side for Easter. The cook was doing spring cleaning, with particular instructions to clear out the mice. There were four kittens, and the cat had killed the canary.
- 26 "They say we did it; but I know better," said Johnny Town-mouse. "Whatever is that fearful racket?"
- 27 "That is only the lawn-mower; I will fetch some of the grass clippings presently to make your bed. I am sure you will never want to live in town again," said Timmy Willie.
- 28 But he did. He went back in the very next hamper of vegetables; he said it was too quiet!

QUESTIONS

1. The following question has two parts. Answer Part A and then answer Part B.

Part A: What is the meaning of the word *residence* in Text 1, *The Town Mouse and the Country Mouse*?

- A. village
- B. headquarters
- C. house
- D. address

Part B: Which detail from Text 1 best helps the reader determine the meaning of the word *residence*?

- A. "in the country"
- B. "long journey"
- C. "grand dining room"
- D. "two huge dogs"

2. When the narrator of Text 1 states that Town Mouse "rather turned up his long nose at this country fare," what does it show about his point of view toward Town Mouse?

- A. He feels sorry for Town Mouse, who is confused about what he will be eating because he has never seen the types of foods Country Mouse is serving.
- B. He admires Town Mouse for his fine taste and polite manners in handling a difficult situation caused by Country Mouse's preference for simple food.
- C. He feels that Town Mouse is interested in the food Country Mouse is serving and is eagerly sniffing it in anticipation.
- D. He thinks Town Mouse looks down on others and is unappreciative of Country Mouse's kindness in sharing his food.

3. How does the scene where the two dogs enter the room fit into the overall structure of Text 1?

- A. It establishes that despite some differences in the settings for each mouse's home, danger is present in both locations.
- B. It develops the theme of the story by showing that Country Mouse realizes that despite the elegance of Town Mouse's environment, his home is the best place for him.
- C. It explains the reason that Country Mouse decided to visit Town Mouse in the first place, because Country Mouse had been lonely and Town Mouse was surrounded by other animals.
- D. It helps develop the characters by showing how Town Mouse did not really want Country Mouse to stay in town for long.

4. The moral of Text 1 is "Better beans and bacon in peace than cakes and ale in fear." What is another way to summarize the moral of the story?
- You should be satisfied with living simply and safely rather than risking everything for things you do not really need.
 - You should enjoy what you have because you do not know what trouble tomorrow brings.
 - You should not be jealous of your neighbors because you do not know if they are happy or not.
 - You should not value fancy people and expensive possessions over intelligence and kindness.
5. The characters in Text 1 are very different from each other. Complete the chart below by first writing in which word from the Descriptions Box best describes each character's personality overall. Then choose a sentence from the Evidence Box that helps illustrate why the description you chose for each mouse is accurate.

Character	Character Description	Evidence to support the Description
Town Mouse		
Country Mouse		

Description Box: Word Choices for Character Description	Evidence Box
Patient Snobby Courageous Joyous Generous Curious	"Now you must know that a Town Mouse once upon a time went on a visit to his cousin in the country." "Beans and bacon, cheese and bread, were all he had to offer, but he offered them freely." "'I cannot understand, Cousin, how you can put up with such poor food as this, but of course you cannot expect anything better in the country.'" "'What is that?' asked the Country Mouse." "'What! Going so soon?' asked the other." "'I do not like that music at my dinner.'"

6. The following question has two parts. Answer Part A and then answer Part B.

Part A: In paragraph 12 of Text 2, “The Tale of Johnny Town-mouse,” what is Johnny Town-mouse doing when he *inquires* about the garden?

- A. demanding information
- B. providing directions
- C. describing carefully
- D. seeking answers

Part B: Circle the two underlined parts of the paragraph that help the reader determine what it means to *inquire*.

- 12 It was just the same the next day. Timmy Willie longed to be at home in his peaceful nest in a sunny bank. The food disagreed with him, and the noise prevented him from sleeping. In a few days he grew so thin that Johnny Town-mouse noticed it and questioned him. He listened to Timmy Willie's story and inquired about the garden. "It sounds rather a dull place. What do you do when it rains?"

7. Complete the chart below by writing the sentence from the Evidence Box that best helps develop each setting in Text 2.

Setting	Evidence That <u>Best</u> Develops the Setting
Timmy Willie's home	
Johnny Town-mouse's home	

Evidence Box
"Johnny Town-mouse was born in a cupboard."
"And when the sun comes out again, you should see my garden and the flowers--roses and pinks and pansies--no noise except the birds and bees and the lambs in the meadows."
"Timmy Willie was a little country mouse who went to town by mistake, in a hamper."
"It should be explained that two young mice, who were waiting on the others, went skirmishing upstairs to the kitchen between courses."
"I will show you a most comfortable sofa pillow."
"The family had gone to the sea-side for Easter."

8. In Text 2, how does the scene of Timmy Willie eating with Johnny Town-mouse and his friends in (paragraphs 7 and 8) fit with the scene of Timmy Willie making Johnny Town-mouse a bed of grass clippings (paragraph 27) to create the overall structure of the text?
- A. The two scenes illustrate that the meal with Johnny Town-mouse caused Timmy Willie feel like he needed to pay Johnny back for his kindness so Timmy made him the best bed he could offer.
 - B. The two scenes show the contrast between the fancy life Johnny Town-mouse lives and the simple life Timmy Willie lives.
 - C. The two scenes show a contrast between the manners of Johnny Town-mouse and Timmy Willie, developing the theme of the text.
 - D. The two scenes offer a comparison of how important friendship is to Johnny Town-mouse but how being alone in nature is important to Timmy Willie, developing the theme of the text.
9. Below are several sentences about Text 2. To create a summary of the text, choose from the sentences below. Remember that summaries should allow people who have not read the story to understand what it is about, so the order of the sentences is as important as the sentences you include. You will not use all of the sentences.

Sentences you can choose from to create a summary of <i>The Tale of Johnny Town-mouse</i>	
	Timmy Willie decided his country home was better for him than Johnny Town-mouse's home.
	Timmy Willie loved the wonderful things Johnny Town-mouse's house offered.
	Johnny Town-mouse decided his home in town was the best place for him.
	Johnny Town-mouse needed a safe place to stay for a bit so he went to see Timmy Willie
	Timmy Willie hid out in a hamper so he could go see his friend Johnny Town-mouse.
	Johnny Town-mouse visited the country because he missed Timmy Willie.
	Johnny Town-mouse and Timmy Willie were both easily frightened.
	Timmy Willie made a new friend when he accidentally ended up making a trip to town.

SUMMARY OF <i>The Tale of Johnny Town-mouse</i>	
First sentence of summary	
Second sentence of summary	
Third sentence of summary	
Last sentence of summary	

10. How does the illustration after paragraph 1 help the reader understand Text 2?
- A. It shows how bored Timmy Willie was when he lived in the garden, explaining why he took a trip.
 - B. It clarifies the meaning of the word *hamper* and helps explain how Timmy Willie got to town.
 - C. It shows the beauty of where Timmy Willie lives, which explains why Johnny Town-mouse decides to visit.
 - D. It clarifies that the story was written long ago, and how things were different back then.
11. How does the illustration after paragraph 6 contribute to the meaning of Text 2?
- A. It helps develop the personalities of the main characters by showing how confused Timmy Willie is and how arrogant Johnny Town-mouse is.
 - B. It shows how happy Timmy Willie is to find food, explaining that his hunger was the main reason he left the garden.
 - C. It shows all the friends Johnny Town-mouse has, explaining the main reason he returns to his house after later visiting Timmy Willie.
 - D. It helps show how very different the two main characters are by providing details about their appearance.
12. What two important roles does fear play in both Texts 1 and 2?
- A. Fear forces at least one main character in each text to find many possible solutions to a problem.
 - B. Fear prevents at least one main character in each text from understanding what benefits each location offers.
 - C. Fear makes the main characters in both texts get angry with each other.
 - D. Fear causes the main characters in both texts to decide to return to their homes.
 - E. Fear makes at least one main character in each text look for a new place to live.
 - F. Fear prevents the main characters in both texts from making new friends.
13. What theme is shared by both texts?
- A. People always think they would be happier in a different set of circumstances.
 - B. Don't assume you will get what you want before you actually get it.
 - C. Everyone has different preferences, and it is fine to be grateful for what you have.
 - D. Do not worry about things that might or might not happen in the future.

Traditional Story Map

Title of Story: _____

Setting

Characters

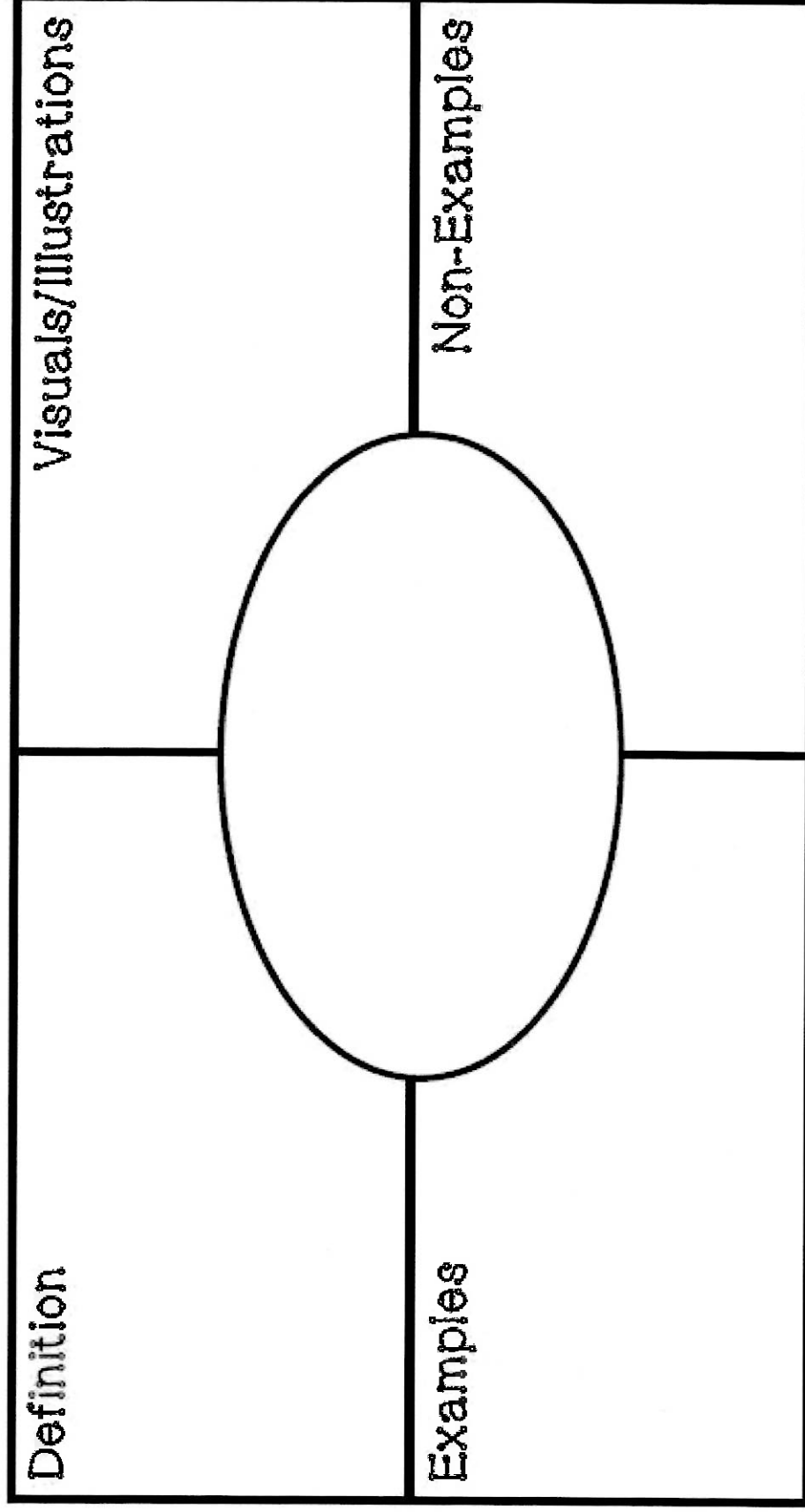
Beginning

Middle

End

Central Message, Moral, or Lesson

Frayer Model



Mathematics

Grade 5 Mathematics Experiences

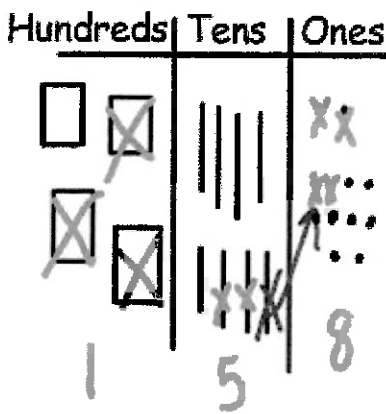
During mathematics instruction, students are expected to be able to use multiple strategies to solve problems. While completing the problems that follow at home, students should also use multiple strategies to show their complete understanding. An example of different strategies students should use to complete problems is provided below.

Sample Problem:

482 students went to the Book Fair on Monday. 324 students went to the book fair on Tuesday. How many more students went to the Book Fair on Monday than on Tuesday? Write an equation to represent your work.

Strategy 1: Pictures

$$482 - 324 = \underline{\hspace{2cm}}$$



Strategy 2: Numbers

Tuesday
Book Fair

↓

482 - 324 = 158 students

↑

Monday
Book Fair

How many more
students went on
Monday than Tuesday?

$$\begin{array}{r} 482 \\ - 324 \\ \hline 158 \end{array}$$

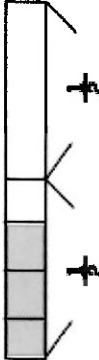
Strategy 3: Words

158 more students went to the Book Fair on Monday than on Tuesday. I know this because I subtracted 324 from 482. I could not subtract 4 ones from 2 ones, so I had to decompose a ten. Then I could subtract 4 ones from 12 ones, which was 8 ones. Then I had to subtract 2 tens from 7 tens, which is 5 tens. Then I subtracted 3 hundreds from 4 hundreds, which gave me 1 hundred. So I know $482 - 324 = 158$, so I know that 158 more students went to the book fair on Monday.

Additionally, it is important to discuss with your student the steps they take to solve the problem and why those steps are important. With the Common Core State Standards, students are expected to be able to talk about their understanding of the mathematical concepts and their analysis of problems.

Grade 5 Mathematics

Complete 4 boxes each day.

<p>Solve the following problems:</p> <p>A) $243 \times 7 =$</p> <p>B) $3,456 \times 9 =$</p> <p>C) $24,777 \times 4 =$</p>	<p>A garden is $3\frac{1}{2}$ feet wide and $4\frac{3}{4}$ feet long. What is the total area of the garden?</p>	<p>Without using the standard algorithm, solve:</p> $1673 \div 15 = \underline{\hspace{2cm}}$ <p>Explain how you used place value understanding and multiplication to solve.</p>	<p>Will the product of $5 \times \frac{1}{2}$ be less than or greater than 5? Will the product of $5 \times \frac{3}{2}$ be greater than or less than 5? Explain to someone at home how you know.</p>	<p>Ms. Pfeiffer's class read for a total of 10,000 minutes. If the class read more of the minutes in September than they did in October, how many minutes might they have read in September?</p> <p>Provide at least three different possibilities for how the minutes may have been split, and explain your answer.</p>
<p>Diego wants to practice his instrument for 40 minutes a day. Yesterday he practiced for $\frac{7}{8}$ of that time. How many minutes did he practice?</p>	<p>Johnny wants to send a package to his grandparents. He needs a box that will fit 116 cubic inches. He has a box that is 4 inches by 7 inches by 4 inches. Is the box big enough? How do you know?</p>	<p>Evaluate the following expressions:</p> $(23 + 14) - 15$ $34 + (17 \times 4)$	<p>Explain to someone at home how your knowledge of basic facts and place value helps you solve the following equation:</p> $1,686 \div 40 =$	<p>Write a word problem that matches the tape diagram. Then write and solve the equation that the tape diagram represents.</p> 
<p>Shelly waited for $\frac{2}{3}$ of an hour for her mother to pick her up from school. How many minutes would that be?</p>	<p>Use what you know about equivalent fractions to add the following fractions:</p> $\frac{2}{6} + \frac{2}{4} =$ $\frac{3}{4} + \frac{1}{6} =$ $\frac{7}{8} + \frac{1}{5} =$	<p>Juan has a container that is a rectangular prism. It has the dimensions of 3 inches x 4 inches x 6 inches. Jessica has a container that is 2 inches x 6 inches x 4 inches. Whose container is larger?</p>	<p>Sydney needs $\frac{4}{5}$ of a gallon of orange juice to make a batch of punch. If she needs to make $3\frac{1}{2}$ batches of punch, how much orange juice does she need?</p>	<p>Ms. Lancos has 3 hours before her soccer game. She likes to watch shows on Netflix to relax before playing. Some shows are one hour and some are a half hour. Share three different ways Ms. Lancos could use her time to watch Netflix prior to the start of her game.</p>

Grade 5 Mathematics

<p>Add or subtract.</p> <p>$0.995 + 0.379 =$</p> <p>$0.803 + 0.033 =$</p> <p>$0.730 - 0.123 =$</p> <p>$0.5 - 0.23 =$</p>	<p>Write a division sentence that relates to the following multiplication sentence:</p> <p>$(64 \times 32) + 7 = 2055$</p>	<p>Bradley has $3 \frac{1}{4}$ inches of rope more than Susan. Susan has $2 \frac{3}{8}$ inches of rope more than Justin. Justin has 45 inches of rope. How much rope do Bradley and Susan have?</p>	<p>Without using the standard algorithm, solve</p> <p>$2432 \div 24 = \underline{\hspace{1cm}}$.</p> <p>Explain how you used place value understanding and multiplication to solve.</p>	<p>Anna and Bryan are eating hot dogs. They've each eaten an even number of hot dogs, and they only have one package of buns, containing 8 hot dog buns.</p> <ul style="list-style-type: none"> • If Anna and Bryan each eat a different number of hot dogs with buns, what fraction of the buns might they have eaten? • Represent each part of your response with two different equivalent fractions. • Explain to someone at home how you know your responses are correct and the fractions are equivalent.
--	---	--	--	---

607

Show two different ways to complete the multiplication problem.



0
1
2
3
4
5
6
7
8
9

Delete

$$\begin{array}{r} 4 \square \\ \times 56 \\ \hline 2 \square \square 2 \end{array}$$

$$\begin{array}{r} 4 \square \\ \times 56 \\ \hline 2 \square \square 2 \end{array}$$

Grade 5 Mathematics

Complete 4 boxes each day.

<p>List the height of the boys in order. Start with the tallest boy.</p> <ul style="list-style-type: none"> Alex is shorter than Jeff. Jeff is taller than Ken, but shorter than Bob. Chris is taller than Bob. Alex is not the shortest. 	<p>Identify the mystery fraction.</p> <ul style="list-style-type: none"> The fraction is greater than $\frac{1}{2}$. The fraction is less than $\frac{8}{10}$. The fraction is not equivalent to $\frac{9}{12}$. <p>What is the mystery fraction?</p> <p>Could there be other possible fractions that would work? How do you know?</p>	<p>Evaluate the following expressions:</p> $(16 + 4) \times 8 =$ $15 + (18 \times 8) =$	<p>___ \times ___ < 800</p> <p>What numbers could go in the inequality above to make it true?</p> <p>What is the greatest number that makes the inequality above true?</p>	<p>Two fifths of a cake was eaten at a party over the weekend. The teacher brings the remaining cake to school to share with her team of eight people. If some of the team eats cake, and some do not, create two different models that would show how the remaining cake could be divided. What fraction of the remaining cake do some of her teammates eat?</p>
<p>$906 \div n = m$</p> <p>If n is 6, what is the value of m in the equation above?</p> <p>If the value of n in the above equation increases, how will the value of m change?</p> <p>If the value of n in the above equation decreases, what happens to the value of m?</p>	<p>Compare the following expressions.</p> <ul style="list-style-type: none"> $\frac{5}{17} \times \frac{2}{3}$ $\frac{5}{17} \times \frac{3}{2}$ $\frac{5}{17} \times \frac{3}{3}$ 	<p>Can the following inequalities be true? Explain why or why not.</p> <ul style="list-style-type: none"> $A > B$ $B < C$ $C > D$ $D > A$ 	<p>Add or subtract decimals.</p> $3.125 + 2.985 =$ $7.526 - 5.068 =$ $7.603 + 0.074 =$ $6.8 - 3.57 =$	<p>Write a word problem for "What is $\frac{2}{6}$ of $\frac{3}{5}$?" Draw an area model that represents your word problem, and explain how your model accurately represents your solution.</p>

Grade 5 Mathematics

$17 < 2w + 5 < 48$ Given the inequality above, what values for w make the statement true?	Solve the following problems: A) _____ = 777×777 B) $5,087 \times 245 =$ ____ C) What is the product of 6 and 286?	$9.22, 0.5, 17.8$ Given the numbers above, write a story problem with two or more steps.	The product of two numbers is 7.2. One of the numbers is 2.4. What is the sum of the two numbers?	Luis has some dimes, nickels and pennies that total less than \$20. If Luis has more nickels than dimes, and the fewest pennies, how much money might Luis have? How many of each coin would that represent?
Solve the following. <ul style="list-style-type: none"> $5/6 \times 2/3$ $7/10 \times 4/2$ $2/4 \times 5/6$ 	Ben watches television about 14 hours each week. He watches television for about $8 \frac{1}{2}$ hours on the weekend. What is the average number of minutes he watches television each weekday? Explain how you got your answer.	Lani has $\frac{1}{2}$ as many sports cards as Mark. Sharon has $\frac{1}{4}$ fewer sports cards than Lani. Mark has 32 sports cards. How many sports cards do they have altogether?	There are 24 dogs at a kennel. <ul style="list-style-type: none"> $\frac{1}{2}$ of the dogs are poodles. $\frac{1}{4}$ of the dogs are collies. $1/12$ of the dogs are retrievers. The other dogs are beagles. How many dogs are beagles?	Mr. Smith is hosting a party. 24 guests were invited, but not everyone is coming. He has two dozen doughnuts. Fewer than half of the guests each eat a doughnut. What fraction of the doughnuts may get eaten? Draw a model to justify your calculation and solution.

2021

Drag one number into each box to create a fraction that correctly completes each statement.

0
1
2
3
4
5
6
7
8
9

Delete

$$4 \times \frac{\square}{\square} < 4$$

$$4 \times \frac{\square}{\square} = 4$$

$$4 \times \frac{\square}{\square} > 4$$

Grade 5 Mathematics

Complete 4 boxes each day.

<p>I have been practicing my push ups.</p> <ul style="list-style-type: none"> On the first day, I did 1 push up. On the second day, I did 2 push ups. On the third day, I did 4 push ups. On the fourth day, I did 7 push ups. On the fifth day, I did 11 push ups. <p>If the pattern continues, how many push ups will I do on the tenth day? Explain how you know.</p>	<p>Using the numbers 5, 7, 9, 12 and 3:</p> <ul style="list-style-type: none"> What is the greatest fraction you can make that is less than 1? What is the least fraction you can make? <p>Explain your reasoning to someone at home.</p>	<p>Evaluate the following expressions:</p> $(152 + 29) - 125 =$ $689 + (15 \times 12) =$	<p>The Swim Club charges a \$50 membership fee plus \$40 per month.</p> <p>The Cool Pool Club charges a \$175 membership fee plus \$240 per month.</p> <p>After how many months is the total charge for the Cool Pool Club less than the total charge for the Swim Club?</p>	<p>The soccer team went to a tournament 8 hours away. The two coaches each drove part of the way. If Mr. Jones drove more than Mr. Smith, how far could each of the coaches driven?</p> <p>Identify at least three different possibilities for how the drive could have been split.</p> <p>Given your possible solutions, how many minutes did each coach drive?</p>
<p>The sum of 3 whole numbers is 16. Two of the numbers add to the third number. What could the 3 numbers be?</p> <p>Make a list of the possible combinations. Make sure you prove your answer.</p>	<p>Rosa has a square. The number of inches in the perimeter of the square is equal to the number of square inches in it's area.</p> <p>What could the dimensions of the square be?</p>	<p>What fraction of states in the United States have a name that begins with M?</p> <p>What fraction of states have a name with fewer than 5 letters?</p>	<p>Add or subtract decimals.</p> $1.086 - 0.682 =$ $3.16 + 9.472 =$ $6.002 - 2.483 =$ $9.450 + 2.307 =$	<p>Four students plan to share pizza.</p> <ul style="list-style-type: none"> Abe wants $\frac{1}{2}$ of a pizza. Becca wants $\frac{2}{3}$ of a pizza. Cam wants more than a half of a pizza. Kim wants less than a half of a pizza. <p>How much pizza should they order?</p> <p>How would your answer be different if Abe and Kim are the only people who want pepperoni pizza?</p>

Grade 5 Mathematics

<p>If I buy 2 pizzas and 1 bottle of water, the cost is \$22.50.</p> <p>If I buy 3 pizzas and 3 bottles of water, the cost is \$37.50.</p> <p>How much does a bottle of water cost?</p>	<p>Solve the following problems:</p> <p>A) $49 \times 975 =$</p> <p>B) What is the product of 9 and 740?</p> <p>C) $6,751 \times 68$</p>	<p>Marcie hiked to Sugarloaf Mountain.</p> <ul style="list-style-type: none"> • She hiked $\frac{1}{4}$ of the way before breakfast. • She hiked $\frac{3}{5}$ of the way between breakfast and dinner. • She hiked the final 1 mile after dinner. <p>How many miles did Marcie hike between breakfast and dinner?</p>	<p>I made 26 cookies for a bake sale. I sold $\frac{3}{4}$ of the cookies for \$0.55 each. How much money did I earn?</p>	<p>Write a word problem that represents the equation $0.25 \times 100 = \underline{\hspace{2cm}}$.</p> <p>Draw a model of your choice that represents your equation and answer, and explain your rationale for your model.</p>
<p>Use what you know about equivalent fractions to add the following fractions:</p> <p>$\frac{1}{9} + \frac{2}{6} =$</p> <p>$\frac{3}{4} + \frac{8}{6} =$</p> <p>$\frac{4}{5} + \frac{6}{10} =$</p>	<p>Liam made a bowl of popcorn.</p> <ul style="list-style-type: none"> • He ate half of the popcorn and gave the rest to his sister, Ashley. • Ashley ate one third of what was left and gave the rest to her friend Tomas. • Tomas finished the popcorn. <p>What fraction of the bowl of popcorn did Tomas eat?</p>	<p>Guess the mystery number.</p> <ul style="list-style-type: none"> • The number is less than 500. • The number is divisible by 2, 3, and 5. • The digits in the number add to 12. <p>What is the mystery number?</p> <p>Could there be other possible numbers that would fit? How do you know?</p>	<p>Two fractions have the same numerator, but one fraction is $\frac{1}{2}$ more than the other fraction.</p> <p>What are the two fractions?</p> <p>Are there other answers? Explain how you found your answer to someone at home.</p>	<p>Eric is playing a video game. At a certain point in the game, he has 31,500 points. Then the following events happen, in order:</p> <ul style="list-style-type: none"> • He earns some additional points. • He loses some points. • At the end of the game his score has doubled from 31,500. <p>How many points could he have earned? How many points could he have lost?</p> <p>Write an expression for the number of points Eric has at the end of the game.</p>



50 US States with Abbreviations

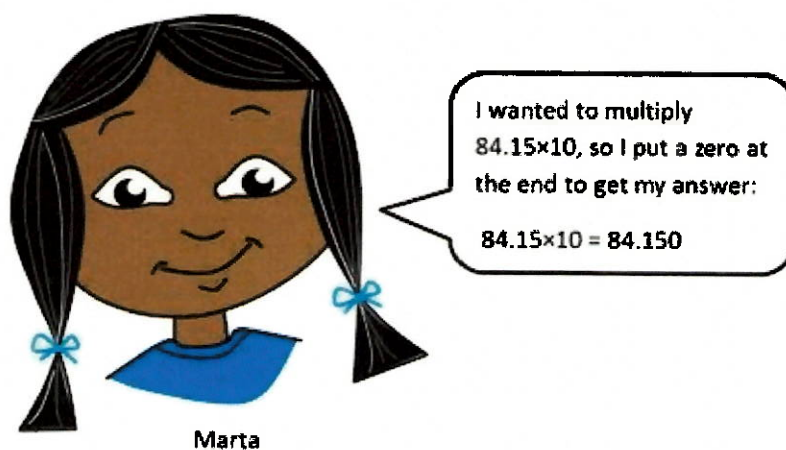
Alabama - AL	Montana - MT
Alaska - AK	Nebraska - NE
Arizona - AZ	Nevada - NV
Arkansas - AR	New Hampshire - NH
California - CA	New Jersey - NJ
Colorado - CO	New Mexico - NM
Connecticut - CT	New York - NY
Delaware - DE	North Carolina - NC
Florida - FL	North Dakota - ND
Georgia - GA	Ohio - OH
Hawaii - HI	Oklahoma - OK
Idaho - ID	Oregon - OR
Illinois - IL	Pennsylvania - PA
Indiana - IN	Rhode Island - RI
Iowa - IA	South Carolina - SC
Kansas - KS	South Dakota - SD
Kentucky - KY	Tennessee - TN
Louisiana - LA	Texas - TX
Maine - ME	Utah - UT
Maryland - MD	Vermont - VT
Massachusetts - MA	Virginia - VA
Michigan - MI	Washington - WA
Minnesota - MN	West Virginia - WV
Mississippi - MS	Wisconsin - WI
Missouri - MO	Wyoming - WY

5.NBT Marta's Multiplication Error

Alignments to Content Standards: 5.NBT.A.2

Task

Marta made an error while finding the product 84.15×10 .



In your own words, explain Marta's misunderstanding. Please explain what she should do to get the correct answer and include the correct answer in your response.

IM Commentary

This task highlights a common misconception among students deriving the rules for multiplying a number by a power of 10. Many students correctly recognize that multiplying a whole number by a power of 10 will result in a product with as many 0s at

the end as were in the power of 10. When students transition to multiplying decimals by powers of 10, they often generalize this "rule" without thinking about the value that results. It is important to create dialogue around this misconception, especially during the initial stages of deriving rules for multiplying and dividing numbers by powers of 10. This task could be used to ground a classroom discussion during the first day of multiplying decimals by powers of 10. It would also be appropriate for a formative assessment to check for student understanding of this pivotal transition from whole number reasoning to decimal reasoning.

The Standards for Mathematical Practice focus on the nature of the learning experiences by attending to the thinking processes and habits of mind that students need to develop in order to attain a deep and flexible understanding of mathematics. Certain tasks lend themselves to the demonstration of specific practices by students. The practices that are observable during exploration of a task depend on how instruction unfolds in the classroom. While it is possible that tasks may be connected to several practices, only one practice connection will be discussed in depth. Possible secondary practice connections may be discussed but not in the same degree of detail.

This particular task helps to illustrate Mathematical Practice Standard 3, Construct viable arguments and critique the reasoning of others. Students are asked to critique the reasoning of Marta's claim that when you multiply 84.15×10 , you only have to add a zero at the end to get the answer. This type of task provides students with an opportunity to distinguish a reasonable explanation from that which is flawed. If there is a flaw in the argument they can further explain why it is flawed. To decide if Marta's claim is true or false, students will have to think critically about the "rules" they used when multiplying whole numbers by 10. By adding a zero to 84.15, the value stayed the same. If Marta had shifted the decimal one place to the right, each digit would represent ten times its original value. Students must recognize that Marta's misunderstanding comes from an understandable, but erroneous student line of thinking; if students use this rule for whole numbers, then they are likely to try to apply it to decimals as well. Students working on this task should see that while Marta's rule does work for whole numbers being multiplied by powers of 10, it will not work for decimals being multiplied by powers of 10 for the reasons stated in the solution. This process is very clearly explained using expanded notation and the distributive property in the solution set. Learning how to argue whether a claim is true or false concisely and precisely must become a routine part of a student's mathematical work as should the ability to construct an argument around a correct answer. These are both skills practiced in this task.

[Edit this solution](#)

Solution

Marta is mistakenly trying to continue a pattern dealing with multiplying whole numbers by powers of 10: the product will have the same digits as the whole number followed by the same number of 0s as the power of 10. Marta tried to place a 0 after 84.15 in her problem to continue this pattern, but placing a 0 in the thousandths place did not change the value of 84.15. Instead, Marta can shift the decimal one place to the right so that each digit occupies ten times its original place. Her correct answer is 841.5. Another way of finding the product of 84.15 and 10 is to rewrite 84.15 in expanded notation and use the distributive property:

$$\begin{aligned}(80 + 4 + 0.1 + 0.05) \times 10 &= (80 \times 10) + (4 \times 10) + (0.1 \times 10) + (0.05 \times 10) \\ &= 800 + 40 + 1 + 0.5 \\ &= 841.5\end{aligned}$$

Using expanded notation also highlights that the place value of each digit needs to be multiplied by a factor of 10. It should be noted that the digit 8 in the original expression represented 8 tens, but will be 8 hundreds in our product. In Marta's solution, the 8 still only represents 8 tens and the magnitude of the number has not changed.



5.NBT Marta's Multiplication Error

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Science

Name: _____

Grade Five Science Experiences

Your child may complete one or two experiences per week.

Experience #1

Find a shadow outdoors. Measure the length of the shadow four times during a day, and create a data table.

Think about:

- How did the shadow length change over the day?
- What caused the change in shadow length?

Experience #2

Read a story or use a simulation to explore the motion of the Earth.

→ You may use any simulation you like. One example is provided here:

<https://google.discoveryeducation.com/learn/player/1bdbadfc-1851-46f9-864b-818d3b0c1d72>

Think about:

- What causes the day/night cycle?
- What causes the year cycle?

Experience #3

Find two plants outdoors that are the same kind of plant. Do they look exactly the same? Describe a difference, and construct an explanation for the difference.

Think about:

- What might make the plants look different?
- What evidence is there for your explanation?

Experience #4

Read a story or watch a video about identical twins.

→ You may use any story or video that you like. One example is provided here:

<https://google.discoveryeducation.com/learn/videos/98d6afff-4bc7-4457-afa6-e54b53eb140b/>

Think about:

- What might make identical twins look different?
- What evidence is there for your explanation?

Health and Physical Education

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing. Self-Injury Awareness Day	2 Musical Frogs This game is just like musical chairs except players hop around like frogs and sit onilly pads (pillows).	3 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	4 Walking Race Pick a distance and challenge a friend to a speed walking race. No running!	5 Sidewalk Chalk Balance Draw different kinds of lines on the ground with chalk. Walk along them one foot in front of the other balancing.	6 Bear Walk With your bottom in the air, step forward with your right hand & step forward with your left foot. Step forward with the left hand then the right foot. Continue to move across the room.	7 Wild Arms As fast as you can complete: 10 Arm Circles front & back 10 Forward punches 10 Raise the Roof's Repeat 3x
8 Sugarcane Pose Hold Sugarcane Pose for 30 seconds on each side.	9 Limbo Grab a broom stick and have 2 people hold it. Take turns going under the stick arching backwards. Lower the stick after each successful pass. How low can you go?	10 Crazy 8's 8 jumping jacks 8 leaps 8 frog jumps 8 vertical jumps (as high as you can) Repeat 3 times	11 Between the Knees Gather rounded objects of varying size. Starting with the largest try walking around your house keeping the object between your knees.	12 Happy Baby Pose Straighten your legs for an added challenge.	13 Toe Fencing With a partner, hold each other's shoulders. Try to tap the other person's toe without having yours tapped.	14 Chest Pass Practice your chest passes against a brick wall. Remember to step towards your target.
15 Put a piece of tape on the ground and jump back and forth as quick as you can for 30 seconds.	16 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	17 Code Words While watching TV any time you hear the code words complete 10 jumping jacks. Code words: green, St. Patrick's Day, lucky, leprechaun	18 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	19 Pretend! -Sit in a chair for 10 seconds -Shoot a basketball 10 times -Ride a horse -Be a frog -Lift a car	20 Commercial Stroll During a commercial break take a walk around your entire house. Still a commercial? Go again this time speed walking so you don't miss a thing!	21 Walking Race Pick a distance and challenge a friend to a speed walking race. No running!
22 Dance, Dance Put on your favorite song or turn on the radio. Dance however you like during the entire song!	23 Arm and Leg Tag A regular game of tag, but if someone touches your arm/leg you can no longer use that body part. If both legs are tagged start a new round.	24 Read & Move Pick a book to read and select an "action word" that will be repeated often. When the "action word" is read stand up and sit down.	25 Army Crawl Lay on your stomach resting on your forearms. Crawl across the room dragging your body as if you're moving under barbed wire.	26 Do this: -Hop on one leg 30 times, switch legs -Take 10 giant steps -Walk on your knees -Do a silly dance -Sprint for 10 seconds	27 Set the Menu Talk with who takes care of you about choosing the dinner menu. Pick whole grains and veggies.	28 Vertical Jump Jump as high as you can for 30 seconds. Repeat.
29 Ragdoll Pose Hold Ragdoll Pose for 30 seconds. Repeat.	30 Crabby Clean Up Tidy up while walking like a crab! Carry items on your belly across the room to put them away.	31 Mindful Minute For 60 seconds, clear your mind & only focus on your breathing. If your mind starts to wander, bring your attention back to your breathing.	National Health Observances: <ul style="list-style-type: none"> National Nutrition Month 1st Self-Injury Awareness Day 6th -7th National Day of Unplugging (sundown-to-sundown) 13th National Good Samaritan Day Yoga pictures from www.fortevyoga.com			

SHAPE America recommends school-age children accumulate at least 60 minutes and up to several hours of physical activity per day. Each bout of physical activity should be followed by cool-down stretches that help reduce soreness and avoid injury. Happy exercising!